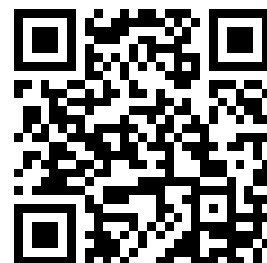


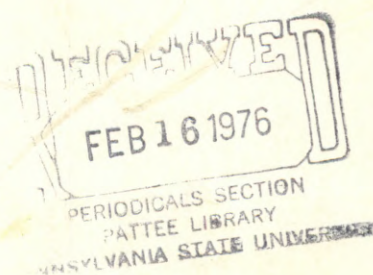
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# resources in education



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<i>Pacesetters in Innovation, Fiscal Year 1967</i> . . . . .	166.69
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<i>Selected Documents on the Disadvantaged</i> . . . . .	317.84
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<i>Manpower Research: Inventory for Fiscal Year 1968</i> . . . . .	42.22
<i>Manpower Research: Inventory for Fiscal Year 1969</i> . . . . .	54.87

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Volume 11 Number 1 January 1976

# Resources in Education

ED 110 595-111 923

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## Introduction

**Resources in Education** is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

# **DOCUMENT SECTION**



ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

## SAMPLE ENTRY

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable).\*

Author(s).

ED 654 321

56

CE 123 456

Clearinghouse accession number.

Title.

Smith, John D. Johnson, Jane

Career Education for Women

Central Univ., Chicago, Ill.

Organization where document originated.

Spons. Agency—National Inst. of Education (DHEW), Washington, D.C.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Date published.

Report No—CU-2081-S

Pub Date May 73

Report Number—assigned by originator.

Contract or Grant Number—only NIE or USOE contracts or grants are recorded.

Contract—NIE-C-73-0001

Note—129p.; Presented at the National Conference on Career Education (3rd, Chicago, Ill., May 15-17, 1973)

Descriptive Note (pagination first).

Available from—Campus Bookstore, 123 College Ave., Chicago, Ill. 60690 (\$3.25)

Alternate source for obtaining documents.

EDRS PRICE MF-\$0.75 HC-\$6.60 plus postage

Descriptors—\*Career Opportunities, Career Planning, Careers, \*Demand Occupations, \*Employment Opportunities, Females, Labor Force, Labor Market, \*Manpower Needs, Occupational Aspiration, Occupational Guidance, Occupations, Vocational Counseling, \*Working Women

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS", other sources are cited above.

Identifiers—Consortium of States, \*National Occupational Competency Testing Institute, Illinois

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.

Women's opportunities for employment will be directly related to their level of skill and experience but also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1970 and 1980, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craftsmen and foremen (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance which are available to them. (SB)

Informative Abstract.

Abstractor's initials.

\*The key to these codes is as follows:

Code	Description	Code	Description
08	Adult and Vocational Education, Public Law 88-210	52	Library Research and Development, Public Law 89-320, Title II, Part B
16	Captioned Films for the Deaf, Public Law 85-905	56	New Educational Media, Public Law 85-864, Title VII, Part A
24	Cooperative Research, Public Law 89-10, Title IV	64	New Education Media, Public Law 85-864, Title VII, Part B
32	Disadvantaged Students Program, Public Law 89-10, Title I	72	Research in Foreign Countries, Public Law 83-480
40	Handicapped Children and Youth, Public Law 88-164	80	State Educational Agencies Experimental Activities, Public Law 89-10, Title V, Section 505
48	Language Development, Public Law 85-864, Title VI	88	Supplementary Centers and Services, Public Law 88-10, Title III
		95	Other Office of Education Programs

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse reflex initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

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G—Counseling and Personnel Services .....	44-52	RC—Rural Education and Small Schools .....	137-146
S—Reading and Communication Skills .....	52-69	SE—Science, Mathematics, and Environmental Education .....	146-160
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C—Handicapped and Gifted Children .....	78-85	SP—Teacher Education .....	168-178
L—Languages and Linguistics .....	85-93	TM—Tests, Measurement, and Evaluation .....	179-187
IE—Higher Education .....	93-107	UD—Urban Education .....	187-192
R—Information Resources .....	107-122		
C—Junior Colleges .....	122-129		

## CE

**ED 110 595** CE 002 500  
Laboratory Animal Care Training Manual for Instructors and Students.

California Univ., San Francisco. Animal Care Facility.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.

Pub Date 73

Note—456p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Animal Caretakers, Job Training, Laboratory Procedures, \*Laboratory Training, \*Manuals, Study Guides, Teaching Guides

This manual presents item-by-item, step-by-step procedures for the student being trained as a technician in laboratory animal care. Statements are preceded by a box for the student to check when he has read each statement. The first 16 lessons cover: orientation; identifying, handling, and determining the sex of rodents and rabbits, cats and dogs, non-human primates, and farm animals; animal feeds and bedding; caging; special caging; and identifying tools, supplies, special clothing, and machinery. The other lessons pertain to recognizing and reporting disease in laboratory animals; inspecting the environment; cleaning, feeding, and watering animals in direct and indirect bedding cages; caring for animals in pens and special cages; restraint of the animal groups mentioned; blood collection and injection; surgery and euthanasia; vital signs; receiving and shipping rodents and rabbits; receiving large animals; and gnotobiology and breeding colonies. Notes to the instructor are interspersed among the 30 lessons. Most of them serve as suggestions for demonstration, practice, and mastery exercises. The exercises and an audio-visual component are meant to accompany the material presented in the manual. (AG)

**ED 110 596** CE 003 677  
Bell, Terrel H. Hoyt, Kenneth B.  
Career Education: The USOE Perspective. Occasional Paper No. 4.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Pub Date 74

Note—25p.

Available from—The Center for Vocational Education, The Ohio State University, Columbus, Ohio 43210 (\$1.50)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Career Education, Concept Formation, Data Analysis, Data Collection, Definitions, Educational Legislation, Educational Objectives, Educational Philosophy, \*Educational Policy, \*Federal Government, Government Role, Personal Growth, \*Policy Formation, \*Program Development, Relevance (Education), Speeches, Success Factors

The Center for Vocational and Technical Education initiated the Occasional Paper Series to provide educators and other interested individuals with information dealing with critical issues and problems surrounding the education of human beings. The interest of the center in the entire career education concept stimulated it to include in this series recent views on career education of Dr. T. H. Bell, U. S. Commissioner of Education, and the newly derived career education policy of the United States Office of Education as explained by Dr. Kenneth B. Hoyt, Associate Commissioner, Office of Career Education, Office of Education. Dr. Bell's paper cites examples of the unanticipated success of career education; expresses hopes that career education will be primarily a State and local matter; and points to the need for work to be done in the areas of improved quality, evaluation, and implementation, particularly at the high school level and among special groups. Dr. Hoyt's paper proposes career education as the response to criticisms of the present educational system, through the use of the concept of work. Basic concept assumptions are offered which will represent a philosophic base for career education, programmatic assumptions, suggestions for implementation, and specific learner outcomes which will involve basic educational policy changes. (Author/AJ)

**ED 110 597** CE 004 039  
Distribution and Marketing Syllabus.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 74

Note—377p.; Photographs are of marginal reproducibility

EDRS Price MF-\$0.76 HC-\$19.67 Plus Postage

Descriptors—Behavioral Objectives, Business Education, Career Awareness, Course Content, \*Curriculum Guides, \*Distributive Education, \*Grade 11, Instructional Materials, Learning Activities, \*Marketing, Occupational Clusters, Resource Materials, Secondary Education, Student Evaluation, Unit Plan

The distributive education program for grades 7 to 12 is organized around three career education phases: the career education phase (grades 7-10), the distributive phase (grade 11), and the competency cluster phase (grade 12). The grade

11 syllabus provides a six-page introduction which covers scheduling, cooperative work experience, the school store, student clubs, facilities and equipment, teacher certification, and the philosophy of the course. Each of the approximately 150 modules presents behavioral objectives, topics, content and instructional areas, teaching suggestions and student activities correlated with occupational clusters, and evaluation criteria correlated with behavioral objectives. The modules are organized according to the following headings: function, scope and trends of marketing; career opportunities; product information; buying merchandise; merchandise mathematics; marketing research; sales promotion; communications; personal selling; credit and collections; human relations; recordkeeping, manual and automatic data processing; business and government relations, and marketing management. An 18-page multimedia bibliography lists books, periodicals, films, and filmstrips covering the various facets of distributive education. (JR)

**ED 110 598** CE 004 103  
Howlett, F. G.

Telemethods.

Ontario Educational Communications Authority, Toronto. Utilization and Project Materials Section.

Note—17p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Audio Video Laboratories, Class Activities, \*Conversational Language Courses, Educational Television, Elementary Secondary Education, \*Film Production, Individualized Instruction, Methods, Modern Languages, Production Techniques, Second Language Learning, Student Motivation, Student Projects, \*Teaching Guides, \*Teaching Methods, Teaching Procedures, \*Television, Video Equipment, Video Tape Recordings

The booklet is a guide to the use of television for teachers of modern languages; it deals with prerecorded programs and with classroom productions. A general methodology which will allow the teacher to use either simplified programs for anglophones or unsimplified programs for native speakers is set out. The suggested method may be adapted to fit particular classes and course objectives, but the teacher must have the desired program on video-tape and operate the videorecorder personally. An outline of basic methodology includes previewing, viewing, and followup activities. Directions are given for accomplishing individualization by setting up a viewing center. Guidelines are offered for classroom TV production; the dialogues and short plays used intensively in the new structural and

audiolingual courses can serve as a basis for student productions which provide motivation for learning and an opportunity to use the skills of listening and speaking which the students have been rehearsing. Some kinds of productions that have proven successful in French classes are outlined, and a four-page plan for a short production of about 15 minutes which involves most of the class is presented, illustrating the various techniques suggested in the booklet. (Author/AJ)

**ED 110 599** CE 004 146

Ziegler, Warren L.  
On Civil Literacy: Working Draft No. 7408.  
Syracuse Univ. Research Corp., N.Y. Educational Policy Research Center.  
Report No.—SURC-TR74-550  
Pub Date Jul 74  
Note—71p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Adult Education, Citizen Participation, \*Citizenship, Citizenship Responsibility, Civic Belief, Community, Educational Philosophy, Political Science, \*Political Socialization, Public Affairs Education, \*Social Action, Social Responsibility

Identifiers—\*Civic Literacy

The paper discusses civic literacy as it bears on adult education. Civic literacy addresses the domain of intentional actions about political community, in a process of discovery and invention, the result of a dynamic interaction between practice and theory. The action-inquiry model of civic literacy consists of two theses and five competencies. The first thesis, the Social Justice thesis, holds that each person acts in concert with other persons to devise social conditions for realization of a good life. The second thesis, the Political Community thesis, holds that the civic literacy of each person depends upon the civic literacy of every person. The five competencies which permit the translation of the theses into a process of learning and doing are: engaging in intentional action; maintaining or creating conditions for others to engage in intentional action; maintaining or inventing collective institutions which can adjudicate among different intentions, consequences, and strategies; discovering through civic action matters of common concern; and testing, extending, or redefining limits and boundaries to civic action through social invention. The competency of inventive action comes full circle: it is the end which illuminates the means of civic literacy, and it is the means to the pedagogy of discovery and invention. (JR)

**ED 110 600** CE 004 159

Donald, James J.  
Industrial Arts in the Open Education Setting; An Analysis of the Rationale of Open Education and its Implications for Industrial Arts.  
Pub Date 74

Note—251p.; Research paper, State University College, Oswego, New York; Some pages in the appendixes may reproduce poorly

**EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage**

Descriptors—\*Child Development, \*Educational Research, Educational Theories, \*Industrial Arts, Learning Characteristics, \*Learning Processes, Literature Reviews, \*Open Education

The study's purpose is to identify the origin and theoretical aspects of open education. In addition, the study applies the theoretical basis to the practices used by the facilitator and the learner in the industrial arts laboratory. Chapter 1 introduces the topic of open education and its implications for industrial arts. It presents the background statement, the statement of the problem, need for the study, the scope and limits, methods and procedures, and definition of terms. In chapter 2 a brief historical background of the open education movement is presented, followed by an overview of the child development theory of Jean Piaget and a discussion of the rationale of open education as it applies to the facilitator, the learner, and the environment. The purpose of chapter 3 is to analyze in detail the material presented in chapter 2. Chapter 4 synthesizes the material of chapters 2 and 3, from which characteristics for industrial arts programs are formulated. Numerous broad conclusions concerning the central theme and recommendations for the learner, facilitator, and environment are given. The document concludes with a four-page bibliography and 44 pages of supplemental materials, including a statement of guiding principles, a survey instrument, criteria for open classrooms, correspondence, and a summarizing statement by the author. (Author/BB)

ED 110 601 CE 004 357

Simeral, Kenneth D.

The Rapid Adjustment Farm Program's Influence on Other Farms in the Community.

Pub Date 74

Note—129p.; M.S. Thesis, The Ohio State University; Not available in hard copy due to marginal reproducibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Adoption (Ideas), \*Adult Farmer Education, Agricultural Education, \*Agricultural Research Projects, \*Dairymen, \*Diffusion, Extension Education, \*Farm Management, Information Dissemination, Innovation

Identifiers—Rapid Adjustment Farm Program

The study investigated the diffusion of innovative farming practices from Rapid Adjustment Farms (RAF) to other farms in southeast Ohio. The RAF program, begun in 1968, introduced new technology and management practices to its participant farmers. After reviewing literature of farming programs' information diffusion, a descriptive survey was made of Rapid Adjustment farmers, county extension agents, and other farmers in the RAF area. Three dairy farms of similar tenure in the program were selected from more than 20 RAFs. A stratified random sample was drawn of 30 dairy farmers in each of three counties, with alternative farms also selected by random number. The 90 respondent farmers were asked whether they: (1) viewed the Rapid Adjustment farmer as an opinion leader; (2) adopted RAF practices, and for how long; and (3) knew the Rapid Adjustment farmer, and in what way. The respondent farmers also gave information about themselves and their farming operations. The interview schedule was pretested in June 1974 and administered in August 1974. Major findings and conclusions of the study are presented, along with recommendations for future RAF administrative decisions. Fifty-three tables give respondents' answers to questions on the interview schedule, often with county breakdowns and statistical analysis of the data. Appendixes contain some of the tables and the interview schedule. A bibliography of materials on diffusion research is included. (SD)

**ED 110 602** CE 004 369

Hall, Budd L.

Non-Formal Education, Redistribution of Wealth and Production.

African Adult Education Association, Lusaka (Zambia).

Pub Date Sep 75

Note—19p.; Prepared for the African Adult Education Association Conference (Kinshasa, Zaire, September, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Adult Education, Decision Making, \*Developing Nations, Economically Disadvantaged, \*Economic Change, Economic Development, Economic Factors, \*Educational Strategies, \*Nonformal Education, Participation, Political Influences, Social Change

Concepts of development and non-formal education that are needed for the Third World must be broader than a development based on economic growth; they must include not only distribution, but redistribution of existing wealth. Consequently, most new developmental strategies are concerned with placing priority on those groups which are the poorest. Non-formal and adult education is more likely to have a direct impact on the urban and rural poor than formal education. An instrument of political and economic change, non-formal education plays an important role in stimulating participation in decision-making. Another area of concern for adult education is the educating of educators and policymakers which allows both the masses and the leaders to change along the same lines. Further surveys of adult education provision are needed in order to extend coverage to the large portion of the population which is presently not being reached. There is an immediate need for establishment or expansion of research, training, and resource centers in adult education. An integrated approach to planning, which relates adult education to other inputs, and the need for increased involvement of the population in development planning continue to be challenges for planners and educators. (EA)

**ED 110 603**

CE 004 370

Report on Urban Vocational Education.

National Advisory Council on Vocational Education, Washington, D.C.

Pub Date Nov 74

Note—17p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Counseling, Disadvantaged Groups, Educational Demand, Educational Finance, \*Educational Problems, Handicapped Students, Placement, Private Schools, Racial Discrimination, Relevance (Education), School Industry Relationship, Sex Discrimination, \*Urban Education, \*Vocational Education

The National Advisory Council on Vocational Education conducted hearings in Washington, D.C., Pittsburgh, Atlanta, Los Angeles, and Houston, to gather information on the status of vocational education in urban areas. The report summarizes the testimony of the hearings and identifies several common urban problems: demand for vocational education training exceeds current faculty and facilities; expansion and improvement and center-city vocational education programs require increased funding; too many students are trained in fields where there are few jobs; cooperative efforts between educators and the business, industry, and labor communities need to be increased; there is a general need for more and better counseling and the development of effective placement programs; parents, teachers, and administrators continue to assume that all students should be pushed to go to academically-oriented four-year postsecondary institutions; opportunities to maximize the efficiency of the city-wide system are missed due to a reluctance to utilize the resources of the private schools; schools could do more to address the problems of sex and race discrimination in career counseling, training and placement; and there is a lack of adequate programs to provide vocational training for handicapped students. The report lists 17 recommendations for improvements. (Author/PR)

**ED 110 604**

CE 004 371

Tenpas, Barbara G. And Others

Systematic Variations of Instructional Variables on Learner Performance: Aircraft Instrument Comprehension Task. Final Report, June 1973-July 1974.

Air Force Human Resources Lab., Williams AFB, Ariz. Flying Training Div.; Arizona State Univ., Tempe. Dept. of Educational Technology and Library Science.

Report No.—AFHRL-TR-74-105

Pub Date Dec 74

Note—51p.; For related documents, see CE 003 859-60 and CE 004 099

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Feedback, \*Flight Training, \*Instruction, Learning Motivation, Nonverbal Tests, \*Performance Tests, \*Task Performance, \*Teaching Methods, Testing, Timed Tests

Incentive, practice, instruction, and feedback were manipulated in a series of four 2 x 2 factorial studies, with Air Force Reserve Officer Training Corps cadets and graduate students in education, to determine the individual and combined effects of these variables on learner performance (both speed and accuracy) of an aircraft comprehension task. For each of the experiments, the report provides details on: methods, subjects, materials, procedures, criterion measures, design and data analyses, results, and discussion of results. Although cadets who either practiced the task or were offered an incentive performed significantly faster on the post-test than learners who did not receive these treatments, the experiments generally indicated that instruction, when it is well-designed, appears to be a variable of such impact that it leaves little room for improvement in learner performance that might be attributable to such refinement as practice, incentive, and feedback. Sample instructional, practice, and post-test materials and tables of results are included. (Author/PR)

**ED 110 605**

CE 004 372

LeMaster, W. Dean Gray, Thomas H.

Ground Training Devices in Job Sample Approach to UPT [Undergraduate Pilot Training] Selection and Screening. Final Report, September 1972-August 1974.

Air Force Human Resources Lab., Williams AFB,

Ariz. Flying Training Div.

Report No.—AFHRL-TR-74-86

Pub Date Dec 74



Note—59p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
**Descriptors—**\*Flight Training, Personnel Selection, \*Predictive Ability (Testing), \*Predictive Measurement, Predictive Validity, \*Predictor Variables, Screening Tests, Simulators, Student Testing, \*Task Performance

The purpose of this study was to develop a screening procedure for undergraduate pilot training (UPT). This procedure was based upon the use of ground-based instrument trainers in which UPT candidates, naive to flying, were evaluated in their performance of job sample tasks; i.e., basic instrument flying. Training and testing sessions were conducted in a highly standardized and tightly controlled environment. Student performance was scored using only objective measures of aircraft control and systems management. The job sample approach proved highly successful in predicting student performance in the T-37 phase of UPT. Attrition, due to causes other than a lack of flying skill, was not satisfactorily predicted by this approach. Two-thirds of the document consists of eight appendices: T-40 program guide excerpts, T-40 instrument procedures excerpts, test forms and scoring excerpts, T-37 phase summary data, forward selection prediction equations for T-37 phase, pass-fail summary data, forward selection prediction equations for pass-fail, and proposed T-40 screening program guide. (Author/BP)

**ED 110 606** CE 004 373  
*Spangenberg, Ronald W.*

**Tryout of a General Purpose Simulator in an Air National Guard Training Environment. Interim Report, June 1974-August 1974.**

Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.  
 Report No.—AFHRL-TR-74-92  
 Pub Date Dec 74

Note—16p.  
**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors—**\*Job Training, Military Training, Program Effectiveness, \*Simulated Environment, \*Simulators, Teaching Methods

An evaluation of the usability, effectiveness, and acceptance in a job environment was performed on a general purpose simulator using a simulation of a radar system. General purpose simulators permit sharing of a programmable capacity among simulations, thus providing economical hands-on training and training not usually economically available by other means. Training and exercises in malfunction isolation were given Air National Guard personnel. Data obtained using questionnaires, a performance test, and interviews indicated that the simulation was usable, effective, and acceptable. Detailed information concerning: (1) the experience of the personnel receiving training, (2) learning and learning potential, (3) an evaluation of training potential by qualified personnel, and (4) attitudes and acceptance by field personnel was obtained and is reported. The goals of the training program were achieved to a satisfactory level. Actual performance scores also indicated training goal achievement. The pre- and posttest questionnaires are appended. (Author/BP)

**ED 110 607** CE 004 374  
*Bell, T. H.*  
**Our Schools and Lifelong Learning.**  
 Pub Date 75

Note—11p.; Paper prepared for the Annual QuEST Consortium of the American Federation of Teachers (4th, Chicago, Illinois, April 26, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors—**\*Adult Basic Education, Adult Development, \*Adult Education, Continuous Learning, \*Educationally Disadvantaged, \*Educational Needs, \*Educational Responsibility, Post Secondary Education, Speeches

In 1969 the Census Bureau carried out a study that found that nearly 85 percent of the participants in all kinds of adult education had successfully completed high school or a higher level of education. The study further showed that the more schooling an adult had completed, the more likely he or she would be to pursue some kind of further education. A study, in progress for more than three years, has been examining the question of what is a minimally effective core education for adults. The study has established adult proficiency levels based on real life situations, and has shown that one out of five American adults, an estimated 15 to 20 million, today lack the basic

skills required to sustain themselves and their families. To find ways of reaching these adults and convincing them that they can take hold of their own destinies, and then delivering on that promise, is a mission of the highest order in education. A plan for life-long learning should help adults find meaning and fulfillment in their living, provide them with the skills to be productive and independent, and increase their capacity to function as parents with love, hope, and guidance for their children. (Author)

**ED 110 608** CE 004 375

*Shoemaker, Byrl R.*  
**Vocational Education Helps to Humanize the Curriculum.**

Pub Date 75  
 Note—16p.; Paper presented at the Annual Meeting of the North Central Association (8th, April 6-9, 1975); Page 7 has been altered to make it reproducible

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors—**Area Vocational Schools, Career Choice, \*Career Education, \*Curriculum Development, Disadvantaged Groups, Dropouts, Elementary Secondary Education, Handicapped, \*Humanism, Job Skills, Job Training, Post Secondary Education, Speeches, \*Technical Education, \*Vocational Education Identifiers—Ohio

An important goal of vocational education is to accept the responsibility of social and economic change for the benefit of the individual as well as the broader society and to provide a meaningful curriculum for all youth. The humanizing of vocational education is to recognize that preparation for employment is the price tag of the technological age. A student must learn to "know thyself", to "give thyself", and to "support thyself." The career development continuum within the State of Ohio consists of: (1) education for career choice, (2) education for work, and (3) continuing education for upgrading and retraining. Education for work is concerned with helping people prepare for productive employment and includes a broad vocational program at the high school level and post-high school technical/vocational education or professional education. Area vocational education centers in Ohio are full-day centers with three-fourths of the day allotted to instruction in trades and one-fourth to required academics. Other humanizing aspects are: the Occupational Work Adjustment program for dropout-prone 14- and 15-year-old students, the Occupational Work Experience program for mentally handicapped youth 16 and above, the home/family living/consumer education program, and additional programs for the handicapped and the disadvantaged. (EA)

**ED 110 609** CE 004 378

*Jones-Quarte, K. A. B., Ed. And Others*  
**Adult Education and the Human Environment: Transactions of a Celebration.**

Ghana Univ., Legon. Inst. of Adult Education.  
 Pub Date 74  
 Note—168p.

Available from—Institute of Adult Education, University of Ghana, Legon, Accra, Ghana, West Africa (\$3.00)

**Document Not Available from EDRS**

**Descriptors—**\*Adult Education, Agricultural Education, Agriculture, Cultural Background, Developing Nations, \*Environment, \*Environmental Education, Forestry, Futures (of Society), Industrialization, Pollution, Population Growth, Relevance (Education), Reports, Rural Development, Speeches, Urbanization, Water Resources, Wildlife Management Identifiers—\*Ghana, Uganda

The document comprises a collection of speeches and seminar reports arising from the 25th anniversary celebration of the Institute of Adult Education at the University of Ghana. The theme of the celebration, introduced in the first chapter, was Adult Education and Man's Environment—the Next Quarter-Century. The second chapter comprises the following speeches: A Quarter of a Century: Past and Future, A. A. Kwapong; The Nation and the Institute, I. K. Acheampong; The Role and Objectives of the Environmental Protection Council of Ghana, E. A. Boateng; The Human Environment; Letitia Obeng; and The Relevance of Adult Education, R. K. A. Gardiner. The third chapter contains reports from seminars on: utilization of wildlife, forestry and agriculture, water resources, ur-

banization, industrial development, rural development, tradition and modernization, and the population explosion. A paper is included reporting a study which grew out of a symposium: Adult Education and Man's Environment: The Uganda Case, by D. N. Okunga. The final contribution is The Ghana Institute of Adult Education: 1948-1973, by K. A. B. Jones-Quarte. (PR)

**ED 110 610** CE 004 379

*Conrad, Rowan W. And Others*  
**Work and Income: A Follow-Up Study of Career Education Model IV Students. Case Study Report No. 1.**

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Pub Date Apr 75

Note—29p.  
**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors—**\*Career Education, \*Disadvantaged Groups, Employment Experience, \*Followup Studies, Income, Job Satisfaction, Motivation, Program Effectiveness, Work Attitudes Identifiers—\*Mountain Plains Program

The followup study assessed employment variables among persons who had experienced the Comprehensive Residential Family Career Education Model IV of the Mountain-Plains program. The assessment was accomplished by focusing on the current status of former Mountain-Plains students with regard to work variables: income, satisfaction derived from work, quality of work as perceived by employer, motivation to work, and alienation from work. Twenty-four disadvantaged families were sampled stratified random fashion by completion of status and area of enrollment. For comparative purposes three additional reference groups were identified and tested. The measurement techniques used for testing the variables for each group were: the Job Descriptive Index (JDI), Minnesota Satisfaction Scales (MSS), Job Motivation Index (JMI), Work Alienation Scale (WAS), and the Obsecance Scale (OS). The testing procedures and design, and the results for each of the variables tested are briefly discussed. Higher scores were made after the program than on entry on all variables except alienation and obsecance. The document concludes with a general discussion of the findings and a brief explanation of the study's weaknesses. A two-page bibliography is appended. (Author/BP)

**ED 110 611** CE 004 383

*Klaurens, Mary K., Ed. Trapnell, Gail, Ed.*  
**Current Perspectives in Distributive Education.**

Pub Date 74  
 Note—363p.  
 Available from—Kendall/Hunt Publishing Company, 2460 Kerper Boulevard, Dubuque, Iowa 52001

**Document Not Available from EDRS**

**Descriptors—**Adult Programs, Advisory Committees, Career Education, \*Curriculum, Disadvantaged Youth, \*Distributive Education, Educational Research, Instructional Materials, Marketing, Merchandising, Post Secondary Education, \*Program Development, Program Evaluation, Program Planning, Secondary Education, Special Programs, Student Placement, Student Teaching, Tourism, Urban Education Identifiers—\*Readings (Collections)

The volume on current perspectives in distributive education contains 29 individually authored articles organized into three sections. The first section on program conceptualization deals with the following subjects: the evolution of distributive education, program planning, advisory committees, placement services, postsecondary distributive education, adult programs, distributive education and the disadvantaged, and training agreements. Section two on curriculum and instruction deals with these subjects: curriculum options, curriculum uniformity, postsecondary career education, specialized urban programs, incremental learning materials, store/laboratories, adult distributive education for the entrepreneur, learning activity packages, distributive education in the middle grades, marketing, tourism, and model store plans. Section three on facilitating functions and services deals with the following subjects: curriculum laboratories, research, statewide evaluation systems, distributive education supervision in urban school systems, and student teaching in distributive education. (JR)

ED 110 612 95 CE 004 384

*Dell'Apa, Frank***Issues in Education for the Youthful Offender in Correctional Institutions.**

Western Interstate Commission for Higher Education, Boulder, Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Grant—OEG-0-70-1999(725)

Note—90p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—Academic Achievement, \*Correctional Education, Correctional Rehabilitation, Corrective Institutions, Criminals, Delinquent Rehabilitation, Educational History, Educational Improvement, Educational Needs, Educational Objectives, \*Educational Programs, Educational Psychology, Institutionalized (Persons), Intelligence, Intelligence Tests, \*Program Descriptions, Teachers, Teaching Methods, \*Youth, \*Youth Programs

The introduction to the survey of educational programs for juvenile offenders in correctional institutions briefly outlines the educational problems and priorities in the prison setting. Chapter one discusses the history of such programs over the last 150 years, especially considering the use and biases of intelligence tests during the last 50 years and the recent development of a holistic approach to intelligence. Chapter two surveys the educational programs in 29 juvenile correctional institutions in the Western U. S. which responded to mailed questionnaires regarding types of programs offered, kinds of teaching methods used, training and background of teachers and their opportunities for continuing education, and students' present achievement levels and current learning difficulties. Chapter three discusses current issues in education for juvenile offenders, dealing at length with issues within institutional classrooms, and less extensively with the problem of linking institutional programs with the community. Chapter four discusses new objectives for integrating the school and the community into correction and presents an agenda of priorities consisting of children's rights to learn, to earn, and to live and develop. Chapter five surveys ten innovative programs in juvenile correctional institutions around the country, providing the name of a contact person for each program. (JR)

ED 110 613 95 CE 004 385

*Black, Michael F. And Others***Vocational Teaching in Diverse Cultural Settings. Research and Development Series No. 101.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 75

Note—126p.; For related document, see ED 061 418

Available from—Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (\$8.50)

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—\*Correlation, \*Educational Research, \*Effective Teaching, Prediction, Predictor Variables, Questionnaires, Student Attitudes, Student Behavior, Suburban Schools, Tables (Data), Teacher Attitudes, Teacher Behavior, \*Teacher Characteristics, Teacher Evaluation, Urban Schools, Vocational Education Teachers

The document reports the second phase in a project to determine the relevant and important characteristics of effective teachers and deals with the identification of predictor constructs in the evaluation of vocational teachers. The objectives involved: (1) obtaining predictor constructs in the areas of biographic-demographic information about the teachers and schools, teachers' perceptions of their instructional and non-instructional tasks, their perceptions of their students' behavior, and students' perceptions of their teachers' behaviors; (2) obtaining a subjective judgment criterion of teacher effectiveness (principals' rating) in the inner-city urban and outer-city suburban areas; and (3) determining the relationships between the predictor constructs and the criterion. Six questionnaires were used to establish both predictor constructs and criteria. The respondents were 337 high school vocational teachers in all areas selected nationwide from lists submitted by State supervisors and teacher

educators, and the principals of the listed teachers. Ninety-five tables present the findings and data analysis. A discussion of the findings is followed by three conclusions and by recommendations relating to further study in search of performance-based criteria of teacher effectiveness and of dimensions of teacher behavior relating to teacher effectiveness. (Author/JB)

ED 110 614 CE 004 386

*Mead, Michael A.***RCMAT: A Computer Program to Calculate a Measure of Associative Verbal Relatedness. Interim Report. Occasional Paper No. 6.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Contract—NE-C-00-3-0078

Note—33p.; Best copy available, Appendixes A, B, and C may reproduce poorly

Available from—The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (\$2.25)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Association Tests, \*Computer Programs, Psycholinguistics, \*Verbal Stimuli Identifiers—\*RCMAT, Relatedness Coefficient Matrix Program

The report describes the characteristics and usage of a computer program, the Relatedness Coefficient Matrix Program (RCMAT), designed to summarize associative responses given to verbal stimuli by individual respondents and by groups of respondents. The computer program uses the response distributions for individuals, and the pooled response distributions for groups, to compute measures of associative relatedness between pairs of verbal stimuli. The program was written for an exploratory investigation of the use of word association procedures to assess the affective and descriptive meanings workers associate with their work environments. The RCMAT program is written in Fortran IV, level G. It calculates relatedness coefficients between all pairs of up to 100 stimulus words. Output is in the form of an S x S pair-wise matrix, where S is the number of stimulus words. Input consists of a problem card, a list of stimulus words, and each subject's response distribution for each stimulus word. Either individual or pooled relatedness coefficients may be calculated. Program listing, sample output data, and a bibliography are appended. (Author/JB)

ED 110 615 95 CE 004 387

*Zinn, Lorraine M.***Adult Basic Education Teacher Competency Inventory—Idaho.**

Idaho State Dept. of Education, Boise.; Missouri Univ., Kansas City. Center for Resource Development in Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 75

Grant—OEG-73-5213

Note—96p.; For related documents, see ED 105 109 (Iowa), ED 105 110 (Puerto Rico), and CE 004 116 (Virgin Islands); For a discussion of the inventory, see ED 099 469

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—\*Adult Basic Education, Adult Education, \*Adult Educators, Knowledge Level, \*Performance Criteria, \*Surveys, Teacher Attitudes, Teacher Behavior, Teacher Evaluation, Teacher Response, \*Teaching Skills Identifiers—Adult Basic Education Teacher Competency Inventory, Idaho

The report is based on a survey of the Adult Basic Education (ABE) teachers in Idaho. A total of 72 usable returns were received, representing a 70 percent response rate. Demographic data for the Idaho respondents and their ranking of the competencies both in terms of their perception of their own competencies and in terms of their opinions as to competencies needed by ABE teachers are presented and discussed. Responses from the survey are discussed in terms of a profile of Idaho ABE teachers and their training priorities and degree of competency. Recommendations are made in four general categories: preservice training and teacher preparation, inservice training, teacher certification in ABE, and ongoing and periodic assessment of training needs. The revised Adult Basic Education Teacher Competency Inventory and a table show-

ing a comparison of mean scores on terms in the ABE learner category are appended. (BP)

ED 110 616 CE 004 388

*Osso, Nicholas A.***Adult Basic and Secondary Level Program Statistics: Students and Staff Data July 1, 1972-June 30, 1973 and Selected Summaries of Fiscal Years 1969-73.**

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No—NCES-75-167

Pub Date 75

Note—82p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (NCES-75-167, \$1.45)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—\*Adult Basic Education, \*Adult Education Programs, Educational Finance, \*Participant Characteristics, \*Statistical Data, Student Characteristics, Student Enrollment, \*Tables (Data)

The summary of data on adult basic and secondary level education has been compiled from annual reports (a sample of which is appended) filed with the U.S. Office of Education by each State, the District of Columbia, American Samoa, Guam, Puerto Rico, the Trust Territory of the Pacific Islands, and the Virgin Islands. The report presents statistics on adult basic and secondary level education enrollments, student characteristics (age, sex, race, educational and personal achievements), completions, separations, teachers, training hours for personnel (administrators, teachers, counselors, and paraprofessionals), classroom facilities, inservice training, urban and rural enrollments, and State, Federal, and local funding. The publication includes a summary table covering the period 1969-1973 and 25 detailed tables on fiscal year 1973 programs. (Author/PR)

ED 110 617 CE 004 389

*Byfield, Hal And Others***Career Education: In-Service Teacher Training Guide for Teachers, Administrators, and Counselors.**

Northern Arizona Univ., Flagstaff.

Pub Date 15 May 75

Note—170p.

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors**—\*Career Education, Course Content, \*Curriculum Guides, Educational Objectives, \*Inservice Teacher Education, Instructional Materials, \*Teacher Education

The guide was developed to establish a structural approach to training teachers, administrators, and counselors in the philosophy and techniques needed to integrate career education into instructional programs at all levels. It comprises a one-semester course to be taught in extension courses or seminars, and is divided into 12 sessions: background and rationale, developmental level outcomes for career education, constructing objectives to meet outcomes, developing content consistent with objectives, evaluating and assessing student behavior, implementing varied instructional strategies, developing mini-units, focus on affective career education/preparation for field experience, availability of materials in county media centers, follow-up of field experience/utilizing community resources, guest speaker presentation/identifying interest through testing, and a commitment to career education. Content of each session is presented under the headings of: goal statement, instructional objectives, lesson time, prerequisite sessions, resources required, instructor preparation tasks, instructional procedures (presented in detail), and debriefing. Each session is followed by a bibliography, exercise sheets or tests, and transparency masters and other teacher aids. (PR)

ED 110 618 CE 004 390

*Pautler, Albert J., Jr.***Future Implications for Vocational Education.**

Pub Date 2 May 75

Note—21p.; Paper presented at the New Hampshire Vocational Association Conference (Manchester, May 2, 1975); Best copy available

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Educational Planning, \*Futures (of Society), Speeches, \*Vocational Education

Several general areas of concern exist for those involved in the future of vocational education. In-

dustrial needs and manpower projections should be examined more critically; perhaps the work should be designed for the worker, and perhaps more attention should be directed to national and international job trends, and less to local trends. Changes in student population and Federal legislative policies must also be considered by planners. Vocational education directors have a responsibility to keep current inventories of job opportunities at local, State, national, and international levels. Consideration must also be given to the numbers of students who enter and remain in college and to the selection of vocational education teachers. More efficient use must be made of present school facilities. Teacher in-service and pre-service programs need to be made more effective and industrial arts education and educators need to become more closely involved with vocational education. Vocational education programs must determine carefully their objectives and philosophy. Student needs must be given high priority, and more refined methods of student selection must be developed. (PR)

**ED 110 619** CE 004 392

*MacRae, C. Duncan And Others*

**State Labor Market Research Study: An Econometric Analysis of the Effects of Labor Subsidies.**

Urban Inst., Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-21-11-74-09

Pub Date Dec 74

Note—355p.

**EDRS Price MF-\$0.76 HC-\$18.40 Plus Postage**

**Descriptors**—\*Economic Research, \*Federal Programs, \*Labor Economics, Labor Force, Labor Force Nonparticipants, Labor Market, Labor Supply, Labor Turnover, Manpower Needs, Manpower Utilization, \*Models, Research Methodology, Simulation, \*Social Science Research, Taxes, Theories

**Identifiers**—AFDC, Aid To Families With Dependent Children, Jobs and Income, JOIN, Work Bonus Tax Credit

The report describes the construction, application, and theoretical implications of an econometric model depicting the effects of labor subsidies on the supply of workers in the U.S. Three papers deal with the following aspects of constructing the econometric model: (1) examination of equilibrium wages, employment, and earnings of primary and secondary workers in eight family types according to the age, sex, and education of the family head; (2) aggregation of primary individuals into reasonably homogeneous wage rate groups not too disparate in size; and (3) development of a dynamic disequilibrium model of the labor market which integrates search-turnover theory with the theory of supply and demand. Three papers deal with the results of simulations of the following programs: (1) the Work Bonus Tax Credit for all families with dependent children; (2) the Jobs and Income (JOIN) Program for low wage individuals; and (3) the Aid to Families with Dependent Children Program. Finally, three papers deal with theoretical analysis: (1) the effects of a progressive income tax on a multi-worker family; (2) the effects of changes in personal income tax parameters on the individual's decision of how to allocate time between labor and leisure; and (3) the effects of increasing payroll taxes on the labor supply. (Author/JR)

**ED 110 620** 95 CE 004 394

*Nurnberger, Robert G.*

**A Profile of Need: A Study of Post-Secondary Education Needs in Northeastern New York State.**

State Univ. of New York, Albany. Coll. of General Studies.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 31 Dec 74

Note—175p.; Best Copy Available

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors**—\*Adult Education, \*Adult Students, \*Educational Needs, \*Participant Characteristics, Post Secondary Education, Questionnaires, \*Surveys, Tables (Data)

**Identifiers**—\*Needs Assessment, New York

The report describes a survey of postsecondary continuing education needs in the 16 county Northeastern region of New York State. The sur-

vey gathered information from a random sample of the general population, a representative sample of continuing education students, and 200 major employers in the region. Comparing leisure time activities and demographic data between users and non-users, the study found some characteristics comparable and others contrasting. Occupationally there were more white collar workers among the users than among the non-users, and the percentage of homemakers was nearly equal to both groups. Regarding class time and format, both users and non-users preferred evening hours and the college campus setting. Regarding financing of postsecondary continuing education, both users and non-users favor public support for continuing education to supplement current subsidy plans. The report recommends that off-campus learning centers be established in localities more than 20 miles from an existing institution, and that financial support be offered to non-users. The report reproduces the current student survey with percentage responses, and presents the results of the employer survey in tabular form. Appendixes providing the three survey questionnaires, survey background data, and regional characteristics cover 77 pages. (JR)

**ED 110 621** CE 004 395

*Barndt, Stephen E.*

**A Study of the Relationship Between Decision Maker's Education and Experience and Alternative Choice in Trade Off Decisions.**

Air Force Inst. of Tech., Wright-Patterson AFB, Ohio. School of Systems and Logistics.

Report No.—AU-AFIT-SL-1-75

Pub Date Jan 75

Note—63p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Behavioral Science Research, Correlation, \*Decision Making, Educational Background, Experience, Officer Personnel, Problem Solving, Qualifications, Role Perception

The importance of decision making to organizational existence has provided ample justification for many forms of research into the complex decision making process. The decision making process in modern, large organizations draws inputs from and provides outputs to many smaller internal decision units. Incompatible or conflicting inputs and outputs may result in wasteful sub-optimizations. The research report of an investigation conducted among commissioned officers in the U.S. armed forces examines one possible underlying course of such conflicting inputs and outputs: the existence of differences in decision makers' formal education and work experience backgrounds. A decision making experiment was conducted to obtain information bearing on relationships between choice of alternatives and education background, work experience background, and the decision maker's prescribed role. It was found that there were tendencies toward differences in homogeneity of choice and in adaptability to a change in role among individuals categorized into several educational and experience background categories. Appendixes, which provide the test instruments, education and experience background categories, and test data specifying hypotheses of common choice and change in alternative when role changed, comprise half the document. (Author/JR)

**ED 110 622** CE 004 396

*Adams, Frank*

**Unearthing Seeds of Fire: The Idea of Highlander.**

Pub Date 75

Note—255p.

Available from—John F. Blair Publisher, 1406 Plaza Drive SW, Winston-Salem, North Carolina 27103 (\$7.95)

**Document Not Available from EDRS**

**Descriptors**—Adult Education, \*Adult Education Programs, Civil Rights, Community Problems, \*Disadvantaged Groups, Educational History, Educational Philosophy, \*Folk Schools, Labor Problems, \*Leadership Training, Negro Leadership, \*Political Socialization, Program Descriptions, Residential Centers, Residential Programs, Social Action, Social Change, Southern Attitudes, Southern Community, Welfare Problems

**Identifiers**—\*Highlander Folk School Tennessee, Problem Centered Curriculum

The book recounts the history and explains the philosophy of Highlander Folk School in the Cumberland Mountains of Tennessee. Devoted to

social reform, the school has functioned in an unconventional way to develop leadership and participation in three social movements in the South: the labor organizing drives of the thirties, the civil rights movement of the fifties, and the Appalachian movement of the sixties. Subject to constant criticism and harassment, the school has continued to operate, without planned curriculum or courses, at its defined task: to make class-conscious workers who envision their roles in society, and to furnish motivation as well as technicians for the achievement of this goal. Myles Horton, founder of Highlander, found that an effective way to help students to understand the present social order is to throw them into conflict situations where the real nature of society is projected. The Highlander education does not include reading or work skills; its center is problems defined by the people. The teachers' job is to get the people talking about problems, to raise and sharpen questions, and to trust people to come up with the answers. Students share knowledge and experience and call on community resource people. (Author/AJ)

**ED 110 623** CE 004 397

**Industrial Arts Education: Purposes and Principles.**

New York State Education Dept., Albany. Bureau of Industrial Arts Education.

Pub Date 72

Note—12p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Educational Objectives, Educational Philosophy, \*Educational Principles, \*Guidelines, \*Industrial Arts, \*Program Design, Program Development, \*State Programs, Teaching Methods, Trade and Industrial Education

**Identifiers**—\*New York

The New York State industrial arts education bulletin outlines four purposes, four principles, five program characteristics, five grade levels of the program's scope, six steps for designing a program, two instructional objectives, five instructional methods, and five organizations serving the industrial arts education needs of the State. (BP)

**ED 110 624** CE 004 398

**Idea Book for Career Education: Grades K-1.**

Weatherford Independent School District, Tex.

Note—78p.; For related documents, see CE 004 399-400; Best copy available

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—Career Awareness, \*Career Education, Elementary Education, \*Grade 1, Guides, \*Instructional Materials, \*Kindergarten, Learning Activities, \*Primary Education, Work Sheets

**Identifiers**—\*World of Work

The heavily illustrated handbook provides a collection of informally organized career education instructional materials for kindergarten and grade one. Some of the topics stressed include: ecology, community workers, and nutrition. The instructional materials are varied and include worksheets, learning activities, games, experiments, patterns, recipes, transparency masters, and teaching outlines. A two-page resource guide concludes the document. (BP)

**ED 110 625** CE 004 399

**Idea Book for Career Education: Grades 2-3.**

Weatherford Independent School District, Tex.

Note—158p.; For related documents, see CE 004 398 and CE 004 400

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors**—Career Awareness, \*Career Education, Elementary Education, \*Grade 2, \*Grade 3, Guides, \*Instructional Materials, Learning Activities, \*Primary Education, Work Sheets

**Identifiers**—\*World of Work

The heavily illustrated handbook provides a collection of informally organized career education instructional materials for grades two and three. Some of the topics stressed include: self-concept, nutrition, measurement, weather, how clothes are made, money management, career awareness, community helpers, our environment, dinosaurs, and insects. The instructional materials are varied and include worksheets, learning activities, games, experiments, transparency masters, and teaching outlines. (BP)

**ED 110 626** CE 004 400

**Idea Book for Career Education: Grades 4-5.**

Weatherford Independent School District, Tex.



Note—104p.; For related documents, see CE 004 398-9; Best copy available

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Career Awareness, \*Career Education, \*Elementary Education, \*Grade 4, \*Grade 5, Guides, \*Instructional Materials, Learning Activities, Work Sheets

Identifiers—\*World of Work  
The heavily illustrated handbook provides a collection of informally organized career education instructional materials for grades four and five. Some of the topics stressed include: self-concept, career awareness, and career exploration. The instructional materials are varied and include worksheets, learning activities, games, experiments, transparency masters, and teaching outlines. (BP)

ED 110 627

CE 004 401

Clarke, Dennis And Others

Competency Based Vocational Teacher Education; An Annotated Bibliography.

Georgia Univ., Athens. Div. of Vocational Education.

Pub Date Dec 74

Note—98p.; Best copy available

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*Annotated Bibliographies, Performance Based Education, \*Performance Based Teacher Education, Publications, \*Resource Guides, \*Teacher Education, \*Vocational Education, Vocational Education Teachers

The annotated bibliography on competency-based teacher education was compiled as part of an effort to prepare guidelines for the Division of Vocational Education at the University of Georgia. The bibliography consists of 298 annotations and an updated section of 33 additional entries annotating publications received after the original document was completed. Each annotation lists the author, title, publisher, and a brief description of the document. Also cited are the ED numbers if the publication is available from ERIC. (BP)

ED 110 628

95

CE 004 403

Adult Education Training Handbook for Cultural Awareness.

BLK Group, Inc., Washington, D.C.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date May 75

Note—106p.; Text is on gold paper and may reproduce poorly

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Adult Education, \*Adult Educators, Audiovisual Aids, Audiovisual Instruction, Cross Cultural Training, \*Cultural Awareness, Culture Conflict, Curriculum Planning, Guidelines, Program Design, \*Program Planning, Stereotypes, Teacher Education, \*Teacher Workshops, Training Objectives, \*Training Techniques

The handbook provides a framework for planning and conducting a cultural awareness training program for adult education personnel. There is consideration of the problems of training goals and objectives; design of the instructional program; determination of physical requirements; coordination with administration, personnel, and budget; preparation, coordination, and approval of a training memorandum; and planning, supervision, evaluation, and follow-up of the training effort. There is a detailed outline of a three-day program in cultural awareness; the outline includes short lectures and audiovisual materials that deal with the topics: cultural awareness in America, stereotyping, implications of culture for adult education, culture conflict and curriculum, spaces between people, cross-cultural communication, and getting in touch with feelings. The outline also includes instructional suggestions, lists of materials needed, and recommended readings. Approximately two-thirds of the handbook is devoted to the following appendixes: suggested material for a training notebook, suggested material to be distributed at an adult educators' workshop, an annotated bibliography of both printed and audiovisual materials related to cultural awareness, and a guide to the effective use of audiovisual materials. (PR)

ED 110 629

CE 004 404

Robison, Kathleen A. Canfield, Allan L.

Toward an Adult Learner Profile: An Administrative Report.

State Univ. of New York, Buffalo. Div. of Continuing Education.

Pub Date Jun 75

Note—23p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Adult Education, Adult Programs, \*Adult Students, College Programs, Demography, Educational Background, Evening Students, \*Noncredit Courses, Participant Characteristics, Post Secondary Education, Racial Composition, \*School Surveys, \*Student Characteristics, Tables (Data)

Identifiers—Buffalo, State University of New York

The report describes a statistical study of persons in credit-free programs at the State University of New York at Buffalo. Designed to develop a survey instrument for determining an adult learner profile, the study was conducted among the 1,486 persons registered in such programs in the fall of 1974 (of whom 676 responded to the written questionnaire), a group analyzed to be highly representative of the sample universe. The study determined that in the sample: most students were white, most were affiliated with either the Catholic, Protestant, or Jewish religious denominations, most were 30-39 years old, most were married, the median family income was \$12,001-\$15,000, a plurality were employed in professional and technical occupations, and the median highest level of education was three to four years of college. Regarding student involvement with the credit-free programs, the study determined that: most students obtained information through brochures mailed to their homes; most students considered course topic as their prime consideration in course selection; although time of class meeting was of secondary importance, most students preferred weekday evenings; and of much less significance were location, transportation, and baby-sitter availability. Seven pages of the document present supporting tables. (JR)

ED 110 630

95

CE 004 413

Hyde, William D., Jr.

Metropolitan Proprietary Schools: A Study of Functions and Economic Responsiveness. Final Report.

Chicago Univ., Ill. Comparative Education Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BR-3-0223

Pub Date Dec 74

Grant—NE-G-00-3-0124

Note—211p.

EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage

Descriptors—Community Colleges, Cosmetology, Economic Climate, Educational Demand, \*Educational Economics, Educational Research, \*Enrollment Influences, Government Role, Labor Market, \*Program Evaluation, \*Proprietary Schools, Tables (Data), Technical Education, \*Urban Schools, Vocational Education, Vocational Schools

The objective of the research is to examine how vocational proprietary schools in the Chicago area function by analyzing the schools as an industry and by treating the proprietary school as an economic entity. Several aspects of proprietary schools are analyzed: the stability, profitability, and general fiscal characteristics of the industry; the mechanics of market structure and operation within a subsector; the effect of labor market conditions on the demand for proprietary school training; the responsiveness of a proprietary school to changing market conditions and changing technology; and the influence on a school of the recent and rapid expansion of a community college offering similar courses. One chapter of the study is devoted to a time and area analysis of the cosmetology industry, and a final chapter summarizes the major findings of the research. The study is supported by a large number of statistical tables, charts, and appendixes. (Author/PR)

ED 110 631

CE 004 414

Alvir, Howard P.

Motivating Teachers in Training to Work with Career Path Training Modules.

FILMS, Albany, N.Y.

Spons Agency—Quebec Univ., Montreal.

Pub Date 27 May 75

Note—40p.; For related document, see CE 004 415

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Career Awareness, \*Career Education, \*Curriculum Development, Curriculum Planning, Individualized Curriculum, \*Individualized Instruction, \*Teacher Education, Teacher Motivation, Teaching Methods, Training Techniques, \*Transparencies

The publication is designed for use in teacher education and directed towards curriculum development in career education. The collection of 24 transparencies provides illustrations of the advantages of module building for a career paths course that involves specific objectives, diagnostic pretesting, alternative learning environments, and mastery post-testing in order to provide learners with packages of self-instruction. A pretest enables the students in teacher education to classify themselves as either "module builders" or "course choppers" in developing instructional materials. The "module builder" prespecifies objectives, diagnostic pre-testing, learning environments, and mastery post-testing in order to make sure that individuals receive learnable packages of self-instruction, while the "course chopper" is more interested in the external form of a module than in the opportunity for individualization. An analytical table of contents provides the title of the transparency and the function in order to effectively delineate the advantages and incentives of "module building," thereby demonstrating the disorganization of a "course chopper." (JB)

ED 110 632

CE 004 415

Alvir, Howard P.

How to Plug-In Career Education Resources Into Your Elementary School Lesson Plan—Without Plagiarism and Without Misfits.

FILMS, Albany, N.Y.

Spons Agency—Quebec Univ., Montreal.

Pub Date 28 May 75

Note—26p.; For related document, see CE 004 414

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Career Education, Case Studies (Education), Community Attitudes, \*Curriculum Development, \*Primary Education, \*Program Evaluation, Questionnaires, Teacher Attitudes, \*Teaching Techniques

The documented case history is an account of how three teachers handled a prepackaged career education component for grades K-3. The article is divided into three sections: (1) the career education materials they received; (2) their reactions to these materials; and (3) a few guidelines. The materials present formulated objectives, considerations, resources, eight activities, and an evaluation procedure. Section two discusses how the three teachers adapted the materials and presents the questionnaire that the Superintendent of Schools sent out to the community to be utilized as feedback to the career education program. Section three is an enumerated list of guidelines. (JB)

ED 110 633

CE 004 417

Schrader, Marvin A.

Task Analysis: Optometric Assistant; Final Report and Supplement to Final Report.

Lakeshore Technical Inst., Sheboygan, Wis.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Sheboygan.

Pub Date Jun 74

Note—129p.; Pages 82 through 108 (analysis of Frequency Tables) may reproduce poorly

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—Curriculum Development, Data Analysis, Educational Needs, Educational Programs, \*Health Occupations Education, Occupational Surveys, \*Optometrists, \*Paramedical Occupations, Post Secondary Education, \*Surveys, Tables (Data), \*Task Analysis

Identifiers—\*Optometrist Assistants

The two-part task analysis provides data relating to: (1) the frequency and proficiency of tasks in an optometric practice that are presently or could be assigned to an assistant and (2) the employment potential for trained optometric assistant graduates. The results were to be utilized for curriculum development for the optometric assistant training program. A task analysis survey form was sent to the 347 members of the Wisconsin Optometric Association and to the 65 Optometric Assistants of Wisconsin members (with 50.4 percent of the optometrists and 66.2 percent of the assistants responding). The analysis and implications of the general information

data are discussed and indicate the necessity for curriculum to include skills and knowledges for the graduate to successfully meet certification requirements. The task analysis data, the second section, examines 14 task categories and concludes that further studies should be made in the selection of tasks for the curriculum. The 70-page appendix includes correspondence, the task analysis survey form, responses, and analyses of frequency and proficiency in tabular and graph form. The accompanying supplement to the final report supplies general information and averages of frequency responses. (JB)

ED 110 634 CE 004 418

Braaten, Larry Miller, Annette

List of State-Administered Exemplary Projects in Vocational Education: Supported Under Section 142(d) of Part D of The Vocational Education Amendments of 1968. Fiscal Year 1974.

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date May 75

Note—70p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Demonstration Projects, \*Directories, Educational Finance, Educational Legislation, Pilot Projects, State Federal Aid, \*State Federal Support, \*State Programs, \*Vocational Education

Identifiers—\*Vocational Education Amendments 1968 Part D

The purpose of the publication is to provide a listing of the projects supported during FY 1974 in each State through grants and contracts funded by the States under section 142(d) of Part D of the Vocational Education Amendments Act of 1968. The listing, which is arranged alphabetically by State, shows the title of each project, the name of the grantee or contractor conducting the project, and the dollar amount of Section 142(d) funding obligated for the project. (Author)

ED 110 635 CE 004 419

Lithographer 3 and 2: Naval Rate Training Manual and Nonresident Career Course.

Naval Education and Training Command, Pensacola, Fla.

Report No.—NAVEDTRA-10452-C

Pub Date 75

Note—661p.; Answer sheets not reproducible; Revised 1975

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 0502-LP-052-2610 (Manual); 0502-LP-052-2611 (Answer Sheets))

EDRS Price MF-\$1.08 HC-\$33.64 Plus Postage

Descriptors—Course Content, Employment Qualifications, \*Graphic Arts, Industrial Arts, \*Instructional Materials, Job Skills, \*Manuals, Mechanical Equipment, Military Personnel, Military Service, \*Military Training, Occupational Information, Photography, \*Printing, Promotion (Occupational), Reprography, Skill Development, Technical Education, Vocational Education

Identifiers—\*Lithography, Navy

The rate training manual and nonresident career course (RTM/NRCC) form is a self-study package that will enable third class and second class lithographers to fulfill the requirements for that rating. Chapter one provides a brief history of printing and discusses the duties and qualifications of the Navy lithographer. Chapters two through eighteen are composed of such course topics as job planning, cold type composition, artwork preparation, photographic equipment, photographic materials, the line negative, the halftone negative, negative corrections and stripping, platemaking, the offset press, the multilith 1250, the A. B. Dick Offset Duplicator (Model 350), the ATF 20 and 20A Presses, paper and ink, bindery equipment, letterpress printing, and shop administration. Numerous diagrams and illustrations are included throughout. The document concludes with four appendixes of additional materials: reference reading, a formulary, maintenance of lithographic equipment, and a glossary. A subject index and the assignment booklet (a component) of the Nonresident Career Course conclude the document. (BP)

ED 110 636

Garner, Raymond A.

Competencies Needed by Students in Agriculture and Natural Resources Education Prior to Student Teaching. Professional Series in Agricultural Education, No. 4.

Michigan State Univ., East Lansing. Dept. of Secondary Education and Curriculum.

Spons Agency—Michigan State Dept. of Education, Lansing. Vocational Education and Career Development Service.

Pub Date Aug 74

Note—32p.; For related document, see CE 004 421

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Conservation Education, Educational Coordination, Environmental Education, Instructional Improvement, \*Performance Based Teacher Education, Program Improvement, \*Student Teachers, Student Teaching, Surveys, Teacher Attitudes, \*Teaching Skills, \*Vocational Agriculture, \*Vocational Agriculture Teachers

Recognizing the need for competency-based teacher education to become more closely coordinated with the field of experience of teachers, the study focuses on identifying professional competencies which majors in agriculture and natural resources education should have developed prior to student teaching. Based on interviews with four supervising teachers, a checklist of competencies was prepared and mailed to 27 vocational agriculture teachers (who had served as supervising teachers) who were asked to rank the degrees of need for mastery of each competency. The analysis of the 20 respondents indicates a great or considerable need for student teachers to have developed several competencies prior to their field work. Ratings are presented in tabular form. Nine of the highly rated competencies (instructional planning, instructional materials and resources, conducting instruction, supervised occupational experience programs, working with FFA, evaluating instruction, counseling, maintaining community relations, and maintaining a professional role) are summarized. Recommendations stress coordination of the segments of teacher education programs and improvement of these programs. An appendix containing the checklist of competencies and accompanying letter conclude the report. (JB)

ED 110 637

Garner, Raymond A.

Performance Objectives in the Teaching of Vocational Agriculture. Professional Series in Agricultural Education, No. 3.

Michigan State Univ., East Lansing. Dept. of Secondary Education and Curriculum.

Spons Agency—Michigan State Dept. of Education, Lansing. Vocational Education and Career Development Service.

Pub Date Aug 73

Note—26p.; For related document, see CE 004 420

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Behavioral Objectives, \*Curriculum Development, Curriculum Planning, \*Educational Objectives, Individual Differences, \*Performance Based Education, Performance Criteria, Vocational Agriculture, \*Vocational Agriculture Teachers

The use of performance objectives in vocational agriculture is put into perspective with two assumptions. First, in formulating performance objectives, the teacher must consider the program objectives, the characteristics of the students, and the teaching resources of the community. Second, the diversity of interests, abilities, and other characteristics of teachers preclude the uniformity of general prescriptions for all teachers. The definition of the concept of a performance objective, its basis and origins (employability of students, task analysis, and goal statements), and special considerations in formulating objectives are defined. Presentations in the affective domain (attitudes and values), differences between performance objectives and other objectives, and performance objectives in the vocational agriculture field that encompass the utilization of community resources and problem-solving techniques are examined. A selected bibliography on instructional objectives completes the document. (JB)

CE 004 420

ED 110 638

Peters, Richard O.

Career Education and the Rural School Curriculum.

Pub Date Jul 75

Note—14p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Career Awareness, \*Career Education, Career Exploration, Community, Curriculum Development, \*Elementary Secondary Education, Occupational Information, \*Program Descriptions, \*Rural School Systems, Self Concept, Vocational Development, Vocational Maturity

Identifiers—New Hampshire (Groveton)

New Hampshire Supervisory School Union 58--Experimental Schools project (Groveton, New Hampshire) has developed a rural schools oriented career education program for grades K-12, which incorporates the total community. The program focuses on three major themes: (1) Self Awareness--Who Am I? (kindergarten and grade 1), (2) Awareness of Community Workers (grades 1-3), and (3) Awareness of the World of Work (grades 3-12). In grades 3-6, emphasis is on student awareness of the world of work, while in grades 7-8 exposure to the world of work is through career guidance seminars, observational activities, and elective mini-courses. In grades 9-12, students are involved in elective mini-courses, career exploration seminars, and worksite placement. Teachers write their own career awareness lessons with assistance from the career/vocational education coordinator and then test them in their classrooms and revise them before distribution to other teachers. The Cornell Career Awareness Inventory and the Career Maturity Inventory are used to determine levels of career awareness and vocational maturity. An integral part of program development is direct teacher involvement in the process through in-service training. (EA)

ED 110 639

Boardman, Gerald R. Mendenhall, Elton B.

A Comprehensive Study of Vocational Interests, Occupational Opportunities and Cooperative Education for the Mid-Plains Nebraska Technical Community College Area.

Pub Date 75

Note—9p.; Paper presented at the Annual Meeting of the American Education Research Association (Washington, D.C., April 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Community Colleges, \*Cooperative Education, Curriculum Development, \*Educational Assessment, \*Educational Planning, Employment Opportunities, Manpower Needs, Occupational Information, Occupational Surveys, School Surveys, Secondary School Students, \*Technical Education, Vocational Interests

Identifiers—\*Nebraska

The main purpose of the study was to develop a cooperative education plan for the Mid-Plains Technical Community College area through assessment of: (1) vocational interests of students in grades 9-12, (2) occupational opportunities of employers, and (3) various existing cooperative education programs. Vocational interest assessment consisted of administration of the Ohio Vocational Interest Survey and the Minnesota Work Values Inventory to 929 secondary students; occupational opportunities were assessed by analyzing 827 valid employer responses to an Occupational Opportunities Survey and a Cooperative Education Resources Survey. Visitation was made to all Nebraska two-year postsecondary institutions with Federal cooperative education programs as well as other selected technical community colleges with non-governmental programs. Exemplary cooperative education programs in other States also were surveyed. Findings indicated that, despite high interest levels, only about one-third of the high school students were enrolled in vocational or business-oriented programs. Future enrollments in postsecondary vocational-technical and business schools were highly related to early identification of students. The top-ranking interest area was farming-fishery-forestry, while the greatest occupational need was in the category of services. It was concluded that training programs in the services area were needed, especially for food and beverage preparation and service. (EA)

CE 004 422

**ED 110 640 95 CE 004 424**  
**Development and Evaluation of Educational Programs in Biomedical Equipment Technology. Final Report.**

Technical Education Research Center, Cambridge, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—V-257998

Pub Date Jan 75

Grant—OEG-0-8-000973-1873(085)

Note—125p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—Biomedical Equipment, \*Curriculum Development, Curriculum Guides, Educational Programs, Field Studies, Instructional Materials, \*Medical Laboratory Assistants, Pilot Projects, Post Secondary Education, Program Coordination, Program Descriptions, \*Program Design, \*Program Development, Program Evaluation, \*Technical Education

The report describes the Biomedical Equipment Technology project carried out by Technical Education Research Centers between 1967 and 1974. The project developed a curriculum and a program for training biomedical equipment technicians in two-year schools. The report discusses the three phases of the project: development of pilot programs, coordinated program development, and dissemination and implementation. Details are provided on the development of a curriculum guide, the development and testing of instructional modules (17 modules in medical electronics and instrumentation are described briefly in an appendix), the development and dissemination of the educational program, and the internal and external evaluation of the project. Appendixes comprise approximately half of the report and include: a summary of project goals and materials developed; a description of the field trials of the medical electronics and instrumentation modules; lists of institutions, business, and industries involved in the project; figures on the dissemination of project products; and reprints of three relevant articles. (PR)

**ED 110 641 95 CE 004 428**

*Cunningham, J. W. And Others*

**Clusters of Occupations Based on Systematically Derived Work Dimensions: An Exploratory Study.**

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—DASP-10

Pub Date 74

Contract—NE-C-00-3-0069; NE-C-00-3-0070

Grant—OEG-2-7-070348-2698

Note—91p.; Report No. 10 of the Ergometric Research and Development Series

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—\*Cluster Analysis, \*Cluster Grouping, \*Literature Reviews, \*Occupational Clusters, Occupations, Tables (Data), Taxonomy

**Identifiers**—OAI, \*Occupational Analysis Inventory

The study explored the feasibility of deriving an educationally relevant occupational cluster structure based on Occupational Analysis Inventory (OAI) work dimensions. A hierarchical cluster analysis was applied to the factor score profiles of 814 occupations on 22 higher-order OAI work dimensions. From that analysis, 73 occupational clusters were identified and interpreted. Although those clusters were for the most part individually meaningful, the desired hierarchical pattern of clustering did not emerge in an interpretable form, and 155 of the 814 occupations in the sample failed to cluster in a logical manner at any stage of the hierarchical process. Several factors are considered that may have attenuated the clarity of the hierarchical structure. There is a long review of literature and a brief description of the clusters grouped under the following occupations: technical/scientific, business/organizational, clerical, sales/service, health-related, teaching/counseling, art/decorative, stationary machine operating, service/repair of electrical and mechanical systems, environmental/earth-working, and manual. Nearly half of the document comprises appendixes treating: importance scale, occupational clusters formed on the basis of OAI-derived higher-order work

dimensions, and mean work-dimension and attribute-requirement profiles for 73 OAI-derived occupational clusters. (Author/PR)

**ED 110 642 CE 004 429**

*Seyfarth, John T. And Others*

**Selected Demographic Data from Students in the 1972-73 School Year; Employer Based Career Education. Technical Report No. 36.**

Appalachia Educational Lab., Charleston, W. Va. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—TR-36

Pub Date Sep 73

Contract—NE-C-00-4-0008

Note—27p.; For related documents, see CE 004 430-438

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Career Education, Career Planning, Demonstration Programs, Educational Programs, Evaluation, Family Life, Individualized Programs, Pilot Projects, School Demography, Secondary Education, Secondary School Students, Standardized Tests, \*Student Attitudes, \*Student Characteristics, Student Opinion, Tables (Data), Testing, \*Test Results, \*Work Experience Programs

**Identifiers**—Appalachia Educational Laboratory, EBCE, \*Employer Based Career Education

The report examines demographic and attitudinal characteristics of the 44 students who entered the Appalachia Educational Laboratory's Employer-Based Career Education (AEL/EBCE) program in September 1972 and January 1973. The data were obtained from student information sheets completed in February 1973. Regarding home and family life, the majority of students lived with both natural parents, in male dominated family settings. All but one of the students were unmarried. Frequency of dating varied considerably between the sexes and the class groups. The students' attitudes toward school were neutral and expressed neither strong approval nor disapproval, but most students indicated that they would continue in school even if attendance was voluntary. A substantial number of students rated their homework assignments as difficult. With respect to vocational and educational plans, one-half indicated a desire to graduate from college, and despite their involvement in the EBCE program, in some cases for as many as five months, many made their plans without help from anyone. Twenty-four tables, comprising over half the document, follow the text. (Author/JR)

**ED 110 643 CE 004 430**

*Seyfarth, John T. And Others*

**Analysis of Scores on the Career Development Inventory; Employer-Based Career Education. Technical Report No. 37.**

Appalachia Educational Lab., Charleston, W. Va. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—TR-37

Pub Date Sep 73

Contract—NE-C-00-4-0008

Note—23p.; For related documents, see CE 004 429 and CE 004 431-438

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Career Awareness, \*Career Education, Demonstration Programs, Educational Programs, Evaluation, Individualized Programs, Pilot Projects, Secondary Education, Secondary School Students, Standardized Tests, \*Student Characteristics, Tables (Data), Testing, Test Reliability, \*Test Results, Test Validity, Vocational Development, \*Vocational Maturity, \*Work Experience Programs

**Identifiers**—Appalachia Educational Laboratory, \*Career Development Inventory, CDI, EBCE, Employer Based Career Education

The report analyzes the values of the Career Development Inventory (CDI) as a means of assessing the vocational maturity of the 44 students in the Appalachia Educational Laboratory's Employer-Based Career Education (AEL/EBCE) program. The test instrument measures attitudinal and cognitive skills which correspond with program goals, and was considered sufficiently reliable and valid as a measure of vocational maturity for the purposes of evaluating the AEL/EBCE program. The results of the administration of the CDI to the students on three occasions indicate that EBCE students performed best on the cognitive section of the test, and poorest on the first of two attitudinal sections. The report concludes

that compared with a tenth grade norm group, the EBCE students' entering scores on the CDI were low, and the rank of the subtest scores was the reverse of the expected order. The test also indicated the importance of a counselor with wide-ranging knowledge of vocational development theory and a variety of career experiences on the cognitive career skill development of the students. (Author/JR)

**ED 110 644 CE 004 431**

*Ranson, James T. And Others*

**Analysis of Scores on the Iowa Tests of Educational Development; Employer-Based Career Education. Technical Report No. 38.**

Appalachia Educational Lab., Charleston, W. Va. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—TR-38

Pub Date Sep 73

Contract—NE-C-00-4-0008

Note—38p.; For related documents, see CE 004 429-430 and CE 004 432-438

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Academic Achievement, \*Achievement Tests, \*Career Education, Demonstration Programs, Educational Programs, Evaluation, Individualized Programs, Pilot Projects, Secondary Education, Secondary School Students, Standardized Tests, Student Characteristics, Tables (Data), Testing, \*Test Results, \*Work Experience Programs

**Identifiers**—Appalachia Educational Laboratory, EBCE, Employer Based Career Education, \*Iowa Tests of Educational Development, ITED

The report assesses the ability of the 44 Appalachia Educational Laboratory's Employer-Based Career Education (AEL/EBCE) students to maintain their expected academic competence as measured by a nationally normed achievement test, the Iowa Tests of Educational Development, administered at different times during the 1972-73 program year. The students comprised two groups: those entering in September 1972 and those entering in January 1973. The former were tested in September 1972 and in February and May 1973; the latter were tested in February and May 1973. Test results indicated that: students registered much greater competence in mathematics than in reading, language arts, social studies, science, and the use of sources; during the year the students' growth rate exceeded the expected growth rate, even in mathematics, in all areas except use of sources; there were no significant test score differences between the group which participated for the entire academic year and the group which participated for only half of the year; and whether students took courses for credit or non-credit had little apparent effect on performance in science, social studies, and mathematics. Three appendixes provide variance tables for growth score comparisons, post-test raw score comparisons, and subtest scores according to sex and credit/non-credit differences. (Author/JR)

**ED 110 645 CE 004 432**

*Ranson, James T. And Others*

**Changes in Students' Attitudes as Measured by a Semantic Differential Instrument; Employer-Based Career Education; Technical Report No. 39.**

Appalachia Educational Lab., Charleston, W. Va. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—TR-39

Pub Date Sep 73

Contract—NE-C-00-4-0008

Note—32p.; For related documents, see CE 004 429-431 and CE 004 433-438

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Attitude Tests, \*Career Education, Changing Attitudes, Demonstration Programs, Educational Programs, Evaluation, Individualized Programs, Pilot Projects, Rating Scales, Secondary Education, Secondary School Students, Self Concept, \*Semantic Differential, Standardized Tests, \*Student Attitudes, Student Characteristics, Tables (Data), Testing, \*Test Results, \*Work Experience Programs

**Identifiers**—Appalachia Educational Laboratory, EBCE, \*Employer Based Career Education

The report evaluates attitudinal changes among the 44 Appalachia Educational Laboratory's Employer-Based Career Education (AEL/EBCE) students during the 1972-73 academic year, as mea-

sured by the semantic differential, a test in which students were asked to select one of seven spaces separating bipolar adjectives for each of 20 pairs of adjectives describing nine different concepts or abstractions. Students examined at the beginning of their involvement in the program (Group One beginning in September 1972 and Group Two beginning in January 1973) indicated a positive attitude to only one concept, education; all other concepts were viewed as neutral. The data also indicated that the attitudes of Group One students remained fairly stable during the year. A comparative analysis of the Group One and Group Two students showed that none of the group main effects were statistically significant on any of the nine concepts, and that although some group by adjective interaction effects were found, none were meaningful in terms of the questions for which answers were sought. Of the report's three appendices, one reproduces the semantic differential test instrument, and two provide statistical tables depicting analyses of variance for the test concepts. (Author/JR)

**ED 110 646** **CE 004 433**

*Stepp, Ermel And Others*

**An Investigation of Students' Scores on the Kuder Occupational Interest Survey as an Indicator of Program Outcomes; Employer-Based Career Education. Technical Report No. 40.**

Appalachia Educational Lab., Charleston, W. Va. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—TR-40

Pub Date Sep 73

Contract—NE-C-00-4-0008

Note—24p.; For related documents, see CE 004 429-432 and CE 004 434-438

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Career Education, Demonstration Programs, Educational Interest, Educational Programs, Evaluation, Individualized Programs, \*Interest Tests, Personal Interests, Pilot Projects, Secondary Education, Secondary School Students, Sex Differences, Standardized Tests, Student Characteristics, \*Student Interests, Tables (Data), Testing, \*Test Results, Vocational Interests, \*Work Experience Programs

**Identifiers**—Appalachia Educational Laboratory, EBCE, Employer Based Career Education, KOIS, \*Kuder Occupational Interest Survey

The report investigates the pattern of interests among the 44 students at the Appalachia Educational Laboratory's Employer-Based Career Education (AEL/EBCE) program during the fall, winter, and spring of the 1972-73 program year as measured by the Kuder Occupational Interest Survey (KOIS). Group One students (those matriculating in September 1972) took the test on all three occasions; Group Two students (those matriculating in January 1973) took it on only the latter two occasions. Thirteen significant correlations were found, indicating that the number of significant occupational and college major interests of the first group of male students (17 students) was rather stable. These correlations show that students with higher numbers of interests retained higher numbers of interests. The number of occupational interests of the second group of females (13 students) was stable. Verification scores were stable, except for the second group of 10 male students. No significant differences were found in the number of significant interests in occupations or college majors for males or females in either the first or second groups between any two occasions. An appendix provides lists of scales on the KOIS arranged according to female norms, male norms, and specific college major interests. (Author/JR)

**ED 110 647** **CE 004 434**

*Ranson, James T. And Others*

**Analysis of Data from the Student Information System. Employer-Based Career Education. Technical Report No. 41.**

Appalachia Educational Lab., Charleston, W. Va. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—TR-41

Pub Date Sep 73

Contract—NE-C-00-4-0008

Note—29p.; For related documents, see CE 004 429-433 and CE 004 435-438

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Affective Behavior, \*Career Education, Cognitive Development, Cognitive Tests, Demonstration Programs, Educational Pro-

grams, Individualized Programs, Personal Adjustment, Pilot Projects, Secondary Education, Secondary School Students, Social Adjustment, \*Standardized Tests, Student Attitudes, \*Student Characteristics, Tables (Data), Testing, \*Test Results, \*Work Experience Programs

**Identifiers**—Appalachia Educational Laboratory, EBCE, Employer Based Career Education, SIS, \*Student Information System

The report describes an evaluation of seven affective and cognitive traits of 40 of the 44 students in the Appalachia Educational Laboratory's Employer-Based Career Education (AEL/EBCE) program during the 1972-73 program year as measured by the Student Information System (SIS). All students were tested in February and in May 1973; Group One students (those matriculating in September 1972) had had one semester's exposure to AEL/EBCE before testing, and Group Two students (those matriculating in January 1973) had had none. In the February test, Group One students appeared to have superior psychomotor creativity and superior maturity, but were inferior in learning attitude to Group Two students. In the May test, the difference in psychomotor creativity between the two groups was less and was not statistically significant. The difference between the groups in learning attitude, maturity, cognitive skills, personal adjustment, social adjustment, and flexibility remained approximately the same. Given these findings, the traits that were measured by the Student Information System questionnaire appear not to have been affected by the EBCE program. (Author/JR)

**ED 110 648** **CE 004 435**

*Seyfarth, John T. And Others*

**Students' Attitudes Toward the Program as Indicated by an Analysis of Interview Data; Employer-Based Career Education. Technical Report No. 42.**

Appalachia Educational Lab., Charleston, W. Va. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—TR-42

Pub Date Sep 73

Contract—NE-C-00-4-0008

Note—33p.; For related documents, see CE 004 429-434 and CE 004 436-438

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Career Education, \*Career Planning, Demonstration Programs, Educational Programs, Individualized Programs, Interviews, Pilot Projects, \*Program Attitudes, Program Evaluation, Secondary Education, Secondary School Students, \*Student Attitudes, Student Characteristics, Tables (Data), \*Work Experience Programs

**Identifiers**—Appalachia Educational Laboratory, EBCE, \*Employer Based Career Education

The report examines the attitudes of the 44 students in the Appalachia Educational Laboratory's Employer-Based Career Education (AEL/EBCE) program toward the program as indicated by their responses to an interview schedule (included in an appendix) administered near the end of the first program year (1972-73). Regarding post-high school plans most students intended to attend college or another postsecondary educational institution, but of this group only one-fourth had specific institutions and dates of entry in mind. All students testified that the program influenced their career decision. Regarding attitudes toward AEL/EBCE, nearly all students felt that the program met or exceeded their expectations. Students favorably compared the EBCE program with the public high schools they previously attended. Regarding suggestions for improving the EBCE program, most frequent student responses concerned specific aspects of the program such as providing better job experiences. Comparing student outcomes to program objectives revealed that students' career decision-making ability and their planning skills were insufficiently developed, whereas their occupational knowledge and communications skills developed satisfactorily. (Author/JR)

**ED 110 649** **CE 004 436**

*Seyfarth, John T. And Others*

**Parents' Attitudes Toward the Program as Indicated by an Analysis of Interview Data; Employer-Based Career Education. Technical Report No. 43.**

Appalachia Educational Lab., Charleston, W. Va. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—TR-43

Pub Date Sep 73

Contract—NE-C-00-4-0008

Note—31p.; For related documents, see CE 004 429-435 and CE 004 437-438

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Career Education, Demonstration Programs, Educational Programs, Individualized Programs, Interviews, \*Parent Attitudes, Parents, Parent School Relationship, Parent Student Relationship, Parent Teacher Cooperation, Pilot Projects, \*Program Attitudes, Program Evaluation, Secondary Education, Secondary School Students, Student Characteristics, Tables (Data), \*Work Experience Programs

**Identifiers**—Appalachia Educational Laboratory, EBCE, \*Employer Based Career Education

The report examines the attitudes of parents of 31 of the 44 students in the Appalachia Educational Laboratory's Employer-Based Career Education (AEL/EBCE) program toward the program as indicated by their responses to a standard interview form (which appears in an appendix). Twelve interviews involved both the mother and the father of the student; in the remaining 19 cases the student's mother was interviewed alone. Most parents felt that the AEL/EBCE program was superior to their child's previous program. All but one felt that their child also rated AEL/EBCE as superior. More than 80 percent of parents' responses regarding behavior changes in their child described positive changes. Most parents felt their child learned as much as or more than in previous programs, especially regarding job information. Parents rated on-the-job experience as the greatest strength of the AEL/EBCE program, and transportation difficulties as its greatest weakness. More than half of the parents felt the AEL/EBCE program helped their children to choose a career. Parents' criticisms generally focused on the program's permissiveness, instructional unconventionality, and insufficient applicant screening. Regarding program objectives, parents favorably rated their child's career decision-making ability, and job-related and job-skill experience. (Author/JR)

**ED 110 650** **CE 004 437**

*Seyfarth, John T. And Others*

**An Investigation of the Use of Student Activity Sheets; Employer-Based Career Education. Technical Report No. 44.**

Appalachia Educational Lab., Charleston, W. Va. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—TR-44

Pub Date Sep 73

Contract—NE-C-00-4-0008

Note—23p.; For related documents, see CE 004 429-436 and CE 004 438

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Academic Achievement, Achievement Rating, \*Assignments, \*Career Education, Demonstration Programs, Educational Programs, Individualized Instruction, Individualized Programs, Pilot Projects, Secondary Education, \*Secondary School Students, Student Characteristics, \*Student Evaluation, Student Reaction, Student Records, Tables (Data), Test Results, \*Work Experience Programs

**Identifiers**—Appalachia Educational Laboratory, EBCE, \*Employer Based Career Education

The report examines the use of student activity sheets in evaluating the performance of students in the Appalachia Educational Laboratory's Employer-Based Career Education (AEL/EBCE) program. All activity sheets completed during the second semester of 1972-73 for selected participants in the following subject areas were examined and are analyzed in detail in the report: English/communications, secretarial skills, social sciences, sociology, physical and life science, and mathematics. In general the activity sheets were considered a good monitoring device in a highly flexible instructional program such as AEL/EBCE. Limitations arising from their use, however, were students' failure to comment on their assignments in the space provided and the instructional managers' mechanical repetition of assignment objectives on the sheets. The evaluation of the use of activity sheets suggests the disadvantage of adapting course work to individual student interests, the need for instructional managers' developing course outlines specifying minimum skills and understandings required of students, and the possibility of adopting a more

interdisciplinary problem-centered approach to instruction. (Author/JR)

**ED 110 651** CE 004 438

*Sanders, James H. Bertram, Charles L.*  
Evaluation Summary 1972-73; Employer-Based Career Education.

Appalachia Educational Lab., Charleston, W. Va.  
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Sep 73

Contract—NE-C-00-4-0008

Note—72p.; For related documents, see CE 004 429-437

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Academic Achievement, \*Career Education, \*Demonstration Programs, Educational Programs, Evaluation Methods, Individualized Programs, Pilot Projects, Program Attitudes, Program Descriptions, \*Program Evaluation, Secondary Education, Secondary School Students, Student Characteristics, \*Summative Evaluation, Tables (Data), Testing, Test Results, \*Work Experience Programs  
Identifiers—Appalachia Educational Laboratory, EBCE, Employer Based Career Education

The evaluation summary covers the first year's operation of the Appalachia Educational Laboratory's Employer-Based Career Education (AEL/EBCE) program. The report's first section describes the student, employer-related, and parent-related goals of the program; program operation and costs; and replication concerns (transportation, costs per student, site coordination, and translation of student work into academic credit). Another section on methodology describes the students and employers who participated in the program, the program's treatment of the students and employers, and the design and use of the various instruments used in the program evaluation. A third section on results considers students' academic achievements, career maturity, attitudes toward EBCE and miscellaneous student indicators, and parents' and employers' reactions to the program. Two final sections present a summary and conclusion and a discussion of the evaluation. Eight appendices which collectively comprise 25 pages include: number, title, and authors of FY 1973 EBCE Evaluation Reports; numbers of students placed at employer sites 1972-73; employer site/cluster distribution; semantic differential; activity sheet; student interview form; parent interview schedule; and parent questionnaire. (JR)

**ED 110 652** CE 004 439

*Clark, Raymond M.*

Experiences in Vocational Agricultural Education. Part 1, Teaching High School Students.

Michigan State Univ., East Lansing. Coll. of Education.

Pub Date Aug 71

Note—49p.; For related documents, see CE 004 440-444

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Agricultural Education, \*Case Studies (Education), Effective Teaching, High School Students, Problem Solving, \*Secondary Education, Teacher Developed Materials, \*Teacher Education, Teaching Experience, \*Teaching Methods, Vocational Agriculture, \*Vocational Agriculture Teachers, Young Farmer Education

Part 1 of a 6-part series of pamphlets deals with anecdotes from the author's diverse teaching experiences in a high school vocational agriculture program. The 11 stories, to be utilized in vocational agriculture teacher education, are followed by questions and activities analyzing the case studies and prompting alternative solutions. The stories revolve around a vocational agriculture teacher's experiences with both parents, students, and teachers in dealing with: program development, agricultural improvement, teaching problems, low-achievers, father-son relationships; students' psychological problems, animal husbandry, student placement in vocational agriculture programs, disciplinary problems, and field trips. (JB)

**ED 110 653** CE 004 440

*Clark, Raymond M.*

Experiences in Vocational Agricultural Education. Part 2, Future Farmer Program.

Michigan State Univ., East Lansing. Coll. of Education.

Pub Date Sep 71

Note—27p.; For related documents, see CE 004 439, CE 004 441-444

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Agricultural Education, \*Case Studies (Education), \*Program Coordination, Secondary Education, Teacher Developed Materials, \*Teacher Education, Teaching Experience, Vocational Agriculture, \*Vocational Agriculture Teachers, Young Farmer Education, \*Youth Clubs

Identifiers—FFA, \*Future Farmers of America

Part 2 of a 6-part series of pamphlets deals with anecdotes of a vocational agriculture teacher's experiences in a Future Farmer program. Designed for use in pre-service and in-service vocational agriculture teacher education, the five stories are aimed primarily at discussing common problems in this area. The stories are concerned with the conduct of FFA projects, the financial administration of FFA money, and methods to provide desirable training. Each anecdote is followed by questions and activities for discussion. (JB)

**ED 110 654** CE 004 441

*Clark, Raymond M.*

Experiences in Vocational Agricultural Education. Part 3, Post-High School Farmer Training Programs.

Michigan State Univ., East Lansing. Coll. of Education.

Pub Date Oct 71

Note—52p.; For related documents, see CE 004 439-440, CE 004 442-444

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Adult Farmer Education, Agricultural Education, \*Case Studies (Education), Educational Philosophy, State Supervisors, Student Teacher Relationship, \*Teacher Education, Teaching Experience, \*Teaching Methods, Vocational Agriculture, Vocational Agriculture Teachers, \*Young Farmer Education

Part 3 of a 6-part series of pamphlets contains anecdotes of a vocational agriculture teacher's (who was also a State Supervisor) experiences in both young farmer and adult farmer programs. The pamphlet, based on actual happenings, is intended primarily for use in pre-service and in-service vocational agriculture teacher education and presents questions and activities at the conclusion of each story to prompt discussion. The five stories in the first section, Young Farmer Programs, revolve around class organization, program revision by students, political activity, State supervisors, and family involvement. The 10 stories in the second section, Adult Farmer Programs, focus on adult classes, the teacher student relationship, farm visits, activities, problems, and field trips. (JB)

**ED 110 655** CE 004 442

*Clark, Raymond M.*

Experiences in Vocational Agricultural Education. Part 4, Problems of Relationships.

Michigan State Univ., East Lansing. Coll. of Education.

Pub Date Jun 72

Note—40p.; For related documents, see CE 004 439-441, CE 004 443-444

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Agricultural Education, \*Case Studies (Education), Educational Philosophy, \*Interpersonal Relationship, Secondary Education, Student Teacher Relationship, Teacher Administrator Relationship, \*Teacher Education, Teaching Experience, \*Teaching Methods, Vocational Agriculture, \*Vocational Agriculture Teachers

Part 4 of a 6-part series of pamphlets contains anecdotes of a vocational agriculture teacher's (who was also a State supervisor) experiences in the area of problems of relationships. The eight stories, based on actual happenings, illustrate relationships with students, with school administrators, with teachers, and with parents and relatives. The anecdotes are directed toward use in both in-service and pre-service vocational agriculture teacher education with questions at the conclusion of each story to prompt discussion and alternative solutions. (JB)

**ED 110 656** CE 004 443

*Clark, Raymond M.*

Experiences in Vocational Agricultural Education. Part 5, Program Planning.

Michigan State Univ., East Lansing. Coll. of Education.

Pub Date Jun 72

Note—59p.; For related documents, see CE 004 439-442 and CE 004 444

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Agricultural Education, \*Case Studies (Education), Educational Objectives, Educational Philosophy, Farmers, Farm Management, \*Program Planning, \*Teacher Education, Teaching Experience, \*Teaching Methods, Vocational Agriculture, \*Vocational Agriculture Teachers, Young Farmer Education, Youth Clubs

Part 5 of a 6-part series of pamphlets contains anecdotes of a vocational agriculture teacher's experiences (also a State supervisor) in the area of program planning. The 12 stories, based on actual happenings, are intended for use in both pre-service and in-service vocational agriculture teacher education, and discuss encounters with the board of education, advisory council, and school farms; the planning of activities with the Future Farmers of America; and program development. Questions at the conclusion of each story prompt discussion and alternative solutions. (JB)

**ED 110 657** CE 004 444

*Clark, Raymond M.*

Experiences in Vocational Agricultural Education.

Part 6, Student Teachers.

Michigan State Univ., East Lansing. Coll. of Education.

Pub Date Jun 72

Note—30p.; For related documents, see CE 004 439-443

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Adult Farmer Education, Agricultural Education, \*Case Studies (Education), Discipline, Farm Visits, Student Teachers, \*Student Teaching, \*Teacher Education, Teaching Experience, \*Teaching Methods, Vocational Agriculture, \*Vocational Agriculture Teachers, Young Farmer Education

The final document in a 6-part series of pamphlets contains anecdotes of a vocational agriculture teacher's experiences (also as a State supervisor) in the area of student teaching. The six stories, based on actual happenings, are intended for use in both pre-service and in-service vocational agriculture teacher education. They deal with several aspects of student teaching based on experiences in the early 1950's: adult farmer classes, farm visits, discipline, teachers' personalities, and clubs. Questions at the conclusion of each story prompt discussion and alternative solutions. (JB)

**ED 110 658** CE 004 445

Adult Education Legislation in Ten Countries of Europe.

European Bureau of Adult Education, Bergen (Netherlands).

Pub Date 74

Note—74p.; Special Issue—Selections from various issues of Notes and Studies (numbers 62-63)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Adult Education, Educational Finance, \*Educational Legislation, Educational Objectives, Financial Support, \*Foreign Countries, \*Organizational Development, \*State of the Art Reviews, Tables (Data), Teacher Education, Teacher Salaries

Identifiers—Austria, Belgium, Denmark, France, Netherlands, Norway, Sweden, Switzerland, United Kingdom, West Germany

The booklet reports on the results of a meeting of 10 nations held, under the auspices of the European Bureau of Adult Education, to make determinations about the present and future states of legislation which affects adult education. The 10 nations represented were: Austria, Belgium, Denmark, France, West Germany, the Netherlands, Norway, Sweden, Switzerland, and the United Kingdom. There is a brief survey of present conditions in each of the nations. The conference's recommendations concerning future legislation are outlined within the following framework: objectives and tasks of adult education; organization and structure; financial support; educational leave; staff, status, and working conditions; and training for teachers and organizers of adult education. The major portion of the booklet is a comparative survey of current (through July 1974) legislation in each of these areas for each of the countries. Most of the material is presented in either outline or tabular form. A separate section tabulates new laws on



adult education in the Federal Republic of Germany. A final section lists adult education laws and regulations for each of the countries. (PR)

**ED 110 659** CE 004 446

*Morton, J. B. And Others*

**Cycle Seven Report: Occupational Training Information System (OTIS).**

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Div. of Research, Planning, and Evaluation.

Pub Date Jan 75

Note—545p.

**EDRS Price MF-\$0.92 HC-\$27.29 Plus Postage**

**Descriptors**—Comparative Analysis, Data Analysis, Demand Occupations, Educational Programs, Employment Opportunities, Employment Patterns, \*Employment Statistics, Job Market, Labor Force, Labor Market, \*Labor Supply, \*Manpower Needs, Manpower Utilization, Occupational Clusters, \*Occupational Surveys, \*State Programs, Tables (Data), \*Vocational Education

**Identifiers**—\*Oklahoma

The purpose of the report is to enumerate current (for the year ending June 30, 1975) data on manpower supply and demand on selected occupations and training programs in Oklahoma. An introduction explains how the data were acquired. The tables list occupations, the number of workers in demand for each occupation, and the number of workers (primarily from vocational-technical and adult training programs) in supply. The occupational supply is tabulated according to its educational source: vocational-technical schools (secondary, postsecondary, and adult) or other educational supply (Federal, private schools, and Oklahoma Employment Security Commission registrants). A separate column indicates the numerical difference between the two. There is a separate table for each of 11 regions in the State. The report cautions that its data are to be viewed dynamically and not to be regarded as absolute values. (Author/PR)

**ED 110 660** CE 004 449

*Thomas, Hollie B., Comp.*

**Summaries of Research and Development Activities in Agricultural Education: Central Region, 1973-74.**

Florida State Univ., Tallahassee. Dept. of Vocational, Technical, and Career Education.

Pub Date Dec 74

Note—114p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—\*Agricultural Education, \*Annotated Bibliographies, Educational Programs, \*Research Projects

The document is an annotated bibliography of 61 studies in agricultural education reported during 1973-74 in the Central States region arranged alphabetically by author. For each entry an outline of the purpose, method, and findings of each study is provided. Access is by way of a subject index. A list of studies (including dissertations) in progress for 1974-75 is included, arranged alphabetically by author. (PR)

**ED 110 661** CE 004 450

**T & D Publications, Vol. 13, No. 2.**

International Labour Office, Geneva (Switzerland).

Pub Date Mar 75

Note—58p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Abstracts, \*Adult Education, \*Vocational Education

The pamphlet is international in scope and contains 32 brief news items and abstracts of 20 documents of interest to adult education and vocational education. The books and articles abstracted deal with the following topics: training and employment of mother's helps; vocational education; Canadian adult basic education; educational leave; career preparation; continuing training; behavior modification; training courses for management staff; involving apprentices in vocational courses; further training for foremen; teacher and student attitudes towards vocational education; personnel development; pedagogical problems connected with the personality of the young worker; quantifying program effectiveness; entry of young persons into employment; manpower forecasting for the engineering industry; education, unemployment, and economic growth; causes of labor turnover in the construction in-

dustry; factors influencing occupational mobility; and pre-vocational education. All materials have 1973 or 1974 publication dates. (PR)

**ED 110 662** CE 004 451

*Kegin, Denis J.*

**Teacher Liability in School-Shop Accidents.**

Pub Date 73

Note—148p.

Available from—Prakken Publications, Inc., 416 Longshore Drive, P.O. Box 623, Ann Arbor, Michigan 48107 (Cloth bound \$6.50; Paperback \$4.50)

**Document Not Available from EDRS**

**Descriptors**—Accident Prevention, \*Federal Legislation, Injuries, \*Legal Responsibility, Safety, \*School Accidents, School Safety, School Shops, \*State Legislation, \*Teacher Responsibility

**Identifiers**—\*Liability

The intent of the book is to stimulate interest in the problem of shop-teacher liability and to identify certain needs which have not been adequately met by existing laws and statutes. Chapter 1, The Significance of Teacher Liability, discusses basic legal considerations, the environment of the school shop, and the possibility of liability. Chapter 2, Elements of Liability, pinpoints negligence as the basic problem of liability and discusses the law concerning contributory negligence. Chapter 3, The Nature and Extent of Shop-Teacher Liability, describes the function of the State in relation to the public school system by explaining in detail: common law, statutory law, school law, the legislation regarding school districts, common-law immunity, legal status of teachers, school-shop accidents, and court cases. Chapter 4, Safeguarding Teachers from Litigation and Damage Claims, discusses legislation of benefit to school teachers passed in several States and the abrogation of common-law immunity. Chapter 5, Safety: An Instrument in Preventing Liability, presents suggestions as well as legislation concerning safety measures to prevent accidents. Chapter 6, The Consequences of Liability, covers recommendations based on needs. Eight appendixes containing pertinent materials and information and a selected bibliography are included. (JB)

**ED 110 663** CE 004 452

*Sanders, Carol And Others*

**CERL Project (Career Education Resource Laboratory Project) Final Report. Phase II.**

Eastern Illinois Univ., Charleston. Center for Educational Studies.

Spons Agency—Illinois Research and Development Coordinating Unit, Springfield.

Pub Date May 75

Note—59p.; For the Phase I final report, see ED 101 077

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Career Education, Community Resources, Inservice Teacher Education, \*Resource Centers, Teacher Workshops

The purpose of Career Education Resource Laboratory (CERL) at Eastern Illinois University is to provide services to the 125 schools in the area and to the Division of Vocational and Technical Education at the University. During Phase 2 of the project the laboratory has presented 20 in-service workshops for area school districts; conducted indoctrination and consultation sessions; developed a directory of resources and services offered by industry, parents, and teachers in a 10-county area of east-central Illinois; distributed a free monthly newsletter; demonstrated the Computerized Vocational Information System; and previewed and evaluated commercial educational materials. Each of these accomplishments is described. More than half of the booklet is made up of appendixes which reproduce workshop handouts, CERL materials, correspondence, and publicity. (PR)

**ED 110 664** CE 004 453

*Braaten, Larry Miller, Annette*

**State-Administered Research and Development Projects in Vocational Education Supported Under Section 131(b) of Part C of the Vocational Education Amendments of 1968: Fiscal Year 1974.**

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date May 75

Note—96p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—\*Educational Research, \*Research Projects, \*State Federal Aid, \*State Federal Support, \*Vocational Education

**Identifiers**—\*Vocational Education Amendments 1968

The listing of State-administered research and development projects was compiled on the basis of information supplied to the U. S. Office of Education by each State. The arrangement is alphabetical by State and for each project provides the title, the name of the grantee or contractor conducting the project, and the amount of Section 131(b) funding obligated for the project. For any given State, the total amount of funds obligated in a particular fiscal year may or may not be equal to the State's allotment for that fiscal year. The two reasons for this difference between funds allotted and funds obligated for grants and contracts are: (1) that a State may reserve some of the State allotment for support of the State Research Coordinating Unit, using the remaining amount for the award of grants and contracts, and (2) that a State could carry unused funds over and obligate them in the following year. (Author/JB)

**ED 110 665** CE 004 454

**Building and Using Staff Development Resources for Adult Education: A Five-Year Report: 1969-74.**

Southern Regional Education Board, Atlanta, Ga. Spons Agency—Office of Education (DHEW), Washington, D. C. Div. of Adult Basic Education.

Pub Date Dec 74

Note—63p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Adult Basic Education, Adult Educators, Advisory Committees, Diffusion, Inservice Teacher Education, \*Interinstitutional Cooperation, \*Projects, Regional Cooperation, \*Staff Improvement, \*Statewide Planning

**Identifiers**—Adult Education Staff Development Project, Region IV

The purpose of the original three-year project was to establish a comprehensive regional plan for professional staff development for teachers of disadvantaged adults in the Southeast, but the focus shifted during the following two year phase toward using these resources for disseminating the latest and best information and materials. A project dateline outlines the major activities and dates. The report outlines the roles of various State, Federal, and local institutions; the barriers the project faced; and the motivations of people and groups responsible for creating the first regional staff development project in adult basic education (ABE). The two phases of the project are discussed in terms of the six formulated objectives and outcomes. Phase 1 developed State and regionwide staff development systems and Phase 2 utilized these staff development systems as vehicles for disseminating innovative ideas and materials to ABE teachers at the local level. Major outcomes were: stronger leadership in State departments of education, university and college services for staff development in adult education, trainers for inservice personnel, planning committees, establishing written plans for each project, and obtaining technical expertise for the projects. Recommendations focus on the strengthening of services and programs. (JB)

**ED 110 666** CE 004 455

*Hampson, David H.*

**Educational Product Development and Evaluation. Report No. 11.**

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-02-2591

Pub Date Dec 73

Grant—OEG-0-72-4676(725)

Note—25p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Curriculum Design, \*Curriculum Development, \*Curriculum Evaluation, \*Educational Needs, Educational Objectives, \*Educational Research, Formative Evaluation, Information Dissemination, State of the Art Reviews, Summative Evaluation

The focus of the state of the art paper is on educational product development and evaluation, a relatively new field. After defining the terms curriculum, development, and evaluation, the report classifies the two major forms of curriculum development as system-based (external changes



brought into curriculum) and subject-based (internal changes in the content of the curriculum). Three contemporary strategies for curriculum development are: the Tyler strategy (preliminary analysis, selecting and defining objectives, selecting and creating learning experiences, organizing learning experiences, and curriculum evaluation), the DeVault and Anglin strategy, (needs assessment, development and tryout, field verification, and implementation), and the Popham strategy (goal selection, explication of the product's mission, development of the initial product, developmental testing and revision, installation testing, and diffusion). Evaluation in product development involves both summative and formative evaluation, the latter having a major role in the development of curriculum products. Formative evaluation helps form and provide feedback information in a systematic manner and assists the curriculum development process by examining procedures and materials. Implications for further instructional product development emphasize: curriculum development as a practical matter, early dissemination, the unity and continuity of curriculum development, and the necessity of post-publication evaluation. References conclude the report. (JB)

**ED 110 667** 95 **CE 004 457**  
[Innovative Programs in Adult Education: United States.]

Adult Education Association of U.S.A., Washington, D.C.; World Education, Inc., New York, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 75

Note—43p.; Papers presented at the Multi-National Workshop on Basic and Functional Education for Adults (Washington, D. C., January 5-10, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—Adult Education, \*Adult Education Programs, \*Educational Innovation, \*Program Descriptions

The seven descriptive position papers were prepared after selection for the Multi-National Workshop on Basic and Functional Education for Adults. Those selected are significant innovative programs of adult education in the U. S. which may have direct applicability to improving program practices in various parts of the world. The programs described are: the Appalachian Adult Education Center (Morehead State University, Kentucky); The Georgia Expanded Food and Nutrition Project (Georgia Cooperative Extension Service, Athens); The Dr. Martin Luther King, Jr. Adult Education Center (Kankakee, Illinois); Top of Alabama Regional Adult Secondary Education Project (Huntsville, Alabama); Regional Occupation Centers and Programs (Los Angeles Unified School District); Minnesota Literacy Council, Inc. (St. Paul, Minnesota); and Parents and the Developing Child (Utah State Board of Education). Information such as the program's setting, organization and administration, program description, educational strategy and activities, and future activities and projections is discussed in detail for each program. (BP)

**ED 110 668** 95 **CE 004 458**  
[Innovative Programs in Adult Education: Foreign.]

Adult Education Association of U.S.A., Washington, D.C.; World Education, Inc., New York, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 75

Note—54p.; Papers presented at the Multi-National Workshop on Basic and Functional Education for Adults (Washington, D. C., January 5-10, 1975)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
Descriptors—Adult Education, \*Adult Education Programs, \*Educational Innovation, Foreign Countries, \*Program Descriptions

Identifiers—Colombia, Honduras, Kenya, Philippines, Tanzania, Thailand

The six descriptive position papers were prepared after selection for the Multi-National Workshop on Basic and Functional Education for Adults. Those selected are significant innovative programs of adult education in other countries that may have direct applicability to improving program practices in various parts of the world. The six programs described are: Adult Education

in Tanzania; A National Movement; The Functional Literacy and Family Life Planning Project (Thailand); Accion Cultural Popular (Colombia); Concorde-Honduras; Functional Education for Family Life Planning Project (Neuva Ecija, Philippines); and Village Polytechnics—Kenya. Each paper describes in detail the program's setting, organization and administration, program and activities, educational strategy, and future activities and projections. (BP)

**ED 110 669** **CE 004 459**

Bank, Ira M.

World of Workers: A Career Education Gamebook.

Pub Date 73

Note—49p.; First of a series; For second level, see CE 004 460; For third level, see CE 004 461

Available from—Chronicle Guidance Publications, Inc., Moravia, New York 13118 (\$1.00)

Document Not Available from EDRS

Descriptors—Career Awareness, \*Career Education, \*Childrens Games, Classroom Games, \*Educational Games, Elementary Education, Instructional Materials, \*Learning Activities, Occupational Information

The World of Workers career education gamebook for elementary grades 2 and above contains 49 workbook pages of word games that provide clues to 36 occupations, whose titles form the entries in a crossword puzzle, plus activities to supplement regular classroom presentation or to form a center for the introduction of occupations. (Author/JR)

**ED 110 670** **CE 004 460**

Bank, Ira M.

Community Careering: A Career Education Gamebook [and Instructor's Guidebook].

Pub Date 74

Note—75p.; Second in a series; For first level, see CE 004 459; For third level, see CE 004 461

Available from—Chronicle Guidance Publications, Inc., Moravia, New York 13118 (\$1.00, gamebook; \$3.00, guidebook)

Document Not Available from EDRS

Descriptors—Career Awareness, \*Career Education, \*Childrens Games, Classroom Games, \*Educational Games, Elementary Education, Instructional Materials, \*Learning Activities, Occupational Clusters, Occupational Information, \*Teaching Guides, Tests

The Community Careering career education gamebook for elementary grades 3 and above introduces 57 occupations in three interrelated occupational clusters: looking around me, my family and my friends, and my community and me; it includes 25 career awareness games and a pretest and a posttest. The accompanying guidebook for teachers provides objectives, discussion questions, organizational formats, answers, and related activities for each of the 25 career awareness games, and describes over 75 related student activities. (Author/JR)

**ED 110 671** **CE 004 461**

Bank, Ira M.

Curriculum Careering: A Career Education Gamebook [and Instructor's Guidebook].

Pub Date 74

Note—89p.; Third in a series; For first level, see CE 004 459; For second level see CE 004 460

Available from—Chronicle Guidance Publications, Inc., Moravia, New York 13118 (\$1.00, gamebook; \$3.00 guidebook)

Document Not Available from EDRS

Descriptors—Career Awareness, \*Career Education, \*Childrens Games, Classroom Games, \*Educational Games, Elementary Education, Instructional Materials, Integrated Curriculum, \*Learning Activities, Occupational Information, \*Teaching Guides, Tests

The Curriculum Careering career education gamebook for elementary grades 4 and above introduces 135 occupations through 25 career education games, a pretest and a posttest, while reinforcing curriculum concepts in the following subject areas: art, music, physical education, health, science, mathematics, social studies, and English. The accompanying teacher's guidebook contains over 175 related activities for classroom use, and provides objectives, discussion questions, organizational formats, proper responses to workbook activities, and anticipated behavioral outcomes. (Author/JR)

**ED 110 672**

Cotton, John W.

Par for the Corps: A Review of the Literature on Selection, Training, and Performance of Peace Corps Volunteers.

Pub Date 75

Note—487p.

**EDRS Price MF-\$0.92 HC-\$24.75 Plus Postage**  
Descriptors—Data Analysis, Evaluation, \*Federal Programs, \*Government Employees, Institutional Research, Literature Reviews, Organizations (Groups), \*Overseas Employment, Personnel Data, \*Personnel Selection, Program Evaluation, Research, Research Needs, Research Utilization, Statistical Studies, Statistical Surveys, Tables (Data), Task Performance, \*Volunteers, Volunteer Training

Identifiers—\*Peace Corps

The Peace Corps has probably had the most comprehensive system ever developed for large-scale selection of personnel; by 1973, nearly 400,000 persons had applied for appearance. During much of its history, a Division of Research has been operative; the monograph surveys most of the publications of that division as well as a number of other studies performed independently of the Peace Corps. The purposes of this review are to: (1) describe the personnel selection procedure; (2) report and evaluate research on personnel assessment, selection, training, and overseas performance, (3) suggest ways of utilizing research findings; and (4) suggest specific research needs. The book disseminates information not generally available, includes a good deal of general background material about the Peace Corps, and emphasizes numerical and empirical data. Autobiographical books or journalistic analyses have been omitted or treated briefly; some interpretive articles are discussed. The book is technical in tone and non-controversial in nature. Only the final chapter, "An Overview of Peace Corps Goals and Research," is concerned in part with value statements and summary evaluations of specific programs or of the Peace Corps as a whole. A 41-page bibliography is included. (Author/AJ)

**ED 110 673** **CE 004 463**

Marland, S. P., Jr.

[Career Education: A Retrospect and a Prospect.]

Pub Date 7 Apr 75

Note—14p.; Speech presented at the North Central Association of Colleges and Universities (Chicago, Illinois, April 7, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Career Education, College Graduates, \*Educational Planning, Futures (of Society), Occupational Aspiration, \*Post Secondary Education, Speeches, \*State Action, Vocational Development

Identifiers—College Entrance Examination Board

Today's harsh economy gives a spirit of urgency to the call for an effective harmonizing of occupational development with academic learning. Whether we as teachers or administrators are in agreement or not, the evidence is very clear that our students expect their college years to yield occupational as well as academic outcomes. It is time that we bring system and order, curricular strength, and philosophical unity to a condition that remains in many places ad hoc, unsystematic, and not consciously and deliberately responsive to the lifetime needs of learners and wage-earners. Within the past year, the College Entrance Examination Board has taken two integrally related steps toward becoming a significant force in career development during the remainder of this decade, and, perhaps, on into the 1980's. The first consists of a State-level study of career education now in its final stages. The study is exploring a number of barriers to full implementation of career education at the State level. The College Board is also attempting to come to grips with a concrete service to the process of career education. We have studied numerous institutions across the country to identify good linkages between schools and the workplace. The list of worthy sites where career education is finding a prominent place is nearly endless. (Author)

**ED 110 674** **CE 004 464**

A Critique of Research Entitled "The Effectiveness of Public and Proprietary Occupational Training" by Wellford W. Wilms.

American Vocational Association, Washington, D.C.

Pub Date 31 Oct 74

Note—15p.; For the original Wilms study, see ED 100 459

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Analytical Criticism, \*Content Analysis, Educational Benefits, \*Educational Research, Evaluation, Literature Reviews, Post Secondary Education, Program Effectiveness, \*Proprietary Schools, Public Schools, \*Research Methodology

Identifiers—Wilms (Wellford W)

The findings, conclusions, and recommendations of the Wilms study leave much to be desired. The reported results and interpretation of those results are generally not supported, nor was the design adequate either to confirm or refute the author's central hypothesis. In its present state, the report of the study cannot serve as a valid professional reporting source. The report departs from the generally accepted format of scientific reports and mixes facts and interpretations rather freely. In order to assess the study, therefore, the reviewers were forced to reconstruct it according to the logical sequence found in most technical reports, i.e., problem, objectives, method, results, conclusions, and recommendations. The review conforms to that sequence. The reviewers believe that few verifiable results have emerged, or could have emerged, from the study because of numerous design flaws and a severe lack of the design and procedural information which would be needed to evaluate the study's adequacy. Editorializing of the author's biases and assumptions occur throughout the report, unsupported by study data. When the data do not support the author's expectations, there seems to be a tendency to dispel undesired conclusions with an alternative explanation or assumption not based on study data. (Author/PR)

ED 110 675

CE 004 465

Doraiwami, S.

Curriculum Preparation for Adult Education Programme—An Indian Experiment.

Ministry of Education and Social Welfare, New Delhi (India).

Pub Date Nov 74

Note—22p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Adult Basic Education, \*Adult Education, Adult Farmer Education, Agricultural Education, \*Curriculum Development, \*Developing Nations, Disadvantaged Groups, Economic Disadvantage, Farmers, Foreign Countries, \*Functional Illiteracy, Pilot Projects, Problem Solving, Program Descriptions, Programs

Identifiers—\*India

Traditional adult education has been literacy-oriented, but the curriculum content and methodology has been inadequate in maintaining motivation and interest. An important effort to eradicate these problems has been the Farmer's Functional Literacy Program in India. This major project relates adult education and training in modern agricultural practices. The experimental project was designed in India to develop curriculum materials specifically oriented to problem-solving rather than oriented solely to information supply. The project's five phases consisted of: an exploratory phase, a syllabus and curriculum construction phase, material preparation phase, an action phase, and an evaluation. A survey was conducted to identify crucial problems faced by farmers. From the findings, problems and objectives were classified and selected. Remedial measures were established, focusing on these problems. The organization of the syllabus reformulated the problems in terms of positive remedial operations and transformed into units or contents which are described. The two steps in the syllabus incorporate these remedial measures for farmers and then convey skills needed for improvement. Illustrations of problem-solving approach and curriculum development are provided. A brief report of the action phase is provided, and tentative evaluation criteria discussed. (Author/JB)

ED 110 676

CE 004 466

Barger, Clarence G.

Driver Education for New York City High Schools: Curriculum Bulletin: 1973-1974 Series, No. 4.

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Pub Date 74

Note—175p.; Pages 124 through 136 of official New York State forms will reproduce poorly

Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201 (\$7.00)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education Programs, \*Curriculum Guides, \*Driver Education, Educational Equipment, Equipment Maintenance, Equipment Utilization, Evaluation Methods, \*Instructional Materials, Program Development, Resource Guides, Scheduling, Secondary Education, State Standards, Summer Schools, Teacher Qualifications, Teaching Methods

Identifiers—New York (New York)

The New York City revised curriculum bulletin is designed to offer maximum assistance (1) to high school administrators to plan and establish a State-approved driver education program and (2) to instructors who will teach in such programs. Chapter 1, on organizing driver education programs, discusses in detail the types of instruction in day secondary schools, qualifications for instructors, establishing a driver education program, practice driving equipment, evaluation, other driver education programs, and scheduling. Chapter 2, on teaching driver education, discusses in detail classroom teaching and practice driving instruction; provides instructional guides for 23 units (each unit presents the topic, recommended time, objectives, a synopsis, a list of teaching highlights, and a list of student activities); lists 23 practice driving instructional guides specifying instructional areas, teacher orientation, and student objectives; discusses teaching with simulators; and gives suggestions for motorcycle and motor bike driver education. The 10 appendices contain information on the New York State Motor Vehicle and Traffic Laws; New York City traffic regulations; a glossary; samples of official New York State forms; a list of teaching, safety, and test equipment dealers; additional resources; and a list of sources of driver education films and filmstrips with corresponding code numbers. (Author/BP)

ED 110 677

CE 004 468

Wagaman, Dean And Others

What About Vocational Education? (WAVE); A Guideline for Action in the 70's. Part 1.

Washington State Coordinating Council for Occupational Education, Olympia.

Pub Date Nov 70

Note—32p.; For related documents, see CE 004 469-471

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Agricultural Education, Business Education, Distributive Education, \*Educational Needs, Elementary Secondary Education, Employment Trends, Family Life Education, Guidelines, Health Occupations Education, Home Economics, Office Occupations Education, \*Program Development, \*State Programs, Technical Education, Technological Advancement, Vocational Development, \*Vocational Education, Working Women, Youth

Identifiers—\*Washington

Intended as an aid to administrators, the booklet presents a brief overview of the present state of vocational education. It provides bits of information and statistics on a variety of topics: the necessity of vocational education, youth, vocational education and occupations in Washington State, employment trends, new emerging technologies, women in the world of work, and program development. Information related to program needs is provided on: agriculture education; business and office occupations; distributive education; home and family life education; home economics and related occupations; trade, technical, industrial, and health occupations; and exemplary programs. (PR)

ED 110 678

CE 004 469

Credson, Alex

Who Am I? Where Am I Going? How Do I Get There? A Guideline for Career Awareness. Part 2: What About Vocational Education? (WAVE).

Washington State Coordinating Council for Occupational Education, Olympia.

Pub Date Sep 71

Note—31p.; For related documents, see CE 004 468-471; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Activity Learning, \*Career Awareness, \*Career Education, Class Activities, Elementary Secondary Education, Learning Activities, \*State Schools

Identifiers—\*Washington

The booklet is intended to share ideas about a variety of career awareness activities which now exist in the State of Washington. Activities in each of a number of schools are described briefly and are accompanied by photographs of students participating in the activities. Most of the projects are for elementary and junior high students, though a few are also for kindergarten students and high school seniors. (Author/PR)

ED 110 679

95

CE 004 470

Karlson, Larry A., Comp.

Quality Career Guidance: Proposed Standards for Career Guidance, Counseling and Placement Programs. Part 4: What About Vocational Education? (WAVE).

Missouri Univ., Columbia.; Washington State Coordinating Council for Occupational Education, Olympia.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Jun 75

Grant—OEG-0-71-4463

Note—17p.; For related documents, see CE 004 468-471; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Career Education, Career Planning, Guidance Objectives, \*Guidance Programs, Guidelines, Job Placement, Program Administration, \*Program Development, Program Planning, Statewide Planning, \*Vocational Counseling

Identifiers—Washington

The booklet provides some guidelines and suggestions around which career guidance programs may design their standards. It discusses and briefly outlines some recent legislation, publications, speeches, and committee actions which deal with the objectives and methods of career guidance. It lists 10 assumptions which should be considered when establishing indicators of quality on which a career guidance, counseling, and placement model could be developed and evaluated. Included is a checklist of questions about a career guidance program, organized around five specific elements: program planning and development, organization and administration, staffing, program operations, and evaluation. (Author/PR)

ED 110 680

95

CE 004 471

Shoemaker, James T., Comp. Wanamaker, Dennis, Comp.

Quality Career Guidance: A Proposed System to Develop Programs. Part 5: What About Vocational Education? (WAVE).

Missouri Univ., Columbia.; Washington State Coordinating Council for Occupational Education, Olympia.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Jan 75

Grant—OEG-0-71-4463

Note—25p.; For related documents, see CE 004 468-470

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Career Education, Career Planning, \*Educational Objectives, Educational Strategies, \*Elementary Secondary Education, \*Models, \*Program Development, Program Planning, Statewide Planning, Systems Development

Identifiers—Washington

The booklet explains the selection and use of a system to build career development programs and presents a sample career development program produced by the system. The system provides a framework to build a program and is based on the theory of three levels of learning—perceptual, conceptual, and generalization. The model, or sample system, is organized around five goals: self-awareness and self-identity, career awareness, career planning, career preparation, and work and leisure. Each goal is subdivided into grade levels (K-3, 4-6, 7-9, and 10-12), and within each grade level are outlined: a developmental objective, behavioral objectives, process objectives and strategies, outcomes, and evaluation. (PR)

**ED 110 681** CE 004 472  
**Equity of Access: Continuing Education and the Part-Time Student. 9th Annual Report.**  
 National Advisory Council on Extension and Continuing Education, Washington, D.C.  
 Pub Date 31 Mar 75  
 Note—77p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
**Descriptors—**\*Adult Education, Adult Education Programs, Adult Students, Advisory Committees, \*Annual Reports, Continuous Learning, Directories, Educational Finance, \*Educational Legislation, Educational Needs, Educational Policy, Federal Government, Federal Legislation, Government Role, \*National Programs, National Surveys, \*Part Time Students, Policy Formation, Program Evaluation, Statistical Data

The National Advisory Council's annual report focuses on the dramatically increasing numbers of adult Americans who are continuing their education on a part-time basis; in this regard, the council recommends the adoption of a national statement of policy reaffirming the need for lifelong learning opportunities for all citizens. In support of this policy, the council submits specific recommendations: (1) to help improve the access of adult part-time students to these opportunities, and (2) to help develop professional manpower to serve adult learning needs and to design alternate educational programs on their behalf. A major task of the council was to complete a congressionally mandated evaluation of Title I of the Higher Education Act of 1965 ("Community Service and Continuing Education"). The recommendations stemming from this evaluation are incorporated into the annual report. Appended to the summary of recommendations are: (1) a summary of supportive statistical data on adult part-time students, presented in narrative form, with an attached copy of the council's letter to United States senators, recommending appropriate actions, (2) a report from the Community Service and Continuing Education Program (Title I) to the council; and (3) a directory of State-supported Title I projects. (Author/AJ)

**ED 110 682** CE 004 473  
**The Adult Basic Education Program: Progress in Reducing Illiteracy and Improvements Needed. Report to the Congress.**

Comptroller General of the U.S., Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date 4 Jun 75  
 Note—43p.

Available from—U. S. General Accounting Office, Distribution Section, P. O. Box 1020, Washington, D. C. 20013 (Stock No. MWD-75-61, \$1.00)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**\*Adult Basic Education, Adult Education Programs, Adult Literacy, Educational Legislation, Educationally Disadvantaged, Educational Needs, Educational Programs, Federal Legislation, \*Federal Programs, Federal State Relationship, Government Role, Illiteracy, Illiterate Adults, \*Literacy Education, Program Administration, Program Effectiveness, \*Program Evaluation, \*State Programs  
**Identifiers—**California, Illinois, North Carolina, Texas, Virginia

Adult basic education programs in California, Illinois, North Carolina, Texas, and Virginia were reviewed to assess the progress made by the programs in reducing illiteracy. The programs' management was also evaluated. It was found that although some positive achievements have been made, the program successfully reaches only a small fraction of those needing it. In the program's first nine years, about 4.6 million adults enrolled, but only about one percent of the 57 million adults in the target population and four percent of the 15 million adults with less than eight years of schooling have participated in any given year. Through fiscal year 1972, 17 percent of the 3.5 million participants at or below the eighth grade level had achieved an eighth grade equivalency education. Management problems include: lack of realistic and measurable program goals and evaluative criteria, misdirected recruiting, limited benefits of special projects and unsystematic dissemination of their results, lack of coordination with Federal antipoverty and manpower-training programs, and inaccurate reporting of data. The report recommends several

actions (including legislative and congressional) for combating these problems. (Author/PR)

**ED 110 683** CE 004 474  
**Braaten, Larry Miller, Annette**  
**Semiannual Report on State Research Coordinating Unit Activities for the Period July 1, 1974-December 31, 1974.**

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date May 75

Note—131p.; Tenth in a series

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors—**Annual Reports, Career Education, Directories, Educational Legislation, Educational Research, \*Program Descriptions, \*Research Coordinating Units, \*Research Projects, Research Proposals, \*State Programs, \*Vocational Education

**Identifiers—**Vocational Education Amendments 1968

The report is a compilation of information from State Quarterly Research Activity Reports submitted by State Research Coordinating Units regarding research activities conducted under Section 131(b) of Part C of the Vocational Education Amendments of 1968. It also includes all reported research projects administered by the State educational agency but not funded under that legislation. Each State's activities are listed under the subheadings: Projects Completed, New Projects Funded, Research Related Activities, and Projects and Activities Planned. Career education ranked high on the list of priorities for research projects. Other areas of emphasis included: followup studies, evaluations, competency studies, manpower studies, and programs related to health careers. In addition, the States have continued to fund projects for the expansion and improvement of their ongoing vocational programs. (Author/PR)

**ED 110 684** CE 004 475  
**Allen, Thomas R.**

**Cooperative Vocational Education Coordinator's Handbook.**

Marshall Univ., Huntington, W. Va. Dept. of Vocational-Technical Education.

Pub Date 74

Note—63p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**Adult Education, Advisory Committees, Community Cooperation, Community Involvement, \*Cooperative Education, \*Educational Administration, Educational Coordination, Educational Programs, \*Guidelines, \*Instructor Coordinators, Occupational Guidance, Public Relations, Secondary Education, Vocational Directors, \*Vocational Education, Vocational Training Centers

**Identifiers—**\*Vocational Education Amendments 1968

The handbook is designed to guide coordinators of cooperative vocational education programs who will be able to relate the material to their fields of specialization. Chapter 1 introduces cooperative vocational education, general and specific objectives, definitions of areas related to cooperative education, and discusses part G of the 1968 Vocational Amendments. Chapter 2 describes the role of the cooperative teacher-coordinator and the responsibilities of the total job. Chapter 3 discusses instruction in cooperative vocational education and critical tasks related to teaching. Chapter 4 focuses on guidance and placement. Chapter 5 concentrates on coordination activities and community involvement. Chapter 6 outlines public relations activities, and chapter 7 is devoted to the organization and responsibilities of advisory committees. Chapter 8 examines youth organizations and their objectives. Chapter 9 studies the relationship of adult education to cooperative education, program and curriculum development in this area, promotion methods, and evaluation. Chapter 10 concludes with an outlook on providing for research in cooperative vocational education. References are found at the end of each chapter. Appendixes present sample forms and a checklist of program evaluation criteria. (JB)

**ED 110 685** CE 004 477  
**Public Employment in 1974. GE 74 No. 1.**

Bureau of the Census (DOC), Suitland, Md.

Pub Date May 75

Note—37p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402; and U. S. Department of Commerce district offices (\$0.80)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**Employment Patterns, \*Employment Statistics, Employment Trends, \*Government Employees, Local Government, \*National Surveys, State Government, \*Statistical Data, \*Tables (Data), Wages

The statistical report on public employment in 1974 briefly summarizes the trend of increasing public employment (especially at the State and local level), increases and variations in average monthly earnings of government employees, the distribution of State and local government employment by type of government and by State areas, and the sources and reliability of the data presented. Twenty-five pages of the document consist of detailed tables which present the statistical data on which the introductory summary is based. (JR)

**ED 110 686** CE 004 478

**Olmstead, Joseph A.**

**Managing the Context of Work. Professional Paper No. 1-75.**

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No—HumRRO-PP-1-75

Pub Date Feb 75

Note—16p.; This paper is an adaptation of portions of another volume produced by the author

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**Leadership Training, \*Management, Management Education, \*Organizational Climate, Organizational Development, \*Organizational Effectiveness, \*Performance Factors, Supervisory Training, \*Work Environment

People function within situational contexts, and these contexts define and limit behavior. An organization is a very important context and, accordingly, produces potent forces which circumscribe and channel the activities, attitudes, and motivations of personnel. For this reason, both individual and group behavior within an organization is simply not the same as that outside of it. Carried over to management, this suggests that the first thing of which a manager must become aware is that behavior in organizations is usually the result of numerous determinants, many of which will have their source in the work context. To neglect context factors can only cause a manager to misunderstand the problem and take the wrong course for its resolution. Fortunately, the work context is one thing that can be greatly influenced and controlled by managers. The major point of this discussion is that many problems that lead to serious interference with organizational effectiveness have their sources in the failures of organizational leaders to provide work-context conditions that are most conducive to effective performance. Three general factors that control performance in every organization are: effective management, effective leadership, and effective training. (Author/PR)

**ED 110 687** CE 004 479

**A Bill to Amend the Public Health Service Act: H. R. 5546. Report No. 94-266.**

Congress of the U.S., Washington, D.C. House.

Pub Date 26 Mar 75

Note—165p.

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors—**Educational Facilities, Educational Finance, \*Educational Legislation, Federal Aid, \*Federal Legislation, Financial Support, Grants, \*Health Occupations Education, Health Personnel, Medical Education, Public Health, \*Public Health Legislation, Scholarships

**Identifiers—**\*Public Health Service Act Amendments

The bill is designed to amend the Public Health Service Act in order to revise and extend the programs of assistance under Title VII for training in the health and allied health professions, and to revise the National Health Service Corps scholarship training program. The bill details the exact additions and deletions to be made in the original Act. The amendments are organized around the original topics of the Act: Title I—extension of current authorities through fiscal year 1975; Title II—general provisions; Title III—assistance for construction of teaching facilities; Title IV—student

assistance and National Health Service Corps; Title VI—grants for health profession schools; Title VII—special project grants and contracts; Title VIII—public and allied health personnel; Title IX—medical residency training programs; and Title X—miscellaneous (physician distribution, education of allied health personnel, study of allied health personnel, study of funding alternatives for health professions education, and recovery). (Author/PR)

**ED 110 688** **CE 004 480**  
**Employment In Perspective; Unemployment Among Household Heads.**

Bureau of Labor Statistics (DOL), Washington, D.C.

Pub Date May 75

Note—16p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**Employment, Employment Level, \*Employment Statistics, \*Heads of Households, Labor Force, Labor Supply, Tables (Data), \*Unemployment, Working Parents, Working Women

The jobless rate among all household heads reached 6 percent in April 1975, double the average rate over the 1963-74 period (2.8 percent), and half again as high as the previous peak (4 percent) recorded during the first half of 1963. The number of unemployed household heads increased from 1.4 to 3.2 million from October 1973 to April 1975, from 34 percent to 39 percent of the unemployed. About three-quarters of the household heads in the labor force are men heading families of two or more persons and one-tenth are female family heads. The unemployment rate for male family heads has increased two and one half times since October 1973 to 5.3 percent in April 1975, but was still much lower than the 9.3 percent rate for female family heads. The financial effects of unemployment on the family can be cushioned by the presence of other wage earners. According to the latest information available on this subject, in March 1974 about 30 percent of the families with an unemployed head had a full-time earner, usually the wife. However it is doubtful that the additional worker compensated for the loss of income incurred by the unemployment of the household head. (Author/JR)

**ED 110 689** **CE 004 481**  
**Basic Education in Manpower Programs: The R & D Experience.** Manpower Research Monograph No. 38.

Manpower Administration (DOL), Washington, D.C.

Pub Date 75

Note—57p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$1.15)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**\*Adult Basic Education, Adult Education, \*Program Descriptions, \*Teaching Methods

The report relates the experience of contractors with the Manpower Administration of the Department of Labor in providing adult basic education to manpower program clients in research and demonstration projects. It summarizes the findings and progress of several experimental projects from the initial efforts under the Manpower Development and Training Act of 1962 to those still underway as the Comprehensive Employment and Training Act of 1973 came into force. Drawing on experiences from the programs described, the focus of the report is on ways to provide adults with academic skills. Among the topics considered are: individualized instruction, programmed instruction, diagnostic and evaluative tests, learning motivation, behavioral objectives, learning environment, teacher training, use of tutors, counseling and supportive services, English as a second language, and projects of special significance. The report points to many unresolved problems and to the need for further research to document the teaching techniques, materials, and environments that work best for particular kinds of clients. Appended are brief discussions of related activities in manpower programs administered by the Department of Labor and of relevant research by the Office of Education. (Author/PR)

**ED 110 690** **CE 004 482**  
**Robinson, George D.**  
**Schooling the Middle Manager.** Professional Study No. 5406.

Air Univ., Maxwell AFB, Ala.

Pub Date Apr 74

Note—120p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors—**\*Comparative Analysis, \*Management Development, \*Management Education, Management Systems, Military Training, Officer Personnel, On the Job Training, \*Training Techniques

The aim of this study is to evaluate industrial approaches to management development programs to ascertain the applicability of using similar schooling techniques in Air Force managerial development. The primary emphasis is on where the Air Force might benefit from industry's experience in the middle manager area. An additional objective is the examination of the current Air Force effort in managerial schooling development. The conclusion infers that: management development programs are needed; each individual's training needs are unique; only a portion of the total officer force can attend Air Force off-the-job training programs; a great number of officers must depend on on-the-job training methods for managerial training, and many of these methods are not used; the Air Force lacks an overall plan for management development; the great potential of the Junior Officer Councils as a management development tool is being wasted; formal exposure to management concepts is coming too late or not at all in the career of many officers; and more experience is needed with the major new innovation in management development being used by industry (the Assessment Center) before conclusions can be reached on its applicability to the Air Force. (Author)

**ED 110 691** **CE 004 483**  
**Massell, Adele P. Nelson, Gary R.**  
**The Estimation of Training Premiums for U. S. Military Personnel.**

Report No—P-5250

Pub Date Jun 74

Note—32p.; Paper presented at the Western Economics Association (Las Vegas, Nevada, June 1974)

Available from—Rand Corporation, Publications Dept., 1700 Main Street, Santa Monica, California 90406 (P-5250, \$3.00)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**\*Employment, Employment Opportunities, Military Service, \*Military Training, \*Models, Occupational Choice, Research Methodology, Transfer of Training, \*Veterans, \*Wages

The paper examines the effect of military training and experience on the civilian earnings and employment of persons who have served one term of military service. Since training effects are specific to individuals and to civilian occupations, empirical problems in precisely defining the meaning of training effects arise. Additional problems in understanding and estimating training effects result from selectivity bias. Preliminary assessments of the effects of military training on civilian earnings indicate that when civilian occupational choice is ignored, military training does not seem to significantly affect civilian earnings. However, within occupations, military training does sometimes have such an effect. Having discussed these theoretical pitfalls and preliminary findings of the project, the paper develops a model of choice from which it is possible to derive empirically estimable relationships to calculate military training effects and to impute the total returns to training in a military specialty from the occupational choices actually made by enlisted personnel. Finally, the paper discusses four problems which need to be solved before the model can be applied (treatment of unemployment, choice of critical sample sizes, survey non-response, and selection of civilian alternative categories), and outlines a plan for proceeding with the analysis of military training premiums. (JR)

**ED 110 692** **CE 004 485**  
**Communications-Electronics Programs Management Career Ladder: United States Air Force Job Inventory.** AFSCs 29630, 29670, and 29690.

Air Force Personnel and Training Research Center, Lackland AFB, Tex.  
Report No—AFPT-90-296-169  
Pub Date 1 Jan 75

Note—34p.; For related documents, see CE 004 486-487

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**Career Ladders, Communications, \*Electronics, \*Management, \*Military Personnel, \*Occupational Information, \*Task Analysis Identifiers—Air Force, \*Job Inventories

The U. S. Air Force job inventory for the communications-electronics program management career ladder is divided into 13 categories, each of which is broken down into a duty-task list. Space is provided for Air Force personnel filling out the inventory to check whether each task is at present part of their duties. The 13 categories are: organizing and planning office functions; directing and implementing office activities; evaluating office activities; training; performing plans management duties; performing planning portion of program management functions; performing documentation portion of program management functions; performing program communications-electronic support program (PCSP) management; performing implementation portion of program management functions; performing base wire communications program (BWCP) portion of program management functions; performing budgeting functions; performing unit administrative manpower functions; and managing and administering commercial or government furnished communications services. A personnel information questionnaire is also included. (JR)

**ED 110 693** **CE 004 486**  
**Automatic Digital Switching Specialist Career Ladder: United States Air Force Job Inventory.** AFSCs 29530, 29570, and 29590.

Air Force Personnel and Training Research Center, Lackland AFB, Tex.

Report No—AFPT-90-295-124

Pub Date 1 Dec 73

Note—34p.; For related documents, see CE 004 485 and CE 004 487

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**Career Ladders, \*Military Personnel, \*Occupational Information, \*Programs, \*Systems Analysis, \*Task Analysis Identifiers—Air Force, \*Job Inventories

The U. S. Air Force job inventory for the automatic digital switching specialist career ladder is divided into 12 categories, each of which is broken down into a duty-task list. Space is provided for Air Force personnel filling out the inventory to check whether each task is at present part of their duties. The 12 categories are: organizing and planning; directing and implementing; inspecting and evaluating; training; maintaining forms, records, and reports; performing traffic services section operations; performing magnetic tape functions; operating on-line equipment; performing software management functions; performing off-line equipment operations; performing system analysis functions; and performing computer programming functions. A personnel information questionnaire is also included. (JR)

**ED 110 694** **CE 004 487**  
**Pavements Maintenance and Construction Equipment Operator Career Ladders: United States Air Force Job Inventory.** AFSCs 55130/31, 55150/51, 55170/71, and 55191.

Air Force Personnel and Training Research Center, Lackland AFB, Tex.

Report No—AFPT-90-551-807

Pub Date 15 Jan 74

Note—75p.; For related documents, see CE 004 485-486

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**Career Ladders, \*Maintenance, \*Military Personnel, \*Occupational Information, \*Operating Engineering, \*Task Analysis Identifiers—Air Force, \*Job Inventories

The U. S. Air Force job inventory for the pavements maintenance and construction equipment operator career ladders is divided into 26 categories, each of which is broken down into a duty-task list. Space is provided for Air Force personnel filling out the inventory to check whether each task is at present part of their duties. The 26 categories are: organizing and planning; directing and implementing; inspecting and evaluating; training; working with forms, records, reports, directives, or technical data; performing laboratory and field tests; constructing and main-

taining rigid pavements and concrete structures; constructing and maintaining flexible pavements; constructing and maintaining drainage systems; building bunkers and revetments; constructing and maintaining prefabricated surface mats; working with explosives; constructing and maintaining railroad trackage; performing grounds maintenance; applying herbicides and fungicides; operating trucks, front end loaders, and forklifts; operating industrial tractors and attachments; operating graders; operating bulldozers and scrapers; operating specialized equipment; operating cranes and attachments; operating miscellaneous equipment; performing snow removal functions; rigging hoisting equipment; performing missile support functions; and operating well drilling equipment. A personnel information questionnaire is also included. (JR)

ED 110 695 CE 004 488

*Calvert, Robert, Jr. And Others*  
**Schools for Careers: An Analysis of Occupational Courses Offered by Secondary and Postsecondary Schools, 1971.**

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—NCES-75-160

Pub Date 75

Note—136p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$2.00)

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—\*Courses, Educational Programs, \*Post Secondary Education, \*Secondary Education, Tables (Data), \*Vocational Education

The report tabulates and analyzes data on the occupational curricula of 17,460 secondary and 11,731 postsecondary schools. A standardized list of 170 occupational fields was used to ascertain the exact programs offered at each institution. For some of the analyses, these fields were grouped into seven main fields: agri-business; marketing and distribution; health; home economics (personal); home economics (career); business and office; technical; and trade and industrial. Data were collected from all States and territories, and are presented in table form with accompanying discussion. At the secondary level, the programs offered by the largest number of schools were: homemaking; stenographic, secretarial, and related; typing and related; agricultural production; and filing, office machines, and clerical. Programs offered by the largest numbers of postsecondary institutions were: cosmetology; stenographic, secretarial, and related; commercial pilot training; accounting and computing; filing, office machines, and clerical; typing and related; business data-processing systems; and aircraft operations. Correspondence programs were offered by 338 schools, of which 155 offered only correspondence work. In addition, there are data on funding, accreditation, and date of school foundation. The survey forms used are appended. (Author/PR)

ED 110 696 CE 004 489

*Dickson, Helen K., Comp.*

**You and the Work World of Math: Packets of Mathematics with Career Orientation.**

South Dakota Career Education Project, Watertown.

Note—8p.; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Elementary Secondary Education, \*Instructional Materials, Learning Activities, \*Mathematical Enrichment, \*Mathematics, \*Mathematics Materials, \*Practical Mathematics, \*Relevance (Education)

The collection of projects and exercises is designed to acquaint students with some practical applications of mathematics. The exercises are of varying length, and are oriented about the following topics and projects: home landscaping; architectural home planning; construction; home food production; personal income; banking; spending (budgeting, catalog shopping, home furnishing, comparative home shopping, and quantity purchasing); vacation planning; and opinion polling. (PR)

ED 110 697 CE 004 490

**Vocational Education Success Measures and Related Concerns.**

Washington State Advisory Council on Vocational Education, Olympia.

Pub Date Jan 75

Note—58p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Advisory Committees, Employer Attitudes, Graduate Surveys, Job Placement, \*Program Effectiveness, \*Program Evaluation, \*Questionnaires, School Community Relationship, School Industry Relationship, \*State Surveys, Student Opinion, Tables (Data), \*Vocational Education

Identifiers—Washington State

The study of vocational education success measures and related concerns in Washington State is based on surveys of employers, graduates of vocational programs, current students in vocational programs, and local advisory committee members. Current vocational students regard the quality of present programs more highly than do either vocational graduates or employers. In measuring the success of vocational programs, all groups consider student satisfaction, successful job placement, skill development, on-the-job advancement, and placement in advance training programs as valid measures of success. Responses also indicate that employers, vocational graduates, and vocational students do not make extensive use of workforce forecasts, and that current students are more concerned with increasing the placement services offered by vocational training institutions than are the other respondent groups. Regarding future directions for vocational education, responses indicate strong support for career education in the State's common schools and the organization of vocational education planning conferences for labor, industry, and educational personnel. The study concludes with a list of seven immediate and long-range recommendations. Seven appendixes which include the study plan, the four survey instruments, firms and agencies in employer and graduate samples, and educational institutions and classes sampled, comprise over half the document. (Author/JR)

ED 110 698 CE 004 491

**ACT: Administrative, Clerical, and Technical Program Handbook.**

Occupational Safety and Health Administration, Washington, D.C.

Note—18p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Educational Programs, \*Federal Programs, \*Government Employees, \*Job Training, \*Vocational Development

The purpose of the Career Development Program for Administrative, Clerical, and Technical Employees in grades GS-1 through GS-11 is to help provide employees with opportunities to obtain training and education in order to improve their qualifications and to develop their potential. The handbook provides: a diagrammatic career development process guide; a statement of the policies of the Occupational Safety and Health Administration under the provisions of the Government Employees Training Act (July 7, 1958); an outline of the program's eight objectives; a brief discussion of the program's elements (career planning workshops, career counseling, and training and development); the responsibilities of management, counselors, supervisors, and employees for the program's operation; and the eligibility requirements for the program. A sample form for an individual development plan is appended. (BP)

ED 110 699 CE 004 492

*Alvir, Howard P.*

**The Module: A Tool in Nursing Education.**

FILMS, Albany, N.Y.

Spons Agency—Quebec Univ., Montreal.

Pub Date 5 Jun 75

Note—27p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Educational Strategies, \*Medical Education, \*Nursing, Teacher Workshops, \*Teaching Methods

The discussion of the nursing education module consists of three sections. Section 1 provides a kick-off speech for a workshop on modules for nursing educators. The text of the kick-off address is given, supplemented by applications to be suggested during the workshop. Section 2 contains an outline of the explanations, illustrations, anecdotes, and diagrams used to explain the module, correlated by matching paragraph number to Section 1. Its purpose is to provide more details for the ideas summarized in the kick-off speech. The material was prepared for use at a workshop on how to apply modules to

individualized learning situations designed for independent study. The three part outline provides materials correlating the text of the speech to one or more examples for each component under study, and to applications for further analysis and investigation on the part of the listeners. In Section 3 a brief glossary of module terms, a discussion of the end product, sample application exercises, and a bibliography are provided. (Author/BP)

ED 110 700 CE 004 493

*Franklin, Jerome L. Spencer, Gregory J.*

**Organizational Functioning: Concepts Training: A Manual for Navy Human Resource Management Specialists.**

Michigan Univ., Ann Arbor. Inst. for Social Research.

Spons Agency—Bureau of Naval Personnel, Washington, D.C.

Report No.—NAVPERS-15265

Pub Date Dec 74

Note—121p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Group Dynamics, Group Relations, Human Engineering, Human Resources, Job Satisfaction, Leadership, Management, Management Systems, \*Manuals, \*Models, \*Organizational Climate, Organizational Development, \*Organizations (Groups), Peer Relationship

The materials in the manual are intended to provide the reader with a basic knowledge of the way work gets accomplished in organizations and with some basic tools useful for learning and teaching these concepts. The first section introduces the general nature of organizations and includes materials about the nature of groups and their place in organizations and the importance of such concepts as roles, control, authority, and power. The next section covers the major social-psychological aspect of organizational functioning as measured by the Navy Human Resource Management Survey. Subsections examine major organizational factors including command climate, supervisory leadership, peer leadership, and work group processes and also briefly describe the areas of integration of personnel and mission and satisfaction. The third major section is a presentation of the model of organizations used as a basis for the survey. Included is a description of relationships among the factors discussed in the first section. The final section provides exercises that have been found valuable for teaching and learning about the concepts described in earlier sections and includes examples of a few of these exercises. A 20-item annotated bibliography and items and indexes used in the survey are appended. (Author/PR)

ED 110 701 CE 004 495

**Legalman 2, 1 and C: Naval Rate Training Manual.**

Naval Education and Training Command, Pensacola, Fla.

Report No.—NAVEDTRA-10455

Pub Date 75

Note—458p.; Pages 46, 48, and 59-60 were deleted because they were not reproducible

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 0502-LP-052-2750)

EDRS Price MF-\$0.76 HC-\$23.48 Plus Postage

Descriptors—Course Content, \*Instructional Materials, \*Job Training, \*Law Instruction, \*Manuals, Military Training

Identifiers—\*Legal Assistants, Military Law, Navy

The training manual is designed to prepare Naval personnel for advancement in the Legalman rating and for providing quality legal service to Navy personnel. Chapter 1 discusses the specific requirements of the rating, the responsibilities of the petty officer, the Navy advancement system, and the assignment possibilities for Legalmen. Chapters 2-14 cover the following topics: office procedures and security, the law library—its use and maintenance, legal reporting, preliminary constitutional considerations, nonjudicial punishment, pretrial, trial procedures, posttrial, delivery of personnel, administrative discharges, fact-finding bodies, claims, and legal assistance. Numerous diagrams and illustrations are provided throughout the document. The document concludes with three appendixes: verbatim record of trial, summarized record of trial, and a glossary of terms in military law. (BP)



**ED 110 702** **CE 004 496**

Stephenson, Robert W. Burkett, James R.  
An Action Oriented Review of the On-the-Job Training Literature.

American Institutes for Research in the Behavioral Sciences, Washington, D.C.  
Spons Agency—Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.

Report No—AFHRL-TR-74-66

Pub Date Dec 74

Note—169p.

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

Descriptors—Administration, \*Annotated Bibliographies, Audiovisual Instruction, Bibliographies, Computer Assisted Instruction, Cost Effectiveness, \*Educational Innovation, Evaluation, \*Literature Reviews, Manuals, Military Training, \*On the Job Training, Program Design, Program Evaluation, Student Motivation, Student Opinion, Systems Analysis, Teaching Techniques, Training Techniques

On-the-job training literature from both civilian and military sources was reviewed. Selected references from the study are organized under the following headings: literature reviews and bibliographies, handbooks and manuals, cost effectiveness literature, technique comparison studies, systems analysis of training, approaches to program evaluation, and military documents. Many of the items are annotated, some rather extensively. In addition, a number of references were selected that were thought to contain innovative ideas that should be considered for improving on-the-job training programs. The list of possible innovations is organized under the following topics: administration, audiovisual presentation, computer-assisted techniques, evaluation, incentives/motivation, instructional techniques, periodic surveys, and program design. The various ways in which these innovations might address current problems in the Air Force on-the-job training program are described and commented on. Estimates are also made of the resource requirements involved if possible modifications in existing procedures were to be implemented. (Author/PR)

**ED 110 703** **CE 004 497**

Electrician's Mate 3 & 2: Rate Training Manual.  
Naval Education and Training Command, Pensacola, Fla.

Report No—NAVEDTRA-10546-D

Pub Date 74

Note—467p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 0502-LP-052-7310)

**EDRS Price MF-\$0.76 HC-\$23.48 Plus Postage**

Descriptors—Course Content, \*Electrical Systems, Electric Circuits, \*Electricians, Electric Motors, Electronic Equipment, Electronics, Equipment Maintenance, \*Instructional Materials, \*Job Training, Lighting, \*Manuals, Military Training, Safety

The training manual provides information related to the tasks assigned to the Electrician's Mate Third and Second Class who operate and maintain power and lighting systems and associated equipment. Individual chapters deal with: career challenges for the Electrician's Mate, safety precautions, test equipment, electrical installations, A-C power distribution systems, D-C power distribution systems, motor controllers, maintenance and repair of motors and generators, shipboard lighting, degaussing, electrical propulsion and controls, central operations system, basic electronic components and circuits, logic systems, electrical auxiliaries, and sound motion picture systems. There is an appendix of electronics symbols and an index. The manual is extensively illustrated with diagrams and photographs. (PR)

**ED 110 704** **CE 004 498**

Literacy Documentation: An International Bulletin for Libraries and Information Centres. Vol. 4, No. 1.

International Inst. for Adult Literacy Methods, Teheran (Iran).

Pub Date 75

Note—96p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*Abstracts, Adult Basic Education, Adult Development, \*Adult Education, \*Adult Learning, \*Bibliographies, Books, Continuous Learning, Developing Nations, \*Educational

Development, Educational Innovation, Educational Needs, Educational Research, Educational Technology, Educational Television, Literacy Education, Program Descriptions, Reports, Research Needs

Identifiers—International Institute for Adult Literacy Methods, UNESCO

The document presents seven abstracts and lists 76 other first-trimester, 1975, acquisitions of the Documentation Center of the International Institute for Adult Literacy Methods, established in Tehran by UNESCO and the government of Iran. Abstracted are: (1) The Book Hunger, published by UNESCO in 1973, offering solutions to the shortage of reading materials in developing countries; (2) the interim findings of a UNESCO study on school curriculum, structures, and teacher education in the perspective of lifelong education, published in 1973; (3) a 1973 report describing two projects supported by the World Bank, (former education in Tanzania and instructional T.V. in the Ivory Coast); (4) An Educator's Guide to Communication Satellite Technology, from the Washington, D. C., Academy for Educational Development, 1973; (5) Instructional Television and the Educational Reform of El Salvador, from the same source, also 1973; (6) Education in a Rural Environment, a 1974 UNESCO report; and (7) Educational Innovation in Singapore, a report published by UNESCO Press in 1974. The list of acquisitions offers document titles covering a wide range of topics related to educational development; some postings are in French or Spanish. The titles are indexed by author, geographical location, meeting and corporate body, subject term, and title. (AJ)

**ED 110 705****CE 004 499**

Babin, Patrick  
Bias in Textbooks Regarding the Aged, Labour Unions, and Political Minorities.

Ottawa Univ. (Ontario). Faculty of Education.

Spons Agency—Ontario Dept. of Education, Toronto.

Pub Date 30 Jan 75

Note—196p.

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

Descriptors—Foreign Countries, \*Labor Unions, Literature Reviews, \*Minority Groups, \*Older Adults, \*Textbook Bias

Identifiers—Canada

The report opens with detailed summaries of historical background information for each of the groups involved and with a review of the literature on bias in textbooks in Canada, the United States, and other countries. Over a time span of six months, 211 readers evaluated 1,719 textbooks. Readers located 104 biases in 78 textbooks. The 23 biases against the aged occurred mainly in English primary texts. Bias by omission accounted for most of the 65 findings concerning labor unions; however, strong negative statements about unions constituted most of the other biases. The 16 biases against political minorities were mostly ones of omission. The investigators believed that biases against labor unions could have a strong negative effect on student attitudes. Biases regarding the aged and political minorities, on the other hand, were not considered pronounced enough to negatively affect student attitudes. The investigators recommended objective balanced treatment of minority groups in textbooks, and the formulation of guidelines for textbook evaluation. Seven appendixes include the evaluation instrument; related biases against the French, Indians, other ethnic minorities, and women; suggestions for improving the evaluation instrument; and lists of texts containing bias. (JR)

**ED 110 706****CE 004 501**

Norris, Frank W.

Review of Army Officer Educational System.

Department of the Army, Washington, D.C.

Pub Date 1 Dec 71

Note—774p.

**EDRS Price MF-\$1.39 HC-\$38.72 Plus Postage**

Descriptors—Curriculum, \*Educational Programs, Elective Subjects, Faculty, Military Schools, \*Military Science, \*Military Training, \*Officer Personnel, Organization, Post Secondary Education, \*Program Descriptions, Student Evaluation, Teaching Methods

Volume 1 of the review of the Army officer educational system is a summary report which deals with the following topics: the environment of the seventies and its implications for officer education, overview of the roles and missions of

Army schools and gaps in coverage, basic course, advanced course, Command and General Staff College, Army War College, civilian education, theory of teaching, faculty, student evaluation, organization, areas of special interest, and consolidated list of recommendations and guidance. Twenty-two appendixes comprising over 60 pages document or supplement the themes covered in the text. Volume 2 is a full report which covers the same topics only in more detail, and contains in addition five supplementary appendixes; a 15-page bibliography; discussions of perspectives and philosophies, and of costs, feasibilities and priorities; and an index. Volume 3 is a survey of innovative educational programs at the various Army officer schools. Specific programs are discussed in detail (each with a separate fact sheet) and grouped according to the following topics: faculty, students, curriculum, methods of instruction, evaluation, electives, civilian education, and academic management. (JR)

**ED 110 707****CE 004 502**

Beall, J. Glenn, Jr. Pell, Clairborne  
Vocational Education Act of 1975; A Bill to Consolidate Existing Authorities Under the Vocational Education Act of 1963 in Order to Create a More Efficient Mechanism for Federal Assistance to States for Vocational Education. S. 1863.

Congress of the U.S., Washington, D.C. Senate.

Pub Date 4 Jun 75

Note—51p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Educational Finance, \*Educational Legislation, \*Federal Legislation, Federal State Relationship, Financial Support, Grants, Information Dissemination, Job Placement, Private Schools, Program Administration, Program Planning, State Federal Aid, \*State Programs, Teacher Education, Vocational Counseling, \*Vocational Education, Work Experience Programs, Work Study Programs

Identifiers—Vocational Education Act 1975  
The bill proposes to provide financial assistance to States and other agencies and institutions to assist them to: operate and improve existing programs of vocational education; develop new programs of vocational education; provide vocational guidance, counseling, and placement; and provide part-time employment for those who need it. Details are set forth on the apportionment of funds and on the role of national and State advisory councils. Grants to States under this Act are to be used for: vocational-technical programs of instruction, work-experience programs, vocational education personnel development and training, and implementation of previously supported projects and activities. Grants may also be used to help provide specific vocational education services: guidance and counseling; provision of opportunities in private vocational schools; equipment, maintenance, and operation; administration, supervision, planning, and evaluation of programs; acquisition, analysis, and dissemination of data; personnel exchange; use of media and of student, parent, and citizen involvement; operation of business activities in connection with vocational education programs; placement and followup; maintenance and operation of industrial arts courses; and work-study programs. Grants are also provided for research, innovation, and demonstration. (Author/PR)

**ED 110 708****CE 004 503**

Abellera, James W. And Others

Value of Personnel Classification Information.

Air Force Human Resources Lab., Lackland

AFB, Tex. Personnel Research Div.

Report No—AFHRL-TR-75-2

Pub Date Mar 75

Note—34p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Cost Effectiveness, Enlisted Men, Entry Workers, Information Theory, \*Information Utilization, Manpower Needs, \*Manpower Utilization, \*Military Personnel, \*Personnel Data, Personnel Evaluation, Personnel Policy, \*Personnel Selection, Talent Utilization, Vocational Aptitude

Identifiers—Air Force

The study outlines the development of a methodology for meaningfully estimating the value of classification information used by the Air Force to make selection and job assignment decisions which lead to the satisfaction of first-term

enlisted manpower requirements. The methodology, called the optimal allocation strategy, is employed to solve a representative allocation problem in a hypothetical enlistment year. The exercise serves to show how the value of available personnel information may be estimated when used in the most efficient manner possible. Four conclusions are drawn from the study: the value of military classification information currently available to the Air Force can be estimated in tangible terms; the value of even better classification information which could become available in the future as a result of specific research can be estimated in tangible terms; the means for getting the most out of current available information exist; and a variety of personnel policies and programs can be evaluated in terms of both real and realizable dollar payoffs. (Author/PR)

ED 110 709 CE 004 504

Mannan, M. A.

The Economic Aspects of Non-Formal Education: A Selected Annotated Bibliography. Program of Studies in Non-Formal Education, Supplementary Series. Paper No. 3.

Agency for International Development (Dept. of State), Washington, D.C.; Michigan State Univ., East Lansing. Inst. for International Studies in Education.

Pub Date 75

Note—90p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*Annotated Bibliographies, Bibliographies, Cost Effectiveness, Economic Development, \*Economic Factors, \*Educational Development, \*Educational Economics, Educational Planning, Human Capital, \*Non-formal Education, On the Job Training, Vocational Retraining

The 303 items in the annotated bibliography are arrayed under four headings: (1) general literature—economic issues, (2) general literature—nonformal education, (3) economics of nonformal education (including cost-benefit analysis, investment and return in human capital, and economics of on-the-job training and retraining), and (4) planning and development. The author states that much of the literature is scanty, not sharply focused, and bears on nonformal education only indirectly or by inference; many of the entries deal with the larger topic of the economics of education, but by inference or accident have some particular relevance to nonformal education. (Author/PR)

ED 110 710 CE 004 505

Lukowski, Michael

Alternatives for the Training of Skilled Industrial Labor in Sao Paulo, Brazil. Program of Studies in Non-Formal Education, Supplementary Series. Paper No. 1.

Agency for International Development (Dept. of State), Washington, D.C.; Michigan State Univ., East Lansing. Inst. for International Studies in Education.

Pub Date 75

Note—103p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Adult Education, Apprenticeships, \*Educational Programs, Foreign Countries, \*Machine Tool Operators, \*Manpower Development, Post Secondary Education, Skilled Occupations, Socioeconomic Background, \*Trade and Industrial Education, Vocational Education, Work Experience, Work Experience Programs

Identifiers—Brazil (Sao Paulo), SENAI, Servico Nacional De Aprendizagem Industrial

The study deals with the development of skilled industrial manpower in Sao Paulo, Brazil, and with the Federal government's SENAI (Servico Nacional de Aprendizagem Industrial) industrial apprenticeship and training program. An analysis of six variables among lathe setter-operators showed that: present work situations among the operators varied greatly, especially regarding wages; present work situation controls (Physical conditions on the job, length of employment, entry level) also varied greatly; initial socioeconomic conditions were better for the operators than for the general population; formal educational level of the operators did not differ from that of the general labor force; the work experience of most operators was primarily industrial; and only 11.5 percent of the operators reached the skilled occupational level without some form of specialized industrial training. A

linear regression model was used to determine the effect of the six variables on wage per hour, number and difficulty of operations performed, and time taken to reach the skilled occupational level. Since industrial training is required to reach the skilled occupational level and since private schools train many more persons than do SENAI schools, some types of private school training may provide acceptable alternatives to some types of SENAI training. (JR)

ED 110 711 CE 004 506

Oxenham, John

Non-Formal Education Approaches to Teaching Literacy. Program of Study in Non-Formal Education, Supplementary Series. Paper No. 2.

Agency for International Development (Dept. of State), Washington, D.C.; Michigan State Univ., East Lansing. Inst. for International Studies in Education.

Pub Date Feb 75

Note—22p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Adult Basic Education, Adult Education, \*Adult Literacy, \*Developing Nations, Educational Development, Educationally Disadvantaged, Foreign Countries, Literacy, Literacy Classes, \*Literacy Education, \*Non-formal Education, Program Content, Program Development, Program Planning, Speeches

The author feels that nonformal adult literacy education should be structured around several observations he has made concerning such education: adults learn to read and do arithmetic faster than do children; the difference in learning rate between adults and children in regard to writing is negligible; learners vary greatly in their learning speeds; learners have a slight preference for group rather than individual instruction; learners supported and encouraged by the community are more likely to succeed than those who are not; learners who need literacy for their work are more persevering and successful than those who do not; literacy instruction need not be directly related to the learner's specific purposes; literacy programs oriented to occupational problems have usually been more successful than have more general programs; and instruction conducted intensively and continuously has fewer dropouts than that done at a more leisurely pace. These observations are based primarily on programs conducted in Iran, Tanzania, Turkey, and Zambia. One section of the pamphlet considers the value and uses of literacy, and there is a brief consideration of the problems of program management and bureaucracy. (PR)

ED 110 712 CE 004 507

Charnley, Alan H.

Research in Adult Education in the British Isles: Abstracts and Summaries, Principally of Master and Doctoral Theses Presented Since 1945.

Pub Date 74

Note—361p.

Available from—National Institute of Adult Education, 35 Queen Anne Street, London W1M 0BL, England (\$15.00)

Document Not Available from EDRS

Descriptors—\*Abstracts, \*Adult Education, Adult Learning, \*Adult Programs, \*Annotated Bibliographies, Curriculum, Educational Administration, Educational History, Educational Methods, \*Educational Research, Educational Theories, Foreign Countries, Graduate Study, Guidance, Instructional Staff, Organizations (Groups), Reference Materials, Student Participation

Identifiers—\*Great Britain

The 191 graduate theses and research papers (dated 1945-1974) which are summarized in this volume provide a descriptive account of the adult education movement in the British Isles as well as reflect the nature of research that has been conducted by many types of institutions. All of the research included is available on interlibrary loan. Theses and papers are grouped into eight main sections with topical subheadings. Each summary/abstract includes title, author's aim, method, discussion, findings, and coding (additional classification). Listed below are the main sections, subheadings, and the number of theses or papers: Section 1, Historical and Descriptive Surveys (12); Section 2, Particular Movements and Organizations: Mechanics' Institutes, political and religious reform societies, cooperative education, university extra-mural teaching and the Workers' Educational Association, local adult education,

residential education, technical training, HM Forces/Merchant Navy, education for women, retirement, library service, and mass media (57); Section 3, Participation in Adult Education: composition of students, attitudes/motives/behavioral patterns, literacy, attendance (44); Section 4, Theory of Education (15); Section 5, Curricula and Courses (5); Section 6, Educational Methodology (34); Section 7, Guidance and Counseling (6); Section 8, Organization and Administration (9); Section 9, Staffing (9). (EA)

ED 110 713 CE 004 508

Kelley, Thomas, Ed.

A Select Bibliography of Adult Education in Great Britain: Including Works Published to the End of the Year 1972.

Pub Date 74

Note—220p.

Available from—National Institute of Adult Education, 35 Queen Anne Street, London W1M 0BL, England (\$12.00)

Document Not Available from EDRS

Descriptors—\*Adult Education, \*Adult Education Programs, \*Annotated Bibliographies, \*Bibliographies, Directories, Educational Administration, Educational History, Educational Theories, Encyclopedias, \*Foreign Countries, Mass Media, Organizations (Groups), Periodicals, Teaching Methods, Units of Study (Subject Fields), Yearbooks

Identifiers—\*Great Britain

The emphasis in the selectively annotated bibliography is primarily on nonvocational adult education. The 1,756 entries are grouped into four large categories, with subdivisions: general (bibliographies, yearbooks and directories, encyclopedias, and periodicals); social and educational background (general works, history of education, and mass media); history and organization of adult education (general historical and descriptive surveys, particular movements and organizations, special aspects, and administration); and theory and method (general social and educational theory, theory of adult education, methods of teaching and study, and particular academic subject areas). Each of these is then divided into a number of subtopics. Most of the items are annotated. There are some cross-references, and many references to works not included in the bibliography. Entries have been restricted to works published before the end of 1972, but exceptions have been made for a few major works published since that date. Author and subject indexes are included. (PR)

ED 110 714 CE 004 510

Petrello, George J.

A Status Report on the Personal Finance Course. Wagner Coll., Staten Island, N. Y.

Note—9p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Consumer Economics, \*Credit Courses, \*Economic Education, Educational Assessment, \*Higher Education, \*Money Management, Questionnaires, \*School Surveys, Statistical Surveys, Student Attitudes

The personal finance survey was designed to investigate the scope and success of personal finance courses on the collegiate level. A 12-item questionnaire was mailed to heads of departments or deans at 32 colleges offering economics and business administration courses. Limited to one page, the questionnaire was designed so that questions could be answered with check marks or one-word answers. Twenty-six questionnaires (81 percent) were returned. We believe the results of the survey indicate that the concept of instruction in personal finance has successfully passed the experimental stage. The course is open to business majors as well as to non-majors in 54 percent of the responses. Generally the course requires no prerequisites, and in 62 percent of the schools freshmen can take the course. All schools responding included investments, insurance, borrowing, and savings as content covered. Student attitudes toward personal finance compared favorably with attitudes toward other courses. A surprisingly large number of respondents cited the use of case problems, visual aids, and independent assignments for instruction. The raw score results and percentages are presented. (Author/PR)

ED 110 715 CE 004 511

Fitzgerald, Sheila Wesselman, Roy L.

An Organizational Pattern for Determining Goals in Career Education.

Note—18p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*Career Education, Curriculum Design, Curriculum Development, \*Curriculum Planning, Decision Making, \*Educational Change, \*Educational Objectives, Organizational Development, Program Development  
Administrators and teachers who are formulating a career education program for their school or school district are confronted with a wide range of decisions to be made. By viewing career education as a "curriculum organizer," the authors present the range of questions that must be discussed before decisions and directions are determined. Fourteen dimensions grouped under three major decision categories (curriculum, teaching structures, and bureaucratic/organizational pattern) lead into the major decision factor—change in the existing instructional program. (Author)

**ED 110 716**

**CE 004 512**

*Meehan, Merrill L.*

**The Interrelationships of Preadolescents' Student Characteristics Influencing Selection of Career Exploration Courses [And Abstract]. Industrial Arts Education Monograph No. 1.**

Pennsylvania State Univ., University Park.

**Spons Agency—**Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

**Report No—**PN-19-3037

**Pub Date May 75**

**Note—**177p.

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

**Descriptors—**Business Education, Career Choice, Career Education, \*Career Exploration, \*Courses, Decision Making, Educational Research, Environmental Influences, Grade 7, Home Economics, Industrial Arts, \*Junior High School Students, Secondary Education, \*Selection, \*Student Characteristics, Tables (Data), Technical Education, Urban Youth, Vocational Development, Vocational Education  
**Identifiers—**Pennsylvania (Pittsburgh)

The study investigated the interaction of personal and environmental factors influencing seventh graders' selection of career exploration courses for increased exploration in the eighth grade. A stratified random sample (496 students) was drawn from the Pittsburgh Public School's Occupational, Vocational, and Technical Exploratory Program. Personal and environmental factors included: (1) achievement subscores for industrial arts/home economics/business education; (2) factors of age, race, breadwinner's socioeconomic status, and home school; (3) vocational attitude maturity; (4) motivation; (5) occupational values of interest and satisfaction, salary, prestige, and security; (6) attitude scores for industrial arts/home economics/business education; and (7) student self-reports on teacher/program/peer influence on course choices. The dependent variables were 12 career exploration courses in rank order of popularity. Computations included Pearson product moment correlation, multiple regression analysis, and Behrens-Fisher t-tests. Some conclusions were that exploratory business education courses can successfully be implemented at the middle school and that it is possible to design learning activities which appeal to a wide range of student backgrounds. Sex, race, and occupational value-security were the most frequently appearing and stable influencing variables. Career exploration course selection by preadolescents is only moderately explainable by personal/environmental analysis. (Author/EA)

**ED 110 717**

**CE 004 513**

*Hale, Guy J. And Others*

**Modern Mathematics as Applied to Machine Trades: Volumes 1 and 2.**

Indiana State Univ., Terre Haute. Dept. of Vocational-Technical Education.

**Spons Agency—**Indiana State Dept. of Public Instruction, Indianapolis. Div. of Vocational Education.

**Pub Date 73**

**Note—**642p.

**EDRS Price MF-\$1.08 HC-\$32.37 Plus Postage**

**Descriptors—**\*Curriculum Guides, \*Instructional Materials, \*Machine Tool Operators, Machine Tools, Machinists, Mathematical Applications, Mathematical Concepts, Mathematical Vocabulary, \*Mathematics Instruction, Mathematics Materials, Modern Mathematics, Research Projects, Secondary Education, Teaching Methods,

Technical Education, \*Technical Mathematics, Technology, Trade and Industrial Education, Worksheets

**Identifiers—**Machine Trades

Through a research grant funded by the Vocational Division of the Indiana State Department of Public Instruction, a developmental research project was undertaken to develop machine trades-related mathematics materials using the terminology, concepts, and methods of modern mathematics. The two volume set is designed to be utilized by first and second year machine tool technology students. Included in the document are technical information lead-in sheets, machine trades technical information sheets, technical assignment sheets, sample technical operation sheets, and sample technical job sheets. The technical information lead-in sheets present, in simple and direct manner, important terminology, concepts, and methods utilized in modern mathematics. The units may be used for both practice and reference; practice problems with answers are divided with each lead-in sheet. Each of the machine trades technical information sheets presents specific machine tool technology, technical information utilizing the modern mathematics approach, and terminology. As much as possible these units emphasize understanding of the concepts and formulas involved. Technical assignment sheets including assigned problems and answers have been included to provide the student with practice. Appended is a partial listing of books that might be utilized for additional study in the machine trades and in modern mathematics. (Author/BP)

**ED 110 718**

**CE 004 515**

*Matteson, Harold R.*

**Function-Task-Competency Approach to Curriculum Development in Vocational Education in Agriculture: Research Report No. 1. Project Background, Plan, and Model Development.**

Wisconsin Univ., Madison. Coll. of Agricultural and Life Sciences.

**Spons Agency—**Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

**Pub Date Jul 74**

**Note—**38p.; For related document, see CE 004 516

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**\*Agricultural Education, Curriculum, \*Curriculum Development, Curriculum Planning, Curriculum Research, Educational Methods, \*Educational Strategies, \*Models, Occupational Clusters, \*Performance Based Education, Performance Criteria, Post Secondary Education, Secondary Education, Task Analysis, Vocational Agriculture, Vocational Education

The report explains the construction of the function-task-competency method of developing vocational education curricula in agriculture at the secondary and postsecondary levels. It discusses at some length five approaches to the development of vocational education curricula used in the past: the subject approach (which centers on subjects taught on a yearly basis); the integrated approach (which cuts across all subject areas on a yearly basis); the job analysis, occupational analysis, or competency approach (which focuses on task analysis); occupational areas or cluster approach (which defines competencies which are common to a number of related jobs and/or occupations); and functions of industry approach (which focuses on the different processes performed in business and industry to achieve success). The report develops a conceptual model for integrating these approaches into a comprehensive curriculum model consisting of a linear diagram which proceeds successively from occupational clusters through function, tasks, competencies, competency clusters, and a subjective value, philosophy, and student interest screen to curriculum development. After discussing the assumptions underlying the model, the report concludes with brief discussions of the five operational phases of the model construction, and the methodology and significance of the study. (JR)

**ED 110 719**

**CE 004 516**

*Matteson, Harold R. And Others*

**Function-Task-Competency Approach to Curriculum Development in Vocational Education in Agriculture: Research Report No. 2. Professional Competencies Possessed and Needed by Vocational Instructors in Agriculture and When They Should Be Developed.**

Wisconsin Univ., Madison. Coll. of Agricultural and Life Sciences.

**Spons Agency—**Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

**Pub Date Aug 74**

**Note—**116p.; For related document, see CE 004 515

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors—**\*Agricultural Education, Educational Background, Inservice Teacher Education, \*Performance Based Teacher Education, \*Performance Criteria, Post Secondary Education, Preservice Education, Questionnaires, Secondary Education, \*State Surveys, Tables (Data), Task Analysis, Teacher Response, Teaching Experience, \*Vocational Agriculture Teachers, Vocational Education  
**Identifiers—**\*Wisconsin

The report examines the professional competencies needed by postsecondary and secondary school agricultural education instructors. A questionnaire covering 11 functions, 39 tasks, and 89 competencies was administered by mail to the 435 vocational agriculture instructors in Wisconsin, of whom nearly two-thirds of the secondary school and postsecondary production instructors and one-half of the postsecondary nonproduction instructors responded. A detailed examination by competency of the responses to the questionnaire indicates such things as: nonproduction respondents stressed inservice over preservice education for 23 of the 89 competencies; secondary and postsecondary production instructors either had no preference for one or the other or placed more emphasis on preservice programs; a positive relationship existed between the secondary and nonproduction respondents' participation in student teaching and their ability to plan for instruction; in general, respondents that had most frequently participated in inservice activities placed greater emphasis on the development of professional competencies in their inservice rather than their preservice educational programs. The report closes with brief discussions of competencies agriculture education instructors should possess, clientele needs, and adequate delivery system development. Four appendixes reproducing the questionnaire and tabulating the study's results comprise 40 pages. (JR)

**ED 110 720**

**CE 004 517**

**Leadership for the 1970's: Consolidated Army War College Leadership Monograph Series 1-5.**

Army War Coll., Carlisle Barracks, Pa.

**Pub Date Jan 75**

**Note—**70p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**Behavioral Science Research, \*Behavior Patterns, Behavior Theories, Demography, Interpersonal Relationship, \*Leadership, Leadership Qualities, Leadership Styles, Military Personnel, \*Officer Personnel, Organizational Climate, Personnel Management, Racial Attitudes, Racial Composition, Racial Differences, Racial Distribution, \*Role Perception  
**Identifiers—**Army

The collection of five monographs focuses on the idea of reciprocity as expressed through an informal "contract" between the individual and the organization, and examines specifically that portion of the contract that involves the individual leader, his superior, and his subordinates. The basic idea is that the individual leader at any level expects certain behavior from his superior, his subordinates, and himself. Also, both his superior and his subordinates expect certain behavior from him. It appears that only when these expectations are known and met can true leadership take place. These monographs attempt to define the appropriate terms of the informal contract and the extent to which they are recognized and fulfilled throughout the Army. Attention is focused on four basic leadership modules: Junior NCO leadership; Senior NCO leadership; Company Grade Officer leadership; and Field Grade Officer leadership. Data on the modules are structured so as to reflect racial characteristics and attitudes in the first two monographs: "Demographic Characteristics of U. S. Army Leaders" and "Satisfaction with U. S. Army Leadership." The remaining monographs examine the informal contract in terms of specific behaviors for Junior NCO leadership, Senior NCO leadership, and Company Grade Officer leadership. An appendix lists 43 leadership behaviors. (Author/PR)



## ED 110 721

CE 004 518

Ganong, Robert

Manpower Requirements for Massachusetts: by Occupation, by Industry, 1970-1980.

Massachusetts State Div. of Employment Security, Boston.

Pub Date Apr 74

Note—31p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Demand Occupations, Employment Opportunities, Employment Patterns, \*Employment Projections, Employment Statistics, Employment Trends, \*Industry, Labor Market, \*Manpower Needs, Manpower Utilization, Occupational Surveys, \*Occupations, \*State Surveys, Statistical Data, Statistical Surveys, Tables (Data)

Identifiers—\*Massachusetts

The report is an approximation of industrial and occupational needs for 1970-80 for 225 industries and 445 occupations in Massachusetts based on industry and employment records for 1960-71, occupational employment levels as reported in the 1970 Decennial Census, and the national industry/occupational matrix. The occupational demand detailed in the report's two lengthy tables is based on anticipated changes in industrial employment and replacement demand likely to arise due to deaths, retirements, and transfers of experienced workers to other occupations. Industry employment trends indicate: manufacturing will suffer the greatest decrease in employment; employment in contract construction will increase substantially; employment in transportation, communications, public utilities, wholesale and retail trade, finance, insurance, real estate, and public administration will grow moderately; and employment in agriculture, forestry, and fisheries will decline. From the occupational standpoint, the growth in the professional, technical, and kindred occupations will be substantial; the net demand in the clerical field will be the largest among the nine major occupational divisions; demand for workers in the service worker field will increase over the 1970-80 period; and among the remaining occupational divisions, all except operatives and kindred workers and farmers and farm workers will show positive growth rates. (Author/JR)

## ED 110 722

CE 004 519

The Way Out: A Pilot Project in Adult Literacy. Report No. 1-1974.

Council of Adult Education, Melbourne (Australia).

Pub Date 74

Note—52p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Adult Literacy, \*Adult Programs, \*Foreign Countries, \*Functional Illiteracy, Group Experience, Illiteracy, \*Pilot Projects, Small Group Instruction, Teacher Workshops

Identifiers—\*Australia

The purpose of the 1973 Pilot Literacy Project (Victoria, Australia) was to explore the nature of the problem of nonmigrant adults who had attended school but who considered themselves illiterate or functionally illiterate, to discover what sort of people were illiterate and to what extent, and to examine home influences and educational background. Of the 166 illiterate and semi-illiterate people involved, nearly half were self-generating starters, about one-third responded to a television presentation, and one-third were already known to agencies. The majority had primary school education and over half had one to three years of post-primary schooling. Approximately three-fourths of the group were below 35 years of age. The project geared toward a noninstitutional approach. Tutors, referred to as group leaders, worked as a task force operating in homes, factories, libraries, and community and church centers. The project was subsidized for 12 groups not exceeding five members. The social benefits derived from group involvement were improved self-concepts, increased employment opportunities, and group unity. Monthly workshops for tutors provided continuous evaluation, information, and support group functions. The concluding section sets forth recommendations by the Victoria Council of Adult Education to combat adult illiteracy. (EA)

## ED 110 723

95

CE 004 520

Peters, Richard O.

Career Education Instructional Materials Guide for Teachers: Kindergarten Through Grade Twelve.

New Hampshire Supervisory Union 58, Groveton.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 75

Note—22p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Audiovisual Aids, \*Career Awareness, \*Career Education, Elementary Education, \*Instructional Materials, Junior High Schools, \*Resource Guides, Resource Materials, Secondary Education

With the emphasis on the development of a career education program and its integration into the existing school curricula, the guide's purpose is to identify for K-12 teachers selected career education instructional materials which can be used for the purpose of implementing a classroom oriented career awareness program. These materials collectively provide students with a wide variety of sensory as well as affective, cognitive, and psychomotor domain information and experiences. The first part of the document focuses on the K-6 grade levels with a listing of filmstrips, films, cassettes, posters, booklets, multimedia kits, and pupil books. The second part of the document focuses on the 7-12 grade levels with a listing of such instructional materials as filmstrips, booklets, textbooks and manuals, cassettes, transparencies, workbooks, and multimedia kits. Each listing provides a brief description of the materials and the publisher. Also provided after each section is a list of the addresses from which the materials can be obtained. (Author/BP)

## ED 110 724

CE 004 522

Borman, Christopher And Others

Teacher Directed Model for Career Education Implementation.

Texas A and M Univ., College Station. Center for Career Development and Occupational Preparation.

Spons Agency—Texas Education Agency, Austin.

Pub Date May 75

Note—114p.

Available from—Center for Career Development and Occupational Preparation, College of Education, Texas A and M University, College Station, Texas 77843 (No price given)

Document Not Available from EDRS

Descriptors—\*Career Education, \*Educational Administration, Educational Needs, Educational Objectives, Educational Resources, \*Guidelines, Instructor Coordinators, \*Models, Program Development, Resource Guides, Resource Materials, Staff Orientation, \*Teacher Guidance, Teacher Workshops

Identifiers—Needs Assessment

Intended as workshop guidelines, the model for career education implementation contains six modules which outline the procedure for integrating career education into the instructional process, and describes a multi-media approach to guide administrators through the developmental process. Module one, Preparation for District Career Education Implementation, provides an overview of career education for key school administrators and outlines a positive plan of action to implement a K-12 career education program. Module two, Development of School District Goals and Objectives, outlines realistic goals and objectives for career education products and processes. Module three, Conducting and Interpreting Career Education Needs Assessments, pertains to instruments for conducting assessments and materials for interpreting their results. Module four, Building Staff Awareness and Orientation, provides guidelines for a presentation to assure staff awareness of the career education concept. Module five, Processes and Resources, suggests commercial and teacher developed materials and provides guidelines for a slide/tape presentation demonstrating the diversity of approaches to career education curriculum infusion. Module six, Implementation, discusses teachers' development of plans for career education curriculum infusion by grade level and subject matter area and the selection of faculty teams to insure sequential curriculum change. (Author/JR)

## ED 110 725

CE 004 523

Carnahan, James E.

Development of Course and Materials for Training in DWI Law Enforcement: Detection, Apprehension and Testimony. Final Report.

Michigan State Univ., East Lansing. Highway Traffic Safety Center.

Spons Agency—National Highway Traffic Safety Administration (DOT), Washington, D. C.

Pub Date Aug 74

Note—80p.; For student manual, see ED 103 586; For course guide, see ED 103 641; For instructor's manual, see ED 103 720

Available from—National Technical Information Service, Springfield, Virginia 22161; Printed course materials are available from the Government Printing Office (\$14.50); Films and audiovisual aids are available from the National Audiovisual Center (\$829.75)

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Alcohol Education, Alcoholism, \*Course Descriptions, \*Curriculum Development, Curriculum Planning, \*Drinking, Instructional Programs, Job Training, \*Law Enforcement, Police, Police Action, Student Centered Curriculum, Teaching Techniques, \*Traffic Safety

Identifiers—\*Drinking Drivers

The report summarizes the nature, scope, and procedures used in the development of a student-oriented instructional program for training police officers in the enforcement of driving-while-intoxicated laws. Instructional materials were prepared and tested in four field trials, revised where necessary, and prepared for mass distribution and program implementation. The course is designed to last 40 hours and covers 16 subjects: orientation, alcohol and highway safety, preparing for alcohol enforcement task, detection of drinking driver (pre-apprehension), detection of drinking driver (apprehension), pre-arrest investigation (field contact), pre-arrest investigation (accidents), handling of the drinking driver suspect, psychophysical testing (classroom), psychophysical testing (laboratory), chemical testing, experience in degenerative effects of alcohol, legal authority in alcohol enforcement, case presentation (testimony), course review, and student and course evaluation. The report includes an outline of the course, and a list of teaching strategies keyed to the outline. An 80-item bibliography and lists of course-related instructional media, transparencies, and evaluation aids conclude the document. (Author/PR)

## ED 110 726

CE 004 525

Dinger, Jack C. And Others

A Follow-Up Study of the Post School Employment Success of Graduates from Four High School Special Education Programs in the Midwestern Intermediate Unit IV in Pennsylvania for the School Years 1969-70, 1970-71 and 1971-72. A Final Report.

Midwestern Intermediate Unit 4, Grove City, Pa. Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Pub Date 30 May 73

Note—150p.

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—\*Educable Mentally Handicapped, \*Employment Level, Employment Qualifications, \*Followup Studies, \*High School Graduates, Job Placement, Occupational Guidance, Program Evaluation, Regional Programs, School Surveys, Secondary Education, Special Education, \*Special Programs, Statistical Surveys, Student Characteristics, Student Opinion, Success Factors, Vocational Development, Vocational Education, Work Study Programs

Identifiers—Pennsylvania (Middle Western)

In the middle western area of Pennsylvania, four model programs have been developed at the high school level to provide occupational orientation and preparation for the educable mentally retarded: The Community Based Work-Study Program, The Academic Special Education Program, The External Vocational Program, and The Internal Vocational Program. The study was undertaken to investigate the post-school employment success and selected characteristics of graduates from each of these programs. The opportunity was also provided for graduates to evaluate the effectiveness of their high school programs. The study was based on 183 (71 percent of the possible 259) graduates. Some significant findings included: a significantly higher proportion of successfully employed graduates had been enrolled in work study programs than in any of the other three programs; female special education students are not, regardless of program, being properly prepared for post-school employment success; the unemployment rate of the special education graduate is five times greater than the regular education graduate; driver education is of great importance; and placement services were successful

in placing eight out of nine graduates. Data on 93 variables are presented in a number of tables, and 15 specific recommendations are made from them. (Author/PR)

**ED 110 727** CE 004 526  
On-The-Job Training: A Practical Guide for Food Service Supervisors.

Hospital Research and Educational Trust, Chicago, Ill.

Pub Date May 75

Note—96p.

Available from—Hospital Research and Educational Trust, 840 North Lake Shore Drive, Chicago, Illinois 60611 (\$5.00)

Document Not Available from EDRS

Descriptors—Adult Education, \*Food Service Occupations, Food Service Workers, Job Analysis, Job Skills, Learning Activities, Lesson Plans, Occupational Information, \*On the Job Training, Planning, \*Supervisors, \*Task Analysis, Task Performance, \*Teaching Guides

Identifiers—JIT, \*Job Instruction Training

The on-the-job training guide was developed to assist food service supervisors in preparing, presenting, and evaluating a Job Instruction Training (JIT) lesson, a method which employs step-by-step learning of job-related tasks. Part 1, preparing for a JIT lesson, discusses the checklist of duties, the job description, the skills inventory, the training schedule, the schedule for refresher training, the individual development record, the task procedure, and the lesson plan for a lesson on preparing dishes for washing by hand or by machine. Part 2, conducting a JIT lesson, explains the four steps involved in training: preparing the worker, presenting the task, trying out performance, and following through. Part 3, evaluating a JIT lesson, discusses improving training procedures through instructor self-evaluations, and worker and observer evaluations. Part 4, providing more examples, repeats the procedures used in part 1 for use in preparing training lessons for storeroom clerks, assistant cooks, salad makers, tray assemblers, and cook's helpers. Part 5, "Good Luck in Your Training," contains blank forms useful in preparing JIT lessons. (JR)

**ED 110 728** CE 004 527

Riley, Clayton Turner, Betty

Developmental Programs in Distributive Education: Internship Training for Distributive Education Students. Final Report.

Western Kentucky Univ., Bowling Green.

Pub Date Apr 74

Note—73p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Career Choice, \*Career Education, Career Planning, \*Developmental Programs, \*Distributive Education, Field Experience Programs, \*Internship Programs, Program Descriptions, Program Development, \*Records (Forms), School Industry Relationship, Secondary Education, Technical Education, Vocational Education

The Distributive Education Development Project was developed to give high school students an opportunity to observe on-the-job experiences by means of an internship system. The project provided information and suggested procedures for implementing the internship program in State vocational-technical schools and high schools by establishing provisions for student visits to distributive businesses to receive first hand information on the specific skills and competencies needed upon entering the work force. Three results were seen as significant accomplishments: businessmen involved in the program upgraded their knowledge of distributive education; a model coordinator handbook (not included in the document) was developed; and students were provided with career decision opportunities, hands-on job experiences, and the opportunity to evaluate their choice. Two-thirds of the document comprises appendixes reproducing: the rotation schedule; sample survey forms, internship agreement, and training plan; pretest and posttest; observation experience form; program participants; suggested calendar of rotation; daily progress report and progress chart; and the proposal for the internship program. (Author/PR)

**ED 110 729** CE 004 529

Operation Breakthrough, 1973-1974. Final Evaluation Report. And: Fourth Quarterly Progress Report for Operation Breakthrough.

EDCON Associates, Willow Grove, Pa.

Pub Date [74]

Note—57p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Attendance, Business Responsibility, Case Studies, Demonstration Projects, \*English (Second Language), English Instruction, Enrollment Influences, \*Entry Workers, Experimental Programs, Failure Factors, \*Industry, \*Inplant Programs, Organizational Development, Program Evaluation, \*Spanish Speaking, Standardized Tests, Statistical Data, Success Factors, Tables (Data), Test Results

Identifiers—Attendance Influences, \*Operation Breakthrough

The document comprises the final evaluation report and the fourth quarterly progress report of Operation Breakthrough, an experimental demonstration project to upgrade Spanish-speaking workers in entry-level factory jobs. Ten classes at six sites with a total of 133 students were held; 53 attended at least 50 of the total 150 hours. Classes were conducted either prior to or after working hours, although part of the class time overlapped with company time; the companies' support of the program thus involved both teacher and worker compensation. Low attendance rate was a consistent problem, but attendance figures rose the second year, due to the companies' involvement in planning, financing, and monitoring the classes. Three sets of classes operated according to the intentions of the proposal and were found to have few operational problems while three other of the organizations' operations lacked what had been identified as essential elements. Classroom aides (company personnel) were used during the first year, but rarely during the second. They were viewed as important by teachers and administrators, allowing class flexibility and providing a resource for job-related English instruction. Conversational English was deemed important to the students. The document reports the results of interviews, monitoring visits, and test instruments. A program guide is being developed. (Author/AJ)

**ED 110 730** CE 004 531

One and One-Half Years After High School Graduation: The Class of 1972.

National Center for Educational Statistics (D-HEW/OE), Washington, D.C.

Report No—NCES-75-701

Pub Date 16 Jun 75

Note—5p.

Journal Cit—Advanced Statistics for Management Bulletin; n21 June 16, 1975

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Educational Research, \*Followup Studies, \*Graduate Surveys, \*High School Graduates, Longitudinal Studies, National Demography, National Surveys, Post Secondary Education, Statistical Analysis, Statistical Data, Statistical Surveys, \*Student Characteristics, \*Work Experience

The bulletin presents selected results of the first followup survey of the national longitudinal study of the high school class of 1972, conducted by the National Center for Education Statistics. Information is presented, in percentages (weighted national estimates), on the personal characteristics, postsecondary schooling, and civilian work experiences of these young people one and one-half years after high school graduation. In some cases, descriptive statements include comparisons of subgroups classified by high school program, race, ability, socioeconomic status, or sex. Information on nine personal characteristics is offered, including a rating of 11 values (86 percent found marriage and family life most important, 8 percent considered community leadership least important). The bulletin reveals that 64 percent had attended some kind of school or college since high school; of those, high percentages were satisfied with their growth and skills development. Those working (64 percent of the class) were most satisfied with working conditions, least satisfied with advancement opportunities. The most successful methods of obtaining jobs were direct application to employer (52 percent) and friends and relatives (46 percent); newspaper advertisements netted only 15 percent of respondents' jobs, and employment and placement services helped only 6 percent. A brief background description of the study, definitions, and footnotes are provided. (AJ)

**ED 110 731** CE 004 533

Illinois Public Community College Statewide Occupational Student Follow-Up Study: Phase 1 Preliminary Report.

Illinois Community Coll. Board, Springfield.

Pub Date Jun 75

Note—38p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Career Education, College Curriculum, College Programs, College Students, \*Community Colleges, Data Collection, Educational Accountability, \*Enrollment Influences, \*Followup Studies, Part Time Students, Post Secondary Education, Sex Differences, \*Student Characteristics, Tables (Data)

Identifiers—ICCB, \*Illinois, Illinois Community College Board

The first statewide followup study of occupational/career education students in Illinois community colleges was developed through the efforts of the Illinois Community College Board (ICCB) Research Advisory Council and the special Occupational Followup Subcommittee. The Phase 1 data for the followup study consisted of reporting student characteristics. Participation in the followup study consisted of all 38 community college districts in Illinois and 46 community colleges involving 27,663 students. The preliminary data for Phase 1 of the study were reported by each of the Illinois public community colleges and based on the number of new fall 1974 students in the occupational/career program. The reports classified these students by their curriculum, type of attendance (45.3 percent full-time, 54.7 percent part-time), sex (49.7 percent male, 50.3 percent female), and original intent for enrolling at the college (56.2 percent preparation for employment in career areas, 21.2 percent skill improvement). The preliminary report shows that although there are slight differences between the original intent of male and female students, significant differences occur between full-time and part-time students. It is concluded that followup data will be needed and can be accomplished through proposed phases 2 (withdrawal analysis) and 3 (followup and employer surveys). Appended materials include sample report forms and a standardized survey instrument. (BP)

**ED 110 732** CE 004 534

Anderson, Stephen M.

The Adult Basic Education Program: 1971-72 Regular and 1972 Summer School Terms. Consolidated Program Information Report.

National Center for Educational Statistics (D-HEW/OE), Washington, D.C.

Report No—NCES-75-309B

Note—5p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Adult Basic Education, Budgeting, Budgets, \*Educational Finance, \*Expenditures, \*Federal Aid, Federal Programs, Financial Support, Program Budgeting, \*Program Costs

An estimated 820,000 adults were enrolled in Federally-funded adult basic education projects during the 1971-72 school term. A total of \$36.7 million was expended in projects operated during the 1971-72 school term and the 1972 summer school term. Expenditures were primarily for direct educative services and supporting services. Direct educative services accounted for an estimated \$25.9 million (70.5 percent). Of that total, \$13.6 million was expended on English language arts, reading, and social sciences; \$4.1 million for natural sciences and mathematics; \$3.8 million on vocational training; and \$4.4 million on other services including textbooks, cultural activities and studies, and special curricula for the handicapped. Supporting services accounted for \$10.3 million (28.1 percent) of the total Federal expenditure. Approximately \$4.5 million of that was spent for administration and information dissemination. A total of \$203,000 was spent on program development. Expenditures for other services including testing, psychological and guidance services, library resources, and audiovisual materials, amounted to \$5.0 million. Together, direct educative services and supporting services accounted for 98.6 percent of all money expended. Other services, including maintenance and operation of plant, fixed charges, ancillary services, and capital outlay, accounted for \$516,000 (1.4 percent). (Author/PR)

**ED 110 733** 95 CE 004 535

Gipson, Constance F. Lynn, James J.

Public Service Occupations Curriculum Project: Final Report.

California State Dept. of Education, Sacramento. Div. of Vocational Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washing-

ton, D.C. Curriculum Center for Occupational and Adult Education.

Pub Date Jun 75

Grant—OEG-0-71-4780(357)

Note—85p.; For related documents, see CE 004 536-537

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—Administrator Attitudes, Adult Education, Career Education, Curriculum Design, \*Curriculum Development, \*Curriculum Evaluation, Curriculum Planning, Experimental Curriculum, \*Field Studies, \*Public Service Occupations, \*Questionnaires, Secondary Education, State Programs, Student Opinion, Teacher Attitudes

The Public Service Occupations Curriculum Project was designed to serve as a master curriculum resource for school districts in the implementation of a career education program in public service occupations. The project produced comprehensive curriculum materials for grades 7-12 and adult education which can be adapted by local school districts to suit their particular needs. The report summarizes the activities of the project and evaluative data gained from field testing the curriculum in vocational and general modes of education. Much of the document reproduces and discusses the results of field-test questionnaires used for students, teachers, and administrators. Test sites in California and New York are described in some detail. The major results of the program were: administrators, teachers, and students generally agreed that the project materials had content validity; teachers felt that the curriculum guides were easy to adapt to their teaching styles and could be used in varying instructional situations; and the program is administratively feasible. (Author/PR)

**ED 110 734 95 CE 004 536**

*Gipson, Constance F.*

**An Appraisal of the Second Year and Recommended Activities and Strategies of the National Advisory and Review Committee.**

California State Dept. of Education, Sacramento. Div. of Vocational Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Curriculum Center for Occupational and Adult Education.

Pub Date Oct 74

Grant—OEG-0-71-4780(357)

Note—29p.; For related documents, see CE 004 535 and CE 004 537

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Annual Reports, Career Education, Curriculum Design, \*Curriculum Development, \*Curriculum Planning, Educational Strategies, Experimental Curriculum, Information Dissemination, \*Material Development, \*Program Effectiveness, Program Evaluation, \*Public Service Occupations

The report is a review and analysis of the status of the Public Service Occupations Curriculum Project, and is an outgrowth of discussions and recommendations from the February 1974 meeting of the National Advisory and Review Committee of the California State Department of Education, Vocational Education Section. Approximately one-half of the report is an overview of accomplishments relating to: the design of the curriculum, the orientation phase, the preparation phase, development of test materials, design of the exploration guide, and design of the implementation guide. The remainder of the report is devoted to recommended activities and strategies relating to: last year's work, input gained from field testing, the exploration guide, the implementation guide, packaging the projected materials, and dissemination of the project materials. (Author/PR)

**ED 110 735 95 CE 004 537**

*Burns, William E.*

**Selected Excerpts and Recommendations of the National Advisory and Review Committee: Public Service Occupations Curriculum Project.**

California State Dept. of Education, Sacramento. Div. of Vocational Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Curriculum Center for Occupational and Adult Education.

Pub Date Jan 72

Grant—OEG-0-71-4780(357)

Note—39p.; For related documents, see CE 004 535-536

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Career Education, \*Cluster Grouping, \*Curriculum Development, Curriculum Planning, Educational Objectives, Entry Workers, \*Guidelines, Occupational Clusters, \*Public Service Occupations, Relevance (Education), Vocational Development

The summary report is an outgrowth of a 1972 meeting of the National Advisory and Review Committee of the California State Department of Education, Vocational Education Section. The principal intent of the report is to provide project staff and consultants insight into the problems of career development for public service occupations, as well as solutions to those problems. The report is organized around six key issues confronting project implementation to which the Advisory and Review Committee addressed itself: definition of public service, goals of public service curriculum at the secondary level, curriculum content and planning, job category analysis, basis for entry level jobs, and curriculum guidelines concepts. Specific recommendations have been identified to further assist in project management and implementation. An introductory section considers the project's relationship to the U.S. Office of Education thrust in career education. (Author/PR)

**ED 110 736 95 CE 004 538**

*Clark, Anthony B. And Others*

**An Analysis of the Waste Water Treatment Operator Occupation.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 30 Dec 74

Note—129p.; For related documents, see CE 004 160-206, CE 004 263-268, CE 004 425-427, and CE 004 539-540

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—\*Instructional Materials, \*Job Analysis, Job Skills, Machine Repairmen, \*Occupational Information, Post Secondary Education, Task Analysis, Task Performance, Trade and Industrial Education, \*Wastes, \*Water Pollution Control

**Identifiers**—\*Waste Water Treatment Operator

The occupational analysis contains a brief job description for the waste water treatment occupations of operator and maintenance mechanic and 13 detailed task statements which specify job duties (tools, equipment, materials, objects acted upon, performance knowledge, safety considerations/hazards, decisions, cues, and errors) and learning skills (science, mathematics/number systems, and communications). The 13 task statements cover the following performance duties: screening and comminuting, grit removal, pumping, flow measurement, pretreatment by chemical addition, coagulation and flocculation, sedimentation and primary and secondary solids removal, sludge wasting and digestion, biological decomposition through sludge process (contact stabilization, step aeration, conventional activated sludge, and extended aeration), biological decomposition through trickling filters, biological decomposition through oxidation lagoons/ponds (flucclative, aerobic, and anaerobic), chlorination, and outfall evaluation. The analysis also includes an appendix containing behavioral science objectives, a list of tools needed to perform each of the two jobs, and a glossary of terms. (JR)

**ED 110 737 95 CE 004 539**

*Carlton, Earnest L. Hollar, Charles E.*

**An Analysis of the Plumbing Occupation.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 30 Dec 74

Note—243p.; For related documents, see CE 004 160-206, CE 004 263-268, CE 004 425-427, CE 004 538-540

**EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage**

**Descriptors**—\*Instructional Materials, \*Job Analysis, Job Skills, \*Occupational Information, \*Plumbing, Post Secondary Education, Task Analysis, Task Performance, \*Trade and Industrial Education

The occupational analysis contains a brief job description, presenting for the occupation of plumbing 12 detailed task statements which

specify job duties (tools, equipment, materials, objects acted upon, performance knowledge, safety considerations/hazards, decisions, cues, and errors) and learning skills (science, mathematics/number systems, and communications). The 12 task statements cover the following performance duties: installing building sewer, installing building drains and storm sewers, installing and/or maintaining drain waste and vent systems, water supply systems, installing and/or maintaining domestic hot and cold water distribution systems, installing and/or maintaining gas and/or oil systems, installing and/or maintaining hydronic heating systems, installing and/or maintaining fire protection systems, installing and/or maintaining private sewer disposal systems, setting and/or repairing fixtures and fixture trim, and repairing plumbing fixtures and/or fixture trim. (JR)

**ED 110 738 95 CE 004 540**

*Keir, Lucille And Others*

**Analysis of the Medical Assisting Occupation.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.; Ohio State Univ., Columbus. Trade and Industrial Education Instructional Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 30 Dec 74

Note—417p.; For related documents, see CE 004 160-206, CE 004 263-268, CE 004 425-427, and CE 004 438-439

**EDRS Price MF-\$0.76 HC-\$20.94 Plus Postage**

**Descriptors**—\*Health Occupations Education, \*Instructional Materials, \*Job Analysis, Job Skills, \*Medical Assistants, \*Occupational Information, Post Secondary Education, Task Analysis, Task Performance, Vocational Education

The occupational analysis contains a brief job description, presenting for the occupation of medical assistant 113 detailed task statements which specify job duties (tools, equipment, materials, objects acted upon, performance knowledge, safety consideration/hazards, decisions, cues, and errors) and learning skills (science, mathematics/number systems, and communications). The 113 task statements are grouped under the following five duty headings: performing medical office management duties, completing business office duties, preparing and sterilizing instruments and supplies, assisting with clinical procedures, and performing basic laboratory procedures and diagnostic tests. (JR)

**ED 110 739 CE 004 541**

*Kircher, Shirley E.*

**The Effects of a Training Package on ESL Teachers in ABE Programs.**

Pub Date 27 Feb 75

Note—89p.; Master's Thesis, Colorado State University

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—\*Adult Basic Education, \*Adult Education Programs, \*Adult Educators, \*English (Second Language), Literature Reviews, Masters Theses, Paraprofessional School Personnel, \*Teacher Education, Teacher Improvement

Teachers and paraprofessionals working as instructors in adult English as a Second Language (ESL) programs needed special training to increase their ESL skills and subject matter knowledge. A review of the literature on adult education traces the development of the concept from the eighteenth century to the present, examines the recent particular development of Adult Basic Education (ABE) and ESL within the adult education movement, and hypothesizes that ESL/ABE instructors can improve their self-confidence and competency by participating in a teacher training instructional module. Such an instructional training package was presented to three groups (26 subjects) representing a wide range of ESL programs in Colorado and Wyoming. Research data indicated that an ESL training package given to three test groups improved their knowledge of selected ESL goals and objectives and of related ESL teacher competency information. The data lead to such conclusions as: training packages geared toward special needs of ESL teachers of adults can result in significantly increased knowledge gains; and the learning package structure is well received by teachers of varying knowledge levels who are teaching students of varied backgrounds. The learning

package script (32 pages) and course outline are appended. (Author/JR)

**ED 110 740** CE 004 542  
*Nickse, Ruth S.*

**Development of a Performance Assessment System for the Central New York External High School Diploma Program: An Educational Alternative for Adults: A Progress Report.**

Regional Learning Service of Central New York, Syracuse.

Spons Agency—Ford Foundation, New York, N.Y.; New York State Education Dept., Albany. Regents External High School Diploma Program.

Pub Date Apr 75

Note—34p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Academic Achievement, \*Adult Education Programs, \*Adult Students, \*Educational Alternatives, \*Educational Assessment, \*Equivalency Tests, \*External Degree Programs, \*High School Equivalency Programs, \*Performance Criteria, \*Pretesting, \*Secondary Education, \*Student Certification, \*Test Construction, \*Testing, \*Tests

**Identifiers**—Central New York External High Sch Diploma Program

The report describes the development of an alternative performance assessment procedure for certifying adults at the secondary school level in the New York External High School Diploma Program. Unlike standardized group tests, the alternative method is characterized by such features as flexibility in time and location of testing, variety of communication methods, and continuous feedback to students. The program's first developmental objective for 1974-75 was a field test demonstration. Preparatory steps for the field test included defining performance criteria (translating generalized competencies into behavioral terms, with accompanying performance indicators), designing assessment components (developing diagnostic procedures and procedures for assessing generalized and individualized competencies), and designing the operational form of the assessment system. Later steps included pre-testing the assessment system (selection and recruitment of subjects and observers, and method of testing), and defining the role of the learning consultants (program development, counseling adult learners, and administering tests). The second objective, the awarding of diplomas, included gathering information on the program's first 20 graduates for later use in program revision. Objective three, the production of a final external diploma assessment package, will require additional time to accomplish. (JR)

**ED 110 741** CE 004 543  
*Bregman, Ralph And Others*

**The Janus Report: A Report on the Changing Social Setting in the United States with Implications for New Roles for State and Local Vocational Education Personnel.**

California Univ., Los Angeles. Div. of Vocational Education.

Pub Date Dec 74

Note—40p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Administrator Role, \*Educational Change, \*Educational Innovation, \*Educational Needs, \*Educational Planning, \*School Community Relationship, \*Social Change, \*Social Influences, \*Vocational Education, \*Vocational Education Teachers

The report on the implications of social changes in the United States for vocational education personnel contains five recommendations aimed at helping vocational education personnel at all educational and administrative levels in the various States to better maintain, enhance, and adjust their services to target populations within the changing social environment. The rationale for the recommendations rests on the analysis of the present-day United States as a post-industrial society, one characterized by its open social system, its sophisticated information systems, its large interrelated institutions and organizations, and its large number of white collar workers. While social changes occur rapidly in post-industrial society, cultural and organizational changes do not keep pace. Although such lagging behind the times does not characterize vocational education, vocational educators must be aware of the need for openness in order to develop a capacity to interact with the environment bearing on the

system of vocational education, and must welcome the opportunity for such interaction. Like Janus of Roman mythology, they must look in all directions in order to effectively interact with the environment. Vocational educators, especially at the administrative level, must provide management leadership expertise so that challenges to education can be more adequately addressed. (JR)

**ED 110 742** CE 004 547  
**1973 Report on the Career Education Effort in Iowa.**

Iowa State Career Education Advisory Council, Des Moines.

Pub Date Dec 73

Note—30p.; For 1974 report, see CE 004 548

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Advisory Committees, \*Annual Reports, \*Career Education, \*Curriculum Development, \*Curriculum Problems, \*Educational Planning, \*State Programs, \*State Standards, \*Statewide Planning

**Identifiers**—\*Iowa

The document is divided into two approximately equal sections: The first is the annual report on the career education effort in Iowa in 1973; the second is devoted to the reaction of the State Board of Public Instruction to the Council recommendations for 1972. The two sections are divided by a page listing actions which were taken in Iowa to implement the council recommendations contained in the 1972 report. The 1973 report is composed of four summarized council observations of needs and four recommendations; the sequencing of the recommendations is intended to suggest an order that might be adopted for logical, universal implementation of the career education concept. The four recommendations are: (1) that a State definition for the term "career education" be developed; (2) that a plan be developed to coordinate efforts to infuse the concept in all teacher and administrator preparation programs; (3) that State curriculum guides be rewritten to include the career education concept; and (4) that a State coordinating committee develop a plan encouraging universal implementation of the concept. The second section lists the council's 1972 recommendations with a paragraph of comment by the State Department of Public Instruction following each of the 29 recommendations. (AJ)

**ED 110 743** CE 004 548  
**1974 Report on the Career Education Effort in Iowa.**

Iowa State Career Education Advisory Council, Des Moines.

Pub Date Dec 74

Note—119p.; For 1973 report, see CE 004 547

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—\*Advisory Committees, \*Annual Reports, \*Career Education, \*Cooperative Education, \*Cooperative Programs, \*Educational Needs, \*Program Evaluation, \*School Visitation, \*State Programs, \*State Surveys, \*Statistical Data, \*Vocational Education, \*Work Experience Programs, \*Work Study Programs

**Identifiers**—\*Iowa

The State of Iowa Advisory Council on Career Education has elected to investigate each year one specific component or element of vocational and career education in the State, rather than undertake a comprehensive review. The topic of the 1974 report is cooperative work-study programs in the State. The Council collected information and observations by visiting 12 school systems in various sectors of the State, ranging in size from large to small, located in metropolitan, suburban, and rural communities, and including both schools that do offer and that do not offer cooperative programs. The council conversed with students, teachers, and administrators; data were also collected by the Council staff, and reviewed by the Council members for purposes of verifying or rejecting field observations. The report addresses itself to three major questions: (1) How valid and appropriate is the State plan for career education? (2) How effectively are the needs of the people of Iowa being served? (3) To what extent have the recommendations contained in the Council's 1973 report been implemented? Appended to the report are 80 pages of data on which the recommendations were based, including graphs, maps, tables, supplementary papers, and a summary of information gleaned from the field visits. (Author/AJ)

**ED 110 744** 95 CE 004 549

**The Community is the Teacher: Experienced-Based Career Education.**

National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—25p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Academic Education, \*Alternative Schools, \*Career Education, \*Career Exploration, \*Community Involvement, \*Educational Innovation, \*Experimental Programs, \*High Schools, \*Information Dissemination, \*Occupational Information, \*Program Descriptions, \*School Industry Relationship, \*Secondary Education, \*Student Participation, \*Vocational Development, \*Work Experience Programs

**Identifiers**—EBCE, \*Experience Based Career Education

Experience-Based Career Education (EBCE) has been developed as an experimental program to help high school students bridge the gap between study and experience, between the classroom and the community. The key to the EBCE concept is the adult working in any local community environment who is willing to share occupational knowledge of the real world with an interested student. EBCE is a voluntary, tuition-free alternative program of full-time learning resulting in an accredited high school diploma. It differs from traditional work/education programs by emphasizing broad career and intellectual goals rather than vocational skills, by using experiential education to convey academic learning, and allowing students a greater role in educational planning. Four educational laboratories were selected in 1972 to develop and test pilot versions of EBCE in a variety of economic and social settings: Far West School, Oakland, California; Academy for Career Education, Philadelphia, Pennsylvania; Appalachia Educational Laboratory, Charleston, West Virginia; Northwest Regional Educational Laboratory, Portland, Oregon. One of EBCE's future challenges is to help school systems to make the changes needed to accommodate this complex innovation. The forthcoming EBCE dissemination/service plan includes regional demonstration centers, State networks, and interagency cooperation at the national level. (EA)

**ED 110 745** CE 004 552

**Summaries of Research Studies in Agricultural Education: Southern Region: 1973-74.**

Louisiana State Univ. and A and M Coll. System, Baton Rouge. School of Vocational Education.

Spons Agency—American Vocational Association, Washington, D.C. Committee on Research in Agricultural Education.

Pub Date [75]

Note—47p.; For 1972-73, see CE 004 553

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Abstracts, \*Agricultural Education, \*Agricultural Research Projects, \*Annotated Bibliographies, \*Doctoral Theses, \*Educational Research, \*Masters Theses, \*Research

The compilation of summaries of completed research studies in agricultural education includes reports of 48 studies reported during 1973 and 1974 from nine States of the Southern region. The studies are listed alphabetically by author. Each entry includes bibliographic data and descriptions of each study's purpose, methods, and findings. The document concludes with a list of research studies in progress in 1974-75 and a subject index. (BP)

**ED 110 746** CE 004 553

**Summaries of Research Studies in Agricultural Education: Southern Region: 1972-73.**

Louisiana State Univ. and A and M Coll. System, Baton Rouge. School of Vocational Education.

Spons Agency—American Vocational Association, Washington, D.C. Committee on Research in Agricultural Education.

Pub Date [74]

Note—49p.; For 1973-74, see CE 004 552

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Abstracts, \*Agricultural Education, \*Agricultural Research Projects, \*Annotated Bibliographies, \*Doctoral Theses, \*Educational Research, \*Masters Theses, \*Research

The compilation of summaries of completed research studies in agricultural education includes reports of 53 studies reported during 1972-73 from 10 States of the southern region. The studies are listed alphabetically by author. Each

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entry includes a bibliographic data and descriptions of the study's purpose, methods, and findings. The document concludes with a list of research studies in progress during 1973-74 and a subject index. (BP)

**ED 110 747** CE 004 554

Heyel, Kathryn A.

A Selected Annotated Bibliography of Resource Materials for the Implementation of Career Education: Grades K-3. Publication No. 0003.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Pub Date Apr 75

Note—116p.

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (\$1.50 plus postage)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—\*Annotated Bibliographies, Audiovisual Aids, \*Career Education, Elementary Education, Instructional Materials, \*Primary Education, \*Resource Guides

The annotated bibliography of print and non-print materials associated with career education is for use in kindergarten through the third grade. The bibliography is arranged according to grade level and subdivided under each grade into typical course units usually associated with that grade. The headings are: Kindergarten (family, jobs, community, helpers, and school workers); Grade One (family workers, foods, clothing, and homes); Grade Two (food, clothing, shelter, schools/maps, and recreation); and Grade Three (communities, colonial times, kinds of communities, community needs, and citizenship). Under each curriculum category, media are classified as print or non-print materials. Print materials total 332 entries and are listed alphabetically by author. Non-print materials total 248 entries and are grouped according to medium and listed alphabetically by title. All entries provide bibliographic data, a brief annotation, and code letters identifying the source of each entry (principally book lists and catalogs). A brief summary outlines the findings, conclusions, and recommendations of the researchers involved in the project. Tables summarizing the characteristics of the entries are appended, together with a short reading list about career education. (BP)

**ED 110 748** CE 004 555

Gasiar, Albert G.

Agriculture for Little People. Publication No. 0004.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Pub Date Jul 75

Note—79p.

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (\$1.50 plus postage)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—Agribusiness, \*Agricultural Education, Career Awareness, Career Education, \*Curriculum Guides, \*Learning Activities, Primary Education

The document is a collection of teacher guides to sample units introducing agriculture at the primary level; part or all of the units can be used along with the regular curriculum during the school year. Intended to acquaint K-3 students with agriculture's important role, the purpose of the course is to impart basic knowledge of materials, tools, processes, concepts, and career opportunities in agriculture. Five introductory units prepare students to focus on agriculture; the guide outlines are very brief. The nine sample units on agriculture are activity-based; the teacher guides are presented in the form of brief outlines in general terms, outlining basic procedures and listing content-area skills such as reading and mathematics which may be developed in the course of the activities. Four of the nine sample units are field-trips (to an orchard, a tomato farm, a golf course, and a stadium); four others involve the planting and maintenance of school gardens (flowers from bulbs, flowers from seeds, fruit in a greenhouse, and vegetables); and the remaining sample unit teaches leaf collection and identification through a "school rake-up." A teacher evaluation form, agribusiness career information, listed teaching resources, and 10 student activity sheets are included. (AJ)

**ED 110 749** CE 004 556

Career Development Guide: Grades K-5.

Oshkosh Area Public Schools, Wis.

Pub Date Jan 73

Note—174p.

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

Descriptors—Career Awareness, \*Career Education, Career Exploration, \*Curriculum Guides, Educational Objectives, \*Elementary Education, Learning Activities, Resource Guides, Self Actualization, \*Vocational Development

The Oshkosh Career Development Guide provides a framework on which to build a career development program. The first 20 pages of the document include an introduction, a diagram of the career development model, a career development scope and sequence model chart, and a brief description of the program's three components: self, the world of work, and career planning and preparation. The remaining 112 pages comprise lesson plans, presented under the first two headings for grades K-3, and under all three headings for grades 4 and 5. Each lesson is based on a general concept and objective, further divided into behavioral objectives with accompanying suggested learning activities, resources and materials, and evaluation procedures to be used by the teacher. The document concludes with a local resource guide, a glossary of career education terms (K-12), sample teacher worksheet and evaluation forms, and resource materials evaluation forms. (BP)

**ED 110 750** CE 004 557

Career Awareness for Deaf Education: Resource

Curriculum Guide: Pre-Kindergarten-Grade 12. South Dakota School for the Deaf, Sioux Falls.

Spons Agency—South Dakota State Dept. of Public Instruction, Pierre. Div. of Vocational-Technical Education.

Pub Date Jun 75

Note—263p.

**EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage**

Descriptors—Behavioral Objectives, Career Awareness, \*Career Education, \*Curriculum Guides, \*Deaf Education, Educational Objectives, Elementary Secondary Education, Instructional Materials, Job Application, \*Learning Activities, Resource Materials, Special Education

The comprehensive career awareness curriculum guide for the deaf and the hearing-impaired is the result of a research and development project conducted at the South Dakota School for the Deaf; teachers produced and pilot-tested the materials. The pre-kindergarten through primary level guide (approximately 100 pages) consists of teacher objectives matched with lists of resources and career-related instructional activities; it provides a self-awareness and attitude-development program and a basic exposure to the world of work. Guides for intermediate-level instructional units (30 pages), to be taught independently or incorporated into the regular curriculum, provide information about the world of work and opportunities to explore various occupations, and broaden the student's awareness of his environment. Identifying personal strengths and weaknesses is emphasized, to aid in realistic career-planning. The secondary teacher's guide (60 pages) matches teacher-objectives with lists of resources and learning activities. The content is related to occupational information about 12 job clusters; the curriculum developers were careful that their selections would be the most practical for the deaf person. A guide to teaching job-seeking skills (40 pages) and a listing of established postsecondary facilities offering programs for deaf students complete the document. (AJ)

**ED 110 751** CE 004 558

Boatman, Ralph H., Ed. Huther, John W., Ed.

Allied Health Education/Transfer of Credit: Recommendations of the North Carolina Articulation Project.

North Carolina State Dept. of Community Colleges, Raleigh.; North Carolina Univ., Chapel Hill.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Div. of Allied Health Manpower.

Pub Date Oct 74

Note—91p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—Administration, \*Articulation (Program), \*Credit Courses, \*Credits, Dental Assistants, Dietetics, Educational Programs,

Environmental Technicians, \*Health Occupations Education, Medical Laboratory Assistants, Medical Record Librarians, Medical Record Technicians, Nutrition, Physical Therapy, Post Secondary Education, Radiologic Technologists, \*Transfer Policy

Identifiers—\*Credit Transfer, Respiratory Therapy

The North Carolina Allied Health Articulation Project was launched to develop procedures which would enable an individual to transfer credit from an allied health education program in one setting to some program in higher education. In 1972-73, study committees were appointed to deal with the allied health professions of physical therapy, radiologic technology, medical laboratory technology, and the dental auxiliaries. The following year committees focused on medical record administration, nutrition and dietetics, respiratory therapy, and environmental health technology. The disciplines of this report are restricted to those for which preparation is likely to be acquired in two and four-year institutions of higher education. The three basic patterns leading to professional status which are expected to prevail are: (1) pre-professional curriculum--associate degree (optional), (2) basic professional curriculum--academic certificate or associate degree, and (3) intermediate professional curriculum--academic certificate or associate degree. The third section of the report examines problems related to credit transfer involving criteria for admissions, credit, grades, curriculum, student services, and institutional autonomy, and then recommends appropriate guidelines. More than half of the document consists of an appendix which outlines the status and the recommendations for the transfer of credit of the eight allied health professions studied by this project. (EA)

**ED 110 752** 95 CE 004 559

Honey, John C. Hartle, Terry W.

A Career Education Entitlement Plan: Administrative and Political Issues.

Syracuse Univ. Research Corp., N.Y. Educational Finance and Governance Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 75

Note—91p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*Adult Students, \*Career Education, \*Educational Administration, Educational Finance, Educational Policy, \*Education Vouchers, Policy Formation, \*Political Issues, Post Secondary Education, Student Costs, Training Allowances, Tuition Grants

Identifiers—Basic Educational Opportunity Grant, BOEG, G I Bill, TAP, Tuition Assistance Plan

The examination of administrative and political issues in career education entitlement (voucher) plans opens with a discussion of various rationales and models for entitlement programs. A discussion of existing and proposed entitlement schemes covers the Basic Educational Opportunity Grant Program (BEOG), the educational benefits provided under the G. I. Bill, the Tuition Assistance Plan (TAP) of New York State, and entitlements proposed by Norman Kurland, Herbert Striner, and Charles Benson and Harold Hodgkinson. The discussion of administrative issues covers: general administrative concerns; a new entitlement agency; participant, institution, and program eligibility; student protection; information; advice and counseling; special issues related to participant support services; employed participants' needs; participant placement; and entitlement evaluation. The discussion of political issues assesses the likely reactions of the public in general, students, professionals in postsecondary education (not institutional spokesmen), institutional spokesmen, educational associations, other leading lobbying groups, the States, and the Congress. A discussion of next steps offers two proposals: one for experimenting with a new program, the other for building on existing entitlements. Four appendices (a bibliography, administrative and political issues in career education voucher and entitlement plans, and an experimental entitlement scheme for adults to aid career related education) comprise 25 pages. (JR)

**ED 110 753** CE 004 560

Aker, George F.

Criteria for Evaluating Graduate Study in Adult Education: Findings of a Study Conducted for



the Commission of Professors of Adult Education.

Chicago Univ., Ill. Center for Continuing Education.

Pub Date [74]

Note—6p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Adult Education, Bibliographies, \*Evaluation Criteria, Evaluation Methods, \*Graduate Study, Graduate Surveys, Performance Based Education, Performance Criteria, \*Program Effectiveness, \*Program Evaluation, Student Opinion

The report identifies and organizes criteria for evaluating and determining the effectiveness of graduate programs in adult education. The first phase of the study, a review of the appropriate literature, contributed to the formulation of 22 criterion statements relevant to the development of graduate study in adult education. The study's second phase involved: defining the field of adult education; developing a behavioral classification scheme for the educational objectives of graduate programs in adult education; identifying existing statements of education objectives, professional competencies, and specific on-the-job behaviors of adult educators; classifying, refining, and formulating these statements into behavioral descriptions of these objectives; and refining those behavioral descriptions into a series of 23 statements for evaluating graduate study in adult education. Phase three involved surveying the opinions of adult education graduate students and doctorates regarding the importance of graduate study in developing professional competencies in the 23 behaviors. The phase three findings indicate that all 23 behaviors are important in the practice of adult education and that nearly all adult educators have a need for increasing their competence in these behaviors. Suggestions for improving graduate programs in adult education conclude the study, with an 11-page bibliography following. (JR)

ED 110 754 95 CE 004 561

Hull, William L. Kester, Ralph J.

The Perceived Effectiveness of Innovation Diffusion Tactics. Research and Development Series No. 99.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 75

Note—119p.; For related documents, see ED 079 468 and ED 087 900

Available from—Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (\$7.50)

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Administrative Problems, Administrator Attitudes, \*Adoption (Ideas), Change Agents, \*Change Strategies, Data, Data Analysis, \*Diffusion, Educational Change, \*Educational Innovation, Educational Research, Failure Factors, Information Dissemination, Information Utilization, Perception, Statistical Studies, Success Factors, Teacher Attitudes, \*Vocational Education

The document summarizes research on the process of diffusing innovations in vocational education. The purpose was to: (1) determine if empirical dimensions of three conceptual domains (innovation, client, and strategy) exist; (2) if they exist, to identify them; (3) to describe them with empirical information; and (4) to relate the dimensions to perceived effectiveness of diffusion tactics. An interim report described the innovation and client domains; the final report identifies types of diffusion tactics and relates selected variables (types of diffusion tactics, types of clients, stages of adoption, and types of innovations) to the perceived effectiveness of these tactics. Stages of adoption are identified as awareness, interest, evaluation, and adoption. The most important finding of the study was a significant difference in the perceived effectiveness of diffusion tactics across all stages of adoption. The ratings for stage of adoption was different across all tactics. The interaction of these two variables was also significant. Individuals in the client clusters perceived tactic effectiveness differently. Respondents in different roles tended to perceive tactic effectiveness differently. These findings empirically document the need for differential use in educational change tactics for persons in different

roles and for projects in different stages of adoption. (Author/AJ)

ED 110 755 CE 004 562

Moore, Eddie A. Bender, Ralph E.

Professional Educational Competency Needs of Three Groups of Vocational Agriculture Teachers in Ohio. Summary Research 3.

Ohio State Univ., Columbus. Dept. of Agricultural Education.

Pub Date 75

Note—23p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Agricultural Education, \*Inservice Teacher Education, Performance Based Teacher Education, Preservice Education, \*State Surveys, \*Teacher Education, Teacher Educators, \*Teacher Qualifications, \*Vocational Agriculture Teachers

Identifiers—Ohio

To identify professional education competency needs for vocational agriculture teachers in Ohio, 555 secondary vocational agriculture teachers teaching in the State during 1973-74 were surveyed. The target population was stratified into three groups: (1) four-year college agricultural education majors, (2) four-year college technical agriculture majors, and (3) non-college graduates recruited from business and industry. The study sample included 79 college technical agriculture majors, 43 non-college graduates, and a random sample of 200 professionally prepared teachers. Data were collected through mail questionnaires from 83 percent of the vocational agriculture teachers, 75 percent of the technical agriculture majors, and personal interviews with non-college graduate teachers. Questions covered educational/occupational backgrounds of the respondents, teachers' perceptions of the importance of 256 professional education competencies, and teachers' perceptions of their proficiency. The number of competencies most needed by the three groups of teachers varied considerably. Inservice education needs for the 256 competency items indicated 23 items for professionally trained teachers, 99 items for technical agriculture majors, and 255 for non-college graduates. It was recommended that Ohio teacher educators/supervisors in agricultural education continue evaluation of competency needs of the three groups in up-dating pre-service and in-service teacher preparation programs. (EA)

ED 110 756 CE 004 563

Navara, James L.

A Proposal to Assess the Needs of Students in Ten School Districts. Final Report.

Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.

Pub Date 31 May 75

Note—79p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Career Education, Career Planning, \*Educational Assessment, Educational Needs, \*High School Students, Questionnaires, Relevance (Education), Statistical Surveys, Student Interests, \*Student Needs, \*Student Opinion, \*Surveys

Identifiers—\*Needs Assessment

State Fair Community College, Sedalia, Missouri, surveyed the needs of students in grades 9-12 in 10 non-urban Missouri school districts. The project was designed to gather data for use by area schools, the area vocational-technical school, and the career education staff that has been working with these schools. The report reproduces the survey instrument (the Missouri Student Needs Survey) and analyzes the data obtained. The following results of the survey are singled out: responses from students in smaller school districts were similar to those from students in larger districts; students showed uncertainty about future plans; students felt they needed considerable or additional help with vocational and educational planning; students indicated that their counselors had not discussed their ability and achievement tests with them individually; students felt that teachers were making their classes as meaningful as possible; and students indicated that most of their class work is not relevant to their interests or future plans. Appendixes comprise more than half of the report, and provide information on student responses to the survey, student needs and interests, a student-needs workshop, and a calendar of administration. (Author/PR)

ED 110 757

CE 004 565

Lipe, Dewey

Ohio State's Architecture for a Comprehensive Career Education.

Pub Date 75

Note—6p.; For related documents, see CE 004 566-568; Paper presented to the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Career Education, \*Curriculum Development, Educational Research, \*Models, Speeches

Identifiers—CCEM, \*Comprehensive Career Education Model

The development of the largest school-based career education model program, by the Center for Vocational Education (CVE), went through several stages. The three levels of career awareness, career exploration, and vocational preparation became an integral part of the Comprehensive Career Education Model (CCEM) at an early stage. Eight elements were derived from eight statements which defined areas considered to be essential in career education. CVE, in cooperation with six school districts, designed and prepared some 133 K-12 career education curriculum units, 45 of which have been revised and field tested by CVE. Sixtyone other units are being revised and field tested by the American Institutes for Research (AIR). The entire set of units was intended to be illustrative rather than comprehensive. The thrust of the AIR project has been for impact. Three groups, publishers, school administrators, and teachers, were surveyed to determine their needs and goals and their reactions to the current form of the units. The units were then analyzed and their content coded on a lesson-by-lesson basis. These data will be used in revision to prevent redundancy and assume that a coherent career education program will evolve from the revision process. Further revision and field testing will be followed by arrangements for commercial publication. (Author/SA)

ED 110 758 CE 004 566

Dunn, James A.

Field Testing and Revision of the AIR Career Education Curriculum.

Pub Date 75

Note—8p.; For related documents, see CE 004 565 and CE 004 567-568; Paper presented to American Educational Research Association (Washington, D.C., March 30-April 3, 1975); Appendix A, referred to in the document, is not included

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Career Education, \*Curriculum Development, Educational Research, \*Models, Speeches

Identifiers—CCEM, \*Comprehensive Career Education Model

The American Institutes for Research (AIR) has been involved in the design and development of career education curriculum materials for well over a decade, even before the term was originated by the U.S. Office of Education. This led to the involvement of AIR in the design and development of the Comprehensive Career Education Model (CCEM). Four general constraints under which career education programs must operate are: they must be economically feasible, they must be able to operate with regular classroom staffing patterns, they must be considerate of teacher time and effort, and they must fit the needs of local users. Important factors determining the adoption of such programs are acquisition cost and teachers' and administrators' perceptions of the potential classroom utility of the material. All these aspects, and others, will be considered in the process of field testing and revision of curriculum units for CCEM. (SA)

ED 110 759 CE 004 567

Haveman, Jacqueline E.

Phase A: The CCEM Acceptability Studies.

Pub Date 75

Note—6p.; For related documents, see CE 004 565-566 and CE 004 568; Paper presented to American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Career Education, \*Curriculum Development, Curriculum Research, Educational Research, Feasibility Studies, \*Models, Speeches

**Identifiers—**CCEM, \*Comprehensive Career Education Model

The first phase of the American Institutes for Research (AIR) activity in the revision of 61 curriculum units of the Comprehensive Career Education Model (CCEM) project focused on obtaining information that would aid in revising the units to meet the needs of publishers, school administrators, and teachers. Three separate acceptability studies were carried out to obtain reactions to the first CCEM materials: an in-depth review of the materials by classroom teachers in a workshop setting; a review of the sample units by school administrators; and a review by publishers who have an interest in career education materials. A common set of review materials consisting of three sampler units and evaluation forms was used in all three studies. Results of the studies confirmed the presence of a high interest in career education and should lead direction to the planning of the next steps. (SA)

**ED 110 760** CE 004 568  
McLeod, Gordon K.

**Status Report and Current Activities.**  
Pub Date 75

**Note—**6p.; For related documents, see CE 004 565-567; Paper presented to American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors—**\*Career Education, \*Curriculum Development, Curriculum Research, \*Models, Speeches

**Identifiers—**CCEM, \*Comprehensive Career Education Model

At the end of the first nine months of the American Institutes for Research (AIR) project to revise and field test the Comprehensive Career Education Model (CCEM) curriculum materials, activities are proceeding on four fronts. A coding of 61 curriculum units on a lesson-by-lesson basis has been completed and a content analysis is now being carried out. Five units have been carried through initial revision and another batch of 15 units will be revised following dialogues with publishers to obtain publisher requirements. Teachers have been trained and provided with evaluation instruments for field testing the first batch of revised units. Dialogues are being carried out with publishers who are interested in bidding on the materials that eventually will be produced in the project. (Author/PR)

**ED 110 761** CE 004 569  
**Career Awareness Materials. Final Report.**

Bethel School District, Eugene, Ore.  
Spons Agency—Oregon State Board of Education, Salem. Div. of Community Colleges and Career Education.

Pub Date 2 Jan 73

**Note—**16p.; The outside evaluation report referred to in the document is not included

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*Career Awareness, \*Career Education, Elementary Education, Elementary School Teachers, Instructional Materials, \*Material Development, \*Program Descriptions, Resource Materials, Surveys, Teacher Developed Materials, \*Visual Aids

The career awareness materials project concentrated on making visual aid materials and knowledge of their use available to the elementary school teachers in the Bethel (Oregon) School District. The program assigned staff members in developing new materials and made those materials available to other teachers in the District. The materials included bulletin boards, posters, games, kits, maps, study prints, realia kits, and study series. A survey of the teachers taking part in the project indicated that the materials are of assistance to those teachers acquainted with career awareness concepts, that additional inservice programs are needed for teachers to better understand the program and make better use of the materials, and that additional materials need to be collected to enhance resource availability. Demographic and statistical information for the District and a survey of project costs are included in the project summary. (JR)

**ED 110 762** CE 004 570  
**Occupational Exploration for Small High Schools. Final Report.**

Hereford-Unity School District, Ore.  
Spons Agency—Oregon State Board of Education, Salem. Div. of Community Colleges and Career Education.

Pub Date 11 Jul 72

**Note—**24p.; A report of Burnt River High School, Unity, Oregon; Best copy available

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*Career Education, Career Exploration, \*College High School Cooperation, Course Descriptions, \*Demonstration Programs, Pilot Projects, \*Program Descriptions, Secondary Education, \*Small Schools

The report describes a program whose primary objectives were to develop a model program wherein the resources of the community college and the secondary school are utilized to expand occupational education opportunities in a manner that related high school education to the world of work, and to provide secondary students with programs of occupational orientation, exploration, occupational cluster training, counseling and guidance in small, isolated high schools whose size and resources have restricted their programs in the past to instruction aimed primarily at preparation for college. The two-year program involved career education training for instructors, aids, and consultants in two relatively isolated Oregon secondary schools; career education instruction for the schools' students by means of learning packages; and a mobile career education laboratory. The report's summary and conclusions indicate that the program was a success. Half the document consists of course outlines for the following 10 courses: welding, small engines, gas engine trouble shooting, construction skills, drafting, commercial design, consumer problems, child care and development, clothing construction, and personal development. (Author/JR)

**ED 110 763** CE 004 571

**Consortium for Planning, Developing, and Implementing Exploratory Industrial Career Development Models (Phase I of Three Phases). Interim Report.**

Oregon State Univ., Corvallis.

Spons Agency—Oregon State Board of Education, Salem. Div. of Community Colleges and Career Education.

Pub Date 30 Jun 74

**Note—**208p.

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**

**Descriptors—**Administrator Responsibility, Career Exploration, Curriculum, \*Demonstration Programs, \*Educational Objectives, Industrial Arts, Junior High Schools, Pilot Projects, \*Program Descriptions, \*Program Development, Teacher Improvement, \*Trade and Industrial Education, Vocational Education

The report describes the organizational phase of a project designed to create program models and supporting literature for exploratory industrial career development programs for grades seven to ten. The project was undertaken by Oregon State University in cooperation with the Oregon State Department of Education and involved the formation of a consortium for program development among four Oregon school districts. The successful completion of phase one (staff development, curriculum development, and administrative requirements development) resulted in the development of five program models, the participation of selected staff from each district in monthly inservice activities, the impact of the program on all industrial education staff, and the commitment by each school district of staff and/or funds toward the implementation of program models. Appendixes make up virtually all of the document and present detailed outlines of program goals and performance indicators for the four districts: the Albany Career Exploration/Industrial Arts (Student Managed Learning) Program; the Ashland Junior High School Exploratory Industrial Career Program; for Klamath Falls, two articulated programs (the Ponderosa Junior High School Industrial Career Exploration Program, and the Mazama Mid-High School Exploratory Industrial Career Program); and the Philomath Alive Program (Allied Learning in Vocational Exploration). (JR)

**ED 110 764** CE 004 572

**Development of Evaluation Instruments to Determine Effectiveness of World of Work Program: Final Report.**

Bethel School District, Eugene, Ore.

Spons Agency—Oregon State Board of Education, Salem. Div. of Community Colleges and Career Education.

Pub Date 14 Jun 73

**Note—**8p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**Academic Achievement, \*Career Awareness, \*Career Education, Educational Assessment, \*Educational Programs, Elementary Education, \*Evaluation Methods, Program Evaluation, \*Student Evaluation, Teacher Developed Materials

The report describes a project designed to evaluate the effectiveness of career awareness instruction in the Bethel District (Oregon) elementary schools' World of Work program. Teachers from each grade level developed formats for the evaluation instruments which were administered to students, with the results in turn being evaluated by an evaluation committee and by outside evaluators. Analysis of the test results indicated that the instruments at some grade levels were too easy, and that questions at the fifth and sixth grade level were too social studies oriented and hence needed extensive revision. The study concluded that due to changes in curriculum it would be necessary to revise the Bethel World of Work guide. Demographic information for the study and a summary of its costs appear at the end of the report. (JR)

**ED 110 765** CE 004 573

**Cal Young Integration of Career Education into 9th Grade Classes: Suggestions for the Subject Areas.**

Eugene Public Schools, Ore.

Spons Agency—Oregon State Board of Education, Salem. Div. of Community Colleges and Career Education.

Pub Date [74]

**Note—**105p.; Some text printed on colored pages may not reproduce clearly

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors—**Audiovisual Aids, Career Awareness, \*Career Education, Careers, \*Curriculum Guides, Grade 9, Instructional Materials, Jobs, \*Learning Activities, Occupational Clusters, Occupational Information, Occupations, \*Resource Materials, Secondary Education, Units of Study (Subject Fields)

The curriculum guide contains suggested learning activities and resource materials designed to integrate career education concepts into subject areas for the ninth grade. The guide provides such things as goals, teacher activities, expected student competencies, vocabulary lists, sample occupations and related information, lists of resource material and/or persons, audiovisual aids, and sample evaluation forms for the following subject areas: language arts, mathematics, business education, science, industrial arts, art, music, home economics, and social studies. The guide also includes a sample career education workshop agenda, sample career education topics for grades seven and eight, and lists of competencies and performance indicators for the various career development program goals. (JR)

**ED 110 766** CE 004 574

**Student-Based Career Awareness Curriculum Project in Career Education: Final Report.**

Springfield Public Schools, Ore.

Spons Agency—Oregon State Board of Education, Salem. Div. of Community Colleges and Career Education.

Pub Date 30 Jun 73

**Note—**33p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**\*Career Awareness, \*Career Education, \*Educational Programs, Elementary Education, Guidance, Individualized Programs, Inservice Programs, Inservice Teacher Education, \*Program Evaluation, \*School Community Relationship

The report describes a project whose major thrust was to personalize students' learning experiences, through the community's occupational environment, in developing a strong guidance-based career education program for elementary grades. A series of staff workshops and small study groups focused on the development of career awareness programs and particular units for each grade level. Major outcomes of the project were: integration of career awareness with social studies curriculum; development of guidance activities at each level; development of a field trip model; development of a student services program; refinement of student activities; and development of a program utilizing community volunteers from junior high, senior high, community college, and school patrons. An outside evaluation report of the project concluded that the amount of staff involvement was an asset

to the project, but that the failure to strictly correlate curriculum changes with accepted career awareness objectives constituted a handicap. The final report includes a quarterly report of the project which presents both long- and short-range goals, objectives, and activities for the project. The report ends with conclusions, recommendations for areas of future development, and a brief summary. Demographic and statistical information and a summary of project costs are included. (Author/JR)

**ED 110 767** **CE 004 577**  
**PCE/K-10 Activities for Career Education.**  
 Portland Public Schools, Oreg. Area II Office.  
 Pub Date Jun 74  
 Note—73p.; For related documents, see CE 004 578-580

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
**Descriptors—Career Choice, \*Career Education, Career Exploration, Educational Objectives, Educational Strategies, Guidance Centers, High Schools, \*Integrated Activities, \*Integrated Curriculum, Learning Activities, Program Descriptions, Public Schools, \*Secondary Education, \*Units of Study (Subject Fields), Vocational Development**

**Identifiers—Marshall High School, Oregon (Portland), PCE, \*Project Career Education**  
 Intended for use by Marshall High School faculty as they integrate career education into their curriculum, the project notebook is based on the (Portland, Oregon) overall Area 2 program goals for career education which proposes that all children completing school should have sufficient knowledge and competencies to enter into a field of employment or an advanced training program in that field. The first section, goals and components, discusses K-10 activities in the areas of career awareness and career exploration. Also explained are the five components of career education at John Marshall High School (file folders, self understanding surveys, speakers, field trips, and resources). The remaining sections of the document describe the school's integrated career activities in the areas of art, business education, counseling, language arts (English), health and physical education, home economics, humanities, industrial education, math, modern languages, science, social studies, and special education. Concluding the document are a discussion of the functions and resources of the Career Planning Center (CPC), a description of self understanding survey instruments being utilized, and a list of additional resources available through Area 2 offices. (BP)

**ED 110 768** **CE 004 578**  
**PCE/K-10 Activities for Career Education, Grades K-3.**  
 Portland Public Schools, Oreg. Area II Office.  
 Pub Date [Jun 73]  
 Note—204p.; For related documents, see CE 004 577-580

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**  
**Descriptors—\*Career Awareness, \*Career Education, \*Curriculum Guides, Educational Objectives, Grade 1, Grade 2, Grade 3, Integrated Activities, \*Integrated Curriculum, Kindergarten, Learning Activities, \*Primary Education, Teaching Procedures, Units of Study (Subject Fields)**

**Identifiers—Oregon (Portland), PCE, \*Project Career Education**  
 Project Career Education Activities for Grades K-3 is based on the overall Area 2 (Portland, Oregon) program goals for career education which proposes that children completing school should have sufficient knowledge and competencies to enter into a field of employment or advanced training program in that field. The first section discusses the project's goals, concepts, and components, related to the total K-10 career awareness and exploration program, discussing the educational strategies of resource development, field trips, speakers, file folders, and self understanding surveys. The body of the document is divided into integrated career awareness activities for the following grade levels: kindergarten/grade 1 (with sections entitled ourselves, school, others, jobs, and making things); grade 2 (with sections entitled vocational, family, citizenship, and leisure); and grade 3 (with sections entitled health and science, music, language arts, self awareness, and social studies). For each activity the theme, grade level, curriculum area, life role, purpose, objective, material/resources, and

teaching procedures are specified. The document concludes with sample activity blanks and evaluation forms. (BP)

**ED 110 769** **CE 004 579**  
**PCE/K-10 Activities for Career Education, Grades 4-6.**  
 Portland Public Schools, Oreg. Area II Office.  
 Pub Date [Jun 73]  
 Note—214p.; For related documents, see CE 004 577-580

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**  
**Descriptors—\*Career Awareness, \*Career Education, \*Curriculum Guides, Educational Objectives, \*Elementary Education, Grade 4, Grade 5, Grade 6, Health, \*Integrated Activities, Integrated Curriculum, Language Arts, Learning Activities, Mathematics, Sciences, Social Studies, Units of Study (Subject Fields)**

**Identifiers—Oregon (Portland), PCE, \*Project Career Education**

The Portland (Oregon) Public School Project Career Education (PCE) Activities for grades 4-6 is based on the city's overall Area 2 program goals for career education which proposed that children completing school should have sufficient knowledge and competencies to enter into a field of employment or an advanced training program in that field. Discussed in general are the project's goals in career awareness and career exploration. The remaining sections are divided by grade levels (4-6), providing integrated career awareness activities in social studies, language arts, math, health and science, and general areas of interest. For each activity the theme, grade level, curriculum area, life role, purpose, objectives, materials/resources, and teaching procedures are outlined. The document concludes with sample teaching activity blanks and evaluation forms. (BP)

**ED 110 770** **CE 004 580**  
**PCE/K-10 Resource Supplement, Grades K-6.**  
 Portland Public Schools, Oreg. Area II Office.  
 Pub Date [Jun 74]  
 Note—128p.; For related documents, see CE 004 577-579; Best copy available

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**  
**Descriptors—Audiovisual Aids, Bibliographies, \*Career Awareness, \*Career Education, Childrens Books, Curriculum Evaluation, Educational Objectives, \*Elementary Education, Field Trips, Information Sources, Instructional Materials, Integrated Activities, \*Integrated Curriculum, Learning Activities, \*Resource Guides, Resource Materials**

**Identifiers—Oregon (Portland), PCE, \*Project Career Education**

The Portland (Oregon) Public School Project Career Education (PCE) resource supplement (K-6) was developed to be added to the PCE/K-10 Activities for Career Education. The first section of the document consists of instructions for use of the document, the minimal expectations of the project, the goals and components for career awareness (resources, field trips, and speakers), six activity guide evaluations for grades K-6, and a grade six activity guide insert. The remaining sections consists of resource materials and information related to: (1) field trips in the Portland area; (2) a list of audiovisual aids specifying grade levels, academic subject area, and topic; (3) free sources of career education materials; (4) children's books arranged by author, specifying grade level and academic subject area; and (5) additional teacher reference information, including life role definitions, occupational classifications, career clusters, associated occupations, and a career education bibliography. (BP)

**ED 110 771** **CE 004 581**  
**An Integration of Career and Consumer Education and Reading and Language Arts Program Level Goals. Final Report.**

Portland Public Schools, Oreg. Area III Office.  
 Spons Agency—Oregon State Board of Education, Salem. Div. of Community Colleges and Career Education.

Pub Date 30 Jun 74  
 Note—127p.; The classroom materials portions of the document are marginally reproducible; Best available copy

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**  
**Descriptors—\*Career Education, Classroom Materials, Classroom Research, Concept Teaching, \*Consumer Education, Course Content, Course Descriptions, Course Objectives,**

**\*Integrated Curriculum, Interdisciplinary Approach, Learning Activities, Personal Values, Primary Education, Program Evaluation, \*Reading Instruction, Reading Materials, Reading Material Selection, Reading Skills, \*Resource Materials, Teaching Procedures**

The study identified primary grade-level materials that might be useful in helping children considered socioeconomically disadvantaged to secure personal identities and self-awareness in relation to the social and economic systems around them. Major project activities were: (1) developing pertinent course-level goals for career and consumer education and reading skills instruction; (2) studying reading and language arts materials commonly used in Portland public schools for content related to career and consumer education; and (3) surveying Portland teachers for their current thoughts and classroom procedures in the teaching of career and consumer education concepts. The study committee concluded that teaching career and consumer education concepts in concert with reading skills is feasible and is an approach supported by teachers. The project report comprises one-quarter of the document. Appendixes range from job descriptions of the project committees to prototypical instruction guides, an orientation to their use, and an evaluation instrument for their users. A one-page bibliography of primary instructional materials, a cross-referenced goals checklist, and descriptor concepts for each goal are also appended, as are data showing agreement levels among teachers for the importance of career and consumer education goals and formative and summative project evaluation reports. (AJ)

**ED 110 772** **95** **CE 004 582**  
**Guideline of Career Development Activities (Samples): A Statewide Program in Developmental Vocational Guidance (K-12) and Occupational Preparation for the Changing World of Work.**  
 North Dakota State Board for Vocational Education, Bismarck.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 71  
 Note—30p.; For related document, see CE 004 583

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors—Career Awareness, \*Career Education, Career Planning, Creative Activities, \*Curriculum Guides, Demonstration Projects, Enrichment Activities, Humanistic Education, \*Integrated Curriculum, Interdisciplinary Approach, \*Learning Activities, \*Lesson Plans, Resource Guides, Secondary Education, Student Centered Curriculum, Teacher Developed Materials, Teaching Techniques, Units of Study (Subject Fields)**

The document is a sampling of lesson plans for career education in secondary academic subject areas, produced by North Dakota school personnel with the State board, for a vocational education exemplary project. It is a preliminary draft compiled for field-testing. Project objectives include: (1) preparing youth to cope with continued change in the world of work, (2) acquainting students with major occupational fields, (3) helping students assess themselves, and (4) helping students acquire necessary job information. Other objectives stress attitudes, realism, planning, and educational relevance. Individual lessons are presented in the areas of English, mathematics, biology, art, economics, office education, social studies, foreign language, and guidance. Several in-depth lessons are presented for English classes (comprising more than half the document); there is one lesson outlined for each of the other disciplines. Each lesson plan includes broad and specific objectives, a list of activities, a teaching guide entitled "Suggested Technique," and a list of resource materials. There is special emphasis in the English lessons on self-awareness, examination of attitudes and beliefs and their sources in society and in the family, and rational decision-making. Lessons in the other subject areas concentrate on occupational information, job skills, and self-evaluation. (AJ)

**ED 110 773** **95** **CE 004 583**  
**A Statewide Program in Developmental Vocational Guidance (K-12) and Occupational Preparation for the Changing World of Work. Final Report.**  
 North Dakota State Board for Vocational Education, Bismarck.



Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.  
Bureau No.—V061047A  
Pub Date 31 Aug 73  
Grant—OEG-0-70-4752(361)  
Note—120p.; For related document, see CE 004 582

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**  
Descriptors—Career Awareness, \*Career Education, \*Demonstration Programs, Elementary Secondary Education, Occupational Guidance, Pilot Projects, Program Attitudes, \*Program Descriptions, \*Program Evaluation, \*State Programs, Tables (Data)  
Identifiers—\*North Dakota

The final report describes an exemplary three-year program in vocational guidance and occupational preparation in North Dakota designed to integrate career development activities throughout the elementary-secondary curriculum. The program, which involved both teachers and students in a wide variety of career development activities, resulted in the organization of inservice programs for administrators, teachers, and counselors, and the development of career activity guides, an administrator's guide, 75 fifteen-minute television tapes, selected career guidance material, special intensive training programs for school dropouts, and a model career guidance program. An interim evaluation of the program's third year concluded that of all participating groups only guidance personnel participated less than enthusiastically. The final evaluation of the program suggested that even though the exemplary program did not turn into a statewide project as originally planned, the program did accomplish its overall goal of exposing students to the world of work. The report concluded that the career development process needs more emphasis throughout the curriculum and offers two pages of recommendations to that effect. Ten appendices covering 40 pages provide such information as a bibliography, sample activities, and a summary of the results of the Career Development Summer Institute. (JR)

**ED 110 774** CE 004 584

Lorenz, James Putnam, Margaret  
Pre-Vocational Education Workshop, July 8-19, 1974. Final Report.

Middle Tennessee State Univ., Murfreesboro.  
Spons Agency—Tennessee State Dept. of Education, Nashville. Div. of Vocational-Technical Education.

Pub Date 19 Jul 74

Note—52p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Educational Objectives, Educational Philosophy, Educational Planning, \*Educational Programs, English Instruction, Junior High Schools, Office Occupations Education, \*Prevocational Education, Program Design, Program Development, \*Program Planning, \*Teacher Workshops

The report describes a workshop held to facilitate compliance with recent Tennessee legislation and organized to: (1) plan a model pre-vocational education program at the seventh and eighth grade level and (2) plan for personnel development for teachers, counselors, coordinators, and others responsible for prevocational education programs. Pre-workshop activities included gathering appropriate resource materials, visiting existing pre-vocational and career education programs, preparing reference materials and meeting with consultants and selected school representatives. The two-week workshop brought together individuals of varying backgrounds who represented the complete spectrum of course offerings at the model school, Central Middle School (CMS), and made liberal use of consultants, small and large group work, audio-visual materials, and field trips. Participants' evaluations were generally favorable. The workshop produced statements of philosophy and goals for the CMS pre-vocational education program, instructional units for each participating teacher, a public relations plan for advertising the program to both teachers and the general community, and proposed courses in pre-vocational education to be offered at Middle Tennessee State University. Nine recommendations summarize the workshop's findings. Fifteen pages of appendices include lists of workshop participants, consultants, and visitors, as well as pre-vocational units for English and office occupations. (JR)

**ED 110 775**

Lewis, Jean And Others

Student Needs Assessment Guide.

Vale School District 15, Oreg.

Spons Agency—Oregon State Board of Education, Salem. Div. of Community Colleges and Career Education.

Pub Date Jul 74

Note—496p.

**EDRS Price MF-\$0.92 HC-\$24.75 Plus Postage**

Descriptors—Audiovisual Aids, Career Choice, \*Career Education, Career Exploration, Decision Making, Educational Objectives, Employment Potential, Employment Qualifications, Employment Trends, \*Junior High School Students, Leisure Time, Middle Schools, Occupational Clusters, \*Resource Materials, Self Concept, \*Self Evaluation, \*Student Needs, Teaching Guides, Work Attitudes

Designed as a component of a career exploratory program at Vale Middle School, Vale, Oregon, the Student Needs Assessment Guide provides middle school teachers with an instrument to be used in helping students assess themselves as individuals and to match this assessment with current and expected roles in the adult world. The guide consists of two major components: (1) student needs assessment program goals/objectives and (2) resources. Major goals (pertaining to self-awareness, self-image, values, decision-making, student occupational potentials, career choice, work attitudes, employment skills, job requirements, occupational clusters, maintaining employment, employment trends, and leisure-time activities) are outlined in a three-column format which identifies suggested activities and resources (cross references to the appendixes) to be related to specific objectives. Over 450 pages of the document consist of appendixes, with major coverage given to Appendix A, classroom activities. The vast compilation of "hands-on" materials includes various forms, rating sheets, self-concept/personality checklists, interest and attitude surveys, emotional maturity self-tests, personal data sheets, evaluation checklists, profiles, and experience and self-analysis questionnaires. Other appendixes contain references for films, filmstrips, kits and games, transparencies, and tapes, which are arranged in triple-column format with titles and descriptions, location, and appropriate user level. (EA)

**ED 110 776**

Wheeler, Helen Rippier

Alice in Wonderland, or, Through the Looking Glass; Resources for Implementing Principles of Affirmative Action Employment of Women.

Pub Date Jul 75

Note—14p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Affirmative Action, \*Annotated Bibliographies, Books, \*Equal Opportunities (Jobs), Females, \*Feminism, Films, Microfilm, Organizations (Groups), Pamphlets, Periodicals, \*Resource Guides, \*Sex Discrimination, Slides, Tape Recordings

The annotated bibliography of resources for implementing principles of affirmative action employment of women consists of an alphabetical listing of 64 references of periodicals, organizations, films, books, pamphlets, tapes, slides, and microfilms. In a three-page introduction to the problem, the author defines an affirmative action program as "a set of specific result-oriented action-commitments and procedures designed to systematically achieve an equitable redistribution of both sexes (and other protected classes) within a workforce." The author further sees the program as one containing goals and timetables so that the workforce distribution takes place as soon as possible within a prescribed time period, with major program emphasis on the recognition and removal of barriers, identification of persons unfairly excluded or held back, and action enabling them to compete for jobs on an equal basis. Disparate treatment of sexes, wage differentials, and harassment are singled out as examples of specific charges typically needing to be filed by females in institutions without affirmative action programs or with token programs. The author also stresses open advertising policies that communicate news of specialized employment opportunities to all qualified women. (Author/EA)

CE 004 586

**ED 110 777**

DeGracie, James S. And Others

The Picture of a Dropout.

Mesa Public Schools, Ariz. Dept. of Research and Evaluation.

Spons Agency—Arizona State Dept. of Education, Phoenix. Div. of Vocational Education.

Pub Date [74]

Note—54p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Data Analysis, \*Dropout Characteristics, \*Dropout Identification, Dropout Prevention, \*Dropout Research, Educational Research, \*Potential Dropouts, \*Profile Evaluation, Secondary Education

Identifiers—Arizona (Mesa), \*Mesa High Schools

To determine whether needed components of the career education program were directed toward the potential Mesa school dropouts, a study was made of their characteristics. Samples used were an exhaustive sample of the 431 dropouts of the 1972-1973 school year and a random sample of the 1973-1974 potential dropouts (those students over age 16 or beyond grade 8). Selected demographic data were collected and student absence rates monitored. The Mesa school dropout comes from a diverse background and prediction is questionable. Recommendations include a continuation of the data collection for permanent profiles of the student body, a classification of students by course of study in one of three categories: college preparatory, general education, or vocational education, a followup of no-shows to document summer dropouts, and teacher/student contract programs. Recommendations for counselor activities concern record-keeping and more time scheduled with students. (MU)

**ED 110 778**

Talagan, Dean P.

A Comprehensive Occupational Education Program.

Wyoming State Dept. of Education, Cheyenne.

Pub Date 70

Note—27p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Career Awareness, Career Choice, \*Career Education, Career Exploration, Career Planning, Cooperative Education, \*Elementary Secondary Education, Job Training, Occupational Clusters, Occupational Information, \*Post Secondary Education, \*Program Design, \*State Programs, Vocational Development, Vocational Education  
Identifiers—\*Wyoming

The Wyoming Comprehensive Occupational Education Program (K through community college) focuses on positive work attitudes and job-entry skills. In kindergarten through grade six, occupational attitudes are incorporated into the existing elementary school curriculum. A career-orientation program is designed for grades seven and eight that provides occupational information, job interests and aptitudes, job applications and interviews, and the future employment outlook. Students are supplied with the Wyoming Occupation Resource Kits (WORK) from the State Department of Education. Career exploration is the theme in grades nine and ten; students are provided with the opportunity to explore various occupational clusters and to establish a tentative choice of occupational goal by age 16. This is followed by the development of career preparation broad skill programs in grades 11 and 12 that encourage the development of cooperative education programs: industrial cooperative education, distributive education, cooperative office education, cooperative agriculture occupations, cooperative service occupations, and diversified occupations. Postsecondary (grades 13 and 14) and adult education programs for training/retraining are provided by the community colleges. (EA)

**ED 110 779**

Education in Transportation Systems Planning: Highway Research Record No. 462.

National Academy of Sciences, National Research Council, Washington, D.C. Highway Research Board.

Pub Date 73

Note—49p.

Available from—Transportation Research Board, National Academy of Sciences, 2101 Constitution Avenue N.W., Washington, D. C. 20418 (Order No. ISBN 0-309-02195-2, \$1.80)

CE 004 589

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Educational Programs, Engineering Education, Higher Education, Interdisciplinary Approach, \*Planning, \*Professional Education, Professional Occupations, Professional Personnel, Professional Training, \*Systems Analysis, Systems Approach, Systems Development, \*Transportation

The papers contained in the issue of Highway Research Record focus on current and emerging patterns of education and training related to transportation systems planning. The five papers are: Transportation Centers and Other Mechanisms to Encourage Interdisciplinary Research and Training Efforts in Transportation (Frederick J. Wegmann and Edward A. Beimbom); University Responses to Multidisciplinary Education (Lester A. Hoel); Role of Systems Analysis in Transportation Curricula (Richard de Neufville); Undergraduate Civil and Environmental Engineering and Transportation Engineering Needs (Herman A. J. Kuhn and William D. Berg); and The Transportation Laboratory: Teaching Fundamental Concepts of Transportation Systems Analysis (Marvin L. Manheim and Earl R. Ruitter). (JR)

**ED 110 780 95 CE 004 593**

**Hattistaedt, Mary Jane Isaac, Margaret M.**  
**Development and Use of Challenge Exams for Clinical Laboratory Nursing 2: Part 2 Final Report.**

Pima Community Coll., Tucson, Ariz.

Spons Agency—Arizona State Dept. of Education, Phoenix. Div. of Vocational Education.

Pub Date 18 Mar 75

Note—178p.

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

**Descriptors**—Annotated Bibliographies, Check Lists, \*Equivalency Tests, Evaluation Criteria, Evaluation Methods, \*Geriatrics, Medical Education, \*Nursing, \*Pediatrics Training, \*Performance Criteria, Performance Tests, Post Secondary Education, Questionnaires, Standardized Tests, Student Evaluation

**Identifiers**—\*Obstetrics

The report describes the development of a set of equivalency tests for students in Nursing 2 who have had prior clinical laboratory training or experience in pediatrics, obstetrics, or geriatrics. For each of the three areas the examination packet includes: the course clinical objectives, the challenge examination objectives, a self-study guide, a description of the method and the objectives of the examination, a list of instructions for the tester, a "Giving Care to the Patient" performance evaluation tool, other performance evaluation tools that might be used in the test (teaching/learning, nursing care plan, oral medication administration, and intravenous fluid administration), and possible question topics. (The obstetrics examination includes the above items for both care of the newborn and care of the mother during pregnancy, labor, delivery, and post partum.) Three appendixes, comprising nearly a third of the document, include: performance evaluation tools for intravenous fluid therapy, oral medications, a nursing care plan, teaching/learning, patient problems analysis, an annotated bibliography on challenge examinations in nursing, forms and their tabulated results regarding use of challenge examinations in other undergraduate nursing programs and students' past nursing experiences, and a narrative summary of the project. (JR)

**ED 110 781 CE 004 594**

**Westcott, Diane N.**

**Trends in Overtime Hours and Pay, 1969-74. Special Labor Force Report 179.**

Bureau of Labor Statistics (DOL), Washington, D.C.

Pub Date 75

Note—14p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Age, Blue Collar Occupations, Demography, \*Employment Statistics, \*Employment Trends, Females, \*Labor Force, Males, Marital Status, Occupational Surveys, \*Overtime, Premium Pay, Race, Tables (Data), Union Members, \*Wages, White Collar Occupations, Working Hours

Based mainly on Current Population Survey 1969-1974 data, the report examines recent trends of overtime work, the impact of overtime work on earnings, and the current and past composition of the overtime force. In May, 1974

about 16.1 million workers, one out of every five employed persons, reported working more than 40 hours in his/her principal job; 6.7 million of this number received premium pay for their work. Although one-half of overtime persons were white-collar workers, only one-fifth of these workers received overtime pay. Blue-collar workers accounted for two-fifths of the persons on extended workweeks; nearly three-fourths of the workers received premium pay. Male workers were almost three times as likely as women workers to work overtime. White men were more likely to work overtime than blacks; however, black men were more likely to receive premium pay for overtime hours. A greater percentage of union members (one-fifth of all overtime workers) received premium pay than nonunion members. The proportion of employees working overtime with premium pay varied widely among different industries and occupations. Relatively little growth in the number of overtime workers was shown for the six-year period. (EA)

**ED 110 782 CE 004 595**

**Naseem, Attia Mustafa, Kamil**

**Medical Careers Planning. A Comprehensive Guidance Manual on world-Wide Opportunities for Education, Training, Employment and Financial Assistance in All Fields of Medicine and Allied Health Professions.**

Bureau of Labor Statistics (DOL), Washington, D.C.

Pub Date 75

Note—872p.

Available from—Bureau of Health and Hospital Careers Counseling, Lincoln Medical Center, P. O. Box 238, Scarsdale, New York 10583 (\$49.00)

**Document Not Available from EDRS**

**Descriptors**—Career Opportunities, \*Career Planning, Directories, Educational Finance, Educational Opportunities, Educational Programs, Employment Qualifications, \*Guides, Health Occupations, \*Health Occupations Education, International Education, Job Analysis, \*Medical Education, Medical Schools, Medical Students, Nursing, \*Occupational Information, Physicians, Professional Education

The manual was designed to offer a comprehensive and unified source of information on professional career planning in all fields of medicine and the allied health vocations. Section 1 deals with the fundamental question, "How does one prepare oneself to become a physician?" Beginning with the high school level, factual information is presented to qualify as a licensed physician. Relevant data are presented on some of the world's major medical institutions and North American medical schools are described regarding: admission, tuition, financial aid, living expenses, and academic and scholastic matters. Separate chapters deal with post graduate specialty programs; medical education opportunities abroad; medical education financing; and immigration, training, and employment information for foreign physicians. Section 2 discusses major types of health service organizations and facilities; choosing a health career; provides occupational information for 200 health care job categories specifying duties and education, training, and experience requirements; professional affiliations; and job relationships. Appended are lists of 100-bed hospitals, referral agencies, placement agencies, major pharmaceutical companies, State agencies on aging, major U. S. voluntary health organizations, career information sources, State and local health careers programs, and health career films. (Author/BP)

**ED 110 783 CE 004 596**

**Regan, Peter F. And Others**

**Recurrent Education in the State of New York.**

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Report No.—CERI/RE/72.02

Pub Date 17 Jul 72

Note—40p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Adult Education, Adult Education Programs, Community Colleges, \*Educational Programs, \*General Education, Higher Education, Post Secondary Education, \*Professional Continuing Education, \*Program Descriptions, \*Technical Education

**Identifiers**—New York, \*Recurrent Education

The report on postsecondary education in New York State is a general survey of general education, technical education, and professional education programs in the State's postsecondary educational institutions. The report's introductory sections present current and projected statistics on numbers of colleges and students and discuss the basic educational programs and the standardized examinations used in establishing student proficiencies in certain academic areas. The discussion of general education programs covers the various programs, including a special baccalaureate program for adults, a weekend college program, a university without walls, and the Regent's External Degree Program, at eight New York postsecondary institutions. The survey of technical education reviews the technical programs in the State's community colleges, and agriculture and technical institutes, and the minimal offerings of the State's non-public junior colleges. The discussion of professional education describes various methods employed for maintaining professional knowledge and skill: the use of media, career ladders programs, preceptorship programs for intra-professional advancement, independent ventures, and organizational efforts toward coherent patterns. The report concludes with discussions of problems and policy considerations affecting adult education in New York State. (JR)

**ED 110 784 CE 004 597**

**Functions and Tasks of the Volunteer.**

National Four-H Club Foundation, Washington, D.C.

Spons Agency—Extension Service (DOA), Washington, D.C.

Pub Date 73

Note—12p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Adult Leaders, Community Involvement, \*Leaders Guides, Task Analysis, Vocational Education, \*Volunteers, \*Youth Clubs, \*Youth Leaders

**Identifiers**—\*4 H Clubs

Although the volunteers' guide is intended primarily to outline the functions and tasks of the adult and youth volunteers in 4-H clubs, it also provides helpful outlines of support tasks for citizens of the community, sponsors, business and government agencies, and civic and religious agencies. The guide's sections deal with the following topics: functions of volunteer leaders, organizational tasks, project tasks, activities and events, area project and activity leader coordinators, and area organizational leader coordinator. (JR)

**ED 110 785 CE 004 598**

**Developing 4-H Curricula for Training Volunteers.**

National Four-H Club Foundation, Washington, D.C.

Spons Agency—Extension Service (DOA), Washington, D.C.

Pub Date 73

Note—7p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Adult Leaders, \*Curriculum Development, Individualized Instruction, Leadership Training, Orientation, \*Vocational Education, Volunteers, \*Volunteer Training, \*Youth Clubs

**Identifiers**—\*4 H Clubs

The guide for developing 4-H curricula for training adult volunteers stresses changing factors which argue in favor of individualized training programs for the volunteers. It provides an outline for a minimum curriculum which consists of a basic orientation program for beginning leaders and suggestions for additional training based on the volunteers' responsibility, background, interests, and needs in one or more of the following areas: organizational leadership; project/activity leadership; area organizational leader coordinator; area project and activity leader coordinator; volunteer boards in 4-H; leaders councils; sponsors; citizens of community; business and governmental agencies; civic, service, fraternal, and religious organizations; and things more experienced leaders might want to know. (JR)

**ED 110 786 CE 004 599**

**Why Volunteers? A Philosophy.**

National Four-H Club Foundation, Washington, D.C.

Spons Agency—Extension Service (DOA), Washington, D.C.

Pub Date 73

Note—7p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors—**\*Adult Leaders, \*Educational Philosophy, \*Educational Principles, Extension Agents, Individual Needs, Leadership, Personal Growth, \*Volunteers, \*Youth Clubs  
**Identifiers—**\*4 H Clubs

The pamphlet elaborates on the philosophy that the role of 4-H Club extension agents and volunteers is to help people to do things for themselves, rather than to do things for them. It presents brief discussions of 22 principles dealing generally with the importance of extension agents and volunteers in the operation of 4-H Clubs, the need for personal growth and development of all participants in the clubs, the need for individual consideration and clear role definition for volunteers, the need for learning goals for youth and volunteers to facilitate the implementation of learning experiences, the advantages of group participation, and the need for leadership development. (JR)

**ED 110 787** **CE 004 600**

**Urban 4-H Leadership Development.**  
 National Four-H Club Foundation, Washington, D.C.

Note—25p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors—**Adult Leaders, Curriculum Development, Evaluation, \*Guidelines, \*Leadership Training, Performance Specifications, \*Role Models, Staff Improvement, Staff Role, Task Analysis, \*Urban Extension, \*Youth Clubs, Youth Leaders  
**Identifiers—**\*4 H Clubs

The guidelines on leadership development for urban 4-H Clubs contain two brief introductory sections: the first, rationale, presents definitions of the roles of volunteers, professionals, and paraprofessionals in 4-H Clubs; the second, purpose and objectives, explains the principles behind the curriculum. The section on curriculum format is divided into four sections: section one includes a description of the leadership roles of volunteers, paraprofessionals, and professionals with a model showing the relationship of the roles in the 4-H program; section two lists statements of the knowledge and skill needed to perform each function, along with statements about appropriate attitudes and some available resources and materials; section three describes learning experiences which may be appropriate for the teaching/learning process and includes a sample lesson plan for staff development; section four describes a plan for reporting evaluative data relative to the curriculum. (Author/JR)

**ED 110 788** **CE 004 601**

**A Plan for Action by the National 4-H Urban Program Development Committee.**  
 National Four-H Club Foundation, Washington, D.C.

Spons Agency—Extension Service (DOA), Washington, D.C.

Note—22p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors—**Adult Leaders, Advisory Committees, City Problems, Community Resources, Evaluation, Low Income Groups, \*Needs, Occupational Information, Program Design, \*Program Development, Staff Role, Urban Areas, Urban Environment, \*Urban Extension, \*Urban Youth, Volunteers, \*Youth Clubs  
**Identifiers—**\*4 H Clubs

The National 4-H Urban Program Development Committee's Plan for Action outlines some of the primary concerns of the urban 4-H program. It discusses the need for 4-H in urban areas and the particular relevance of sound program design and delivery in helping urban youth, especially those from low-income families, to find ways to improve their situation. It discusses staffing title definitions at the professional, paraprofessional, and volunteer levels; considers urban resource development from the standpoint of procedures and examples of available resources; and suggests a program evaluation process. The plan concludes with a series of recommendations regarding administration, program materials, research and evaluation, and resource development for urban 4-H programs. (JR)

**ED 110 789** **CE 004 602**

**Stout, Phyllis E.**  
**Volunteer Staff Development: 4-H Intern Report.**  
 National Four-H Club Foundation, Washington, D.C.

Spons Agency—Extension Service (DOA), Washington, D.C.

Pub Date 23 Feb 73

Note—45p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors—**Annotated Bibliographies, \*Internship Programs, Leadership Training, Models, Program Descriptions, \*Resource Guides, \*Staff Improvement, Teacher Interns, \*Volunteers, \*Youth Clubs, Youth Programs  
**Identifiers—**4 H Clubs

The intern report on volunteer staff development for the 4-H Clubs in New York State briefly discusses the objectives of the internship program, the accomplishments of the author during her year's internship, and her evaluation of the program based on her experiences. The bulk of the report consists of five appendixes which present: sample reports from the author's visits to organizations and agencies involved in voluntary action in Minnesota, Washington, D. C., and New York City; a voluntary leader development model developed for use in New York State; a model of leader roles which demonstrates the various kinds of leadership roles at various levels; grids for categorizing tasks, roles, and materials for both single and multiple groups; and a 17-page annotated list of resource materials (kits, films, slides, slide/tapes, filmstrips, and publications) secured from other State agencies and extension services. (JR)

**ED 110 790** **CE 004 603**

**Recruiting 4-H Volunteer Leaders.**  
 National Four-H Club Foundation, Washington, D.C.

Spons Agency—Extension Service (DOA), Washington, D.C.

Pub Date 73

Note—9p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors—**Adult Leaders, Extension Agents, \*Guidelines, Leaders Guides, \*Recruitment, \*Volunteers, \*Youth Clubs, Youth Leaders  
**Identifiers—**\*4 H Clubs

The guide is intended to assist 4-H Club extension workers in recruiting volunteer adult and youth leaders. It discusses: why volunteers serve (organizational identity, desire to serve, involvement of other family members, future opportunities and obligations, community status, self interest, and public opinion); how to recruit (person-to-person approach, committee approach, mass recruitment approach, and organizational approach); where to look for recruits (youth, the elderly, others); and what's expected of the volunteer (general and specific commitments). (JR)

**ED 110 791** **CE 004 604**

**Kennedy, Francis J.**  
**A Study of Vocational and Technical Skill Needs in Lafourche Parish.**

Lafourche Parish School Board, Thibodaux, La.  
 Pub Date May 73

Note—79p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
**Descriptors—**Academic Achievement, Data Collection, Demand Occupations, \*Educational Needs, Employment Opportunities, Employment Qualifications, Employment Statistics, Evaluation Methods, Job Market, \*Job Skills, Manpower Development, \*Manpower Needs, \*Occupational Surveys, Questionnaires, Regional Schools, Statistical Surveys, Tables (Data), Technical Education, \*Vocational Education  
**Identifiers—**Louisiana (Lafourche Parish), Needs Assessment

The manpower survey, conducted in Lafourche Parish, Louisiana, determined current and future manpower requirements and related them to the occupational skills needed in the vocational-technical program in the schools. Data were obtained from employer respondents through a mail questionnaire sent to nearly 1,800 firms in the parish with a return of 500. From the data collected and analyzed the Lafourche Parish manpower needs and occupations requiring less than four years of college are discussed. Further stated are the manpower requirements in terms of total employment and background, skill classifications, the occupational mix, new jobs available, a summary of occupational requirements, and vocational-technical education requirements. Twenty-five recommendations are listed. Appendixes make up more than two-thirds of the document

and consist of general manpower tables, occupational tables, and the survey of manpower and training needs questionnaire. (BP)

**ED 110 792** **CE 004 605**

**Drawbaugh, Charles C., Comp.**  
**Summary of Research and Development Activities in Agricultural Education; North Atlantic Region, 1973-74.**

Rutgers, The State Univ., New Brunswick, N.J.  
 Dept. of Vocational-Technical Education.

Pub Date [74]

Note—35p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors—**\*Abstracts, \*Agricultural Education, Educational Needs, \*Educational Research, \*Research Projects, \*Research Reviews (Publications), Vocational Agriculture  
**Identifiers—**North Atlantic Region

The summary of the research and developmental activities in agricultural education for the North Atlantic Region consists of research abstracts of 23 studies completed during 1973-74 and a listing of 23 studies in progress. Each research abstract presents a one-page description of the project's purpose, method, and findings. Studies are concerned with various aspects of agricultural education: dealings with the educationally disadvantaged, teacher education, teaching methods, curriculum research, program development, educational relevance, and other educational needs. (BP)

**ED 110 793** **CE 004 606**

**McCracken, J. David Cooke, Frederick C.**  
**A Comparative Analysis of Tasks Essential to Successful Performance in Three Veterinarian Lay Occupations. Summary Research 5.**

Ohio State Univ., Columbus. Dept. of Agricultural Education.

Pub Date 75

Note—25p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors—**Animal Caretakers, Job Analysis, Job Skills, \*Occupational Information, Occupational Surveys, Paramedical Occupations, Receptionists, \*Skill Analysis, Statistical Data, Tables (Data), \*Task Analysis, Task Performance, Technical Occupations, \*Veterinary Assistants, \*Veterinary Medicine

The occupational survey's purpose was to identify the skills which are performed and essential for success in three veterinary lay occupations: animal health assistant, animal hospital receptionist, and animal health technician. Survey objectives were accomplished by constructing an initial task inventory of 21 duty areas, validating the initial inventory, and conducting a random survey of 100 veterinarians. A computer analysis of the 40 survey responses resulted in a computation of frequencies and means for each task statement. The analyses findings cover the 268 specific tasks performed in each of the three veterinarian lay occupations, the relative importance of the specific task, and a comparison among the three occupations for each task statement. The findings are supported by tables showing the statistical means and frequencies. A 16-item bibliography is appended. (BP)

**ED 110 794** **CE 004 607**

**McGhee, Maxie B. Bender, Ralph E.**  
**Attitudes of Administrators and Guidance Counselors Regarding Vocational Agriculture. Summary Research 4.**

Ohio State Univ., Columbus. Dept. of Agricultural Education.

Spons Agency—West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date 75

Note—24p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors—**\*Administrator Attitudes, Attitude Tests, \*Counselor Attitudes, Educational Attitudes, Educational Background, Educational Objectives, Performance, Professional Associations, \*Professional Recognition, Program Effectiveness, State Supervisors, \*State Surveys, Tables (Data), Teacher Educators, \*Vocational Agriculture, Vocational Agriculture Teachers  
**Identifiers—**West Virginia

The study surveyed the attitudes toward vocational agriculture of all West Virginia superintendents, principals, county vocational directors, and guidance counselors in schools offering vocational agriculture. Survey was through Likert-type

attitude scales (included in the appendix) to which all 257 individuals in the population responded. Independent variables included: years in present position, previous enrollment in vocational agriculture, years vocational agriculture had been offered in the school and the county, membership in vocational professional associations, instructional areas of certification, understanding of goals and objectives of vocational agriculture, attitudes toward vocational agriculture teachers, and effectiveness ranking of departments and teachers by State supervisors and teacher educators. Results indicated all four groups were relatively favorable toward vocational agriculture and fairly accurate in understanding its objectives. Respondents who were certified in vocational agriculture and members of vocational professional associations tended to have a more favorable attitude toward vocational agriculture. All four groups also tended to have favorable attitudes regarding teachers of agriculture; guidance counselors tended to be the most favorable. High positive relationships were indicated between teacher educators and supervisors on their department/teacher rankings. Concluding recommendations by the authors relate to further program improvement. (EA)

**ED 110 795** CE 004 608

*Suchman, J. Richard And Others*

**The Development of an Open-Access, Performance Oriented Curriculum for Training the Military Policeman (MOS 95B20). Final Report.**

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va. Report No.—HumRRO-FR-WD-(CA)-75-9 Pub Date Jun 75 Note—62p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Curriculum Development, Evaluation Methods, Individualized Instruction, \*Law Enforcement, Military Personnel, \*Military Training, Peer Teaching, \*Performance Based Education, \*Police, Problem Solving, Program Effectiveness, Program Evaluation, Student Evaluation, Systems Approach, Teaching Methods

**Identifiers**—Basic Law Enforcement Course, BLEC, \*Military Police, United States Military Police School, USAMPS

In accordance with the Army's emphasis on performance-oriented instruction, this project was undertaken to revise the Basic Law Enforcement Course (BLEC) offered by the U.S. Military Police School at Fort Gordon. Through a unique combination of systems engineering, group problem-solving, and peer instruction, an individualized, open-access curriculum design was developed. This design afforded the basic MP student greater flexibility and choice in the use of a variety of instructional techniques made available (e.g., videotaped demonstration, slide-tape programs, practical exercises, peer instruction, and performance tests). A prototypic unit of the course was fully developed and tested in a trial run to assess its feasibility, training effectiveness, and overall acceptance by the instructors and students. Only minor operational problems were encountered. Instructor and student attitudes were universally favorable to the new design. An experimental group of 51 students trained in the prototypic unit on the trial run surpassed by a significant margin the performance of a control group that had been taught the same material through conventional methods. On the basis of the trial run results, systems engineering of the entire BLEC was undertaken in accordance with open-access design. (Six appendixes include various task analysis procedures.) (Author/BP)

**ED 110 796** CE 004 609

*Young, Douglas L. Taylor, John E.*

**Development, Field Test, and Refinement of Performance Training Programs in Armor Advanced Individual Training. Final Report.**

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va. Report No.—HumRRO-FR-WD-(CA)-75-8 Pub Date Jun 75 Note—38p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Behavioral Objectives, Evaluation Methods, \*Field Studies, Individualized Instruc-

tion, Military Personnel, \*Military Training, \*Performance Based Education, \*Program Attitudes, Program Development, \*Program Evaluation, Program Improvement, Questionnaires, Skill Development, Systems Approach, Task Analysis, Teaching Methods

**Identifiers**—Advanced Individual Training, AIT, Armor Crewman, \*Armor Reconnaissance Specialist, Weapons

Performance-oriented instruction was developed, field tested, and refined in two Advanced Individual Training (AIT) programs—Armor Reconnaissance Specialist (MOS 11D) and Armor Crewman (MOS 11E). Tasks for both MOS (Military Occupational Specialty) were inventoried and the inventories were reduced by eliminating those tasks which are not required for entry-level duty performance. Performance objectives were written for tasks that could be feasibly and appropriately trained. These performance objectives were translated into performance measures and tests. Both programs were revised to include the performance objectives and measures. Field test, data collection, and refinement of the two training programs extended over 10 successive training cycles. The approximate number of trainees involved were 1,000 and 2,000 respectively. Programs were refined on the basis of observation of instruction, results of formal performance examinations, and attitude indicators. The final programs resulted in high trainee proficiency levels, and favorable trainee and instructor attitudes. Questionnaires used to sample trainee and instructor attitudes toward the performance-oriented programs are appended. (Author/BP)

**ED 110 797** CE 004 610

*Young, William G.*

**An Exemplary Program for Occupational Preparation: Final Report.**

New Orleans Public Schools, La.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No.—0-361-0125

Pub Date Jul 73

Contract—OEC-0-70-4783(361)

Note—285p.

**EDRS Price MF-\$0.76 HC-\$14.59 Plus Postage**

**Descriptors**—\*Career Education, Classroom Materials, Data Collection, \*Demonstration Projects, Developmental Programs, Elementary Secondary Education, \*Inner City, \*Occupational Guidance, Program Descriptions, Program Evaluation, Records (Forms), Secondary Education, Urban Education, Vocational Development, \*Vocational Education

Covering the time period from September 1970 to July 1973, the final report reviews the overall goals, activities, and accomplishments of a pilot project in the New Orleans public schools to provide the exemplary program for occupational preparation (EPOP) for children of the inner city area. At the beginning of the third program year, technical assistance was employed to develop a comprehensive evaluation design incorporating product and process objectives. The resulting document enabled the EPOP staff to clearly communicate its objectives and delineate responsibilities throughout the program. Procedures for monitoring activities and data collection enhanced the level of program operations. Many resources focused on classroom activities to develop occupational awareness. Exploratory, skill, and semi-skill training at the secondary level were made available to students to meet the basic goals of the program. (Author/MU)

**ED 110 798** CE 004 612

*Schoenberger, R. Laurence*

**Project Career Exploration: Final Report.**

Waukesha County Technical Inst., Waukesha, Wis.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Bureau No.—08-026-151-313

Pub Date Feb 74

Note—119p.; Best copy available

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—\*Career Education, \*Career Exploration, Career Opportunities, Course Content, \*Course Descriptions, Curriculum Guides, Evening Classes, \*Food Service Occupations, Grade 11, Grade 12, \*Health Occupations, Occupational Clusters, Post Secondary Education,

Program Development, Secondary Education, Service Occupations

**Identifiers**—Wisconsin

Project Career Exploration's overall purpose was designing and implementing a method of providing juniors and seniors in high school with career exploration opportunities relative to the occupational programs offered by the Waukesha County Technical Institute and other postsecondary institutions. Course outlines make up the body of the report, outlining objectives, materials, and presentation guidelines. Resource addresses are provided for each unit of study. Courses were designed to provide knowledge of the range of occupations within a given career cluster as well as an understanding of the environment, job opportunities, and the types of special skills required for specific occupations. Health careers and hospitality careers were selected by a committee of high school representatives for development into career exploration courses to be offered on a semester basis. The courses, consisting of lectures, field trips, and guest speakers, were taught in the evening once a week for two and one-half hours. (KH)

**ED 110 799** CE 004 613

*Jepson, Peter*

**Assessment of Training Needs of Adults in Mohave County: Final Report.**

Mohave Community Coll., Kingman, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 10 Jun 74

Note—43p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Adult Basic Education, County Programs, \*Disadvantaged Groups, Educational Demand, \*Educational Needs, Identification, Program Descriptions, Recruitment, \*Research Projects, Underemployed, Unemployed

**Identifiers**—Arizona (Mohave County), Needs Assessment

The project was conducted to find out if there was a need for an adult education program to provide instruction in job-related competencies in the basic skills of reading, writing, math, spelling, and communications for the unemployed and underemployed of Mohave County, Arizona. The report presents the procedures used to identify the persons eligible and willing to take an adult basic education course related to job skills. Results of the study show the difficulty of locating and interviewing persons who may be uneducated, underemployed, or unemployed. Of 1,100 persons who may have less than an eighth grade education 164 were identified, 76 of them from welfare, employment, or other agencies. Of this number 32 indicated that they would take the course, which would justify the hiring of a part-time instructor. Not enough persons were located to substantiate the need for a continuing education program in adult basic education. The need for such education in Mohave County is described and recommendations for future studies are made. (MF)

**ED 110 800** CE 004 615

**Abstracts of Curriculum Studies Within Project VIGOR.**

David Douglas Public Schools, Portland, Oreg.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Note—65p.; For related document, see CE 004 616

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—Career Awareness, \*Career Education, Career Exploration, Developmental Programs, Elementary Education, \*Elementary Secondary Education, \*Inservice Teacher Education, Junior High Schools, \*Learning Activities, Primary Education, \*Resource Centers, Resource Materials, Secondary Education, Teacher Developed Materials, Units of Study (Subject Fields), Vocational Development

**Identifiers**—Project VIGOR

The document is comprised of teacher developed career education curriculum materials for Oregon's exemplary program, Project VIGOR. The document presents a brief overview of the project's goals, provides sample units for typical learning activities, presents an inservice model for elementary teachers and a junior high school career education project. Sample units focus on: work in the woods (primary), the individualized field trip (primary), examples of elementary level

activities, career education study units for intermediate grades (careers in business, communications, building trades, art, home economics and related careers, careers in fishing, farming, and forestry), and a careers in science unit. Also presented are an exploration program for grades 7-8 and the course outline of the food service course for grades 11-12. A seven-page section presents an inservice model on career awareness for elementary teachers and an inservice project on music and career awareness. A detailed step-by-step report of the development of a resource center at Gilbert Middle School discusses the program's philosophy and seventh and eighth grade objectives, and presents general recommendations regarding resource center development. (BP)

**ED 110 801** 95 **CE 004 616**  
**VIGOR and Beyond: A Statement on Career Education.**

David Douglas Public Schools, Portland, Oreg.  
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Note—21p.; For related document, see CE 004 615

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—Career Awareness, \*Career Education, Career Exploration, Community Involvement, Coordination, \*Elementary Secondary Education, Inservice Teacher Education, Occupational Choice, \*Post Secondary Education, \*Program Design, \*Program Development, Self Concept, Vocational Development  
Identifiers—Oregon, Project VIGOR

The pamphlet provides an overview of Project VIGOR, Oregon's Exemplary Career Education Program (1970-73). The program design includes career awareness in grades K-6, career and self-exploration in grades 7-10, occupational preparation in grades 11-12, and occupational specialization at the postsecondary level. Teachers from all grade levels were involved in workshops and inservice programs to implement the program. Some main objectives were to provide more educational experiences and resources outside of the classroom and to develop strong lines of communication and coordination at all instructional levels. The school district is assuming the cost of continuing the Federal program and is placing a director of career education in charge of all career education programs in the district. (EA)

**ED 110 802** 95 **CE 004 617**  
*Bordini, D. J.*

**The Process of Coordination: A Task Analysis of Vocational-Technical School Coordinators in the State of Wisconsin: Final Report.**

Fox Valley Technical Inst., Appleton, Wis.  
Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date 30 Jun 73

Note—289p.

**EDRS Price MF-\$0.76 HC-\$14.59 Plus Postage**  
Descriptors—Administrator Role, Adult Education, \*Adult Educators, \*Adult Vocational Education, \*Coordinators, Instructor Coordinators, Program Coordination, Questionnaires, School Industry Relationship, \*State Surveys, Tables (Data), \*Task Analysis, Task Performance, Vocational Education  
Identifiers—\*Wisconsin

The study described in the report constructed a task analysis for the adult vocational education coordinators in Wisconsin in the areas of business education, general education, home economics, agriculture, health, trade, and industry. The survey instrument contained two parts: the first gathered factual and statistical information about the coordinators; the second estimated the frequency of performance and degree of importance (to which numerical values were assigned) of the 148 tasks in the broad areas of program planning and development, instructional planning, evaluation, public relations, students, and professional growth. The resulting task analysis (organized according to the broad task areas, the tasks being ranked within each area according to the median value of the degree of importance for each of the six areas of coordination) indicated that, of all task areas, program planning and development received the highest rating of importance. Next in importance was instructional planning; public relations rated

moderately important. For the other three areas, the tasks were considered moderately important, but were rarely or never performed. Nearly 100 pages of appendixes include the study instrument, the coordinators' task survey instrument, and tabulations of the degree of importance and degree of performance of the tasks. (JR)

**ED 110 803** **CE 004 618**

*Cameron, Donald L. Lutz, Barrett*  
**Model Career Resource Center: Final Report.**

State College Area School District, Pa.  
Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Pub Date Jun 73

Note—20p.; Best copy available; Project No. 50003

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—Career Planning, \*Educational Resources, Guidance Functions, Guidance Services, \*Information Systems, \*Resource Centers, Secondary Education, \*Vocational Development

Identifiers—Pennsylvania (State College), \*State College Area School District

To deliver career guidance services to the secondary school students of the State College Area High School, a career resource center was established and a career counselor provided for the school. Six general areas of activity are described: (1) a library of resource materials, (2) an attractive and appropriate space for counseling or for meetings, (3) human resources from outside the school, (4) community programs, (5) an integrated curriculum of regular subject matter with career information, and (6) faculty expertise in selecting and using appropriate materials. An evaluation of the services is made through student surveys and plans are made for continuing the center. Instruments, materials, and a floor plan of the facility are appended. (MU)

**ED 110 804** **CE 004 621**

*Hunt, L. G. And Others*

**An Assessment of the Impact of Pre-Employment Training on the Safety Experience of Miners and Off-Highway Vehicle Operators.**

Bascomb Associates, Inc., Silver Spring, Md.  
Spons Agency—Mining Enforcement and Safety Administration (Dept. of Interior), Washington, D.C.

Report No.—DIMESA-75-003-1; PB-240-197

Pub Date 24 Jan 75

Note—77p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (PB-240-197/4GA, HC \$4.75, MF \$2.25)

**Document Not Available from EDRS**

Descriptors—\*Accident Prevention, Adult Education, Adult Vocational Education, \*Industrial Training, \*Job Training, Off the Job Training, \*Research Projects, Safety, \*Safety Education, Workmans Compensation

Identifiers—Arizona (Casa Grande), \*Mining, Montana (Butte)

The purpose of the research project described in the report was to determine whether an improvement in the safety experience of miners could be identified as attributable to pre-employment training programs presented at Butte, Montana, and Casa Grande, Arizona. (NTIS)

**ED 110 805** **CE 004 622**

*Patterson, Janice B.*

**Occupational Training for Mature Women: A Survey of the Enrollment of Women Over Age 35 in Proprietary Institutions in Cuyahoga County, Spring 1974.**

Cleveland State Univ., Ohio. Inst. of Urban Studies.

Pub Date Jun 75

Note—46p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Business Education, \*Enrollment, \*Enrollment Influences, Equal Opportunities (Jobs), \*Females, Job Training, \*Middle Aged, \*Proprietary Schools, Tables (Data), Technical Education

Identifiers—Ohio (Cuyahoga County)

The basic objective of the study was to investigate the participation of mature adult women, over age 35, in the proprietary business, trade, and technical schools in Cuyahoga County, Ohio. Data were collected by telephone on the 29 registered resident-study schools of Cuyahoga County and two Cleveland-based home study

schools pertaining to enrollment figures that reflect adult women's participation, the programs of study, and cost of attendance. Two institutions with more than 10 mature women enrolled were visited to obtain additional information regarding courses, facilities, and women's participation. The findings indicated that mature women over 35 years of age comprise about 2.5 percent of the total estimated enrollment of the 30 schools surveyed. Only one woman over age 35 was training for a nontraditional female job; two-thirds of the mature women enrollees were receiving training for clerical and sales occupations. The survey revealed that there are many openings available to mature women with the right skills and that proprietary schools are interested in providing such training; however, women re-entering the labor market often are unable to pay the training fees. (EA)

**ED 110 806** 95 **CE 004 623**

*Ashmore, William H.*

**Lincoln Public Schools Part D Career Education Program: Opening Door to Awareness, 1973-74. Final Evaluation Report.**

Rhode Island Coll., Providence. Center for Evaluation and Research.

Spons Agency—Lincoln School Dept., R.I.; Office of Career Education (DHEW/OE), Washington, D.C.; Rhode Island State Dept. of Education, Providence. Bureau of Grants and Regulations.

Pub Date 28 Jun 74

Note—37p.; Best copy available

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Career Awareness, \*Career Education, Educational Programs, \*Elementary Education, Learning Laboratories, Program Attitudes, Program Descriptions, \*Program Evaluation, Questionnaires, \*Student Testing, Teacher Attitudes, Tests

The report describes an elementary grade level career awareness program which was organized around four open-spaced non-graded learning centers: a kindergarten and three other learning centers in which students stayed for two-year periods to explore the 15 career clusters identified by the U.S. Office of Education. Each learning center used a single career theme (restaurant, library, hospital) as the foundation of the career program. The results of pre- and post-Knowledge of Careers tests administered to randomly selected students indicated that post-test mean scores were higher on all program levels, especially at lower levels, than the pre-test means. An evaluation of the program operation based on a Likert-type questionnaire administered to the teaching staff indicated their favorable perceptions of each aspect of the program which was assessed (for example, program improvement, program effectiveness, student attitudes, program objectives, program implementation, and program administration). The report concludes with eight recommendations for improving the program. Two appendixes include the Knowledge of Careers Tests by levels and the teacher questionnaire. (JR)

**ED 110 807** **CE 004 624**

*Walsh, Michael, Comp.*

**Careers for Liberal Arts Graduates: Employment Success Two Years After Graduation.**

Southern Illinois Univ., Carbondale. Coll. of Liberal Arts.

Pub Date [74]

Note—13p.; For related document, see CE 004 625

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Career Ladders, Career Opportunities, Careers, \*College Graduates, \*Employment Patterns, \*Followup Studies, Job Placement, \*Liberal Arts Majors, Salaries, Tables (Data), Unemployment, \*Vocational Followup  
Identifiers—Southern Illinois University Carbondale

Eliminating the unstable employment period for college graduates in the first year or two after graduation, the followup study of the Southern Illinois University (Carbondale) 1972 liberal arts graduates was undertaken in November, 1974. Of 735 liberal arts graduates in 1972, there were 375 respondents. The liberal arts graduates reflected a satisfactory employment rate when comparing their unemployment rates to national rates; their overall unemployment rate was 7.5 percent, ranging from a rate of 12.5 percent for unmarried males to 2.0 percent for married



males. Graduates were engaged in a variety of careers (250 job titles) and showed a high level of employment, with over half earning over \$10,000 a year and three-fourths listing their job as having career potential. Their major difficulty seemed to be the long process of finding satisfactory employment. Since few of the liberal arts graduates had a job-related major, the results question the assumption that a job-related major is necessary for a satisfactory job. An alphabetized list of the careers of the responding liberal arts graduates itemizes the graduate's college major, career potential assessment, and his/her 1974 yearly salary. A raw data summary of the followup study is also included. (EA)

**ED 110 808** CE 004 625

*Walsh, Michael*

**Career Alternatives for Liberal Arts Graduates: A Follow-Up Study.**

Southern Illinois Univ., Carbondale. Coll. of Liberal Arts.

Pub Date 15 May 75

Note—51p.; For related document, see CE 004 624

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—Career Education, Career Ladders, Career Opportunities, Careers, \*College Graduates, \*Employment Patterns, \*Followup Studies, Job Placement, \*Liberal Arts Majors, Salaries, Tables (Data), Unemployment, \*Vocational Followup

**Identifiers**—Southern Illinois University Carbondale

The 1974 followup study of the 1972 liberal arts graduates of Southern Illinois University (Carbondale) was conducted to provide information about the present status of graduates regarding their rate, variety, and level of employment and to gain input on whether the College of Liberal Arts should place more emphasis on career preparation. Data were obtained two and one-half years after graduation, allowing sufficient time for employment stability. Findings on the 375 respondents of the 735 liberal arts graduates indicated: 85.9 percent in the labor force; overall unemployment of 7.5 percent; about 40 percent pursuing an advanced degree; employment in the whole range of organizations, occupations, and industries; 76.5 percent realizing satisfaction with their present job and 71.2 percent realizing career potential; and over 50 percent of full-time employees with salaries over \$10,000. Relationship of job to major was not a highly significant indicator of employment level. While 70.5 percent of the graduates would choose the same or another liberal arts major, approximately 75 percent wanted more career preparation in their academic programs. Half of the document consists of appendixes of related tables, research methodology, and a copy of the questionnaire. (EA)

**ED 110 809** 88 CE 004 626

**Career Education Through Multi-Experience Centers.**

Quincy Public School District 172, Ill.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 29 May 75

Note—123p.; Two parts of the document which deal with project budgets and expenditures have been deleted

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—Career Awareness, \*Career Education, Educational Objectives, Educational Planning, \*Educational Programs, Elementary Secondary Education, Evaluation Methods, Learning Laboratories, \*Program Descriptions, \*Program Evaluation, School Community Relationship, Skill Centers, \*Special Education, Special Programs, Vocational Education

**Identifiers**—Elementary Secondary Education Act Title III, ESEA Title III, Illinois (Quincy), Multi Experience Centers, Quincy Public Schools

The overall objective of Career Education Through Multi-Experience Centers is to develop and implement a comprehensive career education program for special education in the Quincy, Illinois public schools. Part one of the report provides statistical data on the project. The bulk of part two analyzes the progress made toward accomplishing the program's six objectives (design 10 multi-experience centers, develop appropriate student evaluation instruments, increase students'

career awareness, improve students' attitude toward their educational environment, increase the regular education staff members' acceptance of special education students, and develop more positive self concepts in secondary level students), with separate consideration of operational and evaluation procedures, the extent to which these procedures were implemented, and the generally positive evaluation results for each objective. Other project topics covered in part two include: expectations; effects on other schools and on cooperating community organizations; activities to assure continuation; and objectives, procedures, and evaluations for 1975-76. Part three, a dissemination report, lists newspaper articles about the project, project presentations, and requests for various types of project information. Five appendixes include detailed descriptions of the 10 career centers, evaluation instruments, reactions and evaluations of multi-experience centers, State certification of personnel, and the project brochure. (JR)

**ED 110 810** CE 004 627

**Report: National Conference on Cooperative Education.**

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Vocational and Technical Education.

Pub Date 5 Apr 75

Note—64p.; Report of the National Conference on Cooperative Education (Washington, D.C., April 3-5, 1975)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—Apprenticeships, Career Education, \*Conference Reports, \*Cooperative Education, Educational Philosophy, Post Secondary Education, Role Perception, Rural Education, School Community Relationship, School Industry Relationship, Secondary Education, Urban Education, \*Vocational Education

The conference report on cooperative vocational education contains four main sections. The first, background papers, contains three papers: Education in a Changing Society, Carl H. Madden; A Prospectus for Cooperative Vocational Education, William F. Pierce; and Critical Issues in Cooperative Vocational Education, Robert M. Worthington. The second section, summaries of contributing presentations, summarizes the remarks of: John A. Pinkston, a business man; J. C. Turner, a labor leader; and Paul W. Briggs, Robert L. Bennett, and Edward C. Roberts, educators. The third section, group reports on cooperative vocational education, discusses seven issues: role expectations in career education, expansion of cooperative education in career/job preparatory curricula, relationship to apprenticeship training, liability considerations, participation of students under age 16, rural and urban considerations, and employer participation. The fourth section is an evaluation of the conference by John K. Coster. (JR)

**ED 110 811** CE 004 630

*Flores, Verla*

**The Effect of the Curriculum Calendar in Self-Paced, Individualized Instruction.**

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 75

Contract—NE-C-00-3-0298

Note—24p.; For related document, see CE 004 631

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Continuous Progress Plan, Disadvantaged Groups, Flexible Schedules, \*Individualized Curriculum, Individualized Instruction, \*Office Occupations Education, Performance Factors, \*School Calendars, Self Evaluation, \*Student Evaluation

**Identifiers**—\*Mountain Plains Program

The study investigated the effect of weekly instructor monitoring of a curriculum calendar on student progress within the individualized, competency-based Mountain-Plains office education program. Subjects were adult members of disadvantaged families and included all Mountain-Plains students entering office education career preparation between November, 1974 and February, 1975. Students, unaware of the experiment, were randomly placed in an experimental (calendar) or a control (no calendar) group for a six-week period. Attendance and progress hours

were recorded, with the rate of progress computed weekly for each student. For the experimental group, the instructor constructed, with the student, a curriculum calendar based on established average time to complete a given package. Design for the experiment was a post-test only control group design. The major conclusion of the study was that the curriculum calendar utilized with adults within a self-paced, individualized office education curriculum provides an effective method of significantly increasing the students' rate of progress. The majority of staff and students commented positively on the calendar; instructional time required for its use was not excessive. Likewise, the curriculum calendar was viewed as a valuable tool in minimizing student length of stay in the program, thus, improving cost benefit factors. (EA)

**ED 110 812** CE 004 631

*Conrad, Rowan W. Pollack, Robert M.*

**Development of an Instrument for the Assessment of Parenting Attitudes. An Affective Evaluation Study: Parent Involvement Report Number 1.**

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Pub Date Aug 74

Note—11p.; For related document, see CE 004 630

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Attitude Tests, \*Child Rearing, Discipline, Evaluation, Individualism, \*Opinions, \*Parent Attitudes, Parent Child Relationship, \*Questionnaires, Rejection

**Identifiers**—\*Mountain Plains Program

Development of the Child Raising Opinion Questionnaire to assess the attitudes of Mountain-Plains parents toward children was undertaken due to the inadequacy of other instruments in this area. Important factors in the development of the instrument were the parenting attitude of acceptance/rejection, the ability to perceive the child's individuality and "personhood", and parental resistance to learning about children and child raising techniques. The questionnaire, which is included in the report, consists of four scales: learning receptivity, discipline, indulgence dependency, and nurturance responsibility. The learning receptivity scale is designed to measure the extent to which a parent is receptive to learning about children, while the discipline scale measures the extent to which the parent believes in harsh authoritarian forms of discipline. Indulgence dependency is concerned with the extent to which the parent believes in indulging children; nurturance responsibility is related to the extent to which parents feel responsible for believing in tasks and behaviors which are nurturant and promote maximum development of the child. (EA)

**ED 110 813** CE 004 633

**DOD-Wide Civilian Career Program for Procurement Personnel.**

Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs (DOD), Washington, D.C.

Report No—DOD-1430.10-M-1

Pub Date 28 Jan 74

Note—37p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Career Education, Career Ladders, Government Employees, \*Manpower Development, Manuals, Mobility, Personnel Needs, Program Descriptions, Program Improvement, Training, Vocational Counseling, \*Vocational Development

**Identifiers**—\*Department of Defense, DOD, Procurement Personnel

The manual, which supersedes the August 4, 1966 manual, is designed to aid in program improvement for career development and advancement opportunities of Department of Defense (DOD) civilian procurement personnel. Program elements covered include: career patterns, career counseling and appraisal, training and development, registration, referral and selection, key and supporting positions, next career position, and mobility. Approximately three-fourths of the manual consists of four appendixes related to career structure, master training plan, personnel development, and career counseling and appraisal system. (EA)

## 38 Document Resumes

ED 110 814 CE 004 634

Thornburgh, Richard L.  
Remarks of Richard L. Thornburgh to the  
Graduating Class, Career Prosecutor Course.  
Pub Date 25 Jul 75

Note—12p.; Speech given at the National College  
of District Attorneys, Bates College of Law,  
University of Houston (Houston, Texas, July  
25, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Careers, \*Law Enforcement,  
\*Laws, \*Lawyers, Performance Factors,  
\*Public Opinion, Speeches

Law enforcement today is under intense and increasing public pressure regarding allegations of wrongdoing such as wiretapping, illegal entry, and unlawful surveillance. Meanwhile, law enforcement must continue its main task of investigation and prosecution of criminal offenses in which the prosecutor plays a key role. In many communities the prosecutor's job remains a political office or a part-time occupation, and the costs of these shortcomings are high. Some recommendations for upgrading prosecutorial performance include additional continuing education programs and frequent and periodic reviews of our criminal codes to keep them in step with the times. New legislative tools for prosecutors also need to be sought, and the problem of financial resources to support prosecutive operations is a major one. Changes in the public's perception of the true nature of these problems and adjustments in the criminal justice process will enhance productivity. However, in the final analysis, the real opportunity to improve the criminal justice process exists in how prosecutors perform their duties at the local level. Prosecutors must never hesitate to follow the evidence where it leads, and there must be absolute regard for the guarantees of the Bill of Rights. (EA)

ED 110 815 CE 004 635

Davie, Lynn And Others

SHAPES: Shared Process Evaluation System.  
Towards a Process Analysis of Community  
Development.

Pub Date Apr 75

Note—15p.; Paper presented to the Adult Education  
Research Conference (St. Louis, Missouri,  
April 16-18, 1975); For related document, see  
CE 004 136

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Community Change, \*Community  
Development, Community Planning, Community  
Programs, \*Critical Incidents Method,  
Evaluation, \*Interaction Process Analysis, Mea-  
surement Techniques, Speeches, Systems Anal-  
ysis, \*Systems Approach, \*Systems Develop-  
ment

Identifiers—SHAPES, \*Shared Process Evalua-  
tion System

The paper describes the Shared Process  
Evaluation System (SHAPES) for analyzing the  
process of community development. The system's  
basic organizing unit is the critical incident, an  
event judged to be essential to the continuation  
of a particular community development project  
or as representing a choice point in the project's  
history. Three sets of design criteria were used  
in developing SHAPES: criteria related to infor-  
mation discrimination and gathering; those related  
to validity, bias, and reliability; and those related  
to flexibility of information storage and retrieval. In  
the system, community development is defined as  
taking place when the priorities of different fields  
(individual or group actors in the community) are  
in relative agreement and result in effective  
shared activity. The SHAPES System in operation  
addresses itself to four questions: Who was in-  
volved? What happened? In what contextual  
model should the project outcome be viewed?  
What were the project outcomes? These four  
questions together with the instruments designed  
to provide data for their analysis constitute the  
essence of SHAPES. A field test of SHAPES  
produced positive reactions from an outside  
evaluator, field agents, and community infor-  
mants, thereby encouraging its further refinement  
and application. (JR)

ED 110 816 CE 004 636

Seminars on Occupational Clusters. A Report.

Bureau of Occupational and Adult Education (D-  
HEW/OE), Washington, D.C. Div. of Research  
and Demonstration.

Pub Date Mar 75

Note—120p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Articulation (Program), \*Career  
Education, Career Ladders, \*Cluster Grouping,  
Curriculum Development, Educational  
Development, Educational Programs, Foreign  
Countries, Manpower Development, \*Occupa-  
tional Clusters, Post Secondary Education,  
Secondary Education, \*Seminars, Taxonomy  
Identifiers—Readings (Collections)

The document on occupational clusters was  
developed from papers presented in staff  
seminars in the Bureau of Occupational and  
Adult Education and contains eight papers: In-  
troduction to the World of Clustering, Sidney C.  
High; Cluster Curriculum Development, Elizabeth  
J. Simpson; the Cluster Concept, Development of  
Curricular Materials for the Public Service Occu-  
pational Cluster, Patrick J. Weagraff; Occu-  
pational Career Clusters—the Oregon Way, Leonard  
Kunzman; Occupational Clusters and Secondary  
to Postsecondary Articulation, Beryl McKinner-  
ney; International Perspectives on Clustering,  
Gordon I. Swanson; the Manpower Education Effort  
in Clustering, Ann Donovan; and Career  
Education—Career Clusters—Explanations, Con-  
cepts and Office of Education Occupational Edu-  
cation Codes, Sherrill D. McMillen. The docu-  
ment includes the following appended materials:  
a 71-item "Introduction to Clustering" reference  
list; related charts, models, and tables; and an 18-  
page career cluster taxonomy. (JR)

ED 110 817 CE 004 637

Fry, John P. Cliborn, Robert E.

Development, Implementation, and Evaluation of  
Leadership/Management Training Within Army  
Battalions. Volume I: Summary of Findings.

Human Resources Research Organization, Fort  
Bliss, Tex. Div. 5.

Spons Agency—Army Research Inst. for the  
Behavioral and Social Sciences, Arlington, Va.  
Report No—HumRRO FR-WD-TX-75-11-Vol-I  
Pub Date Jun 75

Note—103p.; For Volume II, see CE 004 638

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Armed Forces, Behavioral Science  
Research, \*Leadership Training, \*Management  
Education, \*Military Training, Organizational  
Development, Participant Satisfaction, Program  
Attitudes, \*Program Development, \*Program  
Evaluation, Small Group Instruction, Tables  
(Data), Training Techniques

The report describes the development and  
evaluation of an in-unit, leadership/management  
training program (based on experimental training  
methodology for providing Army leaders with  
behavioral skills and techniques) implemented  
within three battalion-sized combat units at Fort  
Bliss, Texas, in 1974. The program was organized  
around workshops designed to train leaders in in-  
dividual and group problem-solving, management  
by objectives, and performance management. To  
evaluate the effect of the training, two survey in-  
struments (an organizational climate survey and a  
skill use inventory) were developed. Seventy-six  
of the 92 key leaders trained were interviewed 2  
to 12 months after the 60 hours of training was  
completed. In general, all of the participants ac-  
cepted the training content as leadership/mana-  
gement skills useful to the Army leader in obtaining  
organizational goals. Over two-thirds estimated  
that they had increased their on-the-job use of  
the workshop skills and were able to identify  
positive consequences. Results of the project  
showed no conclusive evidence with respect to  
hard data (unit performance), but the soft data  
(estimates of the effects of skill use on-the-job)  
suggest that with the removal of several opera-  
tional obstacles the training program could prove  
effective on unit performance and organizational  
climate. (Author/JR)

ED 110 818 CE 004 638

Fry, John P. Cliborn, Robert E.

Development, Implementation, and Evaluation of  
Leadership/Management Training Within Army  
Battalions. Volume II. Technical Appendices.

Human Resources Research Organization, Fort  
Bliss, Tex. Div. 5.

Spons Agency—Army Research Inst. for the  
Behavioral and Social Sciences, Arlington, Va.  
Report No—HumRRO FR-WD-TX-75-11-Vol-II  
Pub Date Jun 75

Note—89p.; For volume I, see CE 004 637

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Data, \*Data Analysis, Educational  
Programs, \*Leadership Training, Management  
Education, \*Military Training, Organizational  
Development, Participant Satisfaction, \*Pro-

gram Attitudes, Program Evaluation,  
\*Questionnaires, Surveys, Tables (Data)

The volume contains nine supplementary ap-  
pendices to the final report of the program for  
developing, implementing, and evaluating leader-  
ship/management training within Army battalions:  
post-training survey results of the individual and  
group problem-solving workshop; typical exam-  
ples of the use of program skills or comments on  
program skill use; distribution of gains in esti-  
mated program skill use; response percentages to  
problem checklist; the Human Resources  
Research Organization Battalion Questionnaires  
for Units B and C; scaling; the feedback system;  
and an in-depth analysis of the evaluation. (JR)

ED 110 819 CE 004 639

Educating for the Health Team.

Institute of Medicine (NAS), Washington, D.C.

Pub Date 3 Oct 72

Note—107p.; Report of the Conference on the  
Interrelationships of Educational Programs for  
Health Professionals (Washington, D.C., Oc-  
tober 2-3, 1972)

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Change Strategies, Clinical Ex-  
perience, \*Conference Reports, Conferences,  
Delivery Systems, Educational Needs, Educa-  
tional Philosophy, Government Role, Health  
Occupations, \*Health Occupations Education,  
Health Services, \*Interdisciplinary Approach,  
Intergroup Relations, Interinstitutional  
Cooperation, Medical Associations, \*Medical  
Education, Medical Students, Professional As-  
sociations, \*Team Training, Teamwork  
Identifiers—Health Delivery Systems, Institute of  
Medicine

The conference brought together on a national  
scale equal numbers of leaders (120 in all) from  
the major health professions to define the issues  
in the increasingly important matter of inter-  
disciplinary education, in order to give impetus to  
more detailed considerations of institutional, re-  
gional, and ultimately national levels of health  
education. The report comprises a description of  
the organization of the conference and the  
development of the report, the chairperson's in-  
troduction; and the recommendations and conclu-  
sions of the steering committee. Discussion  
groups considered six questions: (1) Why educate  
teams? (2) Who should be so educated? (3) How  
should students be educated (classroom empha-  
sis)? (4) How should students and professionals  
be educated (clinical emphasis)? (5) What are  
the requirements for educating health care  
delivery teams? (6) What are the obstacles? Two  
papers presented at the conference on these  
themes are among the appendixes, as is a report  
of the proceedings. The steering committee's  
recommendations are aimed at three levels: ad-  
ministrative, teaching, and national, stressing the  
importance of recognition of an obligation to en-  
gage in interdisciplinary education, the value of  
clinical settings for developing interdisciplinary  
education, and the need for governmental and  
professional support of interdisciplinary education  
for health care delivery teams. (AJ)

ED 110 820 CE 004 640

The Use of Social Security Earnings Data for As-  
sessing the Impact of Manpower Training Pro-  
grams: Final Report of the Panel on Manpower  
Training Evaluation.

National Academy of Sciences - National  
Research Council, Washington, D.C. Assembly  
of Behavioral and Social Sciences.

Pub Date Jan 74

Note—48p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Data Analysis, \*Data Collection,  
\*Evaluation Methods, Information Needs,  
\*Manpower Development, \*Manpower Utiliza-  
tion, \*Program Evaluation, Tables (Data)

Identifiers—\*Social Security

The Panel on Manpower Training Evaluation  
has recommended that Social Security earnings  
data be more widely used in evaluating man-  
power programs, especially those that tend to  
serve prime-age males, such as the MDTA (Man-  
power Development Training Act) or NAB-JOBS  
(National Association of Businessmen-Job Oppor-  
tunities in the Business Sector) programs. In spite  
of some limitations, earnings data provide very  
accurate and inexpensive longitudinal information  
that can be efficiently analyzed and provide as  
adequate a source of comparison groups as tailor-  
made sample survey studies, with the additional



potentiality for matching pairs of observations on selected characteristics such as prior earnings patterns. The panel recognizes the issue of confidentiality and expects adherence to standards set for public use of government data. The panel has stressed that evaluation is limited by the quality of information available on the population of manpower program participants. A suggested approach was to develop accurate samples rather than attempt to gather information on all trainees; however, this precludes development of accurate trainee lists for each project. A concluding recommendation was the undertaking of a study comparing the outcomes of a true experimental design to evaluate a manpower program with outcomes as measured by Social Security data. (Author/EA)

#### ED 110 821 CE 004 641

**Manpower for Health Care.**  
Institute of Medicine (NAS), Washington, D.C.  
Pub Date 9 May 74  
Note—109p.; Papers of the Spring Meeting, Institute of Medicine (May 8-9, 1974)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**  
Descriptors—Conference Reports, Data, \*Data Analysis, Delivery Systems, Geographic Distribution, Health Needs, \*Health Services, Manpower Development, \*Manpower Needs, Manpower Utilization, Medical Associations, Medical Education, Medical Services, National Organizations, \*National Surveys, \*Physicians, Specialists, Specialization, Symposia, Teamwork

Identifiers—Health Delivery Systems, Institute of Medicine

The document is a collection of six papers on key problems in health manpower which were presented at a symposium during the 1974 spring meeting of the Institute of Medicine. A seventh paper provides a summary of the major themes at the conclusion of the program. All of the symposium papers deal with the principal manpower issues of supply, distribution of physicians by geography and specialty, and the role of non-physicians in the delivery of health care. Although the speakers differ on the relative importance of these problems and remedies for them, there is general agreement on certain basic propositions: (1) there is a maldistribution of physicians by geographic location and specialty; (2) there is a need for more physicians to enter the primary care specialties; (3) greater use of physician-extenders could improve physician productivity in the delivery of health care; (4) there is little real prospect for solving distribution problems through voluntary actions taken by physicians, medical schools, or teaching hospitals; (5) simply increasing the supply of physicians will not solve distribution problems. (Author/AJ)

#### ED 110 822 CE 004 642

**Early Perceptions of the Comprehensive Employment and Training Act.**  
National Academy of Sciences, Washington, D.C.  
Pub Date [74]

Note—39p.; Papers presented at the initial meeting of the Committee on Evaluation of Employment and Training Programs, Assembly of Behavioral and Social Sciences, National Research Council

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—Decentralization, \*Federal Legislation, \*Federal State Relationship, Financial Support, \*Local Government, Management, \*Manpower Development, Politics, \*Program Administration, Program Coordination, Role Conflict, Role Perception

Identifiers—CETA, \*Comprehensive Employment and Training Act

A Committee on Evaluation of Employment and Training Programs was established by the National Academy of Sciences to assess the impact of the passage of the Comprehensive Employment and Training Act (CETA), which created a shift of control of manpower programs from Federal to State and local officials. At the first committee meeting a panel of five participants, representing Congress; the Department of Labor; and State, county, and city governments, presented its perceptions and expectations of CETA. The document contains the five presentations of panel members (Daniel Krivit, William Kolberg, George Basich, Jon Weintraub, and Thomas Nagle) which deal with the issues and problems of decentralization, decategorization, Federal role, State and local role, capabilities of

local government, political leadership and ramifications, program coordination and cooperation, public employment provisions, management decisions, training needs, and funding. (EA)

#### ED 110 823 CE 004 647

**Report of Biographical Information on People Who Enrolled in the Full-Time Day Programs of the Minnesota Area Vocational-Technical Institutes Between July 1, 1972 and June 30, 1973. Summary of All Enrollees: Across the State.**

Minnesota Univ., Minneapolis. Vocational Follow-Up System.  
Pub Date Nov 73

Note—32p.; For related documents, see CE 004 648-9

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—\*Area Vocational Schools, \*Biographical Inventories, Curriculum Design, Day Students, Enrollment Rate, Occupational Clusters, Post Secondary Education, State Surveys, \*Student Characteristics, \*Student Enrollment, \*Tables (Data), Technical Institutes  
Identifiers—\*Minnesota

One of a series of reports summarizing data on students in the full-time day postsecondary programs of the Minnesota area vocational-technical institutes, the report features biographical data gathered from students enrolled between July 1, 1972 and June 30, 1973. Data presented include age, sex, marital status, geographical location, information about family occupations and income, students' prior education and work experience, and curriculum area in which enrolled. Appendixes give the system curriculum guide of broad occupational clusters and curriculum area for specific programs, and a list of the counties in Minnesota's 11 economic regions. (MF)

#### ED 110 824 CE 004 648

**Report of Student Terminations From Full-Time Day Programs of The Minnesota Area Vocational-Technical Institutes Between July 1, 1972 and June 30, 1973. Summary of All Terminations: Across the State.**

Minnesota Univ., Minneapolis. Vocational Follow-Up System.  
Pub Date Dec 73

Note—19p.; For related documents, see CE 004 647 and CE 004 649

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*Area Vocational Schools, Curriculum Design, Day Students, Dropout Characteristics, \*Dropouts, Graduates, Occupational Clusters, Post Secondary Education, \*State Surveys, \*Tables (Data), Technical Institutes, \*Transfers, \*Withdrawal  
Identifiers—\*Minnesota

The vocational followup system in the Minnesota area postsecondary vocational-technical institutes gathers three types of data about the students: (1) biographical, (2) termination and change of program, and (3) followup data on graduates. As part of this three-pronged effort, the termination and change data in the report provide information concerning the number of enrollees who graduated, withdrew, completed training objectives, received trade certificates, or changed programs between July 1, 1972 and June 30, 1973. Appendixes include the system curriculum guide and the categorization system of reasons for withdrawal. (MF)

#### ED 110 825 CE 004 649

**Summary of One-Year Follow-Up Information on Graduates Who Graduated From Full-Time Day Programs of The Minnesota Area Vocational-Technical Institutes Between July 1, 1971, and June 30, 1972. Summary of All Graduates: Across the State.**

Minnesota Univ., Minneapolis. Vocational Follow-Up System.  
Pub Date Nov 73

Note—48p.; For related documents, see CE 004 647-648

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—\*Area Vocational Schools, Curriculum Design, Employer Attitudes, \*Followup Studies, \*Graduate Surveys, Job Satisfaction, Occupational Clusters, Post Secondary Education, State Surveys, Student Opinion, Technical Institutes, \*Vocational Followup  
Identifiers—\*Minnesota

The main purpose of a followup of Minnesota area postsecondary vocational-technical institute graduates was to determine what happens to

graduates after they leave school. Information obtained from graduates and their employers allows school personnel to judge the effectiveness of their programs and how they might be improved. Experience with the followup system in Minnesota has been very successful. During the July 1, 1971-June 30, 1972 year returns were received from 80 percent of the graduates and from 92 percent of their employers. The data are presented in 35 tables and corresponding narratives covering the broad subject matter of the graduates' employment status at one year after graduation, including their employment history, employer followup, and graduates' evaluation of their school training programs. Appendixes give the system curriculum guide for broad occupational clusters and curriculum area for specific programs, and a list of the counties in Minnesota's 11 economic regions. (MF)

#### ED 110 826 CE 004 650

**Kriner, Richard E. And Others**  
**A Further Examination of Enlistment Motivation and the Disposition of Army Applicants. Technical Report No. 75-15.**

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.  
Report No.—HumRRO-TR-75-15

Pub Date Jun 75

Note—65p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
Descriptors—Armed Forces, Behavioral Science Research, Comparative Analysis, \*Data Analysis, \*Enlisted Men, \*Military Personnel, Military Service, Military Training, \*Motivation, \*Participant Characteristics, Questionnaires, Research Projects, Tables (Data)  
Identifiers—Army, \*Military Enlistment

The study was conducted to (1) determine the structure of reasons leading to the enlistment decision, (2) isolate factors leading some initial Army applicants to enlist in one of the other services instead of the Army, and (3) compare data collected in a draft-free environment (FY74) with data collected in FY 72. Based on a sample of 28,079 (11,502 Army), data were obtained from questionnaire responses at Armed Forces Examining and Entrance Stations. The questionnaire included items on endorsement of reasons for enlistment, selection of service, influences in selection of service, and various demographic characteristics. Frequency distributions and factor analysis were used and cross-tabulations were prepared. According to the surveys, the Army's main attraction has been its ability to provide some kind of skill or advanced training to enlistees. Other findings included: (a) the proportion of Army enlistees who initially preferred another service increased 8 percent; (b) the Army gained in educational quality and lost in mental quality of its applicants; (c) age, geographic region, and educational level were the most important characteristics associated with making the Army an enlistee's first choice of service. The questionnaire and intercorrelation matrices for reasons for enlistment are appended. (Author/BP)

#### ED 110 827 CE 004 651

**Caro, Paul W. And Others**  
**Mission Suitability Testing of an Aircraft Simulator. Technical Report No. 75-12.**

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.  
Report No.—HumRRO-TR-75-12

Pub Date Jun 75

Note—71p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
Descriptors—Aircraft Pilots, \*Cost Effectiveness, Course Content, Educational Programs, \*Equipment Evaluation, Equipment Utilization, \*Flight Training, Individual Instruction, \*Military Training, Program Development, Program Evaluation, \*Simulators, Training Objectives, Training Techniques, Transfer of Training, Vocational Education  
Identifiers—\*Helicopters

The report describes a study conducted to evaluate Device 2B24, which simulates the UH-1 helicopter and an instrument flight environment, and to determine its suitability for cost-effectively accomplishing the instrument phase of Army rotary wing flight training and facilitating UH-1

helicopter transition training, aviator proficiency evaluation, standardization, and flight training quality control. The three-phase mission suitability test involved examining the 2B24's advanced features in a training context, developing a new instrument training program for use with the device, and administering that training to 16 volunteer officers who had completed Army primary rotary wing training (100 hours) but had no helicopter or instrument flight experience. Results confirmed the device's mission suitability regarding both cost (per-student saving of over \$4,000) and transfer of training (instrument training concluded in an average of 6.5 flight hours, as opposed to 60 flight hours for students in the existing program). Findings also indicated that the standardization, evaluation, and quality control goals had been partially met, and that the device's design is such that their fuller achievement is likely in the future. Four appendices include: suitability test Army participants, course outline for UH-1 instrument and transition training, maneuver performance record forms, and reference material study guide. (Author)

**ED 110 828** CE 004 652

Woodruff, Robert R. And Others

**T-4G Methodology: Undergraduate Pilot Training T-37 Phase.**

Air Force Human Resources Lab., Williams AFB, Ariz. Flying Training Div.

Report No.—AFHRL-TR-74-107

Pub Date Dec 74

Note—78p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—Aircraft Pilots, \*Aviation Technology, \*Course Content, \*Course Descriptions, \*Curriculum Guides, \*Flight Training, Individual Instruction, Military Training, Performance Based Education, Post Secondary Education, Technical Education, Training Objectives, Training Techniques

The report's brief introduction describes the application of T-4G methodology to the T-37 instrument phase of undergraduate pilot training. The methodology is characterized by instruction in trainers, proficiency advancement, a highly structured syllabus, the training manager concept, early exposure to instrument training, and hands-on training. The introduction also describes the results of a test of the methodology, in which one particular flight training class required an average of 42 percent fewer flying hours (8.8 aircraft hours) than are included in the regular T-37 instrument syllabus. The bulk of the report consists of an appendix whose first part consists of discussions of problems associated with the T-4G Methodology T-37 Syllabus, instructor pilot reactions to the syllabus, results of the application of the syllabus, grade adjustment information for the test population, and recommendations. The bulk of the appendix (60 pages) consists of the syllabus which includes special instructions, task objectives, and performance criteria for the following areas of T-37 flight training: flying training; contact training; instrument trainer training (including basic instruction, basic maneuvers, radio navigation, radar, and mission profile); instrument flight training; navigation training; and formation training. An additional appendix presents a flow chart of the regular against the test syllabi. (JR)

**ED 110 829** 95 CE 004 653

Koontz, Ronald G.

**A Classification Scheme for Career Education Resource Materials.**

Office of Career Education (DHEW/OE), Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 75

Note—37p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Career Education, Cataloging, \*Classification, \*Educational Resources, Filing, Government Libraries, Indexing, Information Centers, Information Dissemination, Information Processing, Information Retrieval, Information Services, Information Sources, Information Storage, Library Facilities, Library Planning, \*Resource Centers, \*Resource Materials, Subject Index Terms

Identifiers—USOE Office of Career Education Resource Library

The introductory section of the paper expresses its purpose: to devise a classification scheme for

career education resource material, which will be used to develop the USOE Office of Career Education Resource Library and will be disseminated to interested State departments of education and local school districts to assist them in classifying their own career education resource materials. The second section of the paper describes the classification of career education resource material, revised after critiquing by 50 randomly selected career education practitioners. The third section describes the classification scheme, defines the nine cataloging terms used, and lists the 40 key descriptors utilized in the filing system. The classification headings are discussed to eliminate confusion of terms. The fourth section describes the use of the key descriptors and card catalog for the purpose of searching and retrieving needed material, and the storage problem is discussed. Section five explains how the index card is designed for conversion to computer card, and the main advantages of a computer system of retrieval are discussed. Brief descriptions of discipline and content areas, of special groups, and of types of materials are appended, as well as a sample index card. (Author/AJ)

**ED 110 830** CE 004 654

Boatswain's Mate F1 and C: Naval Rate Training Manual.

Naval Education and Training Command, Pensacola, Fla.

Report No.—NAVEDTRA-10304-C

Pub Date 75

Note—347p.; Answer sheets not reproducible

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number (manual) 0502-LP-051-5210, (answer sheets) 0502-LP-051-5211)

**EDRS Price MF-\$0.76 HC-\$17.13 Plus Postage**

Descriptors—Assignments, \*Aviation Technology, Course Content, Equipment Maintenance, \*Fuels, Individual Instruction, \*Instructional Materials, \*Job Training, \*Manuals, Military Training, Post Secondary Education, Technical Education

Identifiers—\*Boatswain Mate F 1 and C, Navy

The Rate Training Manual and Nonresident Career Course (RTM/NRCC) form a self-study package that enables Aviation Boatswain's Mate F to fulfill the requirements for advancement to ABFI and the ABFI for advancement to the rank of ABFC. In preparing for advancement examinations, the manual should be studied in conjunction with Military Requirements for Petty Officers 1 and C, NavPers 10057 (series). Chapter one discusses the enlisted rating structure, the requirements for advancement, responsibilities involved in advancement, and various advancement opportunities. Chapters two through ten cover the following topics: aviation fuels division afloat, JP-5 systems afloat, operation of the JP-5 system, gasoline systems afloat, aviation lube oil system, fuels division ashore, quality assurance and surveillance, maintenance and repair, and administration. The document concludes with a subject index and a 61-page course assignment booklet. (BP)

**ED 110 831** CE 004 655

Conrad, Rowan W.

**Educational Values of Adult Rural Disadvantaged Students: An Affective Evaluation Report. General Report No. 2.**

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Report No.—IR-4-11-025

Pub Date Jul 74

Note—15p.; For related documents, see CE 004 656-7

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Adult Students, \*Disadvantaged Groups, \*Educational Objectives, \*Rating Scales, Rural Population, \*Student Motivation, Values

Identifiers—\*Mountain Plains Program

Sixteen educational aims were rank ordered by 188 adult rural disadvantaged family members who were student participants in the Mountain-Plains Program. Results were examined by factor analysis and by the Thurstone (unweighted) scaling method; the factor structure was weak, indicating considerable independence for the individual items. Students ranked a feeling for other people, a continuing desire for knowledge,

and emotional stability as their most important aims and a sense of civic responsibility and loyalty to America as their least important aims. The high ranking of personal/interpersonal aims seemed to be contrary to current thinking which assumes practical vocational needs to be those dominant among disadvantaged populations. The study was seen as strong validation for the Mountain-Plains approach to meeting the needs of disadvantaged populations. (Author/EA)

**ED 110 832** CE 004 656

Conrad, Rowan W.

**Revision of the Child Raising Opinion Questionnaire. An Affective Evaluation Study. Parent Involvement Report No. 3.**

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Pub Date Jul 75

Note—16p.; For related documents, see CE 004 655 and CE 004 657

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Adult Students, \*Child Rearing, \*Parent Attitudes, \*Questionnaires, Rural Population, Student Opinion

Identifiers—Mountain Plains Program

The report describes revisions made to the Child Raising Opinion Questionnaire for assessing attitudes toward child rearing in the Mountain-Plains student population. Two new scales were developed for the Questionnaire: one measuring resistance to learning about children in particular and resistance to outside influences in the area of child raising generally; the other measuring confidence/adequacy in dealing with children. In addition, new items were included in the section of the questionnaire dealing with general child raising practice to eliminate the former transparency of the questionnaire items, to shift the score mean in the direction of the scale mean, and to obtain greater variance in responses. The report also includes the revised questionnaire in its new booklet form with the response categories appearing on each page and with a separate answer sheet for recording responses. (JR)

**ED 110 833** CE 004 657

Conrad, Rowan W.

**A Personality Development Interpretation of Employability and Disadvantaged Status with Remedial Implications: Counseling Services Report No. 21.**

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Pub Date Dec 74

Note—22p.; For related documents, see CE 004 655-6; Revision and update of Counseling Services Report No. 11

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Behavior Rating Scales, Disadvantaged Groups, Individual Characteristics, Personality Assessment, \*Personality Development, Personality Studies, \*Personality Tests, \*Personality Theories, Psychological Evaluation, Rural Population, Student Characteristics

Identifiers—\*Mountain Plains Program

Tracing problems observed among the Mountain-Plains student population, a trend of apparently improper or arrested personality development emerges. Observations indicate that a majority of the student population does not possess normally developed trust, autonomy, initiative, industry, sense of identity, or ability to develop intimate relationships, nor have most (in any way other than in production of children) engaged in generativity. In order to test these observations, the entering student population from summer 1973 to spring 1974, all of whom were young adult family members of average intelligence and defined as rural disadvantaged, were administered two instruments designed to measure personality traits and the basic constructs of self-actualization. The students' test results were compared with adult norms selected from the respective test manuals. The test results indicated that Mountain-Plains students scored below normal in objective measures of trust, autonomy, initiative, industry, identity, and intimacy. While the results do not irrefutably support the arrested personality development interpretation of personal/personality problems with the population under study, the indicators are extremely strong in favor of that interpretation. Supplementary tables provide Ericksonian Ego Qualities and Age Periods, selected test scales, and personality

development of Mountain-Plains students versus norm groups. (JR)

**ED 110 834** **CE 004 670**

*Tenpas, Barbara G. Higgins, Norman C.*

**Practice and Incentive Effects on Learner Performance: Aircraft Instrument Comprehension Task.**

Arizona State Univ., Tempe. Dept. of Educational Technology and Library Science.

Spons Agency—Air Force Human Resources Lab., Williams AFB, Ariz. Flying Training Div. Report No—AFHRL-TR-74-104

Pub Date Dec 74

Note—29p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Flight Training, \*Military Personnel, \*Motivation, Performance Tests, Predictor Variables, \*Skill Development, \*Task Performance, \*Testing Programs, Test Results  
**Identifiers**—Air Force

To study the effects of practice and incentive on learner performance on the aircraft instrument comprehension task, 48 third-year Air Force cadets were chosen as subjects. The subjects were expected to be able to identify which one of four pictures of aircraft in flight most nearly corresponded to the position indicated on a panel of attitude and heading instruments. Incentives were in the form of additional points and an opportunity to "fly" a formation trainer. The practice variable was manipulated by changing the instructional materials. The pretest-treatment-post-test experimental design provided data for analysis. Data revealed that neither variable (practice or incentive) significantly affected the accuracy of post-test responses, but they did affect in a positive way the post-test rate of responding. The rate of responding is often considered to be a good indicator of an individual's productivity. Sample instructional materials and a post-test item are appended. (AG)

**ED 110 835** **CE 004 672**

*Knox, Alan B. And Others*

**Development of Adult Education Graduate Programs.**

Adult Education Association of U.S.A., Washington, D.C.

Pub Date 73

Note—68p.

Available from—Adult Education Association of the USA, 810 18th Street, N.W., Washington, D.C. 20006 (\$2.00 to professional, contributing and organizational AEA members and to bookstores; \$2.25 to all other AEA members; \$2.50 to all others)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Adult Education, Educational Problems, Education Courses, \*Graduate Professors, \*Graduate Study, Interdisciplinary Approach, National Surveys, Problem Solving, \*Program Development, \*Questionnaires  
**Identifiers**—Canada

Prepared at the request of the executive committee of the Commission of the Professors of Adult Education, the monograph explores problems and solutions that American and Canadian professors of adult education report in initiating and revising graduate programs. Survey questionnaires (approximately two-thirds return rate) were sent to one professor at each institutional graduate program included on the 1972-73 membership listing in the Commission of the Professors of Adult Education. The questionnaire consisted of three parts: program characteristics, four items on each of 22 issues related to program initiation/revision, and comments on starting a new program. An age-of-program categorization was used throughout the data analysis to identify developmental trends. Twenty to 70 percent of the programs reported problems related to 10 widespread issues: the number of professors in the program, their mix of competencies, their departmental location, the specialized adult education courses, the process for approval and modification of courses, ways to relate out-of-department courses to adult education, combined department arrangements, the attraction of able graduate students, the function of faculty research, and the chairman's role in obtaining support for the adult education graduate program. Each of these issues is described in one of the monograph's 10 sub-sections. (EA)

**ED 110 836** **CE 004 673**

*Kester, Ralph J. Howard, John, Jr.*

**The Adoption of Systems Innovations in Educational Organizations: A Case Study of Operational Guidance.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Report No—R&D-Ser-100

Pub Date 75

Note—306p.

Available from—Product Utilization, The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (\$19.50)

**EDRS Price MF-\$0.76 HC-\$15.86 Plus Postage**

**Descriptors**—\*Case Studies (Education), Data Collection, \*Educational Innovation, Program Development, School Attitudes, School Environment, School Involvement, \*School Organization, \*Systems Development, Tables (Data)

**Identifiers**—Operation Guidance

To identify factors which affect the acceptance of innovation in school organizations, a career development product entitled Operation Guidance (OG) was the object of a case study. Five basic organizational characteristics were used to roughly quantify attributes of the organization of the six schools studied. The characteristics were: centralization of decision-making, standardization of practices and procedures, personnel supervision, complexity of organizational structure, and staff heterogeneity. The school community was considered on three levels: attendance area, district, and State. Eight situational descriptors were chosen to characterize each school's setting: district pupil expenditure, community per capita income, community population, geographic location, eligibility for ESEA Title I funds, work structure of students' families, and the location of the student population. Other, less tangible, aspects were also considered. Data collection instruments were surveys, profiles, indexes, charts, and collections of selected facts. (One hundred-fifty pages describe in detail what took place in adopting OG at each of the sites and relate the procedures to the characteristics of the sites. Forty-six hypothesized generalizations are presented concerning how and what influences facilitate the adoption of system-type innovations. Appended materials include comments on instrument development, sample data collection devices, and data tables.) (AG)

**ED 110 837** **CE 004 676**

*Kelly, William And Others*

**East Providence Career Education Project Evaluation: 1973-74.**

Rhode Island Univ., Kingston. Curriculum Research and Development Center.

Spons Agency—East Providence School Dept., R. I.

Pub Date 74

Note—24p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Attendance Patterns, \*Career Education, \*City Wide Programs, Data Analysis, Elementary Education, \*Program Evaluation, Secondary Education, Student Characteristics, Tables (Data)

**Identifiers**—\*East Providence Career Education Project

Observations and interviews were used to evaluate the East Providence Career Education Project for 1973-1974. Data available on processes and products suggest that the program is substantially meeting its goals in spite of low attendance figures and student performance on various tests. A lower socioeconomic class of students with its resultant lower motivation and reading ability, the fact of double sessions in the school, and the future-oriented nature of career education goals may account for the limited showing of the program. Recommendations are for a continuation of the program. (MU)

**ED 110 838** **CE 004 678**

*Davis, Granville D.*

**The University Council on Education for Public Responsibility: 1961-1975. Occasional Papers No. 43.**

Syracuse Univ., N.Y. Publications Program in Continuing Education.

Pub Date Apr 75

Note—139p.

Available from—Syracuse University Publications in Continuing Education, 224 Huntington Hall, Syracuse, New York 13210 (\$2.75)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Background, \*Interinstitutional Cooperation, \*Organizations (Groups), Program Development, \*Reference Books, Universities

**Identifiers**—\*Univ Council on Educ for Public Responsibility

A reference source to the University Council on Education for Public Responsibility, the document covers the formation, functions, and development of the Council over the past 14 years. Chapter 1 provides an historical background of the Council. The following two chapters describe specific cooperative projects initiated by the Council. One project was the urbanism project, demonstrating the positive and negative forces at work in the city, which resulted in the nationally televised "Metropolis: Creator or Destroyer?" and a book of readings, "Metropolis: Values in Conflict." Another less successful project was the study of automation. Chapter 4 deals with reorganization and revision for a more viable organization; Chapter 5 covers new directions in adopting the national conference concept and describes the 1970, 1972, 1973, and 1974 national conferences. The concluding chapters, 6 and 7, provide an evaluative assessment of the organization and implications for the future. Approximately one-half of the document consists of five appendices pertaining to organizational and planning meetings, proposals, by-laws, national conference programs, and a book outline. (EA)

**ED 110 839** **CE 004 680**

*Colle, Royal D. And Others*

**Stretching Manpower Resources for Non-Formal Education in Rural Development: A Case Study in Communication.**

Pub Date 75

Note—18p.; A paper presented to the Adult Education Research Conference (St. Louis, Missouri, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Audio Equipment, \*Developing Nations, Magnetic Tape Cassettes, \*Pilot Projects, Rural Areas, \*Rural Development, \*Rural Education, Rural Extension, Rural Population, Tape Recordings, Volunteers

**Identifiers**—Field Workers, Guatemala

Although there is a great need for field workers in the process of social change in underdeveloped countries, there are several weaknesses in the field worker system: inadequate supply, narrow range of competence, inadequate quality control, and inflexible learning situations. In order to expand the reach and breadth of such non-formal education programs a pilot project involving unpaid, relatively untrained village volunteers equipped with audio cassette tape machines was devised. Three villages in the Ocosada Valley in Guatemala were used as the study site during July 1974. Four cassette tapes were prepared, each 22-29 minutes in length and containing information, stories, and music in a magazine-type format. Evaluations were conducted among the volunteers and the general village populations. The study's results indicated that: in no case were the machines lost, stolen, or damaged; people in the villages listened to and learned from the tapes and acted upon what they had learned; the monetary cost of the system was minimal; the program worked as a latent training system for volunteers who became sought-after sources of information; and there were no logistical problems with batteries, tapes, or machines. The study concludes that the system can stretch rural manpower resources in rural development. (JR)

**ED 110 840** **CE 004 681**

*Wagner, Roy M. K.*

**Understanding the Process of Differential Diagnosis: Prerequisite to the Training of Medical and Veterinary Medical Practitioners.**

Pub Date Apr 75

Note—43p.; A paper presented to the \*Adult Education Research Conference, (St. Louis, Missouri, April, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Clinical Diagnosis, \*Learning Processes, \*Medical Education, Medical Evaluation, Medical Students, Task Analysis, Teaching Methods, \*Thought Processes, Transfer of Training, \*Veterinary Medicine

The paper describes an auto-tutorial methodology for training veterinary medical practitioners to perform differential diagnoses. It describes in detail the three phases of differential diagnosis: sensory pick-up, a combination of cognition and memory; categorization, the process by which diagnosticians group symptoms and signs prior to diagnosis; and inferential strategy, a combination of what diagnosticians refer to as intuition and confirmation techniques. The paper criticizes traditional methods of classroom instruction in differential diagnosis which present practitioners with informational cues in single disease categories in symptom-grouped fashion rather than in multiple disease categories characteristic of real-life situations. Students instructed in traditional methods when confronted with a real diagnostic problem must first complete a transfer from the learned system of information (single disease categories) to the alternative system (multiple disease categories) before diagnosis can take place. The paper briefly reviews a pilot study, utilizing both graduate and undergraduate veterinary medical students, which yielded data tending to verify the transfer hypothesis. Through an understanding of the differential diagnostic process, however, simulation exercises can be constructed to teach the organization of information into multiple disease categories and the inferential skill required to utilize the multiple disease categories to reach tentative diagnoses. (Author/JR)

**ED 110 841** CE 004 682

Whaples, Gene C.

**Racial Attitudes of One Group of Adult Educators.**

Pub Date 18 Apr 75

Note—32p.; A paper presented at the Adult Education Research Conference (St. Louis, Missouri, April 16-18, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Adult Educators, \*Attitude Tests, \*Discriminatory Attitudes (Social), \*Extension Agents, \*Northern Attitudes, \*Racial Attitudes, \*Semantic Differential, \*Tables (Data)

Identifiers—Northeastern States

The study examines attitudes toward blacks of 127 randomly selected county level white 4-H and youth professionals in 12 Northeastern States (a 98 percent response rate). The subjects were randomly divided between one control and one treatment group and administered the Situational Attitude Scale, a racial attitude measurement instrument consisting of 10 bipolar semantic differential scales for each of 10 personal or social situations. The data indicate that the attitudes of white 4-H and youth professionals in the Northeastern Region of the U.S. are different toward blacks than toward whites (confirmed in 18 of the 100 items and 3 of the 10 situations). Support was not found for the four sub-hypotheses: that females have more negative attitudes toward blacks than do males, that older professionals have more negative attitudes toward blacks than do younger professionals, that persons who lived in a primarily rural environment during ages 1 to 10 hold more negative attitudes toward blacks than do those who lived in a primarily urban area during those years, and that persons who are not members of an integrated staff at the professional level hold more negative attitudes toward blacks than do those who are members of an integrated staff. (Author/JR)

**ED 110 842** CE 004 683

McCannon, Roger S.

**Effectiveness of an Orientation and Counseling Program for Adult Evening Students at Drake University.**

Pub Date 18 Apr 75

Note—16p.; A paper presented at the Adult Education Research Conference (St. Louis, Missouri, April 18, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Adult Students, \*College Students, \*Counseling Programs, \*Educational Games, \*Emotional Development, \*Evening Students, \*Program Effectiveness, \*School Orientation, \*Self Concept, \*Self Evaluation, \*Simulation, \*Student Personnel Services

Identifiers—Drake University (Des Moines)

Literature on counseling adult college students is extremely limited; few if any training programs are currently operating with the purpose of preparing counseling specialists in adult education. Moreover, college/university orientation programs for new entering adult part-time even-

ing students are virtually nonexistent. Recognizing the need for supportive services, Drake University initiated an orientation and counseling program for new entering adult evening students during fall and spring semesters of 1972-73. Individuals were randomly assigned to a treatment group (28 students) and a control group (27 students) and pretested and post-tested. The orientation program, consisting of seven weekly 1 1/2 hour meetings, was geared to increased self-understanding, major developmental tasks of college students, the development of self-appraisal and self-direction, and better emotional development. A unique feature of the program was the development of a simulation game, BALANCE, to help students in their adjustment to the college experience. Statistical analysis revealed that students participating in the orientation and counseling program had a significantly higher grade point average at the end of the semester. (EA)

**ED 110 843** CE 004 684

Yerka, Bettie Lee

**Effectiveness of Paraprofessionals in Working with Low Income Families: An Experimental Study.**

Pub Date 75

Note—30p.; Paper presented to the Adult Education Research Conference (St. Louis, Missouri, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Adult Education Programs, \*Adult Educators, \*Community Education, \*Effective Teaching, \*Ethnic Groups, \*Inservice Teacher Education, \*Low Income Groups, \*Nutrition Instruction, \*Participant Characteristics, \*Program Effectiveness, \*Teacher Characteristics, \*Urban Extension

Identifiers—New York (New York), \*Paraprofessional Personnel

The study evaluates the educational effectiveness of indigenous paraprofessionals engaged in Cooperative Extension's nutrition education program for low income families in an inner city community of New York City. Of the 20 paraprofessionals, all but one black or Spanish-speaking women, nearly all gained in knowledge and understanding of teaching and learning strategies, a majority changed their feelings positively toward their job, and a majority rated above average job-persistence factors while on the job. In addition, 10 of the 14 rated on teaching performance with clientele were rated at the mean or above. The experimental and comparison groups of homemakers were demographically similar to the paraprofessionals except for having less education, more and younger children, and being more Spanish-speaking than black. During the program, participants exhibited higher nutritional intakes and levels and more nutritional knowledge than did the nonparticipants. In sum, the study provided evidence that it is possible to select, conduct inservice education for, and place in an inner city community paraprofessional women, of backgrounds similar to their clientele, who can help their clientele improve their nutritional knowledge and practices. Five tables correlating and analyzing by means of stepwise regression the dependent and independent variables are appended. (JR)

**ED 110 844** CE 004 685

Mortvedt, Marjory M.

**Evaluation of the Use of Group Dynamics Training in the Expanded Food and Nutrition Education Program.**

Pub Date 17 Apr 75

Note—31p.; A paper presented at the Adult Education Research Conference (St. Louis, Missouri, April 17, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Adult Education Programs, \*Adult Educators, \*Educational Research, \*Extension Education, \*Group Dynamics, \*Group Instruction, \*Group Membership, \*Interaction Process Analysis, \*Low Income Groups, \*Participant Characteristics, \*Speeches, \*Teaching Methods

Identifiers—EFNEP, Expanded Food and Nutrition Education Program

The paper evaluates the use of group dynamics training for Expanded Food and Nutrition Education Program (EFNEP) aides in Ohio and assesses low income homemakers' adoption of group participation. The treatment group of aides was given week-long experimental group dynamics training which was coupled with nutrition and money management subject matter. A second group participated in two, day-long group dynam-

ics training sessions, and a third group had no training in group dynamics except for a brief introduction. The aides studied were the total population of EFNEP aides in three Ohio Extension areas. Aides in the first two groups registered an increase in positive attitude toward group teaching over time. The second and third groups registered an increase in knowledge of group dynamics methods over time whereas the first group remained stationary. Regarding adoption of group methodology, the treatment group significantly attained the training objectives. The data indicate, however, that other factors besides training can influence aide adoption of group methodology. The data also show a substantial proportion of low income EFNEP homemakers desire some kind of group activity, especially rural women, metropolitan black women, and women with few years of schooling. (JR)

**ED 110 845** CE 004 686

Thorson, James A.

**Variations in Attitude Toward Aging as a Function of Educational Level.**

Pub Date 17 Apr 75

Note—12p.; A paper presented at the Adult Education Research Conference (St. Louis, Missouri, April 17, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Age, \*Analysis of Variance, \*Attitudes, \*Attitude Tests, \*Educational Background, \*Negative Attitudes, \*Older Adults, \*Participant Characteristics

Identifiers—\*Kogan Old People Scale

The study reports on the use of the Kogan Old People (OP) scale, a 34-item Likert scale, in a variety of research applications. In the study's first phase, 59 subjects from three different training programs dealing with the elderly completed the OP scale. The results of this phase indicated that attitude toward old people became more negative as age of respondent increased. From these results it was hypothesized that race and social class might also affect attitudes toward old people. In phase two a group of high school students, all at nearly the same age and educational level, completed the OP scale. Grouping the respondents according to race and class produced no consistent pattern of differences in mean scores. Grouping the two samples indicated that no consistent pattern or increase in positive attitudes can be demonstrated by subjects' age. However, respondents having one or more years of higher education had a more positive attitude than the non-college group. Thus, among the groups tested, years of education appears to be an important factor contributing to variation in attitudes toward the aged. Sampling procedures were not random, so the results are not generalizable to a larger population. (JR)

**ED 110 846** CE 004 687

Forest, Laverne B. Flitter, Michael

**Content Analysis: A Method for Research and Evaluation in Adult Education.**

Pub Date 18 Apr 75

Note—19p.; A paper presented at the Adult Education Research Conference (St. Louis, Missouri, April 18, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Adult Education, \*Case Studies, \*Content Analysis, \*Correlation, \*Data Analysis, \*Decision Making, \*Research Methodology

Content analysis is a systematic and objective technique which reduces into smaller sub-parts existing communications. It is the analytical reduction of a text to a standard set of statistically manipulable symbols representing the presence, intensity, or frequency of characteristics. A case study of the use of content analysis is the U.S. Forest Service's formulation in the early 1970s of a development policy for the Shawnee National Forest in southern Illinois. The alternatives were: no projects, new limited access highway, combination scenic drive and trail, national scenic trail, and improve existing roads. Three hundred documents expressing public opinion were analyzed according to various categories, given a numerical score, and cross tabulated. On the basis of the assumption that people's attitudes regarding the alternative were related to underlying concerns and factors, which when subjected to multiple correlation analysis could be used to predict attitudes, the content analysis verified the decision to opt for the scenic route over the existing road system. As a method of describing, understanding and explaining, pre-

dicting, and deciding, especially in cases where available data is not in the form required, content analysis is a reliable and valid research method and central to the development of adult education. (Author/JR)

**ED 110 847** 95 CE 004 689

Thorson, James A., Ed.

Action Now for Older Americans: Toward Independent Living.

Georgia Univ., Athens. Georgia Center for Continuing Education.

Spons Agency—Gerontological Society, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date 24 Mar 72

Note—80p.; Proceedings of a conference (Atlanta, Georgia, March 22-24, 1972)

Available from—Georgia Center for Continuing Education, University of Georgia, Athens, Georgia 30602 (\$2.50)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*Agency Role, Community Agencies (Public), Community Organizations, Conference Reports, Federal Programs, Government Role, Handicapped, Health Services, \*Human Services, \*Older Adults, \*Productive Living, Senior Citizens, Social Action, Speeches, State Agencies, State Programs, Voluntary Agencies

The collection of conference papers given by representatives of State, Federal, and voluntary agencies, and university faculty, discusses information and planning strategies aimed at maximizing independent living for the elderly. Introductory and welcoming remarks by James A. Thorson, Virginia Smith, and Frank Groschelle are included along with the full texts of the following papers: Advocacy for the Older Person, Carl Eisendorfer; Regional Directions in Serving Older Americans, Frank Nicholson; Action Toward Maximizing Independent Living for Older Americans; Ray Schwartz; The Role of the National Voluntary Agencies, Ellen Winston; Problems of Handicapped Older Citizens in Maintaining Independent Living, E. Percil Stanford; New Thrusts in Services, Goals, Barriers, and Some Solutions in Helping the Aged Toward Independent Living, James J. Burr; New Strategies for Serving Older People, Charles Wells; The Goal and Objective, Stanley Brody; Strategies to Identify and Serve the Target Groups, Margaret Blenkner; The Impact of Scientific Advances on Independent Living, Carl Eisendorfer; Services to Maintain Older People in Their Homes, William G. Bell; Strategies in Providing Services to the Elderly, Carter Osterbind. Working through the agencies of the Department of Health, Education and Welfare (DHEW), the National Voluntary Organizations, and regional and State programs is emphasized. (LH)

**ED 110 848** CE 004 691

Rostker, Bernard

An Evaluation-Management Information System for Vocational Rehabilitation.

Report No.—P-5404

Pub Date Mar 75

Note—46p.

Available from—The Rand Corporation, Santa Monica, California 90406 (\$3.00)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Cost Effectiveness, Evaluation Methods, Federal Programs, \*Management Information Systems, \*Models, National Surveys, Recordkeeping, \*Systems Development, \*Vocational Rehabilitation

The paper provides the basic concepts and structure of an evaluative-management information system that meets the needs of vocational rehabilitation program and project managers and allows inter- and intra-program and project comparisons. Cost-benefit analysis has not (1) provided managers with relevant information upon which to base their decisions, (2) provided a systematic means for making tradeoffs, nor (3) helped managers develop consistent incentives and standards to measure internal project efficiency. Three major factors must be agreed upon before developing an evaluation system: quantifiable program objectives, benefit-cost framework, and a control group to be used as a standard for estimating gains in client income attributable to the program. Some problems to be considered in structuring mathematical models are estimating client income gain and using a national labor market survey as a statistical control. The mathe-

matical relationship between sample survey mean, sample survey size, and the prediction of foregone income for single clients and aggregations of clients influences the prediction variance. The new design for a national longitudinal survey is a continuous work history survey based on calendar months which allows for complete recording of single employment, multiple employment, job search, training, and withdrawals from the labor force. (SAuthor/AG)

**ED 110 849** CE 004 692

Parker, Robert

A Study of the Coordination of the Higher Adult Education Function Within State Systems.

Pub Date 18 Apr 75

Note—16p.; Paper presented at the Adult Education Research Conference (St. Louis, April, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Adult Education, Educational Administration, \*Educational Coordination, Educational Planning, Educational Programs, \*Higher Education, State Programs, \*State Surveys

The paper reports the findings of a two-tier data survey involving the chief executive officers of State systems of higher education in determining the extent of their coordination-control of higher adult education. The first general phase of the study indicated that 42 of the 50 systems surveyed had responsibility for higher adult education. In phase two, the 12 State systems having a high degree of involvement in the coordination-control of higher adult education were grouped into three basic models: the voluntary model, the central unit plus regional organizations model, and the central unit at the State level model. Major findings of phase two indicate that a majority of the 12: play a major part in the administration and governance, conduct statewide planning, pay more attention to planning outcomes than to actual planning, allocate functions to institutions according to their strengths and capabilities, have authority over program review, pay slight attention to resource allocation and utilization, take part in evaluation, assign jurisdiction over programing based on the nature and mission of the institution, do not provide financial aid to adult part-time students on a par with full-time on campus students, and rarely employ non-traditional formats. (JR)

**ED 110 850** CE 004 693

Rosenthal, Harriet P.

The Effect of Teacher Expectancy Upon the Achievement and Intelligence Test Scores of Adult Students.

Pub Date 75

Note—42p.; Paper presented at the Adult Education Research Conference (St. Louis, Missouri, April, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Achievement Rating, \*Adult Educators, \*Adult Students, Behavioral Science Research, \*Expectation, Negative Attitudes, Racial Discrimination, Student Characteristics, \*Teacher Attitudes, Teacher Stereotypes

Identifiers—\*Self Fulfilling Prophecy

The primary purpose of this study was to replicate and extend research in the area of teachers' expectancies toward an adult education population in a remedial course, the General Technical Review Course at a military base in the Southeastern United States. The students, 68 blacks, 27 whites, and 12 Spanish speakers were initially administered an achievement and an I.Q. test. Teachers (three white females and one black male) were informed that the tests were designed to identify "academic spurters." Approximately 20 percent of the students were randomly designated as "spurters" and the teachers given the "results." At the end of the course, students were again tested and teachers completed an evaluative rating form for each student. For the students, the results indicated that the self-fulfilling prophecy may have operated for the white experimental group but not for the nonwhite experimental group. For the teachers, analyzing the data by high-low achievement within race indicated that teachers credited white students who achieved (they had more personality, they studied better, and they were more personable), but black and Spanish-speaking students who achieved were not credited (the nonwhite high achievers were not differentiated from the nonwhite low achievers). A possible explanation

is that "self-induced" teacher biases, prior expectancies based on race, were operating. (Author/JR)

**ED 110 851** CE 004 694

McLagan, Patricia A.

Behavior Theory and Adult Education.

Pub Date Apr 75

Note—39p.; Paper presented at the Adult Education Research Conference (St. Louis, Missouri, April, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Adult Education, Adult Learning, Annotated Bibliographies, Behavioral Science Research, \*Behavior Change, Behavior Development, \*Behavior Theories, Individual Characteristics, Learning Theories, Positive Reinforcement, \*Self Reward

The paper proposes that when behavior change is the major target of an adult education program, the designer must consider three factors: (1) the four basic targets for behavior change efforts (behavior goals and plans, basic knowledge and skills needed for successful performance, physical environment, reinforcers of behavior); (2) individual differences of the learner (self-esteem level, meaningfulness of behavior goals, self-image clarity, perceived locus of control); and (3) qualities of the target behavior. It describes self-behavior modification through self-goal setting, self-monitoring, self-reinforcement, and self-controlled environment change. Advantages and disadvantages of self-behavior modification are also proposed. Behavior theory is then related to adult education design, and an interactive model that can provide structure and/or freedom to individuals according to their needs to use in behavior change programs for adults is introduced. The paper also presents results of a study of the effects on new behavior development of educator- vs. learner-determined reinforcement in a reading and information handling program for technical professionals in industry, which suggest that adult learners will self-reward and that they find self-rewards more satisfactory than externally determined reinforcement. (Author/JR)

**ED 110 852** CE 004 695

Elliott, Elizabeth

Social Indicators and Program Evaluation.

Pub Date Apr 75

Note—14p.; Paper presented at the Adult Education Research Conference (St. Louis, Missouri, April, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Adult Education Programs, Evaluation Methods, Models, \*Program Evaluation, \*Social Factors

Identifiers—\*Social Indicators

The paper examines the concept of social indicators as ways of evaluating macro level adult education programs. In general social indicators deal with social factors which affect the quality of life of the population. Social scientists are recognizing the need for both economic and social indicators. Even as the need for social indicators is discussed, the problems which may be associated with their use (questions of measurement, the reduction of social indicators into economic terms, the definition of quality of life) are recognized. Typical social indicators include: health, public safety, education, employment, income, housing, leisure and recreation, and population. In assessing adult education programs with respect to social indicators, the time factor seems to be crucial. In a model evaluation the procedure moves from focusing on a social concern (one source of program objectives) to identifying appropriate social indicators, to collecting evidence, to comparing the evidence to the social indicators. As the program is judged and referred back to the social concern, the cycle starts again, presumably at a more advanced point in relation to the social concern. All adult educators need to work to establish evaluative procedures which attend to qualitative as well as quantitative aspects of program output. (JR)

**ED 110 853** 95 CE 004 697

Boggs, Minnie, Ed. Luckner, Barbara, Ed.

Familiarization and Dissemination of Selected Vocational-Technical Curriculum and Resource Materials. A Final Report.

Hawaii Univ., Honolulu. Office of the State Director for Vocational Education.



Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washington, D. C.

Bureau No—F-9006-UK

Pub Date Jun 75

Grant—OEG-9-74-0084

Note—107p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—\*Career Education, Curriculum Development, \*Information Dissemination, \*In-service Teacher Education, Instructional Improvement, Instructional Materials, Resource Materials, \*State Programs, Teacher Workshops, Technical Education, \*Vocational Education

Identifiers—\*Hawaii

Because the insular nature of the State of Hawaii limits easy access to materials available nationally and even curtails dissemination of locally developed curricular materials, the materials familiarization and dissemination portion of an educational development project was designed to provide educators throughout Hawaii with an information system that would better help them meet the vocational-technical and career education needs of their students. The report of the materials familiarization and dissemination activities tells how up-to-date curriculum and resource materials were selected, purchased, and duplicated for dissemination. These and other materials already available locally were presented, explained, demonstrated, and discussed by various experts in a series of workshops held on Oahu and the Neighbor Islands. Educators in vocational-technical and career education and related areas were made familiar with some of the most recent useable materials, together with the methods and techniques by which they might be effectively implemented in the on-going instructional programs of the State. Appended to the report are materials related to the workshops (brochures and agenda, topics and consultants, participants, and evaluations) and a three-page list of the materials purchased and/or duplicated. (Author/AJ)

ED 110 854 95 CE 004 868

Feingold, S. Norman And Others

Resources: Recommendations for Adult Career Education Resources: Supplement.

Applied Management Sciences, Inc., Silver Spring, Md.; B'nai B'rith, Washington, D.C. Career and Counseling Services.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 75

Grant—OEG-0-73-6372

Note—201p.; The document is a supplement to CE 003 181

EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage

Descriptors—Abstracts, \*Adult Education, Adult Literacy, \*Annotated Bibliographies, Audiovisual Aids, Career Choice, \*Career Education, Educational Resources, \*Instructional Materials, Minority Groups, Occupational Information, Reading Level, Reading Materials, \*Resource Guides, Resource Materials, Womens Education

Identifiers—Adult Career Education Resources Survey

The document is a compendium of abstracts of career materials from a variety of media; materials were reviewed not only in terms of suitability for use by adults, but also in terms of quality of career information. Reading levels have been included for each piece of written career information material. A supplement to a previously published resource guide, the document provides additional career information resources, with increased proportions of materials which are produced in audio-visual media formats, written at reading comprehension levels better suited to adults with lower levels of reading skills, and/or addressed to the needs of women and minorities. Focus has also been placed on inexpensive or free materials. Entries for printed materials are catalogued according to 16 major occupational areas; audiovisual materials are catalogued separately. Forms employed in the adult career education resources survey are appended. (Author/AJ)

ED 110 855 95 CE 004 869

Feingold, S. Norman

Explorations; Part I, Revised: Career Activities for Adult Education Classes.

Applied Management Sciences, Inc., Silver Spring, Md.; B'nai B'rith, Washington, D.C. Career and Counseling Services.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 75

Grant—OEG-0-73-6372

Note—75p.; The document is a revision of CE 003 179

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Adult Education, \*Career Education, Critical Thinking, \*Integrated Curriculum, \*Language Arts, Learning Activities, \*Lesson Plans, Oral Communication, Reading Instruction, Student Characteristics, Writing Skills

Identifiers—Adult Career Education Resources Survey

The Adult Career Education Resources Survey was designed to (a) compile career information resources for adults and (b) provide materials that will encourage adult educators to integrate career education activities into ongoing curricula. The document was developed and revised by the Survey staff to meet the second objective; it provides a group of field-tested exercises for use by adult educators which serve to help adult students become familiar with a spectrum of careers and which permit introduction of career materials into other learning contexts. From two to six exercises are provided in each of four curriculum areas: reading, writing, oral communication, and critical thinking. To assist the teacher in integrating career activities into ongoing curricula, every activity includes these characterizations: (1) skills reinforced by the activity, (2) performance objective, (3) materials required, (4) time required, (5) a summary of the activity, which describes briefly the suggested tasks from initiation to completion, (6) potential results, and (7) potential populations for utilization. Information on the field-testing of these activities is provided in the document. (Author/AJ)

## CG

ED 110 856 CG 008 611

Biser, Harry C.

The Influence of the Admissions Officer in Making of College Policy.

Pub Date 11 Oct 73

Note—12p.; Not available in hard copy due to marginal legibility of original document; Paper presented at the Annual Conference of the National Association of College Admissions Counselors (29th, Chicago, Illinois, October 11, 1975)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Academic Rank (Professional), \*Administrative Policy, \*Admissions Counselors, Committees, \*Counselor Functions, \*Policy Formation, Role Perception, Speeches

In discussing the current status and role of the admissions counselor, the author maintains that the admissions officer, if he is to function effectively as the college's educational emissary, must have a thorough understanding of the curriculum and must either serve on curriculum committees or have faculty status. He deplores the fact that this is not so in many institutions, and cites many examples of how an admissions officer is neglected in certain decisions concerning admitting students and how he is subjected to pressures by various groups. The admissions officer can contribute positively to the organization of college orientation programs, and he should have a say in college publications. He should also be given more authority and should participate in central administrative committees. Moreover, he can increase his influence in his college through active involvement in national and regional organizations. Finally, through the use of data gathered from test sheets, interviews and surveys, the admissions officer can provide valuable information on curriculum choices and academic planning. (Author/SE)

ED 110 857 CG 008 622

Huddleston, Richard J.

The Effects of a Reinforcement-Counseling Procedure on the Social Behavior and Sociometric Status of Elementary Students.

Pub Date 73

Note—13p.; Best copy available, some pages may reproduce poorly; Paper presented at the Annual Meeting of the Canadian Guidance and Counseling Association, 1973

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Behavioral Counseling, \*Behavior Problems, Elementary School Students, Group Counseling, \*Peer Relationship, Reinforcers, \*Social Reinforcement, \*Sociometric Techniques, Speeches

Previous research has shown that certain counseling methods, unlike behavioral counseling procedures, have been unsuccessful in improving the sociometric status of unpopular and uncooperative/elementary students. This study attempted to assess the effectiveness of behavioral counseling. Forty elementary students were identified as unpopular and uncooperative. Twenty of them were assigned to a control group while 20 others were assigned to four groups of reinforcement counseling. The latter groups met twice a week for five weeks, and the students were assisted to increase the frequency of their rewarding and cooperative behavior while in the presence of their peers. Following treatment, the sociometric instrument was readministered to all students who were randomly assigned to four groups of 10 Ss each. Each group participated in a series of work tasks, and observations were made of the counseled and control students' rewarding and cooperative behavior. Analysis of the results revealed no significant differences between the control and counseled groups on gain in sociometric choices or in their behavior while participating in the series of work tasks. Reasons for the failure of the behavioral procedure were attributed to problems in reinforcing students who would not behave in rewarding or cooperative ways toward their peers. (Author/SE)

ED 110 858 CG 008 834

Gast, Robert L.

Sixteen Questions and Responses Concerning the Development of a School District Standardized Testing Program.

Pub Date 74

Note—17p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Achievement Tests, \*Educational Testing, \*Objectives, Program Development, Psychoeducational Processes, \*Psychometrists, School Psychologists, \*Testing Programs, \*Test Results

The author, as a testing consultant, has considered and answered 16 questions on the various aspects of testing usually asked by school staff members. The questions and answers are primarily concerned with statistical aspects of achievement tests and the best way to interpret test results to clients, parents and teachers. The need for caution in the choice of particular tests is stressed; thus, tests should be neither too easy nor too difficult for students, and tests should be chosen by a committee who specifies the particular goals for which a test should be administered. The author notes the importance of informing faculty members about the meaning of test scores and how such scores might help them in their classrooms. Moreover, in interpreting a test score one should be aware that a score reflects a current situation resulting from the interaction of various complex variables, so that judgements about a student's academic future should not be based on test scores alone. Finally, the author presents a bibliography of books and journals, dealing with various aspects of testing, to assist testers in any difficulties they might encounter in their work. (SE)

ED 110 859 CG 008 838

Jones, Alvin H.

Graduate Programs for Black and Asian Graduate Students in Pupil Personnel Services.

Pub Date Apr 74

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Community Involvement, \*Counselor Training, Cultural Differences, Cultural Pluralism, \*Educationally Disadvantaged, \*Educational Objectives, Financial Support, Graduate Study, \*Minority Groups, Negro Students, Program Development, \*Pupil Personnel Workers, Racial Discrimination, Speeches

Identifiers—\*Education Professions Development Act, EPDA



Several studies have shown that public schools in the United States are staffed with counselors and teachers who have a limited cultural understanding of black and other minority students. Moreover, racist attitudes have permeated all levels of the educational system, preventing the development of programs that would help black students to attain higher education and thereby help their people. The federal Education Professions Development Act (EPDA) was a progressive step in re-evaluating educational goals. The EPDA California center, one of seven centers created under the program, has tried to establish an advanced degree program which has a multi-cultural curriculum designed to train a new kind of pupil personnel worker. A major stress has been on on-site instruction and an effort to enlist effective community participation in higher education. The author suggests the need to introduce courses which reflect the cultural characteristics of all ethnic groups and explain the differences among various cultures in various parts of the country. Moreover, minority communities should be actively involved in the educational process, and financial aid to minority students should be increased. Finally, the suggested program would require a longer preparation period than do traditional programs. (SE)

ED 110 860

CG 008 875

Segal, Cecile P.

**Effect of an Advance Organizer upon Learning for Sixth-Grade Children Maintaining an External Locus of Control Orientation.**

Pub Date Apr 74

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 15-19, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Analysis of Variance, \*Behavior Patterns, \*Cognitive Processes, Comparative Analysis, Elementary Education, Elementary School Students, \*Learning Processes, \*Locus of Control, Perceptual Development, Research Projects, Retention, \*Social Differences, Socioeconomic Status, Speeches, Verbal Learning

The inferior performance of external locus of control (LOC) subjects (Ss) on achievement tests has been attributed by many researchers to cognitive and perceptual deficiencies. Several studies have shown that advance organizers (AO) which provide optimal anchorage and mobilize existing relevant concepts, facilitate learning of verbal material. This study tested the hypothesis that learning of an unfamiliar passage by sixth-grade external LOC Ss can be improved by the help of AO. Thirty-three lower socioeconomic status (SES) black Ss and 34 Jewish upper-middle SES Ss were identified as either external or internal LOC. Half of each LOC group received an introductory passage with concrete examples and inclusive terms (the AO group) while the introductory passage of the other half (control group) did not have any AO. Both groups received the same unfamiliar study passage followed by a 10-item test on the study passage. An analysis of variance on the scores of the latter test indicated that while the main effect of AO was not significant, AO had a significant effect only on the retention ability of lower SES students with an external LOC. There is a need for further studies using a larger number of Ss representing various grade levels. (Author/SE)

ED 110 861

CG 008 942

Leopold, Harold S.

**Selective Group Approaches in Hospital Settings.**

Pub Date [73]

Note—15p.; Not available in hard copy due to marginal reproducibility of original document.

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Behavior Change, \*Group Dynamics, Institutionalized (Persons), \*Interaction Process Analysis, Medical Services, Program Descriptions, \*Psychiatric Services, Psychosis, \*Psychotherapy, Schizophrenia

The author considers group therapy as one of the most appropriate approaches to help psychotic patients, especially schizophrenics. He advocates the formation of four graded groups of patients based on the seriousness of their problems. The first is an intake group formed of newly admitted patients. Interaction in a group situation provides the psychiatrist a good opportunity to study the nature of the problems of each patient so as to place him in one of the other

three groups. The second is a group for regressive patients, the most difficult cases with which to deal. The psychiatrist, with patience, understanding and support of a patient can gain his confidence and establish communication between the latter and the other members of the group, and then move him into the third group of less serious cases. With the latter group the emphasis is on correcting distorted perception and, through creating a healthy group atmosphere, initiate emotional and behavioral change. The fourth group is formed of predischarged patients who are allowed to join outpatients and family members. In this group, attempts are made to enhance self-esteem and recondition members to their immediate environments. (SE)

ED 110 862

CG 008 943

Marion, David J.

**Crisis Intervention Project, Boston Public Schools,**

December 1, 1972-May 1, 1973. Evaluation.

Data Education, Inc., Waltham, Mass.

Spons Agency—Boston Public Schools, Mass.

Pub Date May 73

Note—89p.; Best copy available, some material may reproduce poorly

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Community Involvement, \*Crisis Therapy, Drug Education, \*Intervention, \*Prevention, Program Descriptions, \*School Community Relationship, \*Teamwork, Training The Crisis Prevention-Intervention Project (CPI) of the Boston Public Schools is described in two parts: a six-month evaluation report and an interim report by the project director. The goals of this pilot project for the five Boston schools (three public, two parochial) were: (1) to develop an operational program of crisis intervention and prevention that would alleviate in-school forces which lead to discontentment and/or crisis; (2) to undertake a survey of the needs of the schools to prevent disruption; and (3) to design an instrument to test for crisis-proneness in a school. The administrative organization and CPI includes a project director, advisory council and five support teams with representation from faculty, administration, parents, students and police groups from the school community. Training programs, specific problems of the project, initial impact areas and related projects are discussed. Results of brief needs assessment survey of staffs and board members are included. (GMF)

ED 110 863

CG 008 955

Meredith, Jack

**Counseling Workers over 40: GULHEMP, a New Approach.**

Pub Date 10 Apr 74

Note—30p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (30th, New Orleans, Louisiana, 1974); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Age Differences, \*Employment Opportunities, Equal Opportunities (Jobs), \*Industrial Personnel, \*Job Placement, \*Medical Services, \*Middle Aged, Models, Social Discrimination, Speeches, Task Analysis

Identifiers—\*GULHEMP Method

This series of presentations describe a method of job counseling and placement for the middle-aged which combines pre-employment physical worker analysis with job analysis for effective matching of job requirements with worker capacities. The matching process involves these steps: (1) job analysis by an industrial engineer; (2) worker examination by medical staff including medical and social tests and histories; and (3) comparison between medical and job profiles and recommendation to employer. The profile is determined by Dr. Koyl's GULHEMP method (general physique, upper and lower extremities, hearing, eyesight, mentality and personality). Both physical and job analyses are scaled to these fitness categories. Advantages to this matching system of job placement include: (1) identification of medical problems and resulting referral and treatment; (2) sensitization of state employment agencies to the needs of middle aged workers; (3) assistance to employers in the placement of physically qualified workers to the satisfaction of both employer and employee; (4) lower incidence of illness and turnover "profiled" workers; and (5) a method to eliminate age, sex and race discrimination in employment. (GMF)

ED 110 864

CG 008 956

Montgomery, Travis

**A Comprehensive Job Placement Program for Secondary, Non-Urban High Schools.**

Pub Date 74

Note—10p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (30th, New Orleans, Louisiana, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Audiovisual Aids, Community Involvement, High School Students, \*Job Development, \*Job Placement, \*Occupational Information, Program Development, Rural Schools, \*Rural Youth, \*School Community Cooperation, Secondary Education, Speeches, Student Needs, Vocational Development

Identifiers—\*Missouri

A comprehensive Career Education Project for 10 secondary non-urban high schools in Missouri has been developed to implement job development and job placement programs and follow-up of area high school seniors. The program components seek to: (1) establish a Centralized Job Placement Office; (2) implement a job placement service in each high school; (3) establish a centralized career information and audiovisual library; (4) establish working relationships with community employers; (5) follow up graduates and drop-outs; (6) provide selected seniors with a two-week on-the-job-work experience in a field of interest; and (7) develop a Model Job Placement Guide and directory of job opportunities. Participating schools encourage a team approach to job placement by utilizing the available human resources such as superintendents, principals, teachers, students and community employers. Brief questionnaires distributed to participating counselors, teachers and students were utilized to obtain information needed for program implementation. (GMF)

ED 110 865

CG 008 958

**Action Counseling with Suspended Students.**

Pub Date [74]

Note—5p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Counseling Programs, Counselor Training, \*Discipline Problems, \*Family Counseling, \*Group Counseling, Occupational Guidance, \*Parent School Relationship, Program Descriptions, Secondary Education, Speeches, \*Suspension

Identifiers—\*Cooperative Community Counseling

The Cooperative Community Counseling Project was designed to undertake an intensive joint individual and family counseling program to reduce maladaptive behaviors of students who were suspended from community high schools. Counselor training for this program included weekly seminars focusing on specific topics: (1) general problems associated with suspensions, (2) study of employment and educational opportunities for urban youth, (3) study of disciplinary practices in real school situations, (4) critique of counseling interviews and techniques, and (5) production of a documentary film about work with suspended students. The program consisted of individual and group counseling, academic assistance, occupational and educational guidance, teacher descriptions of student behavior, parent interviews and evaluation. Inventory and interview data on students' perceptions of the program indicated some differences between project and control groups. The results suggest that schools should make counseling-related activities a basic part of treatment procedures for suspended students. (GMF)

ED 110 866

CG 009 289

Abrams, L. Annette, Ed. And Others

**Accountability in Drug Education: A Model for Evaluation.**

Drug Abuse Council, Inc., Washington, D.C.

Report No—HS-1

Pub Date Nov 73

Note—294p.

Available from—Drug Abuse Council, Inc., 1828 L Street, N.W., Washington, D.C. 20036 (HC \$2.25, \$1.50 in quantities of 10 or more)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Data Analysis, \*Drug Education, \*Educational Accountability, Educational Objectives, \*Evaluation Methods, Measurement Instruments, Models, Program Development, \*Program Effectiveness, \*Research Needs, Resource Materials, Test Results

This text is the first in a series of handbook providing methodology information for drug program planners and administrators. This handbook is designed to address the private sector need for assistance in their consideration of methods, techniques and approaches necessary for effective local program implementation and evaluation. The first section of the handbook describes program objectives, goal setting considerations, pitfalls in data collection, and research designs considered appropriate for the evaluation of drug education programs. The second section presents a number of reliable measures for program evaluation, an orientation for the effective use of the sample instruments, and information for locating additional measures. Drug education measures for use with young children, adolescents, college students and adults are included or described. The third and final section deals with the analysis and interpretation of data, and includes discussions on student evaluation results, the use of computers and the dimensions of program planning. (Author/SJL)

**ED 110 867** CG 009 291

**Survey of State Drug Abuse Activities 1972.**

Drug Abuse Council, Inc., Washington, D.C.

Report No.—MS-2

Pub Date May 73

Note—48p.

Available from—The Drug Abuse Council, Inc., 1828 L Street, N.W., Washington, D.C. 20036 (HC \$1.25, \$.75 in quantities of 10 or more)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Drug Abuse, \*Drug Education, \*Evaluation Needs, National Surveys, \*Program Improvement, Questionnaires, \*State Programs

This survey is one of a series conducted by The Drug Abuse Council, Inc. to explain the efforts of the public sector to control and prevent drug abuse. The survey attempts to document the involvement of the states in drug abuse prevention, treatment and control by undertaking a census of existing programs and expenditures, as well as a review of unmet problems and needs. The analysis contains survey results for all states, with size and geographic breakdowns whenever appropriate. The results are organized by responses to questions in the following areas: state administration and coordination, funding, data and epidemiology, treatment and rehabilitation, education and prevention, law enforcement, and technical assistance from the federal government. The report includes an analysis of the possible problems developing in efforts by the states to respond to drug abuse. (Author/SJL)

**ED 110 868** CG 009 292

**Students Speak on Drugs; The High School Student Project.**

Drug Abuse Council, Inc., Washington, D.C.

Report No.—HS-3

Pub Date Jun 74

Note—293p.; Some pages in the individual reports may reproduce poorly

Available from—The Drug Abuse Council, Inc., 1828 L Street, N.W., Washington, D.C. 20036 (HC \$2.25, \$1.50 in quantities of 10 or more)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Drug Abuse, \*Drug Education, Field Interviews, High School Students, \*Program Evaluation, \*Student Attitudes, \*Student Research, Surveys

This report represents the findings obtained from investigations conducted by nine student research groups based in high school s in each geographical region of the United States. Each research group conducted three-month studies of the drug education programs and formulated recommendations for program modifications and new approaches. Major issues for fact finding included: (1) the incidence of drug abuse among high school students; (2) student attitudes on drug use and abuse; (3) the nature of existing drug education programs; (4) the effectiveness of those programs; and (5) students' perceptions of their drug education needs. The groups' research findings indicate widespread usage and availability of illicit drugs, failure of existing drug education programs to affect student drug usage, and the need for involvement of the community-at-large. The students repeatedly criticized the prevalence of a subject-matter orientation to school drug programs, instead suggesting the need for a personal-problems or social-problems

orientation. Included in the report is a discussion of the limitations and weaknesses of this student project. (Author/SJL)

**ED 110 869** CG 009 995

**Rosenbluh, Edward S. And Others**

**Emotional First Aid: Crisis Development and Systems of Intervention.**

Pub Date 74

Note—227p.; Originally issued under the title "Techniques of Crisis Intervention: Emergency Mental Health First Aid"

Available from—Rosenbluh and Associates, Behavioral Science Services, 3101 Hikes Lane, Louisville, Kentucky 40220 (HC \$8.00 plus postage, \$7.00 each for orders of 10 or more)

Document Not Available from EDRS

Descriptors—\*Counselor Training, \*Crisis Therapy, \*Emotional Problems, Guidelines, \*Intervention, \*Mental Health, Psychological Services

This instructional manual takes a developmental approach toward understanding the psychological, social and behavioral dynamics of human crisis. The manual describes the behavior patterns characterizing various psychological and physical crises, and provides background information and methods of crisis intervention with which to manage each. In addition to communicating non-psychiatric helping skills, the manual addresses the problems of a community or organization seeking to assess and manage conflict. (SJL)

**ED 110 870** CG 009 997

**Seiferth, Berniece**

**Sex, Courtship, and Marriage.**

Pub Date [65]

Note—38p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Adolescents, \*Changing Attitudes, \*Dating (Social), \*Marriage, Moral Development, \*Sexuality, State of the Art Reviews, \*Teenagers

The author presents an historical perspective on abortion, contraception and marriage as a prelude to an examination of changing attitudes toward sex. The article deals with the negative effects attributed to the increased incidence of early dating and early marriage of teenagers in the United States. The author also assumes positions on such issues as masturbation, premarital sex, illegitimate children and interfaith marriage. (SJL)

**ED 110 871** CG 009 998

**Demos, George D. And Others**

**The Role of the College Counseling Center in Fostering Positive Mental Health Among College-Age Youth.**

California State Coll., Long Beach.

Pub Date 11 Dec 64

Note—56p.; Papers presented at the Meeting of the California State Psychological Association (Los Angeles, California, December 11, 1964); Best copy available, several pages may not reproduce clearly

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*College Students, \*Counseling Centers, \*Counseling Services, Counselors, Higher Education, \*Mental Health Programs, Psychiatrists, Psychologists, Role Perception, \*Symposia

This symposium explores the general roles and functions of a college counseling center and of the professional staff within it. Contributors to the symposium discussed the role of the director, the counseling psychologist, the clinical psychologist, the psychiatrist, and the sociologist in fostering positive mental health on college campuses. The role of a college counseling center director was seen to be that of a coordinator in the sense that he sees to the smooth and effective functioning of the center's operation. The role of the counseling psychologist must evolve within a particular framework that has three characteristics: (1) it must be consistent with the aims of the institutions, (2) it must not duplicate the functions of other personnel, and (3) it must have its well-springs in the nature of the student body. The role of the clinical psychologist is that of helping students work through certain existential problems while the psychiatrist diagnoses and treats referred cases, especially problem psychoses. The function of the sociologist is to define the cultural profile of the student population. All of these roles and their interrelationships with each other are delineated. (RWP)

**ED 110 872** CG 009 999

**Atkinson, Donald R. And Others**

**Self-Monitoring to Increase Classroom Participation Behavior.**

Pub Date [Mar 75]

Note—19p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Behavioral Science Research, \*Behavior Change, Change Strategies, \*Classroom Participation, Elementary Education, \*Elementary School Students, Research Projects, Self Evaluation, \*Student Behavior, Student Participation

Identifiers—\*Self Monitoring

The purpose of this study was to examine the effect of self-monitoring on classroom participation. Twenty-four male and twenty-four female sixth-grade students were randomly assigned to four treatment conditions: (1) self-monitoring participation; (2) self-monitoring non-participation; (3) teacher request; and (4) control procedure. Students in group 1 increased their classroom participation during the treatment and posttreatment phases of the experiment, while students in the other three groups did not. More students in group 1 enjoyed the task and felt it was helpful to them than did students in group 11. (Author)

**ED 110 873** CG 010 000

**Caldwell, Gary L.**

**The Suitability of the California Test of Personality and Rokeach's Dogmatism Scale as Selection Instruments for Security Police.**

Pub Date 75

Note—93p.; Master's Thesis, Wayne State University

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*Adjustment (to Environment), \*Armed Forces, Behavior Rating Scales, Comparative Analysis, Dogmatism, Masters Theses, Personality Tests, \*Personnel Selection, \*Police, Psychological Tests, Research Projects, \*Screening Tests

Identifiers—\*California Test Of Personality, CTP

The purpose of this study was to determine if the California Test of Personality and Rokeach's Dogmatism Scale could be used as screening instruments for Air Force Security Police. Thirty-six Air Force Security Police assigned to TUSLOG Det 94-2, Turkey comprised the sample for this study. The variables measured by the instruments—personal adjustment, social adjustment, total adjustment, and degree of dogmatism—were compared to ratings given by senior supervisors. Statistical analysis was conducted to determine if there were any relationships between the supervisory ratings and the scores on the CTP and Dogmatism Scale. The analysis revealed no significant relationship between the ratings and the scores on the CTP or on the Dogmatism scale. (Author)

**ED 110 874** 95 CG 010 001

**Slavin, Robert E. And Others**

**Individual vs. Team Competition: The Interpersonal Consequences of Academic Performance. Center for Social Organization of Schools, Report Number 188.**

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 75

Contract—NE-C-00-3-0014

Note—21p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Academic Achievement, Educational Research, Group Dynamics, \*Junior High Schools, \*Peer Relationship, \*Performance Factors, Social Organizations, \*Teamwork

This study utilized the Teams-Games-Tournament (TGT) concept, an educational technique employing team competition within the classroom. The hypothesis was that mediating TGT's effects on academic performance is a change in the relationship between academic performance and sociometric status of students. Subjects were 232 seventh grade students incorporated into a 2x2 design varying both competition (team vs. individual) and practice (individual vs. group modes. Team competition changed the peer group norms as predicted, creating a positive

relationship between academic performance and sociometric status, whereas no such relationship existed for students in the individual competition. Implications for the sociology of education are discussed. It was concluded that this study goes beyond a description of effects of successful academic performance on peer group status and offers a means of changing peer group consequences of academic success. (Author/BW)

ED 110 875 95 CG 010 002

*Greenberger, Ellen And Others*

**Measuring Psychosocial Maturity: A Status Report.** Center for Social Organization of Schools, Report Number 187.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Dec 74

Contract—NE-C-00-3-0113

Note—62p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Child Development, \*Measurement Instruments, \*Psychometrics, Rating Scales, \*Secondary School Students, Self Evaluation, \*Social Development, \*Student Attitudes, Student Development, Student Evaluation

Identifiers—\*Psychosocial Maturity Inventory

The educational community lacks tools for assessing the nonacademic growth of students—their growth as persons and as social beings. This paper describes the development of an attitude inventory based on an interdisciplinary model of psychosocial maturity. The Psychosocial Maturity Inventory, a self-report instrument, is comprised of nine subscales and is suited for the assessment of youngsters in the approximate age range 11 to 18. Among the studies reviewed are ones which (1) specify at various age levels the internal consistency of the subscales; (2) report the association between the subscales and various measures of academic achievement; and (3) describe the relationship of the subscales to other measures of personality, such as "faking good," anxiety and self esteem. Factor analyses of the Inventory provide an empirical base for testing the proposed theoretical structure of psychosocial maturity. The Appendices provide additional detail on the psychometric properties of the Inventory. (Author)

ED 110 876 CG 010 003

*Hector, Mark A.*

**Self-Management Projects in Counselor Education.** Pub Date 75

Note—12p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Behavior Change, Counselor Performance, \*Counselor Training, \*Practicums, Professional Training, \*Self Control, Speeches, \*Teaching Methods, \*Training Techniques

Much emphasis in the literature has been given to the idea that counselors can teach their clients self-management procedures and that through these procedures the clients can learn to solve their own problems. The concept of self-management as applied to the counselor education process and more specifically to the modification of counselor behaviors is discussed. The benefits of training counselors through self-management procedures are described. A specific plan that has been used with pre-practicum and practicum students is outlined. Each student is required to select some aspect of his or her counseling behavior and modify it according to the self-management plan. This plan suggests how a student can (1) identify a problem, (2) analyze the problem, (3) set a goal, (4) determine and implement a strategy, and (5) evaluate the project results. Three projects that students have completed are described. One project dealt with reducing the number of times the counselor used a meaningless filler in her speech. A second project concerned a student who wanted to ask fewer close ended questions and more open ended questions. The third project dealt with increasing the frequency of empathic responses. General student reactions to the self-management projects are also summarized. (Author)

ED 110 877 CG 010 004

*Pine, Gerald J.*

**School Counseling: Criticism and Contexts.**

Pub Date [Mar 75]

Note—28p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Accountability, \*Counseling Effectiveness, \*Counselor Evaluation, \*Counselor Role, Elementary School Counselors, \*Guidance Counseling, \*Role Perception, Secondary School Counselors, Speeches, Standards, State of the Art Reviews

The purposes of this paper are: to identify specifically the criticisms of school counseling; to analyze what accounts for these criticisms; to indicate how school counseling should and is responding to its critics; and to look at where school counseling is headed. Through a review and analysis of the conceptual and empirical literature dealing with the development and status of school counseling the range and scope of contemporary criticism are delineated. It is suggested that criticisms of school counseling emanate from problems relating to untrained, undertrained, and uncommitted counselors; professional identity and role; societal contexts; professional ideology; and accountability. Each of these problems is defined and examined and suggestions are made regarding constructive responses to criticism and effective evaluation procedures. There is a bibliography of 124 entries. (Author)

ED 110 878 CG 010 005

*Reilly, David H.*

**Beyond The Test Score.**

Pub Date Nov 74

Note—11p.; Paper presented at the Workshop on Assessing Culturally Different Black and Indian Students (Greensboro, North Carolina, November 14-16, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Counselor Certification, \*Educational Principles, Elementary School Students, School Psychologists, Secondary School Students, Speeches, State of the Art Reviews, \*Student Testing, \*Teacher Education, \*Testing Problems, \*Test Interpretation

Two factors are responsible for the abuses in testing of children: emotional expectations and a misdirected educational training system. The former is most prevalent among those who are not thoroughly trained in testing and test interpretation, and should be responded to by maintaining strict certification standards. The second reason for abuses in testing, a misdirected educational training system, could be partially resolved by strengthening the competencies of educators in such areas as how to achieve a sense of self competence and identity, how to get along with others, how to work within and with a group without losing a sense of self, how to rear children, how to use leisure time, and how to decide on a vocation. Teachers should be trained for involvement in an educational enterprise that deals with values and people, not just academic matters. (Author)

ED 110 879 CG 010 006

*Butler, Dodie And Others*

**Runaway House: A Youth-Run Service Project.**

National Inst. of Mental Health (DHEW), Rockville, Md. Center for Studies of Child and Family Mental Health.; Special Approaches in Juvenile Assistance, Washington, D.C.

Report No—DHEW-ADM-74-44

Pub Date 74

Note—75p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Counseling Centers, Delinquency, Foster Homes, Guidance Counseling, Parent Child Relationship, \*Program Descriptions, \*Voluntary Agencies, \*Youth, \*Youth Agencies

Identifiers—\*Runaway Youth

This booklet describes Special Approaches in Juvenile Assistance (SAJA), a nonprofit corporation that consists of: (1) the Runaway House, a temporary shelter and counseling program for people under the age of 18 who have run away from home; (2) two foster group homes in which the workers and young people share responsibility for cooking, cleaning and all decisions that relate to the house; (3) a Job-finding Cooperative that provides a free alternative to regular employment agencies; (4) a free school, and (5) several associated projects; including a farm, a people's law

institute, housing co-op, etc. This booklet discusses the history, organization, funding, staffing, clientele, and services provided by SAJA. (RWP)

ED 110 880 95 CG 010 007

*DeVries, David L. Mescon, Ida T.*

**Teams-Games-Tournament: An Effective Task and Reward Structure in the Elementary Grades.** Center for Social Organization of Schools, Report Number 189.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 75

Contract—NE-C-00-3-0014

Note—39p.; For related document, see CG 010012

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Classroom Games, Classroom Techniques, \*Educational Games, Elementary Education, English Curriculum, Games, \*Language Arts, Research Projects, \*Teaching Techniques, \*Teamwork

Identifiers—\*Teams Games Tournament, TGT

The research literature surrounding TGT, an instructional technique employing team competition, indicates that the technique facilitates social processes and academic achievement in the junior high school classroom. The present study extends the test of TGT by employing the technique in third grade classes, teaching basic language arts skills for a six-week period. Sixty students were randomly assigned to either a TGT or control condition. Students in the TGT condition were divided into leagues, and tournaments were organized around 22 simple instructional games, several of which were formed around each general curriculum objective. Post-treatment results indicate significant positive TGT effects on both the Hoyum-Sanders Elementary English Test and a treatment-specific test of language arts skills. TGT also appeared to increase cohesion among the students and decrease the number of social isolates in the classroom. No treatment effects were noted on several scales measuring student perceptions of the classroom. The results provide additional evidence of the usefulness of incorporating TGT into the classroom structure, even with young children. (Author)

ED 110 881 CG 010 008

*Keeves, John P.*

**The Effects of the Conditions of Learning in the Schools on Educational Achievement.**

Australian Council for Educational Research, Hawthorn.; International Association for the Evaluation of Educational Achievement, Hawthorn (Australia).

Report No—IEA(Australia)-R-74-2

Pub Date Jul 74

Note—27p.; Paper presented at the Annual Conference of the Australian Science Education Research Association (5th, Melbourne, Australia, May 18-20, 1974)

Available from—Lawrence Verry, Inc., Mystic, Connecticut 96355

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Academic Achievement, \*Data Analysis, \*Research Problems, \*School Environment, Speeches

Identifiers—\*Australia

This paper, presented at the Fifth Annual Conference of the Australian Science Education Research Association in 1974, discusses the various strategies for analyzing the data gathered to explore the effect of specific school variables on educational achievement. The discussion centers around the International Association for the Evaluation of Educational Achievement (IEA) strategy of analysis, the use of variance estimates, the use of variation estimates, and the treatment of compound variables. The author contends that none of the strategies is completely satisfactory and calls for further discussion and experimentation. (RWP)

ED 110 882 CG 010 009

*Perkins, Barbara B.*

**Adolescent Birth Planning and Sexuality: Abstracts of the Literature 1974.**

Consortium on Early Childbearing and Childrearing, Washington, D.C.

Spons Agency—Health Services and Mental Health Administration (DHEW), Bethesda, Md.

Pub Date 74

Note—75p.

Available from—Consortium on Early Childbearing and Childrearing, Child Welfare League of America, Inc. 1145 19th Street, NW, Suite 618, Washington, D.C. 20036 (HC \$6.25, Order number 010-0001)

#### Document Not Available from EDRS

Descriptors—Abortions, Annotated Bibliographies, \*Contraception, \*Laws, \*Public Opinion, \*Sexuality, \*Teenagers, Unwed Mothers

This is an annotated bibliography on adolescent birth control and sexuality. Materials cited come from Index Medicus, Dissertation Abstracts, ERIC, Population Index, Psychological Abstracts, and Sociological Abstracts. The bibliography is divided into six sections by subject: (1) "Adolescent Contraception: Laws and Public Opinion;" (2) "Adolescent Contraception: Discussion;" (3) "Adolescent Contraception: Primary Prevention;" (5) "Adolescent Abortion;" and (6) "Adolescent Sexual Behavior and Sexuality." (RWP)

ED 110 883

CG 010 010

King, Paul T.

Research on Counselor Effectiveness.

Pub Date [8 Mar 75]

Note—10p.; Paper presented at the Annual Convention of the American College Personnel Association (50th, Atlanta, Georgia, March 5-8, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Counseling Effectiveness, \*Counselor Evaluation, Counselor Performance, \*Evaluation Criteria, \*Psychologists, \*Research Methodology, Speeches

A limited study was conducted, asking counseling psychologists why they did not research the effectiveness of their counseling. The reasons given for failing to investigate effectiveness were: (1) methodological and criteria problems seemed unsolvable; (2) anxiety existed about discovering a lack of professional competence; (3) the intricacy of the therapy hour cannot be translated into specific criteria; (4) problems related to what type of individual does the ratings of counseling effectiveness; and (5) psychologists were unwilling to suffer the inconvenience of having to research their competence. Many felt it was an intrusion on their time, which could be better spent with clients. The over-used criteria which have uniformly failed to predict counselor effectiveness were discussed. The author suggested therapist-specific variables in interaction when client characteristics would be a profitable area for investigation. Some small amount of work has been done here. An increased use of long-range behavioral observation of the therapy interaction was suggested. (Author)

ED 110 884

CG 010 011

Hawley, Robert C. Hawley, Isabel L.

Human Values in the Classroom: A Handbook for Teachers.

Pub Date 15 Jun 75

Note—288p.

Available from—Hart Publishing Company, Inc., 15 West 4th Street, New York, New York 10012 (\$8.95 in hardcover, \$4.95 in paperback)

#### Document Not Available from EDRS

Descriptors—Books, Course Descriptions, \*Curriculum Guides, Elementary Secondary Education, \*Humanistic Education, Lesson Plans, \*Personal Values, \*Teacher Developed Materials, \*Values

In this book, the authors set forth a humanistic approach to teaching and learning which focuses on the prime values of love, trust, cooperation, and tolerance. If the school is to prepare students for life, the authors maintain that teaching human values is tantamount to teaching survival skills. This book presents practical ways to create such opportunities. Included are scores of specific activities, procedures, and suggestions which have proven their worth in classroom use. (Author)

ED 110 885

95

CG 010 012

DeVries, David L. And Others

Teams-Games-Tournament in the Elementary Classroom: A Replication. Report No. 190.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—R-190

Pub Date Mar 75

Contract—NE-C-00-3-0114

Note—36p.; For related document, see CG 010 007

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Classroom Games, \*Classroom Techniques, \*Educational Games, Elementary Education, English Curriculum, \*Language Arts, Research Projects, \*Teaching Techniques

Identifiers—\*Teams Games Tournament, TGT

The present study is a replication of the initial use of the Teams-Games-Tournament (TGT) technique in the primary grades. TGT is a classroom management technique in which (1) students are placed on four member teams; (2) the student teams compete in regularly scheduled tournaments; and (3) the tournaments are structured around instructional games. Fifty-four third grade students were randomly assigned to either a TGT or control condition. Both treatment groups were exposed to a six-week curriculum unit teaching language arts skills. The results indicate a positive TGT effect on language arts skills and on classroom social processes. This study provides important validation of the effectiveness of TGT in the primary grades. (Author)

ED 110 886

CG 010 013

Green, Kinsey B.

Family Life Education: Focus on Student Involvement.

Home Economics Education Association, Washington, D.C.

Pub Date 75

Note—50p.; Several pages may reproduce poorly. Available from—Home Economics Education Association/N.E.A., 1201 16th Street, N.W., Washington, D.C. 20036 (HC-\$4.00)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Affective Objectives, Cognitive Objectives, Curriculum Guides, \*Family Life Education, \*Homemaking Education, \*Parenthood Education, Secondary Education, \*Student Participation, \*Teaching Guides

This booklet presents many ideas for involving students in family life education programs. Designed primarily for use by family life educators, it includes such topics as the use of cognitive and affective objectives in family life education, organizing family studies content by generalizations, and focusing on the student as an active learner. It offers both philosophical background and concrete techniques for involving students in the curriculum. Selected references are appended to each section. (HNV)

ED 110 887

CG 010 014

Exemplary Programs: Office of Technological Transfer.

National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Pub Date Apr 75

Note—19p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Community Programs, \*Correctional Rehabilitation, Crime, \*Criminology, \*Delinquency, \*Legal Aid, Prevention, Program Descriptions

Identifiers—California (Sacramento), Iowa (Des Moines), Ohio (Columbus)

The Exemplary Projects Program of the U.S. Department of Justice's Law Enforcement Assistance Administration is a systematic method of identifying outstanding criminal justice programs throughout the country, verifying their achievements, and publicizing them widely. This brochure is part of an attempt to publicize three operations. The first is a community-based corrections program in Des Moines, Iowa. The second is a citizen dispute settlement program in Columbia, Ohio, and the third is a diversion program for juvenile status offenders in Sacramento, California. The reports provide considerable detail on operating methods, budget, staffing, training requirements, potential problem areas, and measures of effectiveness. (Author/HMV)

ED 110 888

CG 010 015

Bell, T. H.

Education—The Process of Becoming.

Pub Date 24 May 75

Note—9p.; Speech presented at the Commencement Exercises at Edinboro State College (Edinboro, Pennsylvania, May 24, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—College Graduates, \*Educational Philosophy, \*Foundations of Education, Higher Education, \*Self Evaluation, Speeches

In addressing the graduating class of Edinboro State College, the U.S. Commissioner of Education asks the following 10 questions to determine if the students have really become educated: (1) Do they have a salable, specialized skill they can use to earn a good living? (2) Have they learned how to learn? (3) Do they have a thirst for knowledge and a hunger for learning? (4) Can they communicate? (5) Have they developed a clear set of standards and ideals to guide their life and daily living? (6) Have they learned how to disagree without being disagreeable? (7) Have they educated their feelings, their spirit, and their inner soul? (8) What is the state of their mental health? (9) Are they economically literate? (10) Do they know themselves? (Author)

ED 110 889

CG 010 016

Leeper, Harry C., Jr.

Self-Actualization and Grade Point Average Investigation of Statistical Correlations.

Report No—AD-A007-461

Pub Date Mar 75

Note—67p.; Master's Thesis, Naval Postgraduate School

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (Order No. AD-A007-461, HC-\$4.25, MF-\$2.25)

#### Document Not Available from EDRS

Descriptors—\*Academic Achievement, Behavior Development, \*Behavior Rating Scales, \*Grade Point Average, Masters Theses, Motivation, \*Personality, Research Projects, \*Self Actualization, Self Concept, Theories

Identifiers—\*Shostrom POI

The purpose of this study is to examine the concept of self-actualization, with primary emphasis on the possible correlation to academic achievement exhibited by the students in the Information Systems (Telecommunications) curriculum at the Naval Postgraduate School. The author provides a summary of an extensive review of the literature on the concepts of "self" and "self-actualization." In addition, the results of scores obtained from the Shostrom POI, a personality inventory constructed to measure levels of self-actualization, are correlated to the grade point averages of the aforementioned students. (Author)

ED 110 890

CG 010 017

Jacobs, Saul H.

Alcohol Abuse and Alcoholism Prevention Model Learning Systems: Preliminary Designs. Final Report.

Sutherland Learning Associates, Inc., Los Angeles, Calif.

Spons Agency—National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.

Report No—PB-239-296

Pub Date 16 May 74

Note—256p.

Available from—National Technical Information Services, 5285 Port Royal Road, Springfield, Virginia 22161 (Order No. PB-239-296, HC-\$8.50, MF-\$2.25)

#### Document Not Available from EDRS

Descriptors—\*Alcohol Education, \*Alcoholism, \*Behavior Change, Elementary Secondary Education, Models, \*Prevention, Program Descriptions, \*Systems Approach

The final report on a project designed to develop a model learning system for alcohol abuse and alcoholism prevention contains format details of four specific programs. Each program is geared to obtain maximum success in reinforcing responsible behavior, to change learner behavior, and to insure effective implementation in a variety of institutional settings. The four target populations specified are: (1) students in medical schools, (2) students in registered nurse training institutions, (3) Federal Civil Service Employees, and (4) elementary school students. A detailed description of each of the programs includes a breakdown of program components and component modules, plus a list of objectives and success criteria for module outcome. A comprehensive plan for field testing the learning system is also presented. (Author)

ED 110 891

CG 010 018

Anderson, Alvin F.

An Analysis of Job Placement Patterns of Black and Non-Black Male and Female Undergraduates at the University of Virginia and Hampton Institute.

Report No—N75-15490

Pub Date 74

Note—125p.; Ed.D. Thesis, University of Virginia Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (Order No. N75-15490, HC-\$5.25, MF-\$2.25)

Document Not Available from EDRS

Descriptors—Bias, College Attendance, Doctoral Theses, \*Employment Opportunities, \*Employment Patterns, Equal Opportunities (Jobs), Prediction, \*Racial Factors, Research Projects, Sex Differences

Research questions were proposed to determine the relationship between independent variables (race, sex, and institution attended) and dependent variables (number of job offers received, salary received, and willingness to recommend source of employer contact). The control variables were academic major, grade point average, placement registration, nonemployment activity, employer, and source of employer contact. An analysis of the results revealed no statistical significance of the institution attended as a predictor of job offers or salary, although significant relationships were found between race and sex. (Author)

ED 110 892 CG 010 019

Dice, Nanette Mackey, Barbara

Education: Interest and Merit vs. Coercion and Dole; Curiosity vs. "Motivation."

Pub Date [Mar 75]

Note—17p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (52nd, Washington, D.C., March 22-24, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Continuous Learning, \*Educational Philosophy, Educational Theories, Elementary Secondary Education, \*Learning Theories, \*Psychosocial Processes, \*School Environment, Speeches

The authors survey the lifelong process of education and focus on certain issues enhancing or inhibiting learning. They summarize their conclusions in the following six points: (1) at all age levels learning programs of varying kinds need to be developed to fit students of varying learning styles and teachers of varying teaching styles; (2) these programs should allow for observing, sampling, and debate between both faculty and students; (3) interaction between students and teachers of varying styles can develop respect for the human uniqueness of both; (4) broadened work-study programs and available low interest loans will further youth's transition to adulthood through financial independence; (5) broadened merit scholarships without regard to parents' financial status will encourage many students; and (6) learning as a life-long process focuses on identity, independence, social and personal intimacy as well as facts and skills. (Author)

ED 110 893 CG 010 020

Saba, Robert G.

The Effectiveness of Human Relations Training for Proctors in a Mastery Based Educational Psychology Course.

Pub Date [Mar 75]

Note—22p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Effective Teaching, \*Human Relations, Individual Instruction, \*Interpersonal Competence, Research Projects, \*Sensitivity Training, \*Skill Development

In order to investigate the effectiveness of human relations training for proctors, students of a mastery based educational psychology class were randomly assigned to be tutored by either a proctor who had received training in human relations skills or a proctor who had not. Results indicated that those tutored by the trained proctors showed significantly higher rates of learning and quality of learning. Rating scales indicated that these higher rates were due to the more empathetic and understanding behaviors of the trained proctors. Viewed as a pilot study, this research implies the need for further investigation into the proctor-student interaction component of personalized systems of instruction. (Author)

ED 110 894 CG 010 021

Centore, Antonio R.

Financial Aid Specialist in the Secondary School.

Pub Date Mar 75

Note—12p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Counseling, \*Counseling Programs, \*Counselor Functions, \*Financial Needs, Program Descriptions, Pupil Personnel Workers, Secondary Education, \*Student Loan Programs, Student Needs

An increasingly important function of high school counselors is advising students about financing their postsecondary education. With substantial increases in the amount of student financial aid funds available from the federal government, state aid programs, and local and other sources, the counselor's role has been significantly affected. This paper outlines several programs instituted at one high school in an effort to disseminate financial aid information to students. These programs include: (1) an early fall assembly for the entire senior class during which the financial aid counselor offers information on financial opportunities and the processes of seeking financial aid; (2) a college night during which a special session on financial aid procedures is conducted; (3) a financial aid workshop in which parents are assisted in the completion of the Parents' Confidential Statement; and (4) the distribution of a 60-page handbook detailing scholarship and loan programs to students seeking a variety of postsecondary options. (Author/HMV)

ED 110 895 CG 010 022

McCance, Louise And Others

Developing Individualized Counseling.

Pub Date Mar 75

Note—19p.; Papers presented at the Annual Meeting of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Counseling, \*Course Organization, Educational Accountability, Elementary Secondary Education, \*Guidance Objectives, \*Guidance Programs, \*Program Development, Program Guides, Pupil Personnel Services, Workshops

This document contains four separate presentations which comprised a workshop at the APGA Convention, 1975. The workshop was designed to help guidance counselors set up a successful guidance unit, and each presentation examines a particular component of the unit. Hence, the first paper deals with problems encountered by guidance personnel in writing usable performance objectives. The second presentation is concerned with identifying measurement strategies and instruments for assessing student outcomes. The third paper discusses selecting and organizing instructional materials or counseling strategies, and the final article deals with designing a format for the guidance unit. Ideas presented are practical and adaptable. (Author/HMV)

ED 110 896 95 CG 010 023

Brown, Jeannette A. Kameen, Marilyn C.

Changing Teacher Competence Perceptions by Focused Video-Tape Feedback.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 26 Mar 75

Note—19p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Behavior Change, \*Classroom Observation Techniques, \*Effective Teaching, Feedback, Inservice Teacher Education, Instructional Films, Peer Groups, \*Protocol Materials, Research Projects, \*Teacher Behavior, \*Video Tape Recordings

Identifiers—\*Professional Competence Peer Opinionnaire

The study provided teachers with systematic opportunities to: (1) be videotaped in their classrooms; (2) privately view their tapes and receive verbal and written critiques of their positive classroom behaviors; (3) share exemplary segments of their tapes in regularly scheduled teacher inservice group meetings; and (4) view and critique, in the group meetings, the tapes of other teachers. Teachers' professional competence perceptions were defined as the amount of information known and the degree of professional com-

petence accorded to faculty colleagues, as measured by changes in teachers' scores on the Professional Competence Peer Opinionnaire (PC-PO). Significant gains were observed in the amount of information known about the professional competence of the faculty colleagues and in the degree of professional competence accorded to faculty colleagues at the conclusion of the study. The study concluded that teachers are interested in enlarging their effective teaching behavior repertoires. Further, when teachers have opportunities to observe and adopt productive techniques utilized by their colleagues, the professional competence they ascribe to their colleagues and the amount of information they have concerning the professional competence of their colleagues will be increased. Focused videotape feedback teacher inservice training is believed to provide such opportunities. (Author)

ED 110 897 CG 010 024

Morgan, James I.

Licensing of Psychologists and Counselors in Florida: An Opinion and Recommendations.

Pub Date Nov 74

Note—14p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Certification, \*Counselor Certification, \*Counselors, Professional Personnel, \*Psychologists, Special Degree Programs, \*State Licensing Boards, State of the Art Reviews

Identifiers—\*Florida

This paper discusses the Psychological Licensing Act in Florida as it relates to doctoral level counselors with degrees of a "psychological nature," as opposed to degrees with a "major in psychology." By implication, it addresses problems of licensure of professionals in many states who identify themselves as counseling psychologists and whose degrees are awarded by non-APA approved programs in colleges of education. This paper should be of special interest to counselors in private practice who do not currently enjoy licensing as counselors or as psychologists. Specific recommendations for licensing of psychologists, counselors, clinical social workers, and marriage and family counselors under a revised Florida statute are made. (Author)

ED 110 898 CG 010 025

Hirsch, Steven R.

Student Participation in Student Health and Counseling Center Policy from "New Dimensions in Student Health and Counseling Services: Ecological Feedback." Synopsis of Remarks.

Pub Date 31 Mar 75

Note—7p.; Paper presented at the Annual Conference of the National Association of Student Personnel Administrators (57th, San Francisco, California, March 30-April 2, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—College Students, \*Health Services, Higher Education, Program Descriptions, \*School Health Services, Speeches, \*Student College Relationship, Student Needs, \*Student Participation, Student Personnel Services

A college senior at the University of Southern California describes the innovation of a Student Health Advisory Committee at USC in accordance with the belief that, since the campus Health Center is student supported, students are entitled to have a direct input into the policies, organization and services offered. This committee is composed of an executive committee which includes the officers of the Advisory Committee, a fixed number of staff members and student members. Students are in the voting majority. Several of the changes instituted by this committee include: (1) installation of individual cubicles where a student may privately discuss a health problem; (2) initiation of a self-help cold clinic; (3) establishment of a pharmacy within the Student Health Center; (4) provision for free legal advice regarding health-related matters; and (5) implementation of various research projects. The Committee has also devised a system by which students and staff may participate in staff selection. (Author/HMV)

ED 110 899 CG 010 026

Beeler, Kent D.

Mini-U: A Novel Approach to Professional Staff Development in Student Affairs.

Eastern Michigan Univ., Ypsilanti. Div. of Student Affairs.

Pub Date Mar 75



Note—6p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*Course Descriptions, Higher Education, \*Inservice Education, \*Inservice Programs, \*Professional Education, Program Descriptions, Staff Improvement, \*Student Personnel Workers

**Identifiers—**Eastern Michigan University, \*Mini University

This brochure describes the novel professional staff development model used by the Division of Student Affairs (DSA) at Eastern Michigan University. The inservice training model revolved around the design and implementation of a Mini-University format for the 76 staff professionals and six graduate assistants within the DSA. Basically, the "Mini-U" consists of a combination of the concepts of the Free University model and a mini-course, in that it consists of an effort to accomplish rather specific instructional objectives with a small group of learners in a brief time period. Eleven non-tuition Mini-U courses were generated in the early fall, seven of which met minimum enrollment requirements. Course descriptions and implementation efforts are included in this brochure. (Author/HMV)

**ED 110 900**

CG 010 027

Ault, Bernadine

**Guidance Services for the Developmentally Disabled: A Model for Schools.**

Pub Date [75]

Note—5p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**Counseling, \*Counselor Role, Developmental Psychology, Elementary Secondary Education, \*Guidance Services, \*Handicapped Students, Models, \*Physically Handicapped, \*School Community Cooperation

This paper briefly elaborates on two major points of a school model for implementing guidance services for the developmentally disabled. (1) Methodology and Techniques—While it is not necessary to abandon the basic techniques which are effective with any other group of individuals, there is likely to be a different emphasis upon the basic techniques and methodology because of the type of person whose behavior and attitudes it is desirable to change. Group counseling and guidance, individual counseling, play therapy, psychodrama, may each be useful in assisting and guiding disabled individuals. (2) Specific Services and Resources—Guidance services to the developmentally disabled should provide for the full range of individual needs including personal, social, educational, and vocational aspects. These services may be provided by the total educational staff including teachers, administration, supportive services, students, parents, and community and statewide resources. Guidance services should be extended also to parents of the developmentally disabled. It is imperative that the school counselor establish a positive working relationship with educational staff, parents, and community resources, as well as know all about the various resources which are available in his community and on a statewide basis. (Author/CJ)

**ED 110 901**

CG 010 028

Skovholt, Thomas

**Psychological Education: An Overview of Issues.**

Pub Date Mar 75

Note—23p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975); Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Educational Philosophy, \*Foundations of Education, Historical Reviews, \*Humanistic Education, \*Psychoeducational Processes, Speeches, State of the Art Reviews, \*Theories

Deliberate Psychological Education is an emerging method for delivering psychological services. The focus is educational and preventive and the aim is to increase personal learning and psychological competence via educational experiences that integrate intellectual, conceptual knowledge with affective, personal knowledge. A number of psychological education issues are covered in this review. They are (a) an explana-

tion for the emergence of psychological education at this time; (b) historical parallels in education, psychology and religion to deliberate psychological education; (c) the quest for a proper and substantial foundation for psychological education; (d) the politics of implementing and maintaining psychological education; (e) territoriality and the "bad news" concerning psychological education. (Author)

**ED 110 902**

CG 010 029

Sutton, Thomas L.

**Air Force Academy Candidate Counseling in the Seventies. Air Command and Staff College Research Study, Report Number 2650-74.**

Air Command and Staff Coll., Maxwell AFB, Ala. Report No.—R-2650-74

Pub Date May 74

Note—96p.; For related document, see CG 010 030

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors—**\*Admission Criteria, Armed Forces, \*Counseling Programs, Military Air Facilities, \*Military Personnel, Officer Personnel, \*Recruitment, Research Projects, \*Selection

**Identifiers—**\*Air Force Academy

The number of qualified candidates from which the United States Air Force Academy selects its new cadets each year has decreased to the point where, in the future, every qualified candidate may have to be selected. In addition, the number of cadets dropping out of the Academy program is at an all time high. This study considers the entire candidate counseling program as it now stands and compares it with proven techniques of professional counseling and recruiting. It is concluded that the present candidate counseling program needs major revision. Several specific recommendations are made which could aid the counseling program in meeting its objectives in the future. (Author)

**ED 110 903**

CG 010 030

Bingham, Charles D.

**An Integrated Base Level Counseling Program. Air Command and Staff College Research Study, Report Number 0285-74.**

Air Command and Staff Coll., Maxwell AFB, Ala. Report No.—R-0285-74

Pub Date May 74

Note—80p.; For related document, see CG 010 029

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors—**\*Armed Forces, \*Counseling Effectiveness, Counseling Programs, \*Counseling Services, Human Relations, \*Integrated Activities, Military Organizations, \*Organizational Change, State of the Art Reviews

**Identifiers—**\*Air Force

The Air Force has maintained an increasing awareness of the basic principles of personnel counseling and human relations. However, it does not have a basic integrated counseling program at base level. This study addresses five base level activities whose dominant mission involves counseling. These activities are: the Education Services Office, Transition Unit, CIAC Unit, Personal Affairs Section, and Social Actions Office. Each of these activities provides an independent counseling service. Under the current organization, there is no centralized control to induce cooperation and provide a unity of purpose for the base-wide counseling effort. This study proposes a reorganization of the five activities that would remove redundancies and provide an integrated counseling program. The proposed program would have a central focus dedicated to serving the individual and the Air Force. (Author)

**ED 110 904**

CG 010 031

Auteri, Rose Mary P.

**Career Awareness: One Means for Meeting the Changing Role of Education. Maxi II [Practicum.]**

Pub Date 8 May 75

Note—318p.; Ed.D. Thesis, Nova University; Best copy available, portions of the appendices are marginally legible; due to copyright, the contents of Appendix D have been removed; they have not been included in the pagination

**EDRS Price MF-\$0.76 HC-\$15.86 Plus Postage**

**Descriptors—**Career Awareness, \*Career Education, Creative Thinking, \*Curriculum Guides, Elementary Education, Occupational Guidance, Practicums, \*Problem Solving, Program Descriptions, Research Projects, Sex Differences, \*Skill Development, \*Vocational Development

**Identifiers—**Torrance Tests of Creative Thinking

This practicum was designed to improve creative problem-solving skills in children through the use of career concepts. Although the full program was developed for youngsters in grade three through six, this project exposed fifth and sixth graders at the Northside School, Levittown, New York to the Career Awareness Program for a period of weeks. This Program was infused into the present curriculum. An investigation was then conducted to determine the extent to which these classrooms had made gains in the skills of creative problem-solving, compared to those in the control group. The data shows that the gain scores for the experimental students were significantly better than those for the control students in three of the four scales of the Torrance Tests of Creative Thinking (Fluency, Flexibility, and Elaboration). In the elaboration scale (which is identified in this study as the scale most closely related to creative problem-solving), gain scores for females were significantly higher than those for males. The complete curriculum guide for grades three through six is appended. Objectives and lesson plans are color coded for each grade level. (Author/CJ)

**ED 110 905**

CG 010 032

Byrne, Anne And Others

**Career Education: Grades 3, 4, 5, 6.**

Levittown Union Free School District 5, N.Y.

Pub Date 74

Note—152p.; Not available separately, see CG 010 031

**Document Not Available from EDRS**

**Descriptors—**Career Awareness, \*Career Education, Course Descriptions, Creative Thinking, \*Curriculum Guides, Elementary Education, \*Instructional Materials, \*Lesson Plans, Objectives, \*Problem Solving

This curriculum guide was designed to improve creative problem-solving skills in children through the use of career concepts. It was the basis of the Career Awareness Program for fifth and sixth graders at a N.Y. elementary school. The concepts may be presented in sequence or integrated into existing programs and disciplines. Each worksheet includes an objective for that particular grade level, and related activities. The guide is color coded and contains lesson plans for grades three, four, five and six. (Author/HMV)

**ED 110 906**

CG 010 033

**Student Financial Assistance (Index to Parts 1-9).**

**Index of Hearings before the Special Subcommittee on Education of the Committee on Education and Labor, House of Representatives, Ninety-Third Congress, First and Second Sessions. Part 10.**

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 75

Note—47p.; For related documents, see ED 099 081 (Part 1), ED 103 757 (Part 2), ED 103 785 (Parts 3-7), CG 010 092 (Part 8), and HE 006 473 (Part 9)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**Educational Finance, \*Financial Support, \*Government Publications, Higher Education, \*Indexes (Locators), \*Postsecondary Education, Reference Materials, \*Student Costs

This index reflects the nature and scope of the Student Financial Assistance hearings, begun in October 1973 by the House of Representatives Subcommittee on Postsecondary Education, and completed in July 1974. The hearings were devoted to specific topics in postsecondary education which were addressed by a variety of witnesses from within and without the educational community. Topics covered in the hearings were Theory and Practice of Need Analysis, Work Programs, Student Loan Programs, Graduate Programs, State Programs, Grants and Institutional Aid. Full texts of the hearings are contained in separate publications (see related documents). (Author)

**ED 110 907**

CG 010 034

Zonana, Katharine Bagby

**Developmental Differences in the Evaluation of Ability and Effort.**

Pub Date Apr 74

Note—11p.; Paper presented at the Annual Convention of the Western Psychological Association (54th, San Francisco, California, April 25-28, 1974)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Academic Achievement, \*Age Differences, Analysis of Variance, \*Behavior Development, \*Developmental Tasks, Elementary Education, Elementary School Students, Kindergarten, Peer Groups, Research Projects, Speeches, \*Student Attitudes, Student Evaluation

Children judged the ability and effort of peers whose test performance varied across two dimensions: number of problems attempted and percentage correct. There was a developmental progression in the children's evaluative approach. Younger children used only one cue, number correct, to evaluate both ability and effort. Older children used both cues and made significantly more negative ability and effort evaluations. (Author)

**ED 110 908** CG 010 035  
**Educators-in-Industry; Career Guidance Programs Handbook.**

General Electric Co., Fairfield, Conn. Corporate Educational Relations Operation.

Report No.—ER-100(IM)-10/74

Pub Date Oct 74

Note—29p.; Materials presented at the Annual Convention of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Counselor Training, \*Industry, \*Inservic Programs, \*Occupational Guidance, Program Descriptions, Program Development, Resource Materials, School Industry Relationship, Secondary Education, \*Vocational Counseling, Young Adults

**Identifiers**—\*General Electric

Unemployment of those aged 16 to 23 is due largely to inadequate job preparation. Most educators have little exposure to the world of work outside of education, and may unknowingly provide incorrect, restrictive or out-of-date information to students. This Educators-in-Industry Handbook is designed to provide G.E. plant representatives with guidelines to develop and implement local programs to provide educators—especially guidance counselors—with first-hand industrial experiences. The Handbook should be utilized as a source from which a local program might be adapted to meet the needs and constraints peculiar to a particular location. It discusses the background of, and need for, local programs developed and implemented at G.E. facilities. It provides guidelines to initiate, conduct and follow-up a program. It also provides examples of application and evaluation forms, program schedules, and budget items useful in designing and administering a local program. (Author/HMV)

**ED 110 909** CG 010 037  
**Swenson, Leland C.**

**The Effects of Reinforcing Self-Charting of Course Progress on Course Work Productivity in College Courses.**

Pub Date Apr 74

Note—15p.; Paper presented at the Annual Convention of the Western Psychological Association (54th, San Francisco, California, April 25-28, 1974)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Academic Achievement, \*College Instruction, \*Contingency Management, Feedback, Higher Education, Instructional Innovation, \*Pacing, Program Descriptions, Self Evaluation, Speeches, Student Evaluation, \*Student Motivation, \*Teaching Techniques

**Identifiers**—Personalized System of Instruction, PSI

While the Personalized System of Instruction introduced by Keller individualizes the college classroom, it may be impractical when time is limited by administrative rules, without modification. Having students pace themselves within a fixed academic time period usually leads to procrastination and cramming at the end of the semester/quarter. The present system attempted to correct the problem of cramming by providing students enrolled in a course in physiological psychology with "self-charting forms" to permit precise feedback early in the semester. It was found that emphasizing the use of the forms increased their effectiveness and adding point contingencies increased the effect still more. Sections of the course (which combined modified Keller elements with a point-token system and a lecture-discussion classroom format) exposed to the con-

tingencies did more early work in both qualitatively graded and ungraded categories, crammed less, and did better during chart-submission contingency intervals on instructor-paced, graded, objective exams. Student responses to course/instructor-evaluation forms were slightly superior as a result of the treatment. The system is simple to use. (Author)

**ED 110 910** CG 010 038

**Gilsdorf, Dale L.**

**Minority Counselors: Are They Really Needed?**

Pub Date [75]

Note—15p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Counselors, \*Counselor Selection, \*Ethnic Groups, Junior Colleges, Minority Groups, \*Racial Differences, Research Projects, Speeches, \*Student Attitudes

To determine if male junior college students differed in counselor preference by ethnicity and type of problem a stratified random sample of 60 students was drawn: 20 Mexican Americans, 20 Blacks, and 20 Whites. Subjects who were presented with validated counselor photographs representing the three ethnicities then assumed both administrative and personal problem situations and made counselor selections. Significant differences were found in student preference for Mexican American, Black, and White counselors for both problem situations. When provided a choice Mexican American, Black, and White students tended to prefer a counselor of their same ethnicity. In general, students also wanted to speak with a counselor of their same ethnicity more for the personal than the administrative problem situations. The results clearly support the view that counselor ethnicity is perceived by students as a significant variable in counselor selection. (Author)

**ED 110 911** CG 010 040

**Galloway, John P. Goldstein, Harris K.**

**Some Influences of Family Group Therapy on the Rehabilitation Potential of Clients. A Delgado Research Study. Final Report.**

Delgado Coll., New Orleans, La.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.

Pub Date 71

Note—117p.; Project Number 12-P-55223/6

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—\*Behavior Change, \*Change Agents, Comparative Analysis, \*Family Counseling, Family Influence, Group Therapy, \*Handicapped, Rehabilitation Centers, Research Projects, Social Adjustment, \*Vocational Rehabilitation

**Identifiers**—Louisiana (New Orleans)

The Delgado Rehabilitation Center, New Orleans, Louisiana, conducted this study to determine the influence of family therapy on clients receiving rehabilitation services at the Center. An experimental group of randomly selected relatives of 33 clients received group therapy while 39 other randomly selected relatives served as controls. Criteria variables used to evaluate the influence of group therapy were of two types: (1) those measuring the client's rehabilitation potential through evaluation of personal, social, educational and vocational factors; and (2) those reflecting the client's adjustment and vocational success a year after leaving the Center. Client changes among the experimental group were significantly higher for a number of personal and vocational objectives, while no significant changes were evidenced by the control group. (SJL)

**ED 110 912** CG 010 041

**Herbert, David J., Ed. And Others**

**Counseling Supervision. Perspectives on Counseling, Volume 4, Number 1.**

New Hampshire Univ., Durham. Counselor Education Program.

Pub Date 74

Note—71p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—College Supervisors, Counseling, Counselor Evaluation, \*Counselor Training, \*Graduate Students, Literature Reviews, Periodicals, \*Practicum Supervision, \*Student Developed Materials, \*Supervision, Video Tape Recordings

This "occasional journal" contains a collection of articles regarding the supervision of student counselors, written from the viewpoint of both students and supervisors. The articles, written by graduate students, focus on such topics as the student's emotional reaction to supervision, the use of videotapes in counselor education and supervision, the need for a continuity between the classroom and the field, and finally a review of the literature. (HNV)

**ED 110 913** CG 010 042

**Management of Conflict; Implications for Community Relations and for the World of Work. Proceedings of the Fifteenth Annual Research Conference in Industrial Relations, March 13, 1973.**

California Univ., Los Angeles. Inst. of Industrial Relations.

Pub Date 74

Note—94p.; Proceedings of the Annual Research Conference in Industrial Relations (15th, Los Angeles, California, March 13, 1973)

Available from—Institute of Industrial Relations, University of California, Los Angeles, California 90024 (HC \$2.00)

**Document Not Available from EDRS**

**Descriptors**—\*Aggression, Community Relations, Conference Reports, \*Conflict, \*Conflict Resolution, \*Industrial Relations, Interpersonal Relationship, Management, Problem Solving, \*School Community Relationship, Working Women

These conference proceedings carry as their major theme the inevitability of conflict. With the emphasis on accepting this as a fact of life, the problem is posed in terms of how to manage conflict constructively: how to use it and grow, and learn from it instead of avoiding it. Conflict is discussed with regard to the following: (1) public schools and community relations; (2) labor-management relations; (3) women and the world of work; and (4) management and the world of work. (RWP)

**ED 110 914** CG 010 169

**Ellis, Stephen H. And Others**

**A Study of Career Centers in the State of California. Final Report.**

Grossmont Union High School District, Calif.

Spons Agency—California State Dept. of Education, Sacramento.

Pub Date 30 Jun 75

Note—181p.

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

**Descriptors**—\*Career Planning, \*Guidance Centers, Guidance Services, Occupational Guidance, \*Pupil Personnel Services, Research Projects, Secondary Education, Vocational Counseling

This study addresses itself to these topics: (1) the current state of the art in California Career Centers, (2) those materials and programs which students are finding most helpful, (3) the effect the Career Centers are actually having on students who use them, and (4) the effectiveness of Career Centers in providing career guidance services to students. To explore these concerns, the study has four major objectives: (1) to describe the staff composition, facilities, materials and equipment, programs, and priorities of existing Career Centers; (2) to determine, from the students' point of view, the effectiveness of Career Center materials, etc.; (3) to determine the effectiveness of Career Centers on students who use them; and (4) to provide this final report which synthesizes the findings and makes recommendations. (Author)

**ED 110 915** CG 010 182

**Educational Opportunity Centers. Education Briefing Paper. A Media Service of the U.S. Office of Education.**

Office of Education (DHEW), Washington, D.C.

Pub Date Aug 75

Note—6p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Disadvantaged Youth, \*Educational Counseling, Federal Programs, Financial Support, Higher Education, Postsecondary Education, \*Program Descriptions, Secondary Education, \*Supplementary Educational Centers, \*Vocational Counseling

**Identifiers**—\*Educational Opportunity Centers

This briefing paper describes a new U.S. Office of Education program—the Educational Opportunity Center (EOC). The services available through this program include professional coun-

selling, information on student financial aid and advice on academic and career possibilities. Authorized under the Educational Amendments of 1972, the Educational Opportunity Centers focus educational services upon certain geographical areas that have major concentrations of low-income or disadvantaged persons. The Centers coordinate a variety of available educational resources in one place, making it possible to help a larger number of persons. The report lists the 12 Centers, describes who can benefit from the facilities and services, and delineates the services provided at three of the Centers. (Author)

## CS

ED 110 916 95 CS 001 798

Koehler, John, Jr.

**Training on the Structural-Functional Relationships of Spelling-To-Sound Correspondences in the Mod 2 Reading Program.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TN-2-71-42

Pub Date 71

Note—10p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Decoding (Reading), \*Graphemes, Primary Education, Pronunciation, \*Reading Programs, Spelling, Teaching Methods  
Identifiers—Model 2 Reading Programs

The linear sequencing of correspondence rules in the Mod 2 reading programs creates problems for rule instruction and the efficient application of the rules during word decoding. Training forms are suggested for overriding possible interference brought on by isolating the alternative pronunciations of graphemes. Learning to classify major rule dimensions and to scan the classification structure efficiently are proposed to improve retrieval of rule information during word decoding. (Author)

ED 110 917 CS 001 941

**Bourne Coordinated Total Reading Program.**

Bourne Union 10 School District, Mass.

Pub Date Sep 73

Note—454p.; See CS001934 for "Effective Reading Programs: Summaries of 222 Selected Programs"; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Developmental Reading, \*Effective Teaching, Elementary Secondary Education, \*Individualized Reading, \*Program Descriptions, Reading Improvement, \*Reading Instruction, \*Reading Programs, Tutoring  
Identifiers—\*Effective Reading Programs, Right to Read

This program, included in "Effective Reading Programs..." serves 1728 students in kindergarten through grade six and 429 students in grades seven through twelve. Most of the students are white, live in a small town, and are from middle-income families. The program began in 1961 and provides detailed guidelines for each grade level on screening instruments, techniques, and scheduling. Usually, a reading specialist diagnoses the student's ability and current reading competence. The reading specialist then recommends that the classroom teacher individualize the student's reading program. The specialist provides appropriate materials and suggests teaching methods geared to the individual's specific reading problem. Often an aide or volunteer tutor works with individual students to improve reading skills. Since several different approaches to instruction are used in the district, the student may be placed in a basal text classroom, a structured phonics classroom, or another type of classroom which meets the individual's needs. If the problem remains, the student is assigned to remedial classes of no more than three students. If the problems are multiple and severely handicapping, the student is placed in a special classroom. (RB/AIR)

ED 110 918 CS 001 942

**74 Futureprint: Reading in a Supportive Environment.**

Ontario-Montclair School District, Ontario, Calif.

Pub Date 75

Note—31p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Effective Teaching, Individualized Instruction, Junior High Schools, \*Program Descriptions, \*Reading Improvement, \*Reading Instruction, \*Reading Programs, Reading Skills, Secondary Education

Identifiers—\*Effective Reading Programs, Right to Read

This program, included in "Effective Reading Programs..." serves 360 predominantly Spanish-speaking students from middle-income families living in a small city. The program was begun in 1973. The program strives to meet the reading needs of all students, to provide for growth in their reading achievement, and to improve their self-concepts; it operates in two-year cycles, providing reading instruction for all students at the seventh-grade level and following them through the eighth grade. In the relaxed environment of a reading center, students receive reading instruction that is individualized, sequential, and continuous. All English classes are scheduled into the reading center on a rotational basis for 3-week periods of instruction, for a total of 18 weeks during the year. After giving diagnostic tests, reading center teachers write a prescription for each student, recommending reading activities for the student's particular needs and interests. A contract, or 3-week study plan, is drawn up by the teacher and student, generally outlining two or more lessons per day plus independent reading. At the end of the cycle, a new group of seventh-grade students is served. (AIR/RB)

ED 110 919 CS 001 945

Kuperberg, Ann

**Some Relationships Between Listening Comprehension and Rate of Presentation.**

Pub Date Jun 75

Note—116p.; M.Ed. Thesis, Rutgers The State University of New Jersey

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Elementary Education, Elementary School Students, Grade 6, \*Listening Comprehension, Reading Ability, \*Reading Comprehension, Reading Research, Reading Skills, \*Reading Speed, \*Speech Comprehension

This study was conducted to determine the relationship between listening comprehension and rate of presentation using meaningful prose materials. A total of 103 students from a suburban sixth-grade class in a central New Jersey school district participated in the study. To determine reading comprehension levels, the students were administered the comprehension subtest of the Gates-MacGinitie Reading Test, Survey D. It was concluded that as the rate of presentation increased, comprehension decreased among sixth-graders. Furthermore, above-average readers tend to comprehend listening material better than other readers. (Author/RB)

ED 110 920 95 CS 001 953

Verna, Gary

**Response Learning, Mediation and Intersensory Integration: An Annotated Bibliography.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TN-2-71-1

Pub Date 71

Note—45p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Annotated Bibliographies, \*Cognitive Processes, Memory, Paired Associate Learning, Reading Processes, \*Reading Research, \*Reading Skills, Recall (Psychological), \*Word Recognition

One hundred six recent articles are abstracted that are relevant to research carried on in the Word Identification activity. The articles cover investigations on intersensory integration, response mediation, and facets of response learning. (Author)

ED 110 921 CS 001 984

Boyce, Max William

**Some Difficulties in Using Cloze Procedures to Assess Readability.**

Pub Date Apr 74

Note—138p.; M.Ed. Thesis, University of Melbourne

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—\*Cloze Procedure, Elementary Education, Grade 6, \*Independent Reading, Instructional Materials, Measurement Instruments, \*Readability, Reading Research, \*Reading Skills, \*Test Construction, Testing

This thesis explores some difficulties associated with the use of the cloze procedure, particularly in relation to the interpretation of an individual's score on a cloze test. Cloze tests were administered to 112 grade-six children in four schools. The results indicated that for the children in this study the easiest words to replace were those that are one syllable long, or articles, or conjunctions, or prepositions, or pronouns. It is suggested that there is likely to be considerable overlap between the expected scores for the independent and instructional reading levels. Some of the limitations of the study are discussed. (Author)

ED 110 922 CS 002 051

Baer, Fredrica Biedermann

**A Comparison of the Effects of Two Methods on the Reading Vocabulary, Comprehension, Accuracy and Rate of Selected Students at the George Washington University.**

Pub Date 74

Note—115p.; Ed.D. Dissertation, The George Washington University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-12,606, MFilm-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—College Instruction, \*Developmental Reading, Doctoral Theses, Factual Reading, Higher Education, \*Reading Achievement, Reading Comprehension, \*Reading Instruction, Reading Programs, \*Reading Research, Reading Speed, Teaching Methods, \*Vocabulary

The major purpose of this investigation was to determine the relative efficacy of two methods of teaching reading in a college learning-improvement project. Seventy students from undergraduate psychology classes were divided into two instructional groups and one control group. It was hypothesized that subjects receiving modified paperback scanning instruction would score significantly higher on reading vocabulary, comprehension, accuracy, and rate tests than subjects receiving vocabulary expansion instruction. The results of this study showed that in regard to reading accuracy after compensation for initial differences in verbal ability, the modified paperback scanning method was superior to the vocabulary expansion method. In regard to reading vocabulary, comprehension, and rate, the hypothesized superiority of the modified paperback scanning method over the vocabulary expansion method did not materialize. Recommendations for further research are as follows: increase the number of instructional sessions, determine the point at which a significant loss in reading accuracy occurs, and study within-individual changes in reading achievement. (Author/MKM)

ED 110 923 CS 002 052

Borovetz, Frank Charles, Jr.

**The Relationship Between Sixth Grade Students' Perceptions of Their Teachers' Feelings Toward Them and Reading Achievement.**

Pub Date 75

Note—124p.; Ed.D. Dissertation, The University of Tulsa

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-12,825, MFilm-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, \*Educational Research, Elementary Education, Grade 6, Reading Ability, \*Reading Achievement, Reading Skills, \*Student Attitudes, \*Student Teacher Relationship, \*Teacher Attitudes

This doctoral dissertation examines students' perceptions of their teachers' feelings toward them and possible relationships that exist between perceptions and reading achievement. In addition, the study sought to determine if differences in positive feelings exist among Caucasian, Negro, and Indian students; between Title I and non-Title I students; and between male and female students. Five hundred twenty-one subjects comprised the sample for this study. It was concluded that when students had positive perceptions of their teachers' feelings toward them, reading achievement scores were higher than when negative feelings were perceived; when differences between individual questions on the "Feeling Tone Questionnaire" existed, this indicated lower

reading achievement; and the rank order of students' positive perceptions of their teachers' feelings toward them were: Caucasians, Negroes, Indians; non-Title I students, Title I students; females, males. Recommendations for further research are included. (Author/RB)

**ED 110 924** CS 002 054

*McQuagge, Daniel Temple*

**A Study of the Effects of Three Prepared Reading Readiness Activities on Seventh Graders' Competency in the Use of Content Area Reading Skills in Literature.**

Pub Date 74

Note—137p.; Ph.D. Dissertation, The Florida State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-12,658, MFilm-\$5.00, Xerography-\$11.00)

**Document Not Available from EDRS**

**Descriptors**—\*Class Activities, \*Content Reading, Doctoral Theses, Elementary Secondary Education, Grade 7, Language Arts, \*Literature, Reading Improvement, \*Reading Readiness, Reading Research, \*Reading Skills, Teaching Methods

This study was designed to determine statistically whether the prolonged use of three prepared reading readiness activities has any influence on seventh-grade students' abilities to read unfamiliar literature; which of the readiness activities is most influential on students' abilities; and whether or not longevity of such influence exists. The study involved four treatment groups of 25 students each, and consisted of two parts extended over 49 school days of treatment were followed by a posttest to measure immediate use of reading skills, and 23 days of waiting were followed by a post-wait-test to measure retained use of readiness skills. Since significance was not found to exist between any of the experimental treatment groups and the control group, no statistical determination can be made as to the effect of prepared reading readiness activities on students' competency to use content area reading skills in reading unfamiliar literature. In effect, students exposed to prepared reading readiness activities are not necessarily better able to read unfamiliar literature than are students not exposed to such prepared activities. Thus, the effect of readiness in the study cannot be determined statistically. (Author/RB)

**ED 110 925** CS 002 068

*Clark, Richard M.*

**A Study of Teacher Behavior and Attitudes in Elementary Schools with High and Low Pupil Achievement.**

Pub Date Apr 75

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Academic Achievement, \*Behavior Patterns, Educational Research, \*Effective Teaching, Elementary Education, \*Teacher Attitudes, \*Teacher Behavior, Teacher Role

Seven schools in which pupil achievement was high were matched with seven schools in which pupil achievement was low. Nine teachers were selected for observation in each school; teachers filled out questionnaires, and principals were interviewed. Significant differences in favor of schools with high pupil achievement were found in teacher expectations for pupils, in teacher attitudes toward pupils, in the use of positive reinforcement, in the cognitive load of materials presented, and in a number of related variables. Principals in schools with high pupil achievement generally saw their teachers as more competent. Implications of these findings for further work on variables of teacher behavior are discussed. (Author)

**ED 110 926** CS 002 070

*Schroeder, Emma Gene*

**Directed Studies Reading Program.**

Wharton County Junior Coll., Tex.

Pub Date 75

Note—78p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—\*Effective Teaching, Individualized Instruction, Junior Colleges, Performance Con-

tracts, Program Descriptions, \*Reading Improvement, \*Reading Instruction, \*Reading Programs, Reading Skills, \*Remedial Instruction

**Identifiers**—\*Effective Reading Programs, Right to Read

This program, included in "Effective Reading Programs..." serves from 10 to 40 junior college students each semester. The students come from several ethnic groups and are from low-income families in a small rural town. They represent various age groups, including adults returning to school after years of absence. Begun in 1971, the program consists of a series of individualized laboratory reading courses offered for credit by Wharton County (Texas) Junior College. The program is designed to assist the student in becoming a better reader by supplementing regular reading classes. Four semester-length courses focus successively on word attack skills, vocabulary development, and comprehension; critical reading and newspaper reading skills; various other study skills; increasing speed and comprehension; and skimming and scanning and further work in critical reading skills. Each student takes a diagnostic exam and has an individualized reading program prepared by the reading specialist based on the results of the exam. The student then enters into a contract with the reading instructor, who establishes the guidelines for student objectives and responsibilities. (AIR/RB)

**ED 110 927** 95 CS 002 071

*Cronnell, Bruce*

**Components of a Mod 3 Lexicon.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TN-2-71-06

Pub Date Jun 71

Note—11p.; See related documents CS 002 072-074

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Child Language, \*Communication Skills, Content Analysis, \*Dictionaries, Elementary Education, Kindergarten Children, Language Skills, Language Usage, Program Content, Program Development, \*Reading Programs, \*Word Lists

**Identifiers**—\*Model 3 Communication Skills Program

On overview of the Model 3 Communication Skills lexicon, consisting of three lists of words, developed by the Southwest Regional Laboratory (SWRL) for use in communication skills instruction in K-6 is presented in this document. Three components (described in three other documents) of the Model 3 communication skills lexicon are defined. The entry lexicon is the set of words known by children entering kindergarten, the general lexicon is the set of words learned in K-6—exclusive of the words in the technical lexicon, and the technical lexicon is the set of words used by the schools to teach various subjects. Basic sources are indicated for use in determining the words in each of these components. (Author/RB)

**ED 110 928** 95 CS 002 072

*Rhode, Mary*

**Specification of the Model 3 Entry Lexicon.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TN-2-72-08

Pub Date Feb 72

Note—55p.; See related documents CS 002 071-074

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Child Language, \*Communication Skills, Content Analysis, \*Dictionaries, Kindergarten Children, Language Skills, Language Usage, Primary Education, Program Content, Program Development, \*Reading Programs, \*Word Lists

**Identifiers**—\*Model 3 Communication Skills Program

The Model 3 communication skills lexicon consists of three lists of words developed by the Southwest Regional Laboratory (SWRL) for use in communication skills instruction in K-6. This report documents the procedures followed in

compiling the entry lexicon, the first component of the Model 3 communication skills lexicon. The entry lexicon is defined as those words learned by children before entering kindergarten. Minor revisions of the inclusion-exclusion criteria as defined in Cronnell (1971) are explained, and a comparison is made with the Model 2 lexicon. Separate lists are included for proper names; literary, fictional, and historical names; contractions; and phrases. Also noted are some observations about the organization and character of the speech of kindergarten children. (Author/RB)

**ED 110 929** 95 CS 002 073

*Rhode, Mary*

**Specification of the Model 3 General Lexicon.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TN-2-72-30

Pub Date Jun 72

Note—30p.; See related documents CS 002 071-074

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Child Language, \*Communication Skills, Content Analysis, \*Dictionaries, Elementary Education, Language Skills, Language Usage, Program Content, Program Development, \*Reading Programs, \*Word Lists

**Identifiers**—\*Model 3 Communication Skills Program

The Model 3 communication skills lexicon consists of three lists of words developed by the Southwest Regional Laboratory (SWRL) for use in communication skills instruction in K-6. This report documents the procedures followed in the specification and generation of the second component of the Model 3 communication skills lexicon, the general lexicon. The general lexicon is defined as those words learned by children in K-6. Explanations are provided for minor revisions of the inclusion-exclusion criteria defined in Cronnell's "Inclusion-Exclusion Criteria for the Model 3 Communication Skills Lexicon" (1971). The unavailability of a comprehensive source of up-to-date vocabulary is discussed; the procedures employed to compile such a source are detailed. Separate lists are included for literary, fictional, and historical names; geographical names; and phrases. (Author/RB)

**ED 110 930** 95 CS 002 074

*Cronnell, Bruce Rhode, Mary*

**A Tryout of Procedures for Developing a Technical Lexicon.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TN-2-72-17

Pub Date 72

Note—99p.; See related documents CS 002 071-073

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—\*Dictionaries, Elementary Education, Language Arts, \*Lexicography, \*Music, Technology

**Identifiers**—\*Model 3 Communication Skills Program

The Model 3 communication skills lexicon consists of three lists of words developed by the Southwest Regional Laboratory (SWRL) for use in communication skills instruction in K-6. This report documents the procedures used for developing a technical lexicon for subject areas in kindergarten and the elementary grades. To develop a music lexicon, five sources (a general lexicon, two music dictionaries, and two elementary music series) were selected and perused for music terminology by two SWRL staff members. Master lists for each source were compiled and submitted to SWRL music experts for evaluation. It was found that the procedures followed were generally appropriate for developing a lexicon. The results of the compilation and evaluation are discussed in this paper. Appendixes include instructions for evaluators, lists compiled from each source, and a tentative music lexicon. (JM)

**ED 110 931** CS 002 083

*Myerson, Rosemarie Farkas*

**Perceptual Decoding Processes for Language in a Visual Mode and for Language in an Auditory Mode.**

Pub Date Oct 74

Note—85p.; Qualifying Paper, Harvard University Graduate School of Education  
EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage  
Descriptors—\*Aural Stimuli, Cognitive Processes, \*Decoding (Reading), Grammar, \*Linguistic Theory, Memory, Neurolinguistics, \*Reading Processes, Sensory Integration, Visual Perception

The purpose of this paper is to gain insight into the nature of the reading process through an understanding of the general nature of sensory processing mechanisms which reorganize and restructure input signals for central recognition, and an understanding of how the grammar of the language functions in defining the set of possible sentences in the language. Chapter 1 discusses neural coding in perceptual processing systems and explores such topics as short-term memory and developmental and learning factors which affect central human processes. Chapter 2 discusses linguistic theory on the nature of the language system and two models of perceptual processing. Chapter 3 discusses similarities and differences in decoding strategies for oral and written language inputs. (TS)

ED 110 932 CS 002 084

Blair, Timothy Rawlings  
Relationship of Teacher Effort and Student Achievement in Reading.  
Pub Date 75

Note—94p.; Ph.D. Dissertation, University of Illinois at Urbana-Champaign

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-14,084, MFilm-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS  
Descriptors—Doctoral Theses, \*Effective Teaching, Elementary Education, \*Reading Achievement, \*Reading Instruction, Reading Research, \*Teacher Characteristics, Teacher Evaluation, \*Teaching Methods

This research finds that teacher effort in reading instruction is associated with student achievement in the primary and middle grades. Teachers who exert a greater amount of effort on the job in reading produce higher reading achievement scores in their classes at both the primary and middle-school level as measured by the Stanford Achievement Test. The negative effects of low effort were more pronounced in the middle grades than at the primary level. Five reading consultants in a suburban New England town rated their teachers on the Teacher Effort Scale in Reading, a scale designed to differentiate between those teachers who manifested a great deal of effort in their work and those who did not. Efforts to secure and utilize supplementary materials, provide differentiated instruction, keep records of student progress, and arrange conferences dealing with each individual student's progress were scored on four subscales. The mean reading scores of 37 classes of high-effort and low-effort teachers were then analyzed by using a two-way analysis of covariance technique. (Author/MKM)

ED 110 933 CS 002 085

Hall, Addie June Gray  
The Effectiveness of a Multisensory Approach to Teaching Disadvantaged Children to Read the Alphabet.  
Pub Date 75

Note—72p.; Ph.D. Dissertation, The Florida State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-13,949, MFilm-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—\*Basic Reading, \*Beginning Reading, Disadvantaged Youth, Doctoral Theses, Grade 1, Individual Instruction, Letters (Alphabet), Magnetic Tape Cassettes, \*Multimedia Instruction, Primary Education, \*Reading Programs, \*Reading Research, Word Recognition

A programmed-workbook cassette-delivered approach to letter and number recognition, "From Letters to Words," was compared with a traditional method of teaching letter recognition. The subjects were 153 disadvantaged first-grade students. The 75 experimental subjects were individually instructed by the investigators and teachers on the use of the program. Each experimental subject was assigned to work with the materials for 20 minutes each day. The 78 control-group subjects utilized the basal series approach supplemented by other teacher-supported

materials. The analysis of the data revealed that the experimental group means were significantly higher on three subtests of the Gates Reading Readiness Test. The experimental group learned to distinguish between words, recognize lower and uppercase letters, and recognize numbers at a rate exceeding that of the control group. The differences were significant at the 1 percent level of confidence. No statistically significant differences were found between experimental boys' and girls' means. (Author/MKM)

ED 110 934 CS 002 086

Larson, Anna Marie Gustafson  
Instruction by Tutoring of Third Grade, Bilingual, Inner-City Children in Meaning Vocabulary.  
Pub Date 75

Note—178p.; Ph.D. Dissertation, University of Illinois at Urbana-Champaign

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-14,132, MFilm-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, Grade 3, \*Mexican Americans, Primary Education, \*Reading Achievement, Reading Research, Self Concept, Student Attitudes, \*Tutoring, Urban Education, \*Verbal Ability, \*Vocabulary

The relative value of individual or small group tutoring and isolated or contextual phrase presentation on the reading achievement scores, self-concepts, and reading attitudes of 78 inner-city third-grade Mexican-American subjects was explored in this study. All subjects received regular classroom reading instruction, but the contrast group was instructed in mathematics facts during the time that the experimental groups received individual or small-group tutoring on isolated words or words in context. No significant differences were found between individually and group-tutored subjects or between isolated word or context presentation when reading achievement was measured by vocabulary, comprehension alone, and combined vocabulary and comprehension. No significant difference was found between each of the experimental groups and the control group (which received no word instruction). All experimental subjects demonstrated a significant difference between pretest and posttest vocabulary scores. The findings suggested that absenteeism affects school reading achievement, there is a positive relationship between verbal intelligence and reading achievement, and tutoring results in improved self-concepts and attitudes toward reading. (Author/MKM)

ED 110 935 CS 002 087

Allington, Richard L. And Others  
Poor and Normal Readers Achievement on Visual Tasks Involving High Frequency Low Discriminability Words.  
Pub Date May 75

Note—14p.; Paper presented at the Annual Meeting of the International Reading Association (20th, New York City, May 13-16, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Elementary Education, Grade 3, \*Reading Difficulty, \*Reading Processes, \*Reading Research, \*Visual Discrimination, Visually Handicapped, Visual Perception, \*Visual Stimuli, Word Recognition

This study presented 24 third graders drawn from suburban elementary schools with high frequency, low discriminability words in four conditions. Subjects were randomly assigned to the four tasks individually. It was hypothesized that poor and normal readers would differ in their ability to read high frequency, low discriminability words presented tachistoscopically in isolation but would not differ in their ability to match the words to form, to graphically reproduce the words following a tachistoscopic presentation, or to select the appropriate word from a group of distractor words after a tachistoscopic presentation. The hypotheses were supported. It was concluded that a visual perceptual deficit is probably not a major factor in reading disability. (TS)

ED 110 936 CS 002 088

Stanfill, James Wesley  
Relationship Between Reading Achievement and Piaget's Conservation Tasks for Beginning Second Grade Students.  
Pub Date 75

Note—113p.; Ed.D. Dissertation, University of Southern California

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-15,581, MFilm-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—\*Beginning Reading, \*Cognitive Development, \*Conservation (Concept), Doctoral Theses, Grade 2, Primary Education, \*Reading Achievement, \*Reading Processes, Reading Readiness, Reading Research Identifiers—Piaget (Jean)

In order to determine if there is a relationship between reading achievement and the ability to conserve as measured by replications of Piagetian conservation tasks, 160 beginning second-grade students were identified as achievers or low achievers according to reading and intelligence test scores, and their performance on the Piagetian tasks was correlated with their achievement scores, years of formal school, sex, chronological age, and socioeconomic status. A significant relationship between the ability to conserve and reading achievement was found for the achiever group (N = 121) and the combined sample (N = 160). A significant relationship was found between the ability to conserve and socioeconomic status and between the ability to conserve and sex for both the achiever group and combined sample. The ability to conserve was found to be significantly related to socioeconomic status for the low-achiever group. The following were among the conclusions drawn: a conservation task seems to be an appropriate measure to use in diagnosing a student's readiness to read if used in conjunction with other data, and it would appear that the formal teaching of reading should not precede the child's ability to conserve. (Author/MKM)

ED 110 937 CS 002 089

Dinges, Rodney F.

The Effectiveness of a Tutor-Student (One-to-One)

Method of Teaching Reading to Functionally Illiterate Inmates at the Illinois State Penitentiary, Menard Branch, Menard, Illinois. Correctional Educators Monograph Series, No. 1. American Bar Association, Washington, D.C. Clearinghouse for Offender Literacy Programs.; American Correctional Association, College Park, Md.; National Association for Public Continuing and Adult Education, Washington, D.C.

Pub Date 75

Note—33p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Adult Basic Education, \*Correctional Education, \*Individual Instruction, Prisoners, Reading Improvement, \*Reading Instruction, Reading Research, Teaching Methods, \*Tutoring

Identifiers—\*Offender Literacy Programs

The purpose of this study was to determine whether or not adult prison inmates reading below the third-grade level can significantly increase their reading level by the use of a tutor-student teaching method, supplemented by the use of flashcards. The subjects in this study were 10 functionally illiterate adult prison inmates, selected on a voluntary basis. They were pre- and posttested and were tutored on an individualized basis for 50 one-hour sessions by six inmates and the investigator. Following analyses of the data, three hypotheses were accepted: adult prison inmates reading below the third-grade level will increase their reading level by use of a tutor-student (one-to-one) teaching method; adult prison inmates will show reading improvement through the use of the tutor-student system after 50 one-hour lessons; and adult prison inmates will, after completion of the tutor-student system, further increase their reading level through the use of flashcards. Further study of positive attitudinal changes which occur while using an individualized teaching method is recommended. (LL)

ED 110 938 CS 002 090

Van Stratt, Georgena

The Reading Problem in Urban Schools: Who Has It and What Has Been Done About It?

Pub Date 75

Note—155p.; Ed.D. Dissertation, University of Massachusetts

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-16,611, MFilm-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—\*Disadvantaged Youth, Doctoral Theses, Elementary Secondary Education,



\*Program Evaluation, Reading Achievement, Reading Failure, \*Reading Instruction, \*Reading Programs, Teacher Education, \*Urban Education

Identifiers—Reading Improvement Act 1973, Right to Read

Identification of ingredients of successful urban reading programs in order to effect an increase in reading achievement in urban schools is the purpose of this paper. An historical-sociological framework is established. Pertinent literature which seeks to explain the causes of reading failure in urban schools is reviewed. Among the topics discussed are the myth of cultural deprivation, Black English, visual perceptual deficits, and teacher attitudes. Successful reading programs and practices which have achieved measurable success in reversing reading failure are described. Among the programs analyzed are the Follow Through Program in public schools 11, 129, and 146 in New York City; the Woodland School in Kansas City, Missouri; the Ann Street School in Los Angeles; School 6 Annex in Passaic, New Jersey; and "Sesame Street." The Career Opportunities Program at the University of Massachusetts is discussed as an effective model for urban teacher training. Four proposals for change directed at increasing reading achievement are examined, including the Right to Read Program and the Reading Improvement Act of 1973. (Author/MKM)

ED 110 939

CS 002 091

Wiseman, Merlyn Dale

The Use of a Model in the Construction of School

Preferred Reading Programs, Grades 7-12.

Pub Date 75

Note—120p.; Ed.D. Dissertation, University of Southern California

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-15,594, MF15-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—\*Doctoral Theses, \*Models, \*Program Administration, \*Program Development, \*Program Evaluation, Questionnaires, \*Reading Programs, Secondary Education

A questionnaire designed to discover the effectiveness of a reading program model for secondary schools in the Los Angeles Unified School system was submitted to the junior and senior high school principals and 24 coordinators. Answers indicated that most schools considered most of the steps in the model, but that they varied the emphasis on remedial, enrichment, corrective, and developmental components. Leadership was often found to be lacking in the construction of a school preferred reading program. The model served most secondary schools as a guideline in constructing their preferred reading program or as a checklist against which a current program might be judged. (Author/MKM)

ED 110 940

CS 002 092

Narang, Harbans L.

Bibliotherapy: A Brief Review.

Pub Date 75

Note—11p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Bibliotherapy, Books, Changing Attitudes, \*Emotional Adjustment, Identification (Psychological), Literature, \*Literature Reviews, Psychotherapy, Reading Interests, \*Reading Materials, \*Self Concept

Bibliotherapy is defined as "a process of dynamic interaction between the reader and literature—interaction which may be utilized for personality assessment, adjustment, and growth." A review of the literature dealing with bibliotherapy and a discussion of its uses are contained in this paper. The review indicates that bibliotherapy, if properly and carefully used with any age level, is likely to produce a positive change in the reader's attitudes and self-concept. It is particularly effective if a large variety of books at different reading levels and appealing to the interests and needs of the readers is provided. There should be freedom of book selection and no pressure for reading. Furthermore, it is suggested that reading be followed by discussion to facilitate the interaction between the reader and the character(s) in the book, which is essential for the therapeutic process. (LL)

ED 110 941

CS 002 093

Bergquist, Sidney R.

The Problems of Validation in a Competency-Based Preservice Reading Education Program.

Pub Date Mar 75

Note—21p.; Paper presented at the National Right to Read Conference (Reston, Virginia, March 7, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Evaluation Criteria, Higher Education, \*Performance Based Teacher Education, Preservice Education, \*Reading Instruction, \*Reading Programs, Teacher Behavior, Teacher Education, \*Teaching Models, \*Validity

A problem of teacher education is to successfully integrate the knowledge students learn in the college classroom with the practical experiences of student teaching. A principal objective of an ideal teacher training situation would be to establish a vertical integration of the various types of exposure to reading both prior to and during contact in classrooms with children learning how to read. An integrated time frame competency development model includes elements of information, skill development, and application. The model must be evaluated to determine its construct validity and internal consistency. Validation of the competencies required of preservice teachers is important. Studies of teacher behavior have not been consistent. The trend is to define teaching competencies in reading in terms of pupil performance in reading. An approach to the validation problems of a competency-based preservice reading education program being developed at Northwestern University consists of nine points concerning competency categories as hypotheses which must be exhaustively analyzed. (MKM)

ED 110 942

95

CS 002 094

Hiller, Jack H.

Reading Comprehension Objectives for Blocks 1 and 2 of the SWRL Reading Program.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—SWRL-TN-2-72-55

Pub Date 22 Nov 72

Note—46p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Decoding (Reading), Primary Education, \*Program Development, \*Reading Comprehension, \*Reading Instruction, \*Reading Programs, Reading Research, Vocabulary, Word Recognition

This paper presents instructional outcomes and student exercises related to the student's acquisition of the reading skills minimally required for comprehension in the SWRL Reading Program. The two outcome areas of the reading comprehension program are the development of word decoding skills and the development of skills necessary for sentence and passage comprehension. Comprehension tasks are divided into the following areas: vocabulary and word recognition, picture conventions, punctuation, syntax, and sentence comprehension (literal, deductive, and inferential). Representative samples of comprehension tasks are given for the stories used in the two outcome areas of the program. (MKM)

ED 110 943

CS 002 095

Palmatier, Robert A., Ed. Manzo, Anthony V., Ed.

Doctoral Programs in Reading: Student Characteristics, Admission Criteria, and Degree Requirements; Evaluation of Doctoral Training Experiences by the A. Victims, B. Victims (Choose One); Some Criteria for Evaluating Reading Doctoral Programs; and How Does Your Program Rate?

Pub Date Dec 74

Note—46p.

Journal Cit—Epistle; v2 n1 Entire Issue Dec 1974

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Doctoral Programs, Employment Opportunities, \*Graduate Study, Higher Education, Professors, \*Reading Instruction, \*Reading Programs, Reading Research, \*Teacher Educator Education, Teacher Educators

The "Epistle" is the Publication Forum of Professors of Reading Teacher Educators, which is a special-interest group of the International

Reading Association. This issue is concerned with information on the status of graduate reading programs, particularly doctoral programs. Articles are "Doctoral Programs in Reading: Student Characteristics, Admission Criteria, and Degree Requirements," by Robert A. Palmatier and Anthony V. Manzo; "Evaluation of Doctoral Training Experiences," by recent graduates; "Some Criteria for Evaluating Reading Doctoral Programs," by Richard Allington; and "How Does Your Program Rate?" by Robert A. Palmatier, which is a summary of a section of a doctoral program evaluation survey conducted by Palmatier and Manzo. Regular features are Moyers, which endeavors to record the job choices of new graduates and the relocation of others; Exchange, which offers a communication link between individuals who wish temporary locations; and Job Report, which lists positions available to doctoral-degree holders. (MKM)

ED 110 944

CS 002 096

Palmatier, Robert A., Ed. Manzo, Anthony V., Ed.

The Professor's Responsibilities and the Dissertation: Reflections on Advising Ph.D. Candidates; The Final Paper—How to Direct Dissertations with a Minimum of Trauma; and Doctoral Dissertation Abstracts Involving Reading and Reported during 1973: An Analysis.

Pub Date Mar 75

Note—49p.

Journal Cit—Epistle; v2 n2 Entire Issue Mar 1975

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Degree Requirements, Doctoral Programs, \*Doctoral Theses, Employment Opportunities, Graduate Study, \*Reading Instruction, Reading Research, \*Teacher Educator Education, Teacher Educators

The "Epistle" is the Publication Forum of Professors of Reading Teacher Educators, which is a special-interest group of the International Reading Association. The topic considered in this issue is doctoral dissertations. Four professors, Billy Guice, Helen Robinson, Edwin Smith, and J. Jaap Tuinman, share their views on directing students through the dissertation stage of doctoral work. Robert Palmatier and Ellen Austin review and analyze the reading studies reported in "Dissertation Abstracts" during 1973. Regular features are Moyers, which endeavors to record the job choices of new graduates and the relocation of others; Exchange, which offers a communication link between individuals who wish temporary locations; and Job Report, which lists positions available to doctoral-degree holders. (MKM)

ED 110 945

CS 002 097

Pessah, Nathan

The Effect of Various Teaching Techniques, Involving the Cloze Procedure, Upon the Reading Achievement of Community College Students.

Pub Date May 75

Note—17p.; Paper presented at the Annual Meeting of the International Reading Association (20th, New York City, May 13-16, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Cloze Procedure, Disadvantaged Youth, Junior Colleges, \*Minority Groups, \*Reading Achievement, Reading Improvement, \*Reading Instruction, Remedial Reading, Teaching Methods

The purposes of this study are to ascertain the effectiveness of the cloze procedure when used as part of the remedial reading instruction in community college classes, and to determine if one type of teaching presentation—using the cloze procedure—is significantly superior to another. One hundred students from Bronx Community College who obtained a raw score of less than 60 on the Nelson-Denny Reading Test, Form A, served as participants in this study. Findings indicated that the reading achievement scores of community college students improved when the cloze procedure was used as part of the remedial instruction, but that there is no one teaching method in college remedial reading classes which emerges as superior to the others when used in conjunction with the cloze procedure. (RB)

ED 110 946

CS 002 098

Downing, Frank Michael

An Investigation of Critical Thinking While Reading in Grades Thirteen and Fourteen.

Pub Date 74

Note—79p.; Ed.D. Dissertation, Memphis State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-10,059, Mfilm \$5.00, Xerography \$11.00)

Document Not Available from EDRS

Descriptors—\*Critical Thinking, Doctoral Theses, Higher Education, \*Intelligence, \*Reading Ability, \*Reading Achievement, Reading Research, \*Reading Skills

The problems stated for this investigation were as follows: (1) to determine if there is an increase in critical reading ability for students from grades thirteen to fourteen; (2) to determine if there is a difference in the critical reading ability of males and females in grades thirteen and fourteen; (3) to determine the relationship between critical reading ability and intelligence in grades thirteen and fourteen; and (4) to determine the relationship between critical reading ability and reading achievement in the two grades. The sample was composed of 535 students at the thirteenth and fourteen grade levels in the states of Arkansas, Mississippi, and Tennessee. It was concluded that significant differences in critical reading ability existed between students in grades thirteen and fourteen; no significant differences in critical reading ability appeared between male and female students in grades thirteen and fourteen; a significant difference existed between intelligence and selected critical reading skills; and a significant difference was evident between reading achievement and critical reading ability. (Author/LL)

ED 110 947

CS 002 099

Henry, Bertram Von Lossberg

Father to Son Reading: Its Effect on Boys' Reading Achievement.

Pub Date 74

Note—84p.; Ph.D. Dissertation, Syracuse University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-13,990, Mfilm \$5.00, Xerography \$11.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, Early Reading, Language Skills, \*Oral Reading, \*Parent Participation, Primary Education, \*Reading Achievement, \*Reading Readiness, Reading Research, Vocabulary Development, \*Word Recognition

The purpose of this study was to determine whether boys read to by their fathers for the six-month period immediately preceding entrance into first grade would score significantly higher on predictor instruments for first-grade reading achievement when compared with boys read to by their mothers or boys in an unplanned situation for the same period. All boys in a central New York State school's kindergarten sections were assigned to a father-read-to, a mother-read-to, a father-not-participating, or a control (unplanned reading) group for a six-month treatment period. The experimental groups were read to by the assigned parent reader about two or three times a week. The dependent variables were letter naming and word recognition (isolated words and words in context). The predictor criterion measures were administered individually at the conclusion of treatment, which coincided with the beginning of the boys' first-grade school year. Within the context of the study's limitations, the results indicated that father-read-to boys had significantly higher mean scores on the words in context or criterion measure than the mother-read-to, the father-not-participating, or the control group of boys. (Author/LL)

ED 110 948

CS 002 100

Lemons, Robert Lee, Jr.

The Effects of Passive Listening and Direct Training in Listening upon the Reading and Listening Skills of a Group of Black Fourth Graders.

Pub Date 74

Note—93p.; Ph.D. Dissertation, Syracuse University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-14,002, Mfilm \$5.00, Xerography \$11.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, Elementary Education, Grade 4, Inner City, \*Listening Skills, \*Negro Students, \*Reading Improvement, \*Reading Instruction, Reading Research, \*Reading Skills, Teaching Methods

The purposes of this study were to determine if training in listening would result in the improvement of both reading and listening skills among black students, and if there would be any dif-

ferences between the results produced by a passive approach to teaching listening, a direct approach to teaching listening, and the offering of no special training whatsoever. Sixty subjects were randomly selected from a population of children attending a school located in the inner-city area of Syracuse, New York. Results of the study, subject to the limitations imposed by data collection and study sample, indicated that training in listening appeared to significantly affect the development of basic listening and reading skills. It also appeared that the direct and passive approaches were generally equal in producing reading gains. The same was not true in listening—the direct approach to teaching listening produced gains greater than those produced by the passive approach. Implications were reported for classroom implementation and future research possibilities. (Author/RB)

ED 110 949

CS 002 101

Mahaffey, James Perry

An Investigation of the Relationship of Selected Oral Language and Readiness Factors to First-Grade Reading Achievement.

Pub Date 74

Note—199p.; Ph.D. Dissertation, University of South Carolina

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-16,487, Mfilm \$5.00, Xerography \$11.00)

Document Not Available from EDRS

Descriptors—\*Beginning Reading, Comparative Analysis, Grade 1, \*Measurement Instruments, \*Oral Communication, Primary Education, \*Reading Achievement, \*Reading Readiness, Reading Research, Reading Skills

This investigation examined the specific relationships between two reading achievement measures at the end of the first grade and the following measures: (1) three selected oral language measures, (2) five readiness measures, and (3) a combination of these measures. Further, the study attempted to determine if the relationships between the oral language and reading measures were stronger than those between the readiness and reading measures. The three oral language measures were oral fluency, mean length of communication unit, and understanding oral vocabulary. Data were collected on 60 first-grade pupils from two socioeconomic levels. Results showed that no statistically significant relationships were found between the three oral language measures and the two reading achievement measures for the total sample. With one exception, the obtained relationships were found to be statistically nonsignificant for each of the two socioeconomic strata. This investigation pointed up the need for seeking other measures of oral language to assess language competency, for extending similar investigations over several grades for a longer period of time, and for conducting experimental rather than correlational studies to ascertain the relationship between oral readiness and other language factors. (Author/RB)

ED 110 950

CS 002 102

Maras, Lorene Ruth

Evaluation of a Large City Remedial Reading Program.

Pub Date 74

Note—112p.; Ed.D. Dissertation, Illinois State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-15,804, \$5.00, Xerography \$10.00)

Document Not Available from EDRS

Descriptors—Elementary Secondary Education, \*Program Evaluation, Reading Improvement, \*Reading Instruction, \*Reading Programs, Reading Research, \*Remedial Reading, Student Attitudes, \*Urban Education

This study sought to determine the effectiveness of a remedial reading program conducted in a large city school district over a five-year span of time. There were 200 students in the experimental group and 200 students in the control group. Stanford Achievement Test stanine scores were obtained at the beginning fourth-grade level for all subjects included in the study before the experimental group had been given remedial reading instruction. At the ninth-grade level the Huser Attitude Toward Reading Test was administered to both groups. The findings of the study indicated that remedial reading instruction made a significant difference (.05 level) in the achievement gains of the treated group. There

was also a significant difference (.05 level) in the attitude toward reading between those ninth-grade students who had remedial reading instruction and the control group of ninth-grade students who had not had remedial reading instruction. (Author/RB)

ED 110 951

CS 002 103

Theofield, Mary B.

ESSO—Self-Concept and Basic Reading in a Secondary School Program.

Pub Date 75

Note—11p.; Paper presented at the Annual Meeting of the International Reading Association (20th, New York City, May 13-16, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Content Reading, Curriculum Design, English Instruction, \*Program Descriptions, \*Reading Programs, \*Remedial Reading, Secondary Education, \*Self Concept, Senior High Schools, Social Studies, Special Education Identifiers—\*English Social Studies Opportunity Program

The English/Social Studies Opportunity (ESSO) Program is a program designed for students with learning problems at Paint Branch High School in Burtonsville, Maryland. The program blends remedial reading and special education into a secondary school program which attempts to build reading and study skills, to effect positive self-concept, and to prepare students to cope with adult life situations. English and social studies are taught in a resource-room setting by the ESSO team, which consists of a reading teacher, two special education teachers, and an aide; however, only two team members are in each class of 25-30 students during a class period. Students are mainstreamed in other academic and special subjects classes; they receive positive support and instructional assistance by the ESSO team, whose resources are available to both students and subjects. Sample schedules for two specific students are discussed to amplify the description of the program. (MKM)

ED 110 952

CS 002 104

Terry, Sara Mae Davis

The Effect of Instructional Variables upon the Achievement of Predicted Reading Expectancy in Eighth-Grade Students of Disadvantaged Status.

Pub Date 74

Note—166p.; Ph.D. Dissertation, The University of Alabama

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-18,311, Mfilm \$5.00, Xerography \$11.00)

Document Not Available from EDRS

Descriptors—\*Disadvantaged Youth, Doctoral Theses, English Instruction, Junior High Schools, Mathematics Instruction, \*Reading Achievement, Reading Diagnosis, \*Reading Instruction, Reading Research, \*Reinforcement, Remedial Instruction, \*Teaching Methods

The purpose of this study was to identify promising instructional techniques for promoting improvement in the reading skills of students classified as "disadvantaged" in both the English and mathematics classrooms. Residual gain scores were computed in both English and mathematics for each of 165 students, and mean gain scores of classrooms were correlated with items on a questionnaire designed to identify instructional techniques. These techniques were grouped into seven clusters as follows: (1) the process of prescription and diagnosis, (2) the techniques of remediation, (3) the effect of individualization and grouping, (4) the development of oral competency, (5) the acquisition of vocabulary, (6) the attainment of cognitive skills, and (7) the effect of reinforcement. Some conclusions were that reinforcement emerged as the most important technique in teaching disadvantaged students. Prescription and diagnosis were important in the English area. Individualization and grouping and the development of oral competency were not strongly represented. Vocabulary items appeared to be completely ignored in both English and mathematics instruction. (Author/MKM)

ED 110 953

CS 002 105

Warren, Mary O. Netherton

A Survey of Reading and Study Skills Programs in Selected Rocky Mountain Colleges and Universities.

Pub Date 74

Note—235p.; Ed.D. Dissertation, University of Wyoming

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-12,846, Mfilm \$5.00, Xerography \$11.00)

Document Not Available from EDRS

Descriptors—Developmental Reading, Doctoral Theses, Higher Education, \*Junior Colleges, Questionnaires, Reading Materials, \*Reading Programs, \*Study Skills, \*Surveys, \*Universities

Identifiers—Rocky Mountain States

This study had the following twofold purpose: to survey the literature to provide historical background for reading and study skill programs in colleges and universities; and to survey the status of reading and study skills programs in selected institutions in the Rocky Mountain states. Some major findings from the questionnaire were that 84 percent of the institutions had reading/study skills courses, 9 percent had more planned courses; two-year institutions offered fewer courses per school but reached a higher percentage of students (14-19 percent) than did the four-year schools (3-5 percent); credit courses were offered by 79 percent of the colleges; 60 percent used reusable materials; machines were used for speed reading by 28 percent of the respondents; the individual laboratory was used at 34 percent of the schools, the lecture/group laboratory at 31 percent, with lecture/individual laboratory at 17 percent, tutorials at 13 percent, and the lecture at 5 percent; and approximately 10,000 students in the Rocky Mountain area were served at an estimated rate of 4.7 percent of total enrollments. Some major conclusions were that some teachers seemed confused about basic reading concepts and that programs seemed directed at minority and academically troubled students instead of total school populations. (Author/MKM)

ED 110 954 CS 002 107

Taschow, Horst G.

Monolingual Teaching Bilinguals: Reading in ESL for Spanish Speakers.

Pub Date Mar 75

Note—14p.; Paper presented at the Annual Meeting of the Western College Reading Association (8th, Anaheim, California, March 20-22, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Bilingualism, Elementary Secondary Education, \*English (Second Language), \*Lesson Plans, Literature Reviews, Monolingualism, Native Speakers, Phonology, \*Second Language Learning, \*Spanish Speaking, Teaching Methods

The purpose of this paper is to examine pertinent research concerned with teaching English as a second language (ESL) to speakers of Spanish, to analyze fundamental problems Spanish speakers may experience when taught to read and learn in the target language English, and to suggest practices for teachers of ESL to assist Spanish-English bilingual readers in their specific linguistic needs. Following a brief review of the literature on the teaching of English as a second language, fundamental language differences are discussed, and phonological aspects of consonants and vowels as Spanish speakers reading English words may pronounce and interpret them are examined. A lesson for the native speaker of Spanish is suggested in a step-by-step presentation. (LL)

ED 110 955 CS 002 108

Gillespie, Barbara

A Proposal for a Diagnostic and Remedial Reading Center for the Educational Park Complex of the ESUHS [East Side Union High School District, San Jose, California].

Pub Date May 75

Note—82p.; M.A. Thesis, San Jose State University

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Educational Objectives, Masters Theses, \*Program Descriptions, \*Reading Centers, \*Reading Diagnosis, Reading Difficulty, \*Reading Programs, Reading Skills, \*Remedial Reading, Secondary Education, Teaching Techniques

The emphases of the reading center proposed in this study are on the assessment of reading strengths, the isolation of reading deficiencies, and—in an instructor-learner environment—diagnosis and the prescription of action which will

enable students to master the reading skills necessary for independent reading in their high school careers. This study focuses on an operational philosophy and the goals for the center, diagnostic and assessment techniques, prescriptive teaching strategies and performance objectives, a means of evaluating the center and its services, a plan for program implementation, and the specialized services offered by the center in cooperation with agencies located within the Educational Park facility. Included are a list of references and six appendixes containing material related to the activities of the center. (JM)

ED 110 956 CS 002 109

Trepper, Terry Steven

A Two Year Report on an Inner City School's Reading Achievement Center.

Pub Date 75

Note—20p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Differentiated Staffs, \*Individualized Reading, Intermediate Grades, \*Mexican Americans, Motivation, Reading Achievement, \*Reading Centers, Reading Diagnosis, \*Reading Improvement, \*Reading Programs, Urban Education

The Reading Achievement Center, at the Murchison School in the Mexican-American community of East Los Angeles, offers an individualized reading program for grades 3-6; the program was begun in the fall of 1972 and includes inservice teacher training, experimentation with new systems, and a commitment to help children develop a positive self-concept. The following four basic systems are involved in the center's programs: a diagnostic system, in which each child, upon entering the school, is tested thoroughly by a reading guide to determine reading accomplishments, needs, and potential; a prescriptive system, developed by the professional staff using results of the diagnostic tests and including a variety of materials and activities; a staffing system, consisting of three kinds of staff-directors (credentialed public school teachers), guides (one for every five children), and clerical workers; and a motivational system, using three methods of motivation—extrinsic and intrinsic motivation and positive environment. Results of posttesting of a random sample of children after two years show an overall positive growth pattern, with accelerated rates of growth showing an average increase of 25 percent in reading achievement. (Tables are included.) (JM)

ED 110 957 CS 002 110

Smith-Gold, David A.

Problems of the Young Adult and Mature Reader of English as a Second Language.

Pub Date May 75

Note—17p.; Paper presented at the Annual Meeting of the International Reading Association (20th, New York City, May 13-16, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Adult Programs, Cultural Background, \*English (Second Language), \*Language Programs, \*Second Language Learning, \*Teaching Methods

TESL (Teaching English as a Second Language) students are usually people who are in the process of assimilating a new language and culture and therefore require more than a superficial knowledge of the language. Adults learning English as a second language might be taught by a language experience approach. Building upon the learners' experiences and needs will help them relate to the community and to their social roles. The orientation of a group of second language learners should be reflected in the curriculum and its philosophy and methodology. Current research suggests that children and adults learning English as a second language use common strategies and process linguistic data in fundamentally similar ways. While it is not appropriate to use the same teaching methods with children and adults in a native language learning situation, some of the ideas that have worked with children learning a second language may be transferable to adults in the same situation. Various language tests and readability formulas are discussed. (LL)

ED 110 958 CS 002 111

Fay, Leo, Comp. Jared, Lee Ann, Comp.

Reading in the Content Fields: An Annotated Bibliography. Revised 1975.

International Reading Association, Newark, Del.

Pub Date 75

Note—20p.

Available from—International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 (Order No. 302-5, \$0.75 nonmember, \$0.50 member)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Annotated Bibliographies, \*Content Reading, Elementary Secondary Education, Language Arts, Literature, Literature Reviews, Mathematics, \*Reading Instruction, \*Reading Skills, Sciences, Social Studies, Study Skills

Materials listed in this annotated bibliography include selections chosen from all major subject areas, restricted largely to publications of the past 10 years, relating to each of the major school levels, and having practical significance to teachers and administrators as well as to school practice. Entries are listed under the following headings: general readings, research studies and reports, critical reading and thinking skills, study skills, readability of texts, social studies, language arts and literature, mathematics, and science. (JM)

ED 110 959 CS 002 112

Busch, Robert F.

Predicting First-Grade Reading Achievement.

Pub Date 74

Note—108p.; Ph.D. Dissertation, University of Missouri-Columbia

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-15,973, Mfilm \$5.00, Xerography \$11.00)

Document Not Available from EDRS

Descriptors—\*Grade 1, Intelligence Tests, \*Predictive Ability (Testing), Primary Education, Reading Ability, \*Reading Achievement, Reading Research, \*Reading Skills, \*Reading Tests

The problem investigated in this study was to determine the best combination of tests or subtests in a research battery which, when administered to beginning first-grade students, would enable the most efficient prediction of reading achievement. A total of 1052 children were randomly selected from first-grade classrooms within the State of Missouri. These children completed a battery of tests consisting of the following: the Cognitive Abilities Tests; the Developmental Test of Visual-Motor Integration; the Pre-Reading Screening Procedures; the Stanford Early School Achievement Test; the Alphabet and Numbers subtest of the Metropolitan Readiness Tests; the Boehm Test of Basic Concepts; and the Behavior Rating Scale. The findings of this study led to the following conclusions: (1) the ability to recognize upper- and lower-case letters and beginning sounds was the best single predictor of reading achievement; (2) measured intelligence, when statistically compared with the other variables in the study, was a reliable predictor of reading achievement; and (3) classroom teachers can predict end-of-year reading achievement of their students by using the Behavior Rating Scale. (Author/LL)

ED 110 960 CS 002 113

Artley, A. Sterl

The Controversy: Reading Problem or Learning Disability--What Are the Issues?

Pub Date May 75

Note—13p.; Paper presented at the Annual Meeting of the International Reading Association (20th, New York City, May 13-16, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Definitions, \*Learning Disabilities, \*Reading Difficulty, Remedial Reading Programs, \*Retarded Readers

This paper discusses the current confusion in differentiating between reading disabilities and learning disabilities, as well as the role of the learning and reading specialist. The origin and history of the movement toward helping children labeled as having a reading or learning handicap are examined, and various definitions are discussed. It is concluded that the definition of learning disabilities is related to cerebral dysfunction and similar problems, and the definition of reading disabilities is related to educational, mental, social, and emotional problems. For the classroom teacher, however, such a distinction is still too vague and in many cases too impractical to serve as a guide for remediation. (TS)

ED 110 961 CS 002 114

Narang, H. L.

Doctoral Dissertations on Bibliotherapy: An Annotated List.

Pub Date [75]

Note—11p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Annotated Bibliographies, \*Behavior Development, \*Bibliotherapy, \*Doctoral Theses, Emotional Adjustment, Literature, Psychotherapy

Recent interest in the potential uses of bibliotherapy (defined as a process of dynamic interaction between the reader and literature) has prompted research into the effects of bibliotherapy on the reader's attitudes and personality. This document lists and describes 14 completed doctoral dissertations in the area of bibliotherapy and its effects. References from "Dissertation Abstracts International" have been provided to help the reader obtain a copy of the original dissertation. (JM)

**ED 110 962**

CS 002 115

**Harris, Albert J. Sipay, Edward R.**  
**How to Increase Reading Ability. Sixth Edition.**

Pub Date 75

Note—692p.

Available from—David McKay Company, College Department, 750 Third Avenue, New York, New York 10017 (\$12.95 cloth)

**Document Not Available from EDRS**

**Descriptors**—\*Beginning Reading, \*Developmental Reading, Elementary Education, Learning Disabilities, Perception, Psycholinguistics, Readability, Reading Comprehension, Reading Diagnosis, Reading Difficulty, Reading Improvement, \*Reading Instruction, Reading Interests, Reading Speed, \*Remedial Reading, Teacher Education, Teaching Methods

The sixth edition of this text incorporates research done in the five years since the fifth edition was published and contains new terminology, new concepts, new illustrations, and new materials. The four guiding principles (breadth of scope, maintenance of a balanced point of view, practicality, and clarity) remain. Chapter topics are reading ability and disability; readiness for reading; beginning reading instruction; mature reading; meeting individual needs in reading; efficient reading instruction in groups; reading disability, dyslexia, and learning disabilities; assessing reading performance; physical, physiological, cultural, and cognitive correlates of reading disability; basic principles of remedial reading; developing word identification skills; remedial procedures for deficiencies in word identification skills; improving reading comprehension; fostering reading interests and tastes; and increasing rate of reading. (MKM)

**ED 110 963**

CS 002 116

**Feshbach, Norma Deitch**

**Some Interpersonal Factors Associated with Successful and Problem Readers.**

Pub Date Apr 75

Note—21p.; Paper presented at a symposium of Early Identification of Learning Problems: Issues and Findings at the Annual Meeting of the Society for Research in Child Development (Denver, April, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Empathy, Interaction, \*Interpersonal Relationship, Parent Student Relationship, Peer Relationship, Primary Education, \*Reading Achievement, \*Reading Difficulty, \*Social Behavior, Tutoring

Three different studies concerned with the dimensions of social behavior in successful and problem readers, assessed in contexts of mother-child and peer-peer interactions, are reported in this document. The first study, involving observation of mothers of successful and problem readers while instructing their own and other children in several cognitive tasks, showed that mothers of successful readers spend more time in task preparation while mothers of problem readers are more controlling and directive during task performance, using more negative reinforcement. The second study, focusing on the tutorial behaviors of successful and problem readers, showed that competent reader male tutors administer more negative reinforcement to problem reader tutees than to tutees who are competent readers, and that male problem reader tutors and all female tutors administer more negative reinforcement to competent reader tutees than to problem readers. The third study, concentrating on the relationship between reading success and social behaviors, showed a definite correlation between the two, especially within the control (low risk) group. (Tables of findings are included.) (JM)

**ED 110 964**

CS 002 117

**Campbell, Ruby M. Guthrie, Larry F.**

**A Continual Regrouping Program in Reading Readiness Skills for Kindergarten.**

Pub Date May 75

Note—20p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Grouping Procedures, \*Kindergarten Children, Primary Education, Program Descriptions, Reading Achievement, \*Reading Programs, \*Reading Readiness, Reading Research, \*Reading Skills

The purposes of this study were to custom make a reading readiness program for a group of kindergarten children and to compare their progress with that of a second group. A pretest was administered to all of the children and then each child was grouped according to his or her needs. Two classes were involved in the study, one labeled control and the other experimental. In the experimental class the children were retested and regrouped according to their needs at three-week intervals. The children in the control class remained in the same groups throughout the program. At the end of the study a t-test was used to compare gain scores of both groups. The results of this study support the hypothesis that children in a continuous regrouping program will achieve greater success in performing reading readiness skills than those who are exposed to a non-regrouping program. Although both groups made significant progress, the gain scores of the experimental group were considerably higher than those of the control group. Based on the findings of this study, and from the findings of previous research, it is recommended that this method of grouping be implemented in other kindergarten classrooms. (Author)

**ED 110 965**

CS 002 118

**Malmquist, Eve**

**Reading and Writing: Pre-School 70; A Survey of the Effect of Individualized Reading and Writing Tuiton in Nursery School.**

National Swedish Board of Education, Stockholm.

Pub Date Nov 73

Note—17p.; School Research Newsletter, 1973:22

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Individualized Reading, Kindergarten, \*Preschool Education, Reading Development, \*Reading Instruction, Reading Skills, Surveys, Writing Skills

**Identifiers**—Sweden (Linköping)

In order to compare the effect of individualized reading and writing instruction for six-year-olds at nursery school with the effect of ordinary preschool activities not including reading and writing instruction, three groups of Linköping (Sweden) school children were studied—experimental groups (E) and control groups (K1) consisting of preschool children and a control group (K2) consisting of pupils who were in first grade while E and K1 were in nursery school. The 16 E and K1 groups (with 20 children in each group) were made as equivalent as possible on the basis of reading test results. Pupils in the E groups were taught reading and writing for 30 minutes twice a day throughout the school year and otherwise took part in regular preschool activities. In the K1 groups no reading and writing instruction occurred, and in the K2 groups such instruction occurred according to the usual school curriculum. Results of tests given at the end of the year showed that the E groups were superior to K1 pupils at almost all levels. (Tables of findings are included.) (JM)

**ED 110 966**

CS 002 119

**Moreland, William H.**

**The Fly in the Ointment or Why Couldn't They Just Have Left Things as They Were; The Compensatory Effort in Higher Education.**

Pub Date Mar 75

Note—12p.; Paper presented at the Annual Meeting of the Western College Reading Association (8th, Anaheim, California, March 20-22, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Communication Skills, Community Colleges, Content Reading, Developmental Programs, \*Higher Education, Junior Colleges, \*Learning Disabilities, \*Learning Laboratories, Media Selection, Open Enrollment, Reading

Diagnosis, Reading Skills, \*Remedial Instruction, \*Tutoring

Language-disabled students who have experienced difficulties in the process of language acquisition and who may show talent in some academic areas yet fail miserably in others are increasingly able to attend college because of "open door" policies. How will colleges traditionally rooted in textbook-centered lecture courses deal with the language-disabled student? Several possible program organizations exist that involve learning laboratories which provide diagnosis, remediation, counseling, and tutoring by both subject-area instructors and peers. A varied media format of instruction is suggested to meet a variety of learning styles. Services to the faculty in the area of group reading scores and evaluating textbook readability are suggested. Colleges should accept responsibility for the language-disabled student so that the "open door" does not become a "revolving door." (MKM)

**ED 110 967**

CS 002 121

**Grundin, Hans U.**

**Evaluating Competence in Functional Reading: Grades VI - XII.**

Pub Date Aug 74

Note—13p.; Paper presented at the International Reading Association World Congress on Reading (5th, Vienna, Austria, Aug. 12-14, 1974)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Elementary Secondary Education, \*Functional Reading, \*National Surveys, \*Reading Achievement, \*Reading Comprehension, Reading Research, \*Reading Tests, Study Skills, Teachers, Test Interpretation

**Identifiers**—\*Sweden

This paper describes a research project which was designed to analyze the extent of functional literacy at different grade levels in Sweden. Functional literacy is defined here as the use of the mechanics of reading for different information purposes. A test battery was administered to 2600 students in grades six through twelve. The test battery was intended to represent a sample of important skills needed for functional literacy in a modern industrial society. The battery included comprehension tests of normal prose, tables, forms encountered in everyday life, difficult prose such as text from a home insurance policy, and a reading rate score. The tests were administered twice with an interval of one year between testing. Some results were an increase in reading comprehension from grade to grade at all levels, with the exception of the highest percentiles in grades eleven and twelve, and wide overlapping of scores between grades. Questionnaires were sent to 950 head teachers asking for their opinion of the value of the skills measured by the test battery and asking them to indicate a minimum score for satisfactory ability. Partial data results are discussed. A majority of the teachers who responded indicated that they felt the skills measured were important. (MKM)

**ED 110 968**

CS 002 122

**Parmer, Lorraine**

**Helping Students Prepare for Qualifying Exams; A Summary of WCRA Institute III.**

Pub Date Mar 75

Note—7p.; Paper presented at the Annual Meeting of the Western College Reading Association (8th, Anaheim, California, March 20-22, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Admission (School), Anxiety, Business Administration, Developmental Programs, Graduate Study, Group Tests, Higher Education, Law Schools, \*Learning Laboratories, Mathematics, Medical Schools, Standardized Tests, \*Study Skills, Teacher Education, \*Testing Programs, \*Test Wiscness, Verbal Tests

This paper describes several learning laboratory program approaches to teaching students how to prepare for professional school admission exams. That these exams are true aptitude tests is a myth repeatedly deflated when students study for the tests and manage to score significantly higher on a second testing. Factors in addition to intelligence which can influence the outcome on these standardized tests are familiarity with the exam and type of question likely to be encountered; practice in taking a mock exam under timed conditions, since working speed is a vital consideration; and reduction of anxiety level. The skills tested tend to be in two general categories for

most qualifying exams, verbal and math. Specific suggestions for teaching these skills, such as practice in working analogies, are given. A program offered by UCLA's learning skills center to prepare students for the Law School Aptitude Test is described. It consists of the following five parts: a trial test using an old LSAT examination, a seminar providing general information about the test, a demonstration of how to prepare for the test (recommended study guides are listed), a cases-and-principles workshop, and essay preparation tutoring. (MKM)

ED 110 969 CS 002 123

*Paradis, Edward Bayne, Mina*  
An Examination of the Use of Cloze Tasks During Primary Grade Reading Instruction.

Pub Date May 75

Note—13p.; Paper presented at the Annual Meeting of the International Reading Association (20th, New York City, May 13-16, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Cloze Procedure, Models, \*Phonics, Primary Education, \*Reading Achievement, Reading Improvement, \*Reading Instruction, Reading Research, Reading Skills, \*Teaching Methods

Identifiers—\*Reading (Self Selection)

The purpose of this study was to examine the effect of systematic instruction with cloze tasks on the reading achievement of primary grade children. The cloze procedure was selected as an instructional strategy because of the close relationship of the cloze procedure to the psycholinguistic model of the reading process. Twenty-two first and nine second grade children from a university laboratory school were selected as subjects. Subjects ranged in reading ability from preprimer to third grade. No subject was experiencing severe difficulty in learning to read. Results from a cloze test, a test of word knowledge, and a standardized reading test indicated that the cloze treatment and the treatment combining self-selecting reading and phonic reinforcement activities had equal effect on the primary grade subjects. (RB)

ED 110 970 CS 002 124

*Ross, Elinor P. Roe, Betty D.*  
Creative Drama for Building Proficiency in Reading.

Pub Date 75

Note—10p.; Paper presented at the 20th Annual Meeting of the International Reading Association (New York City, May 13-16, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Creative Dramatics, Elementary Education, Reading Comprehension, \*Reading Development, Reading Readiness, \*Reading Skills, \*Teaching Techniques

An effective tool for motivating children to read and for reinforcing their reading skills, creative drama includes all forms of improvised drama—dramatic play, pantomime, puppet shows, and story dramatization—and all four of the major language arts—listening, speaking, reading, and writing. The use of creative drama activities lets children enjoy themselves as they improve such reading readiness skills as visual and auditory discrimination, listening, oral expression, and articulation and as they build such reading skills as vocabulary development, sentence and story comprehension, word meanings, visualization, and sentence recognition. Creative drama can also motivate children to read as they do research on a topic for dramatization or become interested in reading more about subjects they have dramatized. (JM)

ED 110 971 CS 002 125

*Coker, Pamela L.*  
Analysis of Semantic and Syntactic Features of Block 1 & 2 Storybooks of the SWRL Reading Program.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TN-2-72-52

Pub Date 72

Note—16p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Child Language, \*Childrens Books, Childrens Literature, Primary Education, Reading Materials, \*Reading Programs, \*Semantics, \*Syntax

Semantic and syntactical features of storybooks in the Southwest Regional Laboratory (SWRL) Reading Program are reviewed and analyzed. To make the scripts match children's oral language as closely as possible within other program constraints and to avoid potential semantic difficulties, the following changes are recommended: (1) the introduction of "let's" as a sight word; (2) the introduction of "here" as a sight word, and (3) the deletion of "ask." Approximately 50 script changes are listed by story number and page number. (Author/LL)

ED 110 972 CS 002 126

*Berdiansky, Betty Stanton, George*  
Content and Sequence for Block 1 of the 1970 Reading Program.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 69

Note—17p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Content Reading, Dictionaries, \*Language Skills, Primary Education, \*Reading Instruction, \*Reading Programs, Reading Research, Reading Skills, Vocabulary Development, \*Word Lists

Previous work has led to identification of an extensive lexicon on which the Southwest Regional Laboratory (SWRL) 1970 primary-grade reading program will be based, as well as to the development of a considerable number of sound-symbol correspondence rules (see Berdiansky, Cronnell, and Koehler, 1969). The present document describes the initial steps taken in the development of a complete sequencing of these rules. This sequencing procedure is being based, in general, on the Desberg and Cronnell (1969) analysis of the characteristics of the rules. For the first block of this sequence, the rules were ordered primarily on the basis of their combined productivity, i.e., the number of words from the given lexicon which can be generated by the given combination of rules. The sequencing of rules and the listing of resultant usable words is covered in this report for the first block of rules only. Within- and across-block sequencing has not yet been entirely completed. (Author)

ED 110 973 CS 002 127

*Fiege-Kollmann, Laila*  
The Expansion of Reading Experience in Blocks 1 and 2 of the SWRL Reading Program.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TN-2-72-48

Pub Date 72

Note—35p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Elementary Education, \*Instructional Materials, Language Arts, \*Language Skills, \*Reading Comprehension, \*Reading Programs, Reading Research, \*Vocabulary Development

Language features which occur for the first time ("new" words and structures) in each story of Blocks 1 and 2 of the Southwest Regional Laboratory (SWRL) Reading Program are identified and discussed. The features were drawn from those defined and presented in Fiege-Kollmann's (1972) analysis of Blocks 1 and 2 stories. The new words and structures in each story are compared and contrasted with closely related words and structures which occurred in prior stories. Potential sources of difficulty in reading comprehension are pointed out. Structural contexts for the introduction of a new lexicon in prestory instruction are recommended. (Author)

ED 110 974 CS 002 128

*Chevat, Edith S.*  
Women and Girls in Readers and Texts.

Pub Date May 75

Note—14p.; Paper presented at the Annual Meeting of the International Reading Association (20th, New York City, May 13-16, 1975); Best copy available

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Discriminatory Attitudes (Social), \*Reading Materials, \*Sex Discrimination, Sex Role, \*Sex Stereotypes, Social Attitudes,

\*Teacher Responsibility, Teaching Techniques, \*Textbooks, Textbook Selection, Womens Studies

The prevalence of sex role stereotyping in school readers, textbooks, workbooks, and reading materials used from kindergarten through college must first be recognized by students and teachers as well as by authors, illustrators, and publishers. Teachers should then work to foster environments and experiences in which females and males are equally endowed with strengths, weaknesses, capabilities, options, and potentials. A variety of approaches and exercises have been developed to accomplish this, such as analysis of books for sex role stereotyping, reading exercises which reverse conventional images of male and female, or research reports on subjects dealing with women inadequately covered in the textbook. Several sources offer suggestions for helping students and teachers focus on patterns of sex stereotyping and prejudice. (JM)

ED 110 975 CS 002 129

*Aaron, I. E.*  
Teaching Word Recognition Skills in Georgia Schools.

Georgia State Dept. of Education, Atlanta. Office of Instructional Services.

Pub Date 70

Note—86p.; Page 81 may not reproduce well

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*Basic Reading, Informal Reading Inventory, Phonics, Primary Education, \*Reading Instruction, Reading Programs, \*Reading Skills, \*Teaching Techniques, \*Word Recognition

This publication presents fundamental ideas necessary for effective teaching of word recognition as part of the reading process. Chapter 1 defines and discusses word recognition techniques. The second chapter reviews word recognition techniques and discusses how they aid the reader in unlocking words. Exercises and suggestions for teaching word recognition skills and subskills are presented in chapter 3. Chapter 4 presents an overview of the place of phonics in the reading program. Chapter 5 offers selected exercises for teaching phonics and related skills. A listing of word recognition skills by reading grade levels and a check list for use in evaluating the child's knowledge of word recognition skills are presented in chapter 6. A brief lesson plan for teaching word recognition skills when basal readers are used is outlined in chapter 7. An informal reading inventory is described in chapter 8, and chapter 9 contains summary comments on word recognition skills. (LL)

ED 110 976 CS 002 130

*Intensive Reading and Instructional Teams, 1974-1975; Hartford Moves Ahead: An Evaluation Report.*

Hartford Public Schools, Conn.

Pub Date 75

Note—50p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Content Reading, \*Decoding (Reading), \*Individualized Reading, Intermediate Grades, Reading Comprehension, Reading Diagnosis, \*Reading Programs, \*Remedial Reading, Study Skills, \*Team Teaching, Vocabulary Development, Word Study Skills

The intensive reading instructional centers in Hartford, Connecticut, provide reading services to over 500 pupils in the third, fourth, and fifth grades. Reading teams consist of a reading consultant, two master teachers with strong backgrounds in reading, and a part-time clerk-typist. Instruction takes place in eleven-week cycles. Each teacher specializes in one of three areas: decoding, individualized reading, or vocabulary and comprehension development. Significant test score mean gains and changes in reading levels have been reported. Data drawn from self-report forms completed by the children's parents, referring classroom teachers, and team members are highly supportive of the program, which has been in operation for ten years. (MKM)

ED 110 977 CS 002 131

*Kimball, Harrison W. Karnes, Lucia R., Ed.*  
Dyslexia: A Common Sense Guide to the Diagnosis and Treatment of Specific Language Disability. Monograph 1.



Trident Academy, Mount Pleasant, S.C.

Pub Date 75

Note—18p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Communication Skills, \*Dyslexia, \*Educational Diagnosis, \*Language Handicaps, \*Language Skills, \*Reading Difficulty, Verbal Ability

Dyslexia is defined as a specific language disability that involves a communication breakdown in either spoken or written language. Various kinds of schools, facilities, and services available for the child with a language disability are discussed, and criteria for evaluation are given which include consideration of motive and purpose, general community reputation, services offered, diagnostic procedures used, specialists available, quality of faculty, quality of administration, school responsibility to higher authority, curricula, budget matters, admission policy, and results achieved. The evaluation of private educational situations for students with dyslexia who require intensive remediation is discussed with regard to educational philosophy, consulting specialists, quality of faculty, quality of administration, school responsibility to higher authority, curricula, funding and budget matters, admission policy, and results achieved. (LL)

ED 110 978

CS 002 133

King, F. J.

A Content Referenced Interpretive System for Standardized Reading Tests. Final Report. National Council of Teachers of English, Urbana, Ill. Research Foundation.

Pub Date Aug 74

Note—280p.

EDRS Price MF-\$0.76 HC-\$14.59 Plus Postage

Descriptors—\*Criterion Referenced Tests, Evaluation Methods, Intermediate Grades, \*Reading Ability, Reading Difficulty, Reading Research, Reading Skills, \*Reading Tests, \*Standardized Tests, \*Test Interpretation

This report is divided into two parts in order to make the practical outcomes of a content referenced interpretive system for standardized reading tests available for immediate use by teachers and others, while presenting the technical aspects of the studies in a form appropriate for study by researchers in the fields of reading and educational measurement. The first part of the report presents a guide to the use of the system, which is designed to enable teachers, librarians, and other media specialists to provide students with instructional materials that are geared to individual reading abilities. The second part is devoted to the technical studies which provide empirical foundations for the system. In its present form, this system enables a raw score from any one of seven widely used standardized reading tests to be interpreted in terms of the probabilities that a student earning that score will be able to read a given book or other instructional materials. Development of the system to this point has been confined to work with students in the fourth, fifth, and sixth grades, and its current use should, therefore, be restricted to these levels. (RB)

ED 110 979

CS 202 021

Litvin, Martin

Including Conflict in Creative Writing.

Pub Date 75

Note—9p.

Available from—Log City Books, Box 270, Galesburg, Illinois 61401 (\$1.25 paper)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Authors, \*Conflict, \*Creative Writing, English Programs, Higher Education, \*Language Arts, Secondary Education, \*Short Stories, Teaching Guides, Teaching Techniques, Writing, \*Writing Skills

Conflict is the basis of all stories and thus should appear in some form in the first sentence. There are three kinds of conflict: people vs. people; people vs. nature; and people vs. themselves. Conflict must be repeated in all the various elements of the story's structure, including the plot, which is the plan of action telling what happens to the characters in a story and having a beginning, a middle, and an end; the title, which should reflect in some way the main idea of the story; and the mood, which is the tone and feeling of atmosphere in a story. Characters should express and carry forward the conflict of the story, and their dialogue should be clear and reflect and repeat the conflict. Revision is one of

the most important and challenging aspects of creative writing. (This pamphlet concludes with a selected bibliography of books to read for examples of conflict.) (TS)

ED 110 980

CS 202 152

Faulkner, Janice Hardison, Ed.

Learning Disabilities and the Language Arts: A Survey of Reading and Writing Instruction in the Secondary Schools; Addresses Presented at a Conference of the English Department of East Carolina University (Greenville, N.C., Nov. 7-8, 1975).

East Carolina Univ., Greenville, N.C.

Pub Date May 75

Note—117p.; Initiated and sponsored by the English Department

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—\*Composition Skills (Literary), Conference Reports, English Instruction, Higher Education, \*Language Arts, \*Learning Disabilities, Nucleation (Language Learning), Phonology, \*Reading Instruction, \*Remedial Programs, Remedial Reading, Secondary Education

The main intentions of the two-day teachers' conference on language disabilities held at East Carolina University were to provide background information on how children acquire linguistic habits, to identify and suggest remedies for certain socioemotional problems which interfere with learning, to isolate problems arising from diversity in linguistic competence, and to describe reading and writing remedial programs for semiliterate students. This volume contains the following articles, all of which were presented at the conference: "The Acquisition of Language"; "Detecting and Correcting Reading Deficiencies"; "Six Strategies for Improving Freshman Composition Instruction in the 1970s"; "Freshman Composition: A Course Conceptualization"; "Achieving the Goals of Remedial English Programs"; "Developing Language Skills for Modern Living"; "Phonology and the New English"; "Accommodating Deficiencies in Reading and Writing"; and "Who Requires Remedial Reading." (JM)

ED 110 981

CS 202 175

Davis, Charleen Katharine

The Implications of Language for Facilitating Self-Actualization.

Pub Date 74

Note—178p.; Ph.D. Dissertation, Ohio University Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-11,961, Mfilm \$5.00, Xerography \$11.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, \*Intellectual Development, Language, \*Language Ability, \*Language Development, Language Enrichment, \*Language Research, \*Self Actualization, Semantics

The purpose of this study was to delineate the implications of language within an educational context as a means of facilitating self-actualization. Three premises identified in a priori fashion were drawn from the literature in linguistics, psychology, and general semantics, creating a three-part language continuum—acquisition, development, and experience. The first argument reasons that language, viewed as an innate biological aspect of the student, may facilitate self-actualization. This innate language structure, in turn, facilitates creativity, self-discovery, and expression of inner self. The second argument allows that language development and intellectual development, being interrelated, contribute to self-actualization. The third argument deduces that through the extensional devices of dating, indexing, and the hyphen, the student is able to relate language, in an isomorphic sense, to a world in process; this, in turn, provides a means by which change, variability, and wholeness can be integrated into his or her perceptual field. (Author/LL)

ED 110 982

CS 202 176

Jobe, Ronald Albert

Factors That Influence Children's Free Choices of Topics for Creative Writing.

Pub Date 74

Note—204p.; Ph.D. Dissertation, University of Minnesota

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-12,087, Mfilm \$5.00, Xerography \$11.00) Document Not Available from EDRS

Descriptors—Childhood Interests, Classroom Techniques, Composition (Literary), \*Creative Writing, \*Creativity Research, Doctoral Theses, Elementary Education, \*Student Interests, Student Motivation

Identifiers—\*Writing Topics

The purpose of this study was to determine the scores of children's ideas for creative writing when given freedom of choice of topic, and to determine if those children who expressed ideas reportedly original to them were more or less creative than the others. The subjects, selected from grades 2, 4, and 6, were a stratified random sample consisting of 90 boys and girls in Alberta, Canada. The students were instructed to write anything they chose for 10 weeks. The following conclusions were drawn: (1) when given freedom of choice to select topics, the major preferences of the children were fantasy, animals, and personalities in the order stated; (2) the major influences on the children's choices of topics, as reported by the writers, appeared to be the original ideas of the children themselves, direct personal experiences, and books, in that order; and (3) significant differences in the scores on the Torrance Tests of Creative Thinking were found among grade levels in three of the areas tested (flexibility, originality, and elaboration), as well as in the composite total scores as measured. Grade 2 children were lower achievers in the tests than were grade 4 or grade 6 children. (Author/LL)

ED 110 983

CS 202 177

Antista, John A.

A Comparative Study of Computer-Assisted and Non Computer-Assisted Instruction in Senior High School English Classes.

Pub Date 74

Note—107p.; Ed.D. Dissertation, Wayne State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-13,293, Mfilm \$5.00, Xerography \$11.00)

Document Not Available from EDRS

Descriptors—\*Comparative Analysis, \*Computer Assisted Instruction, Educational Research, \*English Instruction, \*Grammar, Secondary Education, \*Teaching Methods

The purpose of this study was to investigate the results of using computer-assisted instruction to teach basic English grammar material in a senior high school English class. Two experimental groups (one male and one female) consisting of 51 students received computer-assisted instruction as part of the method of instruction, while the control groups (one male and one female) consisting of 63 students did not receive computer-assisted instruction. The design of the experiment involved giving pretests before the units were presented and before the experimental classes began to use the computer and posttests after instruction on five units was completed. Nine null hypotheses were investigated. The results of the analysis of data led to an acceptance of all nine hypotheses. There was no significant difference between the experimental and the control groups. It was recommended that further research be conducted concerning the use of computer-assisted instruction in the teaching of English, that other groups be studied, and that an attempt be made to determine whether computer instruction is an important variable. (Author/LL)

ED 110 984

CS 202 178

Page, Ernest Richard

An Analysis of Racial Attitude Change in Eleventh Grade Students Using a Black Literature Package.

Pub Date 74

Note—172p.; Ph.D. Dissertation, The Pennsylvania State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 71-10,800, Mfilm \$5.00, Xerography \$11.00)

Document Not Available from EDRS

Descriptors—\*Changing Attitudes, Doctoral Theses, Educational Research, \*English Instruction, Grade 11, Literary Analysis, \*Negro Literature, \*Racial Attitudes, \*Racial Discrimination, Secondary Education

Identifiers—\*Black Literature Package

This study analyzed racial-attitude change that eleventh-grade students underwent after reading black literature contained in a Black Literature Package. (BLP) Three intact classes of 65 students taught by one female English teacher in a

nearly all-white school located in central Pennsylvania were involved in this experiment. Findings suggested that black literature read by eleventh-grade students for five weeks independent of or in conjunction with the teacher did not change negative racial attitudes; state legislation which mandated teaching about blacks may have promoted responses in students different from the ones intended; students who experienced concentrated exposure to black literature may have developed polarized attitudes which frustrated the positive effects of black literature; students, in large and small group discussions, suggested that black literature should be taught in its chronological, historical, literary, and artistic settings within American literature; and writers of articles which appeared in the "English Journal," "College English," "Elementary English," and in other language arts publications need to temper their promotional recommendations of black literature as an effective agent for changing racial attitudes. (Author/RB)

**ED 110 985** CS 202 180  
Heil, Carolyn

**A Description and Analysis of the Role of the Teacher's Response While Teaching a Short Story.**

Pub Date 74  
Note—131p.; Ph.D. Dissertation, University of Pittsburgh

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-13,190, Mfilm \$5.00, Xerography \$11.00)

**Document Not Available from EDRS**

**Descriptors**—Behavior Patterns, Case Studies, Doctoral Theses, Educational Research, \*English Instruction, Higher Education, \*Literary Criticism, \*Short Stories, \*Teacher Attitudes, \*Teacher Role, Teaching Methods

This investigation was undertaken to determine what relationships exist between the teacher's personal response to a literary selection, behavior when teaching the story, and response to student essays on the story. The investigative procedure used was that of a modified case study involving eight teachers. Findings indicated that teachers appeared to be devoting their attention most often to grasping story elements; commenting on such concerns as errors in style and mechanics rather than substantive matters; disregarding the importance of engagement-involvement and evaluation; and using the discussion technique of teaching literature in preference to dramatic, written, or visual techniques. Given the findings of the study, there appear to be strong relationships among the teacher's personal response to the story, behavior when teaching the story, and response to student essays on the story when that response concerns substantive issues in the essay. (Author/RB)

**ED 110 986** 88 CS 202 185

**Individualized Language Arts: Diagnosis, Prescription, Evaluation; And Prospectus.**

Weehawken Board of Education, N.J.  
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Bureau No—BR-70-014

Pub Date 74

Note—325p.; Not available in hard copy due to marginal legibility of original document

Available from—Project Director, Roosevelt School, Louisa Place, Weehawken, New Jersey 07087 (\$12.50)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Composition (Literary), Curriculum Guides, Educational Diagnosis, Elementary Secondary Education, English Instruction, Evaluation Methods, Individualized Instruction, \*Language Arts, \*Language Skills, \*Teaching Methods, \*Writing Skills

**Identifiers**—Elementary Secondary Education Act Title III, ESEA Title III

Designed for use in grades K-12, this teacher's resource manual advocates the use of a language-experience approach and diagnostic-prescriptive techniques derived from modern linguistic theory for the promotion of students' facility in written composition. The program utilizes an individualized approach and relates writing instruction to speaking, listening, and reading activities, as well as to the students' ideas and feelings. The first section includes a rationale, an overview, results, suggested guidelines for the teaching of writing,

meeting students' personal needs through writing activities, diagnostic guidelines and grid sheets, objectives and techniques, and a discussion of the oral reading of compositions. The second section offers techniques for the teaching of various grammatical principles and skills, such as transformations; noun, verb, and prepositional phrases; and appositives and dependent clauses. The appendix offers suggested writing and related reading activities and linguistic explanations of the aforementioned techniques. (LL)

**ED 110 987** CS 202 187

Molnar, Alex Roy, Will

**The Shoe Box Curriculum: Practical Ideas for Active Learning.**

Pub Date 75

Note—121p.

Available from—International Center for Educational Development, 16161 Ventura Blvd., Encino, California 91436 (\$4.95-paper)

**Document Not Available from EDRS**

**Descriptors**—\*Disadvantaged Youth, Elementary Secondary Education, \*Group Activities, \*Individual Activities, Language Fluency, Language Skills, \*Learning Activities, Poetry

This book contains 65 specific activities designed to help disadvantaged students learn to use language more skillfully and develop the ability to function well in the school environment. The descriptions of the activities are referred to as shoe box labs and generally include the title of the activity, instructions for performing the activity, and answers for those activities requiring answers. The purposes of the activities are to inspire students' creativity, fluency, flexibility, elaboration, and originality. Taken as a whole, the shoe box activities share certain characteristics: regardless of content and form they can be used by students whenever they feel like it; they do not have requirements that students must obey for any reason other than their own interest; and they contain activities that can be done by individuals or groups. The activities cover such topics as analogies, injustice, foods, commercials, sculpture, animals, state capitals, sounds, and poetry. (TS)

**ED 110 988** CS 202 193

Lucking, Robert A.

**Comprehension and a Model for Questioning.**

Pub Date Apr 75

Note—11p.; Paper presented at the Annual Secondary School English Conference of the National Council of Teachers of English (3rd, Kansas City, Missouri, April 18-20, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Cognitive Measurement, \*Comprehension Development, Effective Teaching, Elementary Secondary Education, Inquiry Training, \*Questioning Techniques, \*Reading Comprehension, Taxonomy, \*Teaching Models

**Identifiers**—\*Bloom's Taxonomy

The questioning techniques which teachers use when leading a class discussion of a reading assignment can be an essential component of profitable instruction. A brief review of the past 50 years of research on questioning levels indicates a need for attention to the cognitive level of queries as well as to their sequence since investigators have found a high percentage of questions asked by teachers could be classified in the category of rote memory. Unless a teacher is able to shift emphasis to higher cognitive levels, expecting a spirited and thoughtful discussion of a reading assignment may be futile. A model of questioning which takes into account all levels of thought and provides students with a means of digesting prose material is needed. Examples are given which follow a modified version of the Bloom taxonomy, with questions moving from specific facts to broader generalities. A sample sequence moves from questions of knowledge, comprehension, and analysis to questions of evaluation. Suggested guidelines for proper questioning include phrasing questions carefully, not answering one's own question, and allowing wait time for students to prepare answers. (MKM)

**ED 110 989** CS 202 200

Patterson, Lindsay, Ed.

**Black Films and Film-Makers.**

Pub Date 16 Jun 75

Note—286p.

Available from—Dodd Mead, 79 Madison Avenue, New York, New York 10016 (\$12.50-cloth)

**Document Not Available from EDRS**

**Descriptors**—Anthologies, \*Film Production, Films, \*Film Study, Negro Achievement, \*Negro Culture, \*Negroes, Negro Stereotypes, Sound Films

**Identifiers**—Filmographies

The development of black films and the attitudes of the film industry toward black films and black actors are some of the topics examined in this anthology of essays. Section 1, "Nigger to Supnigger," contains such articles as "The Death of Rastus: Negroes in American Films" by Thomas R. Cripps and "Folk Values in a New Medium" by Alain Locke and Sterling A. Brown. Section 2, "Movie Milestones," contains such articles as "Sunder—A Hollywood Fantasy?" by Lindsay Patterson and "The Birth of Birth of a Nation" by Bosley Crowther. Section 3, "The Black Actor: The Early Years," includes "The Negro Actor and the American Movies" by Geraldyn Diamond and "The Negro and the Cinema" by William Harrison. Section 4, "The Black Actor: A New Status," includes such articles as "The Negro in American Film: Some Recent Works" by Albert Johnson and "The Day Black Movie Stars Go Militant" by Michael Mattox. Section 5, "Establishing Your Own," contains such articles as "History of Negro Motion Pictures" by James Asendio. Section 6, "The Seventies: Only the Heroes Have Changed," contains such articles as Pauline Kael's "Notes on Black Movies." The book is illustrated with photographs and includes a filmography and bibliography. (TS)

**ED 110 990** CS 202 204

DeHart, Florence E.

**Potential Benefits for the Novel Critic of Exploiting Analogies Between the Novel and the Closed System.**

Pub Date 75

Note—27p.; Unpublished paper prepared at Emporia Kansas State College

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—English Instruction, Higher Education, Literary Analysis, Literary Conventions, \*Literary Criticism, Literature, \*Novels, \*Systems Approach, Theories

This paper explores potential benefits for the novel critic of exploiting analogies between the novel and the closed system for more rigorous description and interpretation of novels; and further development of the body of theory of novelistic criticism, particularly where there are differences in critics' interpretations of the same work. A closed system is one of two types of concrete systems, the other type being the open system. The author also briefly identifies three areas which have implications for further study into a systems approach to analyzing novels. These areas relate to other literary genres, text processing analysis aspects of information science, and benefits of the "novel-closed system" analogies for general systems theory. (Author/RB)

**ED 110 991** CS 202 205

Anderson, Henry Alvah, Jr.

**A Scale to Measure Attitude on Social Responsibility of the Press.**

Pub Date 75

Note—261p.; Ph.D. Dissertation, The University of Texas at Austin

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-16,630, Mfilm-\$5.00, Xerography-\$11.00)

**Document Not Available from EDRS**

**Descriptors**—\*Attitude Tests, Democratic Values, Doctoral Theses, Freedom of Speech, Higher Education, \*Journalism, Mass Media, \*Measurement Instruments, Media Research, \*News Media, \*Press Opinion

**Identifiers**—\*Social Responsibility Theory

The objective of this study was to contribute a quantitative aspect to the Social Responsibility Theory of the Press which will make possible explanation and prediction of relationships between key elements of society and news-opinion media. The 31 tenets of the Social Responsibility Theory were isolated and categorized. Using these tenets, an attitude scale of 42 items on social responsibility of the press was developed. This basic set of Likert-type scale items was split into two versions, each containing 8 identical items plus 17 equivalent items. Each version of the scale was presented in a mailed questionnaire to a group of 600 newsmen composed of comparable numbers of daily newspaper city editors and commercial

television news directors. The response rate was 63 percent. Factor analysis revealed that the 31 tenets of social responsibility theory are contained in the following six concepts: press freedom and social responsibility, which are inseparable; interaction of communicators and the public in achieving social responsibility; professionalism among communicators as they fulfill their role; service in disseminating information and opinions; criticism of news performance by the public; and support by the government of the free flow of news and opinion on public affairs. (Author/RB)

ED 110 992

CS 202 206

Davis, Charles W.

**The Impact of Three Teaching Techniques on the Response of Junior College Freshmen to Three Short Stories.**

Pub Date 75

Note—189p.; Ph.D. Dissertation, Georgia State University-School of Education

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-17,545, Mfilm-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—\*College Freshmen, \*Composition (Literary), Discussion (Teaching Technique), \*English Instruction, Junior Colleges, Literature, \*Short Stories, \*Teaching Methods

The three teaching techniques used in three freshmen composition classes at a community college were lecture/discussion, semantic differential, and role playing. Teachers using the lecture/discussion approach presented information especially relevant to either the author, the work, or the milieu and followed the lecture with an open discussion. Teachers using the semantic differential approach established scales of opposite, or nearly opposite, concepts in regard to certain excerpts from the stories. The students recorded their responses to these excerpts by an appropriate mark on the scales. These responses were collected and analyzed, and a discussion was developed based on the results. Excerpts were also used as the basis for the role-playing technique. The goal was to have students identify with and project themselves into future behavior of characters, expressing the feelings and responses that may not have been given in the stories. The written responses to various excerpts were collected and analyzed. Conclusions indicated that the lecture/discussion method of teaching literature appeared to be more effective than the semantic differential one. The nonwritten responses were not affected by the various techniques. (Author/LL)

ED 110 993

CS 202 207

Einsiedel, Edna Flores

**Reporter-Source Orientation, South Attraction, Topic Importance, and Reporter Information-Seeking Behavior.**

Pub Date 75

Note—122p.; Ph.D. Dissertation, Indiana University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-17,009, Mfilm-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—\*Bias, Higher Education, \*Information Seeking, \*Information Sources, Journalism, Mass Media, News Media, \*News Reporting, Press Opinion, \*Question Answer Interviews

Identifiers—\*Media Bias

Behavioral research suggests that communication between two individuals is affected by such factors as their orientation toward a topic, the importance of the topic, and interpersonal attraction. Seven hypotheses were formulated to determine if these factors—originally discovered in a discussion setting—were operative in an information-seeking context such as a journalistic interview. Eighty reporting students were asked to assume the role of reporters assigned to prepare a set of interview questions they would ask a source about an issue involving the use of firearms by campus police officers. Results showed that a significantly greater number of questions were asked by those who disagreed with the source, those who disliked the source, and those who considered the topic of high importance. This experiment suggests that in interview settings, reporters may, through their questions, communicate their perceptions of sources and issues. The possible effects of such

variations in information seeking on news story content may be a subject for more research. (Author/RB)

ED 110 994

CS 202 208

Knowles, John Hawley, Jr.

**A Study of Courses in Methods of Teaching Secondary School Journalism with a Proposed Ideal Methods Course.**

Pub Date 74

Note—123p.; Ph.D. Dissertation, University of Kansas

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-17,627, Mfilm-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, Educational Research, \*Journalism, Mass Media, \*Methods Courses, National Surveys, \*Preservice Education, Secondary Education, \*Teacher Education, \*Teaching Methods

Identifiers—\*Journalism Education

The purpose of this study was to determine what is being offered by colleges and universities to prospective teachers in methods of teaching secondary school journalism. A review of the literature was made, and a questionnaire was sent to 138 colleges and universities, asking whether the institution offered a publications course, a methods course and workshops, seminars, and journalism days; and requesting information on course outlines, objectives, and textbooks. Both the literature review and the survey showed that high school methods courses are being examined professionally, and prescriptions for developing such courses that include as a major objective preparing students as future media consumers are being offered. It was concluded that there is a need for more emphasis on social awareness in journalism education; there is a similar need in high school journalism courses; there is a need to motivate students to learn English composition and to use school publications as laboratories; and there is a need to give future journalism teachers a grounding in the social sciences, in journalism, and in ways to teach journalism. Recommendations for an ideal methods course are also included. (Author/RB)

ED 110 995

CS 202 209

Nye, Marilyn L.

**What Should We Censure in Children's Books?**

Pub Date Apr 75

Note—13p.; Paper presented at the Annual Meeting of the National Conference on the Language Arts in the Elementary School (7th, Boston, Massachusetts, April 11-13, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Adolescent Literature, \*Censorship, \*Childrens Books, \*Childrens Literature, \*Content Analysis, \*Literary Analysis, Maladjustment, Moral Issues, Moral Values, Parents, Racism, Reading Materials, Sex Discrimination

Unfortunately, three of society's worst problems during the last decade—racism, sexism, and maladjusted parents—are reflected in the content of children's books. While censorship of books of questionable value is not recommended, it is necessary to judge and to find fault with them and ultimately to steer children into reading the good books which have also been written. Specific books do show definite racist and sexist bias, but others present blacks and women realistically without any suggestion of stereotypes. Although the most depressing of children's books are those depicting children with maladjusted parents, many books emphasize the loving and supportive relationships that can make the difference between healthy and unhealthy parents of the next generation. (JM)

ED 110 996

CS 202 211

Morgan, Harmon Loyd

**The Medium and Mass Media Credibility: A Study of the Relationships among Apparent Credibility, the Medium as an Approximation of Reality, and the Level of Priority of the Credibility Dimension.**

Pub Date 75

Note—203p.; Ph.D. Dissertation, Southern Illinois University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-16,277, Mfilm \$5.00, Xerography \$11.00)

Document Not Available from EDRS

Descriptors—Communication (Thought Transfer), \*Credibility, Doctoral Theses,

Higher Education, \*Information Dissemination, \*Mass Media, Media Research, News Media, \*Public Opinion, Social Attitudes, \*Sociolinguistics, Values

The basic premise in the study of the mass media and media credibility was that the medium is a major factor in the determination of the credibility of information by receivers. Relationships between media credibility and sociolinguistic theory were explored, and the factor analysis was used to organize patterns of perception of media credibility into distinct types. Results indicated that the medium is a major, but not overriding, element; that the priority level of credibility appears to be low; that apparent credibility appears to be the standard used by people in the assessment of media credibility; that mass media credibility appears to be a question considered by only one type of person in a positive sense and not a question of importance to other types of persons; that negative assessments of credibility perception, such as significant positive acceptance of one channel and rejection of another channel, must be included in speculations about the meaning of credibility research; and that the importance of communicators is affecting credibility ratings among the mass media appears to be a negative factor and not the positive contribution expected. According to this study, the value of applying sociolinguistic theory to credibility research may be higher than appears on the surface. (Author/RB)

ED 110 997

CS 202 212

Petrasky, Anthony R.

**Individual and Group Responses of Fourteen and Fifteen Year Olds to Short Stories, Novels, Poems, and Thematic Apperception Tests: Case Studies Based on Piagetian Genetic Epistemology and Freudian Psychoanalytic Ego Psychology.**

Pub Date 75

Note—685p.; Ed.D. Dissertation, State University of New York at Buffalo

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-16,956, Mfilm-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—Adolescent Literature, \*Adolescents, Case Studies, \*Covert Response, Doctoral Theses, Literature, \*Literature Appreciation, Novels, \*Overt Response, Poetry, Psychological Studies, \*Reading Interests, Teenagers

A descriptive profile of adolescent response to literature is presented in this study, which also examines findings in terms of psychoanalytic concepts that relate response to life styles in terms of Piaget's genetic epistemology. There are two primary questions in this investigation: What is the psychological dynamic of response to literature? By what process does individual, subjective response to literature become shared by a group and in this sense become "objective"? The study also identifies and describes the following five variables which interact with each other and influence response to works of literature: stage-specific operations, identity theme, past experience, expectations, and reading ability. The first three carry the most weight. Among the conclusions are the following: the cognitive and affective parameters of any response in any form are determined by the respondent's stage-specific operations and personality; both stage-specific operations and identity theme are individual variables constructed within and with past experiences; response to literature takes a form that is learned; and the learning of a response form is a direct outcome of the expectations a respondent perceives via the questions that are asked. (Author/JM)

ED 110 998

CS 202 213

Stevens, Alonzo

**Composition: A Competency-Based Model for Improving the Writing Skills of Urban Youth.**

Pub Date 75

Note—131p.; Ed.D. Dissertation, University of Massachusetts

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-16,607, Mfilm-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—Composition (Literary), \*Composition Skills (Literary), Doctoral Theses, English Instruction, Higher Education, Negro Students, \*Performance Based Education, \*School Sur-

veys, Secondary Education, Student Interests, Teaching Techniques, \*Urban Youth

The teaching of composition in secondary schools over the last decade has not adequately developed the writing skills of urban students. Parts of this dilemma stem from the following three factors: inequities in public school financing; racism; and the obscure position of composition within the English curriculum, with preferences given to grammar or literature. A survey of a selected population of freshmen at a predominantly black college revealed that these students were having problems in two major areas of composition, mechanics and expression. An examination of three writing programs from different regions of the country revealed that all three programs were attempting to offer an alternate dialect to minority students with focus on correct use of standard dialect. One alternative approach which might alleviate the problem in composition at the secondary level is the competency-based approach in which the teacher acts as facilitator or assistant and the students assume more responsibility for learning. Emphasis is on students utilizing their own methods for learning and advancing at their own pace. (Author/JM)

ED 110 999 CS 202 214

Tapp, Richard Laurence

A Delineation of the Philosophy and Historical Development of Programmed Instruction and a Descriptive Content Analysis of Currently Available Programmed Materials Designed for the Language, Composition, and Literature Curricula of Secondary Schools.

Pub Date 75

Note—318p.; Ed.D. Dissertation, Indiana University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-16,990, Mfilm-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—Composition (Literary), \*Content Analysis, Doctoral Theses, \*English Curriculum, \*Evaluation Methods, History, \*Language Arts, Literature, Philosophy, \*Programed Instruction, Secondary Education

The purposes of this dissertation are to develop a model which can be used to evaluate programmed instructional materials in English; to apply this model to currently available programs in language, composition, and literature; and to describe both the early historical developments in programed instruction as an educational strategy in general and the specific details about early attempts at programing portions of the English curriculum. The model developed was based on four major components and applied to the programs, with some conclusion drawn concerning the degree of fidelity existing between the theory of programed instruction and the actual programs. Among the major conclusions arrived at in this dissertation are the following: most of the programs currently available omit one or more of the four necessary programing elements of pretest, posttest, validation data, or behavioral objectives; the programs generally create the conditions necessary for the student's attainment of the higher categories of learning as defined by Gagne (1965); and few, if any, of the programs exhibit more than superficial alignment with the goals of a secondary English program as defined by English educators. (Author/JM)

ED 111 000 95 CS 202 215

Cronnell, Bruce

The Use of Pronunciation Symbols.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—SWRL-TN-2-72-11

Pub Date 8 Mar 72

Note—25p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Diacritical Marking, Dictionaries, Linguistics, \*Orthographic Symbols, \*Phonetic Transcription, \*Pronunciation, Textbooks

The use of pronunciation symbols is investigated in this paper, with emphasis on the pronunciation symbols used by the Rules of Correspondence Activity and based on the conventions employed in linguistics, the agreement and variety of the pronunciation symbols commonly used in textbooks and dictionaries, and a suggested set of pronunciation symbols for possible

use by the Southwest Regional Laboratory (SWRL) in nontechnical documentation. Three tables provide further information on the pronunciation symbols used by various sources, the stress symbols used by several sources, and the number of dictionaries and textbooks using pronunciation symbols. (JM)

ED 111 001 CS 202 216

Robinson, Violet B.

The Time Has Come to Talk of Many Things: Language Development in the Kindergarten.

Pub Date 75

Note—13p.; Paper presented at the Annual Meeting of the National Conference on the Language Arts in the Elementary School (7th, Boston, Massachusetts, April 11-13, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage  
Descriptors—\*Child Language, \*Dramatic Play, Kindergarten, \*Language Development, Language Enrichment, Primary Education, Role Playing, \*Teaching Techniques, Vocabulary Development

Dramatic play, an activity for which children show a natural inclination, provides kindergarten children with the opportunities for acquiring new vocabulary, extending word meaning, acquiring and practicing verbal expression and syntactical patterns, and gaining in language facility. In order to foster this language development, kindergarten children should be supplied with substantive content around which they may interact, with additional information about the topic provided as they are ready for it. In this way, children can engage in dramatic play; then discuss their activity, relating it to the informational source (such as a film); and, finally, explore the consequences and alternatives so that the activity becomes a reflective experience. An example of the language growth resulting from dramatic play may be seen in the activities of a San Francisco kindergarten class whose initial play with ships developed into an understanding of and a verbalization about San Francisco harbor activity. (JM)

ED 111 002 95 CS 202 217

Castro-Gingras, Rosario

An Analysis of the Linguistic Characteristics of the English Found in a Set of Mexican-American Child Data.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—SWRL-TN-2-72-26

Pub Date 72

Note—21p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*American English, Child Language, Language Research, \*Linguistic Performance, \*Mexican Americans, Oral Expression, Primary Education

A set of data collected by researchers at the University of California at Riverside and presented to the Southwest Regional Laboratory (SWRL) is described in this document. The data consist of 14 hours of recorded interviews of 60 Mexican-American children in Riverside in grades 1-3. Comments are directed at the linguistic characteristics of the English spoken by the subjects. Those linguistic features that are distinct from Southwestern English are then noted. Further comments are directed at the quality of the materials and at the relevancy of the materials to present SWRL activity. (Author/JM)

ED 111 003 CS 202 218

Evertts, Eldonna L.

Variations of Syntax and Vocabulary in Children's Writing.

Pub Date Apr 75

Note—19p.; Paper presented at the Annual Meeting of the National Conference on the Language Arts in the Elementary School (7th, Boston, Massachusetts, April 11-13, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Composition (Literary), Composition Skills (Literary), Elementary Education, Grammar, \*Language Development, Language Research, \*Language Skills, \*Syntax, Teaching Methods, \*Writing Skills, Written Language

To write well is not a singular ability; it utilizes critical thinking, creativity, and a feeling for language. An examination of a number of pieces of writing by elementary school pupils shows that

some are highly imaginative while others are informative reports, simple statements of events, colorful descriptions, or various forms of poetry. Style is generally informal and relaxed, as it relates closely to speech and implies that the reader or listener is interested in what is being presented. As the pupil becomes more aware of the English language and its syntactical structure, this knowledge can help give form to ideas. The question naturally arises whether the study of grammar can help improve writing. Over the past decade attempts to prove that the study of grammar can improve writing were not significant, but research on generative grammar instruction increased the proportion of well-formed sentences and the complexity of sentence patterns. More recently, a study reported that sentence-combining practices have a favorable effect on the writing skills of students. (RB)

ED 111 004 95 CS 202 219

Rudegear, Robert E.

Assessment of Early Childhood Language Proficiency.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—SWRL-TN-2-72-44

Pub Date 11 Oct 72

Note—28p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Child Language, \*Language Development, Language Patterns, \*Language Proficiency, Linguistic Competence, Literature Reviews, Phonology, \*Preschool Education, Syntax, \*Test Construction

The linguistic state-of-the-art relevant to the construction of a battery of tests intended to yield language proficiency profiles of preschool children is surveyed in this paper. A basic assumption is that language data can be structured with a model that reflects stages in the development of control over phonological features, morphological units, and syntactic structures. Techniques for data collection and competence assessment are suggested. (Author/LL)

ED 111 005 95 CS 202 221

Berdan, Robert

The Use of Linguistically Determined Groups in Sociolinguistic Research. Professional Paper 26.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—SWRL-PP-26

Pub Date 73

Note—21p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Behavior Patterns, Caucasian Students, \*Child Language, Comparative Analysis, Elementary Education, \*Group Behavior, Interpersonal Relationship, \*Language Research, \*Language Usage, Negro Students, \*Sociolinguistics

The established unit for reporting sociolinguistic data has been the sociologically determined group. Characteristically, only the mean rate of nonstandard usage for the group is reported for any linguistic feature. Such reporting obscures the possibility of linguistic heterogeneity within the group. Data from Los Angeles school children show that school classrooms are heterogeneous with respect to different forms of agreement usage. An alternative analysis is proposed in which children are grouped on the basis of linguistic criteria. Members of these groups share a common grammar. There is an implicational relationship among the grammars employed by such linguistically determined groups. The linguistically determined groups do not map exactly onto traditional sociologically determined groups. This relation may be expressed as the probability that a member of a sociologically determined group is a member of some linguistically determined group. This interpersonal variation may be distinguished from intrapersonal variation, or the probability that a rule of a particular grammar will apply. (Author)

ED 111 006 CS 202 222

Lukenbill, W. Bernard

Who Writes Children's Books? An Inquiry Into Selected Social Characteristics of American Authors for Children and Adolescents.

Pub Date 75

Note—17p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Adolescent Literature, \*Authors, \*Behavior Patterns, Childrens Books, \*Childrens Literature, Social Attitudes, \*Social Characteristics, Social Values

In order to learn more about contemporary authors of children's books and their sociological views, a study was conducted of a randomly selected sample of 220 Canadian and American authors living in either Canada or the United States. Biographical data was collected from the reference source "Something About the Authors" concerning sex, social class, education, place of birth and residence, marriage, children, political and religious affiliations, reference groups, and nonliterary or artistic occupations of authors. Findings show that authors of children's books tend to be white, middle-class married women with some college education, residing in the United States' northeast or west. They also tend to have children and to be occupationally identified with the higher, but not highest, prestige occupations. It is possible that the majority of these authors have held common social perceptions, but evidence shows that the recent demands of society have introduced authors from backgrounds in conflict with the established order who are now writing a different type of children's literature. (JM)

**ED 111 007**

CS 202 223

*Edwards, Thomas O.***An Objective Evaluation of Expository Essays.**

Pub Date 75

Note—8p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—College Students, Composition (Literary), \*Composition Skills (Literary), Course Objectives, English Instruction, \*Essays, \*Evaluation Methods, \*Expository Writing, Higher Education, \*Models

An objective model for evaluating expository compositions is proposed in this article. The model requires that English composition instructors be cognizant of their instructional objectives and that they convey the criteria for a good essay to their students. The evaluation of compositions then is based on the manifestation of the stipulated criteria for good exposition. One implication of this model of evaluation is that it implicitly delineates the respective roles and responsibilities of the instructor and the learner. The evaluation instrument, which can be used for the evaluation of any type of written assignment, consists of an outline which breaks down various elements of expository composition and provides a numerical ranking system for their separate evaluation. (LL)

**ED 111 008**

CS 202 224

*Olson, Miles C.***Subliminal Messages in Advertising.**

Pub Date Mar 75

Note—5p.; Paper presented at the Annual Meeting of the Conference on English Education (13th, Colorado Springs, Colorado, March 20-22, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Communication (Thought Transfer), Illustrations, Imagery, Information Theory, \*Publicize, Sex (Characteristics), \*Visual Perception

**Identifiers**—\*Subliminal Perception

The technique of subliminal information giving has been considerably broadened in recent years so that magazine ads now employ it by carefully hiding images where they are not usually perceived with the conscious eye. In his recent book, "Subliminal Seduction: Ad Media's Manipulation of a Not So Innocent America," Wilson B. Key demonstrates that subliminal messages in ads are perceived and do have an impact on attitudes and actions. After conducting his own personal search to find the "hidden persuaders," the author of this article was convinced that advertisements are full of hidden information, which is usually of a sexual nature. He suggests that it is important that English teachers become aware of this phenomenon, since it is a part of communication. Furthermore, he contends that we cannot accept or reject such information until we become conscious of it and are able to act on it in our normal, rational ways. (LL)

**ED 111 009**

95

CS 202 225

*Peters, Richard*

**Continuous, Integrated and Sequential Communication Skills in Language Arts for Comprehensive Program Development: Grades 1-12.**

New Hampshire Supervisory Union 58, Groveton. Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Finance and Productivity Group. Experimental Schools Div.

Pub Date 75

Note—41p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Basic Skills, \*Cognitive Objectives, \*Communication Skills, Curriculum Guides, Elementary Secondary Education, \*Language Arts, \*Sequential Programs

The purpose of this document is to provide a continuous, integrated, and sequential list of basic language arts skills for grades 1-12. The skills are listed for each grade in appropriate categories (such as reading skills, written communication, oral communications, and language skills), with the expected level of competency (mastery, competency, or acquaintance) provided for each skill. (JM)

**ED 111 010**

CS 202 227

*Carr, Joyce Ann Engel*

**The Interrelatedness of Present Course Offerings and Teacher Preparation in English Education in the Public High Schools of Nebraska.**

Pub Date 74

Note—336p.; Ed.D. Dissertation, The University of Nebraska-Lincoln

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-16,869, Mfilm \$5.00, Xerography \$11.00)

**Document Not Available from EDRS**

**Descriptors**—Doctoral Theses, \*English Curriculum, English Education, Inservice Teacher Education, Preservice Education, \*Public Schools, Secondary Education, State Surveys, \*Teacher Education

**Identifiers**—\*Nebraska

The purpose of this study was to analyze and compare English education in small, average, and large high schools in Nebraska to determine the status of their present English course offerings and of the preservice and inservice training of English teachers in relation to their academic and professional preparation. The three procedures used to collect the data were questionnaires sent to English teachers in 311 public secondary schools, visitations to a stratified random sample of 20 high schools to interview English teachers, and an analysis of the permanent records of the 1973 graduates in the schools visited to determine the courses they had taken. Result showed the following: students from small high schools tended to earn as much or more credit in English courses as those from average or large high schools; there were trends toward offering more advanced and more varied elective courses in English and toward the deletion of required literature courses; new curricula in the English program had a significant impact on Nebraska schools, with large and average schools involved in more curricular change; teachers in large and average schools had taken more graduate courses in English and education; and inadequate library space and facilities curtailed instruction in small schools. (Author/JM)

**ED 111 011**

CS 202 228

*Clement, Jacqueline Parker*

**Designing and Implementing a Language Skills Program: A Study of the Process.**

Pub Date 74

Note—75p.; Ed.D. Dissertation, Harvard University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-16,858, Mfilm \$5.00, Xerography \$11.00)

**Document Not Available from EDRS**

**Descriptors**—Elementary Education, English Instruction, \*Language Arts, \*Language Programs, \*Language Skills, Performance Based Education, Program Descriptions, \*Program Design, \*Program Development

The purpose of this project was to facilitate the design and implementation of a language skills program in a small northern New England elementary school (K-6) and to document the process which the school used in accomplishing this task. When the staff was given the task of constructing the language skills objectives, a

small curriculum committee emerged; it consisted of four teachers, the principal, the consulting teacher, and the assistant superintendent, also the author of this report. The instructional objectives were constructed through discussion or negotiation between a committee member and one or two other teachers not on the committee. Formal committee meetings merely reviewed and accepted, for the most part, the objectives that had already been agreed to by the small groups. An administrative strategy set the task but allowed professionals the opportunity to further articulate it, permitting and encouraging staff involvement in, and control of, the design process. The study concludes that staff acceptance of a final program for instructional change is contingent upon their involvement in the design process. This viewpoint is substantiated both by this study and by the organizational literature which discusses institutions similar to the public schools. (Author/RB)

**ED 111 012**

95

CS 202 231

*Berdan, Robert*

**The Use of Convergent Communication for Linguistic Data Collection.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—SWRL-TN-2-72-29

Pub Date 72

Note—37p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Child Language, Data Collection, \*Dialect Studies, Language Research, Language Usage, \*Linguistic Performance, \*Oral Communication, Primary Education, \*Research Tools

**Identifiers**—\*Convergent Communication Method

A structured elicitation technique, convergent communication, was investigated as a means of constraining the range of linguistic data from children in K-3 without unduly constraining the naturalness of the conversation context. The convergent communication situation is a two-person problem-solving task which ensures that all communication is verbal since the participants are seated on opposite sides of a visual barrier. The subjects, one pair of Anglo students in each grade K-3, were given tasks involving matching and sequencing pictures. The kindergarteners did not complete the tasks, and data from their interview has been excluded. The linguistic aspects investigated were the use of the copula, the use of questions, the use of possessives, and the use of comparative constructions. The relative frequency of these uses was compared with a study by Legum which elicited data from black children by naturalistic observation. The convergent communication technique appears to have value for use by those studying dialects. (MKM)

**ED 111 013**

CS 202 232

*Niedermeier, Jerome L.*

**A Structured Approach to English Composition.**

Pub Date 74

Note—286p.; Ph.D. Dissertation, Duquesne University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-14,323, Mfilm-\$5.00, Xerography-\$11.00)

**Document Not Available from EDRS**

**Descriptors**—College Freshmen, \*Composition (Literary), Doctoral Theses, Generative Grammar, Higher Education, Linguistic Theory, Phrase Structure, \*Sentence Structure, Structural Grammar, Traditional Grammar, \*Transformation Generative Grammar, Transformations (Language)

A possible application of generative-transformational (phrase-structure) grammar to the teaching of English composition at the college freshman level is described in this dissertation, which presents a potential textbook for a course on language and its relationship to culture. Topics discussed include traditional grammar, the bases of phrase-structure grammar, the process of sentence generation, a simplified series of transformations, rhetorical concepts, and the applications of phrase-structure grammar and other concepts of linguistic analysis to the beginning study of literature, with several sample poetic analyses. Appended to the study are a discussion of the results of the use of this textual material in a series of freshmen composition courses and some



sample materials used in conjunction with the textual material. (Author/JM)

ED 111 014 95 CS 202 233

Legum, Stanley E.

An Examination of the Instructional Concepts Program for Potential Interference from Black English Dialect.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TN-2-71-05

Pub Date 71

Note—6p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Basic Vocabulary, \*Interference (Language Learning), Kindergarten, \*Negro Dialects, Primary Grades, \*Program Evaluation, Reading Programs, \*Vocabulary Development

Identifiers—Black English, \*Instructional Concepts Program

The Instructional Concepts Program of the Southwest Regional Laboratory (SWRL) is designed to help kindergarten children learn the labels of concepts which are important to success in school. Since vocabulary differences are characteristic of dialect differences, it is possible that some items taught in the Instructional Concepts Program are harder to learn for speakers of Black English than for speakers of other dialects and that these items can be related to known dialect differences. To test for this possibility, the items and subtests from the 1969-70 tryouts exhibiting the greatest number of errors were examined for the schools believed to consist mainly of black children. No such interference was found. (MKM)

ED 111 015 CS 202 234

Kim, Hyun Kap

Selective Exposure and Foreign News: A Multivariate Analysis.

Pub Date 74

Note—133p.; Ph.D. Dissertation, Southern Illinois University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-16,272, MFilm \$5.00, Xerography \$11.00)

Document Not Available from EDRS

Descriptors—\*Behavior Patterns, Community Surveys, Doctoral Theses, \*Journalism, \*Newspapers, News Reporting, \*Reading Habits, Reading Interests, Sex Differences, \*World Affairs

This multivariate study examined attitudinal and demographic variables affecting the degree of foreign news exposure on the basis of the data collected from 102 daily newspaper readers in Carbondale, Illinois. The data were obtained in personal interviews with the respondents. The ultimate goal of the study was to contribute to the investigation of selectivity in news reading, a mediating factor of effects of mass communication. The selective-exposure hypothesis—that people seek out consonant information that supports their existing views and avoid dissonant information which challenges their attitudes and interests—was tested in relation to foreign news reading. Results indicated that readers' selectivity, as well as their sex, was a significant predictor of the degree of foreign news reading. The hypothesis that male readers generally have a higher degree of foreign news exposure than female readers was accepted. Results of the study indicating that education and socioeconomic status were not significant predictors of foreign news exposure appear to contradict previous findings. (Author/TS)

ED 111 016 CS 202 235

Wilcox, Dennis Lee

The Press in Black Africa: Philosophy and Control.

Pub Date 74

Note—483p.; Ph.D. Dissertation, University of Missouri-Columbia

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-16,074, MFilm \$5.00, Xerography \$11.00)

Document Not Available from EDRS

Descriptors—\*African Culture, \*Censorship, \*Comparative Analysis, Doctoral Theses, Freedom of Speech, \*Government Role, \*Journalism, Mass Media, National Surveys, Press Opinion, Surveys

Identifiers—\*Africa

This dissertation is a descriptive, comparative study of press-government relationships in the 34 nations of independent Black Africa south of the Sahara. Excluded from consideration are territories under European administration and those nations that have white minority governments. The 34 sovereign states are analyzed and systematically classified according to a common set of criteria that deal primarily with press restraints in these nations. The chapters deal with the colonial legacy in independent Black Africa, the role and function of mass media in contemporary Africa, and the classification of nations into types of press philosophies. Data for the dissertation is primarily derived from a mail questionnaire which was sent to 600 potential informants in the 34 nations. Another primary source of data was personal interviews with personnel at African embassies in Washington, D.C. Over 200 books, articles, and interviews are listed in the bibliography. It is concluded that broadcasting is becoming more professionalized but still remains under the direct control of the president or ministry of information in most countries. (Author/TS)

ED 111 017 CS 202 236

Ellis, Patricia Lee, Dean R.

Teacher Requirements in the Composition Skills, Spelling, and Drama Instructional Systems and the Implications of the Requirements for Training Systems.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TN-5-71-59

Pub Date 71

Note—8p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Composition Skills (Literary), Dramatics, \*Instructional Systems, Primary Education, Spelling Instruction, \*Teacher Education, \*Teaching Methods, \*Teaching Skills

This document describes teacher requirements in three different instructional systems and the implications of the requirements for teacher training. Short descriptions of the composition skills, spelling, and drama systems produced by the Southwest Regional Laboratory (SWRL) are given. Materials and procedures are briefly described for each system, and each system's interface with other SWRL programs is noted. General tasks the teacher must be trained to perform are derived from the program objectives. (Author/MKM)

ED 111 018 95 CS 202 237

Okada, Masahito Baker, Sue

The 1970-1971 Classroom Tryout of the Revised SWRL First-Grade Composition Skills Exercises (CSE 1).

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TN-3-71-05

Pub Date 71

Note—15p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Communication Skills, \*Composition Skills (Literary), Grade 1, \*Instructional Programs, Language Research, Primary Education, \*Program Development, \*Program Evaluation, Questionnaires, \*Writing Exercises

Identifiers—\*Composition Skills Exercises

The Southwest Regional Laboratory (SWRL) First-Grade Composition Skills Exercises are designed to aid in the development of composition skills of first-grade children. The program consists of 64 two- or four-page exercises which were designed to correspond with the developing writing abilities of first-grade pupils. The tryout of the program followed a spring 1970 tryout; it began in September 1970 and ended in June 1971. The tryout population consisted of 14 first-grade classes in San Diego using the Second-Year Communication Skills Program. Since extensive performance data demonstrating the effectiveness of the program had already been gathered in the spring 1970 tryout, program evaluation was limited to feedback from six teachers concerning the program revisions. (Author/MKM)

ED 111 019 95 CS 202 238

Winkeljohann, Rosemary, Ed.

Recommended English Language Arts Curriculum Guides K-12 and Criteria for Planning and Evaluation, 1975.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.

Pub Date 75

Contract—NEC-400-75-0029

Note—35p.; Prepared for the Committee on Curriculum Bulletins of NCTE

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 39515, \$0.95 nonmember, \$0.75 member)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Annotated Bibliographies, Curriculum Evaluation, \*Curriculum Guides, Curriculum Planning, Elementary Secondary Education, English Instruction, \*Evaluation Criteria, \*Language Arts, Program Development

The curriculum guides listed, with annotations, in this publication have been collected to publicize good curriculum planning and guide writing and to serve as models for schools revising their programs and seeking a variety of sample frameworks, units, and lesson plans. Contents consist of guides reviewed and recommended in 1973, 1974, and 1975; revised lists of criteria for the planning and evaluation of English language arts curriculum guides; a list of the members of the 1975 National Council of Teachers of English Committee on Curriculum Bulletins; and information for ordering ERIC documents. (JM)

ED 111 020 CS 202 239

A Student's Guide to Reference Resources in Spanish Literature.

McGill Univ., Montreal (Quebec). McLennan Library.

Pub Date 73

Note—17p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Annotated Bibliographies, \*English Instruction, Higher Education, \*Literary Criticism, Literature Guides, Reference Materials, \*Resource Guides, Spanish Americans, \*Spanish Literature

Compiled to assist students in studying the literature of Spain and Spanish America, this annotated guide contains brief listings in each of the following categories: bibliographies of bibliographies; histories of literature; dictionaries, literature; encyclopedias; dictionaries, language; biography; bibliographic guides; sources of literary criticism; general bibliographies; literary bibliographies, theater; literary bibliographies, poetry; bibliographies of works about individual authors; guide to journals; national and trade bibliographies; theses guides; and translations and translation sources. The guide is arranged to lead the student from sources which provide an overview of the literature to literary criticism and specialized bibliographies. Tools for verifying titles, editions, and other information are included, as are sources for translations. (JM)

ED 111 021 95 CS 202 240

Institutes in Adult Basic Education; Three Week Institute for Training Experienced Teachers to Teach Standard English to Adults with an Education Equivalency of Eighth Grade or Less (A TESOL Project). Final Report.

Wisconsin Univ., Milwaukee. Dept. of Language Labs.

Spons Agency—Office of Education (DHEW), Washington, D. C. Div. of Adult Basic Education.

Bureau No.—950109

Pub Date 71

Contract—OEC-0-9-591109-4237(323)

Note—62p.; Some pages have small type which may result in poor reproducibility

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Adult Basic Education, Adult Education, American English, Educational Programs, \*English (Second Language), Language Instruction, Standard Spoken Usage, \*Summer Institutes, \*Teacher Education

Two three-week institutes in adult basic education, with emphasis on teaching English to speakers of other languages or dialects, were held

at the University of Wisconsin in the summer of 1969. The institutes attempted to train and upgrade a number of culturally and linguistically sophisticated language teachers for adult basic education so that their skills would help remove the barriers hindering adults having an eighth-grade education or less whose linguistic backgrounds differ from those of speakers of standard American English. This document reports on the purpose, curriculum, curricular resources, additional sessions, speakers and consultants, dissemination of research and materials, recommendations, and conclusions and results of these institutes. Additional information consists of recruitment forms, instructional staff materials, various schedules, and lists of instructional staff and participants. (JM)

ED 111 022 95 CS 202 241

Schwab, Donna

**Black English and Rule-Based Spelling Output.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TN-2-71-02

Pub Date 25 Mar 71

Note—19p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage  
Descriptors—Dialect Studies, Distinctive Features, \*Error Patterns, Mexican Americans, \*Negro Dialects, \*Spelling, Spelling Instruction

The question of whether the Black English dialect affects the spelling performance of children who speak Black English is explored in this paper. Evidence is cited from existing research to show that Black English speakers make significantly more dialect-related errors than do non-Black English speakers. The various Black English features which may cause dialect-related spelling errors are discussed, predicted misspellings are noted, and new homophone sets created by Black English pronunciation are described. Finally, suggestions for empirical research and questions to be explored in relation to dialect and the Southwest Regional Laboratory (SWRL) rule-based spelling program are posed. Appendixes include an outline of Mexican-American dialects and spelling and an explanation of symbols used in the paper. (JM)

ED 111 023 CS 202 242

Ohmann, Richard, Ed. Coley, W. B., Ed.

**Ideas for English 101: Teaching Writing in College.**

National Council of Teachers of English, Urbana, Ill.

Pub Date 75

Note—240p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 22450, \$3.95 nonmember, \$3.75 member)

EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage

Descriptors—College Freshmen, \*Composition (Literary), Composition Skills (Literary), \*Educational Theories, \*English Instruction, Higher Education, Instructional Materials, \*Teaching Methods, Writing Skills

The articles in this book are concerned with teaching composition in freshman English courses. They were first published in "College English" during the years from 1966 to 1975. These selections represent both the theoretical discussions and the technical plans which were put forth in a period when freshman English was being dropped as a required course in many colleges. The contents are divided into the following two sections: "What Should Freshman English Be? Methods and Controversies" and "Tactics." Among the essays included are "Toward Competence and Creativity in the Open Class" by Lou Kelly, "The Teaching of Writing as Writing" by W. E. Coles, Jr., "Hydrants Into Elephants: The Theory and Practice of College Composition" by George Stade, "Behavioral Objectives for English" by Robert Zoellner, "Topics and Levels in the Composing Process" by W. Ross Winterowd, "Using Painting, Photography and Film to Teach Narration" by Joseph Comprone, "Teaching Freshman Comp to New York Cops" by David Siff, "Cassettes in the Classroom" by Enno Klammer, and "What Students Can Do to Take the Burden Off You" by Francine Haraway. (JM)

ED 111 024

Follett, Joseph F.

**On Size of the Lexical Domain for Primary Education.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TM-1-71-7

Pub Date 71

Note—19p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage  
Descriptors—Concept Formation, \*Dictionaries, \*Fundamental Concepts, \*Lexicology, Primary Education, Reading Research

The specification of a lexicon, centering on the referential base concept and compiled for primary education, is explored in this paper. Classification of a sample of 518 entries from a desk dictionary into one of five categories is discussed, and analysis of the 266 entries in the fourth category (base concept-naming entries) according to the base word and its associated entries is illustrated in a table. (JM)

ED 111 025

Shapiro, Stephen R., Ed. Place, Richard, Ed.

**Artists in the Classroom.**

Connecticut Commission on the Arts, Hartford.

Spons Agency—National Endowment for the Arts, Washington, D.C.

Pub Date 73

Note—124p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage  
Descriptors—\*Art Activities, \*Artists, Case Studies, \*Class Activities, Classroom Techniques, \*Creative Activities, Creative Art, Creative Expression, Creativity, \*Educational Programs, Elementary Secondary Education, Music Identifiers—\*Artists in the Classroom, Connecticut

Since 1970, the Connecticut Commission on the Arts has sponsored educational programs in which artists participate actively in the classroom with students and teachers. This book contains eight case studies showing the effects of visiting artists in eight Connecticut schools. Topics of these studies are song writing, dance movement in suburbia, art as a natural element, talking drums, a 30-day musical jam session, caustic meriment, creating an alternate school, and an interdisciplinary improvisation. Three additional chapters discuss efforts to develop longer term residencies for artists in two schools; the successes and failures of the new Poets in Colleges program; and the function, needs, and programs of artists assigned to schools. An annotated list of the participants is included. (JM)

ED 111 026

Language Speaking, Writing, Listening: A Suggested Guideline for the Junior Division, Board of Education for the City of London (Ontario).

London Board of Education (Ontario).  
Pub Date Jun 74  
Note—56p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Composition (Literary), Creative Writing, \*Curriculum Guides, Elementary Education, \*English Instruction, Intermediate Grades, \*Language Arts, Language Skills, Language Usage, Listening, Literature Appreciation, Reading, Speaking

This booklet consists of guidelines for teaching language usage and skills, oral and written composition, and listening in the fourth, fifth, and sixth grades. A statement of approach introduces the three main sections of the guide. In the first section, programs are detailed in charts under the following four categories for each of the three grades: language usage and skills, writing, speaking, and listening. The second section, on aids to teaching, lists suggested activities for all three grades on the following topics: using literature to foster speaking, listening, reading, and writing; social courtesies; oral communication; creative writing; and language notebooks. The final section provides guidelines for teacher self-evaluation in teaching the language arts skills. A brief list of useful reference texts is included. (JM)

ED 111 027

Rodriguez, Raymond J.

**A Comparison of the Written and Oral English Syntax of Mexican American Bilingual and Anglo American Monolingual Fourth and Ninth Grade Students (Las Vegas, New Mexico).**

CS 202 243

Pub Date 74

Note—13p.; Paper presented at the Annual Meeting of the Association of Teachers of English to Speakers of Other Languages (Denver, Colorado, March 5-10, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage  
Descriptors—American English, \*Bilingualism, Bilingual Students, Elementary Secondary Education, \*Language Usage, Mexican Americans, \*Monolingualism, Native Speakers, Spanish Speaking, Standard Spoken Usage, \*Syntax, Written Language

In comparing the written and oral English syntax of Mexican-American bilingual and Anglo-American monolingual students, this study sought to learn specifically whether these two groups of students represent the same speech population in English syntactic use. A total of 70 subjects were randomly selected for the four groups (bilingual and monolingual fourth and ninth graders). Each subject was taped in an interview to acquire a sample of oral language production—free speech—while free writings in class were used for written production. Oral and written samples were divided into T-units, and 20 T-units of each language production were randomly sampled for each student and then analyzed to test for central tendency, dispersion, and skewness. Results showed that the bilingual and monolingual students do represent the same language population in English syntactic usages, except in ninth-grade written average clause length. However, the study raises questions, and the subject warrant's further research. (JM)

ED 111 028

Auerbach, Leo

**An Evaluation of Competency-Based Teacher Education by a Former Industrial Worker/Foreman/Production Supervisor.**

Pub Date Mar 75

Note—8p.; Paper presented at the Annual Meetings of the Conference on English Education (13th, Colorado Springs, Colorado, March 20-22, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Educational Improvement, Educational Philosophy, Educational Research, Higher Education, Literature Reviews, \*Performance Based Teacher Education, Teacher Education, \*Teaching Models, \*Teaching Skills Competency Based Teacher Education (CBTE) may be gathering a bandwagon momentum and arousing high expectations, but it needs a realistic examination. Some of the advantages of the CBTE movement are that it specifies student and teacher outcomes, helps individualize instruction, brings about cooperation between the public schools and the colleges in working out plans for improving education, and focuses attention on some of the major areas in education that need improvement. Some of the problems with CBTE are that there is an inadequate research base for identifying the factors which produce effective teaching, and any attempt to relate teacher skills to student achievement does not offer an empirical basis for the prescription of teacher training objectives. To the extent that CBTE omits consideration of variables like school, community, and home factors related to student achievement, the movement cannot support its claim of being scientific. Industry can teach some lessons about competency that are useful to the CBTE movement, but it also must be remembered that education is not a production process. Finally, it must be remembered that working to improve teacher education must not divert educators from working for overall reform. (RB)

ED 111 029

Butler, Patricia A.

**Evaluation of the First-Grade Spelling Component.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TM-3-71-08

Pub Date 71

Note—32p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Communication Skills, Grade 1, \*Language Skills, Primary Education, \*Reading Instruction, \*Spelling, \*Spelling Instruction, Teaching Methods, \*Word Study Skills  
A component tryout of first-grade spelling was conducted using students who received concur-

rent reading instruction based on Southwest Regional Laboratory (SWRL) materials. Pretest and posttest measures obtained from four comparable first-grade classes were used as baseline data against which to judge program effectiveness. This report describes the results of the tryout of the first-grade spelling component. In most instances, weekly performance in tryout classes approximated or exceeded the 80 percent level. Posttest scores for tryout classes averaged 62 percent, 17 percent higher than the average of the comparison classes. The decline in performance from weekly test levels coupled with differences in performance on practice and transfer words suggests that the program's word attack procedures should be strengthened. Specific recommendations for improving these procedures are described, and suggestions are provided for modifying content, the word sequence, and teacher materials. (Author/LL)

**ED 111 030** CS 202 251

*Butler, Patricia A.*  
**Content and Specifications for the Mod 1 1970 Spelling Program.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TN-3-71-2

Pub Date 71

Note—18p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Primary Education, \*Program Content, Program Descriptions, Reading Programs, \*Spelling, \*Spelling Instruction

This paper briefly describes the organization and content of the Southwest Regional Laboratory (SWRL) Mod 1 Spelling Program and its relation to the SWRL Reading Program. The Mod 1 Spelling Program includes 190 words and consists of 22 lessons. Eighteen of the 22 lessons are based on review lists which are composed individually for each participating class on the basis of test results from the preceding four or five weeks of instruction. To produce compatibility of the reading and spelling programs, the Mod 1 Spelling Program gives primary status to word elements rather than to individual phonemes. With the exception of certain transfer words, all words included in the spelling program also occur in the reading program. The general objectives of the spelling program parallel those of the reading program in that both concentrate on the learning of transferable skills as well as on the learning of specific elements and words. Appendix A is a program outcomes chart. Appendix B gives samples of practice exercise items. (TS)

**ED 111 031** CS 202 254

*Billard, Charles E.*  
**Dialectology and the Process of Discovery in the Classroom.**

Pub Date 75

Note—15p.; Paper presented at the Annual Meeting of the Conference on English Education (13th, Colorado Springs, March 20-22, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Dialect Studies, Higher Education, Language Usage, Linguistics, Regional Dialects, \*Social Dialects, \*Teacher Attitudes, \*Teacher Education

This paper describes a graduate course for language arts teachers at Georgia State University in Atlanta, titled Social Dialects and Language Learning. Classroom procedures and activities in the course were organized into five cumulative, related phases to engage the teachers in useful fieldwork in order to achieve major objectives of the course. In the first phase of the work, teachers were asked to write a linguistic autobiography. The second phase of the work aimed at expanding the teachers' awareness of phonological, lexical, and grammatical contrasts in the idiolects of members of small groups formed in classes. The third phase was the preparation for the actual fieldwork, using a questionnaire as an instrument for investigating the language usage of others. The fourth phase involved the organization and management of language data for investigating the variation of language in several dimensions. The fifth phase involved speculation about the causes of language variation in terms of historical, social, and psychological factors. It is concluded that teachers showing respect for the speech of all stu-

dents in their classes may provide an excellent way of combating language prejudice by affecting the attitudes of the next generation of adults. (TS)

**ED 111 032** CS 501 086

*Ruben, Brent D. Andriate, Gregory S.*  
**The Academic Convention: Notes Toward an Evaluative Framework.**

Pub Date Apr 75

Note—22p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, April, 1975); Flow chart removed because of type size

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Communication (Thought Transfer), Conference Reports, \*Conferences, Educational Research, \*Evaluation Methods, Higher Education, \*Information Dissemination, Meetings, Organizational Communication, \*Organizations (Groups), \*Research Methodology

Beyond being of therapeutic and social value and of short-run utility for individual attendants, interactions at academic conventions may, in fact, affect the directions of research within a particular discipline for years thereafter. The convention provides a forum for the diffusion of theoretical, methodological, and empirical information that precedes publication in at least one field by an average of 15 months. Conventions facilitate formal exchanges of information and the development of informal linkages. They allow for a larger number of different interpersonal link-ups than any other context available to members of a discipline, and they serve important function in the development and refinement of the sense of identity both for the sponsoring association and the parent discipline. Conventions, viewed as information diffusion, exchange, and utilization mechanisms, are as amenable to description, prediction, and control as are other information systems. A list of various research methods, which can be used for assessing the nature, function, and outcomes of particular conventions and convention sessions in these contexts, is included. (LL)

**ED 111 033** CS 501 102

*Edney, C.W. Barker, Randolph T.*  
**Conflict and Conflict Resolution: A Bibliography.**

Pub Date Jun 75

Note—45p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Bibliographies, \*Communication (Thought Transfer), \*Conflict, \*Conflict Resolution, \*Human Relations, International Law, Interpersonal Problems, Organizational Climate, Politics, Problem Solving, Social Problems

The role of communication in conflict and conflict resolution is the focus of the items listed in this two-part extensive bibliography. Entries are arranged alphabetically and are listed under the following five categories in each section: intrapersonal and interpersonal conflict, group and societal conflict, organizational conflict, political and international conflict, and theoretical bases of conflict. (JM)

**ED 111 034** CS 501 103

*Demarest, Janice Lyski*

**A Sociolinguistic Study of Christian Science Oral Testimonies. Working Papers in Sociolinguistics Number 26.**

Social Science Research Council, New York, N.Y. Committee on Sociolinguistics.; Southwest Educational Development Lab., Austin, Tex.

Pub Date 75

Note—50p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Language Role, Language Usage, \*Mutual Intelligibility, \*Religion, Religious Cultural Groups, Religious Factors, \*Sociolinguistics, \*Verbal Communication

Identifiers—\*Christian Science, Transcendent Communication

A sociolinguistic, ethnographic analysis of Christian Science oral testimonies is reported in this study. The study is based on the analysis of transcripts of four testimonial meetings of a branch church, interpreted through knowledge of Christian Science official literature, informal interaction with Christian Scientists, and knowledge of other testimonial meetings attended by the author over a one-year period. While traditional social science and linguistic approaches are drawn on, this study differs qualitatively from

these approaches by focusing primary attention on the situated production of these speech acts as accomplishments of a particular community. The purpose of this ethnography is to demonstrate how the management of these acts achieves the communication of a complex, shared transcendence which is analyzed as a coparticipation in a transcendent province of meaning which unites Christian Scientists as a community. While this study focuses exclusively on particular speech acts of one community, it is suggested that the methods used are applicable to the study of transcendent communication in general. (Author/JM)

**ED 111 035** CS 501 104

*Maffee, Gilbert J.*

**Multivariate Data Analysis: A Systems-Process Approach to the Study of Human Communication.**

Pub Date 75

Note—17p.; Paper presented at the 1975 Purdue University Post Doctoral Honors Seminar; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Communication (Thought Transfer), \*Data Analysis, \*Factor Analysis, Research, \*Statistical Analysis, Systems Analysis, \*Systems Approach

The use of multivariate techniques in the study of human communication gives the researcher the opportunity to view man's behavior in greater totality than the univariate methods. Human behavior can then be viewed in terms of process. Smith, in discussing the idea of process in communication research, states that "more complete explanations will be developed through attempting to employ more wholistic perspectives rather than by accumulating the results of individual analytic studies." It is suggested that through this view the complexity and multidimensionality of man can be considered. One statistical multivariate technique that attempts to view the interrelationships of components is factor analysis. The use of principle axis factor analysis is common in data reduction to simple structure. Another use for factor analysis is hypothesis testing. It is also suggested that greater use of this tool in determining the strength of an attitude in relationship to other attitudes would be of great help in communication. (LL)

**ED 111 036** CS 501 105

*Woods, Alan*

**The Teaching and Reporting of Theatre History: Technological Advances and Possibilities.**

Pub Date 75

Note—10p.; Paper presented at the 1975 Annual Meeting of the American Theatre Association; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Drama, Educational Research, Filmstrips, \*History, Instructional Materials, Photography, Production Techniques, Slides, \*Teacher Developed Materials, \*Theater Arts, Video Tape Recordings, \*Visual Aids

Since the most immediate and efficient method of illustrating lectures on the history of the theatre is by using visual aids, theatre historians should learn the best ways of creating and using such aids as slides, slide/tape packages, commercially produced films and filmstrips, and video cassettes and tapes. These aids have characteristics which make them appropriate for different facets of a theatre program, especially in classroom instruction. However, some of them may also be used successfully in reporting research results, particularly those of performance reconstructions. Theatre historians must give more attention to reconstruction through actual performance and to recording those reconstructions for the benefit of other historians. Thus, graduate theatre programs should include basic photography and videotaping techniques. (JM)

**ED 111 037** CS 501 106

*Avery, Robert K.*

**PBS's Station Program Cooperative: A Political Experiment.**

Pub Date Apr 75

Note—14p.; Paper presented at the Annual Meeting of the International Communication Association (25th, Chicago, Illinois, April 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Financial Support, \*Material Development, \*Programming (Broadcast), \*Program Planning, \*Public Television  
**Identifiers**—\*Public Broadcasting Service

The Public Broadcasting Service (PBS) has developed a new means of financing a portion of PBS' national programming—the "Station Program Cooperative" (SPC). Established in April 1974, the SPC is the product of a multifaceted attack on three critical and interrelated problems: (1) an increasing scarcity of funds for national programming; (2) a need for long-range financing for public broadcasting; and (3) political opposition to a centrally administered public television system. The SPC provides a mechanism for the nation's public television stations to select desired programs from a pool of available offerings, thus diminishing central control of national program selection. By sharing the production costs of the programs they select, the SPC taps a new source of funding for national programs, thereby providing programming that might otherwise be unavailable. And finally, by addressing itself to the problems of political opposition to a centrally administered system and developing a strategy for internal economic stability, the SPC indirectly addresses the problem of long-range financing. (LL)

**ED 111 038** CS 501 107

Jain, Nemi C., Ed. Cummings, Richard L., Ed. *Intercultural Communication and Teacher Education*; Proceedings of the Conference Held at the University of Wisconsin-Milwaukee, September 19-20, 1974.

Milwaukee Urban Observatory, Wis.

Pub Date 75

Note—157p.; Figures on p. 16 may have poor reproducibility

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors**—\*Conference Reports, \*Cultural Awareness, \*Cultural Factors, \*Educational Programs, \*Elementary Secondary Education, \*Human Relations, \*Intercultural Communication, \*Intercultural Programs, \*Objectives, \*Teacher Attitudes, \*Teacher Education

The conference, the proceedings of which are reported in this document, was designed to provide a forum for the exploration of goals, programs, and prospects for intercultural communication and human relations dimensions of teacher education. The first part of the proceedings consists of the welcoming remarks, the keynote address, and a discussion of the need for intercultural communication training for teachers. The second part is a report of the symposium and discussion on human relations training codes and the prospects for such codes in four midwestern states, while the third section contains a presentation and related dialogue concerning specific concepts and techniques for intercultural communication training for teachers. The fourth part is a report of the symposium and discussion of specific human relations training programs in three teacher education institutions in Wisconsin. Also included are an evaluation of the conference and appendices listing conference resource persons, conference participants, materials distributed or displayed at the conference, and additional background materials. (JM)

**ED 111 039** CS 501 108

King, Nancy  
*Giving Form to Feeling.*

Pub Date 75

Note—317p.

Available from—Drama Book Specialista/Publishers, 150 West 52nd St., New York, New York 10019 (\$8.95 paper)

**Document Not Available from EDRS**

**Descriptors**—\*Aesthetic Education, \*Class Activities, \*Dramatic Play, \*Instructional Materials, \*Learning Activities, \*Nonverbal Communication, \*Poetry, \*Sensory Training, \*Teaching Methods

This book is about using movement, shape, color, texture, rhythm, sounds, and words to express ideas, attitudes, and feelings. It is about learning to be open to one's feelings and the feelings of others. The first four chapters deal with questioning, groundwork, and evaluation; they discuss such topics as arranging space, teacher participation, solving practical problems, exploring dreams, and student-student questions. The four sections of chapter 5 offer various learning activities which involve working with balloons, making monsters, exploring strange positions, relaxing, working with nonverbal cues, expanding sensory awareness, complaining, using a

still camera, using color to stimulate response, performing personal drama, sending messages, role playing, composing sound stories, writing poetry, and using a fairy tale. (TS)

**ED 111 040** CS 501 109

Newcombe, P. Judson, Ed. Allen, R. R., Ed.

*New Horizons for Teacher Education in Speech Communication: Report of the Memphis Conference of Teacher Educators.*

Pub Date 74

Note—185p.

Available from—National Textbook Company, 8259 Niles Center Road, Skokie, Illinois 60076 (\$5.75 paper)

**Document Not Available from EDRS**

**Descriptors**—Academic Standards, Behavioral Objectives, Conference Reports, Educational Improvement, Higher Education, \*Speech Education, \*Speech Instruction, \*Teacher Educators, Teaching Methods

This report describes the teacher educator's search for professional identity; the implications of previous research and development efforts for teachers of speech communication; the use of instructional domains, systems approaches, and behavioral objectives in speech communication instruction; the committee recommendations and rationales arrived at during the Memphis conference; the special-interest caucus summaries and recommendations; and an overview of the accomplishments of the Memphis conference. The report includes appendixes on the conference format, conference participants, and participant assignments, and it concludes with an index of conference recommendations. (RB)

**ED 111 041** CS 501 110

Kleinhans, Charles Lesage, Julia

*A Systematic Approach to Audience Response to Film.*

Pub Date Mar 73

Note—35p.; Study done at Indiana University; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Aesthetic Education, \*Art Appreciation, \*Audiences, \*Communication (Thought Transfer), \*Films, Film Study, \*Visual Literacy

This paper is divided into three parts, the first discussing the necessary conditions for an adequate response to Godard and Gorin's film "Vent d'Est." It is suggested that the film demands both cinematic and political sophistication on the part of the viewer and that the audience must accept the flatness, the "deconstruction" of the cinematic image, and be guided by the sound track. Part 2, "A Paradigm: The Ecology of Film," presents a global paradigm which takes into consideration the whole film process from inception to reception, regardless of the historical period the film is received in. The film as a system is divided into six distinct aspects or subsystems of the film process, and the relationships between these subsystems is elaborated on. The third part, "Categories of Audience Response in Film Viewing," offers a second paradigm in which film response is broken down into the following types: simple, compound, complex self-reflective, and complex self-critical. Each of these types of responses is further subdivided into emotional, intellectual, and a combination of both. It is asserted that there is no such thing as a "pure aesthetic" response. (LL)

**ED 111 042** CS 501 111

Gaede, Carol Jean

*Feedback in the Oral Interpretation Classroom: The Development and Application of a Communications Model to the Structure of the Verbal Feedback of the Critique Session.*

Pub Date 74

Note—205p.; Ph.D. Dissertation, Southern Illinois University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-13,235, Mfilm \$5.00, Xerography \$11.00)

**Document Not Available from EDRS**

**Descriptors**—Class Activities, Communication (Thought Transfer), Higher Education, \*Interpersonal Relationship, \*Interpretive Reading, \*Speech Instruction, \*Teaching Models, \*Verbal Communication

**Identifiers**—\*Critique Sessions

This study presents a theory of oral interpretation as a communicative art. Oral interpretation is defined as a process of preparation, performance, and feedback. A descriptive model of feedback as an intrapersonal and then interpersonal communication process is developed. This process is described as containing the three sub-processes of description, interpretation, and evaluation. The study utilizes the three-stage model to structure the verbal feedback of the oral interpretation critique session. In order to utilize the model to provide a structure for the critique session, a series of examples of typical feedback given in an oral interpretation critique session was developed. These examples were then analyzed as to their deficits and restructured around the three-stage model. The suggestions for further research in this study indicate that the model may prove useful not only in oral interpretation classroom critique sessions but for critique sessions in classes involving public speaking and the performing arts as well. (RB)

**ED 111 043** CS 501 112

Bailey, Donn F.

*An Appraisal of the Effect of a Teaching Program Based on Structural Method and Using Goal Setting.*

Pub Date 74

Note—117p.; Ph.D. Dissertation, The Pennsylvania State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-12,716, Mfilm-\$5.00, Xerography-\$11.00)

**Document Not Available from EDRS**

**Descriptors**—Basic Skills, Communication (Thought Transfer), \*Communication Skills, Doctoral Theses, Educational Research, \*Goal Orientation, Language Skills, \*Program Evaluation, Racial Differences, Study Skills, \*Summer Programs, \*Teaching Methods

An appraisal of the study skills component of the Equal Opportunities Program's Summer Intensive Program at Pennsylvania State University in 1973 is the subject of this dissertation. Evaluation of certain aspects of this program was undertaken to determine whether a given teaching strategy (based on the structural method utilizing goal-setting techniques) works without bias toward race or sex. The hypotheses were that no difference will be found in performance of blacks and whites, males and females, on goal attainment; and that no difference will be found in the performance of blacks and whites, males and females, based on comparison of pretest and posttest scores. The study concluded that insofar as the writer was able to count and measure, there was consistent goal accomplishment with minimal disparity between races and sexes. The indication is that goal setting and goal attainment techniques inherent in the structural method might be a more powerful influence in learning basic communication skills than either race or sex. (Author/JM)

**ED 111 044** CS 501 113

Moenter, Barry, Ed.

*Communication: A 4-H Teen Intern Report.*

Extension Service (DOA), Washington, D.C.

Pub Date 74

Note—7p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Audiovisual Communication, \*Communication (Thought Transfer), \*Internship Programs, \*Journalism, Leadership, \*Media Technology, News Media, \*Photography, Production Techniques, Public Relations, Radio, Television

**Identifiers**—\*4 H Teen Intern Report

This report summarizes and evaluates the experiences of a member of a three-week teen internship program in communications which was held at the National 4-H Center, Washington, D.C., during the summer of 1974. Specific activities in which the intern participated are discussed. The interest emphasis was on photojournalism. (MKM)

**ED 111 045** 95 CS 501 114

McBath, James H. Burhans, David T., Jr.

*Communication Education for Careers.*

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Falls Church, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.

Pub Date 75

Contract—NEC-400-75-0029  
Note—150p.

Available from—Speech Communication Association, 5205 Leesburg Pike, Falls Church, Virginia 22041 (\$4.50 non-members, \$3.95 members)

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**  
Descriptors—\*Career Education, \*Career Planning, Communication (Thought Transfer), Curriculum Design, \*Employment Opportunities, Futures (of Society), Higher Education, Internship Programs, \*Speech Curriculum, \*Speech Education, State of the Art Reviews, Teacher Education Curriculum

Speech education curriculums have been concerned primarily with teacher education. Now, speech communication educators are faced not only with the pressures of decreasing opportunities for their majors in the traditional academic marketplace, but also with the challenges of newly emerging possibilities for career roles. There is no fundamental incompatibility between liberal education and career education, and both are essential in a complex technological society. Some of the vocational areas which speech communication graduates have entered are public relations and advertising, personnel, business, industry, government, law enforcement, entertainment, social services, sales, and the ministry. Thus, there is a continuing need for persons competent in communications skills in many vocations. Career counseling, mini-minors in vocational fields, and internships in career relevant areas are ways of preparing communication majors for employment. Ways for colleges to develop and implement a career-oriented approach to communication education are explored. (MKM)

**ED 111 046** CS 501 115  
Minimal Performance Objectives for Communication Skills Education in Michigan.

Michigan State Dept. of Education, Lansing.

Pub Date 74

Note—46p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Communication Skills, Composition Skills (Literary), Educational Assessment, \*Educational Objectives, Elementary Secondary Education, Listening Skills, \*Performance, Reading Skills, Speaking

The performance objectives for communication skills outlined in this document were developed over a two-year period by teachers and specialists throughout Michigan. Objectives are listed for reading skills, speaking/listening skills, and writing skills at each of three levels—third, sixth, and ninth grades. Examples and comments are also provided as sub-categories of the objectives. It is believed that assessment every three years allows ample latitude for the differing growth rates of students, but that teachers will also need to make interim checks of formative skill acquisition with a more elaborate system. An appendix lists the contributors to the development of the skills objectives. (JM)

**ED 111 047** CS 501 116

Hand, Samuel B., Ed.

The Oral History Review, 1975.

Oral History Association, New York, N. Y.

Pub Date 75

Note—114p.

Available from—Ronald E. Marcelllo, Executive Secretary, Oral History Association, North Texas State University, P.O. Box 13734, NTSU Station, Denton, Texas 76203 (\$3.50 paper)

Document Not Available from EDRS

Descriptors—American History, Ethics, Higher Education, \*History, National Surveys, Nurses, \*Oral Communication, Secondary Education

The contents of this issue of the "Oral History Review" include eight articles, Oral History Council reports, and lists of the sites of future oral history colloquiums, of Oral History Association publications in print and in microform, and of contributors. Titles of articles and authors are as follows: "Oral History Comes of Age" by Samuel Proctor, "The Future of Oral History" by William W. Moss, "Reflections on Ethics" by Amelia R. Fry, "I Sensed the Challenges: Leaders among Contemporary U.S. Nurses" by Gwendolyn Safier, "The Use of Oral History in Teaching: A Report on the 1974 Survey," "Some Psychological Factors Involved in Oral History Interviewing" by Robert Menninger, "Meditations on the New Bowker Guide" by Louis M. Starr, and "New Horizons in Oral History: The Ninth

Annual Colloquium of the Oral History Association" by Judith Austin. (JM)

## EA

**ED 111 048** 95 **EA 006 648**

Hudgins, H. C., Jr.

School Administrators and the Courts: A Review of Recent Decisions. ERS Monograph. Series, No. 3. ERIC/CEM State-of-the-Knowledge Series, No. 30.

Educational Research Service, Washington, D.C.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Contract—OEC-0-8-080353-3514

Note—104p.

Available from—Educational Research Service, Inc., 1815 North Fort Myer Drive, Arlington, Virginia 22209 (\$6.00, Payment must accompany orders of less than \$10.00)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—\*Administrator Role, Contracts, \*Court Cases, Elementary Secondary Education, \*Legal Responsibility, Religious Factors, \*School Law, Student Rights, Supreme Court Litigation, Teacher Administrator Relationship

This monograph is a review of selected judicial decisions reported by state and federal courts during the past two years and related directly to the administration of elementary or secondary schools. The decisions were identified through a standard search of legal resources at the Temple University Law Library; each decision was read in its entirety as reported in the National Reporter System. Most of the 1973 and 1974 major school law decisions affecting administrators are included in this report. Treated in addition are two significant decisions rendered by the Supreme Court of the United States early in 1975. The 65 decisions in this publication are arranged under six headings: administrators, teachers, pupils, torts, religion, and contracts. The case reviews follow a consistent format: (1) the question to be resolved; (2) a brief summary of the facts; (3) the court's holding; and (4) the author's commentary, which is intended to explain the rationale of the decision as well as its general application to school administration. (Author)

**ED 111 049** 95 **EA 006 946**

Turnbull, H. Rutherford, III

Legal Aspects of Educating the Developmentally Disabled. NOLPE Second Monograph Series on Legal Aspects of School Administration, No. 6. ERIC/CEM State-of-the-Knowledge Series, No. 31.

National Organization on Legal Problems of Education, Topeka, Kans.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Contract—OEC-0-8-080353-3514

Note—59p.

Available from—National Organization on Legal Problems in Education, 825 Western Avenue, Topeka, Kansas 66606 (\$4.95)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Classification, Compensatory Education, \*Court Litigation, Due Process, Educational Equality, Educational Practice, Elementary Secondary Education, Equal Education, \*Exceptional Children, \*Handicapped Children, Intelligence Tests, Legal Responsibility, \*Mentally Handicapped, \*Mental Retardation, School Administration, Special Education, State Legislation

A major development of the law in the 1970s has been the extension of the principle of egalitarianism to the developmentally disabled, particularly the mentally retarded. In recent years numerous judicial decisions have overruled the practices of school districts that have excluded developmentally disabled children from educational programs. This monograph examines these cases and discusses their underlying legal principles, including the emerging "right to education" and the Fourteenth Amendment rights to equal protection and due process. The implications of

the cases are explained for school authorities, who must identify, evaluate, and place handicapped children in appropriate educational programs. State constitutional and statutory provisions for educating the handicapped that help to explain the development of the legal aspects of educating the developmentally disabled are also examined. The appendix contains proposals for state legislative action to respond to the judicially established right to education mandates. (Author/MLF)

**ED 111 050** **EA 007 041**

Greenfield, William D.

Socialization Processes Among Administrative Candidates in Public Schools.

Pub Date Apr 75

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Administrator Education, \*Aspiration, \*Educational Administration, Elementary Secondary Education, Individual Characteristics, Interpersonal Competence, Management Development, Organizational Theories, Professional Training, Role Perception, Role Theory

This exploratory study generated 14 hypotheses regarding behavior of administrative candidates, leading to the observation that during the process of candidacy a great deal of informal learning occurs that is not presently attended to by either formal preparation programs or by the processes and procedures through which educational administrators are certified. Also, the actual nature of the candidate's behavior varies systematically along both qualitative and quantitative dimensions during the period of anticipatory socialization. The concepts of anticipatory socialization, interpersonal orientation, perspective, situational adjustment, and organizational space provided the basic theoretical framework. Four contextual properties characterize the behavioral situation of candidates: (1) candidates were processed through this period of their career as individuals rather than as members of a group; (2) the organization tended to view this period as one in which candidates could be tested in "live" situations; (3) the organizational role prescriptions for acceptable candidate behavior were ambiguous and not clearly specified, and (4) the behavior distances between candidates and members of the positive reference group varied systematically as a function of either individually initiated candidate behavior or organizationally directed changes in the role-set of candidates. (Author/DW)

**ED 111 051** 95 **EA 007 210**

Coursen, David

Vandalism Prevention. NAESP School Leadership Digest Second Series, No. 1. ERIC/CEM Research Analysis Series, No. 16.

National Association of Elementary School Principals, Washington, D.C.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Contract—OEC-0-8-080353-3514

Note—32p.

Available from—National Association of Elementary School Principals, 1801 North Moore Street, Arlington, Virginia 22209 (\$2.50, single copy; \$15.00, complete series of 12 issues)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Bibliographies, Building Design, Cost Effectiveness, \*Delinquency, \*Delinquency Prevention, Elementary Secondary Education, \*Literature Reviews, Reference Materials, School Administration, \*School Vandalism

There are two basic types of vandalism, malicious and nonmalicious. Both types can be controlled, but the methods of control differ. Most of the literature deals with malicious vandalism. Perhaps because security appears to be the only way to control malicious vandalism, it is often made the focal point of antivandalism programs. The most important consideration is the relationship between the cost of a security system and its potential value to the school. A comprehensive antivandalism program using security devices as part of an overall plan is often suggested. Unfortunately, the literature is full of suggestions and



assertations, but remarkably short on concrete facts documented by scientific research. There are two basic approaches to controlling malicious vandalism. Deterrent programs treat vandalism symptomatically, usually by emphasizing school security. The diagnostic approach attempts to prevent vandalism by attacking its causes. Thoughtful building design can greatly reduce nonmalicious vandalism. The well-designed building will be less vulnerable to all kinds of damage-malicious, nonmalicious, and even wear and tear. (Author/JG)

**ED 111 052** 95 **EA 007 294**  
**Alternative Education. The Best of ERIC Series, Number 11.**

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.  
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Sep 75  
 Contract—OEC-0-8-080353-3514  
 Note—5p.

Available from—ERIC/CEM, University of Oregon, Eugene, Oregon 97403 (Free)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*Alternative Schools, \*Annotated Bibliographies, \*Educational Alternatives, \*Literature Reviews

This pamphlet contains annotations of some of the literature included in the ERIC system on the topic of alternative education. Instructions are given for ordering the material cited. (MLF)

**ED 111 053** **EA 007 420**

*Simon, Roger I. And Others*

**The Development and Evaluation of an Alternative High School: A Report on S.E.E. (School of Experiential Education). Phase 2.**

Ontario Inst. for Studies in Education, Toronto.  
 Pub Date Dec 73

Note—198p.; A related document is EA 007 419

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

**Descriptors—**Academic Achievement, \*Alternative Schools, \*Educational Alternatives, \*Educational Assessment, Evaluation Methods, \*Experimental Programs, Learning Activities, Parent Attitudes, \*Program Evaluation, Secondary Education, Student Attitudes, Teacher Attitudes

**Identifiers—**\*Canada

This report marks the conclusion of a two-year study of SEE (School of Experiential Education), an alternative high school. It is a statement of the examining group's perceptions of SEE's second year of operation and of implications for SEE's future development. Because the evaluation group believes that a new program such as this takes four to five years to develop to maturity, this is a progress report rather than a final evaluation. Chapter 2 describes the evaluation group's involvement with the school, discusses possible biases operating in the report, and details the data collection (primarily interviews and questionnaires) and analysis procedures. Chapter 3 presents some basic facts about the school and its applicants and documents some of the changes that have occurred over a two-year period. Chapter 4 describes students' adjustment, achievement, and growth patterns over a two-year period. Chapters 5, 6, and 7 discuss various aspects of SEE's climate as seen by students, parents, and teachers. Chapter 8 presents another perspective by contrasting SEE students with a sample of students who applied but were not selected in the admissions lottery. Chapter 9 explores the implications of the findings for SEE's future directions and offers recommendations to remedy some current problems. (Author/IRT)

**ED 111 054** **EA 007 421**

**The Directory of Canadian Alternative and Innovative Education.**

Ontario Inst. for Studies in Education, Toronto.

Pub Date Dec 73

Note—85p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors—**\*Directories, \*Educational Alternatives, \*Educational Innovation, Educational Objectives, Elementary Secondary Education, \*Experimental Programs, Parent Participation, \*Program Descriptions, Program Guides

**Identifiers—**\*Canada

This directory describes 53 innovative and alternative school programs throughout Canada. Each school or program is examined separately in a one- or two-page entry, which briefly discusses

the objectives and focus of the program and lists one or more persons who can be contacted for additional information. Schools are grouped by province and are cross-indexed by grade level, funding source, and degree of parent participation. (JG)

**ED 111 055**

**EA 007 423**

*Doob, Heather Sidor*

**Summary of Research on Middle Schools. Research Brief.**

Educational Research Service, Washington, D.C.

Pub Date 75

Note—40p.

Available from—Educational Research Service, Inc., 1815 North Fort Myer Drive, Arlington, Virginia 22209 (\$6.00; payment must accompany orders of less than \$10.00)

**Document Not Available from EDRS**

**Descriptors—**\*Bibliographies, \*Educational Alternatives, \*Educational Research, \*Field Studies, Junior High Schools, Literature Reviews, \*Middle Schools, School Organization, School Statistics

This publication summarizes available research comparing middle schools with conventional types of schools serving 10- to 14-year old students. Research findings are presented in four topical sections dealing with student achievement and attendance, student self-concept and attitude, teacher and parent attitude, and administration, curriculum, staffing, and facilities. Nineteen middle school studies are summarized. (Author/JG)

**ED 111 056**

**EA 007 424**

*Burns, James W. Sorsabal, Donald K.*

**In-Service Training of Classified Employees: A Handbook for School Business Officials. Research Bulletin No. 11.**

Association of School Business Officials, Chicago, Ill. Research Corp.

Report No—RB-11

Pub Date 70

Note—48p.

Available from—Association of School Business Officials, 2424 West Lawrence Avenue, Chicago, Illinois 60625 (\$1.00; Make checks payable to Association of School Business Officials)

**Document Not Available from EDRS**

**Descriptors—**\*Bibliographies, Developmental Programs, Elementary Secondary Education, \*Inservice Programs, \*Nonprofessional Personnel, Program Design, Program Guides, \*Program Planning, Reference Materials, \*School Personnel

This handbook offers a succinct discussion of inservice training programs for noninstructional school personnel. The booklet is intended for use primarily by school business officials and was developed for that purpose from a doctoral dissertation on inservice training written by Dr. Donald K. Sorsabal. Separate chapters of the booklet examine the purpose and value of inservice training, the definition of inservice training, basic concepts and principles of inservice training, determination of training needs, different types of training programs, and critical requirements for training programs. There is also an extensive bibliography listing publications and other reference materials that may be useful in designing an inservice training program. (JG)

**ED 111 057**

**EA 007 425**

*Keehner, Lorraine H.*

**A Pupil Transportation Management Bibliography: A Bibliography for School Business Officials. Research Bulletin No. 12.**

Association of School Business Officials, Chicago, Ill. Research Corp.

Report No—RB-12

Pub Date 71

Note—39p.

Available from—Association of School Business Officials, 2424 West Lawrence Avenue, Chicago, Illinois 60625 (\$1.00; Make checks payable to Association of School Business Officials)

**Document Not Available from EDRS**

**Descriptors—**\*Administrator Guides, \*Bibliographies, Educational Administration, Educational Finance, Elementary Secondary Education, \*Films, Instructional Films, Publications, \*School Buses, \*Student Transportation

This bibliography lists a variety of articles, books, and other publications related to the general topic of pupil transportation. Many of the

publications listed were developed by individual school systems or by state departments of education. Citations are organized in nine topical sections that focus on bus drivers, transportation finances, transportation of handicapped children, transportation insurance, bus maintenance and operation, pupil identification and control, bus routing and scheduling, school-owned versus contract buses, and miscellaneous subjects related to pupil transportation. In addition, a separate supplement lists and describes approximately 135 films relevant to different facets of pupil transportation. (JG)

**ED 111 058**

**EA 007 426**

*Strevell, Wallace H.*

**Preconstruction Planning for Educational Facilities: A Handbook for School Business Officials. Research Bulletin No. 13.**

Association of School Business Officials, Chicago, Ill. Research Corp.

Report No—RB-13

Pub Date 72

Note—128p.

Available from—Association of School Business Officials, 2424 West Lawrence Avenue, Chicago, Illinois 60625 (\$1.00; Make checks payable to Association of School Business Officials)

**Document Not Available from EDRS**

**Descriptors—**Campus Planning, Construction Needs, \*Educational Facilities, Educational Finance, Elections, \*Facility Guidelines, \*Facility Planning, \*Facility Requirements, Master Plans, Public Relations, School Maintenance, Site Analysis, Staff Utilization, \*Systems Approach

Each of 16 authors treats a technical aspect of preconstruction planning in this bulletin. Application of systems logic appears in the organization of the chapters. The problem is defined as a survey procedure in chapters discussing the school business official, planning terminology, and staff structure. Variations of objective synthesis are presented in chapters about coordinating school planning with urban research, plant evaluation, financial resources and constraints, master plan priorities, and campus planning. Patterns of alternatives are analyzed in chapters concerning metropolitan school sites, decentralization versus centralization in urban development, computing school plan capacity, and comparative technology is school design. Implementation of the systems approach is shown in chapters about design for operation and maintenance, security mandates, selection of furniture and equipment, and public information in bond elections. Appendixes contain a glossary and plant evaluation standards. (Author/MLF)

**ED 111 059**

**EA 007 427**

**Guidelines To Establish a Certificate of Conformance Program for Financial Reporting by School Systems. Informational Bulletin No. 14.**

Association of School Business Officials, Chicago, Ill. Research Corp.

Report No—Inf-Bull-14

Pub Date 71

Note—19p.; A related document is EA 007 428  
 Available from—Association of School Business Officials, 2424 West Lawrence Avenue, Chicago, Illinois 60625 (\$1.00)

**Document Not Available from EDRS**

**Descriptors—**\*Annual Reports, Educational Administration, \*Educational Finance, Elementary Secondary Education, \*Guidelines, Performance Specifications, Professional Associations, \*School Accounting, \*School Administration, School Districts

**Identifiers—**\*Association of School Business Officials, Certificate of Conformance

This booklet presents recommendations for establishing a Certificate of Conformance Program for school systems' annual financial reports. The guidelines, which require substantial conformance to the recommended accounting procedures of the Association of School Business Officials (ASBO), were developed at a research workshop jointly sponsored by ASBO and the Institute of Accounting Research at Michigan Technological University. The guidelines are intended to encourage school systems to improve their annual financial reports and thereby their financial management practices. The guidelines are organized into two sections dealing respectively with financial reporting procedures for the certificate of conformance and establishment of the certificate of conformance program. (JG)

ED 111 060 EA 007 428

**Guidelines to Expand the Certificate of Conformance Program for Financial Reporting to [Include] Junior and Community Colleges. Informational Bulletin No. 14A.**

Association of School Business Officials, Chicago, Ill. Research Corp.

Report No.—Inf-Bull-14A

Pub Date 75

Note—23p.; A related document is EA 007 427

Available from—Association of School Business Officials, 2424 West Lawrence Avenue, Chicago, Illinois 60625 (\$2.00; Make checks payable to Research Corporation of ASBO)

**Document Not Available from EDRS**

**Descriptors**—Annual Reports, Community Colleges, Educational Administration, \*Educational Finance, \*Guidelines, \*Junior Colleges, Performance Specifications, Professional Associations, \*School Accounting, \*School Administration

**Identifiers**—\*Association of School Business Officials, Certificate of Conformance

This booklet presents recommendations for expanding the Certificate of Conformance Program for Financial Reporting of the Association of School Business Officials (ASBO) to include junior and community colleges. The guidelines were developed by participants in an ASBO research workshop on accounting and finance held in July 1974. The guidelines are intended to encourage two-year colleges to establish and maintain effective and timely financial accounting and reporting systems. This in turn can help improve financial management of the resources allocated to junior and community colleges. The guidelines are organized into four sections, which deal respectively with financial reporting procedures for the junior and community college certificate of conformance, format of the annual financial report, submission of annual reports, and establishment of the certificate of conformance program for junior and community colleges. (JG)

ED 111 061 EA 007 429

**Bowers, Rolland A. Montgomery, Donald B. Preparation Programs for School Business Officials. Research Bulletin No. 15.**

Association of School Business Officials, Chicago, Ill. Research Corp.

Report No.—RB-15

Pub Date 73

Note—50p.

Available from—Association of School Business Officials, 2424 West Lawrence Avenue, Chicago, Illinois 60625 (\$1.00; Make checks payable to Association of School Business Officials)

**Document Not Available from EDRS**

**Descriptors**—\*Business Administration, \*College Programs, Higher Education, Inservice Programs, \*Management Education, Professional Education, \*Program Descriptions, \*School Surveys, Tables (Data)

**Identifiers**—Canada, United States

The purpose of this study was to determine which colleges and universities in the United States and Canada offer programs for the preparation or inservice education of school business officials and to describe the nature of the various programs offered. State directors of school finance and presidents of the various state and provincial associations of the Association of School Business Officials were asked to identify any institutions offering preparation programs for school business officials in their state or province. Each of those institutions was then asked to complete a questionnaire designed to provide a detailed description of its program. Approximately 75 percent of the identified institutions completed and returned this questionnaire. The data were then analyzed, and a short descriptive passage was compiled for each institution, detailing its type of program offerings, degrees awarded, admission requirements, residence requirements, credit hour requirements, and the name of a person to contact for further information. Much of the same information about all of the responding institutions was also summarized in tabular form. (JG)

ED 111 062 EA 007 430

**PPBES Show and Tell. A Handbook on Implementation of PPBES/ERMS in Education.**

Association of School Business Officials, Chicago, Ill. Research Corp.

Pub Date 74

Note—123p.

Available from—Association of School Business Officials, 2424 West Lawrence Avenue, Chicago, Illinois 60625 (\$5.00; Quantity Discounts; Make checks payable to Association of School Business Officials)

**Document Not Available from EDRS**

**Descriptors**—\*Administrator Guides, \*Educational Administration, Elementary Secondary Education, \*Management Systems, Post Secondary Education, Program Budgeting, \*Program Development, Program Evaluation, \*Program Planning, Reference Materials

**Identifiers**—Educational Resource Management System, ERMS, \*Planning Programming Budgeting Evaluation System, PPBES

This handbook is intended to guide educational administrators interested in adopting an Educational Resources Management System or Planning Programming Budgeting Evaluation System (ERMS/PPBES) by presenting detailed information on the experiences of various educational systems in implementing ERMS/PPBES programs. Data were gathered from a representative sample of eight school systems of varying sizes from throughout the United States and Canada. Each of the participating systems was asked to provide a brief statistical profile of the system, a description of their ERMS/PPBES strategy, a report of the resources required to implement ERMS/PPBES in the system, a description of the conceptual model followed by the system, and a report of problems encountered in planning and implementing ERMS/PPBES. Separate chapters present the complete report submitted by each school system, with the exception of some lengthy documentation and publication samples that are simply listed and described briefly. (Author/JG)

ED 111 063 EA 007 431

**Bhola, Harbans S.**

**The India Education Project: A Case Study of Institution Building and Organizational Conflict.**

Indiana Univ., Bloomington. International Development Research Center.; Midwest Universities Consortium for International Activities, Inc., East Lansing, Mich.

Pub Date May 75

Note—100p.

Available from—International Development Research Center, Indiana University, 1005 East 10th Street, Bloomington, Indiana 47401 (\$3.00)

**Document Not Available from EDRS**

**Descriptors**—Case Studies, Conflict, Developing Nations, Diffusion, Educational Change, Foreign Relations, Innovation, \*Institutional Administration, Institutional Role, Intercultural Programs, Interpersonal Relationship, Organization, \*Organizational Change, \*Organizational Climate, \*Organizational Effectiveness, \*Organizational Theories, Voluntary Agencies

**Identifiers**—\*India

This monograph, relating to events that happened during 1966-68, is a case study of a voluntary, educational, and intercultural organization that had been service oriented for almost 15 years. The organization had been organizing literacy classes, opening rural libraries, providing health extension, and conducting a small program of publication and training. A grant was awarded, and the organization was asked to develop a new identity as a research and development organization for a national leadership role. This role change was to be accomplished by bringing in high-powered, well-trained professional workers from the outside and asking them to deliver research and development. The elite sabotaged their own rational model by hiring friends, students, and colleagues. Those who were already aboard felt inferior, rejected, and punished. There was resentment, intrigue, confrontation, fear, and pathology. By the time it ended, no one had gained, and the organization had lost. The case study points out that a new ideology, policy, doctrine, or organizational mission may be easy to own but more difficult to implement. The final chapter presents a conceptual reconstruction of the narration using a systems analysis approach on the study of an organization. (Author/MLF)

ED 111 064 EA 007 432

**The Continuing Challenge: The Past and the Future of Brown v. Board of Education. A Symposium (1st, Notre Dame, Indiana, March 21-22, 1974).**

Integrated Education Associates, Evanston, Ill.; Notre Dame Univ., Ind. Center for Civil Rights.

Pub Date 75

Note—88p.

Available from—Integrated Education Associates, 2003 Sheridan Road, Evanston, Illinois 60201 (Free)

**Document Not Available from EDRS**

**Descriptors**—\*Civil Rights, \*Conference Reports, Elementary Secondary Education, \*Equal Education, \*Racial Discrimination, School Law, Social Change, \*Supreme Court Litigation, Symposia

**Identifiers**—\*Brown v Board of Education

This booklet is a compilation of presentations made by participants in a March 1974 symposium on implications of the United States Supreme Court's 1954 school desegregation decision in *Brown v. Board of Education*. The first day of the conference consisted of several presentations by individuals who played important roles in the Supreme Court's consideration of the case, while the second day concentrated mainly on contemporary educational issues. Included in this publication are the texts of the following presentations: "Implications of Brown," by Phineas Indritz; "Twenty Years Later," by Constance Baker Motley; "Delaware's Contribution to Brown," by Louis L. Redding; "Speeding Reforms," by Joseph B. Robinson; "Segregation Based on Language," by Jose A. Cabranes; "The Post-Brown Decades," by Richard G. Hatcher; "The Emerging Meanings of Equal Educational Opportunities," by David L. Kirp; "Outlook for the Future," by Brian K. Landsberg; "A New Look at Brown," by Ruby G. Martin; "Chicanos and Equal Educational Opportunity," by Vilma S. Martinez; "Desegregation at Midpoint," by Gary Orfield; "An Appeal for Unity," by Arthur J. Goldberg; and "The Message of Brown for White America," by Theodore M. Hesburgh. (JG)

ED 111 065 EA 007 433

**Webb, Kenneth Hatry, Harry P.**

**Obtaining Citizen Feedback: The Application of Citizen Surveys to Local Governments.**

Urban Inst., Washington, D.C.

Spons Agency—Charles F. Kettering Foundation, Dayton, Ohio.; Department of Housing and Urban Development, Washington, D.C.

Report No.—UI-121-201-7

Pub Date 73

Note—105p.

Available from—Publications Office, The Urban Institute, 2100 M Street, N. W., Washington, D. C. 20037 (Order No. URI-18000, \$1.95)

**Document Not Available from EDRS**

**Descriptors**—Bibliographies, \*Community Attitudes, \*Community Surveys, \*Government Role, Local Government, \*Questionnaires, \*Research Methodology, Surveys

**Identifiers**—Dayton Public Opinion Center

This report explores the potential value to city and county governments of citizen surveys, particularly those undertaken on a regular annual basis. The report is based mainly on an examination of the Dayton Public Opinion Center, on published literature dealing with survey sampling, and on Urban Institute experiences with the use of local citizen surveys in various projects. Separate chapters of the report discuss the various uses of citizen surveys, dangers in conducting citizen surveys, survey procedures, costs and funding sources for surveys, organizational options for conducting surveys, and the author's conclusions and recommendations. Four examples of survey questionnaires are included in the appendix, and a selected bibliography of relevant publications is presented. (Author/JG)

ED 111 066 EA 007 434

**PEBS -- A New Approach.**

Carnegie-Mellon Univ., Pittsburgh, Pa. Educational Management Development Center.

Pub Date Feb 75

Note—14p.; Figures I and II will reproduce poorly

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Change Strategies, \*Educational Administration, Educational Planning, Elementary Secondary Education, \*Experimental Programs, \*Management Systems, Program Budgeting, \*Program Design, Program Evaluation, \*Program Planning

**Identifiers**—\*Planning Programming Budgeting System, PPBS

In the past, organizations have had problems during the implementation phase of Program Planning Budgeting Systems (PPBS). Under the approach developed by the Educational Manage-

ment Development Center (EMDEC), several school systems develop similar PPB systems, with EMDEC as the coordinating hub. District personnel are first familiarized with the program concept through the development of the program budget. Only after a year of budget work are personnel asked to develop goals, objectives, and targets. Cooperation by several districts permits the distribution of costs across the districts and encourages an exchange of information. The EMDEC approach is presently being tested with three school districts in Allegheny County, Pennsylvania. The three districts have had good success with the development of the program budget; the most difficult problem during the initial months was a lack of detailed information. To introduce program analysis and evaluation, the EMDEC approach uses two pilot programs for each district, so the implementation process can be easily modified for maximum effectiveness. The subsequent development of goals and objectives for the entire district simply involves the full application of guidelines designed during the pilot phase. (Author/JG)

ED 111 067

EA 007 435

Baker, Michael E.

Management by Objectives for a School District's Administrative Staff.

Carnegie-Mellon Univ., Pittsburgh, Pa. Educational Management Development Center.

Pub Date May 75

Note—63p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Administrator Evaluation, Elementary Secondary Education, \*Management by Objectives, Objectives, \*Performance Criteria, Program Descriptions, Salaries, \*Salary Differentials, \*Task Performance

Management by Objectives (MBO) has been found to be a useful means of conducting performance appraisals for professional employees. It is also an effective process for individual and organizational goal-setting and planning. Compensation systems may also be related to the MBO process. This paper addresses the concepts underlying MBO and its implementation for a school district's administrative staff. Several important phases of implementation (goal-setting, performance appraisal, and salary plan development) are emphasized in major sections of this report. The appendix contains detailed information and sample materials from a school district MBO-based salary plan. (Author/IRT)

ED 111 068

EA 007 436

Baker, Michael E.

Using Opinion Surveys to Obtain Citizen and Parent Feedback About a School System.

Carnegie-Mellon Univ., Pittsburgh, Pa. Educational Management Development Center.

Pub Date May 75

Note—25p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Community Surveys, Elementary Secondary Education, \*Interviews, \*Public Opinion, \*Questionnaires, \*Sampling, School Community Relationship, School Surveys, \*Surveys

This report provides an introduction to the use of opinion surveys in gaining information about a school system in order to make decisions. The topics addressed are reasons for surveying, selecting the respondents, survey methods, selecting the survey sample, structuring the survey, writing the questions, training interviewers, pretesting the survey, analyzing the results, and reporting the results. This information should be helpful to a school administrator or school board member considering the use of an opinion survey. (Author)

ED 111 069

EA 007 437

Baker, Michael E.

Long Range Financial Forecasting for School Districts.

Carnegie-Mellon Univ., Pittsburgh, Pa. Educational Management Development Center.

Pub Date Jun 75

Note—22p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Educational Finance, \*Educational Planning, Elementary Secondary Education, \*Methods, Models, \*Prediction

Public school systems infrequently project their financial outlook beyond the coming year. Yet, financial projections over a multiyear period are

necessary if the financial "crises" that frequently occur in public organizations are to be avoided. This paper discusses the importance of financial forecasting and planning, the development of financial forecasts, a financial forecasting example, and additional planning steps. Suggestions are offered for implementing financial forecasting in school districts. (Author)

ED 111 070

EA 007 438

Bagin, Don

How To Start and Improve a P. R. Program.

National School Boards Association, Evanston, Ill.

Pub Date 75

Note—54p.

Available from—National School Boards Association, P. O. Box 1496, Evanston, Illinois 60204 (\$5.00, Quantity discounts)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Board of Education Role, \*Communication (Thought Transfer), \*Community Relations, Elementary Secondary Education, \*Information Dissemination, Information Needs, Information Theory, Interschool Communication, Mass Media, \*Public Relations, School Community Relationship

This is a primer designed to help the school management team communicate better. It offers guidelines and ideas for establishing and improving public relations efforts. Chapters cover such subjects as what public relations can do for schools, how to start a public relations program, and the public relations roles of school officials, as well as the specifics of getting the job done, working with the community, getting the most from the media and publications, developing public relations strategies for board meetings, and planning and evaluating public relations efforts. The final section is a "yellow pages" that presents other sources of information on the subject. (IRT)

ED 111 071

EA 007 439

Graduation Requirements. [An] NASSP Special Task Force Report.

National Association of Secondary School Principals, Washington, D.C.

Pub Date 75

Note—30p.

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 (\$0.50, Quantity discounts; Payment must accompany orders of \$10.00 or less)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, Articulation (Program), Educational Administration, Educational Alternatives, \*Educational Change, \*Graduation, \*Graduation Requirements, Performance Specifications, \*Secondary Education, \*State Standards, Tables (Data)

This report was prepared by a special task force of the National Association of Secondary School Principals to aid professional educators and community groups who may wish to consider possible changes in high school graduation requirements. The report discusses a number of issues surrounding graduation and offers some specific recommendations concerning graduation requirements. Separate brief sections of the report examine current trends in graduation requirements, the meaning of the diploma, verification of requirements, requirements for the diploma, alternative approaches to the diploma, and articulation with postsecondary education. The appendix contains a table that summarizes 1974 graduation requirements for all 50 states. (JG)

ED 111 072

EA 007 441

Mason, Emanuel J. And Others

A Systems Model for Facilitating Passage of School Law with Implications for Special Education.

Pub Date Apr 75

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Change Strategies, Educational Change, \*Educational Legislation, Elementary Secondary Education, \*Models, \*Politics, School Law, Special Education, State Government, \*State Legislation, Systems Approach

By systematically identifying the typical stages in the development of educational legislation, this paper attempts to aid educators interested in proposing legislation on the state level. The authors describe the legislative process in terms of a model involving the following seven major functions: involving community groups, analyzing the present educational system, specifying legislative goals, developing a bill, preparing for passage of a bill, implementing the new law, and evaluating compliance with the law. Each function is discussed individually, using examples based on the passage of special education legislation in several states. (JG)

ED 111 073

95

EA 007 442

Goldman, Paul Gregory, Sandra

SPECS in South Lane: Teacher Responses.

Oregon Univ., Eugene. Center for Educational Policy and Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 75

Note—26p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Educational Accountability, Educational Administration, Educational Innovation, Elementary Secondary Education, \*Experimental Programs, \*Management Systems, Program Evaluation, Program Planning, \*School Surveys, Tables (Data), \*Teacher Attitudes

Identifiers—\*Planning Programming Budgeting System, PPBS, School Planning Evaluation Communication System, SPECS

Planning Program Budgeting Systems (PPBS) rest on the assumption that decision-making and resource allocation can be managed more efficiently when information about educational processes is collected uniformly and aggregated systematically. The School Planning Evaluation and Communication System (SPECS) conforms to this conception of PPBS as a purposive managerial system. Although the primary purpose of the SPECS project in South Lane School District was developmental, a limited study of teacher attitudes was carried out in each of the first three years of implementation. Both informal discussion with teachers and survey results showed the existence of three groups: those who were strongly pro-SPECS (approximately 45-50 percent), those who were strongly anti-SPECS (approximately 25-40 percent), and those who were apparently indifferent (approximately 15-25 percent). With one exception, there was little real change in teachers' perception of SPECS-related problems between 1971 and 1973. Furthermore, there was little change in teachers' views of SPECS' impact on organization, supervision, and administrative receptiveness within the district. (Author/JG)

ED 111 074

EA 007 443

Schumacher, Sally

Political Processes for an Interagency Project Renewal Policy: A Case Study of a Federal Agency's Negotiations to Influence State and Local Policies.

Pub Date Apr 75

Note—21p.; Not available in hard copy due to marginal reproducibility of original document; Paper presented at the Annual Meeting of the American Educational Research Association (60th, Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Adoption (Ideas), \*Case Studies (Education), \*Curriculum Development, Diffusion, Educational Change, Educational Innovation, Educational Policy, Elementary Education, Experimental Curriculum, \*Federal Programs, \*Interagency Cooperation

Identifiers—Developmental Arts Program

This study analyzes the six-month negotiation process of a federally funded program to renew an interagency curriculum diffusion project with a state department of education and nine school districts. Because of interagency dissension during the first project year, the federal agency made concessions to obtain project renewal policies. Federal concessions recognized state and local jurisdiction in high-risk policy areas. The federal agency dictated neither the process of state and local program development nor the expenditure of moneys for curriculum purchase. Changing state and local policies was more rapid than changing educational practices. (Author)

ED 111 075 EA 007 444

Schaenman, Philip S. Muller, Thomas  
Measuring Impacts of Land Development: An Initial Approach.

Urban Inst., Washington, D.C.

Spons Agency—Department of Housing and Urban Development, Washington, D.C. Office of Policy Development and Research.

Report No.—UI-173-214-1

Pub Date 74

Note—93p.; A related document is EA 007 445  
Available from—Publications Office, The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037 (Order No. URI-86000, \$2.95)

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*City Planning, Community Characteristics, Data Collection, \*Development, Environmental Influences, \*Evaluation Criteria, \*Evaluation Methods, Land Settlement, \*Land Use, Social Environment, Systems Approach, Urbanization

Identifiers—\*Land Development

This report suggests a set of measures and procedures that local governments may use for estimating the specific impacts of development on a community's economy, natural environment, public and private services, appearance, housing, and social conditions. It also offers a framework and a methodology for a community to use in arriving at its own set of evaluation criteria. The proposed measures and data collection methodology were devised primarily for municipal and county officials and their staffs who are involved in land-use matters. The suggested measures and how they are formulated are presented in Chapter 1 of Part 1. Chapter 2 discusses the role of the measures—that is, how they may be used by local decision-makers. Chapter 3 focuses on key methodological issues that have not been totally resolved but that should be kept in mind when applying the measures. Chapter 4 indicates how the measures may be used to consider explicitly the impact of development on different population segments or clientele groups. Chapter 5 suggests some ways of presenting or displaying the findings from the impact measures. Part 2 deals with the more technical details of applying the proposed measures. It discusses the rationale, limitations, and alternative forms for each measure and outlines procedures for data collection in each instance. (Author/MLF)

ED 111 076 EA 007 445

Muller, Thomas

Fiscal Impacts of Land Development: A Critique of Methods and Review of Issues.

Urban Inst., Washington, D.C.

Spons Agency—Department of Housing and Urban Development, Washington, D.C. Office of Policy Development and Research.

Report No.—UI-176-214-3

Pub Date 75

Note—66p.; A related document is EA 007 444  
Available from—Publications Office, The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037 (Order No. URI-98000, \$2.95)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Annotated Bibliographies, Capital Outlay (for Fixed Assets), \*City Planning, Comparative Analysis, Demography, \*Development, Evaluation Criteria, Evaluation Methods, \*Financial Problems, \*Fiscal Capacity, \*Land Use, Resource Allocations

Identifiers—\*Land Development

This is the second in a series of reports concerned with evaluating the impacts of land development. This report discusses in considerable depth and detail how development affects the revenues and expenditures of local government. Questions include the following: (1) Will new development inflate the demand for public services and facilities in excess of the tax revenues it generates? (2) Are communities searching for new development and new sources of revenue to ease the tax burdens associated with existing developments that do not pay their own way? and (3) Are cities, suburbs, and suburban communities pitted against each other in obtaining additional tax dollars and excluding tax users? In this report a large number of fiscal studies were examined to determine why findings differ, to identify the major analytical issues, and to synthesize a judgment about the utility of fiscal impact analysis as a tool for better land-use planning and management. (Author/MLF)

ED 111 077 95 EA 007 446

Weiss, Carol H. Hatry, Harry P.

An Introduction to Sample Surveys for Government Managers.

Urban Inst., Washington, D.C.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Report No.—UI-72-108-65

Pub Date Mar 71

Note—47p.

Available from—Publications Office, The Urban Institute, 2100 M Street, N. W., Washington, D. C. 20037 (Order No. URI-30003, \$1.50)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Administrator Guides, Administrator Role, Bibliographies, Community Surveys, \*Estimated Costs, Government Employees, Government Role, Research Methodology, \*Sampling, \*Statistical Surveys, Tables (Data)

This report is intended to provide government managers with some perspective on the nature and implications of sample surveys, their likely costs, and what can be expected from them. The authors discuss sample surveys less from the technical side than from the perspective of the officials who will make management decisions about an overall survey. Little attention is devoted to specific research methods, though the bibliography lists publications that provide such information. Much of the discussion applies to surveys in which government employees, rather than private citizens, supply the responses. Separate chapters discuss the overall sample survey process and the steps involved; the advantages of conducting a survey under government auspices, rather than through a university or private research organization; the costs involved in each phase of a survey; factors affecting the accuracy of a survey; and some further considerations in conducting a survey. The appendix contains tables that illustrate costs of conducting sample surveys of different types and scope. (Author/JG)

ED 111 078 95 EA 007 447

Mogulof, Melvin B.

Special Revenue Sharing in Support of the Public Social Services.

Urban Inst., Washington, D.C.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No.—UI-963-16

Pub Date Aug 73

Note—75p.

Available from—Publications Office, The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037 (Order No. URI-52000, \$3.50)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Federal Aid, Federal Programs, \*Federal State Relationship, \*Government Role, Objectives, Performance Specifications, Program Evaluation, \*Revenue Sharing, \*Social Services

Special revenue sharing is a tool that can allow almost unlimited state flexibility in social service interventions, while primarily confining the federal role to the specification and measurement of national social service objectives. Goal specification and measurement procedures are crucial to the special revenue-sharing idea. Federally supported measurement organizations should be established in each state to develop indicators of goal achievement relevant to national social service goals. These indicators should be common to all states and should become the basis for sanctions against those states that, by comparison, perform badly. The federal role ought to be the enunciation of broad policy, the measurement of its achievement, and the development of sanctions for failures in achievement. The state-local role ought to include the specification and execution of interventions appropriate to national goals, with an absolute minimum of federal interference. Only when state and local achievement fall below satisfactory levels, as reflected by national indicators, should additional federal constraints be considered. (Author/JG)

ED 111 079 EA 007 448

Fechter, Alan

Forecasting the Impact of Technological Change on Manpower Utilization and Displacement: An Analytic Summary.

Urban Inst., Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C. Office of National Research and Development Assessment.

Report No.—UI-1215-1

Pub Date Mar 75

Note—59p.

Available from—Publications Office, The Urban Institute, 2100 M Street, N. W., Washington, D.C. 20037 (Order No. URI-99000, \$2.50)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Bibliographies, \*Labor Economics, Labor Market, \*Literature Reviews, \*Manpower Needs, Manpower Utilization, \*Models, \*Prediction, Technological Advancement, Trend Analysis

Obstacles to producing forecasts of the impact of technological change and skill utilization are briefly discussed, and existing models for forecasting manpower requirements are described and analyzed. A survey of current literature reveals a concentration of models for producing long-range national forecasts, but few models for generating short-range forecasts disaggregated to the regional, state, and local level. Since there is not much evidence on the accuracy of predictions, attention is focused on the reasonableness of the model structure. Models are also evaluated on the basis of their potential value in policy formation. It is assumed that this value depends on the value of supply adjustments in the labor market, but a review of the literature on supply reveals that evidence on adjustment is mixed. The conclusion is drawn that existing manpower forecasting models should be modified, so that they are more reasonable representations of labor markets. (Author/JG)

ED 111 080 95 EA 007 449

Burns, Robert J.

Skyline Wide Educational Plan (SWEP) Product Evaluation Report: Future Society. SWEP Evaluation Report No. 1.

Dallas Independent School District, Tex. Dept. of Research and Evaluation.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Equal Educational Opportunities.

Report No.—SWEP-R-1

Pub Date Mar 74

Note—114p.; Related documents are EA 007 347-349 and EA 007 450

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Educational Change, \*Educational Planning, \*Futures (of Society), \*National Surveys, Prediction, Questionnaires, Secondary Education, \*Social Change, Statistical Analysis, \*Tables (Data)

Identifiers—\*Skyline Wide Educational Plan, SWEP

This report presents the findings of a survey designed to describe the state of society in the 1980s, particularly as it will affect the educational needs of the Dallas-Fort Worth metropolitan area. The report was prepared to aid administrators of the Skyline Wide Educational Plan in their efforts to develop a comprehensive secondary school plan for the Dallas-Fort Worth metropolis in the 1980s. Questionnaires were distributed to a selected national sample of 290 individuals known to have devoted much of their professional time to contemplating and planning for the future. Questionnaire items consisted of various propositions gleaned from futuristic literature. Respondents were asked to indicate on five-point scales the likelihood of a given proposition and its probable impact on education. Respondents were also encouraged to identify areas or facets of education that would be heavily affected. Analyses and interpretation were based on computed mean, mode, and standard deviation scores for the 151 individuals who completed questionnaires. A number of statistical tables and diagrams summarize the survey results. Samples of the survey questionnaires are presented in the appendix. (Author/JG)

ED 111 081 95 EA 007 450

Skyline Wide Educational Plan (SWEP) Planning Project. Volume 2 -- Appendices. Combined Quarterly Report No. 4 (April 1 to June 30, 1974) and Final Report (July 1973 to August 1974).

Dallas Independent School District, Tex. Dept. of Research and Evaluation.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Equal Educational Opportunities.

Pub Date [74]

Note—221p.; Attachment 1 of the original document is copyrighted and therefore not available; It is not included in the pagination; Related documents are EA 007 347-349 and EA 007 449

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**  
**Descriptors—**\*Change Strategies, \*City Demography, Educational Facilities, \*Educational Planning, \*Facility Planning, Maps, Prediction, \*Reference Materials, Secondary Education, \*Tables (Data)

**Identifiers—**\*Skyline Wide Educational Plan, SWEP

This volume consists of a number of appendixes containing data and analyses that were compiled to aid administrators of the Skyline Wide Educational Plan (SWEP) in their efforts to develop a comprehensive secondary school plan for the Dallas-Fort Worth metroplex in the 1970's. Much of the volume is devoted to various facility considerations relevant to SWEP. In addition, separate appendixes focus on metroplex student demographic data, metroplex manpower needs, site considerations (Love Field and Redbird Airport), political and legal considerations, a summary log of some interviews by the SWEP staff, and a financial status report on SWEP. (JG)

**ED 111 082** **EA 007 452**  
*Weeks, Sheldon G.*

**Community School in Africa: Is There a Lesson for Papua, New Guinea? E. R. U. Report 15.**  
 Papua and New Guinea Univ., Port Moresby. Educational Research Unit.

Report No.—ERU-15  
 Pub Date Feb 75

Note—33p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors—**\*Community Development, \*Community Schools, \*Developing Nations, Elementary Secondary Education, Leadership Qualities, \*Social Change, Teacher Education, Teacher Role

**Identifiers—**Africa, New Guinea

Learning in community schools is not solely book learning but is practical and related to the environment. Some related assumptions are that the school can be an instrument of social change and the community is the teaching laboratory. Case studies of some community schools in the United States, the Philippines, and Africa indicate that they succeed when the community is ready for change, the school is a terminal institution, and staff members are trained as both teachers and community developers. (MLF)

**ED 111 083** **EA 007 453**  
*Violence in Our Schools: What To Know About It -- What To Do About It.*

National Committee for Citizens in Education, Columbia, Md.

Pub Date 75

Note—52p.

Available from—National Committee for Citizens in Education, 410 Wilde Lake Village Green, Columbia, Maryland 21044 (\$1.00, Quantity discounts)

**Document Not Available from EDRS**

**Descriptors—**\*Community Involvement, \*Crime, \*Delinquency, Discipline, Discipline Problems, Elementary Secondary Education, Safety, Security, \*Violence

This handbook for parents and citizens does not emphasize assessment of the scope of violence in the schools so much as it emphasizes the way parents and citizens can better understand the many factors that make the problem and may lead to its modification. The handbook begins by examining how citizens can become involved in the schools, what they need to know, and who—teachers, students, community members, and the people who take care of the building—must be involved in a school security plan. The handbook goes on to discuss the training of security people, the physical plant, equipment, the educational program, school policies, discipline, and implementation of the security plan. Extensive appendixes cover a wide range of information related to violence in the schools, including results of a survey on the extent of violence in the schools, recent Supreme Court decisions on student rights, and sources of further information. (Author/IRT)

**ED 111 084** **EA 007 455**  
**Teachers' Pay and Retirement. Hearing before the Subcommittee on Education of the Committee on the District of Columbia, House of Representatives, Ninety-Third Congress, Second Session on H. R. 14662 and H. R. 14400, to Authorize the D. C. Council to Provide Pay Increase for Teachers and H. R. 13970, to Increase Retired Teachers' Annuities.**

Congress of the U.S., Washington, D.C. House Committee on the District of Columbia.

Report No.—Serial-93-12

Pub Date 30 May 74

Note—95p.; Best copy available

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors—**\*Educational Finance, \*Educational Legislation, Educational Policy, Elementary Secondary Education, Federal Government, \*Federal Legislation, Government Role, Tables (Data), \*Teacher Retirement, \*Teacher Salaries

**Identifiers—**\*District of Columbia

This is a comprehensive record of a Congressional hearing on three bills dealing with teachers' pay and retirement benefits in the District of Columbia. Included is testimony on the following measures: H. R. 14662, a bill to authorize the District of Columbia to provide for increases in teachers' salaries and retirement benefits; H. R. 14400, a bill to authorize the District of Columbia Council to provide for increases in teachers' salaries and retirement benefits; and H. R. 13970, a bill to increase the annuity payable to retired teachers in the District of Columbia. An alphabetical index of all persons presenting testimony or submitting statements to the subcommittee and a topical index of subjects discussed during the hearing are also included. (JG)

**ED 111 085** **EA 007 457**  
**School Food Services Handbook Number 8.**  
 New York State Education Dept., Albany. Div. of Educational Management Services.

Pub Date 75

Note—122p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors—**\*Breakfast Programs, Elementary Secondary Education, Financial Support, \*Food Handling Facilities, Food Standards, Guidelines, \*Lunch Programs, \*Management, Nutrition Instruction, Personnel, School Districts, \*School Services

**Identifiers—**\*New York

Today's school food services programs in New York State's schools are a massive undertaking entailing the expenditure of \$260 million in federal, state, and local funds each year. To assist schools in this substantial enterprise, this revised handbook presents rules and recommendations on responsibilities of the board, types of food services, personnel and financing, management aspects, and private contractors. Appendixes contain sample forms used in the programs. (Author/MLF)

**ED 111 086** **EA 007 458**  
**Progress of Education in the United States of America: 1972-73 and 1973-74.**

Institute of International Studies (DHEW/OE), Washington, D.C.

Spons Agency—International Bureau of Education, Geneva (Switzerland).

Report No.—DHEW-OE-76-19104

Pub Date 75

Note—81p.; Report for the 35th International Conference on Education, (United Nations Educational, Scientific, and Cultural Organization, International Bureau of Education); A related document is ED 083 756

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 017-080-01469-6, \$1.50)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors—**Bibliographies, \*Educational Administration, \*Educational Trends, Elementary Secondary Education, Government Role, Post Secondary Education, School Demography, \*School Statistics, \*Tables (Data), \*Teacher Role

**Identifiers—**\*United States

This report was prepared primarily to provide a general overview of education in the United States for representatives of UNESCO member nations attending an International Conference on

Public Education. Chapter 1 provides a brief summary of trends in education in the United States today. Chapter 2 presents basic background information on the organization and administration of education in the United States. Chapter 3 contains statistics on American education compiled by the National Center for Education Statistics. The statistical material covers the 1973-74 school year, some enrollment data for the 1974 fall semester, and assorted data from earlier years to indicate trends or comparisons. Chapter 4 focuses on the changing role of the teacher and the implication for preservice and in-service education. A selected bibliography of approximately 60 relevant publications is also included. (Author/JG)

**ED 111 087** **88** **EA 007 459**  
**PACE in Pennsylvania 1974. A Catalog of Projects Funded in Pennsylvania Under ESEA Title III.**

Research and Information Services for Education, King of Prussia, Pa.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Planning and Evaluation.

Pub Date Jun 75

Note—605p.

**EDRS Price MF-\$1.08 HC-\$31.10 Plus Postage**

**Descriptors—**Catalogs, \*Creativity, \*Educational Improvement, \*Educational Programs, Elementary Secondary Education, Federal Aid, Guidance Programs, Handicapped Students, \*Instructional Innovation, \*Program Descriptions

**Identifiers—**Elementary Secondary Education Act Title III, ESEA Title III, \*Pennsylvania

This catalog contains descriptive abstracts of over 250 regular, handicapped, and guidance projects in Pennsylvania having substantive life during the period January 1, 1974 to June 30, 1975. Title III or Projects to Advance Creativity in Education (PACE) attempts to encourage new ways of teaching by providing needed services for children and adopting and demonstrating exemplary programs based on proven practices. This publication is intended to establish an awareness of the educational innovations supported by these funds so that practitioners will have enough information to decide whether to explore the programs in more detail, with the idea of adapting or adopting them. In addition to the abstracts submitted by project directors and arranged by project number, the publication contains a subject/grade-level index, an alphabetical list of local education agencies (LEAs), and a list of projects grouped by intermediate units. (Author/MLF)

**ED 111 088** **EA 007 460**  
**Politics and Education: A Series of 12 Essays.**

American Association of School Administrators, Washington, D.C.

Pub Date [71]

Note—52p.

Available from—American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209 (\$2.00, Quantity discounts)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**Community Involvement, Educational Accountability, \*Educational Administration, Educational Planning, Elementary Secondary Education, Federal Aid, Federal Legislation, \*Federal State Relationship, Interagency Cooperation, Policy Formation, Political Influences, \*Political Issues, \*Politics, School Integration, State Legislation, \*State School District Relationship, Urban Education

This is a collection of essays that originally appeared in the 1970-71 issues of "The School Administrator." All are concerned with the general topic of politics and education, and each was prepared by a recognized scholar. Each essay focuses on a set of critical questions and issues around which national policy evolves. The series is intended to provide a thoughtful basis for study and understanding of the problems and issues inherent in the changing relationships among levels of government. The essays include those originally published under the following titles: "The Politics of Education," "National Political Parties and Educational Policy Making," "Interest Groups and Federal Education Policy," "Relationships Between Federal and State



Systems," "The States and Urban School Systems," "Community Influence Systems and Local Educational Policy-Making," "Political Confrontation," "Planning and Politics," "Community Involvement in Educational Policy-Making," "The Politics of School Desegregation," and "Local Interagency Cooperation." (Author/IRT)

**ED 111 089** EA 007 461  
An Investment in Human Futures. A Report by the Commission for the Assessment of the Inter-cultural Contributions of the American-sponsored Overseas Schools.

American Association of School Administrators, Washington, D.C.

Spons Agency—Department of State, Washington, D.C.

Pub Date 71

Note—43p.

Available from—American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209 (\$2.00, Quantity discounts)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Culture Contact, Elementary Secondary Education, \*Foreign Culture, \*International Organizations, \*School Demography Identifiers—\*Overseas Schools

One hundred thirty schools in 74 nations met the criteria for assistance as American-sponsored overseas schools in 1970-71-nonsectarian; non-profit elementary and secondary schools; established and maintained by American groups; enrolling American, host-country, and third-country youth; and following basically American or bicultural curricula and under the direction of American-trained personnel. Each school has been organized within the framework of formal and/or informal agreements with the host country. Typically, they are governed by a formal association of parents who elect a board of education to serve as their policy-making representative. Maps, figures, and graphs present demographic data about the students enrolled in these schools. The pamphlet reports on teacher preparation, curriculum development, and school-community relations at these schools. (Author/MLF)

**ED 111 090** EA 007 462  
Ellena, William J.

AASA -- An Analysis of Structure, Purpose, Program and Services.

American Association of School Administrators, Washington, D.C.

Pub Date 71

Note—46p.

Available from—American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209 (\$2.00, Quantity discounts)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Administrative Personnel, \*Administrator Attitudes, Administrator Characteristics, \*National Surveys, Occupational Surveys, \*Organizational Effectiveness, \*Professional Associations, \*Statistical Data

Identifiers—AASA, \*American Association of School Administrators

This booklet presents the findings of an extensive survey conducted in 1971 by the American Association of School Administrators (AASA) to investigate characteristics of its members and their views of AASA's organizational structure and activities. Survey questionnaires were mailed to a systematic sample of approximately 2,200 AASA members. Of that sample, approximately 1,600 members completed and returned the questionnaire. Results of the survey are discussed in a series of separate short sections that closely follow the order and wording of the original questionnaire. Primary emphasis of the discussion is on members' views of the value of various AASA activities. (JG)

**ED 111 091** EA 007 463  
Shannon, Thomas A.

Has the Fourteenth Done It Again? Chief Justice Wright, the California Supreme Court and School Finance.

American Association of School Administrators, Washington, D.C.

Pub Date [72]

Note—12p.; Paper presented at the Annual Convention of the American Association of School

Administrators (104th, Atlantic City, New Jersey, February 12-16, 1972)

Available from—American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209 (\$0.50, Quantity discounts)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Court Litigation, \*Educational Finance, \*Equal Education, \*Equal Protection, Nondiscriminatory Education, Property Taxes, Public Schools, \*School District Spending, State Legislation

Identifiers—Fiscal Neutrality, Serrano vs Priest

In 1971 the California Supreme Court published America's most significant court decision in recent decades affecting a state's program of funding the operation of its public schools. This was followed by court decisions in Minnesota, Texas, and New Jersey. Lawsuits based on the California case of Serrano v. Priest are being filed in courts throughout the country. The background of these court decisions is summarized. These lawsuits and decisions are anchored in the constitutional concept of equal protection that requires that the federal and state governments not discriminate unfairly between classes of people. Ten practical questions and their related issues that school administrators must deal with in the months and years ahead are discussed. (Author/MLF)

**ED 111 092** EA 007 464

Ellena, William J. Comp. Gable, Martha, Comp.

Proposals for Progress: Promise and Performance. American Association of School Administrators, Washington, D.C.

Pub Date 72

Note—52p.; A series of 12 articles by selected authors presenting a wide-range of topics of current interest and importance to school administrators

Available from—American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209 (Stock No. 021-00362, \$2.00, Quantity discounts)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Administrator Role, Educational Accountability, \*Educational Administration, \*Educational Change, Educational Finance, Elementary Secondary Education, Environmental Education, \*Essays, Evaluation Criteria, Performance Contracts, Principals, School Industry Relationship, School Integration, Staff Utilization, Student Rights, Superintendent Role, Teacher Education

This publication is a compilation of 12 essays that originally appeared in issues of the American Association of School Administrators' journal, "The School Administrator," beginning in September 1971. Each essay focuses on a different set of educational issues and is intended to provide a thoughtful basis for study and understanding of current problems and issues in public education. The articles include the following essays: "A Sensible Assessment of Student Rights and Responsibilities," by Carl J. Dolce; "Staffing Inner-City Schools," by William Wayson; "School Desegregation: Successes and Unfinished Business," by Truman M. Pierce; "Our Plundered Planet," by James A. Swan; "Ventures in Performance Contracting," by Charles Blaschke; "Client-Centered Evaluation," by George B. Redfern; "The Principals: Creating and Coping with Change," by William L. Pharis; "Some Thoughts on Accountability," by H. Thomas James; "Organizational Renewal: The Superintendent's Role," by George B. Brain; "The Decade of Reform in Educational Finance," by James A. Kelly; "Schools and Industry Can Be Partners," by Charles Smerin; and "The Revolution in Teacher Education," by Kenneth H. Hansen. (JG)

**ED 111 093** EA 007 465

Burns, Robert J. And Others

Helping Administrators Negotiate: A Profile of the Emerging Management Position of Director of Employee Relations in the Administrative Structure of a School District. AASA Executive Handbook Series, Volume 1.

American Association of School Administrators, Washington, D.C.; Oregon Univ., Eugene. Field Training and Service Bureau.

Pub Date 74

Note—32p.

Available from—American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209 (Stock No. 021-00418, \$2.50, Quantity discounts; Payment must accompany orders of \$10.00 or less)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Administrative Personnel, \*Administrator Role, Collective Bargaining, Educational Administration, Elementary Secondary Education, Employer Employee Relationship, \*Industrial Relations, Job Analysis, \*Models, \*Occupational Information, \*Occupational Surveys

This booklet presents findings of a study conducted to explore the status of the emerging position of school district director of employee relations. Purpose of the study was to ascertain how widespread the position is, to examine the nature of the duties being currently performed by directors of employee relations, and to develop a model job description for the position. Data for the study were gathered through a survey of practicing school administrators and educational negotiators, as well as a review of the literature on private-sector labor relations. (JG)

**ED 111 094** EA 007 466

Eisenberger, Katherine E. Keough, William F.

Declining Enrollment: What to Do. A Guide for School Administrators to Meet the Challenging of Declining Enrollment and School Closings. AASA Executive Handbook Series, Volume 2.

American Association of School Administrators, Washington, D.C.

Pub Date 74

Note—67p.; Page 7 of the original document is copyrighted and therefore not available. It is not included in the pagination

Available from—American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209 (Stock No. 021-00428, \$2.50, Quantity discounts, Payment must accompany orders of \$10.00 or less)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Administrator Guides, Educational Administration, \*Educational Planning, Elementary Secondary Education, \*Enrollment Projections, \*Enrollment Trends, Facility Planning, Personnel Policy, School Community Relationship

This booklet is intended to serve as a guide for school superintendents, school board members, and school administrators in dealing with the problems of an enrollment decline. In their discussion, the authors outline some background, procedures, and considerations that may help administrators ease community and staff reaction to an enrollment decline. Separate chapters focus on the topics of enrollment prediction, school-community relations, personnel matters, and facilities utilization. Also included is a sample four-year time line of steps that administrators can take to prepare for an eventual school closing. (Author/JG)

**ED 111 095** EA 007 467

Sharpes, Donald K.

Improving School Staffs: An Administrator's Guide to Staff Development. AASA Executive Handbook Series, Volume 3.

American Association of School Administrators, Washington, D.C.

Pub Date 74

Note—77p.

Available from—American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209 (Stock No. 021-00430, \$2.50, Quantity discounts, Payment must accompany orders of \$10.00 or less)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Administrator Guides, Administrator Role, \*Change Strategies, Educational Administration, Educational Objectives, Elementary Secondary Education, \*Inservice Teacher Education, \*Program Development, \*Staff Improvement, Teacher Role

This booklet is intended to guide educational administrators who are interested in instituting professional staff development programs and/or moving toward more innovative staffing patterns and procedures. The suggestions and examples presented will be helpful to administrators working at the individual school level as well as those contemplating a districtwide or citywide program.

Separate chapters focus on developing the basis for a staff development program, analyzing student and teacher needs, building a teacher training program, assuming new leadership roles, and budgeting for new teaching roles. (Author/JG)

**ED 111 096** 95 **EA 007 468**  
**Sex Equality in Educational Materials.** AASA Executive Handbook Series, Volume 4, No. 1.  
 American Association of School Administrators, Washington, D.C.  
 Spons Agency—Office of Education (DHEW), Washington, D.C.  
 Pub Date 75  
 Contract—OEC-0-74-9318  
 Note—24p.

Available from—American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209 (Stock No. 021-00432; \$2.50; Quantity discounts)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors—**Childrens Books, Elementary Secondary Education, \*Feminism, \*Instructional Materials, Media Selection, \*Sex Discrimination, \*Sex Role, \*Sex Stereotypes, Textbook Bias, Textbook Content

This report is the first in a series of three executive handbooks designed to help school administrators move toward the goal of sex equality. Findings are presented from some of the studies of sex stereotyping that have been made of the content, illustrations, and language in textbooks and children's trade books. Suggestions are offered to counteract sex stereotyping in educational materials including contacting publishers, establishing guidelines for accepting new materials, and developing materials. (Author/MLF)

**ED 111 097** 95 **EA 007 469**  
**Sex Equality in School.** AASA Executive Handbook Series, Volume 5, No. 2.  
 American Association of School Administrators, Washington, D.C.  
 Spons Agency—Office of Education (DHEW), Washington, D.C.  
 Pub Date Apr 75  
 Contract—OEC-0-74-9318  
 Note—31p.

Available from—American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209 (\$2.50)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors—**Educational Alternatives, Educational Change, \*Educational Practice, Elementary Secondary Education, \*Feminism, \*Sex Discrimination, \*Sex Role, \*Sex Stereotypes

The second of three booklets deals with organizational procedures in schools that tend to channel girls and boys into different programs. Examples are presented of some current practices that limit and some that increase a student's options. The examples concern classrooms, students' personal lives, academic and vocational study, extracurricular activities, and physical education and athletics. (Author/MLF)

**ED 111 098** 95 **EA 007 470**  
**Sex Equality in Educational Administration.** AASA Executive Handbook Series, Volume VII, No. 3.  
 American Association of School Administrators, Washington, D.C.  
 Spons Agency—Office of Education (DHEW), Washington, D.C.  
 Pub Date Jun 75  
 Contract—OEC-0-74-9318  
 Note—29p.

Available from—American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209 (\$2.50)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors—**\*Educational Administration, Elementary Secondary Education, Employment Opportunities, \*Equal Opportunities (Jobs), \*Feminism, Professional Personnel, \*Sex Discrimination, Sex Role, \*Sex Stereotypes, Working Women

The third of three booklets deals with the roles of women and men in educational administration. Recent data indicate that there is a notable underrepresentation of women in educational administration and they earn less. Guidelines to implement affirmative action include establishing a task force or a committee to study equal employment opportunity problems and develop a plan of action, and a districtwide analysis of all areas of employment. Superintendents are advised to

develop and implement a vigorous program of affirmative steps in the following employment areas: recruitment, selection, promotion, upward mobility, training, wage and salary structure, benefits and conditions of employment, and support programs and services. (Author/MLF)

**ED 111 099** 95 **EA 007 472**  
**Masters, James R. And Others**  
**The Effects of a Schools Without Failure Program Upon Classroom Interaction Patterns, Pupil Achievement and Teacher, Pupil and Parent Attitudes (Summary Report of a Two-Year Study). Final Report.**

Pennsylvania State Dept. of Education, Harrisburg.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
 Bureau No—BR-3-0714  
 Pub Date Feb 75

Contract—NE-C-00-3-0714  
 Note—31p.; A related document is ED 109 285

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**Academic Achievement, Bibliographies, Discipline, Educational Research, Elementary Education, \*Experimental Programs, \*Field Studies, \*Inservice Teacher Education, Parent Attitudes, Student Attitudes, \*Student Teacher Relationship, Teacher Attitudes

**Identifiers—**Pennsylvania (New Castle), \*Schools Without Failure

A two-year evaluation of William Glasser's Schools Without Failure (SWF) program was carried out in the New Castle School District in Pennsylvania. Ten elementary schools were paired on the basis of size, socioeconomic status, and past achievement of pupils. In the first year, one school of each pair was randomly assigned to begin teacher training and implementation of the SWF program; in the second year of the study, both groups of schools received training in SWF methods and implemented the program. Data were collected and analyzed to determine whether the second year or the first year produced stronger changes and how schools that received two years of training differed from traditional schools. Tests and observations were conducted at the beginning and end of the first year and at the end of the second year. Measurements were taken of pupil achievement and attitudes, teacher and parent attitudes, disciplinary referrals to principals, and classroom interactions. (Author/JG)

**ED 111 100** **EA 007 473**  
**Klimes, Rudolf E. And Others**  
**Land-Utilization Options for the Berrien Springs Public Schools.**

Andrews Univ., Berrien Springs, Mich. Center for Studies and Services in Education; Berrien Springs Public Schools, Mich.

Report No—Proj-P-21

Pub Date Apr 75

Note—134p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors—**Curriculum Evaluation, Educational Objectives, Elementary Secondary Education, Enrollment Projections, Enrollment Trends, Environmental Education, \*Facility Requirements, \*Land Acquisition, \*Land Use, Physical Education, School Demography, School Expansion, \*School Planning, \*Site Analysis, Site Development, Tables (Data)

The purpose of this study was to develop land-utilization options for the present holdings of the Berrien Springs Public Schools. In order to base these proposed options on facts and observable evidence, substudies of educational goals, enrollment projections, present school site, and the educational program were conducted. On the basis of the data obtained in these substudies, land-utilization options in three areas were developed—the biosphere, physical education, and general. The recommended biosphere is to be conducive to instructional use and to the encouragement of native wildlife and would contain an arboretum, a pond, trees, and garden space. Various options concerning outdoor physical education facilities are described and illustrated. General land-utilization options include a drainage system to remove standing water from school grounds, landscaping, installation of curbs or other restraining barriers around play area, and facilities for special education. (MLF)

**ED 111 101** 88 **EA 007 475**

**Sweigert, Ray L., Jr.**

**Educational Goals: How Much Agreement Can We Get on Which Ones Are Important?**

Atlanta Board of Education, Ga.

Spons Agency—Georgia State Board of Education, Atlanta.

Pub Date Apr 75

Note—39p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, Washington, D. C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**Community Leaders, \*Convergent Thinking, Data Analysis, \*Educational Objectives, Educational Research, \*Futures (of Society), High School Students, Perception, Policy Formation, \*Racial Differences, Reliability, School Personnel, Secondary Education, \*Sex Differences, Sex Role, Tables (Data)

**Identifiers—**Delphi Technique, Elementary Secondary Education Act Title III, ESEA Title III

In establishing educational goals through the Delphi technique, convergence of perception is of paramount interest. Progress toward integrated schools and changing sex roles make the perception of educational goals by groups defined by race and sex of practical significance. In three studies involving panels of community leaders, educators, and high school students respectively in metropolitan Atlanta, convergence in perceptions of goals was examined within each panel as a whole and among groups defined by race and sex within panels. It was found that both individual and group perceptions generally tended to converge. Goals reflecting serious areas of disagreement were identified. (Author)

**ED 111 102** **EA 007 476**  
**Wattenberg, William W.**

**To Punish or Not to Punish: The Administrator's Dilemma.**

Pub Date Apr 75

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, Washington, D. C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*Administrator Responsibility, Collective Negotiation, \*Corporal Punishment, \*Discipline Policy, Elementary Secondary Education, Political Issues, \*Student Rights, Student Teacher Relationship, \*Teacher Administrator Relationship, Teacher Associations, Unions, Violence

A discussion of the political aspects of administrative decision-making concerns the sanctioning or prohibiting of corporal punishment in schools in general and the action taken when teachers who use corporal punishment come under attack. The data, derived from the author's participant observation in the Detroit Public Schools, indicate that (1) corporal punishment has been an accepted and practiced control mechanism in many schools; (2) most large school systems have a machinery for protecting teachers who may be jeopardized because they have administered physical punishment; and (3) parents filing civil suits have found that both teachers and administrators have liability insurance and are represented in court by attorneys for their professional organizations. Where corporal punishment is sanctioned, educators are shielded effectively even when overzealous, ill-advised, or sadistic. The removal of that shield, the primary target in any political effort to bar corporal punishment, is the concern of the remainder of the paper. (Author/MLF)

**ED 111 103** **EA 007 477**  
**Cook, Desmond L. And Others**

**Analysis of the Role of Project Management in the LEA, Technical Memorandum No. 1. Interim Report. RF Project No. 3131-A1.**

Ohio State Univ., Columbus. Educational Program Management Center.

Spons Agency—Research for Better Schools, Inc., Philadelphia, Pa.

Pub Date 15 Nov 70

Note—43p.; For related documents, see EA 007 478 and 479

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**\*Administrative Personnel, Administrator Responsibility, \*Educational Accountability, Elementary Secondary Education,

Federal Aid, \*Federal Programs, Government Role, \*Management, Program Administration, \*Projects, School Districts, Superintendent Role

Recent federal legislation in education has had an impact on education in the local school districts. The most obvious example is the use of federal funds and the consequent requirement for accountability. The local education agency is now faced with the need for management of the requirements for accountability. It is the intent of this memorandum to report on an analysis of one dimension of this management of public funds and programs—project management. The discussion of the role of project manager includes an examination of his job description (function, principal responsibilities, authority, duties, and techniques of management) and of the problem areas of the role. It is assumed that the reader is knowledgeable about innovations in education, the effect of massive involvement of the federal government in education, and the development of project management as a discipline. A number of appendixes provide related information. (Author/IRT)

ED 111 104 EA 007 478

Cook, Desmond L. And Others

Identification of Conditions Affecting Project Management in the LEA and Establishment of Behavioral Objectives for Project Management Trainees, Technical Memorandum No. 2. Interim Report. RF Project No. 3131-A1.

Ohio State Univ., Columbus. Educational Program Management Center.

Spons Agency—Research for Better Schools, Inc., Philadelphia, Pa.

Pub Date 8 Jan 71

Note—54p.; For related documents, see EA 007 477 and 479

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Administrative Personnel, \*Behavioral Objectives, Educational Objectives, Elementary Secondary Education, Federal Programs, Leadership Training, \*Management, \*Management Education, Performance Criteria, Program Administration, School Districts, \*Task Analysis, \*Training Objectives

The development of training materials on project management for local education agency personnel involves a series of four steps. The first step, the analysis phase, was reported in Technical Memorandum No. 1. This second step, the conceptual phase, was conducted to provide a statement of performance and/or behavioral objectives for the subsequent design and development phases. The purpose of this memorandum is to present the results of the staff activities involved in the conceptual phase and to focus on the presentation of a statement of instructional objectives. The report consists of two main sections. The first outlines the instructional setting by focusing specifically on the conditions that affect the operation of project management in the local agency level. The primary ideas in this section deal with a precise description of the target audiences involved for the two proposed training programs. The second section presents the statement of behavioral objectives developed from task analysis of project management positions. Appendixes contain information on training films and on behavioral objective performance measurement criteria. (Author/IRT)

ED 111 105 EA 007 479

Cook, Desmond L. And Others

Instructional System Design for Executive Orientation and Project Management Training Packages, Technical Memorandum No. 3. Interim Report. RF Project No. 3131-A1.

Ohio State Univ., Columbus. Educational Program Management Center.

Spons Agency—Research for Better Schools, Inc., Philadelphia, Pa.

Pub Date 17 Mar 71

Note—139p.; For related documents, see EA 007 477 and 478

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—Administrative Personnel, Administrator Education, \*Instructional Design, Instructional Materials, \*Instructional Systems, \*Leadership Training, Lesson Plans, Management, Management Education, \*Performance Criteria, \*Training Objectives

Identifiers—Executive Orientation Training Package

This memorandum reports on the third phase, the design, of a four-phase project to design project management training materials for local educational agencies. The first section of the memorandum explains some considerations regarding management education and the organization of the report. Section 2 presents the design specifications for the Executive Orientation Training Package. The basic assumption made in developing this package is that its fundamental purpose is to provide an orientation to the staff of the local educational agency after the decision has been made to implement a project management capability. Section 3 presents the design specifications for the Project Manager Training Package. The package includes a determination of entry level component as well as a case simulation component. Each of these instructional packages can stand alone. The final section presents an example lesson developed for the orientation package. (Author/IRT)

ED 111 106 95 EA 007 480

Miles, William R. Bowles, B. Dean

Home-School-Community Relations as a Political Process: Four Exploratory Field Studies.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 75

Note—55p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, Washington, D. C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Decision Making, \*Educational Change, \*Educational Innovation, \*Educational Policy, Educational Research, Elementary Education, \*Family School Relationship, Field Studies, Individualized Instruction, Models, Political Influences, \*School Community Relationship, School Environment

Identifiers—I GE, Individually Guides Instruction

Exploratory case study research, conducted in selected Individually Guided Instruction (IGE) elementary home-school environments, focused on four objectives: describe IGE implementation and home-school-community relations, explain objective one in political terms, generate hypotheses, and make recommendations. Approximately 50 interviews were taken in each of four elementary school-communities, chosen because the school-community fit an inert, dominated, factional or pluralist political category. Data analysis indicates that a political conceptualization of home-school-community relations is useful; elementary school-communities vary in political pressure, issue resolution, and acceptance of innovations that was conceptualized in differing zones of tolerance. (Author)

ED 111 107 95 EA 007 481

Runkel, Philip J. And Others

Organizational Specialists in a School District: Four Years of Innovation. A Report of the Program on Strategies of Organizational Change.

Oregon Univ., Eugene. Center for Educational Policy and Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 75

Contract—NE-C-00-3-0083

Note—1,053p.

EDRS Price MF-\$1.71 HC-\$53.96 Plus Postage

Descriptors—Behavioral Sciences, Change Agents, \*Change Strategies, Communication Skills, Cooperating Teachers, Educational Environment, Educational Innovation, Elementary Secondary Education, Interpersonal Competence, \*Organizational Change, \*Organizational Climate, \*Organizational Development, \*Organizational Effectiveness, Organizational Theories, Teacher Improvement, Trainers, Training, Training Objectives

Identifiers—Organizational Specialists, Washington (Kent)

A case history of organizational development in the Kent, Washington, school district from August 1967 to April 1972 is presented in 14 chapters and numerous appendixes. The first section contains a summary, the theoretical scheme, and the principles used in building the cadre of organizational specialists. Chapters 5, 6, and 7, concern interpersonal "first-level" skills; conditions facilitating interpersonal responsiveness among teachers, communication in schools with col-

laborative teaching structures, and preconditions necessary before training produced constructive adaptation. Chapters 8 and 9 concern "second-level" skills that serve to enhance the functioning of systems; collaborative decision-making among teachers, and power-sharing between principals and teachers. Chapters 10, 11, and 12, move to "third-level" skills—the capacity of the school for performing as an entire system; a substudy of the school as a processor of innovations, the work of the cadre as an agent of constructive adaptation, and the cadre as a system in itself. Chapter 13 probes the strengths and weaknesses of the data, research design, and analysis techniques used in the study. Chapter 14 contains a summary of the project and recommendations. (Author/MLF)

ED 111 108

EA 007 482

Benson, Charles S.

Education Finance in the Coming Decade.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Pub Date 75

Note—120p.

Available from—Phi Delta Kappa, P. O. Box 789, Bloomington, Indiana 47401 (\$4.00)

Document Not Available from EDRS

Descriptors—\*Cost Effectiveness, \*Court Litigation, \*Educational Finance, Efficiency, Elementary Secondary Education, Equal Education, \*Finance Reform, \*Management Systems, Models, Organizational Effectiveness, State Aid, Technological Advancement

Identifiers—\*Planning Programming Budgeting System, PPBS

This book, written for the nonspecialist, concentrates on three issues that are likely to have major impact on the future of public elementary and secondary education. The first issue is the improvement of family choice in the selection of educational services. The issue here is essentially one of the structure of the financing of education. The second issue is whether and how the technological efficiency of schools can be enhanced. This issue deals with the question of how well the amount of money needed to run the schools can be determined. The third issue is how educational services are distributed to different client groups and how the money to buy those services can be raised. (Author/IRT)

ED 111 109

EA 007 483

Dennis, Evie G.

An Exploratory Analysis of School Climates: Factors Affecting Morale in the Schools.

Pub Date Oct 73

Note—63p.; Submitted in partial fulfillment of requirements for Doctor of Education, Nova University; Appendix A of the original document is copyrighted and therefore not available. It is not included in the pagination

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Data Analysis, \*Educational Environment, Junior High Schools, Morale, \*Organizational Climate, School Environment, \*Student Attitudes, \*Student Opinion, Teacher Attitudes, \*Teacher Morale

The present study was designed to investigate the teacher and student morale in two schools, one with and one without obvious problems. The research focuses on (1) staff feelings about coworkers and supervisors, and staff satisfaction with the degree of participation and recognition received from work; (2) student feelings about teachers, student enthusiasm for school, and student self-esteem; and (3) the overall morale in each school. Although scores at both schools were lower than average, analysis of variance indicated some significant differences between the schools. The findings are discussed and a plan of action is proposed. (Author/IRT)

ED 111 110

EA 007 484

Tracy, Frederick A. And Others

A Feasibility Study of the Extended School Year for the Hartford Public Schools.

Pub Date 26 Jul 74

Note—156p.; Submitted in partial fulfillment of requirements for Doctor of Education, Nova University; Pages 126, 127, and 130-137 may reproduce poorly

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—Cost Effectiveness, \*Curriculum Planning, Data Analysis, Educational Finance, Educational Planning, Elementary Secondary Education, \*Extended School Year, \*Feasibility Studies, Models, \*Program Descriptions, \*Year Round Schools

Identifiers—45 15 Plan, Connecticut (Hartford)

This feasibility study is divided into sections presenting a brief history of the extended school year concept, an extensive survey of recent efforts at implementing the concept, the planning and implementation of the Hartford study, reports of five committees, final recommendations, and an evaluation of the study. Also included are a number of appendixes that provide supplemental information. The committee reports cover the areas of curriculum and instruction, staff organization and development, administrative concerns, pupil personnel and special education, and the community. Three recommendations were given to the steering committee: that the district reject the extended school year idea, that a pilot program be created, and that a format allowing individual schools to decide for or against the concept be adopted. The third alternative was advocated. (IRT)

ED 111 111 EA 007 485  
Piatt, Robert S.

A Reorganized Elementary School Structure to Accommodate Declining Enrollment.

Pub Date 21 May 75

Note—147p; Submitted in partial fulfillment of requirements for Doctor of Education, Nova University

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—Elementary Education, \*Enrollment Trends, \*School Organization, School Redistricting, \*Student Distribution, Student Enrollment, Student Transportation, \*Teacher Placement

Identifiers—Pennsylvania, South Allegheny School District

Declining enrollments in the seven elementary schools in the district caused a decrease in the number of classrooms per building and an unequal distribution of pupils with class sizes ranging from 13 to 32 students per classroom. Smaller classes and fewer teachers restricted the grouping of pupils for multilevel reading and mathematics instruction. The reorganization of the elementary schools into primary buildings and intermediate buildings was intended to equalize class loads, facilitate multilevel instruction, and provide better utilization of staff and other resources. Buildings were classified as primary for grades 1-3 and as intermediate for grades 4-6. With minimal additional busing, children were able to continue to attend the schools within their own communities. Parents, teachers, and administrators evaluated the effectiveness of the reorganized schools in terms of prestate objectives. (Author)

ED 111 112 EA 007 486

Cianflocio, Sam C.

The Establishment of a Comprehensive High School Renewal Site in the Erie, Pa. Public Schools. Maxi II Practicum.

Pub Date 5 May 75

Note—427p; Submitted in partial fulfillment of requirements for Doctor of Education degree, Nova University

EDRS Price MF-\$0.76 HC-\$22.21 Plus Postage

Descriptors—Bibliographies, \*Change Strategies, Curriculum Planning, \*Demonstration Programs, Educational Innovation, Educational Planning, \*Experimental Schools, Organizational Change, \*Program Development, Program Effectiveness, \*Secondary Education, Teacher Role

Identifiers—Pennsylvania (Erie), Strong Vincent Comprehensive High School

This practicum report describes in detail the efforts of a High School Task Force made up of 21 teachers to establish and operate a model high school as part of a new 4-4-4 educational plan for the Erie, Pennsylvania, schools. The Strong Vincent Comprehensive High School Renewal Site utilized curriculum revision, quarter course offerings, and increased student choice in an effort to improve student learning. The report is organized into eight major sections that describe the Erie Schools and community, discuss the national need for educational reform, examine local educational problems in Erie, describe the High School Task Force and the model high school program, evaluate the impact of the model high school program, and summarize the most significant aspects of the program. The appendix contains a variety of supplementary materials, including a sample of the High School Task Force opinionnaire, the Erie 1972-75 transition plan, the preliminary budget for the High School Task

Force, and various planning documents and forms used in the model high school project. (JG)

ED 111 113 EA 007 487

Johnston, A. P., Ed. McNamara, James F., Ed. Planning Perspectives for Education.

Pub Date 75

Note—287p.

Available from—MSS Information Corporation, 655 Madison Avenue, New York, New York 10021 (\$7.50, paperback; \$14.00, hard back)

Document Not Available from EDRS

Descriptors—Bibliographies, Decision Making, \*Educational Administration, Educational Planning, \*Models, \*Objectives, \*Organizational Theories, \*Planning, Prediction, Problem Solving, Program Planning, Resource Materials

This book presents a collection of previously published journal articles dealing with the theory, practice, and research of planning. The various readings were selected to stimulate thought and action in educational planning, rather than to present solutions to specific problems. The articles include "Knowledge and Action: A Guide to Planning Theory," by John Friedmann and Barclay Hudson; "Some Limits of Rational Man Organizational Theory," by Chris Argyris; "The Science of 'Muddling Through,'" by Charles Lindblom; "Mixed-Scanning: A 'Third' Approach to Decision-Making," by Amitai Etzioni; "Goals and Goal-Setting," by Robert Young; "On the Concept of Organizational Goal," by Herbert Simon; "Humanistic Planning," by Erich Fromm; "A Group Process Model for Problem Identification and Program Planning," by Andre Delbecq and Andrew Van de Ven; "Policy Sciences Perspectives on Implementation Processes," by Douglas Bunker; "Problems, Solutions, and Strategies: A Contribution to the Theory and Practice of Planning," by T. J. Cartwright; "Simulation, Mathematical Models, and Comprehensive City Planning," by Melville Branch; "Forecasting: From Conjectural Art toward Science," by Roy Amara and Gerald Salancik; "Model Bias in Social Action," by James March; and "If Planning Is Everything, Maybe It's Nothing," by Aaron Wildavsky. (JG)

ED 111 114 EA 007 488

Langdon, F. J. Loudon, A. G.

Discomfort in Schools from Overheating in Summer. Current Paper 19/70.

Building Research Establishment, Watford (England).

Report No.—BRS-CP-19-70

Pub Date Jun 70

Note—10p.

Available from—Distribution Unit, Application Services Division, Building Research Establishment Garston, Watford, WD2 7JR, England (Free, A charge may be made for supplies in quantity)

Journal Cit—Reprinted from The Journal of the Institution of Heating and Ventilating Engineers; v37 p265-274 Mar 1970

Document Not Available from EDRS

Descriptors—Acoustical Environment, \*Architectural Elements, \*Building Design, \*Educational Facilities, Human Engineering, Occupational Surveys, School Buildings, \*School Environment, School Surveys, Teacher Attitudes, \*Thermal Environment, Ventilation, Windows

Identifiers—England

A survey of 914 teachers from 77 English schools was conducted to gather data on summer overheating of school classrooms. Teachers' reports were analyzed in terms of the structural and design characteristics of the rooms in order to isolate the factors responsible for thermal discomfort. The principal factors were found to be the orientation of the room, whether windows are provided in one side or more than one side of the room, the structural weight of the building, and the occurrence of external noise near the room. Discomfort assessments were correlated with these building features and with calculated peak temperatures that combine their effects. Significant relationships between the two were demonstrated. (Author/JG)

ED 111 115 EA 007 489

Humphreys, M. A.

Classroom Temperature, Clothing and Thermal Comfort -- A Study of Secondary School Children in Summertime. Building Research Establishment Current Paper 22/74.

Building Research Establishment, Watford (England).

Report No.—BRE-CP-22-74

Pub Date Feb 74

Note—18p.

Available from—Distribution Unit, Application Services Division, Building Research Establishment, Garston, Watford, WD2 7JR, England (Free, A charge may be made for supplies in quantity)

Journal Cit—Reprinted from The Building Services Engineer (JHVE); v41 p191-202 Dec 1973

Document Not Available from EDRS

Descriptors—\*Classroom Environment, \*Climate Control, \*Clothing, Educational Facilities, Graphs, Human Engineering, School Buildings, Tables (Data), \*Temperature, \*Thermal Environment

Identifiers—England

This article describes a study of summertime classroom temperature and its relationship to the clothing worn by English secondary school children. Data on classroom temperatures and children's clothing were recorded during one summer for a total of 987 lessons. Analysis of the data showed that the strong clothing-temperature correlation could be used to deduce the proportion of children in thermal comfort. The clothing observations were supplemented by a more limited conventional comfort study. These subjective data agreed well with the results that had been deduced from the clothing observations. A comparison was also made with other subjective work and with predictions made on the basis of heat exchange theory. Consideration of the results suggests that for thermal comfort classroom temperatures should rarely exceed 26 degrees Centigrade and that departures from the prevailing mean temperature should not normally exceed 2 degrees Centigrade. For children in shirtsleeves or summer dresses, the optimum temperature was 24.5 degrees Centigrade, and for children wearing jumpers or blazers, it was 21.5 degrees Centigrade. (Author/JG)

## EC

ED 111 116 EC 073 352

Ross, Alan O.

The Relationship of Saccadic Eye Movements to Reading Disabilities. Final Report.

State Univ. of New York, Stony Brook.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Office of Research Grants.

Pub Date Dec 73

Grant—OEG-2-2-2B024

Note—26p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Childhood, Exceptional Child Research, \*Eye Movements, \*Eyes, Learning Disabilities, Program Effectiveness, \*Reading Difficulty, \*Remedial Reading, Tutoring, \*Visual Perception

Identifiers—\*Saccadic Eye Movements

Saccadic (small, rapid, and apparently involuntary) eye movements of 14 children (7- to 12-years-old) with reading difficulties and of 14 normal readers were compared before and after the problem readers underwent a 7-month individual tutoring program. At pretesting the problem readers showed a rate of eye movements that was markedly lower than that of the normal readers whose rate they attained and surpassed or surpassed at completion of the remedial reading program. Results suggested that saccadic eye movements are not involuntary and are susceptible to training for improved reading, attention, and information gathering. (Author/DB)

ED 111 117 EC 073 370

Watson, Marjorie

Mainstreaming: The Educable Mentally Retarded. National Education Association, Washington, D.C.

Pub Date 75

Note—55p.

Available from—National Education Association of the United States, 1201 16th Street, NW, Washington, D.C. 20036 (NEA Stock No. 1800-1-00, \$2.00)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavior Patterns, \*Curriculum, Definitions, \*Educable Mentally Handicapped, Exceptional Child Education, Mentally Handicapped

dicapped, \*Regular Class Placement, Special Classes, \*Teaching Methods

Designed for teachers, the book discusses characteristics of retardation and suggests teaching strategies for retarded children in regular classes. Statistics and definitions of the levels of retardation are described, environmental influences are summarized, and diagnostic factors are reviewed. Discussed are physical, intellectual, and psychological characteristics of the retarded. It is explained that basic skills, social adjustment and occupational competence are the goals of education for the educable retarded. Reviewed is criticism of special class placement, and suggested are instructional methods (such as individualized work centers) for use with retarded children in regular classes. Possible problems for the teacher are seen to include poor student motivation and lack of participation in class. Described are aspects of program content, structure, and evaluation for the educable retarded child in regular elementary school classes. (CL)

ED 111 118 95 EC 073 373  
Moore, Donald F. And Others

Post Secondary Programs for the Deaf: VI. Summary and Guidelines. Final Report. Research Report No. 80.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No—BR-332189

Pub Date Dec 74

Grant—OEG-09-332189-4533(032)

Note—79p.; For other monographs in the series see ED 106 998, 106 999, 107 002, and 107 009 and EC 073 372

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Aurally Handicapped, \*Deaf, Exceptional Child Education, \*Guidelines, Historical Reviews, Post Secondary Education, \*Program Design, Program Development, Program Evaluation, Program Planning, \*Technical Education, \*Vocational Education

The last in a series of six monographs summarizes findings from a study of three postsecondary vocational technical programs for deaf students and provides guidelines for the development and monitoring of such programs. Introductory materials provide a historical perspective on the problems of vocational technical programs for the deaf, a review of the literature, and statistical data on the vocational status of the deaf. Outlined are the contents of each monograph in the series, and summarized are project findings (detailed in preceding monographs). Guidelines for establishing vocational technical programs for the deaf within existing facilities for students with normal hearing cover the following topics: organizational structure, program priorities, role definition, deaf staff members, key personnel (such as interpreters) other supportive personnel, and other supportive services (such as manual communication training). (LS)

ED 111 119 95 EC 073 374

Moore, Donald F. And Others

Evaluation of Programs for Hearing Impaired Children: Report of 1973-74. Research Report No. 81.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No—BR-332189

Pub Date Dec 74

Grant—OEG-09-332189-4533(032)

Note—234p.; For related information see ED 071 239 and 089 525

EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage

Descriptors—\*Academic Achievement, Aurally Handicapped, \*Deaf, Early Childhood Education, Exceptional Child Research, Expressive Language, \*Longitudinal Studies, Oral Communication, \*Preschool Education, \*Program Effectiveness, Program Evaluation, Receptive Language, Special Schools

Identifiers—Total Communication

Presented is the fourth year report of a 4-year longitudinal study comparing effectiveness of seven preschool programs for deaf children. Schools are seen to emphasize either an oral-aural, Rochester (Oral-aural plus finger spelling), or total communication method of instruction. In-

cluded in the report are a brief review of literature on educational programs for the deaf, summaries of earlier yearly reports, descriptions of the programs and subjects studied, project findings, and appendixes (such as a classroom observation schedule). Among findings reported are: that Ss' scores on the Illinois Test of Psycholinguistic Abilities (ITPA) were almost identical to the scores of normal hearing children; that Ss' scores on the Metropolitan Achievement Tests Primer Battery were equal to those of hearing children in reading and were lower in arithmetic; that scores on a Receptive Communication scale showed sound alone to be the least efficient communication mode (44 percent) rising to 88 percent when speechreading, fingerspelling, and signs were added; that improved scores on a test for understanding the printed word (76 percent as compared to 56 percent in 1973 and 38 percent in 1972) reflected increasing emphasis on the teaching of reading; and that deaf children who have been "mainstreamed" do not differ in intelligence, reading, arithmetic achievement, ITPA scores, or overall communication abilities. (LS)

ED 111 120 EC 073 412

Schramm, Barbara J.

Case Studies of Two Down's Syndrome Children Functioning in a Montessori Environment. Research Project.

Pub Date Apr 74

Note—61p.; Master's Thesis, University of Dayton

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Case Studies, Child Development, \*Educational Methods, Exceptional Child Education, Females, Mentally Handicapped, \*Mongolism, Preschool Education, \*Program Effectiveness, \*Regular Class Placement, Teaching Methods

Identifiers—\*Montessori Method, Piaget (Jean)

Presented are case histories of two Down's Syndrome (Mosaic form) 6- and 10-year-old girls who attended regular Montessori classes. General characteristics of Down's Syndrome and other retarded children are reviewed and compared with the two girls' growth and development (according to Piaget's proposed stages). The Montessori emphasis on sensorial activities and on individual freedom to choose tasks is seen to enhance the retarded child's development. Analyzed are the girl's progress in such skill areas as language, reading, and math. The children are said to be functioning in Piaget's preconceptual and intuitive stages. Emphasized is the need for an approach which includes raised social and academic expectations along with instruction in independence and self-direction. An appendix lists suggested Montessori materials and activities for handicapped children. (CL)

ED 111 121 EC 073 413

McHenry, Donald F. Cansdale, Richard W.

Curriculum Ideas for the Elementarily Educationally Handicapped Student: Mainstreaming of Exceptional Children; 1974-75 School Year. Working Copy.

Clark County School District, Las Vegas, Nev.

Pub Date [75]

Note—218p.

EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage

Descriptors—\*Class Activities, Concept Formation, \*Curriculum Guides, \*Educationally Disadvantaged, Elementary Education, Exceptional Child Education, Listening, Mathematics, \*Regular Class Placement, Spelling, Visual Perception

Presented is a curriculum guide for mainstreaming educationally handicapped elementary school children. Activities are provided for the following skill areas: listening skills (including recognizing different types of sounds and understanding oral directions), visual perception (including figure-ground perception and form constancy), general concept development (including time and "set" concepts), quantitative concept development (including addition and subtraction), and miscellaneous curriculum sequences (including spelling and geography). It is explained that the activities emphasize sequencing and self correcting techniques. (CL)

ED 111 122 EC 073 414

Donohue, Gregory. Comp. Rinear, Arthur D., Comp.

Resource Room Approach to Mainstreaming: Survey of the Literature.

Educational Improvement Center, Pitman, N.J. Note—25p.; For related information, see EC 073 415-417

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Educable Mentally Handicapped, Educational Alternatives, Elementary Secondary Education, Exceptional Child Education, \*Grouping (Instructional Purposes), Labeling (of Persons), Legislation, Literature Reviews, \*Program Effectiveness, Program Planning, \*Regular Class Placement, \*Resource Centers, Special Classes

Identifiers—New Jersey

The manual contains a survey of literature on the resource room approach to mainstreaming for educable mentally retarded children. Intended to facilitate educational planning in New Jersey, the manual reviews research on such topics as the historical development of special education services; admissions procedures; the impact of judicial decisions that reflect changing attitudes toward special education programming; and mainstreaming issues, including the efficacy of special class placement and the effects of labeling. The inconclusive nature of research findings concerning special placement is discussed, and the resource room as an alternative instructional model is explained. (LH)

ED 111 123 EC 073 415

Donohue, Gregory. Rinear, Arthur D.

Resource Room Approach to Mainstreaming: Survey of Program Planning.

Educational Improvement Center, Pitman, N.J. Note—20p.; For related information, see EC 073 414-417

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Educational Alternatives, Elementary Secondary Education, Exceptional Child Education, \*Grouping (Instructional Purposes), \*Handicapped Children, \*Program Effectiveness, \*Program Planning, Questionnaires, Regular Class Placement, \*Resource Centers, Special Classes, Surveys

Identifiers—New Jersey

Surveyed were the program planning processes employed by 40 New Jersey schools in establishing resource rooms as alternatives to self-contained special classes for handicapped children. Responses to questionnaire items indicated that a majority of the schools surveyed did not formally evaluate their previous self-contained program to determine its efficacy, that change to a resource room model was usually suggested by a child study team, that regular and special class teachers had little input in developing the resource room model in their school, and that no set pattern for resource room planning was evidenced. (LH)

ED 111 124 88 EC 073 416

Rinear, Arthur D. McCool, John

Resource Room Approach to Mainstreaming: Learning Center: Integrated Alternative to Special Education. Implementation Manual.

Educational Improvement Center, Pitman, N.J.; Winslow Township Public Schools, Blue Anchor, N.J.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; New Jersey State Dept. of Education, Trenton. Office of Program Development.

Pub Date [74]

Note—97p.; For related information, see EC 073 414-417

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Educable Mentally Handicapped, Educational Alternatives, Elementary Education, Exceptional Child Education, Grouping (Instructional Purposes), \*Handicapped Children, Neurologically Handicapped, Perceptually Handicapped, \*Program Effectiveness, \*Program Planning, \*Regular Class Placement, \*Resource Centers

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Needs Assessment, New Jersey

The manual explains how to plan, implement, and evaluate an alternative learning resource center approach to mainstreaming for elementary school students classified as educable mentally retarded, perceptually impaired, or neurologically impaired. (It is noted that a 3-year learning center demonstration project, funded under Title III, was developed to serve 58 handicapped students attending the Winslow Township, New Jersey public schools.) Summarized in chart form is the Program Evaluation and Review Technique (PERT) for identifying and implementing steps in



developing a learning center program. Individual chapters are devoted to three major components: paving the way (including needs assessment and development of program acceptance); program planning and development (including goals, facilities, policies, and services); and program implementation and operation (including activities, screening and referral, and evaluation). Five appendixes include a statement of New Jersey's mainstream philosophy, guidelines for a resource room program, and a sample resource room observation form. (LH)

ED 111 125 EC 073 417

Rainear, Arthur D., Comp.

**Resource Room Approach to Mainstreaming: Supplemental Manual of Representative Materials.** Educational Improvement Center, Pitman, N.J. Note—174p.; For related information, see EC 073 414-416

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

**Descriptors**—Elementary Secondary Education, Exceptional Child Education, Grouping (Instructional Purposes), \*Handicapped Children, \*Instructional Materials, \*Program Effectiveness, Program Planning, \*Public Relations, \*Regular Class Placement, Resource Centers

**Identifiers**—New Jersey

Described in the supplemental manual are representative materials developed in New Jersey for use by educational planners when setting up resource room programs to mainstream handicapped children. Suggested materials are grouped within eight color-coded sections that cover the following topics: public relations and communications; staff and facilities; assessment and reporting; schedules, prescriptions, and instruction; curriculum and materials; program evaluation; case studies about mainstreaming educable mentally retarded children; and controversial issues in mainstreaming. (LH)

ED 111 126 EC 073 440

Britton, Alexander L. Smith, Ruth

**Home/School Training Program for Family Care Home and Residential Home Personnel Serving Mentally Retarded Children. Final Report.**

Intercommunity Exceptional Children's Home, Long Beach, Calif.

Spons Agency—California State Dept. of Health, Sacramento.

Pub Date Jul 74

Note—8p.; Not available in hard copy due to legality of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

**Descriptors**—Exceptional Child Services, \*Foster Children, \*Institutes (Training Programs), Institutional Environment, \*Leisure Time, Mentally Handicapped, Recreation, \*Staff Improvement, Teaching Methods, \*Trainable Mentally Handicapped, Workshops

A training project on programing activities for the trainable retarded was held for seven family care home operators and three paraprofessionals from residential institutions in California. Emphasis at the weekly sessions was placed on providing an appropriate environment and developing recreational, social, physical and academic skills in conjunction with special education administrators, teachers, principals, specialist consultants, and social workers. In general, program participants felt that the project was a success. (CL)

ED 111 127 EC 073 441

Gingold, William Flamer, George B.

**A Comprehensive Mental Health Program for Preschool and School-Age Children in Rural and Non-Urban Areas.**

Southeast Mental Health and Retardation Center, Fargo, N. Dak.

Pub Date Apr 75

Note—12p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

**Descriptors**—Child Rearing, Exceptional Child Education, Family Counseling, \*Handicapped Children, Inservice Teacher Education, \*Mental Health, \*Parent Education, Preschool Education, Preschool Evaluation, Primary Education, \*Program Descriptions

Described are preschool and school programs offered by North Dakota's Southeast Mental Health/Retarded Center for normal and handicapped children and their families. The preschool program includes the following services: an educational program for parents of normal children, a home program for parents of chil-

dren with developmental delays, an evaluation and treatment center for the more severely handicapped, a materials and toy-lending library, and a computerized program generating behavioral prescriptions. The program for school age children, teachers, and families is explained to provide referral, consultative, and treatment services for the child as well as inservice training for teachers. (CL)

ED 111 128 EC 073 442

Kesler, Buford Richmond, Bert O.

**Music Training for Severely and Profoundly Retarded Individuals.**

Georgia Univ., Athens.

Note—15p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

**Descriptors**—\*Custodial Mentally Handicapped, Exceptional Child Research, Mentally Handicapped, \*Music, \*Performance Factors, Severely Handicapped, \*Sex Differences, Teaching Methods

Investigated were the effects of sex, ability and training method on the musical instrument playing ability of 16 institutionalized severely and profoundly retarded persons ages 7 to 20 years. Ss were randomly assigned to one of four treatment groups, and the time required to reach criterion playing a familiar tune was recorded. Data indicated that with training some severely and profoundly retarded persons can learn elementary music skills. Sex and training method produced no significant effects, although ability was found to be an influencing factor. (CL)

ED 111 129 EC 073 443

Richmond, Bert O. And Others

**Self-Concept of the Mentally Retarded Compared to Other Pupils of Similar Age.**

Delta State Coll., Cleveland, Miss.; Georgia Univ., Athens.

Note—12p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

**Descriptors**—\*Educable Mentally Handicapped, Exceptional Child Research, Intermediate Grades, Mentally Handicapped, Negroes, \*Self Concept, Socioeconomic Influences

Compared were the self concepts of 34 educable retarded children (mean age 11 years) with the self concepts of 34 fifth and sixth grade Blacks in an all Black school, 32 fifth and sixth grade Blacks in integrated classrooms, 31 sixth grade whites in an all white rural school, and 31 fifth grade whites in an all white suburban school. Results of scores on the Coopersmith Self-Esteem Inventory indicated that educable retarded Ss and Black Ss in a newly integrated classroom had significantly lower self concept scores than other Ss. Data suggested the need for self concept training in compensatory programs. (CL)

ED 111 130 EC 073 448

**An Assessment of the Needs of the Handicapped in Howard County.**

Columbia Association, Md. Office of Planning and Evaluation.

Pub Date May 75

Note—162p.

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

**Descriptors**—Architectural Barriers, Community Programs, \*Community Surveys, Demography, Educational Programs, Employment Opportunities, Exceptional Child Education, \*Handicapped Children, \*Incidence, \*Needs

**Identifiers**—\*Maryland (Howard County), Needs Assessment

Reported are results from a needs assessment study on handicapped Howard County (Maryland) residents including information on basic population characteristics, inadequate community services for the handicapped, and recommendations for service improvement. Among findings discussed are that 4.3 percent of the population is handicapped; that the most common handicapping conditions are miscellaneous health impairments, special learning disabilities, and speech and orthopedic handicaps; and that 54 percent are school age, 40 percent are adults, and 5 percent are preschoolers. Also considered are identified needs such as inadequate availability and dissemination of information about services for handicapped residents, lack of supportive mental health services oriented to the needs of the handicapped and their families, and a need for group residential housing. Among recommendations presented are the establishment of a citizens' committee for the handicapped, the con-

sideration of new residential living approaches for handicapped persons, and coordination of a county-wide recreation program for the handicapped. Also provided are charts, tables, and diagrams on handicapped population statistics, types of handicapped services available, and architectural barriers; as well as appendixes which include a review of literature and a description of a peer counseling program. (SB)

ED 111 131 EC 073 449

Pietila, Asta, Ed. Laukkanen, Reijo, Ed.

**The Position of Special Education in Finland. No. 2, 1975.**

Finnish National Board of Education, Helsinki. Research and Development Bureau.

Pub Date 75

Note—23p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

**Descriptors**—Administration, \*Educational Programs, Educational Trends, Exceptional Child Education, \*Foreign Countries, \*Handicapped Children, \*National Surveys, \*Special Education, Teacher Education

**Identifiers**—\*Finland

Described are the planning, organization, provision, availability, and different organizational solutions of special education in Finland. The philosophy of special education is reported to closely follow Finnish school reform which emphasizes meeting the individual child's needs. Discussed are the availability of special education and special teachers, and the future plan to include special education content in the training of regular teachers. It is noted that the number of special schools is decreasing and that present emphasis is on increasing and improving clinic-type special education, remedial instruction, pupil welfare services given in connection with normal schools, and prevention of difficulties. Reviewed are educational programs (municipal and state) for cerebral palsied children and children with aural and visual handicaps. Included are two charts: one on the number of teachers and pupils in special education in 1973-74, and the other showing special education organization in the Finnish school system. (SB)

ED 111 132 95 EC 073 465

Gunn, Lynn, Ed.

**Outreach: Replicating Services for Young Handicapped Children.**

North Carolina Univ., Chapel Hill. Frank Porter Graham Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 75

Note—154p.

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

**Descriptors**—Administration, \*Demonstration Projects, Exceptional Child Education, \*Federal Programs, \*Handicapped Children, Preschool Education, Program Budgeting, \*Program Development, Program Evaluation, Program Planning, Staff Role

**Identifiers**—Replication

Presented are eight author contributed chapters dealing with the outreach and replication of federally funded early education programs for handicapped children. M. Karnes and R. Zehrbach consider decisions regarding identification and assessment of replicable products (such as curricula and audiovisual presentations). Discussed by D. Stedman are the kinds of target audiences and methods for approaching an audience regarding replication. R. Havelock covers aspects of service delivery. General factors affecting the success of replication efforts are described by D. Weikart. E. House reviews the evaluation process for replicable products. Financial considerations are discussed by J. Moss. L. Gunn examines staff organization and training, and M. Wood describes the replication experience of the Rutland, Georgia Center (a community-based program for children with severe emotional problems). (CL)

ED 111 133 EC 073 466

Bannatyne, Alexander

**The Spatially Competent Child with Learning Disabilities (SCLD): The Evidence from Research.** Bannatyne Children's Learning Center, Miami, Fla.

Pub Date [75]

Note—47p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

**Descriptors**—\*Auditory Perception, \*Etiology, Exceptional Child Research, Genetics, Hyperactivity, Incidence, \*Learning Disabilities, Maturation, Memory, Perceptually Handicapped, Research Reviews (Publications), \*Space Orientation, \*Theories

Research is reviewed in support of the author's hypothesis that the majority (60 to 80 percent) of learning disabled children are not brain damaged but have above average spatial ability and major deficits in auditory-vocal memory processing which are genetic in nature. Research is reported to support other aspects of his hypothesis such as the lack of visual problems in the spatially competent learning disabled (SCLD) group, the frequent occurrence of a general maturational lag in SCLD males, and the common presence of hyperactivity is also due to an inherited maturational lag. Research is reviewed in the areas of birth order, sex of siblings, neurological impairment, pregnancy and perinatal factors, hyperactivity and brain damage, the nature of hyperactivity, the management of hyperactivity, the inheritance of specific abilities and disabilities, specific abilities underlying reading and other language processes, the good spatial ability but poor auditory-vocal memory skills in SCLD children, the incidence of SCLD children, and the effectiveness of remediation programs. (DB)

**ED 111 134** EC 073 495

Karasik, Joan

**Someday I May Want to Know About ... Paying for Medical Care.**

Montgomery County Association for Retarded Citizens, Silver Spring, Md.

Pub Date 75

Note—7p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Exceptional Child Services, \*Financial Support, \*Health Insurance, \*Medical Treatment, \*Mentally Handicapped, \*Parents

The pamphlet provides information for parents of retarded persons about coverage, payment methods and types of medical insurance (including group, non-group and Medicaid plans). Also included are tips for keeping down medical costs. (CL)

**ED 111 135** EC 073 509

Semmel, Melvyn I. Adler, Meredith

**The Role of the Center for Innovation in Teaching the Handicapped in Project PRIME. (Programmed Reentry into Mainstream Education.**

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Research.

Pub Date Mar 71

Grant—OEG-0-9-242178-4149-032

Note—109p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—\*Educable Mentally Handicapped, Elementary Education, \*Emotionally Disturbed, Exceptional Child Research, \*Learning Disabilities, Observation, Program Effectiveness, \*Program Evaluation, \*Regular Class Placement

**Identifiers**—\*Project PRIME, Texas

Described is the role of the Center for Innovation in Teaching the Handicapped (CITH) in Project PRIME (Programmed Reentry into Mainstream Education), which attempted to assess the efficacy of mainstreaming for 1,035 emotionally disturbed, educable mentally retarded, and language/learning disabled Texas pupils in grades 3-5. The behavior categories of four classroom observation systems used in the project to record types of behavior management, levels of cognitive demand, amount of pupil participation, and quality of classroom climate are outlined. Details are given on the development and contents of training packages for the observation systems (which include audio and video tapes). Procedures are explained for training 528 observers, for maintaining quality control, and for assessing reliability during observer training. Appendixes include time records of CITH personnel, and the observations of a workshop trainer. (LS)

**ED 111 136** EC 073 510

Thiagarajan, Sivasailam

**Design, Development and Validation of Instructional Games. Working Paper 9.1.**

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date Sep 71

Grant—OEG-0-9-242178-4149-032

Note—17p.; For related documents, see EC 073511 and 073512

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Evaluation, \*Games, \*General Education, \*Instructional Materials, \*Material Development

Application of the programing process to the production of instructional games is described in seven steps: task analysis and specification of objectives, design of criterion measures, designing the game, editing, developmental testing, validation testing, and developing the instruction manual. (LS)

**ED 111 137** EC 073 511

Thiagarajan, Sivasailam

**To Understand the Child: Design and Development of Anticipation Games. IDL Working Paper 9.12.**

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date Sep 71

Grant—OEG-0-9-242178-4149-032

Note—35p.; For related documents see EC 073510 and 073512

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Exceptional Child Education, \*Expectation, \*Games, \*Handicapped Children, Material Development, Student Teaching, \*Teacher Attitudes, \*Teacher Education

Discussed is the development of games which provide teacher-trainees with experience in anticipating the responses of different types of handicapped children to different tasks. It is explained that the games are inexpensive, that they permit the trainee to become a participatory observer in an interactional setting, and that they provide immediate feedback based on empirical data. Four sample games are described in which trainees anticipate responses from student populations such as foreigners or the emotionally disturbed. The process of developing anticipation games is outlined in the following steps: task analysis, preparing question cards and collecting notes, designing and developing the game, and constructing testing instruments and validating the game. Appended are specific instructions for two variations of anticipation games. (LS)

**ED 111 138** EC 073 512

Semmel, Melvyn I. Thiagarajan, Sivasailam

**Design, Development, and Validation of Anticipation Games. Working Paper 16.14.**

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date Oct 73

Grant—OEG-0-9-242178-4149-032

Note—28p.; For related documents see EC 073510 and 073511

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Exceptional Child Education, Exceptional Child Research, \*Expectation, Games, \*Handicapped Children, Material Development, Student Teaching, \*Teacher Attitudes, \*Teacher Education

Discussed is the development of games which provide teacher-trainees with experience in anticipating the response of different types of handicapped children to different tasks, and reported are results of four studies evaluating the effects of such games. It is explained that the games are designed to improve understanding of students and that they provide immediate feedback based on empirical data. The process of developing anticipation games is described in three stages: analyzing people and situation, collecting normative data, and choosing a game format. Summarized are studies which investigated questions such as how accurately different groups of college students anticipated educable mentally retarded and nonretarded children's responses to a set of questions. (LS)

**ED 111 139** EC 073 513

Thiagarajan, Sivasailam

**The Special Education Teacher as an Instructional Designer. Rational, Content, and Strategy for an Innovative Individualized Course on Instructional Design in Special Education. Working Paper 9.14.**

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Report No—CITH-WP-9.14

Pub Date Jun 73

Contract—OEC-4-7-000183-0183(614)

Grant—OEG-9-242178-4149-032

Note—44p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Course Objectives, Exceptional Child Education, \*Handicapped Children, Individualized Instruction, \*Instructional Materials, Programed Instruction, Special Education, \*Teacher Education, \*Teaching Methods

Provided are the rationale, content and strategy for an introductory course in instructional design for special education teachers. The teacher's need for varied competencies in instructional design, management and interaction are discussed. It is recommended that teacher training include development of such design skills as task analysis, learner analysis, specifying objectives, constructing criterion-referenced tests, using formative evaluation to modify materials, and validating instructional materials. The course content is seen to include development of a programed instructional unit and mastery of other instructional packaging formats such as multimedia packages, materials with psychomotor or affective objectives, and managerial materials. Described are basic strategies for training instructional designers (such as modeling and editorial guidance), resource materials, and application of the Keller method of individualized self-study instruction. Two appendixes contain lists of behavioral objectives for competencies in programed instruction and readings for the instructional design course. (LH)

**ED 111 140** EC 073 514

Bartel, Nettie R.

**The Philadelphia Open Classroom Project. Technical Report 24.2.**

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Report No—CITH-TR-24.2

Pub Date Mar 72

Grant—OEG-9-242178-4149-032

Note—20p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Classroom Environment, Exceptional Child Research, \*Handicapped Children, Individual Differences, Individualized Instruction, \*Open Education, Research Projects, \*Special Education, Teacher Role

**Identifiers**—Pennsylvania (Philadelphia), Philadelphia Open Classroom Project

As part of an ongoing study of handicapped children in the open classroom, 12 children (in grades K through 4) were observed who had been identified by their teachers as either benefiting most or least from open class instruction. The literature review of the entire study focused on the critical variables (teachers' roles, individual differences, and individualized instruction) involved in using the open classroom for special education. In the experiment reported, Ss behavior over 5 hours was classified as either academic vs. nonacademic; amount of time spent with teachers, peers, or alone; and positive vs. negative interactions. It was found that Ss spent more time in nonacademic activities than academic, alone and with peers than with teachers, and in positive interactions. Preliminary findings of the entire study suggested that, in comparison to instruction in traditional classrooms, considerably more peer helping takes place in the open classroom; younger or poor achieving children are learning incidentally considerable material in the open classroom that is presented to older children; younger children in the open classroom engage in activities usually associated with older children; and teachers seem to perceive less deviant behavior and less underachievement in the open classroom, leading to fewer referrals for psychological examinations, testing, and special class placement. (Graphs are provided to illustrate statistical data from the research project.) (SB)

**ED 111 141** EC 073 515

Heath, Earl J.

**Inservice Training: A Proposal to Upgrade Teacher Readiness. Working Paper 45.1.**

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.—CITH-WP-45.1

Pub Date Feb 74

Grant—OEG-9-242178-4149-032

Note—22p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrative Problems, \*Educational Trends, Exceptional Child Education, \*Handicapped Children, \*Inservice Teacher Education, \*Interagency Cooperation, \*Program Design, Program Development, Regular Class Placement, Teachers  
Identifiers—\*Project CHILD

Current trends in exceptional child education are discussed in relationship to the need for better inservice training (IT) to upgrade the readiness of regular teachers to include exceptional children in their classes. Noted are trends such as increasing numbers of exceptional children in regular classrooms, and fewer children institutionalized or exempt from public educational programs. Listed are common complaints of educators regarding most IT programs such as that programs are uninteresting. Offered for IT implementation are three guidelines: design the program to fit the need, insure cooperation between teacher training institutions and the public schools, and develop a National Inservice Teacher Education Program. Described as a model of a cooperative program is Project CHILD (Cross-discipline Help for Individual Learning and Development), which provides inservice training to regular teachers with learning disabled children in their classrooms. (SB)

ED 111 142

EC 073 516

Windell, Idajean

Development and Evaluation of a Module to Train Special Education Teacher Trainees to Determine a Pupil's Instructional Reading Level. Final Report 9.31.

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.—CITH-FR-9.31

Pub Date [Dec 75]

Grant—OEG-9-242178-4149-032

Note—344p.

EDRS Price MF-\$0.76 HC-\$17.13 Plus Postage

Descriptors—Criterion Referenced Tests, Effective Teaching, Exceptional Child Education, \*Handicapped Children, Material Development, \*Reading Diagnosis, Research Projects, Special Education, \*Student Evaluation, \*Teacher Education

Identifiers—\*Informal Assessment

Described is the development and evaluation of a module for teaching special education teacher trainees to determine a pupil's instructional reading level through the use of an informal reading inventory (IRI). Among the topics covered in Part I on developing the instructional module are needs assessment, a review of relevant literature, review and evaluation of existing modules, task and concept analyses used to formulate instructional objectives for the module, the design of criterion-referenced tests and prototype materials, and formative evaluation. Discussed in Part II is the project's summative evaluation phase, in which the module's effectiveness was tested with 62 university students enrolled in three special education methods classes. It was concluded that the module was an effective tool for helping trainees to determine the instructional reading levels of exceptional pupils. Included in the extensive appendixes are materials for the needs assessment study; detailed instructions for utilizing, coding, analyzing, scoring and interpreting an IRI; and a sample achievement test with scoring rules and answer key. (LH)

ED 111 143

EC 073 517

Dever, Richard B.

A Comment on the Testing of Language Development in Retarded Children. Technical Report 1.22.

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.—CITH-TR-1.22

Grant—OEG-9-242178-4149-032

Note—14p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Evaluation Methods, Exceptional Child Education, \*Language Development, \*Language Tests, \*Mentally Handicapped, Research Needs, \*Research Reviews (Publications), \*Testing Problems, Test Validity

Examined are several tests designed to measure language development in retarded children and possible options for research. Past attempts (such as Berko's Test of Morphology) to evaluate retarded children's linguistic development are criticized for inadequate language definitions and invalid testing methods. Suggestions for data-gathering options are explored which include the use of traditional linguistic analysis and the development of a scale to classify the spontaneous utterances of young children. (SB)

ED 111 144

EC 073 518

Paris, Scott G. Cairns, Robert B.

Experimental-Ethological Analyses of Evaluative Expressions Among Retarded Children. Technical Report 23.2.

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.—CITH-TR-23.2

Pub Date Apr 71

Grant—OEG-9-242178-4149-032

Note—17p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Educable Mentally Handicapped, Elementary Education, Exceptional Child Research, Feedback, \*Handicapped Children, Interaction Process Analysis, Mentally Handicapped, \*Negative Reinforcement, \*Performance Factors, \*Positive Reinforcement, Student Teacher Relationship

Cited are two studies which analyzed the reinforcing effectiveness of verbal evaluative comments on educable retarded and handicapped elementary school children. In the first study, a two-choice push button discrimination, it is reported that Ss consistently chose a button which avoided the verbal comment "wrong", but made no significant distinction between "good" and a neutral nonsense word. In the second study, naturalistic observations of teachers' evaluative comments in six special education classes are said to indicate that positive comments were less informative than negative evaluation. It is explained that both studies supported the hypothesis that positive comments occur more frequently and serve more diverse functions than negative evaluations. (CL)

ED 111 145

EC 073 519

Garrett, Candace S. Wilcove, Gail

The Effects of Gaming and Programmed Instruction on Learning of Inductive Materials. Final Report 34.3

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.—CITH-FR-34.3

Pub Date Sep 73

Grant—OEG-9-242178-4149-032

Note—94p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*Attitudes, \*Cognitive Processes, \*Educable Mentally Handicapped, Exceptional Child Research, Games, Mentally Handicapped, Programmed Instruction, \*Teacher Education, \*Teaching Methods

Compared was the relative effectiveness of using games or programed instruction (PI) to transmit information about cognitive similarities between educable mentally retarded (EMR) and nonretarded children to 56 special education teacher trainees. Trainees were randomly assigned to one of two treatment groups (game or PI) or to an attitude control group; and their responses were analyzed to the treatment as well as to a criterion test and a questionnaire concerning attitudes toward handicapped children. Neither method resulted in changed general attitudes about handicapped children. However, PI seemed to be the better choice for Ss because the PI group made significantly fewer errors, took less time to complete the task, and had more members who could correctly state the generalization that EMR and nonretarded children would have the same response. (LH)

ED 111 146

95

EC 073 520

Baum, Richard Bruce

The Efficacy of an Anticipation Game in Increasing Teachers' Understandings of Educable Mentally Retarded Children. Final Report 26.3.

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Oct 73

Grant—OEG-9-242178-4149-032

Note—192p.; For related documents see ED 100 123 and EC 073 510 and 512

EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage

Descriptors—Educable Mentally Handicapped, Exceptional Child Research, \*Games, \*Inservice Teacher Education, Mentally Handicapped, \*Prediction, Secondary Education, Teacher Characteristics

Described is the development and evaluation of an anticipation game for measuring the ability of 30 special class teachers to predict responses of 290 educable retarded secondary students. The game was based on normative data from the students' responses to a 70 item test. The evaluation phase is said to involve 15 teachers playing 30 rounds of the anticipation game and their subsequent predictions about 10 pupils' responses to 20 curriculum questions. Results are cited which suggest that the experimental teachers' prediction accuracy increases as a function of the number of rounds they played; that the anticipations of experimental and control group teachers were not significantly different; that teachers were more accurate predictors of higher IQ than lower IQ retarded students; and that teachers were more accurate in predicting responses for practical rather than academic questions. Seven appendixes include that test used in collecting normative data and two sample games. (CL)

ED 111 147

95

EC 073 521

Tetley, Pamela Anne

Continuous Description, Measurement and Modification of Teacher and TMR Pupil Behaviors through the Use of Precision Teaching and Interaction Analysis. Final Report 38.3.

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Dec 74

Grant—OEG-9-242178-4149-032

Note—142p.; Page 143 of the original document is copyrighted and therefore not available. It is not included in the pagination

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—Exceptional Child Research, Feedback, \*Interaction Process Analysis, Mentally Handicapped, Observation, \*Performance Factors, \*Precision Teaching, Teacher Education, \*Trainable Mentally Handicapped

Investigated was the effect of training in precision teaching and interaction analysis on the performance of eight moderately retarded 10- to 20-year-old pupils. Seven hypotheses were formulated regarding two questions: Do rates of teacher-selected teacher and pupil behavior differ before, during, and after feedback conditions? Do rates of three questioning patterns differ before, during, and after feedback conditions? Interaction analysis data were gathered for 30 teaching sessions under three conditions: tutoring before training and feedback, training and subsequent feedback regarding verbal interactions, and removal of feedback. Results suggested seven conclusions, including lack of correlation between selected pupil and teacher categories when amount of change was not specified, and the ability of the moderately retarded to produce broad responses. Five appendixes, including a description of the coding system, are provided. (CL)

ED 111 148

EC 073 522

Dalton, Robin Lynch, William W.

The Effects of an "Episodic" Style of Teacher Questioning on EMR Pupils' Lesson Performance and Learning of Orally Presented Material. Final Report 29.31.

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.—CITH-FR-29.31

Pub Date Jun 74

Grant—OEG-9-242178-4149-032

Note—61p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
**Descriptors—Cognitive Processes, \*Educable Mentally Handicapped, Exceptional Child Research, Interaction Process Analysis, Intermediate Grades, \*Learning Characteristics, \*Memory, Mentally Handicapped, Motivation, \*Questioning Techniques, Student Teacher Relationship, \*Teaching Methods**

Compared was the relative effectiveness of two teacher questioning styles on the motivation and learning of eight intermediate educable mentally retarded pupils. Interactive process data and pupil achievement on a recall posttest were examined for two different types of lessons: one utilizing "episodic" questions (that encouraged the child to relate his personal experiences to lesson content) and the other utilizing "semantic" questions (which emphasized only the recall and processing of factual material). Results revealed differences in teacher behavior, pupil responses, pupil language production, teacher-pupil interaction, and pupil recall. For example, greater self-initiated pupil response, individual pupil verbal output, and teacher probing of pupil responses occurred during episodic teaching; but teachers provided more positive feedback and students were more able to recall new information during semantic teaching. (LH)

ED 111 149 EC 073 523

*Epstein, Louis E. Lynch, William W.*  
**An Experimental Test of an Attentional Cueing Technique in Aiding Mildly Retarded Children's Recall of Reading Vocabulary. Final Report 29.32.**

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Report No.—CITH-FR-29.32

Pub Date Oct 74  
 Grant—OEG-9-242178-4149-032

Note—61p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
**Descriptors—\*Educable Mentally Handicapped, Exceptional Child Research, \*Feedback, Lesson Plans, \*Mentally Handicapped, Oral Communication, \*Reading Skills, Teacher Role, \*Teaching Methods, Vocabulary**

A study of 70 educable mentally retarded children (9- to 13-years-old) was conducted to examine the effects of special class teachers' use of an attentional cueing technique in response to oral reading errors. During oral reading lessons, errors were recorded under conditions in which the teacher was either instructed to make her normal responses to oral reading errors (control group) or use the five-step attentional cueing technique (experimental group). In comparison to controls using single- or multiple-cue responses to pupil errors, findings showed a significant error difference in favor of the experimental condition. Evidence suggested that mildly retarded children learn more new words from teacher responses to oral reading errors which provide a highly consistent, structured, attentional form of feedback than from teacher responses incorporating the normal variety of cueing behaviors. Study limitations included deviations from normal teaching patterns and the relatively small sample. (Provided are tables illustrating statistical data and appendices containing information on lesson materials and the five-step cueing technique.) (SB)

ED 111 150 EC 073 524

*Dolley, Diane Greenough*  
**Mothers as Teachers: Instruction and Control Patterns Observed in Interactions of Middle-Class Mothers with Trainable Mentally Retarded and Nonretarded Children. Final Report Number 7.32.**

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Report No.—CITH-FR-7.32

Pub Date Mar 74  
 Grant—OEG-9-242178-4149-032

Note—234p.

**EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage**  
**Descriptors—Behavior Patterns, Early Childhood, Exceptional Child Research, Interaction Process Analysis, Literature Reviews, \*Mentally Handicapped, \*Mother Attitudes, \*Parent Child Relationship, Research Design, \*Teaching Methods, \*Trainable Mentally Handicapped**

Identifiers—\*Final Reports

A study was conducted to compare teaching and control patterns used by mothers of 4- to 6-year-old trainable mentally retarded (TMR) children to patterns used by mothers of nonretarded children, and to evaluate an analysis strategy identifying sequential behavior chains from observational data. Literature was explored on three topics: cognitive characteristics of TMR children, maternal attitudes toward handicapped children, and techniques for studying parent-child interaction. Ss were split into six groups consisting of the mother with the target child (either nonretarded, TMR, or older TMR) and a sibling of the target child; and each S group was given four experimental tasks (such as block stacking and sorting). Recorded were the proportion of time spent at each task and the number of transitions between each of six interaction patterns (such as elaborated explanation and residual patterns). Results did not support the major hypothesis that mothers teaching moderately retarded children would use more restricted patterns than mothers teaching nonretarded children (either of equal chronological age or of level of social competence). The negative finding may have been due to insufficient differentiation between elaborated and restricted interaction patterns. Analysis procedures demonstrated the value of the computer-based system for coding and processing data. (Tables, illustrations, pictures, and appendices are provided.) (SB)

ED 111 151 95 EC 073 525

*Garrett, Candace S. And Others*  
**The Relationship of Teacher-Trainee Characteristics, Classroom Process Variables, and EMR Pupil Learning to Special Education Teacher-Trainees' Teaching Ability. Final Report 44.3.**

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Sep 73  
 Grant—OEG-9-242178-4149-032

Note—79p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
**Descriptors—\*Academic Achievement, Childhood, \*Educable Mentally Handicapped, \*Effective Teaching, Exceptional Child Education, Interaction Process Analysis, Mentally Handicapped, \*Student Teaching, Teacher Characteristics, \*Teacher Evaluation**

Examined was the feasibility of using the achievement of 29 educable retarded 10- to 12-year-old students to measure teaching effectiveness of 12 special education teacher trainees, and investigated was the relationship of trainee characteristics, classroom process, and educable retarded pupil learning. The Individual Cognitive Demand Schedule and the Indiana Behavior Management Scale were used to record process variables during each 30-minute instructional period, and pupils were administered achievement tests covering the lesson's content area. Results of the study indicated that: the method developed was feasible; some generalizability of teaching ability existed across the content areas; there were differences between the beginning and student teacher groups in teaching methods and pupil achievement; almost no stable relationships between trainee characteristics and teaching ability were found; and although few consistent relationships between pupil learning and process variables were found, the group that obtained higher pupil achievement scores (beginning trainees) tended to use more informational and negative feedback and less positive feedback than did the group that obtained lower scores (student teacher trainees). (Author/CL)

ED 111 152 95 EC 073 526

*Hillman, Stephen B.*  
**Teacher Questions: A Review of the Literature and Suggestions for Research with Respect to the Mentally Handicapped. Working Paper 17.1.**

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 27 Oct 71  
 Grant—OEG-9-242178-4149-032

Note—41p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors—Exceptional Child Research, \*Mentally Handicapped, Performance Factors,**

**\*Questioning Techniques, \*Research Needs, Research Reviews (Publications), Teacher Evaluation**

Reviewed is research dealing with teacher questions and their effects on mentally retarded children. Cited are studies involving classification systems for questions, patterns of teachers' questioning, training of questioning behaviors, and effects of questions on normal students. Among implications noted for mentally retarded persons are the needs for further research on the generalization effects of questions and in the area of validation. (CL)

ED 111 153 EC 073 527

*Gillespie, Patricia H. Semmel, Melvyn I.*  
**A Model Delivery System for Children with Learning Disabilities. Working Paper 47.1.**

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.—CITH-WP-47.1

Pub Date Jan 75  
 Grant—OEG-9-242178-4149-032

Note—24p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors—Administration, Conceptual Schemes, \*Delivery Systems, \*Demography, \*Demonstration Projects, Exceptional Child Education, Information Dissemination, \*Learning Disabilities, \*Models, Rural Education, State Programs**

**Identifiers—\*Indiana**  
 Described is a hierarchical model delivery system for educational services to children with learning disabilities which provides three types of interrelated centers: university based centralized centers in highly populated areas offering complete services (Type I), satellite centers in communities which focus on the dissemination of new techniques and materials (Type II), and centers serving small rural school systems with minimal resources (Type III). It is proposed that Indiana develop three Type I centers, 17 Type II centers, and 34 Type III centers. Listed are activities of each type of center such as the development of identification/diagnostic screening processes (Type I). The functional resources of the Child Service Demonstration Center (the present Type I center) are described as including an instructional development laboratory, an evaluation unit, a teacher education laboratory, and a dissemination and retrieval unit. It is stressed that the proposed model accounts for demographic variables which often limit services provided to learning disabled children. Also provided are a flow chart of type I center activities, an organizational chart, and a table detailing information needs. (DB)

ED 111 154 95 EC 073 528

*Schultz, Constance, Ed.*  
**A Curriculum Guide for the Development of Body and Sensory Awareness for the Visually Impaired.**

Illinois State Office of the Superintendent of Public Instruction, Springfield. Instructional Materials Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Sep 74  
 Grant—OEG-3-6-062679-156(607)

Note—337p.

**EDRS Price MF-\$0.76 HC-\$17.13 Plus Postage**  
**Descriptors—Blind, \*Body Image, Check Lists, \*Curriculum Guides, Elementary Education, Exceptional Child Education, Learning Modalities, Partially Sighted, Perceptual Motor Coordination, \*Sensory Training, Student Evaluation, Travel Training, \*Visually Handicapped, \*Visually Handicapped Mobility**

**Identifiers—Illinois, Informal Assessment, \*PreCane Skills**

Intended to help classroom teachers develop basic orientation and mobility skills in young visually impaired children, the curriculum guide contains five interrelated sections that deal with body image, basic sensory concepts and abilities, motor coordination, sensory modalities, and pre-cane skills. Each section contains a brief introduction and definitions of specific skills to be developed; checklists in chart form suitable for individual needs assessment and posttesting; and suggested activities, games, materials, and references. Noted are low vision and mobility aids kits and an orientation and mobility slide-

tape presentation that are obtainable from the Instructional Materials Center of the Illinois Office of Education. The section on pre-cane skills features a script of the slide-tape presentation and illustrations of basic skills to be taught. Also included in the guide are a glossary, a bibliography of 56 references, and extra copies of the needs assessment charts. (LH)

ED 111 155 95 EC 073 549

Turner, Richard L.

Research Bases for Performance-Based Teacher Education Options: Supplement to Design for Competence Based Education in Special Education.

Syracuse Univ., N.Y. Div. of Special Education and Rehabilitation.

Spons Agency—New York State Education Dept., Albany. Div. for Handicapped Children.; Office of Education (DHEW), Washington, D.C.

Pub Date May 74

Grant—OEG-0-73-6140

Note—20p.; Paper presented at the CBTE Conference (Glenmont, New York, May 14-16, 1974). For related information, see ED 107 049

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Conference Reports, \*Curriculum Design, Effective Teaching, Exceptional Child Education, \*Handicapped Children, \*Performance Based Teacher Education, Program Planning, \*Research Needs, \*Research Reviews (Publications), Special Education, Teacher Certification

Intended to supplement previously reported conference proceedings on the preparation of special educators, the paper presents an overview of the structure of performance-based teacher education (PBTE) and certification, reviews research on selecting relevant program options, and identifies future research needs. Briefly covered are the following structural phases: selection, training, certification, and process and product criteria for evaluating work success. The author points to limited research bases for selecting one PBTE program option over another and recommends using the "General Catalog of Teaching Skills" as one approach for identifying skills and knowledge that should be incorporated into teacher education programs. (LH)

ED 111 156 EC 073 550

Katz, Lee

Analysis of Selected Social and Psychological Factors Related to Mental Retardation.

Pub Date Nov 70

Note—26p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Classification, Disadvantaged Youth, \*Economically Disadvantaged, \*Environmental Influences, Exceptional Child Education, Intervention, \*Labeling (of Persons), \*Mentally Handicapped, Public Schools, Research Reviews (Publications), Self Concept, \*Socioeconomic Influences

Discussed is the impact of poverty, public education, and self-concept on the classification of persons as mentally retarded. Research relating to the effects of poverty on academic performance is reviewed, and intervention strategies such as improved housing and provision of a guaranteed minimum wage are suggested. Community control and decentralization are seen to be among the ways to make public education more responsive to the needs of lower income children. The effect of poor self-concept on behavior and intellectual functioning is considered, along with recommendations for new efforts (such as M. Fantini's "Identity Education") directed at the individual's affective experiences. (CL)

ED 111 157 EC 073 551

Smith, Anne P.

Mainstreaming: Idea and Actuality.

New York State Education Dept., Albany. Div. for Handicapped Children.

Pub Date [73]

Note—24p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Bibliographies, \*Educational Alternatives, \*Educational Philosophy, Exceptional Child Education, \*Handicapped Children, Open Education, \*Program Planning, \*Regular Class Placement, Resource Centers, Resource Teachers, Role Perception

The importance of mainstreaming (helping handicapped children achieve maximum participation in regular school programs) is emphasized, and underlying concepts are explained. Methods for implementing mainstreaming in protected settings (such as hospitals) and in regular classrooms (through the use of helping teachers, resource rooms, a modified resource program, or open classrooms) are described. Noted are the following common elements of successful mainstreaming programs: preparation, pacing (selective integration), specificity (redefining the special educator's role), and flexible placement. Also included is an annotated bibliography of 14 references on mainstreaming in action. (LH)

ED 111 158 EC 073 552

Tavormina, J. B. And Others

Chronically Ill Children: A Psychologically and Emotionally Deviant Population?

Virginia Univ., Charlottesville.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.; National Science Foundation, Washington, D.C.

Pub Date Apr 75

Note—22p.; Paper presented at the Annual Meeting of the Society for Research in Child Development (Denver, Colorado, April 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Adolescents, Asthma, \*Aurally Handicapped, Childhood, Diabetes, \*Emotional Adjustment, Exceptional Child Research, \*Personality Assessment, Social Adjustment, \*Special Health Problems, \*Stress Variables

Identifiers—Cystic Fibrosis

To investigate vulnerability to psychological and emotional stress among chronically ill children, a battery of personality tests was selectively administered to 144 children (5- to 19-years-old) afflicted with one of the following conditions: diabetes, asthma, cystic fibrosis, or hearing impairment. Analyses centered on comparisons of norms developed for each scale with overall sample scores and scores broken down by age, sex, and type of illness. While some differences from normal children were noted (such as the hearing impaired Ss deviated from established norms in terms of lowered self-concept and that adolescents tended toward introversion), results consistently demonstrated Ss' functional strengths and coping abilities rather than their deviance from the norm. (LH)

ED 111 159 16 EC 073 557

ALRC [Area Learning Resource Center] Workscope Elaboration. Second Edition. Publication No. NC-75.501.

National Center on Educational Media and Materials for the Handicapped, Columbus, Ohio.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Media Services and Captioned Films Branch.

Pub Date May 75

Contract—OEC-0-72-4478

Note—57p.

Available from—National Center on Educational Media and Materials for the Handicapped, Ohio State University, 220 West 12th Avenue, Columbus, Ohio 43210

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Administration, Educational Technology, Exceptional Child Education, \*Handicapped Children, \*Instructional Materials, \*Instructional Media, Regional Programs, Special Education, State Programs

Presented is an elaboration of the workscope of the ALRC (Area Learning Resource Center) network which provides instructional media, materials, and technology services to special education programs. Focused on are the following three of six workscope areas: state program development; media, materials, and educational technology training; and project administration. Charts of the ALRC network and functions are provided. Discussed are seven functions of the ALRCs in the area of state program development, including assisting states in stimulating local or state materials centers and providing technical assistance to State Education Agencies in state planning of intrastate materials and services. Detailed are the following workscope elements in the area of media, materials, and educational technology training: helping trainers to identify

media, materials, and educational technology training needs; helping trainers to locate extant and usable training programs and materials; and classifying, describing, and encoding media-training materials for information base entry. The final area of project administration is covered by consideration of workscope elements which center on ALRC activities in project planning, monitoring, reporting, and other management functions. (DB)

ED 111 160 16 EC 073 559

Rembolt, Raymond R., Comp. Roth, Beth, Comp.

Cerebral Palsy and Related Developmental Disabilities; Prevention and Early Care: An Annotated Bibliography. Volume 1, 1971. Publication No. NC-75.903.

National Center on Educational Media and Materials for the Handicapped, Columbus, Ohio.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Media Services and Captioned Films Branch.

Pub Date 75

Contract—OEC-0-72-4478

Note—330p.; For related information, see EC 073 560 and 561

Available from—Publication Sales Division, Ohio State University Press, 2070 Neil Avenue, Columbus, Ohio 43210 (\$6.50 for 3 volumes)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Abstracts, \*Bibliographies, \*Cerebral Palsy, Exceptional Child Research, \*Infancy, Medical Evaluation, Medical Treatment, Physically Handicapped, Prenatal Influences, Preschool Education, \*Prevention

Identifiers—\*Developmental Disabilities  
Volume 1 in a projected series of four annotated bibliographies contains 1,085 entries published from before 1964 through 1971 on prevention and early care for young children (primarily under two years of age) afflicted with cerebral palsy or related developmental disabilities. Arranged alphabetically by author's name, listings usually include title, source, volume number and pagination, publication date, and an abstract of the document's contents. Also included are author and subject indexes. (LH)

ED 111 161 16 EC 073 560

Rembolt, Raymond R., Comp. Roth, Beth, Comp.

Cerebral Palsy and Related Developmental Disabilities; Prevention and Early Care: An Annotated Bibliography. Volume 2, 1972. Publication No. NC-75.904.

National Center on Educational Media and Materials for the Handicapped, Columbus, Ohio.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Media Services and Captioned Films Branch.

Pub Date 75

Contract—OEC-0-72-4478

Note—171p.; For related information, see EC 073 559 and 561

Available from—Publication Sales Division, Ohio State University Press, 2070 Neil Avenue, Columbus, Ohio 43210 (\$6.50 for 3 volumes)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Abstracts, \*Bibliographies, \*Cerebral Palsy, Exceptional Child Research, \*Infancy, Medical Evaluation, Medical Treatment, Physically Handicapped, Prenatal Influences, Preschool Education, \*Prevention

Identifiers—\*Developmental Disabilities  
Volume 2 in a projected series of four annotated bibliographies contains 433 entries published from 1968 through 1972 on prevention and early care for young children (primarily under two years of age) afflicted with cerebral palsy or related developmental disabilities. Arranged alphabetically by author's name, listings usually include title, source, volume number and pagination, publication date, and an abstract of the document's contents. Also included are author and subject indexes. (LH)

ED 111 162 16 EC 073 561

Rembolt, Raymond R., Comp. Roth, Beth, Comp.

Cerebral Palsy and Related Developmental Disabilities; Prevention and Early Care: An Annotated Bibliography. Volume 3, 1973. Publication No. NC-75.905.



National Center on Educational Media and Materials for the Handicapped, Columbus, Ohio.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Media Services and Captioned Films Branch.

Pub Date 75

Contract—OEC-0-72-4478

Note—165p.; For related information, see EC 073 559 and 560

Available from—Publication Sales Division, Ohio State University Press, 2070 Neil Avenue, Columbus, Ohio 43210 (\$6.50 for 3 volumes)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Abstracts, \*Bibliographies, \*Cerebral Palsy, Exceptional Child Research, \*Infancy, Medical Evaluation, Medical Treatment, Physically Handicapped, Prenatal Influences, Preschool Education, \*Prevention Identifiers—\*Developmental Disabilities

Volume 3 in a projected series of four annotated bibliographies contains 453 entries published from 1972 through 1973 on prevention and early care for young children (primarily under two years of age) afflicted with cerebral palsy or related developmental disabilities. Arranged alphabetically by author's name, listings usually include title, source, volume number and pagination, publication date, and an abstract of the document's contents. Also included are author and subject indexes. (LH)

ED 111 163 95 EC 073 600

Senf, Gerald Anderson, David

A Program Evaluation Manual for Project Initiators. Final Report.

Arizona Univ., Tucson. Dept. of Special Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No—BR-H-12-2145B

Pub Date Jun 74

Grant—OEG-0-714425

Note—54p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Administration, Demonstration Projects, \*Educational Accountability, \*Evaluation Methods, Exceptional Child Education, Guidelines, \*Handicapped Children, \*Program Evaluation

Intended for directors of special education projects, the manual provides guidelines for program evaluation. It is explained that the manual developed out of the experiences of the staff of the Leadership Training Institute in Learning Disabilities which provided technical assistance to 43 state projects. The manual's eight major sections focus on the following topics: alternative approaches to program evaluation and accountability; framework involving implementation, progress, and outcome aspects of evaluation; initial considerations in planning an evaluation; possible evaluation questions and priorities of various interested groups and agencies; selection of issues to be evaluated; 13 types of evaluation designs ranging from the simple to the more complex; suggestions for writing the evaluation plan including casting evaluation questions into behaviorally stated questions; and the transfer of responsibility to the on-site project director. Stressed for successful program evaluation are cooperation with all interested parties (such as educational administrators) and the use of evaluation results as feedback for modification of the program model. (DB)

ED 111 164 95 EC 073 601

Kirk, Samuel A. Elkins, John

Characteristics of Children Enrolled in the Child Service Demonstration Centers. Final Report.

Arizona Univ., Tucson. Dept. of Special Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No—BR-H-12-7145B

Pub Date Jun 74

Grant—OEG-0-714425

Note—65p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Definitions, \*Delivery Systems, Demonstration Projects, Exceptional Child Research, Intelligence Quotient, \*Learning Disabilities, \*National Surveys, Resource Centers, Slow Learners, \*Student Characteristics Identifiers—\*Child Demonstration Centers

The characteristics of the approximately 2,800 children (in 21 states) enrolled in 24 child ser-

vice demonstration centers for the learning disabled were evaluated. Focused on were questions such as ages of children, intellectual level, sex distribution, and methods used for the delivery of services. Among findings were that the median IQ was 93; that the children were retarded an average of 1.7 grades in reading, 1.2 grades in arithmetic, and 1.8 grades in spelling; that the median chronological age was 8 years 10 months; that there were approximately three boys to each girl receiving services; and that the resource room was the most commonly used method for delivery of services. Results suggested that children enrolled in child service demonstration centers frequently do not fit the federal definition of specific learning disabilities in that many children are equally retarded in reading, spelling, and arithmetic; are minor or moderate in their degree of underachievement; and have IQs below 90. (DB)

ED 111 165 EC 073 603

Tongue, Cornelia, Ed.

New Dimensions: Gifted/Talented.

North Carolina State Dept. of Public Instruction, Raleigh. Div. for Exceptional Children.

Pub Date 75

Note—84p.; Proceedings of the Second Annual Conference, Division for Exceptional Children, North Carolina Department of Public Instruction, Raleigh

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Class Activities, Conceptual Schemes, \*Conference Reports, Creative Thinking, \*Demonstration Projects, Educational Trends, Exceptional Child Education, \*Gifted, \*Instructional Materials, Models, \*Workshops Identifiers—\*Guilford Structure of Intellect, North Carolina

At the North Carolina State Conference on the Gifted and Talented teachers and administrators explored new ideas, materials, and teaching techniques. Outlined are presentations on the following topics: a demonstration encouraging creative thinking; teaching the gifted using the theories of B. Bloom and D. Krathwohl; typical daily learning styles and techniques for the classroom; a lesson plan to encourage imagination through art; encounter-simulation activities; learning centers, individualized instruction, and learning activity packages; teaching values and decision-making techniques; and scientific and mathematical elaboration in the classroom. Focused on are a speech on trends in gifted education and a workshop on J. P. Guilford's Structure of Intellect (SI) model including its history and use; application to seven individual profiles; and its use in the development of instructional materials. Also included are appendixes detailing the SI model, illustrations, charts, and tables. (SB)

ED 111 166 EC 073 604

Fisher, Mary Henri, Ed. And Others

Learning through Collaboration.

Governor's School of North Carolina, Winston-Salem.; North Carolina State Dept. of Public Instruction, Raleigh. Div. for Exceptional Children.

Pub Date 75

Note—68p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Annual Reports, \*Discovery Learning, Exceptional Child Education, \*Gifted, \*Institutes (Training Programs), Secondary Education, Student Participation, \*Summer Programs

Identifiers—North Carolina

Presented are summaries of 11 selected projects in the areas of language arts, instructional media, simulation, and the valuing process developed during the 1974 summer session of the Teacher Training Institute of the Governor's School (North Carolina) by institute teachers and gifted students. Outlined are language arts projects on the history of English and science fiction used to develop speech and writing skills. A film planned, organized, and illustrated by students from the art and music departments and a videotape correlating all subjects together are cited as instructional media designs. Recommended are the simulation activities of imagining schools in the future and role playing as related to transactional analysis. Discussed are projects which demonstrate the valuing process in the following issues: eugenics, drug use, freedom and authority, capital punishment, and the ideal school. (SB)

ED 111 167 EC 073 605

Watson, Odell A., Comp. Tongue, Cornelia, Comp.

Suggestions for Identification of Gifted and Talented Students. Revised.

North Carolina State Dept. of Public Instruction, Raleigh. Div. for Exceptional Children.

Pub Date 75

Note—24p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Behavior, \*Check Lists, Elementary Secondary Education, Exceptional Child Education, \*Gifted, \*Identification, Primary Education, Rating Scales, Standardized Tests, \*Student Characteristics, \*Student Evaluation

Presented is the revised edition of a 1974 booklet on suggestions for identifying gifted and talented students. The gifted/talented student is reported to exhibit exceptional ability in the areas of learning, motivation, creativity, and leadership, although few students are found to demonstrate all of these behaviors. Suggestions for identification are listed which include the use of a teacher-made observational check list. The following evaluation devices are also provided: the Renzulli-Hartman Scale for Rating Behavioral Characteristics of Superior Students, Checklist for Kindergarten, Checklist for First Grade Pupils, Checklist for Grades 2-6, Characteristics of Talented Pupils-Checklist, Student's Classroom and Individual Talent Inventories, Checklist for Recommending Gifted and Creative Students, Student Evaluation Sheet, and Composite Student Evaluation Profile. Also noted are standardized tests which may be considered for identifying the gifted and talented. (SB)

## FL

ED 111 168 FL 004 951

Moore, Merriam

Austria: Its People and Its Culture.

Ridgefield Board of Education, Conn.

Pub Date Apr 74

Note—29p.

Available from—Ridgefield Board of Education, P. O. Box 638, Ridgefield, Connecticut 06877 (\$4.00)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Art Education, \*Cross Cultural Studies, \*Cultural Education, \*Curriculum Guides, Ethnic Studies, Geography, \*German, History, Intercultural Programs, \*Language Instruction, Literature, Music Education, Secondary Grades, Second Language Learning

Identifiers—\*Austria

This curriculum guide details a 10-week German language course on Austria for advanced high school students. It is intended to help students develop skills of listening comprehension, reading, speaking, and writing German; to add to their knowledge of German grammar and vocabulary; to acquaint them with Austrian history and culture, and to have them read and discuss works of Austrian literature. The course focuses on five basic areas: (1) Cultural patterns in Austria, including geography, population, cities and states, ethnic patterns and folklore, sports and recreation, education, religion, politics and government, business and industry, theater, music and cinema; (2) Austrian literature; (3) Austrian music; (4) History; and (5) Austrian art. For each section the guide provides a list of resource texts, films, slides or maps, student learning activities and educational objectives. Lectures, seminars, field trips, reading, and written essays are some of the planned activities. Evaluation will include quizzes, tests, and individual conferences. A list of sources providing information, films, and maps on Austria is appended. (CHK)

ED 111 169 FL 004 989

Administrators Conferences on Language and Cultural Differences: Collected Papers.

Texas Education Agency, Austin.

Pub Date 73

Note—96p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Academic Achievement, \*Biculturalism, Cross Cultural Studies, Cultural Awareness, \*Cultural Differences, \*Cultural Interrelationships, Cultural Pluralism, Culture, Dialects, Folk Culture, Individual Differences, \*School Community Relationship, Social Differences, Spanish Speaking

These papers were presented at a series of conferences on language and cultural differences organized by the Texas Education Agency to help school administrators deal with bilingual education, racial integration, and implementation of court orders. The papers address five areas of concern: the concept and definition of culture, culture and the arts, culture and educational aptitude, culture and language, and culture and social institutions. The following papers are included: (1) Confluence of Texan Cultures in Curriculum Planning by Melvin P. Sikes, (2) What Do We Mean by Culture and What Does This Have to Do with the Schools? by Roger Abrahams, (3) Culture and Communication: Clashes in the Classroom by Manuel Pacheco, (4) What is Dialect? by Lois Jean Hart, (5) Culture and Communication: Clashes in the Classroom by Gustavo Gonzalez, (6) Roles of the Schools Toward Cultural Groups by Earl Jones, (7) The Trichotomy of the Arts by Hugo D. Marple, (8) Children's Folklore by Richard Bauman, (9) Culture and Educational Aptitude by E. W. Rand, (10) Culture and Educational Testing by Earl Jones, and (11) The Uses of Biculturalism by Chester Christian. (CHK)

**ED 111 170** FL 005 394  
English for Special Purposes: Information Guide No. 2.

British Council, London (England). English-Teaching Information Centre.

Pub Date Apr 73

Note—68p.; For related documents, see FL 007 088-090

Available from—English Teaching Information Centre, The British Council, 10 Spring Gardens, London SW1A 2BN, England (free of charge)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Annotated Bibliographies, Business Education, \*English (Second Language), \*English for Special Purposes, \*Instructional Materials, Language Instruction, Languages for Special Purposes, Medical Education, Reference Materials, \*Second Language Learning, Social Sciences, Technical Education

The teaching and learning of English as a foreign language for special purposes is the focus of this annotated bibliography. The first section lists textbooks on English in social and physical sciences, general technology, engineering, transport and agriculture, medicine and various areas of commerce, including business correspondence. The books were published in a wide geographical area, including England, Europe, and the United States. A short list of simplified English readers follows. The rest of the bibliography concerns research and writing on the use of English for special purposes, in articles, books, and reports; current research in Britain; and theses and dissertations. (CHK)

**ED 111 171** FL 005 512

Bordie, John G.

Direct and Indirect Measures of Language Proficiency.

Pub Date 1 Jan 73

Note—11p.; Paper presented at the meeting of the Linguistic Association of the Southwest (LASSO) (January 1, 1973); Best copy available

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Elementary Education, Evaluation, \*Language Ability, \*Language Proficiency, Language Skills, \*Language Tests, \*Measurement Instruments, \*Measurement Techniques, Test Reliability, Verbal Ability, Written Language

There is a lack of adequate measurement techniques for testing language proficiency. Researchers compose specific tests for a certain task, but these have only limited general applicability. Often multiple-choice, true-false or fill-in-the-blank tests are used, but these rely heavily on written language and are inadequate for those with poor written but good verbal skills. Such tests tend to compartmentalize learning into components and neglect the overall view, and they generally reflect academic language rather than current vernacular. Norm-referenced, criterion-referenced and non-formal tests involving listing of words following a language cue may be affected by the individual's attitude toward being tested. Indirect tests may solve some of these problems by examining language produced in a non-test situation. Factors studied are sentence

length, structural complexity, lexical choice and type-token ration. Occurrences of linguistic mazes and cula-de-sac may also be observed. Second-stage indirect measures such as body language may also be useful. It is possible, however, that proficiency may be a mark of social rather than linguistic status. (CHK)

**ED 111 172**

FL 006 323

Blansitt, Edward L., Jr.

Bitransitive Clauses. Working Papers on Language Universals, No. 13.

Stanford Univ., Calif. Committee on Linguistics.

Pub Date Dec 73

Note—27p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Contrastive Linguistics, \*Form Classes (Languages), Language Patterns, \*Language Universals, Nominals, \*Semantics, Structural Analysis, Syntax, \*Tagmemic Analysis, Verbs

Identifiers—\*Bitransitive Clauses

In this paper the bitransitive clause is defined in terms of its nuclear tagmemes: subject, predicate, direct object, and indirect object. A semantic characterization is given of the prototype bitransitive clause with a correlation of situational roles and grammatical functions. The nine different dominant orders in bitransitive clauses which were found in the languages surveyed are discussed as well as some order variations. A tabulation is shown of the languages studied showing the dominant bitransitive order of each language. A set of criteria is proposed for determining the dominant order when different orders occur in the same language in differing grammatical situations. Additional functional values of indirect object markers are discussed. The paper concludes with a list of proposed language universals, and a bibliography with references for both general and specific works in the field, including grammatical descriptions of various languages. (Author/CLK)

**ED 111 173**

FL 006 369

Garnica, Olga K.

The Development of the Perception of Phonemic Differences in Initial Consonants by English-Speaking Children: A Pilot Study. Papers and Reports on Child Language Development, No. 3.

Stanford Univ., Calif. Committee on Linguistics.

Pub Date Dec 71

Note—31p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Auditory Discrimination, Child Development, \*Child Language, \*Consonants, English, Language Ability, \*Language Development, \*Language Research, Phonemes, Phonemics, Russian, Verbal Development

Speech discrimination by 12 children aged about 1 1/2 to 3 1/2 years was tested, using the discrimination learning procedure of Shvachkin's 1948 Russian study. Recent work on the acquisition of syntax and semantics shows an ordered acquisition for linguistic items; this pilot study was to test whether the ability to discriminate between consonants proceeds in a similar order and discrimination of any particular pair implies the ability to discriminate all others in order before it. Objects were given nonsense names differing only in initial consonants, and when the experimenter called one name, the children were requested to perform an action with the proper object to prove they could discriminate the consonants. Selection of subjects, experiment materials, scoring and testing procedures are detailed. Results show that Shvachkin's method is valid with American children, and an ordered sequence similar to the Russian order of classes of oppositions emerged. The acquisition orders are charted. Findings appear to justify a full replication study for English. (CHK)

**ED 111 174**

FL 006 579

Ramer, Andrya L. H.

Styles of Syntactic Acquisition.

Pub Date Nov 74

Note—11p.; Paper presented at the Annual Convention of the American Speech and Hearing Association (Las Vegas, Nevada, Nov. 5-8, 1974). Not available in hard copy due to marginal legibility or original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Child Development, \*Child Language, Comparative Analysis, Females, \*Language Development, \*Language Patterns,

\*Language Research, Longitudinal Studies, Males, Psycholinguistics, Research Methodology, \*Syntax

Identifiers—\*Language Acquisition

A longitudinal study investigated early syntactic forms in child language; this paper reports on findings dealing with differences in approach to syntactic acquisition. Seven children aged 16-20 months were the subjects, and audio or video tapes were made once every three weeks beginning prior to the development of syntax. Data collection continued until 20 percent of the utterances specified a combination of subject + verb + complement. Analysis showed that the greatest difference among children was the length of time required to develop from the single word utterance to the subject + verb + complement structure—varying from 2 1/2 to 9 months. This reinforces the notion that speed of language acquisition varies considerably among children. It is noted that girls' syntactic development was considerably more rapid than boys'. Differences in syntactic acquisition based on speed and gender may be related to style differences in language development. Style differences between slow and rapid developers are examined in terms of presyntactic utterances, simplicity and complexity of utterance, indeterminate constructions not meeting English word order constraints, and subject and predicate specification. All factors showed a definite pattern relating to speed of syntactic acquisition. (CHK)

**ED 111 175**

FL 006 792

Day, Richard R. And Others

A Standard English Performance Measure for Young Children. The Standard English Repetition Test (SERT). Working Papers in Linguistics, Vol. 6, No. 4.

Hawaii Univ., Honolulu. Dept. of Linguistics.

Pub Date Jun 74

Note—14p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—American English, American Indians, \*Child Language, Language Development, \*Language Tests, Language Variation, Linguistic Performance, Mexican Americans, \*Non English Speaking, \*Questioning Techniques, Second Language Learning, Spanish Speaking, \*Standard Spoken Usage

Identifiers—\*Hawaii, Pima

In view of the fact that the teaching of Standard English has high educational priority in American schools, and that its use as the medium of instruction makes it a vital skill for nonstandard speakers, the present paper reports on an investigation of the Standard English performance of young children from minority groups in which Standard English is not a primary language. The investigation technique described is that of elicited imitation, whereby the child is simply asked to repeat sentences containing grammatical features observed to show variation. Previous use of this technique and its advantages and disadvantages are discussed. The test itself appears in two forms, each one containing 15 sentences taken from recordings of natural speech. It is administered individually to children whose mean age is 5.5 years, by an adult tester, and recorded. Native speakers of English should perform better on the test, and the scores should improve with age, that is, further exposure to Standard English. The results confirm these predictions, thus demonstrating the validity of the test. Specific results are given for tests given to Mexican-American and Pima children, and to Hawaiian-Creole speaking children, the results from the latter being the most detailed. (CLK)

**ED 111 176**

FL 006 900

Pickett, Penelope O., Comp.

A Selected Bibliography on Recent Dialect Studies. CAL-ERIC/CLL Series on Languages and Linguistics, No. 24.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date May 75

Note—27p.

Available from—ERIC Clearinghouse for Languages and Linguistics, Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Virginia 22209 (Free)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Abstracts, \*American English, \*Annotated Bibliographies, \*Dialect Studies, Ethnic Groups, Language Patterns, Language Research, \*Language Variation, Minority Groups, \*Nonstandard Dialects, Sociolinguistics, Standard Spoken Usage

**Identifiers**—ERIC, Resources in Education, RIE

This annotated bibliography of recent studies on language variation presents abstracts which appeared in "Resources in Education" during the period September 1973 through December 1974. They include entries from several of the ERIC clearinghouses: Adult Education, Reading and Communication Skills, Languages and Linguistics, Early Childhood Education, Urban Education, Rural Education and Small Schools, and Teacher Education. An author index and a subject index are included. (Author/AM)

**ED 111 177** 95 FL 006 946  
Resource Material for Bilingual Education. Revised Edition.

Dissemination Center for Bilingual Bicultural Education, Austin, Tex.; Fort Worth Public Schools, Tex.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date 73

Note—163p.

Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 (\$4.25)

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors**—\*Bilingual Education, Classroom Games, Clothing, Color, Food, Health Education, History, Instructional Aids, \*Instructional Materials, Language Enrichment, Letters (Alphabet), Mathematics, Numbers, Plant Identification, Primary Education, \*Resource Materials, Safety Education, Science Education, Social Studies, \*Spanish, Teacher Developed Materials, \*Vocabulary

**Identifiers**—Elementary Secondary Education Act Title VII, ESEA Title VII

This handbook for primary school teachers and aides incorporates a variety of classroom ideas and materials related to the instructional component of the bilingual program. Written in English and Spanish, the handbook is designed to supplement the Fort Worth Public Schools bilingual curriculum, but it can also be used for language enrichment purposes. The material is presented in nine broad areas: (1) days, months, seasons; (2) colors, letters, numbers; (3) plants, animals; (4) self, family, community; (5) food, clothing; (6) holidays, special events; (7) classroom terms and expressions; (8) biographies; and (9) games, stories. The material has been organized in a format that allows supplementary material to be added as it is compiled, produced, and published. Terminology for mathematics, science, social studies, and health and safety have been included to supplement each area of the curriculum. Although no grade-level limitations have been placed on the use of the material, it is suggested that teachers adapt the ideas and activities suitable for their grade level to the curriculum for that grade. (Author/AM)

**ED 111 178** 95 FL 006 958

Cox, Barbara G. And Others

New Approaches to Bilingual, Bicultural Education, No. 8: Self-Assessment Units.

Dissemination Center for Bilingual Bicultural Education, Austin, Tex.; Systems and Evaluation in Education, Santa Cruz, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Bureau No—14-0448

Pub Date Aug 74

Grant—OEG-9-72-0154(280)

Note—53p.; For related documents, see FL 006 960, 962 and 965

Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 (\$0.90, set of eight manuals \$5.20)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Bilingual Education, \*Bilingual Teachers, Instructional Aids, Measurement Instruments, Multiple Choice Tests, \*Programmed Materials, \*Self Evaluation, Teacher Education, Teacher Evaluation, \*Teaching Guides, Tests

**Identifiers**—Elementary Secondary Education Act Title VII, ESEA Title VII

These 21 self-assessment units are intended to accompany the seven teaching manuals in the series "New Approaches to Bilingual, Bicultural Education." The units consist of three self-administered evaluation instruments for each manual. They are designed both as a review and as a means of emphasizing the important concepts found in the teaching manuals. (Author/AM)

**ED 111 179** 95 FL 006 960

Ramirez, Manuel, III And Others

New Approaches to Bilingual Bicultural Education, No. 6: Developing Cognitive Flexibility.

Dissemination Center for Bilingual Bicultural Education, Austin, Tex.; Systems and Evaluation in Education, Santa Cruz, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Bureau No—14-0448

Pub Date Aug 74

Grant—OEG-9-72-0154(280)

Note—18p.; For related documents, see FL 006 958, 962 and 965

Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 (\$0.60, set of eight manuals \$5.20)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Biculturalism, \*Bilingual Education, Bilingualism, \*Bilingual Students, Bilingual Teachers, \*Cognitive Development, Cognitive Processes, Cultural Differences, Cultural Pluralism, Educational Improvement, Educationally Disadvantaged, Individualized Instruction, Learning Characteristics, Mexican Americans, Programed Materials, Teacher Education, \*Teaching Guides

**Identifiers**—Elementary Secondary Education Act Title VII, ESEA Title VII

This teaching manual is the sixth in a series of seven (accompanied by a manual of self-assessment units) that have been designed for use in bilingual/bicultural programs. The components of the series may be used either individually or together. The subject discussed in this manual is a frontier area of cultural democracy that has far-reaching implications: promoting "bicognitive" development, that is, addressing education to children's potentials for cognitive flexibility as well as linguistic and cultural flexibility. Bicognitive development is held to be an asset for all children, but a necessity for culturally different children in the U.S. public school system, especially Mexican-American children. (Author/AM)

**ED 111 180** 95 FL 006 962

Ramirez, Manuel, III And Others

New Approaches to Bilingual Bicultural Education, No. 4: Field Sensitivity and Field Independence in Children.

Dissemination Center for Bilingual Bicultural Education, Austin, Tex.; Systems and Evaluation in Education, Santa Cruz, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Bureau No—BR-14-0448

Pub Date Aug 74

Grant—OEG-9-72-0154(280)

Note—20p.

Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 (\$0.60, set of eight manuals \$5.20)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Biculturalism, \*Bilingual Education, Bilingualism, Bilingual Students, Bilingual Teachers, Cognitive Development, \*Cognitive Measurement, \*Cognitive Processes, \*Cognitive Tests, Cultural Differences, Learning Characteristics, Measurement Instruments, Observation, Programed Materials, Teacher Education, \*Teaching Guides, Teaching Methods

**Identifiers**—Child Embedded Figures Test, Elementary Secondary Education Act Title VII, ESEA Title VII, Field Independence, Field Sensitivity, Portable Rod and Frame Test

This teaching manual is the fourth in a series of seven (accompanied by a manual of self-assessment units) that have been designed for use in bilingual/bicultural programs. The components of the series may be used either individually or together. This manual is intended to familiarize teachers with ways of measuring cognitive styles in children. The teacher's objective is to deter-

mine whether a particular child is field sensitive, field independent, or "bicognitive." Two techniques of measuring cognitive style in children, the Portable Rod and Frame Test and the Child Embedded Figures Test, are described, along with their shortcomings. The major part of the manual describes how teachers can determine cognitive styles by observing children in the school setting, with the aid of "Child Rating Forms." These observations are used in assigning children to one of three instructional groups, and a different teaching strategy is used with each group. (Author/AM)

**ED 111 181** 95 FL 006 965

Castaneda, Alfredo And Others

New Approaches to Bilingual Bicultural Education, No. 1: A New Philosophy of Education.

Dissemination Center for Bilingual Bicultural Education, Austin, Tex.; Systems and Evaluation in Education, Santa Cruz, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Bureau No—14-0448

Pub Date Aug 74

Grant—OEG-9-72-0154(280)

Note—22p.; For related documents, see FL 006 958, 960 and 962

Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 (\$0.60, set of eight manuals \$5.20)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Acculturation, Biculturalism, \*Bilingual Education, Bilingualism, Bilingual Students, Bilingual Teachers, \*Compensatory Education, Cultural Differences, Cultural Pluralism, Educational Improvement, Educational Innovation, Educationally Disadvantaged, \*Educational Philosophy, \*Mexican Americans, Public Education, Teacher Education, Teaching Guides

**Identifiers**—Elementary Secondary Education Act Title VII, ESEA Title VII

This teaching manual is the first in a series of seven (accompanied by a manual of self-assessment units) that have been designed for use in bilingual/bicultural programs. The components of the series may be used either individually or together. This manual explores the many issues concerning the responsibilities of public education to the Mexican-American child. A critical examination is made of assumptions of compensatory education. The melting pot theory, or enforced acculturation, is contrasted to cultural democracy or acculturation assistance. This view goes beyond recognition and respect to use and reinforcement of culture as an integral part of the majority culture. (Author/AM)

**ED 111 182** 95 FL 007 010

Evaluation Instruments for Bilingual Education: An Annotated Bibliography.

Dissemination Center for Bilingual Bicultural Education, Austin, Tex.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date Jan 75

Note—125p.

Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 (\$1.50)

**Document Not Available from EDRS**

**Descriptors**—Achievement Tests, \*Annotated Bibliographies, Biculturalism, \*Bilingual Education, Chinese, Educational Assessment, English (Second Language), \*Evaluation Methods, French, Hebrew, Language Arts, Language Instruction, Language Tests, Mathematics Education, Navaho, Norm Referenced Tests, Portuguese, Program Evaluation, Questionnaires, Science Education, Spanish, \*Standardized Tests, Student Evaluation, Testing, \*Tests

**Identifiers**—Elementary Secondary Education Act Title VII, ESEA Title VII, Miccosukee

This compendium of over 250 evaluation instruments in use by project sites throughout the U.S. is designed to assist bilingual/bicultural educators in locating, developing, or adapting evaluation instruments suitable to local assessment needs. The titles and descriptions of instruments listed are those provided by staff in bilingual/bicultural programs throughout the country. They include commercial and noncommercial sources as well as ESEA Title VII sources. The

main arrangement is by topic, and the index provides crossreferencing by title, author, and publisher. Instruments in seven languages other than English are included. These are: French, Spanish, Portuguese, Hebrew, Navaho, Chinese, and Miccosukee. (Author/AM)

**ED 111 183** FL 007 037

*Badten, Adelinda Womkon*  
**Atighuyuggaaghusit (The First Reader).**  
Alaska Univ., Fairbanks. Center for Northern Educational Research.

Pub Date May 74

Note—34p.

Available from—Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Athapaskan Languages, Childrens Literature, Elementary Grades, Instructional Materials, \*Primary Education, \*Reading Materials, \*Spelling Instruction, Textbooks, Uncommonly Taught Languages, \*Writing Skills

Identifiers—Alaska, \*Saint Lawrence Island Yupik

This is an elementary reader designed for spelling and writing instruction, written in St. Lawrence Island Yupik, and highly illustrated. (CLK)

**ED 111 184** FL 007 038

*Badten, Adelinda Womkon*  
**Atighutsum Aallighi (Second Reading Book).**  
Alaska Univ., Fairbanks. Center for Northern Educational Research.

Pub Date May 74

Note—70p.

Available from—Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Athapaskan Languages, Childrens Literature, Elementary Grades, Instructional Materials, \*Primary Education, \*Reading Materials, \*Spelling Instruction, Textbooks, Uncommonly Taught Languages, \*Writing Skills

Identifiers—Alaska, \*St. Lawrence Island Yupik

This is an elementary manual for spelling and writing instruction, written in St. Lawrence Island Yupik, and highly illustrated. Some basic reading texts are included. (CLK)

**ED 111 185** FL 007 039

*Kaneshiro, Vera Oovi*  
**Unkuseqlighiik (Going to See the Fox Traps).**  
Alaska Univ., Fairbanks. Center for Northern Educational Research.

Pub Date Mar 74

Note—27p.

Available from—Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Athapaskan Languages, Childrens Literature, Elementary Grades, \*Instructional Materials, \*Primary Education, \*Reading Instruction, \*Reading Materials, Textbooks, Uncommonly Taught Languages

Identifiers—Alaska, \*St. Lawrence Island Yupik

This is a highly illustrated elementary reader written in St. Lawrence Island Yupik. Its format is divided between dialogue and narration, and an English translation is included. (CLK)

**ED 111 186** FL 007 040

*Kaneshiro, Vera Oovi*  
**Pingayut Kavighhaat (The Three Little Foxes).**  
Alaska Univ., Fairbanks. Center for Northern Educational Research.

Pub Date 73

Note—21p.

Available from—Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Athapaskan Languages, Childrens Literature, Elementary Grades, \*Instructional Materials, \*Primary Education, \*Reading Instruction, \*Reading Materials, Textbooks, Uncommonly Taught Languages

Identifiers—Alaska, \*Siberian Yupik

This is a highly illustrated elementary reader written in Siberian Yupik, part of a series produced by the Alaska Native Language Program. (CLK)

**ED 111 187** FL 007 041

*Kaneshiro, Vera Oovi*  
**Teketaatenkuk Kinunkuk (Teketaat and Kinu).**

Alaska Univ., Fairbanks. Center for Northern Educational Research.

Pub Date Apr 75

Note—23p.

Available from—Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Athapaskan Languages, Childrens Literature, Elementary Grades, Instructional Materials, \*Primary Education, \*Reading Instruction, \*Reading Materials, Textbooks, \*Uncommonly Taught Languages

Identifiers—Alaska, \*St. Lawrence Island Yupik

This is a highly illustrated elementary reader written in St. Lawrence Island Yupik. An English translation is included. (CLK)

**ED 111 188** FL 007 042

*Kaneshiro, Vera Oovi*  
**Qungluk Lillighii Pugimameng (Qungluk Learns to Swim).**

Alaska Univ., Fairbanks. Center for Northern Educational Research.

Pub Date Feb 74

Note—53p.

Available from—Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Athapaskan Languages, Childrens Literature, Elementary Grades, \*Instructional Materials, \*Primary Education, \*Reading Instruction, \*Reading Materials, Textbooks, Uncommonly Taught Languages

Identifiers—Alaska, \*St. Lawrence Island Yupik

This is a highly illustrated elementary reader written in St. Lawrence Island Yupik. An English translation follows the text. (CLK)

**ED 111 189** FL 007 043

*Kaveelook, Harold*  
**Malguk Qulliaqtuak: Ahaallighi Playaanillu, Aniqpaktuag Avimnaq (Two Stories: The Old Squaw and Its Ducklings, The Large Lemming).**  
Alaska Univ., Fairbanks. Center for Northern Educational Research.

Pub Date Jul 74

Note—17p.

Available from—Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Athapaskan Languages, Childrens Literature, Elementary Grades, \*Instructional Materials, \*Primary Education, \*Reading Instruction, \*Reading Materials, Textbooks, Uncommonly Taught Languages

Identifiers—Alaska, \*Barrow Inupiaq

This elementary reader written in Inupiaq contains illustrations, two stories, and the score for a song. It is part of a series produced by the Alaska Native Language Program. (CLK)

**ED 111 190** FL 007 044

*MacLean, Edna A.*  
**Uqaluch.**  
Alaska Univ., Fairbanks. Center for Northern Educational Research.

Pub Date 73

Note—34p.

Available from—Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Athapaskan Languages, Childrens Literature, Elementary Grades, \*Instructional Materials, Numbers, \*Primary Education, \*Reading Instruction, \*Reading Materials, Textbooks, Uncommonly Taught Languages

Identifiers—Alaska, \*Inupiaq

This is a highly illustrated elementary reader written in Inupiaq. Also listed are the numbers from 1 through 10, with their names in Inupiaq. (CLK)

**ED 111 191** FL 007 045

*MacLean, Edna A., Ed.*  
**Tulugaglu Agnauraglu (The Raven and The Little Girl).**

Alaska Univ., Fairbanks. Center for Northern Educational Research.

Pub Date Jul 74

Note—24p.

Available from—Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Athapaskan Languages, Childrens Literature, Elementary Education, Elementary Grades, \*Instructional Materials, \*Primary Grades, Reading Instruction, \*Reading Materi-

als, Textbooks, \*Uncommonly Taught Languages

Identifiers—Alaska, \*Kobuk Inupiaq

This is an illustrated reader written in Inupiaq for elementary reading instruction. It is part of a series produced by the Alaska Native Language Program. (CLK)

**ED 111 192** FL 007 046

*MacLean, Edna A., Ed.*  
**Aahahanaaq.**  
Alaska Univ., Fairbanks. Center for Northern Educational Research.

Pub Date Jul 74

Note—29p.

Available from—Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Athapaskan Languages, Childrens Literature, Elementary Education, \*Elementary Grades, \*Instructional Materials, Primary Grades, Reading Instruction, \*Reading Materials, Textbooks, \*Uncommonly Taught Languages

Identifiers—Alaska, \*Inupiaq

This is an illustrated elementary reader written in Inupiaq, part of a series of reading materials produced by the Alaska Native Language Program. (CLK)

**ED 111 193** FL 007 047

*Snigaroff, Sally*  
**Hamaa Hlax Aasal Isugix (The Boy and The Seal).**  
Alaska Univ., Fairbanks. Center for Northern Educational Research.

Pub Date May 73

Note—20p.

Available from—Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Childrens Literature, Elementary Education, \*Elementary Grades, \*Eskimo Aleut Languages, \*Instructional Materials, Reading Instruction, \*Reading Materials, Textbooks, \*Uncommonly Taught Languages

Identifiers—Alaska, \*Atkan Aleut

This is an illustrated elementary reader written in Atkan Aleut, part of a series produced by the Alaska Native Language Program. (CLK)

**ED 111 194** FL 007 048

*Denny, Annie Jonathan, Mildred*  
**Medenildiy. Book IV of a Series for Oral Language Practice for the Children of Tanacross, Alaska.**

Alaska Univ., Fairbanks. Center for Northern Educational Research.

Pub Date 73

Note—25p.

Available from—Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Athapaskan Languages, Audiolingual Skills, Elementary Education, \*Instructional Materials, \*Primary Grades, \*Speech Skills, Textbooks, \*Uncommonly Taught Languages

Identifiers—Alaska, \*Tanacross

This is Book IV of a series for the oral practice of Tanacross for children of Tanacross at the primary level. The series was designed by Nancy McRoy and developed by the Alaska Native Language Program. (CLK)

**ED 111 195** FL 007 050

*Lachowicz, Donald John*  
**Using Medical English. For Students of English as a Second Language, with Drills and Exercises in Medical Terminology and Conversational Usage. Volume 1.**

American Medical Association, Chicago, Ill.

Pub Date 74

Note—272p.

Available from—Project Director, Medical Education Project - Vietnam, The American Medical Association, 535 North Dearborn St., Chicago, Ill. 60610

**EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage**

Descriptors—\*English (Second Language), \*English for Special Purposes, Instructional Materials, Language Instruction, \*Languages for Special Purposes, Medical Education, \*Medical Vocabulary, \*Second Language Learning, Textbooks

Identifiers—\*Medical English

This text was written to acquaint the non-native speaker of English with the pronunciation,

usage and comprehension of English medical terms. A good science background and a knowledge of English grammar and usage are assumed. The volume is divided into five units: (1) Review of Oral English, (2) Vocabulary Exercises and Review, (3) Medical Prefixes and Suffixes, (4) Formation of Medical Terms, and (5) Medical Abbreviations. Vocabulary is taught in medical contexts. In Unit I, English vocabulary is typically presented in lists, exercises involve filling in blanks with appropriate words, and comprehension is practiced in dialog situations with short answer comprehension checks. Unit II contains a set of multiple choice exercises. Units III, IV and V are comprised of matching and short-answer exercises. The text is designed to be used by the student at his own pace. Though an answer key is not furnished, copious review sections are provided throughout. (CHK)

ED 111 196 FL 007 055

Svartvik, Jan, Ed.

Errata: Papers in Error Analysis.

Pub Date 73

Note—173p.; Papers presented at the Symposium on Error Analysis (Lund, Sweden, September 26-27, 1972)

Available from—Jan Svartvik, Lund University, Lund, Sweden (ISBN 91-40-03223-X)

Document Not Available from EDRS

Descriptors—\*Applied Linguistics, Contrastive Linguistics, Educational Objectives, \*Error Patterns, \*Interference (Language Learning), \*Language Instruction, Linguistic Competence, Linguistic Difficulty (Inherent), Linguistic Performance, \*Second Language Learning, Sociolinguistics

Identifiers—\*Error Analysis

Papers presented at the symposium of error analysis in Lund, Sweden, in September 1972, approach error analysis specifically in its relation to foreign language teaching and second language learning. Error analysis is defined as having three major aspects: (1) the description of the errors, (2) the explanation of errors by means of contrastive analysis, (3) a linguistic evaluation and the implementation of the results within teaching methods. The papers are divided into two major groups. The first nine, by N. E. Enkvist, G. Nickel, B. Hammarberg, P. Corder, F. A. Johansson, S. Johansson, H. Rossipal, and E. Lindell, examine the role of error analysis as a means of gaining a better understanding of the general processes of second language learning, and the relation of error analysis to concepts of interlanguage and communicative competence, to the goals of language learning and to problems of methodology. For example, bearing in mind the importance of looking at the sociolinguistic aspects of language learning, including student attitudes, the question of whether the goal of foreign language teaching should be communicative competence or linguistic conformity is raised. The nature of error analysis, which is not simply a process of error collecting, is examined. The last six papers, by C. Stendahl, E. Edstrom, K. Hyldgaard-Jensen, E. Moller, M. Gorosch, and M. Olsson report on specific studies and the application of the results. A bibliography by J. Arabski concludes the collection. (CLK)

ED 111 197 FL 007 061

Connors, Kathleen

Deletion of QUE in Montreal French - a Syntactic Rule.

Pub Date 74

Note—20p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Form Classes (Languages), \*French, Language Research, Linguistic Theory, Phonology, \*Pronouns, \*Regional Dialects, Sociolinguistics, \*Syntax, Transformational Generative Grammar

Identifiers—\*Quebec (Montreal), QUE Deletion

This article argues that QUE-deletion in Montreal French is a syntactic rule, rather than a phonological one, as earlier treatments had claimed. It is divided into five sections: (1) a discussion of why the rule accounting for the alternation of QUE with zero is a deletion, not an insertion rule, (2) a critique of the best known earlier (phonological) accounts of the rule, (3) a proposed lexico-syntactic solution, (4) an argument for the syntactic nature of the rule on the basis of its ordering among related rules, and (5) a limited survey of QUE-deletion in other popular dialects, with a view to finding indirect evidence

as to its phonological or syntactic nature in Montreal French. This external evidence supports neither the phonological nor the syntactic solution conclusively. (Author)

ED 111 198 FL 007 064

Scavnick, Gary Eugene A.

Extent and Use of Indigenous Vocabulary in Guatemalan Spanish.

Pub Date 75

Note—14p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*American Indian Languages, Area Studies, Bilingualism, Cakchiquel, \*Culture Contact, \*Descriptive Linguistics, Diachronic Linguistics, \*Lexicology, Mayan Languages, Native Speakers, Semantics, \*Spanish, Uto Aztec Languages, Vocabulary

Identifiers—\*Guatemala, Word Borrowing

This paper examines the actual content and use of Indian vocabulary in standard Guatemalan Spanish, as opposed to the numerous entries found in antiquated dictionaries. Over 600 Indian words were extracted from contemporary Guatemalan literature and Lisandro Sandoval's "Semantica guatemalense." Interviews were arranged with middle and upper class speakers of Guatemalan Spanish in Guatemala City and Xelaju, the second largest city. The subjects were divided into four age groups: (1) 14-21, (2) 22-35, (3) 36-50, and (4) 51 and over. Several usage patterns emerged. Approximately 225 words were not recognized by any group. These words are semantically divided into terms for trees, plants, animals, rare insects, fish, Indian clothing, expressions for sick children, kinship, agriculture procedures, chiefs or bosses, the devil, and extinct professions. The oldest group recognized the most Indian words, and each progressively younger group was acquainted with fewer. Vocabulary used by all groups was divided into three groups: (1) Fruits and vegetables: achiot, aguacatal, caimito, camote, piloy, and pozol, (2) Animals: cutete, coyote, pijiye, and tucacin, and (3) Utensils and clothing: caite, comal, guacal and paxte. (CHK)

ED 111 199 FL 007 065

Scott, Joseph Reid

Understanding Spanish-Speaking Cultures. Selected Concepts, That May Be Developed at Spanish Level I.

Alameda County Superintendent of Schools, Hayward, Calif.

Pub Date 72

Note—68p.; For related document, See FL 007 066

Available from—Alameda County Education Center, Rm. 45, 685 A. St., Hayward, Calif. 94541 (\$3.50)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Cultural Awareness, \*Cultural Education, Foreign Culture, Instructional Materials, Language Instruction, Language Teachers, Manuals, Mexicans, Second Language Learning, \*Spanish, \*Spanish Culture, Spanish Speaking, \*Teaching Guides

The hypothesis underlying this volume is that certain cultural facts are necessary to understand and use a language correctly. The book was prepared to instruct the language teacher on concepts of Spanish and Latin American (chiefly Mexican) culture to be taught in a beginning Spanish class. The concepts are cross-referenced to be used with five major Spanish texts. The first four chapters of the manual are devoted to defining culture and examining cultural phenomena, values of cultural study and methods of teaching culture. The rest of the book contains instructional essays for the teacher of 42 aspects of life in Spanish-speaking countries, from use of titles and nicknames through social amenities, restaurants and eating customs, sports, theater and movies, the Spanish calendar and use of certain vocabulary. Essays are followed by suggestions for class discussion and drill. A bibliography on teaching culture is appended. (CHK)

ED 111 200 FL 007 066

Walpole, Earl L.

Cultural Understanding: French, Level One. Selected Cultural Concepts Which May Be Developed in French Level I.

Alameda County Superintendent of Schools, Hayward, Calif.

Pub Date 71

Note—97p.; For related document, see FL 007 065

Available from—Alameda County Education Center, Rm. 45, 685 A. St., Hayward, Calif. 94541 (\$3.50)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Cultural Awareness, \*Cultural Education, Foreign Culture, \*French, Instructional Materials, Language Instruction, Language Teachers, Manuals, \*Second Language Learning, \*Teaching Guides

This manual was prepared to instruct the language teacher on concepts of French culture to be taught in a beginning French class to students of any age. The cultural concepts are cross-referenced and intended to be used with five of the most widely used French texts. Certain deeper cultural concepts are meant to be used for longer unit presentation or activities. The first four chapters are devoted to definition of culture and examination of some cultural phenomena and the values of cultural study. Culture is defined as "the individual's role in the unending kaleidoscope of life situations of every kind and the rules and models for attitude and conduct in them..." It is noted that a cultural study should examine all aspects and be simultaneous with the beginning of foreign language study. The rest of the manual contains instructional essays for the teacher on 38 aspects of French culture from use of "tu" and "vous" to family and social life, restaurants and food, business customs, money, art and music, French geography, politics and religion. Each essay is followed by suggested instructional activities. A list of references and information sources is appended. (CHK)

ED 111 201 FL 007 067

Wieman, Leslie A.

Stress Patterns of Early Child Language.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.

Pub Date 74

Note—19p.; Abbreviated version of Ph.D. Dissertation, University of Washington

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Child Development, \*Child Language, Early Childhood, \*Language Ability, \*Language Development, \*Language Patterns, Language Research, Phonemics, Semantics, Syntax, Transformation Generative Grammar, \*Verbal Development

Identifiers—\*Stress Patterns

A study was undertaken to determine whether children in early periods of language development use stress with any regular patterns, and if so, on what the patterns are based. The subjects were five children aged 21-29 months, MLU between 1.3 and 2.4. Tape recordings were made during play sessions with each child. Two-word utterances that could be clearly interpreted were extracted and grouped and their stress was determined. Analysis indicates that children have strong stress patterns and that semantic relations are more important to the child's stress than syntax. In use of locative phrases with verb-locative, the locative was stressed in every case. In modifier-noun use, the modifier was almost always stressed, in contrast to transformation generative theory. Other stress priorities are noted and arranged in a scale. It is proposed that children distinguish whether information in utterances is new or contrastive and apply stress accordingly, following a semantic hierarchy. The evidence showing that children early produce regular and significant patterns of stress is important for the syntax vs. semantics controversy in adult stress assignment. (CHK)

ED 111 202 FL 007 068

Wolfram, Walt

Contrastive Linguistics and Social Lectology.

Pub Date Nov 73

Note—33p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Contrastive Linguistics, Cross Cultural Studies, Dialects, \*Dialect Studies, \*Linguistic Theory, Morphemes, Morphology (Languages), Nonstandard Dialects, Puerto Ricans, \*Social Dialects, \*Sociolinguistics, Standard Spoken Usage

Identifiers—\*Social Lectology

In the past, social lectologists have not considered their work as contrastive linguistics. One reason is that sociolects of a language differ quantitatively; differences lie in the frequency



patterns with which certain forms occur in each lect. Contrastive linguistics deals with standard or idealized languages, while sociolects are often nonstandard or socially stigmatized. Contrastive social lectology began in the 1960s to study vernacular Black English to aid in teaching standard English to minorities. Quantitative measurement of variable linguistic forms aids in examination of speech differences as related to extralinguistic factors. It is necessary to identify social and linguistic environments affecting use of variants. This article charts the occurrence of several variants by social class; analysis reveals the operation of rules governing variable appearance. Optimal use of variables is controlled by a hierarchy of constraints, but a correct theory as to how this system works has not yet been formulated. This notion of structured variability provides a model for variation in interlanguage contrastive studies. In any contrastive study it is important to examine the actual lects contacted rather than idealized norms, as illustrated in a recent study of Puerto Rican English in East Harlem. (CHK)

**ED 111 203** FL 007 070  
Sutherland, Kenton

Some Characteristics of an Effective Language Learning Program. CATESOL Occasional Papers, No. 1.

California Association of Teachers of English to Speakers of Other Languages.

Pub Date Aug 74

Note—12p.; Paper presented at the Annual Meeting of the California Association of Teachers of English to Speakers of Other Languages (San Francisco, California, April 26-28, 1974)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Adult Education, Bilingual Education, Child Development, \*English (Second Language), English Instruction, \*Language Instruction, Language Teachers, Learning Characteristics, \*Learning Processes, \*Learning Theories, \*Second Language Learning

Children learn a second language quickly and easily simply by being exposed to it. Adults generally learn more slowly and less well. It is hypothesized that the brain in youth is extremely plastic, but hardens with adolescence and adulthood and becomes less receptive. Children learn in an active way, during play, and the language is reinforced by pleasure and by corresponding activities. Adults usually learn passively in a classroom involving only audiovisual methods and memory. Accordingly, the following characteristics of effective language learning programs are suggested. For children: Native-speaking teachers, several hours of instruction or exposure daily, linguistically unstructured activities, no corrections until the child is fluent, cultural lessons may or may not be used, supportive home-school environment. For adults: A well-trained, dynamic and patient teacher, students with expressed goals, daily or frequent classes that are both small and homogeneous, linguistically and methodologically sound textbooks, acting out situations in the language, varied modalities of presentation, minimum of correction, outside practice, availability of tutors, individualized instruction, explication of purposes and goals of a learning activity. (CHK)

**ED 111 204** FL 007 071  
Francis, W. N.

Problems of Assembling, Describing, and Computerizing Corpora. Research Techniques and Prospects. Papers in Southwest English, No. 1. Trinity Univ., San Antonio, Tex.

Pub Date 75

Note—25p.

Available from—Trinity University, San Antonio, Texas 78222 (\$2.00)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Comparative Analysis, \*Computational Linguistics, Contrastive Linguistics, \*Data Collection, Descriptive Linguistics, Language Research, Linguistic Competence, Linguistic Performance, \*Research Tools, Semantics, \*Word Frequency, Word Lists

Identifiers—\*Brown Standard Corpus  
The paper investigates the problems of assembling, describing and computerizing corpora, defined as collections of "texts assumed to be representative of a given language, dialect or other subject of a language, to be used for linguistic analysis." Specific reference is made to the formation of the Brown Standard Corpus.

The formation of a corpus is justified in terms of saving effort and in providing a compilation of data that will serve as a research tool in comparative studies. Important questions in the process concern the body of language from which the sample will be drawn, the size of the sample, and its structure. These, in turn, are dependent on the purpose for which the corpus is assembled: graphic analysis will require a different corpus than will phonological or grammatical analysis, for example, the latter presenting the most problems. Practical constraints on the size of the corpus, including time, energy and money are mentioned. The organization of the corpus is discussed, underlining such factors as the size of the base units, mode of selection and collection, assembly of the corpus and computerization. The question of how much additional explanatory material should accompany the corpus is raised, with particular reference to lexical and semantic analyses. (CLK)

**ED 111 205** FL 007 072

Tway, Patricia

Cognitive Processes and Linguistic Forms of Factory Workers.

Pub Date 75

Note—18p.; Paper presented at the summer meeting of the Linguistic Society of America (37th, Tampa, Florida, July 25-27, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Cognitive Processes, Concept Formation, Language Styles, Language Variation, \*Social Factors, Socioeconomic Influences, \*Sociolinguistics, Verbal Communication, \*Vocabulary, \*Work Environment

This paper examines language in a factory setting and focuses on: (1) identical terms which workers use in different contexts, (2) terms that are discarded or changed, (3) different terms that express opposite units in a conceptual category but are labels for identical objects, and (4) terms which represent finer discriminations within conceptual categories. The paper shows that: (1) the manner in which some workers discriminate between categories reveals their position in the production flow, (2) terms are lost if ideas relating to them are lost to the group, and some undergo a psychological regrouping if there is competition between homophonous forms in overlapping work environments, (3) operational links determine the extent to which workers share conceptual categories and linguistic terms referring to those categories, and (4) workers who are closely associated with particular operations are capable of making precise distinctions between conceptual units. The discussion shows that studying language in a work setting contributes to a better understanding of the relationship between social forces, cognitive processes and communicative behavior. (Author)

**ED 111 206** FL 007 073

Ross, John

Sociolects, Codes and Language Teaching.

Pub Date Sep 74

Note—23p.; Paper presented at the Annual Congress of the British Association for Applied Linguistics (Edinburgh, Scotland, September 1974)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Language Classification, \*Language Instruction, \*Language Styles, Language Usage, \*Language Variation, Models, Second Language Learning, \*Social Dialects, Social Factors, \*Sociolinguistics

Identifiers—Bernstein (Basil), Codes, Registers, \*Sociolects

The aim of this paper is to clear up some of the confusion that has developed around interpretations of Bernstein's concept of code-distribution. After a rapid review of the main dimensions of linguistic variation within a given society, with particular attention to sociolectal and register variation, 'codes' are examined and compared with registers and sociolects. There follows a more detailed investigation of the nature and implications of codes in the Bernsteinian sense, relating to the social and, more precisely the educational context. The conclusions are that 'code' and 'lect' correspond to radically different types of variation, and that code-variation is by no means as socially exclusive or inherently so politically charged as many writers claim. Two points should be borne in mind while reading this paper; it represents work in progress towards a fuller treatment of the subject, and the final presenta-

tion of "restricted code" is exaggerated deliberately to provide a counter-argument to polemic current in Europe in 1974. (Author)

**ED 111 207** FL 007 074

Leap, William L.

Prospects for American Indian English Linguistics Research. Papers in Southwest English 1: Research Techniques and Prospects.

Trinity Univ., San Antonio, Tex.

Pub Date 75

Note—11p.

Available from—Trinity University, San Antonio, Texas 78284 (\$2.00)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*American Indian Languages, \*American Indians, Dialect Studies, \*Diglossia, English, \*English (Second Language), Geographic Regions, Grammar, Interference (Language Learning), Language Research, Language Usage, Language Variation, \*Nonstandard Dialects, Regional Dialects, Second Languages, Syntax

Identifiers—\*American Indian English, Black English, Southwest English

Several focal points for southwestern American Indian English research are proposed. This variation is used on reservations or in urban Indian enclaves when the "Indianness" of the discussion or participants needs formal linguistic marking. One research goal is to demonstrate that tribal varieties of Indian English actually exist. Analysis shows that Indian English grammatical and phonological structures are often replications of the Indian language detail. American Indian English may have had a fairly recent origin in federal boarding schools where only English could be spoken in classrooms and dormitories by the Indian students of various tribes. A second area for research is the idea that current American Indian English dialects vary predictably according to the native language rules. Dialects of American Indian English contain grammatical features common to other nonstandard dialects, such as Black English. Testing is underway to determine whether the dialect factors arise from similar motivations. Another research project is a study of the Indian English patterns within a given community to yield information about both grammatical structures in the Indian language and first-language interference in learning standard English. A final research area is the need for educational techniques and policy to develop diglossic fluency in both standard and American Indian English. (CHK)

**ED 111 208** FL 007 075

Jacobson, Rodolfo

Research in Southwestern English and the Sociolinguistic Perspective: Thoughts and Suggestions from a Newcomer to Texas. Papers in Southwest English 1: Research Techniques and Prospects.

Trinity Univ., San Antonio, Tex.

Pub Date 75

Note—16p.

Available from—Trinity University, San Antonio, Texas 78284 (\$2.00)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Bilingualism, \*Dialect Studies, Geographic Regions, \*Language Research, Language Variation, Linguistic Theory, Mexican Americans, \*Nonstandard Dialects, \*Regional Dialects, \*Sociolinguistics, Spanish, Spanish Speaking, Standard Spoken Usage

Identifiers—Southwest English

The term "Regional Standard English" should refer to any kind of English spoken by educated individuals in a particular region. Vernacular is spoken by individuals with little education. Sociolinguistics as a field embraces ethnography of communication, social coding, societal analysis, social-psychological analysis and anthropology, all of which avenues of research are pursued by noted linguistic theorists. These strands may be unified into a "pandialectical model of sociolinguistic research." Early work in the field isolated vernaculars, identified patterns of language choices, and constructed rules governing variability. Variation within a language or between languages can be understood as a continuum within which a speaker moves and chooses. Notions of language restrictiveness and elaborateness were seen to be independent of intellectual capacity. Research into southwest En-

glish must consider Mexican-American English, Spanish, and bilingualism. Research should study sociolinguistic perspectives investigated elsewhere and identify pandialectal elements that may be applied to the southwest to construct a pandialectal model to trigger research. Issues to be examined include: (1) identification of vernaculars, (2) the nature of stylistic shifting, (3) description of speech communities, (4) description of variability features through variable rules, and (5) the presence of cross-cultural biases. (CHK)

ED 111 209 FL 007 076

*Hoffer, Bates*  
Towards Implicational Scales for Use in Chicano English Composition. Papers in Southwest English 1: Research Techniques and Prospects. Trinity Univ., San Antonio, Tex.

Pub Date 75

Note—14p.

Available from—Trinity University, San Antonio, Texas 78284 (\$2.00)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Comparative Analysis, Composition Skills (Literary), \*Contrastive Linguistics, Dialect Studies, \*English (Second Language), Error Patterns, Grammar, \*Interference (Language Learning), Language Learning Levels, Language Variation, Mexican Americans, Non-standard Dialects, \*Second Language Learning, Spanish Speaking, Standard Spoken Usage

Identifiers—\*Error Analysis, Southwest English  
Dialect analysis should follow the procedure for analysis of a new language: collection of a corpus of words, stories, and sentences and identifying structural features of phonology, morphology, syntax, and lexicon. Contrastive analysis between standard English and the native language is used and the ethnic dialect of English is described and compared with standard English. Variation study of the Mexican-American dialect is important to identify grammatical errors that can be corrected. Contrastive analysis explains and predicts first-language interference from maximal to minimal as the second language is learned. Error analysis compiles deviations caused by language interference, dialect differences, lack of knowledge of grammar, etc., and provides a teaching tool. Language acquisition and probably second language learning follows set stages and the types of errors appropriate to each stage are in a well-defined series. The notion of irreversible solidarity states that when E3, E2, and E1 are grammar rules of descending difficulty, if E3 is learned and used correctly by an individual, then E2 and E1 will be also. The rules are learned in order from simple to complex. Knowledge and understanding of language acquisition and error patterns are powerful diagnostic tools for the teacher of English. (CHK)

ED 111 210 FL 007 077

Hindi Stories: A Dual Language Reader for Area and Advanced Language Students.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of International Education.

Pub Date 75

Contract—OEC-0-72-0739

Note—338p.; In English and Hindi

Available from—South Asian Language and Area Center, University of Wisconsin-Madison, Madison, Wisconsin 53706

Document Not Available from EDRS

Descriptors—\*Anthologies, \*Hindi, \*Indians, Instructional Materials, Literature, \*Reading Materials, Second Language Learning, \*Short Stories, Tales

Identifiers—\*India, NDEA Title VI

The translator selected six short stories by modern Indian writers and compiled them as a reader for advanced students of Hindi and Area Studies. The Hindi text on the right-hand page is translated into English on the left. The stories were selected to include vignettes of urban and rural life and characters from both middle and lower class backgrounds with varying occupations. The tales reflect cultural problems in modern India where there is often a conflict between old world ideas and modern changes. The contents are: (1) "Paper Flowers" by Usha Priyamvada; (2) "A Difference" by Nirmal Verma; (3) "Dinner for the Boss" by Bhisham Sahni; (4) "Idgah" by Prem Chand; (5) "Married Women" by Mohan Rakesh; and (6) "The Third

Vow or 'Gulfam is Slain'" by Phanishwar Nath 'Renu'. A glossary of obscure terms and a long list of vocabulary and definitions are included, along with a biographical sketch of each author. (CHK)

ED 111 211 FL 007 078

*de Ronceray, Hubert Petit-Frere, Serge*  
Project experimentale sur le bilinguisme Creole-Francais au niveau de l'enseignement primaire en Haiti (Experimental Project on Creole-French Bilingualism at the Primary Level in Haiti).

Centre Haitien d'Investigation en Sciences Sociales, Port-au-Prince.

Pub Date Aug 75

Note—25p.; In French

Journal Cit—Bulletin d'Informations du Chiss, v4 n14 Aug 1975

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Attitudes, \*Bilingual Education, Bilingual Students, \*Creoles, \*French, \*Haitian Creole, Language Variation, Official Languages, \*Primary Education, Socioeconomic Influences, Sociolinguistics, Teaching Methods  
Identifiers—\*Haiti

This is a progress report on the first year of an experimental bilingual education project for primary education in Haiti, sponsored by the Centre Haitien d'Investigation en Sciences Sociales (CHISS). The center's goal was to carry out a scientific project, to secure the facts from emotional and political prejudice. The point is to show the effect of the use of the vernacular in the learning of subjects in the curriculum. A socioeconomic investigation which preceded the project selected 150 6-year-old children from rural backgrounds, from three communities: Flon, Darbonne, and Dessources. Factors such as the degree of literacy and education of the parents, their professional status or lack thereof, and the amount of land that they worked were taken into account. The experimental group used Creole as a medium of instruction, while French was taught as a foreign language. Control Group 1 used exclusively French and the methods of the Mission Pedagogique Francaise, while Control Group 2 used those of the Department of Rural Education and was independent of CHISS. Testing of intelligence, oral language, achievement, and attitudes was conducted at given intervals. The tabulated results show bilingual education to be preferable to traditional methods. (CLK)

ED 111 212 FL 007 079

*Garfinkel, Alan, Ed. And Others*

LBRIQ Newsletter (Newsletter of the Language by Radio Interest Group). Vol. IV, No. 1.

Purdue Univ., Lafayette, Ind. Dept. of Modern Languages.

Pub Date Sep 75

Note—7p.; For related documents, see ED 081 292, 097 800 and 105 770

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Audiovisual Aids, \*Educational Radio, Educational Technology, \*Language Instruction, Newsletters, News Media, \*Radio, \*Second Language Learning, Teaching Techniques

The Language by Radio Interest Group (LBRIQ) Newsletter, volume 4, number 1, opens with an appeal to subscribers to contribute articles, reports, notes etc. The annual ACTFL workshop held on 29 Nov. 1975 is then described. It features a report by Dolores Zeisger, instructor in Spanish at Logan (Ohio) High School, on the interesting use of local Spanish radio programs. Also participating in the workshop will be Bob Nelson, describing new curriculum patterns involving production and reception of radio programs, and Richard Wood reporting on current and prospective listening opportunities, and presenting recordings of short-wave reception. Feature articles in the newsletter include: (1) "Kit-Form Equipment in Foreign Language Broadcast Listening," by Herbert De Ley dealing with advantages of owning and assembling shortwave receivers for foreign language broadcasts, and (2) "Outline for a Contemporary Civilization Course Based on Radio," by Pierre Trescases which offers specific suggestions on how to use radio to broaden civilization courses. (CLK)

ED 111 213

FL 007 080

*Pohl, Jacques*

Trente ans d'etudes sur les parlers francs de Belgique, 1945-1975 (Thirty Years of Studies on French Usage in Belgium, 1945-1975).

Universite Libre de Bruxelles (Belgium). Institut de Phonetique.

Pub Date Mar 75

Note—94p.; For related document, see ED 101 576; from Rapport d'activites de l'institut de Phonetique; in French

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Bibliographic Citations, \*Bibliographies, Descriptive Linguistics, \*Dialect Studies, \*French, \*Language Research, Language Usage, Language Variation, Reference Materials, \*Regional Dialects, Research Tools  
Identifiers—\*Belgium

This is a report on the different types of studies of the regional varieties of French that have been carried out in Belgium from 1945 to the present. The majority of the studies have been done by Belgians, and have to do with regional varieties of French spoken in Belgium. Some, however, examine African or American varieties. Chapter 1 deals with the normative or prescriptive studies. These include investigations of lexical and semantic items and have chiefly concentrated on measuring the difference between "Belgian" usage and "correct" French as judged primarily by the literary language. Chapters 2 and 3 discuss the descriptive studies which deal with lexical and semantic problems, or with grammatical and phonetic problems. Chapter 4 is dedicated to the studies that are indirectly related to Belgian varieties of French, including historical investigations and relevant literary studies. Chapter 5 refers to studies that are of a more sociological nature. In each chapter, brief discussions of the material accompany the listing of the works. The author's name and the date of publication are included. An extensive bibliography concludes the report. (CLK)

ED 111 214

FL 007 081

*Gritner, Frank M.*

Motivating Students in the Foreign Language Classroom.

Pub Date Oct 74

Note—26p.; Speech given at the Southern Conference of Language Teaching (10th, Atlanta, Georgia, October 11, 1974)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Classroom Environment, \*Classroom Techniques, \*Language Instruction, Language Skills, Language Teachers, Modern Language Curriculum, \*Motivation Techniques, \*Second Language Learning, Student Attitudes, Student Interests, \*Student Motivation, Teacher Influence

Motivating students to study foreign languages is a unique problem within American culture. Experience suggests that Americans are psychologically inhibited from identifying with other people because of sensitiveness to their immigrant past. Some foreign language educators have concluded that, because of this past, teaching of foreign languages will always be difficult, if not impossible, in most American schools. Others feel that this factor merely makes foreign language instruction more difficult, but not impossible. According to the latter view, the key to motivating American students lies in getting them intrinsically motivated. The problem is that foreign language acquisition requires the learning of a great deal of material which, in itself, is not intrinsically motivating. As a result, many teachers attempt to force-feed the material into students. This tends to drive them out of foreign language study and to reduce enrollment levels to the point where the program is financially questionable. Thus, the key to success in the American foreign language classroom lies in making the necessary drill material palatable without having the classroom deteriorate into "fun and games." The article discusses the above-mentioned problem and suggests techniques for motivating students in the context of American education. (Author)

ED 111 215

FL 007 082

*Huebener, Theodore*

Opportunities in Foreign Language Careers.

Pub Date 75

Note—140p.

Available from—Vocational Guidance Manuals, 620 South Fifth St., Louisville, Kentucky

40202 (paper \$2.45, hardcover \$4.25 plus \$0.40 postage and handling)

**Document Not Available from EDRS**

**Descriptors**—Bilingualism, Career Awareness, \*Career Choice, \*Career Education, \*Career Planning, Language Proficiency, Language Programs, \*Language Skills, Modern Languages, Second Language Learning, \*Second Languages, Translation, Vocational Counseling, Vocational Development, Vocational Education

**Identifiers**—Foreign Language Careers

This guide to careers requiring knowledge of a foreign language details a wide range of positions. It begins with a general survey of the field of foreign languages—historical background, need for trained personnel, attributes necessary for success, comments of business and professional people. Educational preparation in high school, college, and special training is outlined, followed by a chapter on finding a suitable job—applications, interviews, employment agencies, employment abroad, analyzing the job. A section on foreign trade covers advertising, export, salaries, and opportunities for women. One chapter surveys various vocations from airlines to architecture, banking, library work, scientific research, and translation. Opportunities in government service include Civil Service, Department of State, USIA, Voice of America, and the United Nations. The teaching profession is surveyed. Lists of recommended reading and of language associations and journals are included. (CHK)

**ED 111 216** FL 007 084

*Raugh, Michael R. And Others*

**Teaching a Large Russian Language Vocabulary by the Mnemonic Keyword Method. Psychology and Education Series, Technical Report No. 256.**

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

**Spons Agency**—Advanced Research Projects Agency (DOD), Washington, D.C.; Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Pub Date 11 Jul 75

Note—56p.; For related documents, see ED 096 816 and ED 096 841

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Associative Learning, College Language Programs, Computer Assisted Instruction, Language Instruction, Memory, \*Mnemonics, Retention, \*Russian, \*Second Language Learning, Teaching Methods, \*Vocabulary Development

**Identifiers**—\*Keyword Method

This study evaluates the effectiveness of a mnemonic procedure, called the keyword method, for teaching a large Russian language vocabulary to college students. The method divides the study of a vocabulary item into two stages. The first stage requires the student to associate the spoken Russian word to an English word (the keyword) that sounds like some part of the foreign word; the second stage requires the student to form a mental image of the keyword "interacting" with the English translation. Thus, the keyword method can be described as a chain of two links connecting a foreign word to its English translation through the mediation of a keyword: the foreign word is linked to a keyword by a similarity in sound (acoustic link), and the keyword is linked to the English translation by a mental image (imagery link). A computer controlled curriculum using the keyword method served as a supplement to the second-year Russian language course at Stanford University. Students studied a large basic vocabulary over an 8- to 10-week period. Data obtained during the study and student reports indicate that the keyword method was highly effective. (Author)

**ED 111 217** FL 007 085

*Akwesasne Mohawk. Book 1.*

Salmon River School District, Ft. Covington, N.Y.

**Spons Agency**—New York State Education Dept., Albany. Office of Cultural Education.

Pub Date [75]

Note—24p.; For related document, see FL 007 086

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*American Indian Languages, \*Biculturalism, \*Bilingual Education, Bilingualism, \*Elementary Education, \*Instructional Materials, Pronunciation Instruction, Reading

Instruction, Reading Materials, Textbooks, Uncommonly Taught Languages, Vocabulary Development

**Identifiers**—\*Akwesasne Mohawk

This is a highly illustrated text designed to teach vocabulary of Akwesasne Mohawk at the elementary level in a bilingual/bicultural setting. Each word is accompanied by its English equivalent. Vocabulary includes numbers 6-10, colors, animals, substances, and people in everyday life. The Mohawk spelling and pronunciation are those used by the Akwesasne Mohawk people. The book is one of a series produced by the Title IV bilingual/bicultural program at the Salmon River Central School in New York State. (CLK)

**ED 111 218** FL 007 086

*Akwesasne Mohawk. Book K.*

Salmon River School District, Ft. Covington, N.Y.

**Spons Agency**—New York State Education Dept., Albany. Office of Cultural Education.

Pub Date [75]

Note—24p.; For related document, see FL 007 085

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*American Indian Languages, \*Biculturalism, \*Bilingual Education, Bilingualism, \*Elementary Education, \*Instructional Materials, Pronunciation Instruction, Reading Instruction, Reading Materials, Textbooks, Uncommonly Taught Languages, Vocabulary Development

**Identifiers**—\*Akwesasne Mohawk

This is a highly illustrated text designed to teach vocabulary of Akwesasne Mohawk at the elementary level in a bilingual/bicultural setting. Each word is accompanied by its English equivalent. Vocabulary includes numbers 1-5, common animals and substances, and every day expressions such as "hello" "goodbye," and "thank you." The Mohawk spelling and pronunciation are those used by the Akwesasne Mohawk people. Some basic dialogue exchanges are included at the end. The book is one of a series produced by the Title IV bilingual/bicultural program at the Salmon River Central School in New York State. (CLK)

**ED 111 219** FL 007 088

**English for Speakers of Other Languages: A Bibliography.**

British Council, London (England). English Teaching Information Centre.

Pub Date Dec 74

Note—59p.; For related documents, see ED 093 159, FL 005 394, FL 007 089, and FL 007 090

Available from—English Teaching Information Centre, The British Council, 10 Spring Gardens, London SW1A 2BN, England (free of charge)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Annotated Bibliographies, Booklists, Cultural Background, Dictionaries, \*English (Second Language), English for Special Purposes, Grammar, \*Instructional Materials, \*Language Instruction, Language Skills, Language Tests, Literature Reviews, Second Language Learning

**Identifiers**—English History

This annotated bibliography lists books useful for teaching or learning English as a second language. Most of the books were published since 1965, and the majority were published in England. Prices are listed. The contents include sections on reference books and dictionaries; linguistics; grammar of English; vocabulary; language learning and teaching; aids to learning; testing; spoken English; reading; writing; general courses; English for special purposes; literature, and background studies of English history and sociology. An alphabetical index of authors is included. (CHK)

**ED 111 220** FL 007 089

**Aids to English Language Teaching: Information Guide No. 4.**

British Council, London (England). English Teaching Information Centre.

Pub Date Apr 75

Note—73p.; for related documents see FL 005 394, FL 007 088, and FL 007 090

Available from—English Teaching Information Centre, The British Council, 10 Spring Gardens, London SW1A 2BN, England (free of charge)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Annotated Bibliographies, \*Audiovisual Aids, Booklists, \*Catalogs, Educational Games, Educational Resources, Elementary Secondary Education, \*English (Second Language), \*Instructional Materials, Literature Reviews, Second Language Learning, Visual Aids

**Identifiers**—\*Great Britain

This is an annotated guide to English language instructional materials useful for both native and non-native speakers of English at primary and secondary levels. Materials relate to and are available in Great Britain; prices and addresses of publishers and suppliers are included. The sections cover: (1) Visual aids specifically designed for English-language teaching—charts, films, cartoons, flashcards, magazines, audiovisual courses; (2) Mother tongue educational materials which could be applied to English-language teaching—recordings, pictures, games, slides, cassettes, all aimed primarily at young children; (3) Children's magazines; (4) Audiovisual materials on British life and institutions; (5) A select list of catalogues of resource materials; (6) A select list of books on methods of producing and using audiovisual aids in language teaching; (7) A guide to materials for making visual aids—instant letters, flannel-graphs in shapes and pictures, hook and loop or plastic display boards, magnet boards and sound effects; and (8) A guide to sources of supplementary display materials on topics ranging from arts and banking to food, fuel, transportation, pets, etc. (CHK)

**ED 111 221** FL 007 090

**Recorded Materials for Teaching English: Information Guide No. 3.**

British Council, London (England). English Teaching Information Centre.

Pub Date Sep 74

Note—98p.; For related documents, see FL 005 394, FL 007 088-089

Available from—English Teaching Information Centre, The British Council, 10 Spring Gardens, London SW1A 2BN, England (free of charge)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—\*Annotated Bibliographies, Audio Equipment, \*Audiovisual Aids, \*English (Second Language), English for Special Purposes, \*Instructional Materials, Language Instruction, Phonograph Records, Phonology, Second Language Learning, Speech Skills, Tape Recordings

**Identifiers**—\*British English

This is an annotated list of recorded materials for teaching oral skills to those studying English as a second or foreign language or for special purposes. The materials listed are recorded in British English, with a few exceptions. Included are tape recordings, records, cassettes and films, with accompanying texts, workbooks, and teachers' manuals. The list details materials on language courses, both class and home-study; phonology and pronunciation; spoken English; listening comprehension; English for special purposes; grammar; songs; ancillary materials; films and film loops for students, and material for teachers. Addresses of publishers and an index follow. (CHK)

**ED 111 222** FL 007 091

*Phillips, Jean McCabe*

**Code-Switching in Bilingual Classrooms.**

Pub Date May 75

Note—77p.; Masters Thesis, California State University, Northridge

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—\*Bilingual Education, Bilingual Students, \*Classroom Environment, \*Elementary Education, English, Language Enrichment, Language Instruction, Language Variation, Maintenance, Second Language Learning, Sociolinguistics, \*Spanish, \*Teaching Methods, Teaching Techniques

**Identifiers**—California (Los Angeles), \*Code Switching

This thesis presents the results of a field study of code-switching in K-3 level classrooms of an experimental Spanish-English bilingual education project in Los Angeles. The goal of the project, based on a pluralistic model of bilingual education, was the maintenance of Spanish by means of continued language-development in both the students' native and second languages. The thesis shows that the means of implementation contradict the project's goals. Data was collected on code-switching in 12 different setting-participant

combinations during language-development lessons. A quantitative measure related code-switching by teachers and students to specific setting-participant combinations. An analysis of the functions of teacher code-switching indicates that it is a communicative strategy. The study concludes that: (1) English is more intrusive in the classroom than Spanish; (2) the contrast in the amount of code-switching by teachers may be based on their expectations of students to communicate in the target language; and (3) the contrast between the patterns of teacher code-switching during the language lessons may be signaling to students that English functions more efficiently than Spanish for "important" messages in the classroom. Demotion of Spanish may be an attitude-motivation factor in both the maintenance of Spanish for native speakers and the acquisition of Spanish for native speakers of English. (Author/CLK)

ED 111 223

FL 007 105

*Ghini, Costantino And Others***State Wide CODOFIL Program of French Instruction at the Primary Level, Evaluation Report.***Ghini and Associates, New Orleans, La.*

Spons Agency—Louisiana State Dept. of Education, Baton Rouge.

Pub Date 73

Note—157p.; For related documents, see FL 007 106 and FL 007 107

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors**—Communication Skills, Curriculum Development, \*Fles Programs, \*French, \*Language Instruction, Language Programs, Language Skills, Language Teachers, Primary Education, \*Program Attitudes, \*Program Evaluation, Second Language Learning

**Identifiers**—\*Louisiana

This report presents an evaluation of the Louisiana state-wide program of French instruction at the primary level for the academic year 1972-73. The aims of the program were to show that second language learning is feasible and beneficial, can fit within the educational priorities of the Louisiana school system, and is valuable for both anglophone and, particularly, French-speaking children, who are at a linguistic disadvantage in the educational system. The performance and operational objectives used to measure achievement of these aims demonstrated that: (1) children are not harmed in promotional subjects by the program; (2) students throughout the state are affected similarly by the program; and (3) students in the program noticeably improve listening and comprehension skills in French. The relationship between oral proficiency and mastery of structure and lexical items was determined, as were the attitudes of parents and the educational community. Detailed information regarding the evaluation of each objective constitutes the body of the report. Appendices provide sample surveys and related illustrative data. A final section consists of an educational accomplishment audit for the program. (CLK)

ED 111 224

FL 007 106

*Ghini, Costantino And Others***State Wide CODOFIL Program of French Instruction in the Elementary Grades, 1973-74, Evaluation Report.***Ghini and Associates, New Orleans, La.*

Spons Agency—Louisiana State Dept. of Education, Baton Rouge.

Pub Date 74

Note—145p.; For related documents, see FL 007 105 and FL 007 107

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—Communication Skills, Community Education, Community Involvement, Curriculum Development, Elementary Education, \*Fles Programs, \*French, Inservice Teacher Education, \*Language Instruction, Language Programs, Language Skills, Language Teachers, \*Program Attitudes, \*Program Evaluation, Second Language Learning

**Identifiers**—\*Louisiana

This report presents an evaluation of the Louisiana state-wide program of French instruction at the primary level during the academic year 1973-74. Aims of the program were to show that: (1) a second language learning program is feasible, educationally sound, and can fit within the existing educational program while utilizing the present staff; and (2) the program will also develop communication skills in the individual's primary or native language. Further aims were to

train elementary teachers to provide basic and uniform competency in French, and to provide opportunities for community members to participate in French classes. Measurable performance and operational objectives used to measure achievement of these aims demonstrated that language instruction contributes to learning of curriculum subjects and that listening and comprehension skills in French are improved along with oral proficiency and mastery of structural and lexical items. The inservice teacher training, community response to adult French classes, and various attitudes regarding the program were also evaluated. The impact of the program and its implementation were examined. Detailed information regarding the evaluation of each objective constitutes the body of the report. Illustrative data are supplied in the body and appendices. An educational accomplishment audit for the program concludes the report. (CLK)

ED 111 225

FL 007 107

*Ghini, Costantino And Others***State Wide CODOFIL Program of French Instruction in the Elementary Grades, 1974-75, Evaluation Report.***Ghini and Associates, New Orleans, La.*

Spons Agency—Louisiana State Dept. of Education, Baton Rouge.

Pub Date 75

Note—104p.; For related documents, see FL 007 105-106

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—Career Education, Communication Skills, Community Education, Community Involvement, Curriculum Development, Elementary Education, \*Fles Programs, \*French, Inservice Teacher Education, \*Language Instruction, Language Programs, Language Skills, Language Teachers, \*Program Attitudes, \*Program Evaluation, Second Language Learning, State Legislation

**Identifiers**—\*Louisiana

This report presents an evaluation of the Louisiana state-wide program of French instruction at the primary level for the academic year 1974-75, the third year of the program's implementation. The focus of the evaluation is on the attainment of linguistic objectives and the measurement of the community's support of the program. The program consists of four major components: instruction of French as a second language in elementary schools, career education, an inservice teacher training program, and adult night classes. The linguistic progress findings in the report, which follow a summary of findings and demographic statistics, apply to the first two components. Samples and results of the surveys of attitudes of parish superintendents, supervisors, principals, parents, and adult French students constitute the body of the report, along with a summary of the inservice teacher training program. Comments and recommendations conclude the report. Following the report is a copy of Louisiana Senate Bill No. 639, the act which authorizes the teaching of second languages in grades 1-12 in Louisiana schools. (CLK)

## HE

ED 111 226

HE 006 509

**Study of Supply Response to Oversupply of College Places.***Froomkin (Joseph) Inc., Washington, D.C.*

Spons Agency—Department of Health, Education, and Welfare, Washington., D.C. Office of the Secretary.

Pub Date Feb 75

Note—108p.; Contract HEW-OS-74-297

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—Educational Demand, Educational Supply, \*Enrollment, Enrollment Influences, Enrollment Projections, Enrollment Rate, \*Enrollment Trends, \*Financial Support, \*Higher Education, Nonresidential Schools, Private Financial Support, Private Schools, Public Support, School Demography, State Colleges, State Universities, \*Student Enrollment

How can either private or public colleges and universities compete for students? Through what kinds of policies would they be most likely to encourage enrollment in their institutions? This study was designed to answer these questions, which have become relevant because of the near

certainty that the majority of institutions will have a plethora of space and a shortage of applicants by 1985. To reflect the competitive strengths of different schools in both the private and public sector during the next ten years, post-secondary institutions were classified by selectivity and geographical recruitment areas. Various strategies for increasing enrollments are discussed and evaluated. The study concludes that the size of the private sector depends upon policies in the public sector. It is quite possible, with generous state funding, that public schools will maintain past levels of enrollment and impact enrollments in the private sector quite drastically. Private institutions will have no choice but to lower admission requirements to attract students who can afford to pay the high tuition fees they charge. The lesser private schools (except those catering to commuters, which presumably have the monopoly of location) will lose a considerable portion of their enrollment and may be forced to close. (Author/JMF)

ED 111 227

HE 006 524

**Guidelines for the Interpretation and Implementation of the Rules and Standards for Licensing Non-Public Educational Institutions to Confer Degrees.***North Carolina Univ., Chapel Hill.*

Pub Date Mar 74

Note—21p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Academic Standards, Administrative Organization, Admission Criteria, \*Certification, Educational Objectives, Faculty Evaluation, \*Guidelines, \*Higher Education, Library Programs, \*Private Schools, School Libraries, State Licensing Boards, \*State Standards

**Identifiers**—\*North Carolina

These guidelines are provided to assist in meeting the necessary rules and minimum standards and in making judgments on licensing. Suggestions are offered for evaluating an institution's statement of purpose as well as specific aspects of its program. The educational program is assessed with regard to its courses, duration and intensity (associate degree, baccalaureate degree, graduate degree offerings), general education, residence, certification, summer, evening and extension work, and out-of-state extension work. Its organization and administration is judged according to charter, period of operation, governing board, administration, qualification of personnel, safety and health provisions, unethical practices, cancellation and refund policy, agent, catalog, and discrimination. The faculty is defined in terms of educational credentials, size, workload; definition of responsibilities, professional growth, appointment, and stability. The library is evaluated as to policy, direction and supervision, space, holdings, annual budget, use of other resources, classification system, and records. Admissions, counseling and guidance, health services, placement, financial aid, and records are examined for student assessment, and facilities and general finances are also examined. (LBH)

ED 111 228

HE 006 527

*Biggs, Donald A. And Others***Citizens' Attitudes toward the University of Minnesota.***Minnesota Univ., Minneapolis. Office for Student Affairs.*

Pub Date 12 May 75

Note—35p.

Journal Cit—University of Minnesota Research Bulletin; v15 n13 May 12 1975

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Athletics, \*Community Surveys, Educational Assessment, Financial Support, \*Higher Education, \*Public Opinion, School Community Relationship, Social Services, \*State Universities

**Identifiers**—\*University of Minnesota

A mailed survey was conducted of Minnesota citizens' views of goals and priorities for the University of Minnesota, their satisfaction with various aspects of the university and their familiarity with it. Responses were received from 409 of the 620 randomly selected citizens of Minnesota who were contacted. Key findings include: Most respondents tended to endorse a broad, multifaceted mission for the university. Within that broad mission, the most support was given to graduate and undergraduate programs oriented toward career preparation. Least support was offered for the provision of social events for stu-

dents and athletic events for the public. Although large numbers of respondents felt inadequately informed to make judgments about the university, majorities of those who did answer reported being satisfied with the university system as a whole and with university students and faculty. (Author)

**ED 111 229** HE 006 528

*Matross, Ronald And Others*

**A Survey of Student Opinion Toward Student Services Fees at the University of Minnesota.** Minnesota Univ., Minneapolis. Office for Student Affairs.

Pub Date 12 May 75

Note—17p.

Journal Cit—University of Minnesota Research Bulletin; v15 n22 May 12 1975

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—College Students, Cost Effectiveness, \*Fees, Fiscal Capacity, Health Insurance, Health Services, \*Higher Education, Ombudsmen, Operating Expenses, Program Costs, \*Student Costs, Student Needs, \*Student Opinion, \*Surveys, Telecommunication

**Identifiers**—\*University of Minnesota

The University Poll conducted a survey of the opinions of 740 randomly selected Twin Cities campus students toward 14 student services fees required by the University of Minnesota. Results from 624 students, 84 percent of the sample, are reported here. Key findings include: For no fee did a majority of students endorse an immediate reduction or elimination, but for only four fees (health service inpatient and outpatient care, Student Ombudsman Service, and Regents' Aid Fund) did a majority advocate an increase to maintain present programs in the face of inflation. Over 75 percent of the respondents were against having a regular telecommunications fee, although over 40 percent felt that they might be interested in using student telecommunications services in some fashion. Respondents were nearly evenly divided over a proposal to replace the health service inpatient fee with a health insurance requirement. (Author)

**ED 111 230** HE 006 530

*Kenny, Eleanor*

**New and Innovative Programs, 1973-1975. A Report to the Legislature Regarding Chapter 131 Washington Laws of 1973, 1st Extraordinary Session.**

Washington State Council on Higher Education, Olympia.

Pub Date Feb 75

Note—51p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—Data Collection, Educational Finance, \*Educational Innovation, \*Educational Legislation, \*Experimental Programs, Financial Policy, \*Higher Education, Instructional Innovation, Legislators, State Aid, \*State Colleges, State Legislation, State Universities

**Identifiers**—\*Washington

The progressively greater institutional commitment to the development and continuing support of new and innovative educational programs is demonstrated. Data were gathered from each institution (University of Washington, Washington State University, Western Washington State College, Central Washington State College, Eastern Washington State College, and the Evergreen State College), as well as the State Board for Community College Education, on their uncommon and non-traditional educational programs. The programs included those initiated by the 1971 appropriations bill (ESHB 151). A proviso was attached stating that 1/2 of 1 percent of the funds provided under the instructional budget for higher education institutions should be expended to develop new and innovative programs. With one exception, no general fund appropriations were specifically earmarked for new and innovative programs during the 1973-75 biennium. Focus in this report is on stimulating interest in the cooperative development of these and similar programs, and toward recognizing the time, effort and financial resources expended by each of the institutions of higher education to develop, review, implement, and support innovative programs. (LBH)

**ED 111 231** HE 006 535

*Koster, Francis P.*

**Study of an "Experiment": Old Westbury College. An Analysis of the Failure of a State Supported Experimental College.**

Note—63p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—Administration, \*College Environment, College Planning, Conflict, \*Educational Innovation, Educational Objectives, Educational Planning, \*Experimental Colleges, Faculty, \*Higher Education, Political Influences, \*State Colleges, Students

**Identifiers**—\*Old Westbury College

The 1966 Master Plan of the State University of New York decreed the establishment of the State University College of Old Westbury. This new college was to be known as the "experimental" college of S.U.N.Y. The goals expressed by this new college are exciting, inspiring, and due to the system which promulgated them, inherently unrealizable. Due to the needs of the "parent" systems, the "child" could not survive in any form very different from any other state college. The first academic year ended in a sit-in during which most of the students, faculty, and administration found themselves involved in a bitter fight around every issue but the central one—the built-in contradictions inherent in a state supported "experimental" college. The steadily escalating tension arose as a result of the conflict between Old Westbury's college heredity and Old Westbury's college environment (which was both "inherited" and created), plus the environment that is out of its control entirely, the American political scene. (Author/KE)

**ED 111 232** HE 006 539

*Bishop, John H.*

**Some Thoughts on the Cost Effectiveness of Graduate Education Subsidies. ISP Discussion Papers No. 245-74.**

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Report No—ISP-DP-245-74

Pub Date Dec 74

Note—41p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Cost Effectiveness, \*Doctoral Degrees, Engineers, \*Financial Support, Graduate Study, \*Higher Education, Mathematical Models, Scientific Research, \*Scientists, Wages

A mathematical model of the Ph.D. scientist labor market demonstrates that subsidies of graduate training can be more cost effective than higher wages if the supply of doctorates is substantially more responsive to \$1000 of early subsidy than to higher future wages with a present discounted value of \$1000. Whether this is true is an unsettled empirical matter. There are three reasons for targeting subsidies at Ph.D. scientists: (1) As a condition of taking a job they demand freedom to do basic research and publish their results. (2) Because of their special knowledge and loyalty to professional values, hiring scientists and engineers contains an extra risk that trade secrets will be stolen or that one of them will be a "whistle blower." (3) From the firm's point of view these factors reduce the scientist's productivity. They do not from society's point of view, so an externality is created by the employment of scientists. (Author/LBH)

**ED 111 233** HE 006 548

**Multidisciplinary Education in Transportation. Proceedings of a Conference conducted by the Highway Research Board (University of Pennsylvania, Philadelphia, September 7 and 8, 1973).**

National Academy of Sciences, National Research Council, Washington, D.C. Highway Research Board.

Report No—SR-150

Pub Date 74

Note—65p.; Conference conducted by the Highway Research Board, University of Pennsylvania; the Transportation Studies Center, University of Pennsylvania; and the 1907 Foundation

Available from—Transportation Research Board, National Academy of Sciences, 2101 Constitution Avenue, Washington, D.C. 20418 (Special Report 150, \$2.60)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Civil Engineering, Conference Reports, \*Higher Education, \*Labor Problems, Professional Education, \*Road Construction, Social Sciences, \*Transportation

**Identifiers**—\*Transportation Education

A discussion of the problem of providing multidisciplinary education in transportation and a means for educators to communicate their ap-

proaches and experiences provided the purpose of the conference. Among the areas discussed were the comprehensiveness of transportation education, societal issues, systems aspects, transportation research, professional education in urban public transportation, content problems, societal contexts, and the shifting emphasis in engineering evaluation. (JMF)

**ED 111 234** HE 006 552

*Murray, Richard H.*

**A Comprehensive Program to Maximize Student Development for Disadvantaged and Minority Students.**

Pub Date Mar 75

Note—24p.; Paper presented to the American College Personnel Association (Atlanta, Georgia, March 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Administrative Policy, College Students, \*Disadvantaged Youth, Educational Opportunities, Ethnic Groups, Foreign Students, \*Higher Education, \*Minority Groups, Negro Students, School Organization, \*Student Development

**Identifiers**—Project Upward Bound, \*University of Wisconsin Milwaukee

Most colleges and community colleges today have some type of educational opportunity program. The complexity and variety of services offered by such programs differ significantly. One of the most comprehensive programs of this type is discussed which combines admissions, academic advising, and instructional support services, along with a precollege Upward Bound program within a single department. Three basic factors instrumental in making this program successful are detailed: (1) institutional commitment, (2) organizational structure, and (3) management system. (Author/LBH)

**ED 111 235** HE 006 556

*Emmet, Thomas A. Ross, Doris*

**1975 Legislative Activity Progress Report on Postsecondary Collective Negotiations Bills. Special Report No. 21.**

Academic Collective Bargaining Information Service, Washington, D.C.

Spons Agency—Association of American Colleges, Washington, D.C.; Carnegie Corp. of New York, N.Y.; National Association of State Universities and Land Grant Colleges, Washington, D.C.

Report No—SR-21

Pub Date Apr 75

Note—9p.; For information prior to August 1974, see ACBIS SR-4

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Collective Negotiation, Data Collection, \*Educational Legislation, Government Employees, Grievance Procedures, \*Higher Education, Ombudsmen, Postsecondary Education, Public School Teachers, State Action, \*State Legislation, \*Teacher Employment

The extent of legislative activity in the area of postsecondary collective bargaining throughout the states is outlined. Specific legislative document numbers needed to request copies from the various legislative houses are included. The states are grouped in three categories: (1) those not having educational employee public sector collective negotiations coverage that in 1975 legislative sessions have legislation introduced (20 states, 13 active to some extent); (2) those with public employee laws for some educational employees that are considering added coverage to include postsecondary personnel (11 states are active); and (3) those with existing public employee laws that cover educational employees that are considering amending legislation of major interest to postsecondary education (six states active). It is concluded that collective negotiations in education is now a vital legislative topic. (LBH)

**ED 111 236** HE 006 558

*Levy, Harold*

**Academic Judgment and Grievance Arbitration in Higher Education. Special Report No. 20.**

Academic Collective Bargaining Information Service, Washington, D.C.

Spons Agency—Association of American Colleges, Washington, D.C.; Carnegie Corp. of New York, N.Y.; National Association of State Universities and Land Grant Colleges, Washington, D.C.

Report No—SR-20

Pub Date Apr 75

Note—15p.



**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors—**\*Arbitration, \*Collective Bargaining, Contracts, Decision Making, \*Grievance Procedures, \*Higher Education, Job Tenure, Labor Demands, \*Negotiation Agreements, Promotion (Occupational), Strikes, Teacher Associations, Teacher Welfare

**Identifiers—**New York, Pennsylvania, \*State University of New York

The first known analysis of a substantial number of arbitration awards in higher education is presented in an effort to determine whether arbitrators have confined their awards within the contract limitations. All of the arbitration awards generated by the four-year colleges of the State University of New York as well as the awards of the Pennsylvania state colleges were reviewed. Twelve two-year SUNY colleges also responded to a letter requesting arbitration decisions, and additional cases were found in back issues of "Arbitration in the Schools." Less than half of the awards surveyed involved academic judgment issues. The majority concerned traditional contract interpretation questions such as the length of contract-mandated paid vacations, eligibility for pension benefits, and the necessity of paying for overtime work. Cases where academic consequences grew out of basically non-academic grievances are reported briefly. It is shown that the very presence of arbitration has had direct impact on academic decisions, some of which have been beneficial. Tenure and promotion decisions have been affected by the introduction of due process elements into academic personnel decisions. If the traditional system of faculty participation in decision making is to be maintained, steps must be taken to establish appropriate boundaries between academic officials' and arbitrators' authority. (LBH)

**ED 111 237 HE 006 560**

**Appelquist, Claes G. And Others**  
**Programme Budgets for Graduate Training.**  
 Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

**Pub Date 74**

**Note—249p.**

Available from—OECD, 2, rue Andre-Pascal, 75775 Paris CEDEX 16, France (\$10.00)

**EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage**  
**Descriptors—**\*Budgets, Conference Reports, Cost Effectiveness, \*Educational Finance, Educational Planning, Educational Research, Expenditures, \*Graduate Study, \*Higher Education, Pilot Projects

**Identifiers—**\*Chalmers University of Technology, Sweden

The development of a methodological framework for planning, programming, and budgeting which is specific to graduate training and research activities at the Chalmers University of Technology in Sweden is described. This pilot project is regarded as a step towards developing and implementing a generalized approach to an output-oriented finance system for graduate training and research at the university level. In the first three chapters of this report, the present status of the PPBS is described. They are devoted to an overview of program budgeting, an analysis of the national and local organization for higher education and research, and an economic review of the program activities. Basic concepts of program budget theory, such as productivity and effectiveness, are defined. The survey for the pilot study is divided into time utilization, cost accounting, space and equipment, and output measures. The proposed PPB-model to be applied to higher education and research is given along with the consequences of its introduction in the university system. Extensive appendices are included. (LBH)

**ED 111 238 HE 006 563**

**McGuinness, Aims C., Jr. And Others**

**The Changing Map of Postsecondary Education. State Postsecondary Education Commissions (1202): Their Origin, Development and Current Status. Report No. 66.**

Education Commission of the States, Denver, Colo.

Spons Agency—National Advisory Council on Vocational Education, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

**Report No—ECS-66**

**Pub Date Apr 75**

**Note—220p.**

Available from—Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (Report Number 66, \$4.00)

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**  
**Descriptors—**\*Educational Legislation, \*Federal Legislation, \*Higher Education, \*Post Secondary Education, \*Vocational Education

**Identifiers—**1202 Commission, Vocational Education Act 1963 (amended)

As we face reconsideration and possible extension of the Education Amendments of 1972 and reconsideration and new legislation in connection with the Vocational Education Act of 1963, as amended in 1968, it is important to look at the legislative history, implementation and current status of Sections 1202 and 1203 including the current impact of establishing state postsecondary commissions. It is to such review and assessment that this report is directed. The first section is devoted to an analysis of the legislative history and implementation of Section 1202 up to the point at which the states responded to the invitation of the Commissioner of Education to designate or establish commissions. The second section deals with response of the states, the establishment of commissions, their structures and their proposals for planning as reported to the Office of Education. Special notation is included in relation to the involvement of the commissions with vocational education and manpower planning. The third section is concerned with some of the impact, continuity and problems related both to the legislation and to the establishment of state commissions. (Author)

**ED 111 239 HE 006 575**

**Barak, Robert J., Ed. McCannon, Roger S., Ed.**  
**Learning in an Open Society: Credit for Experience. Conferences on Non-Traditional Study, Series No. 1.**

American Association for Higher Education, Washington, D.C.; Drake Univ., Des Moines, Iowa.

**Pub Date May 75**

**Note—114p.**

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors—**\*Adult Education Programs, \*College Credits, \*Higher Education, \*Learning Experience, \*Learning Processes

**Identifiers—**CEU, CLEP, \*College Level Examination Program, Continuing Education Unit

The conference papers provide an overview of some of the main issues and perspectives in the granting of credit for experience by covering the transition from the construction of educational experiences for and with students for the future to the accreditation of experiences of the past. This also includes the problem of translation or transportation of field experiences into identifiable quantity and quality. In addition they present proposals for defining what a student must present for prior learning and an in-depth discussion of evaluation of experience. Contributed papers present data and an evaluation of a four-year study of CLEP at the University of Iowa and a report on the Continuing Education Unit (CEU) by the CEU Task Force of the Iowa State Coordinating Committee for Continuing Education. Also presented is an overview of current national activities by some institutions. Finally, a charge to continual searching for innovation with quality is given. (Author/JMF)

**ED 111 240 HE 006 588**

**R and D Expenditures of State Public Institutions, Fiscal Year 1973.**

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

**Report No—NSF-75-311**

**Pub Date May 75**

**Note—12p.**

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$0.35)

Journal Cit—Reviews of Data on Science Resources; NSF 75-311; n23 May 1975

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*Agency Role, Expenditures, \*Higher Education, \*Research, \*Research and Development Centers, Research and Instruction Units, \*Research Opportunities, \*Research Projects, State Agencies, State Aid

Data on funding and manpower are gathered by means of a series of surveys that cover the different performance sectors. This study combines data for 1973 from reports covering state agency

expenditures for research and development and a series covering all institutions of higher education expenditures. This joint consideration of state agency and state university R and D efforts can be useful in assessing the factors that contribute to economic and social change within the States. These combined expenditures, representing funds that were disbursed by the budget offices of state agencies and universities, amounted to \$1,990 million in 1973. The report compares and contrasts the R and D emphases of the state universities and agencies noting the sources of the funds as well as the areas of distribution: life sciences, engineering, social sciences, physical sciences, and others. The ranking of states by expenditures shows a strong correlation between the leadership of states in public R and D expenditures and their relative rankings in state population, total personal income, and total state government general expenditures. Finally, the report shows the growing recognition in both government and university circles that university expertise could be further extended into the public sphere with benefit to both groups. (JMF)

**ED 111 241 HE 006 599**

**Advance Placement Policies of Nursing Education in North Carolina.**

North Carolina State Board of Education, Raleigh.; North Carolina Univ., Chapel Hill.

**Pub Date Jun 75**

**Note—103p.**

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors—**\*Admission Criteria, \*Advanced Placement Programs, Credits, Degree Requirements, Educational Assessment, Educational Policy, Equivalency Tests, \*Higher Education, \*Medical Education, \*Nursing, State Boards of Education, Transfer Policy

**Identifiers—**\*North Carolina State Board of Education

Advance placement policies are identified in this booklet designed to aid persons who are potentially qualified by prior training or experience for advance placement in programs leading to graduation in nursing or practical nursing. The information was gathered from all 82 programs approved by the state board for 1975. The trend toward improving educational opportunities for experienced students with a minimum loss of time and effort is found to be gaining momentum. Methods include: credit without examination for previous experience in a formal educational program, credit by written examination for theoretical nursing courses, credit by practical examination for clinical courses, credit by transfer, and credit by passing standardized or departmental examinations. Specific data are tabulated for nursing programs leading to certificates, associate degrees, diplomas, and baccalaureate degrees with regard to admissions policies and credit policies for nursing. (LBH)

**ED 111 242 HE 006 604**

**Wren, Scott C., Ed.**

**Student Participation in the Governance of Institutions of Higher Education: An Annotated Bibliography.**

California Univ., Berkeley.

**Pub Date Jan 75**

**Note—70p.**

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**\*Administration, \*Annotated Bibliographies, College Administration, Decision Making, \*Governance, \*Higher Education, \*Student Participation, Trustees, University Administration

This bibliography represents a survey of selected works on student participation in academic decision making published between 1968 and 1974. It is divided into three major areas. The first section, 81 items, is concerned exclusively with student participation in academic decision making, focusing on models, justifications, attitudes, and current practices. The 39 items in the second section examine the student role in the broader context of campus and institutional governance, including alternative governance structures, goals and objectives of governance, and the distribution of power within various institutions. The 17 items in the third section deal with literature devoted to unicameral, or broadly-based, decision-making bodies which incorporate all campus constituencies into a single policy making structure. (Author/JMF)

ED 111 243 HE 006 605

Edelstein, Fritz

**A Guide to Operating an Off-Campus College Work-Study Program.**

American Association of Community and Junior Colleges, Washington, D.C.; National Association of Student Financial Aid Administrators, Washington, D.C.

Spons Agency—ACTION, Washington, D.C.

Pub Date May 75

Note—114p.

Available from—National Association of Student Financial Aid Administrators, 910 17th Street, NW, Suite 228, Washington, D.C. 20006

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—\*Financial Support, \*Higher Education, Part Time Jobs, \*Student Employment, \*Work Experience Programs, \*Work Study Programs

Identifiers—\*Student Financial Aid

Off-campus work-learning programs have developed because of a demand by students and the education community for a more relevant postsecondary education experience. The purpose of this guide is to provide information, ideas, and suggestions to enable the financial aid officer to better meet the demands of an off-campus College Work-Study Program (CWSP). There is an effort to clarify procedures in areas such as insurance, social security, payroll, and contracts, which have created a reluctance on the part of many administrators to develop or expand their off-campus program. The intent is to provide a broad sampling of methods and forms for development and improvement of programs. The models or alternatives discussed are broad and general so as to be adaptable to the variety of situations and environments found in postsecondary programs. The guide contains materials on ways to find jobs, student placement procedures, program-administration tips, issues and policy, academic credit, evaluation. Included are examples of forms which can be used for off-campus work-study, and a sampling of different types of off-campus placement that are both acceptable and unacceptable according to the federal regulations. The guide has been produced to accompany the Office of Education's CWSP Manual. (Author/JMF)

ED 111 244 HE 006 608

MacBride, Owen

**Legislative History of the Federal Formula-Grant Program Under the Health Professions Educational Assistance Act, 1965-1971. Report No. A2.**

Spons Agency—Robert Wood Johnson Foundation, New Brunswick, N.J.

Pub Date Jul 73

Note—27p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Construction Programs, Enrollment Influences, Expenditure Per Student, Federal Aid, \*Federal Legislation, \*Financial Support, \*Health Occupations Education, Health Personnel, \*Higher Education, Historical Reviews, \*Incentive Grants, Medical Schools, School Support, Student Loan Programs

Identifiers—Health Manpower Act of 1968, \*Health Professions Educational Assistance Act

The legislative history of the formula-grant program is surveyed. Testimony at congressional hearings is examined to ascertain the positions of government and health professions organizations regarding the purposes and use of formula grants over time. It is shown how changes in the successive laws reflect changing goals of the program. The actual uses of the funds and the relationship between purposes and accomplishments are studied with focus on dental schools only. Two trends are noted: (1) Schools and professional organizations have regarded the funds as subsidies to existing programs rather than as incentives to increase enrollment, and (2) in each renewal of the legislation, Congress has attempted to create stronger incentives to increasing enrollments and graduates and to make more explicit its intentions that the number of health professionals increase. It is also noted that the first-year enrollment increases in medical and dental schools between 1965-1971 were approximately equal to the number of federally-funded new school spaces built in that period, indicating minimal enrollment increases coming from the formula-grant program alone. This is concluded to raise the question: Can per-student grants to schools be ef-

fective to increase enrollments without also giving the schools substantial construction assistance? (LBH)

ED 111 245 HE 006 609

MacBride, Owen

**An Overview of the Health Professions Educational Assistance Act, 1963-1971. Report No. A1.**

Spons Agency—Robert Wood Johnson Foundation, New Brunswick, N.J.

Pub Date Jun 73

Note—37p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Construction Federal assistance, \*Educational Legislation, Federal Legislation, Financial Support, \*Health Occupations Education, Health Services, \*Higher Education, \*Medical Schools, Medical Students, Nurses, Physicians, Student Enrollment, \*Student Loan Programs, Tables (Data)

Identifiers—Comprehensive Health Manpower Training Act, Health Manpower Act, \*Health Professions Educational Assistance Act

Legislation regarding federal assistance to health professionals is reviewed with tables included on specific expenditures and enrollments. The 1963 Health Professions Educational Assistance Act provided financial assistance for schools in two areas: subsidies for construction of new capacity and loans to students. Amendments to the act in 1965 continued those two programs and added three new ones for financial assistance. They added basic improvement grant, special improvement grant, and scholarship programs, as well as new appropriations for student loans. The Health Manpower Act of 1968 continued with modifications the earlier legislation and also covered nurse training, allied health professions and public health training, and health research facilities. Details are given on Title I, Health Professions Training. The Comprehensive Health Manpower Training Act of 1971 made extensive additions and modifications to the H.P.E.A. program, with programs more explicitly defined, requirements for receiving federal funds raised, and incentives for increasing enrollments and graduates increased. The most extensive changes came in the area of institutional support to schools. (LBH)

ED 111 246 HE 006 610

Feldstein, Paul J. Butter, Irene

**The Foreign Medical Graduate and Public Policy: A Discussion of the Issues and Options. Report No. D4.**

Michigan Univ., Ann Arbor. School of Public Health.

Spons Agency—Robert Wood Johnson Foundation, New Brunswick, N.J.

Pub Date Jan 75

Note—66p.; Prepared for the Sun Valley Forum on National Health, Inc. Symposium on "The Foreign Medical Graduate, January 13-18, 1975

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Developing Nations, Employment Qualifications, Foreign Nationals, \*Foreign Workers, Health Personnel, \*Higher Education, Medical Evaluation, \*Medical Services, \*Physicians, Political Influences, Primary Health Care, \*Public Policy

The large inflow of Foreign Medical Graduates (FMGs) into the U.S. is cited and four issues discussed. They are: (1) the belief that the FMG is less qualified than the U.S. medical graduate and thus contributes to the decline in quality of medical care; (2) the loss of scarce manpower from less developed countries that have greater needs than the U.S. for medical care and for physicians; (3) the lessening of opportunity for large numbers of U.S. citizens to become physicians; and (4) if trends continue, then together with the recently increased capacity of U.S. medical schools, there will be an oversupply of physicians in the U.S. which could lead to adverse competitive behavior, unnecessary care, and higher costs. Each of these concerns is examined together with several alternatives for alleviating each concern and the probable consequences of each alternative. It is concluded that the differential effects of a reduction in FMGs alone does not appear to be the solution to any of the issues, nor is it realistic. The differential effects of a reduction in FMGs on the population they serve may more than outweigh any benefits from such arbitrary reductions. (LBH)

ED 111 247 HE 006 611

Feldstein, Paul J. Wright, George E., Jr.

**Inflation: Its Impact on Medical Training Programs. Report No. A9.**

Michigan Univ., Ann Arbor. School of Public Health.

Spons Agency—Robert Wood Johnson Foundation, New Brunswick, N.J.

Pub Date Jan 75

Note—46p.; To be published in Michael Zubkoff (ed.), *Health: A Victim and Cause of Inflation***EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Business Cycles, Dental Schools, \*Economic Factors, \*Educational Finance, Federal Aid, Financial Policy, \*Fiscal Capacity, Health Occupations Education, \*Higher Education, \*Medical Schools, Operating Expenses, Program Costs, Socioeconomic Influences, Student Costs

The unusually high rate of inflation has produced a clear demand for more vigorous government action to lower the rate of price increase, including increases for health professional schools. The concern coincides with Congressional debate surrounding the renewal of the entire structure of federal support for the education of physicians, dentists, optometrists, and others. Two issues are addressed: (1) what has been the impact of inflation on the costs of health professional education, and (2) how will schools meet the growing burden? A brief overview is presented of both the structure of school costs and estimates of how they have been changing. Attention is paid not only to what has been happening but also to what is likely to occur. These estimates are balanced by a discussion of what has been and is likely to be the school response to cost pressures. Methods of cutting costs as well as increasing revenues are examined. The discussion offers a background for analyzing the impact on school financing of anti-inflationary policies; i.e., a tight monetary policy and expenditure reducing fiscal policy which includes cuts in federal support. Emphasis throughout the paper is on medical and dental schools. (LBH)

ED 111 248 HE 006 612

**Expanding Opportunities for Equal Access to Higher Education for Ohioans: A Report on the Ohio Instructional Grants Program.**

Ohio Board of Regents, Columbus.

Pub Date Mar 75

Note—90p.; Report of the Ohio Board of Regents' Advisory Committee on Student Financial Aid

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*Educational Finance, Emancipated Students, Equal Education, Family Income, \*Financial Needs, \*Financial Support, \*Grants, \*Higher Education, Low Income

Identifiers—Ohio, \*Student Financial Aid

The need for the Ohio Instructional Grants (OIG) Program was significant at its creation and has grown in the initial five years of the program. The report provides background on the need for the program that has been responding to the need of students from low and moderate income families, but has been serving proportionately and absolutely fewer low-income families in recent years. The overall conclusion of the review is that the OIG program continues to merit the highest public priority but requires modification if it is effectively to provide access to higher education for students from low and moderate income families and choice among Ohio's higher education institutions. The overall priority for modifying the OIG program would be to provide increased aid to reduce financial barriers for existing eligible students before extending eligibility to new groups of students. To further improve the administration of the program, the recommendations are made in four major areas: communications, processing, flexibility, and equity. The projected costs for implementing the recommendations are detailed. (Author/JMF)

ED 111 249 HE 006 615

Marron, Joseph E.

**The Background and Interests of the Typical Cadet. A Summary of Responses to the Environment and Interest Inventory, Class of 1968.**

Military Academy, West Point, N.Y. Office of Institutional Research.

Report No—IA3.03-67-002

Pub Date Sep 68

Note—27p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Academic Achievement, Academic Aptitude, \*Environmental Influences, Family Income, Higher Education, \*Leadership Qualities, \*Military Schools, Student Interests, \*Vocational Aptitude

**Identifiers**—Environment and Interest Inventory, \*United States Military Academy

By using environmental data, possibly as predictors in their own right, but most probably as moderator variables, it was intended to evaluate available and currently used predictors of leadership potential and academic success. The Environment and Interest Inventory was administered to nearly every candidate for admission to the academy. Over 2,000 completed inventories were accumulated, from which 791 of those who actually entered in July 1964 were obtained. The results of the inventory were to be used for the identification of those environment and interest characteristics which were significantly related to any of three criteria: academic standing, aptitude for the service standing, and resignation versus active status. It is found that the typical entrant to the Class of 1968 comes from a family of comfortable means, not wealthy but economically secure. With respect to specific, available artifacts, such as books, cars, etc., there seems to be a high correlation between the availability of such items and the frequency with which they are used. The relationship between availability and utilization is less obvious regarding general facilities and opportunities, such as libraries or community teams. Questions are unresolved regarding "from whom one seeks help with various kinds of problems," since a majority responded "does not apply." (Author/LBH)

ED 111 250 HE 006 616  
*Hoffman, Arlene F.*

A Survey of Experiences with the Three Year Curriculum.

Pub Date 1 Apr 75

Note—27p.; Presented at the Annual Meeting of the American Educational Research Association, Washington, D.C., April 1, 1975

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

**Descriptors**—\*Accelerated Programs, Clinical Experience, \*Curriculum Development, Curriculum Evaluation, Educational Assessment, Flexible Scheduling, \*Health Occupations Education, Higher Education, \*Medical Schools, Program Evaluation, Program Length, \*School Surveys, Time Factors (Learning)

A survey of 12 medical and other health sciences schools which have implemented a standard three-year curriculum in the past few years revealed that only one of these schools is planning to revert to a standard four-year program. Some are introducing more attractive four-year curriculum options. The schools' self-ratings of the success of the three-year curriculum were generally favorable. Three- and four-year students were found to be comparable in cognitive knowledge and clinical skills, although comparison of three- and four-year students at one school showed that the four-year class rated itself far superior to the three-year class in knowledge. Faculties appeared to be somewhat dissatisfied with the three-year curriculum, but students enrolled in this program appeared generally favorable toward it. Overwork and overcrowding were cited as problems. Implementation of the three-year program provided the impetus for intensive preliminary review and reorganization of the educational program, a beneficial side effect. Because of apparent discrepancy between the schools' reported success with the three-year program and extreme caution in discussing it, as well as between reported success and general faculty dissatisfaction, clearer delineation of the impact of a three-year program is advocated. (Author/LBH)

ED 111 251 HE 006 617  
*Dutton, Jeffrey E. El-Khawas, Elaine H.*

Production of Doctorates in Selected Fields, 1972-1975. Survey No. 16.

American Council on Education, Washington, D.C. Higher Education Panel.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.; National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date Apr 74

Note—26p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

**Descriptors**—Doctoral Degrees, \*Doctoral Programs, \*Enrollment Trends, \*Graduate Study,

\*Higher Education, Physical Sciences, \*Prediction, Private Colleges, Public Schools, Tables (Data)

On the basis of information available to them in April 1973, representatives for the Higher Education Panel at 209 institutions gave estimates of the number of doctorates that would be awarded within each field of study during the academic years of July 1972-June 1973 and July 1974-June 1975. The figures reported afford a picture of the possible impact of the collective expectations. In general, doctorate production is expected to increase moderately, and most fields of study will have a share in this increased output. Only in physical sciences did representatives expect to see a somewhat lowered rate of doctoral output by 1975. If their estimates prove reliable, the relative proportion of doctorates contributed by each field of study will remain fairly stable. Only minor shifts will occur in the relative proportion of degrees granted in a given field of study by public and private institutions or by top 20, developing, or other institutions. Tabulated data are included to support the predictions. (Author/LBH)

ED 111 252 HE 006 618  
*Flanagan, Dan*

The Effects of College and University Residential Programs on Students.

State Univ. of New York, Saratoga Springs. Empire State Coll.

Pub Date May 75

Note—15p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

**Descriptors**—\*College Housing, Dormitories, \*Higher Education, \*Residential Colleges, \*Residential Programs, \*Resident Students

Several Institutions are investigating appropriate ways to meet the needs of those traditional aged (17 through 22 years) students who desire the experience of residential living. The purpose of this paper is to identify those elements of residential living that have proven beneficial in creating a meaningful college experience for students. The literature on the impact of residential living on students is reviewed. It is concluded that the variables of the goals and values of the institution and the needs and desires of the particular students are the most important determinants of the impact of residential programs on students. It is suggested that a variety of residential programs focusing on the variable of time and the needs of different student populations, i.e., minority students, have yet to be tested. (Author/JMF)

ED 111 253 95 HE 006 620  
*Financing Postsecondary Education. Policy Development and Decision Making. The Report of the Conference Series. Report No. 69.*

Education Commission of the States, Denver, Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 75

Note—36p.

Available from—Education Commission of the States Publications Secretary, Suite 300, 1860 Lincoln Street, Denver, Colorado 80203

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

**Descriptors**—Educational Economics, \*Educational Finance, Equalization Aid, Federal Aid, Finance Reform, \*Financial Policy, \*Higher Education, \*Post Secondary Education, State Aid, \*State Federal Aid

Because of the comprehensiveness and complexity of the numerous reports on financing postsecondary education, appropriate dissemination to decisionmakers and educators at all levels was crucial. To assist in the dissemination process, the Education Commission of the States (ECS) conducted a series of regional conferences, concluding with a national conference, on the general theme of postsecondary financing. This report summarizes and highlights that conference series. Participants discussed modes of financing which would expand resources for delivering education, ways of providing education within existing budgets, possibly even shrinking budgets. The discussions focused, in part, on accountability, greater efficiency and productivity standards, and the relative fiscal health of the levels of government. At the national conference several analysts and planners offered new insights and directions for postsecondary financing. (Author/JMF)

ED 111 254

HE 006 624

*Romano, Francis A.*

An Examination of the Political Processes Involved in the Development of the Student Class Attendance Policy at Trenton State College.

Pub Date 31 Mar 75

Note—27p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

**Descriptors**—Activism, Attendance Patterns, \*Class Attendance, College Students, \*Educational Policy, \*Higher Education, \*Policy Formation, Student Participation

**Identifiers**—Baldridge Political Model, \*Trenton State College

The political processes involved in the policy system of the college are examined and are considered important because the students have become legitimately involved in the policy-making process. The student class attendance policy was studied, based on interviews and study of documents related to the development of the policy. Sixteen major figures involved in the policy development were interviewed according to an interview instrument designed through the use of Baldridge's Political Model. The model concerned five areas of policy development analysis: (1) Social Structure Features, (2) Interest Articulation Processes, (3) Legislative Phases, (4) Policy Outcomes, and (5) Policy Execution. Results of the interviews and the examination of the documents were analyzed through the use of the Baldridge Model. The findings revealed the major reasons for the development of the policy, the conflicts that occurred between the constituencies, the compromises that were made, and the legislative processes involved in the development of the policy. The results also support various recommendations for the improvement of student involvement in the policy-making process and the improvement of the total policy system of the college. (Author/LBH)

ED 111 255

HE 006 625

*Coles, H. William, III*

1974 Senior Survey.

State Univ. of New York, Buffalo. Student Testing and Research Office.

Pub Date May 75

Note—98p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

**Descriptors**—Aspiration, \*College Students, \*Higher Education, Seniors, \*Student Attitudes, \*Student Characteristics, Student Evaluation, \*Student Opinion, Student Reaction, Surveys

**Identifiers**—New York

A random sample of 716 seniors at the State University of New York at Buffalo (SUNY/B) expecting to graduate in June 1974 were sent a questionnaire concerning their college experiences, perceptions, and future plans. The sample was composed of nearly equivalent numbers of men and women. Statistical comparisons were made, where appropriate, between men's and women's responses. Thirty-eight percent of those sampled responded listing areas of concern that had given them the most difficulty during college; they indicated the importance of goals of personal, social, intellectual, or professional development during college. The seniors ranked the functions of SUNY/B and expressed their concern for the discrepancies between ideal and actual importance of experiences. Among the other areas surveyed are the students' educational plans comparing initial and current degree plans, choice of major, and plans for future formal education; career choice and job expectations; and anticipated life styles. (Author/JMF)

ED 111 256

HE 006 626

*Westervelt, Esther Manning*

Barriers to Women's Participation in Postsecondary Education. A Review of Research and Commentary as of 1973-74.

National Center for Education Statistics (DHEW), Washington, D.C.

Report No.—NCES-75-407

Pub Date 75

Contract—OEC-0-72-0652; OEC-0-4762

Note—76p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.40)

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

**Descriptors**—Age, Degree Requirements, \*Discriminatory Attitudes (Social), Feminism, \*Higher Education, \*Literature Reviews,

Motivation, Post Secondary Education, \*Sex Discrimination, Social Psychology, Social Reinforcement, \*Womens Education

This review of the literature was undertaken as background preparatory to the design of a survey program to ascertain the extent of women's non-participation in postsecondary education and apparent reasons for it. The proportions of women who participate in degree programs have changed very little in the past 40 years. Institutional barriers are found to be in admissions practices such as sex quotas and age restrictions, financial aid practices, institutional regulations (e.g., credit for nonclassroom learning, housing policies), curriculum planning and student personnel services, and faculty and staffing attitudes. Situational barriers, or social constraints, are seen as those effects of class, ethnic or racial group membership, family attitudes, domestic responsibilities, place of residence, and community attitudes. Psychological factors include the current status of theories regarding the psychology of women, sex differences in intellectual functioning, attitudes of women toward themselves and in relation to others, motivation for achievement, and psychological correlates of socialization practices. (LBH)

ED 111 257 HE 006 627

Nyquist, Ewald B.

Higher Education Opportunity Program. Annual Report, 1973-1974.

New York State Education Dept., Albany. Office of Higher and Professional Education.

Pub Date Dec 74

Note—117p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Administrative Organization, Admission Criteria, Correctional Education, \*Disadvantaged Youth, Economically Disadvantaged, Educationally Disadvantaged, Financial Support, \*Higher Education, \*Minority Groups, Private Colleges, \*Program Evaluation, \*State Aid

Identifiers—\*Higher Education Opportunity Program

The status of the Higher Education Opportunity Program (HEOP) is reviewed in terms of enrollments, program financing and financial aid, academic programs, and measurement of outcomes. Separate documents report on the 1973-1974 activities for private-sector institutions funded under HEOP, for the City University Search for Education, Elevation and Knowledge (SEEK) and College Discovery programs, and for the State University Educational Opportunity Program. The programs are directed at the educationally and economically disadvantaged at private colleges and universities in New York State. Details are offered in this report on inmate education, contractual agreements, personnel, staff patterns, admissions criteria, racial composition of enrolled students, pre-freshman summer experience, academic year supportive services, grades and credit, accumulation rates, choice of major, separation, retention and graduation, student profiles, and specific studies and research at several institutions. Implications and recommendations for the program are reviewed. (LBH)

ED 111 258 HE 006 629

McLaughlin, Gerald W.

The Use of High School Faculty Ratings to Predict USMA Fourth Class Performance.

Military Academy, West Point, N.Y. Office of Institutional Research.

Report No—IA4.06-71-001

Pub Date Mar 71

Note—22p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Academic Achievement, Achievement Rating, \*Admission Criteria, Comparative Analysis, \*Faculty Evaluation, Grade Point Average, \*Higher Education, High School Graduates, \*Military Schools, Predictive Measurement, Rating Scales, \*Student Characteristics, Success Factors

Identifiers—\*United States Military Academy

The potential use of High School Faculty Ratings for admission purposes is investigated. The ratings include the evaluations of a candidate on 10 traits and three overall characteristics. The rating forms are given to a mathematics, English, and physical education teacher, a counselor or high school principal, and one other faculty member by the applicant, prior to his evaluation by USMA admissions officers. The sample of applicants studied included 697 candidates to the

Class of 1972, 542 of whom were admitted. The 10 traits were combined into four for each of the five raters by factor analysis. Integer weights for raters were developed for each trait and then for the combined traits to best predict Fourth Class Aptitude for the Service and Fourth Class Grade Point Average. It was found that combinations of the ratings had significant validity for predicting both Fourth Class ASR and GPA. This was especially true with ASR for the group of cadets having ratings from at least a mathematics teacher, an English teacher, and a physical education teacher or coach. (Author/LBH)

ED 111 259 HE 006 630

Houston, John W.

Background and Predicted Success of Cadets in the Class of 1973 with Comparisons with Previous Classes.

Military Academy, West Point, N.Y. Office of Institutional Research.

Report No—XB1.01-70-007

Pub Date May 70

Note—37p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Academic Achievement, Comparative Statistics, \*Higher Education, High School Graduates, \*Leadership Qualities, \*Military Schools, Military Training, Parental Background, Physical Fitness, Prediction, Student Characteristics, \*Success Factors, Tables (Data)

Identifiers—\*United States Military Academy

The USMA uses the Whole Man concept in the selection of candidates for admission. This concept encompasses three broad ability areas: scholastic, leadership potential, and physical condition and aptitude. The entrance scores for each area are compared with previous classes, and it is shown that the Class of 1973 has decreased in its academic potential from the Class of 1972. The mean Leadership Potential Score has decreased slightly for the Class of 1973 as compared to the Class of 1972, but is the same for the Class of 1971 and higher than for the Classes of 1969 and 1970. The mean Physical Aptitude Examination Scores are also slightly lower than for the Class of 1972, but approximately equal to that of the Classes of 1969, 1970, and 1971. Comparison information is also given between the Classes of 1973 and 1972 as well as with previous classes. Trend data for the Classes of 1965 to 1973 are included in the appendix in tabular form. Over all, tabular and graphical data are given on academic qualifications, potential for success at USMA, trends in admission scores, honors and awards, participation and attainments in high school athletics, high school background, non-athletic activities during high school, military experience or service, parents' military background, and college background. (Author/LBH)

ED 111 260 HE 006 631

Houston, John W. Cooke, James L.

Characteristics of the Class of 1974.

Military Academy, West Point, N.Y. Office of Institutional Research.

Pub Date Aug 70

Note—48p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Achievement Rating, Admission Criteria, Athletics, Comparative Analysis, \*Higher Education, High School Graduates, \*Military Schools, Military Service, National Norms, Parental Background, \*Student Characteristics, \*Success Factors, Tables (Data)

Identifiers—\*United States Military Academy

The biographical characteristics and achievements of the 1373 cadets who entered the Class of 1974 are presented. A separate report compares selected characteristics of this class with previous classes. In order to obtain data on the American College Testing Program, the ACT was administered to 1336 members of the Class of 1974 in July 1970. Tabulated data are presented on: distribution of scores on academic qualification measures, whole man score measures, and height, weight and age; high school characteristics; subject exposure; preparatory school attendance; awards and scholarships; clubs and positions held or awarded; nominations and appointments; ROTC; military service; fathers' military status, rank, and component; fathers who are graduates of Federal academies; class year of fathers who are USMA graduates; sport participation; number of non-varsity sports or activities in which participated; number of varsity sports in

which participated; non-varsity sports and physical activities; varsity sport and type participation; miscellaneous; representation by state of birth; and American College Testing Program class profile. (LBH)

ED 111 261 HE 006 632

Butler, Richard P.

Comparison of USMA Graduates from the Class of 1950 with Graduates from Other Colleges on Selected Variables (A Product Appraisal Report).

Military Academy, West Point, N.Y. Office of Institutional Research.

Report No—OB3.00-72-021

Pub Date Nov 71

Note—69p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Citizenship Responsibility, \*College Graduates, Comparative Analysis, \*Educational Assessment, \*Higher Education, Institutional Role, Leadership Qualities, Military Personnel, \*Military Schools, \*Military Training, Questionnaires, Social Responsibility

Identifiers—\*United States Military Academy

The responses of USMA graduates from the Class of 1950 are compared with those of graduates from civilian colleges on a number of topics of current interest. Most of the topics dealt with many of the goals of education which are obtainable and observable only in adult life. The questionnaire that was used consisted of seven major sections: background information, activities, changing society, viewpoints, educational benefits, memory of college experiences, and personal traits. The respondents to the mailed questionnaire were divided into five groups: USMA graduates still on active duty; USMA graduates not on active duty; the total number of USMA graduates responding; graduates from eight civilian engineering and science schools; and graduates from 74 civilian colleges and universities. In general, it appears that the USMA graduate compares favorably, if not more favorably, with graduates from civilian colleges and universities on most of the topics analyzed. It is noted that the typical USMA graduate feels that he has benefited more by going to college than does the graduate from a civilian institution of higher education. It is cautioned that any interpretations of these results must be made in conjunction with the goals, philosophies, values, and beliefs of USMA and the other colleges, since they may vary from institution to institution. (Author/LBH)

ED 111 262 HE 006 638

Poduska, Paul R.

Student Affairs Research. A National Survey Report on University Programs.

New Hampshire Univ., Durham.

Pub Date 75

Note—56p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Higher Education, \*Management Systems, \*National Surveys, \*Program Evaluation, Questionnaires, Research Projects, Student Organizations, \*Student Role

The current status of student affairs research programs at universities throughout the U.S. is examined in a survey project. The need for the development of student affairs management systems is cited. The questionnaire used in the survey covered four broad areas: (1) background information on responding institutions; (2) information about the organization and operation of research programs at responding institutions; (3) information about the nature of student affairs research and kinds of research projects being conducted; and (4) questionnaire assessment by the respondents. Of the 291 university campuses surveyed, 51 or 17.5 percent indicated that they were conducting student affairs research on a programmatic basis. Forty-six others had such research but without research project coordination by a specially delegated individual. The regional distributions of the programs were almost identical to those of the total population of institutions that were surveyed. The distributions by size and type of control of parent institutions were almost identical to the size and control type distributions of the 151 institutions that responded. More than 50 percent of the programs were located at institutions with total student enrollments of 15,000 or more and the majority of programs were at public institutions. Most programs had been in existence for more

than one year and almost 50 percent for more than five. (LBH)

ED 111 263

HE 006 639

*Sturmer, William F.*

**Action Planning on the Campus. Part 1: The Concept. Part 2: The Plan.**

American Association of State Colleges and Universities, Washington, D.C.

Pub Date Dec 74

Note—54p.

Available from—American Association of State Colleges and Universities, Suite 700, One Dupont Circle, Washington, D.C. 20036 (\$2.50)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Administrative Personnel, \*Administrator Guides, \*Educational Administration, Educational Objectives, \*Higher Education, Institutional Role, Planning, \*University Administration

Written for presidents and other academic and administrative leaders of American colleges and universities, this report presents both a philosophy and a practical format for the management of change. Theories of planned change and organizational development are discussed and applied to the structure of higher education. Planning guidelines offered are concerned with how to identify one's goals and objectives, how to anticipate change both within and outside the institution, and how to implement mechanisms which allow institutions to both attain their goals and respond to the constant flux in higher education. They encourage institutions to implement a systematic and futuristic approach to university management. The prime purpose of the paper is to diffuse information about the planned change managerial approach and to stimulate use of the mechanisms of planned change within American colleges and universities. (LBH)

ED 111 264

HE 006 646

**What Is the Open University? A Brief Explanation.**

Open Univ., Walton, Bletchley, Bucks (England).

Pub Date 74

Note—36p.; For complete study see ED 104 385

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Adult Learning, \*Correspondence Study, Course Content, Curriculum Development, Educational Television, Extension Education, Flexible Scheduling, \*Higher Education, Home Study, \*Independent Study, Individual Study, \*Open Education, \*Part Time Students

Identifiers—\*Open University, United Kingdom  
The Open University is described as an independent, autonomous university which offers an opportunity for higher education to adults who could not or did not take advantage of the limited opportunity in England to enter an institution of higher education immediately on or shortly after leaving secondary school. It provides a basis for continuing higher education throughout an adult's life. Most students are 21 years of age or over and study in their spare time. Its origins, administration, financing, facilities, students, and staff are described. The learning system employed is designed for teaching at a distance with course materials prepared by course teams and mailed to students. Television and radio broadcasts supplement the material. The university is viewed as a self-improving system available to all students without qualification. Its materials can be used by other institutions who can benefit from the course materials themselves along with systems for producing course materials, and systems which combine to deliver the courses. (LBH)

ED 111 265

HE 006 648

*Levine, Harold G. And Others*

**Handbook on the Development of a System of Instruction for Medical Students: Using Examples from Pediatric Education.**

Texas Univ., Galveston. Medical Branch.

Pub Date 74

Note—186p.

EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage

Descriptors—\*Clinical Experience, \*Curriculum Guides, \*Higher Education, Instructional Programs, Manuals, \*Medical Students, Pediatrics Training, Physicians, Science Education, \*Teaching Guides, Teaching Procedures

Identifiers—\*University of Texas Medical Branch  
Methods of improving the pediatric clerkship are used to develop procedures for educating stu-

dents in basic science and clinical education programs. The model of instruction first lists the instructional objectives, then defines what the learner knows prior to instruction, plans instructional procedures to supply the missing abilities and skills, and institutes evaluation procedures. Evaluation data can alter the objectives, preassessment, and instructional procedures. Performance requirements are analyzed in this handbook regarding skill in gathering and recording information, competence in defining the patient's problems, judgment on physician intervention and treatment, accepting responsibility for health maintenance, and effectiveness of attitudes toward one's role as a physician. Described are effects of the development of the handbook on faculty attitudes, pediatric instruction, pediatric evaluation, and prerequisite courses. Extensive appendices are included on rating forms, self-instructional units, core seminars, and objectives. (LBH)

ED 111 266

HE 006 649

*de Wolf, Virginia A.*

**The 1974 College of Arts and Sciences Survey of Graduating Seniors.**

Washington Univ., Seattle. Educational Assessment Center.

Report No—EACP-271

Pub Date Apr 75

Note—37p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Bachelors Degrees, Career Planning, Educational Assessment, Employment Opportunities, Females, \*Graduate Surveys, \*Higher Education, \*Liberal Arts Majors, Males, Occupational Choice, Questionnaires, \*Science Education, Sex (Characteristics), Student Characteristics

Identifiers—\*University of Washington

The 1974 Survey of Graduating Seniors in the College of Arts and Sciences at the University of Washington is analyzed. Respondents were placed in one of five degree groups (arts, social science, natural science, humanities, and miscellaneous) based upon their major. Differences were noted between male and female graduates in the five degree groups in background characteristics, perceptions of departments, plans following graduation, and occupational expectations. An overview of the university's educational impact is also presented. (Author)

ED 111 267

HE 006 654

**Postsecondary Education Issues: Visible Questions. Invisible Answers.**

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Pub Date 74

Note—293p.; Proceedings of the Fifth NCHMS National Invitational Seminar (1974)

EDRS Price MF-\$0.76 HC-\$14.59 Plus Postage

Descriptors—Data Analysis, Data Collection, \*Decision Making, Educational Finance, \*Educational Planning, Educational Policy, Educational Programs, Enrollment Projections, \*Information Dissemination, Legislation, \*Management Information Systems, Manpower Needs, \*Post Secondary Education, Public Policy

With some justification, the inability to answer most of the important questions in higher education is due to the lack of necessary information. But careful examination of our many faceted questions suggests that more information may not be the only answer. The National Center for Higher Education Management Systems (NCHEMS) has found other aspects to the postsecondary information problem. First, a huge communication gap often looms between those asking the fundamental questions and those in the best position to answer them. Second, information resources do exist, collected either by individual researchers for purposes of investigating a relatively narrow specific aspect of postsecondary education or for purposes not directly related to postsecondary education. The NCHEMS believes these data can be used in postsecondary education decision-making much more extensively than they have been used in the past. In pursuit of this hypothesis, NCHEMS called together people with unique knowledge of information needs and information availability at all levels: federal, state, and institutional both inside and outside the postsecondary education community. This document presents seven major papers

delivered by these people at a seminar, and includes responses to each paper. (Author)

ED 111 268

HE 006 655

**Selected Speeches. Annual Conference of the National Association for Foreign Student Affairs (27th, Washington, D. C., May 7-11, 1975).**

National Association for Foreign Student Affairs, Washington, D.C.

Pub Date 75

Note—61p.

Available from—National Association for Foreign Student Affairs, 1890 19th Street, N. W., Washington, D.C. 20009 (\$1.25)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Cultural Exchange, Exchange Programs, \*Foreign Relations, \*Foreign Students, \*Higher Education, \*International Education, \*International Programs, Laws, Program Planning, Speeches

This document presents speeches on topics of broad interest and concern to all those working in the field of international educational exchange. Speeches include discussions of (1) the law permitting foreign students to come to the United States to pursue an education and how the law applies to foreign student programs; (2) the American educational system's inability to adjust to the reality of international interdependence; (3) centralized coordination of international programs; (4) importance of international studies and exchange efforts in the 1970's; (5) some Swedish ideas and proposals about what is called internationalizing higher education; and (6) the foreign student as an invaluable resource in examining the central conflicts of modern society. (Author)

ED 111 269

HE 006 656

*Counell, James Steve*

**Values and Concerns: Fall 1974 Freshman of The University of San Francisco.**

San Francisco Univ., Calif. Office of Institutional Studies.

Pub Date 20 Jun 75

Note—48p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Church Related Colleges, College Environment, \*Demography, Educational Finance, Ethnic Groups, Females, \*Higher Education, Legal Responsibility, Males, Private Colleges, \*Student Attitudes, Student Characteristics, Tables (Data), Units of Study (Subject Fields), \*Values

Identifiers—\*University of San Francisco

The importance of knowing more about the nature of American college and university students became highlighted in the 1960's. To this end, the University of San Francisco developed a two-page questionnaire focusing on the needs of a religiously affiliated university with concerns for the quality of life on campus. The questionnaire centered on the following topics: (1) finances; (2) personal earnings; (3) religious views; (4) personal values; and (5) personal concerns about college life. The demographic characteristics of school/college enrollment, current religious preference, sex, legal status, federal government, ethnic categories, residence, and parental income were included. Of all questions on the survey document, only the parental income question was generally not answered. Hence, no significant data in this area was collected. In its present form this study presents one thing only. It provides a description of the fall 1974 freshman at the University of San Francisco in terms of certain demographic characteristics, attitudes, values, and concerns. There are no theoretical or generalized notions to tie these various elements together. In particular, the ethnic groups' data are not organized according to any theory of human relations. (Author)

ED 111 270

HE 006 657

*Heapey, Lenore, Ed.*

**The Accountability Challenge to Higher Education. The SUNY Experience.**

State Univ. of New York, Albany.

Pub Date Jul 75

Note—9p.

Journal Cit—Comment; v2 n5 July 1975

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Educational Accountability, Educational Assessment, Educational Benefits, Educational Policy, \*Evaluation Criteria, Evaluation Methods, \*Higher Education, Measurement Techniques, \*State Universities, \*Statewide Planning



**Identifiers**—\*State University of New York, SUNY

While the agenda of the 1960's was one of expansion at maximum feasible speed, the by-words of the 1970's are accountability and its correlates: effectiveness, efficiency, and quality. In statewide university systems accountability is a formidable task. A major difficulty comes from the diversity of goals and disagreement or confusion over measuring the achievement of those goals. Two major aspects of the problem are contradictory perceptions of "who is accountable for what" and actual operation of a system of accountability. There has been a failure in measuring performance and to distinguish and relate input variables, process variables, and output variables. Many previous evaluations by accrediting agencies and external reviewers have tended to focus of the input variables of quality and reputation of faculty, quality of students, and adequacy of resources. This orientation overlooks the impact of a program upon the ultimate success of its students and, of equal importance, it tends to neglect the manner in which teachers and learners interact for some purpose. By delineating and clarifying the evaluation process through the use of a specific checklist confusion can be minimized and areas of agreement can be enlarged. (Author/KE)

**ED 111 271**

**HE 006 665**

*MacArthur, Brian*

**Beyond 1980: The Evolution of British Higher Education.**

International Council for Educational Development, New York, N.Y.

Pub Date 3 Jan 75

Note—32p.; Address to the Annual General Meeting of the Joint University Council for Social and Public Administration (London University, January 3, 1975)

Available from—International Council for Educational Development 680 Fifth Ave. New York, New York 10019

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Democratic Values, Educational Assessment, Educational Development, \*Educational Objectives, \*Educational Trends, \*Higher Education, \*Post Secondary Education, Public Policy

**Identifiers**—\*Great Britain

It was not until the 1960's that the subject of higher education started to disturb governments, or the issue of government policy on higher education became a topic of national debate. Some thoughts on the likely evolution of British higher education to the 1980's and beyond are apparent after looking to: the Robbins Report of 1963, which proposed massive expansion of student numbers and "that courses of higher education be available for all those who are qualified by ability and attainment to pursue them and who wish to do so;" to the system as it is now; and finally to issues in North America and Europe. Since there is no agreement about the Good Society, and thus about aims and content, the mandate for the pragmatist is to create a variety of higher education institutions that can fulfill a variety of functions. The direction in which higher education should move is toward greater diversity and greater fairness between the sectors as well as more social justice. What we shall be talking about in 1985 is a system of post-school education in which systems of higher education throughout the world are already moving, and British higher education is set in the same direction. (Author)

**ED 111 272**

**HE 006 666**

*Trooboff, Rebecca C.*

**The Competencies in Nutrition Essential for Comprehensive Nursing Practice.**

Pub Date Jul 75

Note—149p.; Ph.D. Dissertation, Walden University; Best copy available

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—Health, \*Health Education, Health Occupations, Health Personnel, Health Services, \*Higher Education, Nurses, \*Nursing, \*Nutrition, \*Nutrition Instruction, Performance Based Education

**Identifiers**—Georgia, \*Nursing Education

Faculty of nursing education programs within the Georgia university system were surveyed to ascertain their opinions about the nutrition competencies they consider essential for comprehensive nursing practice and the level of nursing education program(s) to which these

competencies are best suited. The survey instrument, 56 competency statements, was divided into three sections: (1) nutrition competencies basic to nursing practice in institutions and in the community; (2) items specific to institutional nursing; and (3) items specific to community health nursing. Analysis of the data showed the predominance of respondents favor inclusion of the majority of essential nutrition competencies in both levels of nursing education over inclusion in either the baccalaureate or associate degree program. When respondents indicated a preference for a single program, the baccalaureate program was more strongly preferred for all but four competencies. These four, specific to institutional nutrition, were more strongly preferred for associate degree programs. Correlations between information on the Data Sheet for Respondents and responses on the survey instrument indicated that neither the level of program with which faculty were associated nor respondents' level of academic preparation significantly influenced their responses. (Author/JMF)

**ED 111 273**

**HE 006 667**

**Perspectives and Plans for Graduate Studies. 16. Biophysics 1974.**

Ontario Council on Graduate Studies, Toronto.

Advisory Committee on Academic Planning.

Report No.—ISSN-0317-7025; R-75-5

Pub Date 75

Note—56p.

Available from—Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Academic Education, \*Advisory Committees, \*Biophysics, Doctoral Degrees, Doctoral Programs, Financial Policy, \*Graduate Study, \*Higher Education, Masters Degrees, Universities

**Identifiers**—ACAP, Advisory Committee on Academic Planning, COU, Council of Ontario Universities, Ontario (Ottawa)

In March, 1973, after a review of the Ontario universities' three-year plans, a provisional embargo was placed on doctoral work in biophysics. A full-scale assessment with outside consultants was not necessary in the case of a provisional embargo. Instead, the method used to remove the embargo was self-study by the discipline group leading to a report to the Advisory Committee on Academic Planning (ACAP), which, in turn, makes recommendations to the Council of Ontario Universities (COU). The report is one of a series of disciplinary studies whose emphasis is on forward planning, and it is hoped that the implementation of COU's recommendation will help to ensure the more ordered growth and development of graduate studies in Ontario's universities. The monograph includes the "Biophysics Planning Study" containing specific recommendations concerning biophysics graduate studies; the graduate programs established and proposed in Ontario prepared by the discipline group; and the universities' comments. (Author/JMF)

**ED 111 274**

**HE 006 669**

**Population Characteristics, Income and Expenses of Students Enrolled in Postsecondary Schools: October 1973. Current Population Reports. Series P-20, No. 281.**

Bureau of the Census (DOC), Suitland, Md.

Population Div.

Pub Date Jun 75

Note—44p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 and U.S. Department of Commerce, district offices (\$1.10)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Caucasian Students, Colleges, College Students, Costs, \*Expenditures, Family Income, Family Resources, \*Financial Support, Grants, \*Higher Education, \*Income, Junior Colleges, Negro Students, \*Post Secondary Education, Scholarships, Student Loan Programs, Surveys, Tables (Data)

This report presents data on the income and expenses of students enrolled in colleges, universities and vocational schools providing training beyond the high school level based on a supplement to the October 1973 Current Population Survey (CPS). The tables present data for students enrolled in October 1973 based on family income, expected educational expenses, sources on income, type of school attended, full-

time/part-time attendance status, marital status, and financial dependence on parents. Some major findings are: (1) The median expected educational expenses for full-time college students varied from about \$620 for those in public junior colleges to \$2,640 for students in private universities, and to about \$890 for full-time students in vocational schools. (2) Student's yearly earning and aid from parents were the most common sources of income for undergraduates. Forty-four percent of postsecondary students (excluding graduate students) worked while attending school to pay for the costs of their education. Forty-two percent of students were aided by their parents, 8 percent of students received state scholarships or grants, and about 7 percent received local scholarships. (3) Blacks made up about 8 percent of the total postsecondary school enrollment in October 1973. While a slightly lower proportion of blacks than whites was attending 4-year colleges and universities, the proportion of blacks attending 2-year and vocational schools was somewhat higher than that for white students. The appendix reproduces the survey form used to collect data. (Author/KE)

**ED 111 275**

**HE 006 670**

*Parekh, Satish B.*

**Management Systems Inventory for Institutions of Higher Education.**

Phelps-Stokes Fund, New York, N.Y.

Pub Date 75

Note—240p.

Available from—Phelps Stokes Fund, 1832 Corcoran Street, N.W. Washington, D.C. (\$10.00)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Administrator Responsibility, \*Educational Objectives, Financial Policy, \*Higher Education, \*Management by Objectives, \*Management Systems, \*Organizational Communication, Organizational Development, Organizational Effectiveness

**Identifiers**—\*Management Systems Inventory, MSI

There is a crucial need in the field of higher education for a methodology of self-study and self-evaluation of the effective and efficient management of postsecondary institutions that deals with facts as well as perceptions as they relate to institutional management. The Management Systems Inventory (MSI) addresses itself to this need. MSI is a management tool designed to permit an institution to evaluate itself through objective and subjective observations made on the basis of both facts and perception of those facts by various internal and external organizational units and constituencies. MSI bridges the gap between being an audit and a strategy prompting the type of introspection that identifies the various perceptions that act as a catalytic agent for management behavior. It establishes five areas of concentration: institutional mission, goals, and direction; applicability of organizational structure to mission; organizational responsibility; the extent to which feedback and evaluation mechanisms assure that responsibilities are carried out and that desired results are achieved; and appropriateness of fiscal operations for sustaining institutional continuity and direction. (Author/KE)

**ED 111 276**

**HE 006 671**

*Bhatnagar, Joti*

**Educational Experience of Part-time University Students. Report 2. Social Characteristics and Academic Achievement.**

Concordia Univ., Montreal (Quebec). Sir George Williams Campus. Dept. of Education.

Pub Date Jun 75

Note—290p.; Not available in hard copy due to marginal legibility of original document; for Report 3, see HE 006 673

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Academic Achievement, Credits, \*Demography, Educational Background, Educational Benefits, Educational Objectives, Employment, Family Status, Financial Support, \*Higher Education, Marital Status, Parental Background, \*Part Time Students, Residential Patterns, \*Social Characteristics, Student Characteristics, Travel

**Identifiers**—Concordia University (Sir George Williams Campus), \*Mature Students Qualifying Program

In discussing part-time university students, one of the first questions one must ask is, What precisely are the demographic features of this kind of student? The social and demographic characteristics of the part-time student population, including educational background, employment characteristics, residence, travel, parental background, financial support, and marital and family status, indicates a relationship between these variables, academic aspiration, and achievement. Adult students are higher achievers than representative college-age groups. The sample consisted of all new students who registered in the Mature Students Qualifying Program with a 67.6 percent rate of response to a questionnaire. Three dependent variables—credits were used as criteria of educational outcomes for part-time university students. Desire to learn and become educated emerged as the prime reason for taking university courses among over 70 percent of the students tested, while job-related reasons were given first priority by about 20 percent. Family pressures and social reasons received the lowest priority by an overwhelming proportion of respondents. (Author/KE)

ED 111 277 HE 006 673

Bhatnagar, Joti

**Educational Experience of Part-Time University Students. Report 3. Factors Associated with Drop-out.**

Concordia Univ., Montreal (Quebec). Sir George Williams Campus. Dept. of Education.

Pub Date Jun 75

Note—176p.; Not available in hard copy due to marginal legibility of original document; for Report 2, see HE 006 671

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Adult Students, Demography, \*Dropout Research, \*Dropouts, Educational Background, Employment, Family Status, Financial Support, \*Higher Education, Marital Status, \*Part Time Students, Post Secondary Education, Residential Patterns, Student Characteristics, Travel

Identifiers—Concordia University (Sir George Williams Campus), \*Mature Students Qualifying Program

During the last decade the growth in part-time enrollment of Canadian universities has been greater than growth in full-time enrollment, and the trend is expected to accelerate. Focusing on the dropout, a phenomenon of major concern in part-time university education, survey was made of all new students registered in the Mature Students Qualifying Program at Sir George Williams University. The survey covers demographic variables, educational background, employment characteristics, residence, travel, parental background, financial support, and marital and family status. The dropout is a multidimensional phenomenon. No single factor could explain dropout from higher education. The need for further multidimensional analysis is apparent. The dynamics of dropout behavior might well turn out to be different among full- and part-time student populations. Results obtained here would tend to suggest that they are. (Author/KE)

ED 111 278 HE 006 674

**Making the Transition. Supplement 2: Budget Review Report. Report to the 1975 Minnesota Legislature.**

Minnesota Higher Education Coordinating Commission, St. Paul.

Pub Date Feb 75

Note—423p.

EDRS Price MF-\$0.76 HC-\$20.94 Plus Postage  
Descriptors—\*Budgeting, Data, Expenditures, Higher Education, \*Models, \*Post Secondary Education, State Colleges, State Universities, \*Statewide Planning, Systems Analysis, \*Systems Development, Vocational Schools

A law passed by the 1973 Minnesota Legislature required the development and implementation of an on-going budgeting process and standardized reporting format that is compatible among the University of Minnesota, The state colleges, the junior colleges, and the public vocational-technical schools. This report is divided into an introduction, a review of the process of developing a program budget for postsecondary education, a description of the program budgeting model and classification system, the data, and a statewide summary and commentary. This report provides a comparative examination of each

Minnesota public postsecondary education system of proposed resource expenditures and outputs for the biennium with each system's estimated current expenditures and outputs and presents a method of examining postsecondary education data that, until now, has been unavailable to the public and their elevated officials. It shows system and statewide budgets, participation, and appropriations in a program budgeting format. (Author/KE)

ED 111 279 HE 006 676

Morgovsky, Joel

**The U.S. Military Academy and the Issue of Race in Higher Education: A Perspective. Revised.**

Military Academy, West Point, N.Y. Office of Institutional Research.

Report No.—IB4.02-71-002

Pub Date Jan 71

Note—33p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*College Integration, College Students, \*Higher Education, \*Military Schools, Military Service, \*Minority Groups, Race Relations, Racial Distribution, \*Racial Integration Identifiers—\*United States Military Academy

The history of the racial problem in the United States is discussed as it affects higher education. The role several universities are playing to ease the problem is considered, including efforts at the U.S. Military Academy to admit larger numbers of minority students. The impact of higher education for minority students on the Army is also assessed. (Author)

ED 111 280 HE 006 678

**Expanding Opportunity Through Sharing Faculty Resources.**

Southern Regional Education Board, Atlanta, Ga. Inst. for Higher Educational Opportunity.

Pub Date 75

Note—24p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Consortia, \*Cooperative Planning, Cooperative Programs, Coordination, \*Educational Facilities, Facilities, Faculty, \*Higher Education, \*Interinstitutional Cooperation, Resources, Shared Services

The practice of utilizing faculty resources across institutional lines is not new. At the present time there is an increasing awareness of the opportunity for expanding the interinstitutional utilization of faculty between the historically black campuses and the historically white campuses that are located in proximity to each other. In the process of state planning to eliminate dualism in public higher education, the geographic proximity is often regarded as constituting a difficult problem calling for the review of institutional roles and responsibilities. On the other hand, their proximity offers an opportunity for providing, through cooperation and joint planning, a combined resource for serving the total community in its increasing efforts to serve all ethnic groups without discrimination. This report is a compilation of discussions with administrators and faculty from locations where steps to initiate joint planning have been taken. The materials from these discussions are presented under four headings: the potential benefits which may result from interinstitutional utilization of faculty resources; barriers to achieving cooperative programs; types of arrangements that may be developed between institutions; and suggestions for planning procedures. (Author/JMF)

ED 111 281 HE 006 679

Garbarino, Joseph W. Aussieker, Bill

**Faculty Bargaining. Change and Conflict.**

Carnegie Commission on Higher Education, Berkeley, Calif.

Pub Date 75

Note—278p.

Available from—McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, New York 10020 (\$10.00)

**Document Not Available from EDRS**

Descriptors—Administrative Problems, \*Collective Bargaining, \*Educational Planning, Educational Problems, Employer Employee Relationship, \*Faculty, Governance, \*Higher Education, Junior Colleges, National Organizations, Organizational Effectiveness, Political Issues, Teacher Administrator Relationship, \*Unions Identifiers—Great Britain, United States

Why do the faculty of colleges and universities organize? Is faculty unionism inevitable? Is facul-

ty unionism irreversible? What is the impact of faculty unionism? These four questions are central to this comprehensive review of experience to date with collective bargaining. Collective bargaining is viewed in the context of rapid changes in colleges and universities in the 1960's and 1970's that have threatened traditional relationships among professors, their institutions, and other sectors of society. Among the subjects discussed are traditional forms of faculty participation in institutional governance; the development, strengths, and weaknesses of some of the national organizations that now represent faculty members as bargaining agents; the changes in faculty relationships to their institutions that have occurred with the development of collective bargaining; and some of the educational, political and administrative issues that are raised by the new bargaining procedures. One chapter focuses attention on faculty bargaining at American's 2-year colleges. Another chapter reviews the British experience with collective bargaining. The author concludes, among other things, that collective bargaining will be a feature of higher education for the foreseeable future. (Author)

ED 111 282 HE 006 681

Seldin, Peter

**How Colleges Evaluate Professors. Current Policies and Practices in Evaluating Classroom Teaching Performance in Liberal Arts Colleges.**

Pub Date 75

Note—96p.

Available from—Blythe-Pennington, Ltd. New York 10520 (\$3.50)

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Administrative Personnel, College Deans, Committees, \*Evaluation Criteria, \*Evaluation Methods, Faculty Evaluation, \*Higher Education, \*Performance Based Teacher Education, \*Private Colleges, Questionnaires, Student Opinion, Teaching Methods

Much has occurred in higher education to lead to expectation for change in the process of evaluation. The academic deans of all accredited private liberal arts colleges were asked to report on the procedures used in rating both overall and teaching performance, with 83.5 percent replying. Purposes of the questionnaire were to: (1) determine the relative level of importance placed on classroom teaching in the evaluation of overall performance of faculty members; (2) determine the types of information upon which evaluation of teaching performance is based; and (3) compare faculty evaluation policies and procedures during the contractions of the 1970's with the expansion of the mid-1960's. Important findings included: (1) significant declines in importance between 1966 and 1973 were recorded for research and publication; (2) campus committee work and student advising increased sharply as "major factors" in faculty evaluations; (3) in evaluating teaching performance, the deans' reliance on "systematic student ratings" increased significantly; and (4) whereas the importance of chairman's and dean's evaluations retained a prominent position in teaching evaluation, committee evaluation increased in prominence. Specific recommendations and an extensive bibliography are included in the publication. (Author)

ED 111 283 HE 006 682

Onushkin, Victor G., Ed.

**Planning the Development of Universities-III. Final Report.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Spons Agency—Canadian International Development Agency, Ottawa (Ontario); Ford Foundation, New York, N.Y.; Swedish International Development Authority (SIDA).

Pub Date 74

Note—454p.

Available from—Unesco Press, Place de Fontenay, 75700 Paris, France (\$9.25)

**Document Not Available from EDRS**

Descriptors—Case Studies, Developed Nations, Developing Nations, Educational Benefits, \*Educational Development, Educational Opportunities, \*Educational Planning, Educational Research, Evaluation Criteria, \*Higher Education, Information Systems, \*Methods, \*Universities

This final report of a research project on planning and development lists the most important conclusions drawn from the research dealing with the methodological problems of planning and development of universities. One conclusion is that in the coming decade the qualitative aspects of university activities are likely to be the major concern of those responsible for higher education. Another is that planning at the university level must be considered as part of the planning and management of the whole system of higher education and as dependent on social, economic and political conditions. Recommendations are made concerning: methods and tools for university planning and management; indices and criteria to be used for planning purposes; university information systems for planning; and university planning mechanisms. The experience of different universities is referred to in generalized form, but some details of particular experiences are given in the case studies, summaries of which are included in part three. Case studies carried out for the project are organized in order to study the five important areas: (1) planning access to the university and employment of graduates; (2) planning teaching staff formation; (3) planning of the teaching work; (4) planning of research work; and (5) development of the university information system for planning and management. (Author/KE)

**ED 111 284** HE 006 684  
**Analysis of Student Loan Special Rate Allowances and Servicing Costs.**

Technology Management, Inc., Cambridge, Mass.  
 Spons Agency—Office of Education (DHEW), Washington, D.C.  
 Pub Date 21 Aug 74  
 Note—70p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
 Descriptors—\*Banking, Costs, Evaluation Criteria, \*Financial Policy, \*Post Secondary Education, Program Attitudes, \*Program Evaluation, School Surveys, \*Student Loan Programs

Identifiers—GSLP, \*Guaranteed Student Loan Programs

This document addresses two separate, though related aspects of the operation of the Guaranteed Student Loan Program (GSLP): (1) the mechanism for setting the special rate allowance (SRA); and (2) the effect of the operating requirements of the program on lender servicing costs. The study develops recommendations for improving both aspects of the program to ensure continuing lender interest in making funds available to eligible students. To develop lender-related data to support the analysis, 16 institutions were surveyed to establish: (1) attitudes toward the program; (2) profitability objectives and expectations; (3) practices for determining the amount of GSL funds made available; (4) operating policies and practices; (5) profitability measurement and comparison criteria; (5) cost of obtaining lendable funds; and (6) costs of operating under the GSL program. Of the institutions either surveyed or for which data were obtained, 13 were lenders. The remaining three contributors were servicing firms. (Author)

**ED 111 285** HE 006 686  
**Michaels, Alexander J.**

**Higher Education Correspondence Study in the Soviet Union.**

Pub Date 73  
 Note—183p.; Ph.D. Dissertation, Laurence University; Best copy available

Available from—Alexander J. Michaels, 6801 Beacon Place, Riverdale, Md. 20840 (\$4.50)

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**  
 Descriptors—Communism, Correspondence Courses, Correspondence Schools, \*Correspondence Study, Foreign Countries, \*Higher Education, \*Home Study, \*Independent Study, Literature Reviews, \*Part Time Students

Identifiers—\*USSR

Soviet education is designed not only to produce specialists whose skills will be more useful to the State, but also to reshape the character of the person so that it is compatible with Communist ideology. The study attempts to investigate and describe the development of higher education correspondence study in the U.S.S.R. Subproblems investigated involve the relationship between Soviet education and the Central Committee of the Communist Party which actually determines the direction of education, and the

relationship between the Soviet higher correspondence education and the economic requirements of national economy. A review of the existing literature from the pre-Soviet period to the present indicates that although there has been a decline in the number of higher correspondence students since 1965, this form of instruction still plays a significant role in supplying the Soviet economy with a great number of specialists. Correspondence students represent over 1.6 million students, one-third of the total higher education students in the U.S.S.R. (Author/JMF)

**ED 111 286** HE 006 687  
**Lopez, Homero**

**Report on the Minority Graduate Recruiter Visitation Program 1974-75.**

Texas Univ., Austin.

Pub Date 75

Note—27p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Career Opportunities, Counseling, Degree Requirements, Educational Counseling, \*Educational Opportunities, Evaluation, Graduate Study, \*Higher Education, \*Minority Groups, Occupational Guidance, Professional Education, Program Evaluation, Questionnaires, \*Recruitment, Vocational Counseling  
 Identifiers—\*Ethnic Student Services, Texas (Austin)

The Ethnic Student Services coordinated and assisted the Minority Graduate Recruiter Visitation Program which was conducted during the Fall Semester, 1974 at the University of Texas at Austin. The major purpose of the program was to assist minority students in expanding their awareness of graduate and professional school opportunities as part of their career options. Twenty-two graduate and professional school recruiters visited the campus to interview and provide information on graduate and professional school opportunities to minority students. A comprehensive program of campus coordination, scheduling of recruiting dates, advertisement to students, and counseling and assistance to students was conducted. Students were able to speak to recruiters concerning such issues as programs offered, application procedures, admissions criteria, campus life, financial aid, and available opportunities for minority students. The program was evaluated by means of two questionnaires, one for recruiters and one for students, from which specific recommendations for improvement of the program were drawn. (Author/JMF)

**ED 111 287** HE 006 689  
**Goossens, J. L. M. And Others**

**Development of a Model for Some Aspects of University Policy. Technical Report.**

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Report No—CERI/IM/71.41

Pub Date 29 Oct 71

Note—136p.; Presented at the Evaluation Conference on Institutional Management in Higher Education, Paris, November 2-5, 1971

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

Descriptors—Conference Reports, Data Processing, \*Educational Policy, \*Higher Education, Hypothesis Testing, Instructional Staff, \*Management Systems, \*Mathematical Models, Operations Research, Programing, Staff Utilization, Statistical Analysis, Systems Approach, \*University Administration

Identifiers—\*Catholic University of Nijmegen, Netherlands

A method to calculate the need for academic staff per faculty, based on educational programs and numbers of students, is described which is based on quantitative relations between programs, student enrollment, and total budget. The model is described schematically and presented in a mathematical form adapted to computer processing. Its application for the department of psychology at the University of Nijmegen is given. Field research is reported. A concept of education is formulated as a starting point for the construction of a model, and the university is described in terms of systems theory. Proposals are made for: (1) the development of an information model by means of fundamental research on elements and variables that are of special importance to a university policy on education and research, relevant to the type of management that a university requires; and (2) the extension and refinement of the model, relating programs, student numbers and means. (LBM)

**ED 111 288** HE 006 690

**Appelquist, Claes-Goran Zandren, S.**

**The Development of a Planning, Programming and Budgeting System. Technical Report.**

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Report No—CERI/IM/71.35

Pub Date 29 Oct 71

Note—80p.; Presented at the Evaluation Conference on Institutional Management in Higher Education, Paris, November 2-5, 1971

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*Budgets, Conference Reports, Decision Making, \*Educational Administration, Educational Finance, Educational Policy, Financial Policy, \*Higher Education, \*Management Systems, Money Management, Programing, Undergraduate Study, \*University Administration

Identifiers—\*Chalmers University of Technology

In CER's program on institutional management in higher education, eight universities were brought together to set up teams within their institutions to work on their respective pre-selected problem areas. The planning, programming and budgeting system (PPBS) was developed as a management tool which would improve effectiveness by increasing the requirements of economic thinking and economic responsibility at all levels. The system devised at Chalmers University of Technology has three main objectives: developing an output-oriented finance methodology applicable to the Swedish university system; developing a modern management methodology applicable to a PB university; and obtaining possibilities for changing the decision-making structure outside and inside the universities in a decentralized and democratic direction. The application of program budgeting at Chalmers for higher education and research is devised for undergraduate engineering, undergraduate science and social science, technical research and graduate training courses, and external services such as building maintenance and library services. (LBM)

**ED 111 289** HE 006 691

**Jensen, Arne And Others**

**University Decision Structures. Technical Report.**

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Report No—CERI/IM/71.49

Pub Date 4 Nov 71

Note—42p.; Presented at the Evaluation Conference on Institutional Management and Higher Education, Paris, November 2-5, 1971

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Administrative Principles, Conference Reports, Decision Making, Educational Finance, Educational Policy, \*Financial Policy, \*Higher Education, \*Institutional Role, Management Development, \*School Community Relationship, Social Responsibility, \*University Administration

Identifiers—Denmark, \*University of Copenhagen

Viewpoints on the university organization are represented which arose from study of the situation in the University of Denmark and the University of Copenhagen in particular. The question addressed is whether it is possible, by way of a simple set of rules to create a system of governance for higher education that will satisfy the demands of society. Emphasis is on building a close democracy with decentralized planning and coupled relations between all parts of the university and society. The process of designing alternative structures for the University of Copenhagen is clarified, as are the possible uses and problems to be considered with professional management in a university setting. Comparison with the University of California is made. Differences in the structure of the organizations and in particular the process of decision making in the budget planning are shown to result in differences in the research activity around the management and administration of the two institutions. Ideal university organization and working conditions are considered. (LBH)

**ED 111 290** HE 006 692

**Fredriksen, Birger**

**Subject Field and Regional Variations in Student/Staff Ratios, Academic Programmes and Recurrent Expenditures. Technical Report.**

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Report No.—CERI/IM/71.38

Pub Date 29 Oct 71

Note—69p.; Presented at the Evaluation Conference on Institutional Management in Higher Education, Paris, November 2-5, 1971

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Academic Education, Budgeting, Conference Reports, Educational Finance, \*Educational Planning, \*Higher Education, Institutional Administration, \*Operating Expenses, Regional Planning, School Surveys, Student Distribution, \*Student Teacher Ratio, Teacher Distribution

Identifiers—England, Netherlands, Norway, Switzerland, Yugoslavia

Based on the data obtained from a specially conducted survey of universities in CERI member countries, this report gives a descriptive analysis of interdepartmental and interregional variations in the quantitative aspects of university operations. The data and findings are of a tentative nature since the survey on which the analysis was based suffered from the lack of standard definitions of concepts as well as the paucity of available information at the institutional level. Data were obtained for 32 different departments grouped into six major subject fields, pure sciences, technology, medical sciences, humanities, law, and social sciences. The ratio between student enrollment and academic staff is discussed as an indicator of the need for academic staff. The importance of non-academic staff is also emphasized, and ratios between students and administrative staff indicate distinct differences between pure sciences, technology and medical sciences, as compared with the other fields. Technology provides the highest number of teaching hours per week. Data show that these three fields also spend more of the total annual recurrent expenditure on non-remunerative items. A tabulation is given of average recurrent expenditure per student enrolled by department for England, Netherlands, Norway, Switzerland, and Yugoslavia. The data show substantial cost differences between fields within the same country. (LBH)

ED 111 291

HE 006 693

Khan, Abdul G. And Others

Programme on Institutional Management in Higher Education. Technical Report.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Report No.—CERI/IM/71.47

Pub Date 4 Nov 71

Note—39p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Administrative Principles, Conference Reports, Decision Making, Educational Facilities, Educational Finance, \*Educational Planning, \*Educational Policy, \*Higher Education, \*Institutional Administration, Management Systems, Political Influences, Social Influences

Identifiers—\*Great Britain

University management is examined with regard to six major areas: decision and participation, finance, information, human flows, physical plant and equipment, and academic planning. Comprehensive long and medium term planning is proposed with the special feature of decentralized decision making. The issue of information requirements for managerial decision making must be considered in view of socio-political conflicts within and outside the university. Possibilities of substantially decreasing unit costs in British universities are explored. Justification for a research collaboration among universities and its continuance into the future on a wider scale is apparent when the wider experience is considered. Latent problems of management can be discussed explicitly within and among university communities in the sense of a continuing dialogue on issues and problems. The demonstration and diffusion of promising techniques can be carried out efficiently if a clearinghouse facility is made available to which a large number of universities have access. (LBH)

ED 111 292

HE 006 694

Brady, Ronald W. And Others

Administrative Data Processing: The Case for Executive Management Involvement.

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Pub Date 75

Note—85p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*Administrative Personnel, \*Administrative Policy, Administrator Responsibility, Administrator Role, Agency Role, Data Processing, Higher Education, \*Information Systems, \*Management Systems, Organizational Effectiveness, Planning, \*Post Secondary Education

Most efforts to achieve more effective administrative computing in higher education have focused on technical questions or on isolated applications required by middle management. Much less attention has been paid to the question of the proper role of administrative computing in the accomplishment of overall institutional objectives. The enormous variety of environments, missions, and goals found among institutions in postsecondary education precludes easy, all-inclusive answers. But answers must be found if institutions are to make major improvements in their information systems and administrative computing functions. Improvements will occur only if top-level management takes an active role in finding those answers. After defining the alternative roles that administrative computing can play in an institution, and after the various stages by which administrative computing is developed, an institution should be able to assess where its administrative computing effort stands. The next step is the involvement of top-level management by identifying the roles and responsibilities of users, the administrative computing organization, and external agencies. (Author/KE)

ED 111 293

HE 006 697

Smith, Carolyn R.

Institutions of Higher Education Index by State and Congressional District 1974-75.

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—NCES-75-120

Pub Date 75

Note—56p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Accreditation (Institutions), \*Certification, Community Colleges, Higher Education, \*Indexes (Locators), Junior Colleges, \*Legislators, \*Post Secondary Education, Private Colleges, State Colleges, State Universities

This document reports the names of the senators, representatives, and other elected officials of the 94th Congress, their states and congressional districts, and each institution of higher education located therein. It includes all institutions meeting at least one of the criteria enumerated below, including new schools certified by the Accreditation and Institutional Eligibility Staff of the Bureau of Postsecondary Education to the National Center for Education Statistics through October 24, 1974: (1) accreditation or approval by a nationally recognized accrediting agency, by a State Department of Education, or by a State university; (2) preaccreditation status of "recognized candidate for accreditation" with a designated nationally recognized accrediting agency; or (3) certification that the institution's credits have been and are accepted for transfer by no fewer than three accredited institutions as if coming from and accredited institution. (Author)

ED 111 294

HE 006 699

Biggs, Donald A.

Is Student Dissent All Over? A Look at the British Scene.

Minnesota Univ., Minneapolis. Office for Student Affairs.

Pub Date 13 Jun 75

Note—32p.

Journal Cit—Office of Student Affairs Research Bulletin, University of Minnesota; v15 n24 p2-31 Jun 13 1975

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—College Students, \*Dissent, \*Higher Education, Historical Reviews, Literature Reviews, Research, Social Change, \*Student Behavior, \*Student Characteristics, \*Student Motivation, Student Problems, Student Research

Identifiers—\*United Kingdom

An examination of the history of student dissent in British universities reveals recurring tensions involving social change and higher education. It is possible to perceive some similarities in the social dynamics of the various instances of dissent which have occurred over the last 700 years. A review of the research concerning the relationship between characteristics of British stu-

dents and their level of activism defines the "Problem of Student Unrest" as person centered and often disregards the possible influence of external forces. (JMF)

ED 111 295

HE 006 701

Change by Design.

Florida State Board of Regents, Tallahassee.

Pub Date 31 Mar 75

Note—47p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Administrator Role, Budgeting, Cooperative Planning, \*Educational Development, Educational Finance, \*Educational Planning, \*Governing Boards, Health Education, \*Higher Education, Master Plans, Professional Education, Program Planning, \*State Universities

Identifiers—\*Florida

The Board of the State of Florida attempts to discharge their obligations and meet the challenge of the decade by: (1) insuring planning diversity through development of a new master plan called CODE (Comprehensive Development Plan), follow-up professional studies, and by planning for economy and equality; (2) expanding and improving educational opportunities through new state universities, national recognition for quality, and new students; (3) responding to emerging needs by following the California model, setting new goals for the university, developments in health education, and interinstitutional cooperation; (4) adjusting to available resources by systematic budgeting, restrictions on program efforts to increase productivity, and utilization of other cost saving measures; (5) achieving a sound base for decisions through the role of the chancellor, increasing avenues of communication, and by confronting conflicting aspirations. (Author/KE)

ED 111 296

HE 006 702

Atelsek, Frank J. Gomberg, Irene L.

Nonfederal Funding of Biomedical Research and Development: A Survey of Doctoral Institutions. Higher Education Panel Reports, No. 25.

American Council on Education, Washington, D.C. Higher Education Panel.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.; National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—HEP-25

Pub Date Jul 75

Note—37p.

Available from—Higher Education Panel, American Council on Education, One Dupont Circle, Washington, D. C. 20036

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Biological Sciences, Doctoral Degrees, Educational Finance, Federal Aid, Financial Support, \*Higher Education, \*Medical Research, Medical Schools, \*Private Financial Support, \*Public Support, Research, \*Research and Development Centers, State Aid

This survey is intended as an aid in assessing the magnitude and character of the nonfederal contribution to health research, in particular the present availability of alternative nonfederal funding sources at doctoral institutions (the prime locus of the nation's biomedical research effort), and to elicit from institutional representatives their judgments about the prospects for increased participation by state/local governments and the private sector in support of health related research. Usable data was returned by 73 percent of the institutions surveyed offering biomedical research and development activity. The data supplied was analysed in relation to selected institutional characteristics: (1) control of institution (public/private), (2) relative size of biomedical research enterprise (Top 20/Bottom 20), and (3) whether respondent institutions possessed a medical school or not. Respondents also rated their institutions' effectiveness in finding new nonfederal funds for biomedical research and their projected nonfederal funds for the next five years. Finally, the respondents commented on anticipated changes in nonfederal funding, including the nature, magnitude, and implications of these changes. (Author/JMF)

ED 111 297

HE 006 703

Lamson, George And Others

Steady State Staff Planning: The Experience of a "Mature" Liberal Arts College and Its Implications.

Carleton Coll., Northfield, Minn.

Report No.—X-03-73

Pub Date Mar 74

Note—138p.

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—College Faculty, \*Faculty, Faculty Evaluation, \*Faculty Mobility, Faculty Promotion, Faculty Recruitment, \*Higher Education, \*Instructional Staff, Salaries, \*Tenure

Identifiers—\*Steady State

The end of faculty growth in higher education has led to near panic predictions of aging, highly tenured, more costly, steady-state faculties as the "growth bulge" hired in the 1960's age. This study discusses two models for simulating the behavior over time of indices of faculty health such as average age and salary, annual new hires, and percent tenured. These models are then applied to a specific faculty to demonstrate their usefulness and to provide recommendations. Each school should explore the future implications of its current faculty distribution by age and tenure status and of current hiring and attrition behavior before accepting predictions based on national data. Schools should not overlook "natural" attrition which accounts for much of the difference between annual new hires and retirements. A time perspective is important, and the behavior of indices of faculty health is cyclical. The young, regularly rejuvenated faculty of the 1960's was somewhat artificial since it was based on permanent growth, and the current deterioration of faculty health indices is in part a return to pre-growth normalcy and will be eventually reversed. The study concludes with a discussion of options for avoiding the aging, more costly faculty approach to steady-state and experiment with the impact of variations in tenure standards on faculty health indices. (Author/JMF)

ED 111 298

HE 006 704

Study of the Advantages and Disadvantages of Student Loans to Women.

Froomkin (Joseph) Inc., Washington, D.C.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Report No.—ASPE-75-010; PB-240-730

Pub Date Dec 74

Note—118p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (PB-240-730, MF \$2.25, HC \$5.25)

Document Not Available from EDRS

Descriptors—Child Care, \*Costs, \*Educational Finance, \*Females, Financial Needs, Financial Support, Mothers, \*Post Secondary Education, \*Student Loan Programs, Womens Education

Historically, proportionately fewer women than men enter college and those that enter are faced with higher out-of-pocket expenses. Often they depend on borrowing to meet college costs. This document examines the suitability of existing loan arrangements for financing the postsecondary education of women. It also evaluates other, alternative, loan repayment rules and arrangements that would make debt financing more suitable to female earning patterns. The document concludes that in certain circumstances it may be worthwhile to make loans more suitable to women who wish to finance their postsecondary education. It is suggested that the following steps be taken to modify repayment terms of such loans: (1) the minimum repayment amount of \$30 a month be reduced; (2) the term of guaranteed loans be extended to 20 years; (3) special loan options to defer repayment of interest and principal be extended to households with children under six; and (4) a \$2,000 special allowance for child care in determining eligibility for interest subsidy. (Author)

ED 111 299

HE 006 706

Sprague, Charles C.

Undergraduate Medical Education Elements-Objectives-Costs. Report of the Committee on the Financing of Medical Education.

Association of American Medical Colleges, Washington, D.C.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education.

Pub Date Oct 73

Note—39p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Cost Effectiveness, \*Costs, \*Educational Finance, \*Educational Objectives,

Financial Support, \*Medical Education, Medical Schools, Tables (Data)

In order to consider how medical education is financed guidelines have to be developed that accurately estimate the costs of the resources required for contemporary medical education. It is then necessary to estimate the cost of undergraduate medical education within the perspective of the total education and training of the physician and the other programs and activities of the complex modern medical school. To accomplish this goal, the institutional setting in which this education takes place and the elements and objectives of the undergraduate medical education program are described. The elements and objectives of undergraduate medical education also are defined. Quantitative cost measurements are then presented and the committee's views on the issues surrounding cost measurement are discussed. Suggestions are that future levels of such support be determined by estimates of the costs of the educational program leading to the M.D. degree. (Author/KE)

ED 111 300

HE 006 708

Terny, G. And Others

Ways of Updating the "D. E. S." (Higher Degree) in Economics. Technical Report.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Report No.—CERI/IM71.40

Pub Date 28 Oct 71

Note—109p.; Presented at the Evaluation Conference on Institutional Management in Higher Education, Paris, November 2-5, 1971

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—\*College Majors, College Students, Conference Reports, Decision Making, \*Degree Requirements, Doctoral Degrees, \*Economics, Foreign Students, \*Higher Education, Institutional Role, Masters Degrees, \*Program Improvement

Identifiers—\*University of Paris

Joint action by academic staff, students, and business concerns in the Paris region is reported in which the attitudes and preferences toward prospective improvements in the University of Paris' Higher Economic Degree (DES) are determined. The report is in six chapters and shows the stage the investigation had reached by September 1971. Course organization during 1970-71 and general study background are given, followed by reports of individual surveys by the three groups, and future prospects and further stages in the analysis. Obstacles to future decision-making procedures are reviewed. (LBH)

ED 111 301

HE 006 709

Klose, Traugott

Practical Problems in Connection with the Planning and Introduction of Information Systems. Technical Report.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Report No.—CERI/IM/71.48

Pub Date 15 Feb 72

Note—25p.; Presented at the Evaluation Conference on Institutional Management in Higher Education, Paris, November 2-5, 1971

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Conference Reports, Data Analysis, \*Decision Making, Educational Policy, \*Higher Education, \*Information Systems, \*Institutional Role, Instructional Design, \*Organizational Development, Statistical Studies, University Administration

Identifiers—\*Free University of Berlin

Major reforms brought about in July 1969 at the Free University of Berlin in its organization, planning, and decision making are reviewed. Specific problems are addressed, such as plans for introducing an information system on technical data and space use, plans for an information system on personnel employed by the university, and plans for an information system on students in connection with a new student registration procedure. The utilization of capacity models in these areas is discussed. It is concluded that universities will more often have to be measured in terms of objectives and the degree to which they are met. The size of groups, teaching techniques, rules concerning teaching obligations, proportions of time spent in different activities, area ratio factors, etc. must be considered. There is also the problem of deviations from normal

practices of study and the popularity of different establishments, which is difficult to define statistically. (LBH)

ED 111 302

HE 006 710

Associated Colleges of the St. Lawrence Valley.

Summary Report: 1974-75.

Associated Colleges of the St. Lawrence Valley, Potsdam, N. Y.

Pub Date Jun 75

Note—16p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Administrator Role, Admissions Counselors, Adult Education, \*Consortia, \*Cooperative Planning, Curriculum Development, \*Educational Development, Facility Planning, Governing Boards, Grants, \*Higher Education, Law Enforcement, Library Facilities, Management Information Systems, \*Program Planning, School Newspapers

Identifiers—\*Associated Colleges of the St. Lawrence Valley

The Associated Colleges of the St. Lawrence Valley were chartered by the Board of Regents of the University of the State of New York to facilitate and stimulate cooperative relationships among four distinctive institutions of higher education to enable them to improve their ability to achieve their chosen goals without a loss of their unique identities. To accommodate the organization of the consortium it was necessary to restructure the Board of Trustees. Meetings of administrators with comparable responsibilities are held throughout the year. Joint activities among admissions officers have been successful. Grants have been established that focus on continuing education, law enforcement education, and library facilities planning. Advances such as student registration at member colleges have been made in the construction of curriculum. Shared ticket sales, equalization of rates, cosponsored events, and block bookings have regularly been used in cultural affairs planning. Facilities managers meet to discuss potential areas of cooperation. Faculty has the opportunity to teach at other campuses. Exploration of the utilization of management information systems has been an interest of the consortium. An interinstitutional newspaper has been established. Some student services and student programs are also shared. (Author/KE)

ED 111 303

HE 006 712

First Annual Report. 1974-75 Ontario Council on University Affairs.

Ontario Ministry of Colleges and Universities, Toronto.

Pub Date 30 Apr 75

Note—39p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Advisory Committees, Annual Reports, \*Educational Finance, \*Educational Objectives, Fees, Females, Graduate Study, \*Postsecondary Education, Tuition, \*Universities

Identifiers—\*Canada (Ontario)

The first annual report of the Ontario Council on University Affairs was a prelude to a regular annual cycle that henceforth begins every March 1, and is intended to ensure that the Council, as Ontario's independent advisory body with respect to universities and certain other postsecondary educational institutions, is closely in step with the decision making processes of government. Its principal innovation was a memorandum to generate an agenda of important matters to which close attention will be given in the coming year. The matters include the further refinement of equity in institutional financing, the clarification of objectives designed to ensure adequate funding of bilingualism, and a thorough review of the financial and institutional dimensions of university education in Northern Ontario. Broader questions of particular import were outlined by the Council at the close of its inaugural. It raised questions with respect to such major topics as formula revision, tuition fees, accessibility, graduate studies, and the status of women. (Author/KE)

ED 111 304

HE 006 715

Lehmann, Timothy

Success After Graduation. A Study of the Baccalaureate Graduates of Empire State College.

State Univ. of New York, Saratoga Springs. Empire State Coll.

Pub Date Sep 74

Note—88p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage



**Descriptors**—Achievement, \*Educational Experience, \*Educational Objectives, External Degree Programs, \*Graduates, Graduate Students, \*Higher Education, Performance Based Education, Student Characteristics, Student Evaluation, Surveys, Tables (Data), \*Work Experience

**Identifiers**—\*Empire State College

Empire State College (ESC) has an interest in following the progress of its recent graduates in the world of work as well as discovering what happens to those graduates wishing to continue their education. To obtain this information a survey was conducted of all graduates and additional data analyzed that was contained in each graduate's file. Findings are presented in three parts -- the educational experiences of the graduates while attending the college; the graduate school admissions experiences of these students applying to graduate school; the work experiences of those graduates not attending graduate school. An appendix contains the methodology of the study, the general background characteristics of the graduates, and selected tables of interest. Some college experiences that provide useful background information on the graduates are also included. ESC graduates were found successful in their postgraduate experiences. (Author/KE)

ED 111 305 HE 006 716

*Lash, John S. And Others*

**Texas Southern University: From Separation to Special Designation.**

Texas Southern Univ., Houston.

Spons Agency—John Hay Whitney Foundation, New York, N.Y.

Pub Date Jun 75

Note—114p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—Civil Rights, Colleges, \*Higher Education, \*Racial Segregation, University Extension, Urban Culture, \*Urban Education, Urban Environment, Urban Schools, \*Urban Studies, \*Urban Universities

Texas Southern University was created in a decisive period of racial turmoil in national affairs, a period which eventually resulted in dramatic and far reaching changes in legal and societal accommodations of the ambitions and aspirations of minority people. Higher education was an arena of conflict in the forefront of civil rights struggles, and the establishment of Texas Southern in 1947 was an historic stratagem in the legal effort to determine the future of racial segregation in American higher education. The monograph is a summary and analysis of the history and functions of Texas Southern as a predominantly Black college emerging as a "special purpose institution of higher education education for urban programming," an enterprise in cultural pluralism. Consideration is given to the social and political implications of the founding of the institution and to its changing role as well as the dynamics of the "urban university" status. (JMF)

ED 111 306 HE 006 717

*Lehmann, Timothy*

**Educational Outcomes from Contract Learning at Empire State College.**

Pub Date Mar 75

Note—42p.; Paper presented at National Conference on Higher Education (30th, Chicago, Illinois, March 23-26, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Academic Ability, Adult Students, Educational Benefits, \*Educational Objectives, \*External Degree Programs, \*Higher Education, Independent Study, Married Students, \*Performance Based Education, Student Attitudes, \*Student Characteristics, Teacher Role

**Identifiers**—\*Empire State College

The Empire State College does not have a traditional campus but operates from a variety of leased facilities located in major population centers and in smaller communities where there appeared to be a clear need for such a college. Who are the students attracted to an individualized, contract learning type of program and why do they seek out Empire? What are the components of contract learning, how do students carry it out, and how do they evaluate it? What are the educational outcomes from contract learning and how satisfied are students with this approach to learning? Answers to these questions imply: contract learning seems a particularly well-suited format for the older, working, married adult who may have attended several colleges

some years ago. Students differ at entry and throughout the degree program in their ability to handle independent study. The role of mentor becomes crucial if the college is to foster self-learning. An experienced, resourceful, and mature group of faculty committed to the ideal of independent learning is needed to effectively work with students having different styles of learning. The contracting process itself has substantial educational benefits apart from the subject matter the contract addresses. (Author/KE)

ED 111 307 HE 006 718

*Bradley, A. Paul, Jr.*

**A Role For Faculty in Contract Learning: Toward A Theory of Nontraditional Faculty Development.**

Pub Date Mar 75

Note—17p.; Paper presented at National Conference on Higher Education (30th, Chicago, Illinois, March 23-26, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*External Degree Programs, Faculty Evaluation, \*Higher Education, \*Instructional Innovation, \*Performance Based Education, \*Skill Development, Teacher Role

**Identifiers**—\*Empire State College

Empire State College (ESC), a statewide college without a campus, requires Nontraditional concepts of faculty, since their role as mentor in a contractual learning situation is more diverse than that of a traditional faculty member. The ESC mentor role involves several activities: advisement, intellectual development, evaluation, college development, and personal career development. In the faculty's attempt to carry out those functions five stages of development generally evolve -- antitraditionalism, estrangement, confrontation, turnaround and commitment, and renewal. The importance of identifying these five stages of innovative faculty development is that in knowing about them steps can be taken to accelerate their completion. New and prospective mentors can profit from an understanding of these stages and of the problems they are likely to encounter. (Author/KE)

ED 111 308 HE 006 720

*Lindquist, Jack*

**Implementing Contract Learning Innovation Process in Higher Education.**

Pub Date Mar 75

Note—24p.; Paper presented at National Conference on Higher Education (30th, Chicago, Illinois, March 23-26, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Change Strategies, Committees, Educational Innovation, \*External Degree Programs, Faculty, Financial Support, \*Higher Education, Institutional Role, \*Performance Contracts, Planning, Professional Continuing Education, \*Program Effectiveness, Research

**Identifiers**—\*Empire State College

Some of the reasons for adopting contract learning and some strategies used at Empire State College, the University of South Carolina, and Wilmington College, are useful in aiding the adoption of new ways of teaching and learning. Several useful strategies are: (1) launch a committee to study local goals and needs; (2) connect the group and concerned outsiders to evidence about local conditions and to external knowledge resources; (3) seek and sustain support at the top of the institution but broadly involve faculty; (4) persuade persons whose support is needed by personal interaction; (5) develop advisory groups; (6) seek external funding to get things started, but switch to stable internal support as quickly as possible; (7) recruit leaders and faculty who understand the program; (8) carefully evaluate contract learning experiences, outcomes and related costs; (9) provide orientation and professional development opportunities for those who must assume the new roles; (10) provide reasonable workload and suitable rewards for mentoring functions; (11) set up mechanisms to disseminate innovation; (12) establish renewal units such as planning committees, research officers, faculty development centers, policy analysis and planning officers. (Author/KE)

ED 111 309 HE 006 721

*Debus, Richard C.*

**Cost Analysis for Contract Learning.**

Pub Date Mar 75

Note—17p.; Paper presented at National Conference on Higher Education (30th, Chicago, Illinois, March 23-26, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Cost Effectiveness, Costs, Educational Innovation, Evaluation Criteria, \*External Degree Programs, \*Higher Education, \*Management Information Systems, \*Performance Contracts

**Identifiers**—\*Empire State College

Empire State College educational evaluation is oriented to the individual student and in the learning experiences mediated by the institutional arrangements it is essential that cost information be on an individual student basis. Therefore the basic unit of analysis chosen is the individual student contract. The costing model developed assigns to each student contract its share of all costs -- both direct and indirect. Most elements of cost are gathered in cost centers by the commonly accepted definitions. A hypothesis that "high-impact" students would be more costly because they made greater use of tutors and engaged in a longer contract experience was correct. However, the high-impact students at one location, while taking work that lasted almost one month longer than those at another location, used substantially less tutor services than did those at the other location. An analysis of high-impact students' contracts and their relation to actual facility and cost was made. As is found with everything that develops from this cost/effectiveness system, however, more questions are raised than answered. (Author/KE)

ED 111 310 HE 006 722

*Palola, Ernest G.*

**Administering Individualized Education.**

Questions, Issues, Suggestions.

Pub Date Mar 75

Note—24p.; Paper presented at National Conference on Higher Education (30th, Chicago, Illinois, March 23-26, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Administrator Responsibility, Curriculum Development, \*Educational Administration, Educational Innovation, \*External Degree Programs, Faculty, Faculty Evaluation, \*Higher Education, Individualized Instruction, \*Performance Contracts, \*Planning, Student Characteristics, Student Development, Students, Success Factors

**Identifiers**—\*Empire State College

Individualized education works well for a particular type of student and faculty member. If you go beyond this type of student and faculty member, you run head-on into serious administrative and planning problems. In short, students are unsure and often confused about their role in individualized education. It seems that (1) students need thorough introductions to individualized programs -- what it's like to be a student in such a program, and maybe opportunities to practice before the program actually begins; (2) faculty need more varied and creative ways, beyond sink-or-swim, to learn their roles, responsibilities, and opportunities; and (3) individualized education programs need clarification as to content, structure, and process. Fundamentally, these findings suggest that if institutions want to work with a wide range of student types and backgrounds, it may require substantial investment of time and energy in faculty development and student preparation. (Author/KE)

ED 111 311 HE 006 760

*Howe, Florence, Ed.*

**Women and the Power to Change.**

Carnegie Commission on Higher Education, Berkeley, Calif.

Pub Date 75

Note—182p.

Available from—McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, New York 10020 (\$7.95)

**Document Not Available from EDRS**

**Descriptors**—Career Planning, \*Change Strategies, Educational Opportunities, Family Planning, \*Feminism, \*Higher Education, Law Schools, Organizational Change, \*Professional Recognition, \*Sex Discrimination, Womens Studies

The effect of the women's movement on the lives of academic women potentially has a major impact on college and university campuses. Although the movement has already reached thousands of students, chiefly through women's

studies programs, it has not yet begun to change the institutions of higher education. The four women who are the authors of this book like other academic women have seen their lives off campus change over the past four or five years. Their experiences led each of these women in different academic organizations to press for women's studies courses, for child care, or other institutional changes. In this document, the four women chart the histories of their lives as feminists in the world of higher education. And as they do so, they inevitably approach the issue of institutional reform. No consensus is reached on the manner or extent of desirable reform, and though these women of dissimilar backgrounds and personalities agree on much, they make no attempt to disguise their differences. All are torn between the awareness of the "formidable power of male-conceived and male-controlled law" and their intense desire to see feminism "overthrow the empire -- not in exchange for an equally oppressive patriarchy, but rather to achieve the equalization of power." (Author)

ED 111 312 HE 006 761

*Onushkin, Victor G., Ed.*

**Planning the Development of Universities-IV.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Spons Agency—Canadian International Development Agency, Ottawa (Ontario); Ford Foundation, New York, N.Y.; Swedish International Development Authority (SIDA).

Pub Date 75

Note—439p.

Available from—Unesco Press, Place de Fontenay, 75700 Paris (\$9.25)

**Document Not Available from EDRS**

**Descriptors**—Educational Development, Evaluation Criteria, \*Higher Education, Information Systems, \*Management, Management Systems, \*Planning, Research, \*Socioeconomic Background, Teaching, \*Universities

**Identifiers**—Australia, Belgium, German Democratic Republic, United States, USSR

These five case studies cover different aspects of university planning. Two case studies analyse university planning in two countries, the USSR and the German Democratic Republic, where overall national social and economic planning exists and where planning of higher education forms part of the developed planning system. The other three case studies -- University of New York at Buffalo, Western Australian Institute, and University of Louvain in Belgium -- analyse some aspects of university planning, management, and the information systems in countries where there is no national socioeconomic planning system. The five different case studies collected together constitute an interesting comparative survey of how universities plan their activities within different socioeconomic contexts. However, all of them substantiate that the use of modern methods of planning and management, supported by an adequate information system of criteria for the evaluation of university activities, can make a very important contribution toward improving university planning and management and toward a better orientation of university activities to the socioeconomic needs of their respective countries. (Author/KE)

ED 111 313 HE 006 762

*Flanagan, Dan*

**Policy Formulation and Implementation: An Analysis of Administrative Decentralization.**

Pub Date Jul 75

Note—21p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Decentralization, \*Decision Making, Evaluation Criteria, \*External Degree Programs, \*Higher Education, Information Dissemination, Organization, \*Policy Formation, Student School Relationship

**Identifiers**—\*Empire State College

The literature on decentralization of policy decisions is reviewed from economics, political science, and higher education. Decentralization in colleges and universities is found to mean a diffusion of authority, influence, and/or information sharing relating to policy decisions. A number of variables are discussed as they might influence the extent of decentralization. This typology of decentralization is applied to Empire State College. (Author)

ED 111 314

*Fenske, Robert H., Ed. Romesburg, Kerry D., Ed.*

**Current Status, Planning and Prospects of the 1202 State Postsecondary Commissions.**

Arizona Commission for Postsecondary Education, Phoenix; Arizona State Univ., Tempe. Center for the Study of Higher Education.

Pub Date Apr 75

Note—102p.; Proceedings of a Working Conference (Arizona State University, Tempe, April, 1975)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—Coordination, \*Educational Planning, \*Federal Legislation, \*Higher Education, Organization, \*Post Secondary Education, \*Statewide Planning

**Identifiers**—\*1202 Commissions

With the passage of the Education Amendments of 1972, the Congress of the United States introduced to the nation's educators a new academic and educational environment. Included in those amendments, under Title XII, General Provisions, was Section 1202 pertaining to the establishment of state postsecondary education commissions, signifying an expanded awareness of the new multifaceted environment of postsecondary education. Four constituencies interested in statewide coordination of higher education and 1202 commissions were brought together in the conference. The constituencies were the executive directors (or their representatives) of state 1202 commissions, officials of the U.S. Office of Education representing the executive or administrative interests in the federal government, and scholars from the higher education community who have been engaged in research on 1202 commissions. Formal papers and informal discussions from that meeting are presented. The papers discuss (1) information related to how states have proceeded in establishing the state postsecondary education commissions required by 1202 in the Education Amendments of 1972, including information about membership by states and provisions for coordination of postsecondary planning with vocational education and manpower planning; (2) problems facing 1202 commissions; and (3) whether or not the 1202 commissions should be dissolved, and, if not, how they can be improved. (Author/KE)

ED 111 315

HE 006 795

*Annas, Tommy*

**Graduate Student Admissions Survey, 1974. Report No. 1-75.**

State Univ. of New York, Albany. Central Staff Office of Institutional Research.

Report No—R-1-75

Pub Date Jun 75

Note—30p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Admission Criteria, \*Comparative Statistics, Dental Schools, Educational Research, \*Graduate Study, Graduate Surveys, \*Higher Education, Medical Students, \*Professional Education, School Surveys

Applications, acceptances, and new enrollments in all graduate programs for the Spring 1974, Summer 1974, and Fall 1974 terms are tabulated. This report differs from previous editions in that it contains a complete set of trend tables that array data for 1972, 1973, and 1974 in a manner that should facilitate comparisons. Data are also provided for M.D. and D.D.S. programs individually as well as aggregated with other first-professional programs. (LBH)

ED 111 316

HE 006 799

*Durkee, Frank M. And Others*

**Some Alternatives in State Financing of Higher Education in Pennsylvania.**

Pub Date Jun 72

Note—26p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Accelerated Programs, Decision Making, Educational Administration, \*Educational Alternatives, \*Educational Finance, Faculty Evaluation, Financial Policy, \*Higher Education, Money Management, Public Education, \*State Aid, \*Student Loan Programs, Tuition

**Identifiers**—\*Pennsylvania

The strategic deployment of state funds is suggested to support changes in higher education to increase faculty productivity and to promote such changes as the adoption of the Carnegie Commis-

sion on Higher Education suggestions for less time for degrees (e.g., the three-year bachelor's degree). The use of contracts for services from private higher education institutions in the various states is reviewed as a more feasible procedure than the continuous expansion of public higher education facilities. A correlation is shown between mounting tuition and fees in the private sector and its declining proportion of the total college enrollment. A system for eliminating tuition subsidies and the effects of below cost tuition is examined. The study suggests that an alternative to per student aid in the New York system of aid on the basis of earned degrees produced by the institution. Assisting colleges in forming consortia not only by state leadership but by providing full-time coordinators to promote maximum utilization of resources within each consortium is suggested by the study as another alternative in financing higher education. (Author/LBH)

ED 111 317

HE 006 800

*Holmstrom, Engin Inel, Ed.*

**The Labor Market for College Graduates.**

American Council on Education, Washington, D.C. Policy Analysis Service.

Pub Date Jun 75

Note—26p.; Report of a Seminar sponsored by the Policy Analysis Service, American Council on Education (Washington, D. C., 1974)

Available from—Policy Analysis Service, American Council on Education, One Dupont Circle, Washington, D. C. 20036

Journal Cit—Policy Analysis Service Reports; v1 n4 Jun75

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*College Graduates, Conference Reports, Employment Opportunities, \*Employment Projections, Employment Trends, Financial Support, Graduate Study, \*Higher Education, \*Labor Market, Manpower Needs, Occupational Surveys, \*Student Loan Programs, Symposia

During the spring of 1974 a series of seminars on student aid programs and student access were held in connection with the congressional hearings on Title IV of the Higher Education Act. The final seminar in the series focused on the labor market predictions and conditions facing college graduates. The presentations reported on four major areas: (1) employment projections; (2) educational program planning; (3) graduate programs and needs in a tight labor market; and (4) affirmative action in a tight labor market. A follow-up seminar is recommended to deal with three additional topics: the use of manpower projections; dissemination of employment and enrollment information; and education for contingency. (LBH)

ED 111 318

HE 006 804

**State Scholarship and Loan Commission Ninth Biennial Report. July 1, 1972-June 30, 1974.**

California State Scholarship and Loan Commission, Sacramento.

Pub Date 74

Note—28p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Annual Reports, \*Delivery Systems, Educational Finance, Finance Reform, Financial Support, \*Higher Education, Money Management, Program Evaluation, Resource Allocations, Scholarship Funds, \*Scholarship Loans, \*State Aid, \*Student Loan Programs

**Identifiers**—\*California

In the last 10 years student financial aid has been characterized by a surge of enormous growth that has been both rapid and largely uncoordinated. The current situation is classified into four major headings: student confusion; serious managerial problems; lack of conceptual clarity; and special problems in need analysis. The implications of the findings are concluded to be serious. The multiple programs, apparent inconsistencies, and managerial problems create a poor delivery system for student financial aid, which will continue to increase the amount of confusion and uncertainty among the applicants, recipients, and the personnel who advise them. Funds are likely to be used inefficiently. The poor delivery system could cause inefficient management to the extent that Congressional and state legislative enthusiasm for student financial aid programs could be depressed. Developments and changes in the State Scholarship Program, the College Opportunity Grant Program, the State Guaranteed Loan Program, the Supervised

Clinical Training Program, the Medical Student Contract Program, the Law Enforcement Personnel Dependents Scholarship Program, and the Research Program are reviewed with statistical data included. (Author/LBH)

ED 111 319 HE 006 827

Sexton, Robert F. Ungerer, Richard A.  
Rationales for Experiential Education. Research Report No. 3.

George Washington Univ., Washington, D.C.  
ERIC Clearinghouse on Higher Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—ERIC/HE-RR-3

Pub Date 75

Note—57p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$3.00)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—College Students, Cooperative Education, \*Educational Experiments, Educational Objectives, Educational Strategies, \*Field Experience Programs, \*Higher Education, Instructional Design, Internship Programs, \*Learning Experience, Literature Reviews, Practicums, \*Teaching Procedures, Work Experience Programs

The concept of experiential education, defined as learning outside the normal classroom environment that has been planned for prior to the experience, is reviewed. This includes internships, field experience, practicums, and cooperative education. Topics covered deal with the liberal arts, professional training, institutional reform and the community, new goals of education, the transition from school to work, career exploration and issues of employment, work and service. Taken as a whole, the literature of experiential education is concluded to call for a new interpretation of the relationships of the individual to those institutions that affect him, including education, the workplace, and citizenship. It is suggested that to create an environment hospitable to true life-long learning, the relationships between learning and working and serving must be redrawn in such a way that the individual can gain more from all three activities and see that the three activities are not necessarily unrelated. The need is also cited to rethink the methods of teaching general or liberal arts education and to relate this type of learning to the acquisition of specific competencies or skills. (LBH)

ED 111 320 HE 006 833

Stauffer, Thomas M.

Assessment of Outcomes from the Academic Administration Internship Program: 1965-1975.

American Council on Education, Washington, D.C. Academic Administration Internship Program.

Pub Date Jun 75

Note—26p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Administrative Personnel, \*Administrator Education, Administrator Evaluation, Administrator Qualifications, Career Education, Comparative Statistics, Educational Administration, Graduate Surveys, \*Higher Education, \*Internship Programs, \*Program Evaluation, Questionnaires, Trainees

Of 391 living participants in the 10-year-old Academic Administration Internship Program (AAIP), 320 or 82 percent completed the questionnaire, which became the basis of this evaluation study. Survey data were used to determine the current status of the AAIP alumni and fellows, the usefulness of the AAIP experience in their careers, the national reputation of the program, the participants' career expectations, and the justification for the AAIP's continuance. Professional positions held by 353 Fellows in the first nine AAIP classes during the 1974-75 academic year are classified: 33 presidents or chancellors; 50 chief academic officers; 46 associate chief academic officers; 40 vice-presidents in non-academic (e.g., planning) areas; 29 deans; 18 directors of educational programs; 20 assistants; 8 executives in governmental agencies or associations concerned with postsecondary education; 32 departmental chairpersons; 7 miscellaneous postsecondary education involvement; 48 full-time faculty members or researchers; 19 business, governmental, or religious executives. Sixty percent rated the AAIP

national reputation as "outstanding." (Author/LBH)

ED 111 321 HE 006 842

Winchester, E. Anne Kenny, Eleanor

Graduate Information Survey. The Experiences, Plans and Attitudes of Some Baccalaureate Graduates of Washington's Colleges and Universities, 1972.

Washington State Council on Higher Education, Olympia.

Pub Date May 74

Note—42p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Academic Achievement, Bachelors Degrees, Career Planning, Comparative Statistics, \*Educational Assessment, \*Graduate Surveys, \*Higher Education, Learning Motivation, \*Occupational Choice, Questionnaires, State Colleges, State Universities, \*Student Characteristics, Student Motivation

Identifiers—\*Washington

The Graduate Information Survey instrument was designed to gather a variety of biographic and demographic data, as well as data on the students' college experiences, career plans, and attitudes. Data are presented on the characteristics of 1972 graduates from public and private universities. Seventeen four-year colleges and universities provided lists of 1972 baccalaureate degree recipients. From these lists a stratified random sample of 1588 graduates was drawn; stratification involved selecting a representative sample of nonresident students appropriate to individual institutional enrollments. Approximately 48 percent of the questionnaires were returned and usable. Statistical data are provided: survey respondents by major, age, and sex; factors influencing decisions to attend college; time for degree completion; transfers; learning options; occupational aspirations; relationships between educational program and employment. The vast majority of graduates believe their most important objective in going to college was to continue to learn; the second, to satisfy job requirements. More than 50 percent felt they could not yet judge whether their undergraduate program prepared them for employment. (LBH)

ED 111 322 HE 006 850

Sprenkle, Virginia E. Gillmore, Gerald M.

An Evaluation of Mastery Instruction Courses by Use of Student Ratings.

Washington Univ., Seattle. Educational Assessment Center.

Report No.—EAC-R-76-3

Pub Date Jul 75

Note—33p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Achievement Rating, \*College Students, Educational Experiments, Educational Strategies, \*Higher Education, Instructional Design, Learning Experience, Learning Theories, Lecture, \*Rating Scales, \*Student Evaluation, \*Teaching Methods, Teaching Procedures

Identifiers—\*University of Washington

Seven mastery instruction courses offered in different quarters at the University of Washington are examined. The study method involved obtaining student ratings of these courses for comparison among themselves and with student ratings of traditional lecture method courses in the same subject field. For this purpose a Mastery Instruction Student Rating (MISR) Form was devised. It was found that: (1) mastery instruction courses received stable student ratings from different student samples, Fall and Winter Quarter; (2) a majority of items (18 out of 30) on the MISR Form discriminated among the mastery instruction courses at significant levels; (3) no systematic differences in mastery instruction and traditional lecture courses in the same subject field were observed; (4) mastery instruction courses received significantly more favorable ratings on 12 of 17 student rating items when their ratings were compared to the population of University of Washington Form D student ratings. (Author/LBH)

ED 111 323 HE 006 852

Brehman, George E., Jr.

A Study of Baccalaureate Engineering Demand and Supply in Pennsylvania: Methodology and Findings.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.

Pub Date Jul 75

Note—116p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Bachelors Degrees, Birth Rate, \*College Graduates, Educational Finance, Energy Conservation, Engineering Technology, \*Engineers, Financial Policy, \*Higher Education, \*Labor Market, Minority Groups, Population Trends, Scientific Personnel, \*Skill Obsolescence, Working Women

Identifiers—\*Pennsylvania

The demand and supply of baccalaureate degree engineers from 1975 to 1983 are assessed, with some analysis of the implications the declining birth rate will have beyond 1983. The study reveals a current (1975) shortage for all types of engineers as well as a considerable long-term shortage to 1983 because of the probable response to the energy crisis. The greatest need, numerically, will be for electric-electronics engineers, mechanical engineers, industrial engineers, and chemical engineers. There will also be a marked increase in demand for highly specialized types, such as energy production, biomedical, health systems, and aquaculture. The long-term decline in the number of college-age youth projected here indicates a severe and deepening shortage of trained engineers unless currently untapped populations, such as women and minorities, are recruited. Some consideration is also given to the problem of obsolescence and the possible role that industry and the schools of engineering may play in reducing it. Recommendations are made for (1) encouraging more students to major in engineering, (2) placing more emphasis on in-service and continuing education to avoid obsolescence and upgrade personnel quality, and (3) not building more classrooms but making more funds available to upgrade teaching and lab equipment. (Author/LBH)

ED 111 324 HE 006 853

Payton, L. C.

The Status of Women in the Ontario Universities.

Pub Date Jun 75

Note—24p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Comparative Statistics, Day Care Services, Educational Policy, Faculty Evaluation, \*Feminism, \*Higher Education, Job Tenure, Promotion (Occupational), Sex Differences, \*Sex Discrimination, Statistical Surveys, \*Women Professors, \*Womens Education, Working Women

Identifiers—\*Ontario

Existing data on the status of women, both as students and as members of the full-time teaching staff, are examined. Actions taken, being taken, and being planned by the Ontario universities are also reviewed. It is shown that, in general, women do not participate as fully as students as do men, but there is no evidence at the system level to suggest that this situation results from discriminatory practices in the universities. Women also generally do not have equality of representation on the teaching staffs. The percentage of female teaching staff does not differ substantially from the percentage of women in doctoral programs, which leads to the conclusion that the situation will not change in the next few years. Women on the teaching staff have not been promoted into the higher academic ranks to the same extent as their male counterparts nor are their average salaries as high. Universities are re-examining their policies and procedures with regard to such concerns as recruiting, hiring, remuneration, promotion, and granting of tenure, pension and fringe benefits, and day care facilities. Tabular data are included. (LBH)

## IR

ED 111 325 IR 002 238

The Use of Financial Analysis in Decision Making: Cable Economics Section 4.

Cable Television Information Center, Washington, D.C.

Spons Agency—Ford Foundation, New York, N.Y.; John and Mary R. Markle Foundation, New York, N.Y.

Pub Date 75

Note—40p.; For a related document see ED 071 399

Available from—Cable Television Information Center, The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—Administration, \*Cable Television, \*Cost Effectiveness, \*Decision Making, Financial Services, Flow Charts, Guidelines, \*Mass Media, Planning, Policy Formation, Telecommunication**

**Identifiers—\*Cable Economics**

A procedure for the use of financial analysis in decision making about implementing cable television and securing all possible services is outlined. A six-stage decision making flow chart is provided; the six stages then explained and elaborated. The six stages are: define all realistic options; eliminate certain options because of lack of interest; define financial pass-fail criteria; determine financial feasibility of all remaining options; test sensitivity of results to basic assumptions. A financial flow chart is also included. It is suggested that similar flow charts be constructed for other decision making areas related to cable television, such as who shall operate the system. This procedure replaces the recommendations contained in the "Cable Economics" report conclusion. (SK)

**ED 111 326 IR 002 246**

*Wright, Barbara*

**A Filmmaker's Primer; Or...If I'd Known Then What I Know Now.**

Georgia Appalachian Child Care Project, Atlanta.

Pub Date May 74

Note—13p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—\*Audiovisual Aids, \*Film Production, Films, \*Guides, Instructional Materials, Manuals, Mass Media, \*Media Technology**

Basic steps in making a 16mm sound film are listed and explained. Pre-shooting considerations are discussed, and fundamental procedures are described. "Rushes," rough cut, final-cut work print, the recording session, sound track, and answer print are defined. Film production agreements, including payment arrangements, are also covered. (SK)

**ED 111 327 40 IR 002 291**

*Hall, Keith A. Knight, John*

**Continuing Education (Inservice) for Teachers via Computer-Assisted Instruction. Final Report.**

Pennsylvania State Univ., University Park. Computer-Assisted Instruction Lab.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Training Programs.

Report No.—PSU-CAIL-R-67

Pub Date 30 Jun 75

Note—131p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors—Computer Assisted Instruction, Curriculum Development, Educational Assessment, Educational Development, Handicap Detection, \*Handicapped Students, \*Inservice Courses, \*Inservice Teacher Education, Instructional Programs, Program Administration, Program Evaluation, Regular Class Placement, Special Education, \*Teaching Skills**

**Identifiers—CARE, \*Computer Assisted Renewal Education, Pennsylvania State University**

A series of computer-assisted instruction (CAI) courses, called CARE (Computer Assisted Renewal Education), and a prototype mobile CAI van were developed to train teachers to identify handicapping conditions and to develop prescriptive and diagnostic teaching techniques for handicapped students. The project was designed to help with the placement of handicapped students in the classroom, as required by many state laws. The project monitored its accomplishments in four areas: inservice teacher education, curriculum maintenance, evaluation, and project administration. Appended to this final project report are the CARE service agreement, instructional development guide, and site brochure. (JY)

**ED 111 328 IR 002 304**

**School-Housed Public Library Committee Report.**

Fairfax County Public Library, Va.; Fairfax County Schools, Va.

Pub Date May 73

Note—45p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—Feasibility Studies, \*Interinstitutional Cooperation, Librarians, Library Cooperation, Library Material Selection, Library Role, Library Standards, Library Surveys,**

**\*Public Libraries, \*School Community Relationship, \*School Libraries, Statistical Data, Tables (Data)**

**Identifiers—Multitype Library Networks, Virginia (Fairfax County)**

The feasibility of combining school and public libraries in Fairfax, Virginia was studied. Case studies were made of attempts by 23 localities in 12 states to combine school and public libraries. Several surveys were conducted to compile applicable laws, regulations, and standards. Four statistical tables were prepared which display information gathered from a questionnaire which surveyed student and public use. A copy of the questionnaire and a bibliography are included. (Author/DS)

**ED 111 329 IR 002 311**

*Wedemeyer, Charles A.*

**Satellite and Cable: No Highway in the Sky for Conventional Teaching and Learning.**

Pub Date 3 Jun 75

Note—17p.; Paper presented at the Conference on University Applications of Satellite to Cable Technology (Madison, Wisconsin, June 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—\*Adult Education, \*Cable Television, Communications, \*Communication Satellites, Conventional Instruction, Educational Innovation, \*Educational Technology, Extension Education, \*Instructional Media, Media Technology, Speeches, Telecommunication**

In examining the potential role of satellites and cable in classroom use, technological developments have been seen as extensions of schooling, rather than education in the broader sense. It is said that most education actually occurs in the school format, however, more progress in media development is predicted in non-school contexts, especially in adult and continuing education. Effective use of satellites and cable might additionally help to restore the balance in cultural offerings and to create areas of understanding across the "global village." The universities should take an active role in developing the educational function of media apart from the classroom. (SK)

**ED 111 330 IR 002 314**

**Training for Mass Communication. Reports and Papers on Mass Communication No. 73.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 75

Note—42p.

Available from—Department of Communication, Unesco, Place de Fontenoy, 75700 Paris, France

**Document Not Available from EDRS**

**Descriptors—Audiovisual Communication, Broadcast Industry, Communications, \*Communication Skills, Educational Programs, Educational Television, Information Theory, \*Mass Media, \*Media Specialists, Technical Education, \*Telecommunication, \*Training Techniques**

**Identifiers—\*UNESCO**

Based on papers and recorded discussions of training experts at the UNESCO Seminar on Instructional Training Techniques for Broadcasters, communication training is examined as the planned process of inducing those attitudes and transmitting those skills necessary for the effective mass movement of ideas, the sharing of information, and the transfer of experience. The nature of communication training both past and present is examined, along with the institutions that provide training. Operational problems are defined, and analyzed and methods of course and curriculum planning are outlined. Appendixes include a program for action, a module specification sheet and educational television training modules. (SK)

**ED 111 331 IR 002 315**

*Sommerlad, E. Lloyd*

**National Communication Systems; Some Policy Issues and Options. Reports and Papers on Mass Communication No. 74.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 75

Note—39p.

Available from—Department of Communication, Unesco, Place de Fontenoy, 75700 Paris, France

**Document Not Available from EDRS**

**Descriptors—\*Communications, \*Developmental Programs, Economic Development, Facility Planning, Mass Media, \*National Programs, Planning, \*Policy Formation, Social Development, Technological Advancement, Telecommunication**

To assist policy-makers with the establishment of national communications policies and the harmonization of institutional policies as part of national development planning, policy issues and options are identified and discussed. The functions of communication in society are defined and the structure of the system detailed, with descriptions of point-to-point communication, the mass media, interpersonal communication and supporting services and human resources. The implementation of communications policies examines the socialist approach, public investment, mechanisms for social control, media ownership, financial constraints and incentives and control of media content. Protection of private rights and communication planning and coordination are also discussed. A list of references is appended. (SK)

**ED 111 332 IR 002 321**

**From "A" to "Yellow Jack"; A Film-Study Film Collection.**

Indiana Univ., Bloomington. Audio-Visual Center.

Pub Date 75

Note—88p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors—Audiovisual Aids, \*Catalogs, Film Libraries, Film Production, \*Film Production Specialists, \*Films, \*Film Study, Glossaries, \*Instructional Materials Centers, Video Tape Recordings**

**Identifiers—\*Indiana University Audio Visual Center**

Illustrative material in the area of film study available from the Indiana University Audio-Visual Center is listed and described. Over 250 selected films are included, representing experimental films, film classics, historically interesting films, works of recognized directors, and films which are models of film techniques. Recent film acquisitions are also described, including feature film excerpts from the Teaching Film Custodians collection representing the work of recognized Hollywood directors. Each entry is summarized and its significance in film study explained; length, color and rental price are given. Entries are also indexed by subject and by director. A glossary of film terms is appended. (SK)

**ED 111 333 IR 002 325**

*Perry, Robert Szondy, Peter*

**Elements of Film Production.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-4-71-15

Pub Date 25 Aug 71

Note—13p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—\*Film Production, \*Films, \*Instructional Films, Instructional Materials, Material Development, Media Technology, \*Production Techniques**

Steps and processes that go into the making of a film are summarized in layman's terms. The stages of film preparation, shooting, editing and final processing are explicitly detailed. Included is a breakdown of the approximate amount of time and cost required for making each film. Sample pages of film script, a sample shooting schedule, and lexicon of technical terms are appended. (SK)

**ED 111 334 IR 002 331**

*Besel, Ronald*

**A Suggested Approach for a Cost Analysis of Alternative IMS Configurations.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-5-71-10

Pub Date 26 Feb 71

Note—17p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—Computer Oriented Programs, \*Computer Programs, Computers, \*Costs, Data Analysis, \*Estimated Costs, Information Retrieval, Information Storage, Information Systems, \*Management Information Systems, Operating Expenses, Pilot Projects, Research**

and Development Centers, \*Student Records, Telecommunication

Identifiers—Computer Equipment, Data Management, IMS, \*Instructional Management System

An approach to a cost analysis of pilot, prototype, model and operational versions of the Southwest Regional Laboratory's (SWRL) Instructional Management System (IMS) is described. Five classes of systems (conceptual, pilot, prototype, model and operational) are defined, and a system development process relating classes of systems is presented. IMS functions are discussed in terms of five subsystems: data generating, communications, data processing, information storage, and report generation. Cost estimates for the communications subsystem are included. (Author/DGC)

ED 111 335 IR 002 333

Hooper, Judith Roffman, Burt

Exploratory Examination of Alternative Formats for Communicating Instructional Proficiency Status Information.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No—SWRL-5-71-77

Pub Date 6 Aug 71

Note—19p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Cost Effectiveness, \*Graphs, \*Information Processing, \*Information Utilization, Records (Forms), \*Tables (Data), \*Technical Reports

Identifiers—Information Format, \*Instructional Proficiency Status

To determine the effect of format on the communication of information and the range of qualitative reaction, data was presented by bar graphs, data tables and natural language text to 24 staff members of the Southwest Regional Laboratory. No difference in acquisition of information among the staff members was shown. Subjects preferred data tables, and costs and complexities of preparing these tables were found not to be significant in small volume. Procedures of the study are detailed, and attachments provided showing the format used. (SK)

ED 111 336 IR 002 334

Porch, Ann

Preliminary Design for a Language Analysis Package (L. A. P.).

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No—SWRL-TN-5-71-74

Pub Date Aug 71

Note—16p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Computer Programs, Content Analysis, \*Data Processing, \*Design, Electronic Data Processing, Indexes (Locators), \*Information Retrieval, Item Analysis, Language Research, Permuted Indexes, \*Specifications, Word Frequency

Identifiers—Computer Software Specifications, \*Language Analysis Package

A series of computer programs to handle natural language retrieval and analysis in a manner analogous to that of a statistical package is discussed. The document presents an overview of several language analysis projects currently underway, and of several research approaches to problems in language analysis. The manner in which the Language Analysis Package (LAP) could be used with each approach is considered, and design specifications for a state-of-the-art system are presented. A preliminary implementation of such a system using programs currently available at the Southwest Regional Laboratory is suggested. An overview of the design considerations and algorithms for LAP is also included. (Author/DGC)

ED 111 337 IR 002 341

Gunwaldsen, Roger L.

CHARGE Image Generator: Theory of Operation and Author Language Support. Technical Report 75-3.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.

Report No—HumRRO-TR-75-3

Pub Date May 75

Note—137p.

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—\*Computer Assisted Instruction, \*Computer Graphics, Computer Oriented Programs, Computer Programs, Computers, \*Display Systems, Educational Technology, Information Processing, Information Storage, Information Systems, Military Training, \*On Line Systems, \*Programming Languages, Teaching Machines, Three Dimensional Aids

Identifiers—\*CHARGE, Color Halftone Area Graphics Environment

The image generator function and author language software support for the CHARGE (Color Halftone Area Graphics Environment) Interactive Graphics System are described. Designed initially for use in computer-assisted instruction (CAI) systems, the CHARGE Interactive Graphics System can provide graphic displays for various applications including equipment design, troubleshooting, and mathematics. It can achieve color, gray level, and three-dimensional (3-D) perspectives. This report describes the system's procedure for representing a complex 3-D world, forming a colored perspective of that world, and then encoding the perspective in a format for transmission to and display on a CHARGE terminal. Examples of CHARGE inputs and the system's resulting graphic displays together with flowcharts of the process are provided. (Author/DGC)

ED 111 338 IR 002 343

Seidel, Robert J. And Others

Learner Control of Instructional Sequencing within an Adaptive Tutorial CAI Environment. Technical Report 75-7.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.

Report No—HumRRO-TR-75-7

Pub Date Jun 75

Note—54p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Aspiration, \*Computer Assisted Instruction, Computer Programs, Expectation, High Achievers, Individual Characteristics, Individualized Instruction, \*Learning Processes, Low Achievers, \*Military Training, On Line Systems, \*Programming, Programming Languages

Identifiers—\*Aptitude Treatment Interaction, COBOL, Instructional Decision Model, Instructional Strategies, Learner Control

A study to test the effects of learner control of the sequencing of instructional tasks when using computer-assisted instruction (CAI) systems is described. Using a series of CAI modules to teach the COBOL programming language to military personnel, students were able to control various aspects of their learning environment. Among the research findings were the following: the instructional module was effective in teaching the students to program in COBOL; aptitude treatment interaction studies can be performed in instructionally rich settings; the set of criteria used to characterize high and low performers needs to be diverse and analytical; and self-assessment can make a significant contribution to instructional management. (DGC)

ED 111 339 IR 002 345

Twenty-Fifth Annual Audio-Visual Aids Conference, Wednesday 9th to Friday 11th July 1975, Whitelands College, Putney SW15. Conference Preprints.

National Committee for Audio-Visual Aids in Education, London (England).

Spons Agency—British Broadcasting Corp., London (England); British Council, London (England).

Pub Date Jul 75

Note—55p.

Available from—National Committee for Audio-Visual Aids in Education, Educational Foundation for Visual Aids, 33 Queen Ann Street, London W1M 0AL, England

Document Not Available from EDRS

Descriptors—\*Audiovisual Aids, \*Audiovisual Programs, \*Conference Reports, \*Educational Technology, Instructional Materials, Material Development, Media Specialists, Media Technology

Identifiers—Great Britain, Inter Navex 75

Preprints of papers to be presented at the 25th annual Audio-Visual Aids Conference are collected along with the conference program. Papers include official messages, a review of the conference's history, and presentations on photography in education, using school broadcasts, flexibility

in the use of television, the "communications generation," and educational technology in the developing world. Recent publications are listed, along with a resume of the activities of the information and training departments of the National Audio Visual Aids Centre. (SK)

ED 111 340 IR 002 349

McCullough, Kathleen

Approval Plans and Departmental Fair Share.

Purdue Univ., Lafayette, Ind. Libraries.

Pub Date Apr 75

Note—34p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Departments, \*Library Acquisition, Library Collections, Library Expenditures, \*Library Material Selection, Library Research, Library Technical Processes, Program Evaluation, \*University Libraries

Identifiers—\*Approval Plans, Purdue University

Some university academic departments contend that they do not receive a fair share of approval-plan books. The study attempts to measure the proportion of books for each departmental subject in general publishing and to compare those ratios to their proportion in approval plan receipts. It also sought to determine whether, and to what extent, book receipts that are low in some areas are also proportionately higher in cost. The study compares both books and costs for 47 Purdue academic departments in three ways: (1) general publishing (Publishers Weekly figures), (2) publishing after selection for academic level (Baker and Taylor data), and (3) specific approval-plan receipts (Purdue). Results indicate that approval-plan selection closely follows proportions in general publishing and that some departments with small shares of books may require disproportionately larger shares of the book budget. (Author/JY)

ED 111 341 IR 002 351

Shannon, Michael Owen

To Trace a Law: Use of Library Materials in a Classroom Exercise.

City Univ. of New York, Bronx, N.Y. Herbert H. Lehman Coll. Library.

Pub Date Jul 75

Note—9p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Annotated Bibliographies, \*Federal Legislation, Government Publications, Information Sources, Legislators, Lesson Plans, \*Library Guides, \*Library Instruction, Reference Materials, \*Resource Guides

Identifiers—\*Congress, Legislative History

A legislative history shows the various stages in the process of enacting laws. In order to follow the legislative process the student is asked to select a topic of interest and research the various steps as a bill becomes law. Then he is given descriptions of some current and standard reference works which will help him find information on the laws, background information, progress through the legislature, congressmen, and organization and procedures of Congress. (Author/LS)

ED 111 342 IR 002 352

Kelver, Ann E.

Public School-Public Library Cooperation in Sheridan, Colorado.

Arapahoe Regional Library District, Littleton, Colo.; Sheridan School District 2, Englewood, Colo.

Pub Date 28 Jun 75

Note—9p.; Paper presented at the American Library Association Annual Conference (94th, San Francisco, California, June 28, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Cooperative Programs, High Schools, Interinstitutional Cooperation, \*Library Cooperation, Program Descriptions, Public Libraries, \*School Community Cooperation, School Libraries, \*Shared Facilities, Shared Services, Speeches

Identifiers—ALA 75, Colorado (Sheridan), Library Services and Construction Act, Multitype Library Networks

The Arapahoe Regional Library District and the Sheridan School District, in Colorado, cooperated in developing a library to serve both high school students and the general community. Initially funded by a Library Services and Construction Act grant, this cooperative venture succeeded because of the intense preplanning done by school and library personnel closely associated



with the project, the commitment on both sides to the idea that the operation was beneficial to both parties, the shared staffing responsibilities, the written statement of procedures and assignment of responsibility, and library personnel who understood each other's philosophies and duties. (LS)

ED 111 343 IR 002 353

Blowers, Malcolm

Library Resources; A Guide to Selected Library Information at the University of Tennessee, Knoxville. Second Edition.

Tennessee Univ., Knoxville. Univ. Libraries.

Pub Date Apr 75

Note—45p.; Educational Research series

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Annotated Bibliographies, \*Educational Research, Library Guides, Library Research, \*Reference Materials, University Libraries

Identifiers—University of Tennessee

A guide to educational research and reference materials is presented for use at the University of Tennessee, Knoxville, library. The materials covered include guides, overviews, dictionaries and encyclopedias, bibliographies, periodical indexes and abstracts, book reviews, unpublished research, tests and measurement tools, research reviews, dissertations and theses, statistics, directories, government publications, and biographical works. For each item complete bibliographical information is provided, along with the call number and a brief annotation. The Library of Congress classification scheme for education and an author-title index are appended. (LS)

ED 111 344 IR 002 354

Martin, Allie Beth

In Touch With Tomorrow. Inaugural Address.

Pub Date 4 Jul 75

Note—17p.; Paper presented at the American Library Association Annual Conference (94th, San Francisco, California, July 4, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Futures (of Society), Information Dissemination, Librarians, \*Library Associations, Library Cooperation, \*Library Role, National Organizations, Objectives, Professional Associations, Speeches

Identifiers—ALA, ALA 75, \*American Library Association

In her inaugural address in San Francisco, July 4, 1975, the new president of the American Library Association (ALA) poses some questions about the library's future, its place in the community, its relationship to governing bodies, its role, functions, and responsibilities. She points out ALA's concern with these questions as reflected in the new association goals and objectives passed at the January, 1975, meeting. These goals call for ALA's commitment to user oriented services for everybody; inter-library cooperation, a nationwide information delivery system, and equal information access for all; international cooperation; intellectual freedom; and improved treatment and training of library personnel. The new president encourages the participation of ALA and its chapters in pursuing these goals and in evaluating the association's effectiveness in so doing. (LS)

ED 111 345 IR 002 368

Shelton, S. Martin

Do You Need a Film?

Naval Weapons Center, China Lake, Calif.

Pub Date 15 May 75

Note—7p.; Paper presented at the International Technical Communications Conference Society for Technical Communications (22nd, Anaheim, California, May 15-17, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Communication (Thought Transfer), \*Films, Film Study, Information Theory, Instructional Media, Mass Media, \*Media Selection

Advantages and disadvantages of film as a communications medium are examined and discussed. Advantages are said to be that it appeals to several senses, is a mass medium, makes for a captive and passive audience and one which is visually oriented, arouses empathy and can take audiences to remote locations and other times. Disadvantages are that it is transitory, inflexible, often presents an alien perspective, is structured linearly, is expensive and is limited by its logistics. It is concluded that film is best for

general information, motivation, orientation, and some kinds of teaching, and less satisfactory for messages that require detailed, long-term retention of specific facts or procedures. It is also stated that film should not be used without a group leader or teacher. (SK)

ED 111 346 IR 002 372

Sitko, Merrill C. And Others

The Effectiveness of a Computer-Assisted Teacher Training System (CATTs) in Generating Specific Teacher Behaviors in a Preservice College Teaching Environment.

Pub Date Nov 74

Note—23p.; Paper presented at the Conference on Research and Technology in College Teaching (Atlanta, Georgia, November 1974)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Classroom Observation Techniques, \*Computer Assisted Instruction, Computer Oriented Programs, Data Collection, Delivery Systems, \*Feedback, Preservice Education, Program Effectiveness, Special Education, \*Student Teacher Relationship, \*Teacher Behavior, \*Teacher Education

Identifiers—CATTs, Computer Assisted Teaching Training System

A prototype computer-assisted teaching training system (CATTs) was developed to help train special education personnel. CATTs is a comprehensive system which produces systematic observation, real-time analysis, storage, and feedback of specific observation coding data relevant to special education classroom teacher-pupil interactions. An investigation demonstrated the relative effectiveness of CATTs instantaneous (visual) and delayed (printout) feedback in increasing various cognitive and management behaviors of preservice teacher-trainees in a controlled classroom setting. It was found that CATTs is a versatile and comprehensive delivery system which can be applied in many ways to analyze real-time process variables within behavior training fields. Two statistical tables and three graphs include a schematic diagram of the arrangement of a CATTs station. (Author/JY)

ED 111 347 IR 002 374

Weyer, S. A. Cannara, A. B.

Children Learning Computer Programming: Experiments with Languages, Curricula and Programmable Devices. Technical Report No. 250.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—SU-IMSSS-TR-250

Pub Date 27 Jan 75

Note—228p.

EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage

Descriptors—Children, \*Computer Programs, Computers, Computer Science, \*Computer Science Education, \*Curriculum Design, Experimental Curriculum, Intermediate Grades, Junior High Schools, Program Descriptions, \*Programming Languages

Identifiers—LOGO, Machine Language, Simper

An experiment was conducted to study how children, aged 10-15 years, learn concepts relevant to computer programming and how they learn modern programming languages. The implicit educational goal was to teach thinking strategies through the medium of programming concepts and their applications. The computer languages Simper and Logo were chosen because they are computationally general, relatively easy to learn, interactive with powerful editing features, and are highly dissimilar. The experiment included significant tutoring, curriculum design, and various special output devices such as graphic displays, robots, electric trains, and sound synthesizers. The report is divided into six major sections: (1) introduction: background and motivation; (2) programming facilities; (3) student selection, grouping and tutoring; (4) curricula; (5) data acquisition and analysis; and (6) results. Among the results were suggested modifications to both the Simper and Logo languages and to the curriculum designed to teach them. (KKC)

ED 111 348 IR 002 377

Comstock, George

Effects of Television on Children: What is the Evidence?

Rand Corp., Santa Monica, Calif.

Report No—RAND-P-5412

Pub Date Apr 75

Note—20p.; Paper presented at the Telecommunications Policy Research Conference (Airlie, Virginia, April 16-19, 1975)

Available from—The Rand Corporation, 1700 Main Street, Santa Monica, California 90406 (\$1.50)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Aggression, \*Anti Social Behavior, Attitudes, \*Children, Commercial Television, Mass Media, Programing (Broadcast), Telecommunication, \*Television, \*Television Research, \*Violence

Studies and writings on the effects of television on children are reviewed and summarized. Topics are the young people's pattern of exposure to television, the nature of their viewing experience, the way they respond to television, and the direct effects on their values, attitudes and behavior. Research on the influence of television violence on aggressive and anti-social behavior is discussed at length; it is concluded that violent television entertainment increases the probability of subsequent aggressive behavior on the part of children and youth. The question of what, if any, action should be based on these findings is also discussed. (SK)

ED 111 349 IR 002 379

Wert, Lucille M. Powell, Ronald R.

Measurement and Evaluation of Public Library Services.

Illinois Univ., Urbana. Graduate School of Library Science.

Pub Date Jul 75

Note—11p.; Paper presented at the American Library Association Annual Conference (94th, San Francisco, California, June 29 through July 5, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Data Collection, \*Evaluation Methods, Librarians, Library Administration, Library Collections, Library Networks, \*Library Services, Program Evaluation, \*Public Libraries, \*State Programs, State Surveys, Statistical Data, Tax Support, \*Workshops

Identifiers—ALA 75, \*Illinois, Library Services and Construction Act Title I, Public Library Association

The Illinois project entitled Measurement and Evaluation of Public Library Services is being conducted by the Library Research Center (LRC) at the University of Illinois. The long range goal of the project is to make available meaningful information for the evaluation and improvement of local public libraries. Two immediate objectives are to test the Public Library Association (PLA) performance measures manual in a representative sample of Illinois public libraries of various sizes and to teach a sample of library personnel the data collection techniques necessary for applying the PLA performance measures. Since operating expenditures proved to be the significant variable related to library size, public libraries were stratified by operating budget for the four areas of the state, and a random sample drawn. The LRC staff held six workshops to teach the PLA procedures to staff from the library systems and from the selected public libraries. Trainees were then asked to conduct a three-day performance measures study in their own library, tabulate their data, and send the results to the LRC, along with comments on the manual. When all of the data is received, the LRC will create individual library profiles and establish performance levels for libraries of each budget level. (Author/SL)

ED 111 350 IR 002 382

Braby, Richard And Others

A Technique for Choosing Cost-Effective Instructional Delivery Systems. Final Report.

Naval Training Equipment Center, Orlando, Fla. Training Analysis and Evaluation Group.

Report No—TAEG-R-16

Pub Date Apr 75

Note—125p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—\*Algorithms, Audiovisual Aids, \*Cost Effectiveness, \*Delivery Systems, Educational Programs, Instructional Design, Instructional Media, \*Instructional Systems, Learning Activities, Learning Processes, Mathematics, Teaching Methods, \*Training Techniques

Identifiers—\*Fortran IV Program  
The Training Effectiveness, Cost Effectiveness Technique for choosing instructional delivery systems for proposed training programs during

conceptual design phase is outlined, in three steps. Training objectives are classified and organized into groups, appropriate learning strategies are identified, and the costs of alternative forms of training are projected. Reference materials for carrying out the process are provided, including a list of 12 types of learning algorithms and the class of learning objectives each supports, separate tables for choosing instructional delivery systems for each algorithm, and a cost model for comparing the value of resources required by alternative delivery systems. A Fortran IV program listing of the cost model is included. (SK)

ED 111 351 IR 002 399

**Proceedings of the 1975 Conference on Computers in the Undergraduate Curricula, CCUC/6, (Texas Christian University, Fort Worth, Texas, June 16-18, 1975).**

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Jun 75

Note—305p.

Available from—Ted Sjoerdsma, Treasurer, CCUC, 124B Lindquist Center for Measurement, Iowa City, Iowa 52242 (\$10.00; Checks payable to the University of Iowa)

**Document Not Available from EDRS**

**Descriptors**—Business Education, Chemistry, \*Computer Assisted Instruction, \*Conference Reports, Higher Education, Humanities, Mathematics, Physics, Sciences, Statistics, Test Construction, \*Undergraduate Study

**Identifiers**—Computer Managed Instruction

The papers presented at the 1975 conference on computers in undergraduate curricula are reproduced in this volume. With computer science specifically excluded as an area of interest, papers fall under the following headings: humanities, business, physics, computerized test construction, mathematics science, computer managed instruction and computer assisted instruction, and chemistry. The papers report on specific materials, problems, programs, and measures of success or accomplishment. (KKC)

ED 111 352 IR 002 400

**Talpoz, Hovav**

**Computer Assistance in Teaching Dynamic-Stochastic Systems Analysis.**

Pub Date Jun 75

Note—20p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (6th, Fort Worth, Texas, June 16-18, 1975); Related document is IR 002 399

Available from—Entire Proceedings; Ted Sjoerdsma, Treasurer, CCUC, 124B Lindquist Center for Measurement, Iowa City, Iowa 52242 (\$10.00; Checks payable to the University of Iowa)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Computer Assisted Instruction, \*Computer Programs, Computers, \*Course Descriptions, Course Objectives, Graduate Students, Higher Education, Programming Languages, Simulation, \*Systems Analysis

**Identifiers**—CSMP 360, FORTRAN IV, Stochastic Analysis

A university level course in systems analysis with close contact and massive use of computer time was designed. The objectives of the course were primarily to teach social science graduate students, mostly from economics and agricultural economics, the basic methodological and quantitative tools of systems analysis and design. It was designed to show that the task of teaching principles of systems analysis and its applications to students with no programming background can be achieved using high level simulation language like CSMP/360. Stochastic situations represented by Monte-Carlo simulation were designed in FORTRAN with some preprogramed segments given to the students. An example of such an assignment is provided. (Author/KKC)

ED 111 353 IR 002 401

**Churchill, Geoffrey**

**Computers in the Undergraduate Curriculum: An Aspect of the Many Section Problem.**

Pub Date Jun 75

Note—5p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (6th, Fort Worth, Texas, June 16-18, 1975); For related document see IR 002 399

Available from—Entire Proceedings; Ted Sjoerdsma, Treasurer, CCUC, 124B Lindquist Center for Measurement, Iowa City, Iowa 52242

(\$10.00; Checks payable to the University of Iowa)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Administrative Problems, Business Education, Case Studies, College Curriculum, \*Computers, Computer Science, \*Educational Games, Higher Education, Mathematical Applications, Problems, \*Program Coordination, Simulated Environment, Simulation, Student Attitudes, Technology, \*Undergraduate Study

**Identifiers**—BASIC, DOG, FORTRAN IV

A brief case study of the resistance to technological change is presented using DOG, a small scale deterministic business game, as the example of technology. DOG, a decision mathematics game for the purpose of providing an environment for application of mathematical concepts, consists of assignments mostly utilizing matrix algebra but also some calculus, linear programming or free form modeling. It is a simulated environment originally written in BASIC, and now also available in FORTRAN IV. The problems involved in implementing DOG into the undergraduate curricula of the Georgia State University School of Business are discussed. It is concluded that it is possible to successfully introduce computer applications into large multi-section undergraduate courses, but not painlessly. If only the physical and technical aspects of the problem receive serious attention, then the likely outcome is disaster. Only careful coordination, much support, some sugar coating of the pill, and occasional gentle bullying will assure success. (Author/KKC)

ED 111 354 IR 002 402

**Deeter, Charles R.**

**A Numerical Calculus Course as an Early Introduction to Problem Solving.**

Texas Christian Univ., Fort Worth.

Pub Date Jun 75

Note—6p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (6th, Fort Worth, Texas, June 16-18, 1975); Related document is IR 002 399

Available from—Entire Proceedings; Ted Sjoerdsma, Treasurer, CCUC, 124B Lindquist Center for Measurement, Iowa City, Iowa 52242 (\$10.00; Checks payable to the University of Iowa)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Calculus, Computer Oriented Programs, \*Computer Programs, Computers, \*Computer Science, Course Descriptions, Higher Education, Problem Solving, \*Programming, Speeches

**Identifiers**—FORTRAN IV

Briefly described is a numerical calculus course which provides (1) experience and practice in programming and the use of the computer in problem solving, (2) intermediate and/or advanced techniques in FORTRAN IV programming, (3) elementary error analysis, (4) programming efficiency, and (5) documentation of programs. The course, designed to fulfill the needs of several departments at Texas Christian University—background for physics, chemistry, and accounting majors, as well as for students who plan to enter graduate study in mathematics—enables the student to experience, early in his training, some of the ways in which computers can be used, and to see some of the considerations which must be taken in using the computer as a problem solving tool. (Author/KKC)

ED 111 355 IR 002 403

**Garg, Devendra P.**

**Experiments with a Computerized Response System: A Favorable Experience.**

Duke Univ., Durham, N.C.

Pub Date Jun 75

Note—17p.; (Paper presented at the Conference on Computers in the Undergraduate Curricula (6th, Fort Worth, Texas, June 16-18, 1975); Related document is IR 002 399

Available from—Entire Proceedings; Ted Sjoerdsma, Treasurer, CCUC, 124B Lindquist Center for Measurement, Iowa City, Iowa 52242 (\$10.00; Checks payable to the University of Iowa)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—College Students, \*Computer Assisted Instruction, Computer Programs, Computer Science Education, Educational Research, Feedback, \*Student Reaction, \*Voting

**Identifiers**—Duke University, Minicomputers

In order to obtain student feedback in computer programming courses at Duke University, a computer-based anonymous audience response system was used. This system consisted of a minicomputer, voting consoles, and a large electronic display. Students set their voting consoles in response to the question and the minicomputer interrogated the consoles. The cumulative responses in each category were flashed on an electronic display board to provide immediate feedback. The objective of the project was to acquaint the students with a unique application of the computers. The system was well-received by the students and proved to be very effective as a feedback device in promoting free and open dialog. (Author/DS)

ED 111 356 IR 002 404

**McClain, Donald H. Wessels, Stephen W.**

**IPSIM: Additional System Enhancements Utilized in a Chemistry Application.**

Pub Date Jun 75

Note—17p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (6th, Fort Worth, Texas, June 16-18, 1975); For related document see IR 002 399

Available from—Entire Proceedings; Ted Sjoerdsma, Treasurer, CCUC, 124B Lindquist Center for Measurement, Iowa City, Iowa 52242 (\$10.00; Checks payable to the University of Iowa)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Academic Records, Chemistry, \*Computer Oriented Programs, \*Computer Storage Devices, Individual Tests, Multiple Choice Tests, Performance Tests, \*Record-keeping, Student Records, Student Testing, \*Test Construction, \*Testing Programs, Test Scoring Machines

**Identifiers**—IPSIM, University of Iowa

The University of Iowa has been involved with the development, implementation, and operation of computer-based test-item pools and a test construction and course management system titled IPSIM (Iowa's Item Pool System for Instructional Management), originally devised for a freshman medical course in the Pathology Department of the College of Medicine. The IPSIM system provides the user with the ability to: (1) create and manage item pools; (2) produce "paper-and-pencil" tests, including computer-generated forms; (3) provide Coursewriter III code for interactive test administration; (4) construct multiple-choice questions from a prototype statement; (5) score tests; (6) analyze student performance data; and (7) compose student progress reports. The system appears to have wide ranging potential for other subject matter areas. (Author/KKC)

ED 111 357 IR 002 405

**Swigger, Kathleen M.**

**Automated Instruction of Flanders Interaction Analysis.**

Iowa Univ., Iowa City. Coll. of Education.

Pub Date Jun 75

Note—12p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (6th, Fort Worth, Texas, June 16-18, 1975); Related document is IR 002 399

Available from—Entire Proceedings; Ted Sjoerdsma, Treasurer, CCUC, 124B Lindquist Center for Measurement, Iowa City, Iowa 52242 (\$10.00; Checks payable to the University of Iowa)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—College Students, \*Computer Assisted Instruction, Computer Oriented Programs, Conventional Instruction, Educational Research, Higher Education, \*Interaction Process Analysis, Student Teacher Relationship, \*Teacher Education

**Identifiers**—Flanders Interaction Analysis

A series of computer-assisted instruction (CAI) lessons were written for use by students enrolled in a methods course in social studies education at the University of Iowa. Lessons provide instruction in the Flanders Interaction Analysis method which makes classroom verbal communication more effective. An interaction module was designed to help prospective teachers examine their own classroom behavior in terms of factors such as how much they talk versus student participation in discussion. Both authoritative and permissive behavior were explored. Lessons were written using the Instructional Dialogue Facility (IDF) on a Hewlett Packard 2000. An experiment compared the CAI method with traditional

instruction. The results indicated that the CAI module proved to be the most effective. (Author/DS)

**ED 111 358** IR 002 406

*Olympia, P. L., Jr.*

**Repetitive Domain-Referenced Testing Using Computers: the TITA System.**

Washington Technical Inst., Washington, D.C.

Pub Date Jun 75

Note—9p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (6th, Fort Worth, Texas, June 16-18, 1975); Related document is IR 002 399

Available from—Entire Proceedings; Ted Sjoerd-sma, Treasurer, CCUC, 124B (Lindquist Center for Measurement, Iowa City, Iowa 52242 (\$10.00; Checks payable to the University of Iowa)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Computer Assisted Instruction, Computer Programs, Criterion Referenced Tests, Individualized Instruction, Multiple Choice Tests, \*Test Construction, Testing

**Identifiers**—Computer Based Test Development, Computer Managed Instruction, Domain Referenced Testing, \*Totally Interactive Testing and Analysis System

The TITA (Totally Interactive Testing and Analysis) System algorithm for the repetitive construction of domain-referenced tests utilizes a compact data bank, is highly portable, is useful in any discipline, requires modest computer hardware, and does not present a security problem. Clusters of related keyphrases, statement phrases, and distractors form minipools from which the computer generates items for a domain-referenced unit of instruction. Test items can take the form of multiple-choice, true-false, matching, and fill-in questions. A random number generator produces data for test items requiring numerical solutions, and the correct answer is computed from a coded formula so computational subroutines are not required for each test item. This component of computer managed instruction allows the instructor to key related items in the data minipool to learning resources and to code the resources themselves for inclusion in the data bank. Use of this system for elementary, secondary, or undergraduate courses can facilitate instructional management and result in positive effects on student morale. (CH)

**ED 111 359** IR 002 407

*Stemple, Norman*

**Laboratory Automation for Physical Scientists.**

Pub Date Jun 75

Note—9p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (6th, Fort Worth, Texas, June 16-18, 1975); For related document see IR 002 399

Available from—Entire Proceedings; Ted Sjoerd-sma, Treasurer, CCUC, 124B Lindquist Center for Measurement, Iowa City, Iowa 52242 (\$10.00, Checks payable to the University of Iowa)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Chemistry Instruction, \*College Curriculum, \*Computer Based Laboratories, Computer Programs, Computers, \*Course Descriptions, Data Analysis, Graduate Students, Higher Education, \*Laboratory Equipment, Physical Sciences, Programming Languages

**Identifiers**—BASIC, Digital Analog Logic Modules, Minicomputers, Texas Christian University

A university level course which uses minicomputers in laboratory data acquisition and experimental control is described. The majority of the students are chemistry seniors and graduate students; prerequisites are general physics and one semester of computer science or programming experience. The goals of the course, which is divided into 3 5-week parts, are to develop a systematic technique for data acquisition and control of an analytical instrument using a digital computer. The first part of the course deals with the electronics involved in interfacing; the second part concentrates on programming the computer to do an analysis of the data and the assembler language subroutines; the third part is devoted to individual student projects. The majority of the programming is done in BASIC which was chosen for its ease in learning, its immediate debugging capabilities and its comparability with previous teaching experience. A list of projects performed by students at Texas Christian University during

the past two years is included, as is a course schedule. (Author/KKC)

**ED 111 360**

IR 002 411

**American Issues Forum; Film List.**

Educational Film Library Association, Inc., New York, N.Y.

Pub Date 75

Note—35p.

Available from—Educational Film Library Association, Inc., 17 West 60th Street, New York, N.Y. 10023

**Document Not Available from EDRS**

**Descriptors**—Annotated Bibliographies, \*Audiovisual Aids, \*Catalogs, Documentaries, Educational Research, Educational Resources, Educational Television, \*Film Libraries, \*Films, Film Study, Instructional Films, Instructional Media, Mass Media, Television Research

**Identifiers**—\*American Issues Forum, National Endowment for the Humanities

As part of the American Issues Forum, a biennial program developed around nine monthly issues, divided into 36 weekly subtopics; a list of supporting films is provided by the Educational Film Library Association. Arranged by issue topic and weekly subtopic, each entry includes title, length, color, producer, distributor, and a brief annotated summary. Issue topics are: A Nation of Nations; The Land of Plenty; "Certain Inalienable Rights;" "A More Perfect Union;" Working in America; The Business of America; America in the World; Growing Up in America; and Life, Liberty and the Pursuit of Happiness. A list of distributors is included. Films are also indexed by title. (SK)

**ED 111 361**

IR 002 415

**Computing and the Decision Makers; Where Does Computing Fit in Institutional Priorities? Proceedings of the EDUCOM Spring Conference, April 17-18, 1974.**

Interuniversity Communications Council (EDUCOM), Princeton, N. J.

Pub Date 74

Note—375p.

Available from—EDUCOM, P.O. Box 364, Princeton, New Jersey 08540 (\$6.00 EDUCOM Members; \$9.00 Others)

**EDRS Price MF-\$0.76 HC-\$18.40 Plus Postage**

**Descriptors**—Computer Assisted Instruction, \*Computers, Conference Reports, \*Decision Making, Educational Development, \*Governing Boards, Higher Education, \*Institutional Administration, Management Information Systems, State Departments of Education, \*Statewide Planning, \*Time Sharing

**Identifiers**—\*EDUCOM

Proceedings of the EDUCOM 1974 Spring Conference are edited and collected under four topic headings related to questions of ever-tightening budgets and relationships between public institutions of higher education and state coordinating or governing boards. Aspects covered include the development of state-wide resources-sharing arrangements; the ways in which computing can be delivered; resource allocation within an institution; and computing for instruction. Addresses and papers are gathered into 21 subcategories of these four themes. Names and addresses of all conference participants are included in an appendix. (SK)

**ED 111 362**

52

IR 002 416

**National Commission on Libraries and Information Science Mid-Atlantic States Regional Hearing, Philadelphia, Pennsylvania, May 21, 1975. Volume One. Scheduled Witnesses.**

National Commission on Libraries and Information Science, Washington, D. C.

Pub Date 21 May 75

Note—214p.; For related documents see IR 002 417 and 18

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**

**Descriptors**—Community Information Services, Copyrights, \*Federal Programs, Financial Support, Government Role, Information Dissemination, Information Needs, \*Information Networks, Information Services, Interlibrary Loans, \*Libraries, Library Cooperation, Library Education, Library Networks, Library Role, Library Services, Library Standards, Meetings, \*National Programs, Outreach Programs, Program Planning, Public Libraries, Technology, University Libraries

**Identifiers**—Mid Atlantic States, \*National Commission Libraries Information Science, NCLIS

This is the first of two volumes of written testimony presented to the National Commission on Libraries and Information Science (NCLIS) at its Mid-Atlantic States Regional Hearing held May 21, 1975 at Philadelphia, Pennsylvania. Statements are provided by public, academic, research, special, regional, state, and school librarians, as well as by information scientists, congressmen, educators, and officials of associations, library schools, commercial information services, and state and local governments. The majority of the testimony is in response to the second draft report of NCLIS and touches upon such subjects as the national program, networks, the need for funding, reaching the non-user, the role of the library, information and referral services, standards, bibliographic control, the role of government at all levels, education of librarians, information needs, new technology, services to children, library cooperation and shared resources, categorical aid programs, copyright and copying, the White House conference, and the role of Library of Congress. Witnesses represent the states of Pennsylvania, New Jersey, New York, Delaware, Maryland, and West Virginia, as well as the District of Columbia. (LS)

**ED 111 363**

52

IR 002 417

**National Commission on Libraries and Information Science Mid-Atlantic States Regional Hearing, Philadelphia, Pennsylvania, May 21, 1975. Volume Two. Written Testimony.**

National Commission on Libraries and Information Science, Washington, D. C.

Pub Date 21 May 75

Note—186p.; For related documents see IR 002 416 and 18

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

**Descriptors**—Copyrights, \*Federal Programs, Financial Support, Government Role, Information Dissemination, Information Needs, \*Information Networks, Information Services, Interlibrary Loans, Law Libraries, \*Libraries, Library Cooperation, Library Education, Library Networks, Library Role, Library Services, Library Standards, Meetings, \*National Programs, Program Planning, Public Libraries, Publishing Industry, School Libraries, Technology, University Libraries

**Identifiers**—Mid Atlantic States, \*National Commission Libraries Information Science, NCLIS

This is the second of two volumes of written testimony presented to the National Commission on Libraries and Information Science (NCLIS) at its Mid-Atlantic States Regional Hearing held May 21, 1975 at Philadelphia, Pennsylvania. Statements are provided by academic, public, state, and special librarians, as well as by spokespersons for associations, commercial information services, library schools, publishing houses, citizens' groups, and federal and state governments. The majority of the testimony is in response to the second and fourth draft reports of NCLIS, and covers such topics as networks, the objectives of the NCLIS program, resource sharing, library cooperation, law libraries, school media programs, automation and technology, copyright and copying, the role of government at all levels, standards, funding, library education and retraining, the role of the private sector, information quality and distribution, bibliographic control, the role of the library, user needs and education, regional bibliographic centers, and the White House conference. Witnesses represent the states of Illinois, California, Pennsylvania, Maryland, New York, New Jersey, and Delaware, as well as the District of Columbia. (LS)

**ED 111 364**

52

IR 002 418

**National Commission on Libraries and Information Science Mid-Atlantic States Regional Hearing, Philadelphia, Pennsylvania, May 21, 1975. Volume Three. Transcribed Testimony.**

National Commission on Libraries and Information Science, Washington, D. C.

Pub Date 21 May 75

Note—383p.; For related documents see IR 002 416 and 17

**EDRS Price MF-\$0.76 HC-\$19.67 Plus Postage**

**Descriptors**—Community Information Services, Copyrights, \*Federal Programs, Financial Support, Information Centers, Information Needs, \*Information Networks, \*Information Services, \*Libraries, Library Automation, Library Cooperation, Library Education, Library Networks, Library Services, Library Standards, Meetings, \*National Programs, Program Planning, Publishing Industry, Speeches

Identifiers—Mid Atlantic States, \*National Commission Libraries Information Science, NCLIS

The National Commission on Libraries and Information Science held its Mid-Atlantic States Regional Hearing at Philadelphia, Pennsylvania, on May 21, 1975. Oral testimony was given by college, university, public, state, school, county, and special librarians, as well as by publishers, educators, library association officials, interested citizens, and officials of state, federal, and local governments. In responding to the commission's draft reports, witnesses dealt with such topics as national information centers, cooperative programs, the proposed national network, existing networks, financial support for libraries, standards for library and information services, new technology, the relationship between the public and private sectors, the information needs of the American public, the library as a community information center, and the copyright versus copying problem. Witnesses represented the states of Delaware, Maryland, New Jersey, New York, and Pennsylvania, as well as the District of Columbia. (LS)

**ED 111 365** IR 002 419

*Wiper, Marguerite, Ed.*  
**Automated Systems at the National Library: Past, Present and Future.**

National Library of Canada, Ottawa (Ontario).  
Pub Date Jun 75

Note—20p.

Journal Cit—National Library News, Canada; v7n2-3 Mar-Apr-May-Jun75 p3-21

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Bibliographies, \*Cataloging, Data Bases, \*Library Automation, Library Networks, Library Standards, \*National Libraries, National Programs, \*Union Catalogs

Identifiers—\*Canada, Canadiana, Machine Readable Cataloging, MARC

In order to optimize the use of available bibliographic data in machine-readable form by Canadian Libraries, the National Library of Canada is developing new automated systems. Implementation priorities are related to the development of national and international standards, systems, and networks. One major project is the design of a system, using MARC (Machine-Readable Cataloging) formats, for cataloging and for compiling "Canadiana," the national bibliography. Development of Canadian MARC tapes is another major project. A third project will be the establishment and coordination of an automated Canadian union catalog system. (PF)

**ED 111 366** IR 002 420

**School Building Design and Audio-Visual Resources.**

National Committee for Audio-Visual Aids in Education, London (England).

Pub Date [75]

Note—53p.

Available from—National Committee for Audio-Visual Aids in Education, Educational Foundation for Visual Aids, 33 Queen Anne Street, London W1M 0AL, England

**Document Not Available from EDRS**

Descriptors—Acoustical Environment, Audiovisual Aids, Broadcast Reception Equipment, Building Design, \*Classroom Design, Educational Specifications, Electrical Systems, \*Electronic Classrooms, \*Electronic Equipment, Elementary Secondary Education, \*Facility Requirements, Independent Study, Instructional Materials Centers, Large Group Instruction, Lighting Design, \*Multimedia Instruction, Physical Design Needs, School Design, Small Group Instruction

The design of new schools should facilitate the use of audiovisual resources by ensuring that the materials used in the construction of the buildings provide adequate sound insulation and acoustical and viewing conditions in all learning spaces. The facilities to be considered are: electrical services; electronic services; light control and ventilation; and sound insulation, acoustic properties and treatment of spaces. General learning areas will vary in design specifications according to the number of students they are to serve: individual learners, small groups of less than 12 students, large groups, and very large groups of more than 40. Additional requirements must be considered for special areas: music, art, drama, business and vocational classrooms; science and language laboratories; and the library and media production center. In the appendix of this booklet, diagrams and floorplans are used to chart reception

and antenna patterns for various broadcast equipment. (Author/SL)

**ED 111 367** IR 002 421

*Rodwell, Susie, Comp.*

**A Survey of British Research in Audio-Visual Aids, Supplement No. 2, 1974. (Including Cumulative Index 1945-1974).**

National Committee for Audio-Visual Aids in Education, London (England).

Pub Date 74

Note—47p.

Available from—National Committee for Audio-Visual Aids in Education, Educational Foundation for Visual Aids, 33 Queen Anne Street, London W1M 0AL, England (70 pence English money)

**Document Not Available from EDRS**

Descriptors—\*Audiovisual Aids, Computer Assisted Instruction, Educational Games, Educational Radio, \*Educational Research, Films, Instructional Materials, \*Instructional Media, \*Media Research, Multimedia Instruction, Phonotape Recordings, Programed Instruction, Research Reviews (Publications), Slides

Identifiers—Great Britain

The second supplement to the new (1972) edition of the Survey of Research in Audiovisual Aids carried out in Great Britain covers the year 1974. Ten separate sections cover the areas of projected media, non-projected media, sound media, radio, moving pictures, television, teaching machines and programed learning, computer-assisted instruction, multi-media and combined media systems, and related research. The entries are alphabetically arranged, and purpose, procedures results and conclusions are given for each item. A cumulative index and sources of information on current research in specialized fields are included. (DS/LS)

**ED 111 368** IR 002 422

**The Program Year in Review 1973-74. A Perspective on Information Resources.**

Harvard Univ., Cambridge, Mass. Program on Information Technologies and Public Policy.

Pub Date 75

Note—36p.; Best copy available

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Communication (Thought Transfer), Information Dissemination, Information Science, Information Services, \*Information Sources, \*Information Systems, \*Information Utilization, \*Media Research, Media Technology, Program Administration, Program Descriptions, \*Research Design, Technical Reports, Technological Advancement, Use Studies

Research, teaching and communications activities of the Program on Information Technologies and Public Policy from September 1973 through September 1974 are reported and summarized. Background information on the program's structure, operating procedure, administration and finances also are provided. Research reports are subdivided by basic information on the information industries; individuals, institutions, and information technologies; jockeying for markets among information systems; regulation of information systems; and background information studies. Appendixes include a list of faculty seminars, program review procedures and guidelines, and an order form for program papers. (SK)

**ED 111 369** IR 002 423

**The Scope of the Program 1973-74. A Perspective on Information Resources.**

Harvard Univ., Cambridge, Mass. Program on Information Technologies and Public Policy.

Pub Date 75

Note—14p.; Best copy available

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Annual Reports, \*Industrial Technology, Information Centers, Information Needs, Information Networks, \*Information Services, Information Sources, Information Systems, \*Public Policy, Research Projects, \*Telecommunication, Telephone Communications Industry

Identifiers—Harvard University, Information Industry, \*Program on Information Technologies Public Policy

The growing need for an understanding of the information industries in the United States led to the Program on Information Technologies and

Public Policy. The public has a vital interest in the rapid and fundamental changes occurring in how information systems perform, who controls information flow, and on what terms what information is made available to users to meet their needs for the knowledge and understanding required to participate fully in our society. The program's aim is to develop an understanding of information systems and information technologies and to use that understanding to illuminate public discussions of information policy and the information industries. The scope of the program includes services that private firms or government now perform; interaction among these services; and social and technological changes taking place and the basic questions they raise. Broad program strategies are also discussed. (SK)

**ED 111 370** IR 002 424

*Boles, Suzanne*

**A Conceptual Framework for Program Planning and Evaluation Within Public Libraries.**

Pub Date Jul 75

Note—10p.; Paper presented at the American Library Association Annual Conference (94th, San Francisco, California, June 29 through July 5, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Conference Reports, \*Evaluation Criteria, \*Library Programs, Library Services, Objectives, \*Performance Specifications, Program Planning, \*Public Libraries

Identifiers—ALA 75

In public library program planning, emphasis should be placed on the linkage of measurement to evaluation. Three basic assumptions underlie program planning and evaluation: (1) a basic commitment must be made to develop goals and objectives, (2) measurement must be taken in regard to specific criteria, (3) a final evaluation must be implemented. Performance or program targets provide a comparison between what is intended and what is achieved and the data obtained must be used to alert management to differences in staff philosophies and to determine if the service is effective. (Author/DS)

**ED 111 371** IR 002 425

*Ahlgren, Alice E.*

**Online Search Services in the Public Library: Project DIALIB.**

Applied Communication Research, Stanford, Calif.

Spons Agency—National Science Foundation, Washington, D.C. Office of Science Information Services.

Pub Date 3 Jul 75

Note—8p.; Paper presented at the American Library Association Annual Conference (94th, San Francisco, California, June 29 through July 5, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Computers, Costs, \*Formative Evaluation, \*Information Retrieval, Information Systems, Librarians, \*Library Reference Services, \*On Line Systems, Program Evaluation, Publicize, \*Public Libraries, Use Studies

Identifiers—ALA 75, California (San Mateo County), California (Santa Clara County), DIALOG, \*Project DIALIB

Lockheed has undertaken Project DIALIB to determine whether online retrieval services could be useful to the general public, and if the public library could serve as the linking agent for these services. As part of the study, DIALOG, Lockheed's online reference retrieval system, has been made available to the public through four public libraries in San Mateo and Santa Clara counties in California. The project was inaugurated in August, 1974. For the first year, both terminals and staff training were provided free to participating libraries. Results of an evaluation of the first year of the project indicate that DIALIB users were for the most part highly educated and asked technical questions relating to their work or study. While the service is fairly expensive, it is reaching a segment of the population that does not normally use public library reference services. The public has shown a great deal of enthusiasm for DIALIB service. In the second year of the project, users will be billed; the effects of this factor on the use of the system will be studied. The Metro-Teachers College project—a similar effort in New York City is also being studied. (Author/SL)

## ED 111 372 IR 002 426

*Fisher, John L.*  
**Building Codes and Regulations.**  
 Pub Date Jul 75

Note—6p.; Paper presented at the American Library Association Annual Conference (94th, San Francisco, California, June 29 through July 5, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—\*Architectural Elements, Building Design, \*Fire Protection, Libraries, \*Library Facilities, Safety, Speeches, Standards  
**Identifiers**—ALA 75, Building Codes

The hazard of fire is of great concern to libraries due to combustible books and new plastics used in construction and interiors. Building codes and standards can offer architects and planners guidelines to follow but these standards should be closely monitored, updated, and researched for fire prevention. (DS)

## ED 111 373 IR 002 427

*Waggoner, Phyllis A.*  
**The Methodology of Ascertaining the Information Needs of a Particular Business Organization: The Special Librarian.**  
 Pub Date 3 Jul 75

Note—7p.; Paper presented at the American Library Association Annual Conference (94th, San Francisco, California, June 29 through July 5, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—Data Collection, \*Information Needs, Information Services, Librarians, Library Role, \*Library Services, \*Special Libraries, Speeches  
**Identifiers**—ALA 75, Business Librarians

The prime function of a special library is the correlation of all aspects of patron needs, coupled with extensive knowledge of the parent organization. Business librarians should be alert to their role as facilitators, and routing sheets are an example of internally generated information distribution. Feedback from employees can also provide the organization with timely material. (Author/DS)

## ED 111 374 IR 002 428

*Walters, Clarence R.*  
**[Librarians and the Legislative Process.]**  
 Pub Date Jul 75

Note—10p.; Paper presented at the Annual Meeting of the American Library Association (94th, San Francisco, California, June 29-July 5, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—Accountability, \*Community Support, County Libraries, County Officials, \*Financial Problems, Financial Support, Library Planning, Library Services, Local Government, Performance Specifications, \*Public Libraries, Public Officials, Public Relations, Speeches, \*Tax Allocation, Tax Support  
**Identifiers**—ALA 75

Librarians' interest in and concern with the legislative process and with their relationship with elected officials is accelerating. The obvious reason for this is the deteriorating financial situation facing libraries of all types. It has become critically important for the future of libraries that librarians become knowledgeable in the contest for the diminishing tax dollar. Although most libraries have seldom been able to claim affluence, their financial situation over the past 10 or 15 years could be characterized as relatively stable and, in some sense, on the ascendance. The situation has now changed. Even library systems like that of Contra Costa County, California, which enjoy community and local government support, are now faced with potential budget reductions. Like other public agencies, the library must now concretely demonstrate the value of its public services. First, attention must be given to maintaining good relations with the community and with local government officials, while providing the best possible library service. It is also necessary to develop specific performance measures—hard data which will help to prove that the library deserves the tax dollars it receives. (Author/SL)

## ED 111 375 IR 002 429

*Port, Idelle*  
**[Problems Inherent in Attempting Standardization of Libraries.]**  
 California State Univ. and Colleges, Los Angeles. Office of the Chancellor.  
 Pub Date 3 Jul 75

Note—7p.; Paper presented at the Annual Meeting of the American Library Association (94th, San Francisco, California, June 29-July 5, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—College Libraries, Equipment Evaluation, Equipment Manufacturers, \*Equipment Standards, Higher Education, Library Equipment, \*Library Networks, \*Library Standards, Microform Reader Printers, \*Multicampus Districts, Speeches, \*University Libraries  
**Identifiers**—ALA 75, \*California State University and Colleges

In setting standards for a large and geographically dispersed library system, one must reconcile the many varying practices that affect what is being measured or discussed. The California State University and Colleges (CSUC) consists of 19 very distinct campuses. The problems and solutions of one type of CSUC library are not likely to be those of all CSUC libraries. For example a 1974 survey of microform equipment on all the campuses showed widely different experiences with the same brand of equipment. If one looks at the interval from the time a standard is first suggested until it is approved, one finds that it usually goes through several revisions. For example, in 1969, representatives of the recording industry suggested that there be a uniform coding system for all products of the music industry; but today, in 1975, the standards have still not been totally accepted. The process of developing standards is necessarily one of compromise; so perhaps the most tangible way librarians can influence the evolution of standards is simply to meet to decide what their needs are, examine what solutions are available, and get whatever consensus is possible. (Author/SL)

## ED 111 376 IR 002 430

*Schoenung, James G.*  
**The Ohio College Library Center: An Overview.**  
 Report No. 1.

Michigan Library Consortium, Detroit.

Pub Date Jan 74

Note—47p.; For related documents see IR 002 431 and 432

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors**—\*Cataloging, College Libraries, Costs, Data Bases, Interlibrary Loans, \*Library Automation, Library Cooperation, \*Library Networks, Library Technical Processes, \*On Line Systems, Program Descriptions, Regional Libraries, \*Shared Services, Union Catalogs  
**Identifiers**—OCLC, \*Ohio College Library Center

The Ohio College Library Center (OCLC) is a nonprofit computerized library processing center operating out of Columbus, Ohio. Six years after its incorporation, OCLC is now mainly in the business of operating a shared cataloging system and producing catalog cards designed to meet the needs of each of its member libraries. OCLC also maintains a union catalog of its member libraries as a byproduct of this service. Its data base grows at the rate of about 1,000 records per day, both Library of Congress (LC) MARC records and the original cataloging done by member libraries. Catalogers in OCLC's member libraries, using their computer display terminals, can call up records in catalog card format by inputting LC number, author, or title. Records can be modified online to meet local needs. This report further describes OCLC in terms of the basic cataloging process, the system's advantages and disadvantages, and the costs to and responsibilities of participating libraries. Appendixes outline planned OCLC subsystems and LC's MARC and RECON projects. Sample OCLC printouts are included. (Author/SL)

## ED 111 377 IR 002 431

**The Financing of the Michigan Library Consortium.** Paper No. 3.

Michigan Library Consortium, Detroit.

Pub Date 2 Apr 75

Note—14p.; For related documents see IR 002 430 and 432

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—Budgets, \*Consortia, \*Costs, \*Financial Support, Information Systems, \*Library Expenditures, \*Library Networks, On Line Systems, Statistical Data  
**Identifiers**—\*Michigan Library Consortium, MLC, OCLC, Ohio College Library Center

Since the formal organization of the Michigan Library Consortium, its financial support has come through membership fees and a grant from the Michigan State Library from Title III funds.

The financing of the consortium is already a complex operation and will become even more complex as new programs are undertaken, since funds have been accepted for specific purposes which must be respected. Another method of financing the consortium is proposed here with the specific example of participation in the Ohio College Library Center (OCLC). OCLC in its financing arrangement has set up an organization to reduce overhead costs and to avoid cash flow problems. The former must be assumed by the consortium. The consortium should follow the wisdom of OCLC in the latter. (Author/SL)

## ED 111 378 IR 002 432

**Information Transfer with the Ohio College Library Center Program as a Model.** Paper No. 4.

Michigan Library Consortium, Detroit.

Pub Date 1 May 75

Note—11p.; For related documents see IR 002 430 and 431

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—Communication (Thought Transfer), Computers, \*Consortia, Data Bases, Information Needs, Information Networks, Information Systems, Library Automation, Library Cooperation, \*Library Networks, \*Networks, \*Organizational Communication, Planning, Program Development, Technology  
**Identifiers**—\*Michigan Library Consortium, OCLC, Ohio College Library Center

The Michigan Library Consortium (MLC) is studying the problems and possibilities of networking, with the Ohio College Library Center (OCLC) as a model and possible data base for the MLC. Standards on an international scale must be developed, and the need for constantly improving technology, particularly computers, must be recognized. Since the needs of individuals, institutions, and consortia may differ from one another, and from those of the makers of the data base, administrative and communication structures must be created to provide interface between the various network components. As the scope and range of networks increase, library and information network personnel will need to devote increasingly larger portions of their time to such communication. (LS)

## ED 111 379 IR 002 433

*Phelps, Thomas C.*

**Program Measurement and Evaluation; The Utilization of Data and Its Relationship to Program Planning and Implementation Within Library Operations.**

Salt Lake City Public Library, Utah.

Pub Date May 75

Note—38p.; Paper presented at the Annual Meeting of the American Library Association (94th, San Francisco, California, June 29-July 5, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors**—Adult Education, Data Analysis, \*Data Collection, \*Independent Study, Library Extension, \*Library Programs, Library Services, Measurement Goals, \*Program Evaluation, Public Libraries, Questionnaires, Statistical Data, Tables (Data), \*Use Studies  
**Identifiers**—ALA 75, Utah (Salt Lake City)

The data gathering forms and activities developed during the planning and implementation of an adult independent study and guidance program at the Salt Lake City Public Library are described. The need for a utilization of this data is outlined, and the study's goals and objectives are stated. Appendixes contain flow charts of the Salt Lake City Public Library operations model, examples of the interview form, a progress report form, user evaluation form, consultant's evaluation form, coding charts, and an example of the library's summary table for the four month pilot phase. A table summarizing user and nonuser characteristics is also given. (Author/DS)

## ED 111 380 52 IR 002 434

**A Report on Libraries; SWODA District.**

South Western Oklahoma Development Authority, Burns Flat.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.; Oklahoma State Dept. of Libraries, Oklahoma City.

Pub Date May 75

Note—59p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
**Descriptors**—Census Figures, Employment Patterns, Financial Support, Library Collections,



Library Expenditures, Library Facilities, \*Library Networks, \*Library Planning, Library Services, Library Standards, \*Library Surveys, Population Distribution, \*Population Trends, \*Public Libraries, Regional Planning, Rural Areas, Statistical Data, Tables (Data)

Identifiers—Oklahoma, \*South Western Oklahoma Development Authority, SWODA

This report takes a look at libraries, their facilities and services in the South Western Oklahoma Development Authority (SWODA) district. To provide additional planning data, the population of the SWODA area is analyzed in terms of age, ethnicity, employment, income, education and growth trends. The results of inventory of all existing libraries are presented, along with recommendations. Library statistics are tabulated according to the library systems which cover the SWODA area. Data on collections, services, revenues, and expenditures are presented for each library, and totaled for each library system. The library system statistics are compared to Oklahoma's minimum guidelines for full service libraries. (Author/SL)

ED 111 381 52 IR 002 435

Public Libraries in the NODA Area.

Northern Oklahoma Development Association, Enid.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.; Oklahoma State Dept. of Libraries, Oklahoma City.

Pub Date Jun 75

Note—111p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Financial Support, Legislation, \*Library Facilities, \*Library Planning, \*Library Services, Library Standards, \*Library Surveys, Needs, Problems, Program Descriptions, \*Public Libraries, Regional Planning, Rural Areas

Identifiers—NODA, \*Northern Oklahoma Development Association, Oklahoma

To provide a planning tool for library improvement, the staff of the Northern Oklahoma Development Association (NODA) conducted a survey of the public libraries in its area. NODA gathered information from librarians and library boards on the development and status of their library, its problems and needs, and future plans and programs that might be used to meet these problems and needs. The NODA staff found that these libraries were attempting to upgrade and expand services to the public, but that they were hampered by financial constraints. Recommendations were made for increased financial and political support of libraries, increased resource sharing among libraries, continuing education for library staff, and the provision of adequate facilities. This report includes narrative descriptions of each library, arranged by county. Circulation and collection statistics, a list of library board members, and floorplans are included in most cases. Appendixes contain standards for library space and expenditures, plus Oklahoma library legislation. (SL)

ED 111 382 52 IR 002 436

Sand, Larry D. Gale, Charles

Eastern Oklahoma Development District Initial Library Plan.

Eastern Oklahoma Development District, Muskogee.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.; Oklahoma State Dept. of Libraries, Oklahoma City.

Pub Date Jun 75

Note—10p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Census Figures, Information Networks, \*Interagency Cooperation, \*Library Cooperation, \*Library Planning, \*Program Coordination, Program Planning, Regional Planning, Rural Areas, \*Social Agencies

Identifiers—\*Eastern Oklahoma Development District, EODD, Oklahoma

The Eastern Oklahoma Development District (EODD) is a multifaceted planning organization, broadly concerned with the overall welfare of the residents in seven Oklahoma counties. One of its goals is to assure adequate library services to all persons desiring to use them. To assure these services, a plan was initiated to coordinate the library planning of the state, the Department of Libraries and the district library with the social ser-

vices planning of EODD. Functional activities were initially categorized as preliminary studies, reviews, and analyses to determine (1) which library planning efforts were relevant to those of EODD in providing for a range of social services; (2) the data needs and deficiencies of the district library with the object of sharing common socioeconomic data useful in planning; and (3) economical and effective ways in which EODD can assist the district library in extending services to unserved areas. The initial working period showed that cooperation was successful. Further coordination was strongly recommended, especially with regard to disadvantaged groups, elderly, youth, and poor. (Author/SL)

ED 111 383 52 IR 002 437

A Report on Libraries; ASCOG District.

Association of South Central Oklahoma Governments, Duncan.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.; Oklahoma State Dept. of Libraries, Oklahoma City.

Pub Date 19 Jun 75

Note—87p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*Census Figures, Demography, Employment Patterns, Library Networks, \*Library Planning, Library Services, Library Standards, \*Library Surveys, Needs, \*Public Libraries, Regional Cooperation, \*Rural Areas, Statistical Data, Tables (Data)

Identifiers—ASCOG, \*Association of South Central Oklahoma Governments, Multicounty Library Systems, Oklahoma

An in-depth study was made of each of the 16 libraries in the Association of South Central Oklahoma Governments (ASCOG) region. As an essential aid to library planning, census data was analyzed to determine the social, economic, educational characteristics, and the geographic distribution of the population to be served. The library survey looked at each library's facilities and services and how each compared to the minimum standards established by the Oklahoma Department of Libraries in its goals for 1975. The needs and special service characteristics of each library were also detailed. The study concluded that the major problem of libraries in the ASCOG region was lack of space for books and services. Finances were also difficult. Multicounty library systems were recommended as the solution. Specific suggestions were made for the development of such systems in each ASCOG county. (Author/SL)

ED 111 384 52 IR 002 438

Dewald, Nancy

F.R.E.D.D. Free Resources for Educating the Developmentally Disabled.

Connecticut State Dept. of Health, Hartford. Office of Mental Retardation.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.; Connecticut State Library, Hartford. Div. of Library Development.

Pub Date Jun 75

Note—35p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Bookmobiles, \*Exceptional Child Services, Interagency Cooperation, Library Materials, \*Library Services, \*Mentally Handicapped, \*Mental Retardation, \*Outreach Programs, Program Descriptions, Publicize, Public Libraries, Regional Libraries

Identifiers—Connecticut (Waterbury), Library Services and Construction Act Title I, \*Project FREDD

Project FREDD was initiated in 1974 as a cooperative effort by library and mental retardation agencies in the Waterbury, Connecticut area. The project utilized a bookmobile to route a special collection of books, media, and games to the mentally handicapped and information on mental retardation to their parents and teachers and to the community. Bookmobile stops were scheduled at special schools, sheltered workshops, and programs sponsored by area associations for the retarded in many local towns. Patrons were allowed to return borrowed materials to their local library. Publicity was provided by letters to the community, by media and magazine coverage, and by the mobility of the project van itself. From the experiences gained during the project period, several recommendations were made for the continuation of this pro-

gram or one of similar intent, including types of material which proved to be most popular, the use of the Connecticut system for returning borrowed materials, the scheduling of stops, and the type and size of bookmobile to use. It was concluded that Project FREDD had positive effects in this specialized area of library service. (Author/SL)

ED 111 385 IR 002 439

Angelides, Cynthia Berg, Karen

Library Service in County Jails.

Maine State Library, Augusta.

Pub Date Aug 75

Note—23p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Institution Libraries, Library Administration, Library Expenditures, \*Library Research, Library Services, Questionnaires, \*State Libraries, \*Statistical Data, Tables (Data)

Identifiers—Maine State Library, Prison Libraries

In order to investigate administrative, financial, and staffing patterns in county jails, the Maine State Library surveyed 45 state library agencies. The specific use of funds and the total number of responses are included in statistical tables. Results from individual states have been categorized, and the survey questionnaire is included. (DS)

ED 111 386 IR 002 440

Pearson, Charls

Goals for Long-Range Research in Information Science.

Pub Date 1 May 75

Note—16p.; Paper presented at the National Information Retrieval Colloquium (12th, Philadelphia, Pennsylvania, May 1-2, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Communication (Thought Transfer), \*Information Science, \*Information Theory, Models, Objectives, Research, \*Semiotics

Identifiers—Georgia Institute of Technology, Peirce (Charles Sanders)

In order to discuss the research goals of information science (IS), both its logical and its specific nature must be determined. Peircean logical analysis shows that IS may be classified in three parts: pure science, applied science, and technology. The deficiency in the present state of the art is in the pure science, or theoretical portion, of IS which must be developed in order to fully and properly apply the existing technology. The specific nature of the science underlying information technology is semiotics, the science of signs and sign processes, their structure, and their applications to the communication process and information transfer. Long-range research goals should therefore be formed in order to (1) develop a theory of the structure of all categories of signs, sign systems, and sign processes; (2) investigate the measurable properties of all sign components; (3) explore the basic regularities existing between the measurable properties; (4) develop theories which explain these regularities; (5) investigate the relationship between various information processes and semiotic processes; and (6) develop lab instrumentation with which to carry out the critical experiments in the above areas. (Author/LS)

ED 111 387 IR 002 442

Daniel, Evelyn H. And Others

Guidelines for Learning Resources in Libraries of the California State University and Colleges System. Draft.

California State Univ. and Colleges, Los Angeles.

Office of the Chancellor.

Pub Date 21 Jul 75

Note—24p.; For a related document see IR 002 443

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Audiovisual Aids, Facility Guidelines, \*Guidelines, \*Higher Education, \*Instructional Materials Centers, Instructional Media, Library Collections, Library Cooperation, Library Facilities, Library Materials, Library Standards, \*Media Selection, Media Technology, University Libraries

Identifiers—California State University and College System, Nonprint Media

Proposed guidelines for the selection and utilization of nonprint material to support the curriculum of the California State University System are outlined. These guidelines are or-

ganized into major functions and components of library organization and services. Six standards outlined are: (1) functions, (2) collections, (3) staff, (4) facilities, (5) cooperative activities, and (6) operations. A selected bibliography of media guidelines and standards is provided. (Author/DS)

ED 111 388 IR 002 443

Daniel, Evelyn H.

Learning Resources Survey of Non-Print Materials and Equipment for the Libraries of the California State University and Colleges.

California State Univ. and Colleges, Chico. Learning Resources Committee.

Pub Date Jun 75

Note—87p.; For a related document see IR 002 442

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*Audiovisual Aids, \*College Libraries, Financial Support, Instructional Materials Centers, Instructional Media, Librarians, Library Collections, Library Cooperation, Library Research, \*Library Surveys, Media Research, Media Specialists, Organizational Effectiveness, Questionnaires, State Colleges, State Universities, Statistical Data, Tables (Data), \*University Libraries

Identifiers—California, \*California State University and Colleges, Nonprint Media

In order to investigate current campus utilization of media, a learning resources survey questionnaire was sent to all California State University and College (CSUC) library directors. Library media was identified as audio, projected material, video tapes, and multimedia such as kits, games, and simulations. The survey was divided into six parts: (1) nonprint material, (2) audiovisual equipment, (3) space and staff, (4) organizational relationships, (5) budgetary support for nonprint materials and equipment, (6) library cooperation involving nonprint material. Results indicated that nonprint holdings in the CSUC libraries are marginal and mostly uncataloged, that equipment was meager, and that there are stronger ties between the audiovisual department and the library than between the audiovisual department and instructional television or computer centers. (DS)

ED 111 389 95 IR 002 444

Allman, Katherine A.

A Reference Guide to Postsecondary Education Data Sources. A Directory to Data Sources Corresponding to Items in the NCHEMS "Statewide Measures Inventory."

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—709p.

Available from—WICHE Publications, P. O. Drawer P, Boulder, Colorado 80302 (\$12.00)

EDRS Price MF-\$1.23 HC-\$36.18 Plus Postage

Descriptors—Data, \*Data Bases, Data Collection, Directories, Educational Assessment, Guides, Higher Education, \*Information Sources, Planning, \*Post Secondary Education, Reference Books, \*Reference Materials, State Programs, \*Statewide Planning, Tables (Data)

Identifiers—\*National Center Higher Education Management, NCHEMS, Statewide Measures Inventory

A number of publications, articles, and data bases that contain data related to the National Center for Higher Education Management Systems' (NCHEMS) Statewide Measures Inventory are identified and described. This document does not contain the actual data, but it does describe and reference various sources where the data can be found. In addition, it provides information about: (1) how the data are organized, (2) the kinds of information given (for example, data on personal income, number of high school graduates, enrollments in postsecondary education institutions), (3) the level of aggregation (for example, by region, state, postsecondary education institution), (4) the years for which the data are available, and (5) those measures in the Statewide Measures Inventory which correspond to the data referenced. (Author/DGC)

ED 111 390 IR 002 445

Summers, Edward G.

Development of the Information Knowledge Research Centre (I/KRC). Working Paper.

British Columbia Univ., Vancouver. Faculty of Education.

Pub Date Feb 74

Note—124p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Educational Experiments, \*Educational Research, \*Experimental Programs, Graduate Study, Higher Education, \*Information Centers, Information Dissemination, Information Services, \*Information Systems, Inservice Programs, Preservice Education, Program Development, Research Tools, Universities

Identifiers—ERIC Tape Data Base, \*Information Knowledge Research Centre

Activities to date are summarized in connection with a plan to establish an information research facility for the School of Education at the University of British Columbia. During an exploratory year, issues investigated included offering an experimental course in information systems in education; design and economic questions related to making searches of the ERIC Tape Data Base; the possibility of extending service beyond the university; and exploring the role of information in educational research and innovation and in preservice, inservice, and graduate training programs. Various alternatives for the project's future also are discussed. (SK)

ED 111 391 52 IR 002 446

Merrill, M. David Goodman, R. Irwin

Selecting Instructional Strategies and Media: A Place to Begin.

National Special Media Institutes.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Pub Date 15 Jan 72

Note—197p.

EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage

Descriptors—Audiovisual Aids, Educational Development, Educational Technology, \*Instructional Design, Instructional Materials, Instructional Media, Instructional Systems, Material Development, \*Media Selection, Multimedia Instruction, Teaching Methods, \*Workbooks

A five-step process of selecting instructional strategies and media is provided in workbook form. Nine instructional strategies—four in the cognitive domain, three in the psychomotor domain, and two in the affective domain—are included, with two sample media prescriptions for each. A special flow chart table of contents shows the route through the five steps, defined as: (1) write an objective; (2) determine the domain; (3) select strategy; (4) write strategy prescription; and (5) select appropriate media. Illustrative examples are provided for each strategy. Appendixes include suggestions for the use of instructional media, and an instructional media resources inventory. (SK)

ED 111 392 IR 002 448

Lourea, Lee Olivier, Ed.

The CVRP at ALA, 1975.

San Francisco Public Library, Calif. Video Task Force.

Pub Date Aug 75

Note—24p.

Journal Cit—CVRP Patch Panel; n5 Jul/Aug 1975

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Library Programs, Media Technology, \*Newsletters, Publicize, Public Libraries, Video Cassette Systems, \*Video Equipment, Video Tape Recordings

Identifiers—California Video Resource Project

This California Video Resource Project (CVRP) newsletter reports the activities of the all day Video Carousel program and other video events at the 1975 American Library Association conference held in San Francisco. Excerpts of talks on selections, acquisition, and utilization of video hardware and software is included. Several video tapes are reviewed. (DS)

ED 111 393 95 IR 002 449

Alerting Service Bibliography on Libraries and Media. Number 3.

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 75

Contract—NIE-C-74-0027

Note—14p.

Available from—ERIC Clearinghouse on Information Resources, School of Education, SCRDT, Stanford University, Stanford, California 94305 (Self-addressed, stamped envelope, free while supply lasts)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Annotated Bibliographies, Audiovisual Aids, \*Information Science, \*Instructional Media, Libraries, \*Library Science, Teaching Methods, Television

This annotated bibliography cites more than 80 recently issued items in the areas of library science, audiovisual aids, information science, computers, adult and children's literature, reference books, teaching methods, and television. Each citation gives ordering information as well as bibliographic reference. (DS)

ED 111 394 IR 002 450

Patel, Jasubhai J.

Evolving a Model Learning Resource Center for a Developing Country (Zambia).

Pub Date 72

Note—177p.; Ph.D. Dissertation, Wayne State University

EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage

Descriptors—\*Developing Nations, Educational Resources, Educational Specifications, Educational Technology, Educational Television, Facility Planning, Information Dissemination, \*Instructional Materials Centers, Instructional Media, Media Research, Models, National Programs, Personnel Needs, Resource Centers, School Libraries

Identifiers—Zambia

For a developing nation such as Zambia, quality education, utilization of manpower, and proper training are priority problems. Therefore a study was conducted to establish and document the need for a well-planned, staffed and executed learning resource center to solve some of that country's learning problems. Basic facts about the country of Zambia were collected. A review of the literature and a survey of learning resources center organization and development in developed countries was conducted. Based on the identified needs of the country of Zambia, a basic philosophy gathered from the literature, and the experiences of developed countries, a detailed plan for a phased program to establish a learning resource center for Zambia was prepared. Recommendations included means of developing a philosophic base, purpose, organizational structure, plan, program, personnel, physical facilities, and time line of events. A bibliography is appended. (SK)

ED 111 395 IR 002 451

Hollowell, Mary Louise, Ed.

Cable Handbook, 1975-1976: A Guide to Cable and New Communications Technologies.

Pub Date 21 May 75

Note—312p.

Available from—Communications Press, Inc., 1346 Connecticut Avenue, N.W., #318A, Washington, D.C. 20036 (\$6.95 plus \$0.40 postage and handling)

Document Not Available from EDRS

Descriptors—\*Cable Television, Churches, Federal Legislation, Futures (of Society), \*Guides, Health Services, Information Dissemination, Libraries, Media Research, \*Media Technology, Minority Groups, Museums, Public Policy, Public Schools, \*State of the Art Reviews, \*Telecommunication, Television

Identifiers—CATV, \*Public Cable, Public Access  
Public-Cable is a nonprofit consortium of individuals and civic groups which is dedicated to furthering the social, civic, educational, cultural, and community uses of cable television technology. To fulfill its information sharing function, Public-Cable has collected a series of 16 papers into a handbook. The first section provides general background on cable and new technologies to serve as a setting for activities and decision making. The second section describes activities in a wide range of actual uses, including chapters on minorities, schools, health, churches, libraries, and museums, and papers on public access, profit and loss, and public affairs programming. Appendixes include a glossary, a selected bibliography, and the Public-Cable policy statement. (SK)

ED 111 396 IR 002 452

Mayer, Richard E.

Instructional Variables in Meaningful Learning of Computer Programming.

Pub Date Apr 75

Note—4p.; Paper presented at Annual Meeting of the American Educational Research Association (Washington, D. C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Computer Programs, \*Computer Science Education, Educational Research, \*Learning Processes, Models, \*Programming Languages, Research Projects, Teaching Techniques

Identifiers—Ausubel (David), Mathemagenic Activities, Rothkopt (E Z)

Some 120 undergraduate students participated in experiments to learn how novice computer programmers learn to interact with the computer. Two instructional booklets were used: A "rule" booklet consisted of definitions and examples of seven modified FORTRAN statements and appropriate grammar rules; the "model" booklet was identical with the addition of a page describing computers in familiar terms. Two types of questions were used: generative and interpretive. Three experiments were conducted using various combinations of booklets and questions. Findings support the idea that a meaningful set of familiar experiences prior to instruction may result in a learning process of assimilating new material and organizing it in the context of that set. (JY)

ED 111 397

IR 002 453

FID Publications; An 80 Year Bibliography, 1895-1975.

International Federation for Documentation, The Hague (Netherlands).

Report No.—FID-531

Pub Date Apr 75

Note—96p.

Available from—Federation International de Documentation (FID), 7 Hofweg, La Haye (Pays-Bas), The Netherlands (\$8.70)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Bibliographies, \*Documentation, \*Information Science, \*International Organizations, Library Science, \*Publications

Identifiers—FID, \*International Federation for Documentation

This bibliography lists the 535 titles published between 1895 and 1975 by the International Federation for Documentation (FID). Citations are arranged chronologically by their FID accession numbers. For convenience, headings marking 5-year periods have been added. A selected list of unnumbered FID publications has been included. There are subject and author indexes, and an index to publications prepared under the auspices of FID committees. The publications listed in this bibliography are in many languages. Both current and out of print materials are included. (Author/SL)

ED 111 398

IR 002 454

Schuyler, James A.

Hypertext + Tutor = Hypertutor.

Pub Date Aug 75

Note—17p.; Paper presented at the Association for the Development of Computer-Based Instructional Systems Summer Meeting (Portland, Maine, August 4, 5, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Computer Assisted Instruction, Computer Programs, \*Cost Effectiveness, \*Programming Languages, \*Systems Concepts, \*Teaching Methods

Identifiers—Hypertext, HYPERTUTOR, Northwestern University, PLATO IV, Program Sharing, TUTOR IV

The HYPERTUTOR incorporates the ideas of a "hypertext" and the TUTOR-IV programming language used on the PLATO-IV system. The HYPERTUTOR is a part of Northwestern University's MULTI-TUTOR system and runs on a non-PLATO, non-dedicated CDC 6400 computer. It allows the transfer of courseware from PLATO to non-PLATO systems. It has successfully been transferred to other CDC 6000-series and Cyber-70 computers. This paper outlines the rationale for the creation of such a system, and gives the background of MULTI-TUTOR, its systems structure, and its compatibility problems with PLATO's Tutor. Current MULTI-TUTOR sites are listed along with an outline of the clearinghouses for lessons now being established at Northwestern. An analysis of current cost factors of the MULTI-TUTOR system is included. (Author)

ED 111 399

Kuras, Christine

Volunteer Assistance in the Library.

Inglewood Public Library, Calif.

Pub Date 75

Note—37p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Annotated Bibliographies, Evaluation, Guides, Library Programs, \*Manuals, \*Public Libraries, \*Volunteers, \*Volunteer Training

Procedures for dealing with library volunteers developed by the staff of the Inglewood Public Library are presented. The need for volunteer programs is discussed, as well as volunteer recruitment, selection and orientation, training and supervision, evaluation, recognition, and some problem areas. Forms, schedules, publicity materials, and a short annotated bibliography are included. (LS)

ED 111 400

IR 002 456

Strable, Edward G., Ed.

Special Libraries: A Guide for Management; with Revisions through 1974.

Special Libraries Association, New York, N.Y.

Pub Date 75

Note—106p.

Available from—Special Libraries Association, Order Department, 235 Park Avenue South, New York, New York 10003 (\$8.00)

Document Not Available from EDRS

Descriptors—Budgeting, Information Dissemination, Librarians, Library Acquisition, Library Collections, \*Library Expenditures, Library Facilities, Library Guides, Library Role, \*Library Services, Library Technical Processes, \*Manuals, Questionnaires, \*Special Libraries, Staff Utilization

A rationale for the special library is established, and selection, acquisition, and organization of materials are detailed in this manual. Chapters are devoted to dissemination of materials and information, role of the library within the organization, professional and non-professional staff, space and equipment, and budget planning. Ten statistical tables, an evaluation questionnaire, and suggested readings are included. (DS)

ED 111 401

IR 002 457

Campbell, Sheila D. Everett, Lorene M.

In-Home Early Childhood Project. Final Report.

Alberta Univ., Edmonton. Dept. of Elementary Education.

Spons Agency—Alberta Dept. of Education, Edmonton.

Pub Date Oct 74

Note—213p.

EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage

Descriptors—Early Childhood, \*Early Childhood Education, Early Experience, Educational Assessment, Educational Development, Educational Research, Family Environment, \*Family School Relationship, \*Home Visits; Instructional Materials, Material Development, Nurses, \*Parent Education, Parent Participation, \*Parent Teacher Cooperation, Program Descriptions, Program Evaluation, Teacher Education, Teaching Methods

Identifiers—Alberta

To help students in an early-childhood teacher-training program to work directly with parents and young children, an in-home project was established for four months with 19 families in one area of Edmonton, Alberta. In lieu of the regular kindergarten lab, each student was assigned to a family with one or more children of preprimary age. The student was asked to assess the family's behavior and needs and to devise techniques and materials to meet the needs. A trial kit of learning materials was prepared after the first two visits to the home, followed by a second permanent kit for circulation during the rest of the project. Students also planned a group session which brought together several children and parents. Procedures used in the project are described and outcomes and recommendations summarized, along with information on staffing and costs. Appendixes include evaluation forms, letters of introduction to parents, attendance and visiting schedules, and questions and responses for the parent questionnaire. Detailed lists of the materials used may be obtained separately. (SK)

IR 002 455

ED 111 402

Quimby, Harriet B. And Others

Building a Children's Literature Collection. A Suggested Basic Reference Collection for Academic Libraries. A Suggested Basic Collection of Children's Books.

Association of Coll. and Research Libraries, Chicago, Ill.

Pub Date 1 May 75

Note—34p.; Bibliographical Essay Series, No. 3

Available from—Choice, 100 Riverview Center, Middletown, Connecticut 06457 (\$3.95)

Document Not Available from EDRS

Descriptors—Anthologies, Authors, Awards, \*Bibliographies, \*Childrens Books, \*Childrens Literature, History, Reference Books, Story Telling, Writing

The first section of this two-part bibliography contains a bibliographic essay on building a basic reference collection about children's literature for academic libraries, followed by a list of the basic reference works. These cover such areas as history of children's literature, authors, illustrators, readings, awards and prizes, international children's literature, story telling, anthologies, selection aids, reviewing journals, and writing books for children. The second part contains a brief essay on children's literature, followed by a basic list of books for a children's collection, arranged by broad subject areas. Items on both lists consist of author, title, publisher, and date. There are author and title indexes. (LS)

ED 111 403

95

IR 002 459

Study of Education Satellite Communication Demonstration. Fourth Quarterly Progress Report. Report of Activities and Accomplishments, April 11, 1975 to July 10, 1975.

Syracuse Univ. Research Corp., N.Y. Educational Policy Research Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—SURC-TR-75-605

Pub Date 10 Jul 75

Contract—NIE-C-74-0145

Note—161p.

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—\*Communication Satellites, \*Demonstration Projects, Educational Assessment, Educational Development, \*Educational Experiments, \*Educational Research, \*Educational Technology, Media Research, Policy Formation, Telecommunication

Identifiers—\*Appalachian Educational Satellite Project

A fourth quarterly report completes one year of the Educational Policy Research Center's (EPRC) analysis and assessment of the Education Satellite Communication demonstration. Activities and accomplishments during the period April 11, 1975-July 10, 1975 are listed and described. The report also includes cost data from the Appalachian Educational Satellite Project (AESP), preliminary results of the EPRC's Survey Panel instrument, and preliminary analytical and historical overview of the AESP. A calendar of future events in satellites, telecommunications, and education is included; a working paper on the context and operation of the AESP is appended. Reders are cautioned that Survey Panel instruments are preliminary, and not yet interpreted or analyzed, and that issues raised in the working paper are open and judgments tentative. (SK)

ED 111 404

95

IR 002 460

Johnson, Richard S.

Introduction to the Student Flow Model SFM-IA. Technical Report No. 41A. Preliminary Edition.

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—NCHEMS-TR-41A

Pub Date May 74

Note—131p.; For related documents, see IR 002 461 and 462

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—College Majors, \*Computer Programs, \*Enrollment Projections, \*Higher Education, Management Information Systems, \*Models, Post Secondary Education, \*Statistical Analysis, Student Enrollment, Units of Study (Subject Fields)

Identifiers—\*National Center Higher Education Management, NCHEMS, SFM IA, Stochastic Processes, Student Flow Model

The National Center for Higher Education Management Systems (NCHEMS) Student Flow Model (SFM) IA is a tool for analyzing the historical movement of students between the various fields of study and student levels in an institution and for estimating the future enrollments in each student program (or field of study) and student level combination in the institution. Modular in concept, the system can be implemented in phases to permit an institution to begin using its results immediately and to incorporate additional levels of analysis as needed and as the required input data become available. SFM-IA can be used alone in an independent analysis of student progression through the institution. Schools also using the NCHEMS Resource Requirements Prediction Model (RRPM) 1.6 will find SFM-IA useful in projecting future enrollments for RRP cost projection purposes. Included in this document is a description of the SFM-IA computer programs together with the procedures for gathering and organizing the data necessary to use the various modules. (Author/DGC)

ED 111 405 95 IR 002 461

Busby, John C. Johnson, Richard S.  
Student Flow Model SFM-IA: System Documentation. Technical Report 41B. Preliminary Edition.

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
Report No.—NCHEMS-TR-41B  
Pub Date May 74

Note—165p.; For related documents, see IR 002 460 and 462

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage  
Descriptors—College Majors, \*Computer Programs, \*Enrollment Projections, \*Higher Education, Management Information Systems, Models, Post Secondary Education, \*Reference Materials, \*Specifications, Statistical Analysis, Student Enrollment

Identifiers—Computer Software Documentation, \*National Center Higher Education Management, NCHEMS, SFM IA, Student Flow Model, Technical Reference Documents

Technical specifications, operating procedures, and reference information for the National Center for Higher Education Management Systems' (NCHEMS) Student Flow Model (SFM) computer programs are presented. Included are narrative descriptions of the system and its modules, specific program documentation for each of the modules, system flowcharts, sample data input forms, and record/file format descriptions. This document should be read in conjunction with the Student Flow Model SFM-IA: Introduction (IR 002 460). (DGC)

ED 111 406 95 IR 002 462

Student Flow Model SFM-IA Reports. Technical Report 42. Preliminary Draft.

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—NCHEMS-TR-42  
Pub Date Jun 74

Note—128p.; For related documents see IR 002 460 and 461; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—College Majors, \*Computer Programs, \*Enrollment Projections, Enrollment Trends, \*Higher Education, \*Management Information Systems, \*Models, Post Secondary Education, Statistical Analysis, Student Enrollment, Units of Study (Subject Fields)

Identifiers—\*National Center Higher Education Management, NCHEMS, Sample Reports, SFM IA, Student Flow Model

Examples of the reports generated by the National Center for Higher Education Management Systems (NCHEMS) Student Flow Model (SFM) IA are presented. The SFM-IA is a tool for analyzing the historical movement of students between the various fields of study and student levels in an institution and for estimating the future enrollments in each field of study and student level combination in the institution. The reports are based on the sample data provided with the distribution tapes sent to institutions that purchased SFM from the Center. This document

should be read in conjunction with the Student Flow Model SFM-IA: Introduction (IR 002 460). (DGC)

ED 111 407 IR 002 499

Wiley, Mary Dale  
Psychological Problems of Normal Aging: Implications for Public Library Service.

Pub Date May 75

Note—85p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage  
Descriptors—Adult Education, Age, Bibliotherapy, Information Needs, Librarians, \*Library Services, Masters Theses, \*Older Adults, \*Psychological Patterns, \*Public Libraries, Retirement, \*Senior Citizens

Few people are conditioned in the middle years to cope with the prospect of old age and retirement. If public libraries could act as the liaison in this transition, perhaps more people would be prepared to lead productive lives after age 65. Public libraries set aside sections for children and young adults but fail to do the same for the elderly. This age group has very little to occupy their time or mind after retirement, and many regress to the point of turning their energy inward, which can result in psychosomatic disorders, death wishes, or depression. This energy could be channeled into continued education, pursuit of a new interest, or interchange of knowledge. The public library could and would be the most logical coordinator of such a program. A bibliography is inserted at the end of each chapter with a glossary and list of available literature appended. (DS)

ED 111 408 IR 002 500

Gleaves, Edwin S. Veatch, James R., Jr.  
Microformulation: A Selective Bibliography on Microforms, 1970-1975.

George Peabody Coll. for Teachers, Nashville, Tenn. School of Library Science.  
Pub Date 75

Note—54p.; Not available in hard copy due to poor reproducibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Bibliographies, Cataloging, \*Computer Output Microfilm, Government Publications, Information Retrieval, Library Collections, Library Science, Library Services, Library Standards, \*Microforms, Microreproduction  
Specifically designed to support a library science course on micrographics, this extensive bibliography presents information on computer output microfilm (COM) and the technical aspects of microreproduction technology. Standards, hardware, copyright laws, government documents, and utilization are explored. Items selected are for the most part in English and are easily available in the United States. (Author/DS)

ED 111 409 IR 002 501

O'Connor, Daniel O.  
Access to Monographic Resources: An Analysis of a Cooperative Interlibrary Loan Regional Network.

Central New York Library Resources Council, Syracuse.

Pub Date 74

Note—282p.

EDRS Price MF-\$0.76 HC-\$14.59 Plus Postage

Descriptors—Costs, Interinstitutional Cooperation, \*Interlibrary Loans, Library Cooperation, \*Library Networks, \*Library Surveys, Models, Program Evaluation, Regional Libraries, Search Strategies, Statistical Data, Tables (Data)

Identifiers—Monographs, New York

An interlibrary loan survey was conducted to identify patterns and characteristics of monograph requests in a four county cooperative region. Almost two-thirds of the requests referred outside the region could have been filled within it. Most could have been supplied by more than one regional library. Monograph characteristics that were analyzed included publisher, imprint date, language, subject, and costs. Library characteristics that were analyzed included library originating requests, libraries able to supply monograph, library subject profile, and library publisher profile. The result of these analyses is the development of a search strategy model to improve utilization of regional resources. In addition, recommendations are offered concerning the need for a union catalog, interlibrary telephone service, and a numerical register of locations by Library of Congress card order

number. Other alternatives to a union catalog are also included. (Author)

ED 111 410 52 IR 002 502

Eyster, George W.

The Coordination of Library and Basic Education Services for Disadvantaged Adults: A Demonstration of Four Alternative Working Models. Volume 1. Final Report.

Morehead State Univ., Ky. Appalachian Adult Education Center.

Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.

Bureau No.—BR-2-0810

Pub Date Feb 75

Grant—OEG-0-72-2523

Note—97p.; For a related document see IR 002 503

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage  
Descriptors—\*Adult Basic Education, Adult Education Programs, Annual Reports, Community Information Services, Demonstration Projects, \*Disadvantaged Groups, Interagency Coordination, \*Interinstitutional Cooperation, Library Extension, Library Materials, \*Library Programs, Library Technical Processes, Outreach Programs, Policy, Program Descriptions, Program Evaluation, Publicize, \*Public Libraries, Public Schools

Identifiers—Alabama, Appalachian Adult Education Center, Georgia, Kentucky, Multitype Library Networks, Ohio, South Carolina, Tennessee, West Virginia

Volume 1 presents a summary of the methodology, problems, and recommendations of seven projects demonstrating the coordination of public library with public schools services for disadvantaged adults. The summary covers personnel (clients, orientation of undereducated adults to library services, readers' profiles, library cards, and advisory boards); recruitment and promotion; library materials (assessment of collections, selection, acquisition, delivery, reader guidance, housing, resource centers, bookmarks, and fines); delivery (bookmobiles, mail, circulating collections, Adult Basic Education (ABE) classes and home instructors, and class visitations); in-house services (ABE classes in libraries, displays, and miniprograms), information and referral; policies (general, fines, funds, outreach services, and in-house service services); coordination (school libraries, newsletters and other publications, advisory committees, joint workshops, tours, organizational structure, funding, and obstructions to coordination); and spin-off (community awareness and planning, coordinated efforts, coping skills; materials, higher education, and continuation). Volume 1 concludes with a checklist of activities needed for coordinating and delivering usable library services to adult students. (Author/LS)

ED 111 411 52 IR 002 503

Eyster, George W.

Institute Series for Developing Public Library Services for Disadvantaged Adults. Annual Report, 1974. Volume 2.

Morehead State Univ., Ky. Appalachian Adult Education Center.

Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.

Bureau No.—BR-2-0810

Pub Date Feb 75

Grant—OEG-0-72-2523

Note—106p.; For a related document see IR 002 502

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—\*Adult Basic Education, Adult Education, Annual Reports, Community Information Services, \*Disadvantaged Groups, Information Dissemination, Innovation, \*Institutes (Training Programs), Interinstitutional Cooperation, Library Education, Library Instruction, Library Programs, Library Services, Low Income Groups, Outreach Programs, \*Professional Continuing Education, Program Descriptions, Program Evaluation, Program Planning, \*Public Libraries

Identifiers—Alabama, Appalachia Adult Education Center, Kentucky, South Carolina, West Virginia

Volume 2 presents the background and methodology of four state institute projects (Alabama, Kentucky, South Carolina, West Virginia) designed to expand public library services to disadvantaged adults, and also provides a description of the national, state, and local dis-

semination activities of the seven library/Adult Basic Education demonstration projects. The dissemination activities include print, nonprint, and personal contact. Awareness, interest, and trial-level institute-dissemination series are described in detail: the preplanning activities, the conduct of the two-day community planning session, and the postplanning followup or implementation stage. The development and field-testing of the multimedia library orientation kit for disadvantaged adults is described, as well as duties of the trainers and evaluation and followup activities. The nontraditional training design is viewed as a model for change in public services. (Author/LS)

ED 111 412 52 IR 002 504

Rulander, Elizabeth  
Expanding Library Services to the Elderly. Public Library Training Institutes Library Service Guide No. 22. Revised.

Morehead State Univ., Ky. Appalachian Adult Education Center.

Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.

Pub Date Jun 75

Grant—OEG-0-73-5341

Note—34p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage  
Descriptors—Costs, Guides, Information Needs, Information Sources, Library Facilities, Library Materials, Library Programs, \*Library Services, Library Surveys, Older Adults, Outreach Programs, Publicize, \*Public Libraries, \*Senior Citizens

A guide for providing library services to the elderly begins with a rationale and a statement from the Adult Services Division of the American Library Association regarding services to the elderly. Then planning considerations are described, such as library board and staff, surveying needs and programs, and special problems of the elderly. Interests and kinds of materials are discussed, as are in-house, outreach, and institutional services. Following information on publicity and costs, 11 existing programs in public libraries are briefly described. There are lists of suggested readings and of sources of materials for seniors, as well as a sample survey for senior community residents. (LS)

ED 111 413 52 IR 002 505

Eyster, George W.

Recruiting Disadvantaged Adults. Public Library Training Institutes Library Service Guide No. 12.

Morehead State Univ., Ky. Appalachian Adult Education Center.

Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.

Pub Date May 75

Grant—OEG-0-73-5341

Note—39p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage  
Descriptors—Adults, Community Organizations, \*Disadvantaged Groups, Guides, Handicapped, Institutionalized (Persons), Library Programs, \*Library Services, Minority Groups, \*Outreach Programs, Publicize, \*Public Libraries

Disadvantaged adults who need the information a library can provide include those who are poor, in the minority, aging, institutionalized, or handicapped. Methods used to recruit these potential patrons may include the media, mailings, exhibits, posters and billboards, personal contact, classes, bookmobiles, speakers, and advisory committees. Some help in recruiting disadvantaged adults might come from government agencies, service organizations, educational agencies, professional groups, and health and penal institutions. A list of suggested readings is included. (LS)

ED 111 414 52 IR 002 506

Becker, Joseph Pulsifer, Josephine S.

Application of Computer Technology to Library Processes. Course 3, Teacher's Guide. Final Report, Phase 2, Post-Master's Education for Middle and Upper-Level Personnel in Libraries and Information Centers.

Catholic Univ. of America, Washington, D.C. Dept. of Library Science.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0731

Pub Date Sep 71

Grant—OEG-0-8-080731-4604(095)

Note—112p.; For related documents see ED 088 501, ED 107 204-206 and IR 002 507-510

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Computer Oriented Programs, \*Computer Science Education, Course Content, Course Descriptions, \*Library Automation, \*Library Education, Library Networks, Library Reference Services, Library Technical Processes, \*Professional Continuing Education, Student Projects, Systems Analysis, \*Teaching Guides, Technology

Identifiers—Library Administrators, Machine Readable Cataloging, \*MARC

A teacher's guide for a course designed to provide library administrators with an understanding of the issues and techniques of library automation contains suggestions for conduct of the course and projects for student participation. The eight units of the course cover librarians and automation, computer technology, systems analysis and implementation, MARC programs, library clerical processes, reference services, related technologies, and library networks. Lists of references, films, and figures are included. (Author/LS)

ED 111 415 52 IR 002 507

Goodman, Charles H. Stone, Elizabeth W.

Human Resources in the Library System. Course 2, Leader's Handbook, Part 1: Design for Learning. Final Report, Phase 2, Post-Master's Education for Middle and Upper-Level Personnel in Libraries and Information Centers.

Catholic Univ. of America, Washington, D.C. Dept. of Library Science.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0731

Pub Date Sep 71

Grant—OEG-0-8-080731-4604(095)

Note—291p.; For related documents see ED 088 501, ED 107 204-206, and IR 002 506-510

EDRS Price MF-\$0.76 HC-\$14.59 Plus Postage

Descriptors—Course Content, Course Descriptions, Course Objectives, Human Relations Programs, \*Human Resources, Leaders Guides, Librarians, \*Library Education, \*Management Education, Morale, Motivation, Personnel Management, \*Professional Continuing Education, Systems Approach

A leader's handbook is presented for a course designed for the continuing education of professional librarians at the level of middle or upper management who find that they need understanding about human resources in the library system beyond that acquired on the job or in previous library education. The course has four units: (1) Management: A Systems Perspective and Approach; (2) The Worker—Human Being/Personality: A Systems Perspective and Approach; (3) Work, Management, and the Worker: An Integration of the System; and (4) Developing the Library's Human Resources: Managerial Strategies. In addition there is an optional unit on morale. The design for each section of the course incorporates audiovisual media, specially selected readings, a bibliography, a work assignment, and a wide variety of structured experiences concerning library work-related problems in human relations. (Author/LS)

ED 111 416 52 IR 002 508

Goodman, Charles H. Stone, Elizabeth W.

Human Resources in the Library System. Course 2, Study Guide. Final Report, Phase 2, Post-Master's Education for Middle and Upper-Level Personnel in Libraries and Information Centers.

Catholic Univ. of America, Washington, D.C. Dept. of Library Science.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0731

Pub Date Sep 71

Grant—OEG-0-8-080731-4604(095)

Note—283p.; For related documents see ED 088 501, ED 107 204-206 and IR 002 506-510

EDRS Price MF-\$0.76 HC-\$14.59 Plus Postage

Descriptors—Annotated Bibliographies, Course Content, Course Descriptions, Course Objectives, Curriculum Guides, Human Relations Programs, \*Human Resources, Librarians, \*Library Education, \*Management Education, Perception, Personnel Management, \*Professional Continuing Education, Study Guides, Unions

A study guide is presented for a course designed for the continuing education of professional librarians at the level of middle or upper management who find that they need understanding about human resources in the library system beyond that acquired on the job or in previous

library education. The course has four units: (1) Management: A Systems Perspective and Approach; (2) The Worker—Human Being/Personality: A Systems Perspective and Approach; (3) Work, Management, and the Worker: An Integration of the System; and (4) Developing the Library's Human Resources: Managerial Strategies. Each unit is divided into several sections, for which objectives and course outlines are given. There is an annotated bibliography at the end of each section. An optional fifth unit contains three enrichment modules concerning the history of management concepts, concepts of management revealed through three major social groups, the effects of unions on employees and managers, and evaluation of the influences of perception in the work situation. (LS)

ED 111 417 52 IR 002 509

Goodman, Charles H. Stone, Elizabeth W.

Human Resources in the Library System. Course 2, Leader's Handbook, Part 2: Aids (Volume 1). Final Report, Phase 2, Post-Master's Education for Middle and Upper-Level Personnel in Libraries and Information Centers.

Catholic Univ. of America, Washington, D.C. Dept. of Library Science.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0731

Pub Date Sep 71

Note—318p.; For related documents see ED 088 501, ED 107 204-206, and IR 002 506-510

EDRS Price MF-\$0.76 HC-\$15.86 Plus Postage

Descriptors—Assignments, Bibliographies, Case Studies, Evaluation, Human Relations Programs, \*Human Resources, Instructional Aids, Instructional Materials, Instructional Media, Librarians, \*Library Education, \*Management Education, Personnel Management, \*Professional Continuing Education, Transparencies

The aids to be used in a course designed for the continuing education of professional librarians on human resources in the library have been compiled in two volumes. The first of these contains forms, work assignments, handouts, and transparencies. Forms are for personal information, work assignments, evaluations, and critiques. Work assignments contain questions on participants' thought, role, or practice in library situations. Handouts consist of case studies, bibliographies, essays, exercises, tables, forms, questionnaires, and guides. Transparencies include graphs, charts, illustrations, and lists. Full-sized prints suitable for making transparencies are provided, along with notes on use and content. (LS)

ED 111 418 52 IR 002 510

Goodman, Charles H. Stone, Elizabeth W.

Human Resources in the Library System. Course 2, Leader's Handbook, Part 2: Aids (Volume 2). Final Report, Phase 2, Post-Master's Education for Middle and Upper-Level Personnel in Libraries and Information Centers.

Catholic Univ. of America, Washington, D.C. Dept. of Library Science.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0731

Pub Date Sep 71

Grant—OEG-0-8-080731-4604(095)

Note—245p.; For related documents see ED 088 501, ED 107 204-206, and IR 002 506-509

EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage

Descriptors—Audiovisual Aids, Bibliographies, Films, Games, Human Relations Programs, \*Human Resources, Instructional Aids, Librarians, \*Library Education, \*Management Education, Management Games, Personnel Management, Phonotape Recordings, \*Professional Continuing Education

The aids to be used in a course designed for the continuing education of professional librarians on human resources in the library have been compiled in two volumes. The second of these contains films, cassettes, games, and readings. The film section has a list of films in the order that they are to be used in the course, as well as a directory of distributors and an alphabetical listing of the films with complete technical and ordering information. The section on cassettes is arranged the same way as the film section. Games are also listed in chronological order, followed by an annotated list of games, two sample games, and a bibliography on management games. In addition to a chronological list of readings, there is an annotated list and an alphabetical list of authors. (LS)



ED 111 419

IR 002 511

*Sessions, John A.*

Professionalism and Unions.

Pub Date 3 Jul 75

Note—7p.; Paper presented at the Annual Meeting of the American Library Association (94th San Francisco, California, June 29-July 5, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Collective Bargaining, \*Librarians, Libraries, Professional Personnel, \*Unions

Identifiers—ALA 75, Professionalism

Unionism is not the antithesis of professionalism, but often the companion, or even supporter of professionalism, as in the cases of writers, actors, and musicians. Librarians, too, must earn a living and cope with inflation. Joining a union can not only improve librarians' economic status, but also increase their influence. Collective bargaining provides an orderly procedure for resolving conflict. Of all existing collective bargaining contracts in the United States, fewer than 5 percent involved strikes. (LS)

ED 111 420

IR 002 512

*Heines, Jesse M.*

Style and Communication in Interactive Programming.

Pub Date Aug 75

Note—19p.; Paper presented at the Association for the Development of Computer-Based Instructional Systems Summer Conference (Portland, Maine, August 4-7, 1975) Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Communication (Thought Transfer), Computer Programs, \*Computers, Guidelines, Human Engineering, \*Interaction, \*Man Machine Systems, \*Media Research, Programming

Research on man-machine communication was examined to gain insight into techniques for improving interactive programs through the enhancement of communicative style. The human-computer interaction is compared to a conversation, and specific recommendations for improving this interaction are enumerated. The suggestions are general in nature and are arranged into a preliminary "Guide to Style in Interactive Programming." A simple interactive program that tries to incorporate some of the recommendations cited is included as an appendix. (SK)

ED 111 421

95

IR 002 514

*Jahoda, Gerald And Others*

Instruction in Negotiating the Reference Query.

Florida State Univ., Tallahassee. School of Library Science.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 25 Aug 75

Grant—OEG-0-74-7307

Note—17p.

Available from—School of Library Science, Florida State University, Tallahassee, Florida 32306 (Videotape only, \$50.00)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Decision Making Skills, Higher Education, Information Science, Information Services, \*Inquiry Training, Instructional Materials, Librarians, \*Library Education, \*Library Reference Services, Library Skills, Problem Solving, Professional Education, Research Methodology, Search Strategies, Unit Plan

Identifiers—\*Query Negotiation

An instructional module designed to help librarians learn to identify and negotiate reference questions is presented and discussed. The instructional module consists of an essay on performance of negotiation as a decision-making step in the reference process, and exercises for identification of queries that should be negotiated. A videotape which illustrates both good and poor negotiation techniques was also developed. (Author/JY)

ED 111 422

IR 002 515

*Tresselt, G. W. And Others*

The Use of Instructional Television in Georgia. Final Report to Georgia State Board of Education.

Battelle Memorial Inst., Columbus, Ohio. Center for Improved Education.

Pub Date 10 Feb 75

Note—40p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Cost Effectiveness, Delivery Systems, Educational Development, \*Educational Technology, \*Educational Television, Facility Planning, Instructional Materials, \*Instructional Media, Learning Processes, Material Development, Regional Planning, \*State Boards of Education, State of the Art Reviews

Identifiers—\*Georgia

For the benefit of the Georgia State Board of Education, the day-to-day impact and actual problems of instructional television (ITV) as encountered in the state's classrooms has been explored and analyzed. Basic considerations were accomplishments to date and methods of improving the services. An overview of the ITV network is provided, and its utilization, cost effectiveness, and analysis described. Problems of inflexibility and curriculum integration of televised materials are discussed, and recommendations made for electronic shuttling, an exploratory school television system, and a regional planning system. Appendixes include a discussion of alternative media, a list of interview locations, and a review of research on learning from television. (SK)

ED 111 423

IR 002 519

International Standard Classification of Education. Abridged Edition.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Statistics on Education.

Report No.—ED-BIE-CONFINTED-35-Ref-8

Pub Date Jul 75

Note—151p.

Available from—United Nations Educational, Scientific and Cultural Organization, Office of Statistics, Division of Statistics on Education, Place de Fontenay, Paris 7e, France

Document Not Available from EDRS

Descriptors—\*Classification, Codification, \*Education, Glossaries, Indexes (Locators), \*Instructional Program Divisions, International Programs, School Statistics, \*Statistics, Taxonomy

Identifiers—\*International Standard Classification of Education, ISCED

The International Standard Classification of Education (ISCED) has been designed as an instrument suitable for assembling, compiling, and presenting statistics of education both within individual countries and internationally. The classification is designed for assembling data on current educational phenomena such as enrollment, teaching staff and finances as well as for statistics on the number of educated people as obtained, for example, by a census of population. ISCED can be applied to data from a wide range of sources covering all aspects of educational phenomena. It is intended to cover education for all types of students and for all age groups. Categories in ISCED have been based on two principal educational criteria, the level and the subject-matter content of study. Levels are from 0 (from age 3) to 8 (postgraduate degrees) and 9 (not definable by level), with two-digit program subdivisions in each level. An additional two-digit code designates specific subject content, thereby creating a five-digit code. An alphabetical index gives complete five-digit codes for level-program content in all subject areas. (Author/LS)

ED 111 424

IR 002 520

Goals, Guidelines and Gauges for Public Library Service in Louisiana.

Louisiana Library Association, Baton Rouge.

Pub Date 75

Note—22p.

Available from—Executive Secretary, Louisiana Library Association, P.O. Box 131, Baton Rouge, Louisiana 70821

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Guidelines, Information Services, Library Administration, Library Associations, Library Facilities, Library Materials, Library Planning, Library Programs, \*Library Role, Library Services, \*Library Standards, Objectives, Personnel, \*Public Libraries, Scheduling, Selection, \*State Standards

Identifiers—Louisiana

A statement of goals, guidelines, and standards for public libraries in the state was developed by the Standards Study Committee, Public Library Section, of the Louisiana Library Association. The goals include the educational, informational, recreational, cultural, and service roles of the library. The guidelines are a detailed description of methods to be used in achieving the goals; they cover the library's place in the community.

access to information, individual education needs, media selection policy in relation to population diversity, community oriented programs, funding, administration and personnel, library facilities, and public relations. The gauges consist of some basic standards for materials, personnel, facilities, and hours of service with which individual libraries may be compared. (LS)

ED 111 425

52

IR 002 521

*Borko, Harold*

A Study of the Needs for Research in Library and

Information Science Education. Final Report.

California Univ., Los Angeles. Inst. of Library Research.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-9-0256

Pub Date 31 Oct 70

Note—334p.

EDRS Price MF-\$0.76 HC-\$17.13 Plus Postage

Descriptors—Curriculum, Educational Planning, Higher Education, \*Information Science, Library Associations, \*Library Education, Library Role, Library Schools, Library Surveys, Objectives, Personnel Needs, Professional Continuing Education, \*Research Needs, State of the Art Reviews, Tables (Data)

Identifiers—Delphi Technique

A study of library and information science education research needs begins with a collection of readings which provide information on current research, along with needs in the areas of goals and curricula; library school administration, faculty, and students; the relationship among professional associations, library schools, and libraries; the library school and library staffing requirements; continuing education; the role of the library community; and the use of the Delphi technique in determining research priorities. Results of a survey (using the Delphi technique) to forecast research needs in library and information education, and to establish priorities, are tabulated. A list of major research needs includes the improvement and updating of the skills of professional librarians, and improvements in library school planning. Other needs are listed in decreasing order of importance. (LS)

ED 111 426

IR 002 522

*Bell, Frederick H.*

Computer-Related Laboratories: An Inter-Disciplinary Approach to Learning.

Pub Date Aug 75

Note—7p.; Paper presented at the Association for the Development of Computer-Based Instructional Systems Summer Conference (Portland, Maine, August 4-7, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Computer Assisted Instruction, \*Computer Science Education, Curriculum Development, \*Educational Innovation, Educational Technology, \*Interdisciplinary Approach, Learning Theories, Models, Secondary Education, Simulation, Teaching Methods

Identifiers—\*Soloworks, University of Pittsburgh

The computer-centered, interdisciplinary learning environment called Soloworks at the University of Pittsburgh is described and placed in the perspective of continuing curriculum change. The organization of the hardware into computer lab, dynamics lab, synthesis lab, modeling/simulation lab and logical design lab is explained. Teaching/learning innovations growing from the project are summarized; steps toward developing a secondary school curriculum are discussed. The project and related developments are said to make possible and practical a truly interdisciplinary and revolutionary approach to formal education. (SK)

ED 111 427

95

IR 002 525

*Silverman, Robert J. Collins, Erik L.*

The "Gatekeeper" Role in Educational Journal Publishing. Final Report.

Ohio State Univ., Columbus. Research Foundation.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—R-1

Bureau No.—BR-3-1104

Pub Date May 75

Grant—NE-G-00-3-0050

Note—135p.

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—\*Editing, Educational Research, Evaluation Criteria, Individual Characteristics,

Information Dissemination, Journalism, Periodicals, Policy, Publications, \*Publishing Industry, Questionnaires, Research Projects, \*Scholarly Journals, Standards, Surveys  
Identifiers—Editors, Gatekeeper Role

To explore the demographic, professional and ideational dimensions of educational-journal editors and to investigate publishing processes in general, questionnaires were sent to a list of journal editors and in-depth interviews were held with eight editors, two each from research, scholarly, professional, and association publications. Journal-author relationships, criteria for manuscript selection, and anticipated futures of education were discussed and data was analyzed. Conclusions were drawn about systematic attention to editorial practices and editorial success within their environments. Suggestions were made for editorial workshops which might provide for better service and greater accountability to the field. (SK)

ED 111 428 IR 002 526

Cohen, Jerry L. Fishbein, Martin  
Development and Research Utilizing the Plato IV System for Company Commander Behavioral Change Training. Final Report for Period 16 July 1973-20 August 1974.

Naval Training Equipment Center, Orlando, Fla.  
Report No.—NAVTRAEQUIPCEN-73-C-0129-1  
Pub Date Aug 75  
Note—113p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Attitudes, \*Behavioral Science Research, \*Behavior Change, Changing Attitudes, \*Computer Assisted Instruction, Computer Programs, Computer Science, Material Development, \*Military Training, Officer Personnel, Questionnaires

Identifiers—Company Commanders, PLATO IV, Recruit Training Command

In order to identify appropriate behaviors of company commanders for behavioral change training, an extensive questionnaire was administered to company commanders and recruits. A profile of the average company commander resulted, giving demographic, attitudinal and behavior characteristics. An analysis was made of the relationship of attitudes and normative beliefs to the prediction of behavioral intentions. Company commander characteristics were linked to behavior factors; based on these factors a PLATO computer-assisted instruction program was designed to help all company commanders to reach the behavioral standards of effective commanders. (JY)

ED 111 429 IR 002 527

Tressel, George W. Brown, Patricia L.  
A Critical Review of Research Related to the Economics of the Scientific and Technical Information Industry. Final Report; April 1974 through March 1975.

Battelle Memorial Inst., Columbus, Ohio. Center for Improved Education.

Spons Agency—National Science Foundation, Washington, D.C. Office of Science Information Services.

Pub Date 25 Mar 75

Note—64p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Data Collection, \*Economic Research, Financial Needs, Financial Support, Information Dissemination, \*Information Science, Literature Reviews, Research Needs, Standards, State of the Art Reviews

Identifiers—\*Information Industry

A review of expert opinion and recent literature on the critical issues and open questions relating to the economics of the scientific and technical information industry shows that there is hardly an area that does not call for more and better research—yet the need is not nearly so much for quantity as for a more coherent and meaningful pattern. Development of such a pattern depends to a large extent upon a body of fundamental information about the field itself. This foundation is simply not available at present. A broad effort is needed to collect available data, together with development of standardized collection methodologies which can meet critical scrutiny as well as provide the necessary additional comparative and additive information. Increased research and policy study of the roles and processes of information diffusion into the private sector is also needed. (Author)

ED 111 430 95 IR 002 528

Lambert, Roger H. Grady, Carl R.

Wisconsin's ERIC On-Line Information Retrieval - Demonstration and Research. (Information Retrieval and Research Project). Final Report.

Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Report No.—P-19-031-151-225

Pub Date 30 Jun 75

Note—77p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Computer Oriented Programs, Demonstration Projects, Educational Research, Futures (of Society), Information Dissemination, Information Needs, \*Information Retrieval, Information Science, Information Sources, Information Storage, Information Systems, \*Information Utilization, Library Services, \*On Line Systems, \*Program Evaluation, Research Reviews (Publications), Search Strategies, Technological Advancement

Identifiers—\*Educational Resources Information Center, ERIC, Information Retrieval Demonstration and Research, WIRE, Wisconsin System Education, WISE ONE

In compiling the final report of Wisconsin's ERIC on-line Information Retrieval Demonstration and Research Project, an extensive review of research on information science, user needs and perceptions, and information use and saturation was seen as a vital first step. Such knowledge might help explain the successes and failures of the Project, which placed display terminals linked to the ERIC data base in four districts and provided training in use of the systems for district personnel. Numerous successful searches were conducted for users, though breakdowns in the new computer program caused some dissatisfaction. Improved service could result from acceptance of the linker/gatekeeper model in information dissemination. Standard data such as costs, description of services, user documentation, forms, and reports have been collected in appendices. (LS)

ED 111 431 IR 002 530

Marshall, Ruben

The Concept of Death in Children's Literature.

Pub Date 12 Apr 75

Note—26p.; Paper Presented at the Annual Meeting of the Illinois Association of School Librarians (Springfield, Illinois, April 10-12, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Annotated Bibliographies, \*Children's Books, \*Death, Elementary Education, Films, Filmstrips, Library Collections, Literary Analysis, Phonograph Records, Phonotape Recordings, Secondary Education, Video Tape Recordings

A bibliography on the concept of death in children's literature in the last 15 years provides evaluative annotations for one film and 65 print items (both fiction and nonfiction) in four categories: adult, grades K-3, grades 4-6, and grades 7 and up. Additional items, which are not annotated, are listed in a comprehensive bibliography which includes books for adults, children's books, stories in collections, films, filmstrips, videotapes, cassette tapes, and records. (SL)

ED 111 432 IR 002 535

Canavan, Kelvin B.

Mass Media Education: Curriculum Guidelines for Secondary Schools. Years 7-12.

Catholic Education Office, Sydney (Australia).

Pub Date May 75

Note—53p.

Available from—Catholic Education Office, P. O. Box 145, Broadway, N. S. W. 2007, Australia (\$1.50)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Curriculum Guides, Experimental Curriculum, Films, \*Mass Media, News Media, Parochial Schools, Radio, \*Secondary Education, Secondary School Students, Television

Identifiers—\*Australia

The impact that mass media has had on secondary school children is stressed in this curriculum guide. Contents include a rationale for media education, major assumptions, aims, objectives, suggested learning experiences, and evaluation of

mass media. A 94-item bibliography plus a list of primary and secondary student texts are included. (DS)

ED 111 433 IR 002 536

Canavan, Kelvin B.

Mass Media Education: Curriculum Guidelines for Primary Schools, Years 1-6.

Catholic Education Office, Sydney (Australia).

Pub Date May 75

Note—52p.

Available from—Catholic Education Office, P. O. Box 145, Broadway, N. S. W. 2007, Australia (\$1.50)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Curriculum Guides, Elementary Education, \*Elementary School Curriculum, Elementary School Students, Experimental Curriculum, Films, \*Mass Media, News Media, Parochial Schools, Radio, Television

Identifiers—\*Australia

An analysis of media education in the primary schools is presented in this curriculum guide. The impact of mass media on Australian school children in the elementary school years is explored and the contents include: (1) major assumptions, (2) preamble to the course, (3) desired outcome of the course, (4) questions for class discussion for lower and upper primary grades, (5) guidelines for the evaluation of television, film, and radio. A 94-item bibliography plus a listing of primary and secondary students texts are included. (DS)

ED 111 434 IR 002 538

Kabelvision Kiruna; CATV-Experimental Application of a New Channel in a Neighbourhood Society.

Commission for Radio and Television in Education, Stockholm (Sweden).

Pub Date May 75

Note—43p.; Extract from the report A Programme for Sound and Pictures in Education

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Cable Television, Community Programs, \*Community Services, Educational Television, Programming (Broadcast), \*Public Television, \*Television Research, Television Surveys, Television Viewing

Identifiers—CATV, \*Sweden

The first non-commercial cable television (CATV) project in Sweden was conducted in Kiruna since it was the site of an established commercial CATV network. The Kiruna project goal was to emphasize locally produced programs. Objectives tested were production and planning forms, cooperation between groups, and utilization of a program bank. Evaluation of the first trial period indicated that 90 percent of the people interviewed wanted the experiment to continue. The trial period was too brief to provide satisfactory assessment, so funds were allocated for continuation. Evaluation again indicated success, especially in programming. The Committee for Television and Radio in Education (TRU) determined that CATV as used in Kiruna should be regarded as an independent medium which is not to be isolated from other media and methods. Statistical tables show the viewer age, level of education, percentage of viewer opinion, and comparative figures. (Author/DS)

ED 111 435 IR 002 539

A Programme for Sound and Pictures in Education.

Commission for Radio and Television in Education, Stockholm (Sweden).

Pub Date May 75

Note—51p.; Summary of the Main Report

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Adult Education, \*Audiovisual Instruction, Broadcast Industry, Curriculum Development, Developed Nations, Educational Development, \*Educational Planning, \*Educational Radio, \*Educational Technology, \*Educational Television, Higher Education, Instructional Materials Centers, Instructional Media, Media Technology, Preschool Education, Programming, Technological Advancement

Identifiers—\*Sweden

For the benefit of overseas readers, a summary is provided of the main report of Sweden's Commission on the Continued Use of Radio and Television in Education on the utilization of sound and pictures in education. A special chapter explains the Swedish school system and the organization of the Swedish Broadcasting

Corporation. Previous reports of the committee are described, and current activities in preschool, elementary and secondary school, higher education and adult education are summarized, along with an analysis of present needs and wishes. Future activities in all four areas are suggested, and a detailed proposal is given for a new organization charged with the planning of educational programs. (SK)

**ED 111 436** IR 002 543  
*Champagne, David W. Goldman, Richard M.*  
**Handbook for Managing Individualized Learning in the Classroom.**  
 Educational Technology Publications, Englewood Cliffs, N.J.  
 Pub Date Sep 75  
 Note—200p.

Available from—Educational Technology Publications, Inc., 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 (\$9.95)

Document Not Available from EDRS

**Descriptors**—Autoinstructional Aids, Classroom Environment, Educational Technology, \*Individualized Instruction, Student Role, Teacher Role, \*Teaching Methods, Textbooks

Designed basically to link theory to classroom practice this handbook attempts to point out that an individualized learning classroom is within the ability, energy, and reach of every classroom teacher. The three introductory chapters cover theories of individualized learning, objectives, and a method to evaluate the priorities for reorganizing learning in the classroom. Subject areas are divided into seven groups: (1) the teacher's role, (2) the student's role, (3) materials and curriculum, (4) recordkeeping, (5) timing, (6) physical room arrangement, and (7) implementation. These seven groups are further divided into 22 units with each unit containing specific objectives, introduction, and procedures. Charts, outlines, and sample forms are included in addition to a 73-item bibliography. (DS)

**ED 111 437** IR 002 544  
*Nickerson, R. S. Fehrer, C. E.*  
**Decision Making and Training: A Review of Theoretical and Empirical Studies of Decision Making and their Implications for the Training of Decision Makers.**

Naval Training Equipment Center, Orlando, Fla.  
 Report No.—NAVTRAEQUIPCEN-73-C-0128-1  
 Pub Date Aug 75

Note—227p.; Technical Report

**EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage**  
**Descriptors**—Cognitive Processes, \*Decision Making Skills, Educational Games, \*Leadership Training, Literature Reviews, Management Systems, Military Training, Problem Solving, Professional Education, \*Skill Development, Training Objectives, \*Transfer of Training

Theoretical and empirical studies of decision-making were reviewed to identify results applicable to training decision-makers. The review is organized in terms of the following component tasks: information gathering, data evaluation, problem structuring, hypothesis generation, hypothesis evaluation, preference specification, action selection, and decision evaluation. Implications of research findings for each task are described. It is concluded that decision-making is not sufficiently well understood to permit the design of an effective general-purpose training system, but that systems and programs could be developed for training in specific decision-making skills. (SK)

**ED 111 438** 95 IR 002 545  
*Friedrich, Lynette K. Stein, Aletha H.*  
**A Naturalistic Study of the Effects of Prosocial Television and Environmental Variables on the Behavior of Young Children. Final Report.**  
 Pennsylvania State Univ., University Park.  
 Spons Agency—Office of Child Development (DHEW), Washington, D.C.  
 Report No.—OCD-CB-340  
 Pub Date Jul 75  
 Note—126p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**  
**Descriptors**—\*Behavioral Science Research, \*Behavior Change, \*Classroom Environment, Comparative Analysis, Early Childhood Education, Economically Disadvantaged, Educational Research, Instructional Materials, \*Preschool Children, Programming (Broadcast), Teachers, \*Television, Television Viewing  
**Identifiers**—Mister Rogers Neighborhood, Project Head Start, Prosocial Behavior

A study sought to determine (1) whether a television program designed to enhance personal, social, and emotional development can have positive effects on children's behavior and, (2) what elements in a child's environment produce the greatest positive effects. Two components of the environment were studied: (1) training of the adult care-givers to implement materials and, (2) concepts related to the programs and arrangements of the physical environment to increase the likelihood that the child will use material from the program in his everyday behavior. The television program called Mr. Rogers' Neighborhood was dubbed to 16mm film; the subjects were children enrolled in the Head Start program. Twenty films were shown in each classroom during the eight-week experimental period. Play materials relevant to prosocial television were designed to provide cues; books, games, and records devoid of prosocial context were chosen as irrelevant material. Prosocial television produced few behavioral differences from the neutral treatment, but the effects of prosocial television accompanied by relevant play materials varied with classroom structure. The study indicates the usefulness of prosocial television and related curriculum materials in day care and educational programs for young children of the economically disadvantaged. Fifteen statistical tables detail the material used and measurement figures. Suggested neutral materials, film content, and observation of behavior are appended. (Author/DS)

**ED 111 439** IR 002 548  
*Hickok, Treacy A.*  
**Computer Education for Deaf Youngsters: A Mutual Effort by the University of California and the California School for the Deaf in Berkeley.**  
 California School for the Deaf, Berkeley.; California Univ., Berkeley.  
 Pub Date Aug 75

Note—45p.; Paper presented at the Association for the Development of Computer-Based Instructional Systems Summer Meeting (Portland, Maine, August 4-7, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors**—\*Computer Assisted Instruction, Computer Programs, \*Deaf Children, Educational Research, Elementary School Students, Elementary Secondary Education, Equipment Utilization, \*Research Projects, Secondary School Students, Statistical Data, Student Attitudes, Tables (Data), Teacher Attitudes, Teachers, Teaching Techniques  
**Identifiers**—California School for the Deaf, \*Lawrence Hall of Science

The California School for the Deaf (CSD) conducted a study to familiarize students and faculty with available programs at Lawrence Hall of Science and to see if the instruction and teaching philosophy used to introduce the programs was adequate for students with impaired hearing. The pilot study was positive, so objectives were formed to adapt current computer programs. Objectives included: (1) improvement of teacher attitude and ability concerning the computer, (2) improvement of student attitude and ability through training, and (3) an evaluation of the results of the year's project. The program was determined a success since there was a significant increase in the use of the computer by students and faculty at CSD. Appendixes include a survey of student and teacher opinion, samples of lessons, graphs indicating usage, and teacher opinion surveys. (Author/DS)

**ED 111 440** 88 IR 002 552  
*Holland, James G. Solomon, Carol*  
**Computer-Konkoked Kurrikulum: A Review of CAI Spelling.**  
 Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
 Report No.—PU-LRDC-1975-15

Pub Date 75

Note—36p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors**—Behavioral Science Research, \*Computer Assisted Instruction, Computer Programs, Instructional Design, Learning Processes, \*Spelling Instruction, Teaching Methods, Tutorial Programs  
**Identifiers**—Spelling Patterns, SPLPAT, Try Spellings, TRYSPL

Emphasis is placed on the experimental analysis of behavior in this spelling program of computer-assisted instruction (CAI). The spelling pro-

gram is of special interest because it is based on a good behavioral analysis of the nature of the spelling task, and it offers a chance to review computer instrumentation. Results of the review indicates the dangers in failing to insure the occurrence of the behaviors described in the task analysis. Objectives of spelling instruction and program rationales, and rules for non-readers are appended. (Author/DS)

**ED 111 441** 88 IR 002 553  
*Laudato, Nicholas C. Roman, Richard A.*  
**Computer-Assisted Instruction in Word Problems: Design and Assessment.**

Report No.—PU-LRDC-1975/12

Pub Date Apr 75

Note—38p.; Paper presented at the American Educational Research Association Annual Meeting (Washington, D. C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors**—\*Arithmetic, \*Computer Assisted Instruction, Educational Research, Elementary Education, Information Processing, \*Instructional Design, Mathematics Instruction, Models, Problem Solving  
**Identifiers**—Word Problems

A computer-based curricular package was developed to teach elementary school students to solve arithmetic word problems and to teach problem solving skills applicable to situations not involving word problems. An information processing model for solving word problems was used to sequence the problems. Pilot test results with five students suggested that the sequence derived from the model was hierarchical, that students learned from the program, and that they enjoyed the experience. Statistical data includes test material, tryout data, and a list of 22 references. (Author)

**ED 111 442** 95 IR 002 599  
**AECT Abstracts of Research Papers Presented at the Association for Educational Communications and Technology Annual Conventions, 1970 through 1974.**  
 Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—Association for Educational Communications and Technology, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date Oct 75

Contract—NIE-C-74-0027

Note—172p.; For a related document, see ED 104 373

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**  
**Descriptors**—\*Abstracts, Communications, Conference Reports, \*Educational Research, \*Educational Technology, Information Sources, Literature Reviews, \*Media Research, Research Reviews (Publications), Research Tools

**Identifiers**—\*AECT, Association Educational Communications Technology

Abstracts of research papers presented at the annual conventions of the Association for Educational Communications and Technology during the years 1970-74 are collected with an introductory statement and listing for each year. The name of each presenter is given along with title and mailing address. Papers are collected in the order in which they were presented. Most of the papers are also available in their complete forms through ERIC. (SK)

JC

**ED 111 443** JC 750 430  
*Garlock, Jerry C.*  
**An Analysis of the Degrees Awarded by 97 Community Colleges in California.**  
 El Camino Coll., Torrance, Calif.  
 Report No.—OIR-75-20  
 Pub Date Sep 75

Note—9p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—\*Associate Degrees, Comparative Analysis, \*Enrollment, \*Junior Colleges  
**Identifiers**—\*California

This report compares the number of associate degrees awarded for the school year 1973-74 to fall enrollments. Average enrollment in California community colleges was 8,772 (median=7,193);

the average number of degrees awarded was 687 (median=591). The number of students enrolled per graduate averaged 12.77 (median=12.17), while an average of 78.32 degrees were awarded for every 1,000 students enrolled. Overall, the degrees awarded equalled 7.8 percent of college enrollment; 57.6 percent of the degrees were awarded to males (4.5 percent of college enrollment), and 42.7 percent of the degrees were awarded to females (3.3 percent of college enrollment). Community colleges in California have a variety of emphases and objectives. Some colleges primarily prepare students for transfer to a four-year college or university, while others dedicate themselves to the vocational needs of students. These data must be interpreted with a recognition of the community college's obligation to fulfill the needs of the adults in the community. Five tables are appended. (Author/NHM)

ED 111 444 JC 750 462  
Frazer, Gary W.

A Followup Report on the Attitudes and Preferences of Those Students Enrolled in the Televised Course, Child Psychology, at Waubensee Community College, Sugar Grove, Illinois. Waubensee Community Coll., Sugar Grove, Ill. Pub Date May 75

Note—44p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage  
Descriptors—\*Cable Television, Child Psychology, \*Closed Circuit Television, College Curriculum, \*Course Evaluation, Educational Alternatives, Educational Television, Individualized Instruction, \*Junior Colleges, \*Participant Satisfaction, Questionnaires, Student Attitudes, Student Opinion, Tables (Data), Telecourses

Identifiers—\*Waubensee Community College

One manifestation of the concept of individualized instruction has been the rediscovery of television as a useful tool. In order to identify student attitudes toward a televised child psychology course and assess the quality and rigor of the course, a questionnaire was developed and administered to students who watched the course at home on cable television and to those who individually viewed the course at their own pace in the college Learning Resource Center. Students seemed to favor the flexibility of the televised programs in the library to the structured viewing approach over cable television. Over half of those who responded indicated that the amount of work required was about the same as that of other courses, but the degree of pressure was perceived as about the same or less. Almost 75 percent of those using only the library indicated that they learned the same of less than in other courses, while 65 percent of cable users indicated that they learned the same or more; this is perhaps due to a difference between the perception of the full-time student. Failure to complete the course seemed less attributable to course difficulty than to other, outside pressures on the student. Recommendations are made, and the questionnaire is appended, along with 16 tables of the findings. (NHM)

ED 111 445 JC 750 463

Young, Raymond J. And Others

A Suggested Plan for Developing Connecticut's Regional Community College System. Report to the State Board of Trustees for Regional Community Colleges.

Little (Arthur D.), Inc., Cambridge, Mass.

Spons Agency—Connecticut State Board of Trustees for Regional Community Colleges, Hartford.

Pub Date Apr 70

Note—121p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Campus Planning, Community Colleges, Educational Facilities, Enrollment Projections, Evaluation Criteria, Facility Planning, \*Junior Colleges, \*Master Plans, Post Secondary Education, \*Regional Planning, \*School Location, Site Analysis, Tables (Data), \*Technical Institutes

Identifiers—\*Connecticut

The nature of the economy in Connecticut—its changing occupational structure and trends of population growth—and the changing pattern of higher education enrollments, particularly increasing enrollments in technical colleges and in relatively new regional community colleges, indicate the need for increased post-high school educational opportunities. Based on an analysis of employment and enrollment trends and communi-

ty college objectives, this report presents guidelines for the future development of the regional community college system. Six models for providing college facilities and criteria for establishing new community colleges are detailed. Recommendations for new, expanded, or merged facilities are based on application of the criteria to each community college district. On the basis of first-hand acquaintance of the study team with topography, existing and planned road systems, and other accessibility factors, two areas of location for permanent community college facilities are recommended, and two proposed sites for which legislation has already been enacted are discouraged. An amalgamation of technical colleges with regional community colleges is recommended. Statistical studies of the present community college network, three alternative enrollment projection estimates, and maps are included. (Author/NHM)

ED 111 446 JC 750 464

Oberlander, Fred D.

A Survey of Community Attitudes toward Occupational Education.

Compton Community Coll., Calif.

Spons Agency—California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date 74

Note—33p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Career Education, Community Attitudes, High School Students, Junior Colleges, Junior College Students, \*Minority Groups, Negro Attitudes, \*Occupational Aspiration, \*Occupational Choice, Occupational Guidance, Questionnaires, \*Student Attitudes, Tables (Data), Vocational Counseling, \*Vocational Education

Identifiers—\*Minority Attitudes

In order to identify minority attitudes toward occupational education, a survey form was developed and administered to a stratified random sample of 85 high school students, 85 community college students, and 80 community residents in the college's primarily Black service area. In 17 tables, the authors note the composition of the group by sex, age, and ethnic group; expressed occupational goals; preferred methods for entering an occupation; persons influential in determining career choice; training methods and institutions respondents wished to avoid and reasons for avoidance. The authors attribute negative attitudes toward occupational education to the unrealistic job expectations of minority high school and community college students and blame these aspirations on ineffective career guidance in the high schools. Students need a minimal understanding of the requirements for educational programs and careers, and of the severity of the competition for the available positions. The authors recommended a once-a-week multi-hour session and year-long credit course for high school seniors to be given at the college. Considering the low influence of teachers and counselors, the course could be given by carefully chosen professional, business, government, and labor leaders; better community and industry relations along with future job placements might be valuable fringe benefits. (NHM)

ED 111 447 JC 750 465

Garlock, Jerry C.

An Analysis of Female Enrollment and Persistence in Five Selected Industry and Technology Courses.

El Camino Coll., Torrance, Calif.

Report No—OIR-75-19

Pub Date Aug 75

Note—6p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Courses, \*Dropout Rate, \*Enrollment Rate, \*Females, \*Junior Colleges, \*Trade and Industrial Education

An investigation was made to determine the number of female students who completed or withdrew from five industry and technology courses predominantly enrolled by male students, over an 11 year period from 1964 to 1974. A total of 59 females had enrolled in Auto Mechanics, while 9, 8, and 5 females had enrolled in Welding, Construction Technology, and Air Conditioning and Refrigeration, respectively. No females had enrolled in Auto Body and Fender. The last three years of the study indicate a completion percent of 56, 52, and 50. The percent of those completing courses for all years studied was 53.

The course having the highest percent of female enrollees completing the course was Welding, with a completion rate of 67 percent. This course was followed by Auto Mechanics (54 percent), Air Conditioning and Refrigeration (40 percent), and Construction Technology (38 percent). Three tables are appended. (NHM)

ED 111 448 JC 750 466  
The Improvement of Occupational Education in Maryland: A Progress Report, July 1, 1974-June 30, 1975.

Maryland State Board for Community Colleges, Annapolis.

Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date 30 Jun 75

Note—89p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Articulation (Program), Career Education, Career Planning, \*Junior Colleges, Management Information Systems, Program Evaluation, \*Research Projects, \*State Boards of Education, Student Personnel Services, Vocational Development, \*Vocational Education

Identifiers—\*Maryland

In 1974, the State Board for Community Colleges outlined a series of five projects to be funded with Part B, federal funds for a period of five years. This report provides an overview of each project, outlines the problem, states project objectives, and summarizes preliminary results and future activities. Projects relate to occupational programs at the community college level and include: (1) improving articulation of programs; (2) developing a management information system; (3) implementing an evaluation system; (4) investigating the feasibility of a statewide system of career information for students; (5) improving the quality of orientation, advisement, counseling, career development and placement. Financial data are given and appended. They include: a proposal to study the feasibility of a vocational-technical center in Baltimore County; proceedings of a workshop to formulate a proposal for an integrated curriculum between the colleges and high schools in data processing education; Comprehensive Career Information Systems Committee meetings minutes; data file structures of two program and occupational codes crosswalks; a pilot sample printout of the Program Data Monitoring System; and pilot implementation of the Career Program Evaluation Model. (NHM)

ED 111 449 JC 750 467

Los Angeles City College Credit Manual. Revision, Spring 1975.

Los Angeles City Coll., Calif.

Pub Date 75

Note—61p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Associate Degrees, \*College Credits, Credit No Credit Grading, \*Degree Requirements, Equivalency Tests, \*Grades (Scholastic), \*Junior Colleges, \*Manuals, Veterans Education

This manual lists regulations and practices governing credit procedures at Los Angeles City College (California). Grading practices and record updating procedures are covered, including credit by examination, credit/no credit grading, credit on early military withdrawal, course repetition, course duplication, incompletes, and credit transfer. The manual prescribes methods of determining accreditation for military service, external examination, and coursework attempted at accredited and nonaccredited institutions. Current Los Angeles City College policy regarding probation, disqualification, and readmission is given, and graduation requirements are outlined, including regulations covering multiple degrees and graduation honors. Finally, certification procedures for completion of State University and College requirements in general education are given, including classification lists for courses in the college's curriculum. (NHM)

ED 111 450 95 JC 750 469

Heuchert, Arnie H., Ed. Postlewaite, Beverly W., Ed.

Articulation of Vocational Education. Proceedings of the Sun Mountain Conference (Winthrop, Washington, May 18-20, 1975).

Washington Research Coordinating Unit for Vocational Education, Olympia; Washington

State Council of Local Administrators of Vocational Education and Practical Arts.  
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 75

Note—57p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Articulation (Program), \*Conference Reports, \*Junior Colleges, Post Secondary Education, Regional Planning, Secondary Education, Statewide Planning, \*Vocational Education

Identifiers—Oregon, Washington

Articulation is the relationship between educational programs which provides a smooth transition for a student moving, either horizontally or vertically, between programs. The major objectives of this conference were to: (1) identify problem areas and strategies for improving articulation among secondary and postsecondary vocational education programs; (2) discuss examples of successful articulation efforts; (3) make a personal commitment and recommendations for furthering articulation efforts in local, regional, and state vocational programs. Following major presentations and panel presentations, the participants were given the opportunity to discuss the points presented. During small group activities the participants were given a specific charge and asked to evaluate, discuss, and arrive at a group consensus. Abstracts of the major addresses, panel presentations, and small group consensus are provided. Recommendations are divided into local, state, and WCLA roles and responsibilities toward articulation efforts. Appended are the text of Dr. John Lombardi's keynote address, letters to vocational directors and state administrators, a local "action" plan, and a list of conference participants. (NHM)

ED 111 451 JC 750 470

Data on Iowa's Area Schools (School Year 1973-74).

Iowa State Dept. of Public Instruction, Des Moines.

Pub Date 74

Note—385p.

EDRS Price MF-\$0.76 HC-\$19.67 Plus Postage

Descriptors—Adult Education, \*College Curriculum, College Faculty, \*Educational Facilities, \*Educational Finance, \*Enrollment, Followup Studies, Graduates, \*Junior Colleges, Libraries, Terminal Students, Transfer Students, Vocational Education

Identifiers—Iowa

This document presents a comprehensive statistical picture of public postsecondary two-year institutions in Iowa. The bulk of the document consists of extensive tables of data obtained from records of the Area Schools Division, Iowa State Department of Public Instruction, but brief narratives and charts are included as well. Many of the 16 area schools offer a college parallel program equivalent to the first two years of a baccalaureate degree program. Course offerings in college parallel programs are listed, as well as courses in adult and vocational education. Courses and students are classified according to their eligibility for State General Aid. Enrollment and graduation data are tabulated and variously classified. Professional staff for each area school are classified according to salary, age, experience, highest degree earned, position, and graduate academic major. Data on library resources and staff are included, and data on physical facilities are tabulated on the basis of financial and architectural criteria. Finally, information on financial resources, expenditures, and tuition and fee income of area schools are presented in accord with the area schools' uniform financial accounting system. Appended are two statewide followup studies: area school graduates of 1973-74 (by program area), and secondary school graduates of 1972-73 after one year (by geographic region). (NHM)

ED 111 452 JC 750 471

Hernandez, Edward, Jr.

An Examination of the Chicano Advisory Committee's Effect on the Establishment of College Policy [and] An Examination of the Committee's Implementation of a Chicano Recruitment Project.

Pub Date Aug 74

Note—50p.; Ed.D. Practicum, Nova University

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Advisory Committees, Affirmative Action, Community Involvement, \*Junior Colleges, \*Mexican Americans, Minority Group Teachers, \*Policy Formation, Program Evaluation, \*Recruitment, Student Participation, Teacher Participation

A questionnaire was developed and administered to 200 present and past Chicano Advisory Committee (CAC) members, including Chicano and non-Chicano faculty, college administrators, and Chicano students, staff, and community members. Information was gathered on the role the CAC plays in policy-making at Pasadena City College (California). Respondents generally felt that CAC is an important and positive contributor to the college's policy-making process, although improvements, especially in the areas of committee authority, speed, and visibility, need to be implemented. Another questionnaire was developed and administered to 400 Chicano students, faculty, administrators, members of the Chicano recruitment staff, and present and past members of the CAC, in order to measure the effectiveness and direction of the Chicano Recruitment Project. While viewing present recruiting efforts as effective and positive, respondents felt that a more intensive effort is needed, with increased funding and staff, and more varied recruiting methods. The author provides a model for a Chicano recruitment project, including steps needed to develop a more effective program. In addition, suggestions for the development of more effective CAC operating procedures are presented. A bibliography is included, and the questionnaire results are appended. (NHM)

ED 111 453 JC 750 472

Gloster, Emily D.

A Faculty Morale Study in a Community College.

Pub Date Apr 75

Note—52p.; Ed.D. Practicum, Nova University

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*College Faculty, \*Job Satisfaction, \*Junior Colleges, Organizational Climate, Teacher Attitudes, \*Teacher Morale

A questionnaire was developed to measure faculty morale and was administered to all full-time faculty members (N=51) at a community college. The form developed consisted of three sections: (1) a list of 36 positive and 36 negative hypothetical experiences which the faculty member checked if he/she had experienced the incident described in the statement; (2) a morale scale and four questions to obtain a validity check on the morale level marked; and (3) 14 questions relating to personal information. The most frequent positive morale items marked dealt with academic freedom, faculty cooperation and friendliness, and student rapport. The most frequent negative item dealt with physical limitations of the classroom. Using a morale scale of one (extremely low) to seven (extremely high) the mean morale level was computed to be 5.77. Significant difference at the .01 level was revealed using morale scores and responses to the question related to accepting a similar position at another institution with the same salary; and at the .05 level using morale scores and responses given to the question regarding income from other endeavors. A review of the literature and the survey instrument are included. (Author/NHM)

ED 111 454 JC 750 473

Houston, Charles A. Ryg, Chris J.

An Evaluation of Instructional Radio Courses at Virginia Western Community College.

Virginia Western Community Coll., Roanoke. Office of Institutional Research.

Report No—OIR-31-75

Pub Date Jul 75

Note—36p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Educational Radio, \*Instructional Technology, \*Junior Colleges, Participant Satisfaction, \*Student Attitudes, Student Characteristics

A questionnaire was developed and administered to 104 students who had enrolled in the college's five instructional radio courses; 51 percent responded. Selected personal and demographic characteristics of enrollees were identified, attitudes toward radio courses were determined, and certain technical aspects of the courses were discerned. Approximately 82 percent of the respondents enrolled in the courses to

earn a certificate, diploma, or associate or higher degree. Approximately 54 percent of the respondents were employed in the fields of law enforcement. The respondents indicated extremely high ratings for the following aspects of the radio courses: academic instruction, instructor's delivery, grading procedures, length of lectures, availability of instructor, technical quality of programs, and radio reception. Seventy percent of the respondents said that the radio course was related to their proposed future employment or study. A significant number (24 percent) of the respondents supplemented the radio broadcast by utilizing the college's learning laboratory to listen to the programs. Results are tabulated and appended, and recommendations include: better coordination of nontraditional course offerings, and a more efficient method of selecting courses and instructors. (Author/NHM)

ED 111 455 95 JC 750 474

Morrison, James L. And Others

Compensatory Education in the Community College: An Interactionist Approach. Topical Paper No. 52.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—60p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Affective Behavior, Cognitive Development, \*Compensatory Education, Compensatory Education Programs, Educationally Disadvantaged, Interaction, \*Junior Colleges, Learning Motivation, Low Achievers, Models, \*Peer Relationship, Remedial Programs, \*Small Group Instruction

The community college has become the institution of higher education which implements the American "open class" ideology, providing an opportunity for students to learn and advance themselves socially and occupationally. Evaluative research concerning compensatory education programs in the community college indicates that such programs have not been highly successful in welcoming and encouraging those who have a history of failure in traditional schools. Most such programs have dealt solely with erasing cognitive deficiencies, but an effective program must address the affective domain as well. By emphasizing the development of small, cohesive learning groups which have norms of communication and support, and which are open to the distribution of authority and the shared responsibility for learning, the interactionist approach addresses both cognitive and affective domains. A general theoretical rationale is presented for establishing an interactionist compensatory educational program, by reviewing current programs, and examining the relationship between various affective components and academic performance. Then, a model program is presented, including a step-by-step group development and skill-building design tested and refined in community colleges. A bibliography is appended. (NHM)

ED 111 456 JC 750 475

1985 Master Plan.

Metropolitan Community Colleges of Kansas City, Mo. Div. of Planning and Development.

Pub Date Jun 75

Note—391p.

EDRS Price MF-\$0.76 HC-\$19.67 Plus Postage

Descriptors—\*College Planning, Curriculum Planning, Delivery Systems, Educational Needs, \*Educational Objectives, Enrollment Projections, Facility Planning, Financial Needs, Governance, \*Junior Colleges, \*Master Plans, \*Multicampus Districts, Resource Allocations, School Community Relationship, Staff Utilization

Identifiers—Missouri (Kansas City), Needs Assessment, Nontraditional Colleges

This master plan was drafted in order to provide guidelines for the continuous development of the Metropolitan Community Colleges over the next 10 years. In order to reach consensus, the various chapters were reviewed by college personnel, trustees, and consultants during the planning process, which culminated in a final two-day planning charrette for review and revision of the entire document by faculty, administrators, staff, and students. Section I of the plan presents a statement of district philosophy, mission, and goals. Subsequent sections include: (II)



Enrollment Planning Parameters (projections and methodologies); (III) Staffing Parameters (10-year goals for workloads and staff/student ratios for instructional, administrative, support, and classified staff); (IV) Needs Assessment Study (studies of educational needs of business and industry, current students, and the general public); (V) Educational Plan Part I, General Goals (curriculum, learning systems, new delivery systems, faculty development, student development); (VI) Educational Plan Part II, Curriculum (curriculum plan, educational services, planning processes, curriculum approval); (VII) Community Renewal College (proposal for a new community-oriented college without walls); (VIII) Facility Study; (IX) Fiscal Plan; (X) Management and Operations (district and college level responsibilities); (XI) Supplementary Studies (paraprofessionals, transportation study). (BB)

ED 111 457 JC 750 477

McCuskey, E. Scott Worley, William E.  
Study of the Discipline-Based Education vs. Liberal Education in the Department of Social Sciences, S. P. J. C. [St. Petersburg Junior College, Florida].

Nova Univ., Fort Lauderdale, Fla.  
Pub Date 14 Jun 74

Note—28p.; Ed.D. Practicum, Nova University  
EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage  
Descriptors—Academic Education, College Curriculum, \*Core Courses, \*Elective Subjects, \*General Education, \*Junior Colleges, Personal Growth, Practicums, Social Sciences, Specialization, \*Terminal Students, Transfer Students, Vocational Education

Identifiers—\*Saint Petersburg Junior College

The heterogeneous nature of community college populations has resulted in an academic dichotomy within two-year institutions. Most institutions offer two types of programs: (1) discipline-based, university parallel programs, oriented toward transferring students to four-year institutions; (2) vocational/technical programs, oriented toward terminal degrees. Since two-year colleges are unique institutions with philosophy and goals to justify their separate existence, a more coherent educational approach is needed, identified as "liberal education." Liberal education seeks not only mastery of bodies of information, but coherence among them, enhancing personal development. The curriculum of a discipline-based social science department was studied by developing a "program-priority-value-matrix." Three factors were used: (1) program priority; (2) student demand priority; (3) cost per credit hour. The hypothesis that decision-making curriculum managers perpetuate the dichotomy between discipline-based and vocational/technical education was sustained; social science courses had little or no demand/priority in vocational programs. A policy of 40 percent specialization requirements, 40 percent general education requirements, and 20 percent electives is recommended, so that a student can break out of the rigid "tracking" system. (NHM)

ED 111 458 JC 750 478

Wallace, Terry H. Smith, Comp.

The Division/Department Chairperson in the Community College: An Annotated Bibliography.  
Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

Pub Date 75

Note—27p.; Prepared for the workshop "Division/Department Chairperson in the Community College" (Pennsylvania State University, June 30-July 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Administrative Personnel, Administrator Characteristics, Administrator Qualifications, Administrator Responsibility, \*Administrator Role, \*Annotated Bibliographies, \*Department Directors (School), \*Junior Colleges, Literature Reviews

With the intent of presenting significant items on the subject rather than an exhaustive listing, a thorough examination was made of entries on the role of the community college division/department chairperson catalogued over the last 11 years by Education Index, Resources in Education, Current Index to Journals in Education, and Dissertation Abstracts. Although the bibliography focuses on the role of the community college chairperson, a number of documents include references to selection and appointment procedures, the role of the chairperson in the

secondary school or four-year college, and items developing out of, and indigenous to, the two-year college. The major variables in the role of the chairperson are seen to be the chairperson himself, the scope of his responsibilities, the extent of his authority, his effectiveness, and the perceptions he, his faculty, and his supervisors have of his position. Major problems facing the chairperson are the ambiguity of his role, lack of training and orientation among those who hold the position, confusion about the nature of the position, often created by the advent of collective bargaining, and lack of general support from upper echelon administrators. Present research suggests that the position and nature of the chairperson's role will not change significantly over the next five years. (NHM)

ED 111 459 JC 750 480

Gold, Ben K.

Trends in L. A. C. C. Graduates, 1962-1975.

Los Angeles City Coll., Calif.

Report No—RS-75-14

Pub Date Sep 75

Note—20p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Associate Degrees, \*College Majors, Comparative Analysis, Day Students, \*Educational Trends, Evening Students, Females, Followup Studies, Graduates, \*Junior Colleges, Males, Statistical Data, \*Student Characteristics, Tables (Data)

Trends in graduate characteristics at Los Angeles Community College (LACC) are analyzed for the period from 1962-1975 and are compared to data from other California community colleges. Numbers of graduates are tallied according to sex, day or evening status, January or June completion, and major. The total number of associate degrees (AA) awarded rose steadily through the first decade of the period, but has declined in the last three years. Likewise, the percent of the total college enrollment receiving the associate degree rose from 5.2 percent in 1962 to a high of 9.4 percent in 1972, but dipped to 6.8 percent in 1975. The number of women receiving degrees overtook the number of men graduates in 1972, and has increased since that time. The percent of June degree recipients has hovered around the 60 percent mark throughout the period. The percent of evening student graduates rose to a high of 32.7 percent in 1974, but dropped markedly in 1975. About 40 percent of the 1975 graduates completed a two-year occupational major, a figure slightly below the 1974 percentage. In comparison with other California community colleges in 1974, LACC ranked fourth (of 96) in number of AA degrees awarded, and twenty-ninth in ratio of number of degrees to enrollment. (NHM)

ED 111 460 JC 750 481

Shea, Brent Mack

Inequality of Outcomes: Two-Year Educations.

Preliminary Draft, Subject to Revision.

Pub Date 74

Note—19p.; Paper for presentation at the Annual Meeting of the Society for the Study of Social Problems (Montreal, Canada, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Academic Aptitude, \*Aspiration, Equal Education, Junior Colleges, \*Junior College Students, Occupational Guidance, \*Socialization, Social Mobility, Socioeconomic Status, \*Student Characteristics, \*Vocational Adjustment, Vocational Education

Identifiers—\*Cooling Out Function

Because of its lower cost, cultural integration into the community, non-selective admission requirements, and vocational/technical programs, the two-year college has been seen as a way of enrolling students historically underrepresented in higher education. In comparison to his four-year college counterpart, the two-year college student is from a lower-income family, has parents with less schooling, and ranks lower on scales of academic aptitude. One function of two-year colleges is the rechanneling of student aspirations in line with student abilities and labor market demands. This is accomplished through a persuasive guidance approach which reorients students, most often resulting in the redefinition (cooling-out) of transfer students as terminal, vocational education students. Even if education as a certifying agent were abandoned in favor of skill training in business and industry, the author contends that the same inequalities which currently prevent

equal access to colleges would prevent equality of access to training programs in the private sector. Thus, despite the unsavory implications of "people processing," the idea of a better fit between educational and occupational spheres is attractive and desirable. (NHM)

ED 111 461 95 JC 750 482

Trufant, John E. And Others

Perceptions of Former Occupational-Technical Students. Research Report No. 4.

Virginia State Dept. of Community Colleges, Richmond.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—RR-4

Pub Date 74

Note—56p.; For related documents, see ED 101

798, 104 499, and 104 500

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Females, General Education, Graduates, \*Junior Colleges, \*Participant Satisfaction, \*Student Attitudes, Student Characteristics, \*Vocational Education

Former occupational-technical students were questioned as to their attitudes toward their community college programs. The large majority of respondents rated their overall experience very high, and said they would recommend their college to someone seeking the same program. Social activities, however, were rated quite low. Women and graduates were much more positive about their community college experience than were their male or nongraduate counterparts. Diploma graduates expressed far more positive attitudes than AAS degree or certificate graduates. Of curricular groups, public service students were the most positive, followed closely by health students. Minorities were somewhat more positive than whites. Students rated the quality and value of their preparation in seven different areas: technical knowledge and understanding, job or learning skills, getting along with people, self-understanding, knowledge about career opportunities, communication skills, and general education. General education received the highest rating, both for quality and current value. Yet, when asked to give their opinion on the balance of general education and technical courses, more than half of the respondents wanted to increase the proportion of technical courses. Tabulated responses are appended. (NHM)

ED 111 462 JC 750 483

Hammons, James O., Ed.

Proceedings: The Conference on Questions and Issues in Planning Community College Staff Development Programs, July 1-3, 1974.

Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

Pub Date Jun 75

Note—179p.; Conference sponsored jointly by the Center for the Study of Higher Education and the College of Education, Pennsylvania State University

EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage

Descriptors—Consultants, Faculty, Faculty Evaluation, Instructional Staff, \*Junior Colleges, \*Organizational Development, \*Staff Improvement

The papers and other materials contained in this monograph resulted from the events of the "Planning for Community College Staff Development" conference. Keynote addresses include: (1) a survey of the literature which reflects the present state of the art and points out areas in need of research; (2) critical questions and issues faced by any college attempting to design a staff development program; (3) description of successful staff development programs in large, medium, and small institutions; Discussions of (4) evaluation methods, and (5) the use of consultants; (6) recommendations. One major aspect of the conference was a simulation exercise on staff development designed to provide an experience which would enable the participants to synthesize all they had been hearing from keynote speakers. Participants were divided into groups, and group reports were prepared and presented. Criteria used in judging programs were based on the assumption that staff development programs should be: developmental, democratic, inclusive, supportive, self-evaluative, self-prescriptive, and wide spectrum. Appended are an annotated bibliography, sample community college staff development programs, a conference registration list, and results of an evaluation questionnaire which was administered to participants. (NHM)

**ED 111 463** JC 750 484  
*Kuiper, H. Peter*  
**Teacher Self-Disclosure and Advocacy, Compared to Neutrality, Their Effect on Learning, with Special Reference to Religious Studies.**  
 Nova Univ., Fort Lauderdale, Fla.  
 Pub Date 24 Jul 75

Note—31p.; Ed.D. Practicum, Nova University  
**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors**—\*Beliefs, \*College Teachers, Ethics, Junior Colleges, Learning Motivation, Literature Reviews, \*Personal Values, Practicums, Questionnaires, \*Religious Education, \*Self Expression, Student Opinion, Student Teacher Relationship, Teacher Influence

A teacher must confront the issue of whether or not he should disclose his beliefs, and if so, to what extent. Disclosure can easily become advocacy. A review of the literature reveals that self-disclosure quickens learning, but the literature is divided on whether a religion teacher in tax-supported schools should advocate personal teacher self-disclosure and advocacy on their learning, a questionnaire was developed and administered to four Interpersonal Communication classes and one English class. The survey of 87 Fresno City College (California) students showed overwhelmingly that they saw their most effective teachers as being self-disclosing; that they preferred teachers to self-disclosure and, to a lesser extent, advocate a position. An analysis of the responses by age groups revealed that while both students under 25 and students 25 and over favored teacher self-disclosure and advocacy, the older group did so more strongly. The evidence of this study supports teacher self-disclosure in the classroom, even in religious studies, for both philosophical and educational reasons. The questionnaire and extensive bibliography are appended. (Author/NHM)

**ED 111 464** JC 750 485  
*Guichard, Gus And Others*  
**Part-Time Employment.**  
 California Community Colleges, Sacramento. Office of the Chancellor.  
 Pub Date Apr 75  
 Note—23p.; Presentation to the Board of Governors of the California Community Colleges, April 9-10, 1975; Best copy available  
**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*College Faculty, Community Colleges, Educational Legislation, Fringe Benefits, Instructional Staff, \*Junior Colleges, \*Part Time Teachers, \*Salary Differentials, \*Staff Utilization, Teacher Salaries, Tenure  
**Identifiers**—\*California

The employment of community college instructors on a part-time basis provides the opportunity for students to study under outstanding instructors whose primary employment may be in industry or in other postsecondary institutions and permits colleges to respond better to community needs with the financial resources available to them. Along with these benefits, however, have come a corresponding number of problems. Although legislation in 1972 attempted to delineate provisions of law concerning the employment of certificated personnel in community colleges, it left questions with respect to the employment of temporary and part-time personnel. Inappropriate or inconsistent language in existing law must be clarified. In addition, opinions differ concerning the proportional benefits which part-time instructors should receive, especially in areas of tenure, salary and fringe benefits, and participation in campus affairs. Appended is an analysis of data collected by surveying 69 California community colleges as to their employment of part-time faculty. Of the 52 districts responding, 43 employ more than half of their faculty on a part-time only basis. The average district estimate of the cost of providing pro-rata pay to part-time faculty is a 5.5 percent increase in budget expenditures for faculty salaries. (Author/NHM)

**ED 111 465** JC 750 486  
*Emerson, George H.*  
**Revised System of Evaluation.**  
 Nova Univ., Fort Lauderdale, Fla.  
 Pub Date 20 Dec 74  
 Note—33p.; Ed.D. Practicum, Nova University  
**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors**—\*Assignments, Course Evaluation, Critical Thinking, Essays, Evaluation Methods, \*Grading, \*Instructional Materials, \*Junior

Colleges, Learning Processes, Multimedia Instruction, Objective Tests, Reports, Rote Learning, Sciences, Student Attitudes, \*Student Evaluation, Tables (Data)

Exclusive reliance on objective testing focuses students' attention too narrowly on memorization and rote answers to complex problems. Grades become supreme ends; learning, merely a by-product. Since students learn best when asked to verbalize, analyze, and synthesize their ideas, a grading system was implemented in a social science course at Miami-Dade Community College (Florida) which would encourage analysis and learning from different sources. Students could earn up to five points a week on objective tests, and up to four points a week on written reports. In addition to textbook assignments, students received lists of audio tapes, movies, television documentaries, and articles which could be reviewed. Grading of review was based on the extent the student wrote in his own words, the care he took in writing, and the way he related material to academic ideas and personal experience. Results of a questionnaire found student attitudes positive toward the course, the grading system, and especially toward the variety of ways points could be earned. Although care must be taken to insure the quality of the outside sources and the reports themselves, the new system adds flexibility to course curriculum, encourages optimism toward success in the course, and focuses attention on understanding rather than memorization of ideas. Extensive tables of data are appended. (Author/NHM)

**ED 111 466** JC 750 487  
*Reid, Allan E.*  
**Resource Allocation: A Participatory Process.**  
 Pub Date 5 Aug 75  
 Note—125p.; Paper presented at the Community Junior College Presidents Conference, Estes Park, Colorado, August 3-6, 1975  
**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—Administrative Organization, Administrative Personnel, \*Budgeting, Chief Administrators, \*Junior Colleges, \*Organizational Climate, \*Participation, \*Resource Allocations, Teacher Participation

Whether a participatory process for resource allocation in a public community college setting occurs depends upon several key factors: (1) the leadership style of the institutional chief executive officer; (2) the administrative organizational structure of the institution; (3) the relationship which exists between and among members of the various segments of the institutional community—students, faculty, support staff, administration, and governing board. A review of the literature indicates that no institution or program has achieved the ideal of participatory resource allocation. A process by which internal participation in resource allocation can be fostered is described for a modified bureaucratic organizational structure, augmented by an extensive joint committee system. Case studies are presented, and sample instructions and forms for budget development are appended, along with a sample statement of developmental institutional objectives, an overview of budget planning and development, background data required for resource allocation and budget development, and comparative statistical data for all community colleges in the Illinois state system. (Author/NHM)

**ED 111 467** JC 750 488  
*Owings, Thomas G.*  
**The Whys and Hows of Economic Impact Studies and a Look at Two Recent Examples.**  
 Pub Date Jul 75

Note—13p.; Paper presented at the Community College Research Conference, Southeastern Region, AERA Special Interest Group on Community College Research (Boone, North Carolina, July 22-23, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—\*Colleges, \*Community Benefits, \*Economic Factors, Economic Research, Human Resources, Institutional Research, \*Junior Colleges, Manpower Development, Research Methodology, Rural Environment, \*School Community Relationship, Urban Environment

**Identifiers**—\*Economic Impact Studies

The total economic impact of a college on its community includes the benefits the community receives and the costs it incurs. The benefits can

be classified into the tangible dollar expenditures of people associated with the college and the intangible benefits of human resources development. Costs often include alteration of neighborhoods and added municipal services. The Institute of Higher Education Research and Services at the University of Alabama recently completed two economic impact studies of two very different colleges in Alabama. One study, completed in May 1974, reported the impact of a private, predominately black, four-year accredited liberal arts college on the economy of an urban area. The other study, completed in August 1974, reported the economic impact of a public, predominately white, two-year accredited junior college on a rural area (see ED 099 069). This report summarizes and points out some unique aspects of the two studies. In addition, reasons for conducting an economic impact survey, and the procedure for undertaking such a task are briefly discussed. Summary background data about the two institutions are discussed. Data collected for the studies are summarized in 11 areas of impact and are presented in chart form. (Author/NHM)

**ED 111 468** JC 750 489  
*Kurtzman, Denise B.*  
**The Publications of B. Lamar Johnson, 1932-1974: An Annotated Bibliography.**  
 Pub Date Jun 75

Note—56p.; Paper submitted in partial fulfillment of the requirements for the MLS degree, Graduate School of Library and Information Science, University of California, Los Angeles  
**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
**Descriptors**—\*Annotated Bibliographies, \*Biographies, \*College Libraries, Experimental Colleges, \*General Education, Instructional Innovation, \*Junior Colleges, Library Programs, School Libraries, Vocational Education  
**Identifiers**—Biobibliographies, \*Johnson (B Lamar)

This is an annotated bibliography of the publications of B. Lamar Johnson, a prominent leader in the field of education, particularly in promoting innovative and experimental library and instructional programs and in the development of the community junior college. It reflects the various areas of Dr. Johnson's career, his interests, and his accomplishments. The bibliography is comprehensive rather than selective, recording all of his published works from 1932 to 1974, arranged chronologically from earliest publication to the most recent. The publications are grouped by "Books, Monographs, and Major Reports," "Journal Articles and Chapters in Books or Monographs," "UCLA Junior College Leadership Program," "Book Reviews by B. Lamar Johnson," "Reviews of Works by B. Lamar Johnson," "Miscellaneous Writings About B. L. Johnson," and "Letters to Editors." Sections listing reviews of his works, articles written about him, reviews written by him, and his letters to editors are selective in that they are limited to materials available to the compiler. A concluding subject index arranges publications by broad fields, listing them by title and entry number. (NHM)

**ED 111 469** JC 750 490  
*Brawer, Florence B.*  
**The Humanities in Two-Year Colleges: The Faculty in Review.**

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.; Center for the Study of Community Colleges, Los Angeles, Calif.

Spons Agency—National Endowment for the Humanities (NEAH), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.  
 Pub Date 75

Note—52p.  
**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
**Descriptors**—College Curriculum, \*College Faculty, Doctoral Degrees, Graduate Study, \*Humanities, \*Humanities Instruction, Inservice Teacher Education, Job Satisfaction, \*Junior Colleges, \*Literature Reviews, Part Time Teachers, Teacher Attitudes, Teacher Qualifications, Teacher Salaries

This monograph reviews the faculty teaching the humanities in two-year colleges: their backgrounds and preparation, involvement with inservice training, job satisfaction, attitudes and values, and approaches to curriculum and instruction. Information was derived by an extensive search of the literature. Materials were identified

by scanning 34 sets of bibliographic indexes for publications of the past 10 years, along with the catalogues of the UCLA University Library, and by asking association and institutional heads for unreported studies. The preparation sequence leading to a specialized competence is frequently seen as inappropriate for the tasks of teaching in an open-door institution. Holders of doctorate degrees have difficulty in obtaining positions because they are priced too high. Part-time faculty paid at a relatively low hourly rate are being employed in increasing numbers. But opportunities are opening for constructive inservice training. The major foundations and federal funding agencies are becoming increasingly aware of faculty in these institutions. And, most important, a professional consciousness is developing within the faculty as they form their own subgroups within the major disciplinary organizations and seek to take control of the conditions of their work. A bibliography is appended. (NHM)

ED 111 470 JC 750 491

**Community College Faculty Collective Bargaining: Report and Recommendations of the Advisory Committee on Community College Faculty Collective Bargaining to the Senate Select Committee.**

Washington State Legislature, Olympia. Senate. Report No.—SR-74-271

Pub Date Jan 75

Note—63p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
**Descriptors—**Administrative Personnel, \*Collective Bargaining, \*College Faculty, \*Community Colleges, Educational Legislation, \*Junior Colleges, Local Unions, Part Time Teachers, Questionnaires, \*State Surveys, Tables (Data), Teacher Salaries, Trustees  
**Identifiers—**\*Washington

A survey of almost 6,500 community college faculty, trustees, students, presidents, and administrators was conducted to study the question of faculty relations in the Washington State community college system, with special emphasis on collective bargaining. Respondents (38 percent of the questionnaire distribution) favored including part-time faculty in the bargaining unit by a 70.6 percent margin, and department/division chairmen by a 70.2 percent margin, but were against including students by a 77 percent margin. Other results indicated: 52.2 percent of the respondents were against administrators, other than the president, being empowered to bargain independently; 64.3 percent were in favor of negotiations at the local rather than the state level; 75.3 percent were against the idea of limiting collective bargaining to the traditional economic issues of wages and hours; 54.3 percent favored both collective bargaining and internal governance. Responses were evenly divided on the advisability of a statewide salary schedule for community college faculty. Based on the survey results, a replacement of the Community College Professional Negotiations Law with a collective bargaining law designed specifically for community colleges is recommended. Bargaining should be conducted at the local level. (NHM)

ED 111 471 JC 750 493

**Winter, Gene And Others**

**Reality-Based Evaluation for Two-Year College Occupational Programs. Pilot Edition.**

State Univ. of New York, Ithaca. Cornell Inst. for Research and Development in Occupational Education.

Spons Agency—New York State Education Dept., Albany. Bureau of Two-Year Coll. Programs.; New York State Education Dept., Albany. Office of Occupational and Continuing Education.

Report No.—RP-75-5

Pub Date Jun 75

Note—45p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors—**Cost Effectiveness, Data Analysis, Data Collection, Educational Assessment, \*Evaluation Methods, \*Junior Colleges, Models, \*Program Evaluation, \*Technical Education, \*Vocational Education  
**Identifiers—**\*Reality Based Evaluation

This handbook presents a pilot evaluation model developed with the cooperation of occupational education staff members from the two-year colleges of New York State. The project staff, the steering committee, and principal consultants began with the assumption that evaluation can be

a valuable and continuous part of program effort, providing critical feedback that will identify and support essential program modifications. Reality-based evaluation (RBE) is described as a three-phase process: (1) clarifying a program's real intent; (2) collecting information on what that program actually does; and (3) interpreting how well it was done and recommending what should be done. Phase I, "Clarification," results in a management outline, subject to change and based upon the realities of the program as they are seen. Phase II, "Data Collection," results in a working plan which implements Phase I objectives. Phase III, "Interpretation," results in the compilation of evaluation conclusions. Forms paralleling the RBE process phases are provided to facilitate consistent recording of data as it is derived at each procedural step. Techniques of data collection and approaches to cost analysis are listed and described. The annotated bibliography is indexed according to problems which may occur in the course of the evaluation. (NHM)

ED 111 472 JC 750 494

**Jackson, William H. Scott, Roland J.**

**The Development and Evaluation of Multi-Media Materials to Present Information about Vocational and Technical Education to Specific Target Groups.**

Central Florida Community Coll., Ocala.

Spons Agency—Florida State Advisory Council on Vocational and Technical Education, Tallahassee.; Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.

Pub Date 30 Jun 75

Note—82p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors—**Audiences, Black Community, Caucasians, Costs, \*Information Dissemination, Junior Colleges, \*Low Income Groups, \*Mass Media, Media Research, Minority Groups, News Media, Newspapers, \*Publicize, Public Relations, Questionnaires, Surveys, Technical Education, Television Commercials, \*Vocational Education

Vocational and technical education can provide economic mobility for individuals as well as economic development for communities. However, the literature and the results of this study indicate that the persons who could profit most from vocational education programs, those in lower status groups, know very little about such programs. A five percent sample of persons in the service area of Central Florida Community College was drawn from the telephone directory; 120 listings were chosen from each of five residential areas: high-income white, middle-income white, low-income white, middle-income black, and low-income black. A telephone survey was then conducted to determine two factors: (1) the number of persons in income/racial groups at each information level, in regard to vocational education programs; (2) patterns of media use within the income/racial groups. These media use patterns were used to design and implement an information dissemination campaign. A follow-up telephone survey showed a significant positive change in numbers of persons at the various information levels for low-income white and black groups. The sum of the percentage of increase for each information level was 23.6. Thus, 12,500 low-income whites and blacks had increased levels of information. Survey questionnaires are appended, along with sample media materials and comparative costs of media time or space. (NHM)

ED 111 473 JC 750 495

**Project Renewal. Final Report.**

Illinois Community Coll. Board, Springfield.

Pub Date Jun 73

Note—134p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors—**Clearinghouses, \*College Cooperation, Community Services, Consortia, \*Cooperative Planning, \*Educational Needs, Junior Colleges, \*Older Adults, Recreational Programs, \*Senior Citizens, Transportation, Volunteers  
**Identifiers—**Needs Assessment

Project Renewal assessed the needs of persons aged 60 and over in the districts served by Highland Community College, Kishwaukee College, and Rock Valley College (Illinois), with special focus on the role of educational institutions

in meeting those needs. Through interinstitutional cooperation by the three community colleges and Northern Illinois University, a study was conducted using the Delphi technique, interviews, questionnaires for older adults, and surveys of present services available to older adults and the in-service training needs of those delivering such services. Transportation emerged as the greatest need. Because information clearinghouses would maximize coordination of services, their development was also given high priority. Other priorities established were provision of informal learning experiences relevant to daily living for older adults, including pre-retirement planning, leisure time activities, and the involvement of older adults in volunteer roles. The need for in-service training of persons serving older adults in these areas was also recognized. A model of interinstitutional cooperation developed by the project is recommended as a basis for cooperative delivery of services. Maps, Delphi materials, forms, and data are appended. (NHM)

ED 111 474 JC 750 496

**Nelson, Hilding E.**

**Public Service Occupation Workshops for Core Curriculum: Instructional Associate, Governmental Management. EPDA Workshops, June 1975. Final Report.**

California Community Colleges, Sacramento. Office of the Chancellor.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 75

Note—129p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors—**\*Curriculum Development, Curriculum Planning, Government (Administrative Body), \*Government Employees, \*Junior Colleges, Program Content, \*Public Service Occupations, \*Teacher Aides, Vocational Education, Workshops

The diversity and multitude of new public service occupations has encouraged the development of new occupational curricula in community colleges. One such effort involved the development and distribution of two comprehensive curriculum guides for governmental management and instructional associate programs by the California Community Colleges Chancellor's Office. In order to communicate this curriculum information to community colleges, delineate the scope of the public service occupations designation, and encourage the implementation of such programs, seven workshops were held in northern and southern California in 1974 and 1975. This document describes workshop outcomes by theme: (1) Instructional Aide/Associate Workshops; (2) Governmental Management Workshops; (3) Public Service Occupations Workshops. Each of the workshops followed a similar procedure: first, programmatic need was established; then, after identifying necessary program content, guidelines were given for program implementation. Analysis of evaluation questionnaires administered to participants reveals that although the workshops were successful in defining the scope of and need for public service occupations programs, workshops did not result in the conception of a need for the evolution of a distinct department or section to house all public service occupations courses or curricula. (NHM)

ED 111 475 JC 750 497

**Badger, Solomon L., III**

**Evaluation of the Counseling Program of an Urban Community College by Staff and Students.**

Pub Date 75

Note—97p.; Ed.D. Dissertation, Nova University. Not available in hard copy due to marginal legibility of the original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**Administrator Attitudes, \*Counseling Services, Counselor Attitudes, \*Counselor Functions, Counselor Role, \*Counselors, \*Job Analysis, \*Junior Colleges, Student Attitudes, Teacher Attitudes

In order to measure the effectiveness of an urban community college counseling service, a questionnaire was developed and administered to a random sample of students, faculty, administrators, and the professional staff of counselors from the three campuses of Florida Junior College at Jacksonville. Of 321 subjects, 219 responded (68 percent). Twenty-two counseling functions were

rated in terms of the extent to which they were actually being performed, should ideally be performed, or were useful. Data are recorded in tabular form. As evidenced by a strong increase in the response tendency between the real and ideal categories, a need for improvement was perceived for every function except providing marriage counseling, which all groups perceived as unnecessary. Where significant differences occurred between group responses, administrators and counselors collectively tended to disagree with the other groups. Although faculty and students saw the usefulness of all counseling functions except marriage counseling, counselors did not consider registration assistance, student screening, and providing information on students to the college useful. A review of the literature is included, and a bibliography is appended. (NHM)

**ED 111 476** JC 750 498  
Goldstein, Harris K. Wood, Cherrie Lou  
Prototype Institute for Training Teachers of Low Income and Minority Students: A Delgado Research Study.

Delgado Coll., New Orleans, La.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Note—99p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—College Faculty, \*Economically Disadvantaged, Educationally Disadvantaged, \*In-service Programs, \*Institutes (Training Programs), \*Junior Colleges, Junior College Students, \*Minority Groups, Program Development, School Community Cooperation, Student Participation, Teaching Methods  
Identifiers—Delgado Junior College

In 1970-71, Delgado Junior College (DJC) held a nine month institute designed to: (1) increase participant understanding of the problems specific to low-income and minority students, including physical and psychological problems and cultural background; (2) improve the methods used to teach these students; and (3) develop innovative and special programs for them. Twenty faculty members, five low-income and minority students, and five representatives of local low-income and minority communities participated in the 18 sessions (two per month) of this institute. The first half of each session was devoted to a presentation by a guest lecturer; the second half involved participants in discussions of how the content of the presentation could be applied to DJC. This report of the institute is intended to assist other community and junior colleges in planning and carrying out similar institutes. It details the participant selection an institute planning processes and the physical setting, as well as the outline for each session. A summary of the findings on problems and background, alternative teaching methods, and special programs are presented, as are summaries of each presentation and discussion section. A bibliography on low-income and minority students and the institute evaluation forms are appended. (DC)

**ED 111 477** JC 750 499

Goldstein, Harris K. And Others  
Institute on Writing Grants.

Delgado Coll., New Orleans, La.

Pub Date 73

Note—103p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—Awards, Budgets, \*Federal Aid, \*Financial Support, Foundation Programs, \*Grants, Junior Colleges, \*Project Applications, \*Research Proposals

The proceedings of this institute cover sources for grant proposal ideas, grant proposal writing procedures, the content of a grant request, procedures of granting agencies, and problems in carrying out granted projects, including report writing. The relationship of the granting agency to the grant recipient is viewed throughout as a partnership, rather than an adversary connection. Types of grants include: planning, research, training, demonstration, equipment, facilities, and program development and/or expansion. Federal funding agencies are listed in material published by the Government Printing Office; private agencies, in the Taft Information System. For a grant proposal to be funded, it must be feasible, specific, have a competent and experienced research director or principal investigator, and fit the funding agency's policies. These proceedings discuss budgeting, the handling of grant money,

and the hiring of personnel, focusing on probable problem areas. Examples are cited from the experience of the institutional research team at Delgado Junior College (Louisiana). References to printed matter and studies which might help in writing grant proposals or in carrying out granted projects are given throughout. (NHM)

**ED 111 478** JC 750 500

Groves, Cecil L. Carroll, Frank T., Jr.

Compensatory Education: Relationship of Curriculum and Faculty to Student Retention. Seminar Proceedings.

Gulf Regional Interstate Collegiate Consortium.  
Pub Date May 73

Note—66p.; Seminar held at Southern University in New Orleans, May 2, 1973

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Academic Standards, College Curriculum, College Faculty, \*Compensatory Education, \*Educationally Disadvantaged, \*Junior Colleges, Open Enrollment, Relevance (Education), \*School Holding Power, \*Student Needs, Student Participation, Teacher Attitudes

The "open-door" policy of community colleges has resulted in the three interrelated problems of student recruitment, student retention, and student placement. In order to identify and analyze factors which cause the separation of "new" students from the community college, a one-day seminar was conducted at Southern University in May of 1973. Keynote addresses dealt with the impact of faculty on student retention and the importance of curriculum. A summary is made of positive and negative impacts of compensatory instruction in 18 community colleges with such programs. The meeting of "new" students' non-academic needs greatly determines their academic performance. Retention will not be achieved within the rigidities of the traditional academic system, but change need not mean a lowering of standards. Rather, what is needed is a change in attitudes toward persons who, regardless of backgrounds, wish to find their places in a contemporary society which is polycultural and heterogeneous rather than class-oriented and somewhat homogeneous. Colleges must keep curriculum requirements flexible and responsive to the needs of those concerned. Not only should revisions be continual, but everyone concerned, including students, should be involved. Appended are the observations of discussion groups and a list of participants. (NHM)

**ED 111 479** JC 750 501

Martorana, S. V., Ed. And Others

Graduate Education and Community Colleges: Cooperative Approaches to Community College Staff Development. Technical Report No. 5.

National Board on Graduate Education, Washington, D. C.

Pub Date Aug 75

Note—149p.; Proceedings of a conference, Airlie, Virginia, November 11-12, 1974

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

Descriptors—\*College Faculty, \*Graduate Study, \*Inservice Teacher Education, Internship Programs, \*Junior Colleges, Professional Education, Schools of Education, Staff Improvement, \*Teacher Education

In order to assess the need to improve graduate programs for prospective and present community college teachers, the National Board on Graduate Education sponsored an invitational conference in November, 1974. Conference participants were drawn from each of three sectors: community colleges, graduate schools of arts and sciences, and university schools of education. The conference was organized around 11 commissioned papers which make up the bulk of this volume. Participants addressed the issues raised in these papers during conference sessions, which grouped the papers according to: (1) current trends within community colleges that have created the concern for staff development; (2) responses to staff development needs, including responses in "non-traditional" settings; and (3) perspectives of graduate faculty, deans, and schools of education. Although conference participants agreed that improved university programs for community college staff development are needed, the practical questions of how to develop, administer, and finance such programs were left open. It is clear, however, that problems of staff development will require cooperative approaches involving both the university and the community college. The necessary resources for successful programs are

present in the two institutions, not in either one alone. (NHM)

**ED 111 480** JC 750 504

Alfred, Richard L.

Enrollment Profile Report, Fall Semester 1974. New York City Community Coll., Brooklyn, N.Y.

Pub Date Aug 75

Note—46p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Academic Aptitude, College Majors, Dropout Rate, \*Educational Planning, \*Enrollment Projections, \*Enrollment Trends, Financial Support, Grades (Scholastic), \*Junior Colleges, Multicampus Districts, Organizational Development, Recruitment, \*Student Characteristics, Urban Education

Identifiers—Arrition, New York City Community Colleges, Nontraditional Students

In this study, the enrollment distribution of students attending New York City Community Colleges is examined and evaluated. The introductory section presents briefly the national enrollment picture for two-year and four-year colleges, enumerates the various projections that have been developed by federal and state agencies, and evaluates the prospects for continued enrollment growth in the years ahead. This section serves as an overview of the community college movement and as a summary of the changing profile of college students and the various factors which may lead to shifts in enrollment distribution. Section two examines the distribution of enrollment in New York City Community Colleges, the curriculum preferences of students, the geographic origin of students, the grade distribution of students, and credit hour attrition within the academic semester. The final section projects the Colleges into the immediate years ahead. The findings in this report support the general recommendation that expanded institutional efforts be directed to the development of non-traditional educational programs in all units of the Colleges and to the recruitment of non-traditional students. Major problems associated with institutional growth are discussed, and recommendations are drawn pertaining to college organization and financial support. (Author/NHM)

**ED 111 481** JC 750 505

Lucas, John A.

Market Analysis of Proposed New Programs in a Growing Community College. Vol. V, No. 4. William Rainey Harper Coll., Palatine, Ill.

Pub Date 16 Apr 74

Note—12p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Aspiration, \*Curriculum Planning, Followup Studies, Institutional Research, Job Placement, \*Junior Colleges, \*Labor Market, \*Manpower Needs, Occupational Choice, Occupational Surveys, Program Planning, Student Enrollment, \*Vocational Education

Market analysis for new program development in the community college occurs in four phases. (1) An overall manpower needs survey involving a canvas of all the employers and community organizations in the district. This phase is difficult because of the magnitude of the task, and the difficulty of forecasting changes in the market, especially in regard to new and emerging fields. (2) Determination of the demand by students for specific programs. Possible methods include surveys of high school seniors with regard to career preference, surveys of employees in a specific field with regard to their training needs, and surveys of the adult community in general. (3) Determination of the market demand for graduates in a specific field. This phase involves sampling the population of employers and organizations in the district and then conducting follow-up studies. (4) Validation of market analysis surveys. This must be done primarily by actual student enrollment and follow-up studies of the graduates. Each of the four phases is described in detail and problem areas are discussed. Examples are drawn from sample studies conducted by William Rainey Harper College (Illinois). Survey results are organized into five tables. (NHM)

**ED 111 482** JC 750 506

Millonzi, Joel C. And Others

The Recruitment Process: The Program and Its Participants. Research Report No. 1.

La Guardia Community Coll., Long Island City, N.Y. Middle Coll.

Pub Date Aug 74

Note—63p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
**Descriptors**—Articulation (Program), Compensatory Education, Counselors, Experimental Colleges, \*High School Students, \*Junior Colleges, Junior High School Students, \*Low Ability Students, Peer Relationship, \*Recruitment, \*Remedial Programs

In contrast to middle colleges throughout the country which, by initiating early admissions programs, make it possible for high achieving students who have not completed high school to enter college, the Middle College at LaGuardia Community College (New York) includes students who are not academically superior and offers comprehensive remedial programs. This report focuses on the preliminary phase of the program, the recruitment process. Through structured, open-ended interviews, information was gathered from three groups of program participants: the planning staff, junior high school guidance counselors, and students. Interview data were supplemented by systematic observation of the recruiting and planning processes. It was found that most guidance counselors received their information about the program from a personal representative of the program, usually the director or a staff member. Students learned about the program primarily from their guidance counselors. Counselors and planners alike viewed the program as a means to "redeem" marginal students, and motivate them to remain in formal education. Initial perceptions of the benefits of the program included: (1) better articulation between high school and college; (2) an atmosphere conducive to learning; (3) small classes/remediation; (4) positive peer influences; (5) vocational education. (NHM)

**ED 111 483** **JC 750 507**  
 Millonzi, Joel C. *And Others*  
**Participant Observer Study, September 1974-June 1975.**

La Guardia Community Coll., Long Island City, N.Y. Middle Coll.

Pub Date 75

Note—70p.; Best copy available, print is light on some pages

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
**Descriptors**—Academic Freedom, Attendance, Counseling, Discipline Policy, Expectation, \*High School Students, \*Junior Colleges, Learning Motivation, \*Low Ability Students, \*Participant Satisfaction, \*Remedial Programs, Student Attitudes, Teacher Attitudes, Teaching Methods

LaGuardia Community College (New York) provides secondary education through its Middle College program, which includes comprehensive remedial programs for low ability students. During the 1974-75 academic year, two participant observers made over 400 observations of the Middle College's activities, focusing on: (1) instructional methods, materials, and content; (2) incentives and rewards; (3) failure management; (4) counseling patterns; (5) discipline in the classroom; and (6) LaGuardia-Middle College interface. Findings of the study revealed that students expected primarily academic advantages from the program. After a half year in the program, however, social advantages were seen as most important. Faculty expectations of professional growth were fulfilled due to greater academic freedom and the opportunity for personalized relationships. Although the majority of those questioned agreed on the general success of the program, it was felt that the small size of the program, rather than the college setting, was responsible for increased learning. The emphasis and effectiveness of basic skill instruction, as implemented, appeared to rank behind the size, setting, and counseling remedial components. There was some feeling that students were abusing the school's lenient attendance policy; however, any proposed policy change was rejected as potentially damaging to the atmosphere of the school. (NHM)

**ED 111 484** **JC 750 508**  
 Gilrow, David  
**Planning for a Regional Learning Resources Service: An Exploratory Document.**

Chicago City Colleges, Ill. Learning Resources Lab.

Note—17p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—\*Cooperative Planning, Financial Support, Instructional Improvement, \*Instructional Materials Centers, Instructional Media,

\*Instructional Technology, \*Interinstitutional Cooperation, \*Junior Colleges, Metropolitan Areas, Regional Planning, Shared Services

An instrument was designed to elicit a direct reaction from colleagues as to the issues involved in the development of a metropolitan learning resource service. Sets of questions and items lay out the broadest range of functions, services, organization, governance, and funding which are feasible for such a service. It is assumed that any metropolitan learning resources service should: (1) complement and supplement the services performed by campus learning resource centers; (2) provide services not normally found on most community college campuses; (3) be a vehicle for cooperation between institutions, including the non-formal institutions of education such as museums and libraries; (4) require the active participation and financial cooperation of the institutions involved; (5) offer ways of reducing the costs of relevant goods and services to participants by increasing the scale of purchases; (6) serve as a clearinghouse for various kinds of information related to learning resources and the improvement of instruction; (7) be affiliated formally or informally with other similar services throughout the country in order to maintain a leadership role in evaluating new instructional strategies. It is expected that the 12 stimulus questions will lead to a clearer formulation of crucial and significant issues. (Author/NHM)

**ED 111 485** **JC 750 509**  
 Gilrow, David *And Others*

**A Report on Educational and Policy Specifications for a Metropolitan Learning Resources Service for the Chicago Region and a Parallel Improvement in Learning Resources Services for the City Colleges of Chicago.**

Chicago City Colleges, Ill. Learning Resources Lab.

Spons Agency—Illinois Community Coll. Board, Springfield.

Pub Date 28 Jun 74

Note—29p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors**—Adult Education, \*Educational Technology, \*Instructional Materials Centers, Instructional Media, Instructional Technology, \*Interinstitutional Cooperation, Junior College Libraries, \*Junior Colleges, Metropolitan Areas, Models, \*Regional Planning, Shared Facilities, Shared Services, Teaching Methods  
 Identifiers—City Colleges of Chicago

Ideally, educational technology in higher education should seek nontraditional solutions to the problems of learning. An examination of the needs of the adult learner indicates that as the years past age 18 increase, the appropriateness of the classic college classroom model decreases, and educational technology becomes increasingly relevant. This report summarizes 22 major recommendations which have arisen from a one year exploration of the issues involved in the development of a metropolitan learning resources service for the Chicago region, along with a parallel improvement of media services for the multi-campus City Colleges of Chicago. It is urged that a council of professional educational technologists from the Chicago metropolitan region be assembled which would analyze the needs of adult learners expressed in recent surveys in Illinois and elsewhere, and develop strategies for meeting individualized instruction needs on and off-campus from the standpoint of educational technology. In order to initiate a prototype of a metropolitan learning resources service, it is recommended that one or more existing institutions offer their services to others with the understanding that the nucleus service group would be compensated directly or in kind for services rendered, and that a users advisory board would be formed. (Author/NHM)

**ED 111 486** **JC 750 510**  
 Weiss, Marvin W.

**A New Role for Community Education in the Community College Through Cooperation with Community Schools.**

Pub Date Apr 74

Note—20p.; Speech presented to the Adult Education Association Commission on Adult Basic Education, Louisville, Kentucky, April 1974; Best copy available

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—\*College School Cooperation, \*Community Education, Community Involvement,

\*Community Schools, Cooperative Planning, \*Educational Needs, \*Junior Colleges, Program Planning

The role of community education is to provide educational, recreational, cultural, and other related community services in accordance with the needs, interests, and concerns of the public. Cooperation between community schools and community colleges in community education efforts should result in less duplication of effort, expanded use of facilities, better use of tax dollars, improved instruction, expanded programs, and better services. The community college's role in this cooperative effort is: (1) to support and encourage the community school; (2) to work closely with the coordinators in the various communities and offer assistance to them; (3) to offer college classes in the local school districts where there are no community schools; (4) to help coordinate a needs assessment in a community where there is no community school program; (5) to set up a curriculum for training community school coordinators or directors; and (6) to offer counseling facilities to high schools and the community at large. During the 1974-75 academic year, Clackamas Community College (Oregon) found such a cooperative program economically and educationally sound. The 1973 program proposal is appended, along with a statement of policies and procedures which should be of use as a prototype for the implementation of similar programs. (Author/NHM)

## PS

**ED 111 487** **PS 007 849**

Eddinger, Lucy, Ed.

**Sharing-Among Those Concerned with School-Age Parents.**

Consortium on Early Childbearing and Childrearing, Washington, D. C.

Spons Agency—Health Services Administration (DHEW/PHS), Rockville, Md. Bureau of Community Health Services.

Pub Date 75

Note—61p.

Journal Cit—Sharing; Winter 1975

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
**Descriptors**—\*Adolescents, Ancillary Services, Audiovisual Aids, \*Child Rearing, Contraception, Day Care Services, Family Day Care, Family Life Education, High School Curriculum, High School Role, High School Students, \*Parent Education, \*Parenthood Education, Regular Class Placement, Resource Materials, \*Secondary Education, Sex Education

Day care services, educational programs and other supportive services for school-age parents of infants are surveyed in this publication. Mainstreaming pregnant students and improving care for the infants of students are discussed and two day care programs operating within high schools for student parents are presented in detail. A program designed to enhance the childrearing ability of young parents by emphasizing their feelings of competence (University of Pittsburgh's Project Right Start) is also discussed. Recent state and local efforts to provide better services for school-age parents and their children are documented. Annotations of many audiovisual materials dealing with pregnancy, sex, child development, birth control, and family life are provided as well as information of their quality, cost, and availability. A supplement is included which discusses the needs of infants, the strengths and deficits of adolescent parenting, and supportive services for school-age parents and their children. (BRT)

**ED 111 488** **PS 007 951**

Tauss, Vita C. Feigelson, Alan

**Report on a Comparison of the Reading Achievement and Pupil Attitude Toward School of Third Grade Children Enrolled in Modified Open and Traditional Classrooms in a Public Elementary School.**

Queensborough Community Coll., Bayside, N.Y. Pub Date 74

Note—21p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—Achievement Gains, Classroom Environment, Comparative Analysis, \*Early Childhood Education, Experimental Groups, Grade 3, \*Open Education, Questionnaires, Reading Ability, \*Reading Achievement, Read-



ing Tests, Statistical Analysis, Statistical Bias, \*Student Attitudes, \*Traditional Schools, Validity

An attempt was made to determine differences in reading achievement gains and student attitudes towards school between groups of third grade children enrolled in either modified open or traditional classrooms in the same school. The Metropolitan Achievement Test in Reading was used for pre- and posttest comparisons of achievement, and a questionnaire on student attitudes was administered at the end of the school year. Radical differences in the kinds of children assigned to either modified open or traditional classrooms presented serious problems in data analysis. Children had been previously selected for inclusion in a particular classroom setting on the basis of scholarship and ability to adjust (slow learners and non-English speaking children were assigned to traditional classrooms). Therefore, a wide discrepancy was found in pretest reading ability. Also, the total number of children in the modified open classrooms greatly exceeded that of the traditional classrooms. Statistical modifications (described in detail) were made in an effort to cope with these population problems. Results indicated: (1) there were no significant differences in expected reading achievement gains for any group, and (2) there were no significant differences in pupil attitudes. Descriptions of classroom operations observed for both types of teaching approaches provide interesting comparisons. (ED)

ED 111 489 PS 007 983

Segal, Marilyn M.

From Birth to One Year: The Nova University Play and Learn Program.

Nova Univ., Fort Lauderdale, Fla. Inst. for Child Centered Education.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.

Report No—OCD-CB-138

Pub Date 74

Note—75p.

Available from—Institute of Child Centered Education, Nova University, College Avenue, Fort Lauderdale, Florida 33314 (Paper, 1-20 copies, \$3.00; 21-100 copies, \$2.50; over 100 copies, \$2.00)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Child Development, Cognitive Development, \*Early Childhood Education, Individual Differences, \*Infant Behavior, Parent Child Relationship, \*Parent Education, Parent Participation, Perceptual Development, Physical Development, Sensory Experience, Social Development, \*Toys

Identifiers—\*Office of Child Development

This illustrated booklet describes the physical, social, cognitive, sensory, and motor development of the typical infant during the first 12 months of life. Each of 12 chapters is concerned with successive months in a child's first year and is divided into three sections. Specific stimulating activities (i.e., handing toys to the infant's alternate hands) which parents can do with their infants are suggested and illustrated with photographs. Detailed instructions and diagrams are included for the construction of toys made from household materials. A brief discussion of an infant's expected developmental progress in each month is found in each chapter. A sample form for recording an infant's initial motor, sensory, social, and language achievements is provided. Throughout the booklet, parents of infants are encouraged to promote confidence and exploration by providing successful and pleasant experiences. (BRT)

ED 111 490 PS 007 995

Elardo, Richard And Others

The Relation of Infants' Home Environments to Mental Test Performance from 6 to 36 Months: A Longitudinal Analysis.

Center for Early Development and Education, Little Rock, Ark.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No—OCD-SF-500

Pub Date Mar 74

Note—18p.; Paper presented at the Southeastern Regional Meeting of the Society for Research in Child Development (Chapel Hill, North Carolina, March 1974)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Cognitive Development, Correlation, \*Early Childhood Education, \*Family En-

vironment, Infancy, \*Infants, Intelligence Quotient, Longitudinal Studies, \*Mental Development, Mental Tests, Mothers, Parent Child Relationship, \*Prediction

Identifiers—\*Inventory of Home Stimulation

This study attempted to determine whether the mental test performance of 77 children tested at 6, 12, and 36 months of age could be predicted from scores on an Inventory of Home Stimulation used to assess the children's home environment during their infancy. The Inventory of Home Stimulation had six subscales: (1) emotional and verbal responsiveness of the mother, (2) avoidance of restriction and punishment, (3) organization of the physical and temporal environment, (4) provision of appropriate play materials, (5) maternal involvement with the child, and (6) opportunities for variety in daily stimulation. This inventory was used to assess home environments when children were 6, 12 and 24 months of age. The Bayley Scales of Infant Development were used to measure mental performance when children were 6 and 12 months old; the Stanford-Binet scale was used when they were 36 months old. Correlations of the home inventory scores with Stanford-Binet scores were generally higher than those reported in an earlier study by McCall et al, which related infant tests and parental educational level to childhood IQ. It was concluded that the Inventory has the potential for use in the differential diagnosis of strengths and weaknesses in an infant's environment. (Author)

ED 111 491 PS 007 996

Frank, Mary, Ed.

Pittsburgh Area Preschool Association Publication:

Selected Articles (Volume 8, No. 1-4).

Pittsburgh Area Preschool Association, Pa.

Pub Date 1 Oct 75

Note—94p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*Adoption, \*Art Activities, Cognitive Development, \*Early Childhood Education, Educational Diagnosis, Emotional Development, Handicapped Children, \*Infancy, Infant Behavior, Infant Mortality, Language Development, \*Learning Disabilities, Motor Development, Parent Child Relationship, Remedial Programs, Student Teacher Relationship

This compilation of short reports distributed to preschool teachers in the Pittsburgh area covers four main topics: (1) Adoption (2) Expressive Art Therapy, (3) The Infant, and (4) Learning Disorders in Young Children. The adoption section includes reports pertaining to the adoption process in Pennsylvania, adoptive parents' legal rights, medical and psychological issues in adoption, and the importance of parent/child interaction in cognitive development. The expressive art therapy section includes suggestions for some specific therapeutic uses of drama, art, music and dance activities with normal, disturbed, and handicapped children. The infant section contains discussions of topics dealing with early language acquisition, a psychoanalytical approach to infancy, sensorimotor development, high-risk infant survivals, and developing stimulating home environments for infants. The last section, which pertains to learning disorders in young children, includes information on minimal brain dysfunction, sensorimotor disabilities in preschool children and infants (including remediation activities), speech and language disability identification, hyperactive children and stimulant drugs, the value of play as treatment, and dealing with learning disorders in the classroom. (ED)

ED 111 492 PS 007 997

Reid, Ernestine M.

The Use of a Piagetian Scale of Development as a Part of Growth Measure of Pre-Kindergarten Children Participating in the Baltimore City Public Schools.

Baltimore City Public Schools, Md.

Pub Date 24 Jan 75

Note—67p.; Paper presented at the Piagetian Society Conference (Los Angeles California, 1975)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Cognitive Development, \*Evaluation Methods, \*Intervention, \*Preschool Education, \*Preschool Evaluation, Readiness (Mental), Reading Readiness, Reading Readiness Tests, School Readiness Tests, Test Results

Identifiers—PEM, \*Piaget (Jean), Program Evaluation Measure

This paper describes a Piagetian-based evaluation measure and results obtained from the use of this measure with 1260 pre-kindergarten inner-city children. The children were enrolled in a program designed to develop their readiness skills. Family income, limited educational opportunities of adult members of the family, and dependency on public assistance were determinants of qualification for the program. The Pupil Evaluation Measure (PEM) was based on program objectives expressed in Piagetian terms. Each of nine tasks was designed to measure progress towards a more abstract level of cognitive development. Teacher assistants administered PEM to each child 5 times during the school year. Comparisons between October and June test results showed an increase in the proportion of students performing above the semiconcrete/semiabstract level on all nine PEM tasks. Appendices include graphs of PEM scores from the entire year, average pre- and post-test scores on the Stanford-Binet Intelligence Tests given the children, and procedures for administering and scoring the PEM. (BRT)

ED 111 493

PS 008 003

Wald, Michael

Child Development and Public Policy: Juvenile Justice.

Pub Date 12 Apr 75

Note—16p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Denver, Colorado, April 12, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Adopted Children, Child Abuse, \*Child Advocacy, \*Child Welfare, Delinquency, \*Developmental Psychology, Family Relationship, Foster Children, Justice, \*Juvenile Courts, \*Legal Problems, Parent Child Relationship

This paper presents arguments for a closer relationship between the American legal system and developmental research in such areas as attachment, the effects of early home environment, cognitive development, and the consequences of giving children decision-making power. It is suggested that greater knowledge in these areas would allow policy makers to better consider the consequences of laws concerning adoption, disposition of minors in divorce cases, child abuse or neglect, foster care, and parental rights. It is argued that too often judges and agency workers are forced to make decisions affecting the lives of children on the basis of intuition alone. Developmental psychologists are called upon to aid in making the juvenile justice system more sophisticated and more likely to serve the best interests of children. It is suggested that many courts and child welfare agencies would be willing to work with behavioral scientists in carrying out the needed research. (BRT)

ED 111 494

PS 008 006

Mugglin, Gustav

Children's Recreation Activities: Facilities and Animation.

Council for Cultural Cooperation, Strasbourg (France).

Pub Date 74

Note—177p.

Available from—Manhattan Publishing Company, 225 Lafayette Street, New York, New York 10012 (Paper, \$6.00)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Administration, Community Recreation Programs, Curriculum, \*Elementary Secondary Education, \*Foreign Countries, \*Physical Activities, Physical Development, Physical Facilities, Playground Activities, \*Playgrounds, \*Recreational Activities, Salaries, Theater Arts, Training

Identifiers—\*Europe

This study assessed recreational facilities for European children 5 to 15 years of age, and discussed the best means of meeting needs. The first chapter reviews the educational aspects of children's play—including physical, social, and creative development—as they pertain to various age groups. The second chapter considers the types of facilities that can be used for play and recreation. These include play areas in houses and flats, outdoor playgrounds, recreational areas and buildings within and near towns and villages, and camps and family vacation facilities. In Chapter 3, examples of existing European facilities, similar to those suggested in Chapter 2 are

described; excellent diagrams, maps and photographs accompany the text. Chapter 4 concludes the study with an outline of methods of selecting, training and managing recreation center staff members, including directors, auxiliary leaders, and part-time or voluntary leaders and helpers. Examples of training programs from several countries are presented in detail. (ED)

ED 111 495 95 PS 008 008

Dweck, Carol S.

**Sex Differences in the Meaning of Negative Evaluation in Achievement Situations: Determinants and Consequences.**

Illinois Univ., Urbana.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 75

Grant—NE-G-00-3-0088

Note—10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 11, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

**Descriptors—Academic Ability, Academic Failure, Achievement, Behavior Patterns, Classroom Communication, Classroom Research, \*Elementary Education, \*Feedback, Interaction Process Analysis, Negative Reinforcement, Positive Reinforcement, \*Sex Differences, Student Attitudes, Student Motivation, \*Student Reaction, \*Student Teacher Relationship**

Sex differences in children's reactions to failure feedback in school situations were investigated by assessing the ways in which teachers use negative evaluation in the classroom. Three aspects of teachers' evaluative feedback were studied: (1) ratio of negative to positive feedback; (2) contingency vs. noncontingency of feedback; and (3) (the major aspect) the particular aspects of performance upon which negative evaluation was contingent. In 5 fourth and fifth grade classrooms, every contingent evaluative statement made by the teacher was classified according to the class of behaviors upon which it was contingent (conduct, intellectual quality of academic performance, or intellectually irrelevant aspects of academic performance). Feedback was also classified according to the reason for failure (lack of motivation, lack of ability, or other external factors). Boys and girls received virtually the same proportions of positive and negative evaluation for the intellectual quality of their work. However, there were striking sex differences in the contexts in which negative evaluations were given. Implications of these results were discussed in terms of teachers' evaluations of their students, differences in teachers' attitudes towards boys and girls, and sex differences in children's own achievement expectations and ability assessments. Some suggestions for consistent uses of negative evaluation in the classroom are included. (Author/ED)

ED 111 496 PS 008 009

Weinberg-Asher, Nancy

**An Examination of Pre-School Children's Attitudes Toward the Physically Handicapped.**

Illinois Univ., Urbana.

Pub Date Apr 75

Note—12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

**Descriptors—Changing Attitudes, \*Childhood Attitudes, Comprehension, Negative Attitudes, Perception, \*Perceptual Development, \*Physically Handicapped, \*Preschool Children, \*Social Development**

This research study was designed to examine the attitudes of preschool children toward the disabled, evaluate the children's awareness and understanding of physical impairment, and examine the possibility of modifying preschool children's attitudes towards disabled children. Subjects were 102 children, 3-5 years of age, enrolled in preschools or day care centers. Children were asked to select their favorite toy from a set of six photographs. They were then shown one of four photographs of another, same-sex child (boy or girl in regular chair or boy or girl in wheelchair). Children were told that toy preferences of the pictured child were either similar or dissimilar to their own, or they were told nothing concerning toy preferences. While viewing the photographs, subjects were asked questions designed to deter-

mine their (1) affinity for the photographed child; (2) assessment of the child's ability; and (3) perception of the attitudes of their parents, teachers, or friends towards the subject's playing with the photographed child. Subjects shown disabled children were also questioned to determine their comprehension of disability. Results indicated that a shift from lack of understanding of disability to understanding occurs between 3 and 4 years of age; but that understanding of a disability does not produce the negative attitudes towards the disabled that are found in older children. (ED)

ED 111 497 PS 008 012

Guinagh, Barry J. And Others

**The Florida Parent-Infant Education Program.**

Florida Univ., Gainesville. Inst. for Development of Human Resources.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.; Fund for the Advancement of Education, New York, N.Y.; National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Apr 75

Note—18p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

**Descriptors—Cognitive Development, Economic Disadvantage, Educational Disadvantage, \*Educational Research, \*Home Programs, Home Visits, \*Intervention, Language Development, Nonprofessional Personnel, Parent Attitudes, \*Parent Participation, \*Preschool Education, Social Development, Stimulation, Testing Programs**

**Identifiers—\*Home Learning Center Project**

The overall purpose of this study was to investigate the effectiveness and practicability of a home-centered preschool intervention program for cognitive, language, and personality development of mother and child, based upon the use of paraprofessional educators who are themselves members of the population served. One question considered was whether early child stimulation could have continuing effects as children reached school age. Subjects were healthy babies from indigent families whose mothers agreed to be visited once a week and to work with the parent educator. She also had to allow her child to go to the home learning center twice a week. The first two years of experimental treatment consisted of weekly home visits, some educational and some just "friendly." In the third year, intervention consisted of weekly home visits and experience in a group setting twice a week. Results of intensive testing of the subjects at age six showed that the intervention had long-term positive effects on the children. The most effective results were achieved with those children who were in the program continuously from age three months through three years. It was suggested that sustained gains resulted from changes in maternal attitudes and feelings about education, about the child, and about themselves. (Author/BRT)

ED 111 498 PS 008 013

Toner, Ignatius J. Smith, Romayne A.

**Overt Verbalization and Delay Maintenance Behavior in Preschool Children.**

Pub Date Apr 75

Note—9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

**Descriptors—\*Goal Orientation, \*Mediation Theory, Overt Response, \*Preschool Children, Psychological Studies, \*Self Control, Self Reward, Verbal Communication**

**Identifiers—\*Delay of Gratification**

The present study was conducted to determine if overt self-verbalization by the child during the waiting period would influence his delay maintenance behavior when the delayed reward was present. Subjects were 60 preschool girls in the age range of 33-72 months. Fifteen subjects were randomly assigned to each of four experimental conditions: (1) rule verbalization, (2) neutral verbalization, (3) reward verbalization, (4) no verbalization. In each condition a supply of M&M candy rewards was placed one by one on the table at 5-second intervals until the child took them or told the experimenter to stop. Possession of the accumulating candy rewards was made contingent on the child's stopping any further ac-

cumulation. (The child had previously been told that all the candy put on the table would belong to him or her.) The child was told to overtly verbalize a specific utterance whenever the light was on. A red signal light operated by the experimenter was used as a cue for the overt verbalizations. Findings indicated that overt self-verbalizations by preschool girls during the waiting period significantly influenced their delay maintenance behavior. Results are discussed in terms of attending behavior, and it is noted that verbal mediation is facilitative only for younger children. It is suggested that subject-governed self-control mechanisms could result in increased stability of self-control in children. (GO)

ED 111 499 PS 008 014

Liben, Lynn S.

**Young Children's Performance on Traditional and Modified Perspective-Taking Tasks.**

Pub Date Apr 75

Note—18p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

**Descriptors—Cognitive Development, \*Early Childhood, \*Egocentrism, Infancy, \*Psychological Studies, Reaction Time, \*Visual Stimuli**  
**Identifiers—Decentering (Psychological), \*Piaget (Jean), Spatial Relationship (Psychological)**

This paper reports two related experiments, the first investigating whether children 3-7 years old demonstrate Flavell's Level-2 perspective-taking in a cognitively simple task, and the second re-examining children's performance on a task comparable to the Piagetian 3-mountain perspective-taking task. The first experiment involved a task which eliminated the usual spatial and representational components of the classic 3-mountain task, but provided conflicting visual experiences for subject and experimenter. The second experiment was designed to examine the child's ability to choose a representation of his own view and views of the experimenter when the experimenter was seated opposite and to the side of the child. Task variables and types of errors were investigated. Also, response latencies were measured to check whether responses on task were meaningful or indiscriminate. Results indicate that the young child's difficulty on traditional perspective-taking tasks is related to his lack of an integrated Euclidean spatial system and not to a lack of awareness that others have different visual perspectives. (GO)

ED 111 500 PS 008 015

Carr, Suzanne J. And Others

**Mother-Infant Attachment: The Importance of Mother's Distance and Visual Field.**

Pub Date Apr 75

Note—11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

**Descriptors—\*Attachment Behavior, \*Infancy, \*Interaction Process Analysis, \*Parent Child Relationship, Toys, \*Vision**  
**Identifiers—\*Eye Contact**

This study investigated the effects of mother's distance and visual field on some attachment behaviors of children 21-36 months old. Subjects were 20 male and 20 female children, half of each sex being reared primarily at home and half primarily in day care. Each child was observed with his mother in an experimental setting for a total of 16 minutes in 4 conditions, with mother sitting far from (3-4 meters) or near to (1 meter) tethered toys and facing so that she could or could not see the toys. The child's physical position and behavior along several modalities were recorded at 2-second intervals. Findings suggest that 2-year-olds are aware of the mother's activities and that if contact with the mother is reduced children will initiate behaviors to reestablish that contact. Reduction in visual accessibility of the mother appears to be as important as reduction in proximity. These findings are related to others which stress the centrality of eye-contact in the attachment relationship. (Author/GO)

ED 111 501

Lamb, Michael E.

**Infant Attachment to Mothers and Fathers.**

Pub Date Apr 75

PS 008 017

Note—11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors—**\*Attachment Behavior, Behavioral Science Research, \*Fathers, \*Infant Behavior, \*Parent Child Relationship, Psychological Needs, Social Development, \*Socialization

This study examined father-infant and mother-infant relationships by observing infants and parents in their homes. The subjects were 20 infants, 10 boys and 10 girls, 7 and 8 months of age. Each infant was visited twice when both parents were at home. All visits were made by the same two persons: a male observer, who maintained a narrative account of infant and adult behaviors and a female visitor, who provided an alternative interactive partner for the child. Comparisons were made between the frequencies of affiliative- and attachment behaviors (including smiling, looking, vocalizing, reaching, approaching, and seeking to be held) which were directed by the infant toward each adult. Results of multivariate analyses showed a significant preference by infants for their fathers over their mothers and the visitor, and for their mothers over the visitor. When data were compared on the individual measures, neither parent emerged as a preferred attachment object but there was far more affiliative type interaction with father than mother. It was noted that fathers also engaged in more physically stimulating and unpredictable games. The author suggests that the prominence of play in the father-infant relationship helps to make the father a person with whom interaction is pleasurable, varied, and unpredictable. (Author/BRT)

**ED 111 502 PS 008 019**

Jennings, Kay D.

**People vs. Object Orientation in Preschool Boys and Girls.**

Pub Date 12 Apr 75

Note—16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 12, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors—**\*Behavior Patterns, Classroom Observation Techniques, Cultural Factors, \*Interpersonal Relationship, Play, \*Preschool Children, Sex Differences, \*Sex Stereotypes, \*Social Behavior

**Identifiers—**Object Orientation, \*People Orientation

This study was undertaken to explore the cultural stereotype that boys are more object-oriented and girls are more people-oriented. A total of 38 white, middle class, preschool children were observed during their free play hour at nursery school when a variety of people and objects were freely available to them. Each child was observed with a time sampling method for approximately 50 minutes over three nonconsecutive days. The observer, who was not aware that sex was a relevant variable, rated the children's play behavior with regard to its focus and context. The focus was categorized as being directed toward people, objects, or other and the context as being solitary, parallel, associative, or cooperative play. The mean scores on focus and context were summed to form a single index of People versus Object Orientation. The results showed no differences between boys and girls on People versus Object Orientation or on either of the component measures of focus or context. One minor difference between the sexes was that the most object-oriented and the most people-oriented children tended to be boys, while most girls tended to divide their attention fairly evenly between people and objects. (Author/JMB)

**ED 111 503 PS 008 021**

Hunter, Michael A. Ames, Elinor W.

**Visual Habituation and Preference for Novelty in Five-Week-Old Infants.**

Pub Date Apr 75

Note—12p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors—**\*Adaptation Level Theory, Behavior Development, Classical Conditioning, \*Dimensional Preference, \*Infant Behavior, Psychological Testing, Response Mode, Social

Science Research, \*Stimulus Behavior, Stimulus Devices, \*Visual Stimuli  
**Identifiers—**\*Habituation

This study was designed to determine if the failure of previous investigations to find habituation and response to novelty in infants younger than 2 months of age was because the stimuli used were too complex or because a constant number of trials rather than an individual criterion of habituation was used. A total of 24 infants between 5 and 6 weeks of age were divided into three groups and given pretest to show that they had no initial preference for either of two stimuli, which differed in complexity. Next, all infants were given some familiarization with one of the stimuli, followed by a posttest on both stimuli. During the familiarization period, the three groups were treated differently: each of two groups was familiarized with either the complex or simple stimulus, and the third group was familiarized with the complex stimulus, but allowed only half as many familiarization trials. Results indicate that: (1) 5-week-old infants do habituate to visual stimuli, (2) previous failures to demonstrate habituation were due to stimulus and procedural limitations, and (3) preference for novelty is found following attainment of individual habituation criterion, while preference for familiarity is found following a period of familiarization too short to permit attainment of such a criterion. (BRT)

**ED 111 504 PS 008 022**

Powers, James E. Gowie, Cheryl J.

**The Passive Transformation on Its Own.**

Pub Date Apr 75

Note—30p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors—**\*Cognitive Processes, Deep Structure, \*Early Childhood, Elementary School Students, \*Information Processing, Kindergarten Children, Linguistic Competence, \*Listening Comprehension, Semantics, \*Sentence Structure, Verbal Learning  
**Identifiers—**Passive Voice, \*Sentence Comprehension

This study investigated children's performance with the passive-transformation when both the mode of presentation and the mode of response were verbal. The study was also designed to provide a framework for the examination of theoretical issues regarding strategies in speech perception. Kindergarten and first-grade children individually heard 6 sentences all in the same voice and all either harmonious with or contrary to children's previously expressed expectations regarding the likely actor in the sentences. After each sentence the child heard a question about the content of the sentence. The score for each child was the number of questions answered correctly. Results of this study support the hypothesis that children do not rely exclusively on any single sentence processing strategy. Instead, they combine their knowledge of the world, of words, and of language in the perception of speech. The results also indicate that an exclusively verbal mode of presentation and response is quite difficult for children. (Author/GO)

**ED 111 505 PS 008 023**

Berry, Gordon L.

**Research, Television and the Child: The Need for Risk-Takers.**

Pub Date 11 Apr 75

Note—10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development, (Denver, Colorado, April 11, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors—**Elementary School Students, Individual Development, \*Programming (Broadcast), Psychological Studies, Research Design, \*Research Methodology, Research Problems, Self Concept, \*Social Development, \*Socialization, \*Television Research  
**Identifiers—**Fat Albert and the Cosby Kids

This paper discusses the need for innovative research paradigms in assessing the impact of television on children. Past research has shown that television, as part of a child's environment, can influence the social behavior of young children in positive and negative ways. It is suggested that researchers now study ways in which children's programming can become a medium which

interacts with the child, performing a type of "surrogate" function. It is also suggested that effective programming would allow the child to learn about himself in relation to what he sees on television, leading to growth in self concept and self esteem. One such television program for children, "Fat Albert and The Cosby Kids" is presented as an example of an attempt to look at issues, problems and concerns faced by children as they grow and develop. A study which investigated the Fat Albert series to determine to what extent the prosocial messages of the program were communicated to children found that almost nine out of ten children (89.3 percent) received one or more specific prosocial messages from viewing an episode of Fat Albert. The findings do not indicate whether the messages were accepted or if they modified subsequent behavior. Research models and methodologies aimed at improving the theory and evaluation of television as it relates to the child are called for. (BRT)

**ED 111 506 PS 008 026**

Pick, Anne D.

**The Development of Strategies of Attention.**

Pub Date Apr 75

Note—14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors—**\*Attention, \*Cognitive Development, \*Elementary School Students, \*Preschool Children

**Identifiers—**Information Processing (Psychological), \*Selectivity

This paper describes an on-going research program focused on the development of attention in children with specific reference to the strategies and patterns of activities which children use in seeking information and in directing and controlling their own attention. Findings from three earlier studies suggest that older children are better able than younger children to select only relevant information, to remember only potentially relevant information, and to shift quickly from selecting one type of relevant information to another. These findings provided evidence of a developmental trend towards more flexible, efficient strategies of attention. This evidence, together with the conceptualization of attention as the selectivity which characterizes a variety of cognitive activities, suggests general questions regarding the formulation of attention development. More is known of environmental factors which are related to children's attention than is known about the way children control and direct their own attention. Little is known about the ways in which one's own behavior controls what one attends to. At present, attempts are being made to identify developmental trends in search strategies. Instances in which young children are more accurate than adults (as in the Stoop effect) show that adults are not universally more accurate, flexible, and efficient attenders than children. The development of search strategies is being studied by asking children to engage in search activities which simulate search as it occurs ordinarily, by asking about children's discovery and use of redundant information in this search task, and by employing tasks which dictate two distinct search strategies. (GO)

**ED 111 507 PS 008 028**

Olejnik, Anthony B.

**Developmental Changes and Interrelationships Among Role-Taking, Moral Judgments and Children's Sharing.**

Pub Date Apr 75

Note—21p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors—**\*Age Differences, Altruism, Cognitive Development, Correlation, \*Elementary School Students, \*Interpersonal Relationship, Kindergarten Children, \*Moral Development, \*Sex Differences, Social Development  
**Identifiers—**\*Piaget (Jean), Role Taking, Sharing Behavior

This study investigated the interrelationships among the development of role-taking skills, moral judgments, and sharing behavior of boys and girls in K-3. A total of 160 lower middle class white children (20 boys and 20 girls from

each grade) participated in the study. Data were collected on four measures: (1) sharing candy with a friend, (2) role-taking on emotional responses to pictured situations, (3) moral judgments on Piagetian dilemmas with positive or negative consequences, and (4) sharing candy with a stranger. The results indicated that (1) role-taking ability was positively correlated with the use of intentionality in making moral judgments; (2) role-taking ability was positively correlated with sharing with a friend, sharing with a stranger (only for boys), and total sharing; and (3) the use of intentionality in moral judgments was positively correlated with sharing with friends. Both age and sex differences were found. (JMB)

**ED 111 508 PS 008 029**

*Ruble, Diane N. And Others*

**Development of Achievement-Related Judgmental Processes.**

Pub Date Apr 75

Note—26p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Achievement Rating, Affective Behavior, \*Age Differences, \*Elementary School Students, \*Self Evaluation, Student Reaction

**Identifiers**—\*Attribution Studies, Social Comparison

This paper presents a series of studies related to the question of how children learn to evaluate themselves in achievement situations. The approach to the research is based on the Weiner et al attributional model of achievement. The paper describes three studies designed to determine the extent to which first, second and third grade children use outcome and norm cues to make judgments about ability, effort, and task difficulty attributions. The results of the 3 studies indicate clear developmental differences in the use of achievement-related information in making evaluative judgments. In addition, it appears that social norm information was not used predictably even by second and third graders, though outcome information was. Possible reasons for these developmental changes and their implications are discussed. (Author/JMB)

**ED 111 509 PS 008 030**

*Flynn, Timothy M.*

**Personality Factors Related to Intellectual Achievement in Migrant Preschool Children.**

Pub Date Apr 75

Note—20p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Achievement, Caucasians, Compensatory Education Programs, \*Migrant Child Education, Migrant Children, Migrant Schools, Motor Development, Negro Youth, \*Personality Development, \*Preschool Education, Rewards, Risk, School Readiness Tests, Self Concept, Self Control, Sex Differences, \*Student Characteristics, Student Teacher Relationship

**Identifiers**—\*Delay Of Gratification

To determine the personality characteristics that may be related to school readiness, particularly with reference to migrant preschool children, the following characteristics were examined: (1) delay of gratification, (2) relationship with achievement model, (3) dependency, (4) motor inhibition, (5) self control, (6) self concept, and (7) risk taking. The 195 children (187 black, 8 white) who participated in the study ranged in age from approximately 3 1/2 to 4 1/2 years, and were randomly selected from compensatory education programs for preschool children of migrant workers in Florida. In order to insure that the characteristics examined were of an affective nature, a cognitive ability measure was used as a covariate to remove achievement variance due to the child's cognitive ability. Tests used to determine the characteristics in question are explained in detail. Results indicated: (1) self concept accounted for a significant percentage of achievement variance for both boys and girls; (2) self concept, delay of gratification, and motor inhibition accounted for a significant percentage of variance for boys but not for girls; and (3) risk taking was related to school readiness for girls but not boys. It is suggested that future program

planning take these sex differences into account. (Author/ED)

**ED 111 510 PS 008 031**

*Jordan, Valerie Barnes Jordan, Lawrence A.*

**Relative Strengths of IQ, Mental Age and Chronological Age for Predicting Performance on Piagetian Tests.**

Pub Date Apr 75

Note—10p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Denver, Colorado, April 12, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Age, Age Differences, Cognitive Development, Cognitive Measurement, \*Cognitive Tests, Conservation (Concept), Correlation, \*Elementary Secondary Education, Intellectual Development, Intelligence Differences, \*Intelligence Quotient, \*Intelligence Tests, Mental Development, Prediction, Validity

**Identifiers**—\*Piaget (Jean)

This paper reviews studies in which scores on Piagetian tests of logical thought were correlated with IQ, mental age (MA) and chronological age (CA), and examines the possible effects of the size of the age range and mean age of subjects on these correlations. The data included 44 groups of subjects obtained from 36 studies in which Piagetian and intelligence tests were administered to intellectually normal children (mean IQ=109) from the preoperational through formal operational periods (40 to 216 months of age). Results revealed that averaged correlations between Piagetian tests and MA were consistently higher than the corresponding correlations for IQ and CA. The mean age of the subjects and no effect on the size of correlations between Piagetian tests and IQ, MA and CA, but the size of the age range was found to significantly affect the IQ and CA correlations (Piagetian tests/IQ correlations were higher within a narrow age range; Piagetian tests/CA correlations were higher within a wide age range; Piagetian tests/MA correlations showed no effect for size of age range). It was concluded that MA scores yield higher and more consistent correlations with Piagetian tests than either IQ or CA scores, and are not affected by the age range or mean age of the subjects sampled. (Authors/ED)

**ED 111 511 PS 008 032**

*Ratusnik, David L. Koenigsnecht, Roy A.*

**Influence of Certain Clinical Variables on Black Preschoolers' Nonstandard Phonological and Grammatical Performance.**

Northwestern Univ., Evanston, Ill.

Spons Agency—National Inst. of Neurological Diseases and Stroke (NIH), Bethesda, Md.; Spencer Foundation, Chicago, Ill.

Pub Date Apr 75

Note—27p.; A summary of this paper was presented at the biennial meeting of the Society for Research in Child Development (Denver, Colorado, Apr. 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Dialect Studies, Language Development, Language Patterns, Language Usage, \*Negro Dialects, Negro Students, \*Nonstandard Dialects, \*Preschool Education, Racial Differences, Racial Factors, Racial Recognition, \*Sex Differences, Social Dialects, Social Differences, \*Socioeconomic Influences

**Identifiers**—\*Experimenter Characteristics

The influence of the socioeconomic background and sex of the child and the race of the clinician on the frequency of implementation of nonstandard phonological and grammatical structures was examined in 72 black 4- and 5-year-olds. In order to generalize findings to typical clinical settings, language samples were elicited by 3 black and 3 white clinicians using spontaneous, paragraph completion, and repetition procedures. Results indicated that socioeconomic status and sex had a strong effect on black children's usage of nonstandard phonological and grammatical forms. The data also suggested that the beginnings of a bi-dialectal capability were identifiable in certain speech forms in the clinical setting for black preschoolers. Discriminant analysis detailed those nonstandard phonological and grammatical forms which contributed to dialect differences between lower and middle socioeconomic black children. (Authors/ED)

**ED 111 512**

*Clarke-Stewart, Alison*

**Dealing with the Complexity of Mother-Child Interaction.**

Pub Date 10 Apr 75

Note—9p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Denver, Colorado, April 10, 1975); Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Behavior Patterns, \*Infant Behavior, \*Interaction Process Analysis, Longitudinal Studies, Mothers, \*Parent Child Relationship, \*Research Methodology, \*Statistical Analysis

This paper presents arguments for greater use of sophisticated research strategies and statistical analyses of data in dealing with the real-life complexity of social interaction. Three possible procedures are proposed and illustrated in a study of interactions between mothers and their 8- to 18-month-old children. The first strategy is to operationalize complex concepts and define loose constructs behaviorally and quantitatively (e.g. maternal responsiveness). The second general research strategy is to analyze static complexity. It is suggested that a wide range of variables be measured in the same investigation and that rather than computing individual correlations between variables, multivariate statistical analyses should be performed. This method of analysis would serve to uncover broad patterns of behavior which would more likely reflect the complexity of human nature. The third general research strategy suggested involves examining behavior patterns and mother-child relations as they change over time. This strategy calls for a longitudinal design and the use of cross-lagged panel correlation. (BRT)

**ED 111 513 PS 008 036**

*Hutson, Barbara A.*

**Children's Free Associations to Single Words and to Meaningfully and Meaninglessly Related Pairs.**

Pub Date Apr 75

Note—15p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Elementary Education, \*Language Development, \*Semantics, \*Syntax, Verbal Stimuli, Word Lists

**Identifiers**—\*Free Associations

This study examined the feasibility of one method of investigating the development of children's implicit awareness of syntactic patterns. An enriched version of the free association format was used to test 32 subjects. The principal variables of interest were the subject's grade level, and the syntactic pattern and meaningfulness of the semantic relationship between words in each stimulus pair. Kindergarten, second, fourth and sixth grade boys and girls were individually tested on single words and on meaningfully and meaninglessly related pairs. Results indicated a strong developmental trend in children's tendency to match the syntactic pattern of the 2-word stimulus. This tendency appeared to be sensitive to variations in syntactic and semantic relationships within the stimulus pairs. (GO)

**ED 111 514 PS 008 039**

*Tulkin, Steven R. Covitz, Frances E.*

**Mother-Infant Interaction and Intellectual Functioning at Age Six.**

State Univ. of New York, Buffalo.

Spons Agency—Grant Foundation, New York, N.Y.; National Inst. of Mental Health (DHEW), Bethesda, Md.

Report No—NIMH-MH-08792

Pub Date Apr 75

Note—12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Attachment Behavior, \*Infants, \*Intelligence Level, Intelligence Quotient, Kindergarten Children, Language Development, \*Longitudinal Studies, Mothers, \*Parent Child Relationship, \*Social Differences

**Identifiers**—Reflectivity Impulsivity

This study looked at the relationship between mother-infant interaction and children's performance on cognitive measures at age 6. The data on mother-infant interaction were collected for 30 middle class and 30 working class, first born Caucasian girls, 10 months of age. The data collection consisted of observations made in the home and measures taken in a laboratory setting. In the followup study 5 years later, 25 of the original middle class children and 21 of the working class children were tested with the Illinois Test of Psycholinguistic Ability, the Peabody Picture Vocabulary Test, and the Matching Familiar Figures Test. The results indicated that, for the middle class group, many of the variables measured at home were significantly correlated with later scores on cognitive tests. Although fewer correlations were significant for the working class group, most were in the same direction as for the middle class group. Analysis of the laboratory data and the scores on the cognitive tests revealed a highly consistent set of correlations between early attachment measures and later test scores, especially for the middle class group. It was concluded that mothers' interactions with infants at the age of 10 months were clearly related to the children's cognitive test performance at age 6. (JMB)

ED 111 515 PS 008 064

Stern, Carolyn

**Problem Solving and Concept Formation: An Annotated Bibliography.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—California Univ., Los Angeles.; Office of Economic Opportunity, Washington, D.C.

Report No—OEO-4117; SWRL-SR-6

Pub Date Jun 68

Note—120p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Achievement, \*Annotated Bibliographies, Cognitive Development, Cognitive Processes, \*Concept Formation, \*Early Childhood Education, Educational Experiments, Exceptional Child Research, \*Experimental Psychology, Intelligence, Learning Processes, Learning Theories, Personality, \*Problem Solving, Research Methodology, Socialization

Identifiers—\*Piaget (Jean)

This bibliography, made up of approximately 350 entries concerned with many aspects of problem solving and concept formation in young children, has been designed for use by people primarily involved in experimental research in these areas of child development. Entries include experimental journal articles, conference papers, unpublished research papers, books (and specific book chapters), dissertations and literature reviews, which date from 1955 through 1968, and several earlier articles by Piaget. The wide variety of specific topics include: conservation studies and experimental research dealing with Piaget's theories; intelligence, achievement, memory and learning processes; socialization; learning theories; disadvantaged children and minority group differences; handicapped children; conceptual styles; verbal learning; cognitive development; discrimination learning; personality; research methodology; etc. (ED)

ED 111 516 PS 008 067

Cooper, Grace C.

**Getting to Know Your Baby and Yourself: Prenatal to Birth.**

Child Welfare League of America, Inc., New York, N.Y.; Consortium on Early Childbearing and Childrearing, Washington, D.C.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No—OCD-CB-101(C2)

Pub Date 74

Note—57p.; Book 1 - Parenting Curriculum Individualized Study Books; For resumes of other books in this series, see PS 008 068-072

Available from—Consortium on Early Childbearing and Childrearing, Child Welfare League of America, Inc., Suite 618, 1145 Nineteenth St., N.W., Washington, D.C. 20036 (Paper, Set of 6 books, \$12.50)

Document Not Available from EDRS

Descriptors—Child Development, Eating Habits, \*Emotional Adjustment, Individual Differences, Nutrition, \*Parent Education, \*Parenthood

Education, Peer Relationship, Physical Characteristics, Physical Health, \*Pregnancy, \*Prenatal Influences, Recreational Activities, Unwed Mothers

Identifiers—\*Consortium on Early Childbearing and Childrearing

This illustrated booklet on prenatal care and birth is part of a related curriculum on parenting and child development designed for school-age mothers. Conception, embryonic and fetal development, the birth process, nutrition during pregnancy, and emotional and physical characteristics of pregnant women are explained. Short quizzes and answers are provided on the material covered in the booklet. Mothers-to-be are encouraged to check with their doctors to ensure good care. It is emphasized that young unwed mothers can continue to socialize with peers and still maintain good health. (BRT)

ED 111 517 PS 008 068

Cooper, Grace C.

**Your New Human: Birth to One Month.**

Child Welfare League of America, Inc., New York, N.Y.; Consortium on Early Childbearing and Childrearing, Washington, D.C.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No—OCD-CB-101(C2)

Pub Date 74

Note—71p.; Book 2 - Parenting Curriculum Individualized Study Books; For resumes of other books in this series, see PS 008 067-072

Available from—Consortium on Early Childbearing and Childrearing, Child Welfare League of America, Inc., Suite 618, 1145 Nineteenth St., N.W., Washington, D.C. 20036 (Paper, set of 6 books, \$12.50)

Document Not Available from EDRS

Descriptors—Child Care, Child Development, \*Day Care Services, Emotional Adjustment, Family Day Care, Individual Differences, \*Infancy, Infant Behavior, Learning Activities, \*Parent Child Relationship, \*Parenthood Education, Physical Characteristics, Physical Development, Physical Health, \*Unwed Mothers

Identifiers—\*Consortium on Early Childbearing and Childrearing

Information on the child's first month of life is presented in a self-instructional format. This illustrated booklet is part of a related curriculum on parenting and child development for school-age mothers. The physical appearance of newborns, hospital maternity ward procedures, suggestions for daily schedules for new school-age mothers and their infants, alternatives in day care, and actual infant care are explained. Short quizzes and answers are provided on the material covered in the booklet. Emphasis is placed on the developmental importance of stimulation, learning activities, and interaction between the new mother and infant. (BRT)

ED 111 518 PS 008 069

Cooper, Grace C.

**Learning About the World: From One Month to Three Months.**

Child Welfare League of America, Inc., New York, N.Y.; Consortium on Early Childbearing and Childrearing, Washington, D.C.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No—OCD-CB-101(C2)

Pub Date 74

Note—61p.; Book 3 - Parenting Curriculum Individualized Study Books; For resumes of other books in this series, see PS 008 067-072

Available from—Consortium on Early Childbearing and Childrearing, Child Welfare League of America, Inc., Suite 618, 1145 Nineteenth Street, N.W., Washington, D.C. 20036 (Paper, set of 6 books, \$12.50)

Document Not Available from EDRS

Descriptors—Affective Behavior, \*Child Care, Child Development, Contraception, Emotional Development, Fathers, Individual Differences, \*Infancy, Infant Behavior, Learning Activities, Motor Development, \*Parent Child Relationship, \*Parent Education, \*Parenthood Education, Recreational Activities, Unwed Mothers

Identifiers—\*Consortium on Early Childbearing and Childrearing

Information about infants from 1 to 3 months old is presented in a self-instructional format. This illustrated booklet is part of a related curriculum on parenting and child development for

school-age mothers. Topics discussed are: (1) Infant care, (2) infant behavior (e.g., thumb-sucking, crying), (3) the mother's relationships with the father of the infant, other men, and female peers, and (4) the importance of stimulation and learning activities for maximum infant development. Mothers are encouraged to obtain birth control information from a family planning clinic, doctor, social worker, or other health service. Short quizzes and answers are provided on the material covered in the booklet. (BRT)

ED 111 519 PS 008 070

Cooper, Grace C.

**Your Baby Grows: Three to Six Months.**

Child Welfare League of America, Inc., New York, N.Y.; Consortium on Early Childbearing and Childrearing, Washington, D.C.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No—OCD-CB-101(C2)

Pub Date 74

Note—66p.; Book 4 - Parenting Curriculum Individualized Study Books; For resumes of other books in this series, see PS 008 067-072

Available from—Consortium on Early Childbearing and Childrearing, Child Welfare League of America, Inc., Suite 618, 1145 Nineteenth St., N.W., Washington, D.C. 20036 (Paper, set of 6 books, \$12.50)

Document Not Available from EDRS

Descriptors—Affective Behavior, Calisthenics, \*Child Care, Cognitive Development, Emotional Development, Individual Differences, \*Infancy, Learning Activities, Motor Development, \*Parent Child Relationship, \*Parent Education, \*Parenthood Education, Perceptual Development, Physical Development, Recreational Activities, Unwed Mothers

Identifiers—\*Consortium on Early Childbearing and Childrearing

This illustrated booklet on infant growth and development from 3 to 6 months of age is part of a self-instructional curriculum on parenting and child development for school-age mothers. Physical, motor, and social-emotional development of the infant are discussed, with emphasis on possible individual differences in babies. The emotional and social needs of young mothers are discussed and suggestions are made for activities, exercise, diet, and wardrobe selection. Short quizzes and answers are provided on the material covered in the booklet. (BRT)

ED 111 520 PS 008 071

Cooper, Grace C.

**You and Baby Are Learning More Each Day: Six to Nine Months.**

Child Welfare League of America, Inc., New York, N.Y.; Consortium on Early Childbearing and Childrearing, Washington, D.C.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No—OCD-CB-101(C2)

Pub Date 74

Note—56p.; Book 5 - Parenting Curriculum Individualized Study Books; For resumes of other books in this series, see PS 008 067-072

Available from—Consortium on Early Childbearing and Childrearing, Child Welfare League of America, Inc., Suite 618, 1145 Nineteenth Street, N.W., Washington, D.C. 20036 (Paper, set of 6 books, \$12.50)

Document Not Available from EDRS

Descriptors—\*Child Care, Child Development, Emotional Development, Employment Interviews, \*Infancy, Infant Behavior, Job Application, Language Development, Learning Activities, Motor Development, \*Parent Child Relationship, \*Parent Education, \*Parenthood Education, Stranger Reactions, Toys, Unwed Mothers

Identifiers—\*Consortium on Early Childbearing and Childrearing

Information about infant growth and development from 6 to 9 months of age is presented in a self-instructional format. This illustrated booklet is part of a related curriculum on parenting and child development for school-age mothers. Stranger anxiety, motor development, toys and learning activities, and language development are discussed. Job-hunting tips are provided for mothers who are planning to work or to change jobs. Short review quizzes and answers are included on the material covered in the booklet. (BRT)



ED 111 521

PS 008 072

*Cooper, Grace C.***The End of the First Year: Nine to Twelve Months.**

Child Welfare League of America, Inc., New York, N.Y.; Consortium on Early Childbearing and Childrearing, Washington, D. C.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No.—OCD-CB-101(C2)

Pub Date 74

Note—60p.; Book 6 - Parenting Curriculum Individualized Study Books; For resumes of other books in this series, see PS 008 067-071

Available from—Consortium on Early Childbearing and Childrearing, Child Welfare League of America, Inc., Suite 618, 1145 Nineteenth St., N.W., Washington, D.C. 20036 (Paper, set of 6 books, \$12.50)

**Document Not Available from EDRS****Descriptors—**Affective Behavior, \*Child Care, Cognitive Development, Emotional Development, Family Life, \*Infancy, Infant Behavior, Marriage, Motor Development, \*Parent Child Relationship, \*Parent Education, \*Parenthood Education, Social Development, Unwed Mothers**Identifiers—**\*Consortium on Early Childbearing and Childrearing

Information on infant growth and development from 9-12 months of age is presented in a self-instructional format. This illustrated booklet is part of a related curriculum on parenting and child development for school-age mothers. Infant emotional behavior, cognitive development, toilet training, walking and other motor skills, and perceptual development are discussed. The final section of the booklet deals with the problems and concerns of the unmarried mother who wishes to marry. The young mother is encouraged to consider how her child will fit into her new life. (BRT)

ED 111 522

PS 008 076

**Head Start Services to Handicapped Children.**

First Annual Report of the U.S. Department of Health, Education and Welfare to the Congress of the United States on Services Provided to Handicapped Children in Project Head Start.

Office of Child Development (DHEW), Washington, D.C.

Pub Date Mar 73

Note—22p.; For the Second Annual Report, see PS 008 077

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage****Descriptors—**\*Early Childhood Education, Educational Policy, Experimental Programs, Federal Legislation, Federal Programs, \*Handicapped Children, Interagency Cooperation, \*National Surveys, Policy Formation, \*Preschool Programs, Program Development, \*Regular Class Placement, Social Planning, Special Services**Identifiers—**\*Project Head Start

This report records the progress, current status and future plans of the Office of Child Development (OCD) in making Head Start services available to handicapped children in an integrated setting, as mandated in 1972 by Federal legislation. The requirements and history of this legislation are reviewed and the goals and objectives for improving Head Start are outlined. Information on the pattern of services provided to handicapped children through Head Start programs was gathered from a variety of sources, including preliminary survey data from 712 programs, on-site observations, and other Federal agencies. The data collected reflect the status of handicapped children in Head Start programs in the latter part of 1972, and report on: (1) the number of children served in full-year and summer programs; (2) the principal handicapping conditions reported (speech impairment, emotional disturbance and mental retardation); (3) the comprehensive and special services provided, including benefits, to the children; and (4) future program needs. General information concerning the policies, procedures and plans proposed by OCD to meet Federal mandate requirements are outlined. (ED)

ED 111 523

PS 008 077

**Head Start Services to Handicapped Children.**

Second Annual Report of the U.S. Department of Health, Education, and Welfare to the Congress of the United States on Services Provided to Handicapped Children in Project Head Start.

Office of Child Development (DHEW), Washington, D.C.

Pub Date Apr 74

Note—24p.; For the First Annual Report, see PS 008 076

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage****Descriptors—**\*Early Childhood Education, \*Handicap Detection, \*Handicapped Children, Language Handicapped, Mentally Handicapped, Multiply Handicapped, Normalization (Handicapped), Parent Counseling, Physically Handicapped, Preschool Curriculum, \*Preschool Programs, Program Development, \*Regular Class Placement, Special Services**Identifiers—**\*Project Head Start

This report documents the status of handicapped children in Head Start programs, the number of children being served, their handicapping conditions, and the services being provided. Children professionally diagnosed as handicapped account for at least 10.1 percent of children enrolled in full year Head Start Programs. Nearly 50 percent of the children require a "fair amount" or "practically constant" special assistance. One of the most important services Head Start programs offer a handicapped child is the chance to be in a developmental environment with nonhandicapped children. Local communities are being helped to develop a diagnostic team capability to insure appropriate assessments of young children to serve as a basis for program planning. All Head Start programs enrolling handicapped children require additional training of staff. Staff training focuses on attitudes toward handicapped children, growth and development, teaching methods, curriculum development, and speech and language development. Counseling for families of handicapped children, modifying physical facilities, and providing special equipment are among the services Head Start provides for its handicapped children. (BRT)

ED 111 524

PS 008 079

**How to do Day Care: Some Shared Experiences.**

Day Care and Child Development Council of America, Inc., Washington, D.C.; Southern Regional Education Board, Atlanta, Ga. Southeastern Day Care Project.

Spons Agency—Donner (William H.) Foundation.

Pub Date 74

Note—126p.

Available from—Day Care and Child Development Council of America, 1012-14th Street, N.W., Washington, D.C. 20005 (Paper, \$3.50)

**Document Not Available from EDRS****Descriptors—**After School Programs, Child Development, \*Day Care Programs, \*Day Care Services, \*Early Childhood Education, \*Elementary School Students, Family Day Care, Food Service, Health Education, Health Services, \*Infants, Parent Participation, Parents, Social Workers, Staff Improvement, Volunteers

This booklet provides basic information for those involved in creating new day care programs or revising existing ones in their own communities. Chapters 1 and 2 offer discussions on basic approaches to day care as well as general aspects of programming. In Chapter 3 three types of staff training are investigated. A black studies inservice training program is described in detail. Chapters 4 and 5 concentrate on health and food. In Chapter 6 the complex role of the social worker within a day care center is discussed, especially in relation to activities which coordinate and provide services to and for families. Chapter 7 considers the topic of parents, the role the center plays in enhancing the parent/child relationship and the role the parents play through various forms of involvement (suggested activities are included). The importance, sources, training and scheduling of volunteers is covered in detail in Chapter 8, including a paper on one center's experience. Chapter 9, 10, and 11 cover more specialized concerns and problems of child care, specifically infants, school-age children's programs, and family day care (here considered as adjunct to community day care programs). (ED)

ED 111 525

PS 008 094

*Bell, T. H.***School Leadership and the Community.**

Pub Date 13 Apr 75

Note—11p.; Paper presented at the Annual Meeting of the National Association of Elementary School Principals (Minneapolis, Minnesota, April 13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage****Descriptors—**\*Child Development Centers, Community Planning, \*Early Childhood Education, Health Services, \*Home Programs, Neighborhood Centers, Neighborhood School Policy, Nutrition, Outreach Programs, Parent Education, Preschool Children, \*School Community Programs, School Community Relationship, \*School Services

The importance of using existing local elementary school facilities to benefit preschool children and their neighborhoods forms the basis for suggestions offered in this address. Comprehensive child and community development centers can be created in the schools that would benefit the community by increasing general concern for a higher quality living environment, and benefit the children by preparing them for formal schooling. Elementary schools can become sponsors of home-based preschool education programs through: (1) conducting parenting and outreach classes; (2) coordinating health and welfare programs by providing diagnostic public health services for preschoolers that would be concerned with child welfare, nutrition, and the early identification of handicapping situations; and (3) using existing school library facilities for lending books and toys and conducting clinics and learning seminars. Reasons for using a home-based approach (as opposed to a center-based approach) in promoting preschoolers' development are outlined. Potential gains for the children and the community are stated in both human and economic terms. (ED)

ED 111 526

PS 008 095

**Program of Studies. Early Childhood Education: Kindergarten Section.**

Fairfax County Schools, Va.

Pub Date Sep 74

Note—152p.; Some pages are colored and may not reproduce clearly

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage****Descriptors—**\*Behavioral Objectives, Classroom Arrangement, Classroom Materials, \*Curriculum Guides, \*Early Childhood Education, Educational Diagnosis, \*Kindergarten, Learning Activities, Parent Teacher Conferences, Reading, Records (Forms), Resources, Self Concept, \*Student Centered Curriculum, Student Evaluation, Teaching Techniques**Identifiers—**\*Virginia (Fairfax)

This manual uses charts and outlines to present a kindergarten program based on the theory that learning is developmental and continuous. The program's integrated subject approach is aimed at enabling children to develop communication skills, intellectual abilities, a positive self-image, and academically appropriate psychomotor skills. These four general goals are outlined in terms of specific behavioral objectives. A working draft of suggested approaches to achieving the stated objectives forms the largest portion of the manual. It includes descriptions of teaching/learning strategies for each objective, organizational alternatives (learning centers, teacher-aide teams, or a combination of the two) and evaluation processes (initial and follow-up assessment tasks for each objective, and guidelines for communicating with parents and maintaining progress records). Appendices to this section of the manual provide further information on planning; reading instruction; use of learning materials and activities such as beads, blocks, tools, and field trips; use and interpretation of the draw-a-man test; and a sample progress report form. A final section offers suggestions for selecting and ordering appropriate classroom equipment and consumable and non-consumable materials sufficient for a class of 25 students. (ED)

ED 111 527

PS 008 096

*Liebert, Robert M. And Others***Television and Social Behavior: A Prototype for Experimental Programming.**

Pub Date Apr 75

Note—19p.; Paper presented at the Annual Convention of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage****Descriptors—**\*Early Childhood Education, Evaluation, \*Observational Learning, Planning, \*Programming (Broadcast), Socialization, \*Television Research, \*Television Viewing**Identifiers—**\*Prosocial Behavior

This paper describes the production of three 30-second prosocial television spots and the evaluation of the effects of these spots on chil-

dren's behavior. The psychological process of observational learning was used to conceptualize the way television viewing influences children's behavior; the three stages of observational learning (exposure, acquisition, and acceptance) served as guides for the production and evaluation phases of this project. Five major principles were followed in planning the content for these spots: (1) the same theme was presented in all three spots, (2) situations were chosen to optimize immediate recognition and understanding by child viewers, (3) physical action was emphasized, (4) verbal statements were used to complement action and explicate both the conflict and solution, and (5) the positive consequences of the behavior to be modeled was accentuated. The rationale and research evidence to support the use of each of these principles was given. The spots were evaluated for the attraction they held for youngsters (exposure), the clarity with which they conveyed the intended message (acquisition), and the overt changes they produced in attitudes and behavior (acceptance). It was concluded that the approach described in this paper was a viable model for the production and evaluation of the whole range of television programming for children. (JMB)

**ED 111 528 PS 008 097**

McGhee, Paul E.  
Television as a Source of Learning Sex Role Stereotypes.

Pub Date Apr 75

Note—16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—Age Differences, \*Content Analysis, \*Elementary School Students, Sex Differences, Sex Role, \*Sex Stereotypes, \*Television Research, \*Television Viewing

This study examined the effects of heavy versus light television viewing on the degree to which children possess sex role stereotypes. Reference was made to content analyses of children's television programs, prime time dramatic programs, and commercials, to show that traditional sex role stereotypes are present in most aspects of television programming. It was thus assumed that children who watched more television would acquire greater knowledge of sex role stereotypes. A TV program checklist was used with children in grades K, 2, 4 and 6 and their parents, to determine the amount of time the children spent watching television. Those who watched 10 hours or less per week were categorized as low TV watchers and those who watched 25 hours or more were categorized as high TV watchers. A total of 80 children (5 boys and 5 girls in each category from each grade level) participated in the study. Each child was given Brown's It test to measure his or her sex-typed toy or activity preference. High TV watchers made significantly higher scores in the It test than low TV watchers, suggesting that TV viewing plays an important role in children's acquisition of sex typing. An attempt to measure longitudinal changes in followup testing one year later did not produce the expected results due to ceiling effects on the It test. Another sex stereotype measure was described and suggested for use in future research. (JMB)

**ED 111 529 PS 008 099**

Holmes, Monica And Others  
The Impact of the Head Start Parent-Child Centers on Children. Final Report.

Center for Community Research, New York, N.Y.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No—OCD-2997A/H/0

Pub Date Dec 73

Note—60p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Age Differences, \*Cognitive Ability, \*Cognitive Tests, Comparative Analysis, Home Programs, \*Intervention, Norm Referenced Tests, \*Preschool Education, Preschool Programs, Program Evaluation, Sex Differences, \*Test Results, Validity

Identifiers—DDST, Denver Developmental Screening Test, Parent Child Centers, Preschool Inventory, \*Project Head Start, PSI

This report presents results of cognitive ability tests administered to 3 to 5-year olds who were

graduating from Parent-Child Center (PCC) programs in 14 cities. PCC programs are designed to maximize the potentialities of low income preschoolers through in-center, home-based, or in-center/home-based combination programs. The findings reflected outcomes expected from the educational component. Test scores for the experimental children were compared to national norms on the Preschool Inventory (PSI) and Denver Developmental Screening Test (DDST) and to scores for groups of Home Start children tested prior to their enrollment in Home Start programs in other communities. Descriptions of procedures used included information on tester training, instrument adaptations, testing problems, and validity. Data were subanalyzed by group, rural/urban setting, sex, and age. Scores of PCC children were somewhat better on a majority of items than either national norms or scores of the Home Start comparison group, especially on questions dealing with labelling, concept formation, shapes, and colors. Groups showed minimal differences on the DDST. Overall conclusions indicated that PCC seemed to have an impact on the children enrolled, though the evidence is not statistically strong. (ED)

**ED 111 530 PS 008 100**

May, Dean L. Vinovskis, Maris A.

A Ray of Millennial Light: Early Education and Social Reform in the Infant School Movement in Massachusetts, 1826-1840. Final Report.

Brown Univ., Providence, R.I.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-1-A-056

Pub Date Jan 74

Grant—OEG-1-72-0006(509)

Note—96p.; Filmed from best available copy

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—Child Development, Diaries, Disadvantaged Youth, \*Early Childhood Education, \*Educational Change, \*Educational History, Educational Policy, \*Educational Practice, Educational Theories, Family (Sociological Unit), Graphs, Immigrants, Infants, Preschool Children, Private Schools, Public Schools, \*Social Action, Social Class

Identifiers—Infant Schools, \*Massachusetts

This study provides a historical setting for the current interest in preschool education by examining the assumptions and efforts of educators and politicians involved in establishing preschool programs in Boston during the 1830's. Parallels are drawn between the early education experiments detailed here and those undertaken recently, in order to provide a basis for evaluating current problems and establishing future directions. The main concern of the study is the dynamics of the interaction of Boston social elites, educational theorists, public school officials, and a larger body of civic-minded supporters of the schools as revealed in diaries, public and infant school records, and the social data of Boston and Concord from the period. The history of the development, impact, and demise of these early experiments is examined by describing the influence of English social reform precedents on the founding of American infant schools in the mid 1820's, the character and objectives of the early infant schools in Boston, and the conflict over educational assumptions which eventually led to the decline and collapse of support for preschool education by the 1840's. These early efforts apparently were forgotten by the time the kindergarten movement began in the 1860's. Some conclusions are drawn concerning the shifts in attitudes toward early childhood education in the nineteenth century. (ED)

**ED 111 531 PS 008 101**

Bell, T. H.

Parenting and the Public Schools.

Pub Date 2 Jun 75

Note—12p.; Paper presented at the Annual Convention of the National Congress of Parents and Teachers (Atlantic City, New Jersey, June 2, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Adolescents, Child Development, Community Health Services, \*Educational Policy, High School Curriculum, High School Students, Parent Education, \*Parenthood Education, \*Public Schools, \*Secondary Education

The United States educational system has a responsibility to provide adults with the necessary

education to raise healthy, productive children. Learning how to be a parent does not appear to be a routine part of the growing-up process today. Therefore, in order to maximize the essential early development of children, parenthood training becomes increasingly important. People can be taught to become effective parents by teaching them about child growth and development. It is suggested that this training should take place in the secondary school since this is often the last formal education many young citizens will receive. Several existing programs which train people to become informed parents are described. Additional programs are needed through which parent education and child development services could be delivered to communities through neighborhood schools. (BRT)

**ED 111 532 PS 008 102**

Lystad, Mary

A Child's World as Seen in His Stories and Drawings.

National Inst. of Mental Health (DHEW), Rockville, Md.

Report No—DHEW-ADM-74-118

Pub Date 74

Note—131p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 1724-00380, \$3.10)

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

Descriptors—\*Art Expression, Booklists, \*Child Development, \*Childrens Literature, Chinese Culture, Content Analysis, \*Creative Writing, \*Elementary Education, Elementary School Students, Freehand Drawing, Literature Appreciation, Recreational Reading, Russian Literature

Identifiers—\*National Institute of Mental Health

Children's own stories and drawings as well as data on children's choices for reading material were analyzed by race, sex, and age for preferences in settings, actors, and need representation. Books for children chosen by literary critics and by persons who buy books for children were also analyzed for what children and adults look for in these books in terms of settings, actors, and needs. Children's creative writing and children's and adults' book choices were compared to ascertain similarities and differences in depiction of social behavior. The children in the study were 540 first, third, and fifth graders in six racially integrated schools in New Orleans. Many of their stories and drawings are included. Appendices contain lists of book choices of children and for children, adult reviewer book choices for children in 1971-1972, best-selling children's books for 1971-1972, and a comparison of early American, modern Russian, and Chinese books for children. (BRT)

**ED 111 533 PS 008 120**

A Maryland State Plan for Coordinated Child Development Services.

Maryland Community Coordinated Child Care (4-C) Committee, Baltimore.

Spons Agency—Maryland State Dept. of Employment and Social Services, Baltimore.

Pub Date 74

Note—269p.

Available from—Maryland 4-C Committee, Inc., Suite 300, 1123 North Eutaw Street, Baltimore, MD 21201 (Paper, no charge but send \$1.00 to cover postage and handling)

**EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage**

Descriptors—Child Abuse, \*Comprehensive Programs, Day Care Programs, Delivery Systems, Demography, \*Early Childhood Education, Health Services, \*Interagency Coordination, Social Services, State Departments of Education, State Federal Aid, State Legislation, State Licensing Boards, \*State Programs, \*State Surveys, Voluntary Agencies

Identifiers—Community Coordinated Child Care (4C), \*Maryland

This document represents the first phase of Maryland's comprehensive child development plan. It includes: (1) statistical information on Maryland's children and their families, including population and demographic trends, income, health and social services and out-of-home care programs, (2) a definition of comprehensive child care and child development and the identification of services required to meet that definition, (3) a description of the legal base through which public programs and services are provided for young children and their families, (4) a review of

licensing statutes and regulations for out-of-home child care, with recommendations for an improved system, (5) information and recommendations major child development programs and services including group and family day care, health and social services, educational programs, nutrition and child abuse, (6) priorities expressed by the county 4-C Councils and the Baltimore City 4-C Council, (7) the amount and source of Federal grants-in-aid for children's services and their allocation by program and political subdivision, (8) a discussion of the status of training for child care, child development and early childhood education personnel, (9) the volume, nature and scope of the child development services provided by voluntary agencies and hospitals, (10) an annotated list of major studies pertaining to Maryland's children, (11) major recommendations for an interagency structure with parent and citizen participation, and a statewide network for coordinating comprehensive child development services. (GO)

## RC

ED 111 534

RC 006 232

*McElroy, Robert C.*

**The Hired Farm Working Force of 1971. A Statistical Report. Agricultural Economic Report No. 222.**

Economic Research Service (DOA), Washington, D.C. Economic Development Div.  
Report No.—AER-222

Pub Date Mar 72

Note—33p.; For related documents, see ED 020 361; ED 051 357; RC 008 805; RC 007 285

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Agricultural Laborers, \*Employment, Employment Statistics, \*Farm Labor, Income, Labor Force, Manpower Utilization, \*Migrant Workers, Residential Patterns, Seasonal Laborers, \*Statistical Data, Wages

Information is given on the size and composition of the 1971 hired farm working force (HFWF) and on the employment and cash earnings from farm and nonfarm wage work obtained during the year. Data were obtained from a survey conducted by the Bureau of the Census as a supplementary part of the regular Current Population Survey made in December 1971. There were about 2.6 million persons 14 years of age and over who did some farmwork for cash wages during 1971. This slight increase (4 percent) from the 2.5 million in 1970 reversed the declining trend in process since 1967. Members of the 1971 HFWF were mostly young (median age 22), white (78 percent), male (76 percent), persons living in nonfarm places (73 percent). They earned an average of \$882 in cash wages, or \$11.60 a day for 76 days of farm wage work. Only 19 percent were engaged chiefly in farm wage work. Of these, 285,000 were year-round workers, who were the most fully employed and highest paid, averaging 317 days of farm wage work and earning \$3,799. About 58 percent (primarily housewives and students) were not in the labor force most of the year. About 172,000 (7 percent) of the total were domestic migratory workers. This was a drop of 12 percent from 196,000 in 1970 and a continuation of the 4-year declining trend in migrant numbers, while the remainder of the hired farmworkers reverse the downward trend and increased by 4 percent. (Author/NQ)

ED 111 535

RC 007 285

*McElroy, Robert C.*

**The Hired Farm Working Force of 1972. A Statistical Report. Agricultural Economic Report No. 239.**

Economic Research Service (DOA), Washington, D.C. Economic Development Div.

Report No.—AER-239

Pub Date Mar 73

Note—34p.; For related documents, see ED 020 361; ED 051 357; RC 008 805; RC 006 232

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Agricultural Laborers, \*Employment, Employment Statistics, \*Farm Labor, Income, Labor Force, Manpower Utilization, \*Migrant Workers, Seasonal Laborers, \*Statistical Data, Wages

Information on the size and composition of the 1972 hired farm working force (HFWF) and on

the employment and cash earnings from farm and nonfarm wage work obtained during the year is presented. Data were obtained from a survey conducted by the Bureau of the Census as a supplementary part of the regular Current Population Survey made in December 1972. In 1972, there were 2.8 million persons 14 years of age and over who did some farmwork for cash wages during the year. This was a 7 percent increase from the 2.6 million in 1971. Members of the 1972 HFWF were mostly young (median age 23), white (85 percent), male (77 percent), persons living in nonfarm places (72 percent). They earned an average of \$1,160 in cash wages, or \$13.20 a day for 88 days of farm wage work. Only 24 percent were engaged chiefly in farm wage work. Of these, 367,000 were year-round workers, who were the most fully employed and highest paid, averaging 306 days of farm wage work and earning \$4,358. About 52 percent (primarily housewives and students) were not in the labor force most of the year. About 184,000 (7 percent) of the total were domestic migratory workers. This was an increase of 7 percent from 172,000 in 1971 and reversed the declining trend in the number of migrants which began in 1965. The remainder of the hired farmworkers, the nonmigratory, increased by 9 percent over 1971. (Author/NQ)

ED 111 536

RC 008 691

*Miller, Michael V.*

**Variations in Mexican-American Family Life: A Review Synthesis.**

Texas A and M Univ., College Station. Texas Agricultural Experiment Station.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Report No.—TAES-NC-128

Pub Date Aug 75

Note—38p.; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, California, August 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Dating (Social), \*Family Life, \*Family Relationship, Family Role, Inter-marriage, \*Literature Reviews, \*Mexican Americans, \*Research, Review (Reexamination), Sociocultural Patterns, Sociology

A review of the published empirical literature on families in the several areas of concentrated Mexican American settlement (primarily California, Arizona, Colorado, New Mexico, Texas, and various cities in the Midwest) is presented in this paper. Objective is to provide a frame of reference on the sociology of Mexican American families. Variations in family behavior appear to be linked to such factors as socioeconomic status, nativity, age and generation, specific place of residence, and language use patterns. Therefore, this synthesis is concerned with family variance "per se" by considering a number of relevant factors (i.e., age, occupational status, educational attainment, and community of residence). Studies dealing with the following topics are cited: 1) the extended family; 2) family roles; 3) dating and courtship; 4) ritual kinship relations; and 5) intermarriage. The paper is concluded with some general comments on family disorganization and family persistence. (NQ)

ED 111 537

RC 008 700

*Brown, David L.*

**Socioeconomic Characteristics of Growing and Declining Nonmetropolitan Counties, 1970. Agricultural Economic Report No. 306.**

Economic Research Service (DOA), Washington, D.C. Economic Development Div.

Report No.—AER-306

Pub Date Aug 75

Note—51p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Age, Census Figures, Economically Disadvantaged, Education, Family Income, Labor Force, Minority Groups, Occupations, \*Population Growth, \*Population Trends, Sex Differences, \*Socioeconomic Status, Southern States, \*Statistical Analysis, Tables (Data) Identifiers—Counties, \*Population Decline

Utilizing data compiled from the 1970 U.S. Census of Population, this statistical analysis presents a comparison of the socioeconomic characteristics of growing and declining nonmetropolitan U.S. counties. In addition, separate analyses are presented for whites and racial minorities and for South and nonsouth regions

(since analysis is limited to those counties having at least 250 racial minority residents and since 2/3 of these are located in the South, the analysis of national level nonmetropolitan data is heavily weighted by southern counties). This analysis indicates that when compared with growing nonmetropolitan counties, the declining nonmetropolitan counties have: (1) a deficit of working age population; (2) a higher proportion of dependent age groups; (3) a lower median educational attainment among the minority population; (4) a lower rate of female participation in the labor force (33.7% vs 37.9%); (5) a lower median family income (\$6,546 vs \$8,027); (6) less employment in manufacturing (23.1% vs 26.9%); (7) a higher than average amount of employment in low-wage/low-skill extractive industries (20.1% vs 6.5%); and (8) a higher percentage of families whose income falls below the poverty line. This analysis indicates a declining population affects an area's socioeconomic composition, age and labor force structures, and its ability to generate income. (JC)

ED 111 538

RC 008 718

*Picou, J. Steven Carter, T. Michael*

**Residence and the Dynamics of Status Attainment as Related to Aspiration Formation.**

Texas A and M Univ., College Station. Texas Agricultural Experiment Station.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Report No.—TAES-H-2811; USDA(CSRS)-S-61; USDA(CSRS)-S-81

Pub Date Aug 74

Note—36p.; Paper presented at the Annual Meeting of the Rural Sociological Society, (Montreal, Canada, August 1974)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Academic Aspiration, Caucasians, Comparative Analysis, Grade Point Average, \*High School Students, Males, \*Occupational Aspiration, Parent Influence, Peer Groups, \*Rural Urban Differences, Seniors, \*Social Influences, Status, Teacher Influence Identifiers—\*Louisiana

In an effort to understand the dynamics of the status attainment process, the effects of significant-other influence on aspirations were considered. Data were derived from group administered questionnaires of a proportionate, stratified, random cluster sample of Louisiana high school seniors. Utilizing data on 1,241 white males, residence controls were employed and the dynamics of significant-other influence were analyzed across 5 community of origin categories (rural non-farm; rural-farm; villages of less than 2,500; small cities of 1,500 to 100,000; and large cities of 100,000 or more). The variables employed were: occupational and educational aspiration (dependent); father's and mother's education and father's occupation (exogenous); and high school grade point average, educational encouragement (parental, teacher, and peer), and peer modeling behavior (intervening). Results indicated that peer modeling influence had the strongest effects on aspirations when contrasted to other forms of significant-other influence. The impact of peer modeling behavior on aspirations was found to be significantly greater in rural than urban communities, while an opposite residential trend was observed for parental influence. Results were interpreted in terms of the structural character of peer-group influence and suggestions were made for further research. (JC)

ED 111 539

RC 008 719

*Picou, J. Steven And Others*

**Race-Sex Variations in the Dynamics of Status Attainment as Related to Aspiration Formation: A Causal Analysis.**

Texas A and M Univ., College Station. Texas Agricultural Experiment Station.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Report No.—TAES-H-2811; USDA(CSRS)-S-61; USDA(CSRS)-S-81

Pub Date Mar 74

Note—35p.; Paper presented at the Annual Meeting of the Southwestern Sociological Association (Dallas, Texas, March 1974); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Academic Aspiration, Caucasians, Comparative Analysis, Females, Grade Point

Average, High School Students, Males, Negroes, \*Occupational Aspiration, Parental Background, Parent Influence, Peer Groups, \*Racial Differences, Rural Urban Differences, Seniors, \*Sex Differences, \*Social Influences, Teacher Influence

Identifiers—\*Louisiana

In an effort to understand the dynamics of the status attainment process, the effects of significant-other influences were analyzed in terms of sexual and racial differences. Data were derived from a proportionate, stratified, random cluster sample of Louisiana high school seniors. High schools were stratified on the basis of residence (urban/rural), school type (public/parochial), race (black/white), and size of senior class (less than 100, 100-500, and over 500). Group administered questionnaires provided responses for: 1,175 white males; 287 black males; 1,168 white females; and 390 black females. The variables employed were: father's and mother's education and father's occupation (exogenous); high school grade point average, educational encouragement (parental, teacher, and peer), and peer modeling behavior (intervening); and educational and occupational aspiration (dependent). Results indicated that: (1) school performance and peer modeling were the most important variables in the formation of career aspirations of all respondents, regardless of race/sex criteria; (2) peer influence was a modeling influence for black and white youth of both sexes; and (3) mother's education influenced black and white female aspirations, while school performance and peer modeling significantly influenced male aspirations. (JC)

ED 111 540 RC 008 720

Gonzales, Tobias, Ed. Gonzales, Sandra, Ed. Perspectives on Chicano Education.

Chicano Fellows, Stanford, Calif.

Pub Date 75

Note—173p.; For related documents, see RC 008 721-724

Available from—Office of Chicano Affairs, Stanford University, Building 1, Room 1B, Stanford, California 94305 (\$2.00)

Document Not Available from EDRS

Descriptors—Bilingual Education, \*Educational Assessment, \*Educational Change, Educational Legislation, Ethnic Studies, Federal Legislation, Films, \*Governance, Inservice Teacher Education, Literature Reviews, \*Mexican Americans, Problem Solving, Student Attitudes, \*Student Publications

Identifiers—\*Chicanos

Written by Stanford University students, the 9 articles in this publication reflect student ideas on Chicano education. Their aim is to stimulate new ideas and discussion on Raza Education. The majority of the articles were written by students in the Department of Education and by students working toward a Ph.D. degree. Divided into 3 parts, the articles discuss educational reform, current approaches to school governance, and educational review. Articles in Part I are: (1) "An In-Service Rationale for Educators Working With Mexican American Students," (2) "No One Single Solution," and (3) "A Cross-National Analysis of Chinese and American Educational Reforms: Applicability and Inapplicability to the Education of the Chicano in the United States." Part II consists of 2 articles: (1) "An Economic Analysis of Bilingual Bicultural Education Legislation at the Federal Level," and (2) "Cultural Pluralism, School Governance, and the Chicano Community." The 4 articles in Part III are: (1) "A Study of the Nature of Chicano Studies Derived From Twelve Proposals for Chicano Studies," (2) "Early Bilingualism and Cognition: A Survey of the Literature," (3) "Problem Solving: A Review," and (4) "Toward the Development of Raza Cinema." (NQ)

ED 111 541 RC 008 721

San Miguel, Guadalupe, Jr.

No One Single Solution.

Chicano Fellows, Stanford, Calif.

Pub Date 75

Note—20p.; For related documents, see RC 008 720, RC 008 722-724

Available from—Not available separately, see RC 008 720

Document Not Available from EDRS

Descriptors—Adult Leaders, \*Attitudes, Bilingual Education, \*Change Agents, \*Educational Alternatives, Educational Responsibility, \*Educational Theories, \*Mexican Americans, Problem Solving

Identifiers—\*Chicanos

Recently a great deal of attention has been given to Chicano education. Much of the agitation for Chicano recognition within the educational system has been spearheaded by the youth in the public schools and by a small number of older and respectable Chicano activists and educators. This paper analyzes various educational reforms suggested by some influential educational leaders. The educational ideas of 8 Chicano and 1 Anglo leaders who appeared before the Select Committee on Equal Educational Opportunity of the U.S. Senate in Washington, D.C., on August 18-21, 1970 are examined. The ideals of these educators and some of the underlying assumptions that they make about the nature of changes schools can make and the nature of social change are discussed, pointing out the direction Chicano educators are going. These leaders' ideas display a shift away from the cultural determinist perspective, which has dominated sociological and anthropological literature since the late 50's. Only one of the 9 educators used a variation of the cultural determinist theory as an analytical framework. The others favored the structural-environmental determinist theory or a variation of it. (Author/NQ)

ED 111 542 RC 008 722

Gonzales, Tobias

An Economic and Political Analysis of Bilingual Bicultural Education Legislation at the Federal Level.

Chicano Fellows, Stanford, Calif.

Pub Date 75

Note—16p.; For related documents, see RC 008 720-721, RC 008 723-724

Available from—Not available separately, see RC 008 720

Document Not Available from EDRS

Descriptors—Biculturalism, \*Bilingual Education, \*Educational Finance, \*Educational Legislation, \*Federal Government, \*Mexican Americans, Personnel, Policy Formation, Politics

The Bilingual Act first became law as a part of the Elementary and Secondary Education Amendments of 1967. At that time Congress appropriated \$7 1/2 million for Bilingual Education programs. In 1974 according to "Education Daily" nearly \$60 million will be spent. This paper makes an economic and political analysis of current Bilingual legislation and funding at the Federal level. Recommendations on policy and budget for the 1975-76 school year are also made. Divided into 5 major areas, the paper discusses: (1) the key issues behind Bilingual Education, (2) the merits and drawbacks of current legislation, (3) relevant studies that are significant for Bilingual programs, (4) positions of various powerful voting groups, and (5) recommendations for future policy and funding. (Author/NQ)

ED 111 543 RC 008 723

Zuniga, Alfred I. Rigby-Acosta, Barbara

A Study of the Nature of Chicano Studies Derived From Twelve Proposals for Chicano Studies Written Between 1968 and 1974: A Tentative Description.

Chicano Fellows, Stanford, Calif.

Pub Date 75

Note—22p.; For related documents, see RC 008 720-722, RC 008 724

Available from—Not available separately, see RC 008 720

Document Not Available from EDRS

Descriptors—Community Role, Conflict, \*Educational Alternatives, \*Ethnic Studies, \*Mexican Americans, \*Program Proposals, \*Review (Reexamination), Student Role, Teacher Role

Identifiers—\*Chicanos

By examining 12 proposals for Chicano Studies written between 1968 and 1974, this paper attempts to answer the following questions: (1) "What are the ends of Chicano Studies?", and (2) "What is meant by the term 'Chicano Studies'?" Material for reflection regarding what the proposals have collectively described as the essence of Chicano Studies is presented. The paper takes an in-depth view as to the extrinsic (Chicano community) and intrinsic (institutions of formal education) rationale of Chicano Studies. The paper also identifies the role of community, students, and staff; describes the nature of Chicano Studies; describes the conflict between Chicano Studies and the educational system; and proposes alternatives for Chicano Studies. (Author/NQ)

ED 111 544

RC 008 724

Camplis, Francisco X.

Toward the Development of a Raza Cinema.

Chicano Fellows, Stanford, Calif.

Pub Date 75

Note—20p.; For related documents, see RC 008 720-723

Available from—Not available separately, see RC 008 720

Document Not Available from EDRS

Descriptors—\*Audiovisual Communication, Change Strategies, \*Cultural Exchange, Educational Theories, \*Films, Information Dissemination, \*Mexican Americans, \*Social Change

Identifiers—\*La Raza

Chicano teatro, poetry, and art appear to be more developed forms of Chicano cultural expression. Chicano literature and film are just getting off the ground. Film is the least developed of the two, primarily because it is an expensive medium. However, this medium can be a tool for social change. "Raza Cinema" could conceivably include in addition to Chicanos, Puerto Ricans, Native Americans, and Latinos, Cuban filmmakers residing in the United States who are in agreement with the struggle for liberation of Raza politically, philosophically, and aesthetically. Raza Cinema could also reach out internationally and form linkages with other Mexicanos and Latin Americans and other Third World oppressed peoples struggling for liberation. Therefore, this paper discusses some of the background, ideas, and ingredients necessary for the development of Raza Cinema. Brief comments on 3 Chicano films are given: (1) "Yo Soy Chicano", (2) an untitled short color film on the theme of drugs, and (3) "I Am Joaquin". (Author/NQ)

ED 111 545

RC 008 725

Gore, Jane S. Moore, Dan E.

One Approach to Rural Outreach: Community Development Centers in Clinton County, New York, and Their Implications for Cooperative Extension.

Pub Date Aug 75

Note—16p.; Paper presented at the Annual Meeting of the Rural Sociological Society, (San Francisco, California, August 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Community Development, Community Relations, Cooperative Programs, Delivery Systems, Evaluation, \*Extension Education, \*Interagency Coordination, \*Policy Formation, \*Rural Areas

Identifiers—\*New York (Clinton County)

The Clinton County (New York) Community Development Center (CDC) system was examined to determine its appropriateness for Cooperative Extension Services. Nine active CDC's were investigated via personal interviews and report review to assess CDC scope, activities, audiences, successes, failures, local government support, and potentials. Emphasizing the necessity for a systematic flow of information, findings indicated that successful CDC's should make provisions for: (1) definitive goals and objectives; (2) evaluation of objectives; (3) the director's role, employment guidelines, and pre-job and on-job training; (4) decisions about CDC policy making and implementation; (5) CDC location and facility availability; and (6) CDC relationship and coordination with other centers, community organizations, and extra-community agencies. It was concluded that Cooperative Extension could provide CDC with support and leadership via: (1) record keeping, reporting to town officials, and publicity; (2) educational provisions for middle class families in addition to established low income educational provisions; (3) educational provisions for CDC directors (a 16 week course on decision making, supervision, etc.); (4) provision for systematic performance evaluation; and (5) assistance in extended involvement of community volunteers to facilitate CDC communications. (JC)

ED 111 546

RC 008 726

Koehnrick, Thomas E. Markides, Kyriakos S.

Natural Decrease in Texas Counties.

Pub Date Aug 75

Note—19p.; Paper presented at the Annual Meetings of the Rural Sociological Society, (San Francisco, California, August 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Age, \*Birth Rate, Census Figures, \*Comparative Analysis, Demography, \*Migra-

tion Patterns, \*Population Trends, Rural Urban Differences, \*Spanish Speaking, Tables (Data) Identifiers—Counties, \*Population Decline, Texas

In replication of other studies, the natural decrease of Texas population was examined in terms of the effect of migration and fertility. Utilizing Texas and U.S. vital statistics and the 1970 U.S. Census of Population, Texas population trends were analyzed for the 1968-72 period by dividing the 254 Texas counties into: (1) 65 natural decrease counties (those registering more deaths than births); (2) 132 low natural increase counties (those below the state average); (3) 57 high natural increase counties (those above the state average). Findings indicated natural decrease counties: (1) were smaller; (2) constituted less than 6% of the population; (3) were primarily rural; (4) experienced net-immigration gains in 18 of the 65 counties; (5) had a population with an average median age of 41.1 years; (6) had a low proportion of Spanish-speaking population; (7) had a lower fertility level than the increase counties, but had a level above replacement levels. It was concluded that: (1) the presence of Spanish-speaking populations influenced fertility differentials, since counties with large Spanish populations experienced high levels of natural increase in spite of high levels of out-migration because of high fertility; and (2) migration trends for longer time intervals and by age should be examined to determine the effect of migration on age structure and natural decrease. (JC)

ED 111 547 RC 008 727

Smith, Leslie W.

Socioeconomic Characteristics of the Spanish Origin Hired Farm Working Force, 1973.

Pub Date 22 Aug 75

Note—31p.; Paper presented at the Annual Meetings of the Rural Sociological Society, (San Francisco, California, August 22, 1975); Some pages may reproduce poorly

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Academic Achievement, Age, \*Agricultural Laborers, Anglo Americans, \*Comparative Analysis, Employment, \*Ethnic Groups, \*Migrant Workers, Migration Patterns, Negroes, Sex (Characteristics), \*Socioeconomic Influences, Spanish Speaking

The differentials between Spanish origin and other ethnic groups of farm wage-workers were investigated by comparative analyses of age, sex, education, migratory status, employment, and earnings. Farmworkers were defined as persons 14 years and over in the civilian noninstitutional population who performed farm wage-work at some time during 1973, even if only for one day. Data were obtained in December 1973 from the annual Hired Farm Working Force survey conducted as a supplementary part of the Current Population Survey. Approximately 45,000 households were interviewed during this month. This sample was drawn from 461 areas including 923 counties and independent cities, with coverage in each of the 50 States and the District of Columbia. Among the findings were: (1) only 4.4% of the employed Spanish origin population were engaged in agricultural work as farmers, farm managers, laborers, and foremen; (2) approximately 13% of the total 2.7 million persons in the farm working force were of Spanish origin, 14% were Blacks and others; (3) Spanish origin farmworkers were an older group of workers; and (4) within the Spanish origin farm labor force, a larger proportion was migratory compared with other ethnic groups. (NQ)

ED 111 548 RC 008 728

Axinn, George H.

Changing Perspectives on Rural Development.

Pub Date 21 Jul 75

Note—31p.; Paper presented at the MUCIA Wingspread Colloquy (Racine, Wisconsin, July 21-23, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Cost Effectiveness, Definitions, Developing Nations, \*Interaction Process Analysis, \*Models, \*Rural Development, Social Change, \*Social Systems, \*Theories

Identifiers—\*Reciprocal Interdependence, Rural Renaissance

The purpose of this presentation is to examine changing perspectives of rural development in an effort to better understand change in rural social systems and to analyze interactions between systems in general. The 1st section of this report

is devoted to an analytic framework for intersystem interaction which entails a donor/recipient construct designed to achieve intersystem diplomacy by taking account of all professional, human, administrative, and political components in each system. The concepts of an international elite and a superiority syndrome are also presented in this section. Section 2 presents an analytic framework for rural development (defined in terms of underdevelopment, overdevelopment, and balanced development cycles as measured by utilization of resources), and presentation is made of a rural development model which describes 8 major components and their linkage systems, providing for: (1) analysis of the effect of a component change; (2) evaluation of the equity and cost-benefit ratio of individual components; and (3) measurement of the direction of component transactions. In light of the models presented, the 3rd section proposes a doctrine of interactive reciprocity between the rural social systems and the governments of each country and between nation/states to facilitate a rural renaissance. (JC)

ED 111 549 RC 008 730

Ishkanian, Mark, Comp. And Others

Directory of Nature Centers, Outdoor Study Areas and Environmental Education Centers in New York State. Spring 1975 Edition.

New York State Dept. of Environmental Conservation, Albany.; New York State Outdoor Education Association, Syracuse.

Pub Date 75

Note—37p.; Prepared with the cooperation of '76 Environment, Albany, New York

Available from—NYSOEA Directory, Box 26, Syracuse, New York 13215 (\$2.00)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Directories, \*Environmental Education, \*Facilities, \*Nature Centers, \*Outdoor Education, \*Programs

Identifiers—New York

Compiled from survey responses, this publication constitutes the second edition of a guide to established outdoor and environmental education centers in the State of New York. Organized by region (Environmental Conservation Regions of New York State) and by county, approximately 80 entries are presented. Each entry includes: (1) the center's name, address, phone number, supervisor's name, and affiliations; (2) a brief description of the center's facilities; and (3) the kind of educational programs offered. (JC)

ED 111 550 RC 008 731

Wijetunga, W. M. K., Comp.

Rural Youth and Out-of-School Education in Asia.

Report of a Regional Seminar (Tagaytay, Philippines, 30 September - 5 October, 1974).

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Pub Date 30 Sep 74

Note—36p.

Available from—UNIPUB, P.O. Box 433, New York, New York 10016 (\$3.75)

Document Not Available from EDRS

Descriptors—Community Involvement, Community Resources, Economic Development, \*Educational Needs, International Programs, Organization, \*Out of School Youth, Planning, \*Policy Formation, \*Program Development, Research Needs, Rural Development, \*Rural Youth, Seminars, Training, Womens Education

Identifiers—\*Asia

Bringing together the thinking and practical experiences of Asian Member State representatives in the United Nations, this report on Asian rural youth and out-of-school education is derived from a 1974 seminar held in the Philippines. The seminar conclusions and recommendations presented emphasize the following: (1) Potential of Out-of-school Rural Youth; (2) Learning Needs (sensitivity to local environments, youth/community participation in needs identification, and program recognition of the importance of achieving attitudinal changes); (3) Planning Strategies (educational policy conceived as an integral part of total rural development which complements both in- and out-of-school populations); (4) Organization (program coordination to include a national policy making agency, coordination mechanisms at the provincial/district levels, and maximum use of existing local resources); (5) Training (local people to act as program "animators", developing locally

productive skills and exploiting employment generation and economic returns); (6) Research (systematic exploration of attitudinal change, effective educational techniques, and cost-benefits); (7) Recognition of and Program Development for the Special Needs of Girls and Women; and (8) International Cooperation (information collection/dissemination and inter-country transfer of experiences, training opportunities, and methodology development). (JC)

ED 111 551 RC 008 732

Leonard, Olen E.

Residential Shifts and Ethnicity: A Study of Adjustment of Household Heads Recently Moved from Farms to Small Towns in Central Arizona.

Pub Date 21 Aug 75

Note—16p.; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, California, August 21-24, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Academic Achievement, \*Adjustment (to Environment), \*American Indians, Anglo Americans, Attitudes, Career Change, \*Farmers, \*Mexican Americans, Migrants, Negroes, \*Relocation, Socioeconomic Influences

Identifiers—\*Arizona

The study surveyed the magnitude of the adjustment process for a sample of Anglo, Mexican American, Black, and American Indian families that had recently shifted their residences from farms to small towns in the western, irrigated sections of Pinal County, Arizona. Data were obtained from 374 (78 Anglo, 102 Black, 98 Mexican American, and 96 Indian) male heads of unbroken households, under 60 years of age, able to work, who had lived in the county for 12 months or longer, and were employed as farm workers or had been so employed within the past 10 years. Analysis involved cross classification of data into numerous contingency tables as well as scales and indexes. Scales utilized involved (1) material possessions, (2) the awareness of informants of certain local organizations and activities, and (3) statements concerning satisfaction with the urban environment and its correlates as they had experienced them. Among the findings were: (1) attitudes of Blacks and Anglos were more closely related to each other than to the other groups; (2) relatively more Mexican Americans and Indians remained in farmwork after moving into the towns; and (3) Mexican Americans demonstrated a higher level of satisfaction with their new residence even though they were still concentrated in farm occupations. (NQ)

ED 111 552 RC 008 733

Black, Augustus Melton

A Descriptive Study of the Culture of the Small Community of Cherryville, North Carolina, and Illusions Concerning the Preservation of the Local High School.

Pub Date Jul 75

Note—175p.; Ph.D. Dissertation submitted to

Walden University

Available from—Black-Stirling, Inc., 903 East First St., Cherryville, North Carolina 28021 (\$10.00)

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—Beliefs, \*Community Attitudes, Consolidated Schools, \*Cultural Background, \*Decision Making, Doctoral Theses, \*Educational Attitudes, High Schools, Life Style, Local History, \*Rural Areas, Small Schools, Values

Identifiers—\*North Carolina (Cherryville)

The small rural community of Cherryville, North Carolina was examined to determine the relationship between its cultural background and its decision making processes. Specific objectives were to: (1) identify and record insights into the culture of the community; (2) include and preserve an accurate record of the cultural practices and beliefs; (3) interrelate the culture and tradition with the preservation of the local high school; (4) document some of the unique traditional community practices and colloquialisms; (5) present the community's position relative to the school system and its unified effort to support and preserve the local high school; (6) formally research the culture of a small community; (7) identify and infer strengths to be found in opposition to school consolidation; and (8) provide useful information for other small communities. Personal interviews, observations, historical research, tape recordings, and photographs were employed



to describe and define the community's cultural beliefs and practices. It was concluded that the fundamental and basic life style of a given community is of great significance to those involved in the decision making process and that only through consideration and understanding of the peculiarities of individual communities can worthwhile decisions be made in the best interest of all mankind. (Author/JC)

**ED 111 553** 95 **RC 008 734**  
**The Indian Education Act of 1972 -- A Brief History, Analysis, Issues and Outlook.**  
 CPI Associates, Inc., Washington, D.C.  
 Spons Agency--Office of Education (DHEW), Washington, D.C. Office of Indian Education.  
 Pub Date 15 Nov 73  
 Note--104p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**  
**Descriptors--**\*American Indians, Birth Rate, Community Role, Demography, Dropout Rate, \*Educational Legislation, \*Educational Problems, Financial Support, Futures (of Society), Health, \*History, \*Program Planning  
**Identifiers--**\*Indian Education Act 1972

Analyzing the Indian Education Act of 1972, this report presents both historical background and future projections relative to the Act. The history of the Act is presented in terms of discussion on: (1) Legislative Preparation; (2) Hearings; (3) Drafting and Passing the Bill; (4) Appropriating Funds; (5) Rescinded Funds; and (6) Funding for 1973. Analysis of the Act is presented as follows: (1) Discussion of Parts A-E; (2) Purpose and Policy of the Advisory Council (Forming the Office of Indian Education and Funding Initial Grants); (3) The Long-Run Promise of the Act (Entitlement); and (4) The Outlook for Fiscal 1974 (Funding, Program Direction and Priorities, and Issues to be Resolved). Presentation of future projections relative to the Act include sections on the following: (1) Characteristics of the Native American Population (Languages, Participation in the Economy, Health and Longevity, Birth Rate, Infant Mortality, Adult Causes of Death, Communicable Diseases, Age Composition and Life Expectancy); (2) Historical Background of Indian Education; (3) Indian Participation in the Educational System (Retention and Dropout Rates, The Quality of Education, Achievement Measures, Special Problems, and Ability vs Achievement); (4) Planning Priorities (A Planning Point Checklist); and (5) Role of the Indian Community (United Action). (JC)

**ED 111 554** **RC 008 735**  
**The Pioneer Student Textbook. Mohican School in the Out-of-Doors.**  
 Mohican School in the Out-of-Doors, Perrysville, Ohio.

Pub Date 74  
 Note--74p.; For related document, see ED 038 219; Page 26 may reproduce poorly due to small print  
 Available from--Mohican School in the Out-of-Doors, Box 150, Route #2, Perrysville, Ohio 44864 (\$2.50)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
**Descriptors--**Conservation Education, Creative Expression, Ecology, \*Elementary School Curriculum, History, Mathematics, \*Natural Resources, \*Outdoor Education, Poetry, \*Resident Camp Programs, Science Activities, \*Textbooks

Designed for pre-camp and in-camp studies, this text presents materials relative to the Mohican School in the Out-of-Doors (Perrysville, Ohio). The following areas are covered: (1) the daily camp schedule (includes sections on community life, utilization of the senses, and the art of observation); (2) an historical/geographical review of the Mohican Area; (3) the act of creative expression (includes samples of journal entries, student poetry, etc); (4) the art of conservation and ecological exploration (includes trail-side facts and manners, pond study, creekbed study, outdoor mathematics, a compass game, tree identification, tree observation, fern observation, wildflower observation, bird observation, soil study, etc); and (5) weather study (vocabulary for ecology and weather, wind speed estimation, chill factor, weather forecasting, and humidity chart). The text is divided into reading materials (pre-camp) and worksheets (in-camp) which include maps, pictures, drawings, charts, etc. (JC)

**ED 111 555** **RC 008 736**  
**Martinez, Sampson Cummings, Tom**  
**The Anglos and the Mormons Come to Ramah.**  
 Ramah Navajo Press, N. Mex.  
 Pub Date 75  
 Note--38p.

Available from--Ramah Navajo Press, Box 245, Ramah, NM 87321 (\$1.00)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors--**\*American Indians, Anglo Americans, Cultural Background, \*Cultural Interrelationships, Culture Conflict, \*Economically Disadvantaged, Educational Disadvantage, Federal Government, \*History, Land Acquisition, \*Moral Criticism

**Identifiers--**BIA, Bureau of Indian Affairs, Mormons, Navajos, \*New Mexico (Ramah)

Written by a 1975 high school graduate and a curriculum specialist, this monograph briefly describes the history of Ramah, New Mexico. Presenting the Navajo point of view, emphasis is on the socioeconomic influence of the Mormons and the Texas (Anglo) ranchers who settled in the Ramah area. Particular attention is given to: (1) land acquisition; (2) trading posts and the concept of "credit"; (3) Federal Government land allotments; (4) the Bureau of Indian Affairs and boarding schools; (5) the development of the Ramah Navajo (all Indian) School Board; and (6) the value of education and law to the Ramah Navajo. (JC)

**ED 111 556** 56 **RC 008 737**  
**Harrison, Helene W.**

**Final Evaluation Report of the San Marcos Consolidated Independent School District's Bilingual Education Program, 1974-1975.**

San Marcos Independent School District, Tex.  
 Spons Agency--Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date 75  
 Grant--OEG-0-74-3727  
 Note--80p.; For related document, see ED 091 107

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
**Descriptors--**Achievement Tests, Anglo Americans, \*Bilingual Education, \*Elementary School Students, English (Second Language), Language Instruction, \*Mexican Americans, \*Program Evaluation, Self Concept, Standardized Tests, Statistical Data, \*Test Results, Vocabulary Development

**Identifiers--**Elementary Secondary Education Act Title VII, ESEA Title VII, \*Texas (San Marcos)

The program is primarily designed to provide bilingual education for pupils, in grades K-6, with limited English-speaking ability. Due to parental requests, approximately 16 percent monolingual English-speakers have been accepted into the program. Of the 529 children enrolled in the program, 89 percent have Spanish surnames. Objectives for the Mexican American pupils are to: (1) prevent their educational retardation by instructing them in Spanish while developing their command of English; (2) enhance their understanding and cognitive development in both languages; and (3) instill a knowledge of and pride in their bicultural heritage. Objectives for Anglo pupils are to: (1) give them the opportunity to become bilingual and literate in 2 languages and (2) broaden their outlook and enhance their understanding of other peoples. Program components are: development of and revision of curriculum materials for bilingual classes, bilingual instruction in grades K-6, staff development, and parental and community involvement. This 1974-75 evaluation report deals only with the instructional component. Discussed are the results from the: Peabody Picture Vocabulary Test, Boehm Test of Basic Concepts, Comprehensive Test of Basic Skills, Prueba de Lectura (Spanish reading test), Bilingual Education Program Test in Social Studies and Science (given in the appendix), and Projected Self-Concept Inventory. (NQ)

**ED 111 557** 56 **RC 008 738**  
**Harrison, Helene W.**

**Final Evaluation Report of the Harlandale Independent School District's Bilingual Education Program, 1974-75.**

Harlandale Independent School District, San Antonio, Tex.

Spons Agency--Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date 75  
 Grant--OEG-0-9-530014-4810  
 Note--82p.; For related document, see ED 091 108

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
**Descriptors--**Achievement Tests, \*Bilingual Education, \*Elementary School Students, English (Second Language), Junior High School Students, Language Instruction, \*Mexican Americans, \*Program Evaluation, Reading Achievement, Self Concept, Standardized Tests, Statistical Data, \*Test Results, Vocabulary Development

**Identifiers--**Elementary Secondary Education Act Title VII, ESEA Title VII, \*Texas (Harlandale)

Comprised of pre-K-6 and LLD (Language Learning Disability) classrooms, the program is designed to provide bilingual education for pupils who have limited English speaking ability. There are 1,612 pupils from 7 elementary schools and 1 junior high school. Program objectives are to: (1) prevent their educational retardation by instructing them in Spanish while developing their command of English; (2) enhance their understanding and cognitive development in both languages; (3) give them the advantage of becoming literate in both languages; and (4) instill a knowledge of and pride in their bicultural heritage. Project components are: development of and revision of curriculum materials for bilingual classes, bilingual instruction in grades pre-K-6 and LLD, staff development, and parental and community involvement. However, this report deals with the instructional component. This 1974-75 evaluation report discusses the test results from the: Peabody Picture Vocabulary Test, Boehm Test of Basic Concepts, School Readiness Survey, Comprehensive Test of Basic Skills, Prueba de Lectura (Spanish reading test), Bilingual Education Program Test in Social Studies and Science (a copy included in the appendix), Projected Self-Concept Inventory, and Wide Range Achievement Test. These tests were administered on a pre- and posttest basis; both English and Spanish versions were administered. (NQ)

**ED 111 558** **RC 008 739**  
**Traders on the Navajo Reservation. A Report on the Economic Bondage of the Navajo People.**  
 Southwestern Indian Development, Inc., Window Rock, Ariz.  
 Pub Date [69]  
 Note--50p.

Available from--Ramah Navajo Press, Box 245, Ramah, NM 87321 (\$1.00)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors--**\*American Indians, \*Anglo Americans, Consumer Economics, Credit (Finance), \*Discriminatory Attitudes (Social), Employment, History, Relationship, Resentment, \*Reservations (Indian), Sanitation, \*Socioeconomic Influences, Surveys  
**Identifiers--**Navajos, \*Trading Posts

Conducted in 1969 by 8 Navajo students, this study investigates the Anglo trader in terms of his socioeconomic influence on the American Indians of the Navajo Reservation. Limited to 30 randomly selected trading posts located in the central and eastern portions of the Navajo Reservation, this study reflects findings derived from personal observations, personal interviews, and historical research. Emphasizing the trader's economic control over the Navajo people, this report deals with the following areas of concern: (1) History (cites treaties, laws, and sanctions governing the trader-Indian relationship); (2) Role of the Trader in Navajo Society (banker, creditor, pawnbroker, special claims agent for the Railroad Retirement Board, and interpreter of both mail and phone communications); (3) Attitude of the Trader Toward Navajo Clientele (mental and physical abuse, paternalism, economic exploitation); (4) Effect of the Multiple Roles of the Traders (control over Navajo money, employment, and communication); (5) Sanitation and Safety (cites poor conditions in the older trading posts); and (6) Price Survey (compares trader's prices with wholesale prices). The report concludes that control of the trader is the responsibility of the Secretary of the Interior, the Commissioner of Indian Affairs, and the Bureau of Indian Affairs. (JC)

**ED 111 559** **RC 008 740**  
**McElroy, Ann**  
**The Assessment of Role Identity: Problems of Administering the Instrumental Activities Inventory to Inuit Children.**  
 Pub Date 74

Note—29p.; Paper presented at the Annual Meeting of the American Anthropological Association (73rd, Mexico City, 1974); Best Copy Available

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Acculturation, Adolescents, Children, Cultural Factors, \*Eskimos, Projective Tests, \*Role Models, \*Sex Differences, \*Socialization, \*Youth

**Identifiers**—Canada, \*Instrumental Activities Inventory, Inuits

A modified version of the Instrumental Activities Inventory (IAI) was administered to a sample of Canadian Inuit children (41 girls and 37 boys aged 9 to 17 from Frobisher Bay and 40 boys and 35 girls aged 8 to 16 from Pangnirtung) for purposes of assessing role model preferences relative to the socialization process. Consisting of 12 female and 12 male drawings, the modified IAI represented the following role categories: (1) Modern—occupations and activities presently monopolized by Eurocanadians but open to Inuits with specialized training or advanced education (male doctors, teachers, etc., and female nurses, teachers, etc.); (2) Transitional—occupations currently represented by town Inuit of moderate or high levels of acculturation (male airplane mechanics, construction workers, etc., and female cooks, post office clerks, etc.); and (3) Contact-traditional—roles characteristic of either town or land based Inuit which do not require formal education, bilingualism, or wages (male hunters, carvers, etc., and female hunters, skin workers etc.). Responses indicated that Inuit girls were more strongly influenced by Eurocanadian role models than Inuit boys. Since statistical significance depended upon the role categories, it was suggested that further testing include Native role classifications/evaluations and expanded numbers of role types. (JC)

**ED 111 560** RC 008 741

*Tait, John L. And Others*

**Changing Power Actors in a Midwestern Community.**

Iowa Agricultural and Home Economics Experiment Station, Ames.

Report No—CES-P-1996; IA-J-8278

Pub Date 21 Aug 75

Note—22p.; Paper presented at the Annual Meeting of Rural Sociological Society (San Francisco, California, August 21-24, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Age, \*Community Leaders, Community Role, Education, Income, \*Longitudinal Studies, Organizations (Groups), Participation, Political Attitudes, \*Power Structure, Residential Patterns, Rural Areas, \*Social Change, \*Social Characteristics, Social Status

**Identifiers**—Iowa (Prairie City), \*Power Actors

A longitudinal study was made of Prairie City, Iowa wherein the personal and social characteristics of the 1962 power actor pool were compared with characteristics of the 1973 power actor pool to test the hypothesis that: the personal and social characteristics of power actors will not change significantly over time. Procedures for identifying Prairie City power actors in both 1962 and 1973 involved interviews with: (1) external identifiers; (2) internal identifiers; and (3) the power actors themselves. Power actors (25 in 1962 and 33 in 1973) were queried as to: (1) the amount of social power other power actors and themselves possessed in specific issue areas; (2) their social participation in organizations; (3) role expectations of power actors; (4) bases of social power of power actors; and (5) their personal and social characteristics. Variables tested were: age; education; occupational prestige; income; length of residence in community and State; political orientation; number of memberships in local community organizations; and number of memberships in non-community organizations. Findings supported the general hypothesis but indicated that the power actors themselves were likely to change over time, as only 8 of the original power actors were among those identified in 1973. (JC)

**ED 111 561** RC 008 742

*McCabe, Carol J. Lewis, Hester*

**The Navajo Nation: An American Colony. A Report of the United States Commission on Civil Rights.**

Commission on Civil Rights, Washington, D.C.

Pub Date Sep 75

Note—155p.

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors**—Agency Role, \*American Indians, \*Civil Rights Legislation, Cultural Awareness, \*Economic Development, \*Education, Employment, Government Role, \*Health, Reservations (Indian)

**Identifiers**—BIA, Bureau of Indian Affairs, \*Navajos

The major portion of this report is devoted to the Anglo and American Indian testimony from the 1973 Commission on Civil Rights Hearings on Navajo economic development, employment, education, and health care. Among the major recommendations cited are those calling for: (1) legal recognition of the Navajo Tribal Council to provide for favorable tax classification and Federal Agency grant and loan qualification; (2) a system by which the Tribal Council could make decisions with greater independence from the Bureau of Indian Affairs (BIA); (3) legislation to support program development until tribal revenues are adequate to maintain both infrastructure and development investments; (4) a program to provide superior technical expertise in planning and decision making; (5) a Department of the Interior policy providing for joint enterprises on a 50/50 (tribal and contractor) basis; (6) Federal augmentation of the Navajo Revolving Credit Fund; (7) BIA enforcement of the Navajo preference policy in Federal employment; (8) creation of a tribal agency with jurisdiction over employment discrimination complaints; (9) full Navajo representation in the educational decision making process; (10) curriculum development to include Navajo cultural awareness; (11) elimination of the Navajo teacher shortage; and (12) appropriation of funds for the Indian Health Service to make Navajo health care comparable to that of the U.S. in general. (JC)

**ED 111 562** 40 RC 008 743

*Askins, Billy E. And Others*

**Responsive Environment Program for Spanish American Children (REPSAC): Fourth-Year Evaluation Study. Final Evaluation Report, 1974-75.**

Clovis Public Schools, N. Mex.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; New Mexico State Dept. of Education, Santa Fe.

Bureau No—H0010SK

Pub Date May 75

Grant—OEG-0-73-0710

Note—57p.; For related document, see ED 096 086

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Academically Handicapped, Bilingual Education, Early Childhood Education, \*Educationally Disadvantaged, Followup Studies, \*Handicapped Students, Intelligence Quotient, Language Development, Perceptual Development, Personality Development, \*Program Evaluation, Self Concept, \*Spanish Americans

**Identifiers**—\*New Mexico (Clovis)

An intervention program for 3, 4, and 5-year-old "high risk" (of low birth weight and with various handicaps) Spanish American children, REPSAC aims at providing successful experiences using the concept of responsive environment in English and Spanish language development and in improving cognitive and affective development. During 1974-75, 32 low birth weight children handicapped by physical difficulties, learning aptitude (IQ), perceptual and motor problems, language handicaps, and economic, cultural, and education deprivation participated at Clovis, New Mexico. The program was divided into comprehensive components: instructional, staff development, community-parental involvement, and media. The evaluation design focused on the instructional component and a follow-up study of former REPSAC students. Language development in English and Spanish, IQ, sensory and perceptual development, and school readiness were measured using pre and posttests. Periodic subjective evaluation of the students' self concept and personality development were conducted. Using a time-series analysis, personal interviews, and questionnaires, 27 former REPSAC students were studied. Some major findings were: students made significant gains in language ability, sensory and perceptual discrimination, and school readiness; showed positive and continuous self concept and personality growth; however, significant gain was not evident in learning aptitude. (Author/NQ)

**ED 111 563**

RC 008 744

*Miller, Michael V.*

**Mexican-American and Mexican National Farm Workers: A Literature Review.**

Pub Date Aug 75

Note—25p.; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, California, August 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Agricultural Laborers, Attitudes, Braceros, Foreign Workers, Income, Labor Unions, Legislation, \*Literature Reviews, \*Mexican Americans, \*Mexicans, Migrant Workers, \*Socioeconomic Influences

This paper is concerned with the scholarly treatment accorded to Mexican American and Mexican National farm workers by historical, legal, social work, and social science journals. Only those articles published after the arbitrary date of 1960 are reviewed due to space and time limitations. Works published since then are briefly summarized and evaluated in light of the contributions made toward the explication and understanding of the topic. The 29 articles are classified under 4 categories: (1) migrant farm workers, (2) the Bracero Program, (3) alien workers -- "wetbacks" and commuters, and (4) labor unionization. These articles are reviewed according to category, chronological relevance, and level of inclusiveness or abstraction. The paper concludes with some comments and suggestions pertaining to problems which appear to warrant future research consideration. (NQ)

**ED 111 564**

RC 008 745

*Askham, Leonard R.*

**Wilderness: A Way of Thinking; A State of Mind.**

Pub Date 24 Aug 75

Note—16p.; Paper presented at the Annual Meeting of the Rural Sociological Society. (San Francisco, California, August 24, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Attitudes, \*Behavior Change, \*Concept Formation, \*Environmental Criteria, Environmental Education, Individual Differences, \*Outdoor Education, \*Recreation, Social Relations

**Identifiers**—\*Wilderness

Wilderness, as a state of mind, has persisted among men since the beginning of time. Written history has documented man's struggle with and against it. It has only been during the last century that man, in a societal context, has designated vast tracts of land as wilderness. The extent to which wilderness attributes are perceived and the meaning attached to them varies with the observer. Over the years, it has been regarded both as an enemy to be conquered in the name of civilization, Christianity, and progress, and as something of value to be cherished and preserved. Thus, the dichotomy emerges between wilderness as a physical entity and wilderness as perceived by an individual encountering a previously unencountered, operational environment for the first time. For many people, particularly those who are born and raised in an urban environment, the wilderness begins at the edge of the concrete. For others, it exists at the bounds of their limitations. Therefore, each individual perceives wilderness in the context of his history, maturation, and exposure to different types of operational environments. As exposure increases and the individual matures, so does his concept of what a wilderness might be. (Author/NQ)

**ED 111 565**

RC 008 746

*Warner, Paul D. Korsching, Peter F.*

**The Use of Paraprofessionals as an Approach to Community Development.**

Pub Date 21 Aug 75

Note—13p.; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, California, August 21-24, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Change Agents, \*Community Development, Cost Effectiveness, \*Evaluation, Extension Education, \*Nonprofessional Personnel, \*Problems, Program Descriptions, Researchers, \*Rural Development, Status, Supervision

**Identifiers**—\*Appalachia, Kentucky

By virtue of the Title V Rural Development Program, 10 paraprofessional workers were assigned, via Extension Services, to 10 counties in Appalachian Kentucky to engage in both action and research phases of community development. Extension specialists were provided to train and

support the paraprofessionals in surveying local leadership, identifying problems, establishing objectives, organizing group action, and serving as linkage to outside resources. Evaluation of the strengths and weaknesses in the use of these paraprofessionals revealed that: (1) the dual role of extension worker and researcher may give the paraprofessional insights into the community, otherwise not apparent, but may also present problems via conflicting objectives; (2) supervision can be a problem relative to the level of the organizational structure from which it is administered and the amount administered, but it can also be an asset, providing the paraprofessional with a close tie to the action oriented agency; (3) while maintaining an indigenous status, the paraprofessional may not have certain insights afforded the professional, and his familiarity with the people may erode the necessary aura of confidentiality; and (4) use of the paraprofessional allows a higher degree of economic efficiency, but a high rate of turnover among paraprofessionals presents additional problems. (JC)

ED 111 566 RC 008 747

Williams, Thomas B., Comp. Leatherman, Robert D., Comp.

**Indian Housing in the United States. A Staff Report on the Indian Housing Effort in the United States with Selected Appendixes.** Committee Print, 94th Congress, 1st Session, February 1975.

Congress of the U.S., Washington, D.C. Senate Committee on Interior and Insular Affairs. Pub Date Feb 75

Note—625p.; Pages 247-275 and 516-588 may not reproduce well due to small or poor print quality of original document

EDRS Price MF-\$1.08 HC-\$31.10 Plus Postage

Descriptors—\*American Indians, Community Development, Community Services, Economically Disadvantaged, Evaluation, \*Federal Legislation, \*Federal Programs, \*Housing, Interagency Coordination, Policy Formation, \*Problems, Program Administration

Identifiers—BIA, Bureau of Indian Affairs, Department of Housing and Urban Development, HUD

Providing a comprehensive collection of data and materials essential to understanding the American Indian housing problem, this report was prepared to acquaint Members of Congress and others with the fact that Indian housing is "deplorable" due to such factors as the prevalence of low incomes, the predominance of trust land, unique cultural patterns, and the multiplicity of Federal agencies involved in the Indian housing effort. Report divisions include: (1) Housing and Urban Development (HUD) Indian Housing Programs; (2) Bureau of Indian Affairs (BIA) Housing Improvement Program; (3) Related Services and Program Administration (roads, water, sanitation, etc.); (4) Problems with the Present Program (the tri-agency agreement, the 1974 Housing and Community Development Act, building on Indian lands, relative priority accorded Indian projects, special legal relationship, and regional characteristics); and (5) Possible Options and/or Policy Alternatives (maintain the status quo with certain legislative and administrative changes and develop a comprehensive Indian housing and community development act). Extensive appendices (some 600 pages) document the slow progress of Indian housing, presenting dates, acts, various agreements, HUD circulars and legal memorandums, correspondence, agency responses, General Accounting Office reports, papers, etc. (JC)

ED 111 567 RC 008 748

Friedland, William H.

**The Community, The Teacher and The Migrant Child.**

State Univ. of New York, Geneseo. Coll. at Geneseo. Migrant Center.

Pub Date 69

Note—18p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Agency Role, \*Community Attitudes, Cultural Factors, Data Collection, Educational Facilities, Educational Objectives, \*Migrant Child Education, Migration Patterns, \*Teacher Role, \*Teaching Methods

Social, political, moral, and economic conditions of the community have an impact on the material taught and on how it is taught. Con-

sequently, the teacher regulates his actions to conform to community norms. Since the migrant is a transient, marginally related to the community in which he works, it is often difficult for the community members to understand the necessity of providing education, health care, and other services for him. Therefore, this responsibility should rest within an agency authorized to deal with Federal and out-of-state agencies and to establish minimum standards of education for all migrant children. This center should provide the information and coordination necessary to develop specific migrant education programs and to train teachers to implement them. It should obtain data from private and governmental agencies concerning crew composition, migration, kinship, cultural factors, and point of origin facilities. This information should then be transmitted to local programs providing summer education in the form of suggestions for methodology and subject matter. Special classroom material specially designed for the type of crews in the program should also be included. Thus, the center would relieve community pressures by accepting responsibility for programs which the local areas may not be able to obtain or justify to its residents. (NQ)

ED 111 568 RC 008 749

Roberts, James A.

**A Study of the Feasibility of Using the Existing Migrant Student Record Transfer System to Promote Continuity of Learning for Adult Migratory Farmworkers.**

State Univ. of New York, Geneseo. Coll. at Geneseo. Migrant Center.

Pub Date 73

Note—92p.

Available from—Geneseo Migrant Center, State University College of Arts and Science, Geneseo, NY 14454 (\$1.00)

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Agricultural Laborers, \*Computer Oriented Programs, Costs, \*Feasibility Studies, Information Retrieval, Information Systems, \*Migrant Adult Education, Migrant Children, \*On Line Systems, \*Student Records, Transient Children

Identifiers—\*Migrant Student Record Transfer System, MSRTS

The hypothesis that the existing Migrant Student Record Transfer System (MSRTS) can be used to promote continuity of learning for adult migratory farmworkers was tested. After an initial and careful study of the existing MSRTS combined with an analysis of the new system to be implemented, it was determined that the MSRTS can be used. The hypothesis was documented through the presentation of historical data, present operations, program statistics, and computer specifications. Next a prototype data form (actual data to be transferred) was developed. This report discusses the: (1) development of a prototype form, and (2) technical and administrative aspects for implementation. Part I presents an analysis of information needed by teachers to plan occupational programs for individual adult migrants and an investigation of other retrieval systems that could supplement the MSRTS. In Part II, 4 areas are discussed: (1) technical aspects of utilizing the system; (2) the current MSRTS administration's policies in regard to expanding the system, maintenance of confidential information, etc.; (3) specific implementation guidelines and a time-line for implementation of the system; and (4) recommendations and follow-up procedures. A listing of agencies providing services to migrant adults is included. (NQ)

ED 111 569 RC 008 750

Putnam, Mary J.

**Listening-Phonics Program for Disadvantaged Youngsters.**

State Univ. of New York, Geneseo. Coll. at Geneseo. Migrant Center.

Pub Date 70

Note—67p.

Available from—Geneseo Migrant Center, State University College of Arts and Sciences, Geneseo, New York 14454 (\$1.00)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Auditory Discrimination, Auditory Training, \*Educationally Disadvantaged, Educational Objectives, Language Arts, Learning Activities, Listening Comprehension, \*Listening Skills, \*Migrant Child Education, \*Phonics, Self Concept, \*Teaching Methods

Recently those in the teaching profession have begun to realize the importance of listening skills. Of the 4 areas of language arts, listening is the primary skill. Phonics and listening are related in that there is a significant relationship between the child's ability to discriminate between letter sounds and his ability to listen. The child must master sound-to-letter associations in order to learn to spell. Listening skills must be improved if teachers are to reach the disadvantaged child—the youngster with limited vocabulary and short attention span, the child who seems to be in his own little world, and the child who is not ready to read in first grade and seems to fall further and further behind his classmates. This book presents a general discussion of the listening skill and raises some questions pertinent to the development of this facet of the language arts program. Ideas which the teacher can use "as is" or as a springboard for developing her own program are provided. Effort has been made to select, modify, and develop materials to meet the unique needs of the disadvantaged child; however, many of the procedures would work equally well with primary children in various situations. Topics covered are: importance of listening; factors influencing listening ability; listening and the language arts program; listening levels and goals for instruction; and evaluation. (NQ)

ED 111 570 RC 008 751

King, Paul R.

**Algonquin Portrait: A Study of the Rapid Lake Seasonal Agricultural Worker.**

State Univ. of New York, Geneseo. Coll. at Geneseo. Migrant Center.

Pub Date 71

Note—10p.; Best copy available

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Agricultural Laborers, \*American Indians, Audiovisual Aids, \*Cultural Awareness, \*Cultural Background, Educational Programs, Health Conditions, Housing, \*Life Style, \*Migrant Workers, Program Descriptions, Seasonal Laborers, Slides

Identifiers—\*Algonquins, Quebec (Rapid Lake)

The study's purpose was to compile descriptive information about a small band of Algonquin Indian seasonal agricultural workers from Quebec, Canada who migrate annually into Ontario County, New York to work on the fur and poultry farms. Although these Indians have worked in the State since 1945, no "serious" study had been made which included their home life in Quebec, reasons for migrancy, types of work done, and conditions of employment while on the farms. Therefore, a 35-minute slide/tape presentation illustrating the home life was prepared. The Reserve was visited 9 times since 1970, for approximately 3 days each time. Cassette recordings were made of: (1) several conversations with the band's Chief, band counselors, and teachers; and (2) traditional Algonquin songs sung by some of the older people and young children. The presentation illustrates and describes housing, educational programs, medical and dental problems, production of native crafts, and traditional pursuits of these Indians. This report discusses how this presentation has been used and the initiator's continued involvement with the Algonquins. Also included is a narrative which was included with a proposal for a full-time outreach worker to work with the white, Indian, and Puerto Rican families on the fur farms in East Bloomfield, Ontario County, New York. (NQ)

ED 111 571 RC 008 752

Rowe, Gene A. Smith, Leslie Whitener

**Income of Farm Wageworker Households in 1971. Agricultural Economic Report No. 251.**

Economic Research Service (DOA), Washington, D.C.

Report No—AER-251

Pub Date Mar 74

Note—59p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Agricultural Laborers, Comparative Analysis, Economics, Employment Patterns, Family (Sociological Unit), \*Family Income, \*Migrant Workers, \*Rural Farm Residents, \*Seasonal Laborers, Spanish Speaking, \*Statistical Data

Information on the size, composition, and family income of farm wageworker households (any household with at least 1 person 14 years of age or over who performed farm wage work at any time during the year, even if for only 1 day) in

1971 is presented. Households were classified as: (1) regulars—households with at least 1 member who performed 150 days or more of farm wagework during the year; (2) seasonal—households with at least 1 member who performed less than 150 days of farm wagework during the year; and (3) migratory—households with at least 1 member who traveled across county lines and stayed away from home at least overnight to perform farmwork for cash wages. Data were obtained by the Bureau of the Census as a supplementary part of the regular Current Population Survey conducted in December 1971. The relative well-being among the 3 classes of farm wageworker households is based on a comparison of family income and number of household members. The proportion of households with dependent children was also considered. The household's relative dependence on agriculture for members' employment and income is shown by indicating the household relationship of the person (head, wife, dependent, or other person over 18) employed in farmwork and the duration of his or her employment at farmwork and the income earned. (NQ)

**ED 111 572** **RC 008 753**  
Casso, Henry J., Comp. Esquibel, Antonio, Comp.

**Educator-Lawyer Conference Report (Albuquerque, New Mexico, October 17, 1973).**  
National Education Task Force de la Raza, Albuquerque, N. Mex.

Pub Date 17 Oct 73  
Note—15p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—Bilingual Education, Change Strategies, \*Conference Reports, Court Litigation, Data Bases, \*Equal Education, \*Lawyers, Legal Aid, Mexican Americans, \*Minority Groups, Puerto Ricans, Summative Evaluation, \*Teachers

Identifiers—New Mexico (Albuquerque)

Sponsored by the National Task Force de la Raza, the conference was attended by prominent lawyers and educators from throughout the United States. The conference was an "exploratory" or "brainstorming" session, designed to identify key issues and to lay the groundwork for techniques and strategy of dealing with various problems. Purpose of the conference was to: (1) review various legal, administrative, and legislative actions having serious implications on the concept of quality and equal education for the culturally and linguistically distinct child; (2) assess the implications and impact of activities and trends against Equal Educational Opportunity for minority groups, particularly the Mexican American and the Puerto Rican; and (3) identify lines of legal and education action and strategy needed to combat such alleged discriminatory practices. This report summarizes the key concerns, issues, actions, and recommendations of the participants. Topics summarized are: general myths to be combatted; educator-lawyer interface needs; data base system; bilingual bicultural dichotomy; equal access vs equal benefits; compensatory assumption; the Lau Case and its implications; and the tangential suggestions. (NQ)

**ED 111 573** **RC 008 754**  
Garcia, Joseph O. Peralta, Alex

**An Evaluation of the National Bilingual Bicultural Institute (Albuquerque, New Mexico, November 28 - December 1, 1973).**

National Education Association, Washington, D.C.; National Education Task Force de la Raza, Albuquerque, N. Mex.

Pub Date 28 Nov 73

Note—99p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
Descriptors—Attitudes, Biculturalism, \*Bilingual Education, Data Analysis, \*Formative Evaluation, \*Institutes (Training Programs), \*Mexican Americans, Participant Characteristics, Participant Satisfaction, \*Summative Evaluation

Identifiers—\*New Mexico (Albuquerque)

A Formative Evaluation Questionnaire and a Summative Evaluation Questionnaire, developed specifically to assess the Institute's goals and objectives, were administered to the participants. Administered midway through the Institute, the 13-item Formative Evaluation Questionnaire was composed of 2 parts designed to secure information about their: (1) sex, employment status, participation in bilingual bicultural programs, and description of the program; and (2) reactions to

the Institute. There were 220 responses. The Summative Evaluation Questionnaire, which was given at 2 different times, consisted of 15 items designed to secure information about their ethnic identification, employment status, and reaction to the Institute. There were 190 responses. Items in each questionnaire were analyzed individually. In analyzing the 2 surveys findings, it was found that the respondents were indicating the significant expectations for Bilingual Bicultural Education. This paper gives: (1) the item as it appeared on the questionnaire, (2) an item frequency selection from a computer print out showing how the respondents answered, (3) a narrative of the item's purpose, and (4) an analysis of the results. (NQ)

**ED 111 574** **RC 008 755**

**The Industrialization of Southern Rural Areas. A Study of Industry and Federal Assistance in Small Towns with Recommendations for Future Policy.**

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—Economic Development Administration (DOC), Washington, D.C. Office of Economic Research.

Report No.—DOC-C-7-35482

Pub Date [68]

Note—212p.

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**

Descriptors—Economic Development, Employment Opportunities, \*Federal Aid, \*Industrialization, Labor Force, Labor Market, Leadership, Negroes, Planning, \*Policy Formation, Program Coordination, Rural Areas, \*Rural Development, Social Services, \*Southern States

Identifiers—\*Economic Development Administration, EDA

Incorporating field studies and literature reviews, 2 cities and 2 towns in Mississippi and South Carolina were investigated to determine the socioeconomic impact of Southern rural industrialization and to aid the Economic Development Administration (EDA) in developing policy relative to allocation of funds. Visiting each town/city 3 times and employing open-ended interview techniques, interviewing included officials; plant and personnel managers; formal institution representatives; knowledgeable not representing institutions; employed and unemployed industrial workers and unemployed adults lacking industrial experience; and State and Federal agency representatives. Based on the findings, major policy recommendations were: (1) selected small towns found to act as large labor market centers should be included in EDA's growth center development scheme with top priority given to identifying and developing labor force potential and developing employment; (2) if Negroes are to be affected, current industry subsidization schemes should be replaced by labor (wage) subsidies administered at higher than local level; (3) better comprehensive programs and more program coordination is needed in towns receiving EDA assistance; and (4) leadership and planning capability must be improved within centers and funds should be devoted to this within Development District programs. (JC)

**ED 111 575** **RC 008 756**

Moya, Phyllis E. Reeve, Naomi

**Teaching Reading to the Spanish Speaking Pupil: An Annotated Bibliography.**

Pub Date 75

Note—19p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Academic Achievement, \*Annotated Bibliographies, Bilingual Education, Books, English (Second Language), History, Language Instruction, Mexican Americans, Periodicals, \*Reading Instruction, \*Reference Materials, \*Sociolinguistics, \*Spanish Speaking

Identifiers—Chicanos

Approximately 80 books and articles published between 1940 and 1975 are listed in this annotated bibliography. The majority were published between 1960 and 1975. Though emphasis is on teaching reading to the Spanish speaking pupil, the materials also cover such topics as: Chicano oppression, cultural diversity, language learning, library services for the Chicano, bilingual education, Mexican American history, linguistics, parent attitudes, social attitudes, mental health, and academic achievement. (NQ)

**ED 111 576**

**RC 008 757**

Kutner, Nancy G.

**An Interethnic and Place of Residence Examination of the "Culture of Poverty".** Departmental Technical Report No. 75-3.

Texas A and M Univ., College Station. Texas Agricultural Experiment Station.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Report No.—TAES-DTR-75-3; TAES-H-2906; USDA(CSR)-NC-90

Pub Date 18 Feb 75

Note—106p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—Asian Americans, Attitudes, \*Cross Cultural Studies, Demography, \*Economically Disadvantaged, Economic Factors, \*Ethnic Groups, Females, Metropolitan Areas, Mexican Americans, Mexicans, Migrant Workers, Negroes, Poverty Research, \*Residential Patterns, Rural Farm Residents, Social Structure, \*Spanish Speaking, Values

Data which taps aspects of traits said by Oscar Lewis to comprise a "culture of poverty" were examined for poor and non-poor families varying in ethnic background and residence. Before comparing the incidence of poverty culture across ethnic and residence lines, the question "Do alleged poverty culture traits become more pronounced as level of economic deprivation increases?" was studied. Derived from the sample obtained by 7 states participating in the NC-90 project, the following populations were represented: metropolitan whites; non-metropolitan small town whites; rural farm and nonfarm whites; metropolitan blacks; village and small urban place blacks; metropolitan Spanish-speaking (primarily Mexican American and Puerto Rican); migrant labor camp Spanish-speaking (Mexican Americans); migrant labor camp Spanish-speaking (Mexican nationals); metropolitan Hawaiian Orientals; metropolitan Hawaiian "mixed ethnics"; and metropolitan Polynesians. Data, obtained through interviews with the main female homemaker, pertained to demography; family resource procurement and expenditure; social structure and activities of the family, both internally and within the community; and the homemaker's value-orientations regarding education and employment. Findings indicated that, on some indicators of some traits, sizeable differences existed among ethnic and/or residence categories. (NQ)

**ED 111 577**

**RC 008 758**

Deseran, Forrest A.

**When Is the Grass Greener? Divergent Perceptions of Community in Three Small Colorado Towns.**

Louisiana State Univ., Baton Rouge. Agricultural Experiment Station.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Report No.—LAES-W-118

Pub Date Aug 75

Note—34p.; Paper presented at the Rural Sociological Society Annual Meetings (San Francisco, California, August 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Adolescents, \*Adults, Age, \*Community Attitudes, Community Characteristics, High School Students, Leisure Time, \*Perception, Population Growth, \*Rural Population, Social Attitudes

Identifiers—\*Colorado

Adolescent and adult evaluative reactions to their community situation were examined in 3 small Colorado towns. Empirical focus was upon delineating specific community aspects which evoke differential perceptions between subgroups within and across community settings. Del Norte, Aspen, and Craig, Colorado were selected as the research sites because each: (1) was relatively small (under 5,000 population) and isolated from larger urban areas, (2) was not economically dependent upon a single source of revenue, (3) was the governmental seat of their respective counties, and (4) had experienced divergent rates of growth in the past decade. Data were obtained in 1971 from surveys of 265 adults and 179 high school students. The junior class from each of the community high schools comprised the adolescent sub-sample, while random sampling procedures provided the adult sub-sample. Some findings were: (1) data indicated strong support for the suggestion that adolescents and adults

diverge in their evaluative responses to their community situation; (2) adolescents reacted, overall, substantially less positively toward their present communities than their adult neighbors; (3) students in Del Norte and Craig responded markedly lower in evaluations than did Aspen students. (NQ)

ED 111 578 RC 008 759

Henderson, Ronald D. Gomez, J. J.

**The Consolidation of Rural Schools: Reasons, Results, and Implications—A Preliminary Investigation.**

Pub Date 21 Aug 75

Note—44p.; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, California, August 21-24, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Consolidated Schools, Costs, Curriculum, Demography, Educational Equality, Evaluation, \*History, Literature Reviews, Migration, Negroes, Policy Formation, \*Rural Schools, \*Rural Urban Differences, \*Social Change, Southern States, Tables (Data)

Identifiers—\*Rural Urban Migration

Utilizing statistical documentation from a variety of sources, this report traces the history of rural schools and the consolidation movement via a review of the literature. Attention is devoted to: (1) the early rural school (beginning in 1647 with Massachusetts); (2) schools in the South (emphasis on private instruction); (3) the effect of changes in rural life on rural schools (contact with urban centers and most particularly the influence of rural to urban migration); (4) the contrast between urban and rural schools (inequities in facilities, teacher preparation, per pupil expenditures, curriculum, school term length, and the education of Negroes); (5) genesis of the consolidation movement and its advantages (better equipped teachers and schools, better curriculum, improved roads for transportation, extracurricular activities, competition, etc.); (6) types of consolidation plans (township, multiple-district county, and county organization); (7) effects of school consolidation (advantages vs disadvantages); (8) policy implications (how school/community organizations can respond to community interests, education for rural/urban living can be responsive to social change, how rural education programs can be designed to meet needs of all students, and how inequities can be resolved between educational opportunities in rural and urban areas). (JC)

ED 111 579 95 RC 008 760

**Big Changes for Rural Schools: Plans and Progress. First Annual Substantive Report for a Study of Experimental Schools Projects in Small Schools Serving Rural Areas, Report No. AAI-74-134B.**

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Finance and Productivity Group. Experimental Schools Div.

Report No—AAI-74-134B

Pub Date 15 Apr 75

Contract—OEC-0-72-5245

Note—101p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—\*Annual Reports, Community Coordination, Comprehensive Programs, Decision Making, \*Educational Change, Educational Objectives, Evaluation, \*Experimental Programs, Experimental Schools, Planning, Research Methodology, \*Rural Schools, \*Small Schools

The first in a series of annual interim reports on the federally funded Experimental Schools (ES) program, this report describes the first 2 years of a 6-year research program designed to promote locally-initiated comprehensive educational change dependent upon community participation, with provision for systematic documentation and evaluation. Focusing on the 1972-73 planning stages and the 1973-74 implementation procedures of 10 small rural school districts, chosen via nationwide competition, this report: (1) traces the beginnings of the ES program and presents research procedures for program documentation and evaluation; (2) presents background material on the 10 sites; (3) defines the individual goals of the 10 school districts, summarizes and compares the most significant proposals for change, and delineates common plans for educational progress and problem solving; (4) describes and analyzes the amount of im-

plementation achieved by the 10 school districts (initial findings and suggestions of tentative patterns); and (5) examines community and school characteristics associated with tentative findings (the planning process, the desire and impetus for change, the amount of experience with educational change in the district's organization, the commitment of district leaders, and the centralization/coordination of the decision making process). (JC)

ED 111 580 RC 008 761

Stuart, Alfred W.

**Rural Industrialization and Population Growth: The Case of Arkansas. ORNL-HUD-4, Civil Defense Research Project.**

Oak Ridge National Lab., Tenn.

Spons Agency—Atomic Energy Commission, Oak Ridge, Tenn.; Department of Housing and Urban Development, Washington, D.C.

Report No—AEC-40-192-69; IAA-H-28-69; ORNL-HUD-4; W-7405-eng-26

Pub Date Jun 71

Note—31p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Case Studies, Census Figures, \*Correlation, Decision Making, Employment, \*Industrialization, Literature Reviews, \*Migration, Policy Formation, \*Population Trends, \*Rural Areas

Identifiers—\*Arkansas, Urban Rural Migration

Utilizing available 1966 statistical data and U.S. Census figures, the State of Arkansas was examined for purposes of analyzing: (1) the extent to which recent population gains in states such as Arkansas and Oklahoma is occurring in rural areas rather than as an extension of urbanization; (2) the extent to which U.S. manufacturing is beginning to deconcentrate by moving to rural areas outside the main manufacturing areas; and (3) the relationship between population gains in ostensibly rural areas and industrial location trends. Examination of migration patterns, employment variables, and industrial patterns revealed a net immigration into 17 rural counties which had previously experienced population losses (1950-60) and a predominance of low wage/low skill industry in these counties. It was concluded that subsequent research might focus on: (1) barriers to industrialization (decreasing supplies of easily trainable labor, shortages of skilled labor, poor schools, unsophisticated community leadership, poor transportation facilities, underdeveloped amenities, and poor images) and (2) the "filtering down" process, wherein manufacturers rely on the existence of pools of low wage, surplus labor and have to move out of areas as the surplus disappears via competition with other, higher wage employers. (JC)

ED 111 581 RC 008 762

Dunkelberger, J. E. Sink, Cheryl A.

**Alternative Educational Attainment Mechanisms in Early Adulthood.**

Auburn Univ., Ala. Dept. of Agricultural Economics and Rural Sociology.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Report No—USDA(CSRS)-S-81

Pub Date 23 Aug 75

Note—21p.; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, California, August 23, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Academic Achievement, \*Academic Aspiration, Caucasians, \*Correlation, High School Students, Longitudinal Studies, Negroes, Racial Differences, \*Rural Youth, Sex Differences, Socioeconomic Status, \*Southern States, Young Adults

The correlation between educational aspiration and educational achievement was investigated in 6 Southern states via a longitudinal study (1965-1972). Approximately 1,200 rural youth, stratified by race, sex, and socioeconomic status, were contacted when sophomores, when seniors, and when 4 years beyond high school graduation. Findings revealed that: (1) the majority of the sample had completed no post-high school training; (2) white youths were more likely than nonwhite youths to have completed academic programs, while nonwhite youths were somewhat less likely to have completed any post-high school training and if they had, it was most often of a technical nature; (3) about 21 percent of the youth from the upper socioeconomic strata had completed college as compared to 10 percent and

8 percent of those from the middle and lower strata; (4) men were somewhat more likely than women to have completed some type of post-high school education, but women were slightly more likely to have attained higher education levels; (5) of the young adults who had not completed post-high school education, only 25 percent were enrolled in an educational program at the time of the interview; (6) high school aspirations far exceeded post-high school achievement (only 23 percent of the respondents had achieved or equaled their goals); and (7) aspirations remained high despite achievement level. (JC)

ED 111 582 RC 008 763

Clifford, William B. Faulkner, Gary L.

**North Carolina's Elderly Population: A Distributional Analysis. Department of Sociology and Anthropology Progress Report Soc. 61, 1975.**

North Carolina State Univ., Raleigh. Dept. of Sociology and Anthropology.

Spons Agency—Extension Service (DOA), Washington, D.C.

Pub Date 75

Note—55p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Age, Census Figures, \*Comparative Analysis, Females, Immigrants, Males, \*Migration, \*Population Distribution, Residential Patterns, \*Rural Areas, Rural Urban Differences, \*Senior Citizens

Identifiers—\*North Carolina, United States

Analyzing selected data on North Carolina's aged population (65 and over), this report utilizes U.S. Census figures, providing tabular data on the migration of the aged and the distribution of the aged population by residence in North Carolina and the U.S. and by North Carolina counties (rural and urban places). Major findings reveal that North Carolina: (1) contains smaller proportions of the aged than the nation as a whole; (2) belongs in a group of 31 states in which the rural population contains a higher proportion of those aged 65 and over than does the urban; (3) has an aging population that lags behind that of the U.S.; (4) has 34 counties with centers of less than 2,500; (5) has a higher proportion of the aged in urban sectors of less than 25,000; (6) has a variance in the proportions of the aged in urban sectors of more than 25,000; (7) has, like the U.S., a strong tendency for places of 1,000 to 2,500 to contain the largest proportions of aged people; (8) has a proportional distribution of aged lowest in the rural-nonfarm areas, intermediate in the urban areas, and highest on farms; (9) has more females than males in small places; (10) has a larger proportion of females in the rural population; and (11) has experienced a net gain of 12,000 elderly as a result of migration and has had more elderly female immigrants than male during the 1960-70 decade. (JC)

ED 111 583 RC 008 764

Wagenfeld, Morton O. Robin, Stanley S.

**The Social Worker in the Rural Community Mental Health Center.**

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Report No—MH18958

Pub Date 75

Note—37p.; Paper presented at the Rural Sociological Society Annual Meetings (San Francisco, California, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Attitudes, \*Behavior Patterns, Comparative Analysis, Identification (Psychological), Medical Services, \*Mental Health Clinics, Philosophy, \*Role Perception, \*Rural Areas, Rural Urban Differences, Social Services, \*Social Workers, Standards, Surveys

Investigating the role of the social worker in rural Community Mental Health Centers (CMHC), 20 CMHC and 595 community mental health workers were surveyed, including 140 social workers distributed in inner city (47), urban (9), urban-mixed (38), rural-mixed (29), and all-rural (17) catchment areas. Analyzed by center type and worker discipline, responses were compared in terms of the following variables: (1) Community Mental Health Ideology (endorsement); (2) Organizational Perception of CMHC (medical facility mode vs social service mode); (3) Professionalism; (4) CMHC Role Activism (role behavior response to 18 vignettes); (5) Personal-Professional Role Activism; (6) Role Dis-



crepancy (CMHC's expectations vs social workers'); (7) Two Role Exclusion (perceived scope vs limitations). Findings indicated: (1) inner city and rural social workers most highly endorse CMHC ideology; (2) rural social workers, more than any others, view their CMHC as a social agency organization; (3) rural social workers, in contrast to others, perceive their organizations as expecting greater activism in their roles; (4) inner city social workers are most activist in role definition, while rural workers occupy a more modal position; (5) rural social workers perceive their CMHC's as expecting the fewest areas of community life to be excluded. (JC)

ED 111 584 RC 008 765

Settle, Lester M.

The Functional Community and Rural Parish Organization.

Christian Rural Research and Resource Service, Debert (Nova Scotia).

Pub Date 21 Aug 75

Note—23p.; Not available in hard copy due to marginal legibility of original document. Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, California, August 21-24, 1975)

Available from—Christian Rural Research and Resource Service, R.R.1, Debert, Nova Scotia (\$0.75)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Churches, Church Programs, \*Community Coordination, \*Models, \*Organizational Change, \*Rural Areas, Sociology Identifiers—\*Functional Community, Nova Scotia A United Church of Canada research project attempted to determine whether the "functional community" concept was a viable basis for restructuring congregations for rural ministry in Colchester County, Nova Scotia. Research documented the functional community concept via socioeconomic variables such as social and political history, economic structures and labor patterns, community contacts, etc. Findings revealed that the villages were functioning as one community, but the churches were competitive and in many respects "dysfunctional." Based on the research, suggested alternative forms of parish organization included: (1) the Group Ministry Model (two or more denominations working together in a loose structure under guidance of a lay council); (2) the Cluster Model (the entire functional community under one overall planning committee via a steering committee made up of each professional leader and congregational representatives); (3) the Area Ministry Model (similar to Cluster Model with a specified geographical functional area, ministers and laymen working together as a team, a discovery process for area needs and remediation, and continuing education for clergy and laity); (4) the Pastoral Zone Model (a central staff, a pastoral zone planning council and council, congregational units, and neighborhood groups). (JC)

ED 111 585 RC 008 766

Adams, Doris And Others

Report of the Michigan Interim Action Committee on Indian Problems.

Michigan State Interim Action Committee on Indian Problems, Lansing.

Pub Date Mar 71

Note—40p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*American Indians, \*Economic Development, \*Education, \*Employment, \*Health, Needs, Policy Formation, Programs, Statistical Data

Identifiers—\*Michigan

Stressing the importance of American Indian involvement in affairs affecting Michigan's Indian population, this report by the Interim Action Committee on Indian Problems presents recommendations relative to education, employment, health, and the Commission on Indian Affairs. Recommendations for the commission emphasize: leadership at the local, State, and Federal levels; educational program development; welfare eligibility information; legal education; budgetary responsibilities; priority programming, on-going evaluations, etc. Health recommendations focus on remedial actions pertinent to: infant mortality rates, adult death rates, malnutrition, alcoholism, the training of professional Indian health workers, etc. Employment recommendations call for: inservice training of Michigan Concentrated Employ-

ment Programs" (MCEP) staff, revision of the Bureau of Indian Affairs' relocation procedures, coordination between program development and the Intertribal Councils of Michigan, etc. Economic development recommendations focus on land use and industrial development and skill training in specific nonreservation areas. Educational recommendations call for a needs assessment, an Indian Education Staff in the Department of Education and an Indian Education Committee to advise the State Board of Education, a 5-year reading literacy goal, etc. (JC)

ED 111 586 RC 008 768

Dowdall, George W.

Models of Metropolitan Socioeconomic Differentiation: A Comparison Among Black, Latino, and Anglo Patterns in 1970. Draft.

Spons Agency—State Univ. of New York, Buffalo.

Pub Date 28 Mar 75

Note—44p.; Paper presented at the Annual Meeting of the Southwestern Sociological Association (San Antonio, Texas, March 28, 1975)

Available from—George Dowdall, Department of Sociology, State University College at Buffalo, 1300 Elmwood Ave., Buffalo, New York 14222 (free)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Academic Achievement, \*Anglo Americans, Comparative Analysis, Income, Latin American Culture, \*Metropolitan Areas, \*Minority Groups, Models, Negroes, Occupations, Puerto Ricans, Racial Differences, Social Stratification, \*Socioeconomic Influences, \*Spanish Culture

Utilizing data for blacks, Mexican Americans, Puerto Ricans, and other Spanish heritage Americans, a model of urban differentiation was evaluated. Building on recent research of black-white patterns, the model related some structural characteristics of metropolitan areas (manufacturing employment, the presence of two important minorities, recent increases in the size of a minority, population size, and region) to educational, occupational, and income differentiation. The overall results suggested the model's utility. Differentiation in 1970, measured by the index of dissimilarity between two percentage distributions, was highest between Puerto Ricans and Anglos in the Middle Atlantic states and between blacks and Anglos in the South. Four separate analyses indicated the importance of occupational differentiation and particularly educational differentiation in influencing income differentiation. The regional analyses showed manufacturing employment to be particularly important in lowering black-Anglo differentiation; percent black in lowering Puerto Rican differentiation (in contrast to expectations about the impact of interminority competition); percent Spanish heritage minority in raising Latino-Anglo differentiation in the Southwest (an index of Anglo gains from Latino subordination); and area population size in lowering Latino-Anglo differentiation elsewhere. (Author/NO)

ED 111 587 RC 008 804

Pierce, James M.

The Condition of Farmworkers and Small Farmer in 1974. Report to the National Board of the National Sharecroppers Fund/Rural Advancement Fund.

National Sharecroppers Fund / Rural Advancement Fund, Washington, D.C.

Pub Date [75]

Note—15p.; For related document, see ED 092 281

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Agriculture, \*Agricultural Laborers, \*Economic Disadvantage, \*Farm Labor, Farm Labor Legislation, Health, Housing Needs, Migrant Workers, \*Rural Population, Sharecroppers, Welfare Problems

The number of farms in rural America continued to decline. In 1974, 23,420 farms went out of business. Farm subsidy payments, originally designed to assist small farmers, contributed little to the survival of the small farmer. The 1974 increased costs in fuel and fertilizer alone reduced net farm income by \$5 billion—approximately a \$2,500 reduction in net income per farm. Although farm prices declined during 1974, prices paid by consumers at the supermarket continued to climb. Yet, the farmer received less than 41 cents of every food dollar spent by consumers. Evidence showed that market concentra-

tion (the lack of competition) led to higher food costs. Agribusiness not only contributed to increased food costs but threatened the existence of the independent farmer as well. Nearly 25 percent of all food production was "vertically integrated" through outright corporate ownership or through contracts. Farmworkers also suffered from low wages, seasonal work, limited coverage under protective labor legislation, increased mechanization, poor education, and critical health and housing needs. However, organizations such as the National Sharecroppers Fund, farmer and craft co-ops, and land-reform groups are working on these problems, showing that reform and revitalization in rural America are possible. (NO)

ED 111 588 RC 008 805

Rowe, Gene A.

The Hired Farm Working Force of 1974. A Statistical Report. Agricultural Economic Report No. 297.

Economic Research Service (DOA), Washington, D.C. Economic Development Div.

Report No—AER-297

Pub Date Jul 75

Note—32p.; For related documents, see ED 020 361; ED 051 357; RC 006 232; RC 007 285

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Agricultural Laborers, \*Employment, Employment Statistics, \*Farm Labor, Income, Labor Force, Manpower Utilization, \*Migrant Workers, Seasonal Laborers, \*Statistical Data, Wages

Information is given on the number, characteristics, employment, and earnings of persons 14 years of age and over who performed hired farm wage work at any time during 1974. The brief analysis highlights some of the most pertinent changes and trends in the size and composition of the hired farm working force. Data were obtained through a survey conducted by the Bureau of the Census as a supplementary part of its monthly Current Population Survey made in December 1974. In 1974, there were approximately 2.7 million persons in the hired farm working force. The annual employment of farmworkers appeared to have become stable after the long-term downward trend of prior years. Generally, hired farm wage workers were young (median age 23 years), white (83 percent), male (79 percent), and resided in nonfarm places (76 percent). They earned an average of \$1,447 in annual cash wages, or \$16.60 per day for 87 days of farm wage work. Approximately 1.6 million workers were employed solely in farm work during the year; the remaining 1.1 million performed both farm and nonfarm work. About 209,000 (8 percent) of the total were migratory farmworkers in 1974, the third consecutive year of increase. Annual earnings for these workers averaged \$1,688, or \$21.60 per day for 78 days of farmwork. Forty-nine percent of all migrants were employed only in farmwork during the year. (Author/NO)

ED 111 589 RC 008 807

Johnson, Helen W.

American Indians in Transition. Agricultural Economic Report No. 283.

Economic Research Service (DOA), Washington, D.C. Economic Development Div.

Report No—AER-283

Pub Date Apr 75

Note—42p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Academic Achievement, \*American Indians, Cultural Factors, Economic Development, Economic Disadvantage, Educational Programs, Employment Trends, Health, Housing, \*Individual Power, Population Trends, \*Rural Population, \*Sociocultural Patterns, \*Urban Population Identifiers—Alaska Natives

The American Indian population is in a period of transition. It is young, growing, and becoming more urban. There were some improvements in income, housing, education, and health in the 1960-70 decade, but Indians remain the most disadvantaged of the minority ethnic groups in the United States. By most of the above measures, Indians, especially rural Indians, are not as well off as the U.S. population as a whole. But the Indian people are moving toward self-determination, or self-government, in programs to enhance their lives. Both excessive paternalism and termination of the trust relationships have become discredited as national policy regarding Indians. As the Pre-

sident's Message of 1970 states, "Federal termination errs in one direction, Federal paternalism errs in the other." It is also widely accepted that the integrity of the Indian culture should be preserved, not only as a contribution to cultural pluralism which enriches society as a whole, but also as a reflection of the desires of the Indian people themselves. The Indian culture is in a transition period, but the roots of Indian customs and values are deep and will not yield quickly or easily to alien customs and values. The process of moving toward self-determination is underway, and some measure of change is in the Indian picture today. (Author/NQ)

ED 111 590 RC 008 808

Spurlock, Hughes H.

**Differences in Housing Credit Terms and Usage Between Metro and Nonmetro Areas in the United States, 1971. Agricultural Economic Report No. 305.**

Economic Research Service (DOA), Washington, D.C. Economic Development Div.

Report No.—AER-305

Pub Date Aug 75

Note—26p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Agency Role, \*Consumer Economics, \*Credit (Finance), Federal Aid, \*Financial Services, \*Housing, Interest, Metropolitan Areas, Rural Areas, \*Rural Urban Differences, Statistical Data, Urban Areas

In 1971, a U.S. Census of Housing surveyed the financing of homeowners and rental properties, including characteristics of mortgages, properties, and homeowners. Data were obtained on places located outside Standard Metropolitan Statistical Areas (SMSA) and in places of less than 10,000 population, and on rural areas located outside SMSA's. These area classifications were considered as being close approximations to the "rural area" defined in the 1949 Housing Act. Areas classified as SMSA's were considered proxies for urban areas. To determine rural-urban differences, a comparative analysis was made of data contained in the survey on credit terms and usage in SMSA's, in non-SMSA's, and in places of less than 10,000 population and rural areas located within the non-SMSA counties. Analysis showed home buyers in rural areas paid higher interest rates on conventional mortgages, had shorter repayment periods, and had fewer choices of lenders. Yet, credit conditions did improve during the 1960's in rural areas. Savings and loan associations, the major home mortgage lenders, became more active in rural areas. They held 35 percent of the first mortgages in 1971 as compared with 23 percent in 1960. Expansion of activities by Federal agencies in rural areas tended to narrow the gap between the percentage of loans guaranteed and insured in rural areas as compared to metro areas. (Author/NQ)

ED 111 591 RC 008 809

Brady, Guy, Jr.

**The Economic Impact of Industrialization on a Rural Town Economy; Wynne, Arkansas.**

Pub Date 74

Note—104p.; Master of Science Thesis, University of Arkansas

Available from—Inter-Library Loan, University of Arkansas, Fayetteville, Arkansas

Document Not Available from EDRS

Descriptors—Change Strategies, City Government, \*Community Development, \*Economic Factors, Employment Opportunities, \*Industrialization, Labor Force, Migration, Rural Areas, \*Rural Development, School Systems, \*Socioeconomic Influences, Utilities

Identifiers—\*Arkansas (Wynne)

The study investigated the economic impact of industrialization on the public and private sector of the community of Wynne, Arkansas. In the private sector, income, job opportunities and employment shifts, migration, commuting, and employee characteristics (age, sex, and education) were studied. In the public sector, the city government's individual departments and the public school system were examined. Changes in total income, per capita income, and expenditures were considered. Public municipal utilities and services were also studied to determine changes in the quality of services received by residents. The time period from 1960 to 1970 was chosen because of difficulty in obtaining data

prior to 1960. When possible, 1971 and 1972 figures were used instead of 1970 or to complement the 1970 figures. Primary data were obtained through personal interviews with city officials, local community leaders, and plant managers; from city, county, and state records; and through personal questionnaires distributed to employees of the local factories either by mail or through the plant's payroll system. Secondary data were obtained from state agencies and the University of Arkansas Library. Some findings were: the factories did contribute to reducing the area's unemployment; the total and per capita municipal real revenue received by Wynne increased substantially from 1960 to 1970; and the school system's revenue increased greatly during the study period. (NQ)

ED 111 592 RC 008 811

Wheelbarger, Johnny J.

**Native American Archaeological Sites: An Annotated Bibliography Relating to Indian Archaeological Sites in the Southeastern United States.**

Pub Date 74

Note—41p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*American Indian Culture, American Indians, \*Annotated Bibliographies, Anthropology, \*Archaeology, \*Cultural Background, Parks, \*Reference Materials

Identifiers—\*Southeastern States

Thirty-six American Indian archaeological sites located in the southeastern states of Alabama, Florida, Georgia, Kentucky, North Carolina, and Tennessee are cited. Included are some of the very early sites, some of the larger and better known sites, and some that are being developed as state-owned archaeological parks in Tennessee. Information sources, briefly annotated, are cited for each site. A glossary of terms used and a listing of the sites by respective states are also included. Among the sites listed are: Moundville Site, Crystal River Site, Fort Walton Site, Weeden Island Site, Swift Creek Site, Parish and Ward Sites, Doerschuk Site, Brick Church Mound, Red Clay, Sellers Farm, and Stone Fort. (NQ)

## SE

ED 111 593 SE 015 141

Sharp, William Legg, Jr.

**A Kinetic Structural Analysis of Some College Physics Lectures.**

Pub Date 72

Note—184p.; Ed.D. Dissertation, Columbia University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-23,715, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—\*College Science, Doctoral Theses, Educational Research, Higher Education, \*Instruction, Lecture, \*Physics, \*Science Education, Teaching Styles, \*Verbal Communication

Identifiers—Research Reports

This study was proposed to determine the occurrence, stability, and character of kinetic structure patterns within college physics lessons. Six lectures were randomly chosen from the schedules of each of six cooperating physics professors and a transcription of audio-tape recordings of each lecture was prepared. The flow of discourse was broken into discrete "thought-segments" known as discourse units. Within each discourse unit substantive terms or phrases known as verbal elements were determined. Three parameters of structure were identified in the lectures: (1) commonality, the degree to which contiguous statements of discourse contained common verbal elements; (2) progression, the degree to which the substantive content of a discourse statement diverges from that in the immediately preceding statement; and (3) theme activity, the degree to which discourse centers about central "theme" elements. A range of distinct modes of verbal organization was revealed among the cooperating professors. Statistically significant differences in structure were found between lectures on similar substantive material presented by different professors, whereas no significant differences were observed

between lectures on different topics presented by the same professor. (Author/MLH)

ED 111 594 SE 015 286

Fagerberg, Karen Sue

**A Status Study of Biological Science Instruction in Selected Public High Schools in the State of Mississippi.**

Pub Date 72

Note—245p.; Ed.D. Dissertation, University of Southern Mississippi

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-26,541, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—\*Biology, \*Curriculum, Doctoral Theses, Educational Research, \*Instruction, Public Schools, Science Education, Secondary Education, \*Secondary School Science, \*Surveys, Teacher Characteristics

Identifiers—\*Mississippi, Research Reports

This study was primarily concerned with the status of biology education in a select sample of public high schools in the state of Mississippi and how that status related to selected aspects of the status of biology education in the nation as a whole and to certain recommendations of authorities in the field for an optimal biology program. The major areas surveyed were: (1) personal characteristics of biology teachers, (2) equipment and facilities, (3) offerings and enrollment, and (4) curriculum and instruction. The results of this study indicated that Mississippi biology teachers, as represented by the total study population, were similar to science teachers in the nation as a whole as far as age, sex, teaching experience, and teaching loads were concerned. All schools in the total study population offered first-year biology courses of the more traditional type, as did most schools in the nation. Only a few schools offered a second-year biology course. Only a few schools indicated any type of curriculum change within the past 10 years. Less than 10 percent taught BSCS courses; the majority of courses offered were traditional. On the average, biology facilities and equipment were inadequately provided by the schools represented in this study. (Author/MLH)

ED 111 595 SE 016 329

Pollak, Richard Alan

**The Development, Implementation, and Evaluation of a Computer-Augmented Science Learning Game Model in an Adaptive System.**

Pub Date 72

Note—192p.; Ph.D. Dissertation, University of Pittsburgh

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-4124, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—\*Computer Assisted Instruction, Doctoral Theses, \*Educational Games, Educational Research, Game Theory, \*Instruction, Learning Activities, Science Education, Secondary Education, \*Secondary School Science, \*Simulation

Identifiers—Research Reports

This study investigated the development and evaluation of a computer-augmented science learning game model, through the implementation of a specific game derived from the game model. Formative evaluation strategies were synthesized from two existing evaluation procedures and were tested and applied to the learning resource under development. As a result of the evaluation, a valid game model was developed, which incorporates the four functions the investigator has indicated are essential to create a nontrivial learning resource. The functions of the learning resource include: (1) promote a responsive environment; (2) enhance direct interaction through computer-augmentation; (3) create an autotelic resource; and (4) allow the student to explore the processes of scientific inquiry and reinforce the student's scientific knowledge. Through the implementation of the game model, it was found that the specific game created a learning environment. On several occasions, students went back to their classroom and performed an experiment under the same conditions as given in the simulation, thereby initiating inquiries on their own. This was an unexpected outcome. The second outcome, which was anticipated, was a significant difference between

control and experimental groups' posttest means on the questions related to the inquiry objectives in favor of the students who played the game. (Author/MLH)

ED 111 596

SE 016 341

Jones, James Edward

Computer-Simulated Experiments in High School Physics and Chemistry.

Pub Date 72

Note—131p.; Ph.D. Dissertation, Iowa State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-3897, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—\*Chemistry, \*Computer Assisted Instruction, Doctoral Theses, Educational Research, Laboratory Experiments, \*Physics, Science Education, Secondary Education, \*Secondary School Science, \*Simulation  
Identifiers—Research Reports

This study investigated the feasibility of using computer-simulated experiments in high school physics and chemistry. Fifteen sections of students enrolled in high school physics and chemistry were randomly divided into experimental and control groups. A series of 10 experiments was done by use of computer simulation in the experimental group; whereas the control group carried out the investigation with traditional laboratory equipment. Achievement tests were given over each of the experiments. Pretests and posttests were used to determine attitudes toward the subject, laboratory work, and computer as a laboratory aid, and toward using a computer terminal. Findings of the study included: (1) the attitudes of the two groups toward the subject and toward laboratory work were not significantly different before the experiment or after the experiment; (2) at the start of the experiment, the experimental group's attitude toward the computer as a laboratory aid was not significantly different from the attitude of the control group; (3) at the close of the experiment, the experimental group's attitude toward the computer as a laboratory aid was significantly more positive than the attitude of the control group; and (4) the achievement test mean scores for the two groups were not significantly different. (Author/MLH)

ED 111 597

SE 016 350

Murphy, Michael D.

The Development and Assessment of an Experimental Teacher Training Program for Beginning Graduate Assistants in Chemistry.

Pub Date 72

Note—135p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-2083, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—\*Chemistry, \*College Science, Doctoral Theses, Educational Research, Higher Education, \*Inservice Programs, Interaction Process Analysis, Science Education, \*Teacher Education, \*Teaching Assistants  
Identifiers—Research Reports

In this study a training program for new teaching assistants in freshman chemistry was developed and assessed. All new assistants in the Freshman Division were assigned by a stratified random technique to either the control or treatment group, with the latter receiving inservice training in the skills of teaching recitation classes. This training consisted of seminars, videotaped microteaching sessions, and inclass observations by and individual conferences with the author. The participants in both groups were observed before significant instruction of the treatment group and twice after the training program was concluded. An audio recording was made of each classroom observation and the verbal behaviors of teacher and students were encoded by the Flanders Interaction Analysis Category System and the Question Category System for Science. The data thus obtained were submitted to a two-way analysis of variance and a 90 X 90 Pearson product moment correlation matrix. A conservative interpretation allowed the following statements: (1) the training program appeared to provide assistants who were more successful in drawing students into the verbal activity of the classroom; (2) the program provided assistants who

lectured less and used more techniques of praise or encouragement; and (3) the program provided assistants who asked a greater number of questions. (Author/MLH)

ED 111 598

SE 016 358

Denton, Jon James

A Methodological Study of a Computer-Managed Instructional Program in High School Physics.

Pub Date 72

Note—245p.; Ed.D. Dissertation, University of Missouri-Columbia

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-7023, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—Achievement Tests, Attitude Tests, Comparative Analysis, \*Computer Assisted Instruction, \*Conventional Instruction, Doctoral Theses, Educational Research, \*Individualized Instruction, Instruction, Models, \*Physics, Science Education, Secondary Education, \*Secondary School Science, Teaching Methods  
Identifiers—Physical Science Study Committee, PSSC, Research Reports

The purpose of this study was to develop and evaluate an instructional model which utilized the computer to produce individually prescribed instructional guides in physics at the secondary school level. The sample consisted of three classes. Of these, two were randomly selected to serve as the treatment groups, e.g., individualized instruction and traditional instruction. The third classroom served as the control group. An orientation phase of 12 weeks duration was utilized to enable the students in the experimental group to become accustomed to techniques unique to the individualized instruction. At the conclusion of the orientation phase, an achievement test was administered which served as a pretest. During the treatment phase, two chapters from PSSC were selected for the instructional content. Attitude and post-achievement tests were administered at the end of the treatment. The data were analyzed by using analysis of covariance, chi-square, and multiple correlation. The results indicated no significant differences in achievement levels of students receiving different treatments. The number of objectives mastered was significantly increased by utilizing individualized instruction. The attitude toward the course of physics did not change significantly after receiving individualized instruction. (Author/PS)

ED 111 599

SE 016 362

Sakmyster, Diane Carol Decker

Comparison of Inductive and Deductive Programmed Instruction on Chemical Equilibrium for High School Chemistry Students.

Pub Date 72

Note—179p.; Ed.D. Dissertation, Indiana University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-6993, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—Achievement Rating, \*Chemistry, Comparative Analysis, Criterion Referenced Tests, \*Deductive Methods, Doctoral Theses, Educational Research, High School Students, \*Inductive Methods, Instruction, \*Programmed Instruction, Science Education, Secondary Education, \*Secondary School Science  
Identifiers—Research Reports

This study was designed to compare the effectiveness of inductive and deductive programmed instruction for high school students. The sample was formed from high school chemistry students in three schools. In two of the schools, the students worked on the programmed materials on four consecutive days and were tested on the fifth day. At the third school, the students were given two hours a week on the programmed material, and thus the instruction was spread over three weeks. The content of the two types of treatment materials was selected to be chemical equilibrium. The same task analysis, behavioral objectives and number of learning frames were included in the two types of materials. Two criterion tests were administered to assess success on and retention of the programmed materials. Several other tests relating to reading and algebraic ability, creativity, personality factors, and cognitive style were administered to students. Analysis of variance indicated no significant difference in the

students' success or retention on either program. Sex, cognitive style, and creativity were not significantly related to students' success. Reading ability, algebraic skills, and most of the personality factors had a significant effect on the students' success on the programs. (Author/PS)

ED 111 600

SE 016 365

Talisayon, Vivien Millan

Some Cognitive Variables in Meaningful Learning of the Physics Concepts of Work and Energy: A Study of Ausubelian Learning Model.

Pub Date 72

Note—259p.; Ph.D. Dissertation, Cornell University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-7154, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—Cognitive Tests, Doctoral Theses, Educational Research, High School Curriculum, Instruction, \*Learning, \*Learning Theories, \*Physics, Retention, Science Education, \*Scientific Concepts, Secondary Education, \*Secondary School Science, Statistical Analysis  
Identifiers—\*Ausubel, Research Reports

This study is an empirical investigation of Ausubel's paradigm of meaningful learning, applied specifically to the learning of high school physics students. In the first phase of the study path analysis and multiple regression techniques were used to describe the Ausubelian learning variables: available relevant ideas in learner's cognitive structure, the meaningful learning set of predisposition of a learner to relate concepts meaningfully, and the extent of meaningful learning that has taken place. Several background variables were also studied for their effect on learning. In the second phase, the effects of two instructional treatments on meaningful learning and their respective interaction with two corresponding Ausubelian cognitive variables were studied. In the third phase, three retention tests were administered at intervals. The analysis of data revealed evidence for a major role of relevant cognitive content in meaningful learning. An additional factor found to be significant in the learning process was the ability to relate ideas meaningfully. Two different instructional treatments did not significantly increase scores on a measure of meaningful learning. High scorers in measures of meaningful learning set and relevant cognitive content displayed greater initial learning and more stable retention, but not faster retroactive facilitation of the material learned. The findings of the study lend qualified support to Ausubel's model of meaningful learning. (Author/PS)

ED 111 601

SE 016 377

Ward, Roger Woodmansee

A Study of the Development in Fourth, Fifth and Sixth Grade Children of an Understanding of a Particulate Model of Matter.

Pub Date 72

Note—83p.; Ed.D. Dissertation, Cornell University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-10,152, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS

Descriptors—\*Concept Formation, Doctoral Theses, \*Educational Research, Elementary Education, \*Elementary School Science, Learning, \*Learning Theories, Matter, Science Education, \*Scientific Concepts  
Identifiers—\*Piaget (Jean), Research Reports

The study was designed to determine if chronological age is the main factor in a child's ability to develop a particulate concept of matter. Four demonstrations were organized which consisted of a graded series of particle mixing, gas diffusion, dissolving and smoke investigations. The individualized interviews with children were tape recorded. On the basis of interpretation of the children's responses, it was discovered that children under ten years seemed unable to develop such an abstract conceptualization. An interstage transitional "readiness" was found in ten-, eleven-, and some twelve-year-olds indicating that the full concept requires the Piagetian formal operational stage before behavioral recognition can be made. Factors such as ethnic background, type of school community, sex or basic interest seem not to be significant in the concept development. (Author/PS)

ED 111 602 SE 016 380

*Brown, Thomas Richard*

An Evaluation of the Verbal Role Behavior of Selected Teachers of Introductory Physical Science and an Assessment of the In-Service Workshop as an Effective Means of Influencing the Teacher Verbal Role Behavior of Guided Discovery/Inquiry.

Pub Date 72

Note—113p.; Ed.D. Dissertation, The Pennsylvania State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-7415, MF-\$5.00, Xerography-\$11.00)

**Document Not Available from EDRS**

Descriptors—Classroom Techniques, Doctoral Theses, Educational Research, Higher Education, \*Inquiry Training, \*Inservice Teacher Education, Junior High Schools, \*Physical Sciences, Science Education, \*Secondary School Science, Secondary School Teachers, \*Teacher Behavior, Teaching Methods, Verbal Communication

Identifiers—\*Introductory Physical Science, IPS, Research Reports

This study was designed to assess the teacher verbal role behavior of Guided Discovery/Inquiry before and after an in-service workshop. The sample consisted of 24 junior school teachers, who were teaching Introductory Physical Science (IPS) materials and traditional materials (non-IPS). Three IPS and five traditional teachers were randomly assigned to a one-day in-service workshop treatment group (TRT) and the other 16 teachers served as control group (non-TRT). Three pre-observations of one hour each, using the Ribble and Schultz Social-Substantive Schedule II, were systematically recorded for each teacher in both TRT and non-TRT groups. Following the workshop, all the teachers (TRT and non-TRT) were post-observed to assess any measurable changes in the verbal role behavior of the TRT teachers. The findings showed that no IPS teacher exhibited in the pre-observations the verbal role behavior of Guided Discovery/Inquiry. The in-service workshop was not totally effective in changing the verbal role behavior for TRT and non-TRT teachers. The TRT group showed significant changes toward eliciting more questions from the total class and developing an atmosphere with fewer teacher reproving/defensive behaviors for freer volunteer responses from the students. Teaching experience (more than nine years) was related to reduction in teachers' reproving/defensive behaviors in classrooms. (Author/PS)

ED 111 603 SE 016 384

*Neman, Robert Lynn*

A Focus on Problems of National Interest in the College General Chemistry Laboratory: The Effects of the Problem-Oriented Method Compared with Those of the Traditional Approach.

Pub Date 72

Note—125p.; Ph.D. Dissertation, North Texas State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-12,924, MF-\$5.00, Xerography-\$11.00)

**Document Not Available from EDRS**

Descriptors—\*Academic Achievement, \*Chemistry, \*College Science, Comparative Analysis, Course Evaluation, Critical Thinking, \*Curriculum, Doctoral Theses, Educational Research, Higher Education, \*Instruction, Science Education, Student Attitudes, Test Results

Identifiers—Research Reports

This study was designed to assess the effects of the problem-oriented method compared to those of the traditional approach in general chemistry at the college level. The problem-oriented course included topics such as air and water pollution, drug addiction and analysis, tetraethyl-lead additives, insecticides in the environment, and recycling of wastes. The traditional course included topics such as chemical composition, gas laws, solutions, and acids and bases. A total of 67 students formed the control group, with 71 students in the experimental group. A battery of instruments was administered at the beginning of the courses and toward the end of the semester. No significant differences were found on the criteria of achievement and the critical thinking scores. A significant positive difference was found on the criterion of attitude change toward the

course for the experimental group. Further analysis involved partitioning scores based on high school chemistry background. No significant differences were found regardless of the type of courses on any of the three criteria among students with a high school chemistry background and among students with no high school chemistry background. (Author/PS)

ED 111 604 SE 016 385

*Garrity, Raymond Joseph*

A Study of Science Instructors in the Junior and Community Colleges.

Pub Date 72

Note—165p.; Ed.D. Dissertation, Indiana University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-10,816, MF-\$5.00, Xerography-\$11.00)

**Document Not Available from EDRS**

Descriptors—\*College Science, College Teachers, Doctoral Theses, Educational Research, \*Junior Colleges, \*National Surveys, School Surveys, \*Science Education, Sciences, Science Teachers, \*Teacher Background, Teaching Load

Identifiers—Research Reports

The purpose of this study was to investigate the duties and work load, formal education, experiential background, and job mobility of instructors of physical and biological sciences in publicly-supported junior and community colleges. The survey instruments were returned by 366 instructors in 70 institutions in 31 states. Among the findings were: Teaching loads usually consisted of more than ten credit hours per term and required two to three preparations; certification was seldom required; the master's degree was most frequently reported as the highest earned degree; and most respondents expected to remain in their present teaching positions indefinitely. On the basis of the data, the following main conclusions were drawn: (1) science faculties may be philosophically more closely tied to high school than to higher education; (2) absence of in-service education seemed to be the rule, and the effectiveness of those programs which existed was questionable; and (3) there is little likelihood of obsolescent scientific knowledge among science instructors. (Author/PS)

ED 111 605 SE 016 387

*Yaghlian, Nevart*

University Teaching: The Impact of an In-Service Program for Teaching Fellows in Chemistry.

Pub Date 72

Note—229p.; Ph.D. Dissertation, The University of Michigan

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-11,302, MF-\$5.00, Xerography-\$11.00)

**Document Not Available from EDRS**

Descriptors—\*Chemistry, \*College Science, Doctoral Theses, Educational Research, Higher Education, \*Inservice Teacher Education, Interpersonal Competence, Program Evaluation, \*Science Education, Teacher Attitudes, \*Teaching Assistants

Identifiers—Research Reports

This study was concerned with the development, implementation and assessment of an in-service program for teaching fellows in the chemistry department at The University of Michigan. The in-service program focused on the interpersonal aspect of teaching. A total of fifteen teaching fellows were involved in different aspects of the program, with eight of them participating in all its phases. Also included in the sample were 498 students enrolled in chemistry classes taught by the teaching fellows. Variables considered in assessment of the program were attitude toward teaching as a career, job satisfaction, interpersonal style of teaching fellows, and satisfaction of students with teachers. The findings indicated that students taught by participating teaching fellows were more satisfied than were students of non-participants. Change in attitude toward teaching seemed to be related to a consideration on the part of teaching fellows of the relative advantages and disadvantages in teaching. Change in job satisfaction seemed to be related to the level of ambivalence toward teaching. (Author/PS)

ED 111 606 SE 016 388

*Eichenberger, Rudolph J.*

The Development and Validation of a Judging Instrument to Evaluate Creative Products in Physics.

Pub Date 72

Note—133p.; Ed.D. Dissertation, University of Northern Colorado

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-10,977, MF-\$5.00, Xerography-\$11.00)

**Document Not Available from EDRS**

Descriptors—\*College Science, Creativity, \*Creativity Tests, Doctoral Theses, Educational Research, \*Evaluation, Evaluation Criteria, Higher Education, Individual Tests, \*Physics, Science Education, \*Test Construction, Tests, Test Validity

Identifiers—JCI, \*Judging Criteria Instrument, Research Reports

The purpose of this study was to develop and validate an instrument to assess the creativity of a student through the products he creates. The instrument was called the Judging Criteria Instrument (JCI). This instrument was administered to 33 general physics students. Multiple criteria of teacher judgment scores and Torrance Tests of Creative Thinking were used to test the concurrent validity of the JCI. The JCI was shown to be a reliable and valid instrument. (Author/PS)

ED 111 607 SE 016 393

*Penn, Roger Frederick*

An Experimental Study Involving the Use of Contract Evaluation in a CHEM Study and in a Traditional High School Chemistry Course.

Pub Date 72

Note—251p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-11,555, MF-\$5.00, Xerography-\$11.00)

**Document Not Available from EDRS**

Descriptors—\*Academic Achievement, \*Chemistry, Comparative Analysis, Doctoral Theses, Educational Research, Evaluation, \*Evaluation Methods, High School Curriculum, Performance Contracts, Science Education, Secondary Education, \*Secondary School Science, \*Student Attitudes, Student Evaluation

Identifiers—CHEM Study, Research Reports

This study was concerned with a comparison of the effects of utilizing contract and traditional student evaluation methods in a CHEM Study and in a traditional high school chemistry course. The sample consisted of 49 students enrolled in a CHEM Study course and 63 in a traditional chemistry course. Student evaluations were conducted using the contract evaluation technique and the traditional evaluation technique. The instruments administered were ACS-NSTA Cooperative Examination: High School Chemistry, CHEM Study Final Examination, Cornell Critical Thinking Inventory, Test on Understanding Science, A Scale to Measure Attitude Toward this Chemistry Course, and Otis-Lennon Mental Ability Test. The analysis of data revealed that contract and traditionally evaluated students performed equally well on tests of achievement. Contract and traditional evaluation final grades were equally valid for indicating student performance on tests of critical thinking and chemistry subject matter. The use of contract evaluation did not result in any significant change of students' attitudes toward their chemistry course. Contract students agreed, initially, that they learned more under contract evaluation than they would under traditional evaluation. Contract students exhibited wise grade management in working toward their aspired yearly grade. (Author/PS)

ED 111 608 SE 016 397

*Cooper, Richard Ellis*

A Study of the Science Curriculum Improvement Study Resource Personnel Workshop Participants to Determine the Relationship between Selected Factors and Subsequent Participant Activity.

Pub Date 72

Note—277p.; Ph.D. Dissertation, Michigan State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106

(Order No. 73-12,695, MF-\$5.00, Xerography-\$11.00)

**Document Not Available from EDRS**

**Descriptors**—Doctoral Theses, \*Educational Research, Elementary School Science, \*Followup Studies, Higher Education, \*Inservice Teacher Education, Science Education, \*Science Institutes, \*Teacher Education, Workshops

**Identifiers**—National Science Foundation, NSF, Research Reports, \*Science Curriculum Improvement Study, SCIS

The study was designed to compare the workshop activity of participants attending the 1971 Resource Personnel Workshop on the Science Curriculum Improvement Study (SCIS) in teams (2-3 persons/team) and as individuals. Twenty-two participants attended the workshop in teams and another nine as individuals. Data were collected before, during, and after the workshop. The instruments used included a standardized test of general science knowledge, a questionnaire of the participants' perception of SCIS, a workshop evaluation form, a final inventory of the participants' reactions, and a survey form for the reactions to the workshops presented during the follow-up period. Participant activity was monitored by feedback forms which were returned monthly to the investigator. The analysis of data revealed no significant difference between the level of workshop activity of teams and of individuals. Most of the participants reported an increase in their resource personnel activity, but the relative rank of participants in regard to the number of workshops they conducted remained the same. No significant correlation was found between the dependent variable, the level of activity during the follow-up period, and the independent variables: knowledge of general science, perception of the SCIS program, years of teaching experience, age, and academic degree. The participants' perception of the SCIS program became significantly more positive during the workshop. (Author/PS)

**ED 111 609** SE 017 446

Savler, D. S. Smith, J. C.  
**Aerospace Environment. Aerospace Education I.**  
Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.  
Pub Date 72

Note—140p.; Colored drawings may not reproduce clearly. For the accompanying Instructor Handbook, see SE 017 447

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—\*Aerospace Education, \*Aerospace Technology, \*Astronomy, Aviation Technology, Environment, \*Instructional Materials, \*Meteorology, National Defense, \*Physical Sciences, Textbooks

**Identifiers**—\*Air Force Junior ROTC

This book is one in the series on Aerospace Education I. It briefly reviews current knowledge of the universe, the earth and its life-supporting atmosphere, and the arrangement of celestial bodies in outer space and their physical characteristics. Chapter 1 includes a brief survey of the aerospace environment. Chapters 2 and 3 examine the composition of the earth's atmosphere, global weather patterns, and the role played by various forces in producing weather. Chapter 4 includes recent findings on the surface characteristics and features of the Moon. The final chapter contains a brief description of the instruments used by astronomers and examines the worlds of interplanetary, interstellar, and intergalactic space. The book is designed for use in the Air Force Junior ROTC program. (PS)

**ED 111 610** SE 017 447

**The Aerospace Environment. Aerospace Education I. Instructor Handbook.**

Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.  
Pub Date Sep 72

Note—44p.; For the accompanying textbook, see SE 017 446

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Aerospace Education, \*Aerospace Technology, \*Astronomy, Aviation Technology, Course Organization, Curriculum Guides, Environment, \*Instructional Materials, \*Meteorology, National Defense, \*Physical Sciences, Secondary Education, Teaching Guides, Unit Plan

**Identifiers**—\*Air Force Junior ROTC

This publication provides guidelines for teachers using the textbook entitled "Aerospace Environment," published in the Aerospace Education I series. Major categories included in each chapter are objectives, behavioral objectives, suggested outline, orientation, suggested key points, instructional aids, projects, and further reading. Background materials for major concepts stressed are included. Page references corresponding to the textbook are given where appropriate. A blank sheet is included after each chapter for recording teacher ideas. (PS)

**ED 111 611** SE 017 448

Coard, E. A.  
**Spacecraft and their Boosters. Aerospace Education I.**

Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.  
Pub Date 72

Note—200p.; Colored drawings may not reproduce clearly. For the accompanying Instructor Handbook, see SE 017 449

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

**Descriptors**—\*Aerospace Education, \*Aerospace Technology, \*Astronomy, Aviation Technology, Energy, \*Instructional Materials, National Defense, \*Physical Sciences, Secondary Education, Textbooks

**Identifiers**—\*Air Force Junior ROTC, \*Spacecraft

This book, one in the series on Aerospace Education I, provides a description of some of the discoveries that spacecraft have made possible and of the experience that American astronauts have had in piloting spacecraft. The basic principles behind the operation of spacecraft and their boosters are explained. Descriptions are also included on unmanned and manned spacecraft. Brief mention is made of space stations, reusable space vehicles, and spacecraft fitted with specialized equipment for planetary exploration. The book is designed for use in the Air Force Junior ROTC program. (PS)

**ED 111 612** SE 017 449

**Spacecraft and Their Boosters. Aerospace Education I. Instructor Handbook.**

Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.  
Pub Date Sep 72

Note—62p.; For the accompanying textbook, see SE 017 448

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Aerospace Education, \*Aerospace Technology, \*Astronomy, Aviation Technology, Course Organization, Curriculum Guides, Energy, \*Instructional Materials, National Defense, \*Physical Sciences, Secondary Education, Teaching Guides, Unit Plan

**Identifiers**—\*Air Force Junior ROTC, \*Spacecraft

This curriculum guide is prepared for the textbook entitled "Spacecraft and their Boosters," published in the Aerospace Education I series. Specific guidelines are provided for teachers on each chapter included in the textbook. The guidelines are organized in nine categories: objectives, behavioral objectives, textbook outline, orientation, suggested key points, suggestions for teaching, instructional aids, projects, and further reading. Page references corresponding to the textbook are given for major concepts stressed. (PS)

**ED 111 613** SE 017 450

Mickey, V. V.  
**Aerospace Community. Aerospace Education I.**  
Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.

Pub Date 73

Note—130p.; Colored drawings may not reproduce clearly. For the accompanying Instructor Handbook, see SE 017 451

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—\*Aerospace Education, \*Aerospace Technology, Aviation Technology, \*Career Opportunities, \*Instructional Materials, \*Military Schools, National Defense, \*Physical Sciences, Secondary Education, Textbooks

**Identifiers**—\*Air Force Junior ROTC

This book, one in the series on Aerospace Education I, emphasizes the two sides of aerospace—military aerospace and civilian aerospace. Chapter 1 includes a brief discussion on the organization of Air Force bases and missile sites in relation to their missions. Chapter 2 examines the community services provided by Air Force bases. The topics discussed in Chapter 3 are Air Force

community relations and various educational opportunities available to personnel. Chapter 4 deals with the functioning aspects of the aerospace industry. The last chapter lists a large number of careers with a brief description for each of them. A section in this chapter explains the required education standards for most of the Air Force jobs. The book is designed for use in the Air Force Junior ROTC program. (PS)

**ED 111 614** SE 017 451

Maynihan, Eileen P.  
**Aerospace Community. Aerospace Education I. Instructional Unit V.**

Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.

Report No—AE-1-7105

Pub Date Sep 73

Note—52p.; For the accompanying textbook, see SE 017 450

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Aerospace Education, \*Aerospace Technology, Aviation Technology, \*Career Opportunities, Course Organization, Curriculum Guides, \*Instructional Materials, \*Military Schools, National Defense, \*Physical Sciences, Secondary Education, Teaching Guides, Unit Plan

**Identifiers**—\*Air Force Junior ROTC

This curriculum guide is prepared for the textbook entitled "Aerospace Community," published in the Aerospace Education I series. Specific guidelines are suggested for teachers using the textbook. Major categories included in the guidebook for each chapter are objectives (traditional and behavioral), suggested outline, orientation, suggested key points, suggestions for teaching, instructional aids, projects, and further reading. Major concepts are briefly discussed with some background material. A blank sheet is included after each chapter for recording teacher ideas. (PS)

**ED 111 615** SE 017 452

Savler, D. S. Mackin, T. E.  
**Space Technology: Propulsion, Control and Guidance of Space Vehicles. Aerospace Education III.**

Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.

Pub Date 72

Note—187p.; Colored drawings may not reproduce clearly. For the accompanying Instructor Handbook, see SE 017 453

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

**Descriptors**—\*Aerospace Education, \*Aerospace Technology, Energy, \*Fundamental Concepts, \*Instructional Materials, \*Physical Sciences, Secondary Education, Technology, Textbooks

**Identifiers**—\*Air Force Junior ROTC

This book, one in the series on Aerospace Education III, includes a discussion of the essentials of propulsion, control, and guidance and the conditions of space travel. Chapter 1 provides a brief account of basic laws of celestial mechanics. Chapters 2, 3, and 4 are devoted to the chemical principles of propulsion. Included are the basics of thrust, the differences between solid and liquid propellant engines, devices for generating electrical power in space, the potentialities of nuclear and electric rockets and thrust and thrust-vector controls. Chapter 5 is entitled "Control and Guidance Systems" and deals with topics such as servomechanisms and computers, types of guidance systems, and position fixing or celestial navigation. The final chapter includes a discussion of suborbital, earth orbital, lunar, and interplanetary flight. The book is designed for the Air Force Junior ROTC program. (PS)

**ED 111 616** SE 017 453

**Space Technology: Propulsion, Control and Guidance of Space Vehicles. Aerospace Education III. Instructional Unit II.**

Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.

Pub Date Sep 72

Note—62p.; For the accompanying textbook, see SE 017 452

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Aerospace Education, \*Aerospace Technology, Course Organization, Curriculum Guides, Energy, \*Fundamental Concepts, \*Instructional Materials, \*Physical Sciences, Secondary Education, Teaching Guides, Technology, Unit Plan

**Identifiers**—\*Air Force Junior ROTC



This curriculum guide is prepared for the Aerospace Education III series publication entitled "Space Technology: Propulsion, Control and Guidance of Space Vehicles." It provides guidelines for each chapter. The guide includes objectives, behavioral objectives, suggested outline, orientation, suggested key points, suggestions for teaching, instructional aids, projects, and further readings. Page references corresponding to the textbook are given where appropriate. (PS)

**ED 111 617** SE 017 454

*Bulmer, S. B.*

**International Space Programs. Aerospace Education III.**

Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.

Pub Date 73

Note—195p.; Colored drawings may not reproduce clearly; Small print in Appendix A and B. For the accompanying Instructor Handbook, see SE 017 455

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

**Descriptors—**\*Aerospace Education, \*Aerospace Technology, \*Instructional Materials, \*International Programs, \*Program Descriptions, \*Research, \*Secondary Education, \*Textbooks

**Identifiers—**Air Force Junior ROTC, \*International Space Programs, \*USSR

This book, one in the series on Aerospace Education III, is a collection of the diverse information available regarding the international space programs. The five goals listed for the book are: to examine the Soviet space program, to understand the future of Soviet space activity, to examine other national and international space programs, to compare the advantages and disadvantages of joint and independent space efforts, and to review some of the international agreements and laws governing space exploration. The book is designed to be used in the Air Force ROTC program. (PS)

**ED 111 618** SE 017 455

**International Space Programs. Aerospace Education III.**

Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.

Pub Date 73

Note—44p.; For the accompanying textbook, see SE 017 454

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**\*Aerospace Education, \*Aerospace Technology, \*Course Organization, \*Curriculum Guides, \*Instructional Materials, \*International Programs, \*Program Descriptions, \*Research, \*Secondary Education, \*Teaching Guides, \*Unit Plan

**Identifiers—**Air Force Junior ROTC, \*International Space Programs, \*USSR

This curriculum guide is prepared for the Aerospace Education III series publication entitled "International Space Programs." The guide is organized according to specific chapters in the textbook. It provides guidelines for teachers in terms of objectives, behavioral objectives, suggested outlines, orientation, suggested key points, instructional aids, projects, and further readings. Page references corresponding to the textbook are given where appropriate. Major concepts in each chapter are listed with brief explanations. (PS)

**ED 111 619** SE 017 456

*Mickey, V. V.*

**Defense of the United States. Aerospace Education III.**

Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.

Pub Date 73

Note—162p.; Colored drawings and photographs may not reproduce clearly. For the accompanying Instructor Handbook, see SE 017 457

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors—**\*Aerospace Education, \*Aerospace Technology, \*Instructional Materials, \*Military Organizations, \*Military Schools, \*National Defense, \*Resource Materials, \*Secondary Education, \*Textbooks

**Identifiers—**\*Air Force Junior ROTC, \*Department of Defense

This publication, one in the series on Aerospace Education III, deals with the background of the defense system of the United States. Description of different wars in which this country was involved includes the development of

new military organizations and different weapons. One chapter is devoted in its entirety to the organizational structure of the present Department of Defense. The last chapter reviews the missions and capabilities of the U.S. Army, Navy and Marine forces and describes some of the more advanced equipment employed by each of these forces. The book is designed to be used in the Air Force ROTC program. (PS)

**ED 111 620**

SE 017 457

*Cox, Rodney V., Jr.*

**The Defense of the United States. Aerospace Education III. Instructional Unit V.**

Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.

Pub Date Sep 73

Note—49p.; For the accompanying textbook, see SE 017 456

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**\*Aerospace Education, \*Aerospace Technology, \*Course Organization, \*Curriculum Guides, \*Instructional Materials, \*Military Organizations, \*Military Schools, \*National Defense, \*Resource Materials, \*Secondary Education, \*Teaching Guides, \*Unit Plan

**Identifiers—**\*Air Force Junior ROTC, \*Department of Defense

This curriculum guide is prepared for the Aerospace Education III series publication entitled "The Defense of the United States." The guide provides guidelines for each chapter in the textbook as well as general objectives for the complete course. The organization for each chapter includes objectives, behavioral objectives, suggested outline, orientation, suggested key points, instructional aids, projects, and further reading. Page references corresponding to the textbook are given where appropriate. (PS)

**ED 111 621**

SE 017 458

*Mackin, T. E.*

**Propulsion Systems for Aircraft. Aerospace Education II.**

Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.

Pub Date 73

Note—136p.; Colored drawings may not reproduce clearly. For the accompanying Instructor Handbook, see SE 017 459. This is a revised text for ED 068 292

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors—**\*Aerospace Education, \*Aerospace Technology, \*Aviation Technology, \*Energy, \*Engines, \*Instructional Materials, \*Physical Sciences, \*Science Education, \*Secondary Education, \*Textbooks

**Identifiers—**\*Air Force Junior ROTC

This is a revised text used for the Air Force ROTC program. The main part of the book centers on the discussion of the engines in an airplane. After describing the terms and concepts of power, jets, and rockets, the author describes reciprocating engines. The description of diesel engines helps to explain why these are not used in airplanes. The discussion of the carburetor is followed by an explanation of the lubrication system. The chapter on reaction engines describes the operation of jets, with examples of different types of jet engines. (PS)

**ED 111 622**

SE 017 459

*Elmer, James D.*

**Propulsion Systems for Aircraft. Aerospace Education II. Instructional Unit II.**

Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.

Report No—AE-2-7202

Pub Date Sep 73

Note—53p.; For the accompanying textbook, see SE 017 458

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**\*Aerospace Education, \*Aerospace Technology, \*Aviation Technology, \*Course Organization, \*Curriculum Guides, \*Energy, \*Engines, \*Instructional Materials, \*Physical Sciences, \*Science Education, \*Secondary Education, \*Teaching Guides, \*Unit Plan

**Identifiers—**\*Air Force Junior ROTC

This curriculum guide accompanies another publication in the Aerospace Education II series entitled "Propulsion Systems for Aircraft." The guide includes specific guidelines for teachers on each chapter in the textbook. Suggestions are included for objectives (traditional and behavioral), suggested outline, orientation, suggested key points, suggestions for teaching, instructional

aids, projects, and further reading. Major concepts discussed in the textbook are briefly explained with additional background material. Page references corresponding to the textbook are given. A blank sheet is provided after each chapter for teachers to record ideas. (PS)

**ED 111 623**

SE 017 460

*Cox, Rodney V., Jr.*

**Air Navigation. Aerospace Education II.**

Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.

Pub Date 73

Note—135p.; Colored drawings may not reproduce clearly. For the accompanying Instructor Handbook, see SE 017 461. This is a revised text for ED 068 289

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors—**\*Aerospace Education, \*Aerospace Technology, \*Aviation Technology, \*Instructional Materials, \*Methods, \*Navigation, \*Resource Materials, \*Science Education, \*Secondary Education, \*Textbooks

**Identifiers—**\*Air Force Junior ROTC

This revised textbook, published for the Air Force ROTC program, contains a discussion of basic and essential understandings about air navigation. The first part of the book describes maps, air navigation charts, flight planning, and pilotage preflight. Basic differences between ground maps and air charts are described and the methods of expressing position, direction, distance, and time are explained. The last three chapters include a description of different types of navigation instruments and aids used in flight. (PS)

**ED 111 624**

SE 017 461

*Cox, Rodney V., Jr.*

**Air Navigation. Aerospace Education II. Instructional Unit III.**

Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.

Report No—AE-2-7203

Pub Date Sep 73

Note—59p.; For the accompanying textbook, see SE 017 460

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**\*Aerospace Education, \*Aerospace Technology, \*Aviation Technology, \*Course Organization, \*Curriculum Guides, \*Instructional Materials, \*Methods, \*Navigation, \*Resource Materials, \*Science Education, \*Secondary Education, \*Teaching Guides, \*Unit Plan

**Identifiers—**\*Air Force Junior ROTC

This curriculum guide is an accompanying publication for the textbook entitled "Air Navigation" in the Aerospace Education II series. The guide provides guidelines for teachers using the textbook in terms of objectives, behavioral objectives, suggested outline, orientation, suggested key points, suggestions for teaching, instructional aids, projects, and further reading for each chapter. A blank sheet is attached after each chapter for recording teacher ideas. Page references are given corresponding to the textbook. (PS)

**ED 111 625**

SE 017 462

*Callaway, R. O. Elmer, James D.*

**Civil Aviation and Facilities. Aerospace Education II.**

Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.

Pub Date 73

Note—129p.; Colored drawings may not reproduce clearly. For the accompanying Instructor Handbook, see SE 017 463. This is a revised text for ED 068 290

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors—**\*Aerospace Education, \*Aerospace Technology, \*Agency Role, \*Airports, \*Aviation Technology, \*Government Role, \*Instructional Materials, \*National Organizations, \*Secondary Education, \*Textbooks

**Identifiers—**\*Air Force Junior ROTC, \*Airlines

This is a revised textbook for use in the Air Force ROTC training program. The main theme of the book is concerned with the kinds of civil aviation facilities and many intricacies involved in their use. The first chapter traces the development of civil aviation and the formation of organizations to control aviation systems. The second chapter describes varieties of aviation for which the term "general aviation" is used. This includes brief descriptions of agricultural, business, instructional, recreational, air taxi service,

and civil air patrol aviation systems. The third chapter delves into the problems related to the management of aviation facilities. The fourth chapter presents a discussion of the construction and operation of airports. Finally, the last chapter deals with the development and role of air traffic control. (PS)

**ED 111 626** SE 017 463

Elmer, James D.

**Civil Aviation and Facilities. Aerospace Education II. Instructional Unit IV.**

Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.

Report No.—AE-2-7204

Pub Date Jan 74

Note—53p.; For the accompanying textbook, see SE 017 462

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**\*Aerospace Education, Aerospace Technology, \*Agency Role, Airports, Aviation Technology, Course Organization, Curriculum Guides, \*Government Role, \*Instructional Materials, \*National Organizations, Secondary Education, Teaching Guides, Unit Plan

**Identifiers—**\*Air Force Junior ROTC, Airlines

This publication accompanies the textbook entitled "Civil Aviation and Facilities," published in the Aerospace Education II series. It provides teacher guidelines with regard to objectives (traditional and behavioral), suggested outlines, orientation, suggested key points, suggestions for teaching, instructional aids, projects, and further reading for each chapter. A blank sheet is attached at the end of each chapter for recording teacher ideas. Page references corresponding to the textbook are given. (PS)

**ED 111 627** SE 017 464

Smith, J. C.

**Military Aerospace. Aerospace Education II.**

Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.

Pub Date 73

Note—169p.; Colored drawings and photographs may not reproduce clearly. For the accompanying Instructor Handbook, see SE 017 465. This is a revised text for ED 068 291

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors—**\*Aerospace Education, Aerospace Technology, Agency Role, Aviation Technology, \*Instructional Materials, \*Military Air Facilities, Military Science, \*National Defense, Resource Materials, Secondary Education, Textbooks

**Identifiers—**\*Air Force Junior ROTC

This book is a revised publication in the series on Aerospace Education II. It describes the employment of aerospace forces, their methods of operation, and some of the weapons and equipment used in combat and combat support activities. The first chapter describes some of the national objectives and policies served by the Air Force in peace and war. The second and third chapters examine the mission and structure of major Air Force operating commands. The fourth chapter describes the various support commands and operating agencies maintained by the Air Force to back up its combat forces. The last chapter reviews the aerospace role of the Army, Navy, and Marine Corps. (PS)

**ED 111 628** SE 017 465

Hall, Arthur D.

**Military Aerospace. Aerospace Education II. Instructional Unit VI.**

Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.

Report No.—AE-2-7205

Pub Date Sep 73

Note—70p.; For the accompanying textbook, see SE 017 464

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**\*Aerospace Education, Aerospace Technology, Agency Role, Aviation Technology, Course Organization, Curriculum Guides, \*Instructional Materials, \*Military Air Facilities, Military Science, \*National Defense, Resource Materials, Secondary Education, Teaching Guides, Unit Plan

**Identifiers—**\*Air Force Junior ROTC

This curriculum guide is prepared for the Aerospace Education II series publication entitled "Military Aerospace." Sections in the guide include objectives (traditional and behavioral), suggested outline, orientation, suggested key points, suggestions for teaching, instructional aids, pro-

jects, and further reading. A separate sheet is attached after each chapter for teachers' own ideas. Page references corresponding to the textbook are given for major concepts and ideas stressed. (PS)

**ED 111 629** SE 017 466

**Aircraft of Today. [Aerospace Education I. Instructor Handbook.]**

Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.

Pub Date 71

Note—74p.; For the accompanying textbook, see ED 068 287

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**\*Aerospace Education, \*Aerospace Technology, Aviation Technology, Course Organization, Curriculum Guides, \*Instructional Materials, National Defense, \*Physical Sciences, \*Resource Materials, Secondary Education, Teaching Guides, Unit Plan

**Identifiers—**\*Air Force Junior ROTC

This publication is prepared to accompany the textbook entitled "Aircraft of Today," published in the Aerospace Education I series. The curriculum guide provides guidelines for teachers in terms of various concepts stressed in each chapter and suggested methodology for instruction. The subdivisions in the guidebook for each chapter include objectives, behavioral objectives, textbook outline, orientation, suggested key points, suggestions for teaching, instructional aids, projects, and further reading. Page references corresponding to the textbook are given where appropriate. (PS)

**ED 111 630** SE 017 467

**The Aerospace Age. Aerospace Education I. Instructional Unit II.**

Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.

Pub Date 71

Note—73p.; For the accompanying textbook, see ED 068 286

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**\*Aerospace Education, \*Aerospace Technology, Course Organization, Curriculum Guides, Development, History, \*Instructional Materials, Resource Materials, \*Science History, Secondary Education, Teaching Guides, Unit Plan

**Identifiers—**\*Air Force Junior ROTC

This curriculum guide is prepared for the textbook entitled "The Aerospace Age," published in the Aerospace Education I series. The guide is organized by objectives, behavioral objectives, textbook outline, orientation, suggested key points, suggestions for teaching, instructional aids, projects, and further reading. Major points stressed in the textbook are briefly explained in the guide. Some background information is also included on each chapter. Page references corresponding to the textbook are given. (PS)

**ED 111 631** SE 018 057

Coard, E. A.

**Human Requirements of Flight. Aviation and Spaceflight. Aerospace Education III.**

Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.

Pub Date 74

Note—197p.; Colored drawings and photographs may not reproduce clearly. For the accompanying Instructor Handbook, see SE 018 058

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

**Descriptors—**\*Aerospace Education, \*Aerospace Technology, Biological Influences, Biological Sciences, Biology, Human Body, \*Instructional Materials, Physical Sciences, \*Physiology, Secondary Education, Textbooks

**Identifiers—**\*Air Force Junior ROTC

This book, one in the series on Aerospace Education III, deals with the general nature of human physiology during space flights. Chapter 1 begins with a brief discussion of the nature of the atmosphere. Other topics examined in this chapter include respiration and circulation, principles and problems of vision, noise and vibration, and self-imposed stresses. Chapter 2 provides an account of aerospace medicine. The next two chapters are devoted to a general description of protective equipment used by fliers, pilot training, and surviving and living in space. Chapters 5 and 6 provide information on skylab and future space flights. The book is designed to be used in the Air Force ROTC program. (PB)

**ED 111 632**

SE 018 058

Hall, Arthur D.

**Human Requirements of Flight. Aerospace Education III. Instructional Unit IV.**

Air Univ., Maxwell AFB, Ala. Junior Reserve Office Training Corps.

Report No.—AE-3-7304

Pub Date Apr 74

Note—70p.; For the accompanying textbook, see SE 018 057

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**\*Aerospace Education, \*Aerospace Technology, Biological Influences, Biological Sciences, \*Biology, Course Organization, Human Body, \*Instructional Materials, Physical Sciences, \*Physiology, Secondary Education, Teaching Guides, Unit Plan

**Identifiers—**\*Air Force Junior ROTC

This curriculum guide is prepared for the Aerospace Education III series publication entitled "Human Requirements of Flight." It provides specific guidelines for teachers using the textbook. The guidelines for each chapter are organized according to objectives (traditional and behavioral), suggested outline, orientation, suggested key points, suggestions for teaching, instructional aids, projects, and further reading. Brief explanations regarding major concepts are included. Page references corresponding to the textbook are given where appropriate. (PS)

**ED 111 633** SE 018 616

**Mathematics Content Authority List: K-8.**

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Instructional Support Services.

Pub Date 74

Note—170p.

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors—**Computer Oriented Programs, \*Curriculum, \*Elementary School Mathematics, Elementary Secondary Education, \*Information Retrieval, Information Services, Instruction, \*Mathematical Concepts, \*Mathematics Education, Objectives, Secondary School Mathematics

**Identifiers—**Pennsylvania, PRIMES

This document is a list of approximately 450 mathematical concepts which are taught in grades K-8. The list is organized into eight major topics: (1) number systems, (2) numeration and notation, (3) sets, (4) geometry, (5) measurement, (6) number patterns and relationships, (7) other topics, and (8) summaries. The Content Authority List is used in conjunction with the Behavioral Objectives Authority List and the Vocabulary Authority List in the Pennsylvania Retrieval of Information for Mathematics Education System (PRIMES). This system of information storage and retrieval is used by local school districts in decision making with respect to curriculum, instruction, and evaluation. (SD)

**ED 111 634** SE 018 634

McCarley, Orin, Ed.

**Science Education News, November 1974: Environmental Education.**

American Association for the Advancement of Science, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—AAAS-Misc-Pub-74-16

Pub Date Nov 74

Note—9p.

Available from—AAAS, 1515 Massachusetts Avenue, N.W., Washington, D.C. 20005

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**Consortia, Elementary Secondary Education, \*Environmental Education, Instructional Programs, Mathematics Education, \*Metric System, \*Newsletters, \*Program Descriptions, Resource Materials, Science Education

This issue of the newsletter of the American Association for the Advancement of Science (AAAS) is devoted to reports by seven members of the AAAS Consortium of Regional Environmental Education Councils, as well as other miscellaneous environmental news. Each report includes information on the progress of environmental education in that region and a listing of program directors and their addresses. The second part of this newsletter is a collection of short articles concerning the metric system. Based on the prevailing interest in the International System of Units in the United States, the

articles favor including metric education in the school curriculum. (MA)

ED 111 635 SE 018 659

Sommer, Richard G., Ed.

Guide to Scientific Instruments, 1974.

American Association for the Advancement of Science, Washington, D.C.

Pub Date 26 Nov 74

Note—297p.

Available from—AAAS, 1515 Massachusetts Avenue, N.W., Washington, D.C. 20005 (\$4.00)

Journal Cit—Science; v186 n4165A Nov 1974

Document Not Available from EDRS

Descriptors—Equipment, \*Equipment Manufacturers, \*Instrumentation, \*Laboratory Equipment, Science Education, \*Science Equipment

The entire issue is a list of laboratory instruments and equipment and the names and addresses of their manufacturers. Names of instruments appear in alphabetical order; names of manufacturers of each instrument appear below each instrument entry. The complete name, address, and telephone number of each manufacturer are found in a separate section that follows the guide. (MLH)

ED 111 636 SE 018 776

Cumulative Index: The ARITHMETIC TEACHER, 1954-1973. Volumes 1-20.

National Council of Teachers of Mathematics, Inc., Reston, Va.

Pub Date 74

Note—128p.; small print

Available from—National Council of Teachers of Mathematics, 1906 Association Drive, Reston, Virginia 22091 (\$5.40, discounts on quantity orders)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Bibliographies, Elementary Education, \*Elementary School Mathematics, \*Indexes (Locators), \*Mathematics Education, Periodicals, \*Reference Materials, Scholarly Journals

Identifiers—Cumulative Index, \*National Council of Teachers of Mathematics, NCTM

This is a resource book that indexes all articles published in the ARITHMETIC TEACHER from 1954-1973 (volumes 1 through 20). Over 9,000 entries are indexed alphabetically in three categories, by author, title, and subject or topic. (CR)

ED 111 637 SE 018 850

Helgeson, Stanley L., Ed. Blosser, Patricia E., Ed.

Investigations in Science Education, Volume 1, Number 2. Expanded Abstracts and Critical Analyses of Recent Research.

Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Pub Date 75

Note—70p.

Available from—Ohio State University, Center for Science and Mathematics Education, 244 Arps Hall, Columbus, Ohio 43210 (Subscription \$6.00, \$1.75 single copy)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Abstracts, \*Educational Research, Research, Researchers, \*Research Methodology, \*Research Skills, \*Science Education

This second issue of "Investigations in Science Education" (ISE), designed to provide a new perspective for viewing research articles and to aid in the improvement of writing research reports, includes abstracts prepared by science educators, bibliographical data, purpose, rationale, research design and procedure, findings and interpretations as well as detailed notes offered by the abstractor. The analyses are intended to provide useful comments and suggestions to serve as a device which might be useful for training in the writing of research articles. Articles included in ISE are selected primarily from such sources as professional journals and reports of government-funded projects. Abstracts included in this issue relate to topic areas such as evaluation of children's performance on the cognitive, affective and motivational domains, student perceptions of teachers, evaluation of student laboratory reports, effect of behavioral objectives, and comparison of instructional strategies. (EB)

ED 111 638 SE 019 338

Elmer, James D.

Theory of Aircraft Flight. Aerospace Education II.

Air Univ., Maxwell AFB, Ala. Junior Reserve Officer Training Corps.

Pub Date 74

Note—142p.; Colored drawings may not reproduce clearly. For the accompanying Instructor Handbook, see SE 019 339. This is a revised text for ED 068 293

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—\*Aerospace Education, \*Aerospace Technology, \*Instructional Materials, \*Physical Sciences, \*Physics, Secondary Education, Textbooks

Identifiers—\*Air Force Junior ROTC

This revised textbook, one in the Aerospace Education II series, provides answers to many questions related to airplanes and properties of air flight. The first chapter provides a description of aerodynamic forces and deals with concepts such as acceleration, velocity, and forces of flight. The second chapter is devoted to the discussion of properties of the atmosphere. How different characteristics of the atmosphere help make flight possible, how man can harness the air for flight, and several other questions related to balancing of forces in the air are discussed in chapter two and three. The discussion in the fourth and fifth chapters centers on how aircraft move through the air. The next two chapters discuss the aircraft structure and various kinds of instruments used to control flight. A brief description of navigation instruments is also included. The book is designed for use in the Air Force ROTC program. (PS)

ED 111 639 SE 019 339

Elmer, James D.

Theory of Aircraft Flight. Aerospace Education II. Instructional Unit I.

Air Univ., Maxwell AFB, Ala. Junior Reserve Officer Training Corps.

Report No—AE-2-7201

Pub Date Feb 75

Note—73p.; For the accompanying textbook, see SE 019 338

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Aerospace Education, \*Aerospace Technology, Course Organization, Curriculum Guides, \*Instructional Materials, \*Physical Sciences, \*Physics, Secondary Education, Teaching Guides, Unit Plan

Identifiers—\*Air Force Junior ROTC

This publication provides guidelines for teachers using the Aerospace Education II series publication entitled "Theory of Aircraft Flight." The organization of the guide for each chapter is according to objectives (traditional and behavioral), suggested outline, orientation, suggested key points, suggestions for teaching, instructional aids, projects, and further reading. A separate sheet is attached at the end of each chapter for teacher ideas for improvement of the chapter. Specific suggestions have been made throughout the guide for the major concepts. Page references corresponding to the textbook are made where appropriate. (PS)

ED 111 640 SE 019 453

Huckenpahler, J. G.

R&D Activities of Independent Nonprofit Institutions, 1973.

National Science Foundation, Washington, D.C.

Report No—NSF-75-308

Pub Date Apr 75

Note—144p.; Occasional light type

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 038-000-00224, \$1.90)

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—\*Development, \*Federal Aid, Manpower Needs, National Surveys, \*Research, Research and Development Centers, Science Education, \*Scientific Research, \*Surveys

Identifiers—National Science Foundation, NSF

This report presents data in tabulated form. The survey covered all such institutions in the country known or believed to have allocated at least \$100,000 to intramural R&D performance, and contains data on scientists, engineers, and technicians employed, and on current and capital expenditures associated with the conduct of research and development. Summary data, classified by type and size of organization and by state, are presented. Highlights in the report show: (1) independent nonprofit institutions employed over 26,000 scientists and engineers in October 1973, and 88 percent of these were primarily engaged in research and development;

(2) R&D expenditures of independent nonprofit institutions during 1973 totaled \$1,006 million, with the Federal Government being the source of 69 percent of the funds; (3) of the total R&D expenditure, the largest amount was allocated to the life sciences—37 percent, engineering for 28 percent, and the social sciences for 14 percent. Technical notes, statistical tables, a reproduction of the covering letter, summary questionnaire, and instructions are presented in the appendices. (Author/EB)

ED 111 641 SE 019 482

DeVenny, William S. And Others

Secondary School Mathematics Special Edition, Teacher's Commentary, Chapters 10-18.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 71

Note—248p.; For the accompanying textbooks, see SE 019 487-490. Related documents are ED 046 766-769, and 779

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, California 91109

EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage

Descriptors—Curriculum, \*Geometric Concepts, Geometry, \*Instruction, Junior High Schools, \*Low Achievers, Measurement, Number Concepts, Number Systems, Secondary Education, \*Secondary School Mathematics, \*Teaching Guides, Textbooks

Identifiers—\*School Mathematics Study Group, SMSG

This manual was designed for use by teachers using the School Mathematics Study Group's (SMSG) special text series for low achievers in grades 7 and 8; it covers chapters 10 through 18 of that series. The manual begins with introductory material describing characteristics of low-achieving students and suggested instructional approaches. Testing policies, classroom routine, and necessary materials and supplies are also discussed. For each chapter of the text this volume lists and describes objectives, suggests special approaches where desirable, and provides solutions to all problems posed in the student text. (SD)

ED 111 642 SE 019 487

DeVenny, William S. And Others

Secondary School Mathematics Special Edition, Chapter 10. Decimals, Chapter 11. Parallelism, Student's Text.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 71

Note—155p.; For the accompanying teacher's commentary, see SE 019 482. Related documents are ED 046 766-769 and 779, and SE 019 488-490

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, California 91109

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—Curriculum, \*Decimal Fractions, \*Geometric Concepts, Geometry, Instruction, Junior High Schools, \*Low Achievers, Number Concepts, Secondary Education, \*Secondary School Mathematics, \*Textbooks

Identifiers—\*School Mathematics Study Group, SMSG

This text is one of the sequence of textbooks produced for low achievers in the seventh and eighth grades by the School Mathematics Study Group (SMSG). There are eight texts in the sequence, of which this is the fifth. This set of volumes differs from the regular editions of SMSG junior high school texts in that very little reading is required. Concepts and processes are illustrated pictorially, and many exercises are included. This volume deals with decimals (chapter 10) and parallelism (chapter 11). After a brief review of the fundamental operations on whole numbers, the place value system and use of decimal notation are discussed. The decimal point is introduced in the context of the monetary system, and exercises involving conversion from decimal to common fractions, and conversely, are presented. The chapter on parallelism begins with a review of congruence, and relies on constructions in developing the notions of perpendicularity and parallelism. This volume includes tables for addition and multiplication, and flow charts for operations on rationals to be used by students as needed. (SD)

ED 111 643 SE 019 488

*DeVenney, William S. And Others*  
**Secondary School Mathematics Special Edition, Chapter 12. Similarity, Chapter 13. More About Rational Numbers, Chapter 14. Perpendiculars, Student's Text.**  
 Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.  
 Pub Date 71

Note—203p.; For the accompanying teacher's commentary, see SE 019 482. Related documents are ED 046 766-769 and 779, and SE 019 487-490

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, California 91109  
**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**

**Descriptors**—Curriculum, \*Geometric Concepts, Geometry, Graphs, Instruction, Junior High Schools, \*Low Achievers, Number Concepts, Number Systems, \*Rational Numbers, Secondary Education, \*Secondary School Mathematics, \*Textbooks

**Identifiers**—\*School Mathematics Study Group, SMSG

This text is one of the sequence of textbooks produced for low achievers in the seventh and eighth grades by the School Mathematics Study Group (SMSG). There are eight texts in the sequence, of which this is the sixth. This set of volumes differs from the regular editions of SMSG junior high school texts in that very little reading is required. Concepts and processes are illustrated pictorially, and many exercises are included. Similarity of triangles is the focus of the first chapter (12) in this volume. The use of ratios and scale factors is introduced, and the computation of percentages by construction of parallel lines on a grid is developed. In chapter 13 the emphasis is on computation with rational numbers in both common fraction and decimal forms. In this context exponents are introduced. Chapter 14 deals with motion geometry and perpendicularity. (SD)

ED 111 644 SE 019 489

*DeVenney, William S. And Others*  
**Secondary School Mathematics Special Edition, Chapter 15. Measurement, Chapter 16. Real Numbers, Student's Text.**

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.  
 Pub Date 71

Note—166p.; For the accompanying teacher's commentary, see SE 019 482. Related documents are ED 046 766-769 and 779, and SE 019 487-490

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, California 91109  
**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors**—Curriculum, Geometric Concepts, Instruction, Junior High Schools, \*Low Achievers, \*Measurement, Metric System, \*Number Systems, Secondary Education, \*Secondary School Mathematics, \*Textbooks

**Identifiers**—\*School Mathematics Study Group, SMSG

This text is one of the sequence of textbooks produced for low achievers in the seventh and eighth grades by the School Mathematics Study Group (SMSG). There are eight texts in the sequence, of which this is the seventh. This set of volumes differs from the regular editions of SMSG junior high school texts in that very little reading is required. Concepts and processes are illustrated pictorially, and many exercises are included. Chapter 15, the first of two chapters in this volume, concerns measurement. The need for standard units is discussed and, after some work on computation with mixed numbers, both English and metric units are introduced. Measurement of angles using the protractor and computation of area are also discussed. In chapter 16 perfect squares are presented, and the idea of finding the sides of squares with given area is used to motivate an introduction to the real numbers. Computations with radicals, the Pythagorean theorem, and circumference and area of circles are also developed. (SD)

ED 111 645 SE 019 490

*DeVenney, William S. And Others*  
**Secondary School Mathematics Special Edition, Chapter 17. Solving Equations and Inequalities,**

**Chapter 18. Coordinate Geometry, Student's Text.**

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 71

Note—165p.; For the accompanying teacher's commentary, see SE 019 482. Related documents are ED 046 766-769 and 779, and SE 019 487-489

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, California 91109

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors**—Curriculum, \*Geometry, Graphs, \*Inequalities, Instruction, Junior High Schools, \*Low Achievers, Secondary Education, \*Secondary School Mathematics, \*Textbooks

**Identifiers**—\*School Mathematics Study Group, SMSG

This text is one of the sequence of textbooks produced for low achievers in the seventh and eighth grades by the School Mathematics Study Group (SMSG). There are eight texts in the sequence, of which this is the last. This set of volumes differs from the regular editions of SMSG junior high school texts in that very little reading is required. Concepts and processes are illustrated pictorially, and many exercises are included. This volume continues the study of equations begun in chapter 8, and develops methods for solving linear inequalities and quadratic equations. In the last chapter the slope-intercept form of a linear equation is discussed, and the method of solution of simultaneous linear equations is detailed. Equations of parallel and perpendicular pairs of lines are examined. The concepts of absolute value and distance are introduced, and the method of computing the distance between two points in a plane is described. (SD)

ED 111 646 SE 019 491

*Cummings, Maynard W. And Others*  
**University of California Sea Grant College Program, Annual Report 1972-1973. September 1, 1972 to August 31, 1973.**

California Univ., San Diego, La Jolla. Inst. of Marine Resources.

Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.

Report No.—IMR-74-12; SG-37

Pub Date 74

Note—64p.

Available from—Sea Grant College Program, University of California, Institute of Marine Resources, Box 1529, La Jolla, California 92037 (free)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Annual Reports, \*Ecology, Marine Biology, Marine Technicians, \*Ocean Engineering, \*Oceanology, Research, Research Projects, Science Education, Seafood

**Identifiers**—\*Sea Grant Program, University of California

Presented in this 1972-1973 annual report are summaries of projects in advisory services, coastal zone studies, fisheries and aquaculture, marine products, and ocean engineering. A listing of publications and an activity budget are included. The report is intended to be a general overview of the total activities of the University of California's Sea Grant College Program. (Author/EB)

ED 111 647 SE 019 492

*Cummings, Maynard W. And Others*  
**University of California Sea Grant College Program, Annual Report 1973-1974. September 1, 1973 to August 31, 1974.**

California Univ., San Diego, La Jolla. Inst. of Marine Resources.

Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.

Report No.—IMR-75-1; SG-41

Pub Date 75

Note—87p.

Available from—Sea Grant College Program, University of California, Institute of Marine Resources, Box 1529, La Jolla, California 92037 (free)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—\*Annual Reports, \*Ecology, Marine Biology, Marine Technicians, \*Ocean Engineering, \*Oceanology, Research, \*Research Projects, Science Education, Seafood

**Identifiers**—\*Sea Grant Program, University of California

Presented in this publication are summaries of projects in advisory services, coastal zone studies, fisheries and aquaculture, marine products, and ocean engineering. A listing of publications and an activity budget are included. The Annual Report for 1973-1974 is intended to be a general overview of the total activities of the Sea Grant Program which supported projects that involved the services of 271 people, including graduate and undergraduate students from seven University of California campuses, a state university, a major state university laboratory and at a private university. (Author/EB)

ED 111 648 SE 019 497

*Welsh, James T.*  
**Elementary School Mathematics—A Status Report.**  
 Pennsylvania State Dept. of Education, Harrisburg. Bureau of Instructional Support Services.

Pub Date 71

Note—37p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Consultants, Curriculum, \*Curriculum Planning, Elementary Education, \*Elementary School Mathematics, \*Information Retrieval, Mathematics Curriculum, Mathematics Education, Research, State Departments of Education, \*State Surveys, Textbook Selection

**Identifiers**—Pennsylvania, PRIMES

This report has two major features. First it describes the Pennsylvania Retrieval of Information for Mathematics Education System (PRIMES). PRIMES is an information system in which curriculum materials are computer-stored and are retrieved to meet the specifications of local school districts. As of 1971 there are six regional centers which provide consultative services to the school districts. The report describes briefly the use of PRIMES with regard to test and textbook selection, curriculum analysis, research capabilities, and continuing education. The second feature of the report is survey information relating to personnel, committees, instructional materials, curriculum guides, standardized tests, selection of basal text series, and plans for curriculum changes in Pennsylvania schools during 1970-71. (JBW)

ED 111 649 SE 019 498

*Erlick, Arline C. LeBold, William K.*  
**Factors Influencing the Science Career Plans of High School Students. Report of Poll No. 101 of the Purdue Opinion Panel.**

Purdue Univ., Lafayette, Ind. Measurement and Research Center.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Jun 75

Note—35p.; Pages 27-34a of the original document are copyrighted and therefore not available. They are not included in the pagination

Available from—Purdue Opinion Panel, Measurement & Research Center, Engineering Adm. Bldg., Purdue University, West Lafayette, Indiana 47907 (\$2.50); Copyrighted forms used in report available from ERIC/SMEAC, Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Career Choice, Career Planning, \*Predictor Variables, Reports, \*Science Careers, Science Education, Secondary Education, \*Secondary School Students, Student Characteristics, \*Surveys

**Identifiers**—Research Reports

The primary purpose of the study reported was to provide information related to high school students choosing or not choosing to pursue science careers. The survey included high school students in public and private secondary schools throughout the nation. Information was obtained relating to educational levels, school subjects, self-concepts, attitudes toward sex roles and science issues, career inclinations and choices, work preferences and others. The report of results is based on a national sample of 2,000, stratified on the basis of census data for sex, grade in school, region of the country, and rural-urban residence. The reports give the results of the opinion survey. Information is given including prices for subscription and individual copies of reports of the Purdue Opinion Panel, which are conducted three times each year. Report num-

## 154 Document Resumes

bers, the dates, and titles are listed. An order form is included. (EB)

**ED 111 650** 95 SE 019 501

*Lachar, Mary Ann Capasso, Ronald L.*

**Math Programs That Work: A National Survey. 2nd Edition.**

New Jersey State Dept. of Education, Trenton. Office of Program Development.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 75

Note—85p.; For the 1st Edition, see ED 095 016

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—Course Descriptions, Curriculum, \*Diagnostic Teaching, \*Elementary School Mathematics, Elementary Secondary Education, \*Individualized Programs, \*Mathematics Education, \*Program Descriptions, Program Evaluation, Textbooks

**Identifiers**—Elementary Secondary Education Act Title III, ESEA Title III

This directory reviews 13 diagnostic-prescriptive mathematics programs. Ten of the programs are complete mathematics programs; the remaining three are supplementary programs. These programs are designed for use in one or a combination of grade levels from grades K-9. Each program is outlined according to: nature of program, rationale of program, general goals and objectives, organization of program, materials provided for both student and teacher, classroom activities, assessment of student progress, use of materials; implementation requirements and provisions, cost of implementing the program, how the program was developed, the present status of the program, how the program has been evaluated, indicated strengths and weaknesses of the program, and where the program can be obtained. Description of implementation of these programs for eight New Jersey school districts during the 1973-74 academic year is also included. (JBW)

**ED 111 651** SE 019 517

*Buchanan, Aaron And Others*

**Content Analysis of Houghton Mifflin Mathematics Program for Elementary Grades K-6.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-3-72-29

Pub Date 25 Sep 72

Note—313p.

**EDRS Price MF-\$0.76 HC-\$15.86 Plus Postage**

**Descriptors**—\*Content Analysis, Curriculum, Elementary Education, \*Elementary School Mathematics, Evaluation, Instruction, Learning Activities, \*Mathematics Education, \*Objectives, \*Textbooks

**Identifiers**—\*Houghton Mifflin Elementary Mathematics Series, Learning Mastery System, Southwest Regional Laboratory

The purpose of the analysis was to provide a profile of instructional activities related to content and referenced to specified instructional outcome areas. Emphasis was placed on determination of four major factors: (1) major outcomes in the program and their relative emphasis in both regular and supplementary instructional materials, (2) the distribution of content within and across instructional units (chapters), (3) points in the instructional sequence where mastery of outcomes is assessed, and (4) the amount of independent practice in regular and supplementary instructional materials related directly to each major outcome developed in the program. The analysis was based on 12 content strands and 5 substrands. Results of the analysis are presented in a series of tables which show the page locations of topics. Locations of diagnostic tests are also indicated. The completed analysis forms the basis for preliminary specification of an application of Learning Mastery System procedures to the series. (Author/SD)

**ED 111 652** SE 019 518

*Buchanan, Aaron And Others*

**Content Analysis of Addison-Wesley Mathematics Program for Elementary Grades K-6.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-3-72-31

Pub Date 27 Sep 72

Note—177p.

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

**Descriptors**—\*Content Analysis, Curriculum, Elementary Education, \*Elementary School Mathematics, Evaluation, Instruction, Learning Activities, \*Mathematics Education, \*Objectives, \*Textbooks

**Identifiers**—\*Addison Wesley Elementary Mathematics Series, Learning Mastery System, Southwest Regional Laboratory

The purpose of the analysis was to provide a profile of instructional activities related to content and referenced to specified instructional outcome areas. Emphasis was placed on determination of four major factors: (1) major outcomes in the program and their relative emphasis in both regular and supplementary instructional materials, (2) the distribution of content within and across instructional units (chapters), (3) points in the instructional sequence where mastery of outcomes is assessed, and (4) the amount of independent practice in regular and supplementary instructional materials related directly to each major outcome developed in the program. The analysis was organized around 21 content strands, and is presented in a series of tables which indicate page locations of various topics. The completed analysis forms the basis for preliminary specification of an application of Learning Mastery System procedures to the system. (Author/SD)

**ED 111 653** SE 019 519

*Babikian, Elijah And Others*

**Content Analysis of Heath Mathematics Program for Elementary Grades K-6.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-3-72-32

Pub Date 27 Sep 72

Note—146p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—\*Content Analysis, Curriculum, Elementary Education, \*Elementary School Mathematics, Evaluation, Instruction, Learning Activities, \*Mathematics Education, \*Objectives, \*Textbooks

**Identifiers**—Heath Elementary Mathematics Series, Learning Mastery System, Southwest Regional Laboratory

The purpose of the analysis was to provide a profile of instructional activities related to content and referenced to specified instructional outcome areas. Emphasis was placed on determination of four major factors: (1) major outcomes in the program and their relative emphasis in both regular and supplementary instructional materials, (2) the distribution of content within and across instructional units (chapters), (3) points in the instructional sequence where mastery of outcomes is assessed, and (4) the amount of independent practice in regular and supplementary instructional materials related directly to each major outcome developed in the program. The content analysis was organized by 13 content strands and is presented in a series of tables. Table entries indicate the grade level and page location at which each topic is discussed. Locations of diagnostic tests are also indicated. The completed analysis forms the basis for preliminary specification of an application of Learning Mastery System procedures to the series. (Author/SD)

**ED 111 654** SE 019 520

*Babikian, Elijah And Others*

**Content Analysis of Laidlaw Mathematics Program for Elementary Grades K-6.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-3-72-34

Pub Date 16 Oct 72

Note—171p.

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors**—\*Content Analysis, Curriculum, Elementary Education, \*Elementary School Mathematics, Evaluation, Instruction, Learning Activities, \*Mathematics Education, \*Objectives, \*Textbooks

**Identifiers**—\*Laidlaw Mathematics Series (Elementary), Learning Mastery System, Southwest Regional Laboratory

The purpose of the analysis was to provide a profile of instructional activities related to content and referenced to specified instructional outcome areas. Emphasis was placed on determination of four major factors: (1) major outcomes in

the program and their relative emphasis in both regular and supplementary instructional materials, (2) the distribution of content within and across instructional units (chapters), (3) points in the instructional sequence where mastery of outcomes is assessed, and (4) the amount of independent practice in regular and supplementary instructional materials related directly to each major outcome developed in the program. The analysis was organized around seven content strands and is presented in a series of tables. For each grade the tables indicate pages on which various topics are presented. The locations of tests and numbers of items covering various topics are also indicated. The completed analysis forms the basis for preliminary specification of an application of Learning Mastery System procedures to the series. (Author/SD)

**ED 111 655** SE 019 523

*Smith, Edward L. McClain, Janis J.*

**Content Analysis of Selected Primary Level Units of the Science Curriculum Improvement Study.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-2-72-58

Pub Date 7 Dec 72

Note—72p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—Biological Sciences, \*Content Analysis, \*Curriculum Evaluation, Elementary Education, \*Elementary School Science, \*Instructional Materials, \*Science Course Improvement Project, Science Education

**Identifiers**—\*Science Curriculum Improvement Study, SCIS

To evaluate a method of content analysis, and as a step toward the specification of a conceptual domain for primary level science, extant instructional programs were analyzed. This paper reports an analysis of the introductory unit and three biological science units of the Science Curriculum Improvement Study (SCIS). The background of the program and the procedures for the analysis are described. The conceptual content is summarized. Problems encountered in the analysis and their implications for subsequent analyses are discussed. (Author/EB)

**ED 111 656** SE 019 524

*McClain, Janis J.*

**Content Analysis of Selected Units of the First-Grade "Concepts in Science" Program.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-2-72-59

Pub Date 19 Dec 72

Note—85p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—\*Concept Teaching, \*Content Analysis, \*Curriculum Evaluation, \*Elementary School Science, \*Instructional Materials, Primary Education, Science Course Improvement Project, Science Education, Scientific Concepts, Textbook Content

**Identifiers**—\*Concepts in Science

To further evaluate a method of content analysis and aid in identifying scientific concepts appropriate at the elementary level, science material in a standard textbook series was examined. This paper reports and summarizes the analysis of sections of the California state-adopted textbook series, "Concepts in Science." The conceptual structure of the program is described and compared with the structure of the science program, Science Curriculum Improvement Study (SCIS). Problems encountered in the method of analysis are reported. Only about two-thirds of the chapters in the first-grade "Concepts in Science" program were analyzed, but it was shown that substantially more content was found in this program. (Author/EB)

**ED 111 657** SE 019 525

*Smith, Edward L. And Others*

**A Skill Analysis of Selected Primary Level Science Tasks.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-2-72-60

Pub Date 22 Dec 72

Note—64p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**



**Descriptors**—\*Content Analysis, \*Curriculum, \*Elementary School Science, \*Instructional Materials, Primary Education, \*Science Activities, Science Course Improvement Project, Science Education

Solution alternatives in the form of flowcharts are presented for a set of tasks relevant to primary level science curriculum. The fundamental processes to which the steps in the flowcharts refer are briefly defined in psychological terms. These processes represent hypothesized skills underlying performance of the set of tasks analyzed. Implications of the analysis for instructional design are discussed. (Author/EB)

ED 111 658 SE 019 545

*Smith, Theodore V.*  
**The Planetarium in Education. A Review of the Literature.**

Pub Date 74

Note—65p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

**Descriptors**—\*Astronomy, Educational Facilities, \*Instruction, Literature, \*Literature Reviews, \*Planetariums, Research, \*Science Education, Science Facilities

The purpose of this paper was to examine the literature in an effort to describe the present status of planetarium research and to suggest questions for future research. In an effort to present information related to the historical development, various models of the universe are discussed and information relating to planetarium operators and the philosophy of planetarium usage is presented. A review of associated research includes descriptive studies, comparative studies, curriculum studies, and others. An extensive reference list is included in the paper. (EB)

ED 111 659 SE 019 602

*Seltzer, Norman*

**The 1972 Scientist and Engineer Population Redefined. Volume 1. Demographic, Educational, and Professional Characteristics.**

Report No.—NSF-75-313

Pub Date May 75

Note—194p.; Contains broken type and print too small for adequate reproduction

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (Stock Number 038-000-00228, \$3.70); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

**Document Not Available from EDRS**

**Descriptors**—\*Demography, Educational Background, \*Engineers, Individual Characteristics, Occupational Information, \*Occupational Surveys, \*Professional Personnel, Questionnaires, Science Education, \*Scientific Personnel, \*Scientists, Surveys

**Identifiers**—\*National Science Foundation, NSF

The purpose of this study by the National Science Foundation was to redefine the scientist/engineer population along demographic, educational and professional criteria, in terms of changes since the 1970 national census. The study uses as a base the 1972 Professional, Technical, and Scientific Manpower Survey with a sample of 100,000 persons. Respondents are classified into one of 28 separate science and engineering fields. From these classifications, subjects are grouped according to demographic, social, educational, and professional characteristics. Included in the appendices are criteria for redefined populations of scientists and engineers, the sample of weighing and estimating procedures, and a reproduction of the questionnaire used in the survey. (CP)

ED 111 660 SE 019 603

**NASA Report to Educators, Volume 3, Number 2, June 1975.**

National Aeronautics and Space Administration, Washington, D.C.

Report No.—NASA-451

Pub Date Jun 75

Note—13p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

**Descriptors**—\*Aerospace Education, Flight Training, History, Science Education, Science Materials, \*Space, \*Space Sciences

**Identifiers**—NASA, National Aeronautics and Space Administration, United States, USSR

In this document, a historical development of the space exploration activities of the United States and of the Soviet Union is provided. In

particular, communications leading to the cooperative space agreement developed in 1972 are described. The article describes in detail the flight plan for the Apollo-Soyuz space flight. (CP)

ED 111 661 SE 019 604

*Abernathy, Sandra*

**Earth Science Unit for Second Grade: A Seed Crystal Approach.**

Pub Date Aug 75

Note—65p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

**Descriptors**—Curriculum, \*Earth Science, Elementary Education, \*Elementary School Science, Grade 2, \*Instructional Materials, \*Science Activities, Science Education, Science Units, \*Teaching Guides

This teacher's guide to a second-grade earth science unit provides a range of activities, suggestions for classroom discussion, and open-ended questions suitable for each of the concepts developed. One of the central purposes of the unit is to develop independence and self confidence by encouraging the student to think through a problem clearly. The questions and activities give the student practice examining facts at hand and drawing logical conclusions in a nonthreatening atmosphere. For this reason, there are no tests at the end of each section. This is a seed crystal approach; its purpose is to begin building an accurate picture of the planet. Awareness, not mastery of concepts and terms, is the major objective. The first section of the unit, "Physical Nature of the Planet Earth," is conceptually oriented; the student learns facts about the planet and uses that information to solve a problem. The second section, "Physical Nature of Rocks, Minerals, and Fossils," is more concerned with application; the student learns a skill which is used to solve a problem. Also included is a section about careers in geology and paleontology. (Author/MLH)

ED 111 662 SE 019 617

*Fowler, John W.*

**Energy-Environment Source Book. Volume 1: Energy, Society, and the Environment. Volume 2: Energy, Its Extraction, Conversion and Use.**

National Science Teachers Association, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Bureau No.—BR-0-047FPA

Pub Date 75

Contract—OEC-0-74-8736

Note—270p.; For related documents, see SE 019 618 and 619

Available from—National Science Teachers Association, 1742 Connecticut Avenue, N. W., Washington, D. C. 20009 (Stock Number 471-14692, \$4.00 prepaid)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

**Descriptors**—Conservation (Environment), Elementary Education, \*Elementary School Science, \*Energy, Environmental Education, Instructional Aids, \*Instructional Materials, \*Natural Resources, Science Education, Secondary Education, \*Secondary School Science

**Identifiers**—National Science Teachers Association, NSTA

This source book, one part of a three-part NSTA series on energy-environment, is written for teachers who wish to incorporate material on the complex subject of energy into their teaching. This work is divided into two volumes, each with numerous tables and figures, along with appendices containing a glossary, mathematics primer, heat engine descriptions, and nuclear energy discussion. Volume 1 (Energy, Society, and the Environment) deals with energy and its relationship with conservation, the environment, the economy, and strategies for energy conservation. In Volume 2 (Energy, Its Extraction, Conversion, and Use), topics discussed include the rate of energy consumption, future sources of energy, and the increased cost of energy. (Author/CP)

ED 111 663 SE 019 618

*Mervine, Kathryn E. Cawley, Rebecca E.*

**Energy-Environment Materials Guide.**

National Science Teachers Association, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Bureau No.—BR-0-047FPA

Pub Date 75

Contract—OEC-0-74-8736

Note—68p.; For related documents, see SE 019 617 and 619

Available from—National Science Teachers Association, 1742 Connecticut Avenue, N. W., Washington, D. C. 20009 (Stock Number 471-14694, \$2.00 prepaid)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

**Descriptors**—Conservation (Environment), Elementary Education, \*Elementary School Science, \*Energy, Environmental Education, \*Instructional Materials, \*Natural Resources, Reading Materials, Resource Guides, Science Education, Secondary Education, \*Secondary School Science, Teaching Guides

**Identifiers**—National Science Teachers Association, NSTA

This publication, one part of a three-part NSTA series on energy-environment, is a sampling of current energy literature. The references are divided into four separate categories, each directed for a specific audience: readings for teachers, readings for students (grades 8-10); Readings for students (grades 5-9); and readings for students (grades K-6). Included in four appendices are guides for films and audio-visual materials, curriculum materials, sources of information, and government documents. (Author/CP)

ED 111 664 SE 019 619

*Smith, Stephen M., Ed. And Others*

**Energy-Environment Mini-Unit Guide.**

National Science Teachers Association, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Bureau No.—BR-0-047FPA

Pub Date 75

Contract—OEC-0-74-8736

Note—217p.; For related documents, see SE 019 617 and 618

Available from—National Science Teachers Association, 1742 Connecticut Avenue, N. W., Washington, D. C. 20009 (Stock Number 471-14696, \$3.00 prepaid)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

**Descriptors**—Conservation (Environment), Elementary Education, \*Elementary School Science, \*Energy, Environmental Education, Instructional Materials, Interdisciplinary Approach, \*Natural Resources, Preschool Education, Science Education, Secondary Education, \*Secondary School Science, Social Studies, \*Teaching Guides

**Identifiers**—National Science Teachers Association, NSTA

This unit is one part of a three-part National Science Teachers Association (NSTA) series on energy-environment. The goal of this NSTA project is to create a collection of mini-units that provide materials for science and social studies teachers in grades K-12. These materials are intended to make teaching more interdisciplinary and to stimulate decision making in young children. Activities are sought that will enable students to: understand and use existing fundamental concepts in the energy-environment area; identify and evaluate personal and community practices, attitudes, and values related to energy-environment issues; and make effective decisions and/or define their views of appropriate actions on energy-environment issues. (Editor/CP)

ED 111 665 SE 019 634

*Engle, H. A. Christensen, D. L.*

**Identification and Evaluation of Educational Uses and Users for the STS. Executive Summary. Educational Planning for Utilization of Space Shuttle (ED-PLUSS). Final Research Report.**

Alabama Univ., Huntsville.

Spons Agency—National Aeronautics and Space Administration, Huntsville, Ala. George C. Marshall Space Flight Center.

Pub Date Feb 75

Note—42p.; For a separate edition of the Final Research Report, see ED 104 429

Available from—The final research report described in the abstract is available on microfiche from ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

**Descriptors**—\*Aerospace Education, Aerospace Technology, Earth Science, \*Educational Planning, Educational Research, \*Instruction, Program Planning, Research, Science Education, \*Space Sciences, \*Telecommunication

**Identifiers**—\*Space Shuttle Space Lab

Reported is a study to consider the educational uses of the space shuttle/space lab. Several specific tasks were identified and accomplished during the study and the summary addresses itself to five that are considered pertinent: (1) Potential User and Identification; (2) Identification and Analysis of Space Education Programs; (3) Planning Methodology for User Involvement; (4) Techniques and Programs to Encourage New Users; and (5) Compiling Follow-On Ideas. Conclusions and recommendations of the study team are reported. The document also includes a copy of an interview held with Dr. Werner von Braun, Vice President, Engineering and Development of Fairchild Industries, soliciting his comments and suggestions on educational applications for the Space Shuttle/Spacelab (SS/SL) Program. (Author/EB)

ED 111 666 SE 019 636

Searle, Barbara And Others

**Application of Radio to Teaching Elementary Mathematics in a Developing Country. Second Annual Report.**

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date 30 Jul 75

Note—182p.; For the 1st Annual Report, see ED 094 791

EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage

**Descriptors**—\*Developing Nations, \*Educational Radio, Elementary Education, \*Elementary School Mathematics, Evaluation, Instruction, \*Mathematics Education, Radio, \*Systems Development, Testing

**Identifiers**—\*Nicaragua

This report describes the activities of the Radio Mathematics Project of the Institute for Mathematical Studies in the Social Sciences (IMSSS) during the 1974-75 fiscal year. This project is funded by AID for the purposes of (1) developing and testing a cost-effective system of radio instruction in elementary mathematics for developing countries, (2) developing a methodology for producing radio materials based on rapid feedback concerning student performance, (3) beginning a program of research on learning by radio, and (4) helping a host institution develop the capability to continue or expand the program. The second year of the project, beginning July 1974, was devoted primarily to testing the system and training teachers in Masaya, Nicaragua. These activities and their results are described in this document. (SD)

ED 111 667 SE 019 642

Henle, James M.

**Numerous Numerals.**

National Council of Teachers of Mathematics, Inc., Reston, Va.

Pub Date 75

Note—49p.

Available from—National Council of Teachers of Mathematics, 1906 Association Drive, Reston, Virginia 22091 (\$1.50, discounts on quantity orders)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

**Descriptors**—Curriculum, \*Learning Activities, Mathematical Concepts, \*Mathematical Enrichment, Mathematics Education, \*Number Concepts, \*Number Systems, Problem Sets, Secondary Education, \*Secondary School Mathematics

This pamphlet consists of 17 brief chapters, each containing a discussion of a numeration system and a set of problems on the use of that system. The numeration systems used include Egyptian fractions, ordinary continued fractions and variants of that method, and systems using positive and negative bases. The book is informal and addressed to students. Answers to problems are included. (SD)

ED 111 668 SE 019 646

Matthews, Paul G. Atkinson, Richard C.

**Verification of Algebra Step Problems: A Chronometric Study of Human Problem Solv-**

**ing. Technical Report No. 253. Psychology and Education Series.**

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Report No—TR-253

Pub Date 15 May 75

Note—59p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

**Descriptors**—Algorithms, Graphs, Information Processing, Logical Thinking, \*Mathematics Education, \*Memory, \*Problem Solving, Psychological Studies, \*Reaction Time, \*Research, Timed Tests

**Identifiers**—Research Reports

This paper reports an experiment designed to test theoretical relations among fast problem solving, more complex and slower problem solving, and research concerning fundamental memory processes. Using a cathode ray tube, subjects were presented with propositions of the form "Y is in list X" which they memorized. In later testing they were asked to decide whether simple and compound statements involving the memorized facts were true or false. Solution times for the test problems were measured. Contrary to hypothesis it was found that the compound problems of the form "Y is in list X and Z is in list X" were solved as rapidly as simple statements. A modeling technique is suggested and rationalized. Suggestions for further research are offered. (SD)

ED 111 669 SE 019 647

Perica, Lou, Ed.

**A Report to the Nation on the Management of Metric Implementation.**

American National Metric Council, Washington, D.C.

Pub Date Jan 75

Note—31p.

Available from—American National Metric Council, 1625 Massachusetts Avenue, N. W., Washington, D. C. 20036 (ANMC subscribers, single copy \$2; all others, single copy, \$3; bulk rates available)

**Document Not Available from EDRS**

**Descriptors**—Changing Attitudes, \*Educational Change, \*Legislation, \*Mathematics Education, \*Measurement, \*Metric System, National Organizations, Reports, Surveys, Teacher Education

**Identifiers**—American National Metric Council, \*Management of Metric Implementation

The progress toward United States conversion to the metric system is the major focus of this publication. The status of Federal legislation and the influence of anti-trust laws on this legislation are discussed. Metric implementation by industry is surveyed with respect to several industries: automobile, aerospace, tooling, building and construction, metal products, and consumer products. Federal and state activity supporting education and training in the metric system is discussed. Results of a survey of institutions preparing teachers of home economics, industrial arts, and vocational education are presented, together with recommendations based on the survey results. Metric implementation in five other countries is briefly reviewed. A list of other publications available from the American National Metric Council is included. (SD)

ED 111 670 SE 019 648

Stanley, Julian C.

**Special Fast Mathematics Classes During School: Algebra Taught Quickly by College Professors to Fourth through Seventh Graders.**

Pub Date Feb 75

Note—53p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

**Descriptors**—\*Accelerated Programs, Achievement, \*Algebra, Elementary Education, Elementary School Mathematics, \*High Achievers, Instruction, Instructional Innovation, \*Mathematics Education, Professors, \*Research, Secondary School Mathematics, Talented Students

**Identifiers**—Research Reports

This paper reports an attempt to teach high school algebra quickly to students in grades 4-7. Twelve boys and 12 girls were taught by professors of the same sex for a total of 37 hours. Instruction took place in the students' regular schools. Twenty-one of the students finished the course, and 18 of these placed between the 49 and 99.4 percentile on a standardized algebra test. Five of the experimental students scored higher on this test than any eight-grade students in their school. Plans for a second-year algebra course are discussed. (Author/SD)

ED 111 671 SE 019 649

Doughty, Frances, Ed.

**Appraisal, Children's Science Books, Vol. 8, No. 2.**

Children's Science Book Review Committee, Cambridge, Mass.

Pub Date 75

Note—48p.

Available from—Appraisal, Box 25, Center Sandwich, New Hampshire 03227 (Subscription, \$4.00/year; \$1.50 ea.)

**Document Not Available from EDRS**

**Descriptors**—Book Reviews, \*Childrens Books, Elementary Education, \*Elementary School Science, \*Instructional Materials, Library Material Selection, Science Activities, Science Education, \*Science Materials

Recent publications in children's science books are reviewed. Age level and cost of each book appear, as well as ratings based on librarian and specialist criteria. (CP)

ED 111 672 SE 019 651

**Selected Characteristics of Persons in Fields of Science or Engineering: 1974. Current Population Reports, Series P-23, No. 53.**

Bureau of the Census (DOC), Suitland, Md. Population Div.

Report No—Ser-P-23-53

Pub Date Jul 75

Note—57p.; Current Population Reports, Special Studies; Contains print too small for adequate reproduction

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, and U.S. Department of Commerce, district offices (Series P-23, No. 53, \$1.40)

**Document Not Available from EDRS**

**Descriptors**—Census Figures, \*Demography, Engineering, Individual Characteristics, \*Occupational Surveys, \*Science Careers, Science Education, \*Scientific Personnel

The National Sample of Scientists and Engineers, sponsored by the National Science Foundation, was intended to provide current data on the educational, employment, and career characteristics of persons in scientific and engineering fields. The panel for this survey was a subpopulation of participants in the 1972 Professional, Technical and Scientific Manpower Survey. From characteristics determined in the 1972 survey, participants were classified as: computer specialists, engineers, mathematical specialists, life scientists, physical scientists, environmental scientists, psychologists, or social scientists. For each group, data were gathered on sex, age, race, highest degree held, unemployment and job mobility, along with several other criteria. (CP)

ED 111 673 SE 019 652

Hinerman, Charles O.

**The Development of Behavioral Objectives for the Undergraduate Science Program for Elementary Teachers. Final Report.**

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-1-G073

Pub Date Mar 73

Grant—OEG-7-71-0035(509)

Note—76p.; Best Copy Available; Occasional Light Type

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

**Descriptors**—\*Behavioral Objectives, \*Elementary School Science, \*Elementary School Teachers, Higher Education, Instruction, Preservice Education, \*Science Course Improvement Project, Science Education, \*Teacher Education, Undergraduate Study

**Identifiers**—National Science Foundation, NSF, Suchman

In this study, a set of behavioral objectives was developed and validated for an undergraduate

science program for elementary teachers. The behavioral objectives contain both inquiry and content items which were based on analyses of the COPES, SAPA, IDP, SCIS, ESS, and MIN-NEAST elementary school science programs. Some measure of validity of the entire set of behavioral objectives was established by submitting them to a selected group of scientists and educators who participated in the writings of the programs. (Author/CP)

**ED 111 674** SE 019 653  
**Careers in Statistics.**

American Statistical Association, Washington, D.C.

Pub Date [75]

Note—24p.; Last six pages were printed on green paper and may not reproduce well

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*Career Opportunities, \*Career Planning, College Bound Students, Higher Education, \*Mathematical Applications, \*Mathematics Education, Occupational Information, Professional Education, Secondary Education, Secondary School Mathematics, \*Statistics, Universities

This pamphlet was designed to describe occupations in the area of statistics to high school students. A variety of applications of statistical techniques in the solution to ecological, political, and biological problems are described briefly. General opportunities for statisticians in ten professional areas are listed, and many others are mentioned. The educational and training requirements necessary for entering the field are discussed, and addresses for sources of further information are listed. Names and addresses of universities in the United States and Canada which offer degrees in statistics are provided. (SD)

**ED 111 675** SE 019 655  
**Detailed Statistical Tables - Graduate Science Education: Student Support and Postdoctorals, Fall 1973. Appendix 3.**

National Science Foundation, Washington, D.C.

Report No.—NSF-74-318A

Pub Date 73

Note—112p.; Contains type too small for adequate reproduction

Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

**Document Not Available from EDRS**

**Descriptors—**Engineering Education, \*Financial Support, Graduate Students, \*Graduate Study, Higher Education, Mathematics Education, \*Post Doctoral Education, Private Financial Support, Public Support, \*Science Education, \*Statistical Data

**Identifiers—**\*National Science Foundation, NSF

The 108 tables printed in this volume provide data on the support of graduate students and postdoctoral fellows in all areas of science and engineering for the year 1973. The data were collected from 339 institutions offering 5,683 doctoral programs in science and 876 masters-only programs. Data are organized to show the sources of support for students in the various scientific areas. Analyses based on all graduate departments and analyses based on doctorate departments are presented separately. Variables used in the study include department, level, citizenship, sex of student, and whether the institution publicly or privately controlled. Trends from 1971 through 1973 are also analyzed. (SD)

**ED 111 676** SE 019 656  
**Loiseau, Roger A.**

**A Study of Coordination Between Mathematics and Chemistry in the Pre-Technical Program.**

Pub Date Nov 74

Note—52p.; A practicum presented to Nova University; Marginal Legibility

Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

**Document Not Available from EDRS**

**Descriptors—**\*Chemistry, Community Colleges, \*Curriculum, Doctoral Theses, Higher Education, Interdisciplinary Approach, \*Mathematical Applications, \*Mathematics Education, \*Research, Technical Education

**Identifiers—**Research Reports

This research was undertaken to determine whether the mathematics course offered to students taking courses in chemical technology was

adequate. Students in a regular class and an experimental class were given mathematics and chemistry pretests and posttests. The experimental class was taught using a syllabus designed to maximize the coherence between the mathematics and chemistry courses. No significant differences were found. (SD)

**ED 111 677** SE 019 657

**Hoile, Margaret Ann**

**Factor Label Method of Units Analysis: A Learning Package for Secondary Mathematics Students.**

Pub Date 1 May 74

Note—77p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors—**Curriculum, Geometry, \*Individualized Instruction, Interdisciplinary Approach, \*Mathematical Applications, Measurement, Metric System, Numbers, \*Problem Solving, \*Research, Secondary Education, \*Secondary School Mathematics

**Identifiers—**Factor Label Method, Research Reports, \*Units Analysis

In an attempt to prepare students for units analysis in the solution of problems in high school chemistry and physics, the author developed learning packets on the factor label method. Thirty-three students used these packets individually during a regular tenth-grade geometry class. There were two packets, each to be used for two days. Prior to the experiment and after instruction, students were tested using parallel forms of an experimenter-developed instrument. Results showed that more than 80 percent of the students achieved at least three of the four learning objectives. Further research is suggested. (SD)

**ED 111 678** SE 019 659

**Robinson, Mary L.**

**Attitudes and Achievement: A Complex Relationship.**

Pub Date [75]

Note—13p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Achievement, \*Attitudes, Correlation, Educational Attitudes, Educational Research, Elementary Secondary Education, Learning Motivation, \*Mathematics Education, \*Program Attitudes, \*Research Reviews (Publications), School Attitudes

This paper investigates the popular belief that children's attitudes toward school and particular subjects have a positive relationship with their school and subject achievement. Definitions of attitude by L. L. Thurstone, L. W. Doob, and M. Fishbein are presented as a basis for the investigation. The difficulties involved in assessing attitudes are revealed through examples which illustrate the interrelationship among expressed opinions, beliefs and intentions, behavior (responses), and actual attitudes. Empirical studies which examine the correlations between attitude and achievement are discussed. The paper proposes that it is probable that an observed relationship between attitude and achievement does not necessarily exist. The paper concludes with the implications of the last statement for educators. These implications include the need to study more carefully the reasons why attitude is not a strong correlate of achievement. A second implication is that educators should not be too hasty nor too sure in making assessments of attitudes from students' expressed opinions or overt behavior. (JBW)

**ED 111 679** SE 019 660

**Fumarolo, Arthur A.**

**Implementing a Mathematics Management System.**

Pub Date 26 May 75

Note—235p.; Practicum submitted to Nova University in partial fulfillment of the requirements for Doctor of Education degree. Marginal Legibility

Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

**Document Not Available from EDRS**

**Descriptors—**\*Continuous Progress Plan, Curriculum Development, Elementary Education, \*Elementary School Mathematics, Individualized Curriculum, \*Inservice Programs, \*Mathematics Curriculum, Mathematics Education, Practicums, \*Teacher Education

**Identifiers—**Chicago Public Schools, Illinois (Chicago)

This report gives details of an inservice program designed to help teachers learn and understand the Mathematics Continuous Progress-Skill Mastery Program and Management System in Chicago schools. The program consists of locally-developed curriculum guides and behavioral objectives, criterion-reference tests, and mastery record key-sort cards. Fourteen inservice staff meetings are discussed, and the program evaluated on a set of 20 goals for teachers. Questionnaires completed by teachers and outside evaluators are tabulated. Behavioral objectives and criterion-referenced tests were judged to be useful components of the management system. Possible changes in the mastery record cards are discussed. No reference is made to actual classroom teaching materials. (JBW)

**ED 111 680** SE 019 675

**Emery, Essie And Others**

**Practical Activities for Individualized Teaching: Mathematics.**

Pub Date 73

Note—32p.

Available from—Emery Publications, Box 3339, East Texas Station, Commerce, Texas 75428 (1-9 copies, \$1.95 ea., 10 or more copies, \$1.50 ea.)

**Document Not Available from EDRS**

**Descriptors—**Activity Learning, \*Elementary School Mathematics, Elementary Schools, Enrichment Activities, \*Individualized Instruction, \*Instructional Materials, \*Manipulative Materials, Mathematics Instruction, Primary Grades, Teaching Methods

This booklet describes activities and materials which can be planned and constructed from inexpensive and easily obtainable materials. The activities are used for the earliest primary grades (K-3), remedial, and special education classes. For each activity the objective, materials, and procedure are described. Topics include introduction to number concepts, visual discrimination, geometric figures, 1-10 number concepts, order of numerals, addition, subtraction, number words, measurements, regrouping by tens, fractions, multiplication, and time. At the end of the booklet is a suggested self-evaluation chart for the student as well as a record-keeping chart for the teacher. (JBW)

**ED 111 681** SE 019 680

**Steffe, Leslie P., Ed.**

**Research on Mathematical Thinking of Young Children: Six Empirical Studies.**

National Council of Teachers of Mathematics, Inc., Reston, Va.

Pub Date 75

Note—207p.

Available from—National Council of Teachers of Mathematics, 1906 Association Drive, Reston, Virginia 22091 (\$3.90, discounts on quantity orders)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Cognitive Development, Concept Formation, Elementary Education, \*Elementary School Mathematics, \*Learning, Learning Theories, Mathematical Concepts, \*Mathematics Education, Primary Grades, \*Research, Thought Processes

**Identifiers—**\*Piaget (Jean), Research Reports

This volume includes reports of six studies of the thought processes of children aged four through eight. In the first paper Steffe and Smock outline a model for learning and teaching mathematics. Six reports on empirical studies are then presented in five areas of mathematics learning: (1) equivalence and order relations; (2) classification and seriation; (3) interdependence of classification, seriation, and number concepts; (4) Boolean Algebra; and (5) conservation and measurement. In a final chapter, the main findings of these papers are summarized and implications are discussed, with suggestions for further research. (SD)

**ED 111 682** SE 019 689

**Scopino, John A. And Others**

**Characteristics of Doctoral Scientists and Engineers in the United States, 1973.**

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No.—NSF-75-312

Pub Date May 75

Note—64p.; Small type used in appendices. For a related document, see SE 019 708

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 038-000-00229-5, \$1.15)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
**Descriptors—**\*Doctoral Degrees, Employment Statistics, \*Engineers, National Surveys, \*Occupational Surveys, Professional Occupations, Science Education, \*Scientists, \*Surveys  
**Identifiers—**National Science Foundation, NSF

This publication presents data on the supply, utilization, and characteristics of U.S. doctoral scientists and engineers. The population surveyed consisted of individuals in the United States who held science or engineering doctorates, or who had received doctorates in nonscience and nonengineering areas but were employed in science or engineering positions. Included in the population were individuals who received their doctorates between January 1, 1930 and June 30, 1972, inclusive. Subsequent surveys in this biennial series will take account of new entrants into this segment of the nation's scientific and engineering manpower resources. The data on doctoral scientists and engineers in this report are presented in three parts: charts providing a broad perspective; tables presenting more specific, although selective, information; and appendices containing the questionnaire and specialties list used in the survey, plus notes on the survey methodology, coverage, concepts, and definitions used in the survey. (Author/MLH)

**ED 111 683**

**SE 019 692**

**Henschel, Mark**  
**Metric Supplement to Technical Drawing.**  
 Pub Date Jun 75  
 Note—48p.

Available from—Mark Henschel, 3123 N. Seminary, Chicago, Ill. 60657 (\$1.50, special discount to schools and non-profit institutions)

**Document Not Available from EDRS**

**Descriptors—**Adult Education, Diagrams, \*Drafting, Engineering Drawing, Manuals, Mathematics Education, \*Measurement, \*Metric System, \*Post Secondary Education, Technical Illustration, Textbooks, \*Vocational Education, Vocational Retraining

This manual is intended for use in training persons whose vocations involve technical drawing to use the metric system of measurement. It could be used in a short course designed for that purpose or for individual study. The manual begins with a brief discussion of the rationale for conversion to the metric system. It then provides a straightforward discussion of the metric units for length, area, volume, mass, and temperature. The remainder of the text is devoted to drafting in the metric system. Topics include conversion from inch drawings to metric drawings, tolerance conversions, and dual dimensioning. Sample specifications and drawings are provided for many objects (screw threads, sprockets, adaptors, steel casing, etc.). Many questions appear throughout the manual; answers are provided in an appendix. (SD)

**ED 111 684**

**SE 019 698**

**Rotman, Jack W.**  
**College Algebra and the Math Laboratory.**  
 Lansing Community Coll., Mich. Mathematics Lab.

Pub Date 3 Jul 75

Note—28p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**\*Algebra, \*College Mathematics, Community Colleges, Course Evaluation, Higher Education, Instruction, \*Laboratories, Mathematics Education, Remedial Mathematics, \*Research, Research Reviews (Publications), \*Trigonometry

This study reviews literature related to innovative approaches to the teaching of college algebra, and describes the approach to such a course at Lansing (Michigan) Community College. Recommendations concerning that course are presented, based on the experiences of other schools as described in the literature, and analysis of the Lansing situation. Findings indicate a need for a Math Learning Center to augment regular class instruction. Such a center should serve the wide variety of students enrolling for college algebra with different levels of competence, learning speeds, and goals. The report identifies three areas in which decisions must be made concern-

ing instructional mode to be employed in the center: human, printed material, and mechanical. No advice is offered in these areas due to the lack of evidence supporting one method over another. Other recommendations include the need to consider carefully the role of college algebra in various programs, and to examine critically the current course content. (SD)

**ED 111 685**

**SE 019 700**

**Council of Europe Information Bulletin 3/1975.**  
 Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Pub Date Jul 75

Note—36p.; occasional light print

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**Administrative Personnel, Adult Education, Bulletins, \*Comparative Education, \*Conference Reports, Continuous Learning, Educational Administration, Educational Change, \*Educational Planning, \*Educational Theories, \*International Education, Migrant Education

**Identifiers—**\*Council of Europe, Permanent Education

This bulletin is devoted to a synopsis of the Ninth Session of the Standing Conference of European Ministers of Education. The Conference passed resolutions dealing with recurrent education, education of migrants, and international educational cooperation. Copies of these resolutions are included in the Bulletin, together with two reports addressing the topic of permanent education. The brief speech by the Secretary General of the Council of Europe concerns the interaction of political, economic, and educational issues. A lengthy report entitled "Permanent Education, a Frame-Work for Recurrent Education: Theory and Practice" was presented to the conference by the Secretariat of the Council. This report reviews the history of the concept of permanent education, and discusses experimental projects related to permanent education. Basic options, costs, needs, and teaching methods are also discussed. (SD)

**ED 111 686**

**SE 019 701**

**Council of Europe News-Letter 2/75.**  
 Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Pub Date 75

Note—33p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**\*Comparative Education, Comprehensive Programs, Conference Reports, Educational Administration, \*Educational Change, Educational Finance, Educational Legislation, Educational Research, \*Government Role, Higher Education, \*International Education, \*Newsletters, Post Secondary Education

**Identifiers—**\*Council of Europe, Europe

This newsletter consists of two parts, the first dealing with issues common to many European countries, and the second with reports from twelve individual countries. Ten of the fourteen articles are written in English and the remainder in French. The first section consists of reports on two conferences of European educational administrators. Among the reports from countries belonging to the Council of Europe are brief articles on the passage or implementation of educational legislation in Austria, Denmark, France, Norway, and Sweden. Debate concerning the future of education is reported from Cyprus, West Germany, and Switzerland. Issues related to post-secondary education form the subjects of reports from Belgium, France, Netherlands, Sweden, and the United Kingdom. Other issues discussed include the comprehensive school (Finland), a surplus of teachers (West Germany), changes in educational administration (Sweden and United Kingdom), and the changing role of public libraries (United Kingdom). (SD)

**ED 111 687**

**SE 019 708**

**Work Activities of Employed Doctoral Scientists and Engineers in the U.S. Labor Force, July 1973. Reviews of Data on Science Resources, No. 24.**

National Science Foundation, Washington, D.C.  
 Div. of Science Resources Studies.

Report No.—NSF-75-310

Pub Date Jun 75

Note—20p.; Printed on colored paper with shaded charts and small print. For a related document, see SE 019 689

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 038-000-00232-5, \$0.65); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

**Document Not Available from EDRS**

**Descriptors—**\*Doctoral Degrees, Employment Statistics, \*Engineers, National Surveys, \*Occupational Surveys, Professional Occupations, Science Education, \*Scientists, \*Surveys  
**Identifiers—**National Science Foundation, NSF

This report presents tabular and graphical data on the characteristics of U.S. employed doctoral scientists and engineers, and includes data of the 1973 cohort; it augments data in a previous report, "Characteristics of Doctoral Scientists and Engineers in the United States, 1973," which reported on scientists and engineers who had received their doctorates through June 30, 1972. This publication evolved out of the National Science Foundation's Manpower Characteristics System, which was established to provide manpower data needed by many individuals and groups, particularly those engaged in science and engineering policy activities. A characteristic feature of the system is that information is collected from individual scientists and engineers rather than from other sources, e.g., employers and professional societies. The basis of this report is the first survey, in a biennial series, of the Doctoral Roster of Scientists and Engineers, conducted for the National Science Foundation by the Commission on Human Resources of the National Academy of Sciences. (Author/MLH)

**ED 111 688**

**SE 019 717**

**Abramowitz, Susan**

**Adolescent Understanding of Proportionality: The Effects of Task Characteristics.**

Pub Date [75]

Note—31p.; For related documents, see SE 019 718 and 719. This study was undertaken as a doctoral dissertation at Stanford University

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**\*Abstract Reasoning, Cognitive Development, Learning, Mathematical Experience, Number Concepts, \*Ratios (Mathematics), \*Research, Secondary Education, \*Secondary School Mathematics

**Identifiers—**\*Proportionality, Research Reports

This study examines the effects of using different classes of ratios on adolescent performance on proportionality problems. Problems of the form  $a/b = c/x$  varied on four dimensions: size of  $a/b$ , equality or inequality of  $b$  and  $c$ , complex or simple fractions, and form of the test. Tests consisted of six proportionality problems involving sizes of stick figures. Thirty-two seventh-grade students served as subjects. Responses were scored on the 10-point scale developed by Karplus, and the resulting data were submitted to several analyses of variance. Results indicated that only one-fourth of the problems were solved by strategies based on understanding of proportionality. Subjects were able to solve some of the easier problems, suggesting that they had (or were developing) some intuitive understanding of proportionality. The author suggests that content of a proportionality task may strongly affect students' performance on it. (SD)

**ED 111 689**

**SE 019 718**

**Abramowitz, Susan**

**Proportionality: As Seen by Psychologists and Teachers.**

Pub Date [75]

Note—14p.; For related documents, see SE 019 717 and 719

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**Abstract Reasoning, Activity Learning, Chemistry Instruction, Cognitive Development, \*Mathematical Applications, \*Number Concepts, \*Ratios (Mathematics), Research Utilization, Secondary Education, \*Secondary School Mathematics, \*Transfer of Training  
**Identifiers—**\*Proportionality

On the basis of studies reported elsewhere (SE 019 717 and 719) the author discusses the implications of research on cognitive development for teachers whose subjects involve an understanding of proportionality. Several common methods of teaching chemistry students to use proportionality in chemical problems are described. Research on the development of proportionality concepts is discussed, and basic results of Inhelder and Piaget, Karplus, the author, and others are briefly

outlined. Laboratory tasks which can help students understand proportionality are described, and cooperation between teachers and psychologists is advocated. (SD)

**ED 111 690** SE 019 719

*Abramowitz, Susan*

**Adolescent Understanding of Proportionality: Skills Necessary for Its Understanding.**

Pub Date [75]

Note—42p.; For related documents, see SE 019 717 and 718

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors**—Abstract Reasoning, Basic Skills, Cognitive Development, Learning, Mathematical Experience, \*Number Concepts, \*Ratios (Mathematics), \*Research, Secondary Education, \*Secondary School Mathematics  
**Identifiers**—\*Proportionality, Research Reports

This paper reports further on the study described in SE 019 717. Correlational data relating success on proportionality tasks to understanding of related concepts and processes are presented. The five correlative tests involve (1) reducing fractions, (2) multiplying fractions, (3) facility with fractions, (4) inverse relations, and (5) more than/times as much. The results of the study suggest that a child's understanding of proportionality is dependent on the task being performed. It is suggested that in teaching proportionality concepts teachers use the simplest possible arithmetic. (SD)

**ED 111 691** SE 019 720

*Kulm, Gerald*

**The Effects of Practicum Experience on the Opinions of Secondary Mathematics Teachers.**

Pub Date 3 Apr 75

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—Analysis of Variance, \*Attitudes, Cost Effectiveness, \*Field Experience Programs, Higher Education, \*Mathematics Education, Methods Courses, Preservice Education, \*Research, Student Teachers, Teacher Attitudes, \*Teacher Education, Teacher Evaluation

**Identifiers**—Mathematics Teaching Inventory, Research Reports

Over a period of five semesters, the attitudes of preservice secondary mathematics teachers participating in seven varieties of educational experiences were measured using the Mathematics Teaching Inventory (MTI). Items on the MTI were scored for modern versus traditional attitudes. Seven subscales were generated by classifying items on the basis of whether they involved perception of mathematics teaching or teaching in general and whether there was a teacher or non-teacher focus. Data collected for the seven groups on these seven scales were submitted to an analysis of variance. Results indicated that, in general, students with only observation experiences held more modern and open attitudes than students with teaching experience. This result was most significant for the subscale concerning mathematics teaching behavior. On the basis of this study and related research it is recommended that early school-based experiences should be offered to preservice teachers, but that these experiences should be carefully selected to avoid negative effects on attitudes. (SD)

**ED 111 692** SE 019 730

*Anderson, Edwin R.*

**The Certainty of Information in Instructional Decision Making.** Report No. 76-4.

Washington Univ., Seattle. Educational Assessment Center.

Pub Date Aug 75

Note—25p.; Educational Assessment Center Project 503

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—College Mathematics, \*Computer Science Education, Evaluation, Higher Education, Item Analysis, \*Mathematics Education, \*Research, \*Testing, Test Reliability, \*Test Results

This study measures the stability of performance exhibited where different computer programming classes study the same material. By focusing standard measurement techniques on the item difficulty (the proportion of students an-

swering an item correctly), it was determined that up to two-thirds of the reliable variance of a classroom test is held in common with identical tests given in similar classes. The particular wording of the test item measuring a concept was shown to be a critical factor in knowledge assessment. Classes were given identical terms measuring common concepts and changed items measuring a different set of common concepts. The correlations between classes of item difficulties for identical items is approximately .70, whereas the correlation for changed items is approximately .35. Suggestions are made for utilizing the high correlation between identical items in instructional decision making. (Author/SD)

**ED 111 693** SE 019 733

**Selected Results from the National Assessments of Science: Scientific Principles and Procedures.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—R-04-S-02

Pub Date Aug 75

Note—59p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Order Report 04-S-02, \$1.25)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Curriculum, \*Educational Assessment, Educational Research, \*Evaluation, Inquiry Training, Science Activities, Science Course Improvement Project, \*Science Education, Secondary Education, Secondary School Science, Testing

**Identifiers**—NAEP, \*National Assessment of Educational Progress, Research Reports

The National Assessment of Educational Progress (NAEP) is an information-gathering project that surveys the educational attainments of 9-year-olds, 13-year-olds, 17-year-olds, and adults (ages 26-35) in various learning areas. All areas are assessed by a group of educators who design objectives for each area and create measurement tools appropriate to the objectives. When the exercises prepared by the test developers have passed extensive reviews by subject-matter specialists and measurement experts, they are administered to probability samples of various populations. Approximately 100,000 persons participate annually in these exercises. This report includes information on the ability of American youth to utilize the inquiry skills stressed in the new science curricula. The students participated in eight individualized activities which included the use of scientific apparatus to conduct testing procedures and simple experiments, the application of knowledge to the observation of materials in order to make generalizations, and the demonstration of principles by using models. Descriptions are given of the eight activities which were designed for students of ages 9, 13, and 17, and specifications are included for the sample populations which took part in the study. The results of the assessment are reported for each activity and include a breakdown according to geographical region, sex, color, parental education, and size and type of community. (MLH)

**ED 111 694** SE 019 734

*Howlett, Robert J.*

**Implementation of a District Continuum and Student Assessment Program in Mathematics.**

Pub Date Jun 75

Note—315p.; Practicum submitted to Nova University in partial fulfillment of the requirements for Doctor of Education degree. Marginal legibility due to blue type

Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

**Document Not Available from EDRS**

**Descriptors**—Achievement, Attitudes, \*Curriculum, Doctoral Theses, \*Elementary Education, \*Elementary School Mathematics, Evaluation, \*Objectives, Practicums, Research, \*Student Evaluation, Testing

The purpose of this study was to further the development and implementation of a curriculum continuum and a student assessment program in mathematics in the 11 elementary schools of the Half Hollow Hills School District, Fort Lauderdale, Florida. A mathematics continuum writ-

ten in terms of behavioral objectives and sequenced in a nongraded format was developed and implemented in the 11 schools. A computerized student assessment program was developed and implemented in selected classes in grades 3-6 of each school. The success of this program led to the decision to expand it to all classes and to other disciplines. The list of objectives, and testing instruments, are included as appendices to this document. (Author/SD)

**ED 111 695** SE 019 735

*Verdone, Joseph S.*

**Elementary Science Project: A Reexamination of Curriculum and Supervision After Implementation.**

Pub Date 27 Feb 74

Note—235p.; Practicum submitted to Nova University in partial fulfillment of the requirements for Doctor of Education degree. Marginal Legibility

Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

**Document Not Available from EDRS**

**Descriptors**—Curriculum Design, \*Curriculum Development, Doctoral Theses, Educational Research, Elementary Education, \*Elementary School Science, \*Science Course Improvement Project, Science Education, \*Supervision

**Identifiers**—Elementary Science Study, ESS, National Science Foundation, NSF, Research Reports, Science Curriculum Improvement Study, SCIS

This project was an outgrowth of an earlier minipracticum which analyzed and evaluated the implementation of the Science Curriculum Improvement Study (SCIS) in the elementary classrooms of the Jericho (New York) School District. Coinciding with the project, the author received a grant from the National Science Foundation (NSF) for the purpose of training the district's elementary teachers in the methodology intrinsic to SCIS. This midpracticum was designed to reexamine the science curriculum one year after the implementation of SCIS. Among other objectives, the study was to ascertain whether the new science programs were meeting the classroom teacher's needs, to develop supplemental units of study at each grade level that were consistent with the philosophy and methodology of the SCIS and Elementary Science Study (ESS) programs, and to reexamine teacher and pupil attitudes after using the SCIS and ESS science programs over a time span of 6-18 months. Training was provided through the employment of trained science consultants. Results were obtained by the use of pretreatment and posttreatment questionnaires. Strengths and weaknesses of the program are discussed in the concluding section of the report. (CP)

**ED 111 696** SE 019 754

**Consumer Math: Selected Results from the First National Assessment of Mathematics.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.

Report No.—R-04-MA-02

Pub Date Jun 75

Note—49p.; For a related document, see ED 102 029

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Order Report 04-MA-02, \$1.05)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Achievement, Comparative Analysis, \*Consumer Education, Educational Status Comparison, Elementary Secondary Education, Geographic Regions, \*Mathematics Education, National Surveys, Post Secondary Education, \*Practical Mathematics, Racial Differences, \*Research, Sex Differences, Surveys, Testing

**Identifiers**—Consumer Mathematics, NAEP, \*National Assessment of Educational Progress

This report focused upon mathematical skills needed by the American consumer to function effectively in the marketplace. The nationwide assessment was conducted during the 1972-73 school year by the National Assessment of Educational Progress (NAEP). Respondents at four age levels were included: 9-year-olds, 13-year-olds, 17-year-olds, and young adults ages 26-35.



The items on consumer mathematics skills were administered to individuals (probability samples) chosen in such a way that results could be generalized to an entire national population. The first chapter of the report describes results for problems involving money, using such skills as averaging and calculating percent and proportion. Chapter 2 discusses results of household problems involving estimating unit prices and converting units of measure. Chapter 3 examines the ability to read and interpret graphs. Chapter 4 deals with skill in computation of averages and percents. Chapter 5 summarizes the results. Data are reported for various groups within the national population. (JBW)

## SO

**ED 111 697** **SO 008 134**  
Sources of Information on International Organizations, 1975.

Department of Education and Science, London (England).

Pub Date 75

Note—72p.

Available from—Department of Education and Science, Information Division, Room 1/27, Elizabeth House, York Road, London SE1 7PH, England (free)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
Descriptors—Directories, Higher Education, Instructional Trips, \*International Education, \*International Organizations, International Programs, National Organizations, \*Overseas Employment, Primary Education, \*Resource Materials, Secondary Education, \*Study Abroad, Travel

Identifiers—England

This directory describes the educational services of over 100 British and international organizations. Many of these groups provide resource materials which could be of use to elementary, secondary, and college teachers. Others offer services to help young people who are interested in working or traveling overseas, or in making contact with their peer group in foreign countries. Information provided for each organization includes any or all of the following: (1) date founded; (2) purpose; (3) membership information; (4) activities and services; (5) publications; and (6) address. A classified list of the organizations is included in the index. (RM)

**ED 111 698** **95** **SO 008 302**

Williams, Frederick G. And Others

Exploring a New World: A Portuguese-American Reader, Book 1.

ABC Unified School District, Cerritos, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date 74

Note—49p.; For a related document, see SO 008 303

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—Biculturalism, \*Bilingual Education, \*Cultural Awareness, Elementary Secondary Education, Ethnic Studies, Instructional Materials, Learning Activities, \*Portuguese, Reading Development, Reading Difficulty, Reading Materials, \*Reading Skills, \*Social Studies

Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII, \*Portuguese Americans

Learning resources for Portuguese-American bilingual education in reading development and social studies comprise this series. The two-fold purpose of the series is to improve reading skills of bilingual students and to increase appreciation of the Portuguese culture. The materials are designed for intermediate and secondary Portuguese-American students who have not had the benefits of bilingual training in the lower grades. This unit examines the Portuguese in early California and California today, games for review, the trip to America, reasons for emigrating, and learning activities. The materials are also published in Portuguese. (Author/JR)

**ED 111 699** **95** **SO 008 303**

Williams, Frederick G. And Others

Exploring a New World: A Portuguese-American Reader, Book 2.

ABC Unified School District, Cerritos, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date 74

Note—50p.; For related document, see SO 008 302

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—Biculturalism, \*Bilingual Education, \*Cultural Awareness, Elementary Secondary Education, Ethnic Studies, Instructional Materials, \*Portuguese, Reading Development, Reading Difficulty, Reading Materials, \*Reading Skills, \*Social Studies

Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII, \*Portuguese Americans

Part of the Portuguese-American reader series comprises learning resources for intermediate and secondary Portuguese-American students who have not had the benefits of bilingual training in lower grades. The two-fold purpose of the reading development and social studies series is to improve the reading skills of bilingual students and to increase appreciation of the Portuguese culture. This unit examines Portuguese explorations of the New World and contributions of famous Portuguese-Americans. Both historical narrative and learning activities are included. The materials are also published in Portuguese. (Author/JR)

**ED 111 700** **SO 008 322**

Szoke, Ron

Science vs. Philosophy in Education: The Kelley-Kilpatrick Debate of 1929-31 as a Moment in the Development of Educational Analysis. Draft.

Pub Date 75

Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., April 1975); Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Debate, \*Educational History, \*Educational Philosophy, Problem Solving, Researchers, Research Methodology, \*Sciences, Scientific Attitudes, Scientific Methodology, Scientific Research, \*Social Science Research, Social Sciences, Technological Advancement, Theoretical Criticism

The long-forgotten debate of 1929-31 between T. L. Kelley and W. H. Kilpatrick is reviewed with the aim of reviving the crucial, but dormant, issue of the competence of quantitative empirical research to answer educational questions. They debated the need to supplement scientific method with a philosophical approach sensitive to needs, impulses, and interests. First, the causes and objectives of the debate are placed in historical and intellectual perspective by describing the wave of technological optimism that occurred about 1890-1920. Then, the principal points made by the debaters are reviewed and examined. It is concluded that Kilpatrick won the debate by making a strong case for the complementarity of scientific and philosophical methods in education. But, it can be granted to Kelley that educational analysis and theorizing has often seemed undisciplined and concerned more with displaying cleverness or doctrinal purity than with getting things right. Today, the situation of the late 1920s still exists: a narrow positivist orthodoxy among influential methodologists coupled with dissatisfaction on the part of others about triviality, irrelevance, and inconclusiveness of research using the scientific method. It is suggested that it is possible for research to be both rigorous and relevant; thus, the issue should be reopened. (Author/ND)

**ED 111 701** **SO 008 399**

Stahl, Robert J.

A Model to Develop Student Concept Learning and Problem Solving Skills: Modifying Gagne for Planning, Instruction, and Assessment in the Social Studies.

Pub Date Jan 75

Note—41p.; A paper presented at the Annual Meeting of the Florida Educational Research Association (19th, St. Petersburg, Florida, January 1975); For related document, see ED 106 174

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—Concept Formation, \*Concept Teaching, Conceptual Schemes, \*Instructional Improvement, Problem Solving, \*Social Sciences, \*Social Studies, Teaching Models, \*Teaching Techniques

Identifiers—\*Gagne (Robert)

The purpose of this paper is to report how Gagne's model in "The Conditions of Learning" was adapted in order to develop activities, preobjectives, and test items for social studies concept instruction. One of the major problems in the field of social studies education is the looseness or nonspecificity of many of the definitions and terms which play such an important role in the planning, organization, and assessment of instruction. This looseness of definitions may contribute to a discrepancy between what teachers would like to teach and what they, in fact, teach. One way to improve instruction and increase student learning in the social studies is to develop precise definitions for the concepts used while simultaneously assisting teachers in the use of logical modes of instructional behavior. (Author)

**ED 111 702** **SO 008 478**

Soltis, Jonas F.

Philosophy of Education: Retrospect and Prospect.

Pub Date Mar 75

Note—26p.; Presidential address at the Annual Meeting of the Philosophy of Education Society (31st, Kansas City, Missouri, March 22-25, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—\*Educational Change, \*Educational History, \*Educational Philosophy, \*Educational Research, \*Foundations of Education, Higher Education, Relevance (Education), Speeches, Teacher Role

The major thesis of this paper is that the world of education has grown very complex, and it must be treated as such if one is to be an effective philosopher and educator in this century. A general reflection on the genesis of the field of education and the evolution of philosophy of education is offered. Two main parts of the educational complex are examined: the field of education as a general branch of research, study, and professional training; and the field of philosophy of education within it as a subject matter for teaching and scholarship. After a brief clarification of concerns, the paper offers an impressionistic sketch of developing and changing conceptions of the field of education and philosophy of education over the past 75 years. Then, an interpretation is presented of the complexity of both the field of education and philosophy of education and what this complexity may mean to the efforts of philosophers of education as they close out the last quarter of the 20th century. (Author/JR)

**ED 111 703** **SO 008 487**

Curtin, Philip D.

Precolonial African History. AHA Pamphlets, 501. American Historical Association, Washington, D.C.

Pub Date Feb 74

Note—66p.

Available from—American Historical Association, 400 A Street, S.E., Washington, D. C. 20003 (\$1.00, 20 percent discount on orders of 50 or more)

Document Not Available from EDRS

Descriptors—\*African Culture, \*African History, \*Area Studies, Bias, European History, Higher Education, \*Historical Criticism, Historical Reviews, \*Historiography, History Instruction, Negro History, Non Western Civilization, Resource Materials

Identifiers—\*Africa

This pamphlet surveys western historiography of precolonial Africa. Prior to World War II, African history emphasized the European role in Africa, relegating African history before European colonization to minor importance. Only after the increase in university enrollments and funding in the 1960's did opportunities for innovative research and new teaching specialties open up to include more in-depth and unbiased study of Africa. Dealing with specific aspects of African historiography, the sections (1) explore the emergence of African history and its turning point after World War II; (2) examine new historical techniques and sources, ways in which African history is taught in American and European colleges, the comparison of African and European civilization development, the Bantu migration, the development of the Bantu civilization, myths on African history and the political and cultural organization of peoples; and (3) inquire into the slave trade, new interpretations of the precolonial century, 1780-1890, and colonization. (Author/DE)

ED 111 704

SO 008 500

Katz, Lee

**Participant Observations of Soviet National Planning in Education.**

Pub Date Apr 72

Note—34p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

**Descriptors**—\*Comparative Education, Cultural Exchange, \*Educational Change, \*Educational Planning, \*Educational Policy, \*Educational Practice, Educational Trends, Elementary Secondary Education, Foreign Culture, Higher Education, Preschool Education, Student Behavior, Teacher Role

**Identifiers**—Bulgaria (Sophia), \*USSR (Leningrad), USSR (Moscow)

In 1972, an education delegation of administrators in higher education visited preschool through higher education schools in Russia and Bulgaria and participated in informal seminars with directors and faculty of various institutions. In this paper one member of that delegation who visited schools in Moscow, Leningrad, and Sophia, Bulgaria discusses educational practice, planning, and trends that he observed. The paper is divided into the following sections: (1) A Frame of Reference (which identifies significant prejudices and difficulties that one encounters in attempting to understand a foreign culture during a brief visit); (2) National Planning Viewed in Context of Education Goals; (3) Perceptions of Soviet National Planning Styles; and (4) Soviet and United States Mechanisms for Implementing Change. (Author/RM)

ED 111 705

SO 008 507

Harvey, David

**Society, the City and the Space-Economy of Urbanism, Resource Paper No. 18.**

Association of American Geographers, Washington, D.C. Commission on College Geography.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 72

Note—56p.

Available from—Association of American Geographers, 1710 16th Street, N.W., Washington, D.C. 20009 (1-9 copies \$1.50, 10-99 copies \$1.35, 100 or more copies \$1.20)

**Document Not Available from EDRS**

**Descriptors**—Economic Factors, Futures (of Society), Geography, Higher Education, Housing, \*Human Geography, Metropolitan Areas, \*Residential Patterns, Resource Materials, \*Social Change, Socioeconomic Influences, \*Space Utilization, Supplementary Reading Materials, \*Urban Areas, Urbanization

Theoretical concepts of spatial organization appropriate to bringing about humanizing social change are identified. This resource paper is part of a series designed to supplement existing texts and to fill a gap between research and accessible materials in geography. Part 1, societies and cities, introduces three basic forms of society: egalitarian, with an economy characterized by reciprocity; rank societies, characterized by redistribution; and stratified societies, characterized by market exchange. Two basic points are that the form of a mode of economic integration may vary substantially and that the balance of influence between reciprocity, redistribution, and market exchange prevails. The reliance of urbanism on the production and appropriation of a social surplus product is the topic which concludes Part 1 in an analysis of urban space economy. Part 2, concerned with the contemporary city as a system within which the surplus is generated and appropriated, examines how the general concepts formulated in Part 1 can be used to dissect the workings of the contemporary American city. Part 2 also looks at the place of residence in relation to the location of job opportunities within a transportation network, to the location of services and facilities, and to territorial distribution of wealth, as well as at the use and exchange value of the place of residence. A concluding summary is followed by notes and bibliography. (KSM)

ED 111 706

SO 008 508

Pred, Allan R.

**Major Job-Providing Organizations and Systems of Cities, Resource Paper No. 27.**

Association of American Geographers, Washington, D.C. Commission on College Geography.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 74

Note—69p.

Available from—Association of American Geographers, 1710 16th Street, N.W., Washington, D.C. 20009 (1-9 copies \$1.50, 10-99 copies \$1.35, 100 or more copies \$1.20)

**Document Not Available from EDRS**

**Descriptors**—Economic Factors, \*Employment Opportunities, Geography, Higher Education, \*Human Geography, Human Resources, \*Metropolitan Areas, Models, \*Regional Planning, Resource Materials, Social Change, Supplementary Reading Materials, \*Systems Concepts

This resource paper is concerned with the trend toward concentration of economic power in the hands of major job-providing organizations and the trend of occupational shifts occurring within the structure of advanced economies. It is part of a series designed to supplement existing texts and to fill a gap between research and accessible materials in geography. Topics of the five chapters include the general characteristics of major job-providing organizations, patterns of organizational headquarters and location, major job-providing organizations and interdependence within systems of cities, major job-providing organizations and the growth and development of advanced systems of cities, and problems of urban and regional development in relation to major job-providing organizations. A bibliography is included. (Author/KSM)

ED 111 707

SO 008 509

Branstetter, Katherine B.

**"I See by Your Outfit That You Are a Cowboy": Attire as a Marker of Ethnic, Social, and Personal Identity.**

Pub Date Mar 75

Note—12p.; Paper presented at Conference on Culture and Communication (Temple University, Philadelphia, Pennsylvania, March 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

**Descriptors**—\*American Indian Culture, \*Anthropology, \*Clothing, Clothing Design, Cultural Background, Cultural Differences, Cultural Images, Cultural Traits, Ethnology, Group Structure, \*Role Perception, Social Differences, Social Status, \*Tzeltal

**Identifiers**—Mexico, Tenejapa Indians

A model for interpreting the role of clothing in society and culture is presented. From the point of view of the wearer in any culture, the decision as to what to wear is based on two kinds of information: the nature of the occasion and the wearer's image of his social identity. People, therefore, use clothing to project information about themselves. An analysis of the clothing behavior of Tzeltal speaking Tenejapa Indians of Chiapas, Mexico, initially shows clothing as a symbol of ethnic differentiation from Spanish-speaking Ladino families. Within the Tenejapa society, there are accepted combinations and types of clothes for specific occasions which express the wearers' social identity and his degree of self-esteem. Any other form of clothing is marked by the addition of descriptive features termed "cues." Consequently, special outfits are worn by such little seen figures as civil-religious officials to identify them to the community. Variations from the accepted form of attire by the elements of the general population indicate the amount of freedom within the society. (Author/DE)

ED 111 708

SO 008 514

Graber, Doris A.

**Political Learning During a Campaign: Micro- and Macro-Analytic Research Techniques.**

Pub Date Apr 75

Note—27p.; Paper presented at Annual Meeting of the International Communication Association, Political Communication Division (Chicago, Illinois, April 23-26, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

**Descriptors**—Changing Attitudes, Data Collection, Elections, Measurement Instruments, \*Measurement Techniques, Political Attitudes, \*Political Influences, \*Political Science, Political Socialization, \*Public Opinion, Research Design, \*Research Methodology, Social Science Research, Speeches, Voting

Research techniques for measuring political learning during a campaign are examined. Micro-analytic techniques involve intensive analysis of individuals. Large amounts of data on the psychological and sociological settings of subjects are gathered, along with information on opinions toward past and emerging political situations. Macro-analytic techniques sample large sections

of the general population and usually take the form of national or subnational opinion polls. Prior to the measurement of any changing attitudes, it is necessary to first establish a knowledge base of currently held opinions and attitudes. The advantage of macro-techniques is that they produce a wide range of standardizable data about voting behavior, political opinions, and attitudes towards the system. The disadvantage is that they record stages in the change process, but are incapable of analyzing the process. The major deterrent to micro-analytic work is that such studies cannot be readily generalized to a national population. However, samples drawn for micro-analytic research are representative of behavioral types and, therefore, offer superior techniques for studying complex learning processes. (Author/DE)

ED 111 709

SO 008 516

Berry, Brian J. L.

**Theories of Urban Location: An Introductory Essay, Resource Paper No. 1.**

Association of American Geographers, Washington, D.C. Commission on College Geography.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 68

Note—25p.

Available from—Association of American Geographers, 1710 16th Street, N.W., Washington, D.C. 20009 (1-9 copies \$1.50, 10-99 copies \$1.35, 100 or more copies \$1.20)

**Document Not Available from EDRS**

**Descriptors**—Community Size, \*Geographic Concepts, Geographic Location, Geographic Regions, \*Geography, Geography Instruction, Higher Education, \*Human Geography, Resource Materials, Site Analysis, Urban Areas, \*Urbanization, Urban Population, Urban Studies

This resource paper on geographical theories of urban location is part of a series designed to supplement undergraduate geography courses. The basic reasons for a city are to be found in the activities it performs in a specialized society and the clustering of residences of workers employed in these activities. The city, therefore, remains a cluster of activities, an agglomeration of residences, and a set of local services for the residents. There are three stages of the development of cities and, thus, of the types of activities that support cities including (1) extractive—agriculture, mining, forestry, and fishing; (2) processing—largely manufacturing; and (3) distributive—transportation of goods, wholesaling, retailing, and services. For each stage there is a distinctive type of urban settlement. Part 1 of this essay explains why cities specializing in extractive and processing activities locate where they do. Part 2 explains geography's best developed body of urban location theory, central-place theory, which focuses on the role of market towns in the distributive sector. Also included in part 3 is a list of suggested related readings. (Author/DE)

ED 111 710

SO 008 520

Lewis, Peirce F. And Others

**Visual Blight in America, Resource Paper No. 23.**

Association of American Geographers, Washington, D.C. Commission on College Geography.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 73

Note—48p.

Available from—Association of American Geographers, 1710 16th Street, N.W., Washington, D.C. 20009 (1-9 copies \$1.50, 10-99 copies \$1.35, 100 or more copies \$1.20)

**Document Not Available from EDRS**

**Descriptors**—College Instruction, \*Ecology, Environment, \*Environmental Education, Geography, \*Geography Instruction, Higher Education, Human Geography, \*Physical Environment, \*Physical Geography, Resource Materials, Visual Environment

Five articles comprise this resource paper that considers "visual blight" in the United States and the role that geographers can play in preserving the physical environment. The first article contends that visual blight is a proper subject for debate for geographers. The second article interprets causes and effects of visual blight and suggests that blight is a disease or symptom of organic malfunctioning. By studying visual blight, health of society can be judged on the ground of visual evidence in the landscape. In addition, the

importance of artistic integrity in environment needs to be considered. The third article describes the problem that not everything is offensive and that blight may be in the eye of the beholder. Five specifications of blight are listed. The fourth article suggests that visual blight must be attacked, but people must also become aware and open their eyes to appreciate their surroundings with greater sensitivity, thereby raising the level of concern and generating greater possibilities of change. A social and moral factor is introduced into the definition of landscape in the last article, which allows the geographer to make a significant contribution to the reordering of the environment with his knowledge and feeling of place. (Author/JR)

ED 111 711 SO 008 522  
de Vise, Pierre

Misused and Misplaced Hospitals and Doctors: A Locational Analysis of the Urban Health Care Crisis, Resource Paper No. 22.

Association of American Geographers, Washington, D.C. Commission on College Geography.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 73

Note—96p.

Available from—Association of American Geographers, 1701 Sixteenth Street, N.W., Washington, D.C. 20009 (1-9 copies \$1.50, 10-99 copies \$1.35, 100 or more copies \$1.20)

Document Not Available from EDRS

Descriptors—College Instruction, \*Geographic Distribution, \*Geography, Geography Instruction, Health Facilities, Health Needs, Health Personnel, Higher Education, \*Hospitals, \*Medical Evaluation, Medicine, Physical Geography, Research, Resource Materials, Site Analysis, Social Change, Social Sciences, \*Space Utilization, Spatial Relationship

Geography of health care entails the application of location and transportation theories and of systems methods to the demand for and supply of health care. An analysis is presented of the new geography approach and the current research involved. Chapter one provides a review and summary of the Chicago Regional Hospital Study (CRHS), a major effort promoting this expanded concept of medical geography. More than one hundred working papers produced by the CRHS are reviewed. Three themes are developed in the second chapter: the foundation in geographic theory of the medical geographic research, the contemporary social relevance of the research, and policy implications of the findings of social sciences. In Chapter three the sixty-year campaign for national health insurance is traced. In the fourth chapter, a contrast is made of the Congressional legislation and the rhetoric in the area of health care delivery. An analysis of the Health Maintenance Organizations (HMO) is included, which indicates that most community-based HMO grants in large urban areas are doomed to failure. The final chapter analyzes the widening gap between doctor-rich and doctor-poor areas in which large urban areas such as Chicago are fast losing ground in the competition to retain and attract doctors. Several appendices conclude the document. This resource paper is part of a series designed to supplement undergraduate geography materials. (Author/JR)

ED 111 712 SO 008 524  
Saarinen, Thomas F.

Perception of Environment, Resource Paper No. 5. Association of American Geographers, Washington, D.C. Commission on College Geography.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 69

Note—37p.

Available from—Association of American Geographers, 1710 16th Street, N.W., Washington, D.C. 20009 (1-9 copies \$1.50, 10-99 copies \$1.35, 100 or more copies \$1.20)

Document Not Available from EDRS

Descriptors—Behavioral Science Research, Concept Formation, Environmental Influences, \*Environmental Research, \*Geographic Concepts, Geographic Regions, \*Geography, Geography Instruction, Higher Education, \*Human Geography, \*Perception, Physical Environment, Resource Materials, Space Orientation, Spatial Relationship

This review of research on perception of the environment is part of a series designed to sup-

plement undergraduate geography courses. In the past decade there has been a remarkable increase in research related to man-environment interaction. Much of this research has centered on how the individual perceives the environment and is characterized by a trend toward psychological geography infused with behavioral science techniques. The report reviews current research and is organized according to a scale. Starting at the smallest scale, that of an individual in relation to another individual, it examines man and his relation to progressively larger sections of his environment. Areas of review include perception of personal space, room geography, larger architectural space, roads and pathways, neighborhoods and districts, the city, larger conceptual regions, countries, and the world. Also included is a list of readings related to each area of review. (Author/DE)

ED 111 713 SO 008 527  
Soja, Edward W.

The Political Organization of Space, Resource Paper No. 8.

Association of American Geographers, Washington, D.C. Commission on College Geography.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 71

Note—54p.

Available from—Association of American Geographers, 1701 Sixteenth Street, N.W., Washington, D.C. 20009 (1-9 copies \$1.50, 10-99 copies \$1.35, 100 or more copies \$1.20)

Document Not Available from EDRS

Descriptors—\*Geographic Concepts, Geographic Regions, \*Geography, Geography Instruction, Higher Education, \*Human Geography, \*Political Divisions (Geographic), Political Science, Psychological Patterns, Resource Materials, \*Space, Space Orientation

This resource paper on political geography is part of a series designed to supplement undergraduate geography courses. Starting with a broad outline of the relationship between human spatial and societal organization, it examines cross-cultural perspectives on the political organization of space and the emergence of the nation-state as a distinctive spatial expression. Spatial organization is viewed as a product of human societies and their institutions to control and direct the key political processes of competition, conflict, and cooperation. Part two examines the concept of territoriality, its historical evolution in man, and its contemporary implications for human society. Through its influence on feelings of spatial identity, on the development of a sense of geographical exclusiveness and segregation, and on a real patterning of human interaction, territoriality adds meaning and interpretability to the complex layers of the earth's formal and function regions. Included in the appendices are suggestions for further study and a list of related readings. (Author/DE)

ED 111 714 SO 008 541  
Wolcott, Harry F.

Ethnographic Approaches to Research in Education: A Bibliography on Method.

Georgia Univ., Athens. Anthropology Curriculum Project.

Report No—Pub-75-1

Pub Date Jun 75

Note—33p.

Available from—Anthropology Curriculum Project, 107 Dudley Hall, University of Georgia, Athens, Georgia 30602 (\$1.00 paperback)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Annotated Bibliographies, Anthropology, Bibliographies, Educational Anthropology, \*Educational Research, \*Field Studies, Methods, Research Criteria, Research Design, \*Research Methodology

Identifiers—\*Ethnography

Over 100 entries are compiled in this bibliography which identify sources helpful in contemplating or carrying out a fieldwork approach to research in formal educational settings. The bibliography emphasizes, but is not restricted to, contributions by anthropologists. Thus, there is a preference for using the terminology of that discipline, such as ethnography vs. field study. The bibliography deals with problems of educational research and how to overcome those problems. One problem is the effectiveness of the participant-observer technique in the schools.

The bibliography presents a diversity of alternative research techniques that could be applied. Books and journal articles dating from the late 1960s through the 1970s comprise the bulk of citations. Entries are listed alphabetically by the author, and include the date of publication and name of the publisher. (Author/JR)

ED 111 715 SO 008 548  
Hahn, Jeffrey W. Green, Justin J.

Political Events and Attitudinal Stability: Watergate and College Students, a Longitudinal Analysis.

Spons Agency—Villanova Univ., Pa.

Pub Date 75

Note—39p.; Paper presented at Annual Meeting of the American Political Science Association (San Francisco, California, September 2-5, 1975)

Available from—Justin J. Green, Political Science Department, Villanova University, Villanova, Pennsylvania 19085 (free)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Attitude Tests, \*Changing Attitudes, \*Cognitive Measurement, College Students, Data Analysis, Higher Education, Longitudinal Studies, \*Political Attitudes, Political Influences, \*Political Issues, Political Science, Political Socialization, \*Social Science Research

Identifiers—Nixon (Richard M), Watergate Hearings

A short-term cohort design is utilized to examine college students at three different time periods—shortly before the Watergate Committee hearings began, after the hearings ended, and after Nixon's resignation. The purpose of the study is to test the stability of political attitudes under the impact of critical national events. Data for this seven-year study were collected by a questionnaire given on a random sample basis to about 500 college students. It is hypothesized that primary principle attitudes will be more stable than middle range attitudes which in turn will be more stable than topical issue orientations. Secondly, it is hypothesized that the cognitive maps (Showing cognitive dissonance and/or cognitive balance theory) which explain these attitudes will respond to both maturation process and events in the political environment. The results of analysis of variance indicate that, despite maturation, all of the attitudes measured display a very high degree of stability. A Multiple Classification Analysis (MCA) of the data supports the second hypothesis, even though attitudes remain stable. It is suggested that a more complete understanding of attitude formation, change, and their relation to political behavior will depend on the development and use of more complex models than those provided by cognitive maps. (Author/ND)

ED 111 716 SO 008 549  
Oakley, Deborah

Population Stabilization in the United States: A Teaching Case Study.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 75

Note—18p.

Journal Cit—Teaching Notes; n6 p45-61 Fall/Winter 1975

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Birth Rate, Demography, \*Futures (of Society), Higher Education, Political Science, \*Population Education, \*Population Growth, Population Trends, Role Playing, Secondary Education, \*Simulation, Social Studies Units, \*Teaching Techniques

A simulation of a Congressional hearing on national population policy is provided. University students and community members decide on a resolution introduced in the United States Senate in 1971 which proposed the stabilization of population growth. Students organize themselves into four interest groups—Black Americans, business-industrial, conservation-environment, and women's rights—and present testimony before the hearing. The teacher is required to recruit outside persons as Congresspersons who will eventually decide whether to recommend the resolution to the Senate. Background information on United States population growth and projected future population increases are provided in the unit. Three evaluation methods, a list of possible associated activities, and a bibliography for each of the four lobbying groups are also included. (DE)

**ED 111 717** **SO 008 550**  
**Moral Development. Proceedings of the 1974 ETS**  
**Invitational Conference.**

Educational Testing Service, Princeton, N.J.

Pub Date 74

Note—79p.; Proceedings of the Invitational Conference of the Educational Testing Service (35th, New York, New York, November 2, 1974)

Available from—Educational Testing Service, Princeton, New Jersey 08540 (\$3.00)

Document Not Available from EDRS

Descriptors—\*Conference Reports, Developing Nations, Educational Change, \*Educational Development, \*Educational Testing, Elementary Secondary Education, Ethics, Evaluation Methods, Higher Education, Lawyers, \*Moral Development, \*Moral Values, School Role

The proceedings of the 1974 Educational Testing Service Invitational Conference on Moral Development are included in this document. Six presentations cover a wide range of topics concerning the nature of moral development, the predominant educational philosophies in the schools, the distinctions between cognitive understanding of moral dilemmas and actual conduct, the issues of measurement in the study of moral development, and the choice of criteria for validating theories and techniques. The presentation by Irving Kristol calls for restoration of authority within major social institutions, especially the schools. Martin Trow stresses the moral issue of understanding negative evidence in the search for truth and discovery within universities. Murray Schwartz discusses moral dilemmas confronting lawyers and their professional education. Gunnar Myrdal reviews shortcomings of educational systems in underdeveloped countries. Jane Loevinger presents a critical analysis of three competing models of moral development and their implications for measuring moral maturity. The last presentation by Wilson Riles reviews the role of the schools in moral development during the past 50 years. (Author/JR)

**ED 111 718** **SO 008 552**  
**Parks, Robert**

**Authority and the Development of Political Orientations.**

Pub Date 75

Note—23p.; A paper prepared for the Annual Meeting of the American Educational Research Association (Washington, D.C., April 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Authoritarianism, Child Development, \*Cognitive Development, Educational Strategies, Elementary Secondary Education, \*Moral Development, Political Attitudes, Political Science, \*Political Socialization, Student Attitudes, Student Teacher Relationship, Teacher Influence, \*Teacher Role, Teaching Techniques

The legitimate use of authority in political and moral education is examined from a cognitive-developmental perspective. However, legitimate authoritative communications by a teacher must have the potential for reasoned elaboration. These communications then mark off the boundaries of rational and authoritative communication from non- and irrational communications. The backing by reasons of these authoritative statements must be made apparent at some level meaningful to the child if genuine authority is to be established, even if the child is not capable of fully comprehending the concepts and relations involved. In Kohlberg's three stages of moral development, authority can be used to mark out and develop the sphere of reason up until the child reaches the postconventional, autonomous, or principled level. In the political education of young children, authority can be used to make clear to children that political party allegiances and strong positive feelings about the Presidency are not genetically inherited from parents but are choices made from rational political thought. (Author/DE)

**ED 111 719** **SO 008 558**

**Bailey, Kenneth D.**

**Political Environment, Issue Saliency, and Systemic Support among Children: Pre-Watergate/Post-pardon.**

Pub Date May 75

Note—51p.; Paper presented at Annual Meeting of the Midwest Political Science Association (33rd, Chicago, Illinois, May 1-3, 1975)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Cognitive Development, Current Events, Elementary Secondary Education, Political Attitudes, Political Influences, \*Political Issues, \*Political Science, \*Political Socialization, Social Science Research, Speeches, \*Student Alienation, \*Student Attitudes

The impact of social and political events on the development of political attitudes in children is examined. Political learning is seen as an invariant sequence of developmental stages dependent upon physical and intellectual growth, and current events. The data consist of interviews with children at the third through the ninth grade levels. The data are further stratified along an urban/rural dimension for purposes of sociocultural comparisons. Results indicate that there is a relationship between stages of cognitive development and the evolution of political orientations in children. There is an association between age level of the children and the degree to which they support or have confidence in the government. Opinion samples taken before and after the Nixon resignation and pardon indicate a decrease in the degree of government support and confidence. The author concludes that the present distrust in government is therefore due to situational factors. (Author/DE)

**ED 111 720** **SO 008 559**

**Bulletin of the Scottish Centre for Social Subjects.**

Number 4.

Scottish Centre for Social Subjects, Glasgow.

Pub Date Apr 75

Note—44p.; For related document, see ED 092 414

Available from—Scottish Centre for Social Subjects, Jordanhill College of Education, Glasgow G13 1PP Scotland (30 pence or \$0.65, plus postage)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Comparative Education, \*Curriculum Development, Curriculum Evaluation, Educational Innovation, Elementary Secondary Education, European History, \*Geography Instruction, Instructional Materials, \*Newsletters, Physical Geography, Slow Learners, \*Social Sciences

Identifiers—\*Scotland

Curriculum development in the social sciences at both the national and local levels in Scotland is discussed in this bulletin. The first article presents guidelines for preparing materials for slow learners, primarily elementary students. The second article discusses the work of a primary and secondary liaison in geography instruction. Examination of a history project which aims to stimulate student interests is presented in the third article. Some aspects of the nature of curriculum evaluation comprise the fourth article. Reflections on European studies and physical geography in Scottish secondary schools conclude the document. The Scottish Centre's interest and activities focus on collecting and disseminating information on curricular developments in the social sciences; helping the Scottish Central Committee to coordinate the activities of local groups and working parties of teachers; and issuing teaching and learning materials for testing in schools and collecting and processing the results. The bulletin is published irregularly. (Author/JR)

**ED 111 721** **SO 008 560**

**Bulcock, Jeffrey W. And Others**

**Education and the Socioeconomic Career II: A Model of the Resource Conversion Properties of Family, School, and Occupational Environments. Research Notes from the Malmö Study. Report No. 10.**

Stockholm Univ. (Sweden). Inst. for the Study of International Problems in Education.

Pub Date Nov 74

Note—46p.; A paper prepared for the Annual Meeting of the American Educational Research Association (Washington, D. C., April, 1975); For a related document, see ED 097 268

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Ability, Achievement, \*Careers, Comparative Analysis, Comparative Education, \*Economic Status, Educational Research, Goal Orientation, Income, \*International Education, Models, Social Status, Socioeconomic Background, \*Socioeconomic Influences, Statistical Analysis, Tables (Data)

Identifiers—\*Sweden

Recent findings are reported on the ongoing research related to the socioeconomic career attainment process utilizing the Malmö data set

from Sweden as reported in ED 097 268. The general proposition tested is that the association between selected personality resource assets and the desired outcomes of resource conversion settings will be different for different levels or types of resource settings. It is found that (1) the interaction of children's early abilities and their family socioeconomic environments has strong effects on future educational attainments; (2) the interaction of early ability and educational attainment has a low but significant impact on the development of ability at maturity; (3) the two interactions between educational attainment and job status, and between ability at maturity and job status account for variance in earnings over and above the direct effects of ability at maturity and job status; and (4) the impact of schooling on net earnings of job status and ability at maturity is negligible. Attention is given to the relevance of these findings for the development of status attainment theory, and some suggestions are made for extending the analysis by fitting more accurate statistical models. Tables and graphs illustrate the findings throughout the document. (Author/JR)

**ED 111 722** **SO 008 561**

**Mattingly, Paul H.**

**The Origins of Professional Schoolmen, 1820-1900.**

National Academy of Sciences - National Research Council, Washington, D. C. Committee on Basic Research in Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-1-0530B

Pub Date Aug 72

Grant—OEG-2-71-0530

Note—493p.

EDRS Price MF-\$0.92 HC-\$24.75 Plus Postage

Descriptors—\*Educational History, \*Foundations of Education, Primary Sources, \*Schools of Education, School Superintendents, \*Social History, Teacher Associations, \*Teacher Education, Teacher Educators, Teachers Colleges, United States History

Identifiers—\*American Institute of Instruction

This research into American social history examines educational institutions and educators of the 19th century. The central organization of the study is the American Institute of Instruction, founded in 1830 and surviving until 1908. This organization provided a medium for discussion and examination of significant educational experiments in the 19th century. The author explores the educational institutions which sent members to the Institute, discusses the many teachers and professors associated with it, and examines its roles and functions. Other topics discussed include the emergence of the teacher as professional, teacher education, national and local school associations, and the school superintendent role. These increasingly specialized areas of education made the Institute largely ineffective in the early 20th century. (Author/RM)

**ED 111 723** **SO 008 563**

**Herizberg, Hazel W.**

**Teaching a Pre-Columbian Culture: The Iroquois. A Guide Unit for 7th Grade Social Studies.**

Revised.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development; State Univ. of New York, Albany.

Pub Date 75

Note—86p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*American Indian Culture, \*American Indians, \*Anthropology, \*Cultural Awareness, Curriculum Guides, Grade 7, Interdisciplinary Approach, Junior High Schools, Learning Activities, Reference Materials, Secondary Education, Social Sciences, \*Social Studies, Teaching Techniques

Identifiers—\*Iroquois

Presented in this curriculum guide are teaching techniques to help the seventh grade teacher introduce pupils to a unit study on the Iroquois Indians. The pamphlet describes classroom procedures by which students learn the techniques for studying any culture through an intensive study of one local culture. The culture unit uses all the social science disciplines, including archaeology, but is organized in terms of the categories of anthropology. Part I gives some introductory exercises which will help student development, understanding, and analysis of cul-

ture. The section is useful as an introduction to any unit on culture. Part II deals with the pre-Columbian culture of the Iroquois before the arrival of the Europeans. It also briefly discusses subsequent Iroquois history. Part III contains annotated lists of useful instructional and reference materials. (Author/JR)

ED 111 724 SO 008 564

*Faleali, Tele'a V.*  
**Creativity and the Samoan Student.**  
American Samoa Dept. of Education, Pago Pago.  
Pub Date [75]  
Note—31p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage  
Descriptors—Anthropology, \*Conformity, \*Creative Development, Creative Expression, \*Creativity, Cross Cultural Studies, Cultural Environment, Cultural Factors, \*Culture Conflict, Elementary Secondary Education, Originality, \*Role Conflict, Self Expression, Social Influences, Student Development  
Identifiers—Samoa

The conflict between Samoan culture and the development of creativity among Samoan students is examined. Creativity is defined as the process of sensing gaps, finding a means of effecting closure, and formulating hypotheses to eventually produce a novel product. The greater the pressure to conform, however, no matter what the source, the fewer the individuals who can preserve their creative functioning. The extent to which a culture encourages diversity and tolerates individual deviation affects this creative development. Samoan culture has relatively few discontinuities. Roles are assumed at birth and rarely change throughout life. Obedience to those higher in authority and power over those slightly smaller or younger is consistently upheld. There is a great lack of stimulation which might produce changes. Pressures are brought to bear when any tendency to change appears. However, the one major source of discontinuity is the impact of United States culture. The conflict between the two cultures creates extreme frustration among young Samoan students and leads to a high dropout rate in Samoan schools. Samoan educators are encouraged to be highly sensitive to creative students' needs in order to decrease the role conflict of Samoan students. (Author/DE)

ED 111 725 SO 008 565

*LaConte, Ronald T.*  
**Teaching Tomorrow Today: A Guide to Futuristics.**  
Pub Date Jul 75  
Note—139p.

Available from—Bantam Books, Inc., 666 Fifth Avenue, New York, New York 10019 (\$1.25 paperback)

Document Not Available from EDRS

Descriptors—Curriculum Development, Educational Resources, \*English, \*Futures (of Society), Learning Activities, Prediction, Science Fiction, Secondary Education, Simulation, \*Social Change, \*Social Studies, Teaching Guides, Teaching Techniques, Values

An introduction to the study of the future for secondary social studies and English classes is presented in this teaching guide. The primary purpose is to help students understand the nature of change in modern society, identify impending changes, order their priorities, and clarify their values. Built around key concepts, problems, and issues posed by the future, the course emphasizes three areas of the future. Phase 1, an introduction to the future, aims to stimulate curiosity through a science fiction novel. In phase 2, students examine what others have said about the future. The objective is to acquaint students with a number of different viewpoints and a spectrum of alternative futures as postulated by different writers. Phase 3 investigates specific problem areas which focus around small group and individual projects. The guide includes a rationale and course description, a list of materials and resources, behavioral objectives, additional resources, study guides, and handouts. (Author/JR)

ED 111 726 SO 008 566

**Draft Report of the Work Group on Multicultural Programs.**  
Toronto Board of Education (Ontario).  
Pub Date 20 May 75  
Note—236p.

Available from—Information and Publications Department, Board of Education for the City of Toronto, 155 College Street, Toronto M5T 1P6, Ontario, Canada (\$7.00)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Bilingual Education, Cultural Differences, \*Cultural Education, Cultural Pluralism, Educational Disadvantage, Educational Improvement, Educational Opportunities, Elementary Secondary Education, \*Equal Education, \*Intercultural Programs, Multilingualism, \*Nondiscriminatory Education, \*School Community Relationship, School Role  
Identifiers—Canada (Toronto), Ontario

This report investigates the educational philosophy programs related to the multicultural population of Toronto. Two fundamental goals for the Toronto Board of Education are to provide equal educational opportunities to all children, and to do so without loss of the child's personal identity and cultural integrity. The work force provides recommendations on eight issues related to multicultural, multiracial education including (1) English as a second language, (2) educational opportunity differences, (3) maintenance of original cultures and languages; (4) instruction in a third language, (5) multiculturalism and the general curriculum, (6) system sensitivity, (7) community-school relations and the multicultural society, and (8) the responsibilities and role of national government in funding multicultural programs. Included in the appendices are reports and research by the work force that led to the specific recommendations. (Author/DE)

ED 111 727 SO 008 567

*Resnick, Lauren B. Glaser, Robert*  
**Problem Solving and Intelligence.**  
Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—1975/13

Pub Date 75

Note—41p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage  
Descriptors—Association (Psychological), \*Cognitive Processes, Creative Ability, \*Creative Thinking, Creativity, Divergent Thinking, Imagination, \*Intelligence, Learning Theories, Memory, Originality, \*Problem Solving, Productive Thinking, Psychology, Recall (Psychological), Social Sciences

This paper argues that a major aspect of intelligence is the ability to solve problems and that careful analysis of problem-solving behavior is a means of specifying many of the psychological processes that make up intelligence. The focus is on the mechanisms involved when, in the absence of complete instruction, a person must "invent" a new solution to a problem by assembling previously learned skills. To describe this type of problem-solving behavior the authors set forth an information processing model characterized by three classes of processes: problem detection, feature scanning, and goal analysis. A series of studies on invention, in which children are taught component skills and their behavior is examined in situations where these skills must be combined in a novel fashion, elucidates this model. (Author)

ED 111 728 SO 008 568

**Library Resources for International Education. A Report Submitted by the Task Force on Library and Information Resources to the Government/Academic Interface Committee, International Education Project, American Council on Education. Occasional Paper No. 1.**

American Council on Education, Washington, D.C. International Education Project.

Report No—Occas-Pap-1

Pub Date Jan 75

Note—110p.

Available from—International Education Project, American Council on Education, One Dupont Circle, Washington, D.C. 20036 (\$3.00)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—African Culture, \*Area Studies, Asian Studies, \*Futures (of Society), \*International Education, Latin American Culture, \*Library Collections, Library Cooperation, Library Materials, Library Programs, \*Library Research, Library Services, Middle Eastern Studies

The purpose of this study is to consider methods for providing adequate library and information services for U. S. international education programs. The state of U.S. library resources for the following eight world-area programs was reviewed to determine common library needs and problems: Africa, East Asia, Latin America, Middle East, South Asia, Southeast Asia, Soviet Union and Eastern Europe, and Western Europe. Findings include the need for bibliographic control of materials and better coordination in their acquisition and dissemination; development of more highly specialized bibliographers; and elimination of unnecessary duplication of effort. Two of the many recommendations made are the creation of an organization to plan and coordinate library services for area study programs throughout the country and the development of large multipurpose regional resource centers. (Author/RM)

ED 111 729 SO 008 569

*Caplan, Nathan And Others*  
**The Use of Social Science Knowledge in Policy Decisions at the National Level: A Report to Respondents.**

Michigan Univ., Ann Arbor. Center for Research on Utilization of Scientific Knowledge.

Pub Date 75

Note—63p.

Available from—Publications Office, Institute for Social Research, University of Michigan, Ann Arbor, Michigan 48104 (\$5.00)

Document Not Available from EDRS

Descriptors—Decision Making, Federal Government, \*Information Utilization, Management Information Systems, \*Policy Formation, Political Influences, \*Research Utilization, Social Influences, \*Social Science Research, \*Use Studies

Identifiers—Social Indicators

A preliminary review of findings and implications of social science research utilization among government officials is provided. The data come from face-to-face interviews of 204 persons at the upper levels of decision making in the executive branch of the federal government. Section one presents descriptive data on the diversity of the self-reported use of social science knowledge by the respondents, on the particular characteristics of that knowledge, on the extent of its use, and on its impact on the policy decisions involved. Section two identifies and conceptualizes factors that facilitate or inhibit the use of social science knowledge in policy-related decisions. Section three presents an analysis of responses to questionnaire items focusing on the desirability and value of a set of quantitative measures to indicate social well-being. This section adds new insights that underscore the importance of such efforts to apply social research to policy activities. Section four summarizes the overall findings of the study and presents general remarks about their implications for policy makers and social scientists. (Author/DE)

ED 111 730 SO 008 570

*Schaefer, Roberto Rubel*  
**Democracy and Leadership: Some Reflections on the Political Education of Civil Servants.**

Pub Date 2 Sep 75

Note—24p.; Paper presented at the Annual Meeting of the American Political Science Association (San Francisco, California, September 2-5, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Constitutional Law, Democratic Values, Governance, Higher Education, \*Leadership Training, \*Management Development, Policy Formation, \*Political Science, Politics, \*Program Descriptions, \*Public Administration Education, Public Policy, Speeches, Values

Identifiers—Civil Servants

Suggestions for an alternative approach to public administration education are provided. One recent movement in public administration strongly attacks the notion of neutral scientific training and emphasizes that public administrators should administer policy according to social equity. However, this standard does not provide any objective criteria for distinguishing among the various claims of disadvantaged minorities and cannot differentiate between equality and justice. The function of administration in a democratic regime is to be more than a mere reflection of the people's wants and more than a



mirror of the bureaucrat's particular view of "social equity." To develop values and judgment capabilities, administrators should be educated in relating current issues with American political thought and tradition. The study of constitutional law, an apprenticeship with a public administration organization, case studies of decision making, and a research project which requires the student to develop a policy on a particular controversial question are suggested as a possible program for public administration education. (Author/DE)

**ED 111 731** SO 008 575

*Pellow, Deborah Bedger, Jean E.*

**Social Ecology of South Commons. Final Report on Work Completed for the Office of Child Development, Planning Grant OCD-CB-486 (6/1/73-3/3/74).**

Council for Community Services in Metropolitan Chicago, Ill.

Pub Date [74]

Note—44p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—City Planning, City Problems, \*Community Study, Environmental Influences, Ethnic Groups, \*Inner City, School Role, Social Influences, \*Socialization, \*Social Sciences, Socioeconomic Influences, \*Sociology

**Identifiers**—Illinois (Chicago)

The purpose of this research is to determine if it is possible to build an inner-city community with socioeconomic and racial mix and have it work. The findings from a study carried out in the Near Southside Chicago community of South Commons, built in the late 50's are presented. Methodology included informal conversations, interviews with adult residents of all income levels and ethnicities, and observation of children. Findings show that inner group conflict is a function of class difference rather than race, and physical design and landscaping reflect such differences and exacerbate them; and that the school is fundamentally pivotal to interaction and community organization because as a sociophysical institution it has the quality of bringing together rich and poor. Four hypotheses for further work emerge from the study. Among these are that persons moving into a community out of desire to live in a mixed setting would be more committed to the specifically attracting features, and that institutions directly affecting children are fundamental to community stability and cohesion. (Author/RM)

**ED 111 732** SO 008 577

*De Pauw, Linda Grant*

**Four Traditions: Women of New York During the American Revolution.**

New York State American Revolution Bicentennial Commission, Albany.; New York State Education Dept., Albany. Office of State History.

Pub Date 74

Note—42p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Colonial History (United States), Cultural Background, \*Cultural Traits, \*Females, Feminism, Higher Education, National Defense, \*Revolutionary War (United States), Secondary Education, Social Sciences, Sociocultural Patterns, United States History, Violence, War, Womens Studies, Working Women

**Identifiers**—\*Bicentennial, New York

The role of New York women in the American Revolution is discussed in a survey of four cultural traditions in 17th and 18th century New York—Iroquois, African, Dutch, and English. The purpose is to provide a historical record on the subject of women's history. Women from the four cultural traditions were bound by different conventions which influenced their reactions to the Revolutionary crisis and affected the ways in which that crisis would change their lives. American women were as deeply influenced by the Revolution as were American men, though not always to their benefit. The successful war for independence marked a significant turning point in the status of women. Documented stories are recounted of individual women's activities during the Revolution in each of the chapters titled: Four Traditions; Choosing Sides; Soldiers, Refugees, and Camp Followers; Treason and Espionage; and Aftermath. Some of the stories depict heroic acts, but some show wrongdoings as

well. They all indicate the importance and necessity of the roles women played and the tasks they undertook during the Revolution. (Author/ND)

**ED 111 733** SO 008 579

*O'Neil, Daniel J. Wagner, J. Richard*

**Teaching Canadian Politics at American Universities: Some Recommendations.**

Pub Date May 75

Note—36p.; Paper presented at the Western Social Science Association meeting (Denver, Colorado, May 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—College Instruction, \*Comparative Analysis, Foreign Relations, Higher Education, Policy Formation, \*Political Science, \*Politics, Relevance (Education), \*Social Sciences, \*Teaching Techniques

**Identifiers**—\*Canada, Comparative Political Systems

The introduction and study of Canadian political systems are recommended as a model for use in political science courses at American universities. In the past, recognition of the worth of Canadian studies has been minimal. New and interesting topical areas such as Canadian nationalism, missionary activities, energy resource problems, and pollution have redirected the emphasis on Canadian studies. Four major areas of Canadian studies are examined which bear directly on important topics of interest to American political scientists: nation building, policies, institutions, and international relations. A brief historical narrative of each area is included, along with techniques for incorporating Canadian studies. (Author/JR)

**ED 111 734** SO 008 580

*Rotella, Salvatore G.*

**New Uses for the Study of Political Science.**

Pub Date 2 Sep 75

Note—14p.; Paper presented at the Annual Meeting of the American Political Science Association (San Francisco, California, September 2-5, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*College Curriculum, Core Curriculum, Curriculum Development, Educational Demand, Educational Supply, \*Educational Trends, Higher Education, Intellectual Disciplines, \*Political Science, \*Professional Education, Professional Training, Public Service Occupations, Social Sciences, \*State of the Art Reviews

Some possible new directions for the political science discipline are presented. Within the context of current, formal undergraduate education, political science has two major functions: (1) to provide part of the required general, social science education, and (2) to attract and prepare future recruits for the profession. These functions are referred to as "old uses." The discipline's most common career is teaching; therefore, political scientists as professionals are best at reproducing themselves. The premise for "new uses" is that, in addition to contributing to the general education of college graduates and preparation of more teachers of political science, the discipline could make a major contribution toward the preparation of professionals in the public service. Generally defined, the public service comprises that component of the world of work that is supported by public funds. The potential for "new uses" of political science lies in a conscious and determined effort within the discipline to create programs relevant to the preservice and inservice education and training of competent professionals for the public service. (Author/ND)

**ED 111 735** SO 008 581

*Fendrich, James M. Krauss, Ellis S.*

**Student Activism and Political Socialization: A Causal Model of Socialization Stages and Adult Left-wing Politics in the United States and Japan.**

Pub Date Sep 75

Note—30p.; Paper presented at the Annual Meeting of the American Political Science Association (San Francisco, California, September 2-5, 1975)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Activism, \*Adult Development, Change Agents, Changing Attitudes, Comparative Analysis, Cultural Factors, Political Affiliation, Political Attitudes, \*Political Science,

\*Political Socialization, Social Science Research, Socioeconomic Influences, \*Student Attitudes

**Identifiers**—Japan

The relative influence of stages of political socialization on the adult political orientation and activities of former American and Japanese student activists is examined. A causal model of the stages of political socialization, including family and school, student activism, and adult roles, is compared with the political fate of student activists who participated in the 1960 antisecurity treaty movement in Japan and the civil rights movement in the American South. The results indicate that student activism in college is the best predictor of adult politics in both countries. Family and early school political socialization are only weak predictors of future adult politics. Adult political socialization can be either a facilitator or a constraint for maintaining political commitments. In the United States, career choice has no direct effect because student activism strongly affects career choice. In Japan, career choice has a strong effect on adult politics. Former Japanese students in the knowledge and human services industries have greater left-wing commitments. For American student activists, remaining free of family affiliations is a facilitator for left-wing politics; while in Japan, family obligations are a facilitator of left-wing politics. (Author/DE)

**ED 111 736** SO 008 582

*Brim, Orville G., Jr.*

**Life Span Development of the Theory of Oneself.**

Pub Date Jul 75

Note—17p.; Invitational Address to the Biennial Conference of the International Society for the Study of Behavioural Development (Guildford, Surrey, England, July 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Goal Orientation, Human Development, Individual Development, \*Individual Power, Psychological Characteristics, Self Actualization, \*Self Concept, Self Esteem, Self Evaluation, \*Social Psychology, Social Science Research

Suggestions for research on the components of self-theory development over a lifetime are examined. Self-theory, like other knowledge, is dependent on the theories in one's culture about human nature and the biological, social, and physical world. Language expands or limits the concepts available for thinking about one's self-image or sense of self. Yet there is little in behavioral sciences literature which traces these changes. Three possible models are provided for further research. The theory of personal control interprets self-image as the growth and decline in the feeling of power, control, and mastery of the key tasks of life. The progression from early age on into the career can be characterized by an increase in realism about what is possible, and by a steady lowering of aspirations to correspond to the gradual foreclosing of reality. The theory of change in oneself stresses that every person must have as a component of the self-theory some hypothesis about the kind of person he can become in future time and, hence, the possibility of personal change. (Author/DE)

**ED 111 737** SO 008 585

*Rindfuss, Ronald R.*

**Recent Trends in Fertility Differentials Among Educational Groups. Discussion Papers No. 263-75.**

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; Office of Economic Opportunity, Washington, D.C.

Report No—IRP-DP-263-75

Pub Date Mar 75

Note—44p.; Paper presented at the Annual Meeting of the Population Association of America (Seattle, Washington, April 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Academic Achievement, \*Birth Rate, \*Demography, Population Education, \*Population Growth, Population Trends, Race Influences, Social Influences, \*Social Science Research

Using data from the 1960 and 1970 United States Censuses, annual estimates of age-specific fertility rates by educational attainment of women

for the period 1945 through 1969 are analyzed. These estimates allow annual examination of the extent to which various educational subgroups have participated in recent fertility trends. The sample population was divided into five age groups from 15 to 44 years and five educational levels from junior high through college. The single pervasive finding is that fertility increased during the 1950's and decreased in the 1960's for virtually every group examined. The increase in fertility during the 1950's was greater among younger women and among better educated women; and the decline in fertility during the 1960's was largest among women who attended but did not complete high school or college. With few exceptions, the pattern of fertility rise and decline over the two decades was similar for black and white women of comparable educational attainment. (Author/DE)

ED 111 738 SO 008 591

*Giardina, Richard Cono*  
**Liberal Skills: The Role of Political Science in General Education.**

Pub Date 75

Note—20p.; Paper presented at the Annual Meeting of the American Political Science Association (San Francisco, California, September 2-5, 1975)

Available from—Richard C. Giardina, Director, University Division of General Studies, Bowling Green State University, Bowling Green, Ohio 43403 (free)

**Document Not Available from EDRS**

**Descriptors**—American Government (Course), Change Agents, Citizen Role, Citizenship, \*Course Objectives, Democratic Values, \*Educational Objectives, General Education, Higher Education, Policy Formation, Political Power, \*Political Science, Political Socialization, \*Politics, \*Skill Development

Competencies or general life skills and understandings that a political sciences course attempts to promote in the student in a general education curriculum are examined. General education is described as a set of skills which help individuals exercise control over their own lives. These competencies consist of the understandings that (1) politics involve power relationships which have both causes and consequences; (2) politics involve making decisions from among competing claims and enforcing those decisions through appropriate means; (3) political decision making implies the existence of structures and processes which are both formal and informal; (4) political decision making means people making decisions affecting both themselves and other people; (5) political decision making can be used to lead the attack both for and against change; (6) politics is purposive and the purposes may or may not be arrived at rationally; and (7) the political process and ability to reach conclusions about one's own desired role in the process involves pros and cons. Citizen competence and social learning competencies are viewed as essential not only for the individual but for the society as a whole. (Author/DE)

ED 111 739 SO 008 592

*Contreras, Gloria*

**Mastery Learning: The Relation of Different Criterion Levels and Aptitude to Achievement, Retention, and Attitude in a Seventh Grade Geography Unit.**

Pub Date 75

Note—230p.; Ed. D. Dissertation, University of Georgia

Available from—Geography Curriculum Project, 107 Dudley Hall, University of Georgia, Athens, Georgia 30601 (\$5.00)

EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage

**Descriptors**—Academic Achievement, Achievement Rating, Doctoral Theses, Educational Research, Geography, \*Geography Instruction, Knowledge Level, \*Learning, Low Ability Students, \*Retention Studies, Secondary Education, \*Student Attitudes, Student Improvement

**Identifiers**—Geography Curriculum Project, Mastery Learning  
This study is an assessment of the effect of three criterion mastery levels and aptitude on the achievement, retention, and attitude of seventh grade students using a population geography text. The three criterion levels used were 90 percent, 80 percent, and 70 percent of the correct responses on each of 41 lessons in "Population Growth in the United States and Mexico." Aptitude was

measured by a word meaning text. Aptitude was a major independent variable because of the premise that mastery procedures may overcome achievement difficulties of low aptitude students. Contrary to most of the literature on mastery learning, the results indicate that mastery on formative exercises did not contribute to higher levels of achievement on the summative test. The study also failed to show that achievement, retention, or attitude toward the unit differed among the three criterion groups. The study confirmed that previous knowledge, as measured by a word meaning test, was a more potent factor in achievement than were differential criterion levels. (Author/DE)

ED 111 740 SO 008 593

*Dansereau, Donald F. And Others*

**Effective Learning Strategy Training Program: Development and Assessment. Final Report for Period January 1974-May 1975.**

Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.; Texas Christian Univ., Fort Worth. Inst. for the Study of Cognitive Systems.

Report No.—AFHRL-TR-75-41

Pub Date Jun 75

Note—82p.; For related document, see SO 008 594 and 595

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

**Descriptors**—Comprehension, Educational Assessment, \*Learning Processes, Learning Theories, \*Mnemonics, \*Program Development, Psychology, Questioning Techniques, Retention, \*Retention Studies, Social Science Research, Social Sciences, \*Training, Visualization

Potentially effective and trainable learning strategies were identified by analysis of a specially developed learning strategy inventory and a survey of educational and psychological review literature. Four aspects of the learning process suggested the usefulness of special training: identification of important or unfamiliar material, applications of techniques for the comprehension and retention of this information, efficient retrieval of information, and skill in coping with distractions during the foregoing processes. A training program was developed for teaching selected specific strategies, including comparison of the three alternative comprehension/retention strategies (referred to as connection techniques) of paraphrasing, question answering, and the use of visual imagery. The results indicated that minimal strategy training showed significant results in long-term retention, although no reliable differences were found in immediate testing. Further refining of the techniques was recommended. An effective strategy training program suitable for implementation in technical training was created, modified, and assessed. (Author)

ED 111 741 SO 008 594

*Dansereau, Donald F. And Others*

**Learning Strategy Inventory Development and Assessment. Final Report for Period January 1974-May 1975.**

Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.; Texas Christian Univ., Fort Worth. Inst. for the Study of Cognitive Systems.

Report No.—AFHRL-TR-75-40

Pub Date Jun 75

Note—112p.; For related documents, see SO 008 593 and 595

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

**Descriptors**—Administration, Correlation, \*Development, Diagnostic Tests, \*Educational Assessment, Evaluation Methods, Factor Analysis, \*Learning, Learning Difficulties, Learning Processes, Learning Theories, \*Measurement Instruments, Psychology, Social Science Research, Social Sciences, Test Construction

**Identifiers**—\*Learning Strategy Inventory  
A learning strategy inventory composed of 201 multiple-choice items was developed based upon similar work and suggestions stemming from a literature review. Correlational and factor analyses, based on data for approximately 200 students, were identified and incorporated into a learning strategy training program. (See SO 008 593 for a report on the program.) The learning strategy inventory provided an effective basis for strategy training development. In addition, the learning strategy inventory provided a significant first step in the development of a more general instrument for diagnosing learning strategy in-

adequacies in specific individuals. The learning strategies inventory and its correlations and the factor scores correlations are located in the appendices. (Author/ND)

ED 111 742 SO 008 595

*Dansereau, Donald F. And Others*

**Learning Strategy Training Program: Paraphrasing Strategy for Effective Learning. Final Report for Period January 1974-May 1975.**

Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.; Texas Christian Univ., Fort Worth. Inst. for the Study of Cognitive Systems.

Report No.—AFHRL-TR-75-46

Pub Date Jun 75

Note—206p.; For related documents, see SO 008 593 and 594

EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage

**Descriptors**—\*Learning Processes, \*Phrase Structure, Psychology, Retention, \*Retention Studies, Social Science Research, Social Sciences, Student Improvement, Training Techniques, \*Transformations (Language)

**Identifiers**—\*Paraphrasing

This report presents an effective, integrated learning strategy program emphasizing a connection technique that uses paraphrasing. Components were derived from a review of the educational and psychological literature and from an analysis of responses to the learning strategy inventory, which were conducted during this same research effort. (See SO 008 594 for a report on the inventory.) Also, two other training packages (visual imagery and question-answer connection) were evaluated along with this package in a controlled experiment. (See SO 008 593 for discussion of the controlled experiment.) The results of this experiment showed a 55 percent improvement in long-term retention when using paraphrasing for the trained group, compared with an untrained control group. With appropriate insertion of blank pages for answers, this report can be used to provide learning strategy training. (Author/ND)

ED 111 743 SO 008 597

*Brouillette, B., Ed. And Others*

**African Geography for Schools: A Handbook for Teachers. A Unesco Source Book.**

International Geographical Union; United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—R-92-3-1010190

Pub Date 75

Note—309p.

Available from—Unipub, Inc., P.O. Box 433, New York, New York 10016 (\$19.50)

**Document Not Available from EDRS**

**Descriptors**—\*African Culture, \*Area Studies, Cross Cultural Studies, Economics, Elementary Secondary Education, Geographic Concepts, \*Geographic Regions, Geography, \*Geography Instruction, Higher Education, \*Non Western Civilization, Physical Divisions (Geographic), Physical Geography, Social Studies, Teacher Developed Materials, Teaching Guides

**Identifiers**—\*Africa  
This book is the first in a series of UNESCO guide books for teaching geography on a continental scale, dealing with either land masses or vast regional groups which have common characteristics. Written by African geographers, it is intended for primary and secondary school teachers, teacher-training institutions in Africa, and also for geography teachers in other countries to help them understand African people, their ways of life, and their problems. The first of three main divisions of the book consists of a study of various factors in development, showing how economic data may be brought up-to-date. In the second and largest part, the case study method is used, based on direct observation and explanation of facts. Various types of agricultural, forest, mining, or industrial exploitation are described to show actual conditions and thus encourage students to observe and study their own environment. The third part consists of practical advice for teachers, designed in a nontraditional form, with examples taken from the authors' experiences of teaching in Africa. (Author/ND)

ED 111 744 SO 008 598

*Hargrove, Erwin C. Hoopes, Roy*

**The Presidency: A Question of Power. American Government Issues Series, Number 1.**

Pub Date 15 Aug 75

Note—64p.

Available from—College Division, Little, Brown and Company, 34 Beacon Street, Boston, Massachusetts 02106 (\$1.95)

**Document Not Available from EDRS**

**Descriptors**—\*American Government (Course), Civics, Constitutional History, Decision Making, Governance, Government (Administrative Body), Higher Education, Instructional Materials, Political Issues, \*Political Power, \*Political Science, Power Structure, Secondary Education, \*Social Studies, \*United States History  
**Identifiers**—\*Presidency

An historical analysis of the use and abuse of power in the Presidency is provided in this supplementary student material. The content includes an analysis of the historical roots of presidential power, popular support, cooperation and conflict with Congress, the international role of the presidency, presidential decision making, the relationship with the courts and the news media, presidential personalities, mechanisms for presidential constraint, the future of the Presidency, and a conversation with the authors about the role of the Presidency and individual presidents. The unit can stand alone or be used in conjunction with lectures, discussions, supplementary sources, or textbooks at the secondary and college levels. Use in conjunction with a standard text or in any nontraditional approach is recommended due to the highly provocative questions raised in the materials. A four-page instructor insert provides a list of essay and multiple-choice test questions and suggestions for use of the material. (Author/DE)

**ED 111 745** **SO 008 602**

Wise, John H.

**An Appalling Ignorance of the World: The Price of Affluence?**

Pub Date 26 Aug 75

Note—25p.; Paper presented to the Annual Conference of the Institute of Australian Geographers (13th, University of Wollongong, New South Wales, Australia, August 26, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Educational Diagnosis, \*Educational Improvement, \*Educational Quality, Elementary Secondary Education, \*Geographic Location, Geographic Regions, Geography, \*Geography Instruction, Global Approach, Higher Education, Map Skills, Speeches, Student Evaluation, World Affairs, \*World Geography

Today's students in the Western world show a widespread lack of basic world knowledge. Geography graduates in a Canadian and an Australian university were asked to locate 75 major cities in the world. The results indicated a wide knowledge of cities in the Western world but little knowledge of cities in Africa, the Middle East, and Asia. Only three out of 75 Canadian graduates could correctly locate the countries of Mali, Mozambique, and Guinea-Bissau. Eight suggestions to improve geography education call for increases in (1) selectivity of entrants into university programs, (2) numbers and variety of geography courses, (3) infusion of Third World examples into university geography courses, (4) exchange of geography scholars between the Third World and the Western countries, (5) qualified geography teachers to serve in preservice and inservice programs for teachers, (6) mandatory world geography courses at the university level, (7) emphasis in teaching map skills for all educational levels, and (8) recognition that elementary and secondary geography need not emulate university geography courses. (Author/DE)

**ED 111 746** **SO 008 603**

**Federal Textbook on Citizenship. Our American Way of Life. Becoming a Citizen Series. Book 1. Revised.**

Immigration and Naturalization Service (Dept. of Justice), Washington, D.C.

Report No—M-161-(Rev. Apr 74)Y

Pub Date Apr 74

Note—112p.; Related documents are ED 087 679 and 087 680

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Order No. 1974 0-562-438; \$1.75)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—Adult Education, American Government (Course), \*Citizenship, \*Civics, \*Constitutional History, Democratic Values, English (Second Language), English Instruction,

Government Publications, Immigrants, \*Literacy Education, Political Science, Textbooks  
**Identifiers**—Citizenship Education, \*Naturalization Programs

Part of the "Becoming a Citizen Series," this book is the first of three Federal Textbooks on Citizenship which are published by the Immigration and Naturalization Service. The series, first published in 1964, is regularly revised to reflect any changes that may occur in the government. The book teaches immigrants to speak, read, and write English and prepares students for the citizenship examination, while teaching basic tenets of American life. The early history of the United States and a description of the government and how it works are presented. The book also teaches the rights and responsibilities of citizenship and how to become an American citizen. (Author/JR)

**ED 111 747** **SO 008 605**

Williams, John A. Coven, Brenda

**A Brief Guide to Preparing an Undergraduate Research Paper in African History. Occasional Paper 75-2.**

State Univ. of New York, Stony Brook. American Historical Association Education Project.

Pub Date 75

Note—23p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*African History, Area Studies, Bibliographic Citations, Higher Education, Historical Criticism, \*Historiography, \*History Instruction, History Textbooks, Library Skills, Research Skills, \*Research Tools, Resource Materials, Student Projects, \*Student Research, Writing Skills

A practical guide to preparing an undergraduate research paper in African history is provided. Since the common problems of choosing a topic and locating needed resources often require more time than is necessary, suggestions which increase efficiency in these stages are emphasized. A short annotated list of African history textbooks with clear opinions and controversial generalizations are suggested as suitable materials for leading a student to a topic for research. The fundamental controversy in African historical writing today is over the degree of continuity or change from precolonial times, through colonial rule, to the present. This controversy can lead to specific questions which are suitable for research papers. In the process of defining a topic, the student should move from an assumed generalization to the testing of a hypothesis about the generalization. Nine assumptions and possible hypotheses are suggested for further study. Relevant bibliographical aids include instructions on how to use the card catalog, indexes, handbooks and encyclopedias, bibliographies, the human relations area file, scholarly journals, maps, and atlases. (Author/DE)

**ED 111 748** **SO 008 606**

Fair, Jean, Ed.

**National Assessment and Social Studies Education:**

**A Review of Assessments in Citizenship and Social Studies by the National Council for the Social Studies.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress, National Council for the Social Studies, Washington, D.C.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.

Pub Date 75

Note—121p.; For the full NCSS report, see ED 100 739-746

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.90)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—\*Citizenship, \*Educational Assessment, \*Educational Objectives, \*Evaluation, Evaluation Methods, Measurement Goals, Measurement Instruments, Models, National Surveys, \*Social Studies, Test Validity  
**Identifiers**—\*National Assessment

This report of a study conducted by the National Council for the Social Studies (NCSS) reviews, interprets, and disseminates findings of the National Assessment of Educational Progress (NAEP) assessments in citizenship and social studies. The study represents an investigation funded by the Education Commission of the States and

coordinated by a special steering committee working under the auspices of NCSS. Chapter titles include: (1) National Assessment and Social Studies Education: The Setting, by Jean Fair; (2) Potential Uses of the National Assessment Model at the State Level and for Accountability Purposes, by Bob L. Taylor; (3) On the Need for Criterion-Referenced Research and Demonstration: A Reaction to the Model of National Assessment in Citizenship, by Joseph C. Grannis; (4) Evaluating Social Studies and Citizenship Education: Some Alternate Approaches, by Michael Scriven; (5) Critique of NAEP Objectives and Procedures: Citizenship and Social Studies, by A. Guy Larkins; (6) Validity of Social Studies and Citizenship Exercises, by Francis P. Hunkins; (7) A Rating of Social Studies Exercises by Social Studies Educators, by June Chapin; (8) An Analysis of a Selected Set of Social Studies Exercises: Knowledge of Institutions, by C. Benjamin Cox; and (9) A Response from the National Assessment, by J. Stanley Ahmann. The appendices include the NAEP citizenship and social studies objectives, performance evaluations, and a bibliography. (DE)

**ED 111 749** **SO 008 607**

Renwick, W. L.

**Recurrent Education. Policy and Development in OECD Member Countries: New Zealand.**

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date 75

Note—43p.; For related documents, see SO 008 488 and ED 099 288

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (\$2.50)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Adult Education, Community Education, \*Comparative Education, Continuation Education, \*Continuous Learning, \*Continuous Progress Plan, Developing Nations, \*Educational Development, Educational Equality, \*Educational Opportunities, Educational Programs, Elementary Secondary Education, Social Problems, Teacher Education

**Identifiers**—\*New Zealand, Recurrent Education

One of a series on the state of recurrent education in OECD member countries, this report examines the educational programs of New Zealand in the context of both the educational objectives of the New Zealand government and the Centre for Educational Research and Innovation. Three major headings comprise the focus of the document: the New Zealand experience in attempting to achieve equality of educational opportunity, current policies for recurrent education, and emerging issues. The document begins with an introduction to the New Zealand background. Understanding the educational objectives and programs in New Zealand revolves around their contribution to equality of educational opportunity. Following the introduction, the current policies for recurrent education are examined, including consultative planning, educational planning, educational development, review of secondary and continuing education, community colleges, community education programs, labor market policies, and financial assistance for study and training. The third section of the document examines emerging issues in New Zealand education, including teacher education, the profession of continuing educators, learning materials for adults, the extension function, educational entitlement, and target groups. (Author/JR)

**ED 111 750** **95** **SO 008 609**

Azzouz, Azzedine And Others

**Selected Bibliography of Educational Materials: Algeria, Libya, Morocco, Tunisia. Volume 7, Number 4, 1973.**

Agence Tunisienne de Public Relations, Tunis (Tunisia).

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No—TT 74-55073-04

Pub Date 73

Note—48p.; For related document, see SO 008 551; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Adult Education, \*Annotated Bibliographies, Art Education, \*Comparative Education, Developing Nations, \*Educational Development, Educational Philosophy, \*Educational Problems, \*Educational Research, Educational Theories, Elementary Secondary Education, Higher Education, Mechanical Teaching Aids, Religious Education, Special Education  
**Identifiers**—\*Africa, Algeria, Libya, Morocco, Tunisia

This annotated bibliography contains 108 English language annotations of newspapers and government publications covering educational materials of interest to North Africans. The materials relate a clear trend toward increased awareness of Arab and Islamic heritage and the adaptation of education to a multilingual population. Citations are categorized by country including Algeria, Libya, Morocco, and Tunisia. Within these major categories are subtopics that include philosophy and theory of education, educational organization, adult education, teaching aids, special education, Arabization and bilingualism, religious education, educational cooperation, artistic education, and a special section on the practical orientation of education in North Africa. Lists of periodicals and authors conclude the bibliography. (DE)

**ED 111 751** 95 **SO 008 610**  
*Barron, Frank*

**Basic Research in Esthetic Education. Final Report.**

**Spons Agency**—Office of Education (DHEW), Washington, D.C. Office of Special Concerns.  
**Pub Date** 31 Aug 73

**Grant**—OEG 9-8-000052-0072(010)  
**Note**—123p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—\*Aesthetic Education, Affective Behavior, Art Education, Cognitive Development, Creative Ability, \*Creative Development, \*Creativity Research, Cultural Enrichment, Educational History, \*Educational Research, Nature Nurture Controversy, \*Personality Development, Prediction, Self Expression

This report reviews five current research projects in aesthetic education. Chapter 2 describes recent studies at the Institute of Personality Assessment and Research (IPAR) which relate aesthetics and creativity. Chapter 3 reviews measures of perceptual and cognitive performance; perceptual and aesthetic preference; and personal philosophy as they relate to creativity. Chapter 4 analyzes the relative contribution of heredity and environment in the development of aesthetic abilities. Chapter 5 provides an historical and conceptual review of aesthetic education in the United States, as well as a description of the specific programs of aesthetic education with which this research was involved. Chapter 6 evaluates student potential for success in such programs, based on measurement, statistical prediction, student interviews, and clinical observation. Chapter 7 makes recommendations, based on the research projects, in the areas of pedagogy, student selection, student and program evaluation, and future research. (Author/DE)

**ED 111 752** **SO 008 613**  
*Roeder, Robert E., Ed. And Others*

**What Is America? Discussions, Volume 1.**

Denver Univ., Colo. American Issues Forum Regional Program.

**Spons Agency**—American Revolution Bicentennial Administration, Washington, D.C.; National Endowment for the Humanities (NFAH), Washington, D.C.

**Pub Date** 75  
**Note**—123p.; For related document, see SO 008 614

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—Adult Education, Bibliographies, Discussion (Teaching Technique), \*Discussion Programs, \*Educational Resources, Program Development, Resource Guides, Secondary Education, \*Social Studies Units, \*United States History

**Identifiers**—AIF, American Issues Forum, \*Bicentennial

The American Issues Forum (AIF) is a national Bicentennial program sponsored by the National Endowment for the Humanities and cosponsored by the American Revolution Bicentennial Administration. AIF seeks to engage Americans in serious consideration of the nation's institutions,

values, and traditions through a calendar which sets forth and elaborates on the fundamental American issues contained in nine monthly topics and weekly subtopics. The units, designed for secondary social studies and history classes, provide students with a special, activity-oriented one-day discussion unit for each of the 36 weekly subtopics of the calendar. The first volume (the second to be published in October) contains the 16 units for the first four months of the calendar beginning August 31, 1975. Each of the one-day units is a self-contained package which includes suggestions to the teacher for procedures, readings, instructions, and questions. Although a variety of instructional procedures are suggested, all of the units are intended to engage students in structured activities leading them to active inquiry and participation in class discussions. Several appendixes conclude the document, including bibliographies, a description of an in-school television debate, and the full text of the AIF Calendar. (Author/JR)

**ED 111 753** **SO 008 614**  
**Leadership Packet: A Helpful Handbook for the American Issues Forum, A National Bicentennial Program.**

Denver Univ., Colo. American Issues Forum Regional Program.

**Spons Agency**—American Revolution Bicentennial Administration, Washington, D.C.; National Endowment for the Humanities (NFAH), Washington, D.C.

**Pub Date** 75  
**Note**—104p.; For related document, see SO 008 613

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—\*Action Programs (Community), Adult Education, Bibliographies, Community Education, \*Community Involvement, Community Programs, Elementary Secondary Education, \*Leaders Guides, Mass Media, \*Program Development, \*Public Affairs Education, Resource Guides

**Identifiers**—AIF, American Issues Forum, \*Bicentennial

The American Issues Forum (AIF) is the national program for the Bicentennial developed by the National Endowment for the Humanities and cosponsored by the American Revolution Bicentennial Administration. The purpose of the Leadership Packet is to provide those who are interested in developing AIF Programs with suggestions about how to plan and with information about supporting materials, services, and activities. The key to the American Issues Forum is a Calendar of nine monthly topics—issues that have been fundamental to American society throughout history. The Calendar—part 2, following an introduction—is designed to stimulate serious and coordinated exploration of American's abiding accomplishments and problems during the Bicentennial celebration, providing a framework for a variety of programs. Part 3 suggests kinds of programs which could be planned for communities and organizations. General how-to-do-it suggestions for programs development, resources, promotion, and coordination are contained in part 4. Extensive bibliographies for adults and students are contained in part 5. A directory of AIF-related materials, media efforts, and supporting organizations comprise part 6. Part 7 lists various Bicentennial exhibits and displays. (Author/JR)

**ED 111 754** **SO 008 616**  
*Pratt, LeRoy G.*

**Discovering Historic Iowa. American Revolution Bicentennial Edition.**

Iowa State Dept. of Public Instruction, Des Moines.

**Pub Date** 75  
**Note**—323p.

Available from—Information Services, Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319 (\$2.00)

**EDRS Price MF-\$0.76 HC-\$15.86 Plus Postage**

**Descriptors**—Colonial History (United States), Community Cooperation, \*Community Education, Educational Resources, Elementary Secondary Education, Instructional Materials, Reference Materials, \*Resource Guides, \*Social Studies, Supplementary Reading Materials, \*United States History

**Identifiers**—\*Bicentennial, Iowa  
 Prepared in recognition of the Bicentennial, this historic guide of Iowa is intended to supple-

ment materials prepared by the Iowa Curriculum Division. It provides, in one convenient reference, information for use by teachers, students, tourists, and others interested in Iowa's history. Up-to-date information is given on historical societies, museums, archaeological sites, geological areas, botanical preserves, wildlife exhibits, outdoor classrooms, zoos, art centers, scientific facilities, and places of historical or cultural interest. The resource unit is arranged in alphabetical and numerical order by name and number of county. Names of all known societies, museums, landmarks, sites, natural areas, and facilities used for educational purposes are listed alphabetically under each county. Also included are a location map; an index; a calendar of celebrations, festivals, and historical events; an Iowa map; and an alphabetical index. This resource may be of interest as a model to other states that wish to develop a guide for the Bicentennial. (Author/JR)

**ED 111 755** **SO 008 617**  
*Thornton, Barbara C.*

**A Partially Annotated Political Communication Bibliography.**

**Pub Date** Apr 74

**Note**—63p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Annotated Bibliographies, Bibliographies, \*Communications, \*Educational Research, \*Elections, Higher Education, Political Attitudes, Political Influences, \*Political Science, Politics, Public Opinion, Voting  
**Identifiers**—Political Campaigns, \*Political Communications

This 63-page annotated bibliography contains available materials in the area of political communication, a relatively new field of political science. Political communication includes facets of the election process and interaction between political parties and the voter. A variety of materials dating from 1960 to 1972 include books, pamphlets, journal and magazine articles, unpublished papers and dissertations, Congressional Quarterly articles, and government publications. The following seven areas of the field are examined: (1) general campaign techniques; (2) media and advertising techniques; (3) polling, surveying, and the use of computers for data collection; (4) theories and techniques of political attitude change and persuasion; (5) specific elections; (6) the techniques of political parties; and (7) financing of campaigns. The collection is partially annotated. (JR)

**ED 111 756** **SO 008 619**  
*Wiley, Christopher J., Ed.*

**A Film Guide on China.**

National Committee on United States-China Relations, Los Angeles, Calif. Southern California Field Staff.

**Spons Agency**—National Endowment for the Humanities (NFAH), Washington, D.C.

**Pub Date** 74

**Note**—32p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Annotated Bibliographies, Area Studies, \*Asian History, \*Asian Studies, Audiovisual Aids, \*Cultural Awareness, Elementary Secondary Education, Films, \*Instructional Films, Instructional Materials, \*Resource Guides

**Identifiers**—\*China

Over 80 films are listed in this annotated film guide on China. Designed to help educators select films about China, each entry contains a short annotation which gives a capsule and sometimes evaluative summary of film content. The booklet is divided into four sections on China before and after 1949, Taiwan, and Chinese culture. Each listing contains the full title, length, date, audience, and availability of the film. A selected listing of audiotapes concludes the document. (JR)

**SP**

**ED 111 757** **SP 008 810**  
*Allred, Wallace And Others*

**A Simulation Game (Administrative Aspects of Teaching) to Be Used with ISTEP Syllabus. Individualized Secondary Teacher Education Program.**

Brigham Young Univ., Provo, Utah. Dept. of Secondary Curriculum and Instruction.  
Pub Date 72  
Note—32p.

Available from—Editorial Department, Brigham Young University Press, 218 University Press Building, Provo, Utah 84602 (No price quoted)  
Document Not Available from EDRS

Descriptors—Educational Administration, Educational Legislation, \*Game Theory, \*Management Games, \*Models, \*Role Playing, \*Simulation, Sociodrama

This simulation game begins with an introduction which lists the areas of study involved and presents some basic instructions. Rules and criteria for the simulation game are then presented, which state that each participant in the game is assigned a personality role, a position role, and a situation to which he will react. Descriptions of the roles and situations complete this part of the game. Background material is included for the game which briefly presents material on the following topics: (1) common law precedents, (2) contractual agreements, (3) state/district regulations, (4) certification, (5) school finance, and (6) authority and responsibility. (RC)

ED 111 758 SP 009 302

Trzasko, Joseph A.  
Statistical Considerations for Establishing CBTE Cut-Off Scores.

Pub Date 75

Note—14p.

Available from—Joseph A. Trzasko, Ph.D., Department of Psychology, Mercy College, Dobbs Ferry, New York 10522 (No price quoted)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Cutting Scores, \*Decision Making, \*Performance Based Teacher Education, Performance Criteria, Reliability, Statistical Analysis, \*Test Construction

This report gives the basic definition and purpose of competency-based teacher education (CBTE) cut-off scores. It describes the basic characteristics of CBTE as a yes-no dichotomous decision regarding the presence of a specific ability or knowledge, which necessitates the establishment of a cut-off point to designate competency vs. incompetency on stated objectives. Statistical considerations for establishing CBTE cut-off scores are reviewed, and, based on test scores, two types of classification errors are identified. These are false acceptance, i.e., nonmasters erroneously classified as masters; and false rejection, i.e., masters erroneously classified as nonmasters. The report recommends that cut-off scores should not be arbitrarily established, but should be based on decision theory, the goal of which is to increase correct rate and decrease error rate. It was found that increasing the cut-off score will decrease false acceptance error and increase false rejection error, while decreasing the cut-off score will decrease false rejection error and increase false acceptance error. It was concluded that since shifting cut-off points reduces one error at the expense of the other, the direction of shift should be in the direction of the less serious error (false rejection). Numerous figures and tables are included. (BD)

ED 111 759 SP 009 364

Van Patten, James

The Role of the First Education Course in the Selection and Education of Teachers.

Note—56p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Admission Criteria, \*Course Content, \*Course Evaluation, Course Objectives, \*Education Courses, Education Majors, Higher Education, \*Teacher Education, \*Teacher Education Curriculum

Identifiers—\*University of Arkansas

The College of Education at the University of Arkansas conducted a study in order to update and upgrade its first education course. It was determined that this course was of vital importance since it was an introduction to the field of professional education for students and the first systematic contact the faculty had with prospective educators. The first step in the study was a survey of the current literature, which revealed tentative directions for the new program. These new directions included preprofessional experiences, concentration on first undergraduate courses, self-concept, and more student involvement in course decisions. The second

step was to send a questionnaire to 78 universities, seeking information on the role and function of the first course concerning admissions, course content, department where housed, and innovative techniques utilized to introduce students to the field of education. Responses showed a common concern for examination of teacher education programs and a specific concern for using preprofessional experiences in the first course in selection procedures. Using this informational input, a design model was drawn up to provide overall first course aims and objectives. The first course was taught on an experimental basis for one semester to gain feedback as to process of class work and field experiences. A teaching team made up of professional staff met periodically prior to, during, and after the course to determine how to operate more effectively. (RC)

ED 111 760 SP 009 383

Simandle, Sidney

Changing Roles and Patterns in Teacher Certification.

Pub Date 75

Note—4p.; Paper presented at the Summer Workshop of the Association of Teacher Educators (1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Accreditation (Institutions), Governance, \*Professional Associations, State Legislation, State Licensing Boards, \*State Standards, \*Teacher Certification, \*Teacher Education, \*Teacher Qualifications

This paper is a list of 11 changing roles and patterns in teacher certification. The list includes the following: (1) there is a trend toward establishing legal councils on teacher certification; (2) professional mechanisms for formulating policy recommendations for teacher certification are as important as actual voting membership on legal agencies for teacher certification; (3) teacher certification continues to focus on requirements for initial entry into a professional position, and may thus be inadequate in encouraging career-long professional improvement; (4) standards for teacher preparation and certification reflect recommendations of professional organizations; (5) the "approved program approach" is followed for certification instead of transcript analysis; (6) state officials are taking the initiative for cooperative efforts with regional and national accrediting agencies; (7) more specific preparation programs are being established; (8) professional organizations tend to restrict latitude at the local school level through state legislation, and later complain about the rigidity of state regulations; (9) teacher education institutions face the challenge of helping teacher education graduates find jobs; (10) there is a built-in deterrent in teacher preparation and certification programs to bringing into schools personnel who have had rich experiences in other fields; and (11) a possible result of anticipated court tests of the teacher preparation/certification process is certification based on a state administered test. (RC)

ED 111 761 SP 009 384

Cornell, William A.

New Teacher Organization Initiatives and Teacher Education.

Pub Date 14 Aug 75

Note—14p.; Paper presented to the Leadership Institute of the American Association of Colleges for Teacher Education (Annapolis, Maryland, August 14, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Educational Responsibility, Governance, Inservice Teacher Education, Performance Based Teacher Education, \*Professional Associations, Professional Education, \*Responsibility, \*Standards, Student Teaching, \*Teacher Associations, \*Teacher Education

Teacher organizations believe that the teaching profession must govern itself. They are therefore requesting professional commissions in every state to set standards for teacher education. They desire involvement in the planning and implementation of teacher education programs. Teacher organizations feel strongly about competency based teacher education, and although they have always stood for having only competent teachers in the classroom, they will fight governmental intrusions into all professional prerogatives. The organized teaching professions will provide inservice programs for its members. Higher education members of the profession will be invited to be a

part of these programs as equal members, but the organized profession will seek expertise at whatever level it is available. The teacher organizations are planning to take new initiatives to enforce their own code of ethics, but will resist outside interference by those who would wish to use the code for their own benefit. Finally, teacher organizations plan to have a greater say in student teaching/intern programs. They desire more input in the field experiences of future teachers. Teachers are now demanding their professional rights, and the new initiatives of organized teachers will overlap on what has formerly belonged solely to institutions of higher education. (RC)

ED 111 762 95 SP 009 422

Hansen, John H., Ed.

Governance by Consortium.

Multi-State Consortium on Performance-Based Teacher Education, Albany, N.Y.; National Consortium of Competency Based Education Centers, Toledo, Ohio.; Syracuse Univ., N.Y. School of Education.

Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washington, D. C.; Office of Education (DHEW), Washington, D.C. Teacher Corps.

Grant—OEG-0-71-1099(725)

Note—111p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—\*Administration, \*Consortia, Cooperative Planning, \*Educational Coordination, \*Governance, Interagency Cooperation, Interinstitutional Cooperation, Performance Based Teacher Education, State Departments of Education, \*Teacher Centers, Teacher Education

This monograph is the result of a conference held on the subject of governance by consortium. The purpose of the conference was to listen, discuss, and react to four position papers prepared by individuals with differing points of view relative to the shared management of teacher education. This monograph begins with a general discussion of governance, consortiums, and decision making. The remainder of the monograph is divided into two sections. The first section presents position papers by individuals who occupy positions in four of the role groups most commonly included in consorsial governance arrangements. These are university professors, public school teachers, school district administrators, and state department of education personnel. In the second section, three teacher education centers that are managed through consorsial arrangements are described by the directors of those centers. These three centers were selected to represent consortiums between (1) an institution and several participating public agencies; (2) several institutions, several school districts, and an intermediate agency in a nonurban setting; and (3) a large urban school district and several institutions of higher education. (RC)

ED 111 763 SP 009 430

Bauer, Norman J.

HETFIRE: Reactions to a Grand Scheme.

Pub Date 75

Note—9p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Change Agents, \*Change Strategies, \*Consortia, \*Educational Change, Educational Coordination, Educational Innovation, Educational Objectives, Governance, \*Organizational Change, Teacher Centers, Teacher Education Identifiers—\*HETFIRE

The purpose of this paper is to define HETFIRE (the title of a report by the Higher Education Task Force on Improvement and Reform in American Education), and to identify and discuss the key elements contained in HETFIRE. The task force was established in 1972 to determine and conceptualize the best thinking of the higher education teacher education community concerning the reform of American education. The report presented the following three recommendations: (1) accelerated educational reform; (2) creation of personnel development centers; and (3) partnership or shared responsibility in teacher education. The report suggested a number of significant issues, three of which are examined and challenged in this paper. This paper states that the questions of the purposes which formal schooling should serve is completely ignored in HETFIRE; hence we continue to retain and support a conservative, subject-matter centered,



alienating form of education. The paper also disagrees with HETFIRE's suggestion that university professors move into the realm of pragmatic problem solving in the schools. Instead of its confusing the roles of theoreticians and practitioners, the paper suggests that the HETFIRE report should have urged the continued need and support for educational theoreticians at all institutions preparing teachers. The paper also disagrees with HETFIRE's advocacy of giving equal power to teachers, school administrators, community groups, representatives of industry, and interested lay people. (BD)

**ED 111 764** SP 009 436  
Russell, Robert D.

Health Education. Project of Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association.

National Education Association, Washington, D.C.

Pub Date 75

Note—243p.

Available from—National Education Association, Order Dept., Academic Bldg., Saw Mill Road West Haven, Conn. 06516 (Stock No. 1354-9-00, No price quoted)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Attitudes, Behavior, Curriculum Development, Evaluation Methods, Health Activities Handbooks, \*Health Education, \*Health Guides, Instructional Materials, Personal Growth, Personal Values, Physical Development, Teaching Methods

As chapter one states, this resource book tries to explore some new ways of thinking about health education, its needs, and its opportunities. Chapter two attempts to define health and discusses how education affects one's behavior and attitudes towards health. Chapter three deals with various health problems in the United States today and possible solutions. Chapter four discusses how young learners vary in mental, emotional, social, and physical growth. Chapters five and six deal with scientific and non-scientific approaches to, and varying attitudes toward, medicine, education, and health, and how an individual's motives and attitudes can affect health-related behavior. Chapter seven describes the mental, social, and physical risks which people take, involving activities such as sports, drinking, taking drugs, and sex. Chapter eight discusses "getting high" both naturally and with the help of outside stimuli, and how these activities affect one's health. Health and health education in an ecological perspective are discussed in chapter nine. Chapter ten discusses variations from dominant values and how they affect an individual's or group's learning patterns and activities. Chapters eleven, twelve, and thirteen discuss curriculum development, learning and teaching strategies, and various teaching materials and resources. Chapter fourteen deals with the value and various methods of evaluation. Health education outside the school is discussed in chapter fifteen. Chapter sixteen concerns the future of health education. (BD)

**ED 111 765** SP 009 444  
Rothstein, Anne L.

An Information Processing Approach to Skill Acquisition: Perception and Timing.

Pub Date 17 Mar 75

Note—43p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, and Recreation, (Atlantic City, New Jersey, March 17, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Athletics, Eye Hand Coordination, Object Manipulation, \*Perceptual Motor Coordination, Physical Activities, \*Physical Education, \*Psychomotor Skills, \*Skill Analysis, \*Skill Development

In order to understand learners and players in relation to environments typically found in sport, it is necessary to first understand the individual as an information processor who must sample information from the environment, interpret it, organize or select an appropriate motor response, and execute that response. One of the most difficult processing tasks in sport is motion prediction. To examine motion prediction it is necessary to consider factors about the individual, the environment, and characteristics of the object which affect the successful completion of the

goal. The factors about the individual which necessitate prediction are processing, delays, movement organization, reaction time, and movement time. It is also necessary to consider other variables such as depth perception, just noticeable difference, age, and experience. Aspects of the environment which affect performance are the number of potentially relevant stimuli in the environment, the placement of stimuli in the environment, the size of the display, the complexity of the background, the signal-to-noise ratio, and the degree of prominence of the regulatory stimuli. It is also possible to make some tentative statements on the effect of object characteristics on performance. Variables which may be considered are speed, direction, angle, viewing time, prediction distance, and object flight characteristics. Knowledge of the characteristics and effects of these three factors should aid teachers in facilitating learning and performance in skills. (BD)

**ED 111 766** SP 009 452  
Davis, Albie

How to Work with Advisories. Report No. 73.

New England Program in Teacher Education, Durham, N.H.

Pub Date 74

Note—11p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Advisory Committees, \*Citizen Participation, \*Community Action, Community Cooperation, \*Community Involvement, \*Community Role, Policy Formation, School Community Cooperation

The first rule for setting up and working with an advisory is to know that their advice is needed and should be valued. An advisory ensures that advice is received from segments of the community that usually have no voice in policy making. The purpose of the advisory should be established immediately. Familiarization with holidays, vacations, budgeting periods, and other events that will affect the advisory should then take place. Once the basic purpose of and the context in which the advisory must operate has been agreed on, membership becomes an issue. It is essential that care be given to the kinds of people that should be on an advisory. The process of developing membership is continuous; as people agree to serve, a sense of what other kinds of people are needed is developed. After membership selection is completed, the first meeting should be planned. The agenda for the first and subsequent meetings should be worked out in advance with several members and then checked for acceptance with the whole group at the beginning of the meeting. Hopefully, by the end of the first meeting the group will have (1) shared a common understanding of their mission; (2) selected a temporary chairman; (3) reached agreement on how often, when, and where to meet; and (4) settled on an agenda or process for creating an agenda for the following meeting. (RC)

**ED 111 767** SP 009 456  
Goddus, Roland

Planning and Costing Implications in American Teacher Education Programs.

New England Program in Teacher Education, Durham, N.H.

Pub Date Aug 74

Note—14p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Cost Effectiveness, Costs, Educational Finance, \*Educational Innovation, Educational Planning, \*Models, \*Program Costs, \*Teacher Education

This report presents a costing model for teacher education programs. It explains that this is necessary since most teacher education innovations in the United States extensively use technological support, and involve high cost personnel, materials, and systems. The report also notes that the present state in planning and cost projections requires not only establishing present and projected realities as to type of school, instructional program, personnel, organization, and management system; but that it also requires organizing the pieces of the training support system in order to support this proposed reality. The report then presents a model for personnel development which specifies activities that surround and support the training event, so that cost factors can be analyzed. The report also describes some of the situational factors which surround the event, and which may or may not affect cost. All

of the factors involved in the training event have an actual social and financial or personnel cost, and each has its own outcomes as well. According to the report, the model makes it possible to sort out these outcomes as well as to identify and project cost for the training event outcome itself. The report also states that the model enables evaluation of training programs, identifies gaps to be filled, and points out where redundant effort has been placed. (BD)

**ED 111 768** SP 009 458  
Rubin, Robert

[Stress Training for Teachers. "The Crunch"; "Black is the Color"; and "Crossing the Line". Revised].

Film Modules, Inc., New York, N.Y.

Pub Date Sep 73

Note—21p.

Available from—Film Modules Distribution, 496 Deer Park Avenue, Babylon, New York 11702 (Set of three Modules, \$440.00); Also available for viewing at ERIC Clearinghouse on Teacher Education, One Dupont Circle, Washington, D.C. 20036

Document Not Available from EDRS

Descriptors—Discussion Experience, \*Emotional Response, \*Group Discussion, Inservice Teacher Education, \*Psychological Patterns, \*Role Playing, \*Simulation, Sociodrama, \*Teachers

This series on stress training for teachers includes three film modules. They are meant to be shown in sequence, but with at least two hours of discussion between each. The purpose of these modules is not to communicate or entertain, but to stimulate discussion and role playing. The series attempts to encourage each teacher to find his/her own way to deal with feelings of anger, fear, pain, and compassion. Each film portrays possible situations and shows how an individual teacher reacts to them. Other reactions by teachers and students are interspersed. No judgment is made in the film as to whether these reactions are right or wrong. The first module deals with feelings of humiliation and anger, the second with fear, and the third with compassion. Included with the films is a leader's guide which makes suggestions for preparing for the session and aids in leading the discussion following each film. (PB)

**ED 111 769** SP 009 459  
Rubin, Robert

Self-Awareness (Drugs) for Teachers. Part I, "Humiliation and Anger"; Part II, "Fear and Compassion." First Draft.

Film Modules, Inc., New York, N.Y.

Note—35p.

Available from—Film Modules Distribution, 496 Deer Park Avenue, Babylon, New York 11702 (Set of two 16 mm color, \$300.00); Also available for viewing at ERIC Clearinghouse on Teacher Education, One Dupont Circle, Washington, D.C. 20036

Document Not Available from EDRS

Descriptors—Discussion Experience, \*Drug Abuse, \*Drug Education, Emotional Response, \*Group Discussion, Inservice Teacher Education, Psychological Patterns, Reactive Behavior, \*Self Concept, \*Teachers

These two film modules dealing with self awareness on drug abuse for teachers comprise an inservice program of affective education. Each film portrays possible situations and shows how an individual teacher reacts to them. Other reactions by teachers and students are interspersed. No judgment is made in the film as to whether these reactions are right or wrong, since the purpose of these modules is not to communicate or entertain, but to stimulate discussion and role playing. The first film deals with humiliation and anger, and the second with fear and compassion. Included with the films is a leader's guide which makes suggestions for preparing for the session and aids in leading the discussion following each film. Teachers' worksheets for each film module are also included. (PB)

**ED 111 770** 95 SP 009 460  
Kemble, Eugenia McKenna, Bernard H.

PBTE: Viewpoints of Two Teacher Organizations. PBTE Series No. 18.

American Association of Colleges for Teacher Education, Washington, D.C.

Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washington, D.C.

Pub Date Sep 75

Note—100p.

Available from—American Association of Colleges for Teacher Education, One Dupont Circle, Suite 610, Washington, D.C. 20036 (\$4.00)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—Behavioral Objectives, Educational Accountability, Evaluation, Governance, \*In-service Teacher Education, \*Performance Based Teacher Education, Performance Criteria, \*Teacher Associations, \*Teacher Education

This monograph presents the viewpoints of the American Federation of Teachers (AFT) and the National Education Association (NEA) on the subject of Performance Based Teacher Education (PBTE). These manuscripts, solicited from members of the staffs of these two major teacher organizations, describe the concerns that members of the profession have concerning PBTE. The first paper, by a representative from AFT, begins by focusing on the political origins of the competency movement. It then discusses abstract definitions and program realities of PBTE, as well as the kinds of considerations that must go into deciding whether or not the competency based movement will have an impact on improving the quality of teacher education. The second paper, by a representative from NEA, begins by considering the negotiable interests of teachers in teacher education, and why teachers want and require a major role in the activities in teacher education. The paper goes on to stress the need for alternative models in teacher education. A discussion of specific issues in PBTE which are of concern to teachers, and the importance of the continuing education of teachers and other educators concludes this paper. (RC)

**ED 111 771**

SP 009 461

*Harrison, Patrick Nagel, Thomas*

**Support Facilities and Requirements for Competency-Based Programs.**

Pub Date 74

Note—12p.

Available from—Dr. Patrick J. Harrison, San Diego State University, Educational Technology and Librarianship, San Diego, California 92182 (No price quoted)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Ancillary Services, Behavioral Objectives, Information Centers, \*Instructional Materials Centers, \*Performance Based Education, Performance Criteria, \*Resource Centers

Competency based education changes the teacher's role from that of a deliverer of information to that of a manager of learning. In order for the teacher to be able to fulfill this function, it is essential that support mechanisms be established and maintained. Whatever support mechanisms are to be created should evolve from the objectives learners will be asked to accomplish. One simple hierarchy to use for this task includes knowledge level objectives, performance level objectives, consequence level objectives, and affective objectives. Since knowledge level objectives are normally the foundation on which the others are built, the creation of a resource center will play an important part in the development of all four levels of the hierarchy. The purpose of the center should be to provide a gathering point for students, to provide all materials necessary to achieve specified objectives, and to have help available when necessary. Learning packets or modules should be stored and distributed, and pre- and postassessments administered when appropriate. Materials such as filmstrips, videotapes, and simulations should be provided to support module objectives, and the center should have study tables, small group rooms, and learning carrels. (The major portion of this report describes the resource center in detail, including personnel, physical facilities, reference systems, furnishings, and equipment considerations.) (MK)

**ED 111 772**

SP 009 462

*Harrison, Patrick Edmonson, Lillian*

**An Annotated Bibliography of the Evaluation of College and University Teaching Effectiveness. Instructional Development Project.**

San Diego State Univ., Calif.

Pub Date 75

Note—15p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Administrator Attitudes, \*Annotated Bibliographies, \*College Teachers, \*Ef-

fective Teaching, \*Higher Education, Student Attitudes, Teacher Attitudes, \*Teacher Evaluation

Encompassing the five years from 1970 through 1974, this annotated bibliography represents a search of materials relating to the evaluation of college or university professors from the points of view of administrators, colleagues or peers, and students. Most of the information included is from the student point of view and is directed at teacher effectiveness with some information about research, publication, and service. Items are listed by author and include journal articles, materials from ERIC, and books. The ERIC materials include ED numbers. (BD)

**ED 111 773**

95

SP 009 463

*Farrington, Jay A. And Others*

**Representative Incidents in the Adoption Process. Texas Univ., Austin. Research and Development Center for Teacher Education.**

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date 74

Contract—NE-C-00-3-0066; OEC-6-10-108

Note—33p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Adoption (Ideas), \*Case Studies (Education), Change Agents, Changing Attitudes, Educational Change, Educational Innovation, \*Higher Education

This paper presents three case studies of innovation, based on interviews with six adoption agents. Key episodes and incidents which illustrate important principles are drawn from the experiences of these adoption agents. The case studies offer examples of both success and failure—by both internal and external adoption agents. They also emphasize the fact that adoption is a long-term process, requiring good communication between the adoption agent and the adopters, and frequent evaluation of progress. (Author)

**ED 111 774**

SP 009 464

*Keefe, Robert J.*

**Intercollegiate Athletics in the Roaring Twenties.**

Pub Date 16 Apr 75

Note—13p.; Paper presented at the Annual Convention of the North American Society for Sport History (3rd, Boston, Massachusetts, April 16, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Athletic Coaches, \*Athletic Programs, \*Athletics, Extramural Athletic Programs, \*Historical Reviews, Intercollegiate Programs, Intramural Athletic Programs, \*Physical Education, \*Recreational Activities

College sports were started by students in the post Civil War period of the 1860's and 1870's. By the 1880's football, baseball, crew, and track and field were popular intercollegiate sports. The desire of the nation as a whole for diversion after World War I provided an impetus for sports in general and intercollegiate athletics in particular. During the 1920's intercollegiate athletics reached unprecedented popularity. New sports such as basketball, golf, tennis, soccer, lacrosse, swimming, gymnastics, and fencing were added to the program. Colleges were forced to provide new facilities, including large stadiums and new and bigger gymnasiums for popular indoor sports. This increased emphasis on college athletics led to some serious problems, such as commercialism, proselytizing and subsidization of athletics, and coaches who believed in winning at any cost. The formation of the National Collegiate Athletic Association in 1906 resulted in colleges and universities assuming some control over their athletic programs. This in turn created a number of administrative problems. Fortunately, during this period physical education was undergoing some changes too, and its new emphasis on games and sports moved it closer to the athletic programs. By the end of the decade the merger was complete, and the physical education teacher and athletic coach were one and the same. (Author/RC)

**ED 111 775**

SP 009 466

*Caldwell, Stratton F.*

**The Human Potential Movement: Body/Nonverbal/Movement Approaches to Human Growth.**

Pub Date Apr 75

Note—11p.; Paper presented at the Annual Southwest District Conference of the American Association for Health, Physical Education, and

Recreation (Albuquerque, New Mexico, April 17-19, 1975); For related documents, see SP 009 405 and SP 009 406

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Body Image, \*Human Development, Individual Development, \*Nonverbal Communication, \*Personal Growth, Physical Activities, \*Physical Education, Psychological Needs, \*Self Actualization

**Identifiers**—Growth Centers, \*Human Potential Movement

This report briefly describes the recent search for personal and interpersonal growth which has been termed the "Human Potential Movement," and the institutions or "growth centers" which have evolved as a result of this movement. It presents a list of body, nonverbal, and movement experiences derived from descriptive literature of the growth centers identified in the 1974 annual list of such centers published by the Association for Humanistic Psychology (AHP), as well as others not included on the AHP list. The report contains an alphabetical listing of 21 of the more common approaches to body, nonverbal, and movement experiences with many of their meanings presented. The report also includes a bibliography and a reference list for further information about the approaches listed. (BD)

**ED 111 776**

SP 009 467

*Sacay, Valerie Hakam, Ed.*

**Teachers and Teaching: Annotated Bibliographies on Selected Topics. Volume I: Teacher Candidates.**

City Univ. of New York, Brooklyn, N.Y. Brooklyn Coll.

Pub Date Jun 75

Note—144p.; For related documents, see SP 009 468 and 469

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—Academic Education, \*Annotated Bibliographies, Behavior Patterns, Effective Teaching, Personality, Personnel Evaluation, Student Attitudes, Student Teacher Relationship, \*Student Teachers, \*Teacher Education, Teacher Supervision

This bibliography includes annotations of 122 selected research articles and reports on teacher candidates which have appeared in the literature from 1968 to 1972. The entries are numbered and are arranged alphabetically by author in the body of the bibliography. Code letters identify descriptor categories by which each entry is classified. A listing of items by descriptor category follows the annotations. (Author)

**ED 111 777**

SP 009 468

*Sacay, Valerie Hakam, Ed.*

**Teachers and Teaching: Annotated Bibliographies on Selected Topics. Volume 2: Analyzing Teacher Attitudes toward Students and Behavioral Interaction in the Classroom.**

City Univ. of New York, Brooklyn, N.Y. Brooklyn Coll.

Pub Date Jun 75

Note—159p.; For related documents, see SP 009 467 and 469

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors**—Abstracts, Academic Achievement, \*Annotated Bibliographies, Culturally Disadvantaged, Elementary Secondary Education, Exceptional Children, Interaction Process Analysis, Minority Groups, Special Programs, \*Student Behavior, \*Student Teacher Relationship, \*Teacher Attitudes, Teacher Behavior, Tests

This annotated bibliography includes 127 selected research articles and reports on teacher-pupil interaction which have appeared in the literature from 1968 to 1972. The entries are numbered and are arranged alphabetically by author in the body of the bibliography. Code letters identify descriptor categories by which each item is classified. A listing of items by descriptor category follows the annotations. (Author)

**ED 111 778**

SP 009 469

*Sacay, Valerie Hakam, Ed.*

**Teachers and Teaching: Annotated Bibliographies on Selected Topics. Volume 3: Characteristics, Attitudes, and Values of Teachers.**

City Univ. of New York, Brooklyn, N.Y. Brooklyn Coll.

Pub Date Jun 75

Note—159p.; For related documents, see SP 009 467 and 468

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors**—Abstracts, \*Annotated Bibliographies, Curriculum, Job Satisfaction, \*Personal Values, \*Role Perception, Teacher Aides, \*Teacher Attitudes, \*Teacher Characteristics, Teachers, Work Environment

This bibliography is comprised of annotations of 142 selected research articles and reports, on topics relating to factors which influence teachers' perception and fulfillment of their professional role, which have appeared in the literature from 1968 to 1972. Items relating to factors such as organizational climate, curriculum, job satisfaction, and teacher aides are included. The entries are numbered and are arranged alphabetically by author in the body of the bibliography. Code letters identify descriptor categories by which each item is classified. A listing of items by descriptor category follows the annotations. (Author)

**ED 111 779** SP 009 471

*Oliver, John, Comp.*

**Survey of Teachers' Salaries in U.S. Public School Systems with Statistical Appendix.**

American Federation of Teachers, Washington, D.C.

Pub Date Mar 75

Note—66p.

Available from—Order Department, American Federation of Teachers, AFL-CIO, 1012 14th Street, N.W., Washington, D.C. 20005 (Item No. 84; \$2.50 for Nonmembers, \$1.00 for members)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Elementary School Teachers, Elementary Secondary Education, Salary Differentials, \*Secondary School Teachers, \*Statistical Surveys, \*Tables (Data), Teacher Employment, \*Teacher Salaries

This survey of salary schedules for classroom teachers (elementary and secondary), is primarily a listing of the 1974-75 salary schedules of more than 880 school systems. It also provides a statistical appendix which includes tables showing salaries for college graduates, comparative average annual salaries of professional occupations, cost-of-living and family budget information, and AFT vs NEA salaries. The data presented reveal that this year's average salary increase again failed to keep pace with inflation. The survey also shows that beginning salaries for teachers with bachelor's and master's degrees increased by about 6 per cent over the previous year. In addition, a marked reversal of the narrowing differential between starting salaries in public school teaching and private industry is indicated. (BD)

**ED 111 780** SP 009 472

*Bulcock, Jeffrey W. And Others*

**Women Teachers in Newfoundland and Labrador 1972: A Statistical Description.**

Memorial Univ., St. John's (Newfoundland). Faculty of Education.

Pub Date Jan 73

Note—158p.

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors**—Foreign Countries, Job Satisfaction, \*Questionnaires, \*Statistical Analysis, Surveys, \*Teacher Attitudes, \*Teacher Characteristics, Teacher Salaries, \*Women Teachers

**Identifiers**—Canada, \*Newfoundland (Labrador)

This statistical survey of women teachers in Newfoundland and Labrador was financed by the Faculty of Education at Memorial University and was carried out under the auspices of the Department of Education. A 17 page questionnaire was mailed to a provincial sample of women teachers who were teaching during the 1971-72 school year. It was designed to elicit a wide range of information on biographic and demographic characteristics, career development and satisfaction, professional interests and attitudes, and economic consideration. This report is the first in Canada to present descriptive information of women teachers both comprehensive in scope and generalizable to a provincial population. It is intended that the data on which this normative report is based will be used for a series of analytical studies on such questions as (1) determinants of professional and community involvements of women teachers, (2) factors affecting women teachers' support of militant professionalism, (3) determinants of the probability of women teachers making permanent careers in teaching, (4) analysis of the work satisfaction of women teachers, and (5) women teachers' attitudes

toward their professional training. The body of the report presents the data collected in 31 statistical tables. Appendixes are attached which include the questionnaire, a guide for assistance in completing the questionnaire, and followup letters. (BD)

**ED 111 781** SP 009 473

*Goddu, Roland*

**An Introductory Handbook for Developing Community and School Partnership.**

New England Program in Teacher Education, Durham, N.H.

Pub Date Jul 75

Note—106p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—Change Agents, Group Behavior, \*Group Experience, Models, \*Program Development, \*School Community Cooperation, \*School Community Programs, \*School Community Relationship

This handbook is intended to provide local school personnel, teachers, and parents with guidelines for developing a partnership for improved programs. It is divided into seven sections. Section 1 discusses the range of concepts in school-community partnerships. This section, as well as the next two sections, includes rating scales, worksheets, and items for discussion. Section 2 presents models for group involvement, and models for program development are discussed in section 3. The next section contains examples of forms to be used in monitoring and evaluation of the program. Selected references are listed in section 5, and section 6 is an example of a test to measure behavior of persons in groups. The final section describes the processes a change agent must complete to effect innovation. (RC)

**ED 111 782** SP 009 474

*Goddu, Roland*

**An Introduction to Simplified Performance Management Approaches. Report No. 98.**

New England Program in Teacher Education, Durham, N.H.

Pub Date Jul 75

Note—91p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—Adoption (Ideas), Educational Innovation, \*Management by Objectives, \*Management Systems, \*Objectives, Principals, \*Supervision, \*Systems Approach

**Identifiers**—\*Teacher Corps

This guide to simplified performance management approaches contains five sections. The first section, entitled "Simple Techniques for Managing an Innovation," is written from the viewpoint of a principal as manager. It describes how to manage an innovation, develop an objective, allocate resources for the innovation, keep organized records, and assess the program. There are many worksheets and charts included in this section. The second section is a discussion of the origins and the current state of management by objectives. The next section tells project directors how to implement a management and supervision by results approach, and how to evaluate the outcomes. This section also includes charts and worksheets. Innovation adoption is the subject of the next section. It is entirely composed of charts and forms to be completed. The final section is an introductory workbook to management by objectives for Department of Education personnel. It is divided into an introduction, an overview of management by objectives, a description of how to develop an objective, and a description of how to use objectives to manage activity. There are also several worksheets and charts in this section. (RC)

**ED 111 783** SP 009 475

*Goddu, Roland*

**Organization Patterns and Decision Making Patterns in Teacher Corps Projects.**

New England Program in Teacher Education, Durham, N.H.

Pub Date Jul 75

Note—24p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Community Coordinators, \*Decision Making, \*Decision Making Skills, \*Educational Programs, \*Organization, Workbooks

**Identifiers**—\*Teacher Corps

This guide to organization and decision making patterns in a Teacher Corps project is in the form of a workbook. It contains several forms and

worksheets to be completed. There is a discussion of decision making patterns and a review of decision making skills. It is stated that to make good decisions, one needs skills to (1) identify the persons involved; (2) identify how those persons make decisions; and (3) identify if, when, and how a decision is made. There is an appendix containing the Teacher Corps definition of the community coordinator role. (RC)

**ED 111 784** SP 009 476

*Goddu, Roland*

**A Guide to Improving Skills of Teachers in: (a) Team Building, (b) Team Operations, (c) Team Planning, (d) Team Evaluation.**

New England Program in Teacher Education, Durham, N.H.

Pub Date Aug 75

Note—25p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Evaluation Needs, Inservice Teacher Education, Open Plan Schools, Program Development, Teacher Developed Materials, \*Teaching Methods, Teaching Skills, \*Team Teaching, \*Team Training, \*Teamwork, \*Training Techniques

This guide is a product of two teams of teachers who worked together to develop teaming techniques for open space schools. The purpose of the guide is to outline suggested steps to follow as various team teaching possibilities are implemented. The guide is organized in the following sections: (1) team building, (2) team operations, (3) team planning, and (4) team evaluation. The first section states that after the individuals have been grouped for teaming there exists a series of steps necessary for the continuing process of building the team and maintaining its effectiveness. The steps are then listed along with decisions the team must make. The second section lists the policies and rules to be considered when a group is establishing its operational framework. The section on planning discusses the process involved in assessment of students needs, and presents steps and procedures to meet these needs. The final section states that evaluation is the key to the successful operation of any team. Several evaluation forms are included as examples of the different ways of evaluating teams. (RC)

**ED 111 785** SP 009 477

*Gibbs, Gloria S.*

**Implications of Learning Theory in a Systems Approach to Supervision.**

Note—22p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Autoinstructional Aids, Individualized Instruction, \*Instructional Design, Performance Criteria, Practicums, \*Practicum Supervision, \*Student Teachers, \*Student Teaching, \*Systems Approach, Teaching Skills

This report presents the results of a curriculum project which produced an instructional design for field supervision. The primary objective was to operationalize the "systems approach" to field supervision by showing how the theory/practice synthesis, learning theory, and variation of newer instructional designs could be used in the student teaching practicum at the University of Illinois, Chicago Circle Campus. The instructional design, placed in the context of learning theory, consists of nine components and a flow chart model depicting the components and their relationships in achieving objectives applicable to a specific skill(s) or concept needed by the student teacher. Included in the report are guidelines for developing a self-instructional package (SIP) focusing on a specific skill or concept needing mastering by the student teacher. The concomitant use of the SIP based on this instructional design in a learning/teaching classroom setting is intended to (1) provide self-paced, individualized learning for the student teacher; and (2) provide systematic feedback and evaluation of the student teacher's performance by both the classroom cooperating teacher and the college supervisor. A self-instructional package, with self-contained units, developed within the framework of a nine-component instructional system is currently being used to help students acquire specific skills associated with the open classroom concept. (Author)

ED 111 786 88 SP 009 478

*Wolpert, Edward M. Schroeder, Thomas S.*  
**End-Of-Year Report Switzerland County-School Corporation: Learning Tutors Offer Instructional Assistance. Program Description and Evaluation.**

Office of Education (DHEW), Washington, D.C.; Switzerland County School Corp., Vevay, Ind.  
 Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Supplementary Centers and Services.

Pub Date 30 Jun 75

Note—25p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Cross Age Teaching, \*Elementary Education, \*Elementary School Students, \*High School Students, Individual Instruction, Individualized Programs, Reading, Remedial Instruction, Remedial Reading, Social Experience, \*Tutorial Programs, Tutoring, Tutors  
 Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

The major goal of the "Learning Tutors Offer Instructional Assistance" project was to effect positive academic, social, and attitudinal changes in the participant. The participants included high school tutors and elementary school tutees who met and worked together on a daily basis. The activities for the tutorial sessions were decided upon cooperatively by the tutor and the tutee's teacher. The sessions took place at "Tutor Stations" which were located in the hallways of the elementary school, in quiet corners of some classrooms, or in unused rooms. To implement the program a preschool training program was conducted to permit the involved staff to develop the tutoring program. Tutoring kits were completed that contained instructional materials and progress charts. Tutors were then trained by the elementary teachers. The tutors were evaluated on the basis of interviews with their parents, their teachers, the tutee's teacher, and the tutors themselves. The experience may have helped to maintain the tutor's academic growth and did enhance their desirable personal qualities. Evaluation of the tutees was conducted by interviews with their parents, their teachers, their peers, and the tutees themselves. The tutees made very satisfactory progress with regard to their personal development and academic performance. (RC)

ED 111 787 SP 009 479

*Harkness, Harvey And Others*  
**New Hampshire Staff Development Handbooks: 1, 2, 3. Report No. 74.**

New England Program in Teacher Education, Durham, N.H.

Pub Date Sep 74

Note—156p.

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—\*Developmental Programs, \*Directories, Educational Resources, Guidelines, \*Manuals, \*Resource Guides, \*Staff Improvement, Staff Orientation

Identifiers—\*New Hampshire

This handbook/catalogue is divided into three parts, the first of which is entitled "Handbook for Staff Development," and was written for those new to New Hampshire, the education profession, or the concept of staff development. It contains background information, philosophy, and procedures on staff development; it seeks to encapsulate the conceptual origin of staff development and explain its philosophy as it affects the individual staff member and local supervisory union/district. It explains how staff development is organized within the district and how it can be implemented and evaluated, and offers sources of information available to local districts. Part 2 is a list of the names, titles, addresses, and telephone numbers of educational resource people. These are listed alphabetically by subject area and include 75 subjects such as activity-centered classrooms, administration, adult education, arts and crafts, behavior, career counseling, communication skills, curriculum, day care, ERIC, health, library services, news media, physical education, and vocational counseling. Part 3 of this handbook/catalogue is a directory of external resources, and includes listings on (1) arts resources; (2) boat cruises; (3) educational resources; (4) historic resources; (5) organizational and state agency resources; (6) places of interest; and (7) science centers. The entries consist of the name, address, and telephone numbers of the place or organization, and sometimes an annotation. (BD)

ED 111 788 SP 009 480

*Roe, William H. LaConte, Christine*  
**Teacher Education in Connecticut Still an Urgent Matter.**

Connecticut Univ., Storrs.

Pub Date Apr 75

Note—19p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Cultural Differences, Day Care Services, Experimental Programs, Handicapped Children, Individualized Instruction, Inner City, Junior High School Students, Open Education, Performance Criteria, \*Pilot Projects, \*Practicums, State Action, \*Student Teaching, \*Teacher Education

Identifiers—\*Connecticut

This report describes 11 pilot projects which were initiated by the Connecticut Joint Teacher Education Committee (JTEC). The JTEC, which was created to administer two Public Acts established in 1968, consists of members of the Commission for Higher Education and members of the State Board of Education. The two Public Acts provide funds to establish pilot projects in teacher education. The JTEC set up an advisory committee representing a variety of interests to stimulate project ideas. The major part of this report is the description of the 11 pilot projects which were accepted for funding. Each project description includes theory, actual experiences, and, in some cases, a survey of the project's effectiveness. The projects concern merging theory and practice, the inner city, language and cultural differences, the handicapped, day care centers, junior high school students, individually guided education programs, the audio-tutorial technique of instruction, open classrooms, affective education in teacher training, and performance objectives. The report recommends that ideas which emerge from these projects be incorporated into the mainstream of teacher education in the state. It then lists those suggestions it feels would result in better teacher education in Connecticut. (MK)

ED 111 789 SP 009 481

*Anderson, Edwin R.*  
**Personal Inquiry in the Classroom: An Alternative Approach to Educational Research.**

Washington Univ., Seattle. Educational Assessment Center.

Pub Date Aug 75

Note—12p.

Available from—Educational Assessment Center, University of Washington, 1400 Campus Parkway, PB-30, Seattle, Washington 98195 (No price quoted)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Behavioral Objectives, \*Classroom Research, Educational Research, \*Student Motivation, \*Student Teacher Relationship, \*Teacher Influence, \*Teacher Role, Teaching Methods

A method of individual classroom research is proposed and demonstrated in this paper. Its purpose was to show that by capitalizing on baseline data collected from a similar prior class and focusing treatment on difficult test items, the instructor can develop sensitive within-class designs for the detection of treatment effects. An experiment using written objectives given to students to aid their learning and using the single classroom design shows that objectives significantly improve learning. The experiment was conducted with 54 students in an introductory psychology class at the University of Washington. Students were given lecture objectives but no objectives for the reading assignments for the first four week period. During the second four week period a reversal was made and objectives were given with the reading assignments but not with the lectures. Student performance was measured with multiple choice test questions. In addition to improving learning, the experiment showed that written objectives interact with item difficulty. These results lead to the recommendation that instructors engage in personal inquiry into their efforts to influence student learning and that such inquiry be added to the educational research literature. (Author/BD)

ED 111 790 SP 009 482

*Goddu, Roland*  
**Handbook for Supervision of Personnel in Performance Based Management Organizations.**

New England Program in Teacher Education, Durham, N.H.

Pub Date Sep 75

Note—21p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Employer Employee Relationship, Guides, \*Management by Objectives, \*Manuals, \*Organizational Development, Personnel Evaluation, \*Personnel Management, \*Supervision, Supervisors

The purpose of this handbook is to provide some tools for supervision which can help the employer and the employee work out expectations, evaluation, and on-going operations. It is divided into four sections entitled (1) Describing Performance Characteristics, (2) Negotiating Outcomes, (3) Negotiating Procedures, and (4) Recording Performance. The handbook presents materials which make it possible for an employee and a supervisor to negotiate simple written agreements. These materials include examples of a rating scale describing performance characteristics, a performance needs analysis document, pre- and post-negotiations sessions checklists, and quarterly reports. These tools make it possible for human dimension to be identified and supported while providing structures for clarifying and specifying organization objectives, the individual employee's role in supporting these objectives, and the supervisor's task of reporting performance in terms of organization requirements. (BD)

ED 111 791 95 SP 009 483

Hall, Gene E.

**The Concerns-Based Adoption Model: A Developmental Conceptualization of the Adoption Process Within Educational Institutions.**

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Feb 74

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974)

Available from—Communication Services Division, Research and Development Center for Teacher Education, Education Annex 3.205, University of Texas at Austin 78712 (\$1.00)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Adoption (Ideas), \*Change Agents, \*Changing Attitudes, Diffusion, Educational Change, \*Educational Innovation, \*Models, Transfer of Training

The Concerns-Based Adoption Model (CBAM), a representation of the process by which an educational institution adopts an innovation, views adoption as a developmental process involving complex interaction between an adopting institution, a user system, and a resource system. The resource system is usually a formal organization whose expert knowledge of the innovation is available to the user system. This interaction, called collaborative linkage, is ideally characterized by open communication, which allows the resource system to assess the individual user's needs and concerns, and to select personalized intervention strategies based on this assessment. It is hypothesized that there are different, identifiable stages of concern about, and levels of use of an innovation. The user system's advancement to higher levels of use and concern is a developmental process. The intervention strategies of the resource system are aimed at answering the user's concerns, arousing higher concerns, and thereby advancing the level of use of the innovation. (Author)

ED 111 792 SP 009 484

**A Report on the Status of Teacher Evaluation Programs in Connecticut 1974-1975.**

Connecticut State Dept. of Education, Hartford.; Connecticut Univ., Storrs. Educational Resources and Development Center.

Pub Date Mar 75

Note—128p.

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—\*Educational Legislation, Educational Programs, Evaluation Methods, \*State Departments of Education, \*Teacher Evaluation

Identifiers—\*Connecticut

This progress report on the first year of the Teacher Evaluation Act in Connecticut contains four sections, the first of which provides a broad perspective of the process for implementation of the Act and describes how that process was developed. The second section discusses the forms sent to and completed by the school districts and teacher organizations. These forms concerned how teacher evaluation procedures were

being utilized, how the guidelines for the Act were being met, and what the plans for implementation of the guidelines were. The next section lists a number of general observations regarding the implementation of guidelines for the Act which are drawn from an analysis of the data provided by the forms. The final section lists recommendations based on a review of the findings and observations. Several appendixes are attached which contain the Teacher Evaluation Act and guidelines, progress report forms, and criteria for evaluation of plans. (RC)

**ED 111 793** 95 SP 009 486

*Van Fleet, Alanson A.*

**Structure and Process in Collaboration: Florida's Collaborative Model Project as a Case Study.** Florida Univ., Gainesville. Coll. of Education. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 75

Grant—OEG-0-73-1319(715)

Note—37p.; Best copy available

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**\*Behavior Patterns, \*Educational Coordination, \*Group Behavior, Group Dynamics, Group Experience, Inservice Teacher Education, \*Interaction, Interaction Process Analysis, \*Interinstitutional Cooperation, Leadership

**Identifiers—**\*Collaboration

The Collaboration Model Project Council, at the University of Florida, represents an attempt to establish interinstitutional collaboration among (1) a university and two community colleges, (2) three county public school systems, (3) the teachers' associations of three counties, (4) community parents and citizens of three counties, and (5) college students involved in teacher preparation. The purpose of the council is to provide input into decisions made concerning inservice teacher education and staff development. A systematic observational study of the council was undertaken to analyze its operations. Findings revealed that the tempo of the meetings was controlled by the project director, and that patterns of interaction developed among members of the council. These patterns represented regularized exchanges of verbal behavior, sequencing of activity, and the use of space. Leadership of the council was also found in the project director. Next in line were three or four council members who tended to take prominent roles in discussion and decision making. In conjunction with its more general interaction patterns, informal groups made up of those members who interacted regularly apart from the formal setting, formed within the council. It is through these structures and behavior patterns that individual members taught themselves how to fit into the operation of the council. (RC)

**ED 111 794** SP 009 487

*Romano, Francis A. Spiecker, Joseph*

**Educational Media Competencies for Future Secondary School Teachers: A Comparative Study of Views Held by Secondary School Principals and Academicians.**

Nova Univ., Fort Lauderdale, Fla.

Pub Date 12 Jul 74

Note—39p.; A practicum presented to Nova University in partial fulfillment of the requirements for the Degree of Doctor of Education (Nova University, July 12, 1974)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**\*Education Courses, Instructional Innovation, \*Instructional Media, Practicums, \*Questionnaires, Secondary Education, \*Secondary School Teachers, Surveys, \*Teacher Education, Teaching Skills

The purpose of this study was to obtain evidence that a formal course in educational media should be required of all secondary education students at Trenton State College. In order to obtain this evidence, a questionnaire was sent to 324 public secondary school principals in New Jersey and 220 academicians at Trenton State College. Sixty-eight percent of the principals and thirty-five percent of the academicians surveyed returned the questionnaire. The questionnaire asked the subjects to rate seven educational media competencies according to their importance for secondary school teachers on a scale of 1 to 5. From eight academic approaches listed on the questionnaire, the subjects were also asked to indicate the approach they viewed as best for the development of the seven educational media

competencies in secondary school teachers. It was concluded from the findings of this study that secondary school principals and academicians place "great importance" on the seven educational media competencies, and that they view a three-credit introductory course in educational media as the best academic approach for the development of educational media competencies in secondary school teachers. (Author)

**ED 111 795** SP 009 488

**The Student NEA Looks at Accreditation.**

National Student Education Association, Washington, D. C.

Pub Date Jul 75

Note—53p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**Academic Standards, \*Accreditation (Institutions), Educational Change, \*Guidelines, Organizations (Groups), Student Evaluation, Student Organizations, Student Participation, \*Teacher Certification, \*Teacher Education

**Identifiers—**\*Student National Education Association

This booklet is the result of a partnership project between the Student National Education Association (NEA) and the NEA Division of Instruction and Professional Development. It attempts to provide Student NEA members with background information about accreditation and certification in teacher education so that they can take action to make changes in teacher education programs. It provides an understanding of (1) the purpose of accreditation and the organizations involved in accreditation; (2) how these state, regional, and national associations are organized and operate; and (3) how they are interrelated. It also deals with the role of the teaching profession in accreditation, the problems and issues involved in accreditation of teacher education programs, and criticisms of the accreditation process. Finally, it explains how to become involved in organizations concerned with accreditation in order to make changes in teacher preparation programs. (BD)

**ED 111 796** SP 009 489

*Goodlad, John I. And Others*

**A Study of Schooling in the United States.** September 1, 1973-August 31, 1979.

Spons Agency—Charles F. Kettering Foundation, Dayton, Ohio.; Rockefeller Foundation, New York, N.Y.; Spencer Foundation, Chicago, Ill.

Pub Date 1 Dec 74

Note—67p.; Paper presented at the Annual Meeting of the American Educational Research Association, Symposium on Large Scale Evaluation Efforts (April 1, 1975). Not available in hard copy due to marginal reproducibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**Affective Behavior, Art Education, Behavior Patterns, Classrooms, \*Curriculum, Curriculum Evaluation, Global Approach, \*School Community Relationship, \*School Environment, \*Schools, \*Social Systems, Student Teacher Relationship

The purpose of this proposed study is to define and describe what school is, to examine the events that occur within schools and the meaning these events have for those in the school and its community. It will be composed of the following substudies: (1) curriculum, (2) global education, (3) art, (4) affective, (5) social system of the school staff, (6) social system of the classroom, and (7) school-community relations. The general purpose of the curriculum substudy is to determine what "curriculum" is from a variety of perspectives within the sample of schools. The global education substudy will be conducted to see what is being done in the nation's schools to develop a global perspective. The art substudy will attempt to identify existing methods and content of instruction in the arts, and to compare and contrast these with exemplary programs. The affective substudy was created to gather and analyze data which could provide insights into what is actually happening to children affectively in schools. The purpose of the social system of the school staff substudy is to look at the school as a place where adults interact with one another to produce the school setting, while the substudy on the social system of the classroom will investigate the relationship of teacher leadership to pupil productivity, morale, and compliance. Finally, the school-

community relations substudy will attempt to characterize the nature of the relationship that exists between the school and its community. (RC)

**ED 111 797** SP 009 490

*Verner, Zenobia Brown, Ed.*

**Indicators of Competence for Secondary Student Teachers at the University of Houston (Main Campus).**

Pub Date 75

Note—25p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*Behavioral Objectives, Higher Education, \*Performance Based Teacher Education, \*Performance Criteria, Performance Factors, Student Behavior, Student Teachers, \*Student Teaching, \*Teacher Behavior

**Identifiers—**\*University of Houston

This report defines 16 designated program competencies of the University of Houston's competency based teacher preparation program and then lists the indicators of each competency. The indicators are separated into three categories, which include (1) behavior of student teachers before or after class, (2) behavior of student teachers during class, and (3) behavior of students during class. The identification of indicators was deemed necessary to ensure that the teacher preparation program was competency based. (MK)

**ED 111 798** SP 009 491

*Bauchmoyer, Sandra L. Lefevers, Victoria*

**Relationships Between Components of Speed, Accuracy, and Fencing Success.**

Pub Date 75

Note—10p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, and Recreation (1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**Athletics, Higher Education, Physical Activities, \*Physical Education, \*Psychomotor Skills, \*Skill Analysis

**Identifiers—**\*Fencing

The purpose of this study was to investigate the relationships between three tests which measured specific components of fencing skill and foil fencing success as determined by criterion measures derived from a round-robin tournament. The subjects were 59 women enrolled in four beginning fencing classes taught by the same instructor at the University of Iowa. The data collected included performance on a test of combined reaction-movement time, similar to the parry; a wall target test of accuracy of the thrust with the foil; and a test of speed of the advance-retreat movement. Measures of the fencing success of each subject were obtained from class round-robin tournament results, and two criterion measures were computed. The first measure was based on the touches the fencer made against opponents; the second, on both the touches made against opponents and touches scored on the fencer. Results indicated (1) that speed of the combined reaction-movement time variable had significant negative relationships with the two criterion measures of fencing success, (2) that the two criterion measures were significantly related to each other, and (3) that the wall target accuracy variable had a significant relationship with criterion 1. (Author/BD)

**ED 111 799** SP 009 492

*Johnson, Anne D.*

**A Handbook Related to Office Counseling Techniques for the College Level Sex Educator.**

Pub Date Jun 75

Note—65p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**\*Counseling, Counseling Effectiveness, \*Counseling Services, Counselors, Guides, \*Higher Education, Psychological Services, \*Sex Education, \*Therapy

This handbook is designed for use by the college level sex educator who attempts preventative counseling related to sexual dysfunction in an office setting. It contains a brief review of current literature related to coitus among single youth which reveals the sociopsychological context of behavior. This discussion includes incidence of coitus among single adolescents and youth, the physiological revolution, cohabitation of college students, norms and sexual behavior, theories explaining normal intercourse among single young people, anxiety associated with sexual behavior, and contraceptive behavior among sexually active



youth. The guide then examines the program of Psychological Services at the State University of New York and office counseling techniques of physicians when dealing with such specific sexual problems as orgasmic dysfunction, vaginal constriction, dyspareunia, promiscuity, impotence, and premature ejaculation. It also discusses communication and education related to sex and sexuality as means of improving sexual functioning, as well as presenting models of sex therapy which provide a background for the sex educator in counseling. A reality therapy model of counseling is developed for the educator in treating immediate causes of sexual dysfunction. A bibliography of 64 books is also included. (Author/BD)

**ED 111 800** SP 009 493  
Essential Criteria for Teacher Preparation Programs.

National Student Education Association, Washington, D. C.  
Pub Date Feb 75  
Note—15p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—Cooperating Teachers, \*Criteria, Educational Resources, Field Experience Programs, Methods Courses, Parent Teacher Cooperation, Student Participation, \*Teacher Education, \*Teacher Education Curriculum, Teacher Evaluation, Teacher Seminars, Teacher Workshops  
Identifiers—Student National Education Association

The Student National Education Association (Student NEA) has developed criteria for teacher preparation programs which it feels reinforce current standards, emphasize particular elements within the standards, or generate goals that require the attention or consideration of conditions viewed to be essential to students but not present in all existing programs. The association hopes that these criteria can be first disseminated for use as the established guidelines for state and local chapters of the Student NEA, next as a document for use by administrative/faculty/student units for teacher education on college campuses, and finally as accepted criteria to measure the student dimension by National Council for Accreditation of Teacher Education (NCATE) evaluation teams. This publication presents guidelines and questions for standards in the areas of (1) knowledge/theory/practice, (2) human relations, (3) field experience, (4) parent-teacher relationship, (5) student input, (6) assessment, (7) resources, (8) professionalism, and (9) professional teacher input. (BD)

**ED 111 801** 95 SP 009 494  
Panel Summaries from the National Conference on Studies in Teaching (June 16-20, 1974, Washington, D.C.).  
National Inst. of Education (DHEW), Washington, D.C.  
Pub Date Dec 74  
Note—141p.; For related documents, see SP 009 495-504

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**  
Descriptors—\*Educational Objectives, \*Educational Theories, \*Instructional Innovation, \*Research Methodology, Teacher Behavior, \*Teacher Education, \*Teacher Recruitment, \*Teaching Skills

This volume consists of abridged reports of the 10 panels that participated in a five-day conference in Washington during the summer of 1974. The primary objective of the conference was to provide an agenda for further research and development to guide the National Institute of Education in its planning and funding over the next several years. Both by the involvement of some 100 practitioners, administrators, and researchers as panelists, and by the public debate and criticism of the panel reports, the institute aims to create a major role for the practitioner and research communities in determining the direction of government funding. The conference panels were organized around the following major points in the career of a teacher: (1) the teacher's recruitment, selection, and retention (Panel 1); (2) training and performance, as approached from various perspectives (Panels 2-6); and (3) instructional personnel utilization (Panel 7). In addition, several special problem areas for planning and research were covered by another three panels. These were the role of the teacher in new instructional systems (Panel 8), research methodology (Panel 9), and theory development

(Panel 10). Within its specific problem area, each panel refined its goal statement, outlined several approaches or overall strategies, identified potential programs within each approach, and outlined illustrative projects so far as this was appropriate and feasible. (Author/BD)

**ED 111 802** 95 SP 009 495  
Gage, N. L., Ed.

NIE Conference on Studies in Teaching; Panel 1, Recruitment, Selection, and Retention.  
National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 75  
Note—53p.; For related documents, see SP 009 494-504

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
Descriptors—\*Educational Research, Effective Teaching, Job Market, Teacher Education, \*Teacher Placement, \*Teacher Qualifications, \*Teacher Recruitment, \*Teacher Selection, Teacher Supervision, Teaching, Teaching Skills  
The goal of this panel was to recommend research that would identify factors affecting recruitment, selection, and retention of teachers and means of improving these processes. The panel also attempted to plan exemplary research and development activities for devising, validating, and installing methods for improving individuals' and institutions' decisions at critical points in a teacher's career. The panel attempted to relate recruitment, selection, and retention processes to one another and to discuss their interdependency. Much of the discussion centered on the role of research in determining values and priorities which school systems place on possible educational outcomes and how school systems differ in their educational goals. The panel also discussed the effect of the job market on recruitment and selection. The panel formulated six approaches for research and development within the general area of recruitment, selection, and retention which were proposed and considered on the basis of the sequence of activities or decision points in a teaching career. These approaches were concerned with analyzing and improving methods for recruiting teachers and teacher trainees, methods for selecting teacher trainees and teachers, methods for teacher placement and orientation, and the supervision and inservice education of teachers. They also dealt with investigating the relationship of teacher preparation objectives and curriculum to teacher competency and effectiveness, and the decision-making processes underlying position changes in teaching. (BD)

**ED 111 803** 95 SP 009 496  
Gage, N. L., Ed.  
NIE Conference on Studies in Teaching; Panel 2, Teaching as Human Interaction.  
National Inst. of Education (DHEW), Washington, D.C.  
Pub Date Dec 74  
Note—58p.; For related documents, see SP 009 494-504

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
Descriptors—\*Classroom Communication, \*Educational Research, Effective Teaching, \*Human Relations, Interaction, \*Interaction Process Analysis, Intergroup Relations, Research Utilization, Student Teacher Relationship, Teacher Education, Teaching, \*Teaching Skills

The goal of this panel was to develop the means to improve the reliability, validity, and utility of analyses of human interaction in learning settings. Research on interaction itself, as well as its association with the variables of student learning, student characteristics, setting characteristics, and teacher education were all concerns of this panel. The panel organized its work around needs in teaching as human interaction, and proposed three research approaches based on these needs. The panel's discussion focused on these approaches as well as the organization of specific programs and projects under them. The first approach concerned research on human interaction within education settings, the goal of which was the creation of knowledge and understanding of the process of teacher-pupil and pupil-pupil interactions during teaching and learning. Research on teacher education, which builds on the knowledge developed in research on teaching as human interaction, was the second approach. The third approach dealt with issues of methodology, instrumentation, and professional communications, and focused on the special dif-

ficulties of research on teaching as human interaction. Finally, the panel emphasized the need for taking into account the ways in which teachers will adapt research-based knowledge and teaching skills to their own classrooms, students, and styles. Such adaptations will determine the validity and utility of the knowledge to be derived from research on teaching as human interaction. (BD)

**ED 111 804** 95 SP 009 497  
Gage, N. L., Ed.

NIE Conference on Studies in Teaching; Panel 3, Teaching as Behavior Analysis.  
National Inst. of Education (DHEW), Washington, D.C.

Pub Date Dec 74  
Note—75p.; For related documents, see SP 009 494-504

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
Descriptors—Accountability, \*Behavioral Objectives, \*Behavioral Science Research, \*Effective Teaching, \*Preservice Education, School Community Programs, \*Teacher Education, Teacher Improvement

The goal of this panel was to improve teacher training and teaching effectiveness through applied behavior research in instructional settings. Eight approaches for achieving this goal and for organizing suggested research programs were adopted and discussed. The first of these focused on an increase in the utilization of applied behavior analysis in the preservice education of teachers. The second discussed the development of procedures for installing and maintaining effective teaching and teacher education techniques and systems in new settings. The third approach presented procedures for the development of more effective teacher performance through teacher training, and the development and improvement of existing teacher support systems. The fourth approach concerned the development, through empirical research, of systematic procedures that could be used to define the goals and objectives of educational programs. The development of a community education training program for parents was discussed in the fifth approach. The sixth focused on the development and evaluation of measures of teaching processes and outcomes. The seventh concerned developing and testing methods by which teachers and teacher-training institutions can make themselves more accountable for their performance. The last approach dealt with developing criteria for the funding of educational research which aim to ensure outcomes of direct relevance to teachers in attaining their instructional objectives. (BD)

**ED 111 805** 95 SP 009 498  
Gage, N. L., Ed.

NIE Conference on Studies in Teaching; Panel 4, Teaching as Skill Performance.  
National Inst. of Education (DHEW), Washington, D.C.

Pub Date May 75  
Note—53p.; For related documents, see SP 009 494-504

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
Descriptors—Affective Behavior, \*Instructional Improvement, Research Projects, \*Skill Analysis, \*Skill Development, Teacher Behavior, \*Teaching Skills

This panel's goal was to develop the means to improve teachers' ability to perform general and specific skills of teaching within curriculum areas and student development levels. The panel focused on research to improve teacher performance of instructional skills and identified two basic approaches to this research. The first approach dealt with the identification of important teaching skills by (1) utilizing statements drawn from psychological, developmental, and pedagogical theories, as well as theories of subject matter; (2) analyzing observed teacher practice into skill components and showing the relation of these components to educational outcomes; and (3) utilizing reports of teachers and other persons concerning what they believed to be important teaching skills. The second approach dealt with the identification of training and validation procedures which demonstrate how teaching skills are related to educational outcomes. This approach looked at (1) the transferability of skills, (2) the school conditions needed to optimize maintenance of important skills, (3) the development of measures to define the effectiveness of teaching skills, and (4) the relationship of

skills possessed by individual teachers to educational outcomes. The panel identified specific programs of research and development related to each approach. Each program included descriptions of the criteria for judging the relevance of research projects within the program. (BD)

**ED 111 806** 95 SP 009 499  
Gage, N. L., Ed.

**NIE Conference on Studies in Teaching; Panel 5, Teaching as a Linguistic Process in a Cultural Setting.**

National Inst. of Education (DHEW), Washington, D.C.

Pub Date Dec 74

Note—42p.; For related documents, see SP 009 494-504

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**\*Applied Linguistics, \*Classroom Communication, \*Classroom Environment, \*Communication Problems, \*Communication Skills, Educational Research, Receptive Language, Second Language Learning, Student Teacher Relationship, Teaching

The goal of this panel was to develop the means to improve teachers' work on the basis of improved understanding of linguistic phenomena in school settings. The panel organized its research approaches and programs around ways in which effective communication in the classroom is different from everyday talk to which all children are enculturated, communication problems encountered when the participants come from different cultural backgrounds, and ways in which teachers' work can be improved on the basis of understandings achieved in the above research. From this, the panel formulated the following six approaches in order to meet their goal: (1) determine the rules governing classroom discourse and the relationship between classroom discourse and frame factors in the school; (2) study the acquisition by students of rules for school discourse; (3) determine ways in which differences in dialect, language style, and interactional norms affect learning in the classroom; (4) describe and analyze patterns of student-teacher communication in order to determine the effect of the social identity of the participants on ways in which teachers overtly and covertly present information; (5) specify the critical components of characteristics of natural communication situations that are necessary for the acquisition of a second language, and that will encourage native language maintenance; and (6) develop and field test materials and procedures to improve teaching, and thereby learning, on the basis of knowledge of linguistic process in classrooms. (BD)

**ED 111 807** 95 SP 009 500  
Gage, N. L., Ed.

**NIE Conference on Studies in Teaching; Panel 6, Teaching as Clinical Information Processing.**

National Inst. of Education (DHEW), Washington, D.C.

Pub Date Feb 75

Note—65p.; For related documents, see SP 009 494-504

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**Educational Research, Instructional Improvement, \*Role Perception, \*Teacher Attitudes, \*Teacher Behavior, \*Teacher Characteristics, Teacher Influence, \*Teacher Motivation, Teacher Role, Teaching

This panel's goal was to develop an understanding of the mental life of teachers, a research-based conception of the cognitive processes that characterize that mental life, their antecedents, and their consequences for teaching and student performance. Such cognitive processes include perception, expectancies, diagnostic judgment, prescription, and decision-making. Such an understanding can be applied in further research on teacher selection, teacher education, and the development of technological or staffing innovations congruent with ways teachers think and feel. The panel was most concerned with improving understanding of ways in which teachers cope with the demands of classroom life as a basis for the improvement of teaching. The discussion included a conceptual model for clinical information processing in teaching, an examination of the problems of teaching, and an explanation of the rationale for the seven approaches which the panel selected in order to achieve their goal. These seven approaches dealt with (1) the clinical act of

teaching; (2) perceptions, attributions, and expectations; (3) cognitive processes in selecting among instructional and organizational alternatives; (4) teacher perceptions of self, role, and teaching; (5) organizational and structural determinants of cognitive functioning in teachers; (6) development of research models; and (7) theory development. (BD)

**ED 111 808** 95 SP 009 501  
Gage, N. L., Ed.

**NIE Conference on Studies in Teaching; Panel 7, Instructional Personnel Utilization.**

National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 75

Note—64p.; For related documents, see SP 009 494-504

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**Administrative Organization, Community Influence, \*Community Support, \*Educational Objectives, Environmental Influences, \*Instructional Staff, \*School Support, Social Influences, Teachers

The goal of this panel was to generate scientific knowledge on how the organizational, administrative, physical, personal, and social aspects of the classroom, school, district, and community support instructional personnel in reaching educational goals. A matrix was developed using locational variables (within school and outside school) and operational variables (organizational/administrative, physical, and personal/social), to contain and display five "approaches" developed by the panel. The first approach dealt with the ways in which organizational and administrative aspects of the classroom and school can support instructional personnel in attaining educational goals. The second approach was concerned with the ways in which the organizational and administrative aspects of the school district and the community affect educational personnel in reaching educational goals. The third approach was concerned with the effects on staff functioning of the physical environment of the classroom and school. The fourth approach dealt with the ways in which personal and social aspects of the classroom and school aid staff in reaching educational goals. The fifth approach was concerned with similar informal social-personal influences outside the school or classroom context. Within these five approaches, 21 programs were formulated and rated as to their priority. (BD)

**ED 111 809** 95 SP 009 502  
Gage, N. L., Ed.

**NIE Conference on Studies in Teaching; Panel 8, Personnel Roles in New Instructional Systems.**

National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 75

Note—48p.; For related documents, see SP 009 494-504

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**\*Educational Research, \*Instructional Innovation, Instructional Staff, \*Instructional Systems, Professional Training, \*Staff Role, Teaching

The goal of this panel was to explore the functions and roles of all personnel involved in new instructional systems which bring to bear advances in learning research and instructional technology. Five "approaches" for achieving this goal arose out of a discussion of the many problems involved in the design and implementation of new instructional systems. The first approach involved investigating the characteristics and effects of personnel roles in the new educational systems. The second approach dealt with the training of personnel for research, development, and evaluation technologies. The third approach was concerned with personnel roles in the school system that would receive the new system and the structure and strategies by which the new systems could eventually stabilize themselves. The fourth approach is concerned with delineating the roles necessary for the operation of a newly installed system. The fifth and last approach provides for a series of programs aimed at training persons to assume roles in the emerging instructional systems. (BD)

**ED 111 810** 95 SP 009 503  
Gage, N. L., Ed.

**NIE Conference on Studies in Teaching; Panel 9, Research Methodology.**

National Inst. of Education (DHEW), Washington, D.C.

Pub Date May 75

Note—47p.; For related documents, see SP 009 494-504

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**\*Educational Research, Measurement Techniques, \*Research Design, \*Research Methodology, \*Research Problems, Teaching

This panel's goal was to improve the validity and utility of measurement, design, and analysis in research on teaching through the stimulation of new methodological knowledge and through the identification and translation of useful existing knowledge from other descriptions. This panel tried to identify as many methodological problems as possible which limit the productivity of research on teaching, and then adopted four "approaches" which it believed to be solutions that encompass all the methodological problems of research on teaching. These four approaches were (1) to develop and test new analysis and design strategies appropriate for research on teaching; (2) to increase understanding of existing measurement strategies for research on teaching and, where appropriate, develop new measurement strategies; (3) to identify, demonstrate, and disseminate methodologies from other research disciplines which appear to have merit for research on teaching; and (4) to consider the utility of standards for improving methodological practice in research on teaching. (BD)

**ED 111 811** 95 SP 009 504  
Gage, N. L., Ed.

**NIE Conference on Studies in Teaching; Panel 10, Theory Development.**

National Inst. of Education (DHEW), Washington, D.C.

Pub Date May 75

Note—48p.; For related documents, see SP 009 494-503

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**\*Educational Research, \*Educational Theories, \*Learning Theories, \*Research Methodology, \*Teaching Identifiers—\*Theory Development

The goal of this panel was to advance the development of theory that improves understanding, prediction, and control of phenomena in the teaching process and their antecedents and consequences. The panel concentrated on the ways and means of advancing theory development in general rather than on the substantive problems of theory development in any particular area of research on teaching. Attention was, therefore, focused on four independent mechanisms that seemed to be most potent in attacking the difficulties involved in theory development. These mechanisms became "approaches" under which programs were organized. The first approach called for the establishment of one or more permanent working groups for the comparative analysis, evaluation, and integration of theoretical developments. The second approach dealt with individual programmatic theory development. Within this approach the panel identified four programs that might be supported through five-year renewable grants. In the third approach, the panel was concerned with instruction in theory development. As a final approach, the panel identified a group of individual studies aimed at five specific, delimited needs, both for promoting progress across other approach categories and for dealing with other isolated but critical issues. (BD)

**ED 111 812** SP 009 505

**Disease Control and Health Education and Promotion, 1975. Hearings Before the Subcommittee on Health of the Committee on Labor and Public Welfare United States Senate Ninety-Fourth Congress.**

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Pub Date May 75

Note—1,306p.

Available from—Publications, Committee on Labor and Public Welfare, Room 4230 Dirksen Senate Office Building, Washington, D.C. 20510 (no price quoted)

**Document Not Available from EDRS**

**Descriptors—**Administration, Communicable Diseases, \*Disease Control, Diseases, Federal Legislation, \*Health, \*Health Education, Institutions, Preventive Medicine, \*Public Health, \*Public Health Legislation

The hearings cover four bills, three of which deal with revision or amendment of the Public

Health Service Act. The fourth concerns (1) the establishment of a National Health Center for Health Education; (2) health education to reduce illness and death, and to moderate self-imposed risks; and (3) consumer health education and preventive medicine. The text of each of the four bills is presented in this report. In addition to the presentation of testimony and supportive documents such as articles, publications, and communications, the document also contains appendices on disease control, and on health education and promotion. (MK)

**ED 111 813** SP 009 506  
Survey by NCAA Special Committee on Length of Season.

National Collegiate Athletic Association, Shawnee Mission, Kans.

Pub Date Aug 75

Note—49p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Athletic Programs, \*Athletics, Baseball, Comparative Analysis, Golf, \*Intercollegiate Programs, \*Statistical Surveys, Swimming, Tennis

Identifiers—\*National Collegiate Athletic Association

The National Collegiate Athletic Association (NCAA) Special Committee on Length of Season was established to collect data through the use of survey questionnaires from the NCAA membership so that the relationship between the data and the growing concern regarding economy in intercollegiate athletics could be assessed. This report contains the data obtained from the members who responded. The results were tabulated according to team and individual sports, and geographic divisions of NCAA membership. Included in team sports are baseball, basketball, football, ice hockey, lacrosse, soccer, volleyball, and water polo. Included in individual sports are cross country, fencing, golf, gymnastics, skiing, swimming, tennis, indoor track, outdoor track, and wrestling. The data for team sports include items on length of season, preseason practice, in season practice, out-of-season practice, size of squad, and number of coaches. The data for individual sports covers length of season, practice during the year, days away from campus, size of squad, and number of coaches. In addition, general responses for all sports are given concerning length of academic year, and the five sports in the program that demand the most time from the student. (MK)

**ED 111 814** SP 009 509  
Is MBO the Way to Go? A Teacher's Guide to Management by Objectives.

National Education Association, Washington, D.C.

Pub Date Aug 75

Note—29p.

Available from—NEA Publications, Order Department, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Behavioral Objectives, \*Educational Accountability, Effective Teaching, \*Management by Objectives, \*Management Systems, Performance Criteria, \*Public Schools, Teacher Improvement, \*Teacher Responsibility

State and federal educational policy is increasingly directed toward the use of business management techniques to introduce more accountability into the operation of public schools and, in the process, often to hold teachers responsible for objectives over which they have little or no control. This paper examines the concept of Management by Objectives (MBO), its mixed results in the business world, recent trends in management science, and some problems associated with setting objectives for human systems. Such concerns are related to basic differences between the educational and the industrial sectors of society, and it is concluded that business management techniques such as MBO are usually inappropriate at the instructional level with teachers and students. When MBO becomes immersed in the instructional process as a rigid mixture of behaviorism and business management, it becomes increasingly difficult for teachers to discover and nurture creativity. MBO stresses conformity and lock-step learning and discourages deviation from established objectives. Although there is little supporting evidence, MBO may be used to improve the administration of a

total educational enterprise provided the unique differences between a school and a business are anticipated. (The paper includes suggested positions and strategy for local teacher associations.) (Author)

**ED 111 815** SP 009 510  
Clark, David L.

Federal Policy in Educational Research and Development. Occasional Paper No. 5.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Pub Date 1 Aug 74

Note—17p.

Available from—Center for Vocational Education, Ohio State University, Columbus, Ohio 43210 (No price quoted)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Educational Development, \*Educational Legislation, \*Educational Policy, \*Educational Research, Federal Government, \*Federal Legislation, Financial Policy

In 1867, a bill was passed by Congress establishing a department of education. The appropriations for the department were reduced almost immediately, and the status of the agency was undercut by reassigning it as an office in the Department of Interior. From 1867 to 1954, the United States Office of Education (USOE) and the federal government were bystanders in the field of educational research. The first breakthrough in federal policy toward educational research and development (R and D) came with the passage of the Cooperative Research Act in 1954. This Act authorized the commissioner of education to enter into "contracts or jointly financed cooperative arrangements with universities and colleges and state educational agencies for the conduct of research, surveys, and demonstrations in the field of education." In 1965, a second major breakthrough in educational R and D occurred with the passage of the Elementary and Secondary Education Act. The new programs brought about by the Act typified the expansionist mood of the 1960's. It was within this mood that the National Institute of Education (NIE) was established to coordinate the government's investment in R and D. Today the policy of the federal government is more comprehensive, vigorous, and supportive than any previous policy or combination of policies have been. However, there is considerable doubt about and dissatisfaction with the federal dollar investment in educational R and D in both the executive and legislative branches of the government. (Lecture questions and answers are included.) (RC)

**ED 111 816** SP 009 512  
Hennessy, Peter H.

Teacher Militancy. A Comparative Study of Ontario, Quebec and New York Teachers, 1975.

Canadian Teachers' Federation, Ottawa (Ontario).

Report No—C-75304

Pub Date Jul 75

Note—86p.

Available from—Canadian Teachers' Federation, 110 Argyle Avenue, Ottawa, Ontario K2P1B4 (no price quoted)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—Collective Bargaining, \*Professional Recognition, Surveys, \*Teacher Administrator Relationship, \*Teacher Associations, Teacher Attitudes, Teacher Behavior, \*Teacher Militancy, \*Teacher Strikes

This research report on teacher militancy, published by the Canadian Teachers' Federation, seeks to ascertain the extent to which various groups of teachers are prepared to adopt militant bargaining strategies, and to identify factors which may contribute to the development of militant attitudes. The report first broadly defines militancy among teachers as "aggressive behavior and conflict-oriented strategies in (teachers') collective contacts with the centers of power and authority in education." It then goes on to discuss the problem of analyzing and describing teacher militancy in relation to several traditionally important characteristics of a professional organization, including autonomy, public commitment, personal responsibility, and suitable recognition of members' achievements. The report also discusses and considers professionalism among teachers. The major part of the report explains and discusses the structure and method of the study. The section which deals with the results of the study contains a discussion of the original

hypotheses and a general analysis of the results. The concluding observations presented and discussed stated that (1) the great majority of teachers prefer nonmilitant methods; (2) the perceived needs of the teachers focus on their professional autonomy and the recognition they receive as persons; and (3) self-fulfillment is the key to the new professionalism that is emerging. Appendixes are attached which contain comments from responding teachers, the questionnaire, and the mechanics of the survey. (BD)

**ED 111 817** SP 009 513  
Directory of Approved Programs in California

Colleges and Universities for the Preparation of Teachers in Accordance with the Interstate Agreement on Qualifications of Educational Personnel.

California State Commission for Teacher Preparation and Licensing, Sacramento.

Pub Date Jul 75

Note—198p.

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

Descriptors—Colleges, \*Credentials, \*Directories, \*Guides, \*Teacher Certification, Teacher Education, \*Teaching Programs, Universities

Identifiers—\*California

This directory is intended to provide general information on California requirements for teaching credentials. It serves as a source of information on institutions for individuals planning a program leading to a teaching credential and for out-of-state teachers who wish to apply for a California credential. The introduction to the directory contains an explanation of the Ryan Act (The Teacher Preparation and Licensing Law of 1970), of authorized teaching credentials, of teacher preparation and credentials not included within the Ryan Act, and a list of addresses and phone numbers for California preparation institutions. The body of the directory contains two sections dealing with approved institutional programs. The first section includes credentials programs approved under the Ryan Act. This section contains charts arranged alphabetically by institution showing both approved professional preparation programs and approved subject matter programs. In the second section, all of the programs approved under the Fisher Act are listed alphabetically by institution. Approved programs (standard elementary, standard secondary, standard early childhood teaching, etc.) and the subject majors and minors offered in each program are listed under each institution. The information contained in this directory is accurate as of July 1, 1975 and will be revised and updated annually. (BD)

**ED 111 818** SP 009 514  
Pyatte, Jeff A.

Protocol Materials: A New Answer to an Old Problem?

Pub Date [74]

Note—13p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Audiovisual Instruction, \*Behavioral Objectives, Effective Teaching, \*Protocol Materials, \*Teacher Behavior, \*Teacher Education, \*Teaching Skills, Video Tape Recordings

Protocol materials are defined as records of human behavior in either (1) unaffected or (2) selected or simulated situations. In the first definition, instruction is centered on the results of an analysis of the situation. In the second, theoretical elements provide the basis for selecting or simulating the situation. In either case, the protocol material is the major source of information for thought. The use of protocol materials is based on at least five assumptions centered around the skills which protocol materials are designed to produce in teachers. These skills are observation, diagnosis, analysis, interpretation, and theory construction. Assumption 1 is that when decisions are based on these skills teaching will be more effective. Assumption 2 is that if decisions are not based on these skills, teaching will be less effective. Assumption 3 is that hierarchical sequences of these skills can be developed and presented during instruction which will cause the learner to move from knowledge to theory-based application. Assumption 4 is that protocol materials will give the teacher a better understanding of theory. Assumption 5 is that teaching is an activity which can be subjected to careful analysis. (For each of these assumptions, one or two tasks essential to testing are mentioned.) (MK)

## ED 111 819 SP 009 515

*Pounds, Elenore T. Richmond, Julius B.*

**Drugs and Your Safety.**

Pub Date 73

Note—32p.

Available from—Scott Foresman and Company, 1900 E. Lake Avenue, Glenview, Illinois 60025 (No price quoted)

**Document Not Available from EDRS**

**Descriptors—**\*Children, \*Drug Abuse, \*Drug Education, \*Health Education, \*Primary Education, Safety, Self Care Skills

This booklet concerning drugs and personal safety was written for children 6 to 8 years old. It raises issues in the use of drugs by first posing questions and then discussing the answers. Numerous photographs are used to illustrate each of the ideas discussed. The booklet defines drugs and explains how they can be both harmful and helpful. It also discusses taking drugs offered by other people, taking drugs without the help of an adult, sniffling glue, and taking drugs on a dare. The booklet contains questions at the end to test the child's knowledge of the material presented. It also includes a list of important ideas discussed and reading suggestions for teachers and parents. (MK)

## ED 111 820 SP 009 516

*Pounds, Elenore T. Tillotson, Joan S.*

**Moving, Moving, Moving About.**

Pub Date 73

Note—32p.

Available from—Scott Foresman and Company, 1900 E. Lake Avenue, Glenview, Illinois 60025 (No price quoted)

**Document Not Available from EDRS**

**Descriptors—**\*Education, \*Elementary Education, \*Health Education, \*Motion, \*Physical Education, Running

**Identifiers—**\*Movement Education

The topic of this book is movement education. The book encourages children to explore and use such basic movements as walking, running, jumping, hopping, bending, and stretching. The children are asked to do the various movements in as many ways as possible. Poems about jumping, hopping, and dancing are included to encourage the children to move to the rhythms. There is a section for teachers and parents that discusses the book and gives additional activities for the children to do. (RC)

## ED 111 821 SP 009 517

*Pounds, Elenore T. And Others*

**Safety for Teen-Agers.**

Pub Date 73

Note—48p.

Available from—Scott Foresman and Company, 1900 E. Lake Avenue, Glenview, Illinois 60025 (No price quoted)

**Document Not Available from EDRS**

**Descriptors—**\*Accident Prevention, Driver Education, \*First Aid, Health Education, \*Safety, \*Safety Education, \*Teenagers, Traffic Accidents

This booklet is designed for teenage students and discusses safety and first aid. The first part of the booklet covers safety instruction, causes of accidents, what it means to be safety-minded, and discusses experimental safe-car design and testing programs. The second part presents basic descriptions for first aid treatment of common injuries and what to do in various emergency situations. This part also includes things to discuss and do, suggestions for special research, and a summary of safety rules. Resource materials, selected behavioral objectives, and page notes are included for the teacher's reference and use. (MK)

## ED 111 822 SP 009 518

*Jenkins, Gladys Gardner And Others*

**A Healthy Personality for You.**

Pub Date 73

Note—72p.

Available from—Scott, Foresman and Company, 1900 E. Lake Avenue, Glenview, Illinois 60025 (No price quoted)

**Document Not Available from EDRS**

**Descriptors—**Emotional Response, \*Health Education, \*Human Relations, \*Personality, \*Personality Development, Self Concept, \*Social Behavior, Social Relations, Teenagers

This booklet is divided into two parts. Part 1 discusses how personality and emotions affect one another and how one can cope with strong emotions. It also deals with how to get along with others and questions young people often ask con-

cerning personality and emotions. Part 2 discusses human relations and how to improve relationships with others. It also covers human behavior and ways of dealing with problems. Both parts 1 and 2 include lists of things to discuss and do, suggestions for special research, and a test on the material covered. Resource materials, selected behavioral objectives, and page notes are included for teachers using this booklet. (RC)

## ED 111 823 SP 009 519

*Harrelson, Orvis A. And Others*

**Consumer Health.**

Pub Date 73

Note—48p.

Available from—Scott, Foresman and Company, 1900 E. Lake Avenue, Glenview, Illinois 60025 (No price quoted)

**Document Not Available from EDRS**

**Descriptors—**\*Consumer Education, \*Family Health, Health, \*Health Education, Marketing, Medicine, \*Merchandise Information, \*Purchasing, Teenagers

**Identifiers—**\*Quackery

This guide to consumer health contains two parts, the first of which covers consumerism, cosmetics (aids for skin problems, dandruff, deodorants, dentifrices), food shopping, and clothes shopping. Part 2 discusses health quackery, including arthritis quackery, and mail-order "doctoring", food quackery, weight-reducing products, and how to recognize health quackery. It also deals with over-the-counter drugs, choosing a doctor, and food fallacies. Both parts 1 and 2 include lists of things to discuss and do, suggestions for special research, and a test on the material covered. Resource materials, behavioral objectives, and page notes are included for teachers using this guide. (MK)

## ED 111 824 SP 009 520

*Harrelson, Orvis A. And Others*

**Sleep, Exercise, and Nutrition.**

Pub Date 73

Note—64p.

Available from—Scott, Foresman and Company, 1900 E. Lake Avenue, Glenview, Illinois 60025 (No price quoted)

**Document Not Available from EDRS**

**Descriptors—**Eating Habits, Elementary Secondary Education, \*Exercise (Physiology), \*Food, Health, Hunger, \*Nutrition, Physical Activities, \*Physical Fitness, \*Sleep

**Identifiers—**Malnutrition

The first part of this booklet concerns why sleep and exercise are necessary. It includes a discussion of what occurs during sleep and what dreams are. It also deals with the benefits of exercise, fatigue, posture, and the correlation between exercise and personality. The second part concerns nutrition and the importance of food. This part covers making food decisions and general topics concerning nutrition such as losing or gaining weight, emotions and their effect on appetite, miracle foods, tooth decay, world nutrition, and jobs in nutrition. Both parts 1 and 2 contain lists of things to discuss and do, suggestions for special research, and a test on the material covered. Resource materials, selected behavioral objectives, and page notes are included for the teacher. (MK)

## ED 111 825 SP 009 521

*Carl, Michael E.*

**A Performance Based Model for Training**

**Paraprofessionals in a Teacher-Aide's Role.**

Portland State Univ., Oreg. School of Education.

Pub Date Jul 75

Note—57p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**\*Behavioral Objectives, Educational Programs, \*Paraprofessional School Personnel, \*Performance Based Education, \*Performance Criteria, \*Teacher Aides, Teaching Skills

This guide is a performance-based model for preparing paraprofessionals in a teacher-aide's role. It focuses on the knowledge, skills, and attitudes necessary for a teacher-aide to support a teacher's program and facilitate pupil learning. The approach presented here suggests that the effective teacher-aide has competence in the broad areas of (1) human relations, (2) instructional activities, (3) noninstructional activities, and (4) basic skills. Each of these components contains subcomponents, functions, and competencies. The basic skills component includes the subcomponents reading and mathematics. Suggested

evaluation activities and sample evaluation criteria are identified for each competency. (Author)

## ED 111 826 SP 009 523

*Allegante, John P. And Others*

**A Multivariate Analysis of Selected Psychosocial Variables on the Development of Subsequent Youth Smoking Behavior.**

Spons Agency—Public Health Service (DHEW), Washington, D.C.

Pub Date 10 Oct 75

Note—24p.; Paper presented before the Research Council at the Annual Meeting of the American School Health Association (49th, Denver, Colorado, October 10, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**Grade 7, \*Health, \*Health Education, \*Smoking, \*Social Behavior, \*Students, Surveys, Tobacco

The purpose of this study was to identify and analyze interaction effects of selected psychosocial variables on the development of subsequent smoking behavior among youth who had originally identified themselves on a survey as never having smoked. The subjects were seventh grade students who had participated in a total of three surveys over a two year period. At the end of the two year study period, the subjects identified themselves according to their present smoking behavior as either a smoker, ex-smoker, or never smoked. The psychosocial independent variables analyzed were (1) future educational plans, (2) organized school athletic team participation, (3) time spent per week in extracurricular school group activities, (4) parental smoking behavior, (5) peer smoking behavior, (6) whether or not any relatives or friends had died of lung cancer, (7) knowledge of the Surgeon General's Report on Smoking, (8) students' own perceived future smoking behavior, and (9) parental attitude toward smoking as perceived by students. The data were analyzed by sex. Findings suggested that the interaction effects of several psychosocial variables are indicative of subsequent smoking behavior among youth. (Author/RC)

## ED 111 827 SP 009 524

*Albertson, Roxanne M.*

**Physical Education in New England Schools and Academies from 1789 to 1860: Concepts and Practices.**

Note—6p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*Athletic Programs, Calisthenics, Educational Development, \*Educational History, Exercise (Physiology), Military Training, \*Physical Education, \*Physical Fitness, \*Physical Recreation Programs, Private Schools, Public Schools

**Identifiers—**New England

This study traces the major programs and factors which contributed to the development of physical education in New England schools and academies between 1789 and 1860. First, the major types of physical exercise programs and the schools in which these programs operated are presented. Types of exercise programs identified include military training and exercise, gymnastics, manual training, domestic economy, calisthenics, and sports and games. Second, the major factors identified as influencing the development of physical education in New England between 1789 and 1860 are listed. They include the following: (1) concern for the health of students, (2) major contributions toward the implementation of physical education by such educators as Horace Mann, (3) influence exerted by school leaders to bring about school reforms including reforms in physical education, and (4) the inclusion, in public schools, of physical exercise programs that had been previously used in academies and private schools. In conclusion, the author states that the time period between 1789 and 1860 was one of testing various physical exercise programs as a means of providing for the healthful physical development of students, and that many of the present day physical education concepts and activities can be traced to those begun in New England during this time. (MK)

ED 111 828

TM 004 299

*Mayeske, George W. Beaton, Albert E., Jr.*  
Reverse Commonality and Some Illustrative Applications.

Office of Education (DHEW), Washington, D.C.  
Office of Planning, Budgeting, and Evaluation.  
Pub Date Aug 74  
Note—45p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Algorithms, Computer Programs,  
\*Correlation, Mathematical Applications,  
\*Matrices, Measurement Techniques, \*Multiple  
Regression Analysis, Predictor Variables,  
Statistical Analysis, \*Transformations (Mathe-  
matics)

Identifiers—\*Commonality, Reverse Commonality

The results of an algorithm which is designed to take a set of commonality coefficients, either real or manipulated, and, if possible, produce one or more sets of regressor correlations that are consistent with them are examined. A number of different ways of resolving the higher order commonality values into their lower orders were tried and the number and nature of solutions generated from them were examined for their meaningfulness and variability. In general it was found that this could be a meaningful exercise because it allows an analyst to test his assumptions about the nature of the confounding to see if a solution can be obtained. If one cannot be obtained then his assumptions must be revised. But if one can be obtained, then he can examine them to see which kinds of variables have the greatest sensitivity to the assumptions. The resulting output also allows one to gauge the variability of regression coefficients that will satisfy the same set of commonality values and the effectiveness of the regression system. This technique called "Reverse Commonality" is best suited for an interactive computing arrangement so that an analyst can use it rapidly in a sequential manner. Since, for a large number of variables the sheer volume of commonality values become unmanageable and, since a number of different ways are available for resolving the confounding, an algorithm is needed which uniquely resolves the higher order values according to one's assumptions. (Author/DEP)

ED 111 829

TM 004 300

*Beaton, Albert E., Jr.*  
Commonality.

Pub Date 2 Mar 73  
Note—53p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Algorithms, \*Computer Programs,  
\*Correlation, Data Analysis, \*Factor Structure,  
Mathematical Applications, Matrices, \*Multiple  
Regression Analysis, Prediction, Predictor Variables,  
Statistical Analysis

Identifiers—\*Commonality

Commonality analysis is an attempt to understand the relative predictive power of the regressor variables, both individually and in combination. The squared multiple correlation is broken up into elements assigned to each individual regressor and to each possible combination of regressors. The elements have the property that the appropriate sums not only add to squared multiple correlations with all regressors, but also to the squared multiple correlation of any subset of variables, including the simple correlations. Commonality analysis may be used as a procedure to guide a stepwise regression. Commonality analysis does not tell us anything that cannot be deduced from a table of squared multiple correlations. However, commonality analysis does help us make comparisons in an organized manner. The purpose of this paper is to explore commonality procedures, to develop its properties, and to present a multivariate generalization for the explorations of commonality in a situation where there is more than one regressor. A new computer-oriented algorithm is also presented. (Author/BJG)

ED 111 830

95

TM 004 792

*Montgomery, John D. And Others*

Staff Development, Manual III: Home,  
Parent/Child Stimulation. The Marshalltown  
Project.

Marshall-Poweshiek Joint County School System,  
Marshalltown, Iowa. Dept. of Special Educa-  
tion.

Spons Agency—Iowa State Dept. of Public In-  
struction, Des Moines; Office of Education (D-  
HEW), Washington, D.C.

Note—212p.; For related documents, see ED 079  
917, 918, 919, 920, 921 and 922

EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage

Descriptors—Behavioral Objectives, Child  
Development, \*Compensatory Education Pro-  
grams, Diagnostic Teaching, Disadvantaged  
Youth, \*Early Childhood Education, Handi-  
capped Children, \*Home Instruction, Infancy,  
\*Instructional Staff, Language Development,  
Motor Development, Parent Education, Parent  
Role, \*Project Training Methods, Social  
Development, Staff Orientation, Teaching  
Guides

Identifiers—\*Iowa (Marshalltown)

The Marshalltown project was created to facilitate individualized prescriptive teaching of preschool handicapped and educationally deprived children at home based upon results of the Marshalltown Behavioral Development Profile. This staff development manual aids in the identification of the skills and knowledge necessary for the home staff to function effectively with the training staff, parents, and children in the home setting. Three training stages, or sequences are emphasized. Stage I consists of familiarizing staff with program goals, philosophy, and techniques. Opportunity is provided for intensive practice in use of curriculum. Stage II consists of on job training. Stage III is an inservice stage concerning transition from a totally structured school experience to home visits accompanied by senior staff members. The manual contains a day by day training format procedure. (DEP)

ED 111 831

TM 004 793

*Shoemaker, David M.*

A Fortran IV Program for Estimating Parameters  
through Multiple Matrix Sampling with Stan-  
dard Errors of Estimate Approximated by the  
Jackknife.

Southwest Regional Laboratory for Educational  
Research and Development, Los Alamitos,  
Calif.

Report No.—SWRL-TN-3-72-12

Pub Date 30 May 72

Note—48p.; Not available in hard copy due to  
marginal legibility of original document; For re-  
lated documents, see TM 004 794 and 816

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Computer Oriented Programs,  
\*Computer Programs, Error Patterns, \*Item  
Sampling, \*Matrices, \*Standard Error of Mea-  
surement, Statistical Analysis, \*Statistical Bias,  
Test Reliability

Identifiers—Fortran IV, \*Jackknife, Multiple  
Matrix Sampling

Described and listed herein with concomitant  
sample input and output is the Fortran IV pro-  
gram which estimates parameters and standard  
errors of estimate per parameters for parameters  
estimated through multiple matrix sampling. The  
specific program is an improved and expanded  
version of an earlier version. (Author/BJG)

ED 111 832

TM 004 799

*Roeder, Edward D. Huyser, Robert J.*

Michigan Educational Assessment Program:  
Grade 10 Limited Pilot Project.

Michigan State Dept. of Education, Lansing.  
Research, Evaluation, and Assessment Services.  
Pub Date [75]

Note—12p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Educational Assessment, Educa-  
tional Objectives, \*Grade 10, Mathematics,  
\*Pilot Projects, Pretests, Reading Tests, Sec-  
ondary Education, \*State Programs, \*Testing  
Identifiers—\*Michigan Educational Assessment  
Program

The purpose of the tenth grade limited pilot  
project of the 1975-76 Michigan Educational As-  
sessment Program is to perfect instruments, test-  
ing, and reporting procedures for a future state-  
wide assessment at the tenth grade level. The  
development of assessment materials for the  
grade ten assessment program began with the  
selection of performance objectives to be mea-  
sured; the 25 reading performance objectives  
from the Communication Skills booklet were  
selected for use in item writing, and the Mathe-  
matics objectives were drawn up by representa-  
tives of the Michigan Council of Teachers of  
Mathematics. Four districts provided teachers

and specialists to write test items. A pretest was  
given from the tryout items and the final form of  
the test will depend on the pretest results. It will  
then be administered to tenth graders in volun-  
teer schools. A list of performance objective test  
items is attached. (Author/DEP)

ED 111 833

TM 004 800

Report: Priorities of Problems, Program Areas,  
Solutions to Problems and Capital Construction  
Needs.

Dade County Public Schools, Miami, Fla. Dept.  
of Planning and Evaluation.

Pub Date 12 Jun 75

Note—66p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Academic Achievement, Adminis-  
trator Attitudes, Basic Skills, Class Size, \*Com-  
munity Attitudes, Discipline, Educational Ob-  
jectives, \*Educational Problems, Educational  
Programs, Elementary Secondary Education,  
Individual Needs, Interviews, Problem Solving,  
School Construction, \*School Systems, \*Sur-  
veys, Teacher Attitudes, Teaching Skills

Identifiers—\*Dade County Public Schools

A sample of the general population of Dade  
County residents were surveyed, by interviews, by  
an independent research firm during December,  
1973 regarding educational goals, major problems  
confronting the schools and their opinions regard-  
ing certain school system programs. It was de-  
cided to refine and augment those results by sur-  
veying specific involved and informed groups re-  
garding four topics: (1) priorities of problems  
facing the school system, (2) priorities of broad  
program areas, (3) emphasis on solutions to  
problems, and (4) priorities of capital construc-  
tion needs. This survey, conducted during March,  
1975, involved 9,695 individual respondents; ap-  
proximately one-third of which indicated that  
they were parents of students presently enrolled  
in Dade County Public Schools. The respondent  
groups were: community advisory committees and  
other community or school-related groups, coun-  
ty/area administrators, elementary and secondary  
school principals and assistants, and elementary  
and secondary teachers. The degree of agreement  
between respondent groups was consistently high.  
The survey instrument, asking respondents to  
rank fifteen possible problems facing the school  
system, is included as well as the detailed survey  
results. (Author/RC)

ED 111 834

TM 004 801

*Meier, Robert S. And Others*

Variables Related to Academic Success for As-  
sociate Degree Nursing Students.

Spons Agency—Public Health Service (DHEW),  
Arlington, Va. Div. of Nursing.

Pub Date [Apr 75]

Note—19p.; Paper presented at the Annual Meet-  
ing of the National Council of Measurement in  
Education (Washington, D.C., March 31-April  
2, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Academic Achievement, Associate  
Degrees, College Admission, \*College Fresh-  
men, Correlation, \*Grade Point Average,  
Higher Education, Multiple Regression Analy-  
sis, \*Nursing, \*Predictor Variables, Student  
Testing, Validity

This study identified variables which would  
predict first semester grade point average of  
nursing students. A variety of academic,  
psychological, and sociological data were ob-  
tained for 630 students attending three schools of  
nursing within the state of Indiana over a three-  
year period. High school grade point average,  
Nelson-Denny vocabulary scores, and student  
identification of lowest acceptable grades in  
specific courses were consistently positively cor-  
related with first semester grade point average  
across campuses and across years. Creativity  
scores and other biographical data were generally  
inconsistent predictors of first semester grade  
point average. (Author/RC)

ED 111 835

TM 004 802

*Gillmore, Gerald M. Naccarato, Richard W.*

The Effect of Factors Outside the Instructor's  
Control on Student Ratings of Instruction.

Washington Univ., Seattle. Educational Assess-  
ment Center.

Pub Date Jun 75

Note—15p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage



**Descriptors**—\*College Teachers, \*Correlation, Higher Education, Measurement Techniques, \*Predictor Variables, Student Evaluation, \*Teacher Evaluation, \*Teacher Rating

This study assessed the effect of factors outside the instructor's control on student ratings of instruction. Seven special items along with the standard Student Ratings forms were administered to 28 classes in the Anthropology Department. Results indicated that the impact of outside factors, as perceived by students, was not correlated with global evaluative ratings. (Author/RC)

**ED 111 836** TM 004 803

Beck, Michael D.

**Development of Empirical "Growth Expectancies" for the Metropolitan Achievement Tests.**

Pub Date [Apr 75]

Note—15p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Washington, D.C., March 31-April 2, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Academic Achievement, \*Achievement Tests, \*Growth Patterns, \*National Norms, Overachievers, Post Testing, Pretesting, Scores, \*Standardized Tests, Statistical Analysis, Tables (Data), Test Interpretation, Underachievers

**Identifiers**—\*Metropolitan Achievement Tests

A sizable representative subsample of the standardization group for the Metropolitan Achievement Tests participated in both the Fall and Spring standardization programs. Fall and Spring test records were matched for all such pupils and Fall-Spring "growth expectancies" were derived. Additionally, the sample was split into three subgroups based on pretest national stanine and "growth expectancies" developed separately for below-average, average, and above-average achievers. Comparison of the "growth rates" of these three groups and of the total Fall-Spring sample with the national norms were made. The resulting data seem most appropriate for test users assessing the short-term growth of non-average groups. (Author)

**ED 111 837** TM 004 804

Fishbein, Ronald L.

**An Investigation of the Fairness of the Items of a Test Battery.**

Pub Date [Apr 75]

Note—20p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Washington, D.C., March 31-April 2, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Ethnic Groups, Grade 8, \*Item Analysis, Mathematics, \*Norm Referenced Tests, Occupational Tests, Reading Tests, Sex Discrimination, \*Statistical Analysis, \*Test Bias

This study develops a procedure for detecting items which are biased for particular ethnic groups and utilizes this procedure to evaluate the fairness of reading, mathematics, and occupational information test items for several ethnic groups. The population for each ethnic group was chosen from examinees administered the 1973 version of the Florida Eighth Grade Testing Program (FEGTP). In this study, an item was considered biased if it manifested an Item X Group interaction. Few biased items were detected on the Reading, Mathematics, and Occupational Information tests of the FEGTP. (Author/RC)

**ED 111 838** TM 004 805

**A Staff Response to the Report: An Assessment of the Michigan Accountability System.**

Michigan State Dept. of Education, Lansing.

Pub Date May 74

Note—40p.; For related document, see ED 069 746

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Compensatory Education Programs, \*Educational Accountability, \*Educational Assessment, Educational Objectives, Elementary Secondary Education, Models, Program Effectiveness, \*Program Evaluation, \*State Programs, Student Evaluation, Teacher Evaluation, Testing

**Identifiers**—\*Michigan Accountability System

A response is made to a special report "An Assessment of the Michigan Accountability Program" prepared by a committee composed of Drs. Ernest House, Wendell Rivers, and Daniel Stufflebeam under contract with the Michigan Education Association (MEA) and the National

Education Association (NEA). The three-men panel was to evaluate the educational soundness and utility for Michigan of the Michigan Accountability Model with a particular focus on the assessment component. Data for this investigation were gathered by reviewing publications of the Michigan Department of Education (MDE) and interviewing various educators, citizens, MDE staff members, and representatives of various organizations. To some extent, the study produced observations and judgments without inaccuracies or emotional exhortations. However, the report contained some inaccuracies, it was not totally unbiased, and it appeared to be based on somewhat unrigorous and hurriedly-gathered information. Problem areas included observations on goals and objectives, state level leadership, testing, teacher evaluation, and the compensatory education program. (Author/DEP)

**ED 111 839** 95 TM 004 806

**Manual of Testing Procedures: Spring 1975.**

Stanford Research Inst., Menlo Park, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 75

Contract—OEC-0-74-0582

Note—147p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—Administrative Personnel, \*Compensatory Education Programs, Data Collection, \*Examiners, \*Manuals, Primary Education, Student Evaluation, \*Testing, \*Testing Programs, Training

**Identifiers**—\*Project Follow Through

This manual is designed to assist personnel involved in work with the Stanford Research Institute (SRI) Follow Through Evaluation testing program. Follow Through is a number of planned education programs for children in kindergarten and primary grades (1-3). Job descriptions for each person working in the testing program are included. In addition, the whole testing program is described, from the Regional Training Sessions through the return of test data. Major sections of the manual include: Follow Through program data collection activities, SRI testing forms, SRI field operations, preparation for testing, local training, testing source rosters, test administration, attendance and attrition, editing, packing, and shipping, employment and pay procedures, and exhibits. (RC)

**ED 111 840** 95 TM 004 807

**Intellectual Achievement Responsibility Scale: Child's Work Copy and Examiner's Copy for Use with Third Grade. [Stanford Research Institute Adaptation].**

Stanford Research Inst., Menlo Park, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Contract—OEC-0-8-522480-4633 (100)

Note—21p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Elementary Education, \*Grade 3, \*Locus of Control, \*Student Responsibility, \*Tests

**Identifiers**—\*Intellectual Achievement Responsibility Scale

This test was adapted from the Intellectual Achievement Responsibility Scale by V.C. Crandall, Walter Katkovsky, and Vaughan C. Crandall. It is a scale for assessing children's beliefs that they, rather than external forces, are responsible for their intellectual academic successes and failures. Previous data indicates that self responsibility is established by grade three and that older girls give more self-responsible answers than older boys. This scale is designed for use with third grade children. Each of the 34 items describes a positive or negative achievement experience followed by two response alternatives: one stating that the child caused the event to happen; and one that the event occurred because of an external behavioral action of someone else in the child's environment. A score is obtained by adding all positive events for which he takes credit and all negative events for which he takes blame. The total of these two subscores gives the child's I score (intellectual achievement responsibility). (DEP)

**ED 111 841** 80 TM 004 808

Bettinghaus, Erwin P. Miller, Gerald R.

**A Dissemination System for State Accountability Programs—Part 1: Reactions to State Accountability Programs.**

Colorado State Dept. of Education, Denver. Cooperative Accountability Project.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 73

Note—77p.; For a related document, see ED 091 840; Parts 2 and 3 of this document are TM 004 809 and 810

Available from—State Educational Accountability Repository, Wisconsin Dept. of Public Instruction, Madison, Wisconsin 53702 (Free while supplies last)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—\*Communication (Thought Transfer), \*Educational Accountability, Educational Assessment, \*Information Dissemination, \*Models, News Media, Public Opinion, \*State Programs, Testing

**Identifiers**—\*Michigan Educational Assessment Program

The major concern of this report was to identify some of the problems which arise when educational accountability models are introduced into a state and to begin placing those problems within a communication context. It was suggested that there are problems created by the definition of the term "accountability", the term "assessment," the term "testing," and the equation frequently made between them. While large segments of the public can frequently agree on the desirability of "accountability," that agreement disappears when the specific operational definition of accountability is finally introduced. The experience of Michigan in its Michigan Educational Assessment Program was used as an extended example, although other states report problems similar to those of Michigan. Many of these problems were in the area of communication. (RC)

**ED 111 842** 80 TM 004 809

Bettinghaus, Erwin P. Miller, Gerald R.

**A Dissemination System for State Accountability Programs—Part 2: The Relationship of Contemporary Communication Theory to Accountability Dissemination Procedures.**

Colorado State Dept. of Education, Denver. Cooperative Accountability Project.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 73

Note—61p.; For a related document, see ED 019 840; Parts 1 and 3 of this document are TM 004 808 and 810

Available from—State Educational Accountability Repository, Wisconsin Dept. of Public Instruction, Madison, Wisconsin 53702 (Free while supplies last)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—Cognitive Processes, \*Communication (Thought Transfer), Credibility, Diffusion, \*Educational Accountability, \*Information Dissemination, Learning Theories, \*Models, \*State Programs

An assumptive, theoretical, and empirical foundation for the development of a formal dissemination model to apply to the introduction of information about educational accountability programs is set forth. If a dissemination model is to be effective, the fundamental assumptions underlying it must be spelled out explicitly. Existing communication problems can often be traced to mistaken assumptions about the nature, and purpose of the communication process. The success or failure of a formal dissemination model also hinges upon identification of relevant sociological, psychological, and communication theories. A useful theory allows transcendence, at least to some extent, of the exigencies of a particular communication situation and allows prediction of the probable outcomes of a specific communicative strategy in other similar situations. Although not an inventory of research findings, certain studies are described and certain results are cited when they are perceived as bearing upon problems associated with present attempts to disseminate information about educational accountability and/or dimensions of the formal dissemination model being developed. (RC)

**ED 111 843** 80 TM 004 810

Bettinghaus, Erwin P. Miller, Gerald R.

**A Dissemination System for State Accountability Programs—Part 3: Developing Dissemination Procedures for State Educational Accountability Programs.**

Colorado State Dept. of Education, Denver. Cooperative Accountability Project.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 73

Note—76p.; For a related document, see ED 091 840; Parts 1 and 2 of this document are TM 004 808 and 809; Best copy available

Available from—State Educational Accountability Repository, Wisconsin Dept. of Public Instruction, Madison, Wisconsin 53702 (Free while supplies last)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—Changing Attitudes, \*Communication (Thought Transfer), \*Educational Accountability, \*Information Dissemination, \*Models, News Media, Objectives, Public Opinion, Social Action, State Departments of Education, \*State Programs

Some systematic procedures are suggested that can be utilized by states as they move toward the development of educational accountability programs. Each of the steps outlined: (1) identification of the appropriate message sources, (2) specification of communication objectives, (3) analysis of relevant publics, (4) determination of particular dissemination techniques, and (5) evaluation of communication outcomes is an essential ingredient of a recipe calculated to produce maximum communication effectiveness. While each procedure is discussed serially and in detail, it must be remembered that communication within large, complex organizations is not a linear process; it is an interactive process. Careful analysis and research may help insure the eventual success of an information dissemination program about state accountability models. Some of the major questions that must be asked if a successful dissemination model is to be developed are specified. For a state department of education to be able to answer some of these questions, however, will demand the systematic collection of data that does not seem to be currently available. (RC)

**ED 111 844** TM 004 811

Besel, Ronald

A Comparison of Emrick and Adam's Mastery-Learning Test Model with Kriewall's Criterion-Referenced Test Model.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TM-5-71-04

Pub Date 21 Apr 71

Note—17p.; For related documents, see TM 004 812 and 814

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Bayesian Statistics, \*Comparative Analysis, \*Criterion Referenced Tests, Cutting Scores, Decision Making, Educational Diagnosis, Grouping (Instructional Purposes), \*Mathematical Models, Probability, Psychometrics, Test Interpretation

Identifiers—Kriewall's Criterion Referenced Test Model, Mastery Learning Test Model (Emrick and Adams), \*Mastery Tests

The assumptions of the Criterion-Referenced Test (CRT) model proposed by Kriewall are compared to those of Emrick and Adam's Mastery-Learning (ML) model. Testing, in the context of instructional management, serves three general purposes: performance evaluation (achievement of objectives), placement (classification of students for instruction), and diagnosis of learning deficiencies. Both of the test models discussed here assess the achievement of objectives; they differ in the types of objectives for which they are best suited. Both test models have potential usefulness for making placement decisions, but only the ML model is likely to be useful in diagnosing learning deficiencies. The applicability of each model for instructional management decisions is discussed. (Author/DEP)

**ED 111 845** TM 004 812

Besel, Ronald

Mastery-Learning Decision Variables.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TM-5-71-08

Pub Date 18 Aug 71

Note—24p.; For related documents, see TM 004 811 and 814

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Criterion Referenced Tests, Decision Making, Groups, Individual Tests, Instructional Design, \*Mathematical Models,

\*Matrices, Probability, Psychometrics, Statistical Analysis, Test Interpretation, Test Reliability, \*Test Results

Identifiers—Learning Hierarchies, \*Mastery Learning Test Model (Emrick and Adams), Mastery Tests

The Mastery-Learning test model is extended. Methods for estimating prior probabilities are described. The use of an adjustment matrix to transform a probability of mastery measure and empirical methods for estimating adjustment matrix parameters are derived. Adjustment matrices are interpreted as indicators of instructional effectiveness and as evidence of the existence of learning hierarchies. Two decision variables are considered: probability of mastery for an individual and proportion in mastery for an instructional group. Discussion of the reliability, complexity, and interpretability of these decision variables and comparison with decision variables for other test models is also included. (Author/DEP)

**ED 111 846** TM 004 813

Diamond, James J. Williams, David V.

An Identification of the Process Response to Taxonomy-Type Test Items.

Pub Date [Apr 72]

Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April, 1972)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Cognitive Processes, Educational Objectives, High School Students, \*Item Analysis, Problem Solving, \*Response Style (Tests), \*Taxonomy, \*Test Construction, \*Testing Problems

Although methods for estimating item difficulty are abundant, little attention has been given to the psychological processes involved when a student responds to a single test item. Mastery of educational objectives is not proven when a student supplies the correct answer to items intended to test these objectives. The student's problem solving method may differ from that intended by the test writer; there is a difference between the student employing the desired process and producing the desired product. The usefulness of the Taxonomy of Educational Objectives as a guide for item writing is questioned. (BJG)

**ED 111 847** TM 004 814

Aims, Doug

A Markov Model for Predicting Performance on Criterion-Referenced Tests.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-5-71-40

Pub Date 14 Jun 71

Note—15p.; For related documents, see TM 004 811 and 812

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Bayesian Statistics, \*Criterion Referenced Tests, Decision Making, \*Mathematical Models, Matrices, Performance Factors, \*Prediction, \*Predictive Ability (Testing), Probability, Statistical Analysis, Student Evaluation, Test Results

Identifiers—\*Markov Prediction Model, Mastery Learning Test Model (Emrick and Adams), Mastery Tests

A Markov model for predicting performance on criterion-referenced tests is presented. The model is expressed mathematically as a function of transition matrix, a current state vector, and a future state vector. The matrix is defined in terms of conditional probabilities, i.e., the probability of making a transition to a specific future performance state given data pertaining to the student's current performance state. Performance is expressed in terms of mastery, a theoretical construct that is defined in the paper. State vectors indicate either the probability of mastery or the degree of mastery. The current state vector can be computed from available observed criterion test scores. Three examples are included which indicate how transition matrices may be computed. An example is also provided which shows how the model can be used to predict future performance. Finally, a research application and a management application of the Markov model are mentioned. (Author)

**ED 111 848** TM 004 815

Baker, Robert L.

Measurement Considerations in Instructional Product Development. Professional Paper No. 29.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-PP-29

Pub Date Mar 74

Note—20p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Criterion Referenced Tests, Curriculum Development, \*Educational Development, Educational Objectives, \*Instructional Improvement, Instructional Materials, \*Instructional Programs, Instructional Systems, Measurement, \*Program Development, \*Psychometrics, Test Construction, Testing Problems

The application of conventional psychometric procedures to instructional product development is outlined. Selected non-psychometric requirements of developing and delivering effective instruction are described and the consequent implications for psychometric procedures set forth. Present instructional development technology is circumscribed in terms of state-of-the-art capability. (Author)

**ED 111 849** TM 004 816

Shoemaker, David M.

A General Procedure for Approximating Standard Errors of Estimate in Multiple Matrix Sampling.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TM-3-72-04

Pub Date 17 Apr 72

Note—22p.; For related documents, see TM 004 793 and 794

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Error Patterns, \*Item Sampling, \*Matrices, \*Standard Error of Measurement, Statistical Analysis, Statistical Bias

Identifiers—Jackknife, \*Multiple Matrix Sampling

Investigated empirically through post mortem item-examinee sampling was the feasibility of the jackknife as a procedure for approximating standard errors of estimate in multiple matrix sampling. The parameters estimated were the mean test score, second through fourth central moments of the test score distribution, and the variance of the item difficulty indices. With one exception, the jackknife performed well in estimating standard errors of estimate. (Author)

**ED 111 850** TM 004 817

Fetters, William B.

National Longitudinal Study of the High School Class of 1972: Student Questionnaire and Test Results by Sex, High School Program, Ethnic Category, and Father's Education.

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—NCES-75-208

Pub Date 75

Note—127p.; For related documents, see ED 097 368, 369, 370, 371 and 372; Small print of tables may reproduce poorly

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.90)

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

Descriptors—Career Planning, Comparative Analysis, \*Ethnic Groups, Fathers, \*Grade 12, High School Curriculum, Income, \*Longitudinal Studies, National Surveys, \*Parental Background, Parent Attitudes, Questionnaires, \*Sex Differences, Statistics, Student Attitudes, Student Experience, Student Records, \*Test Results

Identifiers—\*National Longitudinal Study  
Document contains a comprehensive, detailed presentation of a compiled, national survey eliciting information regarding the past experiences and future plans of high school seniors. A survey was conducted by student questionnaire which ascertained student attitudes, opinions and plans for the future. A comprehensive analyses of students was also made by test results, sex, high school curriculum, ethnic category, and father's education. The survey was conducted during the spring of 1972. Participants included over 1,000

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public and private schools and almost 18,000 seniors. Follow up information was gathered from these same students in the fall of 1973 and 1974. The final results of the study will supply educators with facts, patterns and trends regarding high school seniors which can also aid in improving the educational system in making it more responsive to student's needs. The appendix contains relevant portions of the survey forms used. (DEP)

**ED 111 851 TM 004 818**

*Monteiro, Mike Bailey, Jerry*  
Final Test Results of Quality Assurance Classes Using the Instructional Concepts Program (ICP).

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-5-71-46

Pub Date 18 Aug 71

Note—10p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Concept Formation, Concept Teaching, Criterion Referenced Tests, \*Instructional Programs, Learning Processes, Mathematics, Primary Education, \*Program Effectiveness, Program Evaluation, Statistics, Student Evaluation, \*Testing, \*Test Results  
Identifiers—\*Instructional Concepts Program

As part of the Quality Assurance procedures, a final test was administered to a sample of the classes participating in the 1970-71 Instructional Concepts Program (ICP). The posttest was designed to measure end-of-program performance on each of the six program outcomes: Color, Shape, Size, Position, Amount, and Pre-Mathematics. This report describes the procedures followed in testing, the sample tested, and test results on 1030 pupils in these classes. Summaries of the test results are given and illustrated. The Table gives the mean, standard deviation, and frequency distributions of the scores on each outcome and the total. The Figure gives a histogram of the frequency distribution of the scores for each outcome. (Author/DEP)

**ED 111 852 TM 004 819**

*LaBouff, Anthony And Others*  
Learning Mastery System Midterm and Final Testing.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No.—SWRL-TN-5-71-48

Pub Date 18 Aug 71

Note—58p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Grade 1, Post Testing, Pretests, Primary Education, Program Effectiveness, Program Evaluation, \*Reading Programs, Reading Skills, \*Reading Tests, Statistical Analysis, \*Student Evaluation, Student Testing, \*Test Results

Identifiers—\*SWRL Learning Mastery System

This report describes the midterm and final tests administered to pupils in the Quality Assurance classes using the Learning Mastery System (LMS). Results are reported separately for both the Bank Street and Harper & Row versions of LMS. Means, standard deviations, and frequency distributions are given for the sub-scores and total for each test and are included. The results of the final tests are also reported by number of units pupils completed. (Author/DEP)

**ED 111 853 TM 004 820**

*Hansen, Marsali Gillmore, Gerald M.*  
A Survey of the Availability and Usage of Published Student Ratings Results.

Washington Univ., Seattle. Educational Assessment Center.

Report No.—EAC-298

Pub Date Jun 75

Note—17p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*College Students, Higher Education, \*Information Dissemination, Interviews, \*Program Effectiveness, Student College Relationship, Student Opinion, Student Publications, \*Surveys, \*Teacher Rating, Test Results  
Identifiers—University of Washington

A survey of students was conducted to determine the extent of knowledge about and usage of the first Educational Assessment Center publication of Student Ratings data for student use. A total of 375 students were interviewed during registration, Winter Quarter, 1975. Results showed that about 50 percent of the students were aware of the publication, 29 tried to make use of the information, and only 9 percent found the information useful. Reasons were given for the relative ineffectiveness of the first publication. (Author)

**ED 111 854 88 TM 004 821**  
Kentucky Educational Needs Assessment Study Phase I. I. Final Report, II. State and Regional Profiles.

Kentucky State Dept. of Education, Frankfort. Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 5 Aug 70  
Note—190p.; For related documents, see TM 004 822, 823, 824 and ED 077 940 and 941, ED 081 793 and ED 093 917; Small print of tables may reproduce poorly

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**  
Descriptors—Affective Behavior, Cognitive Processes, \*Data Collection, \*Educational Assessment, \*Educational Needs, Educational Objectives, Elementary Secondary Education, Evaluation Criteria, Geographic Regions, Program Evaluation, Psychomotor Skills, Sampling, \*State Programs, Statistical Data, Testing, Tests, Test Validity

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, \*Kentucky Educational Assessment Program  
The Kentucky state plan for the collection of data concerning the cognitive, affective and psychomotor needs of school children is discussed. The plan entails: (1) identification of the needs of learners to be served, (2) determination of the criticality of the learner needs that are identified by applying judgmental values, (3) establishment of performance goals for the alleviation of critical needs and development of programs to meet these critical needs, and (4) application of measures of accountability based upon performance goals, to the progress of such programs. In this context, the Needs Assessment Study is but the first step toward comprehensive planning. This report synthesizes and displays the findings of a year spent in setting the stage, creating an awareness of the need for the effort, establishing an appropriate organizational framework, and implementing a state-wide study of learner needs. (Author/BJG)

**ED 111 855 TM 004 822**  
Kentucky Educational Assessment Program 1974: Grade 4.  
Kentucky State Dept. of Education, Frankfort. Div. of Evaluation.  
Pub Date 74  
Note—194p.; For related documents, see TM 004 821, 823, 824 and ED 077 940 and 941, ED 081 793 and ED 093 917  
**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**  
Descriptors—Basic Skills, Data Analysis, \*Educational Accountability, \*Educational Assessment, Educational Needs, \*Educational Objectives, Elementary Education, Grade 4, Human Relations, Item Analysis, Sampling, Self Concept, \*State Programs, State Surveys, Student Attitudes, Test Results  
Identifiers—\*Kentucky Educational Assessment Program

The Kentucky Educational Assessment Program is an ongoing effort to gather information regarding progress toward attainment of the educational goals for Kentucky citizens. Major emphasis is on the determination of the actual level of pupil performance in relation to desired performance. In the fourth grade, relevant information was gathered in three goal areas: (1) General Education, (2) Human Relationships, and (3) Physical and Mental Well Being. Recognizing that information attained through a statewide assessment program should be utilized for decision-making to improve educational programs, objectives, and goals, this assessment procedure was developed to be valid at three levels: local district, Educational Development District (EDD), and statewide. Regional and statewide assessment data are reported. (BJG)

**ED 111 856 TM 004 823**  
Kentucky Educational Assessment Program 1974: Grade 8.  
Kentucky State Dept. of Education, Frankfort. Div. of Evaluation.  
Pub Date 74

Note—210p.; For related documents, see TM 004 821, 822, 824 and ED 077 940 and 941, ED 081 793 and ED 093 917  
**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**  
Descriptors—Basic Skills, Citizenship, Data Analysis, \*Educational Accountability, \*Educational Assessment, Educational Needs, \*Educational Objectives, Grade 8, Human Relations, Intelligence Quotient, Item Analysis, Junior High Schools, Occupational Aspiration, Sampling, Self Concept, \*State Programs, State Surveys, Student Attitudes, Test Results  
Identifiers—\*Kentucky Educational Assessment Program  
The Kentucky Educational Assessment Program is an ongoing effort to gather information regarding progress toward attainment of the educational goals for Kentucky citizens. Major emphasis is on the determination of the actual level of pupil performance in relation to desired performance. In the eighth grade, relevant information was gathered in five goal areas: General Education, Human Relationships, Citizenship, Physical and Mental Well Being, and Occupational Competence. Recognizing that information attained through a statewide assessment program should be utilized for decision-making to improve educational programs, objectives, and goals, this assessment procedure was developed to be valid at three levels: local district, Educational Development District (EDD), and statewide. Regional and statewide assessment data are reported. (BJG)

**ED 111 857 TM 004 824**  
Kentucky Educational Assessment Program 1974: Grade 11.  
Kentucky State Dept. of Education, Frankfort. Div. of Evaluation.  
Pub Date 74  
Note—203p.; For related documents, see TM 004 821, 822, 823 and ED 077 940 and 941, ED 081 793 and ED 093 917  
**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**  
Descriptors—Basic Skills, Citizenship, Data Analysis, \*Educational Accountability, \*Educational Assessment, Educational Needs, \*Educational Objectives, Grade 11, Human Relations, Item Analysis, Sampling, Secondary Education, Self Concept, \*State Programs, State Surveys, Student Attitudes, Test Results  
Identifiers—\*Kentucky Educational Assessment Program

The Kentucky Educational Assessment Program is an ongoing effort to gather information regarding progress toward attainment of the educational goals for Kentucky citizens. Major emphasis is on the determination of the actual level of pupil performance in relation to desired performance. In the eleventh grade, relevant information was gathered in four goal areas: (1) General Education, (2) Human Relationships, (3) Citizenship, and (4) Physical and Mental Well Being. Recognizing that information attained through a statewide assessment program should be utilized for decision-making to improve educational programs, objectives, and goals, this assessment procedure was developed to be valid at three levels: local district, Educational Development District (EDD), and statewide. Regional and statewide assessment data are reported. (BJG)

**ED 111 858 TM 004 825**  
*Petersen, Nancy S. Novick, Melvin R.*  
An Evaluation of Some Models for Culture-Fair Selection.  
Pub Date [Apr 75]  
Note—56p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)  
**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
Descriptors—\*Comparative Analysis, \*Culture Free Tests, \*Models, \*Personnel Selection, Prediction, Predictive Ability (Testing), Probability, Racial Discrimination, \*Test Bias, Testing Problems  
Models proposed by Cleary, Thorndike, Cole, Linn, Einhorn and Bass, Darlington, and Gross and Su for analyzing bias in the use of tests in a selection strategy are surveyed. Several additional models are also introduced. The purpose is to describe, compare, contrast, and evaluate these models while extracting such useful ideas as may be found in these approaches. The models of Thorndike, Cole, and Linn are judged to contain

**ED 111 859 TM 004 826**  
Kentucky Educational Assessment Program 1974: Grade 12.  
Kentucky State Dept. of Education, Frankfort. Div. of Evaluation.  
Pub Date 74  
Note—203p.; For related documents, see TM 004 821, 822, 823 and ED 077 940 and 941, ED 081 793 and ED 093 917  
**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**  
Descriptors—Basic Skills, Citizenship, Data Analysis, \*Educational Accountability, \*Educational Assessment, Educational Needs, \*Educational Objectives, Grade 12, Human Relations, Item Analysis, Sampling, Secondary Education, Self Concept, \*State Programs, State Surveys, Student Attitudes, Test Results  
Identifiers—\*Kentucky Educational Assessment Program

The Kentucky Educational Assessment Program is an ongoing effort to gather information regarding progress toward attainment of the educational goals for Kentucky citizens. Major emphasis is on the determination of the actual level of pupil performance in relation to desired performance. In the twelfth grade, relevant information was gathered in four goal areas: (1) General Education, (2) Human Relationships, (3) Citizenship, and (4) Physical and Mental Well Being. Recognizing that information attained through a statewide assessment program should be utilized for decision-making to improve educational programs, objectives, and goals, this assessment procedure was developed to be valid at three levels: local district, Educational Development District (EDD), and statewide. Regional and statewide assessment data are reported. (BJG)

**ED 111 860 TM 004 827**  
*Petersen, Nancy S. Novick, Melvin R.*  
An Evaluation of Some Models for Culture-Fair Selection.  
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**ED 111 861 TM 004 828**  
*Petersen, Nancy S. Novick, Melvin R.*  
An Evaluation of Some Models for Culture-Fair Selection.  
Pub Date [Apr 75]  
Note—56p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)  
**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
Descriptors—\*Comparative Analysis, \*Culture Free Tests, \*Models, \*Personnel Selection, Prediction, Predictive Ability (Testing), Probability, Racial Discrimination, \*Test Bias, Testing Problems  
Models proposed by Cleary, Thorndike, Cole, Linn, Einhorn and Bass, Darlington, and Gross and Su for analyzing bias in the use of tests in a selection strategy are surveyed. Several additional models are also introduced. The purpose is to describe, compare, contrast, and evaluate these models while extracting such useful ideas as may be found in these approaches. The models of Thorndike, Cole, and Linn are judged to contain

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Models proposed by Cleary, Thorndike, Cole, Linn, Einhorn and Bass, Darlington, and Gross and Su for analyzing bias in the use of tests in a selection strategy are surveyed. Several additional models are also introduced. The purpose is to describe, compare, contrast, and evaluate these models while extracting such useful ideas as may be found in these approaches. The models of Thorndike, Cole, and Linn are judged to contain

**ED 111 863 TM 004 830**  
*Petersen, Nancy S. Novick, Melvin R.*  
An Evaluation of Some Models for Culture-Fair Selection.  
Pub Date [Apr 75]  
Note—56p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)  
**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
Descriptors—\*Comparative Analysis, \*Culture Free Tests, \*Models, \*Personnel Selection, Prediction, Predictive Ability (Testing), Probability, Racial Discrimination, \*Test Bias, Testing Problems  
Models proposed by Cleary, Thorndike, Cole, Linn, Einhorn and Bass, Darlington, and Gross and Su for analyzing bias in the use of tests in a selection strategy are surveyed. Several additional models are also introduced. The purpose is to describe, compare, contrast, and evaluate these models while extracting such useful ideas as may be found in these approaches. The models of Thorndike, Cole, and Linn are judged to contain

**ED 111 864 TM 004 831**  
*Petersen, Nancy S. Novick, Melvin R.*  
An Evaluation of Some Models for Culture-Fair Selection.  
Pub Date [Apr 75]  
Note—56p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)  
**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
Descriptors—\*Comparative Analysis, \*Culture Free Tests, \*Models, \*Personnel Selection, Prediction, Predictive Ability (Testing), Probability, Racial Discrimination, \*Test Bias, Testing Problems  
Models proposed by Cleary, Thorndike, Cole, Linn, Einhorn and Bass, Darlington, and Gross and Su for analyzing bias in the use of tests in a selection strategy are surveyed. Several additional models are also introduced. The purpose is to describe, compare, contrast, and evaluate these models while extracting such useful ideas as may be found in these approaches. The models of Thorndike, Cole, and Linn are judged to contain

operational contradictions because of their use of the wrong conditional probability within the context of the probabilistic structure. These models, deriving from a concept of group parity, are also shown to have highly objectionable practical implications. It is suggested that the use of any of these models is contraindicated and that, indeed, the very concept of culture-fair selection is unworkable. It is then suggested that the necessary level of compensatory treatment for disadvantaged persons can be guaranteed only through the formal use of an appropriate model based on the Von Neumann-Morgenstern theory of maximizing expected utility. The models of Cleary, Einhorn and Bass, Gross and Su are based on what we judge to be the correct conditional probability and are special cases of the Expected Utility Model, but each has limited applicability. (Author/RC)

ED 111 859 24 TM 004 826  
O'Sullivan, Maureen Guilford, J. P.

Six Factors of Behavioral Cognition: Understanding Other People.

University of Southern California, Los Angeles. Dept. of Psychology.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—46p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Aural Stimuli, \*Cognitive Processes, Factor Analysis, \*Factor Structure, High School Students, \*Intelligence Factors, \*Interpersonal Competence, Measurement Techniques, Social Relations, Test Construction, \*Tests, Test Validity, Visual Measures

Identifiers—Guilford's Structure of Intellect Model, \*Social Intelligence

It has been suggested that an educational curriculum should include training in working with people as well as with ideas. Measuring and conceptualizing "social intelligence has been difficult, however. Although the idea of social intelligence has a long history, most tests which have been proposed to measure such ability correlate highly with tests of verbal aptitude. The present study describes six factors of "behavioral cognition" or social intelligence suggested by Guilford's Structure of Intellect model. These social intelligence factors are defined by 23 tests using photographs, cartoons and other drawn materials, and tape-recorded sounds. The six behavioral-cognition factors are shown to be distinct from factors defined by 24 tests of verbal aptitude, spatial ability, and creative thinking. The 18 reference and experimental factors hypothesized and demonstrated are described and discussed. To date no similar factors, reflecting the abilities involved in understanding the feelings and intentions of others, have been reported. Supplementary materials including sample items, scoring formulas, number of parts per test, working time allowed, the correlation matrix, rotated and unrotated factor matrices and target matrix are appended. (Author/RC)

ED 111 860 24 TM 004 827  
Marshall, Hermine H.

Clarification of Open Education: An Analysis of the Walberg and Thomas Scales.

Note—7p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Definitions, Educational Innovation, Item Analysis, \*Open Education, \*Rating Scales, \*Test Reviews

Identifiers—\*Walberg Thomas Scales

Walberg and Thomas (1972) have made an attempt to operationalize and validate the concept of open education. However, their conception fails to differentiate between open education and other nontraditional approaches to education, thereby lumping together a variety of different types of classrooms. In addition, their method of item selection does not include less easily observable, but nonetheless essential aspects of open education. Because of flaws in their study, caution should be taken before adopting their scales for purposes of further research. (Author)

ED 111 861 24 TM 004 828  
Betz, Nancy E. Weiss, David J.

Empirical and Simulation Studies of Flexilevel Ability Testing. Research Report No. 75-3.

Minnesota Univ., Minneapolis. Dept. of Psychology.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—RR-75-3

Pub Date Jul 75

Note—56p.

Available from—Psychometric Methods Program, Dept. of Psychology, University of Minnesota, Minneapolis, Minnesota 55455 (while supplies last)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Ability, College Students, Comparative Analysis, \*Computer Oriented Programs, Feedback, Individual Differences, Item Banks, Measurement Techniques, Memory, \*Response Style (Tests), \*Simulation, Test Construction, \*Testing, Test Reliability

Identifiers—\*Flexilevel Test

A 40-item flexilevel test and a 40-item conventional test were compared using data obtained through (1) computer-administration of the two tests to three groups of college students, and (2) monte carlo simulation of test response patterns. Results indicated the flexilevel score distribution better reflected the underlying normal distribution of ability, and that the flexilevel test had a higher paralleled-forms reliability and a higher relationship to underlying ability level than did the conventional test. The overall test-retest stability of the two tests was equivalent, but there was evidence indicating that memory effects inflated the stability of the flexilevel test scores less than that of conventional test scores. The flexilevel provided more accurate measurement at almost all ability levels, although its information function was similar in shape to that of the conventional test. However, the interpretation of differences in the level of information provided were confounded by differences in the average discriminating power of the items in the two tests. The flexilevel test also appeared to reduce random guessing behavior in comparison to the conventional test. (Author)

ED 111 862 24 TM 004 829

Kocher, A. Thel

An Empirical Investigation of the Stability and Accuracy of Flexilevel Tests.

Pub Date [Apr 74]

Note—9p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, Illinois, April 1974)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Ability, Comparative Analysis, \*Computer Oriented Programs, Feedback, Individual Differences, \*Response Style (Tests), Scoring, Simulation, Student Testing, \*Testing, \*Test Reliability, Test Validity

Identifiers—\*Flexilevel Test

The purpose of the present study was to empirically investigate the stability and accuracy of one suggested method for matching test difficulty to examinee ability level. Students' answers to traditional classroom tests were rescored by computer as if the examinations had been flexilevel tests. The scores thus obtained were found to correlate highly with the traditional test scores (0.8994 to 0.9478), thereby indicating that flexilevel test scores are sufficiently stable and accurate to allow their use for classroom evaluation purposes. (Author)

ED 111 863 24 TM 004 830

Loret, Peter G.

Implementing, Evaluating, and Using a Statewide Assessment Program: Logistics and Contracted Services.

Pub Date [Apr 75]

Note—13p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Washington, D.C., March 31-April 2, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Educational Assessment, Elementary Education, Factor Analysis, \*Grade 4, Program Development, Reading Skills, \*Reading Tests, Scoring, \*State Programs, Statistical Analysis, Test Construction, \*Testing

Identifiers—\*Oregon Statewide Assessment Program

Under contract with the Oregon State Department of Education, Educational Testing Service (ETS) assisted in the preparation of a fourth grade reading assessment test based on, or modified from, Instructional Objectives Exchange materials. ETS produced test books, answer sheets, and all required ancillary materials necessary for test distribution and administration to a sample of 104 schools, previously selected on the basis of geographic region, district wealth, and district size. Rights, Wrongs, and "Don't Know"

pupil scores were reported to schools and districts for 25 specific reading objectives and 4 grouped objectives (word attack, vocabulary, comprehension, and application). Summary statistics for schools were also prepared and distributed. A special vocabulary self-report section/score was included in both reports. At the state level, a number of item analyses were performed, and a series of weight frequency distributions prepared. A total of 4,127 pupils at 102 schools actually took the test with 299 pupils reported as absent. (Author)

ED 111 864 24 TM 004 831

Tracy, D. B. And Others

Induced Response Bias on the State-Trait Anxiety Inventory.

Note—11p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Anxiety, College Students, \*Psychological Patterns, \*Response Style (Tests), Role Playing, Sex Differences, Statistical Analysis, \*Test Bias, Testing, Testing Problems, Test Reliability, \*Tests

Identifiers—Faking (Tests), \*State Trait Anxiety Inventory

Responses on both the state and trait scales of the State-Trait Anxiety (STAI) Inventory were examined under two conditions. The first condition presented a simulated real-life situation containing competitive and evaluative cues without directly suggesting faking and asked subjects to complete the STAI. After an intervening task, the STAI was readministered under standard instructions. The hypothesis that subjects would respond consistently on the A-trait scale, while demonstrating increased levels of A-state was confirmed. Results were interpreted as consistent with the distinction between trait anxiety as a relatively permanent attribute of the individual and state anxiety as a transitory characteristic which fluctuates with the environment. However, the results conflict with traditional notions of social desirability response bias, which imply that "faking good" should lead to consistent changes on both scales. There is little doubt that "faking good" can lead to distortions of scores on affective measures. However, subjects do not necessarily actually "fake good" in situations where they have no definite instructions to fake. (Author/RC)

ED 111 865 24 TM 004 832

Lipe, Gary

Interactive Test Analysis: Development, Implementation, and Evaluation.

Pub Date [Jun 75]

Note—25p.; Paper presented at the Annual Meeting of the College and University Eleven Thirty Users Group (8th, Berea, Kentucky, June 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Computer Programs, Cost Effectiveness, Data Analysis, Item Analysis, Norm Referenced Tests, Program Development, \*Scoring, Statistical Analysis, \*Testing

An interactive test analysis system was developed which interfaces a 3M DATRONICS system with a XEROX Sigma 9 computer. The computer programs were written in A Programming Language (APL). The current implementation of the program is characterized by its capability to: read responses from a DATRONIC answer sheet; allow the faculty member the option of omitting items from the analysis; check for omitted items; allow the faculty member the option of selecting specific reports; and collect descriptive statistics concerning the system performance and characteristics of the test analyzed. The complete set of reports generated by the test analysis program provide information normally included in an analysis of a norm-referenced test. The fixed costs for the test analysis system are the 3M Datronic System and the Anderson Jacobson terminal. If you assume a lease option for each component of the system then the approximate cost will be \$240 per month. This fixed cost can be allocated on the assumption of full utilization of the system with an average cost of \$1.50 per hour for a 40 hour week. When the costing formula was applied to the data base of 88 sets of tests, the average and median cost were determined to be \$8.37 and \$7.83 respectively. (Author/RC)

## ED 111 866 TM 004 833

Freeberg, Norman E. Echternacht, Gary J.  
Development of Measures for the Assessment of  
Delinquent Adolescents: A Pilot Study of Predictive  
Validity Based on a Sample of Pre-Trial  
Detainees. Final Report.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-PR-75-7

Pub Date Mar 75

Note—43p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Adjustment (to Environment),  
Adolescents, \*Attitude Tests, \*Cognitive Tests,  
Correlation, Delinquent Rehabilitation,  
\*Delinquents, Males, \*Occupational Tests,  
\*Predictive Validity, Predictor Variables,  
Questionnaires, Reading Tests, Test Validity

This report explores the validity of measures for eventual use in assessing attitudinal and cognitive skills of delinquent adolescents. Ten measures of a battery along with a reading test were administered to adolescent males, 14 to 18 years of age, held in pretrial detention. The 11 tests were validated against 37 criterion variables encompassing post-detention performance outcomes in areas of social, community, and job adjustments. Criterion information was obtainable from about one-quarter of the sample who could be followed up about 6 to 11 months after release. Some descriptive characteristics were: they read at a "functionally illiterate" level; 67 percent had obtained full-time employment mostly in low paying, poor quality jobs; they adjusted fairly in terms of family and community relations, and expressed a desire to stay out of trouble. In terms of validation content, eight measures produced patterns of significant validities to support their potential for further development as guidance tools applicable to adolescent offenders. (RC)

## ED 111 867 TM 004 835

Carifto, James

Scaling Preference Data for Program Assignments.  
Pub Date [May 75]

Note—47p.; Paper presented at the Annual Meeting of the New England Educational Research Association (Provincetown, Massachusetts, April 30-May 4, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Algorithms, Computer Programs,  
Curriculum Development, Flexible Scheduling,  
Grade 9, Participant Satisfaction, Rating  
Scales, \*Scheduling, School Schedules, Secondary  
Education, Statistical Analysis, Student  
Attitudes, \*Student Interests, \*Student Placement,  
Testing, \*Vocational Education

The present study devised a computerized assignment-by-preference algorithm for a ninth-grade exploratory curriculum. The problem addressed was one of maximally mapping all students into 8 of 12 vocational programs in terms of their preferences for studying each of the programs and the assignment restrictions established by the school. To minimize the errors of misplacement and produce a successful algorithm for the problem faced, it was found that a procedure had to be devised which both individually-referenced and group-referenced students' program preferences into one meaningful statistic. In general terms, this problem was one of combining bipolar data so that every plus-minus combination produced a unique scale point. The values of this latter scale made it possible to determine which students should be assigned to what programs under the criteria specified. Once all students were assigned to programs, this same scaling procedure was used to develop a sequence statistic which allowed programs to be maximally ordered for those students most likely to be affected by this variable. Twelve percent of the student body (N=440) expressed dissatisfaction with the program assignments they received. Interviews, however, revealed that most of these students misunderstood the restrictions governing assignments. (Author)

## ED 111 868 TM 004 836

Ramaswamy, T.

Some Methodological Considerations in the Testing of Rasch Model Claims.

Note—28p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Ability, Cloze Procedure, Correlation, Hypothesis Testing, Individual Differences, \*Item Analysis, Literature Reviews, Measurement Techniques, \*Models, Prediction, Predictor Variables, Probability, Response Style (Tests), Statistical Analysis, \*Testing

Identifiers—\*Rasch Model

The Rasch item analysis model is supposed to yield norm-free estimates of ability and easiness values, but there are several possible interpretations of the nature and extent of such norm-freeness. One such interpretation was that to involve the scores of one single experimental group of testees which were embedded in four differently skewed distributions of other scores, the testees had been administered easy and hard sets of items for the verifications of person-free and item-free ability estimations. Similarly for the verifications of person-and item-free easiness estimation by the Rasch model, the study involved the formation of four differently skewed sets of items in terms of their proportion right easiness values among which the same single set of experimental items had been embedded. These four sets of items were administered to bright and dumb groups of examinees. The no-guessing and constant discrimination power assumptions of the Rasch model were respectively made to be satisfied by using the cloze test blanks as items and by removing those blanks outside a narrow range of discrimination indices. Because of the possibility that the estimation errors may critically depend on the number of ties at each raw score level making the Rasch estimates of ability and easiness statistically different from one group of examinees or set of items at each of these score levels, a linear prediction model was used with the raw pupil scores or item easiness as predictors. (Author)

## ED 111 869 TM 004 837

Reaser, Joel M. And Others

A Test of the Forced-Alternative Random Response Questionnaire Technique. Technical Report No. 75-9.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.

Report No.—HumRRO-TR-75-9

Pub Date Jun 75

Note—44p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Confidentiality, Data Collection,  
Item Analysis, Measurement Techniques, \*Military Personnel, Probability, \*Questioning Techniques, \*Questionnaires, Response Mode,  
\*Response Style (Tests), Social Problems,  
\*Surveys

Identifiers—\*Forced Alternative Random Response Technique, Mail Surveys

This study tested a variation of the random response surveying strategy designed for lengthy questionnaires to be used in group administrations or mail surveys. A questionnaire was mailed to a random sample of 3,000 company grade officers divided into three groups. One group received a conventional questionnaire. The second group received a random response questionnaire (FARR-50 technique) using a 50 percent likelihood of having to respond honestly. The last group received a random response questionnaire (FARR-83 technique) using a 83.3 percent likelihood of having to respond honestly. It was found that subjects respond more honestly, i.e., with greater estimated incidence of true positive response, to sensitive questions when given a low level of protection provided by the FARR-83 technique. Rates of response and estimate levels of prevalence were higher when subjects were given some protection than when they were forced to answer the questions honestly more frequently—even though the latter afforded greater protection. (Author)

## ED 111 870 95 TM 004 838

Rentfrow, Robert K.

New Directions in Open Classroom Evaluation: Situational Tasks.

Arizona Univ., Tucson. Arizona Center for Educational Research and Development.

Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C. Div. of Follow-Through; Office of Child Development (D-HEW), Washington, D.C.

Pub Date 17 Jun 75

Note—24p.; Paper presented at the Annual Meeting of the American Montessori Society (Granby, Colorado, June 17-21, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Child Development, Classroom Environment, \*Classroom Observation Techniques, \*Early Childhood Education, Elementary School Students, Language Develop-

ment, Models, \*Open Education, Preschool Education, Program Development, \*Program Effectiveness, \*Program Evaluation, Situational Tests, Social Relations, Student Behavior

Identifiers—Childrens Language Assessment Situational Tasks, Classroom Attitude Observation Schedule, TEEM, \*Tucson Early Education Model

The material reported here was developed as part of a systematic effort to develop techniques to evaluate the effectiveness of a nationally implemented early childhood program. The Classroom Attitude Observation Schedule technique has been implemented in a number of school districts as a means of assessing program implementation of the Tucson Early Education Model (TEEM). Teachers have found this a useful way to learn more about the effects of the program on the social functioning of children. The Children's Language Assessment-Situational Tasks represents a new direction in the assessment of children's language development at the preschool and early elementary level. The developmental program has led to the conclusion that this technique samples aspects of children's development in a valid context, and provides information for teachers which is applicable to improving the instruction of young children. Situational tasks have proven valuable in the elusive task of evaluating an innovative open classroom program. Future efforts will be directed toward other areas of the TEEM program, such as the development of cognitive skills through the cooking experience. (Author/RC)

## ED 111 871 TM 004 839

Poole, Richard L.

Student Victimization and the Formulation of Test Construction Criteria.

Pub Date [Apr 75]

Note—18p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Washington, D.C., March 31-April 2, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Elementary Secondary Education,  
\*Evaluation Criteria, Grading, Higher Education, \*Student Attitudes, \*Student Testing, \*Test Construction, \*Testing Problems, Test Interpretation, Test Reliability, Test Selection, Test Validity

This study surveyed 53 master's level students in two tests and measurement classes to determine if and in what fashion they had been victimized by testing and evaluation. The purpose of this activity was to acquire personal data which could be used to both dramatize and formulate criteria for the construction of classroom tests. A majority of students felt they had been victimized, and their experiences were at all educational levels—elementary and high school; undergraduate and graduate school; in the military and in higher education. These experiences illustrated procedural infringements related to validity, reliability, interpretation, and administration of tests. (Author)

## ED 111 872 TM 004 840

Scorzelli, James F.

Development of a Self-Report Inventory for Assessing Reactions to Program Content of a Rehabilitation Counseling Program.

Pub Date [Apr 75]

Note—11p.; Paper presented at the Annual Meeting of the New England Educational Research Association (Provincetown, Massachusetts, April 30-May 4, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Counselor Role, \*Curriculum Development, Higher Education, \*Professional Personnel, \*Questionnaires, \*Rehabilitation Counseling, Relevance (Education), Statistical Analysis, \*Task Analysis, Test Construction, Vocational Counseling

In order to assist the newly formed rehabilitation counseling program at Northeastern University in curriculum and instructional planning, a job task analysis was conducted. The sample consisted of 55 employed rehabilitation counselors in the New England region from both state agencies and rehabilitation facilities. The results of the study were in agreement with previous research on Rehabilitation Counselor Education (RCE) program content, indicating an emphasis on vocational counseling skills, community resources, and methods of client evaluation. However, contrary to previous research, the areas of job placement



and followup received relatively moderate to low ratings, suggesting that the practitioners may feel that it might be more efficient and practical to relinquish these duties to support personnel and paraprofessionals. Although the small sample size prevents any wide spread generalizations, the job task outline could be a useful tool in the curriculum and instructional planning of other newly formed RCE programs. (Author/RC)

ED 111 873 TM 004 841

Shannon, Gregory A.

**The Construction of Matching Tests: An Empirical Statement.**

Pub Date [Apr 75]

Note—12p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Washington, D.C., March 31-April 2, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Academic Achievement, Cognitive Measurement, College Students, \*Comparative Analysis, \*Multiple Choice Tests, \*Response Style (Tests), \*Test Construction, \*Testing Identifiers—\*Matching Tests

Matching test (MT) construction techniques were compared. These included: (a) MT instruction that limit the number of times responses can be selected to once, rather than more than once; (2) MTs that are organized in groups of five premises, or stems, rather than in groups of ten premises; and (3) MTs designed to measure knowledge, rather than a higher-order achievement level such as comprehension or synthesis. The subjects were 196 undergraduate students enrolled in an introductory educational psychology course offered at the University of Pittsburgh. Significantly higher scores were observed for MTs organized in groups of five premises and for MTs designed to measure higher-order achievement levels. A recommendation is made to organize MTs in groups of five premises. The absence of significant interactions suggests that this recommendation may apply for MTs designed to measure either knowledge or some higher order achievement. Also, a special advantage of MTs in the assessment of partial knowledge is discussed. (Author/RC)

ED 111 874 TM 004 842

Salter, Ruth

**Resources for the Implementation of a Productivity Analysis in Education.**

New York State Education Dept., Albany. Bureau of School and Cultural Research.

Pub Date [Apr 75]

Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Cloze Procedure, Elementary Secondary Education, Guides, Item Banks, \*Multiple Choice Tests, \*Reading Comprehension, \*Reading Tests, Test Bias, \*Test Construction

Identifiers—Test Development Notebook

One of the most critical elements in the adaptation of productivity analysis to education is the adequacy of the instruments for measuring program output or achievement. Various aspects of standardized test construction make them less than desirable measures of productivity. The Test Development Notebook which the New York State Department of Education is currently developing may offer a needed alternative to standardized testing. The overall purpose of the notebook is to provide sufficient numbers of test items at various levels of difficulty so that reading development at a given level may be monitored periodically with the administration of a series of comparable test forms. The starting point for the notebook has been literal comprehension, and the work in process has two emphases: one is applying the cloze technique in testing literal comprehension; the other is systematizing the writing of multiple-choice items for literal comprehension by specifying the type of questions to be asked and establishing rules for writing them. Both approaches use readability formulas to identify the difficulty of the material. Both stress objectivity and the elimination of writer bias. (Author/RC)

ED 111 875 TM 004 843

Bobbitt, C. Beau Stout, Chester C., Jr.

**A Study to Examine the Effectiveness of Systematic Desensitization Therapy in Reducing Test**

**Fear in a Program of General Educational Development Test Preparation.**

Pub Date [75]

Note—28p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Adults, \*Anxiety, \*Desensitization, \*Equivalency Tests, Program Effectiveness, \*Therapy

Identifiers—College of the Mainland, Wolpe (Joseph)

This study is an examination of an attempt within the Adult Basic Education Department at College of the Mainland to reduce the anticipatory test fear in normal adult students preparing for the General Educational Development (GED) Test. The experiment covered a time span of 16 weeks and made application of systematic desensitization, a therapeutic technique proper to the writings and practice of Dr. Joseph Wolpe. There is no indication, from the pre-post testing of the control group, that participation in a GED preparation class or the application of the systematic desensitization technique as applied in this experiment increases or decreases either basal trait anxiety or specific academic performance anxiety. (Author/RC)

ED 111 876 TM 004 844

Finch, John M.

**Abstract: Fall, 1974, South Carolina Student Survey and Attitude Inventory. Volume 1, Number 18.**

South Carolina State Dept. of Education, Columbia. Office of Research.

Pub Date May 75

Note—43p.; For related documents, see TM 004 747 and TM 004 845

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Attitude Tests, Grade 7, High School Students, Questionnaires, School Districts, \*Self Concept Tests, \*State Programs, Student Attitudes, Surveys, \*Testing Programs, \*Test Results

Identifiers—\*South Carolina, Student Survey and Attitude Inventory

The Fall 1974 South Carolina Statewide Testing Program included an achievement test; the Comprehensive Tests of Basic Skills; the Short Form Test of Academic Aptitude; and the Student Survey and Attitude Inventory (SSAI), which is the subject of this report. The SSAI was administered in November 1974 to 48,107 students. Most of South Carolina's seventh grade students and a sample of ninth and eleventh grade students participated in this phase of the program. The SSAI is an instrument which measures how students feel about themselves, other people, and the world; it is seen as having potential for examining the attitudes of students and obtaining an indication of change in their self-concept. This document contains the SSAI Form A, questionnaire results and discussion, a detailed model of the SSAI, and a computer printout report of the statewide, seventh grade student survey section of the SSAI. (Author/RC)

ED 111 877 TM 004 845

Student Survey and Attitude Inventory: Form A. South Carolina State Dept. of Education, Columbia. Office of Research.

Pub Date May 75

Note—12p.

Available from—Not Available Separately; see TM 004 844

**Document Not Available from EDRS**

Descriptors—\*Attitude Tests, Junior High Schools, \*Questionnaires, \*Self Concept Tests, Senior High Schools

Identifiers—\*Student Survey and Attitude Inventory

This form of the Student Survey and Attitude Inventory (SSAI) used for the fall administration of the South Carolina Statewide Testing Program has two parts. The first contains a 25 question study survey which requires a total of 80 responses by the student. The questions elicit information about the students, their background, and attitudes. The second section contains 89 statements for which each respondent is asked to indicate his or her degree of agreement on a four-point scale. The inventory includes statements relating to nine different aspects of personality. These provide subscores in the areas of self-reliance, work-orientation, identity, communication skills, enlightened trust, knowledge of major roles, social commitment, openness to sociopolitical change, and tolerance of individual and cul-

tural differences. Self-concept is measured by the items in the self-reliance, work-orientation, and identity subscales, which when looked at together form the Individual Adequacy Scale. Since a mature response on some items requires a response of A, agree strongly, and on other items requires a response of D, disagree strongly, some item responses must be reversed in scoring to make it possible to score responses consistently. (Author/RC)

ED 111 878 95 TM 004 846

Guilliams, Clark I.

**Item Analyses of Amerindian and Chicano Responses on the Vocabulary Scales of the Stanford-Binet LM and Wechsler Batteries. Final Report.**

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BR-3-1955

Pub Date 75

Note—65p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*American Indians, Correlation, Cultural Disadvantage, Elementary Education, \*Intelligence Tests, \*Item Analysis, \*Mexican Americans, Multiple Regression Analysis, Norms, Retarded Children, Test Bias, Testing Problems, Test Reliability, Test Validity, Verbal Ability, \*Vocabulary

Identifiers—Stanford Binet LM, Wechsler Intelligence Scale for Children

Chicano and Amerindian vocabulary scale responses from the Stanford-Binet (LM) and Wechsler Intelligence Scale for Children were item-analyzed for 1,009 subjects. The response patterns differed both by ethnic group and test, as well as by age. The most common, and recurring, pattern found was "level-of-difficulty" gradient inconsistencies. The item-analysis method employed in this report was that of the covariance matrix where the sum of the matrix is the total-test's variance; vocabulary scale totals here, for both the SB-LM and the WISC. Tribes sampled were Navajo, Apache, and a group of subjects with mixed-tribal backgrounds designated "called Indian." Most of the protocols that could be analyzed on the vocabulary scales were pulled from the testing-course files at Arizona State University; other protocols were obtained from the reservations mentioned above. In the epilogue, based on the findings, it is suggested that bilingual programs similar to those being used in Texas' NIE funded program for the coming academic year be adopted for other large minority groups whose primary language is not either English or Spanish. (Author)

ED 111 879 TM 004 847

Drummond, Robert J. And Others

**The Children's Interaction Matrix: Intermediate Form, Primary Form. Preliminary Manual. Research Edition 1975.**

Spons Agency—Maine Univ., Orono.

Pub Date 75

Note—63p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Elementary Education, \*Elementary School Students, Factor Analysis, \*Group Behavior, \*Interaction, Manuals, \*Matrices, Norms, Scoring, Statistical Analysis, Test Reliability, \*Tests, Test Validity

Identifiers—\*Childrens Interaction Matrix

The Children's Interaction Matrix, Intermediate and Primary Forms, are designed to identify the preferred work and content styles of children in group situations. These factors aid the researcher, teacher, and counselor in understanding the individual's preferred mode of behavior in groups as well as indicating the students' reaction to group situations. Primarily research instruments, the tests are based on the conceptual framework of the Hill Interaction Matrix (HIM) (1965). This is a two dimensional matrix which describes a person's preferred content and work-style modes of group behavior. The tests are based on the 16 cells of the HIM. Four items were included for each cell for a total of 64 items. The original item pool of the HIM as well as the cell labels were used as criteria for development and selection of the items. Items were simplified for children in respective grade levels and were rated by judges as to their appropriateness for each cell. The response format was simplified to a two position—"Yes", "No" format for the primary form and to a three position—"Usually", "Sometimes", "Not Often" format for the intermediate form.

Besides the tests, data are provided on: reliability, validity, factor analysis, norms, scoring, and correlations. (Author/RC)

**ED 111 880** 32 TM 004 848  
Clark, Sara H.

**Basic Skill Centers of Minneapolis 1972-73.**  
Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C. Div. of Education for the Disadvantaged.; Minnesota State Dept. of Education, St. Paul.

Report No.—C-72-53

Pub Date Jan 74

Note—38p.; For a related document, see ED 083 315

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Achievement Gains, Compensatory Education Programs, \*Disadvantaged Youth, Elementary Education, Individualized Instruction, Inner City, Junior High Schools, Multimedia Instruction, \*Program Effectiveness, \*Reading Improvement, Reading Skills, Reading Tests, \*Remedial Reading Programs, Statistical Analysis, \*Student Testing

Identifiers—\*Basic Skill Centers, Elementary Secondary Education Act Title I, ESEA Title I, Gates MacGinitie Reading Test, Minnesota (Minneapolis), Stanford Achievement Test

Two Basic Skill Centers were set up in 1969 to help inner city students improve their reading skills. The centers were supported mainly by the Minneapolis Public Schools although ESEA Title I funds provided teacher aides. This report covers the fifth year's operation of the project. Substantial changes made in the centers' operations are described. The goals of the program included remediation of subskill weaknesses, achievement of functional reading levels, and raising the rate of reading growth of children in Target Area schools who were one or more years below grade level in reading. Individualized instruction was provided for 604 students from grades 4-9 from 23 schools. A multimedia approach was used which included programs used in a variety of teaching machines as well as individual instruction in related classrooms. The students, who came from Title I Target Area schools, made grade equivalent gains well above what would have been expected for average children working at the reading levels of the Gates-MacGinitie and Stanford Primary Achievement tests which were the measuring instruments. About 70 percent of the students made grade equivalent gains on the Gates Comprehension test over those expected for the pre-posttest span of six months. Two thirds of the pupils made such gains on the Stanford Word Study skills tests. (Author/RC)

**ED 111 881** TM 004 849  
Thorndike, Robert L.

**Methodological Problems in Developing Instruments for Cross-National Studies.**

Pub Date [Apr 74]

Note—13p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, Illinois, April 1975); Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Communication (Thought Transfer), \*Comparative Education, \*Cross Cultural Studies, Cultural Differences, Curriculum, \*Test Construction, \*Testing Problems

Identifiers—International Evaluation Educational Achievement

In developing tests for the International Association for the Evaluation of Educational Achievement (IEA) survey, methodological problems arose in three areas: curriculum, communication, and culture. Efforts to identify the core of common objectives and the penumbra of distinctive, sometimes partly shared but sometimes unique, goals operated through a system of national and international committees. Each country was given the responsibility of assembling a national committee, each having the task of preparing a national blueprint of content and process objectives that would be appropriate at the specified age or grade levels in that country. Through interaction with national and international committees, items were selected, edited, and assembled into preliminary forms for try-out. Communication was a problem in maintaining the flow of information, materials, and actions out to

the participating countries and back to the central coordinating office. In a more specific sense, communication was a problem in the domain of language and translation. Problems involved in the area of culture were semantic and in picking a set of quantitative alternatives giving good differentiation between countries. (Author/RC)

**ED 111 882** 32 TM 004 850  
Clark, Sara H.

**Mobile Learning Centers of Minneapolis 1972-73.**  
Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C. Div. of Education for the Disadvantaged.; Minnesota State Dept. of Education, St. Paul.

Report No.—C-72-58

Pub Date Feb 74

Note—25p.; For a related document, see ED 083 261

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Achievement Gains, Compensatory Education Programs, \*Disadvantaged Youth, High School Students, \*Mobile Educational Services, Programmed Instruction, Program Evaluation, Reading Improvement, \*Remedial Reading Programs, \*Secondary Education, Student Attitudes, \*Teaching Machines

Identifiers—\*Elementary Secondary Education Act Title I, ESEA Title I, Minnesota (Minneapolis)

Self-teaching machines housed in trailer-classrooms were used for the third year to help 331 students in two Minneapolis Title I secondary schools improve their reading skills. A gain of one month or more in grade equivalents (using Gates-MacGinitie tests) for each month of attendance at the centers by at least 50 percent of the students was the specific objective of the project. In 1972-73 the program again more than achieved its goal. Test results showed that 85 percent of the 218 students with gain scores made grade equivalent gains in comprehension greater than gains expected for length of enrolment in the program. The median grade equivalent gain was +1.6 although the students had been on roll for less than half the school year. The project featured the use of TV-like teaching machines and educational materials developed by Dorsett Educational Systems. Machines were housed in two large trailers which were located at Bryant and North secondary schools. Although students operated the machines and tested their own progress at the end of each lesson, assistance was available from the certified reading teacher and paraprofessional who staffed each trailer. Financial support for this project came from Title I, ESEA. Several recommendations, including continuation of the project, were made. (Author)

**ED 111 883** TM 004 853  
Dees, James W.

**Structural Task Analysis—The Bridge Between Selection and Training.**

Pub Date [Oct 74]

Note—15p.; Paper presented at the Annual Meeting of the Military Testing Association (Oklahoma City, Oklahoma, October 21-25, 1974); Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Intelligence Factors, Military Personnel, Models, \*Personnel Selection, \*Task Analysis, \*Taxonomy, \*Test Selection, Test Validity

Identifiers—Guilford Structure of Intellect Model

A procedure for using Guilford's structure of the intellect as the theoretical basis for a task analysis model is presented. It is reasoned that such a model would furnish a bridge between task analysis and test selection, and also a bridge between test selection and test validation. Such a mechanism might answer some of the EEOC criticisms of psychological testing because of the inherent content validity of the technique. In addition, the technique could be used to produce task analyses of both a job and training for that job. A comparison of the structural task analyses of the job and job training would expose discrepancies where abilities not required on the job are required for training. It might be then possible to modify training to bring the abilities required for training more in line with those required for the job, thus ultimately providing a bridge between task analysis through selection to training. (Author)

**ED 111 884** TM 004 854

Nesset, Bonna Faunce, R. W.

**Selection of a Mathematics Test for a Citywide Testing Program.**

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Report No.—C-72-36

Pub Date Jan 74

Note—27p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Achievement Tests, \*City Wide Programs, Comparative Analysis, Elementary Education, \*Mathematics, Teacher Attitudes, \*Testing Programs, \*Test Selection

Identifiers—\*Minneapolis Public Schools

Teacher dissatisfaction with the existing math testing program in the Minneapolis Public Schools (MPS) led to the establishment of the Committee on Citywide Mathematics Testing. The committee was formed to identify tests to be used, grade levels to be tested, and testing schedules. The committee recommended that tests be given in the spring instead of the fall, as before, that tests be given in grades 3, 6, and 8, and that a pilot study be conducted by the Research and Evaluation Department to select one test for each grade from among those tests which had passed the initial screening. Five tests were under consideration at the third grade level (the SRA, the CAT, the Stanford, and the Metropolitan Form F and Primary II), four at the sixth grade level (the SRA, the CAT, the Stanford, and the Metropolitan Form F), and three tests at the eighth grade level (the SRA, the CAT, and the Stanford). The Stanford series was eliminated because testing materials could not be obtained in time for the pilot test. Each of the tests was given in three classrooms. Each teacher administering one of the tests responded to a questionnaire on the test used. Similar ratings were obtained on all the tests for: face validity, reading difficulty, cultural bias, pupil motivation, administration instructions, and interpretation instructions. Based on the limited evidence from this pilot tests, it was recommended that the SRA be selected. (Author/RC)

**ED 111 885** 32 TM 004 857  
Bergeth, Robert L.

**Bryant YES Center Student Reading and Math Growth 1972-73.**

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C. Div. of Education for the Disadvantaged.; Minnesota State Dept. of Education, St. Paul.

Report No.—C-72-57

Pub Date Oct 73

Note—21p.; For a related document, see ED 083 267

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Achievement Gains, Achievement Tests, \*Basic Skills, Junior High Schools, Junior High School Students, Mathematics, Program Effectiveness, Reading, \*Remedial Programs, \*Socially Maladjusted, \*Supplementary Educational Centers, \*Underachievers

Identifiers—Bryant YES Center, \*Bryant Youth Educational Support Center, Elementary Secondary Education Act Title I, ESEA Title I, Minnesota (Minneapolis)

The Bryant Youth Educational Support Center (YES) was established in the fall of 1968 to meet the needs of Bryant Junior High students who were socially maladjusted and/or academically underachieving. The primary objectives of the center are to improve basic skills achievement and to modify inappropriate behavior. Approximately 50 students attend the center at one time. Most are 8th and 9th graders although several are 7th graders. The center's students made excellent progress in the basic skills area of reading and math as measured by standardized reading and math achievement tests. Similar results were made during the 1971-72 school year. The YES Center has clearly demonstrated during the past two years that low-achieving students who exhibit antisocial behavior have made good progress in basic skill subjects of reading and math. The center's typical student made vocabulary gains of 1.5 months on the Gates-MacGinitie Test and 2.0 months gain on the Stanford Word Meaning Test for each month they were in the program. On the Gates-MacGinitie Comprehension Test the students made 1.8 months gain for each month in the program. They made 2.2 months on the Stan-

ford Paragraph Meaning Tests for each month in the program. The grade equivalent gain for Arithmetic Computation was 1.8 months gain for each month in the program; for Arithmetic Concepts, 1.8; and for Arithmetic Application, 2.3 months gain for each month in the program. (Author/RC)

ED 111 886 95 TM 004 858

Freeberg, Norman E. Rock, Donald A.

A Vocational Re-Evaluation of the Base Year Survey of the High School Class of 1972. Part 3 Aspirations and Plans of High School Students: The Role of Academic, Social, and Personal Characteristics. Final Report.

Educational Testing Service, Princeton, N.J.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.—ETS-PR-75-5

Pub Date Feb 75

Contract—OEC-0-73-6806

Note—168p.

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—Analysis of Variance, \*Aspiration, \*Career Planning, Decision Making, Educational Background, \*High School Curriculum, \*High School Students, Longitudinal Studies, Parental Background, Questionnaires, Racial Differences, Secondary Education, Seniors, Sex Differences, Social Background, Statistical Analysis, Student Attitudes, \*Student Characteristics

This report examines the plans and aspirations of high school students for their educational and vocational future and the influences having a role in shaping those decisions. This is accomplished by use of a large national sample of males and females, along with analyses that incorporate both descriptive and causal approaches. Specific priorities of student choice and the potential influences stemming from family, peers, school, and skill-achievements that shape educational and vocational decisions are described. In addition, assessment is made of the relative contributions of each of those personal-demographic characteristics and causal modes by which they are likely to exercise their impact. Not only should such information provide clues for shaping high school curricula, or individualizing courses and programs, it should also aid in guiding students along more effective educational paths through an understanding of the consequences of their decisions. Thus, a major focus of the analysis is on identifying, where feasible, the comparative differences between plans and aspirations of students enrolled in differing curricula and unique influences that impinge on such decisions for members of each group. (Author/RC)

## UD

ED 111 887 UD 015 315

Wayson, William W.

Good Multi-Racial and Multi-Ethnic Inservice Programs for Urban Schools.

Pub Date 22 Feb 75

Note—14p.; Paper presented at the Annual Meeting of the American Association of School Administrators (107th, Dallas, Texas, February 21-24, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Administrative Principles, Administrative Problems, Decentralization, Decision Making, Educational Needs, Educational Policy, Educational Problems, \*Inservice Teacher Education, \*Intergroup Education, Race Relations, School Administration, \*School Integration, \*Urban Schools, Urban Teaching

This paper examines urban schools serving minorities, and begins by arguing that inservice development is the greatest need of the American school system, one that needs many things. The time that a teacher spends in effective inservice activity is more important for the future of pupils than the same amount of time spent with those pupils. Though the impact of formal instruction is as ineffective in an inservice program as it is in most other settings, a program of formal instruction is an integral part of inservice development. It is held that such a program should be designed to supply instruction in specific skills, attitudes, and knowledge that will complement and rein-

force the problem-solving in which staff members are engaged in their daily lives. In discussing the informal inservice climate within the school building and of the school district, the paper emphasizes the role of the principal. It is asserted that no other function gives the superintendent so much power to effect improvements in school districts as the power to appoint and assign school principals. Finally, the paper focuses on the importance of responsible problem-solving at the school building level. Four issues seen as vitally affecting instruction in multiracial and multiethnic school districts are briefly dealt with—integration, isolation, time, and collective bargaining. (Author/JM)

ED 111 888 UD 015 376

Farmer, George L.

Education: the Dilemma of the Oriental American. University of Southern California, Los Angeles. School of Education.

Pub Date 69

Note—169p.; Best available copy; Some pages may not be clearly legible on reproduction due to the print quality of the original document

Available from—Asian American Studies Library, 142 Dwinelle Hall, University of California, Berkeley, California (\$4.50, xerography)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Acculturation, \*Asian Americans, Chinese Americans, Community, \*Cultural Pluralism, Dropouts, \*Educational Problems, Employment, Family Characteristics, Filipino Americans, Housing, Japanese Americans, Korean Americans, Religion, Socialization

Identifiers—\*California

This document considers the education of Oriental Americans a dilemma, since the Oriental-American minority is reported to represent proportionately the highest educated group in the U.S., bears a pluralistic and bicultural background, and a long history of having been subjected to restrictions and exploitation in the American West. The main emphasis and the major theme of writing in the document is on education and the community, specifically Oriental American. Three minority groups, Japanese, Filipino, and Chinese (Koreans as a group for study are included only in the summary and conclusion section) living in California are examined in terms of various areas such as historicism, acculturation, contact, competition, accommodation, assimilation, the culture and the family, housing, employment, religion, and education and the dropout. A chronology of dates which lends emphasis to sequence of events is applied in some sections. The summary and conclusion section relies heavily on Arnold G. Holden's "A Typology of Individual Migration Patterns," whose typology was employed to classify the sub-groups into its eight cells. (Author/AM)

ED 111 889 95 UD 015 385

Bonham, Frank

White Like Me: Experiences in Writing for Minority Youth.

Maryland State Dept. of Education, Baltimore. Div. of Library Development and Services.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—11p.; Proceedings of Workshop on related materials for ethnic/cultural minorities held by Maryland State Department of Education (Baltimore, Maryland, December 3-4, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Books, Creative Writing, \*Disadvantaged Youth, \*Ethnic Studies, Instructional Materials, Language Arts, Media Research, \*Minority Group Children, Novels, Reading Difficulty, \*Reading Materials, Writing Exercises, \*Writing Skills

This speech, a product of the workshop on "Media: Minorities and Sex Stereotyping", is said to be intended to provide a vivid picture of how to write about minorities for minority youth from a "white" point of view. The author attributes his success in writing to the conviction that race is no factor in the dimensions of human joys and despairs, and emphasizes his responsibility toward the reader and the ethnic group written about, regardless of whether he himself is of the same ethnic group or an outsider writing about it. Various specifications said to apply to any good novel for young readers are made: length of 125 to 180 pages, a high excitement level, the use of humor

wherever possible, and utilization of mostly inner city characters, background, and setting. The characters and backgrounds used are said to be most important in the creation of minority books used to "turn-on" reluctant readers of various colors and races. (AM)

ED 111 890 UD 015 404

Feagin, Joe R.

Ghetto Social Structure: A Survey of Black Bostonians.

Pub Date 74

Note—155p.

Available from—R & E Research Associates, 4843 Mission Street, San Francisco, California 94112 (\$9.00, paper)

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—Black Community, \*Females, \*Ghettos, Group Structure, Income, Metropolitan Areas, \*Negroes, Networks, Social Integration, Social Organizations, Social Relations, \*Social Structure, Social Systems, \*Surveys, Urban Areas, Urban Environment, Voluntary Agencies

Identifiers—Massachusetts (Boston)

This report on ghetto social structure, surveying a sample of 120 black women from Boston, is an examination of the extent to which black urbanites maintain personal ties within the ghetto area. Nine chapters listed as follows constitute the document: social organization in the black ghetto; Boston—the city and the sample, primary social ties, voluntary associations, tertiary participation, the relationship between social integration indices, income, status, and social participation, and a summary with conclusions. The sample interviewed was said not to fit into the stereotype of the isolated ghetto dweller who has no concern for, or contact with his or her fellow residents. It pointed to the importance of both the kinship system and that of other primary ties such as friends and neighbors. Two logical and important extensions to this urban network research are said to include a study of the social networks moving out beyond the individual black respondent and her immediate circle of friends and relatives, and a controlled longitudinal mobility research study of black families in alternate housing—with an interview before the move and followed by a series of repeated interviews subsequent to the move. (Author/AM)

ED 111 891 95 UD 015 413

State Compensatory Education Programs.

Office of Education (DHEW), Washington, D.C.

Report No.—DHEW-OE-75-07107

Pub Date 75

Note—79p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.40)

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Bilingual Education, \*Compensatory Education, \*Compensatory Education Programs, Culturally Disadvantaged, Disadvantaged Youth, Economically Disadvantaged, \*Educationally Disadvantaged, Elementary Grades, Federal Aid, Federal Programs, Language Handicapped, Secondary Grades, State Aid, \*State Programs

Identifiers—\*Elementary Secondary Education Act Title I, ESEA Title I

Nineteen states are covered in this report on state compensatory education programs, examining the status of state financed compensatory education programs established during the last decade through the passage of Title I of the Elementary and Secondary Education Act. Programs discussed are stated to be limited to those designed for elementary and secondary level children with educational disadvantages caused by economic, cultural, and/or linguistic problems; programs for mentally, physically, or emotionally handicapped children are not included. The discussion is stated not to follow a standard format, due to the differences in state guidelines requirements as to the type of data to be submitted. Among the states included in the ongoing programs section are California, Connecticut, Massachusetts, Michigan, Pennsylvania, and New York. Two other chapters examine expired programs and anticipated programs, with a final chapter providing a directory of persons responsible for each of the programs discussed in this report. (Author/AM)

## 188 Document Resumes

ED 111 892

UD 015 414

*Keniston, Kenneth*

**Do Americans Really Like Children? Draft -- Position Paper.**

Pub Date 23 Mar 75

Note--36p.; Paper presented at the annual meeting of the American Ortho-psychiatric Association Meeting (Washington, D.C. March 23, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**--\*American Culture, American Studies, Child Advocacy, Child Rearing, \*Children, \*Child Welfare, Civil Rights, \*Economic Change, \*Economic Climate, Economic Disadvantage, Equal Education, Family Environment, Family Involvement, Family Structure, Handicapped, Minority Group Children, Race Influences, Socioeconomic Influences

This position paper explores American underdevelopment in the area of policy formation concerning children and families. Three pressing problems believed to be faced by American children and their parents are presented and discussed. These are: (1) the depopulation of the family, said to be largely attributable to the changes, assumptions, and newly generated demands for consumption, and not to the faults of individual parents; (2) the intellectualization of the child, said to originate in the nature of the American economic system and its influence on the school systems -- quantifying, measuring, and using these measurements to perpetuate the relative positions of existing groups in the society; and, (3) the problem of perpetuation of exclusion, said to affect children characterized by the four factors of race, poverty, handicap, and parents overwhelmed by life. This last problem is discussed and explained in terms of the economic system. A final section on individual uplift and social change concludes by underlining the posited contrast between individual blame and uplift, and the need for social and economic change. (Author/AM)

ED 111 893

UD 015 426

*Radford, W. C. Wilkes, R. E.*

**School Leavers in Australia 1971-1972.**

Australian Council for Educational Research, Hawthorn.

Pub Date May 75

Note--106p.; Australian Council for Educational Research (ACER) Research Series, No. 96

Available from--Australian Council for Educational Research, P.O. Box 210, Frederick Street, Hawthorn, Victoria 3122, Australia (\$7.50)

**Document Not Available from EDRS**

**Descriptors**--\*Academic Achievement, Age, \*Dropout Characteristics, Dropout Programs, Dropout Rate, Dropout Research, \*Dropouts, Fathers, Individual Characteristics, Occupations, Regional Schools, Rural Schools, Rural Urban Differences, \*Surveys, Urban Schools, Youth Problems

**Identifiers**--\*Australia

This study presents survey data for 1971-72 on young Australian people aged 15-24 who leave school. Members of the armed forces, diplomatic personnel, the institutionalized, and those reported as permanently unable to work are not included. Data are collated on slightly less than 110,000 dropouts, and do not represent the detail sought by many concerning this population. Nine chapters, as follows, constitute the study: the enquiry and the data, age at leaving, grade at leaving, time of leaving, estimated ability and destination, and a concluding statement in which differences between sexes, between regions, between types of schools, and in father's occupation are examined. Tables appended present summaries of detailed tabulations. Among other findings, the report is said to confirm the apparent disproportion between percentages of children from professional and semi-professional homes and from semi-skilled and unskilled homes entering occupations or destinations of differing social status, or requiring different levels of education for entry and leading to different levels of living. (Author/AM)

ED 111 894

UD 015 427

*Rowe, G. Dwight*

**Educational Outcomes Associated With Ethnic Changes in School Populations.**

Milwaukee Public Schools, Wis. Dept. of Educational Research and Program Assessment.

Pub Date 1 Apr 75

Note--27p.; Paper presented at the Annual Meeting of the American Education Research Association (Washington, D.C., April 1, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**--\*Academic Achievement, Demography, \*Ethnic Distribution, Indians, Mathematics, Migration, \*Minority Group Children, Negroes, Open Enrollment, Reading Achievement, School Integration, Spanish Americans, \*Student Distribution

**Identifiers**--Wisconsin (Milwaukee)

This document examines the data on changes in the ethnic composition of the schools in Milwaukee, and relates them to student achievement. A consideration of the relationship of ethnicity and academic achievement is said to entail six questions as follows: how ethnic proportions of pupils have changed over a ten-year period; their patterns of achievement in reading and math during an eight-year period; the relationship between percent of minority in school and reading/math achievement; whether the strength of the relationship changes with an increase in proportion of minority pupils; whether the rate of change in ethnicity affects the proportion of the relationship; and the extent to which open enrollment serves as voluntary desegregation or resegregation. Minority subgroups included American Indian, black, Asian, and Spanish-surnamed children. Findings of the study noted an increase in the number of minority pupils with a decrease of non-minority pupils in the ten-year period. Open enrollment is said to have had a slight effect in increasing segregation. Although achievement in reading and math are said to have decreased, a reduced rate of decrease had been found. A double proportion of minority students in the eight-year period had not been found to increase the strength of the relationship between proportion of minority students and achievement, and rate of change in ethnicity not found to show a stable relationship with the variable of student achievement. (Author/AM)

ED 111 895

UD 015 428

**Emergency Services Research and Demonstration Project, October 1972 - October 1973.**

Marion County Community Coordinated Child Care (4-C) Policy Committee, Indianapolis, Ind.

Pub Date 74

Note--71p.; Appendices K-1 and K-2 may not be clearly legible on reproduction due to the print quality of the original document

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**--Child Care, Community Agencies (Public), \*Disadvantaged Groups, \*Disadvantaged Youth, Educational Needs, \*Emergency Programs, Family (Sociological Unit), Followup Studies, Health Needs, Individual Needs, Information Services, \*Inner City, Neighborhood Centers, Referral, \*Research Projects, \*Social Welfare, Welfare Agencies

**Identifiers**--Crisis Situation, Indiana (Indianapolis), Project Emergency Services Research Demonstration

This final report describes a project developed to service inner-city neighborhood families in crisis by establishing a central referral services where families could go for help. A second goal is the provision of 24 hours a day, seven days a week care for children in a neighborhood based facility --which also provides other emergency forms of assistance, as required. Four sections focus on the geographical area, population of area, methodology, and a services summary describing areas such as shelter, clothing, medical, and fuel -- how they were used, and their advantages and disadvantages. Two additional summaries, providing statistical and financial data and fourteen tables, are also included. Through the coordination efforts of neighborhood agencies, organizations, and individuals, the project is said to have established and maintained neighborhood services and care for families and children effectively -- in addition to extensive record keeping for families served, and follow-up services and supplementary services such as employment, referrals, and baby-sitting. (Author/AM)

ED 111 896

32

UD 015 429

*Shore, Robert E.*

**Title I, ESEA, Evaluation Report, FY74 (Bethel Primary School, Bethel, Alaska).**

Alaska State-Operated Schools, Anchorage.

Spons Agency--Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date 1 Jul 74

Note--72p.; Parts of this document may not be clearly legible due to the print quality of the original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**--Academic Achievement, Community Involvement, \*Compensatory Education Programs, Disadvantaged Youth, Family Involvement, \*Federal Programs, Grade 1, Grade 2, Grade 3, Kindergarten, \*Program Evaluation, Reading Achievement, Reading Programs, School Involvement

**Identifiers**--Alaska (Bethel), Bethel Diagnostic Prescriptive Reading Program, Elementary Secondary Education Act Title I, ESEA Title I, Project Staff Development

This evaluation report for the Diagnostic and Prescriptive Reading Program provides program description and statistics for fiscal year 1974. Several sections listed as follows, constitute the report: project statistics, dissemination of project information and data, major problem areas, interrelationship of Title I with other federal and state programs, public school participation, non-public school participation, general evaluation of the project, state department of education, project staff development, pre- and in-service training, evaluation of objectives and narrative evaluation, summary, and conclusions. This last section covers topics such as attendance, class participation, behavior, educational and reading achievement, changes in administrative structure, curriculum, and teaching methods, community and parent involvement, recommendations concerning future of Title I projects, and evaluation of Title I in bringing compensatory education to non-public school children. In the appendices are included definitions for Bethel Title I, suggested standards for student aides, and a Bethel Primary Evaluation Chart. (AM)

ED 111 897

UD 015 431

*Edelman, Murray*

**The Language of Participation and the Language of Resistance.**

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Report No--IRP-DP-265-75

Pub Date Mar 75

Note--31p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**--Authoritarianism, \*Citizen Participation, \*Conflict Resolution, Decision Making, \*Economically Disadvantaged, Institutionalized (Persons), Language Planning, \*Language Styles, Lower Class, Participant Involvement, \*Policy Formation, Socialization, Social Problems, Sociolinguistics

This paper holds that the outcomes of formal procedures between low-status groups and those in authority over them are largely symbolic or marginal in character. Language and gestures are said to define the involvement of these groups with authorities either as joint participation in policy making or as conflict. Whether a political action is perceived as either a form of participation or as a form of conflict is said to depend on linguistic and gestural categorization. This dichotomy is stated to hold far-reaching consequences for public support or opposition to regimes, and compliance with or resistance to rules. The poor are seen to lack informal sanctions that confer influence, but can threaten elites by causing disorder--a political weapon which the poor renounce on becoming politicized. Among the topics discussed are private versus public issues, politicization as co-optation, influences versus ritual, the use of disorder, the structuring of perception through politicization, intense politicization, clarification and blurring of adversary relations, and antipolitics. (Author/AM)

ED 111 898

24

UD 015 443

*Rist, Ray Charles, Jr.*

**The Socialization of the Ghetto Child Into the Urban School System.**

Washington Univ., St. Louis, Mo. Social Science Inst.

Spons Agency--Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No--BR-6-2771

Pub Date Jun 70

Contract--OEC-3-7-062771-2714

Note--521p.; For related report, see ED 061 395

**EDRS Price MF-\$0.92 HC-\$26.02 Plus Postage**

**Descriptors**--American Culture, Disadvantaged Youth, \*Ghetos, Labeling (of Persons), \*Lon-

gitudinal Studies, \*Minority Group Children, Negroes, Public Schools, \*Socialization, Urban Environment, \*Urban Schools  
 Identifiers—Missouri (Saint Louis)

Both participant and non-participant observation were used to analyze longitudinally a single group of black ghetto children in their school, homes, and with their friends. A basic goal of the study is said to consist in accounting for the educational experience of children over time. Two beginning chapters describe public schools and American society, and the methodology of the study. A third chapter on the St. Louis public schools provides a backdrop from which is analyzed the activities of an individual classroom within the system. An introduction to the Attucks School follows, along with a description of its social and cultural milieu. Four subsequent chapters which follow are said to demonstrate the impact of teachers' expectations, initially based on a series of subjectively interpreted social criteria for both the anticipated academic potential and subsequent differential treatment accorded to students perceived as having dissimilar social status. A final chapter on black children in a public school provides a summary, conclusions, considerations for innovation (policy and programs), and the perceptions of low-income children. Appendixes and a bibliography are included. (Author/AM)

ED 111 899

UD 015 444

Bisard, Michael W.

Final Report on the Youth Service Agency [the City of Rock Hill, South Carolina].

Rock Hill Planning and Management Dept., S.C. Spons Agency—Children's Bureau (DHEW), Washington, D.C.

Pub Date Apr 74

Note—38p.; Exhibits I and VI (three pages) have been deleted from this document for reproducibility reasons

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Advisory Committees, Community Programs, Community Relations, Community Services, Community Support, Delinquency Prevention, Delinquent Rehabilitation, Drug Education, Program Coordination, \*Program Descriptions, \*Program Evaluation, Social Services, Tutorial Programs, \*Youth Agencies, Youth Employment, Youth Problems, \*Youth Programs

Identifiers—South Carolina (Rock Hill), \*Youth Service Agency

This final report contains an overall assessment of progress toward goals, a listing of positive and negative results, estimates of total project costs, man-years, and future, and an evaluation of the six project components for a comprehensive youth determined program in South Carolina, the Youth Service Agency. This program is said to have been established to involve youth in government and social decision-making processes in order to reduce the incidence of youth crime and delinquency and to provide employment and other self-improvements. The broad goals of the agency are said to consist of advocacy, coordination of services, and institution of new programs. Among the significant results listed are a decreased incidence of drug abuse, a raised level of youth employment, and an increased input of young persons to organizations having effect on youth. An unsuccessful resolution of the conflict between the agency's commitment to advocacy and the city's lack of desire to be associated with what were stated to be "politically sensitive" issues is listed as a negative finding or shortfall. A list of tables, exhibits, and graphs (including among others, a flow chart analysis of problems and problem causes, a summary of program approaches, and a project description) are included. (Author/AM)

ED 111 900

95

UD 015 445

Lindsey, Randall B.

Annual Technical Progress Report for Emergency School Assistance Program, Title 45, 1970-71. Kankakee School District 111, Ill.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C.

Pub Date 71

Grant—OEG-5-71-0019

Note—94p.; Several pages of illustrative materials in "Attachment B" to this document have been deleted for reproducibility reasons

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Academic Achievement, Childhood, Community Information Services, Grade 4, Grade 5, Helping Relationship, Information Networks, Minority Group Children, Organizational Change, \*Peer Counseling, Racial Differences, \*Remedial Instruction, School Environment, School Integration, \*Self Concept, Self Esteem, \*Telephone Communication Systems, Youth Problems

Identifiers—Emergency School Assistance Program, Have A Student Help Program, Illinois (Kankakee), Mobile Learning Unit Program

This paper presents a technical progress report of two programs conducted with funds provided under the Emergency School Assistance Program. One, the Mobile Learning Unit, said to have been designed to measure changes in fourth and fifth grade students' self-concept in a reorganized desegregated school environment, focuses on whether a positive self-concept comes (1) from a decrease of academic deficiencies through remediation procedures or from a program designed to increase success identities; (2) from neither of these; or (3) from both of these treatments. Results did not support either treatment, yet the self-concept changes were stated to be encouraging. The other program consists of a telephone hotline said to have been designed to allow students who have problems to telephone a central location and receive advice and direction with some degree of anonymity. The assumption that pre-adolescents are more apt to talk to an unknown peer was proven invalid. Hotline helpers were found to be unable to relax enough to calmly discuss the caller's problems in depth. The program as operating under its present structure was not recommended for continuation. (Author/AM)

ED 111 901

UD 015 448

In-Service Education of Teachers in Multi-Racial Areas. An Evaluation of Current Practice.

Community Relations Commission, London (England).

Pub Date Oct 74

Note—58p.

Available from—Community Relations Commission, 15-16 Bedford Street, London WC2E 9HX (\$1.26, paper)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Bilingual Education, \*Case Studies (Education), Cultural Differences, English (Second Language), \*Ethnic Groups, Inservice Courses, \*Inservice Education, \*Inservice Programs, Inservice Teacher Education, \*Minority Group Children, Racial Differences, Racial Recognition

Identifiers—England

This booklet contains information about what is happening in the field of in-service training in a multi-racial society in England at the present time, as gathered by means of discussions with teachers and with those concerned with the provision of courses. A rationale for in-service training in the context of the under-achievement of children from minority ethnic groups is provided. There is also a discussion of four basic ideas agreed upon by the discussants to represent the range of present provisions: those of diversity, school oriented courses, training trainers, and resources. The booklet is also said to provide some evaluation of the differing purposes and influences of the various courses which have taken place through a presentation of five case studies. A need for diversity of provision within in-service training, and clarification of purpose and implication of each type of course are among the needs identified by the conclusions. Seven recommendations, among which is the need for interaction between school management and total staff, are made. Appendixes include those on resources, the extent of the inquiry, statistical distribution of immigrants, and course programs. (Author/AM)

ED 111 902

UD 015 450

Caselli, Ron, Comp.

The Minority Experience: A Basic Bibliography of American Ethnic Studies. Revised and Enlarged Edition.

Sonoma County Superintendent of Schools, Santa Rosa, Calif.

Pub Date Apr 75

Note—106p.; For the first American Ethnic Studies Bibliography, see ED 038 221; Some pages may reproduce poorly due to paper color of original document

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—\*African American Studies, American Indians, Asian Americans, \*Bibliographies, Chinese Americans, \*Ethnic Groups, \*Ethnic Studies, Filipino Americans, Italian Americans, Japanese Americans, Jews, Mexican Americans, \*Minority Groups, Polish Americans

Identifiers—Euro Americans

Approximately 1500 books published between 1940 and 1974 constitute this revised edition of the 1970 minority experience bibliography. It is said to be directed at teachers in inservice activities and students of American minority groups. Afro-Americans and native Americans are covered with additional sections on the Asian-American, Euro-American, and Mexican-American subgroups incorporated into this edition. Most citations are said to have been included to provide a historical approach to current problems. Specific disciplines such as anthropology, literature, sociology, economics, history, and psychology reflect concern in many areas of inquiry such as civil rights, black power, race issues, immigration, social systems, socialization, bilingualism, and religion. (AM)

ED 111 903

UD 015 451

An Evaluation of the 1972-1973 Guggenheim Museum Children's Program "Learning to Read Through the Arts". ESEA Title I Program.

New York Univ., N.Y. Center for Field Research and School Services.

Spons Agency—New York City Board of Education, Brooklyn, N.Y.

Pub Date Jul 73

Note—53p.; Function No. 09-31699

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Art, Art Appreciation, \*Art Education, Aspiration, Culturally Disadvantaged, Disadvantaged Youth, Economically Disadvantaged, Educationally Disadvantaged, Federal Programs, Inner City, \*Minority Group Children, Museums, \*Program Evaluation, Reading Ability, \*Reading Improvement, Reading Skills, \*Remedial Reading, Self Concept

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, Learning to Read Through the Arts Program, New York (New York)

This evaluation focuses on a comprehensive arts and reading enrichment program for socially and economically deprived inner city adolescents who are performing two years below grade level in reading and/or mathematics. One hundred children participated in this six month program considered to be strongly oriented toward reading improvement. A program description is followed by a listing of program objectives, which focus on the improvement of reading and reading skills through motivation and interest in the arts, and on correction of reading weaknesses by workshops devoted to reading. Methods and procedures used in conducting the evaluation follow. The program is considered to exceed the requirements of its stated objectives, particularly in terms of reading improvement scores. Several conclusions are drawn from the evaluation. Among them are that it is possible to effectively teach reading in a program focusing on the arts, and possible to enhance attitudes toward academic subjects, along with aspirations and self-concepts, through this program of instruction. A series of recommendations made include continuation and extension of program to a year-round five-day basis and the initiation of additional programs patterned on the present program. (Author/AM)

ED 111 904

UD 015 453

Davis, Flora Powell

A Study of the Relationship Between the Level of Nutritional Consumption and the Education, Income, and Family Size of Selected Poor Families in Atlanta, Georgia.

Pub Date Jul 75

Note—125p.; Ph.D. Dissertation, Walden University

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Consumer Education, \*Doctoral Theses, Eating Habits, Economic Disadvantage, \*Educational Background, \*Family Income, Family Life, Family Life Education, Family Resources, Food, Food Standards, Health Education, \*Nutrition, Nutrition Instruction, Socioeconomic Status

Identifiers—\*Family Size, Georgia (Atlanta)

The stated objectives of this study were to determine: (1) the differences in knowledge of



nutrition, of income, and of family size in the upper and lower strata families; (2) the shopping practices of families; (3) average weekly food expenditures; (4) mean educational level; and (5) differences in the mean weekly food expenditures -- a comparison of the national norm mean and the standard set for this study. Findings reveal that 33 percent of the families with adequate money expenditure on food had inadequate diets, while 77 percent of the families require larger expenditures to provide adequate diets. Families with the lowest per capita incomes were found to have the most inadequate diets. Most diets were below recommended allowances of fruits, vegetables, milk, bread, and cereals. Inadequate nutrition was stated to be related more to lack of use of knowledge than to lack of knowledge itself, and to family size rather than to amount of money income. Recommendations included that further research be conducted with these families regarding dietary behavior and the application of nutrition education. (Author/AM)

**ED 111 905** UD 015 455

**Report on Review of Progress in Selected States in Meeting Special Educational Needs. Title I of the Elementary and Secondary Education Act of 1965.**

Department of Health, Education, and Welfare, Washington, D.C. HEW Audit Agency.  
Pub Date 74

Note—21p.; Two pages of tabulated material have been deleted from this document for reproducibility reasons

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*Cost Effectiveness, Disadvantaged Youth, Educationally Disadvantaged, \*Educational Programs, Federal Aid, Federal Programs, Financial Support, Minority Group Children, Program Costs, \*Program Effectiveness, \*Program Evaluation, Program Improvement, State Agencies, State Federal Aid

**Identifiers—**Elementary Secondary Education Act Title I, ESEA Title I

This report presents an analysis of and conclusions (based on audits of projects) on the progress being made by state educational agencies (SEA's) in assuring that local educational agencies (LEA's) are designing and implementing projects to meet the needs of educationally deprived children. Two considerations are said to have been employed in reviewing the effectiveness of SEA practices: the extent to which Title I funds are used for high priority educational needs and the extent of improvements due to the use of funds. Although variations among the 14 states reviewed are found, a pattern of change for the better is stated to exist, perhaps due to clearer guidelines from the USOE, more effective Federal and SEA monitoring processes, and better familiarity and acceptance of the requirements of the program by many SEA's. Further improvement is considered to be necessary as 12 percent of Title I funds are still not being used for high priority needs. Recommendations include (1) closer monitoring of procedures used by SEA's in reviewing and approving projects, along with on-site monitoring; and (2) requiring SEA's to provide LEA's with information and training on the requirements for educating deprived children. (Author/AM)

**ED 111 906** UD 015 456

**A Report on the ESEA Title III Program in Maryland, 1965-1975.**

Maryland State Dept. of Education, Baltimore. Div. of Compensatory, Urban, and Supplementary Programs.

Pub Date 30 Jul 75

Note—35p.; State Board Exhibit (Maryland State Department of Education, Baltimore, July 30, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**Career Education, Compensatory Education Programs, \*Demonstration Projects, Early Childhood Education, \*Educational Innovation, Educational Needs, Federal Aid, \*Federal Programs, Handicapped, Human Relations, Minority Group Children, \*Program Evaluation, Reading Instruction, Teacher Certification, Teacher Education

**Identifiers—**\*Elementary Secondary Education Act Title III, ESEA Title III, Maryland

This document reviews the impact of ESEA Title III programs on education in Maryland. Priority areas of concern established by the State Board of Education are identified as human rela-

tions, early childhood education, reading, improved teacher preparation and teacher certification, and career education. Nine programs are described under state plan projects said to meet these critical educational needs. A section on currently operating projects focuses on areas of the State Board of Education priorities and federally mandated areas. It categorizes 24 projects among human relations, early childhood education, and reading. While complete evaluation data is not available for new projects, a sense of direction is said to be indicated for those in operation for two years. One additional program in early childhood education, said to have been funded for representing an area of national concern, is also described. The biggest impact of Title III on Maryland is held to consist in the advancement of early childhood education and education for the handicapped. Projects are summarized in chart form and appear in the appendix. The appendix also includes information on state educational needs considered critical and on project funding in priority areas. (AM)

**ED 111 907** UD 015 457

**Outside Educational Evaluation of the Emergency School Assistance Program. Interim Report.**

RMC, Inc., Bethesda, Md.

Spons Agency—Office of Program Planning and Evaluation (DHEW/OE), Washington, D.C.

Pub Date 15 Apr 71

Contract—OEC-0-71-0845

Note—105p.; Two pages of tabulated material, Tables 4-2 and 4-4, have been deleted from this document due to the print size in the original document

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors—**\*Evaluation Methods, Evaluation Needs, \*Federal Programs, Interviews, Measurement Techniques, Program Effectiveness, \*Program Evaluation, Public Schools, \*Racial Integration, School Integration

**Identifiers—**\*Emergency School Assistance Program, ESAP

This progress report describes study objectives, research design, field survey activities, and analysis plans for the evaluation of the Emergency School Assistance Program (ESAP), a federal program to aid local educational agencies in bringing about racial desegregation of their public school systems. A need for evaluation is explained in terms of gathering information and guidelines for policy decisions about ESAP, of providing inputs to the legislative process, and of meeting the requirements established by ESAP for an independent evaluation. After a descriptive introductory section, subsequent chapters present the development of the study effort through December 1970. Among the topics covered are a discussion of the Phase I evaluation and data collection plans, an analysis plan for Phase I survey data, the Phase II effort, current (1970) status, and evaluation plans. Tabulations that are part of Phase I analysis plan and a draft of a questionnaire to be mailed to the Bi-Racial ESAP Advisory Committee are contained in the appendixes. (AM)

**ED 111 908** UD 015 459

**Mann, Dale**

**Ten Years of Decentralization: A Review of the Involvement of Urban Communities in School Decision-Making.**

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.; Educational Testing Service, Princeton, N.J.

Pub Date 75

Note—21p.; IRCD Bulletin, Vol. 10, No. 3, Summer 1975

Available from—Institute for Urban and Minority Education, Teachers College, Columbia University, New York, N.Y. 10027 (\$1.00)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*Academic Achievement, Community Control, \*Community Involvement, Community Support, \*Decentralization, \*Decision Making, Democratic Values, Parent Participation, Politics, School Community Relationship, School District Autonomy, School Involvement, Student Participation, Student School Relationship, \*Urban Areas

**Identifiers—**Institutional Responsiveness

This document reviews the consequences of urban community involvement in school decision making. Areas concerning educational decisions, shared as goals by lay communities and school people, are considered to be: institutional respon-

siveness, affective and material community support to schools, educational achievement, and the democratic principle (said to express the norm in this society that people affected by public institutions should participate in their governance). Four paths through which involvement may affect educational achievement (believed to be the most important shared goal) are cited: existing evidence to support the paths of parent self-efficacy; institutional/child congruence; community support; and, student self-efficacy. Speculations about needed additional research are also made. (Author/AM)

**ED 111 909** UD 015 460

**Sturges, Jack**

**An Evaluation of the New Orleans Education Improvement Project.**

Dillard Univ., New Orleans, La.; New Orleans Education Improvement Project, La.; Orleans Parish School Board, New Orleans, La.; Tulane Univ., New Orleans, La.

Spons Agency—Ford Foundation, New York, N.Y.; Southern Association of Colleges and Schools, Atlanta, Ga.

Pub Date Mar 71

Note—94p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors—**Academic Achievement, Early Experience, \*Educational Improvement, Family Background, Inservice Programs, \*Instructional Improvement, \*Minority Group Children, Negro Youth, Parent Attitudes, Parent Teacher Conferences, \*Program Evaluation, Teacher Attitudes, Teacher Response

**Identifiers—**Louisiana (New Orleans), \*New Orleans Education Improvement Project, NOEIP

This report describes and evaluates a five year program to improve the educational opportunities for underprivileged children using instructional efforts that included school community interaction, teacher aides, small group instruction, a variety of instructional aids, and educational consultants. The project is said to place top priority on language arts, especially reading. Information and data used in evaluation utilized both quantitative and qualitative measures such as standardized achievement tests, questionnaires, and interviews. The instructional improvement efforts are said to have resulted in significantly higher achievement of children enrolled in the target schools. Those children enrolled in preschool experiences sponsored by the project also had a higher degree of achievement in elementary school than did comparable children not provided such preschool experiences. Positive influences on teacher attitudes and performance are reported. The overall evaluation is stated to be positive but more systematic efforts to evaluate the impact of the project desirable. (Author/AM)

**ED 111 910** 95 UD 015 461

**Moody, Charles D., Sr., Ed. And Others**

**A Look at the Education of Teachers: Preservice and In-service. Conference Proceedings.**

Michigan Univ., Ann Arbor. School of Education Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Contract—OEC-5-73-0068

Note—110p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors—**\*Conference Reports, \*Demonstration Projects, Inservice Programs, \*Inservice Teacher Education, \*Institutes (Training Programs), Mental Health, Models, \*Preservice Education, Staff Improvement, Staff Utilization

**Identifiers—**Multicultural Education, Multiethnic Education

These conference proceedings are divided into two parts: (1) teacher training institutions and the need for multicultural education, and (2) models that have been developed to facilitate staff training and development. Papers presented in the first section are said to indicate that preservice education in the area of multicultural education at teacher training institutions has not been ideal. Among articles included are a legal perspective on multiracial education, exemplary programs, cultural awareness in teacher training, and the need for multicultural education in teacher training institutions. The second section is said to be based on the experiences of practitioners in various disciplines and at various levels of the educational hierarchy. Among the topics discussed here are an inservice model built on mental health concepts, a systematic approach to

staff development, a systems approach to professional growth and development, and as inservice model for professional growth. (Author/AM)

ED 111 911 95 UD 015 462

Moody, Charles D., Sr., Ed. *And Others*  
Student Behavior, Rights and Responsibilities and the Fair Administration of Discipline. Conference Proceedings, April 1-2, 1974.

Michigan Univ., Ann Arbor. School of Education. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 30 Sep 74

Contract—OEC-5-73-0068

Note—307p.

EDRS Price MF-\$0.76 HC-\$15.86 Plus Postage

Descriptors—\*Civil Rights, Court Litigation, \*Discipline Policy, Discipline Problems, Due Process, Equal Education, \*Equal Protection, School Attendance Legislation, School Law, \*Student Behavior, Student Publications, Student Records, \*Student Rights, Student School Relationship

These conference proceedings explore three major themes on student rights and responsibilities in public secondary schools, with the stated intent of facilitating progress toward an integrated school environment in which each student is (1) encouraged by a multiracial staff to participate fully, and (2) made to feel welcome as an equal member of the school. The first section examines the fair administration of disciplines and includes such topics as psychological perspectives, a principal's viewpoint, and the politics of administering a student discipline code. Under the general rubric of the present scope of school authority and student rights, the second portion considers various substantive and procedural issues such as changes in special education, student records, fact finding techniques, attendance policies, alternative placement, due process, police-school contacts, juvenile courts, and public schools. Three models focusing on curriculum, school policies, and inservice training are introduced and described in detail in the final portion of this report. The latter portion encompasses the area of educating the school community about school authority and student rights. A comprehensive appendix, that incorporates various legal and federal reference sources on matters of student rights and responsibilities for school, students, and staff, is provided. (Author/AM)

ED 111 912 UD 015 467

Grove, Cornelius Lee Neal, Comp.

The Intensively Annotated Bibliography on Cross-Cultural Problems in Education.

Columbia Univ., New York, N.Y. Inst. of International Studies.

Pub Date Sep 75

Note—50p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Annotated Bibliographies, Biculturalism, Bilingual Education, \*Cross Cultural Studies, \*Cultural Differences, \*Cultural Education, \*Educational Anthropology, \*Educational Problems, Intercultural Programs, Linguistics, Nonverbal Communication, Verbal Communication, Visual Perception

One hundred and twenty-five items are compiled in this bibliography which lists profitable books and where they can be located, and which gives descriptions of document content. The quality of the material referenced is judged by the use of one, two, or no asterisks denoting material judged to be very best, better than good, and good respectively. A method of citing references is used in which the title of the specific material about which the annotation is written and the title of the larger volume containing that material are differentiated through capitalization and underscoring. An arbitrary signal system using capital letters arranged to the left of each annotation enables the user with specialized interests to locate items. The bibliography lists documents that deal with problems in human interaction due to differences in cultural background and specifically those that relate cross-cultural differences to the educational process in a school setting. Among the topics dealt with are language and linguistics, bilingual education, pre- and inservice education, nonverbal education, visual perception, cultural patterns, testing non-mainstream children, and international exchange programs. (AM)

ED 111 913 32 UD 015 468

John, Thomas

Evaluation of the ESEA Title I Program of the Public Schools of the District of Columbia, 1973-1974. Final Report.

Associate Control, Research and Analysis, Inc., Washington, D.C.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.; District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.

Pub Date 30 Nov 74

Note—353p.

EDRS Price MF-\$0.76 HC-\$18.40 Plus Postage

Descriptors—\*Compensatory Education Programs, Cost Effectiveness, Cultural Enrichment, Disadvantaged Youth, Educationally Disadvantaged, Elementary Schools, Federal Programs, Parent Participation, Private Schools, \*Program Effectiveness, \*Program Evaluation, \*Public Schools, Secondary Schools, Staff Improvement, Standardized Tests, Test Results

Identifiers—Competitive Partnership Program, \*District of Columbia, Elementary Secondary Education Act Title I, ESEA Title I, Special Education Learning Centers

This evaluation determines program effectiveness based on the program's stated objectives in order to make recommendations to strengthen ESEA Title I programs, and to provide a data base that could be useful in decision-making and management. Data collected include both field data and previous evaluation data. Major findings and recommendations in the areas of test results, public elementary schools, public secondary schools, nonpublic schools, cost effectiveness of the Competitive Partnership Programs and the Special Education Learning Center, staff development, parental involvement, and special projects are given in detail. ESEA Title I programs of the public and nonpublic schools of D.C. are stated to meet or exceed their objectives in raising achievement levels of students. The concept of staff development designated as the total team approach is considered to be excellent but not practiced widely. The parental involvement component of the program is found to be moving in the direction of increased involvement of both parents and other community people. Appendixes include questionnaires and interview schedules used in the evaluation. (AM)

ED 111 914 32 UD 015 469

Bien, Jeanne

Instructional Centers Hartford Nonpublic Schools. An Evaluative Report, 1974-1975.

Hartford Public Schools, Conn.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date Aug 75

Note—59p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Academic Achievement, Basic Skills, Communication Problems, \*Compensatory Education Programs, Culturally Disadvantaged, Disadvantaged Youth, Economically Disadvantaged, Educationally Disadvantaged, Federal Programs, \*Instructional Programs, Language Handicapped, Language Skills, Minority Group Children, \*Private Schools, \*Program Evaluation, Remedial Instruction, Self Concept, Student Attitudes

Identifiers—Connecticut (Hartford), Elementary Secondary Education Act Title I, ESEA Title I

This evaluation provides a project description, principal objectives, a listing of activities and services, and aspects of communication of eight nonpublic school centers providing supplemental instruction in corrective reading, language, and mathematics to students deficient in these areas because of economic, linguistic, or environmental isolation. Standardized test results show an increase in academic achievement. Other successful outcomes include improvements in communication, program expansion to meet diagnosed individual needs, improvements in pupil self-image and attitudes, and supplementary assistance to students through paraprofessional support. Among the problems listed are student frustration resulting from failure to achieve in a group situation what is successfully gained in an individualized center; problems in scheduling, especially for grades 7 and 8; and below average mean grades

despite general growth. Recommendations include staff orientations to clarify programs and to improve scheduling, a reevaluation of services offered in grades 7 and 8, and selection of new test measures in language arts specifically for grade 1 students, for foreign background students, and for the high school center. (AM)

ED 111 915 32 UD 015 471

Texley, Lloyd C. Dvorak, Ronald C.

Omaha Public Schools Multiple Activities Program: An Evaluation. ESEA Title I, September 1974 to June 1975.

Omaha Public Schools, Nebr.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.; Nebraska State Dept. of Education, Lincoln.

Pub Date Jun 75

Note—95p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Counseling Programs, Curriculum Development, \*Educational Disadvantage, Instructional Materials Centers, \*Instructional Programs, Mathematics, Minority Group Children, \*Program Evaluation, Psychological Services, Public Schools, Reading Centers, Reading Improvement, Reading Programs, Reading Skills, \*Supplementary Education

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, \*Nebraska (Omaha)

This report evaluates various programs considered to have been designed to supplement instructional programs for educationally disadvantaged children through curriculum development, especially in reading. Programs involving media centers, mathematics, reading, reading aids, high intensity learning centers, psychological services, primary high intensity learning centers, supportive counseling, community aids, and supportive reading and mathematics for institutions are described in terms of their objectives and how the latter are met. Each activity is said to have been planned to complement other activities and the total school program, in an effort to serve children and youth whose achievement levels are not up to par with their abilities. (AM)

ED 111 916 UD 015 472

Leigh, Duane E.

Male Occupational Mobility Between 1965 and 1970: Evidence from the 1970 Census. Discussion Papers No. 284-75.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No.—IRP-DP-284-75

Pub Date Aug 75

Note—27p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Academic Achievement, Career Change, Career Ladders, Caucasians, Census Figures, \*Economic Research, Employment Opportunities, Geographic Location, Industry, \*Males, Negroes, \*Occupational Mobility, Population Trends, Promotion (Occupational), \*Racial Differences, \*Racial Discrimination, Relocation, Vocational Education

This study addresses questions such as (1) the extent to which formal training determines occupational mobility, (2) evidence of racial differences in the returns to formal training in terms of occupational advancement, (3) importance of structural factors representing labor market segmentation in determining occupational mobility, (4) the impact of employer shifts on occupational advancement, (5) existence by race of differential returns to mobility between firms. Results indicate a strong relationship between occupational advancement and formal vocational training for both racial groups. Structural factors represented by initial industry and region of residence are found to have little or no effect on advancement. A more important factor is considered to be the white-black difference in endowment of education. No evidence for a racial differential in the impacts of industry and geographical shifts on occupational mobility is found. No evidence to support the hypothesis that black turnover fails to result in upgrading because of their confinement to secondary sector jobs is indicated. (Author/AM)

ED 111 917 UD 015 473

Leigh, Duane E.

**Occupational Advancement in the Late 1960's: An Indirect Test of the Dual Labor Market Hypothesis.** Discussion Papers No. 291-75. Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Manpower Administration (DOL), Washington, D.C.  
Report No.—IRP-DP-291-75  
Pub Date Aug 75  
Note—30p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

**Descriptors**—Age Differences, Career Ladders, Caucasians, Census Figures, \*Employment Opportunities, \*Labor Market, \*Labor Problems, Labor Turnover, Males, Negroes, \*Occupational Mobility, \*Racial Differences, Racial Discrimination

In this study, the occupational advancement of black and white workers of comparable ages is compared through longitudinal census data. Two specific hypotheses are tested which propose (1) large and systematic racial differentials exist in the effect of mobility on occupational advancement between firms; and (2) differentials in intrafirm occupational advancement exist for workers of equivalent endowments within firms. A model of occupational advancement along with empirical variables from two sources of longitudinal data are discussed. Results indicate that neither the young nor the old men in the sample provide evidence of a systematic racial differential in the effect of mobility between firms on occupational advancement. The evidence on advancement within firms is said to be less unequivocal. Given the racial differential in initial occupational levels, however, small black-white differences in advancement are shown to appear within internal labor markets. (AM)

ED 111 918 UD 015 474

**New York State Opportunity Programs, 1972-73.** SEEK, HEOP, and EOP at Public and Private Post Secondary Institutions.

New York State Education Dept., Albany.  
Pub Date Aug 75  
Note—68p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

**Descriptors**—Academic Achievement, Academic Records, Ancillary Services, \*College Programs, Culturally Disadvantaged, Disadvantaged Youth, Economically Disadvantaged, Educationally Disadvantaged, \*Educational Programs, \*Equal Education, Federal Programs, Financial Support, Post Secondary Education, \*Poverty Programs, Private Colleges, \*Program Evaluation, School Holding Power, State Colleges, Student Enrollment

**Identifiers**—Education Opportunity Program, EOP, HEOP, Higher Education Opportunity Program, New York, Search for Education Elevation Knowledge Program, SEEK

This report is considered to constitute the first attempt to present a comparative analysis on university level programs of educational opportunities. The following topics are included in the analysis: enrollment and retention, demographic characteristics, academic background, major subject area, supportive services, academic progress, student costs and financial aid, and expenditures. Cited among the findings are the following: that academic dismissal is the most important reason for leaving opportunity programs, followed by personal reasons; that given educational and economic disadvantages, educational opportunity program students remain in college at high rates as compared to the average retention rate for all students in the nation; and that opportunity programs serve as a major vehicle for minority group enrollment. Certain practices concerning degree requirements, financial aid, and definitions for defining economic disadvantage are said to lack consistency across the programs. Stated in the recommendations are the need for comprehensive supportive services and the need for timely and accurate accounting of program activities and expenditures as the law provides. (Author/AM)

ED 111 919 UD 015 479

Pittman, Audrey McWhorter, Schelysture

**C. P. A. Youth Motivation through Day Care Demonstration.** Final Evaluation.

Crime Prevention Association, Philadelphia, Pa.  
Spons Agency—Children's Bureau (DHEW), Washington, D.C.  
Pub Date Dec 74  
Note—19p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

**Descriptors**—Child Care Workers, Child Development, Day Care Services, \*Delinquency Prevention, \*Disadvantaged Youth, Employment Opportunities, Health Needs, Helping Relationship, Inner City, Inservice Education, Males, Motivation, Nutrition Instruction, \*Preschool Children, \*Program Evaluation, \*Role Models, Social Reinforcement, Vocational Counseling, Youth Problems, Youth Programs

The Real Experiences for Alternatives in Living Program (REAL) employs three components in an attempt to alter positively the lives of inner-city male youths and to provide indigenous role models within a day care setting to school-age children enrolled therein. These components are informal and formal on-the-job inservice training in child development, provision of services such as consumer and legal education, physical exams, nutrition information, and formalized training in child development. Two hypotheses are tested as part of the program evaluation: that the work training experience is beneficial to the trainees, and that the day care children will identify with the youth and benefit from the cross age relationships. Results obtained from interviews with trainees, agency staff, and children are considered to indicate that the program is beneficial to both youth and children, that the children relate positively to the youth, and that the program expands the life chances of all the participants. Criticisms of the program center around the quality of service provided to the youth. Both staff and youth agreed on the need for increased counseling and the need for followup at the end of the program. (Author/AM)

ED 111 920 UD 015 481

Flax, Michael J.

**A Study in Comparative Urban Indicators: Conditions in 18 Large Metropolitan Areas.**

Urban Inst., Washington, D.C.  
Spons Agency—Department of Housing and Urban Development, Washington, D.C.; National Science Foundation, Washington, D.C.  
Pub Date Apr 72

Note—150p.; An expanded revision of "The Quality of Life in Metropolitan Washington, (D.C.): Some Statistical Benchmarks"

Available from—Publications Office, The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037 (\$3.50)

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

**Descriptors**—Academic Achievement, Community Support, Crime, Data Collection, Drug Addiction, Employment Statistics, \*Environmental Research, Health Needs, Housing, Income, Infant Mortality, Quality Control, Research Methodology, Social Integration, Social Life, Suburban Environment, Suicide, Transportation, \*Urban Areas, \*Urban Environment, Urban Population, \*Urban Studies

**Identifiers**—\*District of Columbia

This is a revised and expanded version of a previous report on urban indicators which introduces new indicators for 4 of the 14 quality of life categories covered in the previous report. It updates indicators for 9 of the 14 categories and employs the indicators to develop charts and tables which use the Washington, D.C. area as a illustrative example. Central cities and suburbs of the 18 metropolitan areas are examined with respect to five of the quality of life categories. There is a tabulation and summary of these five indicators as they reflect conditions for the central cities and suburbs, ratios between city and suburban areas, and rates of change in these factors. Summary charts presenting city and suburban conditions in Washington, D.C. are used as examples. The paper provides sources and limitations of all indicators used, tabulations of all data presented in the initial report, and rationales for the revision, addition, or deletion of the various indicators. (Author/AM)

ED 111 921 UD 015 482

Mueller, Siegfried And Others

**The Chicago Child Parent Centers: A Systematic Program of Effective Compensatory Education.**

Connecticut Univ., Storrs. National Leadership Inst. - Teacher Education/Early Childhood.  
Pub Date May 74

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

**Descriptors**—Academic Achievement, Basic Skills, \*Compensatory Education Programs, \*Demonstration Programs, Early Experience,

Identification, Instructional Materials, Parent School Relationship, Preschool Programs, Primary Grades, Program Administration, Program Coordination, Program Development, \*Program Effectiveness, \*Program Evaluation, School Community Relationship  
**Identifiers**—Chicago Child Parent Centers, \*Illinois (Chicago)

This program operates on the assumption that exposure of 3- and 4-year-old children to a structured basic skills oriented program with continuity will substantially increase the contributions of school-related factors to educational achievement and adjustments, and to a large extent erase the gap between less advantaged children and their more advantaged counterparts. Program objectives, administration, facilities, instruction, supportive services, and parental involvement are described. The preschool, kindergarten, and primary programs, along with curriculum materials used are described. Data from a comprehensive longitudinal evaluation design indicates that growth in readiness and achievement tends to be uniform across classrooms, grades, and centers. The data are considered to show that this program operates in a manner that uniformly raises the readiness and achievement levels of all children. Several components of program success—among them early intervention and the need for consistency—are identified. A brief discussion on ripple effect resulting from the program's impact on the community, and a followup of program graduates, is included. (Author/AM)

ED 111 922 UD 015 483

Cooke, Gwendolyn J.

**Guidance Services for Gifted Disadvantaged Children and Youth.**

Connecticut Univ., Storrs. National Leadership Inst. - Teacher Education/Early Childhood.  
Pub Date Mar 74  
Note—9p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

**Descriptors**—Able Students, Counselors, \*Disadvantaged Youth, Economically Disadvantaged, Financial Support, \*Gifted, \*Guidance Functions, \*Guidance Objectives, Guidance Personnel, Guidance Programs, \*Guidance Services, Minority Group Children, Parent Participation, Socially Disadvantaged, Summer Programs, Superior Students, Talented Students

The development of strong guidance programs that assure a fuller development of the talents of gifted disadvantaged children and youth is held to be one of the best investments America can make at this point in time. Several strategies for instituting solid programs of guidance and counseling services reflecting goals such as remediation, prevention, and counselor - centered promotion are described. The importance for teachers, counselors, and students to set attitudinal and aspirational goals that take into account the affective life of the child is stressed. Parental participation in the education of their children, be they disadvantaged or advantaged, is considered to be an essential element in any school program from both an empirical and theoretical framework. Various existing enrichment programs for gifted and talented disadvantaged students, along with resources such as a list of materials providing financial assistance information, are presented. (AM)

ED 111 923 UD 015 484

Belbas, Nancy

**Youth's Rights to Be Regarded as Persons.** Seminar Series No. 6.

Minnesota Univ., Minneapolis. Center for Youth Development and Research.

Pub Date Aug 75  
Note—54p.

Available from—Center for Youth Development and Research, University of Minnesota, 325 Haacker Hall, St. Paul, Minnesota 55108 (\$0.50)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

**Descriptors**—Civil Liberties, \*Civil Rights, Civil Rights Legislation, Due Process, Emancipated Students, Equal Protection, \*Individual Development, \*Individual Power, Legal Problems, Legal Responsibility, Moral Issues, Parent Child Relationship, \*Role Perception, Social Maturity, Student Rights, Student School Relationship, Young Adults, \*Youth Problems  
Ideas and information gathered from eight monthly seminars focusing on issues related to rights of youths are presented here. The topics

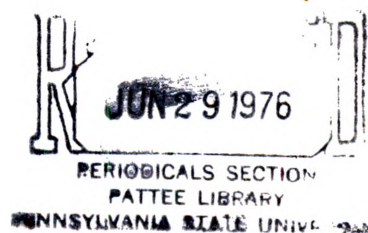
that are covered are as follows: what it means to be regarded as a person, a definitive look at moral and legal rights, adult and youth rights, the rights of youth to be regarded as persons in schools and in families, the right of youth to be regarded as persons having access to confidential services, the right of youth to be regarded as persons in court, due process, right to treatment, implementing the right to treatment, and ways to further youth's right to be regarded as persons. A suggested reading list is provided. (AM)





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<i>Pacesetters in Innovation, Fiscal Year 1966</i> . . . . .	137.46
<i>Pacesetters in Innovation, Fiscal Year 1967</i> . . . . .	166.69
<i>Pacesetters in Innovation, Fiscal Year 1968</i> . . . . .	106.60
<i>Selected Documents on the Disadvantaged</i> . . . . .	317.84
<i>Selected Documents in Higher Education</i> . . . . .	145.93
<i>Manpower Research: Inventory for Fiscal Year 1966 and 1967</i> . . . . .	75.75
<i>Manpower Research: Inventory for Fiscal Year 1968</i> . . . . .	42.22
<i>Manpower Research: Inventory for Fiscal Year 1969</i> . . . . .	54.87

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**Volume 11 Number 2 February 1976**

# **Resources in Education**

**ED 111 924-113 431**

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## Introduction

**Resources in Education** is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a national information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and clearinghouses located at universities or with professional organizations across the country. These clearinghouses, responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the To Order ERIC Document Reproductions page.

# **DOCUMENT SECTION**

## SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

ED 654 321

56

CE 123 456

Legislative Authority Code for identifying the legislation which supports the research activity (when applicable).\*

Clearinghouse accession number.

Title.

Smith, John D. Johnson, Jane

Career Education for Women

Central Univ., Chicago, Ill.

Organization where document originated.

Spons. Agency—National Inst. of Education (DHEW), Washington, D. C.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report No—CU-2081-S

Pub Date May 73

Date published.

Contract—NIE-C-73-0001

Report Number—assigned by originator.

Contract or Grant Number—only NIE or USOE contracts or grants are recorded.

Note—129p.; Presented at the National Conference on Career Education (3rd, Chicago, Ill., May 15-17, 1973)

Available from—Campus Bookstore, 123 College Ave., Chicago, Ill. 60690 (\$3.25)

Descriptive Note (pagination first).

EDRS PRICE MF-\$0.75 HC-\$6.60 plus postage

Alternate source for obtaining documents.

Descriptors—\*Career Opportunities, Career Planning, Careers, \*Demand Occupations, \*Employment Opportunities, Females, Labor Force, Labor Market, \*Manpower Needs, Occupational Aspiration, Occupational Guidance, Occupations, Vocational Counseling, \*Working Women

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS", other sources are cited above.

Identifiers—Consortium of States, \*National Occupational Competency Testing Institute, Illinois

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.

Women's opportunities for employment will be directly related to their level of skill and experience but also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1970 and 1980, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craftsmen and foremen (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance which are available to them. (SB)

Informative Abstract.

Abstractor's initials.

\*The key to these codes is as follows:

Code

Description

08	Adult and Vocational Education, Public Law 88-210
16	Captioned Films for the Deaf, Public Law 85-905
24	Cooperative Research, Public Law 89-10, Title IV
32	Disadvantaged Students Program, Public Law 89-10, Title I
40	Handicapped Children and Youth, Public Law 88-164
48	Language Development, Public Law 85-864, Title VI

Code

Description

52	Library Research and Development, Public Law 89-320, Title II, Part B
56	New Educational Media, Public Law 85-864, Title VII, Part A
64	New Educational Media, Public Law 85-864, Title VII, Part B
72	Research in Foreign Countries, Public Law 83-480
80	State Educational Agencies Experimental Activities, Public Law 89-10, Title V, Section 5
88	Supplementary Centers and Services, Public Law 88-10, Title III
95	Other Office of Education Programs

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

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EC—Handicapped and Gifted Children .....	89-103	SP—Teacher Education .....	196-207
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HE—Higher Education .....	112-129	UD—Urban Education .....	213-218
IR—Information Resources .....	129-146		
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## CE

ED 111 924 CE 002 560  
*Ventre, Francis T. Sullivan, Larry N.*

**Review and Assessment of Post-Orientation Careers of ADAPT (Aerospace and Defense Adaptation to Public Technology) Participants. Final Report.**

Massachusetts Inst. of Tech., Cambridge. Dept. of Urban Studies and Planning.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No—DLMA-82-11-71-22-3; PB-232-204

Pub Date May 72

Note—245p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (Order No. PB-232-204; HC-\$6.00; MF-\$1.45)

**Document Not Available from EDRS**

Descriptors—Aerospace Industry, \*Educational Programs, \*Job Placement, Manpower Utilization, \*Professional Personnel, \*Transfer of Training, \*Unemployed, Vocational Adjustment

Identifiers—Defense Workers

Careers of 185 unemployed aerospace professionals from aerospace and defense industries are documented following completion of a month-long orientation to Urban Affairs. Seventy percent of the persons completing the program were professionally employed eight months later; 60 percent of those at work are in the public service. Preparedness of hiring agency to accommodate innovative management techniques was found to be the best prediction of successful skills adaptation. Few significant relations were found between background attributes (e.g. age, education, industrial experience) of the professionals and either their rate of placement or their successful performance once placed. The orientation offered both cognitive and attitudinal changes to the participants, but particularly educational technique was found to be universally favored. Evaluations of project outcomes are tentatively asserted owing to the abbreviated period available for monitoring and for the even shorter period of actual on-the-job experience of successfully placed program participants. (NTIS)

ED 111 925 95 CE 002 629

*Baltimore, Jim*  
**The Training of Career Education Resource Teachers.**

Salem Public Schools, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—18p.; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Career Education, \*Community Resources, Personnel Evaluation, Program Descriptions, \*Program Evaluation, \*Resource Teachers, Secondary Education, \*Teacher Education

Identifiers—Oregon (Salem)

Sprague High School's program to train career education resource teachers was designed to recruit and prepare approximately 15 individuals from business, industry, and the professions who would provide exploratory career experiences and information to students. A four-page outline covers the program's objectives, procedures, a third party evaluation, costs, and future plans. The document concludes with an 11-page evaluation report of the program's seven standards: (1) adequacy of trainee's performance, as evaluated by the project director, supervisors, and trainees; (2) specificity of training program in teaching competencies to trainees, as evaluated by the project director; (3) appropriateness of trainee behavior, as evaluated by trainees; (4) operational coherence of the training program, as evaluated by the project director; (5) operational quality of the training program, as evaluated by the project director and trainees; (6) adequacy of facilities, as evaluated by the project director; and (7) responsiveness and rationality of the administrative structure of the program, as evaluated by the project director. A rating by the third party evaluator is included in some cases. (BP)

ED 111 926 CE 002 997

*Whittenburg, John A. And Others*

**Driver Improvement Training and Evaluation.**

American Univ., Washington, D.C. Development Education and Training Research Inst.

Spons Agency—National Highway Traffic Safety Administration (DOT), Washington, D.C.

Report No—DOT-HS-801-125; PB-234-078

Pub Date Jun 74

Note—499p.; For related document, see ED 084 349

Available from—National Technical Information Service, Springfield, Virginia 22161 (Order No. PB-234-078; HC-\$9.00; MF-\$2.25)

**Document Not Available from EDRS**

Descriptors—\*Driver Education, \*Educational Programs, \*Program Effectiveness, \*Program Evaluation, \*Teaching Methods, Traffic Safety

The last phase of the NHTSA-U.S. Coast Guard Driver Improvement Training and Evaluation Project is described. Begun in July 1970, the project had two basic objectives. The first was to determine whether or not driver training pro-

grams do, in fact, significantly reduce driver errors and accidents and improve overall driver efficiency. The second was to identify which training method—classroom and driving range training (Program 1), classroom-only training (Program 2), or range-only training (Program 3)—is most effective. The population studied was 3,226 young male adults between 17 and 25 years of age. The specific sample studied was United States Coast Guard recruits at the Coast Guard Training Center in Cape May, New Jersey. While pretest data revealed no significant differences between the experimental and control groups, analysis of the posttest data indicated that the experimental groups performed significantly better on the driver knowledge test and on the driving range test than the control groups. A followup analysis of posttraining driving records was also conducted. (NTIS)

ED 111 927 CE 002 998

*Noble, Clyde E.*

**Survey of Training Research in AFOSR: Implications for Manpower and Training Research for the All-Volunteer Air Force.**

Air Force Office of Scientific Research, Arlington, Va.

Report No—AD-783-248; AFOSR-TR-74-0588

Pub Date Oct 73

Note—13p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (Order No. AD-783-248; HC-\$3.00; MF-\$2.25)

**Document Not Available from EDRS**

Descriptors—\*Adult Learning, Educational Research, \*Learning Processes, \*Learning Theories, Military Personnel, \*Military Training

The AFOSR research plan calls for fundamental studies in human learning and performance that would provide the foundations for general laws of learning applicable to Air Force problems. The report describes gaps in research that should be eliminated by investigations in specific fields. Studies of individual and group differences in aptitude and research in remedial education are included among those recommended. (NTIS)

ED 111 928 CE 003 071

*Allen, David Bowers, William K.*

**A Survey of the Aviation Mechanics Occupation.**

California Univ., Los Angeles. Div. of Vocational Education.

Spons Agency—Federal Aviation Administration (DOT), Washington, D.C. Flight Standards Service.

Report No—AD-783-182; DOT-FA73AC-1710

Pub Date Jan 74

Note—205p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (Order No. AD-783-182; HC-\$5.75; MF-\$2.25)

Document Not Available from EDRS

Descriptors—Aerospace Technology, \*Aviation Mechanics, Aviation Technology, Engines, \*Job Analysis, Job Skills, \*Job Training, National Surveys, \*Occupational Surveys

The report documents the results of a national survey of the aviation mechanics' occupation. The study surveyed 151 companies in the four industrial categories of the aviation industry and was concerned only with the certificated airframe and powerplant mechanic. Results of the study provide the following: (1) identification of the technical knowledge and manipulative skill required of the aviation mechanic by the aviation industry; (2) identification of the scope of industry training offered aviation mechanics; (3) correlation of current study with a national study completed in 1970; (4) denotation of teaching standard for aviation mechanics; and (5) establishment of a common core curriculum for aviation maintenance technician schools. (NTIS)

ED 111 929 CE 004 320

An Education and Development Program for Michigan's State Health Planning Advisory Council.

Michigan State Office of Health and Medical Affairs, Lansing.

Spons Agency—Health Resources Administration (DHEW/PHS), Rockville, Md. Div. of Comprehensive Health Planning.

Pub Date Aug 74

Note—185p.

EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage

Descriptors—\*Advisory Committees, \*Educational Programs, Group Dynamics, Group Relations, \*Health Services, \*Policy Formation, State Programs, Statewide Planning  
Identifiers—Michigan

The report describes a Federally supported education and development program conducted during the 1973-74 fiscal year for members of the Michigan State Health Planning Advisory Council. The program sought to increase: (1) the council members' awareness of and insight into the comprehensive health planning process, (2) their knowledge of the health care system, and (3) the ability and competency of the council as a planning group, thereby to increase their effectiveness in producing a State health policy. The evaluation of the program was aimed at discovering what happened to and for the Advisory Council and its members as a consequence of the educational effort. Lengthy discussion of findings from questionnaires, observations, and interviews indicates that the educational processes were generally successful, particularly in relation to relationships and dynamics within the group. Implications, based on council member testimony, are outlined. About 100 pages of appended materials include the evaluation instruments and sample project materials. (BP)

ED 111 930 CE 004 575

Elementary Career Awareness Project: Final Report.

Eugene Public Schools, Oreg.

Spons Agency—Oregon State Board of Education, Salem. Div. of Community Colleges and Career Education.

Pub Date Jun 74

Note—41p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Career Awareness, \*Elementary Education, \*Guidance, \*Inservice Teacher Education, Program Evaluation, Summative Evaluation

Identifiers—Oregon (Eugene)

The purpose of the Elementary Career Awareness Project's inservice program was to identify components of the career awareness process that were guidance oriented and to increase staff awareness of the guidance components that can be incorporated into the classroom. Briefly outlined are the goals, objectives, and activities of the three phases of the program. The summative evaluation of the program used the Semantic Differential Technique to measure change in attitude on seven concepts relating to classroom environment. No differences were found between the experimental and comparison group that could be directly attributed to the inservice program. More

than two-thirds of the document consists of appended project-related materials, including a project personnel list, a bibliography, interim reports of various kinds, the forms used in the summative evaluation, and the report from the third party evaluator. (BP)

ED 111 931 CE 004 576

Kennedy, Anthony

Model Career Exploratory Program. Junction City Jr. High School. Final Report.

Junction City School District 69J, Oreg.

Spons Agency—Oregon State Board of Education, Salem. Div. of Community Colleges and Career Education.

Pub Date 24 Apr 74

Note—54p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Activity Units, \*Career Education, \*Changing Attitudes, \*City Wide Programs, Counselor Training, Curriculum Development, Educational Assessment, \*Evaluation Criteria, Evaluation Methods, \*Guidance Programs, Junior High Schools, Program Descriptions, Program Evaluation, School Visitation, Self Evaluation, Vocational Counseling  
Identifiers—Oregon (Junction City)

The report describes a career education demonstration project conducted in Junction City, Oregon, a city of 2,535 people with a high concentration of low-income families. Major limitations encountered were resistance to change and lack of funds. Procedures included four inservice sessions for instructional and guidance staff and four visitations to six schools to evaluate the program's progress. The document includes two of the resultant components: a junior high school guidance activity program booklet (19 pages) and a career education assessment instrument (14 pages). The guidance activity booklet consists of: a section for counselors (philosophy, objectives, functions, and techniques involved in incorporating career education into the curriculum); student checklists (self-evaluation, self-awareness, and vocational interests); and outlined guidelines for a six-week junior high school career guidance program (topics, time needed, suggested methods, and materials). The career education assessment instrument includes criteria for evaluating the following program elements: long-range plans, personnel, advisory committee, curriculum, individualized instruction, work experience, guidance, inservice programs, financing, facilities, school and community relations, evaluation, and administration. The annual report concluding the document includes financial and demographic data and summarizes the program as being particularly successful in changing staff and community attitudes toward career education. (MW)

ED 111 932 CE 004 611

Kloss, Frank E.

Development and Evaluation of Curriculum and Media to Train Part-Time Fire Service Instructors in Rural Areas.

Western Wisconsin Vocational, Technical, and Adult Education District, La Crosse.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date [73]

Note—65p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Course Content, \*Course Organization, \*Fire Fighters, Fire Protection, Fire Science Education, \*Instructional Materials, Job Training, Lesson Plans, Program Descriptions, \*Rural Areas, Volunteers, \*Volunteer Training

Identifiers—Wisconsin

The report briefly describes a project whose purpose was to provide guidance and training for rural volunteer fire chiefs and firefighters in Wisconsin to increase the knowledge and skills they use to protect lives and property. The training was provided by part-time instructors who taught and demonstrated the courses and curriculum to suit the particular departmental and community needs; the problem of efficient fire protection in small rural communities is aggravated by the growth of small industrial plants, unplanned residential expansion, institutional rest and nursing homes, and compounded by regulations sometimes foreign to the situation. The program was administered by the State's vocational, technical, and adult education districts. During

the program's initial year, 858 students were enrolled in a total of 25 courses. Enrollment data, forms, and letters are appended to the report; the bulk of the document, however, is comprised of selected materials provided to course instructors, including examination papers; recommended instructor course contents; a memo on course format and lesson planning; five detailed lesson plans; learning materials on portable fire extinguishers, silage gas, fires and silos, suspicious fires, and masks; the table of contents of an outline for institutional disaster planning and emergency procedure; and an instruction evaluation form. (AJ)

ED 111 933 95 CE 004 614

A Comprehensive Vocational Education Program for Career Development in Grades K-14. Final Report.

Pinellas County District School Board, Clearwater, Fla.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No—BR-V-261018L

Pub Date 30 Jun 73

Grant—OEG-0-72-0735

Note—434p.; For appendix see CE 004 997

EDRS Price MF-\$0.76 HC-\$22.21 Plus Postage

Descriptors—\*Career Education, County Programs, \*Educational Programs, \*Elementary Secondary Education, Integrated Curriculum, Program Administration, Program Attitudes, \*Program Descriptions, Program Design, Program Development, \*Program Evaluation, Vocational Development, Vocational Education  
Identifiers—Florida (Pinellas County)

The Comprehensive Vocational Education Program for Career Development (K-14) in Pinellas County was implemented in nine pilot schools in which the project's goals were designed to bring together already operating components of career education in the county. A concerted effort was made to identify and integrate effective elements of other programs and projects (academic and vocational) to build a composite, articulated program of career education. The document discusses in detail such varied aspects of the programs as: the project summary; background information; a definition of the problem; an overview of the Pinellas County Comprehensive Career Education Project (goals and objectives, procedures, operational goals, expected outcomes, and component reports); a summary of inservice data; placement and followup procedures; the degree of community, committee, and university involvement; a calendar of critical incidents; a synopsis of site visits by key personnel; project costs; attitudes toward new roles of counselor and occupational specialist; a process diary; parent and staff attitudes toward career education; an external evaluator's reports of visitations; a product evaluation of the eight career education elements; an explanation of the Pontiac, Michigan research design; and a summary of the project's findings, conclusions, and recommendations. (BP)

ED 111 934 CE 004 628

Hampson, David H. And Others

Models of Career Education Programs: Work Experience, Career Guidance, Placement, and Curriculum.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Pub Date 75

Note—50p.; Papers presented at the Career Education National Forum (Columbus, Ohio); For related document, see CE 004 629

Available from—Product Utilization, The Center for Vocational Education, The Ohio State University, 1609 Kenny Road, Columbus, Ohio 43210 (No price given)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Career Education, Community Programs, Computer Oriented Programs, Computer Storage Devices, Curriculum, Curriculum Planning, \*Educational Programs, Elementary Secondary Education, Guidance, Job Placement, \*Models, Post Secondary Education, Work Experience Programs  
Identifiers—Career Guidance

The collection of papers contains models of career education programs in work experience, guidance, placement, and curriculum. The first paper, Focusing on the School to Work Transition: Problems and Elements to Be Considered in



Developing a Work Experience Program (David H. Hampson), introduces a historical/philosophical perspective of work experiences as well as practical considerations for developing work experience programs. The second paper, *A Model of Career Guidance* (JoAnn Harris-Bowlsbey), focuses on career guidance and presents a model, currently under development, of a computer-based guidance system, DISCOVER. The third paper, *Work Experience and Placement Programs* (Grant Venn), presents a model for work experience programs, outlines areas of focus at elementary through postsecondary educational levels, and suggests models for placement programs—one school-based and one community-based. The final paper, *Five Easy Pieces of Free Advice on Curriculum Strategies for Career Education from a Relatively Disinterested Curriculist* (Decker F. Walker), presents five pieces of advice for curriculum strategy makers involved in developing career education programs. (Author/JR)

ED 111 935 CE 004 629

*Crim, Alonzo A. And Others*  
Planning and Implementing Career Education Programs: Perspectives.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.  
Pub Date Mar 75

Note—50p.; Papers presented at the Career Education National Forum (Columbus, Ohio); For related document, see CE 004 628

Available from—Product Utilization, The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (No price given)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Career Education, Educational Development, Educational Objectives, \*Educational Programs, Educational Research, Federal Programs, Program Administration, \*Program Development, \*Program Planning, School Community Relationship, School Industry Relationship, State Programs

Identifiers—Florida, Georgia (Atlanta), Ohio

The collection of six papers offers perspectives on planning and implementing career education programs. The first paper, the Introduction (David Goodwin), deals with program implementation. The second paper, *Priorities in Career Education* (Alonzo A. Crim), describes the historical origins of career education in the Atlanta school system with a strong emphasis on the incremental nature of significant educational change. The third paper, *Priorities in Career Education R & D: A Federal Perspective* (Lois-ellin Datta and Corinne Rieder), discusses the role of research and development and the obligations of researchers to make their results useful for practitioners. The fourth and fifth papers, *Organizing for Planning and Implementing Career Education in Ohio* (Linda Pfister Keilholtz), and *The Development, Implementation and Administration of Career Education in Florida* (Margaret E. Ferqueron), highlight such themes as the role of State leadership, establishing State linkages between State departments and local school districts, and using State funds as a means of building organizational commitment at the local level. The final paper, *Educational Linkage—Suggested Rules and Techniques or the Synaptic Aspects of a Partnership Plus Other Common Trivia* (Robert A. Sampieri), discusses ways to build working relationships between educators, businessmen, labor unions, and politicians. (Author/JR)

ED 111 936 CE 004 643

*The Experimental Manpower Laboratory as an R & D Capability. Final Report.*

National Academy of Sciences - National Research Council, Washington, D. C. Div. of Behavioral Sciences.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-92-11-72-21-1

Pub Date Feb 74

Note—94p.; Final Report of the Advisory Committee on the Assessment of Experimental Manpower R & D Laboratories

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Correctional Rehabilitation, Disadvantaged Groups, Industrial Training, \*Institutional Research, Management, \*Manpower Development, \*Manpower Utilization, \*Program Effectiveness, \*Program Evaluation, State Programs, Youth Employment

The report provides an assessment of the six Experimental Manpower Laboratories set up by the Manpower Administration to engage in long-term research concerned with developing improved manpower service-delivery systems. An advisory committee under the auspices of the National Research Council was established to conduct the assessment. The six laboratories studied were: (1) Colorado State University Experimental Manpower Laboratory, Denver, Colorado (disadvantaged individuals); (2) Experimental Manpower Laboratory for Corrections, Draper Correctional Center, Elmore, Alabama (correctional rehabilitation); (3) University of Michigan Experimental Manpower Laboratory, Ann Arbor, Michigan (disadvantaged individuals); (4) Mobilization for Youth Experimental Manpower Laboratory, New York, New York (hard-to-employ youths); (5) North Carolina Manpower Development Corporation, Chapel Hill, North Carolina (improving State capabilities for planning/delivery manpower services); and (6) Training and Technology, Oak Ridge, Tennessee (upgrading skills in an industrial setting). The advisory committee found the concept of manpower laboratories valid and useful and has presented recommendations to assist in the planning and organizing of more effective laboratories in the future. Findings and recommendations are categorized according to: (1) planning for laboratory effectiveness, (2) requirements for effective management, and (3) utilization. The document's three main sections focus on descriptive background, program assessment, and laboratory operations. (EA)

ED 111 937 CE 004 644

*Scheneman, C. Stephen*

Community Development: A 4-H Intern Report.

Extension Service (DOA), Washington, D.C.; National Four-H Club Foundation, Washington, D.C.; Virginia Polytechnic Inst. and State Univ., Blacksburg. Extension Div.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date 75

Note—78p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Career Education, \*Community Development, Community Services, Cooperatives, \*Decision Making, Ecology, Economic Development, Housing, Leadership Training, Local Government, \*National Programs, Program Descriptions, Public Affairs Education, Recreation, \*State Surveys, \*Youth Programs

Identifiers—4 H Clubs

State progress reports on the 4-H/Community Development program, a 1973 nationwide Federally sponsored program facilitating youth in community decision-making processes, indicate that the program appears to be evolving into a viable and integral part of the total 4-H program. Although the report describes unique program features of various States, statistical information is provided only on the 12 States which included their total number of youth participants in the State progress reports—Alabama, Arkansas, California, Georgia, Iowa, Kentucky, Michigan, New Mexico, North Carolina, North Dakota, Virginia, and West Virginia. The main approaches to launching programs were through regular 4-H programs and interorganizational involvement. They focus on specific problems or geographic areas. Ten suggested definitions of program areas include: leadership development; public affairs; taxation and local government; housing; manpower and career development; recreation and tourism; environment and ecology; business, industrial, and economic development; cooperatives and credit unions; and community facilities and institutions. About half of the report consists of various State program examples of: workshops, community planning, citizenship programs, a model city council, job and career programs, county clean-ups, Main Street beautifications, a blood donation campaign, hunter safety program, and a cultural heritage presentation. (EA)

ED 111 938 CE 004 645

*Education and Working Life in Modern Society.*

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 75

Note—45p.; A Report by the Secretary-General's Ad Hoc Group on the Relations Between Education and Employment

Available from—Director of Information, OECD, 2 rue Andre-Pascal, 75775 Paris Cedex 16, France (\$2.00)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Advisory Committees, \*Change Strategies, Communication Problems, \*Developed Nations, Educational Accountability, \*Educational Policy, Employment Problems, Equal Education, Equal Opportunities (Jobs), \*Human Development, Individual Development, International Organizations, Labor Market, Manpower Development, National Surveys, Policy Formation, Program Coordination, Reports, School Industry Relationship, \*Vocational Development

Identifiers—OECD, Organisation for Economic Cooperation Development

The report, requested of six experts appointed by the Organisation for Economic Cooperation and Development (OECD), (1) surveys the relations between the educational system and working life in the light of social objectives in the 24 OECD countries in the 1970's, and (2) advises those countries, proposing subjects and methods of cooperation between the relevant public authorities and between them and the employers, trade unions, and other social groups. The report contains 25 specific recommendations grouped under three broad headings: (1) a positive policy for working life, (2) an integrative policy for education, and (3) more options for the individual within a free-choice society. The experts found the quality of working life not keeping pace with individuals' capacities and aspirations, and recommended a policy that involves better jobs, more flexible working arrangements, more chance for participation, and more equity in advancement; found too many disadvantaged persons in the labor market, and recommended measures to create greater opportunities for these persons; found unwise separations between education and work, and recommended recurrent education; found too many rigidities imposed on individuals' lives and recommended more options; found inequities in educational opportunities, and recommended comprehensive schools; and found little communication among educational and labor market authorities, and recommended mechanisms for joint consultation. (Author/AJ)

ED 111 939 CE 004 646

*Interdisciplinary Approach to Career Development through a Program of Occupational Education.*

Russellville City School System, Ala.

Pub Date 30 Jun 73

Note—286p.

EDRS Price MF-\$0.76 HC-\$14.59 Plus Postage

Descriptors—\*Career Education, Class Activities, \*Curriculum Guides, Daily Living Skills, Demonstration Programs, Elementary Education, \*Integrated Curriculum, Interdisciplinary Approach, Intermediate Grades, Junior High Schools, Learning Activities, Resource Guides, Secondary Education, Senior High Schools, Teacher Developed Materials, Teaching Guides, Unit Plan, \*Units of Study (Subject Fields), \*Vocational Education

The document consists of teaching outlines which one school district's teachers developed and used in the early stages of an exemplary program to provide students with occupational information and to guide and instruct them in career development. The first 50 pages contain general materials: an activity calendar, a guide to exemplary programs, and a resource guide. Most of the document is comprised of instructional unit outlines: several for grade levels 4-6 (each planned to span six weeks); 36 lessons for grades 7 and 8; 36 lessons for ninth grade vocational education courses (each planned to span one week); additional ninth grade materials for integrating occupational information into academic subjects; and two interdisciplinary units for grades 10-12, one of six weeks' duration (Personal and Family Relationships), and one of three weeks' duration (Legal Aspects of Daily Life). Compensatory units, without grade level, in mathematics and communications are offered for vocational education students. Units include a topic outline, teaching/learning activities, and learning resources. The final section of the document concerns program evaluation; a progress report and the review team's evaluation instrument with findings are included. (AJ)

ED 111 940 CE 004 659

*Cooperative Work Experience Handbook: Part 1. [and] Information Packet.*

Dependents Schools (DOD), Washington, D.C.

European Area.

Report No.—USDESEA-PAM-352-602

Pub Date 1 Feb 75

Note—115p.; For related documents, see CE 004 660 and CE 004 662-669; Twelve wall charts supporting the guides are available from: Directorate, United States Dependents Schools, European Area, Dept of the Army. APO 0 9164 (Reference Wall Chart B, MAN 352-6, numbers 1-4)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**  
**Descriptors**—\*Administrator Guides, \*Cooperative Education, Cooperative Programs, Counselor Role, Educational Objectives, Evaluation Criteria, Facility Requirements, Instructor Coordinators, Program Coordination, \*Program Development, Program Planning, Records (Forms), \*Resource Materials, Secondary Education, Site Selection, Vocational Education, \*Work Experience Programs

**Identifiers**—US Dependent Schools European Area, USDESEA

The handbook is intended to assist the Cooperative Work Experience (CWE) coordinator in the initiation and operation of a CWE program in U.S. Dependent Schools in the European Area (USDESEA), and allows for the many diverse and unique situations found in the USDESEA schools. Also applicable to other secondary level work experience programs, it includes basic information regarding philosophy, educational requirements, job site selection, activities, evaluation criteria, roles of program personnel, and other important factors in supervising the CWE program. A 47-page section provides copies of essential forms, current regulations, and other sample documents essential to the CWE program. The information packet discusses overall objectives and depicts students participating in various job-related CWE program activities. (MW)

**ED 111 941** 95 **CE 004 660**  
**Cooperative Work Experience Handbook: Part 2. Directed Activities.**

California Polytechnic State Univ., San Luis Obispo.; California State Dept. of Education, Sacramento. Div. of Vocational Education.; Dependents Schools (DOD), Washington, D.C. European Area.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—USDESEA-PAM-352-602

Pub Date 1 Feb 75

Note—191p.; For related documents, see CE 004 659 and CE 004 662-669; Twelve wall charts supporting the guides are available from Directorate, United States Dependents Schools, European Area, Dept of the Army. APO 0 9164 (Reference Wall Chart B, MAN 352-6, numbers 1-4)

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**  
**Descriptors**—Activity Units, \*Career Education, Cooperative Education, Curriculum Guides, Educational Objectives, \*Individual Development, \*Instructional Materials, Interpersonal Competence, Job Application, \*Learning Activities, Relevance (Education), Secondary Education, Self Actualization, Self Evaluation, Teaching Procedures, Vocational Development, Work Attitudes, \*Work Experience Programs  
**Identifiers**—US Dependent Schools European Area, USDESEA

The handbook contains curriculum objectives, suggests directed activities for the United States Dependent Schools in the European Area (USDESEA) Cooperative Work Experience Program, and provides information and guidance for instructor/coordinators and supporting staff. Designed chiefly for small group instruction, the activities can also be modified for use in outside assignments, individual projects, and work experience classes. The handbook is organized according to the following goals: relevance, self-actualization, self-evaluation, interpersonal relations, and job application. Units are outlined within each of these topical divisions and include estimated time of completion, notes to the teacher, suggested activities, reproducible forms and worksheets, and instructional materials. (MW)

**ED 111 942** **CE 004 662**  
**Health/Cosmetology. Career Education Guide.**  
 Dependents Schools (DOD), Washington, D.C. European Area.

Report No.—USDESEA-Man-352-356-6

Pub Date 1 May 74

Note—157p.; For related documents, see CE 004 659-660 and CE 004 663-669; Twelve wall

charts supporting the guides are available from Directorate, United States Dependents Schools, European Area, Dept of the Army. APO 0 9164 (Reference Wall Chart B, MAN 352-6, numbers 1-4)

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**  
**Descriptors**—Behavioral Objectives, \*Career Education, \*Cosmetology, Course Descriptions, \*Curriculum Guides, Dental Assistants, Health Occupations Education, \*Health Services, Individualized Curriculum, Instructional Materials, Job Training, Laboratory Procedures, Learning Activities, Secondary Education, Vocational Education

The curriculum guide is designed to provide students with realistic training in theory and practice within the secondary educational framework and prepare them for entry into an occupation or continuing postsecondary education. The learning modules are grouped into branches pertaining to the broad categories of health services and cosmetology. Each unit plan consists of a description of the area under consideration, estimated hours of instruction, behavioral objectives, a module outline, a list of useful curriculum materials and resources, laboratory activities, and laboratory materials. The health occupations curriculum covers the following topics: personal awareness, fundamental health care and first aid, sciences, understanding human behavior, body mechanics, diagnostic data collection, pharmacology, therapeutic procedures, patient care, advanced nursing skills, advanced clinical skills, medical/dental office skills, dental anatomy and physiology, sterilization and disinfections, dental materials, laboratory procedures, chairside procedures, and dental radiology. The cosmetology curriculum covers: hand and foot care; hair pieces; hair, scalp, and facial treatment; facial makeup; distributive education skills; electricity and light therapy; hair coloring; hair shaping; hair waving and relaxing; hair styling; and shop operation. Since the curriculum calls for individualized learning, the program can range from one semester to two years of training. (MW)

**ED 111 943** **CE 004 663**  
**Graphic Communications. Career Education Guide.**

Dependents Schools (DOD), Washington, D.C. European Area.

Report No.—USDESEA-Man-352-356-5

Pub Date 1 May 74

Note—113p.; For related documents, see CE 004 659-660 and CE 004 662-669; Twelve wall charts supporting the guides are available from Directorate, United States Dependents Schools, European Area, Dept of the Army. APO 0 9164 (Reference Wall Chart B, MAN 352-6, numbers 1-4)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**  
**Descriptors**—Behavioral Objectives, Career Education, Course Descriptions, \*Curriculum Guides, Drafting, \*Graphic Arts, Instructional Materials, Job Training, Laboratory Procedures, Learning Activities, \*Photography, \*Printing, \*Reprography, Secondary Education, Trade and Industrial Education

The curriculum guide is designed to provide students with realistic training in graphic communications theory and practice within the secondary educational framework and to prepare them for entry into an occupation or continuing postsecondary education. The program modules outlined in the guide have been grouped into four areas: printing, photography, design and detailing, and office reproduction. A schematic laboratory layout shows key relationships of various activity zones in the lab and, to aid in the separation of these into discrete units, a functional zone schematic has also been included. Each unit plan includes a description of the topic, time required, behavioral objectives, module outline, curriculum materials list, laboratory activities, and materials needed. The following topics are presented: artwork; image assembly; photo-conversion; image carrier preparation; image transfer (offset); lithographic platemaking; color separation; finishing procedures; line, halftone, and still photography; cinematography; beginning, intermediate, and advanced drafting; fluid duplicating; duplicator operation; master imaging; office artwork preparation; stencil typing and imaging; mimeograph operation 1 and 2; decision making; and image transfer (letterpress). Appendixes include: activity groups and rotation schedule, student contracts, and laboratory supply lists. (MW)

**ED 111 944** **CE 004 664**  
**Automotive Technology. Career Education Guide.**  
 Dependents Schools (DOD), Washington, D.C. European Area.

Report No.—USDESEA-Man-352-356-1

Pub Date 1 May 74

Note—120p.; For related documents, see CE 004 659-660 and CE 004 662-669; Twelve wall charts supporting the guides are available from Directorate, United States Dependents Schools, European Area, Dept of the Army. APO 0 9164 (Reference Wall Chart B, MAN 352-6, numbers 1-4)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**  
**Descriptors**—Auto Body Repairmen, \*Auto Mechanics, Auto Mechanics (Occupation), Behavioral Objectives, \*Career Education, Course Descriptions, \*Curriculum Guides, \*Engines, Instructional Materials, Job Training, Laboratory Procedures, Learning Activities, Mechanics (Process), Secondary Education, Trade and Industrial Education, \*Welding

The curriculum guide is designed to provide students with realistic training in automotive technology theory and practice within the secondary educational framework and to prepare them for entry into an occupation or continuing postsecondary education. The learning modules are grouped into three areas: small engines, automotive technology, and welding. Each unit plan consists of a description of the area under consideration, estimated hours of instruction, behavioral objectives, a module outline, a list of useful curriculum materials and resources, laboratory activities, and laboratory materials. The automotive occupations curriculum covers the following topics: basic small engine operation and construction, motorcycle repair, rotary engine power mechanics, marine engine repair, automobile operation and construction, basic tune-up, basic engine operation and construction, brake systems, power transmission systems, engine overhaul and repair, fuel system, electrical system, ignition systems, automotive parts, automotive maintenance, painting fundamentals, painting applications, body repair, welding, welding fundamentals, basic fusion and nonfusion processes, reading shop drawings, arc welding, gas welding, cutting, welding applications, and inert gas shielded-arc welding. The document concludes with facility layouts of functional auto mechanics, small engines, and welding laboratories. (BP)

**ED 111 945** **CE 004 665**  
**Computer Technology. Career Education Guide.**  
 Dependents Schools (DOD), Washington, D.C. European Area.

Report No.—USDESEA-MAN-352-356-3

Pub Date 1 May 74

Note—47p.; For related documents, see CE 004 659-660 and CE 004 662-669; Twelve wall charts supporting the guides are available from Directorate, United States Dependents Schools, European Area, Dept of the Army. APO 0 9164 (Reference Wall Chart B, MAN 352-6, numbers 1-4)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors**—Behavioral Objectives, \*Career Education, Computer Oriented Programs, \*Computers, \*Computer Science Education, Course Descriptions, \*Curriculum Guides, \*Data Processing, Instructional Materials, Job Training, Laboratory Procedures, Learning Activities, Programming, Programming Languages, Secondary Education

The curriculum guide is designed to provide students with realistic training in computer technology theory and practice within the secondary educational framework and to prepare them for entry into an occupation or continuing postsecondary education. Each unit plan consists of a description of the area under consideration, estimated hours of instruction, behavioral objectives, a module outline, a list of useful curriculum materials and resources, laboratory activities, and laboratory materials. The computer technology curriculum covers the following topics: computer careers in perspective (orientation), data preparation (media and forms), preparing paper tape, preparing mark-sense cards, preparing punched cards, computer familiarization, computer software, computer operation, computer programming, writing BASIC, other computer languages, systems analysis, systems programming, and computer center management. The document concludes with the facility layout of a suggested computer laboratory. (BP)

**ED 111 946** CE 004 666

**Business/Clerical/Sales. Career Education Guide.**  
Dependents Schools (DOD), Washington, D.C.  
European Area.

Report No.—USDESEA-MAN-352-356-2  
Pub Date 1 May 74

Note—77p.; For related documents, see CE 004 659-660 and CE 004 662-669; Twelve wall charts supporting the guides are available from Directorate, United States Dependents Schools, European Area, Dept of the Army, APO 0 9164 (Reference Wall Chart B, MAN 352-6, numbers 1-4)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—Behavioral Objectives, \*Business Education, \*Business Skills, Business Subjects, \*Career Education, Course Descriptions, \*Curriculum Guides, Instructional Materials, Job Training, Laboratory Procedures, Learning Activities, \*Office Machines, Office Occupations Education, Office Practice, Secondary Education

The curriculum guide is designed to provide students with realistic training in business/clerical/sales theory and practices within the secondary educational framework and to prepare them for entry into an occupation or continuing post-secondary education. Each unit plan consists of a description of the area under consideration, estimated hours of instruction, behavioral objectives, a module outline, a list of useful curriculum materials and resources, laboratory activities, and laboratory materials. The clerical/business/sales occupations curriculum covers the following areas: introduction to business, typing 1 (beginning), speed writing, typing 2 (beginning applications), PBX operation skills, business filing, English for business communications, beginning shorthand, machine transcription, intermediate shorthand, typing 3 (advanced applications), magnetic tape typing, advanced shorthand, typing 4 (executive specialties), business mathematics, record keeping, 10-key calculators, full-key calculators, beginning accounting, accounting machine operation, intermediate accounting, advanced accounting, distributive education skills, and orientation to job entry. The modules are meant to be used in coordination with other elements in the series: graphic communications, health/cosmetology, and computer technology. The document concludes with a suggested facilities layout including physical descriptions and diagrams. (BP)

**ED 111 947** CE 004 667

**Electricity/Electronics. Career Education Guide.**  
Dependents Schools (DOD), Washington, D.C.  
European Area.

Report No.—USDESEA-MAN-352-356-4  
Pub Date 1 May 74

Note—101p.; For related documents, see CE 004 659-660 and CE 004 662-669; Materials referred to in the guide are available from Electronic Aids, Inc. (EA), c/o Mycom Media Corporation, 2175 Greenspring Dr., Timonium, Maryland 21093; Twelve wall charts supporting the guides are available from Directorate, United States Dependents Schools, European Area, Dept. of the Army, APO 0 9164 (Reference Wall Chart B, MAN 352-6, numbers 1-4)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—Behavioral Objectives, \*Career Education, Course Descriptions, \*Curriculum Guides, Electrical Systems, Electric Circuits, \*Electricity, Electromechanical Technology, \*Electronics, Instructional Materials, Job Training, Laboratory Procedures, Learning Activities, Radio Technology, Secondary Education, Television, Trade and Industrial Education, Transistors

The curriculum guide is designed to provide high school students with realistic training in electricity/electronics theory and practice and to prepare them for entry into an occupation or continuing postsecondary education. The learning modules are grouped into three areas: electrical technology, radio-television technology, and industrial electronics. All modules in the outline are keyed to Electronic Aids, Inc. materials programs and equipment. Each unit plan consists of a description of the area under consideration, estimated hours of instruction, behavioral objectives, a module outline, a list of useful curriculum materials and resources, laboratory activities, and laboratory materials. The electricity/electronics curriculum covers the following topics: consumer

electricity, elements of electricity, electrical wiring and equipment skills, principles of electricity, lighting and alarm installation skills, electro-mechanical control systems, elements of fluid control systems, motor services skills, motor control skills, elements of electronics, basic electricity/electronics skills, principles of electronics, transistor fundamentals, transistor applications, transistor and logic skills, office machine repair skills, fundamentals of AM receivers, AM receiver skills, fundamentals of FM receivers, FM receiver skills, principles of television, integrated circuit design, and logic circuit design. The document concludes with a suggested facilities layout of an electronics/electricity laboratory and an equipment list. (BP)

**ED 111 948** CE 004 668

**Dependents Education: Career Education Grades 9-12. Appendix A: United States Occupational Manpower and Training Needs, with Emphasis on the 17-20 Year Old Population.**

Dependents Schools (DOD), Washington, D.C.  
European Area.

Report No.—USDESEA-Pam-352-356-7  
Pub Date 1 Jun 74

Note—37p.; Not available in paper copy due to small typeface of Table 3

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Demand Occupations, \*Employment Opportunities, Employment Patterns, \*Employment Projections, \*Employment Statistics, \*Manpower Needs, Occupational Surveys, Statistical Data, Tables (Data), \*Youth Employment

The document provides statistics related to 1970-80 United States occupational manpower and training needs, with emphasis on the 17-20 year old population. It consists of three tables on: (1) U. S. employment by occupation—1970 and projected 1980 requirements; (2) increase in employment to 1980 and opportunities for 17 and 20 year olds, by percent (rank order) and number of jobs; and (3) training requirements for typical job classifications and related annual course completions for job opportunities available to 17-20 year olds. Also provided is an analysis of the manpower data as related to: job market projections, occupational projections ranked by percentage increase, opportunities related to seven occupational areas, opportunities not covered by the seven occupational areas, and entry requirements and manpower supply. (BP)

**ED 111 949** CE 004 669

**Job Briefs. Career Education Guide.**  
Dependents Schools (DOD), Washington, D.C.  
European Area.

Report No.—USDESEA-Man-352-356-7  
Pub Date 1 May 74

Note—311p.; For related documents, see CE 004 659-660 and CE 004 662-668

**EDRS Price MF-\$0.76 HC-\$15.86 Plus Postage**

Descriptors—\*Career Education, Career Opportunities, Employment Qualifications, Entry Workers, Guides, Job Market, \*Occupational Clusters, Occupational Guidance, \*Occupational Information

The document contains 288 one-page job descriptions based on 1973 information for the following 11 career clusters: automotive technology, business/clerical/sales, computer technology, electricity/electronics, graphic communications, health/cosmetology, agriculture/conservation, artistic/literary/music, mechanical/transportation/construction, scientific/mathematics/medicine, and social/personal services. Each job brief consists of a brief job description, a list of related occupations, job related high school subjects, and additional information related to educational requirements, work experience requirements, career ladders, and beginning salaries. (BP)

**ED 111 950** CE 004 674

**Bolton, Mary G.**  
**Re-Entry Women; Some Programmatic Considerations.**

California Univ., Davis.  
Pub Date [75]

Note—10p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Adult Learning, \*Adult Students, Counseling, \*Course Descriptions, \*Females, Role Conflict, Self Concept, \*Special Programs, Study Skills, Testing

Identifiers—\*Reentry Students, University of California (Davis)

A six-week course titled "You Too Can Return to College" at the University of California at Davis is designed to assist adult women reentering college. Returning women were found to be lacking in confidence, had low self-expectations, and needed specialized counseling. The reassessment course is offered through the Extension Division of the university, with the campus Learning Assistance Center participating in a supportive role. Course activities include: group sharing, interest/aptitude testing, writing a life diary, role perception, study skills, test interpretation, career opportunities, interviewing and resume information, discussion of opportunities for academic experience, and a concluding personal interview. Several aspects of the program in which the Learning Assistance Center can be especially helpful to the reentering woman involve time management geared to the student/wife/mother role, tips on note taking and improving verbal skills, and the availability of informally structured support groups. Learning assistance centers can be a valuable component in programs for reentry women by assisting in recovering skills for effective learning. (EA)

**ED 111 951** CE 004 675

Hanlon, J. William

**Future Shock--Education 1984: The Economists' Viewpoint.**

Pub Date 1 Dec 73

Note—8p.; Paper presented to the Industrial Arts Division of the American Vocational Association (December 1, 1973)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Economic Change, \*Education, Educational Accountability, Educational Change, \*Educational Economics, Educational Strategies, \*Futures (of Society), \*Resource Allocations, \*Role Perception

Education, like other institutions of our society, is susceptible to "future shock", the inadequate preparation for a radically different future. Our nation is on the threshold of an age of scarcity, and the impact on education will be the accelerated demands for educators to justify their use of resources based on impersonal objective criteria. Education's favored past status in the resource allocation process will continue to deteriorate as shrinking funds are allocated to education. However, educators can objectively justify the use of scarce resources by applying economic theory and method. Some standard economic models adaptable to education are: (1) production function (the relationship between input and output), (2) production possibilities model (relationships between alternative products), (3) economies to scale (relationships between cost and the size of the producing unit), (4) labor to capital ratio (amount of labor relative to capital used in the production process), and (5) multiproduct production (simultaneous production of products by the producing unit). Progress in resource allocation problems is evident in needs assessment programs, accountability studies, criterion-referenced instruction, performance objectives, the Coleman Report, and similar studies. Continued and expanded efforts are necessary to immunize education from "future shock". (EA)

**ED 111 952** CE 004 677

**MOBRAL--The Brazilian Adult Literacy Experiment. Educational Studies and Documents No. 15.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 75

Note—73p.

Available from—UNESCO Publications Center, P.O. Box 433, New York, New York 10016 (\$2.65)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Adult Basic Education, Adult Education Programs, \*Adult Literacy, \*Developing Nations, Educational Needs, Foreign Countries, Functional Illiteracy, \*National Programs, \*Program Descriptions

Identifiers—\*Brazil

The Brazilian Literacy Movement (MOBRAL—El Movimento Brasilen de Alfabetizacion de Adultos) is discussed in terms of its legal and conceptual bases, organization, participants, technical aspects, and effectiveness. Established

by law December 15, 1967 to lower the illiteracy rate in Brazil by improving educational opportunities for the population, it has established four main programs: (1) functional literacy teaching, providing six months of primary education; (2) integrated education, a year-long supplement to primary education; (3) community development, two months of community oriented education; (4) cultural MOBRL, reaching Brazilians through mobile libraries, radio, correspondence courses, and cultural posts. Background is given on the educational and economic problems of Brazil and their interrelationship. Literacy teachers, by the end of 1972, had involved one out of every six Brazilians aged 15 or over in MOBRL activities. Initial success has been attributed to: government interest on the local, State, and national level; technical and financial independence; and the availability of educational materials and teachers. Tables give illiteracy rates in terms of region, age group, and sex. Five appendices provide texts of the law establishing MOBRL, regional and municipal agreements, a list of teaching materials used, and a bibliography. (LH)

**ED 111 953** CE 004 679

**Project ADAPT: Report Number 1: Description and Review of the MIT Orientation Program: [And Appendix].**

Massachusetts Inst. of Tech., Cambridge. Dept. of Urban Studies and Planning.

Spons Agency—National League of Cities, Washington, D.C.; United States Conference of Mayors, Washington, D.C.

Pub Date 15 Oct 71

Note—212p.; For Report Number 2, see ED 070 814

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**

**Descriptors**—\*Aerospace Industry, \*Career Change, Job Layoff, Job Tenure, Manpower Development, \*Manpower Utilization, Occupational Mobility, Participant Characteristics, \*Program Descriptions, \*Program Evaluation, Retraining, Scientific Personnel, Vocational Retraining

**Identifiers**—\*Project ADAPT

The report of Project ADAPT (Aerospace and Defense Adaptation to Public Technology), describes the design, execution, and forthcoming evaluation of the program. The program's objective was to demonstrate the feasibility of redeploying surplus technical manpower into public service at State and local levels of government. The development of the program is outlined and the program's participants are described in terms of their socioeconomic, educational, and professional characteristics, and some potentially significant subgroups are identified. A detailed day-by-day account is provided of the four week-long orientation periods, focusing on: urban growth and development, environment and technology, design and delivery of social services, and agency management and change. A detailed analysis is given of the program's design, logistics, and components, each component being discussed in terms of intent, description, and critique, which includes participant comments. The program evaluation is discussed from two points of view: concurrent monitoring and evaluation and post-orientation monitoring and evaluations. Conclusions and recommendations are made for the development of specific guidelines for future programs, the program's structure, and personal and job development. The 121-page appendix includes study aids, rosters of faculty, staff, and enrollees, program schedules, and bibliographies. (BP)

**ED 111 954** 95 CE 004 688

**Thorson, James A., Ed. Payne, Barbara P., Ed. Political Responses to Aging.**

Georgia State Univ., Atlanta; Georgia Univ., Athens.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 74

Note—79p.; Proceedings of the Annual Georgia Conference on Aging (1st, Georgia State University, Atlanta, May 9-10, 1974)

Available from—University of Georgia, Center for Continuing Education, Athens, Georgia 30602 (\$2.00)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—Futures (of Society), Goal Orientation, \*Older Adults, Political Issues, \*Political Power, \*Politics, Social Services, State Legislation, State Programs

**Identifiers**—Georgia, \*Quality Of Life

The proceedings of the First Annual Georgia Conference on Aging contains five papers, reports from discussion groups, and transcripts of a panel discussion. The focus was on the encouragement of self-advocacy and the identification of achievable goals among older adults in order to generate some of the basic political changes that will improve the life chances of the elderly. The proceedings' contents include: Introduction, Barbara P. Payne; The Development of Services for Older Georgians, Mary Kay Jernigan; Contributions to the Quality of Older Persons' Lives: Realistic Expectations, Frank Hughes; Political Responses of the Aged: Research Findings, Robert H. Binstock; Achievable Goals for Older Georgians: Reports from Discussion Groups; The Senior Center and the City of Atlanta, a Panel Discussion, Al Horvath, moderator; The Revolution of the Elders, Margaret E. Kuhn; and The Future of Contributions to the Quality of Older Persons' Lives, David G. Salten. (JR)

**ED 111 955**

CE 004 690

**Bergevin, Paul. McKinley, John.**

**Participation Training for Adult Education.**

Pub Date 65

Note—108p.

Available from—The Bethany Press, 2640 Pine Blvd., Box 179, St. Louis, Missouri 63166 (\$2.50)

**Document Not Available from EDRS**

**Descriptors**—\*Adult Education, Adult Education Programs, Adult Educators, Group Discussion, \*Group Dynamics, \*Leaders Guides, Leadership Training, Participant Involvement, \*Teaching Methods, \*T Groups, Training Techniques

**Identifiers**—\*Group Participation Training

Participation Training for Adult Education serves as a manual, guide, and resource for leaders and participants interested in establishing a program of adult learning called group-participation training. Goals emphasize participants learning about themselves as learners, how they relate to and can help others, and exploring the dynamics of a learning situation and how it can be made more effective. Based on successful experience, the information is arranged in chapters, covering the following topics: (1) Participation Training: Preliminary Questions and Organization, discussing types of meetings, resources involved, and purpose of program; (2) Roles of Participants, describing the functions of discussion leaders, co-leader and/or recorder, group participant, observer, resource person, and trainer; (3) Elements of Structure: Topic, Goals and Outline, dealing with the dynamics of discussion; (4) Conducting the Training Sessions, providing a detailed guide for the trainer in establishing effective conditions for participation; and (5) Some Common Problems in Training Sessions, suggesting problem solving techniques for trainer and participants. A schedule of events for a weekend training program with detailed descriptions of each session, a checklist for conducting critiques, and a glossary of terms are appended. (LH)

**ED 111 956**

CE 004 698

**Gilbertson, O. S. And Others**

**Involvement of Vocational Agriculture Students in Vocational Education Student Organizations.**

Pub Date Jun 75

Note—79p.; Appendix B, data collection instruments, does not reproduce well

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—Data Analysis, Faculty Advisors, Group Membership, High School Students, Questionnaires, Role Perception, \*Student Organizations, \*Student Participation, Tables (Data), \*Vocational Agriculture

**Identifiers**—California, \*Future Farmers of America

The major purpose of the study was to determine the basic reasons for nonparticipation of California vocational agriculture students in the Future Farmers of America (FFA) organization and to develop strategies for increasing membership percentages. After calculating a 1973-74 FFA membership percentage for each California school, schools were assigned to a high/medium/low membership group. Students enrolled in vocational agriculture classes in 19 randomly selected California high schools were the target population; FFA advisors at each school randomly selected two vocational agriculture classes

for participation. Data were collected by classroom administered questionnaires from 504 students and by local FFA advisor questionnaires. Five vocational agriculture teachers reviewed the data analysis, providing interpretation, discussion, and subsequent recommendations. Data showed significant differences in FFA member and non-member responses on some topics as well as similar responses to a number of topics. No single statement appeared indicative of reasons for low membership percentages. Chapters 3, 4, and 5 provide in-depth coverage of findings, discussion, and recommendations. More than half of the document is appendix, consisting of data collection instruments (student and advisor questionnaires) and 58 statistical tables for the student questionnaire. (EA)

**ED 111 957**

CE 004 699

**Tengstrom, Anders**

**Patterns of Health Care and Education in Sweden.**

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date 75

Note—41p.

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Ave., N.W., Washington, D.C. 20006 (\$2.00)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Administrative Organization, Educational Policy, Foreign Countries, \*Health Occupations Education, \*Health Services, \*Medical Education, \*National Programs, Nurses, Physicians, \*Program Administration, Public Health Identifiers—\*Sweden

The organization and functioning of Sweden's government controlled public health and health personnel educational systems are detailed in the report. The functions of the organizations involved in health care delivery are described. The delivery of health care is carried out at the county level. Regional hospitals provide more specialized services. Figures on in-patient and out-patient capacity, costs, and number of health care workers are presented. The organization of Skaraborg county is given as illustrative of welfare and medical services provided. Information collected by the National Center for Statistics and feedback from health personnel and hospitals form the basis for health planning accomplished at the national and regional levels. The educational system is discussed with reference to: (1) requirements for admission to State-run institutions of higher learning, (2) medical education and research at the universities, (3) education of physicians and nurses (detailed in various phases with the use of flow charts), and (4) education of other health personnel and new branches of education. Coordination between agencies involved in educational planning and long-term health planning is pointed out. Finally, the relationship between research and policy planning at various levels is briefly shown. (MS)

**ED 111 958**

CE 004 700

**Chester, T. E.**

**Organisation for Change: The British National Health Service.**

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date 75

Note—44p.

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Ave., N.W., Washington, D.C. 20006 (\$2.00)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Foreign Countries, \*Health Personnel, \*Health Services, Management Education, Medical Education, Medical Services, \*National Programs, \*Organizational Change, Organizational Effectiveness, Program Evaluation, \*Vocational Retraining

**Identifiers**—England, The National Health Service

Begun in 1948, The National Health Service was organized in a "functional" pattern of three main groups: hospital service, primary health care, and community health services and personal social services. Dissatisfaction led to a reorganization in 1974 along geographical divisions for region, area, and district levels, necessitating a managing staff. New organizational problems presented themselves: (1) the need for training

management personnel and community physicians and (2) decision-making based on consensus rather than authoritative hierarchical status. The Department of Health entered into agreement with eight educational centers in various parts of England to sponsor four types of training: multiprofessional integration courses for all types of senior staff, courses for voluntary members of the new health authorities, programs for clinicians to prepare them for management roles, and courses for Medical Officers of Health and their medically qualified staffs in preparation for their role as community physicians. The costs of the residential courses were to be borne by the Department of Health. (The program at the University of Manchester is described in detail.) An evaluation of the program arrived at a positive assessment. (Outcomes of the program are viewed from three perspectives: the National Health Service, the universities, and the government.) (AG)

ED 111 959 CE 004 701

Porter, Lyman W. Dubin, Robert

**The Organization and the Person: Final Report of the Individual-Organizational Linkages Project.** California Univ., Irvine. Graduate School of Administration.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—NR-151-315

Pub Date Jul 75

Note—31p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Behavioral Science Research, Career Opportunities, \*Employee Attitudes, Employer Employee Relationship, Employment, Expectation, Failure Factors, Individual Characteristics, Job Development, \*Job Satisfaction, Labor Turnover, Motivation, Organizational Climate, Performance Factors, Persistence, Success Factors, \*Vocational Adjustment, \*Work Attitudes, Work Environment

What factors affect the attachment of employees to their work and work organization? What are the consequences of attachment or lack of it? The report summarizes the broad findings of a long-term research project designed to examine attitudinal and behavioral aspects of individual-organization linkages, conceived in two broad categories—the acts of joining and remaining employed by the organization, and the person's degree of attachment while employed. Employee turnover received particular research attention in the first category; indexes of employee motivation, organizational commitment, and job satisfaction received particular attention in the second category. Dependent variables considered were job attitudes, turnover and absenteeism, and job performance. The major findings of the specific studies which comprised the project are presented in the context of these categories, in terms of the variables' relationships. The implications for organizations are: focus on pre-entry expectations of new members, monitor their early organizational experiences, determine where commitment to the organization is most crucial and concentrate attention there, develop suborganization attachment, create jobs with greater scope, discover job dimensionality, and individualize incentives. The titles of the project's technical reports and publications are appended. (Author/AJ)

ED 111 960 CE 004 702

Towne, Douglas C.

**A Sample of Ongoing Career Education Curriculum Development Activities of Federal Agencies.** Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Federal Interagency Committee on Education, Washington, D.C.

Pub Date 25 Oct 72

Note—118p.; Not available in hard copy due to marginal reproducibility

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, Career Education, \*Curriculum Development, \*Federal Programs, Manpower Development, \*Program Descriptions, Vocational Education

The report surveys curriculum development projects ongoing in 1972 in seven Federal agencies relating to vocational/technical, manpower, adult, and career education. It describes a variety of ways (ranging from personal visitation to utilization of existing publications) in which data

can be obtained without undue requests for assistance from the cooperating Federal agency personnel. The bulk of the report consists of descriptions of 90 projects obtained from the following Federal agencies (with the number of projects reported in parentheses): National Institutes of Health, Bureau of Allied Health Manpower Education (47); Social Rehabilitation Service (17); Department of Labor, Manpower Administration (3); Environmental Protection Agency (6); National Oceanic and Atmospheric Administration, Office of Sea Grants (5); United States Coast Guard (2); and Civil Service Commission (10). The descriptions appear as one-page resumes containing: accession number, date, instructional classification, title (with beginning and terminal dates), director, agency contact, source of funding, media, orientation, subject content, and comment (audience, major emphasis, evaluation, distribution). The report concludes with recommendations for conducting further surveys into curriculum development programs in Federal agencies. Attachments include instructional classification code titles, a media terminology control list, and sample project resume forms. (JR)

ED 111 961 CE 004 703

Andrisani, Paul Kohen, Andrew I.

**Career Thresholds: A Longitudinal Study of the Educational and Labor Market Experience of Male Youth. Volume Five.**

Ohio State Univ., Columbus. Center for Human Resource Research.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date Apr 75

Note—91p.; Vol. 1 of the study is available as MP 000 718 (ERIC Manpower Research Studies); Vols. 2, 3, and 4 are available as ED 047 104, ED 054 336, and ED 074 280

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Blue Collar Occupations, Caucasians, \*Collective Bargaining, Comparative Analysis, Educational Background, \*Employment Experience, Employment Statistics, Labor Market, Labor Unions, \*Longitudinal Studies, \*Males, Negroes, Participant Characteristics, \*Racial Differences, Tables (Data), Unemployment, Union Members, Wages, Young Adults, Youth Employment

This study deals with the impact of collective bargaining coverage on the 1969-70 labor market experience of young men in blue collar jobs. Specifically examined is the impact of collective bargaining on five dimensions of the labor market experience: (1) hourly rate of pay, (2) hours worked per week, (3) susceptibility to unemployment, (4) duration of unemployment, and (5) growth in hourly earnings. Additionally, the relationship between collective bargaining coverage and racial differentials in these dimensions is explored. Sections deal with: gross union-nonunion differences in labor market experience; union-nonunion differences in personal (including educational background) and situational characteristics; net effects of collective bargaining on earnings and labor market experience; and comparison of racial differences in the union and nonunion sectors. Data on the five dimensions are presented according to major occupation group and race. Two major conclusions are: (1) collective bargaining coverage has considerable net impact on earnings of all workers studied, and (2) unionized blacks experience less unemployment than nonunionized blacks. Appended are: tables showing regression results; a 33-item bibliography; a glossary; an account of sample attrition; a description of sampling, interviewing, and estimating procedures; and the 22-page Census Bureau survey instrument used for interviews in 1970. (MS)

ED 111 962 CE 004 704

Ryan, Charles W. Young, Jon I.

**Influences on the Career Development of Elementary School Children.**

Maine Univ., Orono. Coll. of Education.

Spons Agency—Maine State Dept. of Educational and Cultural Services, Augusta. Vocational Education Research Coordinating Unit.

Report No.—C-73-1

Pub Date Sep 73

Note—71p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Attitude Tests, \*Childhood Attitudes, Childrens Books, \*Elementary School Students, Occupational Aspiration, \*Occupational Information, Reading Materials, Sex Stereotypes, Tests, \*Textbook Evaluation, \*Vocational Development

Identifiers—Maine, Occupational Knowledge Testing, \*Old Town Maine School System

To provide guidelines for educators who plan career development in school programs, this research studied the influences on career development of young children. Evidence was sought to determine how the world of work is presented to children in the elementary reading texts and materials. Samples of reading materials used in the elementary classrooms of the Old Town, Maine school system were analyzed and each student in grades 2, 4, and 6 was administered an occupational knowledge test to measure attitudes and knowledge of occupations and perceptions of sex-identified occupations. Data revealed that reading materials had little effect on the child's views of various occupations as measured by correlation between knowledge and preference. Older elementary students showed less prejudice about sex stereotyped occupations than did the younger students. Included in the appendix is Roe's Scheme for Classification of Occupations and a 10-page Career Inventory for the elementary grades. (Author/MU)

ED 111 963 95 CE 004 705

Ryan, Charles W. Cook, Keith E.

**Counseling Skills for Community Helpers.**

Maine Univ., Orono. Div. of Counselor Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 74

Note—30p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Communication Skills, Community Organizations, Counseling, Counseling Programs, \*Counselor Training, Depressed Areas (Geographic), \*Disadvantaged Youth, Economically Disadvantaged, Participant Satisfaction, Pilot Projects, \*Program Descriptions, \*Program Evaluation, \*Rural Areas, Tables (Data), Training Objectives

Identifiers—\*Maine

The project was designed to provide counseling services for children in poverty areas by preparing community educators to function as counselors. Participants were counselors, teachers, administrators, and employees of helping agencies (Boy Scouts, YMCA, YWCA, etc.) from two school administrative districts evidencing poverty-related problems. The methods and materials employed combined those of the Carkhuff approach and those developed by the University of Maine. Specific participant goals were: (1) improvement of communication skills, (2) acquisition of basic theoretical knowledge of counseling, and (3) attainment of pragmatic skills necessary for counseling youth. Four performance objectives giving direction to program activities are described in detail. The program consisted of 15 weekly sessions, each centering on a basic topic (listed in the report) emphasizing interaction between participants and staff. Participants showed gains in making helping responses and using counseling skills as measured by a pre-post test, Sanford's anecdotal Counseling Questionnaire. Responses to an open-ended questionnaire administered at the end of the project are tabulated item by item with appropriate discussion, indicating that participants felt the project was generally successful. Implications for counseling in rural areas are considered briefly along with eight specific recommendations for future programs. (MS)

ED 111 964 CE 004 707

Work, Gerald G. And Others

**Career Education Within the University of Maine System: A Status Study.**

Maine Univ., Orono. Coll. of Education.

Spons Agency—Maine State Dept. of Educational and Cultural Services, Augusta. Vocational Education Research Coordinating Unit.

Report No.—C-74-1

Pub Date Jun 74

Note—71p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Career Education, Educational Administration, \*Educational Assessment, Educational Programs, Educational Research, \*Educational Status Comparison, Evaluation Criteria, \*Evaluation Methods, Higher Education, \*Institutional Role, Interviews, Literature Reviews, Program Evaluation, State Universities



**Identifiers—\*Maine**

In order to provide for comprehensive career education needs with appropriate models, it is first necessary to assess the present situation. The purpose of the study was an assessment of the status of career education on the University of Maine's campuses at Augusta, Farmington, Fort Kent, Machias, Orono, Portland-Gorham, and Presque Isle. The methodology (tape-recorded interviews employing a questionnaire format) and interview analysis (campus vignettes and system-wide analysis) are briefly discussed. A survey of related literature deals with the period from 1968 to the present, with emphasis on the post-1970 years. Vignettes for each of the seven campuses provide: a brief description of the institution, administrative responsibility for career education, past perspective, rationale, current programs, academic relationships, and future perspective. The final section, analysis and recommendations, presents eight operational principles relating to career development education which were selected as quasi-criteria in evaluating the Maine system and from which the conclusions and recommendations are drawn. The document concludes with a four-page bibliography and a list of the interviewees. (BP)

ED 111 965 CE 004 708

Gilli, Angelo C., Sr., Ed.

Sixth Annual Pennsylvania Conference on Post-secondary Occupational Education: Continuing and Adult Education in Vocational Education. Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

Pub Date Jun 75

Note—171p.; Papers presented at the Annual Pennsylvania Conference on Postsecondary Occupational Education (6th, University Park, Pennsylvania, October 2-3, 1974)

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—Adult Counseling, \*Adult Education, \*Adult Vocational Education, College Role, Community Colleges, \*Conference Reports, Continuous Learning, Correctional Education, Definitions, Educational Administration, Educational History, Educational Research, Graduate Surveys, Health Occupations Education, Management by Objectives, School Role, Urban Education, Vocational Schools, Womens Education

The 16 conference papers are: Continuing Education History of Pennsylvania State University Associate Degree Graduates; A Mere Matter of Words (defining adult education); History of Adult and Continuing Education in Vocational Education; Adult and Continuing Vocational Education: Past, Present, and Future; Lifelong Learning: A Systematic Approach in Health Occupations Education; The Role of the Area Vocational-Technical School and the Community College in Continuing Education and Community Services; Continuing and Adult Education: Role of the Community College; Implementing a Management-by-Objectives System; Problems in Counseling the Vocational Adult and Continuing Education Student; Continuing and Adult Education in Correctional Institutions; The Changing Role of Adult and Continuing Education for Women; The Role of the Private Junior College in Continuing and Adult Education in Vocational Education; Client Influence on Organizational Priorities: The Role of Adult and Continuing Education in Vocational Education in the Urban Community College; The Role of Research in Adult Vocational Education; The Implications of Adult and Continuing Education; and Rural and Migrant Health Aides: Expanding Health Occupations Curricula at the Postsecondary Level. A conference evaluation (based on a questionnaire included in the appendix) and the conference format, speakers, registration list, and advisory committee list are included. (AG)

ED 111 966 CE 004 709

Long, Thomas E. And Others

Role Perceptions of Female Faculty and Their Administrators in Post-Secondary Proprietary Schools. Vocational-Technical Education Research Report, Vol. 13, No. 4. Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Pub Date Jul 75

Note—133p.; For related documents, see ED 096 449 and CE 004 710

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—\*Administrator Attitudes, Administrator Characteristics, Comparative Analysis, \*Educational Sociology, Equal Opportunities (Jobs), Occupational Aspiration, Post Secondary Education, Professional Recognition, Promotion (Occupational), Proprietary Schools, Role Conflict, \*Role Perception, Self Concept, Statistical Studies, Tables (Data), Teacher Attitudes, Teacher Characteristics, Vocational Development, \*Vocational Education Teachers, \*Women Teachers

The findings reported and discussed in the document are part of a larger study concerning female vocational faculty members in several types of educational institutions. The third of four substudies, the research report deals with female faculty in randomly selected postsecondary proprietary schools. The study identifies the perceptions of female vocational faculty members in the three broad areas of dual-role conflict, career aspirations, and career expectations, and compares their perceptions with those of proprietary school directors in order to identify differences and similarities. Several important discrepancies were found and documented and important status components in vocational education were identified. Analysis of the findings suggests that neither administrators nor female faculty view female faculty as being equal to male faculty; among the many findings are these: over half the administrators and just under half of the female faculty surveyed agreed that, in their institutions, women are not as likely to achieve positions of leadership as men. More than half the administrators feel, however, that women successfully compete with men at their institution, while more than half the female faculty disagreed. (Author/AJ)

ED 111 967 CE 004 710

Basualdo, Eugenio Alfredo

The Status and Role of Female Vocational Faculty in Comprehensive High Schools. Vocational-Technical Education Research Report, Vol. 13, No. 5.

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Pub Date Aug 75

Note—218p.; For related documents, see ED 096 449 and CE 004 709

EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage

Descriptors—\*Administrator Attitudes, Administrator Characteristics, Comparative Analysis, \*Educational Sociology, Equal Opportunities (Jobs), Occupational Aspiration, Professional Recognition, Promotion (Occupational), Role Conflict, \*Role Perception, Secondary Schools, Self Concept, Statistical Studies, Tables (Data), Teacher Attitudes, Teacher Characteristics, Vocational Development, \*Vocational Education Teachers, \*Women Teachers

The document is the fourth of four substudies concerning female faculty members in different types of educational institutions. The present study focuses on public comprehensive secondary schools and the identification of the perceptions of female vocational faculty members in the three broad areas of dual-role conflict, career aspirations, and career expectations. These are compared with the perceptions of comprehensive high school administrators to identify differences and similarities. Several important discrepancies were found and documented; several important status components of female vocational faculty members were identified. The discussion of the study is in two parts; the first centers on the biographical characteristics of the respondents, the second, on the respondents' perceptions. Among the many findings related to perceptions are these: concerning dual-role conflict, a greater percentage of directors than female faculty agreed that a woman's first responsibility is to be a feminine companion of men and a mother; concerning advancement possibilities, a greater percentage of directors than female faculty agreed that women successfully compete with men at their institution; and concerning professional aspirations, a greater percentage of female faculty than directors believe that a woman's career should be subservient to her husband's. (Author/AJ)

ED 111 968 CE 004 711

Galambos, Eva C.

The Employment Outlook for Business and Management Graduates in the South. Southern Regional Education Board, Atlanta, Ga.

Spons Agency—EXXON Education Foundation, New York, N.Y.

Pub Date 75

Note—19p.

Available from—Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, Georgia 30313 (\$1.00)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Accountants, Business, \*College Graduates, Demand Occupations, \*Employment Projections, Females, \*Managerial Occupations, Manpower Needs, Negro Employment, \*Southern States, Tables (Data)

The report, in assessing regional prospects for business and management and accounting graduates at all degree levels through the rest of the 1970's, arrives at several estimates. The estimated 52,000 degrees to be awarded in 1980 in the Southern region represents a 16 percent increase over the number awarded in 1972. Adjusting the figure to allow for those not entering the labor market immediately and those already in the labor market, new entrants are estimated at 41,000 in 1980. Demand was estimated on the basis of projected employment in the 24 occupations deemed most relevant to a business and management educational background. "Managers and administrators" was the area with the largest employment. Total estimated openings are more than double the estimated number of graduates, constituting a favorable employment market in the Southern region. The outlook favors opportunities for minority (black) and women graduates. The number of blacks in business and management curricula has increased, while the number of women remains low. The projected figures from several surveys for accounting degrees and positions are in conflict, perhaps because of differences in definitions of accounting degrees. However, the overall outlook for accounting graduates appears to be favorable. (Author/AG)

ED 111 969 CE 004 712

Health Manpower Act of 1975, Senate, Ninety-Fourth Congress, First Session.

Congress of the U.S., Washington, D.C. Senate.

Pub Date 15 Jul 75

Note—138p.

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—Educational Facilities, \*Federal Aid, \*Federal Legislation, Grants, \*Health Occupations Education, Health Personnel, \*Medical Education, Scholarships

Identifiers—Health Manpower Act 1975

The document consists of Senate hearings for the Health Manpower Act of 1975, an act to amend the Public Health Service Act to revise and extend the programs of assistance under Title VII for training in the health and allied health professions, to revise the National Health Service Corps program and the National Health Service Corps scholarship training program, and for other purposes. Major sections of the document are: Title I, Extension of Current Authorities through Fiscal Year 1975; Title II, General Provisions; Title III, Assistance for Construction of Teaching Facilities; Title IV, Student Assistance, National Health Service Corps; Title V, Grants for Health Professions Schools; Title VI, Special Project Grants and Contracts; Title VII, Public and Allied Health Personnel; and Title VIII, Miscellaneous. (Author/EA)

ED 111 970 95 CE 004 713

Ryan, Charles W. And Others

Teacher Training for Career Education. Trainer's Manual.

Maine Univ., Orono. Coll. of Education.

Spons Agency—Maine State Dept. of Educational and Cultural Services, Augusta. Bureau of Vocational Education; Office of Education (D-HEW), Washington, D.C.

Pub Date 1 Nov 74

Note—145p.

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—\*Career Education, Community Involvement, Course Content, \*Curriculum Development, Economic Education, Educational History, Educational Objectives, Elementary Education, Evaluation Methods, Inservice Programs, \*Inservice Teacher Education, Learning Activities, \*Manuals, Resource Guides, Secondary Education, Self Concept, Vocational Development

Identifiers—\*Maine

The manual was developed through the combined efforts of the Maine University College of Education staff after carefully assessing the sug-

gestions of Maine teachers who participated in a series of workshops conducted in the spring of 1974. It provides guidelines for planning a series of inservice training sessions for infusing career education concepts into the K-12 curriculum. The inservice program contains nine modules covering: (1) career education: historical antecedents (four lessons); (2) career development in the school (four lessons); (3) working with self-concept (one lesson); (4) career education in the elementary school (one lesson); (5) career education in the secondary school (one lesson); (6) strategies and practices for implementing career education (one lesson); (7) community involvement in career education (four lessons); (8) career education and economic education (one lesson); and (9) evaluation strategies in career education (three lessons). For each module a brief discussion of the main topic, goals, and lessons are provided. Each lesson outlines the goals, content, workshop leader activities, lesson resources, and recommended time. Charts, diagrams, learning activities, and evaluation procedures are interspersed throughout the document. A six-page career education bibliography concludes the document. (BP)

**ED 111 971** CE 004 714

*Frank, Faith Moore, Barbara*  
**Grocery Store Occupations: First Grade.**  
Arizona State Dept. of Education, Phoenix.  
Pub Date 75

Note—23p.; For related documents, see CE 004 715-727

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*Career Education, Elementary Education, Food Service Occupations, \*Food Stores, Grade 1, Primary Education, \*Teaching Guides

The field tested first grade instructional unit is geared to the occupations and duties of meat cutter, shelf stocker, and cashier and is useful in the social studies, art, and mathematics areas. The unit takes approximately 10 hours teaching time, and involves whole class, small group, and individual work. A list of required materials is included. Suggestions for the teacher include recommended and alternate performance objectives, learning activities, and methods for student evaluation. A list of suggested films and filmstrips and teacher and student worksheets and evaluation sheets are appended. (BP)

**ED 111 972** CE 004 715

*Green, Linda And Others*  
**Ranching: Sixth Grade.**  
Arizona State Dept. of Education, Phoenix.  
Pub Date 75

Note—22p.; For related documents, see CE 004 714-727

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*Agricultural Education, \*Career Education, Elementary Education, Grade 6, Integrated Curriculum, \*Learning Activities, \*Teaching Guides

Identifiers—\*Ranching

The field tested sixth grade instructional unit is designed to acquaint the student with a variety of occupations found in the area of ranching, using activities and concepts from several academic areas. The unit takes approximately 28 and one-half hours of teaching time and involves large and small group and individual work. A list of required materials is included. The teacher is presented with suggested performance objectives, recommended and alternate learning activities, student evaluation methods, and various enrichment activities. A class rodeo is suggested as a culminating activity. A list of resource materials and student worksheets are also included. (BP)

**ED 111 973** CE 004 716

*Mundell, Scott*  
**Parents Are Community Workers Too!**  
Arizona State Dept. of Education, Phoenix.  
Pub Date 75

Note—18p.; For related documents, see CE 004 714-727

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*Career Awareness, \*Career Education, \*Community Resources, Elementary Education, Grade 1, Integrated Activities, \*Learning Activities, Primary Education, \*Teaching Guides

The field tested instructional unit is designed around the premise that one of the best places for students exploring the "world of work" is in

their own homes with their own parents. Activities involving language arts, social studies, listening skills, speaking skills, and art are included. The unit takes approximately 10 hours teaching time and is recommended for use in the second semester of the first grade year. Large and small group and individual work is involved. Suggestions for the teacher include materials needed, performance objectives with accompanying learning activities, enrichment activities, and methods for student evaluation. A letter to parents, evaluation sheets, and a resource list are appended. (BP)

**ED 111 974** CE 004 717

*Pedersen, Peggy*  
**We Need One Another: Third Grade.**  
Arizona State Dept. of Education, Phoenix.  
Pub Date 75

Note—155p.; For related documents, see CE 004 714-727

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**  
Descriptors—\*Career Awareness, Career Education, \*Economic Education, Elementary Education, Grade 3, Instructional Materials, Integrated Curriculum, Learning Activities, \*Lesson Plans, Primary Education, \*Self Concept, Teacher Developed Materials, \*Teaching Guides, Teaching Methods

The primary intent of the field tested unit is to develop self-awareness, career awareness, and economic awareness for students in the third grade. Lesson topics are: interdependency between the child, the family, and the community for needs that are economic; interdependency between occupations within a community; ways in which members of a group may affect each other's behavior; and services that social organizations provide for the members of a community. An introduction for the instructor planning to teach the unit includes a unit content/strategy profile and a unit resource profile. The 12 lessons take a total of 19 hours and call for large and small group work. Each lesson is presented under the headings of: concept, performance objective, lesson time, new vocabulary introduced, resources required, instructor preparation tasks, instructional procedures, a summary of the unit, supplemental activities, assessment procedures and tools, and various related worksheets. An instructional strategy guide (covering discussion, questioning, role-playing, self-directed activities, and storytelling) and a seven-item bibliography are appended. (BP)

**ED 111 975** CE 004 718

*Wolfram, Howard And Others*  
**Yearning and Earning: Fourth Grade.**  
Arizona State Dept. of Education, Phoenix.  
Pub Date 75

Note—81p.; For related documents, see CE 004 714-727

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
Descriptors—\*Career Awareness, Career Education, Community Planning, Community Services, Elementary Education, Grade 4, Instructional Materials, Learning Activities, \*Lesson Plans, Money Management, \*Social Studies, Teacher Developed Materials, \*Teaching Guides

The yearning and earning field tested unit for fourth graders was designed to help learners analyze the domestic situation of a home in terms of what is available, what is needed, and how all these are provided for within the community. An introduction for the instructor planning to teach the unit includes a unit content/strategy profile and a unit resources profile. Lesson topics are: community services, public and private services, planning a new community, expenses, planning a budget, and reasons for saving. The six lessons take a total of nine hours and provide large and small group and individual activities. Each lesson is presented under the headings of: resources required, instructor preparation tasks, instructional procedures (introduction, tasks, and summary), assessment procedures and tools, and worksheets. An instructional strategy guide (covering discussions, guest speakers, questioning, and role-playing) and a six-item bibliography are appended. (BP)

**ED 111 976** CE 004 719

*Hansen, Barbara*  
**The Worker's World: Fifth Grade.**  
Arizona State Dept. of Education, Phoenix.  
Pub Date 75

Note—170p.; For related documents, see CE 004 714-727

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**  
Descriptors—\*Career Awareness, Career Education, Elementary Education, Grade 5, Instructional Materials, Learning Activities, \*Lesson Plans, Safety, Safety Education, Simulation, Teacher Developed Materials, \*Teaching Guides, Teaching Methods, \*Work Environment

Identifiers—Occupational Safety

The field tested fifth grade unit was designed to develop the learner's awareness of the components of the world of work, both individually and collectively through classroom simulations. The six lessons cover physical demands, physical demands and the world of work, environmental working conditions, working conditions and the world of work, physically hazardous working conditions, and the worker's world. An introduction for the instructor planning to teach the unit includes a unit content/strategy profile and a unit resource profile. The unit requires 10 hours and 35 minutes and includes large and small group activities. Each lesson is presented under the headings of: concept, performance objectives, new vocabulary introduced, resources required, instructor preparation tasks, instructional procedures (introduction, tasks, summary), assessment procedures and tools, and worksheets. An instructional strategy guide covering demonstrations, discussions, and questioning; supplementary activities for lesson 2 and a five-item bibliography are appended. (BP)

**ED 111 977** CE 004 720

*Rasmussen, Connie And Others*  
**Sailing with Sales: Fifth Grade.**  
Arizona State Dept. of Education, Phoenix.  
Pub Date 75

Note—81p.; For related documents, see CE 004 714-727

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
Descriptors—\*Career Education, \*Economic Education, Elementary Education, Grade 5, Instructional Materials, Learning Activities, \*Lesson Plans, Money Management, Teacher Developed Materials, \*Teaching Guides

The field tested instructional unit was designed to help fifth graders understand principles related to economics. Lesson topics are: supply and demand, items that maintain a high value, seasonal tourist attractions, seasonal and fluctuating products, principles of budgeting, saving money, and investment possibilities. An introduction for the instructor planning to teach the unit includes a unit content/strategy profile and a unit resource profile. The unit takes approximately seven hours and includes a large and small group and individual activities. The seven lessons are presented under the headings of concept, performance objectives, estimated time, new vocabulary introduced, resources required, instructor preparation tasks, instructional procedures (introduction, tasks, summary), assessment procedures and tools, and worksheets. (BP)

**ED 111 978** CE 004 721

*Platt, Wanda Stafford, Lawrence*  
**What Does a Secretary Do? Sixth Grade.**  
Arizona State Dept. of Education, Phoenix.  
Pub Date 75

Note—13p.; For related documents, see CE 004 714-727

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*Career Education, Elementary Education, Grade 6, \*Learning Activities, \*Office Occupations Education, \*Secretaries, Teacher Developed Materials, \*Teaching Guides

The field tested unit for the sixth grade was designed to generate interest on the part of students in exploring a secretarial career. The unit includes a discussion of the duties of a secretary, learning the six main parts of the business letter of request, and the actual writing of a letter to a businessman for information and/or inviting him or his secretary to speak to the class. The unit takes two hours and forty-five minutes, includes large and small group and individual activities, and is related to the language arts subject area. It presents performance objectives, related learning activities, and evaluation suggestions for each objective listed. The document concludes with a list of enrichment activities, instructional materials (books, films, filmstrips, and kits), and teacher preparation and evaluation suggestions. (Author/BP)

**ED 111 979** CE 004 722

*Aldridge, Oleta And Others*  
**General Job Requirements: Sixth Grade.**  
 Arizona State Dept. of Education, Phoenix.  
 Pub Date 75  
 Note—33p.; For related documents, see CE 004 714-727

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
 Descriptors—\*Career Education, Elementary Education, \*Employment Qualifications, Grade 6, Instructional Materials, Learning Activities, \*Occupational Clusters, Teacher Developed Materials, \*Teaching Guides

The field tested unit is designed to acquaint sixth graders with the 15 USOE job clusters, the jobs therein, and the general requirements for these jobs. The unit requires 19 hours of teaching time and includes whole class activities and large and small group activities. A list of materials required is followed by a goal statement, related subject areas (language arts and social studies), and two performance objectives with accompanying activities and evaluation methods for each. Half of the document consists of transparency masters and work sheets showing jobs within occupational clusters, tests with answer keys, a sample job application master, and a list of resources. (BP)

**ED 111 980** CE 004 723

*Cooper, Beverley A.*  
**Look to Learning: Sixth Grade.**  
 Arizona State Dept. of Education, Phoenix.  
 Pub Date 75  
 Note—162p.; For related documents, see CE 004 714-727

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**  
 Descriptors—Activity Learning, Career Education, Elementary Education, Grade 6, Instructional Materials, \*Learning, Learning Activities, \*Learning Processes, \*Lesson Plans, \*Teaching Guides

The field tested sixth grade instructional unit was designed to explore learning in its broadest sense, involving the learners in activities dealing with what learning is, where they learn, and how they learn. The seven lessons deal with defining learning and knowing, exploring learning experiences both in and out of school, learning as it is dependent on the learner's interests and abilities, and learning through the budgeting of time. An introduction for the instructor planning to teach the unit includes a unit content/strategy profile and a resource profile. The seven lessons will take a total of 10 to 11 hours of instruction, involving large and small group and individual activities. One lesson can be adapted for self-directed learners. Each lesson is presented in terms of concept, performance objective, estimated time, new vocabulary introduced, resources required, instructor preparation tasks, instructional procedures (introduction, tasks, and summary), assessment procedures and tools, and worksheets. An instructional strategy guide covering demonstrations, discussions, questioning, role-playing, and creative writing, and an eight-item bibliography are appended. (BP)

**ED 111 981** CE 004 724

*Smith, Vella Rose B.*  
**Learn to Earn: Sixth Grade.**  
 Arizona State Dept. of Education, Phoenix.  
 Pub Date 75  
 Note—177p.; For related documents, see CE 004 714-727

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**  
 Descriptors—Career Awareness, Career Education, Elementary Education, \*Employment Qualifications, Grade 6, Instructional Materials, \*Job Application, Learning Activities, \*Lesson Plans, \*Publicize, Teacher Developed Materials, \*Teaching Guides, Teaching Methods

The sixth grade learn-to-earn field tested unit was designed to develop career awareness and employability skills. The purpose is to help the learner understand the tasks performed in the home setting as related to the interest, aptitude, and training of the individuals performing these tasks. The lesson topics are: ways to earn money; personal characteristics valued by most employers; considerations other than personal characteristics; introduction to advertising one's services and advertising by telephone, personal contact, and ads; and job selection and preparation. An introduction for the instructor planning to teach the unit includes a unit content/strategy profile and a resource profile. The unit takes 12

hours and includes large and small group and individual activities. The five lessons are presented under the headings of: concept, performance objective, estimated time, new vocabulary introduced, resources required, instructor preparation tasks, instructional procedures (introduction, tasks, summary), assessment procedures and tools, and worksheets. An instructional strategy guide covering discussions, guest speakers, role-playing, and storytelling; a list of supplementary resources; and a six-item bibliography are appended. (BP)

**ED 111 982** CE 004 725

*Mundell, Scott*  
**Construction Industry Related Mathematics: Seventh Grade.**  
 Arizona State Dept. of Education, Phoenix.  
 Pub Date 75  
 Note—29p.; For related documents, see CE 004 714-727

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
 Descriptors—\*Career Education, \*Construction Industry, Grade 7, Instructional Materials, Job Skills, Junior High Schools, Learning Activities, \*Mathematics Instruction, \*Practical Mathematics, Teacher Developed Materials, \*Teaching Guides

The field tested construction industry-related mathematics unit is intended to familiarize seventh grade students with various facets of the construction industry, including the various occupations available and the mathematical abilities and other skills and training necessary to pursue an occupation in the industry. The final set of activities of the unit gives students an opportunity to plan a house and to compute the approximate cost of their "dream house." Opportunity is also provided for the students to work with various construction industry-related mathematics problems. The unit takes 15 hours of teaching time and includes whole class, small group, and individual activities. Four performance objectives are presented, with suggestions for accompanying learning activities, student evaluation, and enrichment activities. Half of the document consists of various student worksheets and a media and resource list. (Author/BP)

**ED 111 983** CE 004 726

*Armenta, Richard And Others*  
**Then and Now: Seventh or Eighth Grade.**  
 Arizona State Dept. of Education, Phoenix.  
 Pub Date 75  
 Note—219p.; For related documents, see CE 004 714-727

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**  
 Descriptors—\*Career Education, Classroom Materials, Course Content, Cultural Background, Cultural Education, Economic Education, Grade 7, Grade 8, Junior High Schools, Learning Activities, \*Lesson Plans, Resource Materials, \*Social Studies, \*Teaching Guides, Teaching Methods

The instructional unit, field-tested in Arizona, is intended to become an integral part of a total K-12 career education curriculum. Six lessons are designed to assist learners in understanding how present experiences relate to past and future ones by comparing the cultures of Europeans in New England, and of Spanish soldiers and Indians in the Southwest, in the 1600's, with contemporary American culture. Dependency on products and interdependency among workers are emphasized. The lessons are broken down into several parts; before the main body of the lesson is described, key items are presented: the concepts, estimated lesson-time, the vocabulary, required resources, and instructor-preparation tasks. Instructor procedures are presented in three sections: the introduction, which provides continuity within the unit; the tasks, which provides a detailed description of the content and activities used to deliver the specified outcomes; and the summary, which provides closure and a culminating activity. Many instructional resources, designed to require minimal operation time, are included in the lessons. The unit contains several types of instructional strategies: demonstration, discussion, and questioning. Instructor guides for these strategies are appended, with specific references given in the lessons. Supplemental reading material is also appended. (Author/AJ)

**ED 111 984** CE 004 727

*Friesner, Margaret*  
**Special Education Career Education.**  
 Arizona State Dept. of Education, Phoenix.

Pub Date 75  
 Note—128p.; For related documents, see CE 004 714-726

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**  
 Descriptors—Individual Development, Instructional Materials, \*Learning Activities, Lesson Plans, Personal Growth, \*Self Actualization, Self Concept, \*Special Education, Teacher Developed Materials, \*Teaching Guides

The primary purpose of the field tested unit is to assist the instructor in giving specific training in the area of self-awareness to the special education student. The rationale for a career education-special education program is discussed, followed by a project overview. Each of the six units (physical self, emotional self, familial self, social self, occupational self, and a culmination activity unit) are presented in terms of specific behavioral objectives. Introducing each unit is a general description of the unit goals, objectives, purpose, approximate teaching time, suggested groupings, and evaluation suggestions. Each lesson within a unit is geared to one of the unit's objectives. The goals, performance objectives, resources required, instructor preparation tasks, instructional procedures, lesson introductions, developmental activities, and lesson summaries are provided for each lesson. (BP)

**ED 111 985** CE 004 728

*Porteus, James H. Hullinger, James L.*  
**A Survey of the Severely Disabled in Iowa: Client and Counselor Perceptions of Vocational Determinants and Rehabilitation Needs.**  
 Easter Seal Society for Crippled Children and Adults of Iowa, Des Moines.  
 Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.  
 Pub Date Jun 75  
 Note—99p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
 Descriptors—Employment Opportunities, Employment Potential, \*Employment Problems, Interviews, Job Skills, \*Needs, Participant Characteristics, Physically Handicapped, Rehabilitation, \*Severely Handicapped, \*State Surveys, Tables (Data), Training, \*Vocational Rehabilitation Identifiers—\*Iowa

The study examines data collected in a survey of 650 (of a potential 759) severely disabled Iowans, taken by 26 counselor-interviewers to gain information for planning future State rehabilitation programs. Clients responded to questions involving their self-perceptions on the following topics: employment status, employability, services most needed to help in job readiness, and employment. Data are shown in tabular form, and the survey is discussed under these chapter headings: The Nature of the Study, defining purpose and procedure; Socio-Demographic Data, providing information regarding client location, personal characteristics, education and training, employment status, and rehabilitation services received; Client Perceptions of Problems and Needs, covering the employed, unemployed, and underemployed and their attitudes regarding training; Counselor-Interviewer Perceptions, comparing interviewers' impressions of clientele problems and needs to those of the client; Rehabilitation Evaluation and Service, discussing further training opportunities for interviewees desirous of it. Six conclusions cover: (1) general physical condition, (2) need for acquisition of manual skills, (3) need for additional training, (4) need for vocational evaluations, (5) the presence of a positive attitude, and (6) potential for employment. Letters to survey clientele, a sample survey questionnaire, and numbers of interviews by county are appended. (LH)

**ED 111 986** CE 004 729

**Tennessee Research Coordinating Unit for Vocational Education; Semiannual Report.**  
 Tennessee Univ., Knoxville. Occupational Research and Development Coordinating Unit.  
 Spons Agency—Tennessee State Board for Vocational Education, Nashville.  
 Pub Date 30 Jun 75  
 Note—23p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—\*Annual Reports, \*Research Coordinating Units, \*State Programs, \*Technical Education, \*Vocational Education Identifiers—Tennessee

The semi-annual report of the Tennessee Research Coordinating Unit for Vocational Education summarizes the unit's activities for January

1, 1975 to June 30, 1975. The report includes: (1) technical assistance provided to school administrators, teacher educators, and instructional staff members; (2) staff conference attendance and speaking engagements; (3) progress and development of internal projects (management information system, occupational information system development, information retrieval and dissemination system, and regional management information system); (4) new, ongoing, and completed projects; (5) miscellaneous activities; (6) publications; and (7) future activities. (EA)

**ED 111 987** CE 004 730

*Phipps, Lloyd J. And Others*

**CRU System: A Manual for Community Resource Utilization.**

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.

Spons Agency—Illinois State Board of Vocational Education and Rehabilitation, Springfield. Div. of Vocational and Technical Education.

Note—140p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—\*Administrative Personnel, Advisory Committees, Citizens Councils, \*Community Resources, Contracts, Cooperative Education, Field Trips, \*Manuals, Program Development, Program Evaluation, Resource Teachers, \*School Community Programs, Technical Education, Vocational Education, \*Vocational Education Teachers, Work Experience Programs

Designed to assist teachers and school administrators in effective utilization of community resources within vocational-technical education programs, the manual outlines strategies in the identification, development, utilization, and evaluation of community resources available to local school districts. Section 1 provides a general introduction to the definition, identification, and value assessment of community resources. Section 2 focuses on the step-by-step procedures involved in the organization and utilization of citizens' advisory councils. Section 3 contains activities and procedures to assist councils and school personnel in the development and utilization of speakers, field trips, cooperative occupational education programs, and contractual agreements. The concluding section deals with the evaluation of citizens' advisory councils, guest speakers, field trips, and cooperative work experience programs. More than half of the document consists of four appendixes that correspond to the four preceding sections. Material in the appendixes includes samples of information and survey forms, letters, questionnaires, a citizens' advisory committee charter, recommended policies and guidelines, various contractual agreements, and evaluation/appraisal sheets. (EA)

**ED 111 988** 95 CE 004 731

*Shaltry, Paul E. And Others*

**The Product Engineering of a System for Upgrading High School Career Planning Programs. General Report. Research and Development Series No. 103.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Contract—NE-C-00-3-0079

Note—40p.; For technical report, see CE 004 732

Available from—Product Utilization, The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (\$2.75)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Career Education, \*Career Planning, Guidance Programs, \*High Schools, \*Program Evaluation, \*Program Planning, Secondary Education, \*Systems Approach, Vocational Counseling, Vocational Development

**Identifiers**—\*Career Guidance, Career Planning Support System, CPSS

The general report has summarized the development of an operational program planning and evaluation component called Operation Guidance, which is part of the Career Planning Support System (CPSS). (The CPSS, a systematic approach to improving high school career planning programs, has addressed itself to the critical career guidance deficiencies of career development of minority youth, career development of women, program planning and evaluation,

and the transition from school to work.) Operation Guidance will provide a package of manuals, procedural guides, audiovisual aids, and inservice materials that are designed to serve as a tool with which individual high schools can design, implement, and evaluate their own career planning programs. Key leaders designated for the program are the school principal and the project coordinator, who will be supported by others within the school and the community. Other aspects covered include procedures for organizing faculty, students, and community members to accomplish program development tasks. Short- and long-range outcomes and the school's cost are also discussed. A national field test of the product is scheduled from September 1974 to June 1976, with the entire CPSS materials scheduled for availability in late 1976. (EA)

**ED 111 989** 95 CE 004 732

*Suzuki, Warren N. And Others*

**The Product Engineering of a System for Upgrading High School Career Planning Programs; Technical Report: A Case Study in Educational Technology. Research and Development Series No. 104.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date [75]

Contract—NE-C-00-3-0079

Note—92p.; For general report, see CE 004 731

Available from—Product Utilization, The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (\$6.50)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—Career Education, \*Career Planning, Guidance Programs, \*High Schools, \*Program Evaluation, \*Program Planning, Secondary Education, \*Systems Approach, Technical Reports, Vocational Development

**Identifiers**—\*Career Guidance, Career Planning Support System, CPSS

The technical report has provided a functional description of an operational program planning and evaluation component called Operation Guidance, which is part of the Career Planning Support System (CPSS). (The CPSS, a systematic approach to improving high school career planning programs, has addressed itself to the critical career guidance deficiencies of career development of minority youth, career development of women, program planning and evaluation, and the transition from school to work.) Operation Guidance will provide a package of manuals, procedural guides, audiovisual aids, and inservice materials that are designed to serve as a tool with which individual high schools can design, implement, and evaluate their own career planning programs. Following an introductory section, Section 2 traces product development, Section 3 describes methodology, Section 4 discusses design decision, and Section 5 describes the national field test. Field testing is scheduled from September 1974 to June 1976, with the entire CPSS materials scheduled for availability in late 1976. Approximately half of the document consists of supplementary appendixes, including Operation Guidance product elements, product and installation specifications, plan for behavioral objectives, product engineering phase position description, and national field test position description (school coordinator for Operation Guidance). (EA)

**ED 111 990** CE 004 733

*Andreyka, Robert E. Briley, Thomas S.*

**Competency-Based Teacher Education for Industrial Education Teachers. Phase 1: Competency and Criteria Identification and Validation for Pre-Service Education. Final Report.**

Florida State Univ., Tallahassee.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.

Pub Date Jun 75

Note—114p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—Advisory Committees, \*Industrial Arts Teachers, \*Performance Based Teacher Education, Program Descriptions, State Programs, \*Teacher Qualifications

**Identifiers**—\*Florida

The report provides the framework for developing comprehensive competency-based

teacher education (CBTE) for Florida's industrial education teachers based on their expression of specific needs. A research base of projects done by competent educational institutions was utilized. An advisory committee was formed and its composition and activities are described. Workshops evaluated and validated the existing list of competencies and criteria. A summary of these evaluations is presented according to seven competency areas (human relations, instructional planning, teaching methods, shop/classroom management, evaluation, professional development, and student organizations). A summary of the evaluations of instructional materials from CBTE programs is included. Four major accomplishments of the project are listed. A detailed list of the preservice industrial education teacher competencies and criteria is presented along with a summary of workshop findings dealing with them. Six barriers to implementation and nine change agents working to promote CBTE are described. The last section deals with five recommendations for the next program phase. Appended materials (88 pages) include an overview of CBTE information from 10 State departments and universities, CBTE advisory committee list, sort procedure, materials specific to CBTE workshop, workshop instruments, recommended changes to preservice competencies and criteria, and CBTE Advisory Committee Meeting Agendas. (MS)

**ED 111 991** CE 004 734

**Handbook of Criteria and Procedures for Continuing Education Unit Programs.**

Michigan State Univ., East Lansing. Continuing Education Service.

Pub Date Feb 75

Note—27p.

Available from—Continuing Education Service, 46 Kellogg Center, East Lansing, Michigan 48824 (\$3.50—prepaid)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Administrator Responsibility, \*Adult Education, Adult Education Programs, \*Criteria, \*Noncredit Courses, \*Program Administration, Records (Forms)

**Identifiers**—CEU, \*Continuing Education Unit, Michigan State University

The official criteria and procedures for the implementation of Michigan State University—Continuing Education Unit (CEU) Programs are delineated in this report. The CEU is defined as 10 contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction. The National Task Force on the CEU created and defined this uniform unit of measure because of the need for using noncredit learning in appraising the personal and occupational growth of individuals. Three purposes of the CEU as defined by the National Task Force are given. Criteria for and limitations on CEU approval are described. The administration of CEU procedures (including procedures for requesting CEU approval) and program administrator responsibilities (applying for CEU approval, program announcement procedures, program preregistration and registration procedures, and certification procedures) are outlined in detail. Two types of computerized student records are briefly outlined. Appended materials include: (1) membership list of the National Task Force on the CEU, (2) CEU request/approval form, (3) preregistration form, (4) registration form, (5) program attendance record, (6) program summary form, and (7) sample official CEU transcript. (MS)

**ED 111 992** CE 004 735

*Fieldman, Rob*

**Developing Instructional Materials to Aid in Implementing the "Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12." Final Report 1974-75.**

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education; Wisconsin Univ. - Stout, Menomonie. Graduate Coll.

Spons Agency—Wisconsin State Dept. of Public Instruction, Madison.

Pub Date 16 May 75

Note—39p.; For the learning packages, see ED 097 538-552, CE 004 736, and CE 004 743-748; for the "Wisconsin Guide..." see ED 092 799

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Abstracts, Audiovisual Aids, Elementary Secondary Education, \*Industrial Education, \*Instructional Materials, Learning Activities, \*Material Development, Problem Solving

The report summarizes project activities of 1973-75 in which instructional materials were developed to aid in the implementation of the Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12. A summary of activities (1973-74 project year) outlines project organization information and lists the titles of 14 learning activity packages developed and goals for the following year. The summary of activities and final report (1974-75 project year) outlines personnel and procedure reorganization, new learning and problem solving activity package titles and audiovisual material prepared, and enumerates eight objectives related to the development and distribution of materials and the degree to which they were met. Abstracts are provided which describe 26 field-tested instructional packages and 13 untested packages, including learning activity packages, a unit proposal, problem solving activities, and audiovisual programs. Subject areas covered by the packages include industrial education, career education, communication, management and personnel, problem solving activities, and cooperative education. Also appended are a field testing letter of inquiry and questionnaire, and questionnaires regarding teacher evaluation of programs and problem solving activities used. (LH)

**ED 111 993** CE 004 737

Morton, J. B. And Others

**Cycle Seven Report 1975: Occupational Training Information System: Supplement 1; Statewide Totals and Descending Rank Order of Program Clusters.**

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Div. of Research, Planning, and Evaluation.

Pub Date Jan 75

Note—106p.; Supplement to CE 004 446

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—Comparative Analysis, Data Analysis, Demand Occupations, Educational Programs, \*Educational Supply, Employment Patterns, Employment Statistics, Labor Supply, \*Manpower Needs, Occupational Clusters, \*Occupational Information, Occupational Surveys, State Programs, \*State Surveys, Statewide Planning, \*Tables (Data), Vocational Education

**Identifiers**—Occupational Training Information System, \*Oklahoma, OTIS

The Occupational Training Information System (OTIS) report enumerates current data on manpower supply and demand conditions (from July 1, 1974 to June 30, 1975) in selected occupations and training programs in Oklahoma. Data sources, which included Federal and State agencies, and the procedures used to collect and analyze the data are presented in the introductory chapter. Chapter 2 (42 pages) provides manpower supply and demand tables presenting statewide totals arranged according to: clusters of occupations, demand, vo-tech supply (secondary, postsecondary, and adult), other sources (Federal, private schools, and descriptive registration), and clusters of programs. Chapter 3 (39 pages) presents additional tables providing a descending rank order of program clusters by demand minus vocational-technical supply. The program cluster with greatest net manpower demand is ranked one and is followed in order by the program clusters with lesser demand. The rank ordering provides a simple analysis of the tables and is useful to quickly identify program clusters by vocational and technical divisions in which training is needed on a statewide and/or regional basis. Appended are a sample student status form, OTIS procedural flow chart, and an index of statewide totals and descending order of program clusters. (Author/BP)

**ED 111 994** CE 004 741

Gilgannon, Nancy Green

**A Study to Determine the Perceptions of Vocational Educators Regarding a Professional Association.**

Pub Date Aug 75

Note—156p.; Ed.D. Thesis, Pennsylvania State University. Not available in hard copy due to poor reproducibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Bureaucracy, \*Educational Research, Educational Sociology, Leadership Responsibility, Objectives, Perception, \*Professional Associations, \*Professional Recognition, Program Attitudes, Role Perception, Statistical Analysis, Statistical Studies, Status, Status Need, \*Teacher Attitudes, Teacher Morale, Teacher Welfare, Vocational Education, \*Vocational Education Teachers

**Identifiers**—American Vocational Association, AVA

The study examined selected perceptions and attitudes of randomly identified members of the American Vocational Association (AVA) regarding some of the goals and objectives of this organization. The sample was assessed to determine the relationships among isolated variables (collective bargaining, State legislation, Federal legislation, communication with members, interdisciplinary affiliations, accreditation, certification, and current policy components) and certain demographic data (type of bureaucratic structure, level of academic education, number of professional organizations an individual belongs to, membership in union-type educational organizations, amount of work experience before entering education, annual salary, attendance at a national convention since 1970, and the number of State educational activities attended). Congruencies and discrepancies, determined through statistical analysis, are reported. The author suggests that the findings provide both a rationale for the AVA to move in a positive direction regarding goal priorities and the motivation to develop a plan for coping with members' attitudes toward the AVA's direction. The forms employed in the research are appended. (Author/AJ)

**ED 111 995** CE 004 742

McCormick, Virginia E.

**Approaches to Volunteer Leadership.**

Pub Date 22 May 74

Note—9p.; Paper presented at EFNEP Workshop, National 4-H Center (Washington, D.C., May 22, 1974)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Extension Agents, Group Dynamics, \*Leadership Training, \*Low Income Groups, Manpower Development, \*Volunteers

It is important for leaders of volunteers to examine their attitudes toward their group, particularly their way of defining their group, and to bring a diversity of experience to their work. Three steps that should be taken to develop extension volunteers who are from low income groups and who will work with low income groups are: get them involved in your program, give them the support they need to succeed, and let them know they are appreciated. The first step involves interesting the prospective volunteer, identifying the job to be done, and recruiting the individual. The supportive step requires a lot of flexibility and variety to be successful. One of the most successful methods is to present limited amounts of information close to the time the information is to be used. The final step, appreciation, can be accomplished in a variety of ways: use symbols of group identity; present roles which will enhance the volunteer's self-image, but present them in a nonthreatening way; and extend verbal expressions of appreciation. (AG)

**ED 111 996** CE 004 743

**Examples of Learning Tasks Appropriate to the ["Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12"].**

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency—Wisconsin State Dept. of Public Instruction, Madison.

Note—14p.; For related documents, see ED 097 538-552, CE 004 735-736, and CE 004 743-748; For the Wisconsin Guide to Local Curriculum Improvement in Industrial Education, see ED 092 799

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Educational Objectives, Elementary Secondary Education, \*Industrial Education, \*Learning Activities, Material Development

Prepared as an aid to teachers, the document provides four outlined examples showing how to establish appropriate subobjectives and learning tasks when teaching Field Objectives from the Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12. Examples seek to implement student understanding of the guide objectives and are geared to elementary, middle-junior high, junior high, and senior high school levels. (LH)

**ED 111 997** CE 004 744

**[Elementary Grades Program on Industry.]**

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency—Wisconsin State Dept. of Public Instruction, Madison.

Note—53p.; For related documents, see ED 097 538-552, CE 004 735-736, and CE 004 743-748; For the Wisconsin Guide to Local Curriculum Improvement in Industrial Education, see ED 092 799

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—Activity Units, \*Construction (Process), \*Educational Objectives, \*Elementary Education, Hand Tools, Industrial Arts, \*Industrial Education, \*Learning Activities, Student Projects

Prepared as an aid to teachers, the document contains two parts intended to help correlate instruction of industrial arts at the elementary level with the recommended curriculum content in the Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12. Pertaining to field objectives 1-4 in the guide, Industry for the Elementary Grades outlines basic objectives and suggests activities for working in the areas of communications, construction, energy, transportation, materials, processes, and services. It is emphasized that the second section, Example Elementary Unit, is intended to provide teachers with ideas, suggestions for activities, content organization, and format which could be used in the implementation of any part of the guide. The sample unit deals with home construction and includes detailed instructions for building a model house and a game intended to familiarize students with hand tools. Each of the four field objectives is supplemented by one or more terminal objectives, enabling objectives, methods which can be used, media and materials suggested and required, and methods the teacher can use to evaluate student progress. (LH)

**ED 111 998** CE 004 745

**[Career Guidance.]**

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency—Wisconsin State Dept. of Public Instruction, Madison.

Note—31p.; For related documents, see ED 097 538-552, CE 004 735-736, and CE 004 743-748; For the Wisconsin Guide to Local Curriculum Improvement in Industrial Education, see ED 092 799

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Career Choice, \*Career Planning, \*Industrial Education, Instructional Materials, \*Learning Activities, Occupational Clusters, Occupational Guidance, Secondary Education, Trade and Industrial Education, Vocational Development

**Identifiers**—Capstone Programs

The intent of this two-part instructional package is to assist senior high school students in making rational decisions regarding career choice and further training and education. Part 1, Introduction to a Capstone Program, defines behavioral objectives and includes a basic information section on job clusters and the capstone program. Five classroom activities concentrate on student explanation of the capstone program and job cluster concept through examination of six trade and industrial career areas. A self-test and media guide are included. Defining employment-related terms, Part 2, Career Planning, outlines four learning activities for students: (1) listing career choice, (2) evaluating the career and its requirements, (3) assessing personal aptitudes, and (4) comparing the information. A sample resume and list of supportive materials are included. (LH)

**ED 111 999** CE 004 746

**[Problem Solving Activities.]**

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency—Wisconsin State Dept. of Public Instruction, Madison.

Note—77p.; For related documents, see ED 097 538-552, CE 004 735-736, and CE 004 743-748; For the Wisconsin Guide to Local Curriculum Improvement in Industrial Education, see ED 092 799

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—Class Activities, \*Elementary Education, Individual Activities, Industrial Education, \*Learning Activities, \*Teaching Guides



The teacher directed problem solving activities package contains 17 units: Future Community Design, Let's Build an Elevator, Let's Construct a Catapult, Let's Design a Recreational Game, Let's Make a Hand Fishing Reel, Let's Make a Wall Hanging, Let's Make a Yo-Yo, Marooned in the Past, Metrication, Mousetrap Vehicles, The Multi System Encapsulator, Safety Card, Paper Airplane Contest, The Electro-Magnetic Crane, Egg Craft, Designing a Mobile, and Compressed Air Propulsion. Suggestions to the teacher regarding the statement of the problem to be presented, the point of view to be taken, procedures and needed materials, possible solutions to the problem, length of the project, safety notes, information for the student, and model drawings are provided where applicable. All activities pertain to field objective number 1 of the Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12. (LH)

#### ED 112 000 CE 004 747

[Senior High School Program.]

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education. Spons Agency—Wisconsin State Dept. of Public Instruction, Madison.

Note—244p.; For related documents, see ED 097 538-552, CE 004 735-736, and CE 004 743-748; For the Wisconsin Guide to Local Curriculum Improvement in Industrial Education, see ED 092 799

#### EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage

Descriptors—Auto Mechanics, Business Education, Class Activities, Cooperative Education, Drafting, Equipment Maintenance, \*Instructional Materials, Junior High Schools, \*Learning Activities, Secondary Education, Student Projects, \*Trade and Industrial Education, Transparencies

This student directed document contains five activity packages, a proposed curriculum, and a set of transparency masters; all pertain to field objectives 1, 4, or 5 of the Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12. Geared to the junior and senior high school level, the packages are entitled: Co-op Program (defining school, business, and parent efforts to supply vocational training for students); Cleaning and Lubrication of Electric Motors (outlining the procedure and equipment necessary for the job); Geometric and Positional Dimensioning (supplying the experienced student with information, definitions, examples, references, and activities to help him gain competency in draftsmanship); Lab Maintenance Plan Development (outlining procedures for the upkeep and repair of equipment); The Enterprise (defining elements of business through media and information sections, activities, and student self-tests, and supplemented by an audiovisual presentation); and The Enterprise—An Alternative Delivery System (outlining activities geared to smaller groups, including procedures for setting up student businesses). Automotive Suspension, Steering and Braking, a proposed curriculum, outlines four sections of instruction giving length of time and areas spent for each; Elements of Industry, 50 transparency masters, are also included. (LH)

#### ED 112 001 CE 004 748

[Junior High School Program.]

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education. Spons Agency—Wisconsin State Dept. of Public Instruction, Madison.

Note—228p.; For related documents, see ED 097 538-552, CE 004 735-736, and CE 004 743-747; For the Wisconsin Guide to Local Curriculum Improvement in Industrial Education, see ED 092 799

#### EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage

Descriptors—Business Education, Class Activities, Energy, \*Industrial Education, \*Instructional Materials, Junior High Schools, \*Learning Activities, Lumber Industry, Metal Industry, Secondary Education

The document contains eight student directed and two teacher directed activity packages, and a proposed curriculum guide; all pertain to field objectives 1, 2, or 3 of the Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12. Geared to the junior high level, the student packages are entitled: Repair of a Lamp Cord and Socket (outlining the procedure and equipment necessary to do the job); Power and

Energy (defining power and how it is used to produce goods and services); Early Lumbering (exploring the development of the industry); What Is Property? (examining its influence on industry); How Does Management Affect Industry and Society? (discussing how industry functions in society); Human Resources (defining the manpower element of industry); and Mass Production Activities (diagraming and listing materials and procedures for building five puzzles). The teacher packages are: The Development of Communications, which outlines a class approach for the teacher emphasizing historical growth and which is supplemented by an audiovisual presentation, and Let's Make a Kite, which suggests problem solving, mass production, and individualized activities for the classroom teacher. A proposed curriculum, Metals Industries, outlines scope and sequence for each of four proposed units, including laboratory work, field trips, and a class enterprise. (LH)

#### ED 112 002 CE 004 749

Cowan, Earl And Others  
Welding.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date 74

Note—575p.; For related document, see CE 004 750

Available from—Oklahoma State Dept. of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1515 West 6th Avenue, Stillwater, Oklahoma 74074 (\$15.00)

#### EDRS Price MF-\$0.92 HC-\$28.56 Plus Postage

Descriptors—Behavioral Objectives, Blueprints, \*Curriculum Guides, Instructional Materials, Job Skills, Learning Activities, \*Metals, Metal Working Occupations, Safety, Secondary Education, \*Shop Curriculum, Skill Development, Student Projects, Tests, \*Trade and Industrial Education, Transparencies, Vocational Education, \*Welding

The curriculum guide for welding instruction contains 16 units presented in six sections. Each unit is divided into the following areas, each of which is color coded: terminal objectives, specific objectives, suggested activities, and instructional materials; information sheet; transparency masters; assignment sheet; test; and test answers. The first three sections, which provide an introduction to welding, are: Introduction (safety, orientation to welding, and metals); Related Information (Vocational Industrial Clubs of America, parliamentary procedure and public speaking, becoming a good leader, applying for a job, and measuring); and Blueprints (basic blueprint reading). The remaining three sections, which provide practical welding experience and which comprise approximately two-thirds of the document, are: Oxyacetylene Welding (oxyacetylene cutting, oxyacetylene fusion welding, and oxyacetylene braze welding); Arc Welding (sheet metal arc welding and sheet metal arc welding position welding); and Gas Arc Welding (gas tungsten arc welding and gas metal arc welding). The units in the last three sections also include job sheets with directions for specific welding projects. (JR)

#### ED 112 003 CE 004 750

Patton, Bob  
Shop Projects.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date 73

Note—161p.; For related document, see CE 004 749

Available from—Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1515 West 6th Avenue, Stillwater, Oklahoma 74074 (\$9.00)

#### EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Agricultural Machinery, \*Building Plans, Equipment, Illustrations, Instructional Materials, Metal Working Occupations, Secondary Education, \*Shop Curriculum, \*Student Projects, Teacher Developed Materials, Trade and Industrial Education, \*Vocational Agriculture, Vocational Education

Vocational agriculture teachers in Oklahoma prepared the shop project drawings which comprise the document. Seventy-one projects, with

lists of required materials, diagrams, and measurements, are included. Construction projects fall into six categories (number of projects in parentheses): Trailers (5), racks (3), livestock production projects (30), crop production projects (3), farmstead improvement projects (8), shop improvement projects (12), and hobby, recreation, and miscellaneous projects (10). (MW)

#### ED 112 004

CE 004 751

Crunkilton, John R.

Teaching the Disadvantaged: A Curriculum Guide for Classes of Disadvantaged Students in Agricultural Education Programs.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency—Virginia State Dept. of Education, Richmond. Agricultural Education Service.

Pub Date Mar 75

Note—39p.

#### EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Agricultural Education, \*Curriculum Guides, \*Disadvantaged Youth, Learning Activities, Secondary Education

The guide begins with some observations on teaching disadvantaged students, a list of successful types of learning activities, and recommendations for planning and conducting an effective classroom situation. Also included are 13 general objectives of a program for the disadvantaged. The guide, intended as a source of ideas and directions in selecting instructional units, is organized according to enterprises (topics) which are divided into problem areas (subtopics) followed by an application section which suggests some specific activities for students. Instructional topics include: masonry, electricity, plumbing, woodworking, metal work, welding, painting, agricultural equipment maintenance/repair, farm structures, animal care, crops, soil and water management, forestry, conservation, recreational occupations, horticulture, and agribusiness. Some of the instructional areas are designed to be taught flexibly, using those problem areas which will meet student needs. Other areas include a unit division for which all the problem areas should be taught. Final sections deal briefly with occupations for the disadvantaged and with relating occupations to the curriculum guide. (MS)

#### ED 112 005

CE 004 752

Lee, Jasper S.

Instructional Materials Development in Agricultural Education at Virginia Polytechnic Institute and State University.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Pub Date 75

Note—30p.

#### EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Agricultural Education, Curriculum Development, \*Material Development, Resource Guides

Instructional materials development in agricultural education is part of the role of the faculty in the Agricultural Education Program Area at Virginia Polytechnic Institute and State University. The bases for instructional materials development must relate to the curriculum. Curriculum development is a moving circular process involving horizontal and vertical articulation-diffusion of materials between educational programs. Beginning in the 1920's and continuing until the present date, the materials produced have been widely used. An eight-step procedure is used in materials development: (1) determination of material needed, (2) preliminary planning, (3) information acquisition and analysis, (4) preparation of first draft, (5) refinement and field testing, (6) printing, (7) distribution-diffusion, and (8) appraisal and updating. Materials development is an integral activity and responsibility of the faculty involving three major interrelated functions: service, research, and instruction. The faculty has access to numerous supportive services in instructional materials development and participates in supportive associations. Appended are: staffing list of the Agricultural Education Faculty, a seven-page list of recent instructional materials development activities (titles and brief annotations of 79 items), and a two-page bibliography. (Author/MS)

**ED 112 006** **CE 004 753**

Burhoe, Steven A.  
Household Pets: Care, Feeding and Occupational Opportunities.  
Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency—Virginia State Dept. of Education, Richmond. Agricultural Education Service.

Report No—Agdex-470

Pub Date 75

Note—68p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Animal Caretakers, \*Career Opportunities, \*Curriculum Guides, \*Occupational Information, Resource Guides, Secondary Education, Vocational Agriculture  
Identifiers—\*Household Pets

The publication is designed for teachers of agriculture as a guide in developing teaching plans for a unit on the care and feeding of household pets and on occupations in this area. A local situation appropriate to the unit, teacher objectives, an introduction, and group objectives are briefly developed for the unit. For the topics of feeding and caring for dogs, feeding and caring for cats, sources of information on other household pets, and identifying occupational opportunities in pet care, the guide includes sections on problems and concerns of students, a list of references for teacher and student use, suggested visual aids and other equipment, ideas for special events and activities, and a few possible activities for application and evaluation. A detailed content summary for each section, intended for teacher use, condenses material from the references and relates to the problems and concerns presented. A section on identifying sources of information on other household pets lists specific references, including source and content, for each item. The subject of understanding pet care is briefly described. (MS)

**ED 112 007** **CE 004 754**

Powell, Larry E. Miller, Larry E.  
Paints and Preservatives.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency—Virginia State Dept. of Education, Richmond. Agricultural Education Service.

Report No—AM-8

Pub Date 75

Note—72p.; Portions of illustrative material will not reproduce well in microfiche

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Building Trades, \*Course Content, \*Instructional Materials, \*Painting, Secondary Education, \*Teaching Guides, Trade and Industrial Education

The publication contains an outline for use by agriculture teachers in developing a teaching plan for a unit on paints and preservatives. The topics included are (1) recognizing, solving, and preventing paint problems and (2) operating and using power spray painting equipment. Items presented for each topic are: the situation, (intended to inform the teacher of the type and level of the material), teacher objectives, examples of teaching procedures, problems and concerns of students, student objectives, references for teacher and student use, sample student activities, and suggested means for evaluation. A detailed technical information section for each of the two topics provides some of the information needed to teach the unit. For the subject area of paint problems, the causes, prevention, remedies, and an illustration of 34 problems are given. Spray painting material (correlated with eight transparency masters) includes descriptions of basic equipment, spraying procedure, Occupational Safety and Health Administration approved spray painting room, the construction of spray booths, and 12 problems associated with spray painting and their causes and solutions. The guide contains an 11-page glossary of common painting terms and a list (with addresses) of 17 major paint and painting equipment companies. (MS)

**ED 112 008** **CE 004 755**

Lee, Jasper S., Ed. Wood, Charles B.  
Food Preservation Manual: A Guide for School Community Canneries in Virginia.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency—Virginia State Dept. of Education, Richmond. Agricultural Education Service.

Pub Date 75

Note—116p.; Portions of the illustrative material may not reproduce well on microfiche

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Cooking Instruction, \*Equipment, \*Food, Food Processing Occupations, \*Food Service Industry, Foods Instruction, \*Manuals, Nutrition Instruction, \*Preservation, School Community Relationship, Secondary Education  
Identifiers—\*Canning

The manual was intended primarily for use by lay instructors and assistants involved in the daily operation of school-community canneries under the supervision of a high school agricultural education instructor. The first half deals in detail with the fundamentals of food preparation and canning operation. Food preservation by canning, sanitation in the canning structure, canning equipment, and general canning procedures are discussed and illustrated. Detailed procedures for canning specific food products (in glass jars or cans) are presented for 34 food products in the general categories of fruit; vegetables; and meat, meat products, and poultry. Information on the yields of food products and the use of sugar in canning fruit is included. Three sample lesson plans for planning instruction in various areas of nutrition and food preservation are also in the manual. These plans offer teacher objectives, an introduction, group objectives, problems and concerns of students, references, suggested visual aids, special activities, and ideas for application and evaluation. A content summary provides basic information needed for each lesson. Appended is a list of sources of instructional materials on food preservation. A 28-item bibliography contains sources of additional information on food preservation. (MS)

**ED 112 009** **CE 004 756**

Lee, Jasper S.

Exploring Agricultural Careers: The Present World of Work.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency—Virginia State Dept. of Education, Richmond. Agricultural Education Service.

Report No—AB-5

Pub Date 75

Note—41p.; Portions of the photographed material may not reproduce well in microfiche. For related document, see CE 004 757

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Agriculture, \*Agricultural Education, \*Agricultural Occupations, Career Choice, \*Career Education, Career Planning, Farm Occupations, \*Instructional Materials, \*Occupational Information, Off Farm Agricultural Occupations, Reading Materials, Secondary Education, Vocational Agriculture

The booklet is designed primarily for use in teaching students about careers and the importance of work; it provides introductory information about agricultural occupations presented at the reading level of students normally enrolled in high school agricultural classes. Among the fundamental principles which should be taken into consideration when early decisions about agricultural careers are made, are these: Many occupations in agribusiness tend to be similar to those of other businesses from the standpoint of benefits to the worker, yet, in certain agricultural occupations there is a great deal of difference; the hours of work, fringe benefits, and methods of pay for farm work, for instance, often vary from routine industrial work. Further information is presented on the organization of work, the trend in working conditions, the role of labor unions, labor legislation, and discussion of labor market trends and the possibilities for small businesses. Two pages of questions for discussion and activities to perform conclude the booklet. (Author/AJ)

**ED 112 010** **CE 004 757**

Lee, Jasper S.

Exploring Agricultural Careers: The Importance of Work.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency—Virginia State Dept. of Education, Richmond. Agricultural Education Service.

Report No—AB-4

Pub Date 75

Note—25p.; For related document, see CE 004 756

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Agricultural Occupations, Career Awareness, \*Career Education, Concept Teaching, Fundamental Concepts, \*Instructional Materials, \*Junior High Schools, \*Occupational Information, Reading Materials, Secondary Education, Vocational Agriculture, Work Attitudes

The publication is designed primarily for use in teaching students about careers and the importance of work, with special emphasis on exploring agricultural careers. It is written at an appropriate reading level for most students in grades 7 and up; it may be used by the instructor as a resource document. The booklet is designed to answer the following questions: (1) What is work, the "world of work," the agricultural world of work? (2) What is the distinction between careers, occupations, and jobs? (3) Why do people work? (4) How is level of living related to work? (5) How do people view work? (6) Why should youth study about work? (7) Why is it necessary to plan a career? (8) What is career education? (Author/AJ)

**ED 112 011** **95** **CE 004 758**

Health Occupations Education: Suggested Curriculum Guide for Nursing Assistant. Curriculum Guide-3.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Pub Date Jun 75

Grant—OEG-3-74-0120

Note—123p.; For related document, see CE 004 759

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Behavioral Objectives, Course Content, \*Curriculum Guides, Educational Objectives, \*Health Occupations Education, Learning Activities, \*Lesson Plans, \*Nurses Aides, Reading Assignments, Resource Guides, Secondary Education

The curriculum guide, developed to serve as a statewide model for nursing assistant programs, offers teaching suggestions for nursing assistant courses in the public schools. It is designed for 270 hours of theory and 200 hours of clinical instruction. There are 11 units of instruction: orientation; human behavior; medical communication skills; asepsis; nutrition; safety; body systems and disorders; basic skills; admission, transfer, and discharge; death; and maternal and infant care. For each unit, vertical columns present expected behavioral outcomes, content, suggested activities, and evaluation/assignment suggestions. The units constitute the first half of the document. The remaining half of the guide presents sample lesson plans in 16 areas: admission, asepsis, back care, bathing the newborn, care of the dying, communicable diseases, medical terminology, mental health, muscular system, nutrition, customs and rites, respiratory system, taking temperatures, and urinary system. The final three pages list sources for filmstrips, films, transparencies, kits, posters, pamphlets, and other material. (AG)

**ED 112 012** **95** **CE 004 759**

Health Occupations Education: Evaluation Materials for Nursing Assistant Programs. Curriculum Guide-4.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Pub Date Jun 75

Grant—OEG-3-74-0120

Note—317p.; For the program's curriculum guide, see CE 004 758

EDRS Price MF-\$0.76 HC-\$15.86 Plus Postage

Descriptors—\*Essay Tests, Health Occupations Education, Multiple Choice Tests, \*Nurses Aides, \*Objective Tests, \*Performance Tests, \*Tests

The evaluation materials presented may be used by instructors of nursing assistants as assign-

ment sheets or as unit tests, whichever is deemed most advantageous for the students. The test items are presented in divisions which correspond to the 11 units of the related curriculum guide: orientation; human behavior; medical communication skills; asepsis; nutrition; safety; body systems and disorders; basic skills; maternal and infant care; admission, transfer, and discharge; and death. Tests are in the form of multiple choice, true-false, completion, and matching items; essay sections; object tests; and performance tests. Not all forms are employed for each unit. Answer sheets are included. (AG)

**ED 112 013** **CE 004 760**

*Zell, Laverne C. Weld, Edric A., Jr.*  
**Women's Participation in Higher Education: A Case Study of Degrees Conferred by Field of Study by Nine Colleges and Universities in the Cleveland Metropolitan Area, 1973-74.**

Cleveland State Univ., Ohio. Inst. of Urban Studies.

Spons Agency—Cleveland Commission on Higher Education, Ohio.

Pub Date 23 Dec 74

Note—67p.

Available from—Clearinghouse for Research on Women and Employment, Institute of Urban Studies, Cleveland State University, East 24th and Euclid Ave., Cleveland, Ohio 44115 (\$2.50)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
**Descriptors—**\*Career Choice, Comparative Analysis, Degrees (Titles), Employment Opportunities, Equal Opportunities (Jobs), \*Females, \*Higher Education, Occupational Choice, Regional Schools, \*School Surveys, Sex Role, Sex Stereotypes, Statistical Data, Student Characteristics, Tables (Data), \*Womens Education Identifiers—Ohio (Cleveland)

The study examines the kinds of education and training that women have been receiving from institutions of higher education in the Cleveland area and particularly in Cuyahoga County. Records of degrees conferred in 1973-74 by program study were secured from nine colleges and universities in Cuyahoga County (Baldwin-Wallace, Case Western Reserve University, Cleveland State University, Cuyahoga Community College, Dyke, John Carroll University, Notre Dame, St. John College, and Ursuline College) with total enrollments of 52,855. The percentage distribution of degrees granted by field of study in Cuyahoga County and the number of degrees granted per 100,000 population are compared with national average figures (1970-71) from the Department of Health, Education, and Welfare. The survey data showed that most women receiving degrees in Cuyahoga County have been trained in traditionally "female" fields of specialization; few women have received degrees in traditionally "male" fields; and the absence of women in education and training programs leading to male occupations is true of all types of postsecondary education and training. The report further discusses possible factors accounting for the small number of women in traditionally "male" programs of study. The study concludes with a list of priority areas for further investigation. (BP)

**ED 112 014** **95** **CE 004 761**

*Boggs, Minnie E., Ed. Lee, George, Ed.*

**Articulation of Secondary and Post-Secondary Vocational Education Programs. A Report from the Third Institute. Agriculture, Auto Body Repair and Painting, Carpentry, Distributive Education. Final Report.**

Hawaii Univ., Honolulu. Office of the State Director for Vocational Education.

Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washington, D. C.

Bureau No—F9006VK

Pub Date May 75

Grant—OEG-9-74-0084

Note—139p.; For related document, see CE 004 762

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**  
**Descriptors—**Agriculture, \*Articulation (Program), Auto Body Repairmen, Carpenters, Course Descriptions, Distributive Education, \*Educational Programs, Participant Characteristics, Participant Satisfaction, Post Secondary Education, Program Attitudes, \*Program Descriptions, \*Program Evaluation, Secondary Education, \*Vocational Education Identifiers—\*Hawaii

The report describes an institute whose purpose was to produce specific recommendations to facilitate student transition from one school to another within and between the secondary and postsecondary levels in the four vocational education subject areas of agriculture, auto body repair and painting, carpentry, and distributive education. For each of the four subject areas, the report describes goals and objectives; analyzes both horizontal and vertical articulation with respect to recommendations, implementation procedures, cost factors, and implications/benefits; and provides course equivalencies among the various participating secondary and postsecondary institutions. Three-fourths of the document consists of appendices. The first appendix is a third party evaluation of the institute which considers background of respondents, goals/purposes of the institute, institute methods and materials, institute organization, and summary and recommendations. Four other appendices provide various information for the four subject areas such as task force budgets, student flow charts, courses, requirements, and course descriptions at the various high schools and community colleges, and employment opportunities. The final appendix lists institute participants. (JR)

**ED 112 015** **95** **CE 004 762**

*Boggs, Minnie E.*

**Articulation Among and Between Public Secondary and Post-Secondary Institutions in Hawaii. A Follow-up Study of the Implementation of the FY 1973 Articulation Recommendations. Final Report.**

Hawaii Univ., Honolulu. Office of the State Director for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D. C.

Bureau No—V0274VZ

Pub Date May 75

Grant—OEG-0-74-1649

Note—74p.; For related document, see CE 004 761

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
**Descriptors—**\*Articulation (Program), Auto Mechanics (Occupation), Business Education, Drafting, Educational Objectives, \*Educational Programs, Followup Studies, Food Service, \*Formative Evaluation, Post Secondary Education, Program Descriptions, Program Evaluation, Secondary Education, Statewide Planning, \*Vocational Education Identifiers—\*Hawaii

The followup study on program articulation in Hawaii public secondary and postsecondary educational institutions examines articulation in the subject areas of auto mechanics, business education, drafting, and food service. It contains seven general recommendations regarding articulation for the State Board of Vocational Education, the Board of Regents, community college provosts, and the State Department of Education. In addition, it contains specific recommendations relative to implementation of program articulation in the four subject areas for the community colleges and State Department of Education. It also contains the report of an administrators' meeting on articulation with the various general and specific recommendations and articulation guidelines and responsibilities delineated by provosts. Appendices comprising one-half of the document list the program offerings in the four subject areas and analyze them with respect to: extent of implementation of articulation, description of implementation, responsible agent, expected outcomes, cost factors, and other implications of both the postsecondary and secondary levels. (JR)

**ED 112 016** **CE 004 763**

*Orlich, E. Patricia Orlich, Donald C.*

**Writing a Successful Research Grant Proposal.**

Washington Research Coordinating Unit for Vocational Education, Olympia.

Pub Date Jul 75

Note—64p.; For related document, see CE 004 764

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
**Descriptors—**\*Expository Writing, Guides, Research Projects, \*Research Proposals, \*Technical Writing, \*Writing Skills

The guide provides suggestions for vocational educators who desire to write proposals for research, demonstration, or development. The guide's first chapter, Organizing Your Ideas, outlines procedures for communicating one's intentions and for preparing a prospectus or abstract,

and offers models of abstracts. The second chapter, Writing the Proposal, covers the following areas: statement of the problem, review of the related research and literature, objectives, procedures or methodology, preparing a project time line, project evaluation, dissemination procedures, staffing, budget requirements, and appendixes. The final chapter, Submitting a Proposal, covers planning for the details and evaluating the proposal. The guide also includes an index. (JR)

**ED 112 017** **CE 004 764**

*Orlich, Donald C. And Others*  
**Guide to Sensible Surveys.**

Washington Research Coordinating Unit for Vocational Education, Olympia.

Pub Date Jul 75

Note—162p.; For related document, see CE 004 763

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**  
**Descriptors—**Data Analysis, Data Collection, \*Questionnaires, \*Research Methodology, \*Research Skills, \*Research Tools, Statistical Analysis, \*Surveys, Test Bias

The manual provides vocational educators with information and guidelines regarding the design and use of questionnaires and interviews for gathering data and the construction, tabulation, and analysis of both open ended and forced response survey instruments. The first of nine chapters deals with surveys as a data collection technique, discusses the use of printed instruments, other information collecting techniques, and additional guidelines to determine the selection of survey type. Chapter 2, writing questions, covers plans for question building and response modes. Chapter 3, forced response questions, deals with establishing appropriate scales and includes self-practice items. Chapter 4, coding survey items, discusses forced response and open response codes. Chapter 5, preventing biased results, deals with wording the questions, sampling considerations, and selecting the appropriate response type. Chapter 6, conducting the survey, discusses knowing the target population, protecting the participants, using inclusionary language, and communicating with the target population. Chapter 7, tabulation of data, discusses methods of tabulation, especially electronic tabulation. Chapter 8, statistical analysis of data, discusses descriptive techniques and the use of statistical tests. The last chapter, the research report, covers planning and constructing the report. An appendix includes three model questionnaire formats. The document is indexed. (JR)

**ED 112 018** **CE 004 765**

**Inservice Education Manual for Long-Term Care Facilities in South Carolina.**

South Carolina State Board for Technical and Comprehensive Education, Columbia.

Spons Agency—Health Services and Mental Health Administration (DHEW), Bethesda, Md.

Pub Date Mar 74

Note—163p.

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**  
**Descriptors—**Adult Education, \*Inservice Courses, \*Inservice Education, Instructional Aids, Lesson Plans, Manuals, \*Nursing Homes, Program Evaluation, \*Resource Materials, \*Teaching Guides, Teaching Methods, Teaching Skills, Unit Plan Identifiers—South Carolina

The manual contains comprehensive multidisciplinary training units for supervisors intending to conduct inservice education courses among health personnel in South Carolina nursing homes. The first five units provide a general orientation to inservice education: introduction, the supervisor and inservice education, what inservice can and can't do, why plan inservice education, and orientation and continuing education (the new employee, developing the team). The next nine units contain specific suggestions regarding inservice education courses: setting priorities, choosing a topic, writing objectives for the training session, constructing the training plan, designing the lesson plan, using personnel within the nursing home for training and followup, delivering training, and evaluating. The final unit comprises half of the document and contains resource material which includes descriptions of: the trainer's role, needs indicators and needs assessment, training aids, training details, sample lesson

plans, evaluation methods, \*records, personnel evaluation, and regulations for Medicare and Medicaid. (JR)

**ED 112 019** CE 004 766

*Karschnia, P. T.*  
Education, The War Colleges and Professional Military Development.

National War Coll., Washington, D.C. Strategic Research Group.

Report No—AD-A008-945

Pub Date May 75

Note—16p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (Order No. AD-A008-945; HC-\$3.25; MF-\$2.25)

Document Not Available from EDRS

Descriptors—College Role, Educational Assessment, \*Educational Development, \*Educational Improvement, Educational Needs, \*Educational Quality, \*Institutional Role, Leadership Training, Military Personnel, Military Schools, \*Military Training, Professional Education, Professional Personnel

Identifiers—\*War Colleges

The document's purpose was to generally assess the role of military education in the professional development of American military leadership and to derive supporting educational theory and construct. Professional military education resides in difficult circumstances. While external challenges from the Congress and the administration appear to constitute the most serious problems, the gravest concerns emanate from within the military establishment. Military education tends to vocationalize and specialize professional development rather than convey broad understanding. The political environment faced by the military generalist is not adequately confronted in the educational system nor in the indeterminacy of future strategic design. The document concludes that military educators should combine to assist in the development of a general military professionalism of high technical and ethical quality. To achieve this the war and staff colleges must: (1) become institutions where individual disciplines and specialties are subjected to the active criticism of contending disciplines, (2) become teaching institutions to impart professional understanding, rather than simply disseminate information, and (3) achieve a systematic coherence among themselves as a regular part of career development in which the successful military generalist would participate in three war and staff college levels. (NTIS)

**ED 112 020** CE 004 767

Elementary School Handbook: World of Work.

Dependents Schools (DOD), Washington, D.C. Pacific Area.

Pub Date Aug 72

Note—263p.; For secondary school handbook, see CE 004 768

EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage

Descriptors—Behavioral Objectives, \*Career Education, Curriculum Development, \*Elementary Education, Field Trips, \*Instructional Materials, \*Learning Activities, Occupational Clusters, \*Resource Guides, Student Characteristics, Teacher Developed Materials

The handbook's purpose is to unify elementary career education materials for administrators, teachers, counselors, and career education specialists in the Department of Defense Schools (Pacific Area). The first section of the document outlines and defines the program's concepts and objectives, occupational clusters, the roles of various school personnel, and community assistance in planning a program. The document provides learning activities for field trips; the general characteristics of five, seven, eight, ten, and eleven year olds with related behavioral objectives; and job cluster activities. Selected activities are presented for: (1) language arts; (2) social studies; (3) mathematics; (4) health; (5) environment; and (6) making puppets, role-playing, simulation, occupational mobiles, and general activities. The document concludes with a section entitled "Resources" describing the resource people and the media center, and providing 88 pages of lists of resource materials (books; materials and kits; occupational films, filmstrips, recordings, and songs; lists of additional audiovisual materials, addresses of producers and distributors, miscellaneous occupational aids, and sources for free materials). (BP)

**ED 112 021**

Career: Secondary School Career Education.

Dependents Schools (DOD), Washington, D.C.

Pacific Area.

Pub Date Nov 74

Note—598p.; Available in microfiche only due to marginal legibility of original copy. For related elementary school handbook, see CE 004 767

EDRS Price MF-\$1.08 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Career Education, Classroom Materials, Curriculum Guides, \*Instructional Materials, Integrated Curriculum, \*Learning Activities, Occupational Clusters, Resource Guides, \*Secondary Education, Teacher Developed Materials, \*Units of Study (Subject Fields)

The purpose of the handbook is to provide a resource to teachers for integrating career education into secondary level subject areas in order to reveal to students the broad range of career possibilities and the relevance of subject matter to the world of work. The first 19 pages of the document discuss the broad objectives of the program, the articulation of career education goals, and an overview of the program's elements. The remaining 530 pages of the document consist of career education resource packets of learning activities for the following subjects: art (20 pages), business education (30 pages), foreign language (6 pages), home economics (170 pages), industrial arts (3 pages), language arts (123 pages), music (6 pages), physical education—health and leisure (19 pages), science (63 pages), social studies (67 pages), and transactional analysis (38 pages). Many of the packets include teaching suggestions and objectives and many offer forms, illustrations, testing, instruments, and resource guides. (BP)

**ED 112 022**

National Highway Institute: Training Information and Procedural Checklist.

Federal Highway Administration (DOT), Washington, D.C. National Highway Inst.

Note—25p.

EDRS Price MF-\$0.76 HC-\$15.86 Plus Postage

Descriptors—\*Administrator Role, \*Check Lists, Federal Programs, \*Institutes (Training Programs), \*Leadership Responsibility, Records (Forms), Task Analysis

Identifiers—\*National Highway Institute

The checklists identify the responsibilities of the technical director, course coordinator, monitor, and instructor in setting up a training program for the National Highway Institute. The definitions and responsibilities for each role are specified. The checklists for each role specify tasks to be completed and provide space in which to note "Need Date" and "Completion Date." Use of the checklists will help in staging more successful training programs. Two Federal Highway Administration forms are included: a class registration form and a proposal, approval, and record of training form. (AG)

**ED 112 023**

Common Skills in Map Reading; Programed Text.

Army Engineer School, Fort Belvoir, Va.

Report No—45C20-C-010-010

Pub Date 25 Mar 75

Note—301p.; Nonreproducible portions of the illustrative matter were deleted

EDRS Price MF-\$0.76 HC-\$15.86 Plus Postage

Descriptors—\*Autoinstructional Aids, \*Map Skills, Military Training, \*Programed Materials

The self-teaching text in map reading covers those skills needed by readers of military maps and map substitutes. It provides a foundation for personnel whose training program will require specialized or more advanced skills. Practical experience in the field with map and compass should supplement the text. The six parts of the text are meant to be studied sequentially. The six divisions are: symbols and marginal information, location, distance, direction, relief, and map supplements and substitutes. The text consists of frames (presenting a single teaching point which usually requires an answer to a specific problem) and panels (illustrations or other information needed to solve the problems in the frames). (Author/AG)

**ED 112 024**

Career English.

Dependents Schools (DOD), Washington, D.C. Pacific Area.

Pub Date Nov 74

CE 004 768

Note—158p.

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—Career Choice, \*Career Education, \*Course Content, \*English Instruction, Grammar, Objective Tests, Questionnaires, Relevance (Education), \*Secondary Education, Student Projects, Writing Skills

Identifiers—\*Career English

Career English is a course planned to teach the fundamental communicative skills to students in a meaningful, motivational, practical way through the medium of career choice. The handbook is meant to be a supplementary tool for high school teachers. Phase I focuses on the fundamentals of basic grammar and basic writing; it is divided into seven lessons: nouns and pronouns, subjects and verbs, complete and incomplete sentences, the paragraph, punctuation and capitalization, usage, and suggestions for review. Each of the lessons contains definitions, classifications, examples, spelling, vocabulary, and tests. Every effort must be made to correlate Phase I with Phase 2, where the student is asked to research and complete a written project on his future career. The project has 14 main sections: title page, introduction, application section, resume, written correspondence section, student cumulative record sheet, job description sheet, career English questionnaire, statement of final decision, student evaluation of the project, related newspaper and magazine articles, correction sheets, list of resource materials, and oral talk. Instructions to the student are included for each section. (Questionnaires and pre- and posttests are included.) (AG)

**ED 112 025**

*Rhee, H. A.*

Human Aging and Retirement: Questions Unresolved and Resolved. Some Reflections on Contemporary Gerontology and its Relevance to Retirement Policy.

International Social Security Association, Geneva (Switzerland).

Pub Date 74

Note—302p.

EDRS Price MF-\$0.76 HC-\$15.86 Plus Postage

Descriptors—\*Age, Demography, Geriatrics, Health, \*Older Adults, \*Retirement, Senior Citizens, Social Services, Work Experience

Identifiers—\*Gerontology, Inflation, Social Security

The report is a general multidisciplinary survey of current areas of interest in the field of gerontology, especially those having to do with retirement and the provision of social security. Chapter 1 discusses social security as an issue in gerontology and the concern of social security with retirement and aging. Chapter 2 discusses the "Third Age," and deals with problems which older people encounter. Chapter 3 discusses the differences between the life spans of men and women and the causes behind them. Chapter 4 discusses the statistical data on demography which is available and that which is needed. Chapter 5 deals with the significance, characteristics, and history of retirement, role changes, social security benefits, and the retired and defense of their interests. Chapter 6 discusses the particular effects of inflation on the older generation. Chapter 7 discusses the interaction of the elderly with their younger fellow citizens and the "disengagement" controversy. Chapter 8 discusses man's relation to his work and occupation. Chapter 9 discusses the meaning of functional age and whether or not it can replace the concept of chronological age. Chapter 10 discusses improvements in somatic health, problems of stress, and their relation to the "disengagement" controversy. An index to the document is included. (Author/JR)

**ED 112 026**

*Auster, Donald Auster, Nancy R.*

Men Who Enter Nursing: A Sociological Analysis. Saint Lawrence Univ., Canton, N. Y.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Div. of Nursing.

Report No—PB-240-389

Pub Date 70

Note—664p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (Order No. PB-240-389; HC-\$15.25; MF-\$2.25)

Document Not Available from EDRS

Descriptors—Career Choice, Females, \*Males, Medical Education, \*Nurses, Nursing, Questionnaires, \*Recruitment, \*Student Attitudes, Surveys, \*Work Attitudes

Little is known about the relationship between the choice of a sex discrepant occupation and the selection of a nursing career, attitudes toward training, and professional socialization. The research design included a cross-sectional attitude survey of both beginning and advanced nursing school students. Data were obtained from a group-administered questionnaire on 335 men and 508 women in 32 degree-granting institutions which differed in size, location, and source of support. The findings suggest that recruiting would be most productive in lower socioeconomic strata, in small towns and rural areas, and by male recruiters visiting high schools. Mass media communications should stress nursing aspects most likely to appeal to men: professionalism, leadership, administration, science, and technology. Attracting the discharged veteran requires intense efforts. Men present a problem for nursing faculties in that while they view themselves superior to women, they place less value on hard work and were poorer students in high school. Men in their twenties may require a stipend and will do best in the permissive atmosphere of a college. (NTIS)

ED 112 027 CE 004 774

Scheffknecht, J. J.

The Tutor. [and] A Typology of Adult Educators. Council for Cultural Cooperation, Strasbourg (France).

Pub Date 75

Note—53p.; Two works in one volume

Available from—Council for Cultural Co-operation, Council of Europe, Strasbourg, France (\$4.00)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Adult Education, \*Adult Educators, Educational Methods, Foreign Countries, \*Teacher Education, Training Objectives, Tutoring, \*Tutors, \*Typology, Unit Plan

The two-part report surveys tutor training in several European countries, particularly England and France, and presents a typology of adult educators. The first part deals with introductory considerations concerning tutor training in three sections: present state of tutor training in Europe, which discusses types of tutor training and general trends and the main features of tutor training; aims and methods of tutor training, which discusses the main goals and the elements of a methodology of tutor training; and an example of the organization of material into training units, which presents a 16-unit adult education tutor training scheme organized around the training situation. The second part of the document analyzes the constituents of a system for the continuing education of adults. Part 2 covers in turn: trends and perspectives in continuing education for adults, the education and teaching function, and animation and intervention function, the information function, the research and tutor training function, the administration function, the organization function, and the management function. (JR)

ED 112 028 CE 004 778

Home Management and Human Service Competencies.

Regional Learning Service of Central New York, Syracuse.

Pub Date Jun 75

Note—163p.; Report of a project for Cooperative Assessment of Experiential Learning (CAEL)

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—\*Activity Learning, Community Resources, \*Comparative Analysis, Decision Making Skills, Family Health, Goal Orientation, Homemaking Skills, \*Home Management, Human Development, Interpersonal Competence, \*Job Analysis, Money Management, Role Perception, Self Evaluation, \*Skills, Surveys

Faculty representatives from five postsecondary institutions having human service/human ecology programs and two members of the Regional Learning Service staff comprised a task force whose objectives were to identify competencies acquired through home management which relate to undergraduate course objectives, to recommend ways to assess these, and to recommend criteria for granting undergraduate credit for experiential learning. The task force produced a list of 54 competencies in 10 broad domains. With the checklist of competencies as a common stimulus, 20 homemakers, 25 human service agency administrators, and educators from 19

postsecondary institutions responded to different sets of questions relating to their own work roles. Responses for each group are presented with detailed analysis. Important findings were that home management competencies and domains: (1) are valued by homemakers, (2) are creditable and part of the curricula in postsecondary institutions, (3) are perceived by agency administrators as desirable for agency personnel, and (4) are valued differently by educators than by homemakers and employers. Appended materials include: report of task force activities, the questionnaire used and tabulation of responses for the three groups, statistical analysis of the data, and the first draft of the home management competency list. (Author/MS)

ED 112 029 95 CE 004 779

Nordgaard, W. M.

A Follow-Up of Fiscal Year 1971 Trade-Industrial and Health Graduates from Vocational Education Post-Secondary Programs. Phase 2.

North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—RS-15

Pub Date Jun 75

Note—174p.

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—\*Followup Studies, \*Graduate Surveys, Health Occupations Education, Post Secondary Education, \*Tables (Data), Trade and Industrial Education, \*Vocational Followup

Identifiers—North Dakota

A followup survey of 1,128 1971 graduates from trade, industrial, and health education programs at five secondary schools in North Dakota used a 27-item questionnaire and obtained responses from 852 graduates. Questions covered: (1) employment experiences, (2) evaluation of the vocational programs, and (3) recommendations for improving the programs. A 140-page section presents responses to the questions, tabulated for all the colleges combined and also for the individual colleges according to training program. A final eight-page section presents the author's summary and conclusions in the form of statements with accompanying references to the appropriate tables. Comments and recommendations cover the following topics: employment status and experience, opinions of colleges and training programs, recommendations for improvement of programs, and continuing education experiences. The letters and questionnaire used in the survey are appended. (MS)

ED 112 030 95 CE 004 780

Mission Possible: Fargo Area Schools Work Experience Program: Annual Report. RCU Report No. 24.

Fargo Public Schools, N. Dak.; North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-V00-32-VZ

Pub Date Jun 75

Grant—OEG-0-74-1714

Note—111p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Career Education, \*Career Exploration, \*Educational Programs, Letters (Correspondence), \*Program Descriptions, Questionnaires, Records (Forms), School Community Relationship, School Industry Relationship, Secondary Education, \*Vocational Education, \*Work Experience Programs

Identifiers—Fargo Area Schools Work Experience Program, FASWEP, Mission Possible, North Dakota (Cass County)

The report describes the Mission Possible program, an alternative career exploration program for secondary school students in Cass County, North Dakota. The program is a voluntary, flexible one in which students learn about careers at "career sites" in business and industrial establishments according to the following alternatives: observation, internship, released time, holiday and vacation period employment, or part-time employment. The report includes a review (with commentary) of the program's five objectives: identifying creative work experience approaches with business, industry, community, and civic organizations; improving student and employer satisfaction; identifying alternative work ex-

perience programs; developing procedures to utilize employment information; and providing inservice activities and services. The report includes a timetable for the implementation of the program from June 15, 1975 to May 1, 1976. It also includes six recommendations for expanding the program and reassessing its objectives in light of potential expansion. The report closes with a brief summary and conclusions. Almost three-fourths of the document is comprised of the following appendixes: map of Cass County, promotional material, letters and forms, appointment reminder card, legislative documents, questionnaire results, school participation chart, status report, letters received from community participants and school administrators, and lawyer's opinion of school liability. (JR)

ED 112 031 CE 004 781

Brant, Elaine E.

Deriving and Using a Table of GED Scores Expected from Specific ITED Scores and Some Ancillary Forms for ABCE Students.

Pub Date 18 Apr 75

Note—34p.; Paper presented at the Adult Education Research Conference (St. Louis, Missouri, April 16-18, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Adult Basic Education, Educational Testing, \*Equivalency Tests, \*Predictive Ability (Testing), Predictor Variables, \*Prognostic Tests, Standardized Tests, Student Testing, Tables (Data)

Identifiers—Iowa Tests Of Educational Development, ITED

The paper states and proves three propositions regarding the usefulness of the ITED (Iowa Tests of Educational Development) in preparing adult basic education students to take the GED tests. The first proposition, that the ITED can be a useful practice test for GED candidates, is supported by the fact that the ITED tests are designed to measure the same skills as the GED and that the philosophy, objectives, subtest titles, and formats are similar in the two tests. Proposition 2, that performance on the ITED correlates positively with performance on the GED, and therefore can be used to predict scores on the GED, is supported by a series of investigations which demonstrated that the ITED Reading Comprehension test scores can be used to predict (with 75 percent confidence and within five points) an individual's average score on the GED in science, social studies, and literature. Proposition 3, that various criteria levels of GED performance are identifiable for various student goals, is demonstrated by the construction of two grids, one an item analysis and the other an individual profile sheet, which together can help students and instructors graphically analyze individual students' needs to attain skill levels meeting their chosen criteria levels. (Author/JR)

ED 112 032 CE 004 782

Gallion, Leona M. Kavan, C. Bruce

A Computer Based System for the Development and Analysis of Vocabulary Controlled Dictation Materials.

Pub Date 2 Apr 75

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Business Education, \*Business Skills, Classroom Materials, \*Computer Assisted Instruction, Computers, \*Instructional Materials, Instructional Systems, \*Material Development, Secondary Education, \*Stenography, Systems Approach

The paper describes a project designed to develop and implement a computer based system to be utilized in the design and analysis of vocabulary-controlled dictation material. The system is based on the use of the 1,500 most frequently used words in business communications (as established by Mellinger), and words are coordinated with the theory lessons in beginning Gregg shorthand textbooks. As such, the dictation material generated under these conditions provides a fundamentally structured approach to speed building. The use of vocabulary-controlled dictation material tends to alleviate many of the dysfunctions associated with the use of non-vocabulary controlled dictation materials. (Author)



## 22 Document Resumes

ED 112 033 CE 004 783

Wray, Robert P. Thorson, James A.  
New Wrinkles on Retirement: Program Notes.  
Georgia Univ., Athens. Georgia Center for Continuing Education.  
Spons Agency—Administration on Aging (DHEW), Washington, D.C.

Pub Date 75

Note—22p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Adjustment (to Environment), Adjustment Problems, Adult Education, \*Audiovisual Aids, Family Relationship, Marriage, Money Management, \*Older Adults, Physical Health, \*Retirement, Senior Citizens, Wills

The program notes were prepared to accompany the television series "New Wrinkles on Retirement." The eight units in the series are: facing inflation, which covers the decreasing value of the dollar, transportation costs, medical expenses, cutting expenses, family budgeting, investments, and places to live; vigor regained, which covers exercise and other health practices, good nutrition, and regular health checkups; a time to learn and a time to play, which covers constructive activity and hobbies, helping others, political involvement, and learning for pleasure; marriage and love, which covers marriage structure and function, relationships with children, adjustment to new roles, and mutual understanding; confronting loss, which covers loss of a spouse, loneliness, widowhood, and remarriage; your legacy, which covers wills and estates, trusts and insurance, and legal problems in retirement; quacks and frauds, which covers avoiding common and not being victimized by crime; and maintaining happiness, which covers keeping a healthy outlook on life and maintaining mental and physical health. Two appendixes are included: one, a bibliography of selected sources of information and the other, a list of places to live. (JR)

ED 112 034 CE 004 792

Kingsley, Ronald F. Kokaska, Charles  
Economic Competency: Implications for Programs for the Educable Mentally Retarded.

Pub Date 75

Note—9p.

Journal Cit—Middle School Journal; v6 n1 p17-20 Spring 1975

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Budgeting, \*Consumer Education, Curriculum Design, \*Educable Mentally Handicapped, \*Educational Programs, \*Money Management, Program Content, \*Work Study Programs

One of the major objectives of programming for the educable mentally retarded is the development of the individual's economic competency or efficiency. In order to reinforce this objective it is necessary that classroom activities employ real money and that some type of work experience be provided so that students learn to manage a given amount of economic resources within the community marketplace. With most jobs open to the retarded being low-paying service occupations, it is paramount that educational programs provide the best possible training and the survival skills necessary to make every dollar stretch as far as possible. The educational program conceptualized to meet this need contains two interacting phases: classroom instruction which focuses on problem solving, and work-study which provides economic rewards for completing specific repetitive duties characterized as work tasks. Once work-study programs are operational, it is possible to introduce into the curriculum the concepts of consumer education, suggested topics for which are: banking and savings, bills, borrowing money, budgeting, buying on credit, home ownership, insurance, medical-dental, renting, shopping techniques, taxes, and transportation. Thus students' experience of earning a salary is complemented with that of their own planned utilization of financial resources within the community marketplace. (Author/JR)

ED 112 035 95 CE 004 794

Tokash, Joseph And Others  
[Construction Curriculum Project: Final Report.]  
Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 75

Grant—OEG-0-71-4664

Note—24p.; For the curriculum materials developed by this project, see CE 004 795-801; For the articulation guide, see CE 004 802

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage  
Descriptors—Advisory Committees, \*Construction Industry, \*Curriculum Development, \*Material Development, Secondary Education, Trade and Industrial Education

The development phase of the project, designed to produce occupational and job cluster curricula for the field of construction in grades 9-12, took place from July 1971 through December 1972. Two exploration-level documents and two sets of preparation-level documents were to be developed. The project staff, assisted by an advisory committee, selected a 10-step plan for production of the instructional materials incorporating national and international research and consultation with the educational and industrial fields. A specifically designed field test was conducted for one and one-half school years by a national advisory committee in three school districts which met the selection criteria. Evaluations and recommendations throughout the project came from: the advisory committee members; field test visitations; interviews with students, teachers, counselors, and administrators; and status reports from instructors, counselors, and administrators. Eight basic recommendations which were incorporated into the final products dealt with: need for illustrations in student manuals (including women and minorities), reduced size and bulk of the documents, use of simple language in student manuals, and expansion of exploration segments in instructor's guide. Appended are advisory committee and consultant lists, names of field testing schools, and visitation agendas. (Author/MS)

ED 112 036 95 CE 004 795

Careers in Construction: Construction Industry Series: Student Manual and Instructor's Guide.  
Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—203p.; For the final report of the project, see CE 004 794; For the other curriculum guides, see CE 004 796-801; For the articulation guide, see CE 004 802

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. for the student manual 017-080-01405-7; For the instructor's guide 017-080-01414-9)

Document Not Available from EDRS

Descriptors—Career Choice, \*Career Exploration, \*Construction Industry, Course Content, \*Curriculum Guides, Learning Activities, \*Occupational Information, Secondary Education, Study Guides, Trade and Industrial Education, Unit Plan

The guide for instructors of construction occupations provides instructional suggestions and informational sources for structuring an exploratory program. The program is divided into the following blocks, representing different experiences in construction: (1) wood; (2) finishing; (3) engineering, support, and management services; (4) metal; (5) electricity; (6) masonry; and (7) heavy equipment. Within each block are several units for which overall objectives, sources of information, academic related theory and information, subobjectives (in behavioral terms), and suggested activities are outlined. A four-step method for using the guide is suggested which consists of preparing the students by introducing the topic, presenting the lesson, student application, and followup (including career opportunities). Appended materials are a suggested tool and equipment list and a sample lesson plan. The accompanying student manual is designed to serve as a supplement to guidance services and is an introduction to construction careers. It contains general information about each career field and specific information about the occupational families within that field. Detailed information on working conditions, training requirements, wages, advancement, future outlook, and sources of additional information are included. (Author/MS)

ED 112 037 95 CE 004 796

Wood: Construction Industry Series: Preparation Level: Student Manual and Instructor's Guide.  
Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—190p.; For the final report of the project, see CE 004 794; For the other curriculum guides, see CE 004 795-801; For the articulation guide, see CE 004 802

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. for the student manual 017-080-01422-0; For the instructor's guide 017-080-01416-5)

Document Not Available from EDRS

Descriptors—Building Trades, Carpenters, Construction (Process), \*Construction Industry, Course Content, \*Curriculum Guides, Flooring, Learning Activities, Roofing, Secondary Education, Study Guides, \*Supplementary Textbooks, Trade and Industrial Education, Unit Plan, \*Woodworking

The guide is an outline of training experiences designed to lead a student to at least entry-level job proficiency in the carpentry trades within the construction industry. Teaching units cover forming, framing, trimming and siding, flooring, and roofing. Each unit has several overall objectives which are divided into subobjectives, stated in behavioral terms. Specific suggested activities are listed for each subobjective. Lists of texts and academic related theory information are provided for each overall objective. A four-step lesson plan procedure is described consisting of preparation of the lesson, presentation, application of student performance, and performance test. A sample plan using these steps is appended. The accompanying student resource manual is intended to serve as a supplemental text. Topics included correspond with those in the teaching units, providing detailed background information necessary for performing the suggested activities. Discussion of materials used, processes, safety considerations, first jobs, and continued training is included. A five-page section identifies and describes tools and equipment according to use. Also included is a 12-page glossary and an appended textbook and source list. (Author/MS)

ED 112 038 95 CE 004 797

Finishing: Construction Industry Series: Preparation Level: Student Manual and Instructor's Guide.

Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—295p.; For the final report of the project, see CE 004 794; For the other curriculum guides, see CE 004 795-801; For the articulation guide, see CE 004 802

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. for the student manual 017-080-01455-6; For the instructor's guide 017-080-01419-0)

Document Not Available from EDRS

Descriptors—Building Trades, Carpentry, Construction (Process), \*Construction Industry, Course Content, \*Curriculum Guides, \*Finishing, Flooring, Glass, Glaziers, Landscaping, Learning Activities, Occupational Information, Painting, Secondary Education, Study Guides, \*Supplementary Textbooks, Trade and Industrial Education, Unit Plan

The guide is an outline of training experiences designed to lead a student to at least entry-level job proficiency in the finishing trades within the construction industry. Teaching units cover insulating, drywall, painting and wall covering, glass and glazing, floor covering, and landscaping. Each unit has several overall objectives which are divided into subobjectives, stated in behavioral terms. Suggested activities are listed for each subobjective. Lists of texts and academic related theory information are provided for each overall objective. A four-step lesson plan procedure is described consisting of preparation of the lesson, presentation, application of student performance, and performance test. A sample lesson plan using these steps is appended. The accompanying student resource manual is intended to serve as a supplemental text. For each topic covered in the teaching units there is a corresponding section in the manual providing: (1) basic information necessary to performing the suggested activities, (2) detailed discussion of materials and processes used, (3) description of tools and equipment, (4) safety considerations, (5) job opportunities and further education, (6) a glossary, and (7) an appended list of information sources. (Author/MS)

**ED 112 039 95 CE 004 798**

**Engineering, Support, and Management Services: Construction Industry Series: Preparation Level: Student Manual and Instructor's Guide.**  
Texas Education Agency, Austin. Dept. of Occupational Education and Technology.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date 75

Note—365p.; For the final report of the project, see CE 004 794; For the other curriculum guides, see CE 004 795-801; For the articulation guide, see CE 004 802

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. for the student manual 017-080-01454-8; for the instructor's guide 017-080-01451-3)

**Document Not Available from EDRS**

**Descriptors**—Architectural Drafting, Blueprints, Building Trades, Civil Engineering, \*Construction Industry, \*Construction Management, Course Content, \*Curriculum Guides, \*Drafting, Engineering Drawing, Inspection, Learning Activities, Secondary Education, Study Guides, \*Supplementary Textbooks, Trade and Industrial Education, Unit Plan

The guide is an outline of training experiences designed to lead a student to at least entry-level proficiency in engineering, support, and management service jobs within the construction industry. Teaching units cover construction drafting, architectural drawing, engineering drafting, estimating, expediting and scheduling, surveying, testing and inspecting, material distribution, and blueprint reading. Each unit has several overall objectives which are divided into subobjectives, stated in behavioral terms. Suggested activities are listed for each subobjective. Lists of texts and academic related theory information are provided for each overall objective. A four-step lesson plan procedure is described consisting of preparation of the lesson, presentation, application of student performance, and performance test. A sample lesson plan using these steps is appended. The accompanying student resource manual is intended to serve as a supplemental text. Topics included correspond with those in the teaching units, providing basic information necessary to performing the suggested activities. Job activities, materials, processes, tools, and equipment are described in detail. Glossaries of important terms and appended lists of information sources are included for each topic. (Author/MS)

**ED 112 040 95 CE 004 799**

**Metal: Construction Industry Series: Preparation Level: Student Manual and Instructor's Guide.**  
Texas Education Agency, Austin. Dept. of Occupational Education and Technology.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date 75

Note—371p.; For the final report of the project, see CE 004 794; For the other curriculum guides, see CE 004 795-801; For the articulation guide, see CE 004 802

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. for the student manual 017-080-01456-4; for the instructor's guide 017-080-01423-8)

**Document Not Available from EDRS**

**Descriptors**—Air Conditioning, Building Trades, Construction (Process), \*Construction Industry, Course Content, \*Curriculum Guides, Heating, Learning Activities, Machinists, \*Metal Working Occupations, Plumbing, Secondary Education, Sheet Metal Work, Study Guides, \*Supplementary Textbooks, Trade and Industrial Education, Unit Plan, Welding

The guide is an outline of training experiences designed to lead a student to at least entry-level job proficiency in the metal trades within the construction industry. Teaching units cover welding, sheet metal, plumbing, pipefitting, air conditioning and heating, millwrighting, and industrial mechanics. Each unit has several overall objectives which are divided into subobjectives, stated in behavioral terms. Suggested activities are listed for each subobjective. Lists of texts and academic related theory information are provided for each overall objective. A four-step lesson plan procedure is described consisting of preparation of the lesson, presentation, application of student performance, and performance test. A sample les-

son plan using these steps is appended. The accompanying student resource manual is intended to serve as a supplemental text. For each topic covered in the teaching units there is a corresponding section in the manual providing: (1) basic information necessary to performing the suggested activities, (2) description of job activities, (3) discussion of materials and processes used, (4) a glossary, and (5) appended list of information sources. (Author/MS)

**ED 112 041 95 CE 004 800**

**Electricity: Construction Industry Series: Preparation Level: Student Manual and Instructor's Guide.**

Texas Education Agency, Austin. Dept. of Occupational Education and Technology.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date 75

Note—210p.; For the final report of the project, see CE 004 794; For the other curriculum guides, see CE 004 795-801; For the articulation guide, see CE 004 802

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. for the student manual 017-080-01421-1; for the instructor's guide 017-080-01453-0)

**Document Not Available from EDRS**

**Descriptors**—Building Trades, Construction (Process), \*Construction Industry, Course Content, \*Curriculum Guides, \*Electrical Occupations, Electrical Systems, Electricity, Learning Activities, Secondary Education, Study Guides, \*Supplementary Textbooks, Trade and Industrial Education, Unit Plan

The guide is an outline of training experiences designed to lead a student to at least entry-level job proficiency in the electrical trades within the construction industry. Teaching units cover residential, commercial, and industrial wiring. Each unit has several overall objectives which are divided into subobjectives, stated in behavioral terms. Suggested activities are listed for each subobjective. Lists of texts and academic related theory information are provided for each overall objective. A four-step lesson plan procedure is described consisting of preparation of the lesson, presentation, application of student performance, and performance test. A sample lesson plan using these steps is appended. The accompanying student resource manual is intended to serve as a supplemental text. Topics included correspond with those in the teaching units, providing background information necessary for performing the suggested activities. Wiring systems and equipment, processes used, safety considerations, job opportunities, and continued training are described. Also included is a four-page glossary and an appended list of information sources. (Author/MS)

**ED 112 042 95 CE 004 801**

**Masonry: Construction Industry Series: Preparation Level: Student Manual and Instructor's Guide.**

Texas Education Agency, Austin. Dept. of Occupational Education and Technology.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date 75

Note—186p.; For the final report of the project, see CE 004 794; For other curriculum guides, see CE 004 795-800; For the articulation guide, see CE 004 802

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number for the Student Manual 017-080-01420-3; for the Instructor's Guide 017-080-01452-1)

**Document Not Available from EDRS**

**Descriptors**—Bricklaying, Building Trades, Cement Industry, Construction (Process), \*Construction Industry, Course Content, \*Curriculum Guides, Learning Activities, \*Masonry, Occupational Information, Secondary Education, Study Guides, \*Supplementary Textbooks, Trade and Industrial Education, Unit Plan

The guide is an outline of training experiences designed to lead a student to at least entry-level job proficiency in the masonry trades within the construction industry. Teaching units cover concrete working, brick and block layering, plastering, and tile and terrazzo working. Each unit has several overall objectives which are divided into subobjectives, stated in behavioral

terms. Suggested activities are listed for each subobjective. Lists of texts and academic related theory information are provided for each overall objective. A four-step lesson plan procedure is described consisting of preparation of the lesson, presentation, application of student performance, and performance test. A sample lesson plan using these steps is appended. The accompanying student resource manual is intended to serve as a supplemental text. Topics included correspond with those in the teaching units, providing background information necessary for performing the suggested activities. Discussion of materials used, processes, safety considerations, job opportunities, and continued education is included. The manual also contains a three-page glossary and an appended list of information sources. (Author/MS)

**ED 112 043 95 CE 004 802**

**Articulation Guide: Construction Industry Series.**  
Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date 75

Note—5p.; For the final report of the project, see CE 004 794; For the instructor's guides and student manuals, see CE 004 795-801

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 017-080-01417-3)

**Document Not Available from EDRS**

**Descriptors**—Advisory Committees, \*Articulation (Program), Cooperative Planning, Counselor Role, \*Curriculum Development, \*Curriculum Problems, Integrated Curriculum, Post Secondary Education, School Industry Relationship, Secondary Education, \*Trade and Industrial Education

Greater articulation efforts can increase the effectiveness and efficiency of the educational system. Horizontal articulation is communication among teachers, departments, and schools of similar levels. Within secondary-level schools the greatest horizontal articulation problem area is curriculum development. Use of program specialists, departmentalization, and commercial textbooks have all contributed to a noncomprehensive basis for curriculum. A cooperative effort among representatives of high school departments, business, industry, and postsecondary institutions to formulate a checklist of "must know" skills for students would be an effective way to integrate curriculum. Also, occupational and vocational vocabulary could be incorporated into academic subjects. Vertical articulation relates to communication between educational levels. Its practice would insure continuity in construction training programs from high school to postsecondary institutions, perhaps through the use of a modularized curriculum. The guidance counselor should provide a valuable articulation service within the school and community. Articulation is needed related to the changing role of women in construction. An advisory committee of representatives from the various trades, management, professional, and technical groups could keep instructors and counselors informed of conditions in the industry and also assist with placement. (Author/MS)

**ED 112 044 CE 004 803**

**Bhola, H. S.**

**A Policy Analysis of Nonformal Education: The Case of Bolivia.**

Midwest Universities Consortium for International Activities, Inc., East Lansing, Mich.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date [75]

Note—42p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Developing Nations, Educational Policy, Foreign Countries, \*Nonformal Education, \*Policy Formation, \*Political Influences, Social Factors, \*Socioeconomic Influences  
**Identifiers**—\*Bolivia

This document discusses policy analysis of nonformal education by defining terms and then applying them to the specific case of Bolivia. A definition of policy is proposed and policy analysis is discussed in terms of political analysis and institutional analysis. The necessity for nonformal education is explored through historical background and current need, 13 characteristics

of nonformal education are listed, and a graphic presentation showing the relationship between nonformal education and general socioeconomic development is included. Policy sectors and policy arenas are defined, and nonformal education is discussed in terms of a policy arena. Policy analysis of Bolivian nonformal education is discussed in terms of the present political configuration, current distribution of educational goods, and the aspirations of the Bolivian elite. Evaluation of the success of nonformal education in Bolivia is made through examining Bolivian national policies, institutions and their capacities, media, grassroots organizations, and governmental support systems. It is suggested that the document may be useful to those interested in comparative and international education through its definition of policy and its relationship to public concern and the distribution of power within a society. Two tables supplement the analysis, and notes and references are appended. (LH)

**ED 112 045** **CE 004 804**  
**Training Manual for Inspection for Decent, Safe, and Sanitary Housing.**

Federal Highway Administration (DOT), Washington, D.C. Office of Right-of-Way and Environment.

Pub Date Apr 75

Note—127p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

Descriptors—Climate Control, Construction (Process), Electrical Systems, Health Conditions, Heating, \*Housing, \*Inspection, \*Instructional Materials, Manuals, Plumbing, Public Health Legislation, Sanitation

Identifiers—Housing Codes

The manual presents material designed to acquaint housing inspectors and their supervisors with the origin of public concern about housing problems; the past, present, and new approaches to housing code administration; the expanded role of the inspection function in the neighborhood improvement effort; and the general nature of their role and responsibilities. The first chapter, Trends in Housing, deals with all aspects except for role and responsibilities. That aspect is developed through the succeeding six chapters as individual elements of housing inspection are considered in detail: the housing code, health and sanitary elements, building aspects, plumbing elements, heating and environmental control, and electrical aspects. The manual contains numerous illustrations depicting materials, equipment, and assembly. Terms and procedures are defined and explained. (AG)

**ED 112 046** **CE 004 805**  
**Hohenhil, Thomas H., Ed. Sheppard, N. Alan, Ed.**

**New Dimensions in Career Development for the Disadvantaged.**

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.; Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Spons Agency—Virginia State Advisory Council on Vocational Education, Blacksburg.

Pub Date Jun 75

Note—141p.; Conference for Career Counseling and Vocational Education (4th, Blacksburg, Virginia, February 28 and March 1, 1975)

Available from—Harry L. Smith, Public Information and Publications, State Dept. of Education, Richmond, Virginia 23216 (Order No. CP-4; \$3.00)

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

Descriptors—\*Career Education, Career Planning, \*Conference Reports, Counseling Programs, Curriculum Development, \*Disadvantaged Youth, \*Educational Strategies, Employment Services, Federal Legislation, Parent School Relationship, Program Descriptions, Program Evaluation, Rural Youth, State Programs, Testing, Urban Youth, \*Vocational Counseling, Vocational Development

Identifiers—Virginia

The document presents the full texts of conference papers that examine views and programs in career development for disadvantaged youth, including minority and low income groups, and the handicapped. Four papers under the heading of Major Addresses discuss: (1) career development strategies for disadvantaged rural youth, (2) career development for youth in depressed urban areas, (3) the impact of Federal legislation on career-counseling and vocational education, and

(4) realistic alternatives in career planning. Under the heading of Special Interest Groups, seven papers describe: (1) involvement of parents, (2) evaluation of programs, (3) strategies for counseling, (4) standardized testing, (5) curriculum development and teaching, (6) programs resulting from the Virginia Standards of Quality, and (7) job placement services. Career Development Programs in Virginia are discussed in eight papers dealing with: (1) career development in community colleges, (2) manpower counseling, (3) special programs, (4) prevocational schools, (5) office services, (6) special programs for ages 14 and 15, (7) cluster approach to career orientation, and (8) alternative routes to school projects. Approximately 300 administrators, university personnel, counselors, teachers, and graduate students from four states participated in the conference. The program and list of participants is appended. (LH)

**ED 112 047** **CE 004 806**  
**Food Services and Hospitality for 10th, 11th, and 12th Grades. Course Outline.**

Bucks County Technical School, Fairless Hills, Pa.

Pub Date 73

Note—31p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Course Content, \*Course Descriptions, Course Organization, \*Curriculum Guides, \*Food Service, \*Food Service Industry, Food Service Occupations, Job Skills, Secondary Education

The outline describes the food services and hospitality course offered to senior high school students at the Bucks County Technical School. Specifically, the course seeks to provide students with a workable knowledge of food services and foster in them a sense of personal pride for quality workmanship. In addition to a statement of the philosophy underlying the course's development and its instructional components and prescribed teaching methodology, the following are included in the contents: (1) general and specific course objectives, (2) instructional aids and a list of references, (3) scheduled instructional operations, (4) the organizational arrangement of the course, (5) required records and forms, (6) course regulations and equipment to be utilized, (7) curriculum content, (8) grading and evaluation policies to be followed, and (9) placement and followup operations. (SN)

**ED 112 048** **CE 004 807**  
**Jacobs, Robert S.**

**Simulator Motion as a Factor in Flight Simulator Training Effectiveness.**

Illinois Univ., Urbana. Savoy Aviation Research Lab.

Note—15p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Aircraft Pilots, \*Cost Effectiveness, Educational Experiments, Equipment Evaluation, \*Flight Training, Research Projects, Research Reviews (Publications), Simulation, \*Simulators, \*Transfer of Training

The document reviews the literature concerning the training effectiveness of flight simulators and describes an experiment in progress at the University of Illinois' Institute of Aviation which is an initial attempt to develop systematically the relationship between motion cue fidelity and resultant training effectiveness. The literature review discloses a dilemma: while the simulator does constitute a viable basic training aid, differences among pilots trained by various methods become statistically unreliable after pilots have gained a small amount of air experience; faulty control results when a pilot, trained in a simulator supplying highly correlated and accurate motion cues, comes to rely on the cues and attempts to fly an aircraft under instrument-referenced conditions which often produce misleading vestibular indications. The current experiment will produce quantitative data on which a simulator designer or user may base a rational choice of how much fidelity to include in his or her device, rather than allowing the budget to fix the level of realism. The research evidence to date suggests that the highest training effectiveness of a simulator may occur well below the cost levels of very high fidelity motion systems. (Author/AJ)

**ED 112 049** **CE 004 808**  
**Katz, Aaron Rafacz, Bernard A.**

**Impact of Increasing Preference Options in the Marine Corps. Final Report. No. 75-12.**

Navy Personnel Research and Development Center, San Diego, Calif.

Report No—NPRDC-TR-75-12

Pub Date Nov 74

Note—90p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*Job Satisfaction, Longitudinal Studies, \*Military Service, \*Occupational Choice, \*Occupational Surveys, Questionnaires, Recruitment, Tables (Data), \*Vocational Interests

Identifiers—Marine Assignment Preference Schedule, \*Marine Corps

The impact of increasing preference options in the Marine Corps was studied by administering the Marine Assignment Preference Schedule (MAPS) to all new recruits between October 1972 and April 1973, to whom no special training commitment had been made. Enlistees indicated their occupational preference on MAPS administered at entry to, at completion of, and six months after completing recruit training. Selections were made from 28 Marine Corps ground occupational fields. The third administration of MAPS included self-evaluations on job satisfaction and service plans. Concurrently with the third MAPS administration, supervisory evaluations were obtained on job satisfaction and service plans and supervisory evaluations were obtained on job performance. Occupational preferences were found to be inconsistent from one administration of MAPS to another. Statistically significant differences were observed on supervisory and/or self-evaluations between individuals in an occupational field/area they preferred versus those in the same field/area who had chosen some other field/area. The differences between groups based on preferences expressed at entry into basic training are statistically significant. However, they are so small that the association between granting preference options and job satisfaction/job performance has not been clearly demonstrated. Assessment instruments are appended. (Author)

**ED 112 050** **CE 004 809**

**Water in Fire Control—Basic Training Course.**

Bureau of Land Management (Dept. of Interior), Washington, D.C.; Forest Service (DOA), Washington, D.C.

Report No—TT-90-(5100)

Pub Date May 75

Note—257p.; Photographs will not reproduce well in microfiche

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (No price given)

**EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage**

Descriptors—Class Activities, Course Content, \*Fire Fighters, \*Fire Science Education, Job Training, \*Lesson Plans, Post Secondary Education, Resource Materials, Secondary Education, \*Teaching Guides, Training Objectives, Training Techniques, Visual Aids

Prepared by a team of fire control officers, the training guide is designed to help fire crewmen learn the fundamentals of water use. The entire package can be used for a complete course or individual lessons and can be adapted to specific training needs. Throughout the guide, emphasis is placed on one primary training objective, performance in real fire situations. The main sections of the guide include: (1) Supply: drafting water from a source below the pump and from a pressurized source, trouble shooting through gauge readings, and use of ejectors; (2) Delivery: delivery equipment, hose lay systems, planning water delivery systems for mop-up, water use hand signals, care of hose and fittings, connecting hose and fittings, broken hoses, and locating equipment; and (3) Application: principles of water application, initial attack with water, mop-up, and selecting or outfitting a tanker. Lesson plans provide objectives, instructor and student references, and step-by-step lesson presentations. Many lessons contain exercises appropriate for indoor fire training. Most lessons direct the instructor to specific visual aids (vu-graphs/transparency masters, slide/tape programs, and films). More than half of the document consists of instructional photos and the cross-referenced appended vu-graphs/transparency masters. (EA)

**ED 112 051** **95** **CE 004 810**

**Rahm, Carl M.**

**Labor Market Substitution Between Schooling and On-the-Job Training: Final Report.**

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Office of Research.

Bureau No—BR-2-0633  
Pub Date 31 Dec 73  
Grant—OEG-0-72-1412  
Note—37p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Comparative Analysis, \*Dropout Research, Dropouts, Educational Alternatives, \*High School Graduates, Occupational Surveys, \*On the Job Training, \*Relevance (Education), Salary Differentials, Statistical Analysis, Success Factors, Tables (Data), Wages

The report describes a study designed to examine substitution between formal schooling and dropouts' post-school training or experience in the labor market. The basic hypothesis is that if formal schooling and post-school training are substitutes, then experience-earnings profiles measured in the logarithm of earnings should tend to converge. To test the hypothesis, a sample of approximately 11,000 males over 14 years, who had nonfarm earnings in 1966, and who were not in school or in the military, was selected from the Survey of Economic Opportunity conducted in 1967 by the Census Bureau. The sample was divided occupationally into eight subsamples (professional/technical; manager, official, proprietor; clerical; sales; skilled crafts; operatives; service workers; and laborers) on which linear regressions were run to determine the extent to which the post-school training of dropouts successfully substituted for the additional formal education received by high school graduates. The linear regressions revealed a very strong tendency for almost complete substitution to occur in all but two of the occupational groups (manager, official, proprietor; and skilled crafts). These tentative results lead to the conclusion that dropping out may be rational from the point of view of both the individual and society. (Author/JR)

ED 112 052 CE 004 813  
Industrial Mechanics Assessment and Planning Manual.

Oregon State Dept. of Education, Salem.

Pub Date 75

Note—50p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Auto Mechanics, Educational Assessment, \*Evaluation Methods, \*Industrial Education, Manuals, \*Program Development, \*Program Evaluation, Vocational Education  
Identifiers—\*Industrial Mechanics, Needs Assessment

The revised manual is designed to assist industrial mechanics teachers in assessing the strengths and weaknesses of their industrial mechanics program and planning for future development. With industrial mechanics being one of the major occupational clusters in Oregon, schools are being encouraged to implement industrial mechanics programs to meet present and future manpower needs. The manual recommends a planned approach for program development that is based on a Portland high school model program. Assessment charts are used to examine the status of various program elements: curriculum, planning, interdisciplinary instruction, advisory committee, work experience, facilities and equipment, student organization, inservice, individualized instruction, articulation, evaluation, instructor selection and responsibility, finance, safety, and guidance/counseling/placement/followup. Assessment steps 1, 2, 3, and 4 include reviewing the manual standards, assessing the present implementation of each element, assigning an implementation level rating to each question and element, and completing a profile chart. Steps 5, 6, and 7 cover identifying problems, selecting problems for highest priority for solution, and sorting remaining problems into additional priority levels. Other charts are included for problem solving and detail planning. (EA)

ED 112 053 CE 004 814  
Dananburg, William P.  
Evaluation of the Effectiveness of District Coordinating Councils for Vocational Education. Final Report.

Florida State Advisory Council on Vocational and Technical Education, Tallahassee.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.

Pub Date Jul 75

Note—43p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Followup Studies, \*Program Evaluation, Rating Scales, \*State Legislation, State Standards, \*State Surveys, Tables (Data), \*Vocational Education

Identifiers—\*Coordinating Councils, Florida

The study investigated the extent to which coordinating councils for vocational education are fulfilling the requirements of the Florida State Board of Education Regulation 6A-6.67, which mandates that "a coordinating council for vocational education, adult general education, and community instructional services shall be established in each community college district." A coordinating council practices checklist was sent to all district superintendents and district directors of vocational education of the Florida school districts and all community college presidents and community college deans/directors. Of 179 checklists, 109 usable checklists were returned and followed up with personal interviews. Minutes of the past three years from each of 20 coordinating councils were analyzed on an effectiveness scale to determine how well individual councils performed the State requirements. Responses on the checklist were correlated with the ranking of councils on an effectiveness scale. Distribution on the effectiveness scale indicated that 19 of 20 coordinating councils had complied only minimally with the State regulations. Others appeared not to be functioning at all since only 20 of the possible 28 councils responded with minutes of meetings. More than half of the document consists of statistical tables, a copy of the checklist, and supplementary information in the appendixes. (EA)

ED 112 054 CE 004 815  
Manual for the Collection of Adult Education Statistics. Within the Framework of International Standard Classification of Education (ISCED).

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Statistics on Education.

Report No—CSR-E-15

Pub Date Jun 75

Note—68p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Adult Education, \*Data Collection, Data Processing, Glossaries, \*Manuals, National Surveys, Questionnaires, \*Statistical Data

Identifiers—\*International Standard Classification of Education, ISCED

The first 15 pages of the manual provide: (1) background information on the importance of adult education, the need for adult education statistics, the International Standard Classification of Education (ISCED), and the scope of the term adult education; (2) the application of ISCED to adult education and the ISCED classifications (levels, fields, and programs); and (3) the need for national statistical services for adult education with suggested organizational forms and data collection, processing, analysis, and publication techniques. The remainder of the document consists of three appendixes. Appendix A (13 pages) suggests the type of questionnaire and instructions that national statistical offices might wish to send to the parent agencies which organize programs of formal adult education. Appendix B (12 pages) suggests the type of questionnaire and instructions that national statistical offices might wish to send to parent agencies which organize programs of nonformal adult education. Appendix C (21 pages) defines with respect to scope and meaning the various terms used in ISCED. (Author/JR)

ED 112 055 CE 004 816  
Career Development via Counselor/Teacher Teams; Guide for Implementation.

Royal Oak City School District, Mich.

Pub Date 75

Note—134p.

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—Career Awareness, \*Career Education, \*Counselor Role, \*Curriculum Guides, Decision Making, \*Junior High School Students, Self Concept, Self Evaluation, \*Teacher Role, Team Teaching, Vocational Development  
Identifiers—Michigan

The career development modules of the implementation guide, designed by counselor/teacher teams in Royal Oak, Michigan for junior high students, are intended to be used as a working copy for counselor/teacher teams. Career education

concepts of self-awareness, assessment, and decision-making are correlated with the broad questions of: Who am I? How do I relate with others? Where am I going? The guidance components are: (1) "Me" (interests, achievements, and aptitudes); (2) "Recognize Me" (Lifelong process of self-development); (3) "It's O.K. to Be Me" (identification of emotional, intellectual, and physical strengths); (4) "What Makes Me Tick?" (understanding of needs, emotions, values, and self-esteem); (5) "Myself, My Time, My Friends" (creative activities involving interpersonal relationships); (6) "What Career for Me?" (identification of high interest area and occupational exploration experiences); (7) "Decisions, Decisions" (understanding and applying the decision-making process); and (8) "Investigating Careers" (increasing career awareness through language arts objectives). Various learner objectives for each component are outlined with four accompanying columns that describe teacher preparation, counselor preparation, learner activities, and evaluation plan. Supplementary activity and information sheets and checklists for various components are provided throughout the guide. (EA)

ED 112 056 95 CE 004 817

Veterinary Science Technology: A Suggested Two-Year Post High School Curriculum.

State Univ. of New York, Delhi. Agricultural and Technical Coll.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Contract—OEC-0-70-4431

Grant—OEG-0-72-4683

Note—139p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (No price given)

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—Animal Science, Career Opportunities, Careers, Course Content, Course Descriptions, \*Curriculum Design, \*Curriculum Guides, Educational Equipment, Educational Facilities, Meat Packing Industry, Post Secondary Education, Program Costs, \*Program Descriptions, \*State Programs, \*Veterinary Assistants

Identifiers—Meat Inspection, Paraprofessional Personnel, \*Veterinary Science Technology

Designed to aid States in planning and developing two-year post-high school programs in veterinary science technology, the curriculum guide presents a suggested curriculum for a training program in veterinary science technology, with an option in meat inspection and regulatory technology effective in the fourth semester of the training period. Part 1, Veterinary Science Technology Program, provides general information on the emergence and development of this career, occupational opportunities, type of education needed, and activities performed by technicians, as well as various aspects of the training program. Part 2, Curriculum, outlines the four-semester curriculum and provides brief course descriptions. Adaptations for a cooperative education plan and continuing study are described. Approximately half of the document consists of Part 3, Course Outlines, which offers content, procedures, and resources for the technical specialty courses, auxiliary and supporting technical courses, mathematics and science courses, and general courses. The concluding section covers general planning, land requirements, laboratory facilities and equipment, acquisition of equipment and estimated costs, and a cost summary. A bibliography and a selected list of scientific, trade, and technical societies concerned with veterinary science technology are also included. (EA)

ED 112 057 CE 004 818

Simkins, Lynda K. McDougall, William P.

Validation of Criteria for the Development and Evaluation of Career Guidance, Counseling, and Placement Programs. [and] Quality Career Guidance: Proposed Standards for Career Guidance, Counseling and Placement Programs; Part 4; What About Vocational Education?

Washington State Coordinating Council for Occupational Education, Olympia.

Pub Date Jun 75

Note—21p.; Quality Career Guidance dated January 1975

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

**Descriptors**—Career Education, \*Placement, \*State Standards, \*State Surveys, Tables (Data), \*Vocational Counseling, \*Vocational Development, Vocational Education  
**Identifiers**—\*Career Guidance, Washington

The Washington State University study focused on the validation of a set of 50 career guidance, counseling, and placement program standards by expert professionals (vocational and nonvocational administrators, counselors, counselor educators, vocational and nonvocational teachers, teacher educators, and members of the Washington State Advisory Council on Vocational Education). Data analysis was based on 307 completed surveys, approximately 68 percent of the original number sampled. Median values were reported as well as qualitative data indicating essential, very desirable, desirable, and nonessential categories. It was recommended that the set of criteria be implemented as a statewide model for quality career guidance, counseling, and placement programs. The accompanying booklet stresses the need for expanded services and includes a checklist of standards pertaining to the elements of program planning and development, organization and administration, staffing, program operations, and evaluation. (EA)

**ED 112 058** 95 **CE 004 819**

*Roberts, Robert C. And Others*

**Development of an Instrument for Prescribing Compensatory Education for Vocational Trainees. Vocational Education Project. Final Report.**

Renton School District 403, Wash.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Washington State Board for Vocational Education, Olympia.

Pub Date Jun 75

Note—147p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—Adult Basic Education, Adult Students, Adult Vocational Education, Auto Mechanics (Occupation), \*Basic Skills, \*Criterion Referenced Tests, Job Skills, Machinists, \*Office Occupations Education, \*Test Construction, Test Validity, \*Trade and Industrial Education

The document reports the development of three pre-entry criterion-referenced tests (Skill Checks) designed to assess an applicant's verbal and numerical competencies and to assist in the implementation of remedial education where needed, in the vocational training areas of office occupations, automotive mechanics, and machine shop. A general matrix of competencies for the three training areas was established through analysis of course content in terms of reading level of material used, numerical skills needed, and student and instructor perceptions of skills necessary to complete a course successfully. These were developed into Skill Checks which underwent field testing, item analysis, measurement of validity, and evaluation in order to determine their usefulness as predictors of student success and need for remediation. A flow chart visually outlines test development procedure. Continuation of the project is planned with six new areas for test development and the co-operation of other institutions anticipated. It is felt that immediate identification of skill deficiencies and their remediation, through Skill Checks, will help students to complete their vocational programs successfully. A bibliography, a third party evaluation of the project, and the office occupations, automotive mechanics, and machine shop tests are appended. (LH)

**ED 112 059** 95 **CE 004 821**

*Straubel, James H.*

**The Evaluation of Three U.S. Air Force Instructional Systems Within Civilian Education. A Supplement to the Final Report.**

Aerospace Education Foundation, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.  
 Bureau No—BR-8-0301

Pub Date 31 Mar 70

Grant—OEG-3-8-080301-0035(085)

Note—39p.; For final report, see ED 035 788; The appendix is not included.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Comparative Analysis, Educational Programs, \*Instructional Materials, \*Instructional Programs, Job Training, Program Evaluation, Teacher Attitudes, Teaching Methods, \*Technical Education, \*Vocational Education

Important lessons can be learned from the educational programs of the military services that can be applied to civilian education. The U.S. Air Force vocational-technical training program is geared to "learning outcomes" which makes it possible to measure job entry capabilities. The Utah Department of Vocational Education studied the potential for using this type of instruction in their schools. Air Force material is developed for specific groups to attain specific performances in a prescribed condition. The criterion for successful instruction is the attainment of certain objectives. This is different from civilian instruction which lacks measurable objectives and centers more on instructional procedures rather than instructional outcomes. The selection of criterion-referenced Air Force material used, with certain additions and modifications, must be based on their success in achieving their objectives. The attitudes of teachers toward their courses and their relation to their students must change with the use of criterion-referenced curriculum. (EC)

**ED 112 060** **CE 004 822**

*Davies, Mary F. Phillips, Charles*

**Providing Basic Education for Manpower Program Clients: R & D Guideposts. Correctional Educators Monograph Series, Number 2. Manpower Administration (DOL), Washington, D.C. Office of Research and Development.**

Pub Date Aug 74

Note—87p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—\*Adult Basic Education, \*Correctional Education, Demonstration Projects, \*Disadvantaged Groups, Educational Needs, Educational Research, Federal Legislation, \*Manpower Development, \*Manpower Utilization, Research Needs

**Identifiers**—Manpower Programs

The monograph capsulizes the activities of the Manpower Administration 1963-1973 in providing adult basic education (ABE) to manpower program clients in research and demonstration projects. Spanning the initial efforts under the Manpower Development and Training Act of 1962 to the present efforts to related to the Comprehensive Employment and Training Act of 1973, the report summarizes findings, progress made, unresolved problems, and the need for further research. The monograph does not focus entirely on correctional programs, but offers a variety of efforts aimed at developing job and manpower capacities for disadvantaged groups. One section includes findings on individualized and programed instruction, testing, motivation, behavioral objectives, learning environment, teacher training, tutors, counseling and supportive services, need for standardized data, English as a second language, and projects of special significance. Other sections report on additional support for ABE, Office of Education ABE research, and research needs and issues. Also included are bibliographic references and five appendices pertaining to Research and Development Projects and Studies Involving ABE, the Learning Resource Center, Staff Training Package for Individualized Manpower Training System, Excerpts from "Summary of Basic Education in Manpower Training Programs," and the Job Corps Programed Learning System. (EA)

**ED 112 061** **CE 004 823**

*Peterson, Marla*

**IMPACT: Instructional Management Program to Advance Curriculum Training in Vocational/Career Education: Final Report.**

Eastern Illinois Univ., Charleston. Center for Educational Studies.

Spons Agency—Illinois State Board of Vocational Education and Rehabilitation, Springfield. Div. of Vocational and Technical Education.

Pub Date 25 Aug 75

Note—140p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—\*Career Education, Curriculum Design, \*Curriculum Development, Curriculum Planning, Educational Administration, \*Educational Programs, Evaluation, Inservice Teacher Education, Participant Characteristics, Post Secondary Education, \*Program Descriptions, Resource Materials, \*Vocational Education

**Identifiers**—IMPACT, \*Instructional Management Program Adv Curric Train

The report describes IMPACT (Instructional Management Program to Advance Curriculum Training), a program designed to provide gradu-

ate students in vocational and career education with curriculum development and revision skills. The first of seven chapters of the report describes the project with respect to the need for curriculum specialists, some beliefs about the training of curriculum development specialists, competencies needed by curriculum specialists, and teaching-learning strategies for achieving curriculum competencies. Chapter 2, program of activity, lists program courses; provides a class meeting schedule and unit plans for administration and supervision of occupational education, evaluating and designing occupational and career education materials and programs, and inservice education and curriculum change; and includes a bibliography. Chapter 3 lists and describes the project participants. Chapter 4, resource persons, deals with guest lecturers, third party evaluators, and intern supervisors. Chapter 5, program materials, provides assignment sheets and other program forms; forms often encountered in curriculum development; suggestions for curriculum development in the affective, cognitive, and psychomotor domains; and guidelines for the equal treatment of the sexes. Chapter 6, evaluation data, covers evaluation of speakers, off-campus visitations, class projects, and interns. The final chapter contains recommendations for future programs to prepare curriculum specialists. (JR)

**ED 112 062** 88 **CE 004 825**

**Mansfield Career Awareness Model, Grades K-6. Farmer City - Mansfield Unit District 17, Ill.**

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Supplementary Centers and Services.; Illinois State Office of the Superintendent of Public Instruction, Springfield. Dept. of Pupil Personnel Services.

Pub Date 75

Note—314p.

**EDRS Price MF-\$0.76 HC-\$15.86 Plus Postage**

**Descriptors**—Annotated Bibliographies, \*Career Awareness, \*Career Education, Class Activities, Curriculum Development, \*Elementary Education, Instructional Materials, Integrated Curriculum, \*Learning Activities, Music Activities, \*Occupational Clusters, Program Descriptions, Program Development

**Identifiers**—Elementary Secondary Education Act Title III, ESEA Title III

The report describes a K-6 career awareness project designed to: describe the major goals of an elementary career education program; assimilate the career education concepts into the curriculum; provide inservice training for administrators, teachers, and staff; and identify community resources of use in career education programs. A 40-page introduction discusses: (1) the procedures for the program's development, including project activities and evaluation procedures; (2) the career awareness teachers' workshop, organized around the U.S. Office of Education's 15 occupational clusters, with respect to organization, program, objectives, curriculum design, human resources, bibliography, and evaluation; (3) career awareness activities developed; and (4) dissemination. The remainder of the document consists of three appendices: integrated career awareness activities (246 pages), which for each of the seven grade levels provides major projects, subject matter focus, career development concepts, teacher goals, student performance objectives, a wide range of suggested activities for various occupational clusters, and suggested human and material resources; suggested musical activities to correspond with occupational clusters (5 pages); and an annotated bibliography (15 pages), which lists books, audiovisual materials, kits, prints, puzzles, and games suitable for use in K-6 career awareness projects. (JR)

**ED 112 063** **CE 004 826**

*Warnecke, George F.*

**An Examination of Legislation Creating a State Board of Education Introduced in the Seventy-Eighth Illinois General Assembly, 1973: Implications for Vocational Education.**

Illinois State Advisory Council on Vocational Education, Springfield.

Pub Date Jun 73

Note—36p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Administrative Change, Comparative Analysis, Educational Legislation, Organizational Change, Political Issues, \*State



Boards of Education, \*State Legislation, Superintendent Role, \*Vocational Education Identifiers—\*Illinois

The document reviews nine separate bills which were introduced to the Illinois General Assembly in 1973 to implement Article X of the 1970 Illinois Constitution by creating a State board of education. Also discussed is a House Joint Resolution which is under consideration and which is a constitutional amendment that would revert the State to the elective Superintendent of Public Instruction system without a State board. The document focuses on the concerns of vocational education, whose interest in structural change and administrative reorganization in Illinois relates particularly to the primary role vocational education plays in Illinois' rapidly growing junior college system and the problems to be anticipated should the General Assembly adopt a policy providing for a board limited to the elementary-secondary level. The review of the pending bills is therefore preceded by a brief overview of the legislative history of Federal vocational education enactments, and is followed by a table comparing the bills on 18 points, including vocational education special provisions. A six-page section then discusses the comparative implications for vocational education; a briefer section is devoted to a discussion of the value of a separate vocational education board. (Author/AJ)

ED 112 064 95 CE 004 827

Cooper, Gloria S. And Others

Metric Education; A Position Paper for Vocational, Technical and Adult Education.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 75

Contract—OEC-0-74-9335

Note—51p.

Available from—Product Utilization, The Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (\$3.00)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Adult Basic Education, Adult Education, Bibliographic Citations, Curriculum Development, \*Futures (of Society), \*Metric System, Teaching Methods, \*Technical Education, \*Vocational Education

Part of an Office of Education three-year project on metric education, the position paper is intended to alert and prepare teachers, curriculum developers, and administrators in vocational, technical, and adult education to the change over to the metric system. The five chapters cover issues in metric education, what the metric system is all about, the impact metrication will have on vocational and technical education, the implications of metric instruction for adult basic education, and curriculum and instructional strategies. Each of the chapters is organized into four parts. The first part is a one-page overview which highlights the main points of the chapter. The second consists of some questions and answers which reflect the fears and concerns of teachers, administrators, and students. The third part contains in-depth coverage of the subject, and the fourth is a brief list of references for those who may wish to read further. (Author/EA)

ED 112 065 CE 004 828

Supervisor Training Manual: Project Skill.

Pub Date Apr 75

Note—30p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Audiovisual Instruction, Change Strategies, Demonstrations (Educational), Discussion (Teaching Technique), \*Emotionally Disturbed, Learning Activities, Lesson Plans, Manuals, \*Mentally Handicapped, Supervisory Methods, \*Supervisory Training, \*Teaching Guides, Teaching Procedures, Training Techniques

Identifiers—\*Project Skill

The manual directs Project Skill trainers in providing supervisors with concepts and methods of training mildly retarded and/or emotionally disturbed workers to perform at or above the minimum level expected of all a firm's employees. The role of the trainer using this manual is to set up and conduct activities which will provoke supervisors to look at and possibly change training methods to be more efficient.

The supervisory training consists of two group sessions of approximately three hours. The manual offers detailed procedures for running each session and exercises to help emphasize training needs. The training concept acknowledges the special problems involved in training inexperienced or disadvantaged persons and is constructed so that the supervisor is constantly conditioned to apply common sense and accumulated experiences to this subject, toward the end of developing a more thoughtful and reasoned approach to training employees. The techniques include a brief film, group discussions, work sheet exercises, and other group exercises which will focus the attention and interest of the group. The teaching strategies are (1) to guide the supervisors into experiencing the idea of the session in their own ways and in their own terms, and (2) to guide them to a positive conclusion. (Author/AJ)

ED 112 066 CE 004 829

Harris, Joan R. Puryear, Gwendolyn R.

Adolescents in Child Training (Project ACT);

Summative Evaluation Report; [Parts 1 and 2].

Social Science Research, Inc., Washington, D.C.

Spons Agency—Children's Bureau (DHEW),

Washington, D.C.; Sears-Roebuck Foundation,

Skokie, Ill.

Pub Date Jul 73

Note—444p.; Part 2 dated July 1974

EDRS Price MF-\$0.76 HC-\$22.21 Plus Postage

Descriptors—\*Adolescents, Attitude Tests, Child

Care, \*Child Development, Child Rearing,

\*Demonstration Projects, Educational Programs,

Educational Research, Evaluation

Methods, Program Descriptions, \*Program

Evaluation, Standardized Tests, Statistical Data,

\*Student Attitudes, Student Evaluation, Sum-

mativative Evaluation, Tables (Data)

Identifiers—ACT, \*Adolescents in Child Training,

Arkansas (Little Rock), Fey Acceptance of

Others Scale, Illinois (Chicago), Parent At-

titude Research Instrument, Rosenberg Self

Esteem Scale, Texas (San Antonio)

The evaluation report examines three ACT demonstration projects (Adolescents in Child Training) in San Antonio, Chicago, and Little Rock designed to involve adolescents in child training through the classroom and actual field experience. Part 1 of the report describes the three projects with respect to their contextual, conceptual, and programmatic components, facilities, decision-making processes and administration, and staff assessment: explains the study's research and experimental design; presents study results related to the demographic characteristics of the ACT service areas, the subjects of the evaluation, comparative analyses, and summary; provides conclusions; and makes overall and individual recommendations for the three projects. Part 1 also contains five appendixes: curricula for Little Rock (third year), 1973 San Antonio summer seminar schedule, San Antonio lesson plans, Little Rock observation schedules, and data collection instruments. Part 2 of the report is a statistical supplement which describes three standardized tests, the Rosenberg Self-Esteem Scale, the Fey Acceptance of Others Scale, and the Parent Attitude Research Instrument, which were administered to the adolescents in the three projects, and tabulates their results. The tests suggest that the changes in self-esteem, acceptance of others, and child-rearing attitudes were too small to attribute definitively to ACT. (Author/JR)

ED 112 067 CE 004 830

Perkins, Lawrence H.

Competencies of Trade and Industrial Teachers:

As Perceived by Teachers, Supervisors, School

Administrators, and Teacher Educators.

Florida State Advisory Council on Vocational

and Technical Education, Tallahassee; Univer-

sity of West Florida, Pensacola.

Spons Agency—Florida State Dept. of Education,

Tallahassee. Div. of Vocational, Technical and

Adult Education.

Pub Date Jul 75

Note—67p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Beginning Teachers, Evaluation

Criteria, Instructional Improvement, Measure-

ment Instruments, Performance Based Teacher

Education, \*Rating Scales, Skill Analysis, Skill

Development, \*Statistical Studies, Tables

(Data), \*Teacher Evaluation, \*Teaching Skills,

\*Trade and Industrial Teachers

The purposes of the study were: (1) to ascertain the professional competencies needed by trade and industrial teachers to be effective, as perceived by successful trade and industrial teachers, administrators, supervisors, and teacher educators; (2) to ascertain whether the teachers felt that they had the opportunity and instruction available to develop or acquire the competencies needed to teach effectively; and (3) to construct an instrument for administrators to evaluate trade and industrial teachers' performance. The 169 participants identified 164 competencies in rank order of importance; teachers, administrators, supervisors, and educators were in high agreement as to the necessary competencies and their order of importance. It was discovered that teachers have the greatest opportunity to develop or acquire those competencies to which they assigned highest ratings, while they have less opportunity to develop or acquire those competencies to which they assigned lowest ratings. The competencies were grouped into clusters of: (1) essential preservice competencies, (2) important inservice competencies, and (3) competencies to be developed when time permits. A five-page instrument for administrators and supervisors to use in rating the trade and industrial teachers' performance was developed and is included in the document. The findings of the study are presented in tables of data. (Author/AJ)

ED 112 068 CE 004 831

Andreyka, Robert E. Blank, Bill

Competency-Based Vocational Teacher Education.

Pub Date 7 Aug 75

Note—22p.; Paper presented at the Vocational

and Adult Education Summer Workshop (8th,

Orlando, Florida, August 3-7, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Instructional Materials, Material

Development, \*Performance Based Teacher

Education, Research Projects, Speeches, State

Departments of Education, \*State Programs,

State Universities, \*Teacher Education Cur-

riculum, Vocational Education, \*Vocational

Education Teachers

Identifiers—Florida

The trend toward competency-based vocational teacher education (CBVTE) is related to other significant trends: the movement toward certification by skills demonstration, the emergence of Teacher Centers, and the increasing emphasis on inservice education. CBVTE focuses on teaching competencies, expecting trainees to possess the technical or occupational skills which comprise their subject matter; it identifies teaching competencies, provides learning activities which focus on their mastery, and assesses them in real teaching situations. It is individual-, performance-, and field-based, rather than group-, content-, and classroom-based. Florida's universities and State Department of Education (vo-tech division) are exploring CBVTE; Florida State University's (FSU) research and development project, the advanced testing of 300 CBVTE modules (which were based on exhaustive task analyses and developed in all vocational subjects in a lengthy cooperative venture at Ohio State University) has taken place on and off campus with preservice and inservice teachers. A wide variety of learning activities and feedback devices are used in the modules. Trainees practice competencies in a simulation and then in a classroom. Problems have included gaining commitment from individual faculty members and hesitant trainees. Statewide testing of the Ohio modules is being considered, and FSU plans an exemplary CBVTE program. (Author/AJ)

ED 112 069 95 CE 004 832

Wiesner, Peter

The Salem Cable Television Project: A Demon-

stration of the Use of Cable Television and

Paraprofessional Tutors as an Alternative to

Traditional ABE Classroom Instruction.

Salem City Schools, N.J.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Bureau No.—BR-V-324329

Pub Date 31 Jul 75

Grant—OEG-73-5228

Note—40p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Adult Basic Education, \*Cable

Television, \*Educational Television, Program

Descriptions, Program Evaluation, Program

Planning, \*Tutors

Identifiers—\*Paraprofessional Personnel

Adult education opportunities can be increased through cable television technology, which provides home-based instruction as an alternative to the strictures of the classroom or learning center. The 18-month Salem project used television for primary instruction together with the services of paraprofessional tutors as a personal contact for feedback between the adult students and the central staff of teachers and media producers. The initial six months were spent in research on adult basic education, surveys of community needs, and the construction of the TV studio. The plans for television production called for a curriculum in math, reading, and consumer education. The evaluation of the Salem project consisted of a preliminary pilot test and a more rigorous field test; posttests showed an increase in the grade level of the participants. The Salem project included some valuable lessons for anyone contemplating small scale TV production and can also be used as guidelines for a replication of the Salem model. (EC)

**ED 112 070** 95 CE 004 833

**Educational Media Technician: A Suggested Two-Year Post High School Curriculum.**

State Univ. of New York, Alfred. Agricultural and Technical Coll.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Div. of Vocational and Technical Education.

Pub Date 75

Contract—OEC-0-70-4507

Grant—OEG-0-72-4683

Note—138p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

Descriptors—Audiovisual Communication, \*Curriculum Guides, Design, Educational Technology, Graphic Arts, \*Instructional Media, Instructional Technology, \*Media Technology, Photography, Post Secondary Education, Reprography, Technical Education, Television

The first portion of the guidelines discusses the need to train educational technicians for the field of communications (including education, instructions, industrial organizations or agencies), in order to meet changing educational techniques and the increasing number of resources for learning. A detailed curriculum guide is presented for a two-year post high school program to train educational media technicians in educational technology dealing in visual and audio communication and to give them a knowledge of the uses of media and production equipment. Technical courses are presented first, followed by general education courses and auxiliary technical courses. Five areas of the media are taught: graphics, design, photo/cinematography, television, reprography, and media equipment. A detailed description is presented of each course with the number of hours needed for each divided according to laboratory hours, class hours, and outside study. Texts and references and related media are suggested for each course. Equipment and facilities needed to supply this type of program are described, including estimates of materials and supplies needed for the laboratory and to be purchased by the student. Appended materials include: a bibliography; lists of professional societies and agencies, periodicals, and sources of media; and laboratory plans. (EC)

**ED 112 071** CE 004 834

**Career Education: Strategies for Methods Teachers.**

Eastern Washington State Coll., Cheney.

Spons Agency—Washington State Coordinating Council for Occupational Education, Olympia.

Pub Date [75]

Note—20p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Anthropology, \*Career Education, Conference Reports, Economics, Interdisciplinary Approach, Languages, Physical Education, Post Secondary Education, Psychology, Sociology, \*Teaching Methods, Teaching Techniques, Vocational Education

Professors at Eastern Washington State College participated in a two-day conference on the Development of Strategies for Incorporating Career Education in Methods Classes. Speakers from the areas of economics, foreign languages, industrial education and technology, physical

education, psychology, sociology, and anthropology briefly described their individual approaches to the problem. (EC)

**ED 112 072** 95 CE 004 835

*Linari, Ronald F.*

**A Plan for the Implementation of Chapter 766 in Vocational/Technical School Environments. Proceedings of a Special Education Summer Workshop, July, 1974.**

Blue Hills Regional Technical School, Canton, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.; Office of Education (DHEW), Washington, D.C.

Pub Date Jul 74

Note—106p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—\*Educational Legislation, \*Educational Planning, Educational Strategies, Models, Program Administration, Program Development, Program Evaluation, \*Regional Schools, Regular Class Placement, Resource Teachers, \*Special Education, Teaching Methods, Technical Education, \*Vocational Education

Identifiers—\*Comprehensive Special Education Act Chapter 766, Massachusetts

The document is an attempt to provide a comprehensive approach to the determination and development of purposeful educational plans in occupationally related areas for special needs children. The synthesis of information compiled from this plan was intended to provide school systems with an accurate account of the requirements of Chapter 766 of the Comprehensive Education Act of 1972, and the core evaluation process; the information was also intended as a potential model for any school system in Massachusetts. The document is the result of an 11-day workshop at which professionals from various areas of special education presented pertinent information related to the education and training of special needs students; participants developed and summarized major issues and concerns to assist in the successful implementation of Chapter 766 at a regional technical school. The resultant materials are organized under four broad headings: (1) developing vocational/technical education for students with special needs, (2) planning instruction for special needs students, (3) major administrative concerns, and (4) summary of workshop participants and final recommendations. Appended are two forms: (1) student information for determining vocational potential and programing, and (2) a survey of services for students with special needs in regional vocational/technical schools. (Author/AJ)

**ED 112 073** 95 CE 004 836

**Career Education: Learning with a Purpose; Elementary 3-4; Volumes 1 and 2.**

State Fair Community Coll., Sedalia, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—182p.

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

Descriptors—Audiovisual Aids, \*Career Education, Classroom Materials, \*Curriculum Guides, Decision Making, Educational Attitudes, \*Elementary Education, Field Trips, Grade 3, Grade 4, Integrated Curriculum, Interpersonal Competence, \*Learning Activities, Occupational Information, Resource Guides, Self Actualization, Self Concept, Self Evaluation, Social Studies, Units of Study (Subject Fields)

Identifiers—Missouri

The guide to career education is designed to supplement an existing curriculum at the third and fourth grade level; it suggests and outlines a developmental program of learning activities and resource materials which may be integrated with the teaching of academic subject areas. The suggested activities and materials are designed to (1) promote the student's understanding of himself and others, (2) provide occupational information, (3) explore the world of work, and (4) prepare the student for personal decision-making. The program is intended to help the student recognize that educational experiences are a means of achieving life goals. The activities in Volume 1 pertain to social studies, and include a Missouri unit with student worksheets and a collection of student-developed, career-related games and puzzles. The subject areas used to group the activities in Volume 2 are fine arts, language arts,

math, and science. In addition to the suggested resource materials which are listed in conjunction with the learning activities, both volumes contain identical resource guides to audiovisual materials, sources of free career information, and a list of field trip sites in Missouri. (Author/AJ)

**ED 112 074** CE 004 837

*Woolschlager, Ruth B.*

**Career Opportunities in Chicago Suburban Area: Field Visits to Business, Industry and Service Agencies by Business Teachers.**

Pub Date 75

Note—103p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—Business, \*Career Opportunities, \*Community Resources, \*Directories, Field Trips, Industry, \*Occupational Information, Services, Student Developed Materials, Suburbs

Identifiers—\*Illinois (Chicago)

The document is a compilation of occupational information obtained by business teachers in a university extension course during field visits to businesses, industries, and service agencies in the Chicago suburban area. Each individual or group of student reporters present information on organizations that are representative of each of the 15 occupational clusters, with the resulting volume containing scores of references organized by student-author. There is a variety of emphasis and depth of detail. In all cases, the names and addresses of the organizations visited are given; in some cases, however, the emphasis is on occupational information such as organizational size and structure, employment opportunities, job descriptions, qualifications, and salaries, while in other cases, the organizations are treated as educational resources and the information presented in the report pertains to procedures for arranging tours and obtaining information about the organization. A contact person is listed for each organization cited. There is no index. (AJ)

**ED 112 075** 95 CE 004 841

*Walden, Bobbie L.*

**Recruitment and Retention of the Adult Learner. Bulletin 1975, No. 32.**

Alabama State Dept. of Education, Montgomery. Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Div. of Adult Education Programs.

Pub Date Jun 75

Note—40p.; Two pages of photographs have been removed as they will not reproduce in microfiche

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Adult Basic Education, Adult Educators, \*Adult Students, \*Recruitment, School Holding Power, Teaching Methods

Identifiers—\*Student Recruitment

This handbook discusses the techniques used in recruiting and retaining adult learners for an Adult Basic Education Program. Detailed suggestions concerning door-to-door recruitment include training of recruiters, desirable characteristics for recruiters, and procedures for home visits. Specific ideas for the use of newspapers, radio, television, posters, fliers, billboards, and marquees as recruitment techniques are presented. Suggestions for personalizing instruction in order to retain adult learners in the program are based on the importance of trained, dedicated teachers. Criteria for selecting an adult basic education teacher, ideas for conducting the first class, suggestions for personalizing instruction and motivating students, and a self-rating check list are outlined. Also contained in the handbook are a seven-item bibliography and eight pages of sample materials used in recruitment. (MS)

**ED 112 076** 95 CE 004 842

**Business and Office Career Education Curriculum Project. Final Report.**

Colorado State Univ., Ft. Collins. Dept. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 1 Aug 75

Contract—OEC-0-73-5230

Note—43p.; Some illustrations may not reproduce due to smallness of type; The copyrighted appendices have been removed; For related documents, see CE 004 843-847

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Business Education, \*Career Education, \*Curriculum Development, Educational

Coordination, Elementary Education, Elementary Secondary Education, Information Dissemination, \*Material Development, National Programs, Office Occupations Education, Projects, Reports, Secondary Education Identifiers—Business and Office Career Education Curriculum, Project BO CEC

The document reports on the procedures followed and the major meetings and events in a 24 month U.S. Office of Education project carried out by Colorado State University to develop business and office career education curriculum guides for grades seven-nine. The materials developed were: (1) student learning packets or modules, (2) correlated teachers' manuals, (3) a K-14 curriculum plan and strategy, and (4) a resource list of publishers. (These materials are discussed, but not included, in the document.) A national advisory committee was set up, and directors of career education curriculum projects across the nation helped to establish guidelines for articulation and coordination among projects. Materials and information were solicited from career education projects throughout the United States, from State supervisors of business and office and career education, and from business education supervisors of large cities. The National Symposium for Business and Office Education Curriculum Guidelines was held in Denver in 1973 to inform leaders of the project and to develop and disseminate curriculum guidelines. Cooperating teachers participated in workshops, tested materials (titled resource guides) in their classrooms, and contributed to their revision. In July, 1975, a meeting was held in Denver to disseminate the materials nationally. (AJ)

**ED 112 077** 95 CE 004 843  
**BO-CEC Business and Office Careers Course Guide; Junior High and Middle Schools.**  
Colorado State Univ., Ft. Collins. Dept. of Vocational Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date [75]  
Contract—OEC-0-73-5230

Note—357p.; Some illustrations may not reproduce due to the smallness of the type; For related documents, see CE 004 842-847

**EDRS Price MF-\$0.76 HC-\$18.40 Plus Postage**  
Descriptors—\*Business Education, Career Awareness, \*Career Education, Class Activities, \*Curriculum Guides, Intermediate Grades, Junior High Schools, Learning Activities, Occupational Information, \*Office Occupations, \*Simulation, Unit Plan

Identifiers—Business and Office Career Education Curriculum, Project BO CEC

The curriculum guide for middle and junior high school grades presents 15 resource units, designed to simulate business career situations, organized into five sections: clerical (receptionist, general office worker, cashier, typist, and accounting clerk), secretarial/stenographic (secretary, court reporter, executive secretary), accounting and data processing (accountant, payroll accountant, data processing worker), and business ownership/professional (director of sales, travel agent, promotion manager, and manager of a small retail store). One additional unit covers writing letters of application and resumes. Each unit provides the unit's purpose, major activities, procedures for the teacher to follow before class begins and during class, optional activities, student materials for the major activities, background information about the occupation described in the unit, and teachers' keys which provide suggestions for discussions related to the simulation activity. Three appendixes (self-awareness activities, guidelines for conducting field trips, and guidelines for conducting interviews) comprise 35 pages of the document. (JR)

**ED 112 078** 95 CE 004 844  
**The Business and Office Career Education Project: The Secondary/Post-Secondary Component.**

Colorado State Univ., Ft. Collins. Dept. of Vocational Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date [75]  
Contract—OEC-0-73-5230

Note—51p.; Some of the charts in Part 1 will not reproduce in microfiche; Part 2 has been

removed because it consists of copyrighted material; For related documents, see CE 004 842-847

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
Descriptors—Business Education, \*Career Education, Curriculum Development, Learning Activities, \*Manuals, \*Office Occupations Education, Post Secondary Education, \*Resource Guides, Secondary Education

Identifiers—Business and Office Career Education Curriculum, Project BO CEC, Readings (Collections)

The manual for the secondary and postsecondary component of the Business and Office Career Education Curriculum Project consists of four parts. Part 1 contains a concept paper on business and office occupations that describes some of the changes occurring in business and industry and points out some curriculum implications deriving from these changes. Part 2 contains five articles which describe activities secondary and postsecondary business teachers can use to promote career development. Part 3 consists of an article, *Prepare for Tomorrow*, Frederick H. Antil, which describes some changes occurring in the life insurance industry and points out the curriculum implications of these changes for business and office training programs. Part 4 contains a list of 40 publishers of career preparation textbooks and materials for business and office education, with grade levels and subject areas specified, and a list of business and professional organizations from which career-related materials can be obtained. An appendix contains a questionnaire designed to assess the degree to which educators and administrators have integrated technological, employee rights, social, and educational methodology changes into their career education projects. (Author/JR)

**ED 112 079** 95 CE 004 845  
**BO-CEC Math Resource Guide; Grades 7-9.**  
Colorado State Univ., Ft. Collins. Dept. of Vocational Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date [75]  
Contract—OEC-0-73-5230

Note—296p.; Some illustrations may not reproduce due to the smallness of the type; For related documents, see CE 004 842-847

**EDRS Price MF-\$0.76 HC-\$14.59 Plus Postage**  
Descriptors—\*Business Education, \*Career Education, Career Exploration, Class Activities, Curriculum Enrichment, \*Curriculum Guides, Grade 7, Grade 8, Grade 9, Instructional Materials, Learning Activities, Mathematics, \*Mathematics Instruction, Mathematics Materials, Office Occupations Education, Secondary Education, \*Secondary School Mathematics, Simulation, Teaching Guides, Unit Plan

Identifiers—Business and Office Career Education Curriculum, Project BO CEC

The purpose of the units in the guide is to supplement, enrich, and reinforce the usual classroom instruction in seventh through ninth grade mathematics, and at the same time, introduce career education. The 14 resource units are not designed to be the primary teaching device for the math topics with which they deal. Each unit emphasizes an occupational setting (such as communications, industry, public services organizations, transportation industry, etc.) and a specific occupation within that setting. The purpose is to give students a chance to explore various business and office occupations while gaining insight into how and why a knowledge of mathematics is important in everyday work life. The resource units may be adapted to fit an individual school's special objectives; the units have been designed so that activities may be added or deleted. The first one or two pages of each unit gives the purpose, briefly describes the major activities, and suggests procedures. A general information sheet provides teachers with background information about the occupation described in the unit. Teacher's keys provide answers to a simulation activity and provide suggestions for related discussions. The student materials for the major activities are located at the end of each unit. (Author/AJ)

**ED 112 080** 95 CE 004 846  
**BO-CEC English Resource Guide; Grades 7-9.**  
Colorado State Univ., Ft. Collins. Dept. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [75]

Contract—OEC-0-73-5230

Note—360p.; Some illustrative materials may not reproduce due to smallness of type; For related documents, see CE 004 842-847

**EDRS Price MF-\$0.76 HC-\$18.40 Plus Postage**  
Descriptors—\*Business Education, \*Business English, \*Career Education, Career Exploration, Class Activities, Curriculum Enrichment, \*Curriculum Guides, \*English, English Instruction, Grade 7, Grade 8, Grade 9, Instructional Materials, Learning Activities, Office Occupations Education, Secondary Education, Simulation, Teaching Guides, Unit Plan

Identifiers—Business and Office Career Education Curriculum, Project BO CEC

The 20 resource English units which comprise the guide for grades seven-nine are designed to supplement, rather than replace, regular instructional materials and are intended for use as enrichment materials to use as reinforcement exercises after regular English units have been taught. The purpose of the guide is to give students a chance to explore various business and office occupations while gaining insight into how and why a knowledge of English is important in everyday work life. The units may be adapted to fit special objectives. The first 12 units deal with grammar and the mechanics of writing, letter writing, the preparing outgoing mail; in all but one, the major activity is a job simulation requiring students to apply their knowledge of the English topic with which the unit deals. Four oral language units each contain two major activities and, as in the first 12, each unit contains a teacher's key, a background information sheet on the occupation, optional activities suggestions, and student worksheets. The remaining four units contain articles from newspapers or periodicals and related discussion questions which cover both literary concepts and career information. (Author/AJ)

**ED 112 081** 95 CE 004 847  
**BO-CEC Social Studies Resource Guide; Grades 7-9.**

Colorado State Univ., Ft. Collins. Dept. of Vocational Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date [75]

Note—329p.; Some illustrations may not reproduce due to smallness of type; For related documents, see CE 004 842-847

**EDRS Price MF-\$0.76 HC-\$17.13 Plus Postage**  
Descriptors—American Government (Course), American History, \*Business Education, \*Career Education, Career Exploration, Class Activities, Curriculum Enrichment, \*Curriculum Guides, Geography, Grade 7, Grade 8, Grade 9, Learning Activities, Office Occupations Education, \*Secondary Education, Simulation, \*Social Studies, Social Studies Units, Teaching Guides, Unit Plan

Identifiers—Business and Office Career Education Curriculum, Project BO CEC

The purpose of the six units in the seventh-ninth grade curriculum guide is to supplement, enrich, and reinforce the usual classroom instruction in social studies while introducing information about careers. The activities are intended as enrichment to reinforce a regular social studies unit. The units are vehicles for the infusion of occupational information into the general academic studies of geography, American history, and American government. They emphasize the practical applications of skills in these areas by providing students with information about business and office occupations in a variety of industry settings. One 14-section unit is designated geography; two units, history; and two units, government; each of them, however, develops multiple skills and concepts and could, therefore, be used in any social studies class. The first one or two pages of each unit give the purpose, briefly describe the major activities, and suggest teaching procedures. A general information sheet provides teachers with background information on the occupation described in the unit. Teacher's keys provide answers to unit activities, except where students are asked to express their opinions. Student materials for major activities are provided. (Author/AJ)

**ED 112 082** CE 004 848  
**Compo, Louis**  
**Mechanics: Statics; A Syllabus.**  
Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education. Pub Date Mar 74

Note—32p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
 Descriptors—\*Course Content, Curriculum Guides, Engineering Education, Evaluation Criteria, \*Mechanics (Physics), Post Secondary Education, Secondary Education, Student Evaluation, \*Teaching Guides, Technical Education, Trade and Industrial Education, Unit Plan

The instructor's guide presents material for structuring an engineering fundamentals course covering the basic laws of statistics as part of a mechanical technology program. Detailed behavioral objectives are described for the following five areas of course content: principles of mechanics, two-dimensional equilibrium, equilibrium of internal forces, friction, and cross-sectional calculations. The topical outline presents the five areas divided into sub-topics, indicating the number of lecture periods for each topic. The lecture/recitation methodology (including titles of the text and four references) and student activities are briefly described. Evaluation of students according to accomplishment of the behavioral objectives is outlined in detail with numbers indicating the part of the topical outline where the concepts were taught. A sample lesson plan (with a sample problem and a homework problem) and a sample five-problem, three hour final examination are contained in the guide. (MS)

**ED 112 083** CE 004 849

*Pieslak, Raymond F.*

**Magnetic Tape Selectric Typewriter.**

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education. Pub Date Jul 74

Note—138p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**  
 Descriptors—Business Skills, Curriculum Guides, \*Office Occupations Education, Post Secondary Education, Secondary Education, \*Study Guides, Supplementary Textbooks, \*Typewriting

The manual provides students with basic knowledge and practical applications needed in the efficient operation of the IBM Magnetic Tape Selectric Typewriter (MT/ST). It is designed for use as a text by business training students who have already completed one year of typewriting instruction while they are being instructed in the use of the MT/ST. Suggested adjuncts to the use of the manual are teacher demonstrations, visual aids, use of the IBM MT/ST Training Guide, and use of instructor devised supplemental practice. Fifty-eight lessons following the same basic format are provided. For each lesson an information section describes in detail (with illustrations) the part of the machine or procedure being taught. Comprehension is checked through use of an assignment consisting of several completion exercises. Some lessons also include practice experiences which give step-by-step directions in order to demonstrate a particular procedure on the machine. (Author/MS)

**ED 112 084** CE 004 850

*Montgomery, C. M.*

**Electrical Discharge Machining.**

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education. Pub Date Nov 73

Note—71p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
 Descriptors—\*Electromechanical Technology, Laboratory Manuals, Machine Tool Operators, \*Machine Tools, Machinists, Post Secondary Education, Secondary Education, Shop Curriculum, \*Study Guides, \*Trade and Industrial Education

Identifiers—\*Electrical Discharge Machining

The manual is for use by students learning electrical discharge machining (EDM). It consists of eight units divided into several lessons, each designed to meet one of the stated objectives for the unit. The units deal with: introduction to and advantages of EDM, the EDM process, basic components of EDM, reaction between forming tool and workpiece, operating procedures, setup methods, flushing methods, and machining

parameters. Each lesson contains: (1) a statement of the objective, (2) detailed, illustrated information on one aspect of EDM, (3) vocabulary words (56 total, defined in the manual), and (4) a written theoretical or a practical assignment to check comprehension. An achievement test consisting of several questions is included for each unit. The manual also contains a three-item bibliography. (MS)

**ED 112 085** CE 004 851

*Pierson, John E., III*

**Elementary TIG Welding Skills.**

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education. Pub Date Oct 74

Note—125p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**  
 Descriptors—Course Content, \*Deaf Education, \*Laboratory Manuals, Post Secondary Education, Secondary Education, \*Study Guides, Trade and Industrial Education, \*Welding

The text was prepared to help deaf students develop the skills needed by an employed welder. It uses simplified language and illustrations to present concepts which should be reinforced by practical experience with welding skills. Each of the 12 lessons contains: (1) an information section with many illustrations which presents a concept or procedure in step-wise detail, (2) an outlined review of the material presented, and (3) a list of objective questions to check comprehension of the lesson. The lessons cover the following topics: preparing to be a safe welder, using electricity in welding, identifying TIG welding equipment, selecting tungsten electrodes, using inert gas, action of the arc, using the torch in the flat position, establishing the arc, making a butt weld, making a fillet weld, welding aluminum, and welding stainless steel. (MS)

**ED 112 086** CE 004 852

*Long, Melvin J.*

**Soils and Foundations: A Syllabus.**

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education. Pub Date Jan 74

Note—49p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
 Descriptors—\*Civil Engineering, \*Course Content, Curriculum Guides, Learning Activities, Post Secondary Education, \*Soil Science, \*Teaching Guides, Teaching Methods, Unit Plan

The teaching guide and course outline for a 12-week course in soils and foundations is designed to help student technicians in a two-year associate degree civil engineering technology program to obtain entry level employment as highway engineering aides, soil testing technicians, soil mappers, or construction inspectors. The seven teaching units are: an introduction, field investigation and sampling, characteristics and classification of soils, improvement of soils, foundations, pavements and subgrades, and retaining walls. A topical outline, behavioral objectives for each teaching unit, employment objectives, a time distribution schedule, methodology with reference materials on which the units are based (texts, periodicals, audio-visuals, and equipment), student activities, assignment sheets (lecture and laboratory), and methods of evaluating progress are included. Seven laboratory experiments dealing with equipment and procedure familiarization for soil testing, density of soils—sand cone method, grain-size analysis of soils, moisture-density relations of soils, moisture content of soil, unconfined compressive strength of cohesive soil, and liquid limit of soils are scheduled in relation to the unit content. Standard designation, purpose, objectives, size of laboratory group, equipment, references, and procedures for each are described. Appended are a sample lesson plan, completion test, true-false test, and quiz. (MS)

**ED 112 087** CE 004 853

*Troutman, Carol*

**Dishwashing—By Hand and By Machine.**

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education. Pub Date Feb 74

Note—30p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Course Content, \*Dishwashing, Laboratory Manuals, Learning Activities, \*Occupational Home Economics, Post Secondary Education, Secondary Education, \*Study Guides

The illustrated manual is designed for student use in learning home dishwashing and in preparing for a job as a dishwashing-machine operator. The six parts cover vocabulary, hand dishwashing, machine dishwashing, problems and checks, special treatment of various dishes, and safety tips. The vocabulary section presents an objective and defines 22 dishwashing terms with accompanying specific illustrative student activities. Suggestions for review and a worksheet to check comprehension complete this section. Objectives, lists of equipment, detailed outline of procedures, review suggestions, and worksheets are provided for the hand dishwashing and machine dishwashing parts. The problems and checks section also includes objectives and a worksheet with information presented in tabular form showing five problems related to dishwashing and how and why to check for each. Parts five and six briefly describe special treatment of dishes and safety tips. A 20-item true-false review concludes the manual. (MS)

**ED 112 088** CE 004 854

*Picot, Donald*

**Applied Mathematics—Machine Shop; A Teachers Guide.**

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education. Note—97p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
 Descriptors—\*Curriculum Guides, \*Individualized Curriculum, Instructional Materials, Lesson Plans, \*Machinists, \*Mathematics, Mathematics Instruction, Mathematics Materials, Post Secondary Education, Practical Mathematics, Secondary Education, Tests, Textbook Assignments, Trade and Industrial Education, Unit Plan

The outline of mathematics skills provides for individualized instruction by allowing each student to complete performance tests which indicate the point at which his instruction should start. The course is divided into two parts; one covering operations with whole numbers, decimals, fractions, and percentage; the other dealing with ratio, proportion, square roots, fundamental geometry, and trigonometry with practical applications. The skills in part one are prerequisite to successful completion of part two which meets the performance requirements of the second class machinist classification. The outline contains lists of texts for both parts on which the skills and assignments are based and a pretest for proficiency credit for part one. The course is structured in units (13 in part one, 10 in part two) which are divided into lessons. For each lesson specific performance objectives with corresponding assignments from the texts are indicated. Quizzes for some lessons and tests for each unit (actual forms) are included. An evaluation form for each unit has space for lesson, quiz, and unit test grades and a percentage formula for using these three types of scores in tabulating a final grade. (MS)

**ED 112 089** CE 004 855

*Puntureri, Thomas*

**History for Auto-Mechanics and Machine Trades Students. A Teacher's Guide.**

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education. Pub Date Apr 74

Note—111p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**  
 Descriptors—\*American History, \*Auto Mechanics (Occupation), Course Content, Curriculum Guides, Educational Objectives, \*History Instruction, \*Machinists, Secondary Education, Student Evaluation, \*Teaching Guides, Teaching Techniques, Trade and Industrial Education, Unit Plan

The guide for an American history curriculum is designed to give students insight into their field of study by including material on the development of the machine industry and related industries. It is divided into 18 basic units covering

shop history and development, American industrialization, sociological development of man, American politics, communism, ecology, and American development and supremacy. Behavioral objectives for the 18 units are described in a 30-page section and serve to detail the content scope of the units. A section on teaching techniques suggests specific learning activities for each objective in the outline. Evaluation sheets are provided listing every objective in each of the units with a space for indicating student performance in accomplishing the objectives. Progress report sheets for summarizing the evaluation sheets are also included. (MS)

**ED 112 090** CE 004 856

*Altfest, Myra, Ed.*

**Vocational Education for Students with Special Needs; A Teachers' Handbook.**

Colorado State Univ., Ft. Collins. Dept. of Vocational Education.

Spons Agency—Colorado State Board for Community Colleges and Occupational Education, Denver.

Pub Date Jun 75

Note—120p.; For related documents, see CE 004 857-858 and CE 004 860

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—Bibliographies, Community Resources, \*Disadvantaged Youth, Economically Disadvantaged, Educationally Disadvantaged, \*Handicapped Students, Individualized Instruction, Instructional Materials, Learning Processes, Records (Forms), \*Special Education, Special Programs, Student Characteristics, Student Evaluation, Student Needs, \*Teaching Guides, Teaching Methods, \*Vocational Education

The teachers' handbook on vocational education for students with special needs contains seven chapters, each one covering a basic area of concern to teachers of such students. Chapter 1 deals with identifying disadvantaged and handicapped students on the basis of easily recognizable characteristics. Chapter 2 covers assessing the needs of the individual handicapped or disadvantaged student on the basis of health, psychological, educational, social skills information, and work experience records. Chapter 3 discusses common characteristics and attitudes which affect learning in handicapped and disadvantaged students and suggests learning styles and teaching techniques best suited to those students. Chapter 4 provides an annotated guide to instructional materials particularly appropriate for use with special needs students. Chapter 5 discusses the procedures and expected outcomes of individual prescriptive education. Chapter 6 describes local resources and agencies and the primary services which they provide to the student with special needs. Chapter 7 briefly discusses student evaluation. A 10-page bibliography lists works appropriate to disadvantaged, handicapped, handicapped-learning disabled, and vocational education. An appendix contains sample forms useful to teachers in assessing and recording student handicaps, needs, and progress. (Author)

**ED 112 091** CE 004 857

*Altfest, Myra, Ed. Hartley, Nancy, Ed.*

**Vocational Education for Students with Special Needs; An Administrator's Handbook.**

Colorado State Univ., Ft. Collins. Dept. of Vocational Education.

Spons Agency—Colorado State Board for Community Colleges and Occupational Education, Denver.

Pub Date Jan 75

Note—56p.; For related documents, see CE 004 856-858 and CE 004 860

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Administrator Guides, Community Resources, \*Disadvantaged Youth, Educational Administration, Educational Objectives, Flow Charts, \*Handicapped Students, Individualized Instruction, Program Development, Program Evaluation, Records (Forms), \*Special Education, Special Programs, Student Evaluation, Student Needs, \*Vocational Education

The administrator's handbook contains seven sections, each dealing with a specific aspect of vocational education for students with special needs. Section 1 describes the process of identifying handicapped and disadvantaged students. Section 2 covers assessing the needs of such students. Section 3 discusses developing district pri-

orities to meet the student's needs in terms of personnel, special services, facilities and equipment, and special programming. Section 4 presents a systems chart which summarizes in graphic form the flow of action and interrelationships between the various elements of the vocational education process. Section 5 describes various community agencies, their major emphasis, and the administrator's role in coordinating their resources for optimum use by the school system. Section 6 discusses Individual Prescriptive Education, one solution that has proved successful in satisfying the needs of handicapped and disadvantaged students. Section 7 covers evaluation for establishing accountability, upgrading program efficiency, determining services needed, recognizing problem areas, and meeting program objectives. One-third of the document consists of four appendices which provide sample referral sheets, student data sheets and needs profiles, and instructions for the use of disadvantaged and/or handicapped supplemental services. (Author)

**ED 112 092** 95 CE 004 858

*Sheppard, N. Alan*

**Report and Evaluation of the Second Annual Workshop for Vocational Education Personnel Working with the Handicapped.**

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Pub Date Jun 75

Note—92p.; For related documents, see CE 004 856-857 and CE 004 860

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—Evaluation, \*Handicapped Students, Individualized Instruction, \*Mentally Handicapped, Multiply Handicapped, Participant Characteristics, \*Physically Handicapped, Post Testing, Pretests, Quadriplegia, \*Teacher Workshops, \*Vocational Education Teachers

The report describes an inservice workshop for vocational education teachers of the physically, mentally, and multiply handicapped. The first third of the report consists of a general introduction and a summary of workshop activities with respect to (1) general information, (2) topics covered, (3) requirements for a letter grade, (4) summaries of four selected consultants' presentations (Teaching Vocational Skills to Handicapped, Frank Bowles; Humanizing Education for the Handicapped, Ruth Diggs; Individualized Instruction Package Development, David Pucel; and a transcript of a presentation on quadriplegia, Steve Heatwole), (5) pretest and posttest results and analysis, (6) analysis of the workshop evaluation instrument, (7) attitudes of workshop participants toward special needs students with special emphasis on employability, and (8) recommendations for future workshops. The remainder of the report consists of eight appendices: workshop news releases and information, sample learning guides for individualized learning packages (one on business forms and job interview information, the other on making a pot of coffee), sample student evaluations of reading assignments from the workshop, description of handicapped persons, solicitation letter, list of workshop participants, pretest/posttest measure, and workshop evaluation scale. (JR)

**ED 112 093** CE 004 859

*Sheppard, N. Alan*

**A Survey and Analysis of Attitudes, Available Resources, Capabilities and Potentials of Serving the Aged in Vocational Education.**

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Pub Date Jun 75

Note—134p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—\*Administrator Attitudes, \*Adult Education, Data Analysis, Educational Attitudes, \*Older Adults, Questionnaires, State Surveys, Tables (Data), \*Teacher Attitudes, Vocational Education, \*Vocational Education Teachers

**Identifiers**—Virginia

The study analyzes the attitudes and perceptions of vocational educators with respect to education for the elderly. An open-ended, closed

form survey questionnaire mailed to a stratified random sample of vocational educators in Virginia was analyzed. An 80.23 percent return was obtained. Few significant differences were found in comparing the stratification variables of sex, age, vocational service area, vocational education status, geographical location, and vocational education level with attitudes toward the elderly. Vocational educators were found to be somewhat homogeneous in attitudes and perceptions. Vocational educators perceived that the elderly were a proper concern of the profession, and that, for the most part, personnel and material resources were inadequate for the task of working with the elderly. It was found that few programs were being offered for the aged by vocational education as a profession, and that where such programs were in effect they were likely to be adult education offerings in skill development areas with the aged eligible to attend, but such activities were not specifically planned for them. Basically, it was found that vocational educators are sensitive to the needs of the aged, but largely unaware of how those needs can be met within the existing structure of vocational education. (Author)

**ED 112 094** 95 CE 004 860

*Sheppard, N. Alan*

**Identification of Problems and Competencies Needed by Vocational and Technical Education Personnel Teaching Persons with Special Needs in Virginia.**

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Pub Date Jun 75

Note—80p.; For related documents, see CE 004 856-858

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—Disadvantaged Youth, Educational Needs, \*Educational Problems, \*Handicapped Students, Questionnaires, Special Education Teachers, \*Surveys, Tables (Data), Teacher Attitudes, Teacher Characteristics, Teaching Methods, \*Teaching Skills, Technical Education, \*Vocational Education Teachers

**Identifiers**—Virginia

The report examines the problems, necessary competencies, and inservice needs of those currently employed to teach the disadvantaged and handicapped in vocational/technical schools and programs. The study is based on questionnaire responses of 107 graduate students at Virginia Polytechnic Institute and State University. Of the respondents, 29 percent have masters degrees, 61 percent teach agriculture, business, or home economics; and 63 percent have two to five years of experience teaching the disadvantaged or handicapped. Of the 32 respondents identifying an experience or program which best prepared them for their work, one-half indicated that university courses and work experience both ranked highest. The respondents listed various teaching techniques and curriculum materials including laboratory experience, audiovisual equipment, projects, role playing, open discussions, and guest speakers. Salient teaching problems of the respondents included: students' lack of motivation, poor attendance, and personal problems; deficiencies in instructional materials; and an inability to provide quality instruction to all students. Competencies rated as very important included: knowledge of students' physical, educational, and behavioral characteristics; awareness of appropriate teaching techniques; guidance resources, instructional materials, and laboratory experiences; and practical experience. summary, conclusions, recommendations, and the survey questionnaire are included. (JR)

**ED 112 095** CE 004 861

**211(D) Annual Report: Grant to the Center for International Education of the University of Massachusetts to Strengthen and Develop Its Competence in Nonformal Education for the Developing World.**

Massachusetts Univ., Amherst.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C. Bureau for Technical Assistance.

Pub Date 30 Jul 75



Note—61p.; Sections 3 and 7 and Table 3-A have been deleted because they are printed in type too small to reproduce

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**\*Annual Reports, Developing Nations, Educational Finance, \*Educational Programs, \*Grants, International Education, \*International Programs, \*Nonformal Education, Program Development, Program Evaluation, Tables (Data)

**Identifiers—**\*Center for International Education

The first section of the annual report briefly describes the Nonformal Education (NFE) component of the Center for International Education at the University of Massachusetts. Section 2 discusses the general background and description of the problem of nonformal education and states the purposes and objectives of the university's grant to the center (to increase the capability of the university to assist developing countries with collaborative nonformal education programs). Section 4 discusses the impact of grant-supported activities in achieving grant purposes. Section 5 discusses other resources for grant-related activities. Section 6 covers the utilization of institutional response capabilities in development programs, program personnel and their accomplishments, and domestic and international program linkages. Section 8 tabulates the involvement of minority personnel and women in the program. Five supplemental tables provide a report of funding distribution, expenditure reports, and requests for assistance received. Two annexes provide a statement on planned NFE publications and a preliminary report on the activities of the NFE Center. (JR)

**ED 112 096**

**CE 004 862**

**Miller, Larry E.**

**Supervised Occupational Experience Programs; Curriculum Material for Agricultural Science and Mechanics 1 and 2.**

Virginia Polytechnic Inst. and State Univ., Blacksburg. Agricultural Education Program.; Virginia State Dept. of Education, Richmond. Agricultural Education Service.

Report No—AP-9

Pub Date 73

Note—102p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors—**\*Agricultural Education, Bookkeeping, \*Curriculum Guides, Farm Management, \*Instructional Aids, Job Skills, \*Recordkeeping, Resource Materials, Secondary Education, Transparencies, Vocational Education, \*Work Experience Programs

The curriculum guide for agricultural science and mechanics 1 and 2 is divided into two units, both of which deal with supervised occupational experience programs in agriculture. Unit A, planning occupational experience programs, covers five problem areas: understanding the value of an occupational experience program, selecting occupational experience programs, developing training agreements and training plans, planning for improvement projects and supplementary practices, and keeping agricultural records. Unit B covers one problem area: summarizing and analyzing farm records. For each of the problem areas the guide provides: situations, teacher objectives, an introduction, group objectives, problems and concerns, references, visual aids, special events, applications and evaluations, and content summaries. The content summaries provide handouts and transparency masters for supplementing the problems and concerns section and for explaining the material in the references. (Author/JR)

**ED 112 097**

**CE 004 863**

**Miller, Larry E.**

**Selected References and Aids for Teaching Animal Science to Students of Agricultural Education.** Virginia Polytechnic Inst. and State Univ., Blacksburg. Agricultural Education Program.; Virginia State Dept. of Education, Richmond. Agricultural Education Service.

Report No—AS-6

Pub Date 73

Note—51p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**\*Agricultural Education, \*Animal Science, Audiovisual Aids, \*Bibliographies, \*Instructional Aids, Livestock, \*Resource Guides, Textbooks, Vocational Education

The resource guide for animal science education is divided into six subject areas: general

animal science, beef, dairy, poultry, sheep, and swine. Within each of these areas, the guide provides bibliographic and availability data for relevant materials in the following forms: bulletins and circulars; textbooks; films, filmstrips, and slides; and commercial materials (literature, charts, aids). For each entry (other than textbook entries) the guide also includes a brief description of content. In addition, each entry is designated as primarily intended for student or teacher use. Finally, the guide lists addresses of relevant educational institutions, commercial companies, and textbook publishers. (JR)

**ED 112 098**

**CE 004 864**

**Bjoraker, Walter T.**

**A Course of Study in Farm Management. Instructional Series Number 4.**

Wisconsin Univ., Madison. Dept. of Agricultural and Extension Education.

Pub Date [72]

Note—56p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**Adult Education, \*Agricultural Education, Bibliographies, Course Content, \*Curriculum Guides, Farm Accounts, \*Farm Management, \*Farm Visits, \*Recordkeeping, Records (Forms), Secondary Education, Supervised Farm Practice

The course of study in farm management was planned primarily for use by instructors in farm training, production agriculture, and continuing education programs but could also be adapted for use in secondary level vocational agriculture programs. Written for a minimum of 20 hours of classroom instruction, the course material is supplemented by an outline of individual instruction to be conducted by the teacher during monthly visits to the enrollee's farm. Management procedures to be taught cover such areas as financial recordkeeping and analysis, income tax preparation, long range crop and livestock planning, and control of capital resources. Worksheets, inventory forms, sample ledgers, and reference lists are appended. (KH)

**ED 112 099**

**CE 004 865**

**Kohen, Andrew I. And Others**

**Women and the Economy: A Bibliography and a Review of the Literature on Sex Differentiation in the Labor Market.**

Ohio State Univ., Columbus. Center for Human Resource Research.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date Mar 75

Note—93p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors—**Attitudes, \*Bibliographies, Economic Research, \*Females, \*Labor Market, Labor Unions, Laws, \*Literature Reviews, Occupations, \*Sex Discrimination, Unemployment, Wages, Working Women

The first two-thirds of the document is a bibliography on women in the labor market which is divided into 27 categories and sub-categories, the major headings of which are: historical perspective, the supply of female labor in the labor market, earnings of women workers, occupations of women workers (covers occupational distribution, academic and non-academic professional occupations, clerical occupations, blue collar occupations, and service occupations), unemployment among women, women and unionism, attitudes of and toward women working, working women and the rule of law, home production and child care, edited collections of studies on the role of women, bibliographies and review articles, and miscellaneous. The remainder of the document reviews both the theoretical and the empirical literature on sex differentiation in the labor market and focuses on economic research on female/male differences in earnings and occupational assignment. The literature review determined that the sole consistent result of the empirical studies surveyed is that sex discrimination in the form of unequal pay for equal work is of little, if any, quantitative significance. A concluding table summarizes the empirical literature reviewed with respect to data sources and population studied, measure of earnings, statistical method, and explanatory variables and earnings ratio. (JR)

**ED 112 100**

**95**

**CE 004 866**

**Gray, Kenney E., Ed. Petrie, William J., Ed.**

**In-Service Vocational Education Personnel Development for the 1980's. Leadership Training Series No. 43.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date Jan 75

Note—158p.; Papers presented at the National Vocational Education Personnel Development Seminar (8th, Madison, Wisconsin, October 28-31, 1974)

Available from—Product Utilization, The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (No price given)

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors—**Agricultural Education, Educational Change, Educational Needs, Educational Philosophy, Educational Responsibility, Educational Strategies, Evaluation Methods, \*Inservice Teacher Education, \*Manpower Development, \*Performance Based Teacher Education, School Community Cooperation, \*Seminars, Teacher Certification, Vocational Education, \*Vocational Education Teachers

**Identifiers—**Canada, New York, Oklahoma, Texas

The report of the seminar on inservice vocational education personnel development contains the transcripts of 14 speeches and the reports of six discussion groups. The papers are organized under four main headings: the context of inservice education, which contains three papers on inservice education philosophy, requirements, and responsibility; industry, business, and education cooperation, which contains three papers on inservice personnel development programs and patterns in Texas, Oklahoma, and New York State; competency/performance based personnel development, which contains five papers on performance based teacher education programs for the general needs of vocational teachers and for the specific needs of agriculture teachers, and certification standards and needs; and models, strategies, and change, which contains three papers on an evaluation model, strategies of personnel development of vocational education in Canada, and change in the schools. The six discussion group topics are: principles and strategies of inservice personnel development; needs identification and program evaluation; supervising teachers; recertification and competency based standards; trends, issues, and problems in inservice teacher education; and career development for professional personnel. The seminar program and seminar staff are included. (JR)

**ED 112 101**

**CE 004 867**

**Day Care Administrator Training Project: Final Report.**

Wisconsin Univ., Madison, Univ. Extension.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date 30 Jun 73

Note—411p.; Page 2 is missing

**EDRS Price MF-\$0.76 HC-\$20.94 Plus Postage**

**Descriptors—**\*Administrative Principles, \*Administrator Education, Administrator Role, Cognitive Objectives, Course Content, \*Curriculum Development, Curriculum Guides, \*Day Care Programs, Educational Objectives, Evaluation, Interpretive Skills, Learning Experience, \*Program Administration, Task Analysis

The first 16 pages of the report describe the development of the day care administrator training project. They describe: the identification of 32 areas of administrative skill which the curriculum focuses on; the organization of the curriculum along Gagne's model through a task analysis of the terminal, enabling, and teaching objectives; and the development of instructional materials on the basis of cognitive organizers, that is, comprehensive, systematic statements of major learning constructs. The remainder of the report consists of appendixes: brief sample project visitation reports and a summary of results of a letter survey; a lengthy curriculum document, which for each of the 32 skill areas lists tasks, conceptual skills and knowledge, and possible training sources; a curriculum task analysis, which for 10

basic administrator skills specifies educational purposes, learning experiences, continuity and sequence and integration of skills, evaluation of learning experiences, and program evaluation; and teaching-learning transactions for the interpretive function, which contain a curriculum task analysis, a cognitive organizer, and teaching-learning transactions. (JR)

ED 112 102 CE 004 872

*Bloom, Barbara I.*

**Career Goals of Hospital School of Nursing Seniors. Report of a Survey.**

American Hospital Association, Chicago, Ill.

Pub Date 75

Note—73p.

Available from—American Hospital Association, 840 North Lake Shore Drive, Chicago, Illinois 60611 (\$3.00)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Choice, \*Career Planning, Clinical Experience, Employment, Factor Analysis, Health Occupations, Hospital Personnel, \*Hospital Schools, Job Applicants, Medical Education, \*National Surveys, \*Nurses, Nursing, Occupational Guidance, \*Specialization, Student Characteristics, Student Experience, Students, Tables (Data), Vocational Counseling

The report represents the results of a 1973 survey of senior students in hospital schools of nursing. Prepared by the American Hospital Association (AHA) Division of Career Information, the report is based on data compiled by the AHA Division of Survey Research. More than 11,000 students in 388 schools completed and returned a questionnaire which was divided into three major sections: career goals, career guidance, and individual information. Some of the questions required only checks, others required ranking factors in order of importance, and a few asked for open-ended responses. The study findings underscore the influence of the educational program on job selection. The major findings were that a large percentage of seniors expected to continue their education either on graduation or in the future, that the majority who had accepted job offers selected hospitals as their first employer, that clinical experience appears to influence choice of specialty, and that most students would be willing to work in manpower shortage areas. Several pages of comments interpreting the findings are followed by 41 tables of data. Among the appendixes are the survey questionnaire and tables showing breakdowns of data concerning AHA member and nonmember schools and States and regional data. (Author/AJ)

ED 112 103 CE 004 873

*Morgan, Fred, Roseen, Darien*

**Recruiting, Classification and Assignment in the All-Volunteer Force: Underlying Influences and Emerging Issues.**

Rand Corp., Santa Monica, Calif.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.

Report No—RAND-R-1357-ARPA

Pub Date Jun 74

Note—72p.

Available from—Rand Corporation, Santa Monica, California 90406 (ARPA order number 189-1, 3D20 Human Resources. No price given)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Administrative Change, Administrative Policy, Administrative Problems, Aptitude, Classification, Competitive Selection, Manpower Development, \*Manpower Needs, Military Personnel, \*Military Service, \*Military Training, Organizational Change, Problems, Qualifications, Quality Control, \*Recruitment, Research, Standards, Trend Analysis, Volunteers

Identifiers—\*Volunteer Army

With manpower considerations assuming an ever increasing importance for the Department of Defense, the report was prepared as part of a research program intended to bring new methodologies to bear on present and future military manpower problems. The report describes the All-Volunteer Force (AVF) recruiting, classification, and assignment (RCA) processes and examines the emerging issues surrounding those processes. Section 1 describes the operational characteristics of pre-Volunteer RCA; Section 2,

All-Volunteer RCA in terms of the major underlying influences shaping its development; and Section 3, the emerging issues and potential problems acting on RCA and their relationship to one or more of the underlying influences. Pre-Volunteer RCA was relatively simple; the most important influence was the virtual guarantee of a ready supply of high quality people to fill the needs of the Services. The absence of this guaranteed supply has been the dominant factor in shaping AVF adjustments and adaptations; seven major institutional influences acting on RCA are identified, and each relates to one or more emerging issue/problem affecting RCA. Six emerging issues are identified, which have in common a high degree of complexity and pervasiveness and which, together, constitute a major challenge to AVF management. (Author/AJ)

ED 112 104 CE 004 874

*Grant, Lee P. And Others*

**Horticulture Mechanics Course Outline. Teacher Education Series, Vol. 15; No. 11.**

Pennsylvania State Univ., University Park. Dept. of Agricultural Education.

Pub Date 74

Note—11p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Agricultural Education, Course Content, \*Curriculum Guides, Mechanical Equipment, Mechanical Skills, \*Mechanics (Process), \*Ornamental Horticulture, Post Secondary Education, Secondary Education, Unit Plan, \*Vocational Agriculture

The document provides 17 outlines of brief instructional units in mechanics, which are intended for incorporation into an existing program of study in ornamental horticulture at the secondary or postsecondary level. To facilitate the flexible use of the outlines, a grid is presented on which seven occupational areas (such as arboriculture, turfgrass maintenance, and greenhouse production) are matched with the appropriate mechanics unit (such as plumbing, hydraulics, tree tools, and irrigation systems). The units involve safety, simple mechanical skills, and the operation and maintenance, but not repair, of equipment, and cover both fall and spring semester work. The statements within units may be expanded into performance (behavior) objectives, which may then be broken down into task or skill units. (Author/AJ)

ED 112 105 95 CE 004 876

*Vose, George D.*

**The Self Directed Career Program as a Tool for Presenting Career Information to Ninth Grade Students.**

Bangor School Dept., Maine.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 30 Jun 74

Note—33p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Classroom Guidance Programs, Comparative Analysis, Grade 9, Guidance Objectives, \*Guidance Services, \*Junior High School Students, Occupational Guidance, Occupational Information, Pilot Projects, \*Program Evaluation, Self Directed Groups, \*Vocational Maturity

Identifiers—Career Guidance, Maine (Bangor)

The report covers a project in the Bangor junior high schools running from the first week in October 1973 to the last week in April 1974. The study sought to find a way to upgrade the career guidance program at the junior high level with little cost in counselor time. Three junior high schools supplied the ninth grade students to be used for experimental and control groups in the study. A pre-posttest decision with a control group was used for the first part of the test and a post-test only for the second part. In the first school the self-directed search (SDS) test without the use of the SDS kit was administered. In the second school the SDS kits were introduced into the experimental treatment. The third school was used as a control group and used neither the test nor the kits. The Crites Maturity Inventory was used to measure results to determine whether the SDS had stimulated students to seek career information on their own. Results were inconclusive. The third party evaluation (appended to the report) was conducted, recommending the use of SDS kits along with improvements in scheduling and more involvement of classroom teachers. (MU)

ED 112 106 95 CE 004 877

*Mocker, Donald W. Zinn, Lorraine M.*

**Adult Basic Education Teacher Certification Study.**

Missouri Univ., Kansas City. Center for Resource Development in Adult Education.

Spons Agency—Colorado State Dept. of Education, Denver. Div. of Adult Education; Office of Education (DHEW), Washington, D.C.

Pub Date Aug 75

Grant—OEG-73-5213

Note—72p.; For the ABE Teacher Competency Inventory, see CE 003 610; For reports from other States, see CE 003 368 (Puerto Rico), CE 003 367 (Iowa), CE 004 116 (Virgin Islands), and CE 004 387 (Idaho)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Adult Basic Education, Adult Education, \*Adult Educators, Knowledge Level, \*Performance Criteria, \*Surveys, Teacher Attitudes, Teacher Behavior, Teacher Certification, Teacher Evaluation, Teacher Response, \*Teaching Skills

Identifiers—Adult Basic Education Teacher Competency Inventory, \*Colorado

A competency inventory was used to determine those Adult Basic Education (ABE) teacher competencies which should be used as a basis for determining ABE Teacher Certification Standards for the State of Colorado. The survey instrument consisted of 170 previously established and validated statements of teacher competency. A sample of 36 ABE teachers (primarily female, ages 25-65) with three or more years of ABE teaching experience and recent ABE training were asked to indicate, on a scale of zero to seven, the degree to which a teacher should be able to perform each competency. The results, presented in tabular form, show the mean scores used to rank the competencies and the following categories into which they were classified to provide another format for viewing the data: scope and goal of adult education, curriculum instructional process, and ABE learner. Those competencies ranked in the top quartile were found to be critical in providing criteria for certification. Most critical competencies were in the instructional process category. A method for clustering competencies was suggested for use in developing courses for certification. Appended are a copy of the inventory and a 14-page computer printout of raw data from the survey. (MS)

ED 112 107 95 CE 004 878

*Sewell, Susan*

**A Comparative Analysis of Student Attitudes Toward Individualized and Traditional Instruction.**

Southwest Wisconsin Vocational-Technical School, Fennimore.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date Apr 74

Note—50p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., March 31-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Conventional Instruction, Educational Attitudes, \*Individualized Instruction, Post Secondary Education, Questionnaires, \*School Surveys, Student Attitudes, \*Student Opinion, Tables (Data), Teaching Methods, \*Vocational Education

To determine student attitudes toward traditional and individualized instruction, 152 students (92 males, 60 females) selected from the post-secondary instructional areas of agriculture, business, home economics, and trades and industry were surveyed for their opinions. The students responded to 25 statements about each type of instruction saying whether they strongly disagreed, disagreed, were uncertain, agreed, or strongly agreed with each statement. Findings indicate that students prefer individualized over traditional instruction, but they have favorable attitudes toward both methods suggesting that both types of instruction are needed. The survey instrument is appended. (MU)

ED 112 108 95 CE 004 879

*Douthit, Dorothy B. Lung, Julina*

**Samoan Demonstration Program. Final Report for FY 74-75; Volume 1.**

Hawaii Univ., Honolulu. Honolulu Community Coll. Kalihii-Palama Education Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date [75]  
Grant—OEG-9-73-0091

Note—60p.; For Volume 2, see CE 004 880  
**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
Descriptors—\*Adult Basic Education, Bilingual Education, Curriculum Development, \*Demonstration Programs, Information Dissemination, Material Development, Participant Characteristics, Program Descriptions, Tables (Data), \*Teaching Methods, Test Results, \*Vocational Education

Identifiers—Hawaii, \*Samoan Americans

Third year project activities, aimed at disadvantaged Samoans living in Hawaii, 20 Years of age or older, unemployed or underemployed, and unable to effectively compete for or maintain jobs, are summarized in the document. Third year's aims included: (1) providing basic education to 75 adult Samoans through vocational interest areas, (2) using innovative curriculum, including peer instruction, and (3) disseminating project materials and information. Basic education was taught in conjunction with sewing, auto mechanics, and consumer education classes, with the vocational involvement of the students motivating their learning of basic educational skills. Teacher evaluation of curriculum, a survey of instructional concepts developed over a three year period, the responsibilities assumed by peer tutors, and pre- and post-test results are provided. Dissemination efforts are discussed. The implementation of bilingual/bicultural teachers, advisory board members, and staff is seen to be a contributing factor to the success of the program, along with efforts to incorporate a concern for the total family unit into teaching methods. Descriptions of instructional materials used and developed, a list of those in contact with the program, reports on various dissemination projects, and a description of the Adult Basic Education tests used are appended. (LH)

**ED 112 109** 95 **CE 004 880**

*Douthit, Dorothy B. Lung, Julina*

**Samoan Demonstration Program. Final Report for FY 74-75; Volume 2.**

Hawaii Univ., Honolulu. Honolulu Community Coll. Kalihi-Palama Education Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [75]

Grant—OEG-9-73-0091

Note—88p.; For Volume 1, see CE 004 879

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
Descriptors—\*Adult Basic Education, Course Descriptions, Curriculum Development, Demonstration Programs, \*Instructional Materials, \*Sewing Instruction, \*Teaching Methods, Vocabulary Development, Vocational Education

Identifiers—Hawaii, Samoan Americans

The document, second of two volumes, presents sewing instructional materials developed in the third year of the project aimed at disadvantaged Samoans living in Hawaii, 20 years of age or older, unemployed or underemployed, and unable to effectively compete for or maintain jobs. Instructional materials are presented in two sets, with the first a 10 lesson series of instructional activities revolving around 50 basic sewing terms. The acquisition of basic educational skills is stressed through vocabulary development, reading, spelling, and writing lessons with practice sheets. Vocabulary lessons utilize both English and Samoan; other materials are presented in English only. Pre- and post-tests indicate progress, and the material may be taught in a group situation or individually. The second set of instructional materials consists of five information sheets that deal with practical sewing skills, with students moving at their own pace with the help of the instructor or peer tutor. Sewing skills include measuring for dress size, laying and cutting a pattern, hemming a skirt, stitching a straight seam, and hand stitching. The instructional materials were custom designed for the project and a discussion concerning other materials used is included in the first volume of the report. (LH)

**ED 112 110** **CE 004 882**

*Brennan, Mark F. Taylor, John E.*

**Self-Pacing a Gross Motor Skills Course: Crawler Tractor Operator, MOS 62E20.**

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.

Report No—HumRRO-TR-75-19

Pub Date Jun 75

Note—56p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Construction (Process), Construction Industry, Course Organization, Driver Education, Equipment, \*Individualized Programs, \*Job Training, \*Mechanical Equipment, Military Training, Peer Teaching, \*Performance Based Education, Performance Tests, Program Attitudes, Psychomotor Skills, Research Projects, \*Road Construction, Training Techniques  
As part of the Army's emphasis on performance-oriented instruction in training centers, a study was conducted to determine the feasibility of using self-paced instruction in a gross motor skills course. The Crawler Tractor Operator Course, a seven-week heavy equipment course conducted at Fort Leonard Wood, Missouri was selected for the study involving approximately 300 trainees. Findings indicate that in the self-pacing system, training managers can (a) train on additional pieces of equipment, if trainees are retained for the full seven weeks; or (b) achieve substantial savings in the time and training costs if the trainees are released for assignment upon their qualification in the crawler tractor operator skills. Other findings from the self-pacing study are: (a) the system permits trainees to proceed through the course at their own rate of learning, (b) the rate of learning correlates moderately with individual predictor scores, (c) the system is readily accepted by the trainees, (d) although instructor workload is heavier, motivation and morale are higher, (e) peer instruction can be used, and (f) the system is more economical and efficient. The self-paced performance tests and questionnaires used to sample trainee and instructor attitudes toward the program are appended. (Author/AJ)

**ED 112 111**

*Ward, Richard H. And Others*

**Police Robbery Control Manual.**

City Univ. of New York, N.Y. John Jay Coll. of Criminal Justice.

Spons Agency—National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Pub Date Apr 75

Note—90p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 027-000-00316-8, \$1.55)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—City Wide Programs, Crime, Law Enforcement, Manuals, \*Police, Police Action, Police Community Relationship, \*Prevention, \*Program Administration, Program Descriptions, \*Program Development, \*Stealing  
Identifiers—Police Education, \*Robbery Control

The manual was designed as a practical guide for police department personnel in developing robbery control programs. An introductory chapter defines types of robberies and suggests administrative and operational uses of the manual. Research and control strategies are reported according to five robbery types: street (visible and non-visible), residential, vehicle, and commercial. Robbery control projects in five cities (Miami, New York City, Denver, Kansas City, and Minneapolis) are described in detail. A chapter on developing a robbery control project presents a step-by-step process for analyzing the pattern of robberies in a community and planning actions to combat them. Techniques are described that can be adapted for use by police departments of any size. Other chapters deal in depth with organizational and operational problems, training curriculum and methods, and sources of funding. Appended items are: (1) synopsis of robbery programs in 30 cities including program title, descriptions, cost, and a contact for each; (2) analyses of robbery and assault in Worcester, Massachusetts; and (3) public information material used in some of the programs. A 71-item selected bibliography is also contained in the manual. (Author/MS)

**ED 112 112**

*Karger, Delmar W.*

**Management: A Suggested Adult Business Education Course: Instructor's Guide.**

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.

Pub Date 75

Note—34p.

**CE 004 883**

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Adult Education, Certification, \*Course Content, Course Descriptions, \*Management Education, Post Secondary Education, Secondary Education, \*Teaching Guides

The instructor's guide is intended as an aid in the presentation of a well-organized review course on management in preparation for the Certified Professional Secretary (CPS) Examination. This course can generally be covered in 10 sessions of three hours each and can be used at the secondary or postsecondary level. The 10 lessons cover the following topics: course introduction and definitions; organizations and behavioral science; staffing, compensating, and controlling; experimentation in management, decision making, and selection and training of personnel; other personnel functions; production management; management of marketing and distribution; labor relations, and research and engineering; population, social programs, business-government relations, mergers, and multinational businesses; and management techniques and practices for the CPS. Each lesson's content outline is presented with teaching suggestions and references. A bibliography for general and instructional use is included. (Author/EC)

**ED 112 113**

**CE 004 886**

*Chakonas, Paul Certner, Ira*

**Distribution and Analysis of Postsecondary Occupational Funds in New York State Under the Vocational Education Amendments of 1968; Fiscal Years 1970-74.**

New York State Education Dept., Albany. Bureau of Occupational Education Research.; New York State Education Dept., Albany. Bureau of Two-Year Coll. Programs.

Pub Date May 75

Note—58p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Administration, Budgets, Comparative Analysis, \*Educational Finance, Expenditures, \*Federal Aid, \*Post Secondary Education, \*Resource Allocations, School Funds, State Surveys, Statistical Analysis, Tables (Data), \*Vocational Education

Identifiers—\*New York, Vocational Education Amendments 1968

The report is the initial segment of a two-phase analysis of the distribution of Federal postsecondary occupational education funds in New York State. It examines the rationale behind New York's distribution of Federal funds as well as detailing the results of those administrative decisions. The document represents the first compilation of its kind and is intended to serve both as a model for reporting the distribution of Federal Vocational Education Act funds for postsecondary education and as a reference guide for the local administrator. Tables of data show how and where funds have been allocated over the five fiscal years of 1970-74 and provide a basis for making projections concerning trends for future allocations. Budgetary categories represented in the tables are: administrative, instructional, equipment, guidance and counseling, and staff development. Occupational clusters represented are: agriculture; distributive; health; office; trade, industrial, and service; engineering-related; and multi-occupations. (Author/AJ)

**ED 112 114**

95

**CE 004 890**

*Koble, Daniel E., Jr., Ed Bumstead, James G., Ed.*

**Improving Vocational Curricula in Local Education Agencies. Leadership Training Series No. 42.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date Mar 75

Note—153p.; Papers presented at the Annual National Leadership Development Seminar for State Directors of Vocational Education (7th, Columbus, Ohio, September 24-26, 1974)

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

Descriptors—Administrator Education, Career Education, \*Curriculum Development, Curriculum Planning, Diffusion, Educational Improvement, \*School Districts, Special Education, \*Staff Improvement, \*State Programs, \*Vocational Education

The 1974 seminar for State directors of vocational education focused on improvement of vocational curricula at the local education agency level. One hundred fifteen persons, representing 43 State vocational units, one territory, and Washington, D.C., attended the seminar. Special emphasis was given to processes and innovative concepts relating to professional development and self-improvement of State directors of vocational education and key members of their staffs. Guidelines and information papers were presented to explain and define methods that can be utilized by State vocational education personnel in discharging responsibilities in the field of curriculum development. The seminar covered the following areas: vocational education programs for persons with special needs (three papers); State level programs to facilitate the dissemination and implementation of new curriculum ideas (three papers); State level management information systems for curriculum improvement (three papers); curriculum changes and improvement in local education agencies (two papers); mechanisms and approaches to curriculum development (two papers); need for curriculum for State personnel development supervisors (one paper); and implementing career education programs (three papers). The full texts of all papers are included in the document. The seminar agenda and a program participant list are appended. (Author/EC)

**ED 112 115** CE 004 891

**Executive and Management Curriculum: General Management Training Institute. FY 1976.**

Civil Service Commission, Chicago, Ill. Regional Training Center.

Pub Date [75]

Note—14p.; For related documents, see CE 004 892-893

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Adult Education, Course Content, \*Course Descriptions, Decision Making, Educational Objectives, \*Institutes (Training Programs), Leadership Training, \*Management Development, \*Management Education, Professional Continuing Education

The document contains a general information sheet, a curriculum calendar for 1976, and course descriptions for the following General Management Training Institute courses: advanced management seminar, executive seminar, management and group performance, management of scientific and engineering organizations, managerial decision making, middle management institute, and workshop for middle managers. Each course description contains: a statement of the audience the course was designed for, a description and a list of objectives of the course, an explanation of the delivery methodology, a list of topics covered, and the cost. (JR)

**ED 112 116** CE 004 892

**Special Curriculum: General Management Training Institute. FY 1976.**

Civil Service Commission, Chicago, Ill. Regional Training Center.

Pub Date [75]

Note—22p.; For related documents, see CE 004 891 and CE 004 893

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Administrator Education, Adult Education, Behavioral Objectives, Course Content, \*Course Descriptions, Educational Objectives, \*Institutes (Training Programs), Leadership Training, \*Management Development, \*Management Education, Problem Solving, Professional Continuing Education, Team Training, Teamwork

The document describes the special curriculum course offerings for the General Management Training Institute. It contains a general information sheet, a curriculum calendar for 1976, and course descriptions for the following courses: administrative officer seminar, analyzing managerial key results areas and formulating objectives, creative problem solving, management briefing, management by objectives, management orientation, management of time, managing and improving work systems, organization development seminar, team building for organizational effectiveness, and understanding and managing human behavior. Each course description contains: a statement of the audience the course was designed for, a description and a list of the objectives of the course, an explanation of the delivery methodology, a list of topics covered, and the cost. (JR)

**ED 112 117** CE 004 893

**Supervisory Curriculum: General Management Training Institute. FY 1976.**

Civil Service Commission, Chicago, Ill. Regional Training Center.

Pub Date [75]

Note—17p.; For related documents, see CE 004 891-892

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Adult Education, Communication Skills, Counseling, Course Content, \*Course Descriptions, Educational Objectives, \*Institutes (Training Programs), Leadership Training, \*Management Development, \*Management Education, Professional Continuing Education, \*Supervisory Training

The document describes the supervisory course offerings of the General Management Training Institute. It contains a general information sheet, a curriculum calendar for 1976, and course descriptions for the following courses: basic management functions, basic management methods and skills, communicating and counseling, increasing (improving) supervisory skills, introduction to supervision, leadership and supervision, supervision and group performance, supervision in the public service, and management in practice. Each course description contains: a statement of the audience the course was designed for, a description and a list of the objectives of the course, an explanation of the delivery methodology, a list of topics covered, and the cost. (JR)

**ED 112 118** 95 CE 004 894

**Deshler, J. David And Others**

**Developing Community Services in the Seventies: New Roles for Higher Education.**

California Univ., Los Angeles. Lab. for Research on Higher Education.

Spons Agency—California State Postsecondary Education Commission, Sacramento.; Office of Education (DHEW), Washington, D.C.

Pub Date Apr 75

Note—127p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

Descriptors—Adult Education, Community Development, \*Community Service Programs, \*Educational Administration, \*Educational Economics, \*Educational Legislation, Educational Research, Federal Aid, Federal State Relationship, Government Role, \*Higher Education, Institutional Role, Predictor Variables, Program Development, Research Methodology  
Identifiers—California, \*Higher Education Act of 1965 Title I

The report on developing community services identifies effective alternative administrative structures and funding patterns which have enabled or could enable Title I efforts in the State of California to be expanded, continued, or adopted when Title I funding to institutions is diminished or terminated. The first of the report's six chapters is an introduction and overview. Chapter 2 describes the research methodology employed. Chapter 3 discusses the diversity of perspectives and interpretations which have been attached to such terms as continuing education, community service, community development, and public service, and offers a means of clarification based on the distinction between education-oriented, community-oriented, and broker-oriented Title I projects. Chapter 4 focuses on the nature of the strengthening and continuing process of continuing education and community services through developmental funding which has, in some cases, occurred as a result of the intervention of Federal Title I funding. Chapter 5 discusses the primary variables which have been found to affect the strengthening and continuing process for various types of efforts, and presents general conditions which have been found to be important to the continuation or persistence of community service efforts. Chapter 6 provides a summary and general conclusions of the study. (Author/JR)

**ED 112 119** 95 CE 004 895

**Mezirow, Jack And Others**

**Last Gamble on Education: Dynamics of Adult Basic Education.**

Adult Education Association of U.S.A., Washington, D.C.; Columbia Univ., New York, N.Y. Center for Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—178p.; Appendixes A and B have been deleted due to irreproducibility

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

Descriptors—\*Adult Basic Education, Adult Educators, Adult Students, Community Involvement, Education, Educational Finance, Educational Objectives, \*Educational Research, Paraprofessional School Personnel, \*Program Administration, Program Improvement, Student Characteristics, Teacher Characteristics, \*Urban Education

Identifiers—Paraprofessional Personnel

The book, the result of a two-year research project on urban adult basic education (ABE) develops comprehensive and analytical descriptions of significant aspects in the ABE program operation and classroom interaction, and the perspectives of those involved. The study was conducted in large city public schools throughout the country, and the information gathered is presented in chapter form, following an introduction stating methodology and rationale: ABE—The Only Game in Town points out divergent objectives and funding on local, State, and Federal levels; Classroom Dynamics describes student diversity, enrollment, conduct, failure syndrome, testing, teaching approaches, and discipline; The Students deals with motivational reasons for enrolling in terms of race, sex, and age; Teachers and Counselors supplies background and salary information, and perceptions of students and curriculum; Paraprofessionals supplies background and funding information, and defines job duties and recruitment-selection process; Directors explores background and perspectives on students, teachers, the program, funding, salary, and status; Hustling the Community discusses variables in achieving funding and facilities; Improving the Odds analyzes program improvements in terms of the students involved. (The document is indexed.) (LH)

**ED 112 120** CE 004 896

**Moore, Marjorie, Ed.**

**Future Role of Driver Licensing in Highway Safety.**

National Academy of Sciences - National Research Council, Washington, D.C. Transportation Research Board.

Report No—PB-240-943; TRB-SR-151

Pub Date 74

Note—59p.; Papers presented at the Annual Meeting of the Highway Research Board (52nd)

Available from—Transportation Research Board, National Academy of Sciences, 2101 Constitution Ave., N.W., Washington, D.C. 20418 (\$2.20) and National Technical Information Service, Springfield, Virginia 22161 (Order No. PB-240-943; HC-\$2.20, MF-\$2.25)

**Document Not Available from EDRS**

Descriptors—\*Certification, Diagnostic Tests, \*Driver Education, Educational Research, \*Traffic Safety

Identifiers—Computer Based Systems

The 10 papers in this special report are of interest to safety and enforcement officials, driver educators, and license administrators. They describe driver licensing from several viewpoints and discuss the past, present, and, most importantly, future roles of driver licensing in highway safety. A number of the authors agree that most current licensing practices do little to ensure that applicants possess the knowledge and skills required for safe driving. Most of the papers offer suggestions for research essential for development of better licensing processes. Such research is admittedly costly in both time and money, however, and is likely to suggest licensing and testing procedures that will further increase the cost of administration. (NTIS)

**ED 112 121** CE 004 898

**Cannon, M. Hamlin**

**Flying Training at West Point.**

Air Force Academy, Colorado Springs, Colo.

Report No—AD-A008-083/8GA

Pub Date Jul 70

Note—123p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (AD-A008 083/8GA; HC \$5.25, MF \$2.25)

**Document Not Available from EDRS**

Descriptors—\*Educational Change, Educational Programs, \*Flight Training, Graduate Surveys, History, \*Military Schools, \*Military Training, Program Attitudes, Program Evaluation, Questionnaires

Identifiers—Air Force Academy, \*West Point

During World War Two the United States Military Academy operated a three-year program of instruction. Superimposed on this abbreviated curriculum was full-scale pilot training program. The emphasis of this study is on the problems that arose as a result. Included is a summary of responses to a questionnaire on the value of the flying training which was sent to all living Military Academy graduates of the war years. The emergence of air power as a major factor in the victories of World War Two and the defense of the nation in the postwar years strengthened the conviction that only a separate air academy would enable the Air Force to fulfill the obligations placed upon it by the nation. The West Point experience furnished telling arguments in favor of the proposal. It was also invaluable to Air Force planners in determining the organization and curriculum of the Air Force Academy. (NTIS)

ED 112 122 CE 004 899

Flaim, Paul O. Gilroy, Curtis L.  
**Job Loss and Other Factors Behind the Recent Increase in Unemployment. Report No. 446.**  
Bureau of Labor Statistics (DOL), Washington, D.C.

Pub Date Jun 75

Note—8p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Age Differences, Blue Collar Occupations, \*Data Analysis, \*Employment Statistics, Job Layoff, \*National Demography, Racial Composition, Sex Differences, Tables (Data), Unemployed, \*Unemployment, Unemployment Insurance, Working Women, Youth Employment

Identifiers—\*Job Loss

Based on data assembled by the Bureau of Labor Statistics, the document analyzes the unemployment increase in terms of job leavers, re-entrants and new entrants into the job market, and job losers. The period analyzed runs from the fourth quarter of 1973, to the first three months of 1975. Data breakdown is by sex, race, and age, with the focus primarily on the category of job losers. Men under 56 years of age, with 18 percent of them black, have shown the largest increase in job-loss unemployment. Women account for one-third of job-loss unemployment, with those aged 45 and over showing a larger percentage. Occupational breakdown shows job loss unemployment highest among factory production workers with the relative increase higher for women than men. The increase in job-loss unemployment has been matched by the increase in unemployment insurance benefits drawn by workers under State programs. Unemployment rates for unemployed re-entrants, consisting mainly of women and blacks, rose 46 percent; new entrants, largely youths 16 to 19 years of age and one-fourth of them black, rose 37 percent; and job leavers showed little increase. Four tables and six graphs supplement the document. (LH)

ED 112 123 CE 004 900

Brantner, Seymour T. And Others

**Non-Pedagogical Competencies of Teachers. Vocational Technical Research Report Vol. 13, No. 6.**

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Pub Date Jul 75

Note—58p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Occupational Tests, \*Predictive Ability (Testing), Questionnaires, Teacher Certification, \*Teacher Evaluation, Teacher Qualifications, \*Teaching Skills, \*Vocational Education Teachers

The process for the certification of teachers has changed over the years reflecting a transition in the qualifications and background required from a teacher. A common requirement in all States for vocational teachers is actual occupational employment and, in Pennsylvania, an additional requirement is the completion of the occupational competency examination. To determine whether occupational competency evaluation scores are a valid indicator of subject competency, a five-year study of 107 full-time vocational teachers was conducted. Data were collected using a 17-item questionnaire designed to measure subject matter competency of teachers through ratings by their supervisors. An 86 percent return resulted. Occupational competency evaluation scores were obtained from the files in

the Department of Vocational Education of the Pennsylvania State University. Relationships between performance scores and supervision ratings were correlated. Results are tabulated and discussed. The occupational competency areas in carpentry, drafting, electronics, and machine shop were correlated and tabulated according to performance, written portion of the occupational competency evaluation, and supervisors' ratings. The fact that no evidence of a relationship between occupational competency evaluation scores, subject competency, and supervisors' ratings was found is discussed. Bibliographies and the instrument used are appended. (EC)

ED 112 124 CE 004 901

Songe, Alice H., Comp.

**Vocational Education: Secondary and Post-Secondary, 1967-1972; An Annotated Bibliography.**  
National Advisory Council on Vocational Education, Washington, D.C.

Report No—NACVE-2Z20295060

Pub Date Sep 72

Note—59p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Annotated Bibliographies, Educational Legislation, Educational Programs, Educational Research, Federal Legislation, Federal Programs, \*Post Secondary Education, Program Administration, Program Evaluation, Program Planning, \*Secondary Education, \*Vocational Education

The document is a supplement to "Vocational Education; an Annotated Bibliography of Selected References, 1917-1966 (Below College)." It provides a list of materials which emphasize the evaluation of vocational education programs in secondary and postsecondary vocational education, trends in management and cost effectiveness, history of legislation, suggestions for improvement of existing programs, and plans for future ones. Titles are arranged alphabetically by author under the categories: books and monographs, periodical articles, and unpublished doctoral dissertations. A subject index provides access to the entries. (Author/LH)

ED 112 125 CE 004 903

**Supervision and Group Performance; Instructor's Guide: Interagency Training Program.**

Civil Service Commission, Washington, D.C. Bureau of Training.

Pub Date 75

Note—253p.; Revised edition of ED 053 372

EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage

Descriptors—Behavior Change, Behavior Theories, Communication (Thought Transfer), Curriculum Guides, Decision Making, Employee Attitudes, Group Discussion, \*Group Dynamics, Leadership Styles, Learning Activities, \*Lesson Plans, Management Games, Motivation, Personnel Management, Problem Solving, Resource Guides, Role Playing, \*Supervisory Training, \*Teaching Guides, Teaching Methods

The instructor's guide to the course designed to acquaint supervisors, with such behavioral science theories as motivation, leadership, group dynamics, and change, stresses student participation through group discussion, role-playing, incident-process case discussion, and management simulation or games. The course is organized around four themes (each containing several topics): individual employee (motivation, motivation-hygiene theory, job enrichment, management by objectives, and labor management relations); individual supervisor (leadership styles and communication); employee as part of a group (group decision-making and formulation of primary groups); and supervisor as part of a group (specific leadership roles within groups, resistance to change, and problem solving). For each topic (as well as for an introductory section) the guide provides: (1) preparation information including a statement of behavioral objectives and notes to the instructor covering the purpose of the module, main concepts, typical participant reactions, any special advance preparation, reading sources for each module, necessary visual aids and materials, and applicable trade secrets; and (2) a presentation guide which is divided into a right and a left hand section, the former containing detailed topic presentation, and the latter providing, at appropriate points, basic teaching process instructions. Fifty-six pages of course handouts are appended. (JR)

ED 112 126 CE 004 904

**A Survey of Plans for Education and Careers [of the Iowa High School Class of 1975].**

College Entrance Examination Board, Evanston, Ill.

Spons Agency—Iowa State Higher Education Facilities Commission, Des Moines.

Pub Date 75

Note—115p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—\*Career Planning, \*High School Students, Questionnaires, \*Seniors, Student Attitudes, \*Student Characteristics, \*Surveys, Tables (Data)

Identifiers—\*Iowa

Forty-nine Iowa high schools enrolling almost 12 percent of the 1974-75 seniors participated in a survey of career and educational goals to discover the postsecondary plans of high school seniors and to lead to improved services to the students. The survey consisted of a 68-item questionnaire, augmented by 20 local questions; 5,766 questionnaires were returned. A description, extensive tabulation, and comparison of the participating schools are given in terms of location, size of the senior class, percentage of senior class entering postsecondary education, number of guidance counselors, and the majority race enrolled in the school. Other areas surveyed and tabulated were: students and their plans for further college education; their jobs and working patterns; their academic performance in high school; their self-perception on career related characteristics; and the role of the family's income, working status, and attitude towards post-high school activity. The results of the survey are analyzed and discussed. A list of participating schools, letters to the schools, survey of local questions, and survey instructions are appended. (Author/EC)

ED 112 127 CE 004 913

Mountain, Norma M.

**Model Career Resource Centers in Schools for the Systematic Purposeful Use of Career Information Supported by a State Information Preparation Agency. Final Report.**

North Hills School District, Pittsburgh, Pa.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Pub Date 30 Jun 73

Note—24p.; Appendix D has been deleted because it is not reproducible in microfiche

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Career Education, Career Planning, \*Educational Resources, \*Information Systems, Models, \*Resource Centers, Secondary Education, \*Vocational Development

Identifiers—\*Career Information Centers, Pennsylvania (North Hills)

The system for delivering career development information to the school personnel and 3,500 students in grades 9-12 in the North Hills schools outside Pittsburgh is described. Objectives of the career resource center were to make available career information, assist in its utilization, and provide professional help to students in their career planning. An internal evaluation of the center is reported in which the regular guidance program and the resource center program are compared using a student survey and detailed records of resource center use. A listing of career resource center equipment and materials, North Hills High School's career development objectives, and its related course offerings are appended. (MU)

ED 112 128 95 CE 004 914

Gray, Kenneth C.

**An In-School Job Placement Service for Secondary School Students. Final Report.**

Mount Ararat School, Topsham, Maine.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Maine State Dept. of Educational and Cultural Services, Augusta. Bureau of Vocational Education.

Pub Date 30 Jun 75

Note—73p.; Portions of the Appendix have been retyped so that they will reproduce in microfiche

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Educational Legislation, \*High School Students, Job Application, \*Job Place-



ment. \*Program Descriptions, Program Development, Secondary Education, Student Employment, Student Placement Identifiers—Maine

A job placement model, integrated into an existing guidance program, was developed, field tested, and evaluated in the Mt. Ararat School, Maine. The project focused on nine priorities related to job placement, job development, job-seeking and keeping skills, and followup services. Objectives, procedures, and methods of evaluation were set up for each priority. The process was divided into five major areas in which specific activities were conducted: needs assessment, job development, student development and placement, followup (post-graduate and undergraduate), and evaluation. A placement team approach was developed as a model for small schools with limited guidance staff. A successful program was established which led to the writing of legislation to provide similar services to all Maine high school graduates. Conclusions relate to each of the five activity areas and show that the need for job placement among high school students can best be met by existing guidance staff or by a placement team. Five recommendations for promoting job placement in secondary schools are stated. Appended materials (24 pages) include forms used in assessment, development, and evaluation activities; a copy of the legislation; and a 20-item bibliography. (MS)

ED 112 129 95 CE 004 915

Sommer, Sharon L.

Career Development Outreach Program Exemplary Project. Final Report.

Maine Univ., Farmington. Center for Educational and Career Development.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Maine State Dept. of Educational and Cultural Services, Augusta. Bureau of Vocational Education.

Pub Date 30 Jun 75

Note—46p.; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Career Education, Career Planning, Demonstration Projects, \*Outreach Programs, Post Secondary Education, Program Descriptions, Questionnaires, School Community Programs, \*Student Volunteers, \*Surveys, \*Vocational Development, Vocational Education

Identifiers—University of Maine Farmington

The document is the final report of the career development outreach project. The project was designed to actively involve a systematic program of career education, dissemination of occupational information, and career guidance. The project was to make the target population (students, faculty, and staff at the University of Maine at Farmington and individuals referred by community agencies) cognizant of the career resources available to them when making career choices and also to encourage the target population to make their career decision based on realistic information. The functions (individual counseling, testing, placement, community service, group counseling, and resource library) of the center have been tested over the years and proven successful. Survey instruments, forms, and instructional material are appended. (KB)

ED 112 130 95 CE 004 916

Harrison, Grace F. Shay, Alyce W.

Occupational Home Economics Curriculum Guide in Human Services.

Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.

Pub Date [75]

Note—197p.

EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage

Descriptors—\*Bibliographies, \*Child Care Occupations, \*Curriculum Guides, Geriatrics, Grade 11, Grade 12, Home Health Aides, \*Human Services, Learning Activities, \*Occupational Home Economics, \*Secondary Education, Skill Development, Vocational Education

Identifiers—Connecticut State Department of Education

The curriculum guide is an effort to help teachers plan and implement a course in human services. The program is designed for students in grades 11 and 12 who terminate their education after completion of high school. The course

prepares students for entry level skills as child care aides, geriatrics aides, or convalescent aides. The sections are organized as follows: overall topics, emphases, specific objectives, learning experiences, evaluation techniques, and resource materials. There are several suggested learning experiences under each general objective. (KB)

ED 112 131 95 CE 004 917

Priebe, Donald

Farm Management Education Record Analysis Systems Research and Development Project. Final Report. Research Series No. 5.

North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.; North Dakota State Univ., Fargo. Dept. of Agricultural Economics.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Nov 73

Note—49p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Adult Farmer Education, \*Agricultural Education, Developmental Programs, Farm Accounts, \*Farm Management, \*Management Information Systems, Program Descriptions, State Programs, \*Vocational Agriculture

Identifiers—\*North Dakota

To extend the opportunity for increasing the management efficiency of North Dakota farmers, this program for aiding farm managers and operators was undertaken in July 1971. Objectives, activities, current status of the program, summary, and conclusions are outlined here. Objectives included designing and implementing a records system, providing technical assistance to teachers conducting local programs, and establishing a data bank of information concerning annual farm records in North Dakota. A flow chart of activities, preservice and inservice education for agriculture teachers, and the responsibilities of a State coordinator are outlined. In November 1973, nine schools in the State were conducting programs and estimates for 1974 enrollment indicate a substantial expansion. (MU)

ED 112 132 CE 004 918

Goldstein, Irwin L.

Training: Program Development and Evaluation. Behavioral Science in Industry Series 2.

Pub Date 74

Note—231p.

Available from—Brooks/Cole Publishing Company, 10 Davis Drive, Belmont, California 94002 (\$5.95)

Document Not Available from EDRS

Descriptors—\*Educational Programs, Evaluation Methods, Instructional Programs, Learning, \*Program Development, \*Program Evaluation, \*Teaching Methods, \*Training Techniques, Transfer of Training

Written for students and practitioners who are interested in the systematic development and evaluation of training programs, the document presents a framework for examining current efforts and establishing new instructional programs in education, business, and government environments. Part 1: Assessment and Evaluation, six chapters, presents an instructional systems approach to development and evaluation of programs, and describes three necessary components for establishing an instructional program: (1) specifying objectives in relation to need-assessment, (2) establishing success measuring criteria, and (3) examining program validity and control exerted by experimental designs. Part 2: The Learning Environment, two chapters, examines the theoretical and empirical bases of learning, emphasizing basic as well as complex determinants of transfer of learning. Part 3: Instructional Approaches, three chapters, discusses a variety of training techniques in terms of program description, evaluation, and problem areas faced by the researcher and practitioner. Epilog, Instructional Programs: A Recapitulation lists three suggestions for future research activity: (1) the use of empirical measurement techniques to determine objective achievement, (2) the examination of combined technique approaches, and (3) the evaluation of programs through relevant multiple criteria. (LH)

ED 112 133 CE 004 919

Bennett, Cliff, Ed. And Others

Comparative Studies in Adult Education: An Anthology. Occasional papers No. 44.

Pub Date Aug 75

Note—257p.; Syracuse University Publications in Continuing Education

Available from—Publications in Continuing Education, Syracuse University, 224 Huntington Hall, Syracuse, New York 13210 (\$9.00)

Document Not Available from EDRS

Descriptors—\*Adult Basic Education, \*Adult Education, Adult Education Programs, \*Anthologies, \*Bibliographies, \*Comparative Education, Program Descriptions, Research Methodology, State of the Art Reviews

Prepared to assist students and teachers, the document is a collection of 21 papers and a bibliography that have been screened for validity and usefulness at the Ontario Institute for Studies in Education. The papers, some being published for the first time, are arranged in four parts: (1) Overviews (two papers) discusses comparative education categorically and in broader terms of Canadian and African experience; (2) Methodology; General (six papers) defines philosophical, problematic, scientific, typological, and comparative approaches to comparative education; (3) Methodology: Specific to Adult Education (five papers) focuses on comparative education and its influence upon adult education through history, an analytical model, and cultural diffusion; (4) Examples of Application (eight papers) discusses simulation as a teaching method, four strategies for a comparative approach to continuing education, the Canadian Indian, societal and educational differentiation, educational values in a cross-national approach, and vocational training and higher education in the United Kingdom and France, Europe, Australia, and Canada. The bibliography lists 292 titles in English, French, and German which analyze or describe adult education in two or more countries. An introduction and initial paper examine current points of view. (LH)

ED 112 134 95 CE 004 920

Program and Curriculum Guide for Vocational Agriculture/Agribusiness in South Dakota.

South Dakota State Div. of Vocational Education, Pierre.; South Dakota State Univ., Brookings. Dept. of Agricultural Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [74]

Note—159p.

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—\*Agribusiness, \*Agricultural Education, Agricultural Occupations, Course Content, \*Curriculum Guides, Information Sources, Occupational Information, Off Farm Agricultural Occupations, \*Program Descriptions, Program Evaluation, Reference Materials, Resource Guides, \*Vocational Agriculture

The guide is designed for use by agricultural instructors, administrators, supervisors, school boards, and others who are involved in planning instructional programs for vocational agriculture/agribusiness education in high schools and adult education. Part 1 details information pertaining to the administrative aspects of program development, management, and evaluation. It discusses content areas, supporting areas of instruction, adult education, multi-district programs, and total career education in agriculture, that will prepare individuals for job entry and upgrade their occupational training. The process of evaluating such a program is outlined in detail. Part 2, about three-fourths of the document, deals with instruction and outlines, instructional content areas, and supporting areas in agricultural production: animal science; agronomic science; agricultural business management, economics, and marketing; agricultural supplies/services; agricultural mechanics; agricultural products; ornamental horticulture; agricultural resources; supervised occupation experience; and Future Farmers of America. For each it gives a list of examples of performance objectives, occupational titles, and content outline. It also gives lengthy lists of bibliographic sources, references, and instructional aids. Suggested lists of facility and equipment specifications and a sample four year program in vocational agriculture are appended in detail. (Author/EC)

ED 112 135 CE 004 921

Bulcock, Jeffrey W. And Others

The Elm Study: A Statistical Description of the University and Labour Market Linkages of Three Cohorts of Memorial University of Newfoundland Graduates.

Memorial Univ., St. John's (Newfoundland). Faculty of Education.

Pub Date Jan 73

Note—149p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**  
 Descriptors—Attitudes, \*College Graduates, Data Collection, \*Employment Experience, \*Graduate Surveys, Higher Education, Participant Characteristics, Questionnaires, \*Relevance (Education), \*Tables (Data)

Identifiers—Newfoundland

The document presents tabulations of data obtained by means of a 14-page questionnaire mailed to a random sample of 1960, 1965, and 1970 Memorial University of Newfoundland graduates, in 1972. Five hundred usable returns were obtained out of a potential 950, and information on biographic and demographic characteristics, career development, professional attitudes, and evaluation of the university and education was obtained. By using comparisons between the three cohort groups, answers to specific practical questions can be obtained regarding relevance of education to occupation, areas of educational irrelevance, difficulty of obtaining jobs upon graduation, financial support for degree training, job seeking patterns, and attitudes and values regarding educational, political, and social issues. Future use of the data in terms of analysis is planned and will include multivariate model building efforts to identify sociological and social psychological processes of the questionnaire population. Sampling design, research procedure, and findings are discussed and a reference list is provided. The questionnaire, followup letters sent, and 36 tables of data without verbal commentary are appended and make up the bulk of the document. (LH)

ED 112 136

CE 004 922

Miller, Larry E. Hinkle, Dennis

**A Study of the Exploratory Agriculture Programs in Virginia.**

Virginia Polytechnic Inst. and State Univ., Blacksburg. Agricultural Education Program.

Pub Date 30 Jun 73

Note—40p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Agricultural Education, \*Curriculum Development, \*Educational Research, Junior High Schools, \*Program Evaluation, Questionnaires, \*School Surveys, State Programs, Statewide Planning, Tables (Data)

Identifiers—Exploratory Agriculture, \*Virginia

Lack of a curriculum guide, resource guide, and overall guidance prompted the State Agricultural Science and Mechanics Committee to survey the instructors of exploratory agriculture programs in the State in order to develop objectives, goals, and resource materials for the program. Opinions were sought from all of the teachers and supervisors concerning the nature of exploratory agriculture programs in Virginia and the teaching modules such a program should include. (Of those surveyed, 96 percent of exploratory agriculture programs are being implemented at the 6-8 grade level; 4 percent at the 4-5 grade level). A questionnaire was developed and mailed to the invited sample, and the data received from 27 usable returns were compiled and analyzed. Findings led to the following conclusions: (1) curriculum development is needed for the program, with written objectives, guides, and teaching materials; (2) a career education focus with guidance, counseling, and adequate record keeping is recommended; (3) with growth of the program, additional funding will be required; and (4) inservice as well as preservice will be needed for teacher training in the area of exploratory agriculture. (Author/MU)

ED 112 137

CE 004 925

Main, Ray E. Harrigan, Robert J.

**Computational Performance of Group IV Personnel in Vocational Training Programs. Final Report.**

Navy Personnel Research and Development Center, San Diego, Calif.

Report No.—NPRDC-TR-75-23

Pub Date Feb 75

Note—31p.; For a related document, see CE 004 926

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Adult Basic Education, Course Descriptions, \*Course Evaluation, Individualized Instruction, Low Ability Students, \*Military Personnel, Military Training, \*Remedial Instruction, \*Remedial Mathematics, \*Teaching Methods, Test Results, Tests

Identifiers—Navy

The document evaluates Navy Group Four personnel gains in basic arithmetic skills after taking experimental courses in linear measurement and recipe conversion. Categorized as Mental Group Four by receiving scores from the 10th to the 30th percentile of the Armed Forces Qualification Test, trainees received instruction tailored to the level of their abilities and presented within a vocational context. Instruction in measuring linear dimensions was given to 26 Group Four trainees and recipe conversion was taught to 17 Group Four trainees and 23 Commissaryman personnel. All trainees worked individually and at their own rate, with test results showing Group Four personnel achieving proficiency in only some of the required skills. Concluding that mathematical learning capacities of Group Four personnel did not appear to be adequate for learning to perform typically required computational tasks of Navy enlisted men, despite experimental changes in coursework presentation, it is stated that the nature of the difficulties experienced by this group must be clarified before further improvement in training can be accomplished. Tabulation of test results is included and descriptions of meld test problems, the recipe conversion test, and the diagnostic mathematics quiz are appended. (LH)

ED 112 138

CE 004 926

Main, R. E.

**Computational Achievement of Group IV Trainees With a Self-Study Format: Effects of Introducing Audio, Withdrawing Assistance, and Increasing Training Time. Final Report.**

Navy Personnel Research and Development Center, San Diego, Calif.

Report No.—NPRDC-TR-75-11

Pub Date Sep 74

Note—42p.; For a related document, see CE 004 925

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Adult Basic Education, Audiovisual Instruction, Course Descriptions, \*Course Evaluation, Low Ability Students, \*Military Personnel, Military Training, \*Programed Instruction, Remedial Instruction, \*Remedial Mathematics, \*Teaching Methods, Test Results, Time Factors (Learning)

Identifiers—Navy

The document evaluates Navy Mental Group Four personnel gains in competency of basic communication and computational skills after taking the Practical Arithmetic Self-Study course. Categorized as Group Four by receiving scores from the 10th to the 30th percentile on the Armed Forces Qualification test, trainees received instruction in computational skills up to a ninth grade level of difficulty through three techniques: audio instruction, minimizing direct assistance, and increasing time of study. Audio instruction techniques included reducing reading requirements and the visual complexity of presentation, with neither method improving test scores. Withdrawal of assistance and extension of training time were combined techniques that produced improvement in test scores. Less than half of the trainees involved in the study were able to achieve a ninth grade level, making their performance of typically required computational tasks of Navy enlisted men uncertain. More effective training approaches will have to be developed along with a determination of the nature of difficulties experienced by Group Four personnel. Tabulation of test results are included and the arithmetic operations quiz, attitude questionnaire results, and evaluation of audio techniques, and a sample of standard and audio versions of course material are appended. (LH)

ED 112 139

CE 004 927

**Careers in Industrial Sewing for the Apparel Manufacturing Industry: Teacher-Student Guide.**

American Apparel Manufacturers Association, Arlington, Va. Education Committee.; Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.

Note—95p.; Photographs in text will not reproduce in microfiche

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*Job Training, \*Needle Trades, \*Sewing Instruction, Study Guides, \*Teaching Guides, Trade and Industrial Education

Identifiers—\*Industrial Sewing

The teacher-student guide has been developed as a service to schools in an effort to help them

organize and operate meaningful courses in apparel manufacturing. For the school it furnishes practical information in implementing the course, such as facility design, equipment requirements, and teacher selection. For the teacher it provides a curriculum guide and instructional material. For the student it provides an interesting introduction to the industry, as well as an opportunity to learn skills that may lead to a career in the apparel industry. A systems approach to facilitate learning and motivate students to develop competencies in apparel manufacturing industry has been attempted. Individualized instructional procedure has been sequenced in eight illustrated units (apparel industry orientation, industrial sewing machine, machine operation, basic machine control, motion economy, basic industrial sewing operations, gauges and folders, and overview of other machine types) to aid students in developing skills and performing tasks required to become competent in a specific job or a series of industrial sewing jobs. The design includes concepts, instructional objectives, learning experiences, and evaluations based on task identifications and analysis. Information on suggested methods of instruction, teacher orientation, and requirements for establishing an apparel manufacturing course are appended. (Author/EC)

ED 112 140

95

CE 004 928

**Arkansas: Guidebook for Career Orientation.**

Arkansas State Dept. of Education, Little Rock.

Div. of Vocational, Technical and Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 74

Note—418p.

**EDRS Price MF-\$0.76 HC-\$20.94 Plus Postage**

Descriptors—Behavioral Objectives, \*Career Planning, Curriculum Guides, Grade 7, Grade 8, Grade 9, Instructional Materials, Job Application, Jobs, \*Junior High Schools, \*Occupational Clusters, \*Study Guides, \*Teaching Guides, Testing

Identifiers—Arkansas, \*Career Orientation

The guide book has been prepared to assist teachers with career orientation for grades seven, eight, and nine. There are two parts to each unit in the guidebook: (1) the teacher section consists of teacher objectives, suggested teaching activities, factors to consider, and references; (2) the student section consists of student behavioral objectives, a pretest, general information, and review questions. Units covered include: self-understanding for success in the world of work; general study of occupational clusters and exploring selected occupations; making a long range training plan; procedure for seeking, getting, and keeping a job; and a career and society. Suggested guidelines for speakers, a student personal data form, an outline for notetaking, a guide for occupational information, and an evaluation of teacher-pupil class activity are appended. (Author/KB)

ED 112 141

88

CE 004 930

Benedict, Mary And Others

**Orientation to Health Occupations: Curriculum Guide for Health Occupations, Phase 2.**

Nevada State Dept. of Education, Carson City.

Div. of Vocational-Technical and Adult Education.; Nevada Univ., Reno. Research and Educational Planning Center.; Washoe County School District, Reno, Nev.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 73

Contract—OEC-0-70-4782(361)

Note—37p.; For Phases 1 and 3 see CE 004 929 and CE 004 931 respectively; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Career Education, \*Curriculum Guides, Elementary Secondary Education, Health Occupations, \*Health Occupations Education, Nursing, \*Unit Plan

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

The document outlines a curriculum designed to teach appropriate nursing skills to students and to prepare them for career opportunities available in health occupations. It is presented in 10 units offering basic information under the headings of:

overview of health occupations; communications; medical terminology; fundamental principles of human relationships and personal characteristics of health care workers; body systems; ethical practices and legal considerations for health care personnel; microbiology related to health and disease; care of equipment; safety factors in health care facilities; and nursing skills. Each unit states its particular objectives and is divided into several topics for learning. A bibliography of books and films is given arranged by topics; suggestions for field trips and possible speakers from different disciplines are listed. (EC)

ED 112 142 CE 004 932

Day, Gerald F.

**A Resource Guide for the Maryland Plan's Group Project and Line Production.**

Maryland Univ., College Park. Dept. of Industrial Education.

Pub Date 75

Note—72p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Charts, \*Educational Programs, Group Instruction, Industrial Arts, \*Industrial Education, \*Industrial Structure, Industrial Training, \*Junior High Schools, Occupational Information, State Programs, Vertical Organization

Identifiers—Maryland, Organization Charts

This guide was developed for teachers who are using the Maryland Plan's group processes—the group project and line production methods. The guide is divided into four sections. The first section is an overview of the entire Maryland Plan. It describes the program which provides high school industrial arts students, from seventh grade through ninth grade, with a theoretical and practical understanding of the role of industry and technology. The second section contains information and examples of industrial personnel organization charts. It discusses organizational and content structure according to types of authority, project organization and management, and examples of organization charts. The third and largest section includes job descriptions and related information to define the various positions in a company's organization covering: the purpose of the job, responsibilities, and other typical titles for that position. This information is included because role playing is one of the primary learning experiences in the group processes. Information about industrial forms and materials are included in the last section. Form design, form control, form design checklist, and form references are given for the maximum promotion of manufacturing objectives. A bibliography is included. (Author/EC)

ED 112 143 95 CE 004 933

**Pre Vocational Interdisciplinary Education: Consumer and Homemaking, Industrial Arts, Mathematics. 8th Grade.**

Devils Lake Public School District 1, N. Dak.; North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Vocational and Technical Education.

Pub Date [75]

Note—65p.; Pages 53 and 55 have been removed because they were copyrighted

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Career Education, \*Career Exploration, Consumer Education, Curriculum Guides, Grade 8, \*Home Economics Education, \*Industrial Arts, Interdisciplinary Approach, \*Learning Activities, Mathematics Instruction, Prevocational Education, Secondary Education, Unit Plan

The guideline presents two 12-week courses involving an interdisciplinary, partly coeducational, prevocational career exploration program in consumer and homemaking and industrial arts at the eighth grade level, and also a supplementary mathematics program. It is designed to give students an opportunity to explore occupations for themselves and to appreciate the occupations of people in both fields. The first part outlines a 12-week course in Home Economics and suggests activities in the following consumer and homemaking areas: food service careers, child care, clothing and consumer education, housing, employability, and self development. Each activity includes: purpose, objective, activities, materials, and evaluation. The 12-week Industrial Arts

course is intended to instill in the student an attitude and understanding toward tools, processes, techniques, and organization within the construction cluster. Activities in the following areas are described: safety, draftsman, employee-employer relationships, surveyor, heavy equipment, electrician, plumber, bricklaying and masonry, tools and equipment, and construction. Each suggestion includes purpose, procedure, and activities. The math program is designed to acquaint students with the uses of mathematics in all aspects of life using examples from home economics, construction, and family budgeting. (Author/EC)

ED 112 144 CE 004 936

Garner, C. William And Others

**Vocational-Industrial Teacher Education at the Pennsylvania State University: An Examination of Program and Student Characteristics.**

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Pub Date Nov 74

Note—139p.

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—Comparative Analysis, Educational Research, Teacher Certification, \*Teacher Education, \*Teacher Evaluation, \*Teacher Qualifications, Teaching Quality, \*Vocational Education Teachers, Work Experience

In the past a person with 12 years of work experience in an occupational skill to be taught was considered more desirable than a person with six years. The question of whether there is a correlation between the length of occupational experience as a valid indicator of the quality of the teacher is examined. There are two ways whereby a person with an occupational skill can become a vocational-industrial teacher: the traditional four-year baccalaureate program, and the certification program. Data were collected on the selected personal, professional, and academic characteristics of 63 students enrolled in the Penn State baccalaureate program, 129 students in the certification program, 28 certificate holders, and 23 baccalaureate graduates. The procedures used in this study are described: the selection of population and sample, investigation of the characteristics, and data collection and computer analysis. Conclusions regarding the differences in the two programs are discussed. Research indicates that the number of years of occupational experience has little effect on the outcome of the trade competency examination and that the results of the trade competency examination cannot be used as a predictor for teaching or academic success. References and the format used are appended. (EC)

ED 112 145 95 CE 004 937

**Career Development Education Planning Model: K-12: Including the Fourth R.**

Anchorage Borough School District, Alaska.

Spons Agency—Alaska State Dept. of Education, Juneau. Div. of Vocational Education.; Office of Education (DHEW), Washington, D.C.

Note—59p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Career Awareness, \*Career Education, Career Exploration, Community Involvement, Decision Making, \*Educational Planning, \*Elementary Secondary Education, Interpersonal Relationship, Job Skills, Leisure Time, \*Models, Self Concept, State Curriculum Guides, \*Vocational Development, Work Attitudes

Identifiers—Alaska

The Alaskan career development education program is a joint school/community systematic approach that provides career awareness in grades K-6, career exploration in grades 7-9, and career preparation in grades 10-12. Some significant reasons for a career development program in Alaskan schools include the very high State unemployment rate, the emergence of native regional and village corporations which require staffing, and the special needs of ethnic minorities. The main areas of the planning model are (1) work, (2) leisure, (3) planning and decision making, (4) home and community involvement, (5) basic studies and occupational preparation, and (6) self-knowledge and interpersonal relationships. A set of concepts, clarifying and defining each area, is further translated into developmental goals, objectives, and activities for Level

One (grades K-3), Level Two (grades 4-6), Level Three (grades 7-9), and Level Four (grades 10-12). (EA)

ED 112 146 CE 004 939

Tuttle, Thomas C. And Others

**Dimensions of Job Satisfaction: Initial Development of the Air Force Occupational Attitude Inventory. Interim Report, 1 July 1972-30 June 1974.**

Air Force Human Resources Lab., Lackland AFB, Tex. Occupational and Manpower Research Div.

Report No—AFHRL-TR-75-1

Pub Date Jun 75

Note—38p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Attitude Tests, Career Choice, Job Satisfaction, \*Military Service, \*Occupational Tests, Rating Scales, \*Test Construction

Identifiers—\*Air Force Occupational Attitude Inventory

The report describes the initial development of the Air Force Occupational Attitude Inventory. From a selective review of studies that ascribed to a multi-faceted approach, several categories or content areas were identified. An extensive item pool was prepared and reviewed by judges to provide information regarding item-category agreement, item ambiguity, and item redundancy. The revised version of the inventory consisted of 348 items distributed across 35 facets. An eight-point bi-polar rating scale without a neutral point was developed for rating the items. Details regarding the final version of the inventory booklet, suitable for administration to airmen, are provided. The entire listing of 348 items and descriptions of the 35 categories are included in the report for possible use of other researchers. Subsequent actions and future uses of the Occupational Attitude Inventory are discussed. Fifteen pages of the report consist of supplementary appendixes. (Author)

ED 112 147 CE 004 940

Mayo, Clyde C. And Others

**Evaluation of the Job Inventory Approach in Analyzing USAF Officer Utilization Fields. Final Report, 19 June 1972-28 July 1974.**

Air Force Human Resources Lab., Lackland AFB, Tex. Occupational and Manpower Research Div.

Report No—AFHRL-TR-75-22

Pub Date Jun 75

Note—88p.; Report prepared and submitted by Lifson, Wilson, Ferguson and Winick, Inc., Houston, Texas

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*Job Analysis, \*Military Service, Occupational Surveys, \*Officer Personnel, Questionnaires, Tables (Data), \*Task Analysis

Identifiers—\*Air Force

The purpose of the study was to evaluate and improve the job inventory method of job analysis as applied to officer positions. Seven utilization fields were analyzed and inventories were constructed for another three fields. The basic finding was that the inventory method can be used operationally in the analysis of officer jobs if job analysts use specific approaches to task statement construction and if more front-end research than is usually needed for airman job inventories is performed prior to the finalization of a job inventory. No magic formulas for the construction of task statements exist; however, after heavy front-end work, the job analyst will obtain enough information to resolve the issues of task specificity and breadth of coverage for each utilization field on an individual basis. The report contains 30 statistical tables. (Author)

ED 112 148 CE 004 941

Guinn, Nancy

**Identification of Service Irritants: Australia, Canada, United Kingdom, and United States.**

Air Force Human Resources Lab., Brooks AFB, Texas; Air Force Human Resources Lab., Lackland AFB, Tex. Personnel Research Div.

Report No—AFHRL-TR-75-52

Pub Date Jul 75

Note—25p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Comparative Analysis, Enlisted Men, Foreign Countries, \*Job Satisfaction, \*Military Personnel, \*Military Service

Identifiers—Australia, Canada, Great Britain

Negative aspects concerning military career and service life can have widespread effects in

many aspects of the military personnel system. Areas of irritants in the military service discussed, involving Australia, Canada, U.K., and the U.S., are the following: negative aspects of service life, sources of job satisfaction in the military service, and factors related to the termination of service. Identifying these negative aspects would lead to an understanding of the problem viewed by servicemen as irritants in their military career and popular misconceptions of the military service. Deterrents for enlistment motivation in Australia and the U.K. were identified as inadequate monetary compensation and the service term required. Common negative aspects of military service life include dissatisfaction with pay, problem of family separation, and inconveniences of changing stations. Sources of job dissatisfaction among personnel is the performance of duties not directly related to their specialized areas. Military rules and regulations account for the problem of turnover in military service. A bibliography is appended. (EC)

**ED 112 149** 95 CE 004 942  
 Ryan, T. Antoinette  
 Hawaii Career Development Continuum, K-14.  
 Final Report.

Hawaii Univ., Honolulu. Coll. of Education.  
 Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.; Hawaii State Dept. of Education, Honolulu.

Bureau No.—V361021L

Pub Date 30 Jun 75

Grant—OEG-0-73-2912

Note—236p.

**EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage**

Descriptors—\*Career Education, Educational Programs, \*Elementary Secondary Education, \*Inservice Teacher Education, Manuals, Program Evaluation, Program Improvement, Tables (Data), Teacher Workshops, \*Test Construction, \*Tests

Describing the third phase of a three-phase project designed to provide Hawaiian students with career education programs, the document focuses on training school personnel in implementing career development into existing curriculum and developing instruments for assessing student growth in career development. Inservice training was received by 286 participants in seven, separate, two-day workshops which were activity-oriented. Tests, developed for grades three, six, nine, and twelve, measure achievement categories of self-realization, economic efficiency, civic responsibility, and social relationships. Test design incorporates ease of administration and scoring, with provisions for student questions. Pilot testing occurred at each grade level and teacher evaluation was received. Recommendations for future training programs include a two level approach with careful selection of advanced level participants, and the involvement of administrators, counselors, and community representatives. Testing recommendations include data analysis, lower level test administration to low reading ability students, and incorporating tests into counseling and classroom situations. The outside evaluator, though critical of the program in many aspects, found it did meet its inservice training goals. Sixty two figures and tables are included; a list of advisory committee members, sample workshop agenda, and the tests and administrator manuals for each grade level are appended. (LH)

**ED 112 150** CE 004 943  
 Agribusiness and Natural Resource Education. [10 Curriculum Guides].

Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.; Iowa State Univ. of Science and Technology, Ames. Dept. of Agricultural Education.

Pub Date 73

Note—467p.

Available from—Information and Public Services Section, Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319 (\$5.00)

**EDRS Price MF-\$0.76 HC-\$23.48 Plus Postage**

Descriptors—\*Agribusiness, Agricultural Engineering, Agricultural Supply Occupations, Agronomy, Animal Science, \*Career Education, Conservation Education, \*Curriculum Guides, Farm Management, Horticulture, Learning Activities, \*Natural Resources, Off Farm Agricultural Occupations, Reference

Materials, \*Secondary Education, Work Experience Programs

The packet of 10 curriculum guides, intended to aid in planning and developing materials for the introduction of agribusiness and natural resource education, can be used in statewide educational programs. The guides are appropriate for all levels from elementary to vocational schools and community colleges, although emphasis is on the secondary level. The 10 curriculum guides include the following: (1) agribusiness and natural resource education, (2) animal science, (3) agronomic science, (4) agricultural mechanics, (5) farm business management, (6) agricultural supplies and services, (7) agricultural products processing and distribution, (8) horticulture, (9) agricultural resources and conservation, and (10) occupational experience in agriculture. Each contains units and problem areas for each topic plus appropriate competencies and learning activities. No indication of the level of instruction is made since the agribusiness and natural resource education guide provides this information. In each of the 10 guides is a list of references with sources of references and instructional aids for the nine topic areas. (LJ)

**ED 112 151** 95 CE 004 944

Dutton, Donnie

Statistics Supporting the Need for Public School Adult Education in the United States with Emphasis on the Southwest Region.

Arkansas Univ., Fayetteville.; Texas Univ., Austin.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 75

Note—216p.

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**

Descriptors—\*Academic Achievement, Adult Literacy, \*Adults, \*Census Figures, \*Educational Experience, \*Tables (Data)

Identifiers—Arkansas, Louisiana, New Mexico, Oklahoma, Region 6, Texas, United States

Presenting demographic information on educational achievement in the Southwest region, and, by comparison, the entire United States, the document serves as a resource instrument for those planning educational programs to alleviate adult illiteracy. Information is based upon the 1970 Census and is divided into six chapters which deal individually with data pertaining to the States of Arkansas, Louisiana, New Mexico, Oklahoma, Texas, and the United States. Each chapter provides data regarding the educational level of adults 25 years of age and over in summary, by race, within each race, by Spanish language or surname, within each county, by county, and eligibility for Public School Adult Education. Educational attainment by race, and within each race, using 1960 Census data, is also included, as well as the educational level of those 16 years of age and older who are not enrolled in school. Data are given in table form, without verbal commentary. (LH)

**ED 112 152** CE 004 945

Eyster, George W.

Recruiting Disadvantaged Adults. Library Service Guide No. 12.

Morehead State Univ., Ky. Appalachian Adult Education Center.

Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.

Pub Date May 75

Grant—OEG-0-73-5341

Note—40p.; For related document, see CE 004 946

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Educationally Disadvantaged, \*Library Extension, Library Services, \*Outreach Programs, \*Public Libraries, \*Recruitment

Identifiers—Library Users

Designed as a guide for public library administrators and personnel, the document suggests ways to recruit new library users from the disadvantaged adult population. Libraries interested in recruitment are assumed to already have materials for the disadvantaged that include easy to read adult content materials, audio-visuals, outreach services, and dialogue with community organizations. The guide is divided into the following parts: (1) Recruiting the Disadvantaged discusses the varying needs of sub-groups within the disadvantaged population and effective ways of approaching each group, (2) Ways of Recruit-

ing explores methods in which the library uses direct contact with the disadvantaged as well as working through community organizations, (3) Recruiting Disadvantaged Adults: Some Suggestions For Interagency Cooperation explores ways the library can work with agencies and organizations, and (4) Suggested Readings lists 43 titles. The handbook is based on the assumptions that undereducated adults, those over 16 without a high school diploma, need information and services to help solve daily problems which the public library can provide, and the subsequent expansions of materials and services aimed at this group would be useful to other adults as well. (LH)

**ED 112 153** CE 004 946

Way, Max Moore, Sharon

Helping Adults Learn: A Handbook for Home Instruction Paraprofessionals in Adult Basic Education.

Morehead State Univ., Ky. Appalachian Adult Education Center.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.; Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date Jul 75

Note—65p.; For related document, see CE 004 945

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Adult Basic Education, Adult Counseling, Adult Students, \*Home Instruction, Home Programs, Individual Characteristics, Instructional Materials, Manuals, Recordkeeping, Recruitment, Resource Materials, \*Subprofessionals, \*Teacher Education, Teaching Methods

Identifiers—\*Paraprofessional Personnel

Designed as a training and reference manual for instructors and their administrators in Adult Basic Education (ABE) home instruction programs, the handbook is based upon experience in six projects in Ohio and Kentucky. Adults receiving home instruction are functionally illiterate and, through a combined lack of transportation, child care, clothing, and self-confidence, find traditional ABE programs unattainable. Six sections present: (1) The Home Instructor—Getting Ready for the Job, discussing qualifications, qualities, duties, resource personnel and learning center functions, and preservice training; (2) The Undereducated Adult, discussing group characteristics; (3) Recruiting and Enrolling Clients, discussing techniques for identifying and contacting potential clients; (4) Instructing and Counseling Clients, covering diagnosis and prescription, placement, methods of testing and instruction, counseling, parent education, and possible problems; (5) Materials, suggesting types of materials and their effective use; and (6) Record Keeping, discussing areas of importance, ways of holding data, and its effect upon ABE programs. Tests for initial placement and formal diagnosis and where to get them, a basic set of instructional materials and their publishers, a list of materials selected from "Everyday Survival Information: What You Need and Where to Get It," and instructor forms are appended. (LH)

**ED 112 154** CE 004 947

Hoffman, Jonathan

The Guide to Vocational Education in America: Trends to 1978.

Market Data Retrieval, Westport, Conn.

Pub Date 75

Note—216p.

Available from—Market Data Retrieval, Inc., 800 Boston Post Road East, Westport, Connecticut 06880 (\$40.00)

**Document Not Available from EDRS**

Descriptors—Educational Finance, Educational Needs, Educational Objectives, Educational Programs, Enrollment Projections, Expenditures, State Federal Aid, \*State Programs, Student Enrollment, Tables (Data), \*Trend Analysis, \*Vocational Education

The continued growth of vocational education has set new trends in the field of American education over the past decade. Its growth can be attributed to government action to reduce unemployment and job immobility. Vocational education is an important aspect in State planning; each State is required by the Vocational Education Amendments of 1968 to submit an annual

plan to the U. S. Office of Education. State goals for vocational education and plans for construction and renovation of vocational/technical education facilities for 1978 are presented in capsule form. An analysis and tabulation of the trends in enrollments and expenditures in vocational education is presented in three sections: vocational education at the secondary, postsecondary, and adult levels; expenditures for vocational education; and growth prospects for enrollment in vocational education. A description of key priorities for vocational education is divided into four sections: matching education to manpower needs with projections to 1978, consumer and homemaking education, services to the disadvantaged and handicapped, and cooperative vocational education. The methodology used in the projection for 1978 and a special supplement on enrollments in unofficial vocational education courses are appended. (EC)

**ED 112 155** CE 004 948

*Roby, Pamela Ann*  
**Vocational Education and Women.**  
Pub Date May 75

Note—63p.; Page 21 is missing  
**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
Descriptors—\*Educational Needs, Federal Legislation, \*Females, Occupational Guidance, Sex Discrimination, \*State of the Art Reviews, Vocational Counseling, \*Vocational Education, \*Womens Education

The increasing popularity of vocational education has helped to prepare both men and women in learning the skills of different trades. However, women's position in learning better trade skills has been hindered by institutional barriers in vocational education training for technical jobs, the trades, and industry. Few studies have been made pertaining to the roles and needs of women in vocational education. Barriers confronting women seeking vocational education include: admission to vocational education courses, which often separates programs and courses by sex in high schools and, in postsecondary programs, the lack of publicity about vocational education programs for adult women; enrollment in postsecondary education programs, hindered for many women by the problems of school location and child care; instruction methods, which tend to produce female stereotypes and where women are barely represented in the administrative levels; and the lack of counseling for women in curriculum and career choices. Improvements in job training for women and guarantees of equity in vocational education should focus on the following areas: Federal laws; Federal, State, and local educational policies and practices; and research and development. An outline of the Vocational Education Amendment of 1968 and 83 notes and references are appended. (EC)

**ED 112 156** CE 004 960

*Long, Thomas E. And Others*  
**Determination of the Basic Mathematics Skill Needs and the Need for Mathematics Remediation for Secondary Vocational Education Students.**

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Pub Date Apr 73

Note—150p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

Descriptors—Basic Skills, Educational Assessment, Educational Needs, Relevance (Education), \*Remedial Mathematics, Secondary Education, \*Secondary School Mathematics, \*State Surveys, \*Student Needs, Tables (Data), Teacher Response, \*Vocational Education  
Identifiers—Pennsylvania

On an optical scanning survey form listing 66 basic mathematics skills, all secondary vocational teachers in Pennsylvania were asked to identify mathematical skills essential to success and skills in need of remediation for their specialties. Of 4,839 forms sent out, data from 3,404 yielded the 122 tables (121 pages) of findings arranged according to 61 specialties in the general areas of trade and industrial, technical, agricultural, home economics, business, and distributive education occupations. Two tables for each specialty are presented, ranking the skills according to essentiality for success and according to teacher perceived need for remediation. For each skill, the

rank earned, the number of teachers responding to the item, and the percentage of the group establishing the rank are reported. Pooled rankings of essential and remedial skills are also shown for each vocational area. Every skill is found high in either or both the essentiality or need for remediation rankings. These findings indicate much variation and suggest the need for remediation in all basic mathematics skills. Several implications for using the data to personalize mathematics skill development are stated. A 12-item reference list, sample inventory form, and a vocational specialties list conclude the report. (MS)

**ED 112 157** CE 004 961

*Kottman, Roy M. Geyer, Richard E.*  
**Professional Manpower and Bachelor's and Graduate Enrollment and Degrees in Agriculture and Natural Resources: Projections to 1980 for the United States and Ohio.**

Ohio State Univ., Columbus. Coll. of Agriculture and Home Economics.

Pub Date Jan 74

Note—171p.

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

Descriptors—\*Agriculture, Employment Projections, Employment Statistics, Employment Trends, \*Enrollment Projections, Higher Education, \*Manpower Needs, National Surveys, \*Natural Resources, \*Professional Personnel, State Surveys, Tables (Data), Trend Analysis  
Identifiers—Ohio, United States

The comprehensive study, based on 1970 census data and other recent information from a variety of sources, provides assessment of trends and a projection of future States as well as the State of Ohio. Besides meeting the primary end objective of providing a basis for projecting enrollment needs in agriculture and natural resources in the College of Agriculture and Home Economics at Ohio State University, the study statistically reveals to decision-makers and to the public "that the number of professional personnel in agriculture and natural resources has been increasing rapidly and can be expected to continue to increase in the foreseeable future." Data are presented in 73 tables which are categorized in seven main sections: (1) Total College-Educated Manpower, and College Enrollments and Degrees (United States); (2) Scientists and Engineers and Degrees (United States); (3) Science and Engineering Doctorates (United States); (4) Trends in Agriculture and Natural Resources (United States); (5) Professional Manpower in Agriculture and Natural Resources (United States); (6) Enrollment and Degrees, Agriculture and Natural Resources (United States); and (7) Selected Professional Manpower Trends and Enrollment and Degrees, Agriculture and Natural Resources (Ohio). (EA)

**ED 112 158** CE 004 975

*Willis, Larry*  
**Developing Career Education in the Small, Rural School. Report Number 4.**

Milford Public Schools, Nebr.

Spons Agency—Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education; Office of Education (DHEW), Washington, D.C.

Note—50p.; Not available in hard copy due to marginal reproducibility of the original; For related documents, see CE 004 971-974

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Articulation (Program), \*Career Education, Curriculum Development, Educational Finance, Inservice Education, Models, Preservice Education, \*Program Development, \*Rural Education, School Community Relationship  
Identifiers—Nebraska (Milford)

The publication provides the basic steps and insights to developing a philosophy of career education. It provides change agents within local schools with the background and results of the program developed in Milford, Nebraska. The publication is separated into two parts; they are: (1) position statements and philosophy, and (2) principles and practices in developing career education. A community resource survey instrument, a program articulation instrument, a sample newsletter, and a list of commercially prepared career education materials are appended. (KB)

**ED 112 159** CE 004 977

**Research and Development Project in Career Education. Final Report.**

North Dakota State Board for Vocational Education, Bismarck.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No—V261005L

Pub Date 13 Nov 73

Grant—OEG-0-72-1111

Note—55p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Career Education, Developmental Programs, Job Placement, \*Occupational Guidance, Program Development, Questionnaires, \*Secondary Education, \*State Programs, Statewide Planning, \*Vocational Counseling

Identifiers—Career Guidance, \*North Dakota

The final report of a project to implement a career education guidance and placement program in the school of North Dakota covers the period of time from February 1972 to November 1973. The goals and objectives of the project include improving the guidance and counseling services to all North Dakota high school students; establishing placement services, occupational resource center, and a guidance program for dropouts; and developing a model vocational guidance program with occupational exposure and orientation experiences for secondary students. Procedures that were followed, results and accomplishments, evaluations, and conclusions and recommendations are given. Appendixes contain instruments used in the job placement program, the day-on-the-job program, and the followup program. (MU)

**ED 112 160** CE 004 978

*Gentry, Don*  
**New Albany-Floyd County Career Education Project: Final Report.**

New Albany - Floyd County Consolidated School Corp., Ind.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.; Indiana State Board of Vocational Education, Indianapolis.

Bureau No—V36102-4L-FR

Pub Date 30 Jun 75

Grant—OEG-0-73-2981

Note—102p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—\*Career Education, Class Activities, Community Resources, County School Systems, Educational Programs, \*Elementary Secondary Education, Guidance Programs, Integrated Curriculum, Learning Activities, \*Program Descriptions

Identifiers—Indiana (Floyd County), Indiana (New Albany)

To integrate educational efforts with the objectives of career education, 25 schools from the New Albany-Floyd County (Indiana) School Corporation initiated a program to introduce career education in all the grade levels (1-12). Specific objectives and goals for the career center, students, staff, and community are stated. The major phases and implementation schedule for elementary and secondary career education programs for 1973-74 are described and related to the results, accomplishments, and evaluations of major activities of these phases. Career education activities utilized community resources at the elementary level. For the secondary level the focus was on career clusters as a means to implement career education. Secondary guidance departments were also involved in career education. A 43-page summary addendum describes in detail research and development activities in career education for the elementary and secondary programs for 1974-75. Appendixes include materials related to the career education activities and a self-image inventory. (EC)

**ED 112 161** CE 004 979

*Dickson, Elizabeth*

**A Sheltered Work Experience Centered Vocational Curriculum for Low Achieving Students. Final Report.**

Sylacauga City School System, Ala.

Spons Agency—Alabama State Dept. of Education, Montgomery. Div. of Vocational Education; Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Oct 73



Note—234p.; Appendixes B and Q have been deleted due to the nonreproducibility of the originals

EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage

Descriptors—Attitude Tests, Compensatory Education Programs, Developmental Programs, \*Disadvantaged Youth, \*Dropout Prevention, Instructor Coordinators, Low Achievers, Part Time Jobs, Program Attitudes, Program Evaluation, Secondary Education, \*Service Occupations, Sheltered Workshops, Student Testing, \*Vocational Counseling, \*Work Experience Programs

Identifiers—Alabama (Sylacauga)

The purpose of the Sylacauga, Alabama, exemplary program, reported for the period from July 1, 1970 to June 30, 1973, was to demonstrate practices found effective for working with socioeconomically disadvantaged and other dropout-prone students. Program objectives were to provide: (1) student counseling services to help appraise interests, aptitudes, and skills in relation to occupational preferences; and (2) a sheltered work experience vocational curriculum with vocational counseling services to assist students in developing entry level skills for commensurate occupations. Inservice training was conducted and programs developed in five areas: grounds keeping and landscaping, janitorial and custodial, domestic, food service, and maintenance service for building and equipment. The programs centered around work experiences at work stations provided by the school system. Combined with the vocational instruction was a compensatory program in basic communication skills, reading, and mathematics as needed for the jobs. More than half of the students also held part-time jobs, some of them in their areas of study, and earnings from the jobs contributed to students' improved attitudes. Appended materials comprise over half of the document and include: newspaper articles, participant responses, supervisor's checklist, list of project developed materials, resource bibliography, attitude tests, and project budget. (MF)

ED 112 162 CE 004 980

A Programmed Enterprise Analysis Teaching Guide for Selected Farm Enterprises in North Dakota: Prepared as Part of the Farm Management Education In-Service Workshop.

North Dakota State Board for Vocational Education, Bismarck; North Dakota State Univ., Fargo. Dept. of Agricultural Education.

Report No.—EPDA-001-75

Pub Date Aug 74

Note—63p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Adult Farmer Education, \*Agricultural Education, \*Evaluation Methods, \*Farm Management, \*Teaching Guides

The series of programmed teaching guides for the enterprise analysis of selected enterprises was prepared by the participants in a Farm Management Education In-Service Workshop at North Dakota State University. The guide should be useful to teachers of adult Farm Management classes in helping to teach farmers to make a thorough analysis of the particular enterprise under study. Each of the 10 units is presented in a question and multiple answer format showing how to evaluate the enterprise and how to determine what changes should be made to increase its effectiveness. The following topics are covered by the workshop participants for enterprise analysis: alfalfa hay, corn, oats, sunflower production, wheat, beef breeding, dairy, feeder cattle, complete hog enterprise, and hog finishing enterprise. The guides are keyed to a textbook on Farm Business Analysis used in the North Dakota Farm Business Management Educational Program. (Author/EC)

ED 112 163 CE 004 981

Miller, Larry E.

A Five-Year Follow-Up Study of the Non-Teaching Agricultural Education Graduates--1968-73.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Agricultural Education Program.

Pub Date 74

Note—42p.; Figure 3, a map, may not be completely legible in microfiche

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Agricultural Education, \*Graduate Surveys, \*Job Satisfaction, Teacher Employment, Teacher Motivation, \*Teacher Persistence, \*Vocational Agriculture Teachers, Work Attitudes

To determine the reasons why graduates of agricultural education do not enter the profession, or chose to leave it after a period of time, a mailed questionnaire survey was conducted on agricultural education graduates from Virginia Polytechnic Institute and State University from 1968-73. Twenty-four non-teaching graduates were identified and surveyed and 17 responses were gained (71 percent). Personal, educational, and work-related data are tabulated and an analysis of the results is also presented. A wide variety of reasons are given for not entering the profession. The predominant factors were: to secure more personal freedom, to secure a higher salary, to improve their family situation, and to get away from too much red tape. The writer suggests that the report provides important input for teacher educators and those associated with the preparation of teachers of agricultural education in the technical agricultural subject areas. Selected references are given. The questionnaire and letters used in the survey are appended. (Author/EC)

ED 112 164 CE 004 982

Indiana Career Resource Center: Annual Report: 1974-75.

Indiana Univ., South Bend. Indiana Career Resource Center.

Pub Date [75]

Note—207p.; Portions of Appendix N may not be completely legible in microfiche; Not available in hard copy due to paper color of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Annual Reports, \*Career Education, Educational Development, \*Educational Programs, Educational Resources, Letters (Correspondence), Questionnaires, \*Resource Centers, Resource Materials, Teaching Techniques

Identifiers—Career Information Centers, \*Indiana

The report presents an account of the activities and progress of the Indiana Career Resource Center in its sixth year as a source of ideas and programs for educators developing their own career education programs. It documents the services offered: (1) inservice and preservice training of classroom teachers, student teachers, counselors, administrators, and school board and community members in the concepts and involvement of a career education program; (2) editing and producing media to assist educators, including a career education specialty training directory; (3) developing contacts in the local community and becoming involved with local projects as a means of piloting ideas that could be duplicated in other settings (women's career center, career guidance institute, life planning, conference telephone use in career education) and career development workshops for the Comprehensive Employment and Training Act (CETA). An evaluation and the implications of the effectiveness of these services are given. Four-fifths of the report consists of appended material: a list of consultations, occupational information class evaluation, public relations brochure, film descriptions, career digests, CETA workshop materials, material loan list, feedback form and comments, "People in Careers" evaluation form, conference telephone evaluation forms, career guidance institute questionnaire, letters, and newspaper clippings. (Author/EC)

ED 112 165 95 CE 004 984

Rural-Small Urban Demonstration: Volume 2: Part 1: Final Report.

Morehead State Univ., Ky. Appalachian Adult Education Center.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No—V0007VA

Pub Date Jul 75

Grant—OEG-0-73-5212

Note—123p.; Due to marginal reproducibility, the following portions of this document have been removed: Pages 72-4, Appendix A, Appendix C, and Appendix N

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—\*Adult Basic Education, Adult Education Programs, Community Characteristics, \*Community Education, Community Involvement, \*Community Programs, \*Demonstration Programs, Educational Objectives, Program Administration, \*Program Descriptions, Pro-

gram Development, Program Planning, Student Characteristics

Identifiers—Appalachia, Appalachian Adult Education Center

Developmental procedures, background information, alternatives, and results of four demonstration community education programs established by the Appalachian Adult Education Center are presented in the document. Community educational programs sponsored by the Appalachian Adult Education Center, its educational objectives, and a discussion of the population and geographic area of Appalachia are summarized. General methodology for setting up new programs is discussed, and includes the identification of community needs and resources and their contribution to the program, planning sessions, written agreement of objectives, and the leadership of an outside person. The four sites are (1) Scioto Valley Local School District, Piketon, Ohio; (2) Ashland City Schools, Ashland, Kentucky; (3) Owensboro Public Schools, Owensboro, Kentucky; and (4) Montgomery County Community Schools, Montgomery County, Kentucky. Individual organization, cost, activities, community background, and program effectiveness are discussed. Each program contains home study components and offers aspects of a family learning center, including basic academic skills concentrating on the ABE and GED tests, parent education, and career education. Tables and maps supplement the discussion. Preplanning information sheets, an agenda for a two day workshop, and program related material from Ashland, Montgomery County, and Owensboro are appended and constitute about one-fourth of the document. (LH)

ED 112 166 CE 004 986

Park, Theresa

Occupational Shortages Reporting System, Forecasting Model and Correlation Analysis.

Texas State Technical Inst., Waco.

Pub Date Jul 75

Note—134p.; Revision of ED 106 486

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—\*Computer Programs, Data Analysis, Employment Patterns, \*Employment Projections, \*Employment Trends, Job Market, Labor Market, \*Mathematical Models, Prediction, Predictive Validity, Technical Education, \*Technical Occupations, Vocational Education

Identifiers—Texas

The report presents a computer model for forecasting occupational shortages into the near future based on occupational data reported monthly by the Texas Employment Commission for the period January 1970 to July 1975 and on job openings listed in classified want ads from September 1974 to July 1975. The report describes the methodology of the occupational shortages forecasting model and the equations used in the model (least squares method), and describes the features of the computer program with respect to input requirements, computing sequence, and output descriptions. The model predicts occupational shortages by extrapolations of the calculated linear forecasting equations which approximate the nonlinear occupational data. The correlation analysis which shows (1) how well the forecasting line represents the actual data points and (2) the reliability of the prediction is also included. Appendix A of the report (78 pages) presents computer graphical representations of the forecasting model as it applies to 76 technical occupational areas covered in the various departmental course offerings of the James Connally Campus of Texas State Technical Institute. Appendix B (eight pages) provides the computer program of the forecasting model. (JR)

ED 112 167 95 CE 004 987

Career Education: Windsor Northwest District Dissemination Project.

Windsor Northwest School District, Rochester, Vt.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.; Vermont State Dept. of Education, Montpelier. Div. of Vocational-Technical Education.

Pub Date 2 Jul 73

Grant—OEG-0-72-0087

Note—67p.; Not available in hard copy due to marginal reproducibility

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

**Descriptors**—\*Career Education, \*Catalogs, City Wide Programs, Developmental Programs, Elementary Secondary Education, \*Instructional Materials, \*Integrated Curriculum, \*Learning Activities, Resource Materials, Teacher Developed Materials, Vocational Development

The document offers a brief history of the Windsor, Vermont career education project, lists project activities, catalogs and critiques project materials, and makes recommendations for future planning. A 34-page section presents a sampling of the school district's career education activities, offering the activity title, grade level, goal/concept, subject area, objectives, description of activity, resource materials, evaluation, and recommendations. The concluding section (27 pages) consists of a catalog and critique of materials used in the project. It offers a tabulation of guidance components, commercially and teacher-prepared audiovisual and printed materials as well as commercially and teacher-prepared kits, games, and other career related materials. In all cases, the catalogue lists title, grade level, source or supplier, and evaluative comments. (MW)

**ED 112 168 95 CE 004 988**

*Rawson, Wilbur*

**An Exemplary Program in Occupational Education in Typical Kansas Rural, Rural-Urban, and Urban Settings. Final Report.**

Kansas State Dept. of Education, Topeka. Div. of Vocational Education.

**Spons Agency**—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

**Bureau No**—BR-0-361-0089-FR

**Pub Date** Jun 73

**Grant**—OEG-0-70-5179

**Note**—420p.; Not available in hard copy due to marginal reproducibility; For related document, see ED 067 454

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Career Education, Curriculum Development, Demonstration Programs, \*Developmental Programs, \*Program Descriptions, \*Program Evaluation, Rural Education, State Programs, \*Statewide Planning, Urban Education, Vocational Education

**Identifiers**—\*Kansas, Kansas (Clay Center), Kansas (Kansas City), Kansas (Lawrence)

The final report, covering the time period from January 1, 1971 to June 30, 1973, summarizes an exemplary program to introduce career education into three Kansas project sites: Kansas City, Clay Center, and Lawrence, which are representative of the schools in the State. Individual reports from the project sites and from the cooperating State university are included. Goals and objectives, procedures, results and accomplishments, and an internal evaluation are detailed. Recommendations concern funding, teacher training, curriculum revision, job entry training, counseling, provisions for added evaluative devices, and added dissemination of career education to students, parents, and community. (MU)

**ED 112 169 95 CE 004 997**

**A Comprehensive Vocational Education Program for Career Development in Grades K-14: Appendix. Final Report.**

Pinellas County District School Board, Clearwater, Fla.

**Spons Agency**—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

**Bureau No**—BR-V-261018L

**Pub Date** 30 Jun 73

**Grant**—OEG-0-72-0735

**Note**—323p.; For report, see CE 004 614. Some pages removed because they would not reproduce in microfiche; remaining pages are the best copy available

**EDRS Price MF-\$0.76 HC-\$15.86 Plus Postage**

**Descriptors**—\*Career Education, Contracts, County Programs, \*Elementary Secondary Education, Evaluation Methods, Instructional Materials, Letters (Correspondence), \*Measurement Instruments, Occupational Information, Program Evaluation, Questionnaires, Reports, Vocational Development, Vocational Education

**Identifiers**—Florida (Pinellas County)

The document is a compilation of Pinellas County Comprehensive Career Education Project materials consisting of 13 appendices covering the following topics: contracts (34 pages), an

evaluation sheet (1 page), media reports on the project (11 pages), a school principal's questionnaire (2 pages), 26 product evaluation instruments (99 pages), product evaluation scoring keys (8 pages), copies of critical correspondence (41 pages), organization charts and job descriptions (12 pages), a list of steering committees members (4 pages), quarterly reports (39 pages), an explanation of the counselor/occupational specialist/teacher team (10 pages), a list of career activities (24 pages), an evaluation checklist, and the project's career education resolution (2 pages). (BP)

**ED 112 170 95 CE 004 998**

**Directory of Task Inventories: Volume 2.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

**Spons Agency**—Office of Education (DHEW), Washington, D.C.

**Pub Date** 75

**Grant**—OEG-0-74-1671

**Note**—109p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—\*Annotated Bibliographies, \*Directories, \*Occupational Information, \*Task Analysis, Vocational Education

**Identifiers**—\*Task Inventories

The directory of task inventories (listings of activities performed by workers on their jobs) contains bibliographic entries for 171 documents published by State educational and employment service agencies, occupational curriculum laboratories and research coordinating units, branches of the Armed Forces, selected private research and development agencies, university graduate research departments, Federal agencies, and private industry. For each entry the directory provides: accession number, title, author (personal and corporate), publication date, number of pages, sponsoring agency, occupational area or job title of listed tasks, number of tasks listed, and availability information. (All documents for which publication dates are provided were published since 1963.) In addition, the directory provides a job titles/occupational areas index and an author index (personal and corporate). Finally, it lists, provides similar bibliographic information for, and indexes by authors' names 18 selected general references. (JR)

**ED 112 171 95 CE 004 999**

*Kempfer, Homer*

**Private Home Study Schools in Illinois.**

Illinois State Advisory Council on Vocational Education, Springfield.

**Pub Date** Jun 73

**Note**—114p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—\*Correspondence Schools, Directories, \*Educational Development, Educational Finance, Educational History, \*Home Study, Post Secondary Education, \*Private Schools, Secondary Education, Vocational Education

**Identifiers**—\*Illinois

The accounting of the origin, development, and use of private home study schools in Illinois analyzes their enrollment, courses, regulations, economics, subject matter areas, and strengths and weaknesses. The potential they offer for future coordination with public schools is stressed and recommendations are directed to the governor, the State Advisory Council on Vocational Education, and the State Department of Public Instruction as well as to the local school districts and the home study schools themselves. An appendix provides a directory of private home study schools in Illinois and a listing of courses offered in such schools in the State. (MU)

**ED 112 172 95 CE 005 001**

*Westermarck, Nils C.*

**Lectures for Program on Technology and Social Change in Foreign Cultures.**

Iowa State Univ. of Science and Technology, Ames. Engineering Research Inst.

**Spons Agency**—Office of Education (DHEW), Washington, D.C.

**Report No**—ISU-ERI-AMES-73142

**Pub Date** Jul 73

**Note**—189p.; For related documents, see CE 005 002-003

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

**Descriptors**—Agriculture, Change Agents, Developing Nations, Economic Change, Educational Background, Farmers, \*Foreign Countries, Foreign Policy, Land Settlement, Migrations

Patterns, Regional Cooperation, \*Social Change, Social Problems, \*Technological Advancement, \*Technology

**Identifiers**—\*Europe, Scandinavia, USSR

The book contains eight lectures on technological progress and social change in Europe. The lecture titles are: Social and Economic Aspects on European Technological Progress; Migration Between Poor and Rich Countries in Europe; The Exceptional Case of Finland; The Scandinavian Countries Faced with the Third World's Problems; Policy Measures to Level Economic and Social Regional Differences in the Scandinavian Countries; The European Family Farms in a Technologically Changing World; The Entrepreneur's Ability and Educational Level as Change Agents in Farming; Social and Economic Consequences of Technological Development and Land Settlement in Finnish Agriculture; and Post-War Technological, Economic, and Institutional Development of Agriculture in the USSR. (JR)

**ED 112 173 95 CE 005 002**

**A Symposium on Technology and Social Change in Foreign Cultures.**

Iowa State Univ. of Science and Technology, Ames. Engineering Research Inst.

**Spons Agency**—Office of Education (DHEW), Washington, D.C.

**Pub Date** Feb 73

**Note**—353p.; For related documents, see CE 005 001-003

**EDRS Price MF-\$0.76 HC-\$18.40 Plus Postage**

**Descriptors**—Agriculture, Biology, Communications, Developing Nations, Economic Development, Economic Factors, Education, Engineering Technology, Fine Arts, \*Foreign Countries, History, Innovation, Medicine, Moral Issues, Politics, \*Social Change, Social Systems, \*Technological Advancement, \*Technology, Values

The book contains 28 papers by a variety of authors who deal with technology and social change in foreign countries. The papers are presented under 13 headings: technology and social change in foreign cultures (two papers), technology and values (two papers), technological and social change in history (one paper), the arts and technology (two papers), technological change and social systems (three papers), political and economic forces in technological change (two papers), moral and ethical aspects of the export of technology (four papers), introduction of engineering techniques in developing countries (three papers), communications and the adoption of technology and social change (one paper), impact of modern medicine and biology in developing nations (two papers), agricultural technology: vanguard of economic development (three papers), technology and the arts in modern Europe (one paper), and induced innovation and agricultural development (one paper). (JR)

**ED 112 174 95 CE 005 003**

*Armstrong, M. A.*

**Core Bibliography on Technology and Social Change in Foreign Cultures.**

Iowa State Univ. of Science and Technology, Ames. Engineering Research Inst.

**Spons Agency**—Office of Education (DHEW), Washington, D.C.

**Report No**—ISU-ERI-AMES-73109

**Pub Date** Apr 73

**Note**—143p.; For related documents, see CE 005 001-002

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—\*Annotated Bibliographies, Developing Nations, \*Foreign Countries, Industrialization, \*Library Collections, \*Social Change, Technological Advancement, \*Technology

**Identifiers**—\*Iowa State University Library

The annotated bibliography represents the core holdings in the area of technology and social change in foreign countries at the Iowa State University Library. The first part of the bibliography (115 pages) contains several hundred individual entries, mostly of books, but including government and United Nations documents, published since 1950, which are grouped under headings arranged alphabetically by subject and by country/geographical area, and which are cross-referenced to other appropriate headings. Part 2 (four pages) annotates 16 topically relevant recent additions to the library's collection. Part 3 (12 pages), a supplemental bibliography, cites about 85 books, reports, and U.S. govern-

ment documents dealing with various aspects of technology assessment. Part 4 (two pages) annotates 23 relevant journals. Where appropriate, the Iowa State University Library call number of each entry is provided. (JR)

**ED 112 175** CE 005 004

*Copa, George Korpi, Robert W.*  
**The Need for and Sources of Teachers in Vocationally Reimbursed Positions in Minnesota.**  
Minnesota Research Coordinating Unit for Vocational Education, Minneapolis.

Pub Date Jul 74

Note—47p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Educational Assessment, Educational Needs, \*Educational Planning, Employment Projections, Enrollment Projections, Part Time Teachers, \*Prediction, Special Education Teachers, State Surveys, Tables (Data), \*Teacher Supply and Demand, Vocational Education, \*Vocational Education Teachers  
**Identifiers**—\*Minnesota

The report presents the results of a project in the research program area of teacher education conducted by the Minnesota Research Coordinating Unit for Vocational Education. The specific objectives of this project were to: (1) provide an estimate for future need for teachers in vocationally reimbursed teaching positions in Minnesota, and (2) identify and describe the relative size of sources of teachers in these positions. Conduct of the study was accomplished in two phases. The first phase employed the Delphi technique with a group of experts and the second phase involved sampling schools having vocational education programs with vocationally reimbursed positions. The findings show: (1) a need for approximately 370 new teachers each year over the next five years, (2) the estimated average annual total number of full-time teachers in vocationally reimbursed positions over the next five years will be approximately 4,750, (3) a number of reimbursed teachers in new program levels will be added in the next five years, and (4) each program area has a large number of part-time teachers for adult programs. Summary data on future demand and average annual growth or decline of teachers, and summary data on factors affecting the supply of teachers is appended. (Author/KB)

**ED 112 176** CE 005 016

**Third Annual All-Service Vocational Education Conference: Conference Summary.**

North Dakota State Board for Vocational Education, Bismarck.

Pub Date 24 Aug 73

Note—52p.; Proceedings of the Annual All-Service Vocational Education Conference (3rd, Bismarck, North Dakota, August 20-24, 1973)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Conference Reports, \*Conferences, Educational Needs, \*Inservice Education, Speeches, \*Vocational Education, Workshops

**Identifiers**—\*North Dakota

Basically designed as an inservice training activity for vocational education personnel, the conference had three broad objectives: (1) to upgrade the professional personnel, involved in vocational educational programs in North Dakota, (2) to sharpen the focus of the role of vocational education in meeting the needs of people, and (3) to continue to foster a spirit of cooperation among the vocational program areas facing common educational problems. The format of the conference consisted of two components. The first one was devoted to total group participation and the second portion to participation by program area. Summaries of most of the activities and presentations engaged in at the conference are included in the publication. (Author/SN)

**ED 112 177** 95 CE 005 192

*Canei, Robert A*

**A Look at Metrics in Distributive Education.**

Ohio State Univ., Columbus. Ohio Distributive Education Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—VT-102-013

Note—143p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—\*Adult Vocational Education, Distributive Education, \*Instructional Materials, Manuals, \*Metric System, \*Teaching Guides, Transparencies, Worksheets

The United States will convert to the metric system of measurement in the near future, and the distributive education programs in high school and at the adult level will have to train the needed personnel for business. The manual gives the basic conversion methods and instruction in teaching metrics. Metric programs conducted for business personnel would be the same as other distributive education programs, with the addition of promotion and publicity releases. The manual includes topical outlines and suggestions for the instructor in five sessions on program management, metric length, metric area, metric volume and capacity, and metric mass (weight). Transparencies testing materials, and student handouts accompany each section. Also included are supplementary materials, film summaries, promotional material, course evaluation sheets, and a list of material sources. (MF)

**ED 112 178** CE 005 193

**Teacher's Guide to: Self-Understanding Through Occupational Exploration (SUTOE). Revised.**

Oregon State Dept. of Education, Salem. Div. of Community Colleges and Vocational Education.

Report No—VT-101-951

Pub Date May 71

Note—184p.; Revision of ED 024 965

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

**Descriptors**—Career Education, \*Career Exploration, \*Career Planning, Grade 8, Grade 9, Instructional Materials, \*Junior High Schools, Questionnaires, Records (Forms), Self Concept, \*Self Evaluation, \*Teaching Guides, Unit Plan

The exploratory course in career education for grades 8 and 9 is designed to directly involve the student in an investigation and evaluation of information about career opportunities, societal needs, and his personal relationship to the world of work. The purpose of this experience-centered course is to stimulate creative individualism which will lead to better decision-making based on self-appraisal and awareness of occupational opportunities. The units of study include learning activities to help the student gain self-knowledge, understand the role of the individual in the economic system, and relate his studies to occupational planning. He also explores in depth occupations involving work with data, people and animals, and objects and materials. Each of the 10 units is focused on appropriate behavioral objectives. Half of the document consists of appended materials including lists of resources and techniques, sample forms and letters, a personal data questionnaire, vocational interest and self-evaluation surveys, instructional materials, and useful information related to occupational research and teaching. (NJ)

**ED 112 179** CE 005 194

*Good, Linda And Others*

**Exploring the Working World: Career Program K-2, 1973-1974.**

North Star Borough School District, Fairbanks, Alaska.

Pub Date Jun 73

Note—134p.; For other grade levels, see CE 005 195-196

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—Activity Units, \*Career Awareness, Career Education, \*Curriculum Guides, Grade 1, Grade 2, Instructional Materials, Integrated Curriculum, Kindergarten, \*Learning Activities, \*Primary Education, Units of Study (Subject Fields)

This collection of lesson units for kindergarten and grades 1 and 2 is part of a K-6 series. Its purpose is to provide an early introduction to career education. The lessons for kindergarten focus on school and family work roles. Learning experiences for grades 1 and 2 relate math, science, social studies, language arts, health, and art directly to occupations. Suitable for use at all three levels are lessons designed to promote an awareness of work in general, emphasizing such concepts as the interdependence of jobs, the variety of work, division of labor, and the importance of all jobs. Included also are guidelines for speakers, guest speaker evaluation form, and field trip questionnaire, along with lists of supplementary activities and a list of occupation pamphlets available to teachers and students. (NJ)

**ED 112 180** CE 005 195

*Good, Linda And Others*

**Exploring the Working World: Career Program 3-4, 1973-1974.**

North Star Borough School District, Fairbanks, Alaska.

Pub Date Jun 73

Note—117p.; For other grade levels, see CE 005 194-196

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—Activity Units, \*Career Awareness, Career Education, \*Curriculum Guides, \*Grade 3, \*Grade 4, Instructional Materials, Integrated Curriculum, \*Learning Activities, Units of Study (Subject Fields)

The collection of lesson units for grades 3 and 4 is part of a K-6 career education program. Learning activities relate the subject areas directly to occupations, emphasizing how the skills of the various disciplines are needed in different jobs. Some of the suggested techniques are field trips, guest speakers, and role playing. Included also are guidelines for speakers, guest speaker evaluation form, and field trip questionnaire, along with lists of supplementary activities, and a list of occupation pamphlets available to teacher and student. (NJ)

**ED 112 181** CE 005 196

*Good, Linda And Others*

**Exploring the Working World: Career Program 5-6, 1973-1974.**

North Star Borough School District, Fairbanks, Alaska.

Pub Date Jun 73

Note—141p.; For other grade levels, see CE 005 194-195

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—Activity Units, \*Career Awareness, Career Education, \*Curriculum Guides, \*Grade 5, \*Grade 6, Instructional Materials, Integrated Curriculum, \*Learning Activities, Units of Study (Subject Fields)

The collection of lesson units for grades 5 and 6 is part of a K-6 career education program. Learning activities relate the subject areas directly to occupations, emphasizing how the skills of the various disciplines are needed in different jobs. Some of the suggested techniques are field trips, guest speakers, and role playing. Included also are guidelines for guest speakers, speaker evaluation form, and field trip questionnaire, along with lists of supplementary activities, and a list of occupation pamphlets available to teacher and student. (NJ)

**ED 112 182** 95 CE 005 197

*Hoover, Virgil*

**Auto Mechanics: Auto Mechanic Service Specialist (Lubrication).**

Orange County Public Schools, Orlando, Fla.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No—VT-101-974

Pub Date 73

Contract—OEC-0-73-6370

Note—44p.

Available from—Orange County Career Development Program, 410 Woods Ave., Orlando, Florida 32850 (No price given)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Auto Mechanics, \*Auto Mechanics (Occupation), \*Curriculum Guides, \*Individualized Instruction, Job Skills, \*Learning Activities, \*Lubricants, Post Secondary Education, Trade and Industrial Education

**Identifiers**—LAP, \*Learning Activity Package

The unit of individualized learning activities is designed to provide training in the job skill, lubrication, for the prospective auto mechanic service specialist. The materials in the unit are divided into two sections. The developmental, or preliminary phase, for use by the instructor, includes brief descriptions of the job and of the student population, and listings of the specific tasks, course prerequisites, and objectives. The curriculum phase, for use by the student, contains directions, objectives, activities, worksheets, pretests, and posttests. These two components together form a "job entry", a unit of work which, when completed by the student, insures his training in a designated job skill. Suggestions are included to aid the instructor in his role as guide in the individualized instruction format. (NJ)

## ED 112 183

CE 005 198

*Sims, James And Others***Horticulture: Grounds Maintenance Employee.**

Orange County Public Schools, Orlando, Fla.

Report No—VT-101-975

Note—111p.

Available from—Orange County Career Development Program, 410 Woods Ave., Orlando, Florida 32805 (No price given)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—\*Curriculum Guides, \*Grounds Keepers, Horticulture, \*Individualized Instruction, Instructional Materials, Job Skills, \*Learning Activities, Post Secondary Education, Trade and Industrial Education, \*Turf Management

Identifiers—\*Florida, LAP, Learning Activity Package

The unit of individualized learning activities is designed to provide training in grounds maintenance. The materials in the unit are divided into two sections. The developmental or preliminary phase (15 pages) is for use by the instructor and includes brief descriptions of the job and of the student population, along with listings of the specific tasks, course prerequisites, and objectives. The curriculum phase (94 pages), for use by the student, contains directions, objectives, learning activities, pre- and posttests. These two components together form a "job entry", a unit of work which, when completed by the student, insures his training in a designated job skill. Five learning activity packages are provided: (1) selection of grasses for lawns and turfs, (2) establishing lawns and turfs in Florida, (3) controlling insects and diseases of lawns and turfs, (4) care and maintenance of lawns and turfs, and (5) proper use and care of lawn tools and equipment. Suggestions are included to aid the instructor in his role as guide in the individualized instruction format. (NJ)

## ED 112 184

95

CE 005 202

**A Curriculum Guide for a Career Exploration Program in the Middle/Junior High Schools of Georgia for Industrial Arts Education.**

Georgia Univ., Athens. Div. of Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Georgia State Dept. of Education, Atlanta. Div. of Vocational Education.

Report No—VT-101-964

Pub Date 30 Jun 72

Contract—OEC-0-73-6370

Note—168p.

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

Descriptors—\*Career Education, Career Exploration, Career Opportunities, Communications, Construction Industry, \*Curriculum Guides, \*Grade 8, \*Industrial Education, Instructional Materials, Junior High Schools, Manufacturing Industry, Transportation

Identifiers—Georgia

The career exploration program in Georgia was developed to provide adolescent youth with the knowledge and experiences that enable them to be aware of various career opportunities and develop tentative plans to accomplish career goals. The instructional unit consists of minicourses in four areas related to industrial arts. The four occupational areas are: (1) communication, (2) construction, (3) manufacturing, and (4) transportation. For each minicourse, objectives, learning experiences, instructional resources, and suggested evaluations are listed. (VA)

## ED 112 185

CE 005 203

**Learning Experiences in Technology: Integrated****Teaching Unit Handbook: Book 1 for Grades K-2.**

Royal Oak City School District, Mich.

Report No—VT-101-980

Pub Date Jun 73

Note—434p.; For other grade levels, see CE 005 204-205

**EDRS Price MF-\$0.76 HC-\$22.21 Plus Postage**

Descriptors—\*Career Awareness, Career Education, \*Curriculum Guides, Elementary School Curriculum, \*Grade 1, \*Grade 2, Instructional Materials, \*Kindergarten, Learning Activities, Primary Education, Resource Materials, Technology

Identifiers—Project Learning Experiences in Technology, Project LET

The guide, part of Project LET (Learning Experiences in Technology), is intended to be used

as a working copy and consists of 28 integrated teaching units for grade K-2 students. The duration of each teaching unit varies to allow for flexibility, individuality, creativity, and fulfillment of the needs and interests of each child. Each unit evolves from existing elementary curriculum and includes the following components: (1) general overview, (2) teaching/learning resources, (3) concepts, (4) behavioral objectives, (5) methods of implementation, (6) resource people and materials, and (7) student activities. Inherent in each component is an awareness of careers and the way man does things. (Author/VA)

## ED 112 186

CE 005 204

**Learning Experiences in Technology: Integrated Teaching Unit Handbook: Book 2 for Grades 3 and 4.**

Royal Oak City School District, Mich.

Report No—VT-101-981

Pub Date Jun 73

Note—396p.; For other grade levels, see CE 005 203-205. Not available in hard copy due to marginal reproducibility of original copy

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Career Awareness, Career Education, \*Curriculum Guides, Elementary Education, Elementary School Curriculum, \*Grade 3, \*Grade 4, Instructional Materials, \*Learning Activities, Resource Materials, Technology

Identifiers—Project Learning Experiences in Technology, Project LET

Career information is built into each component of the curriculum guide consisting of 24 units designed to enhance career awareness in Grade 3-4 students. A component of Project LET (Learning Experiences in Technology), the guide is intended to be used as a working draft with units presented under the headings of animal life, government, holidays, and transportation. Existing elementary curriculum provided the basis for the development of the guide. Student involvement and ideas as well as teacher inputs were also utilized. Each unit includes the following components: (1) general overview, (2) teaching/learning resources, (3) concepts, (4) behavioral objectives, (5) methods of implementation, (6) resource people and materials, and (7) student activities. (Author/VA)

## ED 112 187

CE 005 205

**Learning Experiences in Technology: Integrated Teaching Unit Handbook: Book 3 for Grades 5 and 6.**

Royal Oak City School District, Mich.

Report No—VT-101-982

Pub Date Jun 73

Note—326p.; For other grade levels, see CE 005 203-204

**EDRS Price MF-\$0.76 HC-\$17.13 Plus Postage**

Descriptors—Activity Units, \*Career Awareness, Career Education, \*Curriculum Guides, Elementary Education, Elementary School Curriculum, \*Grade 5, \*Grade 6, Instructional Materials, \*Learning Activities, Technology

Identifiers—Project Learning Experiences in Technology, Project LET

The opportunity for grade 5-6 students to explore careers and technology is provided by the curriculum guide, which is a component of Project LET (Learning Experiences in Technology). Inherent in each component is an awareness of careers and the way man does things. The guide is intended to be used as a working copy for professional staff. The integrated teaching units are evolutionary in nature as they are developed from the curriculum, utilizing student involvement and ideas. Unit topics include: anthropology and archaeology, city planning, crafts history and products, earth study, ecology, communications, homemaking, human biology, magnetism and electricity, political system, producing and retailing, scientific reasoning, seasonal projects, theater, and writing music. (Author/VA)

## ED 112 188

CE 005 206

*Carver, Jeanne And Others*

**Curriculum Guide and Course Outline for Job Exploration and Machine Skills.**

Phoenix Union High School District, Ariz.

Spons Agency—Arizona State Dept. of Education, Phoenix.

Report No—VT-101-969

Pub Date Jun 73

Note—196p.

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

Descriptors—\*Business Education, Business Skills, Career Exploration, \*Curriculum Guides, \*Grade 10, Learning Activities, \*Office Machines, Office Occupations Education, Prevocational Education, Sales Occupations, Secondary Education, \*Typewriting

The prevocational course in business education is designed to enable the sophomore student to complete a full year of typewriting, explore careers in business, and gain beginning skills for business jobs. The 12-unit course includes units on introduction and typing review, machine and manual math, communication and self-awareness, punctuation, money and handling, job orientation, forms and tabulation, data processing, machine math and manuscript typing, introduction to the world of business, and career exploration. A job orientation unit provides practice in job-finding skills. Each unit contains activities, educational objectives, materials and media, and sources and suggestions. (NJ)

## ED 112 189

95

CE 005 207

*Washburn, Pat Scott, Douglas W.*

**Readin', Writin', and Relevance: An Instructional Unit: The Three R's-Plus Career Education (Prepilot Test Copy).**

Arizona State Dept. of Education, Phoenix.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—S-710; VT-101-961

Contract—OEC-0-73-6370

Note—75p.; For other instructional units, see CE 005 208-209

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Art, Behavioral Objectives, \*Career Education, Instructional Materials, \*Interdisciplinary Approach, Language Arts, \*Primary Grades, Relevance (Education), Social Studies, \*Teaching Guides

The prepilot test copy of the career education unit is designed to provide 8 hours and 55 minutes of instructional time for learners. The major emphasis of the unit stresses the relationship between the school environment and society, and the need for structure and order in each. Five major goals and 16 performance objectives are addressed in the unit. The activities for the performance objectives reinforce ways in which the home and school experience are interrelated. The major topics included in the unit focus on an interdisciplinary approach with activities relating closely to art, social studies, and language arts. (Author/VA)

## ED 112 190

95

CE 005 208

*Rasmussen, Constance Cobb, Patricia*

**The Monetary Systems-Families: An Instructional Unit: The Three R's-Plus Career Education (Prepilot Test Copy).**

Arizona State Dept. of Education, Phoenix.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—S-507; VT-101-962

Pub Date 73

Contract—OEC-0-73-6370

Note—125p.; For other instructional units, see CE 005 207-209

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—Career Education, \*Family Life Education, \*Grade 2, Instructional Materials, \*Interdisciplinary Approach, Language Arts, Learning Activities, Mathematics, Money Management, \*Money Systems, \*Teaching Guides

The instructional unit was developed to help grade 2 students become aware of money as a medium of exchange. Learning activities are based on the theme of the economic needs of a family. The major topics covered in the unit are: counting money, earning money, spending money, money substitutes, and financial institutions. Objectives which encourage the learner to apply new knowledge to personal situations are included. A variety of activities such as role playing, art activities, manipulation of coins and bills, and the visits of guests speakers are used to help students meet the objectives of the units. (Author/VA)

## ED 112 191

95

CE 005 209

*Rasmussen, Constance And Others*

**Eye and Ear Tools: An Instructional Unit: The Three R's-Plus Career Education (Prepilot Test Copy).**

Arizona State Dept. of Education, Phoenix.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—S-608; VT-101-963

Pub Date 73

Contract—OEC-0-73-6370

Note—75p.; For other instructional units, see CE 005 207-208

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—Art, \*Aural Learning, Career Awareness, Career Education, Elementary School Science, \*Equipment Utilization, Evaluation Methods, \*Grade 3, Instructional Materials, Interdisciplinary Approach, Laboratory Equipment, Safety Education, Social Studies, \*Teaching Guides, \*Visual Learning Identifiers—\*Eye and Ear Tools

The unit is designed to provide approximately 10 hours of instructional time for learners in grade 3. The primary intent of the unit is to help the learner develop an awareness of sound-extending and sight-extending tools. Four major goals and 18 performance objectives are addressed in the unit. The major topics included in the unit stress: (1) identification of selected sound and sight-extending tools; (2) determination of the function of sound and sight-extending tools; (3) identification of occupations which employ these tools; (4) determination of the value to the individual of observation, practice, and training; and (5) identification of safety hazards and rules in the use of these tools. (Author/VA)

**ED 112 192 95 CE 005 210**  
**Teacher's Guide to Career Orientation in Elementary Grades.**

Fairfield County School District 1, Winnsboro, S.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-101-990

Note—80p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—Career Education, \*Elementary Education, Elementary School Students, Laboratory Procedures, \*Occupational Guidance, \*Orientation Materials, \*Teaching Guides, Unit Plan, \*Vocational Development, Worksheets

**Identifiers**—Career Guidance, \*Career Orientation

The manual is designed to help the elementary level teacher provide some of the information and experiences needed by students in making vocational decisions. Some of the information deals with simulated experiences, in-school work, and field trips, stressing action with a minimum of theory. Other parts of the manual cover a different phase of vocational orientation, using a more theoretical approach based on traditional vocational guidance methods, with emphasis on providing information on personality development. Goals of vocational orientation are student self-evaluation, introduction of the various occupational areas, exploration of the economic and social values of work, exploration of the psychological and sociological meanings of work, description of educational avenues, and the development of students' decision-making ability. The unit-project approach to vocational orientation is applied to the curriculum flow in order to give students some practical experience along with the information. Suggested careers for study in K-7 are presented. Two papers are appended, "Career Guidance: A Developmental Process" (George E. Leonard) and "The Needs of Inner-City Children for Career Guidance" (Doris Jeffries). (MF)

**ED 112 193 CE 005 211**  
**Careers and You. A Teacher's Guide.**

Eugene Public Schools, Oreg.

Report No.—VT-101-952

Pub Date 72

Note—192p.; Portions of "Applications for Employment" will not reproduce well in microfiche

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

**Descriptors**—Annotated Bibliographies, \*Career Education, Decision Making Skills, Instructional Materials, \*Junior High Schools, Learning Activities, Reference Materials, \*Secondary Education, \*Self Concept, Self Evaluation, \*Teaching Guides, Vocational Development

Intended for use at the junior and senior high school levels, the teaching guide for a course in careers is based on the premise that the student needs to know as much as possible about himself in order to make intelligent choices. The major portion consists of lessons designed to promote self-understanding and rational decision-making.

The remaining section is concerned with occupational exploration and includes learning activities, resources and materials, and information useful to the teacher of a course in careers. A 34-page section provides lists of references, an annotated bibliography, and projects related to career and vocational education. (NJ)

**ED 112 194 95 CE 005 212**  
**Developing a List of Competencies for the Communication Skills Area in Vocational-Technical Post-Secondary Education: Final Report.**

Mid-State Vocational, Technical, and Adult Education District, Wisconsin Rapids, Wis.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Report No.—VT-102-143

Pub Date Apr 75

Note—129p.; Document is not available in hard copy because of marginal reproducibility

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Cluster Grouping, \*Communication Skills, Employers, Graduate Surveys, \*Performance Specifications, \*Post Secondary Education, Questionnaires, \*State Surveys, Tables (Data), \*Vocational Education Identifiers—Wisconsin

Communication skills classes must prepare students for living and for earning a living. As the postsecondary technical-vocational schools throughout Wisconsin showed great differences in the content of their communication skills courses, both among schools and within various educational programs, a statewide survey was conducted to determine the importance of various communication skills competencies. A list of 40 communication skills or tasks was developed. Questionnaires containing these 40 competencies were sent to employers and to graduates of vocational-technical programs for ranking of the competencies in 15 occupations in job clusters for business technology, secretarial and related science, industrial machine, health vocation, and industrial technology. Detailed rank orders and mean responses are presented in the report. Survey results indicated that some communication skills are more important than others and that different occupations require different levels of competency. Results also supported the cluster concept that vocational programs can be clustered for the purpose of teaching or learning communication skills. The appendix includes a bibliography of communication skills efforts, list of related microfiche documents, correspondence, and survey instruments. (MF)

**ED 112 195 95 CE 005 213**

**Jereczek, Eugene P.**

**International Vocational Studies in Advanced Culinary Arts. Final Report.**

Minnesota Joint Independent School District 287, Minn.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.

Report No.—VT-102-144

Pub Date 28 Feb 75

Note—68p.; Portions of the appendix have been deleted because they are not reproducible

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Cooking Instruction, \*Developmental Programs, \*Food Service Occupations, \*International Programs, Letters (Correspondence), Metric System, Pilot Projects, \*Post Secondary Education, Records (Forms), Study Abroad, Travel Identifiers—Switzerland

The document describes an exemplary project from January 1, 1973 to December 31, 1974 in which 21 postsecondary cook/chef students were afforded the opportunity to spend six months in a training experience in Switzerland. The project, coordinated through the Swiss Hotel Association, was intended to provide a basis for sharing information with the food industry, especially in Minnesota. All participants reported that the program contributed to their growth. Language and cultural adjustment were seen as the biggest handicaps which were encountered most frequently at the beginning of the experience. Appended materials, making up the bulk of the document, include: list of participants, forms, correspon-

dence, travel tips, metrics in the kitchen, and a program evaluation form. (LJ)

**ED 112 196 CE 005 214**

**Richardson, William B.**

**An Analysis of Factors Influencing the Earnings of Indiana High School Vocational Graduates. Final Report.**

Purdue Univ., Lafayette, Ind. Dept. of Education. Spons Agency—Indiana State Dept. of Public Instruction, Indianapolis. Div. of Vocational Education.

Report No.—VT-102-147

Pub Date Jan 75

Note—52p.; For related document, see CE 005 215; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Followup Studies, \*Graduate Surveys, High School Graduates, Multiple Regression Analysis, Participant Characteristics, Questionnaires, Relevance (Education), Salary Differentials, \*Socioeconomic Influences, Tables (Data), \*Vocational Education, \*Vocational Followup, \*Wages Identifiers—Indiana

The study was made to determine the earnings of a sample group of Indiana high school vocational program graduates to ascertain the effect hypothesized training has on earnings of high school vocational graduates. The sample was randomly selected from 1972-73 graduates, stratified according to vocational program. Of the 18 independent variables used in the analysis, those found to have any relation to earnings were sex, marital status, year of graduation, job satisfaction, labor union membership, and length of time after graduation before taking a job. Major conclusions were: (1) variables not directly associated with vocational training tend to have a greater influence on the earnings of vocational graduates; (2) socioeconomic status of parents was not a significant influence; and (3) the type of vocational program completed by the graduate did not provide any conclusive relationship with earnings. Appended are: a list of cooperating schools, correspondence, the survey instrument, list of advisory committee and project consultant, and an analysis of nonrespondents. (MF)

**ED 112 197 CE 005 215**

**Richardson, William B. McFadden, Joan R.**

**An Identification of Employment Patterns of Vocational Graduates of Indiana Secondary Schools. Final Report.**

Purdue Univ., Lafayette, Ind. Dept. of Education. Spons Agency—Indiana State Dept. of Public Instruction, Indianapolis. Div. of Vocational Education.

Report No.—VT-102-146

Pub Date Jan 75

Note—42p.; For related document, see CE 005 214

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Correlation, Educational Programs, \*Employment Patterns, Followup Studies, \*Graduate Surveys, High School Graduates, Relevance (Education), Secondary Education, \*State Programs, Tables (Data), \*Vocational Education, \*Vocational Followup Identifiers—Indiana

The objectives of the study were to determine the correlation between the factors of employment patterns and vocational program types for 1972-73 graduates of secondary vocational programs in Indiana. A random sample of 25 schools and graduates stratified for vocational program types (agriculture, business education, distributive education, health occupations, home economics education, and trade and industrial education) comprised the population. Findings are detailed in narrative and tabular form. A majority of the 1,000 vocational graduates sampled did seek employment and a majority worked in occupations at least somewhat related to their vocational training. The only significant differences between job relatedness and mean salary levels were found for the six months' earnings figures in the distribution education program. The relation between job relatedness and earnings was not found to be significant for one year earnings. The study did not support the premise that graduates who worked in an occupation related to their vocational training would earn more than those working in nonrelated occupations. Appended are: correspondence, the survey instrument, an



analysis of nonrespondents, and other project-related information. (MF)

**ED 112 198** CE 005 216

Fuller, Gerald R. Winn, John  
Career Development Patterns of Vocational Pupils  
Graduating or Leaving School 1967, 1968,  
1969, 1976.

Vermont Univ., Burlington. Dept. of Vocational  
Education and Technology.

Spons Agency—Vermont State Dept. of Educa-  
tion, Montpelier. Research Coordinating Unit  
for Vocational and Technical Education.

Report No—VT-102-150

Pub Date Feb 75

Note—32p.; Appendix B may not reproduce well  
in microfiche

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Area Vocational Schools, \*Data  
Bases, Data Collection, \*Educational Assess-  
ment, Evaluation Criteria, \*Followup Studies,  
High School Graduates, Longitudinal Studies,  
Records (Forms), \*State Surveys, Vocational  
Development, Vocational Education, \*Voca-  
tional Followup

Identifiers—\*Vermont

The opportunity to establish a statewide data  
baseline, beginning with the first year that the  
modern area vocational center concept was im-  
plemented in Vermont, provided the basis for this  
study. A project was undertaken to (1) field test,  
on a state-wide basis, a model for collecting and  
analyzing followup data on graduates from Ver-  
mont's vocational education programs, and (2) to  
develop a followup data file. The data file was  
developed based on a 41 percent return of usable  
former student survey forms. Appended materials  
make up one-half of the document and include:  
list of participating schools, data collection forms  
and manual, and the student data survey form.  
(Author/VA)

**ED 112 199** 95 CE 005 217

Welker, L. Conrad, Jr. Ginn, Clyde N.

The Identification of Social Skills Needed in  
Specific Vocational and Technical Areas and  
Possible Instructional Approaches Applicable to  
Such Needs.

University of Southern Mississippi, Hattiesburg.  
Bureau of Educational Research.

Spons Agency—Bureau of Adult, Vocational, and  
Technical Education (DHEW/OE), Washing-  
ton, D.C.; Mississippi State Dept. of Education,  
Jackson. Div. of Vocational and Technical  
Education.

Report No—VT-102-153

Pub Date 30 Aug 74

Note—225p.

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**

Descriptors—\*Communication Skills, Health Oc-  
cupations, \*Human Relations, \*Interpersonal  
Competence, \*Job Skills, Office Occupations,  
Performance Factors, Reading Skills, Sales Oc-  
cupations, \*Social Characteristics, Tables  
(Data), Technical Occupations, Vocational  
Development, Writing Skills

Identifiers—Mississippi, Social Skills Inventory  
Scale

The primary purpose of the study was an initial  
attempt to identify the basic social skills which  
are pertinent to the general occupational cate-  
gories of (1) trade and industrial, (2) technical oc-  
cupations, (3) health occupations, (4) marketing  
and distribution, and (5) business and office. A  
secondary purpose was to compare the identifica-  
tion of social skills and the ranking of the im-  
portance of these social skills as related to job  
performance. Data were gathered from post-  
secondary instructors and industrial personnel  
within selected industrial settings utilizing a social  
skills inventory scale and interview techniques.  
Seven postsecondary complexes were selected to  
present the institutional input. In addition, indus-  
trial personnel representing the five basic occupa-  
tional categories were selected for participation  
in the study. A major finding was that various  
degrees of social skill competence are of vital im-  
portance to the levels of performance within all  
basic occupational categories. The survey instru-  
ment is appended. (Author/VA)

**ED 112 200** 95 CE 005 222

Wentling, Tim L.

Third Party Evaluation Report of the Career Edu-  
cation Personnel Model.

Michigan State Dept. of Education, Lansing. Vo-  
cational Education and Career Development

Service.; Michigan Univ., Ann Arbor. School of  
Education.

Spons Agency—Office of Education (DHEW),  
Washington, D.C.

Report No—VT-102-159

Bureau No—BR-V-2610-41-L

Grant—OEG-0-72-0749

Note—14p.; For final report, see ED 102 494

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Administrator Education, \*Career  
Education, Counselor Training, Inservice Edu-  
cation, \*Models, Performance Based Teacher  
Education, \*Performance Criteria, Preservice  
Education, \*Program Evaluation, \*School Per-  
sonnel, Teacher Education

Identifiers—Michigan

The report is an evaluation of the Career Edu-  
cation Personnel Model Project (CEPM), which  
was initiated for the Michigan Department of  
Education in the spring of 1972. The purpose of  
CEPM project was to develop competency-based  
instructional models for the preparation and  
training of personnel who plan and implement  
career education programs. The procedures of  
the project involved a review of the literature to  
identify similar studies and the identification and  
validation of competencies and performance  
criteria through consulting with practicing career  
educators. The major goal of the third party  
evaluation was to provide feedback concerning  
the developments and outcomes of the project to  
its staff and funding agencies. The project  
receives an overall positive evaluation. In a spot-  
check for comprehensiveness, it was found that  
appropriate sources were reviewed in the litera-  
ture search. Other assessment techniques in-  
volved interviews with project and staff members  
and third party ratings of the competency lists  
developed in the course of the project. The  
overall conclusion was that the procedures fol-  
lowed were adequate to the task. (NJ)

**ED 112 201** 95 CE 005 223

Coordinated Effort for Career Education. Interim  
Report.

Grayson County Coll., Sherman/Denison, Tex.

Spons Agency—Office of Education (DHEW),  
Washington, D.C.

Bureau No—BR-V-361070

Pub Date 1 Jul 75

Grant—OEG-0-73-5309

Note—156p.

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

Descriptors—Career Awareness, \*Career Edu-  
cation, Career Exploration, County Programs,  
\*Developmental Programs, \*Elementary Sec-  
ondary Education, Occupational Guidance, \*Pro-  
gram Descriptions, \*Program Evaluation, Ta-  
bles (Data)

Identifiers—Career Guidance, Texas (Grayson  
County)

Covering the time period of July 1974 through  
June 1975, the second interim report summarizes  
the activities of a K-12 career education project  
conducted in the Grayson County schools in Tex-  
as. Each of the project components reports on  
the year's activities. On the elementary or occu-  
pational awareness level, the staff worked with  
classroom teachers, helping them to integrate  
career into the daily lesson planning. At the ju-  
nior high level, the project-developed occupa-  
tional investigation curriculum was used, along  
with films, field trips, and resource speakers, to  
orient the students in five job classification under  
each of the 15 occupational clusters. The  
guidance staff conducted group sessions in career  
guidance, focusing on self-awareness, value  
clarification, vocational information, and job-  
seeking skills. By the end of the school year more  
interest in the program was being shown as  
demonstrated by increased participation in  
workshops and other project-sponsored activities.  
More than one-half of the report is taken up with  
the third party evaluation of the project.  
(Author/NJ)

**ED 112 202** 95 CE 005 224

Careermobile Project, 1971-74. Final Report.

Western Wisconsin Vocational, Technical, and  
Adult Education District, La Crosse.

Spons Agency—Bureau of Occupational and  
Adult Education (DHEW/OE), Washington,  
D.C.

Report No—VT-102-192

Pub Date May 75

Note—49p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Adult Education, Audiovisual Aids,  
Audiovisual Centers, Career Education,  
\*Career Planning, \*Film Libraries, Library Col-  
lections, \*Mobile Educational Services, \*Occu-  
pational Guidance, \*Occupational Information,  
Resource Materials, Secondary Education

Identifiers—Career Guidance, Wisconsin

The careermobile is designed to bridge the gap  
between education and work for urban and rural  
youth in the Western Wisconsin Vocational,  
Technical and Adult Education District by  
providing occupational and career guidance infor-  
mation through its vast audiovisual resource libra-  
ry. In order to develop its collection of au-  
diovisual resources, an extensive nationwide  
search of filmstrips was conducted. The career-  
mobile began its operation in 1972 with approxi-  
mately 300 commercial career programs. Concur-  
rent production of sound filmstrips at Western  
Wisconsin Technical Institute resulted in the  
development of additional career programs. Thirty-  
two schools were visited during the school  
years 1972-73 and 1973-74. Approximately  
30,000 students received the opportunity to ob-  
tain information and guidance concerning career  
and occupational programs during that time  
period. Appended materials make up three-  
fourths of the document and include: a 20-page  
list of the careermobile's audiovisual materials,  
public relations materials, forms, an evaluation  
instrument, and an evaluation report. (VA)

**ED 112 203** CE 005 225

Morton, J. B. Christensen, Harold

Numerical Control Associated Jobs: State-Wide  
Survey.

Oklahoma State Dept. of Vocational and Techni-  
cal Education, Stillwater. Div. of Research,  
Planning, and Evaluation.

Spons Agency—Bureau of Occupational and  
Adult Education (DHEW/OE), Washington,  
D.C.

Report No—VT-102-193

Pub Date Jun 75

Note—10p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Demand Occupations, Employment  
Level, High School Graduates, Job Training,  
Machinists, \*Numerical Control, \*Occupational  
Surveys, \*State Surveys

Identifiers—Oklahoma

In order to get a better view of the demand for  
secondary trained numerical control personnel  
and upgraded adult machinists, a questionnaire  
was sent to machine shops throughout the State  
of Oklahoma. The questionnaire was designed to  
show the present level of employment of numeri-  
cal control personnel, the anticipated use of  
retraining facilities, and the anticipated one-year  
and two-year demand levels. The results of this  
study were used to determine the feasibility of  
purchasing numerical control machinists' tools for  
use in the training of machinists. It was found  
that the level of training required did not justify  
the purchase of numerical control equipment at  
this time. (Author/VA)

**ED 112 204** 95 CE 005 226

Robey, Doris Burr, Betty

A Comparative Study of Alternative Methods and  
Techniques in Stenographic Training.

Pulaski County Special School District, Little  
Rock, Ark.

Spons Agency—Arkansas State Dept. of Educa-  
tion, Little Rock.; Bureau of Occupational and  
Adult Education (DHEW/OE), Washington,  
D.C.

Report No—VT-102-191

Pub Date Jun 75

Note—31p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Comparative Analysis, Educational  
Alternatives, \*Experimental Programs, Office  
Machines, Office Practice, Secondary Educa-  
tion, Skill Development, \*Stenography, Tables  
(Data), \*Teaching Methods

Identifiers—Arkansas (Little Rock)

A survey conducted in 1974 in the Little Rock  
area revealed there was a demand for office per-  
sonnel who could take shorthand. There was a  
definite need for the initiation and implementa-  
tion of a program at McClellan High School to  
boost enrollment in shorthand courses. The pur-  
pose of this study was to determine if students  
could acquire a proficiency level in transcription  
for employment in a one-year period that exceeds  
the level now achieved in the traditional

shorthand classes. A comparative study was conducted to ascertain whether students could achieve a higher level of skill through the use of machines or by the traditional approach. All students had one hour of instruction daily. The machine method of teaching shorthand appeared to be a superior method. Forty-four percent of the students in the experimental machine shorthand groups had reached a job-entry skill level by the end of the school year. This compared to 6 percent in the control groups of traditional Gregg Shorthand. (VA)

**ED 112 205 95 CE 005 227**

**Mannebach, Alfred J. Lownds, Barbara V.**  
**A Survey of Employment Opportunities and Community Resources Having Implications for Programs of Vocational Agriculture in Connecticut: Phase 2. Final Report.**

Connecticut Univ., Storrs. Dept. of Higher, Technical, and Adult Education.

Spons Agency—Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.; Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-190

Pub Date Mar 75

Note—210p.

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**

Descriptors—Agricultural Occupations, \*Community Resources, Data Analysis, \*Employment Opportunities, Employment Projections, \*Employment Statistics, Occupational Surveys, State Programs, \*State Surveys, Tables (Data), \*Vocational Agriculture  
Identifiers—\*Connecticut

The publication is a report of phase 2 of a three-phase project to determine the employment opportunities and community resources in vocational agriculture in Connecticut. The study was designed to enumerate job possibilities, to inform farmers and agricultural firm operators of the vocational agriculture program, and to identify the community resources available to State programs in vocational agriculture. Phase 2, conducted between July 1964 and March 1975, involved the collection, compilation, and reporting of the data, and the dissemination of information about the vocational agriculture program. The tabulated data appearing in the report provide information about current and projected employment, income, and levels of experience and education required for beginning employment. Results of the survey indicate that the employment opportunities in agriculture in the State are increasing at the rate of approximately 3 percent per year. The findings also indicate a large number of resources available in the State that could be utilized to enrich the vocational agriculture program. The major portion of the report is taken up with the presentation and summary of the data. Phase 2 procedures are described, and a summary of the activities of phase 1 also appears. A sample interview schedule is appended along with information about project personnel. (NJ)

**ED 112 206 95 CE 005 228**

**A Classroom Training Conference for Youth Leaders of Distributive Education in Arizona Vocational Education. Final Report.**

Glendale Union High School District 205, Ariz.  
Spons Agency—Arizona Occupational Research Coordinating Unit, Phoenix.; Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.—VT-102-187

Bureau No.—75-RMG-1302

Pub Date 1 May 75

Note—55p.; Appendix C and map in Appendix D will not reproduce in microfiche

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Conference Reports, \*Conferences, Course Evaluation, Curriculum Guides, \*Distributive Education, \*Leadership Training, \*Participant Satisfaction, Questionnaires, Secondary Education, Youth Clubs, \*Youth Leaders  
Identifiers—Arizona

Covering the time period of August 1974 through May 1975, the report summarizes a project to improve leadership in Arizona distributive education youth groups. The primary product of the project was a one-day leadership training conference for 134 distributive education students in grades 11 and 12 and teachers in the State of Arizona. An evaluation of the conference was conducted in terms of participant satisfaction. A

later post-conference evaluation was also made to determine the effectiveness of the conference in behavioral terms. The report includes a project summary, with goals, objectives, procedures, results, conclusions, and evaluation findings. The 13-page curriculum guide developed and used for the leadership training conference is also included. The conference agenda and project correspondence are appended. (NJ)

**ED 112 207**

**CE 005 229**

**Andrew, Dean C. Roberts, Lawrence H.**

**A Comparative Study of the Occupational Achievement of Vocational and Non-Vocational High School Graduates in the State of Arkansas.**  
Educational Planning and Evaluation Services, Magnolia, Ark.

Report No.—VT-102-158

Pub Date 20 Dec 74

Note—132p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

Descriptors—Achievement, \*Comparative Analysis, Employment Patterns, \*Graduate Surveys, \*High School Graduates, Job Satisfaction, Participant Characteristics, Relevance (Education), State Surveys, Tables (Data), Vocational Education, \*Vocational Followup  
Identifiers—\*Arkansas

The purposes of the study were: (1) to compare the occupational achievement of vocational education graduates with that of nonvocational graduates, (2) to determine the number of graduates trained in the various vocational areas, and (3) to describe the group of students enrolled in vocational education courses. The study was limited to 1970 graduates of eight high schools in Arkansas. The data were collected by use of a mail-out questionnaire. Thirty-six percent of the sample of 1,749 returned completed questionnaires. Descriptive statistics were used to present characteristics of one-year and two-year vocational education graduates. Chi-square analyses were made comparing data and responses of the two-year graduates and a control group of nonvocational graduates. The following are some of the important findings. More two-year graduates than one-year graduates were employed full-time and in jobs in the same area as their training. More of the one-year graduates were unemployed. More one-year than two-year graduates were attending college. Also, the vocational education graduates had significantly higher achievement records in high school than the nonvocational graduates. (Author/NJ)

**ED 112 208 88 CE 005 230**

**Career Opportunities Potential Evaluation (COPE). Grades 7, 8, 9.**

Lower Dauphin School District, Hummelstown, Pa.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Pupil Personnel Services.

Report No.—VT-102-116

Pub Date 72

Note—331p.; Available only in microfiche due to marginal reproducibility

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Career Education, Career Opportunities, Developmental Programs, Grade 7, Grade 8, Grade 9, \*Guidance Programs, Instructional Materials, \*Junior High Schools, \*Learning Activities, Lesson Plans, Occupational Guidance, \*Program Evaluation, Self Concept Tests, Teaching Methods, Values, Vocational Interests

Identifiers—Career Opportunities Potential Evaluation, COPE, Elementary Secondary Education Act Title III, ESEA Title III, Pennsylvania (Hummelstown)

An evaluation of a project which initiated an organized program of vocational guidance for the Lower Dauphin Junior High School in Hummelstown, Pennsylvania is described. A special program emphasis had been developed for each of the three grade levels. It was not possible to evaluate the grade 8 program; however, two evaluation forms were used in the grade 7 program and proved to provide sufficient information to make an estimate of the relevancy and appropriateness of the program. The evaluation tool used for the grade 9 program was the self-concept and motivation inventory. This instrument was administered twice for providing information to be

used in the statistical evaluation of program effectiveness. The instrument proved unsatisfactory for this purpose, but gave valuable information concerning the individual. The learning activities for grades 7, 8, and 9, making up the bulk of the document (283 pages), are appended. Organized as lesson plans for each grade level, objectives, teaching suggestions, procedures, required materials, and instructional materials are provided. Grade 7 materials (52 pages) emphasize self-evaluation, grade 8 materials (79 pages) stress vocational interest development, and grade 9 materials (53 pages) deal with career planning and decision-making. (VA)

**ED 112 209**

**CE 005 231**

**Noon, Madeline Estella Hanson, Connie**

**Evaluation and Report on Consumer and Homemaking Program in Depressed Areas. Uterback Junior High School Program. Wakefield Junior High School Program. June and July, 1972.**

Tucson Public Schools, Ariz.

Spons Agency—Arizona State Dept. of Vocational Education, Phoenix.

Report No.—VT-102-133

Pub Date Jun 72

Note—45p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Consumer Education, Cooking Instruction, \*Home Economics, Instructional Materials, \*Junior High Schools, Low Income Groups, Post Testing, Pretesting, \*Program Descriptions, Self Care Skills, Sewing Instruction, \*Summer Programs  
Identifiers—Arizona (Tucson)

The document describes the consumer and home economics summer programs for grade 7 and grade 8 girls in two junior high schools. The programs provided opportunities to learn basic sewing and cooking skills, as well as personal improvement such as grooming, hygiene, posture, and modeling. A number of field trips to supplement the class instruction were made. Pretests and posttests were used to evaluate the programs. The tests showed that all of the girls had improved, and the students' own evaluations were very positive. Teachers also felt that the programs were successful and recommended continuation, with more supplies and time allotted for the programs. A 20-page section of the program's instructional materials includes pre- and posttests and other student materials. (MF)

**ED 112 210 95 CE 005 232**

**Bursik, Jake Kerkes, Thomas**

**Evaluation of Selected Instructional Methods for Academically Disadvantaged Students. Final Report.**

North Central Technical Inst., Wausau, Wis.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Report No.—VT-102-151

Pub Date Jun 74

Note—50p.; Appendix G may reproduce poorly

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Academically Handicapped, Educationally Disadvantaged, Educational Needs, Individualized Instruction, Program Descriptions, \*Program Development, \*Program Evaluation, Remedial Instruction, Remedial Mathematics, \*Remedial Programs, Remedial Reading Programs, Secondary Education  
Identifiers—NCTI, North Central Technical Institute, Wisconsin (Wausau)

The principal purposes of the preparation program at North Central Technical Institute (NCTI), Wausau, Wisconsin, were to provide opportunities for certain students to further their general academic development and to explore various vocational fields. Students intended for the preparatory program were those identified by their high school records and by entrance examinations as needing further development before admission to a postsecondary vocational program. The program objectives were accomplished by: (1) assessing the remedial education needs of students through diagnostic testing in reading, English, math, natural science, and study skills; (2) interviewing instructors for their reactions to the program; (3) visiting other schools to examine methods and curriculum materials used in their remedial education programs; and (4) developing programs to meet the specific remedial education needs of individual students. As a

result of these efforts it was recommended that a learning resource center be developed to provide an opportunity for individualized instruction. Three-fourths of the document consists of appended materials: a periodicals bibliography, program objectives, school visitation and seminar report, NCTI structure and functions, forms, and a followup study of students in the developmental program (1970-73). (VA)

**ED 112 211** CE 005 233

*Maletta, Edwin*  
Using the Project Method in Distributive Education. Teacher's Manual.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education. Report No—VT-102-999

Pub Date Apr 75

Note—62p.

Available from—New Jersey Vocational-Technical Curriculum Lab., Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (\$1.50 plus postage)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Distributive Education, Grade 10, Grade 11, \*Merchandising, \*Project Training Methods, Secondary Education, Student Projects, \*Teaching Guides, Vocational Development

The document explains how to integrate the project training methods into a distributive education curriculum for grades 10 or 11. The purpose of this teacher's manual is to give an overall picture of the project method in use. Ten sample projects are included which could apply to any distributive education student concentrating on the major areas of career development, advertising, display, and salesmanship. Besides describing the individual project, technique, behavioral objective, procedures, timing, and evaluation method are also specified. (LJ)

**ED 112 212** CE 005 237

*Stewart, James C., Comp.*  
Games and Activities for Career Education. Manual for Career Education.

Knox County Schools, Knoxville, Tenn.

Report No—VT-102-995

Note—34p.; For related documents, see CE 005 234-236

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Career Education, Class Activities, \*Classroom Games, Elementary Education, Primary Education, Resource Materials

The program document provides games and activities for primary and elementary grades which may be adapted to various career clusters. Most of the games may be constructed by the class. Illustrations and diagrams are provided, and each game specifies the grade level for which it is intended. (Author/MF)

**ED 112 213** CE 005 238

*Sullivan, Robert E.*  
Career Resource Center: A Handbook for Implementation. Publication No. 0002.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education. Report No—VT-102-000

Pub Date Jun 75

Note—96p.; Appendix Q will not reproduce in microfiche

Available from—New Jersey Vocational-Technical Curriculum Lab., Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (\$1.50 plus postage)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*Career Education, Delivery Systems, Facility Guidelines, \*Facility Planning, High Schools, \*Information Sources, \*Resource Centers, Secondary Education

Identifiers—\*Career Information Centers, New Jersey

The handbook is designed to help educators who are considering the establishment of a career resource center. Based primarily on the writer's experience, the document is intended to provide practical assistance in the organization of a high school career resource center. The document is organized around the eight chapter headings of determination of role, physical facilities, staff, public relations, collection of information, delivery system, evaluation, and job placement.

The appendixes make up half of the document and include material used in implementing career resource centers in New Jersey: career center floor plans, correspondence, forms, careers related to subject areas, an explanatory flyer for students, and evaluation instruments. (LJ)

**ED 112 214** 95 CE 005 239

Task Analysis for Industrial Plastics.

Washington State Coordinating Council for Occupational Education, Olympia.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—VT-102-001

Bureau No—72-2327

Pub Date Jan 73

Contract—OEC-460-70-014

Note—81p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*Course Content, Guides, Industrial Arts, \*Industrial Education, Job Skills, Job Training, \*Machine Tool Operators, Occupational Information, \*Performance Specifications, \*Plastics, \*Task Analysis

Identifiers—\*Industrial Plastics

The guide is designed to provide a basis for effective communication between local education agencies and local advisory committees regarding industrial plastics education and to communicate national and statewide program requirements so that local advisory committees may recommend program requirements that meet local needs with due concern for State and national needs. There is recent evidence that the plastics industry as a whole is less aerospace oriented and becoming more industrial plastics oriented. Hence it is recommended that a school planning a preparatory program carefully review its objectives with its local advisory committee. The document is organized by task analysis and course objectives for the three jobs of machine and hand parts finisher, plastic bench mechanic, and plaster and plastic tooling mechanic. For each vocation, occupational information steps to accomplish each task and what constitutes satisfactory performance are described. (Author/LJ)

**ED 112 215** CE 005 240

*Purdy, Joan M.*

The World of Health Occupations. A Two-Year Cooperative Program.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Report No—VT-102-007

Pub Date Mar 75

Note—233p.

Available from—New Jersey Vocational-Technical Curriculum Lab., Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (\$1.50 plus postage)

**EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage**

Descriptors—\*Career Education, \*Cooperative Programs, Course Content, \*Curriculum Guides, Grade 11, Grade 12, Health Occupations, \*Health Occupations Education, Human Body, Human Development, Legal Problems, Nutrition Instruction, \*Secondary Education, Teaching Procedures, Unit Plan

Identifiers—New Jersey

The two-year cooperative health occupations program curriculum guide was prepared to introduce to the schools, and more importantly to the student, the vocational opportunities to be found in health careers. The student's elected goal should lead to employment upon graduation because of specialized training, and may open doors to advanced education to prepare for a more advanced position in the health field. The document consists of seven units for the junior year: (1) orientation to school and health occupations, (2) introduction to aspects of health and human behavior, (3) growth and development of the person, (4) introduction to legal aspects, (5) body structure and functions, (6) skills related to health occupations, and (7) nutrition. The senior year consists of an orientation to the world of work. Each unit begins with an introduction and then is organized by content, teacher activities, student activities, and desired behavioral outcome. Appended are materials for testing, student records, and lists of recommended textbooks and audiovisual aids. (Author/LJ)

**ED 112 216** CE 005 241

*Parson, William E.*

Develop a Pre-Vocational Program for Freshmen Students in a Comprehensive Area Vocational School. Final Report.

Hammond School City, Ind.

Spons Agency—Indiana State Dept. of Public Instruction, Indianapolis. Div. of Vocational Education.

Report No—VT-102-009

Pub Date 31 Mar 75

Note—41p.; Not available in hard copy due to marginal reproducibility

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Area Vocational Schools, Building Trades, \*Career Education, \*Curriculum Development, Developmental Programs, Electrical Occupations, Electricity, \*Grade 9, Graphic Arts, \*Instructional Materials, Metal Working Occupations, \*Prevocational Education, Program Development

Identifiers—Indiana (Hammond)

A project designed to develop a prevocational program for grade 9 students in a comprehensive area vocational school is described in this final report. The major goals of the project were to enable students to make wise career choices and to develop better work habits and attitudes. Other goals were to identify the possible need for 10th grade prevocational programs and to further involve the community in the process of vocational education. A total of 66 unit packets were written for the cluster areas of graphics, metals, construction, and electricity/electronics. Each of the packets included instruction sheets, audiovisual materials, suggested field trips, and appropriate evaluation instruments. Occupational analysis was used as the basis for package development. The packages are currently being field tested. Appended materials (25 pages) include sample instructional materials and work sheets, a complete unit on basic electricity, and a list of completed units. (VA)

**ED 112 217** CE 005 242

*Face, Frank*

Barbering. A Teacher's Guide.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Report No—VT-102-008

Pub Date Apr 75

Note—76p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*Barbers, \*Course Content, Facility Requirements, \*Secondary Education, Skill Development, State Standards, \*Teaching Guides, \*Trade and Industrial Education, Vocational High Schools, Work Experience

Identifiers—New Jersey

The course outline emphasizes the trade of barbering and is intended to be part of a complete course of instruction which provides both a thorough foundation in the fundamental skills and knowledge of the barber trade and the development of good work habits and attitudes, including an appreciation of the importance of safety. The student is intended to have actual barber shop experience in conjunction with this high school level course. The introduction to this guide presents information about how to set up the course, including facilities needed and New Jersey State law. Course content outlines are presented for the areas of: (1) shop safety and sanitation, (2) history of barbering, (3) practical skills, (4) tool information, and (5) personal hygiene and health habits. Related and theoretical course content is also available. Student information sheets, lesson plans, and teacher's aids complete the document. (LJ)

**ED 112 218** 95 CE 005 243

*Canei, Robert A.*

Effective Retail Sales Techniques.

Ohio State Univ., Columbus. Ohio Distributive Education Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—VT-102-016

Note—255p.

Available from—Ohio Distributive Education Materials Laboratory, The Ohio State University, 1885 Neil Avenue, 115 Townsend Hall, Columbus, Ohio 43210 (No Price given)

**EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage**

**Descriptors**—Adult Vocational Education, Case Studies, Educational Programs, \*Instructional Materials, \*Manuals, \*Retailing, \*Salesmanship, \*Sales Occupations, Secondary Education  
The manual is a 12-hour program for adults who are working or preparing to work as retail salespeople. It can also be used as a summarization manual for high school students. The manual consists of five sessions which take the individual from the human aspect of sales to the related sales technique. The sessions are entitled: employee and customer relations, approaches and presentations, objections and closing the sale, suggestion selling, and sales demonstrations. Each session provides an instructional outline, related methods, and appropriate handouts and transparency originals. The appendix lists keys of session evaluation, promotional devices, suggested films, case studies, and supplementary handouts and transparency masters. (NJ)

**ED 112 219 95 CE 005 244**

**Guarino, Sam**  
**Communications for Supervisors.**  
Ohio State Univ., Columbus. Ohio Distributive Education Materials Lab.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Report No—VT-102-014  
Pub Date Mar 74  
Note—120p.

Available from—Ohio Distributive Education Materials Laboratory, The Ohio State University, 1885 Neil Avenue, 115 Townshend Hall, Columbus, Ohio 43210 (No price given)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**  
**Descriptors**—\*Communication Skills, Group Discussion, Instructional Materials, Interpersonal Competence, \*Leaders Guides, \*Leadership Training, \*Seminars, \*Supervisory Training

The essentials and techniques of effective communication are presented in the guide designed as a source book for leaders conducting a communications seminar. General suggestions for leading a group discussion and some specific suggestions for activities which involve the seminar participants are presented. Factual information relating to effective communication and providing a basis for discussion is arranged by topical heading. The guide is divided into six units entitled: (1) purposes and people, (2) responsibilities and roadblocks, (3) persuasion and principles, (4) listening and leadership, (5) media and messages, and (6) motivation and management. Appended are supplemental aids including activities, handouts, and transparency originals. (VA)

**ED 112 220 CE 005 245**

**Koeninger, Jimmy G.**  
**Simulations and Games. A Guidebook for Distributive Education.**  
Ohio State Univ., Columbus. Ohio Distributive Education Materials Lab.  
Report No—VT-102-105  
Note—83p.

Available from—Ohio Distributive Education Materials Laboratory, The Ohio State University, 1885 Neil Avenue, 115 Townshend Hall, Columbus, Ohio 43210 (No price given)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
**Descriptors**—\*Abstracts, Directories, \*Distributive Education, \*Educational Games, \*Resource Guides, \*Simulation

The guidebook for the teacher-coordinator of distributive education presents abstracts of 57 games and simulations. Each abstract provides a brief overview of the game or simulation, as well as author, publisher, cost, copyright date, time required, and number of players required. The abstracts are sequenced in alphabetical order. A topical index is also provided for the instructor who wishes to locate abstracts of games or simulations appropriate to a particular subject such as economics, human relations, banking, or collective bargaining. Directories of publishers, newsletters, professional organizations, and centers for simulation development are also included. A brief bibliography is appended. (NJ)

**ED 112 221 95 CE 005 246**

**Koeninger, Jimmy G. And Others**  
**An Environmental Simulation: Local and State Leadership Development.**  
Ohio State Univ., Columbus. Ohio Distributive Education Materials Lab.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Report No—VT-102-017

Pub Date [73]

Note—75p.

Available from—Ohio Distributive Education Materials Laboratory, The Ohio State University, 1885 Neil Avenue, 115 Townshend Hall, Columbus, Ohio 43210 (No price given)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
**Descriptors**—\*Distributive Education, Evaluation, \*Instructional Materials, Leaders Guides, \*Leadership Training, Simulated Environment, \*Simulation, Student Organizations, \*Youth Clubs, Youth Leaders

**Identifiers**—DECA, \*Distributive Education Clubs of America  
The purpose of the leadership development training package is to provide an environmental simulation for preparing local and State officers in the Distributive Education Clubs of America (DECA). The package presents the participant with a learning environment relevant to the future role of DECA officer by allowing him or her to experience a variety of tasks performed by the DECA officers. The participant is exposed to scripts and communications typically experienced by local and State DECA leaders. The appendix includes the evaluation of the leadership development workshops conducted at the 27th Annual Career Development Conference in Atlantic City, New Jersey in May 1973, during which these leadership training materials were pilot tested. (NJ)

**ED 112 222 CE 005 247**

**Cicchetti, Elric A.**  
**Marketing Competencies: A Core Course of Study.**

Rutgers, The State Univ., New Brunswick, N.J.  
Report No—VT-102-002  
Pub Date 73  
Note—39p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors**—\*Core Courses, \*Curriculum Design, \*Curriculum Evaluation, \*Distributive Education, Educational Objectives, Lesson Plans, \*Marketing, Performance Based Education, Task Analysis, Taxonomy

The document provides a systematic analysis of curriculum in marketing, focusing on the design and evaluation of a vocational course in the distributive education curriculum. The core course, entitled basic marketing, was selected because marketing competencies are essential to every distributive education student. The following areas are included: (1) taxonomy of marketing competencies; (2) educational objectives for marketing competencies; (3) an interview form to collect data on course objectives pertaining to the marketing competencies; (4) a categorization of objectives based on Yagi's Taxonomical System; (5) a matrix of marketing competencies to illustrate high school entry level occupational areas, marketing competencies, and objectives; (6) an instrument for task analysis; and (7) a set of six brief lesson plans. (Author/LJ)

**ED 112 223 95 CE 005 248**

**Benner, Sandy**  
**Department Store Problems. An In-Basket Simulation.**

Ohio State Univ., Columbus. Ohio Distributive Education Materials Lab.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Report No—VT-102-108  
Note—95p.

Available from—Distributive Education Materials Lab, Ohio State University, 1885 Neil Avenue, 115 Townshend Hall, Columbus, Ohio 43210 (No price given)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
**Descriptors**—\*Decision Making, \*Distributive Education, Instructional Materials, Job Training, Learning Activities, Management Games, \*Problem Solving, \*Retailing, Secondary Education, \*Simulation, Vocational Education

The in-basket simulation package was designed to help students learn about working in a department store. Various activities commonly occurring in retailing are simulated through the use of written memos and telephone messages. The learning activities were written for use in either a traditional classroom or a model store. The goal of the package is to acquaint the student with situations surrounding various tasks that must be performed in a store. The scope of topics presented was reduced to functions rather than positions in an effort to better enable the students to identify with the actual units of work to be performed. (Author/VA)

**ED 112 224 CE 005 249**

**Koeninger, Jimmy G.**  
**You Be the Judge: Display.**  
Ohio State Univ., Columbus. Ohio Distributive Education Materials Lab.  
Report No—VT-102-049  
Note—37p.

Available from—Ohio Distributive Education Materials Laboratory, The Ohio State University, 1885 Neil Avenue, 115 Townshend Hall, Columbus, Ohio 43210 (No price given)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors**—\*Distributive Education, Exhibits, Instructional Aids, \*Instructional Materials, Marketing, \*Merchandising, \*Resource Units, Visual Aids

**Identifiers**—Visual Merchandising (Displays)

The instructional package was developed to provide the distributive education teacher-coordinator with visual materials that can be used to supplement existing textbook offerings in the area of display (visual merchandising). Designed for use with 35mm slides of retail store displays, the package allows the student to view the slides of displays and identify the principles of display employed. The student then rates the displays in comparison with those of display experts. The package could also be used for individual study as well as for review purposes by students wishing to participate in local, State, or national competition. Included in the package are performance objectives, display checklists and rating sheets, and rating sheet profiles. A list of recommended readings also appears. (NJ)

**ED 112 225 CE 005 250**

**Koeninger, Jimmy G.**  
**You Be the Judge: Newspaper Advertising Layout.**  
Ohio State Univ., Columbus. Ohio Distributive Education Materials Lab.  
Report No—VT-102-020  
Note—48p.

Available from—Ohio Distributive Education Materials Laboratory, The Ohio State University, 1885 Neil Avenue, 115 Townshend Hall, Columbus, Ohio 43210 (No price given)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors**—\*Case Studies, Instructional Materials, Journalism, \*Layout (Publications), \*Learning Activities, \*Marketing, \*Newspapers, Publicize, Slides

The learning package is designed to provide the marketing educator with a culminating activity for an instructional unit focusing on advertising layout principles and procedures. It is to be used in conjunction with 35mm slides of newspaper advertisements, which the student views and rates in comparison with the ratings of a panel of experts. A motivational device is employed in awarding the students "profile points" based upon their ratings. Each of the 10 case studies includes background information, advertising copy, and copy rating profile. A checklist of advertising layout principles and layout rating sheet are also included. (Author/NJ)

**ED 112 226 CE 005 251**

**Everhardt, Richard M.**  
**Dictionary of Marketing Terms.**  
Ohio State Univ., Columbus. Ohio Distributive Education Materials Lab.  
Report No—VT-102-021  
Note—104p.

Available from—Ohio Distributive Education Materials Laboratory, The Ohio State University, 1885 Neil Avenue, 115 Townshend Hall, Columbus, Ohio 43210 (No price given)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**  
**Descriptors**—\*Definitions, \*Dictionaries, \*Distributive Education, Economics, Investment, \*Marketing, Reference Books, Retailing, Wholesaling

A listing of words and definitions compiled from more than 10 college and high school textbooks are presented in this dictionary of marketing terms. Over 1,200 entries of terms used in retailing, wholesaling, economics, and investments are included. This dictionary was designed to aid both instructors and students to better understand the terminology that appears in texts which are used in distributive education courses. (VA)

**ED 112 227 95 CE 005 252**

**Brockway, Jerry**  
**Store Security. Credit Card Fraud.**  
Ohio State Univ., Columbus. Ohio Distributive Education Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—VT-102-022

Pub Date [72]

Note—57p.; For related documents, see CE 005 253-255 and CE 005 260

Available from—Ohio Distributive Education Materials Laboratory, The Ohio State University, 1885 Neil Avenue, 115 Townshend Hall, Columbus, Ohio 43210 (No price given)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Adult Education, Course Content, Credit (Finance), \*Distributive Education, \*Prevention, Retailing, Sales Workers, Security, \*Stealing, \*Teaching Guides

Identifiers—\*Credit Card Fraud

The manual, intended for use by adults and not in the high school classroom situation, presents material directed toward assisting in the reduction of credit card crime. This teaching guide is organized in three sections which deal with the nature of and major reasons for credit card fraud, the types of hot card runners, and methods of reducing credit card losses. The format of the materials is a two-column arrangement, headed instructional outline and methods. Appropriate handouts accompany each lesson and a list of references is appended. (LJ)

ED 112 228 CE 005 253

Hawley, Dean A.

Store Security: Check Cashing Procedures and Cash Handling Control.

Ohio State Univ., Columbus. Ohio Distributive Education Materials Lab.

Report No—VT-102-023

Note—77p.; For related documents, see CE 005 252-255 and CE 005 260

Available from—Distributive Education Materials Laboratory, Ohio State University, 1885 Neil Avenue, 115 Townshend Hall, Columbus, Ohio 43210 (No price given)

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Course Content, Credit (Finance), \*Distributive Education, Instructional Materials, \*Prevention, \*Retailing, Sales Workers, Security, \*Stealing, \*Teaching Guides

The training course is designed to develop the awareness needed in accepting checks, as well as what to do in a situation where the person is purposely passing fraudulent checks. The format of the document is a two-column arrangement with an outline of the material to be taught juxtaposed next to suggestions for teaching the material. Four sessions make up the course. They deal with how to identify bad checks and what to do to try to recover from the loss of accepting a bad check. Suggested promotional materials and handouts are also included. (LJ)

ED 112 229 CE 005 254

Everhardt, Richard M.

Store Security: Internal Shrinkage Control.

Ohio State Univ., Columbus. Ohio Distributive Education Materials Lab.

Report No—VT-102-024

Note—115p.; For related documents, see CE 005 252-255 and CE 005 260

Available from—Distributive Materials Laboratory, Ohio State University, 1885 Neil Avenue, 115 Townshend Hall, Columbus, Ohio 43210 (No price given)

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Course Content, \*Distributive Education, Employee Responsibility, Prevention, \*Retailing, \*Sales Workers, Security, State Legislation, \*Stealing, \*Teaching Guides, Transparencies

Identifiers—\*Employee Theft, Ohio, Shoplifting

The document presents a 10-week training program designed to provide helpful and proven methods for controlling internal shrinkage in retail stores. Shrinkage includes the three problems of shoplifting, employee theft, and errors, each of which is addressed by the course. Ohio's laws are also discussed. The format for the course content section is a two-column arrangement with subject and method as headings. Also provided are transparency masters, handouts, and activities relating to the various units. (LJ)

ED 112 230 CE 005 255

Minsel, Robert Garman, Jerry

Store Security: Reducing Shoplifting.

Ohio State Univ., Columbus. Ohio Distributive Education Materials Lab.

Report No—VT-102-025

Pub Date Dec 72

Note—67p.; For related documents, see CE 005 252-254 and CE 005 260

Available from—Distributive Education Materials Laboratory, Ohio State University, 1885 Neil Avenue, 115 Townshend Hall, Columbus, Ohio 43210 (No price given)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Case Studies, Course Content, \*Distributive Education, Instructional Materials, \*Prevention, \*Retailing, Sales Workers, Security, State Legislation, \*Stealing, \*Teaching Guides

Identifiers—Ohio, \*Shoplifting

The major purpose of the course outline presented in the document is the reduction of stealing in retail stores. The teaching outline is formatted by juxtaposing the content outline of each substantive area next to relevant activities and methods. Some of the topics covered are psychology of shoplifting, tools used by shoplifters, Ohio's law on shoplifting, and what to do to reduce shoplifting or if a shoplifter is spotted. Also included are two case studies, handouts for the various units, tests, and a program format for a shoplifting seminar. (LJ)

ED 112 231 95 CE 005 256

Canei, Robert A.

Teacher Tactics.

Ohio State Univ., Columbus. Ohio Distributive Education Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—VT-102-026

Note—139p.

Available from—Distributive Education Materials Laboratory, Ohio State University, 1885 Neil Avenue, 115 Townshend Hall, Columbus, Ohio 43210 (No price given)

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—Adult Education, \*Check Lists, Classroom Techniques, \*Effective Teaching, Instructional Aids, Instructional Materials, Self Evaluation, \*Teaching Methods, \*Teaching Skills, \*Teaching Techniques, Testing, Visual Aids

The objective of the handbook is to acquaint the inexperienced instructor with the essential factors in the teaching situation: (1) various teaching methods, (2) effective teaching (with self-evaluation instruments), (3) how to plan and present the lesson, (4) preparing and utilizing audiovisual aids, (5) a list of sources for instructional materials, and (6) testing procedures. The suggestions contained in the handbook are also useful to the experienced instructor against which his past practices can be evaluated and hopefully improved. The last section (31 pages) presents tips on teaching adults. (Author/VA)

ED 112 232 CE 005 257

Human Relations Revised. A Training Course for People Who Manage People.

Ohio State Univ., Columbus. Ohio Distributive Education Materials Lab.

Report No—VT-102-027

Note—192p.; For related document, see CE 005 258

Available from—Ohio Distributive Education Materials Laboratory, The Ohio State University, 1885 Neil Avenue, 115 Townshend Hall, Columbus, Ohio 43210 (No price given)

EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage

Descriptors—Course Content, \*Human Relations, \*Instructional Materials, Job Satisfaction, Leaders Guides, \*Management Development, Management Education, Organizational Communication, Organizational Development, Personality, Problem Solving, \*Supervisory Training, \*Teaching Guides

A revision of the leader's manual, "Human Relations Training for Supervisory Personnel in Sales and Merchandising Organizations," the human relations training manual for supervisors consists of eight two-hour sessions. The first session is devoted to laying a framework for developing a human relations attitude. The second, third, and fourth sessions are devoted to the "four keys of good human relations." Session five covers communication. Grievances and discipline are covered in session six, and the seventh and eighth sessions cover the "four step method to problem solving." Materials for handouts and transparencies are provided at the end of each session. (Author/VA)

ED 112 233 CE 005 258

Koeninger, Jimmy G.

Human Relations Games. Book One.

Ohio State Univ., Columbus. Ohio Distributive Education Materials Lab.

Report No—VT-102-034

Note—57p.; For related document, see CE 005 257

Available from—Distributive Education Materials Laboratory, Ohio State University, 1885 Neil Avenue, 115 Townshend Hall, Columbus, Ohio 43210 (No price given)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Communication Skills, Decision Making Skills, Group Activities, Group Dynamics, \*Human Relations, \*Instructional Materials, \*Leaders Guides, Management Education, \*Management Games, Post Secondary Education, Problem Solving, Secondary Education

The need for classroom materials which encourage total student involvement served as the basis for the manual. Four games related to the development of human relations skills are presented. In the first game, participants compete as members of a team in performing a task under three types of communication situations: (1) one-way communication, (2) two-way communication, and (3) two-way communication plus visual aids. The second game emphasizes skills in goal-setting both for individuals and groups. The third gaming activity demonstrates the need for cooperation among members of a group to accomplish a group task. The fourth game provides the participants with an opportunity to identify the principles of group consensus making. Performance objectives, required materials, and procedures for conducting the activity are specified in detail for each game. (VA)

ED 112 234 CE 005 259

Hawley, Dean A.

A Training Course for Waiters and Waitresses.

Ohio State Univ., Columbus. Ohio Distributive Education Materials Lab.

Report No—VT-102-028

Note—138p.; Not available in hard copy due to marginal reproducibility

Available from—Ohio Distributive Education Materials Laboratory, The Ohio State University, 1885 Neil Avenue, 1115 Townshend Hall, Columbus, Ohio 43210 (No price given)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Course Content, Curriculum Guides, \*Food Service Occupations, \*Food Service Workers, Human Relations, \*Instructional Materials, \*Job Training, Occupational Home Economics, Sanitation, \*Teaching Guides

The tremendous growth of the food service industry has created a need for well-trained employees in the restaurant business. This manual provides material for waiter and waitress training in developing the overall required skills. The course is presented in four major sections: (1) relations-human and customer, (2) sanitation and food handling, (3) preparation and service, and (4) sequence of service and presenting the check. Each section consists of a three-hour session which can be expanded or shortened as required. Overhead masters, handouts, and sketches of needed materials are included at the end of each section. (VA)

ED 112 235 95 CE 005 260

Everhardt, Richard M.

Shoplifting Prevention.

Ohio State Univ., Columbus. Ohio Distributive Education Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—VT-102-029

Note—30p.; For related documents, see CE 005 252-255

Available from—Ohio Distributive Education Materials Laboratory, The Ohio State University, 1885 Neil Avenue, 115 Townshend Hall, Columbus, Ohio 43210 (No price given)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Crime, Individual Instruction, Individual Tests, \*Prevention, \*Programed Instruction, \*Retailing, Sales Workers, \*Stealing

Identifiers—\*Shoplifting

The retailers' concern about shoplifting and shoplifting losses provided impetus for the development of this programed text. The self-instructional booklet is designed for all retail employees as an aid to preventing financial losses to the store caused by shoplifting. The common characteristics of shoplifters, methods used by shoplifters, and a method of apprehending



shoplifters are examples of topics included in the text. (VA)

**ED 112 236** 95 CE 005 261

*Koeninger, Jimmy G.*

**The Merchandising Game.**

Ohio State Univ., Columbus. Ohio Distributive Education Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—VT-102-030

Note—30p.

Available from—Ohio Distributive Education Materials Laboratory, The Ohio State University, 1885 Neil Avenue, 115 Townshend Hall, Columbus, Ohio 43210 (No price given)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Decision Making, Economic Education, Economics, Educational Games, \*Instructional Materials, \*Management Games, \*Merchandising, \*Simulation, Teaching Guides, Worksheets

The decision-making game is built on a model which adheres to the economic principles of supply and demand. Game participants are faced with the task of generating profit in a simulated competitive situation. The game provides the opportunity for participants to gain a greater understanding of: (1) the relationship between income and costs and resulting profit, (2) the complexity of the buying process, and (3) the income statement. An instructor's guide, worksheets for game players, and teacher information forms are included in the manual. (VA)

**ED 112 237** 95 CE 005 262

*Kuebbeler, Gary L.*

**Going Into Business for Yourself.**

Ohio State Univ., Columbus. Ohio Distributive Education Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—VT-102-031

Note—274p.

Available from—Ohio Distributive Education Materials Laboratory, The Ohio State University, 1885 Neil Avenue, 115 Townshend Hall, Columbus, Ohio 43210 (No price given)

**EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage**

Descriptors—\*Business Administration, Distributive Education, Experimental Curriculum, Grade 11, Grade 12, \*Instructional Materials, Lesson Plans, \*Management Education, Merchandising, Publicize, \*Retailing, \*Secondary Education, Student Projects, Teaching Methods

Identifiers—\*Entrepreneurs

The purpose of the experimental curriculum is to give grade 11 and grade 12 students an understanding of the problems and decisions that face every businessman in starting and managing a business. Included in this manual are 15 lesson plans and a major student project. The project attempts to serve as a culminating activity for many of the topics discussed throughout the school year in distributive education classes. The project is flexible and permits the teacher-coordinator to adjust both the timetable and type of assignments to his particular purposes. The lesson plans were written so that the material could be presented in 20 minutes or less. (Author/VA)

**ED 112 238** CE 005 263

*Canei, Robert A.*

**Training in Your Community for Tourism.**

Ohio State Univ., Columbus. Ohio Distributive Education Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—VT-102-032

Note—199p.; Pages 127-35 have been deleted because the material is copyrighted

Available from—Ohio Distributive Education Materials Laboratory, The Ohio State University, 1885 Neil Avenue, 115 Townshend Hall, Columbus, Ohio 43210 (No price given)

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

Descriptors—\*Adult Vocational Education, \*Community Programs, Developmental Programs, Distributive Education, Human Relations, \*Instructional Materials, Publicize, Service Occupations, \*Teaching Guides, \*Tourism, Travel

Because many different types of service occupations and industries may be involved with tourists, the manual has been developed so that the instructor may add or delete from its content.

The manual contains topical outlines and suggestions for instructors in four sessions. Other sections for program development contained in the manual are agenda and class evaluations, films, slides, promotional material, and supplementary information such as tourism statistics, a speech on tourism, a facilities checklist, projects to develop tourism, sources for assistance, and Ohio tourism facts. (MF)

**ED 112 239** 95 CE 005 264

*Knox, Phil*

**The School Store. A Retail Laboratory for D.E. [Distributive Education].**

Ohio State Univ., Columbus. Ohio Distributive Education Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—VT-102-033

Note—120p.

Available from—Ohio Distributive Education Materials Laboratory, The Ohio State University, 1885 Neil Avenue, 115 Townshend Hall, Columbus, Ohio 43210 (No price given)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—\*Distributive Education, Guidelines, Instructional Materials, Learning Experience, \*Merchandising, \*Project Training Methods, Recordkeeping, Records (Forms), \*Retailing, \*Salesmanship, Secondary Education, Training Laboratories, Work Experience

Identifiers—Ohio (Toledo), \*School Stores

High school distributive education retail laboratories (school stores) provide practical experiences in an actual store environment. The manual presents information to assist coordinators in creating a distributive education retail laboratory or for improving an existing operation. Sections include preparing proposals to start a school store, vendor's license and sales tax, store policies, wholesalers, store layout, equipment purchase policies, promotional ideas, and 41 pages of sample forms used in financial, appraisal, budgetary, and inventory control. The manual was developed in cooperation with distributive education coordinators at the school store workshop, Toledo, Ohio in March 1974. (MF)

**ED 112 240** 95 CE 005 265

*Hepner, Tom*

**Industrial Sales Decision-Making.**

Ohio State Univ., Columbus. Ohio Distributive Education Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—VT-102-035

Note—79p.

Available from—Ohio Distributive Education Materials Laboratory, The Ohio State University, 1885 Neil Avenue, 115 Townshend Hall, Columbus, Ohio 43210 (No price given)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—Course Content, \*Decision Making Skills, Distributive Education, Industrial Personnel, \*Industry, \*Instructional Materials, Learning Activities, \*Salesmanship, Secondary Education, Simulation, \*Teaching Guides

In high school distributive education classes the selling function is usually interpreted as it relates to retail sales. The industrial sales representative, however, must act on his own in the field, making decisions without consultation with his superiors. As the total distributive education program grows in sophistication, there is a need to provide curriculum materials for the young person who may be interested in industrial selling. This document presents decision-making exercises developed for the advanced distributive education student who has already completed courses in basic selling and other marketing functions. The material is broken down into separate exercises or modules. Completion time for each will range from one class period to a week. Each exercise includes a decision situation, objectives and activities, pre- and post-tests, and teacher data. The teacher-coordinator may evaluate the student or discuss the exercise after the student's self-evaluation. (MF)

**ED 112 241** 95 CE 005 266

*Canei, Robert A.*

**The Art of Delegating.**

Ohio State Univ., Columbus. Ohio Distributive Education Materials Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—VT-102-036

Note—117p.

Available from—Distributive Education Materials Laboratory, Ohio State University, 1885 Neil Avenue, 115 Townshend Hall, Columbus, Ohio 43210 (No price given)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—\*Administrator Guides, Administrator Role, \*Adult Education, Distributive Education, \*Instructional Materials, \*Management Development, \*Professional Continuing Education, Secondary Education, Talent Utilization, Transparencies

The problems that develop from delegation, as well as those which develop because of the lack of it, have received increasing attention in recent years. The manual presents a program based on the art of delegating authority and responsibility from a management perspective. The course is designed to help managers realize the value of delegation by understanding what and how to delegate and by identifying ways to overcome the forces working against delegation. The program can be conducted in 7 to 20 hours, depending on the background of the individuals in the program. The course was developed for the adult training level, but it can also be used for high school distributive education students and in postsecondary management training. The manual includes transparencies and a listing of films which are annotated. (VA)

**ED 112 242** CE 005 267

*Shashack, Willard F., Ed.*

**Occupational Safety and Health Act Handbook for Vocational and Technical Education Teachers.**

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.

Report No—VT-102-038

Pub Date Jul 74

Note—75p.

Available from—Urban Education Development Laboratory, Department of Vocational and Technical Education, University of Illinois at Urbana, 357 Education Building, Urbana, Illinois (No price given)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Accident Prevention, \*Check Lists, Federal Legislation, Guidelines, High School Students, Reference Materials, Safety, \*Safety Equipment, \*School Safety, \*School Shops, Secondary Education, Standards, \*Trade and Industrial Teachers, Vocational Education Teachers

Identifiers—\*Occupational Safety and Health Act 1970

The purpose of the handbook is to assist the school shop teacher in participating in voluntary compliance with the standards and regulations of the Occupational Safety and Health Act of 1970. The first major section deals with general shop safety and how the shop teacher can use the checklist to control possible safety violations in his shop. The following chapters are of a specific nature, with checklists to meet requirements for the common areas of vocational education: machine tool, welding, woodworking, electricity, automotive, and drafting. At the conclusion of the guide, there is a section dealing with general recordkeeping and accident reporting, a time table for implementation of safety standards, and a suggested instructional reference list. (Author/AJ)

**ED 112 243** CE 005 268

*Hale, Allen Hamilton, John W.*

**Police Traffic Services Basic Training Program.**

Course Guide, Volume 1 of 3.

Dunlap and Associates, Inc., Darien, Conn.

Spons Agency—National Highway Traffic Safety Administration (DOT), Washington, D.C.

Report No—DOT-HS-800-718; VT-102-039

Pub Date Oct 72

Note—48p.; For volume 2, see ED 083 481; For volume 3, see CE 005 269

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 5003-00092, \$0.60)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Course Descriptions, \*Course Organization, Curriculum Guides, Inservice Education, \*Job Training, Law Enforcement, Parking Controls, Pedestrian Traffic, \*Police, Reference Materials, \*Traffic Control, \*Traffic Safety, Vehicular Traffic

Identifiers—\*Police Education

As part of a concerted effort by the U.S. Department of Transportation to improve and upgrade the effectiveness of their nationwide

highway safety program, a basic training program for police traffic services was developed. The guide contains a description of the overall training program; suggestions for course planning including the scheduling of lessons, class size, prerequisites for students and instructors, training facilities and resources; instructor and student materials; guidelines for conducting the course; and recommendations for measuring student achievement. Appended is a six-page reference list. (Author/VA)

**ED 112 244** 95 CE 005 270  
Competency Based Education. An Annotated Bibliography.

West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—VT-102-044

Pub Date 74

Note—52p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
Descriptors—Agricultural Education, \*Annotated Bibliographies, Business Education, Health Occupations Education, Home Economics Education, \*Performance Based Education, \*Resource Guides, Technical Education, Trade and Industrial Education, \*Vocational Education

Materials included in the bibliography were collected during 1974 for the Education Professions Development Act project, "Familiarizing Teachers with New Curriculum Materials." Objectives of this project were to train vocational teachers in competency-based curricular models. The indexed materials listed in the bibliography are grouped as follows: agricultural education (20 entries), allied health occupations education (25 entries), business and office education (31 entries), home economics education (16 entries), and trade, industrial, and technical education (52 entries). Each entry notes the availability and cost of the item. A 12-item list of general materials concludes the document. (Author/NJ)

**ED 112 245** CE 005 271  
Ashlock, Irvin H. Iverson, Maynard J.

Greenhouse Management. An Instructional Unit for Teachers of Adult Vocational Education in Agriculture.

Kentucky Univ., Lexington. Div. of Vocational Education.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Report No—VT-102-049

Pub Date 72

Note—90p.; For related documents, see CE 005 272-282

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*Adult Vocational Education, Agricultural Education, Course Content, Curriculum, \*Greenhouses, Horticulture, Instructional Materials, Learning Activities, \*Nursery Workers (Horticulture), \*Teaching Guides, Unit Plan, \*Vocational Agriculture

Identifiers—Kentucky

The unit was developed as a guide for use by teachers in planning and conducting adult classes in horticulture. The target audience is adults employed in agriculture in Kentucky. Because of the diversity in age, expertise, and experience levels of class members and instructors, the unit was designed to cover the basic areas of greenhouse management. Seven lessons have been included which may be modified or expanded to suit each particular course. Lessons are in outline form with the major headings of objective, problem and analysis, content, and suggestions for teaching the lesson. Supplementary materials in the form of illustrations and charts are provided. Appended are unit planning forms and a unit evaluation instrument. (LJ)

**ED 112 246** CE 005 272

Wise, Jack Iverson, Maynard J.

Land Use. An Instructional Unit for Teachers of Adult Vocational Education in Agriculture.

Kentucky Univ., Lexington. Div. of Vocational Education.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Report No—VT-102-050

Pub Date 73

Note—160p.; For related documents, see CE 005 271-282; Photographs may not reproduce in microfiche

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**  
Descriptors—Adult Farmer Education, \*Adult Vocational Education, \*Agriculture, Conservation Education, Course Content, \*Instructional Materials, \*Land Use, Learning Activities, Lesson Plans, Natural Resources, Soil Conservation, Soil Science, \*Teaching Guides, Transparencies, Unit Plan, Vocational Agriculture, Water Resources

Identifiers—Kentucky

An adult farmer course designed to develop the effective ability of land holders to plan for and implement wise land use is presented. The unit consists of eight lesson plans: (1) the importance of land use, (2) the physical and chemical properties of the soil, (3) soil testing as a tool of land use, (4) balanced fertilization of soils, (5) selection of productive crop and/or livestock programs based on wise land use, (6) soil and water conservation, (7) soil and water management for rural use, and (8) soil water management for urban use. Masters for transparencies are included for each lesson. In addition, a teaching plan for the course and other planning forms are appended. (VA)

**ED 112 247** CE 005 273

Chumler, Fred, Jr. Iverson, Maynard J.

Farm Finance. A Key to the Farm Business. An Instructional Unit for Teachers of Adult Vocational Education in Agriculture.

Kentucky Univ., Lexington. Div. of Vocational Education.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Report No—VT-102-051

Pub Date 72

Note—97p.; For related documents, see CE 005 271-282

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*Adult Farmer Education, Adult Vocational Education, Agricultural Education, Course Content, Curriculum, Farm Accounts, \*Farm Management, Instructional Materials, Learning Activities, \*Money Management, \*Planning, Records (Forms), \*Teaching Guides, Vocational Agriculture

Identifiers—Kentucky

The document presents an adult farmer course in farm finance. It was developed especially for teaching adults employed in agriculture in Kentucky. Because of the diversity of age, expertise, and experience levels of class members and instructors, the unit was designed to cover the basic areas of farm finance. Six lessons have been included which may be modified or expanded to suit each particular course. Lessons are in outline form with the major headings of objective, problem analysis, content, and suggestions for teaching the lesson. Supplementary material in the form of illustrations and charts is provided. Appended are class planning forms and a unit evaluation instrument. (Author/LJ)

**ED 112 248** CE 005 274

Hammer, James L. Iverson, Maynard J.

Crop Storage and Handling. An Instructional Unit for Adult Vocational Education in Agriculture.

Kentucky Univ., Lexington. Div. of Vocational Education.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Report No—VT-102-052

Pub Date 72

Note—159p.; For related documents, see CE 005 271-282

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

Descriptors—\*Adult Farmer Education, Adult Vocational Education, Agricultural Production, Curriculum Guides, Feed Industry, \*Field Crops, \*Grains (Food), Instructional Materials, Learning Activities, Lesson Plans, \*Storage, \*Teaching Guides, Vocational Agriculture, Young Farmer Education

Identifiers—Kentucky

Farm output projections show increases for all farm products, with large increases needed in feed grains. This instructional unit was developed to promote the effective ability of producers to plan and develop a system of storing and handling home grown grain crops for maximum profits. The unit is structured in eight lessons

which can be adapted to fit a particular teaching situation. It was designed for use as a guide by teachers in planning and conducting young adult and adult farmer classes. Transparency and handout masters are found at the end of each lesson in the unit. In addition, several suggestions for supplementary enrichment activities are listed for each lesson. Teaching forms and a course evaluation questionnaire are appended. (Author/VA)

**ED 112 249** CE 005 275

Irish, Paul Iverson, Maynard J.

Soybean Production and Marketing. An Instructional Unit for Teachers of Adult Education in Agriculture.

Kentucky Univ., Lexington. Div. of Vocational Education.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Report No—VT-102-053

Pub Date 72

Note—100p.; For related documents, see CE 005 271-282

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*Adult Farmer Education, \*Agricultural Production, \*Curriculum Guides, Field Crops, \*Instructional Materials, Lesson Plans, Teaching Guides, \*Young Farmer Education

Identifiers—Kentucky, \*Soybeans

The instructional unit was developed for use as a guide for planning and teaching adult or young farmer classes in Kentucky. The unit consists of 12 lessons covering various aspects of soybean production and marketing. The course objective is to develop the effective ability of farmers to plan for profitable soybean production. Transparency and handout masters are included at the end of each lesson in the unit. (Author/VA)

**ED 112 250** CE 005 276

Metzger, Bruce Iverson, Maynard J.

Beef Cattle Production. An Instructional Unit for Teachers of Adult Vocational Education in Agriculture.

Kentucky Univ., Lexington. Div. of Vocational Education.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Report No—VT-102-054

Pub Date 74

Note—136p.; For related documents, see CE 005 271-282

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

Descriptors—\*Adult Farmer Education, \*Adult Vocational Education, Agricultural Education, \*Agricultural Production, Course Content, Curriculum Guides, Farm Management, \*Instructional Materials, Lesson Plans, \*Livestock, Teaching Guides, Vocational Agriculture

Identifiers—\*Beef Cattle Production, Kentucky  
The unit on beef cattle production is designed primarily for the adult farmer program in Kentucky as an aid to making the beef enterprise more profitable. It is aimed primarily at the commercial producer. The lessons center on some of the more important economic points in beef cattle production. Ten lessons comprise the unit, which can be adapted for local needs and situations: (1) selection and breeding for increased herd production, (2) controlling costs, (3) increasing birth rate, (4) raising calves to weaning, (5) feeding, (6) producing replacement heifers, (7) maintaining health of herd, (8) managing the stocker program, (9) equipment needs, and (10) comprehensive management planning. Several suggestions for supplementary enrichment activities are listed for each lesson. Several forms and a course evaluation instrument are appended. (VA)

**ED 112 251** CE 005 277

Grace, Clyde, Jr. Iverson, Maynard J.

Corn Production and Marketing. An Instructional Unit for Teachers of Adult Vocational Education in Agriculture.

Kentucky Univ., Lexington. Div. of Vocational Education.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Report No—VT-102-055

Pub Date 74

Note—117p.; For related documents, see CE 005 271-282

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—\*Adult Farmer Education, Adult Vocational Education, \*Agricultural Production, Agronomy, \*Corn (Field Crop), \*Curriculum Guides, Instructional Materials, Lesson Plans, Teaching Guides, Vocational Agriculture, \*Young Farmer Education

The instructional unit designed to develop the effective ability of farmers to produce, harvest, store, and market corn profitably is structured in 11 lessons. The unit was developed as a guide for use by teachers in planning and conducting young farmer or adult farmer classes. The specific topics include varieties of corn, principles of germination, fertilization programs, the identification, prevention, and control of corn diseases, weed and insect control, harvesting, storing, and marketing. Transparency and handout masters are included for each lesson. Teaching forms and a unit evaluation questionnaire are appended. (VA)

**ED 112 252** CE 005 278  
Greer, Jerry W. Iverson, Maynard J.

**Forage Handling. An Instructional Unit for Teachers of Adult Vocational Education in Agriculture.**

Kentucky Univ., Lexington. Div. of Vocational Education.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Report No—VT-102-056

Pub Date 73

Note—92p.; For related documents, see CE 005 271-282; Photographs will not reproduce well

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—\*Adult Farmer Education, Adult Vocational Education, Agricultural Education, Agricultural Machinery, \*Agricultural Production, Crop Processing Occupations, \*Curriculum Guides, Field Crops, \*Harvesting, Instructional Materials, Lesson Plans, Storage, Teaching Guides, Vocational Agriculture, \*Young Farmer Education

**Identifiers**—Kentucky

The unit of instruction is designed for use by teachers in planning and conducting young farmer and adult farmer classes. The purpose of this course is to develop the effective ability of farmers to efficiently handle forages for economic livestock feed on Kentucky farms. The unit is divided into five lessons. The lessons deal with the following topics: (1) the extent of mechanization of forage handling desirable in order to produce the most economical feed, (2) harvesting forages by grazing, (3) harvesting and storage forages in barn type structures, (4) harvesting, storing, and feeding silage, and (5) harvesting, storing, and feeding forages in the field. Transparency and handout masters are found at the end of each lesson in the unit. Teaching forms and a unit evaluation questionnaire are appended. (VA)

**ED 112 253** CE 005 279  
Harrison, Kenneth M. Iverson, Maynard J.

**Agricultural Pesticides. An Instructional Unit for Teachers of Adult Vocational Education in Agriculture.**

Kentucky Univ., Lexington. Div. of Vocational Education.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Report No—VT-102-057

Pub Date 75

Note—170p.; For related documents, see CE 005 271-282; Pages 145, 146, and 148 will not reproduce well in microfiche due to smallness of type

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors**—\*Adult Farmer Education, Adult Vocational Education, Agricultural Education, \*Curriculum Guides, Disease Control, Herbicides, Insecticides, Instructional Materials, \*Pesticides, Rodenticides, Teaching Guides, Vocational Agriculture, \*Young Farmer Education

**Identifiers**—Kentucky

The proper use of agricultural pesticides is the major emphasis on the unit of instruction developed as a guide for use by teachers in planning and conducting young farmer and adult farmer classes. Seven lessons are included in the unit covering topical areas related to the utilization of pesticides, herbicides, insecticides, fungicides, and the development of a comprehensive pest control program. Suggestions for teaching

the lessons and suggested materials are presented. Teaching forms and a unit evaluation questionnaire are presented. (VA)

**ED 112 254** CE 005 280

Howard, Shirley R. Iverson, Maynard J.

**Home Beautification. An Instructional Unit for Teachers of Adult Vocational Education in Agriculture.**

Kentucky Univ., Lexington. Div. of Vocational Education.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Report No—VT-102-058

Pub Date 73

Note—313p.; For related documents, see CE 005 271-282

**EDRS Price MF-\$0.76 HC-\$15.86 Plus Postage**

**Descriptors**—Adult Farmer Education, \*Adult Vocational Education, \*Curriculum Guides, Floriculture, Instructional Materials, \*Landscaping, \*Ornamental Horticulture, Plant Identification, Site Development, Teaching Guides, Turf Management, Young Farmer Education

**Identifiers**—\*Home Beautification

Ten lesson plans in the basic area of home beautification are included in the guide for use by teachers in planning and conducting youth or adult farmer classes. The major emphasis of this unit is on landscaping. The development of a landscape plan, plant identification and selection, landscape construction and maintenance, and flower specialty gardens are topics covered in the lessons. Suggestions for teaching the lesson, enrichment activities, and teaching materials are included at the end of each lesson. Teaching forms and a unit evaluation questionnaire are appended. (VA)

**ED 112 255** CE 005 281

O'Bryan, Robert C. Iverson, Maynard J.

**Tree-Fruit Production. An Instructional Unit for Teachers of Adult Vocational Education in Agriculture.**

Kentucky Univ., Lexington. Div. of Vocational Education.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Report No—VT-102-059

Pub Date 75

Note—125p.; For related documents, see CE 005 271-282

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—\*Adult Farmer Education, Adult Vocational Education, Agricultural Education, \*Agricultural Production, Curriculum Guides, Instructional Materials, \*Teaching Guides, \*Trees, Vocational Agriculture, \*Young Farmer Education

**Identifiers**—\*Fruit Trees

Designed as a guide for teachers in planning and conducting young and adult farmer classes, the unit covers the basic areas of tree-fruit production. The format of the 10-lesson unit allows for the utilization of the problem-solving and discussion methods of teaching. The major objective of the unit is to develop the ability to effectively establish and manage a tree-fruit production enterprise. Topics of study include: orchard site selection, establishing and propagating fruit trees, pruning, soil management, thinning trees, insect and disease control, harvesting and marketing, and managing home fruit production. The appendix includes teaching forms and a unit evaluation questionnaire. (NJ)

**ED 112 256** CE 005 282

Vincent, Gary Iverson, Maynard J.

**Profitable Hog Production. An Instructional Unit for Teachers of Adult Vocational Education in Agriculture.**

Kentucky Univ., Lexington. Div. of Vocational Education.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Report No—VT-102-060

Pub Date 73

Note—144p.; For related documents, see CE 005 271-281

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—\*Adult Farmer Education, Adult Vocational Education, Agricultural Education, \*Agricultural Production, Curriculum Guides,

Instructional Materials, \*Livestock, \*Teaching Guides, Vocational Agriculture, \*Young Farmer Education

**Identifiers**—\*Hogs

Developed as a guide for teachers in planning and conducting classes in young or adult farmer education, the 10-lesson unit covers the basic areas of hog production; selection, breeding, feeding, managing, and marketing. The format used is designed to assist teachers in utilizing problem-solving and the discussion method of teaching. The appendix includes teaching forms and a unit evaluation questionnaire. (NJ)

**ED 112 257** CE 005 283

The Tractor Electrical System. A Teaching Reference.

American Association for Vocational Instructional Materials, Athens, Ga.; Farm and Industrial Equipment Inst., Chicago, Ill.

Report No—VT-102-067

Note—61p.; Illustrations have color keying which will not reproduce

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Agricultural Machinery, Agricultural Machinery Occupations, \*Electrical Systems, Electric Batteries, Electricity, Equipment Maintenance, \*Farm Mechanics (Occupation), Machine Repairmen, \*Manuals, Trade and Industrial Education

The fundamental principles underlying the application of electricity to tractors and farm equipment are presented. An understanding of the material in the basic manual will enable the service man to understand better the service procedures covered in service manuals on electrical equipment. Topics dealt with are fundamentals of electricity, storage batteries, circuits, and combination motor and generator. (NJ)

**ED 112 258** CE 005 284

Tractor Transmissions. A Teaching Reference.

American Association for Agricultural Engineering and Vocational Agriculture, Athens, Ga.; Farm and Industrial Equipment Inst., Chicago, Ill.

Report No—VT-102-062

Note—29p.; Illustrations have color keying which will not reproduce

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Agricultural Machinery, Instructional Materials, \*Manuals, \*Power Mechanics, \*Tractors, Trade and Industrial Education

**Identifiers**—Transmissions (Automotive)

The manual was developed as a reference for teaching students about transmissions in farm tractors. The manual is divided into five sections: (1) transmission history, (2) gears and bearings in transmission, (3) sliding-gear transmissions, (4) planetary gearing, and (5) glossary. The working principles of the sliding-gear transmission, the most extensively used transmission in farm tractors are described in detail. (VA)

**ED 112 259** CE 005 285

Tractor Hydraulics. A Teaching Reference.

American Association for Vocational Instructional Materials, Athens, Ga.; Farm and Industrial Equipment Inst., Chicago, Ill.

Report No—VT-102-063

Note—48p.; Illustrations have color keying which will not reproduce

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Agricultural Machinery, Fluid Power Education, \*Hydraulics, Instructional Materials, \*Manuals, Power Mechanics, \*Tractors, Trade and Industrial Education

The manual was developed to help provide a better understanding of how and why hydraulic principles serve the purposes of weight reduction, increase of physical effort, and more precise control to machines of all types. The four components that are necessary to have a workable hydraulic system—a reservoir, a pump, a valve, and a motor (cylinder) are described in detail. Special emphasis is given to farm and industrial equipment applications. (VA)

**ED 112 260** CE 005 286

Ball and Roller Bearings. A Teaching Reference.

American Association for Vocational Instructional Materials, Athens, Ga.; Farm and Industrial Equipment Inst., Chicago, Ill.

Report No—VT-102-064

Note—28p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Instructional Materials, \*Manuals, \*Mechanical Equipment, Trade and Industrial Education

**Identifiers**—\*Bearings

The manual provides a subject reference for ball and roller bearings. The following topics are included: (1) bearing nomenclature, (2) bearing uses, (3) bearing capacities, (4) shop area working conditions, (5) bearing removal, (6) bearing cleaning and inspection, (7) bearing replacement, (8) bearing lubrication, (9) bearing installation, (10) bearing failures due to improper servicing, (11) installation running inspection, and (12) bearing adjustment theory. (VA)

**ED 112 261** CE 005 287

*Gealt, Rochelle*

**Kenny Career in Transportation Land.**

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education. Report No—VT-102-066

Pub Date Jun 75

Note—85p.

Available from—New Jersey Vocational Technical Curriculum Laboratory, Building 4103 Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (\$1.50 plus postage)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—\*Activity Units, \*Career Awareness, Career Education, Enrichment Activities, \*Grade 1, Instructional Materials, \*Kindergarten, Learning Activities, Occupational Clusters, Primary Education, \*Transportation, Worksheets

The publication is the first in a series of activity books for kindergarten and first grade students. The activity book consists of materials for the teacher, including lesson objectives, narration, activities, resources, and student materials. The book aims to foster knowledge about careers while improving basic skills. The unit focuses on the occupational cluster of transportation. The teacher should view this as a resource for supplementing regular classroom instruction. (Author/VA)

**ED 112 262** CE 005 288

*Spencer, Frederick*

**Introduction to the Control of Electric Motors.**

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education. Report No—VT-102-067

Pub Date Mar 75

Note—117p.

Available from—New Jersey Vocational Technical Curriculum Laboratory, Building 4103 Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 (\$3.00 plus postage)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—Course Content, \*Curriculum Guides, \*Electric Circuits, Electricity, \*Electric Motors, \*Electronic Control, Instructional Materials, Secondary Education, Vocational Education

The fundamentals of electric circuits and electric machines are presented in the text, with an emphasis on the practical operation rather than on mathematical analyses of theories involved. The material contained in the text includes the fundamentals of both D.C. and A.C. circuits together with the principles of magnetism and electro-magnetic induction, so as to provide a foundation for the understanding of the principles of electric machinery operation. Application of these fundamentals is made in the discussion of D.C. generators, D.C. motors, transformers, A.C. generators, induction motors, synchronous motors, single-phase motors, and polyphase motors. Review questions are included at the end of each lesson for evaluating student progress or for class discussion. (NJ)

**ED 112 263** 95 CE 005 289

**Improve Instructional Capabilities of Part-Time Vocational Education Call-Staff. Final Report.**

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date Sep 74

Note—84p.; Page III-4 was removed due to lack of reproducibility of the original

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—\*Adult Vocational Education, Evening Students, \*Inservice Teacher Education, Lesson Plans, \*Part Time Teachers, Program Descriptions, \*Teacher Improvement, \*Teacher Workshops, Vocational Education Teachers

**Identifiers**—Wisconsin

The purpose of the project was to plan and conduct workshops designed to upgrade the basic teaching skills of part-time vocational teachers in the Wisconsin Vocational-Technical Adult Education System. The project consisted of designating the pedagogical skills to be learned, developing an instructional booklet to be correlated with the workshop agenda, conducting four separate one-day workshops, and evaluating the impact of the workshops and materials on the teaching skills of the participants. Although the immediate response was enthusiastic, the follow up survey two months later indicated that teachers may need more time to develop basic teaching skills. The report summarizes the project, outlines the procedures utilized in developing the workshops, and presents the evaluation results. The 20-page "Improving Instructional Skills" booklet used for the teacher training workshops is appended, along with a teacher evaluation checklist, additional project-developed lesson plans, an inservice workshop procedural outline for call-staff, and project correspondence. (Author/NJ)

**ED 112 264** 95 CE 005 290

*Horn, Fern M. Barsness, Anita O.*

**Instructional Materials for Use with Educable Mentally Retarded Students Enrolled in Home Economics Classes.**

Wisconsin Univ., Stevens Point.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Dept. of Public Instruction, Madison. Bureau for Career and Manpower Development.

Report No—VT-102-070

Pub Date May 75

Note—312p.; For related document, see CE 005 291

**EDRS Price MF-\$0.76 HC-\$15.86 Plus Postage**

**Descriptors**—\*Annotated Bibliographies, Behavioral Objectives, Child Development, Clothing Instruction, Consumer Education, \*Educable Mentally Handicapped, Family Relationship, \*Home Economics Education, Individual Development, \*Instructional Materials, Nutrition

The instructional materials are intended for use with the educable mentally handicapped students who are mainstreamed into home economics classes. The materials are divided into five substantive content areas: (1) child development, (2) personal development, (3) clothing and textiles, (4) consumer education, and (5) foods and nutrition. The lessons within each area provide teaching guidelines (performance objectives, instructional approach, and instruction for evaluation) and varied instructional materials (exercises, tests, games, illustrations, and handouts). A 68-page annotated bibliography of instructional materials for use by home economics teachers with educable mentally handicapped students is appended. (VA)

**ED 112 265** 95 CE 005 291

*Horn, Fern M. Barsness, Anita O.*

**Development of Instructional Materials for Use by Home Economics Teachers with EMR Students.**

Wisconsin Univ., Stevens Point.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Dept. of Public Instruction, Madison. Bureau for Career and Manpower Development.

Report No—VT-102-071

Pub Date Jun 75

Note—31p.; For related document, see CE 005 290

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Curriculum Development, \*Educable Mentally Handicapped, \*Evaluation, \*Home Economics Education, \*Instructional Materials, Questionnaires, Tables (Data), \*Teacher Response, Teacher Workshops

The purpose of the project was to continue with the development, analysis, revision, and dissemination of curriculum materials for use by home economics teachers with educable mentally handicapped students which had been initiated during an earlier phase. The developed materials were field tested with students enrolled in home economics classes where the specific concept was being covered. The materials were used with all

enrolled students. The materials were also field tested with 28 teachers. The instructional materials were revised based on data analysis and suggestions of the teachers. Inservice programs and workshops were conducted to aid teachers in the development and utilization of materials. The evaluation instrument is appended. (Author/VA)

**ED 112 266** CE 005 300

**Establish Criteria for Student Performance in a Vocational Education Program. Module D-1. Professional Vocational Teacher Education Module.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Report No—VT-102-080

Pub Date 11 Dec 72

Note—30p.; For related documents, see CE 005 301-304

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Educational Assessment, Evaluation Criteria, Instructional Materials, \*Learning Activities, \*Performance Based Education, \*Performance Criteria, Student Evaluation, Study Guides, \*Teacher Education Curriculum, \*Vocational Education Teachers

The module, part of a vocational teacher education curriculum unit, provides instruction in the establishment of criteria for student performance in vocational education programs. Establishing these overall criteria involves determining the points in time for performance assessment, the performance objectives to be achieved, and the level of performance required at each assessment. The module contains four learning experiences, each with objectives, activities, and outcomes stated in behavioral terms. A supplementary section includes two information sheets for establishing and charting criteria for student performance, a case situation for one of the learning experiences, checklists, and a critique form for establishing student performance criteria. (NJ)

**ED 112 267** 95 CE 005 369

**Abstracts of Instructional and Research Materials in Vocational and Technical Education. Volume 8, Number 4.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 75

Note—178p.

Available from—AIM/ARM, The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Annual, Calendar-year subscription \$34.00, six issues plus index)

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

**Descriptors**—\*Abstracts, \*Educational Research, \*Instructional Materials, \*Literature Guides, Technical Education, \*Vocational Education

The publication is presented with the purpose of providing educators easy access to current materials relevant to vocational-technical instruction and research. In the abstract section instructional materials (75 items) are followed by research materials (75 items) with the subject and author indexes providing access to both categories. The subject index descriptors are those listed in "Thesaurus of ERIC Descriptors." The Projects in Progress section opens with a title by State index and provides abstracts of seven curriculum projects and a directory of curriculum coordination centers. A title by State index provides access to 82 research projects in progress funded by the Vocational Education Amendments of 1968 (Public Law 90-576), Parts C, D, and I. A State directory of research coordinating units is provided. VT numbers included are VT 101 801 to 101 950. (SA)

**ED 112 268** CE 005 417

**National Advisory Council for Career Education: Interim Report with Recommendations for Legislation.**

National Advisory Council for Career Education, Washington, D.C.

Pub Date Nov 75

Note—38p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Career Education, \*Educational Finance, \*Educational Legislation, Educational Philosophy, \*Educational Planning, Educational Policy, Educational Programs, Elementary Secondary Education, \*Federal Legislation,

Federal State Relationship, Inservice Teacher Education, Program Development, Program Evaluation, State Federal Support  
Identifiers—NACCE, \*National Advisory Council For Career Education

The report of the National Advisory Council for Career Education (NACCE) presents a design for structuring and legislatively implementing elementary and secondary career education at the national level. Part 1 of the report, recommendations for career education legislation, provides a funding schedule over a five-year period to accomplish nine major objectives: State plans for career education; statewide coordination of career education; statewide evaluation of career education; career education review for school board members, school administrators, and community leaders; inservice development of instructional personnel; inservice development of career education counselors; appointment of local career education coordinators; preparation of career education coordinators; and purchase of career education instructional materials and supplies for local schools. Part 2, statement of rationale, argues that the U.S. is ready for extending the developmental authority of the Commissioner of Education through Federal legislation to further integrate career concepts into the mainstream of American education. Furthermore, it proposes the adoption of new Federal legislation designed to assist the States in implementing career education. Part 3, membership and activities of the Council, lists Council members and commissioned papers, and describes the Council's organizational activities, structure, meetings, and various committees. (Author/JR)

## CG

ED 112 269 CG 008 623

Kahn, Malcolm Holroyd, Kenneth  
Drug Involvement and Academic Striving.  
Pub Date [73]

Note—9p.; Hard copy not available due to marginal legibility of original document  
EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Academic Achievement, Academic Aptitude, College Students, \*Drug Abuse, Grade Point Average, \*Motivation, \*Performance Factors, Research Projects, \*Sex Differences, Speeches, Surveys

Identifiers—\*College Behavior Questionnaire

This study attempted to clarify the relationship between drug involvement and academic accomplishments. Unlike other studies, it was controlled for aptitude and sex. In a structured interview, the College Behavior Questionnaire (CBQ) was administered to 77 male and 67 female student subjects. Based on the CBQ results three groups were identified: 26 male and 22 female nonusers of drugs (NU), 30 female and 29 male moderate users (MU), and 15 female and 22 male heavy users (HU). The cumulative grade point average (GPA) of the Ss was the measure of academic achievement. An estimate of each S's degree of satisfaction with his academic performance was obtained. An analysis of variance on the data indicated that only HU males scored significantly lower than NU males. These results suggest that while HU females might benefit from appropriate counseling, disinterest of HU males in academic performance might be responsible for their lower GPA scores. (SE)

ED 112 270 CG 010 043

Gronhøj, Budil Pruzan, Vita  
Idealer og Praksis; Om Anbringelse af Born i Familiepleje (Ideals and Practice; Child Placements in Foster-Homes).  
Institute of Social Research, Copenhagen (Denmark).  
Pub Date 74

Note—248p.; Main text is in Danish, summary (pp. 219-237) is in English  
Available from—Danish National Institute of Social Research, Borgegade 28, 1300 København K., Denmark (Publication No. 63)  
Document Not Available from EDRS

Descriptors—\*Adoption, Children, \*Foreign Countries, Foster Children, \*Foster Homes, Interviews, \*Parent Child Relationship, \*Placement, Surveys  
Identifiers—\*Denmark

In this publication a number of conditions which may act as hindrances to extended use of foster care are elucidated. By means of interviews information has been collected from child welfare committees, institutions, and foster home societies, including information about their attitudes to foster home care versus institutional care, their practice and experience of placement in care, cooperation among themselves and their cooperation with parents and foster parents. In addition parents have been interviewed about their attitudes toward foster care and institutional care as well as their relationship with the child and foster parents and with the authorities responsible for the placement. As far as the foster parents are concerned, it has been attempted to elucidate their motives for receiving a child into care, their experience as to the progress of the fostering situation, their relations to parents, and their cooperation with the placing authorities. Among other things the investigation has shown that the fostering situations dealt with here have progressed comparatively problem-free, and that few have been failures. The child's adaptation to the foster home is as a rule extremely good, and strife and conflict between parents and foster parents are infrequent. (Author)

ED 112 271 CG 010 044

Prediger, Dale J. Cole, Nancy S.

Sex-Role Socialization and Employment Realities: Implications for Vocational Interest Measures.  
ACT Research Report No. 68.

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.  
Pub Date 75  
Note—14p.

Available from—ACT Publications, American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240 (HC-\$1.00, check or money order must accompany request)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Career Planning, Employment Patterns, \*Interest Tests, Occupational Choice, \*Sex Stereotypes, \*Socialization, Test Validity, \*Vocational Counseling, Vocational Development, \*Vocational Interests

Methods for reporting vocational interests which do and do not reflect sex-role stereotypes are examined. Interest inventory validation procedures based on the prediction of occupational preference and group membership are shown to favor inventories providing scores that reflect past sex-role stereotypes and current employment inequities. Reporting and validation procedures minimizing these shortcomings are suggested. These procedures, which are supported by past practice and recent research, result in similar distributions of career options for men and women. Finally, career counseling problems arising from the confounding of reports of human interests with current employment realities are discussed. (Author)

ED 112 272 CG 010 045

Careers Canada. Volume 1, Careers in Construction.

Department of Manpower and Immigration, Ottawa (Ontario).

Pub Date 75  
Note—36p.; For related documents, see CG 010 046-048

Available from—Information Canada, Ottawa, K1A 0S9, Ontario, Canada (HC-\$1.00)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Building Trades, Career Opportunities, \*Construction Industry, Government Publications, Occupational Clusters, \*Occupational Information

Identifiers—\*Canada

This pamphlet, published by the Canadian Department of Manpower and Immigration, is the first of a Careers-Canada series and describes careers in construction. The pamphlet is divided into six major sections: (1) history and importance; (2) nature of the work, including planning, contracting, site preparation, roofing, finishing, plumbing; (3) workers in the industry, including design and technical staff, architects, civil engineers, and land surveyors; (4) on-site construction workers; (5) preparation and training; and (6) seeking employment. Several photographs are included. (RWP)

ED 112 273 CG 010 046

Careers Canada. Volume 2, Clerical Occupations.

Department of Manpower and Immigration, Ottawa (Ontario).

Pub Date 75

Note—34p.; For related documents, see CG 010 045-048

Available from—Information Canada, Ottawa, K1A 0S9, Ontario, Canada (HC-\$1.00)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Clerical Occupations, \*Clerical Workers, Government Publications, Occupational Clusters, \*Occupational Information, \*Office Occupations

Identifiers—\*Canada

This pamphlet, published by the Canadian Department of Manpower and Immigration, is the second of a Careers-Canada series and describes careers in clerical occupations. The pamphlet is divided into nine major parts: (1) history and importance; (2) fields of employment; (3) nature of the work (this is subdivided into the secretarial group, the public contact group, records and processing group, the accounting group, the accounting machine group, the office appliance group, the material control group, and general office clerks); (4) working conditions; (5) advancement; (6) personal qualities needed on the job; (7) preparation and training; (8) future outlook; and (9) seeking employment. Several photographs are included. (RWP)

ED 112 274 CG 010 047

Careers Canada. Volume 3, Mechanical Repair Occupations.

Department of Manpower and Immigration, Ottawa (Ontario).

Pub Date 75

Note—38p.; For related documents, see CG 010 045-048

Available from—Information Canada, Ottawa, K1A 0S9, Ontario, Canada (HC-\$1.00)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Auto Body Repairmen, \*Auto Mechanics (Occupation), Career Opportunities, Government Publications, \*Machine Repairmen, Occupational Clusters, \*Occupational Information, \*Skilled Occupations

Identifiers—\*Canada

This pamphlet, published by the Canadian Department of Manpower and Immigration, is the third of a Careers-Canada series and describes careers in mechanical repair occupations. The pamphlet is divided into eight major sections: (1) history and importance; (2) fields of work; (3) nature of work (this section is subdivided into automotive repair occupations, heavy-duty (diesel) repair occupations, industrial repair occupations, and trade and business occupations); (4) preparation and training; (5) working conditions; (6) personal qualities needed on the job; (7) future outlook; and (8) seeking employment. Several photographs are included. (RWP)

ED 112 275 CG 010 048

Careers Canada. Volume 4, Electronic Data Processing Occupations.

Department of Manpower and Immigration, Ottawa (Ontario).

Pub Date 75

Note—22p.; For related documents, see CG 010 045-047

Available from—Information Canada, Ottawa, K1A 0S9, Ontario, Canada (HC-\$1.00)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Opportunities, \*Data Processing, \*Data Processing Occupations, \*Electronic Data Processing, Government Publications, Occupational Clusters, \*Occupational Information, \*Office Occupations

Identifiers—\*Canada

This pamphlet, published by the Canadian Department of Manpower and Immigration, is the fourth of a Careers-Canada series and describes careers in electronic data processing. The pamphlet is divided into eight major sections: (1) history and importance; (2) where computer people work; (3) nature of work; (4) working conditions; (5) advancement; (6) personal qualities needed on the job; (7) preparation and training; and (8) future outlook. Several photographs are included. (RWO)

ED 112 276 CG 010 049

Twiname, John D. And Others  
Using Title XX to Serve Children and Youth.



Child Welfare League of America, Inc., New York, N.Y.

Spans Agency—Children's Bureau (DHEW), Washington, D.C.

Pub Date 75

Note—82p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*Child Advocacy, \*Child Welfare, \*Federal Programs, Health Services, Manuals, \*Self Help Programs, \*Social Services, Social Welfare, State Federal Aid

Identifiers—\*Social Security Act Title XX

With the passage in early 1975 of the social service amendments to the Social Security Act, referred to as Title XX, a major new opportunity to serve children and youth has emerged. Seizing the opportunity will be largely dependent on the well-prepared presentation of a case for the needs of young people by dedicated advocates in every state. Title XX fosters a decentralized program of Federally supported services as set forth in a Comprehensive Annual Services Program (CASP) Plan published by each governor, and prepared and administered by the designated Title XX agency in each state. In addition, the law encourages very active participation by private organizations, agencies, and individual citizens in the development of the plan and, by contract, in the provisions of the services planned. This manual is designed to help advocates for children and youth understand the opportunities in Title XX and prepare for effective participation in the state planning process. The manual is organized as follows: Section 2 describes the background and philosophy of Title XX; Section 3 outlines the operating requirements of the new law; Section 4 describes the planning requirements in Title XX along with detailed examples of how Title XX can be used to fund children and youth-oriented services programs; and Section 5 suggests some "next steps" for state or local action. (Author/RWP)

ED 112 277 CG 010 050  
SIGI: A Computer-Based System of Interactive Guidance and Information.

Educational Testing Service, Princeton, N.J.

Pub Date 74

Note—11p.; For related document, see ED 097 590

Available from—Educational Testing Service, Princeton, New Jersey 08540 (no charge)

Document Not Available from EDRS

Descriptors—Career Awareness, \*Career Planning, \*Computer Oriented Programs, \*Decision Making Skills, Guidance Counseling, \*Guidance Programs, Junior Colleges, \*Occupational Information, Program Descriptions, Vocational Counseling

Identifiers—\*Computer Assisted Counseling

This pamphlet describes SIGI, a computer-based System of Interactive Guidance and Information designed to help students in community and junior colleges make career decisions. SIGI is based on a humanistic philosophy, a theory of guidance that emphasizes individual values, a vast store of occupational data, and a strategy for processing information. The system is designed so that students who are at different stages in career decision-making may use SIGI in distinctive ways. The main purposes of SIGI are to increase students' freedom of choice, to develop their understanding of the elements involved in choice, and to improve their competence in the process of making informed and rational career decisions. (RWP)

ED 112 278 CG 010 051  
Kessler, Sheila  
Divorce Adjustment Groups.

Pub Date [75]

Note—16p.; Paper presented at the Annual Meeting of the California Personnel and Guidance Association (Los Angeles, California, February 15-17, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Adjustment Problems, Counseling Goals, \*Emotional Adjustment, \*Group Counseling, \*Personal Adjustment, Program Descriptions, \*Social Adjustment, Workshops

Identifiers—\*Divorce

Although divorce is pervasive on the societal level, it can be an exceedingly difficult time of adjustment on an individual level. One therapeutic method for facilitating "growth" in divorce is a group experience entitled "Divorce Adjustment Groups." The goals of this group are to: (1) help

individuals regain emotional autonomy; (2) mitigate the debilitating aspects of divorce; (3) have a place to safely discharge some of the emotionality of divorce; (4) develop a broader concept of divorce; (5) meet new friends in a meaningful way; and (6) learn coping mechanisms that transfer into dealing with other losses. This paper also discusses the need for, the unique dimensions of, and the process of conducting the group. (RWP)

ED 112 279 CG 010 052

Pertman, Matthew

The Nuclear Family: Can It Survive the Storm?

Pub Date [Mar 75]

Note—12p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (52nd, Washington, D.C., March 22-24, 1975); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Child Rearing, \*Family Life, \*Family Structure, Mental Health, Permissive Environment, \*Role Conflict, \*Social Change, State of the Art Reviews, \*Values

Identifiers—\*Nuclear Family

The nuclear family as a vital support system is being undermined by a wide variety of direct and indirect factors. These factors include rapid technological advances, changes in socially accepted child-rearing techniques, changes in moral values, changes in acceptable sexual practices, effects of an improved educational system, effects of the Women's Liberation Movement, and the effects of role-goal conflict. Several programs have been developed to support and strengthen the nuclear family, and their success suggests directions for other similar preventive programs. (Author/SL)

ED 112 280 CG 010 053

Kincaid, Marylou B.

Education and Life in China: Report of a Visit to the People's Republic.

Pub Date [Mar 75]

Note—24p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Chinese Culture, \*Comparative Education, \*Cross Cultural Studies, \*Educational Sociology, Foreign Culture, \*Political Socialization, Sociocultural Patterns, Travel

Identifiers—\*China

This paper describes a 21-day visit to the People's Republic of China made by the author and 20 other Americans in August, 1973. The overall focus is on the role of the individual in the development of contemporary China and the attempts to integrate individual and collective goals. The process of socialization in China is examined through a description of the society's major institutions, the role of women, the concepts of work and career, and the integration of theory and practice in education. The political consciousness-raising processes in the society are examined along with recent trends in physical and mental health care, urbanization and industrialization, and marriage and family planning. (Author)

ED 112 281 CG 010 054

Miller, Paul A.

Will There Be Time for Dreams?

Pub Date 6 Nov 74

Note—16p.; Paper presented at the National Adult Education Conference (Bal Harbor, Florida, November 6, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Adult Education, Educational Needs, \*Educational Trends, \*Futures (of Society), Higher Education, \*Leisure Time, Speeches, State of the Art Reviews, Work Attitudes

Changing concepts of work and leisure influence each other and are presenting education with a new complex of demands. The arbitrary divisions of a life into periods of education, work and leisure impose related problems, both on institutions charged with preparation and certification and on the individual who meets these divisions with growing skepticism. The job of continuing education is to bring to bear a new perspective on the interrelationships of learning, work and leisure. It must search out more posi-

tive concepts of adulthood and better links with industry and community. It must help to articulate and meet the rising need for a wide variety of adult educational experiences. (Author)

ED 112 282 CG 010 055

O'Dell, Frank And Others

Values, Decisions, Careers: A Group Guidance Program for Girls.

Pub Date [73]

Note—15p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Career Education, Course Organization, Curriculum Guides, \*Females, \*Goal Orientation, \*Group Guidance, Guidance Programs, Occupational Choice, Program Descriptions, Questionnaires, Secondary Education, \*Sex Stereotypes

This project was designed to use group process techniques in meeting the career development needs of girls and in dealing with the limiting aspects of female stereotyping. The project consisted of 10 one-hours sessions. The objectives were to give high-school girls an opportunity to get to know themselves better, develop an understanding of the limitations of sex-stereotyping, acquire better decision-making skills and appreciate the need for career planning and information. Basic tenets behind the project were: (1) career development is a process not an event; (2) career development is a personal event of great importance—developing an understanding of that unique event was a component of the project; (3) career development is essentially a socially-bound process—the limiting aspects of female stereotyping, the occupational person concept, and the role of personal values were topics; (4) young people experience a great deal of anxiety in connection with career choice but still spend little time in career planning; (5) change is the dynamic condition under which career decisions are being made, thus decision-making skills received special attention; (6) the essence of career development is experience, so role-playing, simulations and gaming were the primary techniques used in the project. (Author)

ED 112 283 CG 010 056

Maccoby, Eleanor E.

Socialization Theory: Where Do We Go from Here?

Pub Date [Apr 75]

Note—27p.; Paper presented at the Annual Conference of the Western Psychological Association (55th, Sacramento, California, April 24-27, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Behavior Theories, \*Child Development, Interpersonal Competence, Psychology, \*Social Development, \*Social Exchange Theory, \*Socialization, State of the Art Reviews

This paper assesses certain aspects of current socialization theory, arguing that there are two major developments in the field of psychology as a whole which need to be more fully assimilated in the work on socialization. The first is the attack on trait theory, and it is argued that socialization research can survive this attack only if it becomes more concerned with structural developmental change in its dependent variables. Second, the impact of the "cognitive revolution" is assessed, and the paper argues that more attention must be given to the ways in which children process inputs from socialization agents, and developmental changes in processing capacities. Finally, it is urged that research attention must be focused on the conditions which sustain the effective performance of socialization agents. (Author)

ED 112 284 95 CG 010 057

Kameen, Marilyn C. Brown, Jeannette A.

The Relationship of Teacher Affective Behavior to Pupil Affective Behavior.

Spans Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 26 Mar 75

Note—17p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors—**\*Affective Behavior, \*Behavior Change, Counselor Role, Elementary Education, \*Guidance Services, Peer Acceptance, Research Projects, Self Concept, \*Student Teacher Relationship, \*Teacher Behavior

The study investigated the relationship of teacher affective behavior changes to pupil affective behavior changes in the presence of elementary school guidance services for both populations. Specifically, the study asked: Is teacher change in Intimacy and Esprit related to pupil change in Self Perception and Peer Acceptance? Activities were designed to: (1) provide children with counseling opportunities, individual and group; and (2) provide teachers with consulting activities which included classroom video-taping, private and group focused video-tape feedback sessions, and discussions of classroom management techniques. Analyses of covariance yielded significantly higher Self Perceptions scores among pupils whose teachers' Esprit and Intimacy scores evidenced the greatest change, and Peer Acceptance scores among pupils whose teachers made the greatest gains in Esprit. Additionally, correlated t-tests indicated no significant gains in either Esprit or Intimacy for teachers. On the other hand, significant gains were observed for pupil Peer Acceptance scores. It should be noted that significant decreases were observed for all but one factor of the Self Perceptions Index. It was concluded that positive changes in teacher affective behaviors were associated with positive changes in pupil affective behaviors. Further, the findings suggested that comprehensive guidance services have the potential for influencing such behavior changes. (Author)

**ED 112 285** CG 010 058  
**Resolutions Approved at Governor's Conference on Aging.**

Pub Date Apr 75

Note—14p.; Resolutions approved at the Governor's Conference on Aging (Columbus, Ohio, April 15-16, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors—**\*Age, Conference Reports, \*Medical Services, \*Needs, \*Older Adults, \*Senior Citizens, State Action, State Programs, Workshops

**Identifiers—**Governors Conference on Aging, \*Ohio

This paper presents the resolutions adopted at Ohio's 1975 Governor's Conference on Aging. The Commission on Aging views these resolutions as a blueprint for action and includes resolutions on such topics as rural and urban transportation, medical services, utilities and housing. (Author/HMV)

**ED 112 286** CG 010 059  
**Calcute, Lynn G.**

**The Interaction of Extraversion, Neuroticism, and Audience Presence in the Performance of a Choice Reaction Time Task.**

Pub Date May 74

Note—52p.; Master's thesis, Northeastern State University

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
**Descriptors—**Analysis of Variance, \*Audiences, \*Behavior Patterns, Comparative Analysis, Females, Interaction Process Analysis, \*Observation, \*Performance Factors, \*Psychological Patterns, Research Projects

Ninety-six female introductory psychology students differing in terms of the dimensions of neuroticism-stability and introversion-extraversion performed two sets of thirty trials each on a choice reaction time task. On one of the sets of trials the Ss were observed by two female observers and on the other set of trials the observers were not present. The order of observer presence was counterbalanced in each of the four groups (neurotic introverts, neurotic extraverts, stable introverts and stable extraverts) of 23 Ss. The mean reaction time score of each S under the audience and the no audience conditions was analyzed using a 2 (neuroticism-stability) x 2 (extraversion-introversion) x 2 (order of audience conditions) mixed analysis of variance. The Extraversion x Neuroticism x Audience condition interaction was found to be significant at the .005 level of confidence. This interaction indicated the presence of observers inhibited the performance of neurotic introverts and facilitated the performance of stable extraverts. The Extraversion x Order x Audience condition interaction was found to be significant at the .001 level of con-

fidence. This interaction indicated that the presence of others facilitated the performance of extraverts only if the audience condition preceded the no audience condition. (Author)

**ED 112 287** CG 010 060

**Bujold, Charles**

**Activation of Vocational and Personal Development.**

Pub Date Nov 74

Note—28p.; Paper presented at the Ontario School Counselor Association Conference (Toronto, Ontario, November 1974); For related document, see ED 099727

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors—**Behavioral Science Research, \*Counseling Theories, \*Developmental Psychology, \*Developmental Tasks, Guidance Counseling, State of the Art Reviews, \*Vocational Development

**Identifiers—**\*Ontario (Toronto)

On the basis of Guilford's model of intellect and of the work of others in the field of cognitive psychology, an attempt is made here to identify the abilities and attitudes which are likely to make possible the performance of the vocational developmental tasks. From this conception, a new approach to guidance is suggested, in which the student is helped, through a number of strategies, to go through the sequence of his vocational developmental tasks. (Author)

**ED 112 288** CG 010 061

**Scorzelli, James F.**

**Evaluation and Accreditation: Perceptions of Rehabilitation Counseling Students and Graduates.**

Pub Date [Mar 75]

Note—8p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975). Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Accreditation (Institutions), Counseling, \*Counselor Training, \*Curriculum Evaluation, Higher Education, Participant Satisfaction, \*Program Evaluation, \*Rehabilitation Counseling, Research Projects, Speeches, Surveys

In accordance with the goals of the Rehabilitation Counselor Education (RCE) accreditation movement, the Council On Rehabilitation Education (CORE) contracted the research aspects of the accreditation project to the University of Wisconsin-Regional Rehabilitation Research Institute to develop a series of data gathering instruments to assess, objectively, the RCE programs that seek accreditation. These instruments included graduate and student questionnaires that were developed to evaluate important input, process and outcome variables. This paper is concerned with the results of these two respondent groups. Results indicate that students and graduates appear most satisfied with the clinical practicum experience and least satisfied with the inability of the curriculum to allow for specialization within the profession (administration, etc.). Opinions of graduates and current students were very similar, and the study clearly indicates that what students perceive as strengths and weaknesses in their training programs does not change once they leave school. (Author/HMV)

**ED 112 289** CG 010 062

**Lau, Alan W. Blanchard, Perry N.**

**An Evaluation of Intercultural Relations Training for Navy Overseas Personnel. Final Report, July 1, 1973 to June 30, 1974.**

Navy Personnel Research and Development Center, San Diego, Calif.

Report No.—AD-005-365; NPRDC-TR-75-18

Pub Date Jan 75

Note—41p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**\*Armed Forces, \*Changing Attitudes, Cross Cultural Training, \*Cultural Awareness, Educational Programs, Military Personnel, \*Program Effectiveness, \*Program Evaluation, Research Projects

Relatively little data exist concerning the effectiveness of Navy intercultural relations (ICR) training programs. In addition, much training research in this area is characterized by methodological and design inadequacies. The

purposes of this study were to design and test a methodological model, and to provide an objective assessment of ICR training impact. It was found that training had a modest but significant effect upon the attitudes of Overseas Duty Training (ODT)/Personnel Exchange Program (PEP) and Human Resource Development Center (HRDC) IDR Personnel. ODT/PEP personnel changed significantly on 13 of 24 scales and HRDC personnel on 9 of 24 scales. Scales measured self-actualization, flexibility, tolerance of ambiguity, acceptance of self and others, leadership styles, and basic motivational patterns. The failure to detect a greater degree of change may have been due to various test ceiling effects or to the nature of the change process itself. Although the real test of program impact necessitates validation against external or in-country criteria, the results did indicate that the impact of ICR training, although modest, was consistent with the hypotheses generated for the evaluation of the training objectives of the program. (Author)

**ED 112 290** CG 010 063

**Geoffrion, R. Comeau, L.**

**Dynamique de la Vie: Livre du Meneur (Dynamics of Living: Coaching Manual).**

Saskatchewan NewStart, Inc., Prince Albert.

Pub Date 72

Note—590p.; In French; lengthy informative abstract in English; Translator and abstractor is Howard P. Alvir; For related document, see ED 087852

**EDRS Price MF-\$1.08 HC-\$29.83 Plus Postage**  
**Descriptors—**Curriculum Guides, Educational Development, \*Foreign Culture, French, Group Dynamics, \*Guidance, Instructional Materials, Leadership Qualities, \*Leadership Training, \*Problem Solving, \*Skill Development

**Identifiers—**\*Saskatchewan (Prince Albert)

This French-language guide, based on an English language version, provides day-by-day activities to be implemented in the classroom and the guidance office, specifically to develop leadership in both French-speaking students and teachers. The course is intended to provide life skill training, in French, for French-speaking students. Leadership is analyzed on five dimensions: (1) stimulus, (2) response, (3) research, (4) application, and (5) evaluation. Evaluation is approached in several ways: (1) as a personal judgment; (2) as quantitative measurement; (3) as the efficient executing of performance objectives; and (4) as a continuously evolving process. A problem solving self inventory with suggestions for application in a wide variety of situations is included. (Author/JS)

**ED 112 291** CG 010 064

**Wong, Martin R. Allen, Thomas**

**A Three Dimensional Structure of Drug Attitudes.**

Pub Date [75]

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*Attitudes, \*College Students, \*Drug Education, Health Education, Higher Education, Investigations, \*Research Methodology, Semantic Differential, \*Student Attitudes, Surveys, Tables (Data)

This investigation relates to the research questions: (1) Do college students' perceptions of the dangerousness of specific drugs now parallel the government's listed ranking? (2) Where do legal drugs fall on the continuum of perceived dangerousness? (3) What might be good dimensions to characterize perceptions? (4) What is the relationship among these dimensions? and (5) How might a college drug education course change these perceptions? A questionnaire concerning perceptions of drug usage was administered to two undergraduate drug education classes on a pre-post course basis. Data is presented in numerical tables and graphs along the dimensions of usage, dangerousness, pleasantness, and strength. There were no statistically detectable changes in sources as a result of drug education courses; however the authors discuss the interpretation of the chosen dimensions as having posed discriminating problems for respondents. (Author/JS)

**ED 112 292** CG 010 065

**Weinrach, Stephen G.**

**Even Clients Have Rights. Privilege, Privacy and Protection.**

Pub Date Mar 75

Note—12p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Civil Liberties, Confidentiality, \*Counseling, Counselor Evaluation, Counselor Functions, Educational Responsibility, \*Interpersonal Relationship, \*Responsibility, Speeches, \*Student Rights

Prefaced with citations of the enactment of student rights, this paper outlines the results of a questionnaire dealing with client rights and responsibilities. The right mentioned by the majority of respondents is confidentiality. A Bill of Client Rights and Responsibilities is derived from the survey and presented in three categories: (1) determining if, with whom, and for how long the relationship is to exist; (2) creating a demystified and mutual relationship; and (3) developing quality-control measures, involving client evaluation of counseling outcomes. The author suggests that, as counselors and clients establish the rights within the relationship, they naturally become more responsible to each other, and this responsibility carries over into other relationships. (Author/JS)

ED 112 293

CG 010 066

Zarle, Thomas H.

A Pregroup Training Technique for Encounter Group Stress.

Pub Date 74

Note—14p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (46th, Chicago, Illinois, May 2-4, 1974)

Available from—Thomas H. Zarle, Department of Psychological Sciences, Purdue University, West Lafayette, Indiana 47907

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Affective Behavior, Behavioral Science Research, Experimental Groups, \*Group Dynamics, \*Methods Research, Research Problems, \*T Groups Identifiers—\*Induced Affect

The purpose of this study was to determine the efficacy of induced affect as a pregroup training experience for coping with stress related to participation in an encounter group. Twenty-six subjects who volunteered to participate in an encounter group randomly were assigned to three treatment groups: Induced Affect Training plus the Encounter Group, Induced Affect Training only and, Encounter Group only. The hypothesis that (a) group participants who did not receive the Induced Affect Pregroup Training would demonstrate significant increases on the Neuroticism Scale of the Eysenck Personality Inventory and (b) group members who did receive such training would not manifest such increases were supported. The implications of using the techniques of induced affect as a pretraining experience are discussed. (Author)

ED 112 294

CG 010 067

Ferguson, Patricia, Ed. And Others

Drugs and Employment: Nonmedical Use of Drugs in Occupational and Industrial Settings. Research Issues 1.

Documentation Associates, Los Angeles, Calif.

Spons Agency—National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.

Report No—DHEW-Pub-ADM-75-183

Pub Date Nov 74

Note—117p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—\*Drug Abuse, \*Drug Education, \*Employment Problems, Government Publications, Industry, Labor Market, Program Evaluation, Research, \*Research Reviews (Publications), \*Summative Evaluation

The National Institute on Drug Abuse presents this booklet as the first in a series intended to summarize the empirical research findings and major theoretical approaches relating to the issues of drug use and abuse. This volume summarizes the major research findings concerning the effects of nonmedical drug use on employment. These findings provide the reader with the purpose, methodology, findings and conclusions of each study reviewed, and clarify the issues of drug use as it occurs in various professions, companies, the labor force in general and among addicts. Four reports on programs designed to con-

trol employee drug abuse are also summarized. (Author/SJL)

ED 112 295

CG 010 068

Ferguson, Patricia, Ed. And Others

Drugs and Sex. The Nonmedical Use of Drugs and Sexual Behavior. National Institute on Drug Abuse Research Issues 2.

Documentation Associates, Los Angeles, Calif.; National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.

Report No—DHEW-ADM-75-188

Pub Date Nov 74

Note—91p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*Behavior Patterns, \*Drug Abuse, Government Publications, Lysergic Acid Diethylamide, Marihuana, Narcotics, Research, \*Research Reviews (Publications), \*Sexuality, \*Summative Evaluation

This report represents the second in a series intended to summarize the empirical research findings and major theoretical approaches relating to the issues of drug use and abuse. This volume reviews some of the major research findings which explore the relationship between nonmedical drug use and sexual behavior. The research is summarized and classified according to the type of drug use studied: multi-drug, marijuana, amphetamines, LSD, heroin and methadone. The summaries are formulated and detailed to provide the reader with the purpose, methodology, findings and conclusions of each study reviewed. (Author/SJL)

ED 112 296

CG 010 069

Ferguson, Patricia, Ed. And Others

Drugs and Pregnancy: The Effects of Nonmedical Use of Drugs on Pregnancy, Childbirth, and Neonates. National Institute on Drug Abuse Research Issues 5.

Documentation Associates, Los Angeles, Calif.; National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.

Report No—DHEW-ADM-75-187

Pub Date Nov 74

Note—156p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—Drug Abuse, Drug Education, Genetics, Government Publications, \*Literature Reviews, Lysergic Acid Diethylamide, Narcotics, \*Pregnancy, \*Prenatal Influences, \*Summative Evaluation

The National Institute on Drug Abuse presents this report as the fifth in a series intended to summarize the empirical research findings and major theoretical approaches relating to the issues of drug use and abuse. Included in this volume are summaries of the major research findings concerning the effects of nonmedical drug use on pregnancy. Research findings on the genetic, epidemiological, childbirth and neonatal effects of drug use are examined, especially in relation to the use of LSD, heroin and methadone. The summary of each study is formulated and detailed to provide the reader with the purpose, methodology, findings and conclusions of the study. (Author/SJL)

ED 112 297

CG 010 070

Ferguson, Patricia, Ed. And Others

Drugs and Death. National Institute on Drug Abuse Research Issues 6.

Documentation Associates, Los Angeles, Calif.; National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.

Report No—DHEW-ADM-75-188

Pub Date Nov 74

Note—162p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—\*Death, \*Drug Abuse, \*Drug Education, Government Publications, \*Literature Reviews, Pathology, \*Psychological Patterns, Suicide, \*Summative Evaluation

This report is the sixth in a series of reports designed to summarize the empirical research findings and major theoretical approaches relating to the issues of drug use and abuse. This volume reviews some of the major research studies which explore the nonmedical use of drugs as it relates to all modes of death. Included are

studies describing suicide, homicide, morbidity and mortality as these pertain to the drug abuser. The report also describes a number of classification and reporting systems for drug-related death. The summary for each reported study provides the reader with the purpose, methodology, findings and conclusions of that study. (Author/SJL)

ED 112 298

CG 010 071

Ferguson, Patricia, Ed. And Others

Drugs and Addict Lifestyles. National Institute on Drug Abuse Research Issues 7.

Documentation Associates, Los Angeles, Calif.; National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.

Report No—DHEW-ADM-75-189

Pub Date Nov 74

Note—272p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage

Descriptors—\*Drug Abuse, \*Drug Addiction, Government Publications, \*Life Style, Psychological Patterns, Reference Materials, \*Research Reviews (Publications), \*Sociocultural Patterns

This report is the seventh in a series intended to summarize the empirical research findings and major theoretical approaches relating to the issues of drug use and abuse. This volume reviews the research undertaken to describe the lifestyle histories of heroin users. These research findings are formulated and detailed to provide the reader with the purpose, methodology, findings and conclusions of each study reviewed. The first set of research reviews describes the life styles of heroin users by typologies and careers. The second section of the book traces the history of addiction from occasional use to initiation, abstinence/relapse and maturing out. This section concludes with summaries of followup studies of narcotic addicts. Part 3 reviews research on the characteristics of heroin addicts described under the topics of psychological patterns, female addicts, and ethnic and special groups. The remaining two sections include research reviews concerning drug use patterns and theories of addiction. (Author/SJL)

ED 112 299

CG 010 072

Silverberg, Robert

Drug Themes in Science Fiction. National Institute on Drug Abuse Research Issues 9.

Documentation Associates, Los Angeles, Calif.; National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.

Report No—DHEW-ADM-75-190

Pub Date Nov 74

Note—64p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Content Analysis, \*Drug Abuse, \*Literature Reviews, \*Science Fiction

This booklet is part of a series most of which focus on empirical research findings and major theoretical approaches in the area of drug usage. In this volume, the author has compiled a group of English-language short stories and novels which deal with the use of mind-altering drugs, all written since 1900 and falling within the literary category of science fiction. (Not included are stories dealing with drugs whose effects are primarily on the body rather than the mind—immortality serums, for example.) The majority of the stories included in the study date from the post-1965 period, when the wide use of drugs first pervaded the national life. Included is an overview of drug themes in science fiction and an annotated bibliography of 75 novels. (Author/HMV)

ED 112 300

CG 010 073

Diehl, Digby

Drug Themes in Fiction. National Institute on Drug Abuse Research Issues 10.

Documentation Associates, Los Angeles, Calif.; National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.

Report No—DHEW-ADM-75-191

Pub Date Nov 74

Note—50p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

**Descriptors**—\*Content Analysis, \*Drug Abuse, \*Fiction, Literature, \*Literature Reviews, \*Social Attitudes

This essay is a survey of selected literary works of fiction with drug-related thematic content. The themes represented in the survey reflect popular American attitudes toward drugs from pre-World War II through the 1970's. The roots of these themes, beginning with 17th century French cultural attitudes are explained. The subject has been treated broadly; there is no attempt to analyze literary characters who used drugs (for example, Sherlock Holmes), nor to consider the effect of drugs on the creativity of any authors who may have used drugs. An annotated bibliography of 41 novels is included. (Author)

**ED 112 301** CG 010 074

*Vanek, Linda Powell, Thomas J.*

**Changing Conceptions of Nonprofessionals.**

Pub Date 14 May 75

Note—12p.; Paper presented at the Annual Forum of the National Council on Social Welfare (102nd, San Francisco, California, May 14, 1975); For related document, see CG 010075

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Helping Relationship, \*Individual Characteristics, \*Nonprofessional Personnel, Speeches, State of the Art Reviews, \*Task Analysis, Therapeutic Environment, \*Therapy

The authors distinguish between the therapeutically-oriented and the socializationally-oriented nonprofessionals, and maintain that both are valuable in a comprehensive program and neither one is uniquely effective. Hence, task assignments should represent the differing orientations as should training programs. A realistic conception of the types of nonprofessionals and the contributions they can make will lead to more effective utilization of these people. (Author/HMV)

**ED 112 302** CG 010 075

*Powell, Thomas J.*

**The Use of Self Help Groups as Supportive Reference Communities.**

Pub Date 23 Mar 75

Note—20p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (52nd, Washington, D.C., March 22-24, 1975); For related document, see CG 010074

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Cooperative Planning, \*Counseling Services, \*Helping Relationship, Nonprofessional Personnel, \*Program Effectiveness, \*Self Help Programs, Speeches, State of the Art Reviews

This paper demonstrates how the professional and self help groups can cooperate in offering direct client assistance. The author discusses the potential uses of the self help group by the professional counselor, and then examines these three dimensions of organized self help groups which should be considered: (1) their basic posture with respect to integration with society and collaboration with the professional community; (2) the manner in which they define a particular problem, and (3) actual program activities. He also discusses some benefits of self help program. (Author/HMV)

**ED 112 303** CG 010 076

*Vest, Thomas J. Spino, William D.*

**The Survival Game—Academic Affairs and Student Personnel.**

Pub Date 7 Mar 75

Note—16p.; Paper presented at the Annual Convention of the American College Personnel Association (50th, Atlanta, Georgia, March 5-8, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*College Attendance, \*Counseling Services, \*Dropout Prevention, Educational Finance, Educational Guidance, Higher Education, Speeches, \*Student Enrollment, \*Student Personnel Programs

This paper discusses the student attrition rate, particularly that of freshmen, in economic terms—loss of students means loss of revenue (tuition) and maintains that, with proper planning colleges could retain an additional 10 percent of freshmen students who drop out. The authors contend that many college freshmen are confused by an overabundance of counseling programs and that, not only are these duplicated programs expensive to operate they often provide the student with conflicting information. Specific suggestions are of-

fered for student retention. The authors conclude that communication, cooperation, consolidation and coordination are the keys to a successful and less confusing counseling program. (HMV)

**ED 112 304** CG 010 077

**Canadian Classification and Dictionary of Occupations 1971. Volume One, Classification and Definitions. Volume Two, Occupational Qualification Requirements.**

Department of Manpower and Immigration, Ottawa (Ontario). Program Development Service.

Pub Date 74

Note—2,122p.; For related document, see ED 098 464

Available from—Information Canada, Ottawa, KIA OS9 (HC \$20.00, Catalogue No. MP53-171-1)

**Document Not Available from EDRS**

**Descriptors**—Classification, \*Jobs, Job Skills, Manpower Development, \*Occupational Clusters, \*Occupational Information, \*Reference Books

Identifiers—\*Canada

The Canadian Classification and Dictionary of Occupations (CCDO) has been designed for use in manpower research and analysis, conducting surveys, census taking and compilation, planning of educational and training programs, counseling and placement services, rehabilitation, immigration and mobility of workers, and personnel and other operations in business and industry. The basic principle of classification in the CCDO is that of the kind of work performed, but to clarify further the nature of the occupation, other factors are taken into account, such as materials or equipment used or produced, standards met, education or training required, working environment, services rendered, and relationship to other workers. The two-volume set also provides data regarding physical activities, training requirements, worker functions in relation to Data-People-Things, and alternate and related titles where applicable. (Author)

**ED 112 305** CG 010 078

*Hobbs, Howard E.*

**An Affective-Perception Psychology of Adolescent Reading Failure.**

Pub Date Jul 74

Note—193p.; Ph.D. Thesis, Walden University

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

**Descriptors**—Adolescents, \*Interaction Process Analysis, \*Perception, \*Psychological Patterns, Reading Difficulty, \*Reading Failure, Research Projects, Secondary Education, \*Social Exchange Theory

The purpose of this study was to frame the outlines of an interpersonal theory derived from exploratory research among adolescent reading failures. The theory postulates that adolescent reading failure syndrome results from and is maintained by conscious elements of choice manifested in the adolescent's perception preferences. The affective readiness for failure in reading tasks is, therefore, a deeply seated psychological generator of the reading failure disturbance showing extreme resistance to modification through traditional remedial reading school practices, but worthy of as vigorous an exploration as has been undertaken into the more familiar cognitive parameters of successful reading performance. The subjects, 180 seventh, eighth, ninth, and tenth grade Black male students, were evaluated through personal interviews, questionnaires, and observation over an 80-week period by the researcher. Results indicate that adolescent reading failure is accompanied by perception preferences for retreat into one of three views of the world depending upon the interpersonal and intrapersonal pressures of the moment. Such preferences are characterized by: (1) unsocialized aggression, reflecting overt and covert hostile disobedience, quarrelsomeness, physical and verbal aggressiveness, vengefulness, and destructiveness; (2) social approval anxiety, reflecting continuous anxiety, unrealistic fears, immaturity, self-consciousness, inhibition and frustration; or (3) unsocialized withdrawal, reflecting seclusiveness, detachment, sensitivity, shyness, and a flagging desire to form close personal relationships. (Author/HMV)

**ED 112 306** CG 010 079

*Astin, Helen S., Comp. And Others*

**Sex Roles: A Research Bibliography.**

National Inst. of Mental Health (DHEW), Rockville, Md.

Report No.—DHEW-ADM-75-166

Pub Date 75

Note—374p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

**EDRS Price MF-\$0.76 HC-\$18.40 Plus Postage**

**Descriptors**—Annotated Bibliographies, \*Behavioral Science Research, \*Behavior Patterns, Bibliographies, Females, Males, \*Sex Differences, \*Sex Role, \*Social Environment

The National Institute of Mental Health recognizes the need for careful research investigations into the influences of sex roles on individual behavior and on societal institutions. During 1973 and 1974 the Institute held a series of research workshops to identify and encourage needed studies on sex roles, their biological and social bases, and their consequences for behavior and society. This research bibliography is one result of those workshops. The bibliography covers literature originating in investigations published both here and abroad, and is directed toward social and behavioral scientists. (Author)

**ED 112 307** CG 010 080

*Leton, Donald A.*

**An Evaluation of the Career Development Course Intermediate Level. Final Report.**

Spons Agency—Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Pub Date Apr 75

Note—45p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Career Education, \*Course Evaluation, \*Course Objectives, \*Guidance Programs, Intermediate Grades, Research Projects, Secondary Education, Summative Evaluation, \*Vocational Development

This report summarizes a course evaluation for an intermediate career education course. Objectives of the course were: (1) perceptualization: self- and environmental orientations; (2) conceptualization: directional choice and adaptive behavior; and (3) generalization: accommodation, satisfaction and mastery. The primary basis for the evaluation was the students' achievement on an extensive course test which is appended. The course pretest was administered to 734 students; the post-test to 611 students. The tests were then scored, item analyzed, and statistically summarized. Results indicate significant knowledge improvement related to taking the course. (Author/HMV)

**ED 112 308** CG 010 081

*Lunneborg, Patricia W.*

**Vocational Indecision in College Graduates. Educational Assessment Center Reports.**

Washington Univ., Seattle. Educational Assessment Center.

Report No.—EAC-Project-271

Pub Date Jun 75

Note—10p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Career Planning, \*College Graduates, Comparative Analysis, \*Decision Making, Graduate Surveys, Higher Education, \*Occupational Aspiration, \*Vocational Maturity

This study compared 127 vocationally undecided college graduates matched by sex, age, and major with graduates who had selected an occupation on a Survey of Graduating Seniors. Undecideds had a significantly lower GPA than decideds, intended noncareer activities following graduation, less often were going to graduate school, and were far less satisfied with their university experience. Increases in indecisiveness in high school and college might be countered either through vocational counseling geared more to graduates' academic achievement or through facilitating a nonvocational orientation toward college. (Author)

**ED 112 309** CG 010 082

*Berkowitz, J. Nielsen, R.*

**Santa Clara County Pre-Delinquent Diversion Project—First Year Evaluation, July 1, 1972-June 30, 1973. Part 1: Project Director's Report.**

Part 2: Evaluator's Report.

Santa Clara County Juvenile Probation Dept., San Jose, Calif.

Spons Agency—Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.

Report No.—PB-239-696

Pub Date 30 Jun 73

Note—252p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (Order No. PB-239-696; HC-\$8.50, MF-\$2.25)

**Document Not Available from EDRS**

Descriptors—\*Community Cooperation, Community Programs, \*Correctional Rehabilitation, \*Delinquency Prevention, \*Juvenile Courts, Program Descriptions, \*Youth Problems

Identifiers—California (Santa Clara County), \*Division Programs

The Santa Clara County Pre-Delinquent Diversion Program is an attempt to develop and coordinate community based alternatives to the juvenile justice system. The concept of diversion is implemented at the police level by 12 law enforcement jurisdictions, each of which has shaped a distinctive approach to the problem in consonance with the nature of both their police force and community. The objectives of the program were to reduce welfare and institutions (Code Section 601) referrals to the Santa Clara County Juvenile Probation Department by 66 percent during fiscal year 1972-73, and to create expanded and improved services appropriate to the needs of those juveniles diverted within the 12 participating law enforcement jurisdictions. A third objective was to demonstrate, test, and evaluate the pre-delinquent diversion program model. (Author)

**ED 112 310** CG 010 083

McGlothlin, William H.

Amphetamines, Barbiturates and Hallucinogens; An Analysis of Use, Distribution, and Control. Final Report.

California Univ., Los Angeles. Dept. of Psychology.

Spons Agency—Drug Enforcement Administration (Dept. of Justice), Washington, D.C.

Report No—DEA-SCID-IR-09; PB-241-050

Pub Date Jul 73

Note—219p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (Order No. PB-241-050; HC-\$7.25, MF-\$2.25)

**Document Not Available from EDRS**

Descriptors—\*Drug Abuse, Health Education, \*Lysergic Acid Diethylamide, \*Marketing, State of the Art Reviews

Identifiers—\*Hallucinogens

This report is the third of three monographs to provide perspectives on the use, distribution, and control of illicit drugs. The first, conducted in 1971, described the prevalence, use patterns, sources, distribution, and economics of the marijuana market. The second (1972) estimated the cost, benefits, and potential of approaches to narcotic addiction control. The present study compares legitimate production with retail sales to estimate the amount of diversion. Surveys of medical and other usage are compared with retail sales and the estimate of the overall illicit market. The sources, distribution and economics of the illicit market are described with the expected impact of the recently imposed amphetamine quotas. The hallucinogen section is organized in the same format as the previous marijuana report. Appendixes provide further details on the subject and an analysis of the frequency and content of drug related material published in the underground press. (Author)

**ED 112 311** CG 010 084

Evaluation of Selected Components of the Office of Education "Help Communities Help Themselves" Drug Abuse Prevention Program. Volume One: Executive Summary. Final Report.

General Research Corp., McLean, Va.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Report No—ASPE-73-9a-Vol-1; PB-240-523

Pub Date Oct 73

Note—20p.; For related documents, see CG 010 085 and CG 010 086

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (HC \$3.25, MF \$2.25, order No. PB 240 523)

**Document Not Available from EDRS**

Descriptors—\*Community Programs, \*Drug Abuse, \*Prevention, \*Program Effectiveness, \*Program Evaluation

Identifiers—HCHT, \*Help Communities Help Themselves

In 1972, OE sought a means whereby communities might be helped to mobilize their own financial and human resources to respond effectively to their own drug problems and perhaps provide mutual help to one another. The search for a feasible strategy led to the establishment of the Help Communities Help Themselves (HCHT) Program. The principal purpose of this evaluation was to determine the effectiveness of the HCHT Training Program, where effectiveness was to be measured in terms of activity levels produced by the training process. The major dependent variables were defined. (Author)

**ED 112 312** CG 010 085

Evaluation of Selected Components of the Office of Education "Help Communities Help Themselves" Drug Abuse Prevention Program. Volume Two: Evaluation Methodology and Findings. Final Report.

General Research Corp., McLean, Va.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Report No—ASPE-73-9a-Vol-2; PB-240-524

Pub Date Oct 73

Note—109p.; For related documents, see CG 010 084 and CG 010 086

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (HC \$5.25, MF \$2.25, order No. PB 240 524)

**Document Not Available from EDRS**

Descriptors—\*Drug Abuse, \*Evaluation Methods, Measurement Techniques, Prevention, \*Program Effectiveness, \*Program Evaluation, \*Research Methodology

Identifiers—HCHT, \*Help Communities Help Themselves

The general objective of the study was to provide useful information regarding the effectiveness of various components of the HCHT program. GRC field teams spent two weeks (a full training cycle) at each of the two centers, observing the training processes. Pre-training and post-training questionnaires were administered to trainees at each center. Concurrently, other field team members traveled to the local communities of teams trained six to nine months before (CT, or Comparison Trained teams) and to the communities of teams who were rejected for training a year ago (CR, or Comparison Rejected teams) and administered similar questionnaires to determine how well these trained teams actually operated back home in their communities. Comparisons were made between the pre- and post-training test responses (short-term impact) and the trained (CT) and rejected (CR) team test responses (Long-term impact). (Author)

**ED 112 313** CG 010 086

Evaluation of Selected Components of the Office of Education "Help Communities Help Themselves" Drug Abuse Prevention Program. Volume Three: Questionnaires. Final Report.

General Research Corp., McLean, Va.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Report No—ASPE-73-9a-Vol-3; PB-240-525

Pub Date Oct 73

Note—77p.; For related documents, see CG 010 084 and CG 010 085

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (HC \$4.75, MF \$2.25, order No. PB-240 525)

**Document Not Available from EDRS**

Descriptors—\*Community Programs, \*Drug Abuse, Prevention, \*Program Evaluation, \*Questionnaires, Youth

Identifiers—HCHT, \*Help Communities Help Themselves

The principal purpose of this evaluation was to determine the effectiveness of the HCHT Training Program, where effectiveness was to be measured in terms of activity levels produced by the training process. The major dependent variables were defined. (Author)

**ED 112 314** CG 010 087

DeLellis, John D. Griffin, Patrick

Alcohol Public Education Literature. Alcohol Countermeasures Literature Review. Final Report.

National Safety Council, Chicago, Ill.

Spons Agency—National Highway Traffic Safety Administration (DOT), Washington, D.C.

Report No—DOT-HS-801-245; PB-237-175

Pub Date Jun 74

Note—15p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (HC \$3.25; PC \$2.25, order no. PB 237 175)

**Document Not Available from EDRS**

Descriptors—\*Alcoholism, \*Drinking, Health Education, \*Information Dissemination, Literature Reviews, Prevention, \*Publicize, \*Traffic Safety

Identifiers—\*Drinking Drivers

The underlying theme of virtually all of the literature under review can be simply stated: If we are to achieve positive results in combating abusive drinking and its ramifications, we must revamp our thinking on the subject of alcohol and human behavior, discarding stereotypes and negative approaches. Effectively, communicating the basics of alcohol abuse to the professional and the public remains an urgent identification need. No effective prevention panacea has been found to reduce alcohol abuse. The crux of the issue is coordinating and properly implementing existing laws and provisions to deter further abuse of alcohol in the driving situation. Increased attention is being paid to the problem of alcohol abuse and loss of productivity. But, business, industry, government and the military are a long way from accepting the fact that it is a problem that can be effectively dealt with by them, and that sound program is in fact a cost-saving tool of paramount significance. The drinking-driving problem has received much attention, but satisfying results have been lacking. The fundamental hurdle to be overcome is convincing the American public of the dangers involved in drinking and driving. (Author)

**ED 112 315** CG 010 088

Vogelson, Andrew R.

Empathy and Stereotype Accuracy of Rehabilitation Counselors as Related to Education and Experience.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date [75]

Note—12p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Behavior Patterns, \*Counselor Attitudes, Counselor Characteristics, \*Empathy, \*Prediction, \*Rehabilitation Counseling, Research Projects, \*Work Experience

Empathy and stereotype accuracy of rehabilitation counselors attempting to predict client responses on a problem inventory were studied. Results showed that all subject groups, pre-counselor through experienced counselor, with and without master's degrees, were able to make empathic and stereotype predictions at a level significantly better than chance, although relative accuracy was not demonstrated to increase significantly and directly as a function of either education or experience. Graduate counseling students were more accurate than either non-graduate students or novice counselors. As counselors became more experienced, their understanding of problems typically experienced by clients with certain disabilities improved, but their ability to be sensitive to the problems reported by specific clients decreased. As counselors gained experience, they tended increasingly to perceive their clients as some stereotyped "typical" client. (Author)

**ED 112 316** CG 010 089

Carl, Janet A.

A Student Development Model at a Liberal Arts College.

Pub Date 14 Jan 74

Note—10p.; Paper presented at the Annual Convention of the American College Personnel Association (50th, Atlanta, Georgia, March 5-8, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Cooperative Planning, Counseling Programs, \*Higher Education, Models, Program Descriptions, \*Student Development, \*Student Personnel Programs

The author maintains that student personnel work must give up its isolated position in the col-



lege community and begin to integrate with other departments. This paper presents the author's Three-Year Program for student development with a detailed account of programming for Year I. It includes such topics as campus life-career education and development; internship and employment opportunities; minority affairs; staff cohesiveness and development; and the role of women in today's and tomorrow's society. (Author/HMV)

**ED 112 317** CG 010 090

*Wetterstrom, Magnhild*  
**Student Democracy in Grades 1-6. Educational and Psychological Interactions, Number 46, 1974.**

School of Education, Malmo (Sweden). Dept. of Educational and Psychological Research.

Pub Date Mar 74

Note—29p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Classroom Environment, \*Democratic Values, Elementary Education, Elementary School Students, Foreign Countries, \*Interaction Process Analysis, \*Power Structure, Research Projects, \*Student Participation, Student Teacher Relationship  
Identifiers—\*Sweden

After a short introductory discussion, the results are presented from a series of mapping studies in which headmasters, supervisory teachers, student teachers and different teacher and student groups have expressed their views on co-influence in the school—how they experience the situation today and how they would like the influence to be divided in the future. Assessments are reported from teachers and students both at ordinary schools and at more progressive schools. The results indicate a generally positive attitude towards increased student influence, but also reveal several specific problems that emerge when this attitude is expressed in more concrete terms. (Author)

**ED 112 318** CG 010 091

*Anderson, Kenneth R.*  
**Predictive Modeling of the Academic Performance of USAF Academy Preparatory School Graduates at the USAF Academy.**

Report No—AD-A-003-598; GSA-SM-740-1

Pub Date Dec 74

Note—88p.; Master's Thesis, Air Force Institute of Technology

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (HC \$4.75, MF \$2.25, order No. AD/A-003598)

Document Not Available from EDRS

Descriptors—\*Academic Achievement, \*Correlation, \*Grade Point Average, \*Military Schools, Multiple Regression Analysis, Performance Factors, \*Prediction

This study used linear models developed by stepwise multiple regression to examine the relationship between performance at the United States Air Force Academy Preparatory School and subsequent grade point average (GPA) at the USAF Academy. Data collected on Prep School graduates in the Academy classes of '71 through '77 who had completed at least their first year at the Academy provided potentially significant quantitative factors for predicting Academy GPA. The proposed Prep School percentage grading method appears promising with regard to its ability to predict Academy GPA. (Author)

**ED 112 319** CG 010 092

**Student Financial Assistance (Miscellaneous).**

Hearings before the Special Subcommittee on Education of the Committee on Education and Labor, House of Representatives, Ninety-Third Congress, Second Session, Part 8.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 74

Note—288p.; For related documents, see ED 099 081, CG 009 628, CG 009 660, CG 010 033 and HE 006 473

**EDRS Price MF-\$0.76 HC-\$14.59 Plus Postage**

Descriptors—\*Educational Finance, \*Financial Support, Government Publications, Higher Education, \*Investigations, \*Postsecondary Education, \*Student Loan Programs  
Identifiers—\*Congressional Hearings

This document presents verbatim transcripts and prepared statements from the hearings on Student Financial Assistance before the Special Subcommittee on Education. The report reviews some of the financial aid programs available as they pertain to the current and projected needs and costs of students attending postsecondary educational institutions. Included are recommendations from various sources on tuition and fee levels, work-study programs, scholarships and loans. (SJL)

**ED 112 320** CG 010 093

*Kusnerz, Peggy A., Comp. Pollack, Ann M., Comp.*

**Women: A Select Bibliography.**

Michigan Univ., Ann Arbor. Library Extension Service.

Pub Date [75]

Note—46p.

Available from—Library Extension Service, 2360 Bonisteel Blvd., The University of Michigan, Ann Arbor, Michigan 48105

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Bibliographies, \*Females, \*Feminism, \*Media Selection, Reference Materials, Womens Studies

This select bibliography lists books, monographs, journals and newsletters which relate to feminism, women's studies, and other perspectives on women. Selections are organized by topic: general, bibliographies, art and literature, biography/autobiography, economics, education, family and marriage, history, politics and sex roles. Also included is a list of selected women's studies films and videotapes. Citations are not annotated. (SJL)

**ED 112 321** CG 010 094

*Bar-Tal, Daniel Frieze, Irene H.*

**Attributions of Success and Failure for Males and Females as Actors and Observers.**

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—24p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Achievement, Behavioral Science Research, \*Failure Factors, Locus of Control, Motivation, \*Psychological Patterns, \*Research, \*Success Factors

Identifiers—\*Attribution Theory

This report presents the results of two experimental studies undertaken to investigate some of the differences in success and failure attributions made by actors and observers in an achievement situation. Causal attributions of a person actually experiencing a success or failure (the actor) and someone who read about the situation (the observer) were compared. Both sets of subjects were volunteers drawn from college introductory psychology and geology classes. Actors were found to be relatively more likely to perceive their outcomes as caused by external factors (task difficulty and luck), while observers attributed these outcomes more to internal factors (effort). Attributions for both actors and observers were also strongly affected by whether the outcome was a success or failure. Hypotheses concerning sex differences in attributions were only weakly supported. (Author)

**ED 112 322** CG 010 095

*Samuels, Don Samuels, Mimi*

**The Complete Handbook of Peer Counseling. An Authoritative Guide for the Organization, Training, Implementation and Evaluation of a Peer Counseling Program.**

Pub Date 75

Note—191p.

Available from—Fiesta Publishing Corporation, Educational Books Division, 1515 N.W. 7th Street, Miami, Florida 33125 (HC \$5.95, discounts on quantity available)

Document Not Available from EDRS

Descriptors—\*Accountability, Books, \*Counseling Programs, \*Counselor Training, \*Drug Education, \*Peer Counseling, \*Program Development, Program Evaluation

This handbook describes the merits of peer counseling within a drug education and prevention program, especially its effectiveness as compared to traditional approaches to drug abuse prevention. The means and methods to developing, organizing and implementing a peer coun-

selor program are described in detail. Implementation is presented on a day by day basis for the 15-day training cycle. The authors also provide methods and instruments for evaluating the programs as a whole, and the individuals within the program: the teacher, the peer counselor, and the student. (Author)

**ED 112 323** CG 010 096

*Brockman, William*

**Experiences of Volunteer Counselors with Juvenile Offenders.**

Pub Date 25 Mar 75

Note—6p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Ancillary Services, Counselor Acceptance, \*Delinquent Rehabilitation, \*Helping Relationship, \*Juvenile Courts, \*Probationary Period, Program Descriptions, Speeches, \*Volunteers, Youth

The author presents a subjective view of the variety of interactions between volunteer counselors and juvenile offenders. This article describes some of the activities shared by the counselors and probationers, and the way in which these shared experiences served to help establish and maintain rapport. The volunteer counselors stress the importance of being able to listen quietly to, and suspend judgment of, the counselee; counter counselee anger and frustration with understanding, acceptance and friendliness; remain patient and come from their own strength as persons. (SJL)

**ED 112 324** CG 010 098

*Herzog, Elizabeth And Others*

**Teenagers Discuss the "Generation Gap." Youth Reports No. 1.**

Children's Bureau (DHEW), Washington, D.C.

Pub Date 70

Note—43p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*College Bound Students, \*Communication Problems, \*Generation Gap, High School Students, \*Parent Child Relationship, \*Social Values, \*Student Opinion, Surveys

This report details the results of a study undertaken to poll high school student opinion on the "Generation Gap." A panel was randomly selected from students in college preparatory courses, in metropolitan areas located in the four main geographical regions of the United States. Replies to the questions were received from 251 students, in 53 schools, in 12 cities. Two open-ended questions asked the students to report the views that prevail among their friends and classmates as to (1) the main things adults do or say or fail to understand, that bother teenagers, and (2) the main things young people do or don't do that make things worse. The results of the study are reported as patterning of opinions rather than as exact count. The opinion patterns are complemented by numerous examples of student response. (Author/SJL)

**ED 112 325** CG 010 099

*Kriner, Richard E. Vaughan, Michael R.*

**The Effects of Group Size and Presentation Method On the Impact of a Drug Presentation.**

Human Resources Research Organization, Fort Knox, Ky. Div. 2.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.

Report No—HumRRO-TR-75-11

Pub Date Jun 75

Note—52p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Attitudes, Changing Attitudes, \*Drug Education, \*Group Instruction, Information Dissemination, \*Lecture, Military Personnel, Research Projects, \*Teaching Methods

The purpose of this research was to assess the relative effectiveness in changing attitudes of (a) a lecture method versus a discussion method of presenting drug information, and (b) large groups versus small groups as recipients of drug education efforts. A total of 475 basic trainees at Fort Knox, Kentucky were given a drug attitude and information questionnaire during the early part of "fill week" in their basic training, before they had received any Army training related to drugs. Four days later, the trainees were given a one-hour drug presentation, followed by another administration of the drug attitude and information

questionnaire. The method of presentation was either lecture, structured discussion, or unstructured discussion; group size ranged from five to forty-five trainees. The lecture was objective about drug users, stressed physical and psychological needs rather than drug "facts," and could be used in topical outline form to guide the discussion groups. Thirty-six trainees formed a control group. Neither group size nor method of presentation had a statistically significant effect upon attitude change. This report will be of interest to those concerned with drug education and attitude change. (Author)

ED 112 326 CG 010 100

Brown, George H.

Randomized Inquiry vs. Conventional Questionnaire Method in Estimating Drug Usage Rates Through Mail Surveys.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.

Report No—HumRRO-TR-75-14

Pub Date Jun 75

Note—35p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Armed Forces, \*Drug Abuse, Information Seeking, \*Measurement Techniques, \*Questionnaires, \*Research Methodology, Research Projects, Sampling, \*Surveys

This report is a product of research conducted under a program exploring improved methods of acquiring data on sensitive topics, such as the scope and intensity of current social problems. In this case, the problem studied was drug abuse in the Army. A mail survey dealing with illicit drug use was conducted, comparing the data acquisition effectiveness of the Randomized Inquiry (RI) technique and a conventional-type questionnaire. The respondents were four stratified random samples, of approximately 500 men each, drawn from the U.S. Army, Continental United States. Variables studied were (a) method used in questionnaire (RI vs. conventional), (b) rank of respondent (officers vs. enlisted men), and (c) effect of advance notice on return rate. Five sensitive questions were developed to get information of the respondents' use of five drugs. Conventional questionnaires yielded more response than questionnaires employing the RI technique; drug usage rates reported were not significantly different under the two techniques. The questionnaire return rate proved to be higher for officers than for enlisted men, particularly when they received advance notice of the survey. Since the research performed for this project is primarily methodological, this report is of interest especially to personnel in the fields of operations research, data acquisition, management, and program planning. (Author)

ED 112 327 CG 010 101

Reaser, Joel M. And Others

The Prevalence of Drug Abuse in the Army: A Comparison of Urinalysis and Survey Rates. Technical Report 75-17.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.

Report No—HumRRO-TR-75-17

Pub Date Jun 75

Note—77p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*Armed Forces, \*Comparative Analysis, \*Data Collection, \*Drug Abuse, Questionnaires, \*Research Methodology, Research Projects, Surveys

This report describes part of the research conducted under Work Unit MODE, which examined methodological approaches in acquiring valid research data pertinent to critical social problems. It describes a study in which rates of nontherapeutic drug use obtained by a random urine screening program among Army personnel were compared with rates obtained by an anonymous self-report questionnaire. Procedural methodology in the urinalysis program was also examined. Questionnaire administration and urinalysis testing were conducted during the spring of 1973 on a sample of over 1,000 personnel assigned to five posts. The questionnaire was an inventory of drugs on which the subject indicated frequency of use during the previous three days. The field testing procedures in the urinalysis program were examined to determine

variations in administration and to identify problems which could enable drug users to evade detection. As predicted, there was a discrepancy between the self-report rate of drug use and that found in urinalysis, with the self-report rate being much higher. Individual company commanders were particularly instrumental in determining the effectiveness of the urinalysis program. (Author)

ED 112 328 CG 010 102

Klein, Rosalyn Youngblood, Brenda

New Counselor Strategies--Implementing Learning Disability Programs.

Pub Date Mar 75

Note—23p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Change Agents, \*Counselor Functions, Counselor Role, Elementary School Students, \*Learning Disabilities, Program Descriptions, \*Program Development, \*Remedial Instruction, Speeches, \*Teacher Role, Teamwork

The authors offer remedial techniques which might help counselors to deal with children with learning disabilities. Ninety-five percent of children with learning disabilities suffer difficulties in the visual and auditory modalities. Children with visual problems may experience difficulties in visual discrimination, visual-motor coordination and visual memory. In the auditory modality, a child may suffer from difficulties in auditory discrimination and auditory memory. The authors describe several remedial techniques to treat each of the mentioned learning disabilities, adopting a team approach to the problem. Before a child is treated, an effort is made to determine the specific nature and degree of his impairment. The latter is accomplished by the administration of achievement, and other appropriate visual and auditory tests as well as by the completion of a questionnaire by the teacher describing the details of the problem. Afterwards, the teacher, the counselor, the reading specialist and other specialists consult together and prepare a detailed program for remedying the specific difficulty faced. The program is carried out in a special room called the "resource room." Periodically, similar consultations are held to assess the progress made and to plan new approaches, if necessary. (Author/SE)

ED 112 329 CG 010 103

Humphrey, Fredrick G.

Changing Roles for Women: Implications for Marriage Counselors.

Pub Date Oct 74

Note—18p.; Revised version of paper presented at Joint Annual Meeting of the National Council of Family Relations and American Association of Marriage and Family Counselors (St. Louis, Missouri, October 22-26, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Changing Attitudes, \*Females, \*Marriage Counseling, \*Role Theory, \*Sex Role, Social Attitudes, Social Work, State of the Art Reviews

The author contends that marriage counselors must be aware of the changing roles for women and the implications those changes have for contemporary marriage counselors. He presents an historical overview of the American woman's place in society, followed by a review of her status today. He also examines women's place in the social and helping professions, and elaborates some of the implications these changing roles have for today's marriage counselors. (Author/HMV)

ED 112 330 CG 010 104

Moore, Mary Delworth, Ursula

Initiation and Implementation of Outreach Programs. Student Development Staff Papers, Volume V, Number 2, 1974-75.

Colorado State Univ., Ft. Collins. Univ. Counseling Center.

Pub Date [74]

Note—61p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Counseling Centers, \*Counseling Programs, Higher Education, \*Models, \*Outreach Programs, Program Descriptions, Program Development, Student Development, \*Student Personnel Programs

This paper describes a five-stage process for the development, implementation, and evaluation

of counseling outreach programs. Stage I takes the reader from the formulation of a germinal program idea through the procedures of assessing need for the program, assessing of agency resources, building a program planning team, and conducting a thorough literature search. Stage II sequentially outlines how to specify and enumerate behavioral goals for the program, how to develop its delivery system, how to design evaluation procedures and what to prepare for running the pilot program. Stage III emphasizes the importance of effective program publicity, the necessity of developing staff training methods, some notes on actually conducting the pilot program and ends with a discussion of the importance of studying the pilot evaluation results before deciding to embark on Stage IV. Stage IV consists of offering the program on a regular basis with refinement of training and evaluation methodologies. Finally, Stage V includes the periodic re-examination of the program in relation to its target, purpose, method and changing agency needs. (Author)

ED 112 331 CG 010 105

Barber, Joel A.

Survey of Selected Personnel Functions, May 1975.

Seattle Public Schools, Wash. Personnel Dept.

Pub Date May 75

Note—15p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Elementary Secondary Education, Personnel Directors, \*Personnel Policy, Research Projects, \*Responsibility, \*Role Theory, \*School Personnel, \*School Surveys Identifiers—\*Washington (Seattle)

Twenty western and northern districts, 10 larger and 10 smaller than Seattle, were surveyed to determine the degree of responsibility of the Personnel Departments in selected functions in the following areas: (1) Certificated Staff, (2) Classified Staff, (3) Records and Payroll, (4) Salary Administration, and (5) Negotiations. Information was also sought regarding the position of the top personnel administrator and the major personnel problems as perceived by him. The major findings were: (1) the Personnel Departments of the majority of the districts are responsible for the personnel functions of the Certificated and Classified staffs and the Salary Administration; (2) the Payroll processing function is usually the responsibility of the Business Department; (3) negotiations are a separate function but receive input from the Personnel Department; (4) the overall personnel responsibility usually rests with an Assistant Superintendent reporting to the Superintendent or his Deputy; (5) the Assistant Superintendent for Personnel has ultimate responsibility for the Certificated and Classified staff whether they are administered as a unit or a separate division; (6) in districts with separate geographical administrative units, as in districts with a single unit, the personnel function is centralized; (7) staff development is most frequently the responsibility of the Curriculum/Instruction Division or Personnel; and (8) the major problems are in the area of personnel placement. These are complicated by the need for staff reductions, affirmative action and desegregation. (Author)

ED 112 332 CG 010 106

Young, Jerry L.

A Program to Identify Dropout-Prone Students, Assess Their Needs, and to Design an Individualized Instructional Program Appropriate for Meeting Such Needs.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—11p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Academic Failure, Behavior Change, \*Dropout Identification, \*Dropout Prevention, Individualized Instruction, \*Individual Needs, \*Potential Dropouts, Predictive Ability (Testing), Program Descriptions, Secondary Education, Teaching Methods

Achievement testing indicates that the typical student who leaves high school prior to graduation has academic deficiencies considerably below expected grade placement. The need exists for identifying potential dropouts prior to their actual withdrawal. After a dropout-prone student has been identified, an analysis of his specific needs should be made. Finally, specifically

tailored instructional programs based on needs should be implemented to allow the student to achieve academic and social growth. This paper describes such a program. A psychologist and psychometrist developed a battery of tests to help identify prospective dropouts, for whom a remediation program in basic mathematics was developed. Results indicate that the program was successful in encouraging students to stay in school. (Author/HMV)

**ED 112 333** CG 010 107  
Biggs, Donald A.

Recent Research About British Students: A Brief Survey. University of Minnesota Office for Student Affairs Research Bulletin, Vol. 15, No. 25. Minnesota Univ., Minneapolis. Office for Student Affairs.

Pub Date 30 Jun 75

Note—32p.; Paper presented at the Meeting of the Society for Research into Higher Education (Aston University, Birmingham, England, March 25, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—\*Cultural Differences, \*Foreign Countries, Higher Education, State of the Art Reviews, \*Student Behavior, \*Student Characteristics, \*Student Research

Identifiers—\*Great Britain

This paper discusses the status of recent research about British students. It is suggested that such research provides a resource of social comparison data which is potentially useful to individuals involved in institutional decision-making. A sample of research studies is organized into three categories: (1) descriptions of present student behaviors or traits; (2) descriptions of different groups of students; and (3) descriptions of the relationships between present and future student behaviors or traits. (Author)

**ED 112 334** CG 010 108

Aiello, John R. And Others

Field Experimental Research on Human Crowding.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date Apr 75

Note—15p.; Paper presented at the Annual Meeting of the Western Psychological Association (55th, Sacramento, California, April 24-27, 1975); Not available in hard copy due to legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Behavioral Science Research, College Freshmen, \*Dormitories, \*Environmental Influences, \*Interior Space, \*Physical Environment, \*Psychological Patterns, Research Projects, Sex Differences, Speeches

Identifiers—\*Crowding

Overcrowded residence halls at Rutgers University form the basis for this research study on the effects of overcrowding. Subjects were the occupants of 31 rooms (7 triple male rooms, 7 triple female rooms, 7 double male rooms, and 10 double female rooms). Two sets of measures were used to determine whether crowding caused arousal and stress. The first set involved the measurement of unbound cortisol obtained from urine samples. The second set of measures involved cognitive performance. Results indicate that crowding causes more negative effects on women than on men. (Author/HMV)

**ED 112 335** CG 010 109

Patterson, Lewis E.

Out of the Ivory Tower.

Pub Date 6 Apr 75

Note—9p.

Journal Cit—Learning Notes (Cleveland State University Center for Effective Learning); p3-4 May 1975

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Career Planning, \*Community Involvement, \*Counselor Training, \*Disadvantaged Youth, Inservice Programs, \*Institutes (Training Programs), Occupational Guidance, Program Descriptions, Secondary School Counselors

This article, published in Learning Notes, a house organ of Cleveland State University, describes the Career Guidance Institute—a program designed to provide counselors with firsthand experiences of the business and industrial centers of Greater Cleveland. Program partici-

pants, counselors and career education specialists from the Cleveland Public Schools, participated in an eight-week program which included in-plant experience for six weeks. The overall purpose of the Career Guidance Institute was to provide career development specialists with knowledge, skills, and attitudes necessary for them to assist economically disadvantaged students to make realistic career choices, and to make an easier transition from school to work. The eight-week program was divided into an orientation phase, an on-the-job phase, and a debriefing phase. (Author/HMV)

**ED 112 336**

Lopez, Homero

Report on the Survival Week Program 1974.

Texas Univ., Austin. Office of the Dean of Students.

Pub Date [74]

Note—25p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*College Freshmen, \*Counseling Services, \*Disadvantaged Youth, Higher Education, Minority Groups, Negro Students, \*Orientation, Program Descriptions, \*School Orientation, Student Personnel Programs

Identifiers—\*University of Texas Austin

The 1974 Survival Week Program was an orientation program designed for entering minority and economically disadvantaged students at the University of Texas at Austin. The major purpose of the program was to assist the participants in acquiring the knowledge and skills for academic, financial, emotional, and social "survival" in a complex university environment. The program was held in conjunction with the fall orientation program for all entering students and offered such activities as academic area meetings, registration information meetings, academic pre-advising, communication exercises, sessions on student services and student life, money management workshops, and placement testing. Students completed an evaluation questionnaire which gathered their reactions to the quality and quantity of information and assistance provided to them. Evaluation results yielded positive overall ratings and comments concerning the program, while suggestions were made to improve areas such as placement tests and Ethnic Studies Information. Based on specific recommendations by professional and student staff and participants, the Survival Week Program will be continued with emphasis on the development of more group cohesiveness for the participants. (Author)

**ED 112 337**

Rosenberg, Jo And Others

When Children Become Mothers—A Group Therapy Experience with Teenage Single Parents.

Pub Date 23 Mar 75

Note—25p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (52nd, Washington, D.C., March 22-24, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Group Therapy, \*Mother Attitudes, Parent Child Relationship, \*Parent Counseling, Parent Education, Program Descriptions, Teenagers, \*Unwed Mothers

Identifiers—\*Advocacy

This paper examines the problem of teenage women who, because of deep-rooted pathological, psychological reasons, become pregnant repeatedly. All too frequently after giving birth to a series of unwanted, uncared for children these women and their children become psychiatric casualties. Attempts by helping agencies to deal with these adolescents are often unsuccessful. In a large metropolitan hospital the Ob-Gyn and Psychiatric Departments established a group therapy program which utilized "advocacy" as a primary mode of treatment. The group was designed as a quasi-family with the therapists emphasizing their roles as mother surrogates. With the therapists as advocates, feelings of self-esteem were reinforced, and the ability to deal effectively with others was conveyed. Problems were dealt with in a dynamic context by way of the group therapy process and advocacy stance. As a result of this corrective emotional experience in the group, the members have taken good care of themselves and their children. They have been better able to negotiate systems, and have made better use of resources available to them. Group members have also requested con-

tinued treatment to deal with "our messes that got us in these troubles." The adoption of this therapeutic stance which emphasized social and psychological advocacy as an expression of good mothering has had many positive results in working with teenage mothers. Such a therapeutic stance has widespread applicability in terms of prevention and treatment. (Author)

**ED 112 338**

Ference, Camille

Participant Observers: A Low Threat Approach to Junior High Counseling.

Pub Date [72]

Note—37p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Behavior Change, \*Counseling, \*Cross Age Teaching, Experimental Programs, Interaction, Interpersonal Relationship, Junior High Schools, \*Junior High School Students, \*Preschool Children, Program Descriptions

This paper examines a junior high counseling procedure which utilized preschool students as models. Differing with traditional modeling procedures, the junior high students were required to interact with the youngsters as well as each other. Following the interaction, twice-weekly group counseling sessions were conducted for a nine-week period to discuss the interpersonal behavior of the preschoolers and to have the junior high students relate it to their own behaviors. Some structural group procedures were also adopted. The goals of the procedures were increased self-understanding and understanding of others as expressed by improved interpersonal relations with persons both younger and older than the client as well as his peers. The program gained popularity among the students and staff throughout the two years of its existence. The impact of the procedure on participants' behaviors and attitudes as well as the school environment was assessed. The participants for this study included 24 students from a federally funded Title III ESEA experimental junior high school and 12 students from a neighboring traditional junior high. (Author)

**ED 112 339**

Aron, Robert D. Gullotta, Thomas P.

The Youth Resource Center—A Systems Approach.

Pub Date Mar 75

Note—12p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (52nd, Washington, D.C., March 22-24, 1975); Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Interaction Process Analysis, Management Systems, \*Mental Health Programs, Models, Program Descriptions, \*Psychiatric Services, Speeches, \*Systems Approach, \*Youth Programs

Identifiers—Connecticut

This paper describes the Youth Resource Center (YRC) of Glastonbury, Connecticut—a multifaceted treatment facility. The YRC is based on a Systems-Interaction (SI) model of service, which maintains that a system can be changed by intervention at any point in the system; consequently, the same goals can be achieved through various target groups or individuals and various treatment approaches. The YRC is basically comprised of four program elements: (1) treatment (consisting of various therapeutic modalities, such as group therapy, family therapy, etc.); (2) education (such as equivalency preparation); (3) inservice training (workshops for staff and community-at-large presented by various professionals); and (4) creative experiences (such as art, music, dance workshops, kung-fu lessons). (Author)

**ED 112 340**

Lamson, Frank E.

The Geriatric Child in Today's Culture.

Pub Date [74]

Note—16p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (52nd, Washington, D.C., March 22-24, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Case Studies, \*Geriatrics, \*Mental Health, Older Adults, \*Psychological Patterns,

\*Senior Citizens, Social Workers, \*Sociocultural Patterns, State of the Art Reviews

This paper develops the premise that there is today a new "child" in our culture developed in response to expectations of daily functioning, family relationships, societal status, economic level, medical illness, emotional needs, and financial management. This new "child" is a person who has usually passed the age of 65, and has found that the world no longer relates to him on an adult level. The purpose of the paper is to document the above premise and to suggest an alternative approach. In order to adequately do so, cases referred to the Social Services Department of the New England Memorial Hospital, Stoneham, Massachusetts, have been categorized on a random basis during the past year. The categorization has followed the areas detailed above. Of these an example has been chosen to illustrate the points made. Case studies, well disguised, are presented as an illustration of the topic area. Inherent in each of these case presentations is a clear indication of the methodical, often unconscious, way that the health and mental health professional and paraprofessional contribute to the process of turning a self-managing senior adult into a dependent and, often, neurotic "child." (Author)

ED 112 341 95 CG 010 135

Saltz, Eli Meade, Edward

Verbal Control of Impulsive Behavior in the Classroom. Final Report.

Wayne State Univ., Detroit, Mich.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BR-0-0808

Pub Date 15 Dec 73

Note—73p.; Best copy available; some pages may reproduce poorly

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Academic Achievement, Academically Handicapped, \*Behavior Change, \*Locus of Control, \*Lower Class Students, Primary Education, Research Projects, \*Self Control, Socioeconomic Status, Verbal Development

The present report covers five studies conducted on the development of impulse control and its role in the academic achievement of lower socioeconomic status (SES) children. The studies were performed on nursery school children and first graders. Results suggested that there are several different types of impulsivity, and that only one of these is related to academic achievement. In general, the research findings from the project show that lower SES children develop verbal control over impulsive behavior more slowly than middle SES children. Furthermore, it was found that lack of impulse control was significantly related to poor academic achievement in the lower SES first graders, even though IQ was controlled. Finally, an attempt was made to train lower SES children in techniques that would lead to increased verbal control over their impulsive behavior. The training techniques developed in this research were found to lead to greater impulse control on specially devised experimental tasks. However, the data were not clear on whether these improvements in impulse control resulted in better academic achievement. Further research is needed on this topic. (Author/SE)

ED 112 342 95 CG 010 271

Jacobson, Thomas J. Mitchell, Anita M.

Master Plan for Career Guidance and Counseling. Final Report.

Grossmont Union High School District, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 30 Jun 75

Note—368p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Evaluation, Guidance Objectives, \*Master Plans, Models, \*Occupational Guidance, \*Program Development, \*School Districts, Secondary Education, \*Vocational Counseling

The Master Plan for Career Guidance and Counseling grew out of the recognition that a prerequisite for the provision of an outstanding, efficient and effective career guidance and counseling program was district-wide planning. The plan was funded by the vocational education council with augmented Vocational Education Act funds. The professional counseling staff as

well as administrators, teachers, students, parents and community members were involved in the project in an effort to meet the needs and recommendations of the communities served by the plan. The plan was modified for each high school to adjust to their particular needs. This master plan is scheduled for implementation during the 1975-76 academic year. The present report describes the rationale underlying career guidance and counseling, presents a model which directs the whole plan, discusses the goals and objectives of the plan and offers various assessment and evaluation measures of the procedures and strategies to be followed. Finally, it delineates expected costs of the plan and possible future steps to refinement of the plans. (Author/SE)

ED 112 343 CG 010 301

Dannemiller, Kathleen D. Linta, Edward

Management by Objectives (MBO) in Student Services.

Pub Date [75]

Note—182p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Accountability, Administrative Problems, Administrator Responsibility, \*Evaluation, Higher Education, \*Management by Objectives, \*Objectives, \*Student Personnel Services

Management by Objectives (MBO), provides student personnel administrators some help in responding to the complexity of a constantly changing student community. MBO is a goal- and result-oriented process for effective management. A major MBO assumption is that people work better if they are clear about goals, if they help in setting their own job goals, and if they are clear about how they will be evaluated. For MBO to function successfully, all organization members need to understand and agree with the concept. Several pitfalls that might hinder the smooth functioning of MBO are discussed. Action steps to implement MBO, procedures and designs for setting goals, and the effect of management style on MBO implementation are described. The report presents three case studies in which MBO proved useful as well as common errors in trying to establish MBO-oriented programs. (Author/SE)

## CS

ED 112 344 CS 001 585

Ebert, Dorothy Jo Williamson

Oral Language, Sex and Socio-Economic Status as Predictors of Reading Achievement.

Pub Date 74

Note—183p.; Ph.D. Dissertation, The University of Texas at Austin

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-4354, MFilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, \*Effective Teaching, Elementary Education, Grade 2, Negro Students, Reading, \*Reading Achievement, \*Reading Instruction, \*Reading Research, Reading Skills

This study was designed to discover the degree of relationship between a number of predictor variables and reading achievement for 65 black second grade students in two Austin, Texas, schools. The seven predictor variables used were: oral language performance as measured by the Gloria and David Beginning English, Series 20, Test 6 (GDBE); an Estimated Reading Ability Group (ERAG) score; student sex; age; socioeconomic status; school; and teacher. Reading achievement scores from four different reading tests made up the criterion set of variables: The California Achievement Test (CAT), and informal reading inventory (IRI), the LaPray-Ross Graded Word List (LR-GWL), and the GDBE. The 29 male and 36 female subjects were randomly selected from a special communication skills project. Correlations were obtained between the primary predictor, the GDBE, and each of the four reading tests. Three sets of correlations resulted: GDBE Phonology, GDBE Grammar, and GDBE Total scores correlated with each of the four reading scores. All of these correlations were

significant. The teacher variable was a significant independent contributor to the multiple correlation for two reading tests, the IRI and the LR-GWL. (Author/WR)

ED 112 345 CS 001 917

Learning to Read through Reading.

Sierra Conservation Center, Jamestown, Calif.

Pub Date 74

Note—6p.; See CS001934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Adult Basic Education, \*Beginning Reading, \*Correctional Education, Cues, \*Effective Teaching, Prisoners, \*Reading Instruction, \*Reading Programs, Visual Learning Identifiers—Effective Reading Programs, \*Exemplary Reading Programs, Reading with Symbols, Right to Read

One of the twelve exemplary programs summarized in the Introduction to Right to Read's "Effective Reading Programs: Summaries of 222 Selected Programs" (CS001934), this program attempts to raise the reading skills of inmates of the Sierra Conservation Center to the level needed for training in conservation work while in prison, or for outside jobs after parole or release. The seven-week training session uses a reading-with-symbols method, giving the beginning reader visual cues to help identify the sound of a letter or a group of letters. Students first master consonant and vowel sounds from phonetic spelling lists, and as they proceed through the course to special reading books, the cuing with symbols is gradually reduced. The symbols enable the students to progress rapidly enough that they experience feelings of confidence and success in their reading. Students enter the program at the level at which they need work. The content of the program is designed to be of high interest to prisoners. (TO/AIR)

ED 112 346 CS 001 934

Effective Reading Programs; Summaries of 222 Selected Programs.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group; Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date 75

Contract—NEC-400-75-0029; OEC-0-73-7054

Note—262p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 13001, \$5.95 non-member, \$5.50 member)

EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage

Descriptors—Adult Reading Programs, Developmental Reading, \*Effective Teaching, Elementary Secondary Education, \*Models, Postsecondary Education, Program Descriptions, \*Reading Improvement, \*Reading Instruction, Reading Materials, \*Reading Programs, Remedial Reading

Identifiers—\*Effective Reading Programs, Right to Read

This catalog of reading programs is a result of an intensive search by the American Institutes for Research of reading programs in operation across the nation, followed by computer evaluation of the findings. Although the principal objective of the research was to produce multimedia inservice packages for reading teachers which demonstrate twelve outstanding programs, the number of effective reading programs discovered was too significant to go unreported. Summaries are given for each of the 222 programs judged to have potential for improving reading ability. The size of each program and its target population are described; its starting date, staff, and major features are given; its facilities, materials, and equipment are listed; and its cost is detailed. Sources of further information on each program are also included. The programs outline elementary, secondary, adult, and special education areas and cover a wide range of reading skills, organizational plans, and geographical areas. The twelve programs to be depicted in multimedia packages are also briefly described. More complete descriptions of most of the programs can be found in the ERIC system. (MKM)

ED 112 347 95 CS 002 066

The National Urban Coalition Right to Read Project, Phase 2, Production and Dissemination of Parents' Kits and Manuals. Final Report.

National Urban Coalition, Washington, D.C.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date 75

Note—68p.; Attachments 2 and 5 removed due to poor reproducibility of material; Manual "Recipes for Reading" (English and Spanish) removed because of poor reproducibility of the colored pages; Not available in hard copy because of poor reproducibility

Available from—Manual "Recipes for Reading" only: National Urban Coalition, 1201 Connecticut Ave., N.W., Washington, D.C. 20036 (\$1.20 per copy)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Information Dissemination, \*Parent Participation, \*Program Evaluation, Reading, \*Reading Programs, Reports, \*Urban Education, Urban Youth

Identifiers—\*Right to Read

The first section of this final report consists of a discussion of the production and dissemination of parents' kits and manuals, including a list of the number of manuals sent out and the people to whom they were sent. This section is followed by both a report on the pilot phase of the project, in which toys, books, or materials used in this phase are evaluated or listed, and a report on the dissemination phase. The latter half of the document consists of lists of Right to Read Project participants, chief state school officers, directors of the Education for Parenthood Program, and Child and Family Resource Program contact people, as well as an example of what one nonparticipating coalition did with respect to distribution of the Right to Read "Recipes for Reading." A supplement to this report contains additional information concerning the dissemination evaluation. (JM)

ED 112 348 CS 002 120

Swalm, James E.

Diagnostic Reading for Your Classroom.

Pub Date 75

Note—76p.

Available from—DREIER Educational Systems, 300 Raritan Avenue, Highland Park, New Jersey 08904 (\$3.95 paper)

Document Not Available from EDRS

Descriptors—Class Organization, \*Diagnostic Teaching, Elementary Education, Grouping (Instructional Purposes), \*Individualized Instruction, \*Reading Diagnosis, \*Reading Skills, \*Teaching Guides, Teaching Methods

This teaching guide emphasizes a practical approach to the individualization of reading instruction in elementary classrooms and offers suggestions for implementing diagnostic reading instruction. Diagnostic reading instruction requires that reading lessons and independent activities be planned from an analysis of students' strengths and weaknesses in reading skills. Sections in the guide discuss a definition of diagnostic reading instruction; how to write a skills array; how to evaluate initially student skills, including ways to construct an initial test battery, determine readability levels, and prepare criterion referenced tests; how to evaluate students during the school year; how to keep records; and how to organize flexible groups. (MKM)

ED 112 349 CS 002 132

Devirian, Margaret Coda And Others

A Survey of Learning Program Centers in U.S. Institutions of Higher Education.

Pub Date Mar 75

Note—11p.; Paper presented at the Annual Meeting of the Western College Reading Association (8th, Anaheim, California, March 20-22, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Developmental Reading, Financial Support, Higher Education, Junior Colleges, \*Learning Laboratories, National Surveys, Program Administration, \*Reading Programs, Remedial Reading Programs, \*Study Skills, \*Tutorial Programs, Tutoring, Writing Skills

A national survey of learning laboratories in institutions of higher education, conducted in 1974, is reported in this document. Questionnaires consisting of 70 items on administration, budget, other programs, facility, staffing, services, clients,

hardware and software, and evaluation were sent to all college and university learning centers in the United States. Responses were received from 1,258 of the 3,389 campuses listed in the "Educational Directory." Tables show both the responses to 13 of the questions and the returning institutional variables such as level, student population, name of program center (learning center, learning resource center, reading/writing lab, tutorial program, and other), and type of offering. Survey results show that more than half of the program centers are less than five years old, 85 percent are less than 10 years old, program centers have diversity of functions, and 61 percent of all respondents have program centers. The academic background of program administrators and funding of learning program centers is noted. (MKM)

ED 112 350 95 CS 002 134

Gadway, Charles Wilson, H. A.

Functional Literacy: Basic Reading Performance. An Assessment of In-School 17-Year-Olds in 1974. Technical Summary.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date 75

Note—32p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Criterion Referenced Tests, Critical Reading, \*Functional Illiteracy, \*Functional Reading, \*Reading Comprehension, \*Reading Tests, Secondary Education

Identifiers—National Assessment of Educational Progress, Right to Read

The functional literacy of various groups of 17-year-old students was assessed to discover whether the reading skills which are usually taught in the schools are adequate for functioning in everyday life. Eighty-six test exercises were classified according to the various formats of reading materials they represent and according to the types of behaviors they elicit. The highest expected level of performance was determined by the achievement level obtained by a group of superior readers on a standardized reading test. All groups performed highest on drawings, pictures, signs, and labels and second highest on charts, maps, and graphs. Most groups performed third highest on passages, fourth highest on forms, and least well on reference materials. Comparison of the results of this test given in 1973-74 with a truncated version given to 17-year-olds in 1970-71 showed all groups gained in functional reading skills. Three exercise parts consisting of questions about an insurance policy statement, a traffic ticket, and an application form were answered well by no group, including the superior readers, which raises the question of further defining functional reading. (MKM)

ED 112 351 95 CS 002 135

Balow, Bruce And Others

Perinatal Events as Precursors of Reading Disability. Interim Report No. 17.

Minnesota Univ., Minneapolis. Dept. of Psychoeducational Studies.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BR-6-1176

Pub Date Dec 74

Grant—OEG-32-33-0402-6021

Note—62p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Anomalies, Learning Disabilities, Minimally Brain Injured, \*Neurological Defects, Neurologically Handicapped, \*Perinatal Influences, \*Pregnancy, \*Reading Difficulty

A number of studies have been done on the relation between reading disability and complications of pregnancy and birth. The procedures and results of major studies are critically reviewed in this document, with attention given to issues of research design, test use, and statistical methods. Although none of the studies reviewed is free of methodological problems, the weight of the evidence supports the hypothesis that perinatal problems, especially low birth weight, are related to reading disability. Neonatal neurological damage is suggested as the major independent variable for investigators to pursue in the future. Included are an annotated list of references, an

extensive table charting the findings of the major studies discussed in the document, and an appendix listing the reading and intelligence tests used in the major studies. (Author/JM)

ED 112 352 CS 002 136

Stewig, John Warren

Book Illustration: Key to Visual and Verbal Literacy.

Pub Date May 75

Note—11p.; Paper presented at the Annual Meeting of the International Reading Association (20th, New York City, May 13-16, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Childrens Literature, Elementary Education, Folklore Books, \*Illustrations, \*Oral Communication, Verbal Development, Visual Arts, \*Visual Literacy, \*Visual Stimuli

Visual and verbal literacy skills are crucial to children because of their relationship to reading, and to adults because of their social utility. Such skills are, paradoxically, among those least often developed in a systematic fashion in elementary schools. One reason for this is that component subskills of visual and verbal literacy are infrequently identified. The three subskills identified in this paper are describing, comparing, and oral valuing. An effective way of encouraging children to learn these skills is to use illustrations from children's literature. The approach offers many advantages because illustrations are easy to locate, plentiful, and of much interest to children. The teacher attempting to use this approach will find that children respond eagerly and in the process develop valuable visual and verbal literacy skills. (TS)

ED 112 353 CS 002 137

Van Oss, Bob M. Geiger, Leonard J.

Teaching Phonetic Skills through Body Movement.

Pub Date Jul 75

Note—39p.

Available from—MSS Information Corporation, 655 Madison Avenue, New York, New York 10021 (\$3.75 paper)

Document Not Available from EDRS

Descriptors—Auditory Perception, Beginning Reading, \*Educational Games, Elementary Education, \*Motion, Motor Development, \*Perceptual Motor Learning, \*Phonics, Physical Development, Remedial Reading, Space Orientation, Teaching Guides, Teaching Techniques, Visual Perception, \*Word Study Skills

A perceptual motor approach to learning phonics is presented in this teaching guide which includes a screening test and 50 learning games encompassing a wide array of phonics skills. Directionality, gross-motor skills, sensory-motor skills, and auditory and visual perceptual skills may be introduced to the children and taught during the games which are based on moving about on a floor grid according to verbal or visual directions. The total body movement activities require complete attention on the part of the learner and provide benefit to the hyperactive and nonattentive child as well as the "normal" child. (MKM)

ED 112 354 88 CS 002 138

Pyyte, Jeff A. Mathews, Samuel R., III

New Adventure in Learning—Evaluation Report.

University of West Florida, Pensacola. Educational Research and Development Center.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C.

Pub Date Jun 75

Note—49p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Demonstration Projects, \*Diagnostic Teaching, Grouping (Instructional Purposes), \*Individualized Reading, Inservice Teacher Education, \*Language Development, Open Education, Positive Reinforcement, Primary Grades, \*Program Evaluation, Reading Diagnosis, Reading Instruction, Reading Research, Team Teaching

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

An ESEA Title III project in language arts, this program emphasizes instruction tailored to the individual learner's needs. In the fall of 1974, Southside Elementary School, Crestview, Florida, adopted the program which is described and evaluated in this paper. Program components include team teaching in an open space classroom; the use of informal inventories and careful observa-



tion to diagnose each learner's language needs; a written reading prescription for each learner; assignments in programed materials, reading kits, basal readers, listening stations, workbooks, and learning games; and inservice teacher training. While the program was received enthusiastically, the results of the evaluation showed no significant gains in reading achievement when compared with the previous year. In fact, all gains were lower for the project year than for the year before. Another finding was differences in reading achievement gains for different ability levels. Higher ability learners achieved larger gains. (MKM)

**ED 112 355** CS 002 139

*Montare, Alberto And Others*

**Words and Pictures: The Failure of the Samuels Design to Test for Distractibility.**

Pub Date 75

Note—38p.; Unpublished study prepared at Rutgers University, The State University of New Jersey

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Attention, \*Beginning Reading, Language Development, \*Paired Associate Learning, Primary Education, \*Reading Instruction, Reading Research, \*Reading Skills, Research Methodology

Identifiers—\*Distractibility (Reading)

This paper represents an attempt to study the graphemic-phonemic associations that are formed during the acquisition and subsequent retention of beginning reading responses and to evaluate the heuristic value of viewing the formation of these associations as a classical conditioning process. Two experiments—one on first graders and one on first and third graders—are contained in this paper. These replications and extensions of Samuels' (1967) tests in both laboratory and classroom of the distractibility of pictures in the initial acquisition of reading responses to printed words resulted in both failure to replicate the original findings and in a major reinterpretation of the design. Application of the classical conditioning model to Samuels' test of attentional processes in beginning reading revealed that it does not provide an adequate test of attention, but rather, constitutes a test of either learning to read using intrinsically-produced, visually mediated responses or learning to read using extrinsically-produced, verbally mediated responses. (Author/RB)

**ED 112 356** 95 CS 002 140

*Eberly, Donald W.*

**How Does My Child's Vision Affect His Reading?**

Indiana Univ., Bloomington. ERIC Clearinghouse on Reading.; International Reading Association, Newark, Del.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—13p.

Available from—International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 (\$0.35 members, \$0.50 nonmembers)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Early Childhood Education, Parent Participation, \*Reading Ability, Reading Development, \*Reading Difficulty, \*Vision, Vision Tests, \*Visual Acuity, Visual Discrimination, Visual Perception

Various eye problems and the effects they can have on children's reading abilities are explored in this pamphlet, which is one of a series designed to answer parents' questions about their children's reading development. Topics discussed are the demands on vision made by reading, problems that affect visual acuity (nearsightedness, farsightedness, and astigmatism), problems that result from refractive differences (double vision, crossedness, walledness, and accommodation), color blindness, identifying visual problems (symptoms and vision screening), and what parents can do in regard to their children's vision. An annotated bibliography of two books is provided, six reference books are listed, and questions for thought and discussion are included. (JM)

**ED 112 357** 95 CS 002 141

*Rogers, Norma*

**What Books and Records Should I Get for My Preschooler?**

Indiana Univ., Bloomington. ERIC Clearinghouse on Reading.; International Reading Association, Newark, Del.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—19p.

Available from—International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 (\$0.35 members, \$0.50 nonmembers)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Booklists, \*Childrens Books, \*Childrens Literature, Early Childhood Education, Parent Participation, Parent Role, \*Phonograph Records, Preschool Children, Preschool Learning

Identifiers—Discographies

This micromonograph for parents suggests reasons why books and records are important for preschool children and offers a list of useful resources. The books are listed in two broad age groups—infants to three years and three to six years—and are categorized according to the major emphasis: emotional and social development, intellectual development, or entertainment. The records have been selected because they represent a wide variety of subjects for meeting the different needs of children. (TS)

**ED 112 358** 95 CS 002 142

*Ransbury, Molly Kayes*

**How Can I Encourage My Primary-Grade Child to Read?**

Indiana Univ., Bloomington. ERIC Clearinghouse on Reading.; International Reading Association, Newark, Del.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—13p.

Available from—International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 (\$0.35 members, \$0.50 nonmembers)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Childrens Books, \*Childrens Literature, Early Childhood Education, \*Learning Activities, \*Parent Participation, Primary Education, \*Reading Games, Reading Interests

The first section of this pamphlet discusses factors that influence reading interest, such as age, sex, grade level, exposure to books, availability of printed materials, reading ability, identity, and reward. The second section offers such suggestions for stimulating interest in reading as knowing your child, being aware of your example, encouraging wide reading, encouraging library visits, guiding your child's ability to scan, being a good listener, being willing to share, and providing reading-related activities (story writing, reading games, role playing, and story comparisons). The final section offers a list of books for children and for adults who are interested in helping children to read. (TS)

**ED 112 359** 95 CS 002 143

*Rogers, Norma*

**How Can I Help My Child Get Ready to Read?**

Indiana Univ., Bloomington. ERIC Clearinghouse on Reading.; International Reading Association, Newark, Del.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—25p.

Available from—International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 (\$0.35 members, \$0.50 nonmembers)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Early Childhood Education, \*Early Reading, Parent Participation, \*Parent Role, Reading Development, Reading Processes, \*Reading Readiness

This micromonograph describes reading readiness and offers suggestions for parents to help their children develop skills and abilities useful for reading. The six sections discuss the following topics: parents' roles and how children learn, toys which build reading readiness, the importance of encouraging children to talk and listen, ways in which to help children develop social and emotional balance, ways to provide a broad intellectual experience for children, and the importance of reading frequently to children. A brief annotated list of books on readiness is included. (TS)

**ED 112 360** 95 CS 002 144

*Baghban, Marcia*

**How Can I Help My Child Learn to Read English as a Second Language?**

Indiana Univ., Bloomington. ERIC Clearinghouse on Reading.; International Reading Association, Newark, Del.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—17p.; The Spanish text of this document may be found in CS 002 145

Available from—International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 (\$0.35 members, \$0.50 nonmembers)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Bilingualism, Elementary Secondary Education, \*English (Second Language), \*Language Development, Parent Child Relationship, \*Parent Participation, \*Reading Instruction, Reading Readiness, Spanish Speaking

Suggestions for ways in which parents can help their children learn to read English are contained in this short booklet. Activities to be performed in the home, such as listening to and talking to the child in any language, reading aloud, reading for oneself, obtaining books for the home, and organizing study time for the child, are discussed. Community activities for parents, such as adult classes, museum trips, and school volunteer participation, are encouraged. A list of sources for reading materials and magazine articles on the problems of bilingualism is included. (MKM)

**ED 112 361** CS 002 145

*Garcia, Ricardo L. Deyoe, Rita Maxine*

**Como ayudar a su hijo a aprender a leer ingles como segunda lengua. (How Can I Help My Child Learn to Read English as a Second Language.)**

Indiana Univ., Bloomington. ERIC Clearinghouse on Reading.; International Reading Association, Newark, Del.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—17p.; In Spanish: The English text of this document may be found in CS 002 144

Available from—International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 (\$0.35 members, \$0.50 non-members)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Bilingualism, Elementary Secondary Education, \*English (Second Language), Language Development, Parent Child Relationship, \*Parent Participation, \*Reading Instruction, Reading Readiness, Spanish Speaking

Suggestions for ways in which parents can help their children learn to read English are contained in this short booklet written in Spanish. Activities to be performed in the home, such as listening to and talking to the child in any language, reading aloud, reading for oneself, obtaining books for the home, and organizing study time for the child, are discussed. Community activities for parents, such as adult classes, museum trips, and school volunteer participation, are encouraged. A list of sources for reading materials and magazines articles on the problems of bilingualism is included. (MKM)

**ED 112 362** CS 002 146

**Visual Search Activity: A Tool for the Evaluation and Development of Computer-Assisted Reading Instructional Programs. Annual Report.**

Washington Univ., St. Louis, Mo. Behavior Research Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—NSF-TIE-EPP75-15388-1

Pub Date Sep 75

Note—17p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Computer Assisted Instruction, \*Evaluation, \*Eye Fixations, \*Eye Movements, Eye Regressions, \*Reading Processes, Reading Research

Identifiers—\*PLATO

Information on six research programs which studied eye movements during reading and evaluated aspects of PLATO-displayed reading instructional material is provided in this report. An analysis of eye movements of "competent" and "less competent" readers reading for general and detailed information showed many differences between them. One of the findings is that competent readers made fewer saccadic eye movements per line of print and spent less time on fixation pauses. In addition, when reading for detail, they did not change the size of the informational chunk taken in during each fixation pause but did

increase the amount of time spent on such fixation pauses. Less competent readers decreased the informational chunk taken in per fixation but did not change the amount of time spent per fixation. Also reported are a pilot study concerning blink or saccad suppression of information, a study of eye movements as readers scan back from the end to the beginning of a new line, and the development of a procedure for measuring head movements. A study of informational chunking which investigated the effects of the wider angular distance of the PLATO display and typed materials suggests that a drop in efficiency of reading speed is noted when reading these compared to reading a printed book format. (MKM)

ED 112 363 CS 002 147

*Sticht, Thomas G.*  
**The Acquisition of Literacy by Children and Adults.**

Pub Date 75

Note—48p.; Paper prepared for the Delaware Symposium on Curriculum, Instruction, and Learning: The Acquisition of Reading (2nd, University of Delaware, June 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage  
Descriptors—\*Adult Literacy, \*Cognitive Development, Cognitive Processes, Decoding (Reading), \*Language Ability, Language Development, \*Listening Comprehension, Literacy, Literacy Education, \*Reading Development, Reading Research, Reading Skills, Study Skills, Teaching Models

A developmental model of literacy based on language and cognitive skills is presented in this paper. Two independent learning strands suggested as major factors in achieving literacy are learning to understand language by eye (reading) as skillfully as one can understand language by ear (auding) and learning to use the printed medium for literacy task performance in understanding various graphic displays using iconic, linguistic, and schematic representations. Examples of advanced information processing skills involved in the latter are presented and explained. A study designed to assess discrepancies between auding and reading skills of adults in a literacy training program used the Durrell Listening Reading Test and obtained auding scores for the adults of only the fifth-grade level. In a second study, it was observed that adults who scored at the eighth-grade level on a standardized reading test may be less developed than a group of average fifth-grade readers in automaticity of decoding. This and other studies surveyed suggest that learning to understand language by eye as skillfully as by ear may take several years after the initial decoding has been mastered. (MKM)

ED 112 364 CS 002 148

*Spache, George D.*  
**Good Reading for the Disadvantaged Reader. Multi-Ethnic Resources.**

Pub Date 75

Note—311p.

Available from—Garrard Publishing Company, 1607 N. Market, Champaign, Illinois 61820 (\$5.75 paper)

Document Not Available from EDRS

Descriptors—Adult Literacy, \*Annotated Bibliographies, \*Disadvantaged Youth, Elementary Secondary Education, \*Language Experience Approach, \*Minority Groups, Reading Improvement, \*Reading Instruction, Reading Materials, Self Concept

The focus of this book is on improving reading instruction among disadvantaged minority groups through the language experience approach. Four chapters contain discussions of self-concept, the growth of self-concept, reading instruction and the disadvantaged, and adult literacy. The other 16 chapters consist of bibliographies on the heritage of black Americans—from Africa and other countries; the American heritage of the black American; the black American today; the American Indian background and history; the American Indian today; the Eskimo and Alaska; inner city life; Mexican-American and migrant workers; orientals; Puerto Ricans; social science; reading improvement; materials for instructional units in art, music, literature, and human relations among minority groups; audiovisual resources; professional resources; and materials for basic education of adult illiterates and school dropouts. Appendixes include an author and title index, a title and author index, and lists of publishers' names and addresses. (JM)

ED 112 365 CS 002 149

*Lantz, Albert W. Holt, Janet M.*  
**California's Early Childhood Education Program (Its Impact on Reading and Language Development of Children Ages 5-9).**

Pub Date [75]

Note—8p.; Study prepared at the La Mesa-Spring Valley School District, Calif.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Early Childhood Education, \*Instructional Programs, \*Language Development, Mathematics, Primary Education, Reading, \*Reading Development, Writing

The goals of this instructional program for California public school children aged five through eight, begun during the 1973-74 school year, are to insure that all children who complete third grade will be able to read, write, and compute and to help children develop positive attitudes toward school so that they can achieve their learning potential throughout their compulsory school years. This document outlines briefly the instructional components of the program (language development, reading, mathematics, multicultural education, bilingual-bicultural education, and other curriculum areas), the support components (staff development, parent participation, parent education, and health/auxiliary services), and program strategies, and includes three tables charting results of a program evaluation. (JM)

ED 112 366 CS 002 150

*Hall, Conner*  
**Interfacing Tutoring and Reading Programs: Training Tutors to Do My Job.**

Pub Date 75

Note—14p.; Paper presented at the Annual Conference of the Western College Reading Association (8th, Anaheim, California, March 20-22, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Educational Programs, Higher Education, Learning Activities, \*Reading Programs, \*Study Skills, Teaching Techniques, \*Training, \*Tutorial Programs, Tutoring, \*Tutors

A program for tutorial assistance and tutor training at the University of Texas at Austin is described in this document. The tutorial assistance program attempts to provide help with both study skills and specific course content, since students experiencing academic difficulty in a specific course may request tutoring aid, not realizing that their approach to learning may be interfering with their mastery of the course. Two types of positions for student tutors are: tutor consultants or advisors, who interview prospective tutees, serve as paraprofessional learning specialists, and act as consultants with student tutors in their efforts in guiding a student's learning; and student tutors, who actually tutor the student in a course. Training for the tutor consultants has focused on expanding their knowledge and expertise in interviewing skills and diagnostic techniques, learning skills and teaching strategies, consultation techniques, and administrative skills. Methods for training have included workshops on selected topics of interest, weekly staff meetings, and individual weekly meetings with the director. (MKM)

ED 112 367 CS 002 151

**The Formula Phonics Reading Chain Program at Patterson Road Elementary School; A Video Trip to Patterson Road School.**

Integrative Learning Systems, Inc., Glendale, Calif.

Pub Date 75

Note—54p.; See related document ED106846

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Ability Grouping, \*Decoding (Reading), Developmental Reading, Elementary Education, \*Grouping (Instructional Purposes), \*Phonics, Reading Instruction, Reading Processes, \*Reading Programs, Reading Skills, \*Videotape Recordings

Identifiers—\*Formula Phonics Videotape Reading Chain Program

A new kind of reading-language processing system, which has been in use at the Patterson Road School (Orcutt, California) since December 1972, is described in this document. The program consists of two ungraded reading chains of twelve groups each (determined by reading comprehension) which meet for 45 minutes daily, read material above the group's tested total reading

level, and decode unfamiliar words using the Formula Phonics System learned by videotape at the beginning of the program. Reading matter—short stories first, then novels and other works—is chosen for literary worth and interest level and instruction is designed to teach critical thinking with open-ended questioning and to reinforce thinking processes and reading skills by writing tasks keyed to the reading experience. Pupils move up on the chain upon the teacher's recommendation. Detailed information about the reading chain design, staff development procedures, specific methodology, and the school is included in this document. A separate leaflet contains a discussion of a program evaluation scale and an evaluation-contrast form to be used after viewing "Video Trip to Patterson Road School." (JM)

ED 112 368 CS 002 152

*Downing, John*  
**Thinking About Reading.**

Pub Date May 75

Note—12p.; Paper presented at the Annual Meeting of the International Reading Association (20th, New York City, May 13-16, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Beginning Reading, \*Cognitive Processes, \*Language Experience Approach, Reading, Reading Development, Reading Instruction, \*Reading Processes, Reading Research

Cognitive confusion is the common state of young persons in regard to concepts of units of writing. In the past 10 years, research has accumulated to show that all children pass through the important stage of initial cognitive confusion in learning to read. Children often confuse "writing" with "drawing," "letter" with "number," and so on. Cognitive confusion is a natural outcome of normal environmental conditions which cannot be avoided, but if it persists too long it may prevent the child from understanding the task of learning to read. Several studies about helping children to develop language concepts have been conducted. The general key to improving this kind of concept learning is the use of the language-experience approach. Children need experiences of spoken and written language which are relevant to them and which allow them to discover the functions of reading and writing. (TS)

ED 112 369 CS 002 153

*Jones, Margaret B.*  
**Children's Reading Achievement as a Function of Varying Specificity of Purpose Setting Directions.**

Pub Date 74

Note—13p.; Study prepared at the University of Delaware

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Behavioral Objectives, Grade 6, Intermediate Grades, \*Reading Ability, \*Reading Achievement, Reading Comprehension, Reading Instruction, Reading Research, \*Reading Skills, \*Teaching Methods

This study was designed to confirm the hypothesis that objectives which focused on items of information best facilitated reading retention among a population of elementary school children while controlling for the children's reading level rather than for the "density" of the reading passage. Two 550-word reading passages taken from "Life in the Ancient World" were rewritten to conform to sixth-grade readability levels. Alternate form reliability was established in a preliminary investigation in which cloze tests constructed from both passages were administered to a group of 45 sixth graders. It was concluded that, given the design of this study, neither specific nor general reading directions influenced the level of reading achievement. It may be that sixth-grade children just have not yet developed the reading skills necessary to use reading directions of the type provided in this experiment. For these children, purpose setting directions which are facilitative may be those which are discussed, verbalized, or in some manner internalized, rather than those presented in a list. (RB)

ED 112 370 CS 002 154

*Bamberger, Richard*  
**Promoting the Reading Habit. Reports and Papers on Mass Communication, No. 72.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 75

Note—52p.

Available from—Department of Mass Communication, Unesco, Place de Fontenoy, 75700 Paris, France (\$2.65 paper)

Document Not Available from EDRS

Descriptors—\*Effective Teaching, \*Literacy, Reading Development, \*Reading Habits, Reading Instruction, \*Reading Interests, \*Reading Materials, Reading Research, Surveys

As a response to the close of the 1972 International Book Year sponsored by UNESCO, this study was suggested concerning the reading habits of people throughout the world. A concern was expressed that without reading practice reading skills already learned would be quickly lost and life-long education would not take place. The author surveyed studies of reading habits throughout the world, noting differences in the readership of various countries and between adults and children. In almost every country usually twice as many children read as do adults, a difference that is even greater if one considers the difference between the life spans of each group. Topics explored in this study which are related to promoting reading habits are: the effective teaching of reading, the results of research on motivations for reading and reading interests, the factors which influence reading interests, the methods for determining individual reading interests, the promotion of developing reading interests and the reading habit, and some suggested tasks for research. Ideas are drawn from research performed in many countries. A bibliography is included. (MKM)

ED 112 371 CS 002 156

Marzano, Robert J. And Others  
A Study of the Relationship between Syllabication Ability and Reading Comprehension.

Pub Date 75

Note—5p.; Unpublished study prepared at the University of Colorado at Denver

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Intermediate Grades, \*Reading Comprehension, \*Reading Instruction, \*Reading Research, \*Syllables, \*Word Recognition

Identifiers—\*Syllabication Ability

The purpose of this study was to determine the strength of the relationship between syllabication ability and reading comprehension. Pre- and post-tests using the syllabication and comprehension subtests of the Stanford Diagnostic Reading Tests were administered to 275 middle school children involved in corrective and developmental reading programs. The results of the study indicate that there is a slight correlation (.13) between gain in syllabication ability and gain in reading comprehension, but it is suggested that it may not be great enough to justify teaching syllabication rules in an attempt to improve reading comprehension. It is recommended that experimental studies be conducted to determine if instruction in syllabication improves word recognition ability and/or vocabulary. (LL)

ED 112 372 CS 002 157

Marzano, Robert J. Osband, Fran  
Mathematics Achievement Tests and Reading.

Pub Date 75

Note—8p.; Unpublished study prepared at the Univ. of Colorado at Denver

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Achievement Tests, Elementary Education, Grade 3, Grade 4, Item Analysis, \*Mathematics, \*Readability, \*Reading Difficulty, Reading Research, Reading Skills, \*Standardized Tests

The purposes of this study were to determine the relationship between item readability and item difficulty in a standardized mathematics achievement test, and to determine if students could raise their mathematics achievement scores if they were given aid in reading items that presented them with reading difficulty. Two hundred third and fourth grade students from metropolitan Denver were selected for the study. It was concluded that the ability to read test items on a mathematics achievement test is a factor in the overall score, and that systematic instruction in some vocabulary words prior to the administration of a test could improve students' scores. The implications of the study are also examined. (RB)

ED 112 373 CS 002 158

Finney, Frank  
Monster Moose Reading.

Pub Date 75

Note—35p.; Paper presented at the Annual Meeting of the Transmountain Regional Conference of the International Reading Association (2nd, Calgary, Alberta, Nov. 13-15, 1975)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Beginning Reading, \*Child Language, Language Skills, Primary Education, Reading Materials, \*Reading Programs, \*Self Concept, Story Telling, \*Student Developed Materials, Teaching Techniques

Monster Moose (MM) Reading is a program specifically aimed at improving children's language, beginning reading, and self-concept development through the creation and utilization of student-authored reading materials which feature a series of wordless picture books about a magical moose. The MM Program is based on the following general principles of learning: that language, reading, and thinking are interdependent; that children learn new language best if they feel the need for verbal communication; that children learn new language best when it is associated with something they already know or with something they can see or feel; and that children will learn new language best when it is heard and used often. In this document, teaching techniques are suggested in order to help the teacher facilitate listening, develop speaking, aid writing, and promote reading. Ten story outlines for the teacher to elaborate upon and narrate to the class are included. (LL)

ED 112 374 CS 002 159

Curry, Joan F. Morris, William P.  
Searching the Professional Literature in Reading. Reading Aids Series.

International Reading Association, Newark, Del. Pub Date 75

Note—51p.

Available from—International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 (Order No. 216, \$3.00 non-member, \$2.00 member)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Educational Resources, Periodicals, Publications, \*Reading Instruction, Research Tools, \*Resource Materials, \*Scholarly Journals

Identifiers—\*Educational Resources Information Center, ERIC

Practical techniques for keeping abreast of the professional literature on the teaching of reading are contained in this booklet. Topics of the six chapters are: purposes for professional reading, criteria for choosing a wise search plan, how reading information is organized, how to keep up-to-date through browsing, the ERIC system and how to use it, and how to do a topical search in five phases. Also included are a bibliography and five appendices: sample pages from the ERIC "Thesaurus," a checklist on how to use the "Current Index to Journals in Education," the table of contents of "A Guide to Information Sources in Reading," a checklist for evaluating educational research, and a list of journals containing articles on reading. (JM)

ED 112 375 CS 002 160

Hopkins, Carol J. Moe, Alden J.

The Validation of a Synthetic Syllable Count Appropriate for Computer-Determined Readability Estimates.

Pub Date 75

Note—26p.; Paper presented at the Annual Meeting of the International Reading Association (20th, New York City, May 13-16, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Computer Programs, Computers, Elementary Secondary Education, Higher Education, \*Readability, \*Reading Research, \*Syllables

The purpose of this paper was to investigate letters-per-syllable constants as predictors of true syllable counts for basal readers and trade books at five instructional levels. One hundred fifty language samples of approximately one hundred words each were selected and keypunched for computer analysis to determine average word length and total number of running words. Manual syllable counts for each sample were also performed. Their values were then used to calculate letters-per-syllable predictors for each level. The use of letters-per-syllable constants predicted between 73 percent and 90 percent of the variance of the actual syllable count. It was concluded that this procedure for calculating the

number of syllables makes it possible to program a computer to compute readability of language samples using readability measures which rely on syllable counts. (TS)

ED 112 376 CS 002 161

Teaching Reading Skills. Volume I.

Montgomery County Public Schools, Rockville, Md.

Report No—Bull-246

Pub Date 71

Note—297p.; Several pages will have marginal reproducibility due to small type; See related documents CS002162 and CS002163

EDRS Price MF-\$0.76 HC-\$14.59 Plus Postage

Descriptors—Course Descriptions, Evaluation Methods, Language Skills, Primary Education, \*Reading Instruction, \*Reading Programs, \*Reading Skills, \*Teaching Methods

This bulletin describes the reading program in the Montgomery County (Maryland) Public Schools and provides guidelines to help teachers assess the individual strengths and needs of their students. Ways in which the teacher may organize the classroom and ways in which children may be grouped in order to facilitate their learning are suggested. The bulletin also lists instructional materials and provides guidelines for selecting these materials in order to meet specific teaching purposes. A glossary of reading terms and a packet of assessment tasks are included. (LL)

ED 112 377 CS 002 162

Comprehension--Critical Reading/Thinking Skills, K-12 (The Big 9); Teaching Reading Skills. Volume II.

Montgomery County Public Schools, Rockville, Md.

Report No—Bull-246

Pub Date 74

Note—502p.; See related documents CS002161 and CS002163; Some pages may have poor reproducibility due to small type

EDRS Price MF-\$0.92 HC-\$26.02 Plus Postage

Descriptors—Behavioral Objectives, Comprehension, \*Critical Reading, \*Critical Thinking, Elementary Secondary Education, Evaluation Methods, \*Models, \*Reading Comprehension, \*Reading Instruction, Reading Programs, Teaching Methods

This comprehension model defines and describes nine categories of comprehension, including word meanings, location/recall, translation, interpretation, prediction, application, analysis, synthesis, and evaluation. Each of the categories includes the following sections: highlights, containing a definition and questions; instructional objectives for kindergarten through grade twelve; a discussion of the topic; and learning activities for kindergarten through grade twelve. Also included are a summary of the contents, a conclusion, an annotated resources list, and a bibliography. (LL)

ED 112 378 CS 002 163

Prereading; Teaching Reading Skills. Volume III.

Montgomery County Public Schools, Rockville, Md.

Report No—Bull-246

Pub Date 74

Note—120p.; Pages 86 and 87 will have marginal reproducibility due to small type; See related documents CS002161 and CS002162

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—\*Beginning Reading, Early Childhood Education, Evaluation, \*Language Skills, \*Prereading Experience, \*Reading Development, \*Reading Instruction, Reading Skills, Teaching Methods

This volume describes and discusses the areas in which children must develop in order to learn to read, emphasizing the recognition of the different rates of development for various children. Contained in this material are suggestions regarding the role of the classroom teacher in assessing the needs of the young child and in planning and organizing for teaching. Lists of resources and materials are offered as references to be used by educators in updating and formulating a prereading program. Group and individual checklists are included to add to the teachers' tools for assessment. The information is also designed to facilitate the process of evaluating and reporting student progress. (LL)

ED 112 379 CS 002 164

*Brochtrup, William A.*  
**Too Good for Words: An Annotated Bibliography of Wordless Children's Books.**

Pub Date [75]

Note—14p.; Not available in hard copy due to marginal legibility of original document; Prepared at Pacific Lutheran University

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Annotated Bibliographies, \*Children's Books, \*Children's Literature, Early Childhood Education, Instructional Materials, \*Reading Materials

This annotated bibliography describes 119 books without words for children. Listed are such books as "The Package," "The Wrong Side of Bed," "Elephant," "I See a Song," "The Very Long Tail," "Chimp and Chump," "Christmas Kitten," "Rolling Downhill," "Sunnyside Up," "Adventures of Paddy Pork," "Jacko," "Naughty Nancy," and "A Flying Saucer Full of Spaghetti." In addition to the brief annotations, the name of the author, title, publisher, and date are provided. Most books were published in the 1970s. (TS)

ED 112 380 CS 002 165

*Wirt, John G.*  
**Implementing Diagnostic/Prescriptive Reading Innovations.**

Rand Corp., Santa Monica, Calif.

Report No.—P-5406

Pub Date Apr 75

Note—19p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Elementary Secondary Education, Instructional Innovation, \*Reading Diagnosis, \*Reading Improvement, \*Reading Instruction, \*Reading Programs, Reading Research, Teaching Methods

Identifiers—\*Diagnostic Prescriptive Approach, Elementary Secondary Education Act Title III, ESEA III, Right to Read

The results of fieldwork in six diagnostic/prescriptive reading projects in school districts within and around Santa Monica, California, are summarized in this paper. The fieldwork was designed to examine the process of implementing diagnostic/prescriptive approach reading projects and was done as part of a large Rand study of innovative projects in four federal programs: Title III of the Elementary and Secondary Education Act; Title VII (the Bilingual Program) of the same Act; the Vocational Education Act, Part D; and the Right to Read Program. Fieldwork data were collected through semistructured interviews with superintendents, project directors, principals, teachers, and others with a knowledge of the project, such as district office personnel or parents. The adaptation and implementation problems observed in the six reading projects strongly suggest that the diagnostic/prescriptive approach to organizing reading instruction imposes behavioral change demands on teachers that require substantial extra resources to implement and, even more important, to continue. (LL)

ED 112 381 CS 002 166

*Willy, Todd G.*  
**Oral Aspects in the Primitive Fiction of Newly Literate Children.**

Pub Date 75

Note—35p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Children's Literature, \*Composition (Literary), \*Creative Writing, Educational Research, Elementary Education, Literary Analysis, \*Oral Expression, \*Reading Research  
 Various aspects of 145 representative oral and written compositions of six- and seven-year-old new literates are discussed in this paper. The determination to label these compositions as "primitive fiction" was made primarily on the assumption that children's first attempts at fictive narrative take on the aspects of their cultural literary heritage, as each child reweaves the unique complexities of oral language patterns. Discussed are such topics as evidence of listener awareness, stylistic and rhetorical contrivances, and individualization in plots and motifs. It was concluded as follows: that through representative and interpretive projections, newly literate children show a marked preference for reappraising and reorganizing received literature in relation to their own sense of creative awareness; that the most predominate conventional patterns in the

newly literate child's fiction are those which most resemble conventional aspects of oral traditional literature; and that the literature of newly literate children is a sophisticated form of primitive art which should be judged on its own terms and not by standards of contemporary adult literature. (TS)

ED 112 382 CS 002 167

*Davis, John E.*

I.S.C. (Indiana State Council) Reading Test Survey.

International Reading Association. Indiana State Council.

Pub Date 75

Note—6p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Achievement Tests, Elementary Education, \*Mental Tests, \*Questionnaires, \*Reading Instruction, \*Reading Tests, State Surveys

Identifiers—Indiana

A questionnaire was designed to study the uses made of reading tests by classroom teachers in Indiana with at least one year of experience in their respective classrooms. Of the 185 questionnaires distributed by local reading councils, 51 questionnaires were returned. The teachers responding taught in grades one through seven. They reported using 37 different tests: 84 percent used a battery of tests accompanying a basal reading series; 139 percent used reading achievement tests (some teachers used more than one achievement test); 41 percent used diagnostic tests; and 10 percent reported using intelligence tests as reading tests. Some of the responses indicated that most teachers probably use the previous year's scores to determine level of reading material and group placement and that they interpret grade equivalent scores as representing reading ability. Grade equivalent scores were found to be the most commonly filed test information in cumulative folders. (MKM)

ED 112 383 CS 002 169

*Furnam, John P.*

**The Effects of Post-Adjunct Questioning on Learning from Written and Oral Instruction: Interaction with Individual Differences.**

Pub Date Apr 75

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30, 1975-April 2, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Higher Education, \*Individual Differences, \*Learning Modalities, Learning Processes, Listening Comprehension, \*Questioning Techniques, Reading Comprehension, \*Reading Difficulty, Reading Research, \*Teaching Methods

Identifiers—\*Post Adjunct Questioning

The objectives of this study were to determine the effect post-adjunct questions exert on: learning from oral and written instruction, learning by high and low ability readers, and learning material which requires different levels of intellectual processing. No significant main effects occurred between question and no-question groups. Post-adjunct questions exerted greater effects on oral rather than on written instruction. Post-adjunct questions did not exert any effect on items which require different levels of intellectual processing. High ability readers performed equally well without the questions. Low ability readers favored questions. Questions without corrective feedback render such questions ineffective. (Author)

ED 112 384 CS 002 170

**Tennessee Criteria of Excellence in Reading.**

Tennessee State Dept. of Education, Nashville.

Pub Date 75

Note—41p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Adult Basic Education, Educational Environment, Elementary Secondary Education, \*Evaluation Criteria, Instructional Materials, Instructional Staff, Program Development, \*Reading Instruction, \*Reading Programs, School Community Cooperation, State Programs

Identifiers—\*Right to Read, Tennessee

The criteria of excellence outlined in this book have been organized according to the following five components, identified as essential for effective reading programs: school and community

commitment, staff and staff development, the learning environment, program development and implementation, and instructional materials. For each of the components, a rating scale and a list of criteria are provided. An appendix contains both sample worksheets and summary sheets for a profile chart, the strengths of the program, the areas in need of improvement, and the priorities. (JM)

ED 112 385 CS 002 171

*Kennedy, Eddie C.*

**Methods in Teaching Developmental Reading.**

Pub Date 2 Jan 74

Note—390p.

Available from—F. E. Peacock Publishers, Inc., 401 W. Irving Park Road, Itasca, Illinois 60143 (\$10.50 cloth)

Document Not Available from EDRS

Descriptors—Basic Reading, \*Developmental Reading, Evaluation, Phonics, Reading Comprehension, \*Reading Instruction, \*Reading Skills, \*Teacher Education, Teaching Methods, Vocabulary Development, Word Study Skills

Designed for use by students in preservice education, by teachers taking extension courses in reading, and as a manual for inservice work in reading instruction, this book explains the major approaches to teaching developmental reading, suggests methods and techniques for implementing different reading programs, and offers practical suggestions for developing the basic reading skills. It is organized on a developmental plan, whereby users can move step by step from a consideration of reading theory through the use, organization, implementation, and evaluation of the most widely used approaches to reading instruction. Each chapter concludes with the following sections: "Principles to Remember," "Problems for Further Study," "Self-Test in Developmental Reading," and "References." (LL)

ED 112 386 CS 002 172

**Children's Books: Awards & Prizes. 1975 Edition.**

Children's Book Council, New York, N.Y.

Pub Date 1 Oct 75

Note—164p.

Available from—Children's Book Council, Inc., 65 Irving Place, New York, New York 10003 (\$4.95 paper)

Document Not Available from EDRS

Descriptors—Authors, \*Awards, \*Children's Books, \*Children's Literature, Elementary Education, \*Professional Recognition, Rewards

A biennial compilation of honors awarded in the children's book field, this book includes major international and foreign awards of English-speaking countries. The awards are arranged alphabetically. Each entry includes a brief history of the award and, with a few exceptions, the titles of all winners from the first to the most recent, as of June 30, 1975. Honor books are noted for the Newbery and Caldecott Medals, while other finalists are listed for the National Book Awards. Illustrators are named only when the award is specifically for illustration or design. (TS)

ED 112 387 CS 002 173

*Bielawski, Joseph G. Pomerleau, Lawrence*

**Reading Games Make Reading Fun; Reading Games for K-Grade 6: A Guide for Enriching Reading Skills.**

Pub Date 75

Note—159p.

Available from—RD Communications, P.O. Box 683, Ridgefield, Connecticut 06877 (\$7.00 paper)

Document Not Available from EDRS

Descriptors—\*Children's Games, Educational Games, Elementary Education, \*Learning Activities, Primary Education, Reading Development, \*Reading Games, \*Reading Instruction, \*Reading Skills

This book provides approximately 150 games for children in kindergarten through grade six. The games are arranged according to level of difficulty, with examples and illustrations, and are listed under eight major skills: phonetic analysis, structural analysis, word meaning and comprehension, organization, critical and creative thinking, literature interpretation and stylistic elements, dictionary and glossary skills, and word lists. Each game is also listed under a major sub-skill, including such skills as initial consonant sounds, final consonant sounds, consonant digraphs, silent letters, vowels, rhyme, plurals, root

words, compound words, syllables, context clues, homonyms, reading for details, sequence, listing, making comparisons, creating mental images, use of dialogue, alphabetical order, accent marks, and multiple meanings. For each game, the materials required, directions for playing, possible variations, and the number of players are given. (TS)

**ED 112 388** CS 002 174

**Fantasy for Young Adults.**

California Library Association, Sacramento.

Pub Date 75

Note—41p.; Compiled by Young Adult Reviewers of Southern California, a chapter of the California Library Association

Available from—California Library Association, 717 I Street, Suite 300 Sacramento, California 95814 (\$4.00 paper)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Annotated Bibliographies, Booklists, \*Fantasy, Fiction, Higher Education, Imagination, Secondary Education, \*Young Adults, Youth

The books listed in this annotated bibliography are tales of fantasy and have the elements of real magic, enchantment, an imaginary world, internal logic or laws, heroes, a quest, and good versus evil. Entries, listed alphabetically by author, include the title, publisher, date, price, and a brief description of the literary work. Lists of sources and of members of the fantasy booklist committee and an index to the titles are also provided. (JM)

**ED 112 389** CS 002 176

**Functional Literacy--Basic Reading Performance; An Assessment of In-School 17-Year-Olds in 1974. Press Summary.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date 75

Note—20p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Comparative Analysis, \*Functional Illiteracy, \*Literacy, \*Reading Achievement, Reading Research, \*Reading Skills, Secondary Education, \*Socioeconomic Influences

Identifiers—\*National Assessment of Educational Progress, Right to Read

In 1974, the National Right to Read Effort asked that the National Assessment of Educational Progress (NAEP) conduct a Mini-Assessment of Functional Literacy (MAFL) in conjunction with its regular assessment of ten learning areas usually taught in school. The first MAFL was administered to 5,200 17-year-olds statistically selected to represent the entire population of in-school 17-year-olds in America. These students were asked to answer questions and complete basic everyday reading tasks which had been selected by a panel of reading specialists appointed by Right to Read. All groups gained in functional reading skills measured by the 64 exercises which were used both in the regular NAEP reading assessment in 1971 and in the MAFL in 1974. (Summary figures are included which list percentages of response for categorical groups tested—superior reader, region, national, sex, race, parental education, and community). (LL)

**ED 112 390** CS 002 180

**Smith, Marshall S., Ed.**

**The Structure and Use of Language. Panel 2; Conference on Studies in Reading (Washington, D.C., August, 1974).**

National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 75

Note—76p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—Bilingualism, \*Cognitive Processes, Communication (Thought Transfer), Conference Reports, Decoding (Reading), \*Language Usage, Models, \*Reading Comprehension, Reading Processes, \*Reading Research, Semantics, \*Structural Analysis, Textual Criticism

Identifiers—\*National Conference on Studies in Reading

The problem of this conference panel was to determine the interaction between the structural properties of text and the cognitive processes involved in comprehension. This panel report con-

tains sections on the organization of the message in the communication system, the information readers derive from a message and how well they derive it, the process of going from sound (or print) to meaning, knowledge growth and use, and bilingualism. The last section consists of models of the process of extracting meaning from discourse, including models of language understanding and computer models of language acquisition. Lists of priorities and recommendations and of references are included. (JM)

**ED 112 391** CS 002 181

**Smith, Marshall S., Ed.**

**Attention and Motivation, Panel 3; Conference on Studies in Reading (Washington, D.C., August, 1974).**

National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 75

Note—143p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

Descriptors—\*Attention Control, \*Classroom Environment, Conference Reports, \*Motivation, Reading Ability, \*Reading Processes, \*Reading Research, Self Concept, Student Motivation, Student Teacher Relationship, Teacher Education, Teacher Improvement

Identifiers—\*National Conference on Studies in Reading

The problem of this conference panel was to explore attentional and motivational systems and the factors in classroom management that influence them. The contents of this panel report consist of three approaches to the problem: the study of the psychological state of children as they take part in schooling, with special consideration given to the psychophysiological substrates of attention, to external load factors influencing attention, and to children's conceptions of themselves as learners; programs directed toward children and teachers in the classroom (specifically, the interaction processes that bring about appropriate engagement); and studies of teachers and of the system within which they work. Also included are a list of references and two appendices: the first is an outline of the original research agenda on attention and motivation, with reactions to the outline; the second contains two papers, one on the acquisition of literacy and the other on teacher development. (JM)

**ED 112 392** CS 002 182

**Smith, Marshall S., Ed.**

**Learning and Motivation in Early Reading, Panel 8; Conference on Studies in Reading (Washington, D.C., August, 1974).**

National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 75

Note—48p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Attitudes, Conference Reports, Early Reading, Individual Differences, Listening Skills, \*Motivation Techniques, \*Reading Research, \*Reading Skills, \*Student Teacher Relationship, Syntax, Teaching Methods, Writing Skills

Identifiers—\*National Conference on Studies in Reading

The problem of this conference panel was to identify, develop, and compare means by which children's motivation to learn basic reading skills may be strengthened and maintained. In this panel report, four approaches to the problem are offered in the following areas: sociocultural influences which help to determine individual differences in the attitudes, motivations, and skills of young learners; differences in teacher-learner interactions and their implications; differences in instructional approaches and sequences of experiences; and the relationship between learning to read and learning other language communication skills. A list of references is included. (JM)

**ED 112 393** CS 002 183

**Smith, Marshall S., Ed.**

**Reading Strategies for Different Cultural and Linguistic Groups, Panel 9; Conference on Studies in Reading (Washington, D.C., August, 1974).**

National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 75

Note—75p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Classroom Environment, Communication Skills, Community Influence, Conference Reports, Cultural Differences, Dialects, Educational Assessment, \*English (Second Language), Instructional Materials, \*Minority Group Children, Reading Ability, \*Reading Instruction, \*Reading Research, Reading Skills, Teaching Methods

Identifiers—\*National Conference on Studies in Reading

The problem of this conference panel was to develop means (strategies, materials, techniques) by which children of cultural and linguistic minority groups can learn to read and communicate effectively in English as well as in the language or dialect of their respective group. The six areas of approach, as outlined in this panel report, are: identification of characteristics of children from different cultural and linguistic groups that are related to their learning of reading and other communication skills; identification of teaching characteristics that are effective in teaching reading and communication skills to these children; investigation of learning environments—identification of characteristics consonant with the psychodynamics of these children; investigation of the effects of community (parents, peers, siblings, and members-at-large) attitudes, beliefs, and involvement on the learning of reading and communication skills in these children; identification of characteristics of instructional materials consonant with the learning and communication styles of these children; and identification of characteristics of appropriate techniques for assessment of reading, teaching strategies, learning environments and instructional materials. Lists of priorities and recommendations and of references are included. (JM)

**ED 112 394** CS 002 186

**Crisuolo, Nicholas P.**

**100 Individualized Activities for Reading.**

Pub Date 74

Note—60p.

Available from—Fearon Publishers, Inc., 6 Davis Drive, Belmont, California 94002 (\$2.25 paper)

**Document Not Available from EDRS**

Descriptors—Auditory Discrimination, \*Beginning Reading, Comprehension Development, Elementary Education, \*Individual Activities, Individualized Instruction, Language Development, Reading Development, \*Reading Games, \*Reading Instruction, \*Reading Skills, Structural Analysis, Visual Discrimination

Designed to provide a variety of prescriptions for supplementing the reading program through reinforcement of specific skills, this book presents 100 reading activities in the following areas: motivation, auditory discrimination, word analysis, vocabulary, and comprehension. For each activity an objective is stated, materials are listed, and a description is provided. (LL)

**ED 112 395** 95 CS 202 220

**Follett, Joseph F.**

**Some Patterns for Initially-Stressed Two-Syllable Words.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—SWRL-TN-1-71-10

Pub Date 71

Note—22p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Beginning Reading, Communication (Thought Transfer), \*Communication Skills, \*Linguistics, \*Phonics, Primary Education, Program Development, Reading Instruction, Reading Research, Taxonomy, \*Word Study Skills

An illustrative taxonomy for some patterns for initially stressed two-syllable words which can be used in word attack instruction is presented and discussed in this paper. It is designed to be a part of an integrated communication skills program produced by Southwest Regional Laboratory (SWRL). Examples of word patterns whose primary dimension of classification is word ending are listed. The terminal design requirement was to sequence letter-sound rules used in phonics-based word attack instruction so as to optimize the rate at which items from the speech lexicon become decodable and hence potentially items of the sight lexicon. Thus, since a majority of the



two-syllable words of English are initially stressed, variations of this pattern are suggested for introduction systematically and early in reading instruction. (MKM)

ED 112 396 CS 202 229

*Hisel, Wanda Coffield*

**The Informal Language Inventory: Practical Language Assessment Form for Elementary Classroom Usage.**

Pub Date 74

Note—143p.; Ph.D. Dissertation, Kansas State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-14,363, Mfilm-\$7.50, Xerography-\$15.00)

**Document Not Available from EDRS**

Descriptors—Doctoral Theses, Elementary Education, \*Language Arts, Language Research, \*Language Skills, \*Language Tests, Language Usage, Linguistic Competence, \*Measurement Instruments, \*Test Construction

Identifiers—\*Informal Language Inventory

The purposes of this study were to develop an informal language inventory for classroom teachers to use in screening a child's speech, to have classroom teachers use the inventory with students to determine if they could use it, and to determine if teachers would use the assessment form after they had had some experience with it. The development of the informal language inventory involved the expertise of researchers, both through literature and through a panel of authorities who were asked to examine it. Twenty-one second and third grade teachers in Fort Riley and Junction City, Kansas, used the "Informal Language Inventory: Practical Assessment Form for Elementary Classroom Usage" to elicit speech samples of five of their students and also filled out a questionnaire expressing their opinions concerning understanding, value, and use of the Informal Language Inventory. The results of this study indicated that the Informal Language Inventory is pedagogically and linguistically sound if the opinions of the researchers and experts called on for assistance in construction and validation are respected, if the philosophy of the literature is valid, and if the classroom teacher follows the procedures suggested in the inventory. (Author/RB)

ED 112 397 CS 202 230

*Meredith, Clare V.*

**Multiple-Selective Programs in English in the State of New Jersey.**

Pub Date 74

Note—317p.; Ed.D. Dissertation, Rutgers University The State University of New Jersey

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-17,356, Mfilm-\$7.50, Xerography-\$15.00)

**Document Not Available from EDRS**

Descriptors—Curriculum Design, \*Curriculum Development, Doctoral Theses, Educational Programs, Educational Research, \*Elective Subjects, \*English Instruction, \*Language Arts, Secondary Education

Identifiers—\*New Jersey

The purpose of this study is two-fold: it determines and describes quantitatively the current status of multiple-selective programs in English in the public schools of New Jersey, and it analyzes and appraises qualitatively—using case study—two-semester elective programs for grades 11 and 12, the predominant pattern of course offerings of New Jersey elective curricula. To secure data for the first part of the study, information was collected from official reports of school districts in New Jersey, questionnaires directed to supervisors in the state, and letters to language arts consultants in each of the 50 state departments of education. Data for the second part of the study was obtained from analyzing curriculum documents, student attitude surveys, and chairpersons' reports of classroom visitation and through interviews with administrators, chairpersons, and guidance counselors. The study reports that more than one-half (52.3 percent) of the New Jersey public high schools have instituted multiple-selective programs in English. According to the stated intentions of supervisors of English, by the school year of 1976-77 at least two-thirds of the schools will have instituted such changes. (Author/RB)

ED 112 398 CS 202 244

*Kammerman, Sylvia E., Ed.*

**Patriotic and Historical Plays for Young People.**

Pub Date Oct 75

Note—262p.

Available from—Plays, Inc. Publishers, 8 Arlington St., Boston, Massachusetts 02116 (\$4.95 paper)

**Document Not Available from EDRS**

Descriptors—Comedy, \*Drama, Dramatics, History Instruction, \*Instructional Materials, \*Scripts, \*United States History

The one-act, royalty-free plays in this book dramatize notable events in United States history. Historical selections include dramatizations of the Declaration of Independence, the Boston Tea Party, the Continental Army at Valley Forge, the birth of the Constitution, and George Washington crossing the Delaware and feature such historic figures as George Washington, Thomas Jefferson, Benjamin Franklin, Thomas Paine, Molly Pitcher, Paul Revere, and Betsy Ross. Several comedies present a fanciful and lighthearted view of history, three reading plays provide variety and flexible programming, and the short choral readings may be used in informal classroom situations or as curtain raisers before longer plays. (JM)

ED 112 399 CS 202 247

*Augenstein, Mildred B.*

**A Comparative Study of Ratings of Proposed Teacher Competencies for Middle School English.**

Pub Date 74

Note—134p.; Ed.D. Dissertation, Florida Atlantic University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-14,349, Mfilm-\$7.50, Xerography-\$15.00)

**Document Not Available from EDRS**

Descriptors—\*Comparative Analysis, Doctoral Theses, Educational Research, Elementary Education, \*English Instruction, Middle Schools, \*Performance Based Teacher Education, Teacher Education, Teacher Qualifications, \*Teaching Skills

Identifiers—Florida (Broward County)

The purpose of this study was to develop and apply an instrumented procedure for deciding the relative importance of a tentative set of professional competencies proposed for middle school teachers of English. The results of this rating procedure were intended to demonstrate one way in which the broader educational community could be involved in expressing choices and in setting priorities for programs of competency-based teacher education. A selected group of 50 senior high school students, 50 teachers of middle school English, 50 educational leaders, and 50 patrons of middle schools in the south central administrative area of the Broward County, Florida public school system were asked to rate the importance of a set of 12 general competencies and 60 subcompetencies for training and certifying English teachers. It was concluded that the procedure developed by the study proved feasible and useful for determining the relative order of importance assigned to the proposed teacher competencies for middle school English. Applications of the procedure are recommended for use by those who seek systematic ways to broaden public involvement in teacher education decision-making. (Author/RB)

ED 112 400 95 CS 202 252

*Rubin, Rosalyn And Others*

**Grammatical Sophistication in Written Compositions of Nine Year Old Children. Interim Report No. 18.**

Minnesota Univ., Minneapolis. Dept. of Psychoeducational Studies.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BR-6-1176

Pub Date Feb 75

Grant—OEG-32-33-0402-6021

Note—13p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Composition (Literary), Educational Research, \*Grammar, Intermediate Grades, \*Language Patterns, Speech Habits, Standard Spoken Usage, Vocabulary, Written Language

Little is known about grammatical sophistication in the written language of school-age children. This study provides normative data on the occurrence of different complexity levels of major grammatical parameters in written compositions of nine-year-old children. These parameters include productivity of language, correctness of language usage, the frequency of occurrence of the T-unit (minimal terminable syn-

tactic unit), extent of vocabulary diversity, and extent of expressed abstractness. Results also suggest dimensions of similarity and of difference between grammatical sophistication of oral and written language. Findings can contribute to the development of classroom instructional activities within a written language program. A list of references and a table of findings are included. (Author/JM)

ED 112 401 CS 202 253

*Allen, Gay Wilson*

**The New Walt Whitman Handbook.**

Pub Date 16 Jun 75

Note—410p.

Available from—New York University Press, 21 W. Fourth St., New York, New York 10003 (\$20.00 cloth)

**Document Not Available from EDRS**

Descriptors—American Literature, Bibliographies, \*Biographies, \*Literary Analysis, Literary Criticism, \*Literary Influences, Literature Appreciation, Nineteenth Century Literature, \*Poetry, \*Poets, World Literature

Identifiers—Leaves of Grass, \*Whitman (Walt)

A completely revised edition of "The Walt Whitman Handbook," this book updates Whitman scholarship and discusses the growth of Whitman biography, the growth of "Leaves of Grass," the realm of Whitman's ideas, literary technique in "Leaves of Grass," and Whitman and world literature. Also included are a chronological table of the significant events in Whitman's life, bibliographies keyed to the individual chapters, and an index. (JM)

ED 112 402 CS 202 256

*Whitlow, Roger, Comp.*

**A Bibliography of Black American Poetry: 1760 to the Present.**

Pub Date [72]

Note—13p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Bibliographies, Eighteenth Century Literature, Negro Culture, Negro History, \*Negro Literature, Nineteenth Century Literature, \*Poetry, Twentieth Century Literature

The more than 200 books listed in this bibliography contain poetry by black Americans written from 1760 up to the present. Books are listed alphabetically by author; the publisher and date of publication are also given. (JM)

ED 112 403 CS 202 257

*Wheatcroft, Les*

**Something for Nothing: An Experimental Book Exposure Programme.**

Pub Date 75

Note—37p.

Available from—CANLIT, P.O. Box 1551, Peterborough, Ontario, Canada (\$3.00 paper)

**Document Not Available from EDRS**

Descriptors—\*Books, \*Canadian Literature, Higher Education, Literature Appreciation, \*Reading Habits, \*Reading Interests, Research Methodology, Socioeconomic Status, \*Surveys

Identifiers—\*Book Exposure Project, Toronto

This report provides a summary of the Book Exposure Project, which took the form of an exploratory study conducted in an area of north Toronto. Free books were included with a questionnaire designed to gather information about the following topics: the recipients' social and economic characteristics, their television viewing and radio listening habits, their opinions of the book, their impressions of Canadian literature as recalled from their high school days, and their reading and book purchasing habits. An attempt was made to determine the following: whether the book exposure process as initiated in this study was a practical research methodology, whether the questions posed were adequate and reliable, and whether it was possible to gather information to assist Canadian publishers in promoting the sale and use of Canadian books. The bulk of this report consists of a presentation of the results of the survey in both narrative and table form. (RB)

ED 112 404 95 CS 202 258

*Lid, R. W. Handler, Philip*

**Responding to Literature; Guide to the Film Series. Protokollon.**

California State Univ. Foundation, Northridge.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—43p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors—**\*Class Activities, \*English Instruction, \*Instructional Films, Instructional Materials, Literary Analysis, \*Literature Appreciation, Secondary Education, Student Reaction, Teaching Guides, Teaching Methods  
**Identifiers—**\*Protocol Materials in English Film Series

The Protocol Materials in English (PME) project was set up to study literature and the teaching of literature in an effort to determine whether it is possible to discover hierarchies of concepts and to create materials to illustrate those concepts. In the film series "Responding to Literature," the category system presented has as its point of reference the source within a literary work of the reader's response. The ten aspects of the literary work that have been identified in this guide for "Responding to Literature" are those that produce responses in readers and that readers talk about. Six concepts deal with the contents of literature, three with literary form, and one with the author in the work. The section of this guide devoted to the ten films in the series contains an explanation of the concepts each film is illustrating, a summary of the major points made in each film, and appropriate activities for preservice and inservice settings. In addition, there are essays about theories of reader response and the use of category systems in the teaching of English. (RB)

**ED 112 405 95 CS 202 259**

**Lid, R. W. Handler, Philip**  
**Creative Responses to Literature: Imagining, Personalizing, Clarifying, Valuing; Guide to the Film Series. Protokollon II.**

California State Univ. Foundation, Northridge.  
 Spons Agency—Office of Education (DHEW), Washington, D.C.

**Pub Date [75]**  
**Note—23p.**

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors—**\*Creative Activities, \*English Instruction, \*Instructional Films, Instructional Materials, Literary Analysis, \*Literature Appreciation, Secondary Education, Student Reaction, Teaching Guides, Teaching Methods  
**Identifiers—**\*Protocol Materials in English Film Series

The Protocol Materials in English (PME) project was set up to study literature and the teaching of literature in an effort to determine whether it is possible to discover hierarchies of concepts and to create materials to illustrate those concepts. This guide—second in a series—focuses on the acts that the reader performs in responding to a given literary piece. These acts can be more or less creative according to the extent to which the reader participates in the reading experience by recreating the world of the book, investing the self, derive meaning, and finding worth in the text. Put more formally, these acts can be identified as imagining, personalizing, clarifying, and valuing. This book is designed to complement four films, each of which explicates a theory about the creativity of reader response. The guide ends with some questions and answers about the PME film series for studying literature. (RB)

**ED 112 406 CS 202 260**

**Swenson, William G.**  
**Guide to Great Themes in Short Fiction.**

**Pub Date Jul 75**

**Note—116p.**

Available from—Bantam Books, Inc., 666 Fifth Avenue, New York, New York 10019 (\$1.25 paper)

**Document Not Available from EDRS**

**Descriptors—**\*Curriculum Guides, \*Elective Subjects, English Instruction, Fiction, Literary Genres, Literature Appreciation, Secondary Education, \*Short Courses, \*Short Stories

The minicourse/electives English program outlined in this guide focuses on the reading of short stories containing themes of interest and provides a study of the act of the short story. This course may center either on genre or on theme and may be planned for 8, 10, 12, or 20 weeks. Contents of the guide include sections on the scope of the course, suggested basic and additional materials, the basic considerations in planning a minicourse/electives program, goals and objectives for the course, teaching the short story, using the materials in junior and senior high school, course outlines, and strategies for students. A reading list for teachers is also provided. (JM)

**ED 112 407**

**Winner, Ellen**

**Can Pre-adolescents Produce Metamorphic Figures? A Training Study.**

**Pub Date [75]**

**Note—7p.**

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors—**Elementary School Students, \*English Instruction, \*Figurative Language, Grade 5, Intermediate Grades, Language Arts, Language Instruction, Language Research, \*Language Usage, \*Metaphors

In order to gain further information about the emerging metaphoric capacity of preadolescents, a training study was devised in which subjects were seen repeatedly over a period of several months. Thirteen fifth grade students from a lower-middle-class background were randomly selected to compose a training group and 18 matched subjects formed a control group. All subjects were given a pretest which consisted of 10 unfinished vignettes whose completion required a simile (an explicit metaphor). The completion task consisted of two parts: subjects first created their own endings for each item and then chose an ending from several which were presented to them. The study clearly documented the fact that fifth graders in this population could produce and appreciate figurative language. Metaphoric endings were preferred by all subjects by the third week of the study; metaphoric endings were routinely produced by all of the subjects by the sixth week of the study. Although individual rates of progress varied widely, the stages through which subjects passed in acquiring metaphoric understanding were remarkably similar. (RB)

**ED 112 408**

**Hiatt, Mary P.**

**Rhuff Balance: The Parallel Structures of Style.**

**Pub Date 75**

**Note—192p.**

Available from—Teachers College Press, 1234 Amsterdam Avenue, New York, New York 10027 (\$6.50 paper, \$12.50 cloth)

**Document Not Available from EDRS**

**Descriptors—**Autoinstructional Methods, \*Composition (Literary), Composition Skills (Literary), \*Language Patterns, \*Literary Styles, Literature Reviews, \*Parallelism (Literary), Prose, Rhetoric, \*Writing

Based on an extensive computer-aided examination of representative published American writing, this book examines and compares how various kinds of prose employ the diverse forms of parallelism. A scale of rhetorical value for assessing the cooccurring rhetorical devices of repetition is also presented. The chapters are entitled: "Balance or Imbalance?"; "Rhetoric and Parallel Matters"; "Definitions and Problems in a Broad Study"; "The Signals of Parallelism"; "Synthetic Sentences Versus Real Results"; "Doublets and 'Ocular Scan'"; "Deviation, Devices, and Classification"; "The Code and the Classification"; "Parallelism in Informative Prose: Findings"; "Parallelism in Imaginative Prose: Findings"; "Rank Order Listing of Parallelism and Rhetorical Devices"; "Rhetorical Values, Rhetorical Scores"; and "Style and Parallelism." A bibliography and five appendixes are also included. (LL)

**ED 112 409**

**Kittrell, Jean**

**A Methodology for Teaching Afro-American Literature.**

**Pub Date 74**

**Note—8p;** Paper presented at the Annual Meeting of the Midwest Modern Language Association (16th, St. Louis, October 31-November 2, 1974)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*African American Studies, \*Course Descriptions, Course Objectives, Higher Education, \*Literature Programs, \*Negro Literature, Secondary Education, Teaching Methods

This paper outlines a system of methods for teaching Afro-American Literature at the secondary and college level. Seven goals of the methodology are presented for the course, including making the students familiar with various definitions of black literature, helping the students use the tools of literary analysis in the discussion of black literature, and teaching the students about several major figures in Afro-

**CS 202 261**

American literature—their background and their major works and themes. Methods to achieve these goals include reading, discussing the readings in small groups, writing brief plot summaries, writing abstracts of articles relevant to black literature, keeping a journal of personal responses, and viewing films and filmstrips. Various methods of evaluating and comparing Afro-American literature are also suggested, including a discussion of the works of Richard Wright and Imamu Amiri Baraka. (TS)

**ED 112 410**

**Elley, W. B. And Others**

**The Role of Grammar in a Secondary School English Curriculum.**

New Zealand Council for Educational Research, Wellington.

**Pub Date May 75**

**Note—21p.**

Journal Cit—New Zealand Journal of Educational Studies; v10 n1 pp26-42 May 1975

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*Composition (Literary), \*Educational Research, Elementary Secondary Education, English, English Curriculum, English Instruction, \*Grammar, Language Research, \*Language Skills, \*Writing Skills  
**Identifiers—**Australia

The purpose of this study was to carry out a longitudinal study of the direct effects of traditional and transformational English grammar on children's writing skills. The investigation was conducted entirely in one large, coeducational high school on the outskirts of Auckland, Australia, beginning with the third form and ending with the sixth form. Three-hundred eighty students participated. The results presented show that the effects of such grammar study are negligible in terms of improving writing skills. (RB)

**ED 112 411**

**Thornton, Geoffrey**

**Explorations in Language Study: Language, Experience and School.**

**Pub Date 74**

**Note—79p.**

Available from—Edward Arnold (Publishers) Ltd., 41 Maddox Street, London W.1, England (1.50 pounds, paper)

**Document Not Available from EDRS**

**Descriptors—**\*Educational Problems, Elementary Education, Failure Factors, Language Arts, \*Language Development, \*Language Instruction, \*Language Skills, Linguistics, \*Literature, Teaching Methods

The thesis that "as things are" some pupils enter school predisposed to success while some enter it predisposed to failure is explored in this book. The first question raised, in chapter 1, is why the schools are allowed to discount as irrelevant to the educational endeavor the experience of language and life that children bring to school with them. Chapter 2 discusses the language acquisition process. Chapters 3 and 4 review the nature of the school as a community and the place of the pupil within it, while chapter 5 examines attitudes toward language that are prevalent in school. Chapter 6 looks at the kind of demand typically made on pupils' language in school, and chapter 7 explores the opportunities students are normally given to develop the ability to meet the demands made on them. The final chapter argues the need for all teaching to be informed by an adequate and relevant knowledge of the nature and function of language as a first step toward achieving a situation in which some students no longer need to enter school already heading for failure. (RB)

**ED 112 412**

**Marzano, Robert J.**

**On the Validity of Analytic Ratings.**

**Pub Date 75**

**Note—7p;** Unpublished study prepared at the Univ. of Colorado at Denver

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*Composition (Literary), Educational Research, English Instruction, \*Evaluation Methods, Higher Education, \*Test Reliability, \*Test Validity, Writing Skills, Written Language

The purpose of this study was to examine the reliability of the analytical method of grading essays in relation to the holistic method. It was hypothesized that the use of the analytic method



to rate college composition papers produces high rater reliability at the expense of biasing the raters and thus lowering the validity of the grades. Six essays, all on the same topic, were used for the study. It was concluded that the analytic method of rating produces a higher reliability among raters than does the holistic method, but that the analytic method produces a lower validity for the grades on the papers than does the holistic method. On the basis of the study, the hypothesis that the analytic method lowers rater validity by introducing rater bias was logically, but not statistically, accepted. (RB)

**ED 112 413** CS 202 267

Allen, L. David

**The Ballantine Teachers' Guide to Science Fiction.**

Pub Date 75

Note—346p.

Available from—Ballantine Books, 201 East 50th Street, New York, New York 10022 (\$1.95 paper)

**Document Not Available from EDRS**

Descriptors—\*English Instruction, Higher Education, Literary Analysis, \*Literary Criticism, \*Science Fiction, Secondary Education, \*Teaching Guides, Teaching Methods

A guide for teaching science fiction in secondary and college classrooms, this book contains an introductory essay that covers a variety of points about teaching science fiction, with a discussion of the audience, the correlation between science and fiction, and the changing role of science fiction. In a second essay, four categories of science fiction are defined—hard science fiction, soft science fiction, science fantasy, and fantasy. The remaining fifteen chapters deal with specific science fiction titles, each one generally giving a story summary, an in-depth analysis, and various classroom topics and projects. Works such as "Stellar 1," "The Ginger Star," "Childhood's End," "Fahrenheit 451," "The Space Merchants," "Nerves," "Under Pressure," and "Rendezvous With Rama" are examined. (TS)

**ED 112 414** CS 202 268

Hoover, Mary Eleanor Rhodes

**Appropriate Use of Black English by Black Children as Rated by Parents. Technical Report No. 46.**

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—TR-46

Pub Date Sep 75

Contract—NIE-C-74-0049

Note—161p.

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

Descriptors—\*Child Language, Classrooms, Elementary Education, Family Environment, Listening, \*Negro Attitudes, \*Negro Dialects, Neighborhood, Parental Background, \*Parent Attitudes, Reading, Speaking, Writing

The short-range purposes of this study were (1) to determine parental attitudes about the appropriateness of two varieties of Black English for their children in three contexts (classroom, neighborhood, and home) and in four language arts areas (listening, speaking, reading, and writing), and (2) to show how parents' attitudes are related to their demographic, socioeconomic, political, and linguistic characteristics. Eighty parents of first- and sixth-grade children, randomly selected in two cities, provided data through interviews and a questionnaire. Eighteen independent variables were operationalized, with eight of the variables showing a significant relationship to parents' attitudes on the chi-square test of significance. Findings showed that parents have rules for the use of several varieties of Black English; accept Africanized English in listening and speaking, but not in reading and writing; accept Africanized English in the home and some community contexts, but not in schools; and accept Africanized English in informal settings, but seldom in formal ones. (A bibliography, nine appendices, and twenty-two tables are included.) (Author/JM)

**ED 112 415** CS 202 269

**Language Arts Curriculum Guidelines; Continuum of Skills: Written Expression K-8.**

Arlington Heights Public School District 25, Ill.

Pub Date Sep 75

Note—19p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Composition Skills (Literary), \*Curriculum Guides, Elementary Education, \*Grammar, \*Language Arts, Learning Activities

Three skills of written expression—composition, mechanics, and grammar—are the focus of this guide for elementary grades. The goal for these areas is for all students to learn how to use the skills of composing and editing appropriate to their age and level of individual development. Within the categories of composition, mechanics, and grammar, each grade, kindergarten through eighth, is assigned specific goals and activities. (TS)

**ED 112 416** CS 202 270

Workman, Brooke

**Teaching the Decades: A Humanities Approach to American Civilization.**

National Council of Teachers of English, Urbana, Ill.

Pub Date 75

Note—151p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 51949, \$3.95 non-member, \$3.75 member)

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

Descriptors—\*American Culture, American Literature, Art, Course Descriptions, Course Objectives, \*Cultural Education, Higher Education, Humanities, \*Humanities Instruction, \*Interdisciplinary Approach, Music, Secondary Education, \*Teaching Guides, United States History, Western Civilization

Identifiers—\*Popular Culture

This loose-leaf book is a guide to an interdisciplinary course stressing a humanities approach to the study of American civilization. Each of the 90 lessons in the guide lists specific goals, materials, procedures, and alternative or additional suggestions on ways to teach about American civilization in the 1920s, the 1930s, and in the period from 1945 to 1960. Lessons are arranged in groups according to subject matter. Topics of the groups are: culture, history, popular culture (radio, movies, and best sellers), architecture and painting as artifacts, poetry and plays as artifacts, and dancing and music as cultural exemplars. Concluding lessons deal with the term project, student evaluation, and the final test. Six appendixes contain material on such topics as extending the American Humanities course and decade novels as artifacts. An extensive bibliography is also included. (TS)

**ED 112 417** CS 202 271

Blake, Robert W.

**Some Uses of Language in Responding to Literature.**

Pub Date 75

Note—24p.; Paper presented at the Annual Conference of the New York State English Council (25th, Buffalo, October 9-11, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Language Usage, \*Literary Analysis, \*Literature Appreciation, Response Mode, Secondary Education, \*Student Reaction

This paper argues that people can be trained to use language to respond to varieties of literature with more discrimination and with more confidence than in the past. This is true first, because there are now studies which detail categories of response to literature; and second, because clinical psychiatrists and psychological counselors have developed uses of language which can be directly applied to the process of responding to literature. Two versions of a classroom discussion about "A Spring Night" are given in the form of a script. The most significant techniques developed by psychologists which can be used directly in responding to literature are described. Also examined are four types of responses to poetry (sense, feeling, tone, and intention) and five general categories of response to literature (meaning, feeling, structure, theme, and value). (TS)

**ED 112 418** CS 202 272

Clapp, Ouida H., Ed.

**On Righting Writing: Classroom Practices in Teaching English 1975-1976. Thirteenth Report of the Committee on Classroom Practices.**

National Council of Teachers of English, Urbana, Ill.

Pub Date 75

Note—126p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 06854, \$2.75 non-member, \$2.50 member)

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

Descriptors—\*Composition (Literary), \*Composition Skills (Literary), Descriptive Writing, Elementary Secondary Education, \*English Instruction, Expository Writing, Higher Education, Journalism, Language Instruction, Literature Appreciation, Values, \*Writing Skills

The 34 articles in this publication focus on the improvement of writing instruction and range from brief statements to discussions of courses. Contents are divided into the following six categories: getting the writer started finding a subject; developing a point of view; sharpening technique; writing to clarify values; and exploring writing systems. Although individual practices described may have been used at only one grade level, much of the material is applicable to several levels of instruction. (JM)

**ED 112 419** CS 202 273

McAuley, Kathryn

**The Anatomy of a Newspaper.**

American Newspaper Publishers Association Foundation, Washington, D.C.

Pub Date Jun 75

Note—44p.

Available from—American Newspaper Publishers Association Foundation, P.O. Box 17407, Dulles International Airport, Washington, D.C. 20041 (Write for price)

**Document Not Available from EDRS**

Descriptors—\*Class Activities, Critical Reading, Elementary Secondary Education, \*Instructional Materials, \*Newspapers, Reading, \*Reading Interests, \*Reading Materials, Teaching Methods

This booklet describes the daily newspaper—how it works and why it is a vital part of society, explains some of the choices the newspaper offers its readers, discusses some of the ways it gets people to read certain stories, and explores the definitions of what makes up the news. The news, as it is presented in the newspaper, is broken down for easier understanding through examples of the pyramid structure, headlines, and other aspects of newspaper format. Various sources for newspaper stories are examined, including quotes from prominent individuals, information from wire services and syndicates, and news gained by covering events in the community. The purpose of editorials in the newspaper is also discussed, the advantages of the advertising section for the newspaper reader are reviewed, and the use of photography is examined, with emphasis on the importance of photographs in telling what does not come across in the news stories. The booklet concludes with a glossary of newspaper terms. (RB)

**ED 112 420** CS 202 274

Merrill, John C. And Others

**The Foreign Press: A Survey of the World's Journalism.**

Pub Date 75

Note—366p.

Available from—Louisiana State University Press, Baton Rouge, Louisiana 70803 (\$7.95 paper)

**Document Not Available from EDRS**

Descriptors—Broadcast Industry, \*Communication (Thought Transfer), \*Comparative Analysis, \*Foreign Culture, Freedom of Speech, Government Role, Higher Education, \*Journalism, \*Newspapers, News Reporting, Periodicals, Theories

Identifiers—\*Foreign Press

While there is certainly an abundance of excellent material concerning the world's press today, since World War II there has been an absence of any type of systematic synthesis of this information which might be used as a text or reference book by persons interested in the broad aspects of international communication. This book is intended to provide such a synthesis. Like the earlier ones, this edition deals chiefly with the newspaper press of the principal nations, but there is also some emphasis on the magazine press. New sections which differ from the 1964 edition are the overview of the U.S. press, which appears at the end of part one, and the in-depth survey of African nations which were colonies when the 1964 edition was compiled. This book is used to best advantage in courses dealing specifically with comparative press systems or as



a supplemental text for several basic journalism and social science courses. The objectives of the book are to present a panoramic picture of the world's press systems and to provide students who desire a more intensive study with many sources for further investigation. (RB)

**ED 112 421** CS 202 275

*Hughes, Theone O.*  
**Sentence Combining: A Means of Increasing Reading Comprehension.**

Pub Date 75

Note—73p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Elementary Education, Grade 7,

\*Learning Activities, \*Reading Comprehension, Reading Games, Reading Improvement, \*Reading Processes, \*Reading Research, \*Sentence Structure

Identifiers—\*Sentence Combining

The purpose of this study was to determine whether practice in transformational sentence combining will aid students' reading comprehension by giving them a large repertoire of syntactic constructions from which to draw when matching constructions contained in the materials they are expected to read. The first section of the document discusses the background of and need for the study, including the language processes (oral language, awareness of language structure, and syntactic maturity in written language) in relation to reading. Twenty-four seventh grade students were the subjects of this study, twelve for the experimental group and twelve for the control. Problems for sentence combining were constructed largely by the investigator, although in the beginning it was found that all students needed the preliminary models and exercises developed specifically for this research study. Some of the primary findings were that there appears to be a close link between a student's reading level and the same student's syntactic maturity level; that the greatest gains in reading comprehension from sentence combinings appeared to be from among the lower and middle groups of readers; and that experimental students made large gains in writing fluency. (TS)

**ED 112 422** CS 202 276

*Tanner, Stephen L.*  
**Women in Literature of the Old Testament.**

Pub Date [75]

Note—12p.; Study prepared at the University of Idaho

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Biblical Literature, \*Characterization (Literature), \*Females, \*Judaism, \*Narration, Religious Cultural Groups

Identifiers—\*Old Testament

According to Edith Hamilton, "The Bible is the only literature in the world up to our century which looks at women as human beings, no better and no worse than men. The Old Testament writers considered them just as impartially as they did men, free from prejudice and even from condescension." The Bible portrays Rebekah, Rahab, Deborah, Jael, Esther, and Judith and their contributions to the nation of Israel with faithfulness and extreme candor. These women are represented in the Old Testament as multidimensional human beings—self-reliant, resourceful, influential, and courageous—but at the same time capable of resorting to morally questionable means in order to accomplish their ends. This straightforward portrayal of women is due largely to the fact that the Hebrew mind was intrinsically realistic, which accounts for much of the directness and simplicity of the Old Testament narratives and also for the fact that the writers had a respect for self-determined and resourceful women. (LL)

**ED 112 423** CS 202 277

*Hubbard, Terry E., Comp.*

**Nobel Prize Literature; A Selection of the Works of Forty-Four Nobel Prize Winning Authors in the Library of Dutchess Community College, with Biographical and Critical Sketches.**

Pub Date Nov 72

Note—42p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Authors, \*Bibliographies, \*English Instruction, Fiction, Higher Education, Poetry, \*Reading Materials, Secondary Education, \*Twentieth Century Literature, \*World Literature

Identifiers—Nobel (Alfred), \*Nobel Literature Prize

This bibliography is a compilation of works by 44 Nobel Prize winning authors presently available at the Dutchess Community College library. Each entry describes the piece of literature for which the author received an award, provides a brief sketch of the writer, includes a commentary on the themes of major works, and lists the writer's works. An introduction to the bibliography provides background information on the life of Alfred Nobel and the prizes made available to individuals who have made contributions toward humanistic ends. The bibliography may be used as a reading guide to some classics of twentieth century literature or as an introduction to important authors. Authors listed include Samuel Beckett, Henri Bergson, Pearl Buck, Ivan Bunin, Albert Camus, and T.S. Eliot. (RB)

**ED 112 424** CS 202 278

*Lawler, Donald L.*

**Certain Assurances: The Utilities of Science Fiction and Fantasy in Shaping the Future.**

Pub Date 75

Note—21p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—English Instruction, \*Fantasy, \*Futures (of Society), Higher Education, Imagination, \*Literary Analysis, Literature, \*Science Fiction, Secondary Education, \*Social Values

Science fiction and fantasy play an important role in shaping the future while stimulating readers' imaginations. They expand our consciousness and provide living images of the world of creation, not as it is or was, but as it has the potential of becoming. Any literature, art form, or medium of expression which is capable of affecting the imaginative processes of modern man is not a distraction, it is an important force in shaping the collective dream of society. Science fiction is making it possible for mankind not only to imagine earthly paradises, commercial or visionary, but also to create them, make them work, and live within them. The utility of science fiction is that it prepares mankind for those changes of consciousness which alter experience. The contributions of science fiction to the literature on the imagination are varied, and science fiction has also been seen as the new mythology. (RB)

**ED 112 425** CS 202 279

*Walker, Jerry L., Ed.*

**Your Reading: A Booklist for Junior High Students. Fifth Edition.**

National Council of Teachers of English, Urbana, Ill.

Pub Date 75

Note—424p.; Prepared by the Committee on the Junior High School Booklist of the National Council of Teachers of English; Pages 419-440 containing Author Index and Title Index removed because type too small for reproduction

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 59370, \$1.95 non-member, \$1.75 member)

**EDRS Price MF-\$0.76 HC-\$20.94 Plus Postage**

Descriptors—\*Adolescent Literature, \*Annotated Bibliographies, \*Booklists, \*Books, Junior High Schools, Literature, Literature Appreciation, \*Reading Materials, Secondary Education

Written for adolescents, this most recent edition contains annotations for over 1,500 publications in the fiction and nonfiction categories. Most entries have been published in the past few years, though well-written older books are also included. Topics covered under fiction include books on adventure, family life, freedom, friendship, fantasy, folklore, love, what it's like to be a member of a minority group, coping with physical handicaps, growing up female, growing up male, living in America, being in sports, solving a mystery, living in other parts of the world, imagining the future, traveling in space, and magic and the supernatural. The nonfiction section lists books about animals; adventurers; American leaders; athletes; scientists; world figures; writers; the fine arts; government; health; American and world history; hobbies; occupations; personal growth and development; places and people of the world; the sciences; social issues; sports; witchcraft, magic, and the occult; and poetry. The book also contains lists of reference tools, short story collections, and standards that have been successful. (RB)

**ED 112 426**

*Read, Charles*

**Children's Categorization of Speech Sounds in English. NCTE Committee on Research Report No. 17.**

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.; ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—200p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 06307, \$3.95 non-member, \$3.65 member)

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

Descriptors—\*Child Language, Consonants, Language Development, Language Research, Language Skills, Oral Expression, \*Phonology, Preschool Education, Primary Education, \*Speech, \*Spelling, Vowels

The primary purposes of this study were to investigate the phonetic bases of nonstandard spellings invented by preschool and primary-grade children, to devise appropriate experimental techniques for eliciting judgments of phonetic relationships from young children, to identify the specific characteristics that influence children's categorization of speech sounds, and to identify the significance of children's phonetic judgments for phonetic classification and for the teaching of literacy. The six chapters of the book discuss such topics as invented spelling, experimental studies of clusters, experimental studies of prenasal nasals, and studies of vowels. Some of the major conclusions reached in this study are that (1) the basis for certain common nonstandard spellings is that children categorize speech sounds in unexpected but phonetically justified ways; and (2) categorization of speech sounds is an important component of early language learning because it influences children's efforts in spelling, giving rise to certain types of apparent errors which teachers should understand in order to respond appropriately. (TS)

**ED 112 427** CS 202 281

*Mellon, John C.*

**National Assessment and the Teaching of English; Results of the First National Assessment of Educational Progress in Writing, Reading, and Literature—Implications for Teaching and Measurement in the English Language Arts.**

National Council of Teachers of English, Urbana, Ill.

Pub Date 75

Note—133p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 32235, \$3.95 non-member, \$3.60 member)

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

Descriptors—\*Educational Assessment, \*English Education, \*English Instruction, \*Language Arts, Literature, Literature Appreciation, \*National Surveys, Reading, Reading Skills, Writing, Writing Skills

Identifiers—\*National Assessment of Educational Progress

This book is intended for English language arts teachers at every level, as well as for curriculum and research specialists and other persons concerned about teaching and learning English. It provides factual information and interpretive statements of two kinds: a description of National Assessment and how it works; and a presentation of the actual contents of the writing, reading, and literature assessments, with a synopsis of the questions asked and the answers obtained. Chapter one is an introduction and chapter two gives facts about National Assessment. Chapter three discusses writing assessment and topics such as writing objectives and exercises, the assessment of essays and writing mechanics, and the uses of holistic scoring. Chapter four explores reading assessment and focuses on reading objectives and themes, reading exercises, inference sentences, and problems in analyzing reading comprehension. Chapter five examines literature assessment and such topics as literary works, literary language, reading habits and attitudes, and assessing response to literature. Chapter six is a summary discussion of such topics as students' knowledge of English and positive aspects of National Assessment. (TS)

ED 112 428 CS 202 283

*Brown, Lurene***Guilt in Literature.**

Pub Date 75

Note—20p.; Unpublished study prepared at Ohio University

Available from—Lurene Brown, Ohio University, Athens, Ohio

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Drama, Ethics, \*Literary Analysis, \*Literary Criticism, \*Literature, \*Moral Issues, Moral Values, Novels, Poetry, Short Stories, Social Values, \*Thematic Approach  
Identifiers—\*Guilt

In this paper, guilt in literature is considered within the following four categories: private guilt, shared guilt, implied guilt, and public guilt. Among characters in literature that suffer from guilt as a private matter are Arthur Dimmesdale in "The Scarlet Letter," Pip in "Great Expectations," Edna in "The Awakening," and K. in "The Trial." The sharing of guilt can occur either because of the need of one person for another's assurance or assistance, or as the result of complicity. Those characters discussed in this category include Abbie and Eben in "Desire Under the Elms," Biff and Willie Loman in "Death of a Salesman," and Claudius and the Queen in "Hamlet." Works of literature in which guilt is implied include "Oedipus Rex," "Phaedra," "To Kill a Mockingbird," "Grapes of Wrath," and "The Scarlet Letter." Public revelation for wrongdoing is a prominent thematic element in "Antigone," "Billy Budd," and "Crime and Punishment." Suggested readings for each of the categories of guilt include short stories, poems, novels, and drama. (LL)

ED 112 429 CS 202 284

**I Write What I Want; Poetry in the Schools.**

Poetry in the Schools, San Francisco, Calif.

Spons Agency—National Endowment for the Arts, Washington, D.C.

Pub Date 74

Note—87p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Creative Activities, Creative Expression, \*Creative Writing, \*Educational Programs, Elementary Secondary Education, \*Poetry, \*Teaching Methods

Identifiers—\*Poetry in the Schools

A program in which poets teach poetry in the classroom has been undertaken in the California public schools. This book focuses on the program and contains several short articles on various aspects of teaching poetry writing, a collection of student works, two photo essays, and practical techniques devised by poet/teachers. A bibliography lists resources under two categories: (1) anthologies of poetry and (2) collections of children's writing, teaching techniques, and books by poets. (JM)

ED 112 430 CS 202 285

*Kuhns, William***The Moving Picture Book.**

Pub Date 75

Note—284p.

Available from—Pflaum/Standard, 2285 Arbor Blvd., Dayton, Ohio 45439 (\$15.00 cloth, \$8.50 paper)

Document Not Available from EDRS

Descriptors—\*Aesthetic Education, Analytical Criticism, Animation, \*Communication (Thought Transfer), Editing, \*Film Production, \*Films, \*Film Study, Higher Education, Secondary Education, \*Visual Literacy

Identifiers—Film Criticism

Designed as an introductory film text for high school and early college students, this book contains twelve chapters, each dealing with one of the following subjects: "Citizen Kane," the history and production of the film, film and cinematic terms, the image on the film, the image of the world through film, editing, sounds, the director, animation, criticism, genres of film, and Hollywood. Each chapter contains numerous stills from motion pictures which are representative or illustrative of the technique or topic being considered. A final section of the book contains filmographic information and notes on the films most prominently discussed or presented throughout the book. (LL)

ED 112 431 CS 202 286

*Francis, Hazel***Language in Childhood: Form and Function in Language Learning.**

Pub Date 75

Note—232p.

Available from—St. Martin's Press, 175 Fifth Ave., New York, New York 10010 (\$18.95 cloth)

Document Not Available from EDRS

Descriptors—\*Child Language, Early Childhood Education, \*Language Development, Language Research, Language Skills, \*Learning Processes, \*Linguistic Competence, Literacy, Oral Communication, Primary Education, \*Speech

The two primary purposes of this book are to extend information about children's language learning and to look at existing notions of how children acquire language by considering what is meant by linguistic competence. The introductory chapter presents an account of two approaches to the study of language acquisition and outlines the author's viewpoint on conducting her investigations. The first approach was a study of her son at almost three years of age, while the second approach was a study of the language skills of young school children in order to describe the development of their speech, to consider how literacy affects their knowledge of language, and to explore their competence in various tasks requiring discrimination and judgment of linguistic data. Remaining chapters discuss early speech, the language of the preschool child, the language of school children, early states in literacy, linguistic competence, and form and function in children's speech. (TS)

ED 112 432 CS 202 288

*Williams, Joseph M.***Origins of the English Language; A Social and Linguistic History.**

Pub Date 75

Note—379p.

Available from—Macmillan Publishing Co., Inc., Front and Brown Streets, Riverside, New Jersey 08075 (\$12.95 cloth)

Document Not Available from EDRS

Descriptors—American English, \*Diachronic Linguistics, \*English, Higher Education, History, Instructional Materials, \*Language Classification, Language Role, Linguistics, Middle English, \*Modern Languages, \*Social Influences

A social and linguistic history of the English language is presented in this book. Part 1, "History and Language," discusses such topics as the aims of language history, the beginning of language, grammars, and language meaning. Part 2, "Words and Meanings," explores Old English, Middle English, the establishment of modern English, creating new words, semantic change, and semantic change and its social context. Part 3, "Grammar and Sound," discusses grammatical structure, grammatical change and noun and verb phrases, grammar and phonology, phonological change, and Black English. An index of Modern English words is also included. (TS)

ED 112 433 CS 202 292

*Troyka, Lynn Quitman Nudelman, Jerrold***Taking Action: Writing, Reading, Speaking, and Listening through Simulation-Games.**

Pub Date 75

Note—143p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$4.95 paper)

Document Not Available from EDRS

Descriptors—\*Classroom Games, Communication (Thought Transfer), Educational Games, \*English Instruction, Instructional Materials, \*Learning Activities, Listening, Play, Reading, Role Playing, \*Simulation, Speaking, \*Teaching Methods, Writing

Six simulation games for English instruction in the classroom are offered in this book, the aim of which is to encourage communication. In simulation games, rules are structured to correspond to those that are an integral part of a real situation, with supporting documentation replicating actual materials pertinent to the situation. The contents of the games have to do with prison reform, car purchase, conservation, the roles of the sexes, government spending, and genetics and the family of the future. The materials include photographs, graphs, cartoons, and drawings that encourage realistic visualization of the situation. Each game consists of four segments: role choice, strategy round, negotiation round, and decision making. Each game takes from 35 to 55 minutes and little teacher supervision is necessary. (TS)

ED 112 434 CS 202 293

**Perk Up Your Grammar; Workshop in Effective English.**

Civil Service Commission, Washington, D.C. Communications and Office Skills Training Center.

Pub Date 75

Note—202p.

EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage

Descriptors—Adjectives, Adult Education, English Instruction, \*Grammar, Instructional Materials, Manuals, Paragraphs, Sentence Structure, Technical Education, \*Technical Writing, Verbs, Workshops, \*Writing Skills

This workshop guide is designed to help civil service students both learn to use good grammar and develop their technical writing skills. Discussed are such topics as nouns, gender, number, person and case, appositives, pronouns, mood, verbs, (transitive and intransitive), adjectives and adverbs, comparisons, articles, conjunctions, infinitives, gerunds, participles, commas, punctuation, hyphenation, phrases, clauses, sentences, parallelism, colloquialisms, editing, dictionary, and prefixes and suffixes. (TS)

ED 112 435 CS 202 295

*Brouillet, Frank B.***Improving Written Expression in the Elementary Schools; A Rationale and Plan.**

Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date 75

Note—58p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Childrens Games, \*Creative Writing, Educational Objectives, Elementary Education, \*English Instruction, Evaluation Methods, \*Learning Activities, Teaching Guides, \*Writing Exercises, \*Writing Skills

This booklet is intended to help people establish goals, objectives, activities, and evaluation tools for teaching elementary writing. The following topics are discussed: practical writing, invention, writing games, voice, personal writing, strategies and techniques teachers can use to enhance personal writing, teaching grammar and writing, evaluating growth in writing, basic skills and behavioral objectives, standardized tests, school accountability, program assessment through learning principles, and identifying problems. A final section outlines a sequence of steps for developing a writing program. Some examples of children's writing are included. (TS)

ED 112 436 CS 202 296

**Report Writing Workshop. Student Manual.**

Civil Service Commission, Washington, D.C. Communications and Office Skills Training Center.

Pub Date [74]

Note—134p.; Some pages may reproduce poorly due to small type

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—\*Composition (Literary), \*Curriculum Guides, Government Employees, Higher Education, Instructional Materials, Reports, Secondary Education, \*Technical Reports, \*Technical Writing, Workshops, \*Writing Skills

Designed primarily for report writers working for the government, this syllabus provides objectives for helping writers to understand the principles of report writing, to apply the principles, and to edit and review reports in terms of those principles. It also contains graphs and charts, and discusses such topics as search and research, limiting the subject, gathering facts and ideas, interviewing, evaluating data, determining the content of the report, analyzing and organizing information, making an outline, determining report layout and illustrations, analyzing the audience, pronouns, verbs, sentences, linking problems, and paragraph development. (TS)

ED 112 437 CS 202 297

*Nagengast, Susan***Censorship and the Community: A Survey of Parental Attitudes Toward Controversial Issues in High School English Programs.**

Pub Date 75

Note—59p.; Master's Thesis, University of Minnesota

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Academic Freedom, \*Censorship, \*English Instruction, English Programs, Films, Grade 10, \*Instructional Materials, \*Parent Attitudes, Secondary Education, \*Surveys



A survey of 225 parents of high school sophomores in a Minnesota community was undertaken in the fall of 1974 to determine parental attitudes about potentially controversial issues in high school English materials. In one sense, the intent of the survey was to determine "community standards." With the exception of objectionable language, parents were generally tolerant and not prone to censorship. Other topics included in the survey were questions about using literature or films that contain violence, black characters, drug use, antireligious viewpoints, and sexual relationships and questions about general attitudes concerning the function of literature in high schools. No significant differences were found to exist in the attitudes of subjects in different age, sex, or education groups. Parents were more tolerant of films than of books. (Author)

**ED 112 438** CS 202 298

*Smith, Ron*  
**A Guide to Post-Classical Works of Art, Literature, and Music Based on Myths of the Greeks and Romans.**

Pub Date 75

Note—40p.; Prepared at Utah State University; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Art, \*Bibliographies, Greek Literature, Higher Education, Latin Literature, \*Literature, Literature Guides, \*Music, \*Mythology

The approximately 650 works listed in this guide have as their focus the myths of the Greeks and Romans. Titles were chosen as being (1) interesting treatments of the subject matter, (2) representative of a variety of types, styles, and time periods, and (3) available in some way. Entries are listed in one of four categories—art, literature, music, and bibliography of secondary sources—and an introduction to the guide provides information on the use and organization of the guide. (JM)

**ED 112 439** CS 202 300

*Weber, Brom*  
**Our Multi-Ethnic Origins and American Literary Studies. University of California Library, Davis, Chapbook No. 2.**

California Univ., Davis. Univ. Library.

Pub Date 75

Note—13p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*American Culture, \*American Literature, American Studies, Cross Cultural Studies, \*Cultural Awareness, Cultural Background, Cultural Differences, \*Ethnic Groups, \*Ethnic Origins, Higher Education

Since all American literature has been written or recounted by members of ethnic groups, teachers and scholars of American literature should concern themselves with an ethnic American literature. Although immigrants and their descendants have been culturally assimilated to varying degrees over a period of years, they have nonetheless remained significantly ethnic in a social sense. In order to cope adequately with multiethnic American literature, American literary studies should become international and Americanists should become multilingual as a group, minimally bilingual as individuals. Furthermore, they should become sensitive to the characteristics of ethnic cultures and of immigrant experiences. Toward this end, Americanists will have to join and work cooperatively with three groups of professional colleagues: literary and linguistic specialists in the non-English languages, specialists in the history and culture of the nations and regions from which American immigrants came, and specialists in the sociocultural history of ethnic groups in the United States and in the North America of pre-Columbian and colonial times. (LL)

**ED 112 440** CS 202 301

*Dunn, S. Watson*  
**Rising Nationalism vs. The International Language of Advertising.**

Pub Date 75

Note—24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Ottawa, Canada, August 18, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Communication (Thought Transfer), \*Foreign Relations, Higher Educa-

tion, Literature Reviews, \*Mass Media, \*Nationalism, Political Issues, \*Publicize, Research

One of the cherished myths of the 1960s and the 1970s has been that the countries of the world are at last giving up their long-standing nationalism and are approaching the one world that Wendell Wilkie, Dag Hammarskjöld, and many others used to talk about. There is indeed much evidence to indicate that this may be true. On the other hand, Peter Drucker has warned us that the political units of the world are on a collision course with the economic concept of one world. He points out that there is really no economic substitute for the nation state. There is increasing evidence to indicate that nationalism is on the rise and that advertising planners as well as economists and all sorts of internationalists may be in for hard times during the next decade. A review of the literature, using Western Europe as a case in point, provides support for Drucker's position. (Author/RB)

**ED 112 441** CS 202 304

*Donovan, Josephine, Ed.*

**Feminist Literary Criticism; Explorations in Theory.**

Pub Date 75

Note—81p.

Available from—The University Press of Kentucky, Lexington, Kentucky 40506 (\$4.00 paper)

**Document Not Available from EDRS**

Descriptors—American Literature, Anthologies, English Literature, \*Feminism, Higher Education, Literary Analysis, \*Literary Criticism, Literary Perspective, \*Literature, Theories, \*Womens Studies

A collection of five essays (plus preface and afterword) by noted feminist critics, this book provides an overview of the existing body of feminist literary criticism in order to promote an understanding of the issues feminist critics are currently discussing among themselves and with other critics. A theoretical framework for understanding this new critical direction is also proposed. The authors included in this collection are Cheri Register, Dorin Schumacher, Marcia Holly, Barbara Currier Bell, Carol Ohmann, Carolyn Heilbrun, Catharine Stimpson, and Josephine Donovan. (TS)

**ED 112 442** CS 501 117

*Yousef, Fathi S. Briggs, Nancy E.*

**The Multinational Business Organization: A Schema for the Training of Overseas Personnel in Communication.**

Pub Date Apr 75

Note—21p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Behavior Patterns, Communication (Thought Transfer), \*Cross Cultural Studies, Cultural Factors, Foreign Relations, Higher Education, \*Organizational Communication, \*Schematic Studies, \*Social Values

American businesses, government agencies, and cultural organizations are engaging increasingly in multinational activities. Such activities place Americans and the constituents they represent in different cultural contexts that involve and require adjustment and adaptation to situations and people with different value systems and behavior patterns. This paper focuses on the primary cross-cultural verbal and nonverbal communication elements entailed in the behaviors of personnel in multinational organizations. A schema for the training of overseas personnel is proposed, and examples of different problems arising in cross-cultural contacts are given. The schema represents a continuum for observing and classifying a wide range of culturally determined behaviors. The areas covered in this schema deal with the most recurrent behavioral variables involved in cross-cultural communication breakdowns. Even though the categories in the schema may interrelate or occasionally overlap, the intent is to arrange them in an order of a likelihood of priorities of occurrence in interactional contexts. (RB)

**ED 112 443** CS 501 118

*Gouran, Dennis S.*

**The Watergate Cover-Up: Its Dynamics and Its Implications.**

Pub Date Dec 75

Note—28p.; Paper presented at the Annual Meeting of the Speech Communication Association (61st, Houston, Texas, December 26-30, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Behavior Patterns, \*Communication (Thought Transfer), \*Decision Making, Ethics, \*Group Behavior, \*Group Dynamics, Higher Education, \*Political Issues, Public Officials

Identifiers—\*Watergate

This essay explores the group dynamics relating to the events surrounding the Watergate coverup and attempts to identify the factors that predispose of the parties involved to make inappropriate, foolish, and ineffective choices concerning a criminal case in which none of them initially was culpable. The initial Watergate breakin is briefly outlined, and the details of the Watergate coverup are described extensively through the use of manuscripts from the Watergate hearings and books written by such eminent political commentators as Theodore H. White, Arthur Schlesinger, and Dan Rather. Four points of view are then offered to account for the behavior patterns and decision-making procedures of the individuals involved in the Watergate coverup. Each of these views is dismissed as only a partial explanation for the coverup because President Nixon could still have made the right decision to avoid culpability. In conclusion, the author argues that to understand why Nixon did not, one has to focus on the communication behavior of the group involved as that behavior reflects the forces that inhibited their ability to make not only what would have been "the easy" decision but the right one as well. (RB)

**ED 112 444** CS 501 119

*Machlin, Evangeline*

**Dialects for the Stage: A Manual and Two Cassette Tapes.**

Pub Date 75

Note—182p.

Available from—Theatre Arts Books, 333 Sixth Ave., New York, New York 10014 (\$39.95 Manual and 2 Cassettes)

**Document Not Available from EDRS**

Descriptors—\*Dialects, Dialect Studies, \*Dramatics, \*Magnetic Tape Cassettes, \*Regional Dialects, \*Speech Instruction

This document contains a manual and two cassette tapes designed to help actors and actresses learn to speak various dialects. The tapes and the manual are arranged for the play-it-and-say-it method of dialect acquisition. The first three parts discuss the tapes and the manual in general, the dialect texts and dialect data, and the steps involved in learning dialects. Part 4 gives written and taped examples of nine North American Dialects, including such dialects as Midwestern, Southern, and French Canadian. Parts 5, 6, and 7 give examples of standard English (North American and British), the dialects of Great Britain and Ireland (Cockney, Welsh, North British, Scottish, and Irish), and European accents (French, Italian, German, Russian, Spanish, and general European). Part 8 gives the symbols and sounds of the International Phonetic Alphabet and lists the names of the speakers for each taped dialect. (TS)

**ED 112 445** 95 CS 501 120

*Davis, Robert E.*

**Introduction to Film Making.**

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Falls Church, Va.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Oct 75

Contract—NEC-400-75-0029

Note—56p.; Theory into Practice (TIP) Series

Available from—Speech Communication Association, 5205 Leesburg Pike, Falls Church, Virginia 22041 (\$1.40 members, \$1.50 non-members); National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 23694, \$1.40 members, \$1.50 non-members)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Animation, Communication (Thought Transfer), Editing, \*Film Production, \*Films, Higher Education, Learning Activities, \*Photographic Equipment, \*Production Techniques, Secondary Education, Teaching Methods, \*Visual Literacy

This booklet is intended for teachers who are now teaching units in film production as part of a program in communication or who wish to begin work with filmmaking in such a program. The first section is intended to serve as a brief introduction to film theory, while a major portion of the rest of the booklet is devoted to film projects which may be used with classes. Exercises included for teachers without access to filmmaking equipment may be carried out with pencils, paper, and other readily available classroom materials. Other exercises using super-8 cameras and equipment are also suggested, as are activities using videotape recorders and still cameras in place of motion picture equipment. All exercises and activities are designed for adaptation to grade and ability levels by the teacher. (LL)

**ED 112 446** CS 501 122

*Cowperthwaite, L. LeRoy*  
**Building a Communication Arts Complex: Thoughts Ten Years After.**

Pub Date 74  
Note—7p.; Paper presented at the Annual Meeting of the Speech Communication Association Convention (60th, Chicago, December 27-30, 1974)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*Building Plans, \*Campus Planning, \*Communication (Thought Transfer), \*Communications, Educational Planning, \*Facility Planning, Higher Education

This paper discusses the initial planning and building of a communication arts complex at Kent State University in Ohio and presents the author's observations about the complex ten years later. The physical dimensions of the complex are described in detail, including the facts that the original plan allowed for 10,000 students and that by 1973 the student population of Kent State University was in excess of 21,000. (TS)

**ED 112 447** CS 501 123

*Peterson, Paulette*  
**An Investigation of Sex Differences in Regard to Nonverbal Body Gestures.**

Pub Date 75  
Note—19p.; Paper presented at the 1975 Summer Conference of the Speech Communication Association

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*Behavior Patterns, \*Body Language, Communication (Thought Transfer), Educational Research, Higher Education, Interpersonal Relationship, \*Nonverbal Communication, \*Sex Differences

Designed to provide clues to research questions on sex differences nonverbal in communication, this paper contains the results of dyadic conversations processed on video tape. Twelve undergraduate and graduate student volunteers were solicited along with employed nonstudents between the ages of 19 and 30. Results indicated that males displayed more nonverbal gestures than did females, regardless of the sex of the conversation partner, and that males displayed slightly more gestures with males than with females. The findings of this study indicated that nonverbal communication serves as an illustrator of and a supplement to the verbal element, but also acts as the functor for gender display. The data from the study are presented in both narrative and table format. (RB)

**ED 112 448** CS 501 124

*Daly, John A.*  
**A Critique of "An Exploratory Investigation of the Effects of Communication Apprehension in Alternative Systems of Instruction" by Michael Scott, Michael Yates, and Lawrence Wheelless.**

Pub Date 75  
Note—8p.; A Critique Presented at the Annual Convention of the International Communication Association (Chicago, Illinois, April 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*Analytical Criticism, \*Communication (Thought Transfer), \*Communication Problems, Educational Alternatives, Educational Research, \*Learning Processes  
Identifiers—\*Communication Education

In this critique, comments and suggestions are offered that might be integrated into future research by Scott, Yates, and Wheelless on the topics of communication apprehension and alternative instructional approaches. These authors suggest, in their paper, that one's level of communication apprehension should be predictive of

attitudes held toward, and of satisfaction with, various instructional methods. This paper concludes that while the overall question posed by Scott, Yates, and Wheelless is interesting, the approach and the methodologies chosen for testing the research are weak. (TS)

**ED 112 449** CS 501 125

*Busby, Linda J.*  
**Women and Society: The Mass Media.**

Pub Date 75  
Note—26p.; Paper presented at the 1975 Summer Conference of the Speech Communication Association

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—Communication (Thought Transfer), Cultural Images, \*Females, \*Feminism, Life Style, \*Mass Media, Publications, \*Sex Role, \*Sex Stereotypes, Social Values, Television

Males and females have become vitally concerned with sex-role images in the mass media because of the ubiquitous nature of the media. Mass media, which have heavily penetrated Americans' lives, have the potential for initiating, reinforcing, or denying certain social values. In studies of various media, including magazine advertising, magazine fiction, television programing, television advertising, children's literature, instructional films, comic books, coloring books and many more, the males in all enjoy a wider variety of roles and goals than do media females. While males are portrayed in important positions in government, education, politics, the industrial world, and the family, females in the media are circumscribed by their sexuality and domesticity. Furthermore, research indicates that children personalize and utilize media content as an information source for their social roles. Other evidence indicates that the media have perpetuated sex-role stereotypes which are actively functioning at all levels of society and across all social institutions. (A nine page bibliography on this issue is included.) (LL)

**ED 112 450** CS 501 126

*Blahna, Loretta J.*  
**A Survey of the Research on Sex Differences in Nonverbal Communication.**

Pub Date 75  
Note—13p.; Paper presented at the 1975 Summer Conference of the Speech Communication Association

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—Behavior, Body Language, Communication (Thought Transfer), Individual Differences, \*Nonverbal Communication, Psychological Patterns, \*Sex Differences

Although the bulk of recent research on nonverbal communication has involved studies of the functions of nonverbal behavior (emotion conveying, regulation, and adaption), a few studies have focused on the differences in nonverbal communication variables between men and women. These differences have been found in vocal patterns, intensities, length of speaking turn, eye gazing and contact, amount and timing of smiling behavior, posture and movement, spacing, and the amount, initiation, and area of touching. In addition, the same or similar nonverbal behaviors may be given different meanings by observers, as in vocal patterns, the smiling behavior of parents, and eye behavior. If future studies confirm that sex is a significant variable in nonverbal communication, sex should be a consistent component of further research design, teachers should be aware of the differences in a classroom context, and women and men may want to acquire new nonverbal behaviors to expand their repertoire of communication. (Two charts are included, one on simulated vocal cues and personality types and one on touching.) (JM)

**ED 112 451** CS 501 128

*Draper, Benjamin, Ed.*  
**Pacific Nations Broadcasting II; Proceedings of the Conference (23rd, San Francisco, April 1973).**

San Francisco State Univ., Calif.  
Pub Date 74  
Note—272p.; Held at the Broadcast Industry Conference, San Francisco State University (23rd, San Francisco, April 1973)

**EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage**  
Descriptors—\*Broadcast Industry, \*Communication (Thought Transfer), \*Communications, \*Communication Satellites, Conference Reports, Cultural Interrelationships, Foreign Rela-

tions, Higher Education, \*Mass Media, Radio, Television

Identifiers—\*Broadcast Industry Conference  
Having as its goal the further development of understanding through the communications media, this document examines the utilization of broadcast media from both technological and sociological vantages. The papers contained herein were presented at the twenty-third annual Broadcast Industry Conference held at California State University in San Francisco in 1973. Divided into four parts, the contents include "International Satellite Problems," which summarizes the extent to which satellites are used around the world, the role of satellites in specific countries (Korea, China, Canada, and India), and the problems satellites are creating; "International Broadcasting Problems," which discusses the implications of broadcasting on the educational, social, and political elements of various countries; "American Broadcasting Problems," which explores the nature of American television and the philosophy behind it, while also commenting on the changing patterns of television; and "Broadcast Facilities of Pacific Nations," which contains a run down of the broadcast capabilities of nations in the Western Hemisphere. (RB)

**ED 112 452** CS 501 129

*Draper, Benjamin, Ed.*  
**Pacific Nations Broadcasting III and Bibliography; Symposium held at the Annual Broadcast Industry Conference (24th, San Francisco, April 21-25, 1974).**

San Francisco State Univ., Calif.  
Pub Date Apr 74  
Note—152p.

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**  
Descriptors—\*Broadcast Industry, \*Communication (Thought Transfer), \*Communications, Conference Reports, Cultural Interrelationships, Foreign Relations, Futures (of Society), Higher Education, \*Mass Media, Radio, \*Television

Identifiers—\*Broadcast Industry Conference  
Contained in this document are the papers presented at the twenty-fourth annual Broadcast Industry Conference held at California State University in San Francisco in 1974. Following welcoming remarks, the contents include papers on a mass communication plan for India, plans for an institute for international communication located at San Francisco State University, a description of broadcasting in the People's Republic of China, an examination of the electronic media in teaching self-awareness and in preparing people for changing futures, a review of the basic principles of four-channel FM broadcasting using the Dorren Quadruplex system, the importance of television in presenting information about public affairs, and a review of the role and responsibilities of the broadcaster. An annotated selective bibliography on the broadcast industry is also included. (RB)

## EA

**ED 112 453** EA 007 422

*Atkinson, Norman*  
**Educational Co-Operation in the Commonwealth: An Historical Study. Series in Education, Occasional Paper No. 1.**

Rhodesia Univ., Salisbury.  
Pub Date 74  
Note—274p.

Available from—The Library, University of Rhodesia, P.O. Box MP.45, Mount Pleasant, Salisbury, Rhodesia (\$5.10 Rhodesian)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Adult Education, \*Educational Coordination, \*Educational History, \*Educational Planning, \*Educational Policy, Higher Education, Instructional Media, International Education, \*International Organizations, International Programs

Identifiers—\*British Commonwealth  
This book provides an historical assessment of educational cooperation within the British Commonwealth, during both the imperial and post-imperial periods. However, the author makes no attempt to examine the educational policies or institutions of the individual territories or countries, except as they have affected the development of

international cooperation. Individual chapters examine the nature of the modern Commonwealth, educational policy during the imperial period, educational cooperation in the Commonwealth since 1945, adult education in the Commonwealth, higher education in the Commonwealth, the use of instructional media in the Commonwealth, and international relations between the Commonwealth and other nations. (Author/JG)

**ED 112 454** 95 **EA 007 451**

**Declining Enrollment. The Best of ERIC No. 12.** Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Oct 75

Contract—OEC-0-8-080353-3514

Note—5p.

Available from—ERIC/CEM, University of Oregon, Eugene, Oregon 97403 (Free)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Annotated Bibliographies, Board of Education Policy, Educational Facilities, \*Educational Planning, Elementary Secondary Education, \*Enrollment Projections, Enrollment Trends, \*Job Layoff, \*School Closing, \*School Community Relationship

The 14 entries cited in this annotated bibliography provide information on a variety of topics associated with declining enrollments—closing schools, reducing the teacher force, maintaining good relations with the public, using released space, forecasting enrollments, and related planning and policy matters. (IRT)

**ED 112 455** 95 **EA 007 471**

**Schofield, Dee**

Community Involvement in Educational Governance. [NAESP] School Leadership Digest Second Series, Number 2. [ERIC/CEM Research Analysis Series, Number 17].

National Association of Elementary School Principals, Washington, D.C.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 75

Contract—OEC-0-8-080353-3514

Note—31p.

Available from—National Association of Elementary School Principals, 1801 North Moore Street, Arlington, Virginia 22209 (\$2.50, single copy; \$25.00 plus postage and handling, complete series of 12 issues)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Centralization, Citizen Participation, \*Community Involvement, Consumer Economics, \*Educational Administration, Educational Change, Educational Innovation, Educational Philosophy, \*Educational Policy, Elementary Secondary Education, \*Governance, \*Literature Reviews, Organizational Change, Political Power, Power Structure, Professional Personnel

The intent of this paper is to come to terms with some of the philosophical issues raised by community involvement in the education power structure. The literature reviewed identifies some of the underlying assumptions and explores some implications of increased citizen involvement for both educators and the society they serve. Two modes of thought emerge in the literature on community involvement: the democratic ideal that citizens should have control over the governmental institutions they create, and the contradictory view that the experts (educators) should have control over policy. The complex nature of the issues, as viewed by professional educators and community involvement advocates, is developed in the report. (Author/MLF)

**ED 112 456** **EA 007 490**

**Paul, Warren I.**

Economically Functional Considerations for an Interactional House Plan, Senior High School (Task Group Report).

Pub Date Jun 75

Note—42p.; Paper presented at the Northeast Regional Conference of the Council of Educational Facility Planners, International (Hastbrouck Heights, New Jersey, June 4-6, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Building Plans, Cost Effectiveness, \*Educational Specifications, \*Facility Requirements, \*House Plan, Interaction, Open Educa-

tion, \*Recycling, \*School Improvement, School Organization, School Planning, Senior High Schools, Space Utilization

A task group was charged with remodeling an existing connected old building-new building complex to make it feasible for a house-oriented senior high school educational program. Constraints to be resolved were keeping costs low, maintaining departmental proximity while encouraging interdisciplinary activities, providing for small groups, and arranging for even utilization of facilities. The group decided on an interactional houseplan that organized academic disciplines by department and the students into heterogeneous groups each with 25 students and one faculty member. Physical modifications to meet the needs of this reorganization are itemized. Background information contained in the report includes school floor plans, community demographic characteristics, educational philosophy and objectives, curriculum program, extracurricular activities, enrollment projections, specifications for teaching and learning areas, and comparisons between the new middle school and the present high school. (Author/MLF)

**ED 112 457** **EA 007 491**

**Husen, Torsten**

Social Influences on Educational Attainment.

Research Perspectives on Educational Equality.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date 75

Note—186p.

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N. W., Washington, D.C. 20006 (ISBN-92-64-11333-9, \$8.00)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Academic Ability, \*Academic Achievement, Bibliographies, Educational Equality, Educational Opportunities, \*Educational Research, Elementary Secondary Education, \*Equal Education, \*Nature Nurture Controversy, Social Factors, \*Socioeconomic Background

This monograph discusses some basic concepts and reviews some of the more salient research findings dealing with equality of educational opportunity. Major emphasis of the author's inquiry is on how educational opportunity and educational attainment relate to social background. Chapter 1 attempts to clarify what is meant by equality of educational opportunity. Chapter 2 discusses the relationship between IQ and educational attainment, on the one hand, and occupational success. Chapter 3 argues that the concept of ability must be regarded in a sociological context. Chapter 4 is a comprehensive review of European and American research on reserves of talent, using Sweden as an illustrative case. Chapter 5 examines how various features of the formal educational system affect educational opportunity. Chapter 6 considers the relationship between home background and educational attainment. Finally, chapter 7 presents the author's conclusions and elaborates on some of the policy implications of the findings. (Author/JG)

**ED 112 458** **EA 007 492**

Schoolhouse. A Newsletter from Educational Facilities Laboratories, No. 21, Sept. 1975.

Educational Facilities Labs., Inc., New York, N.Y.

Pub Date Sep 75

Note—9p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Building Conversion, Career Education, Elementary Secondary Education, Enrollment Trends, Recycling, School Buildings, \*School Community Cooperation, \*School Community Programs, \*Shared Facilities, \*Shared Services, Space Utilization

Identifiers—Virginia (Arlington)

Schoolhouses have the potential to serve a larger constituency by providing social services such as day care, health care, adult education, senior citizen clubs, and recreation. The numbers of school-age children are declining, so using school space for community programs is being considered by many school districts. This issue reports on one community, Arlington, Virginia, that has extensive experience in the use of school space for other community purposes, and on two midwestern districts that converted vacant

discount department stores into career education facilities. (Author/MLF)

**ED 112 459** **EA 007 493**

**Rosen, David J. Mulcahy, Gene**  
**Evaluation -- Shanti: A Case Study.**

Indiana Univ., Bloomington. School of Education.; International Consortium for Options in Public Education, Bloomington, Ind.

Pub Date 75

Note—15p.

Available from—Changing Schools, School of Education, Indiana University, Bloomington, Indiana 47401 (\$1.00)

Journal Cit—Changing Schools: An Occasional Newsletter on Alternative Public Schools; v4:2 n14 1975

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Alternative Schools, \*Case Studies (Education), \*Educational Alternatives, Educational Objectives, Educational Philosophy, Elementary Secondary Education, \*Evaluation Methods, Models, \*Program Evaluation

This newsletter comprises four sections: (1) the educational philosophy and objectives of Shanti, a public alternative school in Hartford, Connecticut; (2) Rosen's statements about the difficulties of finding an evaluation model for alternative schools and the implications of the methodology that he later used in evaluating the Shanti school in his doctoral dissertation; (3) comments by Mulcahy, director of the school, about Rosen's evaluation and evaluations in general; and (4) Rosen's response to Mulcahy. (MLF)

**ED 112 460** 95 **EA 007 494**

**Cypress, Beulah K.**

Pupil Participation, Staffing, and Expenditures in Federally Aided Programs Operated by Large School Districts, 1972-73. Consolidated Program Information Report (CPIR).

National Center for Education Statistics (D-HEW), Washington, D.C.

Report No.—NCES-76-322

Pub Date 76

Note—97p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01473-4, \$1.70)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—Elementary Secondary Education, Federal Aid, \*Federal Programs, \*National Surveys, Questionnaires, School Personnel, \*School Statistics, School Surveys, Student Participation, Surveys, \*Tables (Data)

Identifiers—\*Consolidated Program Information Report

This publication presents statistics on pupil participation, staff and staff training, and expenditures for federally aided programs operated by the 19 largest local education agencies in the United States during 1972-73. The statistics included in this report were selected from data gathered in a comprehensive survey of all local education agencies with enrollments of 300 or more pupils. The 19 local agencies included in this report all have enrollments of 125,000 or more pupils. A sample of the complete survey form is included in the appendix. (JG)

**ED 112 461** **EA 007 495**

**Bournazos, Kimon And Others**

The Street Academy. Final Evaluation Report.

Information Services, Inc., Kalamazoo, Mich.

Spons Agency—Grand Rapids Public Schools, Mich.

Pub Date 15 Jun 75

Note—92p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*Alternative Schools, Behavior Change, Curriculum Evaluation, \*Educational Alternatives, Evaluation, \*Evaluation Methods, \*Program Evaluation, Secondary Education, Statistical Data, Student Evaluation

Identifiers—\*Street Academy

The Street Academy is an alternative school specially designed for students aged 12 to 18 who cannot acclimate to the regular public school system. The purpose of the evaluation is, generally, to see if the program is serving the students for whom it was established. The evaluation is also concerned with such areas as academic skills development, student absenteeism, the rate at which students are acquiring high school credits, evaluations of the teaching staff, student perceptions, student and parent perceptions of

the program, and parent evaluations. Extensive data are presented on the evaluation findings. On the whole, the program was found to be making positive progress toward meeting its objectives. There are, however, a number of areas that should be examined more closely and a number of changes that may have to be seriously considered if the Street Academy program is to grow in the proper direction and be of optimum service to its students and the community. Recommendations are included. (Author/IRT)

**ED 112 462** EA 007 496

*Erickson, Edsel L. And Others*  
**The Southeast Community Education Center. Final Evaluation Report.**

Information Services, Inc., Kalamazoo, Mich.  
Spons Agency—Grand Rapids Public Schools, Mich.

Pub Date 15 Jun 75

Note—63p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Alternative Schools, Community Involvement, \*Community Schools, \*Curriculum Evaluation, Elementary Education, Evaluation Methods, Humanistic Education, Mathematics Curriculum, Parent Participation, \*Program Evaluation, \*Reading Programs, Student Evaluation

**Identifiers**—\*Southeast Community Education Center

The Southeast Community Education Center is a nondenominational, elementary alternative school that enrolls up to 90 children on a first-come, first-served basis. It is intended to provide a community education center whereby the educational needs of minority group youngsters can be fulfilled in a true "community school." The total school program is envisioned as a model for community involvement and humanistic education for families within the community. The program evaluation is concerned with academic achievement in reading and mathematics, reduction in absenteeism, staff evaluations, student evaluations, parent evaluations, and evaluations of college educators working with the school. The findings are presented in detail. The Southeast Community Education Center clearly attained its major objectives during the 1974-75 school year. Five reasons for the center's success and five recommendations for possible development are given. (Author/IRT)

**ED 112 463** EA 007 497

*Walizer, Michael H. And Others*  
**The Walbridge Academy. Final Evaluation Report.**

Information Services, Inc., Kalamazoo, Mich.  
Spons Agency—Grand Rapids Public Schools, Mich.

Pub Date 15 Jun 75

Note—64p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Alternative Schools, \*Behavior Change, Curriculum, Elementary Secondary Education, Evaluation Methods, Parent Participation, \*Program Descriptions, \*Program Evaluation, Secondary Education, \*Student Evaluation

**Identifiers**—\*Walbridge Academy

Walbridge Academy, the oldest alternative education program in the Grand Rapids School System, has a student population of about 250 students in grades 7 through 12. The majority of students are admitted to Walbridge on a first-come, first-served basis; however, some positions are reserved for students who have been placed on extended suspension by the regular schools. The school employs a behavior modification system centering on token points. The curriculum includes reading, math, science, history, social studies, and English. The evaluation objectives focused on student progress toward graduation, social and academic attainment, program strengths and suggestions, and program observation and description. Extensive information on the findings in the areas of student population, academic achievement, absentee rates, high school credit acquisition, a follow-up of 1973-74 school year students, staff evaluations, student evaluations, and parent evaluations are included. Walbridge Academy is achieving its objectives with a large proportion of its students. Suggestions are included in an attempt to aid further improvement of the program. (Author/IRT)

**ED 112 464**

*Walizer, Michael H. And Others*  
**Madison Park Alternative Education Program: Sweet Street Academy. Final Evaluation Report.**  
Information Services, Inc., Kalamazoo, Mich.  
Spons Agency—Grand Rapids Public Schools, Mich.

Pub Date 15 Jun 75

Note—43p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Alternative Schools, Elementary Education, \*Evaluation Methods, Interpersonal Relationship, Mathematics Education, Personal Growth, \*Program Descriptions, \*Program Evaluation, Reading Achievement, \*Student Evaluation

**Identifiers**—\*Sweet Street Academy

The Sweet Street Academy is a school within a school. Most of its 26 students are below grade level in reading and mathematics and have histories of behavioral difficulties or adjustment problems. The objectives of the program are to build meaningful personal relationships with each student and to develop student reading and mathematics achievement. Extensive data is presented on findings related to the student population, academic achievement of the students, attendance rates, staff evaluations, interviews with the staff, student evaluations, parent evaluations, and evaluations of the program by members of the staff of the parent school. The evidence seems to indicate that the program is successfully achieving the goals of building a meaningful personal relationship with students and improving reading and math achievement. The major problems within the program seem to stem from the lack of opportunity for full planning and for preparation for the admission of students. Recommendations are offered to help improve the program. (Author/IRT)

**ED 112 465**

*Cicchelli, Jerry J.*  
**Assessing the Organizational Health of School Systems.**

Pub Date 21 Feb 75

Note—12p.; Paper presented at the Annual Convention of the American Association of School Administrators (107th, Dallas, Texas, February 21-24, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Change Strategies, Educational Change, Elementary Secondary Education, \*Evaluation Needs, \*Organizational Change, \*Organizational Effectiveness, \*Program Evaluation, \*School Systems

In considering the organizational functions of school systems, the following assumptions need to be examined: client achievement cannot be used as a major index of organizational health; organizational functioning relates closely to the utilization of available human and material resources; maximizing available resources increases organizational adaptability to change; and schools have limitations and need to recognize them. Characteristics leading to an assessment of organizational health include clearly stated purposes and responsibilities, a systematic process for evaluation, a built-in spirit and attitude toward change, and an ability to utilize influence as a feedback mechanism for growth and development. Such characteristics permit school systems to retain their uniqueness relative to their own situations. Procedures for gaining control over the above characteristics would vary from school system to school system. However, the outcome for different school systems should be the same; improved efficiency and productivity could result in better educational opportunities for the children and community. (Author/JG)

**ED 112 466**

*Lindsay, Noel*  
**Institutional Arrangements for School Building. Programme on Educational Building 6.**

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date Jul 75

Note—41p.; Related documents are ED 081 078-079, ED 081 120, and ED 089 426-427

Available from—Miss L. Gibson, Principal Administrator, Programme on Educational Building Secretariat, 2, rue Andre Pascal, 75775 Paris CEDEX 16, France (Free)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

EA 007 498

**Descriptors**—Construction Costs, Construction Management, \*Construction Programs, Cost Effectiveness, Guidelines, \*Institutional Role, National Programs, \*Program Administration, Program Planning, \*School Construction, School Design, \*School District Autonomy

Despite the diversity of national circumstances, all countries have the common aim of providing the right kind of school buildings in the right place, at the right time, and at the right cost. The objective of the present study is to establish the best institutional means for achieving this aim and, insofar as there are common patterns between countries for such institutional arrangements, to try to identify them. The institutional arrangements for school building relate essentially to the total period from the initiation of a project (that is, as soon as the need for a school and its type and size have been determined) through completion of the building and its subsequent maintenance and evaluation. The processes involved in this must, moreover, be viewed at all times in the wider context of forward planning of school building programs if implementation is to be effective and resources properly used. Indeed, the framing of school networks and of forward capital programs to meet educational needs are key factors in the whole matter. (Author/IRT)

**ED 112 467**

*Education Division and Related Agencies Appropriations for Fiscal Year 1976. Hearings Before a Subcommittee of the Committee on Appropriations, United States Senate, Ninety-Fourth Congress, First Session on H.R. 5901. An Act Making Appropriations for the Education Division and Related Agencies, for the Fiscal Year Ending June 30, 1976, and for Other Purposes.*

Congress of the U.S., Washington, D.C. Senate Committee on Appropriations.

Pub Date 75

Note—1,343p.; Related documents are ED 105 588-589; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$2.18 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Budgets, Educational Finance, \*Educational Legislation, \*Federal Aid, Federal Government, \*Federal Legislation, \*Federal Programs, Tables (Data)

**Identifiers**—\*H R 5901

This publication is a comprehensive record of testimony and exhibits presented to a subcommittee of the Committee on Appropriations of the U.S. Senate during hearings on 1976 budget requests for the Education Division of the Department of Health, Education, and Welfare. Included are testimony and statements presented by approximately 100 different representatives of the Education Division, the Office of Education, and their various agencies. Testimony and exhibits are indexed chronologically, by subject matter, and alphabetically by witnesses' names. (JG)

**ED 112 468**

*Design of a Management-by-Objectives System. Case Study Report 1971-1974.*

East Allen County Schools, New Haven, Ind.

Pub Date [75]

Note—14p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Accountability, \*Case Studies, Case Studies (Education), Curriculum Evaluation, Educational Administration, Educational Objectives, Elementary Secondary Education, \*Evaluation Methods, \*Management by Objectives, Models, \*Program Budgeting, Systems Approach

A management-by-objectives project designed to provide a rational basis for implementing a programming-planning-budgeting evaluation system in the school district is summarized. The project goal was to design and implement an accountability model utilizing participative management as a tool for development. Three organizational phases involved in the project were (1) identification of the needs of the school district and organization of the administrative functions in line with these needs to develop a system of accountability; (2) identification of the educational program of all grade, content, and special areas in behavioral terms; and (3) development of the supportive programs into an operationalized management-by-objectives system. (Author/MLF)

ED 112 469

EA 007 503

Lessinger, Leon M.  
Accountability: Brand L.  
Pub Date May 75

Note—13p.; Paper presented at the National Forum on Educational Accountability (Denver, Colorado, May 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Academic Achievement, \*Educational Accountability, Educational Administration, \*Educational Objectives, Elementary Secondary Education, Management by Objectives, \*Performance Criteria, \*School Responsibility, Teacher Responsibility

Effective accountability always involves four essential elements: Knowledge of what is required, knowledge of who is responsible to whom, knowledge of how to be successful, and knowledge of the consequences of not being successful. The movement in education now called accountability has added the additional requirement that educators stipulate the objectives to be achieved by students, the actual success in achieving them, and the costs incurred in the process. This is probably best called performance accountability; its underlying theme is that the objective of education is learning, not teaching. The appropriate unit of accountability for results is the school and the school district. If the school as a system does not attain its objectives—if students do not learn—the system is redesigned until they do. Regardless of the results, the students or parents or teacher are not blamed for failure to learn. (Author/JG)

ED 112 470

EA 007 504

Weber, William H., III  
Socioeconomic Methods in Educational Analysis.  
Pub Date Oct 75

Note—125p.

Available from—Teachers College Press, Teachers College, Columbia University, 1234 Amsterdam Avenue, New York, New York 10027 (\$12.50 cloth, \$6.50 paperback)

Document Not Available from EDRS

Descriptors—Conceptual Schemes, Economic Research, \*Educational Research, \*Educational Sociology, Higher Education, Models, \*Research Methodology, \*Social Change, Social Sciences, Socioeconomic Influences, Student Teacher Relationship, \*Systems Analysis

This book explores the possibilities in a new approach to educational analysis—a fusion of methods drawn from economics, sociology, and social psychology. The author combines his explanation of socioeconomic analysis with the presentation of several examples that illustrate the application of his method to different analytical problems. The book is organized into three parts. In part 1, the author shows how socioeconomic analysis might be applied to the educational systems described in Plato's "Republic" and Lerner's "The Passing of Traditional Society." He then presents a model that attempts to capture selected aspects of the relationship between modern societal change and higher education curriculum. Part 2 discusses two models, one dealing with the curricular implications of changes in teacher supply and demand, and one dealing with the dynamics of change in American higher education during the 1960s. Part 3 first presents a model designed to describe the social dynamics within a school and then offers a detailed analysis of teacher-student interaction within a particular course. (Author/JG)

ED 112 471

EA 007 505

Clasby, Miriam Lema, JoAnne

Together: Schools and Communities. Handbook [and] Resource Directory.

Institute for Responsive Education, Boston, Mass.; Massachusetts Advisory Council on Education, Boston.

Pub Date Aug 75

Note—331p.

Available from—The Institute for Responsive Education, 704 Commonwealth Avenue, Boston, Massachusetts 02215 (\$4.00)

Document Not Available from EDRS

Descriptors—Community Control, Community Involvement, \*Cooperative Planning, Elementary Secondary Education, \*Information Sources, \*Resource Guides, Resource Materials, \*School Community Cooperation, \*School Community Relationship  
Identifiers—\*Massachusetts

This publication consists of two separate but related parts, a handbook that discusses possible approaches to developing improved school-community collaboration and a resource directory that lists approximately 800 agencies and publications that may be helpful to educators and citizens who are contemplating some type of collaborative arrangement. Although both sections are aimed primarily at Massachusetts residents, they contain considerable information of value to residents of other states as well. Entries in the resource directory are grouped according to whether they describe special agencies, Massachusetts agencies, out-of-state agencies, or publications. In addition, three separate indexes list entries by title, by topic, and by potential users. (JG)

ED 112 472

95

EA 007 506

Foster, Betty J.

Statistics of Public Elementary and Secondary Day Schools, Fall 1974. Pupils, Instructional and Noninstructional Staff, Expenditures, and Salaries.

National Center for Educational Statistics (DHEW/OE), Washington, D.C. Elementary and Secondary Surveys Branch.

Report No.—NCES-76-143

Pub Date 75

Note—43p.; For related document, see ED 095 628

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.05)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Educational Trends, Elementary Secondary Education, \*National Surveys, School District Spending, \*School Statistics, \*School Surveys, \*Statistical Data, Student Enrollment, \*Tables (Data)  
Identifiers—\*United States

Basic educational data, for fall 1974, on all public elementary and secondary day schools in the United States, the District of Columbia, and some outlying areas under U.S. jurisdiction are presented in this report. National trend data since fall 1970 are included for selected items. Detailed data, by state or other area, are provided on the numbers of local school districts, staff, pupils, and high school graduates in fall 1974, as well as estimated expenditures for school maintenance and operation and average salaries of professional instructional staff for the 1974-75 school year. Also included are data on the numbers of public elementary and secondary day schools for 1973-74. Most of the data are also shown separately for the 20 most populous cities. The information presented here was gathered in a survey of public elementary and secondary day schools conducted by the National Center for Education Statistics in cooperation with education officials of the individual states. Descriptions of survey procedure, other methodology, and coverage are included in the report, and a replica of the report form and instructions sent to respondents is presented in the appendix. (Author/JG)

ED 112 473

95

EA 007 507

Campbell, Roald F. And Others

R&D Funding Policies of the National Institute of Education: Review and Recommendations. Final Report.

National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 75

Note—110p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Educational Development, Educational Improvement, \*Educational Policy, \*Educational Research, Federal Aid, Federal Government, \*Federal Programs, \*Government Role, Regional Laboratories, \*Research and Development Centers

Identifiers—\*National Institute of Education, NIE

This report reviews the education research and development funding policies of the National Institute of Education (NIE) and attempts to evaluate the impact of those policies on the nation's education research and development system, particularly the regional education laboratories and research and development centers established by the Federal government in the 1960s. The report is based on the work of ten consultants and represents a synthesis of the different consultants' views. An additional paper prepared by one of the consultants is included as an appendix. Individual chapters of the report discuss the task

and procedures of the consultants, the role of research and development in improving education, present resources for education research and development, the context for policy-making at NIE, policy directions at NIE, and the conclusions and recommendations of the consultants. (JG)

ED 112 474

EA 007 508

E6: Academic Evaluation. A Report on SEF Open Plan Schools.

Metropolitan Toronto School Board (Ontario). Study of Educational Facilities.

Pub Date Sep 75

Note—302p.; Related documents are ED 055 345, ED 061 598, and ED 074 611

EDRS Price MF-\$0.76 HC-\$15.86 Plus Postage

Descriptors—\*Educational Facilities, Elementary Secondary Education, Flexible Facilities, Modular Building Design, \*Open Plan Schools, Questionnaires, School Design, \*School Surveys, \*Student Attitudes, Tables (Data), \*Teacher Attitudes

Identifiers—Canada (Toronto), SEF, \*Study of Educational Facilities

This study attempts to evaluate Toronto-area schools built using the Study of Educational Facilities (SEF) building system from the standpoint of the teachers and students who use the schools. While the SEF building system did not dictate an open-space plan, all local school boards in the Toronto area designed their SEF schools with varying degrees of open space. Emphasis of the study was on analyzing students' and teachers' reactions to open-plan schools, rather than to SEF schools as such; however, only SEF schools were included in the survey. An extensive questionnaire was administered to a sample of 979 grade five and grade eight students from 22 SEF schools to determine their attitudes toward the open educational program and building design. A longer and more sophisticated questionnaire was completed by 535 of the 586 professional staff members at the same 22 schools. Responses to the different questionnaire items are presented in graph and table form, grouped in separate chapters according to subject matter. Replicas of the student and teacher questionnaires and sample floor plans of several SEF schools are included in the appendix. (JG)

ED 112 475

EA 007 509

Educational Leadership by Objectives. Highland, Indiana Superintendency Team Assessment Plan.

Highland Public Schools, Ind.

Pub Date Sep 72

Note—62p.

Available from—Superintendent of the Highland Schools, Educational Services Center, 9145 Kennedy Avenue, Highland, Indiana 46322 (\$5.00, Quantity discounts)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Administrative Personnel, \*Administrator Evaluation, Educational Accountability, Educational Administration, Educational Objectives, Elementary Secondary Education, \*Evaluation Criteria, \*Management by Objectives, Management Systems, \*Personnel Evaluation, Program Design

Identifiers—\*Indiana (Highland)

This publication describes the Highland Superintendency Team Assessment Program, an effort to apply the principles of management by objectives to the evaluation of school district administrative personnel. Section 1 presents the basic rationale and goals of the assessment program and explains the concept of "educational leadership by objectives" that underlies the assessment program. Section 2 discusses indicators of administrative effectiveness in eight specific task areas. Section 3 provides a detailed description of the procedures and requirements of the assessment plan, and section 4 presents evaluation reports and forms developed for use in the assessment program. (JG)

ED 112 476

EA 007 510

Bell, T. H.

School Improvement Through Developing Leadership Capacity.

Pub Date 31 Jul 75

Note—13p.; Paper presented at the Council of Chief State School Officers' Institute (Laconia, New Hampshire, July 31, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage



**Descriptors**—\*Administrative Personnel, \*Educational Administration, \*Inservice Education, \*Leadership Responsibility, \*Leadership Training, \*Management Development, \*Professional Continuing Education, \*School Improvement, \*Social Change

School administrators on all levels are facing new challenges and demands for new skills and capabilities. More and more is being demanded of education as society becomes more and more complex. As more is demanded, the responsive capabilities and leadership sophistication of school administrators become critical factors in meeting the challenge of education in modern America. The school administrator must be accepted as a leader, and he must earn this acceptance through his performance. Very little money is spent to develop leadership for the vast educational enterprise that spends \$108 billion a year and involves three of every ten Americans on a full-time basis. More than \$2 billion a year in federal money is spent on undergraduate grants, loans, and fellowships, but the practicing school administrator has no access to a sabbatical, grant, or fellowship. School administrators should be offered more renewal opportunities—more experiences that will bring new insight and fresh ideas to the school. For it is hard for any organization to exceed the quality of its leadership. (Author/JG)

ED 112 477

EA 007 511

Flygare, Thomas J.

**The Legal Rights of Students. Fastback Series, No. 59.**

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Pub Date 75

Note—50p.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 (\$0.50 single copy, \$3.00 set of 6, \$18.00 complete set of 66; Quantity discounts; Payment must accompany orders of less than \$5.00)

#### Document Not Available from EDRS

**Descriptors**—Civil Liberties, Corporal Punishment, \*Court Litigation, \*Discipline, Dress Codes, \*Due Process, Educational Discrimination, Elementary Secondary Education, \*Equal Education, Expulsion, Freedom of Speech, Racial Discrimination, Religious Discrimination, Search and Seizure, Sex Discrimination, Student Records, \*Student Rights, Suspension

This booklet provides an overview of the changes in the area of student rights in recent years. Most of these changes have been mandated by the courts and cover such areas as discrimination, student records, searches, religion in the schools, freedom of speech and assembly, suspension, and expulsion. The author holds that in the future there will be a decline in student rights litigation because teachers and administrators have become and will continue to become more aware of legal principles in the schools. (Author/IRT)

ED 112 478

EA 007 512

Schuchat, Theodor

**Planning the Rest of Your Life. Fastback Series, No. 61.**

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Pub Date 75

Note—25p.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 (\$0.50 single copy, \$3.00 set of 6, \$18.00 complete set of 66; Quantity discounts; Payment must accompany orders of less than \$5.00)

#### Document Not Available from EDRS

**Descriptors**—Achievement Need, \*Economic Factors, Financial Needs, Older Adults, \*Psychological Needs, \*Retirement, Self Actualization, \*Senior Citizens, Status Need, Vocational Counseling, Volunteers

This booklet is an introduction to the question of retirement that is addressed specifically to educators. Its four chapters raise the following questions: "Are You Ready to Retire?" "Can You Afford to Retire?" "Where Will You Live?" and "How Will You Spend Your Time?" Each chapter contains a list of recommended readings, and the monograph ends with a list of other sources of information. (IRT)

ED 112 479

EA 007 513

Fantini, Mario D.

**The People and Their Schools: Community Participation. Fastback Series, No. 62.**

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Pub Date 75

Note—37p.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 (\$0.50 single copy, \$3.00 set of six, \$18.00 complete set of sixty-six, Quantity discounts, Payment must accompany orders of less than \$5.00)

#### Document Not Available from EDRS

**Descriptors**—Administrator Role, \*Alternative Schools, Collective Bargaining, \*Community Involvement, Educational Accountability, \*Educational Change, Elementary Secondary Education, Parent Participation, \*Political Influences, \*School Community Relationship, Student Participation, Teacher Participation, Teacher Role

**Identifiers**—\*Illinois (Quincy)

This paper focuses on four participants in the public schools: parents, students, teachers, and administrators. These parties make up the key school community. This discussion highlights the rights and responsibilities of each of these major groups, especially in the curriculum, budget, and personnel areas of educational organization. In order to provide perspective, the discussion begins with the broader relationship of the school to the public community. This broad framework also emphasizes the emerging roles of the four participants as they deal with the dramatic changes that have taken place in society and that impinge on the school. After an extensive discussion of the problems associated with public participation in the schools, the subject changes to the solutions that are possible. Emphasis is placed on educational alternatives that allow the key participants to be involved in the governance of the schools and that allow each parent, each student, and each teacher to choose the type of educational environment to which he or she is attracted. In this way each participant controls his choice; no type of education is imposed on anyone. (Author/IRT)

ED 112 480

EA 007 514

Parker, Franklin

**The Battle of the Books: Kanawha County. Fastback Series, No. 63.**

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Pub Date 75

Note—34p.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 (\$0.50 single copy, \$3.00 set of six, \$18.00 complete set of sixty-six, Quantity discounts, Payment must accompany orders of less than \$5.00)

#### Document Not Available from EDRS

**Descriptors**—Advisory Committees, Board of Education Policy, \*Board of Education Role, Civil Disobedience, Community Attitudes, \*Community Characteristics, Elementary Secondary Education, Political Influences, Religious Factors, \*School Community Relationship, Textbook Content, Textbook Evaluation, Textbooks, \*Textbook Selection, \*Textbook Standards

**Identifiers**—\*West Virginia (Kanawha County)

Divided into three main sections, this monograph about the Kanawha County textbook controversy deals with lessons drawn from that conflict. In answering the question of what happened, the author begins with events that predated any outward signs of dissent, such as the phasing out of the citizen advisory committee on textbook selection, and follows the major events to their conclusion. The section on why it happened focuses on the National Education Association assessment, responses to that assessment, and analyses that appeared in the local papers. The lessons to be learned center on the issue of control of the schools. The author notes that the battle of the books was a battle for man's destiny and that the control of schools is a legally shared responsibility that gives all the people a chance to help shape that destiny. (Author/IRT)

ED 112 481

EA 007 515

Williams, Catharine M.

**The Community as Textbook. Fastback Series, No. 64.**

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Pub Date 75

Note—30p.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 (\$0.50 single copy, \$3.00 set of six, \$18.00 complete set of sixty-six, Quantity discounts, Payment must accompany orders of less than \$5.00)

#### Document Not Available from EDRS

**Descriptors**—\*Community Education, \*Community Resources, \*Community Services, Continuous Learning, \*Educational Resources, Elementary Secondary Education, Human Capital, Human Resources, \*Resource Materials

No matter what its size or location, every community has vast resources potentially useful for teaching and learning. However, these rich resources can become teaching tools only if they are located and analyzed and the resultant information is made accessible to teachers. This book indicates how these resources can be organized and made readily available to all persons in the community. Unlike traditional learning materials, community resources are nonbook in character. This means that learning from them requires the learner to rely heavily on his powers of observation. Therefore, teachers have a responsibility for helping children develop competency in observing as well as literacy in reading. (Author/IRT)

ED 112 482

EA 007 516

Lippitt, Peggy

**Students Teach Students. Fastback Series, No. 65.**

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Pub Date 75

Note—42p.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 (\$0.50 single copy, \$3.00 set of six, \$18.00 complete set of sixty-six, Quantity discounts, Payment must accompany orders of less than \$5.00)

#### Document Not Available from EDRS

**Descriptors**—\*Cross Age Teaching, Elementary Secondary Education, Program Descriptions, Summer Programs, Teacher Role, \*Teaching Methods, \*Tutorial Programs, \*Tutoring

Children teaching other children is not a new idea, but it is an effective way for older children to have a chance to help younger children and to learn effective methods of helping. This booklet describes numerous effective tutoring programs while outlining the origins of cross-age helping programs, pointing out traps to watch for, and noting key elements in an effective program. Emphasis is given to the need for training and supporting the older, tutoring students. Many programs have training programs to help the older students learn (1) how to relate constructively to small children, (2) how to teach specific subjects or skills, and (3) how to use their own creativity to invent games and other learning activities to help those younger. (Author/IRT)

ED 112 483

EA 007 517

Findley, Warren G. Bryan, Miriam M.

**The Pros and Cons of Ability Grouping. Fastback Series, No. 66.**

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Pub Date 75

Note—30p.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 (\$0.50 single copy, \$3.00 set of six, \$18.00 complete set of sixty-six, Quantity discounts, Payment must accompany orders of less than \$5.00)

#### Document Not Available from EDRS

**Descriptors**—\*Ability Grouping, Ability Identification, Elementary Secondary Education, \*Equal Education, \*Socioeconomic Influences, \*Socioeconomic Status

This booklet provides a synthesis of the few existing well-designed studies of ability grouping's status and impact. The body of the report has three main sections: preliminary statements, conclusions, and recommendations. The preliminary statements serve to define ability grouping and

outline the ways in which it is used. The conclusions are presented as numbered statements followed by supporting detail. Read in sequence, these statements form a logical argument or brief in support of the recommendations that follow. The recommendations are also presented in a numbered statement format. It is recommended that most forms of ability grouping not be used. A major reason for the recommendation is the negative effect ability grouping has on children of lower socioeconomic status. Ways in which alternative practices, singly and in combination, may be used to achieve the improved schooling originally sought via ability grouping are included in the conclusions. (Author/IRT)

#### ED 112 484 EA 007 518

*Stoops, Emery King-Stoops, Joyce*  
**Discipline or Disaster? Fastback Series, No. 8.**  
Phi Delta Kappa Educational Foundation,  
Bloomington, Ind.  
Pub Date 75  
Note—38p.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 (\$0.50 single copy, \$3.00 set of six, \$18.00 complete set of sixty-six, Quantity discounts, Payment must accompany orders of less than \$5.00)

#### Document Not Available from EDRS

Descriptors—Behavior Standards, \*Discipline, \*Discipline Policy, \*Discipline Problems, Elementary Secondary Education, \*Guidelines, \*Self Control, Student Behavior, Student Rights

Before discussing discipline policies and practices specifically, the authors survey the basis for discipline, the kinds of discipline, the needs and sources of discipline, and the relationships between parents and students and discipline. The authors point out the need for encouraging self-discipline and make the point that discipline and punishment are not the same thing. The bulk of the booklet discusses and provides examples of discipline policies on the district, building, and classroom levels. The discussion of classroom discipline provides general tips on classroom control, an analysis of problem types and problem situations, and suggestions for establishing classroom standards. (IRT)

#### ED 112 485 EA 007 519

*Wilhelms, Fred T.*  
**What Should the Schools Teach? Fastback Series, No. 13.**  
Phi Delta Kappa Educational Foundation,  
Bloomington, Ind.  
Pub Date 75  
Note—41p.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 (\$0.50 single copy, \$3.00 set of six, \$18.00 complete set of sixty-six, Quantity discounts, Payment must accompany orders of less than \$5.00)

#### Document Not Available from EDRS

Descriptors—\*Career Education, Citizenship, \*Curriculum, \*Curriculum Development, \*Curriculum Evaluation, Elementary Secondary Education, Individual Development, \*Self Actualization

After positing the need for the bedrock of schooling (reading, writing, and computing numbers and quantities), the author examines the content and presentation of the rest of the curriculum. Two guiding principles are used in this examination: (1) surprisingly few particular pieces of knowledge and skill must be mastered by everybody in the same form, and (2) generally, what is truly essential is some big goal and there may be many different ways of reaching that goal. The author is particularly interested in four purposes of the curriculum: offering a career education, enabling students to live with technology, developing effective citizenship, and promoting personal fulfillment. The author considers that much of the knowledge currently a part of the curriculum is deadwood and calls for a return to the old ideal of a liberal education. A liberal education is simply an education that uses organized content, drawn from high in the culture, in the making of a human being. Toward that fulfillment, the greatest essentials are readiness for a fine lifetime career, effectiveness as a citizen, and enrichment of the inner self to its full potential. (Author/IRT)

#### ED 112 486 EA 007 520

*Broadrick, King*  
**Parliamentary Procedure: Tool of Leadership.**  
Fastback Series, No. 39.

Phi Delta Kappa Educational Foundation,  
Bloomington, Ind.  
Pub Date 75  
Note—42p.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 (\$0.50 single copy, \$3.00 set of six, \$18.00 complete set of sixty-six, Quantity discounts, Payment must accompany orders of less than \$5.00)

#### Document Not Available from EDRS

Descriptors—Guidelines, Leadership, \*Leadership Training, \*Parliamentary Procedures

This is not a manual on parliamentary procedure. It is a discussion that posits that parliamentary procedure is not a complicated and esoteric subject of interest and of use only to an enlightened few who have the fortitude to plow through a whole manual on the subject, but that parliamentary procedure is a practical tool of leadership. Three selected topics that are of central importance and that may be used to illustrate methods of analysis and preparation are presented here. The topics and the order of discussion are chosen as generally representative of a natural progression of events in a deliberative assembly. The topics are (1) review of the first principles of parliamentary discussion and deliberation from which are derived the various motions, procedures, and practices; (2) discussion of the preparation of original main motions calling for action by an organization; and (3) review of the conventional motions and procedures and their functional uses in the discussion and approval or disapproval of main motions. (Author/IRT)

#### ED 112 487 EA 007 522

**Teacher Attendance Improvement Program. A Joint Business-Educator Project.**

Greater Newark Chamber of Commerce, N.J.  
Pub Date Aug 75  
Note—23p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Change Strategies, Educational Administration, Elementary Secondary Education, \*Guidelines, Labor Economics, Management Systems, \*Personnel Policy, Problem Solving, \*Teacher Attendance, \*Teacher Employment

Identifiers—\*Attendance Improvement Plan, New Jersey

This report reviews the experiences of two New Jersey school districts that have initiated Attendance Improvement Plans (AIP) for professional school personnel. It is intended to summarize a 1974 report entitled "Program to Improve Teacher Attendance." The districts that participated in the pilot project were Newark, with approximately 72,000 students, and Ewing Township, with approximately 5,200 students. Each district developed its own policies and procedures for improving staff attendance, based on an analysis of staff absences in the district. During the first two years of AIP implementation, the staff absence rate in Newark dropped from 6.8 percent to 5.5 percent, while the absence rate in Ewing fell from 3.3 percent to 2.2 percent. Some of the steps taken by the two districts are described, and suggestions are offered for superintendents who would like to initiate an AIP in their own district. (JG)

#### ED 112 488 EA 007 523

*McClary, Lloyd E. And Others*  
**Assessing Competency Needs in Administration.**

Pub Date Aug 75  
Note—16p.; Paper presented at the meeting of the NCEA Interest Group on Competency-Based Education for Administration (Bozeman, Montana, August 22, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Administrator Attitudes, \*Administrator Role, Data Analysis, Elementary Secondary Education, \*Job Analysis, National Surveys, \*Occupational Surveys, \*Principals, \*Research Methodology, School Administration, Systems Approach

The purpose of this study was to specify and test a methodology for deriving competency statements for the role of principal, using a need assessment technique derived from system theory.

A national sample of secondary school principals was selected from a group of principals previously identified for their overall excellence in developmental activities. Respondents were asked to rate the importance of each of 39 competency statements that were developed in an earlier job analysis of the principalship. The 39 competencies were then grouped into seven competency areas, and the data were analyzed to calculate the relative importance of each category area as perceived by the respondents. Principal as school climate leader and principal as leader in community relations ranked as the highest of seven areas of competence. Principal and management and principal and student personnel ranked lowest of the seven and were significantly lower (at the .01 level) than the highest two areas. (Author/JG)

#### ED 112 489 EA 007 524

**Early Graduation. The Practitioner, Vol. 2, No. 1.**  
National Association of Secondary School Principals, Reston, Va.

Pub Date Oct 75

Note—13p.

Available from—Research Department, National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 (\$0.50, Quantity discounts; Payment must accompany orders of \$10.00 or less)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Administrative Policy, Educational Administration, Educational Change, \*Educational Trends, \*Graduate Surveys, \*Graduation Requirements, National Surveys, Secondary Education, Statistical Data, \*Student Attitudes, Student Characteristics

Identifiers—\*Early Graduation

This publication examines the growing trend toward early high school graduation, describes some of the characteristics and attitudes of early graduates, and discusses possible administrative responses to the increasing popularity of early graduation. Much of the discussion is based on the results of a school survey taken during the 1974-75 school year. The survey showed that 53.7 percent of American public high schools currently provide by policy for early graduation, and that the percentage of early graduates rose from 2.2 percent of the class of 1971 to 7.7 percent of the class of 1974. Most early graduates were successful, well-adjusted students who decided to graduate early for a wide variety of reasons. More than two-thirds of early graduates were female, and most graduated one semester ahead of their class. Three years after graduation, only 9 percent of 1972 early graduates felt they would have been better off to graduate with their class. Implications for school administrators of the trend toward early graduation are discussed, and the early graduation policies of seven high schools throughout the United States are described briefly. (JG)

#### ED 112 490 EA 007 525

*Haggerty, Patrick E.*  
**Productivity in Education. Two Addresses.**  
Texas Instruments, Inc., Dallas.

Pub Date Jun 74

Note—52p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Change Strategies, \*Educational Economics, \*Educational Improvement, Educational Research, Educational Technology, Elementary Secondary Education, Individualized Instruction, \*Productivity, School Industry Relationship, \*Student Teacher Ratio

This booklet consists of two papers delivered by Patrick Haggerty, chairman of Texas Instruments, Incorporated, on the general topic of productivity in the American educational system. The first paper, "Education, Work, and Productivity," points out that while productivity per man-hour in the private sector of our economy has been increasing, productivity per man-hour in the educational sector has decreased markedly as educators continue to push for lower student/teacher ratios. The author suggests that this trend can be reversed by utilizing such technological advances as video cassettes and instructional television networks to extend education beyond the classroom and improve educational results while increasing student/teacher ratios. The second paper, "R & D and Productivity in Education," suggests that improved educational productivity can best be achieved by changing from our present teacher-oriented educational

system to a student-oriented system. To achieve this shift will require an expansion of research and development efforts focusing on student-centered education, the author argues. (JG)

**ED 112 491** EA 007 526

*Greenfield, T. Barr*

**Planning the Use of Educational Resources or the Planner's Dream Is Beautiful, But Oh...Does It Work?**

Pub Date May 75

Note—24p.; Paper presented at the Conference on Educational Planning of the Calgary Board of Education (Calgary, Ontario, May 5-9, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**Change Strategies, \*Conceptual Schemes, \*Educational Administration, Educational Objectives, \*Educational Planning, \*Educational Policy, \*Models, Organizational Theories

The planner's model requires people to be rational in setting educational policies and spending resources to implement those policies. It is assumed that if an organization has difficulty in planning, the fault lies with the people, not with the model. Two images of the school cover the conceptions commonly held by many people. The image of the school as a unit of production rests on a belief that organizations act like people. Alternatively, the school may be seen as a public utility rather than as a factory. This service model of the school accounts for the fact that people develop strongly held normative views about schools and that these views frequently conflict. There are four serious objections to the planning-production model of the school. First, schools are not really organized around educational goals; second, it is very difficult to evaluate schools; third, educational policy is not made according to plan; and fourth, useful means for identifying and measuring educational resources are lacking. To improve educational planning, people must first overcome the rationalist bias in planning and look more closely at moral and experiential bases for planning. Second, people in education must be much more experimental about discovering educational purposes, applying educational resources, and evaluating the consequences of their efforts. (Author/JG)

**ED 112 492** 95 EA 007 527

*Kliment, Stephen A.*

**Into the Mainstream. A Syllabus for a Barrier-Free Environment.**

American Inst. of Architects, Washington, D.C. Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date Jun 75

Note—51p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**Annotated Bibliographies, \*Architectural Barriers, Building Design, \*Building Improvement, Civil Rights, Environmental Influences, \*Facility Guidelines, \*Facility Requirements, Federal Legislation, Performance Specifications, Physical Environment, \*Physically Handicapped, Standards

This syllabus contains practical information necessary to plan a barrier-free environment. The first chapter provides an account of what has happened in the past generation to make buildings and spaces accessible to handicapped persons and reviews the most recent laws, codes, and standards that prescribe the accessibility of buildings. The second chapter describes the basic physical and procedural barrier conditions that the handicapped face. The third chapter contains solutions to the removal of barriers, including drawings illustrating some of the most common conditions. It also contains techniques for organizing community barrier-free action groups and methods for evaluating compliance with applicable laws and regulations. The fourth and final chapter offers supplementary sources of information: annotated published sources, a sample questionnaire for use in evaluating accessibility of buildings, and a listing of public and voluntary agencies whose staffs can help in more detail with guidance in particular areas. (Author/MLF)

**ED 112 493** EA 007 528

*Bailey, John E., III*

**Assessing the Economic Impact of Educational Innovation.**

Pub Date 7 Feb 75

Note—35p.; Best copy available

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**\*Educational Administration, Educational Change, \*Educational Innovation, Elementary Secondary Education, \*Management Systems, \*Models, \*Program Budgeting, Program Costs, Systems Analysis

**Identifiers—**\*Nova Complex Schools

This paper demonstrates a process for investigating the economic and budgeting impact of educational innovations on the educational systems where they are introduced, based on the assumption that the money to finance educational innovations will have to be shifted from existing programs or other innovations. To illustrate the use of his analytical procedure, the author examines two separate models of educational innovations. Model A represents an attempt to introduce one major organizational change into a school, while Model B illustrates an attempt to implement a number of changes simultaneously. (JG)

**ED 112 494** EA 007 529

*Freeman, Thomas J.*

**Affirmative Action.**

Pub Date 75

Note—5p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*Affirmative Action, \*Civil Rights, \*Employment Practices, \*Equal Opportunities (Jobs), Equal Protection, Federal Government, \*Federal Legislation, Higher Education, Legal Responsibility

This paper presents a concise history of the concept of affirmative action, tracing its evolution through various presidential executive orders and federal legislation. Also included is a definition of affirmative action and a brief discussion of its implications for colleges and universities. (JG)

**ED 112 495** EA 007 530

*Rogers, Vincent R., Ed. Church, Bud, Ed.*

**Open Education: Critique and Assessment.**

Association for Supervision and Curriculum Development, Washington, D.C.

Pub Date 75

Note—117p.

Available from—Association for Supervision and Curriculum Development, 1701 K Street, N.W., Suite 1100, Washington, D.C. 20006 (Stock No. 611-75054, \$4.75)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Alternative Schools, \*Case Studies (Education), Educational Innovation, Educational Strategies, Elementary Education, Humanistic Education, \*Individualized Instruction, \*Open Education, School Organization

This publication is a collection of eight articles concerned with the open education movement in the United States. The articles include "The Concept of Openness: An Introduction," by Vincent Rogers and Bud Church; "Open Education and American Values: A Tentative Exploration," by Bud Church; "A British View of Open Education in the U.S.," by Victor Atkins; "Opening Up and Making It Work: A Case Study," by Bud Church; "Open with Care: A Case Study," by Roland Barth; "Teachers and Principals Speak"; "What Does Research Say About Open Education?" by Lyn S. Martin; and "Open Education in the U.S.: Where Have We Been and Where Are We Going?" by Vincent Rogers. (JG)

**ED 112 496** EA 007 531

*Niedecken, Ben, Jr.*

**Student Records -- Open or Confidential.**

Pub Date 22 Feb 75

Note—20p.; Paper presented at the Annual Convention of the American Association of School Administrators (107th, Dallas, Texas, February 21-24, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*Administrator Guides, \*Confidential Records, Definitions, Educational Administration, Educational Legislation, Elementary Secondary Education, \*Federal Legislation, Legal Responsibility, Post Secondary Education, \*School Law, \*Student Records

**Identifiers—**\*Family Education Rights and Privacy Act of 1974

This paper provides a detailed discussion of the Family Education Rights and Privacy Act of 1974 and how its various requirements affect educational administrators and other school personnel. With the exception of enforcement provisions, the author examines each of the major areas covered by the act, including access to records, challenges to the content of records, release of

records, and notification of parents and students of their rights under the act. In addition, the author devotes considerable space to defining and explaining a number of terms and concepts that are crucial to the proper understanding and administration of the act. (JG)

**ED 112 497** EA 007 532

**National Comparison Local School Costs for the 1974-75 School Year. First Edition.**

Macmillan Professional Magazines, Inc., Greenwich, Conn.; Market Data Retrieval, Westport, Conn.

Pub Date 75

Note—121p.; Second Printing

Available from—Market Data Retrieval, 800 Boston Post Road, Westport, Connecticut 06880 (\$37.50)

**Document Not Available from EDRS**

**Descriptors—**\*Costs, \*Educational Finance, Elementary Secondary Education, \*Expenditure Per Student, National Surveys, Operating Expenses, \*School District Spending, Statistical Data, \*Tables (Data)

This publication presents detailed 1974-75 statistical data on the expenditures of local school districts throughout the United States. The reported figures reflect only actual spending by local school districts; state spending for textbooks and other local, state, or federal funds that are not funneled through individual school districts have been excluded. Extensive data tables present average per-pupil costs for a variety of specific budget categories. Costs for each category are expressed both as a percentage of total costs and in terms of average dollars per pupil. Data are presented separately for each state and the District of Columbia, and for each of the ten administrative regions of the Office of Education. In addition, national data are presented for each of seven school district enrollment categories and on a region-by-region basis for the same seven enrollment categories. (JG)

**ED 112 498** EA 007 533

*Gauthier, William J., Jr.*

**The Relationship of Organizational Structure, Leader Behavior of the Principal and Personality Orientation of the Principal to School Management Climate.**

Pub Date Apr 75

Note—47p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**Educational Innovation, Educational Research, Elementary Education, \*Leadership Styles, \*Organizational Effectiveness, Personality Assessment, \*Principals, \*School Organization, Systems Approach

**Identifiers—**Connecticut, IGE, Individually Guided Instruction

At the present time, over 2,000 elementary schools in this country have adopted a model known as Individually Guided Education (IGE). This research carried out in 59 elementary schools in Connecticut disputed the claim of IGE advocates that the organizational component of the IGE model known as Multi Unit School (MUS) offers a more facilitative environment than do other administrative arrangements. Furthermore, it revealed a diminished leadership role on the part of the principal and an apparent lack of assumption of leadership functions by other staff members. (Author)

**ED 112 499** EA 007 534

**A Program to Improve Teacher Attendance.**

Greater Newark Chamber of Commerce, N.J.

Pub Date Jul 74

Note—236p.

**EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage**

**Descriptors—**\*Attendance Records, Elementary Secondary Education, Fringe Benefits, \*Leave of Absence, \*Personnel Policy, State Boards of Education, Substitute Teachers, Tables (Data), \*Teacher Administrator Relationship, \*Teacher Attendance, Teacher Discipline, Teacher Motivation, Teacher Welfare, Teaching Conditions

This report details the work done in two New Jersey school districts to reduce the frequency and magnitude of professional illness absence. It deals with the circumstances of this improvement as well as with the philosophy and the new methods and procedures adopted and followed.

The history of the state sick leave policy is traced from 1895 to the present. The problem of absenteeism is presented in terms of policy implementation, in relation to ways absence is measured, and in respect to recent studies on the subject. Experiences of private business and industry in improving attendance are cited as models for school administrators. The school principal is seen as the single necessary person who must be involved in the development, implementation, and evaluation of the effectiveness of any attendance improvement plan. Various management activities are suggested. The data section of the report contains a set of narrative-charts illustrating the absenteeism rate of New Jersey teachers and that from selected studies of private sector employees. (Author/MLF)

**ED 112 500** **EA 007 535**

*Husen, Torsten*

**Multi-National Evaluation of School Systems. IIEP Occasional Papers No. 37.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—Occas-Pap-27

Pub Date Jan 75

Note—24p.

Available from—IIEP Publications, 7-9 rue Eugene-Delacroix, 75016 Paris, France (\$1.00, distribution charges)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Academic Achievement, Developing Nations, Educational Assessment, Elementary Secondary Education, Evaluation Criteria, \*Evaluation Needs, \*International Programs, National Surveys, \*School Surveys, Statistical Data, \*Tables (Data)

Identifiers—IEA

This paper highlights some of the main conclusions from the Six Subject Survey of education in 19 countries conducted by the International Association for the Evaluation of Educational Achievements. Beside presenting some findings of the survey, the author reviews the aims of conducting such multinational comparisons and discusses the future of evaluating national systems of education, with particular reference to the needs of developing countries. (Author/JG)

**ED 112 501** **EA 007 536**

*Ghaussi, Mohammad Aref*

**Criteria for Appraising Educational Planning in Underdeveloped Countries (With Examples from the Experience of Afghanistan). IIEP Occasional Papers No. 1.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—Occas-Pap-1

Pub Date May 68

Note—67p.

Available from—IIEP Publications, 7-9 rue Eugene-Delacroix, 75016 Paris, France (\$1.00, distribution charges)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Developing Nations, Educational Administration, Educational Coordination, \*Educational Planning, Elementary Secondary Education, \*Evaluation Criteria, Evaluation Methods, Management Systems, \*Program Evaluation, \*Program Planning, School Statistics

Identifiers—Afghanistan

This paper discusses some of the factors affecting educational planning in underdeveloped countries and attempts to identify and formulate evaluation criteria suitable for appraising educational planning in such countries. Although the analytical framework proposed is applicable to any country, it is designed specifically for use where lack of data and shortage of qualified planners make it impossible to apply sophisticated mathematical models that demand the analysis of detailed statistics. To illustrate the discussion, the author makes frequent use of examples drawn from his experience with the use of educational planning for the first and second levels of education in Afghanistan. (JG)

**ED 112 502** **EA 007 537**

*Grassie, McCrae C.*

**Participatory Planning in Education. IIEP Occasional Papers No. 36.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—Occas-Pap-36

Pub Date Oct 74

Note—32p.

Available from—IIEP Publications, 7-9 rue Eugene-Delacroix, 75016 Paris, France (\$1.00, distribution charges)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Administrative Role, \*Cooperative Planning, Decision Making, \*Educational Administration, \*Educational Planning, Educational Policy, Models, Participant Involvement, \*Policy Formation

This paper examines the separation of planning activities from administration and analyzes the interrelationships between planning and policy-making within the educational enterprise. The paper investigates in some detail the relationships between organizational levels and the stages of planning and shows where consensus is required in the planning process and where consultation and participation are appropriate. The paper puts forward some suggestions as to why consultation and participation are not more characteristic in the work of planners, and proposes a model structure for educational policy, administration, and planning. (Author)

**ED 112 503** **EA 007 538**

*McCabe, James*

**Some Administrative Aspects of Educational Planning. IIEP Occasional Papers No. 38.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—Occas-Pap-38

Pub Date Jan 75

Note—58p.

Available from—IIEP Publications, 7-9 rue Eugene-Delacroix, 75016 Paris, France (\$1.00, distribution charges)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Administrative Organization, Administrator Role, Definitions, \*Educational Administration, \*Educational Objectives, \*Educational Planning, \*Management Information Systems, \*Program Evaluation, Program Planning, School Administration

This paper presents a general overview of the educational administration process from both the theoretical and practical viewpoints. The discussion is organized into five major sections that focus in turn on development of an information system, definition of objectives, preparation of an educational plan, implementation of the plan, and evaluation. (JG)

**ED 112 504** **EA 007 539**

**Evaluation of Educational Systems. Contributions to a Seminar (IIEP, Paris, France, May 29-June 2, 1972).**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date Oct 72

Note—155p.

Available from—IIEP Publications, 7-9 rue Eugene-Delacroix, 75016 Paris, France (\$2.50, distribution charges)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Conference Reports, Educational Objectives, \*Educational Planning, \*Evaluation Criteria, Evaluation Needs, Management Systems, Program Evaluation, \*Symposia

This publication contains a report describing a May 1972 seminar sponsored by the International Institute for Educational Planning to discuss current approaches to educational evaluation. In addition, the following 11 papers presented at the conference are included in their entirety: "Possible Criteria for Evaluating Education Policies," by R. Poignant; "Towards the Design of Strategies for Evaluating Development Assistance," by A.R. MacKinnon; "A Systematic Approach to Goal Analysis and Evaluation of Socioeconomic Effects," by G. Dahlgren; "The Role of Sector Strategy and Sector Analysis in the Planning of Swedish International Development Assistance," by L.O. Edstrom; "An Approach to External Evaluation of Training," by I. Ahman; "Guidelines for I.B.R.D.'s Education Sector Reviews and Education Pre-investment Study

Programs," by M. Hultin and C. van Dijk; "Swedish Criteria for Program and Project Support," by the Swedish International Development Authority; "Problems of Evaluation of University Development Co-operation Projects," by A. Kater and L.F.B. Dubbeldam; "The Esfahan Work-Oriented Adult Literacy Pilot Project," by J. Ryan; "Planning and Introducing the Evaluation of the Educational Television Service in the Ivory Coast," by J.C. Pauvert; and "Statistical Research on Internal Efficiency of School Systems," by G. Carceles. (JG)

**ED 112 505** **EA 007 540**

*Poignant, Raymond*

**Educational Development in Developing Countries During the First UN Development Decade: A Critical Evaluation of International Aid to Education. The Fundamentals of Educational Planning: Lecture-Discussion Series No. 52.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-TM-52-70

Pub Date May 70

Note—21p.

Available from—IIEP Publications, 7-9 rue Eugene-Delacroix, 75016 Paris, France (\$0.25, distribution charges)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Developing Nations, Educational Coordination, \*Educational Development, \*Educational Economics, Educational Objectives, Educational Planning, Foreign Relations, \*International Organizations, \*International Programs, Statistical Data

In recent years there has been an unprecedented development of educational systems in developing countries. However, analysis of educational and training systems in developing countries shows serious inadequacies, imbalances, and inadaptations. Thus, the remarkable quantitative expansion of educational systems has not been a satisfactory solution to the problems that face developing countries. According to data published by the Development Aid Committee (DAC) of the Organization for Economic Cooperation and Development, total net public and private assistance in 1968 for all DAC countries was 0.77 percent of gross national product. Altogether, assistance accounts for about 8 percent of total educational expenditures in developing countries. Obviously, any serious study of educational policies can be worthwhile only if it is based on a preliminary study of the objectives and means of promoting economic and social development. If UNESCO could take full responsibility for the technical tasks within its competence in the elaboration of educational development policies, it would help coordinate and give direction to the action of all donor countries. (Author/JG)

**ED 112 506** **EA 007 541**

*Carron, Gabriel*

**The Social Background of Pupils and Inequality in Educational Opportunity. The Fundamentals of Educational Planning: Lecture-Discussion Series No. 62.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-TM-62-74

Pub Date Sep 74

Note—30p.

Available from—IIEP Publications, 7-9 rue Eugene-Delacroix, 75016 Paris, France (\$0.25, distribution charges)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Academic Achievement, Educational Equality, \*Educational Research, Elementary Secondary Education, \*Equal Education, \*Models, Social Factors, \*Socioeconomic Background, Statistical Data

Identifiers—France

This paper attempts primarily to establish the guidelines of a reference framework for studying educational inequality as it relates to ethnic, religious, and socioeconomic divisions within society. In his analysis, the author focuses mainly on inequality between different socio-occupational categories. The discussion is organized in two major sections. Section 1 is a study of the mechanism of inequality, based mainly on French statistical data, and section 2 is an analysis of ex-

planatory factors that create and maintain educational inequalities. Because the analysis model is based mainly on research in western countries, it is pointed out that the model may be of limited value in studying educational inequality in other societies with different social systems. (JG)

**ED 112 507** EA 007 542

*Glasser, Ralph*

**Training for Management (An Outline of Requirements). The Fundamentals of Educational Planning: Lecture-Discussion Series No. 53.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-TM-53-70

Pub Date May 70

Note—16p.

Available from—IIEP Publications, 7-9 rue Eugene-Delacroix, 75016 Paris, France (\$0.25, distribution charges)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Administrative Principles, Administrator Education, \*Administrator Role, Cost Effectiveness, Decision Making, \*Educational Administration, \*Educational Planning, Management by Objectives, \*Management Education

Management is concerned with the conception and choice of goals. A manager must first determine his own goals within the framework of overriding organizational objectives and limitations. Second, a manager must determine what methods he will use to achieve his goals—on the basis of cost-benefit comparisons. Third, the manager must design his specific management plan, which must include a monitoring system that permits him to observe and respond to any deviations from the original plan. Educational preparation is a critical factor in the development of effective managers. First, managers must develop analytical ability and learn to treat knowledge and perceptions in a problem-oriented fashion. Second, managers must learn to interpret ideas creatively. Third, managers must have the ability to lead and motivate people. Fourth, managers must be able to understand and organize information flow. Fifth, managers must understand how to delegate. Educational management is often hindered by political considerations and other noneducational factors. Also, in the operational area of education, it is extremely difficult to measure cost effectiveness. However, the lessons of business administration and factory management are still largely applicable to educational management. (Author/JG)

**ED 112 508** EA 007 543

*Wheeler, A. C. R.*

**Essential Economic Concepts for Educational Planning. The Fundamentals of Educational Planning: Lecture-Discussion Series No. 40.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-TM-40-69

Pub Date 69

Note—21p.

Available from—IIEP Publications, 7-9 rue Eugene-Delacroix, 75016 Paris, France (\$0.25, distribution charges)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**Economics, \*Educational Administration, \*Educational Economics, \*Educational Planning, \*Fundamental Concepts, Human Capital, Investment, Productivity

This paper consists of three related lectures dealing with the application of basic economic concepts and theory to educational planning. In the first lecture, the author describes the fundamental principles involved in the study of economics and shows that educational planning is basically a process for making certain economic choices. The second lecture examines the economic concepts of savings, investment, consumption, and production, and then discusses their application to educational planning. The third lecture discusses the economic concepts of capital in general and human capital in particular and considers three possible approaches to studying returns to capital formation in education. (Author/JG)

**ED 112 509**

*Parkyn, G. W.*

**Adapting the Curriculum and the Teaching-Learning Process to the Changing World. The Fundamentals of Educational Planning: Lecture-Discussion Series No. 36.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-TM-36-69

Pub Date 69

Note—11p.

Available from—IIEP Publications, 7-9 rue Eugene-Delacroix, 75016 Paris, France (\$0.25, distribution charges)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Administrator Role, \*Change Strategies, Curriculum Development, Educational Administration, \*Educational Change, \*Educational Improvement, Educational Planning, Elementary Secondary Education, Research and Development Centers, Teacher Administrator Relationship, \*Teacher Role

The crucial problem for educational administrators concerned with improving the quality of education is how to build into their systems the capacity to change. Four major factors are necessary for an education system to remain sensitive and adaptable to change: a proper understanding of their own role by administrators, availability of well qualified teachers, encouragement of flexibility in teachers and schools, and provision of change-making research institutions. The administrator's role is to organize a system that enables educators to do their work effectively. The essential step toward divesting administrators of technically educative functions is improvement of the quality of teachers. When teachers are well educated and have access to continued professional training, administrators are able to encourage local initiative and autonomy. The role of administrators then is to set up innovative machinery or change-making institutions. The simplest such institutions are committees of teachers and advisers; however these groups are rarely able to generate really new ideas, techniques, or methods. For that, more formal, specialized research and development institutions must be set up. (Author/JG)

**ED 112 510**

*Poignant, Raymond*

**The Structure of General Secondary Education in Industrialized Countries. The Fundamentals of Educational Planning: Lecture-Discussion Series No. 26.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-TM-26-68

Pub Date Apr 68

Note—19p.

Available from—IIEP Publications, 7-9 rue Eugene-Delacroix, 75016 Paris, France (\$0.25, distribution charges)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Comparative Education, Developed Nations, \*Educational Change, \*Educational History, \*Educational Planning, Educational Sociology, Elementary Secondary Education, Equal Education, Social Status

**Identifiers—**Europe (West), United States, USSR

The structures of primary and secondary general education in a number of industrialized countries are compared to show that there are all possible combinations of educational "systems" that are, in most cases, the outcome of a remote historical legacy. This legacy, regardless of its merits, should not be considered as inviolate, but rather should be subjected to new thinking time and time again, to allow for new factors (political, social, economic, cultural, scientific, and so forth) conducive to its evolution. The countries under consideration are the six member countries of the European Economic Community and the United States, Great Britain, and the U.S.S.R. The organizational structures of vocational and technical "secondary" education are not considered. The problems of reforming the structures of secondary education are not abstract: the difficulty does not lie in conceiving a system considered as ideal, but in conceiving transitional systems, concrete ways of changing over from the present parallel stream system to the reformed

EA 007 544

system, and in accepting the difficulties arising from this transition. (Author/IRT)

**ED 112 511**

*Wheeler, A. C. R.*

**Administrative Factors in Educational Planning. The Fundamentals of Educational Planning: Lecture-Discussion Series No. 23.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-TM-23-67

Pub Date 67

Note—19p.

Available from—IIEP Publications, 7-9 rue Eugene-Delacroix, 75016 Paris, France (\$0.25, distribution charges)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Comparative Education, \*Educational Administration, \*Educational Planning, Elementary Secondary Education, Evaluation, \*Organizational Theories, Political Influences, Public Opinion

Planning is a complex activity that varies a great deal from country to country depending on such variables as the administrative structure of the country. The complexity of the task is increased because the five planning activities—issuing directives for planning, preparing plans, approving plans, implementing plans, and evaluating and revising plans—overlap each other. Educational planning poses specific administrative problems in three areas—determining the location of a planning agency in a governmental structure, sorting out the relationship between politics and administration, and resolving the issue of involving public opinion in planning. (Author/IRT)

**ED 112 512**

*Lyons, Raymond F.*

**Integrating Education with Economic Needs in Developing Countries. The Fundamentals of Educational Planning: Lecture-Discussion Series No. 21.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-TM-21-67

Pub Date Apr 74

Note—17p.

Available from—IIEP Publications, 7-9 rue Eugene-Delacroix, 75016 Paris, France (\$0.25, distribution charges)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Developing Nations, \*Economic Development, Economic Factors, Educational Benefits, \*Educational Economics, \*Educational Planning, Elementary Secondary Education, Fiscal Capacity, Higher Education, Non-formal Education, \*Resource Allocations

It is fundamental in planning to see why and how expenditures on education should be limited and related to other priorities as part of economic and social planning. Integration of education with economic needs involves three elements. First, the identification of the general limits on educational expansion in the economic development planning context. Second, consideration of some of the requirements for economic development. Third, the application of the principle of selection of priorities to the educational system itself as part of economic and social planning. In order that the limited resources available to education should be well spent in relation to economic development, educational planning should consider (1) the integration of primary education with adequate measures for postprimary training as part of rural development; (2) the change and expansion of secondary and higher education in relation to future employment possibilities; (3) the creation of a mass approach to nonformal education whereby those who are working are also learning; (4) the territorial location of educational effort so as to contribute most to other types of development planning; and (5) the unit costs and the efficiency of the educational system. (Author/IRT)

**ED 112 513**

*Lyons, Raymond F.*

**Planning Education from the Standpoint of Manpower Needs. The Fundamentals of Educational Planning: Lecture-Discussion Series No. 20.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

EA 007 552

EA 007 553



Report No—IIEP-TM-20-67

Pub Date 67

Note—24p.

Available from—IIEP Publications, 7-9 rue Eugene-Delacroix, 75016 Paris, France (\$0.25, distribution charges)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Developing Nations, \*Economic Factors, Educational Economics, \*Educational Planning, Elementary Secondary Education, Employment Projections, Futures (of Society), Higher Education, Labor Economics, Labor Force, \*Manpower Development, \*Manpower Needs, Nonformal Education, \*Prediction

Because projections of manpower requirements can be an important factor in educational planning, it is important that the planner understand how they are undertaken and be able to participate in them, particularly in discussing matters of direct relevance to education. This lecture provides an introduction to the principles and the problems involved in manpower projections for educational planning. It considers (1) analysis of the existing situation of education and employment in order to prepare the basis for an educational plan that takes account of employment requirements and possibilities; (2) the main practices and principles involved in preparing a perspective plan for education in the light of manpower needs; and (3) some objections to the manpower approach to educational planning. (Author/IRT)

ED 112 514

EA 007 557

Lyons, Raymond, Ed. Poignant, Raymond, Ed. Educational Development in Africa: I -- The Planning Process. IIEP African Studies Series. United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No—IIEP-69-I.1-A

Pub Date 69

Note—296p.; For related documents, see EA 007 558, 559

Available from—Unipub Inc., P.O. Box 433, Murray Hill Station, New York, New York 10016 (\$7.50)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Administrative Organization, \*Case Studies (Education), \*Developing Nations, \*Educational Development, Educational Objectives, \*Educational Planning, Educational Research, Government Role, School Statistics, Tables (Data)

Identifiers—Nigeria, Tanzania, Uganda

This book contains four monographs based on research conducted in a number of African countries between 1965 and 1967 in an attempt to illuminate some of the problems confronting educational planners in developing countries. The book is one of three related volumes of case studies on educational planning in the English-speaking countries of Uganda, Tanzania, and Nigeria. Each volume consists of several previously published monographs, which have been collected in book form to facilitate comparison of the approaches taken in different countries to common problems. This volume contains studies on the process of educational planning in Uganda, Tanzania, and Nigeria. Included are the following monographs: "Educational Planning and Development in Uganda," by J. D. Chesswas; "The Process of Educational Planning in Tanzania," by A. C. Mwingira and Simon Pratt; "The Planning of Primary Education in Northern Nigeria," by J. F. Thornley; and "The Organization of Educational Planning in Nigeria," by A. C. R. Wheeler. (Author/JG)

ED 112 515

EA 007 558

Lyons, Raymond, Ed. Poignant, Raymond, Ed. Educational Development in Africa: II -- Costing and Financing. IIEP African Studies Series.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No—IIEP-69-I.2-A

Pub Date 69

Note—296p.; For related documents, see EA 007 557 and 559

Available from—Unipub Inc., P. O. Box 433, Murray Hill Station, New York, New York 10016 (\$7.50)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Case Studies (Education), \*Developing Nations, Educational Administration, Educational Development, Educational Economics, \*Educational Finance, \*Expenditures, Financial Support, Government Role, \*Tables (Data)

Identifiers—Nigeria, Tanzania

This book contains three monographs based on research conducted in a number of African countries between 1965 and 1967 in an attempt to illuminate some of the problems confronting educational planners in developing countries. This book is one of three related volumes of case studies on educational planning in the English-speaking countries of Uganda, Tanzania, and Nigeria. Each volume consists of several previously published monographs, which have been collected in book form to facilitate comparison of the approaches taken in different countries to common problems. This volume contains studies from Nigeria and Tanzania on the costing and financing of educational development. Included are the following monographs: "The Costing and Financing of Educational Development in Tanzania," by J. B. Knight; "Financing of Education in Nigeria," by A. Callaway and A. Musone; and "The Integration of External Assistance with Educational Planning in Nigeria," by L. Cerych. (Author/JG)

ED 112 516

EA 007 559

Lyons, Raymond, Ed. Poignant, Raymond, Ed. Educational Development in Africa: III -- Integration and Administration. IIEP African Studies Series.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No—IIEP-69-I.3-A

Pub Date 69

Note—172p.; For related documents, see EA 007 557, 558

Available from—Unipub Inc., P.O. Box 433, Murray Hill Station, New York, New York 10016 (\$7.50)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Case Studies (Education), \*Developing Nations, Economic Development, Educational Administration, Educational Development, \*Educational Economics, \*Educational Planning, \*Manpower Development, Nonformal Education, Tables (Data)

Identifiers—Africa (East), Tanzania

This book contains four monographs based on research conducted in a number of African countries between 1965 and 1967 in an attempt to illuminate some of the problems confronting educational planners in developing countries. The book is one of three related volumes of case studies on educational planning in the English-speaking countries of Uganda, Tanzania, and Nigeria. Each volume consists of several previously published monographs, which have been collected in book form to facilitate comparison of the approaches taken in different countries to common problems. This volume contains studies on the integration of educational development in Tanzania and East Africa. Included are the following monographs: "Integration of Educational and Economic Planning in Tanzania," by George Skorov; "Manpower, Employment and Education in the Rural Economy of Tanzania," by Guy Hunter; "Planning Nonformal Education in Tanzania," by Jane King; and "The Legal Framework of Educational Planning and Administration in East Africa," by J. Roger Carter. (Author/JG)

ED 112 517

EA 007 561

Kiesling, Herbert J. Educational Productivity: Public Concern and Legislative Response.

National Conference of State Legislatures, Washington, D.C.

Pub Date Jun 75

Note—34p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Bibliographies, Educational Change, \*Educational Improvement, \*Educational Policy, \*Educational Research, Elementary Secondary Education, \*Literature Reviews, \*Productivity, Research Methodology, School Organization, Student Characteristics, Teacher Characteristics

This booklet offers a summary of research literature on educational productivity, as well as interpretive comments by the author on the im-

plications of such research for restructuring educational programs at the elementary and secondary levels. The booklet is organized in three sections. Part 1 describes the principal methods and techniques used in school productivity research and discusses the strengths and shortcomings of each. Part 2 describes the findings of school productivity research, focusing especially on the impact of teacher characteristics, educational practices, school service organization, and pupil characteristics. Part 3 discusses the implications of what we know about school productivity for future public policy. (Author/JG)

ED 112 518

EA 007 562

Green, Peter

Four Fabric Structures. A Report.

Educational Facilities Labs., Inc., New York, N.Y.

Pub Date Jul 75

Note—54p.; Photographs may reproduce poorly Available from—EFL, 850 Third Avenue, New York, New York 10022 (\$3.00, prepaid)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Air Structures, Building Design, \*Building Innovation, \*Building Materials, Construction Costs, Cost Effectiveness, Elementary Secondary Education, \*Encapsulated Facilities, Field Houses, Higher Education, \*Hybrid Air Structures, Physical Education Facilities, Recreational Facilities

Photographs and descriptions of four projects using fabric to enclose large spaces are published so that administrators and designers looking for ways to build recreational facilities can consider these innovative shelters. Three of the four examples in this publication are air-supported structures: University of Santa Clara, Charles Wright Academy, and Milligan College. The other type of fabric roof, at La Verne College, is held up from a mast in a similar fashion to a circus tent. Four more large structures under construction or on the drawing boards are briefly described. Technological information and costs are provided. (Author/MLF)

ED 112 519

EA 007 563

Wong, S. Godwin

A Computerized Three-Dimensional Program Budget and Its Implementation at Cambridge School Department.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Pub Date Jun 75

Note—145p.

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—Bibliographies, Budgeting, \*Educational Administration, Elementary Secondary Education, Glossaries, \*Management Systems, \*Program Budgeting, \*Program Design, Records (Forms), Systems Development

Identifiers—Massachusetts (Cambridge), \*Planning Programming Budgeting Systems, PPBS

This report describes the APL (Accountable unit, Program, and line item) budget system, a computerized three-dimensional program budget system that has been implemented in the Cambridge (Massachusetts) School Department. Various chapters discuss the differences between traditional budgeting and program budgeting, present an overview of the APL system, describe the implementation of the APL system in the Cambridge School Department, and provide an indepth analysis of the APL system and some of the difficulties encountered during its implementation at Cambridge. A glossary of important terms and sample budget forms and output budget reports for the APL system are included in the appendix. (JG)

ED 112 520

EA 007 565

Developing School Drug Policy: A Guide for Administrators.

Maine State Dept. of Educational and Cultural Services, Augusta.

Pub Date [75]

Note—47p.; Not available in hard copy due to paper color of original document

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Administrator Guides, Administrator Role, Confidentiality, Discipline, \*Drug Abuse, Due Process, Educational Policy, Elementary Secondary Education, Expulsion, Police School Relationship, \*Policy Formation, \*Principals, Rehabilitation, \*School Policy, Search and Seizure, Student Records, Student Rights, Suspension

**Identifiers—Maine Drug Education Program**

This administrator's guide is intended to aid local school administrators who formulate policies and procedures for dealing with drug-involved students. The guide suggests alternatives for those engaged in such policy-making rather than mandating a single course of action for all school districts. The guide is not intended to limit a community's prerogative to determine its own rules and regulations under existing state and federal law. Drug policies should be flexible and possess a high degree of individual application, as simplified, rigid, and general policies are frequently unworkable. Any action designed to help students meet and cope with their problems must steer a course between two concerns: what is best for the individual and what is most desirable for the total school population. In the sections on individual topics—the role of school personnel with respect to confidentiality, pupil records, the school's relationship with the police, student rights, procedures regarding suspension and expulsion, and procedures regarding readmission—an attempt is made to state the issue clearly, to refer to pertinent law, to suggest possible approaches to policy, and to explain, where necessary, the reasons for the approaches taken. A sample school policy is appended. (Author/IRT)

**ED 112 521** EA 007 566

*Andrews, Richard L. And Others*

**The Environmental Impact of School Closures.**

Pub Date 23 Aug 74

Note—45p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Educational Facilities, Educational Finance, \*Educational Planning, Elementary Education, \*Enrollment Trends, \*Facility Planning, Literature Reviews, \*School Closing, \*School Size

Officials representing 60 school districts contributed information to this assessment of the experiences of school districts that have closed elementary schools in the past few years. The data collected were examined and assessed according to five major topics: (1) criteria used for school closure decisions, (2) optimum elementary school size and methods of determining building capacity, (3) amount of cost savings resulting from closure of elementary schools, (4) disposition of buildings that had been closed, and (5) impact of elementary school closures on surrounding neighborhoods. The three criteria cited most often as reasons for closing schools were declining enrollments, age of building, and desegregation efforts. Closure is a simple solution to the problem of excess space, but it is also a source of other problems, problems far more intricate and complex and much more difficult and costly to solve. Once an elementary school is closed, the environmental forces of out-migration, population decline, and neighborhood deterioration are set in motion. Numerous charts and a review of the literature on optimum school size are included. (Author/IRT)

**ED 112 522** EA 007 577  
**Education in Transition. A Capsule Review 1960 to 1975.**

Canadian Education Association, Toronto (Ontario).

Pub Date 75

Note—48p.

Available from—Canadian Education Association, 252 Bloor Street West, 8th Floor, Toronto, Ontario M5S 1V5 Canada (\$2.00, Payment must accompany orders)

**Document Not Available from EDRS**

**Descriptors**—Citizen Participation, \*Educational Change, Educational Finance, \*Educational History, \*Educational Objectives, Educational Research, Equal Education, Nationalism, Public Opinion, \*Social Change, Social Values, Status, Teachers

**Identifiers**—\*Canada

This booklet takes a brief, factual look at the changes in Canadian education over the past 15 years and identifies some social changes that seemed to have an influence on education. Changes in public involvement in education, curriculum, status of teachers, financing, and the federal government's growth in financial assistance to education are described. Highlights are cited from provincial reports of committees, commissions, task forces, and surveys that have discussed the aims and objectives of education. (Author/MLF)

**ED 112 523**

*Bronzan, Robert T.*

**New Concepts in Planning and Funding Athletic, Physical Education, and Recreational Facilities.**

Pub Date 74

Note—247p.

Available from—Phoenix Intermedia, Inc., 292 Cherokee Avenue, St. Paul, Minnesota 55107 (\$9.95 plus postage)

**Document Not Available from EDRS**

**Descriptors**—Educational Specifications, \*Facility Guidelines, \*Facility Planning, \*Facility Requirements, Feminism, Financial Support, Futures (of Society), Higher Education, Leisure Time, Master Plans, Performance Specifications, \*Physical Education Facilities, Recreational Activities, \*Recreational Facilities, Secondary Education, Student Needs

The major purpose of this book is to provide information needed to plan, design, equip, and finance a sports-related facility. Planning and financing are discussed and guidelines offered for securing and compiling data for analysis in justifying new facilities. Other chapters discuss determining facility needs and eventual plans, selection of the architect, program objectives, and the interrelationships of philosophies, policies, programs, and facilities. Checklists and specifications cover the principles and concepts of planning (1) indoor facilities, (2) a sports arena and special events center, and (3) outdoor activity areas. Criteria are offered for the visual, thermal, atmospheric, and sonic environment, and information is provided about synthetic surfacing materials. Several examples of the use of modern technology to meet current facility needs are selected to demonstrate versatility in design concepts and functional uses. Appendixes contain checklists for planning indoor facilities, natatoriums, stadiums, and highlights of specifications for making facilities accessible for the physically handicapped. An index is also included. (MLF)

**ED 112 524**

*Nicholls, Audrey Nicholls, S. Howard*

**Developing a Curriculum: A Practical Guide. Unwin Education Books: 12.**

Pub Date 72

Note—116p.

Available from—International Publications Service, Collings, Inc., 114 East 32nd Street, New York, New York 10016 (\$12.50)

**Document Not Available from EDRS**

**Descriptors**—\*Curriculum Design, \*Curriculum Development, \*Curriculum Evaluation, \*Curriculum Planning, \*Educational Objectives, Elementary Secondary Education

The term curriculum development is a fairly new one in the educational language, though it is being used with increasing frequency. The purpose of this book is to explain what is meant by curriculum development and what is involved in curriculum planning. It outlines the relationship among the various elements in the curriculum and explains the factors that influence this relationship. Its purpose is not to suggest to teachers either what or how they should be teaching their pupils. This book, hopefully, will help teachers to establish a logical process enabling them to build a curriculum that, at any given time, is the best one they can provide for their pupils. It will also indicate the factors that influence the curriculum and, therefore, need to be taken into account. The chapters focus on situational analysis as well as on the four major stages of the curriculum development process: selection of objectives, selection and organization of content, selection and organization of learning experiences (methods), and evaluation. (Author/IRT)

**ED 112 525**

*Benjamin, Joe*

**Grounds for Play. An Extension of "In Search of Adventure."**

Pub Date 74

Note—101p.

Available from—International Publications Service, Collings, Inc., 114 East 32nd Street, New York, New York 10016 (\$5.00)

**Document Not Available from EDRS**

**Descriptors**—Building Materials, Case Studies, Child Development, \*Childhood Needs, Childrens Games, Community Attitudes, Found Spaces, \*Play, \*Playground Activities, \*Playgrounds, Space Utilization, Supervision, Toys

**Identifiers**—\*Adventure Playgrounds, England

EA 007 578

A report on adventure or "junk" playgrounds—areas that provide opportunities for children to build, dig, and play with materials under their own direction—begins with brief sections on the establishment of the original playground in Copenhagen, and the first American experiment, in Minneapolis, in 1950. The main body of the report is concerned with the first four major pioneer projects centered in Liverpool, London, Bristol, and Grimsby. Material is drawn from official reports and publications, newspaper and magazine articles, minute books, personal discussions, and files of the author's work with adventure playgrounds. It details the goals and approaches used; the problems arising from the inevitable untidiness of the playgrounds; and the difficulties of leaders expected to understand, supervise, and provide for the varying needs of all types and ages of children. The final two chapters discuss the language of play and playleadership in respect to role, training, and career structures. A bibliography and list of information and resource centers conclude the report. (Author/MLF)

**ED 112 526**

*Brubaker, Dale L. Nelson, Roland H., Jr.*

**Creative Survival in Educational Bureaucracies.**

Pub Date 74

Note—205p.

Available from—McCutchan Publishing Corporation, 2526 Grove Street, Berkeley, California 94704 (\$9.75, Quantity discounts)

**Document Not Available from EDRS**

**Descriptors**—\*Bureaucracy, \*Change Strategies, \*Educational Administration, Elementary Secondary Education, Higher Education, \*Organization, Organizational Climate, Organizational Effectiveness, \*School Organization

In order to survive creativity in and change educational organizations, the decision-maker needs to understand how these organizations presently function. Educational organizations are discussed as sociopolitical systems and a conceptual framework is proposed for analysis, planning, implementation, and evaluation. The five functions that educational organizations perform for students are identified and described: confinement, training, indoctrination, sorting, and providing the conditions for personal or self-development. Most educational organizations are based on a bureaucratic model; a case is built for a new organizational model that retains the bureaucratic form for governance functions while using the professional form for curriculum and instruction matters. A number of operational guides are offered to aid the decision-maker in getting the most out of his organization as it is presently structured, while at the same time working toward a new organizational model. (Author/MLF)

**ED 112 527**

**Public Testimony on Public Schools.**

National Committee for Citizens in Education, Columbia, Md.

Pub Date 75

Note—289p.

Available from—McCutchan Publishing Corporation, 2526 Grove Street, Berkeley, California 94704 (\$11.00, Quantity discounts)

**Document Not Available from EDRS**

**Descriptors**—Alternative Schools, \*Citizen Participation, Collective Bargaining, Decision Making, Educational Accountability, Educational Alternatives, Educational Change, Elementary Secondary Education, \*Governance, \*Policy Formation, Political Power, Power Structure, \*Public Opinion, \*Public Schools, Teacher Associations

This book reports on public hearings that examined issues related to the question "Who controls the public schools?" The hearings concerned the citizen's role in the establishment of policy and in decision-making in the operation of the public schools. Hearings were held in Minneapolis, St. Louis, Portland (Oregon), Atlanta, and Los Angeles. Testimony was also taken from citizen activists from Alabama, Mississippi, Florida, and South Carolina. The book also includes chapters on the major governance issues and offers a governance plan claimed to be "a first step toward returning control of American schools to the people they serve." (Author/MLF)

**ED 112 528**

*Bushey, Julia A.*

**Drug Education: Goals, Approaches, Evaluation, ERS Report.**

Educational Research Service, Washington, D.C.

Pub Date 75

Note—33p.

Available from—Educational Research Service, Inc., 1815 North Fort Myer Drive, Arlington, Virginia 22209 (\$6.00, Quantity discounts, Payment must accompany orders of less than \$10.00)

**Document Not Available from EDRS**

Descriptors—Affective Objectives, Cognitive Objectives, \*Drug Abuse, \*Drug Education, Elementary Secondary Education, Evaluation, Objectives, \*Program Descriptions, \*Program Evaluation

An examination of the extensive drug education literature as well as of specific school drug education programs indicates that the present confusion over drug education results from confusion over definitions, goals, approaches, and evaluation. This report, based on an examination of recent literature and on information and printed materials on specific 1974-75 school drug education programs, contains descriptions and examples of the goals, teaching methods, and evaluation techniques used in drug education programs. Pertinent definitions are presented within each area. The seven major goals of drug education, each or any number of which could be the goal of a program, are to increase an individual's knowledge about drugs, to affect an individual's attitudes toward the personal consumption of drugs, to alter an individual's drug use behavior, to increase an individual's participation in alternatives, to enhance an individual's ability to clarify his or her values, to improve an individual's decision-making skills, and to improve an individual's self-concept. The major approaches used are the cognitive and affective and a combination of the two. Outlines of drug education programs used in 13 school systems and an extensive bibliography are included. (Author/IRT)

ED 112 529

EA 007 586

Stieber, Gertrude N.

Methods of Scheduling Salaries for Principals.

ERS Report.

Educational Research Service, Washington, D.C.

Pub Date 75

Note—92p.

Available from—Educational Research Service, Inc., 1815 North Fort Myer Drive, Arlington, Virginia 22209 (\$10.00, Quantity discounts, Payment must accompany orders of \$10.00 or less)

**Document Not Available from EDRS**

Descriptors—Contract Salaries, Elementary Secondary Education, Merit Pay, \*Principals, \*Salaries, \*Salary Differentials, Statistical Data

This study analyzes and reports the various methods public school systems use to schedule salaries for supervising principals. No attempt is made to prescribe or recommend procedures for scheduling salaries; rather, present practices are identified, described, and analyzed. Some unusual practices are included. For example, the procedure of relating the salary schedule for principals to the salary of the school superintendent rather than to the salaries of teachers. In general, there are four major components of the salary schedules analyzed in this study: (1) base for the schedule, (2) structure of the schedule, (3) incremental pattern of the schedule, and (4) advancement on the schedule. The extensive statistical data covers 272 public school systems with enrollments of 300 or more. (Author/IRT)

**EC**

ED 112 530

EC 073 252

Dustin, Josephine And Others

Training Procedure Manual for the Mentally Retarded.

Fairview Hospital and Training Center, Salem, Ore.

Pub Date 75

Note—237p.

EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage

Descriptors—\*Custodial Mentally Handicapped, \*Daily Living Skills, \*Eating Habits, Exceptional Child Education, \*Hygiene, Institutionalized (Persons), Mentally Handicapped, Motor Development, \*Self Care Skills

Presented is a training procedure manual for institutionalized moderately, severely, and profoundly retarded persons. Teaching activities are suggested for the following skill areas: motor

development and awareness (including sensory stimulation, mat skills, and music and basic rhythm); toileting; eating skills (such as straw sipping and table manners); dressing; hygiene (including handwashing and shaving); grooming; clothing care; homemaking skills (such as dusting and simple cooking); scholastic skills (including color concepts and simple budgeting); and survival, travel, and social skills. Within each area, tasks are broken down into sequential steps and appropriate cue words are provided for the trainer. The manual also includes a training program for adults to learn how to deal with children. (CL)

ED 112 531

EC 073 436

Painter, Marylyn

The Santa Cruz Eleven: A Comprehensive Plan for the Education of Autistic and Seriously Emotionally Disturbed Children.

Santa Cruz County Board of Education, Calif.

Spous Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Sep 74

Note—243p.

EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage

Descriptors—\*Autism, Childhood, Definitions, \*Demonstration Projects, Early Childhood, \*Emotionally Disturbed, Equal Education, Exceptional Child Education, Financial Support, \*Program Descriptions, Program Evaluation, Regular Class Placement, Staff Improvement, Student Evaluation

Identifiers—\*California (Santa Cruz), Elementary Secondary Education Act Title III, ESEA Title III

Reported are the results of the 3-year Santa Cruz pilot project involving 11 disturbed children (4- to 12-years-old) to determine if autistic and severely emotionally disturbed (SED) children could benefit from a public school program. A program description and recommendations for implementation are presented in ten chapters having the following titles: "Pleading the Fourteenth for the Autistic and Seriously Emotionally Disturbed" (legislation and special education), "Diagnosis and Definitions: Who are the Autistic and Seriously Emotionally Disturbed?", "The Santa Cruz Program—A Description", "The Santa Cruz Behavioral Characteristics Progression Chart" (a tool for assessing the development of a handicapped pupil), "Transition: The Big Adventure" (integration of children into a regular class program), "Evaluation: How Effective Was the Santa Cruz Program?", "Manpower Planning and Development" (putting together the program staff), "The Classification System: Where Do the Autistic-SED Fit?", "Delegation of Responsibility: The Local Comprehensive Plan" (preparing a detailed report of programs and services provided), and "A Financial Model for Special Funding." Results are seen to provide evidence that public school education is feasible for autistic and SED children. Appendixes are included, such as a comparison of terms used by three classification systems for individuals with exceptional needs. (SB)

ED 112 532

EC 073 554

Braddock, David L. Sosowsky, Larry

Trend Analysis of Administrative Documents Pertinent to the Community Alternatives and Institutional Reform Planning Grant Program. A Report to the U. S. Department of Health, Education and Welfare.

Council for Exceptional Children, Reston, Va. Program for the Analysis of Deinstitutionalization Resources.

Spous Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date 31 Aug 75

Note—90p.; For related documents see EC 073 555 and 556

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Community Resources, Exceptional Child Research, \*Handicapped Children, Residential Programs, State Legislation, State Programs, \*State Surveys, Surveys, \*Trend Analysis

Identifiers—\*Deinstitutionalization, Developmental Disabilities

To identify trends in institutional reform and deinstitutionalization of the developmentally disabled, 34 administrative documents emanating from a federally funded planning grant program were examined. Documents were gathered in

response to a survey letter to state Developmental Disabilities Councils, and fact sheets summarizing the documents were prepared. A comparison technique evaluated the presence of legislative, organizational, budgetary and client centered trends. Data produced such recommendations as the need in Alaska and Minnesota for public information about available community services, and in Michigan and Vermont for community mental health centers to assume responsibility for providing community based services. Also identified were critical deficiencies impeding deinstitutionalization (including lack of alternative residential services) and institutional reform (such as insufficient public funding). (Included in three appendixes are state document fact sheets.) (CL)

ED 112 533

EC 073 555

Braddock, David L.

Analysis of Data Emanating from Surveys of Residential Facilities Conducted by the Accreditation Council for Facilities for the Mentally Retarded. A Report to the U. S. Department of Health, Education and Welfare.

Council for Exceptional Children, Reston, Va. Program for the Analysis of Deinstitutionalization Resources.

Spous Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date 31 Aug 75

Note—78p.; For related documents see EC 073 554 and 556

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*Accreditation (Institutions), Data Analysis, Exceptional Child Research, Institutional Environment, \*Mentally Handicapped, Residential Programs, \*Standards, State Programs, \*Surveys

To determine critical deficiencies in institutional reform related to accreditation, data from surveys conducted by the Accreditation Council for Facilities for the Mentally Retarded were analyzed. Identified were critical standards with which significant proportions of the facilities surveyed did not comply, formulated was an object-classification scheme describing residential services, and evaluated was the presence or absence of trends. Data indicated that over two-thirds of all critical standards identified were covered in the requirement for provision of active habilitation programming to each resident, and that evaluation and program planning, documentation, physical environment and integration of the multihandicapped were ranked as the most critical facility deficiencies. (Included in five appendixes are the classified critical standards for all facilities surveyed and the list of 651 standards classified according to topical requirements for residential facilities.) (CL)

ED 112 534

EC 073 556

Reintegrating Mentally Retarded People into the Community: An Annotated Bibliography of Print and Audiovisual Information and Training Materials.

Council for Exceptional Children, Reston, Va. Program for the Analysis of Deinstitutionalization Resources.

Spous Agency—Oregon Univ., Eugene. Rehabilitation Research and Training Center in Mental Retardation.; Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date Aug 75

Note—31p.; For related documents see EC 073 554 and 555

Available from—Council for Exceptional Children, 1920 Association Drive, Reston, Va. 22091 (free while supply lasts)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Annotated Bibliographies, Audiovisual Aids, \*Community Programs, Community Resources, Exceptional Child Services, Films, Filmstrips, Innovation, \*Mentally Handicapped, Program Descriptions, \*Research Reviews (Publications), \*Resource Materials

Identifiers—\*Deinstitutionalization

Presented in the annotated bibliography are 123 print and nonprint references (1962 to 1975) which document innovating efforts for reintegrating mentally retarded people into the community. It is explained that the references have been compiled from mail surveys, computer searches of national information systems, library handsearches and a telephone survey of Developmental Disabilities Consultants. Entries are listed alphabetically by title and usually contain author's name,

publication date, pagination and availability information, and a brief summary. Print material includes journal articles, books, booklets, project reports, conference reports and monographs. Provided in the nonprint material is information on films and slideshows. (CL)

**ED 112 535** EC 073 558

*Lynch, Elizabeth Ross, Jeanne*

**Speech Improvement for the Trainable Retarded: A Manual for the Classroom Teacher. Revised Edition. (Includes Speech Improvement Activity Book).** NCEMMH Reprint Series.

National Center on Educational Media and Materials for the Handicapped, Columbus, Ohio.

Report No—NC-75.901; NC-75.902

Pub Date 75

Note—200p.

Available from—Publications Sales Division, Ohio State University Press, 2070 Neil Avenue, Columbus, Ohio 43210 (\$5.85 a set); Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

**Descriptors**—Articulation (Speech), \*Class Activities, Elementary Education, Exceptional Child Education, Instructional Aids, \*Language Development, Manuals, Mentally Handicapped, \*Speech Skills, \*Teaching Guides, \*Trainable Mentally Handicapped

Presented are 39 lessons and student worksheets designed to help the classroom teacher improve the speech skills of trainable retarded elementary school children. It is explained that the lessons and corresponding activity sheets focus on auditory discrimination, speech sounds and sentence patterns. Lessons are sequenced and usually contain a review, several activity suggestions, an assignment, and a list of materials. Speech sounds are presented in a developmental pattern beginning with the easiest to produce and are incorporated in whole words and sentences. The format of the activity coloring book lends itself to easy copying for classroom use. (CL)

**ED 112 536** EC 073 607  
**A Guide to Education and Services for the Multi-Handicapped.**

DeKalb County Board of Education, Decatur, Ga. Pub Date 74

Note—427p.

**EDRS Price MF-\$0.76 HC-\$22.21 Plus Postage**

**Descriptors**—Class Activities, \*Curriculum Guides, Exceptional Child Education, Instructional Materials, Language Development, Motor Development, \*Multiply Handicapped, Primary Education, \*Program Descriptions, Self Care Skills, \*Student Evaluation, Teaching Methods, Visual Perception

**Identifiers**—Georgia Center for the Multihandicapped

Presented is a curriculum guide for children with multiple sensory impairments, and described is the Georgia Center for the Multi-Handicapped. Provided are developmental scales for evaluating receptive and expressive language, auditory skills, visual perception, and motor skills. Preprimary and primary curricula (covering such areas as self-care skills and social maturity) are reviewed. Motor skills and visual perceptual training activities are listed along with curriculum activities for preprimary and primary levels. Included in the activities description is information on materials and procedures. Excerpts from children's progress records are also provided. Covered in three appendixes are such topics as progress reports and explanations, and learning sequences to assist evaluation. (CL)

**ED 112 537** EC 073 625

*Castleberry, Michael Gazvoda, Marjorie*

**Complementary Teacher Training Program: Academic Year 1973-74; Three Year Report 1971-74.**

George Washington Univ., Washington, D.C. School of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date 30 Aug 74

Grant—OEG-0-71-1435(603)

Note—221p.; Not available in hard copy due to marginal legibility of the original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Bibliographies, \*Demonstration Projects, Elementary Education, Emotionally

Disturbed, Evaluation, Exceptional Child Education, \*Handicapped Children, Learning Disabilities, \*Program Descriptions, \*Program Effectiveness, Program Evaluation, Regular Class Placement, Resource Teachers, Student Teachers, \*Teacher Education

**Identifiers**—Complementary Teacher Training Program, George Washington University

The report describes and evaluates George Washington University's Complementary Teacher Training Program during the 1971-74 period. It is explained that the demonstration program was designed to prepare undergraduate special education resource teachers to work directly with mainstreamed handicapped (including learning disabled and emotionally disturbed) elementary students and as consultants to school staff members. Cited are positive results of the training in such areas as self-esteem, interpersonal relationships, and professional information; and noted is the fact that most program graduates have secured employment as either complementary (22), special education (6), or elementary education (6) teachers. Extensive appendixes include information on the results of research evaluating the program, responses by teachers and principals to questionnaires about program and trainee effectiveness in their schools, a journal article describing the program, course outlines, and four bibliographies that list approximately 300 references. (LH)

**ED 112 538** EC 073 627

**Expert Meeting on Education of the Deaf: Paris, 30 September-4 October 1974. Report of the Meeting.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No—ED-74-CONF-645-17

Pub Date 29 Nov 74

Note—18p.; Proceedings of Expert Meeting on Education of the Deaf (Paris, France, 30 September-4 October 1974)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Aurally Handicapped, Conference Reports, Cultural Differences, \*Curriculum, Deaf, \*Educational Methods, Exceptional Child Education, Foreign Countries, \*International Organizations, \*Normalization (Handicapped)

Summarized are the papers given by 13 experts in education of the deaf from 12 countries who attended a conference sponsored by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) which focused on curricula, teaching methods, adaption to the community, and problems of the hearing impaired. Topics discussed included curricula for handicapped children in developing countries, curriculum and methods for teaching the deaf in specific countries such as Nigeria and Argentina, training of teachers for the deaf, language development and communication of the deaf, detection of deaf children and guidance of their parents, and integration of the deaf into school and society. Among recommendations by the conference listed are that a continuum of educational programs be offered for hearing impaired children ranging from total custodial care to complete integration and that longitudinal research to conducted into individual integration experiments, that the importance of early diagnosis and treatment be publicized by means of the mass media, and that UNESCO stimulate international and regional cooperation to improve educational services to the hearing impaired. (DB)

**ED 112 539** EC 073 628

*Stott, Thomas W.*

**Attention and Concentration in Trainable Mentally Retarded Children.**

Pub Date Jan 70

Note—70p.; Not available in hard copy due to marginal reproducibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Attention Span, Discrimination Learning, Exceptional Child Research, Mentally Handicapped, Program Effectiveness, \*Teaching Methods, Time Factors (Learning), \*Trainable Mentally Handicapped

Evaluated was the effectiveness of the TAC (Training in Attention and Concentration) Program with seven trainable retarded persons, 8- to 20-years-old. Pre- and posttest data were obtained on the Maze-trial test, a picture discrimination test, buttons test, and object sort test. The TAC Program consisted of 10 structured les-

sons on such tasks as examining objects by touch with eyes closed and matching two objects by similarities and by differences. Results suggested that the more severely retarded Ss worked more diligently as a result of training, that the group demonstrated an increased ability to observe differences in objects, and that Ss increased their ability to form concepts regarding shape, color, and size. (CL)

**ED 112 540** EC 073 629

**A Feasibility Study of a Demonstration Project to Alert SSI-Eligible Children to Study Their Experience with the Program.**

National Council of Organizations for Children and Youth, Washington, D.C.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date 25 Sep 74

Note—63p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—Delivery Systems, \*Demonstration Projects, Disadvantaged Youth, \*Economically Disadvantaged, Enrollment, Exceptional Child Services, \*Handicapped Children, Identification, \*Information Dissemination, Low Income, Program Budgeting, \*Program Proposals, Social Services, Staff Role, Volunteers

**Identifiers**—\*Supplemental Security Income Program

The report examines the need for an outreach program to alert families of low-income handicapped children (from birth through 18 years old) to assistance available under the Social Security Administration's Supplemental Security Income (SSI) program. In an introductory section, it is explained that unknown numbers of SSI-eligible children are not receiving benefits; and a model program to facilitate early identification, correct diagnosis, enrollment, and service delivery is proposed. Discussed in section 2 are feasibility issues related to alerting SSI-eligible children, using volunteers in a model outreach program, and evaluating the effectiveness of SSI operations. Presented in section 3 is a detailed description of the proposed demonstration project, including such design as initial organization training staff coordinators and volunteers, preparing publicity materials, and project operations related to outreach, escort service and data collection. Sections 4 and 5 deal with criteria for recommending Atlanta, Georgia as a demonstration site and with staff and budgetary considerations. Included in the appendixes are lists of member agencies of the National Council of Organizations for Children and Youth and of persons interviewed concerning the demonstration project. (LH)

**ED 112 541** EC 073 630

*Kern, Bonnie*

**Career Education for the Handicapped; Focus: Rural and Remote.**

Washington State Intermediate School District 109, Everett.

Pub Date 75

Note—120p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—\*Administration, \*Career Education, Curriculum Design, \*Curriculum Guides, Educational Objectives, Elementary Secondary Education, Exceptional Child Education, \*Handicapped Children, Program Planning, Records (Forms), \*Rural Areas, Staff Role, Student Evaluation, Work Study Programs

**Identifiers**—Needs Assessment, Washington

Intended primarily for special education teachers and principals, the manual describes procedures for organizing and implementing career education programs for handicapped students in rural or remote areas. The program descriptions, methods, and sample forms contained in the manual were used successfully by one or more of five small, rural school districts in the state of Washington. Among suggested steps for developing career education programs are identifying key personnel (such as vocational teachers), establishing a community advisory committee, assessing student and faculty needs, selecting goals, and providing supportive services (through inservice teacher training and the use of itinerant staff members). Focused on are the following aspects of program management: delegating responsibilities to vocational rehabilitation and guidance counselors, developing a work activity guide for clarifying staff roles, problems of supervising students' work-study experiences in

rural areas, visitation records and other forms for student evaluation, and career education activities. Types of program evaluation are briefly discussed, and lists of materials and resources for career education programs are appended. (LH)

**ED 112 542** **EC 073 655**

*Tyack, Dorothy Gottsleben, Robert*  
**Language Sampling, Analysis and Training: A Handbook for Teachers and Clinicians.**

Pub Date 74

Note—56p.

Available from—Consulting Psychologists Press, 577 College Ave., Palo Alto, California 94306

Document Not Available from EDRS

Descriptors—Aphasia, Exceptional Child Education, Glossaries, Individualized Instruction, \*Language Handicapped, \*Language Patterns, Learning Disabilities, Psycholinguistics, \*Remedial Instruction, \*Student Evaluation, \*Teaching Methods

Identifiers—\*Needs Assessment

Intended for teachers and speech clinicians, the handbook and accompanying worksheets describe research-based psycholinguistic procedures for needs assessment and individualized instruction of language-delayed children, including aphasics. Four main chapters explain how to collect a language sample (a systematic transcription of the student's spoken responses); how to analyze the sample (including instructions for counting words and classifying sentences); how to write training programs based on analysis of the sample; and how to conduct, record, evaluate, and report the results of training programs. Examples of instructional techniques are offered throughout the text. Also provided is a glossary of linguistic and behavioral terms. Five appendixes contain instructions for counting morphemes and categorizing sentence constructions, analyses of two samples from language-delayed children, and a practice exercise in sentence classification (with answers). (LH)

**ED 112 543** **EC 073 656**

**A Comprehensive State Plan for the Education of Young Handicapped Children Below Age 5 in Virginia.**

Virginia State Dept. of Education, Richmond. Div. of Special Education.

Pub Date Feb 74

Note—54p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Administration, Delivery Systems, Exceptional Child Education, \*Handicapped Children, Infancy, Preschool Education, \*Program Planning, \*State Departments of Education, \*State Programs, State Standards

Presented is the 1974 Virginia state plan for the education of handicapped children below 5 years of age. The tentative program is outlined, examples of potential service components (such as mobile classrooms and small group programs) are given, and personnel categories are reviewed. Summarized are administrative and technical assistance available from the State Department of Education. Cost factors and evaluation are briefly considered. Included in the two appendixes which comprise more than half of the document are a list of selected references and sample evaluation checklists for gross motor, fine motor, social, cognitive, linguistic, and verbal development. (CL)

**ED 112 544** **EC 073 657**

*Barnard, Kathryn*

**A Program of Stimulation for Infants Born Prematurely.**

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Div. of Nursing.

Note—32p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Aural Stimuli, Body Weight, Followup Studies, \*General Education, \*Infancy, Kinesthetic Perception, Physiology, \*Premature Infants, Program Effectiveness, \*Research Projects, \*Sleep, \*Stimulation

Examined was the effect of low frequency auditory and kinesthetic stimulation on the sleep behavior of seven premature normal infants. Stimulation consisted of positioning in a rockerbed and exposure to a recorded heartbeat for 15 minutes an hour. Measured were Ss's sleep wakefulness, weight change, and gestational development. Analysis of the data indicated that the duration of Ss's quiet sleep was significantly increased while a control group's declined.

Although not significant, positive differences were also found in measures of weight gain and maturation. Results of followup evaluations favored the six experimental Ss over the five control Ss on such measures as the Home Inventory for infants and the Bayley Infant Scales. (CL)

**ED 112 545** **95** **EC 073 658**

*Cross, Lee, Comp.*

**Planning Programs and Activities for Infants and Toddlers: A Bibliography.** Tadscript No. 6.

North Carolina Univ., Chapel Hill. Technical Assistance Development System.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No—Tadscript-6

Pub Date 75

Note—34p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Administration, \*Bibliographies, Curriculum, Exceptional Child Education, Films, General Education, \*Handicapped Children, \*Infancy, Parent Education, Program Planning, Teaching Methods

The bibliography presents approximately 100 references (1961-75) on planning programs and activities for infants and toddlers. Although many of the documents relate to normal children, the activities are equally applicable to children with handicaps. Entries are arranged alphabetically by author within the following categories: curriculum and activities, information on resources for administrators (including staff training and program standards), materials and information for parents, and training films. Each reference usually contains author's name, title, date, brief summary, price and availability information. (CL)

**ED 112 546** **EC 073 662**

**Directory of Inpatient Facilities for the Mentally Retarded.**

National Center for Health Statistics (DHEW), Rockville, Md.

Report No—DHEW-(HRA)-75-1230

Pub Date May 75

Note—122p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—\*Directories, Exceptional Child Services, \*Institutions, \*Mentally Handicapped, National Surveys, State Programs

Listed in the directory are 1343 inpatient facilities for the mentally retarded in the United States. It is explained that the facilities have been compiled from the Master Facility Inventory developed by the Division of Health Manpower and Facilities Statistics in the National Center for Health Statistics. Listings are arranged alphabetically by state, city within state and name of facility within city. In addition, the following information is usually provided: address, ownership, number of beds, and age and sex accepted. (CL)

**ED 112 547** **EC 073 663**

**Mental Retardation and the Law: A Report on Status of Current Court Cases.**

President's Committee on Mental Retardation, Washington, D.C.

Report No—DHEW-OHD-76-21012

Pub Date Jun 75

Note—40p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Civil Liberties, \*Court Cases, Due Process, Equal Education, Exceptional Child Services, \*Legislation, \*Mentally Handicapped, State Legislation

Featured in the issue is an analysis of the consent Decree in New York State Association for Retarded Children v. Carey (Willowbrook case). In addition, summaries and updated information are presented for 25 new cases and 34 cases previously reported regarding the following topics: architectural barriers, classification, commitment, custody, education (including West v. Secretary of Defense in California and Wilcox v. Carter in Florida), employment, protection from harm, guardianship, sterilization, treatment (including Wyatt v. Hardin in Alabama and Welsh v. Likins in Minnesota) and voting. The Willowbrook case is said to be important because it provided relief for institutionalized retarded persons based on the right to protection from harm theory. (CL)

**ED 112 548** **EC 073 664**

*Brolin, Donn E., Ed.*

**Proceedings of Project PRICE Trainer's Workshop: Working Paper No. 5.**

Missouri Univ., Columbia. Coll. of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Jul 75

Grant—OEG-451-AH-50098

Note—86p.; For related document, see EC 062 914

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*Career Education, Daily Living Skills, \*Educable Mentally Handicapped, Elementary Secondary Education, Exceptional Child Education, Inservice Programs, Interpersonal Competence, Job Skills, \*Leisure Time, Mentally Handicapped, Recreation, \*Teaching Methods, Values

Identifiers—\*Project PRICE

Presented are nine papers delivered at the 1975 Trainer's workshop of Project PRICE (Programming Retarded in Career Education). It is explained that Project PRICE is designed to develop an inservice model for training regular and special educators to provide effective career education to educable retarded students from kindergarten through grade 12. Discussed in Part I by N. Gysbers is the need to view career education from a life-centered rather than work-centered approach. C. Kohaska details such career education considerations as mainstreaming, normalization and the economic situation. A framework of the major systems and methods for implementing values education are provided by E. Moore. Part II contains descriptions of methods for teaching the following career education competencies: daily living skills (by C. Earhart), personal social skills (by C. Magnuson), and occupational abilities (by J. Alexander). The development of the competency to utilize recreation and leisure time is addressed in Part III by G. Hitzhusen, L. Johnson, P. Verhoven and J. Goldstein. (CL)

**ED 112 549** **EC 073 665**

*Healey, William C. Karp-Nortman, Doreen S.*

**The Hearing-Impaired Mentally Retarded: Recommendations for Action 1975.**

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date 75

Note—164p.

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

Descriptors—Aurally Handicapped, Exceptional Child Education, Exceptional Child Services, \*Financial Policy, Interagency Cooperation, \*Legislation, Mentally Handicapped, \*Multiply Handicapped, \*Program Design, \*Program Development, Severely Handicapped, Staff Role

Recommendations for action in serving the hearing impaired mentally retarded (HIMR) are presented by a committee composed of representatives from the American Speech and Hearing Association, the Conference of Executives of American Schools for the Deaf, and the American Association on Mental Deficiency. The population is defined to include those individuals who have hearing impairment, subaverage general intellectual functioning and deficits in adaptive behavior. Reviewed are the constitutional and legal rights of handicapped persons, and outlined are significant federal funding provisions affecting services to the HIMR. Problems within the existing system of services are summarized, and suggestions for program coordination (such as development of comprehensive data systems and establishment of a national information center) are made. Prevention services and early identification are described among the aspects of a continuum of services for the HIMR. Considered in a discussion of personnel availability and utilization are the use of interdisciplinary personnel and training programs for professionals and paraprofessionals. Listed are the committee's issues and recommendations for such areas as legislation, financing, administrative and organizational structure, and teaching, management and supervision. Included in four appendixes is a list of professional and governmental resources. (CL)

**ED 112 550** **EC 073 667**

*Storms, Walt W.*

**Cost Effectiveness for Gifted and Talented Educational Programs.**

Ohio State Dept. of Education, Columbus. Div. of Special Education.

Pub Date [75]

Note—15p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Cost Effectiveness, \*Educational Programs, \*Evaluation Methods, Exceptional



Child Education, Expenditure Per Student, Gifted, Guidelines, \*Measurement Techniques, Program Budgeting

Presented is a systematic approach for analyzing cost effectiveness of gifted and talented educational programs in terms of categorizing funds, prorating expenditures, designing a data collection form, determining cost effectiveness, and considering multiple variable implications. All costs are reported to be subsumed under six major categories: administration, staff support personnel, supervision of instruction, direct instruction, auxiliary services, and operation and maintenance of school plant. Described are the methods of prorating expenditures which include the time method, average daily membership, time flow area, hour consumption, and quantity consumed method. A layout for a data collection form is provided as well as a measure for obtaining a cost effectiveness ratio. Also outlined are two examples of a multiple variable ratio system which notes ways to measure and weigh five major variables (student achievement, children's attitudes, parent concern, community input, and teacher opinion) in both self-contained and enrichment programs. Procedure examples and tables are also provided. (SB)

ED 112 551 EC 073 668

Brasel, Kenneth E. Quigley, Stephen P.  
The Influence of Early Language and Communication Environments on the Development of Language in Deaf Children.

Illinois Univ., Urbana. Inst. of Research for Exceptional Children.

Pub Date 75

Note—159p.

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—Aurally Handicapped, Comparative Analysis, \*Deaf, Early Childhood Education, Educational Methods, Elementary Secondary Education, \*Environmental Influences, Exceptional Child Research, \*Language Ability, \*Manual Communication, \*Oral Communication, Parent Influence, Performance Factors

Seventy-two deaf Ss (10- to 19-years-old) were tested, employing the Test of Syntactic Ability (TSA), the language sub-tests of the Stanford Achievement Test (SAT), and analyses of written language samples, in a study of the influence of early language and communication environment on their later syntactic language ability. Ss were divided into four groups: the Manual English (ME) Group whose parents were deaf, had a good command of English, and used manual communication in the form of Manual English; the Average Manual (AM) Group whose parents were deaf, had language showing gross deviations from Standard English, and used manual communication with the Ss from infancy; the Intensive Oral (IO) Group who had been enrolled in a formal Oral educational program and whose parents had received formal training in using oral methods exclusively and intensively with their children; and the Average Oral (AO) Group who had been enrolled in a formal Oral educational program and whose parents had received no formal training in oral methodology. Results showed significant superiority of the ME group over the two Oral groups on five of the six test structures of the TSA; and significant superiority of the ME group over the other three groups on all four sub-tests of the SAT. (Author/LS)

ED 112 552 EC 073 671

Liben, Lynn S.

A Developmental Approach to the Experiential Deficiencies of Deaf Children.

Spons Agency—Grant Foundation, New York, N.Y.; Society for Research in Child Development, Lafayette, Ind.

Pub Date 75

Note—16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Aurally Handicapped, \*Cognitive Development, Communication Problems, \*Deaf, Environmental Influences, Exceptional Child Education, \*Learning Theories, Manual Communication, \*Physical Environment, \*Social Development

Considered are ways in which developmental theories, methodologies, and research findings may be used to clarify the concept of experiential deficiencies of deaf children. Examined are the effects on deaf children of deprivations in physi-

cal experiences (such as the reduction of information about objects provided by auditory feedback) and in social experiences (such as the limitation imposed on parent-child interaction due to lack of a common communication mode). The author stresses the need for a communication system shared by the deaf child and the people in his environment, and suggests use of Signed English (rather than American Sign Language) in educational settings and in homes with hearing parents. (LS)

ED 112 553 EC 073 672

Worley, John C., Jr.

The Establishment of Learned Reinforcers in Mildly Retarded Children. IMRID Behavioral Science Monograph No. 24.

George Peabody Coll. for Teachers, Nashville, Tenn. Inst. on Mental Retardation and Intellectual Development.

Pub Date 73

Note—94p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*Educable Mentally Handicapped, Exceptional Child Research, Learning, \*Learning Theories, Mentally Handicapped, \*Motivation, Reinforcement, Social Influences

Research regarding the establishment of learned reinforcement with mildly retarded children is reviewed. Noted are findings which indicate that educable retarded students, possibly due to cultural differences, are less responsive to social rewards than either nonretarded or more severely retarded children. Characteristics of primary and secondary reinforcers are described, and learning theories relevant to motivation are evaluated for their potential in changing mildly retarded students' reinforcement systems. Considered are procedures for establishing reinforcement based on three categories of learning theory: contiguity theory (including operant conditioning), cognitive theory, and exposure theory (including drive theory). Proposed is an integrated theory of reinforcement which incorporates principles from existing theories. (CL)

ED 112 554 EC 073 673

Kappelman, Murray M.

Learning Disabilities: Diagnosis and Prescription.

Note—11p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Cooperative Programs, \*Diagnostic Teaching, Educational Needs, Elementary Education, Exceptional Child Education, Inservice Teacher Education, \*Interdisciplinary Approach, \*Learning Disabilities, \*Student Evaluation

Identifiers—Elementary Secondary Education Act Title VI, ESEA Title VI, Maryland

The author advocates an interdisciplinary team approach to diagnosis and prescription for the elementary school learning disabled (LD) child. Described is a 5-year project, funded under Title VI, operating within 11-18 elementary schools surrounding the University of Maryland Hospital. Biweekly services are offered to participating schools by a task-oriented multiprofessional team that includes a nurse, a physician, a diagnostic and prescriptive educator, a psychologist, a communications specialist, and a social worker, as well as the child's classroom teacher and principal. Stressed is the importance of monitoring the child's educational needs and re-evaluating his progress on a regular and frequent basis. Successful results of the interdisciplinary team approach are said to include observable educational improvement for 52 percent of LD children served during 1971 and improved inservice training (in such areas as early identification and development of specific prescriptive techniques) for regular class and resource room teachers. (LH)

ED 112 555 EC 073 674

Instructional Support: Ego Enhancement for Potential School Dropouts.

Plattsburgh City School District, N.Y.

Pub Date [75]

Note—12p.; Report from Beekmantown Central School

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Culturally Disadvantaged, Demonstration Projects, \*Disadvantaged Youth, Economically Disadvantaged, Exceptional Child Research, Inservice Teacher Education, Instructional Materials, Parent Counseling, \*Primary Education, \*Program Effectiveness,

\*Remedial Programs, \*Self Concept, Teaching Methods

A study of 13 disadvantaged first grade students enrolled in a 4-year remedial education program was conducted to determine program effectiveness in terms of academic skill and self-concept improvement. A model was developed which used the learning center approach within classroom boundaries, and involved a psychologist, a reading teacher, classroom teachers (for grades K-3), and volunteers. The teacher-directed educational program consisted of a highly-structured, slow-paced teaching method; materials such as basal readers, language development kits, and audiovisual equipment; a parent involvement component; and preservice and inservice training for teachers. Results obtained by comparing Ss with controls from regular grades showed that experimental Ss progressed faster in word recognition, did not differ significantly in IQ level, attained a significantly higher level of maturity, and showed a significantly lower incidence of personality and interpersonal adjustment problems. (A diagram illustrating the model and statistical tables are also provided.) (SB)

ED 112 556 EC 073 741

Brainard, Suzanne Gage, Ed.

Learning Disabilities: Issues and Recommendations for Research

National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 74

Note—153p.; Papers derived from the National Institute of Education Conference on Learning Disabilities, July 1974

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—Conference Reports, \*Educational Needs, Environmental Influences, Exceptional Child Research, \*Learning Disabilities, \*Neurology, \*Psychology, \*Research Needs, Sociology

Presented are eight author contributed papers on research needs in the neuropsychological, socio-environmental, and educational aspects of learning disabilities. Issues focused on in the papers and conference include the definition of learning disabilities, the role of screening in prevention or remediation, and whether curriculum should focus on the strengths or weaknesses of individuals. Among research recommendations given for the three areas are the study of effects of social communication networks and interaction patterns on learning, developing behavioral criteria and neurological indices of hyperactivity, and developing profile type assessments to help individualize instructional programs. The following are titles and authors of included papers: "The Handicapped Learner—Recommendations for Research" (Marion Blank); "The Biological Bases of Development" (Susan Carey-Block); "Systematic Instructional Procedures—An Instructional Hierarchy" (Noris Haring); "Applied Behavior Analysis and Learning Disabilities—Curriculum Research Recommendations" (Thomas Lovitt); "Socio-cultural Correlates of Learning and Behavior Problems" (Jane Mercer); "The Mundane Extreme Environment and Its Effect on Learning" (Chester Pierce); "The Neurological Assessment of Learning Disabilities" (Rita Rudel); and "Multi-level Approach to Research in Learning" (Cynthia Deutsch et al). (DB)

ED 112 557 EC 073 744

Cicchetti, Dante Sroufe, L. Alan

The Relationship Between Affective and Cognitive Development in Down's Syndrome Infants.

Pub Date Apr 75

Note—14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Affective Behavior, \*Cognitive Development, Emotional Development, Exceptional Child Research, \*Infancy, Mentally Handicapped, \*Mongolism

Examined was the association between affective and cognitive development in 14 Down's Syndrome infants (4- to 8-months-old). Mothers administered a series of 30 laughter items each month, and experimenters gave the Uzgiris-Hunt scales of cognitive development at 13 and 16 months, and the Bayley scales and Infant Behavior Record at 16 months. Available data indicated that Ss lagged well behind normal infants in onset of laughter and smiling although they fol-

lowed the order of laughter items category by category (laughing first at auditory and tactile items and then at more cognitively complicated social and visual items). Results also demonstrated a clear relationship between cognitive and affective development, especially with regard to stages of object permanence and operational causality. (CL)

**ED 112 558** **EC 073 745**

*Bricker, Diane D. Bricker, William A.*  
**Non-Categorical Education for the Preschool Child.**

Pub Date [75]

Note—30p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Child Development, Curriculum, Educational Alternatives, Exceptional Child Education, Infancy, \*Intervention, Maturation, Parent Education, Preschool Education, \*Program Descriptions, \*Regular Class Placement  
**Identifiers**—\*Developmental Disabilities

Described is an innovative program of non-categorical education for both normal and developmentally delayed infants and preschool children. Focused upon are such aspects of program design and operation as early intervention, integration of delayed and nondelayed toddlers and preschoolers matched on the basis of developmental level rather than chronological age, parent involvement and education, and developmental programming. It is noted that the educational curriculum covers sensorimotor, motor, social and language development for infants, toddlers and preschoolers. Administration of the infant and parent training components are discussed, daily program activities for toddler and preschool classes are outlined, and the rationale for developmental programming is explained. (LH)

**ED 112 559** **EC 073 746**

*Weckler, Elaine Youngberg, Millie*

**IMPACT: Mainstreaming Learning Problems in the Classroom. Part I: In Classroom. Part II: Dissemination at University.**

Berrien Springs Public Schools, Mich.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jan 75

Note—23p.; Paper presented at Southwestern Regional Conference (5th, Phoenix, Arizona, January 23-25, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Costs, \*Diagnostic Teaching, Effective Teaching, Elementary Secondary Education, \*Emotionally Disturbed, Exceptional Child Education, Higher Education, Information Dissemination, Inservice Teacher Education, Instructional Materials, \*Learning Disabilities, \*Regular Class Placement, Student Evaluation, \*Teacher Education

**Identifiers**—Elementary Secondary Education Act Title III, \*Project IMPACT

Described is Project IMPACT (Instructional Model Program for all Children and Teachers), funded under Title III and intended for use by teacher trainees and by regular classroom teachers of learning disabled or emotionally disturbed students from kindergarten through grade 12. Discussed in an introductory section on classroom applications are efforts by specially trained IMPACT personnel to conduct inservice teacher training workshops in diagnostic/prescriptive methods, and the use of the IMPACT box (which includes materials teachers can administer to assess students' academic, learning and behavior skills), followup consultation, and observation within demonstration classrooms. Also presented is information on operating costs and evidence of project effectiveness (including improvement in students' self concepts and attitudes toward learning). Dealt with in Part II are IMPACT dissemination services at the community and university level in terms of workshops for classroom teachers, lectures, use of instructional materials, participation in graduate students' practicum experiences, and consultation for both classroom teachers and teacher trainees at Andrews University in Michigan. (LH)

**ED 112 560** **EC 073 747**

**S. 1256: A Bill to Extend for One Additional Year Entitlements for Part B of the Education of the Handicapped Act. Calendar No. 163, 94th Congress, 1st Session.**

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Report No.—R-94-169

Pub Date Jun 75

Note—4p.; For related documents, see EC 073 748 and 749

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—Exceptional Child Education, \*Federal Aid, \*Federal Legislation, \*Handicapped Children

**Identifiers**—\*Education of the Handicapped Act, S 1256

Presented is S. 1256, a bill to extend for one additional year (through the fiscal year 1976) entitlements for Part B of the Education of the Handicapped Act. (LH)

**ED 112 561** **EC 073 748**

**Education for All Handicapped Children Act: Calendar No. 162, 94th Congress, 1st Session, Senate. Report No. 94-168.**

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Report No.—R-94-168

Pub Date 2 Jun 75

Note—82p.; For related documents, see EC 073 747 and 749

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—\*Architectural Barriers, \*Employment Opportunities, \*Equal Education, Exceptional Child Education, Federal Aid, \*Federal Legislation, \*Handicapped Children

**Identifiers**—\*Education of the Handicapped Act, S 6

The report of the Senate Committee on Labor and Public Welfare deals with S. 6, a bill to provide financial assistance to the States for improved educational services for handicapped children under the Education of the Handicapped Act. Included are sections to extend entitlement through 1979, to establish eligibility and application provisions, to strengthen the administrative and evaluative responsibilities of the Commissioner of Education, to remove architectural barriers, and to require affirmative action in the employment of qualified handicapped individuals. Also presented are the additional views of five senators who disagree with the full committee's action insofar as it fails to require all states to provide special educational services (including early identification and evaluations) to preschool handicapped children. (LH)

**ED 112 562** **EC 073 749**

**Education of the Handicapped Act Amendments of 1975; Calendar No. 163, 94th Congress, 1st Session, Senate. Report No. 94-169.**

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Report No.—R-94-169

Pub Date 2 Jun 75

Note—8p.; For related documents, see EC 073 747 and 748

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Equal Education, Evaluation, Exceptional Child Education, \*Federal Aid, \*Federal Legislation, \*Handicapped Children, Identification

**Identifiers**—\*Education of the Handicapped Act, S 1256

The report of the Senate Committee on Labor and Public Welfare deals with S. 1256, a bill which contains amendments to extend through June 30, 1977 the entitlement formula for payments to the states provided under Part B of the Education of the Handicapped Act as amended by Public Law 93-380. It is explained that the amended bill's purpose is to enable the states to provide equal educational opportunity for handicapped children 3-through 21-years-old and that payments may also be used for the early identification and assessment of handicapping conditions in children under 3 years of age. Included are brief sections describing the need for legislation; hearings that have been held; a section-by-section analysis of S. 1256; and changes in existing law with regard to state entitlements, grants to states, and allocations of appropriations. (LH)

**ED 112 563** **EC 073 750**

**A Summary of Selected Legislation Relating to the Handicapped, 1974.**

Department of Health, Education, and Welfare, Washington, D.C.

Report No.—DHEW-OHD-75-22002

Pub Date May 75

Note—45p.; Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (\$0.70); For related document, see EC 060 221

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors**—Exceptional Child Services, \*Federal Legislation, \*Handicapped Children  
**Identifiers**—93rd Congress

Summarized are 32 legislative acts benefitting the handicapped that were enacted by the 93rd Congress (1973-1974). Given for each act are the title, public law number, and synopses of the law's general scope and implications for the handicapped. Listed as major legislation benefitting the handicapped are 1973 Social Security and Rehabilitation Amendments; the Housing and Community Development Act of 1974, and 1974 Education, Rehabilitation, and Social Services Amendments. Also summarized is other legislation, including 1973 Maternal and Child Health Amendments, 1974 Social Security Amendments concerning the Supplementary Security Income program, and Juvenile Delinquency and Prevention Act of 1974. Appended are a chart on the legislative history of 36 1973-1974 laws relating to the handicapped and cross references from previous (1963-1972) federal legislative summaries. (LH)

**ED 112 564** **EC 073 751**

*Hayek, Robert A.*

**A Sequence for Helping Children Having Mild to Moderate Functional Articulation Problems.**

Pub Date Nov 70

Note—63p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Articulation (Speech), Auditory Training, Elementary Education, Exceptional Child Education, Individual Activities, Non-professional Personnel, \*Sequential Learning, Speech Handicapped, \*Speech Therapy, \*Teaching Guides, \*Teaching Methods

Presented are specific sequential procedures for use by paraprofessionals in correcting children's mild to moderate articulation problems. The sequence consists of eight activities to prepare the child for the program, five steps in the area of ear training, and ten steps to teach speech production. Activities and minimum teaching times are suggested for ear training goals such as learning sound position in words and production goals such as producing the sound correctly in syllables. Instructional materials provided include pictures associated with the sounds being worked on, and pictures to be colored or completed (connect-a-dot) by the child as a reward for correct responses. (LS)

**ED 112 565** **EC 073 752**

*Barnard, Kathryn E., Ed. Douglas, Helen Bee, Ed.*

**Child Health Assessment; Part I: A Literature Review.**

Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Nursing.

Report No.—DHEW-HRA-75-30

Pub Date Dec 74

Note—211p.; Superintendent of Documents U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1741-00082, \$2.15)

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**

**Descriptors**—Child Development, \*Early Childhood, Etiology, Evaluation Methods, Exceptional Child Education, \*Handicapped Children, Health, Identification, \*Infancy, \*Literature Reviews, Nursing, Perinatal Influences, Prediction, Predictor Variables, Prenatal Influences, Prevention, \*Special Health Problems  
**Identifiers**—\*Developmental Disabilities, Project Seattle

Presented are 13 papers describing the Seattle Project and reviewing the literature relevant to the project's purpose of developing and testing an assessment format to enable nurses to better identify health and developmental problems in children. Six papers pertaining to predictor variables cover the areas of prenatal and perinatal factors, congenital abnormalities, nutrition, parents' perceptions of their children, the animate environment, and the inanimate environment. Considered in the six papers on outcome variables are assessments of the child's functioning are physical growth and development, sleep patterns, childhood accidents, language, mental development, and social development. Tables and figures are also provided. (SB)

**ED 112 566** **EC 073 753**

*Goddu, Roland Tufts, Jean*  
**Guidelines for Accreditation of Private Schools for the Handicapped: Report on Project.**  
 New England Program in Teacher Education, Durham, N.H.

Spons Agency—Massachusetts State Dept. of Education, Boston. Bureau of Special Education.

Pub Date Feb 75

Note—143p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

Descriptors—\*Accreditation (Institutions), Educational Programs, \*Evaluation Criteria, Exceptional Child Education, Guidelines, \*Handicapped Children, Instructional Staff, \*Private Schools, School Services, \*State Standards, Student Characteristics

Identifiers—\*Massachusetts

Presented are guidelines for accreditation of private schools for the handicapped in Massachusetts in terms of six areas: student characteristics and educational program information, physical facilities, personnel, support services, operational services, and administrative services. Section 2 is the Application for Accreditation of Private Special Education Programs; listed in Sections 2-8 are the questions to be addressed during the institutional self-evaluation; and Sections 9 and 10 are for the site visit and final decision phases of the evaluation. (SB)

**ED 112 567** **EC 073 754**

*Johnson, Janet W. And Others*

**Initial Characteristics and Short Term Changes of Boys Enrolled in a Physical Developmental Clinic.**

Maryland Univ., College Park.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date [75]

Note—54p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Behavior Change, Childhood, \*Clinics, Demography, Exceptional Child Research, \*Handicapped Children, \*Parents, Perceptual Motor Coordination, Performance Tests, \*Physical Development, Rehabilitation Programs

A Study of 18 handicapped males (mean age 7 years) and their parents was conducted to ascertain initial characteristics on entering a physical development clinic, and to detect changes in the functioning level coinciding with their first exposure to the clinic program. Both prior to and following completion of the 8-week clinic program, Ss were given the Child Behavior Inventory (CBI) tasks and a battery of tests to assess motor, visual perception, and intellectual functioning, while parents filled out a CBI form and then participated in a structured interview. Results were divided into four areas of research: demographic characteristics, pre- and post-session CBI results, pre- and post-session test battery results, and post-session interviews with parents. Among the findings were that the Ss made up a heterogeneous population and that little positive change is shown by first time enrollees on objective measures although parents reported improvement in coordination. Evidence suggested that exposure to more than one 8-week session of the clinic program is necessary to promote measurable change, and that different outcomes may depend on the initial status of the child. (Tables are included to explain statistical data.) (SB)

**ED 112 568** **EC 073 762**

*Agard, Judith A.*

**The Classroom Ecological Structure: An Approach to the Specification of the Treatment Problem.**

Pub Date 75

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., March 30-April 3, 1975); For related information on Project PRIME, see EC 073509

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Exceptional Child Research, \*Grouping (Instructional Purposes), \*Handicapped Children, Observation, Program Effectiveness, \*Program Evaluation, \*Regular Class Placement, Research Needs, Resource Centers, Special Classes

Identifiers—\*Project PRIME

Discussed in connection with Project PRIME (Programmed Reentry into Mainstream Education) is the need for educational research to as-

sess the comparative efficacy of three instructional settings (regular resource, and self-contained special education classes) for providing services to handicapped children. It is explained that data on the classroom ecological structure (including physical environment, personnel, group structure, and instructional activities) were gathered from observations of teachers in approximately 400 regular, 100 resource, and 150 self-contained classrooms. Noted among findings were differences between regular and special classes in the number of students and instructional personnel (which affected grouping patterns and instructional approaches), and stressed was the need in future analyses to study the effect on student outcomes of each ecological characteristic, both singly and in interaction. (LH)

**ED 112 569** **EC 073 763**

*Weisgerber, Robert A. Everett, Bruce E.*

**Research on Reading of Ink Print by the Blind.**

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 75

Contract—OEC-0-72-5180

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975). See IR 002 043 for the original study and EC 073 113 for a more detailed summary

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Blind, \*Electromechanical Aids, Elementary Secondary Education, Evaluation, Exceptional Child Research, \*Instructional Materials, Sensory Aids, Success Factors, \*Tactile Adaptation, \*Teaching Methods, Visually Handicapped

Identifiers—American Institute for Research, \*Optacon

Reviewed is an American Institutes for Research (AIR) study to identify predictors of Optacon success and to develop and field test appropriate Optacon training materials for use by 112 blind elementary and secondary students in 15 U.S. public and residential schools. Potential use of the Optacon (an optical to tactile conversion device that enables blind individuals to read ink print materials) is briefly discussed, a drawing of Optacon components is provided, and selected study results summarized in tabular and written form. Noted among predictors of Optacon reading proficiency are scores on intelligence and tactile-kinesthetic discrimination tests. (LH)

**ED 112 570** **EC 073 764**

*Peniston, Eugene*

**An Evaluation of the Portage Project: A Comparison of a Home-Visit Program for Multiply Handicapped Preschoolers and Head Start Program.**

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Handicapped Children and Youth.

Pub Date 75

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975); For related document, see EC 062 927

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Diagnostic Teaching, Exceptional Child Research, \*Home Instruction, Intervention, Itinerant Teachers, \*Multiply Handicapped, \*Parent Role, \*Precision Teaching, Preschool Education, Program Descriptions, \*Program Effectiveness

Identifiers—Developmental Disabilities, \*Project Portage, Wisconsin

Evaluated was the effectiveness of the Portage Home Visit (PHV) Parent Involvement Program in improving the IQ's, and motor, language, adaptive and personal-social developmental skills of 36 multiply handicapped developmentally delayed preschoolers in rural Wisconsin during 36 consecutive weekly sessions. Home trainers provided parents with technical assistance, an instructional model that included a prescriptive precision teaching approach using positive reinforcement, and information on how to record the children's performance in regard to the prescribed activities. Analysis of pre- and post-test data indicated that Ss showed significant gains in IQ, adaptive behavior, language development and personal-social skills, but that the PHV program was not effective in enhancing their motor coordination skills (due perhaps to the severity of Ss' physical deficits). (LH)

**ED 112 571** **EC 073 765**

*Steele, Joe M.*

**A Longitudinal and Comparative Look at Cognitive Development in EMH Children.**

Pub Date Mar 75

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Child Development, \*Cognitive Development, \*Cognitive Processes, \*Educable Mentally Handicapped, Exceptional Child Research, Longitudinal Studies, Maturation, Mentally Handicapped, Problem Solving, Secondary Education, \*Student Evaluation

Identifiers—Piaget (Jean)

Examined longitudinally were the rate and proportion by grade level of the cognitive development of 202 13- to 16-year-old educable mentally handicapped students. A 20-item written test composed of eight problem solving and 12 cognitive development items representing the concrete I, concrete II, and formal I operations levels of Piagetian theory, was used. Results over a 12 month period indicated that 68 percent of the Ss showed no change in developmental level, 92 percent of those making a gain increased by one level, and 6 percent demonstrated losses. Data suggested that curriculum materials should be appropriate to the student's level of cognitive development, and that measures of developmental level provide more educationally relevant information than IQ scores. (CL)

**ED 112 572** **EC 073 766**

*Friedman, Judith B. Gillooly, William B.*

**The Effect of Orthographic Structure on the Perception of Letter Sequences by Deaf and Hearing Children.**

Pub Date 75

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975); Not available in hard copy due to light print of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Aurally Handicapped, \*Deaf, Elementary Secondary Education, Exceptional Child Research, Grade 1, Grade 2, Grade 4, Learning Characteristics, \*Performance Factors, \*Reading Skills, \*Visual Stimuli, \*Word Recognition

To investigate the development of the process whereby deaf Ss attend to the orthographic structure of written materials, the perception of words and letter sequences by 108 deaf and hearing Ss matched at three grade levels (grades 1, 2, and 4) of word reading was studied. Ss were shown three sets of structured/unstructured stimuli (such as "VUNS" and "NSUV") and were instructed to write down all or as much of the stimulus as they could after the cessation of the stimulus presentation. It was found that both the deaf and hearing Ss were influenced by orthographic structure at the earliest levels and that the hearing Ss showed no over-all superiority in this task. An additional finding that fourth grade level deaf Ss performed better than hearing Ss on unstructured items led to the conclusion that older deaf Ss had developed a compensatory skill permitting superior perception of unstructured items. (Author/LS)

**ED 112 573** **EC 073 767**

*Glidden, Laraine Masters*

**Blocking and Instructions to Organize in the Free Recall and Subjective Organization of EMR Adolescents.**

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date 75

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975); Not available in hard copy due to light print of original document

Available from—Laraine Masters Glidden, Box 89, Teachers College, Columbia University, N.Y., N.Y. 10027

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Adolescents, \*Cognitive Processes, \*Educable Mentally Handicapped, Exceptional Child Research, Intermediate Grades, \*Learning, \*Memory, Mentally Handicapped, Recall (Psychological), Secondary Education

Number of stimulus items presented together (one, three or five) and instructions to organize were studied in a multitrail free recall experiment with 83 educable retarded adolescents. Results of individual sessions in which Ss were asked to recall 15 common words indicated that presentation of three stimuli together produced the highest subjective organization but that this blocking did not influence overall number of correct responses. Blocking did, however, extend the recency effect in the serial position curve. Instructions to organize resulted in neither higher organization nor more correct responses. (Author/CL)

ED 112 574

EC 073 768

*Clements, J. E. Tracy, D. B.*  
**The Effects of Tactile Vs. Verbal Reinforcement on Attention to Task and Arithmetic Accuracy of Emotionally Disturbed Boys.**

Pub Date 75

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Attention Span, Behavior Change, \*Emotionally Disturbed, Exceptional Child Research, \*Intermediate Grades, \*Mathematics, \*Positive Reinforcement, \*Problem Solving, Success Factors

A study involving 20 emotionally disturbed boys (9- to 11-years-old) was conducted to determine the effects of tactile and verbal reinforcement on attention to task and accuracy. Ss were given arithmetic problems to work during 16 20-minute sessions under four conditions: tactile reinforcement (intermittent touch pressure applied to Ss shoulders as they worked); verbal reinforcement (intermittent praise by the teacher); a combination of tactile and verbal reinforcement; and control treatment (no reinforcement cues). At the end of each period, scores were calculated for each S on both attention to task and accuracy of performance. Results showed that the combination treatment was most effective in producing high attention to task and high accuracy in problem solving; that tactile and verbal reinforcement alone ranked second and third in effectiveness; and that combination, verbal, and tactile treatments were all superior to the control with the exception that verbal reinforcement alone failed to produce higher problem solving accuracy. (Author/SB)

ED 112 575

EC 073 769

*Froman, Robin D. Owen, Steven V.*  
**The Use of Contingent Reinforcement in Modifying Stuttering Behavior.**

Connecticut Univ., Storrs.

Pub Date 75

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Behavior Change, Exceptional Child Research, Feedback, Graduate Students, Higher Education, \*Operant Conditioning, Program Effectiveness, Reinforcement, \*Social Influences, Speech Handicapped, \*Speech Therapy, \*Stuttering

Investigated with a 26-year-old male graduate student were the immediate and long-term effects of social reinforcement and feedback on the incidence of stuttering. The S's speech dysfluencies were recorded under baseline and intervention conditions in three settings: two classes the S taught and a weekly hour-long conversation period with peers. Reinforcement consisted of graphic feedback (histograms) of the percent decrease in disfluency (delivered immediately after each session) and verbal praise. Intervention was judged successful due to the 62 percent decrease in stuttering at the end of intervention, and a 95 percent decrease observed at the 3-month maintenance check. (LS)

ED 112 576

EC 073 770

*Bray, Nanci M. Estes, Robert E.*  
**Achievement Screening with Learning Disabled Children.**

Pub Date 75

Note—41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Achievement Tests, Elementary Education, Exceptional Child Research, \*Learning Disabilities, Test Results, \*Test Validity  
Identifiers—\*Peabody Individual Achievement Test

Two validity studies were made of the Peabody Individual Achievement Test (PIAT) with 152 learning disabled and 115 non-learning disabled children (ages from 7 to 10 years). In the first study, Ss' scores on the PIAT, California Achievement Test (CAT), and the Wide Range Achievement Test (WRAT) were correlated; in the second study scores on the PIAT and the Metropolitan Achievement Test (MAT) were correlated. Results indicated substantial validity when the PIAT was used with the WRAT, the CAT, or the MAT as criterion measures, with highest correlations observed between the PIAT and the WRAT and lowest correlations found for mathematics subtests. Results suggested the appropriateness of using the PIAT as a time saving individual assessment measure with learning disabled children because its format does not require writing answers or reading mathematics word problems. (DB)

ED 112 577

EC 073 771

*Kosinski, Shae*

**A Model for Learning Disabilities as a Prerequisite to the Evaluation of a Prescriptive Instructional System.**

Pub Date 75

Note—42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Definitions, Elementary Education, Exceptional Child Research, \*Identification, \*Intelligence Quotient, \*Learning Disabilities, Perceptually Handicapped, Student Characteristics, \*Visual Perception

In an effort to examine the pragmatic effects of definitions of learning disabilities and identification procedures, information was gathered on the characteristics of 53 children (grades 1 through 7) who had been previously diagnosed as learning disabled. Results of tests such as the Wechsler Intelligence Scale for Children and the Illinois Test of Psycholinguistic Abilities were subjected to hierarchical grouping and discriminant analysis in an attempt to define similar characteristics separating the variables into the most homogeneous groups possible. Results indicated that intelligence and visual perceptual skills were the distinct roots differentiating the following groups: low intelligence factor with a severe visual perceptual problem, average intelligence factor with a severe visual perceptual problem, average intelligence factor with a low visual perceptual problem, and high intelligence factor with a moderate visual perceptual problem. Results suggested the need to reexamine identification procedures and differentiate educational prescriptions based on the group characteristics designated by the analysis. (DB)

ED 112 578

EC 073 772

*Turner, Marguerite T. Watkins, Charlotte H.*

**A Three-Dimensional Approach to Learning Disabilities in the Secondary School.**

Pub Date 75

Note—32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Diagnostic Teaching, Exceptional Child Education, \*Identification, Instructional Materials, \*Intervention, \*Junior High Schools, \*Learning Disabilities, Parent Participation, Parent Role, Program Budgeting, \*Program Descriptions, Program Evaluation, Regular Class Placement, Team Teaching

Approximately 400 learning disabled (LD) junior high school students in eight schools were provided identification, diagnosis, and intervention services during 2 years of a program based on meeting students' needs for special help, mainstream success, and parental understanding. Program objectives included significant gains in language achievement, an increase in school attendance, and provision of information and counseling to parents. Among staff positions of the program were a speech and hearing specialist, a perceptual-motor specialist and the learning disa-

bilities teachers. The program involved referral, screening, diagnosis, intervention, and evaluation components. Evaluation indicated that significant improvements attributable to project intervention occurred in the areas of achievement test performance, self concept, and mainstream performance. Additionally, parents indicated strong support for the home involvement aspect. Identified were 15 program strengths (such as the team approach to diagnosis and remediation) and program problems such as classroom teachers who were unfamiliar with needs of the LD child. The total cost of the program was \$223,000 or \$320 per student during the first year (1972-73). (Appended are lists of instructional materials and equipment and diagnostic instruments used in the program.) (DB)

ED 112 579

EC 073 773

*Day, Harvey Parnes, Robert*

**A Computer Based Simulation as an Alternative Teacher Training Strategy.**

Pub Date 75

Note—4p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Class Management, \*Computer Assisted Instruction, Exceptional Child Education, \*Handicapped Children, \*Simulation, Student Teachers, \*Teacher Education, Teaching Methods

A computer based simulation program to provide teacher-trainees with practice in making pupil behavioral interventions has been developed using the cases of five hypothetical handicapped children. The trainee can choose to function in any of three modes: task or information sharing, intervention or control, or prevention aimed at keeping the pupil on-task. The simulation allows trainees to experience class management problems in a low-risk situation. (DB)

ED 112 580

EC 073 774

*Fox, Lynn H.*

**Sex Differences: Implications for Program Planning.**

Pub Date 75

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975). For related document, see EC 071 914

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Acceleration, Career Planning, Comparative Analysis, Exceptional Child Research, Females, \*Gifted, Grade 7, Junior High Schools, Males, \*Mathematics, Performance Factors, \*Program Planning, \*Sex Differences, Values, Vocational Interests

To determine possible implications of sex differences that might be useful for educators planning accelerated programs for mathematically gifted students, four measures of values and career-related interests were administered to three groups (totaling 78 Ss) of gifted seventh grade girls and boys. Results indicated that male Ss showed strong theoretical and investigative orientations compatible with scientific pursuits and academic acceleration in mathematics, that female Ss exhibited stronger interests in social and aesthetic values and careers, and that female Ss were considerable less rejecting of "masculine" careers than were male Ss of "feminine" careers. It was also found that female Ss were characterized by feelings of conflict when presented with opportunities for educational acceleration in theoretical and investigative pursuits, suggesting that gifted girls should be taught by socially oriented female mathematicians, that their course content should relate theoretical mathematics to applied problems with a social interest appeal, that they should be offered career counseling that relates classroom experience to future jobs, and that special program opportunities for mathematically gifted adolescent girls should involve a sufficient number of female students to minimize feelings of social stigma associated with appearing "different" or "unfeminine." (LH)

ED 112 581

EC 073 775

*Bepko, Raymond A. And Others*

**Curriculum Research and Evaluation: Implications for Personnel Training.**

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—BR-H63-0041A

Pub Date 75

Grant—OEG-32-42-1700-6018

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Curriculum Evaluation, \*Educable Mentally Handicapped, \*Exceptional Child Education, \*Information Utilization, \*Mentally Handicapped, \*Problem Solving, \*Rating Scales, \*Special Education, \*Student Evaluation, \*Teacher Evaluation

Identifiers—\*Social Learning Curriculum

Discussed are personnel issues in special education from the perspective of an observational evaluation of an experimental course of study, "Social Learning Curriculum," used with students in 17 intermediate (ages 9 to 14 years) classes for the educable mentally retarded. Included is the 60-item rating scale which was used to evaluate teachers and students for the curriculum objectives of critical thinking and independent action. Results are examined in terms of the curriculum model based on emergence of a problem, differentiation of elements, and integration of problem elements with new knowledge. Findings are seen to indicate a wide variation in the implementation of the curriculum and suggest the need for providing teachers with training in the process of implementation as well as the content of a new curriculum. (DB)

ED 112 582

EC 073 782

Suggested Program Assessment Checklist.

New York State Education Dept., Albany. Div. for Handicapped Children.

Pub Date [75]

Note—65p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Check Lists, \*Educational Programs, \*Equipment, \*Exceptional Child Education, \*Facilities, \*Handicapped Children, \*Program Evaluation, \*Services, \*Student Placement

Presented are program assessment checklists to be used as guides for planning, implementation, and improvement of educational programs for handicapped children. Separate checklist formats are provided for the following handicapping conditions: severely health and physically impaired; physically handicapped; visually handicapped; multiply handicapped; speech, language, and hearing handicapped and severely speech impaired; severely handicapped (deaf) and hearing impaired; learning disabled; emotionally and severely emotionally disturbed; and educable and trainable mentally retarded. Checklists are offered which identify strengths and weaknesses of several program components such as eligibility; assessment and placement; comprehensive programs and services; housing facilities, equipment, and materials; and educational programs. (SB)

ED 112 583

EC 073 783

Position Papers of the American Association on Mental Deficiency 1973-1975.

American Association on Mental Deficiency, Washington, D.C.

Pub Date [73]

Note—41p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Child Advocacy, \*Civil Liberties, \*Drug Therapy, \*Exceptional Child Services, \*Guidelines, \*Mentally Handicapped, \*Normalization (Handicapped), \*Professional Associations, \*Wages

Identifiers—\*American Association on Mental Deficiency

Presented are the American Association on Mental Deficiency's position papers regarding the rights of retarded persons. Included are statements on the following topics: basic rights (such as freedom of choice and the right to the least restrictive individually appropriate housing); work by residents in private and public institutions (including right to compensation); protecting the lives of mentally retarded persons in cases involving the termination of life sustaining procedures; sterilization (including definitions of voluntary sterilization and legally incompetent persons); guardianship (including a discussion of the guardian's powers and duties); human rights review and protection boards; the right to habilitation (including an individualized program plan and compensatory rights); and the use of physical, psychological and psycho-pharmacological procedures to affect behavior of mentally retarded persons. (CL)

ED 112 584

EC 073 784

Levin, Joel R. And Others

Strategies in Reading Comprehension 4: Pictures and Young Children's Learning from Oral Prose. Technical Report No. 328.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—TR-328

Pub Date Feb 75

Contract—NE-C-00-3-0065

Note—22p.; Report from the Project on Conditions of School Learning and Instructional Strategies

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Educational Methods, \*General Education, \*Grade 1, \*Learning Modalities, \*Oral Communication, \*Primary Education, \*Projects, \*Prose, \*Reading Comprehension, \*Recall (Psychological), \*Research, \*Visual Stimuli

Several experiments involving approximately 130 6-year-old children were conducted to examine the effects of overt illustration on first graders' learning from oral prose. In all experiments, experimental Ss heard prose selections after or during which they illustrated selection content with plasticized figure cutouts and background scenes while control Ss copied or colored geometric forms during the illustration period. After hearing three or five passages, Ss orally recalled passage content and answered simple factual questions about each passage. Results showed that illustration facilitated prose learning only when the child was given the correct pieces for his illustration or had the illustration done for him. When children selected the pieces for each illustration out of a common pool of 20-30 cutouts, the illustration activity had either a negative or no effect. (Author/SB)

ED 112 585

95

EC 073 808

Long, Nicholas J. And Others

Teacher Training in the Area of Emotionally Disturbed Children; Innovation Grant: Final 3-Year Program Evaluation and Research Report.

American Univ., Washington, D.C. Dept. of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Jun 73

Note—77p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Child Development, \*Emotionally Disturbed, \*Exceptional Child Education, \*Graduate Study, \*Higher Education, \*Interpersonal Competence, \*Performance Based Teacher Education, \*Program Descriptions, \*Program Evaluation, \*Special Education, \*Statistical Data, \*Teacher Education, \*Teacher Improvement

Identifiers—\*Final Reports

Evaluated was a 3-year graduate program to train teachers of emotionally disturbed (ED) children. The program's major goals were the acquisition of basic knowledge in special education and child development, the attainment of skills for professional teaching competence, and the development of deepened sensitivity to oneself and others. The training sequence involved an intensive learning experience (seminars and internships) and practicum experience in different activities (such as classroom teaching) at a therapeutic school for ED pupils. Before and after each academic year, three groups of eight students each were administered test batteries (measuring competencies, attitudes toward education, and interpersonal characteristics) along with two self-evaluation instruments. Results comparing pre- and post-program attitudes showed that trainees reported they felt less disturbed by overly aggressive behavior of children, increased their skill in decoding affective statements, tended to see others as less lovable and less competent, and checked a greater number of favorable adjectives when rating themselves. Follow-up interviews indicated that graduates felt the program provided the most effective training for those areas (personal sensitivity and behavior management) which they also considered most relevant. (Tables and figures are provided.) (SB)

ED 112 586

EC 073 809

Rieger, Norbert I. Devries, Alcon G.

A New Professional for the Total Integrated Care of Children: The Child Mental Health Specialist.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date Apr 75

Note—14p.; NIMH Grant No. MH-13426-02

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Child Care Occupations, \*Course Content, \*Educational Programs, \*Emotionally Disturbed, \*Exceptional Child Education, \*Higher Education, \*Junior Colleges, \*Mental Health, \*Practicums, \*Professional Training, \*Program Descriptions, \*Psychopathology, \*Specialists

Identifiers—\*Child Mental Health Specialist

Described is a 2-year program to train child mental health specialists (CMHS) in providing care services to normal and emotionally disturbed children. Training of the child care professional is seen to involve three major areas: parenting (becoming aware of and dealing with the feelings of the disturbed child), clinical management (understanding and responding to the child's behavior), and fundamental education (acquiring skills in teaching normal as well as abnormal children, assessing developmental stages, and remedying learning disturbances). A 2-year CMHS training program is cited which provides training for degree at three levels (art associate's, baccalaureate's, and master's). The trainee is reported to participate in supervised training in clinical settings with children presenting a broad range of psychopathology (such as schizophrenia and antisocial tendencies). Provided is a list of academic courses taught for each level of the training program. (SB)

ED 112 587

EC 073 812

Garrett, Charles W., Ed.

Selected Research, Development and Organizational Needs of the Hearing Impaired.

National Academy of Engineering, Washington, D.C. Committee on the Interplay of Engineering with Biology and Medicine.

Spons Agency—American Foundation for the Blind, New York, N.Y.; National Institutes of Health (DHEW), Bethesda, Md.

Pub Date May 73

Note—36p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Aurally Handicapped, \*Exceptional Child Research, \*Hearing Aids, \*Research Needs, \*Research Projects, \*Sensory Aids, \*State of the Art Reviews

Identifiers—\*Needs Assessment

Identified are research, development, and organizational needs regarding sensory aids for the hearing impaired. Discussion of the present status of sensory aids focuses on acoustic and nonacoustic aids and points out that practical long-term utility has been extremely limited. Described are organizational and planning needs such as demographic surveys, public information programs and sensory-aid centers, and research and development needs, such as quantification of residual perceptual capacity and evaluation of existing sensory aids. (LS)

ED 112 588

EC 073 813

Selected Research, Development and Organizational Needs to Aid the Visually Impaired.

National Academy of Engineering, Washington, D.C. Committee on the Interplay of Engineering with Biology and Medicine.

Spons Agency—American Foundation for the Blind, New York, N.Y.; National Institutes of Health (DHEW), Bethesda, Md.

Pub Date May 73

Note—32p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Blind, \*Exceptional Child Research, \*Partially Sighted, \*Program Planning, \*Reading, \*Research Needs, \*Research Proposals, \*Sensory Aids, \*Technology, \*Visually Handicapped, \*Visually Handicapped Mobility

To stimulate research proposals, the report stresses the need for a comprehensive research and development program regarding sensory aids for the visually handicapped and describes 17 representative projects viewed as warranting immediate attention. The 17 projects are categorized in two different ways. In a brief summary section, projects are classified according to whether they relate primarily to organization and planning or to R and D needs. Provided in the next section is a more detailed description of short-term projects that may be expected to yield successful early results (including new reading and mobility aids for the blind and studies of



visual capabilities among the partially sighted) as well as long-term projects (involving broader research in such areas as vocational opportunities, public information programs, sensory aids centers, technological applications, and research on the reading process among sighted individuals). Also listed are 19 source documents said to define problems, to describe the current state-of-the-art, or to indicate organizations and people currently active in the field of sensory aids for the visually impaired. (LH)

ED 112 589 EC 073 814

McKay, Dixie  
Parent Handbook: For Parents of Children Who Learn in Different Ways.

Oregon Association for Children with Learning Disabilities, Portland.; Oregon State Dept. of Education, Salem.

Pub Date Jun 75

Note—15p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Child Rearing, Exceptional Child Education, Hyperactivity, Identification, \*Individual Activities, \*Learning Disabilities, \*Parent Role

Intended for parents of learning disabled children, the booklet provides suggestions for recognizing symptoms of a learning disability, child management, and activities to stimulate learning. Also included is information on hyperactivity, ways to work with the teacher and principal, and books or pamphlets about learning disabilities. (DB)

ED 112 590 EC 073 815

Reynolds, Maynard C., Ed.

Special Education in School System Decentralization. Report of a Conference.

Minnesota Univ., Minneapolis. Leadership Training Inst./Special Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 75

Grant—OEG-0-9-0336005-2452

Note—160p.

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—\*Administration, Conference Reports, \*Delivery Systems, Equal Education, Exceptional Child Education, \*Handicapped Children, Regular Class Placement, \*Special Education, \*Urban Education

Presented are five papers and reactions of panel members from the 1973 conference on special education and decentralization sponsored by the Council of Great City Schools, Committee on the Education of Exceptional Children. R. Nystrom provides an overview of decentralization theory and process and suggests that reasons for the development of decentralization include a general distrust of professionals and the political and social aspirations of minority group members. Results of two studies are reported: the effects of decentralization on special education in two large urban school districts (E. Avery et al), and a survey of decentralization and special education in the Great City schools (N. Nash). M. Gittell focuses on the decision making process to distinguish political and administrative decentralization, and describes the impact of the process on such special education issues as mainstreaming and the right to education mandates. Discussed by M. Shedd are strategies and considerations involved in decentralizing the administration of special education in large city public schools. A conference summary is offered by E. Willenberg. Included in three appendixes is information about decentralized and centralized school systems in such cities as Atlanta, Detroit, and Cleveland. (CL)

ED 112 591 EC 073 816

Fafard, Mary-Beth

Paraprofessionals in Special Education: Update Report.

City Univ. of New York, N.Y. Queens Coll. New Careers Training Lab.

Pub Date 75

Note—31p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Delivery Systems, Exceptional Child Education, \*Handicapped Children, Inservice Education, \*Junior Colleges, \*Literature Reviews, \*Paraprofessional School Personnel, \*Special Education, Surveys, Trend Analysis  
Identifiers—Final Reports, \*Needs Assessment

The report on paraprofessionals in special education focuses on updating information on utilization and training and recommendations for future directions. Reported in the literature review (1973-75) is a continuing trend toward favorable reception and positive use of paraprofessionals in special education. From questionnaires (a sample is provided in Appendix A) mailed to directors of 12 community colleges involved in training paraprofessionals in programs for handicapped children, findings are reported in terms of types of programs; number of paraprofessionals being trained, graduated, and employed; and program highlights and changes. Workshops and conventions are seen to demonstrate that the paraprofessional is a successful part of the delivery of instruction to handicapped children. Also summarized are three critical areas which are needed in the training and utilization of paraprofessionals: organized dissemination of materials, management and training skills for professionals to work with paraprofessionals, and closer examination into training models for paraprofessionals to work with severely handicapped children. (SB)

ED 112 592 EC 073 817

Lavine, Eileen M., Ed.

Proceedings of National Conference on Housing and the Handicapped (September 10-12, 1974, Houston, Texas).

Goodwill Industries of America, Inc., Washington, D.C.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C. Div. of Developmental Disabilities.

Pub Date Sep 74

Note—70p.

Available from—Health and Education Resources, Incorporated, 9650 Rockville Pike, Bethesda, Maryland 20014 (\$2.00 prepaid)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Adjustment (to Environment), Conceptual Schemes, \*Conference Reports, Discriminatory Attitudes (Social), Exceptional Child Services, \*Handicapped Children, \*Housing, Housing Deficiencies, Models, Normalization (Handicapped), \*Physical Environment, Psychological Needs

Presented are proceedings from the first National Conference on Housing and the Handicapped (Houston, 1974) sponsored by Goodwill Industries to develop methods for improving housing facilities for the handicapped. E. Noakes's paper deals with such basic housing needs as homes planned for independent living to which services can be delivered and homes planned for congregate living with appropriate services provided inhouse. Responses to the topic from E. Weinrich and R. LaPierre cite prejudicial attitudes as major problems for the handicapped. Provisions of the Housing and Community Development Act of 1974 are related to the needs of the handicapped by M. Jackson, and responses to his address are given by L. Kirk and K. Arneson. Alternate housing models are reviewed, including programs in Fall River, Massachusetts, and Fargo, North Dakota. P. Roos proposes principles for normalizing the housing for handicapped people, including providing a range of options and minimizing obstacles. E. Fiorito and M. Thompson suggest ways to achieve the goal. Considered by J. Shover are responsibilities of public and private organizations in providing housing, and comments regarding her presentation are offered by C. Guelli and E. Leonard. Listed are recommendations adopted by four conference discussion groups. In the concluding address, A. Adams calls for a coalition to develop a national housing strategy. Included in four appendixes are a list of conference participants and special provisions for the handicapped, disabled and elderly of the Housing and Community Development Act of 1974. (CL)

ED 112 593 EC 073 818

A Study of Public Communication Critical to Child Health Care. Final Report.

George Washington Univ., Washington, D.C. Biological Sciences Communication Project.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No—GW-BSCP-72-07R

Pub Date 6 Aug 72

Note—175p.; For text of Freedman Report, see EC 032 612

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—\*Attitudes, Child Care, Childhood, \*Drug Therapy, Exceptional Child Education, \*Hyperactivity, \*Information Dissemination, Questionnaires, \*Surveys

Identifiers—Freedman Report

A two-phase survey was conducted to examine the impact of the "Report on the Conference on the Use of Stimulant Drugs in the Treatment of Behaviorally Disturbed Young School Children" (Freedman Report) upon its intended audience. Questionnaires were mailed to professionals (in medicine, psychiatry, and education), public managers (for education and public health) and both randomly selected and concerned laymen (those who had requested information on hyperkinesis); the 1,673 returned questionnaires were evaluated for awareness of drug treatment and attitudes toward its use, dissemination and effect of the Freedman Report, and sources of information about hyperkinesis. Among the results were that most respondents were aware of drug treatment, that the Freedman Report was best known among professionals in medicine and least known among laymen, and that the principal source of information on child hyperkinesis was professional literature. Recommended were the development of a dissemination base and publication of future communications with design and appearance consistent with audience preference. (Included are figures such as a graph on the search for index medicus for journal articles and attachments including literature on hyperkinesis.) (SB)

ED 112 594 EC 073 819

Horejsi, Charles R. Berkley, Ann B.

Deinstitutionalization and the Development of Community Based Services for the Mentally Retarded Youth of Western Montana.

Montana Univ., Missoula. Dept. of Social Work.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Aug 75

Note—104p.; See also EC 073 857

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Adjustment (to Environment), \*Community Resources, Exceptional Child Research, Group Living, Interviews, \*Mentally Handicapped, Parent Attitudes, Prevention, Social Services

Identifiers—\*Deinstitutionalization, Montana

Reported are findings and recommendations from the University of Montana's Project on Community Resources and Deinstitutionalization which were derived from interviews with 86 service providers and nine social workers and from surveys of 61 retarded persons and their parents. It is explained that service providers most frequently identified the need for sheltered living arrangements to prevent institutionalization and depopulate the institutions, and that social workers felt community education and greater resources would increase the level of community acceptance. Summarized are parental views on such topics as satisfaction with their child's living arrangement, lack of community services, and confusion over service terminology. Described are recommendations for such service aspects as planning, program development and service coordination (including the need for program goals to conform to the developmental model and normalization principles); advocacy; placement procedures (including participation in decision making by residents and their parents or advocates); and residential services (including development of aggressive program for foster home recruitment). (CL)

ED 112 595 EC 073 845

Moore, Caroline, Ed.

Preschool Programs for Handicapped Children: A Guidebook for the Development and Operation of Programs.

Oregon Univ., Eugene. Regional Resource Center for Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 74

Contract—OEC-0-9-472917-4591(608)

Note—77p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Curriculum, Educational Facilities, Evaluation Methods, Exceptional Child Education, Financial Support, \*Guidelines, \*Handicapped Children, Identification, Parent Counseling, \*Preschool Education, \*Program Planning, Program Proposals, Screening Tests, Staff Improvement

Presented is a guidebook for school administrators, teachers, and parents on preschool programming for handicapped children. Chapters are included which discuss the following topics: screening procedures (five steps to secure community support); funding for school programs (acquiring funds from federal, state, and private sources); curriculum (model selection, individual child assessment, behavioral objectives, task analysis, curriculum evaluation, and materials selection); preschool program staffing (instructional competencies, certification and licensing, inservice training, staff composition, and staff selection); family programs (five steps to develop effective family program); facilities (facility planning, environmental variables, and architectural barriers); evaluation (defining goals and objectives, planning, data management, documentation, and feedback); and documentation and proposal writing. (SB)

ED 112 596

EC 073 846

Owens, Peggy

Board of Cooperative Educational Services  
Hospital Teaching Program at the Upstate  
Medical Center. An Interim Report.

State Univ. of New York, Syracuse. Upstate  
Medical Center.

Pub Date Nov 74

Note—27p.; Not available in hard copy due to  
marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not  
Available from EDRS.

Descriptors—Administration, \*Delivery Systems,  
Elementary Secondary Education, Exceptional  
Child Education, \*Hospitalized Children, In-  
dividualized Instruction, Program Budgeting,  
\*Program Descriptions, \*Program Effective-  
ness, \*Special Health Problems

Described is an instructional program that  
served approximately 125 hospitalized children in  
grades 1-12 during a 2-year period. Attention is  
given to the background and institutional climate,  
organization (including administration, staff, and  
physical facilities), operation (including objec-  
tives and strategies for individualized instruction),  
outcomes (such as providing an academic pro-  
gram which allows the child to keep up with his  
nonhospitalized peers) and limitations (such as  
inability of some students to participate), the  
need for further evaluation of program effective-  
ness, and future priorities in such areas as pro-  
gram funding and expansion of services. (LH)

ED 112 597

EC 073 847

Warren, Bruce L.

Ferman, Patricia Ryan

Analysis of Agency Placement of Handicapped  
Children. Volume 1. Final Report.

Eastern Michigan Univ., Ypsilanti. Dept. of  
Sociology.

Spons Agency—Children's Bureau (DHEW),  
Washington, D.C.

Report No.—OCD-CB-289

Pub Date Jul 74

Note—125p.; For volume 2 see EC 073 848

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—\*Adoption, \*Agency Role,  
\*Delivery Systems, Exceptional Child  
Research, \*Handicapped Children, Question-  
naires, Social Services, \*Social Work, State  
Surveys

Presented is Volume 1 of a final report on a  
project to determine policies likely to result in  
maximized adoptive placements for mentally,  
emotionally, or physically handicapped children.  
It is explained that 205 foster care and adoption  
workers and 79 agency directors in six states (In-  
diana, Michigan, Ohio, Alabama, Georgia, and  
North Carolina) were surveyed concerning their  
current practices. The project's background  
goals, methodology, and research techniques are  
described; and a detailed analysis is provided of  
such aspects as the agencies' attitudes,  
procedures, and programs for placing han-  
dicapped children as well as the characteristics,  
attitudes, and interaction patterns of four cate-  
gories of adoption workers or supervisors. (LH)

ED 112 598

EC 073 848

Warren, Bruce L.

Ferman, Patricia Ryan

Analysis of Agency Placement of Handicapped  
Children. Volume 2. Final Report.

Eastern Michigan Univ., Ypsilanti. Dept. of  
Sociology.

Spons Agency—Children's Bureau (DHEW),  
Washington, D.C.

Report No.—OCD-CB-289

Pub Date 74

Note—103p.; For volume 1 see EC 073 847

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Administrative Policy, \*Adoption,  
\*Agencies, Changing Attitudes, \*Delivery  
Systems, Exceptional Child Research, Family  
(Sociological Unit), \*Handicapped Children,  
\*Information Utilization, Public Opinion,  
Research Needs, Social Services

Presented is Volume 2 of a final report on a  
project to determine current practices and poli-  
cies likely to result in maximized adoptive place-  
ments for mentally, emotionally, or physically  
handicapped children. Data on families that  
adopted handicapped children are analyzed, two  
methods for disseminating project findings (a  
placement workshop and a handbook for child  
welfare workers) are described, and recommen-  
dations are offered for improving community  
education and for modifying agency and govern-  
mental policies related to service delivery. In a  
concluding chapter, 19 major project results (in-  
cluding findings that prior experience with han-  
dicapped individuals significantly and positively  
affected a family's willingness to adopt a han-  
dicapped child) are summarized and evaluated,  
and future research needs are suggested. Ap-  
pended are copies of the questionnaires sent to  
agency directors and to workers. (LH)

ED 112 599

88

EC 073 849

Will, Patricia, Ed.

Home and Family Living Laboratory Curriculum  
Guide. 1975 Developmental Edition.

Saint Paul Public Schools, Minn. Home and  
Family Living Lab.

Spons Agency—Bureau of Elementary and  
Secondary Education (DHEW/OE), Washing-  
ton, D.C.

Bureau No.—33-72-7082

Pub Date 75

Note—357p.

EDRS Price MF-\$0.76 HC-\$18.40 Plus Postage

Descriptors—Consumer Education, \*Curriculum  
Guides, \*Daily Living Skills, Educable Mentally  
Handicapped, Exceptional Child Education,  
\*Home Economics, Leisure Time, \*Mentally  
Handicapped, \*Normalization (Handicapped),  
Secondary Education, Trainable Mentally Han-  
dicapped

Identifiers—Elementary Secondary Education Act  
Title III, ESEA Title III

Presented is the curriculum guide from the  
Home and Family Living Laboratory, a project of  
the Child Development Center (St. Paul, Min-  
nesota) which serves educable mentally retarded  
and trainable mentally retarded teenagers and  
young adults. It is explained that the laboratory  
setting is a house (next to the school building)  
which accommodates 12 students, and that the  
purpose of the program is to facilitate transfer of  
home maintenance and home economics skills to  
a real life situation. Introductory information in-  
cludes: a history of the project, a description of  
mainstream (association with non-handicapped  
students) aspects of the program, take-home ac-  
tivities coordinated with each curriculum unit,  
and a guide for media to be used with each unit.  
Seven curriculum units cover the following topics  
(with sample objectives in parentheses): living in  
a neighborhood (understanding the rights and  
responsibilities of a property owner); money and  
the consumer (locating the price tag on an item);  
personal needs within the family (learning groom-  
ing and meal management); interior home care  
and planning (vacuuming); home maintenance  
(raking leaves); home emergencies (handling  
home fires); and leisure time (participating in  
games and hobbies). Provided for each unit are  
objectives, learning activities, vocabulary,  
teaching aids/resources, related academic objec-  
tives, and evaluative criteria. (LS)

ED 112 600

16

EC 073 850

Persellin, Leo E.

Electronic Assembly Self-Instructional Training  
System for the Deaf: Documentary Report.

TRW Systems Group, Redondo Beach, Calif.

Spons Agency—Bureau of Education for the  
Handicapped (DHEW/OE), Washington, D.C.  
Media Services and Captioned Films Branch.

Pub Date Dec 70

Contract—OEC-0-8-001920-3321(019)

Note—99p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*Aurally Handicapped, Exceptional  
Child Education, \*Individualized Instruction,  
Job Skills, \*Program Descriptions, Program  
Development, \*Programed Instruction, Pro-

gram Effectiveness, Secondary Education,  
Teaching Methods, \*Vocational Education

Reported are the origins, development, and  
preliminary evaluation of a self-instructional  
training system to prepare deaf high school stu-  
dents for entry-level electronic assembly jobs in  
industry. Description of the training system  
focuses on the following topics: the instructional  
concept on which the system is based; the  
method of instruction (including samples from  
programed texts and filmstrips); the seven learn-  
ing objectives (such as mechanical assembly and  
component installation); and administrative  
characteristics (such as length of the curriculum  
and teacher requirements). In a section on  
development of the training system, antecedents  
of the project (such as a World War II training  
program) are discussed, and a chronology of pro-  
ject development is provided. Preliminary evalua-  
tion involving developmental testing and on-site  
tryout of prototype materials with approximately  
85 hearing impaired students is said to have  
yielded findings that the program results in  
achievement of the specified learning objectives,  
allows for adaptation to individual differences,  
stimulates peer-tutor relationships, can be highly  
motivating, requires full-time administration by  
teachers, and is based on a valid instructional  
model. (LS)

ED 112 601

EC 073 851

Cohen, Bernard And Others

Do Hyperactive Children Have Manifestations of  
Hyperactivity in Their Eye Movements?

Mount Sinai School of Medicine, New York,  
N.Y.

Pub Date Apr 75

Note—13p.; Paper presented at the Biennial  
Meeting of the Society for Research in Child  
Development (Denver, Colorado, April 10-13,  
1975); Supported by The Health Research  
Council of New York

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Behavior Patterns, Child Develop-  
ment, Emotionally Disturbed, Exceptional  
Child Research, \*Eye Movements, \*Eyes,  
\*Hyperactivity, \*Perceptual Motor Coordina-  
tion, Problem Solving, \*Vision Tests

Identifiers—\*Electrooculography

A study involving 18 hyperkinetic children  
(from 3- to 12-years old) was conducted to test  
the hypothesis that hyperactive children manifest  
the same type of hypermotility in their eyes as in  
the rest of their body. Ss were observed under a  
series of test conditions (including manual  
problem solving) which elicit short and long  
periods of fixation, pursuit movements, small and  
large saccadic movements (rapid, involuntary  
jumping of the eyes from one fixed point to  
another); and optokinetic nystagmus (rapid in-  
voluntary oscillation of the eyeballs); and eye  
movements were measured by electrooculog-  
raphy. In comparison to controls, hyperkinetic Ss  
were generally unable to hold their eyes steady  
either in direct forward or in lateral gaze; Ss  
tended to continue to use combined head and eye  
movements at a later age when problem-solving;  
and Ss tended to have more saccadic movements  
to non-target areas during pursuit. (Graphs are  
provided.) (SB)

ED 112 602

EC 073 852

Kinsbourne, Marcel

Hyperactivity.

Pub Date 75

Note—14p.; Paper based on a presentation to the  
Heinz Seminar at the Annual Meeting of the  
Canadian Paediatric Association (Toronto, Ont-  
ario, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Attention Span, \*Behavior Patterns,  
Conference Reports, \*Drug Therapy, Emo-  
tional Problems, \*Etiology, Exceptional Child  
Education, \*Hyperactivity, Motor Develop-  
ment, Nutrition, Social Adjustment

Hyperactivity in children is explained in rela-  
tion to behavioral characteristics, precipitating  
factors, and stimulant medication therapy. The  
basic mechanism of hyperactivity is seen to be  
impulsive style in motility, attention, and so-  
cialization. Problems caused by impulsivity are  
noted to include feeding problems, school dif-  
ficulties, and peer alienation. Two factors are re-  
ported to precipitate hyperactivity which are  
emotional (stress) and chemical (food additives).  
The use of stimulant medication therapy is  
discussed in terms of goals; type and advantages

of drug chosen; dosage; when to stop medication; and effects on growth, appetite, and sleep. (SB)

**ED 112 603** **EC 073 853**

Gallagher, James J., Ed.

**The Application of Child Development Research to Exceptional Children.**

Council for Exceptional Children, Reston, Va.

Pub Date 75

Note—394p.

Available from—Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$12.00)

**Document Not Available from EDRS**

**Descriptors—**Aurally Handicapped, \*Child Development, Communication Problems, Concept Formation, Emotionally Disturbed, \*Exceptional Child Education, Family (Sociological Unit), Gifted, Intervention, Language Development, Learning, Learning Disabilities, Mentally Handicapped, Perception, \*Research Reviews (Publications), Sexuality, Visually Handicapped

Fourteen research reviews are presented in two sections: child development research (seven papers) and the application of the research to exceptional children (seven papers). Topics discussed in Section I are language acquisition by Kenneth Ruder, William A. Bricker, and Charlotte Ruder; perception by James J. Gallagher; concept formation by Irving Sigel; learning by Harold W. Stevenson; family relationships by Earl S. Schaefer; identification and sex role by Nicholas J. Anastasiow and Michael L. Hanes; and children's response to intervention programs by Merle B. Karnes and James A. Teska. Section 2 covers the topics of children with intellectual superiority by Catherine B. Bruch; children with intellectual subnormality by James W. Moss and D. Luisa Mayer; children with learning disabilities by Jeanne McCrae McCarthy; children with social and emotional problems by Frank H. Wood; children with visual handicaps by Richard G. Umsted; children with hearing impairments by Doin E. Hicks; and children with communicative disorders by Doris J. Johnson. Also provided are an index of names and a subject index. (SB)

**ED 112 604** **EC 073 854**

Crockett, Darlene Guthrie, Larry F.

**A Comparison of Self-Concept Between EMR and Non-EMR Students.**

Pub Date Jun 75

Note—39p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**\*Educable Mentally Handicapped, Exceptional Child Research, \*Intelligence Quotient, Junior High Schools, Mentally Handicapped, \*Reading Ability, Secondary Education, \*Self Concept

The self-concept of 20 educable mentally retarded (EMR) junior high school boys in special classes was compared to that of 20 non-EMR junior high school boys in regular classes. Two self-concept scales (the Piers-Harris Children's Self Concept Scale and the "How I See Myself" Scale by I. Gordon) were used as measurement instruments. Also collected and compared were Ss' IQ scores and reading grade levels. The results of the study indicated that EMR Ss had more negative self-concepts than non-EMR Ss; however the differences were not significant. Correlations with self-concept and reading were positive but low, however there was no relationship between IQ and self-concept among the EMR students. There was a high positive relationship between IQ and self-concept among non-EMR students and a low positive relationship between reading and self-concept. (Author/LS)

**ED 112 605** **EC 073 856**

Lawhon, Del. Comp. Thornton, Linda, Comp.

**An Annotated Catalog of Visual Materials Relating to the Identification and Management of Handicapping Conditions of Preschool Children.**

Appalachia Educational Lab., Charleston, W. Va. Spons Agency—Appalachian Regional Commission, Washington, D.C.

Pub Date Jun 75

Note—168p.

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors—**\*Audiovisual Aids, Catalogs, Exceptional Child Education, Films, \*Handicapped Children, Identification, \*Preschool Education, \*Resource Guides, \*Teacher Education, Video Tape Recordings

**Identifiers—**\*Appalachia

Presented is a catalog of 232 visual materials (films, slides, or videotapes) relating to identification and management of handicapping conditions of preschool children. Section I contains information on 118 visuals including title, type, length, production date, producer, distributor, cost, an evaluative summary, audience, and sources in the Appalachian area. Annotated visuals are also indexed alphabetically by title and categorically under the following headings: autism, Down's Syndrome, emotionally disturbed, hearing impaired, informational, instructional, language, learning disorders, mental retardation, physical and neurologically handicapped, visually impaired, and testing and assessment. Section II lists unreviewed visuals alphabetically by title within categories (such as films and videotape), and only title and distributor for each entry is given. (SB)

**ED 112 606** **EC 073 857**

Horejsi, Charles R.

**Deinstitutionalization and the Development of Community Based Services for the Mentally Retarded: An Overview of Concepts and Issues.**

Montana Univ., Missoula. Dept. of Social Work.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Aug 75

Note—64p.; See also EC 073 819

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**\*Community Resources, Exceptional Child Research, Institutional Environment, \*Mentally Handicapped, \*Normalization (Handicapped)

**Identifiers—**\*Deinstitutionalization

Presented is an overview of issues and concepts related to deinstitutionalization and the development of community based services for the mentally retarded. Explained are distinctions between mental retardation and developmental disabilities, and between decentralization, deinstitutionalization and institutional reform. Forces in the deinstitutionalization movement are analyzed, including normalization and legal action. Resistance by parents and economic interests are said to be among barriers to deinstitutionalization. Elements of a comprehensive service system, including adherence to a developmental model are considered, and comprehensive system services such as family support and child development services are described. Given are examples of deinstitutionalization efforts in Connecticut, Nebraska and California. Approaches to deinstitutionalization in rural areas receive special consideration. (CL)

**ED 112 607** **EC 073 874**

Grove, Richard

**The Arts and the Gifted.**

Council for Exceptional Children, Reston, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 75

Contract—NE-C-00-4-0004

Note—54p.; Proceedings from the National Conference on Arts and Humanities/Gifted and Talented (Spearfish, South Dakota, October 1974)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**\*Art, Conference Reports, \*Creative Expression, Dance, \*Educational Programs, Exceptional Child Education, \*Gifted, Literature, Music, \*Talent Identification

Presented are the proceedings from the National Conference on Arts and Humanities/Gifted and Talented. Included are reports and presentations with the following titles: "A Temporary Community" (the development of the conference); "The Arts and the Gifted: A Stereoscopic View" (identification of the gifted/talented population); "What's To Be Done?" (the use of literature, music, film, theatre, the visual arts, and dance programs in the schools); "The Transformation of the Schools" (arts and human learning programs for the entire school population) by Harold Taylor; "Humanizing the Humanizers" (ten proposals to consider in organizing a youth orchestra) by Murry Sidlin; "Jazz and the Schools" (the relationship of jazz to American culture, high schools, and future curriculum) by Nat Hentoff; and "The Arts and Humanities—What Is Most Human" (programs for gifted and career education) by Virginia Y. Trotter. Appendixes are provided on the conference program, workshop leaders and coordinators, speakers, and government representatives. (SB)

**ED 112 608** **88** **EC 073 889**

**Indiana Study of Special Education Needs and Programs; Phase I Report. Volume 1.**

Indiana State Dept. of Public Instruction, Indianapolis.; La Porte Community School Corp., Ind.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Feb 75

Note—70p.; For related information, see EC 073 890; Not available in hard copy due to marginal reproducibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**Administrative Personnel, \*Delivery Systems, Exceptional Child Education, \*Handicapped Children, \*Incidence, \*Special Education, \*State Surveys, Statistical Data

**Identifiers—**Elementary Secondary Education Act Title III, ESEA Title III, Indiana, Needs Assessment

Summarized are data gathered during phase I of a state survey of administrators, funded under Title III, to determine the number of handicapped children receiving or in need of special education services in Indiana. The following are among survey results highlighted in the first chapter: 19,061 pupils were estimated by public school principals to need placement in appropriate special education programs; approximately 82,815 exceptional students were estimated to be receiving special services during 1973-74; and respondent principals viewed lack of parental cooperation, labeling of students, time lag between formal referral and final placement, and inadequate special education facilities and personnel as major problem areas in providing needed services. Presented in chapters 2 and 3 are a detailed description of survey methods and an analysis and summary of the data gathered. Discussed in an addendum are reasons underlying different estimates of prevalence among children with various exceptionalities. (LH)

**ED 112 609** **88** **EC 073 890**

**Indiana Study of Special Education Needs and Programs; Phase I Report. Volume 2.**

Indiana State Dept. of Public Instruction, Indianapolis.; La Porte Community School Corp., Ind.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Feb 75

Note—202p.; For related information, see EC 073 889; Not available in hard copy due to marginal reproducibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**Administrative Personnel, \*Delivery Systems, Exceptional Child Education, \*Handicapped Children, \*Incidence, \*Special Education, \*State Surveys, Statistical Data

**Identifiers—**Elementary Secondary Education Act Title III, ESEA Title III, Needs Assessment

Presented are nine appendixes to a state survey, funded under Title III, to determine the number of handicapped children receiving or in need of special education services in Indiana. Included are a description of survey objectives and procedures, 17 tables of data by region and community type, and copies of school principals' suggestions for improving special education services and programs. (LH)

**ED 112 610** **EC 080 034**

Brown, Jerome D., Ed.

**Handbook for Hearing Conservation Services and Educational Programming for Hearing Impaired Pupils.**

Iowa State Dept. of Public Instruction, Des Moines.

Pub Date 75

Note—169p.

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors—**Administration, \*Aurally Handicapped, \*Educational Programs, Elementary Secondary Education, Exceptional Child Education, \*Guidelines, Hearing Conservation, State Departments of Education, \*State Programs

**Identifiers—**\*Iowa

Presented by the Iowa Department of Public Instruction are recommendations for comprehensive hearing conservation services and educa-

tional programing for hearing impaired (HI) pupils. Part 1 consists of Iowa's Rules of Special Education which are arranged under 10 divisions: authority, scope, general principles and definitions; methods of providing programs and services; district and area responsibilities; planning; services and program management; personnel; facilities; materials and equipment; program review; public participation; and finance. In Part 2 specific interim procedures in the 10 division areas are outlined for hearing conservation services and education of HI pupils. Appendices to Part 2 include a list of suggestions for helping the hard of hearing child in the school room, and various record and report forms. Part 3 provides the following reference materials: lists of referral agencies and professional organizations; chapters from the school laws of Iowa on topics such as school for the deaf and compulsory education; and American Speech and Hearing Association guidelines regarding audiometric symbols, identification audiometry, and audiology programs in educational settings for HI children. (LS)

ED 112 611 EC 080 035

Segal, Julius, Ed. And Others

**Research in the Service of Mental Health: Report of the Research Task Force of the National Institute of Mental Health.**

National Inst. of Mental Health (DHEW), Rockville, Md.

Report No.—DHEW-ADM-75-236

Pub Date 75

Note—469p.; For summary report see EC 080 036

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Order No. ADM-75-236)

EDRS Price MF-\$0.76 HC-\$23.48 Plus Postage

Descriptors—Alcoholism, Behavior Patterns, Biological Influences, Drug Abuse, \*Emotionally Disturbed, Exceptional Child Education, Information Dissemination, \*Mental Health, Psychological Characteristics, \*Psychological Services, \*Research Reviews (Publications), Social Adjustment, Social Influences, Therapy

Presented is a detailed account of the findings and recommendations of the National Institute of Mental Health (NIMH) Task Force on Research in the Service of Mental Health. Included are 15 chapters with the following titles: "Purpose and Organization of the Research Task Force", "An Organizational History of the NIMH Research Programs", "NIMH Support of Research Activities—An Overview", "Basic Research I—Advances in Knowledge of the Biological Processes Underlying Behavior", "Basic Research II—Advances in Knowledge of the Psychological Processes Underlying Behavior", "The Basic Research Activities of NIMH", "Research on Mental Illness and Behavior Disorders", "Research on Alcohol Abuse and Alcoholism", "Research on Drug Abuse", "Research on Social Problems", "Research on Treatment of Mental Disorders", "Research on Mental Health Services", "The Dissemination and Use of Research Information", and "The Administration and Organization of NIMH Research Programs." Also provided are charts, tables, graphs, and a list of members of the coordinating committee, study groups, and panel of research consultants. (SB)

ED 112 612 EC 080 036

Segal, Julius, Ed. Boomer, Donald S., Ed.

**Research in the Service of Mental Health: Summary Report of the Research Task Force of the National Institute of Mental Health.**

National Inst. of Mental Health (DHEW), Rockville, Md.

Report No.—DHEW-ADM-75-237

Pub Date 75

Note—107p.; For the complete report see EC 080 035

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Order No. ADM-75-237)

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Alcoholism, Behavior Patterns, Biological Influences, \*Emotionally Disturbed, Exceptional Child Education, Information Dissemination, \*Mental Health, Psychological Characteristics, \*Psychological Services, \*Research Reviews (Publications), Social Adjustment, Social Influences, Therapy

Presented is a summary of the findings and recommendations of the National Institute of Mental Health (NIMH) Task Force on Research in the Service of Mental Health. Research is discussed on topics which include background and organization of NIMH research programs; biological, psychological, and sociocultural influences on behavior; role and support of basic research; mental illness and behavior disorders; critical developmental periods; alcohol abuse and alcoholism; drug abuse; social problems; mental disorders and emotional disturbances; treatment needs and mental health services; and dissemination and use of research results. Common report themes are noted which are pervasive substantive needs (such as more information on preventive factors), pervasive needs in the interest of continued research (such as improved methodologies), the need to broaden the use of research findings, the need for synthesis and integration, and the need for better communication and coordination. Provided is a list of members of the coordinating committee, study groups, and panel of research consultants. (SB)

ED 112 613 EC 080 038

Proger, Barton B., Comp.

**Trends and Patterns in Achievement Test Results and Baseline Expectancy Data for Future Performance: Programs for Emotionally Disturbed Children, Physically Handicapped Children, Learning Disabled Children, and Children with Minimal Brain Injury. Annual Program Evaluation Report 1973-1974.**

Pub Date Mar 75

Note—278p.

EDRS Price MF-\$0.76 HC-\$14.59 Plus Postage

Descriptors—\*Academic Achievement, Age Differences, Elementary Secondary Education, \*Emotionally Disturbed, Exceptional Child Research, Expectation, Intelligence Level, \*Learning Disabilities, \*Minimally Brain Injured, \*Physically Handicapped, Program Evaluation, Statistical Data

Identifiers—Pennsylvania (Montgomery County), \*Stanford Achievement Test

Summarized are the results of testing (Stanford Achievement Test) during 1973-74 in four Montgomery County, Pennsylvania programs for handicapped children: physically handicapped, emotionally disturbed, minimally brain injured, and learning disabled. The study attempted to establish realistic expectancy levels of performance for children at various ability and levels within each program. It is explained that within each program, the children were stratified into the following subgroups: individual intelligence test verbal scores, global age levels (elementary versus secondary), specific age levels, and entry levels (pretest scores). Reported are results showing achievement patterns ranging from less than half a year to somewhat less than a full year for each year of instruction. (The major portion of the document consists of tables detailing achievement test results.) (DB)

ED 112 614 EC 080 039

Henry, Joan

**Specialized Vocational Training Program Development. Final Report.**

Bristol Township School District, Pa.

Report No.—R-17-5009

Note—369p.

EDRS Price MF-\$0.76 HC-\$18.40 Plus Postage

Descriptors—Child Care, \*Curriculum Guides, \*Educable Mentally Handicapped, Exceptional Child Education, Home Economics, Job Skills, Mentally Handicapped, \*Nonprofessional Personnel, \*Prevocational Education, School Services

Identifiers—Pennsylvania (Bristol)

The final report of the Bristol Township School District (Pennsylvania) training program for the educable mentally retarded presents instructional units for the areas of preschool education, child care, shipping and receiving, maintenance and food services. It is explained that the project uses school service personnel to supervise students in vocational training situations within the school. Classroom teachers are said to use the manual to help students understand the roles of service personnel. Each unit is color coded and contains daily lesson plans with information on general concepts, behavioral objectives, readings experiences, learning experiences, and student activities. Also provided are separate student activity sheets which can be reproduced for classroom

use. Examples of lessons are awareness of body parts and safety on the playground (teaching the preschooler unit); growth and development in early childhood (child care unit); safety aspect of lifting and stacking procedure (shipping and receiving unit); using a time card and ordinary outside house maintenance (maintenance unit); and kitchen equipment (food services unit). (CL)

ED 112 615 EC 080 054

Zweig, Herbert M.

**Interdisciplinary Team Functioning: A Case Team Approach to Habilitation in a Residential Facility for the Mentally Retarded.**

Willowbrook Developmental Center, Staten Island, N.Y.

Pub Date Jan 75

Note—38p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Conceptual Schemes, Exceptional Child Services, \*Information Systems, \*Interdisciplinary Approach, \*Mentally Handicapped, Models, \*Residential Programs

Detailed are the functions, structure, and relationship to data gathering systems of an interdisciplinary team habilitation approach in a residential center for mentally retarded persons. Deficiencies of the system currently in operation at Willowbrook Developmental Center (New York) are reviewed. It is explained that suggested reorganization is based on the case team approach with each member designated case manager for certain residents. Stages of team functioning are described, and an individual case is traced through the four stages (case team assessment, treatment team consolidation, program implementation, and resident evaluation). Also considered are such implementation factors as provision for case review, participation by therapy aides on case teams, and strategies for phasing in the new system. (CL)

ED 112 616 EC 080 069

Metz, A. Stafford And Others

**Study of Excess Costs of Educating Handicapped Pupils.**

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—NCES-75-223

Pub Date 75

Note—53p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Costs, Exceptional Child Research, \*Expenditure Per Student, \*Financial Policy, \*Handicapped Children, Questionnaires, Special Education, State Programs, \*State Surveys, Tables (Data)

Reported are findings from a survey of eight state education agencies on the excess cost of educating handicapped children. Among findings presented are that no state surveyed has all the data required for a detailed analyses of excess costs; few states maintained a detailed accounting system for special education programs; few provided cost information on institutionalized children under the care of other state agencies; and prevalence estimates of various handicapping conditions varied widely. Major types of problems with survey data are summarized for each state. Provided are tables depicting the costs of special education (including salaries of teachers, administrators, specialists and paraprofessionals) compared to the costs of regular education for each state. Emphasized is the need for a uniform data system for analysis of excess costs of educating handicapped children. Appended is a sample questionnaire submitted to the surveyed states. (CL)

ED 112 617 EC 080 082

Stern, Sheldon B.

**Educational Program for Pediatric Inpatients at the Geisinger Medical Center. Revised.**

Pub Date Apr 75

Note—43p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Exceptional Child Education, \*Hospitalized Children, \*Program Descriptions, \*Special Health Problems

Identifiers—Geisinger Medical Center

Described is the educational program for pediatric inpatients at Geisinger Medical Center (Pennsylvania). It is explained that the program involves a full time special education teacher, permission from parents, and close coordination

with the students' home schools. Covered in outline form are such program aspects as purpose, needs, attainable goals, objectives-activities, resources required, and evaluation criteria. Appendixes comprise the major portion of the document providing detailed information dealing with such aspects as the arts program, the educational prescription form, and evaluation criteria. (DB)

**ED 112 618** **EC 080 083**

Allen, Jerry C.

Overview of the Georgia Reading Research Program: Special Reading Instructional Procedures for Mentally Retarded and Learning Disabled Children.

Georgia Univ., Athens.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—202340

Pub Date 75

Grant—OEG-0-71-4157(607)

Note—15p.; Paper presented at the International Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Educational Objectives, Exceptional Child Education, Learning Characteristics, \*Learning Disabilities, Mentally Handicapped, Reading, Reading Comprehension, \*Reading Skills, Task Analysis, \*Teaching Methods

Reported is the development of instructional procedures to teach learning disabled and mentally handicapped children reading skills, based on their particular verbal learning and language characteristics. Focused on is the development of prototypes of teaching procedures based on cross connecting the learning, language, and reading domains. Detailed are the following steps of prototype development: specifying a behaviorally stated instructional objective for the reading skill, identifying the aspect of learning or language involved in the instructional objective, identifying the independent variables which influence that aspect of learning or language, and expressing variants of the independent variables as teaching procedures. It is explained that prototypes have been developed for teaching the following 13 reading skills: identifying main ideas and supporting ideas, identifying word meanings from context, learning word meanings-synonyms, learning word meanings-homonyms, learning word meanings-concepts, learning sight vocabulary, learning word meanings-compounds, learning word meanings-affixes, recalling and comprehending sentences, learning through sentences, learning through connected discourse, directions, and identifying main ideas and supporting ideas in connected discourse. (Author/DB)

**ED 112 619** **EC 080 084**

Baker, G. P. Raskin, L. M.

Kinetic-Family-Drawing of Kindergarten and First Grade Children with Delayed Perceptual and Motor Development.

Pub Date 75

Note—8p.; Paper presented at the International Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Body Image, \*Emotional Problems, Exceptional Child Research, Family Attitudes, \*Learning Disabilities, Projective Tests, \*Psychological Evaluation, Self Concept, \*Withdrawal Tendencies (Psychology)

Identifiers—\*Kinetic Family Drawings

Kinetic-Family-Drawings were obtained from 50 kindergarten or first grade children with delayed perceptual and/or motor development and 50 controls to investigate the effectiveness of this instrument as a measure of socio-emotional dimensions of high risk low achievers. Each child was asked to draw each member of his family (including himself) actively doing something. Drawings were scored on the criteria of isolation, bodily concerns, and rivalry. Results indicated that Ss having delayed development were differentiated from controls by a greater sense of isolation and bodily concern. Rivalry was not a significant discriminator. (Author/DB)

**ED 112 620** **EC 080 085**

Berman, Allan

Incidence of Learning Disabilities in Juvenile Delinquents and Nondelinquents: Implications for Etiology and Treatment.

Pub Date 75

Note—7p.; Paper presented at the International Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Delinquency, Exceptional Child Research, Incidence, \*Learning Disabilities, \*Testing

Investigated was the incidence of learning disabilities in juvenile delinquents at a Rhode Island Training School. Ss and nondelinquent controls were administered the Halstead-Reitan battery of measures including the Wechsler Intelligence Scale, the Wide Range Achievement Test, and tests of sensory imperception. Results found the five predictors utilized (Verbal IQ, Performance IQ, Halstead's Impairment Index, the Trailmaking Test Part A, and the Trailmaking Test Part B) discriminated significantly between delinquent and nondelinquent groups with 87 percent of the delinquents and 78 percent of the controls being correctly classified as a result of the five neuropsychological indexes. The most powerful individual predictors were the Performance IQ and the Impairment Index. (DB)

**ED 112 621** **EC 080 086**

Collette-Harris, Martha Minke, Karl A.

A Behavioral Experimental Analysis of Dyslexia.

Pub Date 75

Note—26p.; Paper presented at the International Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975); Best copy available

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Behavior Change, \*Dyslexia, Exceptional Child Research, Learning Disabilities, \*Operant Conditioning, \*Remedial Reading, \*Teaching Methods

Identifiers—\*Staats Action Reading Technique

Two groups of six children (aged 9 and 10 years) were given either traditional remedial reading treatment or behavioral therapy consisting of the Staats motivated Action Reading Technique. The method involved positive reinforcement for correct responses during three phases of instruction: individual word phase, oral reading phase, and silent reading and comprehension phase. Both dyslexic and non-dyslexic Ss receiving the behavioral intervention significantly improved in reading achievement to approximately the same degree, and the dyslexic Ss improved in several perceptual and attentional measures as well. Results supported the theory that dyslexia can be viewed as a function of deficient learning history. (Author/DB)

**ED 112 622** **EC 080 087**

Currie, Winifred

Proposing a Model Assessment and Intervention Program for Learning Disabled Adolescents in a Typical School Population.

Pub Date 75

Note—25p.; Paper presented at the International Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Exceptional Child Research, \*Incidence, \*Intervention, Junior High Schools, \*Learning Disabilities, \*Reading Difficulty, \*Screening Tests

Identifiers—\*Currie Milonas Screening Test

Reported are results of screening over 1,000 eighth or ninth grade students for learning disabilities, and suggested is an intervention program utilizing available local resources. The Currie-Milonas Screening Test is described as consisting of eight subtests to identify problems in the basic skills of reading, writing, language, or mathematics. Results indicated that 19.8 percent of eighth graders, 18.1 percent of ninth graders, and 28 percent vocational education ninth graders were reading at the fourth grade level or below. Proposed is an intervention program involving classroom teachers, reading teachers, remedial reading specialists, remedial math specialists, learning disabilities specialists, supplemental clinical tutorial services, or referral to special day or residential schools. (Author/DB)

**ED 112 623** **EC 080 112**

Gromme, Roy O.

Me and My Environment Formative Evaluation Report Four: Assessing Student Abilities and Performance.

Biological Sciences Curriculum Study, Boulder, Colo.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—1520-75

Pub Date May 75

Grant—OEG-0-9-152075-3720(032)

Note—36p.; For related information, see EC 061 290, EC 061 291, EC 061 292, EC 061 293, and EC 071 063

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Biology, Curriculum Design, \*Curriculum Evaluation, Drug Education, Ecology, \*Educable Mentally Handicapped, Exceptional Child Education, \*Instructional Materials, Mentally Handicapped, \*Program Effectiveness, Secondary Education, Skill Development, \*Student Evaluation, Teaching Methods

Presented is the fourth in a series of formative evaluation reports on "Me and My Environment", a 3-year environmental sciences program for 13- to 16-year-old educable mentally handicapped (EMH) children. The rationale and standards for monitoring instructional effectiveness are explained, and student performance is reported on field tests of items assessing instruction in Units 1 ("Exploring My Environment"), 2 ("Me as a Habitat"), and 3 ("Energy Relationships in My Environment"). Described is a small-scale field test in which techniques of observing, describing, comparing and ordering objects were taught to 14 EMH students through the use of stereograms and viewers. Discussed are the implications for curriculum development of a survey of 235 EMH adolescents concerning their attitudes toward and use of tobacco, alcohol, and unprescribed drugs. Four abstracts of studies on the functional abilities of EMH students are provided, and comments are offered relating findings about cognitive abilities and students' manipulative skills to curriculum development. (LH)

**ED 112 624** **88** **EC 080 171**

Khatena, Joe

Project Talented and Gifted First Evaluation Report: ESEA Title III Region II.

West Virginia State Dept. of Education, Charleston.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 74

Note—75p.; See EC 080 172 for the second project evaluation; Best copy available

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Creativity, \*Demonstration Projects, Exceptional Child Research, \*Gifted, Measurement Techniques, Parent Attitudes, \*Program Descriptions, \*Program Evaluation, Staff Improvement

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, West Virginia

Presented in the annual (1973-74) evaluation of Project Talented and Gifted are results of an appraisal of over 50 student participants (10- to 12-years-old) and the project staff and resource personnel. The project is described as a 3-month institute to provide experiences in areas such as learning to use creative thinking and problem-solving strategies, in language arts, science and mathematics, and music. Procedures, results, and evaluation instruments are described in three sections: the experiment, student-parent perceptions, and other sources. Reported are findings which include that Ss showed significant improvement in verbal originality; that the program did not appear to have brought improvement in areas of figural fluency, flexibility, originality, and elaboration; that both parent and student perceptions indicated that students were weakest in initiative and/or leadership experiences; that staff assessment was generally positive; and that recommendations made by resource personnel were both pertinent and valuable. Recommendations are noted for the project's second year which include special attention and emphasis to development of creative thinking abilities in fluency, flexibility, originality, and elaboration. (SB)

**ED 112 625** **88** **EC 080 172**

Khatena, Joe

Project Talented and Gifted Second Evaluation Report: ESEA Title III Region II.

West Virginia State Dept. of Education, Charleston.



Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.  
Pub Date 75  
Note—90p.; See EC 080 171 for the first project evaluation; Best copy available

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Creativity, \*Demonstration Projects, \*Exceptional Child Research, \*Gifted, \*Measurement Techniques, \*Parent Attitudes, \*Program Descriptions, \*Program Evaluation, \*Staff Improvement

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, West Virginia

Presented in the annual (1974-75) evaluation of Project Talented and Gifted are results of an appraisal of over 50 student participants (10- to 12-years-old) and the project staff and resource personnel. The project is described as a 3-month institute to provide experiences in areas such as learning to use creative thinking and problem-solving strategies in language arts, science and mathematics, and music. Results and recommendations from the first evaluation are outlined and instruments used for the second evaluation are described in three sections: the experiment, student perceptions, and other sources. Reported are findings which included that Ss showed significant improvement in verbal originality and figural flexibility; that Ss improved in the areas of self-strength and individually; and compared to Ss' self-perceptions in 1974, 1975 Ss' self-perceptions significantly improved in environmental sensitivity, initiative, self-strength, individuality, and intellectuality. Recommendations for the project's third year are noted which include the continued encouragement of effective use of the library. (SB)

ED 112 626 EC 080 174  
Barnes, Milford E.

The Gifted Child: Today and Tomorrow.

Pennsylvania Association for the Study and Education of the Mentally Gifted.

Pub Date 74

Note—49p.; Highlights of the 1974 PASEMG Conference at Pennsylvania State University

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Conference Reports, \*Creativity, \*Curriculum Development, \*Exceptional Child Education, \*Financial Support, \*Gifted, \*Legislation, \*Parent Associations, \*Parent Role, \*Program Planning, \*Research Reviews (Publications), \*Teacher Role

Reported are the proceedings from a 1974 conference on programming for gifted children which was sponsored by the Pennsylvania Association for the Study and Education of the Mentally Gifted. Reviewed in a keynote address by J. Gowan are 12 outstanding research studies conducted during the past 25 years regarding identification and education of gifted students, and discussed are curricular models for stimulating their development and creativity. Discussed in a section on parent involvement are state and federal legislation, funding and special education policies concerning programs for the gifted (N. Bingham); procedures for launching parent groups (S. Gutin and R. Manning); and suggestions for fostering giftedness, insuring appropriate public school opportunities, and raising the gifted child in a single parent family (J. Gowan). A final section on teacher involvement contains three brief papers on humanities (J. Farr); Stimulating creativity (L. Roslund and M. Stitt); and guidance for teachers. (LH)

ED 112 627 EC 080 176

Educating the Gifted in California Schools. Part I: Plan for the Education of Gifted Individuals in California Schools. Part II: Report of the Blue Ribbon Committee for Education of the Gifted.

California State Dept. of Education, Sacramento.

Pub Date 75

Note—39p.

Available from—Bureau of Publications Sales, California State Department of Education, P. O. Box 271, Sacramento, CA 95802 (\$1.25)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Administrative Policy, \*Administrator Role, \*Curriculum Design, \*Educational Needs, \*Educational Objectives, \*Elementary Secondary Education, \*Exceptional Child Education, \*Financial Support, \*Gifted, \*Legislation, \*Program Planning, \*Staff Improvement, \*State Departments of Education

Identifiers—California

Presented is a 2-part report on educating the gifted in California schools. Included in Part One on program planning are brief sections on goals, proposed legislation, the role of the Gifted and Talented Education Management Team, a 3-phase proposal for implementing work plans (in such areas as management, preservice and inservice training, research and evaluation), and experimental programs for gifted disadvantaged students. Considered in Part Two are portions of a Blue Ribbon Committee report that deal with general philosophy; a definition of gifted individuals (in terms of intellectual, leadership, and creative abilities); major program goals; basic needs (including multiple learning options); program principles in the areas of counseling, curriculum design, and staff development; and program recommendations regarding aspects such as evaluation, individualized instruction, parental involvement, funding, and staffing ratios. Provided is a chart relating program principles and recommendations; and appended are lists of Blue Ribbon Committee, planning team, and Department of Education staff members. (LH)

ED 112 628 EC 080 177

Gorelick, Molly C. And Others

Careers in Integrated Early Childhood Programs. California State Univ., Northridge. Preschool Lab.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date Aug 75

Note—272p.

EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage

Descriptors—\*Changing Attitudes, \*Curriculum Design, \*Demonstration Projects, \*Early Childhood Education, \*Exceptional Child Education, \*Handicapped Children, \*Information Dissemination, \*Performance Based Teacher Education, \*Practicums, \*Program Descriptions, \*Program Evaluation, \*Regular Class Placement

Described is a 4-year project to design and implement a competency-based training model which prepared teachers and administrators for careers in early childhood programs that integrate normal and handicapped children. Discussed in the introductory chapter are the project's rationale, overview, objectives, and training setting. Chapters II through V cover such aspects of the competency model achievement strategies as the process for selecting trainees; development of a teacher assessment profile; the didactic module (including coursework in child development, independent study, and guest lectures on meeting the special needs of handicapped preschoolers); and the practicum module (including direct classroom experience, curriculum design, and child assessment techniques). Attention is given in Chapter VI to a survey designed to assess how exposure to the integrated preschool program affected trainees' development of accepting attitudes toward handicapped children. The concluding chapters focus on dissemination of project materials and project evaluation. Also provided are numerous charts and tables; bibliographies of books, journal articles, and films; and 9 appendixes (including a discussion of labeling and guidelines for curriculum design). (LH)

ED 112 629 EC 080 215

Selected Mental Health Audiovisuals.

National Inst. of Mental Health (DHEW), Rockville, Md.

Report No.—(ADM)-76-259

Pub Date 75

Note—231p.

EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage

Descriptors—\*Audiovisual Aids, \*Emotionally Disturbed, \*Exceptional Child Education, \*Films, \*Filmstrips, \*Handicapped Children, \*Mental Health, \*Resource Guides, \*Tape Recordings, \*Video Tape Recordings

Presented are approximately 2,300 abstracts on audio-visual Materials—films, filmstrips, audiotapes, and videotapes—related to mental health. Each citation includes material title; name, address, and phone number of film distributor; rental and purchase prices; technical information; and a description of the contents. Abstracts are listed in alphabetical order by title under the following subjects: aging, animal studies, biochemistry and metabolism, child mental health, cognition and perception, communication, community mental health, crime and delinquency, cultural studies, death and suicide, depression, education, family, group processes, learning, mental retardation, minority groups, motivation,

neurosciences, personality, psychology, religion, schizophrenia, sexuality, sleep and dreams, social issues, and treatment. Also included is information on catalog format and use, ordering materials, sources for free social welfare films, sources for low-cost film rental, and commercial rental libraries. (SB)

ED 112 630

EC 080 216

Cleary, Margaret E.

Please Know Me As I Am: A Guide to Helping Children Understand the Child with Special Needs.

Sudbury Public Schools, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston.; Rehabilitation Services Administration (DHEW), Washington, D.C. Div. of Developmental Disabilities.

Pub Date [75]

Note—63p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Agencies, \*Audiovisual Aids, \*Bibliographies, \*Childrens Books, \*Curriculum Guides, \*Elementary Education, \*Exceptional Child Education, \*Handicapped Children, \*Instructional Materials, \*Interpersonal Relationship, \*Peer Acceptance

Presented is a guide for teaching elementary school children to understand classmates and others with special needs which was developed as a result of a project involving 16 classroom teachers and a nurse consultant in developing an exemplary program. Listed are concerns frequently voiced by teachers such as a child asking embarrassing questions. Described in terms of course instruction and teacher application are curriculum methods which include group discussions, field trips, and inviting guests with special needs. Also noted are curriculum materials such as reading and audiovisual aids. Children's drawings and comments are included in each curriculum section. Provided are appendixes with information on 145 resource agencies, 90 books appropriate for children in grades K-8, 26 pamphlet sources, and 26 audiovisual materials. (SB)

ED 112 631

EC 080 217

Christensen, Genelle

Guidelines for Gifted/Talented Programs.

Idaho State Dept. of Education, Boise.

Pub Date May 75

Note—23p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Definitions, \*Educational Alternatives, \*Educational Programs, \*Evaluation, \*Exceptional Child Education, \*Gifted, \*Guidelines, \*Personnel Selection, \*Program Budgeting, \*Program Planning, \*State Programs, \*Talent Identification

Identifiers—\*Idaho

Presented are guidelines for planning, establishing, and operating gifted/talented programs for exceptional children in Idaho. Topics are outlined which include definitions of terms related to gifted/talented education; general and specific program criteria; criteria for student selection (identification, comprehensive evaluation/assessment, additional considerations, and due process and confidentiality); program alternatives (special group arrangements) and general guidelines; personnel requirements (teacher traits and characteristics, teacher qualifications, in-service education, parent programs, and programs for mentors); time line for implementation; evaluation (general principles, general areas, and techniques); budget and finance (income, income generated by students, and accounting for funds). Also provided is an appendix listing tests useful in diagnosing the following areas of gifted/talented ability: academically gifted, creative or productive thinking, leadership ability, visual or performing arts, and manipulative skills. (SB)

ED 112 632

EC 080 218

Brandwein, Paul F.

Teaching Gifted Children Science in Grades Seven Through Twelve.

California State Dept. of Education, Sacramento. Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 75

Note—58p.; For related information, see EC 050 876, EC 050 877, EC 050 878, EC 051 699, EC052 456, EC 052 631, EC 052 632, EC 060 220, EC 061 311, EC 070 972, and EC 070 973 and EC 061 312

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Curriculum Development, \*Exceptional Child Education, \*Gifted, \*Independent Study, \*Individual Characteristics, \*Sciences, \*Secondary Education, \*Skill Development, \*Teacher Role, \*Teaching Guides

One of a series of publications for teachers, consultants, and administrators, the guide offers recommendations for curriculum development and science instruction for gifted students in grades 7-12. Discussed in the introductory chapter is creation of a school environment that fosters skills of interdependence (Communication with other scientists) as well as independent inquiry. Chapter 2 deals with characteristics and identification of gifted secondary students, the teacher's role in stimulating scientific interest, differences between conventional and singular giftedness, and the functions of the lecture and investigative approaches. Among the topics explored in a chapter on curricular strategies are types of curricula (such as the learning activity package or LAP program), a conceptually based curriculum, and instruction in investigative arts. A final chapter focuses on independence training, designing and evaluating LAPs for the junior high curriculum, and a consortium module for senior high curricula. (LH)

**FL****ED 112 633**

FL 005 198

Harris, Alan C.

**The Relativization "Which That It Is" in Israeli Hebrew.**

Pub Date [72]

Note—16p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Comparative Analysis, \*Contrastive Linguistics, \*Diachronic Linguistics, \*English, \*Form Classes (Languages), \*Grammar, \*Hebrew, \*Language Research, \*Pronouns, \*Sentence Structure, \*Syntax

**Identifiers**—\*Relativization

The first part of this paper provides a description and discussion of the major aspects of the process of relativization in Israeli Hebrew: (a) the use of a subordinating relative particle which in most cases can neither be deleted nor replaced and which is prefixed to the first constituent of the embedded S; (b) the obligatory pronominalization of the coreferential NP in the embedded S; and (c) the function of the relativized NP in determining whether or not the pronominalized form of the NP of the embedded S will be deletable. The second part of the paper deals with: (a) a hypothesis that historically the relative marker in Hebrew, in practically all cases of relativization, was preceded by a pronominalized relative; (b) a discussion of the possibility that Hebrew in an analogous manner closely parallels English in its historical development, leading us to consider some interesting claims about subordinating processes in general; and (c) a description and discussion of relative clause reduction as further support of some of the notions put forward in (a) and (b). (Author)

**ED 112 634**

FL 005 423

Kalivoda, Theodore B.

**An Approach to the Study of Culture in Overseas Programs. Studies in Language Education, Report No. 7.**

Georgia Univ., Athens. Dept. of Language Education.

Pub Date Jan 74

Note—19p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*College Language Programs, \*Cultural Awareness, \*Cultural Education, \*Culture Contact, \*Foreign Culture, \*Language Instruction, \*Life Style, \*Program Design, \*Second Language Learning, \*Sociocultural Patterns, \*Study Abroad

This paper aims at increasing the cultural impact that overseas programs can have on their participants. Too often such programs rely on cultural learning through haphazard and chance experiences. In its stead, a carefully organized program of cultural knowledge and experiences is advanced. Centered around a thematic approach to analysis of the foreign life style, the program involves face-to-face interviews and field experiences which bring students into direct contact with the foreign people and their social organiza-

tion. Field assignments are accompanied by written guidelines to aid in the culture quest. Discussion-type seminars help sharpen understanding of the subject matter, and special sessions for teachers to design cultural materials for classroom use back home provide appropriate pedagogical application. (Author)

**ED 112 635**

FL 005 470

Seelye, H. Ned Balasubramonian, K.

**Accountability in Educational Reform Programs through Instrumentation Analyses and Design Variation: Evaluating Cognitive Growth in Illinois Bilingual Programs, 1972-73.**

Pub Date Feb 73

Note—30p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Bilingual Education, \*Bilingualism, \*Cognitive Measurement, \*Educational Accountability, \*Educational Objectives, \*Elementary Education, \*Evaluation Criteria, \*Evaluation Methods, \*Evaluation Needs, \*Measurement Instrument S, \*Program Design, \*Program Evaluation, \*Spanish Speaking, \*State Aid, \*Student Evaluation

**Identifiers**—\*Elementary Secondary Education Act Title VII, \*ESEA Title VII, \*Illinois

The bilingual situation in Illinois is described briefly, and an outline of the instructional objectives of local bilingual programs is given. The programs are to be: (1) measurable and oriented toward the end-of-year-product, and (2) organized within the guidelines for state-funded bilingual programs. The main part of the report describes the design of the procedures set up to evaluate these programs based on the following recommendations from the Office of the Superintendent of Public Instruction: (1) prior to implementing a bilingual program in a community a sociolinguistic survey should be conducted there; (2) priority should be given to early childhood programs, preferably pre-school and kindergarten; (3) 'standardized' instruments, rather than criterion-referenced tests should be selected as measurement tools; and (4) insofar as possible, a true experimental evaluation design should be employed, with randomly assigned treatment and control groups. The aim was to select and implement the combination of designs and instruments which would most effectively give an accurate picture of local bilingual education programs. Actual evaluation findings are not reported here. Anticipated design refinements for future years are mentioned, and three tables give: (1) a description of the measuring instruments, (2) statewide evaluation designs and project sites, and (3) between-groups hypothesis. (TL)

**ED 112 636**

FL 005 560

Nicholson, James L., III

**The Strategic Use of Language: A Sociolinguistic View of Communication Development.**

Pub Date Sep 73

Note—24p.; Paper presented at the Conference on Living English: Language in the School (California State Polytechnic University, Pomona, California, September 29-30, 1973) Page 13 of the original document (tabulated average mean scores) was removed because of illegibility. It is not included in the pagination

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Child Language, \*Cognitive Processes, \*Communication (Thought Transfer), \*Elementary Education, \*Group Behavior, \*Language Development, \*Language Role, \*Models, \*Persuasive Discourse, \*Psycholinguistics, \*Role Perception, \*Role Theory, \*Socioeconomic Status, \*Sociolinguistics, \*Verbal Communication

**Identifiers**—\*Communicative Competence

This study examined acquisition and development of children's social/symbolic and strategic communication abilities within a sociolinguistic model of communicative competence. The major theoretical perspective was derived from Mead's symbolic interactionism and the cognitive-developmental theories of Piaget and Werner. Role-taking was the central concept used to examine the developmental variation and achievement of specific communicative abilities in two communicative task situations: (1) social/strategic or "persuasive," (2) social perspective taking, or "empathy." Measures of role-taking ability were developed, based on qualitative criteria established by the social/symbolic requirements of the communication task. Two additional sub-skill indices of role-taking ability were also

developed: a communication construct measure and a communication "management" score. The sample consisted of 61 grade school children, 27 males and 34 females, ages 9-12, from three ethnic groups (Caucasian, Black, and Spanish American), all having a low socio-economic background. Results showed that older children and Caucasian children demonstrated significantly greater role-taking ability, that general role-taking ability operates across task situations and conceptual domains, that grade level was minimally important in communication construct usage, and that the ability to manage the ongoing situation across tasks showed a significant developmental increase. (Author/CLK)

**ED 112 637**

FL 005 973

Dubois, Betty Lou

**Meanings and Distribution of the Perfect in Present-Day American English Prose.**

Pub Date 74

Note—16p.; Paper presented at the annual TESOL conference (8th, Denver, Colorado, March, 1974)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*American English, \*English (Second Language), \*Language Instruction, \*Language Research, \*Linguistic Theory, \*Prose, \*Semantics, \*Syntax, \*Verbs, \*Written Language

**Identifiers**—\*Perfect Verb Forms, \*Tense (Verbs)

This paper explores the meanings and distribution of the perfect in contemporary American English prose, with reference to problems encountered in teaching English as a second language. The English perfect comprises forms traditionally called present perfect tense, past perfect tense, and perfects of the infinitive, gerund and present participle. All forms have a tense function: to situate the action or state conveyed by the lexical verb in a time period which begins before and extends to a point of reference that varies depending on the perfect form in question. Each instance of the perfect conveys one of three secondary meanings: single action, iteration, continuation. This meaning depends partly on the nature of the lexical verb and partly on context. The verification of this theory of meaning of the American English perfect and a study of its distribution in contemporary writing are accomplished by use of the Standard Corpus of Present-Day American English. Instances of the perfect from approximately 300,000 words, or 30 percent of the Corpus are extracted with 10 words of context from either side, analyzed for meaning, and the distribution of the various forms in written American English is determined. (Author/CLK)

**ED 112 638**

FL 006 865

Lehmann, Winfred P. Stachowitz, Rolf A.

**Development of German-English Machine Translation System. Final Technical Report.**

Texas Univ., Austin. Linguistics Research Center. Spons Agency—Rome Air Development Center, Griffiss AFB, N.Y.

Report No—RADCR-TR-75-2

Pub Date Feb 75

Note—127p.; For related documents, see ED 062 888, ED 065 008, ED 105 716

Available from—National Technical Information Service, Springfield, Virginia 22161 (AD-A008 525/8GA, MF \$2.25, PC \$5.25)

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—\*Ambiguity, \*Computational Linguistics, \*Computer Programs, \*Contrastive Linguistics, \*Deep Structure, \*Descriptive Linguistics, \*English, \*Generative Grammar, \*German, \*Idioms, \*Machine Translation, \*Programming, \*Pronouns, \*Sciences, \*Semantics, \*Sentence Structure, \*Structural Analysis, \*Surface Structure, \*Syntax, \*Technical Writing, \*Transformations (Language), \*Translation

**Identifiers**—\*Generative Semantics

This report describes work on a pilot system for a fully automatic, high-quality translation of German scientific and technical text into English and gives the results of an experiment designed to show the system's capability to produce quality mechanical translation. The areas considered were: (1) grammar formalism, mainly involving the addition of features to permit the generation of multiple translations for an input sentence, (2) programming, consisting of completing the main components of the linguistic research system which is a generalized programming system for the mechanical translation of arbitrary languages, (3) linguistic description, concentrat-

ing on the coverage of the German surface syntax, a complete description of German and English standard grammar and syntactic choice grammar rules, and (4) lexicographic description. The characteristics of the system are: (1) the translation process is completely autonomous without human pre-analyses and/or pre-editing, (2) the output reflects quality features normally associated with a competent human translation, (3) the translation process is bidirectional, (4) the programs are language independent, and (5) the system is machine independent with respect to the programming language. (Author/TL)

**ED 112 639** FL 007 015

*Campbell, B. G.*

**Rhetorical Competence: Queries and Questions.**

Pub Date 17 May 75

Note—15p.; Paper presented at the North Central Regional Linguistics Conference (Univ. of Minnesota, May 16-17, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Deep Structure, \*Language Ability, Language Usage, \*Linguistic Competence, \*Linguistic Performance, \*Linguistic Theory, Native Speakers, Oral Communication, Transformation Generative Grammar

Identifiers—Illocutionary Force, Performative Analysis, \*Rhetorical Competence

A native speaker of a language possesses both grammatical and rhetorical competence. A grammatical model, in its deep structure, represents an "is a" relationship. It seeks to offer some explanation of a human being as a human being. A rhetorical model represents a "counts as" relationship. It seeks to offer some explanation of a human being as a social animal. Linguistic models, such as the performative analysis, that attempt to integrate illocutionary force into a grammar are ill-conceived. An illocutionary act must be context-oriented. A rhetoric relates illocutionary force and context. That is, a particular chunk of linguistic material (generated by the grammar, without orientation to context) counts as a particular illocutionary act (the actualization of an illocutionary force) in a particular context. Queries, a rhetorical concept, underlain by basic assumptions or sincerity conditions (Austin's proper thoughts and feelings), and questions, a grammatical concept, provide interesting examples of and insights into incongruities resulting from the nexus of grammatical and rhetorical competence. (Author)

**ED 112 640** FL 007 032

*Masciantonio, Rudolph*

**The Ancient Greeks Speak to Us - A New Humanistic Approach to Classical Greek and Greek Culture for Secondary Schools. Students' Programmed Text-Level Beta.**

Philadelphia School District, Pa. Office of Curriculum and Instruction.

Pub Date 74

Note—231p.; For related document, see ED 044 958 and FL 007 113

**EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage**

Descriptors—Audiolingual Methods, Classical Languages, Cultural Awareness, \*Curriculum Guides, Educational Objectives, \*Greek, Humanities, Humanities Instruction, Instructional Materials, \*Language Instruction, \*Programed Texts, \*Secondary Schools

This is a student's programmed text for Level Beta of a humanistic approach to instruction of Classical Greek and Greek culture in secondary schools. The goals of the program are to help students become aware of: (1) the impact of Hellenic civilization on contemporary society, including the impact of the Greek language on English; (2) the similarities and differences between classical civilization and that of the present; and (3) Classical Greek as a viable form of communication within its cultural milieu. The programmed text is divided into five units: (1) Kings, Tyrants and Democracy, (2) Athens, (3) Sparta, (4) the Struggle with Persia, and (5) the Golden Age. Each unit consists of a series of sentences or paragraphs with information to be supplied by the student. The content of the units is divided between cultural and historical material and material for language instruction. Language is taught by audiolingual methods, according to principles of structural linguistics. The appendix contains an edited English version of the Hippolytus, by Euripides, accompanied by a discussion. It follows the same format of the units, with some of the dialogue presented in Greek. (CLK)

**ED 112 641**

*Walker, D. C.*

**Syllabification and French Phonology.**

Ottawa Univ. (Ontario).

Pub Date 73

Note—18p.

Journal Cit—Cahiers Linguistiques D'Ottawa; n3 p25-41 Aug 1973

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Consonants, \*Descriptive Linguistics, \*French, Generative Phonology, \*Linguistic Theory, Morphemes, Phonetics, \*Phonology, Pronunciation, \*Syllables, Vowels

Much research has focused on the question of whether phonological rules can and should be stated more appropriately in terms of the syllable than other units, notable segments and various boundaries. Formulation of rules without reference to the syllable obscures the motivation and unity of alternations. French has rules for consonant deletion preceding other consonants and in a phrase-final position which may be summarized: "Delete morpheme-final consonants in syllable-final position." The syllable-final position also affects assimilation, devoicing and neutralization of position of articulation. Syllable-final nasals cause nasalization of the preceding vowel; once again use of syllable boundaries allows simple statement of diverse processes. In French, the syllable-final, or weak, consonant assimilates to the following one. A theory of J. Hooper concerning syllabification on a universal basis is countered with evidence that rules that reposition syllable boundaries cannot be anywhere rules. The French rule of consonantal gemination and the tendency for open syllables support this contradiction. Resyllabification cannot precede the "loi de position"; it cannot therefore be an anywhere rule. Contradictions mentioned here do not completely invalidate the principles of syllabification, although the nature of certain types of resyllabification remains in doubt. (CHK)

**ED 112 642**

*Harris, Brian Somcynsky, M.*

**Bibliography: Transformational Grammar and the Teaching of Second Languages.**

Ottawa Univ. (Ontario).

Pub Date 73

Note—33p.

Journal Cit—Cahiers Linguistiques D'Ottawa; n3 p69-100 Aug 1973

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Applied Linguistics, \*Bibliographies, Computer Oriented Programs, Computer Storage Devices, English (Second Language), \*Language Instruction, Language Teachers, Reference Materials, Second Language Learning, \*Second Languages, \*Transformation Generative Grammar

This bibliography, the first one to be generated by the computer system of the Linguistics Documentation Centre, lists books and articles through 1972. Entries are not annotated, but additional descriptors are noted for many publications. Many entries are recorded as being abstracted and indexed in the ERIC system, and for these ERIC reference numbers are included. Most publications are in English; some entries are in French or German. (CHK)

**ED 112 643**

**Material Development Needs in the Uncommonly Taught Languages: Priorities for the Seventies.**

Center for Applied Linguistics, Washington, D.C. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 1 Aug 75

Contract—OEC-300-75-0063; OEC-300-75-0201 Note—102p.; Papers presented at the Conference on Material Development Needs in the Uncommonly Taught Languages: Priorities for the 70's (Columbia, Maryland, Sept. 29-Oct. 2, 1974)

Available from—Center for Applied Linguistics, 1611 N. Kent St., Arlington, VA 22209 (\$3.95)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—Business Communication, Career Opportunities, Educational Policy, \*Instructional Materials, Language Classification, Language Enrollment, Language Instruction, \*Language Planning, \*Language Research, \*Material Development, Official Languages, Second Language Learning, Sociolinguistics, \*Uncommonly Taught Languages

Identifiers—NDEA Title VI, \*Neglected Languages Materials Conference 1974

FL 007 033

This volume contains papers presented at the Kittamaquidi Conference on the Uncommonly-Taught Languages, in Columbia, Maryland, September 29-October 2, 1974. The volume has two main sections. The first contains papers dealing with conceptual issues of developing materials for uncommonly-taught languages, without extended reference to any specific language. Papers in this section include the historical background of foreign language and area studies research under the National Defense Education Act, a look at the relationship of foreign language enrollment statistics to uncommonly-taught languages, a study of career opportunities and demands for language skills in the business community, an examination of changing trends in schools and the implications for materials development in second language learning, and proposals for adapting existing language materials for specialized purposes. The articles in the second part of the volume recommend priority needs for teaching materials in African languages, Amerind and Creole languages in the Americas and the Caribbean, Chinese, Japanese and Korean languages, Arabic and Persian, Slavic and East European languages, languages of South and Southeast Asia, and Uralic-Altaic and Inner Asian languages. (CLK)

**ED 112 644**

*Ganschow, Leonore*

**A Transformational Linguistic Analysis of Syntactical Structures in the Written Language of Selected Preschool, Kindergarten and First Grade Children: Fifteen Case Studies.**

Pub Date 74

Note—132p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

Descriptors—Case Studies, \*Child Language, \*Language Development, Language Research, Linguistic Performance, \*Primary Education, Psycholinguistics, Syntax, \*Transformation Theory (Language), Visual Stimuli, \*Written Language

A study was conducted to examine syntactical development in spontaneous written language of selected preschool, kindergarten and first grade children. The two major experimental questions were: (1) Will there be development towards greater complexity in the syntax of spontaneous writing and how should it be described? (2) What transformational linguistic analysis of spontaneous writing at the acquisition and early development stages tell about the ability to express syntactical relationships in writing? Spontaneous written language in response to a stimulus picture was obtained weekly from 5 children each at three grade levels (8 boys and 7 girls, ages 4-7) over a ten week period. Each child was tested individually. A case study approach was used to analyze each written corpus. A battery of tests for background data, letter recognition, letter writing, word writing, oral reading, vocabulary and drawing was administered. Results revealed parallels between acquisition and early development in oral and written language, ability to produce linguistic forms and to express syntactical relationships, and increasing movement towards complexity in spontaneous writing. Each child's written language corpus is included. Appendices contain relevant statistical data. (CLK)

**ED 112 645**

*Glucksberg, Sam*

**Word versus Sentence Interpretation: Do Adults Overextend the Meaning of "Different"? Princeton University Research Report No. 16.**

Princeton Univ., N.J. Dept. of Psychology.

Spons Agency—Public Health Service (DHEW), Washington, D.C.

Report No—RR-16

Pub Date Apr 75

Note—19p.; Draft version of a paper presented at the meeting of the Society for Research in Child Development (Denver, Colorado, April 1975)

Available from—Author, Dept. of Psychology, Princeton University, Princeton, N.J. 08540

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Adults, \*Cognitive Processes, \*Language Development, Language Research, Linguistic Theory, Preschool Children, \*Psycholinguistics, \*Semantics, Sentences

Contrary to earlier assertions, young children do not interpret the word "different" to mean "same." Both two-and-a-half year old children and adults interpret requests for same or different objects appropriately, apparently following conven-

tions of conversational discourse. These data offer no support for a discrete semantic feature model of acquiring word meanings. (Author)

**ED 112 646** FL 007 096

*Fox, Joseph P. And Others*

**Language Dominance and Language Pathology.**

Pub Date 5 Nov 74

Note—21p.; Paper presented at the Annual Meeting of the American Speech and Hearing Association (Las Vegas, Nevada, November 5, 1974); Not available in hard copy due to marginal reproducibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Aphasia, \*Cerebral Dominance, Cognitive Processes, Comprehension, \*Language Handicaps, \*Language Research, Language Usage, Learning Disabilities, Linguistic Competence, \*Neurolinguistics, Neurological Defects, \*Neurologically Handicapped, Speech Pathology, Visual Stimuli

**Identifiers**—Language Dominance, Language Pathology

Three objectives of research reported here were to describe the neural organization underlying language usage and language loss, to study activities occurring in both cerebral hemispheres, and to study neural changes related to changes in syntactic complexity of stimuli. A dichoptic procedure was chosen. A subject faced a viewing screen on which were flashed a fixation stimulus and two different short sentences, one on either side. The subjects were required to select a response picture appropriate to the sentences. Three subject groups were tested: (1) controls with no history of neurological damage; (2) a group of aphasic patients with unilateral left hemisphere brain damage; (3) a group with unilateral right hemisphere brain damage. The general conclusion was that the right hemisphere appears capable of processing some syntactically simple language stimuli; however, as stimuli become more complex, the left hemisphere may be necessary for comprehension. Testing involving cortical visually evoked responses recorded over both hemispheres simultaneously was conducted to see if visual AER's can be used to detect cortical language processing. It appears to be a useful means to study intra- and inter-hemispheric neural language systems. Charts and graphs illustrating research methods and findings are included. (CHK)

**ED 112 647** FL 007 098

**Cambodian-English Glossary.**

Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.

Spons Agency—Defense Language Inst., Washington, D.C.

Pub Date 75

Note—358p.; For related documents, see ED 074 819, ED 096 851, ED 096 850 and ED 066 094

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

**EDRS Price MF-\$0.76 HC-\$18.40 Plus Postage**

**Descriptors**—\*Cambodian, English, \*Glossaries, Instructional Materials, Reference Books, \*Second Language Learning, Uncommonly Taught Languages, \*Vocabulary, Word Lists

This volume contains a Cambodian-English and an English-Cambodian glossary, with approximately 8,000 and 7,500 entries respectively. The entries are the vocabulary contained in the introductory lessons and subject matter modules (entitled "The Land and the Economy," "The Political Institutions," "The Social Institutions" and "The Individual in Society") of the "Contemporary Cambodian" course. Each section is preceded by a list of the abbreviations used. A list of terms used to indicate style levels in Cambodian precedes the Cambodian-English section. (CLK)

**ED 112 648** FL 007 100

**A Guide to Two Cultures: American. A Guide to Two Cultures: Indochinese. Publication 8.**

Interagency Task Force for Indochina Refugees, Washington, D.C.

Pub Date Aug 75

Note—52p.; For related documents, see FL 007 101 and FL 007 102

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*American Culture, Cross Cultural Studies, \*Cultural Awareness, Cultural Dif-

ferences, Cultural Environment, Cultural Images, Cultural Interrelationships, Cultural Traits, Culture Contact, Immigrants, Life Style, Non Western Civilization, \*Refugees, Relocation, Social Structure, \*Sociocultural Patterns, United States History, \*Vietnamese

**Identifiers**—\*Indochinese Culture

This guide was adapted from an article by Arthur Gordon originally titled "How to Understand Those Mystifying Americans." Each page of the text is divided into two parts, with the English version given on one side and the Vietnamese on the other. The guide is composed of two main sections. The first is addressed to Indochinese refugees and gives: (1) a sketch of the general American character, (2) a general historical background of the United States, and (3) some of the salient features of present-day American social and cultural life. The second part is addressed to sponsors, employers, friends, etc. of refugees from Indochina. It is organized as an alphabetical glossary. Each word represents a concept that has to be dealt with in everyday life, such as bank, children, climate, friends, food, games and sports, language, names, offensive behavior, police, time. Each annotation gives the knowledge of and/or attitude toward the concept that an Indochinese person would most probably have. It then suggests how Americans should handle these social situations. A short bibliography suggests further reading. (TL)

**ED 112 649** FL 007 101

*Planck, Jane*

**An Organization and Welcome Guide for Groups Sponsoring Indochinese Refugees. Publication 3.**

Interagency Task Force for Indochina Refugees, Washington, D.C.

Pub Date Jul 75

Note—32p.; For related documents, see FL 007 100 and FL 007 102

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Action Programs (Community), Administrative Organization, Community Organizations, Community Services, Cultural Awareness, Employment, Financial Support, Food, Guides, Immigrants, Language Instruction, Leadership, Organization, Organizations (Groups), \*Program Planning, Public Relations, Recruitment, \*Refugees, Relocation, Social Action, \*Social Adjustment, Social Organizations, \*Vietnamese, \*Voluntary Agencies, Volunteers

This guide addresses itself to individuals or groups wanting to help with Vietnamese resettlement. It is noted that there is a distinct advantage to group sponsorship because the costs of support are spread and it allows for extended maintenance while the language is learned and jobs are located. The first part of the guide outlines: (1) the steps to be taken in order to set up a sponsorship program, including suggestions for leadership, organization, meetings, headquarters, and publicity; (2) the functions of the sponsorship program, including public relations, fund raising, jobs, housing, food, clothing, recruitment of volunteers, and reception and (3) the setting up of learning opportunities, which include language classes, a business and professional council, and social and cultural orientation. Addendum 1 discusses more specifically some of the topics treated in the outline. Names and addresses of people or organizations that have information on particular areas are given throughout the outline. Addendum 2 is a menu for a full Vietnamese meal, with recipes. (TL)

**ED 112 650** FL 007 102

**Vietnamese Refugee Orientation Handbook.**

Interagency Task Force for Indochina Refugees, Washington, D.C.

Pub Date Jul 75

Note—59p.; Handbook materials were prepared by the Baptist Committee for Refugee Relief; For related documents, see FL 007 100 and FL 007 101

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 630-638/419 1-3)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—American Culture, Business, Climatic Factors, Community Services, Constitutional Law, Cultural Awareness, Daily Living Skills, Employment, Financial Services, Food, Geography, Government (Administrative Body), Governmental Structure, Health Needs, Health Services, Home Economics, Immigrants,

Laws, Legal Problems, \*Refugees, \*Relocation, Residence Requirements, \*Social Adjustment, Social Integration, \*Social Structure, Transportation, \*Vietnamese, Voluntary Agencies

**Identifiers**—Immigration and Naturalization Service, \*United States

This handbook addresses itself to Vietnamese refugees and is intended to help them cope with everyday situations in the United States. The entire text is given in both Vietnamese and English. The three main sections are: (1) Refugee Status—information about the legal status of refugees, identification procedures, obligations, some Immigration and Naturalization Service (INS) procedures and functions, and assistance available from volunteer agencies, sponsors, and government agencies; (2) Information about the United States—the land, climate and people, government structure and services, local laws, and official holidays; and (3) Living in the United States—information and suggestions about housing, health care, food, employment, education, finances, business ownership, transportation, shopping, and community resources. An appendix gives a list of Immigration and Naturalization Offices throughout the country, a map of the United States and conversion tables for temperature and measures. (TL)

**ED 112 651** FL 007 103

**Guidebook for the Cambodian Refugees.**

Interagency Task Force for Indochina Refugees, Washington, D.C.

Pub Date 75

Note—42p.; In Cambodian; Three pages of the original document, a map of the U.S. and conversion tables for units of measurement, are not included because they are illegible. They are not included in the pagination

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Cambodian, Citizenship, Community Services, \*Daily Living Skills, \*Guides, Immigrants, Medical Services, \*Refugees, \*Relocation, Sociocultural Patterns

This guidebook was written for distribution to Cambodian refugees at Indiantown Gap refugee camp, and contains general information on life in the United States. The first section deals with the official aspects of being a foreigner in this country: such topics as filing alien registration forms, applying for citizenship, getting assistance from public agencies, and so on. The second section contains information on aspects of American life controlled by government agencies on the national, state, and local levels; it describes the services provided by police departments, libraries, schools, post offices, Medicare and Medicaid, etc. The third section discusses the practical aspects of life, including housing, shopping for food, looking for a job (with information on unions, social security, insurance, etc.), banking, and opening a business. The last section deals with transportation, including information on buying a car, using public transportation, and getting around in general. (LL/BBR)

**ED 112 652** FL 007 109

**Catalog of Instructional Material.**

Defense Language Inst., Monterey, Calif.

Report No.—DLI-PAM-350-5

Pub Date Jul 75

Note—225p.

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**

**Descriptors**—\*Audiovisual Aids, \*Catalogs, Insertive Courses, \*Instructional Materials, \*Intensive Language Courses, \*Language Instruction, Magnetic Tape Cassettes, Refresher Courses, Second Language Learning, Slides, Tape Recordings, Textbooks, Transparencies

This catalog provides an up-to-date listing of foreign language training texts, tapes and transparencies available from the Defense Language Institute for all U.S. Department of Defense components engaged in elementary, maintenance or refresher language training programs. Courses described are designed for use in an intensive program with a trained speaker of the language serving as instructor. The 210-hour refresher courses can be used for self-instruction, although the Defense Language Institute provides no correspondence course services. The catalog lists in detail the contents of each volume and lesson series for courses in some 37 languages and dialects. The prices listed for each segment are for appropriated fund users only. Prices for others are available upon request and are approximately two percent higher. (CHK)

ED 112 653 FL 007 111

Rutherford, William E.

Communication's the Name of the Game. CATESOL Occasional Papers, No. 1, Fall, 1974.

Pub Date Nov 73

Note—10p.; Paper presented at the CATESOL Northern California Conference (San Francisco, November 3, 1973)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Applied Linguistics, \*Communication (Thought Transfer), English (Second Language), \*Language Instruction, Language Research, Language Teachers, \*Language Usage, \*Linguistic Performance, Linguistic Theory, Oral Communication, Second Language Learning, Sociolinguistics, Speech Habits, Teaching Methods, Verbal Communication

Identifiers—\*Extrasentential Expressions, Locutionary Expressions, Speech Acts

Most of what has been taught in the language classroom for a long while has been generally a reflection of the particular concept of language popular among linguistics at the time, but recently this trend has begun to break down. Recent texts are starting to be organized according to considerations besides linguistic criteria, for example, psychological and pedagogical criteria. We are becoming increasingly more aware that linguistics should not be viewed as the sole source of information about the nature of communication. That language study should not be the exclusive province of experts in one area of academic specialization is demonstrated with the example of "extra-sententials." These are various expressions used in verbal communication, such as "in all seriousness" and "to begin with," which have no grammatical connection to the sentence but refer instead to the locutionary expressions, to some aspect of the various kinds of speech acts. These expressions, considered in relation to a set of postulates that accompany speech acts, have three main functions: (1) a neutral verbalization of the postulate, (2) raising the possibility of doubt as to whether the postulate is being adhered to, and (3) rectifying a violation of a conversational postulate. Extra-sententials, then, are tools for communication, and some way should be devised to include them in language instruction. More attention should be given in language teaching to the communication situation, that is, to the perceptions and intentions of the participants. (CLK)

ED 112 654 FL 007 112

Qafisheh, Hamdi A.

A Basic Course in Gulf Arabic.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Contract—OEC-0-72-4323

Note—482p.

Available from—University of Arizona Press, Tucson, Arizona (\$7.95)

Document Not Available from EDRS

Descriptors—\*Arabic, College Language Programs, Higher Education, \*Instructional Materials, \*Language Instruction, Regional Dialects, \*Second Language Learning, Teaching Methods, \*Textbooks, Uncommonly Taught Languages

Identifiers—\*Gulf Arabic

This is a text for a basic course in Gulf Arabic, the language used in informal situations by the educated indigenous populations of the United Arab Emirates. A brief linguistic sketch of the area in which this variety of Arabic is spoken is given. The text is divided into forty-two units, each consisting of a dialog or narrative, a presentation of grammatical structures, vocabulary, pronunciation exercises, and grammatical drills. Suggestions as to how to use the text and an explanation of the transcription system are given. A glossary follows the main text. (CLK)

ED 112 655 FL 007 113

Masciantonio, Rudolph

The Ancient Greeks Speak to Us. A New Humanistic Approach to Classical Greek and Greek Culture for Secondary Schools. Teacher's Guide - Level Beta.

Philadelphia School District, Pa. Office of Curriculum and Instruction.

Pub Date 74

Note—69p.; For related document, see ED 044 958 and FL 007 032

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Audiolingual Methods, Classical Languages, Cultural Awareness, \*Curriculum Guides, Educational Objectives, \*Greek, Humanities, Humanities Instruction, \*Language Instruction, Programmed Instruction, \*Secondary Schools, \*Teaching Guides

This is a teacher's guide for Level Beta of a humanistic approach to instruction of Classical Greek and Greek culture in secondary schools. The goals of the program are to help students become aware of: (1) the impact of Hellenic civilization on contemporary society, including the impact of the Greek language on English; (2) the similarities and differences between classical civilization and that of the present; and (3) Classical Greek as a viable form of communication within its cultural milieu. The present guide is divided into five units: (1) Kings, Tyrants and Democracy, (2) Athens, (3) Sparta, (4) the Struggle with Persia, and (5) the Golden Age. Each unit is divided into an average of 12 lessons, with specific objectives and activities outlined for each lesson. Language is taught by audiolingual methods, according to principles of structural linguistics. Basic principles to be followed by the teachers precede the main text. The appendix gives suggestions as to how the Hippolytus, by Euripides, should be introduced and taught. (CLK)

ED 112 656 FL 007 114

English for Today. Supplementary Pronunciation Drills. Books 1 and 2.

Vietnamese American Association, Saigon (Vietnam).

Pub Date [60]

Note—133p.

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—\*English (Second Language), \*Instructional Materials, Language Instruction, Language Skills, Oral English, \*Pattern Drills (Language), Phonology, \*Pronunciation, Teaching Methods, Textbooks, \*Vietnamese

This volume contains supplementary pronunciation drills for the English for Today program, Books I and II, for Vietnamese speakers. The supplement for Book I contains exercises on the English segmental phonemes in one-word context. Commentary intended for the teacher indicates potential trouble spots for Vietnamese learning English. The supplement for Book II (25 lessons) treats English consonant clusters. Exercises are of the simple repetition and minimal-pair types. (CLK)

ED 112 657 FL 007 115

Campbell, Russel N.

English for Vietnamese Speakers. Vol. 1. Pronunciation. Teachers Guide with Accompanying Students Guide. Experimental Edition.

Southeast Asian Regional English Project, Saigon (South Vietnam).

Spons Agency—Michigan Univ., Ann Arbor.

Pub Date 60

Note—151p.; For related documents, see FL 007 114, 116 and 117

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—\*English (Second Language), \*Instructional Materials, Language Instruction, Language Skills, Oral English, Pattern Drills (Language), Phonology, \*Pronunciation, Second Language Learning, \*Teaching Guides, Teaching Methods, Textbooks, \*Vietnamese Identifiers—Pike (Kenneth L)

This is the first in a four-volume experimental series of instructional materials on English for Vietnamese speakers. This volume deals specifically with pronunciation. The lessons are based on a systematic comparison between the Vietnamese and English sound systems, including intonation and stress patterns; the theoretical basis for the comparison is the theory of Kenneth L. Pike. A specific method for presenting sounds to the students is outlined, stressing the fact that the teaching of pronunciation should be systematic. Learning proper pronunciation will improve other skills, such as reading and writing. There are thirty-two lessons, each containing a teacher's guide for presenting and teaching the material and a student's guide for pronunciation practice. (CLK)

ED 112 658 FL 007 116

Durling, Donald

English for Vietnamese Speakers. Vol. 3. Pattern Practice. Experimental Edition.

Southeast Asian Regional English Project, Saigon (South Vietnam).

Spons Agency—Michigan Univ., Ann Arbor.

Pub Date 60

Note—257p.; For related documents, see FL 007 114, 115, and 117

EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage

Descriptors—Contrastive Linguistics, \*English (Second Language), Grammar, \*Instructional Materials, Language Instruction, Language Skills, \*Oral English, \*Pattern Drills (Language), Phonology, Pronunciation, Second Language Learning, Teaching Methods, Textbooks, \*Vietnamese

This is the third in a four-volume experimental series of instructional materials on English for Vietnamese speakers. The structure of this volume follows that of Volume II - Grammar, and provides additional pattern practice for the grammar points as they are treated in that volume. A booklet containing eleven charts designed for vocabulary and grammar practice follow the body of the text. (CLK)

ED 112 659 FL 007 117

Thompson, Lionel G.

English for Vietnamese Speakers. Vol. 2. Grammar.

Southeast Asian Regional English Project, Saigon (South Vietnam).

Spons Agency—Michigan Univ., Ann Arbor.

Pub Date 60

Note—236p.; For related documents, see FL 007 114-116

EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage

Descriptors—Contrastive Linguistics, \*English (Second Language), \*Grammar, \*Instructional Materials, Language Instruction, Language Patterns, Language Skills, \*Oral English, Second Language Learning, Teaching Guides, Teaching Methods, Textbooks, \*Vietnamese

This is the second in a four-volume experimental series of instructional materials on English for Vietnamese speakers. The present volume deals specifically with grammar. The aim of the grammar lessons is to give the students a thorough command of spoken English. The lessons are based on a comparison of English and Vietnamese grammatical structures as revealed through linguistic analysis. The technique of presenting and drilling the patterns is similar to that used in the texts developed at the English Language Institute of the Univ. of Michigan. The accompanying volumes that deal with pronunciation and pattern drills are recommended as additional tools. This volume is divided into thirty-two lessons, in order of increasing difficulty. Grammar points are introduced and drilled separately. It is assumed that the new lexical items in each lesson will be introduced before the lesson is approached. A teacher's guide follows the body of the text. (Author/CLK)

ED 112 660 FL 007 118

Roulet, E.

The Contribution of Language Sciences to the Diversification of Second Language Teaching Methods in the Light of the Characteristics of the Learners.

Pub Date Sep 75

Note—54p.; Paper presented at a Unesco Meeting on diversification of methods and techniques for teaching foreign languages (Paris, September 15-20, 1975)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Applied Linguistics, \*Language Instruction, Learning Characteristics, \*Psycholinguistics, Psychology, \*Second Language Learning, Sociolinguistics, Structural Linguistics, \*Teaching Methods

Throughout the fifties and sixties the methodology of second-language teaching underwent a radical change in response to new communication needs, and under the influence of structural linguistics and behavioral psychology. Unfortunately, the effort did not produce all of the results expected, and this probably for two reasons: on the one hand, it was based on a linguistic and psychological foundation which was much too elementary and limited and was soon put in question in its own right; on the other, it did not take sufficient note of the characteristics of the learners. At the same time, disciplines such as psycholinguistics and sociolinguistics made their appearance and developed alongside linguistics and psychology, contributing in the process fresh information concerning the acquisition and use of languages as instruments of communication. Since then, it has become possible to speak of a renewal and a diversification of second language pedagogy in the light of these disciplines, which take better account of the



characteristics of the groups and individuals involved, in particular of their language needs, their attitudes, their motivations and their learning strategies. The last part of the report outlines the methodological implications of this new approach and illustrates them with the help of some recent findings. (Author)

ED 112 661 FL 007 119

Dusel, John P. And Others

**Bibliography of Instructional Materials for the Teaching of German. Kindergarten through Grade Twelve.**

California State Dept. of Education, Sacramento.

Pub Date 75

Note—85p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Art Education, Audiovisual Aids, \*Bibliographies, Classroom Games, Elementary Secondary Education, Filmstrips, \*German, German Literature, \*Instructional Materials, Language Aids, Language Arts, \*Language Instruction, Mathematics Education, Music Education, Phonotape Recordings, Programed Materials, Science Education, \*Second Language Learning, Slides, Social Sciences, Speech Skills, Textbooks, Visual Aids

This is a bibliography of instructional materials for the teaching of German in American schools from the kindergarten level through high school. The entries are divided into seven subject categories: Art, Language Arts, Literature, Music, Science-Mathematics, Social Sciences, and Other Materials. The author, title, subject category, distributor and maturity level are specified for each entry. Entries are also classified in terms of type of material, i.e. reading materials, films, songbooks, records, etc. Series titles, if any, follow the title and author entry. A complete list of series, which are cross-references to annotated titles and which contain additional titles, is found in Appendix A. Appendix B provides a directory of distributors and publishers of the materials, while Appendix C consists of a table showing the titles indexed by type of materials. (CLK)

ED 112 662 FL 007 121

Alexander, J. T., Comp.

**A Dictionary of the Cherokee Indian Language.**

Pub Date 71

Note—367p.

Available from—J. T. Alexander, Rt. 1, Box 164 M, Sperry, Oklahoma 74073 (\$6.00)

Document Not Available from EDRS

Descriptors—\*Alphabets, \*American Indian Languages, \*Cherokee, \*Dictionaries, English, Letters (Alphabet), Numbers, Orthographic Symbols, Romanization, Syllables, Translation, Writing

Identifiers—Sequoyah, \*Syllabaries

This dictionary is divided into two main sections, each containing approximately 9,000 entries. In the first section, English to Cherokee, the information is organized in 3 columns. In column 1 are found English words in standard English orthography and in alphabetical order, in column 2 the romanized representation of the Cherokee translation and in column 3, the Cherokee word given in the Cherokee syllabary. The syllabary consists of six vowels modified by 17 consonants. The second section is the Cherokee to English portion and is organized in 2 columns only. Column 1 contains Cherokee words organized by vowel groups and column 2 the English equivalents. The pages preceding the dictionary section give the Cherokee syllabary as invented by Sequoyah, the modified symbols in use today and the romanized equivalent for each symbol. The numerical symbols invented by Sequoyah are also given although these were not adopted by the Cherokee. Following the dictionary section, we find cardinal and ordinal numbers, days of the week, months of the year and short phrases of common usage, all given from English to Cherokee only. (TL)

ED 112 663 FL 007 125

Alli, William E.

**Basic Urdu and English Wordbook.**

Agency for International Development (Dept. of State), Washington, D.C.

Pub Date 75

Note—149p.

Available from—William E. Alli, 2803 Baker Lane, Bowie, Maryland 20715 (free of charge)

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—Alphabets, Diacritical Marking, \*Dictionaries, English, Form Classes (Languages), Geography, Grammar, Hindi, Indo European Languages, \*Language Instruction, Letters (Alphabet), Morphology (Languages), Nominals, Numbers, Orthographic Symbols, Pronunciation, Romanization, \*Second Language Learning, Spelling, Syntax, \*Urdu, Verbs, Vocabulary, \*Word Lists

Identifiers—\*Lahori Roman Urdu, Pakistan

This wordbook was prepared to help carry out the policy of the Agency for International Development to encourage Americans stationed abroad to learn the official language at their duty post. The book is intended to be a supplemental text for both private individual study and formal classroom instruction. The bulk of the publication is made up of the 2 sections English Vocabulary and Urdu Vocabulary, each containing about 3,000 entries. The words have been chosen on the basis of frequency of use and relevance, the intention being to help the student grasp the pronunciation and meaning of the most common Urdu words. The Urdu words are presented in Lahori Roman Urdu (LRU), which is any Roman Urdu system which combines "basic" Roman letters with traditional Arabic diacritical marks. The LRU in this book contains 8 of these special letters plus 29 other letters. The term "Lahori" is used because the system was first developed in Lahore. The phonetic dictionary section is preceded by a short history and description of LRU and notes on pronunciation and spelling. It is supplemented by lists of numerical, monetary, compass and calendar terms, personal names, kinship terms, geographical names, conversational phrases, selected grammar tables and lists, plus other information designed to be useful to foreign visitors in Pakistan. (Author/TL)

ED 112 664 FL 007 128

**Overseas Summer Study Programs: What Students, Parents and Principals Should Ask.**

National Association of Secondary School Principals, Reston, Va.

Pub Date [75]

Note—12p.

Available from—NASSP, 1904 Association Drive, Reston, Virginia 22091

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—High School Curriculum, High School Students, \*Instructional Trips, Pamphlets, Parent Responsibility, Parents, Principals, \*Program Evaluation, Secondary Education, \*Study Abroad, \*Summer Programs, Tourism, \*Travel

This pamphlet offers questions, comments and suggestions to guide high school principals and high school students and their parents in evaluating overseas summer study programs. The main questions one should ask are: (1) Who is the program operator and how do you check him out? (2) What are the aims and objectives of the program? (3) What is the program of study? (4) How does the program actually operate? and (5) What are the financial and administrative arrangements? A final word of caution points out that due to the absence of an overall effective accrediting group, no uniformly accepted standards or controls exist; therefore, "let the buyer beware." This is meant to warn against and help identify self-seeking organizations with little or no interest in education or experience in the development of sound, well-balanced educational tours. Frustration, financial loss and educationally weak experiences can be avoided by careful examination of travel study offerings. (TL)

ED 112 665 FL 007 129

Omar, Margaret K.

**Saudi Arabic, Urban Hijazi Dialect: Basic Course.**

Foreign Service (Dept. of State), Washington,

D.C. Foreign Service Inst.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Pub Date 75

Note—307p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington D.C. 20402 (Stock No. 044-000-01592-7, \$3.65)

EDRS Price MF-\$0.76 HC-\$15.86 Plus Postage

Descriptors—\*Arabic, Course Content, Course Descriptions, Cultural Awareness, \*Curriculum Guides, Diacritical Marking, Dialects, Dialect Studies, Grammar, \*Language Guides, \*Language Instruction, Language Skills, Language

Usage, Language Variation, Lesson Plans, Pattern Drills (Language), Pronunciation Instruction, \*Second Language Learning, Semitic Languages, Sentence Structure, Substitution Drills, Syntax, Teaching Guides, Transformations (Language), Translation

Identifiers—Saudi Arabia, \*Saudi Arabic, Urban Hijazi Dialect

The three major dialect groups of Saudi Arabia are Hijazi, Najdi and Shargi. Hijazi is used for government and commercial purposes and is the most widely understood. This basic course uses the Hijazi dialect of Jidda, which is designated "urban" to distinguish it from Bedouin varieties. The book will provide students with the basic grammatical structures necessary for a "working" proficiency that will enable them to satisfy routine social demands and limited business requirements. The book consists of 50 lessons, each (beginning with lesson 4) having the following parts: (1) dialogues—for memorization, (2) structure sentences—structures not in the dialogue, (3) grammatical notes—explaining new structures, (4) vocabulary notes—giving new words, (5) drills—including substitution, transformation, question-answer, and translation, (6) situations—English sentences which students should be able to say in Arabic, and (7) cultural notes—comments on speech attitudes, situational behavior, or social etiquette. Every tenth lesson is a review. The lessons are preceded by a guide to pronunciation that includes an explanation of the transcription system used. The Arabic script used throughout is intended for the instructor only. Following the lessons is a series of appendices dealing with specialized vocabulary, social expressions, gestures, and Saudi names, a glossary, and an index of grammatical structures. (TL)

ED 112 666 FL 007 130

Fernandez, Jose B.

**The Campaign to Promote an Interest in Language Study at Valdosta State College.**

Pub Date Nov 75

Note—8p.; Paper presented at the annual meeting of the South Atlantic Modern Language Association (Atlanta, Georgia, November 5-8, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*College Language Programs, College School Cooperation, College Students, Community Attitudes, \*Community Involvement, \*Educational Attitudes, \*Educational Interest, French, Higher Education, High Schools, High School Students, Inservice Teacher Education, Language Enrollment, \*Language Instruction, Motivation, Secondary Education, Second Language Learning, Spanish, Student Attitudes

Identifiers—\*Georgia (Valdosta)

This paper reports on the techniques developed by Valdosta State College's Department of Modern Foreign Languages to promote interest in the study of foreign languages and culture. The techniques are divided into two major categories: internal and external. External activities include those for the benefit of high school students and teachers and members of the community. These activities include an annual state-wide essay contest and language festival, a cultural exchange program, a group uniting all small high school foreign language clubs, administration of the National Spanish Examination and of the National French Contest, teaching workshops for high school teachers, and various cultural events such as film festivals and exhibits for the community. The internal programs, benefiting the college students and the college community, have instituted laboratory material to be used at home, taped classes, free tutoring sessions, revised curriculum descriptions, double specialization whereby a student can combine languages, and new fields of study in which foreign languages play a major part. Each innovation is described briefly. The results of these programs are increased enrollments and renewed interest in foreign language study. (CLK)

ED 112 667 FL 007 131

Hsu, Vivian

**Play Production as a Medium for Learning Spoken Chinese.**

Pub Date Jun 75

Note—9p.; Paper presented at the Asian Studies on the Pacific Coast Conference (June 20, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

**Descriptors**—\*Chinese, \*College Language Programs, Drama, Dramatic Play, \*Dramatics, Language Experience Approach, \*Language Instruction, \*Second Language Learning, Speech Skills, Teaching Methods

This paper reports on an experiment carried out by the Chinese language program at Oberlin College to use play production as a means of teaching spoken Chinese. The experiment was inspired by the fact that teaching spoken Chinese cannot be solved by traditional classroom methods, particularly at the intermediate level. The lack of texts, the inadequacy of existing texts, the low morale of intermediate students and the difficulty in creating native environment for learning Chinese are factors that justify the use of play production. Play production puts dialogues into a situation that simulates life, the project itself providing an environment which requires verbal communication and mutual cooperation. The tedium and boredom of language learning can be avoided, and the promise of recognition creates a further incentive. But to carry out such a project, one must first obtain a suitable play, by simplifying an existing one, adapting a short story or writing an original play. Once a play is obtained, one must assemble a staff capable of directing the production and get the cooperation of the students. The next steps involve familiarizing the students with the text through discussion, assigning and learning roles, rehearsals and performance. Each of these steps is discussed with specific reference to the Oberlin experience. (CLK)

**ED 112 668** FL 007 133

*Anderson, Theodore*

**A Proposed Investigation of Preschool Bilingualism.**

Pub Date 25 May 75

Note—11p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Bilingual Education, Bilingual Students, Community Attitudes, Early Reading, \*English (Second Language), \*Mexican Americans, Minority Group Children, \*Preschool Children, Preschool Education, Reading Instruction, Sociolinguistics, \*Spanish, Spanish Speaking

Bilingual schooling in the U.S. is meant to equalize educational opportunity for children of limited English-speaking ability. Despite the proliferation of bilingual programs in many parts of the country, only very modest progress is being made toward the goal of equal educational achievement. We are coming to realize that limited English-speaking children with a 5- to 6-year handicap in English can only very exceptionally catch up. Only if a greater, not just an equal, opportunity is provided, can these children be expected to compete successfully with their English-speaking schoolmates. There are two prerequisites: (1) that limited English-speaking children be given an early start in learning to read, first in their home language and then in English, and (2) that the community accord non-English home languages the same respect as English. The second, involving profound social changes, will take time. Even the first will require years of experimentation. This paper sketches the preliminary steps of a long-term project to test the hypothesis that limited English-speaking children (how many will have to be determined) can learn to read their home language between ages 1 1/2 and 3 and English between 3 and 5. (Author)

**ED 112 669** FL 007 134

*Hurreiz, Sayyid Hamid*

**Arabic in the Sudan: Current Problems and Future Needs.**

Hawaii Univ., Honolulu. East-West Center.

Pub Date Nov 75

Note—4p.

Available from—Joan Rubin, Editor, Language Planning Newsletter, Cultural Learning Institute, East-West Center, Honolulu, Hawaii 96822 (free of charge)

Journal Cit—Language Planning Newsletter; v1 n4 p1, 3-4 Nov 1975

**Document Not Available from EDRS**

**Descriptors**—\*Arabic, \*Diglossia, Educational Policy, \*Language Planning, Language Standardization, Language Usage, \*Language Variation, Official Languages, Regional Dialects, Social Dialects, Sociolinguistics, \*Standard Spoken Usage

**Identifiers**—\*Sudan

Using as a framework Ferguson's diglossia model with its division into a high and a low variety of the language used, the linguistic situation in the Sudan is described as a continuum. At one end is found the very formal classical Arabic, used for special occasions. At the other end is a casual form which dominates meetings and social gatherings of the elite. In the middle of the continuum is another variety of the language used in classrooms and courts, for example. To fully describe the linguistic reality, regional varieties are also taken into account, as well as differences in men's and women's usage. The Arabic vernacular must be considered as a potential national language, particularly the Arabic of Khartoum. In the future, language planning efforts in the Sudan should include a reaffirmation of the vernacular, but not, however, at the expense of the classical language. Other language planning needs include grammars of the various vernaculars and materials such as dictionaries and textbooks. The process of implementing and coordinating standardization efforts would be helped considerably by the establishment of a specialized agency to deal with language planning problems such as standardization of the lexicon, syntax and orthography. National language policy should also be integrated with educational and economic development. (CLK)

**ED 112 670** FL 007 135

*Perfetti, Charles A. Goldman, Susan R.*

**Discourse Functions of Thematization and Topicalization.**

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—25p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Cognitive Processes, Connected Discourse, \*Discourse Analysis, Language Research, Memory, Narration, Nominals, \*Psycholinguistics, \*Reading Comprehension, \*Recall (Psychological), Semantics, Sentences, Sentence Structure, Verbs

Thematization, the relative frequency of a discourse referent, and topicalization are conceptualized as related discourse functions. In a probe recall experiment, a word with a thematized referent was a better recall probe than a word with a nonthematized referent. Also, an agent noun was a better prompt than a recipient, and this semantic variable interacted with topicalization so that a semantic recipient was a better prompt when it was topic than when it was comment. In a second experiment, subjects' choice between semantically equivalent active and passive sentences was influenced by thematization. Thematized nouns were chosen as topics more often than nonthematized nouns, and nouns used as paragraph titles were chosen as topics slightly more than non-title nouns. It is suggested that twin discourse functions are served by thematization and topicalization, the former providing stable referential focus and the latter providing momentary referential focus. (Author)

**ED 112 671** FL 007 137

*Warriner, Helen P.*

**Foreign Languages: Don't Sell Them Short.**

Pub Date Sep 75

Note—5p.; Reprint of an article in "Public Education in Virginia," v10 n4 p10-13 Win 1975

Journal Cit—Bulletin of the Modern Foreign Language Association of Virginia; v31 n3 p9-12 Sep 1975

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Career Opportunities, Changing Attitudes, College Language Programs, Educational Attitudes, \*Enrollment Trends, \*Language Enrollment, \*Language Instruction, \*Language Programs, Language Teachers, Secondary Education, \*Second Language Learning, Teaching Methods

This article, in the form of an interview, deals with the status and expected future of foreign language programs in the nation's schools and colleges, and in particular, Virginia's. Despite hearsay, enrollment in foreign language has remained fairly constant in Virginia high schools. French and Spanish have the highest enrollments, followed by German, although French has lost more than 20 percent of its enrollment. Russian enrollment has not obvious pattern and Latin is declining. In colleges and universities, enrollments were

noticeably affected by relaxation of language requirements, although many schools still maintain a language requirement for entrance. Negative reports about declining foreign language programs are overstated, mostly because of the decline in French in urban language programs, which are losing academically oriented students to the suburbs, and because of the priority on basic subjects. Changing trends in public attitudes and in business should affect foreign language study in a positive way, however. A growing spirit of nationalism in other countries is leading to increased use of language other than English for international business negotiations. Acceptance of languages other than English in the United States and improvement in the quality of instruction are also sources of encouragement. The article concludes with some advice to students and a brief discussion of the changes in recent years in FL teaching methodology and the challenges facing FL teachers today. (CLK)

**ED 112 672** 32 FL 007 142

*Matos, Reinaldo Matos, Ana*

**Ladrillo and Tales of Juan Bobo: Puerto Rican Folk Tales.**

Connecticut Staff Development Cooperative, Hamden.; Hartford Univ., West Hartford, Conn. Connecticut Migratory Children's Program.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date 73

Note—33p.; For related documents, see FL 007 143 and 144

Available from—Connecticut Staff Development Cooperative, 1450 Whitney Avenue, Hamden, Connecticut 06517 (\$20.00 for set of FL 007 142-44, filmstrip and accompanying record)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Bilingual Education, Children's Literature, Cultural Awareness, Elementary Education, Folk Culture, \*Instructional Materials, Language Instruction, Migrant Children, \*Migrant Education, \*Puerto Ricans, \*Reading Materials, Spanish

**Identifiers**—Elementary Secondary Education Act Title I, ESEA Title I

These two illustrated elementary readers contain the Spanish and English versions of the Puerto Rican folk tales, "Ladrillo" and "Cuentos de Juan Bobo." They are part of a series of reading materials for elementary-level migrant children. These materials are intended to help the child relate to his culture, develop interest in knowing about it and take pride in his identity as a Puerto Rican. (CLK)

**ED 112 673** 32 FL 007 143

*Matos, Reinaldo And Others*

**Maria Santa La Torre: A Puerto Rican Folk Tale.**

Connecticut Staff Development Cooperative, Hamden.; Hartford Univ., West Hartford, Conn. Connecticut Migratory Children's Program.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date 73

Note—31p.; For related documents, see FL 007 142 and 144

Available from—Connecticut Staff Development Cooperative, 1450 Whitney Avenue, Hamden, Connecticut 06517 (\$20.00 for set of FL 007 142-44, filmstrip and accompanying record)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Bilingual Education, Children's Literature, Cultural Awareness, Elementary Education, Folk Culture, \*Instructional Materials, Language Instruction, Migrant Children, \*Migrant Education, \*Puerto Ricans, \*Reading Materials, Spanish

**Identifiers**—Elementary Secondary Education Act Title I, ESEA Title I

These two illustrated elementary readers contain the Spanish and English versions of a Puerto Rican folk tale, "Maria Santa La Torre." They are part of a series of reading materials for elementary-level migrant children. These materials are intended to help the child relate to his culture, develop interest in knowing about it and take pride in his identity as a Puerto Rican. (CLK)

ED 112 674 32 FL 007 144

*Matos, Reinaldo And Others*  
**Lunaria and Solario: A Puerto Rican Folk Tale [and] Teacher Guide.**

Connecticut Staff Development Cooperative, Hamden; Hartford Univ., West Hartford, Conn. Connecticut Migratory Children's Program.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date 73

Note—39p.; For related documents, see FL 007 142 and 143

Available from—Connecticut Staff Development Cooperative, 1450 Whitney Avenue, Hamden, Connecticut 06517 (\$20.00 for set of FL 007 142-44, filmstrip and accompanying record)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Bilingual Education, Childrens Literature, Cultural Awareness, Elementary Education, Folk Culture, \*Instructional Materials, Language Instruction, Migrant Children, \*Migrant Education, \*Puerto Ricans, \*Reading Materials, Spanish, Spanish Speaking

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I

These two illustrated elementary readers contain the Spanish and English versions of a Puerto Rican folk tale, "Lunaria y Solario," accompanied by a teacher's guide in both languages. They are part of a series of reading materials for elementary-level migrant children. The teacher's guide provides suggestions for activities and outlines their objectives. These materials are intended to help the child relate to his culture, develop an interest in knowing about it and take pride in his identity as a Puerto Rican. (CLK)

ED 112 675 FL 007 145

*Pino, Octavio*

**The Influence of the Revolution on Cuban Spanish.**

Pub Date Jul 75

Note—17p.; Paper presented at the Annual Colloquium on Hispanic Linguistics (2nd, Linguistic Institute, University of South Florida, Tampa, July 17-19, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Culture Contact, Language Styles, Language Usage, \*Language Variation, Morphology (Languages), \*Political Influences, \*Russian, Semantics, Social Change, Sociolinguistics, \*Spanish, Vocabulary

Identifiers—\*Cuban Spanish, Language Contact, Neologism, Word Borrowing

The social, economic, political and cultural changes brought about by the Cuban Revolution have elicited linguistic changes. Although the Revolution is only fifteen years old, these changes have reached the morphological and semantic components of the language. This paper explains the Russian influence and discusses and classifies "rusonol" examples (mixture of Russian and Spanish). The de-Americanization of Cuban Spanish is treated as a parallel development to the Russification of the language. The article also deals with Spanish neologisms which describe the new social order. (Author/KM)

ED 112 676 FL 007 146

*Baker, Robert L.*

**Language Curriculum for the Non-Major.**

Pub Date Apr 75

Note—4p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Career Education, \*College Language Programs, College Majors, \*Course Content, Curriculum Development, Instructional Innovation, \*Language Instruction, \*Modern Language Curriculum, Relevance (Education), Second Language Learning, \*Teaching Methods

This paper, a portion of a workshop presentation concerning language curriculum for the non-major, explores some of the reasons for the sad situation in which language programs find themselves today and makes some suggestions for some of the things which we need to do in order to make ourselves more attractive to the students, particularly to the non-major. The possibilities suggested include the following: (1) more flexible scheduling, (2) multiple tracks, (3) more emphasis on communication, (4) more attention to understanding the language, (5) more effective use of the media, (6) more relevant and contemporary course content, (7) more courses on civiliza-

tion and culture, (8) content courses in the language, (9) interdepartmental and interdisciplinary courses, (10) the use of the foreign language department as a resource for other departments and the community, (11) courses in English, (12) awareness of the careers in which knowledge of an FL is an asset, (13) advocacy of double majors, and (14) maximum use of overseas programs for all career areas. Actually, it turns out that simply doing some of the things which are most necessary to make our own major programs viable will at the same time make them more attractive to other students. (Author/KM)

ED 112 677 FL 007 147

*Jones, Gaston R.*

**Changing Community Attitudes: Public Relations and Publicity for Foreign Language Teachers (Various Forms of Publicity and Public Relation Techniques Favoring Foreign Languages, as Used in Alabama and Other States).**

Pub Date [75]

Note—16p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Clubs, Cocurricular Activities, \*Community Attitudes, Community Relations, \*Cultural Exchange, \*Language Instruction, Language Teachers, Publicize, \*Public Relations, School Community Relationship, Secondary Education, \*Second Language Learning

A number of publicity and public relations techniques can be used to promote and renew interest in foreign language study. Communication should be established with civic organizations and community groups by means of lectures. Foreign language clubs can assume new importance by participating in international friendship organizations. The Partner of the Americas organization, for example, establishes relationships between North American and Latin American cities. Students should be encouraged to become acquainted with the organization and to participate in the various cultural exchange programs. The annual state-wide conventions of the federations of high-school foreign language clubs make for further publicity for foreign languages and cultures. Strategies for organizing such a convention are outlined, followed by a copy of the constitution and by-laws of the Alabama Federation of High School Spanish Clubs. Additional forms of publicity and public relations techniques include promotion of foreign languages through television and radio programs, through newspapers, and by means of communication with public figures, such as political leaders and educators, and community agencies, such as publishers. Bumper stickers are also recommended as a form of publicity. (CLK)

ED 112 678 FL 007 148

*Dudley-Evans, A. And Others*

**Aspects of the Writing and Teaching of EST Courses: The Tabriz Materials. ELT Documents (75/2).**

British Council, London (England). English Teaching Information Centre.

Pub Date 75

Note—11p.; For related documents, see FL 007 149 and FL 007 150

Available from—English Teaching Information Centre, The British Council, 10 Spring Gardens, London SW1A 2BN, England

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*College Language Programs, \*Course Content, Course Organization, English (Second Language), \*English for Special Purposes, Instructional Materials, Material Development, \*Science Instruction, Scientific Concepts, Scientific Literacy, \*Teacher Developed Materials, Teaching Methods

Identifiers—\*Iran (Tabriz), Tabriz University

This article reports on the experience of the Language Centre of Tabriz University in Iran. The Centre is responsible for teaching English in 7 faculties: Engineering, Medicine, Agriculture, Pharmacy, Science, Education, and the School of Nursing. The article first gives the background of the students that are to be taught, followed by an outline of the course design. The first-year courses are divided into general courses meant for all students and specific courses broken down into individual areas of interest. The concentration is on basic features of scientific content. In the second year, only specific courses are offered and concentration is on organization of discourse rather than content. The remainder of the article deals with the problems that arose when the pro-

gram was implemented. The teachers prepared their own materials and found it difficult to combine advanced content with elementary-level English. The courses were organized to be as lively and motivational as possible by the use of diagrams, tables, graphs and interpretation. Possibilities for classroom activities, especially technical ones, were limited. Drills were found not to be very useful in this situation, but humor, discussion and student participation in general proved very fruitful. (TL)

ED 112 679 FL 007 149

*Freeman, Sarah McDonough, Jo*

**English for Science at the University of Essex. The Venezuelan Scheme: Materials Development and Methodology. ELT Documents (75/2).**

British Council, London (England). English Teaching Information Centre.

Pub Date 75

Note—15p.; For related documents, see FL 007 148 and FL 007 150

Available from—English Teaching Information Centre, The British Council, 10 Spring Gardens, London SW1A 2BN, England

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Cloze Procedure, \*College Language Programs, Communication Skills, Course Content, \*Course Descriptions, Course Organization, English (Second Language), \*English for Special Purposes, Language Laboratories, Language Skills, \*Material Development, \*Science Instruction, Scientific Literacy

Identifiers—\*England (Essex), University of Essex, Venezuelans

In January 1975, 31 Venezuelan students of science were admitted to the University of Essex. It was suggested that a pre-first-year period be divided equally between attendance of regular college courses and English courses designed especially for them. This article describes the English course hurriedly prepared to meet this specific situation. The general guidelines were: (1) the English teaching section of the scheme should be heavily, though not totally, oriented to the preparation of materials in English for Special Purposes, and (2) grouping should be according to scientific specialty and not according to proficiency in English. The first term was devoted largely to passive work taught in 5 two-hour sessions each week: (1) kernel lessons intermediate, (2) basic English for Science (BEFS), (3) BEFS, (4) continuation of orientation and social English, and (5) listening/reading materials. The materials and activities used for each of these sessions are described. The cloze procedure was used extensively as was the language laboratory for listening exercises. Reading and writing skills were not tackled systematically until term 2, when the 10 weekly hours were divided as follows: (1) kernel lessons, (2) aural comprehension, (3) BEFS, (4) oral production, and (5) reading comprehension and writing. Students will be evaluated on a pass/fail basis focusing on the study skills needed by a first-year undergraduate in science. (TL)

ED 112 680 FL 007 150

*Cleary, J.*

**Science Teaching in a Second-Language Situation. ELT Documents (75/2).**

British Council, London (England). English Teaching Information Centre.

Pub Date 75

Note—10p.; For related documents, see FL 007 148 and FL 007 149

Available from—English Teaching Information Centre, The British Council, 10 Spring Gardens, London SW1A 2BN, England

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Communication Skills, Course Organization, English (Second Language), \*English for Special Purposes, Language Skills, Manipulative Materials, \*Material Development, \*Science Instruction, \*Science Materials, Scientific Literacy, \*Study Skills

Identifiers—\*Material Selection

This article presents the subject of English for Specific (or Special) Purposes (ESP) from the point of view of the school teacher or university lecturer attempting to teach science to students for whom the medium of instruction is a second language. The skills a student needs in order to achieve success in a science are analyzed as: (1) discipline-specific-strategies for extracting and patterning the data in a particular field, (2) general organizational-for presenting data in written and iconic form, and (2) linguistic skills.

In a second-language situation, the teacher cannot assume that students come equipped with these skills; he must, therefore, teach them in addition to the scientific content of the course. This places constraints on the organization of the course and on the materials that can be used successfully. High-level science materials, such as lectures and lesson notes, modifiable to fit the level of the students' abilities. What seems to be called for is a set of integrated materials which require increasingly complex communication skills and which provide for individualized learning activities. The close cooperation of science and language specialists is needed to produce such materials in many scientific areas. (TL)

**ED 112 681** FL 007 151

*Pimsleur, Paul*

**Criterion vs. Norm-referenced Testing.**

Pub Date Sep 75

Note—Sp.; Not available in hard copy due to marginal legibility of original document  
Journal Cit—Language Association Bulletin; v27 n1 p21-24 Sep 1975

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—College Language Programs, \*Criterion Referenced Tests, Evaluation Criteria, \*Evaluation Methods, Formative Evaluation, \*Language Instruction, \*Language Tests, Linguistic Performance, \*Norm Referenced Tests, Second Language Learning, Sociolinguistics, Summative Evaluation, Teaching Methods, Testing

**Identifiers**—Communicative Competence, \*Criterion Referenced Teaching, Norm Referenced Teaching

A norm-referenced evaluation system, which evaluates the student in comparison to his peers, is rejected in favor of a criterion-referenced system. The latter, which rates the performance of a student on an absolute standard, makes for an individualized approach. Two kinds of tests are distinguished, the formative, administered during the course of learning, and the summative, which evaluates achievement following a given period of instruction. It is suggested that formative tests be of the criterion-referenced type. A specific testing program is outlined whereby an aptitude test is administered before instruction begins. When instruction begins, testing is tied directly to the teaching process. The advantage of this is knowing immediately which items need more work. Criterion-referenced testing also de-emphasizes competition, reduces anxiety about learning, and encourages teachers to set realistic and reachable goals, thus helping the less able students. Future language instruction should place greater emphasis on the teaching and testing of communicative competence. The results of an experiment conducted at the University of Illinois to determine the effectiveness of incorporating competence training into the learning process reinforce the importance of teaching communicative competence. A suggested foreign language testing program follows the article. (CLK)

**ED 112 682** FL 007 152

**Papers from the Basque Linguistics Seminar, University of Nevada, Summer, 1972.**

Pub Date 72

Note—182p.

Available from—Seminario Julio de Urquijo, Palacio de la Diputacion de Guipuzcoa, San Sebastian, Spain

Journal Cit—Anuario del Seminario de Filologia Vasca "Julio de Urquijo"; v6 1972

Document Not Available from EDRS

**Descriptors**—\*Basque, Case (Grammar), \*Descriptive Linguistics, Form Classes (Languages), Generative Phonology, \*Grammar, Linguistic Theory, \*Morphology (Languages), \*Phonology, Regional Dialects, Semantics, Syntax, Transformation Generative Grammar

Ten papers resulting from the Basque linguistics seminar are collected in this volume. Following introductions by L. Michelena and William A. Douglass, the papers are: (1) "Morphological Evidence of Abstract Verbs in Basque" by Glenn Ayres, (2) "A Survey of Linguistic Variables in the Central Zone of the Deva River Valley" by Ramon M. S. Bereicua Basauri, (3) "Palatalization Phenomena in Basque" by Claudia Corum, (4) "The Expression of Focus in Basque" by Francoise Donzeaud, (5) "Genitivization in Northern Basque Complement Clauses"

by Jeffrey Heath, (6) "Nominative-Ergative Syncretism in Basque" by William H. Jacobsen, Jr., (7) "A Note on Old Labourdin Accentuation" by Luis Michelena, (8) "Formation of the Present Participle in Basque" by Quentin Pizzini, (9) "Partitive Assignment in Basque" by R. P. G. de Rijk, and (10) "Two Borrowed Sound Changes in Basque" by Carlos Zarabozo. (KM)

**ED 112 683** FL 007 153

*Lederer, Herbert*

**A Glossary of Grammatical Terminology. German-English, English-German.**

Pub Date 75

Note—68p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—Definitions, \*Descriptive Linguistics, English, \*German, \*Glossaries, Grammar, Instructional Aids, \*Language Instruction, Language Research, Reference Books, Vocabulary

**Identifiers**—\*Grammatical Terminology

Recent advances in the field of descriptive linguistics have produced not only an entirely new grammatical terminology, but also new definitions of traditional grammatical concepts. The result has been a somewhat bewildering profusion and confusion of overlapping terms. The present glossary is the result of several years of research and of workshops conducted at three annual meetings of the American Association of Teachers of German, with the participation of a large number of American and German linguistics and language teachers. It represents an attempt at defining and translating several hundred terms most commonly used in the teaching of German, and to authors, editors, and publishers of German textbooks in the United States. (Author)

**ED 112 684** FL 007 164

*Wilks, Yorick*

**Parsing English. Course Notes for a Tutorial on Computational Semantics, March 17-22, 1975.**

Pub Date 25 Jan 75

Note—68p.; Paper given at the Institute for Semantic and Cognitive Studies (Castagnola, Switzerland, March 17-22, 1975); For related document, see FL 007 167

Available from—Institute for Semantic and Cognitive Studies, Villa Heleneum, 6976 Castagnola, Switzerland (\$10.00 for complete volume)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—Artificial Intelligence, \*Computational Linguistics, \*Computer Programs, Form Classes (Languages), Grammar, Linguistic Theory, Programming, Programming Languages, \*Semantics, \*Structural Analysis, \*Syntax, Transformation Generative Grammar

**Identifiers**—\*Parsing

The course in parsing English is essentially a survey and comparison of several of the principal systems used for understanding natural language. The basic procedure of parsing is described. The discussion of the principal systems is based on the idea that "meaning is procedures," that is, that the procedures of application give a parsed structure its significance. Natural language systems should be content-rather than structure-motivated, i.e. they should be concerned with linguistic problems revealed by parsing rather than with the relation of the proposed structure of the system to the structures of other systems. Within this framework, Winograd's understanding system, SHRDLU, is described and discussed, as are the second generation systems of Simmons, Schank, Colby and Wilks. A subsequent discussion compares all these systems. Concluding remarks outline immediate problems, including the need for a good memory model and the use of texts, rather than individual example sentences, for investigation. (CLK)

**ED 112 685** FL 007 171

*Schnitzer, Marc L.*

**Rule Governed Pronunciation of English: A Case Study in Generative Spelling.**

Pennsylvania State Univ., University Park.

Pub Date 74

Note—64p.

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*English (Second Language),

\*French, \*Generative Phonology, Language Instruction, Linguistic Theory, Morphology (Languages), Phonology, \*Pronunciation, Second Language Learning, \*Spelling, Suffixes, Written Language

The primary contact which many non-native speakers have with the English language is visual. Thus, there exist many competent readers of English who are ignorant of pronunciation. In the past, English pronunciation has been taught in a case-by-case fashion, without regard to principles relating orthography to pronunciation. This is a report on one member of a group of Francophone subjects who worked on improving their pronunciation of English by applying ordered rules to standard English spellings in order to derive correct pronunciations. This subject performed rules on 25 classes of words representing English polysyllables ending in 31 different suffixes. Of 5,225 words he was asked to read, he made 2,941 errors at first, as compared with 296 errors after performing the rules on a few words in each class—an improvement of almost 90 percent. (Author)

**ED 112 686** FL 007 172

*Frank, Gloria And Others*

**Instructional Objectives and Content Outline, English for Speakers of Other Languages (ESOL). Bulletin No. 275.**

Montgomery County Public Schools, Rockville, Md.

Pub Date 74

Note—69p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Audiolingual Methods, \*Course Content, Cultural Awareness, \*Curriculum Guides, \*Educational Objectives, \*English (Second Language), Grammar, Language Instruction, Language Skills, Second Language Learning, Speech Skills, Vocabulary Development

This booklet consists of a list of instructional objectives and a content outline for the beginning and intermediate levels of the Montgomery County (Maryland) public ESL program. The publication was prepared to identify performance objectives and to provide guidelines for teachers and administrators, both for teaching and for forming realistic expectations of the students. Objectives for both levels include mastery of the four language skills through the audiolingual approach. For the beginning level, course content is centered on situations and topics which the student will encounter in the United States. These topics include classroom and school procedures, food, social formulas, numbers and measurements, health and safety, weather, shopping, family and occupations, home and community, recreation, and transportation. Grammar and vocabulary relevant to the given topic are introduced in each unit. The intermediate level is organized into structural units, each one dealing with a specific issue of grammar. Vocabulary and situations for practice are left to the discretion of the teacher. (CLK)

**ED 112 687** 95 FL 007 181

*Wolfram, Walt Christian, Donna*

**Sociolinguistic Variables in Appalachian Dialects. Center for Applied Linguistics, Washington, D.C. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.**

Bureau No.—BR-4-0493

Pub Date 75

Grant—NIE-G-74-0026

Note—413p.

**EDRS Price MF-\$0.76 HC-\$20.94 Plus Postage**

**Descriptors**—\*American English, Applied Linguistics, \*Dialect Studies, Grammar, Language Research, Language Usage, \*Language Variation, Nonstandard Dialects, Phonology, \*Regional Dialects, Sociocultural Patterns, Socioeconomic Status, \*Sociolinguistics

**Identifiers**—\*Appalachian English, West Virginia

The aim of the research reported here was to describe dialect diversity in Appalachia (Monroe and Mercer Counties, West Virginia) and to examine the possible effect of this diversity on education. The present volume contains the first two parts of the report, the third being submitted separately. The first part includes chapters 1-5, the second 6-9. Chapter 1 sets forth the sociocultural setting for the study, while chapter 2 establishes a sociolinguistic framework for viewing the linguistic diversity of the region. Chapters 3 and 4 outline the main features of Appalachian English, focusing on phonological and grammatical levels of language organization. Educational considerations are discussed in chapter 5. Part One is intended primarily as a reference work for educators, particularly reading specialists, language arts specialists and speech pathologists. In

Part Two, several select features of Appalachian English are examined in more technical detail; this section is intended primarily for the professional linguist. Chapter 6 deals with "A-prefixing," and chapter 7 with irregular verbs. Chapter 8 discusses the perfective "done," and chapter 9 deals with subject-verb concord. Appendix A provides a sample of two interview questionnaires, one used for adults and one for adolescents. Appendix B consists of a sample informant interview, and Appendix C gives a complete list of the informants who participated in the project, including their age, sex, and occupation. A bibliography concludes the volume. (Author/CLK)

**ED 112 688** FL 007 182

Bruce, Bertram C.  
Belief Systems and Language Understanding.  
Bolt, Beranek and Newman, Inc., Cambridge, Mass.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.

Report No.—A1-21; AD-A012-533; BBN-2973

Pub Date Jan 75

Note—88p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (AD-A012533, MF \$2.25, HC \$4.75)

Document Not Available from EDRS

Descriptors—Association (Psychological), \*Behavior Patterns, \*Beliefs, Cognitive Processes, \*Communication (Thought Transfer), Motivation, Perception, \*Psycholinguistics, Semantics, \*Social Behavior, Social Relations, Speech, Verbal Communication, Vocabulary, Word Recognition

The paper discusses some of the "belief systems knowledge" used in language understanding. It begins with a presentation of a theory of personal causation. The theory supplies the tools to account for purposeful behavior. Using primitives of the theory, the social aspect of an action can be described. The social aspect is that which depends on beliefs and intentions. Patterns of behavior, called "social action paradigms" (SAP's) are then defined in terms of social actions. The SAP's provide a structure for episodes analogous to the structure a grammar provides for sentences. (Author)

**ED 112 689** FL 007 183

Bruce, Bertram C.  
Case Systems for Natural Language.  
Bolt, Beranek and Newman, Inc., Cambridge, Mass.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.

Report No.—A1-23; AD-A012-530; BBN-3010

Pub Date Apr 75

Note—81p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (AD-A012530, MF \$2.25, HC \$4.75)

Document Not Available from EDRS

Descriptors—\*Case (Grammar), Deep Structure, Form Classes (Languages), Grammar, Language Research, \*Linguistic Theory, \*Morphology (Languages), Nominals, \*Semantics, Surface Structure, \*Syntax, Word Recognition

In many languages (e.g. Latin, Greek, Russian, Turkish, German) the relationship of a noun phrase to the rest of a sentence is indicated by altered forms of the noun. The possible relationships are called (surface) "cases." Because (1) it is difficult to specify semantic-free selection rules for the cases, and (2) related phenomena based on prepositions or word order appear in apparently case-less languages, many have argued that studies of cases should focus on meaning, i.e. on "deep cases." A representative sample of proposed case systems is examined. Issues such as surface versus deep versus conceptual level of cases, and the efficiency of the representations implicit in a case system, are also discussed. (Author)

**ED 112 690** FL 007 184

Walker, Donald E. And Others  
Speech Understanding Research. Annual Technical Report.

Stanford Research Inst., Menlo Park, Calif.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.

Pub Date Jun 75

Note—393p.

**EDRS Price MF-\$0.76 HC-\$19.67 Plus Postage**

Descriptors—\*Computational Linguistics, \*Computer Programs, \*Computer Science, Discourse Analysis, \*Information Processing, Language Research, Linguistic Theory, Phonetics, Phonology, \*Programming, Programming Languages, Semantics, \*Speech Identifiers—Pragmatics, \*Speech Understanding Systems

This report is the third in a series of annual reports describing the research performed by Stanford Research Institute to provide the technology that will allow speech understanding systems to be designed and implemented for a variety of different task domains and environmental constraints. The current work is being carried out cooperatively with the System Development Corporation, which is responsible for signal processing, acoustics, phonetics, and phonology. Following an Introduction and Overview, separate sections describe in detail the Definition System, the Parsing System, the Language Definition, Semantics, and Discourse Analysis and Pragmatics. Appendix A contains a listing of the language currently defined in the speech understanding system. Appendix B lists the reports and publications issued by the project staff. (Author)

**ED 112 691** FL 007 186

Plewes, S. Frank

Theory vs. Taxonomy: On Teaching 'Syntactically Irregular' Verbs in Russian.

Pub Date Oct 75

Note—16p.; Paper presented at the National Convention of the American Association for the Advancement of Slavic Studies (Atlanta, Georgia, October 9, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Descriptive Linguistics, Grammar, \*Language Instruction, Language Patterns, Linguistic Theory, Morphology (Languages), \*Russian, Second Language Learning, \*Semantics, Sentence Structure, \*Syntax, Taxonomy, Teaching Methods, \*Verbs

This paper suggests methods for teaching the Russian verbs that govern what are loosely termed "objects" in oblique cases. The case government of such verbs is not necessarily an individual irregularity. Definite patterns emerge, both morphological and semantic, to facilitate grouping these verbs into classes. Russian verbs requiring genitive objects are examined first. Such verbs fall into two major semantic groups, each defined as the semantically polar opposite of the other. It is demonstrated that the groups share an underlying and very abstract semantic feature along the lines of Jakobson's theory of the semantic invariance of case. Verbs governing the dative are then examined. Some of these are examined from the viewpoint of "extended indirect objects," while others are seen as statives requiring a dative referent or addressee. Certain morphological similarities of these verbs are noted. Finally, some instrumental-governing verbs are examined as an extension of the agent/instrument categories of passive sentences, and a few others are assigned the more general meaning "use as if it were an instrument." It is concluded that the application of semantic groupings such as these, of varying degrees of abstraction, is an effective way of pedagogically systematizing an otherwise apparently unsystematic body of data. (Author/TL)

**ED 112 692** FL 007 188

Mitchell, Stephen A.

Tradition and Change in Swedish Address Forms.

Pub Date 16 May 75

Note—12p.; Paper presented at the Minnesota Regional Conference on Languages and Linguistics (Minneapolis, Minnesota, May 16-17, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Changing Attitudes, Diachronic Linguistics, Indo European Languages, \*Language Usage, \*Oral Communication, Political Influences, \*Pronouns, Social Attitudes, Sociocultural Patterns, \*Sociolinguistics, Synchronic Linguistics

Identifiers—Address Forms, \*Swedish

In most European languages, choice of address form classifies the relation between speakers. The first theoretical framework for analyzing address form usage was established by Brown and Gilman (1960) in their investigation of the semantics of pronoun use in a wide variety of Indo-European languages, which concluded that Europeans use the informal pronoun with increasing frequency.

This appears to be true of Swedish, in which greater avoidance of second person personal pronouns is practiced than in other European languages. The problem of choosing an appropriate term in Swedish has been complicated by a feeling that the grammatically correct use of the second person plural to a single individual was impolite. One was expected to use other forms. Recently, however, this practice has changed towards a more general use of the informal pronoun, due partly to a number of political and social pressures. This paper discusses both aspects of Swedish address form usage: the diachronic, with emphasis on social and political factors which have produced considerable change in the system during this century, and the synchronic, focusing on age and formality as possible factors in form choice. (Author/CLK)

**ED 112 693** FL 007 189

Pidgin and Creole Languages, with Particular Reference to the West Indies and English-Based Creoles. Specialised Bibliography A1.

British Council, London (England). English Teaching Information Centre.

Pub Date Feb 73

Note—6p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Bibliographies, \*Creoles, Dictionaries, Grammar, \*Language Variation, \*Pidgins, Reference Materials, \*Resource Materials, Sociolinguistics, Syntax Identifiers—\*West Indies

This bibliography is divided into three main sections. The first section lists bibliographies relevant to pidgin and creole studies. The second cites books and articles pertaining both to pidgin and creole studies in general and to the West Indies in particular. The third section gives references for books and articles in areas other than the West Indies. Entries include both American and European publications, and most have been published since 1965. (CLK)

**ED 112 694** FL 007 190

Bilingualism and Multilingualism, with a Section on Bilingual Education. Specialised Bibliography A2.

British Council, London (England). English Teaching Information Centre.

Pub Date Feb 74

Note—5p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Bibliographies, \*Bilingual Education, \*Bilingualism, Language Planning, Language Variation, \*Multilingualism, Reference Materials, \*Resource Materials, Second Language Learning, Sociolinguistics

This bibliography is divided into three main sections. The first section lists bibliographies relevant to bilingualism and multilingualism. The second section cites books and anthologies dealing with bilingualism and multilingualism, while the third section gives references for books dealing with bilingual education. Entries include both American and European publications, and most have been published since 1970. (CLK)

**ED 112 695** FL 007 191

Semantics. Specialised Bibliography A3.

British Council, London (England). English Teaching Information Centre.

Pub Date Nov 73

Note—6p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Bibliographies, Language Research, Linguistics, \*Linguistic Theory, Philosophy, Reference Materials, \*Resource Materials, \*Semantics, Syntax, Transformation Generative Grammar

This bibliography cites references to books and anthologies in all areas of semantic studies, including generative semantics, studies of meaning in language and of the function of language, studies of syntax and semantics, and of the relationship between meaning and style. Entries include both American and European publications, and most have been published since 1965. (CLK)

**ED 112 696** FL 007 192

Discourse Analysis and Grammar Above the Sentence. Specialised Bibliography A4.

British Council, London (England). English Teaching Information Centre.

Pub Date Oct 73

Note—4p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**



**Descriptors**—\*Bibliographies, \*Discourse Analysis, Grammar, Language Research, Linguistic Theory, \*Resource Materials, Sociolinguistics, \*Structural Analysis, \*Syntax, Transformational Generative Grammar

This bibliography is divided into three main sections. The first section cites one bibliography relevant to discourse analysis. The second section cites books pertaining to discourse analysis, language structure, and transformational generative grammar. The third section refers to articles in the same areas. Entries include both American and European publications, and most have been published since 1970. (CLK)

**ED 112 697** FL 007 193  
**American and British English Compared. Specialised Bibliography A5.**  
 British Council, London (England). English-Teaching Information Centre.  
 Pub Date Aug 75  
 Note—3p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—\*American English, \*Bibliographies, \*Contrastive Linguistics, Cross Cultural Studies, Diachronic Linguistics, \*English, Language Research, Language Usage, \*Resource Materials, Sociolinguistics, Synchronic Linguistics

**Identifiers**—\*British English

This bibliography consists of a select list of books and articles pertaining to a comparison of American and British English. Entries include studies of linguistic contrasts, sociolinguistic comparisons, differences in language usage, some diachronic topics, and reference materials such as dictionaries. Entries include both American and European publications, and most have been published since 1965. (CLK)

**ED 112 698** FL 007 194  
**Transformational Grammar. Specialised Bibliography A7.**  
 British Council, London (England). English-Teaching Information Centre.  
 Pub Date Aug 73  
 Note—5p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—\*Bibliographies, Generative Phonology, Grammar, Language Research, Linguistic Theory, Reference Materials, \*Resource Materials, \*Syntax, \*Transformational Generative Grammar, Transformations (Language), \*Transformation Theory (Language)

This bibliography provides references to bibliographies, periodicals, books, and anthologies pertaining to transformational grammar, including introductory texts and texts dealing with the relationship between transformational grammar and semantics, with generative phonology, and with language instruction. Entries include both American and European publications, and most have been published since 1970. (CLK)

**ED 112 699** FL 007 195  
**Basic English. Specialised Bibliography A8.**  
 British Council, London (England). English-Teaching Information Centre.  
 Pub Date Oct 73  
 Note—4p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—\*Applied Linguistics, Basic Reading, Basic Vocabulary, \*Bibliographies, Dictionaries, \*English, \*English (Second Language), Global Approach, \*Instructional Materials, \*Language Instruction, Reading Materials, \*Resource Materials, Textbooks

**Identifiers**—\*Basic English

This bibliography is divided into four sections. The first section lists books dealing with various aspects of basic English instruction, while the second section cites instructional materials available for basic English teaching. The third section cites English dictionaries, and the final section relevant articles. Entries include both American and European publications. Many of the books were published in the '30s, '40s, and '50s. (CLK)

**ED 112 700** FL 007 196  
**First-Language Acquisition, Including the Classroom Situation. Specialised Bibliography A9.**  
 British Council, London (England). English-Teaching Information Centre.  
 Pub Date Jul 74  
 Note—6p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Bibliographies, \*Child Language, \*Classroom Environment, \*Language Development, Language Research, Linguistic Theory, Psycholinguistics, Reference Materials, \*Resource Materials, Sociolinguistics

This bibliography is divided into three sections. The first section lists bibliographies relevant to first-language acquisition. In the second section, books pertaining to first-language acquisition and to language in the classroom situation are cited, while the third section lists two periodicals in the same areas. Entries include both American and European publications, and most have been published since 1970. (CLK)

**ED 112 701** FL 007 197  
**Interpreting and Translation. Specialised Bibliography A10.**  
 British Council, London (England). English-Teaching Information Centre.  
 Pub Date Aug 75  
 Note—5p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—\*Bibliographies, Communication (Thought Transfer), \*Interpreters, Language Ability, Language Skills, \*Machine Translation, Reference Materials, \*Resource Materials, Speech Skills, \*Translation

This bibliography is divided into five sections. In the first section, bibliographies pertaining to interpreting and translating are listed. The second section cites general studies and directories. The entries in the third, fourth, and fifth sections concern the areas of interpreting, translation, and machine translation respectively. Entries include both American and European publications, and most have been published since 1970. (CLK)

**ED 112 702** FL 007 198  
**Frequency Studies-Vocabulary and Structure. Specialised Bibliography A11.**  
 British Council, London (England). English-Teaching Information Centre.  
 Pub Date Mar 73  
 Note—7p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—\*Bibliographies, Language Instruction, Mathematical Linguistics, Reference Materials, \*Resource Materials, Sociolinguistics, Statistical Analysis, \*Vocabulary, \*Word Frequency, \*Word Lists

This bibliography is divided into five sections. The first section cites bibliographies relevant to the study of word frequency, while the second section gives references to word lists. The third and fourth parts deal with general vocabulary studies and related articles, respectively. The fifth section concerns structural frequency counts, with entries both for books and for articles. Entries include both American and European publications, and most have been published since 1960. (CLK)

**ED 112 703** FL 007 199  
**Linguistics, the British Contribution. Specialised Bibliography A12.**  
 British Council, London (England). English-Teaching Information Centre.  
 Pub Date Nov 72  
 Note—6p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—\*Bibliographies, Grammar, Language Instruction, \*Language Research, \*Linguistics, \*Linguistic Theory, Phonology, Psycholinguistics, Reference Materials, \*Resource Materials, Sociolinguistics, Surveys

**Identifiers**—\*England

This bibliography consists of three sections, the entries in each having to do with the British contribution in linguistics. The first section lists relevant books, with entries in all areas of linguistics, while the second section cites periodicals. The third section cites surveys done of British work. The surveys include material published elsewhere in Europe and in the U.S. Most entries have been published since 1960. (CLK)

**ED 112 704** FL 007 251  
**Ergativity in Caucasian Languages.**  
 Caford, J. C.  
 Pub Date [74]  
 Note—59p.  
**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
**Descriptors**—\*Case (Grammar), \*Caucasian Languages, Contrastive Linguistics, Descriptive Linguistics, \*Linguistic Theory, Nominals, \*Sentence Structure, Syntax, \*Verbs  
**Identifiers**—\*Ergativity

The ergative construction is characteristic of all 37 languages of the Caucasian group. After definition of "subject" and "object," a summary is given of 13 Caucasian intransitive and transitive sentence-types, with respect to the case forms of their subjects and objects. The principal "symptoms" of ergativity are: (1) subject in an oblique (ergative) case; (2) object in the nominative (or absolutive) case; (3) verb agrees in class and/or person and number with the object; and (4) in N.W. Caucasian only, pronominal prefixes in the sequence O-S-V. Numerous deviations are discussed. Arguments are presented against the once-popular view that the ergative construction is "really" a passive construction. In the N. Caucasian languages, the ergative transitive construction systematically contrasts with a nominative transitive construction (subject in nominative, object in nominative or oblique case). The ergative construction highlights the effect of the verbally expressed activity on the object; the nominative construction highlights the activity of the subject. Ergativity in all ergative languages can be classified as Functional (i.e., in meaningful contrast with a non-ergative transitive construction), as in N. Caucasian, Chukot-Kamchadal, Eskimo-Aleut, or Formal (i.e., as a mere obligatory formal feature of transitive sentences), as in Georgian and the Iranian, Dardic, and Indic ergative languages. (Author)

**ED 112 705** FL 007 253  
**Lu, John H-T.**  
**The Potential Markers in Mandarin.**  
 Pub Date 75

Note—25p.; Paper presented at the Annual Meeting of the South Atlantic Modern Language Association (Atlanta, Georgia, November 8, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—Deep Structure, \*Descriptive Linguistics, \*Linguistic Theory, \*Mandarin Chinese, Semantics, Sentence Structure, Surface Structure, Syntax, \*Transformational Generative Grammar, \*Verbs

**Identifiers**—\*Potential Markers

In Mandarin Chinese the two lexical items "de" and "bu," when inserted into a verb-verb construction, function as positive and negative potential markers, respectively. Their insertion, however, is not very regular or uniform, because some V-V constructions require their presence, while some others take them optionally, and still others do not occur with them at all. The purpose of this paper is thus twofold: first, to study their distribution, and second, to account for their co-occurrence or nonco-occurrence in the V-V constructions involved. It is claimed here that with the help of the semantic properties of the V-V constructions, we can easily predict where they can be inserted, and where they must be excluded. (Author)

## HE

**ED 112 706** HE 005 940  
**Foster, Penny And Others**  
**Graduate Science Education: Student Support and Postdoctorals, Fall 1973. Surveys of Science Resources Series. No. NSF-74-318.**  
 National Science Foundation, Washington, D.C. Div. of Science Resources Studies.  
 Report No.—NSF-74-318  
 Pub Date May 75  
 Note—209p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 038-000-00239-4, \$2.15)

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**  
**Descriptors**—Educational Research, Educational Trends, Engineering Education, Fellowships, \*Graduate Students, \*Graduate Study, \*Higher Education, Medical Education, National Surveys, Part Time Students, \*Post Doctoral Education, Private Colleges, Public Schools, \*Science Education, Student Characteristics

**Identifiers**—\*Student Financial Aid

A survey launched in 1972 to continue to provide a national data base on financial aid to graduate students in sciences and engineering yielded statistics based on a 100 percent response rate from 6,559 master's and doctorate departments in 339 institutions awarding science and engineering doctorate degrees, including 104 separate

medical schools. Characteristics of graduate enrollment examined were enrollment status (full- and part-time), distribution among fields of science, level of study, citizenship, control of institution (public or private), sex of students, type and sources of major support. Postdoctoral utilization by field of science was examined in terms of type and source of support. Trend data for the period 1967-73 were derived by linking the 1972-73 data to statistics provided for 1967-71 on National Science Foundation traineeship applications. Findings include these: In 1973 doctorate-granting institutions enrolled 218,000 full- and part-time students, with full-time enrollment (164,300) down 3 percent from 1972 and part-time enrollment up 4 percent. Decline in full-time enrollment since 1967 was 5 percent, with students dependent on federal support down 40 percent. Graduate departments utilized 16,400 postdoctoral appointees in 1973 (a rise of 31 percent from 1967 to 1972), 69 percent of whom received federal support. Detailed statistical tables are included. (JT)

**ED 112 707** HE 006 525

**Private Higher Education in North Carolina. Report and Recommendations.**  
North Carolina Univ., Chapel Hill.  
Pub Date 14 Mar 75  
Note—105p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**  
Descriptors—Church Related Colleges, Educational Economics, \*Educational Finance, Financial Support, \*Higher Education, Nonpublic School Aid, \*Private Colleges, \*Private Financial Support, Resident Students, Student Loan Programs, Tuition, \*Undergraduate Study, Universities

Identifiers—North Carolina, \*Student Financial Aid, Tuition Assistance Grant Program

There are 39 private colleges and universities in North Carolina. In 1974, 56% or 24,188 of the total undergraduate enrollment at these institutions were residents of North Carolina. The state has a policy of general financial assistance to the private sector amounting to \$200 each academic year for each full-time resident undergraduate enrolled in these institutions. The institutions are obligated to match these funds. This report provides an overview of the private colleges and universities and the present state policy toward them as well as the contributions of these private institutions to the state while outlining their needs. These institutions have made it clear that state assistance should be in the form of aid to students and not aid to the institutions. The report recommends the establishment of a Tuition Assistance Grant program which would provide aid to needy North Carolina undergraduates to assist them in meeting tuition charges to attend an accredited private college or university which they select and to which they are admitted. The funds appropriated for the Tuition Assistance Grant program would respond to the problem of enrollment difficulties caused by the tuition differential between public and private institutions. (Author/JMF)

**ED 112 708** HE 006 555

**Geographic Origins of First-Time Students, Fall 1973. Report No. 3-75.**  
State Univ. of New York, Albany. Central Staff Office of Institutional Research.  
Pub Date Jan 75  
Note—193p.

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**  
Descriptors—Community Colleges, \*Comparative Statistics, Data Analysis, \*Geographic Distribution, \*Higher Education, \*Residential Patterns, School Districts, School Surveys, State Colleges, State Surveys, \*State Universities  
Identifiers—\*State University of New York

Geographic origins or permanent residence of all first-time credit course students attending the SUNY institutions during the 1973 fall term are surveyed. This report includes eight tables of basic data in relation to the four coordinating areas of New York state. These areas offer a policy and planning framework for meeting the educational needs of the citizens of any given area of the state while maximizing the efficient use of the existing academic resources in a given area. Tables are included that list the State University institutions in each area and show the permanent residence distribution of the full-time first-time students by area as a percent of total enrollment. During the 1970's, the percentage of college-

going within New York state students served by the State University has steadily increased, even when the college-going rate itself has remained stable or declined. Some limitations of the study are cited with regard to data collection procedures. (LBH)

**ED 112 709** HE 006 559

**Administration of the Office of Education's Student Financial Aid Program. Office of Education, Department of Health, Education, and Welfare, B-164031(1). Report to the Special Subcommittee on Education, House Committee on Education and Labor.**

Comptroller General of the U.S., Washington, D.C.

Pub Date 4 Apr 74

Note—45p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Administrative Personnel, Educational Equality, Educational Finance, \*Educational Legislation, \*Federal Aid, Federal Legislation, Financial Needs, Financial Support, \*Higher Education, Legislators, Scholarship Loans, \*Student Loan Programs, Tuition, \*Work Study Programs

Certain aspects of the Guaranteed Student Loan, National Direct Student Loan, College Work-Study, and Supplemental Educational Opportunity Grants programs are reviewed and evaluated. The rules and regulations OE provides to educational and lending institutions for administering the federally sponsored student financial aid programs are found to be consistent with the provisions of the authorizing legislation. Generally, financial aid offices did not consider race, sex, athletic ability, academic record, and alumni relationship of student applicants. However, some financial aid officers were influenced by one or more variables in addition to need, such as age, class in school, and place of residence. The present process for allocating loan funds to educational institutions is apparently not equitable. Some institutions receive all or more than the total funds they need to meet the needs of their students while others receive substantially less than their actual need. Regional review panels do not have enough time or data to make appropriate review of institutional applications. Recommendations to HEW are offered. (LBH)

**ED 112 710** HE 006 577

**Final Report of the Governor's Commission on Education.**

Governor's Study Commission on Structure and Governance of Education, Annapolis, Md.

Pub Date 7 May 75

Note—58p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Boards of Education, \*Early Childhood Education, Educational Equality, Educational Philosophy, Educational Planning, \*Educational Policy, Educational Practice, \*Higher Education, Institutional Schools, \*Public Education, School Administration, \*Secondary Education, State Boards of Education  
Identifiers—\*Maryland

The structure and governance of education in Maryland from early childhood through the graduate school is described in a report to the governor. A summary is included of the commission's views of education, as well as a brief review of the status of education, a proposed structural reform, and a series of recommendations. The recommendations deal with: duties and responsibilities of the Joint Education Board at the state level; duties and responsibilities of state and local boards for secondary and elementary education and for institutional education; duties and responsibilities of the state board for higher education; boardsmanship; and principles of equality. Minority statements are included. (LBH)

**ED 112 711** HE 006 590

**Bueche, Arthur M.**

**The Supply of Scientists and Engineers.**

General Electric Co., Schenectady, N.Y.  
Research and Development Center.

Report No—GPR-74-016

Pub Date 11 Oct 74

Note—7p.; Paper presented at the 150th Anniversary Convocation, Rensselaer Polytechnic Institute (October 11, 1974)

Available from—Communications Branch, Research and Development Center, General Electric Company, Schenectady, New York 12301 (Order No. GPR-74-016, free)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*Engineering Education, \*Engineers, \*Higher Education, Manpower Utilization, Professional Occupations, Professional Personnel, Science Departments, \*Science Education, Scientific Personnel, Scientists

The supply of scientists and engineers should be viewed not only in terms of quantity, but also in terms of quality and preparation. Forecasts have proven inaccurate in the past so that industry must assure an adequate quantity of students entering the science and engineering fields by the promise of employment. The quality of the professionals can be assured by attracting the best of the foreign students as well as the best American students. And good preparation can be assured by keeping the relationship between the industry and the educational community dynamic. Further, it is necessary for the universities to join in seeking additional innovative ways to make academic and industrial scientists and engineers more aware of each other's jobs and challenges through greater cooperative efforts. (JMF)

**ED 112 712** HE 006 621

**Hodgkinson, Harold And Others**

**A Manual for the Evaluation of Innovative Programs and Practices in Higher Education.**

California Univ., Berkeley. Center for Research and Development in Higher Education.

Pub Date 74

Note—209p.

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**

Descriptors—Counseling Programs, Delivery Systems, \*Educational Innovation, Educational Resources, \*Higher Education, \*Instructional Innovation, \*Instrumentation, Manuals, Multimedia Instruction, Peer Counseling, \*Resource Guides

Evaluation procedures are presented in this sourcebook for individuals and institutions involved in innovative programs. The major evaluation instruments available are described, including the name of the instrument, its acronym, respondents on whom it has been used, the items and scales contained in the instrument, the instrument's response set, and the various norm groups for which correlation data are available. A listing is provided of current innovative programs and practices in higher education, organized around four themes: (1) audience innovations (new groups in higher education's student body); (2) content innovations (interdisciplinary social science programs, etc.); (3) teaching and counseling innovations (contract learning, peer tutoring, etc.); (4) delivery system innovations (cluster colleges, course by newspaper, etc.). (LBH)

**ED 112 713** HE 006 622

**Silber, John R.**

**The "Private" Contribution to Public Higher Education.**

Pub Date 9 May 75

Note—27p.; Testimony delivered before the Education Committee, General Court of Massachusetts (February 24, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Comparative Statistics, Economic Factors, \*Educational Economics, Educational Finance, Educational Legislation, \*Financial Support, \*Higher Education, \*Nonpublic School Aid, Private Financial Support, Public Education, Public Schools, \*State Aid, State Legislation, State Universities  
Identifiers—\*Massachusetts

The economic well-being of higher education in Massachusetts is seen as a vital concern to the state. It is described as a single system, with independent and state components. Discrimination in the right of access to higher education is cited for the 42 percent of the state residents who attend independent colleges and universities in the commonwealth; i.e., those not state-owned and taxpayer subsidized. Public and private institutions are equated in terms of goals and actual costs, but differences are cited in terms of price to the student. Statistics are reported to indicate the economic benefit to the state of private institutions as well as the economic burden carried by the institutions themselves. Comparative graphs are presented on expenditures such as maintenance, retirement and insurance costs, cost-of-living adjustments, fuel efficiency, debt service, and taxpayer/student expenditures. The Massachusetts House Bill 2882, which provides an apportionment to each qualified Massachusetts high school graduate that the student can take to the college of his choice within the common-

wealth, is supported with modifications recommended. It is concluded that if the General Court continues to restrict its subsidy of public higher education to the state sector and continues to discriminate against the independent sector, it will eventually destroy a significant part of the system of quality education in Massachusetts. (LBH)

**ED 112 714 HE 006 636**  
**Project AHEAD. A New Program in Cooperative Education.**

Army Recruiting Command, Fort Sheridan, Ill.  
 Pub Date Jan 75  
 Note—44p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Armed Forces, Career Opportunities, Community Cooperation, Community Involvement, Employment Opportunities, \*Federal Programs, \*Higher Education, \*Incentive Grants, \*Military Personnel, Program Evaluation, Recruitment, \*School Community Programs, Veterans

**Identifiers**—Project AHEAD

Project AHEAD (Army Help for Education and Development) is a program carried out by hundreds of participating colleges and universities to aid veterans and current military personnel in completing their education. The project can be used by recruiters to encourage volunteers to prepare for their personal futures as well as for their military advancement and promotion. It allows communities and community leaders to keep youth in their own areas by recruiting youth for post-Army commitment in their own state. Project AHEAD is seen as a method of tying existing educational programs together under a single marketing plan which will strongly appeal to educators, parents, influencers, and the educationally motivated man or woman. The program of higher education is operated by the participating colleges, with the Army acting only as the vehicle for implementing it. The potential market for the schools is new enlistees entering the Army and the 780,000 soldiers already on active duty. (LBH)

**ED 112 715 HE 006 640**  
**Pfnister, Allan O.**

**Trends in Higher Education in the United States. No. 6. Implications for Undergraduate Colleges. A Review of Recent Literature. A Report to the Commission on the Future, the Lutheran Educational Conference of North America.**

Lutheran Educational Conference of North America, Washington, D.C.

Pub Date Mar 75

Note—93p.; For related documents see, HE 006 640-645

Available from—Lutheran Educational Conference of North America, 955 L'Enfant Plaza, S.W., Suite 4500, North Building, Washington, D.C. 20024. (\$3.00)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—\*Church Related Colleges, Curriculum Development, Educational Finance, Enrollment Trends, Governance, \*Higher Education, \*Literature Reviews, Private Colleges, Students, \*Trend Analysis

**Identifiers**—\*Commission on the Future, Lutheran Educational Conference of North America

The Lutheran Education Conference of North America established its Commission on the Future in 1972 and developed a series of proposals for projects that would result in documents useful for planning among the colleges related to the Lutheran Church. At the request of the Commission an overview of the current status of higher education in the United States reflected in the contemporary literature was drawn up. In addition, the commission requested that this overview be particularly directed to the implications for planning for the Lutheran colleges. The supporting documents for this report are the five monographs that review recent developments in American higher education in terms of enrollment, students, governance, instructional programs, and finance. This document attempts to relate the general findings of the review of the literature to the 45 institutions affiliated with the American Lutheran Church, Lutheran Church in America, and the Lutheran Church-Missouri Synod; and concentrates on the implications drawn from the literature for the future of private and church-affiliated institutions of higher education. (JMF)

**ED 112 716 HE 006 641**  
**Pfnister, Allan O.**

**Trends in Higher Education in the United States. No. 1. Enrollments, a Review of Recent Literature. A Report to the Commission on the Future, the Lutheran Educational Conference of North America.**

Lutheran Educational Conference of North America, Washington, D.C.

Pub Date Mar 75

Note—46p.; For related documents, see HE 006 640-645

Available from—Allan O. Pfnister, Professor of Higher Education, University of Denver, 2199 S. University Blvd., Denver, Colorado 80210 (\$2.00)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Birth Rate, College Students, Demography, Educational Attitudes, \*Educational Trends, \*Enrollment, Enrollment Influences, Enrollment Projections, Enrollment Rate, \*Enrollment Trends, \*Higher Education, Literature Reviews, Population Trends, School Demography, Student Attitudes, Student Characteristics, Student Enrollment

Two basic developments during the late 1960s and early 1970s will have long-term consequences for higher education in the United States. The first is the striking change in population trends; the declining birth rate reached a low of 15.6 live births per 1,000 population in 1972. The second factor examined is the apparent shift in attitude toward college going among the traditional group of college-age persons. These two factors will obviously not in themselves account for all of the changes that will take place in higher education before the year 2000, but numbers of students who finally enroll will always establish the context within which institutions must develop strategy, and will set the parameters within which changes will be effected. In reporting on the recent literature in these areas, the report makes no attempt to establish specific projections for any group of institutions, much less any individual institution. It does, however, examine the predictions of several other sources. The report examines the traditional pool from which college enrollments are drawn and the expanding college going pool, the "new student," and its impact on both public and private institutions. (JMF)

**ED 112 717 HE 006 642**  
**Pfnister, Allan O.**

**Trends in Higher Education in the United States. No. 2. Students in the '70s. A Review of Recent Literature. A Report to the Commission on the Future, the Lutheran Educational Conference of North America.**

Lutheran Educational Conference of North America, Washington, D.C.

Pub Date Mar 75

Note—52p.; For related documents, see HE 006 640-641, 643-645

Available from—Allan O. Pfnister, Professor of Higher Education, University of Denver, 2199 S. University Blvd., Denver, Colorado 80210 (\$2.00)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*College Students, \*Educational Trends, \*Higher Education, \*Literature Reviews, Longitudinal Studies, Managerial Occupations, Political Attitudes, Social Values, Student Attitudes, \*Student Characteristics, Student College Relationship, Student Motivation, Student Opinion

Contemporary American college students are compared with students of the 1960s, whose actions have become points of reference for discussions of the pre-1960s and post-1960s. Longitudinal studies are reviewed that indicate the gap within the generation of young people in 1969 was greater than the gap between the generations. The campus was becoming highly politicized, with a large proportion of students sharing the views of the minority group of revolutionaries. A 1971 study noted a change in mood, away from personal despair and depression. The 1973 students seemed more prepared to accept or at least work within the established political lines and had more confidence in society. Striking differences are noted between entering in 1966 and those in 1973, with increases in interest in business fields and decreases in engineering. Increasing numbers of women and minority students are cited. Problems in the job market are

seen, and opportunities in the 1970s are outside the traditional professions, concentrated instead in government administrative and management fields, business management, sales, advertising, and other service industries. Developments in student attrition rates are also discussed. (JMF)

**ED 112 718 HE 006 643**  
**Pfnister, Allan O.**

**Trends in Higher Education in the United States. No. 3. Governance (Organization and Administration). A Review of Recent Literature. A Report to the Commission on the Future, the Lutheran Educational Conference of North America.**

Lutheran Educational Conference of North America, Washington, D.C.

Pub Date Mar 75

Note—98p.; For related documents, see HE 006 640-642, 644-645

Available from—Allan O. Pfnister, Professor of Higher Education, University of Denver, 2199 S. University Blvd., Denver, Colorado 80210 (\$3.00)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—Administration, College Administration, Educational Attitudes, \*Educational Trends, \*Governance, \*Governing Boards, \*Higher Education, Institutional Administration, Literature Reviews, Power Structure, \*Students

The term "governance" refers to the process and structure by which and through which decisions about current and projected activities on the campus are reached. The critical issues in governance in the mid-1970s are singled out and recent literature concerning them is presented. Those critical issues are: (1) the role of students in governance; (2) the creation of structures that allow the exercise of power and authority within the university; (3) the role of the faculty in governance, particularly as this is conditioned by the development of collective bargaining and questions of tenure; (4) the developing of state-wide coordination systems; and (5) the role of the president in the contemporary college or university. (Author/JMF)

**ED 112 719 HE 006 644**  
**Pfnister, Allan O.**

**Trends in Higher Education in the United States. No. 4. Instructional Programs. A Review of Recent Literature. A Report to the Commission on the Future, the Lutheran Educational Conference of North America.**

Lutheran Educational Conference of North America, Washington, D.C.

Pub Date Mar 75

Note—98p.; For related documents see, HE 006 640-645

Available from—Allan O. Pfnister, Professor of Higher Education, University of Denver, 2199 S. University Blvd. Denver, Colorado 80210. (\$3.00)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—Course Content, \*Curriculum, Curriculum Development, Curriculum Research, \*Higher Education, \*Instructional Design, Instructional Programs, \*Literature Reviews, Program Content, \*Undergraduate Study

Changing curriculum involves more than effecting variations in content of particular courses; it involves the sum total of experiences afforded the student in the pursuit of his educational objectives. Rather than debate whether what is happening is new or different or evidence of change, this review of the current literature reports what is being written about curriculum and leaves it to the reader to make judgments about degrees or kinds of change. There is an attempt to compare program elements over time and to analyse these trends toward change in terms of three kinds of responses by institutions that have resulted in new programs: (1) the creation of new institutions; (2) the transformation of existing institutions as in the "cluster colleges" and the "college-within-college" as well as totally reorganized colleges; and (3) change through accretion and attrition, i.e., the addition of new programs or emphases and the dropping of old programs. The transformation is illustrated by gradual changes and developments in general education, in the areas of concentration or majors; the development of new areas of concentration; the changes in academic calendars to allow for more course experimentation; and procedural changes, such as new grading systems, variations in advising,

development of contract and performance-based courses, and others. (JMF)

**ED 112 720** **HE 006 645**

*Pfister, Allan O.*

**Trends in Higher Education in the United States. No. 5. Financing the Program. A Review of Recent Literature. A Report to the Commission on the Future, the Lutheran Educational Conference of North America.**

Lutheran Educational Conference of North America, Washington, D.C.

Pub Date Mar 75

Note—111p.; For related documents see, HE 006 640-645

Available from—Allan O. Pfister, Professor of Higher Education, University of Denver, 2199 S. University Blvd. Denver, Colorado 80210. (\$3.00)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**  
**Descriptors—**Educational Administration, \*Educational Economics, \*Educational Finance, Expenditures, \*Financial Policy, \*Financial Support, \*Higher Education, Literature Reviews

An analysis of the current literature presents a mixed picture of the financial crises affecting colleges and universities all over the country. This report presents an overview of the way in which this financial situation appears to have developed and the variety of suggested solutions. Sources of income for an institution are reviewed and ways of increasing these sources are discussed. Further, the report discusses categories of expenditures and what institutions have attempted to do in becoming more efficient through instituting economies. Finally, the report turns to general issues of policy as these relate to both income and expenditures, and notes what several national commissions have suggested as possible approaches to dealing with the situation. (Author/JMF)

**ED 112 721** **HE 006 650**

*Reese, Robert D.*

**Suitable Penalty for Breach of Contract: AFROTC Cadets. A Research Report Submitted to the Faculty.**

Air Univ., Maxwell AFB, Ala.

Report No.—R-5401

Pub Date Apr 74

Note—65p.; Appendix A (two pages) is of marginal legibility

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
**Descriptors—**Armed Forces, Contracts, Educational Finance, \*Educational Legislation, Federal Aid, \*Higher Education, \*Incentive Grants, Military Personnel, \*Military Training, Negotiation Agreements, \*Officer Personnel

A legislative history of financial incentives in the Reserve Officer Training Corps gives perspective to an analysis of present law and policy concerning breach of contract for Air Force ROTC cadets. The changed environment, criticisms of the present law and policy, and the example of three other Western nations with all volunteer militaries are given to support a need for change. Recoupment of educational subsidies is recommended as the suitable penalty for breach of contract. The legal status of recoupment under present law and contracts is summarized. (Author)

**ED 112 722** **HE 006 651**

*Haight, Mike Romney, Leonard C.*

**NCHEMS Overview. A Training Document.**

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Pub Date Apr 75

Note—48p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors—**Educational Planning, Facilities, \*Higher Education, \*Management Information Systems, \*Models, Organization, \*Program Descriptions, Programs, \*Seminars, Systems Development

NCHEMS, National Center for Higher Management Systems, is a separate division of WICHE. Under the direction of a Board of Directors, who represent various sectors of postsecondary education, the NCHEMS staff works with a series of task forces and representatives of national associations to develop products for planners and managers. This document is intended for use in training seminars in support of discussions concerning NCHEMS organization approaches to planning and management systems, products, and activities. (Author/KE)

**ED 112 723**

**HE 006 652**

*Erickson, Stanford C., Ed.*

**Development and Experiment in College Teaching. No. 11.**

Committee on Institutional Cooperation.

Pub Date 75

Note—65p.

Available from—Stanford C. Erickson, Center for Research on Learning & Teaching, 109 E. Madison Street, Ann Arbor, Michigan 48104 (\$1.00)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**Annual Reports, \*College Instruction, Educational Administration, Educational Change, \*Educational Experiments, \*Educational Research, \*Higher Education, Instructional Innovation, Instructional Programs, \*Professional Education, Program Descriptions, Teaching Quality

Educational experiment and development in the disciplines and professional schools at 11 midwestern universities is examined in a compendium of reports. The purpose is to exchange information among college teachers, administrators, and educational researchers about ways to improve the conditions for learning. Most of the reports focus on changes in a particular discipline area, but many of the arrangements can easily be adapted for use in other departments and interdisciplinary programs. Department-based projects are described along with those dealing with institutional support. The latter covers institutional facilities, instructional media arrangements, and broad programs which span different disciplines. The last section of this report is the cumulative index to all 11 reports, which has been updated by deleting references to projects that are no longer active. (LBH)

**ED 112 724** **HE 006 653**

*Lynds, B. T.*

**Employment Problems in Astronomy. Report of the Astronomy Manpower Committee of the Committee on Science and Public Policy.**

National Academy of Sciences, Washington, D.C. Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Mar 75

Note—57p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**\*Aerospace Education, \*Astronomy, Career Choice, Doctoral Programs, Economic Factors, Educational Policy, Employment Opportunities, \*Employment Projections, Employment Trends, \*Higher Education, Manpower Utilization, Occupational Guidance, Scientific Research, \*Scientists, Statistical Data

Statistics on both the production of astronomers and the employment opportunities now available and reasonably expected for the near future are examined. Barring the sudden and unexpected restoration of basic science to public favor, there seems to be no way of restoring equilibrium between the demand and the supply in astronomical employment without a sharp curtailment in the rate of production of new Ph.D.'s. The problem will probably not be solved even if the rate of supply is reduced by one or two factors. The committee has recommended a number of steps that might be taken to increase the number of positions available to astronomers, particularly in college teaching and in industry, where astronomers are under-represented as compared with scientists in other branches of physics. The report is intended to be a guide for students preparing to enter graduate school about their chances of finding employment, and also to encourage faculty members to take appropriate steps to broaden and diversify the training of their graduate students. (LBH)

**ED 112 725** **HE 006 658**

*Christoffel, Pamela Rice, Lois*

**Federal Policy Issues and Data Needs in Postsecondary Education. Final Report to the National Center for Education Statistics.**

College Entrance Examination Board, Washington, D.C.; National Center for Education Statistics (DHEW), Washington, D.C.

Report No.—NCES-75-222

Pub Date 75

Contract—OEC-0-74-2126

Note—107p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.85)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors—**Case Studies (Education), \*Data Analysis, Data Collection, Educational Equality, Educational Planning, \*Educational Policy, Educational Research, \*Federal Aid, Federal State Relationship, \*Higher Education, \*Post Secondary Education, School Policy, Statistical Surveys

**Identifiers—**\*Common Core of Data Program

Major policy issues are delineated and specific categories of postsecondary education data identified that are needed at the federal level to address these issues. This report constitutes a significant phase in the Common Core of Data (CCD) program which is a major new concept of the National Center for Education Statistics. CCD provides an integrated and interlocking system of educational statistics to meet federal, state, local, and institutional needs for planning and management. Federal policy issues include providing equal educational opportunities, meeting manpower needs, promoting recurrent education, stimulating educational diversity, and encouraging research in the national interest. The data needs reflect the broad dispersal of federal programs supporting postsecondary education and the important policy issues underlying them. The identified data needs call for varied collection methodologies, including surveys, samples, and case studies. NCES is suggested to provide a data coordination role as a national center with expanded operations and influence, as well as coordination with states and the postsecondary education community of associations, institutions, and individual researchers. (LBH)

**ED 112 726** **HE 006 659**

**Notes on the 1974 Conference for New Science Department Chairmen at Private Institutions.**

Spons Agency—Research Corp., New York, N.Y.

Pub Date 15 Jul 74

Note—60p.; Proceedings of the 1974 Conference for New Science Department Chairmen at Private Institutions (Point Clear, Alabama, July 15-19, 1974)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**\*Administrative Personnel, Conference Reports, \*Department Directors (School), Educational Finance, Faculty Recruitment, Financial Support, \*Grants, \*Higher Education, Private Colleges, \*Science Departments, Science Teachers, Teacher Role, Workshops

**Identifiers—**\*Research Corporation

To provide firsthand knowledge of investigators and institutions for the evaluation of grants proposals, the Grants staff or Research Corporation visits hundreds of colleges and universities each year. Their finding reveal that department chairmen have a unique influence on the conduct of research and the motivation of students, as well as the total environment in which faculty and students work. Working sessions for heads from public and private institutions are reported. Each conference included 18 newly appointed chairmen, three highly successful resource people, and several additional special discussion leaders. Topics covered included: the chairman as administrator; responsibilities of the department leader; creating and sustaining an active department (e.g., recruiting new faculty members, faculty evaluation, stimulating creative activity); current departmental problems in chemistry, physics, and biology; managing money and obtaining support; heads' recruiting and advisory responsibilities to the students; and planning for the future. Appendices provide the Student Course Evaluation Form; Faculty Evaluation Form; foundation center regional collections; and typical life history of a Research Corporation application. (LBH)

**ED 112 727** **HE 006 663**

**State Legislation Affecting Higher Education in the South, 1975. Report No. 1. West Virginia, Georgia, Virginia, Arkansas, Maryland and Mississippi.**

Southern Regional Education Board, Atlanta, Ga.

Pub Date [75]

Note—32p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**\*Educational Legislation, \*Educational Planning, \*Higher Education, Post Secondary Education, Private Colleges, Professional Education, \*State Action, State Colleges, \*State Legislation, State Universities

This document reports on the action taken by the Southern state legislatures that meet in 1975.

Participating states are Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, and West Virginia. (Author)

**ED 112 728** HE 006 664

*Meeth, L. Richard*

**Government Funding Policies and Nontraditional Programs.**

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.

Spons Agency—Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Report No.—IEL-2

Pub Date Jun 75

Note—26p.

Available from—Institute for Educational Leadership, Suite 310, 1001 Connecticut Avenue, N.W., Washington, D.C. 20036 (1 copy, free, 1-10, \$0.50 ea., 11 or more, \$0.45 ea.)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**Educational Finance, \*Educational Innovation, Experimental Colleges, Federal Aid, Financial Policy, Financial Problems, Financial Support, \*Government Role, \*Higher Education, \*Innovation, \*Program Development, Questionnaires, State Aid

**Identifiers—**\*Nontraditional Education

Innovation programs in higher education are generally received with some skepticism and are often asked to justify their existence and the funding they are accorded. Since the programs are largely efforts to explore and demonstrate effective teaching and learning not present in traditional postsecondary education, the appropriateness of judging their financial right to life by traditional standards is questionable. This study was commissioned to determine the nature and extent of restraints imposed by state and federal funding formulas, guidelines and regulations on emerging, innovative, time- and place-free opportunities in postsecondary education. Administrators from several nontraditional colleges and programs were interviewed in person and 300 questionnaires were mailed to others, with 134 responding. The analysis of these questionnaires revealed much frustration with state and federal funding policies and specific funding and approval problems. It also produced a number of proposed solutions to these problems. Largely these centered on restructuring formulas and guidelines to take into account the special features and purposes of nontraditional education ranging from adding flat or percentages increments specifically for nontraditional program development to finding a more equitable unit of measure than the credit hour. (JMF)

**ED 112 729** HE 006 675

**Survey of Use of Student-Faculty Ratios for Budgeting Purposes in Higher Education.**

New York State Div. of the Budget, Albany.

Pub Date [75]

Note—17p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*Budgeting, \*Budgets, Colleges, Educational Administration, Educational Finance, Enrollment, Faculty, \*Higher Education, Planning, \*Student Teacher Ratio, Surveys, \*Teaching Load, Universities

**Identifiers—**\*Student Faculty Ratios

The overriding reason for this analysis centers on the widespread, but varied, application of student-faculty ratios (SFR) as a contributing factor in determining the faculty budgeting requirements of public and private institutions. A survey was conducted among heads of state budget offices, heads of central administration for university systems, presidents of public liberal arts colleges, presidents of technical schools, heads of national associations, and state higher education boards to determine how they apply the concept of SFR in the management of public colleges and universities. Of particular concern at this time is the appropriateness of using the ratio data for budgeting purposes in a period of stabilized, and in the near future, declining enrollments. Accordingly, the study identifies alternatives to use of SFR in the budget process. (Author/JMF)

**ED 112 730** HE 006 677

*Dutton, Jeffrey E.*

**Expected Enrollment for Masters or Higher Degrees, Fall 1973. Survey No. 17.**

American Council on Education, Washington, D.C. Higher Education Panel.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.; National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date Mar 74

Note—26p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**Admission (School), Doctoral Degrees, \*Enrollment, Enrollment Projections, \*Enrollment Trends, \*Higher Education, \*Masters Degrees, Questionnaires, School Surveys, \*Statistical Data, Tables (Data)

In June 1973, a survey was made among 226 institutions granting doctoral degrees regarding the first-year applications and expected enrollments for masters or higher degrees for the Fall of 1972 and the Fall of 1973. Sufficient data to analyze was received from 153, or 68 percent of those institutions. The data analysis compares types of institutions and fields of study and shows enrollment trends for each. (JMF)

**ED 112 731** HE 006 680

*Krenkel, Noele*

**An Informational Paper on Activities of Women's Committees in a Sample of Professional Associations.**

Spons Agency—American Educational Research Association, Washington, D.C.

Note—27p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**\*Females, \*Feminism, Groups, \*Higher Education, National Organizations, \*Professional Associations, Womens Studies, \*Working Women

The data compiled in this study represents the responses of professional associations regarding the activities of women's committees. Respondents completing the questionnaires were either chairpersons or staff for women's committees, or chairpersons of independent women's caucuses. The data analyzed related to the membership count of the association by sex, the existence and length of existence for the women's committee and independent women's group, availability of studies done on the participation of women within the association's affairs and the status of women within the profession, and policy statements enacted by the association on women's issues. Respondents were also asked to designate the person to whom incoming calls or correspondence on women's issues are referred. Documents were also enclosed by the respondents on studies and policy undertaken by the associations. (Author)

**ED 112 732** HE 006 685

*Renaud, Gerard*

**Experimental Period of the International Baccalaureate: Objectives and Results.**

International Bureau of Education, Geneva (Switzerland).

Pub Date 74

Note—76p.

Available from—UNESCO Press, Place de Fontenay, 75 700 Paris, France (\$2.65)

**Document Not Available from EDRS**

**Descriptors—**Adult Education, \*Articulation (Program), Curriculum Development, \*Educational Innovation, Educational Mobility, Experimental Schools, \*Foreign Students, \*International Programs, \*Migrant Education, Post Secondary Education, Secondary Education, Vocational Education

Although the International Baccalaureate experiment has basically much in common with other secondary terminal or university entrance examinations, described as traditional, it attempts to seek a solution to the problem of mobile or foreign students and for its various new approaches to the question of assessment. The project is an action-research experiment and therefore will continue to be of interest to students of innovation generally. The initial objectives of IBO were particularly directed to meeting the needs of specifically international schools whatever their focus, but at the same time there was a growing awareness of the potential value of this "education laboratory," with its international perspective, to any country interested in the development of curriculum and examinations. Taking into account the experimental period, IBO now hopes to broaden courses so as to offer not only first-class academic orientation, as at present, but also to open up the way to different types of postsecondary vocational training; to include adult education and possibly lower age groups at the secondary level; and to decentralize IB services. (Author/KE)

**ED 112 733**

HE 006 695

**External Programs and Off-campus Instructional Sites. Washington Colleges and Universities, 1974-75.**

Washington State Council on Higher Education, Olympia.

Pub Date Jun 75

Note—119p.

Available from—Council on Higher Education, 908 East 5th, Olympia, Washington 98504

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors—**Colleges, Community Colleges, Educational Facilities, \*Extension Education, \*External Degree Programs, \*Higher Education, \*Off Campus Facilities, Open Education, Post Secondary Education, Surveys, Technical Institutes, Universities, \*University Extension, Vocational Schools

**Identifiers—**\*Washington

The Council on Higher Education was directed to review external educational options in the State of Washington, to prepare a report describing these options, and to develop guidelines for their establishment. This report provides a full inventory of external options in accordance with the directive. It was agreed that, in determining whether an educational activity would be considered "external," the focus would be on expanding educational access. Options designed to reach out to students who are unable to spend considerable amounts of time attending class on campus were felt to be clearly "external." In light of these criteria, the institutions were asked to examine their off-campus offerings. The document's maps and tables are intended to acquaint the reader with the nature and extent of off-campus offerings. (JMF)

**ED 112 734** HE 006 696

**Annual Report for Fiscal Year July 1, 1973-June 30, 1974. University System of Georgia.**

University System of Georgia, Atlanta.

Pub Date [74]

Note—57p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**\*Annual Reports, Curriculum Planning, Educational Equality, Educational Finance, Financial Support, \*Fiscal Capacity, Health Occupations Education, \*Higher Education, \*Junior Colleges, Post Secondary Education, State Aid, \*State Universities, Statewide Planning, Teacher Education, Undergraduate Study, University Administration, Vocational Education

**Identifiers—**\*Georgia

The responsiveness of Georgia's universities, senior, and junior colleges to the state's students is reported. Many new programs were added, modified, or expanded, and were implemented to keep up-to-date with requirements for new types and emphases of instruction, research, and public service that reflect rapidly changing technology and economic and social conditions. Among the several major areas in which university system programs were added or substantially changed were medicine and other fields of human health care, veterinary medicine, teacher education, and vocational-technical education. Two new junior colleges were opened and two additional ones were under development. Progress continued in nondiscrimination activities. Many programs of instruction, research, public service, and employment were offered without regard to race, color, sex, religion, or national origin. The state appropriation for the year was substantially more than that of the previous fiscal year. Appendices are included with data on enrollment, graduates, research, faculties, libraries, changes in academic units, construction, and finance. (LBH)

**ED 112 735** HE 006 700

**Alternatives for Later Life and Learning: Some Programs Designed for Older Persons at State Colleges and Universities.**

American Association of State Colleges and Universities, Washington, D.C.

Pub Date Dec 74

Note—72p.

Available from—Office of Program Development, American Association of State Colleges and Universities, One DuPont Circle, Suite 700, Washington, D.C. 20036 (\$1.50)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**\*Adult Education, Continuing Education Centers, Educational Facilities, Evening Students, \*External Degree Programs, \*Higher Education, \*Independent Study, \*Open Education, Part Time Students, University Extension



## Identifiers—AASCU

The American Association of State Colleges and Universities (AASCU) has recognized the changing need within society to provide teaching resources to new student constituencies, which include working adults, housewives, former college drop-outs, and older persons, whether in mid-career or in retirement. To reach this constituency, state colleges and universities have channeled learning resources into external degree programs, off-campus seminars, independent study field learning, and continuing education programs. This report is a compilation of responses provided by the members of AASCU to a survey of programs for older persons conducted in August 1974. The members listed and described special provisions and programs in four general areas: (1) special provisions of increased access by older persons to the regular academic and cultural offerings of the institution; (2) special programs or activities designed for and involving the direct participation of older persons; (3) pre-service and in-service training for professionals and paraprofessionals in aging-related fields; and (4) other institutional initiatives currently underway that relate to the needs of older persons. (Author/JMF)

## ED 112 736 HE 006 705

**The Report of the Second National Conference on Consumer Protection in Postsecondary Education. Report No. 64.**

Education Commission of the States, Denver, Colo.

Pub Date Mar 75

Note—23p.; Conference held November 14-15, 1974, Knoxville, Tennessee

Available from—Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (\$3.00)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Conference Reports, Conferences, \*Consumer Economics, \*Consumer Education, \*Consumer Protection, Education, \*Financial Policy, \*Higher Education, \*Post Secondary Education, Seminars

The second National Conference on Consumer Protection in Postsecondary Education was a series of seminars on specific issues. The topics under discussion were (1) protecting the student financial interest; (2) student information needs and systems; (3) postsecondary education institutional responses; (4) regulations and safeguards; and (5) full institutional disclosure. Those taking part in the seminars included persons from consumer groups, federal and state officials with responsibility for consumer protection in postsecondary education, public, private, and proprietary, and others. The seminars resulted in some specific recommendations, the most significant of which was that leadership be exercised in each state by a state postsecondary education agency with responsibility for consumer protection in convening a meeting of all state level agencies and groups with consumer responsibility. (JMF)

## ED 112 737 HE 006 707

**Haswell, Harold A., Ed. Lindquist, Clarence B., Ed.**

**Undergraduate Curriculum Patterns: A Survey of Baccalaureate Programs in Selected Fields, 1962-63. Bulletin 1965, No. 19.**

Office of Education (DHEW), Washington, D.C. Report No.—OE-56021

Pub Date 65

Note—98p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (Catalog No. FS5.256:56021, \$0.35)

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Area Studies, \*Bachelors Degrees, College Curriculum, Courses, \*Curriculum, Curriculum Design, Curriculum Development, Curriculum Guides, Curriculum Planning, \*Curriculum Research, Departments, Educational Research, \*Higher Education, Institutional Research, \*Intellectual Disciplines, Mathematics Curriculum, Questionnaires, Science Curriculum, Units of Study (Subject Fields)

There is great diversity among institutions of higher education in their requirements for various curriculums. This report, which is concerned only with the broad requirements as percentages of total requirements, analyzes the Bachelor of Arts and Bachelor of Science curriculums in six un-

dergraduate areas that account for about one-half of all degrees awarded at the bachelor's and first-professional level: humanities, social sciences, physical sciences and mathematics, biological sciences, engineering, and agriculture. Only summary findings in each area are presented. Curriculums designed specifically for teacher preparation are excluded from this study. Data was gathered by specialists in each field by means of questionnaires. The report details the results of questionnaires on 16 curriculums for which data were received from 15 or more institutions. (Author/JMF)

## ED 112 738 HE 006 714

**A Follow-up Study of the Classes of 1968-1972: Nursing Capitation Grant Project B. Training for New Roles, Types, or Levels of Nursing Personnel.**

Research Medical Center, Kansas City, Mo. School of Nursing.

Pub Date [74]

Note—58p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Career Opportunities, Careers, \*Curriculum, Curriculum Design, Curriculum Development, Curriculum Evaluation, \*Health Occupations, Health Personnel, Health Services, \*Higher Education, Hospital Personnel, \*Medical Education, Nurses, \*Nursing, Professional Occupations, Questionnaires, Surveys

In June 1972, the Research Medical Center School of Nursing was awarded a Capitation Grant for approximately \$66,000 under the Nurse Training Act of 1971. This report focuses on one of three projects delineated under this grant: Training for new roles, types, or levels of nursing personnel. The purpose of the project was to gather data relative to the post-graduation vocational and educational activities and future plans of the graduates for the five years 1968-1972. Part 1 of the study outlines the results of a questionnaire sent to the graduates as well as input obtained from the school's director and the Medical Center's assistant director for Patient Services. Part 2 of the study reviews the responses obtained to determine potential implications for the curriculum and to formulate recommendations based upon comments made by the graduates. The questionnaire contained a list of 22 nursing functions and two open-ended questions. The ratings of the nursing functions and responses to the open-ended questions provided the information for the recommendations. (JMF)

## ED 112 739 HE 006 719

**Bradley, A. Paul, Jr. Lehmann, Timothy**

**Attrition at a Nontraditional Institution.**

State Univ. of New York, Saratoga Springs. Empire State Coll.

Pub Date [75]

Note—20p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Attendance, Attendance Patterns, \*College Attendance, \*Dropout Attitudes, \*Dropout Characteristics, \*Dropout Identification, Dropout Prevention, Dropout Problems, Dropout Rate, Dropout Research, \*Higher Education, Student Alienation

Identifiers—\*Empire State College, New York, Nontraditional Institutions

Attrition at Empire State College (ECS) is calculated in terms of three types of counts: temporal, activity, and degree progress. The strategy for assessing attrition using these three quantitative techniques is discussed as are qualitative phone interviews. The attrition rate in terms of a temporal count was 28 percent. Phone interviews with 93 leavers in early 1975 showed that the dropout tends to be younger than currently enrolled students, single, working full time in a lower status occupation and enrolled as a half-time student. Students left the college primarily because of personal reasons or job related problems. Poor student-mentor relationships was the top college related reason. Additional findings on the effects of ESC experience, suggestions for improvement, and policy implications for educators and administrators are discussed. A multiple perspectives strategy for examining policy implications of the data is illustrated. (Author)

## ED 112 740 HE 006 723

**Gardiner, R. K. A.**

**The University in Africa Today.**

Pub Date 70

Note—21p.; Paper presented at the Association of African Universities (2nd, Lovanium, November 1969)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Cost Effectiveness, Educational Accountability, \*Educational Development, \*Educational Needs, \*Higher Education, \*Social Problems, \*Social Responsibility

Identifiers—\*Africa

African universities have a critical role to play in the improvement of the African social fabric. There is no necessary conflict between scholarly and social concern. Tasks facing African universities involve the design and operation of the educational system, especially in regard to entrance qualifications and their relationship to academic standards. African scholars should address themselves to all problems and should have sufficient working contact with policy making and executing agencies to ensure that their academic findings will influence practical events. Since African countries are less developed economically, problems arise in relation to cost and cost effectiveness. The high cost of universities underlines the reasonableness of government concern to see that the choice of university curriculum reflects national needs, but a balance between practical requirements and those of intellectual inquiry must be maintained. (Author/KE)

## ED 112 741 HE 006 724

**Mazrui, Ali A.**

**The Role of the University in Political Development in Africa.**

Pub Date 70

Note—23p.; Paper presented at the Association of African Universities (2nd, Lovanium, November 1969)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Educational Development, Educational Objectives, \*Higher Education, Humanities, Liberal Arts, \*Political Attitudes, \*Political Socialization, Sciences, \*Social Responsibility, Technology

Identifiers—\*Africa

Politically-decisive institutions can be divided into two broad categories. One is the category of primary political institutions. These are institutions whose basic reason for existence is itself political; in other words, political parties, the legislature, and the executive institutions of government. The second category is that of precipitatory institutions. These are not directly political in their immediate purposes, but could have an impact on politics far greater than that exerted by some of the primary political institutions. The university in Africa is a precipitatory institution of a different but still decisive kind. While the pure sciences augment the riches of scholarship, and the applied sciences promote technological improvements and socioeconomic welfare, the humanities have to grapple with problems of values and identity and are therefore the most directly connected with the process of political development. The two most serious political crises facing Africa are the crisis of national integration and the crisis of political legitimacy. In the process of national integration a university may help to forge a shared sense of historical identity. The university's role in resolving the crisis of legitimacy should limit itself to the task of creating a climate of political and intellectual sophistication. (Author/KE)

## ED 112 742 HE 006 725

**Shafai, Mohamed Z.**

**The Role of the University in Economic and Social Development in Africa.**

Pub Date 70

Note—13p.; Paper presented at the Association of African Universities (2nd, Lovanium, November 1969)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Developing Nations, \*Educational Economics, \*Higher Education, \*Human Resources, Manpower Needs, Scientific Research, \*Social Development, Social Values

Identifiers—\*Africa

The role of the universities in economic and social development is merely one aspect of the contribution of education and knowledge to economic and social development. Economists fully realize that human resources development is a necessary condition for achieving economic and social progress. To economists the role of higher education in the promotion of economic and social development belongs to the field of

economics of education, a field that together with wealth economics constitutes the rapidly growing branch of economics of human resources. The three basic functions of universities are in satisfying the needs of society for high-level manpower, undertaking scientific research, and assuming a leading role in the promotion of change in social values and institutions in the desired directions. Developing nations vary widely in supply, structure, and state of development of institutions of higher education available to them. Consequently, the content of what constitutes the particular policies that ought to be followed in a particular case will vary from one country to the next. However, no university will be able to fulfill the expected role in the promotion of economic and social development unless provided with facilities required for the proper performance of their functions. (Author/KE)

**ED 112 743** HE 006 726

*N'Daw, Alassane*

**The Role of the University in the Cultural Development of Africa.**

Pub Date 70

Note—10p.; Paper presented at the Association of African Universities (2nd, Lovanium, November 1969)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Cultural Centers, Cultural Education, \*Cultural Interrelationships, \*Higher Education, \*Institutional Role, \*Research, \*Sociocultural Patterns, Universities  
Identifiers—\*Africa

The incoherences and the ambiguities of Africa's educational system in which, especially at its higher level, a real African life does not exist result from institutions aimed more at transplanting a European pattern (or an American pattern) rather than implanting the university in the life of African countries and adjusting to African needs. The university should be a center where one would elaborate an expression specific to Africa, actualize the values of its traditions, and draw inspiration from the African past. Instead of artificially accepting an imposing foreign culture, the university should be fit to rediscover or create from African experience a new culture, in other words, a new way of expression. It is the task of the university to solve the much debated question of the cultural unity of Africa, a question essential for the political development of African unity. An institution is recommended that would specialize in applied research to further develop the drive to restore and stimulate culture that will give back to the peoples of Africa a sense of their identity and to the community their historical destiny. (Author/KE)

**ED 112 744** HE 006 728

*Jones, Leigh A.*

**Unit Method of Accounting for Investments.**

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Dec 71

Note—5p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036

Journal Cit—Studies in Management; v1 n1 Dec 1971

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Bookkeeping, Budgeting, Data Bases, Educational Economics, \*Educational Finance, Financial Needs, Financial Services, Fiscal Capacity, \*Higher Education, \*Investment, Money Management, \*School Accounting, Trusts (Financial)

Identifiers—Market Value Method, \*Unit Method

The unit method of accounting for investments, also called the market-value method, is defined as a procedure for accurately allocating income and investment gains and losses, both realized and unrealized, between component funds of an investment pool. This procedure provides a data base for the calculation of investment performance. Advantages of the procedure are described, and basic implementation methods are outlined. Details are offered on conversion or start up problems, frequency of calculations, valuation dates, accounting for withdrawals, transfer between pools, distribution of income, performance evaluation, number of investment pools, and recordkeeping. It is noted that the unit method can be made as simple or as sophisticated as the institution may desire and its advantages offset the efforts it takes. (LBH)

**ED 112 745**

*Birenbaum, William M.*

**Social Pressures on Management: Disadvantaged Students.**

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Feb 72

Note—5p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036

Journal Cit—Studies in Management; v1 n2 Feb 1972

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Administrative Personnel, \*Chief Administrators, College Students, Curriculum Design, Decision Making, \*Disadvantaged Youth, \*Educational Administration, Ethnic Groups, \*Higher Education, Instructional Design, Management Systems, School Community Relationship, \*Student Centered Curriculum

Social pressures on college administrators regarding disadvantaged students are discussed from the viewpoint of one community college president who emphasizes the vagueness of the term "disadvantaged." It is noted that for many students the campus is their first sustained immersion in a going, middle-class, American community, and that its impact is intense. The problems associated with decentralization of programmatic decision making for ethnic group students are discussed. Current emphasis on individual curriculum development is noted. Questions are raised regarding values and methods of teaching. The role of the academic business officer in relating to both the educational institution and the community at large is assessed. (LBH)

**ED 112 746**

HE 006 730

*Adams, Rodney H.*

**Current Trends in College and University Investment Policies and Practices.**

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Mar 72

Note—5p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036

Journal Cit—Studies in Management; v1 n3 Mar 1972

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Accounting, \*Bookkeeping, \*Educational Finance, Financial Policy, Financial Services, Foundation Programs, \*Higher Education, \*Investment, Money Management, Resource Allocations, School Surveys, \*Trusts (Financial)

Identifiers—\*Total Return Concept

Investment trends and the total return concept discussed at the NACUBO Regional Investment Workshop are described. A survey was made by the NACUBO Committee on Investment of 1,059 institutions, 189 of which responded. The most important finding was that 26 institutions reported the adoption of total return investing. Other findings were that about 50 percent of the respondents classify and distinguish between endowment and quasi-endowment funds; over half operate an investment pool on a market value basis; all of those respondents have adopted the unit market value method for fund share accounting; and most institutions employ a single external advisor, with a small number having multiple advisors. The total return concept consists of two elements, yield and appreciation, and has a dual basis, one being an investment performance objective and the second a systematic withdrawal or portfolio assets to augment investment yield. Investment objectives for colleges and universities are described and related to this concept. Attention is also directed toward the Uniform Management of Institutional Funds Act, which is being drafted to be applicable to all endowment funds. Recent tax legislation, especially the Tax Reform Act of 1969, is also reviewed. (LBH)

**ED 112 747**

HE 006 731

*Clark, Donald H.*

**Academic Building Systems. A Technique to Maximize Control of Construction Costs.**

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Apr 72

Note—5p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036

Journal Cit—Studies in Management; v1 n4 Apr 1972

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Architectural Elements, \*Building Design, \*Construction Costs, Construction Industry, Cost Effectiveness, Design Build Approach, \*Higher Education, Master Plans, \*Prefabrication, \*School Construction, Structural Building Systems

Identifiers—\*Academic Building Systems

Academic Building Systems (ABS) is an architectural planning and design method which allows the construction owner to respond to the need for less expensive structures, economically adaptable to the changing conditions of the academic world, by providing the owner with the maximum controls over the variable cost factors in educational facility construction. In the ABS open system, more than one manufacturer can supply each of the components of the building system. This is felt to offer the best potential for reducing construction, maintenance, and remodeling costs and for improving the usefulness of academic facilities. The systems approach provides a high degree of coordination of the building components. It takes into consideration standard and repetitive features, life costs of complex buildings, adaptability of station utilization, tradeoffs of higher first costs versus lower life costs, and shorter construction time. The major innovation in the fixed elements is the space module, which is a repetitive unit used throughout the structure and which reduces construction costs by making possible the use of standard units of heating, ventilation, and air conditioning to service each module. (LBH)

**ED 112 748**

HE 006 732

*Gilmore, Robert B.*

**Recent Developments Impacting Financial Reports of Colleges and Universities.**

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date May 72

Note—7p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036

Journal Cit—Studies in Management; v1 n5 May 1972

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Accounting, \*Bookkeeping, \*Budgeting, Business Administration, Educational Finance, \*Financial Services, \*Higher Education, Investment, Money Management, Program Costs, Student Costs, Unit Costs

Identifiers—\*Audits

Background information regarding the draft of "Audits of Educational Institutions," released by the Accounting Principles Board of AICPA, is presented. Sixteen proposed changes are identified to alert and assist the individual business officer in working with his public accountant or state auditor to assure reasonable interpretations appropriate in the individual situation. Audit Guide proposals are grouped as follows: investments and endowments, primary financial statements, current revenues and expenditures, plant, and other changes. The investments and endowments category covers investment performance, carrying value of investments, funds held in trust by others, and endowment income stabilization reserve. Primary financial statement recommendations deal with reporting formats for balance sheets, statements of changes in fund balances, and statement of current funds expenditures and resources utilized. Current revenues and expenditures include student fees specifically assessed for plant financing, provision for encumbrances, services and facilities provided by religious orders, and revenue and expenditure categories. Provision is made for debt service on the educational plant and for depreciation. Other changes deal with loan fund matching grants, annuity and life income funds, disclosure of pledges, agency funds, and Accounting Principles Board opinions. (LBH)

**ED 112 749**

HE 006 733

*Anders, John O. Goodwin, Harold I.*

**Emerging Trends in Faculty Collective Bargaining Agreements.**

National Association of Coll. and Univ. Business Officers, Washington, D.C.  
Pub Date Jun 72

Note—5p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036  
Journal Cit—Studies in Management; v1 n6 Jun 1972

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Collective Bargaining, Collective Negotiation, \*Contracts, Employment Problems, \*Grievance Procedures, \*Higher Education, \*Negotiation Agreements, Personnel Needs, School Personnel, School Surveys, Teacher Strikes, Tenure, Unions

**Identifiers—**American Federation of Teachers, \*National Education Association

Major trends revealed from an analysis of 46 collective bargaining agreements are discussed. The most obvious trend involves the agent with whom college faculty affiliate, with the National Education Association and the American Federation of Teachers dominating. It is shown that the bargaining model developing in higher education is closely patterned after the public school bargaining model. Two-year colleges are the most widely involved with collective bargaining. A new pattern for college and university contracts appears to be toward state or regional agreements. The diverseness of contract items is noted, including grievance procedures, bargaining agent rights, conformity to law, teaching load, promotion, transfer, reappointment and personnel file policies, leave, life insurance, and various concerns for future negotiations. A trend missing from the higher education contracts is a statement on management rights, as well as statements on retirement, insurance, and tenure. It is shown that eligibility for faculty bargaining unit membership varies. Librarians and counselors are specifically included in most agreements, but supervisors and classified personnel are excluded in all agreements. (Author/LBH)

**ED 112 750 HE 006 734**

Lawrence, Ben

**Techniques in the Use of Systems and Budgeting Methodology: A Conceptual Overview.**

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Aug 72

Note—5p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036  
Journal Cit—Studies in Management; v2 n1 Aug 1972

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**Accountability, \*Budgeting, Cost Effectiveness, \*Decision Making, \*Educational Finance, Estimated Costs, Financial Policy, \*Higher Education, Input Output Analysis, Program Costs, Program Planning, School Planning, Systems Analysis, \*Systems Approach, Unit Costs

**Identifiers—**\*Program Classification Structure

Program budgeting is described as a means of enabling higher education to respond effectively to three major accountability concerns. They are (1) the long-term financial implications of a particular programmatic or policy decision, (2) determination of what is being paid for, and (3) understanding that the price being paid for a program is reasonable. A Program Classification Structure (PCS) is described which facilitates the concepts of program budgeting. PCS provides cost centers for the preliminary and support activities of an institution. If an institution determines the cost of instruction in each discipline, degree program costs may be obtained by allowing the dollars to flow from the discipline cost centers to the various degree program cost centers in proportion to the flow of credit hours from disciplines to degree programs. Program output indicators and information exchange procedures are also used, as are student flow models that project enrollments by major and by student level within the institution. Using a program budget, decision makers can compare the costs of various alternatives and weigh these costs against their anticipated benefits. (LBH)

**ED 112 751**

Cohen, Eugene E.

**A Philosophy of Computer Utilization in Higher Education.**

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Oct 72

Note—5p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036

Journal Cit—Studies in Management; v2 n3 Oct 1972

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**Automation, \*Computer Programs, Data Bases, Decision Making, Educational Administration, \*Electronic Data Processing, \*Higher Education, Information Science, \*Information Systems, \*Management Systems, Programming

The requisites for the development of sophisticated and meaningful information systems being applied in varying degrees in universities and colleges are discussed. It is suggested that a philosophy that provides for an adequate, reasonable amount of computer power for administrative use is mandatory, and that users should not be slaves to the computer. In planning computerized administrative systems, the users must actively participate to insure the validity of the systems in meeting their particular information needs in a manner that insures informational integrity. Suggestions are made for educating staff at all levels concerning computer problems, allocations, costs, and time, and for exchanging tested systems with other colleges and universities. (LBH)

**ED 112 752**

Bohne, Stanford R.

**Humanizing Business and Financial Affairs.**

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Jan 73

Note—5p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036

Journal Cit—Studies in Management; v2 n5 Jan 1973

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Accountability, Administrative Personnel, Administrative Principles, Business Administration, \*Educational Administration, \*Educational Assessment, Educational Finance, Evaluation Criteria, \*Financial Policy, \*Higher Education, Personnel Management, Personnel Policy, Time

**Identifiers—**\*Central Washington State College

Suggestions are offered for making business and financial affairs of educational institutions more personal and accountable to faculty, students, administrators, and the community. Objectives are identified for business managers to: (1) devise more ways for student, staff, and faculty participation in shaping the college culture and managing the organization; (2) provide better evaluation and accountability of efforts; (3) keep the institution relevant to the society that supports it; and (4) devise a built-in reward system for employees. Efforts of Central Washington State College in these areas are described. Internal programs initiated include a departmental evaluation between business and academic staff, an intern program for students, and the use of time productivity logs to help individuals become accountable and more effective in time management. It is concluded that business officers are in the most strategic place to help the institution become positive, constructive, and helpful. (LBH)

**ED 112 753**

Ellis, Robert L.

**Investment Policies and Concepts for Pools.**

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Feb 73

Note—5p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036

Journal Cit—Studies in Management; v2 n6 Feb 1973

**HE 006 735**

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**Budgets, Educational Administration, Educational Economics, \*Educational Finance, \*Financial Policy, Governing Boards, \*Higher Education, \*Investment, Money Management, Operating Expenses, \*Trusts (Financial)

**Identifiers—**Common Fund, \*Smith College

Investment and endowment policies for educational institutions are shown to be greatly influenced by the size of the endowment and of the school budget. Administration of pooled funds is discussed with particular reference to procedures at Smith College. Establishment of an independent investment committee, separate from the finance committee, is recommended to determine who will make the investment decisions and to define precisely the objective for the endowment and obtain the board of trustee's agreement. It is emphasized that there is a distinct difference in setting policy and in selecting the individual securities for the portfolio. Specific policies are outlined, as are suggestions for payment options in The Common Fund, a nonprofit membership corporation. The Common Fund allows for the pooling of many small endowment funds of different institutions and the employment of expert management for the investment of these funds. (LBH)

**ED 112 754**

Scott, H. Donald

**Negotiation, Administration, and Measurement of Food Service Contracts in Higher Education.**

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date May 73

Note—5p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036

Journal Cit—Studies in Management; v2 n8 May 1973

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**Budgeting, \*Contracts, Cooks, Cost Effectiveness, Dining Facilities, Food Handling Facilities, \*Food Service, Food Service Industry, Food Standards, \*Higher Education, \*Negotiation Agreements, \*Nutrition, Performance Specifications, Student Opinion

The process of establishing and maintaining relations with a contract feeder is reviewed. Initial contact, reasons for the contact, contract negotiation, key people involved, and the ultimate tools of measurement are mentioned. Possible goals and objectives to be specified to a negotiating contractor are suggested. Items to be covered in the contract are outlined, including term and statement on conditions of termination, facilities for offices and equipment to be provided by the university, insurance and payment schedule details, financial statements to be provided by the contractor, terms of cash income return, Equal Employment or Affirmative Action clause, and lead time clause regarding management replacement. Evaluation of the success of the program can be determined by student satisfaction and budget adherence. (LBH)

**ED 112 755**

Pierpont, Wilbur K.

**Program Review and Evaluation in the Business and Financial Area.**

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Jul 73

Note—5p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036

Journal Cit—Studies in Management; v3 n1 Jul 1973

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**Advisory Committees, \*Budgeting, Budgets, \*Business Administration, \*Educational Finance, Evaluation Methods, Financial Policy, \*Fiscal Capacity, \*Higher Education, Investment, Operating Expenses, Program Costs, Program Planning, Resource Allocations, Trusts (Financial)

Areas in which program evaluation is available and the manner in which it is carried out are examined. They include: (1) the use of professional analysts for technical needs and requirements;

(2) the use of market price to measure efficiency of business services; (3) the use of management evaluation programs prepared by outside agencies; (4) the use of annual budget reviews; and (5) the use of faculty advisory committees. Specific concerns of the university related to each of these major areas are identified and discussed, including investment policies, expenditure patterns, physical plant maintenance costs, personnel benefits, and student programs. (LBH)

**ED 112 756**

HE 006 740

*Walker, Donald E.**Universities as Management Arenas.*

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Aug 73

Note—5p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036

Journal Cit—Studies in Management; v3 n2 Aug 1973

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Accountability, Administrative Organization, Administrative Policy, Collective Bargaining, Decision Making, \*Educational Administration, \*Higher Education, Leadership Responsibility, \*Leadership Training, \*Management Systems, Power Structure, Problem Solving, \*University Administration

The process of university leadership is examined in terms of (1) the development of more sophisticated models of the kind of organization a university is, and (2) the development of more precise delineations of the nature of the multiple leadership tasks that must be performed in a university setting. The university is viewed as an "organized anarchy," characterized by problematic goals, unclear technology, and fluid participation. It is suggested that the job of developing managers for higher education consists realistically in dividing the tasks that confront university administrators into small enough and specialized enough units so that they can be managed. Special leadership skills for each task could then be taught. A second leadership task is to increase institutional sensitivity to minor irritations; a third, to define goals and make more effective use of the resources of the institution in reaching them. Other areas of leadership concern public accountability in the use of resources, collective bargaining stresses, the development of coordinating and planning groups at extra campus levels, and manpower planning and development in universities. Universities must be better understood as management arenas in order to develop more effective leadership in transition periods. (LBH)

**ED 112 757**

HE 006 741

*Barnett, Robert H.**The Business Officer's Role in Solving the Admissions Problem.*

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Sep 73

Note—5p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036

Journal Cit—Studies in Management; v3 n3 Sep 1973

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Budgets, \*College Admission, Cooperative Planning, \*Educational Finance, Educational Planning, Enrollment Trends, Financial Policy, \*Financial Problems, Fiscal Capacity, \*Higher Education, Money Management, Policy Formation, Student Costs

Decreasing enrollments of American colleges and universities of all types and geographic regions are described that have resulted in many deficits since 1968-69. Contributing to the financial squeeze are inflation, unionization, and sharp reductions in the level of scholarships and research support. Studies of four-year liberal arts colleges confirm the continued growth and frequency of deficits, despite much publicized and feared budget cuts. Policies of raising tuition, increasing the total amount of financial aid, and setting higher admission goals had the net effect of spending more money and attracting fewer students. These problems are seen to be not merely financial but managerial difficulties. Key trends

are outlined that must be considered in making five or six-year plans, with annual reviewing and updating. Suggestions are offered for cooperative efforts on the part of admissions staffs, business offices, and students to carry out appropriate policies that will help solve the financial problems. (LBH)

**ED 112 758**

HE 006 742

*Houghton, Owen R.**A Comprehensive Personnel System for Colleges and Universities.*

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Jan 74

Note—5p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036

Journal Cit—Studies in Management; v3 n6 Jan 1974

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Cooperative Planning, Cost Effectiveness, \*Educational Administration, Educational Coordination, Educational Policy, \*Higher Education, Institutional Role, Personnel Evaluation, Personnel Integration, Personnel Needs, \*Personnel Policy, \*School Personnel, Shared Services, \*Systems Approach

Discussed is a total systems approach to the problems of personnel policies and practices in higher education administration. It is noted that of the three basic management functions—planning, budget, and personnel—the personnel function has been the slowest to adapt to the process of rapid change. Adoption of a new philosophy is needed that will provide coordination and integration among the many campus forces experiencing similar difficulties. The costliness of compartmental management is described, and it is suggested that in times of accountability, a more efficient use of human resources must assume priority over academic tradition. Recommendations are made for integrating personnel functions, including a consciousness-raising process to develop readiness for change within educational associations. Clarification of institutional objectives and priorities is cited as the starting point for developing a comprehensive system. A method of consultation and communication should be established to encourage all members of the campus community, including students, faculty, and staff, to see how their efforts can apply to the common cause. (LBH)

**ED 112 759**

HE 006 743

*Driscoll, Glen R.**The Management of Change in Higher Education.*

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Feb 74

Note—5p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036

Journal Cit—Studies in Management; v3 n7 Feb 1974

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Automation, Computer Programs, Cost Indexes, \*Decision Making, \*Educational Administration, Electronic Data Processing, \*Higher Education, Input Output Devices, \*Management Systems, \*Systems Approach, Technological Advancement

The management of change, with implications for a systems approach to administration, is examined in terms of the uses made of technological and methodological devices. Institutions now have machinery that can present data useful in decision making in a variety of formats; which can build models for expenditure, for student and faculty distribution; which can simulate conditions not yet experienced; and which can answer difficult and complex questions. The potential benefits of such computer generated data are acknowledged, but reservations are held regarding the impact on nonmanagement as the result of machine-made decisions. The destructive potential of quantitative analysis is described, along with difficulties in resisting the trend toward mandatory uniformity and centralization. Suggestions are offered for flexibility in university management. (LBH)

**ED 112 760**

HE 006 756

*Blackwell, Thomas E. Johns, Ralph S.**College Endowment Funds: A Consideration of Applicable Accounting and Legal Principles.*

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date May 70

Note—9p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036

Journal Cit—NACUBO Professional File; v1 n2 May 1970

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Accounting, Court Litigation, Financial Support, \*Higher Education, \*Investment, \*Legal Problems, \*Trusts (Financial)

**Identifiers**—\*Ford Foundation

In 1968 the Ford Foundation appointed an Advisory Committee on Endowment Management to study the management of college and university endowment funds with an eye toward the accounting and legal principals of more unconventional investing. The Committee concluded that gains from endowments need not be treated as principal of NACUBO sees this doctrine as being erroneous because it arises out an incomplete reading of the conflicting historical legal opinions regarding charitable trusts and faculty interpretations of those opinions. The evidence presented shows that colleges and universities must retain realized endowment gains as principal. The controversy continues into a discussion of whether the college or university holds the funds as absolute owner or as trustee, and the accounting principals that must be applied in each case as well as the implications of each argument. Additionally, the discussion continues to whether or not realized gains from an endowment should be treated as income or capital gains for accounting and tax purposes. NACUBO looks for a conclusive court ruling in some future test case to prove the legitimacy of their arguments. (JMF)

**ED 112 761**

HE 006 757

*Doi, James I.**College and University Fiscal Administration in the 1970's. The Emergence of a New Frame of Reference.*

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Jul 70

Note—7p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036

Journal Cit—NACUBO Professional File; v1 n4 Jul 1970

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Activism, Administrative Personnel, \*Administrator Attitudes, Administrator Responsibility, Collective Bargaining, Collective Negotiation, Disadvantaged Youth, Educational Economics, \*Educational Finance, \*Enrollment Trends, Financial Policy, \*Higher Education, \*Student School Relationship

The passing of the 1960s brings the hope that the next phase will be characterized by negotiations between conflict groups, a move toward consensus, and will be followed, finally, by a period of relative order and equilibrium. In terms of the relevancy to college fiscal administrators, five major conditions are discussed: (1) Students will no longer tolerate the secrecy that surrounds the allocation process and will demand a say in budget and allocation decisions; (2) Minority and disadvantaged groups desiring to raise themselves will demand a fuller share of opportunities and a reordering of fiscal priorities and, ultimately, an expanded state and federal support for higher education; (3) With the possible exception of many of the newer community colleges, the 1970s will be a period of low growth rate for colleges and universities that will pose decidedly unfamiliar operating situations for administrators in search of internal efficiency and a closer examination of priorities. (4) The press for greater efficiency and economy is likely to give impetus to the formation of collective bargaining units on the campus. (5) The business officer must meet the challenge of the seventies with new technologies both in the direction of efficiency and economy and of a new pattern of human relationships. (JMF)

ED 112 762

HE 006 758

*Belcher, A. Lee***Labor-Management Relations in Higher Education.**

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Mar 70

Note—11p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036

Journal Cit—NACUBO Professional File; Mar 1970

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

**Descriptors**—Administrator Attitudes, \*Collective Bargaining, Employee Attitudes, Employer Employee Relationship, \*Higher Education, \*Industrial Relations, Labor Unions, \*Personnel Management, Strikes, Union Members, \*Unions

Labor-management relations in higher education are undergoing dramatic changes as a result of the rapidly growing unionization of personnel. A comparison of past experiences with unionization both in academe and industry reveals that administrations must determine their human resources policies and objectives before dealing with the unionization question if the question is to be dealt with effectively. There are four basic developmental phases of union-management relations that are explored in some depth: (1) the period before there are any signs of union organizing efforts or union interest among the employees; (2) the period when the rumors of union interest start circulating and handbills or other union literature begin to appear; (3) the period when a union has formally requested recognition as the collective bargaining agent for employees; (4) the period when the administration discusses and negotiates with the union and then lives with the agreements reached. Developments from outside must be recognized as impacting on colleges and universities as when federal pay scales are altered and the impact is felt throughout the labor market. (JMF)

ED 112 763

HE 006 763

*Swoyer, Vincent H.***Use of Minicomputer Facilities for Higher Education Instruction.**

Southern Regional Education Board, Atlanta, Ga. Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Jan 75

Note—32p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

**Descriptors**—College Instruction, \*Colleges, Computer Assisted Instruction, \*Computer Programs, \*Computers, Costs, Equipment, Equipment Utilization, \*Higher Education, Instructional Aids, \*Program Planning

Experiments conducted between 1968 and 1973 studied the various ways that colleges might provide instructional computer access for students at reasonable cost. Ten colleges, representing a variety of computer needs and a diversity of preference in choice of computer vendor, configuration, and mode of operation, participated in an experiment to find if new "minicomputers" might be able to provide instructional computing support that even the smallest colleges could afford. A basic conclusion, expressed unanimously by the ten somewhat varied undergraduate institutions, is that a minicomputer system is the best-buy source of computing power for most instructional activities. The combination of low cost, constant availability control, and the many advantages of an on-campus facility make the minicomputer a preferred choice over known off-campus alternatives. (Author/KE)

ED 112 764

HE 006 765

**Planning and Programming Strategy to Develop Effective Participation of Predominantly Black Colleges in the Community Development Process. TACTICS, Black Colleges Community Development Program. Final Report.**

Technical Assistance Consortium To Improve Coll. Services, Washington, D.C.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Pub Date Apr 75

Note—112p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

**Descriptors**—Consortia, \*Educational Coordination, \*Educational Planning, \*Higher Education,

\*Negro Colleges, Negro Organizations, Organizational Development, Program Administration, \*Program Development, Program Evaluation

This document covers all activities since the inception of the Black Colleges and Community Development Program (BCCDP). The BCCDP was established to develop clear lines of communication between TACTICS' programs; organize Black Colleges Technical Assistance Executive Committee; design, organize, and execute the Black College Consortium; and design and conduct Black Colleges and Community Development Conferences. This document presents an historical perspective, scope and tasks of the original model, assessment of program operation, change strategy approaches, description of the Positive Futures, Inc. (PFI) an institutional and programmatic development team, recommendations, and an appendix containing exhibits of pertinent materials utilized in and generated as a result of activities. BCCDP's initial programming year was under the auspices of TACTICS. PFI subsequently assumed leadership to achieve improved coordination among the developmental and managerial activities of several functional planning units and several levels of governments. This document represents a major effort to formulate a comprehensive approach in facilitating governmental cooperation and community development programmatic balance among black colleges. (Author/KE)

ED 112 765

HE 006 766

*Revenko, Tamara***L'Enseignement Supérieur en Union Soviétique. Analyse Structurale et Statistique.**

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 73

Note—241p.; The report includes a summary in English

Available from—Director, Social Affairs, Manpower and Education, OECD, 2 rue Andre-Pascal, 75776 Paris Cedex 16, France (free while supplies last)

EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage

**Descriptors**—Economic Development, Economic Factors, Educational Economics, Educational Objectives, \*Educational Planning, \*Educational Policy, Foreign Countries, Higher Education, \*Policy Formation, Political Attitudes, Political Influences, \*Post Secondary Education, \*Systems Analysis

**Identifiers**—\*USSR

In order to measure the educational achievements of the Soviet Union, it is essential to analyze the educational system in the light of the original intentions and ambitions. The system has three main features, which are a new conception of the relationship between investment and education, an ideological basis and the fact that it is a planned system. The system, subordinated to the needs of the economy, is specialized, and has a diversity of forms—day, evening, and correspondence courses, and a variety of educational institutions. In attempting to formulate a few realistic conclusions, it is important to take into account the constraints that have affected the development of higher education in the USSR. These constraints were largely the result of demographic growth in the USSR, though they were also influenced by the determinism that follows certain political and economic choices. The Soviet Union is now paying the price of the diversity of institutions and networks initially devised. Such a system rapidly becomes cramped once new stimuli no longer reach its central nervous system. (Author/KE)

ED 112 766

HE 006 767

*Wedemeyer, Charles A.***Implications of Open Learning for Independent Study.**

Pub Date 15 May 75

Note—27p.; Paper presented at the ICCE Conference (10th, Brighton, United Kingdom, May 15, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

**Descriptors**—\*Adult Education, Correspondence Study, \*Educational Alternatives, Educational Innovation, Educational Objectives, \*Independent Study, \*Open Education, \*Post Secondary Education

**Identifiers**—\*Open Learning

Open learning is the act or process of acquiring knowledge or a skill that is accessible and available,

not confined or concealed, and that implies a continuum of access and opportunity. All open schools have one thing in common: they are to a greater or lesser extent efforts to expand the freedoms of learners. The trend towards open forms of learning cannot be separated from the extraordinary efforts in our times to create, if not a new America or a new humanity, at least better situations out of which an improved human condition may evolve. But the open learning trend is also related to a number of other phenomena—social, economic, political, technological, demographic, and educational, which has important implications for standard, conventional education, as well as for independent study. The implications seem to be significant in seven areas: mission; operations; student body; academic, curriculum, instruction, learning and reward system; access; diffusion and communications systems; and institutional support. The open learning trend is the child of independent study. It affects its parents in significant ways. This child, in fact, may win the acceptance so long denied to its parents. (Author/KE)

ED 112 767

HE 006 768

*Newman, Joan A. And Others***Solving Instructional Development Problems in University Settings.**

Pub Date 74

Note—13p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

**Descriptors**—Educational Interest, \*Health Occupations Education, \*Individual Needs, Instructional Aids, Instructional Improvement, \*Instructional Materials, \*Media Selection, \*Post Secondary Education, Student Needs

Despite the wealth of information available about methods of instructional development, the practitioner still faces a major task of adapting these to any local situation. Precisely because instructional development is a "people process," most developers must work through the value systems and priorities set by clients rather than imposing their own. In this process, the clarity and logic of idealized instructional development models often become obscured by local variations in budget, personnel, facilities, and viewpoints. The question for the developers, then, is how to go about finding the best match between the principles they know must be followed and the perceptions and constraints of the people with whom they will be working. A way that looks promising is establishing a faculty ad hoc committee to study and make recommendations for developing and producing specific instructional media, without immediate reference to the more general, total instructional development program. Although attempts are indeed made to sort materials by the degree of their complexity and the assumed expertise of the viewer, the fact is that the same materials may be profitably used in different ways by creative faculty in several situations. (Author/KE)

ED 112 768

HE 006 769

**Summary of Student Credit Hour. Generation and Student Headcount, University of Maine, Fall 1974, Spring 1975 and Academic Year 1974-75. Institutional Research Memorandum No. 18.**

Maine Univ., Bangor. Office of Institutional Research.

Pub Date 30 Jun 75

Note—23p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

**Descriptors**—College Credits, \*Credits, Enrollment, \*Graduate Study, Institutional Research, Part Time Students, \*Post Secondary Education, \*Tables (Data), \*Undergraduate Study, Universities

**Identifiers**—\*University of Maine

The 1974-75 academic year is the first in which student credit hours have been accumulated for the entire University of Maine, utilizing uniform definitions. The purpose of this document is to summarize those data for both semesters. A total of 578,457 student credit hours were generated by all campuses of the University of Maine during the 1974-75 academic year. The largest proportion of these were generated at the Orono campus. Orono and Portland-Gorham together accounted for 73 percent of student credit-hour generation. Tables include listings of student credit hours generated by the University of Maine during 1974-75 by campus and instructional level; the average full-time



equivalent students by instructional level; a head-count of students; distribution by course loads; full-time equivalent student by campus, comparing old and new figures; degree credit enrollment; degree credit enrollment by student origin, county or state. (Author/KE)

**ED 112 769** HE 006 770

*Kell, Diane And Others*

**A Study to Document the Effects of Altering Traditional Dental School Recruitment and Admissions Policies for Minority Students. Volume II: Site Reports.**

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education.; National Institutes of Health (DHEW), Bethesda, Md. Div. of Dental Health.

Report No—PB-240-241

Pub Date 31 Jan 74

Note—171p.; For related documents, see HE 006 771-773

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (PB-240 241, MF \$2.25, HC \$6.25; Set of 4 reports, PB-240 239, HC \$19.50)

**Document Not Available from EDRS**

Descriptors—\*Dental Schools, \*Educational Policy, \*Enrollment, Financial Support, \*Minority Groups, \*Professional Education, Program Development, Program Planning, Recruitment

In attempting to evaluate the current position of minority students in dental school, site reports are presented for the following dental schools: University of California at San Francisco, University of Southern California, University of Illinois, and University of Maryland. Minority student profile, program history and development, program structure and operations, and program today and future for each school is given. Tables and statistical data are included after a description of minority enrollment record and some highlights of the individual schools' minority programs. (Author/KE)

**ED 112 770** HE 006 771

**A Study to Document the Effects of Altering Traditional Dental School Recruitment and Admissions Policies for Minority Students. Volume III. Codebook for Minority Student Interviews.**

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education.; National Institutes of Health (DHEW), Bethesda, Md. Div. of Dental Health.

Report No—PB-240-242

Pub Date 31 Jan 74

Note—117p.; For related documents, see HE 006 770, 772-773

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (PB-240 242, MF \$2.25, HC \$5.25; Set of 4 reports PB-240 239, HC \$19.50)

**Document Not Available from EDRS**

Descriptors—\*Admission Criteria, Data Processing, \*Dental Schools, Educational Finance, Guides, Interviews, \*Minority Groups, Policy Formation, \*Professional Education, Program Evaluation, \*Recruitment, Surveys, Tables (Data)

This document seeks to examine the range and scope of recruitment, admissions, and retention strategies at four selected dental schools that have developed special programs for minority students. The survey instrument for which this code book has been developed is an interview schedule administered to minority students in the four selected special programs. The four dental schools were identified by the Division of Dental Health as schools with notable minority recruitment and admissions programs. They are: the University of California at San Francisco, the University of Southern California, the University of Illinois, and the University of Maryland. (Author)

**ED 112 771** HE 006 772

*Kell, Diane And Others*

**A Study to Document the Effects of Altering Traditional Dental School Recruitment and Admissions Policies for Minority Students. Volume IV: Appendices.**

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education.; National Institutes of Health (DHEW), Bethesda, Md. Div. of Dental Health.

Report No—PB-240-243

Pub Date 31 Jan 74

Note—78p.; For related documents, see HE 006 770-771, 773

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (PB-240 243, MF \$2.25; HC \$4.25; Set of 4 reports, PB-240 239, HC \$19.50)

**Document Not Available from EDRS**

Descriptors—\*Academic Achievement, Bibliographies, \*Dental Schools, \*Dentists, \*Health Occupations, Literature Reviews, \*Professional Education

A total of 84 citations is included in this bibliography. In addition, about one third of the articles have been abstracted; the rest are reviewed but not summarized. In general, the abstracted articles are judged to be the most useful in the conduct of this particular study, which evaluates the current position of minority students in dental school. The bibliography is divided into four topic areas: (1) minorities in dentistry; (2) minorities in health professions; (3) sociological studies of dentists and dental students; and (4) predictions of academic performance in dental school. Since the categories overlap somewhat, each entry is placed in accordance with its primary research focus. Within each section, the entries are listed alphabetically by author. (Author)

**ED 112 772** HE 006 773

*Kell, Diane And Others*

**A Study to Document the Effects of Altering Traditional Dental School Recruitment and Admissions Policies for Minority Students. Volume I: An Overview.**

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education.; National Institutes of Health (DHEW), Bethesda, Md. Div. of Dental Health.

Report No—PB-240-240

Pub Date 31 Jan 74

Note—195p.; For related documents, see HE 006 770-772

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (PB-240 240, MF \$2.25, HC \$7.00; Set of 4 reports, PB-240 239, HC \$19.50)

**Document Not Available from EDRS**

Descriptors—Admission Criteria, Counseling Programs, \*Dental Schools, Educational Finance, \*Enrollment, Financial Support, \*Minority Groups, \*Policy Formation, \*Professional Education, Recruitment, Remedial Programs, Statistical Data, Tables (Data), Tutorial Programs

This study evaluates the current position of minority students in dental school, focusing particularly on the issues of recruitment, financing, separate supportive services, and handling minority affairs. It uses four separate schools to arrive at generalizations about difficulties and capacities in admitting, financing, and policy making in relation to minority students. Tables and supplemental statistical data are included in abundance. (Author)

**ED 112 773** HE 006 774

*Babcock, Daniel L. Eppelsheimer, Daniel S.*

**Capability of the University of Missouri for Public Technology Service.**

Missouri Univ., Rolla.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—PB-240-767

Pub Date Oct 74

Note—47p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (PB-240 767, MF \$2.25, HC \$3.75)

**Document Not Available from EDRS**

Descriptors—Civil Engineering, Engineering Technology, \*Extension Education, \*Higher Education, Management Development, Management Education, Policy Formation, \*Public Policy, Questionnaires, Resources,

School Community Relationship, \*State Universities, \*Technology  
Identifiers—\*Public Technology, University of Missouri

Public Technology has been defined as a technology "explicitly responsive to the policy goals and operational requirements of civil governments." The Council of State Governments found in a recent study that "state universities have a major potential to bring applied science to the service of state governments, and that this potential is not being tapped effectively." This document evaluated the progress in Public Technology at the University of Missouri, which consists of four campuses and a nationally known extension system, and assesses the changes needed to improve Public Technology service. Questionnaires were distributed to department chairmen and to University Extension field specialists. Specific concepts for improving public technology service in the University of Missouri include: (1) applied technology projects involving interactions between faculty, students, governmental officials and community leaders; (2) development of the mandate roles in urban affairs and health sciences; (3) a new public works preference in the M.S. programs in Engineering Management and Civil Engineering; (4) continuing application of the resources to solve problems of public safety, municipal revenue, education, health care, mass transportation, local government management, and housing. (Author)

**ED 112 774** HE 006 775

*Shea, Brent Mack*

**The End of Student Activism. Sociological Symposium: Youth and Politics. Number 10.**

Pub Date 73

Note—13p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Activism, Affluent Youth, \*Change Agents, Educational Change, Educational Objectives, Political Issues, \*Postsecondary Education, Social Change, \*Socioeconomic Influences, \*Student Alienation

In order to account for the demise of American student activism, some explanation for its occurrence in the first place seems useful. Such explanations involve reference to family socialization, university conditions, societal-based issues, and to the possibility of social change. Sociological explanations appear to focus on the causation, alternative explanations, and continuities. From such a perspective, the student movement can be seen to arise initially from the peculiar juxtaposition of intense and numerous social issues with a special kind of primary socialization that addresses itself to values affecting these issues and that resulted in an alienated youth culture. In these terms, a renewed interest in activism by students might be anticipated, but not until continued affluence is assured or denied, and not until the possibility of repression either becomes greater than it is or ceases to exist at all. (Author/KE)

**ED 112 775** HE 006 777

**Directory of Credit-Granting Policies in Medical Laboratory Education.**

National Committee for Careers in Medical Technology, Bethesda, Md.

Pub Date [74]

Note—26p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Career Ladders, Colleges, Credits, Directories, \*Equivalency Tests, External Degree Programs, Junior Colleges, \*Medical Laboratory Assistants, \*Post Secondary Education, \*Training

Ways now exist for medical laboratory workers to advance up the educational career ladder, gaining credit for prior training and/or experience. A total of 369 Certified Medical Laboratory Assistant Schools, colleges with Associate Degree Medical Laboratory Technicians programs, schools of Medical Technology, and colleges with baccalaureate Medical Technology programs who grant such credit are listed in this directory. Three associate degree programs (two of them external degrees) helpful to laboratory technicians wishing to qualify for MLT (ASCP) certification are also included. With the exception of the simple CLA Schools chart, the other three portions of this directory follow a general format showing credit-granting methods, amounts of credit offered, options for use of that credit,

and eligibility. Credit-granting methods shown in the first few columns of each chart include the CLEP examination, local tests made by each institution, and CASE (the Commission on Accreditation of Service Experience of the American Council on Education) evaluations. Another column in each of the three charts indicated whether a demonstration of actual performance is required of candidates in addition to the other methods indicated. Amounts of credit granted are generally shown in terms of semester hour(s) or quarter hour(s). (Author)

ED 112 776

HE 006 778

Froomkin, Joseph

**A Study to Identify the Trends in the Sources of Student Support for Post-Secondary Education.**

Froomkin (Joseph) Inc., Washington, D.C.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Report No.—PB-239-685

Pub Date Dec 74

Note—75p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (PB-239 685, MF \$2.25, HC \$4.25)

Document Not Available from EDRS

Descriptors—\*Consumer Economics, Economic Change, Employment Patterns, \*Financial Support, \*Income, \*Post Secondary Education, \*Students

This study focuses on the role of student earnings as a source of financial support for post-secondary education and the trends in the various components of total earnings over the past ten years. Also studied is the disposition of these earnings between educational and noneducational use. It was found that the average full-time undergraduate earned \$1,195 in 1970, a 64 percent increase over 1960 (25 percent increase in real terms). A higher proportion of students worked in 1970 compared to 1960, and they worked slightly longer hours. The study also shows that the share of student outlays financed by earnings rose during the 1960's, from 31 percent to 41 percent, for single, full-time undergraduates. Part of this significant increase is due to more students in 1970 choosing less costly educational settings. (Author)

ED 112 777

HE 006 779

Harris, John Keller, Steve

**Teaching-Learning Issues. Curriculum Innovation: Three Dimensions.**

Tennessee Univ., Knoxville.

Pub Date 74

Note—15p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Academic Standards, Budgeting, \*Curriculum Development, Educational Assessment, \*Educational Innovation, \*Educational Objectives, Educational Planning, \*Higher Education, Information Utilization, \*Liberal Arts

While nothing new is expected and anything significant seems too dangerous, it is still necessary to examine critical problems in the field of curriculum and innovation. The problems and prospects of curriculum may be grouped according to management, structure, and purpose. Information together with an institutional willingness to get the greatest educational benefits from its budget can result in major outcomes in educational management. If the basic restructuring of instructional and credit systems is to be effective and maintained, the explicit degree goals and standards must be established along with new assessment procedures for determining the individual attainment of these standards. Just at the time we may perceive the need to instill certain attitudes and values in people, we appear to have no transcendent or common commitments. Liberal education must deal with values in a culture with little consensus, and with all the conditions that facilitate further atomization. (Author/KE)

ED 112 778

HE 006 782

Directory of African Universities.

Association of African Universities, Accra-North (Ghana).

Pub Date Jul 74

Note—512p.; In English and French. Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.92 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Admission Criteria, Courses, Degree Requirements, Degrees (Titles), \*Directories, Faculty, Fees, \*Higher Education, \*Statistical Data, Students, Units of Study (Subject Fields), \*Universities

Identifiers—\*Africa

The Association of African Universities have been concerned with the lack of adequate and up-to-date information on African Universities. This document is a directory of information on African universities that includes entrance requirements, fees, courses, and student and staff numbers. The data for the directory was compiled from calendars and prospectuses of the universities and also from information bulletins and yearbooks of various associations. The directory is divided into anglophone and francophone sections, and the universities have been arranged in alphabetical order by country. (Author)

ED 112 779

HE 006 786

Fieldhouse, A. E.

**Accountability or Autonomy in the Universities?**

Victoria Univ. of Wellington (New Zealand).

Pub Date 71

Note—40p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Academic Freedom, \*Accountability, Administrative Policy, \*College Role, Community Attitudes, Evaluation Criteria, Freedom of Speech, \*Higher Education, \*Performance Based Education, Productivity, School Community Cooperation

Identifiers—\*New Zealand

The concern for accountability in New Zealand universities is discussed in terms of policy making. Several questions are addressed: What is the nature of accountability? How does it originate? What is the manner of its growth? What is its effect upon the university's character and functioning? What is meant by academic freedom? Why do academics regard it so highly? It is concluded that academic freedom and university autonomy are indispensable to the well-being of a liberal democratic society. The university, as a part of such a society, must use its freedom and autonomy in a responsible manner. The problem becomes one of mutual understanding and trust. What disturbs academics at the present time is the apparent lack of understanding of academic freedom with a consequent lack of faith and trust in the universities. Such freedom is seen as a necessary condition of the highest efficiency and the proper progress of academic institutions, and encroachments upon their liberty would diminish their efficiency and hinder their development. (LBH)

ED 112 780

HE 006 787

Wing, Paul And Others

**Statewide Measures Inventory. Technical Report 68.**

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—384p.

EDRS Price MF-\$0.76 HC-\$19.67 Plus Postage

Descriptors—Decision Making, Definitions, Educational Facilities, Educational Finance, Educational Opportunities, Educational Planning, Educational Research, Enrollment, \*Higher Education, Information Processing, Information Sources, Management, \*Management Information Systems, Manpower Development, \*Measurement Instruments, Personnel, Policy Formation, Postsecondary Education, \*Research Criteria, \*Statewide Planning

The Statewide Measures Inventory is essentially a list of items of information, along with concise definitions and other information of interest, relevant to statewide postsecondary education planning and management. It has been designated primarily as a working document for use by state-level postsecondary education planners and decision makers to improve and simplify communication through increased standardization of terminology and usage, to provide assistance to those concerned with developing and designing data bases and information systems, and to suggest ways that statewide planning and decision making might be improved through the identifica-

tion of problems and issues to which the measures in the inventory are relevant. The eight sections of the inventory are General Information About the State, Student Access, Manpower Programs, Enrollments, Finances, Staff, and Facilities. Also included with the inventory (including an index, glossary, and bibliography) is "An Overview and Guide to the Use of the Statewide Measures Inventory," containing information on its origins, general structure, and possible uses. Although its primary target audience is policy makers and analysts in state agencies, it is anticipated that postsecondary education institutions and national organizations also will find it of interest. (JT)

ED 112 781

HE 006 791

Raff, David

**Proceedings of New York University. Twenty-Seventh Annual Conference on Labor.**

New York Univ., N.Y. Graduate School of Public Administration.

Pub Date 75

Note—339p.

Available from—Matthew Bender, 235 E. 45th Street, New York, New York 10017 (\$28.50)

Document Not Available from EDRS

Descriptors—Affirmative Action, \*Arbitration, \*Collective Bargaining, Employer Employee Relationship, \*Equal Opportunities (Jobs), Federal Government, \*Grievance Procedures, \*Higher Education, Productivity

Identifiers—Title VII

Management and labor are concerned with affirmative action, Title VII, and new roles that they are being forced to play by the federal government. Employers want the employees to be more productive. Unions want the workers to enjoy what they are doing and receive a good wage. The government tells management that employees must be happy, healthy, and safe in their places of employment. These and similar concerns have forced labor and management to consider both new issues at the bargaining table and new approaches to get these demands across to the other party. While many other issues are important at the bargaining table, wages and inflationary effects on wages have top priority. Substituting binding arbitration as the final step of the negotiation process for the traditional weapons of the strike and lockout is also of interest. In higher education, bargaining is perhaps the wrong way to meet the new faculty perceptions, for it does create an employer-employee relationship and thus an adversary process. Perhaps faculty and administrations will jointly agree that the costs of bargaining under the industrial model are too great and that some other scheme is desirable. (Author/KE)

ED 112 782

HE 006 794

Report on Institutional Eligibility.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.

Pub Date Jun 75

Note—154p.

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—\*Accreditation (Institutions), \*Federal Programs, \*Higher Education, Post Secondary Education, \*Private Agencies, \*Supervision

Identifiers—Basic Opportunity Grants Program, BOGS, GSLP, Guaranteed Student Loan Program, \*Student Financial Aid

The federal government has traditionally relied on a variety of private accrediting bodies and state chartering and licensing authorities for determining eligibility and exercising direct supervision and consumer protection in education. As Federal financial assistance directly to students has expanded (3 million students received \$6.4 million in 1974), the diffuse and uneven system of approval and control of educational institutions, programs, and student financial aid by "voluntary" agencies has become confused and overburdened. As an aid to legislators, the Eligibility Task Force of the Postsecondary Education Convening Authority synthesized numerous recent studies and dialogues in the field of eligibility and accreditation. This was done to define key terms, sort out the interests of the various parties involved, delineate the current issues, offer conceptual models of alternative eligibility systems, and summarize some proposed solutions, including revisions based on the present system, which places heavy reliance for determining institutional eligibility on private accrediting associations. This

also includes plans to separate eligibility judgments from accreditation. Appendices to this summary of the Task Force findings include principal participants in the present eligibility system, a review of statistics pertaining to the Guaranteed Student Loan Program (GSLB) and the Basic Opportunity Grant Program (BOGS), and a list of issues discussed at the U.S. Office of Education National Invitational Conference on Institutional Eligibility. (JT)

**ED 112 783** HE 006 796  
*Bowman, James L.*

**Measuring Student Resources for Postsecondary Educational Expenses.**

College Entrance Examination Board, New York, N.Y. Coll. Scholarship Service.

Pub Date 75

Note—7p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*Educational Finance, Equalization Aid, Expenditure Per Student, Federal Aid, \*Financial Support, \*Higher Education, Parental Background, \*Scholarship Loans, Seasonal Employment, Student Costs, Student Employment, \*Student Loan Programs, Tuition Grants

The current treatment of student resources in the College Scholarship Service (CSS) need analysis procedures is reviewed, and suggestions for change in these procedures are offered. There is evidence to indicate that some increase in expected contribution from summer earnings should be made, but the amount of such an increase is difficult to determine. Figures derived are: freshman, \$500; presophomore, \$600; prejunior, \$700; presenior, \$700. Recommendations are made for changes in the current treatment of students' assets in the Parents' Confidential Statement processing system. It is proposed that the current treatment of a student's social security benefits be modified to provide for their inclusion in family income rather than as a student resource. No changes are being proposed in the current treatment for veterans' benefits (i.e., vocational-rehabilitation payments, war-orphan benefits). These are specifically student benefits and are made available to meet the specific costs of postsecondary education, and their inclusion as a part of student resources is believed to be appropriate. (LBH)

**ED 112 784** HE 006 797  
**Undergraduate Admissions Applications, Fall 1974.**

Virginia State Council of Higher Education, Richmond.

Pub Date Apr 75

Note—13p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*College Admission, Community Colleges, Enrollment, \*Higher Education, \*School Statistics, \*State Colleges, State Universities, Statistical Surveys, \*Student Application, Tables (Data), Transfer Students, Undergraduate Students

**Identifiers—**\*Virginia

Summary information on undergraduate applications for admission to Virginia's state-supported institutions of higher education is presented. The tables contained in this publication report figures by residence and type of institution for the following categories: total applications receiving decision; applications accepted; percent of applications rejected; applicants accepted and enrolled; and percent of applicants accepted who enrolled. One-year changes indicate that the volume of applications for first-time freshman admission increased seven percent, although the total number of in-state first-time freshman applications accepted dropped by one percent. Transfer student applications have also increased significantly, especially into the community college system. (LBH)

**ED 112 785** HE 006 801  
*Cheit, Earl F.*

**The Useful Arts and the Liberal Tradition. Last in a Series of Fifteen Profiles.**

Carnegie Commission on Higher Education, Berkeley, Calif.

Pub Date 75

Note—166p.

Available from—McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, New York 10020 (\$10.00)

Document Not Available from EDRS

**Descriptors—**Business Administration, \*Educational Methods, Engineering, Forestry, \*Higher Education, Humanities, \*Liberal Arts, \*Professional Education, \*Vocational Development

For well over a hundred years, the traditional academic disciplines have been coexisting somewhat restlessly with an array of professional schools that not only are relative newcomers to the campus scene but also are concerned with teaching young people how to do things as well as to think and understand. The schools for four of these useful professions—agriculture, engineering, business administration, and forestry—when examined are found to be just as much concerned about how they should relate to the rest of higher education as other disciplines have been about how they should accommodate the "new professions." The rise of interest in vocationalism, which is bringing to the fore tension between useful and liberal in a new way and in a new context, adds urgency to the search for new models in liberal education, and prompts liberal arts institutions to adopt as their own, methods long in use by the new professional schools. The experience of the new professions provides not only a challenge and a model for liberal education, but also provides one of the strongest arguments for its importance. (Author)

**ED 112 786** HE 006 803

**Hearings Before the Subcommittee No. 2 of the Committee on Armed Services, House of Representatives, Ninety-Third Congress, Second Session on H.R. 9832 to Eliminate Discrimination Based on Sex with Respect to the Appointment and Admission of Persons to the Service Academies and H.R. 10705, H.R. 11267, H.R. 11268, H.R. 11711, and H.R. 13729 to Insure That Each Admission to the Service Academies Shall Be Made Without Regard to a Candidates Sex, Race, Color, or Religious Beliefs.**

Congress of the U.S., Washington, D.C. House Committee on Armed Services.

Report No—HASC-94-9

Pub Date 75

Note—304p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$2.75)

**EDRS Price MF-\$0.76 HC-\$15.86 Plus Postage**

**Descriptors—**\*Educational Discrimination, \*Federal Legislation, \*Higher Education, \*Military Personnel, \*Military Schools, Racial Discrimination, Religious Discrimination, Sex Discrimination

H.R. 9832 is a bill to eliminate discrimination based on sex with respect to the appointment and admission of persons to the service academies. H.R. 10705, H.R. 11267, H.R. 11268, H.R. 11711, and H.R. 12729 are bills to insure that each admission to the service academies shall be made without regard to a candidates sex, race, or religious beliefs. The hearings for these bills were held before the Subcommittee Number 2 of the Committee on Armed Services, House of Representatives, Ninety-third Congress, Second Session. (Author)

**ED 112 787** HE 006 805  
*Boyd, Joseph D. Fenske, Robert H.*

**A Longitudinal Study of Illinois State Scholarship Commission Monetary Award Recipients, 1967-1974.**

Illinois State Scholarship Commission, Deerfield.

Pub Date Jun 75

Note—90p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors—**Community Colleges, Educational Finance, Financial Policy, \*Higher Education, \*Longitudinal Studies, Public Education, \*Scholarship Loans, School Surveys, Sex (Characteristics), \*State Aid, Student Distribution, Student Enrollment, \*Tuition Grants

**Identifiers—**\*Illinois

The present effectiveness and future direction of monetary award programs administered by the Illinois State Scholarship Commission is examined in three surveys. A random sample of 1,000 was drawn from the total number of scholarship recipients during the 1967-68 and 1970-71 academic years; 2,000 from the 1973-74 survey. It is shown that: (1) scholarship respondents were divided about evenly between men and women, with slightly more men in the grant respondent groups; (2) the grant group includes substantially more commuters (54 percent) than the scholarship group, which is related to the greater per-

centage of grant respondents enrolled in public two-year colleges; (3) both scholarship and grant group distributions are skewed toward the freshman and sophomore levels; and (4) decreasing percentages of grant respondents attend private four-year colleges over the period studied, with a shift from private four-year colleges to public two-year colleges. The distribution is more stable for scholarship respondents. These findings are discussed in terms of the impact of awards on access and choice of college, theory and reality of financing a college education, opinions and attitudes toward financial aid. The findings can also be applied to operational decisions regarding student financial aid administration and policies. (LBH)

**ED 112 788** HE 006 811

*Ray, Robert F. And Others*

**Program Evaluation. Title I of the Higher Education Act.**

National Advisory Council on Extension and Continuing Education, Washington, D.C.

Pub Date 31 Mar 75

Note—103p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors—**Adult Education Programs, Educational Assessment, \*Educational Finance, \*Educational Legislation, Federal Aid, \*Federal Legislation, \*Higher Education, Laws, Legal Responsibility, \*National Programs, Part Time Students, Program Evaluation, State Aid, State Federal Support

**Identifiers—**\*Higher Education Act Title I

The overall effectiveness of Title I is assessed, particularly successful projects are indicated, and means for replicating and expanding worthy projects are recommended. It is concluded that the program has demonstrated the interest and capacity of postsecondary institutions and communities to engage in cooperative problem-solving efforts. Several recommendations are specified: (1) reauthorization by Congress of Title I at the currently authorized level of \$50 million annually; (2) establishment of a Bureau of Continuing Education and Community Service within the Office of Education; (3) delegation of responsibility to the National Advisory Council on Extension and Continuing Education for advising the secretary of HEW on programs relating to the financial and educational well-being of all adult part-time students in postsecondary education; (4) amendment of Title I to provide legislative authority for national emphasis programs, and for financial aid to give technical assistance to state agencies for program development and operational planning; (5) OE provision of technical assistance and guidelines for state programs; (6) increase in state administrative allotments; and (7) increased state-federal cooperative efforts. (LBH)

**ED 112 789** HE 006 812

*Wile, Marcia Z. And Others*

**A Pre-Matriculation Program for Students of Dentistry.**

Pub Date 1 Apr 75

Note—16p.; Presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., April 1, 1975). Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Articulation (Program), Clinical Experience, Curriculum Evaluation, Dental Clinics, \*Dental Schools, \*Higher Education, Medical Schools, Professional Education, \*Program Effectiveness, Program Evaluation, Questionnaires, Student Experience, Student Volunteers, \*Summer Programs

A voluntary, pre-matriculation summer session for selected first-year dental students has been evolved to facilitate their development and academic progress. With dental students, practicing dentists, and dental school faculty as staff, the program focuses on basic science foundations, effective study skills, pre-clinical techniques, and professional role models. Students and program have been evaluated formatively and summatively through achievement tests, questionnaires, informal feedback sessions, and performance in the first-year curriculum. Results indicate that this program of cognitive, psychomotor, and affective activities provides enrichment for the participants and useful education experience for the staff. (Author)

ED 112 790

HE 006 813

Davis, Junius A. And Others

**The Impact of Special Services Programs in Higher Education for "Disadvantaged" Students.**

Educational Testing Service, Princeton, N.J.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Pub Date Jun 75

Contract—OEC-0-72-0116

Note—589p.; For a related document, see HE 006 814

EDRS Price MF-\$1.08 HC-\$29.83 Plus Postage

Descriptors—Academic Achievement, College Environment, College Students, Disadvantaged Groups, \*Disadvantaged Youth, Ethnic Groups, \*Federal Programs, \*Higher Education, Minority Groups, National Surveys, Performance Factors, Poverty Programs, \*Program Evaluation, \*Special Services, Student Adjustment, Student Attitudes, Student Personnel Services

The Higher Education Amendment of 1968 provided for support services on college and university campuses to facilitate the progress of disadvantaged young people (from families within the national poverty criteria or the physically handicapped). Three years later an evaluation of the special service programs (typically including specially staffed activities such as counseling, tutoring, remedial study, and ethnic identity activities) was conducted to determine effects of students' progress, satisfaction, and perceptions. Methodology included review of the literature, census of institutions, and collection of questionnaire and interview data from program directors and students. The interview data was obtained from a national sample selected from the 190 projects, involving more than 50,000 students, which were in operation in the 1971-72 school year. Major conclusions are there is no evidence that availability of or participation in support services systematically improves performance and satisfaction with college over that which may be expected from previous academic performance; institutional differences account more for differences in disadvantaged student success and satisfaction than do supporting services; in understanding behavior and attitude, race is more critical than poverty or physical handicaps; and forces to equalize opportunity seem to be working better for poor whites and blacks than for poor Orientals, Mexican Americans, Puerto Ricans, Native Americans, or other ethnic minorities. (JT)

ED 112 791

HE 006 814

Burkheimer, Graham J. Davis, Junius A.

**A Census of Special Support Programs for "Disadvantaged" Students in American Institutions of Higher Education, 1971-72.**

Educational Testing Service, Princeton, N.J.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Pub Date Apr 73

Contract—OEC-0-72-0116

Note—183p.; For a related document, see HE 006 813

EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage

Descriptors—College Environment, College Students, Disadvantaged Groups, \*Disadvantaged Youth, Ethnic Groups, \*Federal Programs, Financial Support, \*Higher Education, Minority Groups, \*National Surveys, Performance Factors, Poverty Programs, Private Financial Support, Questionnaires, \*Special Services, State Federal Support, Student Personnel Services

A questionnaire survey mailed to all U.S. undergraduate institutions in October 1971 was conducted as part of an evaluation of support service programs for disadvantaged students funded through the Higher Education Amendments of 1968. The inventory contained 14 items that sought summary information about the institution's budget, number of students, percentage of student body disadvantaged (from deprived educational, cultural, or economic background or physically handicapped), Special Service or similar programs (e.g. counseling, tutoring, career guidance, placement), number of involved faculty and staff, nature of programmatic activities, and extent and source of financial support. Of the 2,991 institutions contacted, 59 percent responded. Several procedures were employed to

check for biases among respondents. Major findings: About 14 percent of enrolled undergraduates are estimated to be disadvantaged, with considerable variability among percentages in different types of colleges and geographic regions. Half of the institutions reported special support programs, one in three with federal support, one in seven state or local, one in seven institutional, and one in 20 private foundation. Federal funding has been given to those institutions with larger proportions of disadvantaged students. Services provided and their effects depend more on institutional factors than on support program factors. (JT)

ED 112 792

HE 006 816

**1973-1975 Biennium Report of the Higher Education Facilities Commission of the State of Iowa.**

Iowa State Higher Education Facilities Commission, Des Moines.

Pub Date Apr 75

Note—93p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Annual Reports, Educational Finance, Equalization Aid, Federal Aid, \*Financial Support, Grants, \*Higher Education, Medical Education, \*Scholarship Loans, School Construction, \*State Aid, State Legislation, Statistical Data, \*Student Loan Programs, Tuition Grants, Vocational Schools

Identifiers—\*Iowa

Program operations from July 1, 1973 to June 30, 1975 are reported that deal with four Federal and four State programs of direct benefit to postsecondary education in Iowa. The current biennium has seen a 45 percent growth in State-funded financial assistance for Iowa postsecondary students. State funds invested in scholarships, grants, and medical loans totaled \$12,760,560. As of the fall of 1974, Iowa ranked tenth in per capita funding among the 39 states that had established comprehensive scholarship and grant programs. Student aid appropriations in these 39 states totaled \$457 million. Statistics are provided on the State scholarship program; Iowa Tuition Grant Program; Iowa Vocational-Technical Tuition Grant Program; Iowa Medical Loan Plan; Construction Grants Program; Equipment Grants Program; Comprehensive Planning Grants Program; undergraduate enrollments; and total enrollments by institution. Provisions of the appropriate State statutes are quoted. (LBH)

ED 112 793

HE 006 818

Gemmell, James

**Collective Bargaining: A View from the Presidency.**

Academic Collective Bargaining Information Service, Washington, D.C.

Spons Agency—American Association of State Colleges and Universities, Washington, D.C.; Carnegie Corp. of New York, N.Y.; National Association of State Universities and Land Grant Colleges, Washington, D.C.

Report No—ACBIS-6

Pub Date 75

Note—24p.; A companion paper is being prepared under the title, "Collective Bargaining: A View from the Faculty"

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Arbitration, \*Collective Bargaining, Collective Negotiation, College Administration, Contracts, Department Directors (School), Employer Employee Relationship, Grievance Procedures, \*Higher Education, Negotiation Agreements, \*Presidents, State Colleges, Teacher Militancy, Teacher Salaries, Teaching Load, \*Unions

Identifiers—\*Clarion State College

Some decisions faced by a college president making the transition into the milieu of campus unionization are described. The legal prerequisites of collective bargaining on college campuses is reviewed. Inclusion or exclusion of departmental heads as part of the bargaining unit is cited as a crucial matter, and election and negotiation procedures are discussed. Administration of the labor contract is described with reference to the agreement at Clarion State College, Pennsylvania. Suggestions are offered for biweekly Meet and Discuss sessions between administrators and union leaders, and for grievance procedures. Consideration is given to the possible effect of bargaining on faculty salaries, faculty size, teaching loads, and adversary relationships in general. The importance of labor-management cooperation is emphasized. (LBH)

ED 112 794

HE 006 823

Fife, Jonathan D.

**The College Student Grant Study.**  
Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

Pub Date May 75

Note—53p.

Available from—Center for the Study of Higher Education, The Pennsylvania State University, University Park, Pennsylvania 16802 (Free)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Economically Disadvantaged, Educational Finance, \*Equalization Aid, Expenditure Per Student, Financial Policy, Financial Support, Foundation Programs, \*Higher Education, Policy Formation, \*Scholarship Loans, State Aid, Student Costs, \*Student Loan Programs, Surveys, \*Tuition Grants

Identifiers—\*Basic Opportunity Grants

The validity of the basic assumptions underlying student grant programs is examined; namely, whether student aid increases access to postsecondary education for low income groups, whether student aid promotes student choice, and whether financing higher education through students greatly aids private institutions. The major conclusions of the study are that scholarship and grant aid do promote equal educational opportunity, and that with equalization of public-private tuition levels through the aid grants, students will favor private institutions in large numbers. Three major failings of state scholarship programs are identified: (1) lack of consideration of all education-related expenses; (2) unrealistic expectations regarding student contributions to educational costs; and (3) failure to adjust income levels indicating disadvantage. It is concluded that the use of scholarship and grant aid as a mode of financing higher education is on the increase, but that there needs to be more data before the true impact of such programs as the Basic Opportunity Grants can be determined. Further research concerning other types of direct student aid, such as loans, and for longitudinal studies, is advocated. (LBH)

ED 112 795

HE 006 824

Goldschmidt, E.

**Student Participation in the CCC Member Countries in 1973.**

Council for Cultural Cooperation, Strasbourg (France).

Pub Date 75

Note—28p.

Available from—Council for Cultural Cooperation, Council of Europe, Strasbourg, France (\$2.50)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Activism, College Students, \*Higher Education, Leadership Responsibility, Legislation, \*Political Socialization, Questionnaires, Student Alienation, \*Student Attitudes, Student Government, \*Student Participation, Student Role, Student Teacher Relationship, Teacher Role

Identifiers—\*Europe

The status of student participation in Council for Cultural Cooperation (CCC) nations is examined, based on questionnaire replies from Austria, Belgium, Cyprus, Denmark, Federal Republic of Germany, Finland, France, Iceland, Italy, Malta, the Netherlands, Norway, Sweden, Turkey, and the United Kingdom. After a brief review of the situation from 1900 to 1945 and from 1945 to 1972, the current outlook is described. Consideration is given to legislation, student participation at different levels, subjects upon which students' representatives should be consulted, mode of election and powers, and the results of student participation. It is concluded that since 1968 a great change has taken place in the power structure of the institutions of higher education in most of the member countries. The goals of the student unrest in the late sixties have not been fully reached, although students have gained more influence than anticipated. The present situation shows that the abolition of the full professors has disappeared in most member countries and that the power structure is based upon a certain balance between different groups. Many of the student leaders of 1968 are now employed by the universities, and their new roles are speculative. Questionnaire samples are included. (LBH)

ED 112 796

HE 006 831

Furniss, W. Todd

**Grievance Procedures: A Working Paper.**

American Council on Education, Washington, D.C.

Pub Date Aug 75

Note—37p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Administration, \*Arbitration, \*Collective Bargaining, \*Collective Negotiation, Colleges, Committees, Faculty, Faculty Organizations, \*Grievance Procedures, \*Higher Education, Students, Universities

Campus grievance procedures, now mandated for most institutions by the Title IX regulations, ordinarily include informal measures to resolve a grievance, provision for a formal written complaint for the grievant, a grievance committee with a number of roles, a grievance committee for cases involving major policy issues and major sanctions, and a set of policies for the operation and guidance of the grievance system. Grievance procedures have two related functions: to determine whether an injury alleged by the grievant was the result of an error in an institution's policies and procedures or their administration, and if error is established, to determine an equitable redress for the grievant. In the light of the Title IX regulations specifically and of changing social and legal standards more generally, colleges and universities should reexamine their grievance mechanisms with particular attention to the following questions: (1) Is the structure of traditional grievance procedures adequate to today's requirements? (2) Who should participate if the procedures are to operate equitably and promptly? (3) Can informal grievance procedures be strengthened? (Author)

**ED 112 797 95 HE 006 844**

*Blake, Elias, Jr. Cobb, Henry*

**Black Studies: Issues in Their Institutional Survival. Final Report.**

Institute for Services to Education, Inc., Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 74

Contract—OEC-0-71-4693

Note—58p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*African American Studies, \*Cultural Education, Curriculum Development, Degrees (Titles), Educational Alternatives, \*Educational Objectives, Enrollment, Faculty, Guidelines, \*Higher Education, \*Program Development, Recruitment

In the early summer of 1972 the Institute for Services to Education formed a small task force group to conduct a limited but systematic inquiry into the status of Black Studies programs at a selected number of American institutions of higher education. The major purposes of the study are: (1) the formulation of a workable definition of Black Studies, (2) the identification and selection of a representative group of programs, and (3) the identification of major issues associated with the development of Black Studies programs along with alternative approaches to these issues. In addition, it was also accepted as a reasonable supposition that the findings of the study and the literature associated with it could be distilled into a useful and practical set of guidelines that would be helpful to persons developing or evaluating Black Studies (Afro-American) programs in higher education. The Task Force formulated the major issues through discussion and interpretation of: (1) structural relationship to the institution; (2) theoretical focus and objectives; (3) financing; (4) staffing; (5) enrollment pattern; and (6) identification of major issues. The questions raised tended to probe rather deeply into the nature of Black Studies, but they also brought into view many other related issues. (Author/KE)

**ED 112 798 HE 006 846**

*Bender, Louis W., Ed. Clappitt, Joyce A., Ed.*  
**Tools, Techniques, and Strategies for Staff Responses to Problems of State Level Leadership. Seminar Proceedings (Philadelphia, Pennsylvania, 20-23 May, 1975).**

Florida State Univ., Tallahassee. Coll. of Education.

Spons Agency—Education Commission of the States, Denver, Colo.; Kellogg Foundation, Battle Creek, Mich.; State Higher Education Executive Officers Association.

Pub Date 75

Note—134p.

Available from—Florida State University, State and Regional Higher Education Center, Tallahassee, Florida 32306 (\$3.00)

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—Agency Role, Educational Planning, Federal Legislation, Higher Education, \*Information Processing, Inservice Education, Political Influences, \*Postsecondary Education, \*Problem Solving, \*State Agencies, State Boards of Education, State Departments of Education, State Federal Support, State Legislation, \*Statewide Planning, Workshops

The state agency represents the interface between the statewide education system and the governmental and external bodies that would influence it. About 55 state agency staff members from all over the east coast attended an inservice workshop that attempted to measure some of the new dimensions of postsecondary education and to equip participants with effective means to confront related daily problems. There were six content modules which included formal presentations, illustrations, demonstrations, and discussion: "Information Related Problems in State Planning" by T. Edward Hollander; "Problems and Issues Related to the Data Game" by Robert Huff; "External Interest Group Impingements" by Richard Millard; "Problems Clinic—Where Do We Turn for Help?" (a panel of eight representatives from national resource organizations—American College Testing Programs, Southern Regional Education Board, College Entrance Examination Board, American Association for Higher Education, ERIC Higher Education Clearinghouse, and U.S. Office of Education); "State Agency Relationships" by Patrick McCarthy and John Porter; "Dealing with Dwindling Resources" by S.V. Mortorana; "Problems and Issues Related to Legislative Process—The Federal Dimension" by Robert C. Andringa; "New Assumptions for State-Level Leadership in the Future" by Robert B. Mautz. All workshop presentations are included along with a post-workshop analysis by DeForest Trautman that summarizes activities and outcomes. (JT)

**ED 112 799 HE 006 848**

*Thrift, Julianne Still Fidler, Paul P.*

**A Descriptive Study of Commuter Students at the University of South Carolina, Fall 1974. Research Notes No. 25-75.**

South Carolina Univ., Columbia.

Report No—RN-25-75

Pub Date 11 Jul 75

Note—19p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Campuses, \*Commuting Students, \*Higher Education, Questionnaires, Student Attitudes, \*Student College Relationship, \*Student Needs, \*Student Participation, Student Responsibility, Students, Surveys

**Identifiers**—\*South Carolina

During the fall of 1974, a questionnaire was administered to a random sample of 700 off-campus students at the main campus of the University of South Carolina who were enrolled in nine or more semester hours of course work (approximately 8 percent of the population). The goal of the study was to describe off-campus students including their perceived needs so that their input could be considered in decision-making processes. The results of the questionnaires were analyzed to examine the students' views on the following issues: (1) the potential use of facilities on campus; (2) the desirability of a service and programming organization for commuters; (3) the relative importance of a variety of programs for commuters; (4) the degree of usage of various means of communication; (5) the amount of time spent on campus by commuters; and (6) the desirability of social functions planned for commuters. (Author/JMF)

**ED 112 800 HE 006 849**

*Trotter, Virginia Y.*

**Statement before the Senate Subcommittee on Education, Committee on Labor and Public Welfare.**

Pub Date 23 Jul 75

Note—11p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Educational Finance, Educational Legislation, Educational Opportunities, Equalization Aid, \*Federal Aid, \*Federal Legislation, Financial Services, \*Financial Support, \*Higher Education, Legislators, Scholarship Loans, \*Student Loan Programs, Tuition Grants

**Identifiers**—Basic Grant Program, \*Senate Subcommittee on Education

The purpose of federal support for the general educational goals of higher education is examined in this testimony. Such support for higher education currently amounts to \$3.4 billion, exclusive of research and veterans educational benefits under the GI bill. Two roles are identified for federal support of higher education: (1) the role of increasing access to postsecondary education by concentrating resources on direct financial aid to students on the basis of need; and (2) the role of encouraging a diversity of educational programs that will be responsive to the particular educational needs of citizens. The Administration's view is reaffirmed that the best way to achieve these goals is through student aid rather than general financial support for institutions. It is suggested that the major part of federal budget resources should be devoted to student grants rather than student earnings subsidies and student loans. The Basic Grant program should be the foundation of higher education legislation, which would permit a maximum grant of \$1400 for all classes of students. Suggestions are offered for perfecting the access role of this program. Coordination of federal and state programs is also recommended. (LBH)

**ED 112 801 HE 006 854**

**College Plans of High School Seniors: October 1974. Current Population Reports. Population Characteristics. Series P-20, No. 284.**

Bureau of the Census (DOC), Suitland, Md. Population Div.

Report No—P-20-No-284

Pub Date Sep 75

Note—15p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 and U.S. Department of Commerce, District Offices (\$0.45)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Career Choice, College Choice, \*Colleges, Demography, \*Educational Planning, Family Background, Family Income, Females, Males, Negroes, \*Post Secondary Education, \*Secondary School Students, Socioeconomic Status, Statistical Analysis, \*Vocational Schools

Statistical tables are presented on college and vocational school plans of high school seniors by their sex, race, region of residence, metropolitan residence, education and occupation of family head, and family income. The survey taken early in the senior school year indicates intentions for further study. The current sample is spread over 461 areas comprising 923 counties and independent cities with coverage in each of the 50 States and the District of Columbia. Many students appear unsure of their future plans: about 27 percent of the high school seniors said they may enter college and 44 percent said they definitely planned to go to college. Although the proportion of male high school seniors planning for college declined somewhat, there was no corresponding increase among them in plans for vocational-technical school enrollment. Female high school seniors were more certain of their college plans than were the men. There was some evidence that black high school seniors were less likely to make definite plans for entering college. (Author/KE)

**ED 112 802 HE 006 856**

*Hager, Walter E.*

**AASCU: The First Ten Years. A Brief History of the First Decade of the American Association of State Colleges and Universities.**

American Association of State Colleges and Universities, Washington, D.C. Office of Information and Research.

Pub Date 6 Nov 70

Note—7p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Higher Education, Historical Reviews, National Organizations, \*Organizational Development, Organizational Effectiveness, \*Organizations (Groups), Professional Associations, \*State Colleges, \*State Universities, Teacher Education

**Identifiers**—\*AASCU

The American Association of State Colleges and Universities (AASCU) is an outgrowth of the Association of Teacher Education Institutions and the American Association of Teachers Colleges. The major purposes of the new organization founded in 1961 were: (1) to enable the mem-



bers to make their influence felt in connection with national affairs; (2) to present the strengths and services of state colleges and universities effectively to the public and to agencies and individuals from which grants of funds might be available; (3) to represent the members of the Association in the National Commission on Accrediting; and (4) to conduct studies of educational problems of common interest to the members. As evidence of the strong and influential national position of the organization, the report cites the major endeavors of the Association. (JMF)

ED 112 803

HE 006 857

*Fulkerson, William M., Jr.*  
**Planning for Financial Exigency in State Colleges and Universities. AASCU Studies.**

American Association of State Colleges and Universities, Washington, D.C.

Pub Date [74]

Note—68p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—Educational Economics, \*Educational Finance, Finance Reform, Financial Policy, \*Financial Problems, Financial Support, \*Higher Education, Staff Role, \*State Colleges, \*State Universities, Tenure

This survey and analysis attempt to report on plans, programs, policies, and practices to meet the exigency situation, i.e., a decline in financial support and/or enrollments that require the release of professional staff -- tenured and non-tenured. The survey was made among institutions who were members of the American Association of State Colleges and Universities and/or the National Association of State Universities and Land-Grant Colleges. The report summarizes the questionnaire; raises a series of issues based on the methods, the problems, and some of the results of the plans formed by the institutions responding; includes six exigency plans that illustrate how public institutions of varying sizes and interests have dealt or are currently dealing with the problems of financial exigency. Finally, the policy statements adopted by the Association of American Colleges and the American Association of University Professors are included as materials to enable the institution to look at broad policies as well as analysing specific plans used by other institutions or systems. The intent of the report is to present guidelines and describe various plans that can be modified to suit the needs of a particular institution. (JMF)

ED 112 804

HE 006 858

*Astin, Alexander W.*

**Financial Aid and Student Persistence.**

Higher Education Research Inst., Inc., Los Angeles, Calif.

Report No.—HERI-75-1

Pub Date Jul 75

Note—26p.

Available from—Higher Education Research Institute, 924 Westwood Boulevard, Suite 850, Los Angeles, California 90024 (\$1.50)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Academic Achievement, \*Dropouts, Educational Finance, Financial Needs, \*Financial Support, \*Higher Education, Married Students, Middle Class Parents, \*Scholarship Loans, Student Behavior, \*Student Loan Programs, Tuition Grants, Work Study Programs

The impact of financial aid in helping a student stay in college is examined from data collected in 1972 from students who entered college in 1968. The findings include: (1) Students, especially men, who rely on loans for support during college increase their chances of dropping out. (2) Students who rely on scholarships or grants increase their chances of completing college, but only slightly, while students relying on savings or the G.I. bill increase their chances of dropping out. (3) Participating in work-study programs increases chances of completing college, particularly among students from middle-income families. (4) Students who receive support for college expenses from their parents are more likely to complete their education. (5) Students who are married when they enter college have a good chance of completing their education if their spouses provide major financial support, but dropout chances are substantial if spouses provide no support or only minimal support. (6) Any type of financial aid administered alone is more effective than financial aid packages. (LBH)

ED 112 805

HE 006 861

**More Assurances Needed That Colleges and Universities With Government Contracts Provide Equal Employment Opportunity. Departments of Labor and Health, Education, and Welfare.**

Comptroller General of the U.S., Washington, D.C.

Pub Date 25 Aug 75

Note—48p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Affirmative Action, Colleges, \*Equal Opportunities (Jobs), \*Government Role, Guidelines, \*Higher Education, \*Performance Specifications, \*Program Administration, Program Development, Universities

The Department of Labor is responsible for the Federal program to insure that contractors and subcontractors provide equal employment opportunity. Labor has delegated to 11 other agencies—including the Department of Health, Education, and Welfare (HEW)—the responsibility for performing compliance reviews of contractors' facilities and enforcing Labor's guidelines. HEW, however, has made minimal progress in making sure that colleges and universities have accepted affirmative action programs and are in compliance with the Executive action programs. HEW has not consistently sent required "show-cause" notices to colleges and universities whose affirmative action programs it has found to be not in compliance, it has not begun sanctions against these institutions, and has not generally performed preaward reviews. HEW negotiates and conciliates with colleges and universities over prolonged periods rather than requiring them to prepare acceptable affirmative action programs within the time specified under Labor guidelines. Neither Labor nor HEW has identified all colleges and universities that have Government contracts and are subject to the program. HEW has not provided a uniform nationwide training program for its compliance officers. Recommendations follow. (Author/KE)

ED 112 806

HE 006 862

*Bowman, James L.*

**A Uniform Methodology for Measuring Parental Ability to Pay: Implications for the College Scholarship Service in 1975-76.**

College Entrance Examination Board, New York, N.Y.

Pub Date 75

Note—16p.; Paper distributed for discussion at the College Board Regional Assembly meetings, winter 1975

Available from—College Scholarship Service of the College Entrance Examination Board, 888 Seventh Avenue, New York, New York 10019

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Educational Finance, Evaluation Methods, \*Family Income, Federal Aid, \*Financial Needs, \*Financial Support, \*Higher Education, Income, Living Standards, Measurement Goals, Methods, \*Parent Responsibility, Parent Role, Salaries, State Aid, Student Loan Programs, Wages

**Identifiers**—Need Analysis, \*Student Financial Aid

The movement toward a uniform methodology of determining parental ability to pay to be used over time by all institutions and agencies awarding financial aid funds is consistent with the goals and objectives of the College Scholarship Service (CSS). This paper describes a proposed system for a uniform methodology for measuring parental ability to pay for postsecondary educational costs for consideration by the membership of the CSS Assembly. In setting forth this proposal, a brief review of the CSS need analysis system is given. This comparative analysis demonstrates the substantial aspects of the CSS need analysis rationale that have been incorporated into the proposal outlined. The proposed methodology brings into being several characteristics long considered desirable by many financial aid administrators and agencies awarding student aid funds -- namely, a more simplified system in which the methodology can be readily understood by the users and in which accuracy of information is retained. (Author/JMF)

ED 112 807

HE 006 863

**Perspectives on Financial Aid.**

College Entrance Examination Board, New York, N.Y.

Pub Date 75

Note—186p.

Available from—College Board Publications Orders, Box 2815, Princeton, New Jersey 08540 (\$4.00)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Administration, \*Educational Finance, Federal Programs, \*Financial Support, Organization, \*Post Secondary Education, \*Resources, State Programs

The purpose of this book is to provide background information on administration of financial aid and financial aid resources. Sections are written by experts in financial aid who represent various geographical areas as well as the various sections of postsecondary education. Sections cover: (1) history of institutional aid in the United States; (2) role and functions of the financial aid officer; (3) organizational structure of a financial aid office; (4) how an institutional aid office really works; (5) history of federal involvement in financial aid; (6) federal programs; (7) history of state involvement in financial aid; (8) state programs; (9) student resources; and (10) institutional financial aid resources. (Author/KE)

ED 112 808

HE 006 866

*Morris, Dianna B. Matsumoto, Satoru T.*

**A Report on the Employment Status of Graduating Seniors at East Carolina University, Spring 1974.**

East Carolina Univ., Greenville, N.C. Office of Institutional Research.

Pub Date May 75

Note—21p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Career Opportunities, Careers, \*College Graduates, College Students, \*Employment, \*Employment Opportunities, Employment Potential, Employment Problems, Employment Qualifications, Employment Trends, \*Higher Education, Job Applicants, Job Market, Occupational Surveys, Questionnaires, \*Seniors, Surveys

This study surveyed graduating seniors of East Carolina University relative to employment status immediately prior to graduation in the spring of 1974. The purpose of the study was to determine the number of graduating seniors who had accepted employment, the location of their work, and whether or not they were satisfied with the employment offer. Other variables investigated were: (1) students who had offers but were still seeking employment; (2) students seeking employment but having no job offers; and (3) students not seeking employment due to further studies, military obligations, etc. These variables were categorized by degree level, sex, race, and marital status in a summary table, and by discipline and degree level in other tables. (Author)

ED 112 809

HE 006 871

**Data Summaries, 1970-1974 on Postsecondary Education Institutions.**

Systems Research Inc., Los Angeles, Calif.

Pub Date Jan 75

Note—58p.; Not available in hard copy due to marginal reproducibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Colleges, \*Educational Finance, Expenditures, Financial Support, Grants, \*Higher Education, Junior Colleges, Part Time Students, Post Secondary Education, Private Colleges, Public Schools, \*Statistical Data, \*Student Costs, \*Student Enrollment, Tables (Data), Universities

Data summaries illustrated by charts and graphs are presented with some commentary for the years 1970-71, 1972-73, and 1973-74 for the approximately 3,000 postsecondary institutions, including branch campuses, in the U.S. enrolling about 9 million students. Statistics include enrollment (total enrollment and full-time equivalent enrollment and the relationship between the two, full-time and part-time relationship, and the ratio of enrollment by level of student); basic student charges (tuition, fees, board and room); and institutional financial data (revenues, expenditures, student tuition and fee revenue, student aid grants, and changes in assets). Data were drawn from the Higher Education General Information Surveys (HEGIS) for fiscal years 1971, 1972, and 1973, and the publicly available data from the National Center for Educational Statistics (NCES). (JT)

**ED 112 810 HE 006 881**

**A Critical Approach to Inter-University Co-operation. Paper No. 13.**

International Association of Universities, Paris (France).

Pub Date 74

Note—138p.; Papers presented at the International Association of Universities (13th, Paris, France, 1974)

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**  
**Descriptors—Educational Objectives, \*Foreign Relations, \*Higher Education, \*Interinstitutional Cooperation, \*International Education, \*International Programs**

International university cooperation is the main purpose of the International Association of Universities (IAU). Certain problems arise in the field of international cooperation and particularly in the field of assistance. The helping hand easily becomes a dominating hand while the notion of mutual exchange presupposes the existence and recognition of differences. Consequences of such recognition are reciprocity; an ability to let immediate objectives remain secondary to long-term ones; and the work of the universities. (Author/KE)

**ED 112 811 HE 006 884**

**Martin, Warren Bryan**

**Faculty Development and Evaluation or a Response to Student Interests and Needs.**

Pub Date 13 Jan 75

Note—17p.; Paper presented at the Annual Meeting of the Association of American Colleges (Washington, D.C., January 1975); Not available in hard copy due to marginal reproducibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—College Instruction, \*Educational Objectives, \*Educational Philosophy, \*Faculty, Faculty Evaluation, \*Higher Education, Individual Development, Instructional Improvement, Job Development, Organizational Development, \*Professional Continuing Education, Program Development, Staff Improvement, Student Interests, Student Needs**

Faculty development programs in colleges and universities must be faulted for not having adequate theory, employing comprehensive approaches, or showing a deep intention. An adequate theory of faculty development will involve a sophisticated understanding of the process of professionalization and an integrating theory of human development. Approaches, in terms of strategies and tactics, must respond to the interests and needs of students, faculty, and society. Deep qualitative objectives defy quantification but remain unquestionably important. The case for faculty development includes the faculty need to be prepared to work with new students in new places, to be made acquainted with alternative modes of teaching and learning, to be more sophisticated in their knowledge of the workings of the institution, and to become more conscious of the end of the learning experience for which teaching is a means. Behind the case for faculty development is the concern for institutional survival and for the needs of the larger society. Clearly we need more than the psychological-developmental approach, which deals mainly with the strengthening of the individual, even as we need more than the administrative-bureaucratic approach, which measures development by institutional criteria. (JT)

**ED 112 812 HE 006 885**

**Gjerde, Craig L.**

**A Data-Based Approach to Setting Performance Standards.**

Connecticut Univ. Health Center, Farmington. Dept. of Research in Health Education.

Spons Agency—National Fund for Medical Education, Cleveland, Ohio.

Pub Date Apr 75

Note—18p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—\*Behavioral Objectives, Core Curriculum, Curriculum Development, Curriculum Planning, Educational Objectives, Faculty, \*Higher Education, \*Medical Education, Medical Students, \*Performance Criteria, \*Teacher Participation**

Preparatory to developing a core curriculum with the possibility of instituting a tracking system, the Committee on Undergraduate Medical Education at the University of Connecticut

Health Center appointed a committee that set out to find a systematic way of looking at the curriculum. The committee developed a personal-political approach and research methodology in which an educator involved faculty members in writing and reviewing educational goals and objectives (affective, cognitive, and psychomotor). The performance standards developed by the 24 teaching committees were rated by the teaching faculty (for clarity and importance) and will subsequently be reviewed for relevance by other faculty groups. They will be published and will serve as the basis for the evaluation of student performance. Meanwhile, the day-to-day benefit of this systematic definition of curriculum may be far more important to the institution than the original purpose. (JT)

**ED 112 813 HE 006 912**

**Lawrence, Ben**

**Cost Analysis in Postsecondary Education: The Contextual Realities.**

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Pub Date Oct 75

Note—7p.

Journal Cit—Higher Education Management; v3 n3 p1-6 Oct 1975

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—Budgeting, \*Cost Effectiveness, Decision Making, Educational Accountability, \*Educational Administration, \*Educational Planning, Enrollment, Evaluation, Guidelines, \*Information Utilization, \*Post Secondary Education, Trend Analysis**

Cost analysis is not solely the concern of the technically proficient analyst. Determining what uses are appropriate for cost information is a broad policy issue in which academic administrators, department chairmen, and faculty have a tangible interest and should have at least a conceptual grasp of this subject. It is particularly important to appreciate what the technical experts can accomplish with cost analysis and what the problems are. Placing cost analysis in its appropriate context has needed to be done for some time. It involves the examination of these concerns: (1) the recent increase on pressures for cost analysis and the motivations behind these pressures; (2) the guidelines for cost analysis that have been established at NCHEMS; (3) the directions that the development of cost analysis procedures should take in the future. Appropriately or not, the growth of cost analysis in postsecondary education over the past decade has taken place largely in the context of accountability, and more recently in an environment of resource acquisition frustrations. Cost information is increasingly important in planning, budgeting, budget control, and evaluation of performance. (Author)

**ED 112 814 HE 006 913**

**Lenning, Oscar T. And Others**

**The Many Faces of College Success and Their Nonintellective Correlates: The Published Literature Through the Decade of the Sixties. Monograph No. 15.**

American Coll. Testing Program, Iowa City, Iowa.

Pub Date 74

Note—554p.

Available from—American College Testing Publications, P.O. Box 168, Iowa City, Iowa 52240 (\$3.00)

**EDRS Price MF-\$0.92 HC-\$28.56 Plus Postage**

**Descriptors—Bibliographies, College Students, \*Educational Benefits, Educational Development, Elementary Schools, \*Evaluation Criteria, \*Higher Education, Human Development, Moral Development, Personality Development, Secondary Schools, Social Development, \*Social Influences, Student Development, \*Success Factors, Vocational Development**

This document addresses itself to changing social conditions or, more specifically, to the conditions under which nonintellective success is defined by our society. In this document success is viewed as: (1) intellectual development; (2) personality development and adjustment; (3) motivational and aspirational development; (4) social development; (5) aesthetic-cultural development; (6) moral, philosophical, and religious development; and (7) other types of college success, including post-college success, develop-

ment of student power, development in basic educational skills, benefits to society, and miscellaneous criteria. Great care was taken to make this literature coverage as complete as possible. However, this was not the primary purpose of the study. Some studies judged by the authors to be of lower quality than others are not annotated for reasons such as unique approach, stimulating and thought-provoking conclusions, experimentation with specific criteria or predictor measures formerly overlooked, results unlike those of other similar studies, utilization of uncommon statistics, etc. Furthermore, relevant research at the elementary and secondary level was included in the review if it seemed to have definite applicability to college students. (Author/KE)

**ED 112 815 HE 006 954**

**Wilbur, Franklin P.**

**School-College Articulation: Cooperative Programs and Practices Linking Secondary and Post-secondary Curricula. Report No. 5.**

Syracuse Univ., N.Y. Center for Instructional Development.

Pub Date 75

Note—21p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—\*Articulation (Program), College Preparation, Curriculum Development, \*Curriculum Planning, \*Higher Education, \*High School Students, Post Secondary Education, \*Program Coordination, Program Improvement, Secondary Education**

Past and present forces affecting curriculum articulation between schools and colleges are discussed. There now exist sufficiently pressing conditions, at both secondary and postsecondary school levels, to bring the issue of program continuity to the forefront. Particular attention should be paid to the assumptions underlying new articulation designs, to the recommendations of noted individuals and organizations, and to the increasing interest of government agencies because their effect on both schools and students will be far reaching. (Author)

**ED 112 816 HE 006 955**

**Kaplin, William A.**

**Respective Roles of Federal Government, State Governments, and Private Accrediting Agencies in the Governance of Postsecondary Education.**

Council on Postsecondary Accreditation, Washington, D.C.

Pub Date Jul 75

Note—39p.

Available from—COPA, One Dupont Circle, Suite 760, Washington, D.C. 20036 (\$2.00)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—\*Accreditation (Institutions), \*Educational Finance, \*Federal Aid, Federal State Relationship, \*Financial Support, \*Higher Education, Money Management, Post Secondary Education, Revenue Sharing, State Standards**

The current and future status of the education triad is examined with particular reference to determining eligibility for federal funds. The existing system of postsecondary governance is discussed, followed by a study of the legal constraints on the functions of and interrelationships among the triad elements. The status quo regarding postsecondary educational governance is concluded to be unacceptable. Immediate goals for the triad are shown to be: increased understanding of each element's capabilities; sharper emphasis on each element's strong points; clearer definition of each function; and better division of power among triad elements must be maintained if the triad concept is to succeed in the long run. Educational consumer protection is one of the primary issues whose solution requires an intelligible division of function among triad elements. All three elements of the triad will need to participate in eligibility determinations, with balance of power stimulated through increased attention to the legal considerations. (LBH)

**ED 112 817 HE 006 957**

**Peek, George A., Jr.**

**Committee Report on the Status of Women.**

Arizona State Univ., Tempe. Coll. of Liberal Arts.

Pub Date 1 Jun 73

Note—24p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—\*Administrative Policy, Faculty Promotion, \*Females, Feminism, \*Higher Education, Part Time Teachers, \*Sex Discrimina-**

tion, State Universities, Teacher Salaries, Tenure, \*Women Professors, Womens Education, Womens Studies

Identifiers—\*Arizona State University

The status of women was examined by a committee of men and women for an academic year, with consideration given to studies from other major universities and informed witness testimony. Discriminatory practices and means of complying with anti-discriminatory legislation are discussed. Recommendations are offered on: the role of women who can serve only part-time; tenure for part-time faculty women; recruitment, salaries, and promotion of women faculty members; recruitment of women for graduate study; policy of hiring husband and wife; and opportunities for women's studies was not examined due to an apparent trend of universities to move away from such separate curriculums. A body of supportive evidence is included to support the recommendations made. It is further suggested that copies of the report be given to department chairpersons and that an on-going College Commission be appointed. (LBH)

ED 112 818 HE 006 964

Beatty, George, Jr. And Others

The Instructional Cost Index. A Simplified Approach to Interinstitutional Cost Comparison.

Spons Agency—Association of Independent Colleges and Universities in Massachusetts, Boston.; Canada Council, Ottawa (Ontario).; Massachusetts State Board of Higher Education, Boston.

Pub Date Jul 74

Note—25p.; Paper presented at the Society for College and University Planning (9th, Denver, Colorado, July 1974)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Cost Effectiveness, \*Cost Indexes, \*Higher Education, \*Instructional Programs, Policy Formation, \*Program Costs, Resource Allocations

The paper describes a simple, yet effective method of computing a comparative index of instructional costs. The Instructional Cost Index identifies direct cost differentials among instructional programs. Cost differentials are described in terms of differences among numerical values of variables that reflect fundamental academic and resource allocation policies. The pragmatic management information provided by policy variables and the resultant Instructional Cost Index may be used by decision makers at all levels as an alternative to similar information provided by other, more complex instructional cost methodologies that require substantially more input data. The examples given demonstrate the modest data requirements of the Instructional Cost Index procedures. (Author/KE)

## IR

ED 112 819 IR 001 956

Linn, William Erwin, Jr.

Man-Machine Referential Communication in a Personal Information Retrieval System.

Michigan Univ., Ann Arbor. Dept. of Computer and Communication Sciences.

Pub Date Jul 72

Note—196p.; Doctoral Thesis, University of Michigan

Available from—University Microfilms, Dissertation Customer Services, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (\$5.00 microfilm; \$11.00 hardcopy)

Document Not Available from EDRS

Descriptors—\*Classification, \*Computer Programs, Indexing, Information Processing, \*Information Retrieval, Information Seeking, Information Storage, \*Information Systems, Man Machine Systems, \*On Line Systems, Programming Languages, Search Strategies

Identifiers—AUTONOTE, \*AUTONOTE2, Personal Information Systems

The trend toward on-line utilization of computers in recent years has included the emergence of computer support systems to fill the information processing needs of individuals engaged in scientific research. In this study, a new approach to document description is applied to the design of a personal information storage and retrieval system, AUTONOTE2. The system enables the user to: (1) define the topical content of each

text items with phrasal descriptions, and (2) specify structural associations among the defined topics. A detailed discussion of both the design and implementation of AUTONOTE2 is provided, together with a case study of system performance during the description of a realistically diverse document collection. The results of the analyses suggest that the referential mechanisms used in the system constitute a viable alternative to keyword indexing in personal information systems. (Author/DGC)

ED 112 820 95 IR 002 182

Study of Education Satellite Communication Demonstration. Third Quarterly Progress Report. Report of Activities and Accomplishments January 11, 1975 to April 10, 1975.

Syracuse Univ. Research Corp., N.Y. Educational Policy Research Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—SURC-TR-75-542

Pub Date 10 Apr 75

Contract—NIE-C-74-0046

Note—117p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—\*Communication Satellites, Community Development, Cost Effectiveness, \*Demonstration Projects, Educational Development, Educational Planning, Educational Radio, \*Educational Research, Educational Technology, \*Educational Television, Evaluation, Experimental Programs, Extension Education, Reports, Rural Education, Technological Advancement, \*Telecommunication

Identifiers—\*Educational Policy Research Center, Educational Satellite Communication Demonstration

A report on the Education Satellite Communication Demonstration (ESCD) describes activities of the evaluators during the first quarter of 1975, including staff trips and site visits and activities of various staff members. A calendar of future events in satellites, telecommunications, and education is included, with revision on dates and new items. Working papers on satellites in education, ESCD costs, calculating the ESCD total cost, and utilization of television instruction are appended, with the note that these papers are in draft form and are being circulated for review and comments. (SK)

ED 112 821 IR 002 188

Simonson, Michael R. Volker, Roger P.

A Media Practicum for Teacher Education Undergraduates.

Pub Date 11 May 75

Note—17p.; Paper presented at the Annual Conference on Visual Literacy (Portland, Oregon, May 7-11, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Course Objectives, \*Course Organization, \*Instructional Media, \*Media Specialists, Media Technology, \*Practicums, Preservice Education, \*Teacher Education Curriculum

Several needs were identified at Iowa State University for a second level media course for undergraduate education majors. For students, these needs included more in-depth media training and earlier contact with public schools. For teachers, these needs included on-target teaching materials and instructional development assistance. To meet these needs, a course was developed which consisted of three types of activities: (1) formal university classwork in media skills including training in the Instructional Materials Center concept, literature in media, photography, videotaping, individualized instruction, and computer-assisted instruction; (2) public school work which included a at least two hours per week in the classroom of media-conscious cooperating teacher; and (3) curriculum development activities where a student is helped to identify a curricular problem area and then follows a systematic approach to the development of mediated teaching materials to remedy this problem area. Evaluations indicate the course has been successful. A topic outline, grading procedures, and an evaluation sheet are included. (Author/KKC)

ED 112 822 IR 002 186

Pilot Guidelines for Improving Instructional Materials Through the Process of Learner Verification and Revision.

Educational Products Information Exchange Inst., New York, N.Y.

Pub Date 6 Jun 75

Note—52p.

Available from—EPIE Institute, 463 West Street, New York, New York 10014

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Audiovisual Aids, Curriculum Development, Curriculum Evaluation, Elementary Education, \*Evaluation Needs, Feedback, \*Guidelines, Instructional Design, \*Instructional Materials, \*Instructional Media, National Programs, Publishing Industry, Student Reaction, \*Summative Evaluation

Identifiers—\*Educational Products Information Exchange, Learner Verification and Revision, LVR, National LVR Task Force

Learner Verification and Revision (LVR)

Process of Instructional Materials is an ongoing effort for the improvement of instructional materials based on systematic feedback from learners who have used the materials. This evaluation gives publishers a method of identifying instructional strengths and weaknesses of a product and provides an opportunity to revise that product. LVR identifies trouble spots or the absence of them, since the only people to engage in the selection are those involved in the product. Instructional materials require actual use in the classroom to determine their effectiveness. Reporting and assessing LVR activities are carried out according to a flexible format. The format includes (a) descriptive information on the product, (b) instructional design, (c) intended learner outcomes to be investigated, (d) conditions of use of product, (e) techniques for gathering feedback, (f) description of learners used in LVR process, (g) analysis of findings, (h) specific improvements made, (i) background and future of product. Three appendixes and a review of Task Force reactions are included. (DS)

ED 112 823 IR 002 230

Alvir, Howard P.

I.C.I.S. Inter-Campus Information System.

FILMS, Albany, N.Y.

Pub Date 15 Apr 75

Note—20p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Computer Oriented Programs, Data Collection, \*Decision Making, Educational Development, Educational Planning, \*Higher Education, Information Seeking, \*Information Systems, Intercollegiate Programs, Interinstitutional Cooperation, Management Systems

Identifiers—ICIS, \*Inter-campus Information Systems

A decision making system for educators to enable them to plan and make information-based decisions is briefly described. The information system's characteristics are explained, along with a summary of information systems in higher education. A self-test criteria of effectiveness and feedback and evaluation methods are also included. A request form and an evaluation form are appended. (SK)

ED 112 824 IR 002 234

Crocco, John A. And Others

A Computer-Assisted Instruction Course in the Diagnosis and Treatment of Respiratory Diseases.

City Univ. of New York, N.Y. Graduate School and Univ. Center.; State Univ. of New York, Brooklyn. Downstate Medical Center.

Spons Agency—American Lung Association, New York, N.Y.

Pub Date 75

Note—8p.

Journal Cit—American Review of Respiratory Disease; v11 75 p299-305

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Autoinstructional Aids, \*Clinical Diagnosis, \*Computer Assisted Instruction, Diseases, Individualized Instruction, Man Machine Systems, \*Medical Case Histories, \*Medical Education, Medical Schools, Medical Treatment, \*Teaching

Identifiers—Chart Method, \*Respiratory Diseases

A computer-assisted simulation of the "chart method" of teaching has been developed and was used to provide instruction in clinical decision-making in the diagnosis and treatment of pulmonary diseases. The course requires a student to reach and defend a diagnosis and to provide appropriate treatment for each of 10 simulated cases. Evaluation of performance and immediate feedback and correction of errors of commission and omission are an integral part of the course. The course provides a model for development of

additional programs in other subject areas. (Author)

**ED 112 825** IR 002 247

*Parish, David W.*  
State Government Reference Publications: An Annotated Bibliography.  
Pub Date 25 Aug 74  
Note—236p.

Available from—Libraries Unlimited, Inc., P.O. Box 263, Littleton, Colorado 80120 (\$11.50)

Document Not Available from EDRS

Descriptors—Administrative Agencies, \*Annotated Bibliographies, \*Government Publications, \*Information Sources, \*Reference Materials, Research Tools, \*State Agencies, State Colleges, State Government, State Programs, State Universities

Important and representative documents issued by various state departments, bureaus, and agencies are selected and annotated. Included are those of state supported colleges and universities, agricultural and historical societies, and other administrative entities. Listing is alphabetical, first by state and then by agency and title. Entries include complete bibliographic data, state agency, title, personal author if any, place and date of publication, number of pages, price, a short summary of content, and (often) Library of Congress card number. Appendixes provide a bibliography of reference tools; a list of subject areas, with agencies and likely publication titles for each subject; and a list of agency addresses. There are indexes to subjects, authors, and titles. (SK)

**ED 112 826** IR 002 342

*Confessore, Gary J.*

A Computer Supported Simulator for Analyzing the Relationships Between Actual and Intended Teaching Behavior.

Pub Date 74

Note—15p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Behavior Patterns, Computer Oriented Programs, \*Computer Programs, Data Analysis, Interaction, \*Interaction Process Analysis, Laboratory Training, Models, \*Preservice Education, \*Simulators, Student Teaching, \*Teacher Behavior, Teacher Education, Teachers Colleges, Teaching Methods  
Identifiers—City University of New York, Columbia University, CUNY, Teachers College

A series of computer programs designed to provide a dynamic simulator of Joyce and Weil's models of interactive teaching are described. Initially developed and tested at the City University of New York (CUNY), the system is capable of supporting retrospective and predictive analysis of selected kinds and patterns of verbal behavior in a variety of classroom settings. Initial data was gathered from 195 observations of 30 teacher trainees enrolled in the Preservice Childhood Education Program at Teachers College of Columbia University in the fall semester of 1971. In addition to the description of the simulator, its application and its supporting data, a review of the literature and earlier research on teaching behavior are also provided. (DGC)

**ED 112 827** 88 IR 002 360

*Ingle, Henry T.*

Children's Perceptions of the Computer as an Expert Source of Information. Technical Report No. 44.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—SU-SCRD-T-44

Pub Date Jun 75

Contract—NE-C-00-3-0063

Note—98p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—Computer Assisted Instruction, \*Computers, \*Computer Science, \*Credibility, Educational Research, Educational Technology, Elementary Secondary Education, Grade 5, Grade 7, Grade 9, Information Seeking, \*Information Sources, \*Instructional Films, Perception Tests, Perceptual Development, \*Student Attitudes, Testing

To discover children's knowledge about computer operation and programing characteristics and its effect on children's perceptions of computer expertise, pre- and posttests were administered to 292 children from 5th, 7th and 9th grades. Children were randomly assigned to see a

factual film on computers or to a film on another subject. It was hypothesized that increased knowledge about computers would lower student perception of its expertise. Pretests indicated all children, regardless of age level or previous computer-assisted instruction (CAI) experience, held a high regard for computer expertise; posttest indicated that those who viewed the film changed in a direction supporting the hypothesis of the study. Older students perceived the computer as somewhat more expert than did younger ones, and CAI-experienced students more than non-CAI experienced students. It was concluded that social lessons as well as cognitive outcomes were taught by CAI programs. (SK)

**ED 112 828** IR 002 409

*Seely, Oliver, Jr. Willis, Van*

SOCRATES' Test Retrieval at the California State University And Colleges.

Pub Date Jun 75

Note—5p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (6th, Fort Worth, Texas, June 16-18, 1975); Related document IR 002 399

Available from—Entire Proceedings; Ted Sjoerd-sma, Treasurer, CCUC, 1248 Lindquist Center for Measurement, Iowa City, Iowa 52242 (\$10.00, Checks payable to the University of Iowa)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—College Instruction, Computer Assisted Instruction, Computer Programs, Higher Education, \*Item Banks, Teacher Attitudes, \*Test Construction, Tests

Identifiers—California State University and Colleges, Computer Based Test Development, \*SOCRATES Test Retrieval System

The SOCRATES Computer Assisted Test Retrieval System is a bank of test questions and answers for 11 subject matter areas. The system has been available since 1974 to faculty and students of the California State University and College System. Both batch-mode and interactive versions are available. Telephone requests for test forms or reproduction masters can be made one day and received by courier the following day. Users with data-links to the central processor may have tests printed locally on a high speed computer. Computerized test retrieval and test scoring should be an important resource to busy teachers, but faculty have been slow to accept computer assisted test construction. (CH)

**ED 112 829** IR 002 410

*Ryan, T. A., Jr. And Others*

Teaching Statistics with Minitab II.

Pub Date Jun 75

Note—11p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (6th, Fort Worth, Texas, June 16-18, 1975); Related document IR 002 399

Available from—Entire Proceedings; Ted Sjoerd-sma, Treasurer, CCUC, 1248 Lindquist Center for Measurement, Iowa City, Iowa 52242 (\$10.00, Checks payable to the University of Iowa)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—College Instruction, \*Computer Oriented Programs, \*Statistical Analysis, Statistics, Teaching Techniques

Identifiers—Computer Augmented Statistics Instruction, \*Minitab II

Minitab is a statistical computing system which uses simple language, produces clear output, and keeps track of bookkeeping automatically. Error checking with English diagnostics and inclusion of several default options help to facilitate use of the system by students. Minitab II is an improved and expanded version of the original Minitab which was based on the Omnibit System of the National Bureau of Standards. With the new system students can analyze more extensive and realistic data sets and, as a consequence, can devote more time to the concepts of statistics rather than to calculations. Minitab consists of a worksheet (normally 200 rows by 50 columns) and about 130 free format commands which provide a wide variety of capabilities. The system is in current use not only in academic settings but in industrial environments as well. Minitab is written in machine compatible FORTRAN IV and can be implemented on a variety of computers. Examples of a paired t-test, a data analysis, an illustration of the concept of a limit, a simulation, and a polynomial regression with data transformation are provided to show the ease and flex-

ibility of Minitab II. Output exhibits for these examples are appended. (CH)

**ED 112 830** IR 002 513

*Holley, Edward G.*

The Magic of Library Administration.

Pub Date May 75

Note—17p.; Paper presented at the Midwest Academic Librarians' Conference (Columbus, Ohio, May 22-24, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Administrative Principles, Administrative Problems, Administrator Responsibility, \*Administrator Role, Administrator Selection, \*Leadership Styles, Librarians, \*Library Administration, Management Development, \*Management Systems, Organizational Change, Speeches, Trend Analysis, \*University Libraries  
Identifiers—Participative Management

We are better prepared today to deal with the problems in library administration, because we not only have the basic work of management theorists, but also staffs who are better educated and more interested in participation. During the last 25 years, there have been two strands in library administration. The older, human relations approach allowed individuals to work in productive cooperation. The scientific approach of the fifties and sixties, on the other hand, emphasized rigid measurement, machines, and statistics. However, the latter approach came to libraries at a time when the management field in general was moving back to the humanistic methods of Douglas McGregor and the motivational psychologists. The newer theories make a major contribution to library administration and provide a framework for considering the complexity of forces which are having an impact on administration of all kinds; the thrust toward greater democratization and the historical tendency of Americans to want strong, even authoritarian, managers. The magic of administration comes in reconciling these contradictory trends through a careful analysis of the needs of one's institution and the leadership styles appropriate to meet them. (Author/SL)

**ED 112 831** IR 002 516

*Miniter, John J.*

An Analysis of Job Satisfaction Among Public, College or University, and Special Librarians.

Pub Date Aug 75

Note—86p.; Ph.D. Dissertation, North Texas State University

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*Analysis of Variance, College Libraries, Doctoral Theses, Job Analysis, \*Job Satisfaction, \*Librarians, Library Research, Literature Reviews, \*Organization Size (Groups), Public Libraries, Questionnaires, \*Sex Differences, Special Libraries, Tables (Data), University Libraries

Identifiers—\*Job Descriptive Index

Usable data relating to six elements of job satisfaction: work, supervision, people, pay, promotion, and total satisfaction, were collected from 190 of a total sample of 310 librarians chosen by stratified random sampling techniques from library association membership lists. The librarians, both male and female, represented three types of libraries: public, college/university, and special. One purpose of the research was to determine the differences in job satisfaction between the three types of libraries. Additional questions concerned the variations in satisfaction, if any, attributable to sex and/or to size of the library staff and how librarians' scores compared with population norms on two scales of the data collection instrument, the Job Descriptive Index (JDI). JDI scores were tested by means of t-tests and analysis of variance. The conclusions drawn were that: (1) Job satisfaction is partially a function of type of library. (2) Special librarians evidence less job satisfaction due to restricted promotional opportunities and greater work stress. (3) Women are generally happier as librarians than men. (4) Librarians are generally more satisfied than other workers. (5) Staff size has little or no effect on job satisfaction. (Author/SL)

**ED 112 832** IR 002 517

*Bikshapathi, Adep*

The World Bank Photo Library. A Report on Classification, Indexing, and Retrieval of Slide Collection; Organization and Circulation of Visual Materials and Matters Relating to Photo Library Administration.

International Bank for Reconstruction and Development, Washington, D.C.

Pub Date Aug 75

Note—128p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Cataloging, Classification, Conceptual Schemes, \*Information Retrieval, International Organizations, Library Automation, Library Circulation, \*Library Collections, \*Library Technical Processes, Microforms, \*Photographs, Slides, \*Special Libraries

Identifiers—\*World Bank Photo Library

The World Bank, a specialized agency of the United Nations, is devoted to promoting the economic development of its member nations. Its photo library, with a collection of nearly 25,000 black-and-white photographs and color slides, serves as a resource center for various activities of the Bank and other organizations. Intended as a background document for decision-making, this report analyzes classification and organization schemes which could be used in this special type of library. A proposed classification, indexing, and retrieval system is presented, with attention given to captioning and computer and micrographic applications. A scheme for storage, filing, organization, and circulation of slides is also outlined. Appendixes include a proposed time frame for the project, a subject heading code, and a list of readings for professional growth. (Author/SL)

ED 112 833 IR 002 518

Larrick, Nancy

Ten Years Later.

Pub Date 30 Jun 75

Note—9p.; Paper presented at the Annual Meeting of the American Library Association (94th, San Francisco, California, June 29-July 5, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Administrator Attitudes, Censorship, \*Changing Attitudes, \*Childrens Books, Community Attitudes, Elementary Secondary Education, Illustrations, Librarians, Library Material Selection, \*Multicultural Textbooks, Negro Culture, Negroes, \*Negro Literature, Negro Stereotypes, \*Publishing Industry, Teacher Attitudes, Textbook Bias

Identifiers—ALA 75

The past decade has given us an encouraging number of well-written and appealing children's books which give an authentic picture of the black people in the United States in dramatic text and brilliant illustrations. Indeed, in this period, a whole new sense of realism has come into children's literature which portrays urgent social issues and attacks racial and sexual stereotypes. It is impossible, however, to gauge the exact extent of these trends, since no complete study of children's book publishing has been conducted since 1965. Despite the efforts of many groups, it may be that this flow of newly published interracial books is slowing down. This is one problem, but a more serious one is the apathy with which teachers and, in some cases, librarians treat this whole issue. Many seem to feel that interracial books are only for black children, and they often display an almost total lack of critical sense in recognizing gross stereotypes. Even those teachers who wish to use these books may face constraints from administrators or the community. The greatest issue in the decade ahead is not getting more interracial books from the publishers—important as that is—but convincing all school staff and parents to bring these books to the children. (Author/SL)

ED 112 834 52 IR 002 523

Pool, Jane

An Analysis of Book Selection Processes for Elementary School Libraries. Final Report.

North Texas State Univ., Denton.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-G-076

Pub Date May 72

Grant—OEG-7-9-530076-0136(095)

Note—257p.

EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage

Descriptors—Astronomy, Earth Science, Elementary Education, Elementary School Libraries, Elementary School Science, Grade 4, \*Librarians, Library Acquisition, Library Collections, \*Library Material Selection, Library Research, Literature Reviews, Questionnaires, Rating Scales, \*Science Materials, \*Teacher Participation, \*Textbook Selection

Identifiers—\*Book Selection Aids

A study was made of the book selection procedures and collections in the area of fourth grade science (astronomy and earth science) in 12 elementary schools in two Southwestern school districts. The six schools in District 2 utilized a local buying list in their acquisitions, those in District 1 did not. The hypothesis to be tested was that as selection procedures for elementary school libraries become less centralized and standardized, that is, not under the control of a local buying list, the quality of the collections improves because school librarians and teachers are more actively involved in selection. Through visits to the schools, data were collected using questionnaires and structured interviews with teachers and librarians, socioeconomic and reading achievement data from school records, a comparison of the school's science collection with a standardized list, and acquisition records for the past five years. Results indicated that teachers were not deeply involved in the selection process. The local buying list and exhibits seemed to create more interest in selection. Despite different selection procedures, the science collections in District 1 and District 2 were not appreciably different. (Author/SL)

ED 112 835 IR 002 524

Piernick, George

Book Storage in Academic Libraries. A Report Submitted to the Council on Library Resources.

Spons Agency—Council on Library Resources, Inc., Washington, D.C.

Pub Date 74

Note—20p.; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrative Problems, Higher Education, Library Administration, \*Library Collections, Library Expenditures, \*Library Facilities, Library Planning, Library Surveys, Policy Formation, \*State of the Art Reviews, \*Storage, \*University Libraries

Identifiers—Weeding

A study was made to determine the present state of book storage in large North American academic libraries. A letter was sent to every academic library in the Association of Research Libraries (ARL) to inquire if they engaged in book storage. From the 35 which answered affirmatively, 15 were selected for visitation: the libraries of the universities: California at Berkeley, Chicago, Connecticut, Cornell, Harvard, Kansas, Michigan, Minnesota, Princeton, Purdue, Rice, Texas, Tulane, Wayne State, and Yale. Results indicated that book storage is viewed with distaste, because it inhibits free access to materials and because the costs of weeding, changing library records, and maintaining a storage facility mask its economic advantages. Two alternatives may be available: the conversion of library materials to a less bulky form or the reduction of individual collections through increased interlibrary cooperation. Although review of the policies and practices of the 15 libraries revealed no firm guidelines for book storage, general suggestions were made for the size, location, and design of a storage facility; record keeping; weeding policies; and retrieval for patrons. (SL)

ED 112 836 IR 002 529

Kovac, Roberta J. Pollack, Michael A.

Simulation/Gaming in Teacher Education: An Annotated Bibliography of Selected Sources for Use in the Development of Teacher Training Programs.

Indiana Univ., Bloomington. School of Education. Center for Invention and Development.

Note—40p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Annotated Bibliographies, Classroom Materials, \*Educational Games, Higher Education, \*Simulation, \*Teacher Education, Teachers, \*Teaching Experience

Identifiers—Center for Invention and Development

The Center for Invention and Development has compiled an annotated bibliography which identifies sources and sets parameters in the use of games and simulation in the classroom. The introduction attempts to clarify the difference between simulation and gaming and the relative position of each in teacher education. There are 134 items which cover general references, six journals and newsletters, and 23 simulations and

games. Most items have been published or developed since 1960. The source of a large percentage of the references are documents from Resources in Education (RIE) and Current Index to Journals in Education (CIJE). (Author/DS)

ED 112 837 IR 002 531

Morgan, Robert P.

Application of Communications Satellites to Educational Development. Final Technical Report, September 1, 1969-August 31, 1975.

Washington Univ., St. Louis, Mo. Center for Development Technology.

Spons Agency—National Aeronautics and Space Administration, Washington, D.C.

Pub Date 31 Aug 75

Note—15p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Bibliographies, \*Communication Satellites, \*Delivery Systems, Educational Development, Educational Research, \*Educational Technology, Information Dissemination, Media Technology, Research Reviews (Publications), Telecommunication

Research is summarized in a brief final report built around a four-section bibliography. The first section lists periodic progress reports and articles which provide an overview of the program, including articles which pertain primarily to educational rather than technical aspects of satellite utilization. These carried out in the fields of electrical engineering, computer science, economics, and technology and human affairs comprise the second section, while the third part lists chronologically the CDT memoranda released in connection with the grant program. The final section contains technical articles. (SK)

ED 112 838 IR 002 533

Rothenberg, Donna

Continuing Professional Education: Status, Trends, and Issues Related to Electronic Delivery.

Washington Univ., St. Louis, Mo. Center for Development Technology.

Spons Agency—National Aeronautics and Space Administration, Washington, D.C.; National Science Foundation, Washington, D.C.

Report No—WU-CG-75-5

Pub Date Aug 75

Note—75p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Closed Circuit Television, Communication Satellites, Cost Effectiveness, Data Bases, \*Delivery Systems, Educational Technology, Educational Television, Electronic Equipment, Engineering Education, \*Extension Education, Information Networks, Inservice Education, Law Instruction, Medical Education, \*Professional Continuing Education, \*Professional Education, Resource Allocations, \*State of the Art Reviews, Teacher Education, \*Telecommunication, University Extension

Identifiers—Alaska, Appalachia, ATS 6, Pacific Northwest, Rocky Mountain Region

Continuing professional education for teachers, doctors, lawyers, and engineers is examined in terms of its potential for large-scale electronic technology. For each profession, a profile is provided, and current continuing education programs and use of electronics in each field are described. These include satellite projects, in-house and closed circuit television, telecommunication, and computer networks and data bases for research. The findings indicate that the use of electronic technology in professional continuing education will be continued, and probably expanded. (SK/LS)

ED 112 839 IR 002 534

Morley, Robert E., Jr. Eastwood, Lester F., Jr.

Alternative Communication Network Designs for an Operational Plato IV CAI System.

Washington Univ., St. Louis, Mo. Center for Development Technology.

Spons Agency—National Aeronautics and Space Administration, Washington, D.C.; National Science Foundation, Washington, D.C.

Report No—WU-CDTCG-R(T)-75-3

Pub Date Aug 75

Note—127p.

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—Broadcast Industry, Communication Satellites, \*Comparative Analysis, \*Computer Assisted Instruction, Cost Effectiveness, \*Delivery Systems, Design, \*Educational Technology, Elementary Secondary Education,



\*Facility Planning, Information Systems, Microwave Relay Systems, Networks, Radio Technology, Telecommunication, Telephone Communication Systems  
**Identifiers—\*Plato IV**

Alternative communication networks for the dissemination of PLATO IV computer aided instruction were designed and comparative cost estimates were made for leased telephone lines, satellite communications, UHF TV, and low-power microwave radio. Costs per student contact hour were computed on the basis of student population density in public schools for a given market area. Analysis indicated that radio distribution techniques were cost optimum over a wide range of conditions. (Author/SK)

**ED 112 840** IR 002 540

*Brahan, J. W. Colpitts, B. A.*  
**NATAL-74; Towards a Common Programming Language for CAL.**

National Research Council of Canada, Ottawa (Ontario).

Pub Date Aug 75

Note—11p.; Paper presented at the Association for the Development of Computer-Based Instructional Systems Summer Meeting (Portland, Maine, August 5-7, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—Computer Assisted Instruction, \*Computer Programs, Curriculum Design, Program Descriptions, \*Programming Languages**

**Identifiers—CAL Programing Languages, Canada, \*NATAL 74**

NATAL-74 is a programming language designed for Canadian computer aided learning (CAL) programs. The language has two fundamental elements: the UNIT provides the interface between the student and the subject matter, and the PROCEDURE element embodies teaching strategy. Desirable features of several programming languages have been adapted to cope with a wide range of display equipment. A variety of computational capabilities, including a calculator mode, provide flexibility in use and response processing. A major goal of NATAL-74 is to provide an effective means to exchange courseware programs. The implementation phase has initially used the DEC-10 computer, but is working toward a high level of machine independence. Cooperation and continuing dialog between CAL users, vendors and researchers is necessary to achieve a meaningful standard for a CAL Language. (CH)

**ED 112 841** IR 002 541

*Gropper, George L.*  
**Diagnosis and Revision in the Development of Instructional Materials.**

Educational Technology Publications, Englewood Cliffs, N.J.

Pub Date Sep 75

Note—211p.

Available from—Educational Technology Publications, Inc., 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 (\$12.95)

**Document Not Available from EDRS**

**Descriptors—Academic Failure, Criterion Referenced Tests, Educational Assessment, \*Educational Diagnosis, Educational Programs, \*Instructional Design, \*Instructional Materials, Learning Difficulties, \*Learning Processes, \*Material Development, Program Evaluation, State of the Art Reviews, Task Performance**  
**Identifiers—\*Revision Processes**

Methods of tryout and revision in development of instructional materials are identified and explained. Both "front-end" and "rear-end" analyses are included. Ways of anticipating potential student failures—identified as test failures, program task failures and learning failures—are discussed, with specific areas of possible breakdown illustrated. Likewise, the characteristics of inadequately designed individual program tasks, transitions between tasks, and cumulative learning experiences are delineated. Tools used in post-development diagnosis are described, and illustrations are given of diagnostic results which can be linked to specific student learning failures and specific program design failures. Revision techniques are listed for each variety of failure, along with priorities for implementation which can make the process efficient as well as effective. (SK)

**ED 112 842** IR 002 542

*Jackson, Donald A. And Others*  
**How to Establish a Behavior Observation System.**

Educational Technology Publications, Englewood Cliffs, N.J.

Pub Date Sep 75

Note—105p.

Available from—Educational Technology Publications, Inc., 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 (\$9.95)

**Document Not Available from EDRS**

**Descriptors—Autoinstructional Aids, \*Behavior Patterns, \*Behavior Rating Scales, \*Data Collection, Guides, \*Measurement Techniques, \*Observation, Recordkeeping, Records (Forms), Research Methodology, Sampling, Statistical Studies, Testing**

**Identifiers—\*Behavior Observation Systems**

A self-instructional book covers ten steps toward development of a behavior observation system. Units describe how to interpret graphs, convert information from table to graph form, plot collected data into a table, compute the reliability of observational data, make observations with four recording methods, construct an observational system, choose the proper recording method, develop a complete observational system, make an operational definition of a behavior, and develop a complete observational system including the behavior. The four recording methods of interval, instantaneous time sampling, duration and tally method are explained, with instructions of how to determine when to use each. A reading list is appended, along with a pre- and posttest questionnaire. (SK)

**ED 112 843** IR 002 547

*Hutcheson, Donna, Ed.*

**Proceedings of the Computer Users Conference (East Texas State University, Commerce, Texas, March 13, 1975).**

East Texas State Univ., Commerce.

Pub Date 13 Mar 75

Note—100p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors—Computer Programs, \*Computers, Computer Science Education, \*Conference Reports, Data Collection, \*Electronic Data Processing, Information Systems, Input Output Devices, Management, On Line Systems, Personnel Management, Professional Training**

**Identifiers—\*Computer Users, Data Base Management**

This report from the first Computer Users Conference is organized around the four panel discussion topics: data collection, data preparation and presentation, data base management, and overall management of hardware, software, people and data. On each panel were two industrial data processing experts who presented papers for discussion. These papers are included in the report. Discussions of the papers by the industry representatives, an academic chairman for the panel and two academic data processors were transcribed and edited for inclusion in the report. The overall aim of the report is to share information, techniques, and needs between the computer industry and the academic computer science community. (CH)

**ED 112 844** IR 002 550

*Wible, Darrell E.*

**The Indiana Report: What 320 Broadcasters Think About Radio and TV Academic Programs in Higher Education.**

Ball State Univ., Muncie, Ind. Center for Radio and Television.

Pub Date 75

Note—60p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—Academic Education, Attitudes, \*Broadcast Industry, College Graduates, College Programs, Curriculum Development, Higher Education, Mass Media, Media Research, Media Specialists, Programming (Broadcast), Radio, \*Surveys, Television**

**Identifiers—Ball State University, Center for Radio and Television, \*Indiana Broadcasters Association**

A survey was conducted of 70 Indiana radio and television station managers and 250 college-educated employees of their choosing to assess views on quality of academic programs in radio and television. Questionnaires were distributed and personal visits made to more than 50 stations. Questions and responses were grouped under three headings: Part I covers personal data on respondents, including years and range of experience, beginning salary, college majors and minors, age at which management status was at-

tained and a personal choice of "favorite" position. Part 2 deals with opinions and attitudes about college-educated employees, characteristics of radio-TV staff, how employees are recruited and replaced, and recommendations for curriculum content and for improving graduates of academic programs. Part 3 summarizes questionnaire response, including apparent influence on careers of college education, specific broadcast courses, college placement services, radio-TV departments and professors and college broadcast facilities. Respondents were also asked to rank the emphasis placed on critical areas by their college programs, and to suggest different emphasis based on their experience. (SK)

**ED 112 845** IR 002 551

*Potter, Norman R. And Others*

**A Procedure for Quantification of Technological Changes on Human Resources.**

Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-75-33

Pub Date Jun 75

Note—93p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors—\*Behavioral Science Research, Decision Making, Design Preferences, Evaluation Criteria, Evaluation Methods, \*Human Resources, Man Machine Systems, Measurement Techniques, \*Prediction, Problem Solving, \*Psychological Evaluation, \*Technological Advancement, Testing**

**Identifiers—\*Design Option Decision Trees**

To assist the human factor psychologist in predicting the human resources requirements based on the introduction of a new technology, a study was conducted to locate and apply an existing method, or to develop a new procedure for quantifying the effects of incoming technology. Five steps were taken: search and critical analysis of recent literature; development of Design Option Decision Trees (DODT) describing two Air Force systems; synthesis of existing techniques to develop a procedure; and evaluation of the procedure's feasibility. A methodological procedure integrating the DODT with a modification of the method of summated ratings was developed as a feasible approach for measuring the effects of advances of technology. (SK)

**ED 112 846** 24 IR 002 554

**Progress Report 2: Individually Prescribed Instruction.**

Research for Better Schools, Inc., Philadelphia, Pa.

Spans Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BRC-6-2867

Pub Date Mar 71

Contract—OEC-1-7-062867-3053

Note—103p.; For a related document see ED 036 147

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors—Abstracts, Educational Development, Educational Research, Formative Evaluation, \*Individualized Instruction, \*Individualized Programs, Literature Reviews, \*State of the Art Reviews, Summative Evaluation, \*Teaching Methods**

**Identifiers—\*Individually Prescribed Instruction, IPI**

An earlier report on the progress of Individually Prescribed Instruction (IPI) is brought up to date with summaries of known materials dealing with several aspects of IPI. Part 1 of the report provides a general description and findings of IPI to date. Part 2 provides specific subject description and reviews in abstract format and formative and summative studies. Part 3 presents a comprehensive annotated bibliography. (SK)

**ED 112 847** 88 IR 002 555

*Maltin, Larry J.*

**The Effect of Individualized Instruction on Selected Cognitive and Affective Measures.**

Project Individualized Instruction, Patchogue, N.Y.

Spans Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jun 75

Grant—OEG-NYSED-24185

Note—30p.; Not available in hard copy due to poor reproducibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Educational Research, Elementary School Students, \*Individualized Instruction, Learning, Teachers, \*Testing  
**Identifiers**—Affective Triad Scale, Elementary Secondary Education Act Title III, ESEA Title III, Individualized Instruction Scale

The effect of individualized instruction programs on academic achievement and selected school related attitudes of elementary school children was studied. It was hypothesized that students in individualized programs would have significantly higher achievement scores, more positive attitudes toward school and self, greater self-direction, and assume greater responsibility than their peers in other programs. The findings were: (1) significant differences were not found in achievement scores that could be attributed to different levels of individualization; (2) students in the individualized groups had significantly higher self-direction scores; (3) students with higher measured IQ scores had more positive attitudes toward school and self; and (4) responsibility for academic achievement for the fourth grade sample seemed to be more a function of intelligence than any other single factor. The Individualized Instruction Scale and Affective Triad Scale is appended. (Author)

**ED 112 848** 88 IR 002 556

*MacDonell, Cindy And Others*

**Affective Triad Scale.**

Project Individualized Instruction, Patchogue, N.Y.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jun 75

Grant—OEG-NYSED-24185

Note—8p.; Not available in hard copy due to poor reproducibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Affective Behavior, Elementary Education, Elementary School Students, Individual Development, Individualized Instruction, Measurement Instruments, \*Measurement Techniques, Rating Scales, \*Self Actualization, \*Self Concept Tests, \*Student Attitudes

**Identifiers**—\*Affective Triad Scale, Elementary Secondary Education Act Title III, ESEA Title III

The Affective Triad Scale, organized around a concept of individualized instruction measuring elementary school pupil self-direction and positive attitudes toward self and school, is described and explained. ATS is defined not as an attempt to diagnose student difficulties but to obtain simple indicative measures of behavior. Administration of the project is explained along with scoring and interpretation. A scoring key is included, along with the self-report instrument itself. (SK)

**ED 112 849** 88 IR 002 557

**Individualized Instruction Scale and User's Guide. Final Revision.**

Project Individualized Instruction, Patchogue, N.Y.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 75

Grant—OEG-NYSED-24185

Note—12p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Educational Research, Guides, \*Individualized Instruction, Learning, Program Evaluation, Teachers

**Identifiers**—Individualization Instruction Scale (II Scale)

A structured observation-interview procedure to gather data on programs of individualization was developed. The procedure assessed the degree to which a particular program is individualized. Individualized instruction was defined as a method in which instructional practices are adapted to the requirements of each learner. The report describes the scale (called Individualized Instruction Scale), how to administer the Scale, how to use the Scale in a self-administered form and using an outside evaluator, and how the Scale was developed. The Scale is appended. (DS)

**ED 112 850** 88 IR 002 558

*Hsu, T. And Others*

**The Design and Implementation of an On-Line Information System to Facilitate the Management of Individualized Instruction.**

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date Mar 75

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Computer Science, Data Bases, Educational Technology, Elementary Education, \*Individualized Instruction, Information Retrieval, \*Information Systems, Management Systems, \*On Line Systems, Program Design, \*Student Records, Technological Advancement, Time Sharing

**Identifiers**—Program Implementation, \*QUERY

An on-line information system was designed and implemented in an elementary school using a time-sharing DEC-15 computer system to facilitate the management of individualized instruction. The system stores students' background information, test data, and instructional tasks. Teachers and researchers were able to retrieve desired data using either the standardized reports or the flexible QUERY program. The paper emphasizes how the data base structure contributes to retrieval speed and output format flexibility, and how the organization of the system facilitates data base updating and student data utilization for monitoring student programs. (Author/SK)

**ED 112 851** IR 002 559

**Wisconsin Library Service Record, 1974.**

Wisconsin State Dept. of Public Instruction, Madison. Div. of Library Services.

Pub Date Aug 75

Note—119p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—\*Annual Reports, Bookmobiles, College Libraries, Directories, Interlibrary Loans, Library Associations, Library Collections, Library Cooperation, Library Education, Library Networks, Library Services, Public Libraries, Regional Libraries, School Districts, School Libraries, Special Libraries, \*State Libraries, \*State Programs, Statistical Data, University Libraries

**Identifiers**—\*Wisconsin

In a record of library activities in Wisconsin in 1974, the activities of the Division for Library Services are described along with the Wisconsin Library Network and the state and regional library networks, services, and resources. Lists of library and media organizations and education programs are followed by a directory of academic, public, school, and special libraries and school districts, by county. For academic libraries, statistics, a state summary, and a directory are given. A state summary, statistics, and a directory are provided for public libraries along with a state summary of mobile information services and a description of public library systems. A directory and statistics are provided for special libraries as well. (LS)

**ED 112 852** IR 002 560

*Berry, Dorothea M.*

**A Bibliographic Guide to Educational Research.**

Pub Date 75

Note—150p.

Available from—Scarecrow Press, Inc., P.O. Box 656, Metuchen, New Jersey 08840 (\$6.00)

**Document Not Available from EDRS**

**Descriptors**—\*Annotated Bibliographies, Audiovisual Aids, Bibliographies, Catalogs, Childrens Literature, Computer Assisted Instruction, Education, \*Educational Research, \*Educational Resources, Guides, Library Materials, Programmed Materials, Reference Books, Reference Materials, Research Methodology, Technical Writing, Textbooks

Access to all kinds of materials useful to educational researchers is provided by this guide. There is an explanation of the library card catalog, followed by an annotated bibliography which includes books, periodicals, indexes, directories, abstracts, reviews, theses, dissertations, research studies, government publications, pamphlets, encyclopedias, dictionaries, handbooks, statistical sources, annuals, directories, biographical sources, and school law. Special types of materials are also covered, including children's literature, textbooks, tests, audiovisual materials, programmed materials, and computer

assisted instruction. There is also a section on the methodology, form, and style of the research paper. Author, title, and subject indexes are provided. (LS)

**ED 112 853** 52 IR 002 562

**Report on the Leadership Training Institute (LTI) and Leadership in Library Education (LLE).**

Florida State Univ., Tallahassee. School of Library Science.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—93p.; Report period July 1, 1974 through June 30, 1975

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—Annual Reports, Higher Education, \*Institutes (Training Programs), \*Leadership Training, \*Library Education, Management Development, Meetings, Professional Continuing Education, Program Evaluation, Workshops

**Identifiers**—Leadership in Library Education, \*Leadership Training Institute, REFORMA

A report on the Leadership Training Institute (LTI) and its successor, the Leadership in Library Education Institute (LLEI), reviews 1974-75 new and continuing activities and provides an assessment of program-activity patterns for the last three years. Activities reported include site visits to training institutes; special meetings of administrators, directors, or evaluators; production of monographs, filmstrips, and training guides; support of REFORMA, a national organization of Spanish-speaking librarians; and support for the production of visual materials. Extensive appendixes contain lists of meetings, site visit reports, a list of LTI/LLEI productions, information on workshops and special projects, activity reports, and an outside evaluator's report. (LS)

**ED 112 854** IR 002 563

*Strother, Jeanne D.*

**An Investigation of the Relationship of Faculty Knowledge and Use of Current Reference and Para-Reference Books Especially Pertinent to Their Fields.**

Ball State Univ., Muncie, Ind. Dept. of Library Science.

Pub Date Aug 75

Note—144p.; Master's Thesis, Ball State University

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—\*College Faculty, Information Needs, Library Research, Library Surveys, Masters Theses, Professors, Questionnaires, \*Reference Books, Speech, State Universities, Theater Arts, \*University Libraries, \*Use Studies

**Identifiers**—Current Awareness

A questionnaire designed to investigate faculty use and awareness of current reference works was administered to the Department of Speech at Ball State University, Muncie, Indiana. The first part was a checklist of older, established, or on-going reference works in the areas of speech, speech pathology, audiology, and theater. The second part asked the faculty members (1) to indicate their use and knowledge of listed current reference works, and (2) to answer questions about their needs, attitudes, and habits in regard to current reference materials. Results indicated that a considerable portion of reference literature has escaped the attention and use of the faculty members, that the faculty tended to use older, better known materials, and that the reason for low use of recent materials was a lack of knowledge that they existed. The situation could be improved if librarians would make greater efforts to provide faculty with information about new reference books. (LS)

**ED 112 855** IR 002 564

**Public Use of Public Channels: Opportunities in Cable Telecommunications. First Report to the General Assembly.**

Connecticut State Commission on the Educational and Informational Uses of Cable Telecommunications, Hartford.

Pub Date 15 Feb 75

Note—96p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—\*Cable Television, Educational Planning, \*Educational Television, Information Needs, Information Networks, Information Sources, Instructional Media, Interagency Coordination, \*Media Research, Public Policy, State Legislation, State Licensing Boards, State

Programs, Statewide Planning, \*Telecommunication, Utilities

Identifiers—Community Access, \*Connecticut  
For the benefit of the Connecticut General Assembly, a first report is submitted on the importance, development and future uses of cable telecommunications for educational and informational purposes. Current status of cable television in the state's 169 towns is described, along with names of licensees and progress in construction; membership on local advisory councils as required by the State Public Utilities Commission also is listed. Developments and possibilities in public information, schools, libraries, the government channel, higher education, health and social sciences, and interstate cooperation are summarized. Recommendations for telecommunications policy as requested by the Assembly are promised in a further report. (SK)

ED 112 856 IR 002 565

Kazlauskas, Edward John  
**Flowcharting for Libraries: A Programmed Text.**  
Pub Date 75

Note—82p.  
EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage  
Descriptors—\*Flow Charts, Higher Education, Library Automation, \*Library Education, \*Programmed Texts, Programmed Units

A programmed text designed to teach library students basic manual flowcharting techniques is presented. A statement of behavioral objectives indicates that the text will teach the student to: define the process of flowcharting, list its uses and distinguish between programming and systems flowcharts; specify flowchart input and output; analyze the task, write it up, and deal with it as a process or a decision; translate the process into terms and construct a flowchart using symbols on a template; check routines; find errors; and translate a narrative description into correct flowcharting format. The text was validated by pre- and posttesting groups of students with the text and in traditional classroom instruction. The text is followed by a test which evaluates knowledge gained from the programmed unit. (LS)

ED 112 857 IR 002 566

Millham, Charles B.  
**A Simulation Model and Data for Library Planning.**

Washington State Library, Olympia. Library Development Div.  
Pub Date 10 Jun 75  
Note—91p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage  
Descriptors—Bookmobiles, Computer Oriented Programs, \*Cost Effectiveness, Delivery Systems, Flow Charts, Futures (of Society), Library Collections, Library Expenditures, Library Facilities, \*Library Planning, Models, Public Libraries, Rural Areas, \*Simulation, State Libraries, Statewide Planning  
Identifiers—Mail Order Book Delivery, Washington

The Library Development Division of the Washington State Library and the Library Futures Planning Task Force developed cost data and a computer simulation model in order to construct a series of alternatives for extending library services to areas of the state now unserved. User needs were assessed, and cost data were developed for mail-order delivery, bookmobiles, and new library facilities. A flow chart of the simulation model was constructed, and the sensitivity of the results of the simulation to changes in data were analyzed. Specific cost data is included for facilities, bookmobiles, maintenance, collections, and staffing. (Author/LS)

ED 112 858 IR 002 567

Veit, Fritz  
**The Community College Library.**  
Pub Date Aug 75

Note—221p.; Contributions in Librarianship and Information Science, Number 14  
Available from—Greenwood Press, 5i Riverside Avenue, Westport, Connecticut 06880 (\$13.95)

Document Not Available from EDRS

Descriptors—\*College Libraries, \*Community Colleges, Computer Oriented Programs, Educational Innovation, Facility Planning, Instructional Innovation, \*Instructional Materials Centers, Instructional Media, Interlibrary Loans, \*Junior College Libraries, Junior Colleges, Library Administration, Library Cooperation,

Library Equipment, Library Facilities, Library Materials, Library Services, Library Standards, Microforms, Open Education, Personnel

A study of the learning resources programs of public two year colleges provides a history and overview of the community college itself, followed by discussions of specific aspects of the library or learning resource center. These discussions cover personnel, administrative organization, technical services, materials and equipment, microforms, user services, cooperation and inter-library loans, services to those outside the college, standards and guidelines, and facility planning. There is also a chapter which considers the impact of new developments, such as the library college, open education, and educational techniques using the new media and computers. Several sample organization charts and floor plans are provided. (LS)

ED 112 859 IR 002 568

Grosch, Audrey N.  
**Current and Retrospective Sources of Machine Readable Monograph Cataloging Records: A Study of Their Potential Cost and Utility in Automated System Development at the University of Minnesota. Revised Edition.**

Minnesota Univ., Minneapolis. Univ. Libraries.  
Pub Date Aug 75  
Note—58p.; Special Report Number 1a; for a related document see ED 107 280

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Cataloging, \*Catalogs, Computers, Cost Effectiveness, Data Processing, Feasibility Studies, \*Information Storage, Library Automation, Library Technical Processes, \*On Line Systems, University Libraries  
Identifiers—\*Machine Readable Cataloging, MARC II, Minicomputers, Minnesota (Twin Cities), University of Minnesota

A discussion of alternatives and costs for building monographic bibliographic files for an on-line management system using minicomputers at the University of Minnesota Libraries, Twin Cities Campus, considers secondary and primary sources of MARC II records, including BLACKWELL-North America, Information Dynamics Corporation BIBNET and Ohio College Library Center as potential sources of both retrospective and current MARC II records. Methods of partial retrospective conversion and the cost of using other bibliographic files in machine readable form are also examined. In-house conversion costs for an on-line minicomputer system are presented as derived on the system installed in the University's Bio-Medical Library. The findings presented indicate that (1) building and storing at least a partial MARC II file on-line, with the remainder on removable disc packs, would cost less than telecommunication from other sources, and (2) in-house retrospective conversion directly from catalog cards using the on-line minicomputer system would be less costly than using outside sources. (Author/LS)

ED 112 860 IR 002 569

Kemp, Jerrold E.  
**Planning and Producing Audiovisual Materials.**  
Third Edition.

Pub Date 75  
Note—320p.  
Available from—Thomas Y. Crowell, 666 Fifth Avenue, New York, New York 10019 (\$11.50)

Document Not Available from EDRS

Descriptors—Audiovisual Aids, \*Audiovisual Instruction, Curriculum Planning, Educational Planning, \*Educational Technology, Film Production, \*Instructional Design, Instructional Materials, \*Instructional Media, \*Manuals, Material Development, Multimedia Instruction, Phototape Recordings, Production Techniques, Study Guides, Television

A revised edition of this handbook provides illustrated, step-by-step explanations of how to plan and produce audiovisual materials. Included are sections on the fundamental skills—photography, graphics and recording sound—followed by individual sections on photographic print series, slide series, filmstrips, tape recordings, overhead transparencies, motion pictures, television and display materials, and multi image/multi media. An introductory section provides background and theory and summarizes research in audiovisual design. Step-by-step methods of planning and scheduling also are covered. (SK)

ED 112 861 IR 002 570

Friend, Jamesine  
**Programs Students Write. Technical Report No. 257.**

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No—SU-IMSSS-TR-257  
Pub Date 25 Jul 75

Note—281p.; Psychology and Education Series  
EDRS Price MF-\$0.76 HC-\$14.59 Plus Postage

Descriptors—College Students, \*Computer Assisted Instruction, \*Computer Programs, \*Computer Science Education, Educational Assessment, Educational Programs, Educational Technology, Higher Education, \*Problem Solving, Programming, Statistical Data, \*Student Developed Materials, Teaching Techniques, \*Tutorial Programs

To explore the problem of designing an automated system for instruction in programming, and to study the problem-solving behavior of students, computer programs written by 40 college students as part of a CAI course in Algebraic Interpretive Dialogue were analyzed. The self-contained course consisted of 50 tutorial lessons; the analysis covers programs written as solutions to 25 programming problems, including 747 problems containing 7,063 commands. The distribution of data over problems and over students is discussed, along with problem difficulty and diversity of student solutions. (Author/SK)

ED 112 862 IR 002 571

Cook, Thomas D. And Others  
**"Sesame Street" Revisited.**

Spons Agency—Russell Sage Foundation, New York, N.Y.

Pub Date 25 Sep 75  
Note—410p.; Continuities in Evaluation Research Available from—Russell Sage Foundation, 230 Park Avenue, New York, New York 10017 (\$15.00)

Document Not Available from EDRS

Descriptors—Academic Achievement, \*Economically Disadvantaged, Educational Assessment, Educational Research, \*Educational Television, \*Evaluation, Parent Child Relationship, \*Parent Influence, Parent Participation, \*Preschool Children, Preschool Education, Preschool Learning, Preschool Programs, Testing

Identifiers—Educational Testing Service, \*Sesame Street

On the basis of a reevaluation of earlier data, doubts are raised about how much economically-disadvantaged children have learned from the educational television series, Sesame Street, and whether the program is widening the gap that separates the academic achievement of disadvantaged pre-schoolers from that of their more affluent counterparts. Included were analyses of the Educational Testing Service research on six-months' viewing of Sesame Street, and studies conducted by Louis Harris, Daniel Yankelovich and others. Indications were that learning increased as a result of viewing when an active encouragement-to-view campaign was conducted, but that gains could not be shown without the campaign; that disadvantaged parents tended to read less to habitual viewers; and that viewing was positively correlated with indices of parental income and education. Acknowledging that the research used was not specifically designed to compare learning gains or possible achievements, the authors recommend that research be commissioned directly to explore those points. (SK)

ED 112 863 IR 002 572

Belland, John C.  
**1984 is Only Nine Years Away; Will School Media Programs Humanize or Dehumanize Schooling?**

Maryland State Dept. of Education, Baltimore.  
Pub Date 9 Apr 75

Note—11p.; Paper presented at the Educational Technology Fair (Baltimore, Maryland, April 9, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Curriculum, Elementary Secondary Education, Fused Curriculum, \*Futures (of Society), Instructional Materials Centers, \*Instructional Media, Instructional Technology,

Library Services, \*Media Specialists, Multimedia Instruction, \*School Libraries, Speeches, Teaching Methods

A media program should be developed and integrated into the curriculum at the same rate as print material. Because media are a useful educational aid and should be an extension of the curriculum, the instructional specialist of the future will be a media specialist who can coordinate curriculum and media and also design instructional methods tailored to the student. If the school media center is to fulfill its future goal, all forms of media should effectively merge with the curriculum and the instructional system for the benefit of the learner. Future learning centers should be designed for the retrieval of materials rather than storage, and for the convenience of the patron rather than the staff. Provision for student self expression in production of media materials will be a facet of the future media center. (DS)

**ED 112 864** IR 002 573

**Training Policies for Computer Manpower and Users. OECD Informatics Studies 9.**

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 75

Note—163p.

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (\$6.50)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Computer Oriented Programs, Computer Science, \*Computer Science Education, \*Conference Reports, Data Processing, Educational Needs, Management Education, Professional Continuing Education, Professional Training, Programming, Seminars, Social Influences, \*Training Objectives

Identifiers—Japan

This document contains twelve reports which were presented at the Seminar on Training Policies for Computer Manpower and Users held in Paris, May 1973. The seminar was sponsored by the Computer Utilization Group of the new Organization for Economic Co-operation and Development (OECD). Reports were submitted on the following topics: characteristics and general trends in informatics, the quality of future computer specialists' education, responsibility for training in information processing, training for management, philosophy and contents of training for computing, computer science in secondary education, costs and technical facilities for training, career profiles in EDP, recurrent and permanent education and training, impact on social structures of computer science training in education systems and a demand forecast survey of information processing engineers in Japan. A statement of conclusion and recommendation concerning training policies was drafted in early 1974 by experts in the field and is included, in this document. An appendix lists names and addresses of delegates, experts, and observers attending the seminar. (CH)

**ED 112 865** IR 002 574

Mayer, Richard E.

**Instructional Variables in Computer Programming. Indiana Mathematical Psychology Program. Final Report.**

Indiana Univ., Bloomington. Dept. of Psychology. Spons Agency—National Science Foundation, Washington, D.C. Office of Experimental Projects and Programs.

Pub Date 31 Aug 75

Note—65p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*College Students, Computer Assisted Instruction, \*Computer Science Education, Higher Education, Instructional Media, \*Learning Characteristics, \*Programming, Research Projects, Teaching Methods

Identifiers—Aptitude Treatment Interaction, Instructional Variables, Model Learning, Practice, Rule Learning

The final report of this study describes the objectives and plan of attack used for determining how novice students learn to interact with a computer and how instruction can result in meaningful learning. Changes to the original plans and significant outcomes are mentioned. The final report concludes with abstracts of research findings on the effects of models, the effects of practice questions and aptitude effects of program

representations, and effects of computational vs. meaningful practice in programed instruction. A list of papers published and delivered under this study is provided. "Instructional Variables in Meaningful Learning of Computer Programming," a paper from the study, is appended to the final report. Additional appendixes contains the text of the model and rule booklets, typical practice and test questions and a pretest used in the study. (CH)

**ED 112 866** IR 002 575

**Model Personnel Policy for Ohio Academic Libraries and Public Libraries; Personnel Guidelines for Governmental Libraries, School Library Media Centers, Special Libraries.**

Ohio Library Foundation, Columbus.

Pub Date 75

Note—43p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Administrator Guides, Employer Employee Relationship, Government Libraries, Instructional Materials Centers, Job Tenure, \*Librarians, Library Standards, Personnel Evaluation, Personnel Needs, \*Personnel Policy, Personnel Selection, \*Public Libraries, School Libraries, Special Libraries, Staff Role, \*Staff Utilization, \*University Libraries, Work Environment

A guide which any library may use to achieve its own statement of personnel policy presents policy models which suggest rules and regulations to be used to supervise the staffs of public and academic libraries. These policies cover: (1) appointments; (2) classification of positions; (3) faculty and staff development; (4) performance evaluations; (5) promotions, transfer, demotions, tenure; (6) separation from service; (7) employee relations; (8) working conditions; and (9) welfare and economic conditions. Personnel guidelines for working conditions and welfare and economic benefits are outlined for school media centers, special libraries, and government libraries. Sample grievance procedures are appended, along with a policy statement from the American Library Association on security of employment in libraries. (Author/DS)

**ED 112 867** IR 002 576

Dunlap, Connie R.

**Library Service to the Graduate Community.**

Pub Date 1 Jul 75

Note—16p.; Paper presented at the Annual Meeting of the American Library Association (94th, San Francisco, California, June 29 through July 5, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Graduate Students, Higher Education, Information Dissemination, \*Information Needs, \*Library Collections, Library Instruction, Library Materials, Library Programs, \*Library Reference Services, Speeches, \*University Libraries

Identifiers—ALA 75

Because of the emphasis placed upon selection of materials for the undergraduate in the last two decades, the library needs of graduate students have not been given adequate attention. Due to research and specialized methods of teaching, graduate students search for a broad range of material instead of using reading lists and course reserves. In the future, a lack of funds will require that libraries cooperate and seek additional methods to provide the graduate student with information and instruction in the use of the library. Automated information systems, media programs, the publication of library guides, and bibliographic instruction could be added to traditional library services for the benefit of graduate students. (Author/DS)

**ED 112 868** IR 002 577

Wells, Dorothy P.

**Vertical File Usage: A Comparative Study.**

Ball State Univ., Muncie, Ind. Dept. of Library Science.

Pub Date 75

Note—7p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Information Needs, \*Information Sources, Library Circulation, \*Library Collections, Library Materials, Library Services, \*Library Surveys, \*Pamphlets, Questionnaires, University Libraries, \*Use Studies

Identifiers—\*Vertical Files

Since recorded usage of vertical files in a university library does not always indicate actual

needs of patrons, a study was conducted on the use of a collection of 20,000 pamphlets over a three-year period (1972-75). Data were collected from circulation records and from a questionnaire circulated with each pamphlet. Three subject areas had the highest circulation figures: drug abuse, venereal disease, and cruelty to children. A positive response was received concerning the retention of the vertical file. (DS)

**ED 112 869** 88 IR 002 579

Spuck, Dennis W. And Others

**Computer Management of Individualized Instruction.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date May 75

Contract—NE-C-00-3-0065

Note—45p.; Theoretical Paper Number 55

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Computer Assisted Instruction, Computer Programs, Educational Development, Educational Innovation, Educational Technology, \*Individualized Instruction, Information Processing, Instructional Design, \*Instructional Systems, \*Management Systems, Models, \*State of the Art Reviews, Teaching Methods

Identifiers—Computer Managed Instruction, \*Wisconsin System for Instructional Management, WIS SIM

For the benefit of administrators and instructors, individualized instruction and the role of computers in managing it are outlined. Structural components of individualized instructional programs are identified, and the process of individualized instruction is described. A review of major computer-managed instructional (CMI) systems is provided, with the findings of the systems summarized. The Wisconsin System for Instructional Management (WIS-SIM) Model is then described in detail, including the instructional cycle, the use of individual student records, testing and test scoring, performance profiling, specifying performance expectations, diagnosing and identifying instructional needs, guiding the instructional process, and selecting appropriate educational experiences and settings. (SK)

**ED 112 870** 95 IR 002 580

**Review of the Program. Report No. R-60.**

Pennsylvania State Univ., University Park. Computer-Assisted Instruction Lab.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—PSU-CAI-60

Pub Date Sep 73

Grant—OEG-0-9-482129-4394(032)

Note—98p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—Adult Vocational Education, \*Computer Assisted Instruction, Computer Science, \*Curriculum Development, Elementary Secondary Education, Financial Support, Higher Education, Interinstitutional Cooperation, Mobile Laboratories, Program Descriptions, \*Research and Development Centers, Teacher Education

Identifiers—\*Pennsylvania State University

The nine-year history of the Computer Assisted Instruction Laboratory, College of Education, Pennsylvania State University, is traced. Some 30 projects in curriculum development in teacher education, public school classes, and adult vocational education are described, along with several advances in computer-assisted instruction (CAI). Interinstitution, intra-college, and intra-university cooperative efforts are defined. The laboratory's resources are detailed in terms of financial support, space, and staff. Some of the major issues facing the laboratory are briefly discussed, including the use of CAI in college instruction, sources of financial support, basic vs. applied research, and hardware systems development. Appendixes contain a chart which summarizes the Laboratory's CAI programs; a list of refereed publications by staff members; bibliographies of laboratory publications, applied research studies, and dissertations; a list of faculty participants; and the vitae of the principal investigators. (SK/JY)

**ED 112 871** IR 002 581

Mann, William C. And Others

**Observation Methods for Human Dialogue.**

University of Southern California, Marina del Rey. Information Sciences Inst.  
Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.  
Report No—ISI-RR-75-33  
Pub Date 30 Jun 75  
Note—92p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
Descriptors—Artificial Intelligence, \*Communication (Thought Transfer), Communications, Computational Linguistics, \*Computer Science, Data Collection, Human Development, Humanization, Information Theory, \*Man Machine Systems, \*Observation, Research Methodology

Identifiers—Human Dialogue, Natural Language  
Progress is described on a new approach to improve man-machine communication in order to significantly expand and diversify the capabilities of the computer interfaces that people use. The objective is to design computer processes that can assimilate particular aspects of dialogue between people, then transfer the processes into man-machine communication. Nine aspects of human ability to communicate are selected and studied in detail, according to new methods of data collection described in the report. Explicit observational instructions also are given. (Author/SK)

**ED 112 872** **IR 002 582**

King, Anne Truscott  
Impact of Computer-Based Instruction on Attitudes of Students and Instructors: A Review. Final Report.

Air Force Human Resources Lab., Brooks AFB, Texas.

Report No—AFHRL-TR-75-4

Pub Date May 75

Note—33p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Attitudes, \*Computer Assisted Instruction, \*Computer Oriented Programs, Educational Assessment, Educational Technology, \*Humanization, Instructional Design, \*Literature Reviews, Management Information Systems, Psychological Needs, Student Attitudes, \*Student Teacher Relationship, Teacher Attitudes

To determine whether contact with computer-assisted instruction (CAI) leads to feelings of "depersonalization" and "dehumanization" a review was conducted of investigations to explore attitudes toward various modes of computer-based instruction before, during, or after exposure. Evaluation of pertinent factors which influenced attitudes was made through assessment of relevant literature and personal communication with experts associated with CAI projects. Results of studies are compared in table form and recommendations made for future acceptance and implementation of computer-based systems. It is concluded that computer-based instruction is not a threat to humanization, and that it can provide opportunities for increasing effectiveness and personalization of the instructor-student relationship. (SK)

**ED 112 873** **IR 002 583**

Markus, Barbara Evans, Comp.

The Midwest Regional Library Network (MIDLNET): A Progress Report to the Library Community. Draft of Final Report.

Midwest Regional Library Network.

Pub Date Jun 75

Note—41p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Administrative Organization, Budgets, Cost Effectiveness, Financial Support, Library Automation, Library Cooperation, \*Library Networks, Library Planning, \*Library Services, Objectives, Program Development, \*Program Proposals, \*Regional Cooperation, Regional Libraries, Telecommunication

Identifiers—MIDLNET, \*Midwest Regional Library Network, Multitype Library Networks

A new organization is proposed that will serve as a regional library network for the midwestern United States: the Midwest Regional Library Network (MIDLNET). MIDLNET must meet four requirements in order to assure its success: it must meet the needs of the major academic research libraries in the area, it should be a limited sponsor network, it must allow administrative and decision-making roles to the states involved, and it must have an organizational structure that will not restrict potential services or ac-

tivities. Conceived as a non-profit corporation run by a board of directors, the organization's five major objectives will be to: (1) reduce per-unit costs of library operations and services, especially through computer applications; (2) provide rapid and efficient delivery to library users; (3) coordinate and improve library planning and research in the Midwest; (4) provide a vehicle for area participation in federal funding for regional network development; and (5) coordinate a materials preservation program. After its initial three years, MIDLNET's funding will come from user fees and federal aid. (Author/SL)

**ED 112 874** **IR 002 584**

Training for Mass Communication.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 75

Note—44p.; Reports and Papers on Mass Communication Number 73

Available from—The Unesco Press, 7, Place de Fontenay, 75700 Paris, France (\$2.00)

Document Not Available from EDRS

Descriptors—\*Communications, Curriculum Design, \*Curriculum Planning, Developing Nations, Educational Television, Instructional Design, International Organizations, \*Job Training, \*Mass Media, Objectives, State of the Art Reviews, \*Training Objectives, Training Techniques

Identifiers—Learning Activity Packages, Modular Approach, UNESCO

Based on papers and discussions of training experts at the UNESCO Seminar on Instructional Training Techniques for Broadcasters held in Kuala Lumpur, Malaysia in June, 1973, this report surveys in general terms the present situation of communications training, pinpoints deficiencies, and identifies potential trends. This is followed by other reports dealing more specifically with such topics as training methodology, curricula, and surveys of training materials and resources. Emphasis is placed on the modular approach to instruction, in which the course is composed of clearly defined learning modules presented in a standard format of objectives, content, methods, and evaluation. A sample learning module on monochrome television pictures is provided, along with a list of educational television (ETV) training modules. To provide more standardization between nations, an action program is proposed to coordinate the efforts of international, bilateral, and private organizations. (Author/SL)

**ED 112 875** **IR 002 585**

Burns, Sheila And Others

The American Museum of Natural History Catalog of the Special Film Collection.

American Museum of Natural History, New York, N.Y.

Pub Date 74

Note—64p.

Available from—American Museum of Natural History, Library, Central Park West at 79th Street, New York, N.Y. 10024 (\$1.50)

Document Not Available from EDRS

Descriptors—Archives, Catalogs, \*Film Libraries, \*Films, \*Museums, Science History

Identifiers—\*American Museum of Natural History

The American Museum of Natural History presents an annotated list of films made by museum staff members and by other scientists and explorers during the past 65 years. Films chosen for inclusion because of their archival, scientific, and historical importance are listed alphabetically by title and added entry (producers, filmmakers and expeditions). A subject index is included. (Author/DS)

**ED 112 876** **IR 002 586**

Jaronik, Catherine

A Study of the Influences of Outside Interests, Other Mass Media, Grade Level and Sex on Children's Television Viewing and Program Preferences.

Indiana Univ., South Bend.

Pub Date 14 Jul 75

Note—122p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—Age, Broadcast Television, \*Children, Cocurricular Activities, Commercial Television, Elementary School Students, \*Mass Media, Programing (Broadcast), Sex Differences, Statistical Data, Tables (Data),

\*Television, \*Television Research, \*Television Viewing

This study explores the influence that grade level, sex, mass media, and other outside interests have on the television viewing habits of children. Differences in the amount of viewing, program preference, type of program preferred, and typical daily patterns of viewing were items investigated. A questionnaire was used to survey general information, and a program recall list was used to determine the patterns of viewing. The children were grouped by grade level and questioned over a one-week period. The study revealed that children use television as a "time filler" but a majority have a special program in mind that they wish to watch. The average child views approximately 3.7 hours of television per day; boys tend to view television more than girls. Nine statistical tables show viewing categories and favorite programs by grade level. The questionnaire and program recall list and their results categorized by grade level are appended. (Author/DS)

**ED 112 877** **IR 002 587**

Spalsbury, Jeff R.

Individualized Instruction: Final Report and Recommendations of the Colorado Individualized Instruction Consortium Project 1973-1975. Colorado Individualized Instruction Consortium Project, Golden.

Pub Date Jun 75

Note—27p.; For a related document see ED 096 990

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Consortia, Cost Effectiveness, \*Curriculum Development, Educational Planning, Elementary Secondary Education, \*Individualized Instruction, Instructional Design, Statewide Planning

Identifiers—Learning Activity Packets

Based on the final two years' developmental effort of the Colorado Individualized Instruction Consortium Project (CIICP), a series of recommendations are made dealing with future curriculum development. Three main goals of CIICP are delineated: develop Learning Activity Packets (LAP), design multimedia for each LAP training instructor to use in individualized instruction, and design a performance based flexible curriculum to be used as a master plan by the Colorado State Board. Four questions about individualized instruction also are discussed: Will individualized instruction work? What will be the cost of a statewide system? How much time would be required for development? What would be the best way to implement such a system? The original goals of the project also are defined. Two background papers on the LAP system are appended. (SK)

**ED 112 878** **IR 002 588**

Brainard, H. Lois

Piaget, Super 8mm, and Preschool Development.

Pub Date 11 May 75

Note—7p.; Paper presented at the Conference on Visual Literacy (Portland, Oregon, May 7-11, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Child Development, \*Cognitive Processes, \*Early Childhood, \*Films, Instructional Materials, Instructional Media, Perception, Speeches, Visual Literacy

Identifiers—\*Piaget (Jean)

According to the theory of Piaget, until the age of two the chief developmental factor of a child is the permanence of an object or the ability to retain mental images. Between two and six he begins to use mental images, and as he develops the ability to retain a mental image he begins to imitate things from the past which he has seen or experienced. At this point, the 8mm motion picture film could be used to assist children in moving from sensorimotor reactions to deferred imitation preparatory to the process of learning. Films of themselves would present an image which is abstract, and in order to solve this contradiction children would proceed to a higher level of thinking. Such films may provide a basis for helping children develop language concepts, understand processes, organize experience, classify objects, and improve visual literacy. (Author/DS)

**ED 112 879** **95** **IR 002 589**

America's Bicentennial; Some Ideas for Librarians. Bibliographies Compiled for a Workshop



(San Francisco, California, September 17 and 18, 1975).

San Francisco Public Library, Calif. Bay Area Reference Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 18 Sep 75

Note—36p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Annotated Bibliographies, Colonial History (United States), Community Organizations, \*Directories, Fiction, Government Publications, Library Materials, \*Local History, National Organizations, Resource Guides, Resource Materials, \*Revolutionary War (United States), Social Life, \*United States History

Identifiers—\*Bicentennial, California (San Francisco), California History

Prepared for a workshop, this collection of annotated bibliographies provides sources of information on the Bicentennial celebration of the United States and the simultaneous observance of San Francisco's two-hundredth birthday. Separate bibliographies deal with federal documents on the Bicentennial; the American Revolution in fiction; California and San Francisco in 1776; books, magazine articles, pamphlets and ephemera on America's Bicentennial; and customs, costumes, daily life, and social conditions in the American colonies. Prices of materials are provided in many cases. As further resource information selected Bicentennial events and official paraphernalia are described and a directory of national resource organizations and official Bicentennial committees in northern California is provided. (SL)

ED 112 880 IR 002 590

Eastmond, J. Nicholls, Jr.

An Evaluation of Computer Assisted Instruction in the Merrill Library at Utah State University.

Utah State Univ., Logan. Merrill Library and Learning Resources Program.

Pub Date 15 Jan 75

Note—65p.; For related documents see IR 002 591 and 592

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Bibliographies, \*Computer Assisted Instruction, Cost Effectiveness, \*Evaluation, Facility Case Studies, Glossaries, Higher Education, Interviews, Operations Research, Questionnaires, Student Attitudes, Teacher Attitudes, \*University Libraries, Use Studies

A study was conducted for the purpose of clarifying decision alternatives concerning computer-assisted instruction (CAI) in the Merrill Library at Utah State University. The main research questions were: (1) To what extent is the CAI system in use at present? (2) What factors have encouraged or hindered CAI usage? (3) How do people feel about the system? (4) What alternative approaches are available and how feasible are they? To obtain answers to these questions a series of four questionnaires were used to poll students, library staff, faculty users, and prospective users. With the exception of a portion of the library staff, feelings expressed about the CAI system were generally positive. Negative feelings encountered were due to mechanical difficulties. The interview sessions are summarized; the results of a cost-effectiveness study are presented; and recommendations are made for future CAI use at Merrill Library. It is concluded that the CAI system appears to have considerable support from users and is in a position--through anticipated expansion of terminal usage--to demonstrate a level of operation that is more cost-efficient than has previously been the case. A simplified glossary for CAI, a brief bibliography, and the questionnaires used in the study conclude the report. (Author/KKC)

ED 112 881 IR 002 591

DeBlois, Mike

Reflections on Instructional Development at Utah State University. Candid Comments on an ID Center's Beginnings.

Utah State Univ., Logan. Merrill Library and Learning Resources Program.

Pub Date 75

Note—15p.; For related document see IR 002 590 and 592

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Change Strategies, College Faculty, \*College Instruction, Effective Teaching, Higher Education, Incentive Systems, \*Instructional Improvement, Models, Program Develop-

ment, \*Program Evaluation, Program Planning, Question Answer Interviews, Released Time, Resource Centers, State Universities, Teacher Attitudes

Identifiers—Instructional Development, Minigrants, Utah State University

An on-going evaluation is being made of Utah State University's instructional development endeavor; this paper has emerged from a question answer interview with the Director of the program by an external evaluator. The Director describes the Instructional Development Program which is designed to improve the teaching/learning process by developing in professors an interest in learning theory, team teaching, computer-assisted instruction, simulations, seminars, the lecture, and self-paced instruction. The model chosen for implementing the instructional improvement program consists of three stages: (1) awareness level, for which the literature on instructional renewal was surveyed and pertinent information sent to the professor; (2) initiative level, for which minigrants were awarded to professors who wanted to develop a new teaching strategy; and (3) the instructional development level where participating faculty members are released full time for one quarter to work on a project of their own choosing. The Director concludes that the model has enjoyed modest success, that they are in the process of modifying it, and that they are pleased that it is making some contribution toward improving teaching and learning at a small university. (KKC)

ED 112 882 IR 002 592

Eastmond, Nick

Instructional Development Under the Microscope: Perceptions of Faculty Members.

Utah State Univ., Logan. Merrill Library and Learning Resources Program.

Pub Date 25 Jun 75

Note—65p.; For related documents see IR 002 590 and 591

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Change Strategies, College Faculty, \*College Instruction, Higher Education, Incentive Systems, Information Dissemination, \*Instructional Improvement, Interviews, \*Models, \*Program Development, \*Program Evaluation, Program Planning, Released Time, State Universities, Surveys, Teacher Attitudes

Identifiers—Instructional Development, Minigrants, Utah State University

The 1974-75 school year marked the fifth year of operation for the Division of Instructional Development at Utah State University. The model for Instructional Development (ID) consists of four parts: (1) developing faculty awareness; (2) capitalizing on faculty initiative, primarily through small-scale funding under a program of minigrants; (3) conducting faculty support activities where participating faculty members are released full-time for one quarter to work intensively on a project of their own choosing; and (4) working with an entire department to revise particularly important steps in the curriculum for its graduates. Through a series of survey techniques and interviews, this study gathers data about the program as perceived by faculty members. The conclusions are that there is considerable awareness of the ID programs across campus; that ID should not move entirely from individual-centered to department-centered activities; and that the program is generally held in high regard by USU faculty. One-third of the document consists of instruments used in the survey and responses of participants. (Author/KKC)

ED 112 883 IR 002 593

Spyers-Duran, Peter

Prediction of Resource Needs: A Model Budget Formula for Upper Division University Libraries.

Pub Date 75

Note—111p.; Ph.D. Dissertation, Nova University

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—\*Budgeting, Budgets, Doctoral Theses, Educational Finance, \*Library Expenditures, Library Research, \*Models, Program Budgeting, Resource Allocations, \*University Libraries, \*Upper Division Colleges

Identifiers—\*Formula Budgeting

A study focused on library formula budgeting practices with a special concern for the typical upper division university functioning in a state system of higher education. The basic objectives of this research project were to develop a model

budget for upper division university libraries and to demonstrate the use of formulas in predicting the anticipated resources necessary to operate and maintain upper division university libraries (UDUL). Existing formulas were examined and evaluated. These, together with the UDUL models, were field tested in application at ten upper division institutions. The UDUL formulas were evaluated by a panel of experts and, finally, conclusions and recommendations were drawn concerning the feasibility and utilization value of a formula designed for upper division university libraries. The scope of the study was limited to formula budgeting. The UDUL formulas developed cover all major budget categories commonly found in academic libraries, i.e., salaries, materials, and expense. A physical facility formula was excluded, since it is not typically part of an annual operating budget. (Author/SL)

ED 112 884 52 IR 002 594

Owens, Major R.

The Library Advisory Committee. Public Library Training Institutes, Library Service Guide No. 29.

Morehead State Univ., Ky. Appalachian Adult Education Center.

Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.

Pub Date Jul 75

Grant—OEG-0-73-5341

Note—28p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Administrator Guides, Adults, \*Advisory Committees, Community Influence, \*Community Involvement, Disadvantaged Groups, \*Guidelines, Library Programs, \*Public Libraries, Selection

Identifiers—AAEC, \*Appalachian Adult Education Center

As part of a series on library services to disadvantaged adults, this pamphlet provides guidelines for the use of community advisory committees in libraries: the duties and capabilities of such committees, their influence on the library, and their relationships with library boards. The size and composition of the committee are considered, as are four alternatives for the selection of members: election by the community, or appointment by the librarian, by organizations, or by public officials. In the final section, steps are outlined for writing policy, training members, and beginning the work of the advisory committee. A brief reading list is appended. (SL)

ED 112 885 52 IR 002 595

Euster, George W.

The Coordination of Library and Basic Education Services for Disadvantaged Adults and Expanding Public Library Services to Disadvantaged Adults. Final Report.

Morehead State Univ., Ky. Appalachian Adult Education Center.

Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.

Pub Date Aug 75

Grant—OEG-0-72-2523; OEG-0-74-3925

Note—199p.; Project Year: July 1, 1974-June 30, 1975

EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage

Descriptors—\*Adult Basic Education, Adults, Annual Reports, \*Demonstration Programs, Disadvantaged Groups, Information Seeking, \*Institutes (Training Programs), Interinstitutional Cooperation, Library Cooperation, \*Library Extension, Library Services, Literature Reviews, Program Descriptions, \*Program Evaluation, Public Libraries

Identifiers—AAEC, \*Appalachian Adult Education Center

This report for fiscal year 1974-75 covers the second year activities of three demonstrations in Georgia, Ohio, and Tennessee, of the interrelating of public library and basic education services for disadvantaged adults. It also covers the dissemination of these demonstrations through the training-institutes series in those three states and in Kentucky and Mississippi. The body of this report is divided into several parts: (1) a brief chronology of the experiences of the Appalachian Adult Education Center (AAEC) which resulted in the library series of the past three years; (2) a theoretical overview and literature review on the nature of information seeking/finding as it pertains to public library services to disadvantaged adults; (3) an overview of the demonstration projects and the 31 communities participating in the

dissemination-institute series; and (4) the results of the one-year followup evaluation of the 32 1973-74 dissemination institute sites. Appendixes include work statements, end-of-the-year reports, products, and compilations of the participants' evaluations of the two-day planning sessions by site. (Author/SL)

**ED 112 886** IR 002 596

*Kaempf, Kathi Eandi, Eileen*  
**Training and Supervision of Library Shelters.**  
University of Southern California, Los Angeles.  
Norris Medical Library.

Pub Date 75

Note—6p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**Audiovisual Instruction, Instructional Materials, Libraries, Medical Libraries, On the Job Training, Slides, \*Supervisory Methods, Training Techniques  
**Identifiers—**\*Library Shelters

The University of Southern California Norris Medical Library uses audiovisual methods for shelter training and detailed work assignment sheets in conjunction with shelter supervision. The slide/script training series serves both as a time-saving device for the shelter supervisor and as an effective and interesting instructional device. The work assignment sheets, with the aid of shelving calculation chart, enable the supervisor to give realistic assignments without having to give instructions orally. (Author/LS)

**ED 112 887** IR 002 597

*Searle, Barbara*

**The Nicaragua Radio Mathematics Project.**

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date 10 Sep 75

Note—20p.; Paper presented at Educational Testing Service (Princeton, New Jersey, September 10, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**Curriculum Development, \*Developing Nations, \*Educational Radio, \*Elementary School Mathematics, \*Mathematics Instruction, Media Research, Primary Education, Program Descriptions, Programing (Broadcast), Speeches, Teaching  
**Identifiers—**Nicaragua, Project Radio Mathematics

The Radio Mathematics Project was funded by the Agency for International Development to design, implement, and evaluate, in conjunction with personnel of a developing country, a system for teaching primary-grade mathematics by radio. In July 1974, a project in Nicaragua began with a series of radio presentations, each followed by 20 minutes of teacher-directed activities. No textbooks were used; a worksheet was followed during the broadcast and oral and physical responses were given. Songs and games were included in the programs for a change of pace, but unembellished mathematical work also kept the children's attention. Provisions were also made for initial and continuing teacher training, testing and evaluation, and revision of the program. (DS/LS)

**ED 112 888** 95 IR 002 598

*Files, Patricia*

**A Guide to Educational Resources, 1975-76.**

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Oct 75

Contract—NIE-C-74-0027

Note—37p.; Updates ED 094 710

Available from—Box E, School of Education, Stanford University, Stanford, California 94305 (\$3.50, Check made out to "Box E" must accompany order; discount prices for multiple copies)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**Annotated Bibliographies, \*Educational Resources, Guides, Information Dissemination, Information Retrieval, \*Information Sources, Information Utilization, Library Material Selection, Media Selection, \*Reference Materials, \*Resource Materials  
**Identifiers—**Educational Information Consultant: EIC

The resources included in this Guide are geared for the Educational Information Con-

sultant (EIC), an education specialist who receives, processes, and fulfills client requests for information needed to resolve specific curricular, instructional, and administrative problems. The Guide begins with highly-selective introductory sections on how to locate and organize information. Then, resource items are grouped by type from the most general to the most specific. These selections are intended as additions to titles typically found in the education reference section of a good public or college library. Items are listed to meet the needs of an active EIC—for guidance to standard sources of information for preliminary searches and for current awareness of major current activities, products, information sources, and innovations. (Author)

**ED 112 889** IR 002 600

*McClain, Donald H. And Others*

**A Computer-Assisted Patient Simulation.**

Iowa Univ., Iowa City. Computer Center.

Pub Date 4 Aug 75

Note—10p.; Paper presented at the Association for Development of Computer-Based Instructional Systems Summer Meeting (Portland, Maine, August 4-7, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*Computer Programs, Decision Making, Higher Education, \*Information Processing, Interaction, \*Medical Education, Medical Students, Problem Solving, \*Simulation

**Identifiers—**Computer Assisted Patient Simulation

A set of computer programs and data files have been designed to provide a simulated experience with patient-diagnosis problems for medical students. The programs, called CAPS (Computer Assisted Patient Simulation), aims to provide opportunities for making diagnoses and decisions; develop problem-solving skills; expand knowledge of specific disease entities and hospital resources useful in differentiating between them; teach cost-effective utilization of a pathology laboratory. The design of student interaction and the program and file structure are explained in detail, and a comparison made with the CASE system. In trials with 175 students, it was concluded that the system was a feasible approach to helping students in gathering and analyzing pertinent information, consulting supplementary materials to gain further knowledge, and arriving at a definite diagnosis and treatment plan. (SK)

**ED 112 890** IR 002 601

*Papetti, Clarence J. And Others*

**Instructor Training. Focus on the Trained Man. TAEG Report No. 17. Final Report.**

Naval Training Equipment Center, Orlando, Fla.

Training Analysis and Evaluation Group.

Report No—TAEG-17

Pub Date Jun 75

Note—115p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors—**Cost Effectiveness, Educational Development, Effective Teaching, Higher Education, \*Instructional Staff, \*Instructional Systems, \*Military Training, Staff Orientation, \*Teacher Education, Teacher Education Curriculum, Teacher Educators, \*Teacher Evaluation, Teacher Improvement, Teacher Programs, Teaching Guides, Teaching Methods, Trainers

The current Navy instructor-training system is analyzed and recommendations made for the 1975-85 period. Six formal instructor-training schools are discussed. Included in the analysis are instructor selection and assignment, Instructor Training School staff, instructor training curriculum, instructor evaluation, instructor effectiveness, instructor feedback, course grading, career structure, cost effectiveness of Instructor Training School centralization. (Author/SK)

**ED 112 891** IR 002 602

*Giaque, William C.*

**Decision Analysis and Its Application to the Naval Education and Training Command. Final Report.**

Naval Training Equipment Center, Orlando, Fla.

Training Analysis and Evaluation Group.

Report No—TAEG-27

Pub Date Jul 75

Note—72p.; Focus on the Trained Man series

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**Administrator Education, Computer Programs, \*Decision Making Skills, Educational Planning, Evaluation, Leadership Train-

ing, Management Education, Management Systems, Manuals, \*Military Training, \*Organization, \*Organizational Effectiveness, Policy Formation, \*Problem Solving  
**Identifiers—**Naval Education and Training Command, \*NAVEDTRACOM

As part of the Design of Training Systems project, the Naval Postgraduate School, Monterey, California, was assigned a sixfold task by the Training Analysis and Evaluation Group: (1) analyse the functional description of the Naval Education Training and Command (NAVEDTRACOM) from the standpoint of how decisions are made; (2) review the literature bearing on decision theory as applied to large-scale organizations; (3) develop a taxonomy of the types of decisions made by managers within the NAVEDTRACOM; (4) develop criteria for evaluating decisions within the NAVEDTRACOM; (5) develop recommendations for improving the present decision-making process; and (6) develop a description of the optimum method of decision-making. Findings on each point are summarized, along with recommendations for future decision-making policies and implementation strategies. (SK)

**ED 112 892** IR 002 603

*Miller, Robert B. Duffy, Larry R.*

**Design of Training Systems, Phase II-A Report. An Educational Technology Assessment Model. Final Report.**

Naval Training Equipment Center, Orlando, Fla.

Training Analysis and Evaluation Group.

Report No—TAEG-12-3

Pub Date Jul 75

Note—477p.; Focus on the Trained Man series

**EDRS Price MF-\$0.76 HC-\$24.75 Plus Postage**

**Descriptors—**Conceptual Schemes, Cost Effectiveness, Decision Making, \*Educational Assessment, Educational Innovation, \*Educational Technology, Evaluation, Experimental Programs, Feasibility Studies, \*Information Systems, Instructional Design, Instructional Media, Leadership Training, Military Training, \*Models, Operations Research, Research Criteria, \*Research Methodology, Simulation, Systems Approach

Study results and design for an Educational Technology Assessment Model (ETAM) are outlined, and conclusions and recommendations of the study are summarized. An eight-task procedure is provided to guide the assessor of a training innovation through the required data collection and analysis steps leading to a decision to accept, reject, or continue to study the innovation. Step-by-step application of the ETAM procedures also is given. Proposed portions of the ETAM amenable to computerization are identified, and validation results are given. A review of relevant literature is included. (SK)

**ED 112 893** IR 002 604

*Grundin, Hans U.*

**Response Requirement and Information About Correct Responses in Programmed Instruction. Linking Studies in Education No. 5.**

Linkoping Univ. (Sweden). Dept. of Education.

Pub Date 75

Note—231p.; Research Department Dissertations No. 5

**EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage**

**Descriptors—**Covert Response, Educational Research, Elementary Education, \*Feedback, Intermode Differences, Language Instruction, \*Learning Processes, Overt Response, Patterned Responses, \*Programed Instruction, \*Response Mode, Scoring, Teaching Methods, \*Testing

**Identifiers—**Linkoping University, Skinner (B F), Skinnerian Programed Instruction, \*Sweden

To test some aspects of Skinnerian programed instruction, a 241-frame program on Swedish grammar was presented to students 10 to 12 years old. Skinnerian insistence on student-constructed overt responses and on presenting the "key answer" after each frame were contrasted with covert responses and key answer frequencies less than 100 percent. The effects of combinations of overt or covert response requirements and 100, 50 or 0 percent key answers were also studied. It was concluded that in programs of less than 100 frames, response requirement and key answer frequency have very little influence on learning; that in programs over 200 frames, overt response without key answers or covert response leads to better learning. Overt response is most

effective when the program demands learning unfamiliar response terms. Covert response leads to considerably shorter working time and greater learning efficiency. The Skinnerian model is held not superior to other alternatives studied. (SK)

**ED 112 894** IR 002 605

*Dansereau, Donald F. And Others*

**Learning Strategy Training Program: Questions and Answers for Effective Learning. Final Report for Period January 1974-May 1975.**

Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-75-48

Pub Date Jun 75

Note—202p.

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**

**Descriptors**—Association (Psychological), \*Associative Learning, Cognitive Processes, \*Comprehension, Educational Experiments, \*Instructional Programs, Learning Processes, \*Learning Theories, Military Training, \*Questioning Techniques, Retention, Teaching Methods, Thought Processes, Visualization

**Identifiers**—\*Learning Strategy Training Program

An integrated learning strategy program emphasizing a connection technique employing questions and answers was developed and tested. Components were derived from a review of educational and psychological literature and from an analysis of responses to a learning-strategy inventory. Visual imagery and paraphrasing connection also were evaluated. The program improved long-term retention of factual material as demonstrated in a controlled experiment. The complete program is presented here, along with a brief review of the program's evaluation. (Author/SK)

**ED 112 895** IR 002 606

*Toro, Jose Orlando*

**The Politics of Evaluation and Accountability on the School Scene.**

Pub Date 29 Jun 75

Note—23p.; Paper presented at the American Library Association Annual Meeting (94th, San Francisco, California, June 29-July 5, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Decision Making, \*Educational Accountability, Educational Administration, Educational Planning, \*Educational Policy, Evaluation, Library Planning, Policy Formation, \*Political Issues, Political Power, \*School Libraries

**Identifiers**—ALA 75

Politics of evaluation and accountability are not practiced solely by evaluators and accountants; everyone does it. This is because evaluation and accountability are fraught with decision situations which embody the potential to become political. Among sources of conflict in evaluation and accountability are questions of goals and priorities, economic matters, perceptions of evaluation and accountability by outsiders. Evaluation is also threatening to many school administrators and teachers; thus external evaluators have been employed by many groups wishing to evaluate school programs. The implications for the school media center focus on resources and policy-making, with an informal evaluation of the school library every time a budget is allocated. Librarians must become knowledgeable in the techniques of evaluation in order to provide policymakers with needed information, but must also learn how to apply these techniques in politically sensitive environments. (SK)

**ED 112 896** IR 002 607

*Christensen, John O.*

**A Comparison of Arrival Algorithms for Automated Serial Claiming Operations.**

Brigham Young Univ., Provo, Utah. Graduate Dept. of Library and Information Sciences.

Pub Date 21 Mar 75

Note—76p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—\*Algorithms, Computer Oriented Programs, \*Library Automation, Library Research, Library Technical Processes, Program Descriptions, \*Serials

**Identifiers**—\*Serials Claiming

Heretofore, methods of claiming missing issues of serials publications have been ad hoc. The study describes four methods of claiming and analyzes the performance of three of the methods on 16 arrival patterns of serials. The arrival patterns, selected as workable examples from a random sample of the Kardex files at the University

of Utah, were graphed against a statistically-based claiming algorithm and two algorithms based on the arrival frequency plus a lag factor. The statistically-based algorithm produced more false claims and usually claimed issues sooner than the algorithm based on the lag factor. The statistically-based algorithm worked best with the medium frequency (monthly, quarterly, etc.) serials and the lag factor algorithm appeared to work best with the long- and short-frequency (annuals, weekly, etc.) serials. (Author)

**ED 112 897** IR 002 608

*Cook, Margaret G.*

**The New Library Key. Third Edition.**

Pub Date 22 Jul 75

Note—264p.

Available from—The H. W. Wilson Company, 950 University Avenue, Bronx, New York 10452 (\$5.00)

**Document Not Available from EDRS**

**Descriptors**—\*Annotated Bibliographies, Catalogs, Classification, College Libraries, Dictionaries, Encyclopedias, Humanities, Indexes (Locators), \*Library Guides, Library Materials, Periodicals, \*Reference Materials, Sciences, Social Sciences

A library user's handbook for college students and teachers provides an annotated bibliography of reference works. Introductory chapters provide information about the library, the structure of the book, library catalogs, classification systems, and writing research papers. There are chapters containing annotated bibliographies of encyclopedias, dictionaries, periodicals, periodical and general indexes, bibliographies and booklists, along with general descriptions of the kinds of information to be found in each type of reference work. Subsequent chapters describe and list special reference books in the arts, geography, archeology, history, social sciences, literature, science, mythology, religion, and philosophy. There is also a chapter describing non-book and media materials available in the library. Lists of research handbooks, bibliographic manuals, indexes to theses and dissertations, specialized subject bibliographies, and books and articles about reference books are appended. (LS)

**ED 112 898** IR 002 609

*Duvall, Scott H.*

**Library Instruction: Two Teaching Methods.**

Brigham Young Univ., Provo, Utah. Graduate

Dept. of Library and Information Sciences.

Pub Date Aug 75

Note—52p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—Guides, Higher Education, \*Independent Study, Indexes (Locators), Librarians, \*Library Education, \*Library Instruction, Library Materials, Library Reference Services, Library Research, Library Schools, \*Library Science, Teaching Methods

In a study conducted to compare the results of two methods of instruction for the use of periodical, book, and newspaper indexes, the traditional lecture approach and self-study guide were investigated. Two library science classes were divided into two groups, and then divided further according to sex and class status. A self-study guide was formulated, for one group while the other group received the traditional lectures. A posttest was administered to both groups twelve days after formal instruction began, and the results were measured by a statistical analysis of variance test. The results verified the null hypothesis that no difference existed between the two groups; therefore, the lecture and self-study methods could be interchanged for instruction in the use of indexes. A table of estimated means and an analysis of variance table are included. The self-study guide for the project is appended. (Author/DS)

**ED 112 899** IR 002 610

*Hodkin, Katherine Story*

**Differential Staffing Patterns with Job Analyses and Operational Procedures for Salt Lake City School District Media Centers.**

Brigham Young Univ., Provo, Utah. Graduate Dept. of Library and Information Sciences.

Pub Date Aug 75

Note—28p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Audiovisual Coordinators, \*Differentiated Staffs, \*Guidelines, \*Instructional Materials Centers, \*Job Analysis, \*Media Spec-

ialists, Personnel Selection, School Libraries, Staff Role, Task Performance

**Identifiers**—\*Salt Lake City School District, School Media Centers, Utah

Duties of the staff of media centers in the Salt Lake City School District and an analysis of task performances by position are listed. Positions included are: (1) head of the school media center/school media specialist, (2) school media center technician, (3) school media center aide, and (4) student aides. Twenty general district operational procedures applicable to any media center are listed. A 32-item bibliography is included. (Author/DS)

**ED 112 900** IR 002 611

*Regazzi, John J.*

**The Development of Some Automated Techniques of Information Retrieval in Family Planning and Population Libraries.**

Pub Date Jun 75

Note—19p.; Paper presented at the Medical Library Association Annual Meeting (74th, Cleveland, Ohio, May 30 through June 5, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Computer Programs, Data Bases, Family Planning, \*Information Retrieval, \*Information Systems, Librarians, \*Library Automation, On Line Systems, Population Trends, \*Special Libraries, Speeches, Thesauri

**Identifiers**—Carolina Population Center, \*POPINF-ORM, Population Information

The Carolina Population Institute off-line system which searches a data base drawn from its library holdings and POPINF-ORM—an on-line system containing a number of data bases from both university and government organizations—are described. The development of these automated information retrieval systems from a disjoint manual system among a variety of institutions to a singular data base is discussed. The preparation and planning techniques required for any library to convert its manual routines to automated ones are outlined. (Author)

**ED 112 901** IR 002 612

*Ensley, Robert F., Ed.*

**Special Library Services.**

Illinois State Library, Springfield.

Pub Date Sep 75

Note—79p.

Journal Cit.—Illinois Libraries; v57 n7 Sep75 p445-516

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—Bibliotherapy, Blind, Consultants, Deaf, Emotionally Disturbed, \*Handicapped, Handicapped Children, Institution Libraries, Library Networks, \*Library Services, Library Standards, Mentally Handicapped, Older Adults, Outreach Programs, Physically Handicapped, Public Libraries, Radio, Regional Programs, Special Libraries, Television

The September 1975 issue of Illinois Libraries focuses on the needs of the developmentally disabled, physically handicapped, and emotionally disturbed. Articles on library services to the blind and physically handicapped cover standards, services of local public libraries, Library of Congress programs, braille books and sound recordings, multistate and regional centers and networks, radio newspaper reading, and the history of such services. Discussions on services to the deaf and older adults with impaired hearing include the use of sign language by librarians, sign language story hours and television programs, special materials, and teletype reference service. For services to the mentally ill, descriptions are provided of outreach programs (using both print and media formats) to those in homes and institutions, operation of institutional libraries, public library services to the institutionalized, and bibliotherapy. Library services in resident facilities for the mentally retarded are also discussed, along with library services in county jails and the role of special services consultants. (DS/LS)

**ED 112 902** IR 002 613

**Final Report of the Task Force on Library Manpower and Education to the Council on Library Development.**

Wisconsin State Dept. of Public Instruction, Madison. Div. of Library Services.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Pub Date 30 Jun 75

Note—373p.

**EDRS Price MF-\$0.76 HC-\$18.40 Plus Postage**  
**Descriptors**—College Libraries, \*Credentials, \*Employment Trends, \*Enrollment Trends, Higher Education, Information Centers, \*Librarians, \*Library Education, Library Planning, Library Schools, Library Standards, Library Surveys, Library Technicians, Media Specialists, Personnel Needs, Professional Continuing Education, Public Libraries, Questionnaires, School Libraries, Special Libraries, State Surveys, Statewide Planning

In December 1973, the Council on Library Development set up a task force to carry out an integrated study of library manpower and education needs in Wisconsin, and of the resources available to meet those needs. The study was concerned with personnel at all levels, in all types of libraries, media centers, information centers, and similar organizations. Three formal data-gathering processes were developed: a questionnaire to librarians on employment statistics and trends and attitudes toward preservice and continuing library education; a questionnaire for public library board members on their background and perceived education needs; and an interview schedule to use in on-site visits to library/media education programs. Factual data were gathered from a variety of sources for use in developing recommendations and forecasting trends in enrollment in library schools and in employment opportunities for librarians in the state. The task force made 16 recommendations on credentials, library school curriculum and program articulation, continuing education, and the training of library board members. Appendixes to this report provide lists of courses offered in the state's library schools and state legislation of certification requirements. (Author/SL)

**ED 112 903** IR 002 614  
*Myers, Margaret, Comp. Sellen, Betty Carol, Comp.*

**Women in Librarianship, 1920-1975; Bibliography.**

American Library Association, Chicago, Ill. Office for Library Personnel Resources.

Pub Date 75

Note—22p.

Available from—M. Myers, ALA SSRT, Task Force on Women, American Library Association, 50 East Huron Street, Chicago, Illinois 60611 (\$0.50)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Annotated Bibliographies, \*Females, Librarians, \*Library Science, Working Women

An annotated bibliography cites 243 journal articles published on the subject of women in librarianship during the period 1920-75. (DS)

**ED 112 904** IR 002 615  
*Young, John P.*

**A Telephone Loop That Works.**

Kansas City Regional Council for Higher Education, Mo.

Pub Date 26 Apr 75

Note—18p.; Paper presented at the Missouri Association of College and Research Libraries Spring Meeting (St. Joseph, Missouri, April 26, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—College Libraries, Information Sources, \*Interlibrary Loans, \*Library Cooperation, Library Materials, \*Library Planning, Library Surveys, Program Descriptions, Regional Libraries, State Libraries, \*Statewide Planning, \*Telephone Communication Systems, Use Studies

**Identifiers**—Interlibrary Telephone Loop, \*Kansas

An interlibrary loan telephone loop system operated by the Kansas City Regional Council for Higher Education libraries is briefly described. Chronological steps in establishing the loop are delineated, and early problems are identified. Expansion of the loop and special uses also are discussed. Conclusions about the operation and tips for others are given. Appendixes include the detailed original proposal, statistics on loop use, request forms and monthly report forms. (SK)

**ED 112 905** IR 002 616  
*Zender, Bryce F., Ed.*

**Computers and Education in the Soviet Union.**

Educational Technology Publications, Englewood Cliffs, N.J.

Pub Date 75

Note—145p.; Adapted from "The Application of the Computer in Soviet Education," Edited by A. I. Berg

Available from—Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey (\$12.95)

**Document Not Available from EDRS**

**Descriptors**—\*Computer Assisted Instruction, \*Computer Oriented Programs, \*Computers, Conference Reports, Cybernetics, State of the Art Reviews, Teaching Machines

**Identifiers**—\*USSR

Recent decades in the Soviet Union have witnessed a prolific growth of technology. The school system has been under pressure to become more systematic and to supply more qualified candidates to meet the demand of industry. Computer technology has been introduced in order to facilitate more detailed attention to educational objectives. Individualized Programed instruction has been developed, and the system is designed to provide constant and immediate feedback to the student. The recent emphases of the development program have been: (1) the use of electronic computers for controlling the instructional process; (2) analysis of methods and algorithms for optimal instruction; (3) means of input and output for the computer during instruction; (4) construction of an adaptive training system; and (5) the use of computers to administer and organize the functioning of all levels of education. The next includes a collection of reports delivered at a conference held in the Soviet Union in 1968. (EMH)

**ED 112 906** IR 002 617  
*O'Neill, George W., Comp.*

**Proceedings of the Second National Conference on Research and Technology in College and University Teaching** (Georgia State University, November 1974).

Pub Date 75

Note—293p.

Available from—James M. Johnston, Department of Psychology, University of Florida, Gainesville, Florida 32611 (\$10.75)

**Document Not Available from EDRS**

**Descriptors**—\*College Instruction, \*Conference Reports, Educational Development, Educational Research, \*Educational Technology, Higher Education, Performance Contracts, Proctoring, Student Participation, Systems Approach, \*Teacher Education, \*Teacher Improvement, Teaching Techniques, Testing, Tutorial Programs

**Identifiers**—Audio Tutorial Instruction, \*Learning Contracts

Twenty-nine unedited papers presented at the Second National Conference on Research and Technology in College and University Teaching are collected and grouped into nine sessions. Topics covered include student participation, audio-tutorial vs. conventional learning, selection and characteristics of proctors, the use of learning contracts, testing methods, the improvement of teachers, and methods for implementing a systems approach to instruction on a college-wide basis. (SK)

**ED 112 907** IR 002 618  
*Fehrle, Carl C.*

**Back to the Basics Through Teacher-Made Tapes for Primary Children.**

Missouri Univ., Columbia. Program of Continuing Professional Education.

Report No—UED-33

Pub Date Jul 75

Note—21p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Audiovisual Aids, Audiovisual Instruction, Behavioral Objectives, Classroom Materials, \*Guidelines, Material Development, \*Phonotape Recordings, \*Primary Education, Reading Instruction, Tape Recordings, \*Teacher Developed Materials

A simple step-by-step procedure for making individual tapes for primary-school children is outlined. Sample scripts of "Teaching the Letter 'A'", "The Five Little Pigs", "Ears To Hear" and "A Tongue To Taste" are included. Behavioral objectives and materials needed for each tape also are given. Pitfalls in tape construction and methods for making better use of tapes are highlighted. (SK)

**ED 112 908** IR 002 619

*Frohberg, Katherine A.*

**Library Service to Industry at USC: The Industrial Associates of the School of Engineering.**

University of Southern California, Los Angeles. School of Library Science.

Pub Date 27 May 75

Note—83p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—Industry, Interlibrary Loans, Librarians, Library Cooperation, \*Library Programs, Library Research, \*Library Services, \*Library Surveys, Questionnaires, School Industry Relationship, \*Special Libraries, Statistical Data, Tables (Data), \*University Libraries, Use Studies

**Identifiers**—California, Industrial Libraries, \*University of Southern California

Special libraries in Southern California and the San Francisco Bay Area who were members of the University of Southern California (USC) School of Engineering Industrial Associate program were surveyed on their use of the USC program and other similar programs. The questionnaire was designed to discover the attitudes and needs of the Industrial Associate members in California toward USC's library service. It was found that proximity to the parent university and the size of its collection were the prime determinants of special library use. A further analysis by size of special library staff showed that larger libraries tended to use USC's Industrial Associate Programs more than smaller libraries and also to be more aware of specialized information resources within their area. As a result of the survey recommendations were made concerning fee structures, financial support of the library, photoduplication, and communications among the Industrial Associates users, the Industrial Associates office, and the library. Appendixes include the questionnaire, tabulation of responses, USC Library Guidelines, a 41-item bibliography, and a copy of the Industrial Association Brochure. (Author/DS)

**ED 112 909** IR 002 620  
*Nevil, Leota*

**A Survey of Curriculum Laboratories in Selected Colleges in Pennsylvania.**

Wilkes Coll., Wilkes-Barre, Pa.

Pub Date May 75

Note—86p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—\*Curriculum, \*Curriculum Development, \*Curriculum Planning, \*Curriculum Research, Instructional Materials Centers, Masters Theses, State Surveys

**Identifiers**—\*Curriculum Laboratories, Pennsylvania, Wilkes College

This report defines a curriculum laboratory to be a center where educational materials are developed, modified, and stored. Included in the document are a history of the curriculum laboratory, a study of its characteristics, and a survey of the curriculum laboratories in the colleges and universities of Pennsylvania. The Wilkes College curriculum laboratory is specifically discussed. (EMH)

**ED 112 910** IR 002 621  
*Elliott, Portia C. Peelle, Howard A.*

**Computer-Augmented Teacher Training.**

Pub Date Dec 74

Note—14p.; Paper presented at the Annual Meeting of the Association for Educational Data Systems (Virginia Beach, Virginia, April 29-May 2, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*College Curriculum, Computer Assisted Instruction, \*Computer Science Education, Mathematics Instruction, Program Descriptions, Programing, Student Teachers, \*Teacher Education, Teacher Education Curriculum, \*Teaching Methods, Teaching Techniques

**Identifiers**—\*Computer Augmented Teacher Training

Computer programing should not be confused with programed instruction (PI) or computer-assisted instruction (CAI). PI and CAI are processes that demand that the student assume a passive and docile role, whereas, programing is an active, dynamic process in which the student is required to instruct the computer how to perform certain basic operations. If the student is to give usable information to the computer, his deci-

sions, planning, and thinking must be perfectly organized; thus, computer programming provides an excellent opportunity for the teacher trainee to acquire cognitive competencies in mathematics, to develop confidence with teacher methods, and to become aware of the benefits and limitations of computer technology. In order to acquaint future teachers with programming as a pedagogical tool, the University of Massachusetts has introduced a course entitled, "Computer-augmented Teacher Training." Among the expected goals of the course are to give the prospective teacher: (1) a knowledge of computers; (2) knowledge of algorithms and processes; (3) a knowledge of the applications of computer technology; and (4) experience in computer usage. (EMH)

ED 112 911

IR 002 622

Tiffany, Connie J.

**Hands-On Workshop Presented at the Educational Media and Technology Conference, University of Wisconsin-Stout, Menomonie, Wisconsin 54751, July 21-23, 1975.**

Pub Date 21 Jul 75

Note—17p.; Proceedings of Workshop at Educational Media and Technology Conference (Menomonie, Wisconsin, July 21-23, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Bibliographies, \*Cable Television, Conference Reports, \*Educational Television, Instructional Media, \*Library Equipment, \*Library Facilities, \*Video Equipment, Workshops

In July of 1975, a conference was held at the University of Wisconsin to examine the feasibility of using cable television as a public library resource and to explore varied uses and techniques for portable video tape machines. Included in this program events are: (1) a bibliography of readings about cable television; (2) the text of an address about the role of cable television in the library; and (3) a cost comparison chart for video equipment. (EMH)

ED 112 912

IR 002 623

Moll, Joy Kaiser

**Children's Access to Information in Print: An Analysis of the Vocabulary (Reading) Levels of the Subject Headings and Their Application to Children's Books.**

Pub Date Jan 75

Note—163p.; Ph.D. Dissertation, Rutgers University

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—Cataloging, \*Childrens Literature, Comparative Analysis, Doctoral Theses, Elementary Secondary Education, Library Skills, \*Readability, \*Reading Level, \*Subject Index Terms

Identifiers—Library of Congress, MARC, Sears List of Subject Headings

Critical to the youthful user of the library is his comprehension of subject headings. This study undertook an investigation of two aspects of the subject headings for juvenile literature: first, an analysis of the vocabulary levels employed in the four systems of subject headings currently in use; second, a specific analysis of the Machine Readable Cataloging (MARC) system and a comparison of how its subject headings for 437 children's books compare with the readability levels for those texts. The four systems were found to be only slightly different. The Library of Congress system rated at grade level 7.7, the Sears system at 6.9, the MARC system at 6.4, and the Library of Congress-Juvenile system 6.0. The comparison between the MARC system subject headings and the readability level of the corresponding text revealed no relationship between the two. Combining these findings with data concerning the nationwide reading level, it was found that for children reading above the national norm, the subject catalog can provide access to 70 percent of juvenile reading material. Using nationwide comprehension scores, it was estimated that only 29 percent of children's reading material is accessible through the subject catalog. (EMH)

ED 112 913

IR 002 624

Firschein, Oscar Summit, Roger K.

**Providing the Public with Online Access to Large Bibliographic Data Bases.**

Spons Agency—National Science Foundation, Washington, D.C. Office of Science Information Services.

Pub Date Aug 75

Note—8p.; Paper presented at USA-Japan Computer Conference (2nd)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Computer Programs, \*Cost Effectiveness, Data Bases, Information Centers, \*Information Retrieval, \*Library Reference Services, On Line Systems, \*Programming Languages, \*Public Libraries, Search Strategies, Speeches, Use Studies

Identifiers—DIALIB, DIALOG

DIALOG, an interactive, computer-based information retrieval language, consists of a series of computer programs designed to make use of direct access memory devices in order to provide the user with a rapid means of identifying records within a specific memory bank. Using the system, a library user can be provided access to sixteen distinct and extensive data banks. Examining four San Francisco Bay Area public libraries, a study, DIALIB, was conducted in an effort to answer the following question: Will the computerized search be wholly adopted by the public library, will there arise a private search service, or will a system of limited public access develop? The first year of the study shows that the library's capacity to do in-depth research in diverse fields has been expanded, especially in libraries that do not have a large reference collection. The computer search has also shown to be more cost effective than the manual search. The first year of the study has shown that the public is interested; the second year will attempt to discern whether the public is willing to pay for those services. (EMH)

ED 112 914

IR 002 625

Katz, Elizabeth M.

**Do Not Go Gentle into That Good Night.**

Pub Date Sep 75

Note—11p.

Available from—Elizabeth M. Katz, 255A 28th St., San Francisco, California 94131 (\$1.50)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Annotated Bibliographies, \*Library Material Selection, Library Programs, \*Older Adults, Outreach Programs, \*Senior Citizens

Although an increasingly large proportion of Americans are living to be 65, evidence indicates that little is being done to alleviate the problems of declining health diminishing income, limited mobility and social interaction, and the disproportionately severe effects of inflation upon the elderly. Despite the fact that this age group is becoming increasingly more educated and more politically involved, the libraries have done little to meet their specific needs. The library should not be exclusively guided by the pragmatic principle of selecting books with only broad intellectual appeal; rather, it should recognize that we live in a plural society and that literature should be provided to meet the needs of each sub-culture within the society. This document includes a bibliography relevant to senior citizens which incorporates these topics: aging; filmographies; and senior power. (EMH)

ED 112 915

IR 002 626

**Proceedings: Conference on Computers in Chemical Education and Research, Dekalb, Illinois, 19-23 July 1971.**

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Jul 71

Note—612p.

EDRS Price MF-\$1.08 HC-\$31.10 Plus Postage

Descriptors—\*Chemical Analysis, \*Chemical Reactions, Chemistry, \*Chemistry Instruction, \*Computer Assisted Instruction, \*Computer Based Laboratories, Computer Graphics, Computer Programs, Conference Reports, Curriculum Development, Data Bases, Information Retrieval, Information Systems, Networks, On Line Systems, Programming Languages, State of the Art Reviews

Identifiers—APL, A Programming Language

Computers have effected a comprehensive transformation of chemistry. Computers have greatly enhanced the chemist's ability to do model building, simulations, data refinement and reduction, analysis of data in terms of models, on-line data logging, automated control of experiments, quantum chemistry and statistical and mechanical calculations, and information storage including retrieval and the capacity for dynamic visual display. A recent conference addressed itself to the following aims: (1) provide a national forum for the impact of computers on chemistry; (2) encourage more investigation on computers;

(3) make known the present status and the potential of computer-assisted instruction (CAI) in chemistry; and (4) inspire further examination of the chemistry curriculum in light of recent advances in computer technology. The conference report is a collection of 80 papers divided into the following categories: data fitting; curve fitting and band analysis of spectra; structure determination; CAI; computer technology in theoretical chemistry; chemistry curriculum development; communications in the field of chemistry; computer control of experiments; the use of A Programming Language (APL) in the undergraduate curriculum; and information systems. (EMH)

ED 112 916

IR 002 627

**The State Library Review, a Report from the State Library of Ohio 1974-1975.**

Ohio State Library, Columbus.

Pub Date 75

Note—17p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Annual Reports, Federal Aid, Library Cooperation, Library Networks, \*Library Services, Outreach Programs, \*State Libraries, State Programs

Identifiers—\*Ohio

In a magazine format, the services and programs of the State Library of Ohio from July 1974 to June 1975 are reported. New programs such as the opening of the State Library Tower Center to meet changing government information needs and the Ohio-Morehead program to reach educationally and economically disadvantaged; new uses of technology within Ohio Libraries; and cooperative projects for resource sharing are described. A financial review outlines state library expenditures and grant programs. (Author/PF)

ED 112 917

IR 002 628

**A Report on PLANIT: One Stage of Completion. Final Report.**

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—NSF-TIE-EPP73-07319-A04

Pub Date Aug 75

Note—101p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—\*Computer Assisted Instruction, Computer Programs, \*Instructional Systems, Participant Satisfaction, Program Descriptions, \*Program Effectiveness, Program Evaluation, \*Programming Languages, Surveys

Identifiers—\*PLANIT, Programming Language for Interactive Teaching

The narrative portion of this report describes the results of a recent survey of the users of PLANIT, a computer language designed to make computer-assisted instruction easier and more accessible to the user who is inexperienced with computers. The survey shows that with recent revisions in the system, user satisfaction has increased, but areas of user discontent still exist. Methods are suggested to make the system more effective. Included in the appendix of this document are a description of the PLANIT system, a discussion of its potential uses in the field of instruction, and an information brochure regarding its availability. (EMH)

ED 112 918

52

IR 002 629

**The Ohio Long Range Program for Improvement of Library Services as Assisted by the Federal Library Services and Construction Act (1975 Edition).**

Ohio State Library, Columbus.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Pub Date 75

Note—30p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Federal Aid, Libraries, Library Networks, \*Library Planning, \*Library Services, State Libraries, \*State Programs

Identifiers—Library Services and Construction Act, LSCA, \*Ohio

A comprehensive five-year program for library service in Ohio is outlined with particular reference to programs which can be assisted by the Federal Library Services and Construction Act (LSCA). Among the goals described are: Improving services in local libraries of all types, developing adequate network and backstopping capabilities, and improving state library capabilities.



ty. Other topics covered include: users and potential users of Ohio libraries and their needs, problems of Ohio libraries, and policies for the administration of LSCA funds. (Author/PF)

**ED 112 919 95 IR 002 630**

**A Reference Potpourri: Proceedings of a Workshop at the Bay Area Reference Center, March 12 and 13, April 4 and 30, 1975.**

San Francisco Public Library, Calif. Bay Area Reference Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—43p.; Proceedings of Workshop (San Francisco, Calif., March 12 and 13 and April 4 and 30, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Bibliographies, Information Needs, Information Services, \*Information Sources, \*Library Reference Services, \*Reference Books, \*Reference Materials, Workshops

Identifiers—BARC, Bay Area Reference Center

The types of reference question considered most difficult by the staffs of Northern California public library systems were the subject of a workshop conducted by the Bay Area Reference Center (BARC). The topics included: antiques and collectibles; identifying a poem from its middle line; how to make practically anything; how to repair various objects; finding business information; remodeling and repairing automobiles, trucks, and tractors; and using government documents to answer reference questions. Each BARC staff member took one problem area, compiled a bibliography, and prepared a short talk on the topic. Discussions concerning written library reference policies were conducted. Transcripts of the talks, the bibliographies, and a summary of the discussions are included in this report. (Author/PF)

**ED 112 920 52 IR 002 631**

**Survey of Federal Libraries; Fiscal Year 1972.**

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—NCES-75-184

Pub Date 75

Note—251p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01459-9; \$3.15)

**EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage**

Descriptors—\*Government Libraries, Library Collections, Library Planning, \*Library Surveys, Military Organizations, \*National Libraries, Special Libraries, \*Statistical Data, Tables (Data)

The fourth study of federal libraries provided the first nearly complete statistical survey of all federal libraries in the continental United States and overseas. It was anticipated that the results of the study could serve as a landmark for future federal planning and as a guide for the library community in responding to related activities on the state and local levels. The survey identified 2,313 federal libraries. Data were collected on 2,145. Expenditures for reporting libraries totaled \$191,825,822. The report includes summary statistics for all libraries, separate treatment of the national libraries, detailed findings for 1,386 libraries providing individual responses, and aggregate data for other reporting libraries. In the appendixes are given complete listings of the individual libraries queried, details of the survey methodology, and copies of the survey instruments. (Author/PF)

**ED 112 921 IR 002 632**

**Ullom, Linda And Others**

**Review of Programs and Services; Shelter Rock Public Library, 1975.**

Nassau Library System, Garden City, N.Y.

Pub Date Sep 75

Note—121p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—Librarians, Library Administration, Library Facilities, Library Planning, \*Library Programs, \*Library Services, \*Library Surveys, Library Technical Processes, \*Program Evaluation, \*Public Libraries, Tables (Data)

Identifiers—Shelter Rock Public Library

A system study of the Shelter Rock Public Library was conducted using available documents, background statistical data, and site visits. The library was found to be a strong public in-

stitution. The study group's major recommendations included: reorganization of the staff into three major departments—public services, technical services, and circulation; reallocation of the library's interior spaces; increased professional staffing; creation of a collection development philosophy; and construction of a policy and procedures manual. (PF)

**ED 112 922 IR 002 633**

**Children's Books: Awards and Prizes. 1975 Edition.**

Children's Book Council, New York, N.Y.

Pub Date 75

Note—156p.

Available from—The Children's Book Council, 67 Irving Place, New York, N.Y. 10003 (\$4.95)

**Document Not Available from EDRS**

Descriptors—Awards, \*Booklists, \*Childrens Books, Childrens Literature, \*Directories, \*Guides, Illustrations, \*Publishing Industry

Identifiers—\*Book Awards, Caldecott Medal, National Book Awards, Newbery Medal

This is a compilation of honors awarded in the children's book field including major international and foreign awards of English-speaking countries. It is revised biennially. The awards are arranged alphabetically. Each entry includes a brief history of the award. With a few exceptions, all the winners from the first to the most recent as of June 30, 1975, are listed. Honor books are noted for the Newbery and Caldecott, Medals and "Other Finalists" for the National Book Awards. Illustrators are named only when the award is specifically for illustration or design. Addresses are given for sponsors of awards with permanent administrative offices. Publishers names are given in abbreviated form. (Author)

**ED 112 923 IR 002 634**

**Sim, Yong Sup**

**The Library Work Order Processing System: A New Approach to Motivate Employees and to Increase Production in the Technical Service Department of Mercer County Community College Library. Applied Educational Research and Evaluation.**

Mercer County Community Coll., Trenton, N.J.

Pub Date May 75

Note—23p.; Ph.D. Practicum, Nova University

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Clerical Workers, \*Job Satisfaction, Junior College Libraries, Librarians, \*Library Technical Processes, \*Library Technicians, \*Motivation Techniques, Organizational Change, Productivity, Program Evaluation, Records (Forms), Work Attitudes, Work Simplification

Identifiers—\*Work Order Processing System

After reviewing the current movement toward job enrichment, a system was designed for the technical services department of the Mercer County Community College Library. The Library Work Order Processing System, as tried between January and March, 1974, was designed to permit each worker more variety of jobs. The technical services department was divided into three levels: a librarian, a technical assistant, and three clerk typists. Under the new system, all jobs in the department were divided into small units so that a library assistant could finish a unit in a few hours or a day. Each unit carried a written work order with a detailed job instruction issued by the librarian, and each unit was to be finished by one person. The workers responsibility and a sense of the importance of the assigned work because they knew that their evaluation or promotion would be based on these work records. The three month experiment with the system was evaluated in three aspects: production statistics; absenteeism; and workers' job attitudes as measured in personal interviews. The results were considered outstanding on all three measures, and permanent implementation of the system was recommended. (Author/SL)

**ED 112 924 IR 002 635**

**Bruntjen, Scott**

**An Evaluation of the Components, Constitution, and Potential Effects of the Collection and Staff Formulas of the 1975 ACRL Standards for College Libraries.**

Simmons Coll., Boston, Mass. School of Library Science.

Pub Date Aug 75

Note—110p.; For a related document see ED 104 368

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*College Libraries, Doctoral Theses, Historical Reviews, \*Library Collections, Library Research, \*Library Standards, Library Surveys, \*Personnel, Questionnaires, \*University Libraries

Identifiers—\*ACRL Standards for College Libraries 1975

This study forecasts the probable percentage scores and letter grades that will be received by various types of academic libraries if the collection and staff formulas of the 1975 Association of College and Research Libraries (ACRL) Standards for College Libraries are used. The projected scores and grades are established through the use of information received from a nationwide random sample of libraries that come within the scope of the new standards. These collection and staff figures are accompanied by specific confidence and tolerance levels. An evaluation of the products of these formulas tends to substantiate the study hypotheses which states that the new standards are apt to move libraries toward a common level of mediocrity. Modifications needed to make the current formulas effective and suggestions for further standards' research are presented in the form of conclusions and recommendations. The study is based on survey data, as well as primary and secondary sources. Sixteen tables, a bibliography, and appendixes on the ACRL standards and the survey forms and techniques are included. (Author)

**ED 112 925 IR 002 636**

**Brown, K. R., Ed.**

**Library, Documentation and Archives Serials. Fourth Edition.**

International Federation for Documentation, The Hague (Netherlands).

Report No.—FID-532

Pub Date 75

Note—209p.

Available from—Federation Internationale de Documentation (FID), 7 Hofweg, La Haye, Pay-Bas (The Netherlands)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Abstracts, \*Archives, Audiovisual Aids, \*Bibliographies, Books, Copyrights, \*Documentation, Indexes (Locators), International Organizations, Libraries, Library Education, \*Library Science, Publishing Industry, \*Scholarly Journals, Serials

Identifiers—Current Awareness

A listing of library, documentation, and archives serials contains 950 in-print items. An alphabetical list of 77 serials from international organizations is followed by alphabetical title lists from 79 countries, Argentina through Zambia. An additional section contains information about 58 abstracting, indexing, and current awareness services. Information given for each entry includes title, acronym, subtitle, former titles, sponsoring body or publisher, address, data of origin, frequency of publication, price, contents description, language of publication, indexing publications, and appropriate special information. The subject scope of the list encompasses all aspects of library science and services as well as subject specialties, audiovisual materials, preservation of books and archives, publishing and book trade, and copyright. Subject and title indexes are included. (LS)

**ED 112 926 IR 002 637**

**Drake, Miriam A.**

**Geosciences Library Survey.**

Purdue Univ., Lafayette, Ind. Libraries.

Report No.—RDU-75-04

Pub Date Jun 75

Note—45p.; Best copy available

Available from—Research and Development Unit, Purdue University Libraries, West Lafayette, Indiana 47907

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Audiovisual Centers, \*Library Services, Library Surveys, \*University Libraries, \*Use Studies

Identifiers—Geoscience Library, \*Purdue University

During the spring semester of 1975, a survey was taken of the faculty and graduate student users of the Geoscience Department Library at Purdue. This document supplies details concerning the data collection; it also summarizes conclusions and recommendations about the adequacy of services and the need for alterations and improvements. (EMH)

ED 112 927

IR 002 638

*Baker, Martha*  
**Audio-Visual Space Reorganization Study.** RDU-75-05.

Purdue Univ., Lafayette, Ind. Libraries.

Report No.—RDU-75-05

Pub Date Jul 75

Note—63p.

Available from—Research and Development Unit, Purdue University Libraries, West Lafayette, Indiana 47907

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**\*Audiovisual Centers, Diagrams, \*Equipment Storage, Facility Planning, Facility Requirements, \*Facility Utilization Research, \*Instructional Materials Centers, Interior Space, \*Space Utilization, Statistical Data, Tables (Data), University Libraries, Use Studies

**Identifiers—**\*Purdue University

Space layout and work flow patterns in the Audiovisual Center at Purdue University were studied with respect to effective space utilization and the need for planning space requirements in relationship to the activities being performed. Space and work areas were reorganized to facilitate the flow of work and materials between areas, and equipment and material storage was reorganized to expedite retrieval and restocking. Ten diagrams show equipment circulation forms, paper flow, and plans of the rooms involved in the proposed change. Current plans, present and planned space requirements, and guide for the reorganization of equipment and media are appended. (Author/DS)

ED 112 928

IR 002 639

*Drake, Miriam A. Baker, Martha*  
**Audio-Visual Equipment Depreciation.** RDU-75-07.

Purdue Univ., Lafayette, Ind. Libraries.

Report No.—RDU-75-07

Pub Date Sep 75

Note—70p.

Available from—Research and Development Unit, Purdue University Libraries, West Lafayette, Indiana 47907

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**Audiovisual Aids, \*Audiovisual Centers, Budgets, Cost Effectiveness, Equipment, Higher Education, \*Instructional Materials Centers, Library Collections, \*Library Expenditures, Library Research, \*Operating Expenses, \*Statistical Data, Tables (Data), University Libraries

**Identifiers—**\*Purdue University

A study was conducted at Purdue University to gather operational and budgetary planning data for the Libraries and Audiovisual Center. The objectives were: (1) to complete a current inventory of equipment including year of purchase, costs, and salvage value; (2) to determine useful life data for general classes of equipment; and (3) to determine book value, depreciation, replacement schedule, and annual replacement costs for the current inventory. Essential data on each piece of equipment were key punched and a computer program written to produce the following data for each group of equipment: (1) annual purchases in units and dollars, (2) annual depreciation, (3) current book value, and (4) annual scrap units or units to be replaced. Statistical tables were developed on useful life by class of equipment, annual depreciation of current equipment, book value and depreciation write off of audiovisual equipment. Annual summaries of purchases and depreciation for all equipment types and history of purchase of each class of equipment are included. (Author/DS)

ED 112 929

IR 002 640

*Drake, Miriam A.*  
**Circulation of Materials from Purdue University Libraries.** RDU-75-06.

Purdue Univ., Lafayette, Ind. Libraries.

Report No.—RDU-75-06

Pub Date Sep 75

Note—31p.

Available from—Research and Development Unit, Purdue University Libraries, West Lafayette, Indiana 47907

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**Cost Effectiveness, Higher Education, \*Library Circulation, Library Collections, Library Expenditures, Library Materials, Library Research, \*Library Surveys, \*Resource Allocations, Statistical Data, Tables (Data), University Libraries, \*Use Studies

**Identifiers—**\*Purdue University

A study of the Purdue University Libraries was conducted to help allocate costs by user group and academic department. A circulation survey was taken to determine user identification. The sampling included reserve material used in the library, materials borrowed overnight or longer, and use of photocopy service. Copies of transaction cards were made and sent to data processing to be categorized by level, department, and library location. Results of the study were compiled in six statistical tables which indicate the number of loans by location, level of user, and school and department. (Author/DS)

ED 112 930

IR 002 641

*Howison, Beulah C.*

**Developing Self-Instructional Materials for NTIS Users.**

Wisconsin Univ. - Stout, Menomonie. Instructional Technology Services.

Pub Date 5 Nov 75

Note—82p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors—**Adult Education, \*Autoinstructional Aids, Government Publications, Indexes (Locators), Indexing, Industrial Education, Information Centers, \*Information Retrieval, Information Seeking, Information Sources, Instructional Design, Resource Guides, \*Search Strategies, Technical Education, \*Vocational Education Teachers

**Identifiers—**Government Reports Announcements, Government Reports Index, \*National Technical Information Service, NTIS

A package of information was developed to inform vocational, technical, and adult education teachers how to find information relevant to their occupational interests. Instructions were provided for the use of three indexes: Government Reports Announcements (GRA), Government Reports Index (GRI), and National Technical Information Service (NTIS). GRA and GRI combine to afford the user access to government documents covering 22 subject fields. Documents are indexed by corporate author, subject, and personal author, contract number, accession report number. NTIS employs the same indexing system for documents concerning vocational, technical, and adult education, but as yet, the system has been sparsely used. Included is the script from a slide/tape presentation intended to increase interest in NTIS. (EMH)

ED 112 931

IR 002 642

*Martell, Charles*

**Document Availability and Use Patterns at the University of California, Berkeley Library: A Comparison with California State University, Sacramento.**

California Univ., Berkeley. Inst. of Library Research.

Report No.—ILR-75-004

Pub Date Jul 75

Note—43p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**College Libraries, Higher Education, \*Interlibrary Loans, \*Library Circulation, Library Collections, Library Cooperation, Library Materials, Library Research, Library Services, Statistical Data, Tables (Data), \*University Libraries, \*Use Studies

**Identifiers—**California, California State University Sacramento, \*University of California Berkeley

A study was conducted of three key availability characteristics of material at the University of California (UC), Berkeley library system: (1) status of materials, (2) time required to obtain them, and (3) their location. These characteristics were examined in light of interlibrary loan criteria set forth in a major report on library cooperation by the Audits Division of the California Department of Finance. Circulation data gathered from the libraries of UC, Berkeley and California State University, Sacramento formed the basis for the examination. Using a classification algorithm developed by the Audits Division, it was ascertained that 82 percent of the books in the sample were high-use, while only 13 percent of the sampled books would have been available or eligible for interlibrary loan. It was determined that the highly dedicated delivery system recommended in the auditor's report could not be justified without a substantial revision of the resource sharing criteria. Statistical tables include status and location of materials, and use patterns. (Author/DS)

ED 112 932

IR 002 643

*Bourne, Charles P.*

**Annual Report, July 1974 to June 1975, Institute of Library Research, University of California, Berkeley.**

California Univ., Berkeley. Inst. of Library Research.

Report No.—ILR-75-005

Pub Date Jun 75

Note—67p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**Abstracts, \*Annual Reports, Computer Science, Information Services, \*Information Systems, \*Library Automation, \*Library Research, Library Services, Library Technical Processes, Program Descriptions, \*Research Projects, Student Participation

**Identifiers—**\*Institute of Library Research, University of California

The Institute of Library Research (ILR) is a statewide organized research unit of the University of California (UC) whose activities have been directed toward the objectives of education, research and public service. During this reporting period the Institute underwent some significant changes, including a further separation of the University-wide Library Automation Program from ILR and a redefinition of the Institute's research scope toward long-range scholarly studies rather than focused studies of immediate interest to UC. This report summarizes the projects and activity of ILR for the period July 1974 through June 1975, including aid to university instructional programs, extension programs, sponsorship of seminars, and research programs on various aspects of computer applications to library processes. Other data in this report include ILR expenditures, funding, staff, publications, and five-year plan. (Author/SL)

ED 112 933

IR 002 645

*Lenkey, Susan V.*

**Art Historians of the Past, Rare Book Collections as Depositories of Primary Sources.**

Pub Date 2 Jul 75

Note—10p.; Paper presented at the American Library Association Annual Meeting (94th, San Francisco, California, June 29-July 5, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**Ancient History, \*Art, Authors, Books, \*History, Information Sources, Medieval History, Research, Speeches

**Identifiers—**ALA 75, Rare Books

Art historians of the present deal with the description, chronology, topography, and evaluation of works of architecture, sculpture, painting, and the minor arts. They connect works of art with sources and documents referring to their origin, their artists, and their techniques, and are interested in biographies and the reconstruction of the original environment of a work of art. Art historians of the past, on the other hand, did not call themselves by that name. They were poets, mimists, historians and chroniclers, architects, painters, naturalists, travelers, biographers, statesmen, members of the clergy, or private collectors, who in their writings touched one or another aspect of our present complex method of writing art history. By combining bits of information offered by authors from Homer to the 19th century, present historians can collect descriptive and historical information about ancient art works. Rare books are primary sources for such information. (Author/LS)

ED 112 934

IR 002 647

*Harris, William P. Rodgers, Ronald E.*

**Lincoln Laboratory LTS-3S Training System: Application to Teaching Essential Mining Skills. Technical Report No. 515.**

Massachusetts Inst. of Tech., Lexington. Lincoln Lab.

Spons Agency—Bureau of Mines (Dept. of Interior), Washington, D.C.

Report No.—USMB-HO-346079

Pub Date 15 Jul 75

Note—33p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**Adult Vocational Education, \*Computer Assisted Instruction, Individualized Instruction, \*Industrial Education, \*Industrial Training, Program Descriptions, Research Reviews (Publications), \*Teaching Machines, \*Technical Education

**Identifiers—**\*Lincoln Terminal System

The Lincoln Terminal System is described as a device with the capability to deliver technical information, to monitor student performance, and to assure learning in industrial training. The experimental hardware and the lesson material for the system were tested in two mine maintenance schools and the results show that: (1) student users of the system improved substantially on tests; (2) students found the material and the means of presentation acceptable; and (3) supervisors were favorable to the use of the system. Mine training instructors will proceed to format instructional materials for computer instruction. Field test results and sample lessons are provided. (EMH)

**ED 112 935** IR 002 648

*Bukoski, William J. Korotkin, Arthur L.*  
**Computing Activities in Secondary Education. Final Report.**

American Institutes for Research in the Behavioral Sciences, Washington, D.C.  
Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Sep 75

Note—177p.

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

**Descriptors—**\*Computer Assisted Instruction, \*Computer Oriented Programs, Computers, Computer Science Education, Demonstration Programs, Educational Finance, Facility Utilization Research, Followup Studies, Instructional Innovation, Instructional Programs, Longitudinal Studies, Mathematics Instruction, National Surveys, Programming Languages, Public Schools, Science Instruction, Secondary Education

**Identifiers—**\*Project CASE

As a followup to a 1969 study, called Project CASE, a survey was initiated to determine to what extent computers are used in secondary public schools, and to discern to what extent computers affect the quality of education. Some 5,580 randomly selected schools were questioned about their use of computers; commercial computer manufacturers were queried about the availability of computer technology suitable for use in the secondary schools; the specific exemplary programs using computers were identified. For the period 1970-75, some major findings were: (1) the use of computers is expanding; (2) schools tend to use computers for both instruction and administration; (3) computer-assisted instruction is being used more but it continues to be employed predominantly in the instruction of computer science and mathematics; (4) with regard to administration, the computer is most frequently used for student accounting and resource management; and (5) BASIC has become the predominant language. The characteristics of schools using computers, the levels of their spending, and the sources of their funding are discussed. (EMH)

**ED 112 936** IR 002 649

*King, William A.*  
**A Comparison of Three Combinations of Text and Graphics for Concept Learning. Technical Report 76-16.**

Navy Personnel Research and Development Center, San Diego, Calif.

Report No.—NPRDC-TR-76-16

Pub Date Sep 75

Note—23p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**Animation, \*Computer Assisted Instruction, \*Computer Graphics, \*Concept Teaching, Educational Research, Intermode Differences, Military Trainings, Teaching Techniques, Verbal Learning

**Identifiers—**PLATO IV, 1969 Graphics

Using PLATO, a computer-assisted instruction system, a test was conducted to see if students respond most favorably to an instructional package that included no graphic display, still graphic display, or animated graphic display. Forty-five students at the Naval Training Center, San Diego, were the subjects. With the learning of the sine-ratio concept as the instructional objective, three different instructional packages were written, employed, and posttested. Scores showed that including graphic displays does not improve conceptual comprehension. (EMH)

**ED 112 937** IR 002 650

**Statistical Data Relating to Educational Media Services Provided by the Offices of the County**

**Superintendents of Schools in California, 1974-75.**

California State Dept. of Education, Sacramento. Bureau of Audio-Visual and School Library Education.

Pub Date 75

Note—54p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**\*Audiovisual Aids, Audiovisual Programs, Consultants, County School Systems, Educational Finance, Films, Financial Support, Instructional Films, \*Instructional Materials Centers, \*Instructional Media, Media Specialists, School Libraries, School Surveys, \*State Surveys, Statistical Data, \*Tables (Data)

**Identifiers—**Audiovisual Holdings, California, Media Services

This statistical survey examines the distribution of the student population in public schools of the counties of California and the distribution and utilization of media resources in those counties for the year 1974-75. Consulting services, audiovisual materials, films, catalogs, sources of support, expenditures, contractual arrangements, and other financial data are considered. (DMH)

**ED 112 938** IR 002 651

*Freeman, Rose B. And Others*

**Development of Resources for Independent and Small Group Learning in a Core Curriculum. Final Project Report, June 1975.**

Saint Anselm's Coll., Manchester, N.H. School of Nursing.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Div. of Nursing.

Pub Date Jun 75

Note—32p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**Higher Education, Individualized Curriculum, Individualized Instruction, Instructional Innovation, \*Medical Education, \*Nurses, Program Descriptions

**Identifiers—**New Hampshire, \*Saint Anselms College

The assistance of Department of Health, Education and Welfare and the Public Health Service, St. Anselm's College has undertaken a change in the structure of its nursing training curriculum. The instructor has been transformed from a dispenser of discrete parcels of knowledge to a manager of the learning environment, and the student has been converted from a passive recipient of lectures to an active seeker of knowledge to satisfy his own curiosity. In order to make the learning experience a rich one, extensive use has been made of individualized learning packages, small group activities, flexible classroom space, and a variety of audiovisual aids. (EMH)

**ED 112 939** IR 002 653

**What Business Education Teachers Want From Sponsored Films.**

Modern Talking Picture Service, New Hyde Park, N.Y.

Pub Date 75

Note—8p.

Available from—Modern Talking Picture Service, 2323 New Hyde Park Road, New Hyde Park, New York 11040

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**Business, \*Business Education Teachers, \*Films, Industry, Instructional Films, Secondary Education, Surveys, Teacher Attitudes, \*Vocational Education Teachers

**Identifiers—**Free Loan Films

A survey was made of 600 business education teachers in secondary schools about their preferences concerning the content, length, and style of free-loan educational films. Teachers were also asked to name the best such film they had seen recently. The results of the survey are reported in tabular form. (EMH)

**ED 112 940** IR 002 654

**Library Laws of Ohio in Force May 1, 1975.**

Ohio State Library, Columbus.

Pub Date 1 May 75

Note—117p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors—**Budgeting, Court Doctrine, \*Financial Support, Historical Reviews, Law Libraries, \*Libraries, Library Expenditures, Property Taxes, \*Public Libraries, State Agencies, State Government, \*State Legislation, State Libraries, \*Tax Support, University Libraries

**Identifiers—**\*Ohio

State legislation on libraries in Ohio is presented in this report. An introductory chapter covers some of the major characteristics and provisions of these laws, in historical perspective and in the current state of public library organization, tax support, and financing. Federal library laws are reviewed, as is the role of the state library, and legislation concerning university and law libraries. Texts of Ohio's library laws are given, with references to other library-related legislation, attorney general's opinions, and court decisions pertaining to libraries. The state library board rules are provided. (SL)

**ED 112 941** 95 IR 002 655

*Rothenberg, Donna Morgan, Robert P.*

**Case Studies of Innovation in the Educational Service Sector.**

Washington Univ., St. Louis, Mo. Center for Development Technology.

Spons Agency—National Aeronautics and Space Administration, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 75

Contract—NIE-400-75-0026

Note—170p.

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors—**Adoption (Ideas), \*Case Studies (Education), Change Strategies, Comparative Analysis, \*Computer Assisted Instruction, \*Diffusion, \*Educational Television, \*Elementary Education, Elementary School Students, Financial Support, Instructional Innovation, Preschool Children

**Identifiers—**Childrens Television Workshop, Institute Mathematical Studies Social Sciences, Sesame Street

A comparative analysis was made of two vastly different educational innovations: the children's television program "Sesame Street," and the computer-assisted instruction (CAI) programs of the Institute for Mathematical Studies in the Social Sciences. The study was complicated by their distinct objectives and by their widely different means of delivery. The Children's Television Workshop, creators of "Sesame Street," concentrated on an inter-city target audience but achieved a much broader appeal. The numbers of viewers have increased and there have been measurable gains in the viewers cognitive development. Conclusive results about CAI are not yet available because of its limited deployment and the constantly changing state of the technology. With the recent introduction of more reliable terminal hardware and more sophisticated instructional programs, computers are expected to become more effective and less expensive. (EMH)

**ED 112 942** IR 002 656

*Flinck, Rune*

**The Telephone as an Instructional Aid in Distance Education; A Survey of the Literature.**

Lund Univ. (Sweden). Dept. of Education.

Pub Date 75

Note—52p.

Available from—FHSC-Project, Department of Education, University of Lund, Fack, S-220 07 Lund 7, Sweden

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**Adult Education, \*Dial Access Information Systems, Extension Education, \*Home Instruction, Literature Reviews, \*Teaching Methods, \*Telephone Communication Systems, \*Telephone Instruction

**Identifiers—**Sweden, Telelectures, Teletutoring  
Literature on four methods to effectively use the telephone to reinforce two-way communication in instruction is comprehensively reviewed. A study conducted in Sweden using teleteaching, telelecturing, dial-access, and teletutoring is briefly discussed. A bibliography of 93 items is included. (DS)

**ED 112 943** 95 IR 002 657

*Mitzel, Harold E., Ed.*

**An Examination of the Short-Range Potential of Computer-Managed Instruction. Conference Proceedings (Chicago, Illinois, November 6-8, 1974).**

Pennsylvania State Univ., University Park. Coll. of Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Contract—NIE-C-74-0091

Note—86p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—Achievement Rating, \*Computer Assisted Instruction, Computers, \*Conference Reports, Educational Research, Educational Technology, Higher Education, Individualized Instruction, Industrial Training, \*Instructional Technology, Military Training, Professional Training, Teaching Methods

**Identifiers**—Air Force Advanced Instructional System, Classroom Teacher Support System, Computer Managed Geometry, \*Computer Managed Instruction, HumRRO CMI, Navy CMI Systems, Ohio State University College of Medicine CAI, Program for Learning in Accordance with Needs, Project ABACUS, Project PLAN, Stony Brook CAI Laboratory  
Adaptation of computers to instructional use in academic settings, the military, and industrial training provided the focus for this conference on computer managed instruction (CMI). Part 1 of the proceedings contains an orientation to computer managed instruction; Part 2 consists of brief descriptions of 23 CMI systems; and Part 3 is a summary of the conference evaluation. An article on the future role of the computer in basic education is appended. (CH)

**ED 112 944** IR 002 658  
**Programs of Media Centers Recommended for Visiting and Observation. Innovative Provisions and Practices in School Media Centers.**

New Jersey School Media Association, New Brunswick.  
Pub Date 75  
Note—22p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—\*Audiovisual Aids, Computer Oriented Programs, Educational Radio, Educational Television, Elementary Secondary Education, Graphic Arts, \*Guides, \*Instructional Innovation, \*Instructional Materials Centers, Instructional Media, Librarians, Library Collections, Library Facilities, Library Services, Open Plan Schools, \*School Libraries

Twenty-one elementary and secondary school media centers in New Jersey are listed and special aspects of their media programs are described. Each school is identified by name, address, size, number of staff, and size of collection. In part 2 is an additional listing of New Jersey schools that have innovative provisions and practices in their school media centers. These include computerized library processes, security systems, special collections, graphics, open classrooms, integrated shelving, new construction or remodeling, radio stations, and television. (DS)

**ED 112 945** IR 002 662  
**O'Hara, Kathryn**  
**The Reading Interests of Primary Children as Reflected in Their Library Choices.**

Indiana Univ., South Bend. School of Education.  
Pub Date 15 Jul 73

Note—81p.; Not available in hardcopy form due to marginal legibility of original document  
**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Childrens Books, \*Childrens Literature, Elective Reading, Elementary Education, Library Circulation, Library Materials, Masters Theses, \*Reading Interests, \*Reading Research, Recreational Reading, \*School Libraries

A study was made to determine which books children borrowed, how many of these were quality literature, and what interests were revealed. This was accomplished by noting all books checked out during a two-month period in one elementary school library, and by designating as quality literature those books listed in the "Children's Catalog." Analysis of the data indicated that quality literature was chosen 33 percent of the time, that children tended to pursue certain favorite authors and characters, and that they also had a great interest in the Disney books, perhaps because children are familiar with Disney characters and products. (LS)

**ED 112 946** IR 002 663  
**Kirk, Thomas And Others**  
**Bibliographic Instruction in Academic Libraries; Edited Transcript of a Panel Discussion.**

Association of Coll. and Research Libraries. New England Chapter.

Pub Date Nov 74  
Note—26p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors**—\*College Libraries, Financial Support, Higher Education, \*Library Instruction, Library Programs, Library Skills, \*Research Libraries, Speeches, \*University Libraries

A panel discussion on bibliographic instruction was presented by three librarians at a meeting of the New England Chapter of the Association of College and Research Libraries in November 1974. Defining bibliographic instruction as instruction in the use of library materials rather than library orientation, the panelists talked about the development of library instruction programs in academic libraries, from setting goals and objectives to evaluating the programs. The modes of instruction discussed included regular courses, course-integrated instruction, seminars and minicourses, and print and nonprint instructional units. (LS)

**ED 112 947** IR 002 664  
**Yankee Comments; Testimony Submitted to the National Commission on Libraries and Information Science, October 3, 1973, Boston, Massachusetts.**

National Commission on Libraries and Information Science, Washington, D. C.; New England Library Board, Hartford, Conn.

Pub Date 74  
Note—343p.

**EDRS Price MF-\$0.76 HC-\$17.13 Plus Postage**  
**Descriptors**—Federal Legislation, \*Federal Programs, Government Role, Information Networks, \*Information Science, Interlibrary Loans, \*Libraries, Library Automation, Library Cooperation, Library Networks, National Libraries, \*National Programs, Regional Libraries, Technology

**Identifiers**—Library of Congress, \*National Commission Libraries Information Science, NCLIS  
The New England Library Board presents the oral and written testimony given to the National Commission on Libraries and Information Science (NCLIS) at a hearing in Boston, Massachusetts, October 3, 1973. Witnesses include college, university, state, public, special, regional, and school librarians, as well as library trustees; educators; a mayor; researchers; a newspaper editor; and officials of information networks, state education offices, consortia, state library commissions, and commercial information services. Testimony centers around the topics of networking, priorities for service, national and regional resource centers, service in rural areas, new technology, interlibrary cooperation, the Library of Congress as a national library, federal legislation, and the role of state and federal governments. Witnesses represent the states of New Hampshire, Massachusetts, Maine, Rhode Island, Vermont, and Connecticut. A draft of the NCLIS national program of library and information service, dated October 1973, is appended. (LS)

**ED 112 948** IR 002 666  
**Agostino, Donald E. And Others**  
**Audience Analysis of a Special Format Radio Station. A Management Tool for Public Radio Programming.**

Indiana Univ., Bloomington. Inst. for Communication Research.

Spons Agency—Corporation for Public Broadcasting, New York, N.Y.

Pub Date Oct 75  
Note—94p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
**Descriptors**—Audiences, Communications, \*Educational Radio, \*Higher Education, Mass Media, \*Media Research, Program Content, Program Design, Program Development, \*Programming (Broadcast), \*Radio, Statistical Data, Tables (Data), Universities

**Identifiers**—Audience Analysis, Campus Radio Stations, Indiana University, Public Radio, \*WFU FM

A study was conducted at Indiana University's WFU-FM, a student operated training radio station; two measuring methods were utilized: (1) a listening diary, and (2) an audience-programmer. This study attempted to accurately survey the listening habits and programming preference of listeners and nonlisteners and also to develop, test, and evaluate the usefulness of a new programming technique. Statistical tables show: (1) distribution of listening by age, area, time of day, and program; (2) audience estimates expressed in percentages; and (3) programs designed by listeners. The survey diary and audience-programmer with stamps and instructions are appended. (Author/DS)

**ED 112 949** 95 IR 002 669  
**An Alerting Service Bibliography on Libraries and Media. Number Four.**

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 75

Contract—NIE-C-74-0027

Note—10p.

Available from—ERIC Clearinghouse on Information Resources, Alerting Service Bibliography, November 1975, SCDT, Stanford University, Stanford, California 94305 (self-addressed, stamped (\$0.13) 9 x 12 inch manila envelope)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—\*Annotated Bibliographies, Audiovisual Aids, Films, \*Information Science, \*Instructional Materials, Libraries, \*Library Science, Television

**Identifiers**—\*Bicentennial

This annotated bibliography cites 58 recently issued items in the areas of audiovisual aids, bibliographies, the Bicentennial, films, information science, instructional materials, and library science. Each citation gives ordering information as well as a bibliographic reference. (DS)

**ED 112 950** IR 002 672  
**Ortiz, Richard J. Connole, Thomas P.**

**Bibliographic Searching: Main Entry Vs. Title Access, A Comparative Time Study.**

Pub Date Aug 73

Note—136p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**  
**Descriptors**—\*Bibliographic Citations, Comparative Analysis, \*Information Retrieval, Information Seeking, Libraries, \*Library Skills, \*Search Strategies

**Identifiers**—English Language Books By Title, Library of Congress, National Union Catalog

A timed comparison was made of two methods of searching. Five bibliographic searchers timed themselves while searching by possible main entries in the National Union Catalog. The authors then timed themselves searching the same items by title in the English Language Books by Title and in Library of Congress National Program for Acquisitions and Cataloging (LC NPAC) depositary card file arranged by title. Comparisons revealed that, for a sample size of 771 items, searching by main entries in the National Union Catalog is 89.3 percent slower than searching by title in the LC NPAC file, and it is 84.8 percent slower than searching by title in the English Language Books by Title. (Author/EH)

**ED 112 951** IR 002 676  
**Beard, Marian And Others**

**The Improvement and Individualization of Computer-Assisted Instruction: Final Report.**

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Pub Date 15 Sep 75

Note—42p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors**—College Students, \*Computer Assisted Instruction, Educational Strategies, \*Individualized Instruction, Individualized Programs, Instructional Design, Instructional Technology, Models, Program Descriptions, Programed Materials, Programed Tutoring, Program Evaluation, \*Programming, Second Language Learning, Vocabulary Skills

**Identifiers**—Algebraic Interpretive Dialogue, BASIC Instructional Program, Optimization of Learning

Four research projects were conducted on the improvement of individualized instruction. Two methods of teaching foreign language were examined. In the first, the computer stored a profile of the student's previous performance in German vocabulary, and it developed a strategy to teach the student additional German words. The second project tested the effectiveness of a special keyword association method to maximize the retention of Spanish and Russian vocabulary. The second two projects were computer-assisted courses in computer programming: Algebraic Interpretive Dialogue (AID), and BASIC Instructional Program (BIP). In both, the computer combines the student's history and the structure of the curriculum to construct the optimal teaching strategy. (EMH)

**ED 112 952** IR 002 677  
**Field Library Guidelines; A HUD Handbook.**

Department of Housing and Urban Development,  
Washington, D.C.  
Report No.—HUD-2265.3  
Pub Date May 75  
Note—95p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
Descriptors—\*Government Libraries, Library  
Circulation, Library Collections, Library Equip-  
ment, Library Expenditures, Library Facilities,  
\*Library Guides, Library Materials, Library  
Material Selection, Library Planning, Library  
Reference Services, Manuals, \*Special Libra-  
ries

Identifiers—Department of Housing and Urban  
Development, HUD

This handbook contains policy and procedure  
guidelines for establishing and maintaining libra-  
ries for the Department of Housing and Urban  
Development (HUD) (in regional, area, and in-  
suring offices). In addition to delineating the rela-  
tionship between these field libraries to the  
headquarters HUD Division Library, the text of-  
fers guidelines affecting: staffing, budgeting,  
physical planning, acquisition of materials, and  
the organization and circulation of materials. This  
document supercedes the Home Finance Agen-  
cy's "Initiating and Operating Procedures for Re-  
gional Office Book and Periodical Collections."  
(EMH)

**ED 112 953** IR 002 680

Lowell, Mildred Hawksworth  
Library Management Cases.

Pub Date 75  
Note—260p.

Available from—The Scarecrow Press, Inc., P. O.  
Box 656, Metuchen, New Jersey 08840 (\$8.50)  
Document Not Available from EDRS

Descriptors—\*Case Studies, Librarians, \*Library  
Administration, \*Library Education, Library  
Science, Professional Education, \*Textbooks

This textbook attempts to introduce the case  
study method into the curriculum for training  
librarians. Cases are written with emphases on a  
stable activity-authority environment, good  
management and planning, proper response to in-  
ternal and external demands, and complex busi-  
ness game situations. Many cases are intended for  
role playing use. (EMH)

**ED 112 954** IR 002 695

Meredith, Joseph C.

Selective Dissemination of Microfiche Documents  
in a University Setting: Phase I. Final Report.  
Project CLR-561.

Governors State Univ., Park Forest South, Ill.  
Learning Resources Center.

Spons Agency—Council on Library Resources,  
Inc., Washington, D.C.

Pub Date Oct 75  
Note—81p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
Descriptors—Attitudes, College Faculty, Data  
Bases, \*Delivery Systems, \*Information Dis-  
semination, Information Retrieval, Information  
Sources, \*Library Services, \*Microfiche, Pro-  
gram Evaluation, \*University Libraries, Use  
Studies

Identifiers—\*National Technical Information Ser-  
vice, NTIS, Selective Dissemination of Informa-  
tion

A selective dissemination service (SRIM) of  
the National Technical Information Service (N-  
TIS) features semimonthly dissemination of  
microfiche copies of documents newly added to  
the NTIS collection, on the basis of interest  
profiles. The service was used to test a university  
subsystem wherein a number of individual  
profiles were combined and submitted to NTIS as  
a composite. Microfiche documents received  
were duplicated in sufficient copies to meet local  
distribution requirements, including one copy for  
library purposes. The study indicates the effect of  
local agency in stimulating and mediating the use  
of an SDI system, and the relative economy of  
local copying and redistribution of microfiche  
over direct ordering at current NTIS prices. SRIM  
is evaluated from the viewpoint of middleman  
and of users engaged in science, technology,  
and higher education. The categori-  
cal structure in which the service is implemented  
is found wanting in the kind of precision, detail,  
definition, and stability needed to serve users in  
this sector. (Author/EMH)

## JC

**ED 112 955** JC 750 468

Watson, Rollin J.

Letters from Jessup: Notes on a Prison College  
Program.

Pub Date [75]  
Note—10p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—Community Colleges, \*Correctional  
Education, \*Correctional Rehabilitation, Coun-  
selling, Financial Support, \*Junior Colleges,  
Library Services, Outreach Programs,  
\*Prisoners, \*Social Adjustment, Tuition

Identifiers—Essex Community College, Maryland  
(Jessup)

The Essex Community College (Maryland) full-  
time college program for maximum security in-  
mates at the House of Correction at Jessup  
evolved as a natural outlet for numbers of the  
high school graduates which the prison secondary  
school was producing. Students proved to be well  
prepared, highly motivated, and well received by  
other inmates and the security guards. Students  
were paid the same remuneration they would  
earn in state use industries. This money, supple-  
mented by federal grants, veterans benefits, and  
scholarship funds, helped to pay tuition costs.  
Despite the fact that the college and prison are  
located in different counties, inmates were per-  
mitted the in-county tuition rate, on a contract  
basis. A full range of library services was afforded  
to the inmate students by providing a computer  
print-out of college library resources and by sup-  
plying ordered materials by means of a regular  
van delivery service. While there was no budget  
available for a full-time college counselor, a  
select group of counselors were organized into a  
"pool" system. The program seemed to accom-  
plish two things: it engendered a feeling of self  
worth and pride in the inmate-students; it af-  
forded the students a new, positive perspective on  
traditional values and the institutions of society.  
(NHM)

**ED 112 956** JC 750 476

Handelman, Chester

Opinions of Selected Faculty Members on Cur-  
riculum and Instruction at Five South Florida  
Community Colleges.

Pub Date 75

Note—248p.; Ed.D. Dissertation, Nova University

**EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage**

Descriptors—Academic Achievement, \*Academic  
Standards, Administrative Policy, Basic Skills,  
College Curriculum, Community Colleges,  
Conventional Instruction, Educationally Disad-  
vantaged, Grades (Scholastic), \*Instructional  
Innovation, \*Junior Colleges, Questionnaires,  
\*Teacher Attitudes, \*Teaching Methods

The need for two-year colleges to accom-  
modate heterogeneous student bodies, including  
many underprepared and disadvantaged students,  
has resulted in the implementation of innovative  
teaching-learning approaches. In order to ascer-  
tain faculty attitudes toward innovative curricu-  
lum and instruction, 74 social science and En-  
glish/foreign language instructors at five Florida  
community colleges were interviewed and asked  
to complete a questionnaire, one section of which  
required objective responses, and the other sub-  
jective, open-ended answers. About 75 percent of  
the respondents, in varying degrees, indicated  
that the rate of innovation in community college  
curricula should be reduced, at least for the im-  
mediate future. Many of the respondents pointed  
out that many innovative teaching formats have  
resulted in such phenomena as academic grade  
inflation, erosion of academic standards (includ-  
ing reduced student ability to write and, thus, to  
succeed in formal subjective or written examina-  
tions), and too little emphasis on cognitive learn-  
ing. Respondents were not opposed to innova-  
tions per se, but felt that new formats should be  
required to prove themselves before their  
wholesale adoption. More uniform faculty and  
administrative policies are called for in order to  
prevent further erosion of academic standards.  
(NHM)

**ED 112 957** JC 750 492

Posner, George And Others

Program Planning in Two-Year Colleges: A Hand-  
book.

State Univ. of New York, Ithaca. Coll. of  
Agriculture and Life Sciences at Cornell Univ.;  
State Univ. of New York, Ithaca. Cornell Inst.  
for Research and Development in Occupational  
Education.

Spons Agency—New York State Education  
Dept., Albany. Bureau of Two-Year Coll. Pro-  
grams.; New York State Education Dept., Al-  
bany. Office of Occupational and Continuing  
Education.

Pub Date Jun 75  
Note—160p.

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**  
Descriptors—Articulation (Program), Curriculum  
Planning, \*Decision Making, Educational  
Resources, \*Junior Colleges, Labor Market,  
\*Models, Program Content, Program Develop-  
ment, Program Evaluation, \*Program Planning,  
Program Proposals, Simulation, Student Enroll-  
ment, Systems Approach, \*Vocational Educa-  
tion

Part I of this document describes a model for  
occupational program planning in two-year col-  
leges. The planning process begins with an esti-  
mation decision, i.e., whether the program idea is  
worth investigating. This decision can be divided  
into seven sub-questions or systems: (1) Identity--  
what should be the general content of the pro-  
gram? (2) Articulation--does the program fit col-  
lege, local, regional, and state plans? (3)  
Resources--does the college have the resources to  
conduct the program? (4) Students--how many  
and what kinds of students will the program at-  
tract? (5) Employment--will graduates be able to  
obtain jobs commensurate with their training? (6)  
Support--will the program be supported within  
the college and community? (7) Evaluation--how  
will the program be evaluated? The second stage  
of the planning process is the precision phase,  
when the decision whether to implement the pro-  
gram is made. This phase requires a more  
rigorous investigation of the proposed program  
and involves four steps: strategy, detailed in-  
vestigation of the seven subsystems, assessment  
and decision, and, when necessary, the prepara-  
tion of a final program proposal. Part II of this  
document outlines the historical and theoretical  
context of the system, and Part III presents a  
simulation of the system at work. (NHM)

**ED 112 958** JC 750 502

Peterson, Gary T., Ed.

Staff Development; Mini Models for College Im-  
plementation.

De Anza Coll., Cupertino, Calif.

Pub Date Jun 75

Note—366p.; Proceedings of a conference,  
Squaw Valley, California, June 24-26, 1975;  
Not available in hard copy due to marginal  
legibility of original document

Available from—De Anza College Bookstore,  
21250 Stevens Creek Boulevard, Cupertino,  
California 95014 (\$10.00)

**EDRS Price MF-\$0.76 Plus Postage. HC Not  
Available from EDRS.**

Descriptors—Bibliographies, College Faculty,  
Conference Reports, Educational Needs, \*In-  
service Teacher Education, Instructional Im-  
provement, \*Instructional Staff, \*Junior Col-  
leges, \*Models, Problem Solving, Program  
Development, Resource Allocations, \*Staff Im-  
provement

One hundred twenty-seven participants at a  
June 1975 symposium in Squaw Valley, Califor-  
nia, made use of a prescribed problem-solving  
process in order to originate a number of parts of  
a total staff development effort for a simulated  
community college. The developmental stages in  
the process included brainstorming, needs assess-  
ment, resource specification, strategy develop-  
ment, evaluation, and redesign. The instructional  
strategy involved an interactive setting in which  
each of several small groups simulated a college  
committee confronting a sample staff develop-  
ment problem. Twenty-three problem situations  
are presented in this manual with selected tenta-  
tive solutions developed by the symposium study  
groups. Five position papers written by workshop  
consultants are included, which served as the  
theoretical and informational background for the  
symposium. These papers cover: (1) the need for  
staff development; (2) incentives for participation  
in staff development programs; (3) instructional  
development as a major ingredient of staff  
development; (4) specifying objectives, develop-  
ing strategies and evaluation; (5) instructional



design as a team process. Working forms and guidelines are included, and bibliographies and reference materials are appended. The workshop design is conceived as a prototype for organizing similar workshops on two-year college campuses. (Author/NHM)

ED 112 959 JC 750 503

Wiesenfeld, Laura Adina

A Study of a Functional Approach to Defining Instructional Competencies and Measuring Faculty Performance in Medical Laboratory Technology.

Pub Date 75

Note—146p.; Ed.D. Dissertation, Nova University  
EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—Cognitive Processes, Evaluation Criteria, \*Faculty Evaluation, Humanism, Inservice Teacher Education, Instructional Improvement, \*Junior Colleges, \*Learning Modalities, Medical Technologists, Student Opinion, Task Analysis, \*Teaching Quality, \*Teaching Styles

Identifiers—Classification of Instructional Competencies, Cognitive Mapping, Teaching Styles Inventory

In order to develop a humanistic approach to evaluating faculty, a pilot study was conducted of 27 students and 14 instructors in an associate degree program for medical laboratory technicians. Selected personal dimensions of the sample population were examined to chart each individual's personality, theoretical learning preferences, modalities of inference, and intellectual disposition. Faculty were additionally administered a Teaching Styles Inventory. The findings were utilized in an inservice training program which contrasted student and faculty learning styles with faculty teaching styles; as a result, faculty were committed to a more creative concept of quality and efficiency in teaching. Two strategies were employed in assessing the effectiveness of this commitment: first, students ranked instructors on a number of instructional practices; second, grade point averages were compared at entry and exit levels, revealing a significant rise. On the basis of information gained in the study, a Classification of Instructional Competencies was devised which categorized professional behaviors (technical, therapeutic, cognitive) in six areas (curriculum, instruction, evaluation, college service, professional activities, continuing education) into a series of detailed goal statements. A survey of the literature, bibliography, and cognitive mapping instruments are appended. (NHM)

ED 112 960 JC 750 511

Unit Cost Analysis in the Public Community Colleges of Illinois: 1973-74 (FY 1974). Volume III, Number 5.

Illinois Community Coll. Board, Springfield.

Pub Date Mar 75

Note—112p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Community Colleges, Cost Effectiveness, Educational Accountability, \*Educational Finance, Expenditure Per Student, Instructional Programs, \*Junior Colleges, \*Operating Expenses, \*Program Costs, School Accounting, \*Unit Costs

Identifiers—Illinois

The Unit Cost Study is an annual project involving the direct participation of all public community colleges in Illinois. Each college provides basic data on course offerings, enrollments, and costs in each instructional area to the Illinois Community College Board, which checks the data for consistency with apportionment claims and financial audits, then compiles the reports via a computer program. The effective implementation of the Uniform Accounting Manual by the colleges establishes reasonable continuity between classifications. The community colleges furnish data on midterm enrollments, course credits in semester hours, direct costs for instruction, and other departmental costs. Indirect costs are reported in total dollar amounts which are allocated to each instructional area on the basis of the proportion of course credit hours generated in the given area to the total credit hours generated by the college. The bulk of this report is made up of reorganizations of the data to show various interrelationships. The study is designed to provide information necessary to planning,

evaluation, and management. In addition, the study is an accountability report to the citizens of Illinois and to the citizens of each community college district. (Author/NHM)

ED 112 961 JC 750 512

Menard, Joseph W.

Developing an Instrument for Evaluating Faculty by Students, Colleagues, and Administrators at Rhode Island Junior College.

Pub Date 5 May 75

Note—55p.; Ed.D. Practicum, Nova University  
EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Evaluation Criteria, Evaluation Methods, \*Faculty Evaluation, \*Junior Colleges, Questionnaires, \*Rating Scales, Teacher Improvement

Identifiers—\*Rhode Island Junior College

This study was undertaken to devise a standardized faculty evaluation instrument which could be used by all departments at Rhode Island Junior College and which could be easily filled out by students, colleagues, and the department chairpersons of the instructor being evaluated. In order to ascertain the preferences of the college community regarding items which should be incorporated into such an instrument, two attitudinal questionnaires were designed and administered to 70 faculty members and a random sample of 200 students. One of the questionnaires related to preferred instrument format; the other to the characteristics essential to effective faculty performance. Among five alternative formats for the evaluation instrument, those polled preferred a multiple choice format. The selected characteristics of effective instructors closely paralleled the characteristics cited in the literature of the field. The developed instrument (which contains 50 items, with separate sections for students, advisees, faculty, and division chairpersons) is presented, as are both preliminary questionnaires and tables displaying questionnaire results. Pilot testing, revision, and college-wide implementation of the instrument are recommended. (RL)

ED 112 962 JC 750 513

White, John Franklin

Foreign Study and the Community College.

Pub Date [75]

Note—23p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Advisory Committees, College Cooperation, Community Colleges, Followup Studies, \*Junior Colleges, Post Secondary Education, Program Length, \*School Surveys, \*Study Abroad, Transfer Policy, \*Travel

In order to examine the status of foreign study in American junior and community colleges, a questionnaire was developed and distributed to 225 institutions in the North Central Association of Colleges and Secondary Schools, eliciting an 80 percent level of response. Duplicate questionnaires were sent to Academic Affairs and Student Affairs offices in each of the community colleges polled. Results indicated that more than 50 two-year institutions in the survey region are in some measure involved in foreign study activity. Unfortunately, few community colleges engage in follow-up studies on students who take part in such programs, which hinders further programmatic development. Community colleges, unlike many senior institutions, tend to provide short-term programs abroad (under eight weeks). Most community colleges stated that foreign programs were "organized and administered by the institution in cooperation with private travel agencies." This plan seems to explain the decided travel rather than foreign study character of many community college programs, which tends to cause credit transferral problems with receiving senior institutions. The development of college-wide advisory committees and more interinstitutional cooperation between community colleges are recommended. (NHM)

ED 112 963 JC 750 514

Hoffman, Elise

A Comparison of Team-Teaching and Audio-Taped Lectures with the Traditional Lecture Method.

Pub Date 1 Dec 74

Note—45p.; Ed.D. Practicum, Nova University

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Comparative Analysis, Failure Factors, \*Junior Colleges, \*Lecture, National Competency Tests, \*Nursing, Questionnaires, State Standards, Student Certification,

\*Teaching Methods, \*Team Teaching, Vocational Education

Identifiers—Alvin Junior College

The high percentage of students failing State Board Examinations for licensure as registered nurses led to provisional accreditation being placed on the nursing program at Alvin Junior College (Texas). Teaching methodology was investigated as a possible contributor to these failures. A review of the related literature indicated that individualized, systematic teaching methods best facilitate the learning of medical-surgical nursing. A team-teaching method of instruction, supplemented with audio-taped lectures, was used in medical-surgical nursing classes in 1974 (77 students). Compared to classes the year before (73 students), when the traditional one-teacher lecture method was used, the experimental, team-teaching group scored significantly higher on the National League for Nursing tests for Medical-Surgical Nursing II. In addition, the proportion of students passing the State Board Examinations was significantly higher for the experimental group (94 percent) than for the control group (77 percent). As a residual finding, when a questionnaire was sent to all the graduates who had been in the experimental group, 83 percent of the respondents stated that they preferred the team-teaching approach. (NHM)

ED 112 964 JC 750 515

Johnson, Glenn R. Schmedemann, Luanne

Improving Junior and Community College Instruction.

Pub Date [75]

Note—6p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*College Faculty, Community Colleges, \*Inservice Teacher Education, \*Institutes (Training Programs), Interaction Process Analysis, \*Junior Colleges, Questioning Techniques, Rating Scales, Student Teacher Relationship, Teacher Improvement, \*Teaching Skills, Teaching Techniques

Identifiers—Flanders Interaction Analysis

Twenty-five instructors from 11 different community colleges and 13 different disciplines participated in a six week institute at Texas A&M University, geared to improving teaching in junior and community colleges. The participants had an average of 5.08 years of experience in college level teaching, and all had at least a master's degree. Each participant received 15 contact hours of skill training in Flanders Interaction Analysis, a 10 category observation system which classifies any verbal statement made in a classroom by an instructor or student, thus facilitating study of teacher/student verbal interaction. The participants also engaged in microteaching experiences, concentrating on skills of fluency in asking questions, reinforcement, probing questions, and various higher order questions. This procedure allowed participants to focus on individual technical teaching skills. Other activities included audio-tutorial programs, multiple-choice test construction and test-item analysis, independent listening, assigned readings, behavioral objectives, small group discussions, and simulation. Evaluations collected throughout the program indicate that the training received by the participants contributed to changes in their attitudes, opinions, and behavior related to teaching effectiveness. (Author/NHM)

ED 112 965 JC 750 516

Rose, Claire Nyre, Glenn F.

An Evaluation of the 1973-74 Instructional Development Grant Program.

Los Angeles Community Coll. District, Calif. Div. of Educational Planning and Development.

Pub Date Jul 75

Note—70p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*College Teachers, \*Curriculum Development, \*Incentive Grants, \*Instructional Innovation, Instructional Staff, \*Junior Colleges, Program Evaluation, Teacher Developed Materials, Teaching Methods

In order to encourage the professional instructional staff to develop innovative teaching strategies and techniques, the Los Angeles Community College District established an Instructional Development Grant Program (IDG) in 1973. This evaluation is based upon a variety of data sources: campus visits, surveys, telephone interviews, and data provided by IDG, including project proposals, final reports, lists of grants, and

interviews. Descriptions of individual projects, along with evaluations by the grantees, an analysis by college and amount of funds, and an analysis by objective are presented. The funding strategy for the IDG program was based on the assumption that a small amount of money (\$3,500 per grant) would be sufficient to stimulate faculty experimentation and, at the same time, allow a larger number of faculty projects. Recommendations include: an improved evaluation system for individual projects; a change in project emphasis from instructional resources; an increase in project visibility from one campus to another; steps to assure comprehensive, rather than individual, faculty development. Appended is the Instructional Development Grant Program Guide for 1975-76, which outlines IDG procedures. (NHM)

**ED 112 966** JC 750 517  
**Instructional Television Progress Report, 1971-74.**  
 Los Angeles Community Coll. District, Calif. Div. of Educational Planning and Development.  
 Pub Date Oct 74  
 Note—27p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
 Descriptors—Broadcast Television, Delivery Systems, \*Educational Television, \*Enrollment Trends, \*Grades (Scholastic), Home Study, \*Junior Colleges

Educational television is one part of a coordinated instructional system which also utilizes faculty Course Advisors, texts, syllabi, and the instructional support services of the Los Angeles Community Colleges. Educational television extends access to students who are not enrolled in on-campus programs and provides an alternative mode of instruction for students who are attending classes on campus. Data for campus and television enrollments from 1970-74 are presented for five courses: Art 1, Astronomy 1, Geography 1, Health 10, and Psychology 1. The data reveal no significant decrease in enrollments on campus which could be caused by the television courses. The data also reveal that the distribution of grades earned by students enrolled in television courses does not vary significantly from the distribution of grades in on-campus sections of the courses. Graphic depictions of the data, which make up over half of this document, cover enrollments and grade distribution. Appended are tabular formulations of the same data. (Author/NHM)

**ED 112 967** JC 750 518  
**A Plan for Development of an Educational Telephone Network (ETN) to Extend Access to Educational Programs.**  
 Los Angeles Community Coll. District, Calif. Div. of Educational Planning and Development.  
 Pub Date Oct 73  
 Note—20p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—Cost Effectiveness, Course Evaluation, \*Delivery Systems, Educational Needs, \*Junior Colleges, Marketing, Models, \*Outreach Programs, \*Program Planning, \*Telephone Instruction

The outreach development process described in this document is designed to provide a model for planning and implementing a program to extend access to educational opportunity for members of the community served by the Los Angeles Community College District. There are four steps required to initiate such a program: (1) Identification—each college must identify the general types of organizational entities and population segments (private industry, residential areas, government agencies) within its area with a high potential need for general or specialized educational programs; (2) Qualification—a detailed examination of identified potential customers in order to select those best suited for analytical investigation; (3) Subdivision—a determination of the most accessible and desirable segment of the customer's educational needs in order to specify objectives and time frames and to forecast costs; (4) Implementation—the selection of a delivery system that best meets the needs of the target population. An educational telephone network is described as representative of a media-oriented delivery system which may be utilized in place of traditional classroom instruction. Appended are a summary of an evaluation of an educational telephone network course and a cost-effectiveness study. (Author/NHM)

**ED 112 968** JC 750 519  
**Kirk, Henry P.**  
**A Report and Evaluation of Student Government at El Camino College, 1974-75.**  
 El Camino Coll., Torrance, Calif.  
 Pub Date Sep 75  
 Note—23p.; For a related document, see ED 099 009

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—\*Junior Colleges, Junior College Students, Organizational Change, \*Program Evaluation, \*Student College Relationship, \*Student Government, Student Needs, Student Participation

Identifiers—El Camino College  
 A 10-month study by a select committee of students, faculty, and staff in 1973 resulted in a new form of student government at El Camino College (California). The new governmental format features five to seven member student councils in each of the 12 academic divisions of the College. Each of these 12 councils sends two representatives to an all-student Senate which attends to the interests and needs of the total student body. The Senate selects a president who is assisted by three vice presidents, relating to the areas of instruction, student personnel, and finance. This report summarizes some of the activities of the 12 divisional student councils and the Student Senate during the 1974-75 college year and identifies participants in the student government program. An evaluation of the program reveals that most of the recommendations of the select committee have been fully, or to some extent, implemented during the 1974-75 college year. In addition, former criticisms of student government have been relieved, while the objectives of the new government are being achieved. The new system provides increased opportunity for student input into the life of the college community, and its strength lies in the relationship which is developing between student government and the instructional program. (Author/NHM)

**ED 112 969** JC 750 520  
**Scott, David C.**  
**Nursing Education Follow-Up Study--1974 R.N.s. a Year After Graduation.**  
 Bakersfield Coll., Calif.  
 Pub Date Sep 75  
 Note—28p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
 Descriptors—Continuous Learning, \*Followup Studies, Graduate Surveys, \*Health Occupations Education, Institutional Research, \*Junior Colleges, \*Nurses, \*Participant Satisfaction, Professional Continuing Education, Questionnaires, Vocational Education

A group of 41 registered nursing graduates of the 1974 class at Bakersfield College was surveyed in the summer of 1974 as part of a nursing education follow-up study. In the summer of 1975, the same group was surveyed again in order to compare the perceptions and aspirations reported by the graduates one year after graduation with those reported immediately after graduation. The 1974 survey had a 73.9 percent response rate, while the 1975 follow-up had a 60 percent response rate. The graduates had encountered no difficulty in finding employment. All but one were working in Kern County, and most of them expected to remain in Kern County. Acute hospital nursing was the present and anticipated future type of employment. All had encountered on-the-job orientation in their hospital jobs, and most felt it to be effective. The enthusiasm that the graduates exhibited toward the nursing program in 1974 had not diminished a year later. However, 57.1 percent did rate their total nursing program only adequate as it pertained to the real world. Most desired continuing education courses, particularly in coronary care. Most nurses were enthusiastic about their jobs. In view of the nursing shortage, an expansion of the nursing program is recommended. A sample of the questionnaire and cover letter is appended. (Author/NHM)

**ED 112 970** JC 750 521  
**Gibbs, Richard R.**  
**An Assessment and Analysis of Selected Learning Modes Preferred by Students and Offered by Teachers.**  
 Pub Date Sep 75  
 Note—35p.; Ed.D. Practicum, Nova University  
**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Course Organization, Flexible Scheduling, Incidence, Instructional Innovation, \*Junior Colleges, Learning Modalities, Questionnaires, School Schedules, \*Student Attitudes, Student Needs, \*Teaching Methods, Teaching Techniques

Identifiers—Fresno City College  
 The degree to which Fresno City College (California) is meeting the curricular needs of its students is examined in this study of 234 students and 26 faculty. An analysis of student preferences toward 20 selected learning modes is compared to the amount of time which faculty devote to each. High correlation between preference and practice exists in the use of demonstrations, slides, discussion, small groups, tutorials, and programmed materials, while wide discrepancies occur in the areas of laboratory time, lecture method, homework, flexible course length, attendance options, and the availability of a modular calendar. Whereas faculty report that homework and lectures are the prime methods of instruction, students ranked these 15th and 20th, respectively. In addition, the student survey revealed a strong desire for greater flexibility both in the time spent in class and the length of the calendar; however, faculty rated these areas quite low. It is recommended that faculty be made aware of these discrepancies and be provided with incentives to modify their approaches to learning. A review of the literature dealing with faculty resistance to innovation is undertaken and survey instruments are included. (LO)

**ED 112 971** JC 750 522  
**Cooie, Walter A. Reitan, Henry M.**  
**Greenbook Abstract and Catalog--I.**  
 Pub Date Sep 75  
 Note—53p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
 Descriptors—\*Autoinstructional Aids, College Faculty, College Mathematics, Course Content, \*Curriculum Guides, Job Analysis, Junior Colleges, Philosophy, Program Descriptions, \*Programmed Materials, \*Self Directed Classrooms, Self Evaluation

Identifiers—\*Greenbook System, Skagit Valley College  
 This catalog is intended to be issued periodically as a means of extending and updating teaching materials which have been previously published through ERIC by these authors. The materials include the Alpha and Gamma levels of the "Greenbook System," pre-professional and entry in-service professional levels of an integrated sequence of five training programs for higher education professionals; an operational manual for the Open Classroom, an autoinstructional learning laboratory at Skagit Valley College (Washington); and several self-contained, programmed courses in philosophy and mathematics developed for this Open Classroom. The present issue of the catalog contains two sample task analyses for addition to the "Greenbook System" (ED 103 083 and 084), and two pages to be inserted in the Coach's Manual section of "Basic Open Classroom Documentation" (ED 103 086). A sample of work required for an optional "A" project is supplied for "Philosophic Heuristic Instruction I" (ED 103 087). "Oleanna Math Program Materials" (ED 103 088) is substantially updated in the areas of pre-algebra, intermediate algebra, and analytic geometry. A number of additional short units and quick reviews are supplied for "Oleanna Math Program Smorgasbord" (ED 103 089). Subsequent issues of the catalog will provide revisions and additions to these and further courses available through ERIC (see JC 750 523, 524, and 525). (BB)

**ED 112 972** JC 750 523  
**Cooie, Walter A.**  
**Philosophic Heuristic Instruction (PHI)--II.**  
 Note—106p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**  
 Descriptors—\*Autoinstructional Aids, \*Course Content, Courses, Critical Thinking, Curriculum Guides, \*Junior Colleges, \*Logic, Philosophy, \*Problem Solving, Programmed Materials, Programmed Units, Self Directed Classrooms

Identifiers—\*Skagit Valley College  
 This publication contains a course outline and syllabus, self-study units, and testing materials finished and tested in the Open Classroom, an auto-tutorial learning laboratory at Skagit Valley

College (Washington). This self-contained course in informal logic is organized around problem-solving strategy and a collection of modules for extensive studies of informal logic and psychosynthesis. The course outline is designed to be used in conjunction with Vincent Ryan Ruggerio's "Beyond Feelings: A Guide to Critical Thinking" (1975). In this course, the student is expected to enhance his respect for rational problem-solving and develop discursive abilities. Suggested prerequisites for the course include: 11th grade reading level, fundamental compositional skill, dictionary usage proficiency, and ability to manage time and academic work without supervision. The first three units are subdivided into 31 constituent lessons, each of which takes about two hours to complete. At the end of unit III, there is an open-book, multiple-choice test. A fourth special project unit, additional optional project modules, and independent study modules in problem-solving and critical thinking complete the course materials. Student worksheets, answers to reading assignments, and test answers are furnished throughout. (NHM)

**ED 112 973** JC 750 524

Coole, Walter A.

Philosophic Heuristic Instruction (PHI)—III.

Note—161p.

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

Descriptors—\*Autoinstructional Aids, \*Course Content, Courses, Curriculum Guides, \*Junior Colleges, \*Logic, Philosophy, \*Programmed Materials, Programed Units, Self Directed Classrooms

Identifiers—\*Skagit Valley College, Symbolic Logic

This publication contains a course outline, syllabus, and self-study units finished and partly tested in the Open Classroom, an auto-tutorial learning laboratory at Skagit Valley College (Washington). This self-contained course in elementary formal logic is designed for use in conjunction with Kalish and Montague's "Logic—Techniques of Formal Reasoning" (1964). Upon completion of this course, the student is expected to: (1) translate between ordinary literal English and formulations of symbolic logic, using Kalish-Montague notation; (2) construct valid derivations in the sentential and first-order predicate calculi; (3) lay a foundation for subsequent studies in mathematics as a systematic study of the properties of numbers; (4) learn how to study logic and mathematics independently. Although there are no formal prerequisites, it is recommended that the student complete a course in informal logic, read with considerable skill, and be able to interpret terse, non-redundant, literal English. The basic course is divided into four units, with a fifth optional unit available to students who wish to work for an "A" grade. All testing is done as the student proceeds from one unit to the next. For each unit of study, the student must perform one translation from English to logic and one derivation selected from the text. The basic course is expected to require about 165 hours. (NHM)

**ED 112 974** JC 750 525

Coole, Walter A.

Tiger Learning Skills.

Note—65p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Autoinstructional Aids, \*Basic Skills, \*Course Content, Courses, Curriculum Guides, \*Junior Colleges, Learning Laboratories, Listening Skills, Programed Materials, Programed Units, Self Directed Classrooms, \*Study Skills

Identifiers—\*Skagit Valley College

This learning skills program was developed for the Open Classroom, an auto-tutorial learning laboratory at Skagit Valley College (Washington). The four-unit course is designed to develop basic academic skills other than reading, including: (I) following instructions; (II) listening; (III) taking notes; and (IV) self-direction. The core course begins in a conventional small group format, meeting three days per week. After the completion of Unit III, the meeting schedule is reduced to once per week. Units I-III are scheduled to be completed early in the term, and are pursued outside the class meetings as homework. Unit IV begins at the first or second meeting without a fixed schedule of completion. Additional work, to be completed to achieve higher grades, is organized into the Tiger Learn-

ing Project File. The masters for the file are supplied in this document on 8 1/2" by 11" stock, but copies may be cut to 5" by 8" card stock. The project file is designed to enable the student to apply his newly acquired learning skills to his ongoing course work. Thus, units are provided to correspond with the whole range of academic disciplines. Parts of the course syllabus are designed to be used in conjunction with two different textbooks and various recorded materials. (NHM)

**ED 112 975** JC 750 526

Zarakov, Selma

A Plan for: A Consumer Conference for Older Adults.

Palomar Coll., San Marcos, Calif.

Pub Date 8 Oct 75

Note—29p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Conferences, \*Consumer Education, \*Junior Colleges, \*Older Adults, Program Evaluation, \*Program Planning, Senior Citizens, Workshops

Identifiers—Palomar Community College

This document provides a step-by-step description of the planning and implementation of a two day consumer concerns conference for older adults held at Palomar Community College (California). The bulk of the document is made up of practical discussions of such planning phases as facility selection and decoration, conference publicity, snack and luncheon serving, and speaker selection. In addition to the keynote speaker, Josephine Smith, more than 30 speakers conducted workshops, including: consumer fraud, mobile home park problems, nutrition, home security, drug buying, tax information, legal counseling, wills, estate planning, blood pressure, medicine, and medical quackery. Of about 250 conference participants, 76 were interviewed for conference evaluation purposes by a group of volunteers in conjunction with the class "Psychology of Aging." All of the workshop topics were well received, and 75 percent of the respondents indicated that they would attend another conference. Seventy-two percent said the conference met their expectations, and 42 percent said they would like several conferences at Palomar College. In response to questions dealing with curriculum planning, the respondents indicated more interest in enrichment courses than in those of academic value. (NHM)

**ED 112 976** JC 750 527

Groves, Cecil L. Kennedy, Edward A., Jr.

Career Counselor-Technician: A Progress Report.

Southern Regional Education Board, Atlanta, Ga.

Inst. for Higher Educational Opportunity.

Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date Mar 74

Note—83p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—Career Planning, \*Counselor Training, Course Descriptions, Curriculum Development, \*Curriculum Guides, \*Human Services, Junior Colleges, Occupational Guidance, \*Sub-professionals, \*Vocational Counseling

This document describes the development of a model career counselor-technician curriculum at the junior college level. The initial steps taken included the organization of an advisory committee, the selection of Delgado Junior College as a sponsoring institution, the selection of a project director, and the proposal of a project budget. After establishing the need for a career counselor-technician, analyzing the availability and characteristics of potential students and faculty, selecting a curriculum model, and determining curriculum content, a prototype curriculum was developed. The prototype is designed to allow flexibility at any point in order to accommodate the needs of different locales. In order to avoid over-specializing the student and limiting his horizontal mobility, an occupational cluster or job-family approach is employed. However, the curriculum is sufficiently specialized to meet the demands of the employer as to job entry skills. Curriculum outlines and course descriptions for four specific human service programs now offered at other community colleges are presented as representative of current curriculum design in this field, along with course descriptions for the prototype career counselor-technician program.

A survey of the literature is included, as well as the proceedings of a 1973 seminar on career counseling. (NHM)

**ED 112 977** JC 750 528

Degrees and Certificates Awarded, Community

Colleges: July 1, 1974-June 30, 1975.

Hawaii Univ., Honolulu. Community Coll.

System.

Report No—CC-IRP-80

Pub Date Jul 75

Note—6p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Associate Degrees, \*College Majors, \*Community Colleges, Degrees (Titles), Educational Certificates, Enrollment Trends, \*Junior Colleges, Liberal Arts Majors, Vocational Education

Identifiers—\*Hawaii

Data gathered throughout Hawaii's six-campus community college system shows that the number of diplomas awarded during 1974-75 totaled 1,782, an increase of 18 percent over the previous year. Growth was evident in all diploma categories: Associate in Arts degrees increased 15 percent; Associate in Science degrees increased 22 percent; and Certificates increased 7 percent. Vocational degrees represented 69 percent of the total granted, although vocational majors comprised only 38 percent of fall enrollment; the Associate in Arts degree accounted for another 29 percent, although liberal arts majors comprised 49 percent of fall enrollment. The graduates were evenly distributed by sex. Included are two tables showing the number of diplomas awarded by each campus since 1970-71 and the number and types of degrees conferred during 1974-75. It is suggested that the study might be helpful in assessing the effectiveness of various programs since student persistence to completion shows wide divergence particularly when vocational and liberal arts programs are compared. (LO)

**ED 112 978** JC 750 529

Green, Sylvia N.

A General Departmental Outline for Career Guidance and a Specific Outline for a Basic Career Planning Course at Pasadena City College.

Pub Date Jun 75

Note—32p.; Ed.D. Practicum, Nova University.

Not available in hard copy due to marginal legibility of the original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Career Planning, College Students, Curriculum Evaluation, \*General Education, Incidental Learning, \*Job Skills, \*Junior Colleges, Occupational Aspiration, Questionnaires, Student Opinion, Vocational Counseling, Vocational Interests

Identifiers—\*Pasadena City College, Student Occupational Plan Outline

A questionnaire designed to assess the degree to which general education courses at Pasadena City College (California) impart vocational skills was administered to 200 cooperative education students who had had courses in English, Social Science, Mathematics, and Life Science. Results showed that in none of the areas studied did students feel their vocational skills were significantly enhanced. Consequently, two occupational plan outlines were developed. The General Departmental Plan Outline is a checklist of occupationally related skills designed for use by individual instructors and is intended to aid them in recognizing the vocational aspects of their subject matter. The Student Occupational Plan Outline includes the names of tests, films, readings, and projects which the student can employ when attempting to define or achieve a vocational goal. The survey instrument and data are appended, as is a copy of the Pasadena City College student background information form. (LO)

**ED 112 979** JC 750 530

Handbook on Faculty Governance and Responsibilities, 1975-1976.

Montgomery Coll., Rockville, Md.

Pub Date [75]

Note—264p.

**EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage**

Descriptors—Administrative Organization, \*Administrative Policy, \*College Faculty, Contracts, Faculty Organizations, Fringe Benefits, Governance, \*Junior Colleges, \*Manuals, \*Personnel Policy, Teacher Responsibility, Tenure

Identifiers—\*Maryland, \*Montgomery College

The content of this manual was recommended to the president of Montgomery College (Maryland) by the chairman of the Faculty Senate. Chapter I answers frequently asked questions of a personal or professional nature, e.g., contracts, student health, exams and emergency closing of the college. The other five chapters are extracted directly from the college's "Policies and Procedures Manual." Chapter II describes the basic structure of the Montgomery College faculty. The roles of the board of trustees, college president, faculty, and students are described, along with the composition, functions, and procedures of the Faculty Senate and all-college committees. Chapter III deals with personnel administration of the professional staff. Among the topics covered in this section are hiring practices, faculty tenure, salary scale, faculty responsibilities and teaching load, faculty evaluations, fringe benefits, and leave policies. The fourth chapter deals with the educational program, e.g., curriculum and program development. After a short chapter describing business and administrative operations concerning travel allowances and the procurement of supplies, the handbook deals with academic regulations, e.g., matriculation, graduation, course registration, and attendance. Appended are curriculum proposal procedures, organizational charts, and sample contracts. (NHM)

**ED 112 980** JC 750 531  
**Part-Time Faculty Handbook, 1975-76.**  
 Montgomery Coll., Rockville, Md.

Pub Date [75]  
 Note—60p.  
**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
 Descriptors—Administrative Policy, \*Junior Colleges, \*Manuals, \*Part Time Teachers, \*Teacher Orientation, Teacher Responsibility  
 Identifiers—Maryland, \*Montgomery College

Since most of the part-time faculty at Montgomery College (Maryland) teach in the evening, communication with administrators, division chairmen, and department chairmen is often difficult. This handbook was compiled to summarize information useful to part-time faculty members. After a general introduction to the philosophy, objectives, and academic standing of the college, the manual describes the responsibilities and benefits of part-time faculty status. Descriptions of college procedures cover emergencies and academic administration, such as registration, examinations, grading, and counseling. A section on academic regulations covers admission requirements, the awarding of credits, transfers, graduation requirements, the grading system, program requirements, academic programs, class attendance, cheating and plagiarism, and petition and appeal. A format for proposing changes in academic regulations is appended. The final general information section covers absences, college facilities and special equipment, and college services. Appended are a week-by-week guide to faculty responsibilities and organizational flow charts. (NHM)

**ED 112 981** JC 750 532  
**Ebersole, Jay F.**

**The Part-Time Student: Harrisburg Area Community College.**

Pub Date 11 Jul 75  
 Note—53p.; Ed.D. Practicum, Nova University; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Adult Students, Age Groups, Day Students, \*Enrollment Trends, Evening Students, Females, \*Junior Colleges, Males, \*Part Time Students, \*Student Characteristics, \*Student Needs

Identifiers—Harrisburg Area Community College

In order to study part-time student data, every part-time student officially enrolled for the spring term, 1975, at Harrisburg Area Community College (HACC) in Pennsylvania was identified through college computerized records. Meanwhile, a comparison of enrollment trends was made from officially audited enrollment statistics covering the period 1970-75. This comparison depicted total enrollments, full-time and part-time equated students, and full-time and part-time enrollments. In addition, a hand count of the first 50 percent alphabetical sample of individual part-time student registrations was made to determine the ratios of daytime to nighttime students, and male to female daytime part-timers. The Nominal Group Process was applied to an

evening Education 101 class of part-time students to determine what problems such students experience at HACC. The part-time student enrollment at HACC has increased from 33 percent to 50 percent during the past five years. A survey of the related literature indicates that this trend is nationwide. Although the literature stereotypes the part-time student as an evening adult student, a large number of young daytime students are enrolled part-time at HACC. The author recommends that programs be developed to accommodate contemporary part-time student needs. (NHM)

**ED 112 982** JC 750 533

**Bass, Donald G., Ed. Smith, Larry, Ed.**  
**A Study of Community Influence and Leadership.**  
 College of the Mainland, Texas City, Tex.  
 Pub Date Aug 75  
 Note—32p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
 Descriptors—Community Characteristics, \*Community Leaders, \*Community Study, \*Field Experience Programs, \*Field Interviews, \*Junior Colleges, Power Structure, Student Projects  
 Identifiers—College of the Mainland, Texas (Texas City)

As a field learning experience, 14 students at College of the Mainland (Texas) examined the structure and components of community leadership in Texas City, Texas. The students were divided into two groups, under the direction of a humanities staff member. The first group, using the reputational study technique, asked community residents to identify the leaders in the community. The second group, using the decision analysis technique, approached leaders in public health, planning, zoning, education, and business. Each leader was asked what the most important decision made in the last five years in his particular area had been, and who had made that decision. After obtaining a list of 24 influentials, the two groups combined to interview the identified leaders. After discussing interviewing procedures, and role-playing both interviewer and interviewee, each student was assigned an interview. After the first round of interviews, the list of community leaders was narrowed to 13. Final interviews were conducted with nine of these leaders. The leadership emerged as loose, informal, and somewhat jurisdictional. It is hoped that the study findings will be of some use to the college leadership in planning community services. Copies of the project proposal and its "statement of use" are appended, as are copies of survey instruments. (NHM)

**ED 112 983** JC 750 534

**Carman, Robert A.**  
**A Long-Term Study of the Efforts of Tutoring in Developmental Mathematics.**  
 Santa Barbara City Coll., Calif.

Note—49p.  
**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Comparative Analysis, \*Dropout Prevention, Educationally Disadvantaged, Grades (Scholastic), Individual Instruction, \*Junior Colleges, Longitudinal Studies, \*Low Ability Students, \*Remedial Mathematics, School Holding Power, Student Attitudes, \*Tutoring

Identifiers—Santa Barbara City College

Low ability freshmen enrolled in a 1972 fall semester remedial mathematics course at Santa Barbara City College (California) were randomly divided into three groups: (1) a control group comprised of 62 students meeting for one hour per week in small subgroups to study programmed materials; (2) a classroom tutoring group comprised of 67 students meeting weekly in small subgroups, with class time divided between programmed materials and tutoring by trained, experienced tutors; and (3) a total tutoring group comprised of 61 students enrolled in weekly small group sessions like those for group two, but with all students receiving from one to five additional weekly hours of tutoring at other times. At the end of the semester, each student was interviewed using a structured interview technique. Neither course grades nor GPAs differed significantly among the three groups. However, significantly fewer students in the tutored groups withdrew from the course. In addition, the structured interviews showed that student attitudes in the tutored groups were significantly more positive toward both mathematics and all other courses. The pattern of increased per-

sistence and positive attitude of the tutored group continued during the two years following tutoring. Data are organized into charts and tables, and a bibliography is appended. (NHM)

**ED 112 984** JC 750 535

**New Horizons in Cooperative Education: Project Report [July 1, 1974-June 30, 1975].**

San Mateo Community Coll. District, Calif.  
 Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-J-0042JG

Pub Date [75]

Grant—OEG-0-74-2450

Note—74p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
 Descriptors—\*Cooperative Education, Curriculum Development, Educational Alternatives, \*Junior Colleges, Program Descriptions, Vocational Development, \*Work Experience Programs  
 Identifiers—San Mateo Community College District

The cooperative education programs provided by the three community colleges which comprise the San Mateo Community College District (California) offer three alternative plans: (1) Alternate Semester—two students hold one full-time job during the year, each spending one semester on campus and one off campus; (2) Parallel—current part-time work experience and on-campus classwork; (3) New Careers—a career development plan for evening students who hold full-time jobs. The New Horizons in Cooperative Education project was designed to research and develop a number of innovations in cooperative education, including measurable learning objectives on the job, comprehensive liberal arts/vocational programs, improved methods of sharing results, and trends of the future. This report evaluates the effectiveness of the project in terms of 18 factors (student retention, academic success, cost effectiveness, etc.). As a means of providing information about various innovations occurring within this project, a sampling of information is provided throughout the remainder of the report in the form of 11 Progress Indicators. These brief sections provide a closer look at selected New Horizons activities. (NHM)

**ED 112 985** JC 750 536

**Christensen, Frank A.**  
**Final Report to the Cooperative for the Assessment of Experiential Learning.**

William Rainey Harper Coll., Palatine, Ill.  
 Spons Agency—Cooperative Assessment of Experiential Learning Project, Princeton, N.J.

Pub Date Jun 75

Note—61p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
 Descriptors—\*Activity Learning, \*College Credits, \*Evaluation Methods, \*Junior Colleges, \*Learning Experience, Special Degree Programs, Student Evaluation, \*Student Experience, Work Experience  
 Identifiers—\*Experiential Learning, William Rainey Harper College

This report presents guidelines developed by a task force at William Rainey Harper College (Illinois) for translating experiential learning into academic credit. Introductory sections describe the institutional commitment to granting credit for non-traditional learning experiences, a new related Associate in Liberal Studies degree, the current national interest in the open college concept, and the makeup and methodology of the task force. The body of the report, presented as an Appendix, contains the documents generated by the study, including: (1) a statement of philosophy and rationale; (2) separate sets of instructions to faculty and students describing their respective roles in the crediting process; (3) delineation of the stepwise procedures to be followed by students seeking credit for experiential learning; (4) suggested format for the student-generated portfolios; and (5) guidelines for the documenting of such learning experiences as military service, licensing, hobbies, employment, etc. (LO)

**ED 112 986** JC 750 537

**Frerichs, Marian L.**  
**Relationship of Age, Marital Status, and Work Experience of Community College Nursing Students to Grades.**

Note—16p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Academic Achievement, \*Age Differences, Analysis of Variance, Aspiration, Community Colleges, Females, Grade Point Average, \*Grades (Scholastic), \*Junior Colleges, \*Marital Status, \*Nursing, State Surveys, Tables (Data), Work Experience

**Identifiers**—Illinois

To investigate differences in academic success due to age (younger or older than age 23), marital status, and nursing experience, a three-way analysis of variance was performed on the grade point averages of 1,435 female nursing students enrolled in 22 Associate Degree Nursing (ADN) programs in Illinois. The sample, representing over 90 percent of the students enrolled in ADN programs, were generally from middle and lower-middle socioeconomic backgrounds, but students from all areas of Illinois and the full range of ethnic groups were included. Students in the older age range achieved GPAs approximately one grade point higher than the younger subjects. Similarly, married women achieved GPAs one grade point higher than their single counterparts. However, the GPAs of those with previous nursing experience as compared to those without experience were almost identical. On the second order interaction, older married women without experience had significantly higher GPAs than older married women with experience. The author associates the results of this study with the need for nursing students to make a definite commitment to their field of study. Data are organized into three tables and charts. (Author/NHM)

**ED 112 987** JC 750 538

*Tamburello, G. B.*

**Pensacola Junior College Educational Support Development Plan for the Aging and Aged.**  
Pub Date Aug 75

Note—55p.; Ed.D. Practicum, Nova University

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—Continuous Learning, Counseling, Delivery Systems, Financial Support, \*Geriatrics, \*Junior Colleges, Nursing, \*Older Adults, Paramedical Occupations, \*Program Development, Retirement, School Community Programs, \*Senior Citizens, Vocational Education

**Identifiers**—\*Pensacola Junior College

This report recommends three general categories of involvement in the development of educational programs for the aging and aged at Pensacola Junior College (Florida). (1) Pre-retirement Education: courses should include the psychology of aging, family structures, estate planning, federal laws that affect the elderly, employment opportunities, and leisure time activities. Pre-retirement counseling programs should be developed. (2) Continuing Education: a comprehensive campus-based education program for the aged should involve free transportation, convenient locations, and flexible hours; similar courses should be offered at nursing homes, senior citizens centers, and community schools. Enrollment should be increased in vocational education programs which could lead to rewarding second careers or part-time jobs. (3) Para-professional Gerontology Programs: existing nursing courses should place greater emphasis on dealing with older people, special seminars on dealing with the aged should be offered, and an in-service training program should be developed in nursing homes. A two-year associate degree and certificated programs in geriatric care should be established. The report concludes with a discussion of possible federal, state, local, private, and public funding sources. (NHM)

**ED 112 988** JC 750 539

*Jacobs, William J. Dana, Alvin H.*

**Community College Inmate Student Assessment Personality and Educational Activity Project Report.**

Pub Date 75

Note—32p.; Prepared for Joint University of Florida/Florida State University Off-Campus Graduate Degree Program

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Aspiration, \*Correctional Education, \*Curriculum Development, Educational Interest, \*Junior Colleges, Personality Studies, \*Prisoners, \*Psychological Testing, Questionnaires

**Identifiers**—California Psychological Inventory, Florida, Lake City Community College

The California Psychological Inventory was administered to 175 Union Correctional Institution inmates enrolled in the college level program offered by Lake City Community College (Florida). Useable data pertaining to personality characteristics, self-image, values, and general expectations were obtained from 151 inmates who were eligible for the program. In addition, a questionnaire was designed and administered to obtain data pertaining to the inmates' personal, educational, and incarceration histories and their personal goals. The psychological profile indicates a need to enhance the inmates' concepts and understanding in the areas of responsibility, tolerance, socialization, self-concept, and personal well-being. Curriculum development in these areas is recommended. Interest in courses as indicated by the inmates suggests curriculum expansions in English, drama, speech, and human relations. An exceptionally high level of interest in the business area suggests a need for increased course offerings in this field as well. A review of the literature is included, the questionnaire is appended, and data is organized into table form. (Author/NHM)

**ED 112 989** 95 JC 750 540

*Ferguson, L. G. And Others*

**The Assessment of Adult Needs; Phase I of Multi-County Assessment of Adult Needs Project (MAP).**

McLennan Community Coll., Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-V-0094VA

Pub Date 75

Note—204p.; For a related document, see JC 750 541

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**

**Descriptors**—\*Adult Education, \*Community Attitudes, \*Community Surveys, Demonstration Projects, \*Educational Needs, Field Interviews, Instructional Programs, \*Junior Colleges, Program Planning, Publicize, Questionnaires, Tables (Data), Vocational Education

**Identifiers**—\*Needs Assessment, Texas (Waco)

In order to assess the felt needs and interests of the local population and business community relative to education and training, a survey was designed and implemented in the four-county area surrounding Waco, Texas. This volume, part one of a three part series documents the work done in developing and conducting the community needs assessment survey; and provides a data base to be used by adult education planners. Primary sampling units of approximately equal population size were developed based on census tract data. Respondents were limited to persons 15 years of age or older, present in the residence, and agreeing to participate in the survey. In order to realize a total of 145 potential clients among the respondents, 750 interviews were planned. Interviewers were trained using the manual appended to this report, and participated in a two-day training workshop. The 89 survey questions generated responses concerning the extent of knowledge about the availability, cost, and entrance requirements of adult education programs, obstacles and inducements to enrollment, interest in specific program types, attitudes toward instruction and classroom practices, effective advertising methods, and attitudes toward adult education and vocational education. The survey instrument is appended, along with tabulated responses by demographic sub-groups. (NHM)

**ED 112 990** 95 JC 750 541

*Ferguson, L. G. And Others*

**The Assessment of Business and Industry Needs; Phase II of Multi-County Assessment of Adult Needs Project (MAP).**

McLennan Community Coll., Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-V-0094VA

Pub Date 75

Note—97p.; For a related document, see JC 750 540

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—Business, Curriculum Planning, \*Employer Attitudes, Employment Opportunities, Employment Practices, Industry, Job Training, \*Junior Colleges, Labor Market, \*Manpower Needs, \*Occupational Surveys, Program Planning, Questionnaires, Statistical Data, \*Vocational Education

**Identifiers**—\*Needs Assessment, Texas (Waco)

In order to assess the felt needs and interests of the local population and business community relative to education and training, a survey was designed and implemented in the four-county area surrounding Waco, Texas. This volume, part two of a three part series, documents the work done in developing and conducting the business and industry employee-skill needs survey, and provides a data base to be used by curriculum planners. The survey instrument was used in 127 interviews with business and agency executives from widely differing business, manufacturing, and human service concerns. The survey instrument, which is appended to this report, consists of 33 questions to obtain data in each of the following categories: (1) general information; (2) employee information, including the number of full and part-time employees, sex, desirable education level, and starting salary; (3) entrance requirements, including age and educational prerequisites, and previous job experience; (4) problems, including hiring problems, and skill training needs of new employees; and (5) supportive educational programs. Responses are tabulated and charted. Appendices include lists of the interviews conducted and a code manual to aid in categorizing independent responses for data processing purposes. (NHM)

**ED 112 991** JC 750 542

*Brown, James L.*

**Backgrounds and Characteristics of New Full-Time Community College Faculty Members.**

Note—20p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Beginning Teachers, College Teachers, Community Colleges, Degrees (Titles), Faculty Recruitment, \*Junior Colleges, Questionnaires, \*Teacher Background, \*Teacher Characteristics, \*Teacher Education, Teacher Placement

This paper reports the results of an 11 item questionnaire designed to ascertain the personal characteristics and backgrounds of newly-hired faculty in the 19 state North Central region. Useable responses were obtained from 406 full-time community college faculty who were hired for the 1973-74 school year. Ninety-six percent were white, 57 percent were male, and the vast majority (76 percent) were under 40 years of age. More than half were teaching in allied-health, vocational-technical, or business-data processing areas. Seven percent held earned doctorates, while another 53 percent had completed work on a master's degree; the remaining 40 percent had less formal education, including 34 individuals who did not have a bachelor's degree. Prior contact with community colleges was limited, although 42 percent held community college teaching certificates. Nearly half of the respondents indicated that they learned of the position through the grapevine, and many others were contacted directly by the college; formal placement offices and programs were rarely cited as having played a role in obtaining the positions. Most individuals felt that previous work experience was the most influential factor in securing their job. A copy of the questionnaire is attached. (LO)

**ED 112 992** JC 750 543

*Larson, Howard B., Ed. Olswang, Steven G., Ed.*

**Proceedings: Conference on Compensatory/Remedial Education, April 3 and 4, 1975. Occasional Paper No. 24.**

Washington Univ., Seattle. Center for Development of Community Coll. Education.

Report No—Occas-Pap-24

Pub Date Jun 75

Note—67p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Affective Behavior, Compensatory Education, Conference Reports, Individualized Instruction, \*Junior Colleges, \*Learning Laboratories, Learning Processes, Reading Level, \*Remedial Instruction, \*Remedial Reading, Study Habits, Writing Skills

The intent of this annual conference is to provide a medium of exchange for practitioners in the field, with each person acting as a resource person for the others. To provide topical focuses, two presentations were made: Dr. Joan Roloff discussed "The Place of the Learning Center in Remedial/Compensatory Education in Community Colleges," and Dr. Henry Fea discussed "The Affective Component of Study." Dr. Roloff typifies the new wave of remedial instruction, per-



sonalization of teaching. The concept of incorporation of the classroom setting with individualized instruction in the learning center, utilizing the discipline instructor, as well as the specialist, widens the impact of educational aid available to the student. Dr. Fea examines six affective elements of study which yield evidence that the affective component may be more potent than the cognitive component. His categorizations include: the unfinished task, busy work, remembering and forgetting, time planning, rationalization, and personalization of material. The majority of the conference was planned as group discussion with four designated topics: reading, mathematics/science, English, and developmental centers. Two papers are included on reading. The first discusses content areas and informal diagnosis of level of reading attainment, and the second provides a confluent reading/writing fundamentals curriculum. (NHM)

**ED 112 993** JC 750 545  
*Losak, John*

**The Myth of Rational Evaluation.**  
Pub Date 14 Apr 75

Note—12p.; Paper presented at the Annual Meeting of the American Association of Community and Junior Colleges (Seattle, Washington, April 13-16, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—Accountability, \*Administrator Evaluation, \*Bias, \*Evaluation Methods, \*Junior Colleges, \*Management by Objectives, Organizational Climate, Peer Relationship, Performance Criteria, Personality

A management by objectives approach to evaluation develops performance objectives as a means of minimizing the bias related to individual judgment. This paper focuses on three variables which contribute to the presence of subjectivity in performance evaluation. The first of these is psychological and includes such factors as judgment, power relationships, and the influence of rumor. If "getting along with others," a category which can only be judged subjectively, is omitted as a performance objective, assessment is neglected on the criterion most often at the heart of dismissal. Judgment also enters the evaluation process when performance objectives are being set, and when assessing how well the administrator has achieved his objectives. The second variable which contributes to subjectivity is the atmosphere of the college. Socioeconomic and political variables must provide adequate time for the long and demanding evaluation process, and the atmosphere of the college must favor those who participate. Third, factors external to the college, e.g., laws which mandate achievement of balance in ethnic or sex categories, and supply and demand of administrators play a subtle, but significant, role in reducing objectivity. (NHM)

**ED 112 994** JC 750 546

*Alfred, Richard L.*  
**Community Intervention in the Community College.**

Pub Date Jun 75  
Note—21p.; Based on paper presented at the Annual Meeting of the American Association of Community and Junior Colleges (Seattle, Washington, April 13-16, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*Community Control, \*Community Influence, \*Community Involvement, Decision Making, Educational Planning, Financial Support, \*Junior Colleges, Pilot Projects, \*School Community Relationship

Previous and present relationships between colleges and their communities are examined to determine the various forms of intervention, both social and economic, that will shape this relationship in the future. Four forms of community intervention are identified. (1) By its participation in college programs and services, the community is the primary determinant of institutional success. (2) Two-year colleges must rely on local and state support for their operating revenues. (3) College development can be influenced through community support on key financial issues. (4) College resources, staffing, and facilities depend on community-initiated legislation. These identifications lead to a series of recommendations that will need to be implemented if the challenge of community-based education is to be met successfully. (1) There must be an expansion of community involvement in the institutional decision making process. (2) Research and

planning techniques must be applied to the assessment of community need for nontraditional programs. (3) Community-based pilot programs should be started in carefully selected off-campus locations. (4) Participative systems of management should be implemented in community learning centers. (5) Authority for control over decision making and policy making in the learning centers should be vested in the community. (NHM)

**ED 112 995** JC 750 547

*White, John Franklin*  
**Honors in North Central Association Community Colleges.**

Pub Date Apr 75

Note—8p.; Paper presented at the Annual Meeting of the American Association of Community and Junior Colleges (Seattle, Washington, April 13-16, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—Administrative Organization, Financial Support, \*High Achievers, \*Honors Classes, \*Honors Curriculum, Independent Study, \*Junior Colleges, Rural Schools, \*Superior Students

In order to examine current institutional programming for the high achievement student, questionnaires were sent to 225 community colleges accredited by the North Central Association of Colleges and Secondary Schools. The survey considered the basic concerns of honors programming—organization, operations, staffing, student selection, financial support, and evaluation. Seventy-eight percent of the institutions responded, revealing that about 10 percent (25 institutions) have operationally-defined honors programs, and that nearly 50 percent (82 institutions) have some sort of provision for superior students. Honors programs occur most frequently in rural community colleges, and least frequently in newer, nontraditional suburban colleges. The administration of honors programs is usually through the academic affairs rather than the student affairs sector of the college. Although institutions reporting honors activity indicate a yearly average of four honors class sections, many institutions report "independent study" as an honors option. Honors enrollments are generally tallied by instructional departments, with a yearly mean enrollment of 45. (NHM)

**ED 112 996** JC 750 548

*Teraz, Carol E. Ruth, Monty W.*  
**KOCE-TV Needs-Assessment Surveys: Audience Analysis Telephone Survey.**  
Coast Community Coll. District, Costa Mesa, Calif.

Spons Agency—Corporation for Public Broadcasting, Washington, D.C.

Pub Date Aug 75

Note—120p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**  
Descriptors—Community Attitudes, \*Community Surveys, Demography, \*Educational Television, \*Junior Colleges, Programming (Broadcast), Questionnaires, Television Curriculum, \*Television Surveys, \*Television Viewing

Identifiers—\*California (Orange County)

A random sample of 3,847 residents of Orange County (California) were contacted during fall 1974 for the purposes of assessing the county's public television (PBS) viewing habits and the general awareness of and interest in televised courses for credit. This survey, conducted in the interest of KOCE, a public UHF station owned and operated by the Coast Community College District, follows a similar survey conducted in the fall of 1973 (see ED 091 015). The broad areas covered in the survey are: (1) demographic characteristics of Orange County residents; (2) public TV viewing habits; (3) quality of UHF reception; (4) number of TV sets in the household; (5) the extent of subscription to cable TV; (6) hours of daily TV set operation; (7) personal characteristics of the KOCE viewing audience; (8) the names of PBS programs actually mentioned; (9) reactions to television courses; (10) suggestions for additional television courses; and (11) the responses of the Spanish-speaking audience. Appendices include 42 tables of data, the questionnaire, and the summary and questionnaire from the 1973 survey. (LO)

**ED 112 997** JC 750 549

*Gell, Robert L. Jones, Robert F.*  
**The Employers II: A Survey of Employers Who Have Hired Career Program Graduates of Montgomery Community College.**  
Montgomery Coll., Rockville, Md. Office of Institutional Research.

Pub Date 75

Note—34p.; For a related document, see ED 097 927

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—Associate Degrees, \*Employer Attitudes, Employment Qualifications, \*Followup Studies, Job Skills, \*Junior Colleges, Questionnaires, Technical Education, \*Vocational Education, \*Vocational Followup

As part of a student follow-up system, a survey was conducted of employers of 1973-74 career program graduates of Montgomery College (MC). The survey was divided into three major areas: the value of an associate degree in the working world, an evaluation of the job preparation given to MC graduates, and suggestions for improvements in individual curricula. Although there were 280 graduates of career curricula, only 96 of them (34 percent) gave permission for their employers to be contacted. The 77 responses represent an 80 percent return rate. Graduates were working to a great degree either for private firms or local government agencies, primarily in Montgomery County. While most of the employers employ other two-year college graduates, the majority of them indicated they did not give preference to associate degree holders. On the other hand, earning an associate degree while on the job increases promotion chances and upgrades one's position in terms of job tasks and responsibilities. Job preparation and performance were viewed as adequate to more than adequate overall. Respondents indicated that they would hire other MC graduates in the same skill area. The findings of this study were seen as virtually identical to those of a similar employer survey conducted in 1973. Data are tabulated, and the survey instrument is appended. (NHM)

**ED 112 998** JC 750 550

**Sixth Annual Report of the Hawaii State Senior Center, July 1, 1974-June 30, 1975.**  
Hawaii State Senior Center, Honolulu.

Pub Date 75

Note—122p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**  
Descriptors—Annual Reports, Behavioral Objectives, \*Community Service Programs, Group Activities, Individualized Programs, Junior Colleges, \*Program Evaluation, \*Senior Citizens, \*Social Services, \*State Programs

Identifiers—Hawaii

The Hawaii State Senior Center, which is sponsored by Honolulu Community College, provides health services, counseling, adult education, community services, and recreation and leisure activities. Enrolled membership is 2,080. The sixth fiscal year marked the first year that the Center was wholly supported by State General Funds. The status of the project is discussed in relation to its individualized services component and group activities component. Statistics are presented to assess the attainment of four project objectives: the establishment of the concept of a central meeting place; the increase of opportunities for older persons; the provision of opportunities for agencies to deliver integrated and coordinated services; and the opportunity to individualize services to older persons. The six appendices present a competency-based taxonomy of objectives for individualized services, group activities, and community development domains; discuss the objectives and accomplishments of Center social groups; present the proceedings of a leadership workshop; evaluate instruction in group activities; present the findings of a Center evaluation study; and discuss needs assessment and accountability. (NHM)

**ED 112 999** JC 750 552

*Nichols, Donald D. And Others*  
**Women's Programs at Public Community Colleges.**

Oakland Community Coll., Farmington, Mich.

Pub Date 75

Note—8p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—Clearinghouses, \*Community Colleges, Curriculum Design, \*Females, Financial

Support, \*Junior Colleges, Publicize, Questionnaires, Resource Centers, School Community Relationship, Special Programs, \*Womens Education, \*Womens Studies

In order to discover what kinds of programs and services were being provided for female students and community members, a survey was designed and mailed to the deans of students of all public community colleges in the United States during the fall of 1974. The data presented here represent responses from 577 institutions (88 percent). The survey instrument consists of nine questions designed to elicit responses in the areas of special curriculum and program design, funding, the availability of a women's resource center, community-school interrelationships, publicity, the degree of concern for women, and the need for a national clearinghouse on women's programs at community colleges. Over half of the responding institutions offer special programs for women which currently take two major forms: specialized credit courses in academic areas and non-credit offerings. Most of these programs are financed directly by the colleges or by student tuition. Respondents reported that various methods are employed to inform women about programs and campus activities. Only 73 institutions (12.7 percent) have women's resource centers in operation. While there is considerable concern for women students in the colleges, one-fifth of the deans still perceived "little concern." Almost half of the respondents believe that a national clearinghouse would be helpful. (NHM)

**ED 113 000** JC 750 553

*Hakanson, John W. And Others*  
**Community Services, 2000 A.D. Forum 40.**  
Pub Date 15 Apr 75

Note—31p.; Papers presented at Annual Convention of the American Association of Community and Junior Colleges (Seattle, Washington, April 15, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—\*American Culture, College Role, \*Community Services, \*Futures (of Society), Social Problems, Social Structure, Social Values, \*Sociocultural Patterns, \*Technological Advancement

This document compiles three Forum 40 addresses. Dr. Hakanson, a community college president, believes that unless we can successfully introduce the human dimension into our technologically based and production oriented culture, we will continue to see increasing disaffection among larger and larger segments of the population. He postulates a "creative society" in which social units will be structured so that people can and will identify with them, and with each other. If schools are to take a leadership role in structuring such a society, they must expand many of the activities going on today under the banner of community services. Schools and community colleges will become distribution centers for social and health services. Carl Hough, a Boeing Company administrator, focuses his remarks on the technological forces which may influence change, including lasers, computers, and satellites. Miner H. Baker, a working economist, stresses human elements rather than technological forces. He sees a movement toward an older, more stable population, living in a social structure without racial or sex discrimination. He sees an end to environmental and energy problems, but a continued inflationary thrust in the economy at a level well above the historic average. (NHM)

**ED 113 001** JC 750 555

*Cosand, Joseph P. And Others*  
**A Community College President--What's That?**  
Forum 45.

Pub Date 16 Apr 75

Note—25p.; Papers presented at Annual Convention of the American Association of Community and Junior Colleges (Seattle, Washington, April 16, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*Administrator Role, College Administration, \*Junior Colleges, \*Leadership Responsibility, Political Influences, \*Presidents, School Community Relationship

This document compiles the Forum 45 major address and the responses of three reactors. Dr. Cosand's paper seeks to define what constitutes a top quality community college president. There are many styles of presidential leadership; however, the possibility of a president's providing strong and enlightened leadership depends on his

effectiveness in listening, planning and research, delegating responsibility, and on his personal integrity and consistency. The president, by nature of the office, has the never-ending responsibility of coping with both internal and external problems, including problems on the board, with other administrators, with the faculty, and with students. In addition, there are continuous problems of differing complexities to work out with the community, with local and state politicians, with business, industry, labor, the professions, and the media. The first reactor, the president of a small rural college, amplifies upon Dr. Cosand's remarks, especially with respect to the relationship between the college and the state and federal governments. The second reactor defines the setting as the dictator of the extent to which certain skills are requisite for effective leadership. The third reactor provides his own definition of a community college president, based on Dr. Cosand's model. (NHM)

**ED 113 002** JC 750 556

*MacMillan, Thomas F.*  
**The Change Project at Mendocino College: Achieving Consensus on Curriculum Goals for an Integrated Liberal Arts Curriculum.**

Pub Date 15 Apr 75

Note—15p.; Paper presented at the Annual Meeting of the American Association of Community and Junior Colleges (Seattle, Washington, April 13-16, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Curriculum Development, \*Curriculum Planning, Experimental Programs, \*Integrated Curriculum, \*Junior Colleges, \*Liberal Arts, Rural Schools, Thematic Approach, \*Unified Studies Programs

Identifiers—\*Change in Liberal Education Project, Delphi Technique

Mendocino College (California) is participating in the national Change in Liberal Education Project, which attempts to design comprehensive liberal arts curricula around a single unifying topic. The program at Mendocino focuses on the World Food Crisis, an area of study which is well-suited to the agricultural character of the local community. In order to achieve consensus on the curriculum goals of the program, the planning team participated in a modified Delphi study. Three goal categories—Knowledge, Skills and Abilities, Attitudes and Values—were considered separately, and formed a basis for further development of specific instructional objectives in each of the related disciplines of the project. An explanation of the Delphi technique employed and the results obtained in one of the goal categories, Knowledge, are included in the document. The author closes with a brief statement of the intended outcomes of the college's 36 credit hour program, which includes courses in the humanities, social sciences, and natural sciences. (LO)

**ED 113 003** JC 750 557

*Trufant, John E. And Others*  
**A Profile of First-Time Students at Virginia Community Colleges, 1973-74.**

Virginia State Dept. of Community Colleges, Richmond.

Pub Date May 75

Note—33p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Age, \*Aspiration, Career Choice, College Choice, Educational Objectives, Females, High School Curriculum, \*Junior Colleges, Males, Marital Status, Parental Background, Race, \*Socioeconomic Background, \*Student Characteristics, Student Transportation

During 1973-74, information was collected from nearly 30,000 first-time students at Virginia's 23 community colleges, using the student data form which is appended. The findings were processed by computer, and are organized into five parts: (1) demographic characteristics, including sex, race, age, marital status, home area, and distance from home to college; (2) academic characteristics, in terms of high school curriculum and class standing; (3) socioeconomic background, including parents' education, occupation, and income, and students' income; (4) educational and occupational goals; (5) means of transportation to college. The population included higher percentages of older students, married students, veterans, and military personnel than in national norm group populations. Most

new students had been in a general or college preparatory curriculum during high school. Although high school class standing did not prove a reliable indicator of general program choice, many students' career and academic choices and goals seemed to reflect their parents' socioeconomic background. The narrative is accompanied by frequent tabulations, and a more detailed breakdown of the data by sex, race, program area, and full or part-time status is appended. (NHM)

**ED 113 004** JC 750 558

*Johnston, Stephen A. Jolley, Hazel R.*  
**A Planning Model for Institutions in the North Carolina Community College System. Research Memorandum.**

Research Triangle Inst., Durham, N.C.  
Spons Agency—North Carolina State Dept. of Community Colleges, Raleigh.

Report No.—RM-Z6U-976-5

Pub Date May 75

Note—41p.; Appendix, consisting of computer printouts, has been deleted from the document due to poor legibility and is not counted in pagination

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—College Planning, Enrollment Projections, Facility Requirements, \*Junior Colleges, Labor Market, \*Manpower Needs, Models, Program Planning, \*Regional Planning, \*Statewide Planning

Identifiers—\*North Carolina

The North Carolina Department of Community Colleges offers a variety of services which are intended to enable institutions within that state to identify, develop, and deliver their services in an efficient and effective manner. This document provides the local institution with a suggested model which might be used in the preparation of long and short-range plans that are consistent with statewide planning efforts while remaining sensitive to the needs of the students and labor markets within the communities served. A major planning service that is discussed in detail is the use of enrollment projections by major program area at the regional and institutional level, and occupational and training requirements projections at the regional level, in the preparation of the local institution's long range assessment of facility and staff needs. A manpower requirements model for an 11 county area is used to illustrate the type of data which is available. In addition, the approaches used by one institution to disaggregate such data for local use are included. (Author/LO)

**ED 113 005** JC 750 559

*Korim, Andrew S., Ed. Waugaman, Dorothy O., Ed.*

**Older Americans and Community Colleges: Selected Papers.**

American Association of Community and Junior Colleges, Washington, D.C.

Spons Agency—Administration on Aging (DHEW), Washington, D.C.

Pub Date Dec 74

Note—38p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Adult Education Programs, Community Services, Consortia, Cooperative Planning, Financial Support, \*Junior Colleges, \*Older Adults, \*Pilot Projects, Program Planning, \*Senior Citizens

The American Association of Community and Junior Colleges organized a consortium of five observation and demonstration colleges to implement pilot programs aimed at older adults. Site selection was made on the bases of geographic dispersion, community variation, economic characteristics, and the proportion of older adults in the population. This publication consists of five papers, written by practitioners in the field, describing activities of the colleges involved in the project: Tri-County Technical College (South Carolina), Clackamas Community College (Oregon), Community College of Allegheny County (Pennsylvania), Flathead Valley Community College (Montana), and Southeast Community College (Nebraska). The activities described represent customized responses to local conditions, but offer practical advice on what can be done to improve the quality of life of older adults and how to get started. The colleges show a high degree of responsiveness to community needs, and a leadership capability through work with not only senior groups and individuals, but also agen-

cies and organizations. In each case the participating college was able to identify local resources to pool together with external funds to launch a comprehensive array of new services. (NHM)

**ED 113 006** JC 750 561  
*Haywood, Elsie D.*

**Designing a Student Evaluation of Team Teaching Effectiveness and a Procedure for Its Administration.**

Pub Date Mar 75

Note—25p.; Ed.D. Practicum, Nova University  
EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage  
Descriptors—Evaluation Methods, \*Faculty Evaluation, \*Junior Colleges, Nursing, Questionnaires, \*Student Participation, \*Team Teaching

A "student evaluation of instruction" survey instrument applicable to team teaching was designed and administered to a pilot group of 27 students enrolled in Alvin Junior College (Texas) nursing courses during the 1974-75 academic year. Statements on the survey form were divided into three segments: those dealing with team preparation for teaching; those dealing with implementation of teaching or what the teaching did for the student; and those for student comments dealing with what was done well in the course and what should be done to improve the course. Responses were analyzed by number and percentage in each of five rating columns: outstanding, superior, competent, fair, and less than fair. Results indicated that the form was applicable to the teaching approach, and that the data generated could be useful in facilitating learning and teaching in other nursing courses using team teaching. A survey of the literature is included, and data is organized into tables and graphs. (NHM)

**ED 113 007** JC 750 562

*Haywood, Elsie D. Hoffman, Elise*

**An Investigation Into the Discrimination of Standardized Tests for Older Students.**

Pub Date Jun 75

Note—56p.; Ed.D. Practicum, Nova University  
EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage  
Descriptors—\*Admission Criteria, Adult Students, Adult Vocational Education, Educational Discrimination, Health Occupations Education, \*Junior Colleges, Middle Aged, \*Nursing, \*Standardized Tests, \*Test Wiseness

In order to determine whether the use of standardized test scores as a criterion for admission was discriminatory toward applicants over 40 years of age, an investigation was made of 72 students enrolled in an associate degree nursing program at Alvin Junior College (Texas) during the fall 1974 term. The class was divided into three age groups—20-29, 30-39, and 40 or older—and four hypotheses were tested. (1) The American College Test scores proved to be significantly higher in the younger groups than in the older group. (2) The mean test scores on the National League for Nursing tests at the end of the course did not differ significantly among the age groups. (3) The final grades of the course were slightly higher in the 20-29 age group than in the older groups. However, the final grades of the older students were adversely affected because all the test grades for the course were averaged. Grades for the older groups generally improved as the course progressed. (4) Evaluations of clinical performance made by hospital instructors showed that older students were rated higher in performance, attitude, and attendance. Since older students make more progress and increase skill in test-taking after getting "back into training," the use of test scores as an entrance requirement would seem to be discriminatory. (Author/NHM)

**ED 113 008** JC 750 564

*Calem, Leanne*

**Values and the Process of Education: A Comparison of the Values of Junior College Freshmen and Faculty in Puerto Rico and on the Mainland.**

Pub Date Sep 75

Note—32p.; Ed.D. Practicum, Nova University  
EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage  
Descriptors—American Culture, \*College Faculty, Cultural Factors, Group Norms, \*Junior Colleges, \*Junior College Students, Personal Values, \*Puerto Rican Culture, Religious Factors, Social Values, Teaching Methods, \*Values  
Identifiers—Puerto Rico, Rokeach Value Survey

In order to measure the cultural, institutional, and personal values of students and faculty at three California junior colleges (urban, suburban, and rural), the Rokeach Value Survey was administered to over 1,500 subjects in 1968. This study compares the data generated in the California survey to data generated by administering a Spanish language version of the same survey to 76 faculty and 86 students at a private urban junior college in Puerto Rico in 1975. The traditional Hispanic deference values of obedience and politeness are more important to the Puerto Rican students and faculty than to their Californian counterparts, who placed a higher value on freedom and independent action. In contrast to the California respondents' rankings, the welfare values in Puerto Rico (a comfortable life, sense of accomplishment, ambition, capability) are disvalued in relation to the deference values. The high rank given to salvation in Puerto Rico reflects traditional values. Comparing Puerto Rican rankings to those of an American sample in the same economic group reveals that culture, not economics, is the differentiating factor. The implications the results carry for the importation of teaching strategies from the mainland are analyzed, and a series of recommendations for adapting teaching methods to Puerto Rico are presented. (NHM)

## PS

**ED 113 009** 24 PS 007 915

**Bilingual Education for Children: An Abstract Bibliography.**

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 75

Note—100p.

Available from—Publications Office, I.C.B.D., College of Education, University of Illinois, 805 W. Pennsylvania Ave., Urbana, Illinois 61801 (Catalog No. 135, \$4.00)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
Descriptors—\*Annotated Bibliographies, \*Bilingual Education, Bilingualism, Bilingual Schools, Bilingual Students, Bilingual Teachers, Disadvantaged Youth, \*Early Childhood Education, \*Elementary Education, \*English (Second Language), Mexican Americans, Migrant Education, Program Evaluation, Second Language Learning, Spanish Speaking

This selective abstract bibliography prepared by ERIC Clearinghouse on Early Childhood Education is a guide to recent ERIC documents on bilingual education of children. Citations have been divided into four sections: (1) selected ethnic groups (Spanish speaking, native Americans, Chinese, Portuguese and Filipino); (2) migrants; (3) second language learning; and (4) general (bibliographies, legislation, media, multicultural research, teacher training). Citations included are from "Resources in Education (RIE)," January 1974 through March 1975, and from "Current Index to Journals in Education (CIJE)," August 1971 through October 1974. There are 116 abstracts from "RIE" and 74 citations from "CIJE." Descriptor (subject index) terms are included for all citations. (GO)

**ED 113 010** PS 007 955

*Honig, Alice S.*

**Parent Involvement in Early Childhood Education.** National Association for the Education of Young Children, Washington, D.C.

Pub Date 75

Note—102p.

Available from—National Association for the Education of Young Children, 1834 Connecticut Ave., N.W., Washington, DC 20009 (Paper, \$3.00 plus \$0.30 postage)

Document Not Available from EDRS

Descriptors—\*Child Development, Child Rearing, Cognitive Development, Family Life, Home Visits, Learning Activities, Parent Attitudes, \*Parent Child Relationship, Parent Counseling, Parent Education, \*Parent Participation, Parent Role, \*Parent Teacher Cooperation, \*Preschool Education, Resource Materials, Social Development

This document examines existing program models and methods aimed at promoting parental

involvement in early child development and education. Included are discussions of issues, research evidence and evaluation techniques pertaining to parent involvement. Descriptions of specific programs show how involvement can be developed through such channels as home visitation, parent group meetings, group care arrangements, community resources, and television programming. Suggestions are made for measuring parent change as a result of involvement programs. Problems often encountered when working with parents and possible solutions to these problems are discussed in detail. Available bibliographies, audiovisual materials, and curriculum guides for parents and those who work with parents are described. (BRT)

**ED 113 011** PS 008 000

*Smith, Marshall S.*

**Some Short Term Effects of Project Head Start: A Preliminary Report on the Second Year of Planned Variation--1970-71.**

Huron Inst., Cambridge, Mass.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No.—OCD-H-1926

Pub Date Jan 73

Note—277p.; For related documents, see PS 008 001-002 and ED 082 834-835

**EDRS Price MF-\$0.76 HC-\$14.59 Plus Postage**  
Descriptors—Achievement Gains, \*Comparative Analysis, \*Compensatory Education Programs, \*Curriculum Evaluation, Data Analysis, Demography, \*Early Childhood Education, Longitudinal Studies, \*Program Evaluation, Race, Tables (Data)

Identifiers—\*Project Head Start

This preliminary report evaluates the second year, 1970-71, of Head Start Planned Variation (HSPV), covering research methodology, description of the models, characteristics of the children, classrooms and sites, estimated overall effects of the Head Start experience, differences in the effects of PV and comparison classrooms, and short term effects of 11 Head Start program models. An attempt is made to answer the questions: (1) What are the short term effects of a Head Start experience on children? (2) Are there discernible differences between the effects on children of a HSPV experience and a conventional Head Start experience? (3) Do PV models differ in their effects on Head Start children? Five outcome measures were used: three measures of cognitive achievement, one of general intelligence, and one of motor control. Major findings indicated that: the Head Start experience substantially increased children's test scores on all five outcome measures; that children who had prior preschool experience gained less overall than children whose first year of preschool was in Head Start in 1970-71; and that there seemed to be no consistent differences among Mexican American, black, and white children in their Head Start gains on the five outcome measures. No differences in effects were found between the HSPV programs and the comparison Head Start programs. (GO)

**ED 113 012** PS 008 001

*Monaghan, Anne Coolidge*

**An Exploratory Study of the Match Between Classroom Practice and Educational Theory: Models in Headstart Planned Variation.**

Huron Inst., Cambridge, Mass.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No.—OCD-H-1926

Pub Date Aug 73

Note—275p.; The Education Development Center Model Implementation Checklist appearing in Appendix B of the original document is copyrighted and therefore not available. It is not included in the pagination. For related documents, see PS 008 000-002 and ED 082 834-835

**EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage**  
Descriptors—\*Classroom Observation Techniques, \*Comparative Analysis, \*Compensatory Education Programs, Data Analysis, \*Early Childhood Education, Longitudinal Studies, Program Effectiveness, \*Program Evaluation, Teacher Evaluation

Identifiers—\*Project Head Start

This study reports an attempt to measure implementation of Head Start Planned Variation, a national experiment designed to compare the relative effectiveness of 12 education models. The report first gives the background of the ex-

periment, describes the problem of attempting to assess effectiveness without first measuring implementation, and reviews research on implementation. The process of designing instruments is outlined, and 10 of the models and their instruments are described. Methodological problems are discussed, data analyses are presented, and alternative strategies for the evaluation of implementation are suggested. The final chapter contains a summary and conclusions. It is suggested that the ideal design for the study of implementation has two components: (1) an adequate description of the intervention with input from all members of the training staff as well as the sponsor; and (2) an adequate evaluation of implementation, performing primarily a formative function. Implementation checklists and figures on interobserver agreement are included in the appendices. (GO)

**ED 113 013 PS 008 002**  
*Lukas, Carol VanDeusen Wohlleb, Cindy*  
**Implementation in Head Start Planned Variation: 1971-72.**

Huron Inst., Cambridge, Mass.  
 Spons Agency—Office of Child Development (DHEW), Washington, D.C.  
 Report No—OCD-H-1926  
 Pub Date Jun 74  
 Note—97p.; For related documents, see PS 008 000-001 and ED 082 834-835; Sponsor's evaluation form not included due to poor reproducibility

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
 Descriptors—Check Lists, Classroom Observation Techniques, \*Comparative Analysis, \*Compensatory Education Programs, Data Analysis, \*Early Childhood Education, Longitudinal Studies, Objective Tests, Program Effectiveness, \*Program Evaluation, \*Teacher Evaluation  
 Identifiers—\*Project Head Start

This report on model implementation during the third year (1971-72) of the Head Start Planned Variation experiment concentrates on the development of measures of implementation. Measures are examined individually in terms of design and use, strengths and weaknesses, and findings obtained, and agreement among raters on the extent of implementation is discussed. A comparative analysis of consultant checklists, sponsor checklists, sponsor overall ratings, teacher perceptions, and sponsor ratings is presented. Proposals to improve implementation measures include a contractual agreement between evaluators and those responsible for treatment implementation, field testing of implementation measures prior to their use, and systematic training of raters. The report concludes that substantial problems remain with implementation measurement, that some models may never fit into a quantified, easily observable measure, and that there may always be an element of subjectivity in assessing the extent to which a program is implemented. Appendices comprise site to site variation in levels of implementation and the 1971-72 implementation measures. (GO)

**ED 113 014 PS 008 018**  
*Block, Jeanne H. And Others*  
**Sex-Role Typing and Instrumental Behavior: A Developmental Study.**

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.  
 Pub Date Apr 75

Note—22p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—Behavior Rating Scales, \*Early Childhood, \*Goal Orientation, \*Persistence, \*Personality Development, \*Sex Differences, Statistical Analysis  
 Identifiers—Barriers

This study proposes to (1) explore the responses of boys and girls at three age levels to several different barrier situations; (2) assess the personality correlates associated with barrier behavior; (3) evaluate covariance differences between the sexes; and (4) determine the relationship between barrier behaviors and sex-role typing. A total of five barrier tests were administered at ages 3.5, 4.5, and 5.5 years. A central measure, the barrier intensity score (BI), was obtained by an observer who rated the intensity of the child's efforts to overcome the barrier. A personality characterization of each child was obtained from sets of teacher ratings. Results show

an absence of sex differences in means and sigmas of BI scores; however, reliable differences in the correlational patterns associated with BI as a function of sex suggest that instrumental behavior in response to barriers is moderated by different psychological structures in boys and girls at age 4. These findings imply that analysis of covariance is essential in the evaluation of sex differences in barrier research. (GO)

**ED 113 015 PS 008 020**  
*Hetherington, E. Mavis And Others*  
**Beyond Father Absence: Conceptualization of Effects of Divorce.**

Pub Date Apr 75  
 Note—28p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
 Descriptors—\*Adjustment Problems, \*Child Rearing, Comparative Analysis, Emotional Adjustment, \*Family Life, Interpersonal Relationship, Middle Class Parents, \*One Parent Family, Parent Attitudes, Parent Child Relationship, \*Parent Role, Psychological Patterns  
 Identifiers—\*Divorce

An investigation of changes in functioning of mothers and fathers following divorce is presented in this paper. Subjects were 24 white middle class boys and 24 girls and their divorced parents, from homes in which custody had been granted to the mother, and the same number of children and parents from intact homes. A multimethod approach, including interviews, observations, diary records, and personality measures, was used to assess parent characteristics, child characteristics, and family interaction. Parents and children were administered these measures at two months, one year, and two years following divorce. Results show that when a father leaves the home following divorce, the family system is in a state of disequilibrium. Disorganization and disrupted family functioning seem to peak at one year and be stabilizing by two years following the divorce. Stresses in family functioning following divorce are reflected not only in parent-child relations but in changes in life-style, emotional distress, and changes in attitudes toward the self of the divorced couple. It is suggested that these changes in the parents may be mediating factors in changes in the child's behavior. (Author/BRT)

**ED 113 016 PS 008 025**  
*Clarke-Stewart, Alison*  
**Sociability and Social Sensitivity: Characteristics of the Stranger.**

Pub Date 4 Apr 75  
 Note—39p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (New York, N.Y., April 4, 1975) and the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 11, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
 Descriptors—\*Infant Behavior, \*Interpersonal Competence, Longitudinal Studies, Mothers, \*Parent Child Relationship, Sex Differences, \*Social Behavior, Social Development, \*Stranger Reactions

Identifiers—\*Experimenter Characteristics  
 This paper reports an 18-month investigation of the differential effects of social context (i.e., characteristics of people in the child's immediate environment) on infants' positive social behavior. The social behaviors of 14 children from 1 to 2-1/2 years of age were observed at home and in a laboratory playroom. The social context was varied along three broad categories of stranger characteristics: familiarity to the child, personal qualities of the individual, and type of behavior performed by the stranger. Data were analyzed by sex of infant, by the degree to which infants demonstrated social competence with their mothers, and by infants' familiarity with the observed situation, as well as by characteristics of the strangers. Results were interpreted to illustrate the need for experimenters to take into account characteristics and behaviors of testers and observers in assessing infant social development. In addition, it was suggested that by the time children are 14 months old, and increasingly over the next year and a half, they spontaneously initiate positive social behavior and are appropriately responsive to adults whom they have never met before. (BRT)

**ED 113 017 PS 008 027**  
*Rest, James R.*

**New Options in Assessing Moral Judgment and Criteria for Evaluating Validity.**  
 Pub Date 10 Apr 75

Note—16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—\*Comparative Analysis, Data Analysis, Data Collection, \*Human Development, \*Moral Development, Scoring Formulas, \*Test Construction, \*Test Interpretation, Test Validity

Identifiers—\*Defining Issues Test, Kohlberg (L)  
 This paper describes the rationale for the Defining Issues Test (DIT), an objective test of moral judgment which attempts to improve upon three aspects of Kohlberg's research: data collection, categorization of moral judgments (the scoring system), and method of indexing a subject's progress in a developmental sequence. In each case, the way in which the DIT overcomes problems in the Kohlberg system is described and explained. In the DIT, the subject is given a moral dilemma and asked to classify his own thoughts. Results of the DIT show subjects to be more advanced and to display more principled thinking than would be expected from Kohlberg's data. This discrepancy is explained in terms of differences between the DIT task and Kohlberg's task. It is thought that the latter may seriously underestimate people's recognition and discrimination of principled thinking. In addition, it is argued that an accurate system for indexing an individual's development must go beyond stage typing (the categorization of the individual in terms of one developmental stage). A theory of decalage is called for, to describe the interplay of variables related to uneven acquisition of characteristics associated with a given stage. For the present, it is suggested that moral judgment data be preserved for later reanalysis, and that various indices be examined for best fit with the empirical properties expected of the construct moral judgment. Appended are two tables: (1) the DIT format, and (2) major validity questions and comparison of findings with Kohlberg's Test and DIT. (GO)

**ED 113 018 PS 008 035**  
*Falmagne, Rachel Joffe*

**The Development of Propositional Reasoning: Conceptual Issues, and Suggestion of a Perspective for Empirical Research.**

Pub Date Apr 75  
 Note—13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—\*Abstract Reasoning, Adolescence, \*Childhood, \*Cognitive Processes, Developmental Tasks, Linguistic Competence, \*Logical Thinking, \*State of the Art Reviews  
 Identifiers—Formal Operations, \*Piaget (Jean)

This theoretical paper reevaluates the Piagetian tradition in the study of propositional reasoning. Piaget's assertion that children's logic, prior to the stage of formal operations, is structurally adequate for dealing with objects and their properties, but is inadequate for fully competent propositional reasoning, is challenged on three grounds: (1) the data base from which Piaget's theory about formal reasoning has been developed comes from a scientific task domain with its specific task requirement and associated psychological factors; (2) the theory cannot, a priori, be extended to other propositional task domains, and empirical support for generalizing it has not been provided; (3) findings from adult studies show that adults tend to rely on empiric (rather than propositional) reason whenever it is possible to do so. Therefore, there are interesting similarities between child and adult reasoning which the Piagetian outlook has de-emphasized. A linguistically oriented view on the development of propositional reasoning is proposed, based on the idea that acquiring propositional competence is an achievement of the same nature as acquiring competence in grammar or syntax. The theoretical and methodological consequences of this view are examined. (GO)

ED 113 019 PS 008 038

Carew, Jean V. And Others

**Observed Intellectual Competence and Tested Intelligence: Their Roots in the Young Child's Transactions with His Environment.**

Spons Agency—Carnegie Corp. of New York, N.Y.; National Institutes of Health (DHEW), Bethesda, Md.; Office of Economic Opportunity, Washington, D.C.

Pub Date Apr 75

Note—37p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (New York, N.Y., April 1975) and the Biennial Meeting of the Society for Research in Child Behavior (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—\*Cognitive Development, \*Environmental Influences, \*Infancy, \*Intellectual Experience, \*Intelligence Differences, \*Interaction Process Analysis, \*Longitudinal Studies, \*Observation, \*Parent Child Relationship, \*Parent Role, \*Performance, \*Preschool Children, \*Role Models  
Identifiers—\*Competence, \*HOME Scale, \*White (Robert)

This longitudinal study attempted to assess how environmental factors affect the development of competence, as defined by White, by delineating in detail the everyday environmental transactions of a group of children from age 1 to 3. The key questions of this research were: (1) Are certain experiences encountered by the young child in his everyday life more important to his intellectual development than others? (2) If so, does the source of these experiences matter? and (3) Is the question of timing important? A total of 23 children were observed repeatedly in their homes and neighborhoods and the observations coded using the HOME Scale. Results confirmed that (1) the class of observed experiences, classified a priori were intellectually valuable to the child, (2) it does not matter how the child's intellectual experiences are derived, and (3) different sources of intellectually valuable experiences become important at different periods in the child's life. It was found that child-person interaction correlates highly with test performance at age 3, modeling becomes important at age 2, and self-directed intellectual experiences become important at age 2 1/2. Investigation of experimental antecedents of the child's spontaneous expression of intellectual competence yielded results which duplicated the findings for tested intellectual competence, with the exchange between child and interactor being most highly related to the child's later intellectual competence. Aspects of the interactive situation and interactor role are discussed in terms of the critical role early interactive experiences play in the child's intellectual development. (GO)

ED 113 020 PS 008 040

Sieglar, Robert S.

**Utility of Interactional Strategies in the Study of Formal Operations Reasoning.**

Pub Date Apr 75

Note—16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*Abstract Reasoning, \*Adolescence, \*Childhood, \*Cognitive Development, \*Comparative Analysis, \*Interaction, \*Logical Thinking, \*Methods, \*Research Methodology, \*Test Interpretation, \*Validity

Identifiers—\*Interactional Strategies

This paper argues in favor of using interactional strategies in the study of formal operations reasoning. Interactional designs allow a convergent approach to specifying processes underlying the interaction of variables. In contrast, current methodologies contain two inherent disadvantages: they have limited utility in specifying the processes underlying development, and their results are difficult to interpret. Interactional strategies were used in the design of two experiments on the development of formal operations competencies. The results of these experiments suggest that applying interactional strategies to the study of formal operations growth allows direct comparison between the strengths of existing age-related performance differences and the strengths of the experimentally manipulated treatments. This research design may also reveal catching up and readiness interactions that could result in new interpretations for developmental

differences, allowing precise statements as to the nature of the interaction of maturational and experiential factors which determine formal operations development. (GO)

ED 113 021 PS 008 043

Wilkinson, Alexander

**Counting Strategies and Semantic Analysis as Applied to Class Inclusion. Report No. 61.**Michigan Univ., Ann Arbor. Dept. of Psychology. Report No.—R-61  
Pub Date Mar 75

Note—49p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—\*Comparative Analysis, \*Concept Formation, \*Congruence, \*Inequalities, \*Mathematical Logic, \*Preschool Children, \*Preschool Education, \*Rational Numbers, \*Semantics, \*Set Theory  
Identifiers—\*Piaget (Jean)

This investigation examined strategic and semantic aspects of the answers given by preschool children to class inclusion problems. The Piagetian logical formalism for class inclusion was contrasted with a new, problem processing formalism in three experiments. In experiment 1, it was found that 48 nursery school subjects nearly always performed better on percept inclusion than on concept inclusion. This result supports problem processing formalism and contradicts logical formalism. Experiment 2 used 11 of the same subjects to investigate three questions: whether the children's counting strategies would produce the same response patterns as in experiment 1, whether the answer "the same number" (essential to any correct coextensive comparison) was available in their response repertoire, and whether expected responses to coextensive problems in concept and in percept sets would be obtained. Results offered consistent experimental support for SCAN and MATCH components of the problem processing model. Experiment 3 utilized 48 new subjects and a design which crossed four categories with four problem types, to clarify the reasons for the difference observed between the difficulty of percept and concept problems. Interpretations of the results are discussed in terms of the children's semantic strategies and counting strategies. The general conclusion offered is that problem-solving strategies, not logical deficits, are the source of young children's inclusion of errors. (GO)

ED 113 022 95 PS 008 044

Nottelmann, Editha D.

**Test Anxiety and Off-Task Behavior in Evaluative Situations.**

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 13 Apr 75

Grant—OEG-0-72-0882

Note—12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*Anxiety, \*Attention, \*Span, \*Evaluation, \*Individual Characteristics, \*Intermediate Grades, \*Parent Attitudes, \*Parent Influence, \*Performance Factors, \*Problem Solving, \*Task Performance, \*Teaching Methods, \*Testing

An experiment was performed to assess if, and how, attention to a problem solving task varies with anxiety level. It was hypothesized that high anxious children would glance away from a task more often than less anxious children, in light of research literature which suggests that high anxious children are inattentive to tasks in order to avoid evaluation. Subjects were 48 fourth and fifth graders. The children were videotaped through a one-way mirror while they performed timed anagram tasks in the presence of a male experimenter working on a similar task. Results showed that less anxious children performed better at the anagram task than anxious children. High anxious children also were observed to engage in significantly more off-task behavior and more glancing away from their task than less anxious children. Research on family interaction patterns associated with high and low levels of anxiety and distractibility in fourth and fifth graders is discussed in view of the results of this study. It is suggested that parents of highly distractible and

anxious children may be teaching their children to respond to problem-solving situations with task-inappropriate and dependent behavior, at the expense of task performance. (BRT)

ED 113 023 PS 008 046

Haviland, Jeanette

**Individual Differences in Affect.**

Spons Agency—Public Health Service (DHEW), Washington, D.C.

Pub Date Apr 75

Note—18p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*Affective Behavior, \*Emotional Development, \*Heart Rate, \*Individual Differences, \*Infancy, \*Nature Nurture Controversy, \*Physical Characteristics

This paper argues that infants' affect patterns are innate and are meaningful indicators of individual differences in internal state. Videotapes of seven infants' faces were coded using an ethogram; the movement of the eyebrow, eye direction, eye openness, mouth shape, mouth position, lip position, and tongue protrusion were assessed independently. Nearly the whole range of facial movements was observed during the neonatal period, thus indicating that all the movements generally called smile, frown, angry grimace, excitement, boredom, sorrow, joy and shame are possible from at least the second or third week of life. Electrocardiogram data were recorded simultaneously with videotaping of the infants' faces during periods when the infants were attending to novel stimuli and were habituating to these stimuli. Analysis of these data revealed substantial co-occurrence of facial change and heart rate change, which suggests that observed infant affect is a reflection of the infants' internal state rather than a random patterning waiting to be organized. (Author)

ED 113 024 PS 008 047

Collins, W. Andrew Westby, Sally Driscoll

**Children's Processing of Social Information from Televised Dramatic Programs.**

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date 11 Apr 75

Note—13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 11, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*Age Differences, \*Children, \*Complexity Level, \*Comprehension Development, \*Elementary School Students, \*Grade 2, \*Grade 8, \*Recall (Psychological), \*Social Influences, \*Television Research, \*Television Viewing

This study examined how children of different ages process social information from dramatic television programs. Second and eighth graders were shown edited versions of a television program that differed in complexity and the difficulty of inferring causal connections between the scenes. In addition, the scenes in half of the showings were kept in the original narrative sequence while in the other half they were randomly ordered. After watching one of the four versions of the program, each child was asked to answer multiple choice questions about discrete scenes in the show and the causal relationships among scenes. The results showed that second graders were poorer at answering inference questions than eighth graders. However, second graders who had watched one of the simple versions of the program did better than those who had seen a complex version, regardless of whether the simple version was ordered or jumbled. Eighth graders did best when the scenes in the program were ordered, regardless of the amount of information in the program. It was concluded that with increased age, there is an increased "straining for meaning" in television viewing. (Author/JMB)

ED 113 025 PS 008 048

Rondal, Jean A.

**Investigation of the Regulatory Power of the Impulsive and Meaningful Aspects of Speech.**

Spons Agency—Fonds National de la Recherche Scientifique, Brussels (Belgium).

Pub Date Apr 75

Note—16p.; Paper presented at the Biennial Meeting of the Society for Research in Child



Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Behavioral Science Research, Behavior Development, \*Behavior Patterns, \*Behavior Theories, \*Early Childhood Education, \*Motor Development, Perceptual Motor Coordination, Preschool Children, Primary Grades, Reactive Behavior, Research Methodology, \*Speech, Stimulus Behavior, Visual Stimuli

**Identifiers**—Luria (A R), \*Verbal Regulation

Partial and methodologically questionable replications of the Luria experiments on the child's verbal regulation of his motor behavior have led to results and conclusions contradictory to Luria's findings. An error in the methodology of two of these replications is discussed as the reason for a new investigation of Luria's hypothesis. Several experiments performed with children between 3 and 8 years of age are reported here. In general, data tend to support the hypothesis of a regulatory effect of the rhythmic aspect of speech over the simultaneous motor behavior of children from 3 1/2 years of age on. However, the results did not confirm predictions derived from the part of Luria's hypothesis concerning the possible regulatory function of the meaningful aspect of speech. (Author/ED)

**ED 113 026**

**PS 008 049**

*Manosevitz, Martin Fling, Sheila*

**The Relationship of Imaginary Companions in Young Children to Intelligence, Creativity, and Waiting Ability.**

Texas Univ., Austin. Inst. of Human Development.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.; National Science Foundation, Washington, D.C.

Pub Date Apr 75

Note—17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Creativity, \*Goal Orientation, \*Imagination, \*Intelligence Level, Intelligence Tests, \*Kindergarten Children, Research Methodology

**Identifiers**—\*Imaginary Companions

This study attempted to assess directly whether children who had had an imaginary companion were significantly different from those who had not, in intelligence, creativity, and waiting ability, each of which had been identified in previous research as an important correlate of this phenomenon. A total of 84 children participated in this study, half of whom had been identified as having an imaginary companion and half of whom had been identified as not having one. The two groups had an equal number of boys and girls, did not differ significantly in subjects' age (average 5 years 9 months) or socioeconomic status (predominantly middle class), and were matched to ensure equal numbers of only children, first borns, and later borns. Each child was tested at home in his own room with the Peabody Picture Vocabulary Test to measure intelligence, the Uses Task and Abstract Patterns Task to measure creativity, and a modification of Singer's (1961) waiting ability task. There were no significant differences between the two groups on any of the three measures. Discrepancies between the findings of this study and those of the other studies cited in this paper were attributed to methodological differences. (Author/JMB)

**ED 113 027**

**PS 008 050**

*Orbell, S. F. W. And Others*

**Pre-School Opportunity and Sex Differences as Factors Affecting Educational Progress. Series in Education, Occasional Paper No. 2.**

Rhodesia Univ., Salisbury.

Report No—Occas-Pap-2

Pub Date 73

Note—29p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Adolescence, Child Rearing, Coeducation, Cognitive Development, Cross Cultural Studies, \*Early Childhood Education, \*Educational Problems, \*Foreign Countries, Language Development, Mathematical Concepts, Preschool Children, Reading Skills, Scientific Concepts, \*Sex Differences, Sex Role, Student Needs

**Identifiers**—\*Africa

This document is a collection of three papers originally prepared as part of a series of public lectures presented by the Faculty of Education at the University of Rhodesia. Each paper stresses the vital need to examine assumptions made about the pupil in school to see whether provisions made for him are really in accordance with his present and future needs. Titles of the three papers are: "The Early Years: The Vital Years of Childhood," "Sex Bias as a Variable in Primary Education," and "Sex Differences in Scientific and Mathematical Competence at Adolescence." (Author/JMB)

**ED 113 028**

**PS 008 052**

*Hutson, Barbara A.*

**The Relationship of Children's Language and Cognitive Development: Theoretical Issues.**

Pub Date Aug 74

Note—28p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, Aug. 30-Sep. 3, 1974)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Cognitive Development, Cognitive Processes, Developmental Psychology, \*Language Development, Logic, Logical Thinking, \*Models, \*Preschool Education, \*Psycholinguistics, Thought Processes

This paper presents a system for describing and categorizing various theories of language and thinking. Within this system, theories are described in terms of their position on three basic issues: (1) the direction of dependency between language and cognition, (2) the necessity of that dependency, and (3) the level of specificity at which the dependency is believed to operate. In addition, a theory may stipulate that these relationships are stable or varying over time. It is suggested that this descriptive system might be used to compare the positions of two theorists, to compare changes over time in a given theorist's stated position, or to determine the level of proof adequate for testing a given theoretical statement. (Author/BRT)

**ED 113 029**

**PS 008 053**

*Hutson, Barbara A. And Others*

**Knowing the Question to an Answer: The Later Development of Question-Answer Relationships.**

Pub Date Apr 75

Note—19p.; Paper presented at the Annual Meeting of the American Education Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Abstract Reasoning, \*Adolescents, \*Children, \*Cognitive Development, \*Concept Formation, Cross Sectional Studies, \*Linguistics

**Identifiers**—\*Question Answer Reciprocity

This study examined children's development of the concept of the reciprocal relationship of question and answer by asking subjects to form questions to fit given answers and to form answers for given questions. A total of 72 children (18 per grades 1, 4, 7, and 10) participated in the study. Each child was tested individually on two tasks (the formation of questions and the formation of answers) and with two presentation modes (verbal context alone and verbal context in combination with pictures). The results showed significant effects for grade, task, mode of presentation, and interaction of grade and task. Children in all grades formed more correct answers than questions. While question means increased over grade level, answer means did not. It was concluded that (1) the task of question formation is a more demanding measure of the concept of question-answer reciprocity than is answer formation; (2) expression of the concept of question-answer reciprocity increases over the age period encompassed in this study; and (3) the levels of question formation and answer formation eventually converge for most subjects, indicating a fully abstract understanding of the reciprocal relationship. (Author/JMB)

**ED 113 030**

**PS 008 056**

*Lambie, Dolores Z. And Others*

**Home Teaching with Mothers and Infants.**

High/Scope Educational Research Foundation, Ypsilanti, Mich.

Spons Agency—Carnegie Corp. of New York, N.Y.; Public Health Service (DHEW), Washington, D.C.; Spencer Foundation, Chicago, Ill.

Pub Date 74

Note—129p.; The Ypsilanti-Carnegie Infant Education Project: An Experiment Available from—High/Scope Educational Research Foundation, 125 North Huron Street, Ypsilanti, Michigan 48197 (Paper, \$4.50)

**Document Not Available from EDRS**

**Descriptors**—Child Rearing, Cognitive Development, Family Environment, \*Home Programs, Home Visits, Individualized Instruction, \*Infants, Intervention, Language Development, Learning Activities, Mother Attitudes, Parent Child Relationship, \*Parent Education, \*Parent Teacher Cooperation, \*Preschool Education, Program Development

**Identifiers**—\*Michigan (Ypsilanti), Ypsilanti Carnegie Infant Education Project

This booklet describes and evaluates an experimental home teaching program based on Piagetian developmental theory. The project was designed to stimulate infants' cognitive development and help mothers become more effective teachers of their children. Sixty-five infants, primarily from low socioeconomic status homes, were enrolled in the program at 3, 7, or 11 months of age, following administration of the Bayley Scales of Infant Development. Subjects were divided into three groups. Infants and mothers in the experimental group had weekly sessions (60-90 minutes each for a period of 16 months) with professional teachers experienced in early education or in working with parents and infants. Formally sequenced sets of informal infant play activities, individualized by the teacher to each mother child pair, were used in these sessions. The second group of mothers and infants had similar sessions conducted by college students and teacher aides rather than professionals. No formal curriculum was followed in these sessions; home visitors planned their activities autonomously. The first and second groups of infants were tested every four months along with a third group designated as controls. Experimental group children were found to perform at significantly higher levels on intelligence tests and showed greater linguistic skill than children from either of the other two groups. Other findings are reported. (BRT)

**ED 113 031**

**PS 008 057**

*Moore, Gaylen*

**Profile of Appalachia.**

Day Care and Child Development Council of America, Inc., Washington, D.C.

Pub Date Oct 74

Note—18p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Black Community, Community Involvement, Community Services, \*Day Care Services, \*Depressed Areas (Geographic), \*Economic Disadvantage, Home Programs, Intervention, Job Training, \*Poverty Programs, \*Preschool Education, Road Construction, Social Services, Transportation

**Identifiers**—\*Appalachia, Appalachian Regional Commission, Black Appalachian Commission

This booklet describes the changing economic conditions in Appalachia and the improved social services for children. According to statistics reported in 1969 nearly 43 percent of all children under 6 in Appalachia were categorized as poor and likely to require some special services, while only 5 percent were receiving such services. The Appalachian Regional Commission has concentrated its efforts on job training, transportation, and upgrading the quality of education in Appalachia. Several Appalachian programs are described briefly, including day care centers which offer child development services such as parent counseling, health and medical services, family planning, and pre- and postnatal care, and home-based outreach programs available for families of nonworking mothers who receive public assistance. Also described is the Black Appalachian Commission, which gathers information about the black population in Appalachia, identifies community problems, and mobilizes available resources. (Author/BRT)

**ED 113 032**

**PS 008 058**

*Corbett, Franklin, Jr.*

**Planning for Child Development: Manual. Appalachian Child Care Project.**

Georgia Appalachian Child Care Project, Atlanta; Performing Arts Guild, Inc., Forest City, N.C.

Spons Agency—Community Development Foundation, Norwalk, Conn.; Day Care and Child Development Council of America, Inc., Washington, D.C.

Pub Date Jul 74

Note—28p.; The Planning for Child Development Handbook is document PS 008 059

Available from—PAG, Inc., 209 West Main Street, Forest City, N.C. 28043 (Paper, no price quoted)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors—**Child Advocacy, \*Child Care, Child Care Workers, Decision Making, \*Early Childhood Education, Evaluation, Group Behavior, Group Dynamics, Group Guidance, Group Relations, \*Manuals, Policy Formation, \*Program Planning, Resource Materials, \*Workshops

**Identifiers—**Planning for Child Development Package, \*Project Appalachian Child Care

This group facilitator manual which forms the basis of a package of materials (including a handbook and media presentation) is designed for use with child care councils, policy advisory committees, and child advocacy groups which want to become more effective in developing programs for children. The manual is divided into two major sections. The first section briefly reviews the concepts and principles used in the handbook; that is, the need, approach, theory, and planning process which underlie the package. Information related to the processes of group dynamics is reviewed. The second section reviews the individual steps and decisions found in the handbook including twelve questions through which the group defines itself, its goals, decisions, actions, and follow-up evaluation. For each of these questions, the facilitator is provided guidelines on what to watch and keep in mind, the semantics involved, plus other considerations. Brief sections are also included on the use of the transparencies and slide show. (ED)

ED 113 033

PS 008 059

Corbett, Franklin, Jr.

**Planning for Child Development: Handbook. Appalachian Child Care Project.**

Georgia Appalachian Child Care Project, Atlanta; Performing Arts Guild, Inc., Forest City, N.C.

Spons Agency—Community Development Foundation, Norwalk, Conn.; Day Care and Child Development Council of America, Inc., Washington, D.C.

Pub Date Jul 74

Note—36p.; For the Manual for this Appalachian Child Care Project Package, see PS 008 058

Available from—PAG, Inc., 209 West Main Street, Forest City, N.C. 28043 (Paper, no price quoted)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors—**\*Child Care, Decision Making, \*Early Childhood Education, Evaluation Criteria, Evaluative Thinking, Group Guidance, Guidelines, \*Policy Formation, Problem Solving, \*Program Planning, Self Evaluation, \*Workshops

**Identifiers—**Planning for Child Development Package, \*Project Appalachian Child Care

This handbook is a general planning tool for child development groups that want to be more effective than they are. It is designed to help a group determine (1) its reasons for existence; (2) its aspirations for improving child development programs in the community; (3) its limitations; (4) what steps it needs to take to achieve its goals; (5) who will carry out its initial project; and (6) the schedule of action necessary. The handbook also offers guidance in group self-evaluation, so that the group can determine (1) if the planned project is being carried out; (2) if it is being carried out to the group's satisfaction; and (3) upon completion, if the project fulfilled the group's initial expectations and if the group should continue to proceed with further projects. (ED)

ED 113 034

PS 008 062

Kalyan-Masih, Violet Adams, Janis

**Imaginary Play Companion: Annotated Abstract Bibliography. Project No. 93-12.**

Nebraska Univ., Lincoln. Agricultural Experiment Station.

Pub Date 75

Note—52p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
**Descriptors—**Abstracts, \*Annotated Bibliographies, Bibliographies, Child Development, \*Childhood Needs, Creativity, \*Imagination, \*Play, \*Preschool Children, Psychological Needs

**Identifiers—**\*Imaginary Companion

This bibliography offers an historical perspective on imaginary play companions with 48 entries dating from 1891 to 1975. Entries, which include journal articles, monographs, and books, draw heavily from child development literature. A list of 10 titles from general literature related to the subject of imaginary companions is also included. The abstracts vary widely in length, ranging from 50 to 500 words. (JMB)

ED 113 035

PS 008 065

Greenberg, Polly

**Day Care Do-It-Yourself Staff Growth Program.**

Growth Program, Washington, D.C.

Spons Agency—General Learning Corp., Washington, D.C.

Pub Date 75

Note—335p.

Available from—The Growth Program, 4914 Ashby St., N.W., Washington, D.C. 20007 (Paper, \$10.95)

**Document Not Available from EDRS**

**Descriptors—**Course Descriptions, Curriculum Guides, \*Day Care Programs, \*Early Childhood Education, Nutrition, Parent Participation, Physical Environment, Preschool Teachers, \*Staff Improvement, Teacher Aides, \*Teacher Education, Teacher Improvement, \*Teaching Guides, Teaching Procedures, Teaching Skills, Teaching Techniques, Volunteers, Workshops

**Identifiers—**\*Staff Growth Programs

This book presents a competency-based performance-oriented course designed by the General Learning Corporation for on-site training of day care, Head Start, preschool, kindergarten and "open primary" teachers, assistants and volunteers who are working in programs with limited staff development funds. The course includes (1) detailed suggestions to the training leaders, (2) reading assignments and semi-structured exercises for staff members, (3) systems for assessing the progress of children and staff, and (4) materials and guidelines for developing and implementing a parent and volunteer involvement program. In sixteen chapters, an entire year's operation is outlined, from orienting the staff to organizing the physical plant and establishing a curriculum. (GO)

ED 113 036

PS 008 066

Canzler, Lillian, Comp.

**Films and Filmstrips on Early Childhood.**

Central Washington State Coll., Ellensburg, Washington Center for Early Childhood Education.

Pub Date May 74

Note—71p.

Available from—College Bookstore, Central Washington State College, Ellensburg, Washington 98926 (Paper, \$4.62)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**Child Development, Community Education, Cultural Differences, \*Early Childhood Education, \*Films, \*Filmstrips, Parent Education, Preschool Curriculum, \*Resource Guides, Teacher Education

This guide to films and filmstrips on early childhood is organized into six categories: child development (normal and special, from infancy to preadolescence); community and parent education (helpful to persons planning parent programs); culture and children (showing children learning and developing in different cultures); current trends in early childhood education (such as programmed learning; free schools, home-based centers, open education); curriculum (useful for training students and parents in various approaches to learning); and teacher training (at college and university level). Each film is described briefly and rated with the Winick rating system which uses one-, two-, three-, or four-star ratings to provide the user with a comparative evaluation measure. Other bibliographic information provided includes: (1) length of showing time, (2) whether in color or black and white, (3) purchase or rental price, (4) distributor/rental sources, (5) producer, and (6) year released. (JMB)

ED 113 037

PS 008 075

**Project Head Start: Achievements and Problems. Report to the Congress.**

Comptroller General of the U.S., Washington, D.C.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date 20 May 75

Note—46p.

Available from—U.S. General Accounting Office, Distribution Section, P.O. Box 1020, Washington, D.C. 20013 (Report No. MWD-75-51; Paper, \$1.00)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors—**\*Early Childhood Education, Educational Legislation, Federal Programs, Governing Boards, Handicap Detection, \*Handicapped Children, National Programs, \*Policy Formation, \*Program Administration, Program Costs, \*Program Evaluation, Program Improvement, Program Proposals, Student Enrollment

**Identifiers—**\*Project Head Start

This review of the activities of eight Head Start grantees during the 1973-74 program year incorporates for each topic the study findings, recommendations to the Department of Health, Education and Welfare (HEW), and comments from HEW in response to recommendations. Topics include excerpts of Head Start (e.g., available services, children's educational gains, parent participation), services provided to the handicapped, and problems in administration. Grantees were found to be marginally successful in facilitating parent participation, and it is recommended that alternative means of involving parents be developed. Examination of services provided to handicapped children by the Office of Child Development and Head Start grantees indicated that Head Start programs lack the professional staff, training, facilities, and equipment needed to serve the severely handicapped. It is recommended that this situation be remedied and that professional confirmation of classification of handicapped children be obtained to avoid misclassification. Administrative problems discussed include low enrollment, low average daily attendance and service to ineligible families. These problems are said to continue because of inadequate monitoring of grantees by the regional offices. Appendices to the report give information from selected studies relating to the impact of Head Start and comments from HEW pertaining to the draft report by the General Accounting Office entitled "Assessment of Project Head Start." (GO)

ED 113 038

PS 008 078

Kurdek, Lawrence A.

**Perceptual, Cognitive, and Affective Perspective Taking and Empathy in Kindergarten through Third-Grade Children.**

Pub Date Apr 75

Note—25p.; A condensed version of this paper was presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*Affective Behavior, Behavior Patterns, Cognitive Development, \*Emotional Development, \*Empathy, \*Identification (Psychological), Perceptual Development, \*Primary Education, Psychological Patterns, Sex Differences, Social Development, Social Science Research

**Identifiers—**Perspective Taking

The development of perceptual, cognitive, and affective perspective taking and empathy was investigated in 96 kindergarten through third-grade children. Cognitive perspective taking was found to increase between second and third grades. Affective perspective taking, in situations controlling their own affective responses to story characters, decreased with grade level. Perceptual perspective taking showed no grade changes, and empathy was curvilinearly related to grade level. Males were found to be better perceptual and affective perspective takers than females. Task intercorrelations were low and nonsignificant, supporting the view that perspective taking and empathy are multidimensional social-cognitive constructs. (Author/BRT)

ED 113 039

PS 008 080

Pizzo, Peggy Daly Pizzo, Philip

**Good Food for My Baby.**

Day Care and Child Development Council of America, Inc., Washington, D.C.

Pub Date 75

Note—66p.

Available from—Day Care and Child Development Council of America, 1012 14th Street, N.W., Washington, D.C. 20005 (Paper, \$2.00)

**Document Not Available from EDRS**

**Descriptors—**Child Rearing, Food, Infant Behavior, \*Infants, \*Mothers, Motor Develop-

ment, \*Nutrition, \*Parent Education, Pregnancy, \*Prenatal Influences, Smoking  
Identifiers—\*Georgia Appalachian Outreach Project

Prenatal and infant nutritional needs and eating patterns are described and illustrated (in picture-book style) in this brief story about a mother and her infant son. Balanced diets, vitamin supplements, breast feeding, weaning, and infant food preparation are discussed. Mothers are encouraged to breast feed because it is cheaper and "the best food for babies." Tips for mothers who must deal with children's pleas for snack foods are given. The final section of the booklet presents abstracts of research concerning prenatal nutrition, the effects of maternal smoking on babies, breast feeding, infant feeding, infant obesity, infant tooth decay, and food faddism. (BRT)

ED 113 040 PS 008 083

Schneewind, Klaus A.

Psychological and Socio-Ecological Aspects of Parent-Child Relations: Overview of a Research Project and Some Selected Empirical Findings.  
Pub Date Apr 75

Note—11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Child Rearing, \*Elementary Education, Family Environment, Intelligence Level, Locus of Control, \*Parent Attitudes, Parent Child Relationship, \*Parent Influence, Parent Role, \*Personality Development, Social Development, \*Socialization  
Identifiers—\*West Germany

Family socialization patterns were examined from the viewpoint of the child and the parent in terms of parental socialization practices, attitudes, and goals. Questionnaires were developed and used to collect data on the parents of about 1,300 families and the children (7-13 years old) of approximately 400 families in West Germany. Results of studies using the questionnaires showed that there is a very complex relationship between the parents' concept of the child's personality and the parents' self-perceived parental attitudes. Specific childrearing attitudes seem to be related to general personality characteristics of the parents. Child-perceived maternal attitudes appear to be more strongly related to the child's intelligence than child-perceived paternal attitudes. However, perceived paternal goals seem to be of higher value than perceived maternal goals in predicting the child's intelligence. Another study analyzed children's internal vs. external control orientation and its parental antecedents. Future research is anticipated which will examine parental socialization behavior and children's personalities, and intervention programs to change certain aspects of parental behavior are planned. (BRT)

ED 113 041 PS 008 085

Weikart, David P.

Parent Involvement: Process and Results of the High/Scope Foundation's Projects.  
Pub Date Apr 75

Note—12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Compensatory Education Programs, Economic Disadvantage, \*Experimental Programs, Home Programs, \*Home Visits, Infants, Longitudinal Studies, Parent Education, \*Parent Participation, Parent Role, Parent School Relationship, Preschool Children, Preschool Curriculum, \*Preschool Education, Teacher Role

Identifiers—High Scope Educational Research Foundation

This paper reviews the concept of parent involvement in preschool intervention programs and presents experimental data relevant to the effectiveness of several preschool and home-based teaching programs for economically disadvantaged children. The range of current assumptions about parents is summarized as: (1) parents need to be taught how to be parents; (2) parents know what they need and can operate their own programs; and (3) parents and educators can become resources for each other. Several experimental home teaching programs conducted by the High/Scope Foundation and based on the

third assumption are described briefly: (1) the Ypsilanti-Perry Preschool Project, a preschool combined with weekly home visits; (2) the Ypsilanti Home Teaching Project, a 4-month program of weekly home visits; (3) the Ypsilanti-Carnegie Infant Education Project, in which educators or untrained women visited homes weekly for a 16-month period; and (4) a comparison of three preschool curricula combined with weekly home visits. Longitudinal data from several of these studies is already available, while data from other projects is still being analyzed. In general, it has been concluded thus far that the combination of preschool with home-based components yields impressive immediate and long-term results. Implications and considerations for preschool educators are discussed. (ED)

ED 113 042 PS 008 088

Hoffman, Martin L.

The Development of Altruistic Motivation.

Pub Date 10 Apr 75

Note—11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Altruism, \*Child Development, Children, \*Cognitive Development, Emotional Response, \*Empathy, Infants, \*Motivation  
Identifiers—\*Concept of Other Sympathy

This paper attempts to tie empathy to the individual's development of a cognitive sense of the other, and thus to lay the groundwork for a stage analysis of the development of altruistic motivation. The first stage proposed in this scheme is empathic distress, the involuntary experiencing of another person's painful emotional state. Empathic distress results from the infant's complete fusion of self and other, so that he cannot distinguish another person's distress from his own and thus responds to it as though it were his own. The second stage, sympathetic distress, is divided into three levels. The first level occurs when the child knows that others are separate physical entities but does not realize that they have thoughts and feelings different from his own. At this level, the child can sense the distress of others, and tries to comfort them in the same way he himself likes to be comforted. The second level occurs when the child becomes aware of others as sources of thoughts and feelings in their own right and tries to find means of comforting them that are suited to their individual situations. The final level occurs when the child can be sympathetic to the overall life situation of a person or class of people. (Author)

ED 113 043 PS 008 105

Schweinhart, Lawrence J.

Analyses of Teaching Young Children.

Pub Date May 73

Note—85p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*Beliefs, Communication (Thought Transfer), \*Componential Analysis, \*Early Childhood Education, Parents, \*Teacher Behavior, Teachers, \*Teaching, Teaching Methods, Teaching Models

Identifiers—\*Parents as Teachers

Many analyses are presented which attempt to examine the teaching of young children by teachers and parents. Teaching is comprehensively defined as behavior which influences someone's learning or development. The analysis of teaching is considered in light of the factor of efficiency of communication. Analyses are arranged on an operability dimension beginning with high- and low-inference analyses of beliefs about teaching, then moving to high- and low-inference analyses of teaching behaviors and examples of reduction methods for the latter. Implications for research and practice are suggested. (Author/JMB)

ED 113 044 PS 008 106

Cage, Bob N. Emerson, Peggy

The Status of Kindergartens.

Mississippi Univ., University. Bureau of Educational Research.

Pub Date Nov 73

Note—13p.

Journal Cit—Research in Education (University of Mississippi); v7 n1 Nov 1973

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Affective Behavior, Cognitive Development, Educational Diagnosis, Full State

Funding, \*Kindergarten, \*Program Costs, Social Development, \*State Aid, \*State Legislation, \*State of the Art Reviews, Transitional Classes

Identifiers—\*Mississippi

This paper attempts to analyze current research on kindergartens, to assess kindergartens' contribution to public school education, and to provide Mississippi legislators and educators with a basis for making decisions concerning a state supported kindergarten program. A chart summarizing legislation relating to kindergarten in the 50 states (through 1972) is presented. At the time of the report Mississippi was one of five states having no state-supported kindergarten program. Research is cited to show the cost-benefit of kindergarten programs and the benefits of preschool education in cognitive, affective, and health areas. Criticisms of preschool education and counterarguments are reviewed, and it is concluded that research to date supports the importance of early childhood education, especially kindergarten. Figures are given for low kindergarten attendance and high drop-out rates in Mississippi schools, and suggestions are made for initiating and implementing a kindergarten program in the state. The operating costs of three alternative programs are examined, and the practical issues of facilities, curriculum, transportation, and personnel are discussed. (GO)

ED 113 045 PS 008 107

Parker, Ronald K., Ed.

The Preschool in Action: Exploring Early Childhood Programs.

Pub Date 72

Note—508p.

Available from—Allyn and Bacon, Inc., 470 Atlantic Ave., Boston, Massachusetts 02210 (\$12.95)

Document Not Available from EDRS

Descriptors—Behavioral Objectives, Child Development, Cognitive Objectives, \*Curriculum Development, \*Curriculum Research, Discovery Learning, \*Early Childhood Education, \*Experimental Curriculum, Intellectual Development, Intervention, Poverty Research, \*Preschool Programs, Programed Instruction, Teaching Techniques

Identifiers—Montessori (Maria), Piaget (Jean)

This book is a collection of papers on curriculum development in early childhood education. In Chapter 1, Bruner examines what is known about the effects of poverty on child development in Western culture, considers whether modern developmental theories aid in understanding the impact of culture (and specifically) poverty on children's growth, and discusses the implications of his findings for public policy. In Chapter 2, Blank presents 12 techniques that teachers can use when a child makes a wrong response. In Chapters 8 and 10-13, several curriculum specialists offer an updating and extension of their earlier conceptualization. Included are Nimnicht's responsive educational system, Robison's CHILD curriculum, Engleman and Bereiter's academic preschool, Karnes' ameliorative curriculum, and Miller and Camp's program based on the Gray/Klaus Early Training Project. Six of the remaining chapters deal with developing curricula for preschool children, ages 3-6: Nedler describes her developmental process approach to curriculum design, Kamii and Hooper present two different applications of Piagetian theory, Weikart reports on the Unit Based Curriculum; Banta comments on Montessori curriculum, and Whitney and Parker provide an account of their Discovery Program. In two other chapters, Aaronson and Palmer discuss curricula designed for children between 15 and 36 months of age. (JMB)

ED 113 046 PS 008 108

Kalyan-Masih, Violet

Preoperational Graphic Representation: From Intellectual Realism to Visual Realism in Draw a House-Tree Task.

Pub Date Jun 75

Note—8p.; Paper presented at the Annual Symposium of the Jean Piaget Society (5th, Philadelphia, Pennsylvania, June 13-14, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Cognitive Development, \*Cognitive Measurement, Cognitive Tests, \*Early Childhood Education, \*Freehand Drawing, Predictive Validity, \*Realism, Test Reliability, Test Validity

**Identifiers—Decentering, Developmental Stages, \*Piaget (Jean)**

In a pilot study of children's drawings of "a house with a tree behind it," Piagetian sequence (scribbling, fortuitous realism, failed realism, intellectual realism, and visual realism) was tentatively supported. Children's strategies in decentering from intellectual to visual realism were noted. The study reported in this paper was undertaken to investigate: (1) the developmental sequence in House-Tree task; (2) its relationship with Stanford Binet, Peabody, and four Piagetian measures; and (3) synchronous development among these measures. Data from 49 subjects aged, 3 1/2-6 1/2 years, were used for analysis. Developmental sequence for House-Tree task and relationship among these measures was confirmed. Some evidence for synchronous development at a younger age level was found. The House-Tree task, because of its simplicity, ease, and economy in administering and scoring, has potential for assessing the cognitive development of young children. (Author/ED)

**ED 113 047 PS 008 109**

*Poe, Lillian F. Taglauer, Alice*  
**Toy Lending Library Training Model.**  
Pub Date 75

Note—57p.; The appendixes have been filmed from best available copy

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—\*Adults, Attitudes, Attitude Tests, \*Child Care Centers, Educational Methods, Evaluation, Project Training Methods, \*Special Libraries, \*Toys, \*Volunteer Training**

**Identifiers—\*Toy Lending Library**

This study was generated to design, implement, and evaluate a model to train Junior Service League volunteers to operate a toy lending library for use with young children in local day care centers. Each volunteer attended six 3-hour training sessions organized on a performance-based format and taught by the authors. Pre- and post-testing was done on the volunteers' skill in introducing educational toys and the volunteers' attitudes toward day care centers. The instruments used were Glen Nimnicht's Pre-Post Episode Instrument and the Semantic Differential on Attitude toward Child Care Centers, developed by one of the authors. The findings indicated that there was no significant pre-post difference on the Nimnicht instrument. The results of the semantic differential analysis showed only slight changes in 11 of the 18 concepts, negative changes in 5 of the concepts, and positive changes in only 2 concepts. Although the statistical data showed little significance, community reception and interest indicated that the study was valuable. (Author/JMB)

**ED 113 048 PS 008 115**

*Fogarino, Shirley Reynolds, Amy*  
**Careers in Child Care.**

Day Care and Child Development Council of America, Inc., Washington, D.C.

Pub Date 74

Note—17p.

Available from—Day Care and Child Development Council of America, Inc., 1012 14th Street, N.W., Washington, D.C. 20005 (Paper, \$0.75, plus \$0.50 postage and handling)

**Document Not Available from EDRS**

**Descriptors—Career Choice, \*Career Education, \*Career Planning, Child Care Occupations, \*Child Care Workers, College Students, Day Care Services, \*Employment Opportunities, Family Day Care, High School Students, Individual Characteristics, Kindergarten, Nursery Schools**

**Identifiers—\*Child Development Associate**

This illustrated booklet describes jobs and career opportunities available in day care centers, nursery schools, kindergartens, and family day care homes. Important personality characteristics of child care workers (e.g., liking children, being able to take responsibility) and academic preparation for child care careers are discussed. Basic tasks performed by typical day care workers are outlined along with various types of day care, staff positions in day care centers, and salary ranges. A table listing both recommended and required qualifications for federal agency jobs is included. (BRT)

**ED 113 049 PS 008 116**

*Harrell, James A., Ed.*

**Selected Readings in the Issues of Day Care.**

Day Care and Child Development Council of America, Inc., Washington, D.C.

Pub Date 72

Note—85p.

Available from—Day Care and Child Development Council of America, Inc., 1012 14th Street, N.W., Washington, D.C. 20005 (Paper, \$3.50, plus \$0.50 postage and handling)

**Document Not Available from EDRS**

**Descriptors—Child Care Workers, Child Development, Cultural Pluralism, \*Day Care Programs, \*Day Care Services, Delivery Systems, Family Involvement, Financial Policy, \*Policy Formation, Political Issues, \*Reference Materials**

This collection of selected readings on day care issues was compiled to provide a more manageable compendium of resources for national policy makers. The selections included date from 1970 to 1972 and were drawn from a wide variety of federally sponsored studies. The readings are organized into six chapters: (1) Day Care as a National Priority, (2) The Purpose of Day Care, (3) A Delivery System for Day Care Services, (4) The Forms and Components of Day Care, (5) The Adults Who Provide Day Care, and (6) Family Involvement in Day Care. A brief listing of other sources available is presented at the end of each chapter. (JMB)

**ED 113 050 PS 008 118**

*Grimm, Hannelore*

**Language Development: Research Program and Some Selected Empirical Findings.**

Pub Date Apr 75

Note—17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—Cluster Grouping, \*Communication Skills, Comprehension Development, Elementary School Students, Emotional Development, Empathy, \*Language Development, Logical Thinking, Persuasive Discourse, Preschool Children, \*Psycholinguistics, \*Research Methodology, \*Semantics, Syntax**

**Identifiers—\*West Germany**

This paper describes a series of experiments and research paradigms designed to investigate language development, specifically semantic, syntactic, and communicative development in children. Included are discussions of two studies of semantic development which examined developmental changes of word meanings. Also discussed are three studies of communicative development which investigated how explicit or inferred alternatives affect the way preschoolers, first and second graders construct messages in communication situations. In addition, a study which examined children's ability to construct persuasive messages, and a study which investigated the development of empathy in children are described. (BRT)

**ED 113 051 PS 008 119**

*Bender, Judith And Others*

**The Hours Between: Community Response to School Age Child Care.**

Maryland Community Coordinated Child Care (4-C) Committee, Baltimore.

Report No.—Pub-012

Pub Date 75

Note—54p.

Available from—Maryland 4-C Committee, Inc., Suite 300, 1123 North Eutaw Street, Baltimore, MD 21201 (Paper, Publication No. 012, \$3.00 plus \$0.50 postage and handling)

**Document Not Available from EDRS**

**Descriptors—\*After School Programs, \*Child Care, Child Development, Childhood Needs, Community Resources, \*Day Care Programs, \*Early Childhood Education, Elementary Education, Learning Activities, \*Program Planning, Staff Improvement, Staff Role, Student Centered Curriculum**

**Identifiers—\*Community Coordinated Child Care, Maryland (Baltimore)**

This booklet offers guidelines on developing, operating and regulating child care programs for school-age children (ages 6-12) whose parents cannot care for them before and after school. The physical, social, cognitive and personal needs of the school-age child are reviewed. Elements essential to the development of a flexible, child-centered program are outlined: (1) the involvement of parents and use of existing community

resources; (2) provision of activities and projects which meet children's developmental needs (sample activities are listed); (3) design of an effective physical setting; and (4) organization and development of the staff. Several types of school-age child care programs are described: (1) in-home care, (2) family home-based care, and (3) group-based care (in the home, in expanded preschool centers, in community-based school-age day care centers, or in school-based programs). The advantages and disadvantages of each type are given. (ED)

**ED 113 052 PS 008 121**

*Gottfried, Adele E.*

**Effects of Instructions and Stimulus Representation on Children's Selective Learning.**

Pub Date Apr 75

Note—8p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—Attention, \*Cognitive Development, \*Comparative Analysis, \*Elementary School Students, \*Incidental Learning, Mediation Theory, \*Memory, Pictorial Stimuli, Recall (Psychological)**

Developmental selective learning processes of elementary school age children were investigated using two types of incidental learning methodologies. The purposes of this study were to: (1) compare the effects of the two types of incidental learning paradigms, and (2) determine the influence of different kinds of stimulus relationships on children's performance at two developmental levels. Eight pairs of colored pictures were presented in each experimental condition. Incidental instructions were varied with respect to the absence vs. presence of a concurrent intentional task. Within both instructional conditions, pairs of stimuli were either conceptual, perceptual, or unrelated. Results showed that selective learning patterns of both younger and older children were significantly modified by type of incidental instruction and type of stimuli presented. Developmental differences were obtained with respect to amount of retention. Instructions omitting a concurrent intentional task were more effective with older children; instructions including a concurrent intentional task were more effective for young children. (Author/GO)

**ED 113 053 PS 008 123**

*Jones, Cynthia Rich, Dorothy*

**Success for Children Begins at Home: Thinking, Home and School Inst., Washington, D.C.**

Pub Date 73

Note—31p.

Available from—HSI, Box 4847, Washington, D.C. 20008 (Paper, \$2.00)

**Document Not Available from EDRS**

**Descriptors—\*Creative Thinking, \*Curriculum Guides, Decision Making, \*Early Childhood Education, Educational Objectives, Educational Resources, Empathy, Imagination, Language Development, Learning Activities, Memory, Observation, Problem Solving, \*Productive Thinking, \*Resource Units, Student Evaluation**

This curriculum guide presents objectives, learning activities, evaluation suggestions, and resources for 13 areas related to creative thinking: (1) observing, noticing, and memory stretching; (2) comparing; (3) classifying; (4) developing language through the senses; (5) finding cause and effect relationships; (6) summarizing; (7) looking for assumptions, guessing, and hypothesizing; (8) learning problem solving techniques through practice; (9) giving a good critique; (10) making decisions; (11) growing in understanding and empathy; (12) thinking imaginatively and inventively; and (13) organizing. (JMB)

**ED 113 054 PS 008 124**

*Rich, Dorothy Jones, Cynthia*

**The Home-School New Educational Partnership: A Handbook of Teacher-Tested Techniques and Activities for Parent-Home Involvement in Children's Learning.**

Home and School Inst., Washington, D.C.

Pub Date 74

Note—25p.

Available from—Home and School Institute, Inc., Box 4847, Washington, D.C. 20008 (Paper, \$1.00)

**Document Not Available from EDRS**

**Descriptors**—Discipline, Educational Games, \*Elementary Education, Family Health, Homework, \*Parent Child Relationship, \*Parent School Relationship, Parent Teacher Conferences, \*Parent Teacher Cooperation, \*Teacher Developed Materials, Television Viewing, Travel, Working Parents

This handbook was designed to help teachers promote parent-home involvement in children's learning by providing them with specific techniques and materials to use in working with parents. The handbook begins with a general article discussing why parent-home involvement is important in the educational process and goes on to present 10 tips for parents on how to cooperate with the school and 10 thoughts for teachers on the school child at home. Specific guidelines and send-home sheets are provided on such topics as encouraging self-reliance, children as individuals, work for children at home, health, discipline, television viewing, home games, family travel, preparing home study centers, homework, conferences, and working mothers. (JMB)

**ED 113 055 PS 008 127**

*Corrado, Joseph*

**The Family Hour: An Experiment in Parent Involvement.**

Play Schools Association, New York, N.Y.

Pub Date 75

Note—19p.

Available from—The Play Schools Association, 111 E. 59th Street, New York, New York 10022 (Paper, \$1.25)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Day Care Programs, \*Day Care Services, Family Involvement, Family School Relationship, \*Parent Participation, Parent Role, \*Parent School Relationship, \*Parent Teacher Cooperation

**Identifiers**—Play Schools Association

This booklet describes the guidelines, activities, and problems of a program designed to facilitate parent participation in a day care center. The program revolves around a weekly parent visit (the "Family Hour") during which parents are encouraged to relax, enjoy themselves and observe the children at play. Benefits to parents and staff are outlined and guidelines for implementing the parent participation plan, writing invitations, choosing a suitable time, and other practical ideas are discussed. Suggested activities for the parent group include storytelling, trip planning and puppet and theater making. The booklet concludes with a look at some of the problems, pitfalls, and adverse reactions and the retrospective recommendations, evaluations, and comments of staff members involved in the "Family Hour." (GO)

**ED 113 056 PS 008 128**

*Bronfenbrenner, Urie*

**The Challenge of Social Change to Public Policy and Developmental Research.**

Pub Date 12 Apr 75

Note—68p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—Academic Achievement, \*Child Rearing, Delinquency, Drug Abuse, \*Economic Factors, Economic Status, \*Family (Sociological Unit), Public Policy, Racial Factors, Research Methodology, \*Social Change, Social Status, Unwed Mothers, \*Urbanization, Working Parents

**Identifiers**—\*Divorce

This paper documents the social changes that have taken place in the American family during the last quarter century and suggests that these changes have created the need for new directions in both public policy and developmental research. The general trend reveals progressive fragmentation and isolation of the family in its child rearing role, as evidenced by more working mothers, more single-parent families, a decline in academic performance, and a rise in the rates of child homicide, suicide, drug use, and juvenile delinquency. It appears that the critical factor in these trends is not race, but the conditions under which the family lives. Changes are occurring more rapidly among younger families with younger children: Cross-sectional differences in the well-being of families are strongly linked with economic status, but the longitudinal trends seem to be a function of increasing urbanization. It ap-

pears that the destructive effect of these changes derives from the progressive segregation by age in American society, resulting in the isolation of children from those responsible for their care. The key to correcting these problems is seen in the development of support systems for families and in research which studies development in context. (Author/JMB)

**ED 113 057 PS 008 146**

*Braggett, E. J.*

**The Effect of Preschool Kindergarten Attendance on the Cognitive Development of Children of Above Average Intelligence. Summary of an Investigation.**

Pub Date May 75

Note—12p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Academic Achievement, \*Cognitive Development, \*Cognitive Measurement, \*Early Childhood Education, Gifted, Intelligence Differences, Intelligence Level, Longitudinal Studies, \*Preschool Evaluation, \*Preschool Programs

**Identifiers**—\*Australia

This study attempted to determine whether attendance at a traditional preschool resulted in significant cognitive gains for young children over a 3-year period. The experimental group consisted of 59 children at four preschools. Each was matched with a nonattender on such variables as age, sex, intelligence, and family characteristics. The mean Stanford-Binet IQ was approximately 119. Testing was done before the experimental group began preschool, at the end of their preschool year, at the end of kindergarten, and at the end of first grade. The Stanford-Binet (S-B) and the Peabody Picture Vocabulary Test (PPVT) were the main instruments used in the testing. These were supplemented by tests on reading, mathematics, spelling, and Piagetian concept attainment. The results indicated: (1) significant differences between the two groups on the S-B at the end of preschool, kindergarten, and first grade, with the experimental mean higher than the control; (2) significant PPVT increases by the experimental group but not by the control group; (3) no significant difference between groups on the Piagetian test of operativity at the end of kindergarten, but a significant difference in favor of experimental children by the end of first grade; and (4) no significant differences between the two groups on tests of school performance. (JMB)

**ED 113 058 24 PS 008 169**

**Children and Television: An Abstract Bibliography.**

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 75

Note—61p.

Available from—Publications Office, I.C.B.D., College of Education, University of Illinois, 805 W. Pennsylvania Ave., Urbana, Ill. 61801 (Catalog No. 133, \$2.50)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—Aggression, \*Annotated Bibliographies, Broadcast Industry, Childhood Attitudes, Commercial Television, Communication (Thought Transfer), \*Early Childhood Education, \*Educational Television, Elementary School Students, Preschool Children, Programming (Broadcast), Self Concept, Social Development, \*Television Research, \*Television Viewing, Violence

This selective abstract bibliography provides reference information for educators, researchers, and students concerning the effects of television on children. It contains 127 entries: 72 abstracts from "Resources in Education" (March 1973 to March 1975) and 55 listings from "Current Index to Journals in Education" (November 1971 to November 1974). Each entry includes applicable descriptor (subject index) terms. Areas covered include the effects of programing and commercials on children's creativity, reading, social behavior, and susceptibility to stereotypes, and the role of parents and teachers in mediating between television and young viewers. (Author/JMB)

**ED 113 059 PS 008 190**

**Research, Demonstration and Evaluation Studies on Child Abuse and Neglect.**

Intradepartmental Committee on Child Abuse and Neglect (DHEW), Washington, D.C.; Office of Child Development (DHEW), Washington, D.C.

Report No.—DHEW-OHD-75-77

Pub Date 75

Note—32p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (DHEW) Publication No. (OHD) 75-77, (\$0.80)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Birth Order, Case Studies, \*Child Abuse, \*Child Advocacy, Child Care, Community Role, \*Community Service Programs, Demography, Evaluation Methods, \*Federal Government, Mental Health, \*Parent Child Relationship, Parent Role, Research Projects, Social Workers, Volunteers

**Identifiers**—\*Intradepartmental Committee Child Abuse Neglect

This booklet describes 38 projects funded during Fiscal Year 1974 by the Intradepartmental Committee on Child Abuse and Neglect. Projects include community prevention programs, child protection, family resource centers, mother-infant attachment, the demography of child abuse, and the effect of birth order on the mother-child relationship. Project descriptions are organized by funding agency. The principal investigator or project director is listed for each described project, and a brief synopsis of the purpose of the project is given. The history and goals of the Intradepartmental Committee on Child Abuse and Neglect are also briefly explained. Project descriptions are indexed by: (1) principal investigator and institution, (2) region, and (3) project number. (Author/BRT)

**ED 113 060 PS 008 234**

*Minter, Margaret And Others*

**The Classroom Chef: A Children's Picture Cookbook for Nutrition Education. Teachers Manual.** University of South Alabama, Mobile. Head Start State Training Office.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date 75

Note—99p.

Available from—University of South Alabama, Head Start State Training Office, 250 Bay Front Drive, Mobile Alabama 36615 (Manual plus illustrated posters; write for current price)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—Cooking Instruction, Curriculum Guides, \*Early Childhood Education, Eating Habits, Field Trips, Food, Handicapped Children, \*Health Education, Instructional Materials, \*Learning Activities, Motor Development, \*Nutrition Instruction, Perceptual Development, \*Preschool Programs, Regular Class Placement, Teaching Guides

**Identifiers**—Alabama (Mobile), \*Project Head Start

This teacher's manual presents lesson plans and recipes designed for use with preschool children, discusses the need for early nutrition education, and offers suggestions for conducting cooking activities in the classroom. Specific ideas are provided to involve handicapped children in cooking experiences. Nutrition education in the preschool is emphasized as a good way to help children form good food habits and healthy attitudes toward different kinds of foods early in life. Preferred locations for the cooking center in the preschool as well as suggestions about necessary furniture, equipment, and utensils are given. A list of children's books that can be related to cooking experiences is included. Nine illustrated recipes are provided, including recipes for chili, succotash, and Chinese egg drop soup. Each recipe lists ingredients, materials, procedure, and preparatory tasks for the teacher. Lesson plans accompany each recipe include: (1) basic developmental concepts involved (e.g., counting and measuring, fine motor coordination); (2) lists of words and phrases to use during preparation (e.g., ingredient); (3) ways to introduce and prepare the recipes; (4) suggested expansion activities (e.g., discovering the sources and uses of heat); and (5) forms for evaluating each cooking experience. (BRT)

**ED 113 061 PS 008 276**

*Caldwell, Bettye M.*

**The Public School as a Delivery System for Child Development Services.**



Center for Early Development and Education, Little Rock, Ark.

Spons Agency—Carnegie Corp. of New York, N.Y.; Little Rock Public Schools, Ark.; Rockefeller Bros. Fund, New York, N.Y.

Pub Date Aug 74

Note—9p.; Paper presented at the National Symposium "Implementing Child Development Programs" (Boston, Massachusetts, August 1-2, 1974); For related document, see ED 069 437; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Child Development, \*Child Development Centers, Day Care Programs, \*Early Childhood Education, \*Elementary School Role, Elementary Schools, Family Involvement, \*Preschool Programs, \*Program Development, Staff Improvement, Staff Meetings

Identifiers—\*Developmental Continuity

This paper describes a child development project implemented in an attempt to demonstrate that a full range of child development services can be centered in an elementary school. Child development services are defined as a broad array of support systems to children and their families which facilitate the children's progression through life—their acquisition of the competences and attitudes which enable them to feel of consequence to themselves and others. The major components of the project described and discussed are: (1) establishment of an early childhood education program for children six months of age and older, use of empty classrooms in the project school; (2) reorganization of the entire school into an extended day school, open from 6:45 a.m. to 5:15 p.m.; (3) development of a framework of cooperation between a university and the local school district for supervision of the project; (4) involvement of the families of enrolled children in all aspects of the project; (5) encouragement of positive researcher/teacher relations by requiring all researchers to spend some time working directly with the children; (6) establishment of a health program for the school (later terminated); (7) revision of the student teaching experience for senior interns to feature a developmental approach; and (8) creation of a viable staff development program. (Author/JMB)

ED 113 062 PS 008 278

Coie, John D. Pennington, Bruce F.

The Perception of Deviance and Disorder: A Developmental Perspective.

Pub Date Apr 75

Note—19p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Adolescents, Aggression, Anti Social Behavior, Behavior Standards, \*Elementary School Students, Group Norms, \*Identification, Interviews, \*Peer Groups, \*Socially Deviant Behavior, Social Maturity

Identifiers—\*Attribution Studies

A total of 20 boys and girls from grades 1, 4, 7, and 11 were interviewed on the topic of deviant behavior among their peers. They were also asked to make deviance judgments on two story characters whose behaviors exemplified qualities that typically evoke an attribution of psychological disorder on the part of adult judges. One story described loss of control and aggression, the other a distorted and paranoid perception of social reality. The pattern of reaction to the stories was consistent with age-related shifts in the basis for deviant status. First graders generally failed to think in terms of group norms; the transition from the middle grades to adolescence was marked by greater emphasis on social consensus, both in psychological perspective and group behavior. (Author/GO)

## RC

ED 113 063 RC 008 767

Sonquist, Hanne And Others

A Model for Low-Income and Chicano Parent Education. Final Report.

Santa Barbara Family Care Center, Calif.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.

Report No—OCD-CB-127(C2)

Pub Date Jun 75

Note—171p.

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—\*Child Rearing, Comparative Analysis, \*Early Childhood Education, Educational Programs, Family Relationship, \*Low Income, \*Mexican Americans, Models, \*Parent Education, Parent Participation, Preschool Learning, Program Descriptions, Program Evaluation, Self Concept

Identifiers—\*California (Santa Barbara), Chicanos

Designed primarily for low-income Mexican American families, the program's goals were to: expand the mother's skill and knowledge of child rearing practices and their daily use; develop her self-confidence and perceived ability to influence her child's development; increase her skills in dealing with her institutional environment; nurture her involvement with and responsibility for the program; and expand her human relations skills and preventive mental health practices in dealing with her own and her family's needs and emotions. To best achieve these goals, a 3-faceted approach was initiated: a program for mothers, a children's program, and a service component. From January 1972 to June 1974, 126 mothers and 250 children participated in the program. The program was evaluated to identify the participants' social and demographic characteristics, their utilization of existing community resources, their attitudes toward the program, and the program's impact on the mothers' child rearing repertoire and self concepts. Some data were collected on a comparison group, consisting of mothers whose children participated in the 1972-73 and 1973-74 Headstart Program. Overall, it was found that mothers increased their participation and sense of responsibility at the Centro, had better resources and skills to solve their problems, and valued their child's and their own learning process. This report discusses the program's goals, progress, and evaluation. (NQ)

ED 113 064 95 RC 008 769

Deloria, Vine, Jr., Ed.

Indian Education Confronts the Seventies. Five Volumes; Volume I: History and Background of Indian Education.

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsale, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.

Pub Date 74

Contract—OE-0-73-7094

Note—199p.; For related documents, see RC 008 770-803

EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage

Descriptors—\*American Indians, Cultural Background, \*Education, Equal Education, \*Evaluation, \*History, Legislation, Racial Discrimination, Reservations (Indian), \*Social Structure, Tribes, Typology

Identifiers—\*Indianization, United States (East)

Presenting three position papers, this publication is the first in a series of five volumes on American Indian education. Papers are titled and authored as follows: (1) "Reflections on Contemporary Indian Education" (an introduction to this series, calling for reform via "Indianization" of Indian education) by Vine Deloria, Jr.; (2) "An Historical Overview of Indian Education with Evaluations and Recommendations" (over 100 pages documenting the racial, religious, political, and instructional inequities in the development of American Indian education) by Lehman L. Brightman; and (3) "Eastern American Indian Communities" (a typological study emphasizing the social cohesiveness of eastern Indians despite the traditional lack of Federal and State aid) by Robert K. Thomas. (JC)

ED 113 065 95 RC 008 770

Brightman, Lehman L.

An Historical Overview of Indian Education with Evaluations and Recommendations.

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsale, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.

Pub Date 74

Contract—OE-0-73-7094

Note—30p.; For related documents, see RC 008 769, 771-803

Available from—Not available separately, see RC 008 769. ERIC/CRESS, Box 3AP, Las Cruces, New Mexico 88003 (on loan)

Document Not Available from EDRS

Descriptors—\*American Indians, Boarding Schools, \*Culture Conflict, Day Schools, \*Education, Educational Legislation, Equal Education, \*Evaluation, Federal Aid, \*Historical Reviews, Racial Discrimination, Religious Discrimination, Reservations (Indian), Treaties

Identifiers—BIA, \*Bureau of Indian Affairs

Tracing the history of American Indian education from the coming of the white man to the present day, this position paper presents evaluations and recommendations from an Indian point of view. Among the major topic divisions are: (1) Historical Background; (2) Government Support of Early Indian Education; (3) Early Education Falls Short of Its Goals; (4) Civil War Marks the Turning Point in Improved Education; (5) Successful Indian Operated Schools; (6) The Treaty Period; (7) The Allotment Act; (8) Education, Coercion, and Religious Persecution; (9) The Meriam Report; (10) The Indian Reorganization Act; (11) World War II: A Period of Retrogression; (12) Federal Funds That Support Indian Education in Public Schools (Impact Aid, the Johnson O'Malley Act, and Title I funds); (13) Public Schools Have Failed Indians; (14) Special Subcommittee Hearings on Indian Education: 1967-69 United States Senate; (15-17) The Failure of Federal Schools: Historical Development, Evaluation, and Recommendations (Bureau of Indian Affairs, Boarding Schools, Day Schools, etc.). Emphasizing the racial, religious, and instructional inequities found in the Federal Schools, the latter part of this paper focuses on the cause-effect relationship of poor, insensitive education and poor mental health as manifest in Indian student drug abuse, criminality, low achievement rates, cultural conflicts, and general unhappiness. (JC)

ED 113 066 95 RC 008 771

Thomas, Robert K.

Eastern American Indian Communities.

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsale, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.

Pub Date 74

Contract—OE-0-73-7094

Note—46p.; For related documents, see RC 008 769-770, 772-803

Available from—Not available separately, see RC 008 769. ERIC/CRESS, Box 3AP, Las Cruces, New Mexico 88003 (on loan)

Document Not Available from EDRS

Descriptors—\*American Indians, Cultural Traits, \*Federal Aid, \*History, Nonreservation American Indians, Preservation, Reservations (Indian), \*Social Structure, Tribes, \*Typology

Identifiers—\*United States (East)

Identification of social and cultural commonalities among American Indians of the eastern U.S. reveal 4 geographical areas—(1) the eastern seaboard (the largest group in both number of distinct groups and population); (2) the inland area; (3) Louisiana (a combination of inland and seaboard characteristics); (4) the eastern Great Lakes area (Michigan and Indiana). Further typological identification provides the following categories: (1) Tribals (preservation of ancestral continuity via extensive use of the language); (2) Tribals in Transition (experiencing social change); (3) "Ideologized" Tribes (preservation of aboriginal traits via modern reinterpretation); (4) Resurgent Peoples (population resurgence); (5) Reconstituted Peoples (intertribal amalgams); (6) Displaced Peoples (communities formed in response to social isolation); and (7) City Indians (farthest removed from ancestral ways). (JC)

ED 113 067 95 RC 008 772

Deloria, Vine, Jr., Ed.

Indian Education Confronts the Seventies. Five Volumes; Volume II: Theoretical Considerations in Indian Education.

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsale, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.

Pub Date 74

Contract—OE-0-73-7094

Note—260p.; For related documents, see RC 008 769-771, 773-803

EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage

Descriptors—\*American Indians, Career Education, \*Cultural Awareness, Curriculum Development, Early Childhood Education, \*Education, Evaluation, Manpower Development, School District Autonomy, \*Self Actualization, Testing, \*Theories

**Identifiers—\*Indianization**

Presenting six position papers, this publication is the second in a series of five volumes on American Indian education. Papers are titled as follows: (1) "The Theory of Indian Controlled Schools" (Indian control of education is perceived as the basis for a cultural renewal process in which the problems of contemporary identity and purpose are resolved); (2) "A Theory of Vocational-Technical Career Education" (vocational training models are considered in terms of the ongoing developments in non-Indian America and the progressive developments in Indian communities); (3) "Testing, Evaluation, and the Indian Education Act of 1972" (testing criteria, particularly the criterion-referenced test, are proposed for use in Indian education); (4) "Early Childhood Education Program Models" (drawing upon a longitudinal study of the "Follow Through" program, numerous models of early childhood education are considered); (5) "A New Curriculum Design for Native American Schools" (consideration is given to a curriculum designed to emphasize tribal history, culture, traditions, and the immediate community environment); (6) "Perspective on Manpower Planning" (consideration is given to a philosophy of educational manpower planning that emphasizes innovative programs designed by Indian communities to promote both interculturalism and pride in heritage). (JC)

ED 113 068 95 RC 008 773

Clifford, Gerald M.

**The Theory of Indian Controlled Schools.**

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.

Pub Date 74

Contract—OE-0-73-7094

Note—38p.; For related documents, see RC 008 769-772, 774-803

Available from—Not available separately, see RC 008 772. ERIC/CRESS, Box 3AP, Las Cruces, New Mexico 88003 (on loan)

**Document Not Available from EDRS**

Descriptors—\*American Indians, \*Community Control, \*Community Development, Community Involvement, Education, Futures (of Society), Interaction, Models, \*School District Autonomy, \*Social Change, Theories

**Identifiers—\*Indianization**

American Indian rejection of the assimilation process coupled with recent positive Office of Educational Opportunity (OEO) experiences have given birth to new Indian ideologies which encompass regeneration of the internal forces in the Indian community. Local control of education provides the key to regenerative action and total development, because people are necessary for development of institutions, and institutions contribute to the development of people. Community controlled schools can provide a focal point for community recovery through involvement. Involvement gives meaning to existence, and involvement in a movement to recover cultural values in an Indian community can lead to recovery of religious values which, in turn, will promote the social intercourse and solidarity necessary for development and self-actualization. Community control of education can effectively promote social change from within, as educational control can provide: (1) immediacy of contact between the young and old; (2) a mechanism for the Indian professional who would root himself in the environment and explore the wisdom of tribal perspectives via modern techniques; (3) a forum for cultural expansion and creativity; (4) employment at the local level; and (5) control of Federal monies which could be used as a lever to promote Indian development and capital. (JC)

ED 113 069 95 RC 008 774

Smith, Clodius

**A Theory of Vocational-Technical Career Education.**

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.

Pub Date 74

Contract—OE-0-73-7094

Note—42p.; For related documents, see RC 008 769-773, 775-803

Available from—Not available separately, see RC 008 772. ERIC/CRESS, Box 3AP, Las Cruces, New Mexico 88003 (on loan)

**Document Not Available from EDRS**

Descriptors—\*American Indians, \*Career Education, Educational Alternatives, Educational Objectives, \*Elementary Secondary Education, Field Experience Programs, Guidance Counseling, Job Skills, Manpower Development, Occupational Clusters, \*Program Development, \*Relevance (Education)

**Identifiers—\*Indianization**

Current dropout and unemployment rates among American Indians suggest that educational needs of virtually all Indians can best be met through occupationally oriented education programs that are designed to meet specific Indian needs. In recognition of both individual and societal needs, Indian education must direct itself toward provision for every student at all levels to acquire skills which will enable him to make a livelihood regardless of the level at which he leaves the educational system. A comprehensive career and vocational-technical education should include a sequentially developed program offering career orientation, exploration, and preparation which is structured around the basic subjects of grades 1-12. Elementary education should provide information relative to job roles and requirements. Junior high schools should provide exploration of specific job clusters via hands-on experiences and field observations. Senior high schools should provide specialization via the following options: (1) intensive job preparation for entry into the world of work; (2) preparation for post secondary occupational education; (3) preparation for 4-year college entry. Program development should include consideration of: guidance counseling; curriculum laboratories; systematic evaluation; and manpower development, delivery systems, placement, and follow-up. (JC)

ED 113 070 95 RC 008 775

Heath, Robert W. Nielson, Mark A.

**Testing, Evaluation and the Indian Education Act of 1972.**

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.

Pub Date 74

Contract—OE-0-73-7094

Note—39p.; For related documents, see RC 008 769-774, 776-803

Available from—Not available separately, see RC 008 772. ERIC/CRESS, Box 3AP, Las Cruces, New Mexico 88003 (on loan)

**Document Not Available from EDRS**

Descriptors—\*American Indians, Criterion Referenced Tests, \*Cultural Differences, Cultural Pluralism, Culture Free Tests, Economically Disadvantaged, \*Educational Legislation, Elementary Secondary Education, \*Evaluation Criteria, Multilingualism, Norm Referenced Tests, \*Policy Formation, Program Evaluation

**Identifiers—\*Indian Education Act 1972, Indianization**

The history of testing and evaluation in Indian education has been less than satisfactory since achievement and intelligence testing instruments traditionally have been norm-referenced, rather than criterion-referenced, and have not accounted for cultural differences. The Indian Education Act of 1972 provides for Indian involvement in the evaluation of Federal Indian education programs. Sound testing and evaluation procedures should make provision for validity, reliability, and practicality, while useful program evaluations should include: (1) tangible criteria; (2) accurate and relevant information; (3) an evaluation plan; (4) a program description; (5) able and cooperative people; and (6) use of and reports of the results. Issues critical to policy information under the Act should include consideration of: (1) pluralism; (2) multilingualism; (3) poverty; and (4) cultural differences. Position statements on the evaluation of Indian education programs are proposed as follows: (1) the authority for external evaluation should be exercised by local Indian communities; (2) use of norm-referenced standardized achievement and IQ tests should be discouraged; (3) an evaluation review panel should be organized to review projects and applications for adequacy of evaluation plans and degree of community participation in evaluation. (JC)

ED 113 071 95 RC 008 776

Sorensen, Philip H.

**Early Childhood Education Program Models for Indian Communities.**

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.

Pub Date 74

Contract—OE-0-73-7094

Note—63p.; For related documents, see RC 008 769-775, 777-803

Available from—Not available separately, see RC 008 772. ERIC/CRESS, Box 3AP, Las Cruces, New Mexico 88003 (on loan)

**Document Not Available from EDRS**

Descriptors—\*American Indians, Cultural Differences, \*Early Childhood Education, Economically Disadvantaged, \*Evaluation Criteria, \*Models, \*Policy Formation, Program Evaluation

**Identifiers—Indianization, \*Planned Variation, Project Follow Through**

Drawing heavily upon the experiences of the Stanford Research Institute (SRI) and its experience in a longitudinal evaluation of the national "Follow Through" program (a program devised to provide developmental and educational services for poor children), this paper is written in reference to the development of early childhood education models for American Indian children. The 1st section presents: (1) a review of the "planned variation" concept wherein different educational improvement models are tried out in various situations; (2) discussion of dilemmas that characterize any major demonstration of quasi-experiment in a natural setting; and (3) a conceptual model for program evaluation which emphasizes categorization of evaluation issues and foci for evaluation activities. Opening with questions relative to the effectiveness, attractiveness, and appropriateness of instructional models, section 3 presents: (1) descriptions of several models drawn directly from SRI technical reports, and (2) discussion of findings that appear to be acceptably dependable for policy guidance (approaches which have shown either most consistent positive effects or effects of substantial magnitude in some application). The final section presents a preview of work in progress which shows promise of yielding generalizations from which "new" models might be synthesized or older models refined. (JC)

ED 113 072 95 RC 008 777

Sharpes, Don

**A New Curriculum Design for Native American Schools.**

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.

Pub Date 74

Contract—OE-0-73-7094

Note—36p.; For related documents, see RC 008 769-776, 778-803

Available from—Not available separately, see RC 008 772. ERIC/CRESS, Box 3AP, Las Cruces, New Mexico 88003 (on loan)

**Document Not Available from EDRS**

Descriptors—\*American Indians, Child Development, Committees, \*Community Involvement, Cultural Awareness, \*Cultural Background, \*Curriculum Development, \*Elementary Secondary Education, Environmental Education, Evaluation, Integrated Curriculum, Objectives, Planning

**Identifiers—\*Indianization**

The goals of planning for innovation and reform of American Indian schools should include a culturally based and child oriented curriculum. The curriculum design should be based on the assumptions that it will provide: (1) motivation and interest for the youth it serves; (2) children with the capacity to learn how to learn; (3) an individually based grading and evaluation system; (4) an environmental orientation; and (5) total integration wherein teachers participate in the planning function. Utilizing input from the total Indian community, a first priority should be development of culturally based materials which emphasize learning by doing, psychomotor association, symbolic association, dramatization, trials, and art. In keeping with an environmental orientation, curriculum design should stress: (1) the protection of life, health, and living; (2) the securing of a living; (3) the expression of emotions and beliefs; and (4) the ability to work in groups and the development of social responsibility. Utilizing teachers, parents,

youth, tribal and community officials, and others as representatives, a curriculum committee should be established to: (1) oversee all curriculum projects; (2) set goals and priorities; (3) review and approve curriculum plans; (4) advise the school board of community participation; and (5) evaluate the curriculum. (JC)

ED 113 073 95 RC 008 778

Orr, Paul G.

**Perspective on Manpower Planning.**

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.

Pub Date 74

Contract—OE-0-73-7094

Note—31p.; For related documents, see RC 008 769-777, 779-803

Available from—Not available separately, see RC 008 772. ERIC/CRESS, Box 3AP, Las Cruces, New Mexico 88003 (on loan)

**Document Not Available from EDRS**

Descriptors—\*American Indians, Community Education, Community Involvement, \*Cultural Awareness, Educational Alternatives, \*Elementary Secondary Education, Leadership, \*Manpower Development, Objectives, Philosophy, \*Planning, Program Development, Teacher Education

Identifiers—\*Indianization

Among the philosophical premises which should undergird manpower planning and training for American Indian elementary and secondary education are: (1) opportunity to alleviate educational disadvantage; (2) realization that prior attempts to design programs for Indians have been fragmented or unworkable; (3) realization of the right to determine one's own destiny based on knowledge of and access to alternatives; (4) realization of man's increasing interdependence and the necessity for higher levels of tolerance; (5) the necessity for opportunities to dramatically increase Indian personnel competencies in leadership positions at all levels; (6) the necessity for a massive manpower development program for people working with Indian children; (7) development of programs for Indian people at institutions which have the capability of providing innovations for specific Indian needs. Indian education should include: (1) schools which provide cultural pride, extensive counseling, career education, behavioral models of both interculturalism and pride in heritage, and community based education; (2) teacher preparation programs emphasizing skills in development of instructional objectives, indepth cultural studies, individualized programs, and utilization of community resources; and (3) research and training programs for non-school personnel. (JC)

ED 113 074 95 RC 008 779

Deloria, Vine, Jr., Ed.

**Indian Education Confronts the Seventies. Five Volumes, Volume III: Special Program Considerations.**

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.

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Descriptors—Adult Education, Advisory Committees, \*American Indians, \*Community Involvement, Consumer Education, Economic Development, \*Education, Elementary Secondary Education, Ethnic Studies, Health Education, Higher Education, \*Program Development, \*Relevance (Education), Vocational Education

As the third volume in a five volume series of position papers on American Indian education, this publication presents eleven position papers on special programs. Papers are titled as follows: (1) "A Vision: The Warrior-Scholar-Community Activist, The End Product of Indian Studies"; (2) "The Relation of Indian Studies to the University Structure"; (3) "The Importance of Indian Studies to Interracial Understanding"; (4) "Vocational and Technical Education Training Model for Indian Groups"; (5) "An Indian View of Vocational-Technical Education"; (6) "The Need for Consumer Education Among Indians"; (7) and (8) "Training Needs of Indian Parent Ad-

visory Committees" (two different articles on the same topic); (9) "Health Education"; (10) and (11) "A Variation Plan for Indian Communities". A major theme running throughout these papers is that of Indian control of Indian destiny as relative to all aspects of Indian education. Major consideration is also given to the importance of the relationship between economic development and educational development in the various Indian communities (urban, rural, reservation, etc.) (JC)

ED 113 075 95 RC 008 780

Whiteman, Henrietta V.

**A Vision: The Warrior-Scholar-Community Activist, The End Product of Indian Studies.**

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.

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Descriptors—\*American Indians, Art, \*Biculturalism, Community Development, \*Course Descriptions, \*Ethnic Studies, Field Experience Programs, Graduate Study, \*Higher Education, History, Language, Literature, Philosophy, Religion, Reservations (Indian)

Identifiers—\*Native American Studies, Warrior Scholars

American Indian Studies as developed in institutions of higher education should be designed to produce a new type of person—a warrior-scholar, community activist who not only understands the various worlds in which the Indian must live but is actively involved in improving these worlds via bicultural participation in a pluralistic society. The development of Indian Studies should include courses for undergraduates, graduates, and summer institutes taught by Indian teachers or non-Indian professionals who have been sensitized to the Indian perspective. An informal survey of the kinds of courses most successful in American Indian Studies reveals a need for courses in: (1) general nationwide history; (2) culture as expressed via language; (3) the urban Indian; (4) regionalized history; (5) literature and oral traditions; (6) ethno-science; (7) Native women; (8) music; (9) art; (10) dance; (11) penal institutions; (12) community development; (13) the reservation Indian; (14) religion and philosophy; (15) contemporary issues; (16) an historical perspective on Indian education; (17) research and analysis of critical issues affecting the American Indian; and (18) direct independent study. Graduate programs utilizing these kinds of courses should be practical and field based to assure emergence of the warrior-scholar. (JC)

ED 113 076 95 RC 008 781

Swenson, David

**The Importance of Indian Studies to Interracial Understanding.**

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.

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**Document Not Available from EDRS**

Descriptors—\*American Indians, \*Cultural Awareness, Cultural Differences, \*Educational Needs, Elementary Secondary Education, Employment Opportunities, Ethnic Stereotypes, \*Ethnic Studies, Higher Education, Middle Class Culture, Professional Personnel, \*Race Relations

Identifiers—\*Equal Employment Opportunity Act 1972

Since American Indians have been traditionally stereotyped by educational textbooks and commercial media, it is no wonder that the majority of the U.S. population has very little real knowledge of Native American religion, philosophy, art, music, or general cultural traditions. Within mainstream institutions, this lack of

knowledge and/or interest seriously impedes implementation of the Equal Employment Opportunity Act of 1972 (EEO), for EEO does not adequately clarify what constitutes Indian identity nor does it account for the established white middle class employment standards applied to Indian applicants. Responses to a questionnaire recently administered to professionals in the Federal system and the private sector clearly illustrate a preponderance of casual, superficial attitudes toward Indians. For example, among the 5 educators who responded to the questionnaire, only 1 perceived a need for Indian Studies. It is evident that no matter how important the EEO Act is, it cannot undo decades of academic injustice and that it is only through change in our educational institutions (K-college) that we can begin to mitigate the stereotypes and the middle class standards applied to Indians. Ethnic studies courses are needed now, but eventually the study of Indian culture must be expanded into the traditional academic fields. (JC)

ED 113 077 95 RC 008 782

Dupree, Calvin

**An Indian View of Vocational-Technical Education.**

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.

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Descriptors—\*American Indians, Boarding Schools, Career Education, \*Educational Quality, Elementary Secondary Education, \*Evaluation, Guidance Counseling, Higher Education, Historical Reviews, \*Relevance (Education), \*Vocational Education

Identifiers—BIA, \*Bureau of Indian Affairs

Traditionally vocational education has served minority groups and has, consequently, suffered from financial neglect. Since numerous non-minority citizens will never attend college, it is in the interest of all society to improve vocational education. In 1963 the Bureau of Indian Affairs (BIA) established a policy of prevocational education for American Indians, emphasizing academic courses in the 9th grade and 'exploratory' shop courses in the 10th-12th grades. Falling short of their goals, BIA schools showed a 40 percent dropout rate with only 28 percent of the graduates going on to college in 1967. A recent evaluation of Federal boarding schools indicates inadequacies in academic programming, guidance counseling, vocational equipment, and prevocational training. However, successful Indian operated post-secondary schools are beginning to emerge. Improvement in the quality of Indian vocational education calls for: (1) an increase in BIA funding; (2) better information dissemination on grants, fellowships, etc.; (3) more financial support for existing and emerging Indian community colleges; (4) Federal allocations for Indian recruitment and counseling; (5) an all Indian vocational research/development section in the U.S. Office of Education Regions; (6) reservation based courses and workshops for adults; (7) Indian involvement in the National Vocational Education Advisory Council. (JC)

ED 113 078 95 RC 008 783

Deloria, P. S.

**The Need for Consumer Education among Indians.**

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.

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Descriptors—\*American Indians, Community Involvement, \*Consumer Education, Credit (Finance), \*Cultural Differences, \*Economically Disadvantaged, Family Attitudes, Family

Income, Policy Formation, Program Development, \*Reservations (Indian)

Identifiers—\*Indianization, Trading Posts

Since the standard approach to consumer education is based upon the economic situation of the average American and since the degree of American Indian reservation poverty is substantially greater than that of other groups, it is clear that there is a need for Indian oriented consumer education. Based upon a long established credit system, reservation economics traditionally have centered on the trading post. Dependent upon and exploited by white traders, reservation Indians have been subject to patronization by the traders who, serving as liaisons to the outside world, have controlled Indian communications, including Federal checks and employment opportunities. As a landlord leasing out Indian lands to local non-Indians, the reservation Indian has been the recipient of an annual lump sum which has proliferated a "boom or bust" economy, often putting the Indian in the position of having to borrow from his lessee. The extended family of the reservation Indian contributes to the boom or bust economy, for a man is expected to share whatever he has, whenever he has it, with his extended family. Indian reservation consumer education should: (1) be part of a long range, comprehensive economic development strategy; (2) utilize community and tribal organizations as delivery mechanisms; (3) utilize existing local programs and resources; and (4) include community involvement. (JC)

ED 113 079 95 RC 008 784

Gress, Betty L.

Training Needs of Indian Parent Advisory Committees.

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.

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Descriptors—\*Advisory Committees, \*American Indians, Elementary Secondary Education, \*Federal Aid, Legislation, Organization, \*Parents, Statewide Planning, \*Training

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, IEA Title IV, Indian Education Act Title IV, Johnson O Malley Act, JOM

Since Title IV of the Indian Education Act of 1972 stipulates organization of parent advisory committees for input in program development and since Federal aid to American Indian education has been misused and mismanaged in the past, it is essential that parent advisory committees be trained to effectively utilize legislation affecting Indian education. Indian parents need to be thoroughly acquainted with the Johnson O'Malley Act of 1934, Title I of the Elementary and Secondary Education Act of 1965, and Title IV of the Indian Education Act of 1972 if they are to effectively serve as advisory committee members. Generally, Indian parents do not understand their rights, the kinds of information they should have access to, or how they might organize to be effective. Having tried a variety of parent training methods, the Coalition of Indian Controlled School Boards has found that sending a specialist into the home where he can meet informally with small groups has produced the best results. Generally, the specialist presents an historical review of the laws; itemizes the areas in which parents should be involved; and details legal rights relative to program operations and expenditures. Development of a statewide organization of parent advisory committees to plan for use of Johnson O'Malley funds and to produce a legislative handbook on Indian education is recommended. (JC)

ED 113 080 95 RC 008 785

Mislaszek, Lorraine

Training Needs of Indian Parent Advisory Committees.

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.

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Descriptors—\*Advisory Committees, \*American Indians, Cultural Interrelationships, Elementary Secondary Education, Interaction, \*Parents, Program Administration, Rural Areas, School Personnel, \*Training, \*Urban Areas

Identifiers—Elementary and Secondary Education Act Title I, ESEA Title I, IEA Title IV, Indian Education Act Title IV

Having been accused of being "rubber stamp" committees and having experienced racial hostilities and cultural frustrations in other programs, the American Indian parent advisory committees established under Title IV of the Indian Education Act of 1972 need training. Urban training programs for advisory committee parents should be developed with the following considerations in mind: (1) no one school usually serves all Indians; (2) numerous Indian parents cannot afford the expense of traveling across town to meetings; (3) an outreach effort on the part of school officials is needed to convince parents that they are wanted for input into Title IV program efforts; (4) school personnel will be ineffective unless they work on an equal basis with Indian parents in program development; (5) constructive relationships must be built upon mutual understanding between parents and educators; (6) factional groups in urban communities range from very conservative to militant. Specific training program suggestions include: (1) repeated clarification of Title IV regulations; (2) explanation of the valuable relationship between short- and long-range goals; (3) a major emphasis on basic school functions; (4) thorough explanation of the art of teaching as relative to different child rearing practices. Rural training programs should emphasize alleviation of high turnover rates. (JC)

ED 113 081 95 RC 008 786

Larrabee, Eunice

Health Education.

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.

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Descriptors—\*American Indians, \*Community Involvement, \*Cultural Awareness, Cultural Differences, \*Health Education, \*Program Development, Self Actualization

Identifiers—Community Health Representatives, \*Lakota Tuberculosis and Health Association

Formed in 1953 when tuberculosis was running rampant among the Cheyenne River Sioux, the South Dakota TB Association became exemplary of the kind of response to be elicited from the American Indian grass roots when the need is Indian defined and the solution is Indian designed. Success of the Cheyenne River organization in combating TB brought about formation of the Lakota Tuberculosis Control Conference, a statewide health organization composed of 7 Sioux reservations. Assuming other health responsibilities and expanding beyond state boundaries, this organization changed its name in 1958 to the Lakota TB and Health Association and was formally chartered in 1968 when it adopted a constitution and by-laws. The Lakota TB and Health Association then became instrumental in creating the Community Health Representative (CHR) programs, programs administered under the Indian Health Service which provide training for Indian liaisons between the hospitals and the communities. CHR's have become indispensable to the Indian community, for as bilingual interpreters of doctor and patient information, they help bridge the gap between Indian cultural traditions and modern health education. Today 18 tribes are members of the Lakota TB and Health Association, and it is only via these kinds of community-based, Indian organized programs that Indian health education can be effective. (JC)

ED 113 082 95 RC 008 787

Wax, Murray L.

A Variation Plan for Indian Communities.

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.

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Descriptors—Adult Education, \*American Indians, \*Educational Needs, Elementary Secondary Education, Graduate Study, Reservations (Indian), \*Rural Areas, \*Social Differences, \*Urban Areas, Vocational Education

Since American Indians are extremely diverse in their social and cultural situations and are widely scattered geographically, any set of educational prescriptions must be flexible, allowing for variations among individuals, tribes, and regions, as well as among occupational and social class positions. Local representation and control coupled with careful monitoring via research, investigation, and evaluation are needed to prevent waste of Federal funds and to meet the educational demands of Indian diversity. Program provisions for tribal traditional Indians living in a rural enclave should include: (1) parental school board representation; (2) specifically tailored bilingual and bicultural curricula; (3) reservation based training programs for teachers and adults; (4) counseling for boys via physical education programs; (5) elimination of mass boarding facilities for elementary school children; and (6) use of innovative small residential systems for secondary education. Provisions for middle class rural Indians should be directed toward preservation of cultural ties and successful college experiences, while urban Indian education should be directed toward exploring educational alternatives via use of Indian centers, existing boarding schools, or reservation facilities. Options of graduate and vocational training should be provided for Indian adults. (JC)

ED 113 083 95 RC 008 788

Roberts, William T.

A Variation Plan for Indian Communities.

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz.

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Descriptors—Adult Education, \*American Indians, College Programs, \*Economic Development, Educational Accountability, Elementary Secondary Education, Federal Aid, Federal Legislation, Historical Reviews, Program Development, Reservations (Indian), \*Rural Areas, \*School District Autonomy, \*Social Differences, Urban Areas, Vocational Education

Government officials must recognize the fact that the diversity among American Indian peoples necessitates Indian control of Indian educational programs. A recent study points out that distributing educational dollars in a manner that will permit greater participation by the beneficiaries increases their opportunities for success. Indian educational programs should be planned in conjunction with the economic programs of a given community. Since the key to designing relevant adult programs is the adaptability of the project to community needs, a reservation based adult vocational program should be designed to meet existing as well as developing labor markets. The Coalition of Indian Controlled School Boards has provided an exemplary teacher training program wherein diversity is handled with a limited amount of funds via community designed program priorities and delivery mechanisms. Among the commonalities which permit a general educational framework are development of language, tribal history, Indianized staff, and reservation based early childhood and college programs.

Urban Indian communities should work toward development of Indian oriented programs in the public school system (remedial, tutorial, diagnostic, and cultural) or toward development of alternative schools which meet specific Indian needs. (JC)

ED 113 084 95 RC 008 789

*Deloria, Vine, Jr., Ed.*

**Indian Education Confronts the Seventies. Five Volumes, Volume No. IV: Technical Problems in Indian Education.**

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.

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Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, IEA Title IV, Indian Education Act Title IV, Johnson O Malley Act, JOM

As the fourth volume in a five-volume series of position papers on Indian education, this publication presents seven papers relative to the technicalities of the financial, political, and legislative problems of Indian education. Papers are titled as follows: (1) "State Responsibilities for American Indians—Minnesota" (the question of Federal versus State funding); (2) "State Responsibilities for American Indians—Texas (the success of the Tigua Indians of El Paso, Texas in gaining State support); (3) "Jurisdictional Problems of Indian Controlled Schools" (the problem of providing Indian people with the monetary, informational, and manpower resources to secure effective control of Indian schools); (4) "Public School Financing Considerations for American Indian Education" (numerous educational finance models are presented); (5) "Federal Financing of Indian Education" (documentation of the laws and programs earmarked for Indian education with an explanation of the way in which both can be subverted); (6) "Sources of Financial Aid for American Indian Students" (emphasis on Federal sources other than BIA higher education funds); (7) "Federal Treaty Responsibilities for Indian Education" (consideration of the types of educational provisions found in treaties in view of the future of Indian education). (JC)

ED 113 085 95 RC 008 790

*Goodwin, George V. Finn, Skip*

**State Responsibilities for American Indians -- Minnesota.**

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.

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Descriptors—\*American Indians, \*Education, Elementary Secondary Education, Federal Government, \*Federal State Relationship, Higher Education, Historical Reviews, \*Legislation, Reservations (Indian), \*Responsibility, State Government, Treaties, Urban Areas, Welfare Services

Identifiers—\*Minnesota, Ward Concept

It is important to remember that American Indians are citizens of both the nation and the state in which they reside and are entitled, therefore, to share in all privileges of such citizenship. The 1924 Citizenship Act was meant to pave the way for gradual termination of Federal responsibility for Indians. However, in Minnesota Public Law (PL) 280 (1953) served to confuse rather than clarify the responsibility issue, for while State jurisdiction over law and order was established, total responsibility was subject to misinterpretation since under Federal treaty Indian land and property were not taxable. The State and Indians

interpreted PL 280 as an affirmation of Federal responsibility, but Federal officials interpreted it as the final step in full State responsibility. Since the Bureau of Indian Affairs continues to provide services to Minnesota's reservations, Indians perceive their educational needs as a Federal responsibility, thus enhancing the "ward" concept and contributing to public conviction that Indian educational and welfare services are Federal responsibilities. Since at this date Minnesota has neither the resources nor the stability to assume responsibility for its Indian citizens, Indians are demanding continued Federal commitment. However, total responsibility lies with the Indian people and the State and Federal governments. (JC)

ED 113 086 95 RC 008 791

*Diamond, Tom*

**State Responsibilities for American Indians -- Texas.**

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.

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Descriptors—\*American Indians, Equalization Aid, Federal Government, Land Acquisition, \*Legal Responsibility, \*Nonreservation American Indians, Politics, Program Design, \*Recognition, \*State Federal Aid, State Government, Treaties, Tribes

Identifiers—BIA, Bureau of Indian Affairs, \*Texas, Tiguas

The Tiguas of El Paso, Texas; the Coshattas of Louisiana; and the Tortugas of Las Cruces, New Mexico share a common background in that they represent American Indian tribes who, having lost their land base, have been abandoned by the Bureau of Indian Affairs (BIA) and have experienced recent circumstances of poverty. Since Indian rights stem from their original ownership of land, the BIA generally takes the position that it will not assume responsibility for an Indian group without a land base. However, Title 25 of the U.S. Code (Section 334) states that equal treatment should be afforded all Indians regardless of place of residence. Due to recent efforts on the part of the Tiguas, the Texas State Legislature has assumed full legal responsibility for these El Paso Indians. While the Coshattas and the Tortugas have not been as successful, the Tiguas have provided a precedent and a blueprint for recognition of tribes without a land base. Recognition is a relationship between a unit of government (State or Federal) and a tribe, wherein the government provides services for the tribe which are not provided for the general public. A suggested blueprint for recognition involves procurement of: (1) an anthropologist to document tribal history; (2) an attorney to accept responsibility for coordinating the effort; and (3) an effective public relations man. (JC)

ED 113 087 95 RC 008 792

*Killer, Francis*

**Jurisdictional Problems of Indian Controlled Schools.**

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.

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Descriptors—Administrative Agencies, \*American Indians, \*Communication (Thought Transfer), \*Educational Legislation, Elementary Secondary Education, Federal Aid, Laws, Parent Participation, \*Program Evaluation, \*School District Autonomy

Identifiers—BIA, Bureau of Indian Affairs, Elementary Secondary Education Act Title I, ESEA Title I, IEA Title IV, Indian Education Act Title IV, Johnson O Malley Act, JOM

An overwhelming confusion caused by lack of knowledge exists among the general public, American Indian parents, and even Indian school boards concerning the rules, purposes, and regulations of the myriad pieces of legislation dealing with Indian education. Such confusion is used by school administrators to perpetuate the power in Bureau of Indian Affairs (BIA) Schools and by public school districts to mask their misuse of Indian monies. Federal responsibility for the education of all Indian children is based on: (1) treaty obligations; (2) general citizenship obligations; and (3) the practicality of providing via education for a better society. As of 1970, some 300,000 Indian students were enrolled in schools (BIA regular, BIA contract, mission, community, off-reservation and on-reservation public schools). Funds appropriated for Indians under the Johnson O'Malley Act, the Elementary and Secondary Education Act, and the Indian Education Act have repeatedly been used for other than specifically Indian needs. Recommendations for legislative and/or bureaucratic revision will not accomplish anything until control of Indian education is given to Indians and until all monies appropriated for Indian education are funded through a single governmental agency subject to uniform regulations and a monitoring system to assure Indian use of funds. (JC)

ED 113 088 95 RC 008 793

*Alexander, David*

**Public School Financing Considerations for American Indian Education.**

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.

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Descriptors—\*American Indians, \*Educational Finance, Educational Needs, Elementary Secondary Education, Equalization Aid, \*Federal Aid, \*Models, Problems, Resource Allocations, \*State Aid

Current problems in educational finance center on revenue sources, equalization of educational opportunities, efficiency, and adequacy. As of 1972, the percentages of revenue received from Federal, State, and local sources for public schools were: 7.1 percent, 40.9 percent, and 52 percent respectively. Since consolidation of certain categorical Federal aid programs seems to be a trend, perhaps an effective use of Federal funds would be to combine categorical programs into general aid under a plan comparable to one of the following: (1) a national foundation program providing a minimum educational level for all children equalized according to the ability of the states; (2) flat grants with no required local or state effort to be used as a general purpose grant; (3) equal grants but requiring each local and state government to provide a certain effort. When looking at finance models, American Indians should consider the sources of revenue, the special educational needs of Indian students, and equalization. The following are models which may be considered: (1) Complete Local Support; (2) Flat Grant; (3) Equalization; (4) Full State (Federal) Support; and (5) Full Support (State or Federal). The latter model would prove most feasible for Indians, as it would incorporate cost differentials for students of different needs yet would not make education dependent upon the wealth of the district. (JC)

ED 113 089 95 RC 008 794

*Loon, Eric Van*

**Federal Financing of Indian Education.**

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz.

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**Descriptors**—Advisory Committees, \*American Indians, \*Educational Accountability, Elementary Secondary Education, \*Federal Aid, Federal State Relationship, \*Legislation, Parent Participation, \*Program Administration, State Departments of Education

**Identifiers**—BIA, Bureau of Indian Affairs, Elementary Secondary Education Act Title I, ESEA Title I, IEA Title IV, Indian Education Act Title IV, Johnson O Malley Act, JOM

Since over 200 million Federal dollars are disbursed annually for American Indian education under Bureau of Indian Affairs (BIA), Elementary Secondary Education Act Title I, Indian Education Act Title IV, and Johnson O'Malley programs, it is difficult to understand the dismal state of Indian education. However, factors contributing to abuse of Federal funds have been identified as: (1) use of compensatory funds for backward budget building; (2) use of compensatory funds to buy equipment for general use; (3) open enrollment of target programs; (4) use of target funds for administrative overhead; (5) legal diversion of target funds by manipulation of allocation formulas; (6) lack of regulation enforcement by State Departments of Education; (7) manipulation and intimidation of Parent Advisory Committees (PAC); (8) Federal laxity in regulatory enforcement. The following steps should be taken to dispel abuse of Federal funds: (1) utilize Indian personnel in program administration; (2) assemble a staff under the Deputy Commissioner for Indian Education that will insist State Educational Agencies do their jobs; (3) assure State officials that comparability and participation reports are prerequisite to receipt of Federal funds; (4) expand the role of the Indian National Advisory Council to include evaluation of BIA programs; (5) consolidate PAC's into a powerful body to serve as a constant community counterweight. (JC)

**ED 113 090** 95 RC 008 795  
*Leitka, Eugene*

**Sources of Financial Aid for American Indian Students.**

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsale, Ariz.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.

Pub Date 74

Contract—OE-0-73-7094

Note—21p.; For related documents, see RC 008 769-794 and 796-803

Available from—Not available separately, see RC 008 789. ERIC/CRESS, Box 3AP, Las Cruces, New Mexico 88003 (on loan)

**Document Not Available from EDRS**

**Descriptors**—\*Agency Role, \*American Indians, Civil Rights, College Programs, Equalization Aid, \*Federal Aid, \*Higher Education, \*Institutional Role, Responsibility

**Identifiers**—BIA, \*Bureau of Indian Affairs

Some 22,000 American Indian students requested assistance for higher education from the Bureau of Indian Affairs (BIA) in 1973, but the BIA only had funds for 11,395 students. While funds theoretically were available from other sources, only 3,000 out of 12,000 eligible students were able to benefit from them. A cooperative agreement between the U.S. Office of Education, the BIA, and the Office of U.S. Civil Rights is pending release. The agreement is designed to eliminate discrimination against Indian students seeking financial aid from other available Federal sources and is directed toward the educational institutions as recipients of Federal funds, placing them under contractual compliance procedures and making it their responsibility to serve all races without discrimination. A proposed draft was produced in January of 1974 by the U.S. Office of Civil Rights, which if adopted will bring about clarification of college responsibilities in this matter. The directive states: (1) that funds provided under the Basic Educational Opportunity Grant or other Federal programs are to be made available to all eligible Indian applicants on an equal basis without regard to their eligibility for assistance through programs operated by the BIA; and (2) that the level of Indian need is not to be projected as lower than that of non-Indians. (JC)

**ED 113 091** 95 RC 008 796  
*Deloria, Vine, Jr.*

**Federal Treaty Responsibility for Indian Education.**

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsale, Ariz.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.

Pub Date 74

Contract—OE-0-73-7094

Note—40p.; For related documents, see RC 008 769-795 and 797-803

Available from—Not available separately, see RC 008 789. ERIC/CRESS, Box 3AP, Las Cruces, New Mexico 88003 (on loan)

**Document Not Available from EDRS**

**Descriptors**—\*American Indians, \*Educational Responsibility, \*Federal Government, Historical Reviews, \*Legal Responsibility, School District Autonomy, \*Treaties, Tribes

In view of prior treaties and recent laws, American Indian affairs seem to fluctuate between two different problems—the extent of Federal control “over” Indians and the extent of Federal responsibility “to” Indians. Since treaty interpretations often come years after ratification, it is necessary that a treaty be liberally construed to the end that Indians retain the benefits conferred at the time the treaty was made. Given the trusteeship position of the U.S. government, there is no way that it can stand back and pretend it must deal with the tribes on a basis of equal responsibility for all citizens. Moreover, since treaties were made between tribes and the nation, there is a trust responsibility inherent in all government agencies, not just the Department of Interior. It is necessary to survey numerous treaties to determine the future probabilities of the treaty rights issue as it may arise in the field of education. While extensive research is needed to document responsibility to individual tribes, a brief survey of treaties reveals the following kinds of Federal educational obligations: (1) perpetual services; (2) implied perpetual services; (3) long-term services, subject to Presidential termination; (4) transfer of land for services or funds; (5) tribal educational funds upon ratification; (6) the right to Indian controlled schools. (JC)

**ED 113 092** 95 RC 008 797  
*Deloria, Vine, Jr., Ed.*

**Indian Education Confronts the Seventies. Five Volumes, Volume V: Future Concerns.**

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsale, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.

Pub Date 74

Contract—OE-0-73-7094

Note—190p.; For related documents, see RC 008 769-796; RC 008 798-803

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

**Descriptors**—\*American Indians, Biculturalism, Bilingual Education, Community Colleges, \*Community Involvement, Correctional Education, Economic Development, \*Educational Objectives, Elementary Secondary Education, Futures (of Society), Higher Education, \*Reservations (Indian), Self Actualization, \*Urban Population, Vocational Development

**Identifiers**—\*Indianization

As the fifth volume in a five-volume series of position papers on Indian education, this publication presents six papers relative to future concerns in Indian education. Papers are titled as follows: (1) “Bilingual and Bicultural Education for American Indians” (revitalization of Indian “life” principles via bilingual/bicultural education is proposed as a key to future Indian education); (2) “Indian Community Colleges” (the potential of reservation based community colleges is discussed in terms of total community development); (3) “The Need for Education Programs for American Indians in Prison” (a review of the initial success and ultimate failure of the San Quentin educational program is used to make a plea for Indian oriented prison education); (4) “New Potentials for Modern Indian Economic Development” (utilizing modern techniques and traditional Indian ideologies, a case is made for developing reservation economies centered on food production and energy conservation); (5) “Education and the Urban Indian” (specific urban problems are identified and suggestions are made for improving urban Indian education); (6) “Long and Short Range Goals for Indian Education” (differentiating between goals and objectives, a framework for developing long range goals and short range objectives is presented). (JC)

**ED 113 093** 95 RC 008 798  
*Purley, Anthony F.*

**Bilingual and Bicultural Education for American Indians.**

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsale, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.

Pub Date 74

Contract—OE-0-73-7094

Note—35p.; For related documents, see RC 008 769-797; RC 008 799-803

Available from—Not available separately, see RC 008 797. ERIC/CRESS, Box 3AP, Las Cruces, NM 88003 (on loan)

**Document Not Available from EDRS**

**Descriptors**—\*American Indians, Basic Skills, \*Biculturalism, \*Bilingual Education, Community Consultants, Cost Effectiveness, \*Educational Research, Elementary Secondary Education, \*Evaluation Needs, Self Evaluation, Social Values, Student Motivation, Systems Approach, Teaching Quality

**Identifiers**—\*Indianization

Those concerned with American Indian education must recognize the value inherent in revitalization of the fundamental Indian “life” principles. To this end, a critical examination of present Indian bilingual and bicultural programs is sorely needed. To provide a favorable climate for valid research in the evaluation of special programs, highest priority must be given to consideration of: (1) the educability of Indian youth; (2) the misconception of an either/or proposition relative to academic and bilingual education; (3) the lack of a solid foundation in communicative and computational skills as the greatest deterrent to Indian educability; (4) the rigid definitions applied to compensatory program allocations. In response to a felt need for better evaluation of special Indian education programs, the following methodologies are proposed: (1) the systems approach; (2) cost benefit analyses; (3) use of community leader, teacher, and student consultants; (4) periodic self evaluations by school staff and administrators. Recommendations for future bilingual/bicultural programs include research to: (1) develop an accurate picture of the status of such programs; (2) determine the standards of bilingual/bicultural educators; (3) explore the problems of student motivation; (4) evaluate demonstration projects in Indian education resource development and training. (JC)

**ED 113 094** 95 RC 008 799  
*One Feather, Gerald*

**American Indian Community Colleges.**

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsale, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.

Pub Date 74

Contract—OE-0-73-7094

Note—44p.; For related documents, see RC 008 769-798; RC 008 800-803

Available from—Not available separately, see RC 008 797. ERIC/CRESS, Box 3AP, Las Cruces, NM 88003 (on loan)

**Document Not Available from EDRS**

**Descriptors**—\*Accreditation (Institutions), Acculturation, \*American Indians, Biculturalism, Bilingual Education, \*Community Colleges, Cultural Awareness, Educational Philosophy, Federal Government, \*Government Role, Higher Education, Legal Responsibility, Reservations (Indian), \*Self Actualization, Tribes

**Identifiers**—\*American Indian Higher Education Consortium, Dakota Community Colleges, Navajo Community College

With the emergence of reservation based community colleges (th Navajo Community College and the Dakota Community Colleges), the American Indian people, as decision makers in these institutions, are providing Indians with the technical skills and cultural knowledge necessary for self-determination. Confronted with limited numbers of accredited Indian personnel, a limited budget, and limited technical assistance, these Indian institutions are embracing an educational philosophy which emphasizes the kind of occupational, general, and cultural education that will help to solve reservation problems. Major issues confronting Indian community colleges in the future will be: (1) the monetary and social problems of the reservations (2) recruitment of substantial numbers of Indian faculty; (3) deter-

mination of the tribal-Federal relationship and the Federal role in Indian self-determination; (4) development of an accrediting agency to deal with the legal and cultural standards of tribal institutions and programs, particularly occupational and cultural programs; (5) careful consideration of the effects of the assimilation, the cultural knowledge, and the bilingual/bicultural philosophies of education; (6) the effectiveness of the American Indian Higher Education Consortium in dealing with Federal agencies and the national academic community. (JC)

ED 113 095 95 RC 008 800

*Nordwall, Adam*

**The Need for Education Programs for American Indians in the Prisons.**

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.

Pub Date 74

Contract—OE-0-73-7094

Note—31p.; For related documents, see RC 008 769-799; RC 008 801-803

Available from—Not available separately, see RC 008 797. ERIC/CRESS, Box 3AP, Las Cruces, NM 88003 (on loan)

**Document Not Available from EDRS**

Descriptors—Adult Vocational Education, Agency Role, \*American Indians, \*Correctional Education, Correctional Rehabilitation, Disadvantaged Groups, \*Ethnic Studies, \*Program Development, \*Self Actualization

Identifiers—BIA, Bureau of Indian Affairs, \*San Quentin Prison

Prompted by embarrassment and frustration in dealing with American Indian prisoners, San Quentin officials decided in the early 60's to secure outside help. Under guidance by an outside sponsor, a visitation program was established which, in turn, led to organization of the American Indian Cultural Group (AICG). Motivated by pride and embarrassment at its limited knowledge, the AICG requested informative materials on Indian culture which led to supportive sponsorship by the United Bay Area Council of American Indian Affairs and ultimately a "Joint Statement of Principles of Cooperation" between the Bureau of Indian Affairs (BIA) and the California State Department of Corrections. This Joint Statement called for employment assistance, vocational training, and college scholarships. Though the ensuing program produced impressive results, it dissipated after 6 semesters, and today San Quentin has a 90 percent Indian recidivism rate. There are decided parallels between the practices of the BIA and the prison systems, as both are responsible for the collective dependency of the Indian. As there are also few differences between the enforced coercive dependency of the prison/reservation systems and the collective interdependency of tribal ways, the Indian convict must be encouraged to think for himself via appropriate educational programs such as that instituted at San Quentin. (JC)

ED 113 096 95 RC 008 801

*Heath, Wallace G.*

**New Potentials for Modern Indian Economic Development.**

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.

Pub Date 74

Contract—OE-0-73-7094

Note—36p.; For related documents, see RC 008 769-800; RC 008 802-803

Available from—Not available separately, see RC 008 797. ERIC/CRESS, Box 3AP, Las Cruces, NM 88003 (on loan)

**Document Not Available from EDRS**

Descriptors—Agricultural Production, \*American Indians, Community Action, Community Coordination, \*Cultural Context, \*Economic Development, Educational Alternatives, Energy Conservation, Food, Income, Innovation, Job Development, Models, \*Natural Resources, \*Reservations (Indian), Self Actualization

Identifiers—Fort Yuma Hydroponic Farming System, Lumni Indian Aquaculture Project, Pyramid Lake Paiute Projects

Recently American Indians have experienced an unprecedented renaissance in community spirit. Capitalizing upon this spirit, Indian economic development should be directed toward

particular community needs, utilizing Indian leadership to determine needed training and development programs. There is no question but that the majority of Indian reservations have adequate resources for self-support. The problem lies in combining a community's natural and human resources with its cultural strengths to promote a cohesive effort. Educational reorientation is vital to this process, for education must be related to community economic development efforts. Recent examples of innovative Indian economic development programs which have met individualized tribal needs include: (1) the Fort Yuma Reservation's hydroponic farming system; (2) the Lumni Indian Aquaculture Project; and (3) the Pyramid Lake Paiute Project. One of the most promising projects yet to be explored by the reservations is that of a modern food production system which utilizes tribally owned energy resources, since such a system would increase jobs and income far beyond that derived from selling fuel on a royalty basis. By utilizing resource pools and cooperative marketing programs, several tribes could compete with non-Indian food production and thus contribute to U.S. food and energy conservation. (JC)

ED 113 097 95 RC 008 802

*Morris, Joann Sebastian*

**Education and the Urban Indian.**

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.

Pub Date 74

Contract—OE-0-73-7094

Note—17p.; For related documents, see RC 008 769-801; RC 008 803

Available from—Not available separately, see RC 008 797. ERIC/CRESS, Box 3AP, Las Cruces, NM 88003 (on loan)

**Document Not Available from EDRS**

Descriptors—\*Adjustment Problems, \*American Indians, Cultural Differences, \*Educational Problems, Elementary Secondary Education, Instructional Materials, \*Relocation, School Personnel, Sensitivity Training, Social Services, Teaching Techniques, \*Urban Population

Identifiers—\*Indianization

Due to the Federal relocation programs, American Indian migration to urban areas has intensified over the past 20 years. The Indian who moves from the reservation to the city encounters an alien culture and, consequently, experiences immense difficulties in securing employment, housing, health services, and fair, unprejudiced treatment from law enforcement and other city/county officials. Although the Federal government has publicly recognized its failure to promote Indian assimilation via relocation, the pressures to integrate have been perpetuated by the urban educational institutions. Among the many adjustment problems encountered by urban Indian elementary and secondary students are: (1) cultural differences; (2) alien learning styles; (3) language differences; (4) parental transiency; (5) economically imposed truancy; (6) norm oriented teaching materials; and (7) prejudicial attitudes on the part of school personnel. Suggested means for "Indianizing" the standard urban school include: (1) promoting Indian visibility via parent organizations; (2) providing curriculum flexibility to include the Indian view point; (3) utilizing teaching materials relevant to Indians; (4) utilizing small group and self-directed instruction techniques; and (5) retraining and sensitizing non-Indian school personnel to accept cultural differences. (JC)

ED 113 098 95 RC 008 803

*Corbett, Cecil*

**Long and Short Range Goals for Indian Education.**

American Indian Resource Associates, Oglala, S. Dak.; Navajo Community Coll., Tsaile, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.

Pub Date 74

Contract—OE-0-73-7094

Note—15p.; For related documents, see RC 008 769-802

Available from—Not available separately, see RC 008 797. ERIC/CRESS, Box 3AP, Las Cruces, NM 88003 (on loan)

**Document Not Available from EDRS**

Descriptors—Action Research, \*American Indians, Career Education, Community Develop-

ment, \*Cultural Pluralism, \*Educational Objectives, Futures (of Society), Management Development, \*Models, \*Self Actualization, Social Change, Vocational Development

Identifiers—\*Educational Goals

American Indian education needs a framework in which to sequence and prioritize objectives. Broad goals must be translated into specific product, process, and consequence objectives, which realistically consider the future in terms of promoting adaptation to change. A future oriented framework for consideration might be a power inclusion model which depicts a progression from separatism to pluralism and which delineates a multi-cultural society as its major goal. In such a model, separatism acts as a process objective, while power inclusion acts to include all in freedom of choice, self-determination, and self-control. Given the goal of a multi-cultural society in which the whole becomes more than the sum of the parts though the parts are still identifiable, specific Indian education objectives should include consideration of: (1) Indian education as a discipline; (2) action oriented research; (3) educational management by objectives; (4) funding for development of middle management; (5) career education in conjunction with personal and community development; (6) a reemphasis on vocational opportunities; (7) provisions (monetary) for married students in higher education; (8) individualized and self-paced instruction techniques; and (9) long term funding systems. (JC)

ED 113 099 RC 008 806

**The Economic and Social Condition of Non-metropolitan America in the 1970's. Committee Print, 94th Congress, 1st Session, May 30, 1975.**

Economic Research Service (DOA), Washington, D.C. Economic Development Div.

Spons Agency—Congress of the U.S., Washington, D.C. Senate Committee on Agriculture and Forestry.

Pub Date 30 May 75

Note—48p.; For related document, see ED 062 055

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Academic Achievement, Age, \*Economic Development, Firm Labor, Health, Housing, Migration Patterns, \*Population Trends, \*Rural Areas, \*Rural Urban Differences, \*Sociocultural Patterns, Socioeconomic Background

From 1940 to 1970, the United States was characterized by both rapid population growth and rapid urbanization. However, in the 1970's, both of these trends have diminished. A decline in the birth rate has brought lower overall growth—with the decline being the greatest in the major metropolitan areas. There is firm evidence of shift in population distribution toward the non-metro areas and small cities. This document discusses the economic and social condition of rural America in the 1970's. In order to encompass a broader spectrum of areas lying outside of metropolitan America, and to present post-1970 data available only on a metro-nonmetro basis, the focus is chiefly on nonmetro people and places. The metro-nonmetro residence categories are based on delineations of Standard Metropolitan Statistical Areas. Data are presented with this metro-nonmetro dichotomy, and comparisons are drawn between the two types of areas. Some marked metro-nonmetro and regional characteristics are highlighted for the United States as a whole. Topics discussed are: population settlement patterns, employment, income, education, health resources, local governments, and housing. (Author/NO)

ED 113 100 RC 008 810

*Buittel, Frederick H. And Others*

**Support for "Liberal" Development Policies among Community Elites in a Rural Region of Wisconsin.**

Wisconsin Univ., Madison. Coll. of Agricultural and Life Sciences.; Wisconsin Univ., Madison, Univ. Extension.

Spons Agency—Bureau of Higher Education (DHEW/OE), Washington, D.C.; Rural Development Service (DOA), Washington, D.C.

Pub Date Aug 75

Note—43p.; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, Calif., August 21-24, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Change Strategies, Community Attitudes, \*Community Leaders, \*Community Support, Delivery Systems, Economic Development, Government Role, \*Policy, \*Rural Areas, \*Rural Development, Socioeconomic Influences

**Identifiers**—\*Wisconsin

The study analyzed support patterns for two predominant "liberal" development strategies ("growth centers" and the consolidation of government services) among elites from communities in a largely underdeveloped rural region of Wisconsin. Analytic focus was twofold: (1) to assess overall levels of support among community elites, and (2) to compare the magnitude of elite support, where possible, with that of a random sample of residents from the same region. The social and ideological bases of community elite support for liberal development policies were also examined and relevant comparisons made with 231 community elites in 32 communities ranging in size from approximately 1,000 to 50,000 residents. Respondents were chosen by a combination of the "positional" and "reputational" methods of selecting community leadership. Data on growth center policy preferences among a random sample of four Northwest Wisconsin counties, bordering that of the community elites, were collected during the summer of 1973. Some findings were: community elites and non-elites in the Northwest region were divided on the policy of implementing growth centers; elites strongly favored consolidation of service delivery by community and county governments; and growth centers were more favored by community elites and low income, nonfarm families. (NQ)

**ED 113 101** RC 008 812

*Mookherjee, Harsha N.*

**Perceived Achievement Limitations and Deviance—Proneness among Rural Adolescents.**

**Pub Date** Aug 75

**Note**—32p.; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, Calif., August 21-25, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Academic Achievement, \*Achievement, \*Adolescents, Behavior Change, Economic Disadvantage, Models, Motivation, Peer Relationship, \*Perception, Psychological Patterns, \*Rural Youth, Self Actualization, \*Socially Deviant Behavior, Success Factors, Youth Opportunities

**Identifiers**—\*Tennessee

The study's purpose was to determine the degree to which homogeneous rural youths living in an economically impoverished region might be vulnerable to anomia, powerlessness, and deviance given varying levels of perceived limitations in opportunity and self-ability. Comparative data relative to earlier studies in rural areas was also provided. Analysis was conducted in accordance with a specially constructed multi-causal social psychological model which provided a plausible causal argument to link the influence of structural factors and adolescents' deviant behavior through 8 social psychological and associational variables. These variables were: deviation-proneness, anomia, powerlessness, perceptions of opportunity and ability limitations, peer-group ties, parental education, and father's occupation. A structured questionnaire was administered in 1974 to 1,074 seniors (605 males and 469 females) from 9 high schools located in the Upper Cumberland Region of middle Tennessee. All respondents were white, Protestant, and living in a poor rural area. Some findings were: adolescents who perceived that the structural and personal means for their achievements were limited tended to experience greater senses of anomia and powerlessness and consequently become more deviance-prone; and the effect of peer-group ties toward deviance-proneness was highly significant, especially for males. (NQ)

**ED 113 102** RC 008 813

*Stoddard, Ellwyn R.*

**Real, Regulated and Relative Poverty in the U.S.—Mexico Borderlands.**

**Pub Date** Aug 75

**Note**—42p.; Revised/expanded version of a paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, Calif., August 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Acculturation, \*Cross Cultural Studies, Cultural Opportunities, \*Depressed Areas

(Geographic), \*Economic Disadvantage, \*Economic Factors, Economic Opportunities, Ethnic Groups, Income, \*Mexican Americans, Mexicans, Rural Areas, Socioeconomic Influences

**Identifiers**—\*Mexico, United States

The essay explores the extent to which poverty exists among the residents of the U.S.-Mexico Borderlands. The sequence followed in this analysis is an initial clarification of some conceptual perspectives surrounding the problem followed by a survey of current economic conditions and growth potential for the Borderlands region. Following a brief overview of the salient factors associated with Borderlands poverty and those most closely associated with the economic activity of the region, the 3 dimensions of poverty in the Borderlands are outlined. These are: (1) "real" (or absolute) poverty, based upon arbitrary economic criteria; (2) "regulated" poverty, the differential rates of poverty existing among the dominant and minority segments of the Borderlands population; and (3) "relative" poverty which results from the use of varied, non-economic criteria for determining the degree of economic well-being. (Author/NQ)

**ED 113 103**

RC 008 814

*Hodges, Linda Feil*

**A Longitudinal Study of the Social Mobility of Rural Youth.**

**Pub Date** 70

**Note**—139p.; Not available in hard copy due to marginal legibility of original document; Master of Science Thesis, Iowa State University, Ames, Iowa

**Available from**—Inter-Library Loan, Iowa State University, Ames, Iowa

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Aspiration, Comparative Analysis, Family Influence, High School Students, Literature Reviews, \*Longitudinal Studies, Masters Theses, \*Migration, Nonfarm Youth, \*Occupational Mobility, Parental Aspiration, \*Rural Youth, \*Social Behavior

**Identifiers**—\*Iowa

The study's objectives were to: (1) compare differences in social-psychological behavior between 1948 high school graduates in central Iowa who migrated and those who remained in their home areas; (2) examine social behavior which may have resulted from the migration experience; (3) examine migration behavior in relation to occupational mobility over one's father's occupational status; and (4) examine migration in relation to occupational mobility within a segment of one's lifetime. Data were obtained from a longitudinal study of 144 high school seniors who graduated in 1948 from 9 rural high schools in Iowa. Completed in 1948, the original study obtained data on the students' background characteristics, migration intentions, educational and occupational aspirations, and attitudes toward farming. Data obtained in the follow-up studies, conducted in 1956 and 1967, concerned occupational and educational attainments, migration performance, occupational and educational aspirations for their children, and their attitudes about the Iowa Area Vocational Schools. Utilizing the 1948, 1956, and 1967 data, this study tested various hypotheses. Among the findings were: (1) migrants changed jobs significantly more frequently than non-migrants; and (2) the expected differences in occupational prestige between migrants and non-migrants were, on the whole, not significant. (NQ)

**ED 113 104**

RC 008 816

*Coughenour, C. Milton*

**The Change in the Quality of Life of Country Families in the Cumberland Mountains of Eastern Kentucky, 1960 to 1973.**

**Pub Date** Aug 75

**Note**—18p.; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, Calif., August 21-24, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Academic Achievement, Comparative Analysis, \*Economic Factors, Family Income, \*Life Style, \*Living Standards, Rural Economics, \*Rural Family, Socioeconomic Influences

**Identifiers**—Cumberland Mountains, Kentucky, \*Quality of Life

The study examined the changes in the quality of life of country families in four eastern Ken-

tucky counties between 1960 and 1973. Since quality of life is an abstract concept, the changes were assessed with respect to income, occupation, and level of living. The aim was to assess the changes in both objective and subjective terms as the families in the country areas of the Cumberland Mountains saw them when surveyed in the late spring and early summer of 1973. Surveys were conducted in 1961 and 1973. In 1961, inter-family differences were examined. Families were classified by family life cycle stage: working age families without children (head under 60 years); families with young children (oldest child under 10); families with adolescent aged children (oldest child 17 or younger); families with mature children at home (oldest child 18 or older); and older families without children (head aged 60 or older). In 1973, 317 families living in the country in the same counties surveyed in 1961, and for the most part in the same sample segments, were surveyed. Some findings were: (1) levels of living as indicated by household possessions improved dramatically in 1973; (2) median family income nearly doubled between 1960 and 1972; and (3) despite the improvement in income and levels of living, mountain families still lagged behind those elsewhere in income, education, and levels of living. (NQ)

**ED 113 105**

RC 008 817

*Bryce, Herrington J.*

**Earnings of Migratory Farm Workers in Wayne County, New York: 1968. Monograph Number 1.**

**State Univ. of New York, Geneseo. Coll. at Geneseo. Migrant Center.**

**Report No**—Monograph-1

**Pub Date** May 69

**Note**—39p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Agricultural Laborers, Economic Factors, \*Employment, Farm Labor, \*Income, Labor Economics, \*Migrant Workers, Statistical Data, \*Wages

**Identifiers**—\*New York (Wayne County)

The hourly wages of migrants in Wayne County, New York in 1968 were higher than state or Federal legal requirements. However, for many migrant workers, the irregularity of migrant employment made it less profitable over the harvest than a steady job at the lower legal rates. Moreover, a person who could be employed at a steady job as a nonagricultural laborer in Florida (the home state of many Wayne migrants) would be better off doing so than coming to Wayne as a migrant. This was true because his potential hourly wages, regularity of employment, and, consequently, total earnings were likely to be less in Wayne. This report provides information on the income migrants earned in Wayne County, New York in 1968. A discussion of some of the easily committed errors in the measurement and interpretation of the earnings of these workers is also provided. (Author/NQ)

**ED 113 106**

RC 008 818

*Slesinger, Doris P.*

**The Concept of Mothercraft as Related to Infant Health in Urban and Rural Settings.**

**Pub Date** 24 Aug 75

**Note**—26p.; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, Calif., August 24, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Child Care, \*Health, Infants, \*Mother Attitudes, Parental Background, \*Parent Child Relationship, Rural Areas, \*Rural Urban Differences, Social Integration, Sociocultural Patterns, Urban Areas

**Identifiers**—\*Wisconsin

The concept of "mothercraft" can be influenced by the sociocultural environment and the individual mother and her attributes. This study examined the differences in mothering between those who live in urban areas and those who live in rural areas. Although the study drew on work currently in progress on the relationship between mothering and infant health, the focus was on the mother's characteristics and her social setting. Both an urban and rural sample were chosen, using the resources of the City of Milwaukee Department of Health and the county public health nurses of 4 Wisconsin non-metropolitan counties. The nurses selected families with whom they had had some prior contact, who had had a baby within the past 3 months, and where the mothers were willing to be inter-

viewed about themselves and their baby's health. Data were obtained through interviews with 101 mothers in Milwaukee and 47 in the rural areas and from the nurses' observations and evaluations. Some findings were: there was more of a tendency to have "traditional" family patterns such as being married, going to church, and running a home with more regular schedules for the baby's eating and sleeping patterns in rural areas; the rural nurses evaluated their mothers higher on quality of mothercraft than did the urban nurses; and there were no differences in the utilization of medical services. (NQ)

**ED 113 107 32 RC 008 819**  
*Inskip, George B.*

**State Annual Evaluation Report for Migrant Programs in Pennsylvania, ESEA Title I, Fiscal Year 1974.**

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special and Compensatory Education.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date 75

Note—67p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Ancillary Services, Community Involvement, \*Educational Programs, Inservice Teacher Education, \*Migrant Child Education, \*Program Effectiveness, \*Program Evaluation, Reading Programs, Social Services, \*State Programs

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, \*Pennsylvania

Approved under the Migratory Amendment to the 1965 Elementary and Secondary Education Act's Title I, 10 educational programs, designed to allow flexibility in the placement of children as they progressed, were implemented in Pennsylvania during 1974. The 928 children participating in these migrant programs were identified and recruited by social workers, local ministers, project staffs, and the Pennsylvania Council of Farm Workers. School records were used to identify 5-year migrants (those remaining in the state for 5 years). In many programs, children were grouped by needs; and classrooms were ungraded. Bilingual teachers were employed so that they could identify cultural and social needs. In-service training was conducted by each program for all staff prior to its opening, and weekly staff meetings were held for program development and problem solving. A post-session was held to evaluate the programs. Program evaluation was conducted through weekly visits by 4 monitors and at least one by the assistant coordinator, who used evaluative criteria based on the 11 national goals for migrant education. To varying degrees, the 10 projects met the needs of the participating children. This 1974 report presents the evaluation summaries of the: State, individual projects, 11 national goals for migrant education, and Reading is Fundamental Program. (NQ)

**ED 113 108 32 RC 008 820**  
*Patella, Victoria M. Kuvlesky, William P.*

**Bilingual Patterns of Nonmetropolitan Mexican American Youth: Variations by Social Context, Language Use, and Historical Change.**

Texas A and M Univ., College Station. Texas Agricultural Experiment Station.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Report No.—TAES-H-2811; USDA(CSRS)-S-81

Pub Date 21 Aug 75

Note—59p.; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, Calif., August 21-24, 1975). For related document, see ED 075 156

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Bilingualism, English, Followup Studies, Grade 10, High School Students, \*Language Patterns, \*Language Usage, \*Mexican Americans, Oral Communication, \*Rural Youth, Social Dialects, Spanish, Standard Spoken Usage

Identifiers—\*Texas

Based on a 1967 survey of Mexican American high school sophomores conducted in the "border region" of South Texas, this 1973 follow-up study examined the extent to which: (1) historical changes had occurred in the use of Spanish and English by Mexican American boys and girls over the 6-year study period, and (2) the variations in 1973 language usage patterns by

sex and situational context were similar or different for oral speech, writing, and reading. The historical changes were examined in reference to (1) oral speech with parents in the home, with neighborhood friends, and with school friends outside of class; and (2) language utilized for mass media such as radio, newspaper, and magazines. In 1967, interviews were conducted in 7 schools located in the counties of Dimmit, Maverick, Starr, and Zapata. In 1973, 2 of the schools were deleted from the 1967 data set due to lack of cooperation. Both years identical questionnaires were given to all high school sophomores (341 in 1967 and 379 in 1973) present on the day of the study. The 1973 questionnaire contained an extended section on language, reading, and writing patterns. Some findings were: females read more magazines and newspapers in Spanish than males; and in 1973, boys indicated use of Spanish more frequently in all settings than girls, and for both, the frequency of Spanish used decreased from the home setting to the neighborhood, and then to the school setting. (NQ)

**ED 113 109 32 RC 008 821**  
*Olivas, Roberto*

**A National Council of La Raza Report on Impact of Limited Federal Statistical Data/Information on Hispanic Americans.**

National Council of La Raza, Washington, D.C.

Pub Date Jun 74

Note—115p.

Available from—National Council of La Raza, 1025 15th Street, N.W., Fourth Floor, Washington, D.C. 20005 (\$6.50)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Data Collection, Decision Making, Definitions, \*Federal Government, Group Dynamics, Information Systems, \*Management Information Systems, Policy Formation, Role Perception, \*Socioeconomic Influences, \*Spanish Culture, Statistical Data

In a technologically advanced society, many of the dialogues take place within the "management information system," or as a result of the "hard data" acquired through such a system, rather than in a public forum. The absence of the Hispanic American from that type of systems dialogue can and does place unnecessary disadvantages on Hispanic Americans in the nation's public affairs. This report focuses on the importance of the management information systems and discusses the extent of confusion surrounding the issue of Hispanic American interests and definitions. Intended to aid in defining the problem of information systems as they pertain to Hispanic Americans, the report's objectives are to: (1) bring about an increased awareness of the extent of the problem, and (2) provide a better understanding of its implications on the future economic, social, and cultural development of Hispanic Americans. The operations of the Office of Management and Budget (OMB) are reviewed. An elaboration of how OMB has used its delegated authority to provide direction to the issue of racial/ethnic data policies is provided. An assessment of three major statistical services systems in the Department of Health, Education, and Welfare illustrates the extent of lack of direction provided by OMB on statistical policies. (Author/NQ)

**ED 113 110 32 RC 008 822**  
*Henry, Jeannette, Ed.*

**Index to Literature on the American Indian, 1973.**

Pub Date 75

Note—287p.; For related document, see ED 091 122

Available from—Indian Historian Press, Inc., 1451 Masonic Ave., San Francisco, Calif. 94117 (\$10.00 plus postage)

**Document Not Available from EDRS**

Descriptors—American Indian Culture, \*American Indians, \*Bibliographies, \*Books, Cultural Background, Indexes (Locators), \*Literature Guides, \*Periodicals, Resource Guides

An alphabetical index by author and subject area, this volume indexes both popular and scholarly periodical and book literature published about the American Indian for the year 1973. The volume covers 88 subject areas and 119 periodicals. Periodicals in existence for less than a year and newspapers are not included. Among the subject areas are: acculturation, archaeology, education, health, history, law and litigation, reli-

gion, sovereignty, tribal governments, water and water rights, and women. (NQ)

**ED 113 111 08 RC 008 823**  
**Choctaw Adult Education, Volume I. (A 309(B) Demonstration Project) Final Report.**  
Mississippi Band of Choctaw Indians, Philadelphia.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 1 Mar 75

Grant—OEG-0-72-1435

Note—87p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—Academic Achievement, \*Adult Education, \*American Indians, Career Education, \*Career Ladders, \*Demonstration Programs, History, Individualized Instruction, \*Individual Power, Paraprofessional School Personnel, Program Descriptions, Reservations (Indian)

Identifiers—\*Choctaws, Mississippi

The Choctaw Adult Education Program was designed to give the adults access to an educational program in their own communities. It was based on the concept that equal emphasis would be placed on the delivery of effective client services and the development of professionals from among the program's client population. Initially, learning centers were established in the 4 largest Choctaw communities. Each center was open for two, 3-hour flexibly scheduled evening sessions per week. However, due to the initial response, evening classes were opened in 2 other communities and day classes were also established in the 4 larger communities. Commercially made work-texts were used due to the adult's preference for them. However, when the adults were ready, teacher-made materials were used. Individual student gains were evaluated through analysis of nationally standardized general ability measures, observations, affective measures, teacher records, and questionnaires. The program's progress was evaluated via formal and informal gestures, mostly informal. This volume describes the project's history, intent, design, staff training, demonstration functions, and results. The appendices cover: students' educational level; reasons for level of schooling completed, for attending class, and for withdrawal; sources of information about adult education; and attendance fluctuations. (NQ)

**ED 113 112 08 RC 008 824**  
**Choctaw Adult Education, Volume II. (A 309(B) Demonstration Project) Final Report.**

Mississippi Band of Choctaw Indians, Philadelphia.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 1 Mar 75

Grant—OEG-0-72-1435

Note—98p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*Adult Education, \*American Indians, \*Consumer Education, Money Management, Nutrition Instruction, \*Teacher Developed Materials, \*Unit Plan

Identifiers—\*Choctaws, Mississippi

Commercial materials were used extensively by the Choctaw Adult Education Program. Instructional Materials were, however, developed to meet specified needs which were not dealt with to the staff and students' satisfaction in the available commercial materials. Instructional units which were amenable to the students' interest, needs, and culture were developed. Teacher-made materials were not used until the teacher felt quite certain that an appropriate level of readiness existed among the students. These lessons were designed so that they could be adapted to any group within the classes and could be presented by either the paraprofessionals or professionals on the staff. Once a unit was prepared, its contents were presented to the entire staff via an in-service training session so that each staff member could disseminate the information as he chose. Four teacher-made units are given in this volume: (1) Food Buying, (2) Nutrition Micro Courses, (3) Taste Party, and (4) Money Management. Also included are a listing of commercial materials used and sample forms of the recruiter's survey, student folder information, attendance sheets, and certificates of the General Educational Development (GED), 8th

grade, and driver's education. A description of the GED test and how it may be administered locally is provided. (NQ)

ED 113 113

RC 008 825

Kelba, Nestor N.

The Development of an Instrument for Evaluating Residential Outdoor Education Centres in Canada.

Pub Date Apr 74

Note—158p.; MS Thesis, Calgary University, Calgary, Alberta

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—\*Evaluation Methods, \*Literature Reviews, Masters Theses, \*Measurement Instruments, Objectives, \*Outdoor Education, Program Content, \*Residential Centers, Residential Programs

Identifiers—\*Canada

The study's purpose was to develop a valid instrument for evaluating residential outdoor education centres in Canada. Using published and unpublished literature, a preliminary instrument consisting of 206 criteria was constructed. Twenty-five recognized Canadian experts in residential outdoor education were randomly selected from 3 subsample areas (the Maritimes, Quebec-Ontario, and Western Canada); these were asked to act as jurors. To validate the preliminary instrument, the jurors were sent a copy of the instrument with instructions to rate each criterion on a 7-point scale: essential, very desirable, desirable, acceptable, questionable, unacceptable, not feasible, and an eighth scale, not applicable. Twenty jurors (80 percent of the total number) responded. Of the 206 criteria, 3 were excluded because their average ratings were lower than the required 4.0 and 1 because of the jurors' comments. The overall average rating of the 202 criteria retained in the instrument was 6.0 or very desirable. The final instrument was given a 6-point scale which included: met completely, great degree, moderate degree, small degree, not met to any degree, and not applicable. In addition, the average rating received from jurors for each criterion was included immediately following that criterion in the body of the instrument. (Author/NQ)

ED 113 114

95

RC 008 826

Deloria, Vine, Jr.

Legislative Analysis of the Federal Role in Indian Education.

Office of Education (DHEW), Washington, D.C.  
Office of Indian Education.

Pub Date 20 Aug 75

Note—150p.

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—Agency Role, \*American Indians, Elementary Secondary Education, \*Federal Government, Federal Legislation, Government Role, Higher Education, \*Legal Responsibility, \*Legislation, Reservations (Indian), \*Treaties, Tribes, United States History

Identifiers—\*American Indian Education

Legislation pertaining to American Indian affairs is highly dependent upon the events and movements of history. No purified legal theory such as contract law or the law of damages emerges from the field of Indian law. While some of the legal theory must come from the ratified treaties, statutes, and case law defining the relationship of the United States and the Indian tribes, a great deal of the legal theory must come in tracing developments of a continuing nature in the actions of the U.S. in fulfilling its legal obligations about which no doubt whatsoever exists. This paper presents: (1) a chronology of the Federal-Indian relationship; (2) an analysis of treaty responsibility for education of Indians; (3) a chronology of delegation of legal responsibility of the U.S. to government departments and agencies; and (4) interpretation of the legal responsibility of the Federal government in the field of Indian education. Some historical developments which were relevant in determining the Federal government's legal obligations in Indian education are traced. Discussion of the development of Federal policy in the field of Indian affairs deals specifically with the gradual merger of 2 different forms of obligations—treaty rights and the general concern for Indian welfare as seen in statutory law. (Author/NQ)

ED 113 115

RC 008 828

Happiness Is Bilingual Education for the Children in the San Luis Valley Schools, School Year 1973-74.

San Luis Valley Board of Cooperative Services, Alamosa, Colo.

Pub Date 74

Note—29p.; In Spanish and English

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Biculturalism, \*Bilingual Education, English (Second Language), Language Development, \*Mexican Americans, \*Non English Speaking, Parent Participation, \*Primary Grades, \*Program Evaluation

Identifiers—\*Colorado, San Luis Valley Schools

The San Luis Valley Bilingual Bicultural Program was begun in 10 schools at the kindergarten level. Each year the next higher grade was to be implemented until the program was in existence from K-4. During 1972-73, there were 1,092 kindergarten and first grade children and 86 teaching staff participating in the program. Its primary goal was bilingual education (successful educational achievement using two languages proficiently, but acknowledging English as the basic language of instruction). Components considered essential in order to meet the children's needs were: (1) the basic concepts taught in the child's home language; (2) language development provided in the second language; (3) development of self-image, success, and positive identity of his culture; and (4) subject matter and concepts taught in both languages. The Tests of Basic Experiences Levels K-L were administered to 325 students (137 in kindergarten and 188 in first grade) in September and again in April of the 1972-73 school year. Pretest scores were used to determine the strengths and weaknesses of both individual students and the total class. Post-test scores were used to determine the children's progress throughout the school year. Findings showed that all activities scheduled and conducted as prescribed for the year were successfully achieved. (NQ)

ED 113 116

RC 008 829

Bachrach, Leona L.

Characteristics of Federally Funded Rural Community Mental Health Centers in 1971. Statistical Note 101.

National Inst. of Mental Health (DHEW), Rockville, Md. Center for Studies of Child and Family Mental Health.

Report No—DHEW-ADM-74-6; NIMH-SN-101

Pub Date Mar 74

Note—36p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Employment Patterns, Expenditures, \*Federal Programs, Financial Support, Health Facilities, Health Personnel, \*Health Services, \*Mental Health Clinics, \*Rural Areas, Rural Urban Differences, Staff Utilization, \*Statistical Data

Characteristics of 295 federally funded rural community mental health centers (CMHC) in 1971 were documented by examining differentials relating to various utilization indices and funding, expenditure, and staffing patterns. The centers were classified according to: (1) rural—a center serving a catchment area consisting exclusively of rural counties; (2) nonrural—a center serving a catchment area containing no rural county; and (3) part rural—a center serving a mixed catchment area with one or more rural and one or more nonrural counties. The rurality classification of catchment areas, and consequently of the community mental health centers serving them, was made on the basis of metropolitan influence and population concentration (i.e., community size). There were distinct contrasts in utilization patterns at federally funded CMHC's in rural, part rural, and nonrural locations. Contrasts were especially marked as between rural and nonrural facilities, with part rural facilities often falling between the two extremes and thus suggesting the possibility of a continuum in utilization of CMHC services according to rurality. Rural CMHC's received relatively more funding from governmental sources and less from receipts from services than did either part rural or nonrural centers; there were differences in expenditure patterns as well. (Author/NQ)

ED 113 117

95

RC 008 830

Chicano Mobile Institutes, 1973-1974.

New Mexico Highlands Univ., Las Vegas.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 74

Note—140p.

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—Advisory Committees, Bilingual Education, Community Involvement, Demography, \*Educational Improvement, Educational Quality, \*Higher Education, \*Institutes (Training Programs), \*Mexican Americans, \*Mobile Educational Services, Student Needs

Identifiers—\*Chicano Mobile Institutes

The Chicano Mobile Institute's (CMI) goal for fiscal year (FY) 1973-74 was to: improve the quality and equality of education and to meet the needs of Chicano students in public and private institutions of higher learning throughout the participating states. Its objectives were to: (1) prepare personnel in higher education who are concerned with the needs of students from low income and ethnically different families; (2) identify and document problem areas affecting Chicanos at the higher education level of the educational process; (3) identify proven and innovative solutions to the problems; and (4) effect the implementation of the proven solutions by decision-making bodies in the educational process. The National Advisory Board for Chicano Mobile Institutes, state coordinators, project director, and staff met at the National Evaluation Conference (held at Ghost Ranch, Abiquiu, New Mexico) to assess and write this final report for CMI FY 1973-74. This final report consists of the individual state report summaries for Arizona, Colorado, Nevada, New Mexico, Texas, and California. These reports are intended to give the most salient recommendations and suggested solutions to the Chicano student's problems which were the actual outcome of the CMI held in each of the respective states. (Author/NQ)

ED 113 118

RC 008 832

Wilber, George L. And Others

Spanish Americans and Indians in the Labor Market. Volume 1: Minorities in the Labor Market. Kentucky Univ., Lexington. Social Welfare Research Inst.

Spons Agency—Manpower Administration

(DOL), Washington, D.C.

Report No—DOL-MA-G21-21-74-08

Pub Date 75

Note—254p.

EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage

Descriptors—Academic Achievement, Age, \*American Indians, Caucasians, Comparative Analysis, \*Employment Statistics, \*Equal Opportunities (Jobs), Labor Force, \*Labor Market, Mexican Americans, Minority Groups, Negroes, Occupational Mobility, Puerto Ricans, Sex Discrimination, Socioeconomic Background, Spanish Americans, \*Spanish Culture, Working Women

Identifiers—\*Americans of Spanish Origin

Participation and status achievements of Spanish origin persons and American Indians in the labor market were evaluated relative to the participation of whites. An ultimate aim was to identify factors contributing to intergroup differences and to determine whether participation differences reflect discrimination. Factors examined were age, sex, education, job training, marital status, fertility, and family size. Within the labor market context, inequalities and discrimination were examined in terms of labor force participation, occupational achievement and mobility, and earnings from wages and salaries. Data were derived from the United States census' Public Use Sample files for 1970. The sample consisted of all persons 14 to 69 years of age who were not residents of institutions nor enrolled in school in 1970. Evidence led to 4 general conclusions: (1) color-ethnic-sex inequalities in status permeated the labor market; (2) Spanish origin, American Indian, and black men were discriminated against in their labor force participation, occupational achievement, mobility, and earnings; (3) women in these minority groups, along with white women, were subjected to severe discrimination, the magnitude of which was far greater than that experienced by minority men; and (4) inequalities among women in the labor market were comparatively small and the status of minority women was not consistently inferior to that of white women. (NQ)

ED 113 119

RC 008 835

Ornelas, Charles And Others

Decolonizing the Interpretation of the Chicano Political Experience. Pamphlet Series No. 2.

California Univ., Los Angeles. Chicano Studies Center.

Report No—CSC-P-2



Pub Date 75

Note—46p.

Available from—Chicano Studies Center, Publications, 405 Hilgard Ave., Los Angeles, California 90024 (\$2.25)

Document Not Available from EDRS

Descriptors—Academic Rank (Professional), Alternative Schools, \*Authors, \*Composition (Literary), Educational Alternatives, Higher Education, Literary Perspective, Majority Attitudes, \*Mass Media, \*Mexican Americans, \*Political Attitudes, Political Science Identifiers—\*Chicanos

The Chicanos' political experience is defined as "their thought, activity, and organization directed toward securing an equitable and meaningful allocation of values from a politico-governmental system controlled by the dominant population, the challenges to that system, as well as alternative forms of action and security taken to offset the denial of political access and governmental output." This book discusses the way that academic colonialism has affected the study of the Chicano political experience and the response that this is occasioning. Other topics include: the manner in which the exclusionary system operates with respect to the Chicano group, the actions being taken by Chicanos to challenge this existing situation, and the research perspective being provided from the standpoint of the subordinate group. Exclusionary practices in the publishing and media outlets are at times examined in the broader context since they impact commonly on the distribution of information about the Chicano experience in general. Likewise, the Chicano responses presented are not limited to those occurring within "political science" but include also the development of Chicano Studies and alternative schools as outgrowths of past insensitivity in all disciplines. (Author/NO)

ED 113 120 95 RC 008 836

Quintana, Francis, Comp.

The Brown Paper: Education and Chicanos in New Mexico, 1973-74.

New Mexico Highlands Univ., Las Vegas.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—69p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Civil Rights, Community Involvement, Early Childhood Education, \*Educational Improvement, Elementary Secondary Education, Higher Education, \*Institutes (Training Programs), \*Mexican Americans, \*Mobile Educational Services, Post Secondary Education, State Programs, State Surveys, \*Student Needs, Vocational Education Identifiers—Chicano Mobile Institutes, \*New Mexico

Goals of the New Mexico Chicano Mobile Institutes were to: improve the quality and equality of education to meet the needs of Chicano students in public and private institutions of higher learning throughout the State; and prepare personnel in higher education to meet the needs of students, from low income and ethnic minority families, attending all public and private schools in the State. Persons identified as having some influence on the education of Chicanos in New Mexico were invited to participate in two 2-day institutes. Since participants had to pay for their own expenses, they were asked to participate through correspondence if unable to attend. Of the 158 persons identified, 62 did not respond, 59 corresponded by mail, and 38 actually participated. The first institute identified, defined, organized, and documented all problem areas affecting Chicanos at all educational levels. The second reviewed the problems identified in the first institute, then identified, defined, and related proven innovative solutions to the problems. Both institutes were conducted in a very successful manner. A synopsis of both institutes is given in this paper. Also included are: a list of all people responsible for education in the State; analysis of statewide testing; pupil enrollment by school district; and summaries of four Civil Rights reports pertaining to education in the Southwest. (NQ)

ED 113 121 RC 008 842

Kryza, Frank, T., II

Migrant Education in Connecticut: An Introduction to the Connecticut Migratory Children's Program.

Area Cooperative Educational Services, New Haven, Conn. Educational Resources Center.

Spons Agency—Connecticut State Board of Education, Hartford.

Pub Date Oct 75

Note—10p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Compensatory Education Programs, \*Educational Opportunities, \*Enrichment Programs, Human Services, \*Migrant Child Education, \*Program Descriptions, \*Summer Programs, Supplementary Education

Identifiers—\*Connecticut, Connecticut Migratory Childrens Program, Elementary Secondary Education Act Title I, ESEA Title I

The Connecticut Migratory Children's Program (CMCP), funded under the 1965 Elementary Secondary Education Act Title I, aims to provide migrant children with: (1) the opportunity to improve communications skills necessary for dealing with various situations; (2) preschool and kindergarten experiences geared to each child's psychological and physical development that will help him to function successfully; (3) specially designed programs in the academic disciplines that will increase each child's ability to function at a level equal to his potential; (4) specially designed activities which will increase each child's social growth, positive self-concept, and foster his ability to function in groups; and (5) programs that will improve each child's academic and vocational skills and give him exposure to prevocational orientation. It also aims to implement programs, using Federal, State, and local resources, to improve mutual understanding and appreciation of cultural differences among children. CMCP operates (1) multipurpose resource centers which are operated throughout the year, and (2) summer enrichment programs, including a special program developed for children who are employed during the summer to harvest tobacco. Purpose of both programs is to supplement, but not supplant, the migrant child's educational opportunities, and to coordinate the health, cultural, social, and educational services. (NQ)

ED 113 122 RC 008 846

Arizona Commission of Indian Affairs 1974-75

Annual Report.

Arizona Commission of Indian Affairs, Phoenix.

Pub Date 25 Aug 75

Note—28p.; For related document, see ED 098 007

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Accountability, \*American Indians, Annual Reports, Community Development, Economic Development, Human Relations, \*Legislation, Objectives, \*Program Evaluation, \*Reservations (Indian), \*State Agencies, State Federal Support, State Programs, Tribes

Identifiers—\*Arizona

The Arizona Commission of Indian Affairs 1974-75 Annual Report is issued to inform the Governor, State Legislature, and tribal governments of the proceedings, transactions, findings, and recommendations made by the commission. Included are: (1) a list of commission members, (2) a map showing the Indian reservations in Arizona, (3) a table listing population and acreage, (4) a list of commission meetings held in 1974-75, (5) a brief summary of projects completed, (6) a publications list, (7) a commission "highlights" report, and (8) a budget report. Also included is a brief profile of the Colorado River Indian tribes (Mohaves, Hopis, Chemehuevis, and Navajos), which outlines their history and origin; size and location; tribal government; employment and economic development projects (agricultural, recreational-tourism, etc.); local, State, and federally funded education, health, and welfare projects; and other tribal activities. The appendices include four resolutions; "Endorsement of Indian Counseling Comprehensive Study"; "Supporting Indian-Tribal Council"; "Recommendation That Dr. George E. Bock Be Appointed Director of the Arizona Department of Health Services"; and "Recommendation the Approval of BIA (Bureau of Indian Affairs) Project N-15(7) 1 (The Leupp Bridge Across the Little Colorado River)". A brief summary concludes the document. (AH)

SE

ED 113 123

SE 014 316

Jones, Richard John

Comparative Career Orientations of Beginning Male Mathematics, Science, Social Studies, and English Teachers.

Pub Date 71

Note—101p.; Ed.D. Dissertation, The Pennsylvania State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-13,877, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—\*Beginning Teachers, \*Career Planning, Doctoral Theses, Educational Research, Higher Education, \*Males, Mathematics Teachers, \*Predictor Variables, Science Teachers, Secondary School Teachers, \*Teacher Characteristics

Identifiers—English Teachers, Research Reports, Social Studies Teachers

The purpose of this paper was to discover if certain personal and social factors are related to selected career pattern features of male teachers in specified subject areas. The population of the study included 1212 male beginning teachers certified to teach mathematics, science, social studies, or English. Questionnaires were mailed to each. A total of 713 participants responded. Besides personal data and subject specialization, information related to career alternatives, factors involved in selection of first teaching assignment, and alternatives for further study beyond the bachelor's degree was sought. Data were dichotomized, with mathematics and science (MS) teachers composing one group and social studies and English (SSE) teachers composing the other. MS and SSE teachers, regardless of employment status, placed relatively high and almost equal priority on being located close to a college or university in selecting their first position. No significant differences were found concerning expectancy to pursue careers as classroom teachers or eventually seek positions at a college or university. (Author/EB)

ED 113 124

SE 014 335

Marking, William Michael

A Study of National Science Foundation Institute Participation and Chemistry Content Preparation of Chemistry Teachers Related to the Academic Achievement of Secondary School Chemistry Students in the Memphis City School System.

Pub Date 71

Note—137p.; Ed.D. Dissertation, Memphis State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-7567, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—\*Achievement, \*Chemistry, Chemistry Teachers, Doctoral Theses, Educational Research, \*Inservice Teacher Education, Institutes (Training Programs), \*Predictor Variables, Science Education, Secondary Education, \*Secondary School Science, Teacher Qualifications

Identifiers—California Mental Maturity Test, Cooperative Science Test in Chemistry, \*National Science Foundation, NSF, Research Reports

The purpose of this study was to investigate several variables related to teacher preparation and cognitive achievement of high school chemistry students. The teacher population consisted of 35 teachers. Twenty-three hundred student scores on the Cooperative Science Test in Chemistry were collected and categorized for relevant data. Two hundred students were utilized in the Study. The American Chemical Society-National Science Teachers Association Cooperative Examination (ACS-NSTA examination) was administered to the students. Intelligence scores on the California Mental Maturity Test were obtained. Analyses of variance were performed. The findings concerning institute participation were significant at the .001 level. Students of teachers who have had National Science Foundation institute participation achieve at significantly higher levels of performance, according to this study. The findings relating student achievement and chemistry con-

tent background of teachers were significant at levels higher than .001. No significant differences in achievement were noted when students were stratified according to sex, but it was shown that tenth-grade students achieved at a higher level than eleventh-grade students and then, in turn, higher than twelfth-grade students. The findings seem to indicate a need for additional research to determine the optimum year for chemistry instruction as well as the undergraduate preparation of chemistry teachers. (Author/EB)

ED 113 125 SE 014 336

Melander, Kathleen Mary Roan

A Study of the Influence of Harvard Project Physics on the Knowledge and Attitudes of Non-Science Students at the University Level.

Pub Date 71

Note—146p.; Ed.D. Dissertation, University of Southern Mississippi

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-9084, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—\*College Science, \*Curriculum, \*Doctoral Theses, \*Educational Research, \*General Education, \*Higher Education, \*Instruction, \*Physics, \*Science Course Improvement Project, \*Science Education, \*Student Attitudes, \*Student Motivation

Identifiers—\*Harvard Project Physics, HPP, Research Reports

In order to study the mechanism of student interest in a physical science course when the majority of students were interested in fields other than science, a system of measuring instruments was applied for detection of significant differences between two teaching methods used for this course. The study utilized the measured responses of 105 university physical science students on The Eysenck Personality Inventory, The Personal Opinion Survey, The Harvard Project Physics Film Loop Tests, and on the multiple opportunities presented for extra class time use of experimental equipment designated for gain of knowledge in physical science. Random assignment resulted in 73 students in the traditional course and 32 students in the Harvard Project Physics (HPP) course. It was concluded that no significant differences were evidenced relating to personality dimensions. The HPP mean scores for attitudinal attributes, rigidity, need for order and need for achievement were higher than the same scores for the traditional group. The total mean scores of seven tested attitudinal attributes were computed to be of no statistical significant difference. A positive type of motivation was indicated with use of HPP film loops. It was recommended that more teachers acquire training in teaching HPP since students react favorably to the course. (Author/EB)

ED 113 126 SE 014 357

Dial, Elizabeth Ann

Factors Responsible for the Non-Election of Physics by Eligible Secondary School Students in Alabama.

Pub Date 72

Note—211p.; Ed.D. Dissertation, University of Alabama

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-17,105, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—\*Doctoral Theses, \*Educational Research, \*Enrollment Influences, \*Physics, \*Predictor Variables, \*Science Education, \*Secondary Education, \*Secondary School Science, \*Student Behavior, \*Student Characteristics

Identifiers—\*Alabama, Research Reports

A sample of 400 students who had not taken physics and who were currently enrolled in Algebra II or a higher level mathematics course was selected for this study to determine possible factors that might have influenced their decision not to take physics. A data gathering instrument, consisting of the Student Questionnaire and the Questionnaire for Principals, provided items which served as variables and which were factor analyzed. Appropriate labels seemed to be: Intellectual Characteristics, Scientific Interest, School Factors, Peer Influence, and Influence of Family and Friends. Step-wise discriminant analysis, a multivariate technique, was used. Conclusions

made concerning some of these factors as affecting physics enrollment included: (1) peer influence, more than any other factor, seemed to be more responsible for students' decisions regarding the election of physics; (2) scientific interest seemed to exert considerable influence; and (3) students' decisions appeared to be only moderately influenced by the intellectual characteristics of the students. This was probably due to the fact that the students in the sample were generally academically above-average and had somewhat similar backgrounds in mathematics. (Author/EB)

ED 113 127 SE 014 625

Tilford, Michael Phillip

Factors Related to the Choice of Science as a Major among Negro College Students.

Pub Date 71

Note—150p.; Ed.D. Dissertation, Oklahoma State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-22,008, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—\*College Science, \*Doctoral Theses, \*Educational Research, \*Higher Education, \*Land Grant Universities, \*Negro Students, \*Predictor Variables, \*Science Education, \*Statistical Analysis, \*Student Attitudes, \*Student Characteristics

Identifiers—Research Reports

The purpose of this study was to identify some of the characteristics of Negro college students who majored in science in comparison to those who were non-majors. The science majors were sub-divided into pure science and applied science groups for some analyses. Twelve variables were investigated: (1) ACT composite scores, (2) ACT science scores, (3) grade point averages, (4) high school science activity, (5) attitude toward science, (6) percentage of white students in high school, (7) high school influence, (8) family influence, (9) college influence, (10) socioeconomic status, (11) number of siblings, and (12) ordinal position among siblings. The instrument used was a questionnaire of free choice items. The population consisted of all students in predominantly Negro land-grant colleges and universities. Analyses of variance, Pearson Product Moment Correlations, a t-test, and percentages were ascertained. Findings and conclusions indicated that pure science majors, applied science majors, and non-science major were found to differ significantly on each of the measures of academic ability and achievement. Applied science majors were similar to non-science majors. Family influence showed significant differences between all three groups. Science majors with 3.00 and above were found to have a more favorable attitude toward science. All the subjects tended to be the youngest among six children. (Author/EB)

ED 113 128 SE 014 649

Glass, Lynn William

An Analysis of the Influence of Selected Teacher Behaviors upon Development of Corresponding Student Behaviors.

Pub Date 70

Note—193p.; Ph.D. Dissertation, The University of Iowa

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 70-23,889, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—\*Attitudes, \*Biology, \*Doctoral Theses, \*Educational Research, \*Science Education, \*Scientific Attitudes, \*Secondary Education, \*Secondary School Science, \*Student Behavior, \*Student Characteristics, \*Teacher Behavior, \*Teacher Characteristics

Identifiers—BSCS Achievement Tests, Research Reports, Wisconsin Inventory of Science Processes

The study involved 525 high school biology students and their teachers and was an attempt to determine the effect of teacher attitude toward biology on the students' attitude toward biology. The degree of understanding of science was also analyzed. A 65-item inventory was developed to measure attitude toward biology. The Wisconsin Inventory of Science Processes was used to measure understanding of science. The Biological Sciences Curriculum Study (BSCS) Achievement

Tests 1 and 2 were used to measure student achievement. A profile analysis technique was developed to match each student with his teacher on the basis of his stated attitude toward biology and on his understanding of science. The data collected permitted generalizations to be made with the Silcoxon matched-pairs signed-ranks test at the 0.05 level of significance. Some of these generalizations were: (1) the student's attitude can be changed significantly to an attitude profile more congruent with that of his teacher; and (2) the profile level can be modified to agree more closely with the profile level of his teacher. The results of the study indicate that students, in general, do tend to adopt an attitude toward biology which is similar to that of their teacher, but there is little or no relationship to achievement in biology. (Author/EB)

ED 113 129 SE 015 559

Sullivan, Ralph J.

Air Pollution Aspects of Odorous Compounds.

Litton Industries, Washington, D.C.

Spons Agency—National Air Pollution Control Administration (DHEW), Washington, D.C.

Report No.—PB-188-089

Pub Date Sep 69

Note—258p.; Product of the Environmental Systems Division of Litton Systems, Inc., Bethesda, Maryland

Available from—National Technical Information Service, Springfield, Virginia 22161 (PB-188-089, PC \$3.00, MF \$2.25)

Document Not Available from EDRS

Descriptors—\*Air Pollution Control, \*Ecology, \*Environmental, \*Environmental Influences, \*Environmental Research, \*Federal Government, \*Physical Environment, \*Pollution, \*Research Reviews (Publications), \*State of the Art Reviews, \*Technology, \*Waste Disposal

Identifiers—\*Odors, \*Toxic Substances

This report deals with the less ubiquitous, but potentially harmful, contaminants that are in our atmosphere. Thirty such pollutants have been identified and available information has been summarized in a series of reports describing their sources, distribution, effects, and control technology for their abatement. A total of 27 reports have been prepared covering the 30 pollutants. These reports represent current state-of-the-art literature reviews supplemented by discussions with selected knowledgeable individuals both within and outside the Federal government. Among the pollutants covered are: aeroallergens, aldehydes, ammonia, arsenic, asbestos, barium, beryllium, biological aerosols, boron, cadmium, chromium, ethylene, hydrochloric acid, hydrogen sulfide, iron, manganese, mercury, nickel, odorous compounds, organic carcinogens, pesticides, phosphorous, radioactive substances, selenium, vanadium, and zinc. (BT)

ED 113 130 SE 015 765

Lunetta, Vincent Norman

The Design and Evaluation of a Series of Computer Simulated Experiments for Use in High School Physics.

Pub Date 72

Note—159p.; Ph.D. Dissertation, The University of Connecticut

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-32,153, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—\*Comparative Analysis, \*Computer Assisted Instruction, \*Doctoral Theses, \*Educational Research, \*Laboratory Experiments, \*Physics, \*Science Education, \*Secondary Education, \*Secondary School Science, \*Simulation

Identifiers—Physical Science Study Committee, PSSC, Research Reports

The purpose of this study was to develop and evaluate a series of simulation dialogs utilizing certain computer capabilities. The series of simulations produced in the study parallel the fundamental, inductive experiments developed by the Physical Science Study Committee (PSSC) through which students generalize Newton's Second Law. Students learned the concepts using two simulation modes and participated in one of the following groups: Group I (Experimental) - these students interacted only with the film loops developed in the study and with the computer interactive dialogs; Group II (Experimental) - these students did not have access to computer terminals and interacted with the film loops and

with simulated data and problem sheets and their teachers; Group III (Control) - these students studied the same concepts as students in the experimental groups, but they interacted with their teachers and with real laboratory materials (PSSC). Data collected in the study showed that learning was significantly higher in Group I than in the other two groups, and that learning was significantly lower in Group III than in the other two groups. Students in Group III spent more time in instructional activities than the students in the other two groups—8.3 times as long as Group I and 3.2 times as long as Group II. (Author/MLH)

ED 113 131 SE 016 327

Hunter, Walter Eugene

An Analysis of a Systems Approach to the Teaching-Learning Process.

Pub Date 72

Note—112p.; Ed.D. Dissertation, University of Colorado

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-1786, MF-\$7.50, Xerography-\$15.00)

Document Not Available from EDRS

Descriptors—\*Chemistry, \*College Science, Doctoral Theses, Education, Educational Research, Higher Education, \*Individualized Instruction, Science Education, \*Systems Approach, \*Teaching Methods

Identifiers—Research Reports

Five randomly selected experimental groups of twenty-four general college chemistry students participated in this study. Four of the five groups received a version of the systems approach treatment, which consisted of group orientation, individualized learning, small group seminars and unit tests. The fifth group was administered the traditional lecture treatment. Group 1 received the standard systems approach treatment. Group 2 received the systems approach treatment plus pretesting on unit objectives. Group 3 received the systems approach treatment plus four learning theory lectures. Group 4 received the systems approach treatment plus criterion evaluation of unit tests. Group 5 received the lecture treatment in place of the systems approach treatment. All treatment groups used the same unit and course objectives, laboratory exercises, text materials, unit tests and final tests. Both final and unit tests were used as measures of achievement. A two-factor analysis of variance revealed that students in the groups receiving the systems approach treatment performed significantly higher than students in the lecture treatment group. Significant interaction between treatment and scholastic ability (SCAT) and treatment and prior academic performance (High School Rank) existed for Group 4 and Group 5 with respect to unit test achievement. (Author/MLH)

ED 113 132 SE 016 356

Crater, Harold L., Jr.

The Identification of Factors Influencing College Students' Attitudes toward Radioactivity.

Pub Date 72

Note—106p.; Ph.D. Dissertation, The University of Texas at Austin

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-7537, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—\*Attitudes, Attitude Tests, \*College Students, Doctoral Theses, Educational Research, Higher Education, \*Nuclear Physics, Radiation, Science Education, \*Scientific Attitudes, Statistical Analysis, \*Student Attitudes

Identifiers—Attitude Toward Radioactivity Scale, \*Radioactivity, Research Reports, Student Descriptor Sheet, Test on Understanding Radioactivity

The two basic questions considered in this study were: (1) What attitudes do college students hold toward radioactivity? and (2) What are some characteristics associated with the college students who hold the more favorable attitudes toward radioactivity? The sample studied included 1,205 mostly undergraduate students at the University of Texas at Austin from whom data were collected using three instruments developed for the study: the Attitude Toward Radioactivity Scale, the Test on Understanding Radioactivity, and the Student Descriptor Sheet. Seven hypotheses predicted no relationship would

exist between a college student's attitude toward radioactivity and (1) understanding of radioactivity; (2) grade level; (3) subject major; (4) grade point average; (5) the number of high school science courses taken; (6) the number of semester hours of college science studied; and (7) political leanings. Using correlation methods, analysis of variance, and multiple range techniques, it was found that only hypothesis 4, expressing no relationship between a student's grade point average and attitude toward radioactivity, was accepted. Rejection of the other six hypotheses at or beyond the .01 level showed those characteristics to be associated with the college students who hold the more favorable attitudes toward radioactivity. (Author/MLH)

ED 113 133 SE 016 713

Lauridsen, La Monte Irvy

An Investigation of the Effects of ISCS Level One on Selected Affective Variables of Students.

Pub Date 72

Note—149p.; Ed.D. Dissertation, University of Kansas

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-11,833, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—\*Affective Behavior, Doctoral Theses, Educational Research, \*Instruction, Junior High Schools, \*Science Course Improvement Project, Science Education, \*Scientific Attitudes, Secondary School Science, \*Student Attitudes

Identifiers—Intermediate Science Curriculum Study, ISCS, Research Reports

The study was designed to assess the effects of Intermediate Science Curriculum Study (ISCS) Level One in terms of (1) fostering positive growth in the scientific attitudes associated with the nature of scientific laws, the limitations of science, and the desirability of science as a vocation; (2) enhancing the self-reliance level; and (3) elevating the relative ranking given by students to science as compared to other subjects. Responses were collected from more than 650 seventh-grade students in 15 ISCS Level One classrooms. Two hundred non-ISCS seventh-grade students formed the control group. Discriminant analysis revealed that the ISCS group experienced significantly greater positive increase in the attitude associated with the nature of scientific laws than did the non-ISCS group. Both groups experienced a slight, but not significant, increase in the attitude associated with the limitations of science. Both groups ranked science lower, but not significantly, in the preferential ranking of classroom subjects. Both groups experienced a slight increase in self-reliance. (Author/PS)

ED 113 134 SE 016 725

Atkinson, Thomas Joseph

A Comparative Study of the Effect of Audio Taped Instruction on Student Achievement and Retention in the Level II ISCS Program. [Previously copyrighted material on several pages not microfilmed at request of author. Available for consultant at University of Maryland Library.]

Pub Date 72

Note—139p.; Ph.D. Dissertation, University of Maryland

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-9671, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—\*Academic Achievement, \*Audiovisual Instruction, Comparative Analysis, Doctoral Theses, Educational Research, Grade 8, \*Instruction, Junior High Schools, \*Reading Ability, Retention Studies, Science Education, \*Secondary School Science, Student Testing, Teaching Methods

Identifiers—Intermediate Science Curriculum Study, ISCS, Research Reports

The purpose of the study was to compare the achievement, retention, and time to complete the required sequence of activities, of eighth-grade science students receiving instructions by means of audio tapes with those receiving the same instructions by use of printed materials. The sample was formed of 72 students designated as below average, or above average in reading ability and randomly assigned to two groups. The experimental group received instruction for chapters one through five of the Intermediate Science Curriculum

Study (ISCS) Level II by use of audio tapes. The control group used the printed materials. After completing each chapter, a chapter self-test and a chapter test were administered. After the completion of all five chapters, a unit achievement test was administered. Three weeks later, an achievement retention test was administered. The analysis of data revealed that the sum of the means of the experimental group was significantly higher than the sum of the means of the control group on the chapter tests, self-tests, unit test, and retention test. The students of above average reading ability obtained higher achievement and retention by using printed materials. (Author/PS)

ED 113 135 SE 016 729

Thollairathil, George C.

Analysis and Evaluation of Science Teaching in the Nigerian Secondary Schools.

Pub Date 73

Note—213p.; Ph.D. Dissertation, Fordham University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-16,056, MF-\$7.00, Xerography-\$15.00)

Document Not Available from EDRS

Descriptors—\*Curriculum, \*Developing Nations, Doctoral Theses, Educational Research, Instruction, International Education, \*National Surveys, \*Science Education, Secondary Education, \*Secondary School Science

Identifiers—\*Nigeria, Research Reports

This survey was conducted to determine the status of the following aspects of science curriculum in the twelve states of Nigeria: (1) time allocation, (2) teaching methods, (3) textbooks, (4) syllabi, (5) teaching aids, and (6) evaluation procedures. A questionnaire was developed for this purpose. The sample consisted of 294 secondary schools, representatively chosen from the 588 secondary schools in Nigeria. The analysis of data revealed that one-ninth of the weekly class time was allotted for science teaching. All or nearly all children were studying science. The curriculum leaned heavily toward a teacher-oriented teaching program. The West African School Certificate Examination exerted a major influence in the adoption of teacher-centered, authoritarian teaching methods. Foreign produced textbooks were used in a great majority of the schools. Pupils' lack of adequate experience in primary school, inadequate equipment, and concentration on factual examinations were perceived as serious difficulties in teaching science effectively. Recommendations were made for improvement of the science education. (Author/PS)

ED 113 136 SE 016 751

Waldstein, Morris

The Relationship Between the Ability to Apply Certain of the Principles of Dynamics to New Situations and the Discrepancy Measured Between High School Male Students' Concept of Self and Their Ideal Self.

Pub Date 73

Note—105p.; Ph.D. Dissertation, New York University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-19,454, MF-\$7.50, Xerography-\$15.00)

Document Not Available from EDRS

Descriptors—\*Academic Achievement, Doctoral Theses, Educational Research, Learning, \*Mathematical Concepts, Problem Solving, Science Education, \*Scientific Concepts, Secondary Education, \*Secondary School Science, \*Self Concept, Student Characteristics

Identifiers—Research Reports

This investigation was performed to test the hypothesis that male high school students of high discrepancy score on self-concept would be less able to apply principles of dynamics to new situations than male high school students of low discrepancy score. The discrepancy score was the difference between self-concept and ideal self as calculated with the Bill's High School Index of Adjustment and Values. The ability to apply principles of dynamics was determined by the score on a test constructed for this purpose. The relation between the ability to apply dynamics was found to correlate moderately with IQ; the discrepancy score was found to have virtually no correlation with IQ. (Author/PS)

ED 113 137

SE 017 138

*Brunschwig, Fernand***Experiments That Walk: Four Self-Study Units with Portable Kits for Introductory Physics.**

Pub Date 72

Note—408p.; Ph.D. Dissertation, University of California, Berkeley

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-19,631, MF-\$7.50, Xerography-\$15.00)

**Document Not Available from EDRS****Descriptors**—\*College Science, Doctoral Theses, Educational Research, Higher Education, \*Individualized Curriculum, \*Instruction, \*Instructional Materials, \*Physics, Science Education, Self Help Programs**Identifiers**—Kits, Research Reports

This is a report of the development of four self-study units in physics for college nonscience majors. The topics of the units are Waves and Sound, The Radiant Energy of Sunlight, Infrared Radiation, and Acceleration. Each unit includes an inexpensive, portable kit; a student manual containing all requisite background information, self-test, directions for the experiment and questions; and a teacher's guide with answers to the questions in the manual, a list of learning objectives and a quiz. Student attitudes and study procedures were determined by means of questionnaires and personal interviews. Student learning outcomes were assessed from quizzes, interviews, and student reports. The data showed that most students achieved the important learning objectives. Significant differences were found between quiz scores of students using the units and an equivalent control group. (Author/PS)

ED 113 138

SE 017 148

*Gough, Ruby Louise***An Historical Study of Science Education in Newfoundland.**

Pub Date 73

Note—290p.; Ed.D. Dissertation, Boston University School of Education

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-23,564, MF-\$7.50, Xerography-\$15.00)

**Document Not Available from EDRS****Descriptors**—Doctoral Theses, \*Educational History, \*Educational Problems, Educational Research, \*Historical Reviews, \*Science Education, \*Science History**Identifiers**—\*Newfoundland, Research Reports

Reported is a study of the history of science education in the province of Newfoundland, Canada. Science education was examined within the context of the educational system and in relation to social and cultural development. Causes for current problems in science education, such as declining enrollment in science, acute shortage of qualified science teachers, and general paucity of facilities, were examined from a historical perspective. Restrictive policies against settlement, religious antagonisms, and exploitation by outside interests were largely responsible for duplication of schools with untrained teachers, generally impoverished facilities, and a rigid, narrow curriculum. Differential grading patterns for males and females encouraged employment of more female teachers with no science background. In the twentieth century societal needs affected school curriculum, and science curriculum included the study of hygiene, nature study, and navigation. Causes for science teacher shortages and lack of scientific literacy were also examined. Recommendations for improvement of science education in the province are made based on understanding the origins of present problems. (Author/PS)

ED 113 139

SE 018 409

*Kovach, L. D.***A Survey of Methods of Teaching Mathematics. Final Report.**

Naval Postgraduate School, Monterey, Calif.

Report No.—AD-775-281; NPS-53KV73121A

Pub Date 31 Dec 73

Note—33p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (Order No. AD-775-281/9GA, PC-\$3.25, MF-\$2.25)

**Document Not Available from EDRS****Descriptors**—Algebra, Calculus, \*College Mathematics, Computer Graphics, Computer Oriented Programs, \*Cost Effectiveness, Geometric Concepts, Higher Education, \*In-

struction, Instructional Films, \*Instructional Materials, \*Mathematics Education, Number Systems, Surveys, Textbooks, Topology

Several methods of teaching college-level mathematics sequences are examined for their advantages, disadvantages, and costs. Materials considered include textbooks, film sequences, videotaped lectures, and individualized teaching machines. (SD)

ED 113 140

SE 018 780

*Rowe, Mary Budd, Ed. DeTure, Linda, Ed.***A Summary of Research in Science Education—1973.**

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—93p.

Available from—John Wiley and Sons, Inc., One Wiley Drive, Somerset, New Jersey 08873 (\$4.95)

Journal Cit—Science Education; Special Edition 1975

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.****Descriptors**—Curriculum, \*Educational Research, Handicapped, Instruction, Learning Theories, Physics, Preservice Education, \*Research Reviews (Publications), \*Science Education, Surveys, \*Teacher Education, Testing**Identifiers**—\*Piaget (Jean)

The editors of this review have focused on four purposes: (1) to portray the state of knowledge in science education, (2) to describe any existing trends, (3) to identify areas which need to be researched, and (4) to provide tentative answers to pertinent problems, if any seem to emerge from the research. Research studies reviewed have been divided into the main categories of learning; education, characteristics and behaviors of teachers; values and philosophy; and surveys. Also, an index and bibliography are provided in order that the reader may make easy reference to the 307 research studies listed. (CP)

ED 113 141

SE 018 907

**Data Utilization: A Key to Improved Science Education.**

Council of State Science Supervisors, Inc., Richmond, Va.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 74

Note—45p.; Occasional small type used in charts Available from—The Council of State Science Supervisors, Inc., 1322-28 East Grace Street, Richmond, Virginia 23219

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage****Descriptors**—\*Data Bases, Data Collection, \*Decision Making, Educational Change, \*Educational Planning, Educational Policy, Higher Education, \*Information Systems, Policy, \*Science Education**Identifiers**—Council of State Science Supervisors

The purpose of this project was to determine what the availability of educational data in the state department of education is and what strategies can be applied to improve state data systems and make the best use of them in making national and state educational decisions. The project involved two major activities: the design and implementation of a survey to determine the extent and consistency of data collected by the states as well as the frequency and source of data collection and a study of results of the survey in order to make recommendations for improved data gathering and utilization. Results indicated the available data in state data banks would not be useful in determining training needs of teachers or teacher competency. There was little correlation between kinds of data collected and problems related to science teachers and teaching. Some of the recommendations made were for the upgrading of state data banks to collect information which will be useful in making educational policy decisions. A survey form which could be used to collect data on science teachers employed in the 50 states is also included in the project report. (Author/BR)

ED 113 142

SE 019 431

**Catalog of Media Resources. Project ICE.**

Project I-C-E, Green Bay, Wis.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Bureau No.—BR-3-0441SW

Pub Date 75

Note—61p.; Contains color-coded materials

Available from—Project I-C-E RMC, 1927 Main Street, Green Bay, Wisconsin 54301 (\$1.50)

**Document Not Available from EDRS****Descriptors**—\*Bibliographies, Ecology, \*Environmental Education, Instructional Aids, \*Instructional Materials, \*Instructional Media, Natural Resources, \*Science Education, Teaching Guides**Identifiers**—Elementary Secondary Education Act Title III, ESEA Title III, \*Project ICE

This guide is a list of available environmental education materials from the Project I-C-E Resource Materials Center. A one-page guide explaining procedures for using the Resource Center services is provided. It contains the service charges for shipping and handling, check-out periods, those who may use the resources, ordering instructions, procedures for returning materials, and users' liability. The bibliographic listing of environmental education resources is subdivided into five areas: Films, Filmstrips, Kits, Simulation Games, and Books and Booklets. The section on printed materials is arranged alphabetically with call numbers. Each of the other areas is organized in numerical order, and most contain a listing of new materials. A brief description for the films and filmstrips, along with the grade level, is given. The kits contain a series of lessons in such topics as pollution, ecology, pesticides, environmental quality, water resources, urban problems, environmental awareness, etc. They are briefly described with grade level indicated. Along with the printed material, there is usually an accompanying teacher and student manual and/or films, filmstrips, records, slides, charts, tapes, etc. The section on simulation games contains the purposes of each game, a brief explanation of the procedures, and appropriate grade levels for its use. (BP)

ED 113 143

SE 019 432

*Healy, Mary K. Root, Phyllis***A Beginning. Revised 3rd Edition.**

Pub Date 73

Note—61p.; Prepared for the Sierra Club Conference on Education for Environmental Awareness. For an earlier edition, see ED 071 866. Occasional marginal legibility due to colors used

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage****Descriptors**—Ecology, Educational Resources, Environment, \*Environmental Education, \*Instructional Materials, \*Instructional Media, \*Learning Activities, Natural Resources, \*Student Projects

This document contains a selection of materials focusing on man acting to know, preserve, and improve his environment. The booklet is divided into three parts. Part one presents a listing of objectives. They reflect a need for all to become aware of the problems that plague our environment. Furthermore, they indicate that the ecological improvement of the earth is the responsibility of each and every member of society. The second section is a description of eleven class projects which are to be adapted and used in the appropriate grade level, kindergarten through twelve. Relevant topics include environmental laws that could be submitted to the state legislature, a conservation fair, an advertising campaign for endangered species, a map of your locality with its environmental problems and proposed solutions, and "ecopornography." Part three, the most extensive, is a directory of resources. Provided are a brief description, cost information, and grade level for films, filmstrips, printed materials, literature, units, texts, periodicals, songs, and games. (BP)

ED 113 144

SE 019 448

**An Overview of Environmental Attitudes, Values, and Ethics: A Symposium.**

Pub Date 12 Aug 74

Note—58p.; Symposium presented at the Annual Conference of the Conservation Education Association (SUNY College of Environmental Science and Forestry, Syracuse, New York, August 12, 1974)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage****Descriptors**—\*Attitudes, Cultural Context, Culture Conflict, \*Environment, \*Environmental

Education, Ethical Values, Human Dignity, Psychology, Religion, \*Social Environment, Social Influences, Social Values, Symposia, \*Values

This series of symposium papers examines the phenomena of environmental attitudes, values, and ethics from a psychological, philosophical/religious, and Western religion perspective. The psychological view is examined from three standpoints: the internalist position, explaining behavior from events within the individual; the interactionist position, emphasizing interaction between an individual and the environment; and the externalist position, accounting behavior in terms of events outside of the individual. Illustrations are provided from observations of environmentalists and educators. The author provides suggestions for incorporating these perspectives in environmental education programs. The subscriber of the religious viewpoint believes the environmental crisis to be one of man's understanding of himself. She realizes a need for institutional change, but emphasizes its origin with a self-reform, which can be affected through the schools. The proponent of the Judeo-Christian ethic examines the relationship between God and human beings. This position states that God still owns and controls earth and will do so with or without us; that justice is the priority in achieving harmony with our ecological niche; and that human values are our potential for positive action. The second section of this document presents a series of questions and reports responses of the panelists. (BP)

ED 113 145

SE 019 469

Felix, John Henry

Oahu, Hawaii's Water Supply: 1848-2020 A.D.

Pub Date Jul 75

Note—370p.; Ph.D. Dissertation, Walden University

EDRS Price MF-\$0.76 HC-\$18.40 Plus Postage

Descriptors—\*Conservation (Environment), Doctoral Theses, \*Ecological Factors, Environment, \*Natural Resources, Recycling, Resource Materials, \*Water Pollution Control, \*Water Resources

Identifiers—Hawaii, Research Reports

Demand projections indicate that Oahu's natural ground water supply will be fully developed by the year 2000. Supplementary water resources will need to be developed in keeping with the growth of the economy and population. The author, chairman of the Honolulu Board of Water Supply, authoritatively discusses types of ground water in Hawaii, and areas of interest in water development throughout the Islands. This is followed by an in-depth historical accounting of Oahu's water supply system. The present water resources, population, land use situation, and projects for the future are examined. The Board of Water Supply, which has amply provided Oahu with high quality water, has carried out its responsibilities inefficiently. Management, in terms of utilizing computer technology, is indicated to deal with increasing problems. The issue of whether to combine water supply operations with sewerage functions is presented. Institutional responses to water supply needs, desalination, water recycling and treatment, and energy are other topics thoroughly treated. Although technological innovations can be used to increase supply, specific development projects, conservation measures, and institutional reform are recommended to meet Oahu's water supply needs beyond the year 2020. An extensive bibliography of published and unpublished materials is included. (BP)

ED 113 146

SE 019 470

Giever, Paul M., Ed.

Air Pollution Manual, Part 1--Evaluation. Second Edition.

American Industrial Hygiene Association, Akron, Ohio.

Pub Date 72

Note—259p.

Available from—E. Lynn Schall, American Industrial Hygiene Association, 210 Haddon Avenue, Westmont, New Jersey 08108 (\$15.00)

Document Not Available from EDRS

Descriptors—\*Air Pollution Control, Bibliographies, \*Conservation (Environment), \*Ecological Factors, Environment, Environmental Education, Environmental Influences, \*Environmental Research, Exhausting, Measurement, Natural Resources, \*Pollution

Due to the great increase in technical knowledge and improvement in procedures, this second edition has been prepared to update existing information. Air pollution legislation is reviewed. Sources of air pollution are examined extensively. They are treated in terms of natural sources, man-made sources, metropolitan regional emissions, emission rates from fuels, incinerators, internal combustion engines, and industrial processes. The effects of air pollution on humans, animals, vegetation, and the economy are dealt with. In each section, specific pollutants and symptoms associated with their intake are discussed. Community air pollution surveys are instituted to determine the sources and effects of air pollution. Control agency programming is established. The text also deals with sampling, analysis, and meteorological aspects of air pollution. The subject is treated in great detail, and intends to provide the kind of information required for the evaluation of air pollution problems. A comprehensive bibliography is included. (BP)

ED 113 147

SE 019 471

1975 Status Report and Resource Guide on Aviation and Space Related High School Courses.

General Aviation Manufacturers Association, Washington, D.C.

Pub Date 75

Note—27p.; Marginal Legibility due to blue print Available from—ERIC/SMEAC, The Ohio University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

Document Not Available from EDRS

Descriptors—\*Aerospace Education, \*Course Descriptions, \*Curriculum Development, Science Education, Secondary Education, \*Secondary School Science, \*Space Sciences Identifiers—\*Aviation Education, GAMA, General Aviation Manufacturers Association

This study contains a statistical consolidation of information reflecting many of the trends and patterns becoming evident in high school aviation courses conducted across the country. For purposes of this report the term aviation relates to all courses including both aviation and space. The information reported is considered to be of value for the planning, development and operation of individual aviation and/or space education programs. The report represents the fourth major compilation of statistical data and is presented for the 1974-75 school year. Within this report is a current list of all General Aviation Manufacturers Association (GAMA) member organizations. School information, showing percentages of aviation programs as a function of school population, is presented as well as descriptive information related to a typical aviation teacher. Academic background and aeronautical qualifications of teachers are presented. Course information given includes description of program designs, course titles, course classification, content and field trips as well as student flight orientation experiences and evaluation procedures. (Author/EB)

ED 113 148

SE 019 535

Environmental Education: Problems, Projects and Exercises [Grades 4-10].

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Science Education.

Pub Date Feb 72

Note—50p.; Adapted from a similar Wisconsin publication, ED 046 746

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Curriculum Guides, \*Ecological Factors, Elementary Secondary Education, \*Environmental Education, \*Instructional Materials, Interdisciplinary Approach, Mathematical Concepts, Natural Resources, \*Pollution, Population Trends, \*Problem Solving, Student Projects, Teaching Guides

This sourcebook is an example of how environmental concepts can be introduced into various areas of the school curriculum. Included are a series of problems, projects, and exercises for students in grades four through ten. They are concerned primarily with pollution, population, individual needs, industrial needs, and consumption, on both a community and national scale. Each of the activities presents a particular problem, and students are asked to utilize their computational skills and/or suggest alternatives. The various problems and exercises aim to challenge students' problem-solving abilities in dealing with whole numbers, rational numbers, real numbers, percent and proportion, measurement, statistical measures, and graphs. Through genera-

tion of projects, students examine problems and suggest ways to improve environmental conditions. (BP)

ED 113 149

SE 019 539

Pavoni, Joseph L. And Others Preserving Man's Environment.

Pub Date 74

Note—308p.

Available from—Data Courier, Inc., 620 South Fifth Street, Louisville, Kentucky 40202 (List Price \$13.95; Educational Discount Price \$11.95)

Document Not Available from EDRS

Descriptors—Air Pollution Control, \*Ecological Factors, Environment, \*Environmental Education, \*Learning Activities, Recycling, Resource Units, Science Education, \*Science Units, Teaching Guides, \*Unit Plan, Waste Disposal, Water Pollution Control, Water Resources

This text focuses upon ecology and environmental science. It provides a thorough introduction to these areas, as well as the dimension of practical application to the classroom situation. The introductory section deals with the need to become aware of environmental problems, as well as presenting a brief summary of the succeeding chapters. The topics treated include the spaceship earth concept, ecological principles, water quality control, solid waste disposal, recycling and resource recovery, air quality control, noise pollution, environmental impact statements, and environmental law. There are two chapters devoted to each of these nine areas. The first chapter presents an extensive description of the environmental problem; the second chapter is a comprehensive teaching unit, broken down into seven sections. There is a brief introduction to each topic, stressing its importance, followed by the objectives of the unit. The content, activities, and experiments are given, and the units are divided into basic and advanced sections; the former appropriate for junior high school; the latter intended for senior high school and undergraduate college curricula. The evaluation area presents possible objective and essay questions. A detailed account of relevant sources, including books, periodicals, pamphlets, films, filmstrips, and games, is listed at the end of each unit. (BP)

ED 113 150

SE 019 540

Case, Sharon, Ed. And Others

Living Education: A Teacher's Guide to Overnight Sites in Oregon.

Oregon State Dept. of Education, Salem.

Pub Date [75]

Note—85p.; Photographs will reproduce poorly Available from—Documents Clerk, Oregon Department of Education, 942 Lancaster Drive, N.E., Salem, Oregon 97310 (\$2.00)

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*Camping, \*Educational Facilities, Educational Resources, Environmental Education, Field Instruction, Field Trips, \*Instructional Materials, Instructional Media, Instructional Trips, Outdoor Education, Program Development, Recreational Programs, \*Resident Camp Programs, \*Teaching Guides

Identifiers—Oregon

This document has been prepared to encourage teachers in Oregon to plan environmental trips with their classes. It is organized into three major sections—Awareness in a Living Environment, Teaching and Planning Resources, and Directory of Overnight Sites in Oregon. Using a series of questions as guidelines, children become aware of their environment by looking, listening, and touching. Change, cycles, microhabitats, and interdependence are other topics designed to stimulate inquiry and increase environmental awareness. The second part of this publication is arranged in five subsections. The first section is a listing of agencies that will provide free pamphlets, booklets, maps, guides, films, and slide presentations upon request. Section two presents a bibliography of instructional materials. The third area contains a glossary of terms, which might be helpful in discussing environmental issues. Tips on planning trips are included in the fourth subsection. The fifth area is a listing of suggested items to take on a trip. Part three provides a listing of non-commercial camps available through agencies, church organizations, or private owners. The camps are listed within each of the eleven area divisions of Oregon, and by county within each division. Location, accommodations, and contacts for camps are included. (BP)



ED 113 151 SE 019 632

**A Handbook of Environmental Encounters.**  
Oregon State Dept. of Education, Salem.

Pub Date 73

Note—117p.

Available from—Documents Clerk, Oregon Department of Education, 942 Lancaster Drive, N.E., Salem, Oregon 97310 (\$2.50)

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Ecology, \*Elementary Secondary Education, Environment, \*Environmental Education, \*Instructional Materials, Interdisciplinary Approach, Learning Activities, Natural Resources, Problem Solving, \*Science Education, Student Projects, \*Teaching Guides

This handbook has been designed as a teaching resource to be used in the development of student attitudes and competencies, reflecting an awareness of the environment, and a motivation to work toward solutions to its problems. Listed activities are to be adapted to the abilities and interests of students, school locale, and teaching situation. Suggested exercises consist of air, noise pollution, soil, rocks, minerals, ecosystems, trees, plants, marine and freshwater life, animals, population, energy, pesticides, land use, watershed management, private enterprise, student needs and perceptions, and solid waste. Each of the activities or encounters has objectives stated in behavioral terms. The rationale for each undertaking is identified, with needed materials and appropriate terminology. The environmental topics are divided into activities which call for some particular action on the part of students (i.e., observation, collection, identification, comparison, discussion, etc.). Appraisal activities are suggested for teachers to determine the extent of learning which has occurred. The encounters have been made as flexible as possible to give them the greatest utility. They are designed to be implemented in one or more of the curricular areas, and suggestions for integration are provided. Printed and audiovisual materials are also listed. (BP)

ED 113 152 SE 019 635

*Syudam, Marilyn N., Ed. Osborne, Alan R., Ed.*  
**Algorithmic Learning.**

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Career Education Program.

Pub Date [75]

Note—194p.

Available from—Ohio State University, Center for Science and Mathematics Education, 244 Arps Hall, Columbus, Ohio 43210 (\$3.75)

EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage

Descriptors—\*Algorithms, Cognitive Processes, Elementary Secondary Education, Instruction, \*Learning, Learning Theories, \*Literature Reviews, \*Mathematics Education, Memory, \*Research, Teaching Methods

Identifiers—\*Algorithmic Learning

This volume contains a series of papers on algorithmic learning. Included are six reviews of research pertaining to various aspects of algorithmic learning, six reports of pilot experiments in this area, a theoretical discussion of "The Conditions for Algorithmic Imagination," and an annotated bibliography. All the papers assume a common definition of algorithmic learning as "the process of developing and/or applying methods or procedures, i.e., algorithms, with the goal of learning-how-to-learn." A common definition of algorithm is also used. Topics covered by literature reviews include algorithmic processes for cognition, algorithms and hierarchies, conceptual bases for the learning of algorithms, interference with the learning of algorithms, algorithmic problem solving, and algorithms and mental computations. Research papers report on studies related to algebra (3), arithmetic (2) and the use of desk calculators (1). The authors conclude that there are many open researchable questions in the area of algorithmic learning. (SD)

ED 113 153 SE 019 637

**Air Sampling Instruments for Evaluation of Atmospheric Contaminants.** Fourth Edition.

American Conference of Governmental Industrial Hygienists, Cincinnati, Ohio.

Pub Date 72

Note—500p.

Available from—American Conference of Governmental Industrial Hygienists, P. O. Box 1937, Cincinnati, Ohio 45201 (\$12.50)

Document Not Available from EDRS

Descriptors—\*Air Pollution Control, \*Environment, \*Instrumentation, Measurement, \*Measurement Techniques, Pollution, \*Technical Reports, Technological Advancement

This text, a revision and extension of the first three editions, consists of papers discussing the basic considerations in sampling air for specific purposes, sampler calibration, systems components, sample collectors, and descriptions of air-sampling instruments. (BT)

ED 113 154 SE 019 638

**Activities. A Collection of Things to Do at the Environmental Learning Center, Isabella, Minnesota.**

Environmental Learning Center, Isabella, Minn.

Pub Date [75]

Note—119p.; Occasional marginal legibility

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Curriculum Guides, \*Elementary Secondary Education, \*Environmental Education, \*Instructional Materials, Learning Activities, Natural Resources, Outdoor Education, Resident Camp Programs, \*Science Education, Student Projects, \*Teaching Guides

A collection of activities used successfully at the Environmental Learning Center in Isabella, Minnesota, are contained in this guide. Areas of study are perception and communication, mapping, weather, snow, soil, aquatics, trees, and animals. Within these areas is a number of related activities, each to be adapted to the appropriate grade level. The exercises contain a brief description with a statement of purpose. Equipment checklists indicate what the center furnishes, and what you are expected to provide. Procedures explain specifically how to go about each activity. A series of discussion questions serve as a follow up to the exercises. The lessons provide a degree of flexibility, so that they can be used when designing a resident program, or modified to accommodate individual or group needs. A number of the activities suggest the use of activity cards which can be reproduced from the lesson sample. Notebooks are also indicated as being important in most areas. Included in the appendix is a detailed account of available equipment at the center, including those items for camping, recreation, measuring, optics, astronomy, terrestrial needs, aquatic needs, test kits, and audiovisual aids. The bibliography contains a collection of materials used to develop environmentally oriented lessons. (BP)

ED 113 155 SE 019 644

*Ogle, John W. Meek, Cleo M.*

**Mathematics Goals and Activities: K-6. Part 2.**

**Operations and Mathematical Sentences.**

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Mathematics.

Report No—Pub-437

Pub Date 71

Note—202p.; marginal legibility due to colored background. For related volumes, see ED 048 148 and SE 019 645

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

Document Not Available from EDRS

Descriptors—\*Basic Skills, Curriculum, Elementary Education, \*Elementary School Mathematics, Instruction, Instructional Improvement, \*Learning Activities, \*Mathematical Concepts, Objectives

This book is the second in a three-volume set prepared to assist elementary-school teachers in the improvement of mathematics instruction. Each volume begins with a scope-and-sequence chart which assigns topics to seven levels. In later sections at least one objective is defined for each topic, and a series of activities related to objectives is described. The content of this volume is operations and mathematical sentences. Other volumes in the series are devoted to sets and numbers (part 1) and geometry, measurement, graphs, and scale drawing (part 3). (SD)

ED 113 156 SE 019 645

*Ogle, John W. Meek, Cleo M.*

**Mathematics Goals and Activities: K-6. Part 3.**  
**Geometry, Measurement, Graphs and Scale Drawings.**

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Mathematics.

Report No—Pub-445

Pub Date 72

Note—202p.; marginal legibility due to colored background. For related volumes, see ED 048 148 and SE 019 644

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

Document Not Available from EDRS

Descriptors—\*Curriculum, Elementary Education, \*Elementary School Mathematics, Geometric Concepts, \*Geometry, Graphs, Instruction, Instructional Improvement, \*Learning Activities, \*Measurement, \*Objectives, State Departments of Education

This book is the third in a three-volume set prepared to assist elementary-school teachers in the improvement of mathematics instruction. Each volume begins with a scope-and-sequence chart which assigns topics to seven levels. In later sections at least one objective is defined for each topic, and a series of activities related to objectives is described. The content of this volume is geometry, measurement, graphs, and scale drawing. Other volumes in the series are devoted to sets and numbers (part 1) and operations and mathematical sentences (part 2). (SD)

ED 113 157 SE 019 661

*Allen, Layman E.*

**Resource Allocation Games: A Priming Game for a Series of Instructional Games (The POE Game).**

Pub Date Oct 72

Note—24p.; Paper presented at the Annual Symposium of the National Gaming Council (11th, Baltimore, Maryland, October 5-7, 1972)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Activity Learning, Classroom Games, \*Games, Game Theory, Junior High Schools, \*Mathematical Enrichment, Mathematics Education, Problem Solving, Secondary Education, \*Secondary School Mathematics

Identifiers—\*POE Game

This paper describes in detail the paper-and-pencil POE (Pelham Odd 'R Even) game, in which units of space are the allocated resources. The game is designed to provide an introduction to the rule structure common to the games of EQUATIONS, WFF 'N PROOF, and ON-SENTS & NON-SENTS. Techniques of playing POE, including goals, solutions, moves, scoring and variations of the game, are included. (JBW)

ED 113 158 SE 019 662

*Allen, Layman E. Ross, Joan*

**Instructional Gaming as a Means to Achieve Skill in Selecting Ideas Relevant for Solving a Problem.**

Pub Date [74]

Note—17p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Activity Learning, Classroom Games, Decision Making, \*Games, Game Theory, Junior High Schools, Mathematical Enrichment, Mathematics, \*Problem Solving, \*Research, Secondary Education, \*Secondary School Mathematics

Identifiers—\*Instructional Math Play Kits

Two pilot studies investigated the effects of using Instructional Math Play (IMP) Kits, pamphlets with which individuals may play the mathematical game EQUATIONS against a computer program. Twenty-nine junior high students in a high-ability mathematics class completed varying numbers of the kits in five 48-minute sessions during a two-week period; ten selected junior high school mathematics teachers worked through the entire series during a two-and-one-half month period. Pre- and post-tests were designed to evaluate subjects' ability (1) to detect the relevance of a particular idea for solving a problem, and (2) to evaluate a mathematical expression involving that idea. Both groups made significant increases. A significant amount of "unencountered learning" was noted. It was suggested that significant effects may be anticipated with less competent subjects than those involved in the pilot study. (Author/JBW)

ED 113 159 SE 019 663

*Allen, Layman E. Main, Dana B.*

**The Effect of Instructional Gaming upon Absenteeism: The First Step.**

Pub Date [73]

Note—26p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

**Descriptors**—Activity Learning, Affective Behavior, \*Attendance Patterns, \*Attitudes, Classroom Games, Games, \*Game Theory, Grade 7, Grade 8, Junior High Schools, Learning Motivation, \*Mathematical Enrichment, Mathematics Education, Problem Solving, \*Research, Secondary Education, \*Secondary School Mathematics

**Identifiers**—EQUATIONS Game, Research Reports

This study focuses on the affective dimension of learning as influenced by a learning environment organized around instructional gaming. Experimental and control classes of seventh- and eighth-grade students taught by the same teachers for both semesters participated in the 1972-73 study. The experimental learning environment contained three components in addition to regular mathematics instruction: (1) the mathematics game EQUATIONS; (2) a twice-a-week tournament; and (3) the organization of the classes into teams. The student absentee rates were selected as the measure of students' attitudes toward the learning environments. Results indicated: (1) the mean absentee rate in nongame classes was significantly higher than in game classes; (2) the mean absentee rate of students switched from first term game classes to second term nongame classes was significantly greater in the second term; (3) the evidence for a carryover effect of participation in a games class for one term in lessening absenteeism in a nongame class in the second term was tenuous. (Author/JBW)

**ED 113 160** SE 019 664

**Main, Dana B. Plant, Mark**  
Resource Allocation Games as the Environment for Evaluation.

Pub Date 1 Mar 73

**Note**—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, March 1973)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Classroom Games, Cognitive Development, \*Game Theory, \*Logic, Mathematical Logic, Mathematics Education, \*Problem Solving, \*Research Tools, Secondary Education, \*Secondary School Mathematics, Set Theory

**Identifiers**—\*EQUATIONS Game

This paper directs attention to the use of the EQUATIONS game as a research tool to study certain kinds of mathematical behavior, for example, the kinds of mathematical problems which players prefer to consider and to force their opponents to consider. Mathematical equations that meet certain game rule constraints constitute a problem space. A resource is a component of these equations, i.e., digits and operations symbols. Allocating resources is performed by a player's move within the well defined limits of game rules which may have the effect of altering the problem space. In this paper, forms of the mathematics game EQUATIONS are described and analyzed. Player strategy is analyzed, and the relevance of that analysis to the study of mathematical behavior is discussed. (Author/JBW)

**ED 113 161** SE 019 665

**Main, Dana B. Ross, Joan**  
Experimental Games as an Unobtrusive Probe in Playing EQUATIONS.

Pub Date May 74

**Note**—5p.; Paper presented at the International Simulation and Gaming Association (Technical University Berlin - West Germany, May 1974). Marginal Legibility

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

**Document Not Available from EDRS**

**Descriptors**—\*Activity Learning, Classroom Games, \*Games, Game Theory, Junior High Schools, \*Mathematical Enrichment, Mathematics, Mathematics Education, Problem Solving, \*Research, \*Secondary School Mathematics

**Identifiers**—Research Reports

In February and May 1973, experimental forms of the mathematics game EQUATIONS were used in two seventh-grade classes which had been participating twice a week in EQUATIONS tournaments since the previous September. The purpose of the experimental games was to gain information as to the kinds of mathematical ideas players choose to concern themselves with during

the course of playing EQUATIONS. The study addressed two questions: (1) What is the change in the proportion of games in which simpler solutions are extinguished before the more advanced solutions? and (2) What is the change in the proportion of students correctly using solutions with more advanced concepts to sustain the burden of proof? The analysis indicated that as students acquired more advanced mathematical concepts they were willing to apply them in the classroom tournament setting. An increase also occurred in the proportion of players correctly using the more advanced concepts when previous plays of the game allowed it. (Author/JBW)

**ED 113 162** SE 019 666

**Main, Dana B. Jakubowski, Diane**  
Student Opinions of EQUATIONS Tournaments.

Pub Date Oct 74

**Note**—13p.; Paper presented at the Annual Symposium of the National Gaming Council (13th, Pittsburgh, Pennsylvania, October 8-10, 1974). Best Copy Available; Occasional Marginal Legibility

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Activity Learning, Classroom Games, \*Games, Game Theory, Junior High Schools, \*Mathematical Enrichment, Mathematics Education, Middle Schools, Problem Solving, \*Research, \*Secondary School Mathematics, Student Opinion

**Identifiers**—Research Reports

A survey was conducted with 104 seventh-grade students in four classrooms participating in EQUATIONS tournaments. The tournaments had been taking place on a weekly-basis for several weeks. The study compares four basic pedagogical assumptions behind the tournament structure with student opinion of the tournaments. Student responses to the survey were analyzed in the form of frequency and percents of alternate responses and with chi square tests. It was concluded that students view their place in the tournament hierarchy as reflecting their ability, but they are willing to meet stiffer competition. They view winning as being under their control. The assumptions behind tournament structure for EQUATIONS appear to be consistent with student opinions of the EQUATIONS tournament. (Author/JBW)

**ED 113 163** SE 019 667

**Allen, Layman E. Ross, Joan**  
Improving Skill in Applying Mathematical Ideas: A Preliminary Report on the Instructional Gaming Program at Pelham Middle School in Detroit.

Pub Date Oct 74

**Note**—13p.; Paper presented at the Annual Symposium of the National Gaming Council (13th, Pittsburgh, Pennsylvania, October 8-10, 1974). Occasional small type used in charts

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Activity Learning, Classroom Games, \*Games, Junior High Schools, Mathematical Enrichment, Mathematics, Mathematics Instruction, Middle Schools, \*Problem Solving, \*Research, \*Secondary School Mathematics

**Identifiers**—Michigan (Detroit), Pelham Middle School, Research Reports

Performance of 237 students in ten eighth-grade mathematics classes was assessed to measure their ability to solve (1) problems which involve only computation, and (2) problems which involve computation and recognition of the relevance of a particular mathematical idea indispensable to the solution of the problem. Pretest and/or posttest data were collected for five different sets of experimental conditions represented in the ten classes. The effects of the various sets of experimental conditions were measured by two different forms of two specially constructed tests. The study provides strong support for the proposition that skills in applying mathematical ideas can be improved by learning procedures that are rich in opportunities for application at appropriate levels of complexity for each student. (Author/JBW)

**ED 113 164** SE 019 668

**Bending and Stretching.**  
Georgia Univ., Athens. Research and Development Center in Educational Stimulation.

Pub Date [69]

**Note**—21p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Discovery Learning, Elementary Education, \*Elementary School Mathematics, \*Mathematical Concepts, Mathematics Education, Networks, Pattern Recognition, Serial Ordering, \*Topology, \*Workbooks

This 19-page workbook presents the elementary student with topological concepts through sequences of pictures with related questions. Generally the questions ask, "How are the pictures different?" and "How are they the same?" Several topological concepts are presented in this manner: connectivity, number of holes, closed and open curves, networks, and serial order. (SD)

**ED 113 165** SE 019 669

**Shah, Sair Ali**  
Topological Equivalence of Objects. Teacher's Guide for Use with Stretching and Bending. Working Paper No. 18a.

Georgia Univ., Athens. Research and Development Center in Educational Stimulation.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Report No.—Center No-5-0250; WP-18a

Pub Date Oct 69

Contract—OEC-6-10-061

**Note**—22p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Activity Learning, Curriculum, Elementary Education, \*Elementary School Mathematics, \*Experimental Curriculum, Learning, \*Mathematical Concepts, \*Mathematics Education, Primary Education, \*Topology

The notions of topological equivalence for one-, two-, and three-dimensional figures, as well as for graphs and networks, are developed for classroom use with children between the ages of three and ten. Properties of open and closed curves are also examined. This manual, addressed to the teacher, describes several activities related to each concept to be introduced. In order to implement this material, the teacher would need plastic clay, colored beads, and wire or pipe cleaners for each student. (SD)

**ED 113 166** SE 019 670

**Measurement with Metric. A Resource Handbook.**  
Field Test Version.

Oregon State Dept. of Education, Salem.

Pub Date 75

**Note**—48p.; occasional marginal legibility

Available from—Documents Clerk, Oregon Department of Education, 942 Lancaster Drive, N.E., Salem, Oregon 97310

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Activity Learning, Higher Education, Instructional Materials, Laboratory Procedures, \*Mathematics Education, \*Measurement, \*Metric System, State Departments of Education, \*Teacher Education, Teaching Guides, \*Teaching Methods

This handbook, prepared in field-test version, is intended to provide in-service teachers with "guidance in the development of the basic concepts of measurement." The basic assumption on which this guidance is based is that "hands-on" experience is the most appropriate method of teaching metric measurement. An additional premise is that students should learn to think in the metric system, and not to convert from the English to the metric system. The handbook is divided into five sections. After the rationale for teaching the metric system is presented in part one, a variety of activities for teachers' use in developing pre-measurement and measurement skills is described in part two. Section three is designed to aid in the planning and conducting of metric workshops, and section four, on implementation, describes materials needed. A glossary of terms and a bibliography comprise section five. (SD)

**ED 113 167** SE 019 671

**White, Ruth M.**  
A Process Approach to Learning Arithmetic "First Year."

Allegheny County Schools, Pittsburgh, Pa. Exceptional Children's Program.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 73

**Note**—126p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—Arithmetic, Basic Skills, Curriculum, Curriculum Guides, \*Elementary School Mathematics, Grade 1, \*Learning Activities, \*Low Achievers, Mathematics Education, \*Number Concepts, Primary Education, \*Special Education, Worksheets

**Identifiers**—Elementary Secondary Education Act Title III, ESEA Title III

This curriculum guide was developed for low achievers and students needing special programs in first-grade mathematics. Modeled after the "Science—A Process Approach" curriculum, the program consists of an integrated series of learning activities. Master worksheets for recommended activities are included in the guide. The curriculum is divided into ten units. The first unit deals with the concept of numerosity and with the first three (whole) numbers. Subsequent units each deal with a single whole number. Activities involve printing the numeral as well as associating the numeral with appropriate sets. A list of objectives and pre- and post-tests are provided for each unit. (SD)

**ED 113 168** **SE 019 672**

*Wallace, Jesse D.*

**Going Metric...PAL (Programmed Assigned Learning).**  
Pub Date 74  
Note—41p.

Available from—Dr. Jesse D. Wallace, 1078 East 5th Avenue, Chico, Calif. 95926 (1-4 copies, \$2.25 ea., 5 or more copies, \$1.75 ea.)

**Document Not Available from EDRS**

**Descriptors**—Adult Education, Mathematical Applications, \*Measurement, \*Metric System, \*Programed Instruction, Secondary Education, \*Secondary School Mathematics, Vocabulary, \*Workbooks

This 41-page programed booklet is intended for use by students and adults. It introduces the metric units for length, area, volume, and temperature through a series of questions and answers. The advantages of the metric system over the English system are discussed. Conversion factors are introduced and several applications of the metric system in everyday situations, scientific problems, and manufacturing areas are explored. (SD)

**ED 113 169** **SE 019 673**

*Montgomery, Mary E. Whitaker, Donald R.*

**Report of the Coordinators' Training for Large Scale Field Testing of Developing Mathematical Processes. Technical Report No. 296.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—WRDCL-TR-296

Pub Date Jan 75

Contract—NE-C-00-3-0065

Note—135p.; Report from the Project on Analysis of Mathematics Instruction

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—Coordination, \*Coordinators, \*Educational Programs, Elementary Education, \*Elementary School Mathematics, \*Evaluation, Instructor Coordinators, Management Development, Mathematics Education, Professional Training, Program Descriptions, Supervisory Training

**Identifiers**—\*Developing Mathematical Processes, DMP, Wisconsin R and D Center for Cognitive Learning

This report describes a 1972-73 field test regarding the development of procedures and materials for training coordinators to implement the Developing Mathematical Processes (DMP) program. DMP is a research-based, elementary school mathematics program under development at the Wisconsin Research and Development Center for Cognitive Learning. To conduct this field test, school district coordinators who would use the developmental edition of DMP Levels 1-4 (K-2) were identified, trained, and followed throughout the year. Information was also gathered from teachers on the usability of DMP materials and is included in this report. A brief summary of the 1973 and 1974 training programs for coordinators and the process of revising the Coordinators Manual are included. Changes in procedures and materials are suggested throughout the report. (Author/JBW)

**ED 113 170** **SE 019 676**

*Waters, William Meade, Jr.*

**Report on a Study to Determine the Effect of Knowledge of Recursive Definitions upon Subsequent Application of the Principle of Mathematical Induction.**

North Carolina State Univ., Raleigh. Dept. of Mathematics and Science Education.

Pub Date Jun 73

Note—61p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—Achievement, Analysis of Variance, Comparative Analysis, \*Inductive Methods, \*Instruction, \*Learning, Mathematics Education, Number Concepts, Programed Instruction, \*Research, Secondary Education, \*Secondary School Mathematics

**Identifiers**—\*Principle of Mathematical Induction, Research Reports

The objective of the study was to determine the effect which a unit dealing with recursive definitions would have on students' achievement in applying the principle of mathematical induction (PMI). Twenty-four secondary school students were randomly assigned to control and experimental groups. Students in the control group studied programmed units of the PMI program first and then programmed units on the recursive definition program. This procedure was reversed by the experimental group. Data were obtained from a posttest and a subsequent retention test. A 2 x 2 analysis of variance was used to analyze data. Changes in score were analyzed using "t" tests. The study indicates that it makes little difference whether a unit on recursive definitions precedes or follows a unit on the PMI. (Author/JBW)

**ED 113 171** **SE 019 677**

**Chemistry: Experiments, Demonstrations and Other Activities Suggested for Chemistry.**

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 75

Note—378p.

Available from—Publications Distribution Unit, Room 169, Education Building, Albany, N.Y. 12224 (\$1.50 to residents of New York State; free copies are available to New York State school personnel when ordered through a school administrator)

**EDRS Price MF-\$0.76 HC-\$19.67 Plus Postage**

**Descriptors**—\*Chemistry, \*Curriculum, \*Instructional Materials, \*Science Activities, Science Education, Science Materials, Secondary Education, \*Secondary School Science

This publication is a handbook used in conjunction with the course of study in chemistry developed through the New York State Education Department and The University of the State of New York. It contains experiments, demonstrations, and other activities for a chemistry course. Areas covered include the science of chemistry, the atomic structure of matter, solutions, metals and metallurgy, non-metals, ionization, acids, bases and salts, organic chemistry, nuclear energy, and reaction principles. Suggestions are included in the appendices relating to visual aids, planning field trips, preparing reports, suggested readings and facts related to equipment and supplies. General references and bibliographical data are included. (EB)

**ED 113 172** **SE 019 682**

*Klus, John P. Jones, Judy A.*

**Engineers Involved in Continuing Education: A Survey Analysis.**

American Society for Engineering Education, Washington, D.C.

Pub Date 75

Note—102p.

Available from—American Society for Engineering Education, One Dupont Circle, Suite 400, Washington, D.C. 20036 (\$5.00)

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Adult Education, Educational Research, Engineering Education, \*Engineers, Occupational Surveys, \*Professional Continuing Education, Professional Occupations, Science Education, Statistical Surveys, \*Surveys

**Identifiers**—Research Reports

This work is one of a series of monographs on the improvement of engineering education. This particular study was designed to determine: (1)

the extent of individual engineers' involvement in continuing education; (2) factors pertaining to job success; and (3) what relationships may exist between the two. The population surveyed included all persons with a bachelor's or higher degree in engineering who were working in an engineering area. Data were obtained by means of a questionnaire. Six factors related to an engineer's success were chosen as dependent variables: (1) years with present company; (2) present job satisfaction; (3) salary increases and promotions; (4) salary with respect to age; (5) salary with respect to job responsibilities; and (6) salary with respect to age and job responsibilities. A list of independent variables were chosen to indicate two types of continuing education: those types which can be measured by participation in programs, and other types which are highly individualized and cannot be measured by participation in programs. Chi square statistics revealed 21 significant relationships between the dependent and independent variables; these findings are discussed at length in the report. Also included are the questionnaire, accompanied by its cover letter, and complete tabulations of individual questionnaire item results. (MLH)

**ED 113 173** **SE 019 683**

*Grayson, Lawrence P., Ed. Biedenbach, Joseph M., Ed.*

**Teaching Aids in the College Classroom.**

American Society for Engineering Education, Washington, D.C.

Pub Date 75

Note—137p.

Available from—American Society for Engineering Education, One Dupont Circle, Suite 400, Washington, D.C. 20036 (\$5.00)

**Document Not Available from EDRS**

**Descriptors**—\*Audiovisual Aids, College Instruction, \*Computers, Educational Television, Higher Education, \*Instructional Aids, Magnetic Tape Cassette Recorders, \*Microforms, \*Resource Guides, Science Education, Slides, Transparencies

**Identifiers**—Pocket Calculators

This book was written for the instructor who is interested in improving and enriching his teaching by the use of devices that are readily available and can be afforded by most colleges and universities. The chapters describe a variety of teaching aids and how they can be used in education, and give information on how one can prepare his own audio and visual materials in a variety of formats. Representative costs are provided whenever possible. Each of the chapters has been written by one or two people who are thoroughly familiar with and highly experienced in the teaching aid described. The book includes the following topics: chalkwork, overhead transparencies, uses and abuses of slides in teaching, audio tape cassettes, use of television for presentation, pocket calculators, computers, and microforms in education. (MLH)

**ED 113 174** **SE 019 684**

**Research Teaching and Training in Demography. A Directory of Institutions in the ECAFE Region. Asian Population Studies Series No. 8, Supplement No. 1.**

United Nations Economic and Social Commission for Asia and the Pacific, Bangkok (Thailand).

Report No—E-CN.11-1007-Add.1

Pub Date 74

Note—152p.; For the 1972 directory, see ED 079 164

Available from—Clearinghouse and Information Section, Population Division, ESCAP, Sala Santham, Bangkok 2, Thailand/Sales Section, United Nations, New York, N.Y. 10017

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors**—Curriculum, \*Demography, \*Directories, Environmental Education, \*Foreign Countries, \*Institutions, \*Population Education, Professional Personnel, Research Utilization, Teacher Education

**Identifiers**—Asia, Far East

This document serves as a supplement to the 1972 directory of research, teaching, and training institutions in demography in the region of the Economic Commission for Asia and the Far East. Classified alphabetically by country, each institution's name address, person in charge, official title, first year of research/teaching in demography, professional staff, research projects, curricula, and publications are given. Professional staff data include the individual's sex, year of birth, subject

profession, main courses taught, mother tongue, and other languages known. The research projects are defined by title, director(s), completion data, aim and area of research. Publications stemming from the research are given. The area of curricula specifies the existence of an international exchange program, language(s) used in teaching demography, entrance requirements, diploma offered, related courses and hours. The introductory index provides an alphabetical listing of the countries and teaching institutions for which information has been provided. Directory reference numbers beside each institution indicate where items have been added or amended. New entries are indicated with an asterisk beside the reference numbers. An additional index provides amendments of institutions for which sufficient information was not available or whose programs had not begun. (BP)

**ED 113 175** SE 019 685  
Population Periodicals. A Directory of Serial Population Publications in the ESCAP Region. Asian Population Studies Series No. 17.

United Nations Economic and Social Commission for Asia and the Pacific, Bangkok (Thailand). Report No.—E-CN.11-1176

Pub Date 74

Note—116p.; The Country Index and Subject Index were printed on colored paper and may reproduce marginally

Available from—Clearinghouse and Information Section, Population Division, ESCAP, Sala Santham, Bangkok 2, Thailand/Sales Section, United Nations, New York, N.Y. 10017 (IX ISSN 0066-8451)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**  
Descriptors—Bibliographies, Demography, \*Directories, Environmental Education, \*Foreign Countries, Indexes (Locators), \*Information Retrieval, \*Periodicals, \*Population Education, Resource Materials  
Identifiers—Asia, Far East

This publication has been prepared for government personnel, research workers, librarians/documentalists, teachers, and students. Contained within the directory are materials published in the Economic and Social Commission for Asia and the Pacific (ESCAP) region on population-related topics. The publication is arranged in four sections. The user's guide contains 21 keys, explaining the organization of the directory. A country index and subject index are included as a cross reference to the alphabetical title listing. The former is arranged alphabetically by country, with percentage, type of available population materials, and periodical entry numbers. Topics within the subject index are population projections, ecology, family planning, labor force, migration, mortality, population problems in legislation, rural population, urbanization, and vital statistics. Countries and accompanying entry numbers are found under each heading. The main section of the directory is the alphabetical title listing. Data elements for each title include the type, form, city, year, and language of publication, International Standard Serial Number (ISSN), periodicity, subscription address, pages, circulation, price, distribution, and microfilm availability. This directory serves as a resource in searching for literature, and establishing a program for systematic acquisition of materials. (BP)

**ED 113 176** SE 019 687  
The ASEP Bibliography. Australian Science Education Project, Toorak, Victoria.

Pub Date 75

Note—62p.

Available from—Curriculum Development Centre, 450 St. Kilda Road, Melbourne, Victoria 3004, AUSTRALIA

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Bibliographies, Curriculum, Information Sources, Instructional Materials, \*Library Material Selection, Science Course Improvement Project, Science Education, \*Science Materials, Secondary Education, \*Secondary School Science  
Identifiers—\*Australian Science Education Project (ASEP)

This bibliography includes science materials which related to curricula produced by the Australian Science Education Project (ASEP). ASEP has developed 41 separate science units for junior secondary students, 6 service booklets, and a

comprehensive handbook for teachers called "A Guide to ASEP." The purpose of the bibliography is twofold: to help libraries determine reference needs resulting from the introduction of ASEP materials into schools, and to provide teachers who are using ASEP materials with a comprehensive reference list so that they can identify their own library needs. It is also hoped that such a bibliography will be useful to other teachers who are developing their own junior science materials. The entries in the bibliography are organized according to the subject content of the 41 ASEP science units and include science books, sourcebooks, journal articles, and non-ASEP curriculum materials. (Author/MLH)

**ED 113 177** SE 019 688  
Wales, James R., Comp. Lampert, Harlan, Comp.

Elementary School Science Experimental Projects—Annotated Bibliography. Revised.

Colorado Univ., Boulder. Bureau of Educational Field Services.

Pub Date Jul 75

Note—51p.; Not available in hard copy due to marginal legibility of original document

Available from—Bureau of Educational Field Services, University of Colorado, Boulder, Colorado 80302 (\$1.50)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Achievement, \*Annotated Bibliographies, \*Curriculum, \*Elementary School Science, Instruction, Learning, Science Course Improvement Project, \*Science Courses, \*Science Curriculum, Science Education, Teacher Education

This bibliography relates the various experimental studies done in elementary school science. Every attempt was made to provide a bibliography that is as comprehensive as possible. Only a selected number of the publications put out by the projects themselves are listed. Bibliographical information is provided for obtaining a continuous source of information for any project included. The address of each project headquarters is found at the beginning of each section. Where there are commercial publishers of the materials, these addresses are also given. The publication also presents a general section which includes publications relating to the new science in a general way but which cannot be grouped under any specific program. The section is divided into seven categories: (1) curriculum; (2) environmental education; (3) science and other subjects; (4) psychological foundations; (5) teacher education; (6) teaching ideas; and (7) miscellaneous (research, facilities, implementation, etc.). (Author/EB)

**ED 113 178** SE 019 691  
Situation Report [—Fiji, Indonesia, Israel, and Philippines].

International Planned Parenthood Federation, London (England).

Pub Date Apr 75

Note—31p.; Contains broken type; best copy available

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Community Information Services, \*Consultation Programs, Contraception, Demography, \*Family Planning, Foreign Countries, \*Information Services, International Programs, Population Education, Population Growth, \*Population Trends, Programs, Referral, Resource Materials, Social Welfare, \*Statistical Data

This is a series of four situation reports prepared by the International Planned Parenthood Federation for informational and consultative purposes. The countries reported on are Fiji, Indonesia, Israel, and the Philippines. Some of the latest statistical figures for each country are listed. They are area, population and growth rate, birth, death, and infant mortality rate, fertile women (15-44), population under 15, urban population, gross national product per capita per growth rate, and population per doctor and per hospital bed. Other general information presented concerns the ethnic groups, language, religion, economy, communications/education, and medical services of the four countries. A more detailed account is provided on the topic of family planning. Goals of the organization, legislation, associations and addresses, services, education research, and special projects are reported. Sources encompassing references and foreign assistance are also mentioned. (BP)

**ED 113 179** SE 019 693

Mitchell, Leonard Goodman, Joel  
Marine Technician Training and Employment: A Current Overview and Assessment. Summary. Delaware Univ., Newark. Coll. of Marine Studies. Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.

Report No.—DEL-SG-14-74

Pub Date 74

Note—156p.; Occasional small type used in tables

Available from—University of Delaware, College of Marine Studies, Newark, Delaware 19711 (\$2.50)

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**  
Descriptors—Career Planning, Curriculum, \*Educational Programs, Engineering, Higher Education, Manpower Needs, \*Marine Biology, \*Marine Technicians, Ocean Engineering, \*Oceanology, Science Education, \*Technical Education

Identifiers—\*Sea Grant Program

This publication is designed to provide guidelines for future program management decisions and is based on data from three sources: research into the nature and development of emerging training programs and supply/demand relationship for technician occupations in the marine sciences; site visits with directors and staff of such training programs and with employers of their graduates; and workshops to allow and observe interaction between professionals closely associated with marine technician training. Four recommendations are presented, following an assessment of the data. Appendices include bibliographical data related to training program director workshops and marine technician training programs. Samples of training program curricula are presented. References are included. (Author/EB)

**ED 113 180** SE 019 702  
Science Education Newsletter No. 27.

British Council, London (England). Science Dept.

Pub Date May 75

Note—23p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Curriculum, \*International Education, \*Mathematics Education, \*Newsletters, Program Descriptions, Publications, \*Science Education

Identifiers—Africa, \*Great Britain, South America

This newsletter briefly describes activities, projects, and publications in the areas of science education, mathematics education, and general educational in Great Britain. Short articles on activities in Ghana, West Africa, the Caribbean, and Argentina are included along with descriptions of ten other international activities. (EB)

**ED 113 181** SE 019 703

Current Activities and the Task Ahead. Report of the National Science Foundation PES/MIDS Project Directors Meeting (Airlie House, Warrenton, Virginia, September 13-15, 1974).

American Association for the Advancement of Science, Washington, D.C.; National Science Foundation, Washington, D.C. Div. of Pre-College Education in Science.

Pub Date Sep 74

Note—80p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—Conference Reports, \*Curriculum Development, \*Curriculum Evaluation, Curriculum Planning, \*Curriculum Research, Integrated Curriculum, Reports, Science Curriculum, Science Education, Sciences, \*Secondary Education

Identifiers—\*National Science Foundation, NSF  
Presented is a report that includes condensations of papers presented on interdisciplinary curricula, evaluation and dissemination and of the reactions to these papers. The full papers and reactions are in the appendix. The report also includes the highlights of discussion sessions at which small groups reported. The final section summarizes the recommendations on future directions for pre-college science education that were made by small discussion groups and presented by a panel in the final session of a meeting of curriculum developers. The meeting was arranged by the staff of the Materials and Instruction Development Section of the Division of Pre-College Education in Science of the National

Science Foundation. Papers presented related to such topics as: (1) Science, Schooling and Society: The Search for an Integrated Curriculum; (2) Pragmatism--The Key to Changing Schools in the Seventies; and (3) Value Systems, Approaches, and Accountability (a reaction to another author's paper on evaluation and curriculum development). (Author/EB)

#### ED 113 182 SE 019 704

**National Sample of Scientists and Engineers: Participation in National Programs and Changes in Educational Attainment, 1972-74.** Science Resources Studies Highlights, August 5, 1975. National Science Foundation, Washington, D.C. Div. of Science Resources Studies. Report No.—NSF-75-317

Pub Date 5 Aug 75  
Note—4p.; Contains print too small for adequate reproduction

Available from—ERIC/SMEAC, The Ohio University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

Document Not Available from EDRS

Descriptors—\*Demography, \*Engineers, Federal Aid, Manpower Needs, \*Science Careers, Science Education, Scientists, \*Surveys

Identifiers—National Science Foundation, NSF

In 1972 and 1974, the Bureau of the Census, with support of the National Science Foundation, conducted surveys of 50,000 scientists and engineers. The sample represented 1.4 million individuals who had been identified as scientists or engineers on the basis of a set of criteria which included occupation, personal identification, and major subject of highest degree. For this study, topics surveyed included: areas of major interest, sources of funding for projects, level of highest degree, and amount of supplementary training. (CP)

#### ED 113 183 SE 019 705

**Defense, Space, and Energy Account for Most of Record Increase in Federal R&D Total in FY 1976.** Science Resources Studies Highlights, August 25, 1975.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No.—NSF-75-320  
Pub Date 25 Aug 75

Note—4p.; Contains print too small for adequate reproduction

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

Document Not Available from EDRS

Descriptors—\*Federal Aid, Newsletters, Research, Research and Development Centers, \*Research Utilization, Science Education, Science Programs, \*Sciences, \*Scientific Research

Identifiers—National Science Foundation, NSF

Presented are data taken from a forthcoming report, An Analysis of Federal Research and Development (R&D) Funding by Function, Fiscal Years 1969-76. The 14 function categories were chosen to make visible the most important R&D objectives in the 1976 budget. Data are additive to 100 percent, and thus each program appears only under a function that embraces its primary purpose and not under headings that relate to secondary purposes. Among the 14 functions those that reflect noted increases are national defense, space, energy, and the education function. Both tabulated and descriptive data are presented. Other functions listed and discussed include: the health function, registering a 12 percent decline; the environment function, which is having one of its highest growth rates; science and technology, showing study growth; natural resources; and transportation and communication. The two largest programs making up four-fifths of the function total are NSF's Scientific Research Project Support and ERDA's physical research program. (Author/EB)

#### ED 113 184 SE 019 707

**Reviews of Data on Science Resources, No. 23. R&D Expenditures of State Public Institutions, Fiscal Year 1973.**

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No.—NSF-75-311  
Pub Date May 75

Note—13p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.35)

#### EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Expenditures, \*Federal Aid, Newsletters, \*Research, Research and Development Centers, Science Education, \*Sciences, Scientific Research, \*State Federal Support

Identifiers—National Science Foundation, NSF

Presented is a summary of the Research and Development (R&D) expenditures of state public institutions for the fiscal year 1973. A comparison is presented in graph form of these expenditures for the fiscal years 1964, 1968, and 1973. A review, with comparison figures, is given related to distribution of R&D expenditures of state government agencies and state universities and colleges, by character of work (basic research, applied research, and development) and by field of science (life sciences, engineering, social sciences, physical sciences, and others). A table showing the distribution of R&D expenditures of state public institutions as compared with other state indicators (population, personal income, and total state government general expenditures) for fiscal year 1973 is presented. Other tables show comparison of R&D expenditures by state and performer, by state and source of funds, by state and character of work, and by state and field of science. (EB)

#### ED 113 185 SE 019 709

Ricker, Kenneth S.

**ESC 399 Module I. Utilization of Science Equipment.**

Pub Date 70

Note—35p.; Marginal Legibility

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

Document Not Available from EDRS

Descriptors—Behavioral Objectives, Elementary School Teachers, \*Equipment Utilization, Higher Education, Instructional Materials, \*Methods Courses, \*Preservice Education, \*Science Education, Science Teachers, \*Teacher Education, Units of Study (Subject Fields)

Identifiers—Georgia (Athens), University of Georgia

Presented is a trial version of a teaching module which is part of a Modular Methods Course in the Elementary School Science Education at the University of Georgia. The general and specific performance objectives are presented as well as an outline syllabus of learning activities designed to help in the achievement of these objectives. Topics presented in this module relate to equipment and its use in the study of electricity, magnetism, and the use of the microscope. Materials needed and directions for the use of these materials are presented with each activity. (EB)

#### ED 113 186 SE 019 710

Capie, William R.

**Elementary Science Methods--A Modular Approach.** GEM Bulletin 71-2.

Georgia Univ., Athens. Dept. of Science Education.

Pub Date 71

Note—77p.; Marginal Legibility

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

Document Not Available from EDRS

Descriptors—\*Curriculum Development, \*Elementary School Teachers, Higher Education, \*Preservice Education, Program Descriptions, \*Science Education, \*Teacher Education, Teacher Education Curriculum

Identifiers—Georgia (Athens), University of Georgia

This is one of a series of publications designed to describe the development, evaluation and implementation of a model teacher education program for the preparation of elementary teachers. The method of program development described was introduced at the University of Houston, Texas, in 1969-70, but modified to fit the needs of the teacher education program at the University of Georgia. The philosophy, the developmental stages (including a master flow chart for prospective primary teachers), and objectives are presented. Reinforcement skills are suggested and described. Student reactions to, and evaluations of, the course are included. (EB)

#### ED 113 187

SE 019 732

Helgeson, Stanley L., Ed. Blosser, Patricia E., Ed.

**Investigations in Science Education, Vol. 1, No. 3. Expanded Abstracts and Critical Analyses of Recent Research.**

Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Pub Date 75

Note—71p.

Available from—Ohio State University, Center for Science and Mathematics Education, 244 Arps Hall, Columbus, Ohio 43210 (Subscription, \$6.00, \$1.75 single copy)

#### EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Abstracts, \*Educational Research, Research, Researchers, \*Research Methodology, \*Research Skills, \*Science Education

This third issue of INVESTIGATIONS IN SCIENCE EDUCATION (ISE), designed to provide a new perspective for viewing research articles and to aid in the improvement of writing research reports, includes abstracts prepared by science educators, bibliographical data, purpose, rationale, research design and procedure, findings and interpretations as well as detailed notes offered by the abstractor. Articles included in ISE are selected primarily from such sources as professional journals and reports of government-funded projects. Abstracts in this issue relate to such topic areas as evaluation of elementary science curricula utilizing behavioral tasks, effectiveness of audio-tutorial instruction, effectiveness of tutorial computer-assisted instruction, effect of verbalizers on achievement of non-verbalizers in an enquiry classroom, and a study of verbal behavior patterns in primary grade classrooms during science activities. (EB)

#### ED 113 188

SE 019 737

Trent, John H.

**Need for In-Service and Pre-Service Metric Education.**

Pub Date 75

Note—16p.

#### EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Educational Needs, Elementary Secondary Education, Inservice Education, \*Mathematics Education, Mathematics Teachers, Measurement, \*Metric System, \*Research, Surveys, \*Teacher Education

Identifiers—Nevada, Research Reports

Two questionnaires were given to a random sample of rural and urban elementary and secondary teachers as well as to mathematics methods students at the University of Nevada. The questionnaires were used to determine (1) the need for inservice and preservice metric education and (2) the present knowledge of the metric system of Nevada teachers. The data indicated: (1) a need for inservice metric workshops for both rural and metropolitan elementary levels, (2) the need is not as great for workshops at junior and senior high levels, (3) elementary mathematics methods students are not adequately prepared in the metric system, and (4) secondary mathematics methods students and junior and senior high teachers are more adequately prepared in the metric system than their elementary counterparts. This paper suggests a workshop for secondary teachers and recommends that a more relevant and comprehensive questionnaire be prepared to verify the need for a workshop. (JBW)

#### ED 113 189

SE 019 738

Trent, John H.

**Metric Education in Mathematics Methods Classes.**

Pub Date 75

Note—4p.

#### EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Educational Needs, \*Elementary School Mathematics, \*Higher Education, Mathematics Education, Measurement, \*Methods Courses, \*Metric System, Preservice Education, Research, \*Teacher Education

Identifiers—Research Reports

A pre-test on knowledge of the metric system was administered to elementary mathematics methods classes at the University of Nevada at the beginning of the 1975 Spring Semester. A one-hour lesson was prepared and taught regarding metric length, weight, volume, and temperature. At the end of the semester the original test was given as the post-test. This paper gives the



results of both tests and concludes that, even though not significant, improved knowledge was noted in the areas surveyed. It is stated that more than one hour may be needed to teach metrication to future elementary teachers, but one hour is valuable. (JBW)

**ED 113 190** SE 019 740

**Suggestions for Teaching Mathematics Using Laboratory Approaches Grades 1-6. 1. Number and Numeration. Experimental Edition.**

New York State Education Dept., Albany. Bureau of Elementary Curriculum Development.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date 74

Note—28p.; Related documents are SE 019 741-743

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Elementary Education, \*Elementary School Mathematics, Guides, Instructional Materials, \*Laboratory Manuals, \*Manipulative Materials, \*Material Development, Mathematics Materials, \*Number Concepts, Numbers, Teacher Developed Materials, \*Teaching Guides

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I

This guide describes activities and materials which can be used in a mathematics laboratory approach for a basic mathematics program for grades 1-6. Forty-seven activities, concerning number and numeration, are described by their purpose, suggested grade levels, materials needed, and procedures. Concepts presented include: counting, number recognition, sets, measurement, estimation, place value, addition, subtraction, multiplication and division facts, prime and composite numbers, mathematical vocabulary, applications, weighing, and monetary values. The booklet contains a list of manipulative materials for mathematics laboratory use, including improvised materials and games, commercial materials and games, general supplies, and storage containers. (JBW)

**ED 113 191** SE 019 741

**Suggestions for Teaching Mathematics Using Laboratory Approaches Grades 1-6. 2. Operations. Experimental Edition.**

New York State Education Dept., Albany. Bureau of Elementary Curriculum Development.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date [74]

Note—32p.; Related documents are SE 019 740-743

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Elementary Education, \*Elementary School Mathematics, Fractions, Guides, Instructional Materials, Laboratory Manuals, \*Manipulative Materials, Mathematics Materials, \*Number Concepts, Teacher Developed Materials, \*Teaching Guides, \*Whole Numbers

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I

This guide describes activities and materials which can be used in a mathematics laboratory approach for a basic mathematics program for grades 1-6. Twenty-nine activities relate to operations with whole numbers and twenty-five activities pertain to operations with fractions. These activities are described in terms of purpose, suggested grade levels, materials needed, and procedures. Some specific concepts presented are: place value, order of operations, equalities and inequalities, whole number operations, patterns, time measure, number facts, number sentences, ratio, applications, fractional parts and operations, geometric shapes, area, division problem solving, weighing, scale, linear measure, and equivalent fractions. The guide contains a categorical listing of materials such as improvised materials and games, commercial materials and games, general supplies, and other manipulative materials. (JBW)

**ED 113 192** SE 019 742

**Suggestions for Teaching Mathematics Using Laboratory Approaches Grades 1-6. 3. Geometry. Experimental Edition.**

New York State Education Dept., Albany. Bureau of Elementary Curriculum Development.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date 74

Note—28p.; Related documents are SE 019 740-743

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Elementary Education, \*Elementary School Mathematics, \*Geometric Concepts, Geometry, Guides, Instructional Materials, \*Laboratory Manuals, \*Manipulative Materials, Mathematics Materials, Teacher Developed Materials, \*Teaching Guides

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I

This guide describes activities and materials which can be used in a mathematics laboratory approach to a basic mathematics program for grades 1-6. Thirty-five activities pertaining to geometric concepts are described in terms of purpose, suggested grade levels, materials needed, and procedures. Some concepts included in the guide are: basic shapes, set classification, similarities, differences, symmetry, congruency, puzzle recreations, special properties of geometric figures, conservation, recognition of geometric shapes, geometric solids, geometric problem solving, geometric tool use (protractor, compass, ruler), pattern discoveries, measurements with polygons, vocabulary, relationships between area and volume, estimation, volume, fractional parts, and globe activities. The guide concludes with a list of selected manipulative materials for mathematics laboratory use. (JBW)

**ED 113 193** SE 019 743

**Suggestions for Teaching Mathematics Using Laboratory Approaches Grades 1-6. 4. Measurement. Experimental Edition.**

New York State Education Dept., Albany. Bureau of Elementary Curriculum Development.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date [74]

Note—52p.; Related documents are SE 019 740-742

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Elementary Education, \*Elementary School Mathematics, Guides, Instructional Materials, \*Laboratory Manuals, \*Manipulative Materials, Mathematics Materials, \*Measurement, Teacher Developed Materials, \*Teaching Guides

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I

This guide describes activities and materials which can be used in a mathematics laboratory approach to a basic mathematics program for grades 1-6. One-hundred thirteen activities pertaining to measurement concepts are described in terms of purpose, suggested grade levels, materials needed, and procedures. Some specific concepts include: linear measurement (33 activities), area and volume (31 activities), weight measurement (31 activities), time measurement (18 activities), estimation, inequalities, equalities, graphing, comparisons, circumference, scale drawing, applications, similarity, non standard units, measure, counting, surface area, weight, density, indirect area measure, cost calculations, conservation, recording data, problem solving, time continuum, directionality, shadows and time relationships. Most activities utilize the English system of measurement, but many can be adapted to the metric system. The guide concludes with a list of selected manipulative materials for mathematics laboratory use. (JBW)

**ED 113 194** SE 019 746

Harris, Linda F.

**Title I Individualized Mathematics Program, Grades 4-8, Final Evaluation Report.**

Memphis City School System, Tenn.

Pub Date 75

Note—71p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Educational Research, \*Elementary School Mathematics, Elementary Secondary Education, Individualized Instruction, \*Individualized Programs, \*Junior High Schools, \*Program Evaluation, \*Research, Secondary School Mathematics

Identifiers—Research Reports, Title I Individualized Mathematics Program

This report evaluates the 1974-75 experimental individualized mathematics program operated as a supplementary activity within the Memphis City Schools curriculum for grades 4-8. This is a compensatory program to meet the needs of students residing in areas where socio-economic condi-

tions contribute to low achievement. From the 4,700 students, random samples were selected for the experimental and control groups. The project staff consisted of one project director, one resource teacher, 104 Title I teachers, and one clerk-typist. The assessment procedures utilized in evaluating the program were based upon process and product evaluation. The process evaluation gave qualitative evidence about the program based upon responses to questionnaires by project teachers and principals, classroom teachers, and parents. Additional qualitative evidence was obtained from a workshop for teachers. Product evaluation was obtained by measuring three performance objectives via the Metropolitan Achievement Test, The Attitude Inventory, and Individual Progress Reports. The report draws the conclusion that all grades achieved two of three objectives set and that students, parents, project teachers, classroom teachers, and principals were very supportive of the program. (JBW)

**ED 113 195** SE 019 752

Wenzelburger, Elfriede

**Verbal Mediators in Mathematics for Transfer of Learning. Technical Report No. 3.**

Texas Univ., Austin. Mathematics Education Center.

Report No.—TR-3

Pub Date 14 Oct 74

Note—17p.; Occasional marginal legibility; Part of Ph.D. Dissertation, University of Texas, Austin

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Generalization, Junior High School Students, \*Mathematical Concepts, Number Concepts, Programed Instruction, \*Research, Secondary Education, \*Secondary School Mathematics, Specialization, \*Transfer of Training, \*Verbal Communication

Identifiers—Modular Arithmetic, Research Reports

Junior high school students (N=104) were given instruction using programed booklets on modular addition. Twelve conditions of verbal mediation were randomly assigned to students. Conditions were defined by presence or absence of introductory discussion (2 levels), number of worked examples (2 levels), and type of rule (3 levels: specific, general, none). After instruction, subjects were tested for three types of transfer: specialization, generalization, and reasoning by analogy. The use of a concrete model as introductory was found to have a significant (p less than .05) facilitating effects on specialization and a less-pronounced effect on generalization. For all three levels of transfer, the groups given specific or general rules performed better than those given no rule. Limitations of the study and suggestions for further research are discussed. (SD)

**ED 113 196** SE 019 757

Scandura, Joseph M. And Others

**Higher Order Rule Characterization of Heuristics for Compass and Straight Edge Constructions in Geometry.**

Pub Date Apr 75

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975); Best copy available; Occasional marginal legibility

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Algorithms, Artificial Intelligence, \*Cognitive Processes, \*Geometry, Information Processing, \*Mathematics Education, \*Problem Solving, \*Research, Secondary Education, Thought Processes

Identifiers—\*Geometric Constructions, Polya (George)

The research reported in this paper was designed to analyze the incidence of use of higher-order rules by students solving geometric construction problems. A carefully selected set of construction problems was subjected to rigorous a priori analysis by mathematics educators to determine what basic and second-order rules might be used by able high school students in their solution. Categories of problems analyzed include: patterns of two loci, patterns of similar figures, combined two loci and similar figures, patterns of auxiliary figures, and patterns of loci, similar figures, and auxiliary figures. The analysis was successful in making more precise the heuristic approach of George Polya. Overall, the

viability of this method of analysis was demonstrated. The authors cite some limitations of the study and future directions for their work. (SD)

**ED 113 197** SE 019 759

Ronshausen, Nina Lorraine

**A Comparison of the Effects on Achievement and Attitude of Two Methods of Tutoring First-Grade Mathematics in the Inner City: Programmed vs. Directed.**

Pub Date Sep 71

Note—225p.; Ed.D. Dissertation, Indiana University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-6682, MF-\$7.50, Xerography-\$15.00)

**Document Not Available from EDRS**

Descriptors—Achievement, Analysis of Variance, Attitudes, Doctoral Theses, Elementary Education, \*Elementary School Mathematics, \*Instruction, Objectives, \*Programed Tutoring, \*Research, \*Tutoring

Identifiers—Research Reports

This study was concerned with the effect of programmed tutoring on first-graders' achievement in mathematics and attitudes toward mathematics. Subjects were selected using total scores on the Metropolitan Readiness Tests and assigned to one of three treatment groups. Children in the tutored groups received 15 minutes of individualized instruction each school day from October through May in addition to regular classroom mathematics instruction. Children in the control group received only the regular classroom instruction. Instruction of students in the programmed tutoring treatment group was controlled by a set of operational programs; the directed tutoring group received instruction involving learning activities. At the end of May each child was tested with three posttest achievement measures and an attitude measure. Data were analyzed in a two-factor ANOVA design. Directed tutoring in combination with classroom instruction was found to be more effective than either of the other treatments. There was no significant difference in the effects of the other two treatments. (Author/SD)

**ED 113 198** SE 019 760

**Test Factors, Instructional Programs, and Socio-Cultural-Economic Factors Related to Mathematics Achievement of Chicano Students: A Review of the Literature. SMESG Working Paper No. 10.**

Stanford Univ., Calif. School Mathematics Study Group.

Report No.—SMESG-WP-10

Pub Date Mar 75

Note—33p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Achievement, \*Annotated Bibliographies, Elementary Secondary Education, Instructional Programs, \*Mathematics Education, Minority Groups, \*Research Reviews (Publications), Socioeconomic Status, \*Spanish Americans, Spanish Speaking, Tests

Identifiers—\*Chicano Students, SMESG, Stanford Mathematics Education Study Group

The purpose of this paper is to identify patterns of performance which might yield insight into findings concerning mathematics achievement of Chicano students. The Chicano student populations of these studies were identified and restricted by the following criteria: Spanish surname, of Mexican descent, language (bilingual, Spanish-English; monolingual, Spanish), geographic area (southwestern and western United States). The majority of Chicano students in the studies were from backgrounds of low socioeconomic status. This paper summarizes the general results of the literature reviewed and concludes with an annotated bibliography. The review of the studies is organized according to three major constructs: (1) Tests, (2) Instructional Programs, and (3) Socio-Cultural-Economic Conditions. Section 1 contains three subsections: (a) Mental Ability Profiles, (b) Language and Cultural Factors in Tests, and (c) Reliability and Predictability of Mental Ability and Achievement Tests. Section 2 contains three subsections: (a) Bilingual Programs, (b) Teacher-Student Interactions, and (c) Special Programs. The studies are cross-referenced under appropriate subsection; thus the results of one study may be included under more than one topic. (Author/SD)

**ED 113 199**

SE 019 761

**Research Bulletin, Volume 17, Number 2.**

Nevada State Dept. of Education, Carson City.

Pub Date Jul 75

Note—22p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Attendance, \*Budgets, \*Elementary Secondary Education, Employment Experience, \*Enrollment, Financial Support, Occupational Information, \*Personnel Data, Research, School District Spending, \*Statistical Data

Identifiers—\*Nevada, Research Reports

This bulletin contains a summary of enrollment figures from the fifth through tenth months of the 1974-75 school year for 17 Nevada school districts. Statistics are given for certified personnel (male and female) regarding age, prior out-of-state experience, highest degree held, salary ranges by degree held, states where highest degrees were earned, and area of assignment for new teachers. The bulletin concludes with a table summary of 17 Nevada school district budgets for 1975-76 in terms of assessed valuation, numbers of special education program units, tax rate operation, tax rate debt service, and general fund receipts and expenditures. (JBW)

**ED 113 200**

SE 019 768

Swami, Piyush

**A Follow-Up Study for Evaluation of the Preservice Secondary Science Teacher Education Program at The Ohio State University.**

Pub Date 75

Note—380p.; Ph.D. Dissertation, The Ohio State University. Best copy available; occasional marginal illegibility in appendices

**EDRS Price MF-\$0.76 HC-\$19.67 Plus Postage**

Descriptors—Doctoral Theses, Educational Research, \*Field Experience Programs, \*Followup Studies, Higher Education, \*Program Evaluation, Science Education, \*Science Teachers, \*Teacher Education

Identifiers—Research Reports

The purpose of this study was to follow up teacher graduates of a preservice field-based program after one to five years of teaching. Field-based activities in the program involved actual teaching for a period ranging from one to five quarters, organized at different levels—elementary, junior high, and senior high schools, and in different settings—urban and suburban. The sample was composed of 86 graduates employed as full-time science teachers in Ohio during 1974-75. Preservice data included each subject's score on Science Classroom Activity Checklist: Teacher's Perception (SCAL: TP), grade point average (preprofessional, professional, and cumulative). Inservice scores were collected by administering instruments to the teachers, their students, and administrators. Data analysis showed no significant difference in changes of teachers' views regarding the appropriate type of classroom activities. No significant differences were found in the type of activities implemented by teachers with one to five years of teaching experience. Administrators' views regarding science teaching and support given to science teachers was a strong independent predictor variable. It appeared that the views of the graduates toward inquiry-oriented teaching and the use of such activities in the classroom remained stable five years after graduation. (Author)

**ED 113 201**

SE 019 777

**Federal Support to Universities and Colleges Approached \$4.5 Billion in FY 1974. Science Resources Studies Highlights, October 3, 1975.**

National Science Foundation, Washington, D.C.

Div. of Science Resources Studies.

Report No.—NSF-75-324

Pub Date 30 Oct 75

Note—4p.; Contains print too small for adequate reproduction

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

**Document Not Available from EDRS**

Descriptors—Colleges, \*Educational Finance, \*Federal Aid, \*Financial Support, Grants, \*Higher Education, Science Education, \*Scientific Research, Universities

This report details the departmental sources and recipients of Federal support to colleges and universities in fiscal year 1974. The \$4,463 million allocated represents a 17 percent increase from fiscal year 1973. The Department of Health, Education, and Welfare was the largest source of

Federal funds, with \$3,234 million, or 72 percent of the total. Funds for academic science, representing 61 percent of all funding, rose by 11 percent increase. The report contains several other statements concerning funding divisions, including a listing of 100 universities and colleges receiving the largest amounts of Federal funding in 1974. (CP)

**ED 113 202**

SE 019 778

**Marine Research Interest in Louisiana Universities, 1975.**

Louisiana State Univ., Baton Rouge. Center for Wetland Resources.

Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.

Report No.—COM-75-10845; LSU-56-75-02

Pub Date 75

Note—35p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (COM-75-10845, PC \$3.00, MF \$2.25)

**Document Not Available from EDRS**

Descriptors—\*Directories, Environmental Education, Marine Biology, \*Marine Technicians, \*Oceanology, \*Research, Science Education, Surveys, \*Universities

Identifiers—Louisiana

The directory lists university-based marine research and identifies where marine-related interests and capabilities reside within the Louisiana academic community. Information was obtained from more than 300 questionnaires sent to university officials, deans, department chairmen, and others. Part I of the directory lists university faculty members grouped according to 79 marine activity categories designated by the respondents. Part II is a listing of marine-oriented personnel by university affiliation. Part III is an alphabetical listing of the marine-oriented personnel included in Parts I and II. (NTIS/CP)

**ED 113 203**

SE 019 779

Hubbard, W. Donald Buchanan, Anne E.

**Developing Mathematical Processes: 1972-73 Field Test Report. Technical Report No. 324.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCCCL-TR-324

Pub Date Mar 75

Contract—NE-C-00-3-0065

Note—67p.; Report from the Technical Services Section; For an earlier report, see ED 085 091

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Basic Skills, \*Curriculum, \*Curriculum Evaluation, Elementary Education, \*Elementary School Mathematics, Field Studies, Grade 2, \*Instruction, \*Mathematics Education, Number Concepts, Objectives, Research, Testing

Identifiers—\*Developing Mathematical Processes, DMP, Research Reports

A continuation of the field test of Developing Mathematical Processes (DMP) was conducted in eight schools. Four were multiunit schools located in settings ranging from small town to large city; the remaining schools were conventionally organized and located in large urban areas. The purpose of the field test was (1) to determine the effectiveness of the instructional program in terms of student achievement, and (2) to document the usability of the program. The field test focused on the third level of the program. The results indicated a mastery level of approximately 81 percent on the specific objectives of the program. Overall performance was retarded by poor results in one topic. On the latter portions of the program, maintenance of the mastery level reached a level of 83 percent. The data on standardized test achievement did not conclusively favor either DMP or its conventional counterparts. The field test established that (1) teachers will expend the effort to attend frequent inservice meetings, to prepare instructional materials, and to plan for the several instructional modes in the program; and (2) students will enthusiastically participate in the learning activities. On the basis of the data gathered in the field test, DMP was demonstrated to be a viable program for second-grade children. (Author/SD)

**ED 113 204** SE 019 780  
Abernatha, Evelyn Wiles, Clyde A.

**A Three Month Trial of Developing Mathematical Processes (DMP) with Ten Educable Mentally Retarded Children. Technical Report No. 336.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCL-TR-336

Pub Date May 75

Contract—NE-C-00-3-0065

Note—31p.; Report from the Project on Conditions of School Learning and Instructional Strategies

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Curriculum, \*Curriculum Evaluation, \*Educable Mentally Handicapped, Elementary Education, \*Elementary School Mathematics, \*Instruction, Manipulative Materials, Mathematics Education, Objectives, Placement

Identifiers—\*Developing Mathematical Processes, DMP, Research Reports

The purpose of this study was to assess the usefulness of the elementary mathematics program Developing Mathematical Processes (DMP) for educable mentally retarded (EMR) students. The subjects of this study were 10 children from an intact class designated EMR. The children ranged in age from 7 to 12 years. The 1972 Developmental Edition of the DMP program was used in this trial, which encompassed three months. Placement into the program was guided by the data from the program's placement inventories supplemented extensively by teacher judgment. Selected topics and activities from Levels 1, 2, and 3 were used in the course of instruction. The test data attested to the appropriateness and effectiveness of the DMP materials for these subjects; the objectives of each topic attempted were mastered with few exceptions. Children's interest was evidenced by a general willingness to begin new activities and by their maintaining appropriate behavior. The teacher's evaluation of these materials was very positive, but inadequacies were cited in the placement processes. The most important single factor in the opinion of the teacher of these children was that every student experienced success at his own pace and level. (Author/SD)

**ED 113 205** SE 019 813  
Verell, Ruth Ann, Ed. Watson, Robert F., Ed.  
**College Science Improvement Programs, COSIP A & B Report. An Index to Undergraduate Science.**

National Science Foundation, Washington, D.C. Office of Experimental Projects and Programs.

Report No.—E-75-41

Pub Date Aug 74

Note—195p.; Occasional light type

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 3800-00182, \$2.20)

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

Descriptors—\*College Science, Educational Research, Higher Education, \*Science Course Improvement Project, Science Education, \*Science Programs, \*Science Projects, Undergraduate Study

Identifiers—\*College Science Improvement Programs, National Science Foundation, NSF

This book is intended as a final report on those activities and institutions supported through the National Science Foundation's College Science Improvement Programs (COSIP A & B), and as a reference to current developments in undergraduate science education. In the first major subdivision of this work are included project abstracts for the two program elements, COSIP A (individual instructional projects in 4-year colleges) and COSIP B (interinstitutional projects in 4-year colleges), presented in alphabetical order. A second section consists of a comprehensive index utilizing 1,916 descriptive statements which permits ready reference to undergraduate activities at colleges and universities throughout the United States. (Editor/CP)

**ED 113 206** 95 SE 019 816  
Simon, Herbert A.

**Learning with Understanding. Mathematics Education Report.**

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date Jun 75

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975) at the invitation of the Special Interest Group for Research on Mathematics Education

Available from—Information Reference Center (ERIC/SMEAC), Center for Science and Mathematics Education, The Ohio State University, 244 Arps Hall, Columbus, Ohio 43210 (\$1.25)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Artificial Intelligence, Computers, \*Information Processing, \*Learning, \*Mathematics Education, Memory, \*Problem Solving, \*Research, Thought Processes

In this paper, Simon describes contemporary information processing approaches to the study of learning and thinking, and discusses the relevance of these studies to the distinction between rote and meaningful learning. Before defining the basic terminology of information processing research, he provides a brief literature review, describing some of the results in the study of capacity and search times for short-term and long-term memory. He then describes the basic methods by which the computer simulates mental activity, and the "thinking-aloud" methods by which human problem solving and computer problem solving are compared in the laboratory. Illustrating his theses with discussion of six types of problems (Katona's matchstick problem, towers of Hanoi, geometry proofs, algebra word problems, understanding instructions, and chemical thermodynamics), Simon describes various approaches to problem solving, and weighs the relative merits of each in terms of memory load, generalizability, and transfer. He distinguishes between the notions of problem solutions as a sequence of states or a sequence of operations. Other issues discussed include the importance of the semantic content of a problem or class of problems and of the schemata available to the problem solver. (SD)

**ED 113 207** SE 019 818  
Nuclear Weapons Effects (Self-Teaching Materials).

Defense Civil Preparedness Agency (DOD), Battle Creek, Mich.

Report No.—SM-2.1.2

Pub Date Jul 75

Note—122p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—\*Autoinstructional Aids, \*Civil Defense, Environment, Individualized Instruction, \*Instructional Materials, Military Science, \*Nuclear Warfare, Radiation, \*Radiation Effects, Science Education, Self Help Programs

Developed by the Civil Defense Preparedness Agency, this autoinstructional text deals with nuclear weapons effects. The destructive effects of an atomic blast are first introduced, and then long-term radioactive consequences are stressed. (CP)

**ED 113 208** SE 019 819

Taylor, Bernadine A.  
**Learning Fire Weather--A Self-Study Course.**

Forest Service (DOA), Berkeley, Calif. Pacific Southwest Forest and Range Experiment Station.

Report No.—TT-89-(5100)

Pub Date Sep 74

Note—73p.; The Self-Scoring Response Sheet is copyrighted and therefore not available

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Autoinstructional Aids, Environmental Education, \*Fire Science Education, \*Forestry, Individualized Instruction, \*Instructional Materials, \*Meteorology, Science Education, Self Help Programs

Identifiers—Department of Agriculture

This self-study course was prepared specifically to be used with the United States Department of Agriculture (USDA) Agriculture Handbook 360, FIRE WEATHER...A GUIDE FOR APPLICATION OF METEOROLOGICAL INFORMATION TO FOREST FIRE CONTROL OPERATIONS. It is designed not only to let the reader determine his comprehension of the text but also to develop thorough understanding of the materials and the ability to apply it in the field. The 120 multiple choice questions are generally concerned

with the principles of meteorology, rather than with insignificant details. A self-evaluation test is provided. (Author/CP)

**ED 113 209** SE 019 820

Meyer, Rex  
**Developments in the Training and Retraining of School Biology Teachers.**

Pub Date Sep 75

Note—103p.; Paper presented at the International Congress on the Improvement of Biology Education (University of Uppsala, Sweden, September 8-12, 1975); Marginal Legibility

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

**Document Not Available from EDRS**

Descriptors—\*Biology, Conferences, \*Inservice Education, International Education, \*Preservice Education, Science Education, Secondary Education, \*Secondary School Teachers, \*Teacher Education

Identifiers—UNESCO

Presented is a paper on many developments in the training and retraining of school biology teachers. The author analyzes teacher education in the biological sciences on an international basis to find similarities in approaches. The need to develop in teachers an awareness of the importance of retraining, and the problem of evaluation of retraining programs are other main topics discussed by the author. An extensive (272 item) bibliography is included. (CP)

**ED 113 210** SE 019 823

**Graduate Science Enrollment in 1974 Shows First Increase Since 1969. Science Resources Studies Highlights, October 22, 1975.**

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No.—NSF-75-328

Pub Date 22 Oct 75

Note—5p.; Occasional small print

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Doctoral Programs, \*Enrollment Trends, Financial Support, \*Graduate Study, Higher Education, Post Doctoral Education, Science Education, \*Scientific Personnel, \*Surveys

Identifiers—\*National Science Foundation, NSF

This report is the third in a series of annual studies directed to institutions granting Ph.D. degrees in science in the United States and to their medical school components. Both Ph.D. and masters students are included in the 354-institution survey. Information gathered reveals that fall 1974 graduate science enrollment in institutions of higher education granting science and engineering Ph.D.'s increased almost 6 percent over the previous year; the number of women enrolled increased by 13 percent, while men enrolled increased only 3 percent. Other segments of the study cite trends in financial support, enrollment by level and area of study, and postdoctoral study. (CP)

**ED 113 211** SE 019 824

**Detailed Statistical Tables - Graduate Science Education: Student Support and Postdoctorals, Fall 1974. Appendix III.**

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No.—NSF-75-322

Pub Date [75]

Note—180p.

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

Descriptors—\*Doctoral Programs, \*Financial Support, \*Graduate Study, Higher Education, \*Post Doctoral Education, Science Education, Scientific Personnel, \*Statistical Data, Surveys

Identifiers—\*National Science Foundation, NSF

Reflecting enrollment as of Fall 1974, the 155 tables in this document provide extensive data on graduate and post-graduate students in all areas of science and engineering. A total of 354 institutions with 7,505 masters and doctoral level departments participated in the study. Data are organized to show the sources of support for students in the various science disciplines. Other variables investigated include: level of study, citizenship, funding of the institution, and sex of the student. Statistics on all graduate departments and for doctorate granting departments are listed separately. The study also includes comparisons between 1973 and 1974 on all variables listed. (CP)

ED 113 212 95 SE 019 830

Roman, Richard A.

**The Word Problem Program: Summative Evaluation.**

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.

Report No.—LRDC-1975-23

Pub Date Jul 75

Note—14p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Computer Assisted Instruction, \*Curriculum, Curriculum Development, Elementary Education, \*Elementary School Mathematics, Evaluation, Individualized Instruction, Instruction, \*Problem Solving, \*Summative Evaluation, Testing

A programed sequence for teaching students to solve word problems was developed using a combination of the information processing and structural variables approaches. Students using the sequence proceeded individually through mastery of a sequence of objectives. In order to evaluate the program, fourth and fifth graders were randomly selected from classes; the remaining students in these classes served as controls. All students were given the appropriate level of the Stanford Achievement Test as a pretest. During the 11 weeks that experimental subjects completed the Word Problem Program, control subjects received regular mathematics instruction. The computation and applications sections of the Stanford Achievement Test served as posttests. Both fourth- and fifth-grade experimental groups scored higher on their respective applications posttests than the comparable control groups. (SD)

## SO

ED 113 213

SO 008 411

Applefield, James M.

**The Effects of Social Comparison, Contingency of Reward, and Age of Subject on Self-reinforcement, Self-confidence, and Task Persistence.**

Pub Date 75

Note—25p.; A paper prepared for the Annual Meeting of the American Educational Research Association (Washington, D. C., April 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Behavioral Science Research, Educational Sociology, Elementary Education, Interaction Process Analysis, Negative Reinforcement, Positive Reinforcement, Preschool Education, Rewards, \*Self Concept, Self Reward, Social Influences, \*Social Psychology, \*Social Reinforcement, Socioeconomic Influences, \*Task Performance

The present study evaluates the immediate effects of an experimentally manipulated social comparison on the subsequent behavior of lower socioeconomic status black children four to five and seven to eight years of age. The effects of four conditions of social comparison are measured with respect to the children's self-reinforcement, self-confidence, and task persistence. Also evaluated are the effects of contingent versus noncontingent reward in the social comparison situation. The results indicate that positive social comparison yielded more self-reinforcement than negative social comparison. Younger children displayed more self-confidence than older children. This finding closely resembles the effects of repeated failure experiences on children and lends support to the contention that the social comparison process is related to the dimension of success and failure. It appears that the effects of an experimentally manipulated social comparison are somewhat different for children from black, lower socioeconomic status than for white children from similar backgrounds. (Author/DE)

ED 113 214

SO 008 427

**Man's Effect on the Environment, Teacher's Guide. Environmental Education Unit, Sixth Grade Science.**

Little Rock School District, Ark.

Pub Date [74]

Note—85p.; Not available in hard copy due to marginal legibility of original document; For related documents, see SO 008 428, 429, and 652

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Curriculum Guides, \*Ecology, Elementary Education, \*Environmental Education, Field Trips, Grade 6, Interdisciplinary Approach, Learning Activities, \*Local Issues, Pollution, Population Education, \*Science Education, Short Courses, \*Social Studies Units, Student Centered Curriculum, Technology

Identifiers—\*Environmental Education Project, ESEA Title III

Part of a sequential series of curriculum units in environmental education for grades 4 through 12, this sixth grade curriculum guide focuses on man's effect upon the environment. Extensive classroom activities and field trips introduce the student to population, technology, pollution, natural resources, responsibility, career opportunities, and an urban encounter field trip in which students investigate various types of pollution in their own community. The following components are included in the unit: an overview, major concepts, behavioral objectives, daily schedule, lesson plans for classroom activities and field trips, career opportunities in environmental education, pretest and posttest, and student and teacher evaluation forms. The unit requires three weeks of class time, is multidisciplinary in nature, and is structured around student-centered activities in which emphasis is placed upon the study of the local environment. (Author/JR)

ED 113 215

SO 008 428

**Environmental Decisions, Teacher's Guide. Environmental Education Unit, Ninth Grade Civics. Revised.**

Little Rock School District, Ark.

Pub Date [75]

Note—87p.; For related documents, see SO 008 427, 429, and 652. A few pages are of marginal legibility

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*Civics, Curriculum Guides, \*Decision Making, Ecology, \*Environmental Education, Grade 9, Interdisciplinary Approach, Learning Activities, \*Local Issues, Pollution, Secondary Education, Short Courses, \*Social Studies Units, Student Centered Curriculum, Teaching Techniques

Identifiers—\*Environmental Education Project, ESEA Title III

Part of a sequential series of curriculum units in environmental education for grades 4 through 12, this curriculum guide for grade 9 focuses on identifying problems, formulating hypotheses, considering alternatives, and making decisions in environmental education. The activities include the showing of films, making environmental decisions, simulations, and an off-campus field trip. The unit includes an overview, major concepts, behavioral objectives, a daily schedule, lesson plans for the classroom activities and the field trip, a pretest, and student and teacher evaluation forms. The unit is three weeks long, multidisciplinary in nature, and structured around student-centered activities in which emphasis is placed upon the study of the local environment. (Author/JR)

ED 113 216

SO 008 429

**Environmental Problems of the United States, Teacher's Guide. Environmental Education Unit, Eleventh Grade American History.**

Little Rock School District, Ark.

Pub Date [74]

Note—91p.; Not available in hard copy due to marginal legibility of original document; For related documents, see SO 008 427, 428, and 652

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Curriculum Guides, \*Ecology, \*Environmental Education, Grade 11, Instructional Materials, Interdisciplinary Approach, Learning Activities, \*Local Issues, Pollution, \*Population Education, Resource Materials, Secondary Education, Short Courses, \*Social Studies Units, Student Centered Curriculum, Teaching Techniques

Identifiers—\*Environmental Education Project, ESEA Title III

Part of a sequential series of curriculum units in environmental education for grades 4 through 12, this curriculum guide focuses on environmental problems in the United States for eleventh grade students. This unit is designed to make the student aware of how the problems of the past

become critical problems of the present. Activities foster an examination of population, technology, pollution, environmental careers, and involvement in an urban encounter field trip. The unit includes an overview, major concepts, behavioral objectives, a daily schedule, lesson plans for classroom activities and the field trip, career opportunities in environmental education, pretest and posttest, and student and teacher evaluation. The unit is three weeks long, multidisciplinary in nature, and structured around student-centered activities in which emphasis is placed upon the study of the local environment. (Author/JR)

ED 113 217

SO 008 473

**Bicentennial 76: A Handbook for Teachers. Curriculum Bulletin, 1974-75 Series, No. 5.**

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Report No.—Curr-00-4020-70

Pub Date May 75

Note—177p.

Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201 (\$5.00)

**Document Not Available from EDRS**

Descriptors—Colonial History (United States), Community Involvement, \*Community Resources, Educational Research, Elementary Secondary Education, Ethnic Studies, Human Geography, Learning Activities, \*Local History, Revolutionary War (United States), \*Social Studies, Teaching Guides, \*United States History

Identifiers—\*Bicentennial, New York (New York), Oral History

The purpose of this Bicentennial handbook is to assist teachers, supervisors, and others in the preparation of programs that will encourage participation in Bicentennial activities while also developing significant knowledge, skills, abilities, attitudes, and appreciations in the educational process. The handbook contains a compilation of numerous historic and cultural resources pertinent to Bicentennial themes, as well as suggested steps for developing a documentary program with respect to local communities, ethnic and national experiences, businesses and industry, recreational programs and facilities, and the American society (past, present, and future). The first part of the document includes a guide to developing community markers, information on how and where to begin the research process, descriptions of places to go and see, a list of periodicals, techniques of oral history, and suggestions for visual experiences. The second part of the handbook lists activities for classrooms, including Bicentennial games, walking tours, individual school histories, museums, and early childhood Bicentennial activities. Several appendices which list community and historical landmarks in the New York City area conclude the document. (Author/JR)

ED 113 218

95

SO 008 475

Wiley, Karen B. Pestello, Roxy

**Materials for Teaching about the Bicentennial: An Annotated Bibliography.**

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—SSEC-183

Pub Date 75

Note—99p.; For a related document, see SO 008 476

Available from—Publications, Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 (SSEC No. 183, \$3.95 prepaid or purchase order)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*Annotated Bibliographies, Bibliographies, \*Colonial History (United States), Curriculum Development, Educational Resources, Elementary Secondary Education, Instructional Materials, Interdisciplinary Approach, Resource Centers, \*Revolutionary War (United States), \*Social Studies, Supplementary Reading Materials, \*United States History

Identifiers—\*Bicentennial

This annotated bibliography is intended for elementary through secondary social studies teachers who are looking for curriculum materials

and resources for teaching about the Bicentennial. Over 100 annotated entries of selected curriculum and teacher materials are included in this bibliography, along with a selective list of organizations and resource centers which provide additional resources, and a listing of all the State Departments of Education and State and Regional Bicentennial Commissions. The bibliography lists student and teacher materials related to the Heritage, Festival, and Horizons theme as well as general student and teacher materials. A format, grade level, and subject index conclude the document. (Author/JR)

ED 113 219 95 SO 008 476  
Kownslar, Allan O.

Tips for Teaching About the Bicentennial in the Social Studies: Four Lessons. SSEC Publication No. 182.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
Report No.—SSEC-Pub-182

Pub Date 75

Note—72p.; For a related document, see SO 008 475

Available from—Publications, Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 (SSEC No. 182, \$2.95 prepaid or purchase order)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Colonial History (United States), \*Curriculum Development, Educational Resources, Elementary Secondary Education, Instructional Materials, Learning Activities, Lesson Plans, Models, Questioning Techniques, Resource Guides, Revolutionary War (United States), \*Social Studies, \*Social Studies Units, \*United States History

Identifiers—\*Bicentennial

Prepared for elementary and secondary social studies teachers, this volume presents four exemplary learning activities for teaching about the Bicentennial. Each activity explores a recurring theme in the United States' Development—dedication to a cause, humor, frontiers, and loyalty. Lesson 1 concerns George Washington and the problems he encountered during the Revolution. Lesson 2 contains representative examples of American humor. Lesson 3 deals with the idea of conquering frontiers as evidenced in the life of a noted 19th-century American astronomer. The last lesson deals with roles played by the Japanese Americans while serving the Allied cause during World War II, raising the question of conflicting loyalties. Each lesson plan presents the intended student audience, suggested time, materials, questions, concepts and objectives, teaching suggestions, references, and additional materials. The materials can be used as presented or as models for teachers developing their own similar activities for the Bicentennial. (Author/JR)

ED 113 220 SO 008 517  
Mayer, Harold M.

The Spatial Expression of Urban Growth. Resource Paper No. 7.

Association of American Geographers, Washington, D.C. Commission on College Geography.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 69

Note—57p.

Available from—Association of American Geographers, 1710 Sixteenth Street, N.W., Washington, D.C. 20009 (1-9 copies \$1.50, 10-99 copies \$1.35, 100 or more copies \$1.20)

Document Not Available from EDRS

Descriptors—City Demography, City Planning, \*Geographic Concepts, Geographic Regions, \*Geography Instruction, Higher Education, \*Human Geography, Integration Studies, Land Use, Resource Materials, Urban Areas, Urban Environment, \*Urbanization, Urban Studies

This resource paper on urban geography is part of a series designed to supplement undergraduate geography courses. It sets forth some of the principles of urban geography with special reference to form development and land uses within cities. Chapter one examines the legal, administrative, population, density, and functional definitions of a city. Chapter two describes world patterns of urban growth throughout history and in the

United States. Chapter three examines theories of urban centralization and decentralization including the gravity and potential models, concentric zonal model, wedge or sector model, multiple nuclei model, and site rentals and transport costs theories. Chapter four reviews the changing patterns of urban growth including the era of mass transportation dominance, the era of the automobile, and the spatial forms of urban growth. Chapter five examines theories behind metropolitan expansion, intermetropolitan coalescence, and urban regional planning. Chapter six reviews the spatial patterns of integration and segregation in the inner city emphasizing the neighborhood school, mobility, and processes of integration. (Author/DE)

ED 113 221 SO 008 518

Stohr, Walter B.

Interurban Systems and Regional Economic Development, Resource Paper No. 26.

Association of American Geographers, Washington, D.C. Commission on College Geography.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 74

Note—35p.

Available from—Association of American Geographers, 1710 Sixteenth Street, N.W., Washington, D.C. 20009 (1-9 copies \$1.50, 10-99 copies \$1.35, 100 or more copies \$1.20)

Document Not Available from EDRS

Descriptors—City Planning, Developing Nations, \*Economic Development, Economics, Geographic Concepts, Geographic Regions, \*Geography, Geography Instruction, Higher Education, \*Human Geography, Land Use, Resource Allocations, \*Resource Materials, \*Urbanization, Urban Studies

This resource paper on economic geography is part of a series designed to supplement undergraduate geography courses. It interprets regional economic development in terms of geographic spatial patterns of production, income, and physical or economic distance. Chapter two outlines some selected characteristics of spatial disparities of economic development at the regional and interurban levels in the United States and in developing countries. Chapter three briefly discusses two major theories of spatial development. The export-base theory explains the development of a region through external demand for its natural resources. The sector theory explains development through the specialization of agricultural activities and the formation of an intraregional transport system which permits the exchange of products. Chapter four reviews several models of differential mobility to explain in conceptual terms the emergence of the urban-regional structure in the United States. Chapter five analyzes selected flow of variables such as labor, capital, innovation, and decision-making power between developing and developed nations. Chapter six suggests five alternative national strategies of urban development. (Author/DE)

ED 113 222 SO 008 540  
Fagan, James S.

Transportation and the Environment. Publication No. 74-2.

Georgia Univ., Athens. Geography Curriculum Project.

Report No.—Pub-74-2

Pub Date 74

Note—144p.

Available from—Geography Curriculum Project, 107 Dudley Hall, University of Georgia, Athens, Georgia 30601 (\$3.00 paperback with workbook)

Document Not Available from EDRS

Descriptors—\*Concept Teaching, Conservation Education, Curriculum Guides, Environment, \*Environmental Education, Environmental Influences, Geographic Concepts, Geography, \*Geography Instruction, Instructional Materials, Models, Physical Geography, Pollution, Secondary Education, \*Social Studies, Social Studies Units, Teaching Techniques, \*Transportation

Identifiers—\*Geography Curriculum Project

The increasingly important role of transportation and its environmental impact is given major emphasis in this curriculum unit for secondary students. Four purposes of this unit are to describe and show (1) the historical development of transportation in America; (2) the effect of

current transportation practices upon the environment; (3) some transportation practices which could result in a healthier environment; and (4) the expected effect on the environment of transportation being developed for the future. A model summarizes the main ideas related to each of the purposes. A list of important concepts precedes the chapters. Individual chapters include (1) model of unit-transportation and the environment; (2) transportation network development; (3) early transport routes in America; (4) the railroad and its impact upon American transportation; (5) the role of motor vehicles in American transportation; (6) the impact of air travel upon American transportation; (7) transportation-related pollution; (8) the impact of transportation upon urban congestion; (9) transportation land requirements; (10) efficient use of existing facilities; (11) direct government control; (12) urban rapid transit; and (13) transport modes of the future. (Author/JR)

ED 113 223 SO 008 557

Bailey, Kenneth D.

Cognitive Structures, Political Environment, and Increased Political Awareness in Children: A Developmental Approach.

Pub Date Mar 75

Note—31p.; Paper presented at Annual Meeting of the Western Political Science Association (Seattle, Washington, March 20-22, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Changing Attitudes, \*Cognitive Development, Cognitive Measurement, Current Events, Elementary Secondary Education, Longitudinal Studies, Political Attitudes, Political Influences, \*Political Science, \*Political Socialization, Research Design, \*Research Methodology, Speeches, \*Student Attitudes

Identifiers—Ozarks

A conceptual framework and a unique data collection technique are proposed as a means for studying the relationship between cognitive structure and political awareness in children. Most researchers have dealt with cognitive development and political socialization research by examining children in different grade levels at one point in time. However, in this study, the same children are interviewed at three different points in time: pre-Watergate, during Watergate, and post-Nixon. The sample population included two urban school districts and six rural school districts, representing two contiguous counties located in the geographical region commonly known as the Ozarks. The project required the administration of interviews to students in the third, sixth, and ninth grades followed by a second set of interviews with the same students as fourth, seventh, and tenth graders and a third set of interviews with the these students as fifth, eighth, and eleventh graders. This study represents an attempt at longitudinal research on the acquisition of political orientations by children and suggests a key technique for determining whether childhood orientations have any effect on adult political actions. (Author/DE)

ED 113 224 SO 008 578  
Pitts, James P.

Racial Consciousness, Activism and Socialization: Black Youth. Professional Paper No. 4.

California Univ., Los Angeles. Afro-American Studies Center.

Pub Date 75

Note—36p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Activism, African American Studies, Civil Rights, Community Influence, Higher Education, \*Negro Youth, \*Political Influences, Political Socialization, \*Racial Attitudes, Racial Discrimination, Racism, Research Projects, Social Action, \*Socialization, Social Science Research

The primary objective of this research is to explore whether black student activism can be presumed to indicate a relative lack of socialization among activists. Contrary to the popular belief which argues that widespread challenges to established authority and dominant groups should be seen as an index of social disorganization among the disadvantaged, the theory presented argues that sustained periods of collective activity such as demonstrations are indicators of intense socialization and organization building. The research was conducted in a large all-black public Chicago high school. The strategy was to select an array of school organizations and attempt to



interview each available member. Two race-focused organizations, the Afro-American History Club (AAH) and a group termed the Militant organization, were the primary focus of the study. Through interviews, the author sought to specify how the social environment and activities of students in the two groups differ from that of other students. It was found that significant similarities exist between students in the AAH and Militant samples in their exposure to race-conscious interactions and writings; in this respect, they both differ markedly from nonrace students. In conclusion, it may be presumed that black student activism indicates positive political socialization among members of race-conscious groups. (Author/JR)

**ED 113 225** SO 008 588  
Commemoration of Dr. Martin Luther King, Jr., January 15, 1929-April 4, 1968. Revised.

Montgomery County Public Schools, Rockville, Md.  
Pub Date Dec 74  
Note—18p.

Available from—Director, Department of Human Relations, Montgomery County Public Schools, 850 Hungerford Drive, Rockville, Maryland 20850 (free)

#### Document Not Available from EDRS

Descriptors—African American Studies, \*Black Power, Civil Rights, \*Cultural Awareness, Elementary Secondary Education, Ethnic Groups, \*Group Unity, Identification (Psychological), Interdisciplinary Approach, \*Learning Activities, Negro Attitudes, \*Negroes, Negro Leadership, Racism, Social Studies  
Identifiers—\*King (Martin Luther Jr)

Developed in honor of Dr. Martin Luther King, Jr., this is a short collection of suggested activities to teach black awareness in the elementary and secondary grades through King's philosophy. An introductory biographical sketch of King and an article about his accomplishments are provided. Activities are divided into grade-level ranges for the following areas: exploratory activities, developmental activities, music, dramatic plays, language arts, arithmetic, and culminating activities. An example of a music activity for grades 3-7 is to play recordings of spirituals such as "Go Down Moses" and have pupils interpret the words. An example of a language arts activity for upper grades is to have pupils write original poems around themes of bravery, courage, unity, and brotherhood. Suggestions for evaluation are included. Appendix A contains a list of some of King's speeches and quotations, an excerpt of "I Have a Dream," and parts of his letter from a Birmingham jail in 1963. Appendix B contains the words of some freedom songs. (Author/ND)

**ED 113 226** SO 008 589

Jelinek, James J., Ed.  
Philosophy of Education, 1972-1973. Proceedings of the Annual Meeting of the Far Western Philosophy of Education Society (21st, Pomona, California, December 1-3, 1972).

Pub Date 73  
Note—397p.; For a related document, see SO 008 590

Available from—Dr. James John Jelinek, Editor of Proceedings, Far Western Philosophy of Education Society, College of Education, Arizona State University, Tempe, Arizona 85281 (\$15.00)

#### Document Not Available from EDRS

Descriptors—Conditioning, \*Conference Reports, Educational Objectives, \*Educational Philosophy, \*Educational Psychology, \*Educational Theories, Ethics, Existentialism, \*Foundations of Education, Higher Education, Psychoeducational Processes, Speeches  
Identifiers—Far Western Philosophy of Education Society

The proceedings of the 21st annual meeting of the Far Western Philosophy of Education Society in 1972 are presented. The proceedings consisted of 20 addresses and responses. Titles include (1) Presidential Address: Competency-Based Education: Consensus Cognoscenti Versus Reconstructio Experientiae; (2) A Role for Philosophy in California and Community Goal Setting; (3) Transaction Theory and the "Middle Game" of Instruction; (4) Some Observations on the Existential Philosophy of Education; (5) Some Educational Implications of the Eastern Notion of the Environment/Self; (6) Skepticism in Ethics and Aesthetics and Its Educational Consequences; (7)

Responsibility and Experimentalistic Education; (8) The California Child's Legislated Educational Future; (9) Thinking and Think Tanks: Perspective and Proposal; (10) The Presentation of the Self and Philosophy of Education; (11) Existential Frustration and Psychological Anomie within Select College Student Subcultures; (12) Some Theoretical Considerations of Measurement: A Philosophical Analysis; (13) Priest or Teacher; (14) "How Do You Know You Know?"—The Question Nobody Asks; (15) Academicus Resartus; (16) Contemporary Philosophies of Education: A Search for the Cutting Edge; (17) A Conceptual Model for Relational Identification of Philosophical Systems; (18) Memorization—A Much Maligned Process; (19) A Modular Approach to Foundations of Education; (20) Behaviorism: Individual and Species-Wide. (DE)

**ED 113 227** SO 008 590

Jelinek, James J., Ed.  
Philosophy of Education, 1974-1975. Proceedings of the Annual Meeting of the Far Western Philosophy of Education Society (23rd, Long Beach, California, December 6-7, 1974).

Pub Date 75  
Note—192p.; For related document, see SO 008 589

Available from—Dr. James John Jelinek, Editor of Proceedings, Far Western Philosophy of Education Society, College of Education, Arizona State University, Tempe, Arizona 85281 (\$15.00)

#### Document Not Available from EDRS

Descriptors—\*Conference Reports, Educational Objectives, \*Educational Philosophy, Educational Psychology, \*Educational Theories, \*Existentialism, \*Foundations of Education, Higher Education, Psychoeducational Processes, Speeches

The proceedings of the 23rd annual meeting of the Far Western Philosophy of Education Society in 1974 are presented. The proceedings consist of 16 addresses. Titles include (1) Leonard Abraham Fels, 1911-1974: A Memorial; (2) Trying to Make Sense out of "Existential Thought and Education"; (3) Making Sense out of "Existential Thought and Education"; (4) "Ratio-vitalism" Ortega y Gasset's Existential Rejoinder; (5) Dichotomous Typologies and Development; (6) Invocation; (7) Presidential Address, Educational Philosophy: From Is to Ought—The Difficult Rise; (8) Idealism Revisited: Response to the Presidential Address; (9) The Logic of Performance Tests for Teaching Effectiveness; (10) The Nature of Human Values: Basic Postulates and Principles Inherent in Certain Axiologies of Modern Education; (11) The Concept of Community Educational Argument; (12) Existentialism and Education; (13) Dewey's Determinism and Its Significance for Educational Aims; (14) The Direction of the Arrow: Axiology in Crisis; (15) Respect for Persons; (16) You Can't Get There from Here: In Memoriam—Leonard Fels. The appendices include a list of officers, history, and the constitution of the society. (DE)

**ED 113 228** SO 008 596

Litt, Edgar  
British Education at the Crossroads: Social Justice or Excellence?

Pub Date 75  
Note—10p.; Paper presented at Annual Meeting of the American Political Science Association (San Francisco, California, September 2-5, 1975)

Journal Cit—Dissent; Win 76

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Adult Education, \*Comparative Education, \*Educational Change, Educational Development, \*Educational Policy, Educational Research, Educational Strategies, \*Equal Education, Higher Education, \*Political Influences, Public Education, Resource Allocations, Secondary Education, Vocational Education  
Identifiers—\*England

The educational policy of the British Labor Party stresses the provision of quality education regardless of social class background. In a time of downward economic spiral, the Labor Party is committed to education for social justice through the redistribution of resources and research priorities, as well as the reorganization of the educational system. Budget decisions have redistributed funds from elite British universities to the comprehensive secondary schools and vocational col-

leges. Postsecondary reorganization involves efforts to merge the patch quilt of polytechnical schools, colleges of education, and colleges of further education under a single local authority. At the secondary level, comprehensive schools and semiprivate, direct grant schools are being merged to provide a strong alternative to expensive and exclusive private schools. Research and development funds are being shifted from open-ended cultural and scientific support to programmatic research designed to rescue a beleaguered political economy. More money is being infused into trade union projects, workers' economic cooperatives, adult education programs, and vocational training. The belief is that worker incentives are critical to economic productivity and recovery. (Author/DE)

**ED 113 229** SO 008 599

Du Terroil, Anna  
Museum Education: Recent Trends in Learning Environments.

Spons Agency—Texas Univ., San Antonio.

Pub Date 75

Note—20p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Community Education, Educational Facilities, \*Educational Programs, Educational Research, \*Exhibits, \*Learning Theories, \*Literature Reviews, \*Museums, School Role, Visual Learning

The role of museums in educational programs is described in this study and literature review. It collects, describes, and evaluates the museum's acceptance, use, and impact of psychological learning theories within educational programs. The study reports that most museums can give only a portion of their time, space, and imagination to educational programs. Throughout the literature review, a number of guiding principles point out psychological learning theories which museums use to provide exceptional learning experiences within their own institutions. The guiding principles which museums use include (1) the recognition of relevancy between museum visits and school experiences; (2) the use of visual objects as perceptual materials to reinforce learning; (3) the promotion of activity, discovery, and inquiry as useful techniques in developing and refining discriminatory skills; (4) the acceptance and utilization of organized experiences which facilitate learning and retrieval; and (5) the recognition of the value of stimuli and feedback as part of an exhibit to enable visitors to respond and attend to the exhibit as a learning experience. (Author/JR)

**ED 113 230** SO 008 600

Seltzer, Judith Robinson, JoAnn  
Population Education: Sources and Resources. Population Reference Bureau, Inc., Washington, D.C.

Pub Date Sep 75

Note—26p.

Available from—Population Education Program, Population Reference Bureau, Inc., 1754 N Street, N.W., Washington, D.C. 20036 (single copies free, additional copies \$1.00 each)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Audiovisual Aids, Bibliographies, Community Education, Curriculum Guides, \*Demography, \*Educational Resources, Environmental Education, \*Information Sources, \*Population Education, \*Population Trends, Resource Guides

This guide, designed for teachers and community leaders attempting to answer questions being raised about population and population trends or developing population study programs, contains a selective list of information sources and written audiovisual resource materials. The resource guide is divided into five areas. The first group lists over 40 entries, including private organizations, public agencies, and universities. The second area lists teacher resources, including background and theory materials, curriculum and study guides, reference guides, newsletters and periodicals, and readings. The third area looks at both teacher and student resources, including curriculum and study guides, data, reference guides, and readings. Student resources include all of the above including texts. The final area, audiovisual aids and activities, presents charts, films, and games. Over 125 entries are included in the resource sections. (Author/JR)

**ED 113 231** SO 008 601  
*Doherty, Joan Walker, William L.*  
**Current Issues in Social Studies Education.**  
 Indiana State Univ., Terre Haute. Curriculum  
 Research and Development Center.  
 Pub Date Sep 75  
 Note—99p.

Available from—Director Charles D. Hopkins,  
 Curriculum Research and Development Center,  
 113 Jamison Hall, Indiana State University,  
 Terre Haute, Indiana 47809 (\$1.00 paper-  
 bound)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
 Descriptors—American Studies, Area Studies,  
 Course Descriptions, Educational Improve-  
 ment, Elementary Education, Environmental  
 Education, Global Approach, Law Instruction,  
 Learning Activities, \*Relevance (Education),  
 Resources, \*Social Problems, \*Social Studies,  
 Urban Studies, Womens Studies  
 Identifiers—Africa, Latin America

The purpose of this monograph is to present  
 some recent trends on current issues that should  
 be taught in elementary social studies courses. It  
 is designed to provide information for teachers  
 who wish to make their social studies programs  
 more relevant to the times. The topics under con-  
 sideration have been selected because they are  
 relatively new to most elementary programs and  
 include women, law, ethnic studies, international  
 education/global education, American studies,  
 urban problems, environmental problems, Latin  
 America, and Africa. Most of the materials and  
 ideas for this publication are taken from the jour-  
 nals, yearbooks, and bulletins of the National  
 Council for the Social Studies (NCSS). Each sec-  
 tion contains a discussion of the need for study-  
 ing a particular issue, some background informa-  
 tion needed by the teacher to understand recent  
 thinking about the issue, concepts that are signifi-  
 cant in teaching and learning about the topic, and  
 practical activities for children in an elementary  
 school. (Author/DE)

**ED 113 232** SO 008 604

*Mangone, Gerard J. And Others*  
**Transnational Research Collaboration. A Report  
 Submitted by the Task Force on Transnational  
 Collaborative Research to the Govern-  
 ment/Academic Interface Committee, Interna-  
 tional Education Project, American Council on  
 Education. Occasional Paper No. 2.**

American Council on Education, Washington,  
 D.C. International Education Project.  
 Pub Date Jul 75  
 Note—78p.

Available from—International Education Project,  
 American Council on Education, One Dupont  
 Circle, Washington, D.C. 20036 (\$3.00)

**EDRS Price MF-\$0.76 Plus Postage. HC Not  
 Available from EDRS.**

Descriptors—Cross Cultural Studies, Economic  
 Research, Educational Research, Environmental  
 Research, \*Global Approach, \*International  
 Organizations, \*International Programs, Re-  
 gional Cooperation, \*Research Projects, Scien-  
 tific Research, Social Science Research,  
 \*World Affairs, World Problems

Identifiers—\*International Cooperation

A descriptive overview of international,  
 cooperative research efforts is provided. Transna-  
 tional collaborative research consists of those ac-  
 tivities that bring scholars of different countries  
 together to work on the same or common  
 research problems that cannot be addressed as ef-  
 fectively by an individual nation. This report of-  
 fers a sampling of programs and projects in  
 progress during 1973 and 1974. Topic areas  
 under examination include agriculture, develop-  
 ment, atomic energy, commerce, environment,  
 health, education, space, and the humanities. Six  
 major advantages and six limitations to current  
 transnational collaborative research are listed. To  
 improve further research it is recommended that  
 all interested public and private agencies be in-  
 formed of the potential values of this research;  
 flexibility be provided in programs and budgets to  
 encourage sound proposals; and case studies of  
 allegedly successful and unsuccessful projects be  
 accumulated, analyzed, and shared with the re-  
 levant research community. (Author/DE)

**ED 113 233** SO 008 608

**Classification of Educational Systems in OECD  
 Member Countries: Australia, Luxembourg,  
 Switzerland.**

Organisation for Economic Cooperation and  
 Development, Paris (France).

Pub Date 75  
 Note—105p.; For related documents, see ED 023  
 171, ED 076 453, and ED 086 598  
 Available from—OECD Publications Center,  
 Suite 1207, 1750 Pennsylvania Avenue, N.W.,  
 Washington, D.C. 20006 (\$5.50)  
**EDRS Price MF-\$0.76 Plus Postage. HC Not  
 Available from EDRS.**

Descriptors—Classification, Comparative Analy-  
 sis, \*Comparative Education, Educational Pro-  
 grams, Elementary Secondary Education,  
 \*Foreign Countries, Higher Education, Statisti-  
 cal Data

Identifiers—Australia, \*Educational Systems,  
 Luxembourg, Switzerland

This volume is one of a series intended to pro-  
 vide a comparative view of the education systems  
 of all Organization for Economic Cooperation  
 and Development (OECD) Member countries. It  
 complements an OECD handbook entitled  
 Methods and Statistical Needs for Educational  
 Planning (see ED 023 171). The document is  
 based on the need to establish a conversation key  
 for member countries so that published national  
 data can be readily converted on the basis of a  
 standardized system, as proposed in the hand-  
 book. The purposes are to assist OECD Member  
 countries in the development of their educational  
 statistics and to provide a basis for the collection  
 of internationally comparable statistics on educa-  
 tional systems and programs. In this volume, the  
 educational systems of Australia, Luxembourg,  
 and Switzerland are classified by type of educa-  
 tion or institution: Preprimary, Primary, General  
 Secondary, Technical Secondary, Teacher Train-  
 ing, and Higher Education. The information  
 requirements, qualifications conferred, organiza-  
 tion of studies on a full-time or part-time basis,  
 and other information of possible interest are  
 presented. A glossary of terms used in the OECD  
 classification is provided. (Author/JR)

**ED 113 234** SO 008 611

*Rebelsky, Freda*  
**Student Surveys of Policy Issues Related to Chil-  
 dren.**

Boston Univ., Mass. School of Law.  
 Spons Agency—Office of Child Development (D-  
 HEW), Washington, D.C.

Pub Date 72  
 Note—109p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—Child Advocacy, Child Care, \*Child  
 Development, Educational Research, \*Field  
 Studies, Health Services, Higher Education, In-  
 terdisciplinary Approach, Legal Aid, Legal  
 Problems, Mental Health, \*Program Evalua-  
 tion, \*Research Projects, \*Social Problems,  
 Student Projects

This project is a prototype study which in-  
 vestigates the interaction of graduate students  
 from different disciplinary backgrounds and dif-  
 ferent educational institutions in exploring social  
 and public policy issues related to children. The  
 results and evaluation of the research program  
 are presented in this document. Divided into  
 three teams, the students examined three social  
 issues in relation to child development: (1) legal  
 problems of providing medical care to minors;  
 (2) treatment of children in state mental health  
 facilities; and (3) advocacy and lobbying for chil-  
 dren. Three reports from these student teams fol-  
 low the explanation of the study. The report con-  
 cludes that small and delimited research projects  
 can profitably and successfully be completed by  
 small teams of graduate students provided that  
 the scope of the research is carefully delineated  
 and established in advance, the groups are small  
 and the tasks well structured, and the projects are  
 closely supervised by staff. (Author/JR)

**ED 113 235** SO 008 612

*Becker, Evelyn And Others*  
**Topics in Jewish-American Heritage: A Study and  
 Curriculum Outline.**

United Federation of Teachers, New York, N.Y.  
 Pub Date 75  
 Note—131p.

Available from—United Federation of Teachers,  
 Box TJAH, 260 Park Avenue South, New  
 York, New York 10010 (\$5.00)

**Document Not Available from EDRS**

Descriptors—\*Cultural Awareness, Cultural Dif-  
 ferences, Curriculum Development, \*Ethnic  
 Studies, \*Immigrants, Instructional Materials,  
 \*Jews, \*Labor Education, Learning Activities,  
 Minority Groups, Secondary Education, Social  
 Studies, Supplementary Reading Materials,  
 Teaching Techniques

In this age of ethnic awareness, the United  
 Federation of Teachers has created this publica-  
 tion to help teachers enlighten secondary students  
 on the contributions of Jewish Americans. The  
 book stresses the accomplishment of American  
 Jews in the context of a broader understanding of  
 the nature of ethnicity. Designed to supplement  
 existing social studies curricula, the book can also  
 be used in combination with similar units on  
 other minority groups. Three major areas are ex-  
 amined: (1) Jewish Migration to America; (2)  
 The Development of the Jewish Community in  
 New York; and (3) Jews in the American Labor  
 Movement. Each section contains an introduc-  
 tion, goals of the unit, an illustrated narrative,  
 and study questions and activities. A glossary and  
 a selected bibliography conclude the document.  
 (Author/JR)

**ED 113 236** SO 008 615

*Pederson, Clara A., Ed.*  
**Insights: Into Open Education. Volume 8, Number  
 1, September 1975.**

North Dakota Univ., Grand Forks. Center for  
 Teaching and Learning.  
 Pub Date Sep 75

Note—14p.  
 Available from—Insights, Center for Teaching  
 and Learning, Box 8039-University Station,  
 Grand Forks, North Dakota 58202 (annual  
 subscription \$3.50)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Affective Behavior, Alternative  
 Schools, Elementary Education, Experimental  
 Schools, Grading, \*Humanistic Education, Hu-  
 manization, \*Human Relations, Moral Issues,  
 \*Newsletters, \*Open Education, Progressive  
 Education, Resource Materials, \*Student Cen-  
 tered Curriculum, Student Evaluation, Student  
 Teacher Relationship, Values

Identifiers—\*Bicentennial

The "Insights" newsletter, published eight  
 times during the academic year, is intended for  
 elementary teachers interested in open education.  
 The newsletter includes descriptions of actual  
 classroom projects, discussions of teaching  
 techniques, and sources of curriculum and profes-  
 sional materials. This issue treats the topic human  
 relations and contains four articles: Human Re-  
 lations; Grading Children; Four Strategies to En-  
 courage Evaluative Input from Children; Solving  
 Moral Dilemmas; and The Human Development  
 Program—An Affective Education Activity. Dur-  
 ing the Bicentennial year, "Insights" will also  
 carry listings of materials which might be helpful  
 to teachers. (Author/RM)

**ED 113 237** SO 008 618

*Kirschenbaum, Howard*  
**Recent Research in Values Clarification.**  
 Pub Date 74

Note—8p.; Paper presented at Symposium on  
 Humanistic Education (Patterson College, Pa.,  
 1975)

Available from—National Humanistic Education  
 Center, Upper Jay, New York 12987 (\$0.75)

**Document Not Available from EDRS**

Descriptors—\*Educational Research, Higher  
 Education, Literature Reviews, Moral Develop-  
 ment, \*Moral Values, \*Research Methodology,  
 \*Teacher Education, \*Values

Included in this document are 11 summaries of  
 studies which update the research in values edu-  
 cation. Many of the studies have been completed  
 in the last few years and are published or soon to  
 be published. The "new" research involves more  
 sophisticated methodology, larger populations,  
 and greater emphasis on values clarification  
 strategies. The research is divided into three sec-  
 tions. Outcomes of values clarification with stu-  
 dents and other target populations comprise the  
 first section. The second section lists research in-  
 volving outcomes of teacher training in values  
 clarification. The third section presents  
 methodological developments aimed primarily at  
 studies which contribute some new management  
 tool or approach for the study of a particular  
 variable related to values clarification.  
 (Author/JR)

**ED 113 238** SO 008 621

**High School Psychology Elective. Bulletin No. 272.**  
 Montgomery County Public Schools, Rockville,  
 Md.

Report No—Bull-272

Pub Date 74

Note—199p.

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

**Descriptors**—Curriculum Guides, \*Elective Subjects, Humanistic Education, Human Relations, Individual Development, Learning Activities, Motivation, Perception, Personality, \*Psychology, \*Schedule Modules, Secondary Education, Social Influences, \*Social Sciences, Teaching Techniques

The main focus of this secondary-level psychology course is that of enhancing student interest in and understanding of psychological concepts, principles, and hypotheses through exploration of their relationship to current and arresting topics and problems, including problems of individual development and interpersonal relations. The curriculum guide begins with a prerequisite introductory unit. Specific units following the introduction include (1) perception, (2) motivation, (3) learning, (4) thinking, (5) developmental aspects, (6) personality, and (7) social influences. Within each of the major unit topics are several subtopics. The course revolves around a module system of instruction covering one or several lessons. Each module contains the central principle, key terms, instructional objectives, activities, normal-abnormal continuum, evaluation exercises, and references. A bibliography concludes the guide which lists the books referred to in the lessons and activities. (Author/JR)

**ED 113 239** SO 008 622

**Abrams, Grace C. Schmidt, Fran C.**  
**Conflict Resolution, Social Studies: 0427.**  
Dade County Public Schools, Miami, Fla.  
Pub Date 74

Note—114p.; An Authorized Course of Instruction for the Quinmester Program; Pages 24a, 28a, 59a, 60a, 60b, 60c, 68a 68b, 68c, 70a, and 70b of the original document are copyrighted and therefore not available. They are not included in the pagination

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—Behavioral Sciences, Behavior Patterns, Behavior Problems, \*Conflict, \*Conflict Resolution, Course Content, Curriculum Guides, Elementary Secondary Education, \*Human Relations, Instructional Materials, Learning Activities, Resource Materials, \*Social Studies Units, \*Values, Violence

**Identifiers**—\*Quinmester Program

This curriculum guide provides students with the opportunity to study human behavior, ways in which conflict originates, processes by which it escalates, and the alternative methods of dealing with it. The unit is not intended to be static or permanent in nature but an ongoing educational process that will help students become aware of human needs and how they can try to meet these needs with nonviolent alternatives. Each section may be used independently so that priority concepts can be stressed according to allocated time. In eight chapters, the guide presents activities for defining behavior; identifies basic human psychological needs; provides values clarification activities; defines the causes and effects of functional and dysfunctional behavior; analyzes the philosophy, proponents, and application of non-violence; examines the attitudes and processes for making changes nonviolently; and provides an appendix of suggested audiovisual and printed materials for teacher and student. (Author/DE)

**ED 113 240** SO 008 623

**Evenson, James A.**

**Age and Educational Selectivity among Migration and Human Capital Flows in the West.**  
Pub Date 1 May 75

Note—24p.; Paper presented at the Annual Meeting of the Western Social Science Association (17th, Denver, Colorado, May 1-3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Age, Economics, \*Educational Economics, \*Human Capital, Human Resources, \*Migration, Migration Patterns, \*Mobility, Population Distribution, Population Trends, \*Public Education, Social Science Research

**Identifiers**—United States (West)

This paper quantifies and analyzes the total flows of human capital moving in and out of the West over time as a result of interregional migration. Particular emphasis is placed on analyzing the "age-education" interaction effect of migration on flows of human capital. Migration was highly selective of the young and/or highly educated adult. Age, education, race, and sex characteristics of migrants moving in and out of the Western divisions were determined from cen-

sus data. The detailed flows were multiplied by the appropriate value of human capital (discounted earnings approach) and were then summed to determine the effects of age and education on flows of human capital. Results of the study indicate that (1) the "age-education" interaction effect is highly significant; (2) the West experienced a large increase in human capital as a result of the large net in-migration of adults from the Midwest; (3) more recently, this flow has decreased somewhat; (4) the West has been experiencing a large gain in black human capital from both the southern and northern states; and (5) a significant portion of the economic growth in the West appears, consequently, to have been subsidized by other regions, especially the Midwest. These rather large flows of human capital imply that the other regions are underinvesting in education, especially higher education. (Author)

**ED 113 241** SO 008 624

**Fernandez, Celestino And Others**

**High School Students' Perceptions of Social Studies. Occasional Paper No. 6.**

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Report No—SCRD-Occas-Pap-6

Pub Date Aug 75

Note—26p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Achievement Rating, Comparative Analysis, Curriculum Research, \*Educational Research, English, Grades (Scholastic), High School Students, Learning Motivation, Mathematics, \*Perception, Rural Urban Differences, Secondary Education, Social Influences, \*Social Studies, \*Student Attitudes, Student Evaluation, Success Factors

Students in eight urban and three suburban high schools were asked for their perceptions of social studies, mathematics, and English. Although most students thought that learning all three subjects was important, they believed that learning social studies was less important than learning mathematics and English. The majority thought that their grade in social studies was more important than learning the subject. The students felt that their parents, counselors, and friends supported these views. Fewer than one-third of the urban students were high on measures of articulation between social studies and future occupations. Social studies teachers were generally perceived as little different from other teachers on affective measures and only slightly higher as interested in students as people. Social studies was perceived as being easier than mathematics, a finding which tends to be reflected in students' grades. Problem areas for teachers of social studies are noted, and suggestions for dealing with them are offered. (Author/ND)

**ED 113 242** SO 008 625

**Current Social Issues: The Public's View. Findings from a Series of National Surveys, Spring 1975.**

Institute of Life Insurance, New York, N.Y.

Pub Date 75

Note—28p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Consumer Economics, Family Life, Futures (of Society), \*National Surveys, \*Public Affairs Education, \*Public Opinion, Sex Role, \*Social Attitudes, \*Social Problems, Social Science Research, Statistical Analysis, Surveys

The findings of this national survey of public attitudes are the second in a series of reports reflecting important trends in American society. The survey is one of a number made on behalf of the life insurance business by the Institute of Life Insurance. Data for the survey were collected in personal interviews with 1,500 to 3,000 adults. Scientific procedures were followed to make the samples representative of the United States population 18 years old and over. Findings report the public's view on new attitudes toward the family, changes in traditional sex roles, people's orientation toward the present versus the future, feelings of personal control or lack of control, consumerism, civil rights, birth control, gun control, marijuana legalization, and communal living. The findings are reported in statistical percentage charts, along with brief narratives which analyze and interpret the data. (Author/JR)

**ED 113 243** SO 008 626

**A Senior High School Social Studies Unit on the Black Experience in America. Bulletin No. 279.**

Montgomery County Public Schools, Rockville, Md.

Report No—Bull-279

Pub Date 75

Note—109p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—African History, Civil War (United States), Curriculum Guides, \*Ethnic Groups, Instructional Materials, \*Minority Groups, \*Negroes, Race Relations, Secondary Education, Social Studies, \*Social Studies Units, \*United States History

Prepared for senior high students at Montgomery County Public Schools, Rockville, Maryland, this curriculum guide focuses on the black experience in America, beginning with the roots of African heritage and extending to modern day events. The unit tells the story of the black American from his viewpoint, adding dimension to both American history and black history. The primary purpose of the course is to introduce students to the individuals, forces, and events that make up the experiences of the black people in America. Following an introduction describing the African background, the guide presents sections on the role of the blacks in the New World until Emancipation in 1863, Reconstruction to World War II, and the Black Revolution. Supplementary materials are included throughout the unit of study including a bibliography and listings of film and nonprint resources useful for a course on black studies. (Author/JR)

**ED 113 244** SO 008 628

**Epstein, Cynthia Fuchs**

**Reflections on the Women's Movement: An Assessment of Change and Its Limits.**

Spons Agency—Institute of Life Insurance, New York, N.Y.

Pub Date Aug 75

Note—40p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Civil Rights, \*Equal Opportunities (Jobs), Family Life, Family Structure, \*Feminism, Sex Discrimination, \*Sex Role, Sex Stereotypes, Social Attitudes, Sociology, Womens Education, \*Womens Studies, \*Working Women

Recent changes in the social and economic roles of women are examined. These changes affect the lives of the largest single group in the United States and have resulted from a movement aimed not only at increased access to society's resources and power, but also at a redefinition of the identity of American women. Topics reviewed include women in the labor force, entry into male-dominated occupations and professions, competence and criteria, consequences of women's movement on professional and occupational practice, apprenticeship, minority women, women and education, women and money, women and politics, changes in the family structure, fertility, changing living arrangements, pressures on the family, and child care. The emphasis of this report is on economic changes because it is an important area in defining women's equality. Access to occupational opportunities has given women significant leverage in politics, as well as in the home. Their attitudes toward work have stimulated new versions about marriage and family life. (Author/DE)

**ED 113 245** SO 008 631

**Northrup, Terry**

**The "New Social Studies" Is Plural. Publication Number 6.**

North Carolina Univ., Greensboro. Humanistic Education Project.

Pub Date 1 Oct 74

Note—13p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Discovery Learning, Discovery Processes, Educational History, Educational Philosophy, Educational Theories, Elementary Secondary Education, \*Inquiry Training, Learning Processes, \*Learning Theories, Progressive Education, Questioning Techniques, \*Social Studies, \*Teaching Methods

The writings of 33 authors in either curriculum theory or social studies are analyzed to determine whether each author supports structure-discovery views, reflective-inquiry views, or expresses views that tend to reflect both positions or neither position regarding the new approaches to teaching social studies. The structure-discovery method is designed to teach substantive concepts and

procedures from the knowledge structure of a specific discipline. Students, through problem solving, hypothesis testing, or some other involvement, determine the concepts or generalizations for themselves. The reflective-inquiry method is designed to develop each student's ability to make decisions about personal and societal problems. The "content" to be studied is not predetermined but is comprised of data needed to investigate the problem and make decisions about it. Reflective-inquiry emphasizes student values analysis, reflection, and classification in order to make a decision on a specific societal problem. Thirteen writers in the sample favor the structure-discovery approach; twelve favor the reflective-inquiry approach; while eight are inconsistent between the two approaches. Although some of the authors' views may have changed since completion of the study in 1971 and more materials have been recently written, the descriptions of positions can help teachers to conceptualize social studies teaching alternatives. (Author/DE)

ED 113 246 SO 008 633

Williams, Catharine M.

The Community as Textbook. Fastback 64.

Phi Delta Kappa, Bloomington, Ind.

Pub Date 75

Note—32p.

Available from—Phi Delta Kappa Educational Foundation, 8th and Union, Box 789, Bloomington, Indiana 47401 (\$0.50 per copy, any 8 titles \$4.00)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Adult Education, Class Activities, Community Cooperation, Community Programs, Community Recreation Programs, \*Community Resources, \*Continuous Learning, Educational Alternatives, Educational Innovation, Elementary Secondary Education, Field Experience Programs, \*School Community Programs, \*School Community Relationship. Suggestions on how community resources can be organized and made available for both formal education activities and residents of a community are provided. Six categories of community resource learning experiences are examined, consisting of study strips, resource persons, community services, community resource maps, community surveys, and camping (outdoor education). Each activity is nonbook in character and usually takes place outside of the formal classroom situation. Most effective use of these resources requires advanced planning and a formalized use sequence including selection of the resource, preliminary arrangements, teacher-student planning and preparation, student experience with the resource, checking and follow-up, and evaluation. Full and proper use of community resources depends upon adequate administrative support. Funds should be allocated for the production, periodic updating, and distribution of community resource directories. Not only students but also community residents with leisure time can take advantage of these local resources to continue their education. The author suggests that all agencies in a community cooperate in publicizing their resources and helping people to explore them. (Author/DE)

ED 113 247 SO 008 634

Muessig, Raymond H.

Aphorisms on Education: Some Thoughts on Contemporary Schooling. Fastback 40.

Phi Delta Kappa, Bloomington, Ind.

Pub Date 74

Note—36p.

Available from—Phi Delta Kappa Educational Foundation, 8th and Union, Box 789, Bloomington, Indiana 47401 (\$0.50 per copy, any 8 titles \$4.00)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Educational Philosophy, \*Educational Principles, \*Educational Theories, History, Intellectualization, \*Literary Genres, \*Literary History, Literature, Primary Sources. Identifiers—\*Aphorisms

The author provides 79 short maxims on the nature of contemporary education. An aphorism is defined as a short pithy statement of truth as perceived by the author. As an introduction, 12 characteristics of aphorisms, a short historical survey of aphorisms, and examples by well-known writers are provided. Aphorisms, usually brief, may use words interestingly, may capture penetrating perceptions in a down-to-earth

manner, and are often biographical inspirational, cynical, depressing, upsetting, tragic, humorous, hortatory, and inconsistent. Frequently aphorisms may confuse a situation more than clarify it and may be void of meaning. (Author/DE)

ED 113 248 SO 008 635

Sexton, Thomas G. Poling, Donald R.

Can Intelligence Be Taught? Fastback 29.

Phi Delta Kappa, Bloomington, Ind.

Pub Date 73

Note—36p.

Available from—Phi Delta Kappa Educational Foundation, 8th and Union, Box 789, Bloomington, Indiana 47401 (\$0.50 per copy, any 8 titles \$4.00)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Educational Alternatives, Educational Innovation, Educational Psychology, Educational Research, Intellectual Development, \*Intelligence, Intelligence Level, Intelligence Quotient, \*Learning Processes, \*Mental Development, Progressive Relaxation, Psychological Studies, \*Psychology. Identifiers—Autogenic Therapy, \*Biofeedback, Bulgarian Suggestopedia, Hypnedia, Transcendental Meditation, Yoga

This booklet cites evidence indicating that intelligence can be trained, given a physiologically normal student and an intensely persistent tutor. Methodologies for increasing mental efficiency have in common the principle of coordination of physical and mental processes, whether achieved by simple relaxation training, brain polarization, or biofeedback. Successful evidence and short descriptions of the processes are provided for transcendental meditation, yoga, hypnedia, Bulgarian suggestopedia, autogenic therapy, progressive relaxation, and biofeedback. Current applications of biofeedback, descriptions of biofeedback instruments, and suggestions for a hypothetical biofeedback learning center using relatively inexpensive biofeedback equipment are provided. Also included are a source and price list of biofeedback instruments and a list of recommended reading. (Author/DE)

ED 113 249 SO 008 640

Daly, Richard F.

Social System of River City High School Senior

Class: Socio-economic Status (SES).

Pub Date [75]

Note—12p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Curricular Activities, Grades (Scholastic), \*High School Students, Peer Groups, Secondary Education, Sex Differences, \*Social Behavior, \*Social Science Research, Social Sciences, Social Structure, \*Social Systems, Socioeconomic Background, Socioeconomic Influences, \*Socioeconomic Status

The goal of this study was to investigate the relationship between an adolescent's socioeconomic status (SES) and selected variables of the sub-subsystems of the River City High School senior class social system during the 1974-75 academic year. Variables for study were selected from each of the three sub-subsystems of the senior class social system: grade point average of the subjects was selected from the formal sub-subsystem; amount of cocurricular activities participated in by the subjects was selected from the semiformal sub-subsystem; such family and community characteristics as sex, SES, and residence (town or farm) of the best friend of the subjects were selected from the informal sub-subsystem. Although more variables showed significant correlations with SES for girls than for boys, the boys showed higher correlations on those variables that did reach significance. It was concluded that the social behavior of adolescents in the sub-subsystems of the River City High School senior class social system appears to be related functionally to the positions their families occupy in the social structure of the community. (Author/ND)

ED 113 250 SO 008 641

Sorgman, Margo I. Uhlenberg, Donald M.

Interests of Upper Elementary Students in Human Geography and Their Perceptions of Effective Learning Environments.

Pub Date 2 May 75

Note—15p.; Paper presented at Annual Conference of the Rocky Mountain Social Science Association (17th, Denver, Colorado, May 1-3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Cognitive Ability, Ecology, Educational Environment, \*Educational Research, Elementary Education, Field Trips, Geography, \*Geography Instruction, \*Human Geography, \*Inquiry Training, Perception, Social Sciences, Social Studies, \*Student Interests

Students' interests are assessed in human geography and in the man-land orientation (how people have adjusted and adapted their environment). The major problems investigated are to determine which areas of human geography are of most interest to upper elementary students, and to assess the perceptions of these students regarding the best place to learn about those areas of interest. The test sample was composed of 30 students each from fourth, fifth, and sixth grades of a lower middle income, urban elementary school. A questionnaire consisting of 32 inquiry questions derived from "Focus on Man: Social Studies for Utah Schools," a prospectus published by the Utah State Board of Education, was used because it is inquiry oriented, focuses on the human aspects of geography, and is the basic reference for social studies in Utah elementary schools. It was concluded that the man-land approach is appropriate for geographic inquiry in the upper elementary school grades. Recommendations for teaching the man-land approach to geography for upper elementary students are given. (Author/ND)

ED 113 251 SO 008 642

Gerlach, Ronald A. Lamprecht, Lynne W.

Teaching About the Law.

Pub Date 75

Note—354p.

Available from—The W. H. Anderson Company, 646 Main Street, Cincinnati, Ohio 45201 (\$9.95)

Document Not Available from EDRS

Descriptors—Audiovisual Aids, Case Studies, Community Resources, \*Curriculum Development, Elementary Secondary Education, Evaluation, Instructional Innovation, Instructional Materials, \*Law Instruction, Laws, Learning Activities, Projects, \*Resource Guides, Simulation, \*Social Studies, Teacher Education, \*Teaching Techniques, Values. Identifiers—Legal Education

The practitioner-oriented book provides objectives and goals, learning activities, resources, teaching techniques, and other sources helpful for K-12 teachers developing, planning, and implementing law education programs in the social studies classroom. The first chapter examines the role of the law and society, goals for instruction, and law for the layman. The second chapter defines good citizenship as a primary concern in law education and compares the traditional citizen courses to the new direction. A variety of selected curriculum materials for law studies are described in the third chapter, followed by a presentation of audiovisual resources in the fourth chapter. Community resources which may be used by teachers to enrich law studies are incorporated into chapter five. Legal reference materials are discussed in chapter six. Chapters one through ten focus on the following teaching strategies: the case study approach; value clarification strategies; simulation, role playing, and gaming; and evaluation strategies. In the eleventh chapter, ways to incorporate a law program into the school curriculum are examined. The last chapter describes models for training and development of qualified law studies instructors. (Author/JR)

ED 113 252 95 SO 008 643

Gregory, Paul R.

Educational Input and Fertility Response. Final Report.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 9 Sep 75

Grant—NE-G-00-3-0171

Note—13p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Academic Achievement, \*Birth Rate, \*Demography, \*Education, Educational Opportunities, Family Management, \*Family Planning, Marriage, National Surveys, Parental Aspiration, Parent Education, Population Trends, \*Social Science Research, Socioeconomic Influences

This report summarizes the most important findings in a study designed to investigate the linkages between education and fertility in the

United States. The data base for this investigation is the National Longitudinal Survey (NLS) of women aged 30 through 44 by the Bureau of Census. The basic hypothesis is that education will affect fertility and that fertility and marriage decisions will affect educational choice. Results indicate that a woman marrying and having her first child at age 16 will complete 3.5 fewer years education than a woman who never marries. Educational choice is significantly affected by the individual's socioeconomic status—as reflected in parents' education and occupation—and by attitudes towards housework and child care activities. The total cost of children, both explicit and implicit, varies not only with family size, but also with the timing of family formation. It is apparent that if child births are delayed until the mother has completed her formal education, then the foregone education costs of fertility will be minimal. (Author/DE)

**ED 113 253** SO 008 644

*Ball, Bruce P. Walcott, Anne*  
**The Undergraduate Internship Technique: An Essay on Program Development.**  
Pub Date 75

Note—17p.; Paper presented at the Annual Meeting of the American Political Science Association (San Francisco, California, September 2-5, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*College Curriculum, Educational Programs, Field Experience Programs, Higher Education, \*Internship Programs, Learning Experience, \*Political Science, Practicums, Program Design, \*Program Development, Program Evaluation, Teaching Methods

The purpose of this paper is to assist interested faculty members in designing, developing, and evaluating political internships so as to produce the best learning experience possible. Political internship is a program developed to teach college students about politics and government by exposing them to a "real world" political experience. It can also assist future graduates in developing contacts and references useful in the job market. Three issues that are addressed include (1) the concept of political internship, (2) the role that internship plays in a contemporary political science curriculum, and (3) some of the important questions that should be raised in developing or evaluating internship programs. Recommendations are given for dealing with these concerns. Emphasized is recognition that the internship program complement and enhance the classroom experience rather than merely be a job training program. (Author/ND)

**ED 113 254** SO 008 645

**World Cultures. Social Studies Grade Nine.**

Baltimore City Public Schools, Md.

Pub Date 75

Note—230p.

**EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage**  
Descriptors—\*Anthropology, \*Cross Cultural Studies, \*Cultural Awareness, Cultural Context, Cultural Differences, Culture, \*Global Approach, Grade 9, Inquiry Training, Secondary Education, Social Studies, \*Social Studies Units, Teaching Guides, World History

The purpose of this teaching guide on anthropology for ninth-grade students is to provide them with an opportunity to study perception, disparate societies, and the similarities and dissimilarities that exist among societies. The content material is world history used to illustrate general historical problems and processes and approached from the viewpoint of cultural anthropology. As a course of study, the guide proposes an inquiry-conceptual approach to the investigation of significant topics. It develops modes and processes of inquiry along with concepts that are useful in reflectively studying issues in the closed areas of culture. Nine units comprise the instructional episodes of this guide: Perception: To Understand Is to Invent; Origins of Humanness; Emergence of Complex Societies; Rise and Transformation of Civilization as a Model of Cultural Change; Medieval Civilizations: Europe, Islam, and Africa; Rise of the West; The Industrial Revolution as a Strategy of Adaptation; Conflict and Consensus in Complex Societies; and Impact of Complex Societies on Traditional Ones. Each unit is one- to five-weeks long. (Author/ND)

**ED 113 255** SO 008 646

*Davies, Richard Ed*

**Response of Church Related Adults to the Film, "Parable."**

Pub Date 75

Note—13p.; Paper presented at the International Convention of the Religious Education Association (Philadelphia, Pennsylvania, November 23-26, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—Adults, Affective Tests, Allegory, Beliefs, Christianity, \*Emotional Response, \*Films, Post Testing, Religion, \*Religious Education, Religious Factors, \*Social Science Research

The purpose of this study was to investigate response to the film, "Parable," a 20-minute color film which depicts a clown in a circus setting and which has no dialog but evokes strong emotional/affective reactions. Postviewing reactions to the film by 141 adults from age 20 to 70 of United Methodist churches in southern Indiana were researched. Although the film is more frequently shown to youth, adults were queried because it was felt that adult theological belief systems are more fully developed. The study attempts to describe their reactions and relate the reactions to patterns of theological belief. Theological belief was measured by having participants complete Lee's (1965) Religious Belief Inventory before they watched the film. Emotional/affective reactions were measured by (1) previewing and postviewing completion of Buros' Multiple Affect Adjective Check List (1972), and (2) postfilm semantic differential responses to 11 film-related stimuli. Despite the film being subject to various interpretations, it was concluded that most people who are conversant with the Christian tradition see the film as an obvious allegory in which the clown represents Jesus Christ and the circus represents the world. (The film "Parable" is available from the Council of Churches of the City of New York, 475 Riverside Drive, Suite 456, New York, N. Y. 10027.) (Author/ND)

**ED 113 256** SO 008 652

**Population Problems, Teacher's Guide. Environmental Education Unit, Twelfth Grade Sociology.**

Little Rock School District, Ark.

Pub Date [75]

Note—70p.; Not available in hard copy due to marginal legibility of original document; Related documents are SO 008 427-429

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Curriculum Guides, \*Demography, \*Environmental Education, Grade 12, Instructional Materials, \*Overpopulation, \*Population Education, Population Growth, Secondary Education, Social Influences, Social Studies Units, Sociology, Teaching Guides

Identifiers—\*Environmental Education Project, ESEA Title III

Human population growth and the implications of increasing population on the well-being of men and nations is examined in this twelfth grade curriculum guide which is part of a series for grades 4 through 12. The primary functions of the unit are to introduce the student to reasons for population growth, results of overextended populations, and solutions to overpopulation. Consideration is also given to political and sociological problems which arise as adjuncts to the question of population. The component parts of this guide are: an overview of the unit, the major concepts in the unit, behavioral objectives, daily schedule, lesson plans for classroom activities, a pretest for the unit, and student and teacher evaluation forms. The unit requires three weeks to complete, and is structured around 15 student-centered activities which include films, survey questionnaires, filmstrips, student readings, discussion activities, data analysis, and role playing. (Author/DE)

**ED 113 257** SO 008 653

*Anderson, Randall C.*

**Behavioral Sciences in Secondary Schools: An Inquiry-Oriented Interdisciplinary Approach to the Human Behavioral Sciences in Social Studies. Professional Education Series.**

Pub Date 75

Note—122p.

Available from—Professional Educators Publications, Inc., Lincoln, Nebraska 68501 (\$2.25)

Document Not Available from EDRS

Descriptors—Anthropology, \*Behavioral Sciences, \*Behavior Patterns, Behavior Theories, Curriculum Development, \*Educational Trends, Inquiry Training, Psychology, Questioning Techniques, Secondary Education, Social Behavior, Socially Deviant Behavior, \*Social Problems, Social Psychology, Social Sciences, \*Social Studies, Sociology

Trends in secondary-level behavioral science curriculum development, informational background, and strategies for teaching behavioral science concepts are provided in this book. Chapters one through three define the behavioral sciences and examine their changing role and status in social studies education. Chapters four through six develop instructional strategies that teach significant behavioral science themes in the secondary social studies. At the conclusion of each major theme, there is a set of assumptions for student inquiry which have been developed to aid teachers in motivating reflective inquiry in their classroom discussion of these topics. Each assumption is designed to promote critical analysis through data gathering and interpretation. The behavioral science themes under examination include futuristics, birth control and family planning, genetic manipulation, euthanasia, environmental pollution, nourishment, psychological trauma, alcohol and drug abuse, sex, murder, suicide, alienation, divorce, juvenile delinquency, prison reform, and mental illness. (Author/DE)

**ED 113 258** SO 008 654

*Gibson, Campbell Wetogran, Signe*

**Population Estimates and Projections: Projections of the Population of the United States, 1975 to 2050. Current Population Reports, Series P-25, No. 601.**

Bureau of the Census (DOC), Suitland, Md.

Pub Date Oct 75

Note—151p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$2.95)

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

Descriptors—Birth Rate, Census Figures, \*Demography, \*Futures (of Society), National Demography, \*Negro Population Trends, \*Population Growth, \*Population Trends, Racial Composition, Social Science Research, Statistical Studies

This report presents population projections of the United States by age, sex, and the components of population changes, births, deaths, and net immigration. These projections are shown annually by race—white and black—from 1975 to 2000 and in less detail for the total population from 2000 to 2050. In 1974, the population of the United States, including Armed Forces overseas, was about 212 million and had increased by 0.7 percent during the preceding year. While the total population has increased throughout American history, the rate of growth has undergone a long-term decline with the only major interruption being due to the baby boom following World War II. Projecting for three different fertility rates, the report suggests that the population will continue to grow throughout the remainder of the twentieth century at rates which could fall below the current low rate and which are unlikely to reach the relatively high rate of the 1950s. The black population is projected to grow at a higher rate than the white population because it has a younger age structure and higher fertility rates. (Author/DE)

**ED 113 259** SO 008 656

**On Campus with Women. Number 11.**

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.

Spons Agency—Carnegie Corp. of New York, N.Y.; Danforth Foundation, St. Louis, Mo.; EXXON Education Foundation, New York, N.Y.

Pub Date May 75

Note—13p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Civil Rights, Civil Rights Legislation, Coeducation, Equal Education, \*Equal Opportunities (Jobs), Females, \*Feminism, Higher Education, Minority Groups, \*Newsletters, Sex Discrimination, Womens Athletics, \*Womens Education, Womens Studies

This occasional newsletter summarizes a variety of activities concerning women on campuses and in the job market across the United States. Top-



ics covered in the newsletter are affirmative action and employment, education of women, coeducation and admissions, and sports. A number of specific reports of activities are found under each topic. For example, in this issue the section "Affirmative Action and Employment" includes State Agencies Bar Discrimination: Massachusetts Colleges to Pay; Educational Testing Service (ETS) Confirms That Women Earn Less; and American Sociological Association (ASA) Charts New Role for Professional Organizations. The newsletter and single copies of other materials are available free from the Project. (To be placed on their mailing list, write to Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, N.W., Washington, D.C. 20009.) (ND)

**ED 113 260** SO 008 658

*Spekke, Andrew A., Ed.*

**The Next 25 Years: Crisis and Opportunity.**  
World Future Society, Washington, D. C.  
Pub Date 75

Note—376p.; Produced in conjunction with General Assembly of the World Future Society (Second, Washington, D.C., June 2-5, 1975)

Available from—Book Service, World Future Society, 4916 St. Elmo Avenue, Washington, D.C. 20014 (\$8.00)

**Document Not Available from EDRS**

**Descriptors**—Art, Ecology, Economic Change, \*Futures (of Society), \*Global Approach, \*Higher Education, Justice, Philosophy, \*Planning, Political Issues, \*Prediction, Sex Education, \*Social Change, Social Development, Technological Advancement, World Problems

This volume contains a selection of 43 papers submitted in advance to the World Future Society's Second General Assembly. Papers were selected for their general interest and relevance to the theme of the meeting—a look at the prospects for mankind during the final quarter of the 20th century. Authors include Roy Amara, Lester Brown, Jay W. Forrester, Willis Harman, Herman Kahn, John Platt, Robert Theobald, and others. Articles present and examine new dimensions of the future and problems that the world is facing; goals for the global society; the world community and its future; problems and possible consequences of politics, democracy, and economic alternatives; social inventions, women as futurists, and futures studies; intimate relationships, sex, and the future; the future of art and design; criminal justice and the law, and its relation to the future; and forecasting and possible new policies. (Author/JR)

**ED 113 261** SO 008 660

*Kenworthy, Leonard S.*

**Studying India in Elementary and Secondary Schools.** World Affairs Guide.  
Pub Date 75

Note—67p.

Available from—Teachers College Press, Teachers College, Columbia University, 1234 Amsterdam Avenue, New York, New York 10027 (\$2.75 paperback)

**Document Not Available from EDRS**

**Descriptors**—\*Area Studies, \*Asian Studies, Course Content, \*Cultural Awareness, Curriculum Planning, Curriculum Problems, Elementary Secondary Education, \*Foreign Culture, Global Approach, Guides, Political Science, Resources, \*Social Studies, World Affairs, World History, World Problems

**Identifiers**—India

One of several World Affairs Guides, this booklet focuses on India as a region to be included in any K-12 social studies curriculum plan. It is felt that modern students in the United States should know a great deal about other significant areas of the world. India is thought to be significant because of its rich history, cultural contributions, regional political influence, large population, potential power, and comparative value as a case study of development. The following sections are contained in the guide: The Importance of Studying India, Some Difficulties in Teaching About India, Background and Ideas to Stress, Curriculum Proposals and Methods, Resources for Studying India, and Addresses of Organizations and Publishers. Other guides on China, Japan, the USSR, and Africa cover the same or similar topics and follow the same format. The documents are available from the Teachers College Press. (Author/ND)

**ED 113 262** 95 SO 008 663

*Saad, Geti, Comp.*

**Selected Bibliography of Educational Materials in Pakistan, Vol. 8, No. 2, 1974: Period Covered, April-June, 1974.**

National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No—TT-74-53392-2

Pub Date 74

Note—59p.; Not available in hard copy due to marginal legibility of original document; For a related document, see ED 107 593

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Abstracts, Adult Education, \*Annotated Bibliographies, \*Comparative Education, \*Educational Development, Educational Philosophy, Educational Policy, Educational Research, Elementary Secondary Education, Higher Education, Teacher Education, \*Teachers, Womens Education

**Identifiers**—\*Pakistan

This annotated bibliography lists 103 entries of selected educational materials in Pakistan covering the period April through June, 1974. The materials are organized into 28 categories: Administration, Organization, and Financing of Education; Adult Education; Comparative Education; Curriculum; Education Goals; Educational Planning; Education Reforms; Educational Research; Examination; Health Education; Higher Education; History of Education; Islamic Education; Teaching of Languages; Libraries; Medical Education; Philosophy of Education; Psychology; Science Education; Sociology; Students' Problems; Teacher Education; Teaching Methods and Media; Technical Education; Textbooks; Women's Education; General; and a special section on Teachers. The materials are drawn from a variety of Pakistani journals, newspapers, and government publications. An Author index concludes the document. (JR)

**ED 113 263** SO 008 665

**Education for Global Interdependence. A Report with Recommendations to the Government/Academic Interface Committee.**

American Council on Education, Washington, D.C. International Education Project.

Pub Date [75]

Note—122p.

Available from—International Education Project, American Council on Education, One Dupont Circle, Washington, D.C. 20036 (free)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Educational Assessment, \*Educational Needs, Educational Objectives, Educational Planning, Educational Strategies, Foreign Relations, Futures (of Society), \*Global Approach, Group Unity, \*Higher Education, Interagency Coordination, International Education, \*Public Affairs Education, World Affairs, World Problems

**Identifiers**—\*International Cooperation

With upcoming global realities of interdependence in mind, this report attempts to usefully inform citizens, educators, and policy makers about worldwide educational issues. The result of a colloquy among representatives of a wide variety of educational interests and federal agency interests, the report provides recommendations for ways that colleges and universities might become more useful catalysts and partners. Recommendations include suggested actions by the federal government, state governments, educational institutions, and private foundations. Chapter one discusses the global setting, chapter two points to the national (U.S.) need for public understanding, and chapter three presents the national need for expert knowledge. Appendices relate specific occurrences and activities to the needs for understanding and knowledge. (Author/ND)

**ED 113 264** SO 008 666

*Baker, Therese*

**Sex Differences in Social Behavior.**

Pub Date Apr 75

Note—9p.; Paper presented at the Midwest Regional Women's Studies Conference (Bloomington, Indiana, April 4-6, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Biological Influences, \*Child Development, Cultural Factors, Developmental Psychology, Nature Nurture Controversy, \*Sex Differences, Sex Discrimination, \*Sex Role,

\*Sex Stereotypes, Social Behavior, Social Influences, Socialization, Social Psychology, Social Science Research, Sociology, \*Womens Studies

Examining theories from a wide spectrum of disciplines, this paper categorizes research on sex differences in social behavior into four groups and examines the implications of each. The first category of research interprets sex differences as the result of anatomical differences which later affect psychological roles. The implication of this category is that sex differences are difficult if not impossible to change. The second category interprets sex differences as the result of group roles which an individual culture assigns to the different sexes. The implication of this category is that sex differences are minor and subject to change once a culture changes. The third category interprets sex differences as a process where the child develops gender identity as a part of a natural tendency to organize observations of the physical world. The fourth category interprets sex differences as the result of behavior reinforcement by parents and society. The implication of the last two categories is that sex differences can vary according to degree of sexism within a society. (Author/DE)

**ED 113 265** SO 008 667

*Taylor, Thomas C.*

**A Study of the Relationship between Selected Non-music Major Eastern Kentucky University Students' High School Musical-Athletic Backgrounds and their Knowledge, Preferences, and Opinions of the Eastern Kentucky University Marching Band.**

Pub Date Feb 73

Note—70p.; Paper presented at the Annual Meeting of the Kentucky Music Educators Association (Owensboro, Kentucky, February 1973)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Athletics, \*Bands (Music), College Students, Educational Research, Higher Education, Music, \*Music Activities, \*Music Appreciation, Music Techniques, Questionnaires, \*Student Attitudes

**Identifiers**—Eastern Kentucky University, Half-time Shows, Marching Bands

This study measures the knowledge, preferences, and opinions of Eastern Kentucky University football fans about their marching band and relates high school musical and/or athletic experience to those preferences. Data was obtained from a questionnaire distributed to a sample of the student body. The results indicate that people with musical backgrounds felt that the halftime show was more important than people with athletic backgrounds. People with musical and/or athletic backgrounds through that marching style was more important than musical style. Most people preferred precision drill to pageantry shows; popular music, jazz, and Broadway show tunes to marches, rock, and serious music; and felt that majorettes and flag carriers added to a halftime show, but did not claim to watch the flag routines. (Author/DE)

**ED 113 266** SO 008 670

*Spivey, J. Carlisle*

**World Food Supply: A Global Development Studies Case Study. Revised Edition, 1975.**

Management Inst. for National Development, New York, N.Y.

Pub Date 75

Note—111p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—Developing Nations, Economic Disadvantage, \*Food, Futures (of Society), \*Global Approach, Higher Education, \*Hunger, Instructional Materials, Nutrition, Resource Materials, Secondary Education, \*Social Studies Units, Teaching Techniques, World Affairs, \*World Problems

**Identifiers**—Interdependence

Designed for use in a secondary or undergraduate level course on global development, this case study examines the current crisis in the world food supply. The study is divided into three main parts, each dealing with a key question of world food supply: (1) What Is Hunger? (2) Why Is There Hunger? (3) What Is Being Done? Section 1 defines hunger in terms of nutrition, humanity, and development, providing a brief history of the food shortage. Section 2 analyzes the factors responsible for the present condition of the world food supply including the role of nature, the role of agricultural production, and the

role of government policy. Section 3 discusses research and relief programs and the United Nations World Food Conference. Also included in the study is an instruction guide which suggests techniques and resources giving greater depth of understanding to the issues. The guide contains a discussion of key teaching strategies, tips on methodology, suggestions on topics and questions for classroom discussion, and information on resource materials and organizations. (Author/DE)

**ED 113 267** SO 008 671  
Global Studies Workshop: Amherst, Massachusetts, May 16-17, 1975. Report.

Management Inst. for National Development, New York, N.Y.; Massachusetts Univ., Amherst.

Pub Date 75

Note—21p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—College Instruction, Conference Reports, \*Curriculum Development, \*Global Approach, Instructional Materials, \*International Education, Secondary Education, Social Sciences, Teaching Techniques, \*World Affairs, World Problems

The conference report of the Global Studies Workshop held in Amherst, Massachusetts, May 16-17, 1975 is presented. The workshop provided a meeting place for educators from both the secondary and college levels to share concerns, ideas, and techniques in the teaching of global studies. Two key questions were addressed throughout the workshop concerned with the goals of a global studies course and the issues, concepts, and problems which such a course should address. Four goals for global studies were identified along with recommendations and suggestions for further action. A short narrative is presented on the Amherst interpretations of the sessions, based on the group meetings. The document concludes with a selected list of references, curricula, films, and other resources useful in teaching global studies. A list of conference participants is included in the document. (Author/JR)

**ED 113 268** 95 SO 008 672  
Rossell, Christine H.

The Political and Social Impact of School Desegregation Policy: A Preliminary Report.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—102p.; For a related document, see ED 102 263; Paper presented at the Annual Meeting of the American Political Science Association (San Francisco, California, September 2-5, 1975)

Available from—Christine H. Rossell, Political Science Department, Boston University, Boston, Massachusetts 02215 (\$2.50)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—Boards of Education, Elections, \*Integration Effects, \*Integration Studies, Interaction Process Analysis, \*Local Issues, Neighborhood Integration, Northern Schools, Political Power, Political Science, \*Racial Integration, \*School Integration, Social Change, Social Influences, Social Integration, Social Science Research, Sociology, Voting

Identifiers—\*White Flight

The impact of school desegregation policy on community voting patterns and white flight in northern school districts is analyzed. Both voting behavior and white flight are considered two indicators of the success of school desegregation in achieving community social integration. School board elections, school tax referenda voting trends, and school racial composition data in the northern school districts over a 10-year period are examined. The results indicate that school desegregation increases voter turnout and dissent voting. While the increase in school board election turnout appears to be fairly permanent, the increase in dissent voting is only temporary. Therefore, in many communities school desegregation has more socially integrative characteristics than disintegrative with regard to voting behavior. In 86 northern school districts, school desegregation has little or no effect on white flight, as measured by the change in percentage of white students enrolled in public schools. Even in the two high desegregating school districts, white flight is minimal and temporary. While one cannot conclude that school

desegregation has increased social integration by the third year after a major desegregation plan, the opposite conclusion is not warranted either. (Author/DE)

**ED 113 269** SO 008 673

Klaff, Vivian Handler, Paul

Computer Assisted Instruction of Population Dynamics: A New Approach to Population Education. Report No. T-19.

Illinois Univ., Urbana. Coordinated Science Lab. Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date Aug 75

Note—56p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Computer Assisted Instruction, Computer Oriented Programs, \*Demography, Educational Innovation, Futures (of Society), Global Approach, Higher Education, Instructional Media, \*Population Education, Population Growth, Population Trends, Secondary Education, \*Teaching Techniques, World Affairs, \*World Problems

Available on the University of Illinois PLATO IV Computer system, the Population Dynamic Group computer-aided instruction program for teaching population dynamics is described and explained. The computer-generated visual graphics enable fast and intuitive understanding of the dynamics of population and of the concepts and data of population. The basic program is a population projection model which can forecast the population of over 120 countries, based on either constant or changing 1970 demographic parameter assumptions. Basic data are 1970 total population, age composition categorized into 18 five-year intervals, period age specific fertility rates, and a cohort specific mortality rate schedule. Other programs in the series contribute additional parameters including economic development, educational development, food demand and supply, energy demand, labor force analysis, migration and urbanization, population history, and birth control use. These materials explain how to use the system; provide information on concepts, definition, and the program algorithms; and provide suggestions for the practical applications of the program. (Author/DE)

**ED 113 270** SO 008 674

Mothers Too Soon. Draper World Population Fund Report, No. 1, Autumn 1975.

Draper World Population Fund, Washington, D.C.

Pub Date 75

Note—29p.

Available from—Population Crisis Committee, 1835 K Street, N.W., Washington, D. C. 20006 (free)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Demography, Developed Nations, Developing Nations, \*Family Planning, Marriage, \*Mothers, Parent Education, \*Population Education, \*Population Trends, Reproduction (Biology), \*Social Influences, Teenagers

Identifiers—China, Indonesia, Islamic Countries

Six articles provide an overview of the problems of early marriage and/or adolescent pregnancy in both developed and developing nations. The first article reveals that social factors outweigh the biological in the reproduction process and reports that each year over 15 million babies are born to girls under 20, who become mothers too soon to achieve their full potential as educated active citizens and too soon to provide optimal care and support for their babies. The second article examines early marriage and pregnancy in traditional Islamic society. An expert on Chinese population policies, in the third article highlights the priority which the Chinese have given to raising the marriage age to increase female participation in national development and to reduce population. Sex and reproduction, which are constantly rising, among American teenage women are examined in the fourth article. The fifth article presents the problems of teenage pregnancies as high risks for infants. Marriage law reform in Indonesia is examined in the sixth article with respect to the struggle for equal rights for women. The last article presents the biological aspects of teenage pregnancy. Also included in the report are memorial tributes to William Draper by leaders in the international population field. (Author/JR)

**ED 113 271** SO 008 676

McCabe, Milo F.

Teachers Guide to Man and the Economic Society: A Social Studies Curriculum Supplement.

South Dakota Univ., Vermillion. Center for Economic Education.

Spons Agency—South Dakota State Div. of Elementary and Secondary Education, Pierre.

Pub Date 75

Note—85p.; For related documents, see SO 008 677-680

Available from—South Dakota Council on Economic Education, 201 Patterson Hall, University of South Dakota, Vermillion, South Dakota 57069 (\$3.50)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—Banking, Concept Teaching, Course Content, Curriculum Guides, \*Economic Education, Economic Factors, \*Economics, Elementary Secondary Education, Productivity, Resource Guides, Socialization, Social Sciences, Social Structure, \*Social Studies, \*Socioeconomic Influences, \*Sociology

Identifiers—Senesh (Lawrence), \*South Dakota

Endeavoring to reach a goal of economic literacy, this K-12 economic resource guide provides the teacher with a context, concepts, and content about the economics of American society and the study of economics in general. Its purpose is to shorten the amount of work and time that a teacher needs to spend on reading and locating material. Based upon Lawrence Senesh's conceptual framework, this resource guide presents eight economic units: Man and His Environment; Socialization of Man; Economic Society: A Social Institution; Economic System or Market; Consumption Function and the Product Market; The Production Function and the Factor Market; Modifications of the Market Mechanism; and Measuring and Determining the Performance of the Economic System: Growth and Stability. Each unit includes a description of the context, a list of economic concepts related to the topic, and detailed outlines of the content areas. Short histories of money and banking in appendices conclude the guide. (This guide is part of a series, SO 008 676 through SO 008 680.) (Author/ND)

**ED 113 272** SO 008 677

McCabe, Milo F.

Teachers Guide to Economic Concepts: Grade K-3.

South Dakota Univ., Vermillion. Center for Economic Education.

Spons Agency—South Dakota State Div. of Elementary and Secondary Education, Pierre.

Pub Date 75

Note—225p.; For related documents, see SO 008 676, 678-680

Available from—South Dakota Council on Economic Education 201 Patterson Hall, University of South Dakota, Vermillion, South Dakota 57069 (\$3.50)

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**

Descriptors—Business Education, \*Concept Teaching, Consumer Economics, Consumer Education, \*Consumer Science, Early Childhood Education, \*Economic Education, Economic Factors, \*Economics, Primary Education, Resource Guides, Resource Materials, Social Studies

Identifiers—\*South Dakota

This grades K-3 teachers guide is one of five resource guides developed to aid teachers in helping students in South Dakota to achieve a high degree of economic literacy. It is felt that schools must prepare students at all grade levels to develop an understanding of the economy in which they live. This guide was specifically prepared to assist elementary school teachers, preservice students, and others interested in economic education with the identification and location of important economic concepts that are contained in the vast array of teaching materials and texts available in the social studies, and gives suggestions as to how these concepts might be taught at different grade levels. Fifty-seven economic concepts such as agriculture, borrowing, money, and transportation are included in this guide. Under each concept the following information is recorded: the grade level, the source in which located, the author and/or publisher, a brief summation of it, and the page on which it is located in the source. Resource users are encouraged to add, delete, or adapt these concepts to their own needs and preferences. (Author/ND)

ED 113 273 SO 008 678

McCabe, Milo F.

**Teachers Guide to Economic Concepts: Grade 4-6.** South Dakota Univ., Vermillion. Center for Economic Education.

Spons Agency—South Dakota State Div. of Elementary and Secondary Education, Pierre.

Pub Date 75

Note—531p.; For related documents, see SO 008 676, 677 and 679, 680

Available from—South Dakota Council on Economic Education, 201 Patterson Hall, University of South Dakota, Vermillion, South Dakota 57069 (\$6.50)

EDRS Price MF-\$0.92 HC-\$27.29 Plus Postage

Descriptors—Business Education, \*Concept Teaching, Consumer Economics, Consumer Education, \*Consumer Science, \*Economic Education, Economic Factors, \*Economics, Elementary Education, Intermediate Grades, Resource Guides, Resource Materials, Social Studies

Identifiers—\*South Dakota

This grades 4-6 teachers guide is one of five resource guides developed to aid teachers in helping students in South Dakota to achieve a high degree of economic literacy. It is felt that schools must prepare students at all grade levels to develop an understanding of the economy in which they live. This guide was specifically prepared to assist elementary school teachers, preservice students, and others interested in economic education with the identification and location of important economic concepts that are contained in the vast array of teaching materials and texts available in the social studies, and gives suggestions as to how these concepts might be taught at different grade levels. Fifty-seven economic concepts such as agriculture, budgeting, saving, and trade are included in this guide. Under each concept the following information is recorded: the grade level, the source in which located, the author and/or publisher, a brief summation of it, and the page on which it is located in the source. Resource users are encouraged to add, delete, or adapt these concepts to their own needs and preferences. (Author/ND)

ED 113 274 SO 008 679

McCabe, Milo F.

**Teachers Guide to Economic Concepts: Grade 7-9.** South Dakota Univ., Vermillion. Center for Economic Education.

Spons Agency—South Dakota State Div. of Elementary and Secondary Education, Pierre.

Pub Date 75

Note—48p.; For related documents, see SO 008 676-678 and 680

Available from—South Dakota Council on Economic Education, 201 Patterson Hall, University of South Dakota, Vermillion, South Dakota 57069 (\$3.00)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Business Education, \*Concept Teaching, Consumer Economics, Consumer Education, \*Consumer Science, \*Economic Education, Economic Factors, \*Economics, Elementary Secondary Education, Junior High Schools, Resource Guides, Resource Materials, Social Studies

Identifiers—\*South Dakota

This grades 7-9 teachers guide is one of five resource guides to aid teachers in helping students in South Dakota to achieve a high degree of economic literacy. It is felt that schools must prepare students at all grade levels to develop an understanding of the economy in which they live. This guide was specifically prepared to assist elementary and secondary school teachers, preservice students, and others interested in economic education with the identification and location of important economic concepts that are contained in the vast array of teaching materials and texts available in the social studies, and gives suggestions as to how these concepts might be taught at different grade levels. Fifty-four economic concepts such as banks, efficiency, markets, and urban problems are included in this guide. Under each concept the following information is recorded: the grade level, the source in which located, the author and/or publisher, a brief summation of it, and the page on which it is located in the source. Resource users are encouraged to add, delete, or adapt these concepts to their own needs and preferences. (Author/ND)

ED 113 275 SO 008 680

McCabe, Milo F.

**Teachers Guide to Economic Concepts: Grade 10-12.**

South Dakota Univ., Vermillion. Center for Economic Education.

Spons Agency—South Dakota State Div. of Elementary and Secondary Education, Pierre.

Pub Date 75

Note—126p.; For related documents, see SO 008 676-679

Available from—South Dakota Council on Economic Education, 201 Patterson Hall, University of South Dakota, Vermillion, South Dakota 57069 (\$3.50)

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—Business Education, \*Concept Teaching, Consumer Economics, Consumer Education, \*Consumer Science, \*Economic Education, Economic Factors, \*Economics, Resource Guides, Resource Materials, Secondary Education, Senior High Schools, Social Studies

Identifiers—\*South Dakota

This grades 10-12 teachers guide is one of five resource guides developed to aid teachers in helping students in South Dakota to achieve a high degree of economic literacy. It is felt that schools must prepare students at all grade levels to develop an understanding of the economy in which they live. This guide was specifically prepared to assist secondary school teachers, preservice students, and others interested in economic education with the identification and location of important economic concepts that are contained in the vast array of teaching materials and texts available in the social studies, and gives suggestions as to how these concepts might be taught at different grade levels. Fifty-seven economic concepts such as city planning, land or natural resources, taxation, and economic systems are included in this guide. Under each concept the following information is recorded: the grade level, the source in which located, the author and/or publisher, a brief summation of it, and the page on which it is located in the source. Resource users are encouraged to add, delete, or adapt these concepts to their own needs and preferences. (Author/ND)

ED 113 276 SO 008 681

**Nonformal Education in Ecuador, 1971-1975. An Approach to Nonformal Education.**

Massachusetts Univ., Amherst. Center for International Education.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date Jul 75

Note—226p.

Available from—Center for International Education, School of Education, University of Massachusetts, Amherst, Massachusetts 01002 (\$6.00)

EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage

Descriptors—Adult Education, Comparative Education, Developing Nations, \*Educational Alternatives, \*Educational Development, Educational Philosophy, Educational Programs, Educational Radio, Experimental Programs, Group Activities, Models, \*Nonformal Education, Program Descriptions, Rural Areas, Simulation

Identifiers—\*Ecuador

This document summarizes the experiences and results of four years (1972-1975) of work in non-formal education in Ecuador. The project grew out of informal discussions in 1970 between several members of the Center for International Education at the University of Massachusetts and a group of Ecuadoreans and Americans in the USAID mission in Quito. These discussions led to the realization that both groups were dissatisfied with the focus on the formal educational system as the major vehicle for human development. The project is a series of subprojects linked together by a common staff and a corresponding similarity of basic philosophy concerning goals, staffing, and processes. Throughout the project are two general programmatic thrusts: creating and testing an approach to working with village facilitators, and adapting materials and methods to be used by the adult education staff of the Ministry of Education. Two objectives of the project were to create or redefine methodologies and processes within which might be produced a learning-growth relationship and to demonstrate

that these processes are valid as instruments for social change. Emphasis was on generating processes that foster the phenomenon of transformation rather than pure modernization. The document proceeds generally from a discussion of the conceptual framework and the philosophy toward a discussion of the more specific techniques and materials used, such as gaming and radio. (Author/JR)

ED 113 277 SO 008 683

Endo, Russell

**Multicultural Education and Asian Americans.**

Pub Date Oct 75

Note—26p.; Paper presented at the Annual Meeting of the Western Association of Asian Studies (Boulder, Colorado, 1975)

Available from—Russell Endo, Department of Sociology, University of Colorado, Boulder, Colorado 80302 (free)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Annotated Bibliographies, \*Asian Americans, Asian History, \*Asian Studies, Cultural Awareness, Cultural Education, Curriculum Development, Educational Resources, Elementary Secondary Education, \*Ethnic Stereotypes, \*Ethnic Studies, Instructional Materials, \*Minority Groups, Resource Guides, Social Studies, Stereotypes

Areas for reform in teaching Asian culture are discussed, and resources and bibliographies for existing curriculum are presented. The paper emphasizes that materials on Asian Americans need to be incorporated into school curricula to (a) counter existing inaccurate or derogatory prejudices or behaviors; (b) counter the inaccurate, incomplete, and stereotypical materials currently in school curricula; and (c) begin to remedy the general absence of materials and present accurate and balanced information on Asian-American history, culture, and contributions. The major portion of the paper provides a list of resource persons and organizations for Asian-American curriculum materials; resources for teaching, such as teaching guides, bibliographies, books, and audiovisuals; and a compilation of children's books in annotated form including grade level, author, and publisher. (Author/JR)

ED 113 278 SO 008 684

**America's Uncounted People. Report of the Advisory Committee on Problems of Census Enumeration.**

National Academy of Sciences - National Research Council, Washington, D. C. Div. of Behavioral Sciences.

Spons Agency—Bureau of the Census (DOC), Suitland, Md.; Department of Commerce, Washington, D.C.; Manpower Administration (DOL), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.

Pub Date 8 Jun 71

Note—238p.

EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage

Descriptors—\*Census Figures, \*Demography, \*National Demography, National Surveys, Occupational Mobility, Population Distribution, \*Population Trends, Program Improvement, Residential Patterns, Social Characteristics, Social Factors, Sociocultural Patterns, \*Statistical Analysis, Subculture

An introduction to the methodological problems posed by underenumeration in the Census of Population and the extensive efforts and recommendations to solve these problems are provided. The efforts reported in this study center around five interrelated tasks: (1) a review of the state of knowledge about social conditions and attitudes that bear on the ability of government agencies to collect complete and accurate information from all elements of the population; (2) advice on research and experimental efforts leading to a better understanding of the reasons for incomplete coverage in the census; (3) recommendations of measures and procedures that will reduce or mitigate current deficiencies in coverage; (4) consideration of how the social costs associated with underenumeration might best be estimated along with the social benefits that might accrue from increased coverage; and (5) design of a continuing research program directed toward the reduction of underenumeration. (Author/DE)

ED 113 279 SO 008 686

**Educational Research in the Netherlands, September 1970-September 1972.**

Netherlands Foundation for Educational Research, The Hague.

Pub Date Jan 74

Note—173p.; Council of Europe Survey (3rd)

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—Comparative Education, \*Educational Programs, \*Educational Research, Elementary Secondary Education, \*Higher Education, Information Dissemination, \*Institutional Research, \*Research Projects, Surveys

Identifiers—\*Netherlands

The purpose of the document is to promote the exchange of information and the coordination and cooperation of activities in the field of educational research in Europe. This document is the third in a series of surveys, presenting information for September 1970 through September 1972. One-hundred and sixty-three research projects from 63 institutions, organizations, and individuals are reported in the document. Each listing includes the complete title, names of the researchers, status of the project, bibliographic references, background and aims of the research, subdivisions of the research, methods, size, starting date, total costs, and sources of finances. If the research is complete, main findings and implications as well as other information are reported. (Author/JR)

ED 113 280 SO 008 687

Report of the Science Curriculum Implementation Review Group to the Chairman, Committee on Science and Technology, U.S. House of Representatives.

Spons Agency—Congress of the U.S., Washington, D.C. House Committee on Science and Technology.

Pub Date 1 Oct 75

Note—32p.; For a related document, see SO 008 688

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Anthropology, Community Attitudes, \*Curriculum Development, \*Curriculum Evaluation, Curriculum Problems, Elementary Secondary Education, Evaluation Needs, Income, Moral Issues, Nature Nurture Controversy, \*Policy Formation, \*Program Administration, \*Projects, Social Sciences, Social Studies

Identifiers—MACOS, Man A Course of Study, \*National Science Foundation

This report is a study of the science curriculum implementation policy of the National Science Foundation (NSF) with particular reference to "Man: A Course of Study" (MACOS). It includes the majority opinion of the ad hoc research group conducting the study and the minority opinion of one dissenting member. The majority views recommend that NSF continue precollege science curriculum activities, with the following changes: NSF and Congress responsibility for quality and content of curricula funded by NSF; creation of an ongoing needs assessment program to guide curriculum activities; addition of representative parents to curriculum reviewing and evaluating groups, especially for social science curriculum; complete and clearer policies in all NSF curriculum efforts; formal adoption of acknowledgment and disclaimer statements; and clear Congressional policy on royalty income and disposition. Regarding MACOS, the group recommends early phaseout and termination of MACOS implementation activities, renegotiation of publishing and royalty agreements, inclusion of acknowledgment and disclaimer clauses, insertion of cautionary statements to teachers, and encouragement of arranging parent previewing sessions and making the course optional. The minority view is that Congress should require NSF to discontinue its support of all course curriculum and development. (Author/ND)

ED 113 281 SO 008 688

Administration of the Science Education Project "Man: A Course of Study" (MACOS), National Science Foundation. Comptroller General's Report to the House Committee on Science and Technology.

Comptroller General of the U.S., Washington, D.C.

Spons Agency—Congress of the U.S., Washington, D.C. House Committee on Science and Technology.

Report No—MWD-76-26

Pub Date 14 Oct 75

Note—67p.; For a related document, see SO 008 687

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Anthropology, Community Attitudes, \*Curriculum Development, \*Curriculum Evaluation, Curriculum Problems, Elementary Secondary Education, Evaluation Needs, Income, Moral Issues, Nature Nurture Controversy, \*Policy Formation, \*Program Administration, \*Projects, Social Sciences, Social Studies

Identifiers—MACOS, Man A Course of Study, \*National Science Foundation

In this report the Comptroller General of the General Accounting Office (GAO) examines National Science Foundation (NSF) policies, procedures, and practices for developing, evaluating, and implementing precollege science education projects and their specific applications to "Man: A Course of Study" (MACOS). The topics investigated in depth and reported on are development, evaluation, and implementation of MACOS, including the obtaining of a commercial publisher for MACOS and the Education Development Center's (EDC) administration of royalty income. A number of recommendations are made to insure that NSF officials and recipients of its funds follow sound business practices in administering science education projects. A major point is that the U.S. Congress may wish to tighten project administrative controls by requiring NSF to report on income produced from science education projects which it authorizes its grantees and contractors to use. The Congress could then consider such income when reviewing NSF appropriation requests. (Author/ND)

ED 113 282 SO 008 690

Saveland, Robert N. Pannell, Clifton W.

Inventory of Recent U.S. Research in Geographic Education. Occasional Paper No. 4.

Georgia Univ., Athens. Geography Curriculum Project.

Pub Date Sep 75

Note—64p.

Available from—Geography Curriculum Project, 107 Dudley Hall, University of Georgia, Athens, Georgia 30602 (\$1.50)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Bibliographies, College Instruction, \*Educational Research, Elementary Secondary Education, Environmental Education, Evaluation, Geographic Concepts, \*Geography, \*Geography Instruction, Higher Education, Instructional Materials, Research Design, \*Research Methodology, Research Projects, Teacher Education, Urban Areas

Identifiers—\*Geography Curriculum Project

The third in a series of geography bibliographies published by the Geography Curriculum Project, this bibliography provides an overview of work in the field of geographic education and research according to particular areas of interest from 1965 through July 1975. Three main sources were searched for entries: ERIC Data Base, "Dissertation Abstracts International," and the "Education Index." The chapters include: (1) history and philosophy; (2) curriculum—concepts, disciplines, structure, and urban geography; (3) method—inquiry, models, field work, games and simulation, maps, and media; (4) materials—analyses of texts, visuals, and geography projects; (5) evaluation—course, achievement, and awareness evaluation; and (6) teacher training—institutes, elementary, secondary, and college. Each entry contains the title, author, journal, pages, volume, and date. An author index concludes the document. (Author/JR)

ED 113 283 SO 008 691

Wright, Marjorie Brown

Educational Model for Social Service Administration and Management. Summary Progress Report.

Oregon Univ., Eugene. Lila Acheson Wallace School of Community Service and Public Affairs.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date Sep 75

Note—82p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*Administrator Education, Educational Innovation, Higher Education, Management Development, \*Management Education, \*Professional Continuing Education, Public Administration Education, Short Courses, Social Agencies, \*Social Services, Social Welfare, Social Work, \*Social Workers

This paper constitutes a summary progress report on a short-term training course designed to provide social work bachelor's degree practitioners with the knowledge and skills necessary for administrative and managerial positions. Increasingly, social work graduates have reported moving into social service administration and managerial positions without these skills. A survey, which gathered information from graduates over a three-year period, indicated a need for competence in the areas of middle management, organization, planning, financial management, personnel administration, program development, and evaluation. The intensive three-day training course was interdisciplinary in nature and designed to provide managerial skills that could be immediately useful to the participants on their jobs. Student evaluations of the course were positive which in turn has led to the incorporation of a similar course into the undergraduate academic curriculum. (Author/DE)

ED 113 284 SO 008 692

Garrett, Candace Schau

Sex-Roles and Social-Learning in Children.

Pub Date Apr 75

Note—11p.; Paper presented at the Midwest Regional Women's Studies Conference (Bloomington, Indiana, April 4-6, 1975)

Available from—Institute for Child Study, 10th and Bypass 46, Bloomington, Indiana 47401 (single copies free)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Child Development, Childhood Attitudes, \*Cognitive Development, Elementary Education, Imitation, Role Conflict, Sex Discrimination, \*Sex Role, \*Sex Stereotypes, Social Behavior, Social Development, \*Socialization, Social Science Research

Sex role development in children is based on the processes of social learning and cognitive development. According to social learning theory, the development and emergence of sex-typed behaviors and attitudes can be described by the same learning principles used to account for any other aspect of social behavior, generally principles related to reinforcement and imitation. The cognitive developmental approach adds that an important factor in sex role development is children's awareness of their own sex and their understanding that gender is a basically constant physical attribute. This research is about the effects of sex and vicarious reinforcement on imitation in first-grade children. The results indicate that children in pleasant settings observing non-sex-typed tasks with vicarious verbal reinforcement tend to imitate same-sex models. In threatening settings with vicarious verbal punishments between a male controller and a female model, children do not imitate the female since the male has ruled that she was wrong in the task. Further research under progress by the author is about the effect on children's attitudes of reversing the role in sex-stereotyped occupations in children's literature. (Author/DE)

ED 113 285 SO 008 693

Educational Research in the United Kingdom: Scotland 1970-1972.

Scottish Council for Research in Education.

Spons Agency—Scottish Education Dept., Edinburgh.

Pub Date [75]

Note—47p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Achievement, \*Comparative Education, Educational Assessment, \*Educational Programs, \*Educational Research, Elementary Secondary Education, Handicapped Children, Higher Education, Information Dissemination, Reading, Researchers, Research Methodology, \*Research Projects, Social Class, Vocational Education

Identifiers—\*Scotland

Over 35 educational research projects in Scotland are briefly described in this survey report which is an update of the research projects being performed in Scotland during 1970-72. A variety of research projects in general subject areas such as the teaching of reading, science, and English and foreign language are described. Other research projects examine such areas as assessment, handicapped, higher education, and vocational education. Among projects, there is very little overlap in areas researched. Two projects which illustrate the wide range of investigations are "A Logical Analysis of the Role of Hostel

Wardens" and "Courses for Craftsmen." Each project description is presented in outline format and includes: project name; organization or sponsoring institution; principal research; aim and objectives; methods of research; number of workers; time schedule; and financial source. A list of principal researchers, organizations, and descriptions concludes the document. (JR)

ED 113 286 SO 008 694

*Draisma, Tom*

**African Socialism and Educational Practice. Draft.**  
Pub Date Sep 75

Note—83p.; Paper prepared for the Education Division of the Commonwealth Secretariat (London, England); Not available in hard copy due to marginal legibility of original document  
EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—African Culture, African History, Change Strategies, Colonialism, \*Comparative Education, Educational Administration, \*Educational Change, \*Educational Development, Educational Innovation, Educational Philosophy, \*Political Influences, Relevance (Education), Secondary Education, \*Socialism  
Identifiers—Africa, \*Zambia

The relationship between the secondary education system and wider political, economic, and sociocultural developments in Africa is examined. Special emphasis is given to the problems of political ideology and education in Zambia; but as Zambian socialist ideology and educational history show similarities to other African nations, the author's interpretations may be applied to other areas. Discussion focuses on the processes of ongoing decolonization in Africa's education systems by a movement from an oppressive, authoritarian system introduced by former colonial powers to a system emphasizing freedom and self-reliance. Chapter 1 analyzes the philosophy of educational innovation from the perspective of the teacher and from African socialism. Chapter 2 outlines key areas of change in order to make Zambian socialism work throughout the educational system. Chapter 3 examines the current neocolonial system of school management and provides a strategy for innovation in light of socialist objectives. Chapter 4 remarks on how the processes and conditions for the democratization of school management in general equally apply to the subsystem of classroom management. Chapter 5 provides a strategy for revising extracurricular activities to meet socialist goals. (Author/DE)

ED 113 287 SO 008 695

*Salamone, Frank A.*

**Behavioral Implications of Ethnic Categories Among Northern Nigerian Schoolchildren.**  
Pub Date [74]

Note—53p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Anthropology, \*Behavior Patterns, Behavior Theories, \*Cognitive Processes, \*Ethnic Groups, Ethnic Relations, Ethnic Status, Ethnic Stereotypes, Ethnic Studies, \*Identification (Psychological), Role Perception, Social Science Research, Social Sciences, Socioeconomic Status

Identifiers—\*Nigeria

The major objective of this work is to test the heuristic value of the combination of certain aspects of cognitive theory and aspects stressing the social nature of ethnic groups and their boundary maintenance functions. The first section of the paper is a discussion of the cognitive theoretical approaches to anthropology of Goffman, Barth, Le Vine, and Goodenough that are combined and applied in this research. An extensive analysis of a case study follows that provides data on ethnic stereotyping and the cognitive dimensions of behavior. Questionnaires with open-ended responses were given to 121 children in grades 6 and 7 and secondary school in an ethnically heterogeneous area—Youri Division, Northwestern State, Nigeria. Their responses showed that ethnic groups are stereotypically ranked, reflecting well-understood rules for socioeconomic positions and rights, duties, and privileges of each ethnic group. The study concluded that members of an ethnic group see themselves as people who have access to a number of culturally defined social identities, the possession of which entitles them to certain rights and duties in interaction with members of other

groups. The last section investigates the usefulness of the combination of cognitive and behavioral approaches and suggests some implications for further theoretical development and research. Data obtained from the study are included as tables in the paper. (Author/ND)

## SP

ED 113 288 95 SP 009 213

*Soar, Robert S.*

**Follow Through Classroom Process Measurement.**  
Florida Univ., Gainesville. Inst. for Development of Human Resources.

Spons Agency—Florida Educational Research and Development Council, Gainesville.; Office of Education (DHEW), Washington, D.C.

Pub Date Jun 71

Grant—OEG-0-8-522394-3991(286); OEG-0-8-522471-4618(100)

Note—177p.; For related document, see ED 106 297

Available from—Institute for Development of Human Resources, College of Education, University of Florida, Gainesville, Florida 32601 (No price quoted)

EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage

Descriptors—Class Management, \*Classroom Observation Techniques, \*Classroom Techniques, Disadvantaged Youth, Elementary Education, \*Evaluation, Factor Analysis, \*Measurement, Student Development, Student Teacher Relationship, \*Teacher Behavior, Testing  
Identifiers—Florida, \*Project Follow Through

This report presents a portion of the evaluation of the planned variation of Project Follow Through, in which increased understanding of education which is functional for disadvantaged children has been a major concern. This segment of the evaluation has the following two objectives: (1) to describe in behavioral terms the differences among programs as observed in classrooms, and (2) to relate these dimensions to pupil growth. Observation was carried out in classrooms from each of seven programs and a comparison sample. Observers recorded such things as the teacher's classroom management techniques, expression of affect, the social-emotional nature, and the cognitive level of the interaction. Results were then factor analyzed, reduced to factor scores, and the factor scores tested for differences between programs by the multiple range test. The factor scores were also related to classroom mean pupil regressed gain which had been factored to identify different levels of complexity. Although there were inconsistencies, the linear relations between the classroom measures and pupil gain suggested that some factors, such as effective personal communication and intrinsic motivation, related to all levels of complexity, while others were specific to a certain level. In general, there seemed to be a trend that abstract growth was related to teaching that was less controlled and less focused but had some structure, while skill growth was related to more focus and structure, with concrete growth positively related to still more highly focused teacher behaviors and negatively related to extreme pupil freedom. (Author/RC)

ED 113 289 SP 009 382

*Pomeroy, Edward C.*

**What's Going on in Teacher Education—The View from Washington.**

Pub Date 14 Aug 75

Note—29p.; Speech presented to the Leadership Training Institute of the American Association of Colleges for Teacher Education (Annapolis, Maryland, August 14, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Accreditation (Institutions), \*Cooperative Planning, Educational Change, Educational Innovation, Federal Government, \*Governance, \*Inservice Teacher Education, Interagency Cooperation, Interinstitutional Cooperation, Professional Continuing Education, State Government, \*Teacher Education, Trend Analysis  
Identifiers—\*American Association Colleges Teacher Education

Higher education, along with its national voice, the American Association of Colleges for Teacher Education (AACTE), has reached a critical point in teacher education and must deal

with a variety of important issues if collegiate-based teacher education is to continue. The major challenge that higher education faces is that of governance. Many constituencies in the education community, but particularly teacher organizations, are voicing legitimate interests in professional preparation—a matter which until recently was completely under the influence of college-based educators. Accreditation is the second major issue to which higher education and AACTE must respond. Accreditation has developed as a means of quality control in teacher education largely through the efforts of member institutions of AACTE. Currently, however, questions concerning who will set standards and what will be judged are increasing. A third major concern is collaboration. The sharing of governance in teacher education is an idea whose time has come, and collegiate institutions must ensure they are involved. Government relations is another important issue, and higher education must retain its place in teacher education by taking effective action at both state and federal levels to strengthen its power base. AACTE is responding forcefully at both levels. A fifth area of concern is continuing professional development, including supply and demand and governance of inservice education. (PB)

ED 113 290 SP 009 522

*Rubinson, Laura Stone, Donald B.*

**An Evaluation of the Behavioral Aspect of the American Dental Association's "Learning About Your Oral Health" Teaching and Learning Program, Level 2.**

Pub Date Oct 75

Note—17p.; Paper presented before the Research Council at the Annual Meeting of the American School Health Association (49th, Denver, Colorado, October 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Dental Evaluation, \*Dental Health, Elementary Education, \*Health Programs, \*Scientific Research, Student Behavior

Identifiers—American Dental Association, \*Navy Plaque Index

The major purpose of this study was to assess the behavioral impact of the American Dental Association's (ADA) Teaching and Learning Program, Level 2. A second purpose was to determine the reliability of the Navy Plaque Index (NPI) when administered to a relatively large sample of elementary school students. The NPI, which has demonstrated validity and reliability over a seven-year period of use when utilized by one dentist on small samples of adults, was used for assessment purposes. It was administered by dentists to 16 randomly selected fifth grade elementary classes in a Midwest community. A pretest and posttest design, with experimental and control groups, was utilized in the study. The Navy Plaque Test was shown to be an unreliable measure of plaque indices in this case. Due to the unreliability of the instrument, the behavioral aspect of the ADA's program could not be evaluated. The investigators are presently in the process of conducting a post-post NPI measurement of the same subjects rerandomizing the dentists in order to distribute the variability of the plaque measures among the various treatment groups. This will provide an opportunity to determine (1) any experimental effects that might have resulted from the program and (2) which effects remain six months after the students were exposed to it. By using a measure of dental health status, this program could make an important contribution to the validation and evaluation of classroom health education experiences. (Author/BD)

ED 113 291 SP 009 525

*Bender, Stephen J.*

**Venereal Disease. Second Edition.**

Pub Date 75

Note—100p.

Available from—William C. Brown Company Publishers, 4260 Kerper Boulevard, Dubuque, Iowa 52001 (\$1.95)

Document Not Available from EDRS

Descriptors—\*Communicable Diseases, \*Disease Control, Health, \*Health Education, Public Health, Secondary Education, \*Sex Education, \*Venereal Diseases

This book is one in a series of contemporary topics in health science for students. The first chapter deals with the behavioral aspects of venereal disease and how the disease has been af-



fectured by our changing society. Chapter 2 discusses the magnitude of the problem, presenting various maps and charts. The history of venereal disease and the progress that has been made in its treatment are traced in chapter 3. Chapters 4 and 5 discuss the pathology of syphilis and gonorrhea. Other venereal diseases (chancre, lymphogranuloma venereum, granuloma inguinale) and venereally related diseases (non-specific urethritis, vaginitis, cystitis, venereal warts, herpes proies, pubic lice, and scabies) are described in chapters 6 and 7. Chapter eight deals with epidemiological control and describes various control programs. Chapter 9 discusses measures that can be taken to prevent venereal disease. The 30 most often asked questions about venereal disease and their answers are presented in chapter 10. Appendix A contains a summary chart of the various venereal diseases and Appendix B presents a sample test on syphilis and gonorrhea. The book also contains a glossary, index, and a number of photographs showing the various stages of syphilis and gonorrhea. (BD)

**ED 113 292** SP 009 526

*Rogers, Vincent R. And Others*  
**Open Education: Critique and Assessment.**  
Association for Supervision and Curriculum Development, Washington, D.C.  
Pub Date 75  
Note—110p.

Available from—Association for Supervision and Curriculum Development, 1701 K Street, N.W., Suite 1100, Washington, D.C. 20006 (Stock No. 611-75054, No price quoted)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Alternative Schools, Case Studies, Educational Research, \*Experimental Schools, \*Humanistic Education, \*Open Education, \*Progressive Education, Student Centered Curriculum

This booklet on open education contains seven articles. The first two articles describe the concept of openness and give a description of open education and how it is affected by American values. These articles also discuss some of the differences between open education and traditional education. The third article contains the author's reflections on the ways the ideas and practices associated with the British Infant Schools have accommodated themselves to, and been assimilated by the American educational field. The fourth and fifth articles contain case studies. They explore the success and failure of open education in a variety of settings. Specific details are given which enable the reader to draw his/her own conclusions about what might have been done in trying to achieve some of the goals set forward for open education. The last two articles discuss research on open education and tell where open education has been and where it is going. They state that research has indicated positive results in many aspects of open education, and that this provides a rationale for continued interest in the approach and a basis for further development of research in this area. (RC)

**ED 113 293** SP 009 527

*Parker, John L.*  
**The Liveliest Seminar in Town. Fastback No. 27.**  
Phi Delta Kappa Educational Foundation, Bloomington, Ind.  
Pub Date [73]  
Note—42p.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 (\$0.50)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**\*Educational Development, \*Educational Innovation, \*Educational Planning, Educational Research, \*Graduate Students, \*School Organization, Secondary Education, Teacher Education

This booklet describes how a group of doctoral candidates at Harvard established the Clinical School Collaborative and how they tried to shape their ideal into a reality. The group wanted to form an organization which did a better job in teaching students, training adults, and pursuing research than existing institutions. They held discussions in which they formed their ideas, and they wrote a proposal which they submitted to approximately 350 institutions and school districts. They received a number of enthusiastic answers and began to narrow down their choices.

The Portland, Oregon school district became their final choice. From the time of inception until the final choice was made, the membership of the group changed for various reasons. As group members came and went, the composition of the group altered accordingly, and became more routinized and hierarchical. A year after the idea was first conceived, four of the educators finally went to Portland to plan Adams High School which opened in September 1969. (RC)

**ED 113 294** SP 009 528

*Frymier, Jack R.*  
**Motivation and Learning in School. Fastback 43.**  
Phi Delta Kappa Educational Foundation, Bloomington, Ind.  
Pub Date 74  
Note—32p.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 (\$0.50)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**\*Academic Aspiration, Behavior, Educational Interest, Intelligence Tests, Learning Characteristics, \*Learning Motivation, \*Motivation Techniques, Student Attitudes, Student Interests, \*Student Motivation, Teacher Influence, Teaching Techniques

This pamphlet, which discusses motivation and learning in school, is part of a series of booklets and monographs written in nontechnical language so that beginning teachers and the general public may gain a better understanding of educational problems. The pamphlet is organized in a series of questions and answers concerning motivation. Some of the points that these questions cover are as follows: (1) the definition of motivation; (2) the relationship between motivation and achievement; (3) characteristics of the motivated student; (4) psychological requirements for survival in our environment; (5) sources of learning for students; (6) the validity of I.Q. tests; (7) motivation as an indicator of performance of learning tasks; (8) the different dimensions of academic motivation (internal-external, intake-output, approach-avoidance); (9) how certain events affect and change student motivation; and (10) how teachers and administrators can affect the climate for motivation. (BD)

**ED 113 295** SP 009 529

*King, Martha L.*  
**Informal Learning. Fastback 44.**  
Phi Delta Kappa Educational Foundation, Bloomington, Ind.  
Pub Date 74  
Note—52p.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 (\$0.50)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**\*Activity Learning, Classroom Design, Discovery Learning, \*Humanistic Education, Independent Study, Interior Space, \*Open Education, \*Self Directed Classrooms, \*Student Centered Curriculum, Student Interests, Student Teacher Relationship, Teacher Administrator Relationship, Teacher Responsibility

**Identifiers—**\*Informal Learning

This pamphlet on informal learning is part of a series of booklets and monographs written in nontechnical language so that beginning teachers and the general public may gain a better understanding of educational problems. The first section of the booklet defines informal education, identifies its requirements and examines the underlying assumptions derived from these requirements. This section also deals with how the teacher can (1) improve his/her understanding of children, (2) change the way one views subject matter so that it becomes more relevant, (3) experience and appreciate processes in learning, (4) change perceptions of learning materials, and (5) present the guidelines for reorganizing the physical aspects of the classroom to facilitate informal learning. The second section deals with coping with new teaching roles and includes a discussion of the special responsibilities a teacher in an informal classroom assumes in order to further children's learning. These responsibilities include (1) creating appropriate conditions for learning, (2) relating to the children and guiding their learning, (3) challenging the children to learn and encouraging them to do more and better work, (4) asking critical questions, and (5) coping with behavior problems. The third section of the

booklet offers methods to facilitate an evaluation of learning and includes a discussion of record keeping, goals, and planning. The last section discusses teachers' relations with colleagues, parents, and administration, and the question of who effects change in informal learning. (Author)

**ED 113 296** SP 009 530

*Lippitt, Peggy*  
**Students Teach Students. Fastback No. 65.**  
Phi Delta Kappa Educational Foundation, Bloomington, Ind.  
Pub Date 75  
Note—43p.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 (\$0.50)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**\*Cross Age Teaching, Elementary Education, \*Peer Teaching, \*Social Experience, \*Socialization, Student Projects, Tutoring

The subject of this booklet is cross-age helping. It begins with a discussion of what cross-age helping is and why it is effective. Cross-age helping is described as a program where children teach or help other children. The older children help the younger children learn what the younger children want to know, and the younger children help the older children use their knowledge. The next section looks at some specific programs and tells what made them successful, and how they worked. There are descriptions of some summer programs and of a sixth grade to junior kindergarten program. The next section of the booklet lists some of the problems to watch out for when having older children helping younger children. The following section is a discussion of the key elements needed in an effective program. These basically concern attitudes of teachers and students involved and scheduling. The final section gives examples of other types of cross-age tutoring projects. A brief summary and references are included. (RC)

**ED 113 297** SP 009 531

*Lowery, Lawrence F.*  
**Learning about Instructing: Questioning Strategies.**  
California Univ., Berkeley. School of Education. Spons. Agency—National Science Foundation, Washington, D.C.

Pub Date 74  
Note—66p.; For related documents, see SP 009 532-534

Available from—University of California, School of Education, Berkeley, California 94720 (\$3.00)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**Audiovisual Instruction, Classroom Techniques, Individualized Instruction, \*Inquiry Training, Instructional Materials, \*Questioning Techniques, \*Teaching Guides, Teaching Methods, \*Teaching Techniques, Video Tape Recordings

This self-instructive workbook focuses upon teacher-initiated questioning strategies and the relationship of the strategies to students' thinking. It utilizes written materials, audiotapes, videotapes, and students in the classroom. The goals of the workbook are to enable the teacher to (1) identify and classify types of questions in terms of their potential effect on students' thinking; (2) use each type of question strategically so as to facilitate the development of students' thinking processes; and (3) assess themselves in terms of knowledge and ability related to questioning strategies. The workbook is supplemented by a program and support system which includes instruction, experiences for practice, and individual conferences. The guide defines types of teacher-initiated questions and types of written questions and explains how to make a statistical profile of scored questions. It also discusses the classification of questions from a transcript and questions from an audiotape. In addition, it helps the teacher in assessing questioning strategies, in relating types of questions to instructional goals, in sequencing questions strategically, and in matching types of questions to learning processes. It also provides a review of research on the use of questions in instruction and a bibliography. (BD)

**ED 113 298** SP 009 532

*Lowery, Lawrence F.*  
**Learning About Learning: Propositional Abilities. A Personal Workshop.**  
California Univ., Berkeley. School of Education.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 74

Note—83p.; For related documents, see SP 009 531-534

Available from—University of California, Berkeley, School of Education, Berkeley, California 94720 (\$3.00)

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*Abstract Reasoning, \*Cognitive Ability, Independent Study, \*Skill Development, \*Student Ability, Teacher Education, Teaching Guides, \*Workbooks  
Identifiers—\*Propositional Abilities

This self-instructive workbook focuses on a set of propositional abilities related to learning. It utilizes written materials, manipulative materials, videotapes, and students, and is supplemented by a program and support system which includes instruction, teaching experiences for practice, discussions, and individual conferences. The three major goals of this workbook are to enable the teacher to: (1) use a clinical method to administer, at any grade level, diagnostic tasks related to propositional abilities; (2) identify the developmental level each student in the class has attained in terms of propositional abilities; and (3) select, from resources available, subject matter appropriate to identified levels of development. Propositional tasks are included which deal with various types of reasoning (probabilistic, disjunctive, combinational, propositional, deductive, and proportional). The workbook contains outlines for eight self-directed workshops some of which concern (1) developing the ability to administer propositional tasks, (2) administering propositional tasks to a student, (3) solving problems involving propositional abilities, and (4) reading about propositional abilities. There is also a section dealing with a review of some research on propositional abilities, a bibliography, and an appendix which gives examples of various types of problems related to propositional abilities. (BD)

ED 113 299 SP 009 533

Lowery, Lawrence F.

Learning About Learning: Classification Abilities. A Personal Workshop.

California Univ., Berkeley, School of Education.  
Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 74

Note—72p.; For related documents, see SP 009 531-534

Available from—University of California, Berkeley, School of Education, Berkeley, California 94720 (\$3.00)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Ability, \*Classification, Discrimination Learning, Independent Study, \*Skill Development, \*Student Ability, Teacher Education, \*Teaching Guides, Visual Discrimination, \*Workbooks

This self-instructive workbook focuses on the identification of a set of classification abilities related to learning. It utilizes written materials, videotapes, and students, and is supplemented by a program and support system which includes instruction, teaching experiences for practice, discussion, and individual conferences. The three major goals of this workbook are to enable the teacher to (1) use a clinical method to administer, at any grade level, diagnostic tasks related to classification abilities, (2) identify the developmental level each student in the class has attained in terms of classification abilities; and (3) select, from resources available, subject matter appropriate to identified levels of development. Classification ability tasks are included which deal with different types of sorting and reclassification. The workbook contains outlines for eight self-workshops, some of which involve (1) assessing the ability to administer classification tasks, (2) administering classification tasks to students, (3) identifying levels of classification abilities, and (4) matching experiences to levels of development. The workbook also includes exercises in identifying classification abilities related to mathematics, in introducing the concept of "horizontal instruction," and in pictorial and symbolic sorting. There is a section dealing with a review of research on classification abilities and a bibliography. (BD)

ED 113 300

Lowery, Lawrence F.

Learning About Education: An Introduction to Evaluation Research and Assessment Techniques.

California Univ., Berkeley, School of Education.  
Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 74

Note—44p.; For related documents, see SP 009 531-533

Available from—University of California, Berkeley, School of Education, Berkeley, California 94720 (\$3.00)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Educational Research, \*Evaluation, Independent Study, Information Retrieval, Information Sources, Research Methodology, \*Research Projects, \*Research Skills, Teacher Education, \*Workbooks

This self-instructive workbook focuses on ways in which the teacher can gather helpful information regarding activities with students. It is supplemented by a program and a support system that includes instruction, teaching experiences for practice, discussions, and individual conferences. The two major goals of the workbook are to enable teachers to (1) gather, within existing classroom settings, information which is manageable in amount and complexity and can be useful in better understanding their work with students; and (2) organize and articulate their information in a field study report that will have meaning for them or possibly for other interested persons. The teachers are asked at certain points in the workbook to write down their ideas and examine them before proceeding, in order to assess their own development for carrying out educational research. The workbook is divided into the following six sections: (1) evaluation and assessment of students' activities, (2) summary of observational plans, (3) methods for making observational records, (4) defining a field research project, (5) communicating research findings, and (6) self-checks and notes. It also includes suggestions for related reading to aid in writing research reports. (BD)

ED 113 301

Lamberti, Joseph Cummings, Cynthia

Yours for the Asking. Educational Service Publication No. 27.

University of Northern Iowa, Cedar Falls.

Pub Date 75

Note—100p.

Available from—Extension Service, University of Northern Iowa, Cedar Falls, Iowa 50613 (\$2.50; Payment must accompany order)

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Classroom Materials, \*Directories, Educational Resources, Elementary Secondary Education, \*Information Sources, \*Publications, \*Resource Guides, \*Resource Materials

This publication is an annotated listing of sources of free learning materials for classroom use, with expanded sections in career education and environmental education. Part 1 is alphabetized by subject so that teachers may quickly find sources of materials pertinent to units they are teaching. In using this topical index, the reader is referred to the page or pages in part 2 which list materials related to a given topic. Part 2 classifies materials according to source, thus making it possible for the reader to note all of the items available gratis from a given organization. Grade levels are indicated for all the materials listed. An appendix is attached which lists additional sources of free materials, including general sources and specific publications. (BD)

ED 113 302

Klingstedt, Joe Lars

Effectiveness of Three Feedback Procedures in Developing Set Establishing Skill. Final Report. Texas Univ., El Paso.

Pub Date Nov 74

Note—74p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Feedback, \*Higher Education, \*Microteaching, Statistical Surveys, Student Teachers, \*Teacher Education, Teacher Education Curriculum, \*Teaching Skills, Video Tape Recordings

This study was designed to determine the effectiveness of three feedback procedures by determining the relationship between the feedback

SP 009 534

procedures and the development of competence in establishing set by the teacher-trainees as indicated by the group mean gain scores on the "Hernandez-Klingstedt Establishing Set Rating Form." The feedback procedures compared were as follows: (1) verbal and written prompting and cueing provided by peers and the supervising teacher (limited feedback procedure) coupled with viewing of a videotape of the teaching performance; (2) limited feedback procedure coupled with listening to an audiotape of the teaching performance; and (3) the limited feedback procedure itself. An additional purpose was to determine the relationship between the individual mean scores of students exposed to the three feedback procedures with age, sex, marital status, hours in education, total hours in college, and overall college grade-point average. Three groups, consisting of a total of 20 secondary education majors at the University of Texas at El Paso during the spring semester of 1973, were used in this study. It was concluded that there was no significant difference in the effectiveness of the three microteaching feedback procedures. Accordingly, as far as enhancing the attainment of the technical skill is concerned, it seems to make no significant difference which of the three feedback procedures is employed as a part of the instructional sequence. (Author/BD)

ED 113 303

Klingstedt, Joe Lars

Specification and Examination of Assumptions, Theoretical Model, and Competencies: First Three Steps toward Systemic Improvement of a Teacher Education Program.

Pub Date 1 May 75

Note—44p.; Paper prepared for the Professional Development Center, Teacher Corps Project: Houston, Texas

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Higher Education, Instructional Systems, Models, Performance Criteria, Program Improvement, \*Systems Approach, \*Teacher Education, \*Teaching Models

This paper deals with the systems approach to educational program improvement, which is an approach that allows teacher educators to plan and direct change in a systematic and systemic way. Instead of having to deal with problems one at a time, a systems approach allows one to solve several problems at the same time. This paper focuses on the first three steps of the process—the specification and examination of assumptions, theoretical model, and competencies. The first section of the paper includes information related to terms associated with systems in general and assumptions in particular, the logical as well as the psychological value of assumptions, methods of identifying and grouping assumptions, and factors to be considered in assessing the acceptability and usability of assumptions. The second section deals with a theoretical model for teacher education, that is, a structural design of the conceptual and functional components of the total system. It discusses the following three major classes which are included in the concept of a theoretical model for teacher education: (1) professional bases, (2) professional actions, and (3) professional contexts. It also explains how one develops a theoretical model. The third section defines competencies and refers to them as the terminal objectives of a teacher education program. This section also includes a discussion of the seven basic approaches to the specification of program competencies, the operationalization of a competency statement, and how competencies should be sequenced and evaluated. (BD)

ED 113 304

Fidler, Merrie A.

The All-American Girls' Baseball League, 1943-1954.

Pub Date Apr 75

Note—29p.; Paper presented at the Annual Conference of the North American Society for Sport History (3rd, Boston, Massachusetts, April 16-19, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Athletics, \*Baseball, \*Females, \*Historical Reviews, Organizational Change, Recreational Activities, \*Women's Athletics  
Identifiers—Wrigley (Philip K)

This presentation provides an historical sketch of the All-American Girls' Baseball League (AAGBBL). The League was created in 1942 as the All-American Girls' Softball League, by Philip

K. Wrigley. He initiated the League as a non-profit organization governed by a board of three trustees. Mr. Wrigley's basic motivation for creating the AAGSBL was to organize substitute entertainment for men's professional baseball. In 1943, Mr. Wrigley began de-emphasizing the League's identity with softball and emphasizing its identity with baseball. The League was renamed the All-American Girls' Professional Ball League, but unofficially it was referred to as the AAGBBL. The League grew from its four original teams in 1943 to a maximum of ten teams in 1948. By 1954, it had dwindled down to five teams. The organizational structure of the League underwent three basic changes, all due to changes in administration. There were also both real and imagined problems with male managers and female players. To solve this, chaperones were hired. The League administrators maintained strict conduct rules for the players. The demise of the AAGBBL came after the 1954 season. Post-World War II social changes combined with intra-league changes to contribute to the League's demise. Many instructive lessons can be ascertained from the League's experience, however, for current and future application to women's professional sport. An appendix is attached which contains charts and tables on structure, salaries, and participants. (RC)

ED 113 305 SP 009 539

Clarke, Cynthia A. And Others

**A Teacher's Notebook: Alternatives for Children with Learning Problems.**

National Association of Independent Schools, Boston, Mass.

Pub Date Oct 75

Note—140p.

Available from—National Association of Independent Schools, Four Liberty Square, Boston, Massachusetts 02109 (\$3.00)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavior Patterns, \*Diagnostic Teaching, Diagnostic Tests, Educational Therapy, Elementary Education, Intelligence Tests, \*Learning Difficulties, \*Learning Disabilities, Parent Participation, Psychological Tests, \*Remedial Instruction, \*Underachievers

This notebook for teachers is the result of (1) a workshop held to discuss ways of working with children who do not respond in traditional ways to learning, despite their high IQ's and apparent abilities, and (2) a questionnaire which was sent to various schools inside and outside the United States designed to elicit specific information on what and how schools provide for children who have learning problems. The guide discusses solutions to various problems which might arise from the creation of a diagnostic program for these children in the school. The notebook also includes brief descriptions of several tests and evaluations which teachers may use with these children. The notebook then presents diagnostic reports written about four children who represent composite pictures of certain characteristics. The procedures followed for each child are the same and include referral by a teacher conference with the classroom teacher, diagnostic teacher, and administrator; and a conference with parents to let them know what has been done and what procedure has been suggested. The notebook presents various classroom techniques to be used by the teacher in order to sharpen children's receptive and expressive processes. It also contains a discussion of how children with learning problems differ from slow learners, and how to make this distinction by observation of their overt behavior. The notebook also includes guides for parents which contain activities and exercises for children to practice during the summer. The last section discusses methods of helping children follow directions. (BD)

ED 113 306 SP 009 540

Gee, Thomas C.

**Evaluations of Instructional Experiences for Pre-Service Teachers of Reading.**

Pub Date 74

Note—29p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Behavioral Objectives, Higher Education, \*Performance Based Teacher Education, Performance Criteria, \*Preservice Education, \*Reading Instruction, \*Teacher Education, \*Teacher Education Curriculum

Identifiers—Texas

The purposes of this study were to determine (1) if the majority of Texas professors of reading agree on the value of 15 instructional experiences for preservice teachers of reading, (2) to what extent the 15 selected instructional activities are already required for prospective reading teachers, and (3) some of the basic competencies that college reading professors expect of beginning reading teachers. A questionnaire asked professors at colleges and universities to evaluate a variety of preservice learning activities by judging them according to their appropriateness and desirability. Data indicated which activities were considered most valuable and which were being implemented as requirements in preservice reading courses. By examining these preservice activities, the following list of eight competencies was compiled: (1) demonstrate knowledge of the basic skills of reading; (2) demonstrate evaluative skill in selecting instructional materials for the classroom; (3) demonstrate knowledge of a variety of instructional approaches; (4) be able to critically analyze microteaching sessions; (5) demonstrate skill in interviewing students regarding their achievement and interests; (6) demonstrate skill in administering and evaluating selected diagnostic reading tools; (7) demonstrate skill in conducting reading lessons with individuals, small groups, and large groups; and (8) demonstrate skill in using instructional and screening machines. (RC)

ED 113 307 SP 009 541

**Functions and Mode of Operation of the Curriculum Development Centre.**

Curriculum Development Centre, Woden (Australia).

Pub Date 75

Note—17p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Curriculum Development, \*Curriculum Research, \*Curriculum Study Centers, Foreign Countries, Learning, Relevance (Education), \*Research and Development Centers, Teachers

Identifiers—\*Australia

The aim of the Curriculum Development Centre (CDC) of Australia is to foster curriculum and materials development from preschool to post-secondary levels. A broad concept of curriculum includes the totality of experience which a child undergoes during his schooling. Curriculum development under this definition is concerned with developing materials, practices, and organizations which affect this experience. The task of CDC is seen as being concerned with this development in areas such as resources, sequencing of learning activities, teacher-pupil interaction, organization of the learning situation, and the teacher's general approach to children and teaching. The proposed operations of the centre are defined in terms of the following six functions: (1) the conduct and support of projects; (2) the provision of a clearinghouse and information analysis service; (3) field development; (4) the provision of advisory, technical, and evaluative services; (5) the provision of opportunities for training in curriculum development skills; and (6) arrangements for the printing and marketing of materials. These functions are interdependent. Together they provide a framework for determining the services and leads that a national center can provide to schools and other curriculum agencies. The structure to carry out these functions envisages three branches which include the CDC Information Centre, the Curriculum Development and Research Branch, and the Administrative Branch. (RC)

ED 113 308 SP 009 542

Campbell, A. D., Comp.

**Will Your Teaching Survive the Seventies? Bulletin Special Workshop Report Edition No. 76.** International Schools Association, Geneva (Switzerland).

Pub Date Feb 75

Note—86p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*Educational Development, Elementary Secondary Education, Futures (of Society), Humanistic Education, Human Relations, Interaction, \*Interdisciplinary Approach, \*International Organizations, Mathematics Education, \*Workshops

Identifiers—\*International Schools Association

This is a report on the International Schools Association (ISA) workshop which was intended

as a high-level conference concerned with new educational thinking in Britain and the U.S., and also as an interdisciplinary experience for participants. The report contains summaries of talks by the principal speakers and a list of the discussion groups. Many of the speakers stressed the need for "humanness" in all educational development and made a plea for community living, respect for others, the sharing of responsibility, and the nobility of work. Others expressed the need for a greater "exactness" in the approach to learning, indicating the importance of interaction, integration, and careful evaluation of progress made. Another speaker emphasized the philosophical nature of the educational process and demanded a transfer of knowledge by students to the outside world so that they might answer their own questions about "relevance" in a practical manner. One speaker showed the importance of a properly organized school situation. Another participant spoke of the organization planning, self-questioning, and honesty required in the teaching of mathematics. Finally, one of the participants demonstrated that "survival techniques" for education in the seventies were already being used in many schools. The report also contains an appendix which includes working and other bibliographies by some of the participants, books and sources for audiovisual methods of teaching, and commercially available curricula from the Learning Research and Development Center at the University of Pittsburgh. (BD)

ED 113 309 SP 009 543

McGowan, Francis A., II.

**Teacher Observation and Evaluation: A Working Paper.**

Pub Date Nov 74

Note—12p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Classroom Observation Techniques, Effective Teaching, \*Evaluation, Evaluation Methods, \*Performance, Performance Criteria, \*Teacher Behavior, \*Teacher Evaluation, Teaching Quality

This paper discusses evaluating and observing teacher performance. It consists of three sections. The first section is an introduction, in which it is stated that most observations are used for the following two purposes: (1) the improvement of instruction, and (2) the provision of information to those who make personnel decisions in a school system. The second section is the major part of the paper. It is in the form of an outline and is a guide containing general descriptive examples of items that might be included in teacher observations. The major headings are (1) "the teaching process," (2) "non teacher-controlled factors which influence the teaching process," and (3) "special strengths of teachers." Subheadings under the teaching process include: "preparation," which lists topics to be discussed with the teacher; "delivery," which lists things to be observed in the classroom; and "observational evaluation," which lists things to be discussed in conference with the teacher. The second major heading includes the subheadings "physical factors," "scheduling," and "extracurricular activities and responsibilities." Each of these subheadings is broken down into items to be evaluated. The last major heading is divided into the subheadings "personal and professional," and each of these is broken down into characteristics to be observed. The last section of the paper is a summary which states that observation is a complex undertaking and many factors must be taken in account. (RC)

ED 113 310 SP 009 544

Spechalske, Frank

**The Origin and Philosophy of Club Sports.**

Pub Date 75

Note—7p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, and Recreation (Atlantic City, New Jersey, March 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Athletic Programs, \*Athletics, \*Clubs, \*Exercise (Physiology), Higher Education, Intramural Athletic Programs, \*Physical Activities, \*Physical Education, Physical Fitness, Physical Recreation Programs

Perceptive historians recognize that club sports, defined as a group of people gathered to engage in competitive physical activity, are not, as many would have us believe, a product of modern times. Historically, there has always been a desire

on the part of people for sports participation. Several years ago a questionnaire was compiled and sent to universities, colleges, and junior colleges. Eighty percent of the respondents had sports clubs. People want to be active and play, and therefore there is a demand for club sports. No other area in a school's curriculum gets the voluntary participation of such a large percentage of the student body, faculty, staff, and community as does the health, physical education, recreation, and athletic complex. This participation takes the form of both active sports participation and spectator participation. If the opportunity for physical activity is provided to students, they will take care of the rest. It is now necessary to meet the challenges of providing these opportunities for physical activity. (RC)

**ED 113 311** SP 009 545

*Franks, B. Don*  
Time Components of the Left Ventricle.  
Pub Date Mar 75

Note—20p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, and Recreation (Atlantic City, New Jersey, March 1975); Not available in hard copy due to marginal reproducibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Blood Circulation, \*Cardiovascular System, Heart Rate, \*Human Body, Physical Health, \*Physiology  
**Identifiers**—\*Left Ventricle

The purpose of this study was to examine the relationship of the time components of the left ventricle. Since one of the ways to investigate cardiac function is to analyze the time intervals between particular events of the cardiac cycle, various time intervals of systole and diastole of the left ventricle were measured from simultaneous recordings of the electrocardiogram, phonocardiogram, carotid pulse wave, and apex cardiogram. The relationship of the time components was determined by factor analysis. The results showed that the six nonoverlapping intervals, which included the (1) isovolumetric relaxation phase, (2) rapid filling phase, (3) slow filling phase, (4) electromechanical lag, (5) isovolumetric contraction phase, and (6) ejection phase, are relatively independent of each other and of cycle time (with the exception of the slow filling phase). They reflect the factors that account for the variance of all the time components of the left ventricle. These relationships among the intervals appear to be similar for different ages and sex. (RC)

**ED 113 312** SP 009 546

*Steg, Doreen R.*  
Some Thoughts on Thinking in Competency-Based Education.

Pub Date 4 May 73

Note—30p.; Paper presented at Workshop on Competency Based Teacher Certification (Cornell University of the State of New York)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Behavioral Objectives, Cybernetics, Human Engineering, \*Learning Activities, Learning Processes, \*Performance Based Education, Performance Criteria, \*Teaching Models, Thought Processes, \*Training

This paper considers the possibility and desirability of competency-based education. It examines the present status of behavioral objectives and reviews a recent assessment of most empirical studies on behavioral objectives. It then presents a comparative consideration and assessment of the following teaching models: (1) the impression model, (2) the insight model, and (3) the rule following model. It also discusses a systems analysis of human behavior, specifically thinking. The paper then uses this analysis of learning activity and the examination of the distinctions which can be made between training and education to form some conclusions concerning competency-based education. These conclusions are: (1) a distinction can be made between learning as a training process and learning as new concept formation, (2) training is useful in the acquisition of skills, (3) machines must only present material that one is sure of so that the pupil is left the freedom essential for the formation of "art images", (4) knowledge is impossible without thinking, (5) thinking is futile without knowledge, (6) goals are to be used for focusing purposes only and not to

become the overriding concern in education, and (7) competency based criteria are only relevant to training if they are an outgrowth of the individual's own activity. An appendix is attached which contains a chart of the process of planned socio-technical change. (BD)

**ED 113 313** SP 009 547

*Brosio, Richard A.*  
Professors, Students and Some Enduring Concerns in the West.

Pub Date 75

Note—26p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—College Faculty, College Students, Educational Philosophy, \*Education Majors, \*Higher Education, Professors, \*Schools of Education, \*Teacher Education, Teacher Educators, \*Teachers Colleges

This paper is divided into five sections, the first of which states the author's purpose for writing the paper as being to think through the experience he had as the instructor of a pilot class within the secondary education professional sequence at the Teachers College of Ball State University. The next section is a discussion of the methodology he used in preparing the paper. Section 3 is the largest section and discusses the tasks of schools of education. There is also a discussion of the types of people who have traditionally been attracted to teaching. In this section it is asserted that schools and colleges have been sending men and women into the world who no longer understand the creative principles of western society. The theme in the fourth section is that modern education is based on a denial that it is necessary or useful for the colleges and universities to transmit the classical culture of the west from one generation to the next. This section also notes that the university experience cannot and should not be an exact mirror of life. It is stated that real scholarship always moves in a realm where choices are more numerous and the possibilities more varied than they are practical. The final section emphasizes that teacher education must not allow itself to operate outside the perennial concerns of western civilization, and that those who teach in higher education must have some convictions about what is worth learning. (RC)

**ED 113 314** SP 009 548

*Schieser, Hans A.*  
De - Socializing School Instead of De - Schooling Society.

Pub Date Oct 75

Note—17p.; Paper presented at the National Convention of the American Educational Studies Association (San Francisco, California, October 30-November 2, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Authoritarianism, \*Educational Philosophy, \*Educational Sociology, Humanism, Humanistic Education, \*Humanization, Socialism, Totalitarianism

It is important to counteract the collectivist and totalitarian trend which is currently the source of our educational problems. These problems are due to the impersonal, institutionalized communication which results from totalitarianism and collectivism in education. There is now a new movement toward personalism which focuses on love, community, critical consciousness, radical re-thinking, and anarchy, and which characterizes a trend away from the impersonal, functional, totalitarian approach to life. This personalist philosophy which has arisen from a dissatisfaction with established institutions can be discussed in relation to the socio-economic realm, the political scene, science, philosophy and theology, and finally, American education, which has ignored the personalist movement. The first step of a plan to de-socialize American education would be to de-socialize schools (i.e., take them out of reach of political authorities). The second step is to de-socialize education—in other words, to organize the contents and direction of our educational efforts around concrete reality and not according to the pre-established ideology of sociology. The goal of education must not be to alienate man from his existential roots but to make him able to pursue happiness through desocializing and de-socializing our schools. (BD)

**ED 113 315** SP 009 549

*DeVitis, Joseph L.*  
Educational Policy Studies: Quest for Consensus?  
Pub Date Oct 75

Note—14p.; Paper presented at the Annual Meeting of the American Educational Studies Association (San Francisco, California, October 30-November 2, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—Educational Administration, \*Educational Philosophy, \*Educational Policy, \*Educational Theories, Foundations of Education

The purpose of this paper is to discuss possible connections between philosophy of education and educational policy. Philosophy of education relates integrally to individual, institutional, and social contexts. Educational policy shares a similar, even more varied, context which often complicates the mixed questions asked by educational philosophers. The meaning one attaches to educational policy is in some way linked to those social perceptions and expectations which he/she brings to his/her policy considerations. Policy may mean different things to different people, partly depending on one's purpose and the social context which circumscribes that purpose. Through critical analysis of social and normative, as well as descriptive, issues, philosophy of education could perform a catalytic function for educational policy. Ultimately, preservation of philosophical perspective must be an implicit boundary condition for those educational philosophers deciding to enter the policy arena. While attempting to create ideational constructions at the behest of those who hold power, these philosophers may come perilously close to shattering that delicate intellectual barrier which separates their calling from that of political ideology. (RC)

**ED 113 316** 95 SP 009 551

*Grant, Carl A., Ed.*  
Sifting and Winnowing: An Exploration of the Relationship between Multi-Cultural Education and CBTE.

Wisconsin Univ., Madison. Teacher Corps Associates Program.

Spons Agency—Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date Jul 75

Note—260p.

Available from—Teacher Corps Associates, University of Wisconsin, Madison, Wisconsin 53706 (No price quoted)

**EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage**

**Descriptors**—Administrator Role, \*Cross Cultural Studies, \*Cultural Education, \*Cultural Pluralism, Educational Problems, \*Performance Based Teacher Education, Teacher Education, Teacher Role

**Identifiers**—\*Multicultural Education

This book contains 17 articles, each by a different author, and addressed to those who wish to become informed about the relationship between multicultural education and competency-based teacher education (CBTE). In order to study the relationship between multicultural education and CBTE, a number of individuals actively engaged in either the study and/or implementation of multicultural education and CBTE were invited to respond to the following two questions: (1) What should be the role of the administrator, teacher, or university faculty member in assuring that competency-based teacher education includes multicultural education in its content?; and (2) From a(n) administrator's, teacher's, or university faculty member's point of view, what problems are you experiencing or do you foresee experiencing in regard to relating the concepts of multicultural education and competency-based teacher education? The first question provided the writers the opportunity to respond to the state of the art concerning the relationship of multicultural education and CBTE—especially at their local sites. The second question provided the writers the opportunity to discuss how they would envision the relationship of multicultural education and CBTE. The articles in this book are the responses to these questions. (RC)

**ED 113 317** SP 009 552

*Peterson, Gary T.*  
The Learning Center: A Sphere for Nontraditional Approaches to Education.

Pub Date 75

Note—146p.

Available from—The Shoe String Press, Inc., 995 Sherman Avenue, Hamden, Connecticut 06514 (\$8.50)

#### Document Not Available from EDRS

Descriptors—Audiovisual Centers, Educational Alternatives, Educational Innovation, \*Information Centers, \*Instructional Materials Centers, \*Learning Laboratories, Library Facilities, \*Resource Centers, \*School Study Centers

This book is designed to give administrators and faculty a model to follow in developing and maintaining a Learning Center of any size at any educational level, from preschool to college. Basic to the Learning Center concept presented here are the following four services: (1) a multimedia library, (2) audiovisual services, (3) non-traditional services and learning activities, and (4) instructional development. In analyzing these elements, the author shows how they interact and reinforce each other to ensure that both process and product of learning will be responsive to individual needs. Independent studies, learning handicapped services, and tutorial programs are discussed. There is also a discussion of the special personnel needed to run a center effectively within or outside the formal educational system. The final chapters discuss how to manage change and develop personnel and instruction to accommodate constant growth. Existing Learning Centers are also surveyed to see how they have met their own goals and the needs of the communities they serve. Appendixes are included which present surveys of instructional techniques and facilities, a staffing model, and examples of management statements. (RC)

ED 113 318 SP 009 553

Boetel, Norma, Ed.

Basketball. August 1975 - August 1976.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Girls and Women in Sport.

Pub Date 75

Note—120p.

Available from—American Alliance for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (No price quoted)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Athletics, \*Guides, Physical Activities, Physical Education, Recreational Activities, \*Womens Athletics

Identifiers—\*Basketball, National Association for Girls and Women in Sport

This guide is part of a series published by the National Association for Girls and Women in Sport. It contains eight articles written on various aspects of the sport of basketball, and includes such topics as (1) team defense, (2) individual offensive moves, and (3) point of aim free-throw shooting. It also includes official basketball playing rules and a summary of rule changes for 1975-76, suggestions for visual aids, and an annotated bibliography. The guide also presents a statement of philosophy of the affiliated Boards of Officials, standards for official ratings, basketball study questions, and techniques of officiating basketball. (BD)

ED 113 319 SP 009 554

Polvino, Geri, Ed.

Volleyball. August 1975 - August 1977.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Girls and Women in Sport.

Pub Date 75

Note—135p.

Available from—American Alliance for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (No price quoted)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Athletics, \*Guides, Physical Activities, Physical Education, Recreational Activities, \*Volleyball, \*Womens Athletics

Identifiers—National Association for Girls and Women in Sport

This guide is part of a series published by the National Association for Girls and Women in Sport. It contains 16 articles written on various aspects of volleyball, such as (1) volleyball visual aids, (2) a volleyball bibliography, (3) training for volleyball, (4) key visual cues in volleyball, (5) basic agility for beginners, and (6) solving

problems in volleyball. It also includes official volleyball playing rules for girls and women, as well as suggested modifications for younger players, clarification of rule changes for 1975-77, rule interpretations, questions and answers, and an index to official rules. There is also a section which presents a statement of the philosophy of the affiliated Boards of Officials, standards for officials ratings, volleyball study questions, and techniques for officiating volleyball. (BD)

ED 113 320 SP 009 555

Lasagna, Louis

The VD Epidemic. How It Started, Where It's Going, and What to Do About It.

Pub Date 28 Apr 75

Note—160p.

Available from—Temple University Press, Philadelphia, Pennsylvania 19122 (\$10.00)

Document Not Available from EDRS

Descriptors—\*Communicable Diseases, Health, \*Health Education, Sex Education, \*Venereal Diseases

This book concerning the venereal disease epidemic is designed to do the following two things: (1) to give the general public straightforward, explicit information on this ancient disease; and (2) to transform the current mood of complacency into a demand that eradication programs be set in motion at once. This book is all-encompassing in scope and covers the symptoms, causes, incidence, and history of syphilis and gonorrhea. It clearly explains the aspects of detection and the methods of treatment, from early mercury and other heavy metal treatments to modern effective therapy through penicillin. The book uses case histories and anecdotes to emphasize key points such as the rapidity with which infection spreads, the difficulties faced by health workers in attempting to reach all likely victims, and the ignorance and hypocrisy which prevent the disease from being eradicated. There are photographs to supplement the descriptions of common symptoms and clinical effects. (BD)

ED 113 321 SP 009 556

Mills, Gretchen C. And Others

Discussing Death; A Guide to Death Education.

Pub Date 75

Note—140p.

Available from—ETC Publications, Department M, 18512 Pierce Terrace, Homewood, Illinois 60430 (\$8.50 cloth, \$5.50 paper)

Document Not Available from EDRS

Descriptors—\*Curriculum Guides, \*Death, Education, Elementary Secondary Education, \*Health Education, Physiology, Psychological Patterns, \*Student Attitudes

Identifiers—\*Death Education

This guide is separated into the following four age groups: 5-6 years, 7-9 years, 10-12 years, and 13-18 years. Curriculum concepts and learning opportunities are presented more or less sequentially from the basic to the more difficult. Information at the beginning of each age-level section provides a brief summary of the general understanding of death by children at the developmental level. Various concepts are presented at each age level and are organized in the following manner: (1) learning opportunity, (2) objectives, (3) activities, and (4) notes to teacher. At the end of each age-level section, complete bibliographical information is given for resources that have been suggested under each concept. Many of the learning opportunities suggest the use of novels, short stories, poems, and plays. To help the teacher creatively integrate the numerous literary references an outline is included of various approaches in Appendices A and B. There is no provision for student assessment. Options are included under notes to the teacher. (BD)

ED 113 322 SP 009 557

Humphrey, James H. And Others

Health Teaching in Elementary Schools.

Pub Date 75

Note—341p.

Available from—Charles C. Thomas, Publishers, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 (\$12.75)

Document Not Available from EDRS

Descriptors—Curriculum, \*Curriculum Guides, \*Elementary Education, Evaluation, \*Health Education, \*Health Guides, Health Programs, Instructional Media, Interdisciplinary Approach, Program Evaluation, Student Evaluation

This guide for teaching elementary school health education attempts to (1) depict the meaning of modern health education; (2) present principles of learning applied to health education; (3) propose a health curriculum based on valid criteria and suitable for use in the various grade levels of the elementary school; (4) explore the many possibilities for health educational media; (5) identify ways in which health might be taught in conjunction with other subject areas; and (6) point up certain innovations in providing desirable health learning experiences for children. Chapter one introduces the concept of the total school health program. In chapter two, a discussion of teaching and learning is presented in terms of an application to health education. Chapter three is designed to help the reader determine what to teach, and chapter four provides a number of media suitable for use in health teaching. Chapters five and six present suggestions for the elementary school health curriculum and explain what might be taught at the different grade levels. In chapter seven, many recommendations are made to show how teachers might deal with the sensitive areas of health education, such as alcohol, drugs, and sex. Chapter eight shows how teachers can capitalize on movement experiences of children in the development of health concepts. In chapter nine, a searching and systematic study of integration of health teaching has been made. The last chapter discusses evaluation with emphasis on ways and means of assessing pupil progress with respect to knowledge, attitudes, and behavior. (BD)

ED 113 323 SP 009 558

Shelden, Miriam F.

Greek Athletics in the Writings of the Greek Historians.

Pub Date Mar 75

Note—9p.; Paper presented at the Annual Convention of the American Alliance for Health, Physical Education, and Recreation (Atlantic City, New Jersey, March 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Athletes, \*Athletics, \*Greek Civilization, \*Historical Reviews, \*Physical Activities

The purpose of this study was to find out what Greek historians actually said about athletics during the centuries 700 B.C. to 400 A.D. To achieve this, the writings of Greek historians were systematically examined for words, phrases, sentences, and comments pertaining to or mentioning Greek athletics and athletes. These were recorded on separate cards, and eventually classified according to topic. Topics were then grouped under the following three headings: (1) the individual and athletics; (2) festivals; and (3) outgrowths of athletics. Concepts related to the role of athletics in Greek society were derived from these groupings of quotations and references. In relation to the first topic, it was found that the individual athlete in Greek society benefited from athletics both intrinsically and extrinsically through individual exercise and public honor. Concerning the second topic, it was found that attending festivals and athletic contests was a way of life for the Greek people (historians mentioned 37 different festivals and countless other athletic contests which were not given specific names). With regard to the third topic, it was found that almost everyone in the Greek world was affected by athletics, either directly or indirectly. For example, time was measured in Olympiads, locations were given in relation to athletic sites, and artists used athletes as models for their works. In conclusion, the author states that athletics and sport were integral to the thinking and concerns of Greek historians. (Author/BD)

ED 113 324 SP 009 559

Peters, Richard O.

Essays on the Nature and Structure of Teacher Education in America as Related to the Learning Process.

Pub Date Oct 75

Note—28p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Curriculum Development, Higher Education, Inservice Programs, Learning Processes, Resource Centers, \*Teacher Education, Teacher Participation, Teacher Role, \*Teaching Methods

This paper contains six essays concerning the relationship between teacher education and the



learning process. The first discusses various teacher training strategies at the university/college level and in inservice workshops. The second states that teachers should be freed from classroom chores to spend more time on curriculum development and team planning. The third essay focuses on utilizing environmental resource facilities in effective and cognitive learning processes. The fourth essay states that the formalized learning process consists of those activities related to the competencies of instruction and learning, and those that enhance and reinforce affective, cognitive, and motor skills development. It goes on to say that teachers must be trained in all these activities. The next essay discusses the teacher and curriculum instruction. It states that teacher trainees and experienced teachers must become involved in building school programs in order to develop the necessary skills and understandings related to this process. The final essay deals with the roles of the classroom teacher, and emphasizes that teacher training institutions have a responsibility to show their students all the ways these roles might be needed in a classroom situation. (RC)

**ED 113 325** SP 009 560

*Weil, Marsha And Others*

**A Study of Teacher Trainee Learning Styles and the Development of Competence.**

Pub Date Apr 75

Note—71p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., April 1975)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**\*Learning Characteristics, Learning Processes, Learning Theories, Performance Based Teacher Education, \*Performance Criteria, \*Preservice Education, \*Teacher Education, Teacher Education Curriculum, \*Teaching Skills

This report presents the results of research undertaken to determine the individual learning styles of teacher trainees and to better understand the development of teacher competency, particularly as it relates to teacher trainee learning styles. The research was conducted over a nine-month period in the context of the regular Teachers College Preservice Program for Elementary Teachers at Columbia University. The research is divided into two studies. The first is a developmental study of teacher competency and the second a study of the influence of teacher trainee learning styles on the development of teacher competency. In the first study, models of teaching are described and three types of competencies (planning, teaching, and terminal) are identified. It is reported that practice increased the level of teaching competency in each model. In the second study, four learning styles are identified and tests are made to show the influence of trainee learning styles on response to training and on pupil outcomes (recall and concept attainment). It was found that, for all learning styles, level of competence varied with the complexity of the model, and that some styles are stronger in planning than in performance. (BD)

**ED 113 326** SP 009 561

**Papers on Theoretical Issues in Health Education.** California Univ., Berkeley. School of Public Health.

Pub Date Sep 74

Note—245p.; Papers presented at the Dorothy Nyswander International Symposium (September 27-28, 1974)

**EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage**

**Descriptors—**Attitudes, Community Development, Group Dynamics, \*Health Education, Health Personnel, \*Health Programs, Human Development, Medicine, Social Change, Social Environment, \*Symposia, Theories

This document is a collection of 17 papers on theoretical issues in health education presented at the Dorothy Nyswander International Symposium. The introduction, entitled "Theory and Practice in Health Education: A Synthesis," attempts to highlight some of the features of these papers and their relevance for health education practice. The papers show a diversity in subject matter and scope and include such subjects as health education in the medical care setting, community organization, and educational diagnosis. Several papers examine various theoretical concepts and their applicability to health education practice. The papers emphasize people and the predominant position they play in decisions about their

own health actions. Another common characteristic of the papers is the emphasis on precision in the delineation and analysis of whatever aspects of health education are under consideration (defining health education, causes affecting the individual or group behavior, analysis of data, program planning and methods, evaluation, training, and administrative framework). Yet another characteristic of the papers is the emphasis on theory or the ways to use theory in the practical implementation of programs. (BD)

**ED 113 327** SP 009 562

*Heidelbach, Ruth, Ed.*

**Developing Supervisory Practice.** Bulletin No. 41. Association of Teacher Educators, Washington, D.C.

Pub Date 75

Note—44p.

Available from—Association of Teacher Educators, 1701 K Street, N.W., Suite 1201, Washington, D.C. 20006 (Stock No. 861-27516, \$3.00)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**Inservice Teacher Education, Student Teachers, \*Supervision, \*Supervisors, \*Supervisory Activities, \*Supervisory Methods, \*Teacher Supervision

This monograph contains three papers on the subject of supervision. The first paper takes the view that supervision is one tier of the teaching profession. The author's model is based on the assumption that over a period of time one's teaching practice not only improves but also increases in dimension and scope. The stages of preparation, induction, and retention are presented as a collaborative process. The author then summarizes the features, results, and implications of her proposal and provides a description of the components of her model. The second paper views the role of the inservice supervisor, using five major assumptions about professional programs for teachers. The authors state that there is a direct relationship between what we believe about people and the kind of supervisory practice and inservice programs that will be developed. The last paper focuses on supervisory influence and suggests that attention be given to "direct" and "indirect" models and qualities. The five staged systemic organization of supervisory teaching which the authors describe is intended to facilitate the resolution of instructional problems which supervisors and clients identify. The authors report the findings of studies which question the supervisory system's effect on student teachers' performance. (RC)

**ED 113 328** SP 009 563

*Bender, Albert E.*

**Centers for Teachers: England and the U. S. A.** Oregon Association for Supervision and Curriculum Development, Salem.

Pub Date Sep 75

Note—19p.

Available from—Oregon ASCD Curriculum Bulletin, P. O. Box 421, Salem, Oregon 97308 (\$1.50)

Journal Cit—Oregon ASCD Curriculum Bulletin; v29 n328 p1-17 Sep 1975

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**Administration, \*Comparative Education, Foreign Countries, Inservice Teacher Education, Program Descriptions, \*Resource Centers, \*Teacher Centers

**Identifiers—**England, Wales

Teachers' centers were developed in England and Wales, and although American educators have been quick to adopt words such as teacher center and resource center, they do not understand the basic of teachers' centers. In England and Wales, the centers are established in response to very subjective local teacher needs. Teachers' centers for primary teachers are the most common type, and they all serve both the social and professional needs of teachers. There are also technical and science centers for teachers, operated by specialists who are not teachers. Resource centers are like teachers' centers, except that the major emphasis is on the professional side as opposed to the social side of the teachers' lives. Miscellaneous centers include materials centers and centers which are very narrow in their interest and tend to be operated by one person. Establishment of professional centers has also been proposed. These centers would be similar to teachers' centers, but would be responsible for the supervision of the probationary

teacher. In America, the teachers' centers are for the teachers but are not under teacher control. Teachers may recommend, but they do not control the financial aspects, hire the center leader, or decide what materials and equipment are to be secured or who can use the center. If a free society is evolving, then American schools need the type of educational changes presently underway in England and Wales. (RC)

**ED 113 329** 95 SP 009 564

**Preliminary Report of a Factorially Designed Experiment on Teacher Structuring, Soliciting, and Reacting.** Occasional Paper No. 7.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—Occas-Pap-7

Pub Date Oct 75

Contract—NE-C-00-3-0061

Note—13p.

Available from—Stanford Center for Research and Development in Teaching, Stanford University, Stanford, California (No price quoted)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**Elementary Education, Grade 6,

\*Questioning Techniques, \*Teacher Behavior, \*Teacher Response, \*Teaching Methods, \*Teaching Techniques

This report describes the results of an experiment on teacher structuring, soliciting, and reacting behavior. Four teachers each taught eight groups of sixth-grade students using eight different variations of the classroom recitation strategy. The eight variations differed in the amount and kind of structuring, soliciting, and reacting behavior used by the teachers. Classes that were asked more recall questions during the lesson (low soliciting) performed better on the achievement posttest than did classes that were asked more thought questions (high soliciting). Classes taught with a high level of structuring did slightly better than classes given little structuring. Classes that received praise for correct answers and reasons for the wrongness of an answer (high reacting) did slightly better than those classes given neutral feedback and no reason for an answer's being considered wrong (low teaching). Although the results of the study showed variations in the recitation strategy did not make a dramatic difference, they also did not show that the recitation strategy itself was a weak teaching approach. The results for student achievement and attitude showed that the effects of the teacher were sometimes greater than the effects attributable to the teaching variations. (Author/RC)

**ED 113 330** SP 009 565

*Alvir, Howard P.*

**Mod Kit for Modularized Learning Activity Packages.**

GREC—FILMS, Montreal (Quebec).

Report No—ICIS-3525

Pub Date 3 Jun 75

Note—31p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**Instructional Materials, \*Learning, Learning Activities, \*Objectives, \*Post Testing, \*Pretesting, Teacher Workshops, \*Workbooks

**Identifiers—**\*Learning Modules

This collection of workshop materials demonstrates how to develop learning modules through examples, illustrations, explanations, case studies, comparisons diagnosis, and prognosis. For the projected workshop, a module is defined as a modularized learning activity package composed of objectives, pretest, learning environments, and posttest. The author states that the term "modularized" stresses the relationship to school philosophy, end product, level objectives, and curriculum. It is also stated that the most important thing is to start with a clear idea of what is desired as an end product. This end product must be translated into certain basic things that must be learned by the end of the program. The workshop should equip teachers with the skill to produce modules composed of objectives, pretest, learning environments, and posttest. (RC)

**ED 113 331** SP 009 566

*Newton, Fred B.*

**The Kentucky Plan for Improving the Professional Performance of School Personnel: The State Overview.**

Pub Date 31 Oct 75

Note—15p.; Paper presented at the Kentucky Association of Teacher Educators (Richmond, Kentucky, October 31, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Educational Assessment, Inservice Teacher Education, Performance, Performance Criteria, School Personnel, \*Staff Improvement, \*State Boards of Education, \*State Departments of Education, \*State Programs, Teacher Improvement

Identifiers—\*Kentucky

In December 1973, the Committee to Improve Performance of School Personnel was established. The task of the Committee was to create an effective system of improving professional performance which could be put into practice in any school situation in Kentucky, a system which could be utilized with all professional staff members whether they be classroom teachers, administrators, or other professional personnel. A State Board Regulation was passed on September 10, 1975, which required each local board of education to provide for the involvement of every professional school employee in an individualized program of self-evaluation and performance improvement through the application of the Kentucky Plan. The Kentucky Plan is designed to assist in the development of a system tailored to the particular needs of a school district. For successful implementation of the Kentucky Plan, there must be harmony between participating parties in the development of local school district plans. The resources of the State Department of Education and the Educational Regions must be effectively utilizing to provide the necessary skills needed in a program of this magnitude. The Educational Region is designed to provide ancillary service to the local school districts under the approval of the State Department of Education. The Educational Region can be an effective delivery system in the implementation of the Kentucky Plan. Professional organizations and higher education must also be involved in its implementation. (RC)

ED 113 332 SP 009 567

Hurewitz, Carol Hurewitz, Paul  
Teacher Characteristics and Their Relationship to Cognitive and/or Affective Learning in Elementary School.

Note—14p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Affective Behavior, \*Cognitive Development, \*Effective Teaching, Elementary Education, \*Elementary School Teachers, \*Learning, Self Esteem, Student Teacher Relationship, Student Teachers, Teacher Characteristics, Teacher Motivation

This study investigated 34 selected teacher characteristics that relate to cognitive and/or affective learning in elementary school. A questionnaire for identifying characteristics of effective teachers was developed and distributed to fifty graduating student teachers. Three questionnaires were excluded because they signified "None" on the questionnaire, indicating that no elementary teacher had significantly motivated them in a positive way. Each item on the questionnaire was given an affective, cognitive, or both cognitive and affective categorization. The Chi Square test for significance at the .05 level was used. Of the 34 items included in the study, 27 were found to be significant. It was found that all 47 students selected both affective and cognitive categories of influence. The study indicated that the motivating teachers were seen in a similar fashion by their individual pupils. The findings suggested a picture of a teacher who is confident about himself/herself and able to relate in a meaningful way to others by helping them to feel positive about themselves. (Author/RC)

ED 113 333 SP 009 570

Goddu, Roland Pitman, John  
Retrospective Fiscal Analysis of NEPTE Supported Development Projects.

New England Program in Teacher Education, Durham, N.H.  
Pub Date Jun 75

Note—26p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Cooperative Programs, Costs, \*Educational Finance, Educational Programs, Financial Policy, Financial Support, Staff Improvement, Teacher Education

Identifiers—\*New England Program in Teacher Education

This report discusses the impact of the New England Regional Commission (NERCOM) funds allocated by the New England Program in Teacher Education (NEPTE) on local programs where experimental approaches were designed to improve existing teacher education practices. Specifically, this report addresses the costs associated with various activities that make up a project cycle and lead to outputs by funded projects in terms of products and/or personnel resources (either used to do training or to serve as resources for other projects). The report discusses six staff Development Cooperatives funded by NEPTE from 1971-1974. It represents a first level analysis of the effect of dollars investment and utilization in the cooperatives. The dollars given to each cooperative are the project inputs. Two general categories—organizational, and training and product development—are used to discuss costs associated with a given project activity. What was produced by each cooperative represents the output of the project cycle. Outputs in this report may be either exportable products or personnel resources that were used or developed as a consequence of project operations. (RC)

ED 113 334 SP 009 571

Goddu, Roland Pitman, John  
Retrospective Fiscal Analysis of NEPTE Resource Development Projects.

New England Program in Teacher Education, Durham, N.H.

Pub Date Aug 75

Note—28p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Annual Reports, Costs, \*Educational Finance, Educational Programs, \*Financial Support, \*Project Applications, Resource Allocations, Teacher Education

Identifiers—\*New England Program in Teacher Education

The purpose of this report is to discuss the impact of the New England Regional Commission (NERCOM) funds and other development funds allocated by the New England Program in Teacher Education (NEPTE) on the implementation of programs by local groups to improve existing teacher education practices. Specifically, this report addresses the costs associated with project activities that provided outputs in terms of products and/or training resources utilized. The report discusses 20 projects funded by NEPTE from 1971 to 1974. The projects are divided into the following two categories: (1) "Unique Projects," or attempts by people to do something they had never done before, and (2) "Refinement Projects," or attempts by people to make something work better. The report discusses the total funds allocated and presents an analysis of the cost categories of the projects. The information given is supported by charts. There is also a list of general conclusions about how the funds were spent. (RC)

ED 113 335 SP 009 572

Schmidt, Norma G.  
Development of an Instrument to Evaluate the Knowledge of Elementary Teachers about Venereal Disease.

Note—15p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Communicable Diseases, \*Elementary School Teachers, Health, \*Health Education, Multiple Choice Tests, Sex Education, \*Test Construction, \*Venereal Diseases

Identifiers—\*Schmidt VD Knowledge Evaluator

The purpose of this study was to develop a valid, reliable test to measure the knowledge of elementary school teachers about venereal disease. Recommended scientific test construction procedures were carefully followed. These included the development of a content outline and a table of specification; submitting potential test items to a review panel; revision of items and initial administration of the test; item analysis, revision, and a second administration; and the item analysis and revision which resulted in the "Schmidt VD Knowledge Evaluator." This test consists of 45 multiple-choice items related primarily to syphilis and gonorrhea, with some items related to the other venereal diseases. Test construction procedures assure face validity, and the Kuder-Richardson formula estimates reliability to be 0.79. The instrument would be useful as a pretest and/or posttest for inservice programs, workshops, and seminars for teachers, school nur-

ses, or any similar group. (The "Schmidt VD Knowledge Evaluation" is included.) (Author)

ED 113 336 SP 009 573

Martin, Lawrence A.

Effects of Competition upon the Aggressive Responses of College Basketball Players and Wrestlers.

Pub Date 75

Note—13p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, and Recreation (1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Aggression, Analysis of Variance, \*Athletics, \*College Students, Comparative Testing, Higher Education, Physical Education, \*Psychological Testing

Identifiers—Basketball, Rosenzweig Picture Frustration Study, Wrestling

This study was designed to investigate the effects of winning and losing competition upon the aggressive responses of intercollegiate basketball players and wrestlers. The Rosenzweig Picture-Frustration Study was administered to 32 Springfield College undergraduates (1) during a normal emotional state, (2) after winning a contest, and after losing a contest. A 2X3 factorial ANOVA with repeated measures across one factor was used to analyze the data. Following winning competition, the normal level of extrapunitive aggression was reduced significantly for basketball players ( $P$  less than .05). After losing, wrestlers showed a significant increase in extrapunitive aggression ( $P$  less than .05). For all subjects, extrapunitive aggression was higher during the normal state than it was following winning competition ( $P$  less than .01). It was concluded that losing competition may be a more frustrating experience for individual sport athletes than for team participants. In addition, winning competition has aggression reduction value to both types of participants. (Author)

ED 113 337 SP 009 574

Reynolds, Maynard C.

Changing Roles of Special Education Personnel.

Pub Date 73

Note—50p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Exceptional (Atypical), Handicapped, Normalization (Handicapped), \*Parent Associations, Regular Class Placement, Special Classes, \*Special Education, \*Special Education Teachers, \*Special Programs, Special Schools, Teacher Role, Teaching Methods

The "special" quality of special education is the body of knowledge, skills, and attitudes which are used in the education and training of exceptional school children. In practice, these children have been those who public school systems could not or would not teach. The history of education for exceptional children is a simple story of massive neglect, denial, and rejection. The first institutions organized for the blind, deaf, and retarded were residential. Some distinctive programs for exceptional children were organized in public day schools at the turn of the century. But it was not until after World War II that a remarkable surge of activities on behalf of handicapped children began. Currently the field of special education is negotiating a more integrated place for exceptional children in both the public schools and the communities in which they live. There are many new trends in special education taking place today. Since 1970, parents have returned to the courts as a means of promoting public action. Individualism and mainstreaming have both emerged as important trends in this decade. Lastly, a more open view of human capacities seems evident. Special education is in the early phases of a major transformation. An unusual set of opportunities challenges special educators to influence their future and that of the children they serve. (RC)

ED 113 338 SP 009 575

Bowman, Locke E., Jr. And Others

Education for Volunteer Teachers: A Report on the Project for the Advancement of Church Education (PACE) 1968-1970.

Arizona Experiment, Scottsdale.

Pub Date 71

Note—209p.

EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage

Descriptors—Church Programs, \*Church Workers, \*Religious Education, Teacher Characteristics, \*Teacher Education, Teacher Im-

provement, \*Teacher Workshops, Teaching Skills, \*Volunteer Training

The purpose of the Project for the Advancement of Church Education (PACE) was (1) to test the hypothesis that INSTROTEACH workshops improve the competence of volunteer teachers, (2) to test the hypothesis that Learning Laboratory training improves the competence of volunteer teachers, and (3) to conduct studies on the correlation between teacher competency and selected teacher characteristics. The results of the research showed that the workshops are an effective means of improving teacher competence. The results also were sufficiently encouraging to suggest that the laboratory treatment could be developed further. The analysis of the correlated studies of the teachers in PACE suggested that INSTROTEACH may be in some degree a measure of teacher personality. The project staff also pursued the following objectives: (1) to conduct and report studies on laboratory student attendance, (2) to report related studies on church school enrollments, and (3) to develop attainable objectives toward improvement of volunteer teaching in the future with recommendations for practical steps to attain them. Annexes are attached which contain articles by the Project Director and Technical Assistant, a memorandum on research design selection, and a detailed evaluators report. Eleven appendixes are also included which contain tables, lists of components, and definitions. (RC)

ED 113 339 SP 009 576

Green, Charles R., Comp.

Writing an Instructional Unit with Behaviorally Stated Objectives. A Five-Day In-Service Workshop Instructional Unit.

East Texas State Univ., Commerce.

Pub Date May 71

Note—83p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*Behavioral Objectives, Course Objectives, Educational Objectives, \*Inservice Teacher Education, Instructional Materials, Manuals, Process Education, Teacher Developed Materials, Teacher Workshops, \*Unit Plan

This manual presents a guide that organizes and coordinates the information necessary to plan and write an instructional unit that contains behaviorally stated objectives and to prepare an evaluation that measures what is taught. The manual contains (1) a list of general objectives, (2) a list of behavioral objectives, (3) the class procedure, (4) assignments, (5) instruction aids, (6) an evaluation (examination), (7) an evaluation of the instructor's objectives, and (8) a bibliography. The chapter on instruction aids is the longest chapter and contains a pretest, an explanation of planning cycle, and six papers describing how to write behavioral objectives. The desired results hoped for in this workshop are not only that teachers will learn to plan and write instructional units but also that teachers will come to see the purpose and value of such a tool in teaching. (RC)

ED 113 340 SP 009 577

Cichon, Donald J. Olson, George E.

A Study of Measures of Classroom Learning Environments. Technical Report Number 4.

Roosevelt Univ., Chicago, Ill. Coll. of Education. Spons Agency—Spencer Foundation, Chicago, Ill. Pub Date 75

Note—73p.; Appendix C will reproduce badly

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Classroom Environment, Classroom Observation Techniques, \*Educational Environment, \*Learning, \*Measurement Instruments, \*Observation

Identifiers—\*Learning Environment

This study deals with the following topics: (1) the extent to which three different learning environment instruments and their underlying conceptual framework are empirically related, and (2) the extent to which intensive observation of classrooms aids in the interpretation of instruments' characterizations of a class. In the first part of the study, three instruments measuring student perceptions of psychological aspects of classroom learning environments were administered to 233 high school students in 11 classes. The three instruments were the Learning Environment Inventory, the Class Activities Questionnaire, and the Authenticity, Legitimacy, and Productivity (ALP) Ethos Instrument. The

instrument data were analyzed using the individual as the unit of analysis. The second part of the study involved nonparticipant observation of one of the original 11 classrooms. The results provided a baseline of data for the possible synthesis of studies, making use of each instrument separately (1) to raise more detailed hypotheses of learning environments, (2) to explicate methodological issues, and (3) for the constructive consideration of "unintended" effects of curriculum. (The learning environment instruments and data from the study are included in appendixes.) (Author/RC)

ED 113 341

Ward, Terry

Research Techniques in Biomechanics.

Pub Date 75

Note—5p.; Paper presented at the Southern District of the American Alliance for Health, Physical Education, and Recreation (San Antonio, Texas)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Biochemistry, \*Biology, Electromechanical Aids, Electronic Equipment, Instrumentation, \*Measurement Instruments, Measurement Techniques, \*Mechanics (Physics), Motor Development, \*Motor Reactions, Physiology, Psychomotor Skills, Research Methodology

Identifiers—\*Biomechanics

Biomechanics involves the biological human beings interacting with his/her mechanical environment. Biomechanics research is being done in connection with sport, physical education, and general motor behavior, and concerns mechanics independent of implements. Biomechanics research falls in the following two general categories: (1) that specific research which contributes to the body of knowledge of motor behavior based on biomechanical type problems, and (2) the service components biomechanics provides to other subdisciplines for delineation of movement. The methods and general instrumentation techniques utilized in biomechanics research include (1) cinematography or high speed film (to record and analyze movement); (2) electronic transducers (to convert mechanical displacement, velocity, or acceleration into electrical voltage); (3) electrogoniometers (used to measure joint displacement); (4) anthropometry (technique of measuring length, girths, and widths of various part of the human body); and (5) electromyography (EMG) technique of investigating electrical activity associated with muscular contraction). (BD)

ED 113 342

Cracraft, Joe D.

The Effects of Exercise on the Firing Patterns of Single Motor Units.

Pub Date May 75

Note—18p.; Paper presented at the Annual Meeting of the American College of Sports Medicine (New Orleans, Louisiana, May 22-24, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Athletics, \*Biochemistry, \*Exercise (Physiology), \*Motor Reactions, Muscular Strength, Physical Activities, Physical Fitness, Physiology, \*Statistical Studies

Identifiers—\*Firing Patterns

In this study, the training effects of static and dynamic exercise programs on the firing patterns of 450 single motor units (SMU) in the human tibialis anterior muscle were investigated. In a six week program, the static group (N=5) participated in daily high intensity, short duration, isometric exercises while the dynamic group (N=5) participated three times weekly in low intensity, moderate duration, isotonic exercises. The control group (N=4) did not participate in an exercise program. Pre- and post-test SMU firing patterns were recorded by means of 26 gauge tygon coated monopolar needle electrodes. In order to assess the degree of impermissibility or periodicity of motor unit firing, an interspike interval (ISI) longer than 260 milliseconds was defined as a lapse in motor firing. An individual ratio of normal ISIs to lapses for each SMU three minute recording run and the mean ratio for each subject (MLR) were calculated. Significant differences were found between MLR pre- and post-test values for both groups (p less than 0.05). These results indicate that changes in motor unit firing can be produced by specific exercise programs. High intensity, short duration exercises

produce more variable than normal firing rates, and low intensity, long duration exercises produce firing rates less variable than normal. (Author/BD)

ED 113 343

SP 009 580

Williams, Joseph H.

Training in Interaction Analysis as a Means of Staff Development for Master Teachers, Classroom Teachers and Paraprofessionals. Maxi II Report.

Pub Date 15 May 75

Note—197p.; Submitted in partial fulfillment of the requirements for the degree of Doctor of Education (Nova University)

EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage

Descriptors—\*Behavioral Objectives, Behavior Development, Behavior Rating Scales, \*Classroom Communication, Cooperating Teachers, \*Inservice Programs, \*Inservice Teacher Education, Learning Processes, Paraprofessional School Personnel, Questionnaires, Staff Improvement, \*Student Teacher Relationship, Teacher Behavior, Teacher Improvement

The purpose of this study was to test the effectiveness of an inservice staff development program in promoting change in patterns of teacher-child interaction. The program used (1) the combined techniques of systematic analysis of teaching behavior with the Behavior Ratings and Analysis of Communication in Education (BRACE) observation system, (2) self-confrontation through videotapes, and (3) joint conferencing between a teacher and a person acting in a staff development capacity to produce changes in adult-child communication which are related to the goals of developing thinking, self-activated learners. Fifteen subjects participated in the study. The treatment was effective in producing increases in the amount of adult communication dealing with logic and with communication which supports learning (p less than .059). The treatment was also effective in producing increases in the amount of child initiated communication (p less than .059), of child communication dealing with logic (p less than .059), and of the total volume of child communication. In addition, the participants perceived the program as helpful and worthwhile. The results of this study suggest that this type of staff development and program to change adult-child patterns of interaction should be continued and implemented on a wider basis. (Sixteen appendixes are attached which include letters, questionnaires, and other material relevant to the study.) (Author)

ED 113 344

SP 009 581

Swift, Marshall S. Spivack, George

Alternative Teaching Strategies; Helping Behaviorally Troubled Children Achieve. A Guide for Teachers and Psychologists.

Pub Date 75

Note—217p.

Available from—Research Press, 2612 N. Mattis Avenue, Champaign, Illinois 61820 (No price quoted)

Document Not Available from EDRS

Descriptors—\*Academic Achievement, Academic Failure, \*Behavior Problems, Elementary Education, Elementary School Students, \*Socially Deviant Behavior, Teaching Guides, \*Teaching Methods, \*Teaching Procedures

This book provides (1) specific information about overt classroom behaviors that affect or reflect academic success or failure, and (2) information and suggestions about alternative teaching strategies that may be used to increase behavioral effectiveness and subsequent academic achievement. The focus of the book is on specific behaviors, behavior groupings, and total behavior patterns of children which, through a long series of research projects, have been shown to describe and distinguish successful and unsuccessful students throughout the elementary school grades. This focus is coupled with extensive step-by-step descriptions of alternative teaching strategies that can be practically incorporated into plans for each child or groups of children in the classroom. The first chapter, concerning the proportion of children displaying disturbance in school, provides the teacher, and those with responsibility to help the teacher, with a realistic picture of how many children are having difficulty coping in the classroom. Each of the next 10 chapters provides extensive and detailed descriptions of specific, feasible teaching alternatives for working with students displaying each of the achievement-re-

lated behavior dimensions mentioned in Chapter One. The focus of the last chapter is upon common elements among teaching strategies. In this chapter previous discussions of alternative teaching strategies are reviewed. (RC)

**ED 113 345** SP 009 582

*Aspy, David N.*

**Toward a Technology for Humanizing Education.**

Pub Date 74

Note—123p.

Available from—Research Press Company, 2612 North Mattis Avenue, Champaign, Illinois 61820 (No price quoted)

**Document Not Available from EDRS**

Descriptors—Humanism, \*Humanistic Education, \*Humanization, Human Relations, Individualized Instruction, \*Individualized Programs, Student Attitudes, Student Behavior, Student Participation, \*Student Teacher Relationship, Teacher Attitudes

This book presents both a rationale for humane classrooms and specific processes for developing them. In each chapter, a specific dimension of humane interpersonal relationships is presented, followed by an instrument for assessing the dimension and a study which both validates the dimension and illustrates how local investigators could employ it in their schools. Three technologies which can provide data for investigating the humanness of the interpersonal processes in a classroom through these dimensions are discussed. The first technology, interaction analysis procedures which describe quantitatively the verbal components of classroom interaction, is discussed in chapter 2. The second technology, discussed in chapter 3, was developed to delineate seven types of cognitive functioning in a classroom. The third technology discussed in chapters 4-6, is related to the assessment of levels of specific interpersonal conditions which determine whether an interaction is facilitating or retarding. The three critical dimensions of such interpersonal relationships are described as empathy, congruence, and unconditional positive regard. Chapters 7 and 8 present scales for measuring interpersonal relationships in terms of more global dimensions. The book also presents the central ideas and practices through which educators could work together toward creating a national thrust for the development of programs for humanizing classrooms. (BD)

**ED 113 346** SP 009 583

*Carter, Ronald D.*

**Help! These Kids Are Driving Me Crazy.**

Pub Date 75

Note—112p.

Available from—Research Press, 2612 North Mattis Avenue, Champaign, Illinois 61820 (No price quoted)

**Document Not Available from EDRS**

Descriptors—\*Behavioral Objectives, \*Behavior Change, \*Behavior Development, Behavior Patterns, \*Behavior Problems, Conditioned Response, Reactive Behavior, \*Student Behavior, Teacher Behavior, Teaching Guides

This book is a teacher's guide for dealing with and modifying children's behavior. Chapter one discusses behavior and how it is strengthened, weakened, or shaped by consequences of the behavior (rewarding, ignoring, punishing). Chapters two and three present techniques which can be used to strengthen desirable behaviors and weaken undesirable behaviors. Chapter four offers hints and tricks of the trade to be used in shaping behavior and in behavior maintenance. Chapter five presents a sample experiment used to modify a hypothetical student's undesirable behavior. Chapter six first gives some examples of children with problems and then discusses methods of dealing with and solving these problems. Chapter seven is an outline summary of the main points discussed in the book. Three appendices are attached. Appendix A is a three part survey quiz on the material presented in the book; Appendix B presents a classroom point system which the teacher may institute in order to modify students' behavior; and Appendix C is a list of "pay-offs" for school-aged children. (BD)

**ED 113 347** SP 009 584

*Buckley, Nancy K. Walker, Hill M.*

**Modifying Classroom Behavior; A Manual of Procedure for Classroom Teachers.**

Pub Date 74

Note—95p.

Available from—Research Press, 2612 North Mattis Avenue, Champaign, Illinois 61820 (No price quoted)

**Document Not Available from EDRS**

Descriptors—\*Behavior Change, \*Behavior Development, \*Changing Attitudes, Contingency Management, \*Negative Reinforcement, \*Positive Reinforcement, Social Reinforcement, Student Behavior

This book for teacher trainees and practicing teachers contains programmed lessons that are designed to explain the theory and techniques of classroom behavior modification. The first part deals with basic principles of behavior modification and includes chapters on how behaviors are learned, why they are maintained, and how they can be eliminated. It also contains a chapter on measuring behavior. The second part focuses on modifying classroom behavior. The chapters are divided into sets, each of which represents a different concept important to the chapter focus. Each set begins with a narrative designed to present new material. The programmed items were selected to give feedback to the reader regarding understanding of the material. In addition, the programmed items, or frames, incorporate classroom application of the concepts. The reader should respond to each of the items prior to checking the answer. Many of the sets contain exhibits which are excerpts from actual research done in the field of behavior modification. A list of suggested reading is included for those interested in learning more about the procedures and applications of behavior modification. (RC)

**ED 113 348** SP 009 585

*Deibert, Alvin N. Harmon, Alice J.*

**New Tools for Changing Behavior. Revised.**

Pub Date 74

Note—147p.

Available from—Research Press, 2612 North Mattis Avenue, Champaign, Illinois 61820 (No price quoted)

**Document Not Available from EDRS**

Descriptors—\*Behavioral Objectives, Behavioral Science Research, \*Behavioral Sciences, \*Behavior Change, \*Behavior Development, \*Behavior Problems, Behavior Rating Scales, Retarded Children, Socially Deviant Behavior

This book deals with the science of behavior and how it can be used humanely for positive and direct change. It was written for a mass audience, including parents, persons with elderly family members, the helping staff in clinical situations, college students, and teachers in training. Part 1 discusses the science of behavior and includes chapters on the basic behavioral law of reinforcement, subprinciples of reinforcement (timing, pairing of verbal and physical rewards, scheduling, and shaping), and observing behavior. Part 2 deals with the clinical application of these behavioral laws, and includes chapters discussing the behaviorally disordered child, the retarded child, adolescents, adults, punishment, and case studies illustrating specific applications of positive behavior management. "Question frames" have been inserted throughout the text to give the reader feedback on how well he/she is reading and understanding the material. They consist of a statement in which one or more blank spaces appear for the reader to fill in based on the material presented in the one or two preceding paragraphs. The book also suggests a list of six books for further reading. (BD)

**ED 113 349** SP 009 586

*Schultz, Edward W. And Others*

**Pain and Joy in School.**

Pub Date 74

Note—71p.

Available from—Research Press, 2612 North Mattis Avenue, Champaign, Illinois 61820 (No price quoted)

**Document Not Available from EDRS**

Descriptors—Elementary Secondary Education, \*Humanistic Education, Poetry, \*School Role, \*Short Stories, \*Student Attitudes, \*Student Teacher Relationship

This book deals with how schools can generate experiences which are both painful and joyful to students. It endorses a kind of schooling which will teach students love of life, pursuit of truth, and human compassion. The book presents both the joyful and painful experiences of students through short stories and comments by both children and parents. The first section, on painful experiences, contains 18 stories, dealing with such topics and experiences as indifferent teachers,

physical punishment, violent teachers, experiencing shame, learning not to be yourself, having your feelings ignored, rules that dehumanize, and uncaring teachers. The second section, which deals with joyful experiences, contains 15 stories, on topics and experiences such as mutual respect, sensitive teachers, having the courage to try something new, a principal who cares, a teacher who stimulates learning, interested parents, and loving teachers. (BD)

**ED 113 350** SP 009 587

*DeRisi, William J. Butz, George*

**Writing Behavioral Contracts; A Case Simulation Practice Manual.**

Pub Date 75

Note—87p.

Available from—Research Press, 2612 North Mattis Avenue, Champaign, Illinois 61820 (No price quoted)

**Document Not Available from EDRS**

Descriptors—\*Behavioral Objectives, Behavior Chaining, \*Behavior Change, Case Studies, \*Contingency Management, Counseling, \*Performance Contracts, \*Reinforcement, Simulation, Writing Exercises

This book on writing behavioral contracts is structured to give the reader an opportunity to use contingency contracting in a situation that resembles the real world. Contracting is a technique used to structure behavior counseling by making each of the necessary elements of the process so clear and explicit that they may be written into an agreement for behavior change that is understandable and acceptable to everyone involved. Contracting is also a means of scheduling the exchange of positive reinforcements between two or more persons. The reader is introduced to the basic principles of contracting through the use of a sample case, and through exercises that will enable him/her to write behavioral contracts. Some elements of these exercises are left to chance. The exercises are designed so that sometimes things will go well and at other times chance will cause the reader to change his/her tactics. The last unit of the book contains detailed strategies collected from several programs that use contracting extensively. (RC)

**ED 113 351** SP 009 588

*Martin, Reed Lauridsen, David*

**Developing Student Discipline and Motivation; A Series for Teacher In-Service Training.**

Pub Date 75

Note—68p.

Available from—Research Press, 2612 North Mattis Avenue, Champaign, Illinois 61820 (No price quoted)

**Document Not Available from EDRS**

Descriptors—\*Behavior Change, \*Behavior Patterns, Classroom Environment, \*Discipline, Negative Reinforcement, Positive Reinforcement, \*Reinforcers, Social Reinforcement, \*Student Motivation

This book contains a widely used method for structuring learning in a positive environment. The material is presented in a workshop format. Each unit should be read and worked on for one week; the teachers should then meet to exchange ideas. Unit 1 discusses behavior, and informs the reader that if he/she wants to influence a change in behavior, he/she must first observe what is sustaining the behavior at its present rate. In unit 2 the reader is given instructions for observing his/her own behavior. Unit 3 presents ways to analyze the classroom environment, and focuses on methods of presenting tasks to children and their effect on responses. The basic principles of human behavior is the subject of unit 4. Unit 5 discusses the phases necessary to influence behavior. These phases include (1) an analysis of the situation, (2) a strategy for change if any is desired, and (3) an evaluation of what has worked and what else is needed. Using social reinforcers is the topic of unit 6 while unit 7 describes how to use nonsocial reinforcers. The last unit contains a checklist to use if the results are not satisfactory after attempting behavior change. An appendix containing critical issues for discussion is also included in this book. (RC)

**ED 113 352** SP 009 589

*Alvir, Howard P.*

**Applying Mastery Learning in the Classroom.**

Pub Date 75

Note—31p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Autoinstructional Aids, \*Curriculum Guides, Health Education, Independent Study, \*Individualized Curriculum, Individualized Programs, Individual Study, Instructional Materials, \*Teacher Developed Materials  
**Identifiers—**\*Nursing Education

This booklet is intended for nursing education teachers, and provides them with the product and process that was successfully used to develop education learning packets. The booklet contains six self-paced modules which aid the student in the assessment of the patient and which have been culled by one teacher from a larger bank of material organized by Computerized Information System for Nursing Education (CISNE). The six modules are (1) Principles of Observation, (2) the Physical Examination, (3) Diagnostic Tests, (4) Vital Signs, (5) Blood Pressure, and (6) Recording and Reporting. Each of these six modules includes a stated purpose, a vocabulary list, behavioral objectives, evaluation guidelines, and a study guide. Provisions are made for student evaluation in each module. (BD)

**ED 113 353 SP 009 590**

**Alvir, Howard P.**  
**The Most Important Five Minutes in Any Lesson (or Workshop).**

**Pub Date Nov 75**  
**Note—22p.**

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors—**\*Effective Teaching, \*Lesson Plans, \*Planning, Teaching, Teaching Methods, Teaching Procedures, \*Teaching Skills, \*Teaching Techniques

There are several critical five minute periods in any lesson, and it is important for teachers to know how to use them. No matter how long a period may be, the most important five minutes, and no more, should be written out. This writing forces the teacher to put down on paper only the most important items. The first five minutes of a period should be extemporaneous. Any teacher who has carefully written out or thought out the most important five minutes of a lesson is in a good position to look over the group and decide where to begin. The last five minutes of every encountered session should be used to sum up what has been done and to clarify future expectations. The ability to establish some sort of human contact with the class before beginning the professional contact is a sign of a good teacher. The teacher should look around for a friendly face to focus in on before beginning the lesson. If a teacher does a good job in presenting a lesson to at least one learner, there is a great possibility that the rest of the class will catch the main idea. The teacher who looks around for more friendly faces during the five minute warmup will find the class more receptive to what the teacher has to present. Staying around for at least five minutes after the end of a lesson provides the teacher with an opportunity for a followup between self-fulfilling teachers and aggressive learners. (RC)

**ED 113 354 SP 009 591**

**Alvir, Howard P. Alvir, Claire Gelinax**  
**Workbook (A Staff Development Workbook) to Accompany Work Sessions on Seven Steps to Better Objectives.**

**Pub Date Oct 75**

**Note—50p.; Not available in hard copy due to marginal legibility of original document**

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Behavioral Objectives, Health Education, Instructional Materials, \*Workbooks, Writing Skills

**Identifiers—**\*Learning Modules, Nursing Education

This document contains outlines of work sessions on how to write better objectives and a workbook to accompany these sessions. The first section of the document discusses the following seven steps to be observed in writing better behavioral objectives: (1) write a simple behavioral objective; (2) edit your verb to make it an action verb; (3) revise your objective to make it learner-centered; (4) remove ambiguities to attain operational clarity; (5) chop-up the criteria into degrees of excellence; (6) pinpoint the conditions under which the learner will perform; and (7) ask a total stranger for his/her opinion of your objectives on steps 1-6 above. Three examples are presented in which these seven steps have been applied to a general objec-

tive in order to better define it. The first section also discusses applying these steps to allied health modules. The second section discusses the application of the material presented in the first section to a course outline. It covers gathering and classifying materials, determining categories and subcategories, and evaluation. The last section is a workbook which applies the seven steps outlined in the first section to nursing and health-related fields. (BD)

**ED 113 355**

**SP 009 592**

**McIntyre, Lonnie D.**

**The Academic Performance of Teacher Corps Interns at Michigan State University—An Interim Report.**

**Michigan State Univ., East Lansing. Coll. of Education.**

**Note—12p.**

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors—**\*Academic Achievement, Elementary Education, Experimental Programs, Field Experience Programs, \*Internship Programs, \*Minority Groups, Performance Based Teacher Education, \*Preservice Education, \*Teacher Interns

**Identifiers—**\*Teacher Corps

This Teacher Corps program at Michigan State University is attempting to improve the quality of preservice teacher education within a competency based framework. The program emphasizes consistent use of instructional design and the instructional processes of assessment, goal setting, determining objectives, developing teaching strategies, and evaluating. During this two-year program, students spend 50 percent of their time in an internship at a Lansing elementary school and 50 percent of their time in completing degree requirements. Additionally, the interns receive field-based bilingual training and are involved in a variety of community based activities. In the spring of 1973, 30 interns were selected for this program from populations which included Mexican-Americans and/or Spanish-speaking, blacks, American Indians, and economically disadvantaged whites. On examining the academic achievement of these interns, it was found that the mean grade point average for these Teacher Corps interns was the same as for the seniors in the College of Education at Michigan State University. Fifty percent of the minority interns had grade point averages equal to or better than the average for the seniors in the College of Education. The nonminority interns had the highest grade point averages of any of the groups in this comparison. When the interns were grouped by sex, the male interns appeared very similar to the minority interns, while the females closely resembled the nonminority interns. (BD)

**ED 113 356**

**SP 009 593**

**Patterson, Billy J.**

**Guide for a Student Teacher Training Program.**

**Pub Date 17 Oct 74**

**Note—56p.; Paper submitted in partial fulfillment of the requirements for the degree of Doctor of Education (Nova University)**

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**Cooperating Teachers, Elementary Education, Guides, \*Practicums, Preservice Education, Student Teachers, \*Student Teaching, Teacher Education

The purpose of this practicum was to provide a planned procedure for the student teacher training program at Schertz Elementary School during April and May of the 1973-74 school year. The preceding teacher training program contained an excessive number of weaknesses, primarily involving lack of direction for the student teacher and lack of self-evaluation procedures. It was hypothesized that a set of guidelines could improve the efficiency of this program. These guidelines were designed to give the desired direction without hindering the initiative and creativity of those involved. Evaluation of this practicum was based on three sources of information. First, cooperating teachers were asked to compare the student teacher training program before and after the guidelines were put into use. Second, questionnaires about the guidelines were answered by all participants. The third source of information involved observation by the author, including analysis of checklists provided within the framework of guidelines, as well as observation of participants in action. Increased efficiency and effectiveness were indicated by all three sources; the practicum was, therefore, deemed successful. (Author/BD)

**ED 113 357**

**SP 009 594**

**Guide for Administrators and School Nurses in the School Health Program.**

**Texas Education Agency, Austin. Div. of Guidance Services.**

**Pub Date 75**

**Note—77p.**

**Available from—Texas Education Agency, Division of Guidance Services, 201 East 11th Street, Austin, Texas 78701 (\$2.00)**

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors—**\*Health Education, Health Personnel, \*Health Programs, Policy Formation, Responsibility, \*School Health Services, \*School Nurses

The purpose of this handbook is to assist administrators and nurses in planning, organizing, and implementing an effective total school health program. Its contents are divided into three sections and seven appendixes. The first section discusses the functions of the administration, including those of delineating responsibilities, formulating goals and objectives, and developing policies for the school health program. Section 2 concerns the functions of the school nurse. Some of the topics discussed are the major duties and responsibilities of the nurse in the school health program, the nurse's role in health instruction, the nurse's responsibility for the school environment, and continuing education and professional development. Section 3 contains 11 sample forms and procedures for use by the nurse and/or health administrator. The appendixes contain various guidelines concerning school health care, requirements for school nurse certification, charts, reports, a list of resources, and a bibliography. (RC)

**ED 113 358**

**SP 009 595**

**Royson, Harry Adam**

**The Utilization of a Care Training Program and Projected Guide to Prepare and to Train K-12 Teachers Towards a Humanistic Philosophy of Education.**

**Pub Date 30 Mar 75**

**Note—284p.; Practicum submitted in partial fulfillment of the requirements for the degree of Doctor of Education (Nova University)**

**EDRS Price MF-\$0.76 HC-\$14.59 Plus Postage**

**Descriptors—**Course Evaluation, \*Guides, Humanism, \*Humanistic Education, \*Human Relations, \*Inservice Teacher Education, Teacher Behavior, Teacher Improvement

This is a guide written to detail a humanistic philosophy of education. It is the product of a 12-week training program for experienced K-12 teachers. The training program consisted of a basic movement program, regular lectures and discussions of human relations (relating, loving, learning), and practical workshops with simulated classrooms as an environment. The participants were selected from a population of volunteer teachers. Following the training program, participants returned to their classrooms in the beginning of the fall 1974 semester prepared to put into operation their training experiences. Several forms of evaluation were chosen to measure teacher performance, including regular observations, teacher check lists, and student evaluations. Review of evaluations provided data for a review of the guide. On completion of the project, it was proposed to have a teacher training course built around the guide to be adopted in at least one college and to pursue the possibility of further adoptions. This project was carried out satisfactorily. The humanistic philosophy of education, as detailed in the guide, and the training program produced productive and effective teaching experiences for participant teachers and their pupils. A course in human relations for teachers—designed around this guide—was adopted at Monmouth College, Department of Education, West Long Branch, New Jersey. (Author/BD)

**ED 113 359**

**SP 009 596**

**Smith, Leonard**

**The "Mentor" and Child-Agents of Reciprocal Change.**

**Pub Date May 75**

**Note—177p.; Practicum submitted in partial fulfillment of the requirements for the degree of Doctor of Education (Nova University)**

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

**Descriptors—**\*Behavior Change, Grade 7, \*Human Development, Junior High Schools, \*Junior High School Students, \*Secondary School



Teachers, Student Attitudes, Surveys, \*Teacher Behavior, Teacher Improvement

The purpose of this practicum was to make secondary school teachers more aware of their own behavior with children as individuals and to bring about change in a direction perceived by teachers, students, and the practicum designer to be positive rather than negative. One hundred twenty grade 7 students were selected to make up the Mentor Program group (experimental) and 120 grade 7 students were identified as the Comparative group (control). The Mentor Program children were involved with faculty Mentors during the school year. The Comparative group received no special kind of treatment. Throughout the school year the Mentors and children met as individual and group needs dictated. Each of the 240 students was administered the Student Attitudinal Instruments in the fall (pretest) and spring (posttest). The responses were then analyzed. The Mentors monitored their own behavior for negative acts. Questionnaires were also developed for the student and faculty groups, and the responses were analyzed. The investigations showed that the teacher group involved in the program improved their classroom behavior and that the child's perception of the teacher also improved. (RC)

## TM

ED 113 360 TM 004 633

**A Research Design for Year-Round Education.**  
Virginia Beach City Public Schools, Va.  
Pub Date Apr 73

Note—19p.; For related documents, see ED 105 630-633, ED 109 158-161, and ED 109 184

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Academic Achievement, Admission (School), Age, Comparative Analysis, \*Cost Effectiveness, Elementary Education, \*Evaluation, \*Experimental Programs, Mathematics, Parent Attitudes, Program Effectiveness, Reading, Reading Readiness, \*Research Design, Student Attitudes, \*Year Round Schools

Identifiers—Virginia (Virginia Beach), \*Virginia Beach 45 15 Pilot Program, Virginia Beach Schools

The School Board of Virginia Beach has conducted a two-year pilot program focusing on elementary school students who attend school 45 days and break 15 days year round. Four principal questions were proposed and researched by various independent agencies: (1) What effect does the 45-15 cycled-attendance year-round operation have on pupil achievement in reading and mathematics? (2) What effect does the 45-15 cycled attendance year-round have on the way pupils feel about school? (3) What effect does the first grade entry under the 45-15 calendar have on reading readiness? (4) What effect does experience with the 45-15 cycled attendance year-round plan have on parent attitudes? In addition, serious attention has been given to the operational and capital costs of the 45-15 experimentation. (BJG)

ED 113 361 TM 004 852

McDonnell, W.

**Testing for Student Selection at Tertiary Level: A Literature Review.** Tertiary Education Entrance Project.

Australian Council for Educational Research, Hawthorn.  
Pub Date 75

Note—90p.

Available from—Australian Council for Educational Research, P.O. Box 210, Hawthorn, Victoria, Australia 3122 (\$4.50)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage. HC Not Available from EDRS.

Descriptors—Admission Criteria, Affective Tests, Aptitude Tests, Cognitive Ability, \*College Admission, \*College Entrance Examinations, \*Educational History, Higher Education, Intelligence Tests, \*Literature Reviews, Predictive Ability (Testing), \*Predictive Validity, Testing Problems

Identifiers—Australia, Australia (Victoria), Australian Scholastic Aptitude Tests, New Zealand, Project Tertiary Education Entry, United Kingdom, United States

The problems associated with the transition from the secondary level to the tertiary level in

education have given rise to many surveys, analyses of statistics, research projects, reports and literature reviews. Much has been written on topics such as testing, selection, prediction and wastage, with findings and conclusions which appear to have varying degrees of relevance to contemporary problems in Victoria. This literature review does not attempt to discuss or even list every article ever published in this area. It does attempt to define a limited area in terms of those aspects which seem more relevant to the circumstances of the present problem. Some early studies are discussed in relation to the changing perspectives and the historical developments in methods of analysis and suggested solutions. Overseas studies have been selected when their findings have been general and transferable to the current Victorian situation, or when they have appeared to influence other important investigations. Although some non-cognitive studies are reviewed, the general emphasis is on studies dealing with cognitive factors in testing and selecting. (Author/RC)

ED 113 362 TM 004 855

Heun, Richard E. And Others

**Edumetric Validation of Cognitive Style Map Items and Elements: I.**

Note—19p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Achievement Gains, \*Cognitive Measurement, Comparative Analysis, Higher Education, \*Individual Differences, Individualized Instruction, Measurement Techniques, Norm Referenced Tests, \*Test Reliability, \*Test Validity

Identifiers—\*Cognitive Style Mapping, Edumetric Properties of Tests

The differences between edumetric and psychometric uses of tests were described and the relevance of the edumetric dimension for measuring student learning gains, especially in the context of individualized instruction involving multiple learning mode options, was clarified. Also, the procedures for edumetric reliability and validation assessment were described. The procedures were applied to two college classes, Speech Communication and World Civilizations. The results yielded strong evidence for the edumetric reliability and validity. Extremely strong evidence was provided by the reliability and validity coefficients estimated for the entire population. As part of the ongoing program of reliability and validity assessment of the Cognitive Style Mapping (CSM) items and elements, evidence was provided for the edumetric reliability and validity of CSM and various fruitful implications for further study were considered. (Author/RC)

ED 113 363 TM 004 859

Cramer, Phebe

**The Use of Error Data to Study the Development of Verbal Encoding of Pictorial Stimuli.**

Pub Date Nov 74

Note—12p.; Paper presented at the Annual Meeting of the Psychonomic Society (Boston, Mass., November 21-23, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Children, \*Cognitive Processes, Elementary School Students, \*Error Patterns, Memory, \*Pictorial Stimuli, Verbal Development, \*Verbal Stimuli

Identifiers—Rebus, Verbal Encoding

If older children automatically label pictorial stimuli, then their performance should be impaired on tasks in which such labeling would increase the error rate. Children were asked to learn pairs of verbal or pictorial stimuli which, when combined, formed a different compound word (BUTTER-FLY). Subsequently, a false recognition test that included the compound was administered. The error data indicated that verbal labeling occurred only among the older children. (Author)

ED 113 364 TM 004 860

Cory, Charles H.

**An Evaluation of Computerized Tests as Predictors of Job Performance in Three Navy Ratings: I. Development of the Instruments. Final Report.**

Navy Personnel Research and Development Center, San Diego, Calif.

Report No—AD-782-527; NPRDC-TR-75-2

Pub Date Aug 74

Note—29p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (Order No. AD-782 527, MF \$2.25, HC \$3.25)

Document Not Available from EDRS

Descriptors—Classification, \*Computer Oriented Programs, Evaluation, Factor Analysis, Measurement Techniques, Memory, Military Personnel, \*Personnel Selection, Predictive Ability (Testing), \*Predictive Validity, Statistical Analysis, \*Task Performance, \*Testing, Test Validity

Identifiers—Computerized Tests, \*Navy

The potential usefulness of computerized tests for supplementing paper-and-pencil measures for predicting job performance abilities was the objective of a series of studies. This report covers the initial test development and analysis research. Eight computerized tests were constructed to measure five personal attributes identified in previous research as being important for job performance. The experimental battery also contained nine previously developed tests. The battery was administered to 385 enlisted personnel and test results and interrelationships were analyzed in conjunction with operational written test and biographical variables. (NTIS)

ED 113 365 TM 004 861

Bernknopf, Stanley Hartley, Duane

**The Development of a Model Comprehensive Needs-Based Guidance System and Modular Instructional Strategies: A Project Overview.**

Pub Date Dec 74

Note—11p.; Paper presented to the Southeast Invitational Conference on Measurement in Education (Knoxville, Tenn., December 1974); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Counselor Certification, Counselors, \*Counselor Training, Guidance Counseling, \*Guidance Programs, Models, \*Performance Based Education, \*Student Needs

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Georgia

During 1973-74, ESEA Title III funds became available for the development of a "Model Comprehensive Needs-Based Guidance System and Modular Instructional Strategies" for the state of Georgia. The proposal called for a new conceptualization of guidance; one that derives its goals and objectives from the developmental needs of students. There were six major objectives of the project: (1) to develop a comprehensive needs-based guidance system, (2) to develop a comprehensive list of process-related competencies required of counselors, (3) to develop a modular delivery system for the training of counselor competencies, (4) to field test the competency-based instructional modules, (5) to field test the efficiency of a needs-based guidance system, and (6) to develop a competency-based system for the certification of counselors. A tentative schematic representation of the model is appended. (Author/RC)

ED 113 366 TM 004 862

Counsell, James Steve

**Evaluation and the Social Science Interdisciplinary Course.**

San Francisco Univ., Calif. Office of Institutional Studies.

Pub Date Nov 72

Note—22p.; Paper presented at the Annual Convention of the Community College Social Science Association (2nd, Los Angeles, Calif., November 2-4, 1972)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Academic Achievement, \*Behavioral Objectives, Course Evaluation, Curriculum Evaluation, Evaluation, \*Evaluation Methods, \*Interdisciplinary Approach, Models, Program Evaluation, \*Social Sciences, Student Evaluation, Teacher Rating, Teaching Techniques

The role of educational evaluation is discussed in relation to interdisciplinary courses in social science. How one evaluates student achievement, a course or an instructor can be defined by means of defining behavioral objectives. That is, the expressed outcomes of the particular course can be expressed as the goals to be met by students and on the courses being taken or taught. Some suggestions are given to aid in establishing these behavior goals. It is suggested that the use of these behaviorally defined objectives will

develop a more independent learning and thinking student, as well as enhance the value of student achievement, curricular design and instructional skill. (DEP)

ED 113 367 TM 004 863

Lucas, Stephen R. And Others  
Assessment of Distributive and Office Education Programs: A Multivariate Analysis of Employees and Employer Satisfaction.

Pub Date 75

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage  
Descriptors—\*Distributive Education, Employee Attitudes, \*Employer Attitudes, \*High School Graduates, \*Job Satisfaction, Longitudinal Studies, \*Office Occupations Education, Program Effectiveness, Questionnaires, Statistical Analysis

Identifiers—Minnesota Satisfaction Questionnaire, Minnesota Satisfactoriness Scale

The primary purpose was to determine the effectiveness of distributive and office education programs at the secondary level in North Carolina. The study ascertained how satisfied graduates of these two program areas were with their present jobs and how well they were performing in their jobs as perceived by their respective employers. This longitudinal study consisted of two parts: part one embraced six occupational education programs areas and was completed in 1972; part two was based on the same population of the 1972 study in regard to distributive and office education graduates and their employers and was completed in 1974. (Author)

ED 113 368 TM 004 865

Rudner, Lawrence M.

Formative Evaluation of the Structured Language Improvement Project for Deaf Adolescents. Lesson I: Round I.

Model Secondary School for the Deaf, Washington, D.C.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date Jul 75

Note—62p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage  
Descriptors—Curriculum Evaluation, Deaf, \*Deaf Education, Educational Objectives, English Instruction, \*English Programs, \*Formative Evaluation, Grammar, \*High School Students, \*Language Programs, Program Effectiveness, Secondary Education, Tests, Tests of Significance

Identifiers—Gallaudet College, Model Secondary School for the Deaf, \*Project Structured Language Improvement

This report outlines the formative evaluation of the first lesson in the Structured Language Improvement Project (SLIP) - an English language instructional program being developed at the Model Secondary School for the Deaf, Washington, D.C. The theme of this first lesson is the distinction between the simple present (e.g. He eats lunch every day.) and the present progressive (e.g. He is eating lunch right now). Significant gains in terms of ability to correct mistakes in usages of the two verb forms were found for three of the four tested students. Formats and activities which were most and least successful in terms of capturing student interest and/or helping students meet the objectives were identified. The instructional development team concluded that this language learning program is feasible for use in a school for the deaf. The test instruments used appear in the appendices. (Author/DEP)

ED 113 369 95 TM 004 866

Werts, Charles E. Linn, Robert L.  
Study of Academic Growth Using Simplex Models. Final Report.

Educational Testing Service, Princeton, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BR-3-0649

Pub Date Jun 75

Grant—NE-G-00-3-0007

Note—66p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage  
Descriptors—\*Academic Achievement, Achievement Gains, Analysis of Covariance, College Students, Computer Programs, Correlation, Goodness of Fit, Grades (Scholastic), \*Lon-

gitudinal Studies, \*Mathematical Models, Matrices, \*Measurement Techniques, Predictor Variables, Scores, Standard Error of Measurement, Statistical Analysis, Testing Problems, \*Test Reliability, True Scores

Identifiers—Academic Growth Measurement, Quasi Markov Simplex Model, \*Simplex Models, Statistical Variance

Forming a sequence covering the various aspects of the simplex model, four articles are presented here under the following titles: "A Simplex Model for Analyzing Academic Growth", "Analyzing Ratings With Correlated Intrajudge Measurement Errors", "The Correlation of States With Gain", and "The Reliability of College Grades from Longitudinal Data". The most important finding of this study is that a simplex model which allows for measurement error, fits a variety of longitudinal academic data quite well. This allows for attenuation corrections when only one measure is available at each time. More importantly, the results suggest that the commonly used split-half or parallel form procedures for estimating reliability may typically yield overestimates or reliability due to "method" variance, i.e., nonindependent measurement errors resulting from the use of closely similar item types. The simplex model appears less subject to this problem because both item format and content change over time. It has been demonstrated that accurate corrections for attenuation are essential to a study of the determinants of academic growth. (Author/RC)

ED 113 370 TM 004 867

Miller, C. M. L. Parlett, M.

Up to the Mark: A Study of the Examination Game.

Society for Research into Higher Education, Ltd., London (England).

Spons Agency—Edinburgh Univ. (Scotland).

Report No—SRIE-21

Pub Date Jun 74

Note—131p.

Available from—Society for Research into Higher Education, 2 Woburn Sq., London, WC1, England (2 pounds, 20 pence)

Document Not Available from EDRS

Descriptors—Anxiety, Competitive Selection, \*Evaluation Methods, \*Grades (Scholastic), \*Higher Education, Honors Curriculum, Individual Differences, Motivation, Performance Factors, Questionnaires, Student Attitudes, \*Student Evaluation, Teacher Attitudes, Test Construction, \*Testing, Testing Problems, Test Reliability, Tests, Test Wiseness

Identifiers—Scotland, \*University of Edinburgh

Evaluation plays an important role in the academic career of students and instructors. It is a concept that is repeated throughout the academic year and one that determines future roles and placement of students. This report is a summary of the findings of the first two years of a five-year research study of evaluation conducted at Edinburgh University in Scotland. The methods of evaluation and the intended uses of results are varied and many; for this reason the study focuses on the process of requirements for the final honors paper in a science course. It attempts to establish how different students and teachers react to the evaluation methods, what are the effects of these methods on teaching and courses, what individual students' reactions are to the examination process and how they prepare for it. The majority of the information was collected by means of questionnaires for both students and staff. The appendix contains information on how data was collected and some key questions used in the student interviews. (DEP)

ED 113 371 TM 004 868

Ratteray, Joan D.

The Testing of Cultural Groups. A Paradigmatic Analysis of the Literature on Testing and a Proposition.

Rand Corp., Santa Monica, Calif.

Report No—P-5403

Pub Date Nov 74

Note—65p.

Available from—Rand Corporation, Santa Monica, Calif. 90406 (\$5.00)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Compensatory Education, Criterion Referenced Tests, Cultural Differences, \*Culture Free Tests, Educational Alternatives, Educational History, Educational Legislation, Elementary Secondary Education, \*Ethnic Groups,

Literature Reviews, Minority Groups, \*Nature Nurture Controversy, Political Issues, Predictive Validity, Racial Differences, Standardized Tests, \*Test Bias, \*Testing, Testing Problems, Test Validity

Numerous strategies have been used throughout the years to test cultural groups. This paper grew out of the need to find and use standardized tests that would depict accurately the performance of various cultural groups in America. In order to make judgments about performance, it is wise to examine the theoretical structure from which most of the existing tests were developed. Accordingly, the paper traces the development of the various strategies and theoretical structures, explaining why they have met with limited success. Through a paradigmatic analysis of the literature, it identifies the existing testing paradigm as a monocultural one, and it relates the various efforts to produce a culture-fair test. The paradigmatic analysis is extended to encompass a proposition, based upon the coalescence of the scientific (theoretical and measurement) and policy contexts. The analysis suggests a procedure by which tests can be developed and/or evaluated if they are to depict accurately the performance of various cultural groups. (Author)

ED 113 372 TM 004 869

Taylor, Robert L. And Others

Capturing Judgment Policies: An Application for Cadet Training at the United States Air Force Academy.

Air Force Academy, Colorado Springs, Colo.

Report No—AD A-005-064; USAFA-RR-73-7

Pub Date Jul 73

Note—23p.

Available from—National Technical Information Service, Springfield, Va. 22161 (Order No. AD/A-005 064; MF \$2.25, HC \$3.25)

Document Not Available from EDRS

Descriptors—Analysis of Variance, Comparative Analysis, \*Decision Making, Higher Education, \*Mathematical Models, \*Military Personnel, Multiple Regression Analysis, Performance Factors, \*Personnel Evaluation, Policy Formation, \*Rating Scales, Reliability, Student Evaluation

Identifiers—\*Air Force Academy

Mathematical models of judgment policy are compared in evaluating 625 Cadet Performance Reports during a single rating cycle. Linear and nonlinear regressions are used to describe the cues most important in determining overall ratings. In addition, performance rating policy is compared with stated policy for each of forty cadet raters. In general, the findings support current literature in judgment policy-capturing. Cadet raters are internally consistent in applying their individual policies to cadet ratings. The relative importance of the ten cue variables varies significantly between raters while the aggregate data allow overall ratings to be described with only ten of the cues. There is no difference between the linear and nonlinear models in the amount of variance explained. The latter model does provide considerable insight into the composition of the overall ratings in terms of cue variable interactions. Finally, cadet raters' stated policies differ greatly from their actual policies. Recommendations are proposed to provide a more consistent interpretation and application of the Cadet Performance Report rating system. A logical extension of this study includes the implementation of a weighting scheme and a follow-on study to further validate the present findings. (NTIS)

ED 113 373 TM 004 870

Eash, Maurice J. And Others

An Evaluation of A New Curriculum Design as a True Experiment.

Pub Date 75

Note—36p.; Paper presented at the Annual Meeting of American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Academic Achievement, Affective Behavior, Community Involvement, Comparative Analysis, Curriculum Development, \*Curriculum Evaluation, Curriculum Planning, Evaluation Methods, \*Experimental Curriculum, Formative Evaluation, Humanistic Education, \*Instructional Innovation, \*Junior High Schools, Parent Attitudes, School Community

Cooperation, Student Attitudes, \*Student Centered Curriculum, Student Evaluation, Student Motivation, Summative Evaluation, Testing

The purpose of this three-year evaluation was to determine the effects of a newly designed curriculum for early adolescents. From a pool of 600 applicants, students were randomly assigned to the new curriculum school and to traditional schools curriculum. A number of measures of the implementation of the curriculum and its effects on students were made. Findings on the effects of an innovative curriculum on a student-perceived learning environment, student self-concept, parental reaction, and the usefulness of randomization in formative and summative evaluation are analyzed and discussed. (Author)

ED 113 374 TM 004 871

Weerts, Rita Whitney, Douglas R.

The Effect of Student, Course, and Instructor Characteristics on Types of Items Used in Student Evaluation of Instruction.

Pub Date 75

Note—41p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Washington, D. C., March 31-April 2, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Academic Rank (Professional), Analysis of Variance, Class Size, College Students, Course Evaluation, Evaluation Criteria, Grades (Scholastic), Higher Education, Item Analysis, \*Item Sampling, \*Predictor Variables, Rating Scales, Sex (Characteristics), Student Evaluation, \*Student Opinion, Teacher Characteristics, \*Teacher Evaluation, Teacher Rating, \*Test Construction, Test Validity

Identifiers—\*Student Perceptions of Teaching

Data were collected on 80 diverse items concerning student perceptions of teaching for a representative sample of 189 classes at a large university. The items were subdivided by type of focus into four categories: course content, objectives, and structure; instructor's behavior; instructional methods and materials; outcomes of instruction. The research investigated the interactions between type of item and student, course, and instructor characteristics such as degree of difference between actual and expected grades, instructor's highest degree earned and type of graduating institution, and cognitive complexity of the course. Test items used are included in the appendix. (Author/DEP)

ED 113 375 TM 004 872

Woodley, Kathryn K.

Test-Wiseness: A Cognitive Function?

Pub Date 75

Note—24p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Washington, D.C., March 31-April 2, 1975)

Available from—American College, Bryn Mawr, Pa. (Free)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Adults, Anxiety, Certification, \*Cognitive Ability, Essay Tests, Formative Evaluation, \*Instructional Programs, Multiple Choice Tests, Occupational Tests, Program Effectiveness, Testing, \*Test Wiseness

This paper reports the findings of an attempt to improve test-wiseness (TW) through direct instruction in selected test-taking strategies. TW was defined as "a cognitive function, subject to improvement through both general exposure to a wide variety of test items, and specific training in test-taking skills." The total investigation included: development and validation of a test instrument to measure TW; evaluation of the level of TW in an adult occupational group; program development and refinement; investigation of the psychological correlates of TW; and, formative and summative evaluations of a TW program. A program was developed to provide training in responding to multiple-choice and essay test items. The program combines instruction and measurement in a workbook format, with diagnostic testing and some branching. It was designed for use by adults, and focuses on strategies applicable to a wide variety of occupational or licensing examinations. Rules and strategies are emphasized, rather than practice in specific item types. Included are rules related to accuracy of item interpretation, deductive reasoning to eliminate absurd, similar or contradictory options, and cue-using strategies. A complex, multi-sample

design was used for formative evaluations and additional evaluations will be completed. General findings to date have shown an increase in TW both on an internal and an external criterion and a decrease in test-related anxiety, after use of the program. Trends for increased consistency in test performance over time were noted. (Author/RC)

ED 113 376 TM 004 873

Mooney, William J.

Contributions to Objective Measurement and Evaluation of Trainee Competency.

Pub Date Oct 74

Note—33p.; Paper presented at the Conference of the Military Testing Association (Oklahoma City, Oklahoma, Oct., 1974)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Computer Programs, Goodness of Fit, Item Analysis, \*Mathematical Models, Matrices, \*Measurement Techniques, \*Military Personnel, \*Military Training, \*Personnel Evaluation, Probability, Statistical Analysis, Systems Development, Trainees

Identifiers—Binary Measurement Model, \*COMET, Frequency Ratio Method

The purpose of this paper is to lay a basis for and discuss the components of a system, called COMET, designed to objectively measure and evaluate the competency of trainees in military training enterprises. COMET is an acronym for "Computerized Objective Measurement and Evaluation of Trainees." These goals will be accomplished by: (a) describing what the author means by the terms "measurement," "objectivity," and "evaluation," by indicating systems antecedent to COMET, and describing the objective Binary Measurement Model (BMM) used in the COMET system, (b) deriving and illustrating a new procedure for estimating one of the parameters and fit of the BMM model, called the Frequency Ratio Method (FRM), and (c) specifying the component subsystems, and their functions, of COMET as well as its goal, objectives and practical problems associated with its implementation. A detailed numerical example is provided to facilitate understanding of COMET's mathematical and statistical aspects. (Author)

ED 113 377 TM 004 874

Simon, Charles W.

Methods for Improving Information from "Undesigned" Human Factors Experiments. Technical Report No. p75-287.

Hughes Aircraft Co., Culver City, Calif.

Spons Agency—Air Force Office of Scientific Research, Arlington, Va.

Report No—TR-P75-287

Pub Date Jul 75

Note—91p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Bias, Computer Programs, Correlation, Data Analysis, \*Experiments, Mathematical Applications, Matrices, Military Training, \*Multiple Regression Analysis, Orthogonal Rotation, Performance, \*Predictor Variables, \*Research Design, \*Research Methodology, Research Problems

Identifiers—Least Squares Analysis, Ridge Regression Analysis, Variance (Statistical)

An "undesigned" experiment is one in which the predictor variables are correlated, either due to a failure to complete a design or because the investigator was unable to select or control relevant experimental conditions. The traditional method of analyzing this class of experiment—multiple regression analysis based on a least squares criterion—gives rise to a number of interpretation problems when the effects of individual predictors are to be assessed. Some difficulties and their effects on the quality of information are discussed. Two methods are described in this report for improving the information obtained from the undesigned human factors experiment. One is to collect more information at a few data points selected at locations that improve the orthogonality of this non-orthogonal design. The other is to use a ridge regression analysis in place of the conventional least squares analysis, in which a slight bias is introduced into the data in such a way that the combined bias and variance error is smaller than the variance error of unbiased estimates from the least squares analysis. The ridge analysis produces more stable and meaningful regression coefficients. Computational aids—both references and complete computer programs—are supplied. (Author)

ED 113 378 95 TM 004 876

Anderson, Linda Mahaffey And Others

The Student Attribute Study: Relationships between Classroom Observation Measures and Teacher Attitudes of Attachment, Rejection, and Concern.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—R-75-13

Contract—NIE-C-74-0089; OEC-6-10-108

Note—38p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Classroom Observation Techniques, Classroom Research, Correlation, Elementary Education, Expectation, Student Behavior, \*Student Characteristics, Student Evaluation, \*Student Teacher Relationship, \*Teacher Attitudes, \*Teacher Behavior

Identifiers—\*Student Attribute Study

One of a series of reports from a larger investigation entitled "The Student Attribute Study," the present paper discusses classroom observation data collected in this study concerning the interactions between teachers and students who had been previously identified as objects of teacher attachment, concern, or rejection. The Student Attribute Study as a whole was designed to follow up on earlier work relating teacher expectations and attitudes to differential teacher behavior with different kinds of students. In part, it has been a replication and extension of previous work identifying important expectations and attitudes that teachers hold and relating these to differential treatment of different students. In addition, it represents a movement in focus from identifying differential teacher-student interaction patterns related to teacher attitudes and expectations toward investigation of differential student attributes and behavior which presumably trigger these differential teacher expectations and attitudes in the first place. Thus, in addition to identifying differential teacher-student interaction related to teacher attitudes and expectations, the Student Attribute Study tries to answer the question "What student attributes do teachers notice and use in forming expectations and attitudes?" (Author/RC)

ED 113 379 TM 004 878

Green, Donald Ross Roudabush, Glenn E.

An Investigation of Bias in a Criterion-referenced Test.

Note—49p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Achievement Tests, Comparative Analysis, \*Criterion Referenced Tests, Elementary Education, Elementary School Students, \*Factor Analysis, Factor Structure, Multiple Regression Analysis, \*Negro Students, Norm Referenced Tests, Reading Tests, Standardized Tests, \*Test Bias, Testing Problems, Test Interpretation

Identifiers—California Achievement Tests, Contingency Analysis, \*Perspective Reading Inventory, Short Form Test of Academic Aptitude

Scores on the Prescriptive Reading Inventory, the California Achievement Tests, 1970 Edition, the the Short Form Tests of Academic Aptitude were obtained for black pupils and representative samples of pupils in grades 1-3. These scores were compared in an attempt to assess bias in the Prescriptive Reading Inventory, a criterion-referenced achievement test. Using factor analyses, contingency analyses, and regression analyses, interrelationships among the reading scores on the two tests were compared. It was hypothesized that the norm-referenced test would show more bias as indicated by differential relationships among scores. The regression analyses indicated some bias in all the tests used. The contingency analyses, made of the CRT only, suggested little bias. The factor analyses suggested parts of the CRT were not biased but the remaining parts and the NRT measures were. In all cases, the amount of bias appeared small. (Author)

ED 113 380 TM 004 879

Johnson, Larry

An Evaluation of the Minneapolis Public Schools' 1973-74 Tuesday Released Time Program. Part I: A Summary of Findings.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Report No—C-73-27

Pub Date Jul 74

Note—55p.; For related documents, see ED 084 286 and 296

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Elementary Secondary Education, Human Relations Programs, Inservice Teacher Education, Principals, \*Program Evaluation, \*Released Time, School Schedules, Staff Improvement, \*Staff Meetings, \*Teacher Attitudes, Teachers

Identifiers—Minneapolis Public Schools, Minnesota (Minneapolis), \*Tuesday Released Time Program

During the 1973-74 school year, elementary and secondary students in Minneapolis were released from their classes every Tuesday at 2:00 to allow staff members to participate in staff development activities. A variety of different types of meetings were distributed throughout the 37-week schedule: building meetings, citywide meetings, curriculum meetings, human relations meetings, etc. This report summarizes the overall findings. An evaluation strategy was developed with two major considerations. First, it would provide a vehicle for systematic planning and documentation of released time meetings. Second, it would provide outcome measures of released time benefits in addition to surveys of staff opinions. The evaluation strategy proceeded through five steps: needs assessment, objective setting, activity planning, process evaluation, and outcome evaluation. Evaluation findings indicated that many positive activities occurred during the Tuesday Released Time Program and that the participants had generally favorable views of the program. Several recommendations for improvement are given. (Author/RC)

**ED 113 381**

TM 004 880

Johnson, Simon S.

Update on Education: A Digest of the National Assessment of Educational Progress.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.; Office of the Assistant Secretary for Education (DHEW), Washington, D.C.

Pub Date 75

Note—157p.

Available from—Education Commission of the States, 1860 Lincoln St., Suite 300, Denver, Colorado 80203 (\$5.95)

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

Descriptors—\*Academic Achievement, Adults, Citizenship, Comparative Analysis, \*Educational Assessment, Elementary Secondary Education, Geographic Regions, Literature, Music, \*National Surveys, Parental Background, Racial Differences, Reading, Sciences, Sex Differences, Social Studies, \*Test Results, Writing

Identifiers—\*National Assessment of Educational Progress

Since 1969, the National Assessment of Educational Progress (NAEP) has gathered census-like information about levels of educational achievement across the country and reported its findings to the nation. Individuals were selected for examination so that the levels of achievement they demonstrated would be representative of the achievement of the entire country. Individuals were selected from four age levels—nine, 13, 17 and 26 through 35—which correspond to four key stages in the education of most individuals: the end of primary school, junior high school, high school and a few years past the end of formal schooling. The individuals were also classified according to region of the country, sex, race, parental education and size and type of community to provide additional information about types of schools and students. Achievement levels of young Americans in seven assessment areas are described in this volume—science, social studies, music, literature, reading, writing, and citizenship. Results of the seven assessments indicate that there are serious disparities in the achievement levels of various groups within the nation. The results indicate the degree of that disparity. (RC)

**ED 113 382**

95

TM 004 881

Hoepfner, Ralph, Ed. And Others

CSE Secondary School Test Evaluations: Grades 7 and 8.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 74

Contract—NE-C-00-3-0096

Note—263p.; For related documents, see TM 004 882 and 883, ED 044 446, ED 055 123, and ED 076 713

Available from—Dissemination Services, Center for the Study of Evaluation, Grad. School of Ed., University of California, 405 Hilgard Ave., Los Angeles, Calif. 90024 (\$22.00 for TM 004 881 through 883)

**EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage**

Descriptors—\*Educational Objectives, Educational Testing, \*Evaluation, Evaluation Criteria, Grade 7, Grade 8, \*Secondary Education, \*Test Reviews, \*Tests, Test Selection

Identifiers—\*MEAN System

Over 1,100 published tests including over 5,400 subtests, keyed to educational objectives of secondary education, were evaluated by measurement experts and educators. The tests were evaluated specifically with the concerns of grades seven and eight in mind. Upon a test's or subtest's assignment to one of the educational objectives, it was subjected to an intensive evaluation according to the MEAN system. MEAN is an acronym reflecting the four critical areas of concern to test users: Measurement Validity, Examinee Appropriateness, Administrative Usability, and Normed Technical Excellence. Thirteen of the 39 MEAN criteria deal with the empirical aspects of the test, mostly reliability and validity. Within any of the four evaluation categories, a letter grade, based on points assigned to each aspect of each criterion, was computed. Letter grades assigned were "G" (good), "F" (fair), and "P" (poor). Each test then earned four letter grades by the MEAN system serving as the Center's official evaluation of the test, for example: Acme Reading Test (GFFF). Along with the test evaluations which are presented in tabular form, an index of objectives, an index of tests evaluated, and a list of publishers and distributors of the tests are included. (RC)

**ED 113 383**

95

TM 004 882

Hoepfner, Ralph, Ed. And Others

CSE Secondary School Test Evaluations: Grades 9 and 10.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 74

Contract—NE-C-00-3-0096

Note—337p.; For related documents, see TM 004 881 and 883, ED 044 446, ED 055 123, and ED 076 713

Available from—Dissemination Services, Center for the Study of Evaluation, Grad. School of Ed., University of California, 405 Hilgard Ave., Los Angeles, Calif. 90024 (\$22.00 for TM 004 881 through 883)

**EDRS Price MF-\$0.76 HC-\$17.13 Plus Postage**

Descriptors—\*Educational Objectives, Educational Testing, \*Evaluation, Evaluation Criteria, Grade 9, Grade 10, \*Secondary Education, \*Test Reviews, \*Tests, Test Selection

Identifiers—\*MEAN System

Over 1,100 published tests including over 5,400 subtests, keyed to educational objectives of secondary education, were evaluated by measurement experts and educators. The tests were evaluated specifically with the concerns of grades nine and ten in mind. Upon a test's or subtest's assignment to one of the educational objectives, it was subjected to an intensive evaluation according to the MEAN system. MEAN is an acronym reflecting the four critical areas of concern to test users: Measurement Validity, Examinee Appropriateness, Administrative Usability, and Normed Technical Excellence. Thirteen of the 39 MEAN criteria deal with the empirical aspects of the test, mostly reliability and validity. Within any of the four evaluation categories, a letter grade, based on points assigned to each aspect of each criterion, was computed. Letter grades assigned were "G" (good), "F" (fair), and "P" (poor). Each test then earned four letter grades by the MEAN system serving as the Center's official evaluation of the test, for example: Acme Reading Test (GFFF). Along with the test evaluations which are presented in tabular form, an index of objectives, an index of tests evaluated, and a list of publishers and distributors of the tests are included. (RC)

**ED 113 384**

95

TM 004 883

Hoepfner, Ralph, Ed. And Others

CSE Secondary School Test Evaluations: Grades 11 and 12.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 74

Contract—NE-C-00-3-0096

Note—376p.; For related documents, see TM 004 881 and 882, ED 044 446, ED 055 123, and ED 076 713

Available from—Dissemination Services, Center for the Study of Evaluation, Grad. School of Ed., University of California, 405 Hilgard Ave., Los Angeles, Calif. 90024 (\$22.00 for TM 004 881 through 883)

**EDRS Price MF-\$0.76 HC-\$19.67 Plus Postage**

Descriptors—\*Educational Objectives, Educational Testing, \*Evaluation, Evaluation Criteria, Grade 11, Grade 12, \*Secondary Education, \*Test Reviews, \*Tests, Test Selection

Identifiers—\*MEAN System

Over 1,100 published tests including over 5,400 subtests, keyed to educational objectives of secondary education, were evaluated by measurement experts and educators. The tests were evaluated specifically with the concerns of grades 11 and 12 in mind. Upon a test's or subtest's assignment to one of the educational objectives, it was subjected to an intensive evaluation according to the MEAN system. MEAN is an acronym reflecting the four critical areas of concern to test users: Measurement Validity, Examinee Appropriateness, Administrative Usability, and Normed Technical Excellence. Thirteen of the 39 MEAN criteria deal with the empirical aspects of the test, mostly reliability and validity. Within any of the four evaluation categories, a letter grade, based on points assigned to each aspect of each criterion, was computed. Letter grades assigned were "G" (good), "F" (fair), and "P" (poor). Each test then earned four letter grades by the MEAN system serving as the Center's official evaluation of the test, example: Acme Reading Test (GFFF). Along with the test evaluations which are presented in tabular form, an index of objectives, an index of tests evaluated, and a list of publishers and distributors of the tests are included. (RC)

**ED 113 385**

TM 004 886

Title I ESEA Projects: Digest of Annual Evaluations 1965-1975.

Philadelphia School District, Pa. Office of Research and Evaluation.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Education for the Disadvantaged.

Report No—PSD-7545

Pub Date Apr 75

Note—153p.

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

Descriptors—\*Abstracts, \*Annual Reports, \*Compensatory Education Programs, Disadvantaged Youth, Elementary Secondary Education, Evaluation Methods, \*Federal Programs, Parochial Schools, Preschool Education, Program Descriptions, \*Program Evaluation, Public Schools, School Districts

Identifiers—\*Elementary Secondary Education Act Title I, Pennsylvania (Philadelphia), Philadelphia School District

This overview in the form of a Digest of Annual Evaluations of currently funded Elementary and Secondary Education Act (ESEA) Title I projects was prepared on the occasion of the completion of Philadelphia's first decade of involvement (1965-1975). The Digest focuses on the past, present, and future. It begins with a summary of Philadelphia's involvement between 1965 and 1975, including four key areas of Title I impact which show promise for the future—pupil performance, effects of different learning environments, parental involvement rates, and factors influencing project success. The major portion of the Digest consists of separate abstracts for the current Title I projects. Each abstract includes four sections: management information, project description, evaluation techniques, and major findings on a year-by-year basis through February 1975. A list of 34 projects no longer funded under Title I appears in the appendix. (RC)

**ED 113 386** **TM 004 888**

*Ekstrom, Ruth B. And Others*  
**An Attempt to Confirm Five Recently Identified Cognitive Factors. Technical Report No. 8.**  
 Educational Testing Service, Princeton, N.J.  
 Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.  
 Report No.—ETS-PR-75-17; TR-8  
 Pub Date Jun 75

Note—82p.; For related documents, see TM 004 890, ED 038 380 and ED 080 579

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
**Descriptors—**Cloze Procedure, \*Cognitive Processes, \*Cognitive Tests, Concept Formation, Factor Analysis, \*Factor Structure, Item Analysis, Memory, \*Test Construction, Test Reliability, \*Test Validity, Visualization, Visual Perception

**Identifiers—**Integrative Processes, Kit of Reference Tests, Marker Tests, \*Reference Measures Cognitive Noncognitive Factors

This report is part of a general study of Reference Measures for Cognitive and Noncognitive Factors. The main activity being reported is the development of "factor-referenced" or "marker" tests for several recently identified cognitive factors. A secondary activity involves the study of possible relationships to factors already established. These developmental activities include a field study of these measures for improvement of the items in the tests, the determination of the reliabilities of the tests, and some clarification of these cognitive factors. The five newly identified factors are: concept attainment, figural fluency, integrative processes, visual memory, and verbal closure. Because it seemed especially important to determine whether the new factors could be separated from other somewhat similar factors, marker tests for six other factors were included in the study. These established factors are figural adaptive flexibility, logical reasoning, general reasoning, number facility, spatial orientation, and speed of closure. The results indicated that the attempt to find the verbal closure and figural fluency factors had been successful, that the visual memory factor had been adequately replicated, that there was confusion between the integrative processes factor and some of the reasoning factors, and that the attempt to replicate the concept attainment factor had failed. (Author)

**ED 113 387** **TM 004 889**

*Gammel, J. D.*  
**Measuring of Affect. A Concept Paper. Working Draft.**  
 Battelle Memorial Inst., Columbus, Ohio. Center for Improved Education.  
 Pub Date 20 Feb 75

Note—16p.  
**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors—**\*Affective Objectives, Affective Tests, \*Classification, Elementary Secondary Education, \*Matrices, \*Measurement, \*Taxonomy

The measurement of affect to support the achievement or nonachievement of affective education goals is an unresolved problem for educational institutions. The paper outlines a means for both developing an affective goal structure and identifying measurable indicators of affective behavior. To achieve this, it defines and discusses concepts related to educational affective context, affective objective hierarchy, affective learning objectives and affective classification matrix. Each of these concepts is further explained through the use of examples taken from an elementary and secondary school setting. The paper concludes that the application of these concepts to curriculum development will result in a more humane, as well as affective, education experience. (Author/RC)

**ED 113 388** **TM 004 890**

*Harman, Harry H.*  
**Research on Assessing Human Abilities. Final Report.**  
 Educational Testing Service, Princeton, N.J.  
 Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.  
 Report No.—ETS-PR-75-20  
 Pub Date Jul 75

Note—33p.; For related documents, see TM 004 888, ED 038 380, and ED 080 579

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**\*Ability Identification, Cognitive Ability, Cognitive Measurement, Cognitive Processes, \*Cognitive Tests, Factor Structure, Identification Tests, \*Personality Tests, Program Descriptions, Self Evaluation, Tests, \*Test Validity

**Identifiers—**Construct Validity, Kit of Reference Tests, Marker Tests, \*Reference Measures Cognitive Noncognitive Factors

The primary objectives of this project commonly referred to as "Assessing Human Abilities" were: (1) to provide reference measures for cognitive factors; and (2) to provide a guide to reference measures for self-report temperament factors. The overall objective was to conduct research in the area of factor analysis directed toward the identification of tests and other instruments that can serve as markers for well-established factors. The term "factor referenced" was introduced in this project to call attention to the factors as the construct of interest. This usage is in keeping with the general concept of criterion-referenced tests. It is the sense of clarifying something that is being measured that the factor-referenced measures are offered to researchers and practitioners concerned with assessing human abilities. It is hoped that the results of this study will aid in the development of structure for the cognitive domain of human abilities and a beginning for a comparable structure for the temperament domain of personality. Such theoretical structures are founded on empirical evidence and are amenable to continued challenge and verification. Researchers could be expected to use a small number of the resulting factor-referenced tests as markers for testing conjectures about factors in their studies. Summary lists of the 23 cognitive factors with the recommended marker tests, and the 28 temperament factors with the scales proposed for them are given in the appendix. (RC)

**ED 113 389** **TM 004 891**

*Howell, John F.*  
**Validation of a Scale to Measure Classroom Behavior.**

Note—11p.  
**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors—**Behavior Change, \*Behavior Rating Scales, Classrooms, \*Counseling Effectiveness, Elementary Secondary Education, \*Emotionally Disturbed Children, Student Behavior, Test Reliability, \*Test Validity

After a survey of existing behavioral measures was made, a behavior rating scale was developed to measure the observable disruptive behavior of emotionally disturbed children in the classroom. Estimates of various types of reliability were calculated, and scale validity was examined. The scale was used to evaluate the effect of counseling on children referred by teachers because of maladjustive classroom behavior and indicated that counselors were effective in improving classroom behavior in a significant number of cases. (Author/RC)

**ED 113 390** **TM 004 893**

*Johnson, Lary*  
**Minneapolis Edison High School Employability Skills Program: An Evaluation. 1972-73.**  
 Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.  
 Report No.—C-72-32  
 Pub Date Aug 73

Note—35p.  
**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors—**\*Achievement Gains, \*Basic Skills, Career Awareness, Comparative Analysis, Educational Objectives, Grade 10, Participant Satisfaction, \*Potential Dropouts, Program Effectiveness, \*Program Evaluation, Questionnaires, Secondary Education, Self Concept, \*Student Attitudes, Student Improvement  
**Identifiers—**Edison High School, \*Employability Skills Program, Minnesota (Minneapolis)

The Employability Skills Program (ESP) at Edison High School was designed to serve 10th grade students who were considered to be potential dropouts because of basic skills deficiencies, poor attitudes toward school, or individual adjustment problems. The major student-related objectives of the project were to improve basic skills, improve attitudes toward school, improve self-concepts, and to clarify educational and vocational goals. About 100 students participated in ESP during the 1972-73 school year. One-third of the students were identified as eligible for instruc-

tion through the Special Learning and Behavior Problems (SLBP) Program. Ninth grade school records of the ESP students indicated poor attendance, poor behavior ratings, and mainly grades of D and F in academic subjects. Between September 1972 and May 1973, ESP students made modest gains on the STEP Reading and English Expression Tests and greater gains on the Social Studies test. The majority of the ESP students felt that they benefited academically from participation in ESP, that they improved their self-understanding, and that they learned about careers and jobs. ESP students appeared to have more favorable views of their teachers, the relevance of the curriculum and their own learning progress than did two comparison groups of 1972-73 students. Eighty percent of the students would select ESP over the regular high school program in 1973-74 if they had an option. Recommendations were made to continue the program. (Author/DEP)

**ED 113 391** **TM 004 894**

*Johnson, Lary Faunce, R. W.*  
**Minneapolis Secondary School Students' Attitudes Toward School by Achievement, Race, and Sex.**  
 Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.  
 Report No.—C-72-61

Pub Date Apr 73  
 Note—53p.; For a related document, see ED 084 303

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
**Descriptors—**\*Achievement, Comparative Analysis, Ethnic Groups, High School Students, Junior High School Students, Questionnaires, \*Racial Differences, \*School Attitudes, Secondary Education, \*Secondary School Students, \*Sex Differences, \*Student Attitudes, Student Opinion, Test Results

**Identifiers—**Minneapolis Public Schools, Minnesota (Minneapolis), Student Opinion Questionnaire

In May 1972 Minneapolis public school students in grades 7-12 were given the 93-item Student Opinion Questionnaire (SOQ), an inventory that measures student attitudes in several school-related areas. This report describes junior and senior high student responses by achievement in school, racial/ethnic background, and sex. Students who identified themselves as high academic achievers had substantially more positive attitudes toward many aspects of school than did students who saw themselves as low achievers. Black students at the junior high level expressed more favorable attitudes toward school than did white and Indian students. A greater percentage of blacks than whites and Indians said they liked school, that the curriculum was relevant, and that they were involved in decision making. At the senior high level these differences between racial-ethnic groups were not as pronounced. Senior high blacks were not as positive as junior high blacks, while senior high Indians were more positive than junior high Indians. Few substantial differences between females and males occurred. Males had less positive attitudes than did females on the items related to unfair punishment and racial attitudes. Females expressed greater anxiety about speaking in front of the class, and tended to have more positive attitudes than males toward school in general and the presence of positive reinforcement. (Author/DEP)

**ED 113 392** **88** **TM 004 895**

*Johnson, Lary*  
**Reorganized Junior High School Program: Second Year Evaluation 1972-73.**  
 Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.  
 Report No.—C-72-26  
 Pub Date Aug 73

Note—58p.  
**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**\*Counseling, \*Counseling Effectiveness, Counselor Evaluation, \*Counselor Role, \*Junior High Schools, Parent Participation, Participant Satisfaction, Program Effectiveness, \*Program Evaluation, Secondary School Teachers, Staff Utilization, Student Attitudes, Teacher Attitudes, Teamwork

**Identifiers—**Elementary Secondary Education Act Title III, ESEA Title III, \*Minneapolis Public Schools, Minnesota (Minneapolis)



The Reorganized Junior High School Program completed its second year of operation in June 1973. An additional counselor was hired for each of the two schools in the project, Jordan and Marshall-University. A major procedural objective called for the counselors to place greater emphasis on team member, implementer, and facilitator functions. The outcome objectives of the project were increased counselor effectiveness as viewed by teachers and students, positive student attitudes toward school, and increased parent and student involvement in the school. Two seventh grade counselors at Jordan assumed responsibility for the usual administrative role in the area of student behavior. Working contacts between counselors and teachers were increased by team meetings held twice a week during the second semester, counselor visits to classrooms, and informal meetings in the seventh grade conference area. At Marshall-University teacher-counselor teams consisting of one counselor and four teachers, were set up to work with 160 eighth graders and 100 seventh graders. Daily team meetings during the team teachers' common preparation time were the core of the project. Generally, both teachers and students expressed more favorable attitudes toward their counselors after implementation of the Reorganized Junior High School Program. (Author/BJG)

ED 113 393 95 TM 004 896  
The Title I, ESEA Program in Minneapolis: 1973-74. An Evaluation.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Education for the Disadvantaged.

Report No.—C-73-15

Pub Date Apr 75

Note—125p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—\*Academic Achievement, \*Basic Skills, Comparative Analysis, \*Compensatory Education Programs, \*Cost Effectiveness, Disadvantaged Youth, Educational Objectives, Elementary Secondary Education, Mathematics, Minority Group Children, Parochial Schools, Program Descriptions, Program Effectiveness, \*Program Evaluation, Public Schools, Reading, Resource Allocations, Student Needs, Student Testing, Test Results

Identifiers—\*Elementary Secondary Education Act Title I, ESEA Title I, Minneapolis Public Schools, Minnesota (Minneapolis)

Focusing on the basic skills of reading and mathematics, identified as major problems by a fall 1973 needs assessment of the Minneapolis Public Schools, more than 600 Title I supported staff worked to improve the achievement of these children in 43 public and parochial schools. Attempts to measure impact were made, and a number of individual projects were evaluated. Substantial gains for children in grades 7-9 were noted, but these gains could not be attributed solely to the Title I effort. Gains were also noted for several projects involving elementary school children. Three of the five program objectives for 1973-74 were reached. Title I children in 1973-74 did at least as well as Title I children in 1972-73. Title I children maintained their distance relative to non-Title I children. Students in secondary school programs made substantial gains. Long term test score trends showed growth in grades 1-3 for Title I and non-Title I schools. Achievement trend lines for grade 5 and 6 appear flat. Data were not available for grade 4. Evidence suggests that although Title I children in Minneapolis are not falling further behind their non-Title I classmates, changes in student populations suggest that the gap will widen. Recommendations are made. (Author/BJG)

ED 113 394 95 TM 004 898

Quirk, Thomas J. And Others

The Development of a Teacher Observation Instrument for Reading Instruction.

Educational Testing Service, Princeton, N.J.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—ETS-PR-73-39

Pub Date Jun 73

Contract—OEC-0-71-3715

Note—143p.; For a related document, see TM 004 951

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—\*Classroom Observation

Techniques, Codification, Elementary Education, Guidelines, \*Manuals, \*Reading Instruction, Student Behavior, Student Teacher Relationship, \*Teacher Behavior, \*Training

Identifiers—\*Reading Teacher Observation Scale

This report describes the observer's manual and the corresponding trainer's manual for the classroom observation instrument which was designed to code the behavior of the teacher during reading instruction. The "Reading: Teacher Observation Scale (TOS)" has been designed to be used with a corresponding observation instrument which focuses on the behavior of the students. The TOS can either be used by itself; or it can be used concurrently with the "Reading: Student Observation Scale (SOS)" by having two observers present in the classroom, one using the Reading TOS and the other observer using the Reading SOS. When both observation instruments are used at the same time in the classroom, the pair of trained observers would observe so that one observer codes the teacher's behavior in ten-second intervals while the other observer codes the behavior of a different student every fifteen seconds. The time intervals for these two instruments are different because the pilot tests of the instruments indicated that it was too difficult to do reliability studies of student observations within any shorter time-interval. The manual which was used by the observers during the training program appears in Part I of this report. The trainer's manual which was used during the training program appears in Part II of this report; the trainer's manual contains additional practice exercises and a detailed training schedule. The formal training program for the observers also included audio-tapes and color slides which simulated scripts of teacher-student interactions. (Author/RC)

ED 113 395 TM 004 899

Anderson, Edwin R.

Personal Inquiry in the Classroom: An Alternative Approach to Educational Research. Report No. 76-5.

Washington Univ., Seattle. Educational Assessment Center.

Report No.—EAC-76-5; EAC-P-4

Pub Date Aug 75

Note—12p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Academic Achievement, Analysis of Variance, \*Behavioral Objectives, \*Classroom Research, College Students, College Teachers, Higher Education, Instructional Design, Research Methodology, \*Student Testing, \*Teacher Role

A method of individual instructor classroom research is proposed and demonstrated in this paper. By capitalizing on baseline data collected from a similar, prior class and focusing treatment on difficult test items, the instructor can develop sensitive within class designs for the detection of treatment effects. An experiment using written objectives given to the students to aid their learning and using the single classroom design shows that objectives significantly improve learning. Written objectives are also shown to interact with item difficulty. The experiment leads to the recommendation that instructors engage in personal inquiry into their efforts to influence student learning and that such inquiry be added to the educational research literature. (Author)

ED 113 396 TM 004 900

Haggett, William F.

Consumer Education: Third-Year Final Report. Report No. 7614.

Philadelphia School District, Pa. Office of Research and Evaluation.

Report No.—PSD-7614

Pub Date Jul 75

Note—61p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Consumer Education, \*Educational Objectives, Elementary Secondary Education, Family Involvement, Instructional Materials, \*Integrated Curriculum, Parent Workshops, \*Program Evaluation, Questionnaires, Teacher Attitudes, Teacher Education, Team Teaching

Identifiers—Pennsylvania (Philadelphia), \*Philadelphia School District

The Consumer Education project aims to teach consumers to spend their money more wisely. Through school district teachers and administra-

tors, the project hopes to reach students and their families. Services offered by the Consumer Affairs Education Services staff include workshops for teachers and parents, support for individual teachers and facilities through liaison staff members, materials from and the use of the resources center, newsletter, teacher guides, and the initiation of independent study programs. Of the seven objectives measured, all were met. Requests for materials were responded to, teachers were actively encouraged to integrate consumer education into their regular curricula, and a competency guide was developed, distributed, and evaluated. Also, new curricular materials were evaluated and parents, businesses, and governmental agencies were included in project activities. The objective not measured dealt with assessing student knowledge of consumer issues. Lack of an appropriate instrument was responsible for this; however, an instrument is currently being developed to assess student knowledge in consumer education. (Author)

ED 113 397 95 TM 004 908

Feldmesser, Robert A. Echternacht, Gary J.

Performance Contracting as a Strategy in Education. Final Report.

Educational Testing Service, Princeton, N.J.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—ETS-PR-75-10

Pub Date May 75

Note—170p.

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—Achievement Gains, Compensatory Education Programs, Educational Change, Educational History, Educational Innovation, Educational Strategies, Elementary Secondary Education, \*Incentive Systems, Instructional Programs, Motivation, \*Performance Contracts, Private Agencies, \*Program Evaluation, Questionnaires, State Programs, Teachers

Identifiers—Arizona (Mesa), California (Stockton), California (Woodland), Connecticut (Hartford), Indiana (Gary), Michigan (Detroit), Michigan (Grand Rapids), Michigan (Inkster), Michigan (Menominee), Virginia (Norfolk)

This study of performance contracting was made in 1974-75. It differs from other studies in that it is based on a comprehensive body of data, including information about state-supported contracts in Michigan and California; it is focused on the role of monetary incentives in education rather than on the particular instructional programs; it made a special effort to collect information about teacher-contracted projects; and it is especially concerned with the long-run effects of performance contracting in the districts where it has been tried. The data base consists of interviews held in ten school districts and at three state departments of education, and with representatives of three private firms; documents furnished by the school districts and the state departments; and 42 responses to a questionnaire sent to the 79 school districts which were apparently all that might ever have had a performance contract (other than the ten in which interviews were held). The questionnaire used in the study is included. A five-page summary of the study is appended. (Author/RC)

ED 113 398 95 TM 004 951

Quirk, Thomas J. And Others

The Development of a Student Observation Instrument for Reading Instruction.

Educational Testing Service, Princeton, N.J.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—ETS-PR-73-38

Pub Date Jun 73

Contract—OEC-0-71-3715

Note—119p.; For a related document, see TM 004 898

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—\*Classroom Observation Techniques, Codification, Elementary Education, Guidelines, \*Manuals, \*Reading Instruction, \*Student Behavior, Student Teacher Relationship, Teacher Behavior, \*Training

Identifiers—\*Reading Student Observation Scale  
This report describes the observer's manual and the corresponding trainer's manual for the classroom observation instrument which was designed to code the behavior of students during reading instruction. The "Reading: Student Observation Scale" has been designed to be used

with a corresponding observation instrument which focuses on the behavior of the teacher. As originally designed, the Student Observation Scale can either be used by itself or it can be used concurrently with the Teacher Observation Scale by having a pair of trained observers observe at the same time in each classroom such that one observer codes the teacher's behavior in ten-second intervals while the other observer codes the behavior of a different student every fifteen seconds. The time intervals for these two observation instruments are different because the pilot tests of the instruments indicated that it was too difficult to do reliability studies of student observations in classrooms within any shorter time interval. The manual which was used by the observers during the training program appears in Part I of this report. The trainer's manual which was used during the training program appears in Part II of this report; the trainer's manual contains additional practice exercises and a detailed training schedule. The formal training program for the observers also included audio-tapes and colored slides which simulated scripts of teacher-student interactions. (Author/RC)

## UD

ED 113 399

UD 015 487

Jesinkey, William J. Stern, Jane R.

**Lost Children: A Descriptive Study of the Systems for the Education of Emotionally Handicapped Children in the City of New York.**

Alternative Solutions for Exceptional Children, Inc., Long Island City, N.Y.

Spons Agency—John Hay Whitney Foundation, New York, N.Y.

Pub Date Jun 74

Note—203p.; Five pages constituting the appendix to this document, "Services provided in New York City public school programs," have been deleted due to print size in the original document

EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage

**Descriptors**—Behavior Problems, Citywide Programs, Daytime Programs, Educational Needs, \*Educational Planning, Educational Policy, \*Educational Programs, \*Emotionally Disturbed, \*Handicapped Children, High School Students, Learning Disabilities, Mentally Handicapped, Mental Retardation, Minimally Brain Injured, Problem Children, Social Adjustment, Special Education

**Identifiers**—\*New York (New York)

This descriptive study reports on the delivery of educational services to and resources for emotionally handicapped children in the city of New York. Data were gathered from observations of public and private programs and from interviews with administrative personnel from these programs. Section 1 provides an overview of the children, the law, and the system. Section 2 provides a background addressing such topics as the number of children in need of special and educational services and the programs that are available. Section 3 describes the system of identification and supportive services, covering such aspects as the organizational framework of educational programs, decentralization, identification, diagnosis, evaluation, and supportive services. Section 4 covers the public sector (Board of Education programs) focusing on special classes, pilot programs, special day schools for the socially maladjusted and emotionally disturbed, other centrally administered programs, district programs, and services for emotionally handicapped students, of high school age. Section 5 concentrates on the quasi-public sector. Conclusions included in the final section note an insufficiency of programs, the inadequate quality of services, discrimination, fragmentation, and lack of accountability. Recommendations are made in each of these areas. (AM)

ED 113 400

UD 015 488

Dixon, Margaret A. Duncan, Nellie R.

**Facilitating the Adjustment to and Participation in the Life of the School and Community by Newly Arrived Puerto Rican Pupils and their Parents. Maxi I Report.**

Pub Date 15 Sep 74

Note—367p.; Ed.D. Dissertation, Nova University, Fort Lauderdale, Florida, 1974. Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

**Descriptors**—\*Adjustment Problems, Biculturalism, Bilingual Education, Bilingualism, Bilingual Schools, Bilingual Students, Community Involvement, \*Comprehensive Programs, Educational Policy, Emotional Adjustment, \*Immigrants, Minority Group Children, Parent Participation, Parent School Relationship, Personal Adjustment, Puerto Rican Culture, \*Puerto Ricans, School Involvement, Social Adjustment, Student Adjustment

**Identifiers**—\*New York (Manhattan)

This document describes the planning and implementation of a comprehensive program to facilitate the adjustment of newly arrived Puerto Rican pupils and parents to the school and the surrounding East New York community. The program encompassed the following areas: improvement of school atmosphere, training of teachers and para-professionals, more effective use of instructional materials, greater emphasis on Puerto Rican history and culture, instruction in the Spanish language for staff members, and parent and community involvement. A process evaluation of all program components was made bi-monthly by the program participants. Objectives of this evaluation study are to determine the operational status and objectives, population served, staff utilization, specific activities and methodology, parent and community involvement, facilities and materials used, and effectiveness for each of the enumerated components. The program is said to be processing with satisfactory results. In order that the needs of new arrivals will be met on a permanent and ongoing basis, a bilingual educational program for the school is proposed. This proposal along with samples of materials employed in the training program, manuals for in-service courses, materials pertaining to parent activities, curriculum areas for teaching in a bilingual program for grades 1-3, and recipes for Puerto Rican food dishes are included in the appendices. (Author/AM)

ED 113 401

UD 015 491

**Report of the Bilingual-Bicultural Workshop, August 20-23, 1974 Sponsored by the Center for International Education.**

Massachusetts State Coll. System, Boston. Center for International Education.

Spons Agency—Massachusetts State Dept. of Education, Boston. Bureau of Transitional Bilingual Education.

Pub Date Aug 74

Note—36p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

**Descriptors**—\*Biculturalism, \*Bilingual Education, Bilingualism, Bilingual Students, \*Conference Reports, \*Cultural Factors, Cultural Pluralism, Educational Demand, Educational Policy, Educational Programs, \*Educational Supply, English (Second Language), Second Language Learning, Teacher Education, Teacher Programs, Workshops

The purpose of this conference was to produce a set of recommendations and suggestions that could be available to teacher training institutions, state education agencies, and other private and public institutions concerned with the study of ethnicity and bilingualism/biculturalism. Five major topics that form the basis for the report are training programs, training programs (related services and aides), overlapping programs, ethnicity, and supply and demand. Recommendations are brought together under 12 headings. Brief summaries of the rationales leading to and suggestions for implementation of each recommendation are included under each recommendation. Among the major headings dealt with are preparation of American teachers for teaching services in a foreign country, preparation of teachers trained abroad for teaching in the U.S., preparation of bilingual teachers to teach adult basic education programs, upgrading of certification requirements and techniques, training for persons in related services in second language experience, the expansion of present bilingual programs, and research on bilingual education. (Author/AM)

ED 113 402

95

UD 015 494

Alexander, Karl L. Griffin, Larry J.

**School District Effects on Academic Achievement: A Reconsideration. Report No. 201.**

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—CSOS-R-201

Pub Date Sep 75

Contract—NE-C-00-3-0014

Note—23p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

**Descriptors**—\*Academic Achievement, Community Characteristics, Conceptual Schemes, Ecological Factors, Educational Finance, \*Models, Organization, \*Organizational Effectiveness, \*Organizational Theories, \*School Districts, Social Factors, Student Characteristics

**Identifiers**—Maryland

This paper is a critique of the utility of Bidwell and Kasarda's "socio-ecological" model of school district-level academic achievement. The paper is considered to show that this model is seriously misspecified due to its omission of aggregate levels of academic ability. Based on achievement test data from the 24 school district of the state of Maryland, the report finds that estimates of the influences of community resources and organizational characteristics of districts are markedly inflated due to the omission of aggregate levels of student ability from the analysis. One 5-10 percent of the total variance in student achievement in Maryland is estimated to lie between school districts. This figure establishes an upper bound on the importance of any and all district-level variables for academic achievement. These findings are held to seriously undermine the utility of the Bidwell-Kasarda model of school district-level academic achievement. It is asserted that specific results cannot be generalized for any other State because of the small number of school districts in Maryland and the fact that districts are coterminous with county boundaries. (Author/AM)

ED 113 403

95

UD 015 496

Sapir, Selma G.

**The Prevention of Learning Disability through Deficit Centered Classroom Training.**

Columbia Univ., New York, N.Y. Teachers College.; Scarsdale Board of Education, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Handicapped Children and Youth.

Pub Date 30 Mar 67

Note—19p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (45th, March 30, 1967)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

**Descriptors**—Academically Handicapped, \*Curriculum Development, Developmental Programs, Developmental Tasks, \*Diagnostic Teaching, Educational Diagnosis, Educational Therapy, \*Handicapped Children, Human Development, Language Handicapped, \*Learning Difficulties, Maturation, \*Measurement Techniques, Motor Development, Special Education, Teaching Procedures

This document describes the development of an instrument to identify and diagnose developmental deficits at age 5 and the planning of a deficit centered training curriculum to prevent learning disabilities. An evaluation of the effectiveness of this curriculum, based on measures of the children's developmental growth and their academic achievement before and after the intervention program, indicates changes in intelligence, bodily schema, perceptual function, language development, and academic achievement for experimental and control groups following their first grade experience. Since the academic results are considered to be meaningless at this time, a followup study at the end of the children's second year of schooling will be made to ascertain differences based on both groups' exposure to the same reading program. Although the developmental gains are stated to be impressive, the degree to which the experimental children are able to compete in school is held to be the determinant of the program's ultimate success. Further investigations of the effect of special grouping, smaller class size, and the curriculum as they relate to this study are urged. (Author/AM)

ED 113 404

UD 015 498

Rice, Robert R.

**The Effects of Project Head Start and Differential Housing Environments Upon Child Development.**

Pub Date Jun 67

Note—22p.; Research conducted as part of a doctoral dissertation, Cornell University, Ithaca, New York

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Academic Achievement, \*Compensatory Education Programs, Disadvantaged Youth, Enrollment, Family Characteristics, \*Housing Patterns, \*Human Development, Individual Development, Low Rent Housing, Maturation, \*Minority Group Children, Personal Growth, Preschool Children, Slums

Identifiers—Missouri (Kansas City), \*Project Head Start

This study tests the influence of various combinations of housing environments with both the participation and nonparticipation of disadvantaged children in a special enrichment program. Three hypotheses are put forth: (1) children living in public housing will exhibit greater growth and development than children living in substandard housing; (2) children in Head Start programs will exhibit greater growth and development than control children; and (3) there will be no interaction effects. Two predictions derived from the hypotheses are made: (1) children living in better housing and participating in Head Start programs will exhibit greater growth and development than children in other groups, and (2) children living in substandard housing and not enrolled in Head Start programs will exhibit the least amount of growth and development. Only the second hypothesis was confirmed indicating Head Start's tremendous impact on the participating children. Three conclusions are drawn from this study: (1) Head Start, as compared with the housing environment, can produce more dramatic immediate results; (2) the significance of the housing environment as a factor in human growth and development remains inconclusive and needs further research for verification; and (3) the housing environment, rather than acting as a direct controlling influence, may simply provide the setting which encourages or inhibits the influence of other variables. (Author/AM)

ED 113 405

UD 015 499

Bronfenbrenner, Urie

The Psychological Costs to Quality and Equality in Education.

Pub Date (67)

Note—26p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Classroom Integration, Cultural Disadvantage, Disadvantaged Youth, Economic Disadvantage, Educational Disadvantage, \*Educational Opportunities, \*Educational Quality, \*Equal Education, Human Relations, \*Intergroup Relations, Middle Class Culture, Middle Class Norm, \*Minority Group Children, Psychological Characteristics

The initial part of this paper summarizes the bases for the assertion that the most immediate, overwhelming, and stubborn obstacles to achieving quality and equality in education lie as much in the character and way of life of the American Negro as in the indifference and hostility of the white community toward blacks. A discussion of prenatal damage, father absence, an impoverished home environment, and dysfunctional patterns of child rearing are included here. These inadequacies are considered to present problems not only to the Negro child but also to his white companion in an integrated classroom setting. Findings of social-psychological research, calling for a counter-strategy of active involvement in work with disadvantaged children on the part of middle class children and adults of both races, are presented. These results are seen as benefiting not only the disadvantaged but also the advantaged child, by providing him with needed training in actual behavior consistent with the democratic values of human dignity and social responsibility. (Author/AM)

ED 113 406

UD 015 501

Mir, Margarita Trillas, Elba Pietri

Boricuas: The Puerto Ricans. Manual for Inservice.

Pub Date 73

Note—27p.; Not available separately; See UD 015 488

Document Not Available from EDRS

Descriptors—Classroom Materials, Cultural Factors, Educational Resources, Ethnic Groups, Ethnic Origins, Ethnic Studies, Guides, Inservice Education, Instructional Aids, Instructional

Materials, \*Manuals, Minority Groups, \*Puerto Rican Culture, \*Puerto Ricans, Social History, Social Studies, \*Teaching Guides, Urban Studies

Identifiers—\*New York (Manhattan)

This document is a teachers' guide to the television series, "Boricuas: The Puerto Ricans." The manual provides additional information to help teachers understand the adjustment problems and special educational needs of Puerto Rican students. The program order is as follows: Puerto Rican studies, island of Borinquen, nineteenth century, golden age, twentieth century, the people, the Puerto Rican family, plastic art of Puerto Rico, El Santero, Puerto Rican architecture, typical dances of Puerto Rico, Puerto Rican drama, and bilingual education. Each program session consists of a brief introduction, a series of questions for discussion, and suggested references. The appendices include the aims and objectives of the Office of Bilingual Education, a listing of Puerto Rican agencies in New York City, an explanation of the seal and flag of Puerto Rico, and the Puerto Rican national anthem. (AM)

ED 113 407

UD 015 502

Culture of the Caribbean Kit.

Pub Date [74]

Note—18p.; Not available separately; See UD 015 488

Document Not Available from EDRS

Descriptors—Cultural Factors, Curriculum Guides, \*Ethnic Groups, Ethnic Studies, \*Instructional Aids, \*Instructional Materials, Instructional Media, Instructional Technology, Manipulative Materials, Media Selection, \*Puerto Rican Culture, Puerto Ricans, \*Urban Studies

Identifiers—Caribbean

This document describes the contents of a kit considered to have been designed to extent the learning of pupils who are exposed to films, film strips, and other programs that introduce Puerto Ricans and people of other Caribbean regions. The kits are held to be usable in conjunction with the film strips, as library or showcase presentations, or as research projects. It is suggested that certain specific lessons be taught using objects from the kit after introducing the kit and organizing for its use by the children. Some examples of the lessons include stamps and coins of the Caribbean, a map review lesson, and Puerto Rico's santeria, a true folk art. Other examples for follow-up lessons include biographical studies and topical studies. References for teachers, mature students, and elementary and intermediate students are provided. This document forms part of a comprehensive program planned for and implemented in East New York to facilitate the adjustment of newly arrived Puerto Rican pupils and parents to the school and community. (AM)

ED 113 408

UD 015 503

Duncan, Nellie

A Study of Curriculum Areas for Teaching in a Bilingual Program for Grades 1-3.

Pub Date [74]

Note—42p.; Not available separately; See UD 015 488

Document Not Available from EDRS

Descriptors—Activities, Bilingual Education, \*Bilingual Schools, \*Bilingual Students, \*Course Descriptions, Cross Cultural Studies, Curriculum, \*Curriculum Guides, Elementary Grades, English (Second Language), \*Instructional Materials, Language Arts, Minority Group Children, Monolingualism, Non English Speaking, Reading, Second Language Learning, Social Studies, Speaking, Time Blocks

Identifiers—Spanish (Second Language)

In this report, process objectives, project materials, time allotment, and suggested activities for the instruction of all-Spanish and English dominant, Spanish dominant, English dominant-Spanish speaking, English mono-lingual and English dominant children are described. The following curriculum areas are considered: dominant language arts, speaking, reading, writing, English as a second language, Spanish as a second language, Mathematics and cross cultural social studies. This document forms part of a comprehensive program planned for and implemented in East New York to facilitate the adjustment of newly arrived Puerto Rican pupils and parents to the school and the community. (AM)

ED 113 409

UD 015 504

De Hoogh, Guillermo, Ed. Swanson, Maria

Medina, Ed.

Curriculum Materials for Bilingual Programs: Supplement, Pre-K-Adult.

Bilingual Education Service Center of Illinois, Mount Prospect.

Spons Agency—Illinois State Office of the Superintendent of Public Instruction, Springfield.

Pub Date 74

Note—123p.; For the original report see ED 084 927; This document is not available in hard copy due to print size of the original document

Available from—Bilingual Education Service Center, 101 North Owen Street, Mount Prospect, Illinois 60056 (Price not quoted)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Basic Education, Art, Audiovisual Aids, \*Bilingual Education, Bilingualism, Dictionaries, \*Educational Programs, \*Educational Resources, Encyclopedias, Instructional Aids, \*Instructional Materials, Interdisciplinary Approach, Language Arts, Literature, Mathematics, Multimedia Instruction, Music, Reference Materials, Social Studies, \*Supplementary Reading Materials, Textbooks, Vocational Education

This supplement classifies approximately 675 titles including only new acquisitions from August 1973 to August 1974. It is suggested that it be used in conjunction with the 1973 original edition. All material is classified according to various divisions as follows: language arts, social studies, mathematics, science, literature, dictionaries, encyclopedias, music, vocational and adult basic education, interdisciplinary materials, miscellaneous materials, arts and crafts, and professional reference materials. Materials included in these divisions appear in various languages such as English, Spanish, French, Italian, Japanese and Chinese. Within each division materials are grouped according to the following subdivisions: multi-media materials, texts, teaching aids (visual aids, film strips, charts, posters, games and manipulatives), audio-visuals (records, films, tapes), and teacher reference—which does not include teachers' guides. In certain instances, entries are made in more than one division or subdivision. An alphabetical list of publishers and distributors of the materials listed in the document is provided. (Author/AM)

ED 113 410

UD 015 505

Avelite, Clyde C.

Depreciated Self-Concept in Blacks: Implications for Counseling.

Pub Date Mar 75

Note—18p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (New York, New York, March 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Counseling Effectiveness, \*Counseling Goals, Counselor Acceptance, Counselor Performance, \*Counselor Role, Cultural Differences, Cultural Factors, Negro Attitudes, \*Negro Youth, Role Perception, \*Self Concept, Self Esteem, Social Values

This paper begins by reviewing the literature on social perceptions and attitudes in terms of the black self-concept. Issues discussed here are culture conditioning and marginality, self-concept, social perception and attitudes, interrelationships between attitudes and perceptions, and the influence of cultural values and beliefs. Problems and attitudes that blacks might bring to the counseling session are dealt with next, followed by a discussion of the philosophical base or rationale for the counseling process. Suggested steps that counselors might immediately take as individuals and collectively as professionals to counsel these minority populations include an acceptance and encouragement of change, a commitment to the goals of human fulfillment, and the development of a true respect for diversity. A number of suggestions directed to those individuals desirous to counsel minorities are: (1) counselors must move out of the cubicle into the community; (2) counselors' reliance on remedial services must be replaced by active preventative and developmental strategies; (3) counselors must become sensitive to the need to be involved in a greater diversity of services; and (4) counselors must begin to see themselves as facilitators of self-evaluation and decision-making. (Author/AM)

ED 113 411

UD 015 506

Smith, M. Estelle  
Networks and Migration Resettlement: Cberchez la Femme.  
Pub Date 74

Note—12p.; Abbreviated version of a paper originally presented at the Annual Meeting of the American Anthropological Association (Mexico City, Mexico, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Anthropology, \*Area Studies, Demography, Ethnic Groups, Ethnology, Females, Group Structure, Immigrants, \*Information Networks, Intercommunication, Land Settlement, \*Migrants, Sex Differences, \*Social Integration, Social Systems, Sociocultural Patterns

Identifiers—\*Portuguese Americans

Portuguese immigrants in America and Canada have certain institutions in their traditional socio-culture which are considered to act as preadaptive mechanisms in the migrant's settling-in process. This paper discusses one locale which has a large proportion of recent Portuguese immigrants, and emphasizes how women, in particular, are important in the formation of new networks, through the utilization of a well-known Portuguese technique of "making a cunha." The data are stated to suggest that in the migration process women are significant in the formation of both general and optative-set networks. The study is said to raise a number of questions such as: (1) whether there is bias in the data which minimizes the female role in network formation; (2) whether women play more important factorial roles during periods of instability and/or rapid cultural change; (3) how institutionally significant the cunha process is cross-culturally; and, (4) how the cunha process relates to patronage. (Author/AM)

ED 113 412

UD 015 507

Rindfuss, Ronald R.  
Fertility and Migration: The Case of Puerto Rico. Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; Office of Economic Opportunity, Washington, D.C.

Report No.—IRP-DP-280-75

Pub Date Jun 75

Note—26p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Birth Rate, \*Census Figures, Community Size, English (Second Language), Ethnic Groups, \*Migration, Population Growth, Population Trends, Puerto Rican Culture, \*Puerto Ricans, Research Methodology, Statistical Analysis, \*Urban Immigration

This paper combines records from the United States census with records from the Puerto Rican census and compares for the first time the fertility levels of Puerto Ricans who migrated to the United States with those of their counterparts who remained in Puerto Rico. The general hypothesis tested is that migration and residence in a place where low fertility is the norm results in lower fertility among the migrants than among those who remained at the place of origin. In general, the effect of migration to the mainland is considered to reduce fertility, but to a very small extent. Some evidence that this effect of migration on fertility is diminishing is stated to exist. Results of the analysis of the relationship between the ability to speak English and current fertility for urban island residents is held to indicate that those who speak English have considerably lower levels of current fertility than those who do not. The ability to speak English is seen to be an indicator of a whole cluster of attitudes and behaviors associated with what is labeled "modernism." The importance of micro-census data when addressing the issue of migration and fertility is stressed. (Author/AM)

ED 113 413

UD 015 510

Colligan, Jerome H. And Others

Pupil Reading Achievement in New York City. A Report of the April 1974 Reading Test Survey, Grades 2 Through 9, New York City Public Schools.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date Jan 75

Note—115p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Achievement Rating, Community Schools, Comparative Analysis, Educational Assessment, Elementary Grades, Intermediate Grades, Junior High Schools, Municipalities, National Norms, \*National Surveys, \*Reading Achievement, Reading Level, School Districts, School Surveys, \*Standardized Tests, Student Testing, \*Tables (Data), Test Reviews

Identifiers—\*New York (New York)

This report contains a tabular summary of the results of the April 1974 city-wide reading test administered in Grades 2 through 9 in all New York City public schools. Test results are presented at three levels for comparative analysis: New York City with other major cities, community school districts within N.Y.C., and community schools within districts. Test results data are presented in arithmetic means, medians, and percentages allowing for varied means of analysis. Results indicate that citywide averages improved from 1973 to 1974 in Grades 3 and 7 and declined in Grade 9. The remaining five grades remained at the same level. Citywide percentages of pupils reading at or above grade level decreased two-tenths of one percent. Taking into account the reading achievement statistics for the city as a whole and for its component community school districts, the report concludes that there has been a high degree of stability in reading achievement over the past four years. (Author/AM)

ED 113 414

UD 015 552

Beard, Jacob G. And Others

Relative Achievement Levels of White and Black Children Before and After Desegregation.

Pub Date Apr 75

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association annual meeting (Washington, D.C., April 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Academic Achievement, \*Caucasian Students, \*Integration Effects, \*Minority Group Children, Negro Youth, Racial Differences, Racial Integration, School Integration, Statistical Data, Test Results

Identifiers—Florida, \*Performance Contrasts

Changes in the relative academic achievement of Florida's black and white children over the last 13 years during which desegregation was taking place are investigated. The availability of achievement data for the entire black and white population, along with the 13-year time span between observations are seen as principal advantages. Data show that the academic achievement gap between white and black children was smaller in 1974 than in 1961. The amount of decrease in the gap is stated to be small, yet of practical significance for the four subject areas examined: reading, vocabulary, math computation, and math problems solving. Of these areas, convergence in the black and white distribution was greater for math computation than for the othersubtest areas examined. The use of different tests in 1961 and 1974 is held to make assessment of changes in the absolute performance level of black or white children difficult. It is suggested that the study be viewed as an evaluation of a social action program rather than a scientific experiment. (Author/AM)

ED 113 415

UD 015 553

Turner, W. E. And Others

Programs for Educationally Deprived Children.

ESEA Title I Evaluation Report, September 1974 - August 1975.

Wichita Unified School District 259, Kans.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Education for the Disadvantaged.

Bureau No.—BR-7-5131

Pub Date Jul 75

Note—128p.

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—Business Education, \*Compensatory Education Programs, Corrective Institutions, Culturally Disadvantaged, Delinquents, Economically Disadvantaged, Educational Programs, \*Federal Programs, Institutionalized (Persons), Mathematics, Minority Group Children, Parent Education, Preschool Programs, \*Program Effectiveness, \*Program Evaluation, Remedial Reading Programs, Scholarships, Socially Disadvantaged, Special Programs, Summer Programs

Identifiers—\*Elementary Secondary Education Act Title I, ESEA Title I, Kansas (Wichita)

Various programs listed under the categories of instructional components, supportive components, and summer activities are evaluated here. Programs under instructional components include corrective reading programs, primary-intermediate mathematics, neglected children's institutional programs, business education for delinquent children, and preschool programs. The supportive components describes the parent education program. Included in the summer activities programs are early start, neglected children's program, delinquent children's program, tuition scholarships, basic primary and corrective reading, and primary and intermediate math. Delivery of service is seen to have become more concentrated with fewer schools identified as Title I targets and with fewer programs being continued. Evaluation of performance objectives in the neglected and delinquent institutions is considered to be inconclusive because of the short length of time most pupils are institutionalized while involved in the program. Seventy-four percent met or exceeded stated objectives for reading; 77-98 percent met the objectives in mathematics; and over 96 percent in preschool program met the stated objectives. (Author/AM)

ED 113 416

UD 015 554

Willner, Eric

Integrating the Ill-Prepared Freshmen Into College: A Pilot Project.

Pub Date [74]

Note—15p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*College Freshmen, College Placement, Communication Problems, Educationally Disadvantaged, Educational Needs, Educational Opportunities, Educational Problems, Individual Characteristics, Individual Instruction, Individual Needs, \*Open Enrollment, Pilot Projects, Program Effectiveness, \*School Orientation, \*Student College Relationship, Student Problems, Surveys

Identifiers—City University of New York, \*Kingsborough Community College, New York (Brooklyn)

A number of problems encountered by a large number of entering college freshmen at Kingsborough Community College under Open Admissions, such as serious deficiencies in English comprehension and express skills, deficiencies in mathematics, basic study skills, uncertainty with regard to academic expectations, and a general lack of sophistication in understanding college procedures and requirements, are listed. A two-pronged attack to combat these problems, including a placement committee to control the academic program and workload of all incoming freshmen, and an intensive orientation and academic program and workload of all incoming freshmen, and an intensive orientation and academic counseling system, is described. The orientation and pre-registration goals are considered to have been achieved by means of a program to which entering freshmen are invited at the end of the previous semester in groups of about one hundred. Following a general introduction and orientation to the college, counselors proceed to counsel and pre-register students in groups of ten, with the technical assistance of a student aide. To serve the number of students who remained perplexed after the large scale orientation and pre-registration, an individual approach consisting of informal briefing and question and answer periods is suggested. Results of a pilot survey sampling students' reaction to this approach suggest that it successfully accomplished its objectives. (Author/AM)

ED 113 417

UD 015 555

Willner, Eric

The Adjustment of Jewish All-Day School Pupils Compared to that of Public Pupils.

Pub Date [60]

Note—29p.; Not available in hard copy due to the print quality of the original document

Available from—Dr. Eric Willner, Kingsborough Community College, City University of New York, Oriental Boulevard, Manhattan Beach, Brooklyn, New York, N.Y. 11235 (Price not quoted)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Adjustment Problems, Comparative Analysis, \*Day Schools, \*Elementary School Students, Ethnic Groups, Family Problems, Grade 7, Group Structure, Group Unity,

Homogeneous Grouping, \*Jews, Personality Problems, Private Schools, \*Public Schools, Religious Factors, School Environment, \*Student Adjustment, Student Problems

Four hypotheses are tested in this study: (1) that there is no significant difference between students in regard to the total number of stated problems of adjustment; (2) that there is no significant difference between the two groups in adjustment related to either health and physical development, school, home and family, money, work, the future, boy-girl relationships, relations to people in general, and self-centered concerns, as reflected by the number of stated problems in each of these areas; (3) that there is no significant difference between the groups in the number of problems of adjustment specifically related to religion, with the all-day group indicating a greater degree of adjustment. Results showed more health and development and school problems and less feelings of security for day-school students. No significant differences between groups are found for the other problem areas. Findings are discussed in terms of Lewin's theory concerning ingroup and outgroup attitudes. (Author/AM)

ED 113 418 UD 015 556

Brody, Lawrence Schenker, Hank

**Discovering and Developing the College Potential of Disadvantaged High School Youth. A Report of the Eighth Year (1972-73); a Longitudinal Study on the College Discovery and Development Program.**

City Univ. of New York, N.Y. Office of Teacher Education.

Pub Date Mar 75

Note—150p.; For related reports, see UD 015 557-558

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—Academic Achievement, City Wide Programs, \*College Preparation, \*Counseling Instructional Programs, Culturally Disadvantaged, \*Disadvantaged Youth, Economically Disadvantaged, Educationally Disadvantaged, Ethnic Groups, Grade 9, \*High School Students, Longitudinal Studies, Minority Groups, Program Descriptions, Recreational Programs, Remedial Programs, Special Programs, Student Development, Underachievers

Identifiers—CDDP, City University of New York, \*College Discovery and Development Program, New York (New York)

This report is the eighth in a series of longitudinal studies describing the College Discovery and Development Program aimed at identifying disadvantaged and underachieving ninth graders and developing their college potential in five special high school development centers. The document provides a summary section which focuses on program purposes, the eighth year of the program, facilities, and salient findings. Other sections include a description of the eighth population of college discovery students, of college progress of program students in classes I-V, high school graduation and college admission for class VI and a socioeconomic overview of classes I-VIII. The increase in the number of participants in the program who completed their studies with a bachelor's and associate of arts degree was noticeable during the eighth year. Class VIII resembled the previous seven groups in age, family structure, living conditions, ethnicity, history of mobility, previous scholastic averages, and attendance, but was found to be less well off economically than other classes. Analysis of transcripts indicate that program students continue in college at a higher rate than nonprogram students and Open Admissions students, and that they earn slightly lower grade point averages than regular freshmen. (Author/AM)

ED 113 419 UD 015 557

Brody, Lawrence Schenker, Hank

**Discovering and Developing the College Potential of Disadvantaged High School Youth. A Report of the Seventh Year (1971-1972); a Longitudinal Study on the College Discovery and Development Program. Report No. 73-3.**

City Univ. of New York, N.Y. Office of Teacher Education.

Report No—CUNY-R-73-3

Pub Date Jun 74

Note—149p.; For related reports, see UD 015 556-558

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—Academic Achievement, City Wide Programs, \*College Preparation, \*Counseling Instructional Programs, Culturally Disadvantaged, \*Disadvantaged Youth, Economically Disadvantaged, Educationally Disadvantaged, Ethnic Groups, Grade 9, \*High School Students, Longitudinal Studies, Minority Groups, Program Descriptions, Recreational Programs, Remedial Programs, Special Programs, Student Development, Underachievers

Identifiers—CDDP, City University of New York, \*College Discovery and Development Program, New York (New York)

This report is the seventh in a series of longitudinal studies describing the College Discovery and Development Program aimed at identifying disadvantaged and underachieving ninth graders and developing their college potential in five special high school development centers. The document has an introductory section including such topics as the seventh year of the program, the setting, staff, student personnel, and fiscal matters. Other sections include a description of the seventh population of college discovery students, attendance and achievement for all classes in 1971-1972, college progress of program students in Classes I-IV, high school graduation and admission to college for class V, a socioeconomic overview of Classes I-VII, a description of an adjunct summer program in mathematics, and summary. Class VII resembled the previous six groups in age, family structure, living conditions, ethnicity, history of mobility, previous scholastic averages, and attendances, but was found to be less well off economically than other classes. The general findings for program students whose college records can be studied show a pattern of progress not greatly different from than of non-program classmates in each college. (Author/AM)

ED 113 420 UD 015 558

Brody, Lawrence Schenker, Hank

**Discovering and Developing the College Potential of Disadvantaged High School Youth. A Report of the Sixth Year of a Longitudinal Study on the College Discovery and Development Program. Report No. 72-6.**

City Univ. of New York, N.Y. Office of Teacher Education.

Report No—CUNY-R-72-6

Pub Date Jun 73

Note—165p.; For related reports, see UD 015 556-557

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—Academic Achievement, City Wide Programs, \*College Preparation, \*Counseling Instructional Programs, Culturally Disadvantaged, \*Disadvantaged Youth, Economically Disadvantaged, Educationally Disadvantaged, Ethnic Groups, Grade 9, \*High School Students, Longitudinal Studies, Minority Groups, Program Descriptions, Recreational Programs, Remedial Programs, Special Programs, Student Development, Underachievers

Identifiers—CDDP, City University of New York, \*College Discovery and Development Program, New York (New York)

This report is the sixth in a series of longitudinal studies describing the College Discovery and Development Program aimed at identifying disadvantaged and underachieving ninth graders and developing their college potential in five special high school development centers. The sixth year brought the completion of the discovery and development cycle for the first of its students, those who had completed their studies with associate degrees, and the mid-college point for the first baccalaureate students. Various sections include descriptions of the sixth year of the program, personnel, facilities, the sixth population of students, attendance and achievement for all classes in 1970-71, college progress for classes I-III, high school graduation and admission to college for class IV, and a summary. Class VI resembled the previous five on all variables except for a lower income. The general findings for program students whose college records can be studied show a pattern of progress not greatly different from that of nonprogram classmates in each college. A number of newly stated specifically expressed behavioral objectives were added to the proposal for funding for the sixth year. (Author/AM)

ED 113 421 UD 015 559

Loehlin, John C. And Others  
**Race Differences in Intelligence.**

Pub Date 75

Note—380p.

Available from—W. H. Freeman & Company, 660 Market Street, San Francisco, California 94104 (\$5.95)

Document Not Available from EDRS

Descriptors—Economic Factors, Environmental Influences, \*Intelligence Differences, \*Nature Nurture Controversy, Policy Formation, Psychological Patterns, \*Psychological Studies, Public Policy, \*Racial Differences, Research Methodology, Research Problems, \*Research Reviews (Publications), Research Utilization, Social Factors, Statistical Analysis

This book is considered to provide a sober, balanced, and scholarly examination of the evidence that bears on the role of genetic and environmental factors in the determination of group differences in ability in the United States. The first chapter provides something of the background and recent history of the concern with racial-ethnic differences in intellectual performance in the U.S. The three chapters that complete the first part of the book are said to be intended to clarify some of the issues of definition and measurement surrounding three of the key concepts on which the controversy focuses—race, intelligence, and heritability. Following this, the four chapters in the second part of the book review the body of evidence relevant to the major empirical question of concern: What are the relative roles of the genes and the environment in accounting for differences in average performance of different U.S. racial-ethnic groups on tasks purporting to measure intellectual capacity? In the concluding section, whatever theoretical conclusions the authors state as appearing to be justified by the data and what purportedly appear to be—and not to be—legitimate implications of these conclusions for the formulation of social policy are set down. (Author/JM)

ED 113 422 UD 015 562

Steinberg, Lois S.

**A Study of Programs for Pupils with English Language Difficulty in New York City Public Schools. Report on Bilingual Education.**

Community Service Society of New York, N.Y.

Pub Date Jun 74

Note—84p.

Available from—Community Service Society of New York, 105 East 22nd Street, New York, New York 10010 \$1.00

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Bilingual Education, Boards of Education, Disadvantaged Youth, Economically Disadvantaged, Educationally Disadvantaged, Educational Needs, Educational Policy, \*Educational Problems, Language Handicaps, \*Language Programs, Program Development, \*Program Evaluation, Public Policy, \*Spanish Speaking

Identifiers—\*New York (New York)

The purpose of this report is to explore what is being done, as well as what is not being done, for students who enter New York City schools with little or no understanding of English. The data provided in this report provided the basis for a class action suit which resulted in the establishment of the Pilot Schools bilingual program. The Community Service Society began to gather the available facts in connection with legislation introduced in the 1973 session of the New York State Legislature. Consideration of the proposed legislation required information on the kinds of programs the New York City Board of Education and Community School districts are providing for these pupils, the number of students being served, and the effectiveness of these programs. Major findings derived from such data as Board of Education reports, interviews with administrators of programs for non-English speaking pupils in the New York City public schools, a content analysis of evaluations of selected bilingual programs, and observations of bilingual programs in city schools, include the following: (1) between 1971 (the date of the first published report on the Board of Education's language survey) and 1973, the proportion of pupils with English language difficulty increased from 8.9 percent to 12.9 percent of the total school enrollment, and (2) by 1973-1974, only about half of those with language problems were receiving special language instruction. Other findings are also highlighted. (Author/JM)



ED 113 423

UD 015 563

Johnson, Esther

**A Study of a Court-Ordered Program for Pupils with English Language Difficulty. Report on Bilingual Pilot Schools in New York City.**

Community Service Society of New York, N.Y.

Pub Date Aug 75

Note—44p.

Available from—Community Service Society of New York, 105 East 22nd Street, New York, New York 10010 \$1.50

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Curriculum Development, Disadvantaged Youth, Elementary School Students, English (Second Language), Language Handicaps, Language Instruction, \*Language Programs, Parent Participation, \*Pilot Projects, \*Program Evaluation, Public Schools, Secondary School Students, \*Spanish Speaking, Staff Utilization

Identifiers—\*New York (New York)

A class action begun on September 20, 1972 was settled on August 29, 1974 by a Consent Decree signed by United States District Judge Marvin E. Frankel. The group of children affected by the mandates in the Consent Decree are "all New York City public school children whose English language deficiency prevents them from effectively participating in the learning process and who can more effectively participate in Spanish." The decree mandates that "an improved method for accurately and systematically identifying and classifying children who are Spanish-speaking or Spanish-surnamed will be designed and implemented by the Board of Education." In February 1975, a total of 40 elementary, junior high, and high schools were identified and designated as Pilot Schools. These schools were to provide a complete bilingual program for all students within each school who had been identified as needing the program. They were also required by the decree to serve as training centers for appropriate school personnel in other schools. The agreement calls for the Board of Education to fully implement the program for all children in the described category by September 1975. (Author/JM)

ED 113 424

UD 015 564

Hauser, Robert M. Featherman, David L.

**Changes in Socioeconomic Stratification of the Races, 1962-1973. Working Paper No. 75-26.**

Wisconsin Univ., Madison. Center for Demography and Ecology.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Science Foundation, Washington, D.C.; Wisconsin Univ., Madison. Coll. of Agricultural and Life Sciences.; Wisconsin Univ., Madison. Inst. for Research on Poverty.

Report No.—CDE-WP-75-26

Pub Date Jul 75

Note—50p.; Revised version of papers presented at a conference on Social Demography (Madison, Wisconsin, July 16, 1975) and the Annual Meeting of the American Sociological Association (San Francisco, California, August 28, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Age Differences, Census Figures, \*Demography, Economic Factors, Family Role, Labor Force, Longitudinal Studies, National Surveys, \*Occupational Surveys, \*Racial Differences, School Role, Social Differences, Social Structure, \*Socioeconomic Status, Statistical Analysis

This paper focuses on changes in the occupational levels of black and white men in the decade between 1962 and 1973. For each race taken separately, and then for both in comparison, shifts are described in the mean levels and a dispersion of occupational socioeconomic status of men in the experienced civilian labor force. An attempt is made, it is stated, to account for these intercohort and racial shifts in terms of commensurate compositional changes in factors of family background and regular schooling. An inquiry is made into the allocative processes which distribute men into their current occupational statuses from their family backgrounds and in terms of their schooling. These allocative processes are understood as the basis of social differentiation and inequality, and they are called processes of socioeconomic stratification. New data has been made available, and partly analyzed here about the socioeconomic origins

and destinations of black and white men based on a 1973 replicate of the 1962 Occupational Changes in a Generation Survey (OCG). These data are considered to provide clearer insights about the sources of socioeconomic change for both races. They also permit some purportedly intriguing speculations about the course of racial inequality and about the evolving roles of families and schools in a maturing, postindustrial society. (Author/JM)

ED 113 425

UD 015 565

Hauser, Robert M. Featherman, David L.

**Equality of Access to Schooling: Trends and Prospects. Working Paper No. 75-17.**

Wisconsin Univ., Madison. Center for Demography and Ecology.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Science Foundation, Washington, D.C. RANN Program.; Wisconsin Univ., Madison. Inst. for Research on Poverty.

Report No.—CDE-WP-75-17

Pub Date 75

Note—61p.; Paper prepared for conference on "More Equality as a Goal of Public Policy" (Institute of Advanced Study, Princeton, New Jersey, 1975)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Census Figures, \*Demography, Economic Factors, Educational Background, \*Educational Opportunities, Family Background, \*Longitudinal Studies, Minority Groups, Multiple Regression Analysis, National Surveys, Racial Differences, \*Social Differences, Social Factors, Socioeconomic Status, Statistical Analysis

This essay treats inequality in access to schooling in demographic perspective. In constructing a brief history of educational inequality in the U.S., the 1962 and 1973 surveys of "Occupational Changes in a Generation" are drawn on heavily. It is found that among men born in the U.S. during the first half of this century, inequality of schooling has declined sharply, even as educational attainment has increased to levels unprecedented elsewhere in the world. Not only has total inequality in the distribution of schooling declined, but both the variability in schooling which may be attributed to differences in social background and the variability which is independent of social background appear to have declined. Moreover, these increases in educational equality appear to have occurred within black and Spanish minority groups as much as in the majority population. There is a mixture of change and stability in the effects of social background characteristics on schooling. On the whole, social origins have become more favorable to high levels of schooling with minority groups, as in the majority population, but large differences in social origins persist among these groups, and in some instances the social origins of majority and minority populations have diverged. For cohorts of U.S. men born in this century, half or more of the variance in schooling must be attributed to the influence of family background. (Author/JM)

ED 113 426

UD 015 566

Anderson, B. And Others

**The Outlook for Schooling: A Survey for Investors and Shareholders.**

Council on Anthropology and Education, Washington, D.C.

Pub Date Feb 75

Note—10p.

Journal Cit—Council on Anthropology and Education Quarterly; v6 n1 p1-9 Feb 1975

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Consumer Economics, Economic Change, Economic Climate, Economic Development, Economic Factors, Economic Research, \*Educational Demand, \*Educational Economics, \*Educational Supply, \*Educational Trends, Employment Patterns, \*Enrollment Influences, Human Capital, Investment, Socioeconomic Influences, Student Enrollment

This paper focuses on the change in the growth rate in schools by looking at some of the available data and rearranging it in ways that explain the flattened growth rate. The analysis begins with an overview of the market—past, present, and future. From there, future prospects for the school business are estimated. Declining enrollments, a tight job market for college graduates, the role of schooling in the development of per-

sonal and national wealth, cybernation, and changes in techno-structure are seen to have adverse effects on schools. Positive measures such as an increased emphasis on school improvement based on accountability, market development, restricting access, and charging higher prices to those admitted are cited. Preventive steps to improve the position of the schools are urged such as the discouraging of certification services outside the formal school system, of school discount houses, and of movements that propose a deschooling of society. Broadening the concept of work to include categories presently excluded is seen as a way of returning to schools the function of educating. (Author/AM)

ED 113 427

UD 015 567

Cohn, Marilyn R. Finch, Mary Ellen

**The Public Alternative High School: I. Solution to or Reflection of Societal Ills?**

Council on Anthropology and Education, Washington, D.C.

Pub Date Feb 75

Note—9p.

Journal Cit—Council on Anthropology and Education Quarterly; v6 n1 p9-16 Feb 1975

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Administrative Problems, \*Alternative Schools, Communication Problems, Decision Making, \*Educational Alternatives, Educational Anthropology, \*Educational Environment, \*Educational Problems, Experimental Schools, Freedom Schools, High Schools, \*High School Students, Interpersonal Problems, Open Education, Public Schools, Social Problems

Identifiers—Missouri (Saint Louis)

This paper summarizes the results of a participant observation study conducted on two public alternative high schools in the St. Louis, Missouri metropolitan area. Phase I of the study consists of a literature-generated delineation of larger societal factors which create student unrest and give impetus to the development of alternative schools. Utilizing student and faculty interviews, the second phase derived three basic categories of concerns—curricular, bureaucratic-organizational, and interpersonal. The final phase of the study uses direct observation of three levels of complexity: the physical setting, the programmatic regularities, the analytic description. These are described in detail and analyzed. Four tensions confronting the alternative schools studied are identified as having as a shared theme the larger issues of the individual versus society. The alternative school is refused endorsement as a forerunner of the future. Students are encouraged to participate in these settings, but until a balance which promotes individual freedom along with group responsibility is achieved, it is held that its potential as a serious contribution to American education cannot be judged. (Author/AM)

ED 113 428

UD 015 568

Ravitch, Diane Grant, William R.

**School Decentralization in New York City 1975 [and] Detroit's Experience with School Decentralization.**

Center for Governmental Studies, Washington, D.C.

Pub Date 75

Note—9p.

Available from—Center for Governmental Studies, 1701 K Street, N.W. Suite 906, Washington, D.C. 20006 (Free)

Journal Cit—Neighborhood Decentralization; p1-8 May-Jun 1975

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Boards of Education, \*Community Control, \*Decentralization, Minority Group Children, Organizational Change, School Community Cooperation, \*School Community Relationship, School Organization, Social Integration, Urban Areas, Urban Education, Urban Environment, Urban Schools, Urban Youth

Identifiers—\*Michigan (Detroit), \*New York (New York)

The 15-year effort to decentralize New York City public schools and thereby implement basic changes in the school system is briefly sketched in this study. The structure of the school system, powers of local boards, central board, and chancellor, school board elections, keeping the public informed, educational impact, and effect on truancy and crime are among the issues discussed. Structural change is found not to go to the root of most serious school problems which

appear to be basically social and economic in nature. Although decentralization in New York City has created new job opportunities for minorities and brought control of schools closer to the community, it is considered not to have affected quality of education in schools. Likewise, Detroit's efforts toward decentralization are described. Intended as political rather than educational reform, decentralization here has produced a grass-roots school board, and it has involved more people in school affairs. Yet significant reforms in the schools are seen not to exist, and a new structure that includes both the management and political skills of the city's top leaders and the knowledge and vitality of the neighborhood representatives is urged. (Author/AM)

**ED 113 429** UD 015 569  
Compensatory Education Study, August 1975. Interim Report Number 1.

National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 75

Note—23p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Compensatory Education Programs, Demonstration Projects, Educational Finance, Federal Programs, \*Program Descriptions, \*Program Design, \*Program Development, Program Effectiveness, Program Evaluation, Project Applications, Student Development

**Identifiers**—\*Elementary Secondary Education Act Title I, ESEA Title I

This is the first of the progress and interim reports prepared for an evaluation study of compensatory education programs to be completed by 1977. This report describes and analyzes those parts of the research proposed in the research plan which have, to date, been fully designed and funded. These consist of (1) a description and discussion of projects initiated in FY 1975, the questions addressed by each, and their expected results; (2) a description of major projects to be undertaken during FY 1976; and, (3) an analysis of policy issues which have emerged from responses to the requests for proposals issued to date. Six major studies in the areas of student development, funds allocation, and administration comprise the on-going research. Major projects to be funded during FY 1976 will, it is stated, deal with funds allocation and administration. Implications of research proposals identify several important issues with respect to early reading curricula, alternative designs for compensatory education programs, and demonstration projects. (Author/AM)

**ED 113 430** 95 UD 015 570

Rogers, Frederick A.

**The Black High School and Its Community. A Final Report.**

Illinois Univ., Urbana. Dept. of Elementary Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 74

Grant—NE-G-00-3-0218

Note—278p.; Appendix I comprising two pages of this document has been deleted due to print size in the original document

**EDRS Price MF-\$0.76 HC-\$14.59 Plus Postage**

**Descriptors**—American History, Black Community, \*Community Development, \*High School Role, High School Students, \*Negro Education, Negroes, Negro Institutions, Negro Youth, Principals, School Administration, \*School Community Relationship, School Personnel, School Policy, \*School Segregation, School Support, Socialization

**Identifiers**—North Carolina

This study focuses on a formerly all-black high school, which formed one-half of the dual school system in North Carolina, in order to assess both the direct and indirect functions that the school may have performed in developing leadership skills, apprenticeship opportunities, and the total development of the black community. Seven reasons indicating the importance of the study are given, including the use of official data to document the formal structure of the school, the increase in awareness of the influence of leadership and membership on students and on school as a socializing agent, and the validity of the methodology used to test qualitative aspects of the high school. The study is presented in seven

parts which deal with methodological perspective for for understanding the high school in North Carolina in relation with community development, data description for 1963-64 school year, the black high school, the black high school principal, the black high school ten years later--1973, and inferences and propositions that are seen to warrant further consideration. (Author/AM)

**ED 113 431**

UD 015 574

Grannis, Joseph C.

**Community, Competence, and Individuation: The Effects of Different Controls in Educational Environments.**

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.; Educational Testing Service, Princeton, N.J.

Pub Date 75

Note—20p.

Available from—IRCD Bulletin; v10 n2 p1-20 Spring 1975

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Ability, Classroom Communication, \*Community Characteristics, \*Educational Environment, \*Environmental Criteria, \*Individual Development, Learning Processes, Student Role, Student Teacher Relationship, Teacher Role

Based on an approach that analyzes the structure of educational processes in relation to the structure of its outcome, this paper develops the argument that the function that a specific environment fulfills depends critically on who is in control within the environment, and suggests how the implications of this argument might be tested. The hypothesis is that an educational purpose will be most effectively accomplished when control of the teaching-learning process is congruent with the control of the thought-action intended as an educational outcome. To present the theory, teacher, joint teacher-and-learner, and learner control are analyzed as process, and the control of community, competence, and individuation are analyzed as three categories of outcomes. Because the problem has not been conceptualized in tri-partite terms before, no single research study is considered to contain the full range of necessary distinctions. Control is seen to be one of the dimensions through which an analysis of the relationship between teaching-learning processes and outcomes can be made. A structural analysis of control is found to reveal limitations in past research on classrooms. (Author/AM)

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<i>Selected Documents on the Disadvantaged</i> . . . . .	317.84
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<i>Manpower Research: Inventory for Fiscal Year 1966 and 1967</i> . . . . .	75.75
<i>Manpower Research: Inventory for Fiscal Year 1968</i> . . . . .	42.22
<i>Manpower Research: Inventory for Fiscal Year 1969</i> . . . . .	54.87

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Volume 11 Number 3 March 1976

# Resources in Education

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## Introduction

**Resources in Education** is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

# **DOCUMENT SECTION**

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

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Date published.

Contract or Grant Number—only NIE or USOE contracts or grants are recorded.

Alternate source for obtaining documents.

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS", other sources are cited above.

## SAMPLE ENTRY

ED 654 321

56

CE 123 456

Smith, John D. Johnson, Jane

Career Education for Women

Central Univ., Chicago, Ill.

Spons. Agency—National Inst. of Education

(DHEW), Washington, D.C.

Report No.—CU-2081-S

Pub Date May 73

Contract—NIE-C-73-0001

Note—129p.; Presented at the National Conference on Career Education (3rd, Chicago, Ill., May 15-17, 1973)

Available from—Campus Bookstore, 123 College Ave., Chicago, Ill. 60690 (\$3.25)

EDRS PRICE MF-\$0.75 HC-\$6.60 plus postage

Descriptors—\*Career Opportunities, Career Planning, Careers, \*Demand Occupations, \*Employment Opportunities, Females, Labor Force, Labor Market, \*Manpower Needs, Occupational Aspiration, Occupational Guidance, Occupations, Vocational Counseling, \*Working Women

Identifiers—Consortium of States, \*National Occupational Competency Testing Institute, Illinois

Women's opportunities for employment will be directly related to their level of skill and experience but also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1970 and 1980, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craftsmen and foremen (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance which are available to them. (SB)

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable).\*

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

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Informative Abstract.

Abstractor's initials.

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08	Adult and Vocational Education, Public Law 88-210	52	Library Research and Development, Public Law 89-320, Title II, Part B
16	Captioned Films for the Deaf, Public Law 85-905	56	New Educational Media, Public Law 85-864, Title VII, Part A
24	Cooperative Research, Public Law 89-10, Title IV	64	New Education Media, Public Law 85-864, Title VII, Part B
32	Disadvantaged Students Program, Public Law 89-10, Title I	72	Research in Foreign Countries, Public Law 83-480
40	Handicapped Children and Youth, Public Law 88-164	80	State Educational Agencies Experimental Activities, Public Law 89-10, Title V, Section 505
48	Language Development, Public Law 85-864, Title VI	88	Supplementary Centers and Services, Public Law 88-10, Title III
		95	Other Office of Education Programs



The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

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## CE

**ED 113 432** 95 **CE 004 046**

*Williams, Grace*

**A Career Development Worktext for Junior High School Students.**

Memphis City School System, Tenn.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No—0-361-0115

Pub Date 71

Contract—OEC-0-70-5181

Note—61p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Career Exploration, Career Planning, \*Individual Development, Instructional Materials, Learning Activities, \*Secondary Education, Study Guides, \*Workbooks

Identifiers—SPAN, Start Planning Ahead Now, Systems Program Approaching Nonunemployment

The worktext was developed, as part of Project SPAN (Start Planning Ahead Now), for the use of junior high school students. Its purpose is to help them assess their personal attributes and qualities and understand how they relate to future employability and how they can help in the selection of vocational goals. Emphasis is placed on the development of personal traits. It presents factual pre-occupational information and provides activities that will aid the students in evaluating themselves. The latter part of the worktext provides some information and practice activities that the student, as a future job hunter, should begin to learn: securing a social security card, filling out an application form, and how to respond during an interview. (Author/EC)

**ED 113 433** 95 **CE 004 393**

*Hull, Daniel M.*

**Development of Generalizable Educational Programs in Laser/Electro-Optics Technology: Final Report.**

Technical Education Research Center, Waco, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-8-0491

Pub Date Jan 75

Grant—OEG-8-080491-4701(085)

Note—64p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Counseling, \*Course Descriptions, \*Curriculum Development, Curriculum Guides, \*Electronics, Instructional Materials, \*Lasers, \*Optics, Post Secondary Education, Technical Education

Identifiers—Laser Electro Optics Technology

The purpose of the Laser/Electro-Optics Technology (LEOT) Project was to establish a pilot educational program, develop a flexible curriculum, prepare and test instructional materials, transport the curriculum and instructional materials into other educational institutions by establishing relevant LEOT programs wherever they are needed, and to assure that faculties in these schools provide students with requisite knowledge and skills to prepare technicians for useful employment in this field. The curriculum which was developed is intended for use by two-year postsecondary technical institutions. The educational philosophy which was adopted focused on laboratory learning, i.e., teaching principles by doing things with your hands (as opposed to theory lectures or training in simple manipulations or procedures). The report begins by describing the project objectives and detailing the degree and manner in which these objectives were accomplished. All end products of the project are briefly described (curriculum outlines, instructional materials, support documents, and career counseling guides). There is discussion of the roles of the Industrial Advisory Committee, the Evaluation Team, and the Institutional Pilot Program. Following this is a short description of dissemination activities. (Author)

**ED 113 434** **CE 004 476**

**Practical Nursing for High Schools. Curriculum Bulletin 1973-74 Series No. 5.**

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Pub Date 74

Note—625p.

Available from—Auditor, Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201 (Publications List No. 00-7534-4, \$6.00)

**EDRS Price MF-\$1.08 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Course Content, Curriculum Development, \*Curriculum Guides, Guides, \*Health Occupations Education, Medical Education, Practical Nurses, \*Practical Nursing, \*Secondary Education, Units of Study (Subject Fields)

Identifiers—Paraprofessional Personnel

The bulletin, a revision of Practical Nursing for High Schools published in 1963, is a guide for the licensed teacher of nursing in educating the practical nurse student. The publication can be used as a resource for developing the program in individual schools of practical nursing or to develop the behavioral objectives for each procedure. Part 1, Practical Nursing 1 and 2, intended for

the junior year, includes: fundamentals of practical nursing, body structure and function, growth and development, and normal nutrition and diet modification. Part 2, Practical Nursing 3 and 4, intended for the senior year, includes: nursing care of patients with diseases and disorders of the body system, maternal and child care, pediatric nursing, and psychiatric nursing. Each part consists of a brief general introduction and an outline of the objectives for the various units. Each unit presents a course outline developing a general topic, including application and patient-related activities. Where applicable, medical information about bodily systems and functions is provided. The appendix includes a history of the program, a 38-page bibliography, samples of various forms, a sample lesson plan and test, a 24-page visual aids list, and source directory. (Author/BP)

**ED 113 435** **CE 004 775**

**Self Instructional Manual for Tumor Registrars: Book 1, Objectives and Functions of a Tumor Registry.**

National Cancer Inst. (NIH), Bethesda, Md.

Report No—DHEW-NIH-75-917

Pub Date [73]

Note—137p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

Descriptors—Data Collection, \*Health Occupations Education, Medical Case Histories, \*Medical Record Technicians, Occupational Information, Programmed Instruction, \*Programmed Texts, Records (Forms), Study Guides

Identifiers—Cancer, \*Tumor Registrars

The programmed text is designed to provide tumor registrars with a means of learning the procedures for abstracting charts of cancer patients and for carrying out the other functions of a tumor registry. It was developed as an adjunct to on-the-job training for use without direct instructor supervision. Directions and suggestions for using the manual are provided. The content is presented in three major sections. The first deals with the definition of a tumor registry, general introduction to tumor registries, types of registries, confidentiality of patient records, and functions of registries (data collection, patient follow-up, education, and research). Descriptions of job activities and job aids of the tumor registrar are contained in the second section. The final section presents the relationship between the tumor registry and the hospital in general, other hospital departments, and outside medical organizations. The material is presented in paragraph and outline form. Objective and subjective test items are interspersed followed by answers. Important words in tumor registry vocabulary are underlined and defined. Sample medical record forms

are included in the text. Also contained are a two-page glossary, a selected bibliography for learner use, and a subject index. (MS)

**ED 113 436** CE 004 793

*Cook, Joyce And Others*

**Educating for the Integration of Occupational Clusters Into Careers. Information Series No. 3.** Northern Illinois Univ., De Kalb. ERIC Clearinghouse in Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—Info-Ser 3

Pub Date [75]

Note—113p.

Available from—ERIC Clearinghouse in Career Education, 204 Gabel Hall, Northern Illinois University, DeKalb, Illinois 60115 (\$4.50 including postage; \$5.50 foreign)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—Bibliographies, \*Career Education, Curriculum Development, Elementary Secondary Education, \*Literature Reviews, \*Occupational Clusters, \*Program Development

The literature review focuses on the nation's current readiness to incorporate the 15 USOE occupational clusters into the nation's evolving career education. This readiness first simplifies job complexity by grouping a multitude of jobs into occupational awareness, career orientation and exploration, and career selection and preparation. But knowledge of career development is needed to make career education work. So is a vision of education as a continuing arrangement of means by which individuals challenge their environments to make them speak back to them honestly. Systems knowledge is required. Management by objectives becomes an acutely needed technique. Titles cited in the review (the documents are contained in the ERIC or AIM/ARM collections) indicate the considerable span of career education. The program must be organized and administered in the school as a whole because the subject must be taught in elementary, middle, and high school and in post-secondary education as well. Occupational clusters must be introduced into the curriculum at all levels and reflected in the functions of career guidance, placement, and follow-up at various times. Some products of the cluster development efforts have been entered into the ERIC system and are identified and briefly described; projects developing material are described in the appendix. (Author)

**ED 113 437** CE 004 811

*Ryan, T. Antoinette*

**A Model for Implementing a Career Education System.**

Hawaii Univ., Honolulu.

Pub Date Apr 75

Note—31p.; Paper prepared for the American Educational Research Association Annual Meeting (Washington, D.C., April, 1975); The model and flow chart referred to in the document are not included

Available from—Dr. T. A. Ryan, University of Hawaii, 1776 University Avenue, Honolulu, Hawaii 96822 (\$1.00)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Career Education, \*Delivery Systems, \*Models, \*Program Development, Program Evaluation, \*Program Planning

The model for career education implementation defines three major functions which constitute the essential elements in the implementation process: planning, implementation, and evaluation. Emphasis is placed on the interrelatedness of implementation to both planning and evaluation of career education. The 11 subsystems involved in implementing career education are discussed: establish conceptual framework to conduct public relations/information service; establish enabling legislation/set policy; allocate/provide funds; establish advisory committee/organize staff; arrange community participation; arrange institutional participation; scheduling time; develop program guide; recruit/select/develop staff; develop/obtain software/hardware; and arrange facilities/sites. The initiation of the career education delivery system is concerned primarily with the pilot test and field test. To maintain the system, there must be a closed loop from system operation to evaluation to provide continuous feedback and direct adjustments in the operating system. The model as-

sumes a foundation of local initiative fostered and reinforced at regional and national levels. (Author/EC)

**ED 113 438** CE 004 881

**Aspects of a Modern Business Education Program.** New York State Education Dept., Albany. Bureau of Business Education.

Report No—Bull-205

Pub Date Sep 75

Note—42p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Business Education, Business Skills, \*Course Descriptions, \*Curriculum, \*Evaluation Criteria, Program Effectiveness, \*Program Evaluation, Rural Education, Secondary Education

A collection of six papers by New York business educators deals with criteria for judging the completeness and effectiveness of a business education program. The curriculum, recruitment, program promotion, image, and other aspects of a comprehensive high school program are outlined by C. Irene Schindler. Karen R. Gillespie of New York University describes the well-prepared business student as meeting the demands of business through skills acquired in high school curriculum, work experience, and youth organizations. The philosophy, curriculum, and unusual aspects of the suburban Kings Park High School program are discussed by Neil V. McNeill. Louise M. Petraglia and Wallace Kravitz detail methods for incorporating reality into business instruction at Mineola High School. Business education in a rural setting is the topic of Joan M. Gray from Au Sable Valley Central School, Clintonville. Hobart H. Conover of the State Education Department analyzes the relevancy of curriculum to modern business practice and the need to monitor the effectiveness of programs. A concluding section identifies Future Business Leaders of America programs, cooperative work experience, and simulation as important components in education programs. Three-unit vocational course sequences are listed for seven career areas. (MS)

**ED 113 439** CE 004 884

*Hand, Janice S.*

**From the Student: Vocational Education in Montana's Job Market.**

Western Interstate Commission for Higher Education, Boulder, Colo.

Spons Agency—Montana State Advisory Council for Vocational Education, Helena.

Pub Date Aug 74

Note—27p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Educational Assessment, Employment Experience, Followup Studies, \*Graduate Surveys, \*Program Evaluation, Relevance (Education), \*Student Opinion, Vocational Education, \*Vocational Followup

Identifiers—Montana

A two-part survey of 265 of Montana's approximately 2,300 post-secondary vocational technical education students was designed to measure student job skills in the State's job market and to provide a base for improving vocational education. The first part involved mailing questionnaires to 600 students randomly selected from 897, and was supplemented by the arbitrary selection of 150 from the same number for personal interviews. A closed-answer format, 12-item questionnaire was developed to gather information on: student educational completion, education as related to employment, student views of educational quality, and student concern regarding counseling and others. Results, based on 229 returned questionnaires and 36 conducted interviews are summarized in narrative and graphic form for each question. They show an overall satisfactory rating of vocational education by former students. An area of particular student concern was desire for school responsibility in providing job placement. The comment section of the questionnaire yielded a large number of suggestions and criticisms for improving vocational education. Sixteen response trends are identified as part of the conclusions. Appended are the questionnaire, computer print-out of total responses, correspondence forms, and acknowledgements. (MS)

**ED 113 440** CE 004 887

*Syllabus in Trade Welding.*

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 72

Note—56p.; The chart on page 39 will not reproduce in microfiche

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Course Content, \*Curriculum Guides, \*Metal Working Occupations, Post Secondary Education, Secondary Education, \*Trade and Industrial Education, Unit Plan, \*Welding

The syllabus outlines material for a course two academic years in length (minimum two and one-half hours daily experience) leading to entry-level occupational ability in several welding trade areas. Fourteen units covering are welding, gas welding, oxyacetylene welding, cutting, nonfusion processes, inert gas shielded-arc welding, welding cast iron, welding stainless steel, pipe welding, and plasma welding (optional) are presented in a three-column format. The first column lists the topics of instruction for each unit. Cognitive, affective objectives, and behavioral objectives corresponding to the topics are provided in the second column. The third column describes specific teaching activities for presenting the topics. Appended are a resource list of books, a list of audio-visual software with sources, a suggested group of tools and equipment necessary for a trade course in arc and acetylene welding, information on eye safety, and the procedure for obtaining welding certification in New York State. (MS)

**ED 113 441** CE 004 888

**Career Preparation in Data Processing—Keypunch Operator, Key-To-Tape Operator, Key-To-Disk Operator. An Instructor's Guide.**

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development; New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date [75]

Note—43p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Business Education, Curriculum Guides, Data Processing, \*Data Processing Occupations, \*Electronic Data Processing, Post Secondary Education, Secondary Education, \*Teaching Guides, Unit Plan

The outline presents six units of instruction for use in secondary schools and adult education programs to help prepare students with basic typewriting skills for employment as data entry operators. The units are: (1) introduction to punched card data processing, (2) nonbuffered card punch machines, (3) punched card verifiers, (4) buffered card punch/verifiers, (5) key-to-tape data recorders, and (6) key-to-disk data recorders. They are designed for use as follows: unit one as an introduction to any of the other units, unit three to follow unit two, and units two, four, five, and six, which do not build on the content of the other units, to be used in any sequence. Objectives for each unit are stated in behavioral terms. A two-column format lists topics necessary for an adequate presentation on the left and teaching methods on the right with textbook page references. A description is provided of instruction time required, facilities, application in secondary and adult education programs, classroom management, general teaching suggestions, and expected outcomes for the entire course. Also included are a three-page glossary and a 30-item bibliography of textbooks, references, films, transparencies, and programmed instructional units. (Author/MS)

**ED 113 442** CE 004 905

*Ellis, Stephen H. And Others*

**A Study of Career Centers in the State of California: Final Report.**

Grossmont Union High School District, Calif. Spons Agency—California State Dept. of Education, Sacramento. Research Coordinating Unit.

Pub Date 30 Jun 75

Note—191p.

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

Descriptors—\*Career Education, \*Career Planning, Costs, Facility Planning, Facility Utilization Research, Guidance Centers, Guidance Personnel, Guidance Programs, \*Occupational Guidance, Post Secondary Education, Program Planning, \*Resource Centers, Secondary Education, \*Vocational Counseling, Vocational Development

Identifiers—California, \*Career Centers, Career Guidance

California Career Centers are inschool information centers offering a variety of information and

guidance which can be used efficiently and constructively by career guidance personnel as an educational tool to facilitate the career development of students. This study represents an effort to assist guidance personnel to implement, maintain, and improve career centers. Data was collected from a questionnaire given to career centers and students in participating schools. Each of the essential parts of an operational career center are discussed at length: (1) staff (career counselor, work experience coordinator, and paraprofessional), considered in relation to their background and training, job description and allocation of time, and student utilization of their services; (2) printed and audiovisual sources of career information; (3) career center programs and activities; (4) the effectiveness of career centers on students; (5) financial aspects of operating career centers; and (6) evaluation. Detailed suggestions are offered on ways to implement, maintain, and improve a center. Each chapter includes recommendations and references designed to furnish practical guidelines for career education personnel, and the document concludes with a general summary of recommendations. A list of participating schools and the instrument used in the study are appended. (Author/EC)

**ED 113 443** CE 004 906  
CSIU Career Education Institute: Final Report: Vol. I.

Central Susquehanna Intermediate Unit 16, Lewisburg, Pa.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date 1 Nov 74

Note—37p.; For related documents, see CE 004 907-10

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—\*Career Education, Change Agents, Curriculum Development, Elementary Secondary Education, \*Inservice Teacher Education, \*Institutes (Training Programs), \*Material Development, Program Attitudes, \*Program Development, Regional Programs, Tables (Data), Teacher Attitudes, Teacher Improvement

Identifiers—Pennsylvania, \*Thematic Resources Activities for Career Education, TRACE

The document is the first volume of the final report on an inservice training institute in career education; five teams of K-12 educators from three different school districts in one region of Pennsylvania in the three one-week sessions, which were held at four-week intervals. The goals of the institute were to improve the scope of the participants' career education concepts, to increase their career education strategies and techniques and their commitment to career education, and to develop career education curriculum units and usable classroom media. The report briefly describes the procedures followed in organizing and conducting the institute, presents and analyzes the findings of surveys of the participants' attitudes and reactions, and concludes with an outline of the career education curriculum unit which was used to train the educators during the institute. Among the conclusions are these: A curriculum infusion model appears to be a viable strategy for introducing career education elements into a school; intensive sessions with intervals between them and interaction among participants from different districts facilitated the training. That participant teacher and counselor aides did not effectively support teachers' implementation of units is attributed to the omission of a specific training module for aides. (AJ)

**ED 113 444** CE 004 907  
CEI Final Report: Appendices: Vol. II.

Central Susquehanna Intermediate Unit 16, Lewisburg, Pa.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date [74]

Note—187p.; For related documents, see CE 004 906 and CE 004 908-10

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**  
Descriptors—Advisory Committees, Bibliographies, \*Career Education, Community Resources, Educational Resources, Elementary Secondary Education, \*Inservice Teacher Education, \*Institutes (Training Programs), Learning Laboratories, Measurement Instruments, Newsletters, Occupational Information, \*Pro-

gram Development, Regional Programs, \*Resource Materials, Teacher Attitudes

Identifiers—Pennsylvania, \*Thematic Resources Activities for Career Education, TRACE

The second volume of the final report on a regional inservice training institute in career education for teams of selected Pennsylvania educators, the document is a collection of 14 appendices to the actual report of the organization and proceedings of the institute, which was held in three one-week sessions at four-week intervals. The appendices are comprised of: (1) materials related to the proceedings of the institute, such as team meeting minutes, sample communiques, agendas, and worksheets; (2) career education resource materials, such as Bureau of Employment Security listings, job cluster descriptions, and occupational outlook information; (3) reference materials for program implementation, such as learning center guides, bibliographies, sample newsletters, and a booklet from a career education project in Cashmere, Washington, on generating community involvement through an advisory board; (4) evaluation forms used by the Pennsylvania institute to assess its effectiveness; and (5) the Career Education and Teacher Change Assessment Scale administered to institute participants. (AJ)

**ED 113 445** CE 004 908  
Thematic Resources and Activities for Career Education: CEI Final Report: Vol. III.

Central Susquehanna Intermediate Unit 16, Lewisburg, Pa.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date [74]

Note—300p.; For related documents, see CE 004 906-7 and CE 004 909-10

**EDRS Price MF-\$0.76 HC-\$14.59 Plus Postage**  
Descriptors—\*Career Education, \*Curriculum Guides, Elementary Secondary Education, Inservice Teacher Education, Institutes (Training Programs), Integrated Curriculum, \*Learning Activities, Program Development, Simulation, \*Teacher Developed Materials, \*Unit Plan

Identifiers—\*Thematic Resources Activities for Career Education, TRACE

The book, Volume Three of a final report, is a collection of teachers' guides to units in career education, written by Pennsylvania teachers during a regional inservice institute in career education. The format used, Thematic Resources and Activities for Career Education (TRACE), incorporates the concerns of the Pennsylvania Career Development Model and one of the 15 USOE career clusters into an academic subject already being taught. The collection contains one or two sample units for most grade levels from kindergarten to grade 12; additional units, indicated as appropriate for a span of two or more grade levels, cover the others. Each unit contains an introduction, a statement of goals and behavioral objectives, the concepts or generalizations to be developed, an outline of subject matter (academic skills, careers related to the thematic unit, specific occupational information, etc.) to be mastered, suggested student learning activities, the author's evaluation of the unit after using it, and a bibliography and resource list. An outline of the curriculum unit used to train educators during the institute is included, and the book concludes with three brief units developed by paraprofessionals: two model community simulations for elementary children, and a guide to using resources for secondary students. (AJ)

**ED 113 446** CE 004 909  
Community Resource Guide.

Central Susquehanna Intermediate Unit 16, Lewisburg, Pa.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date [74]

Note—39p.; For related documents, see CE 004 906-8 and CE 004 910

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—\*Career Education, \*Community Resources, \*Directories, \*Elementary Secondary Education, \*Resource Guides, Teacher Developed Materials

Identifiers—\*Pennsylvania (Columbia County)

The booklet is a directory to the career education resources of Columbia County in central Pennsylvania and was developed by teachers dur-

ing an inservice institute. It is the fifth volume of the final report of the institute. The resource persons or companies which appear in the directory are grouped by occupational cluster, then listed alphabetically within the cluster according to specific occupational title. For each community resource listed, an address and telephone number are given and a notation is made on the educational services offered (individual contact, class speaker, field trip), the amount of advance notice required, the grade level recommended, and the career subject which the resource person could address. In many cases, a brief comment notes additional information. Two indexes, one of occupational titles and one of company titles, refer the user to occupational cluster numbers. (AJ)

**ED 113 447** CE 004 910  
Elementary Resource Booklet: Vol V: CEI Final Report.

Central Susquehanna Intermediate Unit 16, Lewisburg, Pa.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date [74]

Note—137p.; For related documents, see CE 004 906-9

Available from—Career Education Service, Central Susquehanna Intermediate Unit, Box 213, Lewisburg, Pennsylvania 17837 (\$2.00)

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**  
Descriptors—Career Choice, \*Career Education, Career Exploration, Career Planning, \*Elementary Education, \*Occupational Information, \*Reference Books, \*Resource Materials

The resource booklet contains information on 130 different careers written for elementary students at a third grade reading level. The order of arrangement is by the 15 USOE occupational clusters. One illustrated page is devoted to each career, and each includes a brief job description; a list of the skills, aptitudes, and preferences required by the work; and a list of the steps an elementary pupil can take to prepare himself for the career. The booklet is the fifth volume of the final report of a regional inservice career education institute for selected Pennsylvania educators and was developed by the institute. (AJ)

**ED 113 448** CE 004 912  
Fales, Ann W. Leppert, Alice M.

Guidelines for Health Care Volunteers.

Church Women United, New York, N.Y.

Pub Date 74

Note—46p.

Available from—Church Women United, Service Center, Box 37815, Cincinnati, Ohio 45237 (\$2.00)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Community Health Services, Delivery Systems, Health Personnel, \*Health Services, Program Administration, Program Guides, \*Program Planning, \*Volunteers, \*Volunteer Training

The complex issue of health care delivery is of continuing concern among health care volunteers. Trends in health services that affect the volunteer include those resulting from government or funding policy; changes in the structure of the health professions; increasing consumer interest in health care; and the growing demand for health care information. Volunteer roles include direct service, administration, and policy setting. The planning and implementing of community health volunteer programs can follow one of two models. The first includes six steps: exposure-reflection; problem identification, analysis, and data gathering; goal setting; strategy and planning; implementation; and evaluation. The second focuses on the broad situation but can use the same steps as the first. The attitude to volunteer work should be that of professional commitment to the particular job and should be accompanied by a commitment to interpersonal skills in working with others and sometimes also advocacy for community health. Administering a community health care program involves: recruitment; using the available skills of the volunteers; orientation of volunteers; task design, assignment, and scheduling; and supervision. A form for community survey for a comprehensive approach to health concerns is included. (EC)

ED 113 449 88 CE 004 929

*Benedict, Mary And Others***Orientation to Health Occupations: Curriculum Guide for Health Occupations, Phase 1.**

Nevada State Dept. of Education, Carson City. Div. of Vocational-Technical and Adult Education.; Nevada Univ., Reno. Research and Educational Planning Center.; Washoe County School District, Reno, Nev.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 73

Contract—OEC-0-70-4782(361)

Note—40p.; For Phases II and III, see CE 004 930 and CE 004 931 respectively

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Career Education, \*Curriculum Guides, Elementary Secondary Education, Health Occupations, \*Health Occupations Education, \*Unit Plan

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

The document outlines a curriculum designed to orient the student to health occupations. It is presented in 12 units which offer basic information under the headings of: orientation to health occupations; personal qualities of health workers; communications; awareness of self; mental health habits; religious and ethnic considerations; body mechanics; nutrition; alcohol, drugs, and tobacco; the body as a unified whole and its parts; basic vital signs; and first aid. Each unit states its particular knowledge and instructional objectives and is divided into several topics for learning. A bibliography of books and films is given arranged by topics; suggestions for field trips and possible speakers from different disciplines are listed. (EC)

ED 113 450 88 CE 004 931

*Benedict, Mary And Others***Orientation to Health Occupations: Curriculum Guide for Health Occupations, Phase 3.**

Nevada State Dept. of Education, Carson City. Div. of Vocational-Technical and Adult Education.; Nevada Univ., Reno. Research and Educational Planning Center.; Washoe County School District, Reno, Nev.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 73

Contract—OEC-0-70-4782(361)

Note—38p.; For Phases I and II, see CE 004 929-30 respectively; Not available in hard copy due to marginal legibility or original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Career Education, \*Curriculum Guides, Dental Assistants, Health Occupations, \*Health Occupations Education, Nurses, Physicians Assistants, Post Secondary Education, \*Unit Plan

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

The document outlines a curriculum designed to prepare students for advanced health occupations. It is divided into four sections which offer basic information for: registered nurse and licensed practical nurse (32 units); dental assistant (19 units); medical assistant (26 units); and ward clerk (10 units). Each unit is divided into several topics for learning. A bibliography of books and suggested textbooks, and suggestions for speakers from the different disciplines are included. (EC)

ED 113 451 95 CE 004 934

*Hoots, William R., Jr.***The Development of an Evaluation Scheme for Career Education in the Middle Grades. Final Report.**

East Carolina Univ., Greenville, N.C. School of Technology.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BR-2-D-024

Pub Date Aug 73

Grant—OEG-4-72-0010

Note—40p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Career Education, Content Analysis, \*Educational Objectives, Evaluation Criteria, \*Evaluation Methods, Measurement Techniques, Secondary Education, \*Student Evaluation, \*Test Construction

The development of instruments to measure the attainment of career education objectives in the middle grades was the objective of this study. The procedures used involved the following tasks: analysis of career education objectives by a jury of vocational and industrial arts teachers; writing test items appropriate for evaluating learning in the cognitive, affective, and psychomotor domains related to the objectives; developing techniques for scoring the tests; and testing the instruments for validity and reliability. Since the objectives were pupil-centered and flexible it proved to be impossible to write objective items. The subjective nature of the test exposed an unanticipated problem of scoring, which was solved by the development of an explicit scoring key to be used by two independent scorers. The final form of the test contains 25 self and work-related items calling for written responses and is to be used at the ninth grade level. The list of objectives sent to the judges, the revised list of objectives, the test, and the scoring key for the test are appended. (Author/EC)

ED 113 452 CE 004 935

*Slick, James M. Welch, Frederick G.***An Evaluation of Cooperative Vocational Education Programs in Pennsylvania. CVE Monograph, No. 3.**

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Report No—CVE-3

Pub Date Jun 74

Note—77p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—Comparative Analysis, Cooperative Education, Cooperative Programs, \*Employment Experience, \*Graduate Surveys, Job Satisfaction, \*Vocational Education, \*Work Experience Programs

A 67 percent response was obtained from 2,165 graduates of three types of vocational programs who were surveyed approximately 18 months after graduation to determine and compare their degree of satisfaction with their high school programs and their jobs, programs are: (1) total in-school vocational program; (2) Capstone program—in-school vocational training followed by cooperative work experience in the senior year; and (3) diversified occupations program—total cooperative work experience with school programed related theory. Results of an employer questionnaire indicated satisfaction with the work produced by graduates from the different programs. The procedures and techniques used in collecting the data for this survey are discussed and the findings are described in detail. The findings showed that graduates of vocational programs had a much lower unemployment rate than did the national average of all high school graduates, with Capstone graduates having the lowest unemployment rates. Graduates from total in-school programs did least well in terms of obtaining and keeping employment, pay, job satisfaction, and employer satisfaction. Comments from graduates and employers and the graduate and employer questionnaires are appended. (Author/EC)

ED 113 453 CE 004 949

**Research Study on Planning for Connecticut Regional Vocational-Technical Schools. Final Report.**

University Research Inst. of Connecticut, Inc., Wallingford.

Spons Agency—Connecticut Vocational Education Research and Planning Unit, Hartford.

Report No—URIC-74-54

Pub Date Jun 74

Note—92p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*Area Vocational Schools, \*Enrollment Projections, \*Feasibility Studies, \*Regional Planning, \*Research Methodology, School Planning, Vocational Schools

Identifiers—\*Connecticut

To help determine the feasibility of establishing in any Connecticut town new regional vocational-technical schools that would not produce any adverse effects on existing schools, this research study presents a methodology and computerized program by which these assessments may be made. Part One discusses the need for this type of methodology and its important characteristics.

Part Two describes the concepts and parameters, including summary presentations of relevant statewide data and the procedural approach to determine the impact of a new regional vocational-technical school upon enrollments in existing regional vocational-technical schools. Part Three presents four illustrative case of proposed location areas and their projected impact on existing schools to demonstrate the implementation of the new methodology. Part Four presents detailed consideration of the various factors within the new enrollment projection methodology, their limitations and accuracy, and also considers potential improvements to the methodology through improved data collection and analyses. Summary conclusions and recommendations resultant from this study are discussed in Part Five. (Author/EC)

ED 113 454 CE 004 950

*Kurland, Norman D.***Study of Adult Education—Interim Report.**

New York State Education Dept., Albany.

Pub Date 10 Dec 74

Note—21p.; For related documents, see CE 004 951-4

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Adult Counseling, \*Adult Education, Adult Learning, \*Continuous Learning, Educational Objectives, Educational Television, Financial Support, Futures (of Society), Information Dissemination, \*Program Planning, \*Program Proposals, \*State Programs

Identifiers—New York

The first phase of the study on "The Education of Adults in New York in the Last Quarter of the Twentieth Century" was directed toward determining past, present, and future needs in adult education by conducting various interviews and examining literature in the field. Observations indicate that lifelong learning will be a central concern of education in the future, and much needs to be done to make lifelong learning available to all. A proposed "agenda for action" focuses on examination throughout the State of the Areas of: (1) financing, (2) information, (3) counseling, (4) adult learning goals, and (5) the role of the media, particularly television. Additional State or Federal financing for adult part-time students, information dissemination of adult education opportunities, and increased educational/vocational counseling are all viewed as major areas of concern. Proposed focus on adult learning goals has been narrowed to the initial key topic of adult knowledge regarding children and youth, with later emphasis on public affairs, occupations, and the elderly. Special attention is being directed to the role of television in adult education. Working papers on the five areas are being compiled to be used in future proposed consensus building conferences. (EA)

ED 113 455 CE 004 951

*Kurland, Norman D.***Study of Adult Education—Progress Report.**

New York State Education Dept., Albany.

Pub Date 7 Apr 75

Note—18p.; For related documents, see CE 004 950 and CE 004 952-4

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Adult Counseling, \*Adult Education, Adult Learning, \*Continuous Learning, Financial Support, Futures (of Society), Information Dissemination, \*Program Planning, \*State Programs

Identifiers—New York

A summary of the first nine months of the study on "The Education of Adults in New York in the Last Quarter of the Twentieth Century," the report has further explored what public policies and programs might serve to increase the participation of adults in individualized learning activities by examining the issues of: (1) financing, (2) information, (3) counseling, (4) adult learning goals, and (5) the role of the media, particularly television. An approach to financing adult learning that has generated much interest has been a universal lifelong educational entitlement plan to guarantee access to education for individuals throughout their lives. Several State papers related to the concept are presently being considered at the national level. Other possibilities being explored are the opportunities available through private resources. Effective information dissemination appears to be through existing agencies. Additional study is needed to determine how augmented vocational/educational counsel-

ing services can be provided. Only preliminary probes have been made into the issues of adult learning goals and the role of educational television. Action plans include discussion at State/regional adult education conferences, continued participation in the national exploration of the entitlement concept, and increased publicity on the lifelong learning concept. (EA)

ED 113 456 CE 004 952

Kurland, Norman D.

**Financing Lifelong Learning: Rationale and Alternatives.**

New York State Education Dept., Albany.

Pub Date 8 Apr 75

Note—23p.; For related documents, see CE 004 950-1 and CE 004 953-4

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Adult Education, \*Adult Learning, \*Continuous Learning, \*Financial Support, \*Futures (of Society), \*State Action, \*State Federal Aid

Identifiers—New York

A working paper for the study on "The Education of Adults in New York in the Last Quarter of the Twentieth Century," the discussion is directed to the financing of lifelong learning. It examines the many facets of the question, "What is the 'case' for considering education for all adults a public good and, therefore, an appropriate object of public policy and funding?" in perspective with other social concerns. It recognizes the need for increased public funding if opportunities for lifelong learning issues in the years ahead will be: Who will be funded? For what? How? How much? time for New York State to set as a policy objective the elimination of financial barriers to access to lifelong learning opportunities for all adults. Central public issues in the years ahead will be: Who will be funded? For what? How much? Some alternative Means of providing public funds to support adult education are discussed: (1) State financing of leadership positions, (2) State financing of information and counseling services, (3) State aid to institutions for adult students, (4) institutional incentive grants, (5) extensions of State aid to part-time and non-credit students, (6) entitlement approach, and (7) tax incentives. (EA)

ED 113 457 CE 004 953

Kurland, Norman D.

**Financing Life-Long Learning: An Approach to an Age-Neutral Educational Entitlement.**

New York State Education Dept., Albany.

Pub Date 5 Feb 75

Note—17p.; For related documents, see CE 004 950-2 and CE 004 954

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Adult Education, \*Adult Learning, \*Continuous Learning, \*Educational Legislation, \*Financial Support, \*Futures (of Society), \*State Federal Aid

Identifiers—\*Educational Entitlement, New York

Part of the study on "The Education of Adults in New York in the Last Quarter of the Twentieth Century," the paper presents one entitlement approach, in the form of an outline/analysis of a possible bill that might be developed, as an alternative to financing life-long learning. The paper is intended to stimulate further discussion of the idea of Educational Entitlement (EE). Main provisions of the hypothetical bill would entitle every adult American to receive an annual EE, beginning three years after last enrollment as a regular high school or college student and remaining available throughout the individual's life, to be used for any of a broad range of educational activities. Funding possibilities would be annual funds appropriated by Congress or a special tax to pay for EE. Basic reasons cited for public subsidy of adult learning through EE include: (1) reducing the cost barrier for more adults to participate; (2) seeking to change the fact that those who now participate tend to be those who have already had more education; (3) providing adults with maximum decision-making in determining their education; and (4) adjusting public financing policy for education toward a position of "age neutrality" for adults. (EA)

ED 113 458 CE 004 954

Comly, Lucy T.

**Community-Based Educational and Career Information and Counseling Services for the Adult Public.**

New York State Education Dept., Albany.

Pub Date 27 Jan 75

Note—39p.; For related documents, see CE 004 950-3

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Adult Counseling, \*Adult Education, \*Continuous Learning, \*Counseling Services, \*Counselor Certification, \*Counselor Training, \*Federal Aid, \*Futures (of Society), \*Information Dissemination, \*Program Costs, \*Program Planning, \*State Programs

Identifiers—Career Counseling, Needs Assessment, New York

A working paper for the study on "The Education of Adults in New York in the Last Quarter of the Twentieth Century," the report is directed to the provision of educational/career information/career counseling services for the adult public. The paper is intended to stimulate discussion on the topic at the State and national level. The main purposes of the report are: (1) to describe the types of services now available; (2) to identify the need for such services; (3) to define the problems, needed research, and policy issues involved in providing the services; and (4) to identify alternative solutions. Discussion covers: the need for information and counseling services (as evidenced by survey data, reports by educational commissions, individual response to services, and Federal government and private foundation financial support); various possible support services for providing educational information and counseling services (a statewide educational resource data bank, the licensing of counselors and charting of counseling agencies, and a resource and planning center); staffing of counseling services; training programs for counselors of adults; and the cost and funding of these services. A chart in the appendix lists and describes existing counseling services throughout New York State. (EA)

ED 113 459 CE 004 955

Comly, Lucy T.

**The New York State Vietnam Veteran: His Immediate and Continuing Needs in Post-Secondary Education.**

New York State Education Dept., Albany. Bureau of Post-Secondary Continuing Education.

Pub Date Jan 75

Note—60p.; Revised, January, 1975

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Counselors, \*Educational Counseling, \*Educational Needs, \*Educational Problems, \*Post Secondary Education, \*Veterans, \*Veterans Education

Identifiers—New York, \*Vietnam Veterans

Educational and training benefits under the G. I. Bill of 1966 exist for Vietnam era and peacetime veterans. In 1974 New York State accounted for 513,000 Vietnam veterans and 248,000 peacetime veterans who are eligible for G.I. educational benefits, but only half of those eligible had applied for available benefits. Lack of adequate outreach and counseling services in different agencies and schools have contributed to the 14 percent unemployment rate of Vietnam veterans. A continuing increase in veteran population is projected with 80 percent eligible for postsecondary educational opportunities. A characterization of the Vietnam veteran is given in terms of location, age, educational background, and employment. Discharge procedures, available counseling, and G. I. benefits are described with reference to the various State agencies that offer information and assistance to veterans. Problems encountered are also discussed. Examples of programs that assist the veteran and a model program are given as a guide for veteran counselors. Problem areas in meeting the needs of the veterans are identified as related to limited federal funding, lack of interagency cooperation, and lack of outreach and counseling services. Appended material include documentation for the study. (EC)

ED 113 460 CE 004 956

**Seminar on "Structures of Adult Education in Developing Countries, with Special Reference to Africa". Final Report.**

African Adult Education Association, Lusaka (Zambia).

Spons Agency—Danish International Development Agency, Copenhagen.; United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 75

Note—37p.; Seminar held at the Institute of Adult Studies, Kikuyu, Nairobi, Kenya, Feb. 16-22, 1975; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Adult Education, \*Adult Education Programs, \*Comparative Education, \*Developing Nations, \*Educational Methods, \*Educational Objectives, \*Instructional Staff, \*Program Administration, \*Program Costs, \*Program Development, \*Resources, \*Seminars

Identifiers—\*Africa

The Kikuyu seminar, third in a series of international meeting on the use of comparative studies as a tool of adult education, focused on the application of the comparative approach to developing countries, particularly Africa. Essential components of the structure of adult education were divided into main sectors, which are individually discussed within the document: (1) goals of adult education; (2) content of adult education; (3) providing agencies; (4) administration and finance; (5) staff, training, and research; (6) methods and materials; and (7) external relationships. The report highlights the range of subjects within each sector, indicates some of the alternatives under discussion, and offers 17 recommendations related to the seven sectors. The seminar conclusion was that "only by taking a comprehensive view of the total field of adult education, regarding it as a system made up of apparently independent but nevertheless interacting components each either supporting or weakening the others, would it be possible to secure a harmonious development of the whole and thus bring about a significant and lasting development of adult education." Appendixes contain the opening speech by the Minister for Housing/Social Services, Kenya and diagrams of adult education structure in Sudan, Tanzania, and Zambia. (EA)

ED 113 461 CE 004 957

Rosen, Howard

**Recent Manpower Legislation and Programs: Implications for Research and Development. Occasional Paper No. 7.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Pub Date 75

Note—17p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Employment, \*Employment Programs, \*Federal Legislation, \*Federal Programs, \*Labor Demands, \*Labor Market, \*Manpower Needs, \*Manpower Utilization, \*Public Service Occupations, \*Research Needs, \*Unemployment

Recent economic trends led to several pieces of manpower legislation and the establishment of several programs: the Manpower Development and Training Act of 1962, the Comprehensive Employment and Training Act of 1973, and the Emergency Jobs and Employment Assistance Act of 1974. This legislation opened public service jobs and established Federal programs for special unemployment assistance. The role of manpower programs in alleviating the unemployment situation and the need to develop human resources to meet employment needs in the future are discussed. Aspects of the implications that these programs have for research and development issues in the making of comprehensive manpower plans and the establishment of planning councils are reviewed. Some of the research and development needs arising from current public service employment programs are raised. Suggestions for major efforts under manpower programs include: special programs for disadvantaged clients; providing income assistance to ex-offenders; placing trained minority women in jobs commensurate with their skills; and improving the employment service. Other areas for research and development concern the transition from school to work for young people and the increasing unemployment rate of black teenagers. (Author/EC)

ED 113 462 CE 004 958

Siffin, William

**Institution-Building in Technical Assistance: The Design Perspective and Some Implications for Research and Development in International Education. Occasional Paper No. 8.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Pub Date 75

Note—16p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Conceptual Schemes, \*Developing Nations, \*Institutions, \*Research Design, \*Research Methodology, \*Technical Assistance



Different approaches to economic assistance for developing nations have been used over the years. These basically involved building institutional structures such as those found in developed nations and the introduction of investments and industrialization. The Interuniversity Research Program on Institution Building studied various aspects of institution-building, development, and problems encountered in building agricultural research, teaching, and service institutions in developing countries. The need for more knowledge of technical assistance methodology resulted in various research projects to study ways of improving technical assistance and institution-building based on a new model. A design perspective approach to institution-building concerns effective arrangements within the domain of technical assistance encompassing implementation and evaluation. Designing is a unique process for a particular problem where technical assistance is often affected by the characteristics of agencies and environments. Questions concern the applicability of the design approach on a practical level, its basic assumptions, and what impact it might have on the field of education. (EC)

ED 113 463 95 CE 004 959

Bagley, Roy  
Project "Guidance In Vocations and Education (G. I. V. E.): Exemplary Project: Final Report. School Administrative District 51, Cumberland Center, Maine.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.; Maine State Dept. of Educational and Cultural Services, Augusta. Bureau of Vocational Education.

Pub Date 30 Jun 75

Note—118p.; Career Gram v2 n12, 22, and 23, and newspaper clippings have been removed as they will not reproduce in microfiche

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—\*Career Education, \*Educational Programs, Elementary Secondary Education, Field Trips, Individualized Instruction, Job Placement, Newsletters, \*Program Descriptions, Program Evaluation

Identifiers—Guidelines In Vocations and Education, Project GIVE

The final report describes the second operational year of Project G.I.V.E. (Guidance in Vocations and Education), an exemplary career education project based on individualized instruction for students in grades K-12 in a Maine school district. The 14-page body of the report presents problem areas, goals, procedures, results, and evaluation of the project. The remainder of the report consists of appendices: the proposal for a workshop on communication, field trip guidelines, the YES program (a placement service), samples of the Career Gram (a career newsletter). New Educational Directions (NED) evaluation reports, a Vocational Exploration Group (VEG) report, and lists of guest speakers, field trips, and career exploration experiences. (JR)

ED 113 464 CE 004 962

Plummer, Jack M., Ed.

Workshop on the Work-Study Experience Program.

Arkansas Univ., Fayetteville. Arkansas Rehabilitation Research and Training Center.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No—ARR&TC-606

Pub Date Apr 71

Note—62p.; Papers presented at the workshop on the Work-Study Experience Program (Hot Springs, Arkansas, April 14-15, 1971)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Cooperative Programs, Handicapped Students, \*Mentally Handicapped, Program Planning, Public Schools, Rehabilitation Centers, Special Education, \*Vocational Rehabilitation, \*Work Experience Programs, \*Workshops

The publication, a summary of a two-day workshop for education and rehabilitation personnel working with the mentally retarded student-client, contains the rationale for work-study experience programs, guidelines for establishing and maintaining a program, and information on various stages of the process. The following papers, which are included in the document, were presented: John R. Peck (Department of Special

Education, University of Texas, Austin), "Why We Need Work-Study Programs"; Stanley Fudell (Department of Special Education, Texas Tech University, Lubbock), "Planning and Implementation of a Work-Study Program"; and Tom J. Hicks (Director of Special Education, Arkansas State Department of Education, "Status of Program Standards and Accreditation for Work-Study Programs in Arkansas". Two role-playing panel discussions, also included, were held to exemplify the establishment of a work-study experience program and to provide insight into the cooperative nature of the program and familiarization with the student-client. (EA)

ED 113 465 CE 004 963

Authorization for Voluntary Services of Certain Students; Hearing Before the Subcommittee on Manpower and Civil Service of the Committee on Post Office and Civil Service; House of Representatives; Ninety-Fourth Congress; First Session.

Congress of the U. S., Washington, D. C. House Committee on Post Office and Civil Service.

Pub Date 12 Jun 75

Note—45p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Educational Programs, \*Federal Government, \*Federal Legislation, Government Employees, \*Internship Programs, Student Employment, \*Student Volunteers

The hearing considered two bills, H.R. 2162 introduced by Charles Wilson of California, and H.R. 3522 by C. W. Bill Young of Florida, which authorize any officer or employee of the United States to accept the voluntary services of certain students for the United States. This was advocated by President Ford in his commencement address to the Ohio State University where he strongly emphasized the need to bring education and employees together in a new climate of credibility and pledged the government's help to create a responsive vocational environment. The testimony presented includes comments from students participating in the Executive High School Internships of America Program, serving as special assistants to senior officials in government, private nonprofit agencies, civil organizations, educational and cultural institutions, mass communications, and the private sector. Other supportive testimony came from sponsors and schools involved in the Internship Program, the Associate Secretary of the National Association of Secondary School Principals, the Administrative Assistant of the Association for Supervision and Curriculum Development, and others. The full text of all testimony and discussion is included in the document. (Author/EC)

ED 113 466 95 CE 004 964

North Dakota Vocational Education Assessment System.

North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit; North Dakota Univ., Grand Forks. Dept. of Business and Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Note—45p.; For related document, see CE 004 965

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Educational Assessment, \*Evaluation Criteria, \*Evaluation Methods, Measurement Instruments, Post Secondary Education, \*Program Evaluation, Secondary Education, \*Vocational Education

The instrument was designed for an assessment program to assist schools and institutions in determining specific needs of their vocational programs and to provide the North Dakota State Board for Vocational Education with accountability data for use in program development. The form is divided into 12 sections to facilitate identification of program needs: philosophy and objectives, curriculum, instructional staff, administration, physical facilities and equipment, instructional materials and supplies, guidance, community involvement, student organizations, advisory committees, students with special needs, and occupational experience. Detailed criteria for each section are listed with ratings to be indicated on a five-point continuum ranging from major improvements needed to no improvements needed. The scale also provides a space for indicating that the criteria does not apply. Each page of the instrument, to be marked by a self-

assessor and/or outside evaluator, is produced in duplicate for use with carbon paper. A rating scale (0-100) following each section represents a summary evaluation to be marked based on responses to the criteria for each section. Space for comments and recommendations is also provided. Finally, an assessment profile sheet contains space for indicating the summary ratings for the major sections and an overall program rating. (Author/MS)

ED 113 467 CE 004 965

North Dakota Vocational Education Assessment System: Office Education.

North Dakota State Board for Vocational Education, Bismarck.

Note—14p.; For related document, see CE 004 964

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Business Education, \*Educational Assessment, \*Evaluation Criteria, \*Evaluation Methods, Measurement Instruments, \*Office Occupations Education, Office Practice, Post Secondary Education, \*Program Evaluation, Secondary Education, Stenography, Typewriting

The assessment instrument for office education programs is a five-point rating scale for determining how well student needs are met in typewriting, shorthand, and office practice courses. Detailed criteria are listed to be rated on the scale, which can also be used to indicate that the criterion statement does not apply. General areas for which criteria are listed the courses are: scope and objectives, instruction, standards, learning materials and facilities, guidance, organization, and content. A summary rating scale and space for comments and recommendations is provided for each of the three areas. The pages of the form are produced in duplicate for use with carbon paper. (MS)

ED 113 468 CE 004 966

Soetrismo, Heru

Prediction of Academic Performance of the U.S. Navy Officer Students in Operations Research/Systems Analysis Curriculum at the Naval Postgraduate School.

Naval Postgraduate School, Monterey, Calif.

Report No—AD-A009-922

Pub Date Mar 75

Note—77p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (AD-A009-922; HC \$4.75; MF \$2.25)

Document Not Available from EDRS

Descriptors—Academic Achievement, Academic Records, Biographical Inventories, \*Grade Prediction, \*Graduate Students, Graduate Study, Masters Theses, Measurement Instruments, \*Military Personnel, Military Schools, \*Officer Personnel, \*Predictive Measurement, Predictive Validity, Predictor Variables, Vocational Interests

A study of the U.S. Navy officer students who were registered in the Operations Research/System Analysis curriculum at the Naval Postgraduate School (NPS) in spring, 1974, was conducted using biographical data, the Strong Vocational Interest Blank, and the Graduate Record Examination to develop an equation predicting academic performance of U.S. Navy officer students. Several prediction equations were derived, using a development sample and then cross-validated, using a hold-out sample; the results were statistically significant. Four of the prediction equations derived were selected to be further analyzed to obtain regression coefficients, using the Jackknife procedure. No significant differences were found between the results obtained using the Stepwise Regression procedure and the Jackknife procedure. It was concluded that data from the three instruments (the biographical questionnaire, the Strong Vocational Interest Blank, and the Graduate Record Examination), as well as data from any combination of two (or three) of them, provided higher potential for predicting academic performance than did prior academic performance. It is pointed out that the group studied was highly homogeneous; already accepted to NPS, all the officer students had a prior grade average of 2.5 or above. Among appendices are the biographical questionnaire, the Strong Vocational Interest Blank, and graduate education potential categories for classification. (Author/AJ)

ED 113 469 CE 004 967

Bonini, Charles P.

Computers, Modeling and Management Education. Technical Report No. 6.

Stanford Univ., Calif. Graduate School of Business.

Spons Agency—Office of Naval Research, Washington, D.C. Organizational Effectiveness Research Program.

Report No.—TR-6

Pub Date 1 May 75

Note—31p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (AD-A009-832; HC \$3.75; MF \$2.25)

Document Not Available from EDRS

Descriptors—Administrative Change, Change Strategies, Communication Problems, \*Computers, Decision Making, Educational Problems, Interaction, Management, \*Management Development, \*Management Education, \*Management Information Systems, Models, \*Operations Research, Organizational Change, Problem Solving, Technological Advancement

Identifiers—\*Computer Models

The report begins with a brief examination of the role of computer modeling in management decision-making. Then, some of the difficulties of implementing computer modeling are examined, and finally, the educational implications of these issues are raised, and a comparison is made between what is currently being done and what might be done to improve managerial use of computer modeling. The main thesis of the paper is that Computer Management Information (MIS) and Operations Research/Management Science (OR/MS) technicians have had little impact on top-level managerial decision-making. Some of the reasons for this include lack of communication, lack of necessary management incentive, differences in cognitive style between managers and OR/MS/MIS analysis, the perceived threat of the OR/MS/MIS techniques, and the fact that computer modeling is yet a relatively new technique. The report holds that computer models must be developed which interact with the manager to extend his thinking ability, rather than solve a problem. Management education has generally neglected managerial issues related to computer modeling. The use of computerized games and cases studied is discussed as a means for training managers to model effectively. (Author/AJ)

ED 113 470 CE 004 968

Parker, Edward L.

Generalized Training Devices for Avionic Systems Maintenance.

Anacapa Sciences, Inc., Santa Barbara, Calif.

Spons Agency—Naval Training Equipment Center, Orlando, Fla.

Report No.—AD-A009-805; AS-TR-164-1

Pub Date Apr 75

Note—86p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (AD-A009-805; HC \$4.75; MF \$2.25)

Document Not Available from EDRS

Descriptors—Aviation Mechanics, Aviation Technology, \*Design Needs, Equipment, Equipment Evaluation, \*Equipment Maintenance, \*Military Training, \*Task Analysis, Trend Analysis

Identifiers—\*Avionics

A research study was conducted to determine the feasibility and desirability of developing generalized training equipment for use in avionic systems maintenance training. The study consisted of a group of survey and analytic tasks to provide useful guidance to serve the needs of the Naval Aviation community in future years. The study had four specific objectives: (1) to assess the extent of maintenance task commonality existing among airborne weapons systems; (2) to identify new developments and design trends in avionics equipment; (3) to recommend the development of specific generalized training devices; and (4) to describe the general design characteristics of the training equipment recommended. The following tasks were completed and are reported: (a) a survey and inventory of operational aircraft; (b) the selection of a sample of avionics systems; (c) the identification of major task requirements existing for those systems; (d) a survey of new developments in avionics system design; and, (d) a survey of

present maintenance practices. Recommendations were formulated for generalized training equipment development: (1) a generalized communication system maintenance trainer; (2) a digital systems training device, augmented for avionics; and (3) a series of generalized devices for teaching lower level maintenance skills. (Author/AJ)

ED 113 471 CE 004 969

Cleven, Arlene M. Fucigna, Joseph T.

School Bus Driver Instructor Training Institute. Final Report.

Dunlap and Associates, Inc., Darien, Conn.

Spons Agency—National Highway Traffic Safety Administration (DOT), Washington, D. C.

Report No.—DOT-HS-801-379

Pub Date Jan 75

Note—190p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (PB-240-109; HC \$7.00; MF \$2.25)

Document Not Available from EDRS

Descriptors—Course Content, Course Organization, \*Driver Education, Evaluation Methods, \*Institutes (Training Programs), Lesson Plans, Practicums, \*School Buses, Teaching Methods, Traffic Safety, \*Trainers, \*Training Techniques, Workshops

The National Highway Traffic Safety Association (NHTSA) has supported the development of a training program for school bus drivers in the form of a curriculum package (instructor's, course, and trainee study guides). To assist the States in making the program operational, NHTSA in 1974 supported the conduct of five five-day institutes to explain the curriculum package in detail to potential instructors and teach them how to teach. The document reports on the institutes, describing the planning, preparation, management, and evaluation procedures. Findings include these: 99 percent of the 78 enrollees from 47 States and two territories expect to be personally involved in school bus driver training efforts if the course is offered at the local level; 97 percent expect their organizations to use NHTSA materials; and 92 percent rated the institute as quite or very valuable. Among the appendices are 70 pages outlining the institute's presentations to the trainees. These include teaching methodology topics as well as curriculum-specific topics, and workshop procedures which included lesson organization and practice teaching. Teaching at the institutes was shared by Dunlap and Associates, Inc., and Central Connecticut State College. Various educational institutions in different areas served as hosts. (AJ)

ED 113 472 95 CE 004 970

A Survey to Follow-Up on Graduates of Sunnyside [Arizona] High School to Determine Vocational Placement: Final Report.

Sunnyside School District, Tucson, Ariz.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.—74-RMG-1312

Pub Date 10 Jun 74

Note—19p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Educational Assessment, \*Employment Experience, Followup Studies, \*Graduate Surveys, \*High School Graduates, \*Job Placement, Program Effectiveness, Relevance (Education), Vocational Education

Identifiers—Arizona (Tucson)

A survey of the 1972 and 1973 graduating classes from Sunnyside High School, Tucson, Arizona was conducted to secure information on the effectiveness of vocational training. An instrument was designed to determine placement in areas related to training, additional on-the-job training needed, and academic satisfaction of nonvocational graduates. A 39 percent return was obtained, and results are tabulated and analyzed. Fifty-three percent of the graduates responding were employed, 37 percent were not looking for work, and only 9.6 percent indicated that they were looking for work. Of those working 67 percent said that they were not working in jobs where they had high school training. On-the-job training was not needed by 54 percent of those responding. Where it was required, the length of training for over 50 percent was one to three weeks. The number of graduates in postsecondary education was 48.7 percent. The survey indicated that vocational and academic courses were

generally satisfactory in meeting the needs of work and college. Recommendations are given for improving the placement program and increasing the amount of vocational and academic courses. A copy of the survey used and selected comments are included. (Author/EC)

ED 113 473 95 CE 004 971

Willis, Larry F.

Research and Development Project in Career Education: [Milford, Nebraska]: Final Report. Milford Public Schools, Nebr.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.; Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.

Bureau No.—V261012L

Pub Date 20 Sep 73

Grant—OEG-0-72-0803

Note—67p.; Not available in hard copy due to marginal reproducibility of the original; For related documents, see CE 004 972-4

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Career Education, \*Elementary Secondary Education, \*Program Descriptions, Program Development, \*Program Evaluation

The report outlines a K-12 career education program planned and implemented for 18 months. Six goals and objectives were designed to produce career exploration and practical occupational experiences, an instructional model, student and community counseling and placement services, and inservice education. The procedures followed in developing the program and 19 results and accomplishments are listed and discussed. Also described are means of internal and external evaluation and nine conclusions and recommendations for improvement and expansion of the program. The second part of the report presents the results of a third party evaluation done by the Research Coordinating Unit, University of Nebraska which attempted to relate project activity, recommendations, and suggestions to project objectives. Results, activities, and problems were reported to the evaluation committee on a quarterly basis. Tabulation of activities and recommendations directed at the objectives indicates the productivity of the project. The evaluation concludes with a list of future recommendations for what was found to be a generally successful program having local and statewide impact. Appended are: list of career education source materials, student evaluation of an instructional unit, list of teacher-developed units, PERT chart of learning activities for staff improvement, and inservice program evaluation instrument. (MS)

ED 113 474 CE 004 972

Willis, Larry F.

Career Education: A Nebraska Model at Milford Public Schools.

Milford Public Schools, Nebr.

Spons Agency—Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.

Pub Date 14 Feb 73

Note—36p.; For related documents, see CE 004 971 and CE 004 973-4

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Career Awareness, \*Career Education, Career Exploration, Elementary Secondary Education, \*Learning Activities, \*Program Descriptions

Some of the career education activities which have taken place during the first year of a comprehensive K-12 program involving 780 students in six schools are summarized in the report. The program, developed for a rural community (Milford, Nebraska, population 1,850), had six objectives designed to produce career exploration and involved practical occupational experiences for students, an instructional model, counseling and placement services for students and community members, and inservice education. The project was evaluated using the pretest, post-test method. Components briefly described are: (1) inservice program, (2) new program implementation, (3) highlights of first semester (list of guest speaker, project, and field trip activities for all grades), (4) conceptual career education model program (emphasizing the concepts of self, career orientation, and world of work), (5) Milford Information Center which provides students, parents, and dropouts with career, job placement, and educational information, and (6) the K-12 counseling and guidance program. A three-page list of career

education references and materials is included. Appended are the conceptual model, titles of teacher-produced units, description of the counseling and guidance program, one secondary and three elementary teaching units, and an information center newsletter. (MS)

**ED 113 475** **CE 004 973**  
Willis, Larry F.

**Program Planning and Implementation for the "Exploration Through Technology" Program at Nebraska Technical College.**

Milford Public Schools, Nebr.  
Spons Agency—Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.

Pub Date 15 Jun 73

Note—33p.; For related documents, see CE 004 971-2 and CE 004 974

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—Career Awareness, Career Education, \*Career Exploration, Program Descriptions, \*Secondary Education, \*Technical Occupations, \*Trade and Industrial Education, Vocational Interests

An exploration program, part of a comprehensive rural school-based career education project, utilized mini-course offered in cooperation with a community college to introduce ninth through eleventh grade students to technological careers. The objectives of the program were to provide students with short-term exploratory experience and at least one competency in a curriculum area while developing the concept of community services provided by the college. Eighteen four to six hour mini-courses were structured in five occupational curriculum divisions: business, auto and diesel, construction, electrical and electronics, and manufacturing and fabrication. The courses were taught by college staff at the college between spring and summer quarters. Of 1,100 students initially indicating an interest in the two-day program and selecting four course choices, 154 actually attended both days. Inservice program development, student enrollment priority, promotion of the program to other area schools and the community, assessment of program need by area counselors and superintendents, means of evaluation, description of content and activities for four courses, and a PERT chart are included. Summaries of student and staff evaluation forms indicate a generally favorable response to the courses. Appended are: planning schedules, promotion materials for superintendents and counselors, and course registration forms. (MS)

**ED 113 476** **CE 004 974**  
Willis, Larry F.

**Career Education in a Rural Setting: A Pre and Post Test Approach.**

Milford Public Schools, Nebr.  
Spons Agency—Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.

Pub Date 1 Sep 73

Note—97p.; Not available in hard copy due to marginal reproducibility of the original; For related documents, see CE 004 971-3

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Career Education, Elementary Secondary Education, \*Program Evaluation, \*Questionnaires, \*Test Results

The results of a pre and post-test designed to provide continuous evaluation of a K-12 career education program are contained in the report. Students, teachers, administrators, and counselors from Milford Public Schools and from four control school districts, whose characteristics are described in the report, participated in the evaluation. Members of the Milford Parent Teacher Organization (PTO) were also respondent in the tests which were administered in May, 1972 and May, 1973 to the same populations. The evaluation instrument consisted of 11 components: (1) questionnaire on occupational units, (2) counselor questionnaire, (3) student ranking of occupations, (4) student listing of occupations they knew something about, (5) occupational and educational information test, (6) school sentiment index, (7) choosing a job inventory, (8) cooperative education sentiment index, (9) attitudes toward a guidance program, (10) administrative evaluation, and (11) Milford PTO evaluation. Data presented separately for each component includes: the collection form, an objective, the procedure used, results of pre and post-tests (tabulated for each school), observations, and conclusions. Appended is a letter of commitment for participating schools. (MS)

**ED 113 477** **CE 004 976**

Gingras, Constance, Comp. And Others

**Career Education Activities: Primary Grades.**

New Hampshire State Dept. of Education, Concord. Div. of Instruction.

Note—65p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Career Awareness, \*Career Education, Class Activities, \*Learning Activities, Occupational Information, \*Primary Education, \*Teaching Guides

Different aspects of life can be experienced by a child in a learning environment offered by a teacher. Such experiences will better prepare the student for the future in his dealings with other people and situations. The book offers detailed suggestions for various ways in which the teacher can introduce to the student in the primary grades information about various occupations and also words which may be useful in future reading and writing experiences. It contains sections on words to know, things to talk about, and things to do relating to different environments the child finds himself in (home, school, and community). Information is provided for the teacher about a variety of occupations, geared to the suggestions for student activities. (EC)

**ED 113 478** **CE 004 983**  
**The Demography of the New York Population of Educationally and Economically Disadvantaged Adults.**

New York State Education Dept., Albany. Bureau of Post-Secondary Continuing Education.

Pub Date Jun 75

Note—33p.; Revised, June, 1973; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Adult Characteristics, \*Adult Education Programs, Census Figures, \*Demography, \*Economically Disadvantaged, Educational Background, \*Educationally Disadvantaged, Educational Needs, Educational Objectives, Educational Opportunities, Females, \*Post Secondary Education, Senior Citizens, State Surveys, Tables (Data)

Identifiers—\*New York

The document examines the adult population of New York State demographically in terms of potential participation in postsecondary continuing education. Information is divided into four sections of supplemental data. Section one, New York State Population, discusses the general characteristics of the adult population (those 25 and over). Section two, Educational Levels, state that less than 12 years of schooling has been received by 47 percent of the State population, with 31 percent receiving 12 years of schooling, and 22 percent having 13 or more years of education. Potential participants in the educational programs number 3.5 million. Section three, Specific Populations to Be Served by Postsecondary Continuing Education, examines women, senior citizens, and the educationally and economically disadvantaged. It is stated that this last group is in the most need of, and least represented in, continuing education programs. Section four, Summary of Report, presents the specific group statistics. Federal census data and estimated adult learning audience for New York State (1970), a list of 1974 New York State legislative bills concerning senior citizen education, two tables regarding New York State's economically disadvantaged, data on the Higher Education Act of 1965, and a legislative memorandum regarding program support are appended. (LH)

**ED 113 479** **95** **CE 004 989**

**Identification of Tasks in Home Economics Related Occupations: Food Service.**

Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.; Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education.; University of Northern Iowa, Cedar Falls. Dept. of Home Economics Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—271p.; For related documents, see CE 004 243-246 and CE 004 990

Available from—State Director, Career Education Division, Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319 (No price given)

**EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage**

Descriptors—Food Service Industry, \*Food Service Occupations, Food Service Workers, \*Occupational Home Economics, Occupational Information, Statistical Data, Statistical Studies, Statistical Surveys, Tables (Data), \*Task Analysis, Task Performance

The study was made to obtain curriculum development data for food service education programs below the baccalaureate level. Tasks related to the job functions of service, production, sanitation/safety, menu planning, procurement, supervision, and management were studied for five job categories of full-time personnel: middle-level service, upper-level service, middle-level production, upper-level production, and manager. Questionnaires, personal interviews, and a task list were used to obtain information from managers and employees in 32 restaurants, 20 hospitals, 14 nursing homes, 23 colleges/universities, and 21 schools in Iowa which met the selection criteria. Data from 339 of a possible 525 tasks lists are analyzed in detail and are also presented in tabular form for each job category, classified by establishment type, to show the percent of personnel performing the tasks, relation of task patterns to job category and establishment type, and frequency of performance. A detailed summary presents specific conclusions supporting three general outcomes: Tasks for the job categories and establishments were identified, commonality and uniqueness in their performance was demonstrated, and probable changes in task combinations were shown. A three-page reference list and appended data collection materials and tables of data are included. (MS)

**ED 113 480** **95** **CE 004 990**

**Identification of Tasks in Home Economics Related Occupations: Family and Community Services.**

Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.; Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education.; University of Northern Iowa, Cedar Falls. Dept. of Home Economics Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—155p.; For related documents, see CE 004 243-246 and CE 004 989

Available from—State Director, Career Education Division, Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319 (No price given)

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

Descriptors—\*Community Services, Family Management, Family Problems, Home Health Aides, Housing Management Aides, \*Human Services, Matrices, \*Occupational Home Economics, Occupational Information, Statistical Data, Statistical Studies, Statistical Surveys, \*Subprofessionals, Tables (Data), \*Task Analysis, Task Performance, Visiting Homemakers

The study of task identification in family and community services presents statistical correlations of task frequencies obtained by questionnaire for the occupations of visiting homemaker or homemaker home/health aide, family planning health aide, counselor on alcoholism, management aide in low-income housing projects, deputy juvenile probation officer aide, and family management service aide. One-way matrices present, for each occupation, tasks arranged vertically in descending order of overall mean frequency of performance. A two-way matrix correlates task information for all six occupations, with occupations arranged horizontally and 16 tasks arranged vertically in descending order of commonality of performance as indicated by overall mean frequency scores. [The most frequently performed tasks for each occupation are briefly summarized.] A three-page bibliography is included together with nine appendixes which provide letters of transmittal, the task checklist questionnaire for each occupation, tables showing age and educational level of the respondents for each occupation and showing the rank, mean, range, standard deviation, variance, and mean frequency for each task in each occupation, questionnaire and tabulated results from a thesis, descriptors used in an ERIC search, alternate job titles, a list of resource persons, an Iowa congressional map, and additional task lists. (MS)

ED 113 481

CE 004 991

*Tarquine, Robert Blaine*  
**Accreditation for Armed Forces Educational Institutions.**

Army Materiel Command, Texarkana, Tex. Intern Training Center.

Report No.—AD-784-052; USAMC-ITC-2-73-26

Pub Date Mar 73

Note—65p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-784-052; HC \$3.75, MF \$2.25)

**Document Not Available from EDRS**

**Descriptors**—Academic Standards, \*Accreditation (Institutions), Educational Quality, \*Methods, \*Military Schools, \*Military Training, \*Post Secondary Education

The report established the need for educational accreditation and consolidates the various means of achieving accreditation that are available to the Armed Forces, into one accessible reference. The scope of each accrediting method is presented in detail, allowing educational officials to evaluate the methods in respect to their individual objectives. Sufficient data is included to direct officials in the initial procedures for obtaining accreditation. Emphasis is also placed on the extent the Armed Forces are concerned with accreditation by citing institutions that have been accredited or institutions that are working towards it. Special consideration has been given to the United States Army Materiel Command Intern Training Center at Red River Depot. All of the initial procedures to achieve accreditation have been proposed for the Center. (Author)

ED 113 482

CE 004 992

**Composite Evaluation Report for Occupational Education in the State of Illinois.**

Illinois State Office of the Superintendent of Public Instruction, Springfield.

Pub Date 75

Note—58p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Adult Education, Educational Objectives, Educational Resources, \*Elementary Secondary Education, Guidance Programs, Instructional Programs, Personnel Evaluation, Program Administration, Program Development, \*Program Evaluation, State Programs, \*State Surveys, Students, \*Vocational Education

**Identifiers**—\*Illinois, Local Education Agencies

The document summarizes the fourth annual evaluate findings, based upon on-site evaluation, during 1974-1975, of 88 local educational agencies (LEA) throughout Illinois. Each LEA Evaluation focused on eight areas, and these same areas provide the structure for the report, with conclusions, recommendations rating, and suggested solutions provided. (1) Students Served commends the variety of delivery systems used and expansion of programs regarding special groups but notes five areas where improvement in meeting the needs of special student groups is necessary. (2) Occupational Programs notes expansion of services through LEA co-operation but concern is expressed for poor quality programs. (3) Administrative Organization cites both areas where improvement is needed while noting staff working relations are good. (4) Personnel finds teachers basically well qualified. (5) Objectives are unclear and in need of development. (6) Evaluation explores the variety and amount of evaluative programs used. (7) Resources Utilized notes a lack of co-ordination between resources available and their use, and inadequate equipment and facilities. (8) Guidance commends student interest growth in occupational areas and suggests further development of programs in the school system. The report was prepared to aid in program planning and evaluation on a State and local level. (LH)

ED 113 483

CE 004 993

*Garrett, Aline M.*  
**Effects of Occupational Shift on Family Life Style. Final Report.**

University of Southwestern Louisiana, Lafayette. Spons Agency—Office of Child Development (D-HEW), Washington, D.C.

Pub Date 30 Jun 75

Note—79p.; Appendix A deleted because it will not reproduce in microfiche

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—\*Career Change, Child Care, Domesticity, Employees, Family (Sociological

Unit), Family Life, \*Family Relationship, \*Females, Industrial Personnel, Interviews, Job Tenure, Questionnaires, \*Social Adjustment, Social Science Research, Southern States, Surveys, Teachers, \*Vocational Adjustment

**Identifiers**—Louisiana (Saint Martinville)

The report describes a research project which investigated the impact of change on new employees, their families, and the community when a new type of industry locates in a small semirural Louisiana community. The subjects of the research were 218 women (144 black and 74 white) employed in the new clothing manufacturing industry and in three traditional jobs in the community (unskilled factory work, domestic work, and teaching). Personal interviews were used to ascertain the background, evaluation of work situation, and the effect of employment on such areas as childcare patterns, child development, leisure time for the family, social life activities with other workers, and family planning for the subjects. In addition, results on the Metropolitan Achievement Tests were used to assess the academic performance of the children of the subjects. In general, few findings were related to length of employment (one year vs. three years) in the new industry. Although racial factors affected some results, the families of both black and white workers were satisfied with the workers' jobs, and their children showed improvement in reading and mathematics over a one-year period. Two appendixes include the interview questionnaire and the Occupational Level Rating Scale used to determine workers' socioeconomic status. (JR)

ED 113 484

CE 004 994

*Ristau, Robert A. And Others*

**A Model for Career Education in Higher Education.**

Wisconsin Univ., Madison.

Pub Date 75

Note—29p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Annotated Bibliographies, \*Career Education, Community Involvement, Educational Counseling, Educational Guidance, Educational Programs, Evaluation, Field Experience Programs, \*Higher Education, Inservice Teacher Education, Instructional Programs, \*Models, Student Placement

The model for career education in higher education describes sample characteristics and activities for each of the model's seven components: faculty-staff inservice, counseling and guidance, instructional program, field experience in the world of work, community involvement, placement services, and evaluation. An annotated bibliography for career education in higher education contains 81 entries of books, journal articles, handbooks, reports, manuals, guides, monographs, and bulletins, all published since 1966, all but a few since 1972. The entries are grouped into categories coordinated with the model's seven components and one general background heading. (JR)

ED 113 485

CE 004 995

*Ristau, Robert A.*

**Career Education in Secondary and Higher Education.**

Eastern Michigan Univ., Ypsilanti.

Note—10p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Career Education, Educational Innovation, Educational Needs, Educational Programs, \*Higher Education, \*Institutional Role, Instructional Programs, Models, Relevance (Education), \*Secondary Education, \*Student Needs

Secondary and higher education have at least two things in common with respect to career education. Assuming that students' career preparation is minimal, both must strive to compensate for this deficiency, and both levels sorely need faculty and staff inservice. At the secondary level alone there is a need to look at every student as having a career goal and as needing help with career planning. Career education implementation activities at the high school level include: career guidance and counseling, job information, career exploration opportunities, job preparation opportunities, cooperative education experiences, placement services, and realistic and relevant learning opportunities for dropouts. At the higher education level it is necessary to meet students' needs through innovative and flexible

programming. A model for career education in higher education recently developed by the author and his students contains seven components: faculty-staff inservice, counseling and guidance, instructional program, field experience in the world of work, community involvement, placement services, and evaluation. Dealing with students as individuals who have stated and unstated career development needs is basic to program development in any institution. (Author/JR)

ED 113 486

95

CE 004 996

*Wernick, Walter And Others*

**A Career Education Primer for Educators. Information Series No. 4.**

Northern Illinois Univ., De Kalb. ERIC Clearinghouse in Career Education.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 5 Sep 75

Note—109p.

Available from—ERIC Clearinghouse in Career Education, 204 Gabel Hall, Northern Illinois University, DeKalb, Illinois 60115 (\$4.50)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—\*Bibliographies, Career Awareness, \*Career Education, Community Involvement, Community Resources, Educational Administration, Educational Change, Educational Innovation, Educational Philosophy, Educational Programs, Elementary Secondary Education, \*Guides, Instructional Programs, Post Secondary Education, Program Development, Program Evaluation, Program Planning, School Community Relationship, Vocational Development

**Identifiers**—ERIC Clearinghouse in Career Education

The first of two parts of the career education primer focuses on the following aspects of career education: the need for the refocusing of educational systems toward career education; ways of incorporating career development elements, life activities, and a democratic ethic into career education programs; methods of including parents, families, and communities into the process of career education; the fashioning of career education programs out of existing instructional programs; the utilization of career resources available in the community; sample programs in such community involved career education programs at the various educational levels; the national career education resource center, the ERIC Clearinghouse in Career Education; the planning and evaluation of new career education programs; and the professional commitments which will be necessary to involve educational personnel and institutions in career education. Part 2 of the primer, a bibliography of ERIC career education literature which comprises over half of the document, describes the ERIC system and lists 50 pages of career education literature by subject under the headings of: philosophy; programs; program organization, administration, and evaluation; and education in career education. (JR)

ED 113 487

CE 005 000

*Olson, Paul A.*

**The Liberal Arts and Career Education: A Look at the Past and the Future. Monograph on Career Education Series.**

Spons Agency—Office of Career Education (D-HEW/OE), Washington, D.C.

Pub Date Jun 75

Note—29p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Career Education, \*Educational History, Educational Needs, Educational Philosophy, Higher Education, \*Liberal Arts

The monograph provides a historical perspective on the role that liberal arts has played in preparing individuals for careers and examines the role it will have to play if the liberal arts are to remain a meaningful form of education. The argument has four parts. First, it examines recent definitions of career education as an education calculated to ask with particular clarity what a person's vocational and life purposes are. Second, it examines the history of liberal education from the twelfth through the eighteenth centuries as an education also calculated to refine people's vocational skills and shape their life purposes. Third, it examines deviant nineteenth century traditions which argue for the separation of education from the formation of vocational or life purposes in the interest of a pursuit of knowledge for the sake of knowledge. Fourth, it displays how the older marketplace version of liberal education also per-

sisted through the nineteenth century up to today and how effective modern versions of this sort of education have emerged which emphasize that a liberal arts education must be open to the real world. It concludes that the new career education and a reformed liberal arts study can and must support one another. (Author)

**ED 113 488** CE 005 005

Barrett, Gerald V. *Dambrot, Faye H. Conference Report: Job Design, and Job Derived Employment Criteria. Technical Report No. 2.* Akron Univ., Ohio. Dept. of Psychology.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—TR-2

Pub Date Mar 75

Note—18p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*Employment Qualifications, \*Job Analysis, \*Military Service, \*Research Design, Research Utilization, Task Analysis, \*Technical Reports

Identifiers—Job Design, Job Enrichment, Navy

The report is based on a working meeting (University of Akron, Akron, Ohio on November 13, 1974) of research contractors involved in job analyses, job design, and job derived employment criteria. The purpose of the meeting was to provide an informal exchange of research findings and designs among the participants, most of whom were engaged in research projects funded by the Office of Naval Research. The meeting included a consideration of task taxonomy, structured job analyses, task inventories, and the relevance of these methodologies to selection, training, and job design. Research results from field and experimental simulation studies were reported and discussed. A distribution list of names and addresses is included. (Author/EA)

**ED 113 489** CE 005 006

Barrett, Gerald V. *And Others Relationships Among Job Structural Attributes, Retention, Task Descriptions, Aptitudes, and Work Values. Technical Report No. 3.* Akron Univ., Ohio. Dept. of Psychology.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—TR-3

Pub Date May 75

Note—70p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
Descriptors—Electronics, Field Studies, Individual Characteristics, \*Job Satisfaction, \*Job Tenure, Maintenance, \*Military Personnel, Standardized Tests, Task Performance, Vocational Aptitude, \*Work Attitudes, \*Work Environment

Identifiers—Attribute Description Scale, Attribute Preference Scale, Navy

The report describes field studies involving nonsupervisory Naval maintenance and monitoring electronics personnel. The studies' results indicated that Naval retention was related to a number of individual and job attributes. Extended Naval tenure was associated with lower verbal and clerical aptitudes (Naval Test Battery); higher levels of activity preference, pride in work, personal relations, and satisfaction with supervision and the work itself; a less explicit description of the future; and a belief that others shape and control one's future. The Attribute Preference Scale/Attribute Description Scale (APS/ADS) was developed to measure descriptions of current jobs and job structural attribute preferences. Results showed that Naval personnel who indicated a greater discrepancy between preferred and described job attributes characterized their current jobs less favorably. Twenty pages of appendices explain and provide copies of the APS/ADS scales, a biographical information sheet, and descriptive statistics for APS/ADS. A distribution list provides the names of those persons and agencies to whom the report was distributed. (Author/JR)

**ED 113 490** CE 005 007

Powers, Thomas F. *And Others The Seminar Practicum: A Community Based Instructional System for Paraprofessional Education.*

Pennsylvania State Univ., University Park. Food Service and Housing Administration.

Pub Date 30 Jun 74

Note—197p.

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**  
Descriptors—\*Course Descriptions, \*Course Evaluation, External Degree Programs, \*Food Service Workers, Instructional Systems, Low Income Groups, Minority Groups, Practicums, Programed Units, \*Service Workers, \*Student Seminars, Tables (Data), Work Experience Programs

Identifiers—Community Based System, Hospitality Education, \*Paraprofessional Personnel

The instructional system which emerged from the Pennsylvania State University three-year project was a seminar practicum for Hotel and Food Service paraprofessional workers which provides work experience, a set of self-instructional modules, subject matter, a weekly seminar discussion, and encourages minority/lower income students. A summary of two test programs has indicated that students and faculty consider the practicum an eminently successful means of delivering hospitality education. The report presents a detailed view of the conceptualization of the seminar process, difficulties, and models employed in developing the self-instructional materials; a report from a year's experience in teaching the seminar practicum; objective measurements of student performance; and a summary of student/faculty/employer views of seminar practicum effectiveness. Also presented are a summary of the Dietary Technician program and an outline of remaining work on external degree and upper division program development. Material that was reviewed in the process of conceptualizing the paraprofessional role is presented to clarify Hotel and Food Service/Dietary Technician programs as fundamentally paraprofessional from a functional standpoint. The concluding section presents a brief discussion of some of the policy issues raised by this and other paraprofessional education system design projects. (Author/EA)

**ED 113 491** CE 005 008

Powers, Thomas F., Ed. Swinton, John R., Ed. *The Future of Food Service: A Basis for Planning.* Pennsylvania State Univ., University Park. Food Service and Housing Administration.

Pub Date Jun 74

Note—515p.

**EDRS Price MF-\$0.92 HC-\$26.02 Plus Postage**  
Descriptors—Annotated Bibliographies, Bibliographies, Economic Factors, \*Economic Status, \*Food Service Industry, \*Futures (of Society), Mechanical Equipment, Methods, Nutrition, \*Planning, Tables (Data), \*Technological Advancement

Designed as a basic reference document, the report has mapped the economic and technological territory of the food service industry, examined the dynamics shaping the industry today, and examined questions in need of further research. It is a volume that might be useful to food service teachers and curriculum planners as well as a volume which might be of interest to the industry and students. The report is organized into six main sections, authored by professionals in the field: (1) Industry Dynamics: An Institutional View, (2) Food Processing and Preparation Equipment As It Shapes the Future of Food Service, (3) Food Processing Methods: The State of the Art and Its Future Effect on Food Service, (4) Nutrition As It Affects and Will Affect Food Service, (5) Planning Aspects Affecting the Future of Food Service: A Study of Planning and Spatial Issues, and (6) Economic Trends Influencing the Future of the Food Service Industry. A bibliography or annotated bibliography is included at end of each main section. The concluding, partially annotated Bibliography of the Economics of Food Consumption (59 pages) has been organized to make information available to those particularly interested in hospitality industry food service. (EA)

**ED 113 492** 95 CE 005 009

*Job Placement Manual.*

Atlanta Public Schools, Ga.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.; Georgia State Dept. of Education, Atlanta.

Note—35p.; For related documents, see CE 005 010-011

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—\*Administrator Guides, \*Guidance Services, \*Job Placement, \*Manuals, Records (Forms), Secondary Education, \*Secondary School Students, Vocational Followup, Work Experience Programs

Directed to school systems initiating a job placement program, the Atlanta Public Schools (Georgia) job placement manual discusses how a job placement program can provide a transition from school to work for all students leaving the public schools, as well as place students in paid and non-paid part-time work experiences as a part of their education. The five sections of the manual cover: (1) planning and management (administration, organization, objectives, advisory committee role, decisions, vocational personnel role); (2) student development (student needs, student strengths, job seeking and job holding skills, disadvantaged and handicapped students, communications, and student involvement); (3) job development (employer lists and surveys, and community relations); (4) central record system (student and company surveys, job order forms, student personnel cards, letter of introduction, student and employer followup reports); and (5) followup (followup study, information feedback, and follow-through activities) and follow-through (work adjustment and career development activities and placement linkage). Copies of related information forms are included within the sections. Appendixes include information on child labor laws, interview hints for students, and additional sources. (EA)

**ED 113 493** CE 005 010

Simpson, Wayne

*Job Placement Manual: Forest Park Senior High School: Forest Park, Georgia.*

Clayton County School System, Jonesboro, Ga.

Pub Date Oct 74

Note—45p.; For related documents, see CE 005 009 and CE 005 011

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—\*Administrator Guides, \*Guidance Services, \*Job Placement, \*Manuals, Records (Forms), Secondary Education, Secondary School Students, \*Senior High Schools

The job placement manual of Forest Park Senior High School, Forest Park, Georgia, assists in producing a more effective program by providing specific job placement procedures for the high school. The 1,900 student high school, located in a suburban area south of Atlanta, had 522 graduates in 1974 (42 percent—college-bound, 10 percent—technical school, 35 percent—employment, and 13 percent—other plans). The manual provides information regarding: the job placement advisory committee; management plan (staff roles and responsibilities); surveying student needs; publicity; assessing placement opportunities; preparing students for finding, entering, and maintaining employment; placement procedures; job adjustment; records; related agencies; staff development; and calendars. Appendixes contain copies of various sheets related to job placement. (EA)

**ED 113 494** CE 005 011

*Job Placement Service: Cobb County Public Schools.*

Cobb County Board of Education, Marietta, Ga.

Note—12p.; For related documents, see CE 005 009-010

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*Guidance Services, \*Guides, \*Job Placement, Records (Forms), Secondary Education, \*Secondary School Students

The job placement service guide outlines the steps which were followed in organizing and coordinating a job placement service for secondary students of Cobb County Public Schools, Georgia. A three-stage sequential procedure is outlined for (1) developing, (2) implementing, and (3) evaluating the placement services of the school system. Copies of the job order form, an employer survey form, and the student employment survey form are included. (EA)

**ED 113 495** CE 005 012

*Electricity Occupations Curriculum Guide.*

Technical Education Research Center, Champaign, Ill.

Spons Agency—Illinois State Office of the Superintendent of Public Instruction, Springfield. Div. of Vocational and Technical Education.

Pub Date Jul 75

Note—232p.; For related document, see CE 005 013

**EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage**  
Descriptors—Behavioral Objectives, \*Curriculum Guides, Educational Resources, \*Electrical Occupations, Employment Qualifications, Handicapped Students, \*Job Skills, \*Lesson Plans,



\*Occupational Information, Resource Guides, Secondary Education, Technical Education, Technical Occupations, Trade and Industrial Education, Vocational Education

The first of four main sections of the electrical occupations curriculum guide is an introduction which describes the design and use of the guide and which provides five pages of suggested curriculum resources. Section two contains job descriptions for 18 electrical occupations. For each occupation the guide explains industry's expectations of the person performing that job and outlines the basic skills that must be learned to gain an entry-level job. Section three contains 50 educational blocks of specific skills or portions of a skill that needs to be learned, each of which provides references, a general objectives, and a topical outline specifying skill objectives and recommended time. Each job description in section two makes specific reference to the appropriate educational blocks in section three, thus providing a cross reference between the two sections. Part four is an appendix which illustrates such things as electrical charts, forms, abbreviations, tables, symbols, and equipment, and provides a glossary, a list of references, and criteria for placing handicapped students. (JR)

**ED 113 496** CE 005 013

**Electronics Occupations Curriculum Guide.**

Technical Education Research Center, Champaign, Ill.

Spons Agency—Illinois State Office of the Superintendent of Public Instruction, Springfield. Div. of Vocational and Technical Education.

Pub Date Jul 75

Note—190p.; For related document, see CE 005 012

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

Descriptors—Behavioral Objectives, \*Curriculum Guides, Educational Resources, \*Electronics, Employment Qualifications, Handicapped Students, \*Job Skills, \*Lesson Plans, \*Occupational Information, Resource Guides, Secondary Education, Technical Education, Technical Occupations, Trade and Industrial Education, Vocational Education

The first of four main sections of the electronics occupations curriculum guide is an introduction which describes the design and use of the guide and which provides five pages of suggested curriculum resources. Section two contains job descriptions for 12 electronics occupations. For each occupation the guide explains industry's expectations of the person performing that job and outlines the basic skills that must be learned to gain an entry-level job. Section three contains 43 educational blocks of specific skills or portions of a skill that need to be learned, each of which provides references, a general objective, and a topical outline specifying skill objectives and recommended time. Each job description in section two makes specific reference to the appropriate educational blocks in section three, thus providing a cross reference between the two sections. Part four is an appendix which illustrates such things as electrical charts, forms, abbreviations, tables, symbols, and equipment, and provides a glossary, a list of references, and criteria for placing handicapped students. (JR)

**ED 113 497** CE 005 014

**Burgener, V. E. Reese, Dorothy**  
**Instructor Training Institutes for NHTSA Curriculum Package: Traffic Court Judges.**

National Highway Traffic Safety Administration (DOT), Washington, D. C.; Technical Education Research Center, Champaign, Ill.

Report No—DOT-HS-801-584; PB-242-073

Pub Date May 75

Note—78p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (PB-242-073; HC \$4.75; MF \$2.25)

**Document Not Available from EDRS**

Descriptors—\*Adult Educators, Conferences, \*Courts, Institutes (Training Programs), Manpower Development, Program Evaluation, Program Planning, \*Teacher Workshops, \*Traffic Safety, \*Vehicular Traffic

Identifiers—\*Traffic Court Judges

A series of five national instructor training workshops were planned for traffic court judges and administrators. A curriculum package which had been previously prepared was used to orient selected key personnel toward highway safety. Technical Education Research Centers (Midwest

Center) conducted the conferences from October 23 to December 12, 1974. The report contains detailed information on the successful operation of Manpower Training workshops for the National Highway Traffic Safety Administration using a management conference procedure. Thirty-one of the fifty States, Puerto Rico, Virgin Islands, and the District of Columbia were represented with 63 enrollees. Individual response was very positive and all participants were awarded Department of Transportation Certificates of Completion qualifying them as instructors for Traffic Court Judges workshops. A summary (11 pages) of the references used in the workshops is appended together with related workshop correspondence and forms. (NTIS)

**ED 113 498**

**Demik, Gary H. And Others**

**The Development and Diffusion of the Training and Technology Program: A Decade of Development of Manpower Training, 1965-1975. Final Report.**

Oak Ridge Associated Universities, Tenn. Manpower Development Div.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No—DLMA A-20-47-73-18-75-1

Pub Date 31 Jan 75

Note—43p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (PB-241-921; HC \$3.75, MF \$2.25)

**Document Not Available from EDRS**

Descriptors—\*Demonstration Programs, Disadvantaged Groups, \*Industrial Training, Interinstitutional Cooperation, Job Placement, \*Job Skills, Job Training, \*Manpower Development, Program Descriptions, Program Development, Program Planning, Southern States, Trade and Industrial Education, Vocational Education, Vocational Retraining, \*Vocational Training Centers

The report describes the development of a model training program, Training and Technology, and subsequent efforts to diffuse the innovation. Before the inception of TAT, a survey study, Resources for Southern Manpower Development, had indicated that the South had considerable manpower development potential and need. TAT was organized by Oak Ridge Associated Universities and Union Carbide Corporation, Nuclear Division to develop the potential and satisfy the need. The program capitalized on the industrial training capacity and the industrial environment of an actual production facility to produce an up-to-date training system carefully designed and frequently modified to meet current industrial needs. The concept in its final form involved six months of full time training with the curricula directed entirely toward actual job skills. When the concept was fully established and its effectiveness demonstrated, ORAU encouraged diffusion of the model. The model is analyzed in terms of its potential for diffusion. (NTIS)

**ED 113 499** CE 005 017

**Career Education in Rhode Island: Part I.**

Rhode Island State Dept. of Education, Providence. Bureau of Technical Assistance.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No—V-361057L

Pub Date 75

Grant—OEG-0-73-3009

Note—31p.; For Part 2, see CE 005 018

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Career Education, Educational Finance, Educational Objectives, \*Educational Programs, National Programs, \*State Programs

Identifiers—\*Rhode Island

The first of three main sections of the report on career education in Rhode Island, a rationale for career education, discusses the need for career education, some misconceptions about career education, seven career education tenets, and two State career education program models (Oklahoma and Nevada). Part two deals with career education programs and (1) reviews career education at the level of the U. S. Office of Education (USOE) with respect to occupational clusters and present USOE career education efforts; (2) describes career education programs in the States of Arizona, Alabama, Florida,

Nevada, and California; and (3) reviews the state of career education in Rhode Island (discussing the programs implemented at Pawtucket, East Providence, and North Kingstown). Part three, the future of career education, provides a capsule summary of the USOE fiscal year 1975 Plan for Career Education, summary and conclusions, and recommendations regarding a State career education plan, financial support, and further public and professional acceptance of the career education concept. (JR)

**ED 113 500** CE 005 018

**Career Education in Rhode Island: Part II.**

Rhode Island State Dept. of Education, Providence. Bureau of Technical Assistance.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No—V-361057L

Pub Date 75

Grant—OEG-0-73-3009

Note—76p.; For Part I, see CE 005 017

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*Career Education, \*Educational Programs, Elementary Secondary Education, Post Secondary Education, \*State Programs

Identifiers—\*Rhode Island

Over half of the report on career education programs in Rhode Island consists of detailed reports of specific projects which provide the following information: sponsoring agency, program title, program director, project dates, grade level, number of population to be served, description of the population to be served, amount of Federal funds, and program description. The number of programs supported by Vocational Education Funds for 1973-74 so described is 15; for 1974-75, 17. In addition, the report provides all of the above information except the detailed program description for 10 projects funded by mini-grants under the Vocational Education Amendments of 1968. Furthermore, it provides descriptive information for 11 career education programs and activities which are being supported by a variety of non-federal sources. Finally, it provides a compilation of the returns of a career education questionnaire report for the State of Rhode Island. (JR)

**ED 113 501** CE 005 019

**Applegate, William K. Weaver, Maria A.**

**A Report on the Region V Conference on Competency Based Teacher Education.**

Southern Illinois Univ., Carbondale. Coll. of Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Illinois State Board of Vocational Education and Rehabilitation, Springfield. Div. of Vocational and Technical Education.

Pub Date May 75

Note—110p.; Papers presented at the Region V Conference on Competency Based Teacher Education (Chicago, Illinois, March 11-13, 1975)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—\*Conference Reports, \*Educational Administration, Educational Planning, Home Economics, Industrial Education, Inservice Teacher Education, Manpower Development, \*Performance Based Teacher Education, Preservice Education, Surveys, Teaching Methods, Vocational Agriculture Teachers, \*Vocational Education, Vocational Education Teachers

Identifiers—Region 5

The conference report on competency based teacher education in Region 5 contains the full texts of 12 addresses by key conference participants: Personnel Development in Occupational Education in Illinois, Sherwood Dees; One State's (Illinois') Approach to Competency Based Teacher Education, William Reynolds; Planning for Personnel Development Within a State (Illinois), William K. Applegate; Vocational Educators and Competence Based Education, Joan R. McFadden; Pre-Service Occupational Program (POP), Franzise Loepp and Alan Johnson; Competency Based Industrial Teacher Education at University of Wisconsin-Stout, Neal Prichard; Competencies for Professional Education in Home Economics, Phyllis K. Lowe; Two-Year In-Service Teacher Preparation Program to Provide the Essential Professional Competencies Necessary for Teachers of Agriculture, Wayne E. Ashe; A Competency-Based Program for Preparing Vo-

cational Teachers, Fred S. Cook and Rita C. Richey; Performance/Competency Based Teaching Methods, Minnesota Style, Roland L. Peterson; Administration By Competency (ABC), Charles Edwards and Wes Habley; and A Cautionary Appraisal of CBTE, H. S. Broudy. The report also contains State task force reports, the Region 5 conference survey results and three appendixes (the conference program, the participant survey, and a list of the participants, presenters, and staff). (JR)

ED 113 502 95 CE 005 021

Drewes, Donald W. And Others

Questions in Vocational Education: What Everyone Wants to Know, and Is Not Afraid to Ask. Career and Vocational Education Professional Development Report No. 18.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Bureau No.—BR-002533

Pub Date 75

Grant—OEG-0-70-1978(725)

Note—37p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Educational Accountability, \*Educational Assessment, \*Information Needs, \*Information Seeking, \*Program Evaluation, Research Tools, \*Vocational Education

Identifiers—\*Needs Assessment

The report identifies important questions typically asked of the vocational education enterprise by legislators. Assuming that Congress provides a national forum for inquiry into the progress of vocational education where evidence from the States is reflected, selected House and Senate committee hearings and reports on education were reviewed to produce a list of representative questions. The questions presented deal with: those served by vocational education, curricula, staff resources, facilities and equipment, costs, and outcomes. These are followed by a 17-page section listing specific questions structured around the following components of a conceptual framework for vocational education: (1) the context (population, employment, education, economic, local government economic, school revenue base, and training resources information); (2) the inputs (revenue and new student information); (3) the process (enrollment, expenditure, program, staff, and site information); (4) the product (completion and withdrawal information); (5) the impact (post-school employment, job satisfaction, employer satisfaction, and school satisfaction information); and (6) the interrelation between the framework components. The report concludes with a brief description of information available through existing management systems and an epilogue stating the limitations of the report's accounting-type questions and the critical importance of answers to interrelated questions in planning. (Author/MS)

ED 113 503 CE 005 022

Simpson, Sharyn

Helping People Have Fun.

Wyoming Univ., Laramie. Dept. of Vocational Education.

Note—82p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Athletics, Camping, \*Career Awareness, Career Education, Conservation (Environment), Elementary Education, Food Service Occupations, Forestry Occupations, Hotels, Intermediate Grades, \*Leisure Time, \*Occupational Information, \*Occupations, \*Recreational Activities, Study Guides, Tourism, Travel, Wildlife Management

The book, written for intermediate grade students, describes leisure time occupations in a format that can be used for independent study or as a supplement to classroom instruction. The specific careers described and illustrated are grouped into seven general categories: food service, conservation, lodging, outdoors, entertainment and sports, travel, and related fields. An introductory page for each category provides general information on the career group and a list of vocabulary words with an asterisk indicating those defined in the four-page glossary. Descriptions of job activities, skills and educational background required, hours and pay basis, and where to write for more information are given for each occupation. Directions for using the book are written for the student. A three-page list of

books, tapes, films, and filmstrips and a page of teaching suggestions are also included. (MS)

ED 113 504 CE 005 023

National Environmental Manpower Planning Conference.

Environmental Career Center, Inc., Washington, D.C.; Environmental Protection Agency, Washington, D.C. Office of Education and Manpower Planning.

Pub Date Dec 74

Note—184p.; Edited transcript of the Proceedings of the National Environmental Manpower Planning Conference (Phoenix, Arizona, December 8-11, 1974)

EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage

Descriptors—Air Pollution Control, Community Planning, \*Environmental Technicians, \*Federal Legislation, \*Federal Programs, \*Manpower Development, Manpower Needs, \*Planning Meetings, Resources, State Federal Support, Statewide Planning, Waste Disposal, Water Pollution Control

Identifiers—\*Environmental Personnel

The national planning conference was held to acquaint State and local environmental agencies with available resources and Federal/State activities related to the development and utilization of an environmental workforce. The 200 participants and 48 speakers represented Federal, State, local, and private agencies as well as professional associations, universities, colleges, community/junior colleges, and vocational technical schools. Moderator for the general session was James D. Goff, Arizona Department of Health Services. Robert G. Ryan spoke on "Selected Environmental Legislation: Manpower Implications." Panel presentations and moderators were: "Manpower Implications of Federal Environmental Program Strategies," Francis J. Lostumbo; "How Environmental Needs Can Be Met through CETA (Comprehensive Employment and Training Act)," John Ropes; "Progress Report on Utilization of CETA," William F. Hagan; "Utilization of Vocational and Adult Education Funds," Darold E. Albright; "Utilization of State Program Grants," Chester J. Shura; "State Training Centers—109(b) projects," John L. Coakley, Jr.; "State Legislated Training Centers," Franklin J. Agardy; "Recent Developments in National Projects," George L. B. Pratt; "State Reactions to Federal Program Strategies," Chris Beck; and "General Session and Wrap-Up," Robert Knox. Needs, resources, and problem areas were considered both in the presentations and the question and answer periods following each session. (EA)

ED 113 505 CE 005 025

Blades, Beverly And Others

A Model Delivery System for an Exploratory Career Education Program Grades (5-9).

Seaford School District, Del.

Note—42p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Career Education, \*Career Exploration, City Wide Programs, \*Curriculum Guides, Delivery Systems, Educational Administration, Integrated Curriculum, \*Junior High Schools, \*Models, Program Descriptions

Identifiers—Delaware (Seaford), Seaford School District

The document provides the model delivery system for an exemplary career education program developed for the Seaford School District and a curriculum guide for grades five-nine developed by teachers. The model briefly discusses career awareness and preparation but stresses career exploration. The school district's comprehensive exploratory program is presented in outline form, specifying program needs and goals, and administrative and management objectives. For each educational objective stated the following information is provided: concepts and skills, grade level, suggested subject area, activity, resources, and evaluation. (KB)

ED 113 506 CE 005 026

Permanent Education, A Framework for Recurrent Education: Theory and Practice.

Council of Europe, Strasbourg (France).

Pub Date 75

Note—32p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Adult Education, Articulation (Program), \*Continuous Learning, \*Educational Experiments, Foreign Countries, Political Influences, Social Factors

Identifiers—Council of Europe, \*Recurrent Education

The report provides an account of the work accomplished and the publications produced by the Council of Europe since 1967 concerning permanent education. Part 1 examines the historical perspective of permanent education, its development within the Council of Europe, and the implications of the principle of recurrence for other stages of the education system. Part 2 summarizes and assesses the 16 experiments which were conducted by the Council for Cultural Cooperation of the Council of Europe in various member countries as concrete examples of the principles of permanent education. Three key problems have emerged as themes in the council's analysis of the experimental projects: the problem of integrating mutually influencing but separate levels of education as well as educational activities with other aspects of human life, the potential conflict between individual development and social constraints, and the political problem of not being able to alter the educational system without modifying sociopolitical structures. Part 3 is directed toward the development of recurrent education as a new approach to adult education. Issues examined include individual needs, structural changes, course content, teaching/learning methods, unit/credit system, and costs. (EA)

ED 113 507 CE 005 027

Preusser, David F. And Others

Identification of Countermeasures for the Youth Crash Problem Related to Alcohol.

Dunlap and Associates, Inc., Darien, Conn.

Spons Agency—National Highway Traffic Safety Administration (DOT), Washington, D. C.

Report No.—DOT-HS-801-344; PB-239-158

Pub Date Jan 75

Note—241p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (PB-239-158; HC, \$7.50; MF \$2.25)

EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage

Descriptors—\*Accident Prevention, Alcohol Education, \*Drinking, \*Males, Motor Vehicles, Question Answer Interviews, Questionnaires, Rehabilitation, Research, Safety Education, Surveys, \*Traffic Accidents, Traffic Safety, \*Young Adults

Past research relevant to the problem and possible countermeasures are discussed as the basis for the survey. Face-to-face interviews were conducted with male New York State drivers. These groups, each containing young and middle aged drivers were sampled as follows: (1) random sample of the general population of licensed drivers, (2) drivers recently involved in an 8 p.m. to 6 a.m. injury producing motor vehicle crash, and (3) drivers recently convicted on an alcohol driving offense. The results indicated that 14 percent of the young drivers in the general population as compared with only 5 percent of the middle aged drivers reported having had an alcohol related accident within the past three years. Driving after drinking was common among young people (about three times per month) and drinking frequency appeared consistent across young and middle aged driver populations. Young driver alcohol crash countermeasure and future research recommendations made are: late-night driving and speed-limit restriction, lowered absolute Blood Alcohol Concentration limit, public education for awareness of drinking-driving and disturbed behavior, driver rehabilitation, and mandatory alcohol safety interlock systems for convicted offenders. A five-page reference list and appended questionnaire form are included. (NTIS)

ED 113 508 CE 005 029

Cleven, Arlene M.

Crash Injury Management Instructor Training Institute: Final Report.

Dunlap and Associates, Inc., Darien, Conn.

Spons Agency—National Highway Traffic Safety Administration (DOT), Washington, D. C.

Report No.—DOT-HS-801-310; PB-238-672

Pub Date Dec 74

Note—232p.; For the Crash Injury Management Course Guide, see CE 000 344; For the Instructor's Lesson Plans, see CE 000 492; For the Student Study Guide, see CE 000 493

Available from—National Technical Information Service, Springfield, Virginia 22161 (PB-238-672; HC, \$7.50; MF, \$2.25)

EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage

**Descriptors**—\*Educational Programs, Emergency Programs, Emergency Squad Personnel, First Aid, \*Injuries, \*Institutes (Training Programs), Medical Services, Police, Program Descriptions, Rescue, Teacher Education, \*Traffic Accidents, Traffic Control, Traffic Safety

The purpose of this study was to expose key individuals to the National Highway Traffic Safety Administration (NHTSA)-developed curriculum materials for crash injury management and to teach them how to teach. The scope of the training effort is described using a detailed discussion and separate conclusions for the following tasks: planning, selecting institute sites and dates, developing and adapting course materials, enrolling and informing candidates, selecting and orienting teacher trainers, conducting and evaluating institutes, and providing follow-up services. The objective was accomplished through five 30-hour instructor training institutes conducted in various areas of the country. Enrollees were associated with law enforcement or emergency medical services. Seventy-three percent of the enrollees expect that their organizations will use all or some of the NHTSA curriculum materials in their future training. Appended are: curriculum notice and reference sources, research review, institute outlines, institute forms and handouts, enrollment memoranda, enrollee roster, institute evaluation summaries, and institute follow-up letter. (NTIS)

**ED 113 509** CE 005 030

*Solon, Lindy*  
An Annotated Bibliography for Health Occupations: A Guide for Teachers and Students.  
Illinois Professional and Curriculum Development Unit for Vocational and Technical Education, Springfield.

Pub Date Jul 75

Note—236p.

**EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage**

**Descriptors**—\*Annotated Bibliographies, \*Health Occupations, \*Instructional Materials, \*Paramedical Occupations, Post Secondary Education, \*Secondary Education, Vocational Education

The bibliography is designed to assist teachers and students at the secondary level in selecting printed and audiovisual materials related to health occupations. The 115 items relate to the following occupations: dental assistant, medical laboratory aide, practical nurse, nurse assistant, rehabilitation aide, physical therapy aide, radiologic aide, health care aide, respiratory therapy aide, medical assistant, mortuary aide, pharmacy aide, recreational therapy aide, and geriatric aide. The six-digit coding system used for arranging the bibliography consists of a numerical listing with a Health Occupations (HO) prefix. It is compatible with the ERIC system, allowing for cross referencing and expansion. An index lists the code numbers according to student or teacher materials. A two-page form is included for each document. The first page, which has the HO number and the OE code number for the occupations category, indicates: the title, name of developer or author, type of material, type of student or teacher who could use the item, if training is required for optimum use, availability of consulting services, copyright restrictions, provisions for acquiring, and an ordering address. The second page very briefly describes the document and its format and provides evaluator's comments. (MS)

**ED 113 510** CE 005 031

*Martin, James L.*  
Criteria for Developing Criteria Sets.  
Minnesota Univ., Minneapolis. School of Public Health.

Pub Date Aug 75

Note—29p.; Product of the University of Minnesota Independent Study for Health Care Trustees

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Educational Philosophy, \*Evaluation Criteria, Evaluation Methods, Matrices, \*Systems Approach

Criteria sets are a necessary step in the systematic development of evaluation in education. Evaluation results from the combination of criteria and evidence. There is a need to develop explicit tools for evaluating criteria, similar to those used in evaluating evidence. The formulation of such criteria depends on distinguishing between terms (concepts) and statements (link-

ages among concepts). For both terms and statements a further distinction must be made between categories (nonvariable classes or attributes) and continua (variable continuous dimensions). Borrowing from the discipline of sociology, an exploration for categorical terms for constructing a systems approach yields the elements: resources, structures, integrations, performances, and outputs. Continuous dimensions borrowed from theory development are scope, parsimony, precision, and accuracy. Combining these dimensions and elements in a four by five solution grid provides both descriptive definitions and a prescriptive framework. Affixing labels to each cell of the grid provides both literal definitions (labels) and theoretical definitions (dimension by element). Dividing the system's elements into their philosophical components yields ontology, epistemology, ethics, aesthetics, and psychology. Crossing these philosophical elements in turn with the five system elements yields a five by five matrix which provides 25 possible elements for the investigation of criteria for criteria sets. (JR)

**ED 113 511** CE 005 032

*Baran, Anna DeSantis Gilli, Angelo C., Jr.*  
Selected Papers of Joseph T. Impellitteri.  
Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Pub Date Jul 75

Note—218p.

Journal Cit—Vocational-Technical Education Departmental Report; v13 n7 July 1975

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**

**Descriptors**—\*Career Education, Computer Assisted Instruction, Computer Storage Devices, Educational Research, \*Graduate Study, Instructional Media, Longitudinal Studies, \*Occupational Guidance, Performance Criteria, Self Concept, Standardized Tests, State Universities, Teacher Education, Trade and Industrial Education, \*Vocational Development, \*Vocational Education

**Identifiers**—\*Impellitteri (Joseph T), Pennsylvania State Univ Dept Vocational Education, Readings (Collections)

The collection of selected papers of Joseph T. Impellitteri reprints in full, or excerpts from, 46 unpublished position and conference papers, research and program proposals, and project reports, and from 20 published articles, chapters from edited collections, bulletins and special studies which Impellitteri authored or co-authored. The papers are presented chronologically for the years 1963 to 1972. The papers deal generally with the following subjects: vocational development, occupational guidance (especially that which is computer assisted), occupational competency assessments, instructional media, self-concepts of vocational students, graduate vocational education at Pennsylvania State University, vocational education research, and professional teacher education. (JR)

**ED 113 512** 95 CE 005 033

*Pucinski, Roman*

Everything You Always Wanted to Know About the National Legislature But...Career and Vocational Education Professional Development Report No. 10.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Bureau No—BR-02-2591

Pub Date 73

Grant—OEG-0-72-4676(725)

Note—28p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Career Education, \*Educational Change, Educational Legislation, Federal Government, \*Government Role, Speeches, \*Vocational Education

In the paper, prepared from a recording of his keynote address for a conference on change in vocational education, Congressman Pucinski expresses his intense interest in vocational education and his belief in the democratic process. Education is vital if people are to understand the complex legislative process and the challenges to accepted institutions. This slow, built-in process provides protection against bad legislation. Lack of a national education policy and the development by the executive of rule by guidelines have caused problems for Congress. Through compromise in the legislative system, good programs do emerge, such as vocational education, toward

which the Congress is very favorable. Development of this practical educational approach can help save the educational system. In dealing with our growing population and economy, and with the need to change occupations within a lifetime, career education, in combination with vocational education, is vital. Occupational education can then continue at the postsecondary level. There is a need to overcome the stigma of vocational education as a place for nonachievers. Other challenges and opportunities are especially present in the areas of distributive education, agriculture, home economics, and paramedicine. (MS)

**ED 113 513**

CE 005 034

*Hamermesh, Daniel S., Ed.*

Labor in the Public and Nonprofit Sectors.

Manpower Administration (DOL), Washington, D.C.; Princeton Univ., N.J. Industrial Relations Section.

Pub Date 75

Note—272p.; Papers presented at a Conference on Labor in Nonprofit Industry and Government (Princeton, New Jersey, May 7-8, 1973)

Available from—Princeton University Press, Princeton, New Jersey 08540 (\$11.50)

Document Not Available from EDRS

**Descriptors**—College Faculty, Employment, Government Role, \*Labor Economics, \*Labor Market, Labor Unions, Public School Teachers, \*Public Service Occupations, School Personnel, Statistical Analysis, Strikes, Wages

**Identifiers**—\*Nonprofit Sector (Labor Market), Public Sector (Labor Market), Readings (Collections)

Originally presented at a Conference on Labor in Nonprofit Industry and Government held at Princeton University, the studies are the first to provide an economic discussion of the public sector labor market. Melvin Reder examines the effect of the absence of the profit motive on employment and wage determination in the public sector. Orley Ashenfelter and Ronald Ehrenberg estimate the elasticities of demand for various types of labor employed by State and local governments. Theoretical ideas about behavior in nonprofit industries are employed by Richard Freeman to study the higher education industry. John Burton and Charles Krider try to predict the incidence of strikes in the public sector, while Donald Frey presents a model of the behavior of school boards in hiring faculty. The magnitude of the extra wage received by unionized public employees is compared by Daniel Hamermesh to that of private unionized workers in the same occupation. (Author)

**ED 113 514**

CE 005 035

*Peters, James S., II*

Vocational Rehabilitation of the Disabled and Disadvantaged in the United States and Europe.

Connecticut State Dept. of Education, Hartford. Div. of Vocational Rehabilitation.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date Jun 71

Note—232p.

**EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage**

**Descriptors**—Disadvantaged Groups, Educational Programs, Federal Legislation, \*Foreign Countries, \*Government Role, National Programs, Physically Handicapped, \*Program Descriptions, Program Effectiveness, \*Rehabilitation Programs, State Programs, Vocational Adjustment, Vocational Education, \*Vocational Rehabilitation, Vocational Training Centers

The study of vocational rehabilitation of the disabled and disadvantaged in the United States and Europe focuses on the extent to which workshops and rehabilitation facilities meet the needs of handicapped individuals in their adjustment to disablement and to the world of work. The study provides background information and statistics, discusses pertinent national legislation and the steps taken to implement that legislation, summarizes the vocational rehabilitation resources and facilities employed throughout the nation, and lists references consulted for each of the following European countries: United Kingdom, France, Ireland, Belgium, Netherlands, Switzerland, Austria, Yugoslavia, Norway, Denmark, Sweden, and West Germany. The study also discusses vocational rehabilitation programs in the U.S. at the Federal level, at the regional level (region 8), and in the State of Connecticut, and describes in detail 11 model programs in various States. The study closes with a discussion

of conclusions and recommendations indicating that although U.S. efforts at vocational rehabilitation are more organizationally structured than those of the European countries discussed, there is still a basic deficiency in the U.S. in making rehabilitation services available to all of those in need of such services. Appended are several Federal and Connecticut laws and directives regarding vocational rehabilitation. (JR)

ED 113 515 CE 005 036

Teal, Everett A.

The Occupational Thesaurus: Volume 1 and Volume 2.

Lehigh Univ., Bethlehem, Pa.

Pub Date 73

Note—506p.; Volume 1 is 303 pages; Volume 2 is 203 pages

Available from—Everett A. Teal, Placement Services, Christmas-Saucon Hall, Lehigh University, Bethlehem, Pennsylvania 18015 (Volume 1, \$8.00; Volume 2, \$6.00; Volumes 1 and 2, \$11.95)

Document Not Available from EDRS

Descriptors—Career Choice, \*Career Opportunities, Career Planning, \*College Majors, \*Guides, Higher Education, Occupational Guidance, \*Occupational Information, Secondary Education, Vocational Counseling, Vocational Interests

Presented in two volumes, the job guide handbook can be used by high school and college counselors, students, recruiters for business and industry, and parents in determining areas of employment which are compatible with a student's or potential employee's interests, abilities, and preparation. Volume 1 lists job areas for students majoring in anthropology, economics, history, languages, mathematics, political science, psychology, and sociology. Volume 2 covers possible jobs for majors in accounting, biology, chemistry, geology, and physics. Both volumes begin with a lengthy glossary of terms pertaining to the occupations. The guide is divided into sections according to academic majors, each section providing a list of areas of employment for the major. For each area of employment the guide briefly defines the job activities involved, lists the types of establishments providing jobs in that area, and lists the job opportunities (job titles) possible in the area of employment. (MS)

ED 113 516 CE 005 037

A Universal Model for Evaluating Basic Electronic Courses in Terms of Field Utilization of Training.

Air Force Occupational Measurement Center, Lackland AFB, Tex.

Note—34p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Electronics, \*Evaluation, \*Military Service, Models, Occupational Tests, \*Performance Tests, Tables (Data), \*Training Identifiers—Air Force, \*Electronic Principles Inventory

The main purpose of the Air Force project was to develop a universal model to evaluate usage of basic electronic principles training. The criterion used by the model to evaluate electronic theory training is a determination of the usefulness of the training vis-a-vis the performance of assigned tasks in the various electronic career fields. Data collection is through a survey booklet, called the Electronic Principles Inventory, which is completed by practitioners in the field. The inventory is general in nature and can be administered to anyone who works with electronics, regardless of the level of involvement. The data can be analyzed using the Comprehensive Occupational Data Analysis Programs (CODAP). Significant results were found between and within electronic specialties. The results presented in the report would be useful to managers in the areas of training, personnel classification, and testing. (Author/EA)

ED 113 517 95 CE 005 039

The Iowa Guide for Curriculum Improvement in Industrial Arts, K-12. A Study of Industrial Technology.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 75

Note—73p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Bibliographies, \*Curriculum Design, \*Curriculum Development, \*Curriculum Planning, Elementary Education, \*Elementary Secondary Education, \*Industrial Arts, Industrial Technology, Junior High Schools, Learning Activities, Secondary Education

Providing a general framework for local curriculum development, the guide is intended to assist industrial arts teachers and public school administrators in situations where a comprehensive curriculum development effort is undertaken, a new industrial arts curriculum is being developed, or an existing program is being revised. Four phases of coordinated planning and decision-making are presented: (1) establishing the basis for industrial arts in the K-12 school system; (2) establishing the basis for industrial arts on the various operational levels (elementary, junior high, and high school); (3) outlining the local industrial arts program; and (4) preparing teaching plans. Phase 1 involves establishing the need for the program and describing how the needs can be met and general program goals. Phase 2 is directed toward the needs of subpopulations within the school, with a recommended list of goals for each operational level. Phase 3 identifies the program offering, scope, and sequence. A suggested list of knowledge/skill/attitude competencies, developed by a team of Iowa industrial arts teachers, and corresponding sample learning activities are included for the offerings recommended. An eight-page reference/resource section is provided to assist with phase 4, which is directed mainly to the individual teacher. (EA)

ED 113 518 95 CE 005 043

McKinney, Lorella A. And Others

Career Education Personnel Development: Ideas for University Planning. Draft.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date Jul 75

Note—160p.

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—\*Career Education, Class Activities, Colleges, Counselor Educators, Counselor Training, Curriculum Development, Educational Planning, Educational Strategies, \*Higher Education, Program Descriptions, Program Development, \*Program Planning, \*Teacher Education, Teacher Educators, Teacher Improvement, \*Training Objectives, Universities

Responding to the need for qualified personnel for career education, the authors designed the guide for use by university program or instructional planners in the preparation of undergraduate/graduate personnel for implementing career education in grades K-12. The basic components of the document consist of: (1) 105 broad general goals in career education personnel development significant to quality career education for integration into existing educational personnel preparation programs; (2) two or more alternative strategies for achieving each of the 105 goals; and (3) 25 university staff approaches for integrating career education into existing university personnel development courses or programs. Goals and alternative strategies were developed from a synthesis of field data collected by classroom observation and interviews in 25 university/college sites in the United States, appropriate data selected from the literature, and project staff training and experience. Appendix A consists of information relative to interest and efforts in career education collected informally from additional university sites. Appendix B is a listing of contributors to the data collection. An index of terms common to teacher education preparation and career education concepts, coded to the 105 goals, is also included. (EA)

ED 113 519 CE 005 044

U.S. Working Women: A Chartbook.

Bureau of Labor Statistics (DOL), Washington, D.C.

Pub Date 75

Note—73p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 029-001-01780-4, \$1.75)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Census Figures, \*Charts, Educational Background, Employment Patterns,

\*Employment Statistics, Family Status, Income, \*Labor Force, Marital Status, Statistical Data, Unemployment, \*Working Women

Fifty-six charts present data on the characteristics of American working women and their changing status over the past 25 years. The major data source is the Current Population Survey conducted monthly for the Bureau of Labor Statistics by the Bureau of Census. Part 1 provides information on employment and unemployment. In January 1975 some 36 and one-half million women were in the work force, about 40 percent of the country's entire labor force and almost 46 percent of all women 16 years and over. Part 2 shows the marital and family status. Married women living with their husbands, nearly 21 million in 1974, account for almost three-fifths of all women workers. However, the number of families headed by working women is rising. Income of working women is analyzed in Part 3, and data on their education are shown in Part 4. The great majority of working women have not yet attained parity with working men in earned income. Median usual weekly earnings of women in full-time jobs in 1974 were about 60 percent of those of men. In 1974, 72 percent of women workers had graduated from high school, compared with 67 percent for men. Part 5 provides additional information on the characteristics of working women. (Author/EA)

ED 113 520 CE 005 045

American Manpower Today.

Manpower Administration (DOL), Washington, D.C.

Pub Date 74

Note—30p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 2900-00222; \$0.75)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Community Programs, County Programs, \*Employment Programs, \*Employment Services, Federal Legislation, \*Federal Programs, Federal State Relationship, Job Placement, Job Training, \*Manpower Development, Program Descriptions, State Programs, Unemployment Insurance

The current role of the Department of Labor's Manpower Administration as determined by the Comprehensive Employment and Training Act of 1973 (CETA) is described. CETA shifts the responsibility for training and job placement services from the Federal government to States, cities, and counties which operate their own programs using funds provided by the Federal government. The community manpower system includes about 400 comprehensive manpower programs and additional public service employment programs for areas of unusually high unemployment. Eligibility requirements, services provided, and the operation of these programs are outlined. Other programs are provided for groups with special job market disadvantages (seasonal farmworkers, Indians, youth, older workers, and persons with limited English). The Federally administered programs described are: apprenticeship, job corps, and the work incentive program. Research, development, and evaluation functions of the Manpower Administration's Office of Policy are discussed. Finally, a summary of the historical development and services of the employment service and the unemployment insurance program, both operated as Federal-State partnerships, is provided. The report also contains an address list of Assistant Regional Directors and suggestions for obtaining more information on community manpower programs. (MS)

ED 113 521 CE 005 046

Employment Profiles of Minorities and Women in the SMSA's of 20 Large Cities, 1971. Research Report No. 43.

Equal Employment Opportunity Commission, Washington, D.C.

Pub Date Jul 74

Note—187p.; Numerals in some tables may be too small to reproduce well

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (Stock No. 5203-00039; \$2.25)

EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage

Descriptors—American Indians, Asian Americans, \*Employment Patterns, \*Employment Statistics, \*Equal Opportunities (Jobs), \*Females, \*Minority Groups, Negroes, Spanish Americans, Tables (Data)

**Identifiers—\*Standard Metropolitan Statistical Areas**

The report reflects the employment status of women and minorities among companies with 100 or more employees in the Standard Metropolitan Statistical Areas of: Atlanta; Baltimore; Boston; Chicago; Cleveland; Dallas; Denver; Detroit; Houston; Los Angeles-Long Beach; Memphis, Tennessee-Arkansas; Miami; Newark; New Orleans; New York; Philadelphia; Pennsylvania-New Jersey; St. Louis, Missouri-Illinois; San Francisco-Oakland; Seattle-Everett; and Washington, D.C.-Maryland-Virginia. Detailed employment data were obtained from 1972 EEO-1 Reports filed with the Equal Employment Opportunity Commission. Participation rates were examined for females, blacks, Spanish surnames Americans, Asian Americans, and American Indians. Although employment of women and minorities has generally increased between 1970 and 1972, the survey showed unbalanced occupational distribution and income for women and minorities. Twice the proportion of minority as Anglo women held positions in the laborer and service worker categories. Differentials between occupational distributions of Anglo and minority women were the greatest in Memphis and New Orleans and for Anglo and minority males in Memphis and Dallas. Blacks realized representation gains in the white collar field and Spanish surnamed Americans in the laborer category. Almost 70 percent of Asians were white collar workers; approximately two-thirds of American Indians were blue collar/service workers. (EA)

**ED 113 522** **CE 005 047**

*Simon, Ralph, Ed. And Others*  
**Explorations in Mental Health Training: Project Summaries.**

National Inst. of Mental Health (DHEW), Rockville, Md. Div. of Manpower and Training Programs.

Report No.—DHEW-ADM-74-109

Pub Date 75

Note—258p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1724-00400; \$3.15)

**EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage**

**Descriptors—**Educational Innovation, \*Educational Programs, Health Occupations Education, \*Health Personnel, \*Mental Health, \*Pilot Projects, Prevention, Professional Personnel, \*Program Descriptions, Research, Services, Teaching

**Identifiers—**\*Paraprofessional Personnel

The report contains summaries of 176 pilot projects demonstrating new and innovative approaches for training mental health personnel. Projects were conducted under grants awarded by the Experimental and Special Training Branch of the Division of Manpower and Training Programs, National Institute of Mental Health. The projects have been developed in both academic and nonacademic settings for training professional and paraprofessional personnel in the areas of service, teaching, research, and prevention. Summaries are arranged according to specific training categories: Mental Health Workers (Associate Degree); Mental Health Workers (Baccalaureate Level); Mental Health Workers (Non-degree Related); Early Child Care Personnel; Child Care Personnel; Nursery School Teachers (for Emotionally Disturbed Children); Teachers for Emotionally Disturbed Children; Mental Health Training for Teachers; School Consultants; Adolescence and Youth; Educational Administrators; Administrative, Consultative, and Leadership Personnel; Recruitment for Professionals; Health and Mental Health Professional Personnel; Research Personnel and Statisticians; Environmental Design and Architecture Personnel; Community Agency Personnel; Specialists in Marriage and Family Counseling; Volunteers and Citizen Participation; Hospital Personnel; Adjunctive Therapists; Mental Health Communications Specialists and Media Development; Clergy; Lawyers and Judges; Personnel in Crime and Delinquency; Alcoholism and Drug Abuse Personnel; and Mental Retardation Personnel. A subject index and index of graduate institutions is included. (EA)

**ED 113 523** **CE 005 048**

**Apprenticeship Training in the 1970's: Report of a Conference. Manpower Research Monograph No. 37.**

Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date 74

Note—113p.; Report of a Conference (Washington, D.C., May 30-June 1, 1973)

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 2900-00223; \$1.85)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors—**\*Apprenticeships, \*Conference Reports, Costs, Foreign Countries, Job Training, Manpower Development, Minority Groups, \*Policy Formation, \*State of the Art Reviews, Training, Vocational Followup

The conference report summarizes the state of the art of apprenticeship, as determined by a decade of systematic research, and offers recommendations for changes in policy and in practice. Eighteen papers, all dealing with fundamental problems in apprenticeship and skill training in the United States, were presented at the conference by practitioners, academic researchers, representatives of labor, and members of government. Summary papers in the document are grouped under the headings of: Apprenticeship As a Training Process, Lessons from Followup Studies of Journeymen and Apprentices, Apprenticeship and Minorities, Training Data and Manpower Planning, and Lessons from Foreign Experiences with Apprenticeship. A major diagnosis of the conference was that apprenticeship is basically healthy but some changes can make it more vigorous and productive. Guiding principles for a model apprenticeship system include: voluntarism with some governmental support and guidance, flexibility in defining and implementing standards, applying the training system to a wide range of occupations and industries, and emphasis on both quality and quantity. Specific conclusions and recommendations were categorized according to costs and financing, ways and means to improve quality of training, apprenticeship and minorities, and data requirements for developing model training systems. (EA)

**ED 113 524** **CE 005 049**

**Military Occupational Data Bank (MODB): Personnel Selection and Classification.**

Department of the Army, Washington, D.C.

Report No.—AR-611-3

Pub Date 4 Sep 74

Note—13p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*Classification, \*Data Bases, Data Collection, \*Enlisted Men, Military Service, \*Occupations, \*Personnel Selection

**Identifiers—**\*Military Occupational Data Bank, MODB

The regulation contains policy guidance, administrative procedures, and responsibilities for the operation and maintenance of the Military Occupational Data Bank (MODB). It revises a former regulation governing the MODB method of operation by revising the list of occupational data collection agencies and by providing expanded information concerning data analysis, data reliability, and supplemental information available to MODB users. The first of three chapters is a general one which discusses the purpose and scope of the regulation, explains the terms used in it, describes the MODB, and discusses its responsibilities. Chapter 2, on the source of collection for enlisted Military Occupational Specialties (MOS), discusses objectives, restrictions, questionnaires, responsibilities, administrative procedures, and procedures for selecting qualified MOS incumbents. Chapter 3, MODB reports for enlisted Military Occupational Specialties, discussed objectives, standard reports, special reports, background information (BI) summary, Comprehensive Occupational Data Analysis Programs (CODAP) reports, requests for MODB reports, data reliability, and supplemental publications. A sample of the MODB Questionnaire Data Sheet is included. (Author/JR)

**ED 113 525** **95** **CE 005 050**

*Yormack, Ben A.*

**Highline's Career Alternatives Model: Interim Report.**

Highline Public Schools, Seattle, Wash.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—V361123

Pub Date 1 Jul 75

Grant—OEG-0-73-5289

Note—197p.

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

**Descriptors—**\*Career Education, Career Planning, \*Developmental Programs, \*High Schools, Models, \*Program Descriptions, \*Program Evaluation, Secondary Education, Vocational Development

**Identifiers—**Seattle Highline High School, Washington (Seattle)

Covering the time period from July 1973 to July 1974, the report documents the first year of a project to implement career education in the Highline High School in Seattle. A career alternatives model (CAM) to provide each student with opportunities to consider all alternatives is described as a means for student development in self awareness, economic understanding, decision making, and employment skills. Goals and procedural components of CAM, in which guidance and inservice teacher education are stressed, describe the project. A 43-page report of an evaluation conducted by the University of Washington's Bureau of School Service and Research (BSSR) is included in the document. The concluding section (67 pages) consists of sample instructional materials and other program-related documents. (MU)

**ED 113 526** **CE 005 051**

**Effectiveness of High School Job Training: Assessment of Class of 1972 One and One-Half Years After Graduation.**

National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date 29 Aug 75

Note—9p.

Journal Cit—National Center for Education Statistics Bulletin; n22, August 29, 1975

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**Career Education, Employment Experience, Employment Statistics, Graduate Surveys, \*High School Graduates, Job Training, \*Longitudinal Studies, National Surveys, Occupational Surveys, Program Attitudes, \*Relevance (Education), Tables (Data), \*Vocational Education, \*Vocational Followup, Youth Employment

**Identifiers—**National Longitudinal Survey Hi Sch Class 1972

The bulletin presents data taken in the fall of 1973 for the National Center for Educational Statistics' National Longitudinal Study of the High School Class of 1972. The study surveyed approximately 22,000 high school seniors in 1,200 schools in the spring of 1972. Sixty-two percent of vocational-technical, 24 percent of general education, and 12 percent of academic students indicated that they had received specialized training intended to prepare them for immediate employment upon graduation. Of those who had looked for work in areas where they could use their specialized training, about 80 percent of the vocational-technical and academic students and 77 percent of the general students found jobs. Approximately 87 percent of vocational-technical and 80 percent of academic and general students who worked in training related jobs expressed satisfaction with their training. Although a generally high rate of approval was found, especially among business and office occupations students, two aspects of specialized training were criticized fairly often. First, many persons, especially health and home economics students, did not find their high school training useful in their on-the-job training programs. Second, many persons, especially agricultural and trade and industrial students, would have liked more experience in their training area before starting to work. (Author/JR)

**ED 113 527** **95** **CE 005 059**

*Tiedeman, David V. Miller-Tiedeman, Anna*  
**Career Initiation in Association with Alienation from Secondary Schools: A. An Operational Model and Its Literature. Information Analysis No. 5A.**

American Institutes for Research in the Behavioral Sciences, Washington, D.C.; Northern Illinois Univ., De Kalb. ERIC Clearinghouse in Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Sep 75

Note—61p.

Available from—ERIC Clearinghouse in Career Education, 204 Gabel Hall, Northern Illinois University, DeKalb, Illinois 60115 (\$3.00)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**Career Awareness, \*Career Education, Continuation Education, Counseling Pro-



grams, Delinquent Rehabilitation, Dropout Characteristics, Dropout Prevention, Dropout Problems, \*Dropout Programs, Dropout Rehabilitation, \*Dropouts, \*Educational Programs, \*Literature Reviews, Potential Dropouts, Relevance (Education), Remedial Programs, Secondary Education, Student Alienation, Vocational Education, Work Study Programs

Identifiers—Career Intern Program, CIP

The first chapter of the literature review describes the Career Intern Program (CIP), a cooperative career education venture of the Opportunities Industrialization Centers of America and two Philadelphia high schools, which is composed of three steps: career awareness (general orientation, development, motivation); career exploration (academic instruction, career expectation instruction, hands on work experiences); and career specialization (on-the-job training, technical schools, community college). Chapter 2 describes the identification of the potential dropout with respect to the following factors: the verbal deficit, the individual student's personality, environmental factors, and student self-concepts. The remaining two chapters review the literature of career education programs similar to CIP throughout the rest of the U.S. Chapter 3 surveys primary prevention programs and deals separately with: programs to change the schools themselves, targeted educational programs, remedial educational programs, vocational educational programs, counseling programs, and work study programs. Chapter 4 surveys rehabilitation programs, and deals separately with: continuation education, rehabilitating the dropout, and rehabilitating the juvenile delinquent. (JR)

ED 113 528

CE 005 060

Spencer, Kendrick

Vocational Youth Organizations—Are They Needed?

University of Northern Colorado, Greeley.

Spons Agency—Colorado Research Coordinating Unit, Ft. Collins.; Colorado State Board for Community Colleges and Occupational Education, Denver.

Pub Date 30 Jun 74

Note—88p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Advisory Committees, \*Educational Needs, Program Evaluation, \*Secondary Education, State Surveys, \*Student Organizations, \*Surveys, \*Vocational Education, Youth Clubs

The project focused on securing evidence to support or reject the assumption, based on their support by educators and industry, that vocational youth organizations (Distributive Education Clubs of America, Home Economics Related Occupations Clubs, Future Farmers of America, Future Homemakers of America, Future Business Leaders of America, and Vocational Industrial Clubs of America) are an essential part of secondary vocational education programs in Colorado. Five populations were surveyed, and specific questionnaires were developed for students, teachers (advisors), administrators, parents, and employers (training sponsors) to determine if the organizations were felt to be important and if they were accomplishing their objectives. The rate of response exceeded 65 percent for all populations. Each questionnaire was analyzed for general trends by using means and percentages. Each item was analyzed by means of chi-square for differences among youth organizations. The tabulated findings, discussed in detail for each questionnaire type, indicate an overall positive perception of the organizations. Detailed conclusions show that the organizations were perceived as important and were meeting their objectives but were in need of support by the schools. Appended are the objectives of five national organizations, the instruments, and cover letters. (Author/MS)

ED 113 529

95

CE 005 061

Peebles, James D.

Adult Basic Education and Adult High School Teacher Competency Inventory: Utah Study.

Missouri Univ., Kansas City. Center for Resource Development in Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Utah State Board of Education, Salt Lake City.

Pub Date Sep 75

Grant—OEG-73-5213

Note—56p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Adult Basic Education, \*Adult Educators, Educational Needs, Questionnaires, Rating Scales, \*Secondary Education, State Surveys, \*Surveys, \*Teaching Skills

Identifiers—Adult Basic Education Competency Inventory, \*Adult Secondary Education, Utah

The survey, conducted to determine patterns of instructional needs as perceived by adult basic education (ABE) and adult high school (AHS) teachers, attempts to answer three questions: from a broad array of possible instructional competencies, which competencies do teachers (1) perceive as being of the highest priority? (2) feel they have the greatest ability to perform? (3) rate highest in priority and lowest in their ability to perform? The population surveyed consisted of 69 ABE teachers and 186 AHS teachers employed in Utah. A majority of the teachers did not respond; respondents were the more experienced teachers. The survey instrument, the Adult Basic Education Teacher Competency Inventory (revised October 1974), consisting of 170 statements of teacher competency previously established and validated, is appended. Teachers were asked to indicate the degree to which a teacher should be able to perform, and the degree to which they can perform, each competency. These are among the findings: ABE teachers felt most competent in those areas which they gave highest priority; the area of highest need was mathematics instruction. AHS teachers agreed widely on their abilities and on most-valued competencies; math and reading competencies showed great differences between "should" and "able to" statements. (Author/AJ)

ED 113 530

CE 005 062

McDermott, Michael N. And Others

Work in the Navy—A Description of Navy Officer and Enlisted Occupations. Technical Report No. 923.

Operations Research, Inc., Silver Spring, Md.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Pub Date 6 Jun 75

Note—558p.

EDRS Price MF-\$0.92 HC-\$28.56 Plus Postage

Descriptors—Armed Forces, Career Choice, Career Education, \*Career Opportunities, Employment Qualifications, Enlisted Men, Job Training, Manuals, Military Personnel, \*Military Training, Occupational Choice, \*Occupational Guidance, \*Occupational Information, \*Occupations, Officer Personnel, Vocational Development, Work Environment

Identifiers—\*Navy

The manual contains career guidance materials describing occupations and career development opportunities in the Navy. The materials were developed for integration into the Oregon Career Information System, a career education program utilizing both computerized and manual information systems. The report includes a discussion of the general work of the Navy, its size and organization, work environment, hiring practices, pay, training and education, and a comparison of Navy occupations with those listed in the Oregon Career Information System. The bulk of the document contains descriptions of each enlisted occupation or "rating" and each officer category and specialty. The following detailed information is provided for 70 Navy enlisted occupations: nature of the job, working conditions, qualifications, training provided by the Navy, Navy employment opportunity, and additional information sources (page number references within the document). The same categories of information, except for Navy training, are presented for 60 officer occupations. (Author/MS)

ED 113 531

CE 005 063

BRAC/Job Corps Clerical Training Program.

Brotherhood of Railway, Airline and Steamship Clerks, Freight Handlers, Express and Station Employees.

Note—137p.; Photographs will not reproduce

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—\*Clerical Occupations, Collective Bargaining, Educational Programs, Glossaries, History, Industrial Relations, Instructional Materials, \*Labor Education, \*Labor Unions, Occupational Information, Office Machines, Office Occupations, \*Rail Transportation, Records (Forms), \*Textbooks, Unit Plan, Vocational Education

Identifiers—BRAC, \*BRAC Railroad Clerical Program, Brotherhood of Railway and Airline Clerks

The Brotherhood of Railway and Airline Clerks (BRAC) Railroad Clerical Program contains two main parts. The first part deals with the railroad industry and provides: an outline of basic railroad history, a glossary of railroad terms, a description of the kinds of work done in railroad offices, sample forms used in the railroad industry, descriptions of railroad office equipment, and descriptions of the various kinds of railroad rolling stock. The second part deals with trade unions and covers the following topics: labor and the economy, history of trade unions, collective bargaining and trade unions, railroad labor, and a glossary of terms. The program deals with each topic in a separate unit, each of which contains a brief classroom quiz at its end. (JR)

ED 113 532

CE 005 064

Fink, C. Dennis Hibbits, Francis L.

Classification, Career Structure and Job Analysis of Mail Processing Equipment Maintenance Personnel: Subtask Report.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Post Office Dept., Washington, D.C.

Pub Date Apr 69

Note—111p.; For related document, see CE 005 065

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Apprenticeships, Career Ladders, Classification, Employment Qualifications, \*Equipment Maintenance, \*Government Employees, \*Job Analysis, \*Machine Repairmen, Manpower Development, \*Occupational Information, On the Job Training, Personnel Policy, Promotion (Occupational)

Identifiers—Mail Processing Equipment Maintenance Personnel, \*Post Office

The study examines post office mail processing equipment (MPE) maintenance positions on the basis of interviews conducted among maintenance mechanics and supervisors at 17 small, medium, and large mechanized post offices for the purpose of determining existing and desired maintenance practices and maintenance personnel policy. The study considers nine problem areas: decreasing manpower pool, distinctions between mechanic grades, career ladders, entrance and promotion examinations, apprenticeship programs, in-house training systems, specialization guidelines, pay comparability, and full utilization of mechanics. The study makes recommendations with respect to: restructuring MPE maintenance department jobs; maintenance career ladders; training of MPE mechanics; classification of post office MPE maintenance positions; and job descriptions, job assignments, and staffing criteria. Five appendices, comprising more than half the document, contain proposed job descriptions (functions, duties and responsibilities, organizational relationships, and qualifications for nine positions); a 30-page job analysis and job evaluation form for equipment maintenance positions; a list of the U.S. Post Offices surveyed; job evaluation questions and job rating tables; and a conversion and reclassification guide for MPE mechanics. (JR)

ED 113 533

CE 005 065

McKnight, A. James And Others

The Development of Job-Oriented Examinations for Postal Equipment Maintenance Positions: Subtask Report.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Post Office Dept., Washington, D.C.

Pub Date Jun 69

Note—64p.; For related document, see CE 005 064

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Employment Qualifications, Equipment Maintenance, \*Government Employees, Item Analysis, \*Machine Repairmen, Manpower Development, Multiple Choice Tests, Occupational Tests, \*Performance Tests, \*Test Construction

Identifiers—Mail Processing Equipment Maintenance Personnel, \*Post Office

The report discusses the development of written job proficiency examinations for four Mail Processing Equipment (MPE) positions (MPE apprentice, MPE mechanic, MPE senior mechanic,

and MPE supervisor). After a brief introductory chapter, the next chapter describes the determination of examination objectives and the desirability of testing specific job knowledge and the aptitude for acquiring future job qualification knowledges, but not job skill, personality factors, and physical characteristics. Chapter 3 discusses the preparation of the examination items (of the five-alternative multiple choice variety) based on an analysis of maintenance and supervisory skills, the purpose of which was to test minimum knowledge standards while at the same time assuring an adequate supply of successful applicants. Chapter 4 discusses the preliminary administration of the 384 items to a sample of maintenance personnel currently engaged in job activities that correspond to the proposed job descriptions at the 13 most highly mechanized post offices. Chapter 5 covers the selection of 339 test items, the assignment of the items to the four qualifying examinations, and the minimum standards for determining job qualification. Chapter 6 discusses test validity and makes suggestions to the Post Office Department for broadening the assessment of worker qualifications. (JR)

**ED 113 534** CE 005 069

*Buontempo, Gregory And Others*  
Vocational Education for the Handicapped;  
Assistance in Initiating or Strengthening Vocational Programs for Handicapped Youth.

New Jersey State Dept. of Education, Trenton.  
Bureau of Occupational Research.

Pub Date Sep 74

Note—7p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Elementary Secondary Education, Emotionally Disturbed, \*Handicapped Students, Mentally Handicapped, Physically Handicapped, \*Program Descriptions, \*Vocational Education

Identifiers—New Jersey

The philosophy and programs presented are designed to assist New Jersey educators in planning and developing vocational education for the handicapped. An important measure of the success of such education, the handicapped person's ability to get and hold a job, is described. Federal legislation providing for more training for the handicapped is briefly outlined. Twelve categories of handicapped persons are used for educational classification and are defined here: mentally retarded educable, mentally retarded trainable, neurologically impaired, perceptually impaired, emotionally disturbed, socially maladjusted, visually handicapped, auditorily handicapped, communication handicapped, orthopedically handicapped, chronically ill, and multiply handicapped. The recommended team approach to long-term vocational development involving education and counseling is outlined. Five major phases (each described in detail) of the vocational preparation of the handicapped form a strategy which has often proven effective: (1) vocational evaluation, (2) self and career awareness, (3) skill training, (4) getting started in a real job, and (5) followup. The sequence of programs developed for the handicapped (elementary through high school level and older) includes technology for children, introduction to vocations, employment orientation, work experience and career exploration program, and part-time cooperative employment orientation. (Author/MS)

**ED 113 535** CE 005 070

Career Development through New Jersey Vocational-Technical Education Programs and Services.

New Jersey State Dept. of Education, Trenton.

Pub Date Jan 74

Note—9p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Career Awareness, \*Career Education, Career Exploration, Elementary Secondary Education, Post Secondary Education, Preschool Education, \*Program Descriptions, Technical Education, \*Vocational Development, \*Vocational Education

Identifiers—New Jersey

The major programs sponsored by the Division of Vocational Education assisting career development in New Jersey are identified and briefly described. The stated objectives of career development are: identification of a variety of occupational opportunities, development of a

number of career alternatives, demonstration of job responsibility, acquisition of a job-oriented value system, implementation of career decisions, and evaluation of results. The programs and services offered in the State are listed for preschool through post secondary and adult levels. They are designed to accomplish the objectives by providing: (1) exploratory experiences; (2) integrated vocational and academic education; (3) assessment of interests, aptitudes, and abilities; (4) opportunities for the development of good work habits and attitudes; and (5) occupational skill training. Thirty-six major programs and services are listed alphabetically with designated grade levels and descriptions which define the purposes and activities involved for each. Specialized statewide services are also outlined including: county career education coordinators, teacher education and training, curriculum management center, occupational resource center, and center for consumer education services. (Author/MS)

**ED 113 536** CE 005 071

Position Paper on Industrial Arts Education in New Jersey.

New Jersey State Dept. of Education, Trenton.  
Div. of Vocational Education.

Pub Date Jun 74

Note—7p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Educational Philosophy, Elementary Secondary Education, \*Industrial Arts, \*Industrial Education, Post Secondary Education, Special Education, Trade and Industrial Education

Industrial arts programs, courses organized for the development of understandings about the technical, consumer, occupational, recreational, managerial, social, historical, and cultural aspects of industry and technology, are an important area of education. Industrial arts education develops individuals in terms of general education objectives, requires abstract reasoning in practical situations resulting in greater understanding of the content area, and contributes toward the understanding of and preparation for participation in the world of work. Programs are designed to provide opportunities for practical experience, exposure to a variety of jobs and careers, personal development, and career guidance. Such education provides both boys and girls with a means of expression through the use of tools, materials, and processes. It consists of: (1) integrated technological problem-solving activities in the elementary grades; (2) exploratory experiences for middle/junior high school students; and (3) exploratory or concentrated experiences for senior high school students, depending on the learner's background. In adult education, industrial arts provides a means of acquiring new skills or improving work related skills. For special education students, valuable hands-on learning experiences are offered in the on-going program or in specifically tailored courses. Industrial arts youth organizations are an integral part of the instruction program. (Author/MS)

**ED 113 537** CE 005 072

*Grasso, John T.*

The Contributions of Vocational Education, Training and Work Experience to the Early Career Achievements of Young Men.

Ohio State Univ., Columbus. Center for Human Resource Research.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date Jul 75

Note—155p.; Appendix B may not reproduce well due to lightness of type; Ph.D. Dissertation, Ohio State University

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

Descriptors—Employment Experience, Followup Studies, \*Job Satisfaction, Longitudinal Studies, \*Males, Multiple Regression Analysis, \*Program Effectiveness, Relevance (Education), Statistical Studies, Success Factors, \*Vocational Education, \*Young Adults

The study of non-college-attending, male high school graduates examines vocational, general, and college preparatory high school curricula and certain post-school training opportunities to uncover differences in their effectiveness, either alone or in conjunction with post-school programs, in preparing youth for careers. Based on data from the National Longitudinal Surveys of Young Men 1966-69, the following serve as

criterion measures in a multivariate framework: a general occupational information test, attitudes toward adequacy of preparation, participation in post-school training, skill level of jobs, wages, measures of career potential, overall job satisfaction, and unemployment experience. Multiple regression is used to identify and measure the net effects of educational and training variables by controlling statistically for other influences, with separate analyses conducted for white and black youth. The empirical findings reported and discussed for each criterion measure are summarized and provide the basis for specific conclusions which do not support the view that vocational education at the secondary level is superior preparation for the world of work. Four major implications for secondary education are drawn from the findings. A 14-page bibliography, a discussion of statistical tests of the significance of intergroup differences in regression, and tabulated regression results are appended. (Author/MS)

**ED 113 538** 95 CE 005 073

Career Exploration Research and Development Project: Grades 1-6. Final Report.

Idaho State Board of Vocational Education, Boise.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No—BR-V-261022L

Pub Date 30 Jun 73

Grant—OEG-0-72-0769

Note—112p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—Career Awareness, Career Education, \*Career Exploration, Counseling, \*Curriculum Development, Curriculum Guides, \*Elementary Education, \*Guidance, Occupational Information, \*Program Descriptions, Resource Guides, Self Concept, Unit Plan, Work Attitudes

The Boise, Idaho career exploration project (grades 1-6) involves curriculum development, guidance/counseling, and research. Guidance and career units were primarily written by a curriculum writer and the project director; teacher involvement was mainly through study of the written materials. The guidance/counseling component is geared to the development of positive work attitudes and self-concept, expansion of occupational awareness, improved pupil performance in basic subjects, and the development of a Career Resource Information Bank. Student achievement was measured by usual normative and pre-post comparisons and criterion evaluation. Career awareness pre- and posttests were administered to six experimental groups while students in the control groups were posttested relating to their occupational awareness and interest. Standardized test instruments were found to be inappropriate to measure the side-effect results of a program not designed to directly influence academic achievement. Third-party evaluation indicated a very successful project. Future plans of the career awareness program include a three-year expansion to cover the entire district. More than half of the document is devoted to appendixes consisting of career and guidance units, curriculum materials lists by grade, an interim evaluation report, evaluation tests (career awareness and self-appraisal), and parent reactions. (EA)

**ED 113 539** CE 005 075

Guide for Establishing Programs of Vocational Exploration.

West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Note—61p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Business Education, \*Career Exploration, Environmental Education, Industrial Education, Learning Activities, \*Program Development, Program Evaluation, \*Program Planning, Resource Guides, Secondary Education, Service Education, \*Vocational Education

Developed to assist local educational agencies in developing vocational exploratory programs for ninth and tenth grade students, the document outlines activities that emphasize self-exploration and occupational information. Information needed to assess the direction and limits of individual programs, identification of occupational groupings, and instructional program planning,

(including program descriptions, goals and objectives, activities, and administrative procedure) are outlined. Business, environmental, industrial, and service occupations exploratory laboratory groupings and career resource center information are individually appended and make up the bulk of the document. Business occupations include business and office, distribution and marketing, communications and media; environmental occupations include agri-business and natural resources, environment, marine science, and recreation; industrial occupations include manufacturing, construction, transportation, fine arts and humanities; and, service occupations cover consumer and homemaking, health, personal service, and public services. Sample activities pertaining to the individual area job groupings, special facility considerations, and equipment lists are provided. Career Resource Center provides lists of necessary equipment, books, films, booklets, and tapes available. It is emphasized that programs should be designed to meet the needs of the students, capitalize on previous career education experiences, and contribute to subsequent high school and post high school opportunities. (LH)

ED 113 540 CE 005 076

Thorson, James A.  
*Attitudes Toward the Aged as a Function of Race and Social Class.*

Pub Date 1 Nov 74

Note—10p.; Paper presented at the Annual Meeting of the Gerontological Society (27th, Portland, Oregon, November 1, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Attitude Tests, \*Comparative Analysis, \*Older Adults, Racial Factors, \*Social Attitudes, Social Class, Social Factors, \*Young Adults

Studies have indicated that subjects with more years of education show a positive attitude toward older persons. The present study investigated the effects of other variables, in this case race and social class, in relation to attitudes toward older persons. A sample group of high school juniors and seniors whose ages ranged from 16 to 18 were given a questionnaire based on the Kogan Attitudes Toward Old People Scale. The subjects consisted of 48 blacks and 50 whites; 46 belonged to the lower income class and 52 to the middle income class. The results of the study showed almost no effect on attitudes toward older people based on race and social class. Combining data from this study with a previous study giving a total of 194 subjects showed a relationship between number of years of education and a more positive attitude towards the elderly. The tabulated scores and a list of references are included. (EC)

ED 113 541 CE 005 077

Thorson, James A.  
*Variations in Attitudes Toward the Aged Held by Selected Groups in the Southern United States.*

Pub Date 27 Jun 75

Note—11p.; Paper presented at the International Congress of Gerontology (10th, Jerusalem, Israel, June 27, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Attitude Tests, \*Comparative Analysis, \*Older Adults, Racial Attitudes, \*Social Attitudes, Social Class

A three-part study has been conducted over the past several years to isolate and describe correlates of attitudes toward the elderly. The paper briefly summarizes the first two parts of the study and concentrates on its concluding portion. Data from the first part of the study indicated that younger and more well-educated subjects displayed more positive attitudes toward the elderly. Data from the second part of the study showed little relationship between the variables race and socioeconomic status and attitudes toward the aged. The third part of the study tested for relationships between personality characteristics and attitudes toward old people. It was hypothesized that persons high in the trait of nurturance would have more positive attitudes toward the elderly. Data collected using the Edwards Personal Preference Scale showed positive attitudes correlated with high scores for the traits of intrapersonal, nurturance, and endurance. However, demographic factors seem to be more important determinants of attitudes toward old people than are the personality items. Data indicate that females, subjects who are older, and subjects having a

higher number of years of education have more positive attitudes toward old people. A list of references is included. (Author/EC)

ED 113 542 95 CE 005 079

The Business/Labor/Education Professional Development Partnership: A Workshop to Assure Implementation of the Cooperative Teacher Training Concept in Selected States.

Eckman Center, Woodland Hills, Calif.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Colorado State Board for Community Colleges and Occupational Education, Denver.

Pub Date 30 Jun 74

Note—94p.; Report of a workshop (Denver, Colorado, May 5-9, 1974); The flow chart on p. 81 has been deleted because the type is too small to reproduce

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*Cooperative Education, Cooperative Planning, \*Cooperative Programs, Exchange Programs, \*Interinstitutional Cooperation, Internship Programs, School Industry Relationship, \*Teacher Education, Teacher Improvement, Workshops

The report describes the planning, development, and conduct of a workshop held for educator, business, industry, and labor representatives of seven States. The workshop was designed to accomplish needed statewide planning for improved cooperative approaches to professional development, including industry/education exchange programs and internship. A model of the Cooperative Education Program Delivery System was developed. The introduction describes the background leading to the project need specification and the specific objectives of the project. It also describes the characteristics of the participant group and the potential impact of the project. The section on project activities explains how the workshop and supportive activities were designed to be responsive to participant needs and how this design is implemented. It describes each workshop session and includes a discussion of activities undertaken to assure control of project effectiveness. The section on project evaluation presents the basis for and the methodology used in evaluating project activities. It reports and discusses evaluation findings. The final section summarizes the project's activities, presents conclusions in relation to project objectives, and offers recommendations for future activities. The appendix contains a participant list, participant survey questionnaires, and worksheets. (Author/EC)

ED 113 543 CE 005 080

McKinney, William Lynn

*A Developmental Program for Preparing All Students for the World of Work.*

Rhode Island Univ., Kingston. Curriculum Research and Development Center.

Spons Agency—Cranston School Dept., R.I.

Pub Date 15 Jun 74

Note—24p.; The photographs will not reproduce well

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Career Education, \*Educational Objectives, Elementary Education, Program Effectiveness, \*Program Evaluation, Program Improvement, Questionnaires, Test Results

Identifiers—Dutemple Elementary School, Rhode Island (Cranston)

Focusing primarily on test data from locally developed tests, the document presents results and an evaluation of the first year of a program developed for elementary grades at Dutemple School, Cranston, R. I. The first section discusses behavioral objectives and presents pre- and post-test results, grade by grade tabulated to show levels of attainment of objectives. Recommendations suggest more concentration on identifying and helping students who are not achieving satisfactorily. Teacher evaluations and recommendations are presented in the second section, with a staff questionnaire providing data. It was felt that students became more aware of a variety of careers and benefited from "hands on" experiences, but teachers expressed a need for better program administration and preparation, and the availability of inservice training. Project activities are illustrated through photographs, in the third section, and include log cabin construction, the making of career scrapbooks, and model airplane building. A sample of the staff questionnaire is appended. (LH)

ED 113 544 CE 005 082

Blair, Larry M.

*Mechanisms for Aiding Worker Adjustment to Technological Change: Volume 1: Conceptual Issues and Evidence.*

Utah Univ., Salt Lake City. Human Resources Inst.

Spons Agency—National Science Foundation, Washington, D.C. Office of National Research and Development Assessment.

Note—286p.; The bibliography for Part 2 is of marginal reproducibility; For abstracts of the literature reviewed and a subject index to the abstracts, see CE 005 083; For a commentary on implications, see CE 005 084

EDRS Price MF-\$0.76 HC-\$14.59 Plus Postage

Descriptors—\*Government Role, \*Manpower Utilization, Policy, Private Agencies, \*State of the Art Reviews, \*Technological Advancement, \*Vocational Adjustment, Work Attitudes

The report reviews current literature dealing with past/present/future mechanisms to assist workers' adjustment to technological change. A basic concern of the study is what level of governmental policy, if any, is needed in this area. Part 1 is a discussion of the conceptual impact of technological change on the labor market. The four chapters of Part 1 are directed to the effect of technological change on employment as related to production function, input prices, demand shifts, and skill sector requirements; worker adjustment to technological change through private/public adjustment mechanisms; other relationships between workers and technological change; and adjustment mechanisms and social well-being. Part 2, a review of current literature from 1965 through 1973, is anticipated to be representative of total work in the area. Chapter 1 of Part 2 summarizes findings on worker displacement, analyzes policy recommendations in the literature, and indicates needed research. Chapter 2 focuses on which types of workers are affected by technological change (skill, age, sex, ethnic groups, occupation, and industry). Chapter 3 reviews the private/public adjustment mechanisms and which workers benefit most and least from these adjustment mechanisms. An extensive bibliography accompanies Part 2. (EA)

ED 113 545 CE 005 083

*Mechanisms for Aiding Worker Adjustment to Technological Change: Volume 2: Concepts, Review of the Literature, Abstracts.*

Utah Univ., Salt Lake City. Human Resources Inst.

Spons Agency—National Science Foundation, Washington, D.C. Office of National Research and Development Assessment.

Note—444p.; For volume 1, see CE 005 082; For a commentary on implications, see CE 005 084

EDRS Price MF-\$0.76 HC-\$22.21 Plus Postage

Descriptors—\*Abstracts, \*Annotated Bibliographies, Government Role, Methods, Private Agencies, \*State of the Art Reviews, \*Technological Advancement, \*Vocational Adjustment, Work Attitudes

Volume 2, which accompanies "Mechanisms for Aiding Worker Adjustment to Technological Change, Volume 1," consists of a key word index for locating specific topics and the abstracts of literature reviewed in Volume 1. Key words, referring to aspects of worker adjustment to technological change appearing in the abstracted literature, are grouped into four main areas: scope, level, and content; private adjustment mechanisms; public adjustment mechanisms; and methodology. For each article included, the title, author, publisher, and key words assigned are cited. Not all the articles are abstracted. (EA)

ED 113 546 CE 005 084

Mangum, Garth L.

*Adjustment to Technological Change: Summary and Policy Implications.*

National Science Foundation, Washington, D.C. Office of National Research and Development Assessment.

Note—21p.; For the complete study and its annotated bibliography, see CE 005 082-083

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Employment Projections, Government Role, \*Manpower Utilization, \*Policy, \*Technological Advancement, \*Vocational Adjustment

A supplement to the report on adjustment to technological change, the document reviews policies of recent years related to adjustment to

technological change and the added implications of the Blair and Fichter studies ("Mechanisms for Aiding Worker Adjustment to Technological Change" by Larry M. Blair and "Forecasting the Impact of Technological Change on Manpower Utilization and Displacement: An Analytic Summary" by Alan Fichter). The author concludes that, despite concern generated by the unemployment issue at the beginning of the 1960's, little was done through public policy to aid worker adjustment to technological change. Displacement, rather than neglect, was viewed as the economic and social malady; whether the displacement had technological or other roots was incidental. However, considerable progress was made on behalf of displaced and unplaced individuals during the Manpower Decade, 1960-70. Reviews of post-1965 literature on worker adjustment to technological change by Blair and Fichter further support the fact that technological change is just one of the factors determining future manpower requirements. Fichter feels that, given the general mobility and adaptability of the United States labor force, improvement of forecast methodology is not a high priority need. Nine recommendations related to the issue conclude the report. (EA)

ED 113 547 CE 005 085

Warmbrod, J. Robert

**Criterion-Referenced Instruments for Assessment of Specialized Vocational Agriculture Programs: Final Report.**

Ohio State Univ., Columbus. Dept. of Agricultural Education.

Spons Agency—Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date Jun 74

Note—328p.

EDRS Price MF-\$0.76 HC-\$17.13 Plus Postage

Descriptors—Agriculture, Agricultural Education, Agricultural Machinery, Agricultural Supplies, Career Education, \*Criterion Referenced Tests, Educational Assessment, Farm Management, \*Grade 11, \*Grade 12, Horticulture, Secondary Education, Tables (Data), Testing, Test Results, \*Tests, \*Vocational Agriculture, Vocational Education, Young Farmer Education

Criterion referenced, field-tested instruments developed to assess 11th and 12th grade vocational agriculture education programs in (1) agricultural mechanics, (2) horticulture, (3) agribusiness supplies and services, and (4) farm management are presented in the document. A narrative report briefly discusses objectives; test construction; field testing, which involved administering the test to 12th grade students in 16 area vocational centers and 10 local schools; and the program's contribution to education. Appended materials make up the body of the document (314 pages) and consist of: an extensive treatment of test objectives and the mastery tests for each of the four areas, a list of schools in which field testing was done, and 24 tables giving item analysis and summary statistics for each test (42 pages). (LH)

ED 113 548 CE 005 088

Horan, Carolyn And Others

**Establishing an Education Program at the Marin County Jail.**

Pub Date Jan 75

Note—192p.; Practicum submitted in partial fulfillment of the degree of Doctor of Education, Nova University

EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage

Descriptors—\*Adult Education Programs, \*Correctional Education, \*Corrective Institutions, Educational Facilities, Educational Legislation, High School Equivalency Programs, \*Prisoners, Program Administration, Program Content, \*Program Development, Program Evaluation, Program Planning, Student Characteristics, Vocational Education

Identifiers—California (Marin County), \*Marin County Jail

A detailed account of the establishment of an educational program at Marin County Jail, along with background information, is provided in the document. A discussion of inmate educational programs throughout the country examines inmate needs, facilities, staffing, and funding. Marin County school system interaction with penal institutions, its law enforcement agencies, and county jail are examined, and information gathered on visits to prison educational and voca-

tional programs in local proximity is discussed. Results of an educational survey of Marin County Jail inmates, program goals and philosophy, program establishment, and educational operations are examined. Reactions to the program were generally favorable. The proposal submitted to Marin County Board of Education to establish the jail program, an on-site evaluation report to the Marin County Superintendent of Schools, a report describing the program to the California State legislature, educational and vocational materials, and a bibliography of 27 titles are appended. It is stated that in the three month trial period of the program, 50 inmates had enrolled in the education program, with 17 working toward GED certificates and four having completed the GED requirements. The program has been approved for the 1974-75 year. (LH)

ED 113 549 CE 005 094

Bregman, Ralph And Others

**Enhancing Career Education: A Report on Cooperative Activities.**

California Univ., Los Angeles. Graduate School of Education; Center for Action and Study in Education, Los Angeles, Calif.

Spons Agency—California State Dept. of Education, Sacramento. Career Education Task Force.

Pub Date Sep 75

Note—67p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Career Education, Cooperative Education, \*Cooperative Programs, Educational Programs, \*Educational Strategies, Elementary Secondary Education, Models, \*Program Planning

The purpose of the report is: (1) to develop a conceptual model describing cooperative activities within the school setting; (2) to identify promising practices using cooperative activities to enhance the implementation of career education; and (3) to make recommendations regarding the incorporation of the conceptual model and cooperative activities into the development of a media presentation to be used for career education inservice training programs. The procedures in compiling information about cooperative activities which affect career education programs are described. The study focuses primarily on one aspect of the implementation of career education: the modification of existing structure to bring about program implementation. Practices are suggested to illustrate cooperative activities in school settings with career education programs. The practices included are curriculum legalization, communications, community resources, instructor's handbook, career guidance centers, careers fair, mini-societies, store-front classrooms, and construction technology. Each practice is discussed in terms of description, strategies for implementation, and considerations affecting implementation. Conclusions and recommendations are given. Appendixes related to the procedures of the study include interview forms and interviewing guidelines. (Author/EC)

ED 113 550 CE 005 095

Gamble, Connolly C.

**Continuing Education for Ministry—Perspectives and Prospects.**

Pub Date 16 Jun 75

Note—11p.; Address to the Annual Meeting of SACEM (8th, June 16, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Adult Education, Adult Education Programs, \*Clergymen, Educational Change, \*Educational Needs, \*Professional Continuing Education, Religious Education, \*Theological Education

The development of continuing education for ministry shows a need for more growth and change in seminary training to meet the fundamental needs of the clergy and the laity. Recent changes since 1960 have resulted in three developments: (1) the need for continuing education for ministry has been recognized; (2) the increasing number in the variety and distribution of continuing education resources that present predominantly a standard theological curriculum of biblical, historical, doctrinal, and pastoral concerns; and (3) the interaction between learning and practice has been recognized and the responsibility of the clergy-learner in the parish context has been identified as an essential ingredient in individual plans for continuing education. A problem exists in the lack of participation in con-

tinuing education programs among the clergy who need this form of organized programs of study. This problem comes as a result of the lack of resources for funding experiments and improvements in continuing education programs for ministry. Despite budgetary problems, development in research on continuing education in ministry has increased over the years. Future trends to meet the training needs of the clergy will show an increasing role for continuing education. (Author/EC)

ED 113 551 CE 005 096

**Goals for Vocational Education Professional Development System or Model for Wisconsin: Report of Survey.**

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison. Research Coordinating Unit.; Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Pub Date Sep 75

Note—21p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Advisory Committees, \*Educational Objectives, Objectives, \*Opinions, Questionnaires, \*Staff Improvement, State Officials, \*Surveys, Tables (Data), Teacher Educators, \*Vocational Education, Vocational Education Teachers

Identifiers—Wisconsin

The purpose of the survey was to validate a list of seven goals for a vocational education professional development system. Objectives were to ascertain perceptions of the degree of importance, extent of achievement, and responsibilities for accomplishing the goals. The goals are: staff educational needs, staff supply and demand, efficiency of system, geographic availability, flexibility of programs, effectiveness of system, and certification of personnel. These goals were incorporated into a four-part questionnaire: (1) to identify respondents by type of agency or institution and their area in vocational education, and their perception as to the (2) degree of importance, (3) extent of achievement, and (4) agency responsibilities for achieving each goal. A five-point Likert-Type scale was incorporated into the questionnaire sent to 160 subjects with a 68.8 percent rate of return. Tables and discussions are presented based on the findings drawn from the data. It was concluded that all goals but "certification of personnel" ranked as "High Importance—Goal Greatly Needed." "Certification of personnel" was viewed as a goal of "Average Importance—Goal Needed but not Essential." Recommendations and comments from the survey are included as well as a copy of the questionnaire used for the survey. (Author/EC)

ED 113 552 CE 005 097

Lamoureux, Marvin E.

**Planning, Programming and Budgeting Systems (PPBS) and Cost Benefit Analysis (CBA): Economic Considerations for Adult Education. Occasional Paper No. 5.**

Pacific Association for Continuing Education, Burnaby (British Columbia).

Pub Date Jul 75

Note—62p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Adult Education, \*Cost Effectiveness, Decision Making, \*Educational Economics, Evaluation Methods, Management Systems, \*Program Administration, Program Budgeting, Program Planning, \*Systems Approach

Identifiers—\*Planning Programming Budgeting System, PPBS

In adult education, program planning and administrative management are important areas within which economic analysis may contribute to effective and efficient decision making. The adult education administrator is faced with a dual economic task: (1) to prove beforehand that his programs will pay for the operating budget he is demanding; and (2) to make correct decisions both administratively and in the market-place to insure an efficiently operating organization and a continuous inflow of participants and funds. Two concepts are discussed to aid the adult educator at both the program planning stage and within his administrative functions: planning, programing and budgeting systems (PPBS) and cost benefit analysis (CBA). An overview of the demand for PPBS is presented as a rationale for its increasing acceptance, and a 10-step procedure is developed

for generalized use in any educational institution. Within this 10-step procedure, CBA is introduced as one of the many possible program evaluation techniques to judge a program's worth. An example of CBA using a manpower training program is presented to allow the reader to understand the scope and limitations of the technique. A 36-item bibliography is included. (Author/EC)

**ED 113 553** **CE 005 100**

*Pennell, Maryland Showell, Shirlene*

**Women in Health Careers: Status of Women in Health Careers in the United States and Other Selected Countries.**

American Public Health Association, Washington, D.C.; Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Medicine.

Report No.—DHEW-HRA-75-55

Pub Date 18 Jun 75

Note—155p.; Document prepared for use at the International Conference on Women in Health (Washington, D.C., June 16-18, 1975)

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors**—Charts, Comparative Statistics, Developed Nations, \*Employment Statistics, \*Females, \*Foreign Countries, Glossaries, \*Health Occupations, Health Occupations Education, Health Personnel, Labor Force, National Norms, National Surveys, Statistical Data, \*Tables (Data), Working Women

**Identifiers**—Australia, Colombia, Finland, France, Philippines, Poland, Sweden, United Kingdom, \*United States, USSR

Compiling available statistical information on the status of women in health careers, the chart book was designed for use at the International Conference on Women in Health. Tables and figures illustrate statements through statistics and graphs. In the section dealing with the United States, tables present a broad statistical base, and figures illustrate that particular information in terms of women. Information regarding the United States is divided into three sections: (1) a summary discussing the labor force with 11 tables and figures; (2) information on different health practitioners containing 20 tables and figures; and (3) educational data tracing enrollment, graduate figures, and type of institution, with 19 tables and figures. Information regarding women and health occupations in Australia, Colombia, France, Finland, the Philippines, Poland, Sweden, the United Kingdom, and the USSR are presented in the international section of the document. Twenty-three tables and 15 figures augment the international data. A glossary of 52 related terms is provided. (LH)

**ED 113 554** **CE 005 101**

*Lyon, Robert*

**Status of Real Estate Education in Texas Colleges and Universities.**

Texas A and M Univ., College Station. Texas Real Estate Research Center.

Pub Date Sep 75

Note—9p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Adult Education, College Curriculum, Community Colleges, \*Courses, Higher Education, \*Post Secondary Education, \*Real Estate, \*School Surveys, State Colleges, \*State Surveys, Textbooks

**Identifiers**—\*Texas

The survey reports on the status of real estate education in Texas colleges during the 1974-75 school year. A 90 percent response was obtained from two and four year colleges. General findings showed that 78 Texas institutions of higher learning (43 community colleges and 35 senior colleges) offered real estate courses during that period. These courses were attended by 19,501 enrollees. In addition, three universities offered real estate courses by correspondence. Texts adopted by both community and senior colleges are categorized and listed. Charts are given to illustrate the number of participating colleges, types of real estate courses taught, enrollment rate, and texts used. (Author/EC)

**ED 113 555** **CE 005 102**

**Course of Study: Occupational, Vocational, and Technical Education: Phase 3--8th Grade. Exploratory Education.**

Pittsburgh Board of Public Education, Pa.

Pub Date Oct 73

Note—250p.

**EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage**

**Descriptors**—\*Business Education, Career Exploration, Curriculum Guides, \*Grade 8, \*Home Economics, \*Industrial Arts, Instructional Materials, Learning Activities, Vocational Development, \*Vocational Education

**Identifiers**—Pennsylvania (Pittsburgh)

The curriculum guide outlines learning patterns which may be adapted or adopted by the creative teacher in occupational education. Emphasis is placed on processes basic to specific job activities found within the areas of: (1) business education, (2) home economics, and (3) industrial arts. Students are able to associate, integrate, and catalog these basic processes with specific job roles or careers ranging from entry level jobs to administrative positions. The educational goal of the experiences is the adaptation of this knowledge to future decision making processes by the students. For each unit general objectives, specific objectives, processes, careers, developing core, student learning activities, and references are given. Units covered include: business communications, information processing, merchandising, clothing and textiles, foods and nutrition, home, health and community service, construction, manufacturing, power and transportation, and visual communications. The business education and home economics sections include appended tests, forms, and other instructional materials. (Author/KB)

**ED 113 556** **CE 005 104**

**The Delineation of Economic and Health Service Areas and the Location of Health Manpower Education Programs—A Summary.**

Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Manpower Intelligence.

Pub Date Feb 74

Note—35p.; Summary of ED 094 219

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Bibliographies, Cooperative Planning, \*Delivery Systems, Economic Factors, \*Economic Research, \*Educational Programs, Health Occupations Education, \*Health Services, Manpower Needs, Manpower Utilization, \*Regional Planning, Regional Programs

**Identifiers**—\*Health Delivery Systems

The document's research concerns are directed to the study of various dimensions of health care delivery systems and the dynamics of health manpower supply and requirements. It attempts to explore and determine the effectiveness of the economic system as a surrogate in health planning for the health care delivery system, and to estimate the interrelationships of the health manpower education systems with the economic system and the health care delivery system. The overall objectives of the project were to determine the applicability of regional economic theory in this framework, thus lending further insights into the process of locational decision-making, and developing a useful tool and perspective for the health planner. The document represents a summary of the major activities, findings, and conclusions identified in the final report of the research. It describes the major hypotheses and findings, and policy implications of the study. A 12-page bibliography is given under the topics of economics and health. (Author/EC)

**ED 113 557** **CE 005 119**

*Wolkstein, Eileen Richman, Alex*

**Vocational Rehabilitation of the Drug Abuser: Treatment Planning and Clinical Supervision. No. 5 in a Series.**

Youth Projects, Inc., San Francisco, Calif.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date 75

Note—84p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—\*Case Studies, \*Clinics, Counseling Goals, Counselor Role, Drug Abuse, \*Drug Addiction, Program Descriptions, Program Effectiveness, \*Rehabilitation Counseling, \*Vocational Rehabilitation

An outline of vocational rehabilitation of the ex-addict is presented, with emphasis placed on the development of treatment plans, counselor in-service training, and clinical procedures. Discussion is based on the Beth Israel Medical Center (BIMC) programs of Methadone Maintenance Treatment and Alcohol Treatment. Section 1, Proceedings, defines goals for vocational rehabilitation and discusses the ex-addict, counseling techniques, and counseling forms developed by the BIMC program. The needs of the patient are

stressed in planning systematic treatment, and a summary of sources of influence on the client-counselor relationship are provided. Section 2, Clinical Profiles, examines three cases in terms of the impact clinical procedures have had on the patients for whom problems were assessed and plans developed. Each case study discusses rationale for selection, patient profile, plan formulation, initial and revised treatment, and followup, where applicable. The BIMC project is reviewed. Appendixes discuss project background, a vocational rehabilitation program within the Methadone Maintenance Treatment, the Alcohol Treatment Programs, and Drug Addiction Service Staff participation in the research project. Vocational Structured Interview and Semantic Differential Forms, comments, and an editorial seminar agenda and its participants are also appended. (LH)

**ED 113 558** **CE 005 301**

**Analyze an Occupation. Module Number 32 and 33. Professional Vocational Teacher Education Module.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Report No.—VT-102-081

Pub Date 25 Sep 72

Note—33p.; For related documents, see CE 005 300 and CE 005 302-304

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Behavioral Objectives, Instructional Materials, \*Job Analysis, \*Learning Activities, Study Guides, \*Teacher Education Curriculum, Vocational Education, \*Vocational Education Teachers

The module, part of a vocational teacher education curriculum unit, is designed to prepare the vocational education teacher in occupational analysis. The module contains seven learning experiences which require the prospective vocational education teacher to plan an occupational analysis and to analyze specific occupations with the aid of resource people and existing occupational analyses. A supplementary section contains checklists, evaluation forms, self-tests, and information sheets related to the learning experiences. (NJ)

**ED 113 559** **CE 005 302**

**Select and Obtain Student Instructional Materials. Module Numbers 73, 74, 75, and 78. Professional Vocational Teacher Education Module.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Report No.—VT-102-082

Pub Date 3 Apr 73

Note—31p.; For related documents, see CE 005 300-301 and CE 005 303-304

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Case Studies, Check Lists, Instructional Materials, \*Learning Activities, \*Media Selection, Self Evaluation, Study Guides, \*Teacher Education Curriculum, \*Vocational Education Teachers

**Identifiers**—Fleisch Reading Ease Formula

Part of a series of vocational teacher education modules, the learning guide is designed to help the vocational education teacher select and obtain instructional materials. The module contains three learning experiences: a self-test, a case study and critique form with model answers, and a checklist for obtaining student instructional materials. Included also is an information sheet discussing applications of the Fleisch Reading Ease Formula and other factors to be considered in materials selection such as level of students, available facilities and equipment, and economic and time constraints. (NJ)

**ED 113 560** **CE 005 303**

**Write Student Performance Objectives for the Vocational Education Offering. Module Number 39. Professional Vocational Teacher Education Module.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Report No.—VT-102-083

Pub Date 18 Sep 72

Note—33p.; For related documents, see CE 005 300-302 and CE 005 304

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Behavioral Objectives, \*Learning Activities, Performance Based Education, Self Evaluation, Study Guides, \*Teacher Education Curriculum, \*Vocational Education Teachers, \*Writing Exercises



The module, part of a vocational teacher education curriculum unit, is designed to instruct the vocational education teacher in writing performance objectives. The module contains seven learning experiences, each stated in behavioral terms designed to develop the teacher's ability to write precise performance (behavioral) objectives appropriate to the cognitive, affective, and psychomotor domains. A supplementary section includes a reference list, information sheets, self-tests, and answer keys relating to the learning experiences. (NJ)

**ED 113 561** CE 005 304

**Sequence Student Performance Objectives. Modules Number 53, 54, and 55. Professional Vocational Teacher Education Module.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Report No.—VT-102-084

Pub Date 29 Mar 73

Note—27p.; For related documents, see CE 005 300-3

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Behavioral Objectives, \*Learning Activities, Performance Based Education, Sequential Learning, Study Guides, \*Teacher Education Curriculum, \*Vocational Education Teachers

The module, part of a vocational teacher education curriculum unit, is designed to help the teacher acquire competency in sequencing student performance objectives for vocational courses. The module contains three learning experiences, each with objectives, activities, and outcomes stated in behavioral terms. A supplementary section includes checklists, information sheets, sample student performance objectives for a unit on "Getting a Job," and other material related to the learning experiences. (NJ)

**ED 113 562** CE 005 313

*Johnson, W. Julius*

**Careers Calling. A Career Education Instructional Unit (Developmental Draft). Sixth Grade.**

Arizona State Dept. of Education, Phoenix.

Report No.—VT-102-093

Pub Date May 74

Note—102p.

Available from—Arizona State Department of Education, Phoenix, Arizona (No price given)  
**Document Not Available from EDRS**

**Descriptors**—\*Career Awareness, \*Career Education, Curriculum Guides, Developmental Programs, \*Grade 6, \*Instructional Materials, Personal Interests, Student Interests, \*Teaching Guides, Teaching Techniques, Vocational Aptitude, Work Sheets

**Identifiers**—Arizona

The developmental unit, intended to become part of a total K-12 career education curriculum, is designed for use at the sixth grade level. It follows an interdisciplinary approach to subject matter, with the primary focus in the social studies area. Providing approximately 20-25 hours of instruction, the unit lends itself to the self-contained classroom or a team teaching situation. The student is shown that different occupations require different competencies, appeal to different personalities, and offer different benefits. The learner identifies and relates his major area of interest to various occupations. Preceding the main body of each of the 10 lessons are the concepts, estimated time, vocabulary, required resources, and instructor preparation tasks. Prepared worksheets enable the instructor to make a transparency or ditto master or use a page of the unit with the opaque projector. Instructor strategies for discussion, role playing, speakers, and field trips are presented in the appendix along with a list of supplementary materials. A brief bibliography is also included. (NJ)

**ED 113 563** CE 005 314

*McCormick, Sandra*

**Reading, Writing, and Numbering. A Career Education Instructional Unit (Developmental Draft). Kindergarten.**

Arizona State Dept. of Education, Phoenix.

Report No.—VT-102-094

Pub Date Feb 73

Note—92p.

Available from—Arizona State Department of Education, Phoenix, Arizona

**Document Not Available from EDRS**

**Descriptors**—\*Basic Skills, \*Career Education, Curriculum Guides, Developmental Programs,

\*Instructional Materials, \*Kindergarten, Numbers, Reading, Relevance (Education), \*Teaching Guides, Transparencies, Work Sheets, Writing  
**Identifiers**—Arizona

The developmental unit, intended to become part of a total K-12 career education curriculum, is designed for use at the kindergarten level. The overall purpose is to promote in the learner an understanding that the three basic skills he is acquiring in school are relevant to those required in everyday life. The unit provides approximately 10 hours of instruction and consists of eight lessons. Key items introducing each lesson are the concepts, estimated time, vocabulary, required resources, and instructor preparation tasks. The bulk of the document consists of prepared worksheets useful as transparencies and ditto masters. The lessons include detailed descriptions of the activities, sample questions and responses, and tasks allowing for practice of the desired outcome. Assessment procedures are also included to help the instructor determine the level of achievement of the performance objectives. (NJ)

**ED 113 564** CE 005 315

**The Career Plan Process. A Curriculum Model for Orientation to the Industrial Related Occupations for Grades Nine and Ten.**

Southern Illinois Univ., Carbondale. Dept. of Occupational Education.

Spous Agency—Illinois State Office of the Superintendent of Public Instruction, Springfield. Div. of Vocational and Technical Education.

Pub Date 73

Note—141p.; The document is not paginated

Available from—Division of Vocational and Technical Education, Superintendent of Public Instruction, Springfield, Illinois

**Document Not Available from EDRS**

**Descriptors**—Career Education, \*Career Exploration, \*Career Planning, \*Curriculum Development, Curriculum Research, Grade 9, Grade 10, \*Industrial Arts, Industrial Education, \*Instructional Materials, Models, Occupational Information, Process Education, Program Descriptions, Secondary Education, Self Concept, Teaching Guides

**Identifiers**—\*Career Orientation

The document reports that the culmination of the industrial cluster's 12-month research grant was the career plan process model. The process oriented model is a vehicle to facilitate occupational orientation and exploration and consists of a self-directed exploration of a wide range of industrial occupations. The document presents information about the project, including program narrative, time table, participants, and resource persons and includes a varied collection of materials produced by or used in the developmental program. Evaluative data and the research base are also presented. The materials development section begins with a career planning guide for industrial related occupations at the grade 9 level. (LJ)

**ED 113 565** CE 005 316

*Spann, Margaret Cowan, Connie*

**Life Science. A Curriculum Guide.**

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Report No.—VT-102-101

Pub Date 74

Note—450p.

Available from—Curriculum and Instructional Materials Center, Oklahoma State Department of Vocational and Technical Education, Stillwater, Oklahoma 74074 (No price given)

**Document Not Available from EDRS**

**Descriptors**—Behavior, Biological Sciences, \*Curriculum Guides, \*Disadvantaged Youth, Disease Control, Ecology, \*Handicapped Students, \*Health Education, Heredity, Human Body, Learning Activities, Nutrition, Science Activities, Science Courses, \*Science Curriculum, Secondary Education, Vocational Education  
**Identifiers**—Oklahoma

The life science curriculum is designed to promote the development of healthy living habits. Emphasis is placed on problems of major concern in the daily life of students and on significant problems in modern society. The curriculum is designed for students enrolled in the coordinated vocational education and training for disadvantaged and handicapped youth program to fulfill the laboratory science course requirement for

graduation from Oklahoma high schools. The curriculum is divided into seven areas: (1) introduction, (2) how the body works, (3) food and life, (4) behavior, (5) disease control, (6) heredity, and (7) ecology. Each area consists of one or more units of instruction. Each instructional unit includes behavioral objectives, suggested activities for teachers and students, information sheets, assignment sheets, job sheets, visual aids, tests and answers to tests. Lists of lab materials are appended. (VA)

**ED 113 566** CE 005 317

*Moon, Donald E.*

**A Guide to the Planning of Industrial Arts Facilities. 24th Yearbook.**

American Council on Industrial Arts Teacher Education, Washington, D.C.

Report No.—VT-102-104

Pub Date 75

Note—184p.

Available from—McKnight Publishing Company, Bloomington, Illinois 61701

**Document Not Available from EDRS**

**Descriptors**—Evaluation Criteria, \*Facility Guidelines, \*Facility Planning, \*Industrial Arts, Industrial Education, School Safety, \*School Shops, \*Yearbooks

The purpose of the yearbook is to provide guidelines for the industrial arts facility planner. The yearbook provides a discussion of the terminology, status, and trends relevant to industrial arts education; a sequential development system for the planning of industrial arts facilities; the principles relative to the planning of facilities; the planning for effective management and organization of industrial arts facilities; and the facility needs to implement some of the innovative industrial education programs that have come about in the past two decades. In the appendix, check list forms are provided to help the planner to determine the program requirements, to evaluate the facility, and to systematically analyze the safety conditions of the facilities. (Author)

**ED 113 567** CE 005 318

*Parady, W. Harold Colvin, Thomas S.*

**Fuels and Lubricants. Selecting and Storing.**

American Association for Vocational Instructional Materials, Athens, Ga.

Pub Date Jul 73

Note—57p.

Available from—American Association for Vocational Instructional Materials, Engineering Center, Athens, Georgia 30602

**Document Not Available from EDRS**

**Descriptors**—Auto Mechanics (Occupation), Equipment Maintenance, Farm Mechanics (Occupation), \*Fuels, \*Lubricants, Machine Repairs, \*Manuals, Mechanical Equipment, \*Selection, \*Storage

The manual presents basic information for the person who plans to operate or service tractors, trucks, industrial engines, and automobiles. It tells how to select the proper fuels and lubricants and how to store them properly. Although there are no prerequisites to the study of the text, a general knowledge of engines and mobile-type vehicles is helpful. (Author/NJ)

**ED 113 568** CE 005 319

*Bryant, J. G. And Others*

**Farm Tractor Tune-Up and Service Specifications.**

American Association for Vocational Instructional Materials, Athens, Ga.

Pub Date 72

Note—94p.

Available from—American Association for Vocational Instructional Materials, Engineering Center, Athens, Georgia 30602

**Document Not Available from EDRS**

**Descriptors**—Agricultural Machinery, \*Equipment Maintenance, \*Equipment Manufacturers, Instructional Materials, \*Mechanics (Process), \*Specifications, Tables (Data), \*Tractors

Tune-up and service specifications for 10 major tractor manufacturers are presented in the handbook. In addition, the following tables are included: (1) spark plug heat-range comparisons, (2) freezing protection, (3) pressures for farm tractor tires, (4) use of calcium chloride for liquid weighting, (5) comparisons of American Petroleum Institute service classifications of crankcase oils, (6) cam dwell angle for tractors with distributor-ignition systems, and (7) tractor PTO horsepower. (VA)

**ED 113 569** CE 005 320

Turner, J. Howard Smith, George W.  
Building Fences.

American Association for Vocational Instructional Materials, Athens, Ga.

Report No—VT-102-107

Pub Date 74

Note—100p.

Available from—American Association for Vocational Instructional Materials, Engineering Center, Athens, Georgia 30602

Document Not Available from EDRS

Descriptors—Adult Farmer Education, \*Construction (Process), Individualized Instruction, Instructional Materials, \*Manuals, Study Guides, \*Vocational Education

Identifiers—\*Fence Building

The object of the manual is to help the student become proficient in the skills required in the building of fences. The procedural steps are illustrated and the book is developed into a self-study unit. By following the steps, the student can perform the various tasks with a minimum of assistance from the teacher. (Author/NJ)

**ED 113 570** CE 005 321

Fore, J. M. And Others

Tractor Operation and Daily Care.

American Association for Vocational Instructional Materials, Athens, Ga.

Report No—VT-102-108

Pub Date Jun 70

Note—124p.

Available from—American Association for Vocational Instructional Materials, Engineering Center, Athens, Georgia 30602

Document Not Available from EDRS

Descriptors—Agricultural Education, \*Agricultural Machinery, Agricultural Safety, \*Equipment Maintenance, \*Farm Mechanics (Occupation), \*Manuals, Motor Vehicles, \*Tractors, Vocational Agriculture

Written for the tractor operator, the manual describes, with the aid of colored illustrations and diagrams, the tasks involved in the proper operation and daily maintenance of tractors. It offers explanations for the desirability of the various servicing and adjustment operations, as well as guidelines for tractor operation and safety. The information presented is designed to help the tractor owner or operator obtain maximum service from his machine for the least cost. A two-page reference list and an index are included. (NJ)

**ED 113 571** CE 005 322

Turner, J. Howard Anderson, Carl L.

Planning for an Irrigation System.

American Association for Vocational Instructional Materials, Athens, Ga.

Report No—VT-102-109

Pub Date Jun 71

Note—109p.

Available from—American Association for Vocational Instructional Materials, Engineering Center, Athens, Georgia 30602

Document Not Available from EDRS

Descriptors—\*Agricultural Production, \*Controlled Environment, \*Cost Effectiveness, \*Facility Planning, Farm Management, Guides, Instructional Materials, Vocational Agriculture, Water Resources

Identifiers—\*Irrigation Systems

The publication, with the aid of tables and colored illustrations and diagrams, presents information to help the farmer who is considering the installation of an irrigation system determine whether or not to irrigate, the type of system to use, and the irrigation cost and return on investment. Information is presented on the increase in yield to be expected, management practices that will make irrigation profitable, and a comparison of the different types of systems. (NJ)

**ED 113 572** CE 005 323

Holder, Harold D. And Others

Guided Occupation Orientation Project: Syracuse City School District. 1972-73 School Year Informal Evaluation and Recommendation.

Educational Services, Inc., Waco, Tex.

Spons Agency—Syracuse City School District, N.Y.

Report No—VT-102-120

Pub Date 1 Jul 73

Note—42p.; For related documents, see CE 005 324; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Annual Reports, \*Career Education, \*City Wide Programs, Developmental Programs, \*Elementary Secondary Education, Program Attitudes, \*Program Descriptions, \*Program Evaluation, Tables (Data)

Identifiers—New York (Syracuse)

The report is designed primarily for internal use by administrators and staff members of the Guided Occupational Orientation Project in Syracuse, New York, and contains a summary evaluation for the 1972-73 school year activities associated with the project. One section of the report discusses and displays specific outcomes compared with goals established prior to the beginning of the school year. The second section presents recommendations based on data as well as field observations by the evaluation team members. Summary charts showing each grade, the variables to be affected by the project, the associated goals for 1972-73, and a data summary are included. (Author/VA)

**ED 113 573** CE 005 324

Holder, Harold D. And Others

Evaluation of the Guided Occupational Orientation-Training and Job Placement Project Syracuse City School District.

Educational Services, Inc., Waco, Tex.

Spons Agency—Syracuse City School District, N.Y.

Report No—VT-102-119

Pub Date 1 Feb 73

Note—67p.; For related documents, see CE 005 323; Not available in hard copy due to marginal reproducibility of original documents

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Awareness, \*Career Education, Career Exploration, \*City Wide Programs, Developmental Programs, \*Elementary Secondary Education, Program Descriptions, \*Program Evaluation, \*Systems Approach, Vocational Development

Identifiers—New York (Syracuse)

The report provides a summary of the independent, third party evaluation of the 1972-73 funding year of the Guided Occupational Orientation Project of the Syracuse City School District. A systems approach to evaluation was utilized in this effort. The funded project involved all three grade populations—elementary, junior high school, and senior high school. Each major grade grouping had a distinct focus: (1) elementary—career awareness, (2) junior high school—career orientation and exploration, and (3) senior high school—job training and placement. Each group goal was supported by separate grade level goals. The variables for each target group—students, parents, and industry—are described in terms of the actual effect of the program to date. In assessing the overall impact of the project, the major findings were: (1) career awareness is increasing generally for students in grades five through nine; (2) attitudes are not being affected, therefore, attitudinal concepts would be discarded; and (3) in grades 10-12, the occupational learning centers are having the desired impact on the target population. (VA)

**ED 113 574** CE 005 325

Besse, Charles W.

A Career Continuum for Grades K-10.

South-Western City School District, Grove City, Ohio.

Spons Agency—Ohio State Dept. of Education, Columbus.

Report No—VT-102-121

Pub Date 29 Jun 73

Note—31p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Career Education, \*City Wide Programs, \*Curriculum Development, Educational Objectives, \*Elementary Secondary Education, Formative Evaluation, Integrated Curriculum, Occupational Guidance, \*Program Evaluation

Identifiers—Ohio (Grove City)

The purpose of the project was to develop a career continuum, incorporating within the regular school curriculum the world of work, for grades K-10, which would be adaptable to the total South-Western City School District. It was intended that the program would culminate with the grade 11 and 12 program already in existence. The developed curriculum was used with students in nine elementary, four middle, and three high schools. Field experiences for students were provided at the career orientation and ex-

ploration levels. The project was evaluated utilizing locally prepared pre- and post-tests, survey forms, checklists, and data comparison charts. Samples of evaluation instruments are appended. (VA)

**ED 113 575** CE 005 326

Mallory, Alva E. Drake, Jeffrey W.

Assessment of the Educational and Career Exploration System (ECES) for 1971-1972 and Proposal for 1972-1973.

Genesee Intermediate School District, Flint, Mich.

Spons Agency—Michigan State Dept. of Education, Lansing. Div. of Vocational Education.

Report No—VT-102-123

Note—30p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Career Education, \*Career Exploration, \*Intermediate Administrative Units, Program Budgeting, Program Descriptions, Program Planning, \*Research Projects, \*Research Proposals

Identifiers—Michigan (Genesee)

The document, which assesses the educational and career exploration system of the Genesee (Michigan) Intermediate School District, consists of two parts. The first contains project information for the 1971-72 fiscal year, including project overview, description, procedures, and budget allocation. The second part consists of an overview for 1972-73, information about dissemination, modifications, goals and procedures, the project time schedule, and budget. (LJ)

**ED 113 576** CE 005 327

Career Education: A Model for Oklahoma.

Oklahoma State Dept. of Education, Oklahoma City.; Oklahoma State Dept. of Vocational and Technical Education, Stillwater.; Sand Springs Public Schools, Okla.

Report No—VT-102-125

Pub Date 74

Note—47p.; For related document, see CE 005 328

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Career Education, \*Elementary Secondary Education, \*Integrated Curriculum, \*Models, \*Program Development, Program Planning, \*Records (Forms), Statewide Planning

Identifiers—\*Oklahoma (Sand Springs), Sand Springs Public Schools

The booklet for implementing career education is one of the products of the career education project at Sand Springs Public Schools, Oklahoma. Areas of concern are: selection of staff, orienting the community, planning inservice training, developing goals and objectives, organizing an advisory council, establishing a placement function, using field trips and speakers, infusing career education activities into the school curriculum, and developing a system of evaluation for career education. Forms and materials developed in the project are appended, making up the bulk of the document (30 pages). (MF)

**ED 113 577** 95 CE 005 328

Tuttle, Francis T.

Sand Springs, Oklahoma Research and Development Project in Career Education. Final Report.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater.; Sand Springs Public Schools, Okla.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Report No—VT-102-124

Bureau No—V361013L

Pub Date 30 Jun 74

Grant—OEG-0-73-2974

Note—108p.; For related documents, see CE 005 327 and CE 005 368

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—\*Career Education, \*City Wide Programs, Developmental Programs, \*Elementary Secondary Education, Integrated Curriculum, \*Program Descriptions, Program Development, \*Program Evaluation, Program Improvement, Tables (Data), Teacher Workshops

Identifiers—Oklahoma (Sand Springs), \*Sand Springs Public Schools

Project goals for the year ending June 30, 1974 were to complete development of the model initiated in Sand Springs Public Schools during the 1972-73 school year, to provide dissemination of the model across the State, and to demonstrate

the model in operation. Major efforts concerned instructional material revisions or development from the first year of the project where gaps were indicated. Five specific career education components were included in the research and development phase of the project: elementary school awareness, junior high exploration, high school training, placement, and guidance and counseling. Statewide workshops were held to disseminate information about the model. The major result of the project is that the career education model is operational in the district and has been spread throughout the State. A detailed evaluation report (13 pages) is included in the document. A general conclusion was that the program was successful in meeting its objectives with a positive attitude by teachers and community involvement with the school system. The appendix includes sample forms, instructional materials, and materials related to program activities. (MF)

**ED 113 578** CE 005 329  
**PRIDE in Vocational Education and Guidance.**  
State Report 1972-73.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Report No—VT-102-126

Pub Date [73]

Note—56p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—Agricultural Education, Business Education, Distributive Education, \*Educational Needs, Home Economics Education, \*Occupational Guidance, Program Administration, \*Program Evaluation, Program Planning, Secondary Education, Special Education, \*State Programs, Trade and Industrial Education, \*Vocational Education

**Identifiers**—Ohio

Ohio's Program Review for Improvement, Development, and Expansion (PRIDE) in vocational education and guidance was researched and developed by the Division of Vocational Education, Research, Survey, Evaluation, and Exemplary Programs during the 1969-70 school year. Intensive study was directed toward process review and its impact on total program review to meet the mandates of the Vocational Education Act of 1963 and its subsequent amendments. As a result of the study, the Division was able to identify the following six basic components for program review: administrative review, process variable review, product review, cost analysis review, availability and impact review, and acceptance and congruence review. Specific areas addressed in the State report for 1972-73 were administration and planning, adult education, special needs education, division of guidance and testing, agricultural education, business and office education, distributive education, home economics education, and trade and industrial education. (Author/LJ)

**ED 113 579** CE 005 330

**Harris, Randolph K. Huckell, Raymond K., Jr.**  
**Predicting Academic Success in Secondary Schools From the General Technical Composite on the Armed Services Vocational Aptitude Battery.**

Armed Forces Vocational Testing Group, Randolph AFB, Tex. Research Div.

Report No—AFVTG-TR-74-2; VT-102-128

Pub Date Dec 74

Note—18p.; For related document, see CE 005 331

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Academic Achievement, \*Aptitude Tests, Armed Forces, Correlation, Grade 11, Grade 12, \*Grade Point Average, \*High School Students, \*Predictive Ability (Testing), Tables (Data), Test Results, \*Vocational Aptitude

**Identifiers**—\*Armed Services Vocational Aptitude Battery, ASVAB, Texas (San Antonio)

The study reports correlations between student scores on the general technical composite of the Armed Services Vocational Aptitude Battery and cumulative grade point averages. Data were collected on 911 juniors and seniors selected from a sample at 22 high schools in the San Antonio, Texas, metropolitan area. The general technical score was found to significantly relate to overall academic performance for 19 out of the 22 samples, with a media rank order correlation coefficient (rho) of .44. Results indicate that the level of relationship was not differentially affected by school-specific ethnic group composition, school expenditures, or average teacher/pupil ratio.

Since socioeconomic levels represented in the various samples go from the highest to the lowest ranges, limited generalizations may be meaningful to other school districts with similar diverse populations. The report is designed for reference by high school counselors, service test administrators, and educational specialists as a supplemental guide to the interpretation of Armed Services Vocational Aptitude Battery results in local guidance and counseling programs. (Author/MF)

**ED 113 580** CE 005 331

**Wilfong, Harry D. And Others**

**Percentile Normative Tables for the Armed Services Vocational Aptitude Battery (1973-74 School Year Data Base). Final Report.**

Armed Forces Vocational Testing Group, Randolph AFB, Tex. Research Div.

Report No—AFVTG-TR-74-3; VT-102-129

Pub Date Dec 74

Note—168p.; For related document, see CE 005 330

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors**—\*Aptitude Tests, Armed Forces, \*High School Students, National Demography, Norms, \*Scores, Student Characteristics, \*Tables (Data), Test Interpretation, Test Results, \*Vocational Aptitude

**Identifiers**—\*Armed Services Vocational Aptitude Battery, ASVAB

The report summarizes test performance for 771,031 high school students tested on Armed Services Vocational Aptitude Battery, (ASVAB) Form Two, during school year 1973-74, with separate normative tables provided by subtest, aptitude composite, grade, sex, and geographic region. New data are provided for ninth grade and post-high school students. Information contained in the tables parallels percentile scores reported for individual students to be tested with ASVAB in school year 1974-75. Percentile tables in the present report are designed for use by high school counselors as an interpretative guide and as a supplemental reference to the Armed Forces Vocational Testing Group computer printout of student test scores. (Author/MF)

**ED 113 581** CE 005 332

**Hauser, Robert M. Featherman, David L.**

**White-Nonwhite Differentials in Occupational Mobility Among Men in the United States, 1962-1972.**

Wisconsin Univ., Madison. Center for Demography and Ecology.

Spons Agency—National Science Foundation, Washington, D.C.; Wisconsin Univ., Madison. Coll. of Agricultural and Life Sciences.

Report No—73-10; VT-102-135

Pub Date Mar 73

Note—44p.; Paper prepared for the meetings of the Population Association of America (New Orleans, Louisiana, April 1973)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Comparative Analysis, \*Employment Patterns, \*Males, National Demography, \*Occupational Mobility, \*Race Influences, Racial Factors, Tables (Data), \*Trend Analysis

The paper analyzes and compares trends in the occupational distribution of white and nonwhite men between 1962 and 1972 at ages 35-44, 45-54, and 55-64. The findings suggest that in 1972, as in 1962, the inferior occupational chances of nonwhites are due primarily to their disadvantageous patterns of occupational mobility, rather than to impoverished social origins. Tables displaying the collected data are included. (NJ)

**ED 113 582** CE 005 333

**Ingram, Jerry**

**A Study of the Correlation Between Selected Instructional Methods and Individual Learning Styles Measured on a Concrete/Symbolic Continuum. Final Report.**

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency—Wisconsin State Univ. System, Madison.

Report No—VT-102-140

Pub Date Jun 74

Note—94p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—\*Cognitive Measurement, College Students, Comparative Analysis, Correlation, Educational Experiments, Educational Research, \*Learning Characteristics, Learning Processes, \*Psychomotor Skills, Questionnaires, \*Student Opinion, \*Teaching Methods

The study attempted to measure the impact of diverse instructional methods on individuals whose learning styles tended to fall along a concrete-symbolic continuum as measured by a learning activities questionnaire. Two assumptions were made: (1) those with highly concrete learning styles learn best by direct contact type activities and (2) individuals with highly symbolic learning styles learn best by abstract type activities. The study population consisted of university students enrolled in an audiovisual communications class. Two methods of instruction were developed: a direct contact type using the actual equipment being studied with assistance from an instructor when desired, and an abstract method using audiotape narration only. Findings indicated that there was no significant difference in the cognitive skills gained regardless of learning style or treatment. However, there was a significant difference in psychomotor skills gained depending on the treatment method, with the direct contact method more effective than abstract treatments. It was felt, therefore, that the theory of learning style measurement and the teaching to measured learning style is a valid theory. Student opinion favored the direct contact type of instruction to the abstract approach. The questionnaire, testing and survey instruments, audiotape narrative, and data tables are appended. (Author/MF)

**ED 113 583** 95 CE 005 334

**Hauck, Rich Lenhart, Michael**

**A Survey of the Career Development Institute Exploratory Program for Investigating Training in a Cluster of Vocational Occupations.**

North Dakota State School of Science, Wahpeton.

Spons Agency—North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit; Office of Education (DHEW), Washington, D.C.

Report No—RES-REP-14; VT-102-141

Pub Date Apr 75

Note—29p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Career Planning, Educational Programs, High School Students, Occupational Information, \*Parent Attitudes, Program Evaluation, School Surveys, \*Student Opinion, \*Vocational Development

**Identifiers**—North Dakota

To provide information about changing educational and vocational opportunities for students from small, rural North Dakota secondary schools, a Career Development Institute was established at the North Dakota State School of Science. The purpose of the Institute was to broaden students' knowledge of the opportunities available to them in the world of work. Participants of the Institute's first four years (1970-1973) were surveyed for their ratings of the career development program. Data and findings are presented under three major headings: students (214 responding), parents (165 responding), and schools (163 surveyed). Students indicated that the Institute was helpful in choosing a career, that they learned of new career areas, and that the Institute program would be beneficial for all high school students. Survey responses from parents and schools also indicated that the Institute appeared to be an effective way to broaden knowledge of career opportunities and to help students plan educational programs to fit their career plans. The survey instruments, tabulated responses to the surveys, and comments from parents and schools are appended. (MF)

**ED 113 584** CE 005 335

**Changing Horizons: A Profile of Jobs to 1980. Employment Projections by Specific Industries and Occupations.**

Texas Employment Commission, Austin.

Report No—VT-102-142

Pub Date Feb 75

Note—108p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—Demand Occupations, Employment Opportunities, \*Employment Projections, Employment Statistics, \*Employment Trends, \*Manpower Needs, Occupational Information, Occupational Mobility, \*Occupational Surveys, \*State Surveys, Tables (Data)

**Identifiers**—\*Texas

Training programs are often linked to current demand and are unable to adjust to changing needs rapidly enough to provide an equilibrium in worker supply and demand. To help with

planning for future needs, the information contained in this report covers preliminary employment projections to 1980, by industry and by occupation, for the State of Texas. Population growth in Texas is expected to continue at a rapid rate, as is industrial growth, and the participation rate of potential labor force members to total employment has increased substantially. The report includes tables of 1970 employment by detailed industry with projections to 1976 and 1980; employment and projected employment by occupation; and projected job openings by occupation for 1976. Employment trends by industry and by occupation are also discussed. (MF)

ED 113 585 95 CE 005 336

Welker, L. Conrad, Jr. Ginn, Clyde N.

**The Impact of Institutional Manpower Development and Training Act Programs on Vocational and Technical Education in the State of Mississippi.** No. 26.

University of Southern Mississippi, Hattiesburg. Bureau of Educational Research.

Spons Agency—Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.; Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-152

Pub Date 30 Aug 74

Note—57p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Disadvantaged Groups, \*Manpower Development, \*Program Evaluation, Questionnaires, \*Rehabilitation Programs, Remedial Programs, \*State Programs, Vocational Education, Vocational Rehabilitation, \*Vocational Training Centers

Identifiers—\*Manpower Development and Training Act Programs, MDTA Programs, Mississippi

The concern of educational and political leaders as to the extent and nature of impact made by Institutional Manpower Development and Training Act (MDTA) programs provided the basis for the study. The research report describes the degree of influence that the MDTA programs had on vocational and technical education in the State of Mississippi 1970-73. Thirty-five persons involved in vocational education were interviewed to obtain data which would contribute questions and answers to the focal point of the study. The data were analyzed within 10 categorical segments: outgrowing vocational education programs; the effect of manpower curricula and industrial training methods; obtaining necessary equipment and facilities; services to disadvantaged persons and the open entry—open exit policy; information on administrators, teachers, and students who went on to other vocational education programs or positions; information on the "start-up" policy; the effects of the MDTA stipend and the GED; years of most and least influence on other programs; influence ratings and state of Manpower training; and successful techniques used in industry. Overall, institutional MDTA programs were thought to have a moderately positive degree of influence upon other vocational education programs. The survey instrument and response data are appended. (VA)

ED 113 586 CE 005 337

Ford, Wynne

**Intensive Office Laboratory Follow-Up and Evaluation. Parts 1 and 2.**

Indiana State Dept. of Public Instruction, Indianapolis. Div. of Vocational Education.; Indiana State Univ., Terre Haute. Bureau of Business Research.

Report No.—VT-102-160

Pub Date 75

Note—14p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Coordinators, Graduate Surveys, \*Learning Laboratories, \*Office Occupations Education, \*Program Evaluation, State Programs, \*Vocational Followup

Identifiers—Indiana, \*Office Laboratory Programs

A statewide assessment of the Intensive Office Laboratory (IOL) programs in Indiana is reported. The IOL programs were established to better prepare students for initial entry into office occupations on graduation and for advancement on the job after employment. The five-year period from 1966 through 1971 was selected for analysis. The evaluation study is divided into two

parts. Part 1 involves a study of the background and makeup of the IOL programs and the IOL coordinators. Part 2 involves a followup study of the graduates of IOL programs. (Author/VA)

ED 113 587 CE 005 338

Craig, David G.

**Supply and Demand for Teachers of Vocational Agriculture in 1974.**

Tennessee Univ., Knoxville. Coll. of Education.

Report No.—VT-102-162

Pub Date Feb 75

Note—31p.; Not available in hard copy due to color of document paper

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Annual Reports, \*Longitudinal Studies, Program Planning, Questionnaires, \*Tables (Data), Teacher Recruitment, \*Teacher Supply and Demand, \*Vocational Agriculture Teachers

The tenth annual survey of the supply and demand for teachers of vocational agriculture describes the nature and degree of the shortage of teachers in the field in 1974. It also identifies changes and trends since 1965. The data were secured from all institutions preparing vocational agriculture teachers as well as State supervisors in agriculture. Displayed in tables, the data provide information about the number and placement of vocational agriculture teachers in 1974 in addition to information and specific recommendations useful in teacher recruitment, agriculture education program planning, and certification standard modification. The survey instruments used to obtain the data are appended. (NJ)

ED 113 588 95 CE 005 339

Lareau, Edward H.

**Language Experience Based Awareness and Hands On Exploration and Competency Based Preparation = A School Based Total Career Education Model. Volume 1. Interim Report.**

Admiral Peary Area Vocational-Technical School, Ebensburg, Pa.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.—VT-102-164

Bureau No.—V361012

Pub Date Apr 75

Grant—OEG-0-73-5272

Note—150p.

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—Career Awareness, \*Career Education, Career Exploration, Curriculum Development, Demonstration Projects, Developmental Programs, \*Elementary Secondary Education, Inservice Teacher Education, Integrated Curriculum, \*Models, \*Program Descriptions, Program Design, \*Program Evaluation

Identifiers—Pennsylvania (Ebensburg)

The interim report describes the progress of the first year of a three-year exemplary project in career education beginning in 1973 and conducted by the Admiral Peary Area Vocational Technical School in Ebensburg, Pennsylvania. The purpose of the project was to develop a "reality bound" total K-14 educational continuum. The model consists of an elementary component, a middle school component, and a secondary school component. Other support activities are career guidance, postsecondary career education, community involvement, and test instrument development. The report presents the objectives and accomplishments of the program, a description of the project design, and a third party evaluation report, along with recommendations and conclusions. (NJ)

ED 113 589 95 CE 005 340

**Assessment and Determination of Basic Competencies Necessary for Utility Operators Utilizing Ground Water Supplies. Part 1. Final Report.**

Southwest Wisconsin Vocational-Technical School, Fennimore.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Report No.—VT-102-165

Pub Date Mar 75

Note—57p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Academic Standards, Certification, Curriculum Development, \*Curriculum Research, \*Educational Assessment, Employ-

ment Qualifications, Municipalities, Performance Based Education, Questionnaires, Surveys, \*Technical Education, Utilities, \*Water Resources

Identifiers—\*Water Utility Operators, Wisconsin

The document is a final report of a study of the basic competencies required by water utility operators using a ground water source, conducted at Southwest Wisconsin Vocational-Technical Institute from July to August 1974. The overall purpose of the project is to develop a competency-based curriculum model for statewide use in municipal engineering technician programs. The research was carried out in the form of a competency survey mailed to water treatment plant operators. The survey revealed characteristics of the utilities and the operators, the operators' competencies and training desires. The resultant data are displayed in tables and the survey instrument is appended. (Author/NJ)

ED 113 590 95 CE 005 341

Goschen, Todd Warcup, Dennis

**Model Store Curriculum. A Developmental Model for North Dakota Schools. Final Report. Research Series No. 13.**

Fargo Public Schools, N. Dak.

Spons Agency—North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.; Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-166

Pub Date Dec 74

Note—26p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Curriculum Development, \*Distributive Education, Learning Laboratories, Management Education, Merchandising, \*Program Descriptions, Program Evaluation, \*Retailing, Secondary Education, \*Simulation, Summative Evaluation

Identifiers—North Dakota (Fargo), \*School Stores

The final report evaluates the activities of the first nine weeks of a project designed to develop a curriculum guide for a school-model store at a North Dakota high school. The program combines the favorable aspects of both the school store and the model store, providing "live" experiences as well as simulated ones. The Distributive Education One curriculum is built into the store. The major retailing functions—merchandising, management, sales promotion, and finance are the foundations on which the store and the project are developed. Students are grouped into one of the retailing functions for nine weeks, rotating at the end of the period. The report presents the rationale for the program, a general description of its design, and suggested implications of the school store. (NJ)

ED 113 591 CE 005 342

Morton, J. B. And Others

**A Historical and Current Follow-Up Study of Oklahoma Vocational-Technical Graduates.**

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Div. of Research, Planning, and Evaluation.

Report No.—VT-102-167

Pub Date 75

Note—196p.

EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage

Descriptors—\*Employment Experience, Employment Statistics, \*Followup Studies, \*Graduate Surveys, Post Secondary Education, Secondary Education, \*Tables (Data), Technical Education, Vocational Education, \*Vocational Followup

Identifiers—Occupational Training Information Systems, Oklahoma, OTIS

The report presents the findings of followup surveys of secondary and postsecondary graduates of vocational-technical programs in Oklahoma from 1970 to 1974. The purpose of this study was to examine the post-training experiences of vocational-technical graduates the first, third, and fifth year after completing the training program. The information obtained is of use in program evaluation, Federal reports, and manpower support data for the Occupational Training Information Systems (OTIS). The results of the survey appear in three tables and provide information about the number of employed graduates and the relationship of employment to training. (NJ)

ED 113 592 95 CE 005 344

Braaten, Larry Miller, Annette  
State-Administered Exemplary Projects in Vocational Education. Fiscal Year 1974.

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No—VT-102-168

Pub Date May 75

Note—71p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Career Education, Contracts, Demonstration Projects, \*Developmental Programs, \*Federal Aid, Grants, \*Resource Allocations, \*State Programs, Vocational Development, \*Vocational Education

The publication provides a listing of the projects supported in each State through grants and contracts funded by the States under Section 142(D) of Part D of the Vocational Education Amendments of 1968. The listing, which is arranged alphabetically by States, shows the title of each project, the name of the grantee or contractor conducting the project, and the amount of Section 142(D) funding obligated for the project. The list was compiled on the basis of information supplied to the Office of Education by each State. (Author/NJ)

ED 113 593 95 CE 005 347

Decision II. Final Report.

Southwest Wisconsin Vocational-Technical School, Fennimore.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Report No—VT-102-171

Pub Date Apr 75

Note—21p.; Some of the appended materials do not reproduce well

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Agricultural Occupations, Audiovisual Aids, Career Education, \*Career Planning, \*Developmental Programs, \*Material Development, Occupational Guidance, Program Descriptions, \*Regional Programs, Rural Education, Secondary Education

Identifiers—Project Decision 2, Wisconsin

Project Decision 2 was conceived and designed to assist high school students in making a career decision. To accomplish this, techniques and materials for use in career libraries throughout southwest Wisconsin were developed. The materials developed had special emphasis on agricultural careers for rural Wisconsin residents. An audiovisual tutorial approach was used in developing the materials to enable the students to view, listen, and analyze relevant and important data concerning career training and opportunities within the southwest Wisconsin vocational, technical, and adult education district. At the present time over 40 high school systems are utilizing the project materials on a daily basis. (Author/VA)

ED 113 594 95 CE 005 348

Evaluation of the Farm Training Program in Wisconsin. Final Report.

Fox Valley Vocational, Technical, and Adult Education District, Appleton, Wis.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No—VT-102-173

Pub Date Jun 75

Note—19p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Adult Farmer Education, Agricultural Education, Educational Assessment, \*Participant Satisfaction, \*Program Evaluation, Program Improvement, Questionnaires, State Programs, \*State Surveys, \*Supervised Farm Practice, Teacher Response

Identifiers—Wisconsin

The final report presents the findings of an evaluation project set up to obtain reactions to the farm training program in Wisconsin from trainees and instructors. Two hundred and fifty farmers were selected for personal interviews on their respective farms. Each interview session lasted approximately 50 minutes. Data were obtained from the instructors by use of survey questionnaires and from open meetings. Some of the major recommendations based on the findings were: (1) Many on-the-farm jobs could be taught to groups of three to five farmers instead of individually; (2) the farm training program could

be extended beyond the five years by offering special classes in each district taught by specialists; (3) more mechanics should be offered in the regular farm program; (4) a crash program in every district and at State level should be developed to update instructors in the skills they need in order to have a quality program. (VA)

ED 113 595 95 CE 005 349

Truby, Max E.

LePera Career Activity Program. Final Report.

Yuma City Elementary School District 27, Parker, Ariz.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No—VT-102-174

Pub Date 11 Oct 74

Note—36p.; Not available in hard copy due to marginal reproducibility

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Career Awareness, \*Career Education, Grade 7, Grade 8, Post Testing, Pretesting, \*Program Effectiveness, Research Projects, \*Rural Schools, Self Concept, \*Testing, Test Results, Tests

The purpose of the research project was to determine the effectiveness of a comprehensive career orientation program in increasing awareness of self and of career opportunities in students of rural areas. Conducted with grades 7 and 8 in LePera school in Parker, Arizona from May 1973 to October 1974, the program provided occupational information and concrete experiences which were designed to enhance student self-awareness. Career class activities were ungraded and were coordinated with the regular classroom curriculum. The SRA Career Awareness Survey Two was given as a pretest and posttest to show the amount of growth or regression in career awareness. The results indicated an increase in awareness of the world of work. Greater self-awareness, as evidenced through teacher observation, was demonstrated by students at the program's conclusion. The report includes an outline of the curriculum, the survey instrument, and tabulated test results. (NJ)

ED 113 596 95 CE 005 350

A Model for Evaluation of the Distributive Education Program in Arizona.

Arizona State Univ., Tempe. Coll. of Business Administration.

Spons Agency—Arizona State Dept. of Education, Phoenix. Div. of Vocational Education.

Report No—VT-102-175

Pub Date Feb 75

Note—157p.; Not available in hard copy due to marginal reproducibility

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Curriculum Evaluation, Curriculum Research, \*Distributive Education, Job Satisfaction, Manpower Needs, \*Marketing, \*Models, Occupational Clusters, \*Program Evaluation, Questionnaires, Self Concept, \*State Surveys, Vocational Development

Identifiers—\*Arizona

The purpose of the study was to develop a model for evaluation of the distributive education program in Arizona. The project involved the design of survey instruments, the collection and analysis of data, and recommendations for program modification based on the findings. Surveys were made of students, teacher-coordinators, national leaders, and business and industry to determine if the needs of all were being met by the existing program. An occupational assessment of the marketing/distribution cluster was conducted and a model was developed for operationally defining cluster parameters and for identifying occupations which fit within those parameters. The body of the study includes the procedures, findings, and recommendations for the major objectives of the project. Six sample instruments are appended: a self-concept inventory, a work values survey, a distributive education student program evaluation, a DECA (Distributive Education Clubs of America) questionnaire, and a business community questionnaire. (NJ)

ED 113 597 95 CE 005 351

Mueller, Fred

Private Economic Benefits Vs. Private Economic Costs of Associate Degree Nursing Students.

Class of 1971-73, Milwaukee Area Technical College.

Milwaukee Area Technical Coll., Wis.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Report No—VT-102-176

Pub Date [74]

Note—33p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Associate Degrees, Cost Effectiveness, \*Educational Benefits, \*Graduate Surveys, Job Satisfaction, \*Nursing, Participant Satisfaction, \*Student Costs, Student Opinion, Tables (Data), Technical Institutes

The study presents the results of a cost-benefit analysis, comparing the private economic benefits with the private economic costs inherent in a two-year registered nurses program. The basic data were the result of a questionnaire administered to the class of 1971-73, the business office, office of student services, the Dean of Nursing and Health Occupations, State Employment Service, and publications from the Bureau of Labor Statistics. The study investigates such variables as instructional costs, foregone income, income prior to entry into the program, and starting salary on graduation. In addition, student opinions were used in three basic areas: first, whether the benefits exceeded costs; secondly, job satisfaction; and finally, their evaluation of their training. Ninety percent of the respondents felt that the economic benefits derived from their education exceeded the economic costs. Tables display the data which are also discussed in the report. (Author/NJ)

ED 113 598 95 CE 005 352

Dilworth, B. P.

Joint Leadership Training Conference for Selected Students and Advisors of Alabama's Vocational Student Organizations. Final Report.

Alabama Research Coordinating Unit for Vocational and Technical Education, Montgomery.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No—RCU-D-75-005; VT-102-178

Pub Date 74

Note—34p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Conferences, \*Demonstration Projects, Developmental Programs, Evaluation, \*Leadership Training, Student Leadership, \*Student Organizations, \*Vocational Education, Vocational Interests

Identifiers—\*Alabama

A two-day leadership training conference sponsored by the Alabama Division of Vocational Education and Community Colleges was conducted for selected members of Alabama's vocational student organizations. Six student organizations were represented at the conference with 120 participants in attendance. The conference was designed to improve the leadership abilities of the students by intensive guidance and instruction in the development of leadership skills. The students attending the conference in turn provided instruction in these same skills to other students in the student organizations. A conference evaluation instrument, tabulated responses, and a list of conference participants is appended. (VA)

ED 113 599 95 CE 005 353

Riggs, Anacile

Distributive Education Dissemination Project. Final Report.

Alabama Research Coordinating Unit for Vocational and Technical Education, Montgomery.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No—RCU-D-74-004; VT-102-179

Pub Date 75

Note—28p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Curriculum Development, \*Demonstration Projects, Developmental Programs, \*Distributive Education, Individualized Curriculum, Learning Activities, Performance Based Education, Sales Occupations, \*Teacher Workshops, Training Techniques

Identifiers—Alabama

A consortium of States known as the Interstate Curriculum Consortium prepared and field tested learning activity packets designed to develop 983



competencies required for employment in 69 marketing occupations. The product of the entire national product was made available to Alabama for use during the 1974-75 school year. The project described in the report was designed to train a core of 10 teachers who in turn would train other teachers in the implementation of the learning system. The 10 teachers who received this initial training served as instructors in the statewide training session. The approach used proved to be very successful. The agenda and some representative materials from the "Train the Trainers" workshop are appended. (Author/VA)

**ED 113 600** 95 CE 005 354

Warren, Edward N. Finch, Willard C.

Summer Institute for High School Students: A Research Project in Pre-Vocational Education. Semi-Final Report.

Pitt Technical Inst., Greenville, N.C.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; North Carolina State Dept. of Public Instruction, Raleigh. Occupational Research Unit. Report No.—VT-102-180

Pub Date 30 Sep 74

Note—44p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Attitudes, \*Changing Attitudes, \*College Choice, Educational Research, Followup Studies, \*Prevocational Education, Secondary Education, Student Attitudes, Student Interests, \*Summer Institutes, \*Vocational Education, Vocational Interests

Identifiers—North Carolina (Greenville), North Carolina (Pitt County)

A total of 160 high school students in the Pitt County and the Greenville city school systems participated in two summer institutes which were conducted to alter the attitudes and interests of students regarding vocational education. Participants for the institutes were chosen from the top two academic quartiles, after which an experimental and control group were established. The experimental group participated in a specially designed four-week institute involving many kinds of exposure to vocational education. The control group did not receive any treatment. Followup studies were conducted on both groups to determine the type of postsecondary education institution that participants chose to attend. Student attitudes and interests did change, more so for males than for females. Fourteen percent of the total experimental group enrolled in a technical institute, community college, or trade school compared to five percent of the control group. (Author/VA)

**ED 113 601** 95 CE 005 355

Hutkin, Ronald M., Comp.

A Vocational Approach to Written Communications. Final Report.

Platte Technical Community Coll., Columbus, Nebr.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Nebraska Occupational Needs Research Coordinating Unit, Lincoln; Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.

Report No.—VT-102-181

Pub Date Apr 75

Note—68p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Affective Objectives, Cognitive Objectives, Communication Skills, \*Comparative Analysis, \*Educational Research, Experimental Groups, Language Development, Liberal Arts, Post Secondary Education, \*Teaching Techniques, \*Vocational Education, Work Experience, \*Writing Skills

Identifiers—Nebraska, World of Work

Students' cognitive and affective development in achieving written communication objectives in the context of the world of work were compared with the same objectives placed in a liberal arts context. The research project involved four groups of students at Platte Technical Community College. Two experimental groups completed the cognitive objectives in the world of work context, whereas the two control groups completed the cognitive objectives in a liberal arts context. The students engaged in four projects within their respective settings. The posttest-only control group design was used to determine cognitive and affective differences. The data analysis showed that overall the experimental approach proved

better in cognitive skill development and the control approach proved somewhat better in affective development. Performance objectives, evaluative criteria, and tabulated project data are appended. (VA)

**ED 113 602** 95 CE 005 356

Bauer, V. Divine

The Constitutional Convention for HOE Students and Secondary Teachers. Final Report.

Alabama Research Coordinating Unit for Vocational and Technical Education, Montgomery.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.—RCU-D-75-014; VT-102-182

Pub Date 75

Note—14p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Health Occupations Education, \*High School Students, Participant Satisfaction, \*Planning Meetings, Secondary Education, Secondary School Teachers, \*State Programs, \*Student Organizations, Youth Clubs

Identifiers—\*Alabama

The report describes a project designed to organize a State student health occupations education organization. The organization will give students with explicit interest in careers in health services an opportunity to associate and identify with an established organization which is based on their selected occupational interests. There were 39 student participants at the convention held to plan the State organization. The students represented 18 health occupations education programs throughout the State of Alabama. In addition, there were 17 local club advisors in attendance. All participants indicated that the objectives for the convention were met. (Author/VA)

**ED 113 603** 95 CE 005 357

Ghazalah, I. A.

Vocational Education Planning Districts in Ohio. An Economic Evaluation of Foregone Benefits from Limited Participation.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.—VT-102-183

Pub Date Feb 75

Note—63p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Community Benefits, \*Cost Effectiveness, \*Economic Research, Educational Planning, \*Input Output Analysis, \*Program Evaluation, Secondary Education, Statewide Planning, Tables (Data), \*Vocational Education

Identifiers—Ohio

The study addresses itself to the evaluation of the net social benefits from participation in vocational education at the senior high school level in the State of Ohio. Viewed as an investment in human capital, vocational programs were evaluated in order to estimate the excess of social benefits over social costs that accrue from training an individual in any of the programs offered. Benefits were measured in terms of (1) contributions to the value of goods and services produced in the economy over the individual's working lifetime as a result of completing a vocational program and (2) costs, in terms of the value of the goods and services that had to be given up in order to provide the training. The results for the sample vocational education planning districts were then used to obtain similar estimates for the State's remaining 103 vocational education planning districts. The computed estimates indicated that increasing the participation rate by senior high school students in vocational education programs to 40 percent of average daily membership in all of the vocational education planning districts would result in a statewide increase in net social benefits amounting to a minimum of \$108,918,528 and a maximum of \$326,951,424. (Author/NJ)

**ED 113 604** CE 005 358

Parent and Student Survey Report. School Year 1974-75. Program Review for Improvement, Development and Expansion in Vocational Education and Guidance.

Ohio State Dept. of Education, Columbus.

Report No.—VT-102-184

Pub Date [75]

Note—51p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Occupational Guidance, \*Parent Attitudes, \*Program Evaluation, Secondary Education, \*State Surveys, Statewide Planning, \*Student Attitudes, Tables (Data), \*Vocational Education

Identifiers—Ohio

The survey was designed to determine the level of parent and student acceptance of the philosophy of vocational education and the current practices employed in operating vocational education programs and guidance services in the public schools of Ohio. In the 1973-74 school year, 50,168 9th and 12th grade students and 19,640 parents of these students in 107 public school districts participated in the parent and student vocational education survey. The results indicate that both parents and students have an increased awareness of the need for vocational education. The parents also indicated strong support of guidance, planning for careers, and acceptance of testing to assist in career development, although the students showed less understanding of the process. Tabulations of each survey item are presented in this report along with an analysis of the responses. (Author/NJ)

**ED 113 605** CE 005 359

Hirst, Ben A., Jr.

Vocational-Technical Education Consortium of States. Second Progress and Information Report.

Southern Association of Colleges and Schools, Atlanta, Ga. Commission on Occupational Education Institutions.

Report No.—VT-102-185

Pub Date May 75

Note—158p.

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

Descriptors—\*Consortia, Criterion Referenced Tests, \*Material Development, Organizations (Groups), \*Performance Based Education, Resource Materials, \*Vocational Education

Identifiers—Vocational Technical Education Consortium States, V TECS

The report is designed to provide the reader with a basic understanding of the processes and procedures used to develop catalogs of performance objectives, criterion-referenced measures, and performance guides for learners in vocational-technical education. It reports on the efforts of the Vocational-Technical Education Consortium of States (V-TECS) in promoting the research, development, and implementation of performance-based instruction in vocational-technical education programs. The main body of the report presents information on the organizational structure of V-TECS, its methods and procedures, and the status of catalog development and other projects. A series of appendices provides more detailed information about the Vocational-Technical Education Consortium of States: bylaws, an activity model and master sequence chart, listing of board of directors, staff resumes, listing of technical coordinators, and an analysis of job titles by project (March 1975). (Author/NJ)

**ED 113 606** CE 005 360

Georgia Interim Manpower Projections, Industries and Occupations. 1970-1980 with Interpolated Projections for 1975 and 1976.

Georgia State Dept. of Labor, Atlanta. Employment Security Agency.

Spons Agency—Department of Labor, Washington, D.C.

Report No.—VT-102-186

Note—289p.; Not available in hard copy due to marginal reproducibility

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Demand Occupations, Employment Opportunities, \*Employment Projections, \*Employment Statistics, Employment Trends, Labor Force, \*Manpower Needs, National Surveys, State Surveys, \*Tables (Data)

Identifiers—\*Georgia

To help meet the needs for manpower information, the interim manpower projections program was designed to provide detailed industry and occupational employment and manpower requirement projections for the States. This report presents the projections for the State of Georgia and includes: (1) population and civilian labor force projections; (2) total employment by industry; (3) employment by occupations; and (4) interpolated employment by industry and occupa-

tions, 1975 and 1976, and annual average job openings. Estimates of employment for 1975 and 1976 were obtained by linear interpolation of 1970 and 1980 data. A 127-page appendix provides: detailed Georgia interim manpower projections tables, national industry and occupation projections tables, a reprint of "Occupational Outlook Handbook in Brief, 1974-75," and "Supplement 3 to Tomorrow's Manpower Needs" (matching occupation classifications to vocational education program codes). (VA)

**ED 113 607** CE 005 361

**Priority: Obtaining Accurate Information Concerning Placement and Follow-Up of Program Completions in Vocational Education at All Levels. Activities: Strategies for a Placement Service at the LEA Community Level through the Development of a Model Follow-Up Instrument and Computerized Procedure Applicable to High or Post-High Utilization.**

Vincennes Univ., Ind.

Spons Agency—Indiana State Board of Vocational Education, Indianapolis.

Report No.—VT-102-195

Pub Date 31 May 75

Note—29p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—Computer Programs, Data Collection, \*Followup Studies, Graduate Surveys, Guidelines, High School Graduates, \*Information Systems, \*Job Placement, \*Models, Systems Approach, Vocational Education, \*Vocational Followup**

**Identifiers—Indiana**

The objective of the project was to provide the guidelines and format for a procedure that could be used for assessing the placement and followup of vocational graduates. A model for obtaining accurate feedback as to the kinds of success graduates are having in the world of work was developed. The survey instrument used for collecting data was field tested at three different settings within the State of Indiana. A computer program was written for retrieving the data in a meaningful format. A total of 536 graduates in 29 career division programs were surveyed. The survey provided information on the number of occupational graduates that had secured employment, the number employed, number continuing their education, number who could not be located, and a salary range for those graduates that were employed. (VA)

**ED 113 608** 95 CE 005 362

**Health Occupations Education. A National International Conference. Determining the Future Directions for the Development of Efficient and Effective Teacher Education Programs.**

California Univ., Los Angeles. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-200

Pub Date 74

Note—103p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors—\*Conference Reports, Curriculum Development, \*Health Occupations Education, Inservice Teacher Education, Instructional Programs, Preservice Education, Program Development, Speeches, Teacher Education**

**Identifiers—Oklahoma (Oklahoma City)**

The National Conference on Health Occupations Education was organized in response to a nationwide demand for dissemination of project findings and instructional materials in the field of health education. Emphasis throughout the research project and the conference was on the total instructional process. Approximately 100 participants contributed their knowledge and expertise on teacher education, examined current practices in preservice and inservice teacher training, and recommended new approaches for health occupations education teacher education programs throughout the country. Recommendations generated by the conference participants provide a basis on which guidelines for criteria relating to health occupations teacher education may be developed. (Author/VA)

**ED 113 609** 95 CE 005 415

**Diamond, Esther E., Ed.**

**Issues of Sex Bias and Sex Fairness in Career Interest Measurement.**

Aries Corp., McLean, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Career Education Program.

Pub Date 75

Contract—OEC-0-72-5240

Note—239p.

**EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage**

**Descriptors—Affective Tests, Career Choice, Discriminatory Attitudes (Social), Equal Opportunities (Jobs), \*Evaluation, \*Females, Feminism, Interest Scales, \*Interest Tests, Minority Groups, Racial Discrimination, \*Sex Discrimination, Sex Role, Sex Stereotypes, Test Bias, \*Vocational Interests, Working Women**

**Identifiers—\*Career Interest Inventories, National Institute of Education, Readings (Collections)**

A series of papers and guidelines, resulting from the National Institute of Education (NIE) Career Education Program's study of sex bias and sex fairness in career interest inventories, are presented in the document. Intended for publishers and users of career interest inventories and related services and materials as standards for evaluating sex fairness, the guidelines are presented in the following sections: the inventory itself, technical information, and interpretive information. Eleven papers are presented, dealing with issues identified by the NIE Career Education Program Planning Group study. Chapter topics include: (1) the impact of interest inventories on female career choice; (2) the use and evaluation of interest inventories and simulations; (3-4) technical aspects of interest measurements; (5) the face validity of interest measures; (6) factors affecting a client's view of interest inventories; (7) sex bias in terms of black women; (8) interest inventories and the mature woman; (9) the cost of developing interest inventories; (10) counter-biased guidance systems analyses; and (11) legal implications of sex bias in interest inventories. Each paper contains an abstract and is discussed in the overview. Background material is supplied in the forward, and the book is indexed. (LH)

**ED 113 610** CE 005 418

**Schreiber, Marilyn, Comp.**

**Directory of Vocational Information Resources in the United States.**

Northern Illinois Univ., De Kalb. ERIC Clearinghouse in Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 75

Note—148p.

Available from—ERIC Clearinghouse in Career Education, 204 Gabel Hall, Northern Illinois University, DeKalb, Illinois 60115 (\$4.00 including postage; \$5.00 foreign)

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors—\*Directories, \*Educational Resources, \*National Surveys, \*Resource Guides, \*Vocational Education**

The directory surveys sources of vocational information in each of the 50 United States and the District of Columbia, Guam, Puerto Rico, Saipan, and the Virgin Islands. For each of these, the directory provides the following information: the name, address, and phone number of the State Research Coordinating Unit Director; similar information for other persons in similar capacities; the address of the regional office of the Bureau of Occupational and Adult Education, and of the regional offices of the National Network for Curriculum Coordination in Vocational-Technical Education; the addresses of ERIC microfiche collections within each State, arranged alphabetically by city; and information regarding computer searching, including the location of computer search facilities, the name and phone number of the person to contact at each facility, and the type of service offered at each facility (availability, cost, kind of search performed). (JR)

**ED 113 611** 95 CE 005 482

**Abstracts of Instructional and Research Materials in Vocational and Technical Education. Volume 8, Number 5.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 75

Note—240p.

Available from—AIM/ARM, The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210

(Annual, Calendar-year subscription \$34.00, six issues plus index)

**EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage**

**Descriptors—\*Abstracts, \*Educational Research, Indexes (Locators), \*Instructional Materials, \*Literature Guides, Technical Education, \*Vocational Education**

The publication is presented with the purpose of providing educators easy access to current materials relevant to vocational-technical instruction and research. In the abstract section instructional materials (159 items) are followed by research materials (91 items) with the subject and author indexes providing access to both categories. The subject index descriptors are those listed in the "Thesaurus of ERIC Descriptors." The Projects in Progress section opens with a title by State index and provides abstracts of five curriculum projects and a directory of curriculum coordination centers. A title by State index provides access to 33 research projects in progress funded by the Vocational Education Amendments of 1968 (Public Law 90-576), Parts C, D, and I. A State directory of research coordinating units is provided. VT numbers included are VT 101 951 to 102 200. It is noted that, by arrangement with the ERIC Clearinghouse in Career Education, many of the documents announced in AIM/ARM will also be announced in "Resources in Education" (RIE) and these will be available in microfiche and/or hard copy through the ERIC Document Reproduction Service. Items not selected for RIE will be incorporated into the AIM/ARM, VT-ERIC Microfiche Set. A cross reference list will be supplied in a future issue of AIM/ARM. (SA)

CG

**ED 113 612** CG 008 537

**Collins, Ray**

**Counseling Within an Indian Adult Basic Education Project.**

Pub Date Jun 73

Note—16p.; Paper presented at the National Conference of the Canadian Guidance and Counseling Association (Winnipeg, Canada, June 5-8, 1973)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—\*Adult Basic Education, \*Adult Counseling, \*American Indians, Community Agencies (Public), Continuation Education, \*Counseling Services, Cultural Factors, Educational Attitudes, \*Educational Disadvantage, Program Descriptions**

**Identifiers—\*British Columbia (Vancouver)**

Many Indians are leaving their communities to seek employment in the cities, but because of lack of education and social prejudice are forced to live under poor conditions. The Indian Education Center in Vancouver has an adult basic education program that includes counseling. The center tries to help all Indians referred to it; so far it has assisted about 200 Indian men and women. The center tries, through trust, confidence, and friendship, to develop a productive interpersonal relationship with its Indian students. It attempts to create a friendly center atmosphere with T.V., stereo-tapes, ping pong and pool tables. The program is flexible enough to accommodate individual differences. Each person's abilities are identified, and individuals are encouraged to seek personal, social, and academic growth. The help and cooperation of various agencies and individuals are sought and encouraged. The center cooperates, particularly, with agencies, counselors, and social workers that are closely involved with Indian affairs. (Author/SE)

**ED 113 613** CG 010 115

**Hauser, Joseph J.**

**Transactional Analysis Model: Modified and Extended.**

Pub Date 75

Note—15p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (52nd, Washington, D.C., March 22-24, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—Behavior Patterns, \*Developmental Psychology, \*Individual Psychology, \*Interaction Process Analysis, Models, \*Parent Child Relationship, \*Personality Theories, Speeches, State of the Art Reviews**

**Identifiers—\*Transactional Analysis**

This theoretical paper explores the implications of some modifications and extensions of the Transactional Analysis (TA) theory of personality and attempts to understand some specific aspects of human nature and behavior in evolutionary terms. "Ego State" as used in TA designates both a structural and functional unit of the personality. The term, "State", refers structurally to a unit of the personality and functionally to a condition of that unit. This paper refers to the structural unit as an Ego Sub-System. The functional unit is referred to as an Ego State Role which is the mechanism whereby the subunits of the Ego Sub-Systems are organized into relatively stable functional units. Among the major assumptions are: more than one Sub-System may be, and typically is, active at a time and each contributes to the quality of the transaction; developmentally and evolutionarily, the Child appears first, then the Adult; the Parent appears last and is an outgrowth and specialization of the Adult, and is specifically related to mankind's heritage of having been a social carnivore; for each major sub-unit of the Child there is a reciprocal and corresponding sub-unit in the Parent. The survival value of guilt and anxiety are briefly explored in relation to human evolutionary theory. (Author)

**ED 113 614** CG 010 116  
*Hartridge, Lawrence C.*  
**Helping the Disadvantaged Choose Their Own Behavior Models.**

Pub Date 75  
 Note—3p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (52nd, Washington, D.C., March 22-24, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—\*Behavior Change, \*Culturally Disadvantaged, \*Employment Interviews, Feedback, Rehabilitation Counseling, Speeches, \*Video Tape Recordings, \*Vocational Adjustment

This project involved 50 members of a culturally disadvantaged group who had come to a neighborhood settlement house for help in obtaining and maintaining a job, and who were subsequently enrolled in a work preparation program at a large rehabilitation facility. The counselees were given the option of having or not having themselves videotaped during a number of simulated job interviews and trials; for the 44 who chose to be taped, their own behaviors were played back to them the day following each filming. No attempts to counsel the people were made, although many of them would, after watching themselves on tape, ask for advice about how they might go about being "more cool" in given situations. Following about 10 weeks of such playback experience, the majority of the counselees were able to get and hold jobs, and a six-month followup revealed that their chances of staying on a job were significantly better than those of another group of people from the same settlement house who had not been exposed to the opportunity to see a playback of their own behavior. Specifically, these individuals who had been afforded the opportunity to monitor their own behaviors by videofeedback reported nearly 80 percent success in maintaining satisfactory vocational adjustment, while just over 50 percent of those who had not received this feedback were satisfactorily employed. (Author)

**ED 113 615** CG 010 117  
*Anisef, Paul*

**The Critical Juncture: Educational and Vocational Intentions of Grade 12 Students in Ontario. Preliminary Survey.**

Ontario Ministry of Colleges and Universities, Toronto.

Pub Date [74]  
 Note—212p.; For followup survey, see CG 010 118

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**  
 Descriptors—\*Aspiration, College Bound Students, Grade 12, \*Occupational Aspiration, Research Projects, Secondary Education, \*Secondary School Students, \*Socioeconomic Background, \*Student Characteristics, Surveys, Work Attitudes

**Identifiers—\*Ontario**

A random survey of 2,951 grade 12 students in Ontario was conducted to ascertain student characteristics relative to their educational and vocational plans. A total of 2,555 usable

questionnaires were collected, coded, and processed. The report concludes that educational and vocational plans of students depend primarily on their social origin, their present experience, and their preparedness with respect to the future. A profile of the grade 12 student is included. (Author/HMV)

**ED 113 616** CG 010 118  
*Anisef, Paul*

**The Critical Juncture: Educational and Vocational Intentions of Grade 12 Students in Ontario. Follow-Up Survey.**

Ontario Ministry of Colleges and Universities, Toronto.

Pub Date [74]

Note—217p.; For preliminary survey, see CG 010 117

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**  
 Descriptors—\*Aspiration, Educational Research, Followup Studies, Grade 12, \*Measurement Techniques, Prediction, \*Predictive Validity, Research Projects, \*Secondary School Students, \*Student Characteristics, Surveys

**Identifiers—\*Ontario**

A survey of grade 12 students in Ontario, conducted in spring 1973, sought to identify what factors influence an adolescent's future educational and vocational plans. A followup telephone survey of the same grade 12 students was conducted in November 1973 to evaluate the predictive utility of an "intentions" survey. The objectives of this survey were to ascertain: (1) the present activities of these adolescents; (2) the extent to which these adolescents were acting in accordance with their intentions as stated in spring 1973; (3) what factors distinguish adolescents who act in accord with their intentions or act contrary to their intentions; (4) to what extent adolescents in November 1973 duplicated their response to the question, "Which one statement best describes what you plan to do in the fall of 74?" and, (5) what factors distinguished "consistents" and "inconsistents" relative to question 4. Results indicated that an "intentions" survey is a poor means of predicting individual behaviors but a good device for forecasting aggregate behaviors. A profile of "consistents" and "inconsistents" is included. (Author/HMV)

**ED 113 617** CG 010 119  
*Bessemer, David W., Ed. Smith, Edward L., Ed.*  
**The Integration of Content, Task, and Skills Analysis Techniques in Instructional Design. SWRL Working Papers: 1972.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Pub Date 72

Note—208p.

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**  
 Descriptors—Educational Strategies, Elementary Education, \*Instructional Design, \*Learning Theories, \*Skill Analysis, State of the Art Reviews, \*Task Analysis

The structure of knowledge in a particular subject-matter discipline and the structure of behavior in a given task-skill domain are often regarded as unrelated or even antithetical bases for the systematic design of instructional products and procedures. This volume documents progress toward a methodology of instructional design founded on the premise that both learning to know and learning to do are essential to the effectiveness of a given course of instruction. Briefly described, the methodology involves three distinct but interrelated techniques of analysis: content, task, and skills. The papers in part 1 present the theoretical rationale underlying the proposed methods and describe the procedure for skills analysis. The papers in Part 2 illustrate applications of content, task, and skill analysis in the science inquiry area at the primary grade level. (Author/HMV)

**ED 113 618** CG 010 120  
*Greene, John F. Gable, Robert K.*

**The Harding Prep Program: A Research and Demonstration Project Designed to Reduce the Dropout Rate in Bridgeport, Connecticut. Interim Report.**

Educational Research Associates, New Haven, Conn.

Spons Agency—Connecticut Manpower Executives Association, Inc., Bridgeport.; Office of Economic Opportunity, Washington, D.C.

Report No.—PB-237-486

Pub Date Feb 74

Note—125p.; For program evaluation, see CG 010 121

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (Order No. PB-237-486, HC \$5.25, MF \$2.25)

**Document Not Available from EDRS**

Descriptors—Counseling, \*Demonstration Projects, \*Dropout Prevention, Employment Experience, \*High School Students, Motivation, \*Neighborhood Centers, Program Descriptions, Schools, \*Youth Programs

The report describes a program whose purpose is to minimize the student dropout rate through a comprehensive educational program located in a neighborhood center. The center is designed to provide effective academic training, related supervised employment, and allied support services. The program serves ninth grade students from Warren Harding High School in Bridgeport, Connecticut, who have exhibited behavioral and attitudinal characteristics related to dropping out of school. Moreover, the project is developing a functional model for replication purposes in the city of Bridgeport as well as in other urban centers throughout the state and the nation. Data collected locally and related experience gained through the program will also enable the educational system to better identify, understand and serve potential dropouts. (Author)

**ED 113 619** CG 010 121  
*Greene, John F. Gable, Robert K.*

**The Harding Prep Program: A Research and Demonstration Project Designed to Reduce the Dropout Rate in Bridgeport, Connecticut. Final Report.**

Educational Research Associates, New Haven, Conn.

Spons Agency—Connecticut Manpower Executives Association, Inc., Bridgeport.; Office of Economic Opportunity, Washington, D.C.

Report No.—PB-237-487

Pub Date Aug 74

Note—67p.; For program description, see CG 010 120

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (Order No. PB-237-487; MF \$2.25, HC \$4.25)

**Document Not Available from EDRS**

Descriptors—Counseling, \*Demonstration Projects, \*Dropout Prevention, Employment Experience, \*High School Students, Motivation, \*Neighborhood Centers, Program Evaluation, Schools, \*Youth Programs

This report is an evaluation of a program designed to minimize the student dropout rate through a comprehensive educational program located in a neighborhood center. The center provides academic training, related supervised employment, and allied support services. The program serves ninth grade students from Warren Harding High School in Bridgeport, Connecticut who have exhibited behavioral and attitudinal characteristics related to dropping out of school. Data collected locally and related experience gained through the program will enable the educational system to better identify, understand and serve potential dropouts. (Author)

**ED 113 620** CG 010 122  
*Hornblum, Judith N. Overton, Willis F.*

**Area and Volume Conservation Among the Elderly: Assessment and Training.**

Pub Date [74]

Note—33p.; Not available in hard copy due to marginal legibility of original document, Best copy available

Available from—Willis F. Overton, Department of Psychology, Temple University, Philadelphia, Pennsylvania 19122

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Cognitive Measurement, \*Conservation (Concept), \*Logical Thinking, \*Older Adults, \*Performance Factors, Performance Tests, \*Problem Solving, Task Performance, \*Training

Several studies have shown that the elderly do not perform well on the Piagetian problems of logical thinking; the present set of studies aimed at demonstrating that the elderly maintain the competence to solve such problems. The first study performed by the authors assessed performance of 60 noninstitutionalized middle-class elderly females on area and volume conservation tasks. On overall performance only 33.3 percent

of the subjects were classified as conservers. The second study employed a training paradigm to determine whether simple verbal feedback activated the strategies required for adequate performance on conservation tasks. Twenty-two subjects who failed to conserve in the assessment study were administered a 20-trial training procedure. Half of these subjects received no feedback. An immediate posttest indicated that the feedback group performed significantly better than the control group on the near transfer posttest task and on the five out of six far transfer tasks. The authors argue that the ease with which training effects were established and the improved performance after training support the view that the elderly maintain competence to adequately solve problems of logical thinking. (Author/SE)

**ED 113 621** CG 010 123

*Fletcher, M. Josephine*  
**Glasser Discussions in Elementary School.**  
Pub Date [74]  
Note—22p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—Anxiety, \*Classroom Guidance Programs, Counselor Role, Educational Development, Elementary Education, Group Counseling, \*Motivation, Research Projects, \*Self Concept, \*Teacher Role  
Identifiers—\*Glasser

Research results have suggested that reduction of anxiety and defensiveness among students in a group situation enhances school achievement and school motivation. The present study aimed at demonstrating that using the Glasser discussion method, which encourages students to take responsibility and discuss various problems that they face in school, increases motivation and improves their self-concept. Six groups of 10 elementary school students each served as subjects. Two groups were led by counselors, another two by teachers while the other two served as controls. The increase in school motivation, as assessed from the pre- and post-treatment scores of the subjects on the SCAMIN inventory, was significantly higher in the counselor-led groups than in the teacher-led groups, but the experimental groups were not significantly different from the control groups. The increase in self-concept, as assessed on the SCAMIN inventory, was significantly higher in the teacher-led groups than it was either in the counselor-led or control groups. The author concludes by suggesting that the Glasser discussion techniques be used for a longer time span. (Author/SE)

**ED 113 622** CG 010 124

*Voas, Robert B.*  
**Alcohol, Drugs and Young Drivers.**  
National Highway Traffic Safety Administration (DOT), Washington, D. C.  
Spons Agency—Organisation for Economic Cooperation and Development, Paris (France).  
Pub Date May 74  
Note—52p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
Descriptors—\*Accidents, Adults, Alcoholic Beverages, \*Drinking, \*Driver Education, \*Drug Abuse, \*Prevention, Surveys, Young Adults, \*Youth Problems

This paper reviews the research literature on the relationship of drugs, alcohol, and driving among young people, university students, and a group of young criminals. The data show that young people use drugs more than adults do, and that they drive under the influence of drugs or alcohol, especially at night, more often than adults do, and consequently young people are more vulnerable to accidents due to drug use than are adults. The writer then considers possible countermeasures against drinking and driving such as limitations on drinking by young people, the amount of permissible liquor consumption, and limitations on driving such as forcing speed limits during certain periods of the day. The writer concludes that few countermeasures have demonstrated their effectiveness; nevertheless, he argues that it is essential that more effort be placed on the development of effective countermeasure programs and that those programs in existence be more effectively evaluated. (Author/SE)

**ED 113 623** CG 010 125

*Goodman, Mortimer Samet, Lillian*  
**The Homebound Elderly: An Intergenerational Problem.**  
Pub Date Mar 75

Note—17p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (52nd, Washington, D.C., March 22-24, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—Community Agencies (Public), \*Community Services, Generation Gap, \*Helping Relationship, \*Home Visits, \*Older Adults, Orthopedically Handicapped, Research Projects, Speeches, \*Volunteers, Youth Problems

This special project, manned by volunteers, aimed at seeking out and serving "homebound elderly" among whom 22 desired such intervention. College students, middle-aged and older adults were involved in conducting weekly visits. Although no special effort was made to recruit young volunteers for this project, it is suggested that such assignments can be made successfully. Most of 49 referrals were cited as homebound because of physical disabilities, and fewer than half lived alone. Assumptions about elderly homebound who live alone, are lonely, and who, therefore, should be sought out in a general way, are not warranted. Instead, agencies are encouraged to participate in organized surveys of their local communities in order to differentiate the various needs of older persons. The call to assist the elderly has widened the generation gap between young and old people. To help close this gap, the authors suggest interagency, interorganizational community models that are designed to direct teenage and college youth into helping roles that include home visiting, escort service and shopping for older adults. Social workers of various specialties can help fashion such cooperative models. (Author/SE)

**ED 113 624** CG 010 126

*Gaskell, Jane*  
**Explaining the Aspirations of Working Class Girls.**  
Pub Date Mar 75

Note—25p.; Paper presented at the Annual Meeting of the American Education Association (Boston, Massachusetts, July 1-4, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*Aspiration, Educational Interest, \*Females, High School Students, \*Identification (Psychological), Occupational Aspiration, Research Projects, \*Sex Role, \*Social Differences

Until recently research on women's educational and occupational aspirations has ignored the role of sex role ideology (SRI) and has concentrated primarily on college women. This study was implemented with 270 grade 12 girls, 25 percent of whom were from lower class backgrounds. Four scales of SRI were administered: femininity, power, division of labor, and women's liberation. An additional set of four scales of aspirations was also given: educational, occupational, marital aspirations, and occupational commitment. The results indicated a high correlation between educational aspiration and power and women's liberation, while marital aspirations correlated negatively with each of the four scales of the SRI. These correlations suggest that the more conviction in the equality of the sexes, the higher the educational aspirations of the girls. Agreement with the women's liberation items were the best predictors of occupational and educational aspirations, even after such important background variables as achievement and social class were controlled. The author concludes that the relationship correlations found in this study were very low, and that the results can not be generalized unless a more representative sample of subjects is used. (SE)

**ED 113 625** 95 CG 010 127

*Haveman, Jacqueline E. And Others*  
**Career Education and the School Counselor. A Symposium. AIR Interim Report 479-13.**  
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
Report No—AIR-47900-6-75-IR(13)  
Pub Date 24 Mar 75  
Contract—NIE-C-0142

Note—29p.; Papers presented at the Annual Meeting of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—\*Career Education, Career Planning, \*Counselor Role, \*Curriculum Development, \*Educational Innovation, \*Edu-

cational Planning, Elementary Secondary Education, Guidance Functions, Intervention, Symposia

At this symposium on career education and the school counselor, three researchers spoke about a project on which they have been working which involves field-testing and evaluating 61 career education units that are to be infused into the present public school curriculum, K-12. This project explores the implications of the school-based model as it relates to the role of the school counselor. The first speaker was Jacqueline E. Haveman, who gave an overview of career education and school district responses to it. The second speaker, Gordon K. McLeod, discussed "The Infusion of Career Education Into Existing School Subject Areas." The third speaker, Jeanette Wheeler, discussed "The Role of School Counselors and the Comprehensive Career Education Model, CCEM." These three speakers were from the American Institute for Research. To conclude the symposium, Garry Walz, the director of the ERIC Clearinghouse for Counseling and Personnel Services, addressed the participants about career education. (SE)

**ED 113 626** CG 010 128

*Wynne, Edward*  
**Privacy and Socialization to Adulthood.**  
Pub Date [74]

Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—\*Family Role, \*Individualism, Parent Child Relationship, \*Parent Responsibility, Social Influences, \*Socialization, Speeches, Urban Environment, Values, \*Youth Problems

This speech discusses the negative effects of privacy on youth. The great technological developments, bureaucratization, and concentration of life in urban and suburban areas have greatly increased personal privacy and reduced close personal contacts. This paper discusses several studies which suggest that the above factors lead young people to have ambivalent attitudes toward privacy: on the one hand they value privacy highly, while on the other hand they desire close personal ties. Moreover, data show that privacy leads to antisocial acts as well as self-destructive acts. The punishment of antisocial acts by governmental agencies is counterproductive; certain basic changes in the American socialization process should be introduced to deal with the problem positively. Parents and other concerned adults should be given improved incentives to personally observe, and accept responsibility for, the conduct of children. Children and youths should be encouraged to spend more time within the personal observation of other youths or responsible adults and establish on-going relationships with them. Finally, the philosophical implications of our current high evaluation of personal privacy should be reconsidered. The author has tried to answer possible objections to his propositions. (SE)

**ED 113 627** 95 CG 010 129

**Report on Career Counseling In-Service Course and Short Practicum to Expand Counseling and Testing Capabilities of Nassau County Guidance Counselors (VEA 74-6-752) and Pre-BOCES Career Counseling (VEA 74-6-754).**

Nassau County Board of Cooperative Educational Services, Jericho, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date [74]

Note—80p.; For related documents, see CG 010 130-132; Because of reproduction and copyright problems pages 26-30, 34-39, 48-51, 57-60, and 89-96 of the original document have been removed. They are not included in the pagination; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Career Awareness, \*Counselor Training, Elementary Secondary Education, \*Guidance Personnel, \*Inservice Programs, Occupational Guidance, \*Practicums, Program Descriptions, \*Testing, Training, Vocational Counseling

This is a report of a training course for guidance counselors. Nine counselors and 27 stu-

dents participated in the program. The counselors administered various tests such as the Kuder, Holland, and ICL tests; they had individual interviews with the students, organized discussion groups, and showed films to the students. At the end of the three-day program, counselors held a general discussion of the results obtained, and the training program was evaluated by both the counselors and the students. All counselors, and most of the students, were very pleased about their experience and said they benefited from it. The directors of the training program conclude that home-school guidance staffs should be trained in career counseling and should know that instruments are available for vocational appraisal. The general consensus was that a one-day practicum with students was too short and that it should be extended into a three-day session. The report contains a detailed schedule of the three-day program; of the instruments, scales, and films used; and also various checklists and questionnaires. (SE)

**ED 113 628** CG 010 130  
**Report on Outreach Program; School Year 1971-1972.**

Nassau County Board of Cooperative Educational Services, Jericho, N.Y.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [72]  
Note—81p.; For related documents, see CG 010 129, 131, and 132

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
Descriptors—\*Career Education, \*Cooperative Education, \*Disadvantaged Youth, Evaluation Methods, Group Counseling, \*Individual Counseling, \*Outreach Programs, Program Descriptions, Secondary Education, Vocational Development  
Identifiers—\*BOCES

This outreach program designed for implementation in 1971-1972 included descriptions of: (1) initial contacts with eligible secondary schools; (2) survey of attitudes; (3) large-group career activities; (4) school personnel training; (5) group and individual counseling; (6) career conferences; and (7) parent and community group activities. The target group for this program was secondary high school students in four Nassau County (N.Y.) school districts having disadvantaged population of at least 10 percent. Conclusions and recommendations for program planning for future years and other schools and districts are presented. An appendix also presents program materials, letters, exercises and data. (GMF)

**ED 113 629** CG 010 131  
**Report on Outreach Program; School Year 1972-1973.**

Nassau County Board of Cooperative Educational Services, Jericho, N.Y.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [73]  
Note—87p.; For related documents, see CG 010 129, 130, and 132

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
Descriptors—\*Career Education, \*Cooperative Education, \*Counseling, Counselor Training, Program Descriptions, Secondary Education  
Identifiers—\*BOCES

Careers Program-Outreach is a project funded by the Vocational Education Act whose purpose is to expand career options for students, particularly the disadvantaged, and to serve as an incentive to school staffs to innovate and implement career development programs. The major emphases of this program are: (1) to assist counselors to develop programs which include in existing counseling services career counseling, and to experiment with new techniques and methods; (2) to introduce staff to the concept that careers have a place in the classroom, and to the latest concepts of occupational education; and (3) to demonstrate how career exploration programs for students in junior and senior high school can be effectively organized and conducted. Program descriptions, career education materials, questionnaires and evaluations are included. (Author/GMF)

**ED 113 630** CG 010 132

Brusasco, Marjori  
Career Resource Center at Nassau BOCES  
Southwest Area Center VEA Project No. CO-74-8e-867.

Nassau County Board of Cooperative Educational Services, Jericho, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 30 Jun 75

Note—24p.; For related documents, see CG 010 129-131

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—Audiovisual Aids, \*Career Education, \*Counseling, \*Decision Making, \*Motivation, Neighborhood Centers, Program Descriptions, Psychological Testing, \*Resource Centers, Secondary Education  
Identifiers—\*Career Resource Center

During 1973-74 school year, the Nassau N.Y. Board of Cooperative Educational Services experimented with a Career Resource Center at one area neighborhood center. In 10 months this Career Resource Center served 3, 132 students and 387 professional staff, and developed and experimented with four model programs in career counseling and guidance. The central project objective was to integrate the Career Resource Center concept into everyday pupil personnel services at one area center. Other objectives were: (1) to utilize a combination of group orientation, group counseling, aptitude testing and multimedia approaches to career education; (2) to demonstrate effective career counseling techniques to school staffs; and (3) to provide service to junior and senior high students including disadvantaged, handicapped and potential dropouts. Model programs described include counseling, career exploration, employability training, and decision making skills. Audio-visual, career guidance, and psychological test materials were available at this center for use by students and counselors. (GMF)

**ED 113 631** 95 CG 010 133

Cline, Victor B.

**Process and Accuracy in Person Perception. Final Report.**

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-8-0769

Pub Date [73]

Grant—OEG-9-540769-4277(010)

Note—48p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—\*Behavior Patterns, \*Motivation, Nonverbal Communication, \*Perception, Psychological Testing, Research Projects, \*Stereotypes, Stimulus Behavior, \*Verbal Communication, Visual Perception

This final report attempts to summarize the major findings of three and one-half years of research in the area of understanding and accurately judging others. The author's research on person perception focuses on the use of sound motion pictures of interviews as the primary stimulus and vehicle for the research. Subjects used for these studies were usually college students from psychology classes. There are three major sections or topics for this research: (1) assessing the validity of verbal and non-verbal cues in accurately judging others; (2) effects of money, anticipation and competition upon judging scores and self-reports of motivational arousal; and (3) social stereotyping and its relationship to accuracy in person perception. Results indicate that accurately perceiving and judging another is a complex task affected by many variables, and the difficulty in decoding them depends on the transparency or opaqueness of the person being judged. In addition, according to the authors, people can be trained to be better judges of others. (GMF)

**ED 113 632** CG 010 134

Logsdon, David M. Ewert, Barbara

**Longitudinal Study of an Operational Model for Enhancing Central City Youth's Self-Concept, Academic Achievement, Attitude Toward School, Participation in School, and Socialization/Maturation. Final Report.**

Wisconsin Univ., Madison. Center for Community Leadership Development.; Wisconsin Univ., Milwaukee. Univ. Extension.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-2-E-022

Pub Date Dec 73

Grant—OEG-5-72-0028(509)

Note—100p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
Descriptors—Academic Achievement, \*Attitudes, Junior High Schools, Longitudinal Studies,

Maturation, Negro Students, Open Education, Program Evaluation, \*Self Concept, \*Socialization, Student Participation, \*Summer Programs, Tables (Data), \*Urban Youth

This study has attempted to identify the longitudinal impact of a summer program model designed to enhance central city junior high school youth's self-concept, attitude toward school, participation in school, academic achievement, and socialization/maturation. Three sets of experimental/control groups were included in the study and after two years in the program, randomly selected youth revealed significant improvements in socialization/maturation—that is, their ability to take care of themselves and get along better with others. They also served in significantly more school leadership positions than control youth. There was no significant improvement in self-concept, attitude toward school, participation in school, and academic achievement. Leadership-prone students however, did achieve significant gains in the latter areas. A description is included of the program's background, history, input, changes over the years, problems and recommendations. (Author)

**ED 113 633** CG 010 137

Manley, Rebecca O.

**The Relationship between the Parental Warmth-Hostility Dimension and the Development of Achievement Orientation in Males and Females.**

Pub Date 3 Apr 75

Note—25p.; Paper presented by the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*Achievement, \*Affective Behavior, \*Hostility, Literature Reviews, \*Motivation, \*Parent Child Relationship, Permissive Environment, \*Sex Differences, Speeches

This article summarizes and discusses some of the studies which relate parental attributes to children's achievement orientations, that is, both achievement motivation and achievement behavior. The warmth-hostility dimension is one of two main parental dimensions which have continually arisen in factor analyses of child rearing patterns. The other major dimension, that of permissiveness-restrictiveness, is considered in this paper only in relation to the warmth-hostility dimension. The paper includes a review of the major theories of achievement motivation and behavior, a description of the two main parental dimensions, and summaries of achievement studies related to the Warmth-Hostility dimension. The paper concludes with a discussion of the methodological limitations of these studies: the use of self-reports, lack of distinction between intellectual and academic achievement, not enough investigation of other kinds of achievement, and relatively little available data on the father-child relationship. The author makes recommendations concerning these and other methodological problems in this area of research. (Author/SJL)

**ED 113 634** CG 010 138

**An Assessment of the Needs of and Resources for Children of Alcoholic Parents. Final Report.**

Booz Allen and Hamilton, Inc., Washington, D.C.  
Spons Agency—National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.

Report No—NIAA/NCALI-75-13; PB-241-119

Pub Date 30 Nov 74

Note—183p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (PB-241 119, MF \$2.25, HC \$7.00)

**Document Not Available from EDRS**

Descriptors—\*Alcoholism, \*Child Advocacy, \*Children, Community Services, Family Problems, \*Individual Needs, Parent Child Relationship, \*Parent Influence, Psychological Needs, Resources, State of the Art Reviews

This report assesses the needs of and resources for children of alcoholic parents, and recommends strategies based on the identification of service gaps. The number, characteristics, life experiences, feelings, coping mechanisms, and problems of children of alcohol parents are discussed. Needs common to this group and factors which variably condition the impact of parental alcoholism on children are identified. A survey of actual and potential helping resources subsumes the nuclear and extended family, general community contacts, child and family



agencies, alcoholism treatment programs, and specialized services for the children of alcoholic parents. Common characteristics of these helping resources are noted, as are the gaps between needs and resources and conditions which have created such gaps. Recommendations are provided for each potential resource system and for a national effort to address the current situation. (Author)

**ED 113 635** CG 010 139

*Dyer, Robert L. Harris, James H.*

**A Partially Annotated Bibliography on Prediction of Parole Success and Delinquency. Research Product.**

Human Resources Research Organization, Fort Knox, Ky. Div. 2.

Report No—RP-D2-72-1

Pub Date Mar 72

Note—187p.

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

Descriptors—Annotated Bibliographies,

\*Bibliographies, \*Delinquent Identification,

Literature Reviews, \*Military Personnel, \*Pre-

dictor Variables, \*Prisoners, Probationary

Period

Identifiers—\*Parole

This partially-annotated bibliography surveys numerous studies relating to the prediction of delinquency and of parole success. This literature search was undertaken to review those studies whose results would assist the military in the selection of pre-release indicators of successful adjustment. The chosen indicators would then be used to predict the parole success of military prisoners and, therefore, aid in release determinations. An attempt was made to include the major studies, military and civilian, in the areas of parole and delinquency prediction. Studies dealing with the general problem are inserted prior to the empirical research in an attempt to first give the reader an overview of the topic. (Author)

**ED 113 636** CG 010 140

*Lowitt, Michael F. And Others*

**Family Psychopathology in Parent-Child Relationships.**

Pub Date [75]

Note—18p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (52nd, Washington, D.C., March 22-24, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Authoritarianism, Behavior Pat-

terns, \*Emotionally Disturbed Children, Family

(Sociological Unit), \*Hyperactivity, \*Interac-

tion Process Analysis, \*Parent Child Relation-

ship, \*Psychopathology, Research Projects

Identifiers—\*Hierarchical Control

Present research questions the traditional unidimensional model in childhood psychopathology. Not only do parents influence the development of their offspring, they, in turn, are influenced by them. The infant is an active agent, affected by and affecting those around him. The infant emerges as a primary source of influence—often in the direction of the malevolent distortion of the caregiver's attention. This study further suggests that the family has the properties of a dynamic social unit wherein reciprocal interaction effects appear to be intrinsically related to sources of control or command over others. For example, fathers of children in psychotherapy were consistently and significantly more controlling than the normative group. Fathers of hyperkinetic children tended to have extreme scores, high or low, on a measure of hierarchical control. More systematic exploration of family life along the dimensions of power, influence, and susceptibility to influence is needed to increase the understanding of why and how specific individuals within a family succumb to pathology. (Author/SJL)

**ED 113 637** CG 010 141

*Verheyden-Hilliard, Mary E.*

**The State of the Girl Child.**

Pub Date Mar 75

Note—25p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (52nd, Washington, D.C., March 22-24, 1975); Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not**

Available from EDRS.

Descriptors—\*Changing Attitudes, \*Discrimina-

tory Attitudes (Social), Equal Opportunities

(Jobs), \*Females, Feminism, \*Sex Discrimination, Sex Stereotypes, \*Socialization, Speeches

Expectations for childhood and its outcome take on quite different meanings when one designates the child as female. A girl needs an Affirmative Action Childhood to counteract the intensive, pervasive, and crippling socialization process which negatively and powerfully affects her aspirations, and, therefore, her future as an adult. Included in an Affirmative Action Childhood should be the need to help boys give up their contemptuous, superior attitudes toward females which is allowed and reinforced in childhood, and which pervasively affects all their later adult relationships with women whether on a professional or a personal level. Approval of equal pay for equal work, and equal employment and educational opportunity are, of course, necessary. But the nuances of sexism which train girls not even to aspire to equal employment and equal educational opportunity must also be dealt with if the vicious circle is ever to break. (Author)

**ED 113 638** 95 CG 010 142

*Edmonds, Ed M.*

**Developmental Aspects of Schematic Concept Formation. Final Report.**

Spons Agency—National Center for Educational

Research and Development (DHEW/OE),

Washington, D.C. Regional Research Program.

Report No—OEG-4-72-0018

Bureau No—BR-2-D-038

Pub Date Dec 73

Note—9p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Children, \*Concept Formation,

\*Developmental Tasks, Discrimination Learn-

ing, Elementary Education, Feedback, \*Learn-

ing Processes, \*Schematic Studies

A schema is best understood as a statistically defined concept. Schematic concept formation consists of abstracting the common elements or properties of a defined class in a schema. Thereafter, both discrimination and retention are facilitated, since only deviations from the schema need be processed for any particular class exemplar. In the present study, 240 children ranging from 6 to 12 years of age were trained in an oddity task, either with or without knowledge of results to distinguish 67 percent redundant patterns representing different schemata. Schematic concept formation was found to occur prior to age 6 and increase in efficiency to ages 11 or 12. This ability did not depend on knowledge of results and was not related to traditional measures of intelligence. The schematic concept formation task appears to be a promising nonverbal and perhaps culture-independent measure of learning potential or ability. (Author)

**ED 113 639** 95 CG 010 143

*Kantowitz, Barry H.*

**Division of Attention Relative to Response Between Attended and Unattended Stimuli.**

Spons Agency—National Center for Educational

Research and Development (DHEW/OE),

Washington, D.C. Regional Research Program.

Bureau No—BR-2-E-003

Pub Date Jun 73

Grant—OEG-5-72-0025(509)

Note—31p.; Because of copyright, Appendix II has been removed from this document, and is not included in the pagination

Available from—Appendix II is available as pp. 231-234 of Behavioral Research Methodology and Instruments, Vol. 5(2), 1973

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Attention, \*Auditory Discrimina-

tion, Auditory Perception, Behavioral Science

Research, Recall (Psychological), \*Response

Mode, Selection, Semantics, \*Stimulus

Behavior, \*Task Performance

Research was conducted to investigate two general classes of human attention models, early-selection models which claim that attentional selecting precedes memory and meaning extraction mechanisms, and late-selection models which posit the reverse. This research involved two components: (1) the development of simple, efficient, computer-oriented methods for generating rigorously precise stimulus material (these required human attention experiments); and (2) the execution of two experiments which employed computer-generated stimuli. The first experiment examined the filtering characteristics of attention mechanisms when subjects were

required to select from either acoustically or semantically similar competing messages. Results show that semantic similarity is disruptive only at a slow presentation rate, while the effects of acoustic similarity do not depend on presentation rate. In the second experiment, subjects performed a tone detection task in one ear, while simultaneously monitoring a digit sequence presented in the opposite ear. Digits were recalled following presentation. Tone detection performance decreased as the number of digits to be recalled increased. Both findings are interpreted as supporting early-selection attention models. (Author)

**ED 113 640** 95 CG 010 144

*Torrance, E. Paul And Others*

**Needed Research on Creativity. A Special Report of the USOE-Sponsored Grant Study: Critical Appraisal of Research in the Personality-Emotions-Motivation Domain.**

Texas Christian Univ., Fort Worth. Inst. of Behavioral Research.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—IBR-R-73-74

Pub Date Sep 73

Grant—OEG-0-70-2665(508)

Note—206p.

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**

Descriptors—\*Affective Objectives, Behavioral

Science Research, \*Creative Development,

\*Creativity, Creativity Tests, Individual

Development, Originality, Personal Growth,

\*Research Needs, \*Self Expression, State of

the Art Reviews

This task group report is one of a series prepared by eminent psychologists who have served as consultants in the U.S. Office of Education-sponsored grant study to conduct a Critical Appraisal of the Personality-Emotion-motivation Domain. In order to achieve the goal of identifying important problems and areas for new research and methodological issues related to them, the task force followed an approach in which leading investigators in specialized areas were enlisted as members of task groups and asked to reflect on their current knowledge of ongoing research and to identify the research needs in their respective areas. The articles in this report include: (1) Creativity: An Overview (Torrance); (2) Conceptualization of Creativity: Relations to Intelligence and Personality Factors (Gowan); (3) Creative Process (Phillips); (4) Characteristics of the Creative Product (Davis); (5) Characteristics of the Creative Situation-Short and Long Term Situational Factors Contributing to Creative Performance (Aliotti); and (6) The Assessment of Creativity (Treffinger). (Author)

**ED 113 641** 95 CG 010 145

*Campbell, David P. And Others*

**Needed Research on Interests and Vocational Guidance. A Special Report of the USOE-Sponsored Grant Study: Critical Appraisal of**

**Research in the Personality-Emotions-Motivation Domain.**

Texas Christian Univ., Fort Worth. Inst. of

Behavioral Research.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—IBR-R-73-22

Pub Date Jan 73

Grant—OEG-0-70-2665(508)

Note—66p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Affective Objectives, \*Aptitude

Tests, Individual Characteristics, \*Interest

Tests, \*Occupational Guidance, Occupational

Tests, Personality Tests, \*Research Needs,

State of the Art Reviews, \*Vocational Interests

This task group report is one of a series prepared by eminent psychologists who have served as consultants in the U.S.O.E.-sponsored grant study to conduct a Critical Appraisal of the Personality-emotions-Motivation Domain. In order to achieve the goal of identifying important problems and areas for new research and methodological issues related to them, an approach was followed in which leading investigators in specialized areas were enlisted as members of task groups and asked to reflect in their current knowledge of ongoing research and to identify the research needs in their respective areas. The titles of the articles in this volume are: Interests and Vocational Guidance (Campbell);

Research Suggestions for Interest Test Interpretation (Sharf); Interests and Vocational Guidance (Harmon); and Interests and Vocational Guidance (Zytowski). (Author)

ED 113 642 95 CG 010 146

Loehlin, John C. And Others

**Needed Research on the Genes and Environment in Human Psychological Development: Perspectives from Behavior Genetics. A Special Report of the USOE-Sponsored Grant Study: Critical Appraisal of Research in the Personality-Emotions-Motivation Domain.**

Texas Christian Univ., Fort Worth. Inst. of Behavioral Research.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—IBR-R-72-13

Pub Date Jun 71

Grant—OEG-0-70-2665(508)

Note—64p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Behavioral Science Research, \*Environment, \*Environmental Influences, \*Genetics, \*Heredity, \*Human Development, Individual Development, Psychological Design Needs, \*Research Needs, State of the Art Reviews

The task group report presented in this publication is one of a series prepared by eminent psychologists who have served as consultants in the U.S.O.E.-sponsored grant study to conduct a Critical Appraisal of the Personality-Emotions-Motivation Domain. In order to attain the goal of identifying important problems and areas for new research and methodological issues related to them, an approach was followed in which leading investigators in specialized areas were enlisted as members of task groups and asked to reflect on their current knowledge of ongoing research and to identify the research needs in their respective areas. The articles in this publication are: (1) The Genes and Environment in Human Psychological Development; Perspectives from Behavior Genetics (Loehlin); (2) The Future of Human Behavior Genetics with Special Reference to the Genes and the Environment in Cognitive Development (Vandenberg); (3) Unanswered Questions on the Relationship of Genetics to Normal Personality Variation (Scarr); and (4) The Genes and Environment in the Development of Psychopathology (Horn). (Author)

ED 113 643 95 CG 010 147

Gorsuch, Richard L. And Others

**Needed Research on Child Socialization. A Special Report of the USOE-Sponsored Grant Study: Critical Appraisal of Research in the Personality-Emotions-Motivation Domain.**

Texas Christian Univ., Fort Worth. Inst. of Behavioral Research.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—IBR-R-72-9

Pub Date 1 Mar 72

Grant—OEG-0-70-2665(508)

Note—58p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Affective Objectives, Behavioral Science Research, \*Child Development, \*Moral Development, Personality Development, \*Research Needs, \*Social Development, \*Socialization, State of the Art Reviews, Values

The task group report presented in this publication is one of a series prepared by eminent psychologists who have served as consultants in the U.S. Office of Education-sponsored grant study to conduct a Critical Appraisal of the Personality-Emotions-Motivation Domain. In order to achieve the goal of identifying important problems and areas for new research and methodological issues related to them, an approach was followed in which leading investigators in specialized areas were enlisted as members of task groups and asked to reflect on their current knowledge of ongoing research and to identify the research needs in their respective areas. The articles in this publication are: (1) Child Socialization; An Overview (Gorsuch); (2) A Social Learning Perspective (Parke); (3) Research Directions in the Study of Moral Development and Moral Education (Turle and Kohlberg); (4) Socialization of Moral Values and Behavior (Mussen); and (5) A New Theoretical Perspective for Research on Human Development (Bronfenbrenner). (Author)

ED 113 644 95 CG 010 148

Byrne, Donn And Others

**Needed Research on Interpersonal Behavior Processes. A Special Report of the USOE-Sponsored Grant Study: Critical Appraisal of Research in the Personality-Emotions-Motivation Domain.**

Texas Christian Univ., Fort Worth. Inst. of Behavioral Research.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—IBR-R-72-12

Pub Date Feb 71

Grant—OEG-0-70-2665(508)

Note—50p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Affective Objectives, \*Behavior, Behavioral Science Research, Environmental Influences, \*Human Relations, \*Interaction Process Analysis, \*Interpersonal Relationship, \*Research Needs, Social Relations, State of the Art Reviews

The task group report presented in this publication is one of a series prepared by eminent psychologists who have served as consultants in the U.S.O.E.-sponsored grant study to conduct a Critical Appraisal of the Personality-Emotions-Motivation Domain. In order to achieve the goal of identifying important problems and areas for new research and methodological issues related to them, an approach was followed in which leading investigators in specialized areas were enlisted as members of task groups and asked to reflect on their current knowledge of ongoing research and to identify the research needs in their respective area. The articles in this report are: (1) Interpersonal Behavior Processes: An Overview (Byrne); (2) Courtship, Marriage, and Other Long-Time Interpersonal Relationships (Levinger); (3) Interpersonal Aggression (Baron); (4) Behavioral Aspects of Interpersonal Behavior (Mehrabian); and (5) Environmental Effects on Interpersonal Behavior (Griffith). (Author)

ED 113 645 95 CG 010 149

Fiske, Donald W.

**Needed Research on Psychological Processes. A Special Report of the USOE-Sponsored Grant Study: Critical Appraisal of Research in the Personality-Emotions-Motivation Domain. IBR Report No. 73-31.**

Texas Christian Univ., Fort Worth. Inst. of Behavioral Research.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—IBR-R-73-31

Pub Date Jul 73

Grant—OEG-0-70-2665(508)

Note—20p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Behavioral Science Research, \*Behavior Patterns, Personality, \*Personality Studies, \*Psychological Patterns, Research Design, \*Research Needs

This task group report is one of a series prepared by eminent psychologists who have served as consultants in the U.S.O.E.-sponsored grant study to conduct a Critical Appraisal of the Personality-Emotions-Motivation Domain. In order to achieve the goal of identifying important problems and areas for new research and methodological issues related to them, an approach was followed in which leading investigators in specialized areas were enlisted as members of task groups and asked to reflect on their current knowledge of ongoing research and to identify the research needs in their respective areas. In this volume, the author (Fiske) discusses the metatheoretical, theoretical, and methodological problems involved in studying personality. He includes paradigms for research, taking account of persons, tasks, environmental settings, and occasions. (Author)

ED 113 646 95 CG 010 150

Cartwright, Desmond S. And Others

**Needed Research on Trait Structure, Multivariate Approach. A Special Report of the USOE-Sponsored Grant Study: Critical Appraisal of Research in the Personality-Emotions-Motivation Domain. IBR Report No. 73-21.**

Texas Christian Univ., Fort Worth. Inst. of Behavioral Research.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—IBR-R-73-21

Pub Date Feb 73

Grant—OEG-0-70-2665(508)

Note—50p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Affective Objectives, \*Behavioral Science Research, \*Individual Characteristics, \*Personality Assessment, \*Personality Tests, Psychological Characteristics, Research Design, \*Research Needs, State of the Art Reviews, \*Statistical Analysis

The task group report presented in this publication is one of a series prepared by eminent psychologists who have served as consultants in the U.S.O.E.-sponsored grant study to conduct a Critical Appraisal of the Personality-Emotions-Motivation Domain. In order to achieve the goal of identifying important problems and areas for new research and methodological issues related to them, an approach was followed in which leading investigators in specialized areas were enlisted as members of task groups and asked to reflect on their current knowledge of ongoing research and to identify the research needs in their respective area. The articles in this report are: (1) Trait Structure, Multivariate Approach (Cartwright); (2) Methodological Issues in Trait Structure Research: Three Assessment Psychologies (Krause); (3) Observational and Rating Methods (Fiske); (4) Self-Report Methods (Conrey); and (5) Objective Tests (Hundleby). (Author)

ED 113 647 95 CG 010 151

Meyer, William J. And Others

**Needed Research on PEM Aspects of Child Development. A Special Report of the USOE-Sponsored Grant Study: Critical Appraisal of Research in the Personality-Emotions-Motivation Domain. IBR Report No. 73-25.**

Texas Christian Univ., Fort Worth. Inst. of Behavioral Research.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—IBR-R-73-25

Pub Date Oct 73

Grant—OEG-0-70-2665(508)

Note—93p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Behavioral Science Research, \*Child Development, Disadvantaged Environment, Human Development, \*Learning Processes, \*Personality Development, \*Research Needs, Serial Learning, \*Social Development, State of the Art Reviews

The task group report presented in this publication is one of a series prepared by eminent psychologists who have served as consultants in the U.S.O.E.-sponsored grant study to conduct a Critical Appraisal of the Personality-Emotions-Motivation Domain. In order to achieve the goal of identifying important problems and areas for new research and methodological issues related to them, an approach was followed in which leading investigators in specialized areas were enlisted as members of task groups and asked to reflect on their current knowledge of ongoing research and to identify the research needs in their respective areas. William Meyer has written an introduction to this publication. Topics covered are: (1) A Discussion of Needed Research Including Theoretical and Methodological Considerations in the Area of Personality-Emotions-Motivation with Emphasis on Forced Training, Readiness, and the Sequential Organization of Curricula (Hall); (2) Infancy and Early Childhood: Research Needs in the Study of Socioemotional Development (Lewis); (3) The Status of Research of Social-Emotional Development (Sigel); and (4) Ecology and Development: Future Directions (Meyer). (Author/HMV)

ED 113 648 95 CG 010 152

Izard, Carroll E. And Others

**Needed Research on the Emotions as Variables in Teaching, Learning, and the Development of Social Skills. A Special Report of the USOE-Sponsored Grant Study: Critical Appraisal of Research in the Personality-Emotions-Motivation Domain. IBR Report No. 73-23.**

Texas Christian Univ., Fort Worth. Inst. of Behavioral Research.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—IBR-R-73-23

Pub Date Jan 73

Grant—OEG-0-70-2665(508)

Note—38p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Behavioral Science Research, \*Emotional Development, Individual Development, \*Interpersonal Competence, \*Learning

Theories, \*Psychological Patterns, \*Research Needs, Skill Development, State of the Art Reviews

This task group report is one of a series prepared by eminent psychologists who have served as consultants in the U.S.O.E.-sponsored grant study to conduct a Critical Appraisal of the Personality-Emotions-Motivation Domain. In order to achieve the goal of identifying important problems and areas for new research and methodological issues related to them, an approach was followed in which leading investigators in specialized areas were enlisted as members of task groups and asked to reflect on their current knowledge of ongoing research and to identify the research needs in their respective areas. This paper presents a conceptual framework for the study of emotions, describes methods of studying the emotions, and finally, discusses the emotions in relation to some fundamental areas of educational research. (Author/HMV)

ED 113 649 95 CG 010 153

*Spielberger, C.D. And Others*  
**Needed Research on Stress and Anxiety. A Special Report of the USOE-Sponsored Grant Study: Critical Appraisal of Research in the Personality-Emotions-Motivation Domain. IBR Report No. 72-10.**

Texas Christian Univ., Fort Worth. Inst. of Behavioral Research.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—IBR-R-72-10

Pub Date Jul 72

Grant—OEG-0-70-2665(508)

Note—113p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—\*Anxiety, Children, Learning, Measurement Techniques, Neurosis, \*Psychological Patterns, \*Psychophysiology, \*Research Needs, Research Projects, \*Stress Variables

This series of papers on stress and anxiety is part of a larger project concerned with a critical appraisal of research needs in the areas of personality, emotion, and motivation. A group of behavioral scientists contributed their expertise in identifying critical variables, concepts, and processes relating to stress and anxiety. Rather than attempting an exhaustive review of the relevant literature, each author reviews articles in his area of expertise and notes those theoretical and empirical contributions he considers especially important. Each author specifies the knowledge needed to clarify present information and/or fill gaps in existing knowledge, and describes the theoretical and methodological problems related to these research needs. The papers presented in this series are: (1) Stress and Anxiety: An Overview; (2) Stress Research; (3) Conceptual Meaning and Measurement of Anxiety; (4) State and Trait Anxiety; (5) Physiological Aspects of Anxiety; (6) Anxiety and Learning; (7) Anxiety in Children; and (8) Neurotic Anxiety. (Author/SJL)

ED 113 650 95 CG 010 154

*Posner, Michael I.*

**Comparative Psychology of Mental Structures. Final Report.**

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-033223

Pub Date Feb 74

Grant—OEG-0-72-0717

Note—55p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Attention Control, Behavioral Science Research, Cognitive Processes, Comparative Analysis, \*Experimental Psychology, \*Pattern Recognition, \*Psychological Patterns, Research Projects, \*Stimulus Behavior

This report describes the experimental studies conducted to examine the role of mental structures in four different areas of research. The first area involves the structural analysis of isolable subsystems involved in visual and auditory pattern recognition. The second area involves the study of the encoding and retrieval of emotional or evaluative information. The study of complex patterns of active and passive production of voluntary movements constitutes the third field of investigation. The fourth area cuts across work in the other three and deals with distinctions between automatic processing and processing which is under active attentional control. Experi-

ments in these areas are designed to examine the relationship between mental structures in general and the brain systems which subserve the functions of consciousness. The final part of the report deals briefly with efforts to make these findings on mental structure available in the form of course materials. (Author)

ED 113 651 CG 010 155

*Rovner-Piecznik, Roberta*

**Project Crossroads as Pre-Trial Intervention. A Program Evaluation.**

National Committee for Children and Youth, Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Special Manpower Programs.

Pub Date Dec 70

Note—47p.; For related documents, see ED 048 445 and 055 155; Not available in hard copy due to reproducibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Community Services, \*Delinquent Rehabilitation, \*Interagency Cooperation, Manpower Development, \*Program Descriptions, Program Evaluation, \*Rehabilitation Programs, Young Adults, \*Youth

Identifiers—\*Project Crossroads

This report describes and evaluates Project Crossroads, a manpower approach to the rehabilitation of accused offenders prior to adjudication. In order to demonstrate the feasibility of working with the court and its personnel to provide a pretrial intervention alternative for youthful first-time offenders, Project Crossroads provided a community-based program of manpower services to young men and women in the pretrial stage of the criminal court process. Project services include counseling, job placement, job training and remedial education. The report evaluates Project Crossroads in relation to its impact on the court adjudication of its participants, measurable results in the spheres of participant recidivism and employment, and evaluation of the characteristics of project participants who achieve success by Project Crossroads standards. The report discusses the role of this program of intervention in mitigating some negative byproducts of routine case processing, and makes recommendations concerning further program use and evaluation. (Author)

ED 113 652 CG 010 156

*Cunin, Bert Cunin, Beth H.*

**Counseling Preferences Among College Students: New Directions for Change.**

Pub Date 24 Mar 75

Note—7p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Behavioral Counseling, College Students, \*Comparative Analysis, Counseling Services, Higher Education, \*Nondirective Counseling, \*Psychotherapy, Questionnaires, Research Projects, \*Student Opinion

This study explores counseling preferences of college students and their relationship to students' sex, major, and year in school. A questionnaire (Direction-Unconscious Motivation Scale) designed to assess attitudes toward psychoanalytic, behavioral therapy and client-centered counseling approaches was given to 683 volunteers who were students at two New York State Colleges. Results showed that students reported a greater preference for a psychoanalytic than a behavioral therapy approach. However, few participants were highly positive about any of the three counseling approaches in their entirety. Responses to many of the questionnaire items were related to sex and year, and indicated that most participants held preferences for seemingly contradictory or potentially conflicting counseling goals or techniques. The authors suggest that counseling centers include counselors who differ in treatment model and outlook, are sensitive to conflicting counseling needs, and can adapt their techniques to the unique patterns of preferences of different clients. (Author)

ED 113 653 CG 010 157

*Thomas, George*

**A Community Oriented Evaluation of the Effectiveness of Child Caring Institutions. Final Report.**

Georgia Univ., Athens. Regional Inst. of Social Welfare Research.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.; Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date [74]

Note—307p.

EDRS Price MF-\$0.76 HC-\$15.86 Plus Postage

Descriptors—\*Change Strategies, \*Child Care Centers, Child Welfare, Comparative Analysis, \*Institutional Role, \*Program Effectiveness, \*Research Methodology

This report presents the results of a three-year program of research designed to evaluate the effectiveness of institutions serving dependent and neglected children in terms of their impact on resident children, and their ability to respond to changing demands on their services. Basically, the research was geared to determining whether the open, community-oriented institution was more effective with children and responsive to change initiatives than its counterpart, the closed (non-community-oriented) institution. Three distinct external strategies for inducing institutional change were developed and introduced in a controlled fashion over a year's time with groups of institutions. An examination of the results of these strategies enabled an assessment of the degree of responsiveness of differently structured institutions to different types of external change initiatives. These efforts yielded considerable information of a technical nature on measuring institutional effectiveness, and of a substantive nature regarding the quality of care provided by institutions for dependent and neglected children. (Author/SJL)

ED 113 654 CG 010 158

*McDonough, Marlene Saulino, Raymond*

**A Classification of Measures of Affective Performance.**

Carnegie-Mellon Univ., Pittsburgh, Pa. Educational Management Development Center.

Spons Agency—Charles F. Kettering Foundation, Dayton, Ohio.

Pub Date Mar 75

Note—36p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Affective Tests, \*Classification, Educational Testing, Elementary Secondary Education, Emotional Development, \*Evaluation Methods, \*Measurement Instruments, Program Evaluation, \*Test Selection

This paper defines affective development as, "the growth of an individual's attitudes toward self, others, and institutions." The intent of this paper is to provide educators with the information necessary to use existing measures of affective development in the evaluation of their educational programs. This information includes: (1) a listing of recently designed measures of affective development; (2) a system for classifying these instruments; and (3) a method for evaluating the usefulness and appropriateness of these tests. With these resources, educators can have a systematic method for identifying, evaluating, and selecting measures of affective development. This methodology can be helpful in the process of deciding which instrument is best suited for use with a particular program. (Author)

ED 113 655 CG 010 159

*Galt, Lester*

**[Teen-Age Medical Center and Walk-In Counseling Center (Model Cities). End of Contract Report.]**

Spons Agency—Public Health Service (DHEW), Washington, D.C.

Pub Date [73]

Note—12p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Community Health Services, \*Delivery Systems, Institutional Research, \*Medical Services, Program Evaluation, Subprofessionals, Summative Evaluation, \*Teenagers, \*Youth Agencies

Identifiers—Minnesota (Minneapolis), \*Teen Age Medical Service

This paper presents the objectives and results of an experimental program, the Teen Age Medical Service, in Minneapolis, Minnesota. The first objective of this program was to experiment with new ways of delivering additional, more extensive, and continuous personal services while maintaining the emergency and episodic services that have successfully evolved. Program components used in assessing movement toward this

objective were: (1) a pregnancy service for teenagers which integrated medical and social services; (2) family planning services for teenagers; (3) provision for continuity of medical service for alienated or emancipated teenagers; (4) a system for community institutional coordination; (5) a medical service clinic for the poor; (6) a personalized, comprehensive medical care program for teenagers; and (7) a community health education program. Three other objectives for the Teen Age Medical Service were examined in relation to program content and quality of services. These program objectives were: (1) to develop methods of involving and employing youth in the actual delivery of health services to their peers; (2) to assist other concerned individuals and groups interested in initiating similar youth services in other metropolitan locations; and (3) to develop effective methods of integrating the findings and experience of the center into public policy. (Author/SJL)

**ED 113 656** CG 010 160

*Rauscher, Shirley R.*

**Sexism and the Education of the Young Child.**

Pub Date [75]

Note—18p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (52nd, Washington, D.C., March 22-24, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—\*Changing Attitudes, \*Curriculum Development, \*Educational Needs, Elementary Education, Sex Role, \*Sex Stereotypes, Sociocultural Patterns, Speeches, Teacher Education

This speech evaluates some of the effects of sex-role stereotyping on both men and women. The results of a number of recent research studies are presented to chart some societal changes already evident in relation to sexism. In this context of change, the author deals with the nature of educational programming for young children which will counter sexism. The training of teachers of young children is discussed in regard to survey data on prospective teachers' self-evaluation and expression of attitudes on sex-role stereotyping. The implications of sexism, and the means used to challenge sexism, are discussed. (Author)

**ED 113 657** CG 010 161

**A Self-Study of the Counseling and Guidance Department of Pupil Personnel Services 1972-1973. State College Area School District.**

State College Area School District, Pa.

Pub Date 73

Note—189p.

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**  
 Descriptors—\*Counseling Goals, Elementary Secondary Education, \*Guidance Objectives, \*Guidance Programs, Program Descriptions, \*Program Evaluation, \*Pupil Personnel Services, School Districts, Teacher Participation

An extensive self-study has provided considerable information about the guidance and counseling services in the State College Area School District. Appropriate personnel have stated 21 objectives for these services as well as recommendations to implement these objectives. The latter deal with: (1) providing adequate and continuous guidance and counseling services to students in elementary and secondary education; (2) improving the coordination between counselors on the one hand, and teachers and administration on the other; (3) establishing an ongoing relation between parents and counselors to help the former understand their children better as well as to help them understand the purpose and programs of the schools; (4) fostering continuous teamwork among those specialists within the school system whose functions can aid the development of students; and (5) making use of community resources as well as acting as a liaison between the school and the community professional agencies. Finally, an appeal is made to all interested and responsible parties to review this report and its accompanying recommendations, and to try to implement them. (Author/SE)

**ED 113 658** CG 010 162

*Monfette, Ronald J.*

**Marketing Ourselves.**

Pub Date [13 Aug 75]

Note—19p.; Paper presented at the Fall Meeting of the Michigan College and University Placement Association (Detroit, Michigan, October 24, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—College Students, Community Colleges, \*Counseling Services, Employment Opportunities, Employment Services, \*Facilities, \*Job Placement, Junior Colleges, \*School Industry Relationship, Speeches

This speech discusses various aspects of a placement director's work in a large community college. A successful placement director is an ambitious extrovert. Placement requires an ample budget, and approximately 1,000 square feet of space for offices and parking. Students should be helped to prepare resumes and the placement director should prepare introductory letters and other referrals, and arrange these in a file. He should also prepare students for job interviews by rehearsals and encouragements. A brief form should later be sent to students, asking for feedback. The second major task of a placement director is to have detailed information about the various kinds of job openings in and around the city where the college is located. This can be obtained from newspapers and through establishing personal contacts with major companies who might need employees. The director should try various means to get in touch with company officials, and inform them about the college and its programs and how the graduates can be helpful to them in their employment settings. (SE)

**ED 113 659** CG 010 163

**SECUSSA [Section on U.S. Students Abroad]**

Sourcebook: A Guide for Advisors of U.S. Students Planning an Overseas Experience.

National Association for Foreign Student Affairs, Washington, D.C.

Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date Apr 75

Note—95p.

Available from—National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, D.C. 20009

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—College Students, Cultural Differences, \*Foreign Countries, \*Guidance Services, Guides, Higher Education, \*International Programs, Program Coordination, Program Development, School Orientation, \*Student Needs, \*Study Abroad, Workshops

This sourcebook is the result of a week-long conference of about 50 "Study Abroad Advisors" held in 1974. The workshop and the sourcebook are the first steps toward professionalizing the field of advising U.S. students who wish an overseas experience. The sourcebook is designed as a complement to the Council on International Educational Exchange's guidelines on developing campus services for students going overseas. The sourcebook discusses the purpose of studying abroad, the roles of the advisor as they relate to the student and university administration, various details on overseas programs, the role of language in an Experience Abroad, program evaluation and transfer of credits, financial aid, orientation for U.S. students before departure, and personal and academic readjustment after returning from abroad. Finally, the book includes appendices which list the names of the workshop participants, important addresses, additional sources of information on travel and work abroad, and various other guidelines and materials that were used in the workshop. (SE)

**ED 113 660** CG 010 164

*Merrill, M. David Tennyson, Robert D.*

**The Effect of Types of Positive and Negative Examples on Learning Concepts in the Classroom. Final Report.**

Brigham Young Univ., Provo, Utah. Dept. of Instructional Research and Development.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-O-H-014

Pub Date Sep 71

Grant—OEG-8-70-0006(509)

Note—178p.

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

Descriptors—\*Classification, Classroom Research, College Students, \*Concept Formation, Concept Teaching, \*Error Patterns, Higher Education, \*Instructional Design, \*Learning Processes

Identifiers—\*Attribution Theory

The concept "trochic meter" was taught to 180 college Ss by means of eight treatment conditions. The independent variables involved

presenting a definition (D) or instances (E) or both combined with attribute definition (A) and/or attribute prompting (P). Dependent variables were corrected classification and specified classification errors. Hypotheses consisted of prediction of particular errors for each treatment. Six of the eight hypotheses were supported at significant levels. The most effective condition for promoting correct classification consisted of D + E + A + P. The last effective condition consisted of D or E alone. (Author)

**ED 113 661** CG 010 165

**Measurement of Outcomes: A Report.**

West Virginia Univ., Morgantown. Regional Rehabilitation Research and Training Center.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date Apr 75

Note—99p.; Paper presented at the Institute on Rehabilitation Issues (1st, Denver, Colorado, April 15-17, 1974)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*Accountability, Behavior Change, Counseling Effectiveness, Evaluation Methods, Handicapped, \*Measurement Techniques, \*Program Evaluation, \*Rehabilitation Counseling, State of the Art Reviews, \*Vocational Rehabilitation

This document, prepared by a Study Group of the Institute on Rehabilitation Issues, highlights some of the more basic and timely issues regarding the measurement of client outcomes. Areas in which change should be measured, in priority order, are vocational functioning and potential, economic independence, physical functioning and psychosocial functioning. The document is not intended to be a guide or an outline of how to establish and implement a program for measuring client outcomes. Instead it reviews current practices, emerging aspects and implications, presents issues, and makes recommendations. (Author/HMV)

**ED 113 662** CG 010 166

**Rehabilitation of the Severely Disabled. Eleventh Institute on Rehabilitation Services. A Training Resource.**

West Virginia Univ., Morgantown. Regional Rehabilitation Research and Training Center.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date May 73

Note—105p.; Paper presented at the Institute on Rehabilitation Services (11th, New Orleans, Louisiana, May 20-23, 1973)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—Evaluation Methods, Guidelines, \*Handicapped, Program Descriptions, \*Program Development, \*Rehabilitation Counseling, Resource Materials, \*Severely Handicapped, Social Services, \*Vocational Rehabilitation

Identifiers—\*Conference Report HR 8395

One of the significant results of the 92nd and 93rd Congresses was the statement in the Conference Report: H.R. 8395 clarifying the roles to be played by the federal state grant-in-aid program for vocational rehabilitation. The Conference Report states that the order of selection be modified to require serving first those individuals with the most severe handicaps. The severely disabled and the severely handicapped populations should be the first priority of vocational rehabilitation programs. The challenge is to find means to pursue the objective in ways that work. This publication attempts to describe an intense program of vocational rehabilitation services in which time, money, and effort are spent in ascertaining what reasonably can be expected to improve the severely disabled and severely handicapped's ability to live independently and function within a vocational setting. It is intended to provide a practical training guide that will be helpful in the development of programs and for the provision of services to the severely disabled. (Author)

**ED 113 663** CG 010 167

*Moriarty, Joseph B. And Others*

**Resource for Evaluating VR [Vocational Rehabilitation] Programs.**

West Virginia Univ., Morgantown. Regional Rehabilitation Research and Training Center.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date [74]

Note—144p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Evaluation Criteria, Measurement Techniques, Mentally Handicapped, Norm Referenced Tests, Physically Handicapped, Program Descriptions, \*Program Evaluation, \*Rehabilitation Counseling, \*Self Evaluation, \*Vocational Rehabilitation

Identifiers—PAT, \*Profile Analysis Technique

Operating under the assumption that: (1) state agencies routinely collect large amounts of data; (2) these data possess significant potential for evaluating VR programs; and (3) the program evaluation potential of these data has been largely untapped, the W. Va. Research and Training Center has been developing techniques for evaluating rehabilitation programs. This publication contains three papers, the first of which details the basic rationale for a technique developed in the Research and Training Center that is designed to simplify the ultimate development of standards for self-evaluation of VR programs. This technique, called Profile Analysis Technique, takes currently existing data and formats it in such a way as to increase its intelligibility. The second paper, dealing with Marco and Micro Aspects of Program Evaluation in rehabilitation, takes the theoretical approach developed in the previous paper and shows its application to a number of real-life situations. The third paper, dealing with Measurement of Client Outcomes, continues with a demonstration of how routinely available data can generate fine-grained analysis of program functioning. (Author)

ED 113 664 CG 010 168

Luker, Arno H. Starkey, John D.

A Sequence of Developmental Stages Designed to Classify Client Responses in Counseling Interviews in a Way Which Will Reveal Significant Changes in Client Feelings and Perceptions as He Seeks and Gains Independence and Self-Autonomy in Dealing with His Adjustment Difficulties.

Note—16p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Behavior Change, \*Classification, \*Counseling, Helping Relationship, Interpersonal Relationship, \*Interviews, Program Descriptions, \*Response Mode, \*Sequential Programs

This paper describes a system of classifying client responses in counseling interviews. The author begins his classification at Stage 1, where the client's self-evaluation and levels of independence and self-autonomy are so low he cannot admit he needs help, and delineates each stage of the client's reaction through Stage 12, the final step, where the client's self-evaluation and levels of independence and self-autonomy have increased so that he can now accept the fact that while he will still have to face problems as they arise, he now feels adequate to cope with them. Each stage level is described, complete with characteristic perceptions and feelings with psychological explanations, a description of definitive overt behavior, and illustrative client comments. (Author/HMV)

ED 113 665 CG 010 170

Bradshaw, Ted And Others

Postsecondary Education Access Study. Part III: High School Graduates Follow-Up Study. A Study Attempting to Find Out Why High School Graduates Who Aspire for Further Education Do Not Continue Their Education.

Spons Agency—Vermont State Commission on Higher Education.; Vermont State Dept. of Education, Montpelier.

Pub Date 16 Sep 74

Note—72p.; For related documents, see ED 083 962 and 089 822

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Academic Aspiration, \*Aspiration, College Bound Students, Dropout Research, Higher Education, \*High School Graduates, \*Occupational Aspiration, \*Post Secondary Education, Research Projects

Identifiers—Vermont

This is the last in a series of three studies dealing with Vermonters' aspirations and demands for education beyond the secondary level, and the problems of their access to it. The focus is on high school graduates and addresses the wide disparity between demonstrated aspiration to at-

tend some form of postsecondary education, and actual enrollment or continuation after high school. The study analyzes the development of educational aspiration and the causes of noncontinuation. Use of factor analysis and regression analysis showed the development of aspiration to be contingent on three main variables—the academic program in which the student is enrolled in high school, the formulation of occupational goals, and the existence of a utilitarian value for postsecondary education which translates the desire for occupational training and success into the need for further education. Several barriers acting to inhibit or impede enrollment are also examined. The study includes a section of case history narratives designed to complement the traditional statistical interpretation of the data, and provide a contextual framework from which to view the problems in Vermont. (Author)

ED 113 666 CG 010 171

Yahraes, Herbert And Others

Research in the Service of Mental Health. Summary Report of the Research Task Force of the National Institute of Mental Health.

National Inst. of Mental Health (DHEW), Rockville, Md.

Report No.—DHEW-ADM-75-237

Pub Date 75

Note—106p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (full report available as DHEW- (ADM)-75-236, summary available as DHEW- (ADM)-75-237)

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—\*Alcoholism, \*Behavioral Science Research, \*Drug Abuse, \*Mental Health, Public Health, \*Schizophrenia, State of the Art Reviews, Summative Evaluation

This document is a condensation of the report of the Research Task Force of the National Institute of Mental Health. (The comprehensive and detailed report, totaling over 400 pages, is for sale by the Superintendent of Documents.) The purpose of the Task Force was to conduct a comprehensive review and analysis of the institute's scientific activities, and to make substantive and organizational recommendations for future directions. (Author)

ED 113 667 CG 010 172

Review, Synthesis and Recommendations of Seven Foster Care Studies in California, 1974.

Children's Research Inst. of California, Sacramento.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date 74

Note—73p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Boarding Homes, \*Child Care Workers, \*Child Welfare, \*Foster Children, Foster Homes, Program Evaluation, \*Social Services, \*State Agencies, Welfare Services

Identifiers—California

This document, prepared by California Review and Synthesis of Foster Care Studies project reviews and combines the major recommendations of seven recent California studies of foster care. These studies were: (1) Children Waiting, State Dept. of Social Welfare, 1972; (2) Report on Foster Care in California Joint Legislative Audit Committee, 1973; (3) Report on State's Role in Foster Care in California, Joint Legislative Audit Committee, 1974; (4) New Perspectives on Child Welfare Foster Care Services, Staffing, and Delivery System, Madison et al; (6) Adoptions and Foster Care Study Report, State of California, Dept. of Health, 1973; (7) Progress Report #1, Bolton Associates 1970. The consultants who reviewed these studies determined three Systems Recommendations, rated here in order of priority: (1) development of a single Children's Service Unit; (2) limitation of Juvenile Court and Probation jurisdiction to the most serious offenders with assignment to Protective Services of jurisdiction for abused or neglected children; and (3) initiation of a statewide supervising agency designated to monitor probation departments, establish standards, and evaluate program effectiveness. (HMV)

ED 113 668

CG 010 173

Wentworth, Robert A.

High School Guidance Counselors' Correspondence Course Manual: How to Use Correspondence Courses to Supplement High School Classes.

Massachusetts State Dept. of Education, Boston. Bureau of Adult Education and Extended Services.

Pub Date Oct 74

Note—72p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Correspondence Courses, \*Counselor Functions, \*Course Objectives, \*Guidance Counseling, \*Manuals, Secondary Education, Student Needs, Supplementary Education

This manual describes 20 correspondence courses which supplement regular school offerings and are administered through high school guidance counselors. More than two-thirds of these carry high school credit. The courses are available not only to students needing to fulfill credit requirements, but also to those who: (1) need courses not taught in their own schools, (2) are homebound, (3) have schedule conflicts, or (4) have difficulties with particular learning situations at school. Currently 150 Massachusetts communities are participating in this state-wide program which permits a guidance counselor in each participating high school to serve as liaison between students and programs. Sample pages from each of the 20 correspondence course study guides are included. (CKJ)

ED 113 669 CG 010 174

Lundgren, David C. Schwab, Mary R.

Sex Differences in the Social Bases of Self-Esteem.

Pub Date Sep 74

Note—11p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, August 1974)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Behavior Patterns, \*Interaction Process Analysis, \*Interpersonal Relationship, Research Projects, Self Concept, \*Self Esteem, Self Evaluation, \*Sex Differences, \*Social Relations

The study examined sex differences in the influence of perceived evaluations of self by various types of referent others upon self-esteem. Distinctions were made between authority and peer relationships and between close and distant relationships. The status dimension proved particularly important for males, their variation in self-esteem being primarily accounted for by perceived peer appraisals (in both close and distant relationships). On the other hand, the intimacy dimension appeared to be most critical for females, their self-esteem levels being largely a function of perceived appraisals of close others (both authorities and peers). (Author)

ED 113 670 CG 010 175

Lundgren, David C. Knight, David J.

Leadership Styles and Member Attitudes in T Groups.

Pub Date Sep 74

Note—10p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, August 1974)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Affective Behavior, Attitudes, Group Dynamics, \*Interpersonal Relationship, \*Leadership Styles, \*Needs, Psychological Needs, T Groups, \*Trainers

It was hypothesized that favorability of member attitudes toward the trainer and group in T groups is a function of similarity of members' control and affection needs with the trainer's. It was further predicted that similarity in control needs would affect attitudes toward the trainer primarily during an early stage, and similarity in affection needs would influence attitudes toward the group during a later stage. These hypotheses were disconfirmed. However, strong effects associated with trainer needs were observed. Trainers low in control and affection needs elicited relatively favorable reactions at an early point and negative responses at a later point. (Author)

ED 113 671 CG 010 176

Flemming, Arthur S.

Our Common Concerns in the Field of Aging.

Pub Date 75]



Note—7p.; Speech presented at the Governor's Conference on Aging (Columbus, Ohio, April 15-16, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Federal Programs, \*Needs, \*Older Adults, \*Social Services, Speeches

This keynote address speaks to problems faced by the elderly, particularly in the areas of finances and social services. The public concerns over the viability of the social security system are briefly examined and confronted. The speaker, U.S. Commissioner on Aging, stresses the need for his peers to become acquainted with, and use, the many services available to them, including special cost-saving public transportation and no-cost or low-cost legal services. He further advocates the need for older persons to remain involved in life, as a source of strength not only for themselves but for the nation. (CKJ)

**ED 113 672**

CG 010 177

Parker, Reese

**The Effects of Amount of Study Time, Quality of Instruction, and Degree of Initial Learning Upon Retention of an Intellectual Skill (Summary).**

Pub Date [75]

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975); Not available in hard copy due to marginal reproducibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Achievement, \*Instructional Programs, Intelligence, \*Learning, Post Testing, Research Projects, \*Retention Studies, \*Skill Development, \*Study Skills

The present study sought to discover the effects on delayed retention of two different degrees of quality of initial instruction for two different amounts of learning time; which combination of quality and time is most likely to be achieved in normal school situations; and the implications for those who design instructional materials. Two programed texts, one superior to the other in the quality of produced level of initial learning, were prepared and administered to 120 high school seniors randomly assigned to one of four equal-sized treatment groups, in combination with each of two differing amounts of learning time. An immediate posttest and a delayed retention test were administered. Parametric and nonparametric statistical tests yielded the following results: (1) an increased amount of study time promoted differing levels of achievement in delayed retention; (2) existing differences among groups could be attributed to effects of differing quality of instructional levels and/or amount of initial learning; and (3) no interaction effects were significant. Limitations of the study are delineated. (Author/SE)

**ED 113 673**

CG 010 178

Allan, Susan D.

**Helping Roles in School Systems: Counselors as Maintainers of the Status Quo.**

Pub Date [74]

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Clinical Diagnosis, \*Counselor Functions, \*Counselor Role, Environmental Influences, Helping Relationship, Models, \*Role Perception, \*School Environment, Social Factors, Surveys

Most counselors adopt a "clinical" role as opposed to an "environmental" one, seeking to make the individual adjust to existing social and educational conditions rather than trying to bring various aspects of the organization or social system into harmony with each other and with individual needs. To find out which role is actually adopted by counselors, the author sent questionnaires to 108 counselors in rural, urban, and suburban areas, and held extensive interviews with a subsample of 12 counselors. Items adjudged clinical received the three highest rankings, while the two most environmentally oriented items were ranked next to the bottom of the scale. The interview results indicated that the group considered the clinical role more appropriate than the environmental one. Counselors enjoy and feel more confident in the role of the clinician; moreover, counselors' perceptions of the expectations of

others in the school, with the exception of students, also appear distinctly clinical. The author concludes that counselors are operating within a model that protects the status quo, fails to address change, and depends for its continuance on advocacy of the currently existing school system. (SE)

**ED 113 674**

CG 010 179

Brown, Joe H.

**A Conceptual Model for Home-School Consultation.**

Pub Date [74]

Note—18p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Behavioral Objectives, \*Conceptual Schemes, \*Consultants, \*Family School Relationship, Models, \*Parent Participation, Referral, Student Teacher Relationship, \*Teacher Participation

Because of the need for trained personnel to help people cope with their problems, the focus must shift from training persons who give direct services to training persons who function as consultants. The consultant works with a consultee (who is often a parent or a teacher) to help a third party (who is often a client). The author presents a conceptual mode to describe the functions of a consultant. The first stage involves the request for consultation during which the consultant acquires important information regarding the nature of a client's problems, environments and abilities. The second stage identifies the problem behavior, and observes or assesses client behavior. Factors which are maintaining the client's undesirable behavior are identified to determine whether the client requires referral. If not, consultant and consultee agree on the desired behavioral changes to be initiated. If the consultant judges that the consultee is capable of helping the client change his behavior, then he trains the consultee to implement specific recommendations to initiate positive change in the client. Finally, an evaluation of the effectiveness of the procedure is made. (SE)

**ED 113 675**

88

CG 010 180

Vogel, Fred J. Stumpf, Edwin F.

**Carver/Lawless Career Development Program, Orleans Parish. Second Operational Year, 1974-75. Final Evaluation Report.**

New Orleans Public Schools, La.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 30 Jun 75

Grant—OEG-28-730020-0

Note—52p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Career Education, \*Disadvantaged Youth, Elementary Secondary Education, Low Income Groups, \*Objectives, \*Program Evaluation, Projects, \*Vocational Development

Identifiers—\*Elementary Secondary Education Act Title III, ESEA Title III, Louisiana (New Orleans)

This evaluative report includes a brief description of the project, the identification of the program objectives (product and process) for the year involved, and the process evaluation findings concerning the elementary, middle and junior high school components, and concludes with observations on the extent to which the program has fulfilled the stated objectives, making several recommendations for the future. The major observation is that the project has progressed on schedule, moving in the direction of the established goals for the elementary and middle school components but not for the senior high school component. Two of the many recommendations include: providing a periodic program of inservice teacher education to allow for exchange of ideas, teaching strategies and resources; and initiating plans for the final year to institutionalize favorable aspects of the project. (Author/SE)

**ED 113 676**

CG 010 217

Wescourt, Keith T. Atkinson, Richard C.

**Fact Retrieval Processes in Human Memory. Psychology and Education Series Technical Report No. 252.**

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 11 Apr 75

Note—92p.; Not available in hard copy at author's request

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Cognitive Processes, Concept Formation, \*Conceptual Schemes, Information Retrieval, \*Memory, Models, \*Reaction Time, \*Recall (Psychological), Theories, \*Thought Processes

Identifiers—\*Reaction Time Recognition Memory Paradigm

A major contribution of information-processing theory to the psychology of remembering is the concept of memory or information retrieval. Several theories of the fact retrieval processes of the human memory, which constitute a substrate for any cognitive ability requiring stored information, have drawn heavily on certain data processing constructs. This document is organized into three sections: (1) a definition of human fact retrieval and its implications for experimental investigations of memory, (2) theoretical constructs that have been used to formulate models of fact retrieval, and (3) the possible roles of temporal information and cues in experimental procedures for investigating human fact retrieval. The document considers the strengths and weaknesses of the current theoretical approach to memory that emphasizes the micro-processes and micro-structures. This approach is somewhat unique in its use of quantitative differences, as opposed to qualitative orderings, to resolve theoretical issues. The authors stress the influence of contextual cues on the fact retrieval process as well as problems related to complexity of research design, and conclude that it is not yet possible to design a single successful model of human fact retrieval. (Author/MR)

CS

**ED 113 677**

CS 002 155

Drum, Priscilla

**Recall for Context-Related Sentences and for Similar Unrelated Sentences.**

Pub Date Apr 75

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Assn. (Washington, D.C., March 30, 1975-April 2, 1975); Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Learning, \*Reading Comprehension, Reading Research, Reading Speed, \*Recall (Psychological), Retention, Secondary Education

This study explored the effects of different sentence conditions upon reading comprehension as evidenced by reading rate and recall taken at various times. Thirty-two subjects from a California high school representing four sex-by-ability groups, read experimental material on a table-top programmer while being timed. Recall responses were recorded on a cassette tape recorder. Experimental conditions of the trials varied by size of presentation, sentence by sentence or block of three sentences; type of passages, paragraph or unrelated sentences; order of input, logical or scrambled; and recall condition, immediate recall or no immediate recall. Some of the results showed that rate significantly increased in both sentence by sentence reading and immediate recall conditions. Scrambling the order of related sentences increased the time taken to read the material. The more able readers recalled more than the average-ability readers. Sentence by sentence readings significantly increased the number of correct responses. Immediate recall was an important variable, increasing total production, types of responses within and across test points, and amount of recall between test points. Unrelated sentences were remembered more accurately than related ones. (MKM)

**ED 113 678**

CS 002 168

Rembert, Emma W.

**Reading in the Secondary School.**

Pub Date 75

Note—33p.; Prepared for the School of Education, Florida International University

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Content Reading, \*Curriculum Guides, \*Developmental Reading, Postsecondary Education, Readability, \*Reading Instruction, \*Reading Programs, Remedial Reading,

# Secondary Education, Study Skills, Teacher Education

A course for teaching reading in the secondary school, designed for teachers both with or without previous study in the teaching of reading, is presented in outline form. The course is divided into the following five sections: reading perspectives or theory, secondary programs, assessment, classroom organization, and content-specific proficiencies. Each section contains an introduction and list of goals, tasks or assignments, and suggested instructional resources. Alternative assignments are given, based on the experience of the teacher. Field experiences are required. (MKM)

ED 113 679 CS 002 177

Weaver, Phyllis A. Rosner, Jerome

**Relationships between Visual and Auditory Perceptual Skills and Comprehension Independent of Decoding.**

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 75

Note—17p.; Not available in hard copy due to marginal legibility of original document due to type size

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Auditory Perception, Auditory Visual Tests, \*Decoding (Reading), Educational Research, Elementary Education, Learning Disabilities, \*Listening Comprehension, \*Reading Comprehension, Reading Skills, \*Visual Literacy

This paper reports the outcomes of a correlational study that examined the relationships between visual and auditory perceptual skills, on the one hand, and comprehension that is independent of decoding, on the other. Five sets of test scores—a visual perceptual test (Coloured Progressive Matrices), an auditory perceptual test (Auditory Motor Placement), a listening and reading comprehension test (Durrell Listening-Reading Series), and a single word decoding test (Word Recognition subtest; Diagnostic Reading Scales)—were compared. The resulting correlation coefficients showed a highly significant relationship between visual perceptual skills and listening comprehension, and visual perceptual skills and reading comprehension when the effect of decoding skills was controlled. Auditory perceptual skills were more closely related to reading comprehension than to listening comprehension. It is suggested that although decoding skills explain much of the variance in reading comprehension, visual perceptual skills also contribute to the explanation of this variance. (Author)

ED 113 680 CS 002 178

Siegel, Alexander W.

**Reflection-Impulsivity (R-I): Value and Limitations for Understanding Cognitive Processes in Children.**

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 75

Note—54p.; Not available in hard copy due to marginal legibility of original document due to type size

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavior Patterns, Child Development, \*Cognitive Processes, Educational Research, Elementary Education, \*Literature Reviews, \*Memory, \*Pictorial Stimuli, \*Task Performance, Visual Stimuli

Identifiers—\*Reflection Impulsivity

The literature on performance differences in various tasks as a function of reflection-impulsivity (R-I) is reviewed in this publication. A series of four experiments is then described which involve the cognitive-perceptual basis of R-I of children on a picture recognition memory task. Results from these studies indicated the following important, but tentative, conclusions about the process of picture recognition memory and the underlying perceptual basis of the R-I dimension in children: reflective and impulsive children differ in their propensity to engage in a detailed visual feature analysis of stimulus arrays; the process of visual feature analysis is perhaps the most important component in the underlying

basis of R-I; strong inferential evidence was provided that picture recognition memory is primarily a process of visual feature analysis in which the role of verbal labels is minimal and indirect; recognition memory performance is susceptible to differential instructions which emphasize care versus quickness; recognition memory for pictures appears to increase over the elementary school years; and the Selfridge-Neisser model and the recognition paradigm are useful for future research. It was suggested that future research should be performed in this area. (Author/RB)

ED 113 681 CS 002 179

Young, Francis A., Ed. Lindsley, Donald B., Ed.

**Early Experience and Visual Information Processing in Perceptual and Reading Disorders; Proceedings of a Conference Held October 27-30, 1968, at Lake Mohonk, New York, in Association with the Committee on Brain Sciences, Div. of Medical Sciences, National Research Council.**

National Academy of Sciences - National Research Council, Washington, D.C.

Pub Date 70

Note—538p.

Available from—Printing and Publishing Office, National Academy of Sciences, 2101 Constitution Avenue, Washington, D.C. 20418 (\$9.95)

EDRS Price MF-\$0.92 Plus Postage. HC Not Available from EDRS.

Descriptors—Anthologies, Cognitive Processes, Conference Reports, Early Reading, Eye Movements, Information Theory, \*Reading Difficulty, \*Reading Processes, \*Reading Research, Remedial Reading, \*Vision, \*Visual Perception

This book brings together papers presented at a conference on early experience and visual information processing in perceptual and reading disorders sponsored by the National Academy of Sciences. The goal of the conference was to integrate basic knowledge of structure and mechanisms of eye and brain with their function and their behavioral roles in perception, with the focus on underlying factors that may contribute to reading disorders. The first section discusses topics related to the role of the visual system: optical and oculomotor, retinal, and central neural factors. The second section discusses attentional and perceptual mechanisms. The third section discusses early experience and learning in visual information processing. The fourth section discusses the role of information processing in perceptual and reading disabilities. The fifth and final section discusses management of children with perceptual and reading disabilities. The introduction is written by Donald Lindsley and Francis Young. Individual papers are written by such authors as Jeanne Chall, Robert Boynton, Robert Doty, Roger Sperry, Richard Jung, George Sperling, Ira Hirsh, Merton Flom, William Mason, Robert Fantz, and H. Burt Richardson, Jr. (TS)

ED 113 682 CS 002 184

Layton, James R. Chappell, Harold C.

**An Analysis of Teacher Opinion Regarding Student Academic Achievement and Teacher Ability to Cope with Underachievement.**

Pub Date 75

Note—20p.; Study prepared at Southwest Missouri State University, Springfield

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Curriculum Evaluation, \*Educational Problems, Opinions, Surveys, \*Teacher Attitudes, \*Teacher Education, Teacher Improvement, Teacher Response

Identifiers—Missouri

An instrument was designed to allow respondents to freely express their opinions concerning the major learning problems of students in the public schools, the quality and nature of their teacher education programs, and their retrospective views of courses which would have met their needs better than the ones which were taken. The instrument used to collect the data was an open-ended opinionnaire which was distributed to all public school administrative units within a 24-county area of southwest Missouri. Administrators were requested to distribute the instrument to faculty members and to some students as well. The 158 respondents indicated, among other things, that their preparation was not adequate for teaching the expressive and receptive communication skills, for teaching children appropriate questioning skills, for matching materials with children's reading levels, or for organizing class-

rooms for instruction in reading. Other conclusions drawn from this questionnaire are discussed and specific recommendations are made. (TS)

ED 113 683 CS 002 185

Chicorel, Marietta, Ed.

**Chicorel Index to Reading Disabilities: An Annotated Guide. Chicorel Index Series, Vol. 14, First Edition.**

Pub Date 74

Note—353p.

Available from—Chicorel Library Publishing Corp., 275 Central Park West, New York, N.Y. 10024 (\$60.00 cloth)

Document Not Available from EDRS

Descriptors—Adult Basic Education, \*Annotated Bibliographies, Elementary Secondary Education, \*Learning Disabilities, \*Reading Difficulty, Reading Instruction, \*Reading Materials, \*Remedial Reading, Vocabulary Development

This index lists, evaluates, and annotates books and articles for parents, teachers, librarians, tutors, psychologists, reading specialists, psychiatrists, neurologists, pediatricians and others who work to correct reading difficulties. Furthermore, books are described for reluctant readers, adult illiterates, foreign students who need to learn English at the college level, and parents to read to children. Subjects covered include: media, games, workbooks, the open classroom, administration, decoding, dyslexia, mental health, non-standard dialects, remedial reading, second language learning, speed reading, and vocabulary development. (LL)

ED 113 684 CS 002 187

Popp, Helen M. Porter, Douglas

**Measuring the Readability of Children's Trade Books.**

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Jul 75

Note—133p.

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—\*Childrens Books, \*Childrens Literature, Cloze Procedure, Individual Reading, \*Measurement Instruments, Primary Education, \*Readability, Reading Comprehension, \*Reading Level, Reading Materials, Reading Material Selection, Reading Skills

In order to utilize interesting children's trade books in a systematic reading program, two readability formulas were devised based on a selection of children's trade books. Children's scores on selections from these books and judges' rankings were compared. The judges' decisions were considered to be highly credible and were used as the criterion measure. Correlations are reported between 23 textual variables and the criterion. Two readability formulas based on these variables are discussed: one based on a regression analysis that included publisher and linguistic variables (Formula P) and one that included only the linguistic variables (Formula L). Formula P uses words per page and impersonal pronouns plus third person personal pronouns per sentence in the regression equation and correlates .819 with the judges' summed rankings on 50 books. Formula L uses words over seven letters long per sentence and impersonal pronouns plus third person personal pronouns per sentence in the regression equation and correlates .718 with reading difficulty as determined by judges' rankings on 50 books. The books used are listed by title and author, and the judges summed rankings and the regression formulae rankings are given. Grade level scores were not considered appropriate to be assigned. (MKM)

ED 113 685 CS 002 188

Treiman, Joan Little

**The Relationship between Representational Competence and Achievement in Beginning Reading.**

Pub Date 75

Note—6p.; Paper presented at the Annual Meeting of the International Reading Association (20th, New York City, May 13-16, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Beginning Reading, Grade 1, Primary Education, Reading Achievement, Reading Comprehension, \*Reading Difficulty, \*Reading Instruction, Reading Research, \*Reading Skills

The purpose of this paper was to test the hypothesis set forth by Farnham-Diggory (1967)

and Denner (1970) that problem readers lack representational and syntactic competence. A random sample of 72 first graders, stratified by sex and social class, was given the Gates-MacGinitie Reading Test and the Farnham-Diggory tasks. An analysis of variance showed no significant differences between sexes and social classes on the Farnham-Diggory tasks. Low, although significant, correlations were found between symbol synthesis scores and scores on the reading achievement test. These results were in contrast to Denner's findings of a deficit in a group of first grade problem readers who had been selected and classified by their teachers rather than randomly chosen. The results failed to support strongly the hypothesis of an important relationship between representational and syntactic competence, as measured by the Farnham-Diggory tasks, and achievement in beginning reading. (Author/RB)

ED 113 686

CS 002 189

*Sakamoto, Takahiko***Translations of Reading Research Articles Appearing in Japanese Journals.**

Pub Date 74

Note—28p.; Unpublished study; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Elementary Secondary Education, \*Japanese, Languages, Periodicals, \*Readability, Reading Ability, \*Reading Development, \*Reading Research, \*Reading Speed

Identifiers—\*Japan

"A Psychological Study of Flexibility in Reading," the first in this collection of four articles, attempted to determine how flexibility in reading develops from elementary to junior high school. The results indicated that children in every grade in this experiment were flexible in reading, that is, they changed their speed of reading according to the reading materials. The "Developmental Study on the Difficulty Factors in Reading Kanji" concluded that the complexity of characters had no effect on the reading of Kanji, the frequency of Kanji was one of the significant factors which affected reading, and the familiarity of words in which Kanji characters were used was the most predominant factor in reading. The purpose of the third article, "A Yardstick for Readability," was to develop an objective method to assess the readability of Japanese sentences. "A Developmental Study of Reading Rate" determined that the speed of reading, given appropriate materials, was not the same for grades 2-9 and that there was a consistent increase in the rates of reading from grades 3-5. Furthermore, the accuracy of reading differed between schools. (LL)

ED 113 687

CS 002 190

*Underwood, Benton J. And Others***The Spacing Effect: Additions to the Theoretical and Empirical Puzzles.**

Northwestern Univ., Evanston, Ill. Dept. of Psychology.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Pub Date Sep 75

Note—49p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Associative Learning, Educational Research, \*Memory, \*Recall (Psychological), \*Recognition, Verbal Learning, \*Word Recognition

If a series of verbal units is presented for study, and if a unit occurs two or more times in the series, the practice schedule for these multiple occurrences may be massed or distributed. In massed practice (MP) the item occupies adjacent positions; in distributed practice (DP) successive occurrences are separated by at least one other unit. The spacing effect, or the MP-DP effect, refers to better recall following DP schedules than following MP schedules. Four studies discussed in this report examined the spacing effect in four quite different situations: recognition of letters, verbal discrimination, short free recall lists, and recall of MP items presented twice with an intervening interval inserted to produce forgetting. MP-DP differences were found in all studies. Of particular interest were three interactions; subjects with a low criterion of responding in the letter study lost the MP-DP effect over a 30-second delay, and subjects with a high

criterion did not; a clear MP-DP effect, but no lag effect, was found only with unmixed verbal discrimination lists; and in free recall a sharp lag effect was shown for words presented three times but not for words presented twice. (Author/LL)

ED 113 688

CS 002 191

*Underwood, Benton J.***Recognition Memory for Pairs of Words as a Function of Associative Context.**

Northwestern Univ., Evanston, Ill. Dept. of Psychology.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Pub Date 75

Note—38p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Association (Psychological), Cognitive Processes, Educational Research, \*Memory, \*Paired Associate Learning, \*Recall (Psychological), Recognition, Verbal Learning, \*Word Recognition

The purpose of these studies was to test a theory of associative context (defined as the association between two words in a pair) on recognition memory. The theory states that culturally associated words in a pair and nonassociated words in a pair differ after a single study trial in terms of their frequency representation in memory. Two experiments were required to show that the use of mixed lists of associated and nonassociated pairs was not the appropriate way to study the effect of associative context on recognition memory. The third experiment provided no support for the theory. Recognition of associated and nonassociated pairs did not differ appreciably. The loss in recognition performance for single words taken from study pairs was the same for associated and for nonassociated pairs. Frequency judgments paralleled the results for recognition decisions in most aspects of the data. It was concluded that associative context, specified in terms of the strength of the association between two words in a pair, is not a critical factor in recognition performance. (Author)

ED 113 689

CS 002 192

*Underwood, Benton J. And Others***The Integration of Discrete Verbal Units in Recognition Memory.**

Northwestern Univ., Evanston, Ill. Dept. of Psychology.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Pub Date Sep 75

Note—46p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Cognitive Processes, Higher Education, Memory, \*Phonetics, Reading Research, \*Recall (Psychological), \*Syllables, Visual Discrimination, Visual Perception, \*Word Recognition

In an earlier study, subjects who were shown the two words "inside" and "consult" at two different points in a study list of two syllable words were willing to accept the word "insult" as having been on the study list. It was concluded that each syllable had a representation in memory over and beyond the semantic factors which are normally represented with words. The two experiments described in the present study take the theoretical position that the syllable was represented in memory as a visual-phonetic-articulatory frequency unit. In the first experiment, two independent words were presented for study with varying lags, the test being for the two words having meaning as a pair. In the other, elements of compound words were presented separately with the test being on the compound word. The subjects had to decide whether the two words had or had not been presented together on the study trial. The original position, that the syllables were represented in memory as a visual-phonetic-articulatory-frequency unit, was supported. (TS)

ED 113 690

CS 002 193

*Resnick, Lauren B. Beck, Isabell L.***Designing Instruction in Reading: Interaction of Theory and Practice.**

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 75

Note—36p.; Not available in hard copy due to marginal legibility of original document due to type size

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Decoding (Reading), Elementary Education, \*Information Processing, \*Instructional Design, \*Reading Comprehension, \*Reading Instruction, Reading Research, Teaching Methods, \*Teaching Models

The role of information-processing task analysis in linking psychological theory to instructional practice is illustrated with reference to reading. Two detailed information-processing models of decoding skills are compared to show how psychological considerations suggest the superiority of one model over the other as a basis for instruction. Procedures for teaching the superior model are examined and related to general principles of instructional design, and examples of research questions generated by instructional practice are discussed. A final section considers the role of task analysis in bringing psychological theory to bear on instruction in the complex skill of reading comprehension. A general map of the domain of reading comprehension is proposed and consideration given its implications for both research and instruction. (Author)

ED 113 691

CS 002 194

*Burke, Audrey Ann Heltshe, Mary Ann***Reading with a Smile: 90 Reading Games That Work.**

Pub Date 75

Note—200p.

Available from—Acropolis Books Ltd., Colortone Building, 2400 17th St., N.W., Washington, D.C. 20009 (\$9.95 cloth)

Document Not Available from EDRS

Descriptors—\*Basic Reading, Content Reading, \*Early Childhood Education, Educational Games, Instructional Materials, Reading Comprehension, \*Reading Games, \*Reading Instruction, \*Reading Readiness, Teaching Methods, Vocabulary Development

Designed for use in a self-contained or open space classroom with students from pre-school through age 8, this book contains: reading readiness games for developing visual motor skills, visual discrimination, and perception, and for promoting mental development; basic reading skills games that teach word perception, phonetic analysis, structural analysis, dictionary skills, and comprehension; and content-oriented reading games for creative writing, literature, mathematics, science, social studies, and spelling. Two appendixes include patterns for tracing games and sample contracts students can make with teachers using the games. A skill index to the games is also included. (LL)

ED 113 692

88

CS 002 195

*Brottman, Marvin A.***Multigrade Helping Relationship Program; A Third Year Evaluation of the ESEA Title III. End of Project Report.**

Chicago Board of Education, Ill. Dept. of Government Funded Programs.

Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C.

Pub Date 75

Note—47p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Attendance, \*Cross Age Teaching, Curriculum Development, Elementary Education, Inservice Education, Peer Teaching, \*Reading Achievement, \*Reading Instruction, \*Reading Programs, Social Studies, Student Attitudes, Student Teacher Relationship, Study Skills, Team Teaching, \*Tutorial Programs

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

The purpose of the program described in this report was to improve reading and other basic skills of third- and sixth-grade children by providing a program in which sixth-grade children tutored third-grade children. Three classrooms of third-grade children and three classrooms of sixth-grade children were involved in this endeavor over a three-year period of time. During the first two years of the project, there were minimal reading score gains. During the final year of the project it was shown that more than half of the children in each grade gained more than they had the preceding year. Some of the other

findings were that teachers participated in inservice programs extensively, developed and modified units of instruction, and utilized a variety of major curriculum systems. Attendance rose in the entire school during the three years. Research skills showed only minimal gains on a standardized test. A test of children's attitudes indicated that they liked each other and liked what they were doing. Teachers indicated positive feelings about themselves and the program. (MKM)

**ED 113 693** CS 002 196  
Development of the Brief Test of Literacy. National Center for Health Statistics, Series 2, No. 27.

National Center for Health Statistics (DHEW), Rockville, Md.  
Pub Date Mar 68  
Note—36p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—Educational Assessment, Educational Research, \*Evaluation Methods, Health, \*Literacy, \*Measurement Instruments, \*Reading Skills, \*Test Construction, Writing Skills  
Identifiers—\*Literacy Tests

This report outlines the procedures involved in the development of a test of literacy suitable for use in screening large numbers of persons. The authors discuss the problems which were faced from the initiation of the project through the final assembly of the test materials, describing the difficulty of definition, the practical constraints on the administration, and the limitations of test design. On the basis of its use thus far, the resulting instrument, referred to as the "Brief Test of Literacy," appears to discriminate quickly and accurately between literate and illiterate persons. (Author/RB)

**ED 113 694** CS 002 197

Powell, William R. And Others  
Determining the Feasibility of an Annual Commissioner's Report of the Mastery of Basic Skills by Florida Citizens. Basic Literacy and Basic Skills Technical Report No. 1.

Florida State Dept. of Education, Tallahassee.; Florida Univ., Gainesville. Coll. of Education.  
Pub Date Nov 75  
Note—41p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—Adult Basic Education, Adult Literacy, \*Basic Skills, Criterion Referenced Tests, Elementary Secondary Education, Functional Illiteracy, \*Functional Reading, Language Skills, Listening Skills, \*Literacy, \*Literacy Education, Mathematics, \*Reading Achievement, Reading Instruction, Writing Skills

Identifiers—Florida

This report recommends that an annual report be made to the citizens of Florida about the state of literacy in Florida. The concept of literacy is defined in terms of levels of literacy and basic skills required to achieve the different levels. A review of the literature on literacy is the basis for three suggested levels of literacy: (1) pre-literacy, composed of skills which are still unstable and transient and which allow a person to complete the tasks demanded by society in its elementary schools; (2) basic literacy, composed of stable skills measurable at a grade level of approximately 5.5; and (3) career literacy, composed of occupationally specific skills and functional and survival skills and measurable at a grade level of approximately 7.5. Since work is one of the primary functions of being an independent contributing member of society, career literacy is considered necessary for a person to become minimally literate. The basic skills are those language and computational processes essential for literacy and upon which further learning depends. It is recommended that a statewide criterion assessment device be constructed to identify the essential tasks which need to be accomplished in each skill area. (MKM)

**ED 113 695** CS 002 199

Mountain, Lee  
How Parents Are Teaching Their Preschoolers to Read.

Florida State Dept. of Education, Tallahassee.

Pub Date 74

Note—13p.; Not available in hard copy due to marginal legibility of original document due to colored paper

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Beginning Reading, \*Parent Role, Phonics, \*Preschool Education, Reading Development, \*Reading Games, Vocabulary Development, \*Word Recognition

This pamphlet suggests methods of teaching beginning reading using word cards, stories written by a parent, and phonics games. Activities using word cards include writing the name of a person or object on the card and helping the child associate that card directly with the person or object. Stories written by parents usually feature the children and relatives or friends of the children. Only a minimal vocabulary of nouns and action verbs was necessary in understanding these stories. Phonics games attempt to associate letters with their sounds and can be played with word cards and stories. (LL)

**ED 113 696** 95 CS 002 200

Chester, Robert And Others

Field Test Report of the Self-Directed, Interpretive, and Creative Reading Elements of the Wisconsin Design for Reading Skill Development. Technical Report No. 330.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.  
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—WRDCCL-TR-330

Pub Date 75

Contract—NE-C-00-3-0065

Note—49p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Elementary Education, Field Studies, \*Instructional Design, Instructional Programs, \*Language Development, \*Reading Instruction, \*Reading Skills, Research Methodology, Teaching Methods  
Identifiers—\*Wisconsin Design for Reading Skill Development

This study of the self-directed, interpretive, and creative reading elements of the Wisconsin Design for Reading Skill Development was conducted to gather descriptive data about implementation strategies being developed and practiced by field test teachers and to gather evaluative information about the usability of various management and instructional materials provided in the program. Questionnaires and telephone interviews were employed to collect information from one Colorado and two Wisconsin elementary schools involved in the field test. The most significant outcome of the study was the confirmation that systematic exposure of students to self-directed, interpretive, and creative reading skills did increase their awareness of and involvement in those areas of reading. In addition, the teachers demonstrated a positive attitude toward the program's organized approach to instruction. (Author/RB)

**ED 113 697** 95 CS 002 201

Chester, Robert, Ed.

The Word Attack Component of the "Wisconsin Design for Reading Skill Development": Three Empirical Studies on Skill Mastery, Skill Retention, and the Effects of Incentive Treatments for Teachers. Technical Report No. 333.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.  
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—WRDCCL-TR-333

Pub Date 75

Contract—NE-C-00-3-0065

Note—27p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Evaluation Methods, Language Development, \*Reading Ability, Reading Development, Reading Research, \*Reading Skills, Research Design, Research Methodology, \*Teacher Motivation, \*Word Study Skills

This report summarizes information regarding populations, methods, evaluation and instructional materials, analyses, and results from three doctoral dissertations that used the Word Attack component of the Wisconsin Design for Reading Skill Development as an instructional and assessment instrument. The first study investigated the assumption that mastery of essential word attack subskills results in functional word attack ability. The second study investigated the degree to which first-grade subjects retained reading ability over summer vacation. Reading ability was measured by both norm-referenced and criterion-referenced tests. The third study investigated the effects on selected teachers of three motivational treatments: (1) pupil reading achievement moni-

tored without feedback to teachers, (2) social incentives given to teachers, and (3) monetary incentives given to teachers. Measures of effect were gain scores on the Wisconsin Tests of Reading Skill Development: Word Attack and staff teachers' perceptions of selected interpersonal variables. (Author/RB)

**ED 113 698** 95 CS 002 202

Ghatala, Elizabeth S. And Others

Rehearsal Strategy Effects in Children's Discrimination Learning: Confronting the Crucible. Technical Report No. 335.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.  
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—WRDCCL-TR-335

Pub Date 75

Contract—NE-C-00-3-0065

Note—22p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Child Language, \*Cognitive Processes, \*Discrimination Learning, Educational Research, Intermediate Grades, Language Development, Language Usage, \*Verbal Development, \*Verbal Learning  
Identifiers—\*Rehearsal Strategy

This study incorporated a correlational methodology into an experimental context to determine the functional components of rehearsal strategies in children's discrimination learning. The subjects for this study were 120 fifth- and sixth-grade children attending two elementary schools located in middle-class areas of Ogden, Utah. According to the frequency theory, successful performance on a visual discrimination task is attributed to subjective frequency discriminations learned prior to or during the task. It was hypothesized in this study that when a rehearsal strategy is added to the verbal discrimination task, attributes other than frequency may be called into play. The results of the present experiment now make it clear that when a rehearsal strategy (of the kind employed here) is applied to a verbal discrimination list, the task appears no longer to involve frequency discriminations, as it does when a rehearsal strategy is not applied. (RB)

**ED 113 699** 95 CS 002 203

Venezky, Richard L.

The Prereading Skills of Israeli Kindergartners. Technical Report No. 332.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.  
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—WRDCCL-TR-332

Pub Date 75

Contract—NE-C-00-3-0065

Note—28p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Beginning Reading, \*Cross Cultural Studies, Cultural Differences, Kindergarten Children, \*Language Development, Language Skills, Prereading Experience, Primary Education, Reading Research, \*Reading Skills, \*Reading Tests, \*Test Construction  
Identifiers—\*Israel

Tests for prereading skills of Israeli kindergarten children were developed and tested on a wide range of socioeconomic levels. Based on studies in the United States and Israel, tests were developed for letter matching, rhyming, sound matching, and letter recognition. Results from 178 kindergarten children led to a division of the letter matching test into two separate tests, one for testing attention to letter order and one for testing attention to word detail. A second set of tests was then developed, based on the most reliable items from the first set of tests. These tests included rhyming, sound matching, letter order, and word detail. Data on the tests from 94 subjects in four lower-middle socioeconomic status (SES) kindergartens showed reliable results; however, a few low reliability items were scheduled for replacement in the next test revision. Finally, a test was developed for assessing knowledge of propositions at the kindergarten level and was administered with children from four levels. Differences in test scores were found between the three highest groups and the lowest group, but problems were also revealed in the test itself. (Author/RB)

**ED 113 700 95 CS 002 204**

*Kamm, Marga R. Pittelman, Susan D.*  
**The 1972-73 Field Test of the Prereading Skills Program. Technical Report No. 310.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.  
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
 Report No—WRDCCL-TR-310

Pub Date 75  
 Contract—NE-C-00-3-0065  
 Note—117p.; Some pages may have poor reproducibility due to small type

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—\*Effective Teaching, Field Studies, Kindergarten, Prereading Experience, Preschool Teachers, Primary Education, \*Program Effectiveness, \*Reading Instruction, \*Reading Programs, Reading Research, Reading Skills, \*Teacher Education

**Identifiers**—\*Prereading Skills Program

This report documents the 1972-73 field test of teacher training techniques for the Prereading Skills Program. The program is a kindergarten-level instructional program designed to prepare children for beginning reading instruction. Four teachers in three Wisconsin schools participated in the field test of teacher training techniques. Fourteen teachers in schools where the Prereading Skills Program had been used during the 1971-72 school year provided evaluative information on program materials and activities. The teacher training evaluated in the field test took the form of workshops. Information relating to the effectiveness of the teacher training workshops was gathered by means of questionnaires, observations, and interviews. Analysis of the data indicated that teachers would be able to implement the Prereading Skills Program after less extensive workshops or perhaps without any workshops at all, provided that supplementary information on the use of specific components was included in the teacher materials. After further revision, the Prereading Skills Program will be used again by teachers who used the 1971-72 and 1972-73 field test editions. (Author/RB)

**ED 113 701 CS 002 205**

**Improving Reading Through an Oral Language Program. Bulletin No. 39.**

Queensland Dept. of Education, Brisbane (Australia).

Pub Date Apr 72

Note—22p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Grade 5, Intermediate Grades, \*Language Experience Approach, \*Program Evaluation, \*Reading Improvement, \*Reading Instruction, \*Reading Programs, Reading Research, Reading Skills, Remedial Reading

A language program was developed which was based on three areas of psycholinguistic abilities associated with auditory processes. The major aim of this study was to test the effect of this specially devised program on reading competence. Another aim was to test the effect of the program on reading attitude and spelling competence. Fifth grade children in two regular primary schools formed the sample. In one of the schools, average to above average readers were studied, while in the other school, average to below average readers were studied. It is concluded that (1) reading competence is influenced by primary language competence; (2) a remedial program in primary school reading is more effective if it includes language activities based on the auditory vocal aspects of primary language; (3) additional reading will not help children in the regular primary school who read below their chronological age; (4) the experimental group which made significant gains did so in the comparatively short time of seven weeks; and (5) spelling ability and reading attitude were not significantly changed by the oral language program during the seven weeks the program was in operation. (RB)

**ED 113 702 CS 002 208**

*Gentner, Donald R.*

**The Structure and Recall of Narrative Prose.**

California Univ., La Jolla. Center for Human Information Processing.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Pub Date Oct 75

Note—21p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Aural Learning, \*Cognitive Processes, \*Grammar, Higher Education, Listening Comprehension, \*Memory, \*Narration, Oral Communication, \*Recall (Psychological), Retention Studies, Sentence Structure, Tape Recordings

This study examines recall of narrative prose for evidence of underlying structures such as the grammar used in the story's sentence structure. Subjects listened to repeated presentations of a tape recording of two pages from a history book, with verbals collected after each presentation. The subjects used in this experiment were 13 undergraduate students at the University of California, San Diego, who volunteered for the experiment in return for class credit or payment. The results show that serial structures and story grammar structure are important factors in the memory and recall of narrative passages. (Author/RB)

**ED 113 703 CS 002 213**

*McKinney, John A.*

**The Development and Implementation of a Tutorial Program for Parents to Improve the Reading and Mathematics Achievement of Their Children.**

Pub Date Jun 75

Note—133p.; Maxi II Practicum, Submitted in partial fulfillment of requirements for D.Ed., Nova University

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—Academic Achievement, Educational Research, Elementary Education, \*Mathematics Instruction, \*Parent Education, \*Parent Participation, Parent Student Relationship, Program Development, \*Reading Instruction, \*Tutorial Programs

The purpose of the partium described in this paper was to teach parents tutoring skills so that they could help raise their children's academic achievement in reading and mathematics. The pupils and parents in the project represented a tri-ethnic population of blacks, whites, and Spanish surnamed. The practicum consisted of training 50 parents in reading and mathematics, two hours a week for 15 weeks, to tutor their children at home. The children of these parents were the experimental group. A group of 50 pupils whose parents were not trained in the tutoring sessions were used as the control group. Relevant data gathered during the study tends to support the two major hypotheses that, given the training program for parents, the students in the experimental group would show a significant increase in achievement over the students in the control group and the parents in the experimental group would evidence a more positive attitude toward the school. Both hypotheses were accepted with significance at the .001 level. (Author/RB)

**ED 113 704 CS 002 215**

*Ivers, Merle Hairston*

**School Personnel Perceptions of the Elementary Reading Specialist's Role.**

Pub Date 75

Note—157p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-19,454, MFilm \$7.50, Xerography \$15.00)

**Document Not Available from EDRS**

**Descriptors**—Developmental Reading, Elementary Education, Q Sort, \*Reading Instruction, Reading Research, Remedial Reading, \*Role Perception, \*School Personnel, Teacher Attitudes

**Identifiers**—\*Reading Specialists

The purpose of this study was to identify and compare concepts of the ideal role and functions with the actual role and functions of the reading specialist. The public elementary reading specialists, classroom teachers, principals, and reading supervisors of Franklin County, Ohio, served as subjects. A Q-sort instrument was used for gathering the data for the study. Reading supervisors (coordinators) were less satisfied with the remedial or special reading programs in which they worked than were the other three groups; principals were more satisfied with the remedial or special reading programs than were the other three groups of participants in the study. Forty-two percent of the classroom teachers said that their understanding of the reading program in their building was less than "good." The investigator concluded that the role of reading specialists participating in the study is generally com-

patible with current authoritative opinion in the field and can be expected to result in increased reading achievement among the pupils enrolled in these programs. (Author/RB)

**ED 113 705 CS 002 216**

*Wells, Timothy Monroe*

**An Investigation Designed to Test the Feasibility of Using Visual Literacy Techniques and the Language Experience Approach to Reading to Develop the Reading Abilities of Remedial Fourth Grade Readers.**

Pub Date 75

Note—220p.; Ph.D. Dissertation, Michigan State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-20,903, MFilm \$7.50, Xerography \$15.00)

**Document Not Available from EDRS**

**Descriptors**—Childrens Books, Doctoral Theses, Elementary Education, Illustrations, \*Language Experience Approach, \*Reading Achievement, Reading Development, \*Reading Improvement, Reading Instruction, \*Remedial Reading, \*Visual Literacy

**Identifiers**—\*Picture Books

This investigation attempted to determine the feasibility of using selected wordless picture books and non-narrated films to facilitate reading achievement. The participating students transcribed oral language and written language about various aspects of the wordless picture books, and non-narrated films were used as the bases for reading experiences and the development of the students' reading abilities. Twenty fourth grade students were identified for participation in this study based on an IQ score of 90 or higher and a score on the reading test which indicated that the student was at least a year or more behind his ability level as calculated through the Bond-Tinker Expectancy formula. The study was a one group pretest posttest-design, using alternate forms of the California Reading Test. The results indicated (1) significant growth in reading vocabulary, comprehension, and total reading scores; (2) growth in oral language facility; and (3) significant growth in written language facility. No significant change in students' attitudes toward reading was revealed. (Author/LL)

**ED 113 706 CS 002 217**

*Shimron, Joseph*

**On Learning Maps.**

California Univ., La Jolla. Center for Human Information Processing.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Pub Date Sep 75

Note—29p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Cognitive Processes, \*Learning Processes, \*Maps, Memory, Reading Research, \*Recall (Psychological), Retention, Visual Aids, \*Visualization

This report describes a study of how maps are learned. Subjects (undergraduate students at the University of California) studied a simple map under various conditions and then answered questions about the map and drew the map from memory. It was found that local relations are learned before large-scale relations, that different types of map information must be presented simultaneously for effective integration, and that reading a story relevant to the map is more helpful in remembering the map than spending the same amount of time copying the map. (Author/LL)

**ED 113 707 CS 002 222**

*Gillespie, Margaret C. Conner, John W.*

**Creative Growth through Literature for Children and Adolescents.**

Pub Date 75

Note—405p.

Available from—Charles E. Merrill Publishing Co., Columbus, Ohio 43216 (\$12.50 cloth)

**Document Not Available from EDRS**

**Descriptors**—\*Adolescent Literature, Childrens Books, \*Childrens Literature, \*Creative Development, Elementary Secondary Education, \*Reading Development, \*Reading Interests, Reading Materials, Reading Material Selection

Designed for use primarily by students, teachers, and media specialists, this book discusses the relationship between developmental



stages of children's growth and the literature that young people find relevant at various stages of their growth. Part 1 "Young People and Their Books," discusses literature and the nature of the child, the nature of the child, and developing creative responses through the literary encounter. Part 2, "The Developmental Years: Extending the Literary Encounter," contains chapters devoted to book selection and literature in the preschool, early school, middle school, and early and later adolescent years. Four appendixes provide lists of suggestions for the sharing of and responding to literature, book selection aids (annotated), graphic and literary award winning titles, and publishers of children's and adolescent literature. Subject, author, illustrator, and title indexes are also included. (LL)

ED 113 708

CS 002 224

Mueser, Anne Marie

**Reading Aids through the Grades: A Guide to Materials and 440 Activities for Individualizing Reading Activities.** Second Revised Edition.

Pub Date 75

Note—338p.

Available from—Teachers College Press, Teachers College, Columbia University, New York, New York 10027 (\$4.50 paper)

Document Not Available from EDRS

Descriptors—\*Class Activities, Elementary Secondary Education, \*Individualized Instruction, \*Instructional Materials, Language Arts, Language Development, Learning Activities, Reading Games, \*Reading Instruction, \*Reading Skills

Four hundred and forty reading activities, organized in five sections for easy retrieval by the teacher, are contained in this supplementary manual for use in reading courses and learning laboratories. Section 1 presents a rationale for individualized diagnostic-prescriptive reading instruction and procedures for making it possible. Section 2 is devoted to reading readiness activities, and subsections are included on visual discrimination, auditory discrimination, alphabet knowledge, vocabulary for reading, and following directions. Section 3 consists of activities for basic reading skills, and includes subsections on sight vocabulary, grapheme-phoneme relationships, word structure, easy things to read, and remediation of specific difficulties. Section 4 is devoted to advanced reading skills, although many of the activities may be used with younger or less able students. Section 5 consists mainly of an annotated listing of books and published materials to be used by children and closes with a brief list of reference materials for the classroom teacher. (RB)

ED 113 709

CS 002 235

Kirby, Thomas Fredrick

**An Investigation of the Effect of Teacher Responses on Rate of Oral Reading.**

Pub Date 75

Note—110p.; Ph.D. Dissertation, George Peabody College for Teachers

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-22,277, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, Emotionally Disturbed Children, \*Oral Reading, \*Positive Reinforcement, Reading Achievement, Reading Improvement, Reading Instruction, \*Reading Research, \*Reading Speed, Teacher Influence, \*Teacher Response

This study was designed to determine the effects of two teacher responses on rate of oral reading. The teacher responses were the simple response of correcting a mispronounced word and the response of praise contingent on correct reading while ignoring all errors. The subjects were four boys ranging in age from nine to twelve from a residential treatment facility for emotionally disturbed children, all of whom were below grade level in reading achievement. Data were collected on word recognition responses and correct and error rates in oral reading, as well as on teacher responses in both word recognition and oral reading. The conclusion was that the teacher response of ignoring errors completely and making reinforcement contingent on correct oral reading results in a higher correct rate per minute in oral reading than does the teacher response of correcting a mispronounced word or telling a word the reader does not know. The two teacher responses may or may not have an effect on the child's error rate per minute. (Author/LL)

ED 113 710

CS 002 236

Kuntz, Mildred H.

**The Relationship Between Written Syntactic Attainment and Reading Ability in Seventh Grade.**

Pub Date 75

Note—234p.; Ph.D. Dissertation, University of Pittsburgh

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-22,449, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, Junior High Schools, \*Reading Achievement, \*Reading Instruction, Reading Processes, \*Reading Research, Secondary Education, \*Syntax, Writing Skills

This study was designed to investigate the relationship between reading achievement and syntactic attainment. Two measures were used to provide the data: the Gates MacGinitie Reading Test, Survey E, and the Sentence Construction Test, Level E. The measures of reading and syntax were administered to 96 seventh-grade students in two suburban junior high schools in southwestern Pennsylvania. Correlations between the reading variables and sentence construction subtests were calculated and additional information was found by correlating each of the syntactic behaviors with reading comprehension, vocabulary, and speed. The findings of this study showed a close and reliable relationship between reading achievement and written syntactic attainment. Considering the syntactic complexity of junior and senior high school reading materials, it is recommended that the function of syntax in reading be given more emphasis. (Author/TS)

ED 113 711

CS 002 237

Powers, Wanda Chason

**Developmental Sentence Scoring as a Measure of Readability for First Grade Reading Textbooks.**

Pub Date 75

Note—160p.; Ed.D. Dissertation, The University of North Carolina at Greensboro

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-23,149, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—\*Beginning Reading, Doctoral Theses, Grade 1, Language Usage, Oral Communication, Oral Expression, Primary Education, \*Readability, \*Reading Materials, Reading Research, \*Standard Spoken Usage, Syntax, \*Textbooks

Identifiers—\*Developmental Sentence Scoring

This study was designed to determine whether the content of selected beginning reading textbooks is comparable in syntactic complexity to the oral language of normal first-grade children and whether there was a predictable progression of syntactic complexity within the textbooks examined. The ten samples were taken from the primary levels of the MacMillan Reading Series, designed for average readers, and eight samples from comparable levels of The Open Highways Series (Scott, Foresman and Co.), designed for "slow starters." Each of the 18 samples consisted of 50 consecutive sentences. The textbook samples were scored according to Developmental Sentence Scoring procedure. Examination revealed an irregular and unpredictable progression of difficulty in both series. It was concluded that the syntactic programing in the textbooks examined is not consistent with the order of syntax acquisition in the oral language of first grade children, although sample mean scores for both series were comparable to, or lower than, oral language mean scores for six-year-olds in the normative populations. (Author/LL)

ED 113 712

CS 202 287

Di Vesta, Francis J.

**Language, Learning, and Cognitive Processes.**

Pub Date 74

Note—158p.

Available from—Brooks/Cole Publishing Company, Monterey, California 93440 (\$3.25 + paper)

Document Not Available from EDRS

Descriptors—\*Cognitive Processes, \*Communication (Thought Transfer), Comprehension, Dialects, Elementary Education, English (Second Language), Grammar, \*Language Development, \*Language Instruction, Language Skills, \*Language Usage, Semantics

This book defines the concept of language; examines what pupils do when they learn, recall,

and transfer information; and explains how cognitive processes and language processes differ during various maturational levels and among various experiential settings. Subjects dealt with include: four models by which language can be studied; the elements of language and the way they affect behavior; cognitive development from the vantage point of Piaget's theory; the stages of language development; the factors affecting concept formation and acquisition; the way language can be used to relate new material to the learner's knowledge structures; the contemporary view of memory and retrieval; the teaching of reading and the differences between beginning and fluent readers; various means of increasing reading comprehension; ways that language is related to status, prestige, and power; and the learning of a second language. (RB)

ED 113 713

CS 202 289

Brennan, John

**The Conscious Communicator: Making Communication Work in the Work Place.**

Pub Date 74

Note—191p.

Available from—Addison-Wesley Publishing Company, Inc., Reading, Massachusetts 01867 (\$5.95 cloth)

Document Not Available from EDRS

Descriptors—Communication (Thought Transfer), \*Employer Employee Relationship, Group Unity, \*Interpersonal Relationship, \*Interprofessional Relationship, Language, \*Models, \*Organizational Communication, Role Perception, Social Attitudes

This book is aimed at those persons interested in understanding and improving communication in professional relationships. Part one reflects on the nature of communication in an attempt to provide guidelines for better communication. Part two offers a number of models for evaluating individual and organizational behaviors, plotting career progress, and improving the communication climate. The fifteen chapters discuss such topics as relationships, information processing, emotionalism, a personal approach to personnel relations, management, closing skill gaps, roles, positive attitudes, personal public relations, and parochialism. (TS)

ED 113 714

CS 202 290

Goodson, Roger A. Floyd, Barbara J.

**Individualizing Instruction in Spelling: A Practical Guide.**

Pub Date 74

Note—125p.

Available from—T. S. Denison & Co., Inc., 5100 West 82nd Street, Minneapolis, Minnesota 55431 (\$4.65)

Document Not Available from EDRS

Descriptors—Elementary Education, \*Individualized Instruction, \*Individualized Programs, \*Instructional Materials, Language Arts, Language Development, Language Skills, \*Spelling Instruction, \*Teaching Guides

This book outlines a plan for individualizing instruction in spelling. Part 1 describes how to organize and manage the program and provides examples of instructional materials. Part 2 concerns the ways that students learn to spell words as they work within this individualized spelling program. The appendixes which comprise over half the document, include a number of materials which teachers will find useful in implementing the program. Some of the materials in this document can be used as masters to make multiple copies as needed. For example, the materials in the appendixes include drawings of apples, Eskimos, and birds, along with materials intended to improve language skills. (RB)

ED 113 715

CS 202 291

Jennings, Sue

**Remedial Drama: A Handbook for Teachers and Therapists.**

Pub Date 7 Nov 74

Note—114p.

Available from—Theatre Arts Books, 333 Sixth Avenue, New York, New York 10014 (\$7.45 cloth)

Document Not Available from EDRS

Descriptors—\*Creative Dramatics, \*Drama, Dramatic Play, Elementary Education, Instructional Materials, \*Learning Activities, Play Therapy, \*Role Playing, Teaching Guides, Teaching Methods, \*Therapeutic Environment

The primary purpose of this book is to provide a practical working handbook for teachers and therapists. Chapter one is a general discussion of drama, with emphasis on its relevance to therapeutic work. Chapter two offers practical suggestions for starting a therapeutic session and for creating and extending specific environments. Chapter three explores drama with immigrants of all ages. Chapter four discusses drama and the slow-learning child, while chapter five discusses drama with the disturbed, maladjusted, or psychotic child. Chapter six focuses on drama with the physically handicapped, and chapter seven focuses on drama with the severely handicapped. Chapters eight, nine, and ten discuss drama with adults, frequent problems with therapeutic sessions, and psychodrama and role playing. Chapter eleven offers further practical suggestions for remedial drama, and chapter twelve gives specific warnings and suggestions for teachers. (TS)

ED 113 716 CS 202 294

**A Report on the Use of a Model for an English Program Evaluation Project.**

Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date 75

Note—57p.; Some pages have marginal reproducibility due to small type size

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*English Curriculum, \*Evaluation Methods, \*Language Arts, \*Models, \*Program Evaluation, Secondary Education

This paper describes a language arts program assessment project in the Seattle schools. Among the topics discussed are the following: the history of the project; developing and implementing the model; a description of the model; relating goals, objectives, and instruments; observations from project participants; and the project critique. While the model described in this document was developed for use within an English department, the model may be found useful in other situations. The evaluators structured the model in general terms so that, with a few modifications, it might be used by either a school department, a grade level, a total school program, or a school district program. Twelve appendices include such items as instruments for evaluating attitudes toward teacher-identified skills and attitudes toward student-identified skills, and questionnaires about employer priorities, parent priorities, and college priorities. (TS)

ED 113 717 CS 202 299

Hopkins, Carol J. And Others

**A Comparison of Four Oral Language Elicitation Probes as Used with Kindergarten, First-Grade and Second-Grade Children.**

Pub Date 75

Note—13p.; Paper presented at the Annual Conference of the Midwest Association for the Education of Young Children, Madison, Wisconsin, April 18, 1975

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Child Language, \*Comparative Analysis, Early Childhood Education, \*Language Development, Language Research, Language Skills, \*Language Usage, Linguistic Performance, Oral Communication, \*Oral Expression

The purpose of this study was to investigate differences among four oral language elicitation probes used to collect language samples from young children. Ten kindergarten, ten first-grade, and ten second-grade children provided the oral language samples. Each class was divided by sex, and five boys and five girls from each grade were randomly selected to comprise the total sample for that grade. The results of this study contradict the belief that elicitation procedures used to obtain oral language samples are variables which influence the quantity of the verbal response. By using any or all of the probes reported in this study, it appears possible to evaluate the child's oral language on the variables identified and to use the samples in further analyses of syntactic and semantic diversity, both of which contribute to oral language complexity. (RB)

ED 113 718 CS 202 302

Blake, Robert W.

**Assessing English and Language Arts Teachers' Attitudes toward Writers and Writing.**

Pub Date 75

Note—15p.; Paper presented at the Annual Conference of the New York State English Council (25th, Buffalo, October 9-11, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Changing Attitudes, Class Attitudes, \*Composition (Literary), Creative Writing, Educational Research, English Instruction, Evaluation Methods, Language Arts, \*Measurement Instruments, Student Attitudes, \*Teacher Attitudes, Writing Skills

Identifiers—\*Attitude Assessment

The thesis of this paper is that if English and language arts teachers will examine their attitudes toward writers and writing, and compare their attitudes with those held by successful writers, they may come to hold a more realistic idea of what the process of writing is like. An attitude scale dealing with writers and writing was administered to 23 graduate students who were all experienced teachers at the beginning of a five-week summer session course on teaching written composition. The scale included 40 items under three major categories: skills of writing, varieties of writing, and different kinds of writers. At the conclusion of the course, the attitude scale was again administered to the teachers. From the data it was concluded that, on the average, these teachers changed their attitudes toward writing and writers. (TS)

ED 113 719 CS 202 303

Chomsky, Carol

**Creativity and Innovation in Child Language.**

Pub Date Apr 75

Note—18p.; Paper presented at the Annual Meeting of the National Conference on the Language Arts in the Elementary School (7th, Boston, April 11-13, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Childhood Interests, \*Child Language, \*Creativity, \*Early Childhood Education, \*Language Development, \*Language Instruction, Language Learning Levels, Language Patterns, Reading Processes, Spelling, Writing

This paper discusses the nature of language knowledge and the manner in which children come to acquire this knowledge. Among the topics discussed are language production and the ability to understand sentences never heard before, sentence formation, children's construction of rules, children's language creativity, language acquisition and age, children's linguistic progress, reading exposure, children's early writing, and children and spelling. Following the discussion of these topics, it is suggested that children be introduced to the written word through writing other than reading. If children spell creatively for a period of time before being expected to read, they gain active experience in the principles of alphabetic representation. Written language from the start is systematic and accessible to children, and they can take an active role in dealing with it. Teachers should direct their efforts toward providing an environment in which children's natural language creativity can flourish. (TS)

ED 113 720 CS 202 305

Dilworth, Collett Broyles

**Visualization and the Experience of Poetry: A Study of Selected Variables in Reader Response.**

Pub Date 74

Note—167p.; Ph.D. Dissertation, The University of North Carolina at Chapel Hill

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-4809, MFilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Cognitive Ability, Doctoral Theses, \*Figurative Language, \*Imagery, Language Research, \*Poetry, Recall (Psychological), Secondary Education, \*Symbols (Literary), Thought Processes, \*Visualization

This study is designed to investigate the relationship between the extent of visualization of poetically elicited mental images (V) and five other variables involved in response to poetry: extent of verbal interpretation of the meaning of poetry; extent of recall of poetry; accuracy of recall of poetry; extent of liking of poetry; and level of abstraction of verbal interpretation of the meaning of poetry. To this end an instrument was designed to operationalize these variables as responses to four imagistic poems. The instrument was administered to 194 tenth, eleventh, and twelfth grade students of low, average, and high academic ability. The results of this study lead to the conclusion that V is an important

variable in the more abstract functions of poetic interpretation as well as in affective response. Further, support is lent to the theory that mental imagery can function as a symbolic agent of cognition and that this function can be enhanced with increasing clarity of visualization. (Author/LL)

ED 113 721 CS 202 306

Cunningham, Donald H., Ed. Estrin, Herman A., Ed.

**The Teaching of Technical Writing.**

National Council of Teachers of English, Urbana, Ill.

Pub Date 75

Note—219p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 51752, \$4.95 non-member, \$4.50 member)

EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage

Descriptors—Anthologies, Business English, Communication (Thought Transfer), \*English Instruction, Higher Education, Instructional Materials, \*Language Usage, Scientific Literacy, Secondary Education, \*Technical Writing, \*Writing Skills

The purpose of this collection of papers is to serve as a guide for the English teacher in the field of technical and scientific writing. The eight main sections concern the definition and the teaching of technical writing; the skills, needs, and goals of the technical writing student; teacher appraisal of the technical writing curriculum; practical classroom approaches to technical writing; methods for evaluating technical writing; the importance of effective technical writing in industry; and technical writing as a science and as an art. A bibliography of approximately 60 items concerning the teaching of technical writing is also included. (TS)

ED 113 722 CS 202 307

Vilanilam, John V.

**Ownership versus Developmental News Content: An Analysis of Independent and Conglomerate Newspapers of India.**

Pub Date 75

Note—29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Ottawa, Canada, August, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Content Analysis, Developing Nations, Government Role, Higher Education, \*Journalism, Media Research, News Media, \*Newspapers, \*News Reporting

Identifiers—\*India, Ownership

This study examined one specific problem connected with the ownership and content of the Indian press: Is there any significant difference between independent newspapers and conglomerate-controlled newspapers in the quantities of developmental, governmental, and political news they present? The period of study was 1973, during which four daily newspapers representing three languages were examined. A sampling design was adapted for constructing an artificial year by taking the Monday of the first week of January, Tuesday of the second week of February, Wednesday of the third week of March, and so on through Saturday of the fourth week of December. The findings show that the four sample newspapers, irrespective of ownership, devote more area to governmental and political news than to developmental news, i.e., news that deals with economic, social, and technological progress in developing nations. But the independent newspapers contain more developmental than governmental or political news, while the conglomerates have more governmental than developmental or political news. (The results are presented in both table and narrative form.) (RB)

ED 113 723 CS 202 308

Larson, Richard L.

**Children and Writing in the Elementary School: Theories and Techniques.**

Pub Date 75

Note—420p.

Available from—Oxford University Press, 200 Madison Ave. New York, New York 10016 (\$4.95 paper)

Document Not Available from EDRS

Descriptors—Child Development, Class Management, \*Composition (Literary), \*Composition Skills (Literary), \*Educational Theories, Elementary Education, Grammar, Poetry, Rhetor-

ic, Teacher Response, \*Teaching Methods, Writing Skills

The essays in this volume have been collected to provide classroom teachers with materials from leading theorists in the United States and Great Britain which deals with the teaching of written composition in the elementary school (grades 1-8). These essays are presented in one of five categories: theories of written discourse and theories on the development of children, classroom management and teaching techniques, responding to students' writing, teaching some structures and conventions in writing, and the teaching of rhetoric. Authors include James N. Britton, James Moffet, John Dixon, ARTHUR Bessell, Herbert Kohl, Ruth Kearney Carlson, Iris Tiest, Margaret Langdon, Leslie T. Whipp, A. F. Watts, and Frank O'Hare. (JM)

ED 113 724 CS 202 309

Culpepper, Maryanne G.  
Design Trends in Editorial Presentation: A Survey of Business Communicators.

Pub Date 75

Note—29p.; Paper presented at the Annual Meeting of the Association for Education on Journalism (Ottawa, Canada, August 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage  
Descriptors—\*Business Communication, Design, \*Editing, Higher Education, Information Dissemination, Journalism, \*Layout (Publications), \*National Surveys, Organizational Communication, \*Publications, Questionnaires

This study examines the design and editing procedures of business publications—publications for employees, stockholders, and combinations of these audiences. Following a review of the literature which turned up little information on business publications, it was decided that a mail questionnaire sent to a sample of business publication editors would be the best technique for obtaining information. Seventy-two percent of 439 randomly selected editors returned the questionnaires. The typical business publication today is an 8 1/2 by 11 inch magazine, 4 to 8 pages in length. The body within the typical publication is set in 10-point transitional type with one point of leading. Captions and headings are most frequently set in sans serif type and are 18 to 24 points in size. One-third of the printed matter in the typical publication is art; 80 to 90 percent is photography, and the remainder is predominantly line art. The numerous business publications appear in magazine, newspaper, and newsletter formats. (Additional information on the results of the study is presented in both a narrative and a table format.) (RB)

ED 113 725 CS 202 311

Eynon, Derry  
Preparing Students for Jobs: Managing and Writing for Specialized Magazines.

Pub Date 75

Note—9p.; Paper presented at the Annual Meeting of the Association for Education on Journalism (Ottawa, Canada, August 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage  
Descriptors—Audiences, \*Business Communication, \*Course Descriptions, Editing, Higher Education, Information Dissemination, \*Job Skills, \*Journalism, Periodicals, Publications, \*Technical Writing

In this paper, two magazine courses offered at Colorado State University as part of the Technical-Business Journalism concentration are described in terms of course content, class assignments, and course objectives. The course entitled "Writing for Specialized Audiences" assumes that the majority of magazines published today are edited for readers with specific informational needs. The objective of the course is to teach writers what is useful to readers in their business or activity in the shortest possible reading time. "Publication Management" is a course about the publishing business from the viewpoint of a publisher. The methods used in the course are to examine the purposes, problems, and operation of all facets of the publishing enterprise and to probe into such matters as advertising, circulation, editorials, promotions, production, research, and business office matters. The assignments given in each of the courses vary with the size of the course each semester. (RB)

ED 113 726 CS 202 312

Pierce, Robert N.  
Lord Northcliffe: Trans-Atlantic Influences. Journalism Monographs Number 40.

Association for Education in Journalism.

Pub Date 75

Note—49p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage  
Descriptors—American Literature, \*Bibliographies, \*English Literature, Freedom of Speech, History, \*Journalism, \*Newspapers, Publications, Social Attitudes  
Identifiers—Harmsworth (Alfred), \*Northcliffe (Lord)

This monograph examines the extent to which Lord Northcliffe, generally conceded to be the dominant force in the popularization of journalism in Britain and what was once the British Empire, influenced or was influenced by American developments in journalism. The first section, entitled "The Legacy," briefly reviews the popular press in England. The remaining sections of the monograph afford a biographical sketch of Lord Northcliffe and a discussion of his career, with emphasis given to his influence by and on American journalism at the beginning of the twentieth century. (LL)

ED 113 727 CS 202 313

Brown, Lee  
The Reluctant Reformation: On Criticizing the Press in America.

Pub Date 74

Note—238p.

Available from—David McKay Company, Inc., 750 Third Ave. New York, New York 10017 (\$3.95 paper, \$6.95 cloth)

Document Not Available from EDRS

Descriptors—\*Freedom of Speech, Higher Education, \*Journalism, \*News Media, \*Newspapers, News Reporting, \*Press Opinion, Social Change, Social Problems, Values  
Identifiers—\*Press Criticism

This book examines the status of the press and the criticism surrounding it. Chapter 1 attempts to relate theories of criticism to the contemporary press, to define the public interest relative to the press, and to discuss the role of criticism and the social responsibility of the press. Chapter 2 presents a brief history of press criticism from its British origins to the present. Chapter 3 surveys various forms of press criticism and focuses primarily on experiments and applications in criticism and self-criticism. Chapter 4 is devoted to the consideration of reactions to proposals for a national press council and to the function and purposes of the several forms of national councils. In chapter 5, the reasons for necessitating press criticism are summarized and possible future developments are suggested. The appendixes include: codes of ethics, reports for a national press council, press council operating rules, a discussion of critical attitudes toward the media, two surveys on the image of the newspaper, and a consideration of newspapers' use of internal criticism. (LL)

ED 113 728 CS 202 314

Tiedt, Iris M.  
Individualizing Writing in the Elementary Classroom.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 75

Note—32p.; Theory into Practice (TIP) Series

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 23058, \$1.00 member, \$1.10 non-member)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage  
Descriptors—Classroom Arrangement, Classroom Games, Educational Games, Elementary Education, \*Individual Instruction, \*Individualized Instruction, Instructional Materials, \*Learning Activities, \*Writing Exercises, \*Writing Skills

This booklet is one in a series designed to bridge the gap between theory and practice by suggesting specific classroom activities based on current educational theory and research. Designed for elementary school teachers, it is divided into two sections. The first section discusses such topics as providing a healthy classroom environment for free expression; the various roles the teacher must play in encouraging children to write; evaluation; the learning center in the classroom; and the advantages of individualized writing instruction. The second section offers practical hints on such topics as organizing a writing center; developing a minicenter

for focus on a specific writing activity; preparing task cards which allow a child to choose an activity to complete independently; making activity sheets for writing; creating learning modules for writing; and including open activities for writing. Specific games, activities, and topics, such as the thesaurus, address books, idioms, and free verse, are discussed and illustrated. (TS)

ED 113 729 CS 202 315

Current Developments in Advertising: Advertising and Society, Management, Creative, Media, Production, Research, and Teaching and Research in Advertising Education; Proceedings of the National Conference for University Professors of Advertising (Tempe, Arizona, March 11-14, 1973).

American Academy of Advertising, Knoxville, Tenn.; American Association of Advertising Agencies Educational Foundation, New York, N.Y.; Arizona State Univ., Tempe.

Pub Date 73

Note—223p.

Available from—American Association of Advertising Agencies, 200 Park Avenue, New York, New York 10017 (Write for price)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Conference Reports, \*Consumer Economics, \*Consumer Education, Higher Education, \*Mass Media, Media Research, Merchandise Information, \*Publicize, \*Teaching Methods, Television Commercials, Television Research

This set of papers represents the written record of the 1973 national conference for advertising educators held at Arizona State University in March. The conference focus was on current developments in the practice and teaching of advertising. The purpose of the conference was to bring insights about current advertising developments to the attention of advertising educators. The papers are divided into those presented by educators and those by noneducators. The educators' papers are subdivided into two categories, research papers and papers related to the teaching of advertising. The research papers deal with consumer behavior as it has impact on and input to advertising. The papers on teaching advertising describe recent developments in pedagogical approaches and methodology. The noneducators' papers include perspectives on advertising regulation, views of trends in advertiser management and agency service, a review of media procedures, analyses of the employment and placement situation, and an overview of advertising's next generation. (RB)

ED 113 730 CS 202 316

Pallante, James J.  
On Teaching "Oedipus Rex": A Compromise Interpretation.

Pub Date 75

Note—13p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Drama, Dramatic Unities, English Instruction, \*Greek Literature, Higher Education, \*Literary Analysis, \*Literary Criticism, Secondary Education

Identifiers—\*Oedipus Rex

This paper discusses the problems of interpreting "Oedipus Rex" and argues that morality was not the primary question being raised in this play, nor was Sophocles urging people to humility and piety. Instead, Sophocles was primarily interested in the insufficiency of human knowledge. The gods and their role in destiny, the character and personality of Oedipus, Oedipus' tragic flaw, and the role of guilt in the play are discussed. It is concluded that, in this play, human reason was an exercise in futility, that the universe is ordered and things will be and happen as they will, and that human beings can observe and even help, but not really change anything within that order. (TS)

ED 113 731 CS 202 317

Schulkind, Carole Marks  
Ad Astra: Creative Writing for the Gifted Secondary School Student.

Pub Date Oct 75

Note—42p.; Paper presented at the Annual Conference of the New York State English Council (25th, Buffalo, October 9-11, 1975); A description of the Board of Cooperative Educational Services (BOCES) Institutes held in Suffolk County, N.Y.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

**Descriptors**—\*Creative Writing, Drama, Editing, Educational Games, English Instruction, \*Gifted, \*Learning Activities, Lesson Plans, Literary Analysis, Playwriting, Program Descriptions, Secondary Education, \*Summer Workshops, \*Writing Exercises

This paper gives an overview of the creative writing program at BOCES III Institute for Gifted and Talented Youth during the 1974 and 1975 summer sessions. There were five major activity areas in the workshop: training in sensory awareness; writing, accompanied by criticism and revision; editing and publishing a book; literary analysis; and writing and performing drama. Various games, activities, and instructional techniques and materials for helping the students become proficient in each of these areas are described. The three appendixes include such materials as lesson plans, assignments, and samples of student work. (TS)

**ED 113 732** CS 202 318

*Fell, John L.*

**Film: An Introduction.**

Pub Date 75

Note—274p.

Available from—Praeger Publishers, Inc., 111 Fourth Avenue, New York, New York 10003 (\$5.95 paper)

**Document Not Available from EDRS**

**Descriptors**—Content Analysis, Editing, \*Film Production, \*Films, \*Film Study, \*Historical Criticism, \*Theoretical Criticism, Visual Literacy

**Identifiers**—\*Film Criticism

"Understanding Film," the opening section of this book, discusses perceptions of and responses to film and the way in which experiences with and knowledge of other media affect film viewing. The second section, "Film Elements," analyzes the basic elements of film: the use of space and time, the impact of editing, sound and color, and the effects achieved by various points of view. The third section, "How Films Are Made," considers film-making and production in their various stages. Film theory and approaches to film criticism are reviewed in the fourth section, which includes an overview of major theorists, auteur criticism, and structuralism and semiology. A concluding section considers future trends for narrative film in terms of both technique and distribution. The appendixes list film reference publications, film periodicals, colleges and universities with film programs, and film distributors. (LL)

**ED 113 733** CS 202 319

*Metzger, Elizabeth*

**Individualizing Remedial Writing at the College Level.**

Pub Date Oct 75

Note—21p.; Paper presented at the Annual Meeting of the New York State English Council (25th, Buffalo, October 9-11, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*College Students, Composition (Literary), Higher Education, \*Individualized Instruction, \*Language Skills, Reading Instruction, Remedial Instruction, \*Remedial Programs, \*Writing Skills

This paper briefly defines the term "remedial"; describes the remedial college student's problems with language; discusses writing processes and products in relation to a study recently conducted by the author and suggests remediation for students with problems; discusses affective domain concerns that operate in writing workshops and describes instruction at the Learning Center, a facility that provides instruction to college students in reading, writing, oral communication, and mathematics. Comments by students about writing are also included, and references about teaching and writing are cited. (LL)

**ED 113 734** CS 202 320

*Baker, Robert L.*

**Characteristics of Educational Program Systems.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—SWRL-TN-1-70-4

Pub Date Aug 70

Note—7p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Educational Programs, Educational Research, Elementary Secondary Education,

\*Evaluation Methods, \*Instructional Design, \*Instructional Systems, Program Descriptions, Program Design, \*Program Development

Eleven common characteristics of instructional program systems have been identified: outcomes, instruction, quality verification, monitoring, personnel, data, interfaces, procurement, information, continuity, and costs. The requirements, specifications, and procedures of these must all be made explicit for each system. Although the eleven system characteristics enumerated are easily differentiated for explanatory purposes, it is important to note that they are interdependent and that the specifications for one are considerably dependent upon the specifications for another. The same is true of the systems themselves; there, too, interdependency between and among the systems requires careful analytic attention and subsequent procedural attention. (Author/RB)

**ED 113 735** CS 202 321

*Hunt, Kellogg W.*

**Grammatical Structures Written at Three Grade Levels.** NCTE Research Report No. 3.

National Council of Teachers of English, Champaign, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Pub Date 65

Note—176p.; Revision of CRP No. 1998

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

**Descriptors**—\*Composition (Literary), Elementary Secondary Education, English Instruction, \*Grammar, \*Language Development, Language Research, Language Skills, \*Language Usage, \*Sentence Structure, Syntax, Writing Skills, Written Language

The purposes of this study were (1) to provide a method for the quantitative study of grammatical (syntactic) structures which is coherent, systematic, and broad, yet capable of refinement to accommodate details, and (2) to search for the developmental trends in the frequency of various grammatical structures written by students of average intelligence (IQs ranging from 90-110) in the fourth, eighth, and twelfth grades. Nine boys and nine girls were selected from each of the three grades, and close to 1000 words of writing were obtained from each student. The writing was done in class without alteration by anyone other than the writer, and the subject matter was not controlled by the investigators. In addition to sentence length, clause length, subordination ratio, and the kinds of clauses, the study analyzes structures within a clause: coordinated structures, nominals, the verb auxiliary, main verbs and complements, modifiers of verbs, and predicate adjectives. The results of this study are discussed at length, and tables provide additional information about the procedures used and data obtained. This report was written for two groups: the teacher or supervisor of English and the researcher in language development. (RB)

**ED 113 736** CS 202 322

**Writing Mechanics, 1969-1974: A Capsule**

**Description of Changes in Writing Mechanics.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No—WR-05-W-01

Pub Date Oct 75

Note—67p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO Stock No. S/N 017-080-01854-3, \$1.30)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Composition (Literary), Elementary Secondary Education, \*Grammar, Longitudinal Studies, \*Measurement Instruments, National Surveys, Paragraph Composition, \*Punctuation, \*Writing Skills

**Identifiers**—\*National Assessment of Educational Progress

This report, part of the National Assessment of Educational Progress (NAEP) survey, describes one facet of the national assessment of writing. The students—9-, 13-, and 17-year-olds who constitute the sample for the NAEP studies—were told to use their best writing but were not told that their papers would be examined for mechanical correctness. The data on mechanical correct-

ness obtained from an examination of these papers during the 1974 survey are compared with the data obtained from the 1970 assessment. Richard Lloyd-Jones of the University of Iowa (Iowa City) and Ross Winterowd of the University of Southern California (Los Angeles) offered the following observations about the writing assessment results: there is no evidence that the schools must "go back to basics" because the basics seem well in hand; language is always changing, but new ways of writing may not be worse in any defensible sense; writing is inextricably tied to reading; "Edited Standard English" as taught in most schools is one dialect of English; there are fewer rewards for being a good writer; and increasing class size results in fewer writing assignments. (RB)

**ED 113 737** CS 202 323

**Literature Objectives; Second Assessment.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Pub Date 75

Note—18p.

Available from—National Assessment of Educational Progress, Education Commission of the States, 1860 Lincoln Street, Suite 700, Denver, Colorado 80203 (\$1.00, make checks payable to Education Commission of the States)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Behavioral Objectives, Comprehension, Creative Writing, \*Educational Objectives, \*Emotional Response, English Instruction, Listening, \*Literature, \*Literature Appreciation, National Surveys, Reading, Values

**Identifiers**—\*National Assessment of Educational Progress

The literature advisory group—comprised of English teachers at all levels, language arts supervisors, and professionals with a national perspective—convened in March 1972 to begin the revision of the literature objectives which had been created in 1965-66 by the National Assessment of Educational Progress. In this booklet, literature is defined as language used imaginatively to communicate ideas and feelings, express perceptions, provide interpretations, and present visions of human experience. Literature exists in all cultures at all times and appears in oral, written, and enacted forms. The advisory committee intended that the three major objectives be seen as a sequence of increasingly complex activities. The first objective emphasizes immediate experience with literature—the witness must be aware of imaginative language. The second objective emphasizes the ways in which the observer can participate in an experience with literature, and the third objective emphasizes literature as a cultural phenomenon. Two appendixes list the participants for the literature objectives conference and for the review conference. (LL)

**ED 113 738** CS 202 324

*Burack, A. S., Ed.*

**The Writer's Handbook.**

Pub Date 75

Note—847p.

Available from—The Writer, Inc., 8 Arlington St., Boston, Massachusetts 02116 (\$14.95 cloth)

**Document Not Available from EDRS**

**Descriptors**—\*Creative Writing, \*Expository Writing, Guides, Instructional Materials, Publishing Industry, Reference Materials, \*Technical Writing, \*Writing, Writing Skills

This book, designed primarily for writers, contains 100 chapters of instruction by contemporary writers, editors, and literary agents. A list of 2,500 markets for manuscripts is also provided. Part 1 contains articles which analyze the essence of writing and deal with such topics as writers' talent, creativity, and background. Part 2 focuses on writing techniques and includes chapters on such topics as fiction writing, revision, short stories, modern novels, mysteries, gothics, historical novels, poetry, confessions, nonfiction writing, magazine articles, interviews, and biographies. Part 3 focuses on the editorial and business side of writing and includes a guide to copyright and chapters on how book publishing decisions are made and pen names. Part 4 focuses on the writer's markets and where to sell material. The articles are written by such authors as John D. MacDonald, E. B. White, Paul Gallico, Frank

Slaughter, Harry Harrison, Joyce Carol Oates, Doris Betts, Irving Stone, Phyllis A. Whitney, Dell Shannon, L. E. Sissman, Ann Stanford, Charlotte Zolotow, and Neil Simon. (TS)

**ED 113 739** CS 202 325

*Faulkner, Janice H.*  
**Grammar and the Language Arts.**  
Pub Date 75  
Note—140p.

Available from—Kendall/Hunt Publishing Company, 2460 Kerper Blvd., Dubuque, Iowa 52001 (\$5.50 paper)

**Document Not Available from EDRS**

**Descriptors**—Adjectives, Adverbs, English Instruction, \*Grammar, \*Language Arts, \*Language Skills, Morphemes, Nouns, Teacher Education, \*Traditional Grammar, \*Transformation Generative Grammar, Verbs

This book introduces a specific approach to sentence analysis by comparing traditional grammar with newer methods, including transformational grammar. The first chapter discusses the teaching of grammar and language skills and the use of standard and nonstandard dialects. Traditional grammar is defined and discussed in chapter 2. The other chapters discuss the morpheme, the noun, the verb, the adjective, the adverb, function words, the kernel sentence, and the transformation. Each of the chapters concludes with suggestions for further reading and a section for testing the concepts presented. (LL)

**ED 113 740** CS 202 326

*Duke, Charles R., Ed.*  
**Vocational Education.**

New England Association of Teachers of English.  
Pub Date 75

Note—82p.; The New England Association of Teachers of English is an affiliate of the National Council of Teachers of English

Available from—NEATE, Miss Frances Russell, Treasurer, P.O. Box 234, Lexington, Massachusetts 02173 (\$4.00)

Journal Cit—The Leaflet; v74 n2, n3 Entire Issue Fall 1975

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—\*Career Awareness, \*Career Education, \*Career Planning, \*English Instruction, Language Skills, Reading Improvement, Secondary Education, \*Vocational Education

This issue of "The Leaflet" considers various aspects of career education and its relation to the humanistic study of English. The following articles are among those included: "Notes on Career Education" by Baird Shuman, "Some Reservations About Trade English" by Thomas Newkirk, "English for Career and Vocational Education: Balancing the Scales" by Denny T. Wolfe, "In Addition to Skills, What?" by Alan Lemke, "Vocational Independence: A Bicentennial Goal for the English Classroom" by Edmund P. L. Fitzgerald, "Career English: Something Useful" by Joyce Kelly, "You, the Job and the World: Something for All Students" by Hermie Gason and Jan Worthington, "English with a Difference" by Eleanor Nudd, "Decisions in Literature and on the Job" by Owen Kerr, "Language at Work" by Eileen H. Kruegel, "Re-Fusing Career Education" by Marguerite Johnson Caldwell, "Three-in-One: An Approach to Reading and the Vocational Student" by Edward T. Frye and Mary B. Bates, "Vocational Avenues to Reading Improvement" by Stephen Thompson, "A CAPER: A Career Awareness Program in Enrichment in Reading" by Jay Brenner and others, and "The Point System: Motivation from the Unmotivated" by James F. Connolly. (LL)

**ED 113 741** CS 202 327

*Yagle, Pamela D.*

**Journalism Teacher Training.**

Journalism Education Association, La Crosse, Wis.

Pub Date Nov 75

Note—12p.; Distillation of author's thesis, See ED 109 675

Available from—Sister M. Rita Jeanne, Secretary/Treasurer, JEA, Sisters of Perpetual Adoration, St. Rose Convent, La Crosse, Wisconsin 54601 (\$2.00 members, \$4.00 nonmembers)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*College Programs, \*Course Content, Course Descriptions, Degree Requirements, Higher Education, \*Journalism, National Surveys, Program Evaluation, Secondary Education, \*Teacher Certification, \*Teacher Education

**Identifiers**—\*Journalism Education

This study examines the quality of the education programs offered by colleges and universities preparing high school journalism teachers. Following a lengthy review of the literature dating to the 1920s, the results of a questionnaire survey on journalism education are reported. The questionnaire was mailed to 117 persons associated with journalism education and high school journalism instruction. The total number of respondents was 104 (89 percent) of the 117 who received questionnaires. Some of the conclusions were that 54 high schools (51.9 percent of the 104 responding) have departments or schools of journalism that offer one course in high school journalism and advising, the most common number of credit hours available in high school journalism-publications advising is three semester hours (five quarter hours), the majority of schools surveyed do not offer summer workshops in high school journalism-publications subjects, and more high school oriented journalism course offerings are being planned by many of the colleges and universities. (RB)

**ED 113 742** CS 202 328

*Ellis, W. Geiger And Others*

**The University of Georgia Teacher Education Program in English. Studies in Language Education Report No. 22.**

Georgia Univ., Athens. Dept. of Language Education.

Pub Date 75

Note—27p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Curriculum Evaluation, \*English Education, Evaluation Methods, Higher Education, \*Performance Based Teacher Education, Program Descriptions, \*Program Evaluation, \*Teacher Education, \*Teacher Education Curriculum

The four sections in this booklet describe a teacher education program in English at the University of Georgia by outlining the program, describing the three major on-campus courses and field center experiences, and summarizing the evaluation plan. The first section describes such topics as the students in the program, the major functions of the program, major coursework and professional training, and the field experience sequence. The second section discusses preparing undergraduate students by providing English courses which are good background for teaching. The third section discusses some of the problems involved in establishing a field-based training program in public school centers. The fourth and final section discusses various evaluation instruments for the program, including the Minnesota Teacher Attitude Inventory, Conference Observation Forms, Departmental English Education Test, and Teacher-Candidate Program Evaluation. (TS)

**ED 113 743** CS 202 329

**Language Arts; Learning Objectives for Individualized Instruction.**

Westinghouse Learning Corp., New York, N.Y.

Pub Date 75

Note—132p.

Available from—Westinghouse Learning Press, 770 Lucerne Drive, Sunnyvale, California 94086 (\$7.00 paper)

**Document Not Available from EDRS**

**Descriptors**—\*Basic Skills, \*Behavioral Objectives, \*Individualized Instruction, \*Language Arts, \*Language Skills, Literature, Mass Media, Writing Skills

These learning objectives have been formulated for use in classes that emphasize individualization as well as in learning centers and resource laboratories that concentrate on a diagnostic and remedial approach to basic skills. They are designed for the mature student who has not yet mastered objectives ordinarily covered in earlier years. Objectives are listed for the following subject areas: listening and speaking, word skills, sentence skills, writing skills, literature and literary criticism, and analysis of mass media. Terminal objectives, established to provide appropriate learning segments for each of the skills, are numbered and printed in boldface. Subobjectives are also listed and are designed to contribute to the mastery of a terminal objective. The terminal objectives are numbered for computer storage and retrieval use. (LL)

**ED 113 744**

CS 202 330

*Combs, Warren Elliott*

**Some Further Effects and Implications of Sentence-Combining Exercises for the Secondary Language Arts Curriculum.**

Pub Date 74

Note—132p.; Ph.D. Dissertation, University of Minnesota

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-21,042, MFilM \$7.50, Xerography \$15.00)

**Document Not Available from EDRS**

**Descriptors**—\*Composition (Literary), Doctoral Theses, Educational Research, \*Language Arts, \*Reading, \*Secondary Education, \*Writing, Writing Exercises

**Identifiers**—\*Sentence Combining

The present study tested four research hypotheses dealing with sentence-combining (SC) practice as a component of the language arts curriculum. It examined the progress of 100 seventh graders over a period of three months. No formal instruction in grammar was included. Four classes, controlled for ability, sex, and teacher effect, followed a single curricular format, with the exception of the SC exercises completed by the two experimental classes between pre- and posttest. Effects of the SC treatment on students' writing were measured at pre-, and post-, and delayed posttest times. Effects on students' reading were measured at pre- and posttest times only. Results indicated that the experimental group wrote posttest compositions that were (1) syntactically more mature than those of the control group and (2) syntactically more mature than those they had written at pretest. Results from the two reading measures indicated that the treatment had no differential effect on reading rate. (Author/LL)

**ED 113 745**

CS 202 331

*Devos, Thelma Edmunds*

**A Study of Skills Development in English Elective Programs in Selected Public Secondary Schools in Massachusetts.**

Pub Date 75

Note—280p.; Ed.D. Dissertation, Boston University School of Education

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-20,917, MFilM \$7.50, Xerography \$15.00)

**Document Not Available from EDRS**

**Descriptors**—\*Communication Skills, Doctoral Theses, Educational Objectives, Educational Research, \*Elective Subjects, English Instruction, \*English Programs, \*Guidelines, Program Design, Secondary Education

The purpose of this study was to investigate the processes and procedures utilized in designing and maintaining the teaching of communication skills in English elective programs. A systematic case-study description was made of skills components in the elective English programs in four public secondary schools in Massachusetts. The informational data was of two kinds: the content of verbal interviews with school personnel and pupils, and collections of printed materials of various sorts. (The results of the study are presented in detail, and it is concluded that skills development should be viewed as an integral part of the elective English program which includes the use of all modes of communication, both modern and traditional.) (Author/RB)

**ED 113 746**

CS 202 332

*Dickson, James Brian*

**A Study of the Perceptions of Publishers, Editors and Education Reporters Related to the Desirability and Feasibility of Three Approaches to Increasing Newspaper Coverage of American Education.**

Pub Date 75

Note—319p.; Ph.D. Dissertation, Ohio University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-19,279, MFilM \$7.50, Xerography \$15.00)

**Document Not Available from EDRS**

**Descriptors**—Doctoral Theses, \*Education, Higher Education, \*Journalism, National Surveys, News Media, \*Newspapers, \*News Reporting, Opinions, \*Press Opinion, School Community Relationship

This study sought to determine the perceptions of U.S. daily newspaper publishers, editors, and education reporters regarding the desirability and feasibility of three approaches to increasing edu-



cation news coverage: increased traditional local emphasis on education news coverage by daily newspapers, expanded wire service coverage of education, and multipage weekly regional education news supplements to daily newspapers. A questionnaire, sent to 606 individuals on daily newspapers, was accompanied by an eight-page tabloid prototype weekly education news supplement containing articles reprinted with permission from various education periodicals and other periodicals of general circulation. Analysis of the findings indicated that a majority of the publishers and editors were satisfied with present levels of local educational news coverage and wire service coverage of education, and that a majority of the publishers and editors did not regard publication by their dailies of a regional weekly education news supplement as either desirable or feasible. Several implications are derived from the results of the study. (Author/RB)

ED 113 747 CS 202 333

Gozemba, Patricia Andrea

*The Effect of Rhetorical Training in Visual Literacy on the Writing Skills of College Freshmen.*

Pub Date 75

Note—165p.; Ed.D. Dissertation, Boston University School of Education

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-20,950, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—College Freshmen, \*Composition (Literary), Doctoral Theses, Educational Research, English Instruction, Higher Education, \*Rhetoric, \*Teaching Methods, \*Visual Literacy, \*Writing Skills, Written Language

This study undertook an examination of how specific rhetorical training in visual literacy would improve the ability of college freshmen to clearly state a thesis, to carefully shape an argument, to deliberately substantiate the argument with examples, and to skillfully express ideas with appropriately varied sentence structure. The hypotheses were that the study of formal features in visual media would supplement prior study of form in writing and that the bi-modal awareness of the common set of underlying features of rhetorical form would lead to heightened ability to recognize and manipulate form in both writing and visuals. Students in six sections of freshman composition initially wrote both a critical and an expository essay which were rated holistically by two readers each. The data collected in this study indicated that English teachers can optimistically look to training in visual literacy as a way not only of teaching important visual analysis but also of developing a bi-modal awareness that will improve writing skills. (Author/RB)

ED 113 748 CS 202 335

Quirk, Randolph

*The Linguist and the English Language.*

Pub Date 74

Note—181p.

Available from—St. Martin's Press, 175 Fifth Ave., New York, New York 10010 (\$14.95 cloth)

Document Not Available from EDRS

Descriptors—\*Diachronic Linguistics, \*English, Grammar, \*Language Skills, \*Language Usage, Lexicology, \*Linguistics, Literary Analysis, Semantics, Translation

Identifiers—Dickens (Charles), Shakespeare (William)

This collection of essays focuses on linguistic investigations of English, both spoken and written. The 12 chapters deal with Charles Dickens' linguistic criticism; eighteenth century prescriptivism; the relevance of language study to the study of Shakespeare; obstacles to the study of Old and Middle English; the contributions of R. G. Latham to the study of the English language; G. W. Dasent, W. Morris, and aspects of translation; the linguistic study of place names; the linguistic study of people's names; the nature and function of words; lexicology and "Webster's Third New International Dictionary"; the influence of the dictionary on language and differences between the English spoken in England and America; and a brief investigation into people's knowledge of their own language. (TS)

ED 113 749 CS 202 336

Odell, Lee

*Question Asking and the Teaching of Writing.*

Pub Date Oct 75

Note—14p.; Paper presented at the Annual Meeting of the New York State English Council (25th, Buffalo, New York, October 9-11, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Creative Writing, Literary Perspective, \*Questioning Techniques, \*Student Writing Models, Teaching Methods, \*Teaching Techniques, \*Writing Skills

This paper argues that provocative questions can be used by teachers to help students write. Described are a series of questions drawn from rhetorical theory, such as "How many times can I change focus so as to get the most complete understanding of a topic?" "When does X occur?" "Why does X occur?" and "What does X cause or prompt?" Several exemplary works are examined, including Shakespeare's "Hamlet" and "Beowulf." Several student compositions are also examined and discussed in terms of this questioning technique. (TS)

ED 113 750 CS 202 339

Pickering, Kenneth And Others

*Investigating Drama.*

Pub Date 74

Note—148p.

Available from—International Publications Service, Collings, Inc., 114 East 32nd Street, New York, New York 10016 (\$5.00 paper)

Document Not Available from EDRS

Descriptors—\*Drama, Dramatic Play, \*Dramatics, \*Instructional Materials, \*Production Techniques, Stages, Television, \*Theater Arts

The purpose of this book is to provide an opportunity for investigating drama by a series of units, each of which examines an aspect of drama or theater. The 20 units discuss such topics as the definition of drama, dialogue in a poem by W. H. Auden, various aspects of the stage, improvisation, the visual impact of plays, "The Death of Grass" by John Christopher, makeup, lighting, theater design, the director, Brecht's "Mother Courage and Her Children," and television productions. A glossary of theatrical terms concludes the book. (TS)

ED 113 751 CS 202 340

Harris, Nancy E.

*A Study of Certain Critical Thinking Skills Among Fifth Graders in the Area of Propaganda in Advertising.*

Pub Date 75

Note—143p.; Ed.D. Dissertation, Boston University School of Education

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-20,922, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Academic Achievement, \*Affective Behavior, Cognitive Development, Communication (Thought Transfer), \*Critical Thinking, Doctoral Theses, Educational Research, Elementary Education, Intelligence, \*Propaganda, Publicize, \*Sex Differences, \*Small Group Instruction, Teaching Methods

This study attempted to better define the nature of critical thinking and its component skills (with a focus on the interpretation, analysis, and evaluation of data) by investigating the relationship between critical thinking competency and an activity card method of instruction, individual or small group work patterns, achievement, and sex. The propaganda techniques found in magazine advertisements were selected by the researcher as a valid curriculum stimulus for the critical thinking of fifth graders. Eighty fifth-grade students in one elementary school were divided equally into two experimental classes exposed to the activity card treatment and two control classes involved in noncritical thinking activities of equal duration. Each was further divided into either an individual or a small group pattern of interaction with the activity card treatment on nontreatment activities. A pretest and posttest design was followed. Interactions between the method of instruction, grouping pattern, and sex were insignificant except in the case of interactions between the boys and small group learning, which was significant. The researcher concluded that affective factors are involved in growth in critical thinking as well as intelligence and achievement. (Author/LL)

ED 113 752 CS 202 346

Sbaratta, Philip Anthony

*A Flexible Modular System: An Experiment in Teaching Freshman Composition.*

Pub Date 75

Note—118p.; Ed.D. Dissertation, Boston University School of Education

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-20,967, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—\*College Freshmen, \*Composition (Literary), Doctoral Theses, Educational Research, English Instruction, Higher Education, \*Teaching Methods, \*Writing Skills, Written Language

Identifiers—\*Modular Instruction

The study investigated the effectiveness of a flexible modular system for teaching composition. It was hypothesized that measures of compositional ability would significantly favor students in the experimental course, and students in the experimental course would register significantly higher in affective measures of interest and involvement. The modular system was a series of five modules: language games; personal experience; research techniques; ideas, issues, and controversy; and critical expression. The five modules each contained a content focus and compositional skills which required mastery. The students participating in the study were college freshmen enrolled in composition at Boston University. It was concluded that the flexible modular system is a more effective method of teaching composition than is the traditional method. (Author/RB)

ED 113 753 CS 202 347

Schwartz, Ruth Roth

*A Study of the Handling of Verbal Nonstandard Grammar by English Teachers in an Innercity Secondary School.*

Pub Date 75

Note—255p.; Ed.D. Dissertation, Columbia University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-20,225, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, \*English Instruction, \*Inner City, Language Standardization, \*Language Styles, Language Usage, \*Nonstandard Dialects, Secondary Education, Secondary School Teachers, \*Teacher Attitudes, Written Language

The purposes of this study were to identify the attitudes and behavior of teachers in an innercity secondary school toward language in general and nonstandard grammar in particular. Responses of the 18 member English department to a content-specific questionnaire and videotapes of 12 English classes, representing a sample of all grades and tracks within the school, served as the sources of information for the study. The teachers studied appeared to be more expanding in their attitudes than in their behavior. They expressed acceptance of dialectal differences, recognized the role of context as a major determinant of standard usage, and were somewhat aware of distinctive black speech patterns. They did not correct students' verbal errors in class as a general practice. They did, however, correct written work to conform to standard usage, and the integral relationship between academic achievement and standard usage was noted as a continuing pervasive influence on secondary school English teaching. It was suggested that the language systems of teachers and students be overtly identified and utilized to begin an inquiry into language and its effect on each classroom participant. (Author/LL)

ED 113 754 CS 202 348

Lamb, Paul And Others

*English for Children of the Global Village.*

Pub Date 73

Note—257p.

Available from—McGraw-Hill Book Company Australia Pty. Ltd., 4 Barcoo St., Roseville East, New South Wales 2069, Australia (\$4.95 Australian dollars)

Document Not Available from EDRS

Descriptors—\*Child Language, Creative Teaching, Creative Writing, Drama, Elementary Education, English Instruction, \*Exceptional Child Education, Exceptional Children, \*Language Arts, Primary Education, Reading Processes, Retarded Children, Spelling Instruction, \*Teaching Guides, \*Teaching Methods, Writing Skills

This book provides a background guide to the creative teaching of integrated English in the contemporary primary school. Part 1 suggests that

everything done in the primary school is part of an integrated language program, but that some classification is desirable so that important aspects are not neglected. Parts 2, 3, and 4 look at the special needs of the major areas of speaking, listening, writing, and reading. Part 5 combines these areas within the context of the mass media of communication. Within each section practical and creative suggestions to stimulate pupils' interest and discussions are provided under three headings: background, application in the classroom, and the atypical child. Included are such topics as speaking and thinking, the nature of communication, language and culture, handwriting in perspective, testing, development of vocabulary, expressive writing, learning to write a story, teaching the writing of poetry, dyslexia, the retarded reader, children and stories, and children and the mass media. (TS)

**ED 113 755** CS 202 355

*Kelleher, Joan*

**Individualization of Instruction in High School English: A Rationale and a Strategy.**

Pub Date 75

Note—187p.; Ed.D. Dissertation, Ball State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-21,462, Mfilm \$7.50, Xerography \$15.00)

**Document Not Available from EDRS**

Descriptors—Doctoral Theses, \*English Instruction, \*Individualized Instruction, Secondary Education, \*Teaching Methods, \*Teaching Models

The purpose of this study is to examine the concept of individualization of instruction as it applies to high school English instruction. The first two chapters of the study provide the rationale for individualizing high school English instruction, chapters 3 and 4 suggest a strategy, and the final chapter presents a summary and conclusions. Chapter 1 analyzes some of the conditions of our present society which call for new educational approaches. Chapter 2 examines some of the major developments in the concept of individualization from the early 1900s to the present. Chapters 3 and 4 discuss some of the essential changes in role and function of both teacher and student in an individualized situation and present model units for various areas of English in grades 10-12. One of the conclusions discussed in chapter 5 is that efforts should be made to prepare prospective teachers of high school English to approach instruction through an individualized approach. (Author/TS)

**ED 113 756** CS 202 357

*Marshall, Florence Katanick*

**Comparison of Elective English Courses with Assigned English Courses in Relation to Achievement Scores in English Usage of High School Seniors.**

Pub Date 75

Note—93p.; Ed.D. Dissertation, University of California, Los Angeles

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-22,649, Mfilm \$7.50, Xerography \$15.00)

**Document Not Available from EDRS**

Descriptors—\*Academic Achievement, \*Comparative Analysis, Core Courses, Doctoral Theses, Educational Research, \*Elective Subjects, \*English Instruction, \*Language Usage, Secondary Education, Written Language

In this study, a comparison was made between the achievement scores in English usage of students who were assigned English classes during their last two years of high school and the scores of students who elected English classes. The 667 participants in this study were members of the 1970 and 1972 graduating classes at Aviation High School, Redondo Beach, California. The findings indicated that there was no significant difference on a standardized test of English usage between the scores of students who were assigned English classes and the scores of students who elected English classes during their last two years of high school. The study also found that there was a significant difference on a standardized test of English usage between the scores of students who elected four or more semesters of English and the scores of those who elected fewer than four semesters of English during their last two years of high school. While the results indicated that there was no difference in student performance whether the student elected or was assigned to English, increased course work in English was an apparent factor in improved English performance. (Author/RB)

signed to English, increased course work in English was an apparent factor in improved English performance. (Author/RB)

**ED 113 757** CS 202 358

*Swander, Alice Jane*

**Educational Priorities for Language Arts Programs: A Comparative Synthesis.**

Pub Date 75

Note—193p.; Ph.D. Dissertation, University of Utah

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-22,105, Mfilm \$7.50, Xerography \$15.00)

**Document Not Available from EDRS**

Descriptors—Doctoral Theses, \*Educational Improvement, \*Educational Needs, \*Educational Programs, Educational Research, Elementary Education, \*English Curriculum, English Instruction, \*Language Arts, Language Instruction, Language Skills

To determine the priorities that linguists and educators stress as essential to the development of positive language arts programs, numerous works by selected linguists and educators were read. Letters were also sent to major publishing companies requesting complimentary copies of current elementary language arts textbook series for evaluation. Additional information on leading series was obtained through research at the San Joaquin County Instructional Materials Center in Stockton, California. The research indicated that positive measures are underway in the 1970s to reform language arts instruction. Some of the conclusions presented indicated that linguistic research is commanding a more influential role in the reform of the English curriculum; that the educational priorities synthesized in the research projected are viable priorities for the development of language arts programs; and that English curriculum reform requires on-going improvements in teacher-preparation programs. (Author/RB)

**ED 113 758** CS 202 362

**Guidelines for Nonsexist Use of Language in NCTE Publications.**

National Council of Teachers of English, Urbana, Ill.

Pub Date Nov 75

Note—11p.; Prepared by the NCTE Publications Dept. for the NCTE Editorial Board and the NCTE Committee on the Role and Image of Women in the Council and the Profession

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 19719, 0-15 free, more than 15 \$0.06 each, prepayment)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Editing, Guidelines, Language, Language Guides, Language Teachers, \*Language Usage, Publishing Industry, \*Sex Discrimination, Sex Role, \*Sex Stereotypes, \*Writing Skills

Identifiers—\*National Council of Teachers of English

Written in response to a resolution passed at the 1974 convention of the National Council of Teachers of English, these guidelines are based on the assumption that the sexist usage of language aids in arbitrary assignment of roles to both men and women and would be better omitted. Although directed specifically to editors, these guidelines for eliminating sexist language can be useful to all educators who help shape the language patterns and language usage of students and thus can help promote language that opens rather than closes possibilities to women and men. The following general problems in using nonsexist language are discussed, examples are given, and alternatives are suggested: (1) the omission of women as in "the common man" and "businessman" and in the use of the masculine pronoun for the generic singular and indefinite pronoun; (2) the demeaning of women by not treating men and women in a parallel manner and using patronizing or trivializing terms; and (3) sex-role stereotyping such as appears in the sentence "Have your mother send cookies for the field trip." Specific problems of female representation in books or collections of articles discussing professional issues, booklists, teaching units, research, reference books, and journal articles are discussed. (MKM)

**ED 113 759** CS 501 121

*Barbour, Alton, Ed.*

**Free Speech Yearbook, 1974.**

Speech Communication Association, Falls Church, Va.

Pub Date 75

Note—121p.; A publication of the Commission on Freedom of Speech; Not available in hard copy due to marginal legibility of original document due to type size

Available from—Speech Communication Association, 5205 Leesburg Pike, Falls Church, Virginia 22041 (\$1.75)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Academic Freedom, Anthologies, Broadcast Industry, Censorship, \*Civil Rights, \*Communication (Thought Transfer), \*Freedom of Speech, Higher Education, \*Mass Media, Supreme Court Litigation

Identifiers—\*First Amendment

A collection of essays on free speech and communication is contained in this book. The essays include "From Fairness to Access and Back Again: Some Dimensions of Free Expression in Broadcasting"; "Local Option on the First Amendment?"; "A Look at the Fire Symbol Before and After May 4, 1970"; "Freedom to Teach, to Learn, and to Speak: Rhetorical Considerations"; "Julian Bond: A Case Study in a Legislator's Freedom of Speech"; "Philosophical Assumptions Underlying Plato's Theory of Freedom of Speech: A Comparison with the Theory of Democratic Individualism"; "The Watergate Scandal and the Mass Media: The Early Phases"; "On Citizenship and Technocracy"; "The Supreme Court and the First Amendment: 1973-1974"; and "Freedom of Speech Bibliography: July 1973-June 1974." (TS)

**ED 113 760** CS 501 127

*Draper, Benjamin, Ed.*

**Pacific Nations Broadcasting I; Symposium Held at the Annual Broadcast Industry Conference (22nd, San Francisco, April 19-22, 1972).**

California State Univ., San Francisco.

Pub Date 72

Note—132p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

Descriptors—\*Broadcast Industry, Cable Television, \*Communication (Thought Transfer), \*Communications, Conference Reports, Cultural Interrelationships, Foreign Relations, Higher Education, \*Mass Media, Radio, \*Television

Identifiers—\*Broadcast Industry Conference

This document contains the papers presented at the Twenty-Second Annual Broadcast Industry Conference held at California State University, San Francisco, in 1972. The aim of the conference was to develop a better means of communication among nations existing in a world that has grown smaller because of the development of the communications media. The papers presented include S.I. Hayakawa's "Some Psychological Implications of Television," which examines the semantic environment created by television and the effects of television on the values of young people; "The Role of the Media of the Republic of China"; "Impact and Meaning of Broadcasting in Japan"; "Prospects for Cable Television," which examines the uses and the possibilities of the coaxial cable in education, industry, and the home; and "Guidelines for Cross-Cultural Communication." Additional papers explore the challenges of international broadcasting in terms of political, economic, social, and educational effects. The twelve papers represent an initial step in the exchange of ideas, techniques, and content in the broadcast fields in the Pacific nations. A final section describes the current broadcasting facilities of the Pacific nations. (RB)

**ED 113 761** CS 501 130

*Nicholls, Bronwen*

**Move!**

Pub Date 12 Aug 75

Note—90p.

Available from—Plays, Inc. Publishers, 8 Arlington Street, Boston, Massachusetts 02116 (\$7.95 cloth)

**Document Not Available from EDRS**

Descriptors—Creative Dramatics, Dance, \*Drama, Instructional Materials, \*Lesson Plans, \*Motion, Music, Pantomime, Secondary Education, \*Teaching Guides, \*Theater Arts

Designed as a practical guide for teachers, this handbook presents ways of introducing drama and movement into secondary school curricula. A basic program for a movement class is offered, based on three objectives: one's own movement,

secondary or underlying motives, and the balance of freedom and discipline. In the first section of the book, seven lesson plans are given which focus on establishing signals, exploring space, changing level and direction, speed and balance, mechanical movement, quality of movement, and sound and shape. The second section of the book deals with specific problems including environment, discipline, inhibitions, improvisations, ideas and age levels, psychodrama, moving to music, and the arena stage. The third section of the book deals with the development of hands, voice, mime, and daydreams. (TS)

ED 113 762 CS 501 131

Gurry, Joanne

Speech Communication and Values Clarification

Pub Date 15 Mar 75

Note—25p.; Paper presented at the Annual Meeting of the Eastern Communication Association (New York, N.Y., March 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Communication (Thought Transfer), Communication Skills, Human Relations, \*Interpersonal Relationship, Motivation, Secondary Education, \*Speech Instruction, \*Teaching Methods, \*Values  
Identifiers—\*Values Clarification

The purpose of this paper is to explore the relationship of one of the most celebrated areas of the humanistic education movement—values clarification—to some current emphases in secondary school speech communication education. Popular speech communication texts directly incorporate activities found in values clarification literature or encourage students to discover, develop, and act on their own values. Some of the humanistic goals, teaching methods, student learning activities, and evaluation procedures of both values clarification and interpersonal communication are examined. The major focus of this paper, then, is on a framework from which speech communication educators might consider the work of a related discipline, the impact of which is already noticeable in textbooks and teaching. It is concluded that in the speech communication classroom, values clarification activities can be used as motivational techniques and as methods for teaching interpersonal communication skills. (Author/RB)

ED 113 763 CS 501 132

Edwards, Richard Gronbeck, Bruce E.

A Partial List of Educational, Instructional, and Documentary Films Treating Women's Roles, Problems, and Communication Strategies.

Pub Date 75

Note—42p.; Paper presented at the Summer meeting of the Speech Communication Association (1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Communication (Thought Transfer), \*Documentaries, \*Films, Film Study, Instructional Films, Role Perception, \*Sex Role, Sex Stereotypes, \*Womens Studies  
Identifiers—\*Filmographies

This document lists 189 educational, instructional, and documentary films treating women's roles, problems, and communication strategies. The films are classified by substance and topics: beauty ethic: presentations and examinations; birth control, unwanted pregnancy, and abortion; coping with a male oriented society; dating and marriage; direction for the women's movement; family life; history of the women's movement; literature and movie images of women; rape; roles of women in other societies; search for self-fulfillment; sex and communication; sex education; sex role stereotyping and reeducation; socialization of the young; traditional women's organizations; and working women: their opportunities and problems. Each entry contains the name of the film, date, length, type of audience, producer, commercial distributor, institutional distributor, and a brief description of the film. (TS)

ED 113 764 CS 501 133

Nielsen, Keith E.

Dialogue as a Mode of Health Communication in a Correctional Facility.

Pub Date 75

Note—20p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, April 23-26, 1975)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Communication (Thought Transfer), Correctional Rehabilitation, \*Corrective Institutions, \*Dialogue, \*Health Education, Health Programs, \*Human Relations, Institutionalized (Persons)

Identifiers—Communication Research, \*Health Communication

Historically, the study of health communication has been confined primarily to the field of medicine. Recently, however, it has increased in importance in other areas of human communication. Exploring a new approach to health communication is the purpose of this paper. Specifically, the thrust of this investigation is the use of dialogue as a mode of health communication in a correctional facility. In this regard, three general areas were examined: the components of the concept of dialogue, the nature of monologue as viewed by the advocates of dialogue, and some aspects concerning dialogue as a means of health communication in a correctional situation. The study is inconclusive, but there are indications that dialogue as a means of communication had favorable impact on the participants in this project. (Author/RB)

ED 113 765 CS 501 134

Drama/Theatre Framework for California Public Schools; A Process-Concept Framework for a Program in Theatre Arts for All Students, Kindergarten through Grade Twelve.

California State Dept. of Education, Sacramento.

Pub Date 74

Note—90p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Acting, Communication Skills, Creative Dramatics, \*Curriculum Guides, Dance, \*Drama, Elementary Secondary Education, \*Guidelines, Oral Communication, Pantomime, Playwriting, Production Techniques, \*Theater Arts

Identifiers—\*California

The material in this publication outlines ways in which drama/theatre may be used to help students develop their imagination and their communication skills. This framework presents a process-concept organization which spans the grade levels from kindergarten through twelfth grade and which provides guidelines for determining expectancies for student achievement, devising strategies for realizing expectancies, and implementing the program (information on teacher training, resources, and instructional materials). Chapters explore the following topics: drama/theatre as education; components of the curriculum; continuum of expectancies and strategies; sensory and emotional awareness; rhythm and movement; pantomime; oral communication; improvisation; playmaking/playwriting; formal acting; designing; directing; managing; executing technical elements; viewing; reviewing; and training; materials, and sources. (JM)

ED 113 766 CS 501 135

Kane, Peter E., Ed.

Censorship Through Government Control of Information; Senator Muskie on Secrecy; Justice Black Was Right; (and) Report of the Ad Hoc Committee to Evaluate the "Free Speech" Newsletter.

Speech Communication Association, Falls Church, Va. Commission on Freedom of Speech.

Pub Date Nov 75

Note—15p.; Not available in hard copy due to print size of original document

Journal Cit—Free Speech; n36 p1-14 Nov 1975

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Censorship, \*Communication (Thought Transfer), \*Federal Government, \*Freedom of Speech, Government Publications, Government Role, Higher Education, \*Information Dissemination

Identifiers—Freedom of Information

Many agencies of the Executive Branch of the federal government have at one time or another claimed an absolute right to withhold any information they chose from anyone they chose. These claims have produced the Freedom of Information Act, which imposes some limitations on this absolute power. Recently, some members of Congress have become concerned about the government's use of the courts to enforce various secrecy claims. The first article in this issue of "Free Speech" concerning government control of information was written by Representative

Jonathan Bingham of New York. This issue also contains remarks by Senator Muskie on secrecy, comments concerning Justice Black's position on public access, and a report of the ad hoc committee to evaluate the "Free Speech" newsletter. (TS)

ED 113 767 CS 501 136

Murray, James P.

To Find an Image: Black Films from Uncle Tom to Super Fly.

Pub Date 73

Note—190p.

Available from—The Bobbs-Merrill Company, Inc., 4300 W. 62nd Street, Indianapolis, Indiana 46206 (\$7.95 cloth)

Document Not Available from EDRS

Descriptors—\*Film Production, \*Films, \*Film Study, Higher Education, Imagery, Negroes, \*Negro Role, \*Negro Stereotypes, Propaganda

This book surveys the roles of blacks in the film industry. The introduction discusses the question if why there should be a black cinema. The seventeen sections of the book discuss such people and topics as the black actor, movies and life and black people, Sidney Poitier as the black superstar, Diahann Carroll and black female singers in movies, Jim Brown and other black heroes, Godfrey Cambridge and other black comedians, new social issues, Gordon Parks, Melvin Van Peebles, Ossie Davis, William Greaves, St. Clair Bourne, the present black cinema, black production companies, black film criticism, money and film, and the future of black cinema. (TS)

ED 113 768 CS 501 137

Cheathan, T. Richard Erickson, Keith V.

Simulation Learning Experiences in Speech Communication.

Pub Date Apr 75

Note—24p.; Paper presented at the Annual Meeting of the International Communication Association Convention (Chicago, Illinois, April 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Class Activities, \*Communication (Thought Transfer), Educational Research, \*Games, Higher Education, Instructional Materials, \*Learning Activities, \*National Surveys, \*Simulation, Speech Instruction, Teaching Methods

This study, the first national survey of an academic discipline's use of simulation and game exercises, constitutes an attempt to determine the status, rationale, and effectiveness of such exercises. Specifically, members of the Speech Communication Association were surveyed regarding the courses in which simulations and games are employed, the types of exercises used, communication concepts demonstrated, selection criteria, evaluation techniques, and attitudes toward the utilization of communication games. Data were collected by means of a 17-item questionnaire. The responses indicated that the utilization of communication games is a popular teaching strategy within the discipline. With more than 70 percent of the respondents indicating utilization of communication games, the recent trend of including games in fundamentals, interpersonal communication, and small group textbooks, and the advent of a dozen or so books within the past year which include as their major emphasis "communication probes" or "communication vibrations" appear warranted. The results of the study are presented in both narrative and table format. (RB)

ED 113 769 CS 501 138

Hocking, John E. And Others

Intra-Audience Effects: A Field Test.

Pub Date Apr 75

Note—13p.; Paper presented at the Annual Meeting of the International Communication Association Convention (Chicago, Illinois, April 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Audiences, \*Behavior Patterns, \*Communication (Thought Transfer), Educational Research, \*Feedback, \*Field Studies, Group Behavior, Higher Education  
Identifiers—\*Communication Research

Designed to investigate intra-audience effects in a field setting, this study tested three hypotheses: (1) subjects who are exposed to favorable audience responses by confederates will display more favorable assessments than subjects

who are exposed to less favorable responses; (2) subjects who are exposed to favorable audience responses will remain longer than subjects who are exposed to less favorable responses; and (3) subjects who are exposed to favorable responses will indicate a greater desire to return than will subjects who are exposed to less favorable responses. Subjects for the study were 60 students enrolled in four basic communication courses during the summer term of 1974 at Michigan State University. The hypotheses were confirmed. The present study provides evidence for the existence and importance of intra-audience effects in a field setting, although there are some control problems in a field setting. (RB)

**ED 113 770** CS 501 139

Heath, Robert L.

**Employer Images of Speech Communication Majors: A Question of Employability.**  
Pub Date 75

Note—12p.; Survey conducted by the Department of Speech at the University of Houston  
**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*College Graduates, College Majors, \*Communication Skills, Educational Research, \*Employment Patterns, \*Employment Potential, Employment Trends, Occupational Surveys, \*Speech

In order to understand the market climate for speech majors, the Department of Speech at the University of Houston conducted a survey to assess the marketability of speech communication graduates in the Greater Houston area. It further attempted to disclose the skills needed to increase employability. Seventy-one questionnaires, designed to focus upon some aspect of the total employment qualifications of the speech communication major, were completed and returned by fourteen different types of companies, national or international in size and extensiveness of operation. The results revealed that very few majors were hired from areas other than Business Administration and Engineering. Employers hire predominantly from areas where students are immediately qualified for a specific job. At least two observations can be made from these data: (1) speech majors will improve their employability by having courses which make them more qualified to perform a definite job; and (2) the type of job and the type of business concern should be decided upon early in each student's academic development. Speech communication majors were perceived as having high employment potential in departments or skill areas most dependent upon communication skills. (LL)

**ED 113 771** CS 501 141

Wiemann, Mary O. Wiemann, John M.

**Nonverbal Communication in the Elementary Classroom.**

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Falls Church, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
Pub Date Nov 75

Contract—NEC-400-75-0029

Note—44p.; Theory into Practice (TIP) Series

Available from—Speech Communication Association, 5205 Leesburg Pike, Falls Church, Va. 22041 (\$1.40 members, \$1.50 non-members); National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 33614, \$1.40 member, \$1.50 non-member)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Body Language, \*Communication (Thought Transfer), \*Communication Skills, Elementary Education, Instructional Materials, \*Learning Activities, Motion, \*Nonverbal Communication, Nonverbal Learning, \*Teaching Guides, Theories

This booklet presents current educational theories concerning nonverbal communication and provides classroom activities for putting these theories into practice. The first section discusses the definition of communication, the relationship of verbal and nonverbal communication, the components of nonverbal communication, the environment of personal space, body movement and orientation, the face and eyes, and nonlanguage vocal behavior. The second section focuses on vocal cues, personal space and environment, face and eyes, body movement and orientation, and nonverbal awareness. Various games and exercises are recommended for each of these topics. The final section lists references related to nonverbal communication. (TS)

**ED 113 772** CS 501 142

Berg, Charles M.

**Correcting the Visual Bias: Assessing the Functions of Music in Film and Television.**

Pub Date Aug 75

Note—25p.; Paper presented at the University Film Association Conference, August 18, 1975; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Analytical Criticism, \*Communication (Thought Transfer), \*Films, Higher Education, Media Research, \*Music, \*Research Needs, \*Television

This investigation was carried out for the purpose of encouraging speculation about and investigation into the important communicative functions of music in film and television. After examining the visual bias of media analysts, critics, and historians—a bias which tends to filter out serious exploration of music's role in film and television—the body of the paper is given over to a consideration of film and television music's five basic functions. These functions include: masking noise to neutralize disagreeable sounds emanating from sources within and outside of the viewing environment; neutralizing silence to fill the disturbing aural voids which result when there is an absence of other aural stimuli; providing continuity to impart an undergirding, cohesive bond for film's and television's sequencing of separate images; providing dramatic support to amplify and reinforce the film or television program's audience effect; and using music as a special feature to attract patronage and increase income. The study concludes with a discussion of the need for further research that will generate increased understanding and appreciation of music's integral role in film's and television's communicative process. (Author/RB)

**ED 113 773** CS 501 143

Book, Cassandra Galvin, Kathleen

**Instruction in and about Small Group Discussion. Theory Into Practice.**

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Falls Church, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—51p.; Theory into Practice (TIP) Series

Available from—Speech Communication Association, 5205 Leesburg Pike, Falls Church, Va. 22041 (\$1.40 members, \$1.50 non-members); National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 23481, \$1.40 member, \$1.50 non-member)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Communication (Thought Transfer), Educational Research, \*Group Activities, \*Group Discussion, Group Dynamics, \*Group Experience, Group Structure, \*Learning Activities, Theories

This booklet is one in a series designed to bridge the gap between theory and practice by suggesting specific classroom activities based on current educational theory and research. Approximately half of the booklet is devoted to a review of current research and theory concerning small group discussion and interaction. The second half presents group exercises in an attempt to analyze group development and processes, group norms, group cohesiveness, conformity, problem solving, decision making, networks, roles, leadership, environment, and interpersonal atmosphere. (LL)

**ED 113 774** CS 501 144

Johnson, Bonnie McD. Leck, Glorienne M.

**Philosophical Assumptions of Research on Gender Difference or: Two-By-Two and We'll Never Break Through.**

Pub Date Jul 75

Note—17p.; Paper presented at the Speech Communication Association Summer Conference (Chicago, July, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Females, \*Males, Physical Characteristics, \*Sex (Characteristics), \*Sex Differences, \*Sex Role, Sex Stereotypes

The philosophical proposition axiomatic in all gender difference research is examined in this paper. Research on gender differences is that which attempts to describe categorical differences between males and females, based on a designated potential for sexual reproduction. The

methodological problems raised by this assumption include the presumptions that masculinity and femininity are extreme opposites and that all persons in each group are more like the persons in their own gender identification group than they are like any one person in the other gender identification group. Anne Constantinople (1973) suggests that there is no rationale for believing that biological function is meaningful for understanding self-conception. This paper concludes by suggesting that the a priori assumption of two and only two genders has little to contribute beyond refinement of cultural prejudice and that the possibilities for use of such research by social planners is particularly treacherous. (LL)

**ED 113 775** CS 501 145

Barbour, Alton, Ed.

**Free Speech Yearbook 1975.**

Speech Communication Association, Falls Church, Va.

Pub Date 76

Note—118p.

Available from—Speech Communication Association, 5205 Leesburg Pike, Falls Church, Virginia 22041 (\$3.00 member, \$3.50 non-member)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—Anthologies, \*Bibliographies, Communication (Thought Transfer), Debate, \*Freedom of Speech, Mass Media, Publicize, \*Speech, \*Supreme Court Litigation, \*Yearbooks

Identifiers—\*First Amendment

This issue of the "Free Speech Yearbook" contains the following: "Between Rhetoric and Disloyalty: Free Speech Standards for the Sunshire Soldier" by Richard A. Parker; "William A. Rehnquist: Ideologist on the Bench" by Peter E. Kane; "The First Amendment's Weakest Link: Government Regulation of Controversial Advertising" by Patricia Goss; "Gaining Access to the Media: Some Issues and Cases" by Timothy R. Cline and Rebecca J. Cline; "Repression in Great Britain: 1792-1795" by James S. Measell; "The Supreme Court and the First Amendment: 1974-1975" by William A. Linsley; and "Freedom of Speech Bibliography: July 1974-June 1975" by David Eshelman. (TS)

**ED 113 776** CS 501 147

Szecska, Tamas Fodor, Gabor

**Communication Policies in Hungary.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 74

Note—58p.

Available from—Unipub, Box 433, Murray Hill Station, New York, New York 10016 (\$3.30 paper)

**Document Not Available from EDRS**

Descriptors—Communication (Thought Transfer), \*Communication Problems, \*Communications, \*Mass Media, Policy Formation, \*Public Policy, Social Environment, Social Structure

Identifiers—\*Hungary

This book is one of a series of studies—undertaken as part of the program adopted by the General Conference of UNESCO—related to the analysis of communication policies as they exist at the public, institutional, and professional levels in selected countries. Discussed in this book about Hungary's communication policies are such topics as mass communication and planning; historical development of mass communication systems; social structure and communication structure; national communication policies; policies of the mass media; relations between mass communication and its public; relations between mass communication and information sources; interrelation of mass media; communication policies and the professional organizations; systems of professional training; and ethics and traditions. It is concluded that mass communication is taking a more central place in Hungarian society because of the ongoing process of democratization, the increasing political activity of citizens, the differentiation of their cultural demands, the rising standard of living, and the integration of certain elements of the scientific-technical revolution in everyday life. (TS)

**ED 113 777** CS 501 148

McCaslin, Nellie, Ed.

**Children and Drama.**

Pub Date 75

Note—193p.

Available from—David McKay Company, Inc., 750 Third Avenue, New York, New York 10017 (\$4.95 paper)

**Document Not Available from EDRS**

Descriptors—\*Childrens Games, \*Creative Dramatics, \*Drama, Dramatics, \*Early Childhood Education, Elementary Education, Teaching Methods, \*Theater Arts

This book collects the current thinking of fourteen of the leading practitioners in the field of children in theatre. Evident throughout the book is the theme that it is the creativity of the individual teacher or leader that makes for exciting results in drama by and for young people. Included are reminiscences, philosophies, teaching hints, and ideas by such authors as Winifred Ward, Nellie McCaslin, Geraldine Brain Siks, Margaret Faulkes, Virginia Tanner, Gerald Tyler, Agnes Haaga, Ann M. Shaw, Dorothy Heathcote, Elizabeth Flory Kelly, Joanna Halpert Kraus, Grace Stanistreet, Moses Goldberg, Lowell Swartzell, and Aurand Harris. (TS)

ED 113 778 CS 501 149

Hocking, John E. Miller, M. Mark

Subject Attitudes Toward Research and Researchers: Deception vs. Role Playing.

Pub Date Apr 75

Note—10p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, Illinois, April 23-26, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—College Students, \*Research, Research Design, \*Researchers, \*Research Methodology, \*Response Mode, Role Perception, \*Role Playing, Student Attitudes, Student Reaction

Identifiers—\*Deception

In recent years data have begun to accumulate on the efficacy of role playing as an alternative to deception in research. The ethics of deception as a research technique are also being considered. The present study was designed to provide data describing subjects' post-participation attitudes toward research and researchers in comparable role playing and deception experimental conditions. Subjects were 214 students who were enrolled in eight introductory communication courses at Michigan State University, randomly assigned in intact classes to the experimental conditions, and who were participants in a communication experiment designed to determine the impact of a specific news event. One half of the students had been previously informed that this news event was to be a fabrication. All subjects were required to fill out two questionnaires, one which dealt with their response to the news and the other which concerned their response to having participated in the experiment. The study indicated that subjects in the deception condition were more favorable toward participation in the research and toward researchers than were subjects in the role playing conditions. (LL)

ED 113 779 CS 501 153

Basset, Ronald E. Jeffrey, Robert C.

A Survey Investigation of Trends and Issues in Speech Communication Ph.D. Programs.

Pub Date 75

Note—11p.; Survey prepared at the University of Texas

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Communication (Thought Transfer), \*Doctoral Programs, \*Employment Patterns, Futures (of Society), Higher Education, Job Market, \*School Surveys, \*Speech Instruction, \*Trend Analysis

Prepared to determine the attitudes and beliefs of department chairpersons in speech communication about the future areas of academic concentration, this survey collected information on the kinds of nonacademic employment which Ph.D. graduates in speech communication obtained over the past two years. The investigators used the 1973-74 Speech Communication Association "Directory of Graduate Programs" to identify departments awarding the Ph.D. degree in speech communication. A fifteen-item, two-page questionnaire accompanied by a cover letter and a postage-paid return envelope were mailed to each of the chairpersons of 47 departments. Thirty-six questionnaires were returned, yielding a return rate of 77 percent. It is concluded that the strongest asset for job placement is versatility, the ability through academic training and experience to work in a variety of settings or to teach in a variety of academic areas. Furthermore, those graduates who will most likely obtain

academic positions will possess demonstrated teaching competence as well as proven research ability. (The results of the survey are presented in both narrative and table format, including data on nonacademic employment.) (RB)

ED 113 780

McBath, James H., Ed.

Forensics as Communication: The Argumentative Perspective.

Pub Date 75

Note—179p.; Published in conjunction with the American Forensic Association and the Speech Communication Association

Available from—National Textbook Company, 8259 Niles Center Road, Skokie, Illinois 60076 (\$6.00 paper)

**Document Not Available from EDRS**

Descriptors—\*Communication (Thought Transfer), \*Conference Reports, \*Debate, Educational Assessment, Research Needs, \*Speech Identifiers—\*Forensics

This book is based on the taped proceedings and papers presented at the National Development Conference on Forensics. Part 1 discusses the foundations of the conference. Part 2 discusses the conference recommendations concerning a definitional statement, future goals and roles, theory and practice, research and scholarship, and professional preparation, status, and rewards. Part 3 includes the three keynote speeches to the conference, which deal with the issues of forensics, research needs in forensic communication, and the assessment of value judgments on forensics. Part 4 includes position papers and responses, while part 5 discusses some of the achievements of the conference. An appendix provides a timetable of major events; lists of criteria for electing task force assembly participants, task force participants, the conference planning committee, special rules of the action assembly, and conference policies; a schedule; and a summary of the leadership conference. (TS)

## EA

ED 113 781

George, Richard L.

Administrator Behavior in Crisis Management.

Pub Date May 75

Note—137p.; Ph.D. Dissertation, Walden University

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—\*Administrative Problems, Administrator Attitudes, \*Administrator Role, Conflict Resolution, \*Data Analysis, Educational Administration, Elementary Secondary Education, Hypothesis Testing, \*Occupational Surveys, Questionnaires, \*School Superintendents

Identifiers—Rhode Island

This study was intended to assess the response of educational administrators to crises by measuring the degree that school superintendents vary their responses according to the characteristics of a crisis. A questionnaire was developed, piloted, and revised, then sent to all 39 school superintendents in Rhode Island. The resulting data were analyzed and Pearson product-moment correlations were calculated for each set of responses. The analysis was intended to test the major hypothesis that there are significant relationships between the characteristics of a crisis and administrators' responses. Seven subhypotheses were investigated to test the validity of the major hypothesis. Since six of the seven subhypotheses were supported by the data at the .05 level or better, the author concludes that the major hypothesis was supported by the investigation. (JG)

ED 113 782

Lyons, Raymond F.

Modernizing the Management of the Educational System. The Fundamentals of Educational Planning: Lecture-Discussion Series No. 35.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-TM-35-69

Pub Date 69

Note—15p.

Available from—IIEP Publications, 7-9 rue Eugene-Delacroix, 75016 Paris, France (\$0.25, distribution charges)

CS 501 154

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrative Organization, \*Administrative Principles, \*Educational Administration, Educational Change, Educational Objectives, \*Educational Planning, Educational Policy, \*Management, \*Models

One of the main inadequacies in educational management is that planning is not firmly integrated within administration. Five basic processes may be distinguished in administration. The first is planning, or determining what shall be done. The second element of the administrative process is organizing, or defining the administrative structures and activities necessary to carry out the plan. The third is assembling the resources needed to execute the plan. The fourth process is supervising, the day-to-day guidance of operations. The fifth element is controlling, or seeing that operating results conform to the plan. There are different types of plans, including goals, single-use plans, standing plans, and policies. A clear recognition of goals is necessary if planning is to mean anything. Single-use plans design a course of action to fit a specific situation. A standing plan covers a continual action that can be used again and again. A policy is a general plan of action that guides the operation of an enterprise. The budget is an important instrument for coordinating purposeful and effective planning. Modernization of educational administration requires that adequate arrangements be made for the formulation, decision, and implementation of these different types of plans at appropriate levels within the educational system. (Author/JG)

ED 113 783

Woodhall, Maureen

The Investment Approach to Educational Planning. The Fundamentals of Educational Planning: Lecture-Discussion Series No. 32.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-TM-32-68

Pub Date Apr 74

Note—16p.

Available from—IIEP Publications, 7-9 rue Eugene-Delacroix, 75016 Paris, France (\$0.25, distribution charges)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Cost Effectiveness, Economic Development, Educational Demand, \*Educational Economics, \*Educational Planning, \*Human Capital, \*Investment, Manpower Development, Manpower Needs, \*Resource Allocations

If education is a form of investment, how much does it contribute to economic growth compared with other forms of investment? The first approach to answering this question was the correlation approach. But although simple correlation studies show a relationship between education and economic progress, they do not prove cause and effect. The residual approach tried unsuccessfully to show how much increase in national income was due to education. A third approach viewed education as an investment in human capital and tried to measure the economic rate of return on this investment. Recently research has shifted toward the search for strategies of educational planning and resource allocation. One such strategy is the social demand approach, which regards educational planning as the process of forecasting the demand for education. Another strategy is manpower forecasting, which tries to mold the educational system to meet the particular manpower needs of the economy. A third strategy uses cost-benefit analysis to decide how best to allocate resources among different types and levels of education. (Author/JG)

ED 113 784

Shumovsky, S. A.

The Planning of Technical Education in Developing Countries: Lessons from the USSR. The Fundamentals of Educational Planning: Lecture-Discussion Series No. 34.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-TM-34-69

Pub Date 69

Note—23p.

Available from—IIEP Publications, 7-9 rue Eugene-Delacroix, 75016 Paris, France (\$0.25, distribution charges)



**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Developing Nations, Economic Development, \*Educational Development, Educational Economics, \*Educational Planning, Educational Policy, Manpower Development, Manpower Needs, Post Secondary Education, \*Tables (Data), \*Technical Education

**Identifiers**—\*USSR

This paper discusses the relationship between economic development and education in developing countries, with major emphasis on the experience of the U.S.S.R. between 1917 and 1968. Separate sections of the paper examine the economic role of education in developing nations, the historical development of technical education in the U.S.S.R., the economic and educational planning process in the U.S.S.R., the training of research personnel in the U.S.S.R., the training of teachers in the U.S.S.R., and some practical considerations in planning technical education for developing nations. In addition, the appendix contains a series of statistical tables that summarize a variety of educational and economic data for the U.S.S.R. from 1913 through 1967. (JG)

**ED 113 785**

**EA 007 548**

*Cerych, Ladislav*

**The Sociological Dimension of Educational Planning. The Fundamentals of Educational Planning: Lecture-Discussion Series No. 30.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-TM-30-68

Pub Date 68

Note—11p.

Available from—IIEP Publications, 7-9 rue Eugene-Delacroix, 75016 Paris, France (\$0.25, distribution charges)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Educational Needs, \*Educational Planning, Educational Policy, \*Educational Sociology, Social Factors, Social Structure, \*Social Systems, \*Socioeconomic Influences

Educational planning cannot succeed without attention to social factors. Basically, all authors agree that sociology of education deals with three categories of problems. First, it involves study of relations between educational systems and the rest of society, including the economy. The second category of problems is related to the educational system or school as a social system or organization in itself. Third, sociology of education deals with the social aspects of the learning process. Clearly, sociology of education is related in numerous ways to the various problems that educational planners have to face. To learn to look for social factors and social forces and their mutual interdependence and to view education as an integral part of a social whole is probably the most important component of sociological sensibility and of the sociological approach to educational planning. (Author/JG)

**ED 113 786**

**EA 007 549**

*Kristensen, Thorkil*

**The Brain Drain and Development Planning. The Fundamentals of Educational Planning: Lecture-Discussion Series No. 29.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-TM-29-68

Pub Date 68

Note—24p.

Available from—IIEP Publications, 7-9 rue Eugene-Delacroix, 75016 Paris, France (\$0.25, distribution charges)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Capital, \*Developing Nations, Economic Climate, \*Economic Development, Educational Economics, \*Human Capital, \*Manpower Development, Manpower Needs, Migration Patterns, \*Planning

This paper consists of two major sections, an address on development planning in developing nations and a discussion of the issues raised in the address by the speaker and individuals from several developing nations. The address was given by Dr. Thorkil Kristensen, Secretary General of the Organisation for Economic Cooperation and Development and a former professor of economics. In his address, Dr. Kristensen examines the process of economic development and

discusses various steps developing nations can take to speed their development. He suggests that developing nations must attract both physical capital and knowledge to increase the productivity of their land and labor force. Knowledge is more desirable than physical capital, he argues, because it multiplies faster and because a knowledgeable labor force tends to attract physical capital. Therefore, developing nations should strive to import as much knowledge as possible from more developed countries and should take steps to prevent a "brain drain" caused by migration of their own knowledgeable people to richer, more developed countries. (JG)

**ED 113 787**

**EA 007 555**

*Coombs, Philip H.*

**Major Problems Facing Educational Planning in the Next Decade. The Fundamentals of Educational Planning: Lecture-Discussion Series No. 13.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-TM-13-67

Pub Date Jul 74

Note—11p.

Available from—IIEP Publications, 7-9 rue Eugene-Delacroix, 75016 Paris, France (\$0.25, distribution charges)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Economic Development, Educational Finance, \*Educational Improvement, \*Educational Needs, \*Educational Planning, \*Manpower Development, Nonformal Education, Productivity, Socioeconomic Influences, Teacher Supply and Demand

Educational planners will face ten central problems in the next decade. First, there will be a rising demand for education, spurred by continued rapid population growth. Second, educational development will face increasing financial constraints in many countries. Third, educational systems will have to respond to serious shortages of specialized manpower. Fourth and fifth, the role of education must be defined in relation to the need for agricultural and rural development, on the one hand, and the need for industrial development and government services, on the other. Sixth, opportunities for out-of-school education must be developed and coordinated with the formal educational system. Seventh, teacher supply and demand must be reconciled to meet changing economic and educational needs. Eighth, educational productivity and quality will have to be increased to get maximum results from limited educational resources. Ninth, educational systems must become better equipped for innovation and self-renewal. Tenth, there must be a better understanding of the social impact of education on society. To cope with these challenges, educational planning must make use of improved administrative planning and management analysis, better research and training, and increased help from all the social sciences. (Author/JG)

**ED 113 788**

**EA 007 556**

*Jamin, V. A.*

**Problems Facing Educational Planners in the Soviet Union Today. The Fundamentals of Educational Planning: Lecture-Discussion Series No. 5.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-TM-5-66

Pub Date Apr 74

Note—22p.

Available from—IIEP Publications, 7-9 rue Eugene-Delacroix, 75016 Paris, France (\$0.25, distribution charges)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Administrative Organization, \*Consolidated Schools, Educational Change, Educational Economics, \*Educational Objectives, \*Educational Planning, Educational Policy, \*Educational Problems, Elementary Secondary Education, Rural Schools, \*Secondary Education, Technical Education

**Identifiers**—\*USSR

This paper discusses two current problems of concern to educational planners in the U.S.S.R. and describes the approaches being taken to address them. One major objective of Soviet educa-

tional planners is to greatly expand the percentage of students receiving a complete secondary education. This will require considerable expansion and restructuring of the secondary school system, with special attention to the role of technicums, or specialized secondary schools. A second major planning problem is the need to consolidate the large number of small rural schools into larger schools that are both more effective educationally and more efficient economically. Following the discussion of these planning objectives is a question-and-answer section, in which the author responds to specific questions about his discussion and about the process of educational planning in the U.S.S.R. In addition, a brief outline and diagram of the structure of the Soviet educational system are also included. (JG)

**ED 113 789**

**EA 007 560**

**Contours of a Future Education System in the Netherlands. Summary of a Discussion Memorandum.**

Netherlands Ministry of Education and Sciences, The Hague.

Pub Date Aug 75

Note—19p.; Discussion memorandum "Contours of a Future Educational System in the Netherlands" by J.A. van Kemenade, D. Klein, and A. Veerman, published June 18, 1975

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Educational Change, Educational Finance, Educational Needs, \*Educational Objectives, \*Educational Planning, \*Educational Policy, Elementary Education, Middle Schools, Post Secondary Education, Secondary Education

**Identifiers**—\*Netherlands

This publication summarizes a discussion memorandum published in June 1975 by the Dutch Minister of Education and Science and the two state secretaries of education and science (higher education and secondary education). The memorandum is an initial proposal for setting educational policy and shaping Dutch education over the next 20 to 25 years. As such, it is intended primarily to stimulate discussion and comment among Dutch educators. Main focus of the memorandum is on defining broad educational policy and restructuring the Dutch educational system to reflect changing social conditions and educational needs. Eventually, the Ministry of Education and Science intends to develop the discussion memorandum into a definite legislative proposal for presentation to the Dutch Parliament. (JG)

**ED 113 790**

**EA 007 564**

**Constructing Salary Schedules for Principals and Assistant Principals. Administrative Information Report.**

National Association of Secondary School Principals, Reston, Va.

Pub Date Oct 75

Note—17p.

Available from—NASSP Office of Professional Assistance, 1904 Association Drive, Reston, Virginia 22091 (\$0.25, Orders of less than \$5.00 must be prepaid)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Administrative Personnel, Assistant Principals, Educational Finance, Elementary Secondary Education, National Surveys, \*Personnel Policy, \*Principals, \*Salaries, \*Salary Differentials, Tables (Data)

This publication describes various approaches used by school districts to determine salary schedules for principals and vice-principals and presents sample salary schedules and criteria illustrating eight different approaches. The information presented here was derived from data gathered during the 1974-75 National Survey of Salaries and Wages in Public Schools conducted by Educational Research Service. The eight approaches described are generally variations on five methods of setting principals' salary schedules: a separate salary schedule, unrelated to any other salary in the district; a salary schedule based on a percentage of the district superintendent's salary; a salary schedule based on a percentage of the salary of senior high school principals in the district; a salary schedule based on a percentage of some other reference figure (such as the average of superintendents' salaries in neighboring districts); and salaries set independently for each principal, either through individual negotiations or based on a subjective

decision by the superintendent or school board. (JG)

**ED 113 791** EA 007 567

*Colavita, Leon And Others*  
**School Emergency Planning Guide.**  
New Jersey State Dept. of Education, Trenton.  
Pub Date 3 Oct 73

Note—39p.; Prepared in cooperation with the New Jersey Office of Civil Defense and Disaster Control

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Administrator Guides, Administrator Responsibility, Check Lists, Civil Defense, Elementary Secondary Education, \*Emergency Programs, Guidelines, \*School Administration, \*School Planning, \*School Safety

**Identifiers**—New Jersey

This booklet is intended to aid local school superintendents and other school administrators in preparing comprehensive contingency plans to meet various emergency situations. Although it was developed by the State of New Jersey Department of Education, most of the booklet is equally applicable to schools in other states as well. It is organized in three major sections, which discuss the responsibilities of different school personnel for preparedness planning, examine procedures for developing school emergency plans, and present planning checklists for several different types of emergencies. In addition, the appendix contains a sample local school board resolution for emergency planning, a sample organizational chart showing the responsibility of school district personnel in emergencies, and a list of resource agencies in the state of New Jersey that can aid local schools in preparing their emergency plans. (JG)

**ED 113 792** EA 007 568

*Forwood, Bruce S.*

**A Selective Bibliography of Building Environment and Service Systems with Particular Reference to Computer Applications.** Computer Report CR20.

Sydney Univ. (Australia). Dept. of Architectural Science.

Report No.—CR-20

Pub Date 72

Note—31p.

Available from—Professor H. J. Cowan, Department of Architectural Science, University of Sydney, Sydney, 2006 Australia (\$0.70)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Acoustical Environment, \*Bibliographies, \*Building Design, \*Computer Programs, Environmental Research, \*Facility Guidelines, Facility Requirements, Lighting Design, Mathematical Models, Performance Specifications, \*Simulation, Thermal Environment, Visual Environment

This bibliography has been produced as part of a research program attempting to develop a new approach to building environment and service systems design using computer-aided design techniques. As such it not only classifies available literature on the service systems themselves, but also contains sections on the application of computers and documentation of environmental research. There is also a selective list of computer applications to other related areas of building design and material intended to provide a background to the mathematical and analytical procedures involved. The literature is classified into the following categories: (1) mathematical methods and analytical techniques, (2) computer applications, (3) integrated models on building performance, (4) building environment and service systems, (5) thermal environment and air conditioning systems, (6) visual environment and lighting systems, (7) acoustic environment, and (8) vertical transportation. (Author/MLF)

**ED 113 793** EA 007 569

*McCabe, James Padhye, N. R.*

**Planning the Location of Schools: The District of Kaski, Nepal. Case Studies -- 4.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—ISBN-92-803-1067-4

Pub Date 75

Note—77p.; For related documents, see ED 088 190 and ED 093 067

Available from—Unipub, Inc., P.O. Box 443, New York, New York 10016 (\$9.25)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Case Studies, Educational Planning, \*Elementary Secondary Education, Foreign Countries, Geographic Location, Maps, \*Planning, \*School Demography, School Districts, \*School Location, \*School Planning, Site Selection

**Identifiers**—\*Nepal, School Mapping

The District of Kaski in central Nepal is analyzed as part of a series of case studies on the application of the school mapping technique. The District of Kaski is placed in the Nepalese context of location, economic and social development, and education. A retrospective analysis is made of the first- and second-level networks from 1966-67 to 1970-71. Enrollment growth, participation and flow rates, origin of pupils, characteristics of school buildings and costs are comparatively analyzed by area. A brief examination of the economic and social background of the district and regional strategy for development is undertaken and a demographic analysis and population forecast is also given. Two schemes for the development of the school network are prepared, compared, and illustrated on maps. An assessment of teacher requirements and a comparative costing of the proposals are also included. The main conclusions of the case study are summarized in the final chapter. (Author/MLF)

**ED 113 794** EA 007 580

*Sheehan, John*

**The Economics of Education. Studies in Economics 9.**

Pub Date 73

Note—140p.

Available from—International Publications Service, Collings, Inc., 114 East 32nd Street, New York, New York 10016 (\$13.50)

**Document Not Available from EDRS**

**Descriptors**—\*Economic Development, Educational Demand, \*Educational Economics, Educational Finance, \*Educational Planning, \*Educational Policy, Human Capital, \*Investment, Manpower Development, Productivity, Teacher Supply and Demand

This book is intended to provide a basic introduction to the economics of education for individuals with a minimal background in economics. The first half of the book deals primarily with theoretical aspects, such as the demand for education, rates of return to investment in education, and economic growth and education. The second half of the book mainly examines the economic aspects of various educational policy issues, such as educational planning, finance, manpower, and teacher supply and demand. Topics of the individual chapters include resources in education, the demand for education, private returns to investment in education, social returns to investment in education, further aspects of rate of return analysis, education and economic growth, educational policy and planning, education and manpower, education and the labor market, teacher supply and demand, educational finance, and educational efficiency and productivity. (Author/JG)

**ED 113 795** EA 007 584

*Hencley, Stephen P. Yates, James R.*

**Futurism in Education: Methodologies.**

Pub Date 74

Note—510p.

Available from—McCutchan Publishing Corporation, 2526 Grove Street, Berkeley, California 94704 (\$13.00, Quantity discounts)

**Document Not Available from EDRS**

**Descriptors**—Decision Making, Educational Change, \*Educational Trends, \*Futures (of Society), \*Methods, Models, \*Prediction, \*Research Methodology, Social Change, Values

This book is one expression of the trend to achieve a more systematic study of the future within the specific context of educational futures and their environments. It is intended to bring to educational leaders in a practical manner many of the technological forecasting techniques previously familiar only to science, the military, and industry. The 14 methods and other topics discussed were chosen from among more than 100 that have been described in the available literature. The contributors have made a conscious effort to relate the methods to significant and substantive problem areas of education. Some methods are much more quantitative while others are more qualitative. Some have already had use in education while others have not. Some

enable scholars to exercise intuitive thinking; others are constrained by rigorously defined methods. (Author/MLF)

**ED 113 796** EA 007 587

*Musella, Donald F. Joyce, H. Donald*

**The Director of Education: An In-Basket Simulation Exercise.**

Ontario Inst. for Studies in Education, Toronto.

Pub Date 73

Note—68p.

Available from—Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6 Canada (\$4.40, Payment must accompany orders of \$10.00 or less)

**Document Not Available from EDRS**

**Descriptors**—Administrator Responsibility, \*Administrator Role, Decision Making, Educational Administration, Elementary Secondary Education, \*Management Education, Management Games, \*Problem Solving, \*School Superintendents, \*Simulation

This booklet presents an extensive simulation exercise intended to give readers a greater understanding of the role and responsibilities of the local school district superintendent and to aid readers in improving their administrative, interpersonal, and problem-solving skills. The booklet is organized in two major parts. Part 1 contains background information on a fictitious community and its school system and is intended to provide the context for part 2, which consists of approximately 30 simulated letters, memos, and similar items that might accumulate in a school district superintendent's in-basket during a week's time. Readers are expected to indicate what action they would take on each in-basket item, based on the information given them. The simulated materials were selected to represent a wide range of administrative functions and may be used in a variety of ways, according to the background and needs of different readers. (JG)

**ED 113 797** EA 007 588

**School Suspensions: Are They Helping Children? A Report.**

Washington Research Project, Cambridge, Mass. Children's Defense Fund.

Pub Date 75

Note—270p.

Available from—Children's Defense Fund, 1746 Cambridge Street, Cambridge, Massachusetts 02138 (\$4.00 plus postage, Quantity discounts)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Discipline Policy, Due Process, Educational Policy, Elementary Secondary Education, National Surveys, Racial Discrimination, \*School Statistics, Student Problems, \*Student School Relationship, \*Suspension, \*Tables (Data)

This book examines the incidence and impact of school suspension and discusses its effectiveness as a disciplinary measure. Basically, this publication is intended to follow up and expand on a 1974 report on the use of school suspension, "Children out of School in America." Data for this current study were drawn from suspension data submitted to the federal Office for Civil Rights by 2,862 school districts, from an independent survey of over 6,500 families in nine states and the District of Columbia, and from more than 300 additional interviews with school officials and community leaders. Individual chapters offer an overview of the use of school suspension, present various educational administrators' views on school discipline, examine why children are suspended and how suspension affects them, summarize statistical data on the incidence of suspension, discuss suspension as a form of racial discrimination, describe the legal requirements for due process in suspension cases and suggest how schools can meet those requirements, and examine various approaches that have been tried as alternatives to suspension. Numerous tables that summarize statistical data on the use of school suspension are presented throughout the book and in the appendix. (JG)

**ED 113 798** EA 007 589

**California School Accounting Manual. School Business Administration Publication No. 8.**

California Association of School Business Officials, Sacramento.; California State Dept. of Education, Sacramento. Bureau of School Apportionments and Reports.

Pub Date 73

Note—133p.

Available from—California State Department of Education, Bureau of Publications, P.O. Box 271, Sacramento, California 95814 (\$1.50)  
**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**  
 Descriptors—\*Administrator Guides, Educational Administration, \*Educational Finance, Elementary Secondary Education, Glossaries, \*Management Systems, Manuals, \*Recordkeeping, Records (Forms), \*School Accounting  
 Identifiers—\*California

This edition of the California School Accounting Manual completely revises the previous school accounting system in California. It is intended to provide the procedures and methods necessary for school business officials to develop any kind of financial information that may be requested by local, county, or state education agencies. This manual establishes procedures and codes for accounting income and expenditures by object, rather than by function. This new system provides maximum flexibility, as the object accounts may be combined in any number of ways to illuminate many different kinds of programs. The manual is organized in eight parts. Parts 1, 2, 3, and 4 present account codes and required accounting and reporting procedures; parts 5 and 6 discuss recommended procedures for stores systems and general ledger accounting; and parts 7 and 8 present glossaries of accounting and data processing terminology. Although the manual was prepared specifically for use in California public schools, many of the financial reporting forms and procedures described may be useful in other states as well. (Author/JG)

**ED 113 799 80 EA 007 590**

**Year-Round Education Handbook.**

California State Dept. of Education, Sacramento. Office of Program Planning and Development.

Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C. Div. of State Assistance.

Pub Date 75

Note—66p.

Available from—California State Department of Education, Bureau of Publications, P.O. Box 271, Sacramento, California 95814 (\$1.50)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Administrator Guides, Attendance Records, Bibliographies, \*Case Studies (Education), Educational Finance, Elementary Secondary Education, \*Extended School Year, Facility Planning, Personnel Policy, Program Evaluation, School Calendars, \*Year Round Schools

Identifiers—California, Elementary Secondary Education Act Title V, ESEA Title V

This handbook is designed to aid school districts that are considering either implementing a year-round program for the first time or improving and expanding an existing year-round program. The handbook is organized in 11 chapters that discuss the following topics: introduction to the year-round school, reorganizing the school calendar, adopting the year-round calendar, case studies of year-round programs in California, the legal basis for year-round school programs, financing year-round school programs, accounting and reporting of attendance, personnel considerations, planning school facilities, evaluating year-round programs, and supplemental information on year-round programs. In addition, there is an extensive bibliography of various publications and other reference materials relevant to the topic of year-round school programs. (JG)

**ED 113 800 EA 007 591**

**Deneen, James R. Musella, Donald F.**

**The Needs Ahead: Critical Issues Facing Educational Administrators in Ontario.**

Ontario Council for Leadership in Educational Administration, Toronto.

Pub Date 10 Jan 75

Note—28p.; From the Proceedings of the Conference on Critical Issues Facing Educational Administrators at the Ontario Institute for Studies in Education (Toronto, January 10, 1975)

Available from—Ontario Council for Leadership in Educational Administration, Suite N1201, 252 Bloor Street West, Toronto, Ontario (\$2.00, Payment must accompany order)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Conference Reports, \*Educational Administration, \*Educational Research, Elementary Secondary Education, Higher Education, \*Leadership, Research, \*Research Projects, \*Research Utilization  
 Identifiers—\*Ontario

The monograph grew out of the Critical Issues Conference sponsored by the Ontario Council for Leadership in Educational Administration (OCLEA). At the one-day conference, 57 researchers and practitioners discussed the ten major areas of research and development needs. These areas, identified in advance of the conference, were leadership and administrator development, the organization, staff development, curriculum/instruction, philosophy/objectives, community education, financing of education, labor relations, evaluation, and sociological and environmental factors. The problems in these areas and the questions asked by the researchers in an attempt to state the research issues growing out of the problems are presented. After the meeting, the attendees were polled to determine the most important issues. The four most important areas were determined to be leadership and administrator development, the organization, evaluation, and curriculum/instruction. (Author/IRT)

**ED 113 801 EA 007 592**

**Smith, Charles Z.**

**School Security and Rights of Juveniles.**

Pub Date 15 Jul 75

Note—29p.; Paper presented at the Annual Meeting of the National Association of School Security Directors (6th, Seattle, Washington, July 15, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Civil Liberties, \*Court Litigation, Crime, Delinquency, \*Delinquents, Due Process, Elementary Secondary Education, \*Juvenile Courts, \*School Vandalism, \*Student Rights, Supreme Court Litigation

After introductory sections on the incidence of crime among juveniles and in the schools, the author concentrates on the rights of students in the schools and in the courts. He traces the historical development of juvenile courts from their original intentions up to the Supreme Court decisions that have granted substantial civil liberties to juveniles. It is noted that not every case of delinquency (based on criminal law violations) need be referred to juvenile court. It is possible that an administrative unit of a school could make appropriate disposition of school-related delinquent acts, provided that the requirements of due process and fundamental fairness are met. If a student is referred outside the school system, it is reasonable to expect that he would be first referred to the juvenile court. If a juvenile is referred to the court, the school must be willing to accept the jurisdiction of the court as controlling. (Author/IRT)

**ED 113 802 EA 007 593**

**Bolmeier, Edward C.**

**The School in the Legal Structure. American School Law Series. Second Edition.**

Pub Date 74

Note—346p.

Available from—W. H. Anderson Co., 646 Main Street, Cincinnati, Ohio 45201 (\$9.00)

**Document Not Available from EDRS**

Descriptors—Administrative Agencies, \*Board of Education Role, \*Court Cases, \*Court Litigation, Educational Finance, \*Educational Legislation, Elementary Secondary Education, Federal Legislation, Legal Responsibility, \*School Law, State Legislation, Student Rights, Teacher Employment

This book provides a general survey of current law governing schools in the United States. Constitutional, statutory, and administrative provisions affecting the schools are examined at both the federal and state levels; however, primary emphasis of the discussion is on court decisions pertaining to educational issues. A total of 105 new cases that have been adjudicated since publication of the first edition in 1968 are cited in this edition. The various chapters focus on the following topics: the federal Constitution and the schools, Congress and the schools, the U.S. Office of Education and the schools, the federal courts and the schools, state constitutional provisions for schools, state legislatures and the schools, state courts and the schools, state boards of education, chief state school officers, the local school district, school district tort liability, the local school board, school board authority over school property, school board authority over school finance, school board authority over teachers, school board authority over pupils, and school board authority over curriculum. (JG)

**ED 113 803**

**EA 007 594**

**Bolmeier, Edward C.**

**Teachers' Legal Rights, Restraints and Liabilities. American School Law Series.**

Pub Date 71

Note—149p.

Available from—W. H. Anderson Co., 646 Main Street, Cincinnati, Ohio 45201 (\$8.00)

**Document Not Available from EDRS**

Descriptors—Academic Freedom, \*Court Cases, \*Court Litigation, Elementary Secondary Education, Higher Education, Leave of Absence, \*School Law, Teacher Dismissal, \*Teacher Employment, \*Teacher Responsibility, Teacher Strikes, Tenure

This book presents and analyzes approximately 110 court decisions on a number of issues pertaining to the legal rights and responsibilities of teachers. The author discusses the significant legal principles involved in each case in an attempt to provide useful guidelines for teachers and school administrators. Except in the final chapter, the author limits his discussion to an objective appraisal of the legal aspects of the various cases and refrains from personal judgments on their propriety or social implications. The individual chapters focus on the following topics: the right of tenure, termination of tenure by dismissal, the right of leave of absence, the right of association, the right to teach certain controversial matters, rights outside the classroom, the right to strike, liability for pupil injuries, and conclusions and implications. (JG)

**ED 113 804 EA 007 595**

**O'Brien, J. Stephen Vacca, Richard S.**

**The Supreme Court and the Religion-Education Controversy: A Tightrope to Entanglement.**

Pub Date 74

Note—113p.

Available from—Moore Publishing Co., Box 3143, West Durham Station, Durham, North Carolina 27705 (\$8.95)

**Document Not Available from EDRS**

Descriptors—Civil Liberties, \*Constitutional Law, Court Cases, Elementary Secondary Education, Higher Education, \*Religion, Religious Education, \*School Law, \*State Church Separation, \*Supreme Court Litigation

Identifiers—\*Entanglement Test

The scope of this book is limited to a study of case law encompassing the major decisions of the United States Supreme Court involving religion and education. It is intended to aid readers in predicting the legal ramifications of various legislative enactments and administrative policies affecting the schools and in understanding the reasoning and procedures of the United States Supreme Court. The book is divided into six chapters. Chapter 1 is an introduction to the courts' involvement in educational decision-making; chapters 2 and 3 examine the major constitutional tests utilized by the Supreme Court in resolving cases involving the relationship of religion to education; chapters 4 and 5 discuss the emergence of the new "entanglement" test from the earlier test of "neutrality" and "child benefit"; and chapter 6 attempts to synthesize the material presented and aid readers in understanding future legal ramifications of the "entanglement" test. (Author/JG)

**ED 113 805 EA 007 596**

**Schimmel, David Fischer, Louis**

**The Civil Rights of Students. Critical Issues in Education Series.**

Pub Date 75

Note—347p.

Available from—Harper and Row, Publishers, 49 East 33rd Street, New York, New York 10016 (\$4.95, paperback)

**Document Not Available from EDRS**

Descriptors—\*Civil Liberties, Civil Rights, \*Court Cases, Court Litigation, Dress Codes, Due Process, Elementary Secondary Education, Freedom of Speech, Higher Education, Racial Discrimination, Religion, \*School Law, Sex Discrimination, \*Student Rights

This book is intended to help students, teachers, administrators, and parents become more aware of students' legal rights and more sensitive to arguments on both sides of current civil rights controversies. The authors attempt, whenever possible, to translate legal jargon into language more readily understood by laymen, and they rely primarily on the "case" approach to discussing legal questions. This approach first

describes the situation surrounding a legal controversy, then poses several questions that confront the major implications of the case, and finally summarizes the opinion of the court. Summaries at the end of each chapter integrate the rulings of the diverse cases presented in the chapter. Individual chapters examine provisions and applications of school law involving freedom of speech, freedom of the press, freedom of association, freedom of religion and conscience, personal appearance, racial and ethnic segregation, sex discrimination, and due process of law. (Author/JG)

**ED 113 806** **EA 007 597**

*La Morte, Michael W. And Others*  
**Students' Legal Rights and Responsibilities. American School Law Series.**

Pub Date 71

Note—241p.

Available from—W. H. Anderson Co., 646 Main Street, Cincinnati, Ohio 45201 (\$8.00)

**Document Not Available from EDRS**

**Descriptors**—\*Court Cases, Court Litigation, Dress Codes, Due Process, Freedom of Speech, \*High School Students, Married Students, \*School Law, Search and Seizure, Secondary Education, Student Organizations, \*Student Rights, \*Student School Relationship

This book examines the impact of a variety of court cases involving the legal rights and responsibilities of public secondary school students. Each chapter begins with a brief commentary that provides an overview of a broad area of student rights, followed by a number of short sections that focus on significant subtopics. The final section of each chapter presents edited reports of leading cases applicable to that area of school law. Editing has been minimized in an effort to retain the flavor of each case; a total of 27 cases are reported in this manner. The individual chapters focus on the following topics: dress and personal appearance, freedom of expression, rights of married students, secret organizations, search of students and their lockers, and procedural due process. (JG)

**ED 113 807** **EA 007 598**

*Immegart, Glenn L. Pilecki, Francis J.*  
**An Introduction to Systems for the Educational Administrator.**

Pub Date 73

Note—204p.

Available from—Addison-Wesley Publishing Company, Reading, Massachusetts 08167 (\$8.95)

**Document Not Available from EDRS**

**Descriptors**—\*Educational Administration, Elementary Secondary Education, Higher Education, \*Management Systems, Organization, Organizational Effectiveness, \*Organizational Theories, Organizations (Groups), \*Systems Approach, \*Systems Concepts, Systems Development

**Identifiers**—PERT, Planning Programming Budgeting System, PPBS, Program Evaluation and Review

A comprehensive introductory book on systems theory and practice in education, this text is designed for introductory graduate-level courses or for self-study. It presents an introduction to a wide variety of subjects, with references for more detailed study of individual topics. The emphasis is split between systems thought and systems procedures; the applications parts are derived from the authors' research and practical experience. The theoretical foundation developed by the authors is operationalized in terms of administrative problems and situations. Numerous examples are included to illustrate the relevance of the systems mode of thought. Practical applications are then developed in the light of heuristic and viable systems concepts. The authors believe systems theory offers a method of operating that squarely confronts the issues of organizational effectiveness and efficiency. (Author/IRT)

**ED 113 808** **EA 007 599**

*Scarborough, Alton T. And Others*  
**Manual for Conducting School Retreats. Improving Communications among Trustees, Administrators, Faculty, and Students.**

Center for Creative Leadership, Greensboro, N.C.

Pub Date 73

Note—69p.

Available from—Center for Creative Leadership, P.O. Box P-1, Greensboro, North Carolina 27402 (\$2.00)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Administrator Role, \*Communication (Thought Transfer), Conferences, Decision Making, Elementary Secondary Education, Faculty, Group Activities, Higher Education, \*Leaders Guides, Manuals, Problem Solving, \*Student Role, Trustees, \*Weekend Programs, Workshops

The weekend retreat provides an opportunity for a mixed group of persons interested in the activities of a college or school to meet and discuss problems of mutual interest. In this manual, experiential exercises are emphasized to insure high participation while at the same time providing direction and structure. All the necessary exercise descriptions, forms, and questionnaires are included. The exercises, which focus on several areas of community life, emphasize organizational roles. A situation description is provided, and the outlines of the roles to be played by students, faculty, and trustees are presented. (Author/IRT)

**ED 113 809** **EA 007 600**

*Mullen, David J. Mullen, Rosemary C.*

**A Principal's Handbook for Conducting a Needs Assessment Using the School Program Bonanza Game.**

Pub Date 71

Note—69p.

Available from—David J. Mullen, Bureau of Field Studies, College of Education, University of Georgia, Athens, Georgia 30602 (\$3.50)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Educational Assessment, \*Educational Needs, Elementary Secondary Education, \*Games, Management Games, Needs, Parent Participation, \*Principals, \*School Community Relationship, Student Participation

**Identifiers**—Needs Assessment, \*School Program Bonanza Game

The School Program Bonanza Game is an approach to conducting a needs assessment. It differs somewhat from other needs assessment packages in that it attempts to provide a needs assessment concerning the overall purposes or goals of the school. In essence, the game asks people to choose a mix of variables from a range of competing alternatives. The way respondents choose indicates the trade-off values of individual items. This handbook provides a copy of the game, a section on administration and use of the game, and a section on the game's background. The game is to be administered to students, parents, board of education members, and laymen. (Author/IRT)

**ED 113 810** **EA 007 601**

*Doering, Vivian N.*

**Boardmanship. A Guide for the School Board Member.**

California School Boards Association, Sacramento.

Pub Date 75

Note—133p.

Available from—California School Board Association, 800-9th Street, Sacramento, California 95814

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—\*Board Administrator Relationship, \*Board of Education Policy, \*Board of Education Role, \*Boards of Education, Educational Facilities, Elementary Secondary Education, Junior Colleges, \*School Law

**Identifiers**—\*California

To become a capable and successful board member, an individual must be willing to devote many hours to serving as a school trustee—attending board meetings, school functions, conferences, and workshops, and thoroughly studying issues and problems demanding decisions. This manual gives a comprehensive account of these areas of board responsibility and the specific "how to's" of procedure. This issue, which incorporates the significant points of the previous editions, has been aimed at updating information of importance to board members as well as at clarifying the role of today's board member. It is hoped that this manual will give the new board member a mini-course in California public school boardmanship and will refresh and update the knowledge of board members who have already served for a period of time. (Author)

**ED 113 811**

**EA 007 602**

*Brown, Robert, Jr. And Others*  
**Development and Supervision of a Building Teacher Aide Training Program.**

Pub Date 30 Jul 75

Note—99p.; Submitted in partial fulfillment of requirements for Doctor of Education, Nova University

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—\*Educational Programs, Elementary Secondary Education, \*Experimental Programs, Paraprofessional School Personnel, Personnel Evaluation, \*Program Design, Program Evaluation, \*Teacher Aides, \*Training

**Identifiers**—\*Texas (Dallas)

This report describes a practicum project that was intended to develop, implement, and supervise a building teacher aide training program and to determine its impact on the performance of forty building teacher aides in the Dallas Independent School District. The design of the training program was to improve the performance of teacher aides in management services, multimedia services, clerical services, library activities, classroom procedures, office routines, and communication with students, while also improving teacher/aide relationships and giving aides a better understanding of their roles and responsibilities. Pretests and posttests administered to teacher aides in seven experimental and seven control schools showed that aides who participated in the training program showed significant improvement in all areas compared with the control groups. Detailed test results are presented, and copies of the tests and of the ten behavior checklists completed periodically by principals of the experimental schools are also included. (Author/JG)

**ED 113 812** **EA 007 603**

*Pasmore, William A. And Others*

**The Effects of Two Normative Structural Interventions on Established and Ad Hoc Groups: Implications for the Improvement of Decision Making Effectiveness. Paper No. 497.**

Purdue Univ., Lafayette, Ind. Herman C. Krannert Graduate School of Industrial Administration.

Pub Date Mar 75

Note—39p.; Limited number of copies available. Will not be reprinted

Available from—Secretary of the Institute Paper Series, Krannert Graduate School of Industrial Administration, Purdue University, West Lafayette, Indiana 47907 (Paper No. 497, Free)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Decision Making, Decision Making Skills, \*Group Behavior, \*Group Dynamics, \*Interaction Process Analysis, \*Problem Solving, Tables (Data), T Groups

This paper describes a study that compared the use of consensual, nominal, and conventional decision-making techniques in established and ad hoc groups. The impact of the structural interventions on group decision quality and group attitudes is examined and the appropriateness of the techniques in various situations is discussed. Findings of the study indicate that the nominal technique is particularly well suited to situations in which time is a critical factor, while the consensual technique is apparently better suited to situations in which decision quality is critical. Both the nominal and consensual techniques appear to yield better results than conventional decision-making methods do. (Author/JG)

**ED 113 813** **EA 007 604**

*Orsomarso, D. Frank*

**Management by Objectives for the Newington Public Schools.**

Pub Date Jul 75

Note—114p.; Submitted in partial fulfillment of requirements for Doctor of Education, Nova University. Appendices A-S of the original document were removed due to marginal legibility and are not available. They are not included in the pagination

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—Change Strategies, Educational Accountability, \*Educational Administration, Educational Objectives, Educational Planning, Elementary Secondary Education, \*Experimental Programs, \*Management by Objectives, \*Management Systems, \*Models, Program Design

**Identifiers**—Connecticut (Newington)

This report describes a practicum project that attempted to develop a management by objectives (MBO) model appropriate for use in the Newington (Connecticut) public school system and to train selected Newington administrators in the use of this management system. The Newington MBO model was designed to cope with a number of existing problems in the district; since most of these problems involved the high school, initial use of the MBO system was limited mainly to high school administrators. Newington administrators who used the MBO model during the 1974-75 school year stated that the model was of great value to them. A number of administrators from other school districts who reviewed the Newington MBO model felt that it would be of value in their districts as well. (JG)

ED 113 814

EA 007 605

Harper, Thomas

**Altering the Apathetic Parent-Community Attitudes Toward an Inner-City Secondary Community School.**

Pub Date Aug 75

Note—137p.; Submitted in partial fulfillment of requirements for Doctor of Education, Nova University; Portions of the Appendix may reproduce poorly

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—Academic Failure, Attendance, Change Strategies, \*Experimental Programs, Junior High Schools, Parent School Relationship, Program Design, \*School Community Relationship, \*School Improvement, School Vandalism, \*Student Attitudes, \*Student Behavior

This report describes a practicum project that attempted to reduce apathy among students and parents of students at an inner-city junior high school. All seventh-grade students at the study school and some of their parents were selected as the target group. A support team composed of noninstructional school personnel and community representatives was formed to plan and coordinate anti-apaty efforts at the school. The support team was particularly concerned with reducing such manifestations of apathy as absenteeism, tardiness, class cutting, vandalism, and failing grades, as well as with increasing student participation in extracurricular activities and parent interest and involvement in school affairs. Data on the various indicators of apathy among seventh-grade students were gathered before and after the practicum project. Comparison of prepracticum and postpracticum data indicated improvement on all of the student-related objectives, but no improvement in parent involvement. (Author/JG)

ED 113 815

EA 007 606

Porter, John W.

**The Public's Understanding and Attitudes Toward Educational Accountability. The Report of the Superintendent of Public Instruction.**

Michigan State Dept. of Education, Lansing.

Pub Date Aug 74

Note—221p.

EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage

Descriptors—Change Strategies, \*Educational Accountability, Educational Administration, \*Educational Attitudes, Educational Policy, Elementary Secondary Education, Public Opinion, \*State Surveys, Tables (Data), Teacher Attitudes

Identifiers—\*Michigan

This publication presents the results of a statewide study of the meaning, purpose, and methods of educational accountability that was conducted in the state of Michigan in 1974. Part 1 of the report examines the results of a public opinion survey designed to determine how Michigan residents and Michigan public school teachers perceive the concept of educational accountability and how they feel increased accountability may be achieved. Part 2 is a report prepared by the Educational Accountability Hearings Panel that summarizes the views expressed by Michigan citizens during the course of 13 public hearings on educational accountability. Part 3 presents the findings and conclusions of the Michigan Superintendent of Public Instruction, based on his review of the data from the public opinion survey and public hearings. A variety of accountability proposals offered by different organizations and individuals during the public hearings are presented in the appendix. (Author/JG)

ED 113 816

EA 007 607

**Year-Round Education Dream and Reality. A Report of the National Seminar on Year-Round Education (7th, Denver, Colorado, May 11-14, 1975).**

Colorado State Dept. of Education, Denver.; National Council on Year-Round Education.

Pub Date 75

Note—120p.; A related document is ED 083 735

Available from—Colorado State Department of Education, 530 State Office Building, Denver, Colorado 80203 (\$5.00, Quantity discounts, Make checks payable to 7th Year-Round Education Seminar)

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Academic Achievement, \*Administrative Personnel, Community Involvement, Curriculum Development, Educational Economics, Educational Facilities, \*Educational Planning, Elementary Secondary Education, \*Extended School Year, Higher Education, Paraprofessional School Personnel, Principals, Public Relations, \*School Community Relationship, Teachers, \*Year Round Schools

This seminar report contains the speeches of the two featured speakers (Dr. Calvin M. Frazier and Dr. Charles E. Silberman), the seminar papers of nearly 90 presenters, and biographical information on the speakers and presenters. (IRT)

ED 113 817

EA 007 609

Nolte, M. Chester

**School Testing, Grouping and the Law.**

Pub Date 13 Nov 75

Note—21p.; Paper presented at the Annual Meeting of the National Organization on Legal Problems of Education (21st, Colorado Springs, Colorado, November 13, 1975). Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Civil Liberties, \*Court Litigation, \*Educational Discrimination, \*Educational Testing, Elementary Secondary Education, Equal Education, \*Grouping (Instructional Purposes), Racial Discrimination, Sex Discrimination, Social Discrimination, Standardized Tests, Supreme Court Litigation, Test Bias, Testing, Tests

There are grounds for concern about testing's relationship to the law because where a constitutional issue is involved, the burden of proof of need for the test immediately shifts to educators. Throughout the history of testing in this country, the courts have often intervened to assure that students, while they are in school, are free from discrimination, either in word or act, by school officials. Upon a prima facie showing of discriminatory impact, those doing the testing must demonstrate the rationality of the testing procedures and the validity of the tests. In a case presenting the clearest summary of the requirements of proper validation, the court set up four hurdles that the defendant must clear. First, the test must have differential validity, that is, it must have separate validation scores for all minorities. Second, the level of confidence for the test must be at the .05 level. Third, the testing procedure must contain an adequate sample. Fourth, the test must have been administered to all under uniform conditions—the local use of the test must closely conform to the sample, purpose, and conditions used in the test's validation. (Author/IRT)

ED 113 818

EA 007 610

Stemnock, Suzanne K.

**The Four-Day School Week. ERS Report.**

Educational Research Service, Washington, D.C.

Pub Date 75

Note—38p.

Available from—Educational Research Service, Inc., 1815 North Fort Myer Drive, Arlington, Virginia 22209 (\$6.00, Payment must accompany orders of less than \$10.00)

Document Not Available from EDRS

Descriptors—\*Academic Achievement, Administrator Attitudes, Educational Economics, \*Educational Facilities, \*Educational Finance, Parent Attitudes, \*School Community Relationship, \*School Schedules, Secondary Education, Student Attitudes, Teacher Attitudes

Identifiers—Four Day Week Schedule

Overcrowded schools are still a problem to many superintendents and principals who must

devise ways of maintaining the quality of educational programs with little or no additional expenditure per pupil while accommodating more pupils in the same facilities. One approach tried by a few districts at the secondary level is the rescheduling of the school week whereby students attend classes four days a week, with or without a corresponding increase in the length of the school day. Six operating programs and one proposed but untried plan are presented here. Although four of the programs were originally instituted primarily to relieve overcrowded schools, each program reportedly realized one or more additional benefits (reduced costs, reduced pupil-teacher ratio, or expanded course offerings). Locally prepared descriptive materials cite these "fringe benefits" as the real strengths of the program rather than the fact that the four-day week relieves overcrowding. An overview of the research on the relationship between length of instructional time and student achievement and an extensive bibliography are included. (Author/IRT)

ED 113 819

EA 007 611

Zirkel, Perry A.

**Teacher-Board Relations in Connecticut: A Summary of the Law Regarding Scope of Negotiations, Good Faith Bargaining, and Unfair Labor Practices. Preliminary Draft.**

Pub Date Sep 75

Note—72p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Boards of Education, \*Collective Bargaining, Elementary Secondary Education, \*Employer Employee Relationship, Industrial Relations, \*Labor Legislation, Labor Problems, \*Teachers

Identifiers—\*Connecticut

This document is a discussion draft intended to lead to the formulation of a set of guidelines by the state board of education concerning three areas of teacher negotiations: scope, good faith bargaining, and prohibited practices. It has been prepared in the form of an organized data base that focuses on summarizing the present state of the law rather than on suggesting changes in the law. Although treated separately, scope, good faith bargaining, and unfair labor practices are interdependent. For example, a refusal to bargain on a subject within the mandatory scope of negotiations and a violation of good faith bargaining can both be treated as unfair labor practices. Appendixes present a summary of the scope of Connecticut contracts, tabular analyses of state statutes, footnotes, and a bibliography. (Author/IRT)

ED 113 820

95

EA 007 612

Winkler, Donald R.

**Project on Research in Student Learning. Final Report.**

California Univ., Santa Barbara. Community and Organization Research Inst.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 75

Grant—NE-G-00-3-0128 BR-3-2207

Note—107p.; Graphs may reproduce poorly

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Academic Achievement, Educational Resources, Elementary Secondary Education, Learning, Learning Processes, \*Learning Theories, Policy Formation, \*Student Attitudes, \*Student Development, \*Teacher Attitudes

This project researched three questions related to the production of cognitive skills in formal elementary and secondary education. The first question dealt with the pattern of student learning over time. It was found that, generally, the elasticity of grade eight knowledge with respect to grade eight school inputs is higher than the elasticity of grade eight knowledge with respect to grade one students who, then, might benefit from increased resource allocations in the early grades. The second question examined the preferences of teachers with respect to the level and distribution of learning within the classroom and to their own geographic location. Teachers attempt to maximize the average level of learning and to minimize the variance in learning in the classroom, though they strongly prefer to maximize achievement. The third question examined the relationship between student work effort and learning. It was found that student labor is a strong determinant of student learning. A summary



ry of the findings and their possible policy implications are presented in the body of the report with the complete studies presented in appendices. (Author/IRT)

**ED 113 821** **EA 007 613**

*Gatewood, Thomas E. Dilg, Charles A.*  
**The Middle School We Need. A Report from the A. S. C. D. Working Group on the Emerging Adolescent Learner.**

Association for Supervision and Curriculum Development, Washington, D.C.

Pub Date 75

Note—34p.

Available from—Association for Supervision and Curriculum Development, 1701 K Street, N.W., Suite 1100, Washington D.C. 20006 (Stock No. 611-75060, \$2.50)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Administrator Role, \*Adolescence, Adolescents, Cognitive Development, \*Curriculum Design, Curriculum Development, Emotional Development, \*Human Development, Instructional Programs, \*Middle Schools, Organization, Personality Development, Physical Development, Professional Continuing Education, Secondary Education, \*Student Centered Curriculum

This position paper identifies the purposes and underlying rationale of the middle school, outlines what the middle school program should be—curricular, instructional, and organizational—administrative, and presents some leadership implications. It is assumed that if educators understand the root causes of transcendent behavior, they will deal more rationally and sanely with that behavior. The characteristics of transcendent physical, intellectual and mental, and personality growth are presented as the rationales for specific recommendations and program implications. These recommendations and implications are designed to improve teaching and learning. The recommendations are intended as general guidelines and, while most will have relevance for all school districts in the United States, their interpretation into more specific program implications may reflect certain factors or nuances indigenous to individual districts. The suggested implications that follow the recommendations are presented to illustrate various program alternatives. The problems that must be met by middle school leaders—administrators, supervisors, state departments, universities, and professional organizations—in order to accomplish the middle school outlined are also dealt with. (Author/IRT)

**ED 113 822** **EA 007 619**

*Stancato, Frank A.*  
**Group Cohesiveness and Classroom Instruction: Implications for Open Classroom Practice.**

Pub Date 4 Apr 75

Note—15p.; Paper presented at the Annual Meeting of the Michigan Academy of Science, Arts, and Letters (April 4, 1974)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Bibliographies, \*Classroom Environment, Discussion (Teaching Technique), Elementary Secondary Education, \*Group Dynamics, \*Group Unity, \*Open Education, Peer Acceptance, Self Actualization, Social Psychology

The purposes of this paper are to focus on the property of group cohesiveness as a positive force affecting students' cognitive and personal growth, and to draw some implications from the research on cohesiveness for teachers who employ open classroom techniques. A bibliography is included. (Author/MLF)

**ED 113 823** **EA 007 621**

*An Evaluative Study of Flexible-Modular Scheduling: Mott Senior High School, Warren Consolidated Schools. Awareness, Vol. 1, No. 3.*

Macomb County Intermediate School District, Mount Clemens, Mich.

Pub Date Jun 71

Note—64p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—Academic Achievement, Attendance, Attendance Patterns, Costs, \*Educational Assessment, \*Educational Environment, \*Flexible Schedules, \*Flexible Scheduling, Questionnaires, Schedule Modules, Senior High Schools, Student Opinion, Surveys, Teaching Experience

This report is a compilation abstracted from an exhaustive investigation into three senior high

schools. The areas of investigation cover the general learning environment, selected characteristics of a learning environment, achievement, cost, a summary of findings, and recommendations. Also included are a survey of student opinion, a study of senior high attendance, a survey of teacher experience at one school, and an assessment of advantages/disadvantages of the scheduling method. It is recommended that flexible-modular scheduling not be continued in its present form. Rather, undesirable features should be eliminated and highly valued features should be retained if possible. The resulting schedule will likely hold little flexibility in terms of unscheduled student time, but should provide capabilities to retain high priority characteristics of a good learning environment. (Author/IRT)

**ED 113 824** **95** **EA 007 622**

**Statistical Survey of Elementary Schools: Development of a Large-Scale Survey 1972-74.**

Intran Corp., Minneapolis, Minn.; National Center for Education Statistics (DHEW), Washington, D.C. Survey Design and Implementation Branch.; RMC Research Corp., Los Altos, Calif.

Report No—NCES-76-303

Pub Date [75]

Contract—OEC-0-72-5224

Note—201p.

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**

**Descriptors**—Elementary Education, Federal Programs, Field Studies, \*National Surveys, \*Pretests, \*Research Methodology, Sampling, \*School Surveys, Statistical Studies, \*Validity

This report presents the results of a two-year project to design, pretest, and revise the Statistical Survey of Elementary Schools, which is intended to provide information on federally funded elementary education programs operating in local public school systems. The report also documents the activities and decisions that brought about these results. (Author)

**ED 113 825** **EA 007 623**

**Year Round School Articulation and Compatibility Study. Volume 1: Summary Report.**

Grossmont Union High School District, Calif.; San Diego County Dept. of Education, Calif.

Pub Date Dec 72

Note—26p.; Innovation Fund Project No. 221, A related document is EA 007 624

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Articulation (Program), Community Involvement, Curriculum Development, Educational Facilities, \*Educational Finance, Elementary Secondary Education, \*Extended School Year, \*Feasibility Studies, Personnel Needs, Public Relations, School Community Relationship, School Law, School Personnel, \*Year Round Schools

**Identifiers**—\*45 15 Plan

A ten-member committee was established to identify and illustrate the factors that significantly affect the articulation and compatibility of elementary and secondary school programs resulting from year-round school operation. The committee authorized six projects to implement its purposes. These projects were to create a library of year-round school materials, to survey local year-round schools, and to study vocational education, air conditioning, summer school articulation, and high school patterns as they relate to year-round schedules. Reports of these projects are in another volume. This report is presented in a format that reflects the three basic areas identified for study: community scheduling (planning time, real and imagined difficulties of the extended calendar, compatibility of adult work schedules in the extended calendar, youth job opportunities with the extended calendar), curriculum and instruction (desirability of pilot programs versus total district involvement, scheduling flexibilities, advantages of intersessions, financing curricular changes), and legal and personnel (legal factors, personnel factors, program planning factors). (Author/IRT)

**ED 113 826** **EA 007 624**

**Year Round School Articulation and Compatibility Study. Volume 2: Research Reports Conducted for the Project.**

Grossmont Union High School District, Calif.; San Diego County Dept. of Education, Calif.

Pub Date Dec 72

Note—80p.; Innovation Fund Project No. 221, A related document is EA 007 623

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—\*Air Conditioning, \*Articulation (Program), Educational Facilities, Elementary Secondary Education, \*Extended School Year, Feasibility Studies, \*Summer Schools, \*Year Round Schools

**Identifiers**—\*45 15 Plan

This is a presentation of six research reports conducted for a year-round school articulation and compatibility study. Presented are the reports of the committees concerned with a year-round school research bibliography library, a student employer survey, a general air-conditioning survey, a review of selected year-round school surveys, a summer school articulation report, and a research report of the 44-17 and other methods of year-round secondary school operation. The student employer survey was carried out in order to sample the conditions under which high school students are employed and the effect that year-round school would have on youth employment and the general business operation. The general air-conditioning survey was to determine the factors existing in the area schools; no attempt was made to estimate the operation costs for increased air-conditioning. The stress of the survey of year-round schools was placed on the most recent studies and surveys accomplished in San Diego County that attempted to measure the attitudes and opinions of various populations toward the year-round concept. (Author/IRT)

**ED 113 827** **EA 007 627**

*Sharpe, Fenton*

**Trust—Key to Successful Management. OSSC Bulletin, Vol. 19, No. 2.**

Oregon School Study Council, Eugene.

Pub Date Oct 75

Note—27p.

Available from—Oregon School Study Council, 124 College of Education, University of Oregon, Eugene, Oregon 97403 (\$1.50, Quantity discounts)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Administrator Guides, Communication Problems, Humanization, Interpersonal Competence, Interpersonal Relationship, \*Leadership Qualities, \*Management, \*Organizational Effectiveness, \*School Organization

**Identifiers**—\*Trust

The concept of trust and its implications for people working at various levels within school systems are explored. The school administrator is alerted to the elements of bureaucracy that inhibit the development of trust—hierarchy of authority, impersonal relationships and isolation, rules and regulations, close supervision and control, and decision-making practices. Research is cited of the results of a climate of distrust and the effects of a climate of trust. Some specific actions that a leader may take to develop a high trust level in an organization are discussed. (Author/MLF)

**ED 113 828** **80** **EA 007 629**

*Pundiak, Jean And Others*

**Planning Bibliography for Education: A Planning Handbook for Districts. Planning Handbooks for Local Districts No. 7.**

New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jun 75

Note—143p.

Available from—New Jersey Department of Education, Division of Research, Planning and Evaluation, 225 West State Street, Trenton, New Jersey 08625 (\$3.00)

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—\*Annotated Bibliographies, \*Educational Planning, Elementary Secondary Education, \*Information Sources, \*School Planning

**Identifiers**—Elementary Secondary Education Act Title V, ESEA Title V, Project Next Step

This handbook provides references to ideas and programs that touch every aspect of comprehensive educational planning. The first section, Planning Overview, explains the steps in a comprehensive planning process. The second section, Information Resources, describes the New Jersey library system and other New Jersey and national sources of information useful to educational planning. The last sections contain annotated references categorized as theory and models, community participation, goal development,

needs assessment, problem analysis, selection of alternatives, implementation, evaluation, technical reference, and bibliographies. Since the categories overlap and many articles contain information pertaining to several of the categories, a cross-referencing system is employed. (MLF)

**ED 113 829** EA 007 630

*Nelson, Doreen G.*  
**Manual for the City Building Educational Program: Architectural Consultant Edition.**  
National Endowment for the Arts, Washington, D.C.

Pub Date 74

Note—111p.

Available from—The Center for City Building Educational Programs, 235 South Westgate Avenue, Los Angeles, California 90049 (\$8.95)  
**Document Not Available from EDRS**

**Descriptors**—Creative Development, \*Creative Thinking, Curriculum Guides, Educational Games, Elementary Education, \*Environmental Education, Flow Charts, Futures (of Society), \*Instructional Innovation, Interdisciplinary Approach, \*Problem Solving, Simulation

The program outlined in this manual is an interdisciplinary method of teaching required curriculum (plus additional skills) to elementary students within the framework of a series of activities that relate subject matter to real-life situations. The activities of the program are divided into four slightly overlapping phases or topic areas, each dealing with a different area of development. Each phase is introduced by a statement of purpose and a diagram of developmental sequence. The sequence diagram breaks down each phase into a system of games and simulations and indicates the relationships of all activities in that phase. Following each phase is a list of suggested support activities. The activities progress from simple ones, which can be solved by individual students working alone, to complex ones, which require group organization. Each activity in the program is documented by topic, activity, purpose, objectives, materials, duration, and procedure. (Author/MLF)

**ED 113 830** EA 007 631

*Rice, Paul D. And Others*  
**Year-Round Schools: Models and Issues. A Bibliography and Review of Selected Evaluation Reports and Studies on Year-Round Education. Final Report.**

National Council on Year-Round Education.

Report No.—ASPE-75-018; PB-242-804

Pub Date 1 May 75

Note—195p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (Order No. PB-242-804, MF \$2.25, PC \$7.00)

**Document Not Available from EDRS**

**Descriptors**—Academic Achievement, \*Bibliographies, Educational Finance, Educational Objectives, Elementary Secondary Education, \*Extended School Year, \*Year Round Schools  
**Identifiers**—45 15 Plan, Quinmester Program

Year-round schools are not a new phenomenon in American education. During the 19th century, cities such as Chicago, Boston, Washington, Cleveland, Buffalo, and Detroit held school sessions of 48 or more weeks per year. The traditional calendar is a misnomer; it came about primarily as a compromise between urban and rural legislators. Renewed interest in year-round schools became evident about the turn of the century because of the space and financial problems facing many school districts. Since the early 1960s, a variety of factors have led communities and school boards to consider, and sometimes to implement, year-round school operation. This report examines several educational programs of year-round school and their implementation. The report describes various types of year-round schools and identifies the objectives, impacts, promises, and criticisms of each model. The second report is an exhaustive bibliography on year-round schools including a summary of evaluation studies conducted on year-round programs. (NTIS)

**ED 113 831** EA 007 632

*Heller, M. P.*  
**So Now You're a Principal.**  
National Association of Secondary School Principals, Reston, Va.

Pub Date 75

Note—47p.

Available from—National Association of Secondary Principals, 1904 Association Drive, Reston, Virginia 22091 (\$3.00; orders of \$10.00 or less must be accompanied by payment)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Administrator Guides, \*Administrator Responsibility, \*Administrator Role, Collective Bargaining, Communication (Thought Transfer), Decision Making, \*Decision Making Skills, Educational Planning, Guidelines, Inservice Education, Management, Morale, \*Principals, Professional Continuing Education, Scheduling, School Law, Secondary Education, Staff Utilization

This booklet is designed to explore some of the major areas of concern for a principal, especially for new principals and for assistant principals who aspire to the principalship. Emphasis is on the practical application of alternative courses of action. The booklet is organized according to the following categories: the nature of the job, administrative theories, categorical considerations (scheduling, staff utilization, negotiations, communications, accountability, student discipline), awareness, planning, inservice and evaluation, morale, and legal factors. Ten specific tips on how to perform in the role of the principal are included. (Author/IRT)

**ED 113 832** EA 007 634

*Feild, Bob*

**Hands-On Museums: Partners in Learning. A Report.**

Educational Facilities Labs., Inc., New York, N.Y.

Spons Agency—National Endowment for the Arts, Washington, D.C.

Pub Date 75

Note—47p.; Photographs may reproduce poorly

Available from—Educational Facilities Labs., 850 Third Avenue, New York, New York 10022 (\$3.00, prepaid)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Case Studies, Community Support, \*Educational Facilities, \*Educational Innovation, Educational Planning, Elementary Secondary Education, Facility Planning, Financial Support, \*Museums, \*Resource Centers, \*Student Participation

The 15 museums featured demonstrate the convergence of two ideas—the development of new kinds of museum experience, especially for the young, and the ongoing search for significant out-of-school educational opportunities. These museums provide students with educational experiences typically not possible within the schoolhouse. The purpose of these case studies is to render more visible the museum-education idea, to show the variety of programs and facilities that have emerged from disparate beginnings and yet have similar purposes, and to suggest some issues, facility implications, and funding sources for those planning such facilities. (Author/MLF)

**ED 113 833** EA 007 637

*Eastman, Charles And Others*

**An Outline of the Building Description System. Research Report No. 50.**

Carnegie-Mellon Univ., Pittsburgh, Pa. Inst. of Physical Planning.

Report No.—RR-50

Pub Date Sep 74

Note—23p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Architectural Drafting, \*Architectural Programming, \*Building Plans, \*Computer Graphics, \*Computer Programs, Facility Planning, Facility Requirements, Spatial Relationship, Systems Approach

Many of the costs of design, construction, and building operation derive from the reliance on drawings as the description of record of the building. As a replacement, this paper outlines the design of a computer system useful for storing and manipulating design information at a detail allowing design, construction, and operational analysis. A building is considered as the spatial composition of a set of parts. The system, called Building Description System (BDS) has the following associated with it: (1) a means for easy graphic entering of arbitrarily complex element shapes; (2) an interactive graphic language for editing and composing element arrangements; (3) hardcopy graphic capabilities that can produce perspective or orthographic drawings of high quality; and (4) a sort and format capability al-

lowing sorting of the data base by attributes, for example, material type, supplier, or composing a data set for analysis. (Author)

**ED 113 834** EA 007 638

*Clifford, G. F.*

**The Executive and Executive Behavior.**

Pub Date Dec 74

Note—41p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Administration, \*Administrative Principles, \*Administrator Education, Communication Problems, Human Relations, Leadership Styles, \*Leadership Training, \*Management, Management Development, Office Management, Personality Assessment, Personnel Management

This paper presents those functions of an executive that relate principally to his duty to and involvement with people. Subtopics indicate the executive as a leader, a person, a human relations agent, an employer, and a problem-solver. Leaders may be categorized by personality factors, by methods of selection, or the manner in which the leadership function is executed. One of the most critical areas in which the executive is involved is that of problem-solving. While no specific set of character traits or particular executive style can be established as the best, research does indicate that certain personality traits and qualities of leadership are exhibited in successful executives. Essential personal characteristics include faith in humanity, genuine concern for others, initiative and integrity, and a sense of purpose and direction. Quality of leadership is characterized by the degree of technical mastery of the executive, a level of intelligence higher than that of most subordinates, and a social awareness enabling him to communicate effectively with others. (Author/MLF)

**ED 113 835** EA 007 648

**Contemporary Legal Problems in Education.**

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 75

Note—254p.; Papers presented at the Annual Meeting of the National Organization on Legal Problems of Education (20th, Miami Beach, Florida, November 13-15, 1974); Related documents are ED 090 616 and EA 007 649-666

Available from—National Organization on Legal Problems of Education, 825 Western, Topeka, Kansas 66606 (\$9.95)

**Document Not Available from EDRS**

**Descriptors**—Collective Bargaining, \*Court Litigation, \*Educational Administration, Educational Finance, Elementary Secondary Education, Federal Legislation, Higher Education, \*Principals, \*School Law, Search and Seizure, Sex Discrimination, State Church Separation, Student Rights

This is a collection of the major papers presented at the National Organization on Legal Problems of Education annual convention. The papers reflect the diversity and complexity of the legal issues that affect schools. Major articles include "Legal Literacy and Teacher Education," by Louis Fischer and David Schimmel; "School Finance Reform in a Post-Rodriguez World," by Betsy Levin; "Legal Aspects of Educating the Developmentally Disabled," by H. Rutherford Turnbull III; "Student Conduct: Recent Developments in Constitutional Law," by E. Edmund Reutter, Jr.; and "Sex Discrimination in Educational Institutions and the Law," by Bernice Sandler. Fifteen other articles range in subject matter from the legal problems of student records and publications to the search of students and their lockers. This book contains a discussion of nearly every major legal issue with which educational institutions must deal. (Author)

**ED 113 836** EA 007 649

*Hedinger, Fred M.*

**Should Congress Enact a Collective Bargaining Statute for Public Employees?**

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 75

Note—11p.; Chapter 1 of EA 007 648

Available from—Available only as part of complete document, see EA 007 648

**Document Not Available from EDRS**

**Descriptors**—Arbitration, \*Collective Bargaining, Elementary Secondary Education, \*Federal

Legislation, \*Federal State Relationship, \*Government Employees, Grievance Procedures, Labor Unions, \*Public Officials, Public Policy, Strikes, Teacher Strikes

The issues presented by proposed federal laws covering collective bargaining for public employees are perhaps the most important issues confronting public officials and the general functioning of representative government in our society. HR 8677 (and to a lesser extent HR 9730) is unacceptable because (1) it provides for federal regulation of state and local government employees; (2) it includes supervisors in the coverage of the law, leaving the public employer and the public without adequate representation; (3) it establishes unrestricted bargaining, allowing unions to virtually control the quantity, quality, and the general form of public services; (4) it legalizes strikes and establishes binding arbitration of interest issues; (5) it subjects all management decisions to the grievance process; and (6) it locks into unions public employees who should have a free choice to belong, or not to belong, to unions. Collective bargaining is a process of labor relations, not a device to determine public policy. (Author/IRT)

ED 113 837 EA 007 650

Sandler, Bernice

Sex Discrimination in Educational Institutions and the Law: Uncle Sam Wants You to be Nice to His Nieces!

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 75

Note—21p.; Chapter 2 of EA 007 648

Available from—Available only as part of complete document, see EA 007 648

Document Not Available from EDRS

Descriptors—\*Affirmative Action, \*Court Litigation, Elementary Secondary Education, \*Equal Opportunities (Jobs), Equal Protection, \*Federal Legislation, Higher Education, Personnel Selection, Promotion (Occupational), Recruitment, \*Sex Discrimination, Students, Working Women

The author reviews recent legislation concerning sex discrimination and examines the courts' views of discriminatory employment practices and discriminatory practices against students. The legislation covered includes the following: Executive Order 11246 as amended by Executive Order 11375; Title VII of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972; the Equal Pay Act of 1963, as amended by Title IX of the Education Amendments of 1972; the Comprehensive Manpower Act of 1971 and the Nurse Training Amendments Act of 1971; and Title IX of the Education Amendments of 1972 (Higher Education Act). The author expects the impact of antidiscrimination legislation to be enormous and many of the traditional practices and policies of the educational world to come under increasing fire for their sex discriminatory impact. (IRT)

ED 113 838 EA 007 651

Sharp, Robert K.

Search and Seizure in the Public School Context. National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 75

Note—13p.; Chapter 3 of EA 007 648

Available from—Available only as part of complete document, see EA 007 648

Document Not Available from EDRS

Descriptors—Administrator Responsibility, Civil Liberties, \*Court Litigation, Elementary Secondary Education, Legal Responsibility, \*Police School Relationship, \*Search and Seizure, \*Student Rights, Supreme Court Litigation

The present state of litigation on search and seizure will permit the warrantless search of a school locker by a school official who has reasonable suspicion that it contains something illegal, if he acts without the intrusion of the police. From the first and last search cases cited herein, it is abundantly clear that school officials exceed their authority when they subject students to strip searches and that they will be held accountable under assault and battery and civil rights theories if they conduct or allow such searches. As Gault and Tinker made clear, minor children who are enrolled in the public schools are citizens who retain their constitutional rights, even within the confines of the school environment. (Author)

ED 113 839

King, Thomas J.

Freedom and Control of Student Publications in the American High School.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 75

Note—34p.; Chapter 4 of EA 007 648

Available from—Available only as part of complete document, see EA 007 648

Document Not Available from EDRS

Descriptors—Censorship, Civil Liberties, \*Court Litigation, \*Self Expression, Senior High Schools, \*Student Publications, \*Student Rights

While noting the restrictions on the generalizability of case law, the author conducts a case-by-case review of litigation concerning student publications in the senior high school. He answers four questions: (1) May the teachers and/or administrators of a school exercise "prior censorship" or control over the content of independent-underground and/or school-sponsored student publications? (2) May a school board adopt a student expression policy or rule that restricts obscenity and/or pornography in independent-underground and/or school-sponsored student publications? (3) May school administrators establish rules that prevent or regulate the printing, distribution, or circulation of independent-underground and/or school-sponsored student publications both in and outside the school? (4) May an administrator take harsh punitive action against a student involved in the production or distribution of independent-underground and/or school-sponsored student publications that are obscene, are pornographic, contain articles critical of the school's administration, or advocate violation of laws or school rules? (Author/IRT)

ED 113 840

Stern, Ralph D. And Others

Legal Problems of the Principal.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 75

Note—15p.; Chapter 5 of EA 007 648

Available from—Available only as part of complete document, see EA 007 648

Document Not Available from EDRS

Descriptors—Court Litigation, Elementary Secondary Education, \*Injuries, \*Legal Responsibility, \*Principals, \*Student Records

Identifiers—\*Tort Liability

The three talks included here treat aspects of the law—tort liability, student records, and the age of majority—as they relate to the principal. Specifically, the talk on torts deals with the consequences of principal negligence in the event of injuries to students. Assurance is given that a reasonable and prudent principal will have a minimum of legal problems. The concern in the area of student records is over who has access and what should be included in the records. On the latter point, the speaker advises administrators to tell the truth, the whole truth, and nothing but the truth. Because the main problems relative to the age of majority have to be worked out in specific state and local legal contexts, the speaker advises principals to initiate public discussion about the topic, much like a legislative committee hearing, to develop a form letter for parents that delineates the school's philosophy regarding 18-year-olds, and to inform 18-year olds in the school that no changes in the school's operating procedures are planned. (Author/IRT)

ED 113 841

Hudgins, H. C., Jr.

Milliken v. Bradley: The Supreme Court Draws a Line.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 75

Note—9p.; Chapter 6 of EA 007 648

Available from—Available only as part of complete document, see EA 007 648

Document Not Available from EDRS

Descriptors—Court Litigation, Elementary Secondary Education, \*Integration Methods, \*Integration Plans, Racial Balance, \*Racial Integration, School District Autonomy, School Districts, School Integration, \*State School District Relationship, \*Supreme Court Litigation

Identifiers—Michigan (Detroit), Milliken vs Bradley

EA 007 652

In Milliken the Court has held that desegregation stops just short of the school district line. To require that school districts be merged to effect a racial balance, one of two factors must exist: a showing that the school district lines have been deliberately drawn to separate the races, and evidence that discriminatory acts in one district produce segregation in another district. A major revelation was the Court's position that a state is not necessarily accountable for the actions of one of its local agencies, the school district. This holding may well have implications for future litigation, not only in the area of desegregation but in all of education. The immediate impact of the decision will be to slow down desegregation in both North and South. The decision does not, however, foreshadow a slowdown of desegregation within individual cities. It is likely that the strategy for the next few years will be to concentrate on desegregation in small or medium-sized cities where a case for a dual system can be easily made and where the task of converting to a unitary system will be considerably easier than in a very large city. (Author/IRT)

ED 113 842

Shulman, Bernard H.

Teaching Legal Aspects to School Administrators at the Graduate Level.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 75

Note—6p.; Chapter 9 of EA 007 648

Available from—Available only as part of complete document, see EA 007 648

Document Not Available from EDRS

Descriptors—\*Administrative Personnel, \*Administrator Education, Educational Administration, \*Graduate Study, Higher Education, \*Law Instruction, School Law

School law must be recognized as a prerequisite in training for good school administrators. What is really needed is awareness of the law, so that legal counsel will be called in when needed. Graduate courses should never be directed toward any other goal. In pursuing that goal, courses should cover both procedural and substantive law. The unique role of the courts must be understood so that a school can function as a governmental unit that can use the courts as a valuable resource. The emphasis of a graduate program should be placed on analysis of court decisions and reading and abstracting cases. A school administrator needs these skills when he is asked to implement a court decision. There are five questions a university must address in designing graduate courses in the law of education: (1) To whom should school law be taught? (2) When should it be taught? (3) What should be taught? (4) How should it be taught? (5) How does one evaluate the program? (Author/IRT)

ED 113 843

Fisher, M. Bryon

Problems of One School Board Attorney.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 75

Note—7p.; Chapter 10 of EA 007 648

Available from—Available only as part of complete document, see EA 007 648

Document Not Available from EDRS

Descriptors—Contracts, Elementary Secondary Education, Lawyers, \*School Law, Service Vehicles, Student Transportation, Teacher Dismissal

The speaker, a school board attorney, outlines four legal problems he has had to deal with. The cases concern teacher dismissal, the district's responsibility in the case of "hazardous transportation," school district purchases for student activities (student photographs), and school bus leasing. (IRT)

ED 113 844

Fischer, Louis Schimmel, David

Legal Literacy and Teacher Education: A Case Approach to the Rights of Teachers and Students.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 75

Note—12p.; Chapter 11 of EA 007 648

Available from—Available only as part of complete document, see EA 007 648

Document Not Available from EDRS

**Descriptors**—Higher Education, \*Law Instruction, \*Preservice Education, \*Teacher Education, \*Teacher Education Curriculum, Teacher Role

The speakers describe how they have reorganized an introductory education class so that one of its goals is the heightened legal literacy of beginning teachers. The two courses that most readily lend themselves to this restructuring are commonly known as "Introduction to Education" and "Social Foundations of Education." This approach seeks to introduce cases related to the constitutional rights of public school teachers and students. All the cases arise from the ongoing activities of schooling in America. They represent real problems and capture the students' interest. The cases are used as springboards for study of the diversity of the American culture, particularly those aspects that relate directly to schools and education. Included is an outline illustrating the dovetailing of some important legal materials with material commonly found in a social foundations course. The course outline has seven topical headings: cultural diversity and the schools, freedom of expression, private life and personal appearance, patriotism and freedom of association, professionalism, due process for teachers and students, and education and equality. (Author/IRT)

**ED 113 845** EA 007 658

*Reutter, E. Edmund, Jr.*

**Student Conduct: Recent Developments in Constitutional Law.**

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 75

Note—11p.; Chapter 12 of EA 007 648

Available from—Available only as part of complete document, see EA 007 648

**Document Not Available from EDRS**

**Descriptors**—\*Board of Education Policy, Boards of Education, \*Court Litigation, Discipline, Due Process, Educational Administration, Elementary Secondary Education, \*Student Behavior, \*Student Rights, Students, \*Supreme Court Litigation

This presentation focuses on specific applications of the rule-making power of public school authorities. Many of the cases involving student-school board conflicts are decided without a holding on the merits of the rule involved. Obviously, if due process is not observed in meting out a punishment, the court will hold for the student without reaching the rule. Likewise, if the type or extent of punishment is successfully challenged, the validity of the rule may not be decided, although dicta may be relevant to the point. The following are minimum essentials for an enforceable rule of student conduct: (1) the rule must be publicized to the students; (2) the rule must have a legitimate educational purpose; (3) the rule must have a rational relationship to the achievement of the stated educational purpose; (4) the meaning of the rule must be reasonably clear; (5) the rule must be sufficiently narrow in scope so as not to encompass constitutionally protected activities along with those that constitutionally may be proscribed in the school setting; and (6) if the rule infringes on a fundamental constitutional right of students, a compelling interest of the school (state) in the enforcement of the rule must be shown. (Author/IRT)

**ED 113 846** EA 007 659

*Levin, Betsy*

**School Finance Reform in a Post-Rodriguez World.**

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 75

Note—18p.; Chapter 13 of EA 007 648

Available from—Available only as part of complete document, see EA 007 648

**Document Not Available from EDRS**

**Descriptors**—Academic Achievement, Court Litigation, Educational Finance, Educational Quality, Elementary Secondary Education, \*Equal Education, \*Equalization Aid, Equal Protection, Expenditure Per Student, \*Finance Reform, \*Property Taxes, School District Autonomy, State Aid, State Legislation, \*Supreme Court Litigation

**Identifiers**—\*Rodriguez, Serrano vs Priest

This paper traces the arguments and effects of both the Serrano and Rodriguez decisions and ex-

amines the state litigation and legislation spawned by them. The author notes that while the pace of school finance reform litigation has slowed, it has not halted altogether. It is now more tailored to the characteristics of the individual states involved. One of the problems with the earlier litigation efforts was that the only theory relied on was that of "fiscal neutrality." No single legal theory can apply to the school finance system of every state, as the nature of the finance system and the problems created by it differ from state to state as do state constitutions and statutes. A review of the 1972-73 legislative reforms indicates that reliance on the local property tax as a major source of education revenues has been lessened. One result of the Serrano-type litigation and of the many research studies that Serrano triggered is that many states have developed a greater sophistication with regard to the problems involved in school finance reform. States now look at a number of district characteristics, such as average personal income of a district, price or wage differentials, and the concentration of high need students, to determine the equity of the distribution of wealth. (Author/IRT)

**ED 113 847** EA 007 660

*Turnbull, H. Rutherford, III*

**Legal Aspects of Educating the Developmentally Disabled.**

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 75

Note—21p.; Chapter 14 of EA 007 648

Available from—Available only as part of complete document, see EA 007 648

**Document Not Available from EDRS**

**Descriptors**—Court Litigation, \*Due Process, Elementary Secondary Education, Emotionally Disturbed Children, \*Equal Protection, \*Exceptional Children, Handicapped Children, Physically Handicapped, Retarded Children, State Legislation

A major legal development in the 1970s has been the extension of the principle of egalitarianism to the developmentally disabled, particularly the mentally retarded. The principle that all persons, however unequal they may be in terms of their development, should be treated equally in the sense of being granted equal opportunities has been expressed by professional educators and the courts. Equal protection, the "access" theory, due process, and procedural requirements are involved. Typically, the courts have set forth detailed procedural requirements for implementing a judicially recognized right to education. These include notification of affected parties, evaluation and placement of children, periodic reexamination, and establishment of classification criteria. The case law on the right to education is also a state matter, as nearly all state constitutions provide for education for the children of the state. Most of the specific procedural and substantive changes in the law have taken the form of implementation of a "zero-reject policy," a policy that all children have a right to publicly supported education. (Author/IRT)

**ED 113 848** EA 007 661

*Young, D. Parker*

**Higher Education Law: Current Developments and Issues.**

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 75

Note—14p.; Chapter 15 of EA 007 648

Available from—Available only as part of complete document, see EA 007 648

**Document Not Available from EDRS**

**Descriptors**—Civil Liberties, \*Court Litigation, Due Process, Federal Legislation, \*Higher Education, \*Student Rights, \*Student School Relationship

During the past dozen years administrators in higher education have been faced with student action that took the form of protest and that many times became violent. Student action is somewhat quieter now and the battleground has shifted largely from the campus to the courtroom. Both procedural and substantive due process are recognized by the courts as rights applicable to the college setting. Students have also pressed for and received recognition that the First Amendment freedoms of speech and expression apply to them. The guidelines included here are offered to help institutions meet the standards of the courts and of applicable legal statutes. The guidelines

cover the implications of the new age of majority, the actions students have taken against student activity fees, and the implications of federal legislation, notably Title IX of the Education Amendments of 1972 and the General Education Provisions Act (with the "Buckley Amendment"). (Author/IRT)

**ED 113 849** EA 007 662

*Steinhilber, August W.*

**Federal Legislation.**

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 75

Note—5p.; Chapter 16 of EA 007 648

Available from—Available only as part of complete document, see EA 007 648

**Document Not Available from EDRS**

**Descriptors**—Elementary Secondary Education, \*Federal Aid, \*Federal Legislation, \*Federal Programs, Higher Education

**Identifiers**—\*Busing  
The speaker reports on the activities of the 93rd Congress as they relate to appropriations for education and the extension of the Elementary and Secondary Education Act. (Author/IRT)

**ED 113 850** EA 007 663

*Mandel, Richard L.*

**Non-compliance with Education Laws: A Problem for Attorneys, Administrators, and Laymen.**

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 75

Note—19p.; Chapter 17 of EA 007 648

Available from—Available only as part of complete document, see EA 007 648

**Document Not Available from EDRS**

**Descriptors**—\*Administrative Personnel, \*Boards of Education, \*Civil Disobedience, Communication (Thought Transfer), Educational Administration, Elementary Secondary Education, Group Norms, Individual Characteristics, Lawyers, Leadership, \*Leadership Responsibility, Organization, School Law, \*Values

There is evidence that under certain circumstances public school administrators and board members avoid complying with laws that conflict with their personal notions of the proper legal constraints that should circumscribe the performance of their official duties. Although school desegregation is the most dramatic area of non-compliance, it is not examined here because the role played by school officials has been equalled and often overwhelmed by the roles of political and social forces outside the control of the school officials. Only those variables over which school attorneys, board members, and administrators have some influence are relevant here. These variables are (1) the communication of the nature of known legal requirements by school officials to those employees responsible for behaving in accordance with the law; (2) the formal structure of the school district insofar as it can facilitate or inhibit compliance with the law; (3) the informal group processes within the school district that support norms of either compliance or noncompliance with the law; and (4) the personality of individuals who are in key positions to influence compliance or noncompliance. (Author/IRT)

**ED 113 851** EA 007 664

*Gottesman, Roberta*

**Child Abuse: A Teacher's Responsibility to Report.**

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 75

Note—6p.; Chapter 18 of EA 007 648

Available from—Available only as part of complete document, see EA 007 648

**Document Not Available from EDRS**

**Descriptors**—\*Child Abuse, Elementary Secondary Education, Federal Legislation, \*Noninstructional Responsibility, \*School Law, \*School Role, State Legislation

Recent state legislation aimed at dealing with the problem of child abuse has been confined to statutes affecting the reporting of abuse. The basic objective of these statutes is the identification of the abused child. The statutes all have two fundamental elements: a designated class of persons—teachers, doctors, social workers—who do the reporting, and oral and written reports that are made to officials so they may take action. Reporting statutes should have the following desira-

ble items: (1) language that makes reporting mandatory and penalizes those who neglect to make a report, (2) good faith immunity for all reporters, (3) alternatives to reporting to a law enforcement agency since to allow the report to go to a law enforcement agency would result in further resentment between parent and child, and (4) confidentiality of records and provision for expungement if allegations of abuse are unfounded. This year, under the Federal Child Abuse and Prevention Act, the federal government assumed the responsibility for providing more effective assistance to state, local, and voluntary agencies in order to strengthen services to the abused child and his family. (Author/IRT)

**ED 113 852** EA 007 665

*Bryson, Joseph E.*

**Recent Church-State Litigation.**

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 75

Note—11p.; Chapter 19 of EA 007 648

Available from—Available only as part of complete document, see EA 007 648

**Document Not Available from EDRS**

Descriptors—\*Court Litigation, Elementary Secondary Education, Federal Aid, \*Parochial School Aid, \*Parochial Schools, State Aid, \*State Church Separation, Supreme Court Litigation

Identifiers—\*Elementary Secondary Education Act Title I, ESEA Title I

After a brief synopsis of the 1974 legal activity centering on the church-state relationship, the speaker examines three particular cases: the United States Supreme Court decision in *Wheeler v. Barrera*, a Missouri district court decision in *Luetkemeyer v. Kaufmann*, and the Supreme Court decision in *Franchise Tax Board of California v. United Americans for Public Schools*. The first case is a complex one centering on three main issues: (1) Does Title I of the Elementary Secondary Education Act mandate public-supported teachers to provide remedial "on-the-premises" instruction during regular school hours in parochial school programs that are similar in substance to Title I programs in public schools? (2) Would a Title I funded teacher providing disadvantaged children with instruction in "on-the-premises" parochial schools violate the establishment clause of the First Amendment? (3) What type and limitation of "comparable" Title I services are parochial schools entitled to? In *Luetkemeyer* the court found that Missouri's statutes providing public bus transportation to public schools and disallowing public transportation to private and parochial schools are constitutional. In the third case, the Supreme Court affirmed that California's parochial aid "tax credit" statute is unconstitutional. (Author/IRT)

**ED 113 853** EA 007 666

*Brown, Manny S.*

**Legal Problems in Terminating a Superintendent's Contract.**

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 75

Note—5p.; Chapter 20 of EA 007 648

Available from—Available only as part of complete document, see EA 007 648

**Document Not Available from EDRS**

Descriptors—\*Board Administrator Relationship, \*Boards of Education, \*Contracts, Elementary Secondary Education, \*Employment Practices, Job Tenure, \*School Superintendents

Attempts to write definitely on public school administrators' rights to continuing employment are risky because states vary so widely in their statutes. There is not much litigation about administrators' rights because in most states administrators are not covered by the same tenure laws that protect teacher employment. Statutory law in some states allows local boards to reassign a principal back to classroom duty without the necessity of a hearing on the merits because persons may become eligible for tenure as teachers but not as principals. School administrators are considered to be district employees, not officials, and serve at the pleasure of the board; therefore, they are more likely to be controlled by the conditions of their contracts, which can contain a no-tenure clause and the 30-day termination provision as part of the conditions of employment. It is hoped that in the future the role of the superintendent can be made more legally specific

because he needs the protection the law can give. (Author/IRT)

## EC

**ED 113 854**

EC 080 088

*Davis, Earl E. And Others*

**The PASS Model Project: Development, Evaluation and Dissemination of a Service Delivery System for Learning Disabilities.**

George Peabody Coll. for Teachers, Nashville, Tenn.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Jan 75

Contract—OEC-0-74-8726

Note—35p.; Paper presented at the International Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Delivery Systems, \*Demonstration Projects, Diagnostic Teaching, Elementary Education, Exceptional Child Education, Information Dissemination, Inservice Teacher Education, \*Learning Disabilities, \*Program Descriptions, \*Psychoeducational Processes, Regular Class Placement, Special Classes, Student Characteristics

Identifiers—Project PASS Model, \*Psychoeducational Agency School System Model

Described is the Psychoeducational Agency/School System (PASS) Model Project which is providing full or partial services to approximately 152 learning disabled (LD) elementary school children. It is explained that the project involves planning, implementing, and evaluating a replicable delivery system of resource and special class services relating to children and their families, psychoeducational personnel, and research and development. Described are project objectives including revising the referral and assessment process within the school system, improving the self concepts of the PASS children, developing staff professionals to serve as better behavioral change agents, and offering a fully developed and evaluated model approach to LD applicable in a wide variety of communities. The project is seen to utilize the facilities of a community-oriented psychoeducational agency, a school system using diagnostic and prescriptive methods, and a coordination mechanism linking the two systems. Initial data are provided showing that LD children in the project perform lower in verbal than performance skills, function intellectually somewhat lower than the norm, possess a relatively normal self concept, and perform significantly higher in math than in reading. Also noted is a replication and dissemination strategy involving the production of educational products for administrators, psychoeducational personnel, and parents. (DB)

**ED 113 855**

EC 080 089

*Ewing, Norma And Others*

**Unresolved Issues Associated with Prescriptive Instruction.**

Pub Date 75

Note—13p.; Paper presented at the International Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Cost Effectiveness, \*Diagnostic Teaching, \*Evaluation, Exceptional Child Education, \*Learning Disabilities, \*Task Analysis, \*Teaching Methods

Pointed out are issues seen as unresolved in the implementation of diagnostic prescriptive teaching methods with learning disabled children. Questioned are the cost effectiveness of the clinical diagnostic process, practical limits of task analysis, and the failure to consider the child's total ecology or life space as a possible cause of the child's learning problem. (DB)

**ED 113 856**

EC 080 090

*Garris, Raymond P.*

**Developmental Reinforcement and Education.**

Pub Date 75

Note—21p.; Paper presented at the International Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Child Development, Conceptual Schemes, Early Childhood, Exceptional Child Education, \*Learning Disabilities, Models, \*Reinforcement, Sequential Learning, Stimulus Behavior

Using a developmental model, the author explains a hierarchy which describes how a young child learns to respond to various types of environmental stimuli and discusses some educational consequences of a reinforcement stimuli deficit. Development is seen to take place in succession beginning with the primary level, proceeding to the social, symbolic, and abstract levels with each level dependent upon learning to respond to reinforcing stimuli at the previous levels. It is suggested that learning problems such as hyperactivity may be due to the selection of reinforcers at the wrong developmental level. Educators are encouraged to emphasize a student's developmental level of responsiveness to reinforcing stimuli (such as teacher's reaction to child's behavior) as well as eliciting stimuli (such as instructional materials or activities). (DB)

**ED 113 857**

EC 080 091

*Jacobs, Jacqueline E. Sacatsh, Jean*

**Kindergarten Diagnostic Assessment of Learning Style.**

Pub Date 75

Note—11p.; Paper presented at the Conference of the International Scientific Federation of Learning Disabilities (2nd, Brussels, Belgium, January 3-7, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Exceptional Child Education, \*Identification, Kindergarten, \*Learning Characteristics, \*Learning Disabilities, Primary Education, \*Program Descriptions, Screening Tests, \*Testing

Described is a program to identify potential learning problems and learning styles in 131 kindergarten children through the assessment of global intelligence, gross and fine motor skills, visual perception skills, auditory perception skills, speech and language development, social skills, alphabet recognition, and number concepts. Standardized tests and informal assessment measures used in the screening program are described. Organization of the testing program involves eight testing stations; a professional staff of three social workers, two psychologists, three speech therapists, and one learning disabilities teacher; and 20 volunteer parents or graduate students. The program has distinguished five groups of children ranging from children needing gross motor or language experiences to children ready for the prereading program. (Author/DB)

**ED 113 858**

EC 080 092

*Kass, Corrine E.*

**A Theoretical Context for Handicap in Learning.**

Pub Date 75

Note—13p.; Paper presented at the Conference of the International Scientific Federation of Learning Disabilities (2nd, Brussels, Belgium, January 3-7, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Child Development, \*Cognitive Development, Definitions, Exceptional Child Education, \*Learning Disabilities, \*Learning Theories, \*Remedial Instruction, \*Task Analysis

Identifiers—\*Dysymbolia

Presented is a theory of learning handicaps based on psychoeducational and developmental considerations. Identified are five of the author's biases about remediation such as the tendency for teachers to continue remediation beyond the point of usefulness. Proposed is the existence of five task requirements such as attending to the task, attaching labels to the task, and expressing the task activity. Discussed in terms of normal age ranges and remediation are the following developmental functions: sensory orientation (0-3 years), memory (3-7 years), re-cognition with a vocabulary emphasis (8 to 11 years), synthesis (11-13 years), and communication (14 years and up). The author suggests that remediation is most effective when the function disability is diagnosed within the critical age range. Also defined is a term, dysymbolia, to be used to describe a handicap in dealing with symbols. The condition is defined in terms of four criteria: deviance, the possibility of normal achievement, the presence of the handicap into maturity, and an etiology found within developmental dysfunctions. (DB)



ED 113 859 95 EC 080 093

*Jones, R. Wayne***The Target Groups: Description of Learning Disabled and Normal Subjects Participating in Prototype Evaluation Studies.**

Georgia State Univ., Atlanta.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 75

Grant—OEG-0-71-4157(607)

Note—11p.; Paper presented at the Conference of the International Scientific Federation of Learning Disabilities (2nd, Brussels, Belgium, January 3-7, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Exceptional Child Research, \*Identification, \*Learning Disabilities, Reading Ability, \*Sequential Learning, \*Student Characteristics

Compared were the characteristics of 60 learning disabled (LD) and 60 normal children (all between 8- and 11-years-old) participating in the Georgia Reading Research Program. The target group consisted of LD children who showed deficits in the psychological process of ordering/sequencing; while the LD reference group were average or above average in ordering/sequencing abilities. Instruments used to assess these deficits were the Wechsler Intelligence Scale for Children Sequencing Triad and the Wide Range Achievement Spelling Test. Other differences between the two groups were that the target group had instructional reading levels one or more years below their expected grade placement levels and were enrolled in special classes; while the LD reference children were enrolled in regular classes and were reading within six months of expected grade level. The program was to focus on an evaluation of specific curriculum treatments designed to facilitate reading achievement. (Author/DB)

ED 113 860 95 EC 080 094

*Kumar, K. V. Saroj, S. K.***Effects of Induced Success and Failure on Learning and Retention Disorders in Children.**

Pub Date Jan 75

Note—7p.; Paper presented at the Conference of the International Scientific Federation of Learning Disabilities (2nd, Brussels, Belgium, January 3-7, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Educable Mentally Handicapped, Exceptional Child Research, \*Learning, \*Mentally Handicapped, \*Paired Associate Learning, \*Performance Factors, Slow Learners

Compared were the performances of 45 normal and 45 slow learners (all in junior high school) on a task of original and relearning of paired associate responses as a result of induced success or failure following each response. Ss were asked to pair stick figures with consonant trigrams and then told their performance was either correct or wrong depending on the treatment condition assigned. The type of S (whether normal or slow learning) x treatment condition interaction was not found to be significant in any of the analyses. (Author/DB)

ED 113 861 95 EC 080 095

*Leahy, Mary Agnes***Level of Question as a Function of Teacher Knowledge of Perceptual Handicaps.**

Pub Date Jan 75

Note—7p.; Paper presented at the Conference of the International Scientific Federation of Learning Disabilities (2nd, Brussels, Belgium, January 3-7, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Exceptional Child Research, Learning Disabilities, \*Perceptually Handicapped, \*Questioning Techniques, Regular Class Placement, Senior High Schools, Teacher Attitudes, \*Teachers

Examined were the number and type of questions asked by the teachers of six high school social studies classes, three of whom knew which children had been identified as perceptually handicapped. Observers noted whether questions were of a cognitive-memory, convergent, divergent, or evaluative nature. Results suggested that teachers ask children with learning problems questions at a different level than they ask non-perceptually handicapped children regardless of whether the teacher is aware of the children's problems. It also appeared that when regular classroom teachers know they have some children

with learning problems in their classes, not only do they change the level of questions they ask these children, but they change the level of questions they ask all children. Teachers who knew they had perceptually handicapped students in their classes asked significantly fewer questions of all their students than did teachers without this knowledge. (Author/DB)

ED 113 862 95 EC 080 096

*Lundquist, Gerald W.***Prototypes for Teaching Word Meaning Skills—Homonyms—to Learning Disabled Children.**

Colorado Univ., Denver.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 75

Grant—OEG-0-71-4157(607)

Note—6p.; Paper presented at the Conference of the International Scientific Federation of Learning Disabilities (2nd, Brussels, Belgium, January 3-7, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Associative Learning, Exceptional Child Research, \*Learning, \*Learning Characteristics, \*Learning Disabilities, Reading Skills, \*Vocabulary

Summarized are four studies which compared the ability of learning disabled (LD) and normal students to learn the meanings of homonyms (words that sound alike but have different meanings) when presented in various modes. Homonyms were presented in either random order or in contiguous pairs, with the illustrative sentences presented after the word when in random order or after the pair, and in the presence of context cues or without context cues. Results indicated that normal students learned at a higher rate than LD students, that LD students needed to be provided with a pattern for organizing information, that context cues were a determiner of effective learning for both normals and LD pupils, that context served as immediate reinforcement for both groups of pupils, and that paired homonyms were learned more readily than homonyms presented in random sequence. (Author/DB)

ED 113 863 95 EC 080 097

*McBride, Ralph D.***Prototypes for Teaching Sentence Comprehension Skills to Learning Disabled Children.**

Georgia Univ., Athens.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 75

Note—10p.; Paper presented at the Conference of the International Scientific Federation of Learning Disabilities (2nd, Brussels, Belgium, January 3-7, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Exceptional Child Research, \*Learning, \*Learning Disabilities, \*Reading Comprehension, Reading Skills, \*Sentence Structure

Summarized were eight studies comparing aspects of sentence comprehension skills in normal and learning disabled (LD) children. Questions such as the following were posed: Does the transformation of kernel sentences to passive negative questions affect sentence comprehension? Does the amount of feedback affect the level of sentence comprehension? Do visual phrasing cues affect comprehension of simple or complex sentences? Analysis of results suggested conclusions such as the following: Normal children score higher in sentence comprehension regardless of the type of reading task than do LD children. The rate of learning over the first trials is higher for normals than LD children, though the learning rate of LD children may continue to increase over trials after the normals' learning rate has leveled off. Passive negative questions are as easy to comprehend as kernel sentences for both LD and normal children. Visual phrasing cues do not affect sentence comprehension. (Author/DB)

ED 113 864 95 EC 080 098

*Newman, Isadore And Others***A Critical Review and Discussion of Behavior Modification Techniques for Treating Individuals with Learning Disabilities.**

Pub Date Jan 75

Note—32p.; Paper presented at the International Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Behavior Change, Elementary Secondary Education, Exceptional Child Education, \*Learning Disabilities, \*Operant Conditioning, \*Research Methodology, \*Teaching Methods

Reviewed are some of the most effective behavior modification techniques for use with learning disabled (LD) children. Compared are the medical, psychometric, and behavioral models of LD; and discussed are the criteria used for classifying LD. Principles of applying motivational techniques such as selecting an effective reinforcer are considered. An example of a successful behavior modification teaching program which increased on task time of LD students through use of teacher attention as a reinforcer is presented. Also examined are methodological considerations of the behavioral model including selection of research design and the application of statistical procedures such as the analysis of variance using multiple regression. (DB)

ED 113 865 95 EC 080 099

*Newton, Margaret A. Thomson, Michael E.***Dyslexia as a Phenomenon of Written Language.**

Pub Date Jan 75

Note—12p.; Paper presented at the International Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Cerebral Dominance, Definitions, \*Dyslexia, \*Etymology, Exceptional Child Education, \*Growth Patterns, \*Individual Differences, Learning Disabilities, Linguistics, Maturation, \*Psycholinguistics

The nature of dyslexia is defined and reviewed in the context of neurological and educational processes and the nature of a written language system. An illustrative case history of a typical dyslexic child is presented. The nature of a script system is examined in the light of current linguistic and psycholinguistic studies. Noted are characteristics of the rule governed written language system such as scriptphonetic relationships. Stressed is the interface between the language system and maturational factors including unidirectional sensory and motor modes of perceiving. The incidence of dyslexia is related to the probabilities of individual differences in lateralization of brain function. It is concluded that dyslexia can be regarded as a primary difficulty based on the incompatibility between the written language system itself and the intrinsic developmental skills of an individual's perceptual motor system. (DB)

ED 113 866 95 EC 080 100

*Newton, Margaret A.***A Neuro-Psychological Investigation into Dyslexia.**

Pub Date Jan 75

Note—9p.; Paper presented at the International Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Cerebral Dominance, \*Dyslexia, \*Electroencephalography, Elementary Education, Etymology, Exceptional Child Research, \*Genetics, Learning Disabilities, \*Neurology

Electroencephalographic studies were done on 25 dyslexic and 25 normal reading children (all between the ages of 8 and 13 years). Results indicated that, of dyslexic Ss showing evidence of unresolved dominance in the EEG recordings, 35 percent of cases were possibly genetically determined with a further 40 percent possibly neurologically impaired. Inter-group findings revealed differences in the amount of alpha activity in the two hemispheres with dyslexic Ss showing more activity on the dominant side or no difference at all, whereas controls showed more activity on the non-dominant side. Findings suggested the presence of lateral dominance and cortical organization in the control group on normal readers and no comparable resolution of dominance in both the genetically and neurologically determined cases of dyslexia. (DB)

ED 113 867 95 EC 080 101

*Pittman, Bettie R.***Using Tests as the Key to Diagnosis and Remediation of Reading Disabilities.**

Pub Date Jan 75

Note—11p.; Paper presented at the International Federation of Learning Disabilities (Second International Scientific Conference, Brussels,

Belgium, January 3-7, 1975); Best available copy

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Behavior Change, \*Diagnostic Tests, Elementary Education, Exceptional Child Education, \*Learning Disabilities, \*Operant Conditioning, Reading Difficulty, Reading Tests, \*Remedial Reading, \*Standardized Tests

The author argues the value of using both standardized tests and behavioral principles for the indepth diagnosis and remediation of reading disabilities. An illustrative case study is given in which analysis of test results was used to resolve conflicting appraisals of an 11-year-old girl's reading abilities, and behavioral management methods were used to remediate her weak skill areas. (DB)

**ED 113 868**

EC 080 102

*Post, Carole K.*

**The School Resource Program: Alternative Tutoring Models for Delivering Supportive Services to L.D. Children in Mainstream Education.**

**Pub Date 75**

**Note**—41p.; Paper presented at the International Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975); Pages 39-41 may reproduce poorly

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Elementary Education, Exceptional Child Education, \*Grouping (Instructional Purposes), \*Learning Disabilities, Models, Program Effectiveness, \*Regular Class Placement, Remedial Programs, \*Resource Centers, \*Tutoring

Described and evaluated are four alternative tutoring models for delivering supportive educational services to elementary grade learning disabled children in regular classes. Discussed are problems of individual programing and models such as the "Cascade of Services" to provide for differing educational needs. It is explained that the alternative models have all been used at a St. Paul, Minnesota elementary school within the context of a total school resource program which is outlined. Described are the following models: one-to-one tutoring model, rotating learning stations model (with a teacher-student ratio of 3-1), the open skills scheduling model (in which children rotate through individually assigned independent tasks or reading with teacher), and the high intensity learning system model (which involves correlating instructional needs with reading behaviors in a commercially published package). It is reported that in a 2-year study comparing the effectiveness of learning disabled high school tutors with adult tutors no significant differences were found; that in a study comparing the tutoring model with the rotated learning stations model no significant differences were found; and that a third study to determine the effectiveness of the entire resource program showed greater than expected gains in reading, spelling, and mathematics. (DB)

**ED 113 869**

EC 080 103

*Reed, J. C. Axelrod, Penny*

**The Neuropsychological Evaluation of Children with Learning Disabilities.**

**Pub Date 75**

**Note**—12p.; Paper presented at the International Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Clinical Diagnosis, \*Evaluation Methods, Exceptional Child Education, \*Learning Disabilities, Performance Criteria, \*Student Evaluation

**Identifiers**—\*Halstead Reitan Neuropsychological Tests

Described is the use of the Halstead-Reitan Neuropsychological Tests in the evaluation of children with learning disabilities. It is explained that these tests are based on a combined evaluation of four methods of inference: level of performance, ratio scores (measuring the discrepancy between overlearned and seldom practiced behavior to infer the presence of brain injury), pathognomonic signs (such as aphasia), and right versus left comparisons. Specific components considered include the category test, tactual performance test (measuring time, memory and localization), speech sound perception test, and tactile form recognition test. (CL)

**ED 113 870**

95

EC 080 104

*Richmond, Bert O.*

**Prototypes for Teaching Word Recognition-Sight Vocabulary Skills to Learning Disabled Children.**

Georgia Univ., Athens.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

**Pub Date 75**

**Grant**—OEG-0-71-4157(607)

**Note**—7p.; Paper presented at the International Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Discrimination Learning, Exceptional Child Research, \*Learning Disabilities, Performance Factors, Reading Skills, \*Research Reviews (Publications), \*Sight Vocabulary

Research on the acquisition of sight reading vocabulary by learning disabled (LD) and normal children is reviewed. Studies are explained to have measured the effects of such variables as mode of presentation, amount of practice, and redundancy. Reported is the general conclusion that LD children do not perform as well as normal children on the discrimination learning (sight vocabulary) tasks, but that treatment and practice produces an improvement in reading skills for the LD child. (CL)

**ED 113 871**

EC 080 105

*Rosen-Webb, Sarah*

**The Learning Disabled Child in the British Progressive School Setting.**

**Pub Date 75**

**Note**—21p.; Paper presented at the International Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Educational Needs, \*Educational Philosophy, Educational Trends, Exceptional Child Education, Foreign Countries, \*Learning Disabilities, \*Program Descriptions

**Identifiers**—Great Britain

The author describes the history and current conditions at a British progressive school and presents case studies of two learning disabled adolescents who have benefitted from the school. It is explained that the school program offers small group instruction based on individual needs. (CL)

**ED 113 872**

EC 080 106

*Semel, Eleanor M. Wiig, Elisabeth H.*

**Language Processing Deficits in Learning Disabled Children and Adolescents.**

**Pub Date 75**

**Note**—18p.; Paper presented at the International Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Adolescents, \*Aural Learning, Childhood, Exceptional Child Research, \*Language Handicapped, Learning Disabilities, Receptive Language, \*Research Reviews (Publications)

The authors summarize results of their own and others' research of auditory language processing deficits associated with learning disabilities in children and adolescents. Among findings reported are that learning disabled children exhibit delays in the acquisition of morphological and syntactic rules, delays in logical growth, short-term memory deficits for verbal materials, and heavy dependence upon semantic aspects in language processing. (Author/LS)

**ED 113 873**

EC 080 107

*Thompson, M.*

**A Pilot Instrument of Dyslexic-Type Language Difficulties: The Aston Index.**

**Pub Date 75**

**Note**—7p.; Paper presented at the International Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Dyslexia, Early Childhood Education, Exceptional Child Research, Learning Disabilities, \*Screening Tests

Described is the Aston Index, a pilot instrument designed for screening dyslexic-type language difficulties in young children. It is explained that the index consists of three forms to

test children at three stages of development (such as those who have been in school about 6 months), that it represents an "integrated" approach, and that it includes well-known items from various sources. Discussed are specific components of the index which cover general underlying ability (such as copying geometrical designs); family history (such as laterality); and performance (such as visual sequential memory). (LS)

**ED 113 874**

EC 080 108

*Wadsworth, Barry*

**Comparison of the Theoretical Constructs of Piaget and Kephart.**

**Pub Date 75**

**Note**—6p.; Paper presented at the International Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Child Development, Cognitive Development, Early Childhood Education, Elementary Education, Exceptional Child Education, \*Learning Disabilities, Learning Theories, \*Theories

**Identifiers**—\*Kephart (Newell), \*Piaget (Jean)

Outlined are similarities between the developmental system of J. Piaget and the system of N. Kephart. Considered are views of the two men in areas such as organization and adaptation, early development, and mental structures. The author concludes that for learning disabled children, Kephart's conceptions lead more clearly to educational programs and specific instruction than Piaget's. (LS)

**ED 113 875**

95

EC 080 109

*Waites, Jeremiah W.*

**Prototypes for Teaching Word Meaning Skills--Synonyms-to Learning Disabled Children.**

Educational Testing Service, Atlanta, Ga.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

**Pub Date 75**

**Grant**—OEG-0-71-4157(607)

**Note**—8p.; Paper presented at the International Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Elementary Secondary Education, Exceptional Child Research, \*Learning Characteristics, \*Learning Disabilities, Performance Factors, \*Teaching Methods, \*Vocabulary

Evaluated in four studies comparing the learning of synonyms by learning disabled (LD) or normal children were the effects of four treatments: varying amounts of material to be learned, varying amounts of practice, varying stimulus familiarization, and varying association value. Results were inconclusive regarding optimal amount of material to be learned at one time. LD students required three times as many practice trials as normal Ss, thus stressing the importance of drill for LD Ss. Increasing the stimulus familiarization did not significantly improve the LD Ss' learning of synonyms. Finally, both normal and LD Ss learned more rapidly the high association synonyms, though this treatment was more effective for normal Ss than for LD Ss. (DB)

**ED 113 876**

EC 080 110

*Wiig, Elisabeth H. Semel, Eleanor M.*

**Language Production Deficits in Learning Disabled Adolescents.**

**Pub Date 75**

**Note**—16p.; Paper presented at the International Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Cognitive Development, Exceptional Child Research, \*Expressive Language, \*Language Ability, \*Learning Disabilities, Secondary Education, \*Speech Skills

Evaluated were language production deficits in 32 learning disabled (LD) adolescents. Ss were administered a battery of subtests containing tasks sensitive to language production difficulties in cognition, convergent and divergent production of semantic units, word retrieval, and retrieval of syntactic structures. Results indicated that speech characteristics of LD Ss were close to normal except that phrase length was short and the simple declarative grammatical form was dis-

proportionately used. Other findings showed that LDs were significantly deficient in the ability to retrieve accurate verbal opposites, to label pictorial presentations, to name foods, to formulate sentences, and to define words. Results suggested that oral language problems and productive language deficits in younger LD children may persist into adolescence. Findings also suggested a relationship between productive language deficits and delays in development of cognition and retrieval of verbal and syntactic elements. (DB)

ED 113 877

EC 080 111

*Woodside, Rosalie V.***The Therapeutic Preschool: A Service, Research and Demonstration Project.**

Pub Date 75

Note—27p.; Paper presented at the International Federation of Learning Disabilities (Second International Scientific Conference, Brussels, Belgium, January 3-7, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Demonstration Projects, \*Educational Diagnosis, \*Emotionally Disturbed, Exceptional Child Education, Parent Education, Preschool Education, \*Program Descriptions, Social Work, \*Teacher Role, \*Therapy

Described is the Therapeutic Preschool, a community based program with university affiliations serving two classes of five emotionally disturbed preschool children and their families. Noted are diagnostic, research, and community service aspects of the program. Focused on is the role of the social worker in the parent education component. Included are a listing of tests and their purposes in the standard diagnostic procedure and a case study of a 5-year-old boy. Discussed is the program's demonstration aspect which is reported to include the training of day care center staff and plans to provide inservice training to pediatric residents, nursing students, and mental health agents. The role of the teacher in the preschool is examined in terms of assessment, therapy, intervention, and consultation. (DB)

ED 113 878

EC 080 118

*Williams, Wes And Others*

**Basic Components of Instructional Programs for Severely Handicapped Students. Draft Copy.**  
American Association for the Education of the Severely/Profoundly Handicapped.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.  
Div. of Training Programs.

Pub Date Sep 75

Contract—OEC-0-74-7993

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Note—41p.

Journal Cit—AAESPH Review; v1 il p1-39 Sep 1975

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Educational Methods, \*Educational Needs, Educational Programs, Effective Teaching, Elementary Secondary Education, Exceptional Child Education, Instructional Materials, Measurement, Program Design, \*Severely Handicapped, Task Analysis, Teaching Methods, Transfer of Training

Eight basic components of instructional programs for severely handicapped students are discussed. Components are seen to involve determination of content, rationale, method, materials, measurement and student performance. Emphasized is the need for a task analysis orientation to determine content and for developmentally sound longitudinal curriculum to justify teaching a specific skill. An eclectic approach to questions of methodology is advocated, basic principles of instructional measurement are reviewed, and the importance of students' rate of response is considered. Use of functional and nonfunctional tasks is one topic covered in a discussion of materials. A skill is said to be generalized when it is performed across persons, places, instructional materials, and language cues. The list of components concludes with the importance of arranging for students to be able to perform the task without directions to do so from an authority figure. (CL)

ED 113 879

EC 080 119

*Tawney, James W. And Others*

**Developing Curricula for Errorless Learning: A Search for Order in an Unorderly World.**

American Association for the Education of the Severely/Profoundly Handicapped.; Washington Univ., Seattle. Child Development and Mental Retardation Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 15 Nov 74

Grant—OEG-0-74-2711

Note—64p.; Paper presented at the Research and Demonstration Centers for Severely Handicapped Children and Youth (First Annual Seminar, Kansas City, Missouri, Nov. 15, 1974)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Curriculum Development, Custodial Mentally Handicapped, Electromechanical Aids, Elementary Education, Environmental Influences, Exceptional Child Education, Mentally Handicapped, Preschool Education, \*Program Descriptions, \*Programed Instruction, \*Severely Handicapped, \*Success Factors, Teaching Methods

Described is the application of error-free learning to the education of severely retarded and multiply handicapped children (infancy through middle school years). It is explained that two projects at the University of Kentucky (Programmed Environments and Telecommunications for the Severely Handicapped) focus on a programed environment in which the children's interactions with automated learning devices and with adults are arranged to increase the probability of correct responses. Data in the form of graphs and tables are presented for selected children's performance on programs to establish stimulus control, build a simple response repertoire, select reinforcers, and improve basic reading and math skills. In each example, problems in the development of errorless programs and resulting modifications are noted. (CL)

ED 113 880

EC 080 120

*Hamre, S.*

**An Approximation of an Instructional Model for Developing Home Living Skills in Severely Handicapped Students.**

Washington Univ., Seattle. Child Development and Mental Retardation Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.  
Div. of Training Programs.

Pub Date Mar 74

Grant—OEG-0-73-6137; OEG-0-74-2711

Note—31p.; The American Association for the Education of the Severely/Profoundly Handicapped

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Adolescents, Custodial Mentally Handicapped, \*Daily Living Skills, Exceptional Child Education, Home Economics, Hygiene, Mentally Handicapped, Program Descriptions, \*Self Care Skills, \*Severely Handicapped, \*Task Analysis, \*Teaching Methods, Young Adults

The author discusses the need for severely handicapped students to acquire basic home living skills, reviews task analysis principles, and provides sample instructional programs. Listed are basic grooming, dressing, domestic maintenance, and cooking skills. A sample task analysis procedure is demonstrated for the skill of brushing teeth. Reported are two studies in which severely handicapped adolescents were instructed in hair brushing and hair washing. Included in five appendixes are data sheets and descriptions of instructional arrangements for washing and brushing hair. (CL)

ED 113 881

EC 080 121

*Pomerantz, David J.*

**Manual Skill Training of Retarded Children.**

American Association for the Education of the Severely/Profoundly Handicapped.

Pub Date Sep 75

Note—14p.

Journal Cit—AAESPH Review; v1 il p1-12 Sep 1975

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Childhood, Exceptional Child Research, \*Job Skills, Mentally Handicapped, \*Prevocational Education, Program Effectiveness, Severely Handicapped, Teaching Methods, \*Trainable Mentally Handicapped

In an on-going pilot study, training procedures previously found successful with moderately and severely retarded adolescents and adults have been adapted to teaching trainable retarded children (6-, 8-, and 10-years-old) to assemble a 14-piece container brake. Modifications in the carefully detailed task analysis approach have included the need for new formats and feedback strategies. Preliminary data indicates a slow but regular rate of progress in the Ss' skill acquisition. (CL)

ED 113 882

EC 080 122

*Bailey, Constance*

**Curriculum Guidelines for Teaching Profound and Severely Retarded Students (I.Q. Under 40) Including Those with Physical Handicaps.**

American Association for the Education of the Severely/Profoundly Handicapped.

Pub Date Sep 75

Note—20p.

Journal Cit—AAESPH Review; v1 il p1-17 Sep 1975

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Curriculum Guides, Custodial Mentally Handicapped, Exceptional Child Education, Eye Hand Coordination, Handicapped Students, Mentally Handicapped, \*Motor Development, Music, Physically Handicapped, \*Severely Handicapped, \*Swimming

Presented are curriculum guidelines for teaching severely and profoundly retarded students, including students with physical handicaps. In addition to a listing of aims and objectives (such as that the student should analyze the need for space for himself and others), guidelines are provided for the following areas: awareness (of such stimuli as noises and colors), motor skills for the cerebral palsied (including taking a slow, deep breath and holding it), stages of walking, behavior modification, ocular motor coordination, rhythm therapy (such as marching with music), and swimming (including a section on swimming skills for the multiply involved physically handicapped). (CL)

ED 113 883

EC 080 123

*Levy, Sidney M.*

**The Development of Work Skill Training Procedures for the Assembly of Printed Circuit Boards by the Severely Handicapped.**

American Association for the Education of the Severely/Profoundly Handicapped.

Pub Date Sep 75

Note—12p.

Journal Cit—AAESPH Review; v1 il p1-10 Sep 1975

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Adults, \*Custodial Mentally Handicapped, Exceptional Child Research, \*Job Skills, Mentally Handicapped, Program Effectiveness, Research Reviews (Publications), Severely Handicapped, \*Skill Development, \*Training Techniques, \*Vocational Education

Research studies in which severely retarded adults have been trained to perform complex industrial tasks are reviewed. It is explained that results demonstrate that retarded workers can learn to insert electronic components into a printed or etched circuit board. Reported is a pilot study which is investigating two adult retardates' ability to assemble a large number of parts using a match-to-sample training procedure. (CL)

ED 113 884

EC 080 124

*Saunders, Richard R. Koplik, Kathy*

**A Multi-Purpose Data Sheet for Recording and Graphing in the Classroom.**

American Association for the Education of the Severely/Profoundly Handicapped.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Sep 75

Grant—OEG-0-74-2766

Note—12p.

Available from—For bulk copies, write to the senior author at Kansas Neurological Institute, 3107 West 21st Street, Topeka, Kansas 66604  
Journal Cit—AAESPH Review; v1 il p1-8 Sep 1975

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Data Collection, \*Evaluation Methods, \*General Education, Instructional Aids, \*Rating Scales, \*Records (Forms), Student Evaluation, \*Student Records

Presented is a design for a data recording sheet which is claimed to be flexible, simple, time-saving, and convenient for classroom teachers to use. It is explained that scoring indicates criterion level, number and pattern of correct and incorrect responses, and a linear graph of the student's ongoing performance. (CL)

ED 113 885

EC 080 173

*Gottlieb, Michael C. Dickey, Diane F.*

**Spatial Orientation Ability in Learning Disabled Children: Effects of Plane and Relative Position.**

Note—21p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

**Descriptors**—Age Differences, Analysis of Variance, Elementary Education, Exceptional Child Research, \*Learning Disabilities, \*Space Orientation

To investigate the effect of mirror-image and aligned relative positions with learning disabled (LD) children, and to explore the development of orientation ability in both LD and normal children, 30 LD and 30 normal Ss (6- and 8-years old) were given a task in which they were required to match their "horseshoe" to that of the examiner. Twenty-four random presentations consisted of eight combinations of up-down or left-right orientations in mirror-image or aligned relative positions. Findings indicated that mirror-image relative position was significantly more difficult for all Ss than the aligned position, and that LD Ss made significantly more errors than normal Ss. No difference was found between 6-year-old LD and normal Ss, but 8-year-old LD Ss made significantly more errors than 8-year-old normal Ss. (Author/LS)

**ED 113 886** **EC 080 175**

*Gold, Marc W.*

**An Adaptive Behavior Philosophy: Who Needs It?** Illinois Univ., Urbana. Children's Research Center.

Pub Date May 72

Note—10p.; Revision of a paper published in the Proceedings of the National Association of Superintendents of Public Residential Facilities, Region V Interaction Workshop on Community Living for Institutional Retardates

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Adjustment (to Environment), \*Discriminatory Attitudes (Social), \*Employment Potential, Exceptional Child Research, Expectation, Job Skills, \*Mentally Handicapped, \*Normalization (Handicapped)

The author cites obstacles to the normalization of mentally retarded individuals, including society rigidity, low expectations, desire to maintain status quo, and persistent belief in the fallacy that most basic tasks require intelligence. Studies are reviewed in which moderately and severely retarded persons were successfully trained to perform complex industrial tasks. The involvement of labor and management in securing appropriate employment for this population is advocated. (CL)

**ED 113 887** **95** **EC 080 219**

*Hesse, Kathy And Others*

**The Comprehension and Production of Interrogatives in the Language of Normal and Retarded Children: A Review and Analysis.** Occasional Paper No. 32.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Report No.—332189

Pub Date Feb 75

Grant—OEG-09-332189-4533(032)

Note—88p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—Conceptual Schemes, Exceptional Child Research, \*Language Development, Language Patterns, \*Language Research, Learning Characteristics, \*Mentally Handicapped, Models, \*Questioning Techniques, \*Research Reviews (Publications)

Summarized in terms of competence and performance models is the development of questioning behavior in the language repertoire of retarded children. The role of questions, particularly WH questions, is reviewed in adult language (semantics and pragmatics) and children's language (receptive and expressive abilities). Discussed is research dealing with the effects of questions on learning and early language development (including parent-infant interaction analyses). Studies of children's interrogative production in English and other languages are considered along with research on children's comprehension of interrogatives. Results of studies with retarded children are explained to indicate similar though delayed development when compared to normal acquisition. Suggested are implications for language intervention, including the use of appropriate types and levels of questions to promote recall or language stimulation. (CL)

**ED 113 888**

*Johnson, John L. And Others*

**A Study of the Special Education Placement Procedures in Montgomery County. Maryland Public Schools.**

Montgomery County Public Schools, Rockville, Md.

Pub Date 14 Jul 75

Note—52p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—Administrative Policy, \*Disadvantaged Youth, Exceptional Child Research, \*Minority Groups, Parent Attitudes, Program Development, \*Program Evaluation, Questionnaires, \*Special Education, \*Student Placement, Teacher Attitudes

**Identifiers**—Maryland (Montgomery County)

Three outside consultants were asked to evaluate the validity of current special education placement procedures and policies in the Montgomery County, Maryland Public Schools (MCPS) to determine their effect on minority students. Procedures for obtaining information included mailing questionnaires to 396 families and observing in-service staffing conferences and area screening committee meetings. Major findings were that there was no evidence of racial or socio-economic class discrimination in MCPS written policy and placement procedures or in the MCPS 5-year Plan for Special Educational Services; that staff members needed to develop greater sensitivity to minority issues during the initial screening and classification process; that improvement was needed in the quality of placement conference data; that testing policies and the use of test results needed to be clarified; that the majority of parents surveyed were satisfied with the placement procedures and their children's program; and that MCPS personnel had a low tolerance for students who exhibited behavior or background different from established community norms. Evidence supported recommendations in 11 areas: communication, school-by-school needs assessment, pre-referral procedures, identification and classification procedures, staff development, testing and policy procedures, school medical advisors (SMA), parent concerns, programs, human relations, and public relations; and included that there be a review and classification of the role of SMAs in the placement process. (Provided are appendixes such as the MCPS questionnaire.) (SB)

**ED 113 889** **EC 080 221**

**Intermediate Unit Programs for the Gifted, 1975-1976.**

Bucks County Public Schools, Doylestown, Pa.

Pub Date [75]

Note—15p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Check Lists, Demonstration Projects, \*Educational Programs, Exceptional Child Education, Exceptional Child Services, \*Gifted, Guidelines, Instructional Materials, Resource Centers, Services, \*State Standards, \*Student Evaluation, \*Talent Identification, Teacher Qualifications

**Identifiers**—Informal Assessment, Pennsylvania (Bucks County)

Bucks County, Pennsylvania intermediate unit (IU) programs for the gifted are discussed in terms of Pennsylvania standards for the gifted, pupil selection methods, and IU services for the gifted and talented. Among topics covered in a section on program standards are guidelines for selecting gifted pupils (from kindergarten through the grades); organizational patterns (such as independent study, tutoring, and small group instruction); special instructional materials; and personnel certification requirements. Briefly explained are methods for pupil selection such as observation of personal qualities, identification of superior readers, and criteria (including social or economic deprivation and learning disabilities) for granting exceptions to the minimum IQ requirement of 130. Descriptions of the IU services provided include seven types of pilot programs in such areas as humanities, special interest enrichment programs, philosophy, and mathematics; art scholarships for talented 10th and 11th grade pupils; and a resource center which houses media and curricular materials as well as a professional library on the gifted and talented. Appended are a worksheet to record multiple data for pupils and sample checklists to screen for giftedness, evaluate personal qualifications, and identify superior reading skills. (SB)

**ED 113 890**

*Iraci, Joseph*

**Individualized Physical Education Curriculum Materials for the Trainable Mentally Handicapped.**

Pub Date May 75

Note—173p.; Proceedings of the Special Study Institute (St. Bonaventure University, Olean, New York, May 8-10, 1975)

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors**—\*Adapted Physical Education, Conference Reports, \*Curriculum, Exceptional Child Education, \*Individualized Instruction, \*Institutes (Training Programs), Mentally Handicapped, Program Descriptions, \*Trainable Mentally Handicapped, Workshops

**Identifiers**—Project I CAN

Summarized are the proceedings from a special study institute on the I CAN Project which has developed individualized physical education curriculum materials for trainable retarded students. It is explained that the project cover instruction in aquatic skills, body management, fundamental skills (such as locomotion and object control), and health fitness skills. The diagnostic prescriptive model is recommended, and assessment procedures are reviewed. Discussed are principles of prescribing instruction, including such considerations as instructional grouping and skill sequencing. Techniques for individualizing instruction are suggested, and examples of lessons are provided with information on general directions, physical manipulation, environmental manipulation, modeling and materials. Continuous progress reporting is advocated to record student achievement for parents and students. Reactions of workshop participants to the individual sessions are summarized. (CL)

**ED 113 891** **EC 080 223**

*Glaser, Edward M. Ross, Harvey L.*

**Facilitation of Knowledge Utilization by Institutions for Child Development. Final Report.**

Human Interaction Research Inst., Los Angeles, Calif.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Oct 74

Note—432p.

**EDRS Price MF-\$0.76 HC-\$22.21 Plus Postage**

**Descriptors**—Administration, \*Consultants, Evaluation, Exceptional Child Research, Exceptional Child Services, \*Handicapped Children, \*Information Utilization, \*Institutions, Intervention, Program Effectiveness, Questionnaires, \*Residential Programs, Staff Role

The final report on facilitation of knowledge utilization by institutions for child development contains analyses of consultation-intervention in four different child care institutions (including psychiatric facilities and an orphanage), and a guide to providing individualized services in children's residential centers. Described in each case are actions taken by the consultants, interviews of staff members by an independent evaluator, and questionnaire data from institutional personnel. Also included are comments made by the project director and an analysis of overall results derived from two survey instruments (the Baseline Data Form and the Institution Self-Study Questionnaire). The guide for individualizing services considers such aspects as decentralization of decision making, staff roles in an interdisciplinary team, and the new role of management. Among four appendixes are suggestions for behavioral science consultants at children's residential centers. (CL)

**ED 113 892** **EC 080 245**

*Mallik, Kalisankar Yuspeh, Sheldon*

**Bio-Engineering Services to the Developmentally Disabled Adolescent. Final Report.**

George Washington Univ. Medical Center, Washington, D.C. Job Development Lab.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C. Div. of Developmental Disabilities.

Pub Date [75]

Note—89p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—Adolescents, Childhood, \*Demonstration Projects, \*Equipment, Exceptional Child Education, Material Development, Mobility Aids, Parent Education, Physical Activities, \*Physically Handicapped, \*Prevocational Education, \*Program Descriptions, Recreation, Self Care Skills, Student Evaluation

**Identifiers**—Developmental Disabilities, Final Reports, Sharpe Health School

A 1-year demonstration project involving 24 developmentally disabled students (9- to 20-years-old) with severe physical limitations was conducted to increase their educational and vocational possibilities by using cost-effective bio-engineering techniques to modify their physical environment and develop improved adaptive devices. Phase I of the project consisted of student selection, parent education, and initial evaluation of individual functional abilities. The second phase included using specially designed or commercially available adaptive devices (such as contour seats and wheelchair ramps) to increase functional independence; developing recreational programs (such as a miniature golf course); measuring functional improvement in 50 areas of self-care (such as dressing and eating); providing vocational orientation programs (including training in microfilming and one-handed typing); evaluating each student's functional and vocational potentials and recommending environmental and orthotic (supportive device) adaptations; and meeting of project advisors, staff members, parents, and students. Plans for the project's final phase focus on a practical workshop to demonstrate how low-cost, simple designed, bio-engineering adaptations can be used to increase the physically disabled individual's functional level and work capacity. (Provided are descriptions and pictures of adaptive devices used with individual students and 14 appendixes including sample forms for evaluating physical functioning and recreational interests.) (SB)

ED 113 893 EC 080 246

Lyall, J. *And Others*  
Manual for the Deaf-Blind Program and Ability Screening Test.

Elliaville State School, Miss. Mississippi Deaf-Blind Evaluation Center.

Pub Date 72

Note—28p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Ability Identification, Child Development, \*Deaf Blind, Educational Needs, Exceptional Child Education, \*Guidelines, \*Multiply Handicapped, Program Planning, \*Screening Tests, Student Evaluation, Test Construction, \*Test Interpretation

Presented are a manual and a screening test to assist teachers and professionals to determine the functional ability level and individual program needs of deaf blind and multiply handicapped children. It is noted that the individually administered 10-minute test, based on Gesell's developmental theory, consists of items in seven basic developmental areas: vision; hearing; gross motor, fine motor, and self-help skills; communication; and socialization. It is explained that the test can be used to place children at one of the following program levels: basic sensory stimulation for the profoundly disabled (multiply handicapped nonambulatory children confined to bed units); developmental task training for ambulatory children who have secondary handicaps to their deaf-blindness; and training in preacademic and daily living skills for visually and auditorially handicapped children who have greater functional ability. Included in the manual are instructions for test administration and scoring, a list of needed equipment, and brief discussions of special test factors to be considered (such as behavioral characteristics and medication) and the need to obtain further reliability/validity measures. (LH)

ED 113 894 EC 080 248

Wilson, George T.  
Community Recreation Programming for Handicapped Children. Bulletin No. 96.

National Recreation and Park Association, Arlington, Va.

Report No—96

Pub Date 74

Note—38p.

Available from—National Recreation and Park Association, 1601 North Kent Street, Arlington, Virginia 22209 (\$2.50)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Adapted Physical Education, \*Administration, Camping, \*Community Programs, Equipment, Exceptional Child Services, Facilities, \*Handicapped Children, Program Evaluation, Program Planning, \*Recreation  
Identifiers—Wisconsin (Milwaukee)

Described in the manual are methods, equipment, and materials that were used to develop a

model community recreation program for handicapped children in Milwaukee, Wisconsin. Discussed are program principles, recommendations, and evaluation techniques; administrative considerations such as budgeting, transportation, and publicity; staff recruitment, training, and supervision; and the importance of teamwork between parents and staff members. Suggestions are offered for avocational counseling and adaptive physical, aquatic, cultural, mental, social, and camping activities. Appendixes include resource information; sample enrollment forms; and checklists for evaluating competency in such areas as manual dexterity, social interaction, and self-image. (LH)

ED 113 895 EC 080 249

An Instructional Playground for the Handicapped  
Using Tires as Inexpensive Playground Equipment: Activity and Construction Manual.

New York State Education Dept., Albany. Special Education Instructional Materials Center.

Note—57p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Adapted Physical Education, Equipment, Exceptional Child Education, \*Handicapped Children, \*Manuals, \*Playgrounds, \*Prevocational Education, Special Education, Student Participation, Teaching Guides

Identifiers—Tires

The manual explains how special education students in an occupational program used tires to construct an inexpensive instructional playground for handicapped elementary school pupils. Presented in two sections with accompanying pictures or diagrams are activity ideas for using the tires in a variety of configurations (Part 1) and construction and installation instructions (Part 2) both within the school shop setting and at the playground site. Listed in a brief introductory section are the following project benefits: students' satisfaction, increased interaction between special education and physical education staff members and between students in special and regular classes, equipment safety, and low cost (under \$400) of constructing the playground. (LH)

ED 113 896 EC 080 250

Hawkins, Donald E. *And Others*

The Natural Environment and Human Development: Implications for Handicapped Children in Urban Settings.

Spons Agency—Forest Service (DOA), Washington, D.C.

Pub Date May 75

Note—56p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Adapted Physical Education, Administration, \*Architectural Barriers, Bibliographies, Camping, Child Development, Design Needs, \*Environmental Influences, Exceptional Child Education, \*Handicapped Children, Outdoor Education, \*Program Planning, Recreation, \*Urban Environment

Presented for environmental designers and program planners serving handicapped children in urban settings is information on using the natural environment both as a therapeutic modality and to facilitate child development; planning, administering, and evaluating innovative educational recreational and camping programs; and developing standards for architectural modifications and barrier-free design. Included is a bibliography containing approximately 280 references arranged alphabetically by author or source within the following categories: general references; physical and motor development; perceptual development; behavior/personality/affective development; intellectual/cognitive/language development; program planning, administration, and evaluation in the natural environment; and architectural modifications/barrier-free design. (LH)

ED 113 897 95 EC 080 251

Fain, Gerald S., Ed. Burkhardt, Ernie, Ed.

Motor Development: From Classroom to Playground.

Maryland Univ., College Park. Coll. of Physical Education, Recreation, and Health.; Prince George's County Board of Education, Upper Marlboro, Md. Dept. of Special Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Apr 75

Grant—OEG-0-73-7097

Note—180p.

EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage

Descriptors—Definitions, Exceptional Child Education, \*Handicapped Children, \*Motor Development, \*Perceptual Motor Coordination, \*Physical Development, Physical Education, Program Descriptions, Recreation, \*Teaching Methods

Intended for the educator and recreator working with normal and exceptional children, the book provides an overview of perceptual motor terminology, development, and resources in addition to a state of the art paper. Presented are definitions of such terms as motor development, sensory motor development, and perceptual motor development. Developmental motor patterns are reviewed and activities used in the motor development programs of Prince George's County, Maryland, Special Education Department are listed. Described is the University of Maryland's Children's Health Developmental Clinic which incorporates parent education with individualized motor instruction for children with developmental problems. Among the reference materials and resource information provided are sample behaviors and activities to develop such skills as mature social interaction, personal fulfillment, and enhanced amusement; an annotated list of 178 references; and examples of on-going program approaches. In a concluding paper, J. Stein reviews relevant research, including findings about the specificity of learning, and their implications for the field. Appended is an annotated bibliography with approximately 50 references related to movement and learning. (CL)

ED 113 898 EC 080 252

Baker, Barbara A.

Movement Education for Students with Special Needs in Physical Education.

Arlington County Public Schools, Va.

Pub Date Dec 73

Note—39p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Adapted Physical Education, Equipment, Exceptional Child Education, \*Handicapped Children, \*Motor Development, Perceptual Motor Coordination, Physical Education, Regular Class Placement, \*Teaching Methods

Identifiers—Movement Education

Discussed are aspects of physical education programs for children with special needs. It is explained that movement education promotes important learning for all pupils and is well suited for facilitating the integration of handicapped children into regular classes. Suggestions are given for teachers, and equipment items (such as inner tubes and hurdles) are listed. Progressive goals and activity ideas are presented for the following areas: body awareness, space and direction, balance, basic body and locomotive movement, laterality, strength and endurance, eye-hand coordination, eye-foot coordination, and motor planning and sequencing. (CL)

ED 113 899 EC 080 253

Adkins, Patricia G.

A Priceless Playground for Exceptional Children.

Pub Date 73

Note—23p.

Available from—Learning Resources Press, 609 LaCruz Drive, El Paso, Texas 79902 (\$1.50 each, plus \$.25 postage and handling)

Document Not Available from EDRS

Descriptors—\*Equipment, Exceptional Child Education, \*Handicapped Children, \*Motor Development, \*Perceptual Development, \*Playgrounds, Therapeutic Environment

Described are 20 pieces of therapeutic playground equipment constructed by volunteers and fathers of children in the Early Learning Center for Exceptional Children (El Paso, Texas). It is noted that discarded and readily available materials (such as old tires) were used, and that no commercial playground equipment was purchased. Information on the construction of each piece and its contribution to perceptual and motor development is presented along with illustrations. (SB)

ED 113 900 95 EC 080 254

Nesbitt, John A., Ed. Howard, Gordon K., Ed.

Program Development in Recreation Service for the Deaf-Blind. Based on Papers and Proceedings of National Institute on Program Development and Training in Recreation for Deaf-Blind Children, Youth and Adults (Iowa City, Iowa, April 29-May 1, 1974).



Iowa Univ., Iowa City. Coll. of Liberal Arts.  
Spons Agency—Bureau of Education for the  
Handicapped (DHEW/OE), Washington, D.C.  
Bureau No—H314241  
Pub Date May 74  
Grant—OEG-0-73-6143  
Note—466p.

Available from—Recreation Education Program,  
College of Liberal Arts, University of Iowa,  
Iowa City, Iowa 52242

**EDRS Price MF-\$0.76 HC-\$23.48 Plus Postage**  
Descriptors—Administration, Child Advocacy,  
\*Conference Reports, Deaf Blind, Exceptional  
Child Education, Exceptional Child Services,  
Motor Development, \*Multiply Handicapped,  
\*Physical Activities, \*Program Descriptions,  
\*Recreation, Resource Guides, Student Evaluation

Presented are papers and proceedings of the  
National Institute on Program Development and  
Training in Recreation for Deaf-Blind Children,  
Youth and Adults (Iowa, 1974). Chapters 1-3  
summarize institute participants' views on topics  
such as normalization, needs, and advocacy for  
the deaf-blind (DB); report a consumer's, a  
parent's, a rehabilitation worker's, and a recreation  
worker's perspectives on recreation for the  
DB; and include overviews and a national survey  
of recreation services for the DB. Chapter 4  
focuses on programs and includes basic concepts  
and definitions, papers on residential programs  
and play facilities, and specific program descriptions  
in areas such as music, camping, and  
gardening. Activity areas such as swimming, arts  
and crafts and outdoor education, and the  
development and evaluation of motor skills for  
the DB are covered in Chapters 5 and 6. Examined  
in Chapter 7 are assessment, evaluation,  
and research in recreation for the DB. In chapters  
8-11 leisure education, special considerations,  
advocacy (including organizational and  
parent advocacy), and administration of recreation  
programs for the DB are explored. A final  
chapter identifies resources and includes features  
of 19 selected DB model program sites, a review  
of the literature, lists of materials, and a guide to  
information sources. Appended is information on  
institute personnel, materials, and instruments.  
(LS)

**ED 113 901** EC 080 255  
*Priest, Louise*  
**Swimming for the Handicapped: A Manual for the  
Aide.**

Pub Date 74  
Note—38p.

Available from—The American National Red  
Cross, 17th and D Streets N.W., Washington,  
D.C.

Document Not Available from EDRS

Descriptors—Aurally Handicapped, Cerebral  
Palsy, Definitions, Exceptional Child Education,  
\*Handicapped Children, Learning Disabilities,  
Mentally Handicapped, Physically Handicapped,  
Recreation, Severely Handicapped,  
\*Swimming, \*Teaching Guides, Visually Handicapped,  
\*Volunteers

Identifiers—American National Red Cross

Presented is the American National Red Cross  
Swimming for the Handicapped Program manual  
designed for volunteer aides. The program's aims,  
scope, and value are described in the introduction.  
It is noted that the nonswimming aides can  
play a vital role in transportation, dressing room  
assistance, record keeping, and as safety  
assistants, while swimming aides function directly  
as instructional assistants. Listed are safety  
guidelines (such as not carrying a child across  
wet decks) and factors to consider in teaching  
the handicapped (such as treating handicapped  
children with dignity). Teaching suggestions are  
included for seven types of handicapping conditions:  
mental retardation, cerebral palsy,  
orthopedic disabilities, hearing disabilities, visual  
disabilities, learning disabilities, and multiple disabilities  
(mentally retarded-cerebral palsied,  
hyperactive-emotionally disturbed, rubella, and  
deaf-blind). Included in the appendix are signs  
for manual communication, the manual alphabet,  
a sample admission form and evaluation sheet,  
references, and a glossary of terms including  
definitions of some impairments not specifically  
covered in the disabilities section. (Author/SB)

**ED 113 902** EC 080 256  
**Recreation and Handicapped People: A National  
Forum on Meeting the Recreation and Park  
Needs of Handicapped People.**  
Pub Date [75]

Note—65p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Architectural Barriers, Exceptional  
Child Services, Financial Policy, \*Handicapped  
Children, Legislation, \*Normalization (Handicapped),  
\*Parks, Public Opinion, \*Recreation,  
\*Recreational Facilities, Transportation

Identifiers—\*Needs Assessment

Summarized are recommendations made by  
handicapped people and recreation and park  
professionals at a 1974 forum on meeting the  
recreation and park needs of the handicapped. A  
statement of the issue and delegates' reactions  
are provided on 12 topics: segregation vs. integration;  
the role of the voluntary health agency and  
its effect on the responsibility of the community  
recreator; the importance of having specially  
trained personnel (therapeutic recreation professionals);  
the problem of architectural barriers;  
legislation; financing; the attitudes of nonhandicapped  
participants; insurance costs; recreation as  
a rehabilitation tool; the value of consumer  
input into recreation planning and design; employment  
of the handicapped in recreation and  
park occupations; and transportation. Where applicable,  
specific suggestions are given for national,  
state, local, or college level actions. Sample  
conclusions are that separate but equal facilities  
are never an acceptable objective, and that 5  
percent of all funds in public recreation projects  
should be used to insure and maintain their usability  
by handicapped people. Appended are four  
speeches and papers presented during the national  
forum which focus on topics such as  
financing recreation services for the ill and  
handicapped, and efforts of the National Park Service  
to meet the needs of handicapped persons.  
(LS)

**ED 113 903** EC 080 257

*Brault, Donald And Others*

**Expanding Physical Education Services to Pupils  
with Handicapping Conditions: Summary Report.**

Madison Public Schools, Wis. Dept. of Special-  
ized Educational Services.

Pub Date Sep 74

Note—70p.; Not available in hard copy due to  
poor reproducibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not  
Available from EDRS.**

Descriptors—\*Adapted Physical Education, Conceptual  
Schemes, Curriculum Guides, Educational Alternatives,  
Exceptional Child Education, \*Handicapped Children,  
Models, Program Development, \*Public Schools, \*Recreation,  
Regular Class Placement

Identifiers—\*Needs Assessment, Wisconsin (Madison)

Presented is the report of the Adaptive Education  
Task Force in Madison (Wisconsin) Public Schools  
which followed an investigation of the need to broaden  
the scope of physical education and recreation services  
to handicapped students. The work of the task force is  
reported in summary form in three parts: a position  
statement, assessment of needs, and program needs  
and recommendation; and Part 4 includes appendixes  
giving more detailed information about selected  
aspects of the report. Developed in Part 1 is a  
position statement defining the need for adaptive/  
alternative learning experiences as an integral part  
of the existing physical education program. Appraised  
in Part 2 is the extent to which adaptive/  
alternative experiences are being provided for  
students with special needs; and the unique needs  
that cannot be effectively dealt with in the regular  
physical education class are pointed out. Provided  
in outline form in Part 3 are recommendations  
along with objectives, planning and development  
needs, and funding components pertaining to the  
development of adaptive/alternative physical education  
and recreation programs. Included in the appendixes  
are program implementation plans for specific schools  
(providing programs for conditions such as visual  
handicaps, mental handicaps, and emotional disturbances,  
a proposal for assessing effectiveness of current  
programs, and a model for planning/development  
of adaptive and alternative programs. (Author/SB)

**ED 113 904** EC 080 258

*Neishloss, Lou*

**Swimming for the Handicapped Child and Adult:  
Occasional Papers No. 10.**

Pub Date Oct 73

Note—17p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Exceptional Child Education, Physical  
Development, \*Physically Handicapped, Psychological  
Characteristics, \*Swimming, \*Teaching Methods

Outlined are physiological and psychological  
values of swimming for the handicapped, basic  
principles and teaching procedures for instructing  
physically handicapped persons, and specific suggestions  
for teaching swimming to persons with the following  
conditions: amputations, polio, paraplegia, cerebral palsy,  
spina bifida, Legg-Perthes Disease, muscular dystrophy,  
arthritis, hemiplegia, and scoliosis. Brief sections on  
facilities, equipment, and teaching aids are included.  
(LS)

**ED 113 905** EC 080 259

**Recreation for the Handicapped: A Selection of  
Recent Books and Pamphlets.**

National Easter Seal Society for Crippled Children  
and Adults, Chicago, Ill.

Pub Date Mar 75

Note—12p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Adapted Physical Education, \*Bibliographies,  
Camping, Exceptional Child Education, Handicrafts,  
Hobbies, \*National Organizations, \*Physically Handicapped,  
\*Program Planning, \*Recreation

Presented is a bibliography of 96 books and  
pamphlets concerned with the planning and  
modifying of recreational activities for physically  
handicapped children. Publications are listed  
alphabetically by author or distributor within four  
subject areas: recreation and recreational activities,  
residential and day camping, adapted physical  
education, and handicrafts and hobbies. Entries  
usually contain the title, author, a brief  
description of content, number of pages, distributor's  
address, and cost. Also provided are the addresses  
of 10 national associations and the title, cost,  
and content of recreational journals they publish.  
(SB)

**ED 113 906** EC 080 260

*McAvaddy, Jim*

**Facility Consideration for Handicapped Intramural  
Participants.**

Pub Date Mar 73

Note—10p.; Paper presented at the Annual Conference  
of the National Intramural Association (24th,  
University of South Florida, March, 1973)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Architectural Barriers, Athletics,  
\*Building Design, Design Needs, Exceptional Child  
Services, \*Handicapped Children, \*Leisure Time,  
\*Recreation

The author discusses the specifics of planning  
new facilities and restructuring existing ones for  
intramural and recreational use by handicapped  
and normal individuals. Detailed are suggestions  
for general accessibility (including parking, ramps  
and door hardware aspects), toilet facilities,  
swimming pools, and such miscellaneous facilities  
as public telephones and drinking fountains. (CL)

**ED 113 907** 95 EC 080 261

*Klappholz, Lowell, Ed.*

**Annotated Research Bibliography in Physical Education,  
Recreation, and Psychomotor Function of  
Mentally Retarded Persons.**

American Alliance for Health, Physical Education,  
and Recreation, Washington, D.C.

Spons Agency—Bureau of Education for the  
Handicapped (DHEW/OE), Washington, D.C.

Pub Date Jun 75

Grant—OEG-0-72-5454-233563

Note—293p.

Available from—AAHPER Publication-Sales,  
1201 16th Street, N.W., Washington, D.C.  
20036 (\$7.00)

**EDRS Price MF-\$0.76 Plus Postage. HC Not  
Available from EDRS.**

Descriptors—Adapted Physical Education, \*Bibliographies,  
Evaluation Methods, Exceptional Child Education,  
Individual Characteristics, \*Mentally Handicapped,  
Physical Activities, \*Physical Education, \*Psychomotor  
Skills, \*Recreation, Research Reviews (Publications),  
Trend Analysis

Presented is a research bibliography (covering  
the years 1888 to 1975) which contains annotations  
of 439 studies and bibliographical citations of  
419 additional projects on physical education,  
recreation, and psychomotor function of mentally  
retarded persons. In addition to review and  
analyses of trends and major findings, unan-

swered questions that need to be proved in further studies, projects, and programs are delineated. Study entries are listed alphabetically and provide information on the author, title, source, date, and pages, annotations which translate research findings into practical instructional hints, teaching techniques, and related ideas that can be used by practitioners. All entries are indexed and cross-indexed in five indexes: condition, level, age, and sex of subjects; physical, psychomotor, cognitive, and affective characteristics of subjects; physical education, recreation, and psychomotor activities; tests, rating scales, evaluative instruments, and assessment devices; and miscellaneous descriptors. (Author/SB)

ED 113 908 95 EC 080 292

*Grant, June*  
**Proceedings of a Workshop on the Preparation of Personnel in Education of Bilingual Hearing-Impaired Children Ages 0-4.**

Trinity Univ., San Antonio, Tex.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Nov 72

Grant—OEG-0-72-1239

Note—86p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*Aurally Handicapped, \*Bilingualism, Change Agents, Conference Reports, Educational Programs, Evaluation Methods, Exceptional Child Education, \*Intervention, \*Mexican Americans, Nonprofessional Personnel, \*Preschool Education, Staff Improvement, Staff Role

Identifiers—Paraprofessional Education

Presented are the proceedings of a workshop on preparing personnel to effectively intervene in the development and education of Mexican-American hearing-impaired children (0- to 4-years-old). Participants (who were professionals in such disciplines as psychology, medicine, and education) investigated four main topics (examples of conclusions are in parentheses): the knowledges, understandings, and competencies needed by the mediators to intervene effectively (the principle area in which the hearing-impaired child presents problems is communication); the responsibilities and level of preparation desired for the intervener (mothers or surrogate mothers need to function as identifier, coordinator, interpreter, and evaluator); personnel training programs (personnel must be recruited from the Mexican-American culture); and areas amenable to evaluation (complete evaluation requires assessment for every procedure and person who has contact with the hearing-impaired child). The final topic is a compilation of the findings and explores implications for change in interdisciplinary approaches, administration of service programs, legislation, funding, advisory committees and cooperative councils, research, and program schema. Five appendixes are provided including information on goal setting considerations. (SB)

ED 113 909 EC 080 293

*Shufelt, Lawrence J. Wurster, Stanley R.*

**Frequency of Divorce Among Parents of Handicapped Children.**

Pub Date Jul 75

Note—52p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Demography, Exceptional Child Research, \*Family Problems, \*Handicapped Children, Incidence, \*One Parent Family, Parent Attitudes, Questionnaires, Research Reviews (Publications), \*Stress Variables

Identifiers—\*Divorce

Seventy-six parents of handicapped children were surveyed to compare the frequency of divorce in the sample population to that of the U.S. population. A research review revealed that the first-born child causes extensive to severe crises in the parents' marital relationship; that the presence of a child with a handicapping condition causes a certain degree of stress within the family; and that marital dissatisfaction is highest in families which have children. Ss completed questionnaires concerned with items such as the rating of their child's degree of handicap and of their marital satisfaction. Results showed that the frequency of divorce for the sample population was not significantly higher than that of the U.S. population, suggesting that the presence of a handicapped child in the family does not seriously affect marital stability. (Appendixes include the

questionnaire used and a table of sample population characteristics.) (SB)

ED 113 910 EC 080 294

*Golden, Emanuel*

**Visual Memory of Deaf Students in Comparison with Normally Hearing Students of Similar Ages.**

Pub Date Jul 75

Note—76p.; A project submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Walden University

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Aurally Handicapped, \*Deaf, Elementary Education, Exceptional Child Research, \*Memory, \*Visual Learning, Visual Perception

Compared was the visual memory of 18 deaf and 18 normal hearing children (7- to 12-years-old). Ss' visual discrimination and visual memory were tested with filmstrip materials from Project LIFE (Language Improvement to Facilitate Education). Time scores and error scores were used to measure the performances of both groups. Results showing that deaf Ss scored as well or better than the hearing Ss in all tested activities indicated that the memories of deaf children for visually significant stimuli may be at least as strong and persistent as the memories of hearing children, and that attention could be focused on more and better utilization of significant visual aids in the education of the deaf. (Author/LS)

ED 113 911 EC 080 295

*Krus, Patricia H. And Others*

**The Formative Evaluation Design of the Vocabulary Development Project. Occasional Paper 31.**

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.—332189

Pub Date Oct 74

Grant—OEG-09-332189-4533(032)

Note—43p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Educable Mentally Handicapped, Elementary Secondary Education, Evaluation, \*Evaluation Methods, Exceptional Child Research, \*Instructional Materials, \*Material Development

Described are the formative evaluation procedures used to assess materials to teach educable mentally retarded children concepts and skills in the areas of money, measurement, and time. It is explained that "formative" evaluation refers to assessment of an instructional product during its development, in order to identify ways in which the materials can be modified. Four stages of the overall project evaluation plan are outlined. Aspects of the formative evaluation design focused on include the six instructional variables assessed, such as instructional effectiveness, the sources of input, such as a teacher review board. Appended is a sample evaluation form for teacher use. (LS)

ED 113 912 EC 080 296

*Brinegar, Leslie*

**Politics of Long-Range Planning for Special Education.**

Pub Date Apr 75

Note—14p.; Keynote address delivered to the Council of Administrators of Special Education, International Convention, Los Angeles, California, April 21, 1975

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Elementary Secondary Education, Exceptional Child Education, \*Handicapped Children, \*State Legislation, \*State Programs

Identifiers—\*California

Described is the planning behind the implementation of California's new Master Plan for Special Education, and highlighted are political problems that may be encountered and techniques which can be used in getting approval for large changes in special education programming. Suggested are ways to effect needed legislation, such as by neutralizing the negative force of lobbyists for the opposition. (LS)

ED 113 913 EC 080 297

*Bessant, Helen P., Ed.*

**Ideas and Activities for Educators.**

Norfolk State Coll., Va.

Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washington, D.C.

Pub Date Jan 75

Grant—OEG-0-070-1880

Note—60p.; For related documents, see EC 080 298-300

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Delivery Systems, \*Educational Trends, Elementary Secondary Education, Exceptional Child Education, \*Handicapped Children

Provided for teachers are 11 brief articles on current ideology relevant to the education of handicapped and non-handicapped children. The first five papers deal with the following topics: attempts to increase the effectiveness of the educational system (such as mainstreaming); alternative models for delivery of services to the mildly handicapped (such as the Cascade System); the role of affect and cognition in curriculum; and societal factors affecting the future of education (such as inflation). Presented in seven articles are specific guides to the teacher regarding advocacy for normalized education of exceptional children, the ideas of J. Piaget, diagnosis of learning problems, listening to children, the role of mathematics, improvement of a child's self-concept, and the importance of physical activities for emotionally disturbed children. (LS)

ED 113 914 95 EC 080 298

*Bessant, Helen P., Ed. And Others*

**Learning About Living: Youth and Adult Education on Parenthood.**

Norfolk State Coll., Va.

Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washington, D.C.

Pub Date 75

Grant—OEG-0-070-1880

Note—129p.; For related documents, see EC 080 297-300

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—\*Child Development, \*Daily Living Skills, Exceptional Child Education, \*Handicapped Children, Learning Disabilities, Nutrition, \*Parent Education, \*Teaching Guides

Presented is an instructional guide designed for use in training young people and adults who may have children with learning problems. Included are five modules dealing with the following topics (with sample sub-topics in parentheses): child development (toilet training), home activities to enhance school performance (language development), planning and preparing inexpensive nutritious meals (basic four food groups), sewing (taking body measurements), and selecting and pursuing a vocation (preparation for job interviews). Provided for each instructional objective are pretests, content, learning tasks, evaluation, and resources (including books and films). A companion sound filmstrip series (also available in an audio cassette/slide format) is said to be obtainable for use with the teaching guide. (LS)

ED 113 915 95 EC 080 299

*Bessant, Helen P., Ed.*

**Pointers for Parenting.**

Norfolk State Coll., Va.

Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washington, D.C.

Pub Date Jan 75

Grant—OEG-0-070-1880

Note—42p.; For related documents, see EC 080 297-300

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Clothing, Early Childhood Education, Elementary Secondary Education, \*General Education, Listening, Nutrition, Parent Child Relationship, \*Parent Role, Reading Skills, Social Work

Presented are 11 brief articles designed to help parents enhance their children's school performance and generally improve the home environment. Included is information on the following topics: the role of the social worker in parent education, home activities to improve a child's reading skills, developing listening skill through instructional games, dealing with the left-handed child, eating habits and nutrition, sewing machines, denim, parent-child communication, and the effects of divorce on a child. (LS)

ED 113 916 95 EC 080 300

Bessant, Helen P., Ed.

A Final Report, 1969-75. [Norfolk State College. Education Professions Development Act Project.]

Norfolk State Coll., Va.

Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washington, D. C.

Pub Date Jun 75

Grant—OEG-0-070-1880

Note—58p.; For related documents, see EC 080 297-299

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Cultural Differences, Elementary Secondary Education, Exceptional Child Education, \*Handicapped Children, Inservice Education, \*Parent Education, Professional Education, \*Program Descriptions, Program Evaluation, \*Regular Class Placement, \*Teacher Education

Presented is the final report of a 6-year Teacher Instructional Program (TIP) to train regular classroom and other educational personnel to understand the emotional and educational needs of handicapped children (in grades K-6) and of a Parent Education Program (PEP) operated conjointly with TIP. Included in an overview of the project is information on its purpose, staff and organization, participant selection, and on dissemination of project activities and products. Description of TIP focuses on the following aspects: project goals (such as enhancing participants' skills in diagnosing learning problems), summer institutes, academic year seminars, and resource services provided participants (such as help in developing learning centers). Special project emphasis on cultural diversity is explained in two papers, and results of a program evaluation by participants are reported. Components of PEP covered include specific objectives of the self development training (such as increasing participants' knowledge of consumer economics), objectives of the teacher aide program, evaluation of the participants' self-concepts, and results of a program evaluation by participants. Also described is an Instructional Resource Center connected with the program. Appendixes include a pupil survey form and a list of project publications. (LS)

ED 113 917 95 EC 080 301

Ardoff, David G. Weaver, Jerome F.

Token Economy at the Classroom Level.

Pub Date Apr 75

Note—49p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Academic Achievement, Attitudes, \*Behavior Change, \*Delinquency, Elementary Secondary Education, Exceptional Child Research, Money Management, \*Operant Conditioning, Performance Contracts, \*Program Descriptions, \*Residential Programs, Values

Identifiers—\*Token Economy

Evaluated was a pilot study on the use of behavior modification with 116 delinquent boys (8- to 15-years-old) committed to a residential treatment center. Upon assignment to classes, each S was placed on an individual contract which, when completed, was worth points redeemable for such things as candy and potato chips. Ss were administered the Wide Range Achievement Test, the Shipley Institute of Living Scales, and the Jesness Personality Inventory prior to and following the experimental program. Results showed that a token economy at the classroom level was effective in improving the quality and the quantity of learning skills, while raising achievement in reading and arithmetic; in affecting improved classroom behavior and positive changes in attitudes; in attaining increased skill in economics; and producing value systems oriented toward intangible and social reinforcers. From the study, a token economy handbook was devised which includes sections on purpose, daily scoring guidelines, tabulation process, reward system, and weekly system. Also included are appendixes on student-teacher contracts and the Jesness Inventory. (SB)

ED 113 918 95 EC 080 303

Hoffmeister, Robert J. And Others

The Parameters of Sign Language Defined: Translation and Definition Rules. Research Report No. 83.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.—332189

Pub Date Jan 75

Grant—OEG-09-332189-4533(032)

Note—46p.; For a related document see ED 107 001

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Aurally Handicapped, \*Deaf, Exceptional Child Research, Language Development, Language Patterns, \*Language Research, \*Linguistics, \*Sign Language

Presented are rules of sign language structure which have provided a framework for linguistic analysis in a project studying the acquisition of sign language by 10 deaf children of deaf parents. Two levels of rules are outlined: definition rules, which deal with definitions of terms used in the analysis and their relation to terms used in other language development studies; and translation rules, which establish principles for transcribing sign language using English glosses and for counting morpheme units in sign language. Rules are given for the following categories: basic components of sign language (such as signs, finger-spelling, and pointing), compound and complex signs, notation of diglossia, nonstandard constituents, utterance boundaries, and computational definitions. (LS)

ED 113 919 95 EC 080 304

Jones, C. D., Jr.

Special Education in the States: Legislative Progress Report. Report 3.

Education Commission of the States, Denver, Colo. Handicapped Children's Education Project.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Aug 75

Grant—OEG-0-72-0242(607)

Note—25p.; See ED 093 102 for the 1974 legislative report

Available from—Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Admission Criteria, Child Advocacy, Educational Programs, Exceptional Child Education, Exceptional Child Services, Financial Support, \*Handicapped Children, \*Special Education, \*State Legislation, Teacher Certification, Transportation

Reported in the last of a series are summarized versions of approximately 110 bills relating to the education of exceptional children that were introduced in state legislatures in 1975. The report, produced by the Handicapped Children's Education Project of the Education Commission of the States, is said to make no attempt to present all bills introduced, but rather to provide an overview of major legislation related to handicapped individuals. Given for each bill is information regarding bill number and sponsor, basic provisions, and status as of August 1, 1975. Bills are listed alphabetically by state under the following subjects: census/registry/reporting; centers, commission, offices for special education services; certification of professional personnel; comprehensive special education services; early education services; enrollment limitations; expanded special education services; finance formulas/taxation; residency requirement for education services; rights; sanctions; state aid/categorical programs; state aid/general special education programs; state policy; and transportation aid. (SB)

ED 113 920 95 EC 080 365

Florida-Developed Products Listing: Education for Exceptional Students. Fifth Edition.

Florida State Dept. of Education, Tallahassee.

Bureau of Education for Exceptional Students.

Pub Date Sep 75

Note—154p.; For the third edition see EC 062 195

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—\*Annotated Bibliographies, \*Catalogs, Exceptional Child Education, \*Handicapped Children, \*Instructional Materials, \*Instructional Media

Identifiers—Florida

The annotated listing of instructional materials for use with exceptional children includes approximately 200 entries from various exceptional child education programs in Florida. Products are listed alphabetically by title and additionally indexed by area of exceptionality, program source, and sponsoring school district. Each entry in-

cludes a brief annotation of the product and designates the sponsor, areas of exceptionality to which it is applicable, potential use, media format, availability, and a source person who may be contacted for additional information. It is explained that all materials represented in the listing are available from the Education Clearinghouse/Information Center of the Department of Education. (SB)

ED 113 921 95 EC 080 368

Brown, Gerri

Teacher's Guide to an Educational Model for Autistic Children.

Orange County Public Schools, Orlando, Fla.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Note—193p.; See EC 080 369 for additional information

EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage

Descriptors—\*Autism, Behavioral Objectives, Behavior Change, Class Management, \*Curriculum Guides, \*Emotionally Disturbed, Exceptional Child Education, Operant Conditioning, \*Program Descriptions, \*Student Evaluation, Teaching Methods

Identifiers—Elementary Secondary Education Act Title VI B, ESEA Title VI B, Florida (Orange County)

The teacher's guide presents some of the basic considerations necessary for classroom implementation of a public school program for autistic and seriously emotionally disturbed (ED) children. Included are descriptive information about typical ED student's behavior and management techniques for use in the classroom. Also given are basic ideas concerning classroom organization, scheduling, teaching procedures, and in-service training. The major portion of the guide is devoted to the Developmental Sequence Objectives and the Assessment Sheets, which provide behavioral objectives for six major skill areas: behavioral skills; social skills; motor skills; self-help; visual skills; and language skills (expressive and receptive). Replicable record-keeping devices are included for recording student progress in social and behavioral skills, as well as in curriculum-related to academic readiness skills. Appendixes include information such as a definition of autistic children, a behavior modification intervention model and a materials list. (Author/SB)

ED 113 922 95 EC 080 369

Brown, Gerri

An Educational Model for Autistic Children.

Orange County Public Schools, Orlando, Fla.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date [74]

Note—97p.; See EC 080 368 for additional information

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*Autism, Behavioral Objectives, Behavior Change, \*Educational Programs, \*Emotionally Disturbed, Exceptional Child Education, \*Guidelines, Identification, Operant Conditioning, Program Descriptions, \*Program Development, Regular Class Placement, Student Evaluation

Identifiers—Elementary Secondary Education Act Title VI B, ESEA Title VI B, Florida (Orange County)

The handbook provides a guide for the development of a public school program for autistic and seriously emotionally disturbed (ED) children which reflects the experience and successful elements of the Orange County (Florida) School District program. Included are sections on program rationale and philosophy (providing equal education opportunities); program goals (increasing students' growth through a behavior modification program of developmental activities); eligibility of children for the program (examining criteria such as unusual reactions to perceptual stimuli); program organization (considering such conditions as core staff requirements, budget, and transportation needs); initial identification and placement of children in the program (using referral and assessment methods to place the child in a diagnostic category); and transition of children out of the program (determining readiness for regular or ED class placement). Information in the appendixes includes the definition of autistic children, a plan for remodeling and adapting an existing classroom, and guidelines for parent group leaders. (SB)

## FL

ED 113 923 FL 004 881

*Haas, Mary R. Subhanka, Heng R.*  
*Spoken Thai. Books One and Two.*

Pub Date 45

Note—720p.

Available from—Spoken Language Services, Inc.,  
P.O. Box 783, Ithaca, N.Y. 14850 (HC \$13.00,  
Records \$37.00, Complete Course: Book and  
Records \$45.00)EDRS Price MF-\$1.23 Plus Postage. HC Not  
Available from EDRS.Descriptors—Audiolingual Skills, Autoinstruc-  
tional Aids, Conversational Language Courses,  
Grammar, \*Instructional Materials, \*Language  
Instruction, Oral Communication, Pronuncia-  
tion, \*Second Language Learning, Speech  
Skills, \*Textbooks, \*Thai, Uncommonly Taught  
Languages, VocabularyThis is one of a series of self-teaching text-  
books initially prepared for the Armed Forces  
and now offered to the public. The emphasis is  
on speaking rather than on reading or writing.  
Book 1 is divided into two main sections, each  
consisting of five lessons and a review section.  
Each lesson deals with some aspect of daily life,  
and each is divided into several sections: word  
study, basic sentences, pronunciation practice,  
grammar, conversational situations, and a "finder  
list," containing the vocabulary introduced in the  
unit. Book 2 is divided into three main sections,  
each containing five lessons and a review section.  
There is more emphasis on grammar in Book 2,  
but the format is similar to that of Book 1. Each  
unit is designed to be used with a native speaker  
of Thai or to be accompanied by recordings. The  
appendix contains supplementary vocabulary, and  
a Thai-English, English-Thai glossary. (CLK)

ED 113 924 FL 004 890

*Sebeok, Thomas A.*  
*Spoken Hungarian. Books One and Two.*

Pub Date 45

Note—499p.

Available from—Spoken Language Services, Inc.,  
P.O. Box 783, Ithaca, N.Y. 14850 (HC \$12.00,  
Key to Exercises for Units 1-30 \$1.50, Records  
\$47.00, Complete Course: Book, Key, Records  
\$55.00)EDRS Price MF-\$0.92 Plus Postage. HC Not  
Available from EDRS.Descriptors—Audiolingual Skills, Autoinstruc-  
tional Aids, Conversational Language Courses,  
Grammar, \*Hungarian, \*Instructional Materi-  
als, \*Language Instruction, Oral Communi-  
cation, Pronunciation, \*Second Language Learning,  
Speech Skills, \*Textbooks, Uncommonly  
Taught Languages, VocabularyThis is one of a series of self-teaching text-  
books initially prepared for the Armed Forces  
and now offered to the public. Book 1 is divided  
into two main parts, each consisting of five learn-  
ing units and one review unit. Each unit centers  
around a particular topic and is divided into the  
following sections: basic sentences, with hints on  
pronunciation; word study and review of basic  
sentences; further review of basic sentences;  
listening (pronunciation exercises); and two sec-  
tions on conversation. A "finder list" follows  
each unit, listing all the vocabulary introduced in  
the unit. Book 2 is divided into three main sec-  
tions, each consisting of five learning units and  
a unit of review. The unit format is similar to that  
in Book 1. The emphasis is on speaking rather  
than on reading or writing, and each unit in both  
books is designed to be used with a native  
speaker of the language or to be accompanied by  
recordings. A Hungarian-English, English-Hun-  
garian glossary closes the text. (CLK)

ED 113 925 FL 004 891

*Hoenigswald, Heinrich*  
*Spoken Hindustani. Book One.*

Pub Date 45

Note—239p.

Available from—Spoken Language Services, Inc.,  
P.O. Box 783, Ithaca, N.Y. 14850 (HC \$7.00,  
Book 2 \$8.50, Records \$55.50, Complete  
Course: Book 1 and Records \$60.00)EDRS Price MF-\$0.76 Plus Postage. HC Not  
Available from EDRS.Descriptors—Audiolingual Skills, Autoinstruc-  
tional Aids, Grammar, \*Instructional Materials,  
\*Language Instruction, Oral Communication,  
Pronunciation, \*Second Language Learning,Speech Skills, \*Textbooks, Uncommonly  
Taught Languages, \*Urdu, Vocabulary  
Identifiers—\*HindustaniThis is a self-teaching textbook for learning  
Hindustani, based on the principle of exposure to  
the target language and practice. It is part of a  
series originally prepared for the Armed Forces  
and now offered to the public. The emphasis is  
on speaking rather than on reading or writing.  
The text is designed to be used with a native  
speaker of Hindustani or with the accompanying  
recordings. The textbook is divided into two  
major sections, each consisting of five learning  
units and one unit for review. Each unit deals  
with some practical aspect of daily life and covers  
basic sentences, pronunciation practice, word study,  
grammar, and conversational situations. Each  
unit concludes with a "finder list" of all the  
vocabulary introduced in the unit. The text con-  
cludes with the key to the exercises used in the  
units. (CLK)

ED 113 926 FL 004 892

*Hockett, Charles F. Fang, Chaoying*  
*Spoken Chinese. Books One and Two.*

Pub Date 44

Note—635p.

Available from—Spoken Language Services, Inc.,  
P.O. Box 783, Ithaca, N.Y. 14850 (HC \$15.50,  
Guide Manual (in Chinese) \$5.50, Records  
\$42.50, Complete Course: Book 1 and Records  
\$45.00, Accompanying Cassettes \$50.50, Cas-  
sette Course: Book 1 and Cassettes \$55.00)EDRS Price MF-\$1.08 Plus Postage. HC Not  
Available from EDRS.Descriptors—Autoinstructional Aids, \*Chinese,  
Conversational Language Courses, Grammar,  
\*Instructional Materials, \*Language Instruc-  
tion, Oral Communication, Pronunciation,  
\*Second Language Learning, Speech Skills,  
\*Textbooks, Uncommonly Taught Languages,  
VocabularyThis is one of a series of self-teaching text-  
books initially prepared for the Armed Forces  
and now offered to the public. Book 1 is divided  
into two main sections, each consisting of five  
lessons and a review lesson. Each lesson is di-  
vided into several sections: basic sentences, word  
study, pronunciation practice, grammar and con-  
versational situations. Each of the two main sec-  
tions is followed by a check list containing all the  
vocabulary introduced in the lessons. The first  
twelve units, which comprise Book 1, are  
designed to be used with a native speaker of  
Chinese or with the accompanying recordings, or  
with both. Book 2 is divided into three main sec-  
tions, each consisting of five learning units and  
one review unit. Each unit deals with some par-  
ticular grammar point or area of vocabulary. The  
format of the units is similar to that of Book 1. A  
"finder list" follows each unit, containing the  
vocabulary introduced in the unit. Lessons in  
both books deal with practical aspects of daily  
life. The text concludes with an English-Chinese  
reminder list for vocabulary and a Chinese-Eng-  
lish glossary. (CLK)

ED 113 927 FL 004 903

*Dearden, Jeannette Stig-Nielsen, Karin*  
*Spoken Danish. Book One.*

Pub Date 72

Note—342p.

Available from—Spoken Language Services, Inc.,  
P.O. Box 783, Ithaca, N.Y. 14850 (HC \$7.00,  
Book 2 \$8.50, Records \$40.50, Complete  
Course: Book 1 and Records, \$45.00, Accom-  
panying Cassettes for Complete Course \$50.50,  
Cassette Course: Book 1 and Cassettes \$55.00)EDRS Price MF-\$0.76 Plus Postage. HC Not  
Available from EDRS.Descriptors—Audiolingual Skills, Autoinstruc-  
tional Aids, \*Conversational Language Courses,  
Grammar, \*Instructional Materials, \*Lang-  
uage Instruction, Oral Communication,  
Pronunciation, \*Second Language Learning,  
Speech Skills, \*Textbooks, Uncommonly  
Taught Languages, Vocabulary  
Identifiers—\*DanishThis is one of a series of self-teaching text-  
books initially prepared for the Armed Forces  
and now offered to the public. The text is  
designed to be used with a native speaker of  
Danish or with the accompanying recordings. The  
textbook is divided into two major sections, each  
consisting of five learning units and one unit for  
review. Each unit is centered around some prac-  
tical aspect of daily life, and covers basic sen-tences, pronunciation practice, word study, gram-  
mar and conversational situations. Each unit con-  
cludes with a "finder list" of vocabulary in-  
troduced in the unit. The emphasis is on speaking  
rather than on reading or writing. The text con-  
cludes with a key to the exercises and tests used  
in the units. (CLK)

ED 113 928 FL 004 908

*Lisker, Leigh**Introduction to Spoken Telugu. Program in Ori-  
ental Languages. Publication Series B—Aids—  
Number 18.*American Council of Learned Societies, New  
York, N.Y.

Pub Date 63

Note—370p.

Available from—Spoken Language Services, Inc.,  
P.O. Box 783, Ithaca, N.Y. 14850 (HC \$7.00)EDRS Price MF-\$0.76 Plus Postage. HC Not  
Available from EDRS.Descriptors—Autoinstructional Aids, Conversa-  
tional Language Courses, Grammar, \*Instruc-  
tional Materials, \*Language Instruction, Pat-  
tern Drills (Language), Phonetics, Phonology,  
Pronunciation, \*Second Language Learning,  
Speech Skills, \*Telugu, \*Textbooks, Transla-  
tion, Uncommonly Taught Languages, Vocabu-  
laryThis is a self-teaching textbook for learning  
Telugu, designed to be used with a language  
guide or a native speaker of Telugu. The empha-  
sis is placed on speaking rather than on reading  
or writing. The book opens with a phonetic  
preface, to introduce the student to the sounds of  
Telugu. The textbook itself consists of thirty les-  
sons, each divided into conversation, pronuncia-  
tion notes, grammar notes and drill, a translation  
drill and a word list of the vocabulary introduced  
in each lesson. Each lesson deals with a particular  
point of grammar. The text is followed by a Telu-  
gu-English glossary. (CLK)

ED 113 929 FL 004 909

*Buck, Frederick H.**Glossary of Mongolian Technical Terms. Program  
in Oriental Languages. Publications Series B—  
Aids—Number 13.*American Council of Learned Societies, New  
York, N.Y.

Pub Date 58

Note—85p.

Available from—Spoken Language Services, Inc.,  
P.O. Box 783, Ithaca, N.Y. 14850 (HC \$3.00)EDRS Price MF-\$0.76 Plus Postage. HC Not  
Available from EDRS.Descriptors—Cyrillic Alphabet, Definitions,  
\*Glossaries, Idioms, Language Usage, \*Mong-  
olian, Reference Books, Reference Materials,  
Uncommonly Taught Languages, \*Vocabulary,  
\*Word Lists

Identifiers—Colloquialisms, \*Technical Terms

This glossary of Mongolian technical terms in-  
cludes approximately 4,500 entries, covering such  
areas as political administration, economics,  
science, railways, stockfarming, agriculture,  
medicine, foreign affairs, military matters and  
miscellaneous items. A number of colloquial ex-  
pressions are included, since they occur quite  
frequently and appear rarely in dictionaries. The  
meanings of many of the terms were identified by  
means of other Mongolian-Russian dictionaries  
and glossaries. The vocabulary listed in the  
present glossary may be used in conjunction with  
the "Mongolian Vocabulary" published in 1953.  
(CLK)

ED 113 930 FL 004 910

*Bright, William Khan, Saeed A.*  
*The Urdu Writing System.*American Council of Learned Societies, New  
York, N.Y.; Spoken Language Services, Inc.,  
Ithaca, N.Y.

Pub Date 58

Note—51p.

Available from—Spoken Language Services, Inc.,  
P.O. Box 783, Ithaca, NY 14850 (HC \$3.00)EDRS Price MF-\$0.76 Plus Postage. HC Not  
Available from EDRS.Descriptors—\*Alphabets, \*Instructional Materi-  
als, Language Instruction, Phonemics, \*Second  
Language Learning, Uncommonly Taught Lan-  
guages, \*Urdu, \*Writing, Written LanguageThis booklet describes the Urdu writing system,  
and is part of a series of teaching materials for  
teaching Urdu. A general introduction outlining  
the main characteristics of the system is followed

by a presentation of the alphabet. Letters symbolizing the same sound are then discussed, followed by the vowels. Non-connectors, or letters not having cursive linking to the following letter, are described, as well as connectors, which comprise all remaining letters. Ligatures, which are special combinations of two letters, are then presented, and the text concludes with a discussion of numbers and punctuation. A sample text is provided. (CLK)

ED 113 931 FL 005 614

Keller-Cohen, Deborah  
Deictic Reference in Children's Speech.  
Pub Date 29 Dec 73

Note—18p.; Paper presented at the Winter Meeting of the Linguistic Society of America (48th, San Diego, California, December 1973)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage  
Descriptors—\*Child Language, \*Language Development, Language Patterns, Language Research, Linguistic Theory, Preschool Children, Psycholinguistics, Semantics, \*Verbal Development, \*Verbs, \*Vocabulary  
Identifiers—\*Deixis

The purpose of this paper is to examine the status of deictic reference in the speech of 19 three-year-old Black children. The deictic verbs of motion are examined with reference to other aspects of the deictic system. The data for this study are approximately eight hours of spontaneous speech collected in a pre-school classroom. The hypothesis to be investigated is that "go" and "take" are more frequent than "come" and "bring" in the speech of children at this age, due to two sets of feature constraints on "come" and "bring," which are discussed. Reasons for believing that the child first learns the core meaning of a lexical item within a semantic field and only later acquires the derived meaning are offered. Use is made of certain concepts from Piagetian psychology in describing how the deictic system functions for the child. A justification for the use of these concepts is provided. The importance of the study is two-fold: it explores the appropriateness of Fillmore's description of deictic verbs for child language, and attempts to establish certain characteristics of the deictic system in child language, an area that has been neglected in linguistic research to date. (Author/CLK)

ED 113 932 FL 006 245

Story, Gillian L., Comp. Naish, Constance M., Comp.  
Tlingit Verb Dictionary. Part 1, English-Tlingit; Part 2, Tlingit-English.

Alaska Univ., Fairbanks. Alaska Native Language Center.; Summer Inst. of Linguistics, Fairbanks, Alaska.

Pub Date 73

Note—386p.

Available from—University of Alaska, Alaska Native Language Center, College, Alaska 99701 (\$3.50)

EDRS Price MF-\$0.76 HC-\$19.67 Plus Postage  
Descriptors—\*American Indian Languages, Bilingual Students, Contrastive Linguistics, \*Dictionaries, English, Form Classes (Languages), \*Morphology (Languages), Reference Materials, Syntax, \*Verbs, \*Vocabulary  
Identifiers—\*Tlingit

This verb dictionary is divided into two main sections. The English-Tlingit section is organized by means of English headings or key words, followed by English meanings which convey the main sense of the Tlingit verb expression in question. A representation of the given Tlingit verb expression is provided, along with one or more examples of it in context. Cross-referencing in the first section is of two sorts: to other English words in the dictionary and to other English expressions in general. The Tlingit-English section lists Tlingit verbs and verb expressions with their English meanings. Tlingit verbs generally consist of a bound root to which derivational affixes are attached, resulting in what is known as the theme. In the dictionary, the stems are arranged in accordance with the Tlingit alphabet, and under each stem, verb expressions are grouped by the theme they contain. Adverbials, locative particles, directionals and pronominals, as found in Tlingit verb expressions, are also discussed in the second section. The appendix provides a grammar sketch which concentrates on Tlingit verb morphology. (CLK)

ED 113 933

FL 007 099

Your New Country: A Guide to Language and Life in the U. S. A.

American National Red Cross, Washington, D.C.  
Pub Date 75

Note—96p.

Available from—Local Red Cross Chapters; Single copies may be requested from the American National Red Cross, National Headquarters, Personnel Training and Development, Washington, D.C. 20006 (free of charge)

Document Not Available from EDRS

Descriptors—\*American Culture, American English, Cultural Awareness, Cultural Differences, Daily Living Skills, Dictionaries, \*English (Second Language), Instructional Materials, \*Language Guides, Language Instruction, \*Refugees, Relocation, Second Language Learning, Social Adjustment, Social Characteristics, \*Vietnamese

This book is intended to help Vietnamese people who have recently arrived in this country. It provides phrases the refugees will need in their initial contacts with Americans. The subject matter provides some basic facts about the U.S. and the way Americans live, and covers as wide a range as possible of the situations that the Vietnamese will encounter. The book comprises the following twelve sections: (1) meeting people, (2) asking questions, (3) making conversation, (4) home and family, (5) food, (6) health, (7) the community, (8) traveling, (9) education, (10) government, (11) religion, and (12) how Americans spend their time. The guide begins with the most fundamental conversational problems and then progresses to more sophisticated information. Each phrase, sentence, or paragraph in the book is printed in both English and Vietnamese, with the exception of short statements in Vietnamese only that give instructions for using the book. However, the book was designed to be used by a Vietnamese person in conjunction with an English-speaking person. An appendix entitled "Useful Information" gives numbers, time, days of the week, seasons and months of the year, weights and measures, clothing sizes, and temperature measures. An English-Vietnamese dictionary and a Vietnamese-English dictionary conclude the publication. (TL)

ED 113 934

FL 007 138

Birkenmayer, Sigmund S.  
Recent Changes in the Spoken Polish Language.  
Pub Date 8 Nov 75

Note—13p.; Paper presented at the Annual Meeting of the Midwest Modern Language Association (Chicago, Illinois, November 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Idioms, Language Research, \*Language Usage, \*Language Variation, Morphology (Languages), Oral Communication, \*Polish, \*Sociocultural Patterns, Sociolinguistics, Syntax, Textbooks, Vocabulary, Written Language  
Both spoken and written Polish have undergone profound changes during the past twenty-eight years. The increasing urbanization of Polish culture and the forced change in Polish society are the main factors influencing the change in the language. Indirect evidence of changes which have occurred in the vocabulary and idioms of spoken Polish in the postwar period can be found in textbooks of Polish for foreigners, written by Polish authors and published in Poland. The new features of spoken Polish can be divided into the following groups: (1) new lexical features (including idiomatic constructions), (2) new syntactic structures, and (3) new morphological structures. The differences between the language of the young Polish generation and that of their parents are also discussed. (Author/CLK)

ED 113 935

FL 007 154

Kalmar, Rosalyn Rudolph

The Culver City Schools' Spanish Immersion Program: Low Cost - High Yield. CATESOL Occasional Papers, No. 2.

California Association of Teachers of English to Speakers of Other Languages.

Pub Date 75

Note—5p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Bilingual Education, Bilingual Schools, \*Bilingual Teachers, Cost Effectiveness, Elementary Education, \*Elementary School Curriculum, Language Instruction, Pro-

gram Costs, Program Descriptions, \*Program Effectiveness, Program Evaluation, Reading Instruction, Second Language Learning, \*Spanish, Teaching Methods  
Identifiers—\*California (Culver City), \*Immersion Programs

The Culver City (Calif.) Schools' Spanish Immersion Program (SIP) offers an innovative and highly successful approach to the development of proficiency in a foreign language in the elementary grades. This approach differs from most bilingual programs in that for the first two years the students are completely immersed in Spanish. When the students reach second grade, an hour a day of English instruction is added to the program. Additional instruction in English is added each year until, by sixth grade, instruction time in the two languages will be approximately equal. Begun in 1971, the program is aimed primarily at the native English-speaking child, although a few Spanish-speaking children are also involved. The program has been inexpensive to operate because no extra staff has been required. The regular elementary program is taught by teachers who are themselves bilingual. They just happen to be teaching in Spanish, enabling the students to absorb the language in a way that is natural, almost casual. Test scores indicate that students also do as well as or better than the students in the regular English-speaking classrooms in their mastery of basic skills. (Author)

ED 113 936

FL 007 159

Thomas, Rosemary Hyde

The Junior College Foreign Language Teacher: A New Renaissance Person?

Pub Date Jun 75

Note—7p.; Paper prepared for Meeting of the Midwest Modern Language Association (Chicago, Illinois, November 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*College Language Programs, Community Colleges, Cross Cultural Studies, Disadvantaged Youth, Educational Strategies, \*Junior Colleges, Junior College Students, Language Enrollment, \*Language Instruction, \*Language Teachers, Low Ability Students, Modern Language Curriculum, \*Student Attitudes, Teacher Qualifications

Many junior college foreign language teachers work in schools which serve a large proportion of nontraditional students. A primary reason for low language program enrollments is that these students often believe that foreign language study is difficult, or uninteresting, or they actually fear participation; their cultural and travel experiences, too, may be limited. Instructors, on the other hand, feel that their cultural training is going to waste. The answer may lie in using a different kind of expertise. Some success has been shown with classroom studies of foreign language-based cultures in the western hemisphere, such as Chicano civilization. The teacher equipped with other skills and community interests that can be combined with proficiency in language instruction may be the most successful in coping with the pedagogical, sociological, and economic realities of junior college teaching. (MSE)

ED 113 937

FL 007 175

Joiner, Elizabeth G.

The Retraining of Humanists for Programs in International Business.

Pub Date 75

Note—10p.; Paper presented at the SCOLT Conference (New Orleans, Louisiana, October 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Business Education, Career Education, \*College Language Programs, French, Humanities Instruction, \*Language Instruction, \*Languages for Special Purposes, Liberal Arts, \*Teacher Attitudes

This paper discusses the relationship that traditionally has existed between the domains of business studies and the domain of humanities, of which foreign language study has always been a part. The implications for foreign language departments of instituting courses such as commercial French, of dealing with career education, or of expanding undergraduate language major programs to include the option of business-oriented courses, are discussed. A specific experience in working with the French language component of the Master of International Business Studies program at the University of South Carolina is described. The core of this description concerns



the breakdown of usual stereotypes of business students and teachers' changing attitudes towards participating in the language component of business programs. (CLK)

**ED 113 938** FL 007 176

Stebinger, Arnold

The Value of Foreign Language in Business.

Pub Date 3 Oct 75

Note—10p.; Paper presented at the Southern Conference on Language Teaching (New Orleans, Louisiana, October 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Area Studies, \*Business Education, \*Cross Cultural Training, Cultural Awareness, English for Special Purposes, Human Relations, \*International Programs, Language Fluency, \*Language Instruction, \*Languages for Special Purposes, Program Descriptions, Second Language Learning, Speech Skills

Identifiers—\*International Business

The University of South Carolina's Master's Program in International Business began in June 1974, with 43 students studying German and Spanish. The program began with a 9-week intensive language learning program, followed by a nine-month unified business program, with language instruction twice a week; six weeks of area study concentrating on the culture and society of the countries in which students will work; a second session of language instruction, lasting five weeks; and a six-month overseas work experience. Nine weeks of policy and strategy study at the University of South Carolina complete the course. The second class began in June of 1975 with 93 students from 20 states and 9 foreign countries. They studied German, Spanish, French, Portuguese and English as a foreign language. The paper also discusses the results of a study of the use of foreign languages in South Carolina industry. Forty-two percent of the original 774 questionnaires sent out were answered. Thirty-seven percent of the companies that answered use foreign languages on a daily basis; 84 percent engage in business abroad; 69 percent deal with non-English speakers; and 61 percent have employees competent in foreign languages. Discussion of the usefulness of foreign languages, not only in business operations but also in crossing cultural barriers, concludes the paper. (CLK)

**ED 113 939** FL 007 200

Varieties of English: American, Canadian, Australian, New Zealand. Specialised Bibliography A13.

British Council, London (England). English Teaching Information Centre.

Pub Date Jan 73

Note—6p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—American English, \*Bibliographies, Dialect Studies, \*English, Language Usage, \*Language Variation, Reference Materials, \*Regional Dialects, \*Resource Materials, Sociolinguistics

Identifiers—Australia, Canada, New Zealand

This bibliography is divided into five sections. The second, third, fourth, and fifth sections are each devoted to publications in one specified area, American, Canadian, Australian, and New Zealand English respectively. The first section lists bibliographies pertaining to all of these areas. Entries in all sections include both American and European publications, and most have been published since 1960. (CLK)

**ED 113 940** FL 007 201

Phrasal and Prepositional Verbs. Specialised Bibliography A14.

British Council, London (England). English Teaching Information Centre.

Pub Date Sep 73

Note—3p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Adverbs, \*Bibliographies, \*English, English (Second Language), Form Classes (Languages), Idioms, Language Instruction, Language Research, Morphology (Languages), \*Resource Materials, Syntax, \*Textbooks, \*Verbs

Identifiers—Phrasal Verbs, Prepositional Verbs

This bibliography, which deals with phrasal and prepositional verbs in English, consists of three sections. The first section cites linguistic studies, while the second lists relevant articles. The third section cites textbooks that deal with the problems of teaching English verbs. Entries in-

clude both American and European publications, and most have been published since 1960. (CLK)

**ED 113 941** FL 007 202

Indian English. Specialised Bibliography A15.

British Council, London (England). English Teaching Information Centre.

Pub Date Jun 73

Note—6p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Bibliographies, Dialect Studies, \*English, English (Second Language), Language Instruction, \*Language Variation, Phonology, Pronunciation, \*Regional Dialects, \*Resource Materials, Sociolinguistics, Syntax, Vocabulary

Identifiers—India, \*Indian English

This bibliography cites books and articles relevant to Indian English. Entries include studies of the phonology, syntax, and vocabulary of Indian English, English instruction in India, and various sociolinguistic topics. The publications are Indian, European, and American, and most entries have been published since 1960. (CLK)

**ED 113 942** FL 007 203

Intercomprehensibility: English as a World Language. Specialised Bibliography A16.

British Council, London (England). English Teaching Information Centre.

Pub Date Aug 75

Note—5p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Bibliographies, Communication (Thought Transfer), \*English, \*English (Second Language), \*Global Approach, Language Planning, Language Variation, Regional Dialects, Resource Materials

This bibliography cites books and articles relevant to the topic of English as a world language. Entries include both American and European publications, and most have been published since 1965. (CLK)

**ED 113 943** FL 007 204

The English of Journalism. Specialised Bibliography A17.

British Council, London (England). English Teaching Information Centre.

Pub Date Nov 72

Note—3p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Bibliographies, \*English, English for Special Purposes, Instructional Materials, \*Journalism, Language Arts, \*Resource Materials, Textbooks, \*Writing, Written Language

This bibliography cites books, articles, and textbooks relevant to the English used in journalism. Entries include both American and European publications, and most have been published since 1965. (CLK)

**ED 113 944** FL 007 205

Language Laboratories. Specialised Bibliography B1.

British Council, London (England). English Teaching Information Centre.

Pub Date Jul 75

Note—7p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Applied Linguistics, \*Bibliographies, Educational Technology, Higher Education, \*Language Instruction, \*Language Laboratories, \*Language Laboratory Use, Reference Materials, Resource Materials, Secondary Education, \*Second Language Learning

This bibliography cites books, articles, and bibliographies that deal with language laboratories. Entries include both European and American publications, and most have been published since 1965. (CLK)

**ED 113 945** FL 007 206

The Initial Teaching Alphabet (I.T.A.). Specialised Bibliography B2.

British Council, London (England). English Teaching Information Centre.

Pub Date May 75

Note—4p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Alphabets, \*Bibliographies, \*English (Second Language), \*Initial Teaching Alphabet, Language Instruction, \*Reading Instruction, Reference Materials, \*Resource Materials, Second Language Learning, Written Language

This bibliography cites periodicals, books, sections of books, and articles having to do with the initial teaching alphabet. Entries include American and European publications, most published since 1965. (CLK)

**ED 113 946** FL 007 207

Programmed Learning and Language Teaching. Specialised Bibliography B3.

British Council, London (England). English Teaching Information Centre.

Pub Date Jul 75

Note—8p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Autoinstructional Aids, \*Bibliographies, \*Educational Technology, \*English (Second Language), \*Language Instruction, \*Programmed Instruction, Programmed Texts, Resource Materials, Second Language Learning

This bibliography is divided into five sections. The first cites directories dealing with programmed instruction and educational technology. In the second section are listed general books on programmed instruction, while the third section cites books on the application of programmed instruction to language teaching. The fourth section lists relevant articles, and the last section cites programmed courses for teaching English as a foreign language. Entries include both American and European publications, most published since 1965. (CLK)

**ED 113 947** FL 007 208

Reading and Faster Reading. Specialised Bibliography B4.

British Council, London (England). English Teaching Information Centre.

Pub Date Oct 73

Note—6p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Basic Reading, \*Bibliographies, Language Handicaps, \*Reading, Reading Difficulty, Reading Improvement, \*Reading Instruction, \*Reading Speed, \*Reference Materials, Slow Learners

This bibliography cites bibliographies dealing with reading instruction and reading problems, and books in each of four areas: general reading, reading and the slow learning child, children with special reading difficulties, and faster reading. Relevant periodicals are also cited. Entries include both American and European publications, most published since 1965. (CLK)

**ED 113 948** FL 007 209

Literacy Teaching. Specialised Bibliography B5.

British Council, London (England). English Teaching Information Centre.

Pub Date Aug 75

Note—3p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Adult Literacy, \*Bibliographies, \*Literacy, \*Literacy Education, Program Design, Reading Materials, Reading Skills, Reference Materials, \*Resource Materials, Teaching Methods, Writing Skills

Identifiers—\*UNESCO

This bibliography consists of a select list of books having to do with literacy teaching, the majority of which are UNESCO publications. Most entries have been published since 1970. (CLK)

**ED 113 949** FL 007 210

Bibliographies on Language Learning and Teaching, with Special Reference to English as a Foreign Language. Specialised Bibliography B6.

British Council, London (England). English Teaching Information Centre.

Pub Date Jun 75

Note—6p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Bibliographies, Child Language, \*English (Second Language), \*Language Instruction, Language Teachers, Programmed Instruction, Reference Materials, \*Resource Materials, \*Second Language Learning

This bibliography cites bibliographies of works dealing with language learning and teaching, and with English as a foreign or second language. Entries include both American and European publications, most published since 1970. (CLK)

**ED 113 950** FL 007 211

The History and Development of Modern Language Teaching. Specialised Bibliography B7.

British Council, London (England). English Teaching Information Centre.

Pub Date Feb 73

Note—6p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Bibliographies, \*Educational Development, History, \*Language Instruction, Language Teachers, Modern Languages, Reference Materials, \*Resource Materials, \*Second Language Learning, Second Languages, Teaching Methods

This bibliography cites books and articles dealing with the history and development of modern language teaching. Entries include American and European publications, most published since 1965. (CLK)

ED 113 951

FL 007 212

Language Testing, with Special Reference to English as a Foreign Language. Specialised Bibliography B8.

British Council, London (England). English Teaching Information Centre.

Pub Date Apr 74

Note—12p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Bibliographies, Educational Testing, \*English (Second Language), Language Instruction, Language Proficiency, \*Language Tests, \*Resource Materials, Second Language Learning, \*Testing

This bibliography is divided into four main sections. The first section cites bibliographies dealing with language testing, while the second and third sections deal with books and articles in the same area. A fourth section lists test distributors' catalogues. Entries include publications from many countries. Most entries have been published since 1965. (CLK)

ED 113 952

FL 007 213

Audio-visual Aids in Language Teaching, with Special Reference to English as a Foreign Language. Specialised Bibliography B9.

British Council, London (England). English Teaching Information Centre.

Pub Date May 75

Note—6p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Audiovisual Aids, \*Bibliographies, Educational Technology, \*English (Second Language), Instructional Materials, \*Language Aids, Language Instruction, Resource Materials, \*Second Language Learning

This bibliography cites books and articles having to do with audiovisual aids in language teaching, with special reference to English as a foreign language. Entries include both American and European publications, most published since 1965. (CLK)

ED 113 953

FL 007 214

English as a Medium of Instruction. Specialised Bibliography B10.

British Council, London (England). English Teaching Information Centre.

Pub Date Jun 73

Note—9p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Bibliographies, \*Educational Policy, \*English (Second Language), Instructional Design, \*Language Planning, Official Languages, Policy Formation, Reference Materials, \*Resource Materials, Second Language Learning

This bibliography cites books and articles dealing with English as a medium of instruction. The first section gives general references, while the following ten sections cite works dealing specifically with problems in Africa, Ceylon, Hongkong, India, Malaysia, the Pacific, Philippines, Singapore, South Asia in general, and Thailand. Entries include publications from many countries, and most have been published since 1960. (CLK)

ED 113 954

FL 007 234

Contrastive Studies/Error Analysis - Indic Languages and English. Specialised Bibliography C1.

British Council, London (England). English Teaching Information Centre.

Pub Date Sep 75

Note—6p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Bibliographies, Comparative Analysis, \*Contrastive Linguistics, English, English (Second Language), \*Error Patterns, Grammar, \*Hindi, Indo European Languages, Interference (Language Learning), Language Instruction, Phonology, Reference Materials, \*Resource Materials, Second Language Learning, Syntax

Identifiers—\*Error Analysis, Indian English

This selective bibliography cites about 50 publications ranging in date from 1955 to 1975 with the majority published since 1965. The first part deals with contrastive studies of Indic languages and English and is divided into the following sections: (1) bibliography, (2) books and sections of books, and (3) articles. The second part is dedicated to error analysis for speakers of Indic languages learning English and to error analysis in general. Most of the entries were either written by Indic authors or published in Indic countries. (TL)

ED 113 955

FL 007 235

Contrastive Studies - Spanish-English. Specialised Bibliography C2.

British Council, London (England). English Teaching Information Centre.

Pub Date Feb 73

Note—8p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Bibliographies, Comparative Analysis, \*Contrastive Linguistics, English, English (Second Language), \*Grammar, Language Instruction, Language Patterns, Phonetics, Phonology, Pronunciation, Reference Materials, \*Resource Materials, Romance Languages, Second Language Learning, \*Spanish, Syntax

This selective bibliography lists 13 books and 53 journal articles dealing with Spanish-English contrastive studies. The entries range in date from 1935 to 1972 with the majority published since 1965. Most of the books cited were published in Great Britain or the United States and the articles appeared in well-known pedagogical language journals from Europe or North and South America. (TL)

ED 113 956

FL 007 236

Contrastive Studies - Italian-English. Specialised Bibliography C3.

British Council, London (England). English Teaching Information Centre.

Pub Date Oct 73

Note—4p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Bibliographies, Comparative Analysis, \*Contrastive Linguistics, English, English (Second Language), \*Grammar, \*Italian, Language Instruction, Morphology (Languages), Phonetics, Phonology, Reference Materials, \*Resource Materials, Romance Languages, Second Language Learning, Syntax

This selective bibliography lists 4 books and 11 journal articles dealing with Italian-English contrastive studies. The entries range in date from 1957 to 1973 with the majority published since 1965. The books cited are American or Italian publications and the articles appeared in well-known European or American pedagogical language journals. (TL)

ED 113 957

FL 007 237

Contrastive Studies - French-English. Specialised Bibliography C4.

British Council, London (England). English Teaching Information Centre.

Pub Date May 75

Note—6p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Bibliographies, Comparative Analysis, \*Contrastive Linguistics, English, English (Second Language), Error Patterns, \*French, \*Grammar, Language Instruction, Phonetics, Phonology, Reference Materials, \*Resource Materials, Romance Languages, Second Language Learning, Syntax

This selective bibliography lists 14 books and 24 journal articles dealing with French-English contrastive studies. The entries range in date from 1954 to 1975 with the majority published since 1965. The books cited are mostly European or American publications and the articles appeared in well-known European or American pedagogical language journals. (TL)

ED 113 958

FL 007 238

Contrastive Studies - German-English. Specialised Bibliography C5.

British Council, London (England). English Teaching Information Centre.

Pub Date May 73

Note—7p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Bibliographies, Comparative Analysis, \*Contrastive Linguistics, English, English (Second Language), German, \*Grammar, Indo

European Languages, Language Instruction, Morphology (Languages), Phonetics, Phonology, Reference Materials, \*Resource Materials, Second Language Learning, Semantics, Syntax

This selective bibliography lists 16 books and 42 journal articles dealing with German-English contrastive studies. The entries range in date from 1952 to 1972 with the majority published since 1965. The books cited are German or American publications and the articles appeared in well-known European or American pedagogical language journals. (TL)

ED 113 959

FL 007 239

Contrastive Studies - Portuguese-English. Specialised Bibliography C6.

British Council, London (England). English Teaching Information Centre.

Pub Date Apr 74

Note—3p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Bibliographies, Comparative Analysis, \*Contrastive Linguistics, English, \*English (Second Language), Grammar, Interference (Language Learning), Language Instruction, Phonology, \*Portuguese, Pronunciation, Reference Materials, \*Resource Materials, Romance Languages, Second Language Learning, Syntax

This selective bibliography lists 4 books and 14 journal articles dealing with Portuguese-English contrastive studies. The entries range in date from 1948 to 1972 with the majority published since 1965. The books cited are Brazilian or European publications and the articles appeared in well-known Brazilian or American pedagogical language journals. (TL)

ED 113 960

FL 007 240

Contrastive Studies/Error Analysis - Arabic-English. Specialised Bibliography C7.

British Council, London (England). English Teaching Information Centre.

Pub Date Jun 75

Note—4p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Arabic, \*Bibliographies, Comparative Analysis, \*Contrastive Linguistics, English, \*English (Second Language), \*Error Patterns, Grammar, Interference (Language Learning), Language Instruction, Phonetics, Phonology, Pronunciation, Reference Materials, Resource Materials, Second Language Learning, Semitic Languages, Syntax

Identifiers—\*Error Analysis

This selective bibliography is divided into two main sections. The first deals with Arabic-English contrastive studies and lists 5 books, or sections in books, and 16 journal articles. The second section deals with error analysis for Arabic speakers learning English and lists 3 journal articles. The entries range in date from 1959 to 1975. The books cited are Arabic or American publications and the articles appeared in well-known Arabic, European or American pedagogical language journals. (TL)

ED 113 961

FL 007 241

Contrastive Studies - Polish-English. Specialised Bibliography C8.

British Council, London (England). English Teaching Information Centre.

Pub Date May 75

Note—4p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Bibliographies, Comparative Analysis, \*Contrastive Linguistics, English, English (Second Language), \*Grammar, Language Instruction, Phonetics, Phonology, \*Polish, Reference Materials, \*Resource Materials, Second Language Learning, Slavic Languages, Syntax

This selective bibliography lists one book and 14 journal articles dealing with Polish-English contrastive studies. The entries range in date from 1965 to 1974. The articles cited appeared in well-known Polish and American pedagogical language journals. (TL)

ED 113 962

FL 007 242

Contrastive Studies - African Languages and English. Specialised Bibliography C9.

British Council, London (England). English Teaching Information Centre.

Pub Date May 73

Note—5p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

**Descriptors**—\*African Languages, Akan, Bantu Languages, \*Bibliographies, Comparative Analysis, \*Contrastive Linguistics, English, \*English (Second Language), Grammar, Hausa, Language Instruction, Phonetics, Phonology, Reference Materials, \*Resource Materials, Second Language Learning, Swahili, Syntax, Yoruba

**Identifiers**—Gold Coast English, Twi

This selective bibliography lists 8 books and 19 journal articles dealing with contrastive studies of African languages and English. The entries range in date from 1953 to 1972 with the majority published since 1965. The books cited are African and British publications and the articles appeared in well-known African, European or American pedagogical language journals. (TL)

**ED 113 963** FL 007 243

**Contrastive Studies/Error Analysis - Chinese-English. Specialised Bibliography C10.**

British Council, London (England). English-Teaching Information Centre.

Pub Date Aug 75

Note—5p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Bibliographies, Cantonese, \*Chinese, Comparative Analysis, \*Contrastive Linguistics, English, English (Second Language), \*Error Patterns, Grammar, Interference (Language Learning), Language Instruction, Mandarin Chinese, Phonetics, Phonology, Pronunciation, Reference Materials, \*Resource Materials, Second Language Learning, Sino Tibetan Languages, Syntax

**Identifiers**—\*Error Analysis

This selective bibliography is divided into 2 main sections. The first deals with Chinese-English contrastive studies and lists 8 books, or sections in books, and 19 journal articles. The second section deals with error analysis for Chinese speakers learning English and lists 4 articles. The entries range in date from 1948 to 1974 with the majority published since 1965. The books cited are mostly Chinese or American publications and the articles appeared in well-known Chinese or American pedagogical language journals. (TL)

**ED 113 964** FL 007 244

**Contrastive Studies/Error Analysis - Thai-English. Specialised Bibliography C11.**

British Council, London (England). English-Teaching Information Centre.

Pub Date Aug 75

Note—2p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Bibliographies, Comparative Analysis, \*Contrastive Linguistics, English, English (Second Language), \*Error Patterns, Grammar, Interference (Language Learning), Language Instruction, Morphology (Languages), Phonology, Pronunciation, Reference Materials, \*Resource Materials, Second Language Learning, Sino Tibetan Languages, Syntax, \*Thai

**Identifiers**—\*Error Analysis

This selective bibliography is divided into 2 main sections. The first deals with Thai-English contrastive studies and lists 3 books, or sections in books, and 11 journal articles. The second section deals with error analysis for Thai speakers learning English and lists 2 journal articles. The entries range in date from 1955 to 1974. The books cited are Thai or German publications and the articles appeared in well-known Thai, European or American pedagogical language journals. (TL)

**ED 113 965** FL 007 245

**Contrastive Studies - Japanese-English. Specialised Bibliography C12.**

British Council, London (England). English-Teaching Information Centre.

Pub Date Nov 73

Note—4p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Bibliographies, Comparative Analysis, \*Contrastive Linguistics, English, English (Second Language), \*Grammar, \*Japanese, Language Instruction, Phonetics, Phonology, Pronunciation, Reference Materials, \*Resource Materials, Second Language Learning, Syntax

This selective bibliography lists 5 books and 23 articles dealing with Japanese-English contrastive studies. The entries range in date from 1952 to 1973 with the majority published since 1965. The

books cited are Japanese or American publications and the articles, for the most part, appeared in well-known Japanese and American pedagogical language journals. (TL)

**ED 113 966** FL 007 246

**Contrastive Studies - Russian-English. Specialised Bibliography C13.**

British Council, London (England). English-Teaching Information Centre.

Pub Date May 73

Note—3p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Bibliographies, Comparative Analysis, \*Contrastive Linguistics, English, English (Second Language), Error Patterns, \*Grammar, Interference (Language Learning), Language Instruction, Phonetics, Phonology, Reference Materials, \*Resource Materials, \*Russian, Second Language Learning, Slavic Languages, Syntax

This selective bibliography lists 8 books and articles dealing with Russian-English contrastive studies and 2 articles on general Slavic studies. The entries range in date from 1953 to 1967. The books cited are European or American publications and the articles appeared in well-known European or American pedagogical language journals. (TL)

**ED 113 967** FL 007 254

**Keller-Cohen, Deborah**

**The Expression of Time in Language Acquisition.**

Pub Date 74

Note—15p.; Paper presented at the Winter Meeting of the Linguistic Society of America (New York, N.Y., December 1974)

Available from—Deborah Keller-Cohen, English Language Institute, University of Michigan, Ann Arbor, Michigan 48104 (free of charge)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Abstraction Levels, Abstraction Tests, Child Development, \*Child Language, Cognitive Development, Cognitive Tests, \*Concept Formation, \*Language Development, Language Learning Levels, Language Patterns, Language Proficiency, Language Tests, \*Psycholinguistics, Time Factors (Learning), \*Time Perspective

In order to investigate the hypothesis that the conceptualization of sequence precedes that of simultaneity in child development, and to explore the use of elicited imitation in studying lexical acquisition, 32 subjects between 3 and 5 years of age were asked to verbally imitate a list of sentences. The constructions combined simple and reverse sequentiality and simultaneity, and responses were ranked by their correctness. The data suggest that children acquire reference to time first by simple sequentiality, then by reversal of event order with the appropriate sentence construction, and last by simultaneity. The use of verbal imitation of some complexity may also be a valuable instrument in the study of child language. Further investigation into the child's use of meanings together with semantic strategies is indicated. (MSE)

**ED 113 968** FL 007 275

**Prokop, Manfred**

**The Stability of Student Attitudes toward German Language and Culture Over an Academic Year.**

Pub Date May 75

Note—29p.; Paper presented at Meeting of the Canadian Association of Second Language Teachers (Edmonton, Alberta, Canada, May 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Achievement Rating, Changing Attitudes, Course Evaluation, Cultural Awareness, Cultural Education, \*German, \*Language Instruction, Learning Motivation, Learning Processes, \*Second Language Learning, \*Student Attitudes

A research project is described which, using Gardner and Lambert's scales plus 10 other instruction-related items, sought: (1) to examine the stability of attitudes, as changes might occur from the beginning of a course to its end; (2) subsequently, to draw inferences as to the impact that a German language and/or culture course might have on student perceptions; and (3) to relate attitudinal change and positivity and negativity of attitudes to achievement. Some of the conclusions were as follows. Attitudes remained essentially the same over the academic year;

although they had been quite positive at the beginning, the abundance of cultural material to which the students had been exposed had had no systematic impact on attitudes. A positive correlation between achievement and more positive attitudes was obtained on a number of scales for those students who had changed significantly. Students who held strongly positive attitudes toward German cultural traditions and the German speakers obtained higher marks than others, while students who felt insecure of their position in Canadian society, who felt Canadian culture was superior to German culture and were suspicious of foreigners, and who saw only utilitarian purposes in learning German had the lowest achievement. (Author/KM)

**ED 113 969** FL 007 277

**Prokop, Manfred**

**Evaluating the Effectiveness and Efficiency of Instructional Strategies in Teaching German.**

Pub Date Feb 75

Note—25p.; Paper delivered at the Annual Meeting of the Greater Edmonton Teachers Association (Edmonton, Alberta, Canada, February 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Action Research, Audiolingual Methods, Classroom Research, Course Evaluation, Educational Objectives, \*Educational Strategies, Effective Teaching, \*Evaluation Criteria, \*German, \*Language Instruction, Methods Research, Second Language Learning, \*Teaching Methods

In the spirit of the new, sober eclecticism in foreign language teaching methodology, the effectiveness/efficiency dimensions become the criteria for decision-making in educational planning. The points are raised that: (1) there are no universally applicable methods; (2) teachers should not accept educational dogma without empirical evidence; (3) the classroom teacher is in a very good position to conduct research which is meaningful and, in all likelihood, more valid for his situation than that carried out in broad comparisons or artificial lab situations; and (4) the effectiveness-efficiency dimension provides a useful conceptual framework for such action research. The main argument is then applied to representative analyses of the effectiveness/efficiency of some major instructional strategies. (Author)

**ED 113 970** FL 007 278

**Prokop, Manfred**

**The Attitudinal Component of the Foreign Language Learning Process.**

Pub Date [75]

Note—31p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Attitudes, Cultural Awareness, \*Language Instruction, Language Teachers, \*Learning Motivation, Learning Processes, Parent Attitudes, Performance Factors, Psycholinguistics, \*Second Language Learning, Social Factors, Student Attitudes, Teacher Attitudes

The paper presents a comprehensive summary of recent research on attitudes in foreign language instruction, discusses it in the light of four functions generally thought of as being characteristic of attitudes, and comments on the usefulness of the attitude concept in foreign language education. Research on attitudes is presented on several dimensions, viz. parental and peer group relations with learner attitudes; student perceptions of the foreign language and culture, of himself as a learner, and of the learning environment (course, teacher, and classroom atmospheres). Attitudes are assigned four groups of functions, viz. the instrumental, adjunctive or utilitarian function, the ego-defensive function, the value-expressive function, and the knowledge function. (Author)

**ED 113 971** FL 007 282

**Papcun, George And Others**

**Is the Left Hemisphere Specialized for Speech, Language and/or Something Else?**

Pub Date Feb 74

Note—9p.

Available from—American Institute of Physics, 335 E. 45th St., New York, N.Y. 10017  
Journal Cit—Journal of the Acoustical Society of America; v55 n2 Feb 1974

**Document Not Available from EDRS**

**Descriptors**—Auditory Perception, Cerebral Dominance, \*Cognitive Processes, Language Research, \*Lateral Dominance, Linguistics,

Listening Tests, \*Neurolinguistics, Neurological Organization, \*Perception Tests, Perceptual Development, \*Psycholinguistics, Speech Identifiers—\*Decoding (Speech), Dichotic Listening

Morse code signals were presented dichotically to Morse code operators and to naive subjects with no knowledge of Morse code. The operators showed right ear superiority, indicating left hemisphere dominance for the perception of dichotically presented Morse code letters. Naive subjects showed the same right ear superiority when presented with a set of dot-dash patterns restricted to pairs of seven or fewer elements, counting dots and dashes each as elements. When presented with longer stimuli, naive subjects showed left ear superiority, indicating right hemisphere dominance, the opposite of their result with the shorter stimuli. This seems to indicate that pairs consisting of seven or fewer elements are perceived with reference to the subparts of which they are composed, but that longer stimuli force naive subjects to adopt strategies involving the holistic qualities of the stimuli. It would seem, therefore, that the left hemisphere is specialized for processing the sequential parts of which a stimulus is composed. This research, in conjunction with other work on the topic, suggests that language is lateralized to the left hemisphere because of its dependence on segmental subparts, and that this dependence characterizes language perception as distinct from most other human perception. (Author/TL)

**ED 113 972** **FL 007 283**

**Compte Rendu de Recherche sur le Programme Lexical. Langue Anglaise 6e et 5e (Research Report on the Lexical Program. English Language 5th and 6th).**

Institut National de Recherche et de Documentation Pédagogiques, Paris (France).

Pub Date 73

Note—50p.; In French

Available from—Institut National de Recherche et de Documentation Pédagogiques, 29 rue d'Ulm, 75 Paris 5, France (6.50F)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—\*Basic Vocabulary, \*English (Second Language), \*French, Language Fluency, \*Language Instruction, Language Research, Language Skills, Native Speakers, Research Methodology, Second Language Learning, \*Vocabulary Development, Vocabulary Skills**

This research report is concerned with establishing a minimum vocabulary of English instruction for French students at the secondary level. The approach to the investigation is based on choosing vocabulary that corresponds to the current communication needs of the students, has functional content, and takes the spoken language into account. The need for limiting the volume of the vocabulary is stressed. Two basic criteria are defined for word selection. The criterion of function and distribution considers such things as word frequency, number and kinds of contexts a word appears in, grammatical function, cultural content, and the vocabulary needed for the language learning situation. The criterion of facility in language learning considers French cognates a word may have, and a word's regularity, simplicity and semantic precision. Four methods of choosing and classifying vocabulary items are described and compared. The first appendix lists the scientific works consulted, while the second appendix provides a sample index card used in the study. The third appendix lists the English function words to be included in the vocabulary. (CLK)

**ED 113 973** **FL 007 289**

**Vesper, Don R. Vesper, Ethel R. Change in Language Situation and Attitudes in a Multilingual Society.**

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date [75]

Note—35p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—\*Attitudes, \*Chamorro, Educational Policy, English, English (Second Language), Language Planning, Language Research, \*Language Usage, Language Variation, \*Multilingualism, \*Sociolinguistics**

**Identifiers—\*Guam, Language Contact**

This paper discusses the background of the language situation in Guam, comparing the findings of a 1966 survey to the present situation. Apparent changes both in the language situation and in attitudes towards language and some of the causative factors involved in the changes are discussed. The study currently underway, which utilizes informal interviews and participant observation, shows that those who use English as a first language are essentially all of those 12 years old or younger. Noting this as a rough cut-off point, the paper considers whether one might predict that Chamorro, the indigenous language of Guam, will fade when these 12-year-olds are the oldest living generation. The paper further notes that the demise of the last Chamorro speaker on Guam is not likely to be the last trace of effect that the language has. Some of the characteristics of the English currently spoken there, which are now being investigated, are very likely to be retained. The present paper also considers what internal and external motivations have brought about the situation of Chamorro succumbing to English. (Author/CLK)

**ED 113 974** **FL 007 290**

**Sharpless, Elizabeth A.**

**Linguistic Complexity versus Perceptual Complexity in Person Pronoun Acquisition. Prepublication Draft.**

Pub Date Sep 75

Note—24p.

Available from—Elizabeth A. Sharpless, Dept. of Linguistics, CUNY Graduate Center, 33 W. 42 St., New York, N.Y. 10036 (free of charge)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—Child Language, Cognitive Processes, Comprehension Development, Concept Formation, Form Classes (Languages), \*Language Development, Language Research, Learning Processes, \*Linguistic Difficulty (Inherent), Linguistic Theory, Longitudinal Studies, Preschool Children, \*Pronouns, \*Psycholinguistics, \*Semantics**

The hypothesis that the acquisition order of relational words directly reflects the complexity of these words in formal linguistic analysis was tested for the singular, non-neuter person pronouns of English. Data on the development of comprehension of these pronouns gathered in two conversational situations, child as person addressed and child as onlooker, from six children (about 2 years of age) in a five-month longitudinal study indicated that the acquisition order of these words does not directly reflect linguistic complexity but rather the complexity of the percepts underlying the semantic concepts involved. Additional data indicated that children's decentering in the speech event also plays a critical role in the discrimination of the relevant semantic concepts by allowing the child to appreciate the relational nature of person pronouns. These results are interpreted as evidence against the use of formal linguistic representation as an explanation of semantic development. (Author)

**ED 113 975** **FL 007 291**

**Dodson, C. J.**

**Language Teaching and the Bilingual Method.**

Pub Date 67

Note—182p.

Available from—Pitman Publishing Co., 6 East 43rd St., New York, N.Y. 10017 (1 pound)

**Document Not Available from EDRS**

**Descriptors—Audiolingual Methods, Audiovisual Aids, \*Bilingual Education, Educational Objectives, \*Educational Strategies, Grammar Translation Method, Language Aids, \*Language Instruction, Language Laboratories, Language Programs, Language Research, \*Second Language Learning, \*Teaching Methods**

**Identifiers—\*England**

The initial chapter of this volume is concerned with determining the variables involved in language learning. The procedures and results of experiments conducted in order to formulate learning and teaching principles are described. Experiments include testing different approaches used to help students acquire sentence meaning, discovering the most favorable combinations of stimuli to produce results in imitation exercises, and determining the usefulness and effect of the printed word on oral reading and of written exercises in the language learning process. I.Q. and age were also accounted for. In the second chapter, different methods of foreign language

learning and teaching are described, including the direct (oral) method, the indirect (grammar) approach, and various eclectic methods. The bilingual method is then described in the third chapter. The eight major steps in this method are: (1) imitation, (2) interpretation, (3) substitution and extension, (4) independent speaking of sentences, (5) reverse interpretation (optional), (6) consolidation of question patterns, (7) questions and answers, and (8) normal FL conversation. The aims of bilingual education are fluency and accuracy in the spoken and written language. Its implementation and success at all levels in England, from primary schools to adult groups, is mentioned. The text concludes with a discussion of audiovisual aids for foreign language teaching, including the language laboratory. (CLK)

**ED 113 976** **FL 007 292**

**Wolverton, Robert E.**

**Classics and the Future.**

Pub Date 15 Nov 75

Note—11p.; Paper presented at the Fall Meeting of the Classical Association of the Atlantic States (Atlantic City, N.J., November 15, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors—\*Classical Languages, Classical Literature, College Language Programs, Educational Objectives, \*Educational Planning, Enrollment Trends, \*Greek, Higher Education, \*Language Programs, \*Latin, Secondary Education**

This paper attempts to show the need for Classicists currently in the field to begin long-range planning for the field of Classics. Classicists have been unable or unwilling to plan solid actions, waiting instead to react, or respond, to educational trends and problems. While the entire junior and community colleges movement was growing, Classicists ignored it and were ignored by it; more doctoral-level programs were begun, yet no one really stated the need or market for such programs and their degree recipients. These and similar actions and inactions have brought Classics to a critical stage; at the same time, other liberal arts fields are beginning to confront the same sorts of problems. With these allied fields, however, Classicists have not sought common bonds or paths of action. Thus, internally and externally, the discipline of Classics has done little to learn about its own goals and mission and to convince academicians and the general public that Classics is worth retaining at the secondary and collegiate levels. A call to commitment by Classicists on behalf of the Classics is followed by suggested steps which might be taken to establish machinery for planning. (Author/CLK)

**ED 113 977** **FL 007 294**

**James, R.**

**Audio-Equipment for Language Learning. ELT Documents (75/1).**

British Council, London (England). English-Teaching Information Centre.

Pub Date 75

Note—7p.; For related documents, see FL 007 295 and 296

Available from—English Teaching Information Centre, The British Council, 10 Spring Gardens, London SW1A 2BN, England

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—\*Audio Equipment, Audiovisual Aids, Cost Effectiveness, Educational Technology, Instructional Materials, Language Instruction, \*Language Laboratories, \*Language Laboratory Equipment, \*Magnetic Tape Cassette Recorders, Phonotape Recordings, \*Second Language Learning, Speech Skills, Tape Recorders**

This article discusses universal advantages and disadvantages of various audio systems which may be used for language learning. In order to encourage teachers and administrators to experiment with simpler systems than the conventional language laboratory, a list of several low-cost alternatives is given. The list gives the producer's name, a description of the equipment and the price in British pounds. Two sets of criteria are suggested for evaluating the utility and effectiveness of any audiovisual media within a given teaching situation: (1) operational criteria - including initial cost, cost of maintenance, and availability of software and of qualified personnel; and (2) pedagogic criteria - e.g., the validity of claims for a student responding; the effectiveness of monitoring large groups; the case for in-

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dividual a-c recording; and the emphasis on isolated individual practice of the systematic, paradigmatic aspects of language and neglect of its situational, communicative context and functions. (TL)

**ED 113 978** FL 007 295  
*Harper, D.*

**Orientation and Attitude Formation in the Language Laboratory.** ELT Documents (75/1). British Council, London (England). English-Teaching Information Centre.

Pub Date 75

Note—5p.; For related documents, see FL007294 and FL007296

Available from—English Teaching Information Centre, The British Council, 10 Spring Gardens, London SW1A 2BN, England

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*Inservice Teacher Education, Laboratory Procedures, Laboratory Training, Language Instruction, \*Language Laboratories, Language Laboratory Equipment, Language Laboratory Use, Material Development, \*Orientation, Second Language Learning, \*Student Attitudes, \*Teacher Attitudes, Teacher Education

Success or failure of a language laboratory is due to a complex set of reasons. An often neglected factor lies in teacher and student attitudes to learner-machine-materials interrelationships. This paper specifies significant factors affecting the establishment of positive attitudes in teachers and students through training. The paper has four parts: (1) negative attitudes in teachers, usually developed because of a teacher's feeling of inadequacy to deal with new technology and teaching methods; (2) elements of training programs and positive attitudes in teachers, showing that feelings of inadequacy can readily be eliminated through proper training and emphasizing the importance of materials preparation; (3) negative attitudes in students, some of which are due to age factors; and (4) training of students, stressing the need for proper orientation, which in turn depends on proper training of the teachers in laboratory functioning and course objectives. (TL)

**ED 113 979** FL 007 297  
*Stevick, Earl W.*

**Alienation as a Factor in the Learning of Foreign Languages.**

Pub Date Nov 75

Note—6p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (Washington, D.C., Nov. 27-30, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**Classroom Environment, Classroom Participation, Educational Psychology, Educational Strategies, Language Instruction, Learning Characteristics, Psycholinguistics, \*Psychological Needs, \*Second Language Learning, Security, \*Self Concept, Self Esteem, \*Student Alienation, Student Teacher Relationship, \*Teacher Behavior, Teacher Role

A student's self-image is his most precious possession. Yet this image is constantly threatened in a language class (or anywhere else). Some threats come from the foreignness of the language, others from the power imbalance between student and teacher, others from the student's failure to live up to what he expects of himself. All of these threats produce various kinds of defensive behavior, which interfere with the quality as well as with the quantity of learning. Teachers should try to run their courses in ways which will reduce these threats. A general strategy might include three elements: (1) trying to maximize student security; (2) arranging for students to study in ways that maximize their own self-investment in the enterprise; (3) allowing students, as much as possible, to learn from themselves and from one another, rather than directly from the teacher. These three elements are compatible with one another if the teacher concentrates on establishing and maintaining classroom routines and making necessary information available when needed, and if the teacher allows the students a large amount of responsibility for who says what to whom, and when. (Author)

**ED 113 980** HE 006 329  
**Engineering and Technology Degrees, 1974.**

Engineers Joint Council, New York, N.Y. Engineering Manpower Commission.

Pub Date Jan 75

Note—31p.; Tables may reproduce poorly due to small type

Available from—Engineering Manpower Commission of Engineers Joint Council, 345 East 47th Street, New York, New York 10017 (\$10.00)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**\*Engineering Education, Engineering Technology, Engineers, Enrollment, Females, Foreign Nationals, \*Higher Education, Minority Groups, \*Statistical Data, \*Surveys, \*Technical Education, Technology

This report gives the number of engineering and technology degrees for the school year ending in June 1974. Tables appear in the following order: engineering degrees (bachelor's, master's, engineer's, doctor's) and technology degrees (associate, bachelor's, certificate, master's). The engineering tables include all 284 schools known to offer engineering degrees at the bachelor's level or higher. The data are essentially complete for the U.S. The technology degree tables include data from 423 schools. Summary tables are included at the end of the report showing the number of women, minorities, and foreign nationals included in the totals. The technology degree totals do not represent national totals because they include only those schools that have responded to the survey. (Author/PG)

**ED 113 981** 95 HE 006 553  
*Reed, Rodney*

**Peer-Tutoring Programs for the Academically Deficient Student in Higher Education.**

California Univ., Berkeley. Center for Research and Development in Higher Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Pub Date [74]

Grant—OEG-6-10-106

Note—128p.

Available from—Center for Research and Development in Higher Education, University of California, 2150 Shattuck Avenue, 5th Floor, Berkeley, California 94704

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors—**Admission Criteria, Directories, \*Educationally Disadvantaged, Financial Support, \*Peer Teaching, \*Post Secondary Education, \*Program Development, Program Effectiveness, Surveys, Training, \*Tutoring

Tutoring programs are viewed as being among the most successful of the several programs designed to provide academic support in postsecondary educational institutions for students who have weak formal educational backgrounds. Peer-tutoring programs designed specifically to serve students from educationally deficient backgrounds in postsecondary institutions are rather new and have been implemented in response to the relatively large number of students with weak educational backgrounds who now enter two- and four-year colleges and universities. This document was organized to provide information in the following areas about special peer-tutoring programs in postsecondary institutions: their development, goals and objectives, academic areas for tutoring, funding, selection of peer tutors, training programs for peer tutors, compensation of peer tutors, entry and exit criteria for tutees, tutee-tutor ratios, arrangements for the tutoring, and perceptions of program success. Using data of the above sort, the essential ingredients of peer-tutoring programs are discussed. A directory of tutoring programs for educationally deficient students surveyed in this study has been provided. (Author/KE)

**ED 113 982** HE 006 583  
**Kentucky Colleges and Universities. Degrees Conferred 1974.**

Kentucky Council on Public Higher Education, Frankfort.

Pub Date 74

Note—64p.

Available from—Kentucky Council on Public Higher Education, Capital Plaza Office Tower, Frankfort, Kentucky 40601

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
**Descriptors—**\*Associate Degrees, \*Bachelors Degrees, \*Doctoral Degrees, \*Higher Education, \*Masters Degrees, Special Degree Programs

**Identifiers—**\*Kentucky

This is a summary report on the total number of associate, baccalaureate, first-professional, master's and doctoral degrees conferred during the 1973-74 fiscal year by the 29 institutions of higher education in Kentucky accredited by the Southern Association of Colleges and Schools. (Associate degrees are awarded for the completion of programs requiring at least two years but less than four years of study beyond the high school level. First-professional degrees are those awarded in law, dentistry, and medicine.) Degrees conferred in 1973-74 total 19,227 including 1,676 associate degrees, 12,463 bachelor's (baccalaureate), 823 first-professional, 4,083 master's and 182 doctoral degrees. (Author)

**ED 113 983** HE 006 660

*Eberhart, Bruce M. And Others*

**Notes on the 1974 Conference for New Science Department Chairmen at Public Institutions.**

Research Corp., New York, N.Y.

Pub Date 14 Jul 74

Note—66p.; Papers from the 1974 Conference for New Science Department Chairmen at Public Institutions (Point Clear, Alabama, July 14-19, 1974)

Available from—Research Corporation, 405 Lexington Avenue, New York, N.Y. 10017

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**\*Administrative Personnel, \*Conference Reports, \*Department Directors (School), Faculty Evaluation, Financial Support, \*Higher Education, Organizational Communication, Public Relations, School Community Relationship, \*Science Departments, Student Teacher Relationship, Unions

Informal notes are presented from conference discussions by 18 newly appointed chairmen, three highly successful resource people who could draw on their own experiences as department heads, and several additional special discussion leaders. Topics of interest to the department chairmen were covered, including the chairman's pivotal role, dealing with people, faculty evaluation, faculty unions, chairman-student relationships, interdepartmental problems, public relations, outside support, and department administration. (LBH)

**ED 113 984** HE 006 744

*Hall, Stephen S. J.*

**Management Planning: Innovation on Campus.**

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Oct 73

Note—8p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036

Journal Cit—NACUBO Professional File; v4 n8 Oct 1973

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Administrative Change, Administrative Organization, \*Administrative Policy, Administrator Guides, Change Strategies, Decision Making, Educational Administration, \*Higher Education, \*Institutional Administration, Management, \*Management Systems, Team Administration

Management planning is a body of concepts and techniques designed to facilitate the analytical and forecasting processes within a department, to increase the decision-making prerogatives of the department director within predetermined guidelines, and to encourage and reinforce communication both among the departments and between the departments and the faculties. Management planning was introduced at Harvard University as part of a comprehensive change in style of administration. The applications of the policies and procedures to the departments is predicated on an ability to identify objectives for each department, to track progress toward stated goals, and to evaluate relative achievements. The report details the Administrative Management Plan devised by Harvard and includes discussion of the preparation for the Plan, the narrative and financial elements of the Plan, the procedures followed in negotiating the departmental plans and the five-year vice presidential plan. During both



the planning and implementation phases of the Plan continuing communication channels were developed for exchange of ideas that foster increased flexibility and adaptability of the system. (Author/JMF)

ED 113 985 HE 006 745

O'Neil, Robert M.  
**Dynamics of Higher Education. Court and Campus—Striking a New Balance.**

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Aug 73

Note—7p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036

Journal Cit—NACUBO Professional File; v4 n7 Aug 1973

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Court Cases, Court Litigation, \*Court Role, Decision Making, Educational Economics, \*Educational Finance, \*Governance, \*Higher Education, Sex Discrimination, \*Social Discrimination

The unrest of the 1960s brought the fields of law and higher education together in the courts. Although tranquility has returned to campus, the courts show no sign of withdrawing from the field of higher education. This paper is an examination of the role the courts will play in higher education in the decade ahead. Three broad areas of litigation are discussed: (1) the allocation of increasingly scarce resources spurred by disputes between the university and the state and by disputes between or among academic institutions; (2) access to the benefits and rewards of higher education brought on by discrimination on the basis of sex, geography, and political affiliation as well as race; and (3) participation in the making of key academic decisions by previously excluded groups and constituencies. (JMF)

ED 113 986 HE 006 746

Doi, James I.

**Dynamics of Higher Education. Old Assumptions and New Uncertainties in the Planning Process.**

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Jul 73

Note—8p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036

Journal Cit—NACUBO Professional File; v4 n6 Jul 1973

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Demography, Educational Administration, \*Educational Finance, \*Educational Planning, Employment Projections, Enrollment Influences, \*Enrollment Projections, Enrollment Trends, Financial Support, \*Higher Education, Planning

In past decades the planning process in higher education was based on certainties and assumptions about the source of funds, enrollments and enrollment distribution, levels of expenditures, and faculty. Today, none of these certainties remain. The uncertainties of today involve declining enrollments after 1980, society's capacity to effectively use the many college graduates projected between now and 1980, the future of private institutions, and even some recently established state and community colleges, and society's willingness to finance higher education. These uncertainties are examined in respect to their implications for the financing of higher education. The declining birth rate and the uncertain job market for college graduates have created a new demography and enrollment projections reflect this. This includes the shift in enrollment from private to public institutions. The ultimate victim of this uncertainty may be the diversity that has been the hallmark of the American higher education system in the past. (JMF)

ED 113 987 HE 006 747

Dumke, Glenn S. And Others

**Reflections from the 1973 Annual Meeting. Dynamics of Higher Education in Times of Change—Challenge.**

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Jul 73

Note—16p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036

Journal Cit—NACUBO Professional File; v4 n5 Jul 1973

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Freedom, Administrative Personnel, Administrative Policy, Collective Bargaining, \*Educational Administration, \*Educational Environment, \*Governance, \*Higher Education, Personnel Policy, \*Power Structure, Student Participation

The document includes excerpts of papers presented at the 1973 Annual Meeting of NACUBO on the theme Dynamics of Higher Education. Dynamics was generally viewed either as a mix of problems colleges and universities were, are, or would be facing, or as a process by which current issues are being dealt with on campus. In each case, dynamics was considered with regard to implications for the future. Discussions of the dynamics of the educational environment, of the campus, of personnel management, and of institutional autonomy are included. (Author/JMF)

ED 113 988 HE 006 748

Chalmers, E. Laurence, Jr.

**Assumptions and Expectations in Higher Education. Resource Allocation Management in Higher Education. Techniques: Use of Systems and Budgeting Methodology.**

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Aug 72

Note—5p.; Paper presented at the Annual Meeting of NACUBO (Denver, Colorado, July 11, 1972)

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036

Journal Cit—NACUBO Professional File; v3 n4 p 1-4 Aug 1972

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Accountability, Budgets, Educational Finance, Efficiency, \*Expectation, \*Financial Policy, \*Higher Education, \*Management, Power Structure, Productivity, \*Program Budgeting

The assumptions and the expectations of the budgeting systems in higher education are presented in an attempt to clarify the magnitude of the task of setting up a budgetary methodology. The assumptions of effective budgeting should be identical to the purposes of the institutions that are served. Developing a system around the acquisition, storage, and transmission of knowledge, however, involves translating qualitative variables into quantitative ones such as credit hours or learning opportunities, support of faculty research, and public service functions. Even more controversial are the expectations people have about college and university systems and budgeting methodologies. There are three categories of people involved: the users, the distributors, and the providers of education. Each has varying perspectives and conflicting expectations. Users expect sensitivity and flexibility; distributors expect equity and efficiency; providers expect austerity and accountability. The financial officer must set up systems that attempt to satisfy all of these. (JMF)

ED 113 989 HE 006 749

Moos, Malcolm C.

**Budget Planning and Administrative Coordination: A Case Study—The University of Minnesota. Resource Allocation Management in Higher Education. Reporting and Communication.**

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Jul 72

Note—9p.; Includes remarks by V. W. Henderson; Donald E. Garretson, and J. Soshnik. Paper presented at the Annual Meeting of NACUBO (Denver, Colorado, July 11, 1972)

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036

Journal Cit—NACUBO Professional File; v3 n3 p 1-8 Jul 1972

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Budgets, \*Communications, \*Educational Administration, Educational

Economics, \*Educational Finance, \*Evaluation, Financial Policy, \*Higher Education, Management, Program Budgeting, Program Evaluation Identifiers—Minnesota

The financial crunch hit the University of Minnesota after the 1971 legislative session, which appropriated for the 1971-72 and 1972-73 fiscal years and began an attempt at a new kind of budget planning process. It was a unique process in the institutional review of programs and in the setting of priorities for future growth and direction. There was an extensive communication and consultation flow up and down the hierarchical ladder with input from the president, vice presidents' groups, as well as the provosts, deans, Senate committees, Office of Budget and Planning and Information Services, the Expanded Consultative Committee, the Regents' Committees on Educational Policy and Budget, Audit and Legislative Relationships, and the students. The time consuming and exhaustive process included a number of public meetings and working sessions in an attempt to dispel the suspicion that the process was a sham used to legitimize decisions already made. Although many questioned the value of this institutional self-evaluation, the consensus is that the evaluation process will yield proposals for more efficient and effective use of faculty and student time. (Author/JMF)

ED 113 990 HE 006 750

Holm, Donald S.

**The Management of Change in Higher Education.** National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Jun 72

Note—8p.; Paper presented at Annual Meeting of the Central Association of College and University Business Officers (60th, Chicago, Illinois, May 7-9, 1972)

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036

Journal Cit—NACUBO Professional File; v3 n2 p 1-7 June 1972

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Administrative Change, Administrative Personnel, \*Administrator Attitudes, \*Change Agents, Change Strategies, Educational Administration, \*Educational Change, \*Higher Education, Management

The conflict surrounding the administrator's attitude toward change arises from the paradoxical positions that change is inherently good and necessary to avoid stagnation and, at the same time, the individual resists it unless he perceives a gain from the change. The propositions are equally true and can be reconciled, or at least understood, and thus handled more effectively than, in the recent past, through an analysis of why administrators resist change. There is an examination of the fundamental factors from which resistance stems, including the basic needs and the sources of motivation, the role of perception, the role of communication, the role of participation, and the powerful influences of culture. Finally, there is a discussion of positive administrative attitudes toward change and some suggestions for achieving a moving equilibrium. (Author/JMF)

ED 113 991 HE 006 751

Barber, Allan W.

**An Opportunity for Positive and Creative Leadership in the Business Management of Higher Education.**

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Feb 72

Note—8p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036

Journal Cit—NACUBO Professional File; v3 n1 p 1-7 Feb 1972

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Administrative Personnel, \*Administrator Responsibility, Educational Administration, Educational Economics, Efficiency, Financial Policy, \*Higher Education, \*Leadership, \*Management, Productivity

Business officers should function as members of institutional management teams whose responsibilities include devising more effective ways to collect, present, and evaluate business and financial information for governing boards and

academic administrators. The challenge is to find ways to encourage institutional administrations to consider the consequences of ignoring fiscal considerations and realities. It must be recognized that outside forces affect the management and that higher education is not a business where profit and loss can be measured in monetary terms. Nevertheless, the professional business manager should evaluate his place in the institutional environment and develop the attitude that he has something of value to offer, and he should not condone promulgations of accounting practices when they defy meaningful applications of cost systems and ignore relationships between costs, programs, and benefits. (JMF)

ED 113 992

HE 006 752

Lisensky, Robert P.

**The Management Dilemma: Shared Authority. The Management Challenge: Now and Tomorrow. Putting It All Together: The Management Team.**

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Dec 71

Note—6p.; Paper presented at the National Meeting of NACUBO (New York, New York, November 23, 1971)

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036

Journal Cit—NACUBO Professional File; v2 n3 p 1-5 Dec 1971

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Accountability, \*Administration, Centralization, Decentralization, Educational Administration, Faculty, \*Governance, \*Higher Education, Institutional Administration, \*Power Structure, Staff Role, Student Participation

The style of management in higher education has changed significantly in recent decades. The groups that have demanded, and in most cases been given, a share in the governance of the institution are the administration, the faculty, the students, and the non-faculty staff. The problem arises in implementing the claims for a share of authority. Some recent trends toward a more effective system of governance within this context are examined. The first is decentralization, which may be approached by the development of autonomous small sub-units having authority to bring decisions to a concluding point or influencing decisions and policy formulation. The second trend is the establishment of a joint council or university senate, a move toward centralization. The third trend in governance is the strengthening of the executive role for prompt and decisive action, which requires administrative accountability and continuous evaluation. Shared authority does not necessitate a balance of power but an emphasis on sharing. The concern is not the problem of whether one should share but the problems of sharing. The attempt is to develop a system of governance that balances the emphases on decentralization, centralization, and executive authority. (JMF)

ED 113 993

HE 006 753

Bowen, William G.

**The Role of the Business Officer in Managing Educational Resources. The Management Challenge: Now and Tomorrow. Managing Educational Programs.**

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Dec 71

Note—9p.; Speech delivered at the National Meeting of NACUBO (New York, New York, November 22, 1971); Excerpts of comments by Hans H. Jenny, Clarence Scheps, and Orie E. Meyers, Jr. are included

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036

Journal Cit—NACUBO Professional File; v2 n3 p 1-8 Dec 1971

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Administrative Personnel, Decision Making, Educational Administration, \*Educational Economics, Educational Finance, \*Educational Resources, Efficiency, \*Financial Policy, \*Higher Education, Management, Productivity

The business officer can contribute most to the managing of educational resources and can best

provide input to the academic world by performing four tasks. The first task is assessing the general financial setting of the world and the country in which the institution exists. Secondly, in assessing and describing the economics of the institution itself, he must point out the practical implications of concepts such as efficiency and productivity, and fixed variable costs for the operations of the individual institution. A third task is in facilitating decision making regarding pricing and resource allocation. Finally, the business officer can provide explanations of decisions to facilitate their understanding and acceptance. (JMF)

ED 113 994

HE 006 755

Gilmore, Robert B.

**Making University Financial Reports Informative and Meaningful.**

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Oct 70

Note—8p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036

Journal Cit—NACUBO Professional File; v1 n5 Oct 1970

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Accounting, Budgeting, \*Educational Finance, Educational Resources, \*Financial Policy, Financial Support, \*Higher Education, Management, \*Operating Expenses, Trusts (Financial)

The National Association of College and University Business Officers has taken major strides toward meeting the responsibility for establishing accounting and public reporting standards within the field of higher education. The need for improvement in the reporting procedures has been generally agreed on. It is imperative that revision of the manual for financial reports and an audit guide seek common ground, and to this end the author has suggested some significant areas of controversy for discussion. The first area deals with the nonprofit nature of educational institutions; they cannot be viewed in terms of profit and loss, since they are primarily in the business of spending money as wisely and productively as possible. Secondly, colleges and universities generally approach financial management as an integrated function, dealing with the resources and needs of the total institution over a period of time. A third controversial topic deals with the setting aside of funds to meet anticipated needs and the alternative methods of disclosing these restricted and unrestricted funds. The prime vehicle for disclosure suggested is a separate funds statement to accompany a subsidiary operating statement. (JMF)

ED 113 995

HE 006 776

Aleamoni, Lawrence M.

**Typical Faculty Concerns About Student Evaluation of Instruction.**

Pub Date 24 Mar 74

Note—23p.; Prepared for presentation at the Symposium on Methods of Improving University Teaching at the Technion, Israel Institute of Technology, (Haifa, Israel, March 24, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—College Students, Conference Reports, \*Course Evaluation, Faculty Evaluation, \*Higher Education, Participant Satisfaction, Questionnaires, Student Attitudes, Student Evaluation, \*Student Opinion, Summative Evaluation, \*Teacher Rating, \*Teaching Quality, Teaching Techniques

Identifiers—\*Illinois Course Evaluation Questionnaire

Seven typical faculty concerns about the appropriateness of using ratings of instructor and instruction are examined. These are summarized in terms of common observations frequently expressed by faculty: (1) Students cannot make consistent judgments because of their immaturity, lack of experience, and capriciousness; and a widely held belief is that only colleagues with excellent publication records and experience are qualified to evaluate their peer's instruction. (2) Most student rating schemes are nothing more than a popularity contest. (3) Students are not able to make accurate judgments until they have been away from the course and possibly from the university for several years. (4) The student rating forms are unreliable and invalid. (5) There

are extraneous variables or conditions that can affect student ratings, including class size, schedule, term, student sex, major, and level. (6) The grade a student receives in the course is highly correlated with his rating of the course and the instructor. (7) A question frequently raised is how student evaluations can be used to improve instruction. Research addressing these problems is cited that makes use of the Illinois Course Evaluation Questionnaire (CEQ). (LBH)

ED 113 996

HE 006 788

Hansen, Arthur G.

**President and Physical Plant Administrator Face Common Goal of Providing an Efficient, Effective Educational Environment.**

Association of Physical Plant Administrators of Universities and Colleges, Washington, D.C.

Pub Date Mar 75

Note—7p.

Available from—Association of Physical Plant Administrators of Universities and Colleges, Suite 525, One Dupont Circle, Washington, D.C. 20036

Journal Cit—APPA; v5 n1 Mar 1975

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Chief Administrators, \*College Administration, Cooperative Planning, Cost Effectiveness, Educational Economics, Educational Environment, \*Facility Planning, Financial Needs, Financial Problems, \*Higher Education, Money Management, Physical Environment, \*Physical Facilities

Stresses faced by higher education as a result of both student and social criticism are examined and related to the specific role the physical plant department plays in the changing environment. The interface between the physical plant administrator and the chief executive officer is explored, and consideration is given to what each expects of the other, and how this relationship supports the goals of the university. The goals are seen as teaching, service to the community, and research. Financial pressures facing the university are discussed, including the effects of inflation and public demands for efficiency, and methods by which the university president can deal with these pressures are considered. Maximum communication and contact is advocated, including use of the committee approach to problem solving. Qualities of a good administrator are outlined: loyalty, flexibility, and integrity. They are related to successful dealings with faculty, staff, students, the community at large, and to efficiency in the physical plant department. (LBH)

ED 113 997

HE 006 789

Boyles, William W.

**A Cash Management Model.**

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date May 75

Note—8p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036

Journal Cit—NACUBO Professional File; v7 n2 May 1975

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Accounting, \*Budgeting, Educational Administration, Educational Economics, Educational Finance, \*Financial Policy, Fiscal Capacity, \*Higher Education, \*Management, Management Systems, Money Management

Identifiers—\*Lykins Method

In 1973, Ronald G. Lykins presented a model for cash management and analysed its benefits for Ohio University. This paper attempts to expand on the previous method by providing answers to questions raised by the Lykins methods by a series of simple algebraic formulas. Both methods are based on two premises: (1) all cash over which the business officer has discretionary investment authority should be consolidated in one operating bank account; (2) balances shown on the books of the bank as credited to the institution's account should be kept at the minimum required or desired level, regardless of the amount of cash balances shown on the books of the institution. The model is designed to answer the following questions: (1) when should a short-term cash investment be initiated? (2) how much cash should be committed? (3) for what period of time should cash be committed? (JMF)

ED 113 998 HE 006 790

*Parker, Charles A.*  
**Cost-Benefit Analysis in Nontraditional Education.**  
 National Association of Coll. and Univ. Business  
 Officers, Washington, D.C.  
 Pub Date Apr 75  
 Note—5p.

Available from—National Association of College  
 and University Business Officers, One Dupont  
 Circle, Washington, D.C. 20036

Journal Cit—NACUBO Professional File; v7 n1  
 Apr 1975

**EDRS Price MF-\$0.76 Plus Postage. HC Not  
 Available from EDRS.**

**Descriptors**—Administrative Policy, \*Cost Effective-  
 ness, \*Evaluation Methods, Experimental  
 Schools, \*Higher Education, Institutional Ad-  
 ministration, Management, \*Management  
 Systems, \*Program Costs

The methods of management science have  
 been increasingly helpful to colleges and universi-  
 ties in evaluating alternatives, both instructional  
 and administrative, and in determining the most  
 efficient allocation of their resources. This article  
 discusses ways in which systems techniques can  
 be used to support the humanistic efforts so  
 highly valued in the existing educational system.  
 It examines one of these techniques, cost benefit  
 analysis, with particular emphasis on its useful-  
 ness in evaluating nontraditional education. A  
 cost benefit analysis is a quantitative, evaluative  
 technique that relates the total benefits of a pro-  
 gram to total costs of the program. It is an  
 analytic study designed to assist decision makers  
 by providing a criterion for identifying a  
 preferred choice among a number of competing  
 alternatives. It provides information on how to  
 maximize or optimize a desirable measure of out-  
 put, given a set of limited resources, including a  
 budget constraint. The two broad areas discussed  
 are the need for cost benefit analysis in nontradi-  
 tional education and practical suggestions and  
 steps necessary to carry it out. (Author/JMF)

ED 113 999 HE 006 810

*Sotomayor, Marta, Ed. Ortego y Gasca, Philip  
 D., Ed.*  
**Chicano Content and Social Work Education.**  
 Council on Social Work Education, New York,  
 N.Y.

Pub Date 75  
 Note—100p.  
 Available from—Council on Social Work Educa-  
 tion, 345 E. 46th Street, New York, New York  
 10017 (\$3.50)

**EDRS Price MF-\$0.76 Plus Postage. HC Not  
 Available from EDRS.**

**Descriptors**—Course Content, \*Cultural Environ-  
 ment, \*Curriculum Development, Decision  
 Making, \*Group Experience, \*Higher Educa-  
 tion, Linguistics, \*Mexican Americans, Models,  
 Recruitment, Social Action, Social Isolation,  
 \*Social Work

This document results from a conference  
 designed to compel participants to identify and  
 develop curriculum content from the Chicano  
 viewpoint. The speakers provide alternative per-  
 spectives for developing the desired content. Is-  
 sues discussed are: an action model for educa-  
 tion, the role of linguistics in shaping the in-  
 dividual from his personality to his world view,  
 the valuing theory applied to making the difficult  
 choices of selecting items for inclusion into the  
 curriculum, a radical perspective on the need for  
 social change and the value of ideology for an  
 oppressed group, and the barrio experience as a  
 set of means for survival in suburbia.  
 (Author/KE)

ED 114 000 HE 006 817

*Kelley, Edward P., Jr.*  
**The 266 Institutions, with 431 Campuses, That  
 Have Collective Bargaining Agents. Special Re-  
 port No. 12 Update, July 1975.**

Academic Collective Bargaining Information Ser-  
 vice, Washington, D.C.  
 Spons Agency—Carnegie Corp. of New York,  
 N.Y.

Report No—SR-12

Pub Date Jul 75

Note—19p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Collective Bargaining, Collective  
 Negotiation, College Faculty, Colleges, \*Facul-  
 ty Organizations, \*Higher Education, \*Teacher  
 Associations, \*Unions, Universities

The document lists the 266 institutions of  
 higher education, with 431 campuses, where  
 faculty members have named agents to represent  
 them. The list of agents includes: American As-  
 sociation of University Professors (AAUP), Na-  
 tional Education Association (NEA), AAUP-  
 NEA coalition, American Federation of Teachers  
 (AFT) (AFL-CIO), NEA-AFT, and independent  
 agents. (JMF)

ED 114 001 HE 006 820

*Robinson, Daniel D.*  
**Analysis and Interpretation of Financial Data.**  
 National Association of Coll. and Univ. Business  
 Officers, Washington, D.C.

Pub Date Jun 75

Note—5p.

Available from—National Association of College  
 and University Business Officers, One Dupont  
 Circle, Washington, D.C. 20036

Journal Cit—NACUBO Professional File; v7 n3  
 Jun 1975

**EDRS Price MF-\$0.76 Plus Postage. HC Not  
 Available from EDRS.**

**Descriptors**—Accounting, \*Annual Reports,  
 \*Educational Finance, \*Evaluation Methods,  
 Financial Policy, \*Higher Education, \*Manage-  
 ment, School Accounting

Understanding the financial reports of colleges  
 and universities has long been a problem because  
 of the lack of comparability of the data  
 presented. Recently, there has been a move to  
 agree on uniform standards for financial account-  
 ing and reporting for the field of higher educa-  
 tion. In addition to comparable data, the efforts  
 to make financial reports more understandable  
 require the use of other kinds of statistical data  
 which, when related to financial data, make in-  
 terpretation, analysis, and understanding of finan-  
 cial data easier to achieve. It must, at all times,  
 be remembered that an educational institution  
 does not have the same characteristics as a busi-  
 ness enterprise. Financial statements must be  
 written in language understandable to the lay per-  
 son, and must take into account that the institu-  
 tions employ three major resources: money, peo-  
 ple, and facilities. These resources have meaning  
 in relation to the primary functions of the insti-  
 tution: instruction, research, and public service.  
 Finally, financial data should be reported in ab-  
 solute and relative terms, i.e., a year-end balance  
 sheet with the totals of revenues and expendi-  
 tures; and a comparison with a standard, norm,  
 guideline, forecast, prior year, or other point of  
 reference. The use of relationships in analysis and  
 interpretation of the data enables the reader to  
 judge the relative financial health of the institu-  
 tion. (JMF)

ED 114 002 HE 006 821

**Research into Higher Education. A Review of  
 Current Swedish Projects (Preliminary Version).**  
 Office of the Chancellor of the Swedish Universi-  
 ties, Stockholm.

Report No—NR-4

Pub Date 13 Jun 75

Note—65p.; Not available in hard copy due to  
 marginal reproducibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not  
 Available from EDRS.**

**Descriptors**—Bibliographies, \*Educational Objec-  
 tives, \*Educational Research, Educational  
 Responsibility, \*Higher Education, Relevance  
 (Education), Reports, \*Research Projects,  
 \*Surveys

**Identifiers**—\*Sweden

Projects financed by the Office of the Chancel-  
 lor of the Swedish Universities are surveyed that  
 are either completed or still in progress. They are  
 categorized in three separate groups: (1) the  
 structure of higher education and its relationship  
 to society as a whole; (2) the organization of  
 teaching and learning; and (3) evaluation: func-  
 tion studies and result control. In general, it is  
 found that a change of direction has taken place  
 in this research work in the last few years, with  
 the result that more projects are now occupied  
 with organizational problems than with teaching  
 problems. Projects are described dealing with the  
 role of higher education in working life, as well  
 as in-depth studies of teaching-learning questions  
 and the concept of knowledge in higher educa-  
 tion. The projects are arranged by area in  
 chronological starting order. (LBH)

ED 114 003 HE 006 828

*Patterson, Lewis D.*  
**Evolving Patterns of Cooperation.**

George Washington Univ., Washington, D.C.  
 ERIC Clearinghouse on Higher Education.

Pub Date Jun 75

Note—5p.

Available from—American Association for  
 Higher Education, One Dupont Circle, Suite  
 780, Washington, D.C. 20036 (\$0.40)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—\*Consortia, \*Cooperative Planning,  
 \*Interinstitutional Cooperation, Junior Col-  
 leges, Planning Commissions, \*Post Secondary  
 Education, Private Colleges, Regional Planning,  
 State Colleges, State Programs, Statewide  
 Planning, \*Trend Analysis

With increased cooperation and coordination,  
 it now is appropriate to review major changes  
 that have led to an unprecedented level of inter-  
 dependency among institutions. The current  
 growth rate of interinstitutional cooperation is ap-  
 proximately 12 percent per year. This is in-  
 separably linked in many respects to increased  
 levels of statutory coordination and regulation by  
 state agencies and boards and "1202" commis-  
 sions. Examples of institutions and states leading  
 the way in cooperative planning is the New  
 Hampshire College and University Council, the  
 Northeastern Ohio Universities Colleges of  
 Medicine, the states of Virginia, New York,  
 Pennsylvania, and Illinois. Changes are also oc-  
 curring in types of institutions participating. Five  
 years ago over 75 percent of the members came  
 from private institutions, while less than 4 per-  
 cent came from junior colleges. Today more than  
 40 percent came from public institutions and 13  
 percent from junior colleges, as the membership  
 of private institutions still increases. The coopera-  
 tive movement is also becoming increasingly in-  
 ternational and new emphasis is being developed  
 in the areas of continuing education, military pro-  
 grams, and colleges of art. Title III has made a  
 positive contribution to consortia, but it does not  
 encourage continuing voluntary cooperative re-  
 lationships. Despite this fact and the little research  
 done on consortia, the growth of voluntary  
 cooperation has been phenomenal. (Author/KE)

ED 114 004 HE 006 829

*Trivett, David A.*  
**The Vital Small College: Strategies and Missions.**  
 George Washington Univ., Washington, D.C.  
 ERIC Clearinghouse on Higher Education.

Pub Date Sep 75

Note—5p.; Not available in hard copy due to  
 marginal reproducibility of original document  
 Available from—Publications Dept., American  
 Association for Higher Education, One Dupont  
 Circle, Suite 780, Washington, D.C. 20036  
 (\$0.40)

Journal Cit—ERIC Higher Education Research  
 Currents

**EDRS Price MF-\$0.76 Plus Postage. HC Not  
 Available from EDRS.**

**Descriptors**—Bibliographies, Educational  
 Finance, Educational Planning, Educational  
 Policy, Financial Needs, \*Financial Problems,  
 \*General Education, \*Higher Education, In-  
 stitutional Administration, \*Liberal Arts,  
 \*Private Colleges, State Aid, Tuition

Strategies and problems facing the small  
 private liberal arts colleges as a group are  
 described. Many of these schools have weathered  
 the financial emergencies of recent years by  
 cutting expenditures to the point where the qual-  
 ity of education is threatened. New measures have  
 been called for to reduce the tuition gap between  
 private and public institutions and to use public  
 resources to assist threatened private colleges.  
 There are, however, a limited number of in-  
 stances where the small liberal arts college has  
 remained financially and academically healthy.  
 This condition is usually accompanied by a self-  
 analysis program identifying a distinctive purpose  
 for the college to serve. Information on the state  
 of the college's operations and potential new  
 markets is obtained with the cooperation of facul-  
 ty and staff. Firm plans and decisions can then be  
 made about the future directions the college will  
 take. (Author/LBH)

ED 114 005 HE 006 834

*Hoelcle, Larene Nichols*  
**The University Experience. Follow-up...1966  
 Freshmen in 1971. A Biography of a Class Stu-  
 dy.**

State Univ. of New York, Buffalo. Student Test-  
 ing and Research Office.

Pub Date Jul 75

Note—99p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—Commuting Students, Degrees (Titles), \*Educational Benefits, \*Educational Experience, Employment, Females, Followup Studies, \*Higher Education, Institutional Research, Males, Marital Status, Occupational Aspiration, Personal Interests, Resident Students, Social Experience, \*Student Attitudes, \*Student Characteristics

**Identifiers**—\*State University of New York at Buffalo, SUNY

Those who design educational policy, as well as those who plan to go to college, need to know what societal benefits derive from higher education, for whom the college experience is effective, and what aspects of the experience are valuable to what students. To investigate such concerns, a study was initiated in 1964: (1) to describe to faculty, administration, and other students the characteristics of SUNY/B students and their experience during and after college, and (2) to contribute to existing knowledge of personal, social, intellectual, and vocational development during the college years and early adult life. This document is a 1971 follow-up sample of 1966 freshmen. Generally, the respondents seemed optimistic about themselves and their futures, reporting satisfaction with jobs, education, and marital status, and having experienced a year that brought mostly positive changes in their lives. Some differences were noted in the experiences of men and women and residents and commuters. (Author/KE)

**ED 114 006** **HE 006 845**  
**State Government-University Relations in the South.**

Southern Regional Education Board, Atlanta, Ga.  
Spons Agency—National Science Foundation, Washington, D.C.

Pub Date May 75  
Note—36p.; Proceedings of a Conference on the Academic Community as a Backup Force to State Government (Atlanta, Georgia, May 5-6, 1975)

Available from—Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, Georgia 30313 (\$1.00)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Administrative Organization, \*Higher Education, \*Institutional Role, \*Interinstitutional Cooperation, Participation, Research and Development Centers, School Responsibility, \*State Agencies, State Government, \*State Universities

**Identifiers**—United States (South)

State governments need to be more innovative in providing various public services. Greatly increased state investment in public universities has strengthened university capabilities in many disciplines and research programs related to problems facing governments. But the real problems are involved in a university's efforts to provide more effective service to state governments. These problems include inappropriate organizational structures within universities, unfavorable past experiences in providing services, and widely varying perceptions of the university's total range of functions. While there is considerable consensus about the nature of state government university problems, there is much diversity in the manner of solution. Mississippi has established a single research and development center; Georgia, North Carolina, Tennessee, and Texas have established special centers or institutes; and Kentucky has often relied on faculty participation in task force efforts by state governments. After a comprehensive picture of the ways in which state government and university spokesmen view the public service responsibilities of higher education, it is concluded that a close and effective cooperation between a state agency and the universities can be a productive and continuing force. (Author/KE)

**ED 114 007** **HE 006 855**  
**Higher Education in the States.**

Education Commission of the States, Denver, Colo.

Pub Date 75  
Note—96p.

Available from—Higher Education Services, Education Commission of the States, 1860 Lincoln St., Suite 300, Denver, Colorado 80203

Journal Cit—Higher Education in the States; v5 n2 p25-120 1975

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—\*Annual Reports, \*Educational Administration, \*Higher Education, \*Master Plans, \*Statewide Planning

This issue contains annual reports from 43 states, the District of Columbia, and three Canadian provinces focusing on problems, activities, achievements, and other areas of interest to the postsecondary education community. (Author)

**ED 114 008** **95** **HE 006 865**

*Astin, Alexander W. Bisconti, Ann S.*

**Protest Behavior and Response on the U.S. Campus. Volume I: An Overview.**

American Council on Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-9-0364

Pub Date Feb 71

Grant—OEG-0-9-180364-44-17(010)

Note—70p.; Tables 7 (one page) and 20 (one page) will reproduce poorly because of small print

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Activism, Administrative Policy, Administrator Attitudes, \*Higher Education, Institutional Role, Political Attitudes, \*Schematic Studies, Student Behavior, \*Student College Relationship, Student Participation

As part of a continuing examination of aspects of campus unrest, background, purpose and data information of the protest activity occurring during the academic year 1969-1970 was collected and used to analyze protest behavior and response. By recording all events in a single protest, as well as participants in each event, in sequential order, interrelationships between issues, participants, protest response, precipitation, and amplifying factors were examined. Some findings indicated racial protests resulted more than others because of nonresolution of previous protests; war-related protests were often precipitated by the arrival on campus of an industrial or governmental representative; racial protests made the greatest overall impact on the campus and war-related ones the least; black students led most racial protests, radical left students led most war-related protests, and unfiliated students led most of those on issues of academic and student life; administrators were most responsive in black protests and least so in war-related ones; violence and civil action appear to be amplifying factors in protest; campus police presence tends to precede violence but off campus police presence tends to follow the first violent act; administration negative or non-response also preceded and is highly associated with violence; disruption appears to be associated more with persons than with events. (Author/KE)

**ED 114 009** **HE 006 868**

**Personnel Needs and Training for Biomedical and Behavioral Research. The 1975 Report of the Committee on a Study of National Needs for Biomedical and Behavioral Research Personnel.**

National Academy of Sciences - National Research Council, Washington, D.C. Commission on Human Resources.

Pub Date 11 Jun 75

Note—97p.

Available from—Commission of Human Resources, National Research Council, 2101 Constitution Avenue, N.W., Washington, D.C. 20418 (free)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—\*Behavioral Science Research, Costs, \*Doctoral Programs, Educational Supply, Enrollment Trends, Fellowships, Government Role, Grants, \*Higher Education, Manpower Utilization, \*Medical Research, \*Postdoctoral Education, Program Planning, Student Characteristics, Training Objectives

The purpose of this document is to establish the nation's overall need for biomedical and behavioral research personnel. Dealing with a limited analysis of the current situation rather than with projections, the document provides data, observations, statements of principle and recommendations. Chapter two described training programs -- their development, current levels and estimated levels in FY 1976, and what is known about the utilization of training by former fellows and trainees. Chapter three deals with a number of principles that have guided the Committee. A number of problems emerge when these principles are applied. These problems include; the costs of imbalance of supply and demand; market studies and their limitation; fellowships versus training grants; training grant funds to institutions and to trainees; and the postdoctoral pool. In

Chapter four, some significant trends concerning the development and utilization of biomedical and behavioral research personnel are presented, including: graduate enrollments and student support; Ph.D. output 1961-74; research and development expenditures; current number of active researchers. Chapter five provides a brief summary of important points. Appendices contain lists of committees and members; legislative and administrative history of training authorities; some data sources and studies; and a bibliography. (Author/KE)

**ED 114 010** **48** **HE 006 869**

*Legters, Lyman*

**Higher Education in East Germany.**

Washington Univ., Seattle.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 71

Note—395p.

**EDRS Price MF-\$0.76 HC-\$19.67 Plus Postage**

**Descriptors**—Adult Education, \*Educational Development, \*Educational History, Educational Policy, Foreign Students, \*Higher Education, Military Training, \*Political Influences, Religious Education, \*Socioeconomic Influences, Teacher Education

**Identifiers**—East Germany

Scholars trained to deal with the Soviet realm or more generally with the communist phenomenon have not typically included the DDR within their purview. A study of East German educational systems is of value since the decisions any society makes about its own educational system are revealing indicators both of where the society has been and where it is going and is of value to politicians, educators, and social scientists. This document covers East German postwar reconstruction and Soviet occupation; the higher education establishment, including routes to higher education, the worker's and peasants, faculties, teacher training, adult education, foreign students, religious education, military education, the state; the party and higher education, including, the constitutional basis, state and party apparatus, academic institutions of the Socialist Unity Party (SED), the Free German Trade Union Federation (FDGB), and the Free German Youth Research (FDJ); higher educational policy; the new reform movement; higher education and the economy; scholarship and research; and conclusions. Appendices contain a bibliography, academic credentials, statistical chronology and related documents. (Author/KE)

**ED 114 011** **HE 006 874**

*Fincher, Cameron*

**The Access-Placement-Retention-Graduation of Minority Students in Higher Education.**

Pub Date Jul 75

Note—68p.; Paper presented at a Conference on Equality of Access in Postsecondary Education (Atlanta, Georgia, July 17-19, 1975)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—Admission Criteria, \*Equal Education, \*Higher Education, \*Minority Groups, Negro Colleges, Open Enrollment, Remedial Programs, \*School Holding Power, \*Student Placement, Universal Education

The extent and effectiveness of access to higher education requires careful assessment. Especially for students who have been previously excluded from higher education for noneducational reasons, the experience of dismissal or withdrawal can be cruelly frustrating. Because the benefits of a college education are not gained by getting into college but by getting through, an effort will be made to examine the sorting and routing processes that affect the academic progression of minority groups in a collegiate setting. Specific questions that need to be asked concern the placement and retention of minority groups and their retention-and-graduation from American colleges and universities. Closely tied to the questions of access, placement, retention, and graduation are policy issues involving educational barriers; role of black colleges, assessment programs and testing requirements, and programs for developmental studies. (Author/KE)

**ED 114 012** **HE 006 878**

**Report of the Commission on Academic Governance.**

Victoria Univ. (British Columbia).

Pub Date 72

Note—100p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—\*Administrative Organization, Chief Administrators, College Deans, College Faculty, Educational Accountability, \*Governance, Governing Boards, \*Higher Education, Institutional Role, Organization, Personnel Selection, Responsibility, Tenure, \*University Administration

**Identifiers**—British Columbia, \*Victoria University

The Commission on Academic Governance was charged by the president of the University of Victoria with the responsibility of making recommendations concerning the governance of the university for the immediate future. Suggestions were made for a number of organizational changes. The duties and responsibilities were set down from all persons concerned with academic decisionmaking. Issues covered were: the Universities Act, which provides the legal framework within which these recommendations were made; the nature of academic governance; responsibility and accountability in academic governance; the situation at the University of Victoria; duties, and responsibilities, term of office and procedures for selection of the department chairman; structure, duties, responsibilities, term of office, appointment procedures and role of deans and their faculties; composition, operation and role of the senate; the board of governors; and the appointment, promotion, tenure, the powers and duties of the president; the consultative process at the presidential level; the subdivision of the faculty of arts and sciences; the consolidation of the language departments, the status of professional librarians, and the role of students in academic governance. (Author/KE)

**ED 114 013** HE 006 879

**Report of the Commission on Academic Development.**

Victoria Univ. (British Columbia).

Pub Date 72

Note—122p.; For related document see HE 006 880

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—\*Academic Standards, Achievement Rating, Admission Criteria, Adult Education, Athletics, Development, Educational Environment, \*Educational Objectives, Enrollment, Graduate Study, \*Higher Education, Individualized Programs, \*Institutional Role, Instructional Media, Interdisciplinary Approach, Physical Education, Professional Education, Research, School Services, Summer Schools, Teaching Quality, Tutorial Programs, Units of Study (Subject Fields)

**Identifiers**—British Columbia, \*Victoria University

The Commission on Academic Development, which was established to examine the goals and development of the University of Victoria, was made up of a broad spectrum of people from the academic community who are appointed by the president. The commission focused on problems and issues of primary concern to the university, such as the academic goals of the undergraduate program, academic standards, an individual approach to teaching, graduate studies, continuing education, areas of specialization, research, physical education and athletics, summer session, academic services, and the reallocation of resources. The academic goals recommended by the commission may be summarized in two main concepts: (1) the University of Victoria should be a relatively small institution pursuing the highest standards and specializing in those fields in which it has particular advantages; (2) the academic offerings of the University of Victoria should be available for and be of service to the broadest possible spectrum of the whole community of which the university is a part. The commission goes on to make more specific recommendations. (Author/KE)

**ED 114 014** HE 006 880

**Report of the Commission on Academic Development. Appendices.**

Victoria Univ. (British Columbia).

Pub Date 73

Note—210p.; For related document see HE 006 879

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**

**Descriptors**—Adult Education, Bibliographies, \*Data, \*Development, Educational Planning, Grading, \*Higher Education, \*Program Descriptions, Questionnaires, Research, Resource Allocations, \*Universities

**Identifiers**—British Columbia, Great Britain, \*Victoria University

The Commission on Academic Development was established to examine the goals and development of the University of Victoria and related issues. This document includes the appendices to their report and contains: (1) the call for submission to the commission; (2) a list of submissions, bibliography, and other source documents; (3) report on university programs in Great Britain; (4) a report on the academic future of the University of Victoria (1963); (5) chronological review of major academic decisions; (6) student questionnaire; (7) interim report of studies on grading practices (September 1972); (8) continuing education courses (1966-72); (9) the president's research support advisory committee; and (10) research funds allocation (1968-73). (Author/KE)

**ED 114 015** 95 HE 006 911

**Fiedler, Fred E.**

**Leadership Factors Influencing the Performance of Educational Institutions. Final Report.**

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Dec 74

Grant—OEG-0-72-2558

Note—43p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Community Colleges, Data Analysis,

\*Departments, \*Educational Environment, Educational Trends, Effective Teaching, \*Faculty Evaluation, \*Leadership, Organization, \*Post Secondary Education, Questionnaires, Staff Utilization, Student Teacher Relationship, Tables (Data)

This document is the summary report of a study having as its main objectives: (1) an intensive study of organizational and group-structural factors influencing the research and teaching effectiveness of individual faculty members and their relations to the students; (2) research investigating the effect of academic area and technology on organizational structure and functions in effective and ineffective departments; (3) a cross-institutional study of academic institutions involving large and small, private and public colleges and universities, as well as community colleges. Data were collected from two major sources: the University of Washington and community colleges in the University of Washington area. Discussed are educational goals and trends, correlates of performance in community colleges, situational characteristics relevant to leadership, and research methods of the study. Tables include: (1) an analysis of faculty time spent; (2) correlations between satisfaction with the department atmosphere and satisfaction with particular facets of department functions; (3) correlation between satisfaction with the department administration and satisfaction with particular facets of department functions; (4) stepwise regression coefficients for college performance on liberal arts programs; (5) most and least preferred goals of faculty, administrators, and board members; correlations between community college divisions' performance and organizational characteristics. Appendixes contain a reprint of interim reports and of the questionnaire used to collect the data. (Author/KE)

**ED 114 016** HE 006 917

**Carroll, Stephen J. Relles, Daniel A.**

**The Transition from High School to College: A Study of Freshman Enrollments in Florida.**

Rand Corp., Santa Monica, Calif.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—R-1735-NSF

Pub Date Aug 75

Note—72p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Data Analysis, \*Educational Assessment, Enrollment Rate, \*Enrollment Trends, Factor Analysis, Models, \*Post Secondary Education, \*Statewide Planning, Student Characteristics

**Identifiers**—\*Florida

Florida's decisionmakers need usable methods of obtaining information on the likely future demands their higher educational systems will have to meet. An analysis is made to provide the information and focuses on the problems of predicting freshman enrollment in the state's public colleges and universities, with particular attention given to the transition from high school to college. There is also an analysis of data sources available in Florida to identify the kinds and quality of data that can be obtained from each source as well as

the gaps in the available data and information required to establish enrollment rates and patterns not contained in any available source. A model for combining the data available is developed. Finally, ways in which policymakers can use these methods to assess the enrollment implications of alternative policies and to rapidly identify emerging problems in their higher education system is identified. Results are used to project 1972 freshmen enrollment by institution. Essentially, what is being predicted is how the development of a new institution would impact on the distribution of freshmen enrollment in Florida. The steps Florida would have to take to use these methods to anticipate the enrollment implication of changes in other policy variables are also discussed. (Author/KE)

**ED 114 017** HE 006 918

**Kinsel, John B.**

**Survey of New College Alumni: 1968-1974.**

Hofstra Univ., Hempstead, N.Y.

Report No—NCERO-R-20

Pub Date Jul 75

Note—10p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Alumni, Career Choice, College Graduates, Colleges, \*Demography, \*Employment, Followup Studies, \*Graduate Study, \*Higher Education, Institutional Research, Tables (Data)

**Identifiers**—\*New College

The status of any college's alumni is one measure of the success or failure of that college. Recognizing this rather widely accepted principle, New College conducted a survey of its graduates who completed their BA degree sometime between 1968 and 1974. A questionnaire was prepared asking the graduates for information about their current address, current employment, on-going or completed graduate training and space for additional comments. Of the 371 questionnaires sent, an additional 32 percent were available for analysis. Some findings are: (1) the majority or respondents live in the local area including Nassau and Suffolk counties and New York City, with 70 percent of them living in the tri-state (New York, New Jersey, Connecticut) area; (2) 63 percent of the respondents are currently pursuing or have completed post-baccalaureate education at 37 different institutions; (3) the proportion of undergraduates at the New College both past and present, pursuing the field of education is extremely small, while the number of students intending to pursue social service fields is extremely large. Yet these two fields are inversely represented among the alumni; (4) the number of New College alumni who have pursued additional training for education beyond the BA is high. (Author/KE)

**ED 114 018** HE 006 922

**Rockart, John Fralick Morton, Michael S. Scott**  
**Computers and the Learning Process in Higher Education.**

Carnegie Commission on Higher Education, Berkeley, Calif.

Pub Date 75

Note—427p.

Available from—McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, New York 10020 (\$17.50)

**Document Not Available from EDRS**

**Descriptors**—\*Computer Assisted Instruction, \*Computers, \*Higher Education, Instructional Aids, Instructional Improvement, Instructional Innovation, Instructional Media, \*Learning, \*Learning Processes

How will the computer affect learning on the college campus? How should a faculty member go about selecting a mode of computer-based instruction for a particular course? These questions are the point of departure for this particular analysis of the use of the computer in instruction. The analysis begins with the construction of a model of the learning process. The second step is to attempt to match the stages of learning and the material to be learned with the capabilities of computer technology. The result is an assessment not only of what computers can do in contributing to learning but also of what they cannot do. One of the by-products of this interesting approach is the identification of noncomputer forms of instructional technology that appear to be most effective for certain learning purposes not served by computers. For example, textbooks and programmed tests seem to be the most effective



means of a student to acquire knowledge. But computers will be useful in embedding knowledge and in the integrating and testing phases of learning. The contribution of computerized instruction will be an enrichment of the learning process but not a substitution entirely or even substantially for traditional learning modes. (Author/KE)

**ED 114 019** HE 006 923

Lawrence, Ben

**Emerging Financial Issues in Postsecondary Education: Shall We Take the Offensive?**

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Pub Date 28 Jan 75

Note—15p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Change Strategies, Costs, \*Economic Climate, Educational Demand, Educational Economics, \*Educational Finance, Educational Legislation, Educational Supply, \*Financial Policy, Government Role, \*Post Secondary Education, Program Planning, Proprietary Schools, State Federal Aid

Some financial issues in postsecondary education which, though more or less obscured by other concerns at present, may soon gain national attention. These issues are: our national policy of regarding postsecondary education as a discretionary spending item in either inflationary or recessionary times; the steady-state syndrome, a mind-set that leads to the dangerous assumption that funding levels should not change; the concept of entitlement, and the related issues of a lack of correspondence between federal student aid and state or regional plans; the demand that public institutions get rid of unviable or marginally efficient programs in combination with the high cost of phasing out or converting current programs; and the growing tendency for legislatures to link funding to productivity, quantitatively assessed. Along with these issues are some that seem to offer no offensive strategy: the emerging dominance of student aid as a delivery mechanism for financing postsecondary education; and the place of Voc/Tech and proprietary sectors on the funding picture of postsecondary education. (Author/KE)

**ED 114 020** HE 006 927

Bell, T. H.

**Increasing Access to Postsecondary Education-The Federal Role.**

Pub Date 29 Aug 75

Note—10p.; Paper presented at the International Conference on Education of the International Bureau of Education (35th, Geneva, Switzerland, August 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Educational Opportunities, \*Equal Education, \*Federal Legislation, Federal Programs, Financial Support, \*Government Role, Minority Groups, \*Post Secondary Education, Tables (Data)

"Postsecondary" education, that is, education beyond the 12th-grade level, includes vocational, technical, trade, and business schools as well as two- and four-year colleges. The institutions may be public, private, or proprietary. Emphasis on the wide spectrum stems from a national tenet—that there is honor and dignity in work whether it is solely intellectual, primarily physical, or a blend of the two, by the same token, the integrity of learning, of job preparation, can be as valid outside the traditional world of academe as it is within and from a belief in freedom of individual choice. In recent years, provision of postsecondary opportunity for all the nation's youth has been a national educational priority, and the largest single share of government support for higher learning has been used to reach this goal. Federal assistance to higher education began more than a hundred years ago with land grants for the establishment of colleges to teach the agricultural and mechanical arts. It continued with the G.I. Bill; the Education Act of 1958; the Higher Education Act of 1965, which established the Supplemental Education Opportunity Grant, the College-Work Study Program, Guaranteed Student Loan Program; and the 1972 Amendments to the Higher Education Act, establishing a new Basic Educational Opportunity Grant Program that reaffirms the principle of postsecondary education as a right, not a privilege, which must be accessible to all who qualify. Together, the various federal programs help several million needy students each year. (Author/KE)

**ED 114 021**

HE 006 931

Hoffman, Allan M.

**Report of the Faculty Curriculum Committee of Red Ink College on the Proposition of Adopting a Three-Year Baccalaureate.**

Pub Date 3 Sep 75

Note—35p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Bachelors Degrees, Curriculum Planning, \*Degree Requirements, Educational Finance, Educational Objectives, \*Higher Education, \*Private Colleges, \*Program Length, Time Factors (Learning)

Red Ink College is a hypothetical, private, coeducational institution located in the northeastern United States. The college is operating at a deficit that increases each year. A faculty curriculum committee is investigating the idea of introducing a time-shortened baccalaureate. Considerations involved in the decisionmaking are the history of early experiments with the three-year baccalaureate, the relevance of the time-shortened programs, the maturity of the students, college-level work offered at secondary schools, the economics of the time-shortened program, the concept of education for the whole man, general education, possible savings for the college, and the possible effects of the program on personnel. The faculty committee recommends that a three-year B.A. degree used solely to meet the financial needs of the Red Ink College is not a viable solution if it tends to devalue the competencies of the degree. However, as a means of making education more relevant to the changing times in this country, the three-year B.A. has tremendous possibilities at Red Ink College. A three-year baccalaureate could be established by the elimination of all professional courses from the undergraduate program. The current instructional staff could be retained by shifting of professors from what has traditionally been considered upper-level-type courses to those courses that would be incorporated into the time-shortened sequences, and by rethinking and justifying current courses and programs. (Author/KE)

**ED 114 022**

HE 006 940

Watts, Susan, Ed.

**The College Handbook.**

College Entrance Examination Board, New York, N.Y.

Pub Date 75

Note—1,278p.

Available from—College Board Publications Orders, Box 2815, Princeton, New Jersey 08540 (\$6.95)

**EDRS Price MF-\$2.18 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Catalogs, Church Related Colleges, \*Classification, College Curriculum, College Entrance Examinations, College Environment, \*Colleges, \*Higher Education, Negro Colleges, Private Colleges, State Colleges, \*Universities

Descriptions of 2,863 colleges make up the College Handbook. These are all the undergraduate institutions listed in the 1973-74 edition of Education Directory - Higher Education, published by the United States Office of Education, as well as some colleges that qualified early in the year for listing in the 1974-75 edition of that directory. Most of the descriptions are quite detailed. The descriptions follow a common outline to make it easy to find a particular item of information in any description and to compare one college with another in respect to a particular characteristic. Each statement begins with a few items of general information, followed by sections on curriculum admissions, student life, annual expenses, financial aid, and where to write for more information. The general information at the beginning makes it possible to classify the college quickly according to certain major characteristics—that is, whether it is a two-year or a four-year college, public or private, church-affiliated or not, and for men or women or both. In addition, this section gives the number of undergraduates enrolled in graduate study; information about its academic calendar, including the availability of summer session; and a description of the nature and location of its community. Colleges could, if they chose to, identify themselves as predominantly black, and they could also describe special features or other information not called for in other sections of the statement. (Author)

**ED 114 023**

HE 006 956

Anderson, Richard E.

**Private Higher Education: Beyond Surpluses (Deficits) and Enrollments.**

Pub Date 10 Mar 75

Note—29p.; Paper presented at Annual Meeting of the American Educational Research Association (1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Academic Ability, \*College Admission, Economic Factors, \*Educational Economics, Educational Finance, Graduate Surveys, \*Higher Education, \*Private Colleges, Public Schools, Questionnaires, Student Ability, \*Tuition

Identifiers—Nichols (Robert)

It is posited that examination of the financial problems of private institutions must go beyond the readily available statistics on enrollment and surpluses or deficits into how private colleges compete and what is happening to their competitive position vis-a-vis the public institutions. Attention is directed toward: (1) the change in reputation of private colleges to prospective bright students; (2) the impact of a limited number of state policy variables on the altered preferences; and (3) the effect of institutional policies. Nichols' data collection in 1972-73 was replicated with "able students," defined as those high school juniors scoring among the top one-third of the students taking the National Merit Scholarship Qualifying Tests. Institutional analysis of the data shows that if a college wants to attract good students, it should: (1) charge low or no tuition; (2) hire the most highly qualified faculty available; (3) attract large amounts of research dollars; and (4) avoid general fiscal constraints. It is shown that public institutions are becoming more appealing to bright students in terms of absolute selections and more appealing even when selections are corrected for the size of the institutions. Methodological limitations of the study are noted. (LBH)

**ED 114 024**

HE 006 958

Amburgey, Lillian

**The Black Colleges.**

Pub Date 75

Note—15p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Accreditation (Institutions), Admission Criteria, College Libraries, Curriculum Development, Federal Aid, Financial Needs, \*Higher Education, \*Historical Reviews, \*Negro Colleges, \*Negro Education, \*Negro Students, Private Colleges, School Statistics, Statistical Data, Tuition

The establishment and growth of black colleges in the United States is traced from a catechizing school in New York City in 1704 to the present day. After a brief historical review, statistics are given in contemporary colleges, students, accreditation, and location. Problems facing the institutions and students are addressed and the future assessed. Positive forces operating to assist them in surviving are outlined, including federal support and scholarship programs. Some recommendations are offered for maintaining and strengthening existing institutions, dealing with library facilities, financial support, curricula changes, tuition fees, and admissions policy. (LBH)

**ED 114 025**

HE 006 959

Mayville, William V.

**The Trouble With Grading Is... ERIC Higher Education Research Currents.**

George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Oct 75

Note—5p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$0.40, orders under \$15.00 must be prepaid)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Academic Standards, Achievement Rating, Curriculum Development, \*Evaluation Criteria, \*Grading, \*Higher Education, Learning Motivation, Pass Fail Grading, \*Predictive Measurement, Student Development, \*Student Evaluation, Undergraduate Students

That present grading practices are inadequate to their intended tasks, grading purposes as well as practices require examinations, and the social and educational effects of grading have been too long neglected are the basic axioms of educational reporters and academic professionals. This paper focuses on the problem of grade inflation, its causes and results. Included is a brief historical sketch of the evolution of grading systems in this country along with a discussion of current grading options, ways of measuring student achievement and the uses to which grades are put by the university and society. Whether the reinstatement of conventional (A-F) grading and the insistence on rigorous enforcement of standards by institution are possible or desirable are questioned. It is suggested that the growing belief that learning is independent of evaluation has profound consequences and could be the idea around which future grading systems will revolve. (Author)

ED 114 026 HE 006 960

Trivett, David A.

Jobs and College Graduates. ERIC Higher Education Research Currents.

George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 75

Note—5p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$0.40, orders under \$15.00 must be prepaid)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Career Awareness, \*Career Planning, \*College Graduates, \*Employment Trends, \*Higher Education, Job Market, Labor Economics, Manpower Development, \*Manpower Needs, Manpower Utilization, Statistical Analysis

What is the current employment status of recent college graduates? Are the jobs graduates find satisfactory to them? Why are graduates having difficulty finding jobs? What can students and colleges do to prepare for future employment? Information about the job activity of college graduates is derived from samplings of recruiting activities of companies and organizations, from reports of individual college placement offices, and from Census and Labor surveys. The significant findings and meaning of these figures are relative. There is unemployment among college graduates and there are college graduates in jobs unrelated to their field of interest because they could get no other employment. While explanations for the declining vigor of the market for college graduates range from fairly simple to complex, research indicates that the most critical element in the employment situation for college graduates in the coming years appears to be the necessity for the absorption of some college educated persons into jobs which have not been traditionally filled by persons with a college education, and that the adaptive skills of liberal arts education, not the specific skills of vocational education, is needed for this type of job market. If colleges and universities are to help students in the career development process, they must expose students to the variables involved in career choice early in their college careers, and function as a link between students and a changing world of work. (Author/KE)

ED 114 027 HE 006 961

Kellams, Samuel E.

Emerging Sources of Student Influence. ERIC Higher Education Research Report No. 5, 1975.

George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—RR-5

Pub Date 75

Note—63p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$3.00, Orders under \$15.00 must be prepaid)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Collective Bargaining, Colleges, College Students, Costs, Court Cases, Decision Making, Governance, \*Higher Education,

\*Political Influences, \*Political Power, Student Participation, \*Student Rights, \*Students, Universities

While students have become more sophisticated in their modes of political influence, their interests since 1970 have become delimited to concerns that affect their lives the most—the cost of their education. They also remain concerned about issues of freedom and participation in campus decision making. While these newly emerging sources of influence are potentially quite effective, students have met with a number of barriers, both on and off the college campus. The sources of influence seem to have taken two routes: students organizing separately or students participating in already existing structures and processes. The evolution of sources of influence seems to be toward more student extra-institutional political activity where students may have an advantage at this time. Student extra-institutional political activity has been used directly to gain specific ends (like more financial aid appropriations) but, perhaps more importantly, indirectly to gain influence through permanent and legitimate participation in the ongoing institutional decision-making processes. (Author/KE)

ED 114 028 HE 006 962

Gordon, Edmund W.

Opportunity Programs for the Disadvantaged in Higher Education. ERIC/Higher Education Research Report No. 6, 1975.

George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—RR-6

Pub Date 75

Note—35p.

Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$3.00)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Administration, College Students, \*Compensatory Education Programs, Curriculum Development, \*Educationally Disadvantaged, Educational Needs, \*Equal Education, Federal Programs, \*Higher Education, Institutional Role, Program Evaluation, Remedial Programs, State Programs, \*Student Needs, Student Personnel Services

Numerous federal, state, and institutional projects have been undertaken in the areas of current educational opportunity programs for the disadvantaged, but there is still a need to bring about significant changes in the areas of administration, curriculum, program evaluation, and financial assistance. The state of compensatory education at the college level and the equivocal status of evaluation efforts is confused, but some conclusions can still be drawn. Where programs have been implemented with full systems of student support services, special opportunity students showed equal or higher grade-point averages than regular students of comparable ability, equal or higher retention rates, and increased self-esteem and motivation. Where special opportunity students are selected on the basis of previously demonstrated talent, college completion rates exceed those of the traditional college population. Some student support services that show promise include: full systems of student support services, services that provide protection from an impersonal atmosphere, remedial courses based on specific needs, programs which give attention to the sociopolitical life of the students, behavior modification, course content that complements the nationalistic concerns of students, developmental programs in test taking and study habits, and programs that prepare adolescents in the transition from high school to college. (Author/KE)

ED 114 029 HE 006 963

"Final" Title IX Regulations Issued by OCR; Sweeping Changes Proposed in HEW Enforcement.

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Report No.—SR-75-4

Pub Date 75

Note—21p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, D.C. 20036

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Admission Criteria, Civil Rights Legislation, \*Educational Legislation, Equal Opportunities (Jobs), \*Federal Legislation, Females, \*Higher Education, \*Law Enforcement, Scholarships, \*Sex Discrimination, Sex Stereotypes, Student Rights, Teacher Retirement

Identifiers—\*Education Amendments of 1972

Regulations by HEW for implementing Title IX of the Education Amendments of 1972, dealing with sex discrimination, are presented. Although women's athletic programs have received great attention, the statute and implementing regulations affect many phases of campus operations, including admissions, education programs, housing, financial assistance, and employment. Specific developments are also noted, including self-evaluation procedures, provisions of retirement plans, proportionate fringe benefits for part-time employees, and allowance of pooling of sex-restrictive scholarships designated by a will, trust, or similar legal instrument. Proposed changes in the Office of Civil Rights enforcement procedures are described. (LBH)

ED 114 030 HE 006 965

Schell, Robert E.

Semester Indices of Successful Students as a Function of the Semester in Attendance.

Pub Date 29 Aug 75

Note—16p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Academic Achievement, College Students, Educational Diagnosis, Educational Quality, \*Grades (Scholastic), \*Higher Education, \*Predictive Measurement, Statistics, Surveys, Tables (Data)

Identifiers—New York (Oswego), State University College

Many factors influence the grades students earn. Without the intervention of institutional forces, it is reasonable to suspect that the mean semester index of successful students will remain constant with the passage of time. If, on the other hand, institutional variables exist that influence grading standards, then it is reasonable to suspect that the mean semester indices will reflect systematic change. The academic records of seventy-nine students who began their academic careers at the State University College at Oswego and remained in attendance and in good standing for seven consecutive semesters were selected for this study. The mean semester index of the subjects showed an increase between the freshmen and sophomore, sophomore and junior, junior and senior years. The semester indices of these students were below the general mean in the freshmen year and above the mean in the last semester of the senior year. Since there was no reason to suspect that these students experienced large relative gains in intelligence or talent, it must be concluded that the cause of these gains was external and probably institutionally based. (Author/KE)

ED 114 031 HE 006 966

Williams, Eric

The University in the Caribbean in the Late Twentieth Century (1980-1999).

Association of Caribbean Univ. and Research Libraries, San Juan, Puerto Rico.

Pub Date Jan 75

Note—33p.

Journal Cit—Caribbean Educational Bulletin; v2 n1 p3-34 Jan 1975

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Aptitude Tests, Colonialism, Disent, Educational Demand, \*Educational Development, \*Educational History, \*Educational Planning, Facility Expansion, \*Higher Education, Post Secondary Education, Teaching Load

Identifiers—\*Caribbean

Two important factors in the development of the Caribbean University are the cultural domination of the metropolitan countries to which they were attached, and the sharp divergence, in respect to financing, between the American model in Puerto Rico on the one hand and the British model in the University of the West Indies on the other. Against this background, some considerations that the Caribbean governments must face in the development of their university are: the level of entry into higher education; establishment of some form of postsecondary education; the development of new aptitude tests, reconsideration of faculty work loads; and the expansion

sion of graduate facilities. Also of importance are the problems of university autonomy, the brain drain, dissent, and Caribbean studies. (Author/KE)

**ED 114 032** HE 006 977

**DHEW Obligations to Institutions of Higher Education and Other Nonprofit Organizations. Fiscal Year 1973. Volume 5. Hospitals.**

Public Health Service (DHEW), Washington, D.C.

Pub Date Oct 74

Note—131p.

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Census Figures, Classification, \*Federal Aid, Federal Programs, \*Financial Support, \*Higher Education, \*Hospitals, \*Hospital Schools, \*Nursing, Statistical Data

This volume from the five-part report distributes Fiscal Year 1973 awards by hospital categories, DHEW agencies, census regions, state, and name of individual hospitals and hospital schools of nursing. The Department of Health, Education, and Welfare awarded \$339 million to nonprofit hospitals during Fiscal Year 1973, \$129 million to 175 teaching hospitals (exclusive of teaching hospitals owned by medical schools), \$198 million to 834 other nonprofit hospitals, and \$12 million to 327 hospital schools of nursing. The Health Services and Mental Health Administration and the National Institutes of Health awarded approximately 99 percent of the total funds awarded for nonprofit hospitals by the DHEW. The HSMHA awarded \$207 million, or 61 percent of the total, and NIH awarded \$128 million, or 38 percent. Rounding out the totals for DHEW, the Social and Rehabilitation Service awarded \$3.2 million, the Office of Education awarded a total of \$619 thousand, and the Food and Drug Administration awarded \$699 thousand. (Author)

**ED 114 033** HE 006 978

**Planning for Student Financial Assistance.**

Michigan State Board of Education, Lansing.

Pub Date May 74

Note—17p.; For related document, see HE 006 979

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Delivery Systems, Educational Planning, Expenditures, \*Financial Support, \*Higher Education, Program Evaluation, \*State Aid, \*State Government, Statewide Planning, \*Student Needs

Identifiers—\*Michigan

Neither the abstract conceptualization nor the pragmatic reality of financial aid operates in a vacuum. Both are subject to, and indeed part of, the larger societal fabric with its overriding priorities and concerns. The relative paucity of universal truths in this field does not, however, in any way diminish the state's responsibility for thorough planning and evaluation in this area. Instead, it simply highlights the critical need for such action if the legitimate needs of Michigan residents are to be responsibly addressed. Before the planning process can be engaged in a meaningful manner, however, there must be information available as to: (1) a mutually acceptable definition regarding the concept of student financial aid; (2) an understanding of the background of the field and its current major programs; (3) a perspective regarding the relative adequacy of current expenditures in this field; (4) an overview of the present delivery system matrix; and (5) an idea of the nature of some of the central issues of present concerns in the field. (Author)

**ED 114 034** HE 006 979

**Equality of Access to Postsecondary Education.**

Michigan State Board of Education, Lansing.

Pub Date Apr 74

Note—50p.; For related document see HE 006 978

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Admission Criteria, Articulation (Program), \*Disadvantaged Youth, \*Educational Assessment, \*Equal Education, Financial Support, \*Higher Education, \*Minority Groups, Recruitment, State Aid, State Government, State Programs, Transfer Programs

Identifiers—\*Michigan

Attention has periodically been given to inequality of opportunity in higher education in Michigan by both the governor's office and the

state board of education. Activities to date have been based upon the premise that disadvantaged students have often been effectively excluded from participation in higher education, and that certain procedures must be adopted to rectify this situation. These procedures would lead to the establishment of a system of higher education that would provide equity in terms of: (1) individual selection and support services; (2) student financial assistance options; and (3) institutional and programmatic articulation. Recommendations take into consideration admissions criteria, admissions recruiting practices, student support services, information services, and student financial aid. (KE)

**ED 114 035** HE 006 980

**Feldman, Stuart F.**

**Geography Controls GI Bill Opportunities.**

National League of Cities, Washington, D.C.

Pub Date 11 Nov 74

Note—34p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Equal Education, \*Financial Support, Government Role, \*Higher Education, State Action, State Colleges, State Universities, Statistics, \*Student Costs, Tables (Data), Tuition, Tuition Grants, \*Veterans

Analyzing FY 74 GI Bill data seems to confirm that a Vietnam veteran's chances of using the GI Bill turn on what state he is from. Geography controls opportunities because the formula of today's GI Bill, unlike that of World War II's Bill, ignores state differences in educational costs. This legislative formula inadvertently minimizes veterans' use of their deferred compensation for military service in Eastern and Midwestern states. Under the formula of today's GI Bill, all veterans get the same flat monthly sum—\$220—to pay for education and living costs. The World War II GI Bill provided a sustenance payment of \$75 per month and a separate payment for tuition, books and supplies of up to \$500 per year directed to the educational institution. In addition, current benefits levels are interpreted by the Veterans Administration to show that veterans today have more adjusted dollars than did World War II veterans. However, this computation is based on Consumer Price Index data, which treated the 1948 dollars as being worth \$2.00 in October 1974 dollars. In actuality, figures like the minimum wage and average monthly earnings have increased three to five times their 1948 levels. Federal or state corrective action is needed to give all veterans equal educational buying power and to give them the needed income base. (Author/KE)

**ED 114 036** HE 006 981

**The Outlook for Enrollments in Higher Education in Maryland Through the 1980's.**

Maryland Council for Higher Education, Annapolis.

Pub Date Feb 74

Note—39p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Birth Rate, \*Census Figures, College Attendance, \*Enrollment Projections, \*Enrollment Rate, \*Higher Education, High School Graduates, Population Distribution, Population Growth, Population Trends, Student Characteristics, \*Trend Analysis

Identifiers—\*Maryland

The history of the growth of college enrollment in Maryland over the last twenty years has been marked by unprecedented increases in numbers of students, particularly in the 1960's, but the end of that period of rapid growth is approaching. This report highlights the past growth of higher education in Maryland, points out significant factors in the characteristics of students involved in higher education, and discusses the nature and extent of future growth of higher education enrollment for the coming years. Included are detailed enrollment trends of the last five years, the birth rate in Maryland over the last 35 years, the Maryland high school graduates, and the rates of college attendance based on age and sex; these data along with migration to and from Maryland, elementary-secondary enrollments, and other census data constitute the inputs for a computerized enrollment projection model for higher education that has been developed by the Maryland Council for Higher Education. The enrollment projections for higher education in Maryland to the year 1990 by segment and enrollment status are presented as those that are most reasonable in terms of past trends. (Author/KE)

**ED 114 037** HE 006 983

**Issue Papers To Consumer Protection in Postsecondary Education.**

Pub Date Nov 74

Note—94p.; Papers presented at the Conference on Consumer Protection in Postsecondary Education (2nd, Knoxville, Tennessee, November 14-15, 1974)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—Accreditation (Institutions), \*Consumer Economics, \*Consumer Education, \*Consumer Protection, Higher Education, \*Institutional Role, \*Postsecondary Education, Publicize, Recruitment, State Agencies, \*Student Role, Vocational Education, Vocational Schools

This document is intended to present background information on the basic consumer protection issues in postsecondary education. Topics discussed are: (1) recruitment practices of postsecondary schools; (2) the role of a state agency in consumer protection; (3) consumer rights, responsibilities and redress of consumer protection; (4) advertising guidelines for educational institutions; (5) consumer protection in postsecondary occupational education; (6) accreditation and consumer protection; (7) the legitimacy of consumer protection as a concern in traditional higher education; (8) consumer advocacy and student consumer protection in postsecondary education; (9) deceptive and unfair advertising practices on the part of vocational schools; and (10) the actual consumer in the educational marketplace. (Author/KE)

**ED 114 038** HE 006 984

**Behlke, Jane H.**

**Preliminary Survey of Postsecondary Education Programs in Alaska.**

Alaska Univ., Fairbanks. Center for Northern Educational Research.

Pub Date Sep 75

Note—74p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Colleges, Delivery Systems, \*Educational Assessment, Educational Counseling, \*Educational Needs, Educational Programs, \*Enrollment Rate, Facility Inventory, \*Post Secondary Education, Program Effectiveness, Proprietary Schools, Students, \*Surveys, Tables (Data), Universities

Identifiers—\*Alaska

This is a survey of the postsecondary educational scene in the State of Alaska. The first segment of the report discusses the major institutions and agencies involved in the delivery of postsecondary education in the state, the second analyzes offerings, the third presents additional observations, and the fourth summarizes the findings. Finally, recommendations for further studies are made. Some findings are: (1) institutions from which information was available enrolled a total of 24,747 and granted a total of 3,022 certificates and degrees; (2) a wide variety of postsecondary courses and programs were offered; (3) the need for this report was occasioned by the lack of a single agency to which postsecondary education agencies and institutions regularly submit data about students, programs and finances; (4) current, accurate, and complete information for prospective students was not available in a consistent fashion. Recommendations include establishing: (1) an appropriate means of systematically and regularly collecting information; (2) an appropriate method to disseminate information; (3) a continuing study that would identify and rank problems; (4) a management information program; and (5) a criterion for judging the adequacy of program availability. (Author/KE)

**ED 114 039** HE 006 989

**Spicer, Edward M.**

**What Is an Urban University?**

Note—12p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Doctoral Programs, \*Educational Responsibility, Graduate Study, \*Higher Education, Part Time Students, Professional Education, \*School Community Relationship, Student Characteristics, \*Urban Areas, Urban Population, \*Urban Universities

Today, the urban university is becoming the principal force in higher education. Although new to the American scene, it is educating thousands of students while also answering some of the community's basic needs. The growth of the

urban university has been and will continue to be rapid and tremendous. For the purpose of this study, a simple definition of the urban university will be on the basis of the clientele it serves. The specific criteria will include: (1) it enrolls 20 percent or more of its students on a part-time basis; (2) it is located in a city with a population of 250,000 or more; (3) it has graduate and professional schools; and (4) it grants the Ph.D. degree. Under this definition of an urban university there are 77 distinctly urban institutions, differing in style, offering, and philosophies. A list, which is included, gives a suggestion of the importance of an urban institution to consumers of education. (Author/KE)

ED 114 040

HE 006 991

Hawbridge, David G., Comp.

The Open University: a Selected Bibliography.

Open Univ., Walton, Bletchley, Bucks (England).

Pub Date 75

Note—58p.

Available from—The Open University Press, Walton Hall, Milton Keynes, England MK7 6AA (\$1.50)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Bibliographies, Educational Assessment, \*Educational Television, \*External Degree Programs, \*Higher Education, Independent Study, \*Open Education, \*Universities

Identifiers—Aspen University, \*Great Britain

After initial hostility and skepticism to Open Universities, the critical response became more favorable. From 1971 onwards there was a tremendous amount of writing about the Open University, not only in British journals and newspapers but also abroad. This bibliography incorporates over 130 entries dealing with the Open University in Great Britain. There are five sections to the bibliography: (1) national newspapers; (2) journals and magazines; (3) pamphlets, books and contributions to books; (4) overseas; (5) dissertations and theses. Each section is preceded by a brief explanation. Taken together the sections do not constitute a bibliography of everything that has been written about the Open University, but should provide a good starting point. (Author/KE)

ED 114 041

HE 007 012

Lawrence, Ben Kirschling, Wayne

A Proposal To Fund States on the Basis of Their Support of Higher Education.

American Council on Education, Washington, D.C.

Pub Date 12 Dec 74

Note—36p.; Paper presented at an American Council on Education workshop (December 12, 1974)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Costs, \*Educational Finance, Expenditures, Federal Legislation, Federal Programs, \*Federal State Relationship, \*Higher Education, Incentive Systems, Institutional Role, \*Management Systems, \*State Standards

As background for the 1972 Education Amendments, the National Center for Higher Education Management Systems (NCHEMS) was asked to look at whether a method of federal institutional aid could be developed that would still preserve the incentives of the states to fund higher education. It was concluded that such a method of financing could be developed. The current proposal is reported in five main sections covering: (1) details of the current proposal; (2) the policy platform that underlies the current proposal; (3) attempts to determine the contribution that proposed methods of financing would make to the national objectives for higher education that were proposed by the National Commission on the Financing of Higher Education; (4) ancillary details of the current proposal; (5) some criticism and concerns that have been raised about the proposals. Appendixes follow. (Author/KE)

ED 114 042

HE 007 088

Resources for Change. A Guide to Projects 1975-76.

Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date 75

Note—170p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$2.35)

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—Disadvantaged Groups, Educational Assessment, \*Educational Development, Effective Teaching, Evaluation Methods, Instructional Innovation, Instructional Media, Leadership Training, Minority Groups, \*Models, \*Post Secondary Education, Professional Education, \*Program Descriptions, \*Program Guides

This document includes the descriptions of the 179 projects that received support from the Fund for the Improvement of Post-Secondary Education in 1975-76. The content represents resources for change, not capital resources, but those non-capital resources essential to improvement—people, institutions, and ideas. The Project Directors named are practitioners working each day to implement real improvements in their settings. And the institutions named are not just the major universities, although some of them are included. The projects represent, in their totality, the broad sweep of practitioners of organizations involved in American postsecondary education today. The ideas, although all may not be regarded as dramatically new, often are woven into new contexts and others evidence untried dimensions. The projects generally fall within certain categories: (1) expanding educational opportunity to populations poorly served; (2) new approaches to aid prospective educational consumers; (3) faculty development and new incentives for effective teaching; (4) improvement of instructional services; (5) leadership development; (6) institutional development and renewal; (7) integration and work and education; (8) development of assessment techniques for evaluation of program quality and individual learning. (Author/KE)

## IR

ED 114 043

88

IR 002 644

Griggs, Robert J. And Others

A Management Information System for Facilities. Final Report.

Goodwill Industries of America, Inc., Washington, D.C.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.

Report No—SRC-RDG-12-P-5538

Pub Date Sep 74

Note—122p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Budgeting, \*Computer Programs, Cost Effectiveness, Decision Making, Electronic Data Processing, Information Systems, \*Management Development, \*Management Information Systems, Management Systems, Program Descriptions, \*Rehabilitation Centers, Social Agencies, Social Services, \*Welfare Agencies

Identifiers—Goodwill Industries Of America, \*Uniform Socio Economic Reporting System, USERS

Goodwill Industries of America, Inc. developed a management information system designed to provide rehabilitation workshop managers with information needed to make sound administrative decisions, statistics to measure the outcome of these decisions in terms of service to the handicapped, and the financial resources needed to deliver the services. Called USERS (Uniform Socio-Economic Reporting System), it allowed agencies with similar functions to benefit by direct comparison of existing financial and statistical information. USERS has five specific purposes: (1) to establish uniform budgeting and forecasting techniques; (2) to establish uniform cost effectiveness techniques; (3) to establish fee-setting techniques; (4) to establish uniform service information techniques; (5) to establish recommended management control systems for voluntary health and welfare agencies. The appendix includes worksheets samples for developing and using USERS. (HB)

ED 114 044

IR 002 646

Hubbard, Terry E. Mielke, John

Faculty Status for Librarians in the State University of New York, A Short History.

State Univ. of New York, Albany. Univ. Libraries.

Pub Date Jan 75

Note—11p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Academic Rank (Professional), Collective Bargaining, Labor Unions, Legisla-

tion, \*Librarians, Professional Associations, \*University Libraries

Identifiers—Faculty Status, New York, \*State University of New York, SUNY

Since 1966 the librarians of the State University of New York (SUNY) have been working toward full faculty status for themselves on all 33 campuses. In that year the Chancellor's Advisory Committee on Libraries recommended: library titles equivalent to existing academic titles; a range of librarians' salaries equivalent to those in academic ranks; equivalent working months, with additional compensation for service beyond the academic year; full faculty voting power; and an appointments program and tenure equivalent to that of the faculty. The legislature approved only the voting and appointments measures, leaving the librarians in a "limbo" with academic rank but with salaries and titles in the existing administrative hierarchical structure. A SUNY librarians association was formed in 1969 to help promote the original recommendations to both the university and unions representing faculty. So far, however, the unions have been unable or unwilling to negotiate for the improvements desired by the librarians. (LS)

ED 114 045

IR 002 660

Ficke, Eleanor R.

A Study of Microfiche as an Alternative to the Reserve Room Function.

Pub Date Jun 74

Note—72p.; Master's Thesis, University of Denver

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—College Libraries, Diaries, \*Feasibility Studies, Higher Education, Information Needs, Information Science, Library Collections, \*Library Education, \*Library Materials, Library Research, Library Services, \*Microfiche, Microform Readers, \*Microreproduction, Questionnaires, Reprography, Statistical Data, University Libraries, Use Studies

Identifiers—Colorado, University of Denver

A study was conducted at the University of Denver to compare the effectiveness of microfiche as opposed to textbooks, photocopying, or reserve room reading for a library science reading assignment. Assigned material was copied on microfiche and given to each student. The results were measured by analyzing data gathered using student diaries, questionnaires, and a time-sampling of the use of microfiche readers in the library. The results were positive. Students stated that they would be willing to pay for microfiche copies of assignments in other classes because of their experience with the equipment. Questionnaire forms, diary and survey sheets, and data summaries are appended. (Author/DS)

ED 114 046

IR 002 661

Hektoen, Faith H., Ed. Rinehart, Jeanne R., Ed. Toys to Go: A Guide to the Use of Realia in Public Libraries.

Pub Date 75

Note—28p.

Available from—Faith H. Hektoen, Connecticut State Library, 231 Capitol Avenue, Hartford, Connecticut 06115 (\$3.00, Check made out to The Realia Committee must accompany order)

Document Not Available from EDRS

Descriptors—\*Child Development, Costs, Early Childhood, Games, Library Acquisition, Library Circulation, Library Expenditures, Library Guides, Library Material Selection, \*Library Programs, Library Role, Library Services, Perceptual Motor Learning, \*Play, \*Preschool Children, Program Descriptions, Program Design, Public Libraries, \*Realia, \*Toys

Realia are toys, articles and other three-dimensional objects that a child handles, manipulates or plays with to gain direct experience and information about his/her environment. Realia may include: models, toys, games, tools, puppets, costumes, and musical instruments. Children of all socioeconomic levels have the same developmental needs for play experiences and many of their parents need guidance in supplying toys appropriate to their child's specific stage of development. Toys can aid in perceptual development, release creativity, and provide an important bridge to reading, when prop boxes are used in conjunction with story books. By providing realia, the public library can extend its services to children too young to read and serve as a resource to parents and early childhood educators—alerting

them to a variety of new and useful materials. Using a variety of financial arrangements and program designs, a number of Connecticut public libraries have implemented realia programs. Along with a brief description of these programs, this guide lists criteria for the selection of realia and suggests methods for processing, circulating, and using realia in the library program. (Author/SL)

ED 114 047 52 IR 002 665  
Trezza, Alphonse F., Comp.

In Our Opinion; Regional Hearing Before the National Commission on Libraries and Information Science, September 27, 1972, Chicago, Illinois. Illinois State Library, Springfield.; National Commission on Libraries and Information Science, Washington, D. C.

Pub Date 73  
Note—308p.

EDRS Price MF-\$0.76 HC-\$15.86 Plus Postage  
Descriptors—Audiovisual Aids, Cable Television, Copyrights, \*Federal Programs, \*Financial Support, Government Role, Information Needs, Information Networks, \*Information Science, Interlibrary Loans, \*Libraries, Library Associations, Library Automation, Library Cooperation, Library Education, Library Networks, Library Programs, Library Research, Library Standards, \*National Programs, Outreach Programs, Publicize, Publishing Industry, Standards Identifiers—\*National Commission Libraries Information Science, NCLIS

The State Library of Illinois presents the written testimony given at the regional hearings of the National Commission on Libraries and Information Science at Chicago, Illinois, September 27, 1972. Witnesses include librarians from academic, regional, public, special, state, school children's, and audiovisual libraries, as well as legislators, library school professors, commercial information suppliers, publishers, library trustees, educators, and officials of state governments and library associations. While financial needs are heavily emphasized in many of the written statements, the whole gamut of services and problems in the library and information areas are touched upon. These areas include cable television; public relations; cooperative programs; interlibrary loans; information needs and access; the role of the Commission and the federal government; information systems and networks; automation; library manpower; copyright; library education; media and audiovisual materials; facilities; standards; national and regional centers; library research; information and referral programs; and services to the unreached, the handicapped, senior citizens, minorities, rural populations, and children. The states of Illinois, Iowa, Wisconsin, Ohio, Minnesota, Michigan, Indiana, and Missouri are represented in the testimony. (LS)

ED 114 048 IR 002 667  
Long-Range Financing for Public Broadcasting. Hearings Before the Subcommittee on Communications of the Committee on Interstate and Foreign Commerce, House of Representatives, Ninety-Fourth Congress, First Session on H.R. 4563.

Congress of the U. S., Washington, D. C. House Committee on Interstate and Foreign Commerce.

Pub Date 75  
Note—555p.

EDRS Price MF-\$0.92 HC-\$28.56 Plus Postage  
Descriptors—Educational Radio, Educational Television, \*Financial Support, Government Publications, \*Government Role, \*Programming (Broadcast), \*Public Television, Radio, Television

Identifiers—Corporation for Public Broadcasting, HR4563, Public Broadcasting, \*Public Broadcasting Act of 1965

This text contains the transcripts of five days of hearings before the House of Representatives' Subcommittee on Communications, and it includes the texts of thirty-five statements and a substantial amount of additional material introduced for the record. The subject of the hearings was the extent and form of government subsidies to public broadcasting. These issues are contained in HR 4563, The Public Broadcasting Act of 1975. (EMH)

ED 114 049 IR 002 668  
Simonson, Michael R. Bullard, John  
Influence of Student Expectation and Student Sex on Predicting Academic Success.

Pub Date 75  
Note—17p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage  
Descriptors—\*Academic Achievement, Attitude Tests, Audiovisual Instruction, College Students, \*Expectation, Females, Higher Education, Independent Study, \*Predictive Validity, \*Sex Differences, \*Student Attitudes

Predicting student success in various academic situations has traditionally been via the use of cognitive pre-tests, or other non-attitudinal measures. A study grouped students, (approximately 75 percent female, primarily college sophomores enrolled in a semester-length audiovisual course), according to individual pro-instructional expectancy levels (low, average, high). Instructional formats used were: (1) self-instruction manual with supplementary, non-required large group sessions, (2) self-instruction manual with coordinated small group sessions, (3) self-instruction manual alone. Data obtained from an average of 159 students enrolled in 3 consecutive semesters indicated that high expectancy students were most successful, and low expectancy students were least successful. Female students were relatively more successful than males in the three instructional formats tested. (NR)

ED 114 050 IR 002 670

Bender, David R., Ed.

Issues in Media Management, 1975.

Maryland State Dept. of Education, Baltimore. Div. of Library Development and Services.

Pub Date 75  
Note—104p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage  
Descriptors—Audiovisual Aids, Audiovisual Programs, Conference Reports, \*Curriculum Development, Elementary Secondary Education, Federal Programs, \*Guidance Counseling, Humanization, \*Instructional Materials Centers, Instructional Media, Library Cooperation, Library Materials, Media Specialists, Resource Centers, \*School Libraries

Identifiers—Elementary Secondary Education Act Title IV

Nine papers from a two-day workshop concentrate on curriculum development, guidance, and counseling. Topics covered in these papers include media and instruction, humanistic education, the instructional team approach, media and methods, Title IV Elementary Secondary Education Act, media and guidance, and the art of writing a grant. (DS)

ED 114 051 IR 002 671

Hansen, Duncan N. And Others

Navy Computer Managed Instruction: Past, Present, and Future.

Memphis State Univ., Tenn. Bureau of Educational Research and Services.

Spons Agency—Naval Education and Training Command, Washington, D. C.

Pub Date 1 Jul 75  
Note—168p.

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage  
Descriptors—Attitudes, \*Computer Assisted Instruction, Computer Programs, Computers, \*Cost Effectiveness, \*Military Training, Performance Criteria, Program Evaluation, Programming Languages

Identifiers—Air Force Advanced Instructional System, \*Computer Managed Instruction, Navy, Plato IV, Sigma 9

The Navy computer-managed instruction system (Navy CMI) is a large, multi-site operation. Research findings show that it is yielding benefits in terms of cost savings. During fiscal year 1975, savings of over ten million dollars were realized, mostly due to course reductions ranging from 24 to 80 percent and reductions in on-board students. It has been found that CMI training yields better end-of-course performance levels while maintaining more positive attitudes among students. Attrition rates are lower with CMI, and a continuation of this trend is predicted as the system is expanded. Savings are projected in the potential for expanded capability and competitive procurement using the current system and hardware. Research has shown positive personnel attitudes associated with the integration of personnel and operational procedures using CMI. It is suggested that performance and cost benefits qualify Navy CMI for expansion. (Author/CH)

ED 114 052 IR 002 673

Williams, Sally Crane, Valerie

Television Violence and Your Child.

Committee on Children's Television, San Francisco, Calif.

Pub Date Oct 75

Note—23p.; Paper presented as part of a lecture series, College of Marin (Kentfield, California, October 15, 1974)

Available from—Committee on Children's Television, 1511 Masonic Avenue, San Francisco, California 94117 (\$2.00)

Document Not Available from EDRS

Descriptors—\*Aggression, Anti Social Behavior, Behavior, Behavior Problems, Behavior Theories, Broadcast Television, \*Children, \*Commercial Television, Literature Reviews, \*Programming (Broadcast), Social Behavior, Television, \*Television Viewing, Violence

Television programming has a high degree of credibility to the indiscriminating eyes of children. Programming on commercial television is composed of shows produced specifically for children and shows formerly made for adults but now shown as reruns. Observation and imitation of behavior viewed on television by children may be a link to aggressive behavior of children at school. Studies have shown that it is difficult for children to cope with the concept of aggression and death as it is presented in children's cartoons. The effect of television violence can be determined by monitoring local and national broadcasts during children's viewing times or conducting controlled studies to produce an objective method of measurement. However, input from the community could be the best method to convince broadcasters that it would be to their advantage to improve programming. Twenty-two references are cited. (Author/DS)

ED 114 053 IR 002 674

Williams, Sally Crane, Valerie

Know Your Competition.

Committee on Children's Television, San Francisco, Calif.

Pub Date Oct 75

Note—19p.; Paper presented at the Annual Conference of the California Council on Children and Youth (Santa Barbara, California, October 18, 1974); Related document ED 067 872

Available from—Committee on Children's Television, 1511 Masonic Avenue, San Francisco, California 94117 (\$2.00)

Document Not Available from EDRS

Descriptors—Audiences, Bibliographies, \*Child Psychology, \*Commercial Television, Elementary School Students, Preschool Children, \*Programming (Broadcast), \*Television, \*Television Commercials, Television Research, Television Surveys, Television Viewing, Viewing Time

From birth to age 18, the average child spends more time watching television than in the classroom. During the developmental years when the boundaries between fantasy and reality are not clear, a child is exposed to massive doses of violence and killing. Sex roles and stereotypes are also given a lot of air time. By not placing the child in an interactive mode, television causes the child's responsiveness and imagination to become stagnant. Repetitive advertising can also have a deleterious effect on the child's consumption patterns. A brief bibliography of readings on children's television is included. (EMH)

ED 114 054 IR 002 675

Barr, Avron And Others

The Computer as a Tutorial Laboratory: The Stanford BIP Project.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—Office of Naval Research, Washington, D. C. Personnel and Training Research Programs Office.

Report No.—SU-IMSSS-TR-260

Pub Date 22 Aug 75

Note—79p.; Psychology and Education series Technical Report Number 260

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*Branching, College Students, \*Computer Assisted Instruction, Computer Based Laboratories, Curriculum Development, Higher Education, Individualized Instruction, Information Networks, Instructional Innovation, \*On Line Systems, Program Descriptions, Programmed Tutoring, Program Evaluation, \*Programming Languages, Tutorial Programs

Identifiers—BASIC, \*BASIC Instructional Program



The BASIC Instructional Program (BIP) is an interactive problem-solving laboratory that offers tutorial assistance to students solving introductory programming problems in the BASIC language. After a brief review of the rationale and origins of the BIP instructional system, the design and implementation of BIP's curriculum information network are described. The most recently developed features of the BIP system are briefly reviewed. An annotated student dialog illustrates a typical BIP session. The results of an experiment comparing BIP with a fixed linear path through the same curriculum are reported. (Author/EH)

ED 114 055 IR 002 678

Bolen, Jacqueline M. Vander-Beugle, Donna  
Media Competency Training Materials, 1974-1975.

California Learning Resource Center, Los Angeles.

Pub Date 75

Note—326p.

EDRS Price MF-\$0.76 HC-\$17.13 Plus Postage

Descriptors—\*Audiovisual Aids, Bulletin Boards, Computers, Films, Filmstrips, Graphic Arts, \*Instructional Materials, \*Instructional Media, Magnetic Tape Cassettes, Media Selection, Media Specialists, Overhead Projectors, Photography, \*Resource Guides, Resource Materials, \*Teacher Education, Teaching Machines, Video Tape Recordings

Print and non-print training materials in the area of media competency skills are compiled. Both locally produced items and commercially published products are identified. The format for descriptive information lists: title, producer, distributor, address, telephone, purchase and rental price, media content area, media package format, equipment required, package contents, and description. Subject areas included are bulletin boards, cassette tapes, computers and teaching machines, films, filmstrips and filmloops, operation of equipment, television, and videotape recordings. (Author/DS)

ED 114 056 IR 002 679

Sellen, Betty-Carol, Ed. Marshall, Joan K., Ed.  
Women in a Woman's Profession: Strategies.  
American Library Association Social Responsibilities Round Table.

Pub Date Jul 74

Note—98p.; Proceedings of the Preconference on the Status of Women in Librarianship Sponsored by the American Library Association Social Responsibilities Round Table Task Force on the Status of Women (Douglass College, Rutgers University, July 1974)

Available from—Betty-Carol Sellen, Brooklyn Library, Brooklyn, New York 11210 (\$3.50)

Document Not Available from EDRS

Descriptors—Affirmative Action, Bibliographies, Career Ladders, Conference Reports, Equal Opportunities (Jobs), Females, \*Feminism, \*Librarians, \*Library Associations, \*Library Education, Library Science, National Organizations, Womens Education, \*Working Women

In July of 1974, a conference of women librarians met at Rutgers University to discuss the present status of women in the profession and prospects for the future. The program focused on the history of discrimination against women, the librarian's self-image, and library career development. Emphasizing changes to be made, the group examined some possible tactics: regional organization, union organization, affirmative action, and changes in library education. Included in the conference summary are the texts of the speeches, resolutions sent to the American Library Association, and a bibliography relating to women in librarianship. (EMH)

ED 114 057 IR 002 681

Diaz, Albert James, Ed.

Microforms in Libraries; A Reader.

Microform Review Inc., Weston, Conn.

Pub Date 75

Note—428p.

Available from—Microform Review, P. O. Box 1297, Weston, Connecticut 06880 (\$17.50)

Document Not Available from EDRS

Descriptors—Cataloging, Evaluation, Human Engineering, Library Equipment, \*Library Materials, Library Technical Processes, Microform Reader Printers, Microform Readers, \*Microforms, Microreproduction, Preservation, Program Development, \*Publishing Industry, Standards, Storage, Use Studies

A collection of recent articles on microforms has been compiled to give students and practicing librarians a basic understanding of all aspects of micropublishing as it applies to libraries, with emphasis on library usage rather than microform technology, on the practical rather than the theoretical, on the present rather than the past. Six major topics are covered: (1) introduction to microforms, which includes a brief history of micropublishing, microform orientation, and articles on micropublishing; (2) organizing the microform collection, which as sub-chapters on operational problems such as acquisitions, cataloging, organization, hardware, and storage; (3) bibliographic control; (4) applications; (5) standards and specifications, which includes a descriptive article on the importance of standards and two filming specifications, one for books and pamphlets and the other for newspapers; and (6) user reactions. (Author/LS)

ED 114 058 IR 002 682

Kim, Choong H. Sexton, Irwin M.

Books by Mail Service; A Conference Report (Las Vegas, Nevada, June 23, 1973).

Council on Library Resources, Inc., Washington, D.C.; Indiana State Univ., Terre Haute. Dept. of Library Science.

Pub Date Mar 74

Note—173p.

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—Conference Reports, Costs, \*Delivery Systems, \*Library Circulation, \*Library Services, Public Libraries, Rural Areas, Urban Areas

Identifiers—\*Books By Mail

When representatives of public libraries with programs to deliver books to patrons by mail met in Las Vegas, Nevada, in June of 1973, the conference brought to a sharp focus the emergence of two different types of books by mail (BBM) programs. One is the urban or metropolitan program serving the four to six percent of the urban population who are homebound, elderly, or institutionbound or who find mail service more convenient. Another is the rural program serving from 8 to over 40 percent of a local population hitherto unserved by public libraries. The reading interests shown by BBM patrons reflect the general reading patterns of the local area. Staff cost is the largest cost factor in both urban and rural programs. In rural programs, maintenance of a separate paperback collection and creation of a catalog for the BBM program are the second and third ranking cost factors. In most areas, the BBM program complements rather than competing with or replacing the existing standard library services. The conference report includes an extensive summary and 13 presented papers. (Author/PF)

ED 114 059 IR 002 683

Salley, Homer E., Comp.

Available Recordings of American Poetry and Poets.

Pub Date 11 Mar 75

Note—48p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*American Literature, Bibliographies, Magnetic Tape Cassettes, \*Phonograph Records, \*Poetry, \*Poets

A list of currently available phonorecords and magnetic tape cassettes of American poetry and poets is presented. Listed alphabetically by poet, each citation includes record title, a list of poems on the record, number of records in the set, publisher, and publisher's item number. Entries are analytical in that all works of one poet are listed under his name, including works that are only part of a collection of recordings of several poets' works. A list of publishers' names and addresses is attached. (LS)

ED 114 060 IR 002 684

A Potpourri of Short Papers Presented at the American Library Association Annual Conference (94th, San Francisco, California, June 29 through July 5, 1975)

Pub Date Jul 75

Note—65p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Bibliographies, Evaluation Methods, Federal Legislation, Instructional Media, \*Library Collections, Library Networks, \*Library Programs, \*Media Selection, \*Public Libraries, School Libraries, Speeches, Textbook Publications

Identifiers—ALA 75, American Library Association, California (Pasadena), Metropolitan Cooperative Library System, Michigan, \*Occupational Safety and Health Act, OSHA, SCAN, Southern California Answering Network

Thirteen short papers are presented which discuss various aspects of library acquisitions, programing, and evaluation of services. Among the papers are the reports of the American Library Association's Committees on copyright and on legislation. Media topics included a compilation of bibliographies, primarily of film sources; a study of media acquisition problems in 46 Michigan schools; a survey of the most requested features in a microfilm viewer. Public library services were examined in relation to non-sexist Young Adult (YA) programing; new evaluation techniques for kinds of services; library utilization by residents, patients and inmates of Los Angeles County institutions; specialized reference services offered to Pasadena, California economic community. Publishing information includes summarized needs and problems of the textbook market. Other topics dealt with recently introduced federal legislation of interest to librarians; aid available to libraries needing to meet criteria of the Occupational Safety and Health Act (OSHA); the collection and exchange of ephemeral material. (NR)

ED 114 061 IR 002 685

Guidelines for Media Service Programs (PDE Working Copy).

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Instructional Support Services.

Pub Date 75

Note—58p.; Second Draft

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Audiovisual Aids, \*Audiovisual Centers, Equipment, Facility Guidelines, Films, Filmstrips, \*Guidelines, Instructional Materials, \*Instructional Materials Centers, Instructional Media, Library Collections, Media Selection, Microforms, Phonotape Recordings, Slides, Staff Role, \*Standards, Television, Videotape Recordings

Identifiers—Audiovisual Hardware

The second draft of a companion document to the publication "Guidelines for School Libraries" sets forth guidelines and recommendations for media service programs. It outlines the staff, collections, and facilities that are required to implement those programs. Media services program patterns and their relationship to the curriculum are discussed, as are professional and support staff guidelines. Four sections are devoted to qualitative and quantitative Guidelines for media equipment and instructional materials. (DS)

ED 114 062 IR 002 686

Lowry, Charles And Others

Report on the "Proposed Library Reorganization".

North Carolina Univ., Charlotte. J. Murrey Atkins Library.

Pub Date Sep 75

Note—25p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Academic Rank (Professional), \*Administrative Organization, \*Library Administration, \*Library Planning, Organizational Development, University Libraries

Identifiers—\*Participative Management

A proposed reorganization plan for the J. Murrey Atkins Library of the University of North Carolina at Charlotte would organize the library in the collegial mold with two departments, Public Services and Technical Services. Within each department, librarians would form a faculty with emphasis on participatory management. Decisions involving the activities of particular library units would be made with the participation of the support staff working in that area. To implement this scheme, a three- to twelve-month period of analysis and experimentation would be conducted with staff members other than department heads acting as coordinators for reorganization. Through training sessions, staff members would develop needed skills in management techniques, communication, and decision-making. Detailed recommendations for implementing the scheme are included. (Author/PF)

ED 114 063 95 IR 002 687

*Bramble, William J. And Others***Performance of AESP Transmission/Reception Equipment; Summer and Fall, 1974 Technical Report No. 5.**

Appalachian Education Satellite Project, Lexington, Ky.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 75

Grant—AESP-TR-5

Note—63p.; For related documents see ED 103 006-009 and IR 002 688-90

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Communication Satellites, Data Collection, \*Delivery Systems, Demonstration Projects, Educational Radio, Educational Television, \*Equipment Evaluation, State of the Art Reviews, \*Telecommunication, \*Video Equipment

Identifiers—\*Appalachian Education Satellite Project, Four Channel Audio, Four Channel Data Collection, VHF Teletype Relay Systems  
Appalachian Education Satellite Project (AESP), using the ATS-6 satellite, has designed a variety of multi-media learning activities intended to upgrade the quality of instruction in Appalachia. Four modes of communication (televized programs, four-channel audio review, four-channel data collection and analysis, and VHF-teletype relay system) were each evaluated according to the following criteria: uses, equipment requirements, organizational requirements and the quality of communication. This is the 5th of 12 volumes in the technical report series on AESP. (EMH)

ED 114 064 95 IR 002 688

*Marion, Roger And Others***User Ratings of Instructional Activities: Diagnostic and Prescriptive Reading Instruction, Summer, 1974. Technical Report No. 6.**

Appalachian Education Satellite Project, Lexington, Ky.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 75

Grant—AESP-TR-6

Note—99p.; For related documents see ED 103 006-009 and IR 002 687-90

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Attitudes, Audiences, \*Communication Satellites, Demonstration Projects, \*Diagnostic Teaching, Early Childhood Education, \*Educational Television, Elementary School Curriculum, Individualized Reading, Program Descriptions, Program Evaluation, Programing (Broadcast), Reading Instruction, \*Teacher Education, \*Telecommunication

Identifiers—\*Appalachian Education Satellite Project, Prescriptive Reading Instruction

The Appalachian Education Satellite Project (AESP) is designed to apply communications satellite technology to the task of improving education in Appalachia. Data were gathered about attitudinal responses of the students, site coordinators, and college faculty consultants to the various components of the course Diagnostic and Prescriptive Reading Instruction given during June of 1973. Intended for an audience of kindergarten through third grade teachers, it consisted of 12 color videotaped lessons broadcast via satellite; 12 associated audio review segments; a live interactive seminar; and relevant readings, study activities, and testing. The report, the 6th in a 12 volume series, includes an outline of the course content and a detailed discussion of the audience reaction to the various learning activities, the delivery system, and the equipment that was used. (EMH)

ED 114 065 95 IR 002 689

*Harding, Larry And Others***User Ratings of Instructional Activities: Elementary Career Education, Summer, 1974. Technical Report No. 7.**

Appalachian Education Satellite Project, Lexington, Ky.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 75

Grant—AESP-TR-7

Note—86p.; For related documents see ED 103 006-009 and IR 002 687-90

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Attitudes, Audiences, \*Career Education, \*Communication Satellites, Delivery

Systems, \*Educational Television, Elementary Education, Program Descriptions, Program Evaluation, Programing (Broadcast), \*Teacher Education, \*Telecommunication

Identifiers—\*Appalachian Education Satellite Project, Career Education in the Elementary School

The Appalachian Education Satellite Project is designed to apply communications satellite technology to the task of improving the quality of education in Appalachia. The report describes attitudinal responses of the participating teachers to the various learning activities, the delivery system, and the equipment that were used in the course, Career Education in the Elementary School. The course consisted of 12 videotaped lessons broadcast via satellite; 12 associated audio review segments; a live, interactive seminar; and relevant reading, learning activities, and testing. The report includes an outline of the broadcast lessons and a detailed discussion of the audience reactions to each component of the course. This is 7th in a 12 volume series. (EMH)

ED 114 066 95 IR 002 690

*Bramble, William J. And Others***Student Achievement: Diagnostic and Prescriptive Reading Instruction, Summer, 1974. Technical Report No. 8.**

Appalachian Education Satellite Project, Lexington, Ky.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—AESP-TR-8

Pub Date Aug 75

Note—94p.; For related documents see ED 103 006-009 and IR 002 687-689

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*Communication Satellites, \*Course Evaluation, Curriculum Development, \*Delivery Systems, Diagnostic Teaching, Educational Research, Educational Television, Elementary School Teachers, Feasibility Studies, Higher Education, \*Inservice Teacher Education, \*Reading Instruction, Rural Education, Statistical Data, Television Curriculum

Identifiers—AESP, \*Appalachian Education Satellite Project, Diagnostic and Prescriptive Reading Instruction

A course in diagnostic and prescriptive reading instruction was delivered by satellite to a group of educators, and cognitive, affective, and classroom practice changes were observed. Participants were kindergarten through third grade teachers in the Appalachian region. The course consisted of 12 half-hour color videotaped lessons, 12 pretaped audio review segments, laboratory activities, unit tests, related reading materials, and three 45-minute, live, televised seminar programs. Pre- and posttests were developed for each of the 12 units of the course. The participants demonstrated gains in performance on tests keyed to course objectives, and their attitudes toward concepts and principles presented in the course changed slightly in a positive direction. Statistical tables show the results of pre- and posttesting. A questionnaire, a teaching practice inventory, and the course outline are appended. (Author/DS)

ED 114 067 95 IR 002 691

**Alaska Education Experiment. Final Report. Executive Summary. Alaska ATS-6.**

Governor's Office of Telecommunications, Juneau, Alaska.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 30 Sep 75

Contract—NIE-400-75-0002

Note—73p.; For related documents see IR 002 692-94; Applications Technology Satellite series

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Audiences, \*Communication Satellites, Cultural Differences, Educational Radio, \*Educational Television, \*Experimental Programs, \*Health Education, Program Descriptions, Programing (Broadcast), Rural Education, State Programs, Statewide Planning, \*Telecommunication

Identifiers—Alaska, Applications Technology Satellite, \*Health Education Telecommunications Experiment

Communications satellite technology has for the first time given Alaska the capacity to deliver television broadcasts to the state's isolated regions. The ATS-6 Health/Education Telecommu-

nications Experiment has given the state an opportunity to: (1) acquire experience with new forms of technology; (2) involve the state's culturally diverse minorities in the selection of programing; and (3) provide educators with experience in developing materials for use in rural communities. All-weather ground terminals have been installed, and nearly 100 hours of original programs were created and broadcast. Because of the potentially dramatic impact the broadcasts could have on village life, care has been taken to involve community councils in all stages of decision making. A full external evaluation of the program will be forthcoming. (EMH)

ED 114 068 95 IR 002 692

**Alaska Education Experiment. Final Report. Volume I.**

Governor's Office of Telecommunications, Juneau, Alaska.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 30 Sep 75

Contract—NIE-400-75-0002

Note—260p.; For related documents see IR 002 691-94; Applications Technology Satellite Series

EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage

Descriptors—Audiences, Citizen Participation, \*Communication Satellites, Community Role, Cultural Differences, \*Educational Radio, \*Educational Television, Experimental Programs, \*Health Education, Programing (Broadcast), Rural Education, State Programs, Statewide Planning, \*Telecommunication

Identifiers—Alaska, Applications Technology Satellite, \*Health Education Telecommunications Experiment

Alaska is a state of geographic and cultural extremes. In order to improve the standard of health and to provide broader educational opportunity, especially in rural communities, the ATS-6 communications satellite has been used to compensate for remoteness and transportation difficulties. The Health/Education Telecommunications Experiment has given Alaska its first experience with a prototype operational satellite communications system for the transmission of television and multiple voice channels to low-cost earth terminals. Volume I of the three volume final report provides technical information regarding hardware, site selection, instructional programing, and community involvement in decision making. (EMH)

ED 114 069 95 IR 002 693

**Alaska Education Experiment. Final Report.**

Volume II, Appendices A Through E. Governor's Office of Telecommunications, Juneau, Alaska.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 30 Sep 75

Contract—NIE-400-75-0002

Note—195p.; For related documents see IR 002 691-94; Applications Technology Satellite Series; Best copy available

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Audiences, Citizen Participation, \*Communication Satellites, Community Role, Cultural Differences, Educational Radio, \*Educational Television, \*Experimental Programs, Financial Support, \*Health Education, Programing (Broadcast), Rural Education, State Programs, Statewide Planning, \*Telecommunication

Identifiers—Alaska, Applications Technology Satellite, \*Health Education Telecommunications Experiment

This is the second volume of the three volume final report for the Health/Education Telecommunications Experiment. This appendix is a collection of documents which further elucidate the planning and construction of the communications facility. It includes a chronology of funding and contracting events, and copies of the actual grants and contracts that made the experiment possible. (EMH)

ED 114 070 95 IR 002 694

**Alaska Education Experiment. Final Report. Volume III, Appendices F through J.**

Governor's Office of Telecommunications, Juneau, Alaska.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 30 Sep 75

Contract—NIE-400-75-0002

Note—264p.; For related documents see IR 002 691-93; Applications Technology Satellite series; Best copy available

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Audiences, Citizen Participation, \*Communication Satellites, Community Role, Cultural Differences, \*Educational Radio, \*Educational Television, Experimental Programs, \*Health Education, Programming (Broadcast), Rural Education, State Programs, Statewide Planning, \*Telecommunication

Identifiers—Alaska, Applications Technology Satellite, \*Health Education Telecommunications Experiment

This is the third volume of a three volume final report for the Health/Education Telecommunications Experiment. This volume is a continuation of the appendix, and it includes communications that took place between the contractor, the office of the Governor of Alaska, and the Department of Health, Education, and Welfare in Washington, D.C. The communications document the objectives of the program and the completion dates for both the facility construction and the development of the instructional programs to be broadcast. (EMH)

ED 114 071

IR 002 696

Henderson, Diane D.

Trip Report: Second World Conference on Computers in Education of the International Federation for Information Processing (Marseille, France, September 1975)

Mitre Corp., McLean, Va.

Report No.—M-75-75

Pub Date Nov 75

Note—35p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Computer Assisted Instruction, \*Computers, Conference Reports, \*Curriculum, Educational Technology, Instructional Innovation, Instructional Media, Program Descriptions, Programming, Programming Languages, Secondary Education, State of the Art Reviews

At the Second World Conference on Computers in Education nearly 150 papers were presented. The author gives an overview of the conference, and selects a few of the papers for further discussion. Vendor-supplied computer education, "information science" as a high school elective, and computer-assisted instruction in a broader spectrum of course material are among the topics that are mentioned. In the appendix is a list of all the papers that were presented at the conference. (EMH)

ED 114 072

IR 002 697

Saunders, Helen E.

The Modern School Library. Second Edition.

Pub Date 75

Note—243p.; Completely revised

Available from—Scarecrow Press, Inc., P.O. Box 656, Metuchen, New Jersey 08840 (\$7.50)

Document Not Available from EDRS

Descriptors—Audiovisual Aids, Elementary Secondary Education, Evaluation, \*Instructional Materials Centers, Instructional Media, Librarians, Library Equipment, Library Facilities, Library Programs, Library Reference Services, Library Services, Library Standards, Library Technical Processes, \*Manuals, Media Selection, Media Specialists, Policy, \*School Libraries

Detailed information about school library media center (LMC) organization and services is provided in this manual. The first chapter contains discussions of the history of school libraries, 1975 standards, basic elements of LMC programs, program development, and public relations. Subsequent chapters deal with the librarian as a member of the instructional team, effective use of the LMC, and LMC services to specific academic departments. Reference services, selection and acquisition of materials and equipment, technical processes and circulation, facilities, personnel, and evaluation of program and personnel are also covered. A sample LMC services handbook for teachers, sample specifications for the facility, a list of selection tools, and an annotated bibliography are appended. (LS)

ED 114 073

IR 002 698

Kirby, Paul J. And Others

Design of a Computer-Controlled, Random-Access Slide Projector Interface. Final Report (April 1974 - November 1974).

Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.

Report No.—AFHRL-TR-75-20

Pub Date Aug 75

Note—24p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Computer Assisted Instruction, Electric Circuits, \*Electronic Equipment, \*Instructional Systems, Military Training, Post Secondary Education, \*Projection Equipment, \*Slides

Identifiers—\*PLATO IV

The design, development, test, and evaluation of an electronic hardware device interfacing a commercially available slide projector with a plasma panel computer terminal is reported. The interface device allows an instructional computer program to select slides for viewing based upon the lesson student situation parameters of the instructional strategy employed. Photographs and schematic drawings illustrate the interface circuitry. Appendices cover the board layout, PROM pattern, parts list, wiring, and box connections. (Author/DS)

ED 114 074

IR 002 699

Berninghausen, David K.

The Flight from Reason. Essays on Intellectual Freedom in the Academy, the Press, and the Library.

American Library Association, Chicago, Ill.

Pub Date 31 Mar 75

Note—175p.

Available from—American Library Association, 50 East Huron Street, Chicago, Illinois 60611 (\$7.50)

Document Not Available from EDRS

Descriptors—\*Academic Freedom, \*Censorship, Communication (Thought Transfer), Films, Freedom of Speech, \*Freedom Organizations, Higher Education, Libraries, Library Education, News Media, Periodicals, Political Influences, Social Responsibility, Universities

Identifiers—Freedom of the Press, \*Freedom to Read, Illinois (Peoria), \*Intellectual Freedom, Library Bill of Rights, Minnesota (Wrenshall), New York (New York), Report of Commission on Obscenity Pornography

David K. Berninghausen's writings on intellectual freedom in the library, the university, and the press are collected in this volume. These essays cover the education of librarians for intellectual freedom, the communications process, the threat to liberal values (intellectualism, objectivity) in the communications institutions, the erosion of academic freedom in recent years in the universities, theories of the press as bases for intellectual freedom, the social responsibilities concept of librarianship versus the Library Bill of Rights concept, and the American Library Association's defense program for defenders of intellectual freedom. One chapter contains four case histories of library censorship: the attempt to remove films from the Peoria, Illinois, public library; (2) the banning of the "Nation" in New York City school libraries; (3) the banning of Orwell's "1984" in Wrenshall, Minnesota; and (4) the United States government's rejection of the "Report of the Commission on Obscenity and Pornography." The emphasis is on maintaining a climate in which all views may be expressed and examined and all materials made available for those who seek information, without pressure for censorship from either the right or left. (LS)

ED 114 075

IR 002 700

Annual Report 1974, Council for Cultural Co-operation and Cultural Fund.

Council for Cultural Cooperation, Strasbourg (France).

Pub Date 75

Note—77p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Annual Reports, \*Cultural Exchange, \*Exchange Programs, Immigrants, \*Intercultural Programs, \*International Education, International Organizations

Identifiers—\*Council for Cultural Cooperation, Europe

The Council for Cultural Co-operation is intended to promote interaction among European nations and to initiate cooperation in remodelling educational systems. Programs have been created to permit the exchange of teachers and of educational technology, and to facilitate the mobility of Europeans through a system of qualifications equivalency and through the education of immigrant children. The Council encourages the

exchange of information and research results concerning all levels of education, and the frequent interchange of artistic activities and sporting events. The appendix includes a list of sponsored activities, reports, and an outline of the Council's finances for 1974. (EMH)

ED 114 076

IR 002 701

Telecommunications Facilities and Demonstration Act of 1975; Hearings Before the Committee on Communications of the Committee on Interstate and Foreign Commerce, House of Representatives, Ninety-Fourth Congress, First Session on H.R. 4564.

Congress of the U. S., Washington, D. C. House Committee on Interstate and Foreign Commerce.

Pub Date Jun 75

Note—149p.

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—Educational Radio, \*Educational Television, \*Federal Legislation, Financial Support, \*Health Education, Health Services, Social Services, \*Telecommunication

On June 3, and June 4, 1975, hearings were held before the House Subcommittee on Communications regarding the Telecommunications Facilities and Demonstration Act of 1975, H.R. 4564. The bill has been submitted by the administration to provide the authority for the support of demonstration projects in telecommunications concerning the distribution of health, education, and social service information. This report includes the text of the proposed bill; the report of the Department of Health, Education, and Welfare Office of Telecommunications; the transcripts of 19 individual statements; and copies of the supporting information that was entered into the record. (EMH)

ED 114 077

95

IR 002 702

R&D Funding Policies of the National Institute of Education: Review and Recommendations. Final Report of Consultants to the Director and the National Council on Educational Research.

National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 75

Note—111p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Consultants, Educational Development, \*Educational Researchers, \*Federal Programs, Financial Support, Government Role, National Programs, National Surveys, \*Policy Formation, Program Evaluation, \*Regional Laboratories, Research, \*Research and Development Centers, Research Needs, Research Projects, Research Reviews (Publications)

Identifiers—National Council on Educational Research, \*National Institute of Education

Ten consultants were employed by the National Institute of Education (NIE) to examine the state of educational research and development (R&D) with specific reference to the regional laboratories and the R&D centers established in the late 1960's. By conferring with NIE officials, surveying the directors of regional laboratories and R&D centers, and questioning other interested educators, the consulting team was able to examine: (1) the nation's capacity to do research in education; (2) the relationship of the style of funding to the quality of research; and (3) the potential effects of alternative methods of funding. The report concludes with an extensive list of recommendations for legislators, researchers, and educators. (EMH)

ED 114 078

IR 002 703

Lockwood, James D.

Information Sources on U. S. Radio Regulations in the Law Library.

Pub Date Sep 75

Note—19p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Annotated Bibliographies, Broadcast Industry, \*Federal Legislation, Governmental Structure, Government Publications, Government Role, \*Law Libraries, \*Legislation, Library Materials, Library Research, Programming (Broadcast), Public Libraries, \*Radio, \*Television, University Libraries

Identifiers—\*University of Michigan Law Library, University of Michigan Libraries

An annotated bibliography gives the radio regulations in the U.S., using sources available in the University of Michigan Law Library as well as

the University of Michigan Libraries. Information is applicable to other law, university and public libraries. Relevant material on television regulations is included. Listings cover federal agencies, card catalog subject headings, dictionaries, directories, encyclopedias, indexes, bibliographies, loose leaf services, legal form books, and statutory material. References are arranged from the general to the complex. An appendix contains additional pertinent titles. (NR)

ED 114 079

IR 002 704

Lockwood, James D.

Employers' Expectations of Recent Library School Graduates: A Review of the Recent Literature.

Pub Date 19 Aug 75

Note—21p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Employers, \*Employment Qualifications, \*Expectation, Job Applicants, Job Market, Job Placement, \*Librarians, Library Education, Literature Reviews, Personnel Needs, \*Personnel Selection, Professional Personnel

In order to discover employers' expectations of recent library school graduates' qualifications, a study was made of the literature between 1970 (when the job slump made it an employers' market) and 1975. The accumulation of journal articles, letters to editors, editorials, ERIC documents, monographs, speeches, and dissertations added up to 150 citations, of which included both survey research and articles of opinion, revealed that: (1) there are usually a number of candidates who qualify for each position; (2) since the initial screening is a most important part of the process, a candidate needs to make himself stand out in a positive way; (3) an applicant must be able to move about not only for jobs, but for interviews as well; and (4) contacts and tips about openings are important. A bibliography is attached. (LS)

ED 114 080

IR 002 706

Data Processing Technician I&amp;C. Rate Training Manual and Nonresident Career Course. Revised Edition.

Naval Education and Training Command, Pensacola, Fla.

Report No.—NAVEDTRA-10265-C

Pub Date 75

Note—182p.

EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage

Descriptors—Computer Programs, \*Computers, \*Computer Science Education, Computer Storage Devices, Data Processing, \*Data Processing Occupations, \*Electronic Data Processing, Instructional Materials, Management Development, Management Education, \*Military Training, Programmers, Programming, Supervisor Qualifications, Supervisory Training, Systems Approach, Systems Concepts

Identifiers—COBOL, Naval Personnel, Navy, \*Training Manuals

This training manual is intended as an individual study aid for Navy personnel who wish to prepare for advancement to the rate of Data Processing Technician First Class or Chief Data Processing Technician. Theoretical knowledge and operational skills are presented along with assignments designed to lead students through the manual. The manual first describes general computer documentation and the use of COBOL in data processing. COBOL in the data division and the procedure division is described and documented with examples. The kinds of systems used by the Navy are explained. Personnel organization and duties for Navy data processing technicians are detailed followed by an analysis of appropriate supervisory personnel requirements, procedures, and attitudes. (CH)

ED 114 081

IR 002 707

Sacco, Margaret

A Bibliography of Books Dealing With the Problems of Older Children (Grades 3-12).

Pub Date 26 Apr 75

Note—16p.; Paper presented at the Children's Literature Conference (Oxford, Ohio, April 26, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Annotated Bibliographies, Childrens Books, \*Childrens Literature, Elementary Secondary Education, Mental Illness, Socially Deviant Behavior, \*Social Problems

Books for children that deal with the real problems of children in grades 3 to 12 are listed in this bibliography. The books are concerned

with many social problems such as racial inequality, poverty, adult hypocrisy, desertion, broken homes, drugs, alcohol, sex, mental illness, and death. The entries are listed alphabetically by author. Each entry has a short annotation describing the problem dealt with in the book. (Author/PF)

ED 114 082

IR 002 709

Schwarz, Edith And Others

Instructional Program for Library/Media Centers. Cheltenham Township School District, Elkins

Park, Pa.

Pub Date 75

Note—49p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Audiovisual Aids, Books, Catalogs, Curriculum Guides, Elementary Secondary Education, \*Instructional Materials Centers, Instructional Programs, \*Library Instruction, Library Programs, \*Library Skills, Pamphlets, Periodicals, Reference Materials, \*School Libraries

Identifiers—Pennsylvania (Cheltenham Township), Pennsylvania (Elkins Park)

The Cheltenham Township school district (Elkins Park, Pennsylvania) has compiled a guide for library instruction. Suggested learning objectives and activities are listed for each grade level K-9, while an elective mini-course is proposed for grades 10-12. Integration of library instruction with curriculum and classroom activities is emphasized at all levels. The library instruction plan is recapitulated in chart form with indications for each grade level as to when a topic should be presented, taught, and reviewed and expanded. Subjects include orientation, parts of books, audiovisual materials, alphabetizing, Dewey Decimal System, the card catalog, dictionaries, atlases and maps, research skills, periodicals, vertical files, reference works, and literature appreciation. A list of available lessons and a multimedia bibliography are appended. (LS)

ED 114 083

IR 002 710

Recommended Collections for Prison Law Libraries. Revised Edition.

American Association of Law Libraries, Chicago, Ill.

Pub Date Jun 75

Note—13p.; Revised edition of ED 092 085

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Bibliographies, Court Litigation, \*Federal Legislation, \*Institution Libraries, Law Libraries, Legislation, Library Acquisition, Library Collections, \*Library Standards, Special Libraries, \*State Legislation

Identifiers—American Association of Law Libraries, Committee on Law Library Service to Prisoners, Prison Libraries

The American Association of Law Libraries has published a two-part bibliography containing: (1) a list of legal material for a minimum collection in both a state and federal prison, and (2) an expanded list, including court decisions starting in 1950. Also included are a publishers directory for legal resources and a listing of required shelf space for cumulative acquisitions. (NR)

ED 114 084

IR 002 711

Directory of Law Librarian Consultants to Correctional Institutions.

American Association of Law Libraries, Chicago, Ill.

Pub Date Jun 75

Note—21p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Consultants, \*Directories, \*Institution Libraries, \*Law Libraries, \*Librarians, Library Cooperation, Special Libraries

Identifiers—\*American Association of Law Libraries, Committee on Law Library Service to Prisoners, Prison Libraries

The American Association of Law Libraries has compiled a national directory of 205 law librarians who have volunteered to act as unpaid consultants to prison library personnel within their common geographic regions. Listings are arranged alphabetically by state and then by name followed by the professional institution and its address. The final page contains similar information for the members of the Committee on Law Library Service to Prisoners, the directory authors, who may be contacted when there is no consultant listed for a particular state. (NR)

ED 114 085

IR 002 712

Iadanza, Margaret A.

The Development of a Bibliography of Library Skills Instructional Resources.

Central Michigan Univ., Mount Pleasant. Dept. of Library Science.

Pub Date 3 Nov 75

Note—72p.; Several pages of computer print may reproduce poorly

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Audiovisual Aids, \*Bibliographies, Instructional Aids, Instructional Materials, \*Library Instruction, \*Library Research, \*Library Skills

In response to the increasing emphasis on inquiry method teaching and self-directed learning, this bibliography has been compiled to familiarize the librarian with methods to assist the library user to take full advantage of the library resources. Over 1,000 entries are organized according to title, subject area, and media form; they deal with the skills required to locate books, to use the card catalog, to select and use reference materials, and to use audiovisual equipment. (EMH)

ED 114 086

IR 002 713

Vernon, Christie

An Individualized Program for Learning Resource Center Orientation.

Pub Date Jun 75

Note—66p.; Ed.D. Practicum, Nova University

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Audiovisual Aids, \*Autoinstructional Aids, College Libraries, Individualized Programs, Instructional Design, \*Instructional Materials Centers, \*Library Instruction, Library Skills, \*Material Development, \*Multimedia Instruction, Program Evaluation, Student Attitudes

Identifiers—\*Thomas Nelson Community College

A completely individualized, self-contained, taped orientation tour of the Learning Resource Center of the Thomas Nelson Community College was developed by the library director. To generate the materials, the staff and director cooperated in an analysis of the items of information that were basic to the use of the learning resource center and in the development of questions which would test familiarity with this information. A script was written and produced on audio tape. The materials were evaluated by administering pre- and posttests to library patrons; the resulting degree of improvement was determined by statistical analysis. An interview procedure was also used with the college staff and students. It was concluded that the tour was well-received and contributed materially to the general orientation program of the college, to the improvement of the attitude of students to the learning resource center, and the improvement of their library skills. A discussion of the limitations of the study and suggestions for further refinements are included. The script of the audio tape and the test questions are appended. (Author/HB)

ED 114 087

95

IR 002 716

Mielke, Keith W. And Others

The Federal Role in Funding Children's Television Programming. Volume 1: Final Report.

Indiana Univ., Bloomington. Inst. for Communication Research.

Spans Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 30 Apr 75

Contract—OEC-0-74-8674

Note—300p.; For a related document see IR 002 717

EDRS Price MF-\$0.76 HC-\$14.59 Plus Postage

Descriptors—Broadcast Television, \*Children, Commercial Television, Economically Disadvantaged, Educational Television, \*Federal Aid, Federal Programs, \*Government Role, Handicapped Children, Mass Media, Minority Group Children, \*Programming (Broadcast), Public Television, Statistical Data, Tables (Data), \*Television, Television Viewing

Identifiers—\*Office of Education

The United States Office of Education (USOE) policy in funding purposive television programming for children was investigated. Information and policy recommendations were gathered from existing sources in the general literature, USOE file materials, 10 single-topic commissioned papers, a 10-member advisory board, a Federal advisory

group, and interviews. Over 90 interviews were conducted in six locations, including Washington, D.C., with personnel directly involved in or knowledgeable about the dispensing or utilization of Federal dollars in support of children's television programming. This final report provides a descriptive map of the various components essential to an integrated system of broadcasting; gives a side-by-side comparison of USOE's two major investments in children's programming (Children's Television Workshop and series and spot announcements funded under the Emergency School Aid Act); and summarizes major policy issues, alternatives, and recommendations. (Author/PF)

ED 114 088 95 IR 002 717

Mielke, Keith W. And Others

The Federal Role in Funding Children's Television Programming. Volume 2: Commissioned Papers.

Indiana Univ., Bloomington. Inst. for Communication Research.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 30 Apr 75

Contract—OEC-0-74-8674

Note—436p.; For a related document see IR 002 716

EDRS Price MF-\$0.76 HC-\$22.21 Plus Postage

Descriptors—Broadcast Television, \*Children, Commercial Television, Copyrights, Delivery Systems, Economically Disadvantaged, Educational Television, \*Federal Aid, \*Government Role, Handicapped Children, Instructional Materials, Mass Media, Minority Group Children, \*Programming (Broadcast), Rural Areas, Self Concept, Sex Role, \*Television

Volume 2 of an investigation conducted for the United States Office of Education reprints ten commissioned papers which provided input to Volume 1. These papers address the areas of self-concept development, economically disadvantaged children, sexism in television, diversity in a mass medium, Federal involvements in commercial television, copyright issues, and distribution system. (Author/DS)

ED 114 089 IR 002 718

Collins, Allan Grignetti, Mario C.

Intelligent CAI. Final Report (1 March 1971-31 August 1975).

Bolt, Beranek and Newman, Inc., Cambridge, Mass.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No—BBN-R-3181

Pub Date Oct 75

Note—56p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Computer Assisted Instruction, Computer Oriented Programs, Computer Programs, \*Educational Technology, Individualized Instruction, Programed Tutoring, State of the Art Reviews, Teaching Models, Tutorial Programs, \*Tutoring

Identifiers—\*Intelligent CAI Systems, Map SCHOLAR, Natural Language Programming, NLS SCHOLAR, SCHOLAR, SOPHIE, Tutor SCHOLAR

Intelligent computer assisted instruction (CAI) systems are exemplified by several tutorial systems including Tutor-SCHOLAR, Map-SCHOLAR, NLS-SCHOLAR and SOPHIE. The original SCHOLAR program structure made it possible to model the way human tutors interact with students. Further analyses of tutoring and teaching strategies led to the development of Tutor-SCHOLAR. Intelligent computer systems illustrate how a variety of techniques can be used for tutoring visual knowledge, procedural knowledge, and diagnostic skills using natural language. (Author/CH)

ED 114 090 IR 002 719

Annual Report, 1974-75. [Institute for Communication Research, Stanford University.]

Stanford Univ., Calif. Inst. for Communication Research.

Pub Date 10 Oct 75

Note—87p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*Annual Reports, \*Behavioral Science Research, Communication Problems, \*Communications, Communication Satellites, Information Networks, \*Media Research, Or-

ganizational Communication, Research Projects, Research Reviews (Publications), Telecommunication, Television Research Identifiers—Institute for Communication Research, \*Stanford University

The annual report of the Institute for Communication Research at Stanford University describes current projects on health communication, international communication, communication research in education and in media. An extensive report is given on a long-term series of studies on the most effective ways of preventing heart disease in the United States and on Institute projects in El Salvador, Guatemala, the Ivory Coast, and Iran. The report lists the current publications of Institute personnel. Brief sketches of the research in progress by student members of the Institute are also given. (Author/HB)

ED 114 091 52 IR 002 720

Fink, C. Dennis

An Evaluation of the National Library of Medicine (NLM) Training Guide Program.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—National Library of Medicine (DHEW), Bethesda, Md.

Report No—HumRRO-CR-01-73-5; NLM-EMP-TR-73-01

Pub Date Sep 73

Contract—NIE-72-4732

Note—135p.; Consulting Report for the period June 1972-September 1973

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—\*Career Opportunities, Computer Oriented Programs, Electronic Data Processing, Employment, Employment Qualifications, Grants, Higher Education, Internship Programs, \*Job Analysis, Job Placement, Job Skills, \*Librarians, Library Administration, \*Library Education, Library Research, Library Science, Library Surveys, \*Medical Libraries, Professional Personnel, Questionnaires, Salaries, Tables (Data)

Identifiers—\*National Library of Medicine

In an attempt to compare the job activities of recent graduates from librarianship and internship programs supported by the National Library of Medicine (NLM) with a comparable group of graduates from non-NLM-supported programs in librarianship, detailed questionnaires were administered to graduates from both groups. They were asked to describe the tasks they performed on their present and last held jobs, the percentage of time spent on each task, the degree to which their training had prepared them to perform that activity, their professional activities, and their salary. Results showed that while all groups of graduates were heavily engaged in traditional library activities, graduates of NLM-supported internship programs were significantly more involved with activities related to application of automatic data processing, computers and computer programming, library administration, and design implementation/preparation activities. They were also earning higher average salaries, were more apt to be working in a medical library, and were more likely to be involved in research or development activities. The findings suggested also that many graduates of library programs were having difficulty finding a job in a medical library. Survey questionnaires and data tables are included in appendices. (Author/LS)

ED 114 092 IR 002 721

Filep, Robert T. And Others

Communication Satellites and Social Services; Focus on Users and Evaluations. An Annotated Bibliography.

University of Southern California, Los Angeles.

Annenberg School of Communications.

Pub Date Nov 75

Note—70p.

Available from—Learning Systems Center, Administration 255, University of Southern California, Los Angeles, California 90007 (\$5.40)

Document Not Available from EDRS

Descriptors—\*Annotated Bibliographies, Bibliographies, Communications, \*Communication Satellites, \*Evaluation, Evaluation Methods, Information Networks, Information Sources, \*Media Technology, Social Characteristics, Social Factors, Telecommunication Identifiers—Applications Technology Satellite, ATS 6

The purpose of this bibliography is two fold: To review the 1970-75 literature on communication satellites with particular emphasis on social applications, experiments, and evaluation; and to provide future satellite planners and evaluators with a convenient overview of specific experiences. The review includes documents dealing with past, current, and planned applications, experiments, and evaluations of domestic and international satellite projects. Many of the sources give data on types of users, numbers of individuals involved, estimated cost per instruction hour, and program content. A section is provided wherein key words developed for each annotation are grouped by categories for reference. No attempt is made to include every published work in the annotated section, nor do the authors claim to have accessed all written material in this rapidly developing field. However, to assist the user who requires further investigation or information, a selected general bibliography is also provided. (Author/HB)

ED 114 093 IR 002 723

Sullivan, Daniel John

Computer Assisted Instruction for Management and Business Study: A Look to the Future.

Pub Date Sep 75

Note—125p.; Master's thesis, George Washington University

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—\*Business Education, Business Subjects, \*Computer Assisted Instruction, Computer Oriented Programs, Computers, Cost Effectiveness, Educational Technology, Equipment Utilization, Higher Education, Instructional Programs, \*Management Education, \*Public Administration Education, State of the Art Reviews

Business and management study programs are making increasing but still limited use of computer-assisted instruction (CAI) as an instructional tool. The cost of course development and design for business and management instruction is high, but declining hardware costs and increasing use will lower per student hour costs. CAI is now used primarily for drill and practice in mathematics, word usage, and technical skills. Only recently has it been used in complex situations involving education and business theory. Limitations in the successful application of CAI to curriculum development are due to distrust of and lack of confidence in the computer and skepticism regarding the instructional capability of any automated teaching technique. A survey of schools of business administration and management revealed that such programs now use CAI for about 5 percent of instruction. They are expected to increase their use in the next ten years to about 20 percent. (CH)

ED 114 094 IR 002 724

Simpson, Lynne S., Ed.

Planning for School Media Facilities: A Step by Step Guide to Preparing Educational Specifications.

Massachusetts State Dept. of Education, Boston.

Bureau of Library Extension.

Pub Date Jun 75

Note—68p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Audiovisual Centers, Educational Facilities, Educational Specifications, Elementary Secondary Education, Facility Guidelines, \*Facility Planning, \*Instructional Materials Centers, \*Program Planning

Designed to assist those responsible for the planning of media and learning centers, this publication gives a straightforward, checklist covering how to get started, analyze instructional needs, determine alternatives, develop specifications, and communicate with the architect. Within these topics, explicit organizational, spatial, and environmental standards are presented. The appendix includes a list of exemplary media facilities, additional sources, and sample specifications for a facility in a 2400-student high school. (HB)

ED 114 095 IR 002 725

National Center for Audio Tapes 1974-76

Catalog.

Colorado Univ., Boulder. National Center for Audio Tapes.

Pub Date 75

Note—85p.; includes supplement



Available from—National Center for Audio Tapes, Stadium Building, University of Colorado, Boulder, Colorado 80302 (\$4.50)

Document Not Available from EDRS

**Descriptors**—Art, \*Catalogs, Education, Language, Literature, Mathematics, \*Phonotape Recordings, Physical Education, Sciences, Social Sciences, Social Studies, \*Tape Recordings, Technical Education, Vocational Education

This catalog of the extensive collection of tape recordings available from the non-profit National Center for Audio Tapes includes selections in the fields of art, education, language, literature, mathematics, physical education, the sciences, the social sciences, and the vocation-technical trade. Entries are arranged by subject, description index, alphabetical listing, and producer codes. Each main entry gives series title, producer, grade level, broadcast restrictions, individual title, and running time. Tapes supplied by the Center may be duplicated as needed. Compressed or expanded speech tapes are available. (EMH)

ED 114 096

IR 002 726

Lourea, Lee Oliver, Ed.

**CVRP Patch Panel. The Newsletter of the California Video Resource Project, Number Six.**

San Francisco Public Library, Calif. Video Task Force.

Pub Date Oct 75

Note—21p.

Available from—CURP Patch Panel, San Francisco Public Library, Civic Center, San Francisco, California 94102 (Annual subscription \$10.00, individuals; \$20.00, institutions)

Journal Cit—CVRP Patch Panel; n6 Sep-Oct 1975

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Copyrights, Employment Interviews, Librarians, Library Equipment, \*Library Programs, Newsletters, Public Libraries, \*Video Cassette Systems, \*Video Equipment, \*Video Tape Recordings

**Identifiers**—\*California Video Resource Project, CVRP Patch Panel

The feature article in this issue of a monthly newsletter of the California Video Resource Project (CVRP) concerns the video art component of the San Francisco Art Festival. Other articles discuss: (1) the use of videotaped interviews to assist candidates preparing to apply for positions as librarians; (2) a conference concerning the use of videotape equipment in public libraries; (3) potential copyright and contract disputes that arise in the distribution of videotape; (4) new programs of the CVRP; (5) the duties of a videotape producer; and (6) reviews of the current literature about video technology. (EMH)

ED 114 097

IR 002 727

Lubans, John, Jr.

**Program to Improve and Increase Student and Faculty Involvement in Library Use. Second Annual Progress Report to the Council on Library Resources and the National Endowment for the Humanities for the Year September 1, 1974-August 31, 1975.**

Colorado Univ., Boulder. Libraries.

Spons Agency—Council on Library Resources, Inc., Washington, D.C.; National Endowment for the Humanities (NEAH), Washington, D.C.

Pub Date Sep 75

Note—28p.; For a related document see ED 097

864

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Economics, Higher Education, History, Information Utilization, \*Library Instruction, Library Programs, Library Research, \*Library Skills, \*Library Surveys, Program Evaluation, Questionnaires, Search Strategies, Tables (Data), \*University Libraries, Use Studies

**Identifiers**—\*University of Colorado

The library instruction program conducted at the University of Colorado consisted of classroom contact with students in the history and economics departments, and production of a slide tape. Evaluation instruments were developed for discovering present student and faculty library use and faculty attitudes toward the library, with the idea of comparing student use patterns before and after the library instruction program. The student questionnaire evaluated students' knowledge of systematic literature search techniques. Faculty were questioned on their own needs for information about library materials and

search techniques, their surmises about student library knowledge and skills, and any instruction they may have given students about using the resources in their fields. Tables of data and copies of the questionnaire are included. (LS)

ED 114 098

IR 002 728

Hayes, Robert M.

**The National Library Network, Its Economic Rationale and Funding. National Program for Libraries and Information Services Related Paper No. 9.**

National Commission on Libraries and Information Science, Washington, D. C.

Pub Date Dec 74

Note—49p.; For related documents see ED 100

387-397; IR 002 728-734

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Capital Outlay (for Fixed Assets), Cost Effectiveness, Economics, Federal Aid, \*Federal Programs, \*Financial Support, \*Information Networks, Library Expenditures, \*Library Networks, \*National Programs, Resource Centers, State Aid

**Identifiers**—Library Finance, \*National Commission Libraries Information Science

A study was made to develop a rationale for determining the economic justification for a national program of library and information services as described in the second draft of the National Commission on Libraries and Information Services Program Document. The economic rationale is based on improved cost effectiveness and improved utilization of capital resources. In finding formulas for assignment of financial responsibility to various levels of government and segments of society, several principles must be considered. Public, academic, special, and school libraries should continue to be funded by their constituencies with state and federal help where needed, while new public libraries should be funded by a mix of local, state, and federal funds. System, state, regional, and national resources should be supported by their constituencies, but should be given state and federal aid for services provided outside their constituencies. The federal government should fund the capital costs of the network, while the capital costs of resources should be born by the private sector or the constituency served. Research, development, and staff training should be funded by the responsible institutions, but the federal government should fund programs to meet the needs generated by the national network. (Author/LS)

ED 114 099

IR 002 729

Benjamin, Curtis G.

**An Economic Profile of the U. S. Book Industry. National Program for Libraries and Information Services Related Paper No. 12.**

National Commission on Libraries and Information Science, Washington, D. C.

Pub Date Nov 74

Note—28p.; For related documents see ED 100

387-397; IR 002 728-734

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Books, Capital Outlay (for Fixed Assets), Costs, \*Economics, Financial Support, Investment, Publicize, \*Publishing Industry, Reprography, Technological Advancement, Technology

**Identifiers**—National Commission Libraries Information Science

The economics of book publishing are described in this study completed for the National Commission on Libraries and Information Science. Segments of the book industry are compared by annual sales and titles published, as is profitability by categories of publishing. Operating statements of major categories are examined and capital requirements and returns on investment are compared by categories. Editorial and royalty costs; manufacturing costs and the economics of scale in hardbound and paperback publishing; sales and promotion costs; costs of mass sales and on-demand fulfillment; and general and administrative costs are discussed. Categories of income from secondary rights and risk factors in pricing in relation to unit costs and estimated sales are described. Special economic problems engendered by returns of unsold books and advances to authors are evaluated, along with advantages and costs of overseas distributors and pitfalls facing book publishers in periods of rapid technological change. (Author/PF)

ED 114 100

IR 002 730

Carvey, David

**The Relationship of the Government and the Private Sector in the Proposed National Program. National Program for Libraries and Information Services Related Paper No. 14.**

National Commission on Libraries and Information Science, Washington, D. C.

Pub Date Nov 74

Note—34p.; For related documents see ED 100

387-397; IR 002 728-734

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Federal Legislation, Federal Programs, \*Government Role, Industry, \*Information Services, \*Libraries, \*National Programs, Policy, \*Publishing Industry, Relationship

**Identifiers**—\*Information Industry, National

Commission Libraries Information Science

A study requested by the National Commission on Libraries and Information Science surveys the relationship between government and the private sector and the use of the private sector information firms by government; examines examples of government agency activities in disseminating information themselves and through the use of private sector information firms; and discusses the need for development of and adherence to a coherent and positive national policy. The economic relationship between government and the private sector and the benefits accruing to society from the use of incentives in the competitive marketplace of ideas are discussed as a basis for national policies for exploiting these incentives in the development of the proposed national program. (Author/LS)

ED 114 101

IR 002 731

Frase, Robert W.

**The Future of Federal Categorical Library Programs. National Program for Libraries and Information Services Related Paper No. 17.**

National Commission on Libraries and Information Science, Washington, D. C.

Pub Date Mar 75

Note—56p.; For related documents see ED 100

387-397; IR 002 728-734

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—College Libraries, \*Federal Aid, \*Federal Programs, \*Financial Support, \*Libraries, Library Expenditures, Library Facilities, Library Materials, Library Planning, Library Programs, \*National Programs, Policy, Public Libraries, Revenue Sharing, School Libraries, Tables (Data), University Libraries

**Identifiers**—\*Categorical Aid, Elementary Secondary Education Act, Higher Education Act, Higher Education Facilities Act, Library Services and Construction Act

libraries' share of general revenue sharing funds. Statistical tables showing federal Commission on Libraries and Information Science. The status of federal categorical and non-categorical aid to libraries is described, along with formulation methods for federal library policies and the present government climate for library planning. The evolution of federal categorical aid programs since 1956 is recapitulated, and the results are analyzed for school library materials (Elementary and Secondary Education Act Title II), public library services (Library Services and Construction Act Title I), public library construction (LSCA Title II), academic library construction (Higher Education Facilities Act), and college library materials (Higher Education Act Title II). There is also a preliminary report for fiscal year 1973-74 on libraries' share of general revenue sharing funds. Statistical tables showing federal budget figures for the various categorical aid programs are appended. (LS)

ED 114 102

IR 002 732

Stevens, Jane E.

**Urban Information Centers and Their Interface with the National Program for Library and Information Services. National Program for Libraries and Information Services Related Paper No. 23.**

National Commission on Libraries and Information Science, Washington, D. C.

Pub Date May 75

Note—40p.; For related documents see ED 100

387-397; IR 002 728-734

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Community Information Services, Federal Programs, Financial Support, Information Needs, Information Services, Library Ser-

vices, \*National Programs, Personnel, Site Selection, \*Urban Areas  
**Identifiers**—National Commission Libraries Information Science

The needs and services of urban community information centers are examined in a study commissioned by the National Commission on Libraries and Information Science (NCLIS). Following discussions of kinds of information and who needs it, there is a survey of current and recent community information proposals and programs. Major problems of these programs including organization and delivery of data, location of centers, staffing, and financing; the benefits derived from such centers; and the implications for NCLIS are also covered. Programs in Baltimore County, Brooklyn, and Philadelphia are described, and a bibliography is attached. (LS)

**ED 114 103** **IR 002 733**

*Williams, Martha*

**The Impact of Machine-Readable Data Bases on Library and Information Services. National Program for Libraries and Information Services Related Paper No. 26.**

National Commission on Libraries and Information Science, Washington, D. C.

Pub Date Apr 75

Note—35p.; For related documents see ED 100 387-97; IR 002 728-34

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors**—Computers, \*Data Bases, \*Information Retrieval, Information Science, \*Information Services, Information Storage, Library Services, Library Technical Processes, National Programs, \*Networks, Telecommunication  
**Identifiers**—\*National Commission Libraries Information Science, NCLIS

The growth and proliferation of machine-readable data bases have created a need to consider the nature of recent developments, the impact of those developments on library and information services, and their relationship with the National Commission on Library and Information Science (NCLIS) program. Data bases may contain information in a variety of forms, may be produced by government or private business, and may be discipline, mission, or problem oriented, or inter- or multi-disciplinary. The availability of such data bases may cause changes in such library activities as journal acquisition and interlibrary loans; or libraries may provide search services, act as intermediaries in preparing searches, or refer people to appropriate information services. The role of NCLIS should be to support education, training, and research in the use of data bases, help expand service to new constituencies, encourage improvement of retrieval systems, promote the use of telecommunications, and provide a basis for networks and data base sharing in all sectors of the information community. (LS)

**ED 114 104** **IR 002 734**

*Ball, Alice Dulany*

**The Role of the United States Book Exchange in the Nationwide Library and Information Services Network. National Program for Libraries and Information Services Related Paper No. 27.**

National Commission on Libraries and Information Science, Washington, D. C.

Pub Date May 75

Note—32p.; For related documents see ED 100 387-397; IR 002 728-734

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors**—Books, \*Federal Programs, Interlibrary Loans, \*Library Cooperation, \*Library Materials, Library Networks, \*National Programs, Periodicals  
**Identifiers**—National Commission Libraries Information Science, \*United States Book Exchange, USBE

The National Commission on Libraries and Information Science's (NCLIS) nationwide information program is based in part on the sharing of resources. The United States Book Exchange (USBE) and its existing services may have a role in this program, since the USBE's major function is the preservation and maximum utilization of publications through maintaining and servicing a cooperatively developed clearinghouse for surplus library materials. Established in 1948, the USBE is a membership organization of U.S. and Canadian libraries, with services to foreign libraries provided by grants or fees. The exchange has also begun an interlibrary loan program, and has experimented with microform supply of certain kinds of materials and with brokerage of materi-

als for libraries. Given its cooperative structure and the large scope of materials with which it deals, USBE may serve as a model for NCLIS program components, as a network component itself, or as a resource for several components. Special areas of expertise which might be useful to NCLIS are contact with foreign libraries, disaster aid to libraries, copyright problems, handling fee patterns, and interlibrary loan services. (LS)

**ED 114 105** **IR 002 735**

*Tunstall, Jeremy, Ed.*

**The Open University Opens.**

Pub Date 74

Note—191p.

Available from—University of Massachusetts Press, Amherst, Massachusetts 01002 (\$10.00)

**Document Not Available from EDRS**

**Descriptors**—Autoinstructional Aids, College Faculty, College Students, \*Correspondence Courses, \*Curriculum Development, Educational Programs, Educational Strategies, Educational Television, Enrollment, \*Higher Education, Individualized Instruction, \*Open Enrollment, Program Descriptions, Tutorial Programs, Tutoring

**Identifiers**—Great Britain, \*Open University

Conceived by the British Labor Government in the 1960's the Open University was viewed as a way to extend higher education to Britain's working class, but enrollment figures in classes that represent traditional academic disciplines show that the student population is predominantly middle class. Bringing education into the home presents numerous pedagogical problems; among them are: (1) translating lectures into self-explanatory, auto-instructional packages that can be delivered through the mail; (2) coordinating the instructional presentation to coincide with the availability of public broadcast time; (3) the design and publication of reading materials, experimentation kits, and exams; and (4) the organization of regional tutorial offices. The resulting individualized approach is impressively economical compared with the cost of the traditional university. (EMH)

**ED 114 106** **IR 002 736**

*McRae, R. K.*

**The Overhead Projector. Medical Education Booklet No. 4.**

Association for the Study of Medical Education, Dundee (Scotland).

Pub Date Mar 75

Note—25p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Audiovisual Aids, \*Audiovisual Instruction, Guides, Multimedia Instruction, \*Overhead Projectors, \*Projection Equipment, Teaching Methods, Teaching Techniques, Visual Aids

By providing the instructor with a nearly limitless surface to write on and the opportunity to simultaneously face students and project a graphic display on an overhead screen, the overhead projector has provided the teacher with an opportunity to improve the clarity of his instruction and to make class presentations more stylish and interesting. The use of the overhead projector is enhanced by mastering a few basic techniques and by preparing appropriate visual displays. Techniques for generating quality graphics are discussed. (EMH)

**ED 114 107** **IR 002 737**

*Kundu, Mahima Ranjan*

**How to Make Simple Super-8 Movies from Television Broadcast for Classroom Teaching.**

City Univ. of New York, Jamaica, N.Y. York Coll.

Pub Date 75

Note—6p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Classroom Techniques, \*Film Production, \*Films, Guidelines, \*Material Development, Media Technology, \*Production Techniques, \*Television, Video Equipment  
**Identifiers**—Super 8 Films

This paper discusses the techniques used to make Super-8 movies from television broadcasts. The purposes of making such movies are twofold: (1) to allow teachers to use special television programs of educational nature for classroom instruction, and (2) to store information from television programs for future viewing. Step-by-step directions for making these movies and a list of needed equipment are included. (Author/HB)

**ED 114 108** **95** **IR 002 738**

*Katzman, Natan*

**Public Television Program Content: 1974. Advance Edition.**

Corporation for Public Broadcasting, Washington, D.C.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Pub Date Jul 75

Note—166p.

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors**—Educational Television, Media Research, Program Effectiveness, \*Program Evaluation, \*Programming (Broadcast), \*Public Television, \*Television Research, \*Television Surveys

**Identifiers**—\*Corporation For Public Broadcasting, National Center For Educational Statistics

As part of a program of statistical reports on public broadcasting, a survey requested 147 public broadcasting stations to supply information about their operations during one week in 1974. Data were collected about instructional television services, "Sesame Street," "The Electric Company," general and news programming, any programs produced for a special or target audience, local programming, and Public Broadcasting and prime-time programming. Extensive data tables document the survey results, and the details of the survey methodology are contained in several appendix sections. (HB/JY)

**ED 114 109** **IR 002 739**

*Thompson, Glenn J.*

**Individualized Instruction and the Role of the Media Specialist.**

Pub Date Jul 75

Note—13p.; Paper presented at the Educational Media and Technology Conference (Stout, Wisconsin, July 21-23, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Audiovisual Instruction, \*Bibliographies, \*Individualized Curriculum, \*Individualized Instruction, \*Media Specialists, \*Media Technology

To appeal to a student's interest, to challenge him at his own level, and to approach him with a method that is consistent with his own style of learning, it is necessary for education to be a highly individualized experience. The increased use of individualized instruction and independent study have placed the librarian in a new role, assisting the teacher and the independent student to organize individual, multimedia learning experiences. To increase his impact as an educator, the media specialist should become acquainted with literature concerning individual learning packages and its supporting technology. A brief bibliography is included with some 60 entries concerning media and individualized instruction. (EMH)

**ED 114 110** **IR 002 740**

*Richards, William D., Jr.*

**A Manual for Network Analysis (Using the NEGOPY Network Analysis Program).**

Stanford Univ., Calif. Inst. for Communication Research.

Pub Date Jun 75

Note—94p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—Algorithms, Computer Programs, \*Information Theory, \*Intercommunication, Models, \*Networks, \*Social Systems, \*Topology

**Identifiers**—NEGOPY, \*Network Analysis Program

Network Analysis is an observational system focusing on the relationships of individuals within a system—their subgroups, their leaders, and the frequency of their communications. The strength of relationships can be measured by examining the incidence and duration of intercommunications. Using data accumulated by questioning each member of the organization, the computer employs a prescribed set of algorithms, the Network Analysis Program (NEGOPY), to yield a topological interpretation of individuals, subgroups, and intercommunications. (EMH)

**ED 114 111** **IR 002 741**

*Richards, William D., Jr. Lindsey, Georg*

**Social Network Analysis: An Overview of Recent Developments.**

Pub Date 2 Nov 74

Note—25p.; Paper presented at the American Cybernetics Society Conference (Philadelphia, Pennsylvania, October 31-November 2, 1974)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Computer Programs, \*Information Theory, Intercommunication, \*Models, \*Networks, Social Structure, \*Social Systems  
**Identifiers**—NEGOPY, \*Network Analysis Program

Previous attempts to describe the "structure" of social systems have failed either because of the researcher's presuppositions about the system or because of his inability to deal with the massive amounts of data that a human system necessarily generates. Recent advances in computer software, Network Analysis Program (NEGOPY), have made it possible to gather data about the communications between people and to have the computer translate the results into a topological interpretation of their relationship. Once the computer has identified individuals as either isolates, group members, or liaisons agents, descriptive statistical techniques can be used to further explain the variety and intensity of relationships. (EMH)

**ED 114 112** IR 002 742

*Mundy, Elaine, Comp. Reinhardt, Richard, Comp.*

**Book Sale Manual.**

Friends of the San Francisco Public Library, Calif.

Pub Date 75

Note—42p.

Available from—Friends of the San Francisco Public Library, Civic Center, San Francisco, California 94102 (\$4.00 Prepaid)

**Document Not Available from EDRS**

**Descriptors**—\*Citizen Participation, Community Involvement, \*Community Organizations, Community Support, \*Financial Support, Library Programs, Manuals, Publicize, \*Public Libraries, Volunteers

**Identifiers**—\*Book Sales, California (San Francisco), Friends of the Library, Friends of the San Francisco Public Library, San Francisco Public Library

The Friends of the San Francisco Public Library have compiled detailed information about its benefit book sales and presents it here as a guide for those who wish to organize sales in their own communities. The committees needed to operate the sale are listed, and the duties of the chairmen are described. Suggestions are given for collecting books, publicizing the need for books, sorting into categories, and pricing books and magazines. Information on staffing the sale includes lists of volunteers and paid staff needed, suggestions for volunteer recruitment, and sample recruitment and information documents. Suggestions for making arrangements are listed, as are needed supplies and instructions for cashiers. Publicity ideas, a special preview sale, and methods for counting the proceeds are also discussed. Financial summaries of the most recent San Francisco sales are attached. (LS)

**ED 114 113** 95 IR 002 745

**Acronyms and Initialisms of Library Networks. Second Version.**

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Dec 75

Contract—NIE-C-74-0027

Note—16p.

Available from—Box E, School of Education, Stanford University, Stanford, California 94305 (Check made payable to "Box E" must accompany order; \$1.50. If purchased with IR 002 746 and 747, \$5.00 for all three)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Abbreviations, \*Information Networks, \*Libraries, Library Cooperation, \*Library Networks, Library Reference Services  
 This second compilation of library network acronyms and initialisms cites 61 networks throughout the United States. Each annotated entry includes the network's acronym or initials, name, and address. A source of further information is cited in many entries, and an ED number is given for references available through the Educational Resources Information Center (ERIC). (Author/DS)

**ED 114 114** IR 002 748

*Brooks, Jean S. Reich, David L.*

**The Public Library in Non-Traditional Education.**

Pub Date 74

Note—244p.

Available from—ETC Publications, 18512 Pierce Terrace, Homewood, Illinois 60430 (\$10.00)

**Document Not Available from EDRS**

**Descriptors**—\*Adult Education, Bibliographies, Budgets, College Credits, Higher Education, \*Independent Study, Individual Study, \*Library Extension, Library Facilities, Library Materials, Library Research, Open Education, Post Secondary Education, Professional Training, Program Evaluation, Publicize, \*Public Libraries, Statistical Data, Study Guides

**Identifiers**—College Level Examination Program, \*Dallas Public Library, Southern Methodist University, Texas (Dallas)

The Dallas Public Library reports on a two-year independent study project (ISP) developed in cooperation with Southern Methodist University and the College Level Examination Program (CLEP). Activities described include: provision of an information and materials distribution center for CLEP; making available information about area colleges and universities; advising and counseling adults in the furthering of their educational objectives; motivating business and industry to encourage their employees toward independent study; evaluating the effectiveness of the public library in ISP's; and providing information for the entire public library field in this educational area. Separate chapters cover the recruitment needs and characteristics of the independent students; the facilities, locations, equipment, and materials of the five participating branch libraries; the training and problems of the librarians, and the demands made upon them by the ISP; the study guides, reading lists, and other materials of the project; the participation and cooperation of local colleges and universities; and an evaluation of the project, including some possibilities for the future. Appendixes contain the proposal and two-year budget, publicity and recruitment items, a paper on how to study independently, and a study guide and reading list for one course in Afro-American history. (LS)

**ED 114 115** IR 002 749

*Nevin, David G.*

**Sights and Sounds Circa 1776; Early American Materials in Non-Book Formats.**

Washington Univ., St. Louis, Mo. Univ. Libraries.

Pub Date Oct 75

Note—21p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—American History, Bibliographies, \*Colonial History (United States), \*Films, \*Music, \*Newspapers, Periodicals, \*Revolutionary War (United States)

**Identifiers**—\*John M Olin Library, Washington University

Early American materials in non-book formats available at Washington University's John M. Olin Library are listed. Microform materials include: books, pamphlets and broadsides printed between 1636 through 1800; 700 rare volumes from the colonial, revolutionary, and federal periods from the University of Virginia; American plays from 1714-1830; and all available periodicals published between 1728-1860. Early American newspapers are listed (1) alphabetically by state and then by city and (2) alphabetically by title. A one page bibliography of certain official British documents from 1547-1900 is included. Phonorecords cover chamber, vocal, keyboard and folk music of the period. There is a three page listing of appropriate 16mm films for rental with the name of the source from which they can be ordered. (NR)

**ED 114 116** IR 002 751

*Leal, Ralph A.*

**A Primer on Artificial Intelligence.**

Pub Date 75

Note—33p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Artificial Intelligence, \*Bionics, Computer Programs, \*Cybernetics, Information Theory, Intelligence Factors, Machine Translation, \*Programming Languages

A survey of literature on recent advances in the field of artificial intelligence provides a comprehensive introduction to this field for the non-technical reader. Important areas covered are: (1) definitions, (2) the brain and thinking, (3) heuristic search, and (4) programming languages used in the research of artificial intelligence. Some examples of artificial intelligence are described. Suggestions for additional reading and a 28-item bibliography are appended. (DS)

**ED 114 117** IR 002 752

*Gibson, Mary Jane Kaczmarek, Mildred*

**Finding Information in the Library: A Guide to Reference Sources for Rochelle High School Students.**

Rochelle Township High School District 212, Ill.

Pub Date 75

Note—74p.

Available from—Rochelle Township High School, Rochelle, Illinois 61068 (\$2.00)

**Document Not Available from EDRS**

**Descriptors**—High School Curriculum, \*Library Guides, \*Library Instruction, \*Library Skills, \*Reference Books, Reference Materials, \*School Libraries, Secondary Education

This two part handbook introduces students to library sources in conjunction with their curriculum needs. Part 1, covering basic reference tools, is used in a library research skills unit of first semester freshman English classes. Students are introduced to the Dewey Decimal System; the card catalog; parts of a book and such reference sources as encyclopedias, dictionaries, almanacs, atlases, biographical dictionaries, The Reader's Guide, and audiovisual material. Part 2 covers specific subject reference works, briefly described, in the following major subject areas: Art and Music; History and Geography; Language, Rhetoric, and Speech; Literature; Drama and Shakespeare; Mass Media; Philosophy and Psychology; Religion, Mythology, and Folklore; Science and Technology; Social Sciences, Sport and Recreation. (NR)

**ED 114 118** IR 002 755

*Bjorklund, Gail Briggs, Anne*

**Multi-Media Instructional Materials for Child Development/Parent Education Programs.**

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 75

Grant—OEG-0-74-2717

Note—17p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Child Development, \*Child Rearing, Deaf Children, Handicapped Children, Junior High Schools, Learning Disabilities, \*Multimedia Instruction, \*Parenthood Education, \*Preschool Education

**Identifiers**—Encouraging Development, \*Facilitative Environment, FEED, Indiana University, Institute for Child Study

Multi-media materials were used in a federally funded project, Facilitative Environment Encouraging Development (FEED), to teach child development and parenting skills to junior high students. Six criteria were used in material selection: (1) Content reflects a developmental approach; (2) Learning is characterized by an active, doing approach; (3) Content is related to practical experience; (4) Skills in critical thinking and inductive reasoning are developed; (5) A variety of life styles is depicted; (6) Topics can be covered in a realistic time period. The recommended materials are listed with annotations that include scope, content and main use. (NR)

**ED 114 119** 95 IR 002 756

*Miller, Marilyn L., Ed. Geppert, Alida L., Ed.*

**Futurism and School Media Development; Proceedings of a Higher Education Institute (August 10-17, 1974).**

Western Michigan Univ., Kalamazoo. School of Librarianship.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 75

Note—237p.

**EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage**

**Descriptors**—\*Educational Accountability, Evaluation, Futures (of Society), \*Instructional Materials Centers, Instructional Media, Library Education, Library Guides, Library Networks, \*Library Planning, \*Library Standards, Media Specialists, Regional Libraries, \*School Libraries

**Identifiers**—Illinois Plan, \*Media Programs District and School

The Institute on Futurism and School Media Development, held at Western Michigan University, August 1974, presented 20 papers to 104 state leaders in educational media. The principal focus of the convention was the 1975 national guidelines for school media programs, "Media Programs: District and School," and several papers addressed themselves to an explanation

and description of that document. There was an analysis of the Illinois library network system, the problems of networking, and its application to school media development. The principles of accountability in education were explored, and the failure of the new guidelines to provide for a means of ascertaining learning growth was examined. Other topics covered included the need for long range planning, establishment of future goals, the necessity for a restructuring of the library science curriculum, the expanding role of the media specialist, and techniques available for evaluation of media centers. (NR)

**ED 114 120** IR 002 757

*Flinck, Rune*

**Two-Way Communication in Distance Education; an Evaluation of Various Modes.**

Lund Univ. (Sweden). Dept. of Education.  
Pub Date 75

Note—17p.; Pedagogical Bulletin, 1975-2

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*Adult Education, \*Correspondence Study, Dial Access Information Systems, \*Feasibility Studies, Higher Education, \*Teaching Techniques, \*Telephone Instruction, Tutoring, Use Studies

**Identifiers—**\*Sweden

A three-year study of two-way communication in correspondence education was conducted at the University of Lund in Sweden. Data were collected for three experimental series concerning: (1) the assignment for submission, (2) systematic telephone tutoring, (3) correspondence study combined with group meetings. Series One was a study of the structure of postal two-way communication; answers were sent to the school, corrected, and returned to the student. Series Two investigated the possibility of reinforcing the postal two-way communication with the aid of telecommunication, so the tutor systematically called the student after the lesson had been corrected and returned. In an effort to avoid the isolation of home correspondence study, students in Series Three participated in group meetings. Final results from the project will be published at a later date. Twelve references are cited. (Author/DS)

**ED 114 121** IR 002 758

*Fleischer, Eugene B.*

**Bibliographic Citations for Nonprint Materials; a Manual for Writers of Term Papers and Theses. Preliminary Edition.**

New Jersey Association for Educational Communications and Technology.

Pub Date 75

Note—42p.

Available from—NJAECT, Dr. Alpha Myers, 26 Chadwick Drive, Nutley, New Jersey 07110 (\$2.00, check made out to: N.J. A.E.C.T. must accompany order)

**Document Not Available from EDRS**

**Descriptors—**\*Audiovisual Aids, \*Bibliographic Citations, \*Cataloging, Educational Games, Films, Filmstrips, \*Instructional Materials, \*Manuals, Microforms, Phonograph Records, Phonotape Recordings, Realia, Slides, Video Tape Recordings

**Identifiers—**\*Nonprint Media

A manual for cataloging nonprint materials reflects the recent agreement among authorities in the fields of library science and educational technology on cataloging rules, including terminology and order of entry. Written to produce citations compatible with established footnote and bibliographic forms, this manual can be used as a companion text to any style manual for writing scholarly papers. The two main sections cover (1) general rules for footnotes and bibliographic citations and (2) specific rules for entry of the elements of the collation. The latter section includes representative samples of footnotes and bibliographic citations for all nonprint media. A thirteen-item bibliography and a glossary of abbreviations are included. (Author/DS)

**ED 114 122** IR 002 759

*Contreras, Eduardo And Others*

**The Effects of Cross-Cultural Broadcasting. A Study Prepared for UNESCO.**

Stanford Univ., Calif. Inst. for Communication Research.

Pub Date Jun 75

Note—114p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors—**Audiences, \*Broadcast Industry, Commercial Television, \*Communication Problems, Communication Satellites, \*Cross Cultural Studies, Cultural Background, \*Cultural Differences, Cultural Environment, Television, \*Television Viewing, Visual Literacy

The Institute for Communication Research at Stanford University collected and synthesized existing data on cross-cultural broadcasting throughout the world. In their report, details are provided about four types of effects resulting from cross-cultural broadcasting: (1) cultural effects with emphasis on the trend of research in radio, television, and film broadcasts; (2) the effect of linguistics in international radio, commercial broadcasting, minority languages, and standardization; (3) psychological effects of communications and visual perception; and (4) political effects. Twelve footnote references and a bibliography of over 100 items are included. (DS)

**ED 114 123** IR 002 760

*Gulliford, Nancy L.*

**Audio/Visual Ratios in Commercial Filmstrips.**

Pub Date Dec 74

Note—31p.; For a related document see IR 002 766

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**\*Audiovisual Aids, Audiovisual Programs, Delivery Systems, Educational Television, Elementary Secondary Education, \*Feasibility Studies, \*Filmstrips, Higher Education, Instructional Materials Centers, Library Collections, Library Materials, \*Media Research, Media Technology, \*Speech Compression, Statistical Data, Surveys, Tables (Data), Use Studies

**Identifiers—**\*VIDAC, Video Audio Compressed

Developed by the Westinghouse Electric Corporation, Video Audio Compressed (VIDAC) is a compressed time, variable rate, still picture television system. This technology made it possible for a centralized library of audiovisual materials to be transmitted over a television channel in very short periods of time. In order to establish specifications for equipment design, existing commercial audiovisual programming was evaluated to determine the length and the number of picture changes in a typical commercial program. Characteristics of 4,000 titles from 27 companies were surveyed and coded to grade level and subject area. Statistical tables and graphs show the distribution of surveyed programs by subject and grade level. Graphs and additional material relate the characteristics of the surveyed commercial filmstrips to the VIDAC technology. (Author/DS)

**ED 114 124** IR 002 761

*Larson, D. F. Terry, C.*

**Advanced Simulation in Undergraduate Pilot Training: Systems Integration. Final Report (February 1972-March 1975).**

Air Force Human Resources Lab., Brooks AFB, Texas.

Report No—AFHRL-TR-75-59(7)

Pub Date Oct 75

Note—69p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**Aircraft Pilots, Autoinstructional Programs, Computer Assisted Instruction, Educational Programs, \*Flight Training, \*Instructional Systems, Integrated Activities, Military Training, \*Simulators, Training Techniques, \*Undergraduate Study

**Identifiers—**\*Advanced Simulator Undergraduate Pilot Training, ASUPT, CIG, Computer Image Generator, ICD, Interface Control Document

The Advanced Simulator for Undergraduate Pilot Training (ASUPT) was designed to investigate the role of simulation in the future Undergraduate Pilot Training (UPT) program. The problem addressed in this report was one of integrating two unlike components into one synchronized system. These two components were the Basic T-37 Simulators and their various subcomponents developed by Singer under another contract, and the Computer Image Generator (CIG), developed by General Electric. This integration included not only the physical mating of the CIG system with the basic simulator computer, instructor-operator stations, visual displays, and cockpits, but also the computer software integration to make the visual scene correlate with the flight instruments and the real world. The selected approach to integrating the CIG system was one of planned organization. An

Interface Control Document (ICD) was drafted early in the program which identified the hardware and the software interface between the two systems. The authors concluded that the success of this effort was in the organization and maintenance of the ICD and the advance planning for the integration of the computer systems. (Author/HB)

**ED 114 125** IR 002 762

*Pruitt, Gary K. Dieterly, Duncan L.*

**Digital Avionics Information System Preliminary Life-Cycle-Cost Analysis. Final Report (November 1974-May 1975).**

Air Force Human Resources Lab., Brooks AFB, Texas.

Report No—AFHRL-TR-75-34

Pub Date Sep 75

Note—68p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**Aerospace Industry, \*Aviation Technology, Cost Effectiveness, \*Information Systems, Mathematical Applications, \*Models, Operations Research, Program Costs, Program Evaluation, Systems Analysis

**Identifiers—**DAIS, Digital Avionics Information System

The results of a study to evaluate the potential life-cycle costs and cost savings that could be realized by applying the Digital Avionics Information System (DAIS) concept to future avionic systems were presented. The tasks evaluated included selection of program elements for costing, selection of DAIS installation potential, definition of a life-cycle-cost model, data collection and execution of the model. The results of the analysis indicated that the DAIS approach to avionics integration provided the potential for significant savings. The cost benefits that could be derived from the various DAIS-concept elements for the different life-cycle phases were described. Several tables of data, a bibliography, and a glossary of terms are appended. (Author/HB)

**ED 114 126** IR 002 764

*McAnany, Emile G. And Others*

**Studying Instructional Television: What Should Be Evaluated.**

Stanford Univ., Calif. Inst. for Communication Research.

Pub Date Dec 73

Note—122p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors—**Data Analysis, \*Educational Accountability, Educational Assessment, \*Educational Television, \*Evaluation, \*Evaluation Methods, Failure Factors, Information Dissemination, Questionnaires, Success Factors

The evaluation of instructional television (ITV) is a new field with evaluation methods largely borrowed from other disciplines. The evaluator is not apt to be trained specifically in this area but will learn "on the job" while defining his role for those with whom he works. The evaluator should consider the following recommendations: (1) Evaluation should be an integral part of the ITV project plan; (2) The evaluator should help project planners define their short and long term goals; (3) Unintended results may be a by-product of the project and should not be overlooked; (4) Improving the methods of cost analysis is a very important area for future evaluations; (5) The evaluator should balance those aspects of the program that require definite decisions and those that seem most critical for the program's survival; (6) A reasonable time frame should be observed and decision deadlines met; and (7) Results should be communicated in a clear and useful fashion to the right person. A five page bibliography is included together with a variety of sample guidelines and questionnaires used in other evaluation studies. (Author/NR)

**ED 114 127** IR 002 766

*Diambra, Henry M. And Others*

**VIDAC: A New Technology for Increasing the Effectiveness of Television Distribution Networks: Report on a Feasibility Study of a Central Library "Integrated Media" Satellite Delivery System.**

Pub Date 8 Sep 75

Note—63p.; For a related document see IR 002 760

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**Audiovisual Aids, \*Communication Satellites, \*Delivery Systems, Educational Television, \*Feasibility Studies, Films, Higher

Education, Instructional Media, Libraries, Library Collections, Medical Libraries, Outreach Programs, \*Rural Education, \*Speech Compression, Statistical Data, Tables (Data), Teaching Methods, Television Research, Television Viewing, Use Studies  
**Identifiers**—\*VIDAC, Video Audio Compressed VIDAC (Video Audio Compressed), a new technology based upon non-real-time transmission of audiovisual information via conventional television systems, has been invented by the Westinghouse Electric Corporation. This system permits time compression, during storage and transmission of the audio component of a still visual-narrative audio presentation by a factor of 480:1. The Westinghouse Electric Corporation in close cooperation with the Veterans Administration and a number of other State and Federal agencies conceived and implemented a ten-week feasibility study of a central library medical information delivery system for rural users utilizing the Applied Technology Satellite (ATS-6) transmission facilities. Technically, the VIDAC prototype system proved feasible for further development, and viewer evaluation indicated that users were highly positive about VIDAC and felt that it filled a specific need for improving the delivery of educational materials. Three schematic drawings illustrate the method used for compression. A 16-item bibliography is included. (Author/DS)

**ED 114 128** IR 002 767

*Faconti, Victor Epps, Robert*  
**Advanced Simulation in Undergraduate Pilot Training: Automatic Instructional System. Final Report for the Period March 1971-January 1975.**

Air Force Human Resources Lab., Brooks AFB, Texas.

**Report No**—AFHRL-TR-75-59(4)

**Pub Date** Oct 75

**Note**—70p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—Aircraft Pilots, Autoinstructional Aids, \*Autoinstructional Programs, Aviation Technology, Educational Programs, \*Flight Training, \*Instructional Systems, Military Training, \*Simulators, Teaching Methods, Training Techniques, \*Undergraduate Study  
**Identifiers**—\*Advanced Simulator Undergraduate Pilot Training, ASUPT, Automated Instructional System

The Advanced Simulator for Undergraduate Pilot Training (ASUPT) was designed to investigate the role of simulation in the future Undergraduate Pilot Training (UPT) program. The Automated Instructional System designed for the ASUPT simulator was described in this report. The development of the Automated Instructional System for ASUPT was based upon the research requirements for: (1) malfunction insertion, (2) variation of task difficulty, (3) performance feedback, (4) demonstration and replay, (5) data recording, (6) instructor feedback, and (7) maneuver sequencing. The system provided the instructor with the information necessary to exert simulator control and a variety of hardware and software instructional capability; as such, the system presented one of the most important elements of ASUPT. (Author/HB)

**ED 114 129** IR 002 768

*Cieri, Marie Corse*  
**The Electronic Blackboard.**

**Pub Date** May 74

**Note**—28p.; Partial fulfillment of course requirements of Teacher Education 554, Monmouth College

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Audiovisual Communication, \*Chalkboards, Electronic Classrooms, Electronic Equipment, Facsimile Communication Systems, Facsimile Transmission, Higher Education, \*Instructional Innovation, Instructional Materials, \*Literature Reviews, Statistical Data, \*Telecommunication

**Identifiers**—Bell Laboratories, \*Telewriting

A review discusses the background of the experimental electronic blackboard and its role as an audiovisual aid in instruction. Brief details of several systems are given: the Victor System, Electrowriter Remote Blackboard (VERB); Carbon County Wyoming Project; University of Tennessee Project; the Quebec Project in Canada; New York Institute of Technology (NYIT) Communication Linked Classroom; the University of

Illinois VERB Project. Seventeen items are cited in a bibliography. The Bell Labs' electronic blackboard and a picture and information about the Victor System are appended. An eight-page statistical report on the Quebec project is attached. (DS)

## JC

**ED 114 130** JC 750 551

*Parker, Garland G.*

**Collegiate Enrollees in American 2-Year Institutions, 1974-75: Statistics, Interpretations, and Trends. ACT Special Report 14.**

American Coll. Testing Program, Iowa City, Iowa.

**Report No**—ACT-SR-14

**Pub Date** 75

**Note**—52p.

Available from—ACT Publications, P.O. Box 168, Iowa City, Iowa 52240 (Order No. 4-4-14, \$2.00)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—College Faculty, \*College Freshmen, Community Colleges, \*Enrollment, Enrollment Projections, \*Enrollment Trends, Females, Geographic Regions, \*Junior Colleges, Males, \*Part Time Students, Post Secondary Education, Private Colleges, Statistical Data, Technical Institutes, Vocational Education

This report compiles 1974-75 enrollment data for 923 American two-year post-secondary institutions. Comprehended in this report are post-secondary two-year junior and community colleges; multi-purpose technical and/or vocational schools and institutes; and university branch colleges, campuses, and centers. Total enrollment was 2,819,583, a rise of 11.9 percent from 1973-74. Part-time enrollment totaled 1,553,399, a rise of 17.7 percent. Full-time enrollment totaled 1,266,184, a rise of 5.8 percent. Six tables break the data down by type of institution (public, church-affiliated, proprietary, or independent), by geographical regions and states, by sex of students, and year in school. Data are also provided on the full-time and total teaching staffs of each of the 923 institutions. The six tables, which make up the bulk of this document, are discussed in a short introductory narrative in which trends are described, and projections are made. The report is intended to be of primary importance in post-secondary higher education planning. The slowing of the freshman flow in 1974-75 provides further evidence of the need for two-year institutions to continue their activity in providing increased educational opportunity for nontraditional and other continuing education students in part-time programs. (Author/NHM)

**ED 114 131** JC 750 554

*Trufant, John E. Kelly, Sarah J.*

**Research in the Virginia Community College System; An Annotated Bibliography, Topical Listing, and College Listing of Research Projects Conducted at Virginia Community Colleges through July 15, 1974.**

Virginia State Dept. of Community Colleges, Richmond.

**Pub Date** Aug 74

**Note**—41p.; For a related document, see JC 750 585

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Annotated Bibliographies, \*Bibliographies, Classroom Research, College Administration, Community Colleges, Community Study, Counseling, Followup Studies, Graduate Surveys, \*Institutional Research, \*Junior Colleges, Student Characteristics  
**Identifiers**—\*Virginia Community College System

This document provides a means of improving and formalizing the communication of institutional research conducted at the 23 colleges in the Virginia Community College System. Over 160 reports are arranged in three sections. The first section annotates 44 of the studies, which were selected on the basis of anticipated interest, quality of study design, narrative sections on findings, and program innovation. Annotations are arranged by nine topics: follow-up studies, experimental studies, innovations, community, counseling and guidance, student profiles, instruction, administration, faculty and staff. The second section lists all studies by topic, and the third lists

all studies by college. The types of materials included vary considerably, from sophisticated experimental designs to casual descriptive studies, from routine reports to innovative proposals. Series of routine reports are compiled separately in the topical listing. Although some reports did not seem to be in the "research" category at all, for the most part the listing is inclusive, not exclusive. However, the file from which this document was prepared does not necessarily contain all of the reports conducted by the 23 colleges. (NHM)

**ED 114 132** JC 750 560

*Oregon Community Colleges: A Study of Their Administrations, Policies, and Impact on Their Communities. Report and Recommendations of the Community College Study Committee to the Foundation for Oregon Research and Education.*

Foundation for Oregon Research and Education, Portland.

**Pub Date** Sep 75

**Note**—117p.

Available from—Foundation for Oregon Research and Education, 222 S.W. Morrison, Portland, Oregon 97204 (\$10.00)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—\*Accountability, College Curriculum, Community Colleges, Community Services, \*Educational Assessment, \*Educational Finance, Expenditure Per Student, Governance, Government Role, Instructional Programs, \*Junior Colleges, Operating Expenses, \*State Surveys, Statistical Surveys, Student Enrollment, Tables (Data)

**Identifiers**—\*Oregon

To evaluate the use of public tax dollars in the field of community college education in Oregon, five committees composed of business and professional leaders were established, each having responsibility for an area of emphasis: governance, finance, programs, community services, and students. In general, the comprehensive community college concept as defined by legislative statute is supported in this final study report. This concept includes: the three-part program classification of vocational/technical, lower division collegiate, and community education; the open admission policy; the present system of local autonomy within broad state policies and under the direction of a local district board; and the present general funding pattern of 50 percent from the state general fund, 30 percent from district property taxes, and 20 percent from student tuition. However, each committee makes a number of recommendations which can be implemented within present broad legislative guidelines: e.g., colleges should avoid or eliminate academic ranking of instructors; communication should be improved between the State Board of Education, the community colleges, the public, and legislators. Over half the document is devoted to appendices of data related to enrollment distribution and trends by program area, operating income and expenditures, and curriculum. (NHM)

**ED 114 133** JC 750 563

*Hinrichsen, Keith A.*  
**Administrative Reorganizational Needs in Chicano Studies at Cerritos College.**

**Pub Date** 25 Apr 75

**Note**—31p.; Ed.D. Practicum, Nova University

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Administrative Organization, Administrative Personnel, Budgets, Day Programs, Departments, \*Ethnic Studies, Evening Programs, Faculty Mobility, \*Junior Colleges, \*Mexican Americans, \*Part Time Teachers, Surveys

**Identifiers**—Cerritos College, \*Chicano Studies Program

The Chicano Studies (CS) Program at Cerritos College (California) is administratively recognized but instructionally dependent, with courses offered through four of the college's Divisions. Pressure has been brought to bear by the Citizens' Resource Committee to grant the program administrative autonomy, a separate instructional budget, and a full-time Coordinator. This study examines the reorganizational needs of the CS program in light of these demands and the college situation. Employment trends of part-time and full-time CS instructors and instructor turnover rates were analyzed. A comparison of part-time instructor attrition in regular and CS sections of the same courses revealed that both ex-



ceeded the 33 percent limit regarded as essential for program stability. A descriptive survey of 10 urban community colleges with CS programs in California was conducted; three programs were administratively autonomous, half had independent budgets, and all 10 reported that most classes were taught by full-time faculty. On the basis of the findings, employment of a full-time Coordinator, full-time faculty, and central budget coordination are recommended, but administrative autonomy is not recommended. A review of the literature is included. (BB)

**ED 114 134** JC 750 565

*Alfred, Richard L.*

**Conceptual Requirements for a Plan of Institutional Development: Answering the Unanswerable.**

Pub Date Nov 75

Note—35p.; Paper presented to the meeting of the Northeast Association for Institutional Research, November 1975

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors**—Data Analysis, Data Bases, Decision Making, \*Educational Development, Educational Needs, Educational Objectives, \*Educational Planning, \*Evaluation, Flow Charts, Input Output Analysis, Junior Colleges, Management by Objectives, \*Management Systems, \*Models, Social Influences

The creative management of change in a time of economic contraction requires planning reforms. Organizing for effective planning requires a total conceptual framework beginning with a stated mission and ending with a systematic approach to operations. Goals should be based on a market analysis of community educational needs and its translation into an operational plan describing staff functions. Since planning is only as effective as the quality and comprehensiveness of the data on which it is based, the development of a quality evaluation system is essential to the success of any long-range development plan. The conversion of evaluation data into planning concepts is the crux of this institutional development plan. Evaluation criteria must be identified that can be used to determine the extent to which alternative methods are successful in achieving planning objectives. Once data are in hand regarding program outcomes, management guidelines are necessary for their translation into planning alternatives. This involves system-wide priorities and requires that administrators maintain some form of decision making apparatus for the conversion of data into action. Thus, the community college is provided with alternatives for development that will help it to adjust to changing social conditions. The model is presented in flow charts, and a list of evaluation data components is appended. (Author/NHM)

**ED 114 135** JC 750 566

*Alworth, Robert M. Reich, Dorothy*

**A Comparison of District and Statewide Faculty Loads, Fall 1973-Fall 1974. Research Report 75-07.**

Los Angeles Community Coll. District, Calif. Div. of Educational Planning and Development.

Report No—RR-75-07

Pub Date Sep 75

Note—54p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—Comparative Analysis, \*Comparative Statistics, Day Programs, Instructional Programs, \*Junior Colleges, \*Multicampus Districts, State Surveys, Tables (Data), \*Teaching Load, \*Working Hours

**Identifiers**—California, Los Angeles Community College District

This publication provides data on day faculty teaching loads in the Los Angeles Community College District (LACCD) for fall 1973 and fall 1974, and compares this data to statewide statistics. The overall LACCD teaching load in fall 1974 was 532 weekly student contact hours per full-time faculty member, compared to 531 for large community colleges statewide, 489 for small community colleges, and 521 for all community colleges. The 1974 LACCD faculty load represented a 4.9 percent increase over the 1973 figure of 507. Although faculty loads increased over the two years, the overall profiles for both LACCD and statewide institutions were similar in the various disciplines for the two years. The largest increases occurred in the fields of foreign languages, public affairs and services, architec-

ture and environmental design, and home economics. Decreases occurred in health professions, commerce, apprenticeship, communications, law, and mathematics. One reason for the increases in faculty load, both in the LACCD and statewide, was an unexpectedly large enrollment increase in fall 1974. Data are tabulated for the district as a whole and for each of the eight LACCD institutions by instructional program area, and the percentage differences are calculated between the LACCD averages and statewide averages for institutions of comparable size. (Author/NHM)

**ED 114 136** JC 750 568

*Tuosto, August A. Beitler, Lorraine*

**Facilitating the Learning and Teaching Process Through an Allied Health Learning Center at New York City Community College: A Multi-Media Presentation.**

Pub Date [Apr 75]

Note—28p.; Presented at the Council of Associate Degree Programs, Regional Program Meeting in conjunction with the Annual Meeting of the American Association of Community and Junior Colleges (Seattle, Washington, April 13-16, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors**—Audiovisual Centers, Autoinstructional Laboratories, \*Basic Skills, College Curriculum, Diagnostic Tests, \*Health Occupations Education, Inservice Teacher Education, \*Junior Colleges, \*Learning Laboratories, \*Multimedia Instruction, Skill Development, Small Group Instruction, Tutoring, Vocational Counseling

**Identifiers**—Allied Health Learning Center, New York City Community College

This document reproduces a filmstrip and accompanying narrative describing the Allied Health Learning Center at New York City Community College. Using a team of content faculty, specialists in learning methodology, and a media production staff, the Center serves 1,800 students and 180 faculty members in seven career departments. The primary goal of the Center is to facilitate the mastery of necessary learning skills in order to support and advance the instructional objectives within the career curricula. Diagnostic testing is provided and a comprehensive student data system has been developed. A Professional Learning Systems course was implemented to apply basic skills to a target freshman science course. In order to provide supplementary support to individual courses, the Center provides modules of instruction, multi-media aids, study group sessions and peer assistance in an open lab learning environment. Seminars are given to increase student proficiency in skills specifically related to licensure and certification examinations, and career information is disseminated. Faculty workshops and seminars are conducted to promote professional development. The continuous increase in student contact hours over a three year period indicates the effectiveness of the Center in meeting the needs of the diverse student population. (NHM)

**ED 114 137** JC 750 569

*Rouche, John E. Mink, Oscar G.*

**Toward Personhood Development in the Community College.**

Pub Date [Apr 75]

Note—20p.; Paper presented at the Annual Meeting of the American Association of Community and Junior Colleges (Seattle, Washington, April 13-16, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—Community Colleges, Counseling, Dropout Rate, Educational Innovation, Educationally Disadvantaged, \*Individualized Instruction, Individual Power, \*Junior Colleges, \*Locus of Control, Low Achievement Factors, \*Low Achievers, Personality Change, \*Remedial Programs, School Holding Power, Success Factors

**Identifiers**—Nontraditional Students

National studies indicate that remedial or developmental programs in the community college have generally been unsuccessful, resulting in inordinately high attrition rates among non-traditional, low-achieving students. A more appropriate system is individual, learner-oriented instruction. The attempt is to shift the students' orientation from external (chance or other powerful individuals determine events) to internal (there is a direct relationship between an in-

dividual's behavior and its outcome). The keys to the success of individualized instruction are: (1) systematic design of the total learning environment, (2) provision for multiple levels of entry into carefully ordered instructional sequences, (3) staff involvement personally and professionally, and (4) openness to approaching specific problems (grades, dropouts) on a generalized, fundamental level (locus of control). A study is being made involving a sample of 1,200 students attending several community colleges. The basic research design examines the main effects of (1) instruction, either self-paced or traditional, and (2) counseling, either composite or traditional. Data for the first two years of the project indicate that individualized instruction does produce a shift toward internal locus of control in students, if a period of at least one semester is involved. (NHM)

**ED 114 138** JC 750 570

*Rouche, John E. And Others*

**Effects of Individualized Instruction on Control Expectancy: A Field Test.**

Note—15p.; For a related document, see JC 750 569

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—College Students, Community Colleges, \*Educationally Disadvantaged, \*Individualized Instruction, \*Individual Power, \*Junior Colleges, \*Locus of Control, Low Achievers, Personality Change, Self Concept  
**Identifiers**—MacDonald Tseng Locus of Control Scale

In order to determine whether one semester of individualized instruction is enough time to cause a shift toward internal locus of control (a student's sense of the direct relationship between his behavior and its outcome), a sample of 126 educationally deficient first semester community college students were selected from 18 different sections of math, English, and history, and tested with the MacDonald-Tseng Locus of Control Scale at the beginning and end of the term. Students enrolled in 50 percent or more of individualized classes were considered to be in the treatment group; the other students were considered as the control group. Results, although not definitive, were positive. Students in the treatment group scored more homogeneously on the control expectancy scale than did students in the control group. The average increase in internality was in excess of three scale points indicating overall movement in the direction of internal control orientation. However, a slightly greater percentage of students in the treatment group made external shifts (chance or other powerful individuals determine events) than did students in the control group. Thus, a single semester of individualized courses, particularly to students unaccustomed to such instruction, may not provide enough impetus to cause a significant shift in locus of control. (NHM)

**ED 114 139** JC 750 571

*Nolan, Edwin J. Hall, Donald L.*

**A Follow-Up Study of Transfer Students from Southern West Virginia Community College to Marshall University: 1967-1972.**

Southern West Virginia Community Coll., Logan.

Pub Date 74

Note—33p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Academic Achievement, Bibliographies, Community Colleges, Followup Studies, Grade Point Average, \*Graduate Surveys, \*Junior Colleges, \*Literature Reviews, Rural Schools, Student Attitudes, \*Transfer Students, Urban Universities

**Identifiers**—Transfer Shock

In order to evaluate the efficacy of the college parallel program at Southern West Virginia Community College (SWVCC), a follow-up study was conducted of all students who had attended SWVCC between 1967 and 1972 and had subsequently transferred to Marshall University. Each of the 204 students in the sample had earned at least 30 semester credit hours at each institution. Grade point averages earned at each institution revealed that SWVCC transfers experienced some transfer shock in the initial semester, with an average drop of .26, but went on to perform better than they had at SWVCC. No significant differences were found between the achievement of the transfer students and lower division native students. A questionnaire survey of 109 current transfer students was con-

ducted to elicit subjective evaluations of their college experiences, with a 43 percent response rate. Personal interviews were then conducted with 35 of the respondents. Students expressed high satisfaction with SWVCC because of small classes and personal attention. Transfer shock was attributed to the more demanding course work of upper division classes; the change from the rural environment of SWVCC to the urban environment of Marshall was not felt to be a significant factor. A review of the literature is included, and an extensive bibliography is appended. (BB)

**ED 114 140** JC 750 572

**Selected Characteristics, Classified and Unclassified (Regular) Students: Community Colleges, Fall 1975.**

Hawaii Univ., Honolulu. Community Coll. System.

Report No—CC-IRP-83

Pub Date Oct 75

Note—27p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Age, \*College Majors, Community Colleges, Enrollment Rate, \*Enrollment Trends, \*Junior Colleges, \*Junior College Students, Part Time Students, \*Student Characteristics, Student Enrollment

**Identifiers**—\*Hawaii

This document is comprised of charts and tables presenting enrollment data from fall 1971 through fall 1975 for the six community colleges in the Hawaii Community College System. The total fall 1975 enrollment figure of 30,476 compares to a 25,886 figure in fall 1974. Regular credit students comprise two-thirds of the registrants (20,617)—a 20 percent increase over fall 1974. Among the regular students, males continue to outnumber females; the margin widened to 57 percent in fall 1975. The mean age of regular students has risen from 24.3 to 25.0. The number of liberal arts majors increased from 8,059 to 9,810 (22 percent), and vocational majors from 6,825 to 8,764 (27 percent). Among vocational programs which greatly increased in number are: business, radiologic technology, human services, agriculture, and heavy equipment maintenance and repair. More students took fewer than 12 credits in fall 1975, and both full- and part-time students took lighter credit loads (11.0 average compared to 11.3 for fall 1974). The number of continuing students increased considerably on all campuses. Among the new students were 27 percent of the Hawaii 1975 high school graduates. The trends noted above, especially the increases in classified, continuing, and part-time students, have implications for planning. (NHM)

**ED 114 141** JC 750 574

**Lombardi, John, Comp.**

**Excerpts on Selected Topics in Collective Bargaining Agreements and a Brief Review of the Status of Collective Bargaining in Community Colleges 1972 to 1975; an ERIC Brief.**

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Oct 75

Note—29p.; Prepared for the Advisory Committee of the UCLA Community College Leadership Program

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Collective Bargaining, \*College Faculty, Community Colleges, \*Contracts, Employment Practices, Faculty Organizations, \*Junior Colleges, \*Negotiation Agreements, Teaching Load, Unions

To acquaint the faculty and administrators with the scope and breadth of community college collective bargaining agreements, excerpts of selected topics are reproduced in this document without comment. On each topic two or three excerpts from different agreements are reproduced. The following topics are treated: (1) recognition of the employee bargaining unit and categories of employees covered; (2) rights of the employee bargaining unit; (3) management rights; (4) agency shop, check-off, and fair practices; and (5) workload. The references include the names of the employer and employee units, the number of colleges covered in the agreement, the years covered, and bibliographic citation. In addition, two tables are presented which show the number of college faculties choosing various units as exclusive bargaining agents and the states in which

colleges are operating under collective bargaining agreements. The Brief concludes with an index of a collective bargaining agreement. (Author/MJK)

**ED 114 142** JC 750 575

**Mittler, Mary L. Dolan, R. Edmund**  
**Oakton Community College Staff Development Program.**

Oakton Community Coll., Morton Grove, Ill.

Pub Date 18 Nov 75

Note—29p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Administrative Personnel, College Faculty, Community Colleges, \*Inservice Programs, Inservice Teacher Education, \*Junior Colleges, Nonprofessional Personnel, \*Program Descriptions, Program Evaluation, \*Staff Improvement

**Identifiers**—Staff Development

Since its inception in 1974, the Staff Development Program at Oakton Community College (Illinois) has been responsible for over 44 seminars, workshops, mini-courses, and guest speakers. Initially, modules (as given workshops are called) were generated by and for faculty alone. In fall 1975, however, the Staff Development Program became operational for Oakton administrators and classified staff as well. At present, a faculty member coordinates the program, with the aid of a dean and a classified staff member. After suggestions for offerings are solicited from college employees, interest surveys are taken. Then, qualified leaders are sought, and schedules arranged and publicized. In addition, a Staff Development Committee comprised of representatives from each segment of the college meets to review proposals and evaluate completed modules. Though participation is voluntary, interest in the modules has been extensive. Four appendices to this report document the growth of the program: (1) the original proposal for the program; (2) figures for each module showing the total number of hours expended, number of sessions, and enrollment; (3) an idea solicitation memo, and program and evaluation sheets for the All College Workshop; and (4) an evaluation of the program for 1974-75. (MJK)

**ED 114 143** JC 750 576

**Hinrichsen, Keith A.**

**Evaluative Comparison of Programmed System of Instruction and Traditional Lecture Approaches in a Basic Administration of Justice Class at Cerritos College.**

Pub Date 22 Jul 75

Note—31p.; Ed.D. Practicum, Nova University

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Classroom Research, Enrollment Rate, \*Individualized Instruction, Instructional Innovation, \*Junior Colleges, Learning Modalities, Lecture, Programed Instruction, Research Methodology, \*Research Problems, Success Factors, \*Teaching Methods

**Identifiers**—\*Cerritos College, Personalized System of Instruction, PSI

This study compares traditional lecture (TL) and personalized system of instruction (PSI) teaching methods for an introductory criminal evidence class at Cerritos College (California) during the 1974-75 academic year. The subjects were 189 lower division students, the vast majority of whom were declared law enforcement majors. Since both sections each semester were day offerings, most students were full-time and not currently employed in law enforcement agencies. Registration counts indicate that significantly more students were attracted to TL than to PSI sections, reflecting students' reluctance to attempt experimental curricula. Although significantly higher percentages of PSI students achieved A and B grades, the withdrawal rate was significantly higher in the PSI sections, and may correspond to the lower grades earned in the TL sections. PSI students were, however, able to complete course requirements sooner than TL students. Because the course has open enrollment and lacks the proper randomization, this study's internal validity is suspect. Even with proper control groups, the PSI group's performance relative to the TL group's must be questioned because PSI offers the advantage of clear goals and objectives in the study guide. A review of the literature is included, and the author recommends further study and implementation of PSI. (MJK)

**ED 114 144** JC 750 577

**Manual of Policies, Procedures, and Guidelines.**  
Illinois Community Coll. Board, Springfield.

Pub Date 25 Jul 75

Note—116p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Administrative Policy, Administrator Guides, College Administration, Community Colleges, Educational Finance, \*Educational Policy, \*Junior Colleges, \*Manuals, State Boards of Education, \*State School District Relationship, \*Statewide Planning

**Identifiers**—\*Illinois

This document contains a compilation, in three separate sections, of policies, procedures, and guidelines adopted by the Illinois Community College Board (ICCB) from its establishment in 1965 through June 1975 for the administration, operation, and evaluation of the public community colleges of Illinois. Also included are a listing of official position papers adopted by the ICCB. The policies section covers requirements for state recognition, administrative policies, instructional offerings, public service programs, learning resources, student services, finance, local funding, sites and construction, and institutional studies. The procedures section covers requirements for state recognition, administration, instructional offerings, public service programs, student services, public service grants, site and construction, and deadlines for submission of required reports. The guidelines section covers administration, instructional offerings, non-traditional offerings, interstate reciprocal and cooperative agreements, and public service programs. The document is intended as a reference tool for community college administrators. Its provisions, taken as a whole, provide an overview of the internal operations of the Illinois Public Community College System. (NHM)

**ED 114 145** JC 750 578

**Blai, Boris, Jr.**

**Student Attitudes Regarding Harcum Learning Environment.**

Harcum Junior Coll., Bryn Mawr, Pa.

Report No—IRR-75-26

Pub Date Nov 75

Note—8p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*College Environment, \*Counseling Effectiveness, Curriculum Evaluation, \*Educational Resources, Institutional Research, Junior Colleges, \*Junior College Students, Private Colleges, Questionnaires, \*Student Attitudes

**Identifiers**—ASA, Assessment of Student Attitudes

In order to assess the attitudes of Harcum Junior College students in regard to education in general, the school curriculum, school resources, and school counseling, a questionnaire was administered to all Harcum students in the fall of 1975, with 258 anonymous respondents. Since respondents were enrolled in all programs except the pre-pharmacy curriculum, the sample was broadly representative of the attitudes prevalent among the current student body. The Assessment of Student Attitudes (ASA) was used as the measuring instrument. The instrument consists of 26 positive and negative statements to be rated on a five-point Likert scale (strongly agree to strongly disagree). Arrangement of the results by academic major of the respondents generates data which should be of interest to program directors. The composite responses for each of the four attitudinal subscales, assuming 100 percent as the ideal score, are: (1) Attitudes Toward Curriculum, 62 percent; (2) Attitudes Toward Education in General, 60 percent; (3) Attitudes Toward School Resources, 56 percent; (4) Attitudes Toward School Counseling, 48 percent. (NHM)

**ED 114 146** JC 750 579

**Richardson, Richard C., Jr.**

**The Shape of Governance in the Future.**

Pub Date 75

Note—12p.; Paper presented at the Annual Meeting of the American Association of Community and Junior Colleges (Seattle, Washington, April 13-16, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Administrative Change, \*Administrative Organization, Administrator Role, \*Collective Bargaining, \*College Faculty, Community Colleges, \*Governance, Instructional Staff, \*Junior Colleges, Teacher Administrator Relationship

Faculty members in most community colleges have occupied a less prestigious governing role than administrators. For the most part, instructional staff have had little say in personnel decisions, and only limited influence on curriculum and other academic matters. Compounding these problems has been the lack of professionally trained administrators. The future of governance in community colleges runs in at least two separate channels to a common future. First, faculty will become increasingly involved in formal collective bargaining. This is a healthy trend, since a fair contract, well administered, can provide a number of important advantages to administration and faculty alike. Second, since the steady state has produced a career faculty for community colleges, instructional staff will begin to exert increasing influence in decisions involving colleague selection; faculty retention, evaluation, and promotion; and academic reform. As a more professional faculty begins to assume greater responsibility for the educational program and for its implementation, professional administrators will be concerned more with defining their own contributions to the education process, and less with supervision and evaluation of their professional colleagues. (NHM)

**ED 114 147** JC 750 580

*Cohen, Arthur M.*

**The Urban Design Implications of the Community College.**

Pub Date 75

Note—13p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*Campus Planning, College Buildings, Community Colleges, Community Role, Community Services, Design Preferences, \*Facility Planning, \*Junior Colleges, Nonresidential Schools, Outreach Programs, School Community Relationship, Site Development, \*Site Selection, Social Responsibility, \*Urban Environment

**Identifiers—**California (West Los Angeles), West Los Angeles College

The designer of a modern community college must concomitantly meet the needs of those who expect a college to fit their traditional perceptions of a suitable physical plan, and not repel the great numbers of nontraditional students the community college is expected to serve. Many community colleges have been built as an uneasy compromise between these two requirements. The selection of the site for West Los Angeles College took place between 1958 and 1967. Site development began in 1966 and is still going on. Only one plan was considered for site development, and underlying this plan were the following assumptions: a campus should look more like a campus than like the buildings in its vicinity; the campus will collect people from a commuting range of five miles or so, and everyone will drive to campus; stand-up live teaching of liberal arts courses will be the dominant pedagogical form. Planning a practical setting for a modern community college should be influenced by a philosophic commitment to offer direct community services, and programs to suit the needs of everyone in the community. Involvement of an urban design group as advisors to the Board prior to determination of college type, locale, emphasis, and site seems a minimal first step to meeting this philosophical commitment. (NHM)

**ED 114 148** JC 750 581

**Faculty Workload: Community Colleges, Fall 1975.**

Hawaii Univ., Honolulu. Community Coll. System.

Report No—CC-IRP-84

Pub Date Nov 75

Note—30p.; Not available in hard copy because a number of pages are printed on colored paper that will not reproduce

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Class Size, \*College Faculty, \*Credits, Enrollment Trends, General Education, Instructional Programs, Intellectual Disciplines, \*Junior Colleges, Student Enrollment, Tables (Data), \*Teaching Load, Vocational Education

**Identifiers—**\*Hawaii

This report organizes fall, 1975 registration data for the seven Hawaii community colleges in tabular form. The focus of the report is on faculty workload in terms of the classroom situation:

credits and classes taught, student credit hours generated, and class size. There was a general increase in the number of courses, classes, credit hours, registration and student credit hours at all campuses. The number and proportion of classes with 10 or fewer students have declined at most colleges, while average class sizes are slightly larger. As in the past, average class size in general education courses is larger (30 students) than in vocational education courses (26 students). Average class size varies by campus, from 24-31. Faculty workload figures indicate a generally lighter load at the colleges compared to fall, 1974 and fall, 1973, especially in terms of credit hours taught and faculty-student ratios. The productivity ratios, however, show a slight increase at most of the colleges. A comparison with fall, 1974 data shows increases in the number of instructors at all colleges. Tables break down the data by institution and instructional subject areas. (Author/NHM)

**ED 114 149** JC 750 582

*Wyman, Bruce T.*

**Certain Strategies for Prison Classes Sponsored by Community Colleges.**

Pub Date 1 Oct 75

Note—49p.; Ed.D. Practicum, Nova University. Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**College Faculty, Community Colleges, \*Correctional Education, \*Junior Colleges, Learning Theories, Practicums, \*Prisoners, Questionnaires, Student Attitudes, \*Teaching Methods

In order to examine the success of various teaching methods on community college students currently incarcerated in Delaware County Prison, Kings County Prison, and Leesburg State Prison, a questionnaire was designed and administered to student inmates and their instructors, who were faculty members of three different community colleges in the Philadelphia area. Respondents were asked to indicate the frequency with which instructors used various teaching strategies and techniques representing either the behaviorist or the cognitive field theories of learning. Students were also asked to indicate which of the various strategies they felt would work well or poorly for themselves. There was a slight preference for the cognitive field approach, but the students were not clearly receptive to either approach, as both approaches received some favorable and some unfavorable reactions. Cognitive field techniques that received at least 60 percent favorable reaction include: concern with ideas, choice of activities, and emphasis on knowing reasons for misunderstood concepts. Behaviorist techniques that received favorable scores include: clarity of purpose and curriculum design, rewards, repetition, and short answer tests. A survey of the literature is included, and data are displayed in tables. The survey instrument is appended. (NHM)

**ED 114 150** JC 750 583

*Smith, Jack E.*

**The Development of a Division Chairmans Procedure Manual.**

Pub Date Sep 75

Note—66p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**Administrative Organization, \*Administrative Personnel, \*Administrator Guides, \*Administrator Responsibility, Departments, \*Junior Colleges, Questionnaires, Tables (Data), \*Task Analysis

**Identifiers—**Los Angeles Harbor College

The major goal of this project was to promote a process of self-evaluation and task reexamination for the 11 division chairmen and the dean of instruction at Los Angeles Harbor College. To identify needed procedures and to clarify responsibilities, chairmen responded to two questionnaires. The first was distributed to all members of the Curriculum and Instruction Committee of which the 11 division chairmen are the only voting members. Each member was asked to evaluate 61 selected college responsibilities on the basis of importance. The four responses were, in order of decreasing importance: (1) must recommend approval; (2) must be consulted; (3) may be consulted; (4) must be notified. A two-thirds

margin in the two highest categories established 20 of the 61 given responsibilities as proper functions of the committee. The second questionnaire asked division chairmen to indicate their comprehension of 53 major responsibilities and the procedural obligations relating to each. Of these, 33 were identified as requiring either clarification or written procedures. The preparation of a manual of procedures for divisional chairmen is the anticipated end product of this study. Questionnaires results are organized into tabular form throughout, and the survey instruments are appended. (NHM)

**ED 114 151**

JC 750 584

*Garber, Zev*

**The Journal Synthesizing Activity.**

Pub Date Nov 75

Note—9p.; Paper presented at the Annual Meeting of the Academic Study of Religion Section, American Academy of Religion, November 1975

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**Activity Learning, \*Curriculum Guides, Diaries, Discovery Learning, Instructional Innovation, \*Judaism, Junior Colleges, Personal Values, \*Religious Education, Student Centered Curriculum, \*Student Projects, \*Teaching Methods

**Identifiers—**\*Jewish Studies

The journal synthesizing activity is intended to combine aspects of the formal essay with that of a diary. Activities associated with lecture topics are written up as short journal entries of approximately five typewritten pages and are turned in during the weekly class session at which the related topic is being discussed. The journal project encourages a direct encounter of student with material, breaking up the doldrum of a lecture-only method of presentations. This document provides a sample syllabus for a Jewish Religious Heritage class. Fifteen lecture topics are provided, with accompanying suggested journal activities. Activities are many and varied, providing an opportunity for the student to develop methodology and preserve or alter deep-seated commitments in his view of himself, society, nature, and history. The journal synthesizing activity enables the teacher to be less of a knowledge dispenser, and more of a knowledge facilitator, who leads the student to make discoveries and articulate values and conclusions. (Author/NHM)

**ED 114 152**

JC 750 585

*Kelly, Sarah J. Jackson, Shirley C.*

**Research in the Virginia Community College System; An Annotated Bibliography, Topical Listing, and College Listing of Research Projects Conducted at Virginia Community Colleges from July 16, 1974 through May 30, 1975.**

Virginia State Dept. of Community Colleges, Richmond.

Pub Date Sep 75

Note—42p.; For a related document, see JC 750 554

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**\*Annotated Bibliographies, \*Bibliographies, Classroom Research, College Administration, Community Colleges, Community Study, Counseling, Followup Studies, Graduate Surveys, \*Institutional Research, \*Junior Colleges, Student Characteristics

**Identifiers—**\*Virginia Community College System

This bibliography lists the reports of research studies conducted at the 23 colleges in the Virginia Community College System during the 1974-75 academic year. Over 124 studies are divided into three sections. The first section provides annotations for 61 of the studies, selected on the basis of anticipated interest, quality of study design, narrative sections on findings, and program innovation. Annotations are arranged by 12 topics: follow-up studies, experimental studies, innovations, community, counseling and guidance, student profiles, instruction, administration, routine reports, evaluation, enrollment trends, and other reports. The second section presents all studies by topics, and the third lists all studies by college. The types of materials included vary considerably, from sophisticated experimental designs to casual descriptive studies, from routine reports to innovative proposals. For the most part the listing is inclusive, not exclusive. However, the file from this document was prepared does not necessarily contain all of the reports conducted by the 23 colleges. (Author/NHM)

ED 114 153 JC 750 586

*Trufant, John E. Snyder, Fred A.*  
**A Profile of Graduate, Virginia Community College System, 1973-74.**  
 Virginia State Dept. of Community Colleges, Richmond.  
 Pub Date May 75  
 Note—24p.; For a related document, see JC 750 557

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—Age, \*Associate Degrees, College Majors, Community Colleges, \*Demography, Females, \*Graduates, \*Junior Colleges, \*Junior College Students, Males, Program Length, Racial Composition, Student Characteristics, Terminal Students, Transfer Students, Vocational Education

Identifiers—\*Virginia

Of the 5,227 1973-74 graduates of the Virginia Community College System, the majority (61 percent) were men. Racial minorities comprised 11 percent of the graduates. Although the largest single age group was 21 years or younger, the majority of the graduates were at least 22 years old. Thirteen percent were older than 35, and the median age for all graduates was 23.3 years. The Associate of Applied Science degree, which is an occupational-technical award, was earned by nearly half of the graduates. Two-thirds of the graduates were in occupational-technical programs. College transfer graduates were two times more likely to be men than women. Of college transfer graduates, women more frequently chose the Associate of Arts degree, and men, the Associate of Science degree. Business was the most popular occupational-technical program, followed by engineering, health services, and public service. Although the percentage of white graduates predominated in all curricular groups, larger proportions of minorities were in business and engineering. About half of the graduates completed their programs in the traditional two-year period; about one-fourth took an extra year, and the remaining fourth took more than three years. Eleven tables of data are appended. (Author/NHM)

ED 114 154 JC 750 587

**Student Self-Assessment of Non-Sponsored Learning: A CAEL Special Project. Final Report.**  
 Vermont Community Colleges, Montpelier.  
 Pub Date 27 Jun 75

Note—56p.; Appendix A, Student Materials, is not included in this version of the document  
 Available from—The Student Materials described in the text are available from Learning Services, Community College of Vermont, P.O. Box 81, Montpelier, Vermont 05602 (\$10.00)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
 Descriptors—Associate Degrees, Community Colleges, Educational Innovation, External Degree Programs, Individualized Programs, \*Junior Colleges, \*Learning Experience, \*Performance Based Education, \*Performance Contracts, Program Evaluation, \*Self Evaluation, Student Developed Materials

Identifiers—Experiential Learning

Within broad guidelines provided by the Community College of Vermont (CCV), associate degree students write their own individualized, competence-based contracts. Development of the contract includes both assessment of prior learning, and planning for sponsored learning: These are integrated through a "degree development sequence" which includes a variety of workshops; regular meetings with review committee made up of peers, community practitioners and faculty, and CCV staff; and intensive counseling support. The CAEL special project was designed to take a close look at the problems encountered by students in the degree development process, and to create a set of written materials to help students develop better learning contracts. This report summarizes the results of the CAEL project to date. The project and outcomes are described in detail, and directions for future development are suggested. Although the full set of student materials developed in the project is not included, a detailed evaluation report of CCV contracting and review procedures, a copy of the interim report for CAEL, and a summary of an independent research study evaluating some of the impact of the degree development workshops on student values and career aspirations are appended. (Author/NHM)

ED 114 155 JC 750 588

*Parker, Garland G.*  
**Career Education and Transfer Program Enrollments in 2-Year Colleges, 1974-75, ACT Special Report 15.**  
 American Coll. Testing Program, Iowa City, Iowa.  
 Report No—ACT-SR-15  
 Pub Date 75

Note—42p.; For a related document, see ED 103 031

Available from—ACT Publications, P.O. Box 168, Iowa City, Iowa 52240 (Order No. 4-4-15, \$2.00)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
 Descriptors—\*College Freshmen, \*College Majors, Community Colleges, \*Enrollment, Enrollment Trends, Females, \*Junior Colleges, Males, Part Time Students, \*Post Secondary Education, Statistical Data, Technical Institutes, Transfer Programs, Vocational Education

This report compiles 1974-75 enrollment data for 179 American two-year post-secondary institutions. The report focuses on enrollment by academic program within four types of two-year institutions: community colleges; junior colleges; technical colleges, schools, and institutes; and technical/vocational colleges, schools, and institutes. The total enrollments by academic program area for all four institutional types were: trades and industrial—22,512 (8.5 percent); technical—29,403 (11.2 percent); natural sciences—8,404 (3.2 percent); health—25,768 (9.8 percent); arts and humanities—75,150 (28.5 percent); social science and public service—32,623 (12.4 percent); business contact and marketing—29,251 (11.1 percent); and business detail and office—40,410 (15.3 percent). Total enrollment was 263,521 for the 179 reporting institutions. Program enrollment data are further broken down by sex, and full-time or part-time status. Freshman full-time enrollments are separately presented. In comparison to the 1973-74 report, the data suggest that career education programs are still growing, and transfer programs are lagging slightly behind. Data are arranged into 12 tables which are discussed in a short introductory narrative section. (NHM)

ED 114 156 JC 750 589

*Martinko, Agnes*  
**An Analysis of Student Transfers from Pennsylvania Community Colleges.**  
 Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.  
 Pub Date Aug 75

Note—50p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
 Descriptors—Age, College Majors, \*Colleges, Community Colleges, \*Enrollment, Followup Studies, \*Graduate Surveys, \*Junior Colleges, State Surveys, Student Characteristics, Tables (Data), Transfer Policy, \*Transfer Students

Identifiers—\*Pennsylvania

This document analyzes data on student transfers from Pennsylvania community colleges. The major sources of data are community college follow-up reports on graduates (3,132 transfers reported); the statistical reports of enrollments by receiving institutions (4,001 transfers reported); and the results of a Pennsylvania Association of Counselors for Transfer (PACT) follow-up survey of community college graduate transfers. The PACT survey analyzes data received from the 1,184 respondents by age, program, and receiving institution. Seven hundred forty were under 23; 271 were between the ages of 23 and 30; and 113 were over 30. The program areas most frequently chosen were education (282), business and management (259), and social services (154). Data from the PACT survey also reveals that 346, or 29 percent of the respondents, had some difficulty in the transfer process. In addition, the 369 transfers to Penn State Capitol Campus in 1974 are analyzed to determine how many students have a lapse of time between community college graduation and enrollment at a four-year institution. Data are organized into tabular form throughout, and 12 comprehensive charts are appended. (NHM)

ED 114 157 JC 750 590

*Ernst, Richard J., Ed.*  
**Adjusting to Collective Bargaining. New Directions for Community Colleges, No. 11.**

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—110p.

Available from—Jossey-Bass, Inc., Publishers, 615 Montgomery Street, San Francisco, California 94111 (\$5.00)

Journal Cit—New Directions for Community Colleges; v3 n3 Aug 1975

Document Not Available from EDRS

Descriptors—\*Administrative Personnel, Arbitration, Chief Administrators, \*Collective Bargaining, \*Collective Negotiation, \*College Faculty, Community Colleges, Consultants, \*Junior Colleges, Statewide Planning, Trustees, Unions

The community college experience with collective bargaining is a source of valuable information about the effects of academic unionization. This sourcebook presents interpretations of collective bargaining by the major interest groups associated with the community college—faculty, college administrators, trustees, state-level administrators—and by full-time professionals who assist each of these interest groups. Discussions include: the status and probable expansion of collective bargaining among the community colleges; bargaining as a means of promoting the economic security and professional status of a faculty, and as a threat to the traditional character of the academic community; the role of college trustees, chief executive officers, department chairmen, faculty bargaining agents, management bargaining teams, and professional negotiations consultants in the collective bargaining process; statewide bargaining and an analysis of the many issues that must be considered when the adoption of collective bargaining is being contemplated. A bibliographic essay is also provided. Contributors include: Patsy Sumner, Joseph Hanklin, Daniel Schultz, Terence Florin, Fred Mathews, Curtis Murton, Jr., Stuart Steiner, James Freimuth, John Grede, Eric Rhodes, Philip Helland, Richard Ernst, and Elizabeth Rinnander. (Author/NHM)

ED 114 158 JC 750 591

*Martin, Peter B.*  
**Freshman Profile, Entering Class: Fall 1974.**  
 Hostos Community Coll., Bronx, N.Y.

Pub Date May 75

Note—54p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Aspiration, \*College Freshmen, Economically Disadvantaged, Junior Colleges, \*Junior College Students, \*Minority Groups, National Norms, Parental Background, \*Questionnaires, Socioeconomic Status, Spanish, Student Attitudes, \*Student Characteristics, Student Interests, Student Needs

Identifiers—CIRP, Cooperative Institutional Research Program, \*Hostos Community College, Student Information Form

In fall 1974, Hostos Community College (HCC) participated in the national survey of college freshmen which is conducted annually by the Cooperative Institutional Research Program (CIRP) of the American Council on Education, and UCLA. The population served by Hostos Community College is, for the most part, comprised of economically disadvantaged, minority group members. The questionnaire was translated into Spanish by instructors at HCC, and 46.6 percent of the 523 HCC respondents completed the questionnaire in that language; the remaining 53.4 percent completed the questionnaire in English. The 523 participants represented 55.1 percent of the entering class. This document was compiled to compare the characteristics of HCC freshmen with the college freshman population generally. The survey results for HCC students are broken down into three categories: (1) first-time, full-time freshmen; (2) first-time, part-time freshmen; and (3) transfers. Information presented includes data on selected student characteristics (age, sex, high school background, marital status, financial status, ethnicity, religious preference, family background, and reasons for choosing HCC), aspirations and goals (academic and occupational), and concerns and attitudes. The Student Information Forms in English and Spanish are appended. (DC)

## PS

## ED 114 159 PS 008 045

Sawin, Douglas B. And Others

## Privacy in the Home: A Developmental and Situational Analysis.

Pub Date Apr 75

Note—20p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

## EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Age Differences, Child Rearing, \*Children, Demography, \*Family Environment, \*Family Life, Middle Class Culture, Parent Attitudes, \*Parent Child Relationship, Sex (Characteristics), Sex Differences, Social Development, \*Socialization

Identifiers—\*Privacy

This report presents descriptive data on developmental and situational factors related to children's use of privacy rules and privacy makers in their homes. Subjects were 112 children ranging in age from 2 to 17 years from 48 middle-class families. Data related to the use and regulation of bedrooms and bathrooms by specified family members was obtained by questionnaires and analyzed. Results show privacy to be a developmental variable, different for boys and girls and for situations involving different activities. The socialization of girls' privacy habits in regard to their fathers begins quite early, and socialization of boys' privacy habits occurs later and is less specific to the sex of their parent. Different rates of maturation may also play a role. As privacy behaviors increase with age, they become more discriminating in terms of the type of personal activity involved. These developmental patterns are viewed as a function of the ongoing socialization of children's privacy habits, the emergence of the more obvious secondary sex characteristics, and children's increasing awareness of other persons' awareness of them. Other factors found to be determinants of children's privacy were: size of the home, family density (family size within home size), and (3) maternal child rearing attitudes. (Author/BRT)

## ED 114 160 PS 008 051

Cohen, D. H.

## Early Childhood: Link to the Future.

Pub Date 14 May 75

Note—15p.

## EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Cognitive Development, Emotional Development, \*Ethical Values, \*Humanistic Education, Interpersonal Relationship, Moral Values, \*Parent Child Relationship, \*Social Development, Social Environment, \*Social Values

This paper notes a devaluation of children in American society and urges that more attention be paid to the emotional growth of children, who are subject to the same forces that create in adults feelings of powerlessness, attitudes of superficiality and nonreflection, intolerance for delayed gratification, and confusion about self and interpersonal relations. The importance of warm human interaction and the way in which social-emotional development is inseparably intertwined with cognitive development are stressed and illustrated with references to Skeel's orphanage study and to Piaget and Freud. It is shown that the societal value of integrity in relations with others is slowly being lost, and teachers are urged to regain a sense of humanness, to clarify their moral and ethical values, and to strengthen in themselves a love of people, pride in work, and pleasure in contributing to others. Since children look to adults for clues to what is acceptable or not, it is suggested that adults make a careful choice of those values that they wish to pass on to the next generation. (GO)

## ED 114 161 PS 008 060

Johnson, Sylvia

## Success Begins in the Cradle: A Curriculum for Infants and Toddlers in Daycare.

Georgia Appalachian Child Care Project, Atlanta.

Pub Date 73

Note—189p.

## EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage

Descriptors—Art Activities, \*Child Development, Classroom Games, Cognitive Development, \*Curriculum Guides, \*Day Care Programs,

\*Early Childhood Education, Emotional Development, Group Activities, Language Development, Motor Development, Music Activities, Perceptual Motor Learning, \*Preschool Curriculum, Social Development

Identifiers—\*Appalachian Child Care Project

A Piagetian day care curriculum for infants and toddlers is presented. Six chapters, divided by developmental stage from birth to 24 months of age, discuss developmental characteristics of the child, suggest tasks for the caregiver to enhance social/emotional growth and language development, and describe appropriate games and activities. Additional color-coded sections provide fine and gross motor activities (including art and music) for groups of children, sample schedules and room arrangements, and checklists of developmental norms for use in evaluation. An appendix contains songs, fingerplays, poems, flannel stories, record lists, and book lists. (BRT)

## ED 114 162 24 PS 008 073

Harms, Thelma Smith, Judy

## Changes in Parent/Teacher Expectations in Cooperative Preschools.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 75

Note—19p.

Available from—Publications Office/I.C.B.D., College of Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 134, \$1.50)

## EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Expectation, Parent Attitudes, Parent Education, \*Parent Participation, Parent Reaction, Parent Role, Parent School Relationship, \*Parent Teacher Cooperation, \*Preschool Education, \*Teacher Role

Identifiers—\*Cooperative Preschools

This paper, written jointly by a teacher and a parent, discusses the effects of changing parent expectations on parent cooperative preschools. It is suggested that pressure on the parent cooperative comes from parents' diminished respect for the professional status of educators, from new demands for a strict academic approach to preschool, and from the changing status of women. The parent cooperative philosophy of shared responsibility requires that the teacher have the professional skill and responsiveness to direct meaningful and successful parent participation and also maintain consistency of philosophy and procedure in the face of frequently changing parent boards. One essential element in a parent cooperative preschool is good teacher planning which can help parents become effective teachers. Another essential element is program evaluation which prevents a build-up of parental dissatisfaction and makes the communication of new ideas routine. The changing expectations of parents necessitates a clear division of responsibility between teaching staff, the parent board and the parents. (GO)

## ED 114 163 PS 008 081

Bergstrom, Joan L. Gold, Jane R.

## Sweden's Day Nurseries: Focus on Programs for Infants and Toddlers.

Day Care and Child Development Council of America, Inc., Washington, D.C.

Spons Agency—National Swedish Board of Health and Welfare, Stockholm.; Swedish Inst., Stockholm.

Pub Date 74

Note—136p.

Available from—Day Care and Child Development Council of America, 1012 14th Street, N.W., Washington, D.C. 20005 (Paper, \$3.50)

Document Not Available from EDRS

Descriptors—Child Care, \*Day Care Programs, \*Early Childhood Education, \*Foreign Countries, \*Government Role, Infants, \*Parent Role, Parent Teacher Cooperation, Preschool Curriculum, Questionnaires, Special Services, Working Parents

Identifiers—\*Sweden

Data collected during a 1972 study of the Swedish child care program are presented. Government officials, day care personnel, child care professionals, medical personnel, and parents were interviewed, and nurseries in six towns were visited to obtain data. The major role of the state, country, and local governments in regulating, operating, and subsidizing Swedish

child care programs is discussed and illustrated with photographs. Included are details concerning nursery clientele, admissions and fee policies, staff, physical environment, grouping of children, curricula, and cost of operation, along with a description of the daily routine of a typical Swedish day nursery, and tables of physical specifications for nursery buildings. The role of Swedish parents in the day nursery program is examined. Results from an evaluative questionnaire given to government officials, day nursery staff, and parents about the nursery system are included, as well as a list of some of the other child-centered services offered in Sweden (e.g., boarding schools for handicapped children). (BRT)

## ED 114 164 PS 008 087

Yarrow, Marian Radke And Others

## The Emergence and Functions of Prosocial Behaviors in Young Children.

Pub Date Apr 75

Note—11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

## EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Affective Behavior, Aggression, Altruism, \*Cognitive Development, Elementary School Students, Empathy, Infants, Interpersonal Relationship, \*Motivation, Preschool Children, \*Social Development, \*Social Relations

Identifiers—Perspective Taking, \*Prosocial Behavior

This paper describes three interrelated studies which investigated the cognitions, feelings, and motives involved in the emergence and progression of prosocial behaviors. The first study examined the child's emerging sensitivities to the affective events in his environment through data collected over a 9-month period from groups of 10-, 15-, and 20-month-old infants. The infants' responses to affective events were recorded daily by their mothers and at 3-week intervals by home visitors. The second and third studies investigated (1) the relationship between perspective-taking skills and prosocial behavior, (2) the frequency, circumstances, and generality with which prosocial behaviors occur, and (3) the relationship between prosocial and antisocial behavior. Standard experimental situations were used to test a group of 3- to 7-year-olds on their perspective-taking skills and prosocial interventions. Observations in the children's natural play settings were used to record prosocial and aggressive interchanges and to measure social activity level. The results indicated that even very young children were able to discriminate between affective events and be responsive to the needs of others. No overall relation was found between perspective-taking abilities and prosocial behaviors at any age level. The findings with regard to prosocial behaviors and aggression were mixed. (JMB)

## ED 114 165 PS 008 089

Eilers, Rebecca E. Oller, D. Kimbrough

## The Role of Speech Discrimination in Developmental Sound Substitutions.

Washington Univ., Seattle. Child Development and Mental Retardation Center.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date Apr 75

Note—21p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

## EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Articulation (Speech), \*Auditory Perception, \*Child Language, Discrimination Learning, \*Infants, Phonemes, Phonetics, \*Phonology, Pronunciation, Word Lists

This study investigated the relationship between perception and production in children's phonological learning to determine whether perceptual confusions could account for the patterns of substitution and deletion found in 2-year-olds' speech. A total of 14 children were presented pairs of toy stimuli, with each pair composed of a familiar item and an unfamiliar nonsense toy. The names of the toys in each pair differed from each other by one or two phonological features. The children were asked individually to name the toys both imitatively and spontaneously and to perform a task that tested whether they could dis-



criminate the two names when the experimenter produced them. The methodology used is recommended in the study of developmental perceptual confusions of speech sounds in children at this age since it is easily administered and scored and can be presented by live-voice without substantial loss of data validity. The data suggest that some minimal pairs of phonemes are easily discriminated by most 24-month-old children, but others are more difficult. Elements which are substituted for each other in childhood speech production are not necessarily the most difficult contrasts to perceive; perceptual confusions probably play a substantial part in childhood speech errors but not all errors are related to perceptual difficulties. (GO)

**ED 114 166 PS 008 090**  
**Shure, Myrna B. Spivack, George**  
**Training Mothers to Help Their Children Solve Real-Life Problems.**

Hahnemann Community Mental Health Center, Philadelphia, Pa.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date Apr 75

Note—11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors—Cognitive Development, Comparative Analysis, Day Care Programs, Home Programs, \*Interpersonal Competence, Learning Activities, Negro Mothers, Parent Child Relationship, \*Parent Education, Parent Role, \*Preschool Education, \*Problem Solving, \*Social Development, Teacher Role**

An experiment was performed to determine whether the mothers of 20 inner-city black preschoolers could successfully train their children in interpersonal problem-solving skills. The skills acquired by the mother-trained children were compared with those of 113 teacher-trained and 106 non-trained 4-year-olds, equated on initial IQ scores and school behavior. Mothers met in small groups weekly, for 10 weeks, to learn games and dialogues which focused on language and interpersonal thinking skills (e.g., "How is this girl feeling?"). For 15 minutes daily during this period each mother used the games and dialogues with her child. The teacher trained group of children was given similar instructions. The goal was to help the children cope with typical interpersonal problems, generate alternative solutions to a problem, and conceptualize potential consequences of a given act. Results showed that 19 of the 20 children trained by their mothers improved in interpersonal skills, as measured by pre- and posttests. There was no difference in skill improvement between mother-trained and teacher-trained groups, but children trained by either their teacher or mother improved significantly more than those never trained. Children trained by their mothers or teachers also improved in school behavior. (BRT)

**ED 114 167 PS 008 093**  
**While You're At It: 200 Ways to Help Your Child Learn While You Do Your Everyday Work.**

Nassau County Board of Cooperative Educational Services, Jericho, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Grant—OEG-0-71-1760(290)

Note—200p.

Available from—Ann Anderson, Reston Publishing, 11480 Sunset Hills Road, Reston, Virginia 22090 (Paper, \$9.95)

**Document Not Available from EDRS**

**Descriptors—\*Child Rearing, Early Childhood, \*Family Life, Instructional Materials, \*Learning Activities, Parent Attitudes, \*Parent Education, Play, \*Toys**

**Identifiers—\*Parenting Materials**

This series of 200 simple learning activities parents can use with their children at home is printed on 6" x 8" index cards, and arranged in six sections: (1) "Helper" cards give hints on handling behaviors such as whining, jealousy and fighting; (2) "While Your Work" cards list activities a child can do as the parent does household jobs (weighing articles on the bathroom scale while the parent cleans the bathtub); (3) "Waiting Game" cards suggest activities for doctor's offices or long rides (guessing games, finger plays);

(4) "Outdoor" cards give ideas for yard or sidewalk (tin can bowling, camera walk); (5) "Making Things" cards suggest easy games and toys to make from scrap materials, and (5) "Special Time" cards describe such activities as flashlight games for the child who cries at bedtime, quiet games for non-sleepers at nap-time. Activities are explained in detail and illustrated. "Helper" cards, in a separate section as well as within other sections, offer special child rearing advice on such topics as discipline, sharing, fears, decision-making. (BRT)

**ED 114 168 PS 008 098**

**Haaf, Robert A. Brown, Cheryl J.**  
**Developmental Changes in Infants' Response to Complex Facelike Patterns.**

Pub Date Apr 75

Note—23p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—\*Age Differences, Infant Behavior, \*Infants, \*Overt Response, \*Visual Perception, \*Visual Stimuli**

**Identifiers—Facial Configuration, \*Stimulus Complexity, Trantz (Robert)**

Four experiments were conducted to investigate the extent to which infants of different ages respond to facelike drawings on the basis of stimulus complexity and/or resemblance to the human face. Infants' responses to stimulus patterns were assessed using the corneal reflection technique developed by Robert Trantz. In the first two experiments, 5-, 10-, 15-, and 20-week-old infants were shown four stimulus patterns differing in degree of resemblance to the face and degree of stimulus complexity. In the other two experiments, 10- and 15-week-old infants were shown six stimuli which represented three levels of complexity and two types of organization. The three stimulus patterns with nonfacial organization differed only in stimulus complexity. Those in the set with facial organization differed from each other in degree of facial resemblance as well as in complexity. The results of these four experiments indicated that there is a change between the ages of 10 and 15 weeks in the dimensions which underlie infants' response to facelike patterns. Older infants, 15 and 20 weeks, responded to both the degree of facial resemblance and the degree of complexity while younger infants, 5 and 10 weeks, responded only the complexity of facelike patterns. (Author/JMB)

**ED 114 169 PS 008 103**

**Williams, Tannis M., Comp.**

**Infant Care: Abstracts of the Literature.**

Consortium on Early Childbearing and Childrearing, Washington, D.C.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.

Pub Date Aug 72

Note—229p.; For abstract of the supplement to this document, see PS 008 104

Available from—Consortium on Early Childbearing and Childrearing, Child Welfare League of America, Inc., Suite 618, 1145 19th Street, N.W., Washington, D.C. 20036 (Paper, \$8.25)

**EDRS Price MF-\$0.76 HC-\$1.05 Plus Postage**

**Descriptors—Child Care, Child Development, \*Child Rearing, Day Care Programs, Infant Behavior, \*Infants, Intervention, \*Literature Reviews, Parent Child Relationship, \*Parenthood Education, Perceptual Development, \*Preschool Education**

**Identifiers—\*Consortium on Early Childbearing and Childrearing**

Research pertaining to infant care and development is surveyed for the purpose of providing information for the improvement of services for school-age parents with infants. Computerized searches were used to identify relevant materials dated 1967-72. Studies dealing with infant development (e.g., perception, conditioning, the infant-adult relationship), infant education and intervention, day care, child rearing patterns, and theoretical and methodological issues are abstracted. Evaluative comments about some materials are found following the abstract. (BRT)

**ED 114 170 PS 008 104**

**Williams, Tannis M., Comp.**

**Infant Care: Abstracts of the Literature. Supplement.**

Consortium on Early Childbearing and Childrearing, Washington, D.C.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.

Pub Date 74

Note—203p.; For related document, see PS 008 103

Available from—Consortium on Early Childbearing and Childrearing, Child Welfare League of America, Inc., Suite 618, 1145 19th Street, N.W., Washington, D.C. 20036 (Paper, \$6.25)

**Document Not Available from EDRS**

**Descriptors—Child Development, \*Child Rearing, Day Care Programs, Infant Behavior, \*Infants, Intervention, \*Literature Reviews, Nutrition, \*Parenthood Education, Perceptual Development, \*Preschool Education**

**Identifiers—\*Consortium on Early Childbearing and Child Rearing**

Research (1972-74) concerning infant care and development is surveyed, supplementing an earlier review of literature on the same subject. The literature search was performed to provide materials which could contribute to the improvement of services to school-age parents with infants. Studies dealing with infant development (e.g., nutrition, early stimulation, and assessment), the infant-adult relationship, infant education and intervention, day care, childrearing patterns, and theoretical and methodological issues are abstracted. Evaluative comments about some materials are found following the abstract. (BRT)

**ED 114 171 PS 008 113**

**Aaronson, May**

**Future Directions in Parent Education Research.**

Pub Date 30 Oct 74

Note—13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—Behavior Development, Delivery Systems, Gifted, \*Intervention, Longitudinal Studies, Lower Class Parents, Measurement Techniques, Middle Class Parents, \*Models, \*Parent Education, \*Parent Participation, Psychological Studies, \*Research Methodology**

This paper suggests goals for future research programs in parent education. Suggestions include: (1) developing and replicating long-term studies of the effects of parent education, (2) examining the antecedents of adult behavior disorders to plan parenting programs that aim at preventing such disorders, (3) replacing deficit models of parenting with more positive approaches, (4) involving parents in program planning, (5) helping middle-class families with early parenting needs, (6) finding the most economical methods of delivering parenting services to large populations, and (7) improving assessment skills. (BRT)

**ED 114 172 PS 008 114**

**Brazelton, T. Berry**

**Pediatric Training Program for Child Development Scholars.**

Pub Date Apr 75

Note—10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975); Not available in hard copy due to marginal reproducibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—Behavior Patterns, \*Child Development, \*Clinics, \*Community Health Services, Identification, Instructional Innovation, Intervention, \*Pediatrics Training, Psychiatry, \*Research**

**Identifiers—\*Boston Children's Hospital**

This paper describes the goals and implementation of a program which trains pediatricians in child development at Boston Children's Hospital. The program emphasizes an understanding of "normal" child development, rather than the pathological model with which most pediatricians are familiar. Pediatricians are encouraged to use their awareness of a child's developmental progress to establish a cooperative relationship (rather than a dominating one) with the child's parents. Two-hour seminars are provided twice weekly for the doctors by an expert in child development. Each pediatrician is required to carry out a research study related to child development. To aid the doctors in their research efforts, weekly seminars in research methods are conducted by psychologists. Pediatricians are expected to learn to teach child development principles to other medical personnel during weekly

ward rounds, consultations, or clinic work. Through these trained pediatricians, the program aims to apply an understanding of child development to models for preventive and caregiving services in the community. It is anticipated that the program will establish a working liaison between pediatric and other fields concerned with early identification and intervention. (BRT)

**ED 114 173 PS 008 117**

**Toward Comprehensive Child Care.**

Day Care and Child Development Council of America, Inc., Washington, D.C.

Pub Date Oct 74

Note—54p.

Available from—Day Care and Child Development Council of America, Inc., 1012 14th St., N.W., Washington, D.C. 20005 (Paper, \$2.00, plus \$0.50 postage and handling)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**Child Care Centers, Child Rearing, \*Comprehensive Programs, \*Day Care Programs, Day Care Services, \*Early Childhood Education, Educational History, Elementary Education, Family Life, \*Federal Legislation, \*Parent Role, Working Women

**Identifiers—**\*New York City

This booklet discusses the need for a comprehensive family-centered approach to day care. A hypothetical family situation is used to illustrate that present approaches to day care are not optimally functional because of the dichotomy existing between day care and family life. Historical origins of day care centers and significant changes in the concept of day care are reviewed. It is suggested that federal legislation on day care (e.g., child care tax deductions) is rarely evaluated for potential impact on impact on families. Two elements are suggested as necessary for the development of comprehensive, family-centered child care programs: (1) a broad concept of the role of parents as predominant in child rearing, and (2) new institutional arrangements and structures which enable parents to assume such a role. (BRT)

**ED 114 174 PS 008 122**

**A Comprehensive, Coordinated Child Care System. Final Report.**

Colorado Univ., Denver. Medical Center.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date 75

Note—117p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors—**Administrative Change, \*Administrative Organization, After School Programs, \*Child Care Centers, Comprehensive Programs, \*Day Care Programs, \*Delivery Systems, \*Early Childhood Education, Elementary Education, Employee Attitudes, Employer Employee Relationship, Family Counseling, Family Day Care, Home Programs, Summer Programs

**Identifiers—**Colorado (Denver), \*Project Child Care

The establishment and subsequent modification of a child care system for employees, faculty, and students of the University of Colorado Medical Center are discussed in detail. The project was partially funded by the Office of Child Development. Components of the project included three direct service programs: (1) day care for children ages 2 1/2 to 6, (2) care for older children after school and during the summers, and (3) training and support for day care mothers and development of day care homes as additional child care resources. Family counseling and referral were provided as a fourth component. An Advisory Board was established to allow Medical Center employees, students, parents, and project staff members to contribute opinions and information. Extensive evaluative sections in the report cite problems encountered in program implementation, including poor relations between caregivers and administrative staff, pressure to disseminate prematurely, diffusion of individual staff members over all components, repeated administrative restructuring, and the desire of Advisory Board members to determine policy. Recommendations are made based on experience with these problems. At the end of three years Office of Child Development funding expired, and services at the Medical Center were discontinued, but part of the program was absorbed by other community child care facilities. (BRT)

**ED 114 175**

*Leifer, Aimee Dorr*

**How to Encourage Socially-Valued Behavior.**

Pub Date 11 Apr 75

Note—11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**Cognitive Development, Educational Television, \*Observational Learning, \*Preschool Children, \*Social Development, Socialization, Social Values, \*Television Research, \*Television Viewing

**Identifiers—**\*Prosocial Behavior, Sesame Street

This study investigated the influence of structured children's television programming on prosocial behavior. Subjects were 53 children ages 4-6, from two day care centers. Nine videotapes were produced (three for each of three experimental conditions) differing in their presentation of socially-valued behavior, socially-devalued behavior, consequences, and characters. Tapes were black and white and about 20-25 minutes in length. Prior to viewing the tapes, during viewing, and after viewing, the children were observed and/or tested in four different situations using three different measures: (1) an individual test on Piagetian tasks, (2) observation of social behavior in two structured tasks, (3) observation of social behavior occurring naturally in the child's day care center, and (4) observation of attention to the videotapes during viewing. Findings and implications are discussed. (BRT)

**ED 114 176**

*Sroufe, L. Alan Waters, Everett*

**The Ontogenesis of Smiling and Laughter: A Perspective on the Organization of Development in Infancy.**

Pub Date Apr 75

Note—42p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**Anxiety, \*Cognitive Development, \*Emotional Development, Fear, \*Infants, Mongolism, Operant Conditioning, Reactive Behavior, \*Social Behavior, \*Social Development

**Identifiers—**\*Smiling

This paper presents an integrative perspective on infant development (based on a consideration of developmental data) which focuses on the function of the smile. From the earliest spontaneous smiles of the newborn period to mature smiling and laughter, a central role was revealed for an excitation (tension)-relaxation process in producing smiles. This notion is complementary to social and cognitive theories of smiling but is more basic in pointing to the function of the smile for the infant and in stressing continuity of smiles following mastery, and smiles following excitation. In unraveling the changing meaning of the smile, a number of developmental principles are revealed, including the following: (1) developmental sequences may be repeated, though in a transformed and elaborated manner; (2) the infant becomes increasingly active in producing and mastering his own experience; (3) social and individual functions of the smile converge in promoting accommodation to and assimilation of novel events; (4) fear and joy, and wariness and smiling have a close functional relationship with respect to novelty; and (5) cognitive and socioemotional aspects of development are inseparable. (Author/GO)

**ED 114 177**

*Andrews, J. D., Ed.*

**One Child Indivisible. Outstanding Presentations from the NAEYC 1974 Annual Conference.**

National Association for the Education of Young Children, Washington, D.C.

Pub Date 75

Note—283p.

Available from—National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, D.C. 20009 (Paper, \$5.25, plus \$0.50 postage and handling)

**Document Not Available from EDRS**

**Descriptors—**American Indians, Black Community, Child Advocacy, \*Child Care Workers, \*Child Development, \*Childhood Needs, Cog-

**PS 008 126**

nitive Tests, \*Conference Reports, \*Early Childhood Education, Males, Parent Child Relationship, Physical Development, Play, Political Issues, Racial Attitudes, Sex Stereotypes

**Identifiers—**\*National Association Education of Young Children

This publication includes 4 panel discussions and 11 individual presentations, highlights from the 1974 National Association for the Education of Young Children conference. The panel discussions are titled: "Men Involved with Young Children;" "Who Will Deliver Education to Preschool Children;" "Black Concerns;" and "Indian Good." Topics presented individually are "The Resilient Child;" "The Strengths and Weaknesses of Cognitive Tests for Young Children;" "The Effective Ingredients of Human Development: Love Is Not Enough... But It Is Necessary;" "Children's Expressions of Feelings are Directly Related to Adult Openness;" "Physical Integrity: A Critical Developmental Determinant for the Whole Child;" "Women's Responsibility for Child Care Legislation;" "The Child as a Producer in or Product of Society;" "One Intelligence Indivisible;" "Play as Novelty Training;" "Reassessing Our Educational Priorities;" and "Child Development: Where Have We Been and Where Are We Going with Our Knowledge?" (GO)

**ED 114 178**

*Serafica, Felicissima C. And Others*

**Social Orientation as Evidenced in Regulatory Appeal Strategies: A Cross-Cultural Study.**

Pub Date Apr 75

Note—22p.; A shorter version of this paper was presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**Comparative Analysis, \*Cross Cultural Studies, Cultural Differences, Interpersonal Relationship, \*Linguistic Patterns, Mother Attitudes, \*Mothers, \*Preschool Children, Social Class, \*Socialization, Sociocultural Patterns, Socioeconomic Influences

**Identifiers—**\*Philippines

The social orientation of 60 American and 60 Philippine mothers representing two levels of social class was assessed through the verbal regulatory appeal strategies which they employed in five hypothetical everyday situations involving their 4-year-old children. Social orientation was assessed through the mothers' responses to the Bearison and Cassel Questionnaire for Regulatory Appeal Strategies. Each of the mothers' regulatory phrases was classified as person-oriented (expressing the feelings, thoughts, needs, of a person affected by the child's behavior), or position-oriented (expressing a nonsituation-specific rule of behavior in terms of the position status, or role of the child). Society was found to have a significant effect on mother's use of person-oriented versus position-oriented statements, but its impact varied as a function of the mother's educational level. Situational variations also influenced the adoption of a person versus a position orientation. This effect of situational determinants was modified by the mothers' education. The results were interpreted within the framework of Bernstein's (1961) theory of social learning. (Author/BRT)

**ED 114 179**

*Watson, Marilyn Sheehan*

**A Developmental Study of Empathy: Egocentrism to Sociocentrism or Simple to Complex Reasoning?**

Pub Date Apr 75

Note—15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**Cognitive Development, \*Cognitive Processes, \*Egocentrism, \*Elementary Education, Emotional Development, \*Empathy, Perception, \*Preschool Education

**Identifiers—**\*Social Reasoning

This study was designed to determine whether children's judgments of another's emotional state are based on egocentric or perspective reasoning processes. A total of 91 children, between the ages of 3 and 10, at three grade levels, were shown a series of photographs containing conflicting situational and expressive cues to the pictured child's emotional state. The children

between 3 and 7 years of age based 96 percent of their judgments on the expressive cues, while the correspondence between expressive cues and judgments decreased to 86 percent for the 9- to 10-year-olds. The subjects' own emotional responses to the photographs appeared to be independent from their judgments. It is argued that these results support the conclusion that children as young as 3 years of age judge the emotional states of others on the basis of perspectivist reasoning processes, and that the development of social reasoning proceeds along a continuum from simple to more complex reasoning processes. (Author/BRT)

**ED 114 180** PS 008 137

*Masters, John C. Furman, Wyndol*  
**Effects of Affect Induction on Expectancies for Serendipitous Positive Events, Success on Task Performance, and Beliefs in Internal or External Control of Reinforcement.**

Pub Date Apr 75

Note—19p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Affective Behavior, \*Affective Tests, Behavior Patterns, \*Expectation, \*Locus of Control, \*Performance Factors, \*Preschool Education, Psychometrics, Social Science Research

This study explored the relationship between young children's affective states and general expectancies for rewarding or punishing events. Subjects were 24 children, ages 4 and 5, from middle-class families. Positive, neutral, or negative affect was induced by having the children think happy, neutral, or sad thoughts for a short period. Two tasks were then given to the children (a maze and a matching problem) to determine if affect induction influenced expectancies for success or failure at a task. Following the tasks, psychometric instruments measuring children's expectancies for serendipitous positive or negative events and locus of control were administered to the subjects. Results indicated that outcome expectancies were independent of locus of control benefits or success anticipations. Positive affective states led to higher scores on the measure of expectancy for serendipitous positive or negative events, but negative states did not produce lower scores. (BRT)

**ED 114 181** PS 008 138

*Masters, John C. And Others*  
**Achievement Standards, Externally Dispensed Tangible Reinforcement, and Self-Dispensed Cognitive Reinforcement as Determinants of Children's Learning.**

Pub Date Apr 75

Note—21p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975); Filmed from best available copy

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Contingency Management, Discrimination Learning, Motivation, \*Positive Reinforcement, \*Preschool Education, Rewards, Self Evaluation, \*Self Reward, \*Social Reinforcement

Two studies were conducted to clarify the role of different minimum performance standards for contingent tangible reinforcement or self-dispensed evaluative reinforcement (in the absence of tangible rewards) in determining the rate and accuracy of learning. Preschool children were presented with a discrimination learning task. Their performance had to meet low (few correct), medium, or high (all correct) standards to be rewarded. In an accelerating standard condition their performance had to surpass that on the previous trial. In one experiment, rewards were externally dispensed tokens, while in the second, children self-administered verbal evaluations ("I'm doing real good!"). Learning was significantly more rapid in the high and accelerating standards, and the self-dispensation of evaluative reinforcement produced such rapid learning that by the end of the experiment, effects due to different standards had vanished. Results are discussed in terms of the incentive values of differing standards and the power of self-dispensed evaluative reinforcement. (Author/BRT)

**ED 114 182**

*French, Doran And Others*

**Egocentrism and Peer Interaction: Testing Piaget's Hypothesis.**

Pub Date 75

Note—12p.; Filmed from best available copy

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Cognitive Development, \*Communication Skills, \*Egocentrism, \*Peer Relationship, \*Primary Education, Role Playing, Sociometric Techniques

**Identifiers**—Piaget, Popularity

This experiment tested Piaget's hypothesis that peer interaction plays a crucial role in the reduction of childhood egocentrism. A sample of 46 second graders from a middle-class suburban public school were given a sociometric measure of popularity. Four tasks which assessed spatial, communicative, and role-taking egocentrism were then performed by each child. Intercorrelations among the four egocentrism tasks were computed by the Kendall Rank correlation method. Ability on the spatial egocentrism task correlated with ability in role-taking. The peer popularity measure was not found to be related to any of the measures of egocentrism. It is suggested that the use of popularity as a measure of peer interaction may be a weak test of Piaget's hypothesis. (BRT)

**ED 114 183**

*Fleming, Virginia*

**Women and Children First...Or Last? A Report on the Special Supplemental Food Program for Women, Infants and Children.**

Children's Foundation, Washington, D.C.

Pub Date Apr 75

Note—92p.

Available from—The Children's Foundation, 1028 Connecticut Avenue, N.W., Washington, D. C. 20036 (Paper, \$2.00)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—\*Community Health Services, \*Federal Legislation, \*Federal Programs, \*Food, Health, Infants, Low Income Groups, Nutrition, \*Nutrition Instruction, Pregnancy, Prenatal Influences, Preschool Children, State Programs

**Identifiers**—\*Special Supplemental Food Program Women Infants Child, WIC

This booklet examines the first 2 1/2 years of The Special Supplemental Food Program for Women, Infants, and Children (WIC), designed by Congress to provide food and nutrition information for low-income pregnant women, nursing mothers, and children up to age 4. Problems with the implementation and functioning of the nutrition program are discussed. Specific criticisms are made about the program administration by the Department of Agriculture and the States. Descriptions of some State WIC programs and recommendations for future WIC program operation are provided. Appendices include a bibliography of medical research on malnutrition, a list of government reports on WIC, WIC caseloads and budgets, a list of local WIC sponsors, and legislation authorizing WIC. (BRT)

**ED 114 184**

*Whose Children? An Assessment of Food Service Needs in Children's Residential Institutions.*

Children's Foundation, Washington, D.C.

Pub Date Apr 75

Note—117p.

Available from—The Children's Foundation, 1028 Connecticut Avenue, N.W., Washington, D. C. 20036 (Paper, \$1.50)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—Adolescence, Budgeting, \*Child Care, Childhood, \*Cost Effectiveness, Federal Legislation, Federal Programs, \*Food Standards, Handicapped Students, Health, National Surveys, \*Nutrition, Rehabilitation Centers, \*Residential Care, State Legislation, State Standards, Unwed Mothers

**Identifiers**—\*Children's Foundation

This assessment of food service needs in children's residential institutions is based on data gathered from visits to more than 350 children's institutions in 20 states and the District of Columbia and from nearly 1,200 responses to a questionnaire sent to every residential institution in every state. Findings indicate that children in orphanages, homes for the mentally retarded, juvenile detention centers and other residential institutions eat starchier foods, have less staff assistance and fewer rehabilitative programs than

PS 008 139

are deemed adequate. It is asserted that states have not appropriated sufficient funds to provide adequate cost-of-care increases for state wards; in addition, many states have neither adequate nutrition standards nor frequent reviews in licensing regulations. It is suggested that these and other factors combine to make a strong case for the inclusion of children's residential institutions in federal child nutrition programs. (GO)

**ED 114 185**

*Ryan, Jamice, Ed.*

**Idea Exchange: Volunteerism.**

Learning Inst. of North Carolina, Durham.

Pub Date 74

Note—58p.

Available from—LINC Leadership Development Program, 800 Silver Avenue, Greensboro, North Carolina 27403 (Paper, \$1.25)

Journal Cit—Idea Exchange; v5 n1 Fall 1974

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Administrator Guides, Administrator Role, Bibliographies, \*Early Childhood Education, Interviews, \*Paraprofessional School Personnel, Personnel Evaluation, Placement, Preservice Education, Recruitment, Resource Staff Role, \*Staff Role, \*Volunteers, Volunteer Training

**Identifiers**—Learning Institute of North Carolina, \*Project Head Start

This issue of "Idea Exchange" which focuses on the volunteer in education programs includes a variety of materials related to volunteer experiences and viewpoints: (1) a handbook for volunteer coordinators which discusses the coordinator's role, the recruiting and interviewing of volunteers, and the essentials of volunteer placement and evaluation; (2) a sample volunteer job description form, and application, placement and evaluation forms used by one organization; (3) tax benefits for volunteers; (4) a bill of rights for volunteers; (5) selected bibliography on volunteerism; and (6) several short articles for volunteers and volunteer coordinators concerning such topics as the definitions of roles, pre service training, and recruitment. (ED)

**ED 114 186**

*Minimum Standards for Day Care Centers.*

Texas State Dept. of Public Welfare, Austin.

Report No.—DPW-10-74

Pub Date 74

Note—68p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—Administrator Qualifications, Administrator Responsibility, \*Certification, \*Child Care Centers, Child Care Workers, \*Day Care Programs, Discipline, Equipment Standards, Fire Protection, Food Service, Nutrition, Safety, Sanitation, \*State Licensing Boards, \*State Standards, Student Teacher Ratio

**Identifiers**—\*Texas

This document describes the minimum standards that must be met and maintained by day care centers in the state of Texas. These standards were drawn up by the State Department of Public Welfare and are applicable to both non-profit and proprietary day care centers. The areas covered by the standards include: (1) organization and general administration, (2) enrollment, (3) director qualifications and responsibilities, (4) staff qualifications, (5) staff/child ratio, (6) space, (7) furnishings and equipment, (8) toileting arrangements, (9) fire, sanitation and safety, (10) physical health, (11) food service and nutrition, (12) program operation, (13) discipline, (14) infant care, (15) school-age care, and (16) transportation. To qualify for a license in Texas, a day care center must comply with the requirements contained in this document. (JMB)

**ED 114 187**

*Donovan, Anne*

**The Relationship Between Maternal Behavior and Representation in Young Children.**

Pub Date Apr 75

Note—14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Cognitive Processes, Communication Skills, \*Mothers, \*Parent Child Relationship, \*Preschool Children, Teaching Styles, \*Teaching Techniques

This research report is based on a study designed to explicitly test Sigel's "Distancing Hypothesis" by examining the relationship between a cluster of seven maternal behaviors related to "distancing" and representation in a total of 60, 3- and 4-year-old boys. The boys were administered three tasks (in their nursery school) which measured representational skills, and later, with their mothers, were observed interacting in a university laboratory setting. A significant relationship was found between certain maternal teaching strategies and influence techniques coded in the laboratory session and children's performance on the representational task. It is suggested that parental use of communication styles which restrict a child's attention to the immediate physical and concrete present may discourage the child from exercising his symbolic capacities in problem solving situations which require their utilization. (Author/GO)

**ED 114 188 PS 008 147**  
**Building Day Care Models for the South: Report of the Southeastern Day Care Project.**  
 Southern Regional Education Board, Atlanta, Ga. Spons Agency—Donner (William H.) Foundation; Social and Rehabilitation Service (DHEW), Washington, D.C.  
 Pub Date Feb 75  
 Note—67p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
 Descriptors—Cognitive Development, Community Resources, Community Role, \*Day Care Programs, \*Elementary Education, Emotional Development, Health Services, \*Low Income, Motor Development, Parent Child Relationship, Parent Participation, \*Preschool Education, Self Care Skills, Social Development, \*State Programs

This report describes and evaluates a system of day care for 659 children in seven southern states (75 percent of the children were preschoolers and infants in center programs, 12 percent were preschoolers in family day care homes, and 13 percent were school-age children, primarily in center programs). Most of the families served were low-income. Assessments of cognitive, social, emotional, motor, and hygiene/self-help development were obtained regularly for most of the children by observing their behavior on a series of developmental tasks. The programs in the system focused on maximizing children's total growth and development, increasing the involvement of the family and community, and providing families with supportive services. Parents were encouraged to help plan programs and become participants on advisory boards. Day care staff members were either inservice trained or had completed a two-year college curriculum. Included is a discussion of the project proposal for each of the seven states' demonstration day care projects, an account of how each project was implemented, and project goals and accomplishments. (BRT)

**ED 114 189 PS 008 148**  
**Early Childhood Program: Summary of Context Analysis Phase.**  
 Southwest Educational Development Lab., Austin, Tex.  
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
 Pub Date May 75  
 Contract—NE-C-00-0090  
 Note—66p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
 Descriptors—Bibliographies, Child Development, \*Child Rearing, Delivery Systems, \*Early Childhood Education, Educational Television, \*Federal Programs, \*Low Income Groups, Parenthood Education, \*Parent Role, Research Methodology, Research Problems, Video Cassette Systems

Identifiers—Southwest Educational Development Laboratory, \*Texas (Austin)

Progress made in the field of early childhood development during the past decade is examined to provide the background and rationale for tree programs funded by the National Institute of Education (NIE) in 1974: a parenting information center, a multimedia child care training package, and television spots related to child rearing principles. The evaluation consisted of four phases: (1) interviews of 11 nationally-recognized experts in child development who identified problems in research and development, (2) a literature search to identify research

findings, demonstration projects, position papers, and books in early childhood education, (3) a one-day conference of regional and state agencies to discuss delivery systems and product content, and (4) interviews of trainers of parents and paraprofessionals who identified successful and unsuccessful practices involved in working with low-income families. Each of these phases is described in detail. Also included is information concerning the progress of the three programs funded by NIE. (BRT)

**ED 114 190 PS 008 149**  
**Lehane, Stephen Goldman, Richard**  
**Building the Steps of the Career Ladder.**  
 Pub Date [75]  
 Note—9p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—Bachelors Degrees, Career Ladders, \*Child Care Workers, Correspondence Courses, Degree Requirements, \*Economically Disadvantaged, \*Experimental Programs, \*Higher Education, Residence Requirements, \*Special Degree Programs, Student College Relationship  
 This paper describes an experimental Bachelor of Arts program at Kent State University which is tailored to recognize field accomplishments and, at the same time, to meet the special needs of experienced early childhood workers. The program is designed for individuals who have had minimal exposure to higher education due to economic hardship. The proposed program consists of three phases: (1) outstanding individuals will be awarded sophomore standing in the baccalaureate program on the basis of their demonstrated talent in the field; (2) two years of university-sponsored correspondence work will be completed by each student under the direction of a qualified supervisor already operating within the individual's locale; and (3) a residency of a year (or some portion of a year) will be completed on a university campus. The steps in the development of the program at Kent State are described and future plans for further implementation are discussed. (JMB)

**ED 114 191 PS 008 150**  
**Brooks-Gunn, Jeanne Lewis, Michael**  
**Person Perception and Verbal Labeling: The Development of Social Labels.**  
 Educational Testing Service, Princeton, N.J.  
 Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.  
 Pub Date Apr 75

Note—14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—Age Differences, \*Cognitive Development, Fathers, Infancy, \*Infants, \*Language Development, Mothers, Pictorial Stimuli, Sex Differences, \*Social Behavior, \*Verbal Development

Identifiers—\*Social Labels

This study examined the social labels which are first used by infants, social differentiation on the basis of labeling behavior, and overgeneralization of social labels. Subjects were 81 infants from 9 to 36 months of age. The 9- to 24-month-olds were shown slides of themselves, their mothers, their fathers, and unfamiliar children, babies, and adults. The mother pointed to each slide and asked "Who is that?" The 30- and 36-month-olds were shown the same classes of persons but saw pictures mounted in a photograph album. The experimenter pointed to each picture and asked "Who is that?" Results indicated that infants were more likely to label their father's than their mother's picture and that they did so earlier and more accurately. The data also suggested that: (1) the child uses a word to represent several perceptual features of social objects; and (2) overgeneralization may occur when there are not enough labels available for all of the child's perceptual categories. Since the children in this study overgeneralized labels in an age- and sex-appropriate manner, their social labels appear to be a reflection of the way in which they categorize the social world. (JMB)

**ED 114 192 PS 008 151**  
**Ososky, Joy D.**  
**Neonatal Characteristics and Directional Effects in Mother-Infant Interaction.**  
 Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.  
 Pub Date Apr 75

Note—31p.; Revision of paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
 Descriptors—\*Communication Skills, \*Infants, \*Interaction Process Analysis, \*Mothers, \*Parent Child Relationship, Perinatal Influences, Sex Differences  
 Identifiers—\*Brazelton Neonatal Assessment Scale

This study of 134 mothers and their newborn infants evaluated the relationships between neonatal style and mother-infant interaction. The procedure included a newborn assessment with the Brazelton Neonatal Assessment Scale and two mother-infant interaction observations, one carried out during feeding and the other during a semi-structured situation. The results indicated that there were consistent relationships between infant and maternal behaviors; more alert and responsive infants have more responsive and sensitive mothers. These consistencies were found for both infants and mothers across the different situations. Possible directional interpretations of the findings were proposed. (Author/GO)

**ED 114 193 PS 008 152**  
**Brooks-Gunn, Jeanne Lewis, Michael**  
**Mirror-Image Stimulation and Self Recognition in Infancy.**

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date Apr 75

Note—29p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
 Descriptors—Behavior Change, \*Infant Behavior, \*Infants, \*Interaction Process Analysis, Role Perception, \*Self Concept, \*Self Evaluation  
 Identifiers—\*Mirror Behaviors, Self Recognition

This study explores the development of visual self-recognition by examining the effect of rouge application on the subsequent mirror behavior of 96 infants, ages 9-24 months. Each infant was observed in front of a mirror in four consecutive conditions: (1) with no rouge applied to infant's nose (baseline), (2) with a dot of rouge on infant's nose, (3) with mother, who has a dot of rouge on her nose, and (4) with infant (still rouged) alone. Behavioral responses were videotaped and coded according to six main categories: facial expressions, vocalizations, attention, mirror-directed behaviors, self-directed behaviors, and imitative behaviors. Results indicate that in the rouged condition, infants increased in nose-directed behaviors, interest and attention, some imitative behaviors, touching own image and body-directed behavior. These results are discussed in terms of self-awareness and stage theory. (GO)

**ED 114 194 PS 008 153**  
**DeLoache, Judy S.**  
**Infant Visual Memory: The Course of True Habituation Never Did Run Smooth.**

Pub Date Apr 75

Note—11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—\*Attention Span, \*Infants, \*Memory, \*Pattern Recognition, \*Visual Stimuli  
 Identifiers—\*Habituation

This study addressed three major questions pertaining to habituation of visual attention in infants: (1) does habituation occur gradually? (2) how do fast and slow habituators compare in their response to discrepancy? and (3) does intervening stimulation produce interference with infants' visual recognition memory? The subjects were 36 17-week-old infants, half were male and half female. Each infant sat on his or her mother's lap facing a semi-circular screen while an observer watched the infant's head and eye movements on a television monitor located in an adjacent room. Each trial consisted of the infant's looking at a blinking light on the left, followed by one unlimited fixation of the stimulus on the right. Each infant saw the same pattern repeatedly until his or her fixation time reached the specified habituation criterion. Each infant was then presented with a pattern discrepant from the standard stimulus. The findings indicated that in-

fants do not gradually decrease their response to a repeated stimulus, but rather seem to habituate within one or two trials. Further, there were distinct, non-overlapping distributions of trials to criterion for the fast and slow habituators with both groups of infants showing the same degree of recovery to a novel stimulus. Finally, evidence of interference with infants' recognition memory was found and attributed to there being only a single, repeated intervening stimulus. (JMB)

**ED 114 195 PS 008 154**

*Brainerd, Charles J.*

**Prior Knowledge of Rules in Concept Learning.**

Pub Date Apr 75

Note—15p.; Paper presented at the Annual Convention of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Cognitive Development, Compensation (Concept), \*Concept Formation, \*Conservation (Concept), \*Early Childhood Education, \*Learning Processes, Retention, Theoretical Criticism, Training Techniques, Transfer of Training

Identifiers—\*Piaget

This paper briefly reviews the literature concerning the Piaget-Burner debate over the roles of identity and reversibility rules in conservation acquisition, and describes an experiment designed to determine whether one group of rules is more closely related to conservation than the other. A group of children, aged 4-6 years, received tests of inversion, reciprocity, qualitative and quantitative identity, and conservation of liquid, weight, and length. A total of 75 of these children, who showed no evidence of conservation but exhibited considerable variability on the four rule tests, were selected for the experiment. Of these, 50 experimental subjects were trained to acquire liquid quantity conservation via an elementary feedback procedure. The 25 control subjects received the same liquid quantity problems during training trials, but feedback was omitted. In a posttest one week later, subjects were readministered the liquid, weight and length conservation tasks. Performance of the trained subjects in all areas was far superior to their controls. It was determined that prior knowledge of Piaget's inversion rule was an excellent predictor of conservation learning, and that neither Bruner's nor Piaget's analyses of conservation appears to be entirely correct. (ED)

**ED 114 196 PS 008 156**

**A Comparative Analysis of Day Care Licensing Standards.**

Hawaii Univ., Honolulu. Head Start Research and Evaluation Center.

Spons Agency—Hawaii State Community Coordinated Child Care (4-C) Committee, Honolulu.

Pub Date 10 Sep 74

Note—190p.

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

Descriptors—Accident Prevention, \*Child Care Centers, \*Comparative Analysis, Early Childhood Education, \*Family Day Care, \*Federal Legislation, Fire Protection, Health Services, Interagency Coordination, Parent Participation, Program Administration, Program Development, Sanitation, School Safety, Staff Role, \*State Standards

Identifiers—\*Day Care Licensing, Hawaii

This report focuses on the major similarities and differences of three sets of day care licensing standards (model, state, and federal) in order to provide an information base for isolating the problems, concerns, and issues involved in day care licensing. Sets of standards compared are: (1) "OCD Guides for Day Care Licensing," 1973 (model); (2) "Rules and Regulations Governing Group Day Care Centers" and "Rules and Regulations Governing Family Day Care Homes" used by the state of Hawaii since 1966; and (3) "Federal Interagency Day Care Requirements" (1968). Part 1 lists major issues and concerns (in question form) grouped under these major headings: (1) the act itself (title, purpose, and definition of terms), including application, development, and enforcement of rules and regulations; (2) administration, program, staffing, and parent participation requirements; (3) health and sanitation requirements; and (4) fire and safety requirements. A brief summary is included. Part 2 (comprising three-quarters of the report) con-

tains four charts grouped under the same headings. The charts present the provisions of each set of standards so that specific regulations may be compared across standards. Summaries follow each chart. (ED)

**ED 114 197 PS 008 158**

*Eckstein, Esther*

**Program Planning for 6-12 Year-Olds in Day Care Centers: The Record of a Pilot Institute on Planning and Developing Creative Programs for School-Agers' Growth Through Play.**

Federation of Protestant Welfare Agencies, New York, N.Y.

Pub Date Feb 75

Note—32p.

Available from—Division of Child and Family Welfare, Federation of Protestant Welfare Agencies, Inc., 281 Park Avenue South, New York, New York 10010 (Paper, \$1.50)

**Document Not Available from EDRS**

Descriptors—\*After School Programs, Child Development, Classroom Techniques, \*Day Care Programs, \*Elementary Education, Inservice Education, Learning Activities, Play, \*Program Planning, Resource Materials, Space Utilization, Staff Role, \*Student Centered Curriculum, Workshops

Identifiers—\*After School Day Care

This pamphlet offers guidelines for directors and teachers interested in providing good after-school day care programs for children 6-12 years of age. The typical school-age child served by after-school programs in New York City is described in the introduction, and the importance of creative play is emphasized. Topics include: (1) the role of the director, particularly in reference to evaluating teachers through classroom observation and providing for inservice workshops; (2) the selection of basic equipment and supplies appropriate for a flexible, creative, low-cost program; (3) the problems inherent in dealing with restless children after school; and (4) the role of the teacher in providing the proper physical and emotional environment for children. Suggestions are given for expanding after-school programs into potential learning centers which build upon children's pre-existing interests and provide both indoor and outdoor activities. Outlines of three workshops designed for directors are included in the appendices along with a bibliography. (ED)

**ED 114 198 PS 008 161**

*Liikanen, Pirkko*

**Increasing Creativity Through Art Education Among Pre-School Children.**

Jyvaskyla Univ. (Finland).

Pub Date 75

Note—44p.

Available from—Jyvaskyla University Library, SF-40100, Jyvaskyla 10, Finland (Paper, no price quoted)

Journal Cit—Jyvaskyla Studies in Education, Psychology and Social Research; n29 1975

**Document Not Available from EDRS**

Descriptors—\*Art Education, Comparative Analysis, Creative Activities, Creative Art, \*Creativity, Creativity Tests, \*Cultural Factors, Demography, \*Early Childhood Education, \*Family Influence, Intelligence, Kindergarten Children, Parent Attitudes, School Readiness Tests, Sex Differences, Vocabulary Development

Identifiers—Finland

This book describes a study (conducted in Finland) which examined antecedent conditions for the development of creativity in children and evaluated a kindergarten activity program designed to increase children's creativity. Subjects were 168 kindergarten children (86 girls and 82 boys). Extensive information about each child's family was gathered, including data on social background and environmental stimuli in the home. Experimental groups were given 6 weeks of structured art education and creativity enrichment activities. Before the training children were evaluated on tests of play ability, intelligence, vocabulary and creativity; after training they were given tests of intelligence, school readiness, and creativity. Results indicated that social background variables were not strongly related to creativity before or after training; however, the more creative activities and art interests the parents had, the more creative their children were both before and after the training. The training program appeared to increase children's

creativity more than traditional kindergarten classes. The program increased both boys' and girls' creativity, with girls becoming more fluent, flexible and original, and boys becoming better at drawing. Recommendations for early education programs and for further research concerning creativity training programs for young children are provided. (BRT)

**ED 114 199 PS 008 163**

*Ausman, Lynn M.*

**Nutritional Findings and Early Behavioral Observations.**

Pub Date Apr 75

Note—14p.; For related documents, see PS 008 164-166; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Animal Behavior, Body Weight, \*Dietetics, Motor Development, \*Nutrition, \*Physical Development

Identifiers—\*Protein Deficiency, Squirrel Monkeys

This study investigated the effects of a short period of severe protein malnutrition on subsequent growth and development in the squirrel monkey. A total of 12 newborn monkeys were fed a low protein diet from 2 to 8 weeks of age then rehabilitated by returning them to the 13 percent protein diet of the control group. Minimum amount of protein needed for maximum growth was about half that of the control diet. For one year, measures of body weight, plasma protein and albumin concentration, hemoglobin and locomotion were collected for protein deficient and control animals. Results, which show lasting effects of body weight deficit and markedly depressed plasma albumin levels during the malnutrition, attest to the severity of protein malnutrition induced in these animals. Autopsy data obtained from animals who died during the period of the malnutrition indicate that brain weights were depressed and that malnutrition interfered with brain development. (GO)

**ED 114 200 PS 008 164**

*Hegsted, D. Mark*

**Overall Rationale and Design of Study.**

Pub Date Apr 75

Note—9p.; For related documents, see PS 008 163-166; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Animal Behavior, Cognitive Development, \*Dietetics, \*Nutrition, Social Development

Identifiers—\*Protein Deficiency, Squirrel Monkeys

This paper outlines research designed to establish dietary correlates of malnutrition, and questions the common assumption that high protein foods should be used as dietary supplements in humans. Because thorough investigation of dietary needs in children is ethically unfeasible, squirrel monkeys were used in the research to study the biological and mental effects and the behavioral correlates of deficiency disease. Infant squirrel monkeys were taken from their mothers after birth and fed a low-protein diet from 2 weeks to 8 weeks of age. Group rearing conditions were provided by satellite cage arrangements for every four animals. The members of these social groups were allowed to interact for four hours a day. All animals were given normal diets at the age of 8 weeks. (GO)

**ED 114 201 PS 008 165**

*Elias, Marjorie F.*

**Effects of Protein Restriction on Perceptual-Motor Development, Habituation and Learning.**

Pub Date Apr 75

Note—14p.; For related documents, see PS 008 163-166; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Animal Behavior, \*Dietetics, Discrimination Learning, \*Nutrition, \*Perceptual Motor Learning, Retardation, Shift Studies, Visual Perception

Identifiers—Habituation, \*Protein Deficiency, Squirrel Monkeys



Perceptual motor development, habituation, and learning in squirrel monkeys were studied under controlled rearing and diet history conditions to determine whether the animal's level of behavioral development was similar to well-nourished animals of his own age (agemates) or his own size (sizemates). From birth to 8 weeks of age, the animals were tested weekly on two items of perceptual motor development, visual locating of a click and visual following of an object. At 18 and 52 weeks of age, they were tested in a standard visual habituation-dishabituation paradigm, and from 44 to 52 weeks, they were tested using a two-choice color discrimination learning procedure. Results indicate that early protein deficiency had a strong retarding effect on early growth, and a significant but less extreme effect on perceptual motor development. Protein deficient animals were retarded compared with agemates but precocious compared with sizemates. The behavioral effects associated with protein deficiency persisted for at least 10 weeks after the diet restriction. (GO)

ED 114 202 PS 008 166

Chappell, Patricia F.  
**Social Behavior in Interacting Squirrel Monkeys with Differential Nutritional and Environmental Histories.**

Pub Date Apr 75

Note—21p.; For related documents, see PS 008 163-165; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Animal Behavior, \*Dietetics, Group Behavior, Interaction Process Analysis, \*Nutrition, \*Social Development  
Identifiers—\*Protein Deficiency, Squirrel Monkeys

This paper reports an observational study of the effects of handling on the social behavior of squirrel monkeys who received a protein deficient diet. After birth, experimental animals received a low-protein diet for a 6-week period. A subgroup of these animals were handled between 3 and 12 weeks of age. All of the animals interacted (in four animal social groups), five times a week beginning at 4 weeks of age. Animals were observed interacting twice-weekly. Results indicate that protein deficiency produces a general retardation of development as measured by locomotion, use of space and social contact. Between 20 and 41 weeks most of the differences had disappeared; the differences that did maintain offer evidence that handling attenuates the effect of protein deficiency, specifically in the area of motor behavior and activity. It is suggested that low levels of protein in the diet during the critical period of brain development cannot be compensated for fully by handling. Loss of the non-handled deprived group by death leaves unanswered the question of persistent effects of handling on the ultimate outcome of nutritionally deprived animals. (GO)

ED 114 203 88 PS 008 170

Project SEE.  
Union Township Board of Education, N.J.  
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; New Jersey State Dept. of Education, Trenton.

Pub Date 74

Note—45p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Early Childhood Education, Kindergarten Children, \*Learning Activities, Perception Tests, \*Perceptual Development, Perceptual Motor Learning, Sensory Experience, \*Sensory Training, Tactual Perception, Teacher Attitudes, Teaching Methods, \*Visual Perception

Identifiers—\*Elementary Secondary Education Act Title III, ESEA Title III, Knobler Perceptual Development Test, Project SEE

This booklet describes the Specific Education of the Eye (SEE) program, an experimental kindergarten program which emphasizes the development of sensory skills as a prerequisite of learning. The first part of the booklet describes the development, expansion, and recognition of the SEE program. Described are activities (organized in instructional levels) designed to exercise visual and tactile perception and progressing from simple to complex. In daily visual perception lessons, children were instructed to view an

object on a card and describe what they saw, generating the necessary vocabulary. Children were then directed to locate objects in the room which contained elements of the perceptual object on the card under discussion, to look at the activity card, and to draw what was seen. Tactual perception activities were also developed in which children constructed the object. Subjects were pre- and post tested on perceptual ability. Results showed that children in experimental groups increased in perceptual ability more than children in control groups. Some teachers' responses to the SEE program are included. Appendices provide the perceptual activity objects, a perceptual development pre test, and a program evaluation form. (BRT)

ED 114 204 PS 008 171

Randall, Tom M.

**An Analysis of Observer Influence on Sex and Social Class Differences in Mother-Infant Interaction.**

Pub Date Apr 75

Note—33p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Bias, \*Data Collection, Infants, Mothers, \*Observation, \*Parent Child Relationship, Sex Differences, \*Social Class, Verbal Communication

Identifiers—Unobtrusive Measures, \*Verbalization

This study was undertaken to determine whether the process of collecting observational data on mother-infant interactions influences the phenomena under investigation. A total of 40 white mother-infant dyads participated in the study. Half of the mothers were middle class and half were working class, and within each class group, half of the infants were male and half were female. All of the infants were between 10 and 11 months old at the time of the study. To assess the effect of the presence of an observer does have significant differential effects for the two on the mother-infant interaction while the experimenter was present in the playroom and also while the mother and infant were alone in the playroom unaware that they were being observed. All actual observation and recording of data was done from an adjacent observation room. Results indicated that in a laboratory investigation, the presence of an observer does have significant differential effects for the two social classes, with the working class mothers producing significantly more verbalization in the unobtrusive condition and the middle class mothers verbalizing equally in both conditions. There was no significant main effects for sex of infant. (JMB)

ED 114 205 PS 008 179

Ainsworth, Mary D. Salter Blehar, Mary C.

**Developmental Change in the Behavior of Infants and Their Mothers Relevant to Close Bodily Contact.**

Pub Date Apr 75

Note—9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Affection, Infant Behavior, \*Infants, \*Middle Class Mothers, \*Parent Child Relationship, \*Parent Influence, \*Response Mode  
Identifiers—\*Body Contact

This report is based on a longitudinal analysis of physical-contact interaction of mother-infant pairs throughout the first year of life. The sample consisted of 26 middle-class mother-infant pairs who were observed in their homes for four hours once every three weeks. During each visit, the observer made a running record of everything that happened when the infant was interacting with another person. The report focuses on the data on pick-ups by the mothers. The infant measures examined positive and negative responses to being held and positive and negative responses to being put down. The maternal measures examined tender, careful holding, inept holding, and affectionate behaviors. Findings suggest that initial constitutional differences in infants' responses to contact are overridden by the influence of maternal behavior and that tender, careful holding is most clearly associated across time with positive infant response to being held.

The amount of time the mother held the baby does not seem to influence the child's positive response as much as the way she holds him. Finally, babies who show most enjoyment of close bodily contact with their mothers do not become addicted to it, but are the very ones who became increasingly content to be put down. (JMB)

ED 114 206 PS 008 180

Horowitz, Alan B. Horowitz, Valerie A.

**The Effects of Task-Specific Instructions on the Encoding Activities of Children in Recall and Recognition Tasks.**

Pub Date 11 Apr 75

Note—14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Cognitive Development, \*Cognitive Processes, \*Elementary School Students, Pictorial Stimuli, \*Recall (Psychological), \*Recognition

Identifiers—\*Encoding (Psychological)

Two experiments examined the effects of task-specific instructions on the recall and recognition memory of kindergarten, 2nd and 5th grade children for pictorial stimuli. In Experiment 1, a recall test was used and prior to stimulus presentation subjects were given one of three instructions: either a Recall-specific set, a general Remember set, or a misleading Recognition-specific set. Recall data indicated no instruction differences at the kindergarten level, differences favoring the Recall-specific over the Recognition-specific set at grade 2, and differences favoring the Recall-specific over both the Remember and Recognition-specific sets at grade 5. In Experiment 2, the same instruction sets and stimuli were presented, but followed by a recognition test. Recognition data revealed no instruction effects at grade 5 (due to a ceiling effect), differences favoring the Recognition-specific and Recall-specific sets at grade 2, and scores favoring the Remember set at the kindergarten level. These findings were seen to reflect the uneven development of recall- and recognition-specific memory capabilities. The role of particular encoding and storage activities was discussed. (Author/JMB)

ED 114 207 PS 008 181

Trabasso, Tom Foellinger, David B.

**Seeing, Hearing and Doing: A Developmental Study of Memory for Actions.**

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date 11 Apr 75

Note—27p.; Not available in hard copy due to marginal legibility of original document; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Age Differences, Cognitive Development, Cognitive Processes, Elementary School Students, \*Memory, \*Motor Reactions, Perceptual Motor Learning, Primacy Effect, \*Recall (Psychological), Serial Learning, \*Verbal Ability, \*Verbal Learning, Verbal Stimuli

This study examining children's ability to organize information for the purpose of recall was designed to control for verbal ability differences. The participants were 10 boys and 10 girls each from kindergarten, 2nd, 4th and 6th grades. A modified "Simon Says" game was used to enable the children to respond to eight selected verbal and motor commands with an appropriate motor act. The experimenter first read or demonstrated each of the eight commands in a random order and, after all the commands had been presented, asked the child to execute as many of the commands as he could. Each child received 20 presentations of the eight commands. Results revealed recall effects typically observed in studies on memory development in which words were used as stimuli or responses. These included: (1) serial position effects, with younger children showing more recency and older children more primacy effects, and (2) better recall by older children. However, since the younger children structured their responses in recall as well, and in the same way as older children, the developmental differences in amount recalled would not seem to depend on response organization. (JMB)

## ED 114 208 PS 008 189

**Forgiore, Pascal D., Jr.**  
**Rationales for Early Childhood Education Policy Making: The Policy Role of Five SEA's in Early Childhood Education Policy Making.**

Hewitt Research Center, Berrien Springs, Mich.  
 Spons Agency—Office of Economic Opportunity, Washington, D.C.  
 Pub Date 31 Mar 75

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 31-April 3, 1975)

Available from—Hewitt Research Center, P.O. Box 179, University Station, Berrien Springs, Michigan 49104 (full report)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—Comparative Analysis, \*Early Childhood Education, \*Educational Legislation, Educational Policy, \*Kindergarten, \*Policy Formation, \*State Legislation, State Programs  
 Identifiers—State Education Agencies Symposium

This paper outlines an investigation aimed at illuminating the rationales that states and state policy makers have used to support their early childhood education policy initiatives during the 1971-73 legislative sessions. An in-depth comparative case study approach is used in five selected states with regard to kindergarten legislation or programs for 5-year-olds. Each of the five case studies is divided into three sections: (1) an introduction to the particulars of the individual state's political system; (2) a look at the evolution of an early childhood legislative proposal from formulation through the various stages of development to ultimate resolution by the state legislature; and (3) a review of the major rationales found in the investigation of each state. The findings of the study are presented in terms of the similarities and differences of the states' policy making processes; the rationales exhibited in the cases are discussed and compared. (JMB)

## ED 114 209 PS 008 215

**Triplett, Suzanne**  
**Assessment of Parents' Uses of and Preferences for Child Care Services.**

Learning Inst. of North Carolina, Durham.  
 Spons Agency—Office of Child Development (DHEW), Washington, D.C.  
 Pub Date Nov 74

Note—126p.  
 Available from—North Carolina Office for Children, Box 12405, Raleigh, North Carolina 27605 (no charge)

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**  
 Descriptors—\*Child Care, Children, \*Day Care Services, Demography, \*Family Income, Geographic Location, \*Parent Attitudes, Rural Urban Differences, \*State Surveys, Working Parents  
 Identifiers—\*North Carolina

This report presents data collected from a telephone survey of 777 North Carolina families (with children under 14 years of age) concerning their uses of and preferences for child care services. Three basic questions were asked by the surveyors: (1) How will children be cared for in the absence of parents during the coming school year? (2) What is considered the best type of child care arrangement in the absence of parents? and (3) Should child care services be available for those who cannot afford to pay the full cost? Information concerning employment status, income, age range of children, cost of current child care services, and other demographic data was also obtained from the families. Data were analyzed by geographic location and demographic variables; survey results are described. Appendices, which make up approximately one-half of the document, provide the telephone survey, contingency tables comparing reported uses of child care services with actual uses, and additional tables of sample information. (BRT)

## ED 114 210 PS 008 230

**Despert, J. Louise**  
**The Inner Voices of Children.**

Pub Date 75  
 Note—162p.  
 Available from—Brunner/Mazel Publishers, 64 University Place, New York, New York 10003 (Paper, \$4.95)

Document Not Available from EDRS

Descriptors—Behavior Patterns, \*Child Development, Cognitive Development, Cross Cultural Studies, \*Elementary Secondary Education,

Emotional Development, \*Parent Child Relationship, Peer Relationship, \*Photographs, Physical Development, \*Preschool Education, Social Development

Children's emotional development from infancy through adolescence, is described through brief anecdotes and through photographs. Psychological explanations of child behavior are discussed. Children's reactions to parents, siblings, and peers, and to experiences such as pain, discovering one's body, eating, exploring, and visiting the doctor are recounted. The 132 candid photographs taken in various settings are integrated with the text to show the maturing child interacting with his environment. (BRT)

## ED 114 211 PS 008 254

**Wagner, Betty And Others**  
**Parent and Child—What's the Score? Parental Preparation of Learning Environments for Delayed and Non-Delayed Infants.**

Spons Agency—Texas Tech Univ., Lubbock.  
 Pub Date Apr 75

Note—14p.; Enlarged version of paper presented at the Annual Meeting of the Southern Association on Children Under Six (26th, Bal Harbour, Florida, April 9-12, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Caucasians, \*Early Childhood Education, \*Ethnic Groups, \*Family Environment, Home Visits, Infants, Mexican Americans, Negroes, Parent Education, \*Parent Role, Questionnaires, \*Video Tape Recordings  
 Identifiers—\*TADPOLE Program

This study was designed to assess the needs of parents in preparing home learning environments for their young children. Subjects included 30 families (10 Anglo, 10 black, and 10 Chicano) with children from birth to 3 years of age. Data on approximately half of the families has been analyzed and is discussed. Half of the subject population had children identified as developmentally delayed/high risk. These children were matched with normal (nondelayed) children in the same ethnic group. Data were collected through videotapes of the child's daily activities, of the parent and child handling new materials, and of sequenced activities based on Piagetian developmental tasks designed to evaluate the child's developmental level. After the completion of the videotape series, parents' knowledge of child development and of how home environments may be prepared for the optimal development of children was assessed by use of a parent questionnaire. An observation instrument was then used to determine the parents' performance in actually preparing appropriate learning environments for their children. Preliminary results indicated that parents of all three ethnic groups had significantly higher knowledge scores than performance scores in the preparation of their children's learning environments. (Author/JMB)

## ED 114 212 PS 008 277

**Keller, Harold R. And Others**  
**Differential Parental Effects Among One-Year-Old Infants in a Stranger and Separation Situation.**

Pub Date Apr 75  
 Note—15p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Attachment Behavior, Behavior Patterns, \*Infant Behavior, Middle Class Parents, \*Parent Child Relationship, \*Sex Differences, \*Stranger Reactions  
 Identifiers—\*Ainsworth

This study examined the differential effects of sex of parent, sex of child, and sex of stranger on infant behavior in a stranger-separation situation. Year-old infants (16 males and 19 males) from middle-class families were observed and videotaped twice, at one-week intervals, in a modification of Ainsworth's laboratory stranger and separation situation. Sex of parent, order of parent (which was counterbalanced), and situational episode were varied within subjects, while sex of child and sex of stranger were varied between subjects. Traditional indices of attachment (indirect indices such as disorganization behaviors) suggested that the infants were more attached to their mothers, while positive approach behaviors of the infants suggested a stronger attachment to fathers. Male infants engaged in proximity-contact seeking and contact maintaining behaviors significantly more than ex-

pected in the mother situation, while daughters were significantly more likely to perform these same behaviors with their fathers. Data analysis suggests that there is not a unitary construct of attachment, but rather different patterns of attachment behaviors which develop individually in relation to specific figures and as consequences of specified interactional experiences. (Author/BRT)

## RC

## ED 114 213 RC 008 677

**Rosenoff, Wayne E., Comp. And Others**  
**Perspectives on School Print Materials: Ethnic, Non-Sexist and Others.**

Far West Lab. for Educational Research and Development, San Francisco, Calif.  
 Pub Date Oct 75

Note—89p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*American Indians, Chinese Americans, \*Content Analysis, Cultural Images, Ethnic Stereotypes, Evaluation Criteria, Females, Literary Perspective, \*Mexican Americans, Negroes, Reading Materials, Sex Stereotypes, \*Stereotypes, \*Textbook Bias, Textbook Selection

Teachers and administrators should be able to distinguish between adequate and inadequate treatment of different ethnic groups when selecting culture-fair materials for the classroom. When selecting such materials, they should consider the following criteria: (1) validity of information (accuracy, perpetuation of stereotypes); (2) balance (comparisons of cultural values, presentation of distinctive cultural characteristics, acknowledgment of differences of social classes and values within the ethnic group); (3) unity (viewpoints concerning historical events or issues, full range of events when discussing historical events, contribution and involvement of the ethnic group(s) at all appropriate and meaningful points); and (4) realism (no erroneous impressions, individual and group portrayal in true-to-life fashion, overall impression of the text's language, tone, and illustrations, and no literal or stilted translations). The concise discussion on curricular content presented in this booklet describe and apply these criteria from the perspectives of Native Americans, Mexican Americans, Black Americans, Chinese Americans, women, blue-collar workers, aged, non-Christians, and those having alternative life styles. (NQ)

## ED 114 214 RC 008 815

**Franc, Max B.**  
**Improving Ethics and Morality in the Public Service: Looking to Mexican-American Administrators.**

Pub Date 15 Mar 74  
 Note—17p.; Paper presented at the Rocky Mountain Council for Latin American Studies (Lubbock, Texas, March 15-16, 1974)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Administrative Personnel, \*Administrative Principles, \*Culture Conflict, Ethical Values, \*Majority Attitudes, \*Mexican Americans, Moral Values, Political Socialization, Social Environment, Subculture  
 Identifiers—Chicanos

Administrative differences between the broad ethical and moral aspects of the mainstream majoritarian culture and one specific subculture—the Mexican American—are discussed. The main thesis is majoritarian inconsistency ("hypocrisy") and the demand by the minority culture for consistency ("nonhypocrisy"). The entire society profits from the attention being called to these discrepancies because this emphasis will be the keystone of a new ethic which will give a more useful base for models and tools for (1) identifying early signs of Watergate-types of breakdowns in the future, and (2) overcoming deleterious effects of such breakdowns. That Chicanos entering the establishment processes may exhibit the same kinds of discrepancies they had initially disavowed, does not, however, detract from the validity of the insight itself. It seems that minority youth's focus on such discrepancies is associated with insecurities and frustrations in entering formerly denied mainstream public administration and governmental processes. Thus, some impacts of much-discussed

subcultural variations, may be specious to extents that emerging leaders are skimmed off, in this process, with the effect that they do not remain in positions to speak for groups from which they originated. (Author/AH)

ED 114 215 RC 008 831

Lewis, Charles A., Jr., Ed. Carlson, Marcia K., Ed.

Contemporary Perspectives in Outdoor Education. Pub Date 74  
Note—130p.

Available from—College Bookstore, State University College, Cortland, N.Y. 13045 (\$6.35); Make checks payable to Faculty Student Association

#### Document Not Available from EDRS

Descriptors—Camping, Curriculum Development, \*Educational Theories, Elementary Secondary Education, Emotionally Disturbed, \*Environmental Education, Financial Support, Higher Education, \*Literature Reviews, Methods, \*Outdoor Education, \*Program Descriptions, Self Actualization, Visually Handicapped  
Designed to provide the student of outdoor education with a synthesis of current literature in the field, this collection presents 26 articles which range from administrative to practical applications of outdoor education theory and philosophy. Articles include discussions of: (1) the philosophy of outdoor education; (2) a London school and its use of the environment; (3) outdoor education methodology; (4) camping and camper attitudes; (5) nature as a classroom; (6) an educational program involving young people in public affairs; (7) Outward Bound; (8) self-awareness via outdoor education; (9) a summer camp that included mentally retarded children; (10) cooperative funding; (11) comparative environmental education in park settings; (12) the integration of outdoor education into the curriculum; (13) organizing camps; (14) a mountain classroom; (15) the outdoor education revival in New York State; (16) outdoor teaching; (17) a school ground outdoor education laboratory; (18) the concept of the "nature creep"; (19) an outdoor community for troubled adolescents; (20) being in touch with nature; (21) a snow trek for emotionally disturbed students; (22) environmental protection through outdoor education; (23) a nature trail with braille markers for the visually handicapped; (24) a program for the underachiever; (25) hunting. (JC)

ED 114 216 RC 008 833

Duff, Mike

The Appalachian Community Impact Project. A Description of an Integrated Approach in Rural Development with a Discussion of Integrated Efforts and Principles Vital to Communication and Education.

Pub Date 2 Dec 74

Note—29p.; Paper presented at the International Meeting Integrated Communication for Rural Development, (3rd, East-West Communication Institute, Honolulu, Hawaii, December 2-6, 1974)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Change Agents, Communication (Thought Transfer), \*Community Development, Community Leaders, Evaluation, Extension Education, Integrated Activities, \*Non-professional Personnel, \*Program Descriptions, \*Rural Development

Identifiers—ACIP, \*Appalachian Community Impact Project, Community Contacts, Kentucky  
Designed to help bridge the gap between selected Appalachian communities (17 control and 18 experimental Kentucky communities) and the more affluent U.S. society, the Appalachian Community Impact Project (ACIP) used indigenous paraprofessionals, backed by Extension personnel, to work at the community level. It was hypothesized that by using "community contacts" in an holistic approach for a period of 4 years (1969-72), communicative linkage would be established between professional resource people and local community leaders who, thereafter, would continue to solve community problems without benefit of liaisons. ACIP attempts at integration in the power structure included efforts to assure: broad administrative support; broad legitimization; interdisciplinary involvement; integrated community approaches; interdisciplinary references; and informal organizations. Utilizing the principles of communication and education which suggest that who expresses an idea is often

as important as the idea itself, ACIP emphasized communicative skills. It was concluded that by design and action ACIP was successful, for an evaluation by non-Extension staff revealed that when compared with the control communities, the experimental communities made significant improvement in the social institutions and the economy, developing both self awareness and self-reliance. (JC)

ED 114 217 RC 008 834

Bartell, Ted

Agrarian Violence: A Comparative Analysis of Recent Farm Movements in Europe and North America.

Pub Date Dec 74

Note—35p.; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, California, August 21-24, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Agriculture, \*Comparative Analysis, Farmers, Futures (of Society), Global Approach, Government Role, \*History, Politics, \*Revolution, \*Rural Farm Residents, Social Action, \*Violence

Identifiers—\*Agrarian Revolt, Canada, France, United States

Collective agrarian violence was examined in the U.S. and Canada to determine: (1) if the American historical experience was unique; (2) if the American farm movements evidenced the same characteristics and development as those in Europe; (3) if American collective agrarian violence has manifested the same characteristic shape as that of France over the periods 1830-1860 and 1930-1960. It was found that in France the characteristic forms, precipitating factors, and objectives of agricultural disturbances had changed predictably with increasing organization and that similar phenomena had occurred in North America over the same time periods. It was concluded that in America there has been a lack of political/historical research on agricultural violence which might substantiate these tentative findings. Examination of contemporary French and American farm revolt movements revealed the emergence of "autonomist" themes and a corresponding new emphasis on internationalism. For example, the Committee for Economic Development has advocated (1957 and 1962) the gradual removal of price and income support programs; acreage allotments and controls; and job training for displaced farmers. The ideology underlying such efforts is one that suggests government control has been both self-serving and manipulative on behalf of corporate interests and banking. (JC)

ED 114 218 RC 008 837

The American Indians: Answers to 101 Questions. Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date Jun 74

Note—72p.; For related document, see ED 025 353

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 24002 (Stock No. 2402-00040, \$1.25)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*American Indians, Bibliographies, Definitions, \*Elementary Secondary Education, \*Federal Legislation, Health, Higher Education, Information Sources, Land Acquisition, Land Use, Laws, Publications, \*Reservations (Indian), \*Socioeconomic Status

Identifiers—BIA, \*Bureau of Indian Affairs

Presented in a simple and straightforward manner, this publication answers questions basic to an understanding of the American Indian and his socioeconomic position in the United States. The following identify major areas covered and representative questions: (1) The Indian People (Who is an Indian?); (2) The Legal Status of Indians (Are Indians "wards" of the Government?); (3) The Bureau of Indian Affairs (How is the Commissioner of Indian Affairs appointed?); (4) Indian Lands (What is an Indian reservation?); (5) The Economic Status of Indians (What is the average income of Indians?); (6) Indian Education (Why are there Federal Indian schools?); (7) Law and Order on the Reservations (Do other agencies have responsibility for law enforcement and criminal investigation on Indian reservations?); (8) Indian Health (Do Indians have special health problems?); (9) To Help Indians (How can a non-Indian college student get a summer job with the Bureau of Indian Affairs on an Indi-

an reservation?). Among additional information sources presented are: (1) a selected bibliography for adults; (2) an annotated bibliography for young people; (3) a selected reading list on Indian crafts and lore; (4) a list of Indian museums; and (5) a list of Indian publications. (JC)

ED 114 219 RC 008 838

Metcalf, Harlan G.

Whittlin', Whistles, and Thingamajigs: The Pioneer Book of Nature Crafts and Recreation Arts.

Pub Date 74

Note—190p.

Available from—Stackpole Books, Cameron and Kelker Streets, Harrisburg, Pennsylvania 17105 (\$10.00)

#### Document Not Available from EDRS

Descriptors—Conservation (Environment), Folk Culture, Games, \*Guides, \*Handicrafts, History, Illustrations, \*Methods, \*Natural Resources, \*Outdoor Education, Plant Identification, Recreational Activities

Designed to recapture respect for nature, this book presents numerous natural handicrafts which may be utilized by youth leaders, campers, folklorists, hobbyists, and children of all ages. Illustrated via photographs and drawings, handicrafts are described and presented in terms of history, conservation, and technique. Among the activities included are: (1) making whistles and horns from natural sources; (2) gathering, preparing, and using natural cordage materials; (3) making spears and javelins; (4) developing spear-throwing techniques (primitive prototypes and modern versions); (5) identifying suitable materials for the whip-dart and the slingshot; (6) throwing stones with power and using the sling; (7) making and using the primitive blowpipe; (8) making and using the boomerang (Australian return and non-return, pinwheel, and cross-stock boomerangs); (9) making bows and arrows and increasing marksmanship; (10) identifying materials for making walking sticks; and (11) making fishing tackle and learning fishing techniques. Additionally, this book presents concise descriptions detailing the collection and use of various trees, plants, shrubs, and grasses. (JC)

ED 114 220 RC 008 839

Cline, Michael S.

Tannik School: The Impact of Education on the Eskimos of Anaktuvuk Pass.

Pub Date 75

Note—210p.

Available from—Alaska Methodist University Press, Anchorage, Alaska 99504 (\$10.00)

#### Document Not Available from EDRS

Descriptors—\*Case Studies, \*Change Agents, Community Role, Cultural Background, Educational Needs, Elementary Education, \*Eskimos, \*Rural Schools, \*School Community Relationship, Social Change, Socialization, Socioeconomic Status, Student Teacher Relationship, Teacher Role

Identifiers—\*Alaska Natives, Nunamiut

Employing a standard anthropological field approach, this case study examines the impact of formal education upon an Alaskan Eskimo community and provides a record of the establishment and development of a small, rural school. Emphasis is placed on the change efforts exerted by people identified with the school and the reaction to these efforts by the Nunamiut Eskimos of Anaktuvuk Pass. The nine chapters are titled as follows: (1) "The Nunamiut of Anaktuvuk Pass" (setting, people, subsistence, social activities, government, and world view); (2) "The Process of Enculturation" (the new Nunamiut, infancy, early childhood, later childhood, adolescence and young adulthood, the Nunamiut adult, social control, and old people); (3) "The Emerging Role of the Teacher" (village teachers and teacher roles, 1967-69); (4) "Socialization of the Bush Teacher" (background, the State's role, role of visitors, villager's role); (5) "The Child, the School, and the Teacher" (the physical plant, the classroom routine, measures of school progress, teaching the Nunamiut, and case studies); (6) "The Villagers, the School, and the Teacher" (aspirations for children, attitudes toward teachers, and teacher-village interaction); (7) "The Impact of Education" (the school as change agent); (8) "Altering the Educational Stance" (meeting adult, children, and teacher needs); (9) "Epilogue." (JC)

**ED 114 221** 95 RC 008 840  
**Bridging the Gap: Recruiting Indian People for Careers in Education.**  
 Recruitment Leadership and Training Inst., Philadelphia, Pa.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C. Div. of Educational Systems Development.

Pub Date 75

Note—35p.

Available from—Prints of 16-mm film "Bridging the Gap: Recruiting Indian People to Careers in Education" from National Audio-Visual Center, National Archive and Records Service, General Services Admin., Washington, D.C. 20409

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*American Indians, Career Opportunities, Cultural Differences, Economic Disadvantage, Educational Programs, Models, \*Paraprofessional School Personnel, \*Program Descriptions, \*Recruitment, Rural Schools, Teacher Aides, \*Training

Identifiers—Cherokee Nation, Oklahoma City University, Onsite Pueblo Personnel Training Program, Rural Indian Education Program, Teacher Aide Project

Since there are large gaps between the culture, economy, and education of Native Americans and mainstream Americans, the recruitment and training of Native Americans as paraprofessionals in the schools appears to be a promising opportunity to deal with all three gaps simultaneously. Three model programs which are currently bridging these gaps with increasing levels of complexity are: (1) the Rural Indian Education Program sponsored by the Cherokee Nation and the Tulsa Public School District; (2) the Teacher Aide Project sponsored by Oklahoma City University; and (3) the On-site Pueblo Personnel Training Program sponsored by the All Indian Pueblo Council and the University of New Mexico. The Tulsa program recruits and trains parents and other Indian adults as classroom paraprofessionals capable of undertaking very specific tasks. The Oklahoma City program goes beyond such objectives by providing university classes for its paraprofessionals and giving college credits for courses taught on-site throughout the State. The New Mexico program is the most comprehensive of the three in that it is planned to encourage Indian paraprofessionals to complete a sequence of courses leading to an Associate degree and to move on to advanced degrees. In the Pueblo program, most instruction is conducted in the schools in which the aides work. (JC)

**ED 114 222** 95 RC 008 843

**McConnell, Beverly**

**Training Migrant Paraprofessionals in Bilingual Mini Head Start. Final Evaluation, 1974-75 Program Year. Progress Report No. 7.**  
 Washington State Intermediate School District 104, Ephrata.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date Sep 75

Note—106p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—Academic Achievement, Bilingual Education, Community Involvement, Curriculum Development, \*Early Childhood Education, \*Interstate Programs, Material Development, \*Migrant Education, Mobile Educational Services, \*Paraprofessional School Personnel, \*Parent Participation, Program Evaluation, Spanish Speaking, Staff Improvement

Initiated in 1971, this early education program for children of migrant farm workers uses the adult members of the child's extended family as paraprofessional teachers who have full responsibility for teaching the child. Professional teachers, employed to "back up" the parent teacher, help with training, curriculum planning, securing teaching materials, and performing other services which will help the parent teacher do a more effective teaching job. The program design as 2 components: the "mobile" and the "stationary" components. In the mobile component, the teaching adult brings the children together as they move from La Grulla (Texas) to various work stops in Washington, Oregon, Idaho, and Illinois and continues to teach them. In the stationary program, year-round centers are operated

in Connell and Moses Lake (Washington) to serve the settled-out migrant who is still a seasonal farm worker and the migrants who come in temporarily during the peak seasons. Programmed curriculum materials are used to teach math, reading, handwriting, and language in Spanish and English. Weekly "placement" reports are kept for each child in each subject. The program has provided a significant educational advantage to the children served. This detailed report of program effectiveness covers the instructional, staff development, parent and community involvement, and materials development components and the management for an interstate delivery system. (NQ)

**ED 114 223** 95 RC 008 844

**Bermea, Maria Teresa Cruz**

**Training Migrant Paraprofessionals in Bilingual Mini Head Start. Mexican Cultural Heritage Materials for Preschool Children.**

Washington State Intermediate School District 104, Ephrata.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date 74

Note—106p.; In Spanish

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—Bilingual Education, \*Cultural Background, Cultural Education, Curriculum Guides, Educational Games, \*Instructional Materials, Manipulative Materials, \*Migrant Education, \*Preschool Children, \*Spanish Culture, Units of Study (Subject Fields)

Given in this manual are materials used in the Bilingual Mini Head Start Program to teach migrant preschool children about their Mexican cultural heritage. Presented in Spanish, the activities include pronunciation exercises, rhymes, tales, songs, dances, games, and manual activities. Materials are given for teaching about: (1) El Dia de la Bandera, (2) Don Benito Juarez, (3) Dia del Ejercito, (4) Dia del Carnaval, (5) La Primavera, (6) Dia de la Madre, (7) Dia del Padre, (8) La Navidad en Mexico, (9) Nuestros Amigos del Mundo, (10) frutas y verdural, and (11) La Estudiantina. (NQ)

**ED 114 224** RC 008 847

**Hoyt, Timothy And Others**

**Program Funding Inc. Annual Report, 1975.**

Program Funding, Inc., Rochester, N.Y.

Pub Date 75

Note—19p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Agricultural Laborers, \*Annual Reports, Expenditures, Financial Support, Housing, Migrant Education, \*Migrant Workers, \*Outreach Programs, \*Resource Allocations, \*Seasonal Laborers

Identifiers—\*New York

Founded in 1968, Program Funding, Inc. (PFI) is a statewide comprehensive agency delivering programs to farmworkers wherever they work and reside in New York. PFI has encouraged State, Federal, and private agencies to make new commitments to farmworkers and has been able to maintain the support of those agency personnel who set the precedents of services to farmworkers in the past. PFI has also been able to grow significantly, both through increased grants and through expanded services to migrant and seasonal farmworkers. Between September 1, 1974 and August 31, 1975 PFI offered migrant and seasonal farmworkers and rural poor: classroom training, on-the-job training, nutritional services, manpower services, housing, day care, and relocation assistance. These activities were made possible through a multiple funding mix of resources. This 1975 annual report presents a listing of resources available to PFI during the period September 1974-August 1975; the program operations and expenditure report; a listing of PFI's 1974-75 staff and local policy board members; and the reports from the Chairperson and the Executive Director. (NQ)

**ED 114 225** RC 008 848

**Peters, Richard O.**

**Affecting Teacher Awareness and Attitudes: An In-Service Program Strategy for Rural Schools.**

Pub Date Oct 75

Note—17p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Educational Objectives, \*Educational Strategies, Elementary Secondary Educa-

tion, Experimental Programs, \*Inservice Programs, \*Inservice Teacher Education, Program Descriptions, \*Rural Schools, Staff Improvement, \*Teacher Attitudes

In July 1973, the New Hampshire School Union 58 began operation of its Experimental School (ES) Project. One of 10 projects nationwide which make up Project Rural, ES's aim was to develop "a community-centered school" which utilized available human and natural resources to foster positive attitudes toward learning, provided individuals with basic skills which enable them to realize personal goals, and utilized community resource facilities as a basis for lifetime learning opportunities. Project components were administration, in-house level I evaluation, and instruction. There were 3 instructional components: career/vocational education, language arts, and environmental/outdoor education, as well as adult education. An in-service training program was conducted to provide practicing educators with the opportunities to enrich their learning and to expand their awareness of new practices and techniques in project related components. Since May 1975, a teacher recertification staff development program has been operated by Union 58. The ES project's in-service workshops, minishops, skillshops, visitations, and staff training activities complimented the local program and provided teachers with the opportunity to gain clock hours of credit toward their professional recertification. (NQ)

**ED 114 226** RC 008 849

**Peters, Richard O.**

**Affecting Program Development and Implementation in Rural Schools - A Proposed Strategy.**

Pub Date Jun 75

Note—36p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Change Agents, \*Change Strategies, Changing Attitudes, \*Community Involvement, Community Support, Inservice Programs, Instructional Improvement, \*Program Development, \*Rural Schools, Staff Utilization

A program development and implementation change agent must be a perceptive individual who: (1) can readily identify all facets of a given situation and can choose the most appropriate alternative available; (2) is knowledgeable about the day-to-day life and politics of small, rural communities; and (3) is perceived as belonging by the community people. In order to guarantee stability and permanence of a newly developed program, the change agent needs to involve as many community and school system staff members as possible in every phase of the change process. Community members can be useful co-workers when conducting community surveys, needs assessments, planning meetings, and public support campaigns. Professional staff members can be involved in identifying and writing program goals and objectives; identifying instructional materials and strategies which can be used in the program development process; establishing an instructional time sequence; developing a professional staff in-service training program; and determining the most appropriate evaluation strategy for the tasks at hand. Time is the most important commodity in the process of unfreezing (creating motivation to change), changing (developing new responses based upon new information), and refreezing (stabilizing and integrating changes). (NQ)

**ED 114 227** RC 008 850

**Miller, Hubert J.**

**Antonio de Mendoza; First Viceroy of Mexico. The Tinker Pamphlet Series for the Teaching of Mexican American Heritage.**

Pub Date 73

Note—70p.; For related documents, see RC 008 851-853

Available from—Mr. Al Ramirez, P.O. Box 471, Edinburg, Texas 78539 (\$1.00)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Administrator Background, American Indians, \*Biographies, Colonialism, Cultural Education, Curriculum Enrichment, Curriculum Guides, Elementary Secondary Education, \*Mexican American History, \*Mexicans, Resource Materials, Sociocultural Patterns, Vocabulary, \*Western Civilization  
 Identifiers—\*Mendoza (Antonio de)

As Mexico's first viceroy, Antonio de Mendoza's most noteworthy achievement was his laying the basis of colonial government in New Spain which continued, with modifications, for 300 years. Although he was lenient in dealing with the shortcomings of his Indian and Spanish subjects, he took a firm stand in dealing with the rebellious Indians in the Mixton War and the Cortes faction which threatened the Viceroyal rule. His primary concern was to keep New Spain for the crown while protecting the Indians from want and inhumanity. Focusing on the institutions he founded and developed, this booklet provides a study of early Spanish colonial institutions. Although the biographical account is of secondary importance, the description of Hispanic colonial institutions are valuable in presenting the Spaniards' colonization after the conquest. Practical application of the material at both the elementary and secondary levels can be utilized in stimulating student discussions and debates on the merits and demerits of 2 colonial powers—the English and the Spaniards. A brief select bibliography is included to provide additional resources and a list of audiovisual aids which are of a general nature and provide broad vistas of the institutions initiated during Antonio de Mendoza's administration. (Author/NQ)

ED 114 228 RC 008 851

Miller, Hubert J.

Bartolome de Las Casas; Protector of the Indians. The Tinker Pamphlet Series for the Teaching of Mexican American Heritage.

Pub Date 72

Note—74p.; For related documents, see RC 008 850, 852-853

Available from—Mr. Al Ramirez, P.O. Box 471, Edinburg, Texas 78539 (\$1.00)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*American Indians, Biographies, \*Cultural Background, Cultural Education, Cultural Interrelationships, \*Culture Conflict, Curriculum Enrichment, Curriculum Guides, Elementary Secondary Education, \*Mexican American History, Mexicans, Resource Materials, Vocabulary, \*Western Civilization

Identifiers—\*Las Casas (Bartolome de)

Bartolome de las Casas devoted himself completely to crusading for the rights of the Indians. Although he was never a missionary among Indians, he began projects such as the Indians' conversion in the Land of War in Guatemala, which later became the task of his Dominican colleagues. However, his true importance lay in his role as the Indians' protector before the royal court. This was shown by his involvement in the debate of Valladolid, the decree of the New Laws of 1542, and the campaign for the abolition of the encomienda and Indian slavery. However, the significance of his crusade went beyond the rights of Indians; it involved the rights of all men. Equally significant was his strong conviction that the Indians had a right to retain their cultural heritage in the face of the invading Spaniards, who considered themselves culturally superior to the Indians. Intended to provide the teacher with meaningful historical information on the clash of cultures and the rights of man, this booklet relates the story of the Spaniards and Indians as seen in the life of Las Casas. Although primarily intended for use by elementary teachers, the booklet may be profitably used by junior and senior high school teachers. A brief bibliography is included to provide additional information, suggested readings for students, and audiovisual materials. (Author/NQ)

ED 114 229 RC 008 852

Miller, Hubert J.

Hernan Cortes; Conquistador and Colonizer. The Tinker Pamphlet Series for the Teaching of Mexican American Heritage.

Pub Date 72

Note—57p.; For related document, see RC 008 850-851, 853

Available from—Mr. Al Ramirez, P.O. Box 471, Edinburg, Texas 78539 (\$0.25 newsprint)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—American Indians, \*Biographies, Cultural Background, \*Cultural Interrelationships, Curriculum Enrichment, Curriculum Guides, Elementary Secondary Education, Land Settlement, \*Mexican American History, \*Mexicans, Resource Materials, Vocabulary, \*Western Civilization

Identifiers—\*Cortes (Hernan)

The conquest and colonization of Mexico initiated by Hernan Cortes resulted in the fusion of the Indian and Hispanic cultures. This fusion led to the "mestizo" culture. Cortes was the bearer of the Hispanic heritage just as the Aztecs and other Indians in Mexico and the Southwest were the carriers of the Indian heritage. In studying the life of Cortes, he is seen not only as a military conqueror but also as a colonizer in which role he left a more lasting legacy than he did as the victor over the Aztec Empire. This booklet focuses on Cortes' colonizing efforts. In narrating the story, the teacher can stress the religious motivation of Cortes, the building of towns and cities, the introduction of Spanish political and economic institutions, agricultural products, mining and the Spanish language. At the same time the conqueror regarded the Indian as a Spanish citizen, whose civilization had much to offer to enrich what the Spaniard brought. Intended as a teaching tool, the booklet is intended primarily for elementary teachers. However, it can also be profitably used by junior and senior high school teachers. A brief select bibliography is included to provide additional sources which go into greater detail. Added to the bibliography are sources geared to the elementary and secondary levels and audio-visual aid materials. (Author/NQ)

ED 114 230 RC 008 853

Miller, Hubert J.

Juan de Zumarraga; First Bishop of Mexico. The Tinker Pamphlet Series for the Teaching of Mexican American Heritage.

Pub Date 73

Note—58p.; For related documents, see RC 008 850-852

Available from—Mr. Al Ramirez, P.O. Box 471, Edinburg, Texas 78539 (\$1.00)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—American Indians, \*Biographies, Cultural Background, \*Cultural Interrelationships, Curriculum Enrichment, Curriculum Guides, Elementary Secondary Education, Institutions, \*Mexican American History, \*Mexicans, Resource Materials, Sociocultural Patterns, Vocabulary, \*Western Civilization

Identifiers—\*Zumarraga (Juan de)

The decades of the 1530's and 1540's witnessed the founding of Hispanic colonial institutions, many of which with modifications continue today. Among the most lasting of these has been the Church. This is part of Juan de Zumarraga's (Mexico's first archbishop) legacy, not only the setting up of ecclesiastical administration but also the prelate's ministry among his people. Zumarraga's concerns were many and varied. Concern for the Indians' spiritual and material well-being prompted Zumarraga to establish schools and hospitals, introduce the first printing press, and collect a library. Equally significant and less known is his role of introducing and promoting European culture in early colonial Mexico. Spain and Portugal were a century ahead of other European colonial powers in bringing Western Christian civilization to the New World. Throughout the 1600's much of the present day United States Atlantic seaboard was a wilderness when compared to the developing cultural life in Central Mexico. This booklet's purpose is to provide the essential historical information for this head start through the study of the life of Zumarraga. Although its primary intent is as a teaching tool for elementary teachers, it can be profitably on the secondary level. A brief bibliography is included to provide the teacher with additional information and a listing of audiovisual materials. (Author/NQ)

ED 114 231 RC 008 854

Bachrach, Leona L.

Patients at Federally Funded Rural Community Mental Health Centers in 1971. Statistical Note 102.

National Inst. of Mental Health (DHEW), Rockville, Md.

Report No.—DHEW-ADM-74-6; NIMH-SN-102

Pub Date Mar 74

Note—24p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Academic Achievement, Age, Demography, Family Income, \*Federal Programs, Health Facilities, \*Health Services, Marital Status, \*Mental Health Clinics, Race, \*Rural Areas, Rural Urban Differences, Sex

(Characteristics), Socioeconomic Background, \*Statistical Data

Characteristics which distinguished patients at federally funded rural community mental health centers in 1971 from those at part rural and non-rural centers were explored. Variables examined were: demographic composition (age, color, and sex), socioeconomic characteristics (annual family income, educational attainment, and marital status), primary diagnosis, previous mental health care, and referrals to and from centers. The 295 centers were classified according to: (1) rural—a center serving a catchment area consisting exclusively of rural counties; (2) non-rural—a center serving a catchment area containing no rural county; and (3) part rural—a center serving a mixed catchment area with one or more rural and one or more non-rural counties. Demographically, more rural patient additions were in the dependency age groups, fewer were black, and more were female than were non-rural additions. Rural center additions were characterized by more lower income persons, more persons with low educational attainment, and more married but fewer never married, separated or divorced persons than were part rural and non-rural additions. More rural additions had received previous mental health care. Differentials by rurality in referral disposition upon discontinuation from centers and in diagnosis were relatively minor. (NQ)

ED 114 232 RC 008 855

Mahood, R. Wayne Hopf, John

The Courts and the Migrants.

State Univ. of New York, Geneseo. Coll. at Geneseo. Migrant Center.

Pub Date 73

Note—141p.

Available from—Wayne Mahood, Division of Educational Studies, State University College, Geneseo, N.Y. 14454 (\$2.00)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Agricultural Laborers, Attitudes, Comparative Analysis, Court Cases, \*Court Litigation, \*Courts, Crime, Justice, Legal Aid, Legal Problems, \*Migrants, Punishment, \*Socially Deviant Behavior

Identifiers—\*New York

The study's objectives were to determine how many migratory farm workers were charged with criminal offenses, who they were, and how they were treated in lay courts in Orleans and Steuben Counties (New York) in 1968 and 1969. Lacking comparative data from other jurisdictions, a comparison between migrants and a random sampling of residents in these same courts was drawn. Data were obtained on the: total number of migratory farm workers in these courts, types and dispositions of charges, number of migratory farm workers represented by counsel, relative success of public defenders representing these workers compared with retained counsel for resident defendants, and possible causes of crime by migratory workers. Data were obtained from: criminal dockets in 18 town and village justice courts and 2 county courts, statistical reports of the 2 types of public defender offices, records of hearings by governmental and quasi-governmental agencies, interviews, and observations. Some findings were: (1) the total number of migratory farm workers charged with criminal offenses in these counties was insignificant; (2) the "typical migrant defendant" was male, 37 years old, black, arrested on charges of having committed minor offenses and convicted almost 90 percent of the time; and (3) the resident defendant was male, white, about 13 years younger, more likely to be charged with misdemeanors, and was about 14 percent less likely to be convicted. (Author/NQ)

ED 114 233 RC 008 856

Van Ness, John R.

Land Tenure, Economic Transformation, Conflict and Accommodation: An Ethnohistorical Study of a New Mexican Village and Its Land.

Pub Date 12 Apr 73

Note—19p.; Paper presented at the Annual Meeting of the Society for Applied Anthropology (April 12, 1973)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Anglo Americans, Area Studies, Beliefs, \*Capitalism, Comparative Analysis, \*Culture Conflict, Economics, Ethnocentrism, History, Justice, Land Settlement, \*Land Use, Political Power, Social Structure, \*Spanish Americans



**Identifiers—\*New Mexico**

A Spanish American village economy as influenced by changes in its land base, land rights, and the introduction of mercantile capitalism during the U.S. Territorial period in New Mexico was analyzed. Attention was given to differences in village land tenure and exploitative patterns from those imposed with the advent of Anglo American political control and the long-term conflict that resulted. This conflict was first approached in terms of the contrast between ideal legal systems and beliefs regarding land, landholding, and land use and actual cultural practices in both Spanish American and Anglo American societies; thus, the rural rules were seen as they were practiced in this particular environmental setting. The process of accommodation was explored through detailed analysis of the mediating roles played by Spanish American patrons, Anglo American merchants and attorneys, and the functioning of the most important territorial governmental institutions, which were the Surveyor General's Office and the civil courts of law. (Author)

**ED 114 234** RC 008 857

*Reyes, Donald J. And Others*

**Some Qualitative Language Differences Among Selected Monolingual and Spanish-English Bilingual High School Students.**

Northern Illinois Univ., De Kalb.

Report No.—MWD-76-21

Pub Date Feb 75

Note—8p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*Bilingual Students, Comparative Analysis, Definitions, \*High School Students, Language Development, Monolingualism, \*Native Speakers, Semantics, \*Spanish Speaking, \*Vocabulary Development

**Identifiers—**\*English Speaking

Three hypotheses were tested: (1) there is no significant difference between the proportions of higher level definitions given by the monolingual students and those of the bilingual students given in English; (2) there is no significant difference between the proportions of higher level definitions given by the monolingual students and those of the bilingual students given in Spanish; and (3) there is no significant difference between the proportions of higher level definitions given by bilingual students in Spanish and in English. Twenty-six bilingual Latino (24 spoke Spanish as a first language and 2 English) and 42 monolingual students were asked to define the following words, taken from the vocabulary section of the revised Stanford Binet intelligence test or slight modifications of these: orange, envelope, puddle, eyelash, dress, lecture, hurry, peculiarity, rule, tolerate, and burn. The Spanish language list was compiled by back translation. Correct responses were categorized according to: (1) definitions stressing the word's function, description, location, or origin (signifying lesser linguistic development) and (2) synonym and synonym modified definitions (indicative of more mature or qualitatively higher language development). Both the first and second hypotheses were rejected; the differences favored the monolingual group. Since no significant difference was found, the third hypothesis was retained. (NQ)

**ED 114 235** RC 008 859

**Evaluation of the Migrant Student Record Transfer System (Office of Education, Department of Health, Education, and Welfare). Report of the Comptroller General of the United States.**

Comptroller General of the U.S., Washington, D.C.

Pub Date 16 Sep 75

Note—24p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Computer Oriented Programs, Data Bases, Information Systems, \*Migrant Children, \*Program Evaluation, Relevance (Information Retrieval), \*Resource Allocations, \*Student Records

**Identifiers—**Elementary Secondary Education Act Title I, ESEA Title I, \*Migrant Student Record Transfer System, MSRTS

A national automated telecommunication system, the Migrant Student Record Transfer System (MSRTS) provides academic and other relevant data on migrant children to participating schools upon request. The system was developed

in response to the need for providing timely academic and health information to the schools these children enter as they migrate. Selected aspects of MSRTS were reviewed to determine its accuracy, efficiency, and the degree of participation in the system. Emphasis was on its use for determining the number of migratory children upon which State fund allocations are based under Title I of the 1965 Elementary and Secondary Education Act. An Office of Education (OE) validation study, completed in March 1974, was also evaluated. A joint effort by OE and State migrant program personnel and an OE consultant, this validation study determined the degree to which the system's data represented actual migrant children at various schools throughout the country. It was found that MSRTS provided a more reliable basis for allocating migrant program funds under Title I and that OE did not provide funding for certain migrant children in fiscal year 1975, though required by the Education Amendments of 1974. (NQ)

**ED 114 236** RC 008 860

*Price, Daniel O.*

**Rural-Urban Migration and Poverty: A Synthesis of Research Findings, With a Look at the Literature. Final Report, Tracor Project 073-014.**

Tracor, Inc., Austin, Tex.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—OEO-B-00-5209; T-71-AU-9129-U

Pub Date 28 Jul 71

Note—325p.

**EDRS Price MF-\$0.76 HC-\$15.86 Plus Postage**

**Descriptors—**\*Annotated Bibliographies, Caucasians, \*Comparative Analysis, Educational Status Comparison, Income, \*Migrants, Negroes, Racial Differences, \*Rural Urban Differences, Surveys, \*Synthesis, Urban Areas

**Identifiers—**\*Rural Urban Migration

The result of a literature survey in the general area of rural-urban migration and poverty, this report presents both a synthesis of current research findings and an annotated bibliography. The synthesis includes a nine chapter discussion of: (1) the rural areas left by the migrants; (2) the decision to migrate; (3) comparative characteristics of rural-urban migrants and non-migrants living in urban areas; (4) comparative characteristics of migrants and non-migrants (racial differences); (5) the adjustment of migrants in urban areas; (6) rural return migration; (7) the effects of migration on rural areas; (8) the effect of migration on urban areas; and (9) the policy implications and needed research. The 1,139 annotated bibliographic citations include pamphlets, bulletins, dissertations, research papers, journal articles, etc. Some entries include full abstracts, and a topical index is provided to facilitate use of the bibliography. (JC)

**ED 114 237** RC 008 861

*Hofmeister, Alan M. Atkinson, Charles A.*

**The Telepac Project: A Service Delivery Model for the Severely Handicapped in Rural Areas.**

Utah State Univ., Logan.

Pub Date May 75

Note—17p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*Delivery Systems, Education, \*Handicapped Students, \*Homebound Children, Instructional Materials Centers, Models, Parent Role, Professional Personnel, Programmed Materials, \*Rural Areas, \*Telecommunication, Telephone Instruction

**Identifiers—**\*Project Telepac, Utah State University

The Utah State University (USU) "Telepac Project" is a service delivery model for homebound handicapped children living in rural areas. Designed to effectively utilize limited numbers of professional personnel, Telepac makes use of: (1) telecommunications technology; (2) parents as a basic treatment resource; and (3) the technology of instructional packaging. Telepac's central component is the Homebound Handicapped Resource Center (HHRC) which includes: (1) a parent resource library; (2) a curriculum resource unit; (3) a multimedia collection; and (4) a telecommunications system. As the source of administration and instruction, HHRC services the home, a local program monitor (LPM), and a local parent group. The curriculum resource unit develops and disseminates "Parent Involvement Packages" which provide

for: (1) training of the child in the home; (2) training of the parent; and (3) involvement of LPM. These packages are supplemented by the multimedia collection and the parent resource library. Utilizing standard telephones equipped with intercoms, the telecommunications system provides for interactions between parents, HHRC, the LPM, and consultant services. The LPM is a professional who helps coordinate: (1) identification and screening of potential families; (2) notification and involvement of the parents; and (3) liaison with HHRC. (JC)

**ED 114 238** 32 RC 008 862

*Minkler, Elton D.*

**Migrant Education Programs Under ESEA Title I Migrant Amendment. (Programas de Educacion Migrante bajo el Titulo I de ESEA.)**

Oregon State Dept. of Education, Salem.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date Mar 75

Note—21p.; In Spanish and English

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*Ancillary Services, Bilingual Education, Computer Oriented Programs, Educational Programs, \*Federal Programs, Inservice Education, \*Migrant Education, Parent Participation, \*Program Development, \*Program Guides, Student Enrollment, Student Records

**Identifiers—**Elementary Secondary Education Act Title I, ESEA Title I

Migrant Education Programs are designed for those students who, because of the migratory nature of their parents' employment, are required to move from one school district to another during the school year. In many instances these students, because of sporadic attendance and discontinuity of their educational experiences, have found it difficult, if not impossible, to function in the regular school programs. Purpose of the Migrant Education Programs is to provide educational and support services necessary to accommodate the unique and specific needs of these students. In planning and administering these programs, provisions are made to create an environment compatible with and attendant to the social, cultural, educational, health, and nutritional needs of these students. Program objective is to identify the individual student's strengths and weaknesses and to prepare a program that will best serve his needs. Prepared for parents, project personnel, and other interested persons, this booklet summarizes the general concepts and requirements of the Migrant Education Programs funded under Elementary and Secondary Education Act Title I. Topics covered are: program funding, priorities, staffing, and evaluation; student eligibility; supplemental program funding; support services; parent involvement; the Migrant Student Record Transfer System; bilingual education; and in-service training. (Author/NQ)

**ED 114 239** 32 RC 008 863

*Minkler, Elton D.*

**Parent Councils for Migrant Education Under ESEA Title I Migrant Amendment. (Concilios de Padres para Educacion Migratoria bajo el Titulo I de ESEA.)**

Oregon State Dept. of Education, Salem.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date Jul 75

Note—29p.; In Spanish and English

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**\*Advisory Committees, Ancillary Services, Community Involvement, Educational Programs, \*Guidelines, \*Migrant Education, \*Parent Participation, \*Program Administration, Responsibility

**Identifiers—**Elementary Secondary Education Act Title I, ESEA Title I

An educational program's quality and relevance can be guaranteed only if the needs of the students it serves are accommodated. To be certain that the program meets these needs, parents and students must be involved in its planning and implementation. One vehicle to achieve this goal is the parent advisory council. Prepared for the parents and other members of communities administering Title I, Migrant Amendment (Title IM Elementary and Secondary Education Act) education and support service programs, this booklet outlines the procedures for organizing parent advisory councils. The

guidelines and regulations governing parental and community involvement in planning and administering Title IM programs are explained. The composition, formation, and duties of parent councils are discussed. Rather than detail comprehensive and finite guidelines, the booklet presents general information to: (1) help parents and community members to better understand the importance of their involvement in planning and administering Title IM programs and (2) show how parents can participate. (NQ)

## SE

**ED 114 240** SE 014 073  
*Huston, Peter Henry*  
**A Study of Value Orientations as a Characteristic of Secondary School Students and Teachers of Chemistry and as a Factor in Learning.**

Pub Date 71  
Note—163p.; Ph.D. Dissertation, Michigan State University  
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-8705, MF-\$7.50, Xerography-\$15.00)

## Document Not Available from EDRS

Descriptors—Analysis of Variance, Chemistry, Doctoral Theses, Humanism, \*Instruction, \*Learning, \*Personal Values, Science Education, Secondary Education, \*Secondary School Science, Technology, \*Values  
Identifiers—Ausubel, Research Reports

The value orientations of 39 chemistry teachers and their 120 students were measured and compared to the theoretical, humanistic, and technological aspects of chemistry. A Chemistry Preference Evaluation Instrument containing alternative statements concerning these three aspects was administered to teachers and students. The reliability coefficients (all significant at the .001 confidence level) were: humanistic .85 and .78; theoretical .90 and .85; technological .77 and .72, for students and teachers respectively. Male students scored significantly higher on the technological and female students, on the humanistic. All three aspects of chemistry were correlated to different degrees with the number of courses in university chemistry preparation, number of years teaching experience, and the teaching of biology. A fixed effects factorial model was employed with the students blocked into different levels on humanistic orientation scores and chemistry grades. Three treatments, consisting of humanistic, technological, and placebo introductions to each of five programmed units, were administered. Three way analysis of variance and significant interactions were graphed for analysis. There was no significant difference in learning between experimental treatments or attributable to levels of humanistic value orientation. (Author/LS)

**ED 114 241** SE 014 660  
*Therkelsen, Edward Robert*  
**The Basic Mathematics of Astronomy: A Sourcebook for Science Teachers.**

Pub Date 70  
Note—192p.; Ph.D. Dissertation, University of Denver  
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 70-26,400, MF-\$7.50, Xerography-\$15.00)

## Document Not Available from EDRS

Descriptors—\*Astronomy, Doctoral Theses, Educational Research, \*Instructional Materials, \*Mathematics, Mathematics Materials, Science Education, \*Science Teachers, Secondary School Science, \*Secondary School Teachers, Surveys

## Identifiers—Research Reports

An attempt was made in this study to determine if there was a need for a sourcebook of the basic mathematics of astronomy for secondary school science teachers. Science teachers involved and interested in the teaching of astronomy were located through letters to the superintendents of the 400 largest school districts in the United States. Names and addresses of 196 teachers were received, and a detailed questionnaire was sent to each to ascertain the need for a sourcebook and to determine relevant subject content. A 71.9 percent return of usable

questionnaire data was received. A definite need was indicated by 116 of the 141 science teachers responding. Topics were selected from those suggested in the questionnaire responses. The teachers were also afforded the opportunity to add topics to the list provided, if they desired. These two were considered. The sourcebook was compiled and arranged in 10 chapters with each containing definitions, formulas, and sample problems. Topics included: Spherical Trigonometry, Spherical Coordinates, Rectangular Coordinates, Transformation of Coordinates, Special Star Positions, Eclipses, Planetary Data, Optics, Physics Laws, and Stellar Data. (Author/EB)

**ED 114 242** SE 014 680  
*Poel, Robert Herman*  
**Critical Thinking as Related to PSSC and Non-PSSC Physics Programs.**

Pub Date 70  
Note—234p.; Ph.D. Dissertation, Western Michigan University  
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-3944, MF-\$7.50, Xerography-\$15.00)

## Document Not Available from EDRS

Descriptors—\*Critical Thinking, Doctoral Theses, Educational Research, Evaluation, \*Instruction, Learning Processes, \*Physics, Science Education, Secondary Education, \*Secondary School Science, Testing, \*Tests

Identifiers—Physical Science Study Committee, PSSC, Research Reports, Test Critical Thinking Ability Physical Science

The three purposes of this study were (1) to evaluate a paper-pencil test of critical thinking skills using physical science content, (2) to compare the effectiveness of Physical Science Study Committee (PSSC) and non-PSSC physics programs in developing critical thinking skills, and (3) to identify teacher-pupil verbal interaction behaviors that enhance the development of critical thinking skills. Data were obtained by testing approximately 1,000 physics students from 27 high schools with pre- and post-tests of critical-thinking skills. An author-constructed instrument and the Watson-Glaser Test, Form ZM (WGC-TA) were used. Thirty physics classes were observed and teacher-pupil verbal interaction recorded using a modification of the Flanders System of Interaction Analysis. Some of the principal conclusions of the study were: (1) little evidence was given to support the belief that either the PSSC or non-PSSC program was more effective; (2) development of critical-thinking skills was shown to be related to the teacher-pupil interaction behaviors that increase a student's potential for actively participating in the teaching-learning process; and (3) a linear relationship did not exist between the mean growth scores on each test and the verbal behavior of each class; there were few significant differences between the verbal interaction behaviors of PSSC and non-PSSC classes. (Author/EB)

**ED 114 243** SE 015 076  
*Simpson, Ronald Dale*  
**Effects of Teacher Science Support on Student Science Support in Selected Tenth Grade Biology Classes.**

Pub Date 70  
Note—79p.; Ed.D. Dissertation, University of Georgia  
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-13,126, MF-\$7.50, Xerography-\$15.00)

## Document Not Available from EDRS

Descriptors—Analysis of Covariance, \*Attitudes, Biology, Doctoral Theses, Educational Research, Evaluation, \*Science Education, \*Scientific Attitudes, Secondary Education, \*Secondary School Science, Student Attitudes, Teacher Attitudes

Identifiers—Research Reports, \*Science Support Scale

The objectives of this study were (1) to assess the effects of teacher science support, as measured by the Science Support Scale (Tri-S scale), on student science support and (2) to gain normative data on the Science Support Scale as an instrument for use with high school students. Twenty-four 10th grade biology teachers were given the Tri-S scale at the beginning of the school year and then blocked into four groups

that ranged from "high" to "low" support of science, with a class of each teacher randomly selected to take the Tri-S scale at the beginning and end of the school year. Data were analyzed by a one-way analysis of covariance, using the pretest as the covariate, to ascertain if varying degrees of teacher science support differentially influenced students' Tri-S scale scores. Cronbach's Coefficient Alpha was computed to obtain reliability estimates on pretest scores. Duncan's Multiple Range Test showed that students of teachers "low" in science support scored significantly higher than students of teachers "high" in science support. The reliability coefficient for the total score was .772. Student perception of meaning did not coincide with subscale meaning. The Tri-S scale does not appear to be an appropriate instrument for measuring science support among high school students. (Author/LS)

**ED 114 244** SE 015 083  
*Carter, Karl Chmelowitz*

**A Historical Study of the Evolution of the Objectives of the National Science Foundation Teacher Training Programs, as Exemplified Specifically by the Academic Year Institute Programs in Science.**

Pub Date 70  
Note—225p.; Ph.D. Dissertation, Michigan State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-11,800, MF-\$7.50, Xerography-\$15.00)

## Document Not Available from EDRS

Descriptors—Doctoral Theses, Educational Research, Inservice Teacher Education, \*Institutes (Training Programs), \*Science Education, Science Institutes, \*Science Teachers, \*Teacher Education, \*Teacher Improvement  
Identifiers—Academic Year Institutes, AYI, National Science Foundation, NSF, Research Reports

The Academic Year Institute (AYI), a program sponsored by the National Science Foundation (NSF) as part of its program of education in science, was investigated in depth with respect to its origin, and to the subsequent growth and evaluation of its objectives. Data for this study were collected from government documents, NSF reports, AYI proposals and annual reports of directors, independent studies and published articles, and personal correspondence with people involved in the programs. Pertinent findings of the study included: (1) the AYI program was initially established to provide supplementary subject matter training for secondary school teachers of science; (2) other objectives have evolved since the AYI's inception in 1956 to include: (a) an introduction to new science curriculums and update subject matter knowledge; (b) to train and prepare those teachers with high potential for leadership for positions as college teachers, secondary supervisors, consultants, coordinators, teachers of teachers, and for leadership to bring about in-service training in the local school systems; and (c) to provide an opportunity for teachers to earn an advanced degree. The one category of objectives which was perceived as being of decreasing importance over time was that of increasing the numbers, competence, and supply of the nation's scientists, researchers and technical manpower. (Author/EB)

**ED 114 245** SE 015 097  
*Dietrich, Donald Gene*

**A Comparison of Selected Wisconsin Secondary Schools Having High Per Cent Enrollments in Physics with Those Having Low Per Cent Enrollments in Physics in Terms of Certain Identified School, Teacher and Student Characteristics.**

Pub Date 70  
Note—155p.; Ph.D. Dissertation, The University of Wisconsin

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-287, MF-\$7.50, Xerography-\$15.00)

## Document Not Available from EDRS

Descriptors—Doctoral Theses, Educational Research, \*Enrollment Influences, \*Physics, Predictor Variables, Science Education, Secondary Education, \*Secondary School Science, \*Student Characteristics, \*Teacher Characteristics

Identifiers—Research Reports, Wisconsin

The purpose of this study was to compare selected Wisconsin secondary schools having high percent enrollments in physics with those having low percent enrollments in physics in terms of certain identified school, teacher, and student characteristics. Selected for the study were 17 schools considered to have a high percent enrollment in physics (25 percent or more) and 18 low percent enrollment schools, 36 teachers of physics employed in these schools, 175 physics students, and 173 twelfth-grade students who had not taken physics. Data related to the school and teacher characteristics were collected utilizing questionnaires and college transcripts. Questionnaires and personal interviews provided student data. Among the similarities within each school type were: (1) percent of 1969 graduates who enrolled in vocational-technical, nursing and electronic schools; (2) science course offerings; (3) number of science credits required; and (4) type of physics textbooks used. In terms of the teachers, similarities were shown in: (1) number of areas in science of academic preparation; (2) years of teaching experience; (3) number of National Science Foundation-sponsored institutes attended; and (4) frequency of use of laboratory activities. The physics students were similar in terms of: (1) I.Q.; (2) percent planning four-years of college; (3) reasons for taking physics; and (4) greater proportion being male. Similar characteristics were noted in the non-physics students. (Author/EB)

ED 114 246 SE 015 304

Wood, Dean Arthur

The Monte Carlo Integration Computer as an Instructional Model for the Simulation of Equilibrium and Kinetic Chemical Processes: The Development and Evaluation of a Teaching Aid.

Pub Date 72

Note—202p.; Ed.D. Dissertation, Temple University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-20,222, MF-\$7.50, Xerography-\$15.00)

Document Not Available from EDRS

Descriptors—Chemical Equilibrium, \*Chemistry, \*College Science, \*Computers, Digital Computers, Doctoral Theses, Educational Research, Higher Education, \*Instructional Aids, Kinetics, Science Education

Identifiers—\*Monte Carlo Models, Research Reports

A special purpose digital computer which utilizes the Monte Carlo integration method of obtaining simulations of chemical processes was developed and constructed. The computer, designated as the Monte Carlo Integration Computer (MCIC), was designed as an instructional model for the illustration of kinetic and equilibrium processes, and was constructed from surplus components at a total cost of approximately \$500. The MCIC was shown to be capable of quantitatively simulating microscopic, macroscopic, first-order, second-order, consecutive and catalytic kinetic processes and microscopic, macroscopic, Le Chatelier and catalytic equilibrium processes. Kinetic and equilibrium topics were shown through the consideration of educational materials and the utilization of a questionnaire to constitute an important component of high school and college chemistry courses. However, a literature review indicated that only two reported instructional models were uniquely capable of simulating ten selected kinetic and equilibrium processes. Both of the instructional models utilized Monte Carlo integration techniques and incorporated features that greatly inhibited their pedagogical usefulness. The MCIC was designed to incorporate the rationale of operation of these instructional Monte Carlo models while eliminating many of their pedagogical disadvantages. The MCIC, therefore, appears to represent a significant contribution to the repertoire of instructional models. (Author/MLH)

ED 114 247 SE 017 152

Krause, Leonard Michael

Activities in Social Biology: Development, and Reactions by Secondary School Biology Students.

Pub Date 73

Note—312p.; Ed.D. Dissertation, Temple University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-23,344, MF-\$7.50, Xerography-\$15.00)

Document Not Available from EDRS

Descriptors—\*Biology, Curriculum Development, Diseases, Doctoral Theses, Drug Education, Educational Research, \*Environmental Education, \*Instructional Materials, Pollution, Science Education, Secondary Education, \*Secondary School Science, \*Social Problems, Units of Study (Subject Fields)

Identifiers—Research Reports

The purposes of this study were to develop social biology units emphasizing the social problems of pollution, drugs, and disease; and to assess the level of interest and acquired attitudes among students participating in the field test of the units. The three units written were: Pollution: A Threat to Your Community; Drugs, Life or Death; and Disease in Your Community. The units included activities with structured and investigative laboratory experiences. A teacher's guide for each unit was also prepared. A questionnaire was administered to students in two secondary schools. The analysis of data revealed that readability level of the units was appropriate for tenth-grade students. Students gave a positive response to the activities included in the units. The units evoked a positive response among students to help people in the community with particular social problems. (Author/PS)

ED 114 248 SE 017 154

Mandell, John James

An Analysis of Expressed Cognitive Preferences on Forced-Choice, Multiple-Option and Rating Instruments.

Pub Date 73

Note—229p.; Ed.D. Dissertation, State University of New York at Buffalo

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-23,865, MF-\$7.50, Xerography-\$15.00)

Document Not Available from EDRS

Descriptors—\*Chemistry, \*Cognitive Measurement, Cognitive Tests, Doctoral Theses, Educational Research, \*Evaluation, Q Sort, Science Education, Secondary Education, \*Secondary School Science, Test Construction, \*Tests

Identifiers—Research Reports

The purposes of this study were to construct a general science cognitive preference test instrument, construct an alternative form of the Marks Cognitive Preference Test: High School Chemistry, and to determine the extent of agreement between the two instruments. The instruments were administered to 448 chemistry students. Two shortened forms of the Marks instrument that were prepared were identical in all other manners except the number of responses permitted per item. One was a forced-choice form (CPT) and the other was a multi-option form (CPTMO). The two other instruments, prepared by the investigator, were in the Q-sort form. Each student responded to one sorting task and one of the two shortened Marks instruments. The investigator's instruments were easy to administer and free of the ipsative scoring difficulties associated with the Marks preference instrument. Data were also analyzed to determine correlations among the item responses, verbal reasoning, numerical ability, abstract relations, space relations, spelling, grammar, and the New York State High School Examination in Chemistry. (Author/PS)

ED 114 249 SE 017 168

Manning, Ivory Cleon

Job Motivations and Satisfaction of Science Teachers in Predominantly Negro Colleges. [Appendix C: Supporting Tables, not microfilmed at request of author. Available for consultation at University of Minnesota Library.]

Pub Date 73

Note—287p.; Ph.D. Dissertation, University of Minnesota

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-25,632, MF-\$7.50, Xerography-\$15.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, Educational Research, \*Higher Education, Minority Group Teachers, \*Negro Colleges, Negro Teachers,

\*Science Education, \*Science Teachers, Surveys, \*Teacher Characteristics  
Identifiers—Research Reports

This study focused on factors which had helped attract faculty members to science teaching careers in 34 public and 33 private predominantly Negro colleges. A questionnaire was mailed to 485 teachers, 78 percent of whom responded. The data were organized for further analysis according to: (1) private-public college affiliation, (2) racial origin, (3) routes taken to enter college teaching, and (4) science teaching fields. The analyses indicated that predominantly Negro colleges usually recruit science teachers from their own region. Negroes comprised less than half (46 percent) of the science faculties in the colleges. These teachers came generally from a lower-middle class background. The decision to become college science teachers took shape over many years. A majority of these faculty members earlier served as high school teachers or in nonacademic positions; few came directly from graduate school. These teachers were generally satisfied with their choice of science teaching and most planned to continue at their jobs. (Author/PS)

ED 114 250 SE 017 655

Siddiqi, Mohammed Nasim

An Analysis of the Effectiveness of the Use of Autoinstructional Materials in the Teaching of PSSC Physics by Qualified Physics Teachers.

Pub Date 73

Note—153p.; Ph.D. Dissertation, The Florida State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-31,529, MF-\$7.50, Xerography-\$15.00)

Document Not Available from EDRS

Descriptors—Academic Achievement, Analysis of Covariance, \*Autoinstructional Aids, Doctoral Theses, \*Instruction, \*Physics, Science Course Improvement Project, Science Education, Secondary Education, \*Secondary School Science

Identifiers—\*Physical Science Study Committee, PSSC, Research Reports

The problem in this investigation was to determine if there is a significant difference in the mean level of achievement in Physical Science Study Committee (PSSC) physics between students using autoinstructional materials, supervised by a physics teacher, and students studying PSSC physics without such materials, under the guidance of a physics teacher. Six high schools supplied the 66 students for the experimental group and 105 students for the control group in a six-month study. Students of the experimental group used autoinstructional materials written for parts I and II of the second (1965) edition of PSSC as compared with the control group who were taught PSSC physics by their teacher in a conventional manner. With physics achievement scores for both groups adjusted for covariates, the experimental group demonstrated a statistically higher mean level. From student and teacher responses, several strengths to the autoinstructional mode of instruction were identified. (Author/EP)

ED 114 251 SE 017 656

Simmons, Herbert Nelson

An Evaluation of Attitudinal Changes and Changes in Teaching Behavior of Elementary Teachers Enrolled in Eleven SCIS Workshops Directed by Leadership Teams Trained in a SCIS Leader's Workshop.

Pub Date 73

Note—109p.; Ed. D. Dissertation, University of Kansas

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-30,785, MF-\$7.50, Xerography-\$15.00)

Document Not Available from EDRS

Descriptors—\*Attitudes, Doctoral Theses, \*Elementary School Science, Elementary School Teachers, \*Inservice Teacher Education, \*Interaction Process Analysis, Science Course Improvement Project, Science Education, Teacher Attitudes, \*Teacher Behavior, Teacher Education

Identifiers—Research Reports, \*Science Curriculum Improvement Study, SCIS

This study describes a workshop designed to improve elementary science instruction by en-

couraging teachers to discard the "spectator" mode of participation and become involved in a program designed to be compatible to the objectives and philosophy of the Science Curriculum Improvement Study (SCIS). A random sample of 224 teachers (the experimental group) was encouraged to accept a classroom role which was less dominant than they may have previously favored. The Interaction Analysis of Science Teaching (IAST) instrument was used to evaluate classroom behaviors of both experimental and control groups in a posttest mode. Members of the experimental sample were found to practice more of the desired behaviors than did members of the control sample. Among conclusions, the researcher stated that the experimental treatment did no apparent damage to teacher self-confidence, attitudes toward elementary science, and classroom behaviors. Strong indications existed that the experimental treatment did result in a more student-centered teacher. (Author/CP)

**ED 114 252** SE 017 657

Smith, Walter Scott

**The Effect of Alternative Types of Instruction on the Learning of a Question-Asking Skill by Preservice Secondary Science Teachers.**

Pub Date 73

Note—167p.; Ph. D. Dissertation, Indiana University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-419, MF-\$7.50, Xerography-\$15.00)

**Document Not Available from EDRS**

Descriptors—Doctoral Theses, Educational Research, \*Instruction, Microteaching, \*Preservice Education, \*Questioning Techniques, Science Education, Secondary School Science, \*Teacher Education, Teaching Techniques

Identifiers—Research Reports

The purpose of this investigation was to study the effect that four alternate types of instruction had on the frequency with which high inquiry questions were asked by preservice secondary science teachers. High inquiry questions involve comparing, explaining, conditional inferring, and evaluating. The four alternative instructional treatments were: placebo, classification, planning, and both classification and planning. For the study, 62 subjects taught a peer microteaching lesson prior to (pretest) and immediately following (posttest I) instruction on questioning. Forty-six of the subjects who continued into student teaching the next semester then taped one of their typical lessons (posttest II). The frequency with which subjects used the question categories during the lessons was compared with pretest data, using analysis of variance and covariance. Among results, data revealed that all treatment groups increased their frequency of high inquiry questions. (Author/CP)

**ED 114 253** SE 017 658

Ignatz, Milton, Jr.

**An Investigation of the Relationship Between Test Scores of Selected Structure-of-Intellect Factors and Performance on a Unit Test in Project Physics.**

Pub Date 73

Note—92p.; Ph. D. Dissertation, The Florida State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-31,520, MF-\$7.50, Xerography-\$15.00)

**Document Not Available from EDRS**

Descriptors—Ability Identification, \*Achievement, \*Cognitive Development, Doctoral Theses, Educational Research, Instruction, \*Physics, \*Predictor Variables, Science Course Improvement Project, Science Education, Secondary Education, \*Secondary School Science

Identifiers—\*Guilford, Project Physics, Research Reports

The purpose of this study was twofold: first, to answer the question of which abilities, from a selected set of 12 abilities from the structure-of-intellect model of Guilford, were related to achievement in Physical Science Study Committee (PSSC) physics, and, second, to determine how the physics achievement prediction properties of these structure-of-intellect factors compared with those of a state-wide test. One hundred and nineteen seniors enrolled in PSSC physics at three high schools in Florida were ad-

ministered tests representing the factors. Multiple stepwise regression analyses were performed to identify which specific factors were most closely related to physics achievement as measured by a PSSC unit test. Similar analyses were performed with scores on the Florida State-Wide Twelfth Grade Test being used to predict physics test scores. Among the results, patterns of structure-of-intellect factors were found related to PSSC physics achievement, although dependent on sex. In comparing PSSC achievement prediction with predictions from the Florida State Test, the structure-of-intellect factors gave significantly greater multiple R values. (Author/CP)

**ED 114 254** 95 SE 018 110

**Population Inquiries: U.S. and World Dynamics. Volume 1.**

Indiana Univ., Bloomington. Population Education Project.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date 74

Grant—OEG-0-72-5143

Note—215p.; For Volume 2 see SE 018 111

EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage

Descriptors—Conservation Education, \*Curriculum Guides, \*Environmental Education, Instructional Materials, Interdisciplinary Approach, Learning Activities, Natural Resources, Outdoor Education, \*Population Education, Population Growth, Population Trends, Science Education, \*Secondary Education, Social Studies, Teaching Guides

This instructional unit on population issues for use in high school social studies classes has been designed to provide the social studies teacher with a wide variety of instructional options. These are oriented toward providing non-college-bound juniors or seniors with visually stimulating activity-oriented instruction on vital social issues relating to population change. This unit is divided into three chapters. Chapter 1 is a description of the project design and development. Chapter 2 provides a brief overview of the purpose and structure of the unit along with suggestions for using the unit in the classroom. Chapter 3 consists of the instructional unit, which contains a series of activities each including a purpose, learning goals, teaching schedule, teaching aids, learning aids, teaching procedures, student application exercises, notes to the teacher, and student confirmation sheets. A section of student materials is also included along with a teacher idea grabbag. Resource materials are listed throughout the instructional unit and include: filmstrips, reading material, a visual questionnaire, role-playing and slides. A separate pamphlet, entitled "Population Pendulum," is also attached. (TK)

**ED 114 255** 95 SE 018 111

**Population Inquiries: U.S. and World Dynamics.**

Version 1, Volume 2.

Indiana Univ., Bloomington. Population Education Project.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date 74

Grant—OEG-0-72-5143

Note—197p.; For Volume 1, see SE 018 110

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43210 (on loan)

**Document Not Available from EDRS**

Descriptors—Conservation Education, \*Curriculum Guides, \*Environmental Education, Instructional Materials, Interdisciplinary Approach, Learning Activities, Natural Resources, \*Population Education, Population Growth, Population Trends, Science Education, \*Secondary Education, \*Social Studies, Teaching Guides

This instruction unit on population issues for use in high school social studies classes has been designed to provide the social studies teacher with a wide variety of instructional options. These are oriented toward providing non-college-bound juniors and seniors with visually stimulating activity-oriented instruction on vital social issues relating to population change. This unit is divided into three chapters. This booklet, part of chapter 3 (the instructional unit), contains student materials and a Teacher Idea/Resource Grabbag. The student materials provide the student with work that can be accomplished with minimal

teacher guidance. Included in the section are reading materials, instructional objectives, exercises, discussion topics, stimulations, and value clarification exercises. The Teacher Idea/Resource Grabbag includes a collection of ideas and resources for teaching about population which are listed under topic headings such as general ideas, migration, population composition, and crowding. (TK)

**ED 114 256** SE 018 663

**The Federal Role in the Support of Graduate Science and Engineering Education. Reviews of Data on Science Resources, No. 22.**

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No—NSF-74-317

Pub Date 22 Nov 74

Note—6p.; Printed on colored paper with occasional small print

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

**Document Not Available from EDRS**

Descriptors—Educational Finance, \*Engineering Education, \*Enrollment Trends, \*Financial Support, Graduate Study, Higher Education, \*Post Doctoral Education, \*Science Education

Identifiers—National Science Foundation, NSF

This report is concerned with graduate science and engineering education, particularly dealing with enrollment and with sources of funding. Drawn from the survey of Graduate Science Student Support, analyses reveal distributions of full-time graduate students by source of major support and changing patterns in support and utilization of graduate students and postdoctorals. Using 14 fields of science and engineering, comparisons are made for the 7-year span of 1967-73. (CP)

**ED 114 257** SE 018 741

Neumann, Idell Abrahams, Norman M.

**Identification of Naval Academy Applicants with Engineering and Science Interests. Final Report.**

Navy Personnel Research and Development

Center, San Diego, Calif.

Report No—AD-787-062; NPRDC-TR-75-7

Pub Date Oct 74

Note—24p.

Available from—National Technical Information

Service, Springfield, Virginia 22151 (AD-787-

062/9GA, PC-\$3.25, MF-\$2.25)

**Document Not Available from EDRS**

Descriptors—\*Educational Research, Engineers, Higher Education, \*Manpower Needs, \*Military Personnel, Predictive Ability (Testing), Science Education, Scientists, \*Vocational Education

Identifiers—Naval Academy

This project was the result of the Navy's increasing manpower needs for high quality officers with engineering and science training and the desire to have larger numbers of midshipmen elect engineering and science majors at the Naval Academy. In order to accomplish this, a Strong Vocational Interest Blank (SVIB) was created to aid in selecting Naval Academy applicants with a high likelihood of choosing an engineering or science major. A dichotomous criterion based on midshipmen major selections was used to construct the scale from the SVIB responses of half the 1973 graduating class. Cross-validating with the remaining 1973 graduates, the 1976, and the 1977 classes revealed correlations of .57, .62 and .63, respectively. It was also found that the highest scoring group showed 20 percent disenrollment versus 35 percent for the lowest fifth of the sample. (NTIS/CP)

**ED 114 258** 95 SE 018 781

Helgeson, Stanley L., Ed.

**National Association for Research in Science Teaching 48th Annual Meeting, Abstracts of Presented Papers.**

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 75

Note—183p.

Available from—Center for Science and Mathematics Education, 244 Arps Hall, The Ohio State University, Columbus, Ohio 43210 (\$3.00)

EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage

Descriptors—\*Abstracts, Conference Reports, \*Conferences, \*Educational Research, Reference Materials, Research, \*Science Education, Speeches

Identifiers—NARST, National Association for Research in Science Teaching

This publication was produced by the ERIC Information Analysis Center for Science, Mathematics, and Environmental Education in cooperation with the National Association for Research in Science Teaching (NARST) to provide abstracts of most of the papers presented at the 48th annual conference in Los Angeles, California, March 17-19, 1975. The abstracted papers cover a wide range of topics of importance in science teaching. Many report the results of current research in science education. General session topics included values education, evaluation education, and studying and defining effective science teaching. (GS)

ED 114 259 95 SE 018 800

Disinger, John F., Comp.

A Directory of Projects and Programs in Environmental Education. Third Edition.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Feb 75

Note—409p.; For earlier editions, see ED 071 881 and ED 086 558

Available from—Information Reference Center (ERIC/SMEAC), Center for Science and Mathematics Education, The Ohio State University, 244 Arps Hall, Columbus, Ohio 43210 (\$5.25)

EDRS Price MF-\$0.76 HC-\$20.94 Plus Postage

Descriptors—\*Activities, \*Directories, \*Educational Programs, Elementary Schools, \*Environmental Education, Instructional Materials, Objectives, \*Program Descriptions, \*Projects, Reference Materials, Secondary Schools, Universities

Identifiers—ERIC SMEAC

The third edition of this directory describes 296 current environmental education programs and projects in the United States. It is representative of an extensive array of efforts in environmental education, with an emphasis on school programs. The directory is divided into three parts; however, there is some variation in format from the preceding two editions. Part 1 contains only update reports of programs and projects described in the 1973 edition. Reports of efforts not included in the second edition are described in Parts 2 and 3. Part 2 describes 104 school-related projects and programs. Part 3 reports the environmental efforts of 75 universities, organizations, research centers, parks, and state plans. Each entry provides the following information: program title, project director—name and address, directory references (Part 1), objectives, location, facilities, activities, available materials and those needed, teacher preparation, evaluation, problems encountered, future plans, and information available through the ERIC system. Programs and projects are arranged alphabetically by state. The appendices include names and addresses of the state coordinators for environmental education. (BP)

ED 114 260 95 SE 018 801

Scriven, Michael

Evaluation in Science Education.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 75

Note—14p.; Occasional Paper Series

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Curriculum, \*Curriculum Evaluation, Educational Research, \*Evaluation, Evaluation Methods, Evaluation Needs, \*Science Education, Scientific Attitudes, \*Scientific Methodology, \*Values

This report discusses the importance of five types of evaluation in science and science education. First, evaluation must be recognized as a key process within science, both pure and applied, and must be taught as an integral part of science education. Second, the applications of science must be evaluated not only as a social responsibility and a pragmatic way to select

researchable areas, but also as a scientific matter in itself, and thus a proper component of science education. A third type of evaluation in science education is the analytical approach to values-laden issues in a way that identifies the values' assumptions and proceeds to investigate their evidential status. A fourth important evaluation in science education is the evaluation of science materials; this is similar in some respects to the evaluation of applied science. The fifth way that evaluation enters into science education is in the attempt to list and indoctrinate the student with the supposed values of the scientific approach, such as truth, tentativeness, and criticality. Also discussed is evaluation as a form of knowledge and a form of education, as well as the types of evaluation content and attitudes specifically related to science education curricula. (Author/MLH)

ED 114 261 95 SE 018 802

Berliner, David C.

A Status Report on the Study of Teacher Effectiveness.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 75

Note—21p.; Occasional Paper Series

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Accountability, \*Educational Research, Effective Teaching, Evaluation Criteria, \*Evaluation Methods, \*Performance Based Teacher Education, Research Methodology, Science Education, \*Teacher Behavior, Teacher Influence

Identifiers—Research Reports

This report discusses the fact that many educators are committed to competency based teacher education and teacher accountability systems in spite of the lack of empirical evidence linking teacher behavior to student outcomes in the classroom. Some of the difficulties associated with research in this area are identified as problems in instrumentation, methodology, and statistics. Specific problem areas include the inadequacy of standardized tests, the unknown predictive ability of tests from special teaching units, the problem of building multivariate outcome measures, the problem of measuring the appropriateness of teacher behavior, the lack of experience in choosing an appropriate unit of analysis for describing teacher behavior, and the lack of stability of many teacher behaviors. Further research is recommended on how student backgrounds affect measures of teacher effectiveness, what subject matters should be examined, how normative standards and volunteer teachers affect what we can say about teachers and teaching, how individual students react to teaching skills, how students monitor and interpret a teacher's behavior in ways which may or may not coincide with how educational theorists interpret the phenomenon, and studies on the validity and generalizability of measures of teacher effectiveness. (Author/MLH)

ED 114 262 95 SE 018 835

Gordon, R., Ed.

Transport (Computer Programs for Chemical Engineering Education).

National Academy of Engineering, Washington, D.C. Commission on Education.

Pub Date Sep 72

Note—422p.; Contains numerous pages of marginal legibility

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

Document Not Available from EDRS

Descriptors—\*College Science, Computer Assisted Instruction, \*Computer Programs, \*Engineering Education, Higher Education, Instructional Materials, Science Education, Thermodynamics, \*Undergraduate Study

Identifiers—CACHE, \*Computer Aids for Chemical Engineering Education

This work contains 21 computer programs intended for use in a chemical engineering education format. The programs represent appropriate homework exercises for undergraduate students. The intended academic level is listed for each example. Although the activities deal with specific problems, the computer programs represent the areas of kinetics, thermodynamics, stoichiometry,

stagewise computations, transport, design, and control. (Editor/CP)

ED 114 263

SE 019 094

Breneman, David W.

Use of the NSF Graduate Student Support Surveys for Policy Analysis.

Pub Date 31 Mar 75

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975); Small print used on charts in appendices

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Economic Factors, \*Educational Finance, \*Enrollment Trends, Financial Support, \*Graduate Study, Higher Education, Science Education, \*Sciences

Identifiers—National Science Foundation, NSF

This paper contains a report concerning trends of enrollment and financial support in graduate science education submitted to the National Board on Graduate Education. For the study, three surveys were utilized: (1) National Science Foundation's (NSF) annual surveys of graduate student support, fiscal years 1968-73; (2) National Research Council Doctorate Records File, fiscal years 1968-73; and (3) American Council on Education, "A Rating of Graduate Programs" (prepared by Kenneth Roose and C. J. Anderson). In this paper, reference is made primarily from the NSF surveys, for they enable analyses by academic department and offer an eight-year longitudinal basis. Trends in graduate enrollments offering statistics on those departments rated as highest, next highest, and so forth by Roose-Anderson ratings are reported. Other topics include sources of student support and distributions of types of financial backing. Appendices present data taken from NSF Graduate Student Surveys. (CP)

ED 114 264

SE 019 095

Copeland, William L.

NIH Objectives in Cosponsoring the Survey of Graduate Science Student Support.

Pub Date 31 Mar 75

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Financial Support, \*Graduate Study, \*Health Education, Higher Education, \*Medical Research, Medical Students, Physicians, Research and Development Centers, Science Education

Identifiers—\*National Institutes of Health, NIH

The scope and magnitude of research supported by the National Institutes of Health (NIH) are cited as prime factors in interest of Surveys of Graduate Science Student Support. The research component of NIH is carried out primarily in the university community and, in 1974, involved 9,800 principal investigators with \$862 billion dollars. NIH research and development funds account for 40 percent of all federal funding compared with 20 percent from the National Science Foundation. Representative numbers of M.D.'s, Ph.D.'s, and graduate students involved in biomedical research projects are shown, using 1971 as the reference year. (CP)

ED 114 265

SE 019 098

Daley, James M.

The Quality Assessment of the 1973 Survey of Graduate Science Student Support Survey.

Pub Date 31 Mar 75

Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Doctoral Programs, \*Educational Finance, Engineering, Financial Support, \*Graduate Study, Higher Education, Science Education, Sciences, \*Surveys, \*Validity

Identifiers—National Institutes of Health, National Science Foundation, NIH, NSF

In this paper, the steps implemented by the National Institutes of Health (NIH) and the National Science Foundation (NSF) to upgrade the quality of the 1973 Graduate Science Student Support Survey are cited. Changes which were incorporated into the survey were intended to increase the scope and accuracy of data collected. To verify the coverage, a list of the institutions that



made up the population surveyed in 1973 was compared with lists of Ph.D.-granting institutions maintained by federal agencies and professional associations with an interest in higher education. Discrepancies were checked by telephone inquiry and adjustments in the survey base were made. The second major component of the study was to reconstruct the 1973 survey responses from departmental records for a sample of departments and to compare the resulting data with that which had been reported by the department. Also, selected student interviews were held in order to make comparisons with departmental records. (Author/CP)

**ED 114 266** SE 019 159

*Foster, Penny D.*

**Major Findings of the Survey from an NSF Point of View.**

Pub Date 31 Mar 75

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975); Occasional marginal legibility on charts

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Doctoral Programs, \*Educational Finance, Engineering Education, \*Enrollment Trends, Financial Support, \*Graduate Study, Higher Education, Science Education, \*Surveys Identifiers—\*National Science Foundation, NSF

In this paper a review of the major findings of the 1973 Survey of Graduate Science Study Support is presented. Results are compared with similar studies which go back through 1967 and a survey conducted in the fall of 1974 of 360 graduate science departments. From the studies, it was found that graduate science and engineering enrollment increased in the fall of 1974 for the first time since fall 1970. From fall 1971 to fall 1973, every area of science showed a decrease in enrollment, except the life sciences and psychology in which enrollment has continued to rise. During this period, the number of full-time students dependent on federal support declined from 47 to 26 percent of the total enrollment. By analyses of the surveys conducted between 1967 and 1973, an overall decline of 5 percent in full-time science and engineering enrollment was noted. Also, the number of federally-supported students was reduced by one-half. Academic science obligations decreased by 18 percent below the 1967 level in constant dollars. (Author/CP)

**ED 114 267** SE 019 166

*Taylor, Jean Anne M.*

**Findings and Implications of the Survey of Graduate Science Student Support from an NIH Point of View.**

Pub Date Mar 75

Note—24p.; Paper presented at the annual meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Doctoral Programs, Educational Finance, \*Enrollment Trends, \*Financial Support, \*Graduate Study, Higher Education, Manpower Development, Science Education, \*Surveys

Identifiers—\*National Institutes of Health, NIH

To the National Institutes of Health (NIH), the federal agency primarily responsible for the conduct of biomedical research, the Survey of Graduate Science Student Support and Postdoctorals is important because it provides information concerning bioscience research manpower projections. To policymakers in NIH, the two main components of the survey enrollment and financial support, are of great interest. This paper deals primarily with two assumptions which can be made concerning enrollment and financial aid: (1) first-year enrollment is a predictor of Ph.D. output, and (2) support affects both graduate enrollments and Ph.D. production. Data from the Survey of Earned Doctorates tend to provide a correlation for the first assumption, although the ratio of Ph.D.'s per 100 first-year graduate students has declined from 31.1 in 1961 to 25.0 in 1967. This factor may be a result of an increase in the time needed to complete the degree, for the survey is based on a six year time lag. The author also states that assumption two, although not as easily illustrated, appears to hold a positive correlation. (CP)

**ED 114 268**

*Euston, Carol*

**A Better Place to Be. A Guide to Environmental Learning in Your Classroom.**

Department of the Interior, Washington, D.C.

Pub Date [75]

Note—43p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 2400-00805, \$1.25)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Air Pollution Control, \*Ecology, \*Elementary Grades, Energy Conservation, \*Instructional Materials, Interdisciplinary Approach, Learning Activities, Resource Materials, \*Science Education, Water Pollution Control

This booklet, designed for elementary teachers, contains ideas for involving students in firsthand experience with their environment and practical suggestions for preservation and improvement of their own homes and neighborhoods. The goals of this booklet are to increase environmental awareness and to help the students become responsible citizens. Among the topics discussed are: Environmental Learning in Your Classroom; Getting Started; Ecosystems and Classroom Activities; Environmental Problems and Activities; Environmental Learning and the Total Curriculum; School Site Development; Family Participation; Schoolwide Programs; and Awards and Recognition. A listing of environmental organizations, materials and sources, suggested readings and audiovisual aids concludes this booklet. (BT)

**ED 114 269** SE 019 346

*Eriksen, Aase Messina, Judith*

**Learning About the Built Environment.**

Educational Facilities Labs., Inc., New York,

N.Y.; National Association of Elementary School Principals, Washington, D.C.

Spons Agency—Rockefeller Foundation, New York, N.Y.

Pub Date 74

Note—88p.; printed in blue ink; occasional marginal legibility

Available from—National Association of Elementary School Principals, 1801 North Moore Street, Arlington, Virginia 22209 (\$3.00)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Curriculum Development, \*Elementary Secondary Education, \*Environmental Education, Interdisciplinary Approach, \*Learning Activities, \*Physical Environment, Reference Materials, Resource Materials, Teaching Guides, \*Urban Environment

This publication is a catalogue of resources addressed specifically to school teachers. The essence of the man-made environment is what man builds—cities, streets, houses, parks, and the spaces that connect them. Thus, the focus of the materials in this sourcebook is on what man builds, why he builds, how he builds, and how he and the environment affect one another. Included are interdisciplinary materials for use in both elementary and secondary schools. Section 1 contains information on reference material for the teacher in developing and conducting a program on the built environment—teacher guides, resource and training centers, and background materials. The second section describes learning resources for use in and out of the classroom. Included are materials that pertain specifically to the built environment and other more comprehensive program which give a thorough treatment of the built environment as an essential component of the total environment. The third section contains descriptions of some current projects on the environment for which no curriculum materials are available but which may provide additional teaching and learning suggestions. (BT)

**ED 114 270**

SE 019 494

**Energy Primer: Solar, Water, Wind, and Biofuels.**

Portola Inst., Inc., Menlo Park, Calif.

Pub Date 74

Note—200p.

Available from—Whole Earth Truck Store, 558 Santa Cruz, Menlo Park, California 94025 (Order No. ISBN 0-914774-00-X, \$4.50)

**Document Not Available from EDRS**

Descriptors—Agriculture, \*Energy, \*Energy Conservation, \*Environment, Environmental Influences, \*Natural Resources, Solar Radiation, Water Resources

Identifiers—Aquaculture, Biofuels, Wind Energy

SE 019 340

This is a comprehensive, fairly technical book about renewable forms of energy—solar, wind, and biofuels. The biofuels section covers biomass energy, agriculture, aquaculture, alcohol, methane, and wood. The focus is on small-scale systems which can be applied to the needs of the individual, small group, or community. More than one-fourth of the book is devoted to reviews of books and hardware sources. Hundreds of illustrations and a dozen original articles are used to describe the workings of solar water heaters, space heaters and dryers, waterwheels, windmills, wind generators, wood burning heaters, alcohol stills, and methane digesters. The final section of the book focuses on the need for energy conservation and some of the problems and potentials of integrated energy systems. (Author/BT)

**ED 114 271** 88 SE 019 500

*Kellner, Robert*

**To Catch a Falling Star. Environmental Education Implementation Strategy Handbook.**

Project I-C-E, Green Bay, Wis.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date [75]

Grant—OEG-0-74-8829

Note—39p.; Printed in blue ink

Available from—Project I-C-E, 1927 Main Street, Green Bay, Wisconsin 54302 (\$1.50)

**Document Not Available from EDRS**

Descriptors—Community Involvement, Concept Teaching, \*Curriculum Guides, Elementary Secondary Education, \*Environmental Education, \*Instructional Materials, \*Interdisciplinary Approach, Natural Resources, \*Pilot Projects, Program Development, Resource Guides, Resource Materials, Teacher Responsibility Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Project ICE, Wisconsin (Madison)

This handbook has been prepared to provide suggestions to school districts for implementation of environmental education programs. Initially, environmental education is defined as "a process of learning about man's interrelationship with natural and man-made surroundings, developing skills and values for resource conservation...fostering motivation to apply skills and attitudes to assure our survival and to improve the quality of life." Responsibility for teaching environmentally rests with each teacher, and involves linkage of inside and outside lessons to environmental concerns. Environmental concepts permeating the Project I-C-E (Instruction-Curriculum-Environment) curriculum series are given with a simplified student version. Suggestions for active involvement of teachers include group recollections, brainstorming, nosebag charades, audiovisual aids, indepth problem exploration, simulations, role playing, field activities, workshops, acclimatization, and reaching out. A sample lesson from the Project I-C-E curriculum guides illustrates the format of the K-12 series, and its adaptability to various situations. Approaches for utilization of community resources consist of progression, team teaching, workshops, community inventory, and field trip procedures checklist. Appended materials include curriculum and field activity guides, slide/tape programs, films, media catalogues, and evaluation instruments available from Project I-C-E. (BP)

**ED 114 272** SE 019 678

**A Work Force for Environment and Energy. A Master Plan for Environmental/Energy Higher Education in Illinois.**

Illinois Inst. for Environmental Quality, Chicago.; Illinois State Board of Higher Education, Springfield.

Pub Date May 75

Note—418p.; Contains print too small for adequate reproduction

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan); Illinois Board of Higher Education, 500 Reich Bldg., 119 S. Fifth Street, Springfield, Illinois 62701 (no price quoted)

**Document Not Available from EDRS**

Descriptors—Community Colleges, Curriculum, \*Energy, \*Environmental Education, Environmental Research, Facilities, \*Higher Education, Manpower Needs, \*Master Plans, Research, \*State Programs

Identifiers—\*Illinois

This master plan for environmental and energy higher education in Illinois is a direct result of a mandate from the Illinois General Assembly. To prepare students to confront our nation's environmental problems, each university will submit a management and development plan, designed to preserve existing environmental values and provide improvements in the physical environment of that institution. Coordinated efforts, increased opportunities for study, evaluation of job market demands, and specific requirements for interdisciplinary training are suggested to meet the demands of career orientation in the environmental/energy area, and provide wider exposure of environmental affairs. Various university programs in the environmental fields are described. Establishment of Environmental Resource Centers, a responsibility of each institution of higher education, offers a valuable opportunity to the community college to relate its efforts to the community it serves. An examination of environmental training efforts by Illinois community colleges and course descriptions is provided. One section is devoted to manpower surveys and employment projections (1980) in the pollution control and abatement areas of air, noise, pesticides, public water, solid wastes, and waste water. An extensive inventory of current energy research and development projects, and available facilities for research in Illinois are provided. (BP)

**ED 114 273** SE 019 679

*Hamm, Russell L. Spear, Richard D.*  
**Environmental Education in Indiana Public Schools.**

Indiana State Univ., Terre Haute. Curriculum Research and Development Center.

Pub Date Sep 75

Note—54p.

Available from—Curriculum Research and Development Center, Jamison Hall, School of Education, Indiana State University, Terre Haute, Indiana 47809 (no price quoted)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—Course Content, \*Curriculum, Educational Assessment, \*Elementary Secondary Education, \*Environmental Education, Instruction, \*State Programs, \*State Surveys, Surveys, Teacher Education

The Curriculum and Research Development Center of Indiana State University sought to determine the number of high schools in Indiana that teach environmental education in some form. A questionnaire was mailed in February 1974 to the principals of all senior high, junior/senior high, and K-12 schools. The investigators were interested in finding out how much environmental education was offered, content areas, how it was taught, subject matter necessary for teacher preparation, priorities of environmental problems, and importance in the high school curriculum. A few of the major findings were: 6.5 percent of the 366 schools offered courses designated as environmental education; 21 percent offered courses although not so designated. Class enrollment ranged from 10 to 60 and average number of course offerings was there. Subject areas most often taught included water and air pollution, forest conservation, soil conservation, and wildlife conservation. Topic emphasis lead researchers to conclude that in Indiana high schools, conservation was environmental education. Recommendations called for the implementation of a nationwide environmental education plan. Suggestions include a national conference of leaders to give direction to curriculum efforts, a test to students to determine environmental knowledge, inservice and preservice workshops, textbook revisions, etc. An annotated bibliography is provided. (BP)

**ED 114 274** SE 019 706

**Federal R&D Funding Shows Significant Rise in FY 1976. Science Resources Studies Highlights, September 8, 1975.**

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No—NSF-75-321

Pub Date 8 Sep 75

Note—4p.; Contains print too small for adequate reproduction

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

**Document Not Available from EDRS**

**Descriptors**—Agencies, \*Budgets, \*Federal Aid, \*Federal Government, Federal Programs, \*Financial Support, Science Education, \*Scientific Research, Statistical Data, Technology

**Identifiers**—National Science Foundation, NSF

This report reveals that federal research and development obligations are scheduled to rise from \$17.4 billion in fiscal year 1974 to an estimated \$18.9 billion in fiscal year 1975 and to \$21.7 billion in fiscal year 1976. The gains in funding are 8.4 percent for 1975 and 14.5 percent for 1976, both of these the largest relative rises in the period between 1966 and 1976. The chief impetus to growth in 1976 is derived from programs related to defense and space. Applied research will be more heavily funded in 1976 than will basic research. For the first time since 1971, engineering will be the leading field of science in federal research support, with the life sciences in second place. A few data are provided concerning the geographical distribution of funds; more comprehensive data are contained in "Federal Funds for Research, Development, and Other Scientific Activities." Financial statistics and brief program descriptions are given for the funds provided to the following agencies: the Department of Defense; the Department of Health, Education, and Welfare; the National Aeronautics and Space Administration (NASA); the Energy Research and Development Administration (ERDS); the National Science Foundation (NSF); and the Department of Agriculture. (MLH)

**ED 114 275** SE 019 713

**Standards for Engineering Qualifications, A Comparative Study in Eighteen European Countries. Studies in Engineering Education 1.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 75

Note—105p.

Available from—UNIPUB, Inc., P.O. Box 443, New York, New York 10016 (Order No. ISBN-92-3-101140-5, \$6.00)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—College Science, \*Educational Programs, Educational Research, Engineering, \*Engineering Education, Engineers, \*Higher Education, Science Education, \*Surveys

**Identifiers**—\*Europe, Research Reports

The study was prepared, at the request of UNESCO, by the European Federation of National Associations of Engineers (FEANI), an organization grouping the engineering associations of 18 countries and including 650,000 engineers. The differences in the types of engineering programs and graduation requirements of the various countries are examined, along with the differences in terminology and definitions used in the engineering education systems. The qualifications for becoming a professional engineer and the standards of engineering societies are reported, in addition to the role of the engineer in the industry of each particular country. The report concludes with an examination of the common denominators of the Continental and the British engineering education systems and discusses the possibilities of applying the European experiment of FEANI to other continents. (MLH)

**ED 114 276** SE 019 716

*Richardson, Ralph W., Jr., Ed. Nash, Roderick, Ed.*

**Four Universities: Achieving Environmental Quality through Environmental Education and Research.**

Rockefeller Foundation, New York, N.Y.

Pub Date May 75

Note—68p.

Available from—The Rockefeller Foundation, 111 W. 50th St., New York, New York 10020 (no price quoted)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Educational Programs, \*Environmental Education, Financial Support, Foundation Programs, \*Higher Education, \*Instructional Programs, \*Research, Surveys, Universities

**Identifiers**—\*Rockefeller Foundation

Five universities receiving aid from the Rockefeller Foundation are discussed. The American University has had difficulty initially interdisciplinary environmental studies. Problems include insufficient financial independence, autonomous faculty nature, seniority system, students, and departmental structure. Penn State's efforts involve development of the Office of Environmental Quality Programs, which recognizes environmental issues, determines goals, and assimilates people and resources to accomplish

tasks. The University of Michigan's Institute for Environmental Quality focuses resources on problems associated with improving the quality of the environment through support of multidisciplinary teaching, research, and service activities. Utah State's Environment and Man Program provides faculty, staff, and students with interdisciplinary research and educational opportunities to study environmental problems in Utah and the Rocky Mountain Region. Environmental studies at the University of California, Davis, center on ecology and involve undergraduate and graduate instruction, research, and public service. Recommendations for initiating environmental education and research include continuity of tenured faculty, interdisciplinary program concerns, administrative support, and campus-wide environmental study units. (BP)

**ED 114 277** SE 019 750

**Racial Minorities in the Scientist and Engineer Population. Science Resources Studies Highlights, September 19, 1975.**

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No—NSF-74-314

Pub Date 19 Sep 75

Note—8p.; Contains print too small for adequate reproduction

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

**Document Not Available from EDRS**

**Descriptors**—Engineering Education, \*Engineers, \*Minority Groups, \*Occupational Surveys, Professional Occupations, Science Education, \*Scientists, Statistical Surveys, \*Surveys

**Identifiers**—National Science Foundation, NSF

This report summarizes the data about minority group scientists and engineers obtained as part of a national survey of scientific and engineering personnel in 1972. Information pertaining to minority group college students enrolled in engineering is also discussed briefly. Within the 1972 scientist and engineering populations, racial minority group members represented about 4 percent, or 53,000 of the 1.3 million total scientists and engineers. Racially, 60 percent were of Oriental descent, 30 percent were black, and the remainder were members of other nonwhite races. Also reported are statistics on minority group scientists and engineers pertaining to the following areas: geographic distribution, age characteristics, educational characteristics, fields of study, professional identify relationships, and the education process for black engineering students. (MLH)

**ED 114 278** SE 019 755

*Glass, Lynn W.*

**K-12 Science Education in Iowa. Technical Report No. 6.**

Iowa Univ., Iowa City. Science Education Center. Report No—TR-6

Pub Date Jul 75

Note—39p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Educational Research, \*Elementary Education, Elementary School Science, \*Science Education, Science Programs, Science Teachers, \*Secondary Education, Secondary School Science, \*Surveys, Teacher Education

**Identifiers**—\*Iowa, Research Reports

This survey of K-12 science education in Iowa presents descriptive statistics in the following areas: (1) organization of the K-12 educational systems - including a description of the school districts and governing systems; (2) teacher education and certification - including a survey of science teachers in Iowa and teacher preparation institutions; (3) the Iowa classroom teacher - describing the educational levels and teaching experiences of Iowa science teachers; (4) program of instruction - describing state requirements for science education in grades K-12; (5) inservice education - describing inservice programs for science teachers and the monies budgeted for this purpose; and (6) implications for programs for the improvement of elementary and secondary science education in Iowa - describing some of the concerns brought out by the statistics of this survey. One concern is that the large number of teacher preparation institutions in Iowa have widely different programs and produce teachers with widely different preparations. (MLH)

**ED 114 279** SE 019 756

Wilson, John T. Koran, John J., Jr.  
**Review of Research on Mathemagenic Behavior: Implications for Teaching and Learning Science.**  
 Technical Report No. 7.

Iowa Univ., Iowa City. Science Education Center.  
 Pub Date Sep 75  
 Note—28p.; This is an elaborated version of ED 097 203

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors**—Curriculum, Educational Research, Effective Teaching, \*Instruction, \*Learning, Learning Activities, Learning Theories, \*Literature Reviews, \*Science Education, Teaching Methods  
**Identifiers**—\*Mathemagenic Behavior, Research Reports

This report discusses mathemagenic behaviors, which are activities that promote learning. During instruction these are the activities that learners perform when confronted with instructional stimuli. Three groups of hypothetical mathemagenic behaviors are discussed: translation, segmentation, and processing. A review of the literature on mathemagenic behavior, with 57 references, is given, followed by a discussion of the types of instructional materials and methods which have proved useful in integrating mathemagenic research with instruction in science. One implication of this research is that active behavior on the part of the student is essential. Also discussed are ways to translate physical stimuli into effective stimuli by the incorporation of the proper amount of structure into classroom activities, and ways teachers can capitalize on mathemagenic behaviors, such as using questioning techniques and activity-oriented laboratories. (MLH)

**ED 114 280** SE 019 763

Clark, George M., Ed.  
**Biological Sciences Curriculum Study Newsletter Number 60, A Progress Report and Guide to Current BSCS Materials.**

Biological Sciences Curriculum Study, Boulder, Colo.  
 Pub Date Sep 75  
 Note—28p.

Available from—Biological Sciences Curriculum Study, P.O. Box 930, Boulder, CO 80302 (free)

**Document Not Available from EDRS**

**Descriptors**—\*Biological Sciences, Biology, \*Curriculum, \*Curriculum Guides, Elementary Education, Elementary School Science, \*Newsletters, Science Education, Secondary Education, \*Secondary School Science

**Identifiers**—\*Biological Sciences Curriculum Study, BSCS

This report describes the wide variety of materials developed by the Biological Sciences Curriculum Study (BSCS). These materials extend from kindergarten to college and include specific programs for the broad range of student abilities. The currently available BSCS learning programs are listed and described. These descriptions include a brief synopsis of the purpose and contents of each textbook, teacher's guide, and accompanying materials. Prices and ordering information for all BSCS materials are included. The philosophy, history, and progress of BSCS is presented, along with plans for future developments. (MLH)

**ED 114 281** SE 019 774

Abeles, Sigmund, Ed. Shackleton, Robert W., Ed.  
**Science Educator's Guide.**

Connecticut State Dept. of Education, Hartford.

Pub Date May 75

Note—188p.

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**  
**Descriptors**—\*Administrator Guides, Curriculum, Elementary Education, Elementary School Science, \*Instruction, Instructional Materials, \*Science Education, \*Science Programs, Secondary Education, Secondary School Science, \*Teaching Guides  
**Identifiers**—\*Connecticut

The purpose of this guide is to provide information about instructional techniques, course offerings, evaluation methods, and science budgets relating to science programs in Connecticut schools. The information in the report is divided into the following nine sections: a philosophy for the teaching of science, instructional patterns, science curriculum, program evaluation, school science facilities, science laboratory safety, super-

vision of science programs, preparing the science budget, and school time schedules. Each section presents the science teacher and administrator with suggestions and background information pertaining to each topic. Also included are the following appendices: a directory of publishers, film distributors, and scientific supply houses; safety recommendations and state safety laws; and a selected bibliography on science education. (MLH)

**ED 114 282** SE 019 776

Foster, Penny D. Neal, Phillip  
**Graduate Science Education Student Support and Postdoctorals Fall 1973.**

National Science Foundation, Washington, D.C.  
 Div. of Science Resources Studies.

Report No—NSF-74-318  
 Pub Date May 75

Note—189p.; Contains shaded charts that may not reproduce well; This is an update to ED 089 593

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 038-000-00239-4, \$2.15)

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**  
**Descriptors**—Doctoral Programs, \*Engineering Education, Federal Aid, \*Financial Support, \*Graduate Students, Graduate Study, \*Higher Education, \*Science Education, Surveys  
**Identifiers**—National Science Foundation, NSF

This report presents national statistics on federal aid to graduate students in the sciences and engineering for fall, 1973. Data were provided by every institution with a doctoral program in science or engineering. The characteristics of graduate enrollment examined in this report are: enrollment status (full and part time); distribution among fields of science; level of study (first-year or beyond); citizenship (U.S. and foreign); control of institution (public or private); and sex of graduate students. Data on types and sources of major support were provided for full-time students only. Postdoctoral utilization by field of science was examined in terms of type and source of support and year of the Ph.D. Appendices include notes on general methodology, classification of institutions in the survey, detailed statistical tables, and a reliability and validity assessment of the 1973 survey. (MLH)

**ED 114 283** SE 019 786

**Teaching the Teachers on Building Climatology.**  
 (CIB Steering Group S 4, Colloquium, Stockholm, September 4-6, 1972). CIB Proceedings No. 25.

National Swedish Inst. for Building Research, Stockholm.

Report No—PB-238-995

Pub Date 73

Note—306p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (Order No. PB-238-995, PC-\$3.00, MF-\$2.25)

**Document Not Available from EDRS**

**Descriptors**—\*Building Design, \*City Planning, \*Conference Reports, Environment, Environmental Influences, \*Meteorology, Physical Environment, \*Regional Planning, Teaching Methods

**Identifiers**—Sweden (Stockholm)

This publication comprises a collection of papers and synopses of discussions dating from the "Teaching the Teachers in Building Climatology" colloquium which was held under the auspices of the International Council for Building Research (CIB) and the World Meteorological Organization (WMO). The papers deal with the use of various meteorological data in connection with regional, urban, and building planning and with methods used in the training of architects, planners, engineers, and meteorologists in building climatology. (BT)

**ED 114 284** SE 019 814

Terrebonne Parish Nautical Science Program Curriculum.

Louisiana State Univ., Baton Rouge. Center for Wetland Resources.

Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.

Report No—COM-75-10912

Pub Date 74

Note—68p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (Order No. COM-75-10912; PC-\$4.25, MF-\$2.25)

**Document Not Available from EDRS**

**Descriptors**—\*Boatmen, Career Education, \*Course Descriptions, \*Curriculum Guides, Oceanology, Petroleum Industry, Science Education, \*Science Programs, Secondary Education, \*Secondary School Science, Semiskilled Workers, Vocational Education

The curriculum presented in this document was created through the auspices of Louisiana State University's Center for Wetland Resources. Need for a program to train qualified personnel for the transportation segment of the mineral and oil industry was shown by a shortage of skilled workers. With the cooperation of a local high school, a one-year nautical science program was devised. Initial participation involved 27 students. Outlines appearing in the curriculum guide list topics for a two-year, 11th and 12th grade, program on marine transportation. The use of guest speakers and field trips is advocated. Bibliographies are included for those wishing additional information on topics covered. (NTIS/CP)

**ED 114 285** SE 019 841

Sagness, Richard L. Bertrand, Wallace  
**Comprehensive Program for Science Teacher Education Evaluation Report Number One, University of South Dakota.**

South Dakota Univ., Vermillion. Educational Research and Service Center.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Jan 72

Note—45p.; For Evaluation Report Number Two, see SE 019 842

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors**—Educational Research, Evaluation, Higher Education, \*Inservice Teacher Education, \*Program Evaluation, \*Science Education, Science Teachers, Secondary Education, Secondary School Science, \*Secondary School Teachers, \*Teacher Education  
**Identifiers**—Research Reports, \*University of South Dakota

This report presents the set of evaluation guidelines and instruments prepared for the evaluation of the Comprehensive Program for Science Teacher Education at the University of South Dakota. The participants in the study were inservice secondary science teachers enrolled in the Comprehensive Program. The participants were pre- and post-tested in: science subject matter competency; understanding of science; attitudes toward mathematics, science, science teaching, and laboratory work; and the nature of the science classroom and laboratory activities which the participants feel should be used for secondary school science instruction. The data resulting from these tests are reported and analyzed, along with an extensive profile of the participants' teaching experience. Among the conclusions derived from the data were: little change was noted on the participant attitude measures used as pre- and post-tests; in general, participants were pleased with the program; the participants entered the program in generally good agreement with science educators as to the types of activities which should be used for secondary science instruction, and the program strengthened this agreement; and the participants showed significant progress in subject matter competencies by the completion of the program. (MLH)

**ED 114 286** SE 019 842

Sagness, Richard L. And Others  
**Comprehensive Program for Science Teacher Education Evaluation Report Number Two, University of South Dakota.**

South Dakota Univ., Vermillion. Educational Research and Service Center.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date May 74

Note—72p.; For Evaluation Report Number One, see SE 019 841

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
**Descriptors**—Educational Research, Evaluation, Higher Education, \*Inservice Teacher Education, \*Program Evaluation, \*Science Education, Science Teachers, Secondary Education, Secondary School Science, \*Secondary School Teachers, \*Teacher Education  
**Identifiers**—Research Reports, \*University of South Dakota

This report presents data collected for the evaluation of the Comprehensive Program for Science Teacher Education at the University of South Dakota and conclusions derived from these data. The participants in the study were inservice secondary science teachers enrolled in the Comprehensive Program. The participants were pre- and post-tested in: science subject matter competency; understanding of science; attitudes toward mathematics, science, science teaching, and laboratory work; and the nature of the science classroom, and laboratory activities which the participants feel should be used for secondary school science instruction. Resulting data are reported and analyzed, along with an extensive profile of the participants' teaching experience. The primary aim of the Comprehensive Program was to develop the subject matter and mathematics competencies required to teach modern science courses. Analysis results of the data collected in this evaluation show that this objective was met. As a result of this evaluation, the program focus at the University of South Dakota has been changed to be a much more direct collaborative effort with school districts within its region. This involves creating awareness of newer curricular materials, helping districts with adoption decisions, and then assisting with implementation. (MLH)

**ED 114 287** SE 019 845

**Selected Employment and Labor Force Characteristics of the Redefined Science and Engineering Population. Science Resources Studies Highlights, October 28, 1975.**

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No—NSF-75-326

Pub Date 28 Oct 75

Note—6p.; Contains print too small for adequate reproduction

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

**Document Not Available from EDRS**

Descriptors—\*Census Figures, Demography, Education, Employment, \*Engineers, \*Job Tenure, Part Time Jobs, \*Salaries, Science Education, \*Scientific Personnel

Identifiers—National Science Foundation, NSF

This report is one in a series about the status and characteristics of the science and engineering populations. Data for the study were generated by a 1970 national survey by the Bureau of the Census and updated in 1972 by the National Science Foundation. Presented in this report are selected economic characteristics of persons defined as engineers or scientists—the occupation in which they were employed, their tenure, and means of acquiring their position. Also shown are their statuses prior to acquiring their job, the tendency to hold a second job, and the basic annual salary in their primary job. A limited number of profiles concerning demographic, education, and economic characteristics are also included. (CP)

**ED 114 288** SE 019 856

**Higgins, Jon L., Ed.**

**Investigations in Mathematics Education, Vol. 7 No. 2.**

Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Pub Date 74

Note—61p.

Available from—Ohio State University, Center for Science and Mathematics Education, 244 Arps Hall, Columbus, Ohio 43210 (Subscription, \$6.00, \$2.10 single copy)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Abstracts, Cognitive Development, Concept Formation, Elementary Secondary Education, Evaluation, \*Instruction, Instructional Aids, \*Learning, \*Mathematics Education, Research, \*Research Reviews (Publications), Teacher Education, Testing

Fifteen research reports related to mathematics education are abstracted and analyzed. The reports abstracted were selected from nine educational journals including several published outside the United States, and deal with a wide variety of topics. Three articles deal with concept formation, three with task analysis or instructional sequencing, and two with other aspects of instruction as it relates to the learning process. Two articles deal with the interaction of personality variables with decision making and performance, respectively, one with testing, and one with student evaluation of teaching. Other reports ab-

stracted concern ability, dyscalculia, and evaluation of a kindergarten program. Research related to mathematics education which was reported in RIE and CIJE between January and March 1974 is listed. (SD)

**ED 114 289** SE 019 857

**Feldman, Katherine V. And Others**

**Lessons Designed to Teach Fifth Grade Students the Concept Tree at the Formal Level of Attainment. Practical Paper No. 15.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—WRDCCL-PP-15

Pub Date Jun 75

Contract—NE-C-00-3-0065

Note—73p.; Report from the Project on Conditions of School Learning and Instructional Strategies

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Autoinstructional Aids, \*Cognitive Development, \*Concept Teaching, Earth Science, Elementary Education, \*Elementary School Science, \*Instructional Materials, Science Education, \*Trees

Identifiers—Piaget (Jean)

The autoinstructional activities included in this booklet were designed to be used to teach fifth-grade students the science concept "tree" at the formal level of attainment. The instructional strategies used in the lessons had been shown in previous studies to facilitate concept learning when used singly or in combination with one another. The strategies used are: (1) use of a definition, (2) empirical selection of concept examples through an instance probability analysis, (3) use of rational sets of examples and nonexamples, (4) pairing of examples with nonexamples, (5) emphasis of relevant attributes, (6) teaching of strategy, (7) immediate feedback, and (8) active involvement by the student. Instruction was divided into two parts, each part being a lesson. The first lesson presents the defining attributes and teaches children labels for defining attributes. The second lesson presents the definition of "trees," presents a rational set of examples and nonexamples, and teaches a strategy for evaluating whether or not an instance is an example of the concept. Active involvement and immediate feedback are provided for the student in both lessons. (Author/CP)

**ED 114 290** SE 019 858

**Biggar, Ronald Hoehn, James**

**Expenditures for Scientific and Engineering Activities at Universities and Colleges Fiscal Year 1973.**

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No—NSF-75-316

Pub Date Jul 75

Note—218p.; Occasional light type and small print

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 038-000-00243-1, \$2.45)

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**

Descriptors—\*Colleges, \*Expenditures, Financial Support, Higher Education, \*Research and Development Centers, Science Education, \*Scientific Research, Surveys, \*Universities

Identifiers—National Science Foundation, NSF

This study contains analyses of trends in the level of university research and development expenditures in the sciences and engineering from 1964 through 1973. The report is divided into three main sections: (1) current research and development expenditures in the sciences and engineering; (2) capital expenditures for research, development, and instruction in the sciences and engineering; and (3) current direct expenditures for instruction and departmental research in graduate-degree-granting institutions in the sciences and engineering. Statistical tables show current research and development allocations according to: (1) source of funds, (2) type of research and development activity, (3) field of science, (4) type of control, (5) type of institution, (6) geographic distribution, and (7) concentration of research and development expenditures. The study also distinguishes between universities and colleges and federally-funded research and development centers administered by universities and colleges in the reporting of data. (Author/CP)

**ED 114 291** SE 019 907

**Viereck, Leslie A. Little, Elbert L., Jr.**

**Atlas of United States Trees, Volume 2: Alaska Trees and Common Shrubs.**

Forest Service (DOA), Washington, D.C.

Report No—Misc-Pub-1293

Pub Date Mar 75

Note—134p.; Contains numerous color-coded maps

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 0100-03310, \$3.10); ERIC/SMEAC, The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 (on loan)

**Document Not Available from EDRS**

Descriptors—\*Atlases, \*Botany, \*Maps, \*Reference Materials, Science Education, \*Trees

Identifiers—\*Alaska

This volume is the second in a series of atlases describing the natural distribution or range of native tree species in the United States. The 82 species maps include 32 of trees in Alaska, 6 of shrubs rarely reaching tree size, and 44 more of common shrubs. More than 20 additional maps summarize environmental factors and furnish general background information about geography, geology, climate, and vegetation as they affect trees in Alaska. (Author/CP)

**ED 114 292** SE 019 932

**Pierson, Bernice Frances**

**Report on a Project to Develop a Minicourse Program in Introductory Biology, September 9 - December 21, 1974.**

Montgomery Coll., Rockville, Md.

Pub Date 75

Note—90p.; Occasional small type used in diagrams

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*Biology, College Science, \*Course Organization, \*Curriculum Development, Higher Education, \*Program Development, Science Education, Teaching Methods, \*Undergraduate Study

This report is an account of the development of a minicourse program for the purpose of college-level introductory biology instruction. The complete implementation effort is described from an examination of the program which the minicourses replace, to the proposals concerning implementation of the new curriculum. Sections of the report are devoted to exploration of other modular programs and to the creation of each particular biology module. This work, along with reference materials cited, should provide a helpful guide for the creation and implementation of an introductory biology program with a minicourse format. (CP)

**ED 114 293** SE 019 937

**NASA/University Conference on Aeronautics (University of Kansas, Lawrence, Kansas, October 23-24, 1974). NASA SP-372.**

National Aeronautics and Space Administration, Washington, D.C.

Report No—NASA-SP-372

Pub Date 75

Note—425p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (\$10.50)

**EDRS Price MF-\$0.76 HC-\$20.94 Plus Postage**

Descriptors—\*Aerospace Education, Aerospace Industry, \*Aviation Technology, Conferences, Curriculum, \*Engineering Education, Environmental Education, Higher Education, \*Research, Science Education, Undergraduate Study

Identifiers—NASA, \*National Aeronautics and Space Administration

This volume represents the collection of papers and panel discussions of the (NASA)/University Conference held in October 1974. The purpose of this conference was to bring together representatives from universities, government, and industry to discuss and assess trends and opportunities in aeronautical engineering education with the expectation of suggesting options and directions for future programs. The conference was held in three sessions—sessions I and II being comprised of 15 papers under the headings of the State of Aeronautics and the Education of the Engineer and Technical Trends in Aeronautics. Session III consisted of three panel discussions. The topics were: (1) University/Government/Industry Relations, (2) University Research in Aeronautics,

and (3) Curriculum for Modern Aeronautics. (CP)

ED 114 294 95 SE 019 975

*Goolsby, Charles M., Ed. Obasun, Dan A., Ed.*  
**Teacher's Guide to Classroom Discussions for Biology.**

Institute for Services to Education, Inc., Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0867

Pub Date 71

Contract—OEC-0-8-070867-0001

Note—435p.; Appendix material from ED 084 936. Related documents are SE 019 976 and 977

EDRS Price MF-\$0.76 HC-\$22.21 Plus Postage

Descriptors—\*Biology, \*College Science, Curriculum Development, \*Discussion (Teaching Technique), Higher Education, \*Instructional Materials, Science Activities, Science Education, \*Teaching Guides, Units of Study (Subject Fields)

Identifiers—National Science Foundation, \*Thirteen College Curriculum Program

This volume of biology units has been prepared with an introductory college level audience in mind. The intents have been to offer a variety of topics drawn from several sources and to enable instructors to use the materials at the level of their students. The units not only encourage, but some require, inductive teaching methods. Topics are: (1) The Nature of Science; (2) Evolution; (3) The Cell; (4) Reproduction, Growth, and Development; (5) Genetics; (6) Metabolism and Regulatory Mechanisms; (7) The Variety of Living Things; and (8) Ecology. Also included in the work are teacher resource materials involving curriculum planning, teaching suggestions, evaluation techniques, and bibliographies of topics covered. (CP)

ED 114 295 95 SE 019 976

*Goolsby, Charles M.*

**Laboratory Activities for Biology: [Student Manual.] Second Edition.**

Institute for Services to Education, Inc., Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0867

Pub Date 72

Contract—OEC-0-8-070867-0001

Note—223p.; Appendix material from ED 084 936. Related documents are SE 019 975 and 977

EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage

Descriptors—\*Biology, \*College Science, Curriculum Development, Higher Education, Instructional Materials, \*Laboratory Experiments, Laboratory Manuals, \*Science Activities, Science Education, \*Undergraduate Study  
Identifiers—National Science Foundation, \*Thirteen College Curriculum Program

Intended to be used along with the "Teacher's Guide to Classroom Discussions for Biology" and the "Teacher's Guide to Laboratory Activities for Biology," this volume presents 43 laboratory exercises for introductory college-level biology. (CP)

ED 114 296 95 SE 019 977

*Goolsby, Charles M. Obasun, Dan A.*

**Teacher's Guide to Laboratory Activities for Biology.**

Institute for Services to Education, Inc., Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-7-0867

Pub Date 70

Contract—OEC-0-8-070867-0001

Note—165p.; Appendix material from ED 084 936. Related documents are SE 019 975 and 976

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—\*Biology, \*College Science, Higher Education, Instructional Materials, Laboratory Experiments, \*Laboratory Manuals, \*Science Activities, Science Education, \*Teaching Guides, Undergraduate Study

Identifiers—National Science Foundation, \*Thirteen College Curriculum Program

This guide is prepared for teachers who have students using the laboratory manual, "Laboratory Activities for Biology." The publication contains some introductory remarks for teachers, lists of materials and equipment, methods of making solutions and other preparations, suggestions for introductory discussions with the class, and procedures for doing the various exercises. The second section of this work is devoted to a guide to the individual student experiments. (Author/CP)

ED 114 297 SE 019 990

*Helgeson, Stanley L.*

**Impact of the National Science Foundation Teacher Institute Program. Minnesota Research and Evaluation Project. Research Paper No. 16.** Minnesota Univ., Minneapolis. Coll. of Education.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—RP-16

Pub Date Dec 74

Note—58p.

Available from—Minnesota Research and Evaluation Project, College of Education, University of Minnesota, Minneapolis, Minnesota 55455 (free while supply lasts)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Attitudes, Higher Education, \*Inservice Programs, \*Inservice Teacher Education, \*Institutes (Training Programs), Research Reviews (Publications), \*Science Education, Science Teachers, Teacher Behavior, Teacher Education

Identifiers—Minnesota Research and Evaluation Project, \*National Science Foundation, NSF, Research Reports

Focused on the impact of the institute program for inservice teachers sponsored by the National Science Foundation, this report summarizes the findings of 138 documents (research and evaluation studies). Documents reviewed were grouped into dissertations and theses (63), journal articles (41), interim or final reports (23), papers presented at professional meetings (9), and books (2). Information contained in these documents was summarized in terms of six subcategories: Characteristics of Participants, Subject Matter Competence, Teacher Attitudes, Teaching Behavior, Understanding of Science, and Career Effects. Examples of studies fitting into each of these categories were selected for illustrative purposes. In addition to the discussion provided for each of the subcategories, a four-page summarization is also included. (PEB)

## SO

ED 114 298 SO 008 504

*Tuan, Yi-Fu*

**Man and Nature. Resource Paper No. 10.**

Association of American Geographers, Washington, D.C. Commission on College Geography.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 71

Note—49p.

Available from—Association of American Geographers, 1710 Sixteenth Street, N.W., Washington, D.C. 20009 (1-9 copies \$1.50, 10-99 copies \$1.35, 100 or more copies \$1.20)

Document Not Available from EDRS

Descriptors—Change Agents, Ecological Factors, \*Ecology, Food, Higher Education, \*Human Geography, \*Human Living, \*Physical Environment, \*Population Growth, Resource Materials, Supplementary Reading Materials, World Problems

Man and nature is the theme of this resource paper which is part of a series designed to supplement existing texts and to fill a gap between significant research in geography and readily accessible materials. The approach followed in the paper is loosely dialectical: the intent is to understand man and nature by posing one concept against the other. The paper begins with defini-

tions, setting nature and man side by side. Then man, as a biological organism, subject to nature, is contrasted with man as agent for change, subduing nature. Next, the theory of how man structures his world is taken up, showing how man arranges elements and events of nature to conform to his own sense of order. The consequences of man-made schemata imposed on nature are noted. Lastly, the solution to the problem of a deteriorating environment and its threat to livelihood and social harmony is measured for success in terms of improvements in the means of food production which allow rapid gains in population. Concluding remarks emphasize the open-ended nature of the original theme of man and nature. A bibliography is included. (Author/KSM)

ED 114 299 SO 008 519

*Kasperson, Roger E. Breitbart, Myrna*

**Participation, Decentralization, and Advocacy Planning. Resource Paper No. 25.**

Association of American Geographers, Washington, D.C. Commission on College Geography.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 74

Note—62p.

Available from—Association of American Geographers, 1710 16th Street, N.W., Washington, D.C. 20009 (1-9 copies \$1.50, 10-99 copies \$1.35, 100 or more copies \$1.20)

Document Not Available from EDRS

Descriptors—\*Citizen Participation, City Planning, Community Action, Community Control, Community Development, \*Decentralization, Geographic Concepts, \*Geography, Geography Instruction, Higher Education, \*Human Geography, Planned Community, Political Science, \*Resource Materials, Urban Studies

This resource paper on the subject of citizen participation, decentralization, and advocacy planning is part of a series designed to supplement undergraduate geography courses. The approach of the paper de-emphasizes inventory or case study reviews of specific participation or advocacy planning projects for a more general conceptual discussion of the issues. Chapter 1 analyzes the various political theories of citizen participation in public affairs. Chapter 2 briefly describes the federal government's attempts to induce greater citizen participation through such programs and offices as the Tennessee Valley Authority, the Office of Economic Opportunity, and the Model Cities Program. Chapter 3 examines the various forms of government decentralization, emphasizing the theories of community control and concentration. Community control theory suggests the complete transfer of authority and decision-making power, while deconcentration seeks to move government agencies to the local level in order to facilitate the delivery of services. Chapter 4 analyzes the principles and different models of advocacy planning. (Author/DE)

ED 114 300 SO 008 521

*Hewitt, Kenneth Hare, F. Kenneth*

**Man and Environment: Conceptual Frameworks. Resource Paper No. 20.**

Association of American Geographers, Washington, D.C. Commission on College Geography.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 73

Note—39p.

Available from—Association of American Geographers, 1710 Sixteenth Street, N.W. Washington, D.C. 20009 (1-9 copies \$1.50, 10-99 copies \$1.35, 100 or more copies \$1.20)

Document Not Available from EDRS

Descriptors—Conservation (Environment), \*Ecology, Environment, \*Environmental Education, Geographic Concepts, \*Geography, Geography Instruction, Higher Education, \*Human Geography, \*Resource Materials

This resource paper on the interrelations between man and the environment is part of a series designed to supplement undergraduate geography courses. It outlines an approach to man-environment problems. Chapter one describes how an environmental perspective relates to the study of human geography. Chapter two describes the main transactions between man and the environment. Under consideration are the adaptive relationships between the environment and individual human beings, human groups, technology, and



language. Chapter three relates man's distribution and economic activities to the functioning of the natural and modified ecosystems of the earth. The authors conclude that a nonexploitive relationship between man and the environment can be achieved only when we have discovered a system of management sophisticated enough to cope with the accelerated pace of technological innovation. (Author/DE)

**ED 114 301** SO 008 523

*Muehrcke, Phillip*

**Thematic Cartography, Resource Paper No. 19.** Association of American Geographers, Washington, D.C. Commission on College Geography. Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 72

Note—66p.

Available from—Association of American Geographers, 1710 Sixteenth Street, N.W., Washington, D.C. 20009 (1-9 copies \$1.50, 10-99 copies \$1.35, 100 or more copies \$1.20)

**Document Not Available from EDRS**

**Descriptors—**\*Data Analysis, Data Collection, Geographic Concepts, \*Geography, Geography Instruction, Higher Education, \*Maps, \*Map Skills, \*Resource Materials

This resource paper on thematic cartography is part of a series designed to supplement undergraduate geography courses. It reviews recent developments in the field and identifies problem areas which warrant future attention. Cartography is defined as both the conceptual, problem-oriented research and the technical processes of map making. It explicitly introduces the graphic model nature of maps and the resulting implications for map-making methodology. The cartographic process is viewed as a source of transformations involving the selection of data from the real world, the transformation of these data into a graphic map, and the retrieval of information through an interpretive map reading. Chapter 2 reviews recent trends and developments in data collection. Chapter 3 examines recent trends in map production efficiency and effectiveness. Chapter 4 analyzes the visual, quantitative, optical, and tactical procedures for reading today's highly sophisticated maps. Chapter 5 describes the future direction of cartography as a scientific discipline. Also included is a list of selected readings. (Author/DE)

**ED 114 302** SO 008 573

*Collins, W. Andrew And Others*

**Aspects of Television Content and Children's Social Behavior.**

Minnesota Univ., Minneapolis. Inst. of Child Development.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.

Pub Date Jul 74

Note—138p.; Not available in hard copy due to marginal legibility or original document; For related documents, see SO 008 668 and 669

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Aggression, Anti Social Behavior, Behavioral Science Research, Behavior Patterns, Child Development, Childhood Attitudes, \*Child Psychology, Programing (Broadcast), \*Social Behavior, Social Influences, Social Psychology, Television, Television Research, \*Television Viewing, \*Violence

Three studies examine the impact of different types of television content on the social behavior of children at various ages. The studies represent research into the interrelated problem of the processes involved in media effects and age-related differences. In the first study an action-adventure program, in which a character's reputation and loved ones were threatened, was edited into two versions and shown to two sample groups. In one version the hero responded with physical aggression and in the other with constructive nonviolent efforts. The second study focused on the effects of ambiguity in the dramatic context for modeled aggressive behavior. One version of a program presented the aggressive character as unequivocally evil, while a second version presented scenes which made him appear both good and bad. The third study examined how the dramatic context in which aggression appears can modify the negative effects of aggression. Results indicate that the character who uses constructive coping strategies may have more impact on young viewers than violent

character; that the dramatic context of a program can modify the impact of the aggressive action; and that if young viewers see an aggressive character with both good and bad qualities, the impact of his aggression is greater. (Author/DE)

**ED 114 303** SO 008 574

*Warren, Donald R.*

**To Enforce Education: A History of the Founding Years of the United States Office of Education.**

Pub Date 74

Note—239p.

Available from—Wayne State University Press, Detroit, Michigan 48202 (\$11.95)

**Document Not Available from EDRS**

**Descriptors—**Educational Change, \*Educational Development, \*Educational History, Educational Objectives, \*Educational Philosophy, Educational Theories, \*Foundations of Education, Governmental Structure, \*Public Education, Social Attitudes, Social Influences, Social Problems, United States History

Written to discuss questions often raised about common (public) schooling in the United States, this book examines issues surrounding the founding of the Department of Education, encompassing a period from the 1830s to the present and focusing on the 1860s. At that time, the common school movement promised that education would be a means for social and individual improvement. Thus, the issues revolve around the hopes, conflicts, and unexpected outcomes of the effort to build a federal bureau of education. Topics covered in the book are: (1) School Reform through Centralization: The Lure of Homogeneity; (2) Campaigns for a National Bureau of Education: Response to Crisis; (3) Uncertain Mandate: A Legislative History; (4) Henry Barnard and the Department of Education: Old Wine, Old Wineskins; (5) From Department to Bureau: The Politics of Dream Deferral; (6) A Federal School Bureaucracy: Permanence at a Price; and (7) Barnard's Bureau in the 1970s: Notes for the Future. (Author/ND)

**ED 114 304** SO 008 583

**Education in Asia; Reviews, Reports, and Notes.**

Number 7.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Pub Date 75

Note—53p.; For a related document, see ED 096 196

Available from—Unipub, Inc., P.O. Box 433, New York, New York 10016 (\$3.75)

**Document Not Available from EDRS**

**Descriptors—**Building Operation, Community Schools, \*Comparative Education, Developing Nations, Educational Alternatives, Educational Planning, \*Educational Research, \*Literature Reviews, \*Nonformal Education, Non Western Civilization, Program Descriptions, Publications, Rural Youth, School Buildings

**Identifiers—**\*Asia

An occasional, independent publication of the Unesco Regional Office for Education in Asia contains reviews of recent publications and studies, brief reports on programs and projects, and notes on Asian documents related to education. The first section of reviews of recent publications and studies examines documents on education in Bangladesh, educational wastage in Burma, non-formal education in India, the management of a large school building program, education in five Asian countries, and rural youth and out-of-school education. The second section presents brief reports on programs and projects, including generating employment for the educated in India; 19th century missionary schools in Indonesia; the status of employment in Indonesia; educational facilities in Iran; and educational statistics of Thailand. A brief annotated list of documents related to education compiled from a selection of entries in recent quarterly Accession Lists of the Unesco Regional Office Library concludes the publication. (Author/JR)

**ED 114 305** SO 008 584

**UNESCO 1974. Report of the Director-General on the Activities of the Organization in 1974, Communicated to Member States and the Executive Board in Accordance with Article VI.3.b of the Constitution.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No—19-C/3

Pub Date 75

Note—296p.

Available from—Unipub, Inc., P. O. Box 433, New York, New York 10016 (\$14.85)

**Document Not Available from EDRS**

**Descriptors—**Annual Reports, \*Developmental Programs, Diplomatic History, \*Educational Development, \*Foreign Relations, Global Approach, \*International Organizations, Peace, Political Science, Social Sciences, World Affairs, \*World Problems

**Identifiers—**\*UNESCO

A regular report of Unesco activities is made by Amadou-Mahtar M'Bow, Director-General of UNESCO. The report is prefaced by his introduction in which he reviews the organization's crucial situation in 1974 and offers an evaluation of it. The General Conference showed evidence that member states place great hopes in UNESCO, and that strict adherence to democratic rules of order causes problems for the international organization. He points out UNESCO's problems that need to be focused on in the future, and relates urgent measures taken during the year for UNESCO's financial difficulties. Topics contained in the report are: (1) execution of UNESCO's program: education, natural sciences and their application to development, social sciences, communication, international standards, and general resolutions; (2) relations with member states and other international organizations; (3) administration; and (4) conferences, documents, and publications. (ND)

**ED 114 306** SO 008 587

**Population Education in Asia: A Source Book.**

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Pub Date 75

Note—349p.

Available from—Unipub, Inc., P.O. Box 433, New York, New York 10016 (\$38.00)

**Document Not Available from EDRS**

**Descriptors—**\*Asian Studies, Comparative Education, \*Curriculum Development, Curriculum Planning, Demography, Economic Development, Foreign Countries, Graphs, Higher Education, Instructional Materials, Life Style, \*Population Education, Population Growth, \*Population Trends, \*Resource Guides, Socioeconomic Influences

**Identifiers—**Quality of Life

Designed as a resource guide for educators and curriculum developers, this book formulates the knowledge base for school curriculum in population education; presents a body of concepts and data pertaining to the Asian region which is useful as a basis for selected aspects of a curriculum in population education; and provides stimulus, and possibly serves as an exemplar, for the development of national source books. Five paperback books comprising this source book are contained in a cardboard cover. The first book introduces the source book. The second book is an orientation to population education and examines the nature of population developments in Asia and the nature and role of the knowledge base in the curriculum development process. The third book presents a general picture of the demographic situation in Asia in an historical context and introduces the users to selected demographic concepts and methodological tools. The fourth book explores the interrelationships between population growth and selected issues of socioeconomic development in the region. The fifth book contains reference tables and charts, bringing together statistical data and materials which may be helpful as basic reference materials for the content areas treated in other books. (Author/JR)

**ED 114 307** SO 008 627

*Davison, Susan E., Ed.*

**Gaming: An Annotated Catalogue of Law-related Games and Simulations. Working Notes, No. 9.**

American Bar Association, Chicago, Ill. Special Committee on Youth Education for Citizenship.

Pub Date 75

Note—39p.

Available from—Special Committee on Youth Education for Citizenship, American Bar Association, 1155 East 60th Street, Chicago, Illinois 60637 (free)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**\*Annotated Bibliographies, \*Classroom Games, Constitutional Law, Current Events, Educational Games, Elementary Second-

dary Education, Fundamental Concepts, \*Law Instruction, Moral Issues, \*Political Science, Politics, Resource Materials, \*Simulation, Social Studies

More than 125 simulation and other games related to law are listed in one or more of six sections of this catalog. The section categories are Basic Concepts of Law, The Constitution, The Bill of Rights, Current Issues, The Political Process, and Teacher Resources. Within each section materials are listed alphabetically according to the author's last name. Each entry includes recommended grade levels, author, title, distributor, release date, price, number of players and amount of time needed to play, and a brief annotation. At the end of the catalog are lists of the project series contained in this book, distributors' ordering addresses, and an index. (ND)

**ED 114 308** SO 008 630

*Williams, Jo Watts*

**A Conceptual Framework for Elementary Social Studies Curriculum and Instruction.**

North Carolina Univ., Greensboro. Humanistic Education Project.

Pub Date 1 Sep 74

Note—26p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Conventional Instruction, \*Curriculum Development, \*Educational Development, \*Educational History, Educational Philosophy, \*Educational Theories, Elementary Education, Humanistic Education, Inquiry Training, Models, Progressive Education, \*Social Studies, Student Centered Curriculum, Teaching Methods

A comprehensive, consistent framework for investigating, defining, clarifying, and understanding social studies curriculum and instruction is provided. The framework, descriptive in nature, is comprised of five conceptually distinct historical traditions in elementary-level social studies: (1) social studies as knowledge for the sake of knowledge, (2) social studies in the child-centered tradition, (3) social studies as reflective inquiry, (4) social studies as structure of the disciplines, and (5) social studies as sociopolitical involvement. The five traditions were identified and developed through a systematic search of the literature in social studies education from the 1890s to the present. Recognizing that specific curricular components determine to a large degree the direction of social studies education, the following six curricular components were selected and used in delineating the traditions constituting the framework: (1) citizenship education; (2) student maturity; (3) selection of content; (4) use of content; (5) significant others including publishing companies, social studies projects, methods teachers, and community members; and (6) evaluation of teachers and students. Each component is discussed in light of the role it has played in a particular tradition. (Author/DE)

**ED 114 309** SO 008 647

*Richmond, George H.*

**A New Frontier for Educational Research.**

Pub Date Apr 75

Note—12p.; A paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., April 1975)

Available from—Dr. George H. Richmond, 6 Malcolm Road, Cambridge, Massachusetts 02138 (\$1.00)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Classroom Games, Economic Factors, Educational Games, Educational Objectives, \*Educational Research, Elementary Secondary Education, Institutional Role, Institutions, Management Games, Research Problems, \*Simulated Environment, Simulation, Social Studies, \*Values

A microeconomic simulation game, called Micro-Economy, is discussed. The game approach was developed to provide students and educators an opportunity to express the aspirations, values, and principles of the people living in an environment. By following a microeconomic model, Society School, students create microinstitutions for their society at school. Several uses of the simulation in various schools are reported. Some noted qualities of the model are (1) teachers will find this model attractive because it allows them to bring real world experiences into the classroom and to demonstrate the connection between competency in traditional language and

mathematics skills and success in the social system that evolves; (2) the program gives students access to new ways to think about themselves and their own competencies; (3) the model offers grounding in commercial, legal, and political practice; and (4) the central unity of the experience of institution building emerges within the domain of human values. Possible research issues are given for each characteristic. Micro-Economy is available from Harcourt Brace Jovanovich's Center for Curriculum Design for \$39.00. The game and its development are described in "The Micro-Society School: A Real World Miniature," Harper and Row, 1973, \$7.95 hardcover, \$2.50 paperback. (Author/ND)

**ED 114 310**

*Bailey, Patrick*

**Teaching Geography. Teaching Series.**

Pub Date 74

Note—267p.

Available from—David and Charles, North Pomfret, Vermont 05053 (\$15.00)

**Document Not Available from EDRS**

Descriptors—Audiovisual Aids, Course Content, \*Course Organization, \*Curriculum Development, Elementary Secondary Education, \*Geography, \*Geography Instruction, Instructional Materials, Program Development, Teacher Education, \*Teaching Techniques

This geography instructional manual aids teachers in the preparation of teaching geography courses for both elementary and secondary grades. The authors believe that geography has an important part to play in the process of education, with an emphasis on the ideas as well as the facts in the field of geography. The first part of the book examines specific ideas and skills which are related to geography, including a review of recent developments in the subject, and of their applications in the schools. The second part deals with practical matters such as syllabus and course planning, lesson preparation, audiovisual aids, field work, and the geography room. Specific chapter titles include: (1) Geography in the Schools; (2) Teaching, Learning, and Geography; (3) Developments in Geographical Methodology; (4) Running the Geography Department; (5) Planning the Program; (6) Examination and Assessment; (7) Geography Room Design and Equipment; (8) Audiovisual Aids; (9) Field Work; (10) New Approaches to Familiar Themes; and (11) Looking Ahead. A bibliography concludes the document. (Author/JR)

**ED 114 311** 95 SO 008 659

*Linden, Glenn M., Ed. Downey, Matthew T., Ed.*

**Teaching American History: Structured Inquiry Approaches. SSEC Publication No. 185.**

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—SSEC-Pub-185

Pub Date 75

Note—111p.

Available from—Publications, Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 (SSEC No. 185, \$4.95 prepaid or purchase order)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—Annotated Bibliographies, \*History Instruction, \*Inquiry Training, Instructional Materials, Interdisciplinary Approach, Local History, Primary Sources, Revolutionary War (United States), Role Playing, Secondary Education, \*Social History, \*Social Studies Units, Teaching Techniques, \*United States History

This paper is one of a series of ERIC/CHES publications intended to give practical tips on teaching various topics and disciplines in the precollege social studies curriculum. The tips offered in this publication, written by seven authors, are intended to help teachers deal with both content and teaching strategies in American history. Each of five actual lessons provides examples of how to incorporate nontraditional subject matter using a structured inquiry approach into the regular American history curriculum. The structured inquiry approach requires the teacher, rather than the student, to select the content of the lesson and to predetermine the structure of the learning activity. The teacher does not have final answers but has a framework

in which most student inquiry can occur. Chapter 1 introduces the work by examining reasons and processes for teaching history. Chapter 2 uses a role-play activity for examining the social history of American industrialization. Chapter 3 presents an interdisciplinary social science approach to the study of the American Revolution. Chapter 4 uses comparative data from other societies to illuminate the issue of American slavery. Chapter 5 describes several methods for active inquiry into local history. Chapter 6 provides short activities for developing information search skills. Chapter 7 contains an annotated list of American history resources including games, audiovisual materials, collections of documents, journals, and teacher resources. (Author/DE)

**ED 114 312**

*Mahler, Fred*

**The Ethos of the "Technological Era," the New Era of the Sociology of Morals, and the Ethical Education in Contemporary Societies.**

Pub Date Aug 74

Note—17p.; Paper presented at the World Congress of Sociology (8th, Toronto, Ontario, August 1974); Not available in hard copy due to marginal legibility of original document

Available from—Center for Youth Research, Onesti 4-6, Bucharest I, Rumania (free)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Communism, \*Comparative Education, Developed Nations, Educational Improvement, Educational Philosophy, \*Educational Sociology, Ethical Instruction, Humanism, \*Humanistic Education, \*Moral Development, Moral Values, Political Influences, \*Socialism, Sociology, Technological Advancement, Values Identifiers—Marxism, \*Rumania

Focusing on Rumania, this paper studies the relationship between the values system of the technological era and the implications for education. With increasing industrialization and technological development, many societies have emerged as highly utilitarian in which all values are subordinated to acquisitive behavior, materialism, and individual egotistic achievement. Yet the fundamentally antiutilitarian ethical, Marxist humanism retains as its highest ideal the transformation of man from a means into a goal. A survey of Rumanian youth indicates a commitment to the humanist ideal of socialism based on equity and social justice. According to Marxist humanism, the principal requirements of contemporary education should be the stimulation of creativity within the student, placing him in a position of choice and guiding his free and conscious option toward the most advanced alternatives, the increase in the role of self-education, the education for many-sided student personalities and their fulfillment, the permanent assertion of freedom and autonomy of personality as the basis for socialization, and the development of human values. (Author/DE)

**ED 114 313** SO 008 668

*Collins, W. Andrew Kasper-Gecy, Suzanne*

**Children's Responses to Constructive and Aggressive Reactions to Threat Situations in Television Drama.**

Minnesota Univ., Minneapolis. Inst. of Child Development.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.

Pub Date [74]

Note—20p.; For related documents, see SO 008 573 and SO 008 669

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Aggression, Anti Social Behavior, Behavioral Science Research, Behavior Patterns, Child Development, Childhood Attitudes, \*Child Psychology, Elementary Secondary Education, Programing (Broadcast), \*Social Behavior, Social Influences, Social Psychology, Television, Television Research, \*Television Viewing, \*Violence

Research into children's responses to constructive and aggressive behavior in a television drama is provided. This study is also reported in related document SO 008 573. A 22-minute action-adventure television program depicting an intense interpersonal conflict was edited into two versions. In one version the hero responded with physical aggression and in the other with constructive nonviolent efforts. Fourth, seventh, and tenth graders viewed one of these versions or a wildlife documentary. They were then given an

opportunity to either "help" or "hurt" a peer who was completing a task. At all three grade levels, children who had seen models of constructive coping showed greater frequency and duration of prosocial responding than subjects in other conditions. The results indicate that viewing modeled constructive responses to provocation enhances general prosocial responding and inhibits aggressive behavior. (Author/DE)

**ED 114 314** **SO 008 669**

*Collins, W. Andrew Zimmerman, Stephen A.*  
**Convergent and Divergent Social Cues Effects of  
Televised Aggression on Children.**  
Minnesota Univ., Minneapolis. Inst. of Child  
Development.

Spons Agency—Children's Bureau (DHEW),  
Washington, D.C.  
Pub Date [74]

Note—25p.; For related documents, see SO 008  
573 and SO 008 668

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Aggression, Anti Social Behavior,  
Behavioral Science Research, Behavior Pat-  
terns, Child Development, Childhood Attitudes,  
\*Child Psychology, Elementary Education, Pro-  
gramming (Broadcast), \*Social Behavior, Social  
Influences, Social Psychology, Television,  
Television Research, \*Television Viewing,  
\*Violence

Research assessing the impact of consistently  
negative motivations versus mixed negative and  
positive motivations for a televised character's ag-  
gressive behavior and the consequences on chil-  
dren's subsequent behavior is provided. This  
study is also reported in related document SO  
008 573. Second and sixth graders viewed one of  
two edited versions of an aggressive television  
program: (1) one in which scenes relevant to mo-  
tives and consequences were clearly negative, and  
(2) one in which the aggressor sometimes ap-  
peared negative and positive. There were nonag-  
gressive control programs at each age. Random  
subgroups of children responded to an indication  
of willingness to hurt or help a fictitious other  
child, while other random subgroups responded  
to a paper-and-pencil instrument employing both  
aggressive and nonaggressive response alterna-  
tives to hypothetical situations. The results in-  
dicate that children who watched the program  
with mixed character motivations are more ag-  
gressive. Therefore, the effects of aggression on  
television are not only modified by motives and  
consequences in the program, but also depend on  
their uniformity. (Author/DE)

**ED 114 315** **SO 008 675**

*Little, Dennis*  
**Social Indicators, Policy Analysis and Simulation.**

Pub Date 72  
Note—13p.; For related documents, see ED 064  
865 and ED 064 866

Available from—Institute for the Future, 2740  
Sand Hill Road, Menlo Park, California 94025  
(\$1.50)

Journal Cit—Futures; v4 n3 p220-31 Sep 1972

**EDRS Price MF-\$0.76 Plus Postage. HC Not  
Available from EDRS.**

**Descriptors**—Course Descriptions, Futures (of  
Society), Higher Education, Policy Formation,  
\*Political Science, Public Opinion, \*Public Pol-  
icy, Resource Materials, \*Role Playing, Sec-  
ondary Education, \*Simulation, Social Action,  
Social Change, Social Problems, Social Studies,  
\*Statewide Planning

**Identifiers**—Social Indicators, \*STAPOL (Simu-  
lation Game)

A secondary-level simulation designed to  
demonstrate the impact of policy, values, and  
technological and societal developments upon the  
quality of life within a hypothetical state is  
described. See related document ED 064 865 for  
availability of the actual game. By simulating the  
evaluation of policies in terms of social indica-  
tors, STAPOL (State Policy) provides insight into  
the possible future application of such indicators  
in real-world policy planning and analysis. Partic-  
ipants play the roles of state legislator, societal  
evaluator, or exogenous-event assessor. From the  
point of view of these roles, each player is con-  
cerned with the ongoing quality of life including  
environment, health care, education, culture, and  
standard of living. The actual play of the game  
focuses on the attempts of the state legislators to  
increase, through legislative actions, the level of  
quality of life. The index levels of this quality, in  
turn, are set by the combined efforts of the

societal evaluators, who judge the impact of  
legislative actions on various societal groups, and  
the exogenous-event assessors, who determine  
how certain societal and technological events af-  
fect conditions independent of the actions of the  
planners. Learning objectives and suggestions for  
how the game can be used are included.  
(Author/DE)

**ED 114 316** **SO 008 682**

**Report on the United Nations University Colloqu-  
ium (San Francisco, California, March 15-16,  
1974).**

Academy of World Studies, San Francisco, Calif.

Pub Date 74

Note—21p.; For a related document, see SO 008  
715

Available from—Academy of World Studies,  
2820 Van Ness Avenue, San Francisco,  
California 94109 (free)

**EDRS Price MF-\$0.76 Plus Postage. HC Not  
Available from EDRS.**

**Descriptors**—Conference Reports, Educational  
Coordination, \*Educational Development,  
\*Educational Planning, Futures (of Society),  
\*Global Approach, Higher Education, Interna-  
tional Education, International Organizations,  
\*International Programs, Program Develop-  
ment, Regional Cooperation, \*Universities,  
World Affairs, World Problems

**Identifiers**—\*United Nations University

The results of a 1974 colloquium designed to  
discuss the preliminary feasibility of a United Na-  
tions University are provided. Twenty-five  
representatives from San Francisco Bay area in-  
stitutions of higher learning met to discuss  
general programs and policies, bay area regional  
cooperation and collaboration, communications,  
and educator role. The consensus of all involved  
in the discussion was that the core philosophy of  
the university must be pragmatic rather than  
theoretical, using knowledge to solve global  
problems. One outgrowth of the colloquium was  
to have the Academy of World Studies act as a  
clearinghouse and information center for those  
wishing to promote the development of the  
university. Educators and students would con-  
tribute to the problem solving for this develop-  
ment. Potential faculty positions would be rotat-  
ing in order to use the world's best minds in tack-  
ling the world's worst problems. (Author/DE)

**ED 114 317** **SO 008 685**

*Patterson, David And Others*

**The American Criminal Justice System: A General  
Survey of Our Courts, Our Police, and Our  
Correctional System.**

West Virginia State Dept. of Education, Char-  
leston.

Pub Date 75

Note—75p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—Civil Liberties, \*Court Role, Crime,  
Curriculum Development, Curriculum Guides,  
Instructional Materials, \*Justice, \*Law En-  
forcement, \*Law Instruction, Learning Activi-  
ties, Police, Resource Guides, Secondary Edu-  
cation, \*Social Studies, Teaching Techniques

This curriculum resource guide is part of an ef-  
fort to provide background information for both  
teachers and students about the composition of  
the American criminal justice system. The docu-  
ment begins with an historical view from other  
cultures and other times. Chapter two briefly  
looks at the American system of justice, including  
handling criminals and juveniles, the purpose of  
the courts, and the role of the correctional  
procedure. The next two chapters present  
selected issues which the criminal justice system  
faces as it attempts to combat crime and  
cooperate with local, state, and national govern-  
ment. These issues are presented for the purpose  
of highlighting the processes and the procedures  
the system uses as it works with minorities,  
women, juveniles, and individual rights. Following  
that is a chapter on the criminal justice system as  
viewed by the police, the courts, and the  
criminal. Within each chapter are organizing  
questions and learning activities which supple-  
ment the readings. Several appendices conclude  
the document, including a selected bibliography  
(Author/JR)

**ED 114 318** **SO 008 689**

*Joy, Carol M., Comp. Mood, Terry Ann, Comp.*

**Colorado Local History: A Directory.**  
Colorado Library Association, Denver.

Spons Agency—Colorado Centennial - Bicenten-  
nial Commission, Denver.

Pub Date 75

Note—85p.

Available from—Executive Secretary, Colorado  
Library Association, 1151 Costilla Avenue,  
Littleton, Colorado 80122 (\$3.00 paperback)

**EDRS Price MF-\$0.76 Plus Postage. HC Not  
Available from EDRS.**

**Descriptors**—Community Characteristics, Com-  
munity Study, Directories, Historiography, \*In-  
formation Sources, Libraries, \*Local History,  
Local Issues, Museums, \*Primary Sources,  
Research Tools, \*Resource Centers, \*Social  
History, United States History

**Identifiers**—\*Colorado, Oral History

This directory lists by county 135 collections of  
local history to be found in libraries, museums,  
historical societies, schools, colleges, and private  
collections in Colorado. The directory includes  
only collections available in Colorado which con-  
tain bibliographic holdings such as books,  
newspaper files or clippings, letters, manuscripts,  
business records, photographs, and oral history.  
Each entry lists county, city, institution and ad-  
dress, subject areas covered by the collection,  
forms of material included, size of collection, use  
policy, and operating hours. The materials are in-  
dexed by subject and form for easy reference.  
(DE)

**ED 114 319** **SO 008 697**

*Allen, Rodney F. And Others*

**Religion: What Is It? Religion in Elementary So-  
cial Studies: Teacher Self-Instructional Kit 1  
[And] Evaluation Report.**

Florida State Univ., Tallahassee. Religion - Social  
Studies Curriculum Project.

Spons Agency—National Endowment for the Hu-  
manities (NFAH), Washington, D.C.; W. Cle-  
ment and Jessie V. Stone Foundation, Chicago,  
Ill.

Pub Date 75

Note—65p.; Some internal material removed to  
conform with copyright laws; For related docu-  
ments, see SO 008 698, 699, and 704

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—Autoinstructional Aids, \*Curricu-  
lum Development, Curriculum Evaluation,  
Educational Programs, Elementary Education,  
Inservice Education, Instructional Materials,  
Laws, Religion, \*Religious Education, \*Social  
Studies, Social Studies Units, Supreme Court  
Litigation, \*Teacher Education, Teaching  
Techniques

**Identifiers**—\*Religion in Elementary Social Stu-  
dies Project, RESS

This kit is the first in a series intended to help  
classroom teachers think through possibilities for  
religion study in elementary-level social studies  
and use the instructional materials developed by  
the Religion in Elementary Social Studies Project  
(RESS). The entire RESS project will be availa-  
ble through ERIC and consists of six classroom  
material packages for grades 1-6, four of which  
are multimedia teacher training kits. This first  
booklet contains four major sections which assist  
the teacher of RESS materials and the parents of  
children studying the materials. Consisting of a  
booklet and one audio-cassette (not available  
through ERIC), this first unit of the kit presents  
the Supreme Court's opinion on the Schupp  
and Murray cases for analysis, offers diverse  
definitions of religion so that participants may  
refine their own definition, discusses several  
views of objectivity in light of the Court's usage  
in the context of religion study, and urges partici-  
pants to develop and warrant their views on reli-  
gion study in elementary social studies. Au-  
diovideo tapes supplement the materials and are  
available from the Division of Instructional  
Research and Service, Florida State University,  
Tallahassee, Florida 32306, after August 1976.  
The second part of the document is an evaluation  
report of the materials of Kit 1 by religion  
scholars and educators and by 100 preservice  
teachers in university classes. (Author/JR)

**ED 114 320** **SO 008 698**

*Dye, Joan G. Allen, Rodney F.*

**Religion in Elementary Social Studies: Level One.  
Teacher's Guide [And Student Materials and]  
Evaluation Report.**

Florida State Univ., Tallahassee. Religion - Social  
Studies Curriculum Project.

Spons Agency—National Endowment for the Hu-  
manities (NFAH), Washington, D.C.; W. Cle-

ment and Jessie V. Stone Foundation, Chicago, Ill.

**Pub Date 75**

**Note**—346p.; Some internal material removed to conform with copyright laws; For related documents, see SO 008 697 and 699

**EDRS Price MF-\$0.76 HC-\$17.13 Plus Postage**

**Descriptors**—\*Curriculum Development, Curriculum Evaluation, Elementary Education, Grade 1, Instructional Materials, \*Interdisciplinary Approach, Learning Activities, Questioning Techniques, \*Religion, \*Religious Education, \*Social Studies, Social Studies Units, Teaching Guides, Teaching Techniques

**Identifiers**—\*Religion in Elementary Social Studies Project, RESS

From the Religion in Elementary Social Studies Project (RESS), this first-grade unit is the first of six classroom material packages containing teacher's guides and student learning activities. Designed to infuse religion study into the elementary social studies curriculum, the content of the RESS modules is multidisciplinary. The basic strategy employed is the inquiry method. The first-grade unit consists of three modules which stress religious meaning and commitment, focusing on realizing and reconstructing meaningful space and time and relating experiences of wonder and joy. Each module in the teacher's guide contains the following information: conceptual framework; learning strategies; role of the teacher; learning activities; materials needed; preparation; evaluation; and resources and references. The document also includes student materials and an evaluation report of the first-grade unit. (Author/JR)

**ED 114 321** SO 008 699

*Dye, Joan G. Allen, Rodney F.*

**Religion in Elementary Social Studies: Level Two. Teacher's Guide [And Student Materials and] Evaluation Report.**

Florida State Univ., Tallahassee. Religion - Social Studies Curriculum Project.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.; W. Clement and Jessie V. Stone Foundation, Chicago, Ill.

**Pub Date 75**

**Note**—261p.; Some internal material removed to conform with copyright laws; For related documents, see SO 008 697 and 698

**EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage**

**Descriptors**—\*Curriculum Development, Curriculum Evaluation, Elementary Education, Grade 2, Instructional Materials, \*Interdisciplinary Approach, Learning Activities, Questioning Techniques, \*Religion, \*Religious Education, \*Social Studies, Social Studies Units, Teaching Guides, Teaching Techniques

**Identifiers**—\*Religion in Elementary Social Studies Project, RESS

From the Religion in Elementary Social Studies Project (RESS), this second-grade unit is the second of six classroom material packages containing teacher's guides and student learning activities. Designed to infuse religion study into the elementary social studies curriculum, the content of the RESS modules is multidisciplinary. The basic strategy employed is the inquiry method. The second-grade unit consists of three modules which focus on areas of inquiry about religious meaning and commitment in a particular cultural setting. Religion is explored as a community experience in a homogeneous society, a society of cultural diversity, and in the child's own community. Each module in the teacher's guide contains the following information: conceptual framework; learning strategies; role of the teacher; learning activities; materials needed; preparation; evaluation; and resources and references. The document also includes student materials and an evaluation report of the second-grade unit. (Author/JR)

**ED 114 322** SO 008 700

*Sherman, Lawrence William*

**Comparison of Two Instructional Procedures in Introductory Educational Psychology Classes.**

**Pub Date 3 Sep 75**

**Note**—22p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, September 1975)

Available from—Lawrence W. Sherman, Department of Educational Psychology, Miami University, Oxford, Ohio 45056 (free)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Class Size, Course Descriptions, Discussion (Teaching Technique), Educational Innovation, \*Educational Psychology, Formative Evaluation, Higher Education, \*Instructional Innovation, \*Large Group Instruction, Lecture, Small Classes, Small Group Instruction, \*Teaching Techniques

**Identifiers**—Mastery Learning

Innovations which were incorporated into large, introductory, educational psychology lecture classes are described and compared to smaller classes that did not make use of the innovations. Four innovative pedagogical techniques are used: (1) a mastery approach, (2) formative evaluation, (3) a modified pyramid-like structure using small group discussion leaders, and (4) supplemental readings. Posttest data from two large lecture classes using these innovations are contrasted with posttest data from the smaller class that did not use them. The results of the posttest and a survey of students' opinions of the innovations indicate that large lecture classes do not have to be a negative educational experience for undergraduate college students. From both a cognitive and affective point of view, students gain more knowledge and prefer the experience of a large class if it is structured in this appropriate manner. Making use of formative evaluation, small group meetings, discussion leaders, supplemental readings, and the mastery approach can efficiently achieve educational goals and enhance the student's experience in a large class structure. (Author/DE)

**ED 114 323** SO 008 702

*Gruenbaum, Thelma*

**Before 1776. Study Guide.**

**Pub Date 75**

**Note**—12p.; For a related document, see ED 108 997

Available from—exPressAll, 260 Dean Road, Box 427, Brookline, Massachusetts 02146 (\$1.00)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*American Culture, \*Colonial History (United States), Elementary Education, \*Folk Culture, Instructional Materials, Life Style, Sociocultural Patterns, \*Study Guides, Teaching Guides, \*United States History

**Identifiers**—Massachusetts

Designed for use at the elementary level, this study guide accompanies a short history of the life and culture of the Massachusetts Bay Colony prior to the American Revolution (see related document, ED 108 997). The guide provides additional material as well as a series of study questions, suggestions for additional reading, and field trips within Massachusetts where students can gain firsthand knowledge about colonial times. Topics in the guide include the voyage from Europe to America, the Plymouth Plantation, housing, clothing, food, crafts and arts, religion, education, and government. (Author/DE)

**ED 114 324** SO 008 703

**Forum V: The Challenge of '76: Educational Democracy.**

Mayor's Office for Senior Citizens, St. Louis, Mo.

**Pub Date 75**

**Note**—82p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—Academic Achievement, Adult Education, Career Education, Continuous Learning, Democratic Values, \*Educational Change, Educational Development, Educational Finance, \*Educational Objectives, \*Educational Problems, \*Educational Quality, \*Educational Trends, Elementary Secondary Education, Equal Education, Futures (of Society)

**Identifiers**—\*Bicentennial, Missouri

This series of six dialogues televised in the St. Louis metropolitan area is designed to sensitize the general public to the needs of democracy and education within the framework of the Bicentennial. Participants in the dialogues include nationally prominent persons; local experts on education, humanism, and history; business people; and government agency officials. Topics under discussion include educational trends and problems dealing with education for democratic values, adult education, continuous learning, educational finance, structure of the educational system, low student achievement levels, career education, and education for the future. Program titles include (1) Educational Democracy: Evolution and Revolution, (2) Shareholders in the Future: Education for Present and Future Senior Citizens, (3) Good Education: Who's Going to

Pay?, (4) Pluralistic Society—Monolithic School System, (5) Are the Three R's the Answer? and (6) Education for Living Vs. Technical Competence. (Author/DE)

**ED 114 325** SO 008 704

*Allen, Rodney F. And Others*

**Teaching About Religion: Structuring the Educational Encounter. Religion in Elementary Social Studies: Teacher Self-Instructional Kit 2 [And] Evaluation Report.**

Florida State Univ., Tallahassee. Religion - Social Studies Curriculum Project.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.; W. Clement and Jessie V. Stone Foundation, Chicago, Ill.

**Pub Date 73**

**Note**—64p.; Some internal material removed to conform with copyright laws; For related documents, see SO 008 697, 698, and 699

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—Curriculum Development, Curriculum Evaluation, Elementary Education, Instructional Materials, Interdisciplinary Approach, Learning Activities, Questioning Techniques, Religion, \*Religious Education, \*Social Studies, Social Studies Units, \*Teacher Education, Teaching Guides, Teaching Techniques

**Identifiers**—\*Religion in Elementary Social Studies Project, RESS

The second kit of the Religion in Elementary Social Studies (RESS) project is to be used only after examining and understanding the first kit described in SO 008 696. The second kit is concerned with the organization of instruction concerning religion and teacher performance. Insights from learning theorists are offered which can contribute to effective instruction in using the materials. The kit includes the general objectives of the RESS materials, the scope and sequence of content, a sample organization of a complete unit, and a sample lesson showing what religion might look like in classrooms for young children. The general objectives of the kit help teachers to (1) identify personal conceptions of effective and ineffective teacher behavior; (2) identify varieties of teaching methods and media available for teaching religion; (3) describe the structure and content of the RESS materials; and (4) reflect on the assumptions made in instructional decisions, including the decision to use or not to use the RESS materials, and how these materials are used with students. Each portion of the kit contains sets of questions for teacher self-evaluation. The second part of the document is an evaluation report of the materials. (Author/JR)

**ED 114 326** 95 SO 008 705

*Gardner, Howard E.*

**The Development of Sensitivity to Figural and Stylistic Aspects of Paintings. Technical Report No. 3.**

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (D-HEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-9-0283

**Pub Date [71]**

**Grant**—OEG-0-9-310283-3721(010)

**Note**—40p.; For related documents, see ED 071 989 and SO 008 706-709

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Art Appreciation, \*Art Education, Art Expression, Behavioral Science Research, Child Development, Child Psychology, Cognitive Ability, \*Developmental Psychology, Elementary Education, Learning Processes, Painting, Perceptual Development, \*Sensory Training, Symbolic Learning, Visual Arts, \*Visual Learning, \*Visual Literacy

**Identifiers**—\*Harvard Project Zero

Harvard Project Zero provides a series of technical research reports which study artistic creation and comprehension as a means toward better art education. The emphasis of the research is to improve art education through a better psychological understanding of symbol systems and media of art and through better understanding of the perceptual, motor, and cognitive processes involved in dealing with art. This third technical report in the series studies whether preadolescent children can learn to classify paintings consistently by style or by figure. Subjects at the seven- and ten-year age level were

given a pretest, a seven-week training session, and a number of post- and transfer tests. Children at both age levels demonstrated the ability to sort paintings according to a consistent criterion. The older group could more readily alter the basis of its classification and their style sensitivity was not found to be dependent on concrete operational thought. Results of transfer tests given to the experimental and control group indicated that practice in looking at pictures may increase sensitivity to the textural aspects of visual display. (Author/DE)

**ED 114 327 95 SO 008 706**

*Gardner, Howard E.*

**Children's Sensitivity to Musical Styles. [One of] Three Studies of Perception of Artistic Styles. Technical Report No. 4.**  
Harvard Univ., Cambridge, Mass. Graduate School of Education.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (D-HEW), Washington, D.C. Bureau of Research. Bureau No—BR-9-0283

Pub Date Apr 71

Grant—OEG-0-9-310283-3721(010)

Note—17p.; For related documents, see SO 008 705-709

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Art Appreciation, \*Art Education, Art Expression, \*Auditory Discrimination, Auditory Perception, Behavioral Science Research, Child Development, Child Psychology, \*Developmental Psychology, Elementary Secondary Education, Listening Comprehension, Musical Composition, \*Music Appreciation, Music Education, Perceptual Development, \*Sensory Training

**Identifiers**—\*Harvard Project Zero

This is the fourth in a series of technical research reports by Harvard Project Zero which study artistic creation and comprehension as a means toward better art education. This particular study examines children's sensitivity to musical styles. Twenty children at age levels ranging from 6 through 19 years participated in the study which measured their sensitivity to classical music. The results indicate that all age levels showed some sensitivity, with the three oldest age groups performing at a level which was significantly higher than the two younger age groups. Younger children showed a significant tendency to focus on a dominant figure and had strict criteria for judgments of style similarity. The conceptions of music held by children of different ages are discussed, and comparisons with sensitivity to style in other media are made. (Author/DE)

**ED 114 328 95 SO 008 707**

*Perkins, David*

**Cubic Corners, Oblique Views of Pictures, the Perception of Line Drawings of Simple Space Forms. Geometry and the Perception of Pictures: Three Studies. Technical Report No. 5.**  
Harvard Univ., Cambridge, Mass. Graduate School of Education.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (D-HEW), Washington, D.C. Bureau of Research. Bureau No—BR-9-0283

Pub Date Sep 71

Grant—OEG-0-9-310283-3721(010)

Note—52p.; For related documents, see SO 008 705-709

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Art Education, Behavioral Science Research, \*Developmental Psychology, \*Geometry, Perception, Perceptual Development, Pictorial Stimuli, Space Orientation, Stereopsis, \*Visual Arts, Visual Learning, \*Visual Perception

**Identifiers**—\*Harvard Project Zero

This is the fifth in a series of technical research reports by Harvard Project Zero which study artistic creation and comprehension as a means toward better art education. The three papers in this report all concern the bearing of projective geometry on the perceptual processes by which pictures are "read" for spatial information. The first paper describes the human inclination to interpret pictures as representing rectilinear forms when, from a geometric standpoint, they might represent nonrectilinear forms. The second paper studies how the visual system compensates for pictures seen at an oblique angle, rather than perpendicularly. The third paper examines how

viewers readily and consistently interpret simple line drawings as space forms, even though conventional depth cues such as perspective, occlusion, or "familiarity" may be absent. Throughout these papers, the logical ambiguity of line drawings—their lack of distinct three-dimensional information—is stressed together with the active role of the visual system in making assumptions to resolve this ambiguity. (Author/DE)

**ED 114 329 95 SO 008 708**

*Howard, Vernon A.*

**On Musical Denoting. Types of Musical Reference: [One of] Three Philosophical Essays. Technical Report No. 6.**

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (D-HEW), Washington, D.C.

Bureau No—BR-9-0283A

Pub Date Sep 72

Grant—OEG-0-9-310283-3721(010)

Note—21p.; For related documents, see SO 008 705, 706, 707, and 709

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Art Appreciation, \*Art Education, Art Expression, Auditory Perception, Behavioral Science Research, \*Creative Expression, \*Imagery, \*Music, Musical Composition, Music Appreciation, Music Education, Music Theory, \*Nonverbal Communication, Opera, Symbolism

**Identifiers**—\*Harvard Project Zero

This is the sixth in a series of technical research reports by the Harvard Project Zero which study artistic creation and comprehension as a means toward better art education. (See related documents SO 008 705 to 008 709.) This paper examines the ways in which music can refer in various ways to itself or to extramusical things. It outlines the symbol relations involved in such "program devices" as expression, description, naming, quotation, and representation in order to study whether music expresses like words, pictures, or metaphors of a nonliteral form. Though each type of reference differs from the others, they all involve denotation of or by music. This paper particularly emphasizes the analysis of music denoting in the context of programme music and opera. Primary attention is given to (1) syntactic and semantic features of musical names and description, (2) the status of semifictional compliants of naming motifs in opera, (3) analysis of the expressive and descriptive aspects of programme music, and (4) the mechanisms of musical allusion and quotation. (Author/DE)

**ED 114 330 95 SO 008 709**

*Dent, Frank L.*

**The Lecture-Performance: An Instrument for Audience Education. Technical Report No. 7.**

Harvard Univ., Cambridge, Mass. Graduate School of Education; Rice Univ., Houston, Tex.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (D-HEW), Washington, D.C. Bureau of Research. Bureau No—BR-9-0283

Pub Date Sep 72

Grant—OEG-0-9-310283-3721(010)

Note—38p.; For related documents, see SO 008 705-708

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Art Appreciation, \*Art Education, Art Expression, \*Audience Participation, Audiences, Auditory Perception, Higher Education, Listening Comprehension, Music Education, Perceptual Development, \*Sensory Training, Visual Learning, Visual Literacy, Visual Perception

**Identifiers**—\*Harvard Project Zero

This is the seventh in a series of technical research reports by Harvard Project Zero which study artistic creation and comprehension as a means toward better art education. This study summarizes the content and practical procedures of a series of lecture-performances in different arts performed before a target audience. The lecture-performance offers an alternative to the dominant and largely unexamined assumption that the best way to build alert audiences is to produce skilled amateurs. The goal of the series was to expose the artist at work so vividly that the audience would be caught up in the artist's process of exploring and choosing between alter-

native ideas and means of expression. Artists usually demonstrated alternative approaches to the same object, presented and discussed some unfinished works, and included some successful finished works. Descriptions of the dozen presentations conclude the author's case that to become an "audience" is a responsible vocation requiring special preparation. (Author/DE)

**ED 114 331**

*Humphreys, Lester Jay*

**Historical Sensitivity.**

Pub Date 71

Note—79p.; For related document, see SO 008 711

Available from—Kendall Hunt Publishing Company, Dubuque, Iowa 52001 (\$3.80)

**Document Not Available from EDRS**

**Descriptors**—\*Diagnostic Teaching, Education, Educational Alternatives, Higher Education, \*History Instruction, \*Humanistic Education, \*Individualized Instruction, Interdisciplinary Approach, Learning Activities, \*Open Education, Performance Contracts, Secondary Education, Social Sciences, Teacher Education, Teaching Techniques, United States History

**Identifiers**—Oral History

This document is a diagnostic test and workbook for high school and college students who are developing a sense of history using a seven-stage developmental schema. It is part of SO 008 711 and should only be used in conjunction with it to fully understand its components. The objectives and explanation for the workbook will be found in SO 008 711. The schema is used in a performance contract system and includes: (1) articulation of expectations, (2) resource lists on the skills and content to be covered, (3) sample contracts so that students are fully aware of expectations, (4) blank copies of contract forms to help students organize their work, (5) negotiation of the contract on the basis of diagnostic tools, (6) implementation and possible renegotiation of contract, and (7) evaluation. This workbook helps the teacher to know where the students are in their understanding of history. The workbook evaluates 36 performance objectives based on a humanistic approach to teaching history, including such objectives as ability to memorize, knowledge of research methods, ability to use a library, ability to handle a large mass of data, ability to use primary sources, ability to make judgments, and understanding of a philosophy of learning. The format includes a series of questions which may be answered or used for further thinking. (Author/JR)

**ED 114 332 SO 008 711**

*Humphreys, Lester Jay*

**Modular Syllabus: Open Classroom Teaching for Social Science Teachers.**

Pub Date 74

Note—73p.; For a related document, see SO 008 710

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—College Curriculum, Curriculum Development, Diagnostic Teaching, Educational Alternatives, Educational Theories, Elementary Secondary Education, Flexible Schedules, \*History Instruction, Humanistic Education, \*Individualized Instruction, Learning Activities, \*Open Education, \*Social Sciences, \*Teacher Education, Teaching Techniques

This document comprises a modular syllabus for a college education course for teaching open education in elementary and secondary schools. The aims of the course are to introduce students to open classrooms, to introduce a developmental approach for the teaching of a sense of history, to offer students a chance to use the techniques in an open classroom style, and to develop a learning group workshop format to contribute to the growing body of literature on open classroom teaching. The course takes a humanistic approach to education and examines the following major topics: (1) the development of a personal sense of history, (2) the developmental approach, (3) the contract system, (4) the modular syllabus, and (5) unified educational philosophy and techniques. Sample diagnostic and performance forms and learning activities are incorporated throughout the document. One other diagnostic test is available as SO 008 710. (Author/JR)



**ED 114 333** 95 SO 008 712  
**Integrating Black Materials Into the High School Curriculum. Report on the Alabama Center for Higher Education's 1974 Summer Ethnic Heritage Studies Institute for High School Teachers of Social Studies and Humanities.**  
 Alabama Center for Higher Education, Birmingham.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date 30 Sep 74

Note—42p.; Report from an Ethnic Heritage Studies Institute of the Alabama Center for Higher Education (Miles College, Birmingham, Alabama, July 15-August 9, 1974)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Bibliographies, \*Curriculum Development, Ethnic Groups, \*Ethnic Studies, Guidelines, \*Humanities, Interdisciplinary Approach, Minority Groups, Negro Education, Negroes, \*Negro History, Secondary Education, \*Social Studies, Social Studies Units, Teacher Education, Teacher Workshops, United States History

As part of an Office of Education Title IX Ethnic Heritage Studies Grant (1974), this document presents the report on integrating black materials into the high school curriculum. Objectives of the ethnic studies project were to (1) continue the ongoing statewide oral history project, (2) implement a pilot program or demonstration project on the incorporation of existing relevant Afro-American materials into the current instructional program in social studies and humanities, (3) disseminate the instructional materials to participating schools for classroom use and evaluation, (4) provide inservice training for a pilot group of 15 high school teachers, and (5) develop instructional units and media materials dealing with black awareness. The document includes the agenda and guidelines from the teacher workshop for incorporating black literature in the high school curriculum, as well as a selective bibliography of appropriate materials. Following the report are eight instructional units which were developed to incorporate black materials into United States government and American history courses, American literature, speech and choral reading, and poetry and biography courses. The units include philosophy, goals, objectives, outline of course, appropriate materials, and activities. (Author/JR)

**ED 114 334** SO 008 713  
**The Victor-Bostrom Fund Report: Food and Population. Report No. 19, Summer-Fall 1974.**  
 Victor-Bostrom Fund Committee, Washington, D.C.

Pub Date 74

Note—41p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Demography, Developing Nations, Ecological Factors, Ecology, Energy, \*Environmental Education, Family Planning, Food, Higher Education, \*Hunger, \*Nutrition, \*Population Education, Population Growth, Population Trends, \*World Problems

Eleven articles comprise this document which presents commentaries on nutrition, population, and environmental education. The articles deal specifically with the crises of a rapidly growing world population, a worsening world food situation, and an energy crisis. A number of specific recommendations, both national and international, are offered to improve the precarious world-food situation. Following an introductory article on these problems, the second article calls for a global effort to help solve the problems through the continued efforts of the United Nations General Assembly's World Food Conference. The third article calls for a buildup of food stocks to give the world a security against serious food shortages through a coordinated system of national reserve stocks of cereals in both developed and developing countries. The following article calls attention to the problems of food in relation to the growing population—problems of both quantity and distribution. Also included is a Declaration on Food and Population presented to the United Nations on April 25, 1974. The problem of the world fertilizer shortage which threatens food supplies is discussed in another article. Other articles deal with food, nutrition, family health, and family responsibilities. (Author/JR)

**ED 114 335** SO 008 714  
**Gobel, Helmut, Ed.**  
**Education and Science in the Federal Republic of Germany.**

Inter Nations, Bonn (West Germany).

Pub Date 75

Note—17p.; For a related document, see ED 107 590

Journal Cit—Bildung und Wissenschaft (Education and Science in the Federal Republic of Germany); M12-75(e) p170-184 Dec 1975

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Comparative Education, Continuous Learning, \*Educational Change, Educational Development, Educational Problems, Educational Research, \*Educational Trends, Elementary Secondary Education, Higher Education, \*Sciences, Youth  
 Identifiers—\*West Germany

Presented in this short bulletin are four articles which provide up-to-date information on general educational trends in the general field of education and science in the Republic of Germany. The first article demonstrates educational reform, emphasizing humanistic education, ranging from preschool to vocational training establishments and adult education in a German state. A new perspective for future educational policy as a result of the European Education Ministers' Conference is reported in the second article. Continuing education for both professional and adult education is examined in the third article. The fourth article contains a description of a Humboldt Foundation conference for natural scientists and educational and scientific research. Short reports following the articles deal with university entrance procedures, correspondence universities, training, and youth. (Author/JR)

**ED 114 336** SO 008 715  
**Gilbert, Alfred, Ed. Cox, Jim, Ed.**  
**Exploring the Potential of the United Nations University.**

Academy of World Studies, San Francisco, Calif.; Association for World Education, Huntington, N.Y.

Pub Date Jul 75

Note—21p.; Paper presented at World Citizens Assembly (San Francisco, California, July 21-25, 1975); For a related document, see SO 008 682

Available from—Northern California Committee for the United Nations University, Academy of World Studies, 2820 Van Ness Avenue, San Francisco, California 94109 (mimeo \$1.25)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Conference Reports, \*Educational Development, \*Educational Planning, Futures (of Society), \*Global Approach, Higher Education, International Education, International Organizations, \*International Programs, Program Development, Regional Cooperation, \*Universities, World Affairs, World Problems  
 Identifiers—\*United Nations University

The results of a 1975 seminar designed to examine the potential of a United Nations University are summarized. Considering that the university is still in the early stages of policy planning, the seminar was one means of demonstrating that there are people and organizations who support the university. Topics for discussions included: (1) What Is the United Nations University? (2) Can the United Nations University Become a Vehicle of World Education? (3) How Can World Citizens Foster Planetary Consciousness through the University? (4) Curriculum: Global Problems and Priorities, (5) The University as a Communications Center, (6) Research Priorities, and (7) How Can People Become Involved in the United Nations University? In discussing the university's status and future potential, the participants recommended that research should be multidisciplinary; the university should adopt a holistic approach to problem solving of global issues affecting mankind; the university should become a vehicle for the reorientation of education toward preparing students for life in a world community; and in order to effectively meet its objectives, the university should enlist the support of existing research organizations, universities, and nongovernment organizations. (Author/DE)

**ED 114 337** SO 008 716  
**Kendall, Arthur J. Solomon, Daniel**  
**Classroom Dimensions and Classroom Types.**  
 Pub Date Aug 75

Note—10p.; Paper presented at the Annual Meeting of the American Psychological Association (Chicago, Illinois, August 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Classroom Environment, Classroom Research, \*Conventional Instruction, Elementary Education, Humanistic Education, \*Open Education, Permissive Environment, \*Self Directed Classrooms, Student Behavior, Student Centered Curriculum, Student Teacher Relationship, Teacher Behavior, Teacher Role, \*Teaching Styles, Traditional Schools

Although classroom "openness" has been much discussed in recent years, there has been little effort to investigate to what degree this openness occurs within a general sample of classrooms. The purpose of this study is to identify significant attributes of classroom activity and organization relevant to the concepts of "traditional" and "open" and to see whether these attributes can be used to derive meaningful classroom types. Fifty fourth-grade public school classrooms in Montgomery County, Maryland were observed eight times for specific behavioral categories referring to general organization and activity, teacher behavior, student behavior, and classroom atmosphere. Results indicate that there are three basic classroom types of approximately equal numbers. The first type was characterized as "open" and included elements of student autonomy, individualized student-teacher interaction, emphasis on student creativity and involvement, and a warm, friendly atmosphere. The second, more traditional classroom type was characterized by tight teacher control, little student autonomy, cold and critical atmosphere, and an emphasis on individual work on convergent tasks. The third classroom type was a combination of the open and traditional where teachers stimulated student interest by their own relatively flamboyant classroom performance. (Author/DE)

**ED 114 338** SO 008 717  
**MacKenzie, William J. Elwell, William C.**  
**A Case Study of Student Government in a Middle School.**

Pub Date 75

Note—51p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Case Studies, Conflict Resolution, \*Decision Making, Middle Schools, \*Participant Involvement, Problem Solving, Secondary Education, \*Student Attitudes, \*Student Government, \*Student Participation, Student Role, Teacher Attitudes

The current status of student government's role in the school decision making of a New York junior high school is examined in this case study. The student body, faculty, and administration responded to a 37-item questionnaire which examined their attitudes toward student government activities and importance in school decision making. The results indicate that a majority of the students and faculty felt that students were not involved in the decision-making process even though the principal felt that they were. Students were disenchanted with the performance of the student council, did not feel that the council solicited their opinions, and did not think that the council served as a link between the students and the administration. While activities to increase student input into student council activities were initiated, efforts at increasing student input into the decision-making process met with little response from the administration even though the principal agreed to meet with council representatives every two weeks. (Author/DE)

**ED 114 339** SO 008 718  
**Scheper-Hughes, Nancy**  
**The People Left Behind: Anomic Themes in Rural Ireland.**

Pub Date Nov 75

Note—13p.; Paper presented at the annual meeting of the American Anthropological Association (San Francisco, California, December 1975)

Available from—Nancy Scheper-Hughes, c/o Department of Anthropology, University of California, Berkeley, California 94720 (\$1.00)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Adolescents, \*Anthropology, Institutionalized (Persons), Males, \*Mental Illness, \*Psychology, Psychosis, Rural Farm Residents, \*Rural Population, Rural Resettlement, \*Rural Youth, Schizophrenia, Sex Differences, Social Change, Young Adults

**Identifiers—\*Ireland, Thematic Apperception Test**

This paper examines the major conflicts and stresses which surround the coming of age in rural Ireland today and which commonly contribute to mental breakdown. The study is based on ten months of participant observation in an Irish-speaking village of Southwest Kerry, combined with weekly visits to the county mental hospital. The author uses a comparison of selected themes in four cards of the Thematic Apperception Test, which was administered in its entirety to 36 normal village adolescents between 15 and 19 years and to 22 single mental patients of both sexes between the ages of 15 and 35. The author concludes that the cost of inheriting the land and perpetuating the rural culture with its demands of an austere lifestyle leaves the Kerry adolescent and young adult few options. Among these are escape through emigration, stoical acceptance via repression, or periodic maladjustment during which times the delicate balance tips and the normally repressed individual is flooded with uncontrollable angers, resentments, and felt needs for attachment and intimacy with the absent or non-existent "significant others" in his life. (Author/RM)

**ED 114 340 SO 008 719**

**Prehn, Edward C., Ed. Dawson, George G., Ed. A Laboratory Approach to Economic Education: A Manual for High School Teachers.**

Akron Public Schools, Ohio.; Joint Council on Economic Education, New York, N.Y.

Spons Agency—Goodyear Tire and Rubber Co., Akron, Ohio.

Pub Date 75

Note—30p.

Available from—Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036 (\$1.50, 20 percent discount on 10 or more, paper)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—Class Activities, Community Resources, \*Economic Education, \*Economics, Educational Resources, Evaluation Methods, \*Field Experience Programs, \*Field Trips, Program Descriptions, \*School Community Cooperation, Secondary Education, Social Sciences, Summative Evaluation, Teacher Developed Materials, Tests**

**Identifiers—\*Akron Public Schools, Ohio (Akron)**

This manual is intended to help high school teachers use a laboratory field trip approach to economic education. The information in the manual is based on experiences which were part of the Akron, Ohio, Public School pilot program in economics that combined classroom instruction with in-depth exposure to community resources. Part 1 of the manual outlines some of the ways field trips can become meaningful illustrations of educational concepts, discusses the use of guest speakers, and describes methods for involving students in the classroom learning resource center. Part 2 outlines the Akron pilot program experience and discusses the purpose, procedure, staffing, resources, and evaluation procedures of the project. Also provided are suggestions for classroom and field activities. The Pilot Project Economics Test is included. The Appendix contains sources of free economic materials and a bibliography of economic textbooks and audiovisuals. (Author/RM)

**ED 114 341 SO 008 720**

**Lovell, Hugh Harter, Charlotte**

**An Economic Course for Elementary School Teachers. Second Revised Edition.**

Joint Council on Economic Education, New York, N.Y.

Pub Date 75

Note—78p.

Available from—Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036 (\$3.00, 20 percent discount on 10 or more, paper)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—Course Organization, \*Economic Education, \*Economics, Elementary Secondary Education, Inservice Courses, \*Inservice Teacher Education, Resource Materials, \*Social Sciences, \*Teacher Education, Teacher Workshops, Teaching Techniques, Tests**

This handbook is intended to help economic educators develop teacher training courses for demonstrating to classroom teachers how to teach economics to children, grades 1-9. Teachers enrolled in the course carry out their own pupil activities which teach economic ideas. These activities include problem solving, case studies, skits, making posters, viewing of films, and role playing. The teachers write a brief description of the concept the activity teaches and the teaching techniques used and share their experience with the activities in group discussion. The handbook material (1) provides a description of the topics to be covered in each session; (2) lists related films, filmstrips, handout materials, and other needed resources; and (3) gives a general description of how to organize each session. The handbook was originally published as a resource for Oregon teachers. This revised edition, however, can easily be used by teachers and educators in other states. (Author/RM)

**ED 114 342 SO 008 721**

**Davison, Donald G. And Others**

**Economics in Social Studies Textbooks: An Evaluation of the Economics and the Teaching Strategies in Social Studies Textbooks, Elementary Grades (1-6), Report No. 2.**

Iowa Univ., Iowa City. Bureau of Business and Economic Research.

Spons Agency—Joint Council on Economic Education, New York, N.Y.; Sears-Roebuck Foundation, Skokie, Ill.

Pub Date 75

Note—44p.; For related documents, see ED 086 585-588

Available from—Bureau of Business and Economic Research, College of Business Administration, The University of Iowa, Iowa City, Iowa 52240 (\$1.50, 20 percent discount on 10 or more, paper)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—Concept Teaching, Content Analysis, \*Economic Education, \*Economics, Educational Needs, Elementary Education, \*Social Sciences, \*Teaching Techniques, Textbook Content, \*Textbook Evaluation, Textbook Preparation, Textbooks, Textbook Standards**

This report is the second part of a continuing effort to evaluate the economic content and related teaching strategies of new social studies textbook series used in the elementary grades. The following five textbook series are examined: (1) The World of Mankind (Follett); (2) The Ginn Social Science Series; (3) Our Family of Man (Harper and Row); (4) Man and his World (Noble and Noble); and (5) The Sadlier Social Science Program. The study consists of four major parts. The first part identifies the major economic concepts found in the elementary textbooks. Part two focuses on the evaluation of the treatment of economic content in the intermediate grades. The third part analyzes teaching strategies by examining objectives, suggested activities, and evaluation methods. Specific strengths and weaknesses of the new textbook series are described, and suggestions for strengthening the instructional component are provided. The final part contains 11 specific recommendations for publishers. (Author/RM)

**ED 114 343 SO 008 722**

**Tuckman, Barbara Tuckman, Howard**

**Toward a More Effective Economic Principles Class: The Florida State University Experience.**

Joint Council on Economic Education, New York, N.Y.

Pub Date 75

Note—74p.

Available from—Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036 (\$2.00, 20 percent discount on 10 or more, paper)

Journal Cit—The Journal of Economic Education; Special Issue n3 Spr 1975

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—Course Descriptions, Course Evaluation, Course Organization, Curriculum Guides, \*Economic Education, \*Economics, \*Educational Research, Higher Education, \*Instructional Improvement, \*Social Sciences, Student Evaluation, Student Motivation, Student Role, Teaching Techniques**

This special issue explores alternative approaches to teaching the college introductory

economics course. Using insights gained from learning theory, suggestions from the Joint Council on Economic Education, and trial and error, several faculty members at the Florida State University experimented with various techniques and approaches designed to improve introductory economics. This journal describes the information gained from their experience. It also provides detailed course outlines which will enable college teachers to present macro- and microeconomics courses such as the ones described. (Author/RM)

**ED 114 344 SO 008 723**

**Hopkins, Charles R., Ed. Price, Ray G., Ed.**

**Developing Economic Understanding through General Business and Advanced Basic Business: Course Outlines and Instructional Guides [And] Instructional Activities.**

Joint Council on Economic Education, New York, N.Y.

Pub Date 75

Note—73p.

Available from—Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036 (Course Outlines and Instructional Guides \$2.50, Instructional Activities \$1.50, 20 percent discount on 10 or more, paper)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—Behavioral Objectives, \*Business Education, Class Activities, Course Evaluation, \*Curriculum Development, \*Economic Education, \*Economics, \*Instructional Improvement, Interdisciplinary Approach, Learning Activities, Secondary Education, Social Sciences, Tests**

These publications are intended for secondary-level business educators who want to include more economics in their general and basic business courses. They can serve as curriculum development documents for those charged with redesigning course offerings. Part 1 of the first publication briefly discusses economic ideas to be developed in general business. Part 2 contains a general course outline of a full-year advanced business course and four sample instructional guides that outline behavioral objectives and suggested class and evaluative activities. The Appendices, which comprise about half of the document, contain ten tests and an economic attitude inventory. The second publication contains 75 class activities on economics which can be integrated into general and advanced business courses. Activities include classroom discussion, role playing, writing reports, guest speakers, and skits. (Author/RM)

**ED 114 345 SO 008 724**

**Berryman, Charles**

**Implications for Curriculum and Instruction of Student Perceptions of Contemporary and Future Society and Social Studies Courses.**

Pub Date Nov 75

Note—13p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Atlanta, Georgia, November 26-29, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—\*Educational Assessment, Educational Objectives, Educational Research, Educational Trends, \*Futures (of Society), National Surveys, Participant Satisfaction, Relevance (Education), Secondary Education, \*Social Change, Social Problems, \*Social Studies, Sociocultural Patterns, \*Student Attitudes**  
In an effort to determine how students themselves perceive social studies and the society, two questionnaires were developed and administered to 797 seniors in 19 high schools across the country. The first questionnaire surveyed student comparison of social studies with other school subjects; assessment of preference for various teaching methods and materials; and evaluation of such course characteristics as realism, analytic emphasis, and objectives. The second questionnaire measured student attitudes toward contemporary and future American society and included questions on family, marriage, and sex roles; physical needs and public services; social class and status; social implications of religion; jobs and education; racial and ethnic relations; and crime and violence. The results indicated a generally positive view of social studies courses in comparison to other courses in the curriculum. Most students preferred discussion to any other form of teaching method and liked lectures the least. In viewing present and future society, all students, except for those of lower socioeconomic

background, anticipated highly significant changes in the future. The students saw job preparation as a major purpose of contemporary education. (Author/DE)

**ED 114 346** SO 008 725

*Kohut, Sylvester, Jr.*

**Bicentennial Social Studies for the Urban Classroom.**

Pub Date Nov 75

Note—22p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Atlanta, Georgia, November 26-29, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—City Problems, \*Colonial History (United States), Course Descriptions, \*Local History, Primary Sources, \*School Community Programs, School Community Relationship, Secondary Education, Social History, Social Studies, Teaching Techniques, United States History, Urban Education, Urban Environment, \*Urban Studies

**Identifiers**—\*Bicentennial, Oral History

The paper describes ways in which the urban classroom teacher can celebrate the Bicentennial and investigate the historical role of the cities throughout American history, without sacrificing current and futuristic issues and topics. Primary and secondary sources are used and a community-based field program for students is developed. The following common municipal problems confronting both colonial and contemporary city residents could be the basis for a unit of instruction: fire, sanitation, traffic control, crime, welfare and the poor, public works, and defense. By developing a sense of historical perspective, the urban social studies student should be better prepared to examine the issues and municipal problems of today's cities. Community resources are abundant for the study of these and other local history issues and include community residents; guide books; Bicentennial television programs; novels; newspapers; municipal and county court records; diaries, letters, and autobiographies; maps; town, city, and county histories; travellers' accounts; and field trips. Also included is an extensive bibliography of early American history references and a sample competitive funding proposal for a community-oriented local Bicentennial project. (Author/DE)

**ED 114 347** SO 008 730

*Kuhmerker, Lisa*

**Social Interaction and the Development of a Sense of Right and Wrong in Young Children.**

Pub Date Nov 75

Note—17p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Atlanta, Georgia, November 26-29, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Childhood Attitudes, \*Early Childhood Education, Family Environment, Literature Reviews, \*Moral Development, Moral Values, \*School Environment, Social Development, \*Socialization, Teaching Methods, Television Viewing, \*Values

Brief descriptions of recent research in early childhood moral development and the author's own hypotheses about the relevance of moral development theory on early childhood classrooms and curricula are provided. The three recent research studies focus on young children's development of a capacity for empathy, social perspective, and sense of justice. According to the author, positive reinforcement for thoughtful ways of dealing with conflicts provides a home and classroom environment conducive to learning. Adult verbalization in moral development helps the child bridge the gap between the awareness of his own feelings and his awareness of the feelings of others. When language underscores the child's experiences and when the message is consistent with the social behavior the child sees around him, the language undoubtedly contributes to social learning. A stable, consistent, and accepting environment can help the child learn about fairness even though the teacher makes no overt effort to teach about justice. Finally, since television is often the child's primary view of society, moral education in school must consist of guided discussion of information and misinformation from television viewing. (Author/DE)

**ED 114 348** SO 008 734

**Music Technical Report: Summary Volume. Music Report No. 03-MU-21.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—Carnegie Corp. of New York, N.Y.; Fund for the Advancement of Education, New York, N.Y.; National Center for Education Statistics (DHEW), Washington, D.C.

Report No.—03-MU-21

Pub Date Nov 75

Note—145p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$2.10)

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—Academic Achievement, Aesthetic Education, \*Applied Music, \*Educational Assessment, Elementary Secondary Education, Evaluation, Graphs, Musical Composition, Music Appreciation, \*Music Education, \*National Surveys, Student Attitudes, Vocal Music, Young Adults

**Identifiers**—NAEP, \*National Assessment of Educational Progress

The purpose of this report is to document the results of the 1971-72 national assessment of the music education of elementary-secondary students and young adults. Music exercises were given to a national probability sample of 9-year olds, 13-year olds, 17-year olds (including high school dropouts and early graduates), and young adults between the ages of 26 and 35. The music exercises administered treat the five themes of musical performance, musical notation and terminology, instrumental and vocal media, music history and literature, and attitudes toward music. Variables used for the data analysis of each of these themes include age, region of the country, sex, race, level of parental education, and size and type of community. This report shows the data analyses using graphs. No conclusions are drawn. Readers are expected to assimilate the data to draw their own conclusions. (Author/RM)

**ED 114 349** SO 008 735

*Hamilton, Milton W.*

**Sir William Johnson and the Indians of New York.**

New York State American Revolution Bicentennial Commission, Albany.

Pub Date 75

Note—55p.; For related documents, see SO 008 736 and 737

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—American History, \*American Indians, \*Biographical Inventories, \*Colonial History (United States), Colonialism, Race Relations, Revolution, \*Revolutionary War (United States), United States History

**Identifiers**—Johnson (William), \*New York

In order to make the vast literature about the history of Indian and white relations in New York readily accessible to teachers, students, and general readers, this booklet brings together the main points of the relationship between the Indians and Sir William Johnson. Johnson is a key figure in the Indian story of New York state during the 1770s. The topics covered in this document are Indians of New York, coming of the white men, management of Indian affairs, William Johnson comes to America, the Indian trade, French and Indian War, Battle of Lake George, Sir William Johnson, the close of the war, taking Fort Niagara, Sir William—colonial statesman, culture on the frontier, life at Johnson Hall, failure of Indian management, American independence, Indians and the Revolution, and importance of Sir William Johnson. Both the white man's and the Indian's views on major events are incorporated into the booklet. (Author/ND)

**ED 114 350** SO 008 738

*Basa, Patricia Codranni, Tony*

**Global Perspectives: A Bibliography.**

Social Studies Development Center, Bloomington, Ind.

Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.

Pub Date Nov 75

Note—45p.; For a related document, see SO 008 781

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Annotated Bibliographies, Area Studies, Classroom Materials, \*Curriculum, Elementary Secondary Education, \*Global Approach, \*Instructional Materials, Resource Centers, Resource Materials, Social Studies, World Affairs, World Problems

This bibliography is designed to help teachers find resources and suitable K-12 classroom materials that introduce and incorporate global perspectives into curricula. This collection emphasizes the interrelatedness of world problems and issues, as well as of areas of the world. The bibliography contains the following three sections: resources for teachers, resources for classroom use, and resources produced by selected projects and organizations for teachers and classroom use. Section I on teacher resources contains lists of books and pamphlets, bibliographies of resources for teachers, journal articles, and selected continuing sources for information, materials, and teaching ideas. Section II on classroom materials provides lists of reading materials, multimedia materials, media guides and publishing agencies, simulations, and bibliographies. The third section identifies projects and organizations whose resources and services may be helpful to teachers. Most of the entries in this bibliography include availability information and short annotations. (ND)

**ED 114 351** SO 008 739

**A Student's Introduction to Accessing the 1970 Census.**

Bureau of the Census (DOC), Suitland, Md.

Pub Date Oct 75

Note—36p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Census Figures, Demography, Geography, Higher Education, \*Housing, Indexes (Locators), \*Information Retrieval, Information Sources, Information Utilization, \*Population Distribution, Reference Books, \*Social Sciences, Sociology, Tables (Data)

The purpose of this publication is to acquaint college students with the basic information needed to successfully access and use the 1970 Census of Population and Housing. Contents present discussions of the following: Can Census Data Help Me?; What Information Does the Census Provide?; For What Areas Are Census Data Reported?; How Are Census Data Released?; How Do I Find a Particular Data Item?; and Reference Sources. Exercises are provided to reinforce the learning of these basics and to involve the reader in the actual use of the census publications. Exercises include Learning Census Geography, Learning Subjects Collected in the 1970 Census, Learning to Read Tables, and Finding the Data and Using It. Addresses and telephone numbers of U.S. Department of Commerce District Offices are included. (Author/RM)

**ED 114 352** 95 SO 008 740

*Azzouz, Azzedine And Others*

**Selected Bibliography of Educational Materials: Algeria, Libya, Morocco, Tunisia. Volume 8, Number 1, 1974.**

Agence Tunisienne de Public Relations, Tunis (Tunisia).

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-75-55070-1

Pub Date 74

Note—47p.; For related document, see SO 008 609; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Adult Education, \*Annotated Bibliographies, \*Comparative Education, Developing Nations, \*Educational Development, Educational Needs, \*Educational Philosophy, \*Educational Practice, Educational Problems, Educational Programs, Educational Theories, Elementary Secondary Education, Higher Education

**Identifiers**—\*Africa, Algeria, Libya, Morocco, Tunisia

This annotated bibliography contains 100 English-language annotations of newspapers and government publications covering educational topics of interest to North Africans. The majority of the items cited were published in 1974. Citations are categorized by country: Algeria, Libya, Morocco, and Tunisia. Within these major categories are subtopics that include philosophy and theory of education, educational organization (K-higher education), adult education, teacher training, religious education, special education, teaching aids, and illiteracy. Lists of authors and periodicals conclude the bibliography. (RM)

ED 114 353 SO 008 744

*Eraut, Michael And Others***The Analysis of Curriculum Materials. University of Sussex Education Area Occasional Paper 2.**

Sussex Univ. (England). Centre for Educational Technology.

Pub Date Apr 75

Note—132p.

Available from—Education Area, University of Sussex, Falmer, Brighton, Sussex, BN1 9RG, England (\$3.00 each, \$2.50 quantity)

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

Descriptors—\*Comparative Education, Curriculum Development, \*Curriculum Evaluation, Decision Making, \*Evaluation Methods, \*Interdisciplinary Approach, \*International Programs, Research Projects, Social Sciences, Teacher Education

Identifiers—Germany, Great Britain, Sweden

Part of a research project for the investigation and development of techniques for the analysis of curriculum materials, this document explores possible roles and goals for curriculum analysis in Great Britain, Germany, Sweden, and the United States. The methodology of the project includes four main types of activity: (1) reading, consultation, and reflection; (2) producing analyses of different types of curriculum; (3) teaching curriculum analysis to experienced teachers; and (4) conducting one-week workshops for people without any background in curriculum. The focus of the project is on curriculum analysis of materials for either pupil or teacher which have a significant influence on decision making at the curriculum level. Following the introduction of the project and its rationale, the second chapter sets out to define curriculum analysis and its relation to curriculum evaluation, curriculum criticism, preservice teacher education, and inservice education. Chapter three includes a review of published schemes for the analysis of curriculum materials from several countries. The fourth chapter examines the Sussex scheme which was developed from the investigation of the other curriculum analysis systems. The final chapter presents the training process of curriculum analysis. (Author/JR)

ED 114 354 SO 008 748

*Roeder, Robert E., Ed. And Others***What Is America? Discussions, Volume II.**

Denver Univ., Colo. American Issues Forum Regional Program.

Spons Agency—American Revolution Bicentennial Administration, Washington, D.C.; National Endowment for the Humanities (NEH), Washington, D.C.

Pub Date 75

Note—135p.; For a related document, see SO 008 613 and 614

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

Descriptors—Adult Education, Bibliographies, Discussion (Teaching Technique), \*Discussion Programs, \*Educational Resources, Program Development, Resource Guides, Secondary Education, Social Studies, \*Social Studies Units, \*United States History

Identifiers—American Issues Forum, \*Bicentennial

Volume II contains 20 discussion units for the final five months of the Calendar for the American Issues Forum Bicentennial program (see SO 008 613 for Vol. I). Discussion topics in this book include Working in America; the Business of America; America in the World; Growing up in America; and Life, Liberty, and the Pursuit of Happiness. Although a variety of instructional procedures are suggested, all of the units are intended to engage students in structured activities leading them to active inquiry and participation in class discussions. Designed for secondary social studies and history classes, the units provide students with a special, activity-oriented one-day discussion for each of the 36 weekly subtopics of the calendar. Each of the one-day units is a self-contained package which includes suggestions to the teacher for procedures, readings, instructions, and questions. A regional bibliography appends the document, and contains listings of in-print materials. (Author/JR)

ED 114 355 SO 008 749

*Dynneson, Thomas L., Ed. And Others***Bicentennial: Materials and Strategies.**

West Texas Regional Council for the Social Studies, Odessa.

Pub Date Sep 75

Note—36p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Audiovisual Aids, Bibliographies, \*Colonial History (United States), Curriculum Development, Elementary Secondary Education, Family Life, Learning Activities, Resource Guides, \*Social History, \*Social Studies, Social Studies Units, Transportation, \*United States History

Identifiers—\*Bicentennial

This resource guide is intended for use as a general guide for teachers who are designing elementary and secondary Bicentennial social studies units. The unit stresses three main topics in both an historical and contemporary framework: family life, transportation, and social conflict for the periods of 1776, 1876, and 1976. Emphasis is on the social history of America rather than the political history. The unit only presents outlines, suggested activities, and resource lists. It is up to the individual teacher to collect the materials and fully developed social studies units. A list of suggested library resources, audiovisual resources, discussion questions, and activities are provided. The unit outlines the basic concepts followed by corresponding lists of print and nonprint resources. (Author/JR)

ED 114 356 SO 008 750

*Dynneson, Thomas L.***Dealing with a Dilemma: Distinguishing Anthropology Materials from Other Pre-collegiate Social Studies Materials.**

Pub Date Dec 75

Note—7p.; Paper presented at the Annual Meeting of the American Anthropological Association (74th, San Francisco, California, December 2-6, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Anthropology, \*Curriculum Development, \*Educational Problems, Elementary Secondary Education, Resource Materials, \*Selection, \*Social Sciences

Identifiers—\*Anthropology Curriculum Project (ACP)

This paper is a lead-in to a book entitled "Pre-Collegiate Anthropology: Trends and Materials" (SO 008 751) published in 1975 by the Anthropology Curriculum Study Project (ACSP). Topics discussed include the processes and procedures which ACSP used to gather materials for the publication, the sources of the anthropology materials, processes used for screening materials, and the screening procedures. It is noted that precollegiate anthropology curriculum materials are steadily increasing in numbers. However, because most social studies teachers were trained in departments of history, they have difficulty distinguishing sound anthropological materials from other content which only coincidentally contains anthropological issues or concerns. Therefore, an important task for both educators and anthropologists is to establish sound procedures for the evaluation, dissemination, and adoption of K-12 anthropology materials. The book was published to help with this process. (Author/RM)

ED 114 357 SO 008 751

*Dynneson, Thomas L.***Pre-collegiate Anthropology: Trends and Materials.**

Georgia Univ., Athens. Anthropology Curriculum Project.

Report No.—ACP-75-1

Pub Date Nov 75

Note—103p.; For related document see SO 008 750

Available from—Anthropology Curriculum Project, 107 Dudley Hall, University of Georgia, Athens, Georgia 30601 (\$3.00)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Annotated Bibliographies, \*Anthropology, Classroom Materials, \*Curriculum Development, \*Educational Trends, Elementary Secondary Education, Games, Human Geography, Relevance (Education), Simulation, \*Social Sciences, \*Social Studies, Supplementary Textbooks, Teaching Methods, Textbooks

Identifiers—\*Anthropology Curriculum Project (ACP), High School Geography Project (HSGP)

This book is directed to educators who would like to see anthropology assume a greater role in the elementary and secondary curricula. Chapter One traces the growth in the importance of anthropology as a part of the school curriculum

from the second world war to the present. Chapter Two discusses the reasons for including anthropology in the curriculum and outlines the content and structure of the field. Chapter Three contains short essays treating the nature and direction of current thinking about anthropology in the curriculum. Chapters Four and Five describe a variety of K-12 anthropology curriculum materials including federally funded project materials, textbooks, simulations, games, and supplementary materials. Chapter Six contains teaching tips and resource suggestions to help teachers construct anthropology courses and units. The appendix is a selective, annotated bibliography of resources to help persons teaching anthropology courses and units. (Author/RM)

## SP

ED 114 358 95 SP 009 598

*Sweet, Alan***A Decade of Paraprofessional Programs in Minneapolis Public Schools.**

City Univ. of New York, N.Y. Queens Coll. New Careers Training Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—18p.

Available from—Career Opportunities Program, New Careers Training Laboratory, Queens College, 184 Fifth Avenue, New York, New York 10010 (No price quoted)

Journal Cit—COP Bulletin; v2 n6 1974-75

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Career Opportunities, \*Paraprofessional School Personnel, Program Descriptions, \*School Aides, \*School Community Relationship, \*Teacher Aides, \*Teachers

Identifiers—\*Minnesota (Minneapolis)

The Minneapolis paraprofessional program was developed with funds from Title I of the Elementary and Secondary Act of 1965. Paraprofessionals are now an integral part of the Minneapolis Public Schools. They have contributed much to the education of students and staff and to good school-community relations. The New Careers and Career Opportunities Programs have provided many low-income paraprofessionals with additional educational opportunities. Every effort has been made to provide training for both specific job assignments and to meet the needs of individual paraprofessionals. Opportunities range from basic education to academic courses and are offered at community schools and college campuses. While it is important that a paraprofessional be well trained, it is equally important that the supervising teacher or other staff member be trained in the effective utilization of the paraprofessionals. Orientation is given to first year teachers and teachers who are new to a school that uses paraprofessionals. Paraprofessionals do not make a teacher's job easier. The duties a paraprofessional assumes release the teacher to initiate activities at a higher and broader professional level. As a result, the teacher and paraprofessional team provide a better learning environment. The paraprofessional in education is a means through which schools and communities can work together. (RC)

ED 114 359 95 SP 009 599

*Zajano, Nancy Hubbard, W. Donald***Guiding Older Children as Tutors: A Report on the Field Test. Technical Report No. 325.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 75

Contract—NE-C-00-3-0065

Note—95p.

Available from—Wisconsin Research and Development Center for Cognitive Learning, 1025 W. Johnson Street, Madison, Wisconsin 53706 (No price quoted)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*Cross Age Teaching, Elementary Education, Motivation, \*Motivation Techniques, \*Peer Teaching, Teaching, \*Tutorial Programs, \*Tutoring, Tutors

A field test of "Guiding Older Children As Tutors," one of the four motivational-instructional

procedures of Individually Guided Motivation (IGM), was used in two Milwaukee, Wisconsin schools. A total of 34 tutees, 22 tutors, and 24 adults participated in the field test during the 1972-73 school year. The field test objectives sought an increase in the motivation, self-direction, and achievement of the tutees; a demonstration of the tutor's ability to conduct sessions; and a demonstration of the school staff's ability to implement the procedure. In addition, the field test was designed to determine the adequacy of the IGM book and films and the feasibility of the procedure in elementary school classrooms. The results indicated an increase in the general level of motivation and self-direction in the tutees of one school, but not the other. The tutee's motivation and self-direction during tutoring sessions and while working on the tutored subject matter outside the tutoring sessions did not increase but started out and remained at a high level. Achievement of tutees did increase more than that of comparison groups when only tutored skills or items were considered. The tutors demonstrated their ability to conduct sessions, and the school staffs demonstrated their ability to implement the procedure. The IGM books and films proved sufficient to support tutoring implementation. The tutoring procedure itself was determined to be a feasible curriculum component for an elementary school if modified in terms of its demands on staff time. (Author)

**ED 114 360** SP 009 600  
Council for Cultural Cooperation and Cultural Fund. Annual Report 1974.

Council for Cultural Cooperation, Strasbourg (France).  
Pub Date 75  
Note—75p.

Available from—Manhattan Publishing Company, 225 Lafayette Street, New York, New York 10012 (No price quoted)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Adult Education, \*Cultural Education, Cultural Exchange, \*Educational Development, \*Educational Programs, Faculty Mobility, \*Foreign Countries, Information Networks, Language Instruction, Preschool Education, \*Program Descriptions, Student Mobility Identifiers—\*Council of Europe, Europe

This report summarizes programs, studies, and symposia conducted by the Council for Cultural Cooperation (CCC) to enhance communication and interaction on educational and cultural matters between the members of the Council of Europe. The first section describes activities undertaken to promote European interaction. These include (1) exchange agreements for teachers and students, (2) improved multi-media language programs, and (3) activities concerning equivalence of qualifications and mobility of students and college faculty. In the second section, "Co-operating in Remodeling Educational Systems," a long-range goal goal is defined as education extending over a lifetime. Activities at all levels of education are discussed, including pre-school, vocational, and adult education. This section also examines the coordination and cooperation in the production, development, and use of multi-media materials. The European Documentation and Information System for Education (EUDISED) is described in this section as an important means of facilitating idea sharing. The Committee for Educational Research is also discussed as an important part of the CCC's program in the area of research cooperation. The next four sections deal with cultural development. Art exhibitions, the management of cultural affairs and cultural promotion, sports, and youth centers are discussed. Appendixes are attached which list budgets, and publications and other materials published by or in conjunction with the Council. (CD)

**ED 114 361** SP 009 601

Turney, Mildred And Others  
Competency-Based Education—What Is It?  
Pub Date Nov 74

Note—15p.; Report to the Vice Chancellor by a Task Force appointed by the Faculty Senate, University of Wisconsin-Stout (Menomonie, Wisconsin, November 1974)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Behavioral Objectives, Educational Problems, Evaluation, Feedback, Individualized Instruction, \*Performance Based Education, \*Performance Criteria

This task force report defines competency-based education (CBE) as a system of education designed to develop competencies in those who are products of the system. A distinction is made between CBE and performance based education (PBE) in this report. Although the American Association of Colleges for Teacher Education Committee on Performance-Based Teacher Education considers the terms interchangeable, this task force considers the term competency to be the better choice for the name of the system. The report also presents an operational definition characterizing CBE, and states that CBE programs include (1) individualized instruction, (2) learning experiences guided by feedback, (3) the characteristics of a system, (4) careful definition of performance goals in assessable terms and guidance of instruction by evaluation of learner performance, and (5) a focus on the student in the teaching-learning process and product. Six functions of competency are also identified and discussed. These include binary, communication, suggestive, investigative, and generative functions. The paper then sets forth what appear to be the 11 chief issues presently confronting the CBE movement. The last section of the report presents 10 problems relating to competency-based education. (BD)

**ED 114 362** SP 009 602

Alvir, Howard P.  
Self-Assessment Criteria for Workshop Directors Planning, Conducting, or Evaluating Teacher In-Service Workshops for Staff Development.

Pub Date Dec 75

Note—14p.

Available from—Howard P. Alviri, 27 Norwood Street, Albany, New York 12203 (on loan)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Evaluation Methods, Inservice Teacher Education, \*Post Testing, \*Self Evaluation, Staff Improvement, Teacher Workshops, \*Workshops

This workbook presents three evaluation exercises that can be used by workshop directors to plan, implement, and evaluate workshops. The first exercise is deemed most helpful when the workshop objectives are only half-formed. Exercise 2, for cases in which workshop participants have been identified, helps the workshop director ensure that the objectives and needs analysis are relevant. Exercise 3 is designed to help pinpoint learner benefits—where learner refers to students taught by teachers participating at the workshop—after the workshop has been completed. Self-assessment criteria are presented after the exercises with which the reader may measure the effectiveness of his/her answers. (RC)

**ED 114 363** SP 009 603

Romano, Francis A.  
The Development of a Self-Instructional System for Teaching Basic Educational Media Competencies to Elementary Education Students at Trenton State College.

Pub Date 18 Aug 75

Note—36p.; A practicum presented in partial fulfillment of the requirements for the degree of Doctor of Education (Nova University, August 18, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Autoinstructional Aids, Behavioral Objectives, \*Course Descriptions, \*Instructional Media, \*Performance Based Teacher Education, Performance Criteria, Teacher Education

Experts in the fields of educational media and competency-based teacher education at Trenton State College were consulted in an effort to gain their support and employ their knowledge and experience in the development of this self-instructional system. In addition to these consultations, the objectives of the educational media course that would be developed through the self-instructional system were analyzed in an effort to outline the competencies and to facilitate instructional implementation of the system. As a result of both the consultations and the analysis of the course objectives, plans were made to begin development of the self-instructional system in September 1975. A target date of February 1976 was set for commencing instructional operation of the system. The self-instructional system will consist of 16 wet study carrel stations which will be equipped with the devices and materials necessary for developing the competencies. The system will employ 3/4" color video cassettes for

presenting each competency through a single concept approach that follows the outline of each competency module. (The competency module outline is included in this report.) (Author)

**ED 114 364** SP 009 604

Schmieder, Allen A. And Others  
Competency-Based Education; A Briefing Package. Draft.

Pub Date 15 Mar 75

Note—67p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—College Programs, Federal Programs, \*Models, \*Performance Based Education, \*Performance Based Teacher Education, \*Program Descriptions, \*Projects, State Programs, Teacher Certification

This document contains program descriptions, definitions, recommendations, and other information on competency based education (CBE). It begins with an overview of the CBE Program of the Division of Educational Systems Development, U.S. Office of Education. Following this are descriptions of the National Committee on Performance-Based Teacher Education, the Multi-States Consortium on Performance-Based Teacher Education, the CBE Center Consortium, and the Interstate Certification Project. Four state CBE models and nine university CBE centers are described. A definition of CBE is presented along with a list of potential benefits of the competency-based approach, and a discussion of related educational concepts. A list of activities in competency based education is then presented, followed by a section containing questions and answers concerning CBE. Finally, a short bibliography and recommendations for federal program initiatives in CBE are presented. (RC)

**ED 114 365** SP 009 605

LaPorte, Diane H. LaPorte, Ronald E.  
State Control of Curriculum.

Pub Date 75

Note—20p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Curriculum, \*Curriculum Development, \*Curriculum Planning, \*Government Role, State Action, \*State Departments of Education, Surveys

The research in this paper was designed to assess the role of the individual state in directing and supervising curriculum matters within the state. Fifty surveys were mailed to the State Education Departments in each of the 50 states. Questions 1-5 of the survey were designed to determine the number of districts in each state, the number of students in each district, the amount of money spent on education at the state level, and the percentage of funds being directed toward education. These factors were included in order to see if they related to the type and magnitude of state control. The rest of the survey dealt with the specific type of state control exhibited by each state. It also asked the state to make an estimate of the amount of control it has over (1) subject matter, (2) implementation or methods, and (3) evaluation of existing curriculum. Of the 50 surveys distributed, 36 were returned. The results indicated that states have minimal control over local school districts. Regional differences were evident, with southern states exhibiting greater control than other regions. The results were interpreted to suggest that states should increase their involvement in curriculum revision. (RC)

**ED 114 366** 95 SP 009 606

Cooley, William W. Leinhardt, Gaea  
The Application of a Model for Investigating Classroom Processes.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—42p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Academic Achievement, \*Classroom Research, \*Learning Processes, \*Models, Research Criteria, Research Design, \*Research Methodology

This paper describes a model of classroom processes that can be used in research on the nature of the relationship between school practices and student achievement. It is stated that the model specifies that criterion performance is a



function of initial abilities and of the following four constructs: (1) opportunity, (2) motivators, (3) structure, and (4) instructional events. The paper describes each construct as it pertains to the classroom and deals with evaluating the model and testing the assumptions. The model is applied to the Ashton-Warner approach, the Montessori system, and the individualized programs developed by the Learning Research and Development Center. The paper then describes the variables that make up each of the four constructs and two additional constructs (initial performance, and outcomes). Lastly, the paper deals with the construction of measures of the previously identified variables. The problems involved in moving from variables to measures are discussed, methods that have been found to be useful in describing classroom processes are summarized, and an example of a classroom data-collection instrument is described. (RC)

**ED 114 367** SP 009 607

Vaughn, John W. Duncan, Robert C.  
**Evaluation of Merrimack Education Center's Project League 1973.**

Indiana Univ., Bloomington. Center for Administrative Studies.

Pub Date Jun 73

Note—184p.; For related document, see ED 077 858

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

Descriptors—\*Achievement, \*Educational Programs, Elementary Education, \*Individualized Instruction, \*Program Evaluation, Questionnaires, \*Role Perception, Teaching Methods

This report presents an evaluation study of Project League which is currently implementing Individually Guided Education (IGE) through the auspices of the Merrimack Education Center in Chelmsford, Massachusetts. The purpose of the evaluation was to determine the degree of IGE goal-oriented impact that Project League has had on participating elementary schools relative to (1) IGE outcome achievement, (2) IGE role perception congruency, (3) Project League activity orientation, and (4) identification of successful practices in participating schools. The first two sections of the report discuss both the outcome achievement questionnaire and the role clarification questionnaire. These sections contain descriptions of the instruments; information concerning administration, scoring, and the population; and analyses of the data. The following section contains the computer analyses. Student interview results are discussed in the next section which consists of representative replies given to specific questions by the interviewees. A discussion of the on-site observations of League schools is the topic of the following section. The last three sections include preliminary and final recommendations, as well as a list of the successful education practices of the League schools. Six appendixes containing the proposal, questionnaires, the interview schedule, and the successful practices by schools complete this report. (RC)

**ED 114 368** SP 009 609

Saltman, Jules  
**VD—Epidemic Among Teenagers. Public Affairs Pamphlet No. 517.**

Public Affairs Committee, Inc., New York, N.Y.  
Pub Date Dec 74

Note—28p.

Available from—Public Affairs Pamphlets, 381 Park Avenue South, New York, New York 10016 (\$0.35)

**Document Not Available from EDRS**

Descriptors—\*Communicable Diseases, Health, Health Education, \*Sex Education, \*Teenagers, \*Venereal Diseases

This booklet discusses the venereal disease (VD) epidemic among teenagers. After presenting some basic facts about VD, the effect, treatment, and prevention of both gonorrhea and syphilis is discussed. The booklet then examines statistics concerning gonorrhea and syphilis. It also looks at why the VD epidemic exists and includes discussions on (1) increased sexual activity among the young; (2) negative attitudes towards VD generated by parents, doctors, and public clinics; (3) inadequate knowledge of VD by the public as well as doctors; (4) lack of funding for VD control; (5) an increase in VD due to the war in Viet Nam and other Far Eastern wars; (6) the role of the pill, which has resulted in relaxed attitudes toward sexual activity and a decrease in the use of the condom; and (7) the increase of

VD among homosexuals. The booklet also discusses what can be done to half this epidemic and presents information on research, present methods of control, and the detection of gonorrhea and syphilis. An example of a local campaign in Denver, Colorado to control VD is also presented. Lastly, the booklet explains what to do if exposed to venereal disease and gives several addresses and telephone numbers of health organizations and counseling facilities. Concluding remarks offer recommendations for action to help stop the VD epidemic. An annotated bibliography of books and films on VD is also included. (BD)

**ED 114 369** SP 009 610

Bredange, Gunlog Tingsell, Jan-Gunnar  
**Transfer and Adaptation to Swedish Teacher Training of Minicourse 1: Effective Questioning.**

Pub Date Jun 74

Note—113p.

Available from—Pedagogiska Institutionen, Lararhogskolan i Goteborg, Ovre Husargatan 34, S-413 14 Goteborg (Free)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—Cognitive Processes, Higher Education, Inquiry Training, International Education, International Programs, Microteaching, \*Questioning Techniques, \*Short Courses, Student Participation, \*Student Teachers, \*Teacher Education, \*Teaching Methods, Teaching Skills

Identifiers—\*Minicourses

This report gives an account of the Swedish part of an international transfer project with the aim of adapting teacher training systems based on microteaching for use in member countries of the Organization for Economic Cooperation and Development. An American minicourse, "Effective Questioning," was adapted to and tested for Swedish teacher training. The course represented a method for skill training that aims at stimulating student participation, making students verbally active, having them use higher cognitive processes, and reducing the amount of teacher talk in favor of student participation. The testing of the minicourse took place during the autumn term in 1973 with 32 student teachers on their practice term. A control group of 10 student teachers was included. The hypotheses set forth to test the minicourse were: (1) that the minicourse skills would be used to a greater extent after the course, (2) that there would be no difference on the whole between pre- and post-recordings in the control group, and (3) that there would be no difference on the whole between student teachers at junior and middle levels in mastering the minicourse. Hypotheses two and three were confirmed. As for hypothesis one, there was an obvious change in more than half of the minicourse skills, while the rest of the skills in most cases showed tendencies in the expected direction. (Author/RC)

**ED 114 370** SP 009 613

Goddu, Roland  
**Framework for Analysis and Insightful Action in Organizations.**

New England Program in Teacher Education, Durham, N.H.

Pub Date 75

Note—8p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Management, \*Organization, \*Organizational Change, \*Organizational Development, \*Organizational Effectiveness, Organizational Theories

The intent of this document is to provide a frame of reference to help a person in any organization assess where the organization is; what might be happening next to the organization; and in what ways he/she can influence the organization in an effective, useful, timely, and functional manner. The structure of most organizations is the result of a decision by somebody at a given point in time which arranges people, roles, responsibilities, and resources in a certain way to get some things done. The stages of organizational growth are: (1) formal/informal, (2) demonstration/developmental, (3) installation/maintenance, and (4) personnel/program. The evaluation of where the organization perceives itself to be and in which direction the organization will move forms the basis for judging which appropriate action will influence the actual activity of the organization about its mission, its style, and its social usefulness. (Graphs are included which depict the various organizational stages.) (RC)

**ED 114 371** 95 SP 009 614

Dory, Fran

**Career Ladders and Lattices.**

City Univ. of New York, N.Y. Queens Coll. New Careers Training Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—100p.

Available from—New Careers Training Laboratory, Queens College, 184 Fifth Avenue, New York, New York 10010 (No price quoted)

Journal Cit—COP Bulletin; v3 n2 1975-76

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—Career Education, \*Career Ladders, \*Career Opportunities, Career Planning, Education, Low Income Groups, \*Manpower Development, \*Occupational Mobility, Promotion (Occupational), \*Staff Utilization, Teaching

The first part of this report discusses the career lattice concept in the Career Opportunities Program (COP), a concept which represents the marriage of two career development ideas—upward mobility and task differentiation at separate levels. It explains that by combining task differentiation and upward mobility, a system can effectively reduce a conglomerate function like teaching into several job categories, each connected to the other in the upward mobility sense and designed to be more efficient in the service delivery. The first part goes on to explain that tasks are distributed at each level on the lattice so that they foster the acquisition of needed skills to move to the new higher step on the ladder. According to the report, this concept allows an unemployed person entering the system as a teacher aide to become a supervising teacher; it also allows for many new and different workers to be trained in new ways. The report affirms that the ladder/lattice design effectively deals with the use of personnel and career mobility, and has enabled COP to take a major step in proving the viability of utilizing the skills of residents of low-income communities in delivering educational services. The second part of the report presents and explains examples of career lattice concepts in operation, and includes career lattice designs, sample job descriptions, articulation between work and training, and evaluation designs. (BD)

**ED 114 372** 95 SP 009 617

Wilkes, Roberta

**Peer and Cross-Age Tutoring and Related Topics: An Annotated Bibliography. Theoretical Paper No. 53.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date May 75

Contract—NE-C-00-3-0065

Note—76p.

Available from—Wisconsin Research and Development Center for Cognitive Learning, 1025 W. Johnson Street, Madison, Wisconsin 53706 (No price quoted)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*Annotated Bibliographies, \*Bibliographic Citations, Cross Age Teaching, Information Retrieval, Peer Teaching, \*Tutorial Programs, \*Tutoring

This annotated bibliography is an effort to provide educators and researchers with a comprehensive listing of current resources, information, and research concerning peer and cross age academic tutoring by students, together with a selection of references on related topics of cross age interactions, tutoring in general, and the use of paraprofessionals in educational and therapeutic situations. The references cited were selected from a search of educational and psychological literature from 1960 to 1973 and are categorized according to the nature of the activities discussed and the nature of the individuals involved. Included are descriptions of both informal tutoring programs in individual classrooms around the country and organized, systematic programs developed and formally evaluated by educators. The bibliography contains a number of controlled experiments and doctoral theses investigating the effectiveness of tutoring by children and adults and the significance of factors such as race, age, and sex differences in tutoring combinations. Also listed are several tutoring "packages" published commercially and available for purchase by school systems. A number of items

cited in this bibliography are unpublished materials listed in the Educational Resources Information Center (ERIC). The ERIC file numbers for these documents are included in the citations. Also cited are doctoral dissertations which are available through University Microfilms along with their listings in "Dissertation Abstracts International." (Author/BD)

**ED 114 373** 95 SP 009 620

Walter, James E. And Others

**A Status Report on the Implementation of IGE: 1971-1974. Technical Report No. 345 (Part 1 and 2).**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 75

Contract—NE-C-00-3-0065

Note—169p.

Available from—Wisconsin Research and Development Center for Cognitive Learning, University of Wisconsin, Madison, Wisconsin (No price quoted)

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

Descriptors—Administrative Organization, Government Role, \*Individualized Curriculum, \*Individualized Instruction, \*Individualized Programs, Leadership Training, Program Evaluation, State Programs

Identifiers—IGE, \*Individually Guided Education

Chapter 1 of this status report on the implementation of individually guided education (IGE) states that this report is intended to serve the following two purposes: (1) to complete all the reported requirements relative to implementation funding provided by the U.S. Office of Education and the National Institute of Education and (2) to summarize the strategies, efforts, and results of implementing IGE nationally since 1971. Chapter 2 briefly describes the rationale for the development of IGE, the major components of IGE, and important events in its development and early implementation efforts. Chapter 3 focuses on the objective for the implementation program at the Wisconsin Research and Development Center for Cognitive Learning, a description of a model for implementation, a description of the IGE support system, and the theoretical foundations and validation of IGE implementation strategies. Chapter 4 describes the history of the relationship of the Wisconsin Research and Development Center to states and the development of state IGE networks. It also includes a descriptive status report of the Research and Development Center as of September 30, 1974 and a discussion of further directions. Chapter 5 presents a history of leadership development activities and an evaluation of the leadership workshops. The report also includes numerous tables, figures, and appendices relating to IGE and the implementation of IGE programs, as well as a list of references. (BD)

**ED 114 374** SP 009 621

Mohr, Paul, Ed.

College of Education, Florida A&M University, Tallahassee, Florida. Research Monograph.

Florida A and M Univ., Tallahassee. School of Education.

Pub Date Nov 75

Note—42p.; Prepared for the 1974 Teacher Education Conference Sponsored by the Southern Regional Education Board (Atlanta, Georgia, November 9-11, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Educational Research, Elementary Education, Higher Education, \*Mathematics Instruction, Negro Colleges, \*Negro Education, Negro Students, Nonstandard Dialects, \*Reading Instruction, \*Science Instruction, Teacher Education

The first report in this research monograph, "Black English as an Instructional Tool for Teaching Arithmetic," states that black elementary school students in a suburban school improved in ability to do math problems after a 6-week program in which Black English and easier-to-read words were used in the problems. At the same time, a control group of white students regressed in math skills when taught from the conventional textbook. "The effects of a University-based Tutoring Program on Reading Skills of Elementary pupils" is the title of the second report which describes the success of elementary education majors from Florida A & M College in improving reading performance of black elemen-

tary school children they tutored for two months. This was seen as a solution to the manpower shortage in the schools and a way to give potential teachers useful experiences. The third report, "A Study of the Effect of the Thirteen-College Curriculum Program Physical Science Course on the Scientific Attitude of College Students," reports that this particular course stimulated more emotional, intellectual, and total favorable attitudes toward science in college freshmen than a traditional science program. Males and females were equally responsive to the more innovative course. The last report, "Teacher Education: A Status Report," surveys black teacher education colleges and compares them to white colleges in terms of characteristics such as curricula, educational concepts, field experiences offered, use of behavioral objectives and individualized instruction, and accreditation. (CD)

**ED 114 375** SP 009 622

Mosher, Ralph L. And Others

**Innovation in Teacher Education: A Report to the Connecticut Commission for Higher Education Appraising Eight Pilot Projects Sponsored by Public Act 761.**

Connecticut Commission for Higher Education, Hartford.

Pub Date Feb 69

Note—24p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Educational Assessment, \*Educational Legislation, Educational Policy, \*Program Evaluation, \*State Legislation, Teacher Education

Identifiers—\*Connecticut

This report contains three sections, the first of which is an introduction. This section states that the purpose of this report was to assess the initial group of projects sponsored under Public Act 761 of the General Assembly of Connecticut, and to weigh the broader implications of the rationale underlying the Act. It is explained in this section that the Act applies to both prospective and probationary teachers, and places emphasis upon the clinical experience, the proposed collaboration between training colleges and school systems, and the target area of the disadvantaged. It also states that the bill calls for continuous and cooperative supervision of student teachers, workshops for those who are to assume supervisory duties, and reduced loads for supervisors. Section two of this report presents a series of nine themes or generalizations that represent the major highlights of the program to date. Each theme is discussed and criticisms are given. Section three contains the evaluators' recommendations. They present 10 recommendations that they hope will further and strengthen the legislation. (RC)

**ED 114 376** SP 009 623

Ruben, Ann G.

**Our Teachers are Crying: A Positive Approach to Solving Classroom Problems.**

Pub Date Sep 75

Note—122p.

Available from—MSS Information Corporation, 655 Madison Avenue, New York, New York 10021 (\$3.75)

**Document Not Available from EDRS**

Descriptors—\*Class Management, Classroom Communication, \*Classroom Guidance Programs, Classroom Techniques, \*Group Counseling, \*Group Guidance, \*Inservice Teacher Education, Student Teacher Relationship, Teachers

This book presents a positive approach to solving classroom problems. It contains eight chapters, the first of which describes some of the problems faced by teachers and offers a solution in the form of group consultation—a situation in which teachers can share their problems. Chapter 2 discusses the consultation group method. It describes the role of the leader, presents exercises to facilitate behavior change, and contains a plan and guidelines for consultation group sessions. There is also a discussion of the similarities and differences between consultation groups and therapy groups. The subject of chapter 3 is the group leader. This chapter describes the leader's functions and role. Chapter 4 discusses prevalent problems which confront the group leader and offers suggestions on how to handle them. Chapter 5 contains sample dialogues of group sessions and a discussion of the phases the group goes through. In chapter 6, the reader is shown how

the group sessions can be used to solve classroom problems. Chapter 7 contains a questionnaire and sample responses that evaluate the consultation group experience. The final chapter tells what is needed to improve the teacher training curriculum in teacher education institutions, and what the public school systems must do to meet the teacher's needs. It also describes what some universities and public school systems are currently doing to meet these needs. (RC)

**ED 114 377** SP 009 624

Meyer, Rex

**Anatomy of a Minicourse. Audiovisual Kit.**

Macquarie Univ., North Ryde (Australia). Centre for Advancement of Teaching.

Pub Date 75

Note—13p.; Reprint No. 22 from ERA Journal of the Educational Resources Association of New South Wales, v1 n3 p15-26 June 1975; For related document see, SP 009 630

Available from—The Centre for Advancement of Teaching, Macquarie University, North Ryde 2113, N.S.W., Australia (No price quoted)

**Document Not Available from EDRS**

Descriptors—\*Audiovisual Aids, \*Audiovisual Instruction, Course Descriptions, \*Education Courses, Inservice Teacher Education, Short Courses, \*Teacher Education

Identifiers—\*Minicourses

This kit explains the use of minicourses at Macquarie University in New South Wales, Australia, which were designed for the inservice training of teachers. The kit contains the script of the audio commentary, a cassette tape, color slides, and a booklet entitled "Anatomy of the Minicourse." The tape briefly describes the minicourses in general and then discusses a minicourse on using overhead projectors as an example of a typical minicourse. The booklet outlines the characteristics of a minicourse, presents the general and specific objectives of various minicourses at Macquarie University, and discusses the minicourse on overhead projectors as an example of the minicourses at the university. (CD)

**ED 114 378** SP 009 626

**Annotated Bibliography of Multi-Ethnic Curriculum Materials.**

Midwest Center for Equal Educational Opportunity, Columbia, Mo.

Pub Date 74

Note—165p.; For related documents, see SP 009 627-629

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

Descriptors—\*Annotated Bibliographies, Audiovisual Aids, Books, Educational Resources, \*Ethnic Groups, \*Ethnic Studies, Films, Games, Instructional Aids, \*Instructional Materials, \*Multicultural Textbooks

This is an annotated bibliography of multi-ethnic curriculum materials, compiled by the Midwest Center for Equal Educational Opportunity, University of Missouri. This bibliography is organized by type of material including 16mm films, filmstrips, sound recordings, photo aids, learning kits and packets, simulations and games, booklets, and books. Included in each entry are the following items: name of author, editor, or compiler; title; publisher; purchase price; source reference number; description of materials; and level of use. Included at the end of the bibliography is a numbered list of names and addresses of the source where materials may be purchased. (BD)

**ED 114 379** SP 009 627

**Annotated Bibliography of Multi-Ethnic Curriculum Materials. First Supplement.**

Midwest Center for Equal Educational Opportunity, Columbia, Mo.

Pub Date 75

Note—71p.; For related documents, see SP 009 626-629

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Annotated Bibliographies, Audiovisual Aids, Books, Educational Resources, \*Ethnic Groups, \*Ethnic Studies, Films, Games, Instructional Aids, \*Instructional Materials, \*Multicultural Textbooks

This annotated bibliography is the first supplement to the "Annotated Bibliography of Multi-Ethnic Curriculum Materials" and represents the materials collected by the Midwest Center for Equal Educational Opportunity since the publication of the original volume in the fall of 1974.

This supplement is organized by type of material including 16mm films, filmstrips and slides, sound recordings, photo aids, learning kits and packets, pamphlets, simulations and games, booklets, books, book series, bibliographies, and periodicals. Included in each entry are the following items: name of author, editor, or compiler; title; publisher; purchase price; source reference number; description of material; and level of use. Included at the end of the bibliography is a numbered list of names and addresses of the sources where materials may be purchased. (BD)

**ED 114 380** SP 009 628  
**Annotated Bibliography of Multi-Ethnic Curriculum Materials. Second Supplement.**  
 Midwest Center for Equal Educational Opportunity, Columbia, Mo.  
 Pub Date 75  
 Note—24p.; For related documents, see SP 009 626-629

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—\*Annotated Bibliographies, Audiovisual Aids, Books, Educational Resources, \*Ethnic Groups, \*Ethnic Studies, Films, Games, Instructional Aids, \*Instructional Materials, \*Multicultural Textbooks

This annotated bibliography is the second supplement to the "Annotated Bibliography of Multi-Ethnic Curriculum Materials" and represents the materials collected by the Midwest Center for Equal Educational Opportunity since the publication of the original volume in the fall of 1974 and of the first supplement in the winter of 1974-1975. This bibliography is organized by type of material including books, films, filmstrips, recordings, and booklets. Included in each entry are the following items: name of author, editor, or compiler; title; publisher; purchase price; source reference number; description of material; and level of use. Included at the end of the bibliography is a numbered list of names and addresses of the sources where materials may be purchased. (BD)

**ED 114 381** SP 009 629  
**Annotated Bibliography of Multi-Ethnic Curriculum Materials. Third Supplement.**  
 Midwest Center for Equal Educational Opportunity, Columbia, Mo.  
 Pub Date 75  
 Note—83p.; For related documents, see SP 009 626-628

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
 Descriptors—\*Annotated Bibliographies, Audiovisual Aids, Books, Educational Resources, \*Ethnic Groups, \*Ethnic Studies, Films, Games, Instructional Aids, \*Instructional Materials, \*Multicultural Textbooks

This annotated bibliography is the third supplement to the "Annotated Bibliography of Multi-Ethnic Curriculum Materials" and represents the materials collected by the Midwest Center for Equal Educational Opportunity since the publication of the original volume in the fall of 1974 and of the first two supplements during 1974-1975. This bibliography is organized by type of material including 16mm films, filmstrips, sound recordings, photo aids and transparencies, learning kits, games, booklets and pamphlets, book series, bibliographies, journals and books. Included in each entry are the following items: name of author, editor, or compiler; title; publisher; purchase price; source reference number; description of material; and level of use. Included at the end of the bibliography is a numbered list of names and addresses of the sources where materials may be purchased. (BD)

**ED 114 382** SP 009 630  
**Meyer, Rex**  
**The Mini-Course as a Model for the Continuing Education of Teachers. C.A.T. Education Monograph No. 13.**  
 Macquarie Univ., North Ryde (Australia). Centre for Advancement of Teaching.  
 Pub Date Jul 75  
 Note—32p.; Paper presented at the Conference of the South Pacific Association for Teacher Education (Macquarie University, July 10-14, 1975); For related document, see SP 009 624  
**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
 Descriptors—Course Descriptions, \*Education Courses, Higher Education, \*Inservice Teacher Education, \*Program Development, \*Program Evaluation, \*Short Courses, Teacher Education  
 Identifiers—\*Minicourses

The purpose of this monograph is to discuss the minicourse as a model for the continuing education of teachers. The first section defines the minicourse and describes its evolution. The second section discusses the characteristics of the minicourses at the Centre for Advancement of Teaching (CAT) at Macquarie University, New South Wales, Australia. These characteristics include: (1) meeting a need, (2) specific objectives, (3) self contained, (4) short duration, (5) skills orientation, (6) wide participation, (7) varied learning activities and diverse ways of introducing ideas, (8) emphasis on creative activity, (9) evaluation, and (10) follow-up. In the next section a listing of the current CAT minicourses is presented. The following section describes the steps in the development of a minicourse. It states that a minicourse is essentially a self-contained minicurriculum, and therefore the steps in production are essentially a miniaturized version of the classical steps of curriculum development. The final section details the problems of evaluating the effectiveness of a minicourse, and presents a model to use in the evaluation. A list of references completes this document. (RC)

**ED 114 383** SP 009 631  
**Stripling, Kaye Weber, Wilford A.**  
**The Need for Conceptualization in Program Development.**

Pub Date Jun 74  
 Note—7p.; Paper presented at the annual meeting of the National Teacher Corps (Washington, D.C., June 1974)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—\*Concept Formation, Educational Specifications, Performance Criteria, Performance Specifications, \*Program Design, \*Program Development, \*Program Planning  
 Identifiers—\*Teacher Corps

There is a need for conceptualization in the development of a Teacher Corps program and the instructional system which is part of that program. Program conceptualization should be viewed as an important process which permeates program design efforts. Conceptualization of program purposes and objectives provides a base for the design, development, and operation of program activities, evaluation, and management. The greater the specificity and explicitness of that conceptualization, the greater the likelihood of program success. Instructional system conceptualization involves the specification of competencies and the specification of instructional characteristics. The specification of competencies should be built on conceptualized role description; that is, specified in terms of the roles persons assume during the operation of the program, and/or in terms of those roles persons are expected to play upon the completion of the program. The specification of the instructional system's operational characteristics in advance of program operation is crucial, for it is this process which sets the "rules of the game". They should be detailed prior to the initiation of training activities. Conceptualization of the program and of the instructional system is a prerequisite to maximizing program effectiveness. (RC)

**ED 114 384** 95 SP 009 632  
**Burke, J. Bruce And Others**  
**Criteria for Describing and Assessing Competency Based Programs.**

National Consortium of Competency Based Education Centers, Toledo, Ohio.  
 Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [74]  
 Note—88p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
 Descriptors—Case Studies, \*Evaluation Criteria, \*Evaluation Methods, Measurement Instruments, \*Performance Based Teacher Education, \*Performance Criteria, Teacher Education, Teaching Programs

This monograph contains a set of criteria to be used in helping program planners and administrators define competency based teacher education (CBTE) in the contexts of their situations. The criteria are the result of the collective work of individuals at 12 institutions of teacher education, and have been used: (1) by individuals in operational CBTE programs to help determine the extent to which their program is competency based; (2) by individuals about to embark on a program to develop a CBTE program to suggest "tasks to be completed" in their developmental process;

and (3) in a modified form, to ascertain common elements of CBTE programs existing in a state system of higher education. This monograph is divided into three parts. The first part contains both a short and an amplified version of the instrument. The second part contains an item by item discussion of the criteria contained in the instrument; for each criterion this section includes a criterion statement; indicators for that criterion; and a discussion of the criterion, the indicators, and the author's rationale. The last part contains descriptions of how institutions have used the instrument and includes case study reports. (BD)

**ED 114 385** SP 009 633  
**Program Description ModMAP (Modular Multiple Alternatives Program) 1973-1974.**  
 Bridgeport Univ., Conn. Coll. of Education.

Pub Date 1 Sep 73  
 Note—7p.; Preliminary Edition  
**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—Advanced Programs, College Programs, Educational Alternatives, \*Graduate Study, Higher Education, \*Individualized Programs, \*Performance Based Teacher Education, \*Program Descriptions  
 Identifiers—ModMAP, \*Modular Multiple Alternatives Program

The Modular Multiple Alternatives Program (ModMAP) is the first competency-based individualized graduate program in teacher education in Connecticut. The program focuses on the training of elementary teachers and includes both Master's and Sixth Year level options. This program deals with creating more flexible and relevant types of teacher education through the implementation of an open-education approach to the professional growth of teachers. The ModMAP graduate program is: (1) based on the Multiple Alternatives Program which was developed and tested over a two-year period, (2) diagnostic, (3) prescriptive, (4) individualized, (5) performance-based, (6) school and community oriented, (7) computer managed, (8) modularized, and (9) clinical. The curriculum for both the Master's Degree Program and the Sixth Year Professional Diploma consist of 33 and 21 semester hours, respectively, in Analysis, Assessment, and Planning Core; Clinical Experience Modules; and Instructional and Self-Directed Study Modules. (The document includes a ModMAP Process Model which illustrates the admission, assessment, instructional, and evaluation elements of the ModMAP Program.) (BD)

**ED 114 386** SP 009 634  
**Brown, Bob Burton And Others**  
**Module: Delivery System.**

Pub Date [71]  
 Note—24p.  
**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—Effective Teaching, \*Learning Activities, \*Microteaching, \*Paraprofessional School Personnel, Parent Participation, Teacher Behavior, \*Teaching Skills  
 Identifiers—Florida Parent Education Model, \*Learning Modules

This module is designed to help the learner develop a present process of delivery for a learning activity developed by the Florida Parent Education model. The module begins with a prospectus that explains the purpose of the Florida Parent Education Model and the reason for creating this module. Four enabling objectives are included, each of which contains (1) the rationale, (2) the terminal objective, (3) a pre-test, (4) activities to complete, and (5) a post-test. Attached to the module are two papers to be read as a part of the activities, and a bibliography. (RC)

**ED 114 387** SP 009 635  
**Jaarverslag 1974 (1974 Yearbook).**  
 Netherlands Foundation for Educational Research, The Hague.

Pub Date Sep 75  
 Note—162p.; In Dutch  
**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**  
 Descriptors—\*Educational Development, \*Educational Research, \*Financial Support, \*Foreign Countries, Research Committees, \*Research Projects  
 Identifiers—\*Netherlands

This book is the annual report of the Foundation for Educational Research (Stichting Voor Onderzoek Van Het Onderwijs-SVO) of the Netherlands. Chapter I is an introduction which explains SVO's part in educational research,

while chapter 2 discusses the general affairs of the SVO. In chapter 3 SVO activities are described. They include (1) project management, (2) supplementary financing, (3) programming of research and development activities, (4) experimental dissemination of project results, (5) research in connection with experiments, (6) documentation and information, (7) requests for advice, and (8) international affairs. Chapter 4 describes the financial administration of the projects, while chapter 5 reviews projects subsidized in 1974. Chapter 6 is an analysis of some of the projects. A report of current projects is contained in chapter 7 and chapter 8 is a survey of the final reports submitted in 1974. Chapter 9 contains data on various SVO boards, committees, and groups. The final chapter is a list of SVO publications. (RC)

**ED 114 388** SP 009 636  
**Paraprofessionals in California School Districts 1975. C.A.R.E. Document No. 27.**  
 California Agency for Research in Education, Burlingame.  
 Pub Date Sep 75  
 Note—38p.  
 Available from—C.A.R.E., P.O. Box 4346, Burlingame, California 94010 (\$3.00)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
 Descriptors—\*Administrator Attitudes, Non-professional Personnel, \*Paraprofessional School Personnel, \*School Aides, School Districts, \*Surveys, Teacher Aides, \*Teacher Attitudes, Teaching Assistants

This study was designed to gather current data relating to paraprofessionals in California who have direct involvement with instructional programs. This information was gathered from school districts, principals, and teachers. The data included the following general subject areas: (1) number of school districts using paraprofessionals and school district policies relating to them; (2) important reasons for the introduction of paraprofessionals into the school instructional program, (3) number of paraprofessionals in relation to full time staff members; (4) classroom activities which involve paraprofessionals; (5) effect of paraprofessionals on class size and learning; (6) level of acceptance by professional staff; (7) recent and future trends in use of paraprofessionals; (8) paraprofessional salaries; (9) paraprofessional organizational affiliations; and (10) advantages and problems as a result of the use of paraprofessionals in the classroom. From the data obtained in this study, it was concluded that almost 100 percent of all districts are currently using paraprofessionals, and that there has been a steady increase in the numbers of paraprofessionals used over the past several years. Teachers, principals, and district administrators surveyed expressed a desire for increased use of paraprofessionals in the future, and the majority of teachers believed paraprofessionals have a positive effect on student learning. The need for in-service training of paraprofessionals was also expressed by participants in the study. (BD)

**ED 114 389** 95 SP 009 637  
**Oberlin, Lynn**  
**Teacher Corps Elementary Science Education Requirements. EDE 560.**  
 Florida Univ., Gainesville.  
 Spons Agency—Office of Education (DHEW), Washington, D.C. Teacher Corps.  
 Pub Date 73  
 Note—27p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
 Descriptors—\*Course Content, \*Course Objectives, Education Courses, Elementary Education, Elementary School Science, \*Higher Education, \*Methods Courses, Science Courses, \*Teacher Education  
 Identifiers—\*Teacher Corps

The first page of this list of requirements for elementary science teachers lists overall course objectives for a Teacher Corps science education course. Next are instructions for learning to use the Science Teacher Observation Rating Form, followed by an analysis of each item on the form, instructions for scoring it, and a copy of the form itself. The next part contains objectives for the student to complete in order to become familiar with three new science programs. This part also contains the forms to complete in order to examine each program. The final part concerns teaching techniques. It lists requirements that

must be met and contains several forms for the student to complete. (RC)

**ED 114 390** 95 SP 009 638  
**Bernard, Donald And Others**  
**Number Patterns and Systems. Learning Activity Module IV.**  
 Florida Univ., Gainesville. Coll. of Education.  
 Spons Agency—Office of Education (DHEW), Washington, D.C. Teacher Corps.  
 Note—18p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—Elementary Education, Elementary School Mathematics, \*Inservice Teacher Education, Mathematical Concepts, \*Mathematics, \*Mathematics Education, \*Modern Mathematics, \*Teacher Education  
 Identifiers—\*Learning Modules

This learning module is designed to enable teachers to help children further develop their concepts of the meaning of numbers in our number system (including concepts of quantity, one-to-one correspondence, number order, before-after, greater than-equal to-less than, number patterns, and the structure of our number system). The module contains a rationale, general objectives, specific objectives, and a list of materials and equipment. There is also a list of general instructions for the teacher or student teacher. The procedures for using the module include a pre-test, a video tape, reading, studying games, several optional activities, and a post-test. A copy of the pre-test and its answer sheet, along with a copy of the post-test and answer sheet, are included. The module also contains games with tri-dominos. A list of suggested readings and a bibliography complete the module. (RC)

**ED 114 391** SP 009 642  
**Maas, Gerry**  
**Commercial Involvement in Intramurals.**  
 Pub Date 1 Nov 75

Note—7p.; Presentation submitted at the N.I.S.C. sponsored Central Regional Intramural Conference (1st, Minneapolis, Minnesota, November 1, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—Athletics, \*Business, \*Intramural Athletic Programs, \*News Reporting, \*Publicize, Public Relations

Sport in general has long had ties with commercial interests, the most popular and widespread involving publicity. Intramural sports programs, however, have not cultivated many commercial involvements in publicity. The approach in intramural sports advertising is simple. A commercial interest pays for space or time in a given communication media (usually printed—newspaper, newsletter, etc.). The business name appears only in the title of the publicity efforts, such as the "McDonald's Intramural Page." The rest of the space is filled with intramural information, pictures, and stories. At the University of Minnesota, Hamms Beer advertised weekly in the student newspaper by sponsoring an intramural page. At Iowa State, participation in intramurals was good, but the student newspaper ran little news about them. McDonald's was convinced to pay for a weekly page covering intramural sports. The publicity was good for the intramural program as well as for McDonald's and convinced the newspaper staff to add intramural news to its regular sports page. The way to sell this concept of advertising is to stress that it is an innovative method along with being soft-sell and that there is solid readership interest in the advertisement from intramural participants. Other possibilities for commercial involvements in intramurals include intramural graduate assistantships or scholarships, scoreboards/time clocks, awards, and intramural rule books or handbooks. (CD)

**ED 114 392** SP 009 643  
**Arilton, Donna M.**  
**Competencies for Secondary Health Occupations Teachers.**  
 Pub Date 75  
 Note—16p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—Class Management, \*Critical Incidents Method, \*Health Occupations Education, Health Personnel, \*Performance Based Teacher Education, Performance Criteria, \*Teacher Behavior, Teacher Educators, Teaching Methods, \*Teaching Skills, Vocational Education

Studies have not made clear what specific teacher competencies are important for teachers of health occupations in secondary schools or vocational centers. This study, therefore, used Flanagan's Critical Incident Technique to collect reports of observed teacher behaviors which students perceived as being especially effective or ineffective for teacher performance. The kinds of behaviors students commented on were (1) instructional methods, (2) classroom management, (3) personal and career guidance, (4) student evaluation, and (5) coordination of plans with the health facility to obtain field experience for students. Overall results showed that students were most concerned with and favorable to teachers' methods of instruction and most disturbed by improper classroom management. This information, obtained from direct classroom experience, should guide educators trying to teach health personnel to become as skilled at teaching as they are in their health area. (CD)

**ED 114 393** SP 009 644  
**Sager, William H.**  
**Revenue Sharing - Up to Minute Information.**  
 Pub Date 22 Oct 75

Note—18p.; Remarks delivered to the National Recreation and Part Association (Dallas, Texas, October 22, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—Federal Aid, Federal Legislation, \*Federal State Relationship, \*Grants, \*Local Government, Recreation, Recreational Programs, \*Recreation Finances, \*Revenue Sharing, State Government

Title I of Public Law 92-512, the State and Local Fiscal Assistance Act of 1972, is popularly known as the Revenue Sharing Act. It provides for payments of approximately \$30.2 billion to over 38,000 general units of governments, the 50 states, the District of Columbia, and approximately 350 Indian tribes and Alaskan native villages. Revenue sharing funds may be spent with a minimum of Federal regulation and restriction—states may spend their entitlements in any expenditure category they wish. A number of recreational and cultural activities are eligible for support. States and local governments spent approximately 4 percent of their budget on recreation programs from 1972 through 1974. There are many advantages to revenue sharing, such as (1) it is predictable, since funds are authorized for 5 years; (2) there are few bureaucratic problems; (3) it is simple to apply for funds; (4) no arbitrary decisions are made on merits of programs; (5) it disperses aid universally; and (6) it is administratively inexpensive. Categorical grants by the federal government, on the other hand, force local funds to match categories of the grants even when local priorities are different, operate against small communities which don't have or can't afford "grantsmanship", and make reporting difficult. Revenue sharing has been studied and positively reviewed by everyone from Congress to individual scholars and consumer groups. The President recommended that the program be extended until 1982, with minor modifications, and it is hoped that Congress will concur. (CD)

**ED 114 394** SP 009 645  
**Pesavento, Wilma J.**  
**Native American Ceremonial Athletic Games.**  
 Pub Date 75

Note—8p.; Paper presented at the Annual Convention of the American Alliance for Health, Physical Education, and Recreation (1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—\*American Indian Culture, \*American Indians, \*Athletics, \*Games, Historical Reviews, \*Tribes

Identifiers—\*Ceremonies  
 This is a report on the relationship of North American Indian athletic games to ceremonies. Data for this investigation were researched from 48 "Annual Reports of the Bureau of American Ethnology, Smithsonian Institution" published from 1881 to 1933, and the 84 volumes of the "American Anthropologist" published from 1888 to 1974. Observational reports from American ethnologists and anthropologists were also included. Forty-six examples of North American Indian athletic game-ceremonial relationships were collected. Thirty-one tribes were represented in the data. The results indicated that ceremonial rites, both need-related and game-success-oriented, formed a major category of the athletic game/ceremony relationship. Ceremonial rituals

also formed a major category of the relationship. It was shown that the ceremonial accompaniment aspect was a minor category of the athletic game and ceremony relationship; when the ceremonies were over, the games, as entertainment, began. Based upon the accounts from which the data were drawn, it is shown that North American Indian athletic games were not without ceremonial relationships. Tribal culture was integrated into native North America ceremonial athletic games in a number of ways. (RC)

**ED 114 395** SP 009 646

*Pesavento, Wilma J.*  
**Motivations of North American Indians in Athletic Games.**

Pub Date 74

Note—6p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*American Indian Culture, \*American Indians, \*Athletics, \*Games, Historical Reviews, \*Tribes

**Identifiers—**\*Gambling

This is a report on the motives of North American Indians in holding their athletic games. Data were researched from "Annual Reports of the Bureau of American Ethnology" published between 1881 and 1933. Anthropologists, artifact collectors, artist-writers, and historians provided primary evidential sources for athletic game motivation. Included were the major North American Indian games of archery, snowsnakes, hoop and pole, racket, shinny, and doubleball. Five general motives resulted from the research. They were gambling, amusement-diversion, ceremonial observance, increase of physical powers, and development of moral attributes. The data indicated that gambling, the wagering of stakes or game implements, was a highly significant motive of the North American Indians for holding all athletic games. All other motives were of minor or insignificant importance. (Author/RC)

**ED 114 396** SP 009 647

*Burke, Edmund J. And Others*

**Psycho-Social Parameters in Young Female Long Distance Runners.**

Pub Date Oct 75

Note—15p.; Paper presented at the Canadian Psycho-Motor Learning and Sport Psychology Symposium (Quebec, Canada, October 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**Athletics, Physical Education, \*Psychomotor Skills, \*Running, Self Concept, \*Student Motivation, \*Womens Athletics

This study was designed to determine selected psycho-social parameters associated with a group of teenage, female long distance runners. These young women, who train by running approximately 50-90 miles per week, had scores in certain physiological and anthropometric measurements which were among the most advantageous for running ever recorded in a group of females. Each subject was administered the California Psychological Inventory (CPI), the Nowicki-Strickland Locus of Control test, and an open-ended questionnaire. Through comparisons with earlier norms for young women of this age group, it was found that the subjects scored higher than normal in academic achievement as a result of a more independent sense of self. In all other factors of the CPI the subjects were found to have normal scores. These results were in accord with the findings from the Locus of Control scores which showed that the subjects scored high in internality (i.e., these athletes are self-directed rather than other-directed). They seem to be motivated by the joy of running, the feeling of independence associated with running, and the close interpersonal relationship between team members. The data suggest that they are high in achievement motivation. (Author)

**ED 114 397** SP 009 648

*Paquette, Dan*

**A Model Program in Multi-Ethnic Heritage Studies. Annotated Bibliographies of Ethnic Studies Materials.**

Mankato State Coll., Minn. Minority Group Study Center.

Note—30p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**\*Annotated Bibliographies, \*Ethnic Groups, Ethnic Origins, Ethnic Relations, Ethnic Status, Ethnic Stereotypes, \*Ethnic Studies, Italian Americans, Polish Americans, \*Resource Materials

**Identifiers—**\*White Ethnic Studies

This annotated bibliography contains evaluations of selected source materials in ethnic studies for teachers and students. It is divided into Multi-Ethnic Resources, Italian-American Resources, Polish-American and Slavic-American Resources, German-American Resources, and Norwegian- and Swedish-American Resources. At the end of every annotated entry are evaluations made by various journals and the evaluation of the bibliography editor. The sources were examined to determine if they covered certain aspects of the ethnic group. These aspects included (1) history and conditions of the people in the particular country; (2) reasons for immigration; (3) experiences of the group and individuals as they underwent immigration and resettlement; (4) attitudes of other people in America toward the ethnic group; (5) discrimination and prejudice the ethnic group faced; (6) aspirations and goals of the group; (7) social, economic, political, and cultural conditions and processes; (8) positive and negative contributions of the group; (9) individual contributions; (10) ethnic experiences in rural and urban areas; (11) representation of the ethnic group in different walks of life worthy of emulation; (12) the question of acculturation versus pluralism; and (13) current developments towards pluralism or assimilation. (BD)

**ED 114 398** SP 009 650

**A Plan for Improving Human Relations.**

Harford County Board of Education, Bel Air, Md.

Pub Date 12 Dec 73

Note—15p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**Community Involvement, \*Cultural Pluralism, Ethnic Groups, Ethnic Relations, \*Human Relations Programs, \*Inservice Teacher Education, \*Personnel Selection, Racial Attitudes, Racial Discrimination, \*School Community Relationship

This is a position paper by the Harford County, Maryland Board of Education addressing the human relations problems in the school system. It enumerates the following specific plans: (1) The hiring of minority persons will be emphasized; minority persons will be promoted into leadership positions when possible; and in the hiring and promoting of school personnel, community recommendations will be welcomed; (2) Human relations in-service teacher education courses will be offered to promote understanding and appreciation of minority groups and cultures and to teach teachers optimal ways of communicating with all of their students; (3) The curriculum of every school and post-secondary institution will incorporate ethnic studies and courses which reinforce students' appreciation of and pride in their own culture as well as acceptance of others' differences; (4) All schools will try to insure that there are enough school activities to appeal to children from different backgrounds, and that individual needs and problems of each child be given attention; (5) Schools are to make efforts to involve their communities in understanding the needs, goals, problems, and accomplishments of the school and reach out to the community for effective mutual assistance. For each of these plans a policy statement, specific goals, rationale, and a specific plan of action are presented. (CD)

**ED 114 399** SP 009 652

*Lazerson, Marvin*

**Ethnicity and Education: Cultural Homogeneity and Ethnic Conflict.**

Pub Date 75

Note—11p.; Earlier version of this article was given as an address at the National Education Association Conference on Educational Neglect (February 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*Acculturation, Biculturalism, Bilingualism, \*Cultural Pluralism, \*Culture Conflict, Democratic Values, \*Educational History, Racial Discrimination, \*Socialization

Americans have long equated popular education with social cohesion and social mobility. After the American revolution, the school became a focus for patriotism and the institution where individuals learned how to become citizens. The textbooks of the mid-19th and early 20th century emphasized white, Anglo-Saxon, Protestant values. While the values of cultural homogeneity have dominated American education since the mid-19th century, they have never been implemented without conflict. Four of these

conflicts are particularly suggestive of both the extent to which ethnic alternatives were available in education and the limited tolerance for cultural variety in the schools. These are (1) the conflict over foreign customs and foreign languages (biculturalism and bilingualism), (2) the conflicts over parochial education, (3) the conflict between white and black Americans over socialization into a common mold, and (4) the conflict between the cultural values of American ethnic groups and the demands of school achievement. Certain developments in American educational history seem sufficiently clear to allow their use in current debates over ethnicity and the schools. Appeals for ethnic pluralism have a long history in American education and, especially in the 19th century, have sometimes been successful. But the ideological commitment to cultural homogeneity in American education has been stronger and has made public education highly resistant to ethnic pluralism. (RC)

**ED 114 400** 95 SP 009 653

*Goddu, Roland And Others*

**A Study of Locally Identified Needs for Institutional Improvement in the States of New Hampshire and Vermont: A Planning Document.**

ERIC Clearinghouse on Teacher Education, Washington, D.C.; New England Program in Teacher Education, Durham, N.H.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Dec 75

Note—16p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*Educational Development, \*Educational Research, \*School Districts, \*School Systems, State Departments of Education, \*Teacher Certification, Teacher Education, Teachers

This report grows out of efforts in two New England States, Vermont and New Hampshire, in cooperation with a regional research and development group, New England Program in Teacher Education (NEPTE), to revise teacher education programs for certification and approval so that they would be (1) local school system oriented and controlled, (2) based on goals and needs stated by the local school system, and (3) based on goals and needs-related training and education experiences for local teachers. NEPTE field staff in New Hampshire, Vermont, and Maine were requested to extract specific elements from State Department of Education materials submitted as staff development plans by local school districts. The field staff reports were organized by state and the following categories of need: (1) information needs, (2) training needs, (3) guidelines on policy clarification needs, and (4) support-mechanism needs. The information reported from Maine was not analyzable in its present form. The information from New Hampshire and Vermont, however, was readily accessible. The study showed that local school personnel are asking more sophisticated questions than the developers believe they are. Mission statements have had the effect of energizing local school personnel to a readiness and development level to which research and development groups must find ways to respond. (RC)

**ED 114 401** SP 009 654

*Hofmeister, Alan*

**Audio-Tutorial Programming with Exceptional Children.**

Pub Date 72

Note—12p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*Exceptional Children, Language Instruction, \*Learning Difficulties, \*Learning Disabilities, Mathematical Concepts, \*Phonotape Recordings, Retarded Children, Slow Learners, Spelling Instruction

The impetus for this study developed from a search for intervention procedures applicable to children with learning difficulties in the regular grades. It was noted that, when certain aspects of the curriculum which involved extensive repetition were being taught to pupils, approximately 90 percent of the interactions between teachers and pupils were either negative or neutral. It was decided to explore the use of the audio tape recorder in the three areas of spelling, math combinations, and preschool language (areas which exemplify this extensive repetition), thus replacing neutral and negative comments by audio-tu-



torial (A-T) programming. Three groups of exceptional children provided the data for this study: slow learning, educable mentally retarded, and trainable mentally retarded. The purpose of the A-T programming in math combinations was to provide intervention after the concepts had been taught, but prior to the time the pupil was required to use them as part of more advanced math skills. The purpose of the spelling program was to provide overlearning of words on the required spelling list. The preschool language program was used with severely retarded pupils, utilizing the Basic Concept Inventory as both a diagnostic device and as a subject matter source. These three programs are criterion referenced in their basic approach and the data collected to date on pupil progress and teacher reaction is encouraging. The characteristics of A-T programming offer promise as a way of meeting some of the problems encountered in the instruction of exceptional children. (BD)

ED 114 402 95 SP 009 657

Senf, Gerald M.

**Early Identification: Predicting School Problems Before They Become Disabling.**

Arizona Univ., Tucson. Dept. of Special Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date 73

Note—10p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Cognitive Measurement, \*Educational Diagnosis, \*Learning Difficulties, \*Learning Disabilities, \*Measurement Techniques, \*Predictive Measurement, Remedial Instruction

Screening for early identification of learning problems must be done through effective identification procedures which assure all children an equal opportunity for quality education. In order to do this, it is necessary to identify the essential characteristics of an effective screening program, the ways these characteristics might be implemented, and the possible pitfalls which must be avoided. Early identification is a predictive procedure which seeks to identify signs that warn of impending problems, and it should be proven that these warning signs and the methods of their recognition are reliable and valid predictors of future educational difficulties. Unvalidated screening programs are detrimental both to children not served and to those incorrectly classified. Thus, accuracy is an essential characteristic of an exemplary early identification program; the accuracy of the forecast must be demonstrated by specifying exactly what outcome behaviors are being predicted. It is, then, important to specify and measure reliably the set of predictors that one thinks can validly forecast failure in the basic academic skills one, two, or even three years in advance. A screening procedure must be practical as well as accurate. It must be acceptable to all involved (the child, the teacher, and the parents), and it must be cost effective, by utilizing inexpensive materials and requiring a minimum amount of child, teacher, and administrator time. (BD)

ED 114 403 95 SP 009 658

Senf, Gerald M.

**Future Research Needs in Learning Disabilities.**

Arizona Univ., Tucson. Dept. of Special Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date [73]

Note—25p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Culturally Disadvantaged, \*Educational Research, Exceptional Child Research, Handicapped, \*Learning Disabilities, \*Medical Research, Minimally Brain Injured, Researchers, Research Methodology, \*Research Needs, \*Research Problems, Scientific Research

This paper deals with future research needs and problems in learning disabilities, and is divided into the following two broad categories: (1) supporting conditions, which involve necessary prerequisites to the research effort; and (2) procedural considerations, which deal with methodological concerns. First, the problems posed by supporting conditions such as financing, training research personnel, gaining cooperation from practitioners, and maintaining research's

credibility are dealt with. Then, the second set of research needs, those involving procedural issues, are discussed. Two basic procedural needs are discussed. The first involves the fact that research in learning disabilities relies on established research paradigms in an effort to test competing falsifiable models. The second involves finding ways to bridge the gap between research and the unknowns that the practitioner must face daily. The paper maintains that the basic research problem confronting learning disabilities (or minimal brain dysfunction) is that of sample definition. The final section of the paper discusses categorization of disability (minimal brain dysfunction, learning disabilities, culturally disadvantaged deaf, blind, etc.), the use of these labels for administrative purposes, and the reaction to them by educational practitioners. This section also discusses the problems caused by categorization in classroom management, remedial programming, administration, and research methodology. (BD)

## TM

ED 114 404 TM 004 653

Niedermeyer, Fred Giguere, Connie

**Criterion-Referenced Tests for the SWRL Kindergarten Curriculum. TM-3-72-06.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Report No—SWRL-TM-3-72-06

Pub Date 6 Jul 72

Note—52p.; For related documents, see ED 110 509, 510, 511, 516 and 517

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Beginning Reading, Concept Formation, \*Criterion Referenced Tests, Drama, Group Tests, Handwriting Skills, Individual Tests, \*Instructional Programs, \*Kindergarten, Pantomime, Primary Education, Program Effectiveness, Public Speaking, Student Placement, Testing

Identifiers—SWRL Beginning Reading Program Test, SWRL Drama Public Speaking Program Test Level I, SWRL Instructional Concepts Program Test, SWRL Level I Composition Skills Test

Criterion-referenced tests developed for four programs in the Southwest Regional Laboratory (SWRL) Kindergarten Curriculum are presented. Tests were developed to meet the following criteria: (1) they must accurately and thoroughly reflect the objectives and learning activities of the program, (2) when appropriate, they must be designed to allow for advanced placement of pupils within the program, (3) they should be usable by the classroom teacher, therefore administration and scoring must be clear and succinct, and length of the test feasible in terms of teacher time and pupil attention span, and (4) they must be produced in an inexpensive format, with as few components as possible. Tests were designed for The Beginning Reading Program, which stresses the decoding of words, word elements, word attacks, and letter names; The Instructional Concepts Program, which emphasizes the selecting and naming of exemplars of particular concepts; The Composition Skills Program, which concentrates on handwriting ability; and The Drama and Public Speaking Program, which centers on four skill areas: pantomime, public speaking, improvisation, and play production. The four tests are contained in the appendices. (Author/BJG)

ED 114 405 TM 004 735

**The Goteborg Project on Non-Verbatim Learning.**

Gothenburg Univ. (Sweden). Inst. of Education.

Report No—44

Pub Date Apr 75

Note—106p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, Cognitive Processes, Higher Education, \*Learning Processes, Learning Theories, \*Models, Performance Factors, Recall (Psychological), \*Retention, \*Study Skills, \*Verbal Learning

Identifiers—Learning Outcomes, \*Nonverbatim Learning

The main objective of the Goteborg Project on Non-Verbatim Learning was to arrive at a commensurable description of the process and outcome of non-verbatim learning, also referred to as meaningful verbal learning. Such a description was thought to be a necessary presupposition for any explanatory models both in experiments on learning and in the broader context of academic performance. Four papers thought to represent the project's main research activities are presented. The papers are: (1) "Non-Verbatim Learning: Level of Processing and Level of Outcome", by Ference Marton; (2) "Non-Verbatim Learning: Level of Outcome as a Function of Level of Processing. I. Some Effects of Explicit Control", by Lars Owe Dahlgren; (3) "On Non-Verbatim Learning: Level of Outcome as a Function of Level of Processing. II. Some Effects of Anticipated Test Requirements", by Roger Saljö; and (4) "Ways of Learning and Patterns of Study", by Lennart Svensson. (BJG)

ED 114 406 95 TM 004 856

Horst, Donald P. And Others

**Measuring Achievement Gains in Educational Projects.**

RMC Research Corp., Los Altos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No—RMC-UR-243

Pub Date Oct 74

Note—122p.; This document is superseded by ED 106 376, A Practical Guide to Measuring Project Impact on Student Achievement. Monograph Series on Evaluation in Education No. 1

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—\*Achievement Gains, Analysis of Covariance, \*Cognitive Measurement, Data Analysis, Data Collection, Decision Making, Educational Researchers, Evaluation Methods, \*Guides, Information Dissemination, Measurement Techniques, \*Models, Program Development, \*Program Evaluation, Research Methodology, Research Problems, Selection, Standardized Tests, Testing

Directors of educational projects need to be aware of the consequences their decisions may have for evaluation and appreciate the need for working closely with their evaluators from the earliest planning stage. Attempting to address the needs of project directors and evaluators, this guidebook deals with one central aspect of project evaluation—measuring cognitive achievement gains. Its purpose is to provide the tools needed to conduct technically sound, interpretable evaluation studies. It covers the entire evaluation process from the administrative decisions in selecting an evaluation design to the details of collecting, analyzing, and reporting the data. After the introduction, Chapter 2 describes 12 hazards commonly encountered in evaluations which may invalidate otherwise sound studies. The hazards are discussed, and ways to avoid the hazard are outlined. Chapter 3 presents a procedural guide, in decision-tree form, for selecting a suitable evaluation model given a particular set of constraints. Chapter 4 presents the five evaluation models referred to in Chapter 3. Each model is summarized describing its characteristics, strengths, weaknesses, and considerations relating to its implementation. Chapter 5 deals with the details of data collection and Chapter 6 with summarizing and reporting of impact data. Appendices contain characteristics of some commonly used standardized tests and analysis of covariance worksheets. (RC)

ED 114 407 TM 004 884

Lewiski, Raymond L.

**Public Policy Concerning the Use of Tests.**

Note—26p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Civil Rights, Court Cases, \*Educational History, Equal Opportunities (Jobs), Ethics, Federal Legislation, Guidelines, Personnel Selection, \*Public Policy, Racial Discrimination, Sex Discrimination, Standards, \*Testing, \*Testing Problems, Test Interpretation, Test Validity

The article identifies major events that have impacted on public policy toward testing during the last 20 years. Events were classified, and an interpretation of the interrelationship of events was made. Events were classified as stemming

from writings of individual authors, publications of professional organizations, and actions taken by the Legislative, Executive and Judicial Branches of government. The publications of the professional organizations and actions taken by the three branches of government were described in detail. The writings of individual writers were acknowledged but not described. The major concerns of the initiators of events were identified as follows: (a) problems generated by the use of tests for making employment decisions, (b) problems of interpretation generated by semantic differences between the psychological and legal disciplines, (c) problems associated with and resulting from the impact of accountability on the test developer and user. A noticeable trend was the shifting of the foci of prime concerns from an emphasis on professional competency to an increasing emphasis on professional integrity. This, in turn, resulted in an increasing resortment to a legalism that holds the test developer and user accountable for their respective product and use. (Author)

ED 114 408 TM 004 887

Jongsma, Eugene A. Warshawer, Elaine  
The Effects of Instruction in Test-Taking Skills upon Student Performance on Standardized Achievement Tests. Final Report.

New Orleans Univ., La. Dept. of Elementary and Secondary Education.

Spons Agency—Louisiana State Univ. Foundation, Baton Rouge.

Pub Date Jun 75

Note—67p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Achievement Tests, Comparative Analysis, Disadvantaged Youth, \*Educational Research, Elementary Education, Grade 5, Guessing (Tests), \*Instructional Programs, Literature Reviews, \*Program Effectiveness, Reading Tests, Research Needs, Standardized Tests, Student Motivation, Test Bias, Test Construction, Testing Problems, Test Reliability, Test Results, Test Validity, \*Test Wiseness

The purpose of this report is to: (1) summarize the attempts that have been made to define and investigate test wiseness, particularly those efforts made at teaching test wiseness; (2) identify gaps and deficiencies in the existing body of research; (3) make recommendations as to the direction that future research in this area should take; and (4) report the results of two experimental efforts to teach test wiseness. As part of this project, two studies were conducted to determine the effects of a course in test taking skills on the reading achievement scores of two classes of fifth grade inner-city students. The students were divided, based on their reading test scores, into two groups: low achievers and high achievers. These groups were then divided into experimental and control groups. The students were introduced to the program unit which was designed to keep them motivated as well as develop skills in test taking. At the end of the course, the students were administered the Stanford Achievement Test-Reading and the Comprehensive Test of Basic Skills, Level II. The results of the study showed that although students who received instruction in test taking skills average higher scores, their gains were not statistically significant. (Author/DEP)

ED 114 409 TM 004 892

Anderson, Lorin W.  
Opportunity to Learn, Test Bias, and School Effects.

Pub Date Feb 75

Note—18p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Washington, D.C., March 30-April 2, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Academic Achievement, \*Achievement Tests, Culture Free Tests, Elementary Education, \*Incidental Learning, Standardized Tests, \*Test Bias, Test Validity, \*Vocabulary

The purpose of the study was to examine test bias and the "non-effects" of schooling. Teachers were given a list of words selected from standardized vocabulary tests and asked to indicate the words they had taught. The words were classified by the grade level at which they were first introduced. Ninety-five third-grade students in four schools were given two 17-item subtests: subtests of items the students did and did not have an opportunity to learn. The difference in

the scores on the tests was used as an index of school effects of student vocabulary. Achievement test bias (when equated with content validity) was present. Students scored higher on the subtest containing items they had had an opportunity to learn. (Author/RC)

ED 114 410 TM 004 897

Bower, George L. Lewis, John R.  
ASVAB Expectancy Tables: Addendum to "A Concurrent Validity Study Relating the Armed Services Vocational Aptitude Battery to Success in High School Vocational-Technical Courses".

Armed Forces Vocational Testing Group, Randolph AFB, Tex. Research Div.

Report No—AFVTG-TRN-75-1

Pub Date Jan 75

Note—30p.; This report is an addendum to ED 109 258; For related documents, see ED 109 259 and 109 263

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Academic Achievement, \*Aptitude Tests, \*Armed Forces, \*Expectancy Tables, Grades (Scholastic), \*High School Students, Occupational Tests, Predictive Ability (Testing), \*Predictive Validity, Raw Scores, Secondary Education, Secondary School Counselors, Test Interpretation, Test Validity, Vocational Aptitude, Vocational Education  
Identifiers—\*Armed Services Vocational Aptitude Battery

This supplemental guide to the interpretation of the Armed Services Vocational Aptitude Battery (ASVAB) results in local guidance and counseling programs is designed for use by high school counselors, service test administrators, and educational specialists. This addendum to the original study presents expectancy tables for 28 civilian vocational-technical courses in which 5,211 students were enrolled in 25 high schools situated in the northeast, midwest and far west regions of the country. Also included in this note is a suggested ASVAB interpretative guide. School samples were obtained through voluntary participation. The investigators are indebted to all participating counselors, administrative personnel, principals, and students. This document is an abstract of a more comprehensive treatment of the data contained in Armed Forces Vocational Testing Group (AFVTG) Technical Research Report 74-5 (January 1975) (ED 109 258). (Author/DEP)

ED 114 411 TM 004 902

Gillmore, Gerald M.

The Relationship Between Graduating Senior Nominations of Valuable and Non-valuable Courses and End-of-Course Student Ratings.

Washington Univ., Seattle. Educational Assessment Center.

Report No—EAC-P-271b

Pub Date Jul 75

Note—12p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*College Students, Comparative Analysis, \*Course Evaluation, Effective Teaching, Higher Education, Participant Satisfaction, Questionnaires, Seniors, Student Evaluation, Student Opinion, Summative Evaluation, \*Teacher Rating, \*Time Perspective, \*Validity

Identifiers—\*Washington University

The College of Arts and Sciences Senior Survey asked students to nominate their most and least valuable courses during their undergraduate careers. The end-of-course student ratings were compared between 40 courses rated as valuable and 16 courses rated as nonvaluable. All differences were statistically significant, with valuable courses getting more favorable ratings on all items. Items which most strongly discriminated between the two groups tended to be those addressing broad educational outcomes, while items showing least discrimination dealt with the mechanics of good teaching. (Author)

ED 114 412 TM 004 903

Shields, W. S.

Prediction from Contingency Tables Using Joint Likelihoods. MLM Research Report 74-1.

Royal Military Coll. of Canada, Kingston (Ontario). Dept. of Military Leadership and Management.

Spons Agency—Defence Research Board, Ottawa (Ontario).

Report No—MLM-RR-74-1

Pub Date [Oct 74]

Note—13p.; Paper presented at the Annual Meeting of the Military Testing Association (16th, Oklahoma City, Oklahoma, October 21-25, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Bayesian Statistics, Behavioral Science Research, \*Classification, Higher Education, Hypothesis Testing, Matrices, Measurement Techniques, Prediction, Predictive Validity, \*Predictor Variables, \*Probability, \*Questionnaires, Response Style (Tests), Statistical Bias

Identifiers—Canada, \*Contingency Tables, Moonan (W J)

A procedure for predicting categorical outcomes using categorical predictor variables was described by Moonan. This paper describes a related technique which uses prior probabilities, updated by joint likelihoods, as classification criteria. The procedure differs from Moonan's in that the outcome having the greatest posterior probability is selected as the prediction regardless of misclassification cost. It also differs in method of screening and weighting the predictor variables, and treats the problem of small-sample bias. Applications, to date, are in the analysis and use of questionnaire responses to predict categorical outcomes, namely, voluntary, academic, and military attrition from a Service College. Classification efficiency appears to be comparable to that of the Moonan technique. (Author)

ED 114 413 TM 004 904

O'Neill, Josephina And Others

The Effect of Visual Format Upon the Test Performance of Spanish-Speaking Students.

Pub Date [Sep 75]

Note—11p.; Paper presented at the Annual Meeting of the American Psychological Association (Chicago, Illinois, September 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Bilingual Students, Comparative Analysis, \*Elementary School Students, Listening Comprehension, Lower Class Students, Multiple Choice Tests, \*Organization, Primary Education, \*Response Mode, \*Spanish Speaking, \*Testing, Testing Problems, Test Results, Visual Measures, Vocabulary

Identifiers—\*Interamerican Tests of General Ability, TOGA Level I OV

The Inter-American Test of General Abilities (TOGA) for bilingual children has parallel Spanish and English forms which have been used to determine language proficiency and dominance. Generally, there has been little emphasis on measuring such physical test features as size, spacing, color, and typeface. The purpose of this study was to determine whether the Oral Vocabulary subtest of TOGA, Level I, significantly affects the test performance of Spanish-speaking youngsters. Results indicate that spacing is a significant factor in the test performance of Spanish-speaking youngsters on this test. It is emphasized that lack of research concerning format factors, particularly at the elementary school level, requires prompt action. (BJG)

ED 114 414 TM 004 905

Elster, R. S. Githens, W. H.

Selection of Officer/Students for Graduate Education.

Spons Agency—Navy Personnel Research and Development Center, San Diego, Calif.

Pub Date [Oct 74]

Note—8p.; Paper presented at the Annual Meeting of the Military Testing Association (16th, Oklahoma City, Oklahoma, October 21-25, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Academic Aptitude, Aerospace Technology, Biographical Inventories, Communications, Cost Effectiveness, Grade Prediction, Grades (Scholastic), \*Graduate Study, Higher Education, Interest Tests, Management, \*Officer Personnel, Operations Research, \*Predictor Variables, \*Selection, Statistical Analysis, Systems Analysis, \*Validity, Vocational Interests

Identifiers—Naval Postgraduate School, United States Navy

Confined to existing monetary and human resources, the Navy's Postgraduate Selection Board is responsible for selecting officers for graduate education who will both perform well and develop skills applicable to later Navy billets. Although different methods have been employed for this selection process, most decisions have

been based on officer fitness reports and prior academic records. Data from the Graduate Record Exam (GRE), Strong Vocational Interest Blank (SVIB), and a biographic data form were used in attempts to predict Naval Postgraduate School grade averages in four separate curricula: Operations Research/Systems Analysis, Aeronautical Engineering, Communications Management, and Management. Results indicate that academic aptitude and biographic data could be used for selection to the Naval Postgraduate School. Implementation would require the availability of biographical data and GRE scores for all candidates. The costs of developing these data would seem small when compared to (1) the time saving that could accrue by streamlining the postgraduate selection process, and (2) the more effective use of officer/student human resources. (BJG)

**ED 114 415** TM 004 906

*Jensen, Arthur R.*  
Test Bias and Construct Validity.  
Pub Date Sep 75

Note—31p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, September 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Caucasians, Comparative Analysis, Culture Free Tests, Elementary School Students, Individual Differences, Intelligence, \*Intelligence Tests, \*Nature Nurture Controversy, Negroes, \*Racial Differences, Socioeconomic Status, Standardized Tests, Statistical Analysis, \*Test Bias, Test Reliability, \*Test Validity  
Identifiers—Peabody Picture Vocabulary Test, Ravens Progressive Matrices, Stanford Binet Intelligence Scale, Wechsler Intelligence Scale for Children, Wonderlic Personnel Test

The several statistical methods described for detecting test bias in terms of various internal features of a person's test performances and the test's construct validity can be applied to any groups in the population. But the evidence regarding groups other than U.S. blacks and whites is either lacking or is still too sketchy to permit any strong conclusions. The evidence regarding black-white comparisons, however, is based on a number of well-known, widely used, and quite diverse standardized individual and group tests of intelligence given to a large representative sample of whites and blacks. The results are unequivocal: none of the several subjective indices of cultural bias shows any significant indication of bias in any of these tests when they are used with blacks and whites. Correlation of raw scores with age, internal consistency reliability, rank order of item difficulty, relative difficulty of adjacent items, item correlation with total score, loadings of items or tests on the general factor, and relative frequencies in choice of error distractors—all are substantially the same in black and white groups. It is concluded that these standardized tests of intelligence—the Peabody Picture Vocabulary, Raven's Progressive Matrices, Wechsler Intelligence Scale for Children, Stanford-Binet, Wonderlic Personnel Test, and most likely other similar tests—are not at all culturally biased for blacks and whites. They behave statistically the same in both racial groups and do essentially the same job in both groups. (Author/DEP)

**ED 114 416** TM 004 907

*Ashmore, Will*

A Description of the Implementation of Individually Guided Education in Thirty Wisconsin School Districts.

Pub Date Aug 75

Note—9p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Administrator Attitudes, \*Evaluation, Formative Evaluation, \*Individualized Programs, Predictor Variables, \*Program Development, School Districts, \*Statistical Analysis, Surveys, Teacher Attitudes

Identifiers—IGE Implementation Survey, \*Individually Guided Education, Wisconsin

This study attempts to examine and document the implementation pattern of Individually Guided Education (IGE) across 30 Wisconsin school districts operating IGE programs in their schools. Using these results, the data were then analyzed to determine which of the seven IGE components examined, contributed most to a favorable overall or Total IGE Implementation Score. The seven components are: organizational arrangement, instructional programming, materials, measurement and evaluation, home school

relations, facilitative environments, and research and development. The results indicated that the pattern of IGE implementation across the districts participating in the study is generally adequate or approximately 50 percent along the way to an ideal implementation of the IGE system. Only two of the IGE Components, Home School Relations (35 percent implementation) and Research and Development (33 percent implementation) were areas where improvement and modification can be justified now. The remaining analyses, which consisted of correlational techniques, suggested that districts having a generally favorable Total IGE Implementation Score received favorable ratings on the implementation of the MUS-E Organization, Instructional Programming, and the Measurement and Evaluation Components. At this point in time it appears that Home School Relations, Materials, and Research and Development Components are less a part of the implementation scene of IGE. (Author/DEP)

**ED 114 417** TM 004 909

An Analysis of the Evaluation of State Educational Programs.

California State Legislature, Sacramento. Office of the Legislative Analyst.

Report No—75-16

Pub Date 26 Sep 75

Note—54p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Cost Effectiveness, Educational Assessment, Educational Legislation, Educational Planning, Evaluation, Information Dissemination, Information Utilization, Interviews, Management, \*Program Effectiveness, \*Program Evaluation, Research Problems, Resource Allocations, \*State Departments of Education, \*State Programs

Identifiers—\*California (Sacramento)

A centralized evaluation unit within the California State Department of Education is responsible for evaluating programs administered by the state. Focusing on these educational program evaluations, the principal objectives of this study were to: (1) Describe the major components of the current program evaluation system; (2) Examine the planning of state program evaluations; (3) Analyze the scope, quality and utility of state program evaluations; (4) Examine the coordination of state evaluation activities; (5) Analyze the methods by which evaluation results are disseminated; and (6) Recommend improvements when necessary. In conducting the study, a total of 60 individuals were interviewed. These included staff in the Departments of Education and Finance, staff to several legislative committees, members of the State Board of Education, personnel in local education agencies, representatives of such groups as the California School Boards Association, the California Association of School Administrators, and the California Teachers Association, and individuals with expertise in evaluation from universities and private organizations in the state. The evaluation study interview questions, a list of evaluations and reports reviewed, the legislation which established the Educational Management and Evaluation Commission as part of the State Board of Education, and facts about commission membership are provided in the appendices. (Author/BJG)

**ED 114 418** TM 004 911

*Siegel, Arthur I. Williams, Allan R., Jr.*

Identification and Measurement of Intellctive Load Carrying Thresholds. Final Report.

Applied Psychological Services, Inc., Wayne, Pa. Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.

Report No—AD-A009-159; AFOSR-TR-75-0593

Pub Date Dec 74

Note—107p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (Order No. AD-A009 159, HC-\$5.25, MF-\$2.25)

Document Not Available from EDRS

Descriptors—Information Processing, \*Intellectualization, \*Man Machine Systems, \*Measurement Techniques, \*Perceptual Motor Coordination, Psychomotor Skills, Stimuli, \*Task Analysis, Testing, Tracking

The conjecture was investigated that the intellectual load carrying capability for selected intellectual functions is identifiable and measurable. Intellectual load carrying failure was defined as the point at which a change in transfer function

components occurs as a tracking and a scaled intellectual function were concomitantly performed. The scaled intellectual functions were drawn from the Guilford Structure-of-Intellect model. The transfer function components included amplitude ratio and phase lag as defined by the frequency-response analytic method. Anticipated differences between individual and between intellectual function were found. The ability to isolate the intellectual load carrying threshold for individual subjects and for individual intellectual functions was demonstrated. (Author)

**ED 114 419** TM 004 912

*Hecht, Kathryn A.*

Process Evaluation: A Report from the Firing Line.

Pub Date Apr 75

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—Evaluation Methods, \*Formative Evaluation, Professional Personnel, Program Evaluation

The preliminary experiences of a process evaluator contracted to evaluate a three year program to develop Alaskan Native leadership are presented. With hindsight, some characteristics of this particular project having implications for a process evaluator are noted and some general comments on process evaluation, based on the author's experiences, are generated. (RC)

**ED 114 420** TM 004 914

*Priest, Robert F. Butler, Richard P.*

Don't Use a Contingency Coefficient, Use Gamma.

Pub Date [Apr 75]

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Comparative Analysis, \*Computer Programs, \*Correlation, \*Hypothesis Testing, Prediction, \*Sampling, \*Tests of Significance  
Identifiers—Chi Square, Contingency Coefficient, Gamma Coefficient

The advantages of Goodman's Gamma, a measure of association, are discussed in reference to the Pearson coefficient of contingency. Both theoretical and practical advantages and disadvantages are discussed. An empirical comparison of the two measures shows that gamma detects significant relationships which chi square does not, and that gamma is applicable to cases where chi square is not. (Author)

**ED 114 421** TM 004 915

*Adams, L. La Mar And Others*

Evaluation of One Type of Non-Traditional Program of Higher Education.

Pub Date 2 Apr 75

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Academic Achievement, Academic Failure, \*College Programs, College Students, \*Educational Alternatives, Educational Innovation, Evaluation Methods, Higher Education, Mental Health, \*Outdoor Education, \*Program Evaluation, Relevance (Education), \*Self Concept, Statistical Analysis, Student Attitudes, Student Evaluation

Identifiers—CLASP, \*Creative Learning Application Sociological Princip, Nontraditional Education, Wilderness Education Programs

Creative Learning through the Application of Sociological Principles (CLASP) is a nontraditional program designed to help students develop their own concepts, theories, and skills during a nonstructured sociology semester. The program consists of seven phases: (1) first week: testing, simulating, and preparation; (2) second-third weeks: human relations and survival lab in wilderness; (3) fourth-seventh weeks: post-wilderness community problem solving upon return to campus; (4) eighth week: midterm evaluation; (5) ninth-twelfth weeks: skilled experiences; (6) thirteenth-fourteenth weeks: reporting, sharing, discussing, and analyzing; and (7) fifteenth-sixteenth weeks: evaluation and grading. A group of students who had completed two evaluation phases of an outdoor survival program and two

different CLASP groups all involved in wilderness educational programs, were examined together with two control groups. The control groups were a conventional beginning class in sociology and a conventional T-group. Results significantly favor CLASP communities over T-groups and control groups in terms of sociological content, changes in self conception, and academic achievements. Strong positive reactions rated the CLASP program as the best learning experience in the students' college career. The program has created considerable "noise" in the traditional academic system for nontraditional education. Recommendations are made for institutions to adapt this survival-type program to the needs of each college department. (Author/BJG)

ED 114 422

TM 004 916

Rippey, Robert M.

**Transactional Evaluation and the Improvement of Instruction.**

Pub Date Apr 75

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Change Strategies, Cost Effectiveness, \*Educational Change, Evaluation Methods, Evaluation Needs, Formative Evaluation, \*Individual Needs, \*Institutional Role, Instructional Improvement, Models, \*Participant Characteristics, Professional Personnel, \*Program Evaluation, Questionnaires, Role Perception, Summative Evaluation

Identifiers—\*Transactional Evaluation

Because discrepancies between individual needs and institutional roles are so often neglected in planning educational change, attention to this dimension may prove worthwhile. Evaluators who have omitted the evaluation of the effects of educational innovation on the total system—not just the students—may find it productive to assume this additional responsibility. It is hypothesized that greater productivity may be realized if institutions undergoing change attend to and respond to the real and the projected anxieties of all those responsible for and affected by the change, since implementors may undergo greater changes than clients. Those involved in effecting change may need assurance that they can be competent in their new roles, and that their needs will be identified and responded to. Such identification and supportive response is a key to establishing a climate where change can be productive and "non-events," or business-as-usual teaching under the cloak of a project title or number, will be at a minimum. The transactionally oriented evaluator could participate in the usual formative, summative and cost tasks, but he would also ask additional questions about (1) Who is involved? (2) What is expected of them? (3) How are they threatened by change? (4) How do they make compromises between their needs and the reward system? (5) In what way, and how adequately does the institution assess the consequences of change, not only on the system clients, but also on the members of the system? (Author/BJG)

ED 114 423

TM 004 917

Oana, Robert G. And Others

**A CBTE Program Design Incorporating Comparative and Retention Data for Evaluation.**

Pub Date Mar 75

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Academic Achievement, Behavioral Objectives, Comparative Analysis, \*Course Evaluation, \*Elementary School Science, Higher Education, Instructional Improvement, \*Methods Courses, \*Performance Based Teacher Education, Performance Factors, Self Evaluation, Student Evaluation, Student Teachers

Identifiers—CBTE, Central Michigan University, \*Competency Based Teacher Education

The Competency Based Teacher Education (CBTE) effort in science methods has been responsible for generating a different approach to university-level instruction. Student achievement of specified goals is greater than in the traditional program, and study perceptions of the instructional experience suggest that competency-based

instruction emphasizes, more than the traditional approach, such things as independent, activity-oriented, assignments and that such assignments contribute more to success in the course than instructor interactions or assigned readings from text. The successes of the CBTE science methods course do not appear to be translated into differences in behavior during a later directed teaching experience. Overall, Central Michigan University (CMU) students are viewed as successful in lesson planning and lesson teaching in the directed teaching experience, whether they participate in CBTE or non-CBTE sections of the science methods course. The data of the current project suggests that CBTE has effects at the level of the university classroom, but that these effects are not translated into behavioral differences in the classroom. The presence or absence of field experiences concurrent with the CBTE modules does not seem to moderate these results. (Author/BJG)

ED 114 424

TM 004 918

**Industrial Arts Test Development Book 2: Resource Items for Ceramics, Graphic Arts, Metals, Plastics.**

New York State Education Dept., Albany. Bureau of Elementary and Secondary Educational Testing.; New York State Education Dept., Albany. Bureau of Industrial Arts Education.

Pub Date 75

Note—183p.; For a related document, see ED 109 457

EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage

Descriptors—Ceramics, Graphic Arts, \*Industrial Arts, Instructional Aids, \*Item Banks, Metals, Plastics, Resource Materials, Secondary Education, \*Tests

This publication encompasses questions for Ceramics, Graphic Arts, Metals, and Plastics for the second of a series. The use of this publication and the previously published (1973) book containing resource items for Drawing, Electricity/Electronics, Power Mechanics, and Woods (ED 109 457) will provide complete coverage of the basic series courses as outlined in "A Handbook for Administrators" (1970). These two publications are designed to assist in the improvement of classroom tests at the secondary level. It is recommended that teachers select and use those questions which have relevance to their instructional practices as the publications are a resource rather than a complete examination. Answer keys are provided. (Author/RC)

ED 114 425

TM 004 919

**Final Evaluation Report for Minneapolis Health and Nutrition Project.**

Guardian Resource Development, Inc., St. Paul, Minn.

Spons Agency—Minneapolis Public Schools, Minn.

Pub Date 30 Jun 75

Note—110p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Clinical Diagnosis, Community Education, Curriculum Development, Elementary Secondary Education, \*Health Education, \*Health Needs, \*Health Programs, Mental Health, Nutrition, Parent Participation, Professional Personnel, \*Program Development, \*Program Evaluation, Program Planning, Resource Materials, School Community Cooperation, School Health Services, Student Needs, Student Opinion, Teacher Attitudes

Identifiers—Minneapolis Public Schools, \*Minnesota (Minnesota)

The social, mental and physical health of children in target Minneapolis Schools has been carefully studied. The intent of this project was to design and implement a program which would improve health. This report discusses the progress of the project for the first year. The project's activities centered around planning, needs assessment and development of the health program. The format of the report is as follows: (1) statement of project objective, (2) description of project activities to accomplish the objective, and (3) evaluation findings and statement as to accomplishment of the objective. Important considerations were that both the program and the process of its development be usable and adoptable by others, that the program bring parents, community, and schools together as partners to improve children's health, and that the program enable students to acquire the knowledge, skills, and attitudes necessary for life-long health practices. (Author/BJG)

ED 114 426

TM 004 920

Houge, Judy

**Final Evaluation Report on Title III ESEA Project "Eliminating Sex Bias in Education" 1974-1975 for Special School District No. 1, Minneapolis, Minnesota.**

Minneapolis Public Schools, Minn.

Pub Date 30 Jun 75

Note—76p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Courses, Criterion Referenced Tests, \*Curriculum Development, Curriculum Evaluation, Data Analysis, Elementary Secondary Education, Inservice Teacher Education, \*Instructional Materials, Instructional Materials Centers, Librarians, Parochial Schools, \*Perception, Program Development, \*Program Evaluation, Public Schools, \*Sex Discrimination, Student Attitudes, Students, Teacher Attitudes

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Minneapolis Public Schools, Minnesota (Minnesota)

The goal of this project was to eliminate sex bias in education through the development of student and teacher awareness of sex bias. Four objectives were developed for the first year project: (1) the development and implementation of non-sexist curriculum in grades 4-12, (2) the development of teachers' and librarians' awareness of sexism in learning materials, (3) the development of dissemination materials and a resource center of nonsexist learning materials, and (4) the measurement of student awareness of sex bias. To meet these objectives, the project developed three elementary nonsexist units of instruction and 19 secondary nonsexist lessons which were taught in Minneapolis public and parochial schools, conducted inservice training for teachers and librarians, created a resource center of nonsexist learning materials, and developed criterion-referenced test items to measure student awareness of sex bias. Evaluation involved the monitoring of the development and administration of instruments to measure student and teacher ratings of the lessons and the validation of each lesson by two curriculum experts: inservice training sessions were evaluated by means of participant responses to surveys developed by the evaluator. The progress toward the development of the resource center was monitored, and the results of the criterion referenced testing were analyzed, item difficulties, item discrimination and test reliabilities computed. Findings indicate that the project was successful overall in meeting its objectives. (Author/RC)

ED 114 427

TM 004 921

**Expressive Arts through Perceptual-Motor Development: Final Evaluation 1973-1974. An ESEA Title III Project.**

Glen Haven Achievement Center, Fort Collins, Colo.

Spons Agency—Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Report No.—C-73-23

Pub Date Aug 74

Note—49p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Aesthetic Education, \*Child Development, \*Creative Expression, Cultural Awareness, Curriculum Development, Dance, Drama, Fine Arts, Individualized Instruction, Music Activities, Parent Participation, \*Perceptual Motor Learning, Primary Education, Problem Solving, \*Program Evaluation, Self Concept, Teacher Education, Tests, Values

Identifiers—Bethune Elementary School, Elementary Secondary Education Act Title III, \*Minneapolis Public Schools, Minnesota (Minneapolis)

The purpose of this program was to provide an expressive arts program for children in kindergarten through grade three. This program emphasized perceptual-motor development leading to expression in the arts; expression through music, art, movement or dance, and drama. It was designed to provide an atmosphere for creativity, non-verbal expression and problem solving, aesthetic skill development, extended cultural awareness, and valuing. It offered individualized perceptual training for children deficient in such development. Planned parent and community involvement were built into this program. It was designed to generate resource materials and models leading to the development and implementation of curriculum. Program ob-

jectives were evaluated by utilization of existing tests and measurement instruments, daily records and case studies, teacher observations, and reports from outside evaluators with recognized expertise. These instruments were used to measure perceptual motor skills, related perceptual-motor behaviors, and academic abilities which may have changed as a consequence of the program: Purdue Perceptual-Motor Survey, Virginia Psycho-Motor Screening Instrument, Peabody Individual Achievement Test, and Goodenough Draw-A-Man Test. Statistical data and reports by outside evaluators support the position that the initial objectives of the program were largely met. (Author/RC)

ED 114 428 TM 004 922

Johnson, Lary

An Evaluation of the Minneapolis Public Schools' Human Relations Recertification Program (Educ 521).

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Report No.—C-74-52

Pub Date Jun 75

Note—44p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Behavior Change, Elementary Secondary Education, \*Human Relations Programs, Interaction, \*Performance Based Teacher Education, Program Effectiveness, \*Program Evaluation, Public Schools, Questionnaires, Student Teacher Relationship, Teacher Attitudes, Teacher Behavior, \*Teacher Certification

Identifiers—Human Relations Recertification Program (Educ 521), Minneapolis Public Schools, Minnesota (Minneapolis)

About 3,000 educators have participated in Educ 521 human relations recertification programs sponsored by the Minneapolis Public Schools (MPS). In February 1975, the 755 participants who had processed their recertification forms were mailed a questionnaire to determine overall program effectiveness, differences among programs, and directions for future human relations education. Based on the post-program reactions given by 75 percent of the participants, it was the evaluator's opinion that, considering the conditions under which the program was operating, the 521 program was valuable. Not all participants became more competent in the areas specified by Educ 521; in fact, a substantial percentage indicated that the program was not helpful. However, two-thirds of the participants did say that the program helped them increase their understanding of various ethnic/cultural groups, biases, and power/powerlessness. Three-fourths said they improved their communication skills; about half said they learned skills that could be used in the school setting; and about half said they interacted differently in the school setting as a result of the 521 program. Recommendations were made to offer a variety of 521 programs that would meet the different needs of potential participants, define clearly the goals and activities of each program, offer voluntary in-depth human relations programs beyond the 521 program, emphasize real experiences in all programs, and explore some new approaches. (Author/RC)

ED 114 429 TM 004 923

Johnson, Lary

Staff Members' Preferences for Characteristics of Educational Programs in Minneapolis West Area Schools.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Report No.—C-74-54

Pub Date Apr 75

Note—37p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Age, Community Involvement, Data Analysis, \*Educational Alternatives, Educational Innovation, \*Educational Programs, Elementary Secondary Education, Individual Differences, Parent Attitudes, Parent Participation, Parent School Relationship, Questionnaires, Student Evaluation, Student Responsibility, Surveys, \*Teacher Attitudes, Teaching Methods, Team Teaching

Identifiers—\*Minneapolis Public Schools, Minnesota (Minneapolis)

The results of a survey distributed to teachers in the West Area of the Minneapolis Public Schools concerning their preferences in the school setting indicate that teachers: (1) differ in

their preferences for instructional settings, (2) prefer flexibility and variety in school curriculum, schedules, and instructional methods, (3) desire the utilization of persons other than teachers, prefer team teaching, and think students should direct some of their own learning, (4) want parents more directly involved in their children's education, (5) prefer their students to be the same age or grade levels, (6) prefer both active and passive instructional learning methods, (7) believe that specific basic skills should be taught in specific courses, (8) stress the importance of affective education, (9) think that student evaluation requires both the assessment of individual progress and a comparison between the individual student and same-aged students, and (10) question extensive student responsibility within the learning situation. Appendices provide both information about staff and parent preferences for alternative education programs, and the West Area Staff Survey. (BJG)

ED 114 430 95 TM 004 924

Johnson, Lary

The Fourth Year of IPI Mathematics at Minneapolis Hall School: 1972-73. A Title I ESEA Project.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Report No.—C-72-48

Pub Date Jul 73

Note—29p.; For a related document, see ED 083 290

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Achievement Gains, Achievement Tests, Basic Skills, \*Compensatory Education Programs, Disadvantaged Youth, \*Elementary Education, Elementary School Mathematics, \*Individualized Instruction, Individualized Programs, \*Mathematics Instruction, \*Program Evaluation, Student Attitudes, Teacher Attitudes, Test Results

Identifiers—Elementary Secondary Education Act Title I, Hall Elementary School, \*Minneapolis Public Schools, Minnesota (Minneapolis)

The Individually Prescribed Instruction (IPI) mathematics project at Hall Elementary School in Minneapolis completed its fourth year of operation in June 1973. The program is organized on a continuum of 415 math skills grouped into eight levels according to increased difficulty. Students progress through the continuum at their own rate as they master math skills. Children in grades 2-6 participated in the 1972-1973 project. Achievement scores on the Modern Math Supplement to the Iowa Tests of Basic Skills have improved each year of the IPI project. Contrary to children in many disadvantaged areas, Hall students do not compare less favorably with publisher norms as they become older; the IPI students hold near the percentile rank they had as third graders as they progress through school. Hall students have expressed more positive attitudes toward math than those in comparison schools. Hall teachers have supported the IPI project, emphasizing the individualized approach and the students' positive attitudes. IPI was not to be continued in the 1973-74 school year. (Author/BJG)

ED 114 431 TM 004 997

Olien, C. N. And Others

A Social Systems Approach to Evaluation Research.

Pub Date [Apr 75]

Note—14p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education Programs, Audiences, Delivery Systems, \*Educational Television, Elementary Education, Evaluation, \*Information Dissemination, Mass Media, \*Models, Nutrition Instruction, Organization, Prediction, \*Program Evaluation, Research, Social Action, Social Systems, Student Reaction, \*Systems Analysis

Identifiers—Mulligan Stew

An information-control systems model for evaluation of adult education programs is offered and illustrated. The model is based upon identifying principal subsystems, such as source, channel and audience, which are involved in initiation, production, delivery and reception of educational messages. These subsystems are seen as separate

but interdependent, having the power singly or jointly to make crucial decisions about generation, dissemination or withholding of information. The extent to which these subsystems may in fact exert such controls has been demonstrated in a variety of research studies, many in the mass communication area. Specific application of the model is illustrated in the evaluation of the "Mulligan Stew" television series which, although directed at a young audience, has implications for evaluation of any adult education program which involves extensive use of the mass communications media. The study included before-after, student responses in eight schools and estimates of such response from nutrition specialists, information specialists, television station personnel, and teachers. In terms of final outcome, the Mulligan Stew results generally and strongly support the information control systems model, and testify to its utility in evaluational research. (RC)

## UD

ED 114 432 UD 015 430

Jensen, Arthur R.

Race and Mental Ability.

Pub Date Sep 74

Note—76p.; Paper presented at a Symposium of the Institute of Biology on "Racial Variation in Man" (Royal Geographical Society, London, England, September 19, 20, 1974)

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Culture Free Tests, Disadvantaged Environment, \*Ethnic Groups, Evaluation, Genetics, Heredity, \*Intelligence Differences, Minority Groups, Models, \*Nature Nurture Controversy, Negro Achievement, Negro Youth, Prenatal Influences, Probability Theory, Psychometrics, \*Racial Differences

Identifiers—\*Jensen (Arthur)

This paper, focusing on differences between Caucasians and Negroes in the United States, summarizes from a "scientific standpoint" the main facts and theoretical issues involved in the study of human racial differences and behaviors. Three principles are considered to govern the orientation of this document: (1) objective research and knowledge are possible and should not be entangled with political and social policy; (2) phenomena are better explained by theory as opposed to ad hoc explanations; and (3) conclusions expressed in terms of statistics and probabilities must be accepted, with their tentative nature kept in mind. Among the topics dealt with are: (1) mutation and drift, migration, and selection processes affecting evolutionary differentiation; (2) formulation of heritability of group differences; (3) psychometric evidence for the author's conclusions; and (4) hypotheses of culture-biased tests and environmental foci. It is reiterated that it is highly probable that genetic as opposed to environmental factors are involved to a substantial degree in the lower average IQ of American Negro groups. (Author/AM)

ED 114 433 UD 015 446

Gallardo, Jose M., Ed.

Proceedings of Conference on Education of Puerto Rican Children on the Mainland (October 18 to 21, 1970).

Puerto Rico State Dept. of Education, Hato Rey. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—192p.

EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage

Descriptors—Biculturalism, Bilingual Education, Bilingual Schools, Bilingual Students, Bilingual Teachers, \*Conference Reports, Economically Disadvantaged, Educationally Disadvantaged, \*Educational Policy, \*Educational Problems, English (Second Language), Ethnic Groups, Instructional Materials, Interagency Coordination, Language Programs, \*Minority Group Children, Non English Speaking, Puerto Rican Culture, \*Puerto Ricans, Teacher Education, Teacher Recruitment

These conference proceedings deal with the exploration of the problems faced in educating Puerto Ricans and in seeking solutions for these same problems with a focus on the programs for school age children. Major areas discussed in the conference proceedings are: the cultural background of the Puerto Rican child, testing and



placement of Spanish speaking children, views of state-side educators, overcoming the language barrier of the Spanish speaking child (pre-school English instruction), English as a second language (reading), English as a second language (language and bilingual programs), observation visits to schools and other institutions, recruitment and training of teachers of English for Spanish speaking children, preparation of instructional materials, and affective cooperation of Puerto Rican agencies. (AM)

**ED 114 434** **UD 015 447**  
**Educational Needs of Children from Minority Groups.**  
 Community Relations Commission, London (England).  
 Pub Date Jul 74  
 Note—24p.

Available from—Community Relations Commission, 15-16 Bedford Street, London WC2E 9HX, England (\$0.63, paper)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors—**Academic Achievement, Bilingual Education, Economically Disadvantaged, Educationally Disadvantaged, \*Educational Needs, English (Second Language), Ethnic Groups, Immigrants, \*Minority Group Children, Negroes, Non English Speaking, \*Policy Formation, Teacher Education

**Identifiers—**\*England, West Indians

This paper proposes measures for policy implementation to meet the educational needs of minority group children from "New Commonwealth" (newly independent) countries residing in England. An admission of the importance of education of these children, the need for more resources to be made available to them, and the extent to which these children's needs and those of the indigenous community are similar are stated to be relevant considerations. The main results of systematic research findings and experience in multi-racial schools are given along with the main implications for action and research. Specific recommendations submitted include requests for additional resources from central government, the establishment of a national policy for deprived urban areas, several programs for local education authorities (such as advisory teams on multi-racial education, multi-racial curricula development, and assessment in multi-racial schools), and teacher training with the adoption of positive policies to recruit and train professionals from minority backgrounds. (AM)

**ED 114 435** **UD 015 452**  
**Dragoon, Marion Dancis**  
**Factors Influencing the Completion or Non-Completion of a Program of Compensatory Education: A Retrospective Analysis of Qualitative Data.**

Pub Date 75  
 Note—192p.; Ed. D. Dissertation, Teachers College, Columbia University  
 Available from—Teachers College, Columbus University, New York, New York

**Document Not Available from EDRS**

**Descriptors—**Academic Achievement, Case Studies, \*Compensatory Education Programs, Culturally Disadvantaged, \*Disadvantaged Youth, Dropout Problems, Dropout Research, Economically Disadvantaged, Educationally Disadvantaged, Educational Opportunities, Employment Opportunities, \*Equal Education, Occupational Mobility, Research Methodology, Urban Youth, Youth Problems

**Identifiers—**College Bound Programs, \*New York (New York)

This dissertation investigates the factors operant during the high school years which facilitate or inhibit the entrance into college of a group of low-income students in a New York City high school. A qualitative approach is used to examine a group of students in a compensatory education program, the transactions that occurred between them, their educational environment as they perceived it, and their social world. A review of the literature considered in this study includes topics such as the relationship of education to occupational attainment and factors influencing school achievement. A section on people, setting, and treatment discusses antecedents to the program and the specific program itself. Two case studies of a pair of students who contradicted the predictions are described along with two additional case studies of a pair of students whose completion might have been predicted. A

concluding discussion examines each pair of terms of similarities and differences, and both pairs in terms of such foci as differential experiences of the program, group membership, and others. Three categories comprising the mix of person-program qualities resulting in completion or non-completion of the program are presented. A series of general implications and implications for counselor training are also included. (Author/AM)

**ED 114 436** **UD 015 454**

**Leavitt, Ruby Rohrlach**

**The Puerto Ricans: Culture Change and Language Deviance.** Viking Fund Publications in Anthropology, Number 51.

Wenner-Gren Foundation for Anthropological Research, Inc., New York, N.Y.

Pub Date 74

Note—268p.

Available from—University of Arizona Press, Box 3398, Tucson, Arizona 85722 (\$4.95)

**Document Not Available from EDRS**

**Descriptors—**\*Acculturation, American Culture, \*Anthropology, Area Studies, Culture Conflict, Economic Disadvantage, Ethnic Groups, Field Studies, Immigrants, Language Handicaps, Linguistic Difficulty (Inherent), Migrant Problems, Migrants, Puerto Rican Culture, \*Puerto Ricans, Rural Population, Social Class, Sociocultural Patterns, Spanish Culture, \*Speech Handicaps, \*Stress Variables, Stuttering, Urban Areas, Urban Culture

**Identifiers—**New York (New York), Puerto Rico (San Juan)

This anthropological study examines whether sociocultural factors are basic to the etiology of stuttering through (1) an investigation of the incidence of stuttering in a single ethnic group, Puerto Rican rural migrants living in two different cultural milieus (San Juan and New York City), and (2) a comparison of the sociocultural variables in the lifeways of the migrants in the two cities. The study focuses on the validity of the theory that stuttering is a deviant linguistic response to sociocultural stress. A section on perspectives in stuttering provides an overview, a literature review, methodology, procedures, and statistical findings. A cultural-historical perspective of Puerto Rico covers topics such as the Spanish heritage and the North American overlay, rural subcultures in Puerto Rico, and the migrants in San Juan. A cultural-historical perspective of the United States likewise provides a discussion of the migrants in New York City, a comparison of the migrants in San Juan and in New York, contemporary American working-class values, and the American heritage. The final section discusses stuttering and stress. A series of inferences derived from the study are made, among them being the relation between dominant values of a culture and the prevalence or lack of stuttering, and the importance of cultural and socioeconomic factors. Suggestions for further research are made. (Author/AM)

**ED 114 437** **UD 015 458**

**McAdoo, Harriette Pites**

**An Assessment of Racial Attitudes and Self Concepts in Urban Black Children. Final Report.**

Howard Univ., Washington, D.C.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.

Pub Date [73]

Note—82p.; Two pages of tabulated material appended to this document have been deleted due to the print size in the original document

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors—**Demography, Early Experience, \*Geographic Distribution, Intelligence Quotient, Negro Attitudes, Negro Students, \*Preschool Children, \*Racial Attitudes, Racial Composition, Racial Distribution, \*Rural Urban Differences, \*Self Concept, Sex Differences, Urban Areas

**Identifiers—**District of Columbia, Michigan, Mississippi

This study compares information about the attitudes of black children in a predominantly black urban community with that from a previous study on Mississippi and Michigan children in which no difference in race attitudes and no relationship between racial attitudes and self-concept were found. The report studies a sample of four- and five-year-old black children, testing them on two occasions a year apart with the stated intent of assessing the impact of three demographic

settings (an integrated northern area, an all black rural southern area, and an all black urban mid Atlantic area) on self-concept, racial attitudes, and self-identification. Self-concept and I.Q. were found to be positively related at the retesting. The D.C. children had good positive self-concepts and showed positive changes in self concept and I.Q. at the retesting. It is suggested that the black child feels better about himself when he is surrounded by those of a similar group membership. (Author/AM)

**ED 114 438** **32** **UD 015 470**

**Educational Disadvantage in New Hampshire.**

Whittemore-Abelson, Concord, N.H.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Education for the Disadvantaged; New Hampshire State Dept. of Education, Concord. Div. of Instruction.

Pub Date 75

Note—116p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors—**Communication Problems, \*Educational Disadvantage, Educational Needs, Family School Relationship, Federal Programs, \*Geographic Location, Health Needs, Individual Needs, Minority Group Children, Psychological Needs, \*Research Needs, Rural Areas, \*School Districts, \*Socioeconomic Status, State Surveys, Suburbs, Urban Areas  
**Identifiers—**Elementary Secondary Education Act Title I, ESEA Title I, \*New Hampshire

This report studies the specific attributes of educational disadvantage which prevent satisfactory achievement in New Hampshire children. It is based on a sample of approximately 10 percent of the state school districts, which are divided into three levels of economic status, three levels of achievement, and an urban, suburban, or rural category. Sections listed are comprised of exhibits that include methodology, educational disadvantage, perception of needs by type of district, and areas for further study. The exhibits are considered to reveal many insights into the elements of disadvantage, the quality of the school-family relationship, the usefulness of current programming for children with special problems, and other subjects. A complex relationship is said to exist between educational disadvantage and levels of economic status and achievement in school districts. Communication problems between school and home, and the tendency by each group to point the finger at the other are listed as findings derived from the study. (AM)

**ED 114 439** **UD 015 475**

**Campbell, Ann And Others**

**Native Language and Black Dialect Interference in the Oral Reproduction of Standard English by Puerto Rican Pupils.**

Pub Date [72]

Note—13p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**Bilingualism, Bilingual Schools, Bilingual Students, Educational Problems, \*Language Handicaps, Language Research, \*Minority Group Children, Native Speakers, Non English Speaking, Non Standard Dialects, \*Puerto Ricans, \*Reading Achievement, Reading Difficulty, \*Second Language Learning, Sociolinguistics

The purposes of this study are stated to be twofold: (1) to determine the relative effects of the native language and black dialect influences on the oral English performance of Puerto Rican pupils in mainland schools and (2) to assess the relationship of these sources of linguistic interference with aural ability in English, reading ability in English, and time in mainland schools. The oral repetition technique is used with 80 Puerto Rican children enrolled in grades 2-4 in a predominantly Puerto Rican bilingual school. Findings indicate a significant positive correlation between degrees of black dialect interference and time in mainland schools. Significant inverse correlations are indicated between degree of black dialect interference and reading ability in English and between degree of Spanish interference and aural ability in English. Time in mainland schools is said to be significantly related to aural ability in English but not to reading ability. A relationship approaching significance between the degree of native language interference and reading ability in English is considered to indicate a need to explore more systematic approaches to the teaching of English to Spanish speaking students. (Author/AM)

**ED 114 440** **UD 015 476**

*Jaffe, A. J. Carleton, Zaida Carreras*  
**Some Demographic and Economic Characteristics of the Puerto Rican Population Living on the Mainland, USA.**

Columbia Univ., New York, N.Y. Bureau of Applied Social Research.

Pub Date Nov 74

Note—81p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

**Descriptors**—Academic Achievement, Birth Rate, City Demography, \*Demography, \*Economic Factors, Employment Patterns, Ethnic Groups, Family Characteristics, Family Life, Individual Characteristics, Living Standards, \*Migration Patterns, \*National Demography, Occupational Mobility, Population Growth, Puerto Rican Culture, \*Puerto Ricans, Residential Patterns, \*Sociocultural Patterns, Socioeconomic Influences, Statistical Data

**Identifiers**—New York (New York), Puerto Rico

This report separates Puerto Ricans into four major subgroups: those who were born on the mainland and live either in New York City, or elsewhere in the United States, and those who were born in Puerto Rico and live either in New York City, or elsewhere in the United States. The report places considerable emphasis on those born on the mainland. A section on overall observations describes the situation on the mainland and presents the diversity characterizing the four subgroups. Sections on demographic, social, economic, and housing conditions, and on the New York City area include topics such as migration, vital statistics, education, employment, income, family and marital status, quality of housing, and geographic distribution of the group in the New York City area. A final section on future migration from the island suggests that the Puerto Rican migrant of the future will resemble the general United States population more closely than did the earlier migrants, in terms of increased schooling, better jobs, higher earning, lower fertility rates, and an urban rather than rural background. (AM)

**ED 114 441** **UD 015 477**

*Davis, Marcheta Z., Ed.*  
**Mary Holmes College Research Project on Rural Blacks. Research Monograph.**

Mary Holmes Coll., West Point, Miss.

Spons Agency—National Science Foundation, Washington, D.C. RANN Program.

Pub Date [73]

Note—86p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

**Descriptors**—Black Community, \*Conference Reports, Economic Disadvantage, Environmental Research, Negro Culture, \*Negroes, Negro Role, \*Research Needs, Research Problems, Research Projects, \*Rural Areas, \*Rural Economics, Rural Education, \*Rural Environment, Rural Family, Rural Population, Rural Urban Differences, Southern Citizens, Southern Community, Southern States

**Identifiers**—Alabama, Arkansas, Georgia, Mary Holmes College, Mississippi

This document reports on a conference, concerning rural blacks in four Southern states, that has as its theme the definition of the problem and research priorities relating to the development of a sense of community. A section on formal presentations includes topics such as democracy, economic progress, and research in the southern region, the university's role in rural development and research, the conditions in rural black Arkansas in 1973, the emergent or extant black community, and adolescent pregnancy. A separate section summarizes conference proceedings, followed by discussion summaries organized into four research areas, which include suggestions for both research and action. The conference is considered to have been valuable and worthwhile in that, to some extent, it provides information and action to improve the quality of life for urban blacks and guidelines and priorities for research thereof. Appendices include basic social, economic and demographic characteristics of the black rural residents in the four states considered, project information, an evaluation of the conference by participants, and a bibliography. (Author/AM)

**ED 114 442** **UD 015 478**

*Mellor, Earl F.*  
**Directory of Data Sources on Racial and Ethnic Minorities.**

Bureau of Labor Statistics (DOL), Washington, D.C.

Pub Date 75

Note—88p.; Bulletin 1879; Footnotes to the appended tabulated material in this document may not be clearly legible on reproduction due to print size in the original document

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 029-001-01777-4; \$1.50)

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

**Descriptors**—Asian Americans, Census Figures, \*Data Bases, Data Collection, \*Directories, Economic Status, \*Ethnic Groups, Government Publications, Guides, Housing Patterns, \*Minority Groups, Negroes, Population Distribution, Reference Materials, \*Resource Materials, Social Characteristics, Spanish Americans, Statistical Data, Statistical Surveys, Tables (Data)

This document represents a comprehensive annotated reference to many sources of data on four racial and ethnic minority groups, namely: blacks, persons of Spanish ancestry, minority races other than Negro (American Indians, Japanese, Chinese, Filipinos, Hawaiians, Eskimos, and Aleuts), and ethnic groups other than persons of Spanish ancestry. The directory identifies and describes a large and diverse number of recent demographic, social, and economic data sources published by a number of federal agencies, such as the Census of Population and Housing, Current Population Surveys, and supplementary reports. Included in the appendix are data locator tables which are said to facilitate the location of minority group data from the 1970 census and recent current population surveys. (Author/AM)

**ED 114 443** **UD 015 480**

**The Continuing Challenge: The Past and Future of Brown v. Board of Education. A Symposium.**

Notre Dame Univ., Ind. Center for Civil Rights.

Pub Date 75

Note—96p.

Available from—Integrated Education Associates,

2003 Sheridan Road, Evanston, Illinois 60201

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

**Descriptors**—Bilingual Education, Civil Rights, \*Conference Reports, \*Educational Discrimination, \*Equal Education, \*Integration Effects, Integration Litigation, Integration Methods, Mexican Americans, Negroes, Racial Integration, \*School Integration, Speeches

**Identifiers**—\*Brown V Board of Education

These conference proceedings are separated into three areas: (1) presentations by individuals who have played important roles in desegregation; (2) presentations on contemporary issues; and (3) the continuing challenge of providing equal educational opportunity to all. Among the topics included in the first section are the social and legal history building up to Brown v. Board of Education case, the implications of Brown, and Delaware's contribution to Brown. Issues such as busing, the continuing validity of integration as a predominant goal in the search for quality education, bilingual education, the emerging meaning of equal educational opportunity, Chicano education, and outlooks for the future are included in the second section. Another aspect of the Brown decision and the civil rights movement, the decision's relevance to white Americans, and the need for racial harmony are discussed in the third section. (AM)

**ED 114 444** **UD 015 486**

*Felice, Lawrence G.*

**Mandatory Busing and Minority Student Achievement: New Evidence and Negative Results.**

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 75

Contract—OEC-6-72-0739-(509)

Note—21p.; Paper presented at the Southwestern Sociological Association Annual Meeting (San Antonio, Texas, March 26-29, 1975); Nine pages of tabulated appendices and a bibliography have been deleted from this document due to print size in the original document

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

**Descriptors**—\*Academic Achievement, Academic Failure, \*Bus Transportation, Comparative Analysis, Court Litigation, Disadvantaged Youth, Equal Education, Integration Effects, Integration Litigation, \*Integration Methods,

Integration Studies, Longitudinal Studies, \*Minority Group Children, Negative Attitudes, Negro Attitudes, Racial Attitudes, Racial Integration, School Integration

**Identifiers**—\*Texas (Waco)

This study evaluates the effects of busing on the subsequent achievement performance of bused black students. Differences in achievement gains or losses are hypothesized as being both a function of bused students attitudes toward busing and desegregation and of the interracial climate of acceptance in the receiving schools. Findings from data gathered by various statistical analyses indicate that the achievement performance of bused black students after the two year period of busing is significantly lower than that of the non-bused black students. In two years, bused black students are said to have advanced an average of only one month in grade placement. School interracial climate and student attitudes are considered to account for the significantly lower achievement performance of the bused students. The major conclusion of this study is that mandatory busing to desegregate schools in communities with great resistance to busing may serve to weaken the achievement performance of the bused minority student. (Author/AM)

**ED 114 445** **UD 015 489**

*Bikshapathi, Adepu, Comp.*

**Health and the Urban Poor: A Bibliography.**

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 75

Contract—NE-C-400-75-0008

Note—62p.; ERIC-CUE Urban Disadvantaged Series, Number 45, August 1975

Available from—Institute for Urban and Minority Education, Box 40, Teachers College, New York, N.Y. 10027 (\$2.50, paper)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

**Descriptors**—Asian Americans, \*Bibliographies, Community Health, \*Disadvantaged Youth, Ethnic Groups, Growth Patterns, Health Conditions, Health Education, Health Services, Learning Disabilities, Mexican Americans, \*Minority Group Children, Negroes, Neurological Organization, Physical Fitness, Physiology, Poverty Research, Puerto Ricans, Recreation, Spanish Americans, \*Special Health Problems, \*Urban Areas

Five hundred and twenty six journal articles, monographs, books and reports dating from 1970 to 1974 comprise this bibliography on issues relating to and attempted solutions of the health problems of minority urban youth. Documents are classified under the following headings: health problems and behavior of ethnic and racial minority groups, health problems related to growth and development, health and environment, learning disabilities, school and community health delivery systems, services and policies, school and community health care personnel, educating health consumers, physical fitness, and recreation and health. The following observations are made: (1) societal health problems can often be identified early in a person's life; (2) school is a critical factor and force in prevention of and treatment of health problems; (3) school personnel are not adequately trained to deal with health problems, and health workers in the community are not aware of health problems and programs in the schools; and, (4) ethnic minority children are most vulnerable to health problems and least likely to receive remedial services. (Author/AM)

**ED 114 446** **UD 015 490**

*Harrison, Algea Othello*

**Locus of Control and Problem-Solving Abilities in Young Black Children.**

Pub Date 75

Note—26p.; Revised version of paper presented at Conference on Empirical Research in Black Psychology II (Teachers College, Columbia University, New York, N.Y., 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

**Descriptors**—Academic Achievement, Decision Making, Decision Making Skills, Individual Power, \*Locus of Control, \*Negro Youth, Pattern Recognition, Personality, \*Problem Solving, Psychological Characteristics, Reinforcement, Self Concept, \*Self Control, Sex Differences, \*Visual Perception

Aspects of problem-solving measured here are delay of gratification, field-dependence independence, and the relection-impulsivity dimension. The following hypotheses are proposed (1) Those subjects who score high on externality will not delay gratification as those who score low, but they will score lower on measures on field-independence than those who score low, they will respond more quickly on measures of reflection and impulsivity than those who score low, and they will commit more errors on this measure than those who score low. (2) There will be no relation between I.Q. scores and degree of externality on the locus of control measures. (3) Significant sex differences will be found on the measure of externality. Findings indicated no significant relation between the locus of control construct and measured aspects of problem-solving abilities. Significant intercorrelations between the dependent variables are found. The data did not indicate significant sex differences. Future research on the locus of control construct is recommended, especially, a specification of what areas of cognitive activities it influences for black youngsters. (Author/AM)

**ED 114 447** UD 015 560

Gordon, Ira J.

**An Investigation Into the Social Roots of Competence. Final Report.**

Florida Univ., Gainesville. Inst. for Development of Human Resources.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date Oct 74

Note—127p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

Descriptors—Classroom Observation Techniques, Cognitive Development, Individual Development, Individual Differences, Infancy, \*Infant Behavior, \*Interaction Process Analysis, Low Income, \*Mothers, \*Parent Child Relationship, Parent Role, \*Performance Factors, Psychological Studies, Success Factors

The focus of the study reported here is on two issues: whether the two most elaborate systems of natural observation, that is, those developed by Escalona and Watts could be applied to mother-child interaction recorded in a teaching situation; and whether there are relationships between maternal-child behavior so observed, and a more extended definition of competence than those originally applied by the various independent investigators. This study, therefore, is considered to have used elements of the natural observation measures and applied them to the videotape from the Instructional Strategies in Infant Stimulation (ISIS) project to further examine the social roots of competency. The sample consisted of 53 families with 22 boys and 31 girls who participated in the ISIS project. They were low income families residing in or near Gainesville, Florida. It is held that, generally, the project demonstrated that the use of observation systems developed originally for naturalistic observation in the home is functional for the analysis of videotapes of structured teaching situations. Further, it is asserted that the mix of theoretical orientations contributes to the richness of this understanding of the meaning of the social transactions between babies and mothers. The project is seen as having demonstrated that within a social class there are variances in maternal-baby behavior which influence infant performance. (Author/JM)

**ED 114 448** 95 UD 015 575

**Paducah-Louisville Consortium, Project VIII. Focus on Dropouts...A New Design. Final Evaluation, 1973-74.**

Paducah Public Schools, Ky.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 31 Jul 74

Grant—OEG-0-9-270001-3417(281)

Note—81p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*Academic Achievement, Attendance Records, \*Consortia, \*Dropout Prevention, Dropout Rate, High Schools, Human Services, Interinstitutional Cooperation, Junior High Schools, Mathematics Instruction, Minority Group Children, \*Program Evaluation, Public Schools, Reading Achievement, School Holding Power, Self Concept, Staff Improvement, \*Urban Schools

**Identifiers—Elementary Secondary Education Act Title VIII, ESEA Title VIII, Kentucky (Louisville), Kentucky (Paducah)**

The major objectives of the projects reported are to reduce dropouts, to decrease suspensions, to increase attendance rate, to increase reading and math achievement, to decrease disciplinary referrals, and to improve self-concept. Three project components are instructional, including personalized instruction in English, mathematics, social studies, and reading; staff development, including curriculum development and human relations training; and student services, including counseling, psychological-physical needs, home visitation, and parental involvement. Findings indicated a 34.4 percent reduction in the dropout rate over a five-year period for Paducah and 16.9 percent at Shawnee for a three-year period. Suspensions are found to be reduced to an acceptable level. Achievement gains in reading and math at Shawnee are seen to be significantly higher in 1973-74. At Paducah, student self-concept is considered to have improved throughout the five-year period, with the exception of 1973-74 at the junior high in Paducah. The document includes abstract, summary, context, program, overall objectives, components I-III, and appendices. (Author/AM)

**ED 114 449** UD 015 576

**Racial Minorities in the Scientist and Engineer Population. Science Resources Studies Highlights.**

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No—NSF-74-314

Pub Date 19 Sep 75

Note—8p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Age Differences, Asian Americans, Caucasians, Educational Background, \*Engineering, \*Ethnic Groups, Geographic Distribution, Minority Groups, Natural Sciences, Negroes, Population Distribution, \*Racial Differences, Racial Distribution, Racial Factors, Role Perception, \*Science Careers, Scientific Personnel, \*Scientists

This report summarizes the data about minority group scientists and engineers obtained as part of a national survey of scientific and engineering personnel in 1972. Information pertaining to minority group college students enrolled in engineering is also discussed briefly. Data presented on overall distribution patterns indicate that persons of Oriental descent have the highest concentration of scientists and engineers. The distribution of all scientists and engineers among regions of the country are seen to correspond to the distribution of the total population. The age distributions of minority group engineers are found to reflect past lack of opportunities for entry into the field, the median age for all minorities being five years less than the white median age of 42. Age distributions of scientists show less differences. The levels of educational attainment among the different racial groups of scientists and engineers vary, with those of Oriental descent indicating more education than either members of other minorities or whites. The key relationship between field of study and professional identity relationship is considered to be the level of degree earned rather than the racial characteristics of the workers. (Author/AM)

**ED 114 450** UD 015 577

**A Bill to Provide for Affording Equal Educational Opportunities for Students in the Nation's Elementary and Secondary Schools; 94th Congress, 1st Session, H.R. 10146, in the House of Representatives, October 9, 1975.**

Congress of the U.S., Washington, D.C. House.

Pub Date 9 Oct 75

Note—31p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Civil Rights, Compensatory Education, Economically Disadvantaged, Educational Equality, Educational Improvement, \*Educational Legislation, Educationally Disadvantaged, Educational Opportunities, Educational Policy, \*Elementary Secondary Education, \*Equal Education, \*Federal Legislation, Minority Group Children, School Integration, Socially Disadvantaged

Identifiers—National Educational Opportunities Act 1975

This document contains the components of the National Educational Opportunities Act of 1975.

Among the purposes of this Act are the provision for a viable mechanism for States and their local educational systems to implement the national policy on equal educational opportunity, the improvement of results achieved by elementary and secondary education throughout the nation, the facilitation of the reduction in the concentration of children from minority groups and low-income families in certain schools, including prevention of resegregation after desegregation has been achieved, and the reduction and elimination of any educational ill-effects resulting from the concentration of children from minority groups and low-income families in schools where such concentrations are found to exist. Title II provides the guidelines to be followed by State equal educational opportunities plans, and Title III contains such items as the general provisions and definitions for terms such as minority students, low-income families, local educational agencies, desegregation, and basic supportive services. (Author/AM)

**ED 114 451** UD 015 578

French, Laurence

**The Isolated Appalachian Black Community.**

Pub Date Aug 75

Note—17p.; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, California, August 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Black Community, Community Characteristics, Community Problems, Community Study, Cultural Factors, \*Depressed Areas (Geographic), Ethnic Groups, Ethnic Relations, Group Structure, Intergroup Relations, Minority Groups, Negro Attitudes, \*Negro Culture, Negro Role, Role Perception, Social Differences, Social Environment, \*Southern Community

Identifiers—\*Appalachia

This paper investigates the isolation of the local black community within the social/cultural perspective. A profile of the community is given in terms of data collected from personal and family interviews. Personal interviews assessed how the Appalachian black viewed his group. Among the 13 variables studied are: trustworthiness, religion, work ethic, intragroup cooperation, discrimination, drinking problems, and educational values. The family interviews inquire as to the religion, education, marital status, occupation, family size, length of residence, type of dwelling, number of vehicles owned, nature of family relations, and income level of families. The blacks are considered to share, to a great extent, the Appalachian lifestyle of advocated abstinence, strong religious, community, and family ties, as well as the contradiction of heavy alcohol consumption among adult males. While sharing in similarities, whites, Cherokees, and blacks of Appalachia are seen to have little interaction with each other. All three groups are found to project negative images to the valley whites and to outsiders. The paper concludes that the black community is not an isolated phenomenon but part of a larger cultural situation that must change in order for the black community to change. (Author/AM)

**ED 114 452** UD 015 579

Derevensky, Jeffrey L. Mitchell, Daphne

**Several Curriculum Variables in Inner City Education.**

Spons Agency—Protestant School Board of Greater Montreal (Ontario).

Pub Date Jun 75

Note—20p.; Paper presented at the Annual Meeting of the Canadian Educational Research Association (Edmonton, Alberta, June 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Class Size, \*Curriculum Development, Curriculum Planning, \*Curriculum Problems, \*Inner City, Lower Class Students, Minority Group Children, Minority Group Teachers, Principals, Public School Teachers, School Personnel, Student Teacher Ratio, Teacher Characteristics, Teacher Improvement, Teaching Experience, \*Urban Education, Urban Schools

Identifiers—\*Quebec (Montreal)

This paper discusses the influence of class size and school personnel on the development and implementation of the curriculum of 10 inner city schools in Montreal, Quebec. Information is based on interview data, personnel records, and responses to a questionnaire. Results indicate that while teacher-pupil ratios in inner city schools are

slightly less than in non-inner city schools, actual class size is not significantly less. Principals and teachers in inner city schools are found to have less teaching experience and greater staff turnover than those in middle class schools. Results are discussed with reference to the educational implications of teacher experience, satisfaction, and stability on the implementation of the curriculum. A selectively screened and well prepared staff is suggested to be an essential component for curriculum development. An identification of pupils' needs and the establishment of educational priorities to adapt the curriculum to reflect these priorities is stressed, along with improvement in teacher education programs and inservice training for teachers and administrators in inner city schools. (Author/AM)

ED 114 453

UD 015 580

Hope, John, III, Ed.

Minorities and Women as Government Contractors.

Commission on Civil Rights, Washington, D.C.

Pub Date May 75

Note—206p.

EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage

Descriptors—Administrative Agencies, \*Administrative Policy, Affirmative Action, \*Agency Role, Budgeting, \*Civil Rights, Contracts, Expenditures, \*Federal Government, Federal Programs, Minority Groups, National Surveys, Program Budgeting, \*Purchasing, Resource Allocations, Working Women

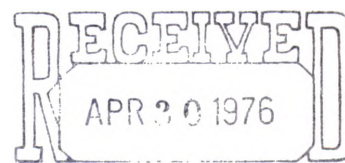
The stated objectives of the study reported here were to determine the answers to the following questions: what Federal, State and local programs provide contracting opportunities for minorities and women equal to those provided to nonminority males; if not, what the barriers to their full participation are; to what extent special State or local contracting programs have been established to facilitate contracting with firms owned by minorities and women; whether distinct

organizational mechanisms have been established to implement such special contracting programs, and if so, whether such mechanisms are adequately equipped to carry out their task; whether goals have been established for such programs and are these programs achieving their goals; whether the type and size of contracts being awarded through the special programs aid the development of the firms they are designed to assist; whether there is an adequate flow of information to minorities and women regarding Federal, State, and local contracting opportunities; whether unique problems are encountered by minority and female-owned firms supplying goods and services to government agencies; and, whether the government's purchasing power is being effectively used to aid the development of firms owned by minorities and women. Data on Federal contracting programs were gathered from responses to a questionnaire sent to 10 Federal agencies and two offices responsible for administering Indian programs. (Author/JM)

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## RESOURCES & LINKS

A monthly journal of the American Psychological Association, published by the American Psychological Association.

U.S. Department of Health and Human Services, National Institute of Mental Health, National Institute of Drug Abuse, and National Institute on Alcohol Abuse and Alcoholism.

### Organization

Research on the effects of stress on the immune system has been conducted by a number of researchers, including the following:

- [American Psychological Association](#)
- [National Institute of Mental Health](#)
- [National Institute of Drug Abuse](#)
- [National Institute on Alcohol Abuse and Alcoholism](#)

### References

#### References

• [American Psychological Association](#). (2000). *Stress and the immune system*. Washington, DC: American Psychological Association.

• [National Institute of Mental Health](#). (2000). *Stress and the immune system*. Washington, DC: National Institute of Mental Health.

• [National Institute of Drug Abuse](#). (2000). *Stress and the immune system*. Washington, DC: National Institute of Drug Abuse.

• [National Institute on Alcohol Abuse and Alcoholism](#). (2000). *Stress and the immune system*. Washington, DC: National Institute on Alcohol Abuse and Alcoholism.

#### References

• [American Psychological Association](#)

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<i>Pacesetters in Innovation, Fiscal Year 1967</i> . . . . .	166.69
<i>Pacesetters in Innovation, Fiscal Year 1968</i> . . . . .	106.60
<i>Selected Documents on the Disadvantaged</i> . . . . .	317.84
<i>Selected Documents in Higher Education</i> . . . . .	145.93
<i>Manpower Research: Inventory for Fiscal Year 1966 and 1967</i> . . . . .	75.75
<i>Manpower Research: Inventory for Fiscal Year 1968</i> . . . . .	42.22
<i>Manpower Research: Inventory for Fiscal Year 1969</i> . . . . .	54.87

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# Resources in Education

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## Introduction

**Resources in Education** is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

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# **DOCUMENT SECTION**

## SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.	ED 654 321	56	CE 123 456	Legislative Authority Code for identifying the legislation which supported the research activity (when applicable).*
Author(s).	Smith, John D. Johnson, Jane			Clearinghouse accession number.
Title.	Career Education for Women			
Organization where document originated.	Central Univ., Chicago, Ill.			Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.
	Spons. Agency—National Inst. of Education (DHEW), Washington, D. C.			
	Report No—CU-2081-S			Report Number—assigned by originator.
Date published.	Pub Date May 73			
Contract or Grant Number—only NIE or USOE contracts or grants are recorded.	Contract—NIE-C-73-0001			Descriptive Note (pagination first).
	Note—129p.; Presented at the National Conference on Career Education (3rd, Chicago, Ill., May 15-17, 1973)			
	Available from—Campus Bookstore, 123 College Ave., Chicago, Ill. 60690 (\$3.25)			
Alternate source for obtaining documents.	EDRS PRICE MF-\$0.75 HC-\$6.60 plus postage			Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.
	Descriptors—*Career Opportunities, Career Planning, Careers, *Demand Occupations, *Employment Opportunities, Females, Labor Force, Labor Market, *Manpower Needs, Occupational Aspiration, Occupational Guidance, Occupations, Vocational Counseling, *Working Women			
EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS", other sources are cited above.	Identifiers—Consortium of States, *National Occupational Competency Testing Institute, Illinois			Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.
	Women's opportunities for employment will be directly related to their level of skill and experience but also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1970 and 1980, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craftsmen and foremen (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance which are available to them. (SB)			Informative Abstract.
				Abstractor's initials.

\*The key to these codes is as follows:

Code	Description	Code	Description
08	Adult and Vocational Education, Public Law 88-210	52	Library Research and Development, Public Law 89-320, Title II, Part B
16	Captioned Films for the Deaf, Public Law 85-905	56	New Educational Media, Public Law 85-864, Title VII, Part A
24	Cooperative Research, Public Law 89-10, Title IV	64	New Education Media, Public Law 85-864, Title VII, Part B
32	Disadvantaged Students Program, Public Law 89-10, Title I	72	Research in Foreign Countries, Public Law 83-480
40	Handicapped Children and Youth, Public Law 88-164	80	State Educational Agencies Experimental Activities, Public Law 89-10, Title V, Section 505
48	Language Development, Public Law 85-864, Title VI	88	Supplementary Centers and Services, Public Law 88-10, Title III
		95	Other Office of Education Programs

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

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EC—Handicapped and Gifted Children .....	81-90	SP—Teacher Education .....	160-171
FL—Languages and Linguistics .....	91-98	TM—Tests, Measurement, and Evaluation .....	171-178
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## CE

ED 114 454 CE 005 040

*Drummond, Robert J. Vitro, Frank T.*  
Learning Research and Principles as Applied to Classroom Teaching: Part 1.

Maine Univ., Orono. Coll. of Education.  
Spons Agency—Maine State Dept. of Educational and Cultural Services, Augusta. Vocational Education Research Coordinating Unit.

Report No.—R and D C 74/2

Pub Date [74]

Note—83p.; For related documents, see CE 005 041-042

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Behavioral Science Research, Educational Methods, Educational Principles, \*Educational Research, Educational Strategies, Instructional Media, \*Learning Theories, Literature Reviews, \*Teaching Methods, Teaching Techniques, \*Technical Education, \*Vocational Education

The manual provides vocational and technical teachers with a review of the principles of learning which have application to their subject fields. Organized into three sections, the booklet offers: (1) a selected review of the literature related to how learning theory is applied to instruction; (2) principles of learning that have been identified as having application to classroom teaching, subdivided into those related to motivation and those related to instructional methods and teaching strategies; and (3) principles of learning related to instructional media, conditions, and materials. The reader can find the lesson component in which he is interested (attention, presenting stimuli, promoting retention, etc.) listed in the table of contents and learn what research has to say about the area of his concern on the page cited. (Author/AJ)

ED 114 455 CE 005 057

*Hickey, Tom*  
Towards a Theory of Adult Education: A Case in Point.

Pennsylvania State Univ., University Park. Coll. of Human Development.

Pub Date Jun 75

Note—19p.; For related documents, see CE 005 052-056 and CE 005 058

Available from—Charles C. Thomas, Publisher, Springfield, Illinois 62717

Document Not Available from EDRS

Descriptors—\*Adult Education, \*Cooperative Planning, Educational Planning, \*Educational Theories, \*Geriatrics, Health Personnel, \*Inservice Education, Paraprofessional Personnel,

Professional Personnel, State Agencies, Universities

Identifiers—\*Gerontology

The development of trained manpower in gerontology for the delivery of health and social services to older adults in Pennsylvania is the focus of an ongoing adult education program at The Pennsylvania State University. This paper discusses the theoretical and methodological bases for this program, with emphasis on the importance of linking community-based education and training programs with the appropriate academic base, to provide the conceptual framework and evaluative expertise required for a good program. Assumptions and observations about this process led to theoretical and methodological formulations for adult education in general, with specific examples provided from the current gerontology project. (Author)

ED 114 456 CE 005 058

*Bragg, Stephen M. And Others*  
Establishing Educational Consortia Through Faculty Seminars.

Pennsylvania State Univ., University Park. Coll. of Human Development.

Pub Date Jun 75

Note—17p.; For related documents, see CE 005 052-057; Paper presented at the Annual Meeting of the Gerontological Society (27th, Portland, Oregon, October 28-November 1, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Adult Education, \*Consortia, Educational Needs, \*Educational Planning, \*Geriatrics, Higher Education, \*Interinstitutional Cooperation, Program Development, State Programs, Workshops

Identifiers—\*Gerontology

In response to growing needs of older citizens, the University of Pennsylvania and the Office of Aging of the Pennsylvania Department of Public Welfare developed a three-year gerontological program. A series of faculty seminars was planned as part of the first-year program, after an initial survey of all Pennsylvania institutions of higher education indicated an interest in a gerontological seminar series. The first two-day workshop was designed to introduce participants to general concepts in gerontology and to stimulate program planning. An Opinion About People scale was developed and administered prior to the first workshop to determine participant background and set the level of presentations. Participant evaluation of the first workshop reflected a two- and four-year institutional dichotomization of interests, which was taken into consideration in planning the second workshop. Evaluation of the second session

showed an increase in the level of interaction among participants. The concluding workshop focused on curriculum development, with participants organized into small role-playing groups for problem-solving at hypothetical institutions. A core of interested and knowledgeable individuals, representing the needs, resources, educational philosophies, and institutions in the State was identified for second-year planning in program development for gerontology. (EA)

ED 114 457 CE 005 066

Occupational Opportunities in Nebraska: 1975 Report.

Nebraska Occupational Needs Research Coordinating Unit, Lincoln.; Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.

Pub Date Jun 75

Note—57p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Educational Programs, \*Employment Projections, Employment Trends, \*Occupational Clusters, Occupations, \*State Surveys, Statistical Analysis, \*Statistical Surveys, \*Tables (Data), Vocational Education

Identifiers—\*Nebraska

The eighth annual study of occupational opportunities in Nebraska is based on a 5 percent random sample of employers in each of the six Technical Community College Areas in the State. A computerized straight line projection technique was used to project total employment, need over the next 12 months, reason for need, and need over the next two years. Table 1 summarizes total projected employment and future need by occupational category. Tables 2 through 11 provide total projected employment figures at the State level and list future need and appropriate Vocational Instructional Training Programs for each occupation within the 10 occupational categories for each of the Technical Community College Areas. Tables 12 through 21 provide total projected employment figures for the State and projected need from expansion or turnover over the next 12 months for the broad occupational divisions within the 10 occupational categories for each of the Technical Community College Areas. Tables 22 through 29 project employment figures over the next 12 months and the next two years for the seven major instructional areas of vocational education. Table 30 similarly projects employment figures for all other occupations not covered by Vocational Instructional Training Programs or Dictionary of Occupational Title numbers. (JR)

ED 114 458 CE 005 074

Career Guidance Counseling Placement Guide.

Idaho State Dept. of Education, Boise.

Pub Date Sep 75

Note—35p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Career Awareness, \*Career Education, Educational Counseling, Educational Guidance, Elementary Secondary Education, \*Occupational Guidance, Program Administration, \*Program Guides

An effective program to aid the student in making the transition from school to the world of work requires a coordinated guidance effort, including the administrator, counselor, and teacher. The K-12 guide will assist educators in coordinating aspects of career guidance, counseling, and placement in the student's career development and preparation for life. The goals and objectives of career guidance are self awareness—self identity, education awareness—educational identity, career awareness—career identity, economic awareness—economic understanding, decision making—career decisions, beginning competency—employment skills, employability skills—career placement, attitudes and appreciation—self/social fulfillment. The process of career guidance relates to self awareness, decision making skills, environmental understanding, and relating to the world of work. The six major components of a career guidance program are: individual data system, information system, career assessment and planning process, dissemination system, facilitation of community experiences, and placement and follow-through. Guidance counselors, teachers (including special education teachers), administrators, parents, students, employers, and other community members all have roles and responsibilities in career guidance. Evaluation must involve both career education programs and also the school's ability to meet the needs of the students. A bibliography is included. (Author/EC)

ED 114 459

CE 005 078

Perkins, Lawrence H.

The Evaluation of a Comprehensive Vocational Education Program for Career Development for Grades K-12 in Orange County, Florida (An Interim Evaluation of a Developing Program): Final Report.

University of West Florida, Pensacola.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.

Pub Date Jun 73

Note—60p.; Appendix C deleted due to poor reproducibility

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Achievement Rating, Career Awareness, \*Career Education, \*Comparative Analysis, \*Elementary Secondary Education, Evaluation Methods, \*Program Evaluation, Vocational Education

Identifiers—Florida (Orange County)

The purpose of the project was to plan, implement, and evaluate a comprehensive vocational education program for career development in Grades K-12, in one metropolitan school district in Florida. Data for the evaluation of the program were collected from students, teachers, counselors, and administrators. The hypotheses for guiding the evaluation of students in career education programs are listed. Achievement in elementary schools, junior high schools, and high schools in career education instruction were measured using specially constructed instruments, and comparison made between a random selection of students in career education schools and in traditional schools. The design included pre and post observations. On the basis of the results it was concluded that achievement in the elementary schools and junior high schools showed no significant difference from the comparison group in regard to scores on the tests designed to measure knowledge about careers. However, high school students in the career group learned more entry level job skills than the comparison students but there was no difference between the groups in relation to scores on a multiple-choice type instrument designed to measure knowledge about careers. A selected bibliography, list of consultants, instruments, and forms used in the study are appended. (Author/EC)

ED 114 460

CE 005 092

Clark, Fredric A.

Roles, Functions, Training, and Proficiency Tests for Medical Record Personnel: A Guide to Curriculum Management.

American Medical Record Association, Chicago, Ill.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Associated Health Professions.

Pub Date Jun 75

Note—120p.; For related document, see CE 005 093

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—\*Administrator Guides, \*Curriculum Design, Educational Assessment, \*Medical Record Technicians, \*Models, Program Development, Program Evaluation, Program Planning, Systems Approach

The curriculum management guide serves as an aid to medical record teachers and other medical record educators. It is designed to provide them with a useful tool to improve student performances by improved administration and management of programs. The guide documents one possible systematic approach to professional and vocational curriculum management. A brief description is given on the original intent, investigation process, expert opinions, and the need for a detailed management model. A lengthy discussion (81 pages) on the curriculum management design presents elements, tables, materials, checklists, and recommendations on the four phases of school/curriculum management: assessment, planning, implementation, and evaluation. In addition, alternative educational approaches to help professional and technical educators in various aspects of curriculum design are included. A work-flow diagram of the four phases of the curriculum management design is included. Correspondence related to the study and a manpower forecasting form are appended. (Author/EC)

ED 114 461

CE 005 093

A Study to Delineate Roles and Functions of Medical Record Personnel: Final Report.

American Medical Record Association, Chicago, Ill.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Associated Health Professions.

Pub Date 30 Jun 75

Note—231p.; Some tables will reproduce poorly; For related document, see CE 005 092

EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage

Descriptors—\*Equal Opportunities (Jobs), \*Equivalency Tests, \*Federal Legislation, Health Occupations, \*Medical Record Technicians, Occupational Mobility, Performance Criteria, \*Professional Associations, Role Perception, Standards

In order to be able to comply, and to be able to document their compliance, with federal legislation regarding health occupations education and discriminatory practices, the American Medical Record Association conducted a study to see if a data base could be built to validate proficiency tests for medical personnel. The report was prepared to document the structure, processes, and outcomes of the study, the Role and Functions Project. Six major concerns were: patient care standards, acceptability to health care field, integrity of medical record profession, occupational levels for proficiency tests, relevancy to job performance, and career mobility. The report discusses purpose, methodology, results, conclusions, medical record models, and recommendations. It contains 45 conclusions, three analytic models, and 15 action recommendations. About two-thirds of the report is devoted to appendixes: policies for the development of credentialing mechanisms for health personnel; a 20-page bibliography; reports on State Medical Record Associations' Tasks 1 and 2; final report on affect measurement of medical record personnel; and formative evaluation report for roles, functions, training, and proficiency tests for medical record personnel project. (Author/EC)

ED 114 462

CE 005 103

Occupations: Military—Civilian Occupational Source Book.

Armed Forces Vocational Testing Group, Universal City, Tex.

Report No—DOD-1304.12Y

Pub Date Jul 75

Note—318p.

EDRS Price MF-\$0.76 HC-\$15.86 Plus Postage

Descriptors—Cluster Grouping, \*Comparative Analysis, \*Employment Qualifications, Enlisted Men, \*Information Sources, Jobs, \*Military Personnel, Military Service, Occupational Clusters, \*Occupational Information

Identifiers—Air Force, Army, Coast Guard, Marine Corps, Navy

Information on enlisted military occupations is offered in the source book to arrive at a comprehensive statement of job tasks in the military service and their similarities to jobs in civilian life. Basic information about five areas of the U.S. military services (Army, Navy, Air Force, Marine Corps, and Coast Guard) focuses on their military enlistment, training, promotion, assignment, advanced education programs, and military reserve components. A section is devoted to the structure and use of the source book, examining the classification (specialty/rating) system of the military service based on the occupational cluster concept and the Dictionary of Occupational Titles (DOT). A significant section (256 pages) of the source book focuses on job statements for military service occupations which are equated to corresponding civilian occupations according to 10 categories: (1) professional, technical, and managerial occupations; (2) clerical and sales occupations; (3) service occupations; (4) farming, fishery, forestry, and related occupations; (5) processing occupations; (6) machine trades occupations; (7) bench work occupations; (8) structural work occupations; (9) miscellaneous occupations; and (10) military unique occupations (no civilian counterpart). References and a cross-indexed list of civilian titles with their corresponding DOT code are included. (EC)

ED 114 463

CE 005 105

Master Planning for Postsecondary Education in Utah. Vocational-Technical Education Task Force Report and Recommendations.

Utah State Board of Higher Education, Salt Lake City.

Pub Date Jun 75

Note—57p.; Some chart material may not reproduce due to smallness of type

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Charts, Curriculum, Educational Planning, Facilities, Faculty, Financial Support, Institutional Role, \*Master Plans, \*Post Secondary Education, \*State Programs, Student Characteristics, \*Technical Education, \*Vocational Education

Identifiers—\*Utah

Representing the first Utah postsecondary vocational master plan, the report focuses on: (1) program flexibility, (2) designing new delivery systems, (3) provision of adequate facilities, and (4) securing financial support to meet changing student, State, and industrial needs. Following an introductory section, Section 2 summarizes the status of Utah students in regard to abilities, student college choices, programing scope, State manpower needs, and postsecondary enrollment patterns. Section 3 reviews the general governance of vocational-technical education in regard to curriculum, programs, and role assignments throughout the State. Section 4 further clarifies curriculum and roles as related to State manpower demands, program costs, program viability, Office of Education code designations, and manpower findings. Section 5 is directed toward vocational-technical faculty in higher education and discusses institutional and faculty flexibility, upgrading of faculty competencies, and articulation. The concluding section reviews enrollment and financial trends, funding for new programs, skills centers, new facilities planned, and energy and other resource development. Recommendations are stated for each section with target dates for the implementation of individual recommendations. Appendixes include lists of less than baccalaureate degree vocational-technical programs and program groupings according to Office of Education code designations. (EA)

ED 114 464

CE 005 106

What's In A Name? Elkhart Career Education Planning.

Elkhart Area Career Center, Ind.

Spons Agency—Indiana State Board of Vocational Education, Indianapolis.

Pub Date 4 Apr 75

Note—31p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Career Education, \*City Wide Programs, Educational Development, Educational Programs, \*Elementary Secondary Education, Off Campus Facilities, \*Program Descriptions, Supplementary Educational Centers

Identifiers—Indiana (Elkhart)

The Elkhart Career Education Planning Program (ELCEP), a K-12 component of Indiana's career education effort, and its first three years of operation are described in the document. A general discussion of the definition of career education, program goals, administration, funding, and facilities provides background material on the program. Several projects are discussed, including: a model school; the development of a graduate course in the techniques of career education, in conjunction with Indiana University at South Bend; the screening of commercial products for applicability to the program; the development of the ELCEP library and mobile unit; recruitment of teachers for career education courses; and, consultation services and information on career education for the Elkhart school district. Administrative offices are housed at the Elkhart Area Career Center, and facilities enable field trips, workshops, the graduate course, and the resource library to be available to community schools. School projects developed by teachers in conjunction with ELCEP are discussed, and future goals cited for career education development. Suggestions for interviewing a resource person and a field trip check list are included. (LH)

**ED 114 465** CE 005 107

**Home Economics Education Guide for Instruction Preparatory to Entering Food Service Occupations.**

Virginia State Dept. of Education, Richmond.  
Div. of Vocational Education.

Pub Date [70]

Note—46p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Bibliographies, \*Course Descriptions, Course Objectives, \*Curriculum Guides, Educational Objectives, Evaluation Methods, Food Service, Food Service Industry, \*Food Service Occupations, Foods Instruction, Grade 11, Grade 12, Job Skills, \*Job Training, Learning Activities, \*Occupational Home Economics, Secondary Education, Vocational Education

The teacher directed home economics education guide is planned to prepare high school students for entrance into food service occupations upon completion of high school. Course length includes two periods daily from one to three years, with on-the-job training recommended. It is recommended that students complete one or two years of a homemaking course before beginning occupational training, and that they be in grades 11 or 12. Class size should not exceed 12 to 15 students. Units include: (1) nature and scope of food services—the employment picture—essential elements; (2) desirable personal qualities for job success; (3) safe food handling—essential health practices, sanitation, and storage of foods; (4) care and use of equipment and safety requirements; (5) basic skills in management of work and in preparation and service of food; and (6) waitress training. Each unit includes a statement of objectives, and a brief outline of content, related activities, and experiences. Also included are sections on teaching the course, criteria for judging trainee competence, job placement information and opportunities, and grades for developing surveys to explore this area. A bibliography includes titles of 60 books, 4 pamphlets, 10 films, and 11 magazines. (LH)

**ED 114 466** CE 005 108

**Teacher Guide for Increasing the Career Awareness of Primary School Children; Grades 1-3. Revised Edition.**

Pleasant Hill School District, Ore.

Pub Date 10 Aug 73

Note—107p.; For related document, see CE 005 109

Available from—Pleasant Hill School District 1, Route 8, Box 750, Pleasant Hill, Oregon 97401

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—Art, Bibliographies, \*Career Awareness, Career Education, \*Curriculum Guides, Health, Integrated Curriculum, Language Arts, \*Learning Activities, Mathematics, Post Testing, Pretests, \*Primary Education, Resource Guides, Science Units, Social Studies Units, Student Evaluation, Tests, \*Units of Study (Subject Fields)

The career awareness curriculum guide for grades 1-3 provides units of instruction for the subjects of language arts, social studies, science, mathematics, and health with each unit contain-

ing concepts, behavioral objectives, suggested learning activities, and suggested materials and resources for each of the three grades. An additional unit on art is suitable for use with all three grades. The guide also provides career awareness pre- and posttests, a teacher survey form on career awareness, and a curriculum guide evaluation form for the teacher. An appendix contains sample forms and letters useful in career awareness programs, and a bibliography provides a 100-item job list for grades 1-3, a list of books for students in those grades, and a list of helpful pamphlets available to teachers. (JR)

**ED 114 467** CE 005 109

**Teacher Guide for Increasing the Career Awareness of Elementary Children; Grades 4-6. Revised Edition**

Pleasant Hill School District, Ore.

Pub Date 10 Aug 72

Note—180p.; For related document, see CE 005 108

Available from—Pleasant Hill School District 1, Route 8, Box 750, Pleasant Hill, Oregon 97401

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

**Descriptors**—Art, Behavioral Objectives, Bibliographies, \*Career Awareness, Career Education, \*Curriculum Guides, Elementary Education, Health, Integrated Curriculum, \*Intermediate Grades, Language Arts, \*Learning Activities, Mathematics, Music, Resource Guides, Science Units, Social Studies Units, Student Evaluation, Tests, \*Units of Study (Subject Fields)

The career awareness curriculum guide for grades 4-6 provides units of instruction for the subjects of language arts, social studies, science, mathematics, and health with each unit containing concepts, behavioral objectives, suggested learning activities, and suggested materials and resources for each of the three grades. An additional unit on music is suitable for use with all three grades. The guide also provides career awareness pre- and posttests for each grade, a teacher survey form on career awareness, and a curriculum guide evaluation form for the teacher. An appendix contains sample forms and letters useful in career awareness programs and a six-page list of job family categories. A bibliography provides a teacher resource list, a 10-page list of career awareness books in the Pleasant Hill Elementary School Library, and a list of helpful pamphlets available to teachers. (JR)

**ED 114 468** CE 005 111

**An Educational Program for Sub-Professional Personnel to be Employed in Health Maintenance Organizations. Final Report.**

HMO Management, Inc., Los Angeles, Calif.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.

Pub Date 75

Note—99p.; Appendix H, Related Newspaper Articles, has been removed as it will not reproduce in microfiche

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—Educational Programs, Federal Legislation, \*Health Occupations Education, Health Personnel, \*Health Services, Internship Programs, Medical Education, Medical Services, \*Paramedical Occupations, \*Program Descriptions, \*Program Planning, Subprofessional

Through Medicaid, the Health Maintenance Organization Act (HMO), and Prepaid Health Programs (PHP) approaches were established whereby the government can help alleviate the medical problems of the needy. A program to educate and train students in California in the philosophy, administration, and development of PHP was developed in response to difficulties in the implementation of the legislation. The six-month program combines classroom training in specific skills with internship. Program activities described include student recruitment and selection, and the training program itself, which consists of a curriculum covering medical billing, statistical reporting, marketing, accounting, PHP/HMO law, medical terminology, principles of PHP/HMO management, and communications. An assessment of the curriculum showed a positive response from the students but an attrition rate attributed to several factors was detected. Other factors reported on are class composition, guidance and counseling, job placement programs, public acceptance, and student motivation. A high success factor in terms of realization

of objectives was found for students who finished the program. Conclusions and recommendations about the program are given. Appended materials include: details of the California State plan for nine-point Institute for Medical Service; student selection, orientation, and evaluation materials; curriculum outline; and a list of texts and materials. (EC)

**ED 114 469** CE 005 112

**A Statewide Plan to Train Emergency Medical Technicians.**

South Carolina Hospital Association, Columbia.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.

Pub Date [72]

Note—163p.; The map of Health Planning Districts in South Carolina will not reproduce well in microfiche due to small size of type; Photographs and newspaper clippings will not reproduce well in microfiche

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors**—Cooperative Planning, \*Emergency Squad Personnel, Health Occupations Education, Inservice Programs, Interagency Cooperation, \*Job Training, Medical Education, \*Program Descriptions, Program Development, \*State Programs

**Identifiers**—South Carolina

The final report outlines a statewide project which provided basic emergency technicians (EMT) training. The use of videotaped instruction, development of testing materials, and the development of cooperative voluntary structures on the State and community level are discussed. Objectives emphasize: (1) uniform training throughout the State, (2) training program continuation with the establishment of a continuous EMT program within the State's educational system, and (3) support and involvement of voluntary and government agencies concerned with emergency services. The implementation of the project is presented in outline form and includes a training needs survey, instructional materials bibliography, discussion of the 10 district programs in terms of counties included, type of instruction, number and success rate of students, and in-hospital training; videotaped instruction; test development; promotion; and the continuation of the training programs and materials developed for them. Summary and evaluation sections are positive and a list of six recommendations for replication in other States is provided. Appended materials make up the bulk of the document and include: South Carolina Ambulance Attendants Law, program related documents, a coordinator's guide for videotape instruction in relation to learning effectiveness, and sample publicity. (LH)

**ED 114 470** CE 005 113

**Miller, Ronald H., Ed. Becker, Dorothy R., Ed. Eleventh Annual Conference Proceedings: The Freedom to be Accountable: Adult Student Personnel Association.**

Adult Student Personnel Association, Inc.

Pub Date 16 Mar 74

Note—59p.; Papers presented at the Annual Conference of the Adult Student Personnel Association (11th, Fort Mitchell, Kentucky, March 14-16, 1974)

Available from—Dorothy Becker, 5700 Arlington Avenue, Apt. 6-0, Bronx, New York 10471 (\$1.25)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Academic Freedom, \*Accountability, Adult Counseling, \*Adult Education, Conference Reports, Economic Factors, \*Educational Accountability, \*Educational Finance, Educational Legislation, Federal Aid, Federal Legislation, Futures (of Society), Post Secondary Education

The conference proceedings focus on the concepts of academic freedom and public accountability in the educational process. It includes the complete texts of papers and addresses presented; proceedings of the Adult Student Personnel Annual business meeting; summary reports from the panels on special degree programs for adults and counseling for adults—particularly women—returning to school; and a report from three workshops. The papers included are: On the Freedom to be Accountable, Earle W. Clifford; Keynote Address, Congressman Carl D. Perkins; The Effect of Economics on Adult Education, Thomas J. Hailstones; My Personal Perspective on Ac-



countability--Keeping Promises Makes All the Difference, Robert A. Allen, Jr.; and Future Role of the Adult Student Personnel Officer, William C. Bingham. (EC)

**ED 114 471** CE 005 114  
**Industrial Cooperative Training I: Curriculum Guide CG-1.**

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.; Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Report No.—CG-1

Pub Date Feb 74

Note—274p.

Available from—Harry L. Smith, Public Information and Publications, State Department of Education, Richmond, Virginia 23216 (Single copies only, Order Number CG-1, \$5.00)

**EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage**  
**Descriptors**—Curriculum Guides, Economic Education, Employment Qualifications, \*Industrial Education, Learning Activities, Lesson Plans, Money Management, Secondary Education, \*Teaching Guides, Teaching Methods, \*Unit Plan, Work Attitudes

In the development of the guide, attention was centered on fostering the behavioral objectives delineated for the generally related study aspect of Industrial Cooperative Training (ICT). It has been generally accepted by coordinators and supervisors of ICT programs in Virginia that approximately half of the class time should be devoted to teaching lessons in the generally related instructional areas with the remainder of the time to be spent by the student in learning technical information related to his specific occupational area. The sample lesson plans compiled in the publication should assist the ICT coordinator in developing instructional units for the generally related phase of the ICT One program. It is emphasized that the guide is not designed as a course to be rigidly followed. Ten units including two to six lessons each are outlined: introduction to the ICT program; pre-employment information; employer-employee relations; techniques of learning; on-the-job communications; income tax; you and the American economy; money management and banking; laws, contracts, and you; and safety. Sample lessons are described in terms of objectives, content, and methods of teaching. Transparency masters, handouts, and lists of resource materials are included for most lessons. (Author/EC)

**ED 114 472** CE 005 118  
**Proceedings of Management Workshop for Alcohol Safety Action Project Leaders.**

Human Resources Research Organization, Alexandria, Va.

Spons Agency—National Highway Traffic Safety Administration (DOT), Washington, D. C.

Pub Date Jun 71

Note—211p.; Edited transcript from a Workshop (Warrenton, Virginia, June 13-18, 1971); Portions of the illustrative material may not reproduce well in microfiche; For the Report of the Project, see CE 005 515; For the Instructor's Guide, see CE 005 116; and for the Project Director's Handbook, see CE 005 117

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**  
**Descriptors**—Accident Prevention, Administrator Education, \*Alcohol Education, \*Alcoholism, \*Conference Reports, Law Enforcement, Program Descriptions, Program Planning, Safety, \*Traffic Safety, Workshops

**Identifiers**—\*Alcohol Safety Action Project

The workshop for Alcohol Safety Action Project administrators was held to help prepare project directors in the management of their projects and to identify their responsibilities and job tasks. It was also attended by National Highway Traffic Safety Administration (NHTSA) representatives to help in the orientation of the ASAP program. The full texts are included of the following papers and panel reports: NHTSA Countermeasures Program, National Programs, Research and Development, Chemical Testing, Identification of Problem Drinkers, Prototype Community Demonstration Programs on Rededucating the Drinking Driver, Public Education Programs, National Evaluation, NHTSA Legislative Program, Liaison—Public and Private Organizations, State and Community Programs, Action and Evaluation, The ASAP Detailed Plan, Evaluation Aspects of Detailed Plan, Law Enforcement Support for ASAP Programs, Judicial Support of ASAP, The

Adjudication System, The Current Status of the Treatment of Alcoholism, Introduction to Seminar on Rehabilitation, Panel on Rehabilitation, The National Institute of Mental Health Program, Driver Licensing Countermeasures, Public Education Seminar, Contract Administration and Financial Management, Roadside Surveys, Evaluation Experiences and Relationships in the ASAP, ASAP Leaders/Experience Panel, Project Descriptions of New ASAPs, and Workshop Summary. (EC)

**ED 114 473** CE 005 120  
**Bridging the Gap: A Study of Education-To-Work Linkages: Final Report of the State-Level Study in Career Education.**

College Entrance Examination Board, New York, N.Y.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.

Pub Date 18 Jun 75

Contract—NIE-C-74-0146

Note—218p.; For related documents, see CE 005 121-122

Available from—College Board Publication Orders, Box 2815, Princeton, New Jersey 08540 (\$4.00 per copy)

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**  
**Descriptors**—Bibliographies, \*Career Education, \*Change Strategies, Educational Problems, Educational Research, \*Educational Strategies, Employment Potential, Employment Problems, Interagency Planning, Manpower Development, Manpower Needs, Manpower Utilization, Post Secondary Education, \*Relevance (Education), Secondary Education, \*Vocational Education, Work Experience Programs, Work Study Programs

**Identifiers**—\*School Work Relationship

Results from a year-long study on the education-to-work transition are presented in the final report, with an examination of existing linkages between the two and proposals for their expansion and improvement. Background material is provided in a preface, summary of chapter content, and introductory chapter. Further chapters include: Framework for Studying the Education-to-Work Transition, discussing the subject area and how it has been handled; Survey of Current Linkages, presenting procedures and results of a four-State survey; Survey Analysis and Interpretation, and Alternative Linkage Approaches, combining to analyze survey findings and provide analytic structure for linkage development; an examination of Barriers and Proposals; and, Recommendations for Further Research and Development for the National Institute of Education. Nine figures and seven charts supplement the discussion. An extensive bibliography containing 244 titles arranged under planning, curriculum, guidance, manpower utilization, and evaluation is provided. The references represent the broader topic of career education as well as the relationship of education and work. Lists of consortium members, survey participants, and action proposals reviewers; a survey guide and related instruments; and Florida follow-up policy guidelines for community colleges are appended. A glossary of key terms is provided. (LH)

**ED 114 474** CE 005 121  
**A Summary of Bridging the Gap: A Study of Education-To-Work Linkages: Final Report of the State-Level Study in Career Education.**

College Entrance Examination Board, New York, N.Y.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.

Pub Date 18 Jun 75

Contract—NIE-C-74-0146

Note—18p.; For related documents, see CE 005 120 and CE 005 122

Available from—College Board Publication Orders, Box 2815, Princeton, New Jersey 08540 (No charge for single copies)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—\*Career Education, \*Change Strategies, Educational Problems, Educational Research, \*Educational Strategies, Employment Potential, Employment Problems, Interagency Planning, Manpower Development, Manpower Needs, Manpower Utilization, Post Secondary Education, \*Relevance (Education), Secondary Education, \*Vocational Education, Work Experience Programs, Work Study Programs

**Identifiers**—\*School Work Relationship

Summaries of the seven chapters and 12 proposals contained in the final report are presented in the document. Chapter 1: Introduction, discusses the roles assigned by society to schools and the workplace; Chapter 2: A Framework for Studying the Education-To-Work Transition, explores the subject area and how it has been handled; Chapter 3: Survey of Current Linkages, presents procedures and results of a four-State survey; Chapter 4: Survey Analysis and Interpretation, and Chapter 5: Alternative Linkage Approaches, combine to analyze survey findings and provide analytic structure for linkage development; Chapter 6: Barriers and Proposals, lists and discusses 12 proposals and four categories of barriers; Chapter 7: Recommendations for Further Research and Development for the National Institute of Education, discusses recommendations. (LH)

**ED 114 475** CE 005 122  
**Bridging the Gap: A Selection of Education-To-Work Linkages: Supplemental Report of the State-Level Study in Career Education.**

College Entrance Examination Board, New York, N.Y.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.

Pub Date 18 Jun 75

Contract—NIE-C-74-0146

Note—76p.; For related documents, see CE 005 120-121

Available from—College Board Publication Orders, Box 2815, Princeton, New Jersey 08540 (\$2.75 per copy)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
**Descriptors**—\*Career Education, Curriculum Development, Educational Assessment, Elementary Secondary Education, Financial Support, Guidance Programs, Interagency Cooperation, Manpower Utilization, Post Secondary Education, Program Content, \*Program Descriptions, Program Development, Program Evaluation, Program Planning, \*Relevance (Education), \*Vocational Education, \*Work Experience Programs, Work Study Programs

**Identifiers**—\*School Work Relationship

A selection of 26 operational linkage programs are described in the supplemental document, providing career education practitioners with examples of program development and operation in the area of school-work relationships. The programs are grouped under four categories and in terms of their relationship between education and work: (1) communication, programs that open avenues of information exchange; (2) participation, programs that facilitate recommendation and advice exchanges; (3) substitution, programs that periodically replace school setting or teacher with workplace and supervisor; and (4) integration, programs that aim toward making education and work a single process. Individual program discussions include title, contact persons, location, specific problems addressed, intent, specific program description, educational level and type, history, organizations involved, funding, and impact. An index is provided which cross references each program by its educational level and the service it primarily provides, including: curriculum, evaluation, guidance, manpower utilization, and planning. (LH)

**ED 114 476** CE 005 132  
**Research and Development Project in Career Education. Final Report.**

Norwalk Board of Education, Conn.

Spons Agency—Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.; Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—V261036L

Pub Date 6 Jul 73

Grant—OEG-O-72-0763

Note—246p.; Not available in hard copy due to marginal reproducibility

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Behavioral Objectives, Career Awareness, \*Career Education, Career Exploration, Counseling Programs, Course Content, \*Elementary Secondary Education, Evaluation Methods, Guidance Programs, Intermediate Grades, Learning Activities, \*Program Descriptions, \*Program Development, \*Program Evaluation, Secondary Education, Student Evaluation

Detailing the development of a sequential career education program for grades 4-12, the report describes the following program components and the techniques used to accomplish their objectives: guidance and counseling model program (grades 6-12), career awareness at the elementary level (grades 4 and 5), career orientation and exploratory experiences at the middle school level (grades 6-8), and the high school job preparation program. Third party evaluators from Teachers College, Columbia University concluded that the project achieved its basic goals and was generally enthusiastically accepted. Their evaluation included a report of the degree of success obtained for behavioral objectives at the elementary and middle school levels, elementary student evaluations, and results of the Career Development Inventory given at the high school. Eighteen detailed program recommendations are listed. A four-page reference list and a glossary are included. Appendixes (158 pages) contain: elementary and middle school goals, behavioral objectives and coordinated activities, a list of occupational cluster related activities, high school objectives, content of civics and experimental career guidance programs, conference and workshop schedules, the career development inventory, Columbia University's formative evaluation reports, reaction sheets from career education staff, career education brochure, and the research evaluation design. (MS)

**ED 114 477** **CE 005 133**

*O'Donnell, Michael P.*  
**Teaching Reading to the Untaught.**  
Maine Univ., Portland-Gorham.  
Pub Date 75  
Note—160p.

Available from—Multi Media Education, Incorporated, 747 Third Avenue, New York, New York 10017 (\$4.50)

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors—**\*Adult Basic Education, Bibliographies, Diagnostic Teaching, Diagnostic Tests, Functional Illiteracy, Independent Reading, Individual Instruction, \*Reading Development, \*Reading Diagnosis, Reading Improvement, \*Reading Instruction, Reading Processes, Reading Readiness, Reading Tests, Secondary Education, Study Skills, Teaching Guides, Teaching Methods, \*Teaching Procedures

Designed primarily as a guide for teachers at the secondary level and in adult basic education, the book summarizes basic techniques for instructing students in how to read, emphasizing continuous informal diagnosis and adaptive teaching. Chapter titles include: Stages of Development, providing an overview of the basics of the reading process and how one moves from nonreader to reader status; Diagnosis, discussing proven techniques and instruments used to assess reading levels; Teaching Procedures—Stage 1, discussing teaching methods for each stage of the reading process; Stage 2—Reading to Learn, exploring a variety of ways students learn through their reading; Specialized Reading Skills, discussing reading experiences drawn from current study or related work materials through the systematic teaching of work study skills; and, Classroom Management, emphasizing individualized reading and instruction. A bibliography of 52 titles is presented and specimen copies of informal measures for assessing basic reading skills, including the Fry Readability Formula, and a reference list of instructional materials are appended. It is stated that teaching the untaught demands an ability to transform components of the developmental reading program into instructional methods and materials appropriate for learners of all ages and in a variety of situations. (LH)

**ED 114 478** **CE 005 134**

*Long, Thomas E., Ed.*  
**Essays on Career Education.**  
Pennsylvania State Univ., University Park. Dept. of Vocational Education.  
Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.  
Pub Date 73  
Note—92p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors—**\*Career Education, Counselor Role, \*Educational Philosophy, Elementary Secondary Education, \*Essays, Guidance Counseling, \*Models, Post Secondary Education, \*Program Descriptions, Teacher Education, Vocational Counseling, Vocational Education Teachers

The monograph presents a series of essays written by well known educators sharing their perceptions, problems, and projects and documenting some of the practical, philosophical, situational, and theoretical aspects of career education. The essays include: The Case for Career Education, by Kenneth B. Hoyt; Basic Constructs of the School-Based Comprehensive Career Education Model, by Richard R. Olson; Pittsburgh's OVT Program "Bells the Cat" for Career Education, by Jerry C. Olson; Career Education and the School Counselor, by Edwin L. Herr; Project COED: A Career Education Program in New Hampshire, by Edward W. Donovan; The Role of Industrial Arts in Career Education, by Ralph C. Bohn; Career Education and the American Dream, by Charles Simcox; The Role of Vocational Teacher Education in Career Education, by C. Thomas Dean; The Post-Secondary Institution, New Models for Career Education, by Angelo C. Gillis, Sr.; Career Education—As Viewed by Future Educators, by Eugenio A. Basualdo, Alain E. Hunter, and Robert E. Strickler; and Career Education: Chicago Style, by Joseph L. Cain. (Author/BP)

**ED 114 479** **CE 005 136**

*Musselman, Vernon A. Musselman, Donald Lee*  
**Methods in Teaching Basic Business Subjects:**  
Third Edition.

Pub Date 75  
Note—293p.; Revised edition of ED 094 247  
Available from—The Interstate Printers and Publishers, Inc., 19-27 N. Jackson Street, Danville, Illinois 61832 (\$4.95)

**Document Not Available from EDRS**

**Descriptors—**\*Business Education, Business Education Teachers, \*Business Subjects, Consumer Economics, Economics, \*Instructional Aids, Instructional Materials, Methods Courses, Money Management, \*Teacher Education, \*Teaching Methods, Teaching Techniques, Textbooks, Visual Aids

**Identifiers—**Business Law

The textbook is intended for use in college methods classes in business education and is a practical how-to-do-it guide containing many examples, illustrations, and techniques adapted from actual classroom observations and experience providing variety, socialization, discussion, and problem solving in the classroom. The text is based on the premise that classroom procedures utilized in teaching the basic business subjects differ considerably from those employed in teaching the skill subjects. Chapters cover: basic business subjects, psychology of learning, student motivation, individual differences, dramatization and visualizing teaching, concept development and problem solving, teacher planning, evaluation of learning and teaching effectiveness, general teaching methods, and specific teaching techniques. Each chapter concludes with questions, activities, and projects. The final chapter on specific teaching techniques and suggestions (133 pages) provides ideas for teaching eight basic business topics (American business system; money and banking; economic risks and insurance; money management; being a good consumer; savings and investments; effective use of credit; government, business, and labor) including various instructional aids (guide sheets; attitude inventories; ideas for introducing unit topics; student activities; sources of supplementary materials; and transparency masters, posters, and bulletin boards). (Author/BP)

**ED 114 480** **CE 005 137**

*Jealous, Fred S. And Others*  
**Developing the Potential of Low Ability Personnel.**  
Final Report for Period 15 June 1974 to 15 June 1975.

Human Resources Research Organization, Carmel, Calif.  
Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.  
Report No—FR-WD-CALIF-75-6  
Pub Date 15 Jun 75  
Note—244p.

**EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage**

**Descriptors—**Academic Aptitude, Adult Basic Education, \*Basic Skills, Case Studies (Education), Educational Strategies, Individual Development, \*Individualized Instruction, \*Low Achievers, \*Military Personnel, Program Content, Program Evaluation, Student Evaluation, \*Teaching Models

**Identifiers—**Army

The project was an empirical exploration to determine the scope of the learning capacity of marginal Army personnel (those with low scores on Army general ability and aptitude tests), to observe the longitudinal effects of long term, self-managed learning strategies, and to determine the proficiency levels that these men could reach as a result of their application of these strategies. The approach was to design an individualized instructional program to provide participants with the instructional skills and knowledge to manage their own training and educational growth. A 104-page section describes the operational model which utilized 12 interrelated learning concepts and teaching strategies to structure the program into three levels, each containing sub-levels (modules). Data were collected on the self-selected activities engaged in by the 24 participants and the proficiency levels they reached during their stay in the project. Considerable gains were reported in both areas for a majority of the participants. Recommendations for setting up a special program with similar objectives are listed. Appended materials (66 pages) include: a schematic breakdown of model operation (describes the process the participant works through in the project), individual participant scores and mini-case reports, and a correlation matrix. (Author/MS)

**ED 114 481** **95** **CE 005 140**

**Preparation and Counseling for the World of Work: Supplement.**

Fort Benton Public Schools, Mont.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date [72]

Note—127p.; For related document, see CE 005 139

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors—**Career Awareness, \*Career Education, Career Exploration, Curriculum Design, \*Curriculum Guides, \*Elementary Education, Elementary School Guidance, \*Guidance Functions, Guidance Objectives, \*Integrated Curriculum, Learning Activities, Occupational Clusters

The supplementary curriculum guide is designed to assist elementary classroom teachers in presenting a career education program based on: recognition of student needs, integration of career oriented mini-courses into the curriculum, relation to job clusters, and development of guidance concepts and methods. Coordinated with CE 005 139, mini-courses cover the subject areas of arts and crafts, culinary arts, hand sewing, horticulture, lettering and layout, outdoor living, personal banking, photography, practical home repairs, and woodworking. A section for each of these subject areas provides: (1) a statement of the need of the child as related to the area; (2) a list of ways that the subject can be integrated into the science, language arts, social studies, and math curriculum at each grade level (K-6); (3) a chart relating the subject area to job clusters; (4) guidance concepts and suggested methodology (activities) listed by grade level; and (5) outlines for selected student activities in the subject area. A scope and sequence chart shows the subject areas and grade levels in relation to the counseling concepts. Also included is a two-page list of instructor and student references. (MS)

**ED 114 482** **CE 005 141**

**Lifelong Education: Conditions, Needs, Resources:**  
Volume 2.

Australian Association of Adult Education.  
Pub Date Jan 74  
Note—99p.

Available from—Australian Association of Adult Education, Box 1346, Canberra 2601, A.C.T., Australia (A \$3.00)

**Document Not Available from EDRS**

**Descriptors—**Administrative Organization, Adult Learning, Community Organizations, \*Conference Reports, \*Continuous Learning, Educational Facilities, \*Educational Needs, \*Educational Resources, Financial Support, \*Foreign Countries, Mass Media, Recreation, Retraining, Technology, Training, Womens Education

**Identifiers—**Australia

The document contains recommendations and section reports from the National Conference on Lifelong Education, which the Australian Association of Adult Education organized and held in Canberra on November 23-29, 1973. Aims of

the conference were to examine: (1) the present condition of Australian society as this bears on lifelong education, (2) the present provision of educational opportunity for adults, and (3) existing and expected needs for the development of facilities for lifelong education. Recommendations are categorized under headings of: General Orientation, Values, and Purposes; General Implications for Education; Qualifications for School Work; Shared Use of Total Community Learning Resources; Learning Consultants and Their Preparation; Teaching and Learning Media; Provision for Special Groups; Communication, Coordination, and Administration; Financial Aspects; and Areas for Inquiry. More than half of the document consists of the seven section reports on: Lifelong Education and Recreation; Technology, Media, and Lifelong Education; Lifelong Education and the Learning Process; Training and Retraining (Needs, Problems, and Strategies); Resource Utilization/Administrative and Financial Structure; Communities and Organizations; and Lifelong Education and Women. (EA)

ED 114 483 95 CE 005 147

**Career Education Curriculum Guide: Senior High School 9-12; Washington State Coordinating Unit for Occupational Education Research and Development Project in Career Education.**

Cashmere Consolidated School District, Wash.; Peshastin-Dryden School District, Wash.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Washington State Coordinating Council for Occupational Education, Olympia. Div. of Vocational Education.

Bureau No—V3610311

Pub Date 74

Grant—OEG-0-73-2988

Note—196p.; For related documents, see CE 005 142-146 and CE 005 148

EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage

**Descriptors—**\*Career Education, Career Exploration, Community Resources, \*Curriculum Guides, Educational Objectives, Educational Resources, Grade 10, Grade 11, Grade 12, Instructional Materials, Learning Activities, Lesson Plans, \*Relevance (Education), Resource Guides, \*Secondary Education, Teaching Methods, \*Units of Study (Subject Fields)

The curriculum materials for high school students presented in the guide have been classroom developed and tested; they are the result of a project to establish a comprehensive career education program in the Peshastin-Dryden School System, Cashmere, Washington. An introduction discusses program goals, and is supplemented by the National Standard Career Education Model Goal Statements and a job cluster emphasis chart. Unit titles include: Art, Biology, Business and Office, Career Education, Clubs and Organizations, Distributive Education, English, History, Home Economics, Humanities, Industrial Arts, Journalism, Library, Mathematics, Music, Photography, and Vocational Agriculture. Each unit is organized according to: title of sub-topic; grade level; subject area; estimated time involved; career education cluster; elements of career education; program, course, and instructional goals; behavioral objectives; learning activities; evaluation; resources; and comments. Each academic unit explores related career areas and hands-on learning activities are emphasized. A guidance and library section discuss resources developed in the program. Teacher directed material is appended and includes: career education questions and answers, an outlined presentation of program planning, teaching suggestions, teacher evaluation of 78 commercial materials (including information on source, title, type, level, approximate cost, and comments), and a bibliography. (LH)

ED 114 484 95 CE 005 148

**Evaluation Report for the Washington State Coordinating Council for Occupational Education Vocational Education Division: Research and Development Project in Career Education.**

Cashmere Consolidated School District, Wash.; Peshastin-Dryden School District, Wash.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Washington State Coordinating Council for Occupational Education, Olympia. Div. of Vocational Education.

Bureau No—V3610311

Pub Date 74

Grant—OEG-0-73-2988

Note—107p.; For related documents, see CE 005 142-7; Pages 32 and 33 will not reproduce due to poor quality of original document

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

**Descriptors—**\*Career Education, Community Resources, \*Curriculum Development, Educational Objectives, \*Elementary Secondary Education, \*Evaluation Methods, Formative Evaluation, \*Program Evaluation, Questionnaires, Summative Evaluation, Test Results

The document presents an evaluation of the Cashmere, Peshastin-Dryden, Washington School District's project to establish a comprehensive K-12 career education program, with emphasis placed upon the formative and summative stages. Background information is provided in the following chapters: (1) Objects of Evaluation discusses the evaluation model and plan; (2) Specifications of the Program presents the program rationale and discusses curriculum listings for all program levels and the National Standard Career Education Model Goal Statements; (3) Formative Assessment, an evaluation of that which was done during a project's development, discusses: an interim evaluation report prepared at the project's mid-point, a presentation of two staff questionnaires, their results and appraisal with tables, an assessment of community involvement and information dissemination, and costs; (4) Summative Assessment, evaluating student attitudes and knowledge relative to the project's intent, discusses the establishment of a control group and testing results. Types of questions and instruments used are discussed, with the format roughly following grade level sequencing, and supplemental tables are provided. Conclusions regarding the program are arranged under formative judgements and judgements of worth. It is stated that the program was exemplary, well managed, and well staffed. (LH)

ED 114 485 95 CE 005 149

**McCracken, J. David, Ed. Newcomb, L. H., Ed. Inservice Education of Vocational Agriculture Teachers on New Curriculum Materials for Adult Class Instruction: Final Report.**

Ohio State Univ., Columbus. Dept. of Agricultural Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date Aug 75

Note—677p.; Illustrations in appended materials are marginally reproducible

EDRS Price MF-\$1.23 HC-\$34.91 Plus Postage

**Descriptors—**\*Adult Farmer Education, \*Agricultural Education, Agricultural Engineering, Agricultural Production, Farm Management, Horticulture, Teacher Developed Materials, \*Teaching Guides, \*Unit Plan, \*Young Farmer Education

Twenty-two field-tested instructional units were developed for use in adult and young farmer education by 20 specially trained agriculture teachers in Ohio. The resource units were developed in the following agriculture areas of instruction: corn and soybean production, agriculture mechanics, swine production, farm management, and horticulture. Each unit is presented with topic outlines, illustrations, and descriptions. Subjects discussed within each unit include the following areas: State situation, local situation, objectives, references, needed audiovisual equipment, interest approaches, questions to be answered, learning activities, to summarize (note to teacher), applications, and appended materials on content summary and instructional materials. (Author/ED)

ED 114 486 CE 005 150

**Wilson, Marian L. A Study of Home Economics Programs and the Expressed Educational Needs of Home Economics Teachers in Massachusetts.**

Framingham State Coll., Mass. Home Economics Resource Center.

Note—31p.; Portions of the Home Economics Teacher Survey may not reproduce clearly

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

**Descriptors—**\*Educational Assessment, \*Home Economics Education, \*Home Economics Teachers, \*Inservice Teacher Education, State Surveys, \*Teacher Response

**Identifiers—**\*Massachusetts

The study to assess the status of elementary and secondary home economics programs in Massachusetts and to determine the inservice needs of the teachers also had the objectives of deter-

mining desirable types of inservice activities, determining desirable subject areas, gathering information on teacher education and experience, and sharing the findings with those responsible for planning inservice programs. Two questionnaires, one to collect information on programs and the other for teacher information, were developed and sent to all 1,403 home economics teachers in the state and to 731 schools. Responses from 426 schools and 956 teachers are analyzed separately in detail, with discussion of the information gathered from each section of the questionnaires. A general discussion section expands on the following: progress toward shorter courses by one-third of the schools; boys in courses in one-half of the schools; food and clothing areas as the major course content; lack of federal funding; need for more diversified programs; teacher interest in inservice dealing with nutrition, consumer education, family living, and special education students; desirable times for inservice; and reasons for not pursuing graduate study. A two-page bibliography and copies of the two questionnaires are also included. (MS)

ED 114 487 CE 005 160

**Thrower, Robert G., Ed. Weber, Robert D., Ed. Industrial Arts for the Elementary School: 23rd Yearbook.**

American Council on Industrial Arts Teacher Education, Washington, D.C.

Pub Date 74

Note—324p.

Available from—McKnight Publishing Company, Bloomington, Illinois 61701 (\$10.95)

**Document Not Available from EDRS**

**Descriptors—**Curriculum Design, Curriculum Development, Educational Environment, Educational History, Educational Philosophy, Educational Research, Educational Trends, \*Elementary Education, \*Industrial Arts, Industrial Arts Teachers, Teacher Education, Technology, \*Yearbooks

Fourth in a series of yearbooks presenting an overview of industrial arts at the various levels of education, the yearbook clarifies the contribution of industrial arts at the elementary school level. Fifteen educators from industrial arts and related field have authored the 12 chapters of the yearbook. Chapter 1 (Mary-Margaret Scobey and Grace Graham) explores the effect of social needs and educational trends on curriculum development. Chapter 2 (Ardele Llewellyn and Violet Robinson) is specifically directed to developmental aspects of middle childhood. Technology: The Source, chapter 3 (H. G. Gilbert) sets a general direction for the comprehensive coverage of industry. Chapter 4 (Norma Heasley) provides coverage on various aspects of curriculum design. Contemporary programs (W. R. Miller) and environmental designs (Eberhard Thieme) are the topics for chapters 5 and 6. Chapter 7 (Gardner Boyd) discusses the role of industrial arts personnel, and chapter 8 (Franklin Ingram and Vito Pace) analyzes methodologies of teacher education. Historical reflections (Robert Hostetter) and philosophical positions (William Hoots, Jr.) are presented in chapters 9 and 10. Chapter 11 (W. A. Downs) includes a compilation of doctoral degree studies, master's studies, and non-degree research. The concluding chapter (Delmar Larsen) is a selected bibliography. (EA)

ED 114 488 CE 005 161

**New Directions in Education for Changing Health Care Systems.**

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date 75

Note—88p.

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (\$6.25)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

**Descriptors—**Community Health Services, \*Delivery Systems, Developed Nations, \*Educational Change, Educational Trends, Foreign Countries, \*Health Occupations Education, \*Health Services, \*International Organizations, Medical Education, Policy Formation, Post Secondary Education

The summary report focuses on postsecondary education for the health professions in the context of evolving health care systems within Organizations for Economic Cooperation and

Development (OECD) member countries. An assessment of health care practices in these countries led to the conclusions and recommendations presented in part one of the report. There are trends toward: (1) individualized community level health care and prevention (primary health care), (2) greater cost-effectiveness, and (3) educational reorganization. Recommendations deal with the need for national health policies, integration of health care and education, coordinated government action, research, continuing and recurrent education, and international efforts. The second section reviews present trends: the size, growth rates, and complexity of health care and education of the health professions in member countries. New demands on health care systems by consumers, professionals, and government officials for improved access, quality, cost control, and extension are outlined. Response to these demands is reported as new health care policies, (especially primary care) and policy implementing mechanisms. The educational responses to trends in health care systems are detailed with the conclusion that innovative approaches are more abundant than actions being taken on them. The report concludes with a five-page bibliography. (Author/MS)

ED 114 489 95 CE 005 162

*Richardson, Donna*  
Project Opportunity (An Individualized Approach to Training Licensed Practical Nurses). Final Report.

Anoka-Hennepin Area Vocational Technical Inst., Minn.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.; Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.

Pub Date 31 Jul 74

Note—49p.; Not available in hard copy due to marginal reproducibility

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Advanced Placement Programs, \*Curriculum Development, Educational Programs, Health Occupations, \*Health Occupations Education, Health Personnel, \*Individualized Instruction, \*Practical Nurses, Program Evaluation, Questionnaires, Testing

The purpose of the project was to develop evaluation, guidance, and tutorial services to maximize the previous health related experience and education of people and to enable them to be placed, with advanced standing, into an existing practical nursing program. Because each student comes into a program with certain knowledge and abilities, Project Opportunity used the module approach to evaluate and identify areas to be learned. The individualized learning modules were based on task analysis and included pre- and posttesting, behavioral objectives, learning strategies, and self-evaluation. The results and accomplishments of the project included the development of challenge examinations, practical nursing modules, core curriculum, a secondary health careers program, surgical technician program, and the Dakota County pilot project. Project evaluations were based on: student performance, evaluation, and comments; and faculty participation and comments. The Dakota County evaluation and evaluations of the core curriculum and the secondary health careers program are also presented. Conclusions, implications, and recommendations of the project are discussed. A project materials evaluation questionnaire and its results are included. A list of the practical nursing modules, core curriculum requirements, and an outline of the health careers curriculum are appended. (Author/EC)

ED 114 490 CE 005 163

*Lee, Joe Won And Others*

Projections of Employment Demand by Industry and Occupation for Labor Market Areas in Pennsylvania.

National Planning Association, Washington, D.C. Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Pub Date 29 Jan 74

Note—18p.; Appendix 2, List of Occupations, is not reproducible and has been deleted

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Demand Occupations, \*Employment Projections, Industry, \*Labor Market, Matrices

Identifiers—Pennsylvania

The objective of the project was to generate historical estimates and projections of employment demand by industry and occupation (industry-occupation matrices) for the state of Pennsylvania and 12 metropolitan labor market areas in the state. The methodology is discussed in two sections. The first section is concerned with the methodology used in arriving at historical estimates and projections of the industry-occupation matrices. The second section presents procedures used in computing annual change factors for each occupation in each area, for the period 1970-80, given the benchmark years data for 1970, 1975, and 1980. A list of 88 industries is appended. (Author/EC)

ED 114 491 CE 005 166

Instructional Guide for Cosmetology.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Dept. of Education.; Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Pub Date Oct 72

Note—476p.

EDRS Price MF-\$0.76 HC-\$24.75 Plus Postage

Descriptors—\*Cosmetology, \*Curriculum Guides, Educational Objectives, Grade 10, Grade 11, Grade 12, Instructional Aids, Instructional Materials, Learning Activities, \*Secondary Education, \*Unit Plan, \*Vocational Education. Intended as a tool for cosmetology teachers in Virginia public and private schools, the document is an instructional guide which offers 12 units of study, arranged in a three year course. Materials covered help prepare students for licensure in the State of Virginia and the guide is designed to cover the 1,500 hours required to be spent in the cosmetology laboratory, learning manipulative skills of the profession. Materials are arranged alphabetically by unit, and in outline form, leaving teaching sequence and style up to the instructor. Cosmetology 1, 2, and 3 are taught in high school grades 10, 11, and 12 respectively, for three consecutive class periods per day. A summary course outline lists 12 areas of instruction, their individual percentage of total course time, and total suggested hours for each in the three individual years of study. Units cover: care of the hands and feet; care of the hair, skin and scalp; haircoloring; hair pieces; hair straightening; hair styling; image development; permanent waving; professional makeup; salon management; and, shampooing and colorless rinsing. Each unit includes a discussion of general concepts and objectives, teacher presentation, student activities, and teaching aids. (LH)

ED 114 492 CE 005 167

Laboratory Management for Cosmetology Instruction: A Management Guide for Teachers.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Note—97p.; Table of contents does not coordinate with document; Page 67 was removed because of irreproducibility

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Class Organization, Classroom Techniques, \*Cosmetology, Instructional Aids, \*Instructional Materials, \*Laboratory Procedures, Laboratory Techniques, \*Records (Forms), Resource Materials, Secondary Education, \*Teaching Methods, Teaching Techniques, Trade and Industrial Education, Vocational Education

A collection of materials to aid cosmetology teachers in organizing and managing laboratory/classrooms is presented in the document. The materials may be adapted for use in a variety of situations and have been compiled by a group of cosmetology instructors. Materials are presented in two ways, with the first providing a discussion of topics which revolve around teaching techniques. Included are: planning importance; instructional methods; sources of teaching materials and their uses, which includes a short bibliography; keeping records; organization and management of cosmetology laboratory/classrooms; the relationship of student, patron, and the community; vocational education and personal counseling; and working with the disadvantaged, problem, and gifted student. The second type of material consists of examples of record keeping sheets and forms. Included are: student attendance and progress sheets; classroom schedules; student project assignment contracts; teacher lesson plans; inventory and purchase requisition forms; student

attitude evaluation sheets; application and registration forms from the Virginia State Board of Registered Professional Hairdressers; charts of cosmetology jobs within the educational field, beauty shops, and the cosmetic industry; and procedure check sheets and rating scales for individual skills. (LH)

ED 114 493 CE 005 170

*Wolvek, Joseph*

Bread and Butterflies: Evaluation of the IEBN-DPI [Iowa Educational Broadcasting Network--Department of Public Instruction] 1974-75 In-service Training Workshops.

Iowa State Dept. of Public Instruction, Des Moines.

Report No.—3200-C15023-9/75

Pub Date [75]

Note—61p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Career Education, \*Educational Television, Elementary School Teachers, \*In-service Teacher Education, \*Program Evaluation, Teacher Attitudes, \*Teacher Workshops. Identifiers—\*Bread and Butterflies, Iowa

The document presents a discussion and evaluation of the training workshop program developed by the Iowa Educational Broadcasting Network and the Iowa State Department of Public Instruction to help teachers incorporate the Bread and Butterflies television series on career development into fourth, fifth, and sixth grade curricula. The Bread and Butterflies series is described as a quality product with extensive training aids, including a comprehensive curriculum guide, individual program analysis, before-viewing readiness plan, program summaries, and suggestions for classroom discussion and activities. Workshop goals included informing teachers of the program and its content, incorporating it into existing curricula throughout Iowa, and fostering a positive teacher attitude. A one-day, in-service, training workshop was developed for 14 regions of Iowa. A group of teacher trainers selected by region from school systems throughout the State received the training and, in turn, provided in-service training to faculties in their respective school systems. Evaluation was made of the teacher training workshops, career development attitude of upper elementary teachers, and cost effectiveness. A detailed discussion of evaluation findings is presented, and tables and figures supplement the material. (LH)

ED 114 494 CE 005 173

*Gasior, Albert G. And Others*

Model for Cost Per Pupil for Vocational Education Programs and Types of Schools.

Rutgers, The State Univ., New Brunswick, N.J. Dept. of Vocational-Technical Education.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date 30 Jun 75

Note—156p.

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—Cost Effectiveness, Data Analysis, \*Data Collection, Educational Finance, \*Expenditure Per Student, \*Models, \*Program Costs, \*Research Tools, Secondary Education, Trade and Industrial Education, Vocational Education

The study was designed to develop a model for the collection and analysis of cost data for defining the cost per pupil per program per type of school (area vocational or comprehensive). An advisory committee of New Jersey State Department of Education personnel and vocational educators was selected to provide unbiased input. The selected programs were practical nursing and health related occupations, each offered by different comprehensive high schools. The project proceeded according to 29 tasks illustrated in a flow chart. Five of the tasks, concerned with data collection using the model for calculating per pupil costs, were explained in detail. After review of the model and cost data, the advisory committee approved the model as reasonable for data collection. Five conclusions and six recommendations concerning use of the model are stated in the report. Appended materials (122 pages) include: definition of terms, advisory committee meeting materials, a two part literature review, task, task flow chart, cost of utilities (electricity), expenditures and cost computations for the two programs (for health occupations using the program budget accounting system and for practical nursing using the traditional accounting system). (Author/MS)

**ED 114 495** CE 005 176  
**Health Occupations Training Programs Administered by Hospitals: A Directory.**  
 Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Resources Development.

Report No.—DHEW-HRA-75-27

Pub Date Oct 73

Note—958p.

EDRS Price MF-\$1.55 HC-\$48.88 Plus Postage

Descriptors—\*Directories, \*Educational Programs, \*Health Occupations Education, National Surveys, Questionnaires

A directory of 4,013 hospital-administered allied health and nursing programs throughout the United States is presented in the document. Section 1, Guide to Training Programs, is designed for guidance counselors, students, and health planners. It contains an alphabetical listing of training programs within major occupational categories and provides information on program length, educational entrance requirements, and number of graduates. Section 2, Guide to Hospitals Having Training Programs, is designed for hospital administrators and health planners. It presents an alphabetical listing of hospitals having training programs by state and by city and provides information regarding the individual hospitals. Both sections are preceded by explanatory notes and a table of contents. The four-part appendix includes: (1) Screener Questionnaire, part 1 of the survey sent to hospitals; (2) Detailed Program Questionnaire, part 2 of the survey; (3) Glossary of Occupational Titles, a compilation of terms used in the document; and (4) Titles of Programs, Reported by Respondent Hospitals, not contained in the above glossary. An index lists all hospital training programs included in the directory. (LH)

**ED 114 496** CE 005 177  
**Martin, Herbert**

**Basic Drafting: A Competency-Based Guide for Students and Teachers.**

Kentucky Univ., Lexington. Vocational Education Curriculum Development Center.

Pub Date [75]

Note—192p.

Available from—Curriculum Development Center, University of Kentucky, Lexington, Kentucky 40506 (\$5.00)

EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage

Descriptors—\*Drafting, Individual Instruction, Learning Activities, Performance Based Education, \*Post Secondary Education, \*Programmed Texts, \*Secondary Education, \*Teaching Guides, Vocational Education

The instructional guide for basic drafting is designed to aid in the organization and teaching of a first year course in drafting at either the secondary or postsecondary level. The body of the document consists of a student manual which is made up of seven blocks of instruction: introduction and orientation, geometric construction, multiview projection, dimensioning, sectioning, auxiliary projection, and pictorial views. Each block contains general objectives for the total block, directions for use of the block, a pretest, and lessons consisting of performance objectives and learning activities. The learning activities are made up of reference sources, informational outlines, performance operational steps, and criterion tests. A teacher manual, designed to complement the student manual, presents additional, supplementary material to aid in the implementation and effective use of the student manual (answers to test questions, reference sources, and comments). Completion of the manual should give the student the background that is necessary for successful achievement in the advanced drafting phase. (Author/EC)

**ED 114 497** 88 CE 005 178  
**Matrix of Basic Learner Outcomes for Career Education.**

Partners in Career Education, Arlington, Tex.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Texas Education Agency, Austin. Div. of Occupational Research and Development; Texas Education Agency, Austin. Div. of Special Education.

Note—209p.

EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage

Descriptors—\*Career Education, Curriculum Development, Curriculum Planning, \*Educational Objectives, \*Elementary Secondary Edu-

cation, \*Instructional Program Divisions, Integrated Curriculum, Intellectual Disciplines, \*Matrices

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

The document provides a means of organizing the career education learner outcomes for Texas students into a scope and sequence to be used as a framework for continued development of learner activities. The 177 learner outcomes (objectives) are presented in the following nine categories: career planning and decision making, career and occupational information, job acquisition and retention, attitudes and appreciation for a career success, skills in human relationships for careers, self-investigation and evaluation for career success, personal/work/societal responsibilities, economic factors influencing career opportunity, and education/career opportunity relationships. Grade levels, subject areas, and phase of instruction (introduction, development, emphasis) suggested for each outcome are listed in a chart for each of the outcomes. A summary chart shows the distribution of learner outcomes by subject area and grade level. The outcomes are also indexed for each grade level, with recommended outcomes listed by number under subject area headings. (Author/MS)

**ED 114 498** 95 CE 005 180  
**Pinson, Nancy M.**

**Career Education: A Professional Introspection: A Monograph Prepared for the Project The Status and Progress of Career Education.**

Council of Chief State School Officers, Washington, D.C.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date Jan 75

Contract—OEC-0-74-3537

Note—40p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Career Education, Change Agents, Educational Attitudes, \*Educational Change, Educational Responsibility, Educational Trends, Professional Recognition, \*State of the Art Reviews, Student Teacher Relationship, Teacher Attitudes, Teacher Behavior, Teacher Characteristics, Teacher Improvement, \*Teachers

An understanding of the professional development of educators involved in career education is necessary for an understanding of changes occurring in the field of education. Changes brought about in education have caused shifts in the professional and occupational behavior of educators, only some of whom perceive themselves as change agents. Educators' needs and values are changing, due in part to a greater emphasis placed on work values and expectations similar to those held by workers in general. A characterization of today's educator shows a variety of identified values and responsibilities which can be transformed into learning experiences. Job security is a factor which influences educator change and is applicable to other work situations as well. The continued growth in career education has been possible because it calls for a wider group of educator and student responsibilities, skills, and new behaviors. Educators actively involved in career education can be seen as providing a model of professionalism which appears to have achieved an equitable balance between the goals of an institution and the individual goals of its members. These educators will exact from any future definition of professionalism a far more explicit understanding of their roles in implementing a changing institutional image. A three-page bibliography is included. (Author/EC)

**ED 114 499** CE 005 181  
**Sulzen, Robert H. Thomas, Donald L.**

**The Effects of Adjunct Instructional Materials Employed Outside the Classroom on the Performance of Air Force ROTC Students.**

Air Force Human Resources Lab., Wright-Patterson AFB, Ohio. Advanced Systems Div.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-75-5

Pub Date Jul 75

Note—36p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Comparative Analysis, \*Effective Teaching, Evaluation Methods, Learning, Program Evaluation, Tables (Data), \*Teaching Methods

Adjunct instructional materials are questions and answers keyed to a text. The adjuncts for the study were prepared for textbooks used with two Air Force ROTC courses. Over 400 students at two universities served as subjects. Four experiments were conducted using a counterbalanced repeated measures design. Students used adjunct materials for portions of the text and served as a control for other portions of the text. The results indicate that adjunct materials promote learning of materials directly covered by adjunct questions, but do not contribute to application of the material covered by adjunct questions. The use of adjunct instructional materials is recommended. Further research, especially concerning the effects of various types of questions, also is recommended. (The document concludes with a 16-item bibliography and three appendices: adjunct materials instructions and questionnaires and the analysis of the data from the study). (Author)

**ED 114 500** CE 005 182

**Christal, Raymond E.**

**Systematic Method for Establishing Officer Grade Requirements Based Upon Job Demands.**

Air Force Human Resources Lab., Lackland AFB, Tex. Occupational and Manpower Research Div.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-75-36

Pub Date Jul 75

Note—42p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Job Analysis, Measurement Techniques, Military Personnel, \*Occupational Information, \*Officer Personnel, Personnel Management, \*Personnel Selection, Policy Formation, Promotion (Occupational), Task Performance

Identifiers—Officer Grade Requirements, OGR

This report presents interim results of a study developing a methodology for management engineering teams to determine the appropriate grade requirements for officer positions based on job content and responsibilities. The technology reported represents a modification and extension of methods developed between 1963 and 1966. Results indicated that Manpower and Management Engineering personnel can accurately apply the Officer Grade Requirements (OGR) determination procedure. Recommendations are made for operational implementation and for determining the total distribution of non-aircrew officer grade requirements. (The document concludes with a 15-item bibliography and three appendices: definitions of job requirement factors, a partial list of predictions evaluated during development of the OGR policy, and illustrations of job descriptions and ratings.) (Author/BP)

**ED 114 501** CE 005 183

**Wiley, Llewellyn N.**

**Familiarity with Subordinates' Jobs: Immediate Versus Secondary Supervisors.**

Air Force Human Resources Lab., Lackland AFB, Tex. Occupational and Manpower Research Div.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-75-7

Pub Date Jun 75

Note—22p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Comparative Analysis, Comparative Statistics, Job Skills, \*Military Personnel, \*Personnel Evaluation, \*Supervisors, Tables (Data), \*Task Performance

Identifiers—\*Air Force

A test was made of the hypothesis that only immediate supervisors know enough about their subordinates' job activities to render job performance ratings. Pairs of supervisors who rated the quality of performance of 295 supply airmen had identified themselves as immediate supervisors and other-than-immediate supervisors. These pairs, working independently, rated the same airmen (job incumbents) on how well they performed individual tasks. Each supervisor was asked to rate each task that he was sure the subordinate did, but he was not told which tasks the subordinate had identified. The selections of tasks were tallied against the responses made by the incumbents on the same inventory. An incumbent's responses were relative time spent ratings. Tasks were classified by a scale of percent time spent,



and two supervisory levels were compared in terms of percentage of tallies (agreements) with the incumbents. The tallies were greater for tasks on which the airmen spent more time, but there was no detectable difference between immediate and other supervisors. It was concluded that in the Inventory Management and Material Facilities career ladders, at least, it was possible to obtain other supervisors who were as familiar with their subordinates' jobs as immediate supervisors. (Author)

**ED 114 502** CE 005 185  
**Matching Job and Worker Characteristics: Work Supplement for the Aged. Rehabilitation Series 6.**

Human Resources Center, Albertson, N.Y.  
Spons Agency—Insurance Co. of North America, Albertson, N.Y.; Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.

Pub Date 73  
Note—93p.; Photographs in appended materials will not reproduce

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—Adult Characteristics, Advisory Committees, Employee Attitudes, Employment Opportunities, Employment Problems, \*Employment Programs, \*Job Placement, \*Job Skills, \*Older Adults, \*Senior Citizens  
Identifiers—Project Senior Abilities

Project Senior Abilities (PSA) demonstrated and evaluated the concept that the needs and talents of older workers (over 55) can be matched with specific job requirements. An industrial advisory board identified occupational categories in the local economy which met the criteria of being temporary in nature with limited career opportunities and lacking in appeal to younger job seekers. Older persons employed in these mainly clerical, assembly, and packaging positions were paid through the Human Resources Center. PSA clients totaling 804, recruited through other agencies and the mass media, were interviewed. Positions were found for 280. The others were placed in a work force supplement program (skills bank). For all clients, data were maintained on the numbers and type of placements, referrals but no placements, and non-referrals. These data and personal characteristics were analyzed to assess potential factors which might prove predictive of successful employability. Detailed discussion and conclusions indicated that: aged persons had a need to work, there was a demand in industry for their skills, and job placements enabled workers to earn incomes above poverty level. Appended are: tables on client characteristics and attitudes, interview forms, and reprints of publicity articles. (Author/MS)

**ED 114 503** CE 005 199  
**Life Career Development: A Model.**  
Missouri Univ., Columbia. Career Guidance Counseling Placement Project.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Missouri State Dept. of Education, Jefferson City. Div. of Career and Adult Education.

Report No—VT-101-965  
Pub Date 73  
Grant—OEG-0-71-4663  
Note—31p.; For related documents, see CE 005 200-201

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Career Education, Career Exploration, Career Planning, Guidance Programs, \*Inservic Teacher Education, \*Models, Occupational Guidance, \*Program Guides, \*Program Planning, Vocational Counseling, Vocational Development

Identifiers—\*Career Guidance, Missouri

The career exploration view is designed to stimulate learning which will provide individualized feedback to students concerning their self-identities. The career conscious individual career education model is an outcome-oriented model designed to provide a comprehensive overview of the knowledge, skills, and attitudes individuals need to facilitate their total development. The model has four basic interrelated domains: (1) self-knowledge and interpersonal skills, (2) knowledge of work and leisure worlds, (3) career planning knowledge and skills, and (4) basic studies and occupational preparation. The concluding section, entitled Career Guidance: Program Content and Staff Responsibilities, presents a pro-

gram planning guide developed for use in the career education workshop for professional development sponsored by the Missouri State Department of Education. (VA)

**ED 114 504** CE 005 200  
**Life Career Development: Reference Book: Concepts, Goals, Objectives and Activities.**  
Missouri Univ., Columbia. Career Guidance Counseling Placement Project.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Missouri State Dept. of Education, Jefferson City. Div. of Career and Adult Education.

Report No—VT-101-966  
Pub Date 73  
Grant—OEG-0-71-4663  
Note—67p.; For related documents, see CE 005 199 and CE 005 201

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Career Education, Career Exploration, Career Planning, \*Educational Objectives, Elementary Secondary Education, Guidance Programs, \*Guidelines, \*Inservic Teacher Education, Junior High Schools, Models, Occupational Guidance, Program Development, \*Program Planning, Vocational Counseling  
Identifiers—\*Career Guidance, Missouri

The publication was developed for use in the career education workshops for professional development sponsored by the Missouri State Department of Education. It serves as a resource guide for establishing career development goals and objectives at both the elementary and secondary levels, with emphasis on the junior high school level. The reference volume is divided into eight sections: (1) the process from concepts activities; (2) numbering systems; (3) definition of terms; (4) concepts, goals, and developmental goals; (5) objectives; (6) activities; (7) program strategies for career education and career guidance; and (8) reference materials. (VA)

**ED 114 505** CE 005 201  
**Life Career Development: Implementation: Committees, Staff Development, Evaluation, Funding, and Communication.**

Missouri Univ., Columbia. Career Guidance Counseling Placement Project.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Missouri State Dept. of Education, Jefferson City. Div. of Career and Adult Education.

Report No—VT-101-967  
Pub Date 73  
Grant—OEG-0-71-4663  
Note—31p.; For related documents, see CE 005 199-200

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Career Education, Career Exploration, Career Planning, Committees, Evaluation, Financial Support, Guidance Programs, \*Guidelines, \*Inservic Teacher Education, \*Program Development, Resource Staff Role, Staff Improvement, Vocational Counseling  
Identifiers—\*Career Guidance, Missouri

The guide provides suggestions concerning possible solutions to specific career education implementation problems. Committee selection and organization are discussed in the first section. Then a detailed approach to a sequential system for program implementation is presented. The program consists of a precommitment stage, commitment stage, and an implementation stage. Guidelines for staff development, evaluation, funding, and communication are also presented. The publication was developed for use in the career education workshops for professional development sponsored by the Missouri State Department of Education. (VA)

**ED 114 506** CE 005 218  
**Bibliography on Career Education.**  
Bridgeport Public Schools, Conn.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Report No—VT-102-010  
Pub Date Jun 73  
Grant—OEG-0-71-0679(361)

Note—24p.; Not available in hard copy due to marginal reproducibility; For related documents, see CE 005 219-221

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Annotated Bibliographies, \*Audiovisual Aids, \*Career Education, Educational

Games, \*Elementary Secondary Education, Films, Filmstrips, Phonograph Records, \*Resource Guides, Tape Recordings  
Identifiers—Connecticut (Bridgeport)

A research bibliography for use by persons involved in implementing career education concepts, the document contains all of the commercially produced multimedia used by Connecticut's exemplary project in career education. The resources listed include books, films, filmstrips, records, cassettes, games, picture story study prints, kits, and additional learning materials, which are commercially produced. The listed items are all annotated and include grade level and commercial producer. (Author/VA)

**ED 114 507** CE 005 219  
**Career Education Sample Study Units: Bridgeport's Exemplary Project in Career Education 1973-1974.**

Bridgeport Public Schools, Conn.  
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Report No—VT-102-011  
Pub Date 74  
Grant—OEG-0-71-0679(361)

Note—42p.; For related documents, see CE 005 218 and CE 005 220-221; Not available in hard copy due to marginal reproducibility

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Behavioral Objectives, \*Career Awareness, \*Career Education, City Wide Programs, \*Curriculum Enrichment, Elementary Education, \*Field Trips, Grade 7, Grade 8, Junior High Schools, Pilot Projects, Unit Plan  
Identifiers—Connecticut (Bridgeport)

The publication presents sample study units used by the Bridgeport Career Education Project for implementing career education concepts at the elementary and junior high school levels. Each sample unit has a specified major goal and related student behavioral objective(s). A field trip is suggested as the activity for providing the setting for accomplishing these objectives. In addition, suggested techniques for students and resource materials are presented. The grade level for each study unit is indicated. (VA)

**ED 114 508** CE 005 220  
**Career Education Study Unit: Bridgeport's Exemplary Project in Career Education 1973-1974.**  
Bridgeport Public Schools, Conn.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Report No—VT-102-012  
Pub Date 74  
Grant—OEG-0-71-0679(361)

Note—139p.; For related documents, see CE 005 218-219 and CE 005 221; Not available in hard copy due to marginal reproducibility of the original

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Behavioral Objectives, \*Career Education, Career Exploration, \*Curriculum Guides, Developmental Programs, \*Elementary Education, Grade 7, Grade 8, Instructional Materials, \*Junior High Schools, Learning Activities, Occupational Clusters, Pilot Projects, Unit Plan

Identifiers—Connecticut (Bridgeport)

The study unit is intended for use by teachers in an exemplary project in career education in Bridgeport, Connecticut for the school year 1973-1974. It consists of three complete units each for the kindergarten through grade 8 levels with five career clusters identified for grades 6, 7, and 8. The units for use at the kindergarten level focus on parents and work—in the home, outside the home, and volunteer work. Grades 1 and 2 study jobs in school and community. The units for grades 3 and 4 center around occupations in local and State government, communications in Bridgeport, and manufacturing in Connecticut. Some of the unit topics for grades 5 through 8 are: transportation, manufacturing, marine science, hospitality and recreation, marketing and distribution, and environment. Each unit includes its goals, behavioral objectives, and learning activities. Many also include sample tests, materials and resources, and bibliographies. Short career exploratory courses in cosmetology, horticulture, and musical instrument repair are also outlined. (NJ)

**ED 114 509** 95 CE 005 221  
**Career Education: Final Report of the K-14 Project in Career Education.**  
 Bridgeport Public Schools, Conn.  
 Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.  
 Report No.—VT-102-154  
 Bureau No.—0-361-0061  
 Pub Date Sep 74  
 Grant—OEG-0-71-0679(361)  
 Note—28p.; For related documents, see CE 005 218-220

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
 Descriptors—Career Awareness, \*Career Education, City Wide Programs, \*Curriculum Development, \*Developmental Programs, \*Elementary Secondary Education, Inservice Teacher Education, Instructional Materials Centers, Occupational Guidance, Pilot Projects, \*Program Descriptions

Identifiers—Connecticut (Bridgeport)

The final report of the Bridgeport Career Education Project covers the period from August 1, 1971 to August 31, 1974. The project has as its major goal the development of a comprehensive career education and development program beginning at the elementary level and continuing through high school. The initial phase of the project centered on informing principals, counselors, and teachers of participating schools about the overall project objectives. This effort was accomplished by a workshop designed for this purpose. Another workshop was conducted for developing curriculum guidelines and presenting information related to sources of occupational information for teacher use. The development and implementation of a career education materials center followed. Inservice training sessions were conducted on the effective use of the occupational materials. Efforts to involve the community as a whole in the career education program were also undertaken. The major conclusion of the report is that the support for career education concepts in Bridgeport has been very favorable. (VA)

**ED 114 510** CE 005 234  
 Stewart, James C., Comp.  
**Consumer and Homemaking 3-4. Manual for Career Education.**  
 Knox County Schools, Knoxville, Tenn.  
 Report No.—VT-101-992  
 Note—83p.; For related documents, see CE 005 235-237

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
 Descriptors—Activity Units, Career Awareness, \*Career Education, Class Activities, \*Consumer Education, \*Curriculum Guides, \*Elementary Education, Grade 3, Grade 4, \*Homemaking Education, Integrated Curriculum, Learning Activities, Relevance (Education), Resource Materials

Identifiers—\*Knox County Schools, Tennessee (Knox County)

Objectives of the SPICE (School Programs in Career Education) curriculum guides are concerned with the areas of self-concept, dignity of work, constant change in the world of work, and relevance of school to work. The career education curriculum in the volume presents units which may be taught as separate subjects, incorporated into all areas of the existing curriculum, or used as the total curriculum, with texts as references. Each unit contains suggested assignments and activities in math, language arts, science, and art. The consumer and homemaking units for grades 3 and 4 are presented so as to bring about career awareness by exposing the children to various jobs. No attempt is made to learn about workers. A 34-page appendix provides a booklist, instructional materials, and teaching suggestions. (Author/MF)

**ED 114 511** CE 005 235  
 Consumer and Homemaking 5-6. Manual for Career Education.  
 Knox County Schools, Knoxville, Tenn.  
 Report No.—VT-101-993  
 Note—77p.; For related documents, see CE 005 234 and CE 005 236-237

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
 Descriptors—Activity Units, Career Awareness, \*Career Education, Class Activities, \*Consumer Education, \*Curriculum Guides, \*Elementary Education, Grade 5, Grade 6, \*Homemaking Education, Learning Activities, Relevance (Education), Resource Materials

Identifiers—\*Knox County Schools, Tennessee (Knox County)

Objectives of the SPICE (School Programs in Career Education) curriculum guides are concerned with the areas of self-concept, dignity of work, constant change in the world of work, and relevance of school to work. The career education curriculum in the volume presents units which may be taught as separate subjects, incorporated into all areas of the existing curriculum, or used as the total curriculum, with texts as references. Each unit contains suggested assignments and activities in math, language arts, science, and art. The consumer and homemaking cluster for grades 5 and 6 offers opportunities for learning about jobs by involving the students in activities that can be reproduced or simulated in the classroom. It also stresses pre-occupational learning, with job interviewing simulation. A 31-page appendix provides a booklist, instructional materials, and other teaching suggestions. (Author/MF)

**ED 114 512** CE 005 236  
 Stewart, James C., Comp.  
**Construction 3-4. Manual for Career Education.**  
 Knox County Schools, Knoxville, Tenn.  
 Report No.—VT-101-994  
 Note—79p.; For related documents, see CE 005 234-235 and CE 005 237

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
 Descriptors—Activity Units, Building Trades, Career Awareness, \*Career Education, Class Activities, \*Construction (Process), \*Curriculum Guides, Elementary Education, \*Grade 3, \*Grade 4, Integrated Curriculum, Learning Activities, Relevance (Education), Resource Materials

Identifiers—\*Knox County Schools, Tennessee (Knox County)

Objectives of the SPICE (School Programs in Career Education) curriculum guides are concerned with the areas of self-concept, dignity of work, change in the world of work, and relevance of school to work. The career education curriculum in the volume presents units which may be taught as separate subjects, incorporated into all areas of the existing curriculum, or used as the total curriculum, with texts as references. Each unit contains suggested assignments and activities in math, language arts, science, and art. The construction unit for grades 3 and 4 examines jobs within the construction cluster and in related fields of construction, such as architecture, interior decorating, crafts, and materials. A 31-page appendix offers a booklist, varied instructional materials, and teaching suggestions. (Author/MF)

**ED 114 513** CE 005 269  
 Hale, Allen Hamilton, John W.  
**Police Traffic Services Basic Training Program. Student Study Guide. Volume 3 of 3.**  
 Dunlap and Associates, Inc., Darien, Conn.  
 Spons Agency—National Highway Traffic Safety Administration (DOT), Washington, D.C.  
 Report No.—VT-102-040  
 Pub Date Oct 72

Note—242p.; For Volume 1, see CE 005 268; For Volume 2, see ED 083 481

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 5003-00095 \$2.25)

**EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage**  
 Descriptors—Instructional Materials, \*Job Training, Law Enforcement, Pedestrian Traffic, \*Police, Post Secondary Education, \*Study Guides, Traffic Accidents, \*Traffic Control, \*Traffic Safety, Vehicular Traffic

Identifiers—\*Police Education

As part of the basic training program in police traffic services intended to establish a national standard, the student study guide was developed to serve as a basic reference text to reinforce and supplement the subject material presented in class. The document consists of the six following major sections: (1) background for policy traffic services, (2) traffic law, (3) traffic direction and control, (4) traffic law enforcement, (5) accident management, and (6) traffic court. (VA)

**ED 114 514** CE 005 292  
 Career and Vocational Education in Georgia. A Program Manual for Local Systems.  
 Georgia State Dept. of Education, Atlanta. Div. of Vocational Education.  
 Report No.—VT-102-069  
 Pub Date 75

Note—99p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
 Descriptors—\*Career Education, Career Exploration, \*Comprehensive Programs, Elementary Secondary Education, Financial Support, Job Placement, Master Plans, Personnel Needs, Post Secondary Education, Prevocational Education, \*Program Planning, \*Statewide Planning, \*Vocational Education, Work Study Programs

Identifiers—\*Georgia

The manual was designed for use by local school systems in order to maintain a comprehensive program of career and vocational education in the State of Georgia. The program includes, but is not limited to elementary career development programs, junior high exploratory and prevocational programs, secondary vocational cluster and cooperative programs, postsecondary and adult programs of technical and skilled training, job placement, work study, and vocational guidance. The comprehensive program of career and vocational education is described in detail in the manual, providing information to help local school systems formulate and prepare local plans for vocational education. Information regarding the program's purpose, type of program and level, methods, personnel requirements, contact person, funding sources, and references are provided for the following comprehensive prevocational and vocational high school programs: agricultural, business and office, vocational office, consumer and homemaking, occupational home economics, distributive, industrial arts, trade and industrial, and diversified cooperative training. Also treated are programs for students with special needs, finance and reimbursement, and definition of terms. (VA)

**ED 114 515** CE 005 305

Foster, Brian And Others

**Accounting Clerk Guide, Instructor Packet—Part I. A Spec Unit for the 10th, 11th, or 12th Grade. A Career Education Unit (An Edited Developmental Draft).**

Mesa Public Schools, Ariz.

Spons Agency—Arizona State Dept. of Education, Phoenix.

Report No.—VT-102-085

Pub Date Jun 73

Note—144p.; For related documents, see CE 005 306-312

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**  
 Descriptors—\*Accounting, \*Answer Keys, Business Education, Clerical Occupations, Individualized Instruction, Pilot Projects, Post Testing, Pretests, \*Secondary Education, \*Teaching Guides, Unit Plan

The instructor packet is part of an eight volume unit for grades 10, 11, and 12, designed for individualized progression in preparing students for entry into the occupation of accounting clerk. The instructor packet lists performance objectives, vocabulary, learning tasks, and supplemental activities for lessons 1 through 11. It also includes pretest and post-test keys. The unit is concerned with the basic accounting theory found in the accounting cycle. The material presented is closely coordinated with the other documents in the eight volume accounting unit. (NJ)

**ED 114 516** CE 005 306

Foster, Brian And Others

**Accounting Clerk Guide, Instructor Packet—Part II. A Spec Unit for the 10th, 11th, or 12th Grade. A Career Education Unit (An Edited Developmental Draft).**

Mesa Public Schools, Ariz.

Spons Agency—Arizona State Dept. of Education, Phoenix.

Report No.—VT-102-086

Pub Date Jun 73

Note—175p.; For related documents, see CE 005 305 and CE 005 307-312

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**  
 Descriptors—\*Accounting, \*Answer Keys, Business Education, Clerical Occupations, Individualized Instruction, Pilot Projects, Post Testing, Pretests, \*Secondary Education, \*Teaching Guides, Unit Plan

The instructor packet is part of an eight volume unit for grades 10, 11, and 12, designed for individualized progression in preparing students for entry into the occupation of accounting clerk. The instructor packet lists performance objectives, vocabulary, learning tasks, and supplemental activities for lessons 12 through 21.

Pretest and post-test keys are also included. The unit is concerned with the basic accounting theory as it is used with the combination journal and subsidiary ledgers. It also acquaints the student with payroll procedures and data processing for accounting. The material presented is closely coordinated with the other documents in the eight volume accounting unit. (NJ)

**ED 114 517** CE 005 307

*Foster, Brian And Others*

**Accounting Clerk Guide, Learner Packet—Part I.**  
A Spec Unit for the 10th, 11th, or 12th Grade.  
A Career Education Unit (An Edited Developmental Draft).

Mesa Public Schools, Ariz.

Spons Agency—Arizona State Dept. of Education, Phoenix.

Report No.—VT-102-087

Pub Date Jun 73

Note—123p.; For related documents, see CE 005 305-306 and CE 005 308-312

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—\*Accounting, Business Education, Clerical Occupations, \*Individualized Instruction, Instructional Materials, Pilot Projects, \*Secondary Education, \*Study Guides, Unit Plan, Workbooks

The learner packet is part of an eight volume unit for grades 10, 11, and 12, designed for individualized progression in preparing students for entry into the occupation of accounting clerk. Intended to be used on an individual basis at the student's own speed, the learner packet contains vocabulary, suggested lesson time, self-check keys, and worksheets for lessons 1 through 11. The unit is concerned with the basic accounting theory found in the accounting cycle. The material presented is closely coordinated with the other documents in the eight volume accounting unit. (NJ)

**ED 114 518** CE 005 308

*Foster, Brian And Others*

**Accounting Clerk Guide, Learner Packet—Part II.**  
A Spec Unit for the 10th, 11th, or 12th Grade.  
A Career Education Unit (An Edited Developmental Draft).

Mesa Public Schools, Ariz.

Spons Agency—Arizona State Dept. of Education, Phoenix.

Report No.—VT-102-088

Pub Date Jun 73

Note—119p.; For related documents, see CE 005 305-307 and CE 005 309-312

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—\*Accounting, Business Education, Clerical Occupations, \*Individualized Instruction, Instructional Materials, Pilot Projects, \*Secondary Education, \*Study Guides, Unit Plan, Workbooks

The learner packet is part of an eight volume unit for grades 10, 11, and 12, designed for individualized progression in preparing the student for entry into the occupation of accounting clerk. Intended to be used on an individual basis at the student's own speed, the learner packet contains vocabulary, suggested lesson time, self-check keys, and worksheets for lessons 12 through 21. The unit is concerned with the basic accounting theory as it is used with the combination and subsidiary ledgers. It also acquaints the student with payroll procedures and data processing for accounting. The material presented is closely coordinated with the other documents in the eight volume accounting unit. (NJ)

**ED 114 519** CE 005 309

*Foster, Brian And Others*

**Accounting Clerk Guide, Exercise and Worksheet Packet—Part I.**

Mesa Public Schools, Ariz.

Spons Agency—Arizona State Dept. of Education, Phoenix.

Report No.—VT-102-089

Pub Date Jun 73

Note—26p.; For related documents, see CE 005 305-308 and CE 005 310-312

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Accounting, Business Education, Clerical Occupations, \*Individualized Instruction, Instructional Materials, Pilot Projects, Records (Forms), \*Secondary Education, Unit Plan, \*Worksheets

The exercise and worksheet packet is part of an eight volume unit for grades 10, 11, and 12, designed for individualized progression in prepar-

ing students for entry into the occupation of accounting clerk. The exercise and worksheet packet contains a copy of every worksheet in the learner packet for lessons 1 through 11 so that the instructor can duplicate these pages if the packet is to be saved for other learners. The unit is concerned with the basic accounting theory found in the accounting cycle. The material presented is closely coordinated with the other documents in the eight volume accounting unit. (NJ)

**ED 114 520** CE 005 310

*Foster, Brian And Others*

**Accounting Clerk Guide, Exercise and Worksheet Packet—Part II.**

Mesa Public Schools, Ariz.

Spons Agency—Arizona State Dept. of Education, Phoenix.

Report No.—VT-102-090

Pub Date Jun 73

Note—28p.; For related documents, see CE 005 305-309 and CE 005 311-312

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Accounting, Business Education, Clerical Occupations, \*Individualized Instruction, Instructional Materials, Records (Forms), \*Secondary Education, Unit Plan, \*Worksheets

The exercise and worksheet packet is part of an eight volume unit for grades 10, 11, and 12, designed for individualized progression in preparing students for entry into the occupation of accounting clerk. The exercise and worksheet packet contains a copy of every worksheet in the learner packet for lessons 12 through 21 so that the instructor can duplicate these pages if the packet is to be saved for other learners. The unit is concerned with the basic accounting theory as it is used with the combination journal and subsidiary ledgers. It also acquaints the student with payroll procedures and data processing for accounting. The material presented is closely coordinated with the other documents in the eight volume accounting unit. (NJ)

**ED 114 521** CE 005 311

*Foster, Brian And Others*

**Accounting Clerk Guide, Test Packet—Part II.**

Mesa Public Schools, Ariz.

Spons Agency—Arizona State Dept. of Education, Phoenix.

Report No.—VT-102-092

Pub Date Jun 73

Note—132p.; For related documents, see CE 005 305-312

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

Descriptors—\*Accounting, Business Education, Clerical Occupations, Individualized Instruction, Instructional Materials, Pilot Projects, \*Post Testing, \*Pretests, Records (Forms), \*Secondary Education, \*Tests, Unit Plan

The test packet is part of an eight volume unit for grades 10, 11, and 12, designed for individualized progression in preparing the student for entry into the occupation of accounting clerk. The test packet contains both pretests and post-tests for lessons 12 through 21. The unit is concerned with the basic accounting theory as it is used in the combination journal and subsidiary ledgers. It also acquaints the student with payroll procedures and data processing for accounting. The material presented is closely coordinated with the other documents in the eight volume accounting unit. (NJ)

**ED 114 522** CE 005 312

*Foster, Brian And Others*

**Accounting Clerk Guide, Test Packet—Part I.**

Mesa Public Schools, Ariz.

Spons Agency—Arizona State Dept. of Education, Phoenix.

Report No.—VT-102-091

Pub Date Jun 73

Note—62p.; For related documents, see CE 005 305-311

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Accounting, Business Education, Clerical Occupations, Individualized Instruction, Instructional Materials, Pilot Projects, \*Post Testing, \*Pretests, Records (Forms), \*Secondary Education, \*Tests, Unit Plan

The test packet is part of an eight volume unit for grades 10, 11, and 12, designed for individualized progression in preparing students for entry into the occupation of accounting clerk. The test packet contains both pretests and post-tests for lessons 1 through 12. The unit is concerned with the basic accounting theory found in the accounting cycle. The material presented is closely coordinated with the other documents in the eight volume accounting unit. (NJ)

cerned with the basic accounting theory found in the accounting cycle. The material presented is closely coordinated with the other documents in the eight volume accounting unit. (NJ)

**ED 114 523** 95 CE 005 370

**The Comprehensive Career Education System: Elementary Guidance K-6.**

Educational Properties Inc., Irvine, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Grant—OEG-0-72-4578

Note—179p.; For related documents, see CE 005 371-373

Available from—Educational Properties, Inc., P.O. Box DX, Irvine, California 92664 (\$4.50)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Behavioral Objectives, Career Awareness, \*Career Education, Classroom Guidance Programs, \*Curriculum Guides, Educational Objectives, Elementary Education, \*Elementary School Guidance, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Guidance Objectives, Integrated Curriculum, Kindergarten, \*Learning Activities, Teaching Methods, \*Units of Study (Subject Fields) Identifiers—Orange County Consortium

Elementary guidance materials providing career education activities for grades K-6 are presented for utilization by elementary teachers and elementary guidance specialists. Arranged by grade level, materials cover the following career education concepts: appreciation and attitudes, self-awareness, decision making, career awareness, and educational awareness. Subject areas include: language arts, social studies, math, art, homemaking, science, music, and physical education. Each activity includes information on the guidance objective, materials needed, procedure, and discussion, if applicable. A variety of implementation strategies are used, including: direct student involvement, vicarious student experiences, individualized instruction, interdisciplinary approaches, and management by objectives. Modification and additional activities supplied by teachers to meet the individual needs of each school and classroom are suggested to expand the effectiveness of the guide. (LH)

**ED 114 524** 95 CE 005 371

**The Comprehensive Career Education System: Guidance Component 7-9.**

Educational Properties Inc., Irvine, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Grant—OEG-0-72-4578

Note—56p.; For related documents, see CE 005 370 and CE 005 372-373

Available from—Educational Properties, Incorporated, P.O. Box DX, Irvine, California 92664 (\$3.00)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Behavioral Objectives, Career Awareness, \*Career Education, \*Classroom Guidance Programs, \*Curriculum Guides, Educational Objectives, Grade 7, Grade 8, Grade 9, Guidance Objectives, Integrated Curriculum, \*Junior High Schools, \*Learning Activities, Resource Guides

The counselor directed guidance component for grades seven through nine was designed in conjunction with the California State Guidance Model. The material is arranged under the following chapters: appreciation and attitudes, self-awareness, decision making, educational awareness, career awareness, economic awareness, skill awareness, and employability skills. Each chapter is arranged according to grade level and begins with a statement of goals and sub-goals, explores activities and objectives, and lists resources. A systematic numerical coding system was used for goals, sub-goals, objectives, and activities, based upon the concepts expressed in the California State Guidance Model. (LH)

**ED 114 525** 95 CE 005 372

**The Comprehensive Career Education System: Guidance Component 10-12.**

Educational Properties Inc., Irvine, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Grant—OEG-0-72-4578

Note—102p.; For related documents, see CE 005 370-371 and CE 005 373

Available from—Educational Properties, Incorporated, P.O. Box DX, Irvine, California 92664 (\$4.00)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**Behavioral Objectives, Career Awareness, \*Career Education, \*Curriculum Guides, Educational Objectives, Grade 10, Grade 11, Grade 12, Group Guidance, Guidance Objectives, \*Guidance Programs, \*Learning Activities, Resource Guides, \*Secondary Education, Senior High Schools

The counselor directed guidance component for grades 10 through 12 was designed in conjunction with the California State Guidance Model. The material is arranged under the following chapters: appreciation and attitudes, self-awareness, decision making, educational awareness, career awareness, economic awareness, skill awareness, beginning competence, and employability skills. Arranged according to grade levels, each chapter begins with a statement of goals and sub-goals, explores activities and objectives, and lists resources. A systematic numerical coding system was used for goals, sub-goals, objectives, and activities, based upon the concepts expressed in the California State Guidance Model. (LH)

**ED 114 526 95 CE 005 373**

**The Comprehensive Career Education System: System Administrators Component K-12.**

Educational Properties Inc., Irvine, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Grant—OEG-0-72-4578

Note—125p.; For related documents, see CE 005 370-372

Available from—Educational Properties, Incorporated, P.O. Box DX, Irvine, California 92664 (\$6.00)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Administrator Guides, \*Career Education, Curriculum Development, Demonstration Programs, Educational Programs, Elementary Secondary Education, Evaluation Methods, Management Systems, \*Models, Needs Assessment, \*Program Administration, Program Descriptions, \*Program Development, Program Planning, Questionnaires, Staff Utilization

Using the example of a Career Education Model developed by the Orange County, California Consortium, the document provides guidelines for setting up career education programs in local educational agencies. Component levels, a definition of career education, and Consortium program background are discussed. Subsequent chapters include: Program Planning, discussing system designs for a district effort and for an individual school site; The Evaluation Design, describing the Consortium's adaptable design in terms of process and product evaluation; Needs Assessment, supplying a breakdown of compilation methods for each form used by the Consortium, and 11 inventory and survey examples; Staff Utilization, providing 11 sample forms helpful in facilitating staff organization; and Project Activity Management and Evaluation System, including an overview of the project, and discussing major functions, a time-line management chart, and a program budget. Supplementary sections include: Career Guidance, discussing K-12 and guidance center staff; Career Education Development, discussing a model curriculum development matrix, format design, class operations, articulation, and implementation; Utilization of a Learning Unit, discussing format; and Career Education Curriculum Proposal, presenting guidelines, instructions, and sample proposals. The Consortium has utilized the California State Department of Human Resources and Development as one of its main resources for course development and content. (LH)

**ED 114 527 CE 005 374**

**Career Motivation Program: Grade K: Akron Public Schools.**

Akron Public Schools, Ohio.

Pub Date 72

Note—28p.; For related documents, see CE 005 375-380

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**\*Career Education, \*Curriculum Guides, Educational Objectives, Elementary Education, Integrated Curriculum, \*Kindergarten, \*Learning Activities, Teacher Developed Materials, Teaching Guides, \*Unit Plan

The goals of the Career Motivation Program in the Akron Public Schools are to provide students in grades K-6 with activity-centered experiences geared to the development of self-concepts and attitudes toward work and an appreciation of all vocations and the dignity of all workers. Career motivation is the first phase of the Career Development Program; it is based on the belief that every healthy individual is at work at something, and its final outcome is the integration of career education into the total curriculum of the schools. Career motivation activities are presented in the guide to provide teachers at the kindergarten level with suggestions for introducing career education into the curriculum. Four units are included: (1) workers at school, children work—children learn; (2) workers at school, school staff; (3) people in the family work; and (4) workers in our neighborhood. Each unit contains developmental objectives, concepts, behavioral objectives, teaching approach and pupil activities, and a list of references and resources. (Author/EC)

**ED 114 528 CE 005 375**

**Career Motivation Program: Grade 1: Akron Public Schools.**

Akron Public Schools, Ohio.

Pub Date 72

Note—175p.; For related documents, see CE 005 374-380

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors—**\*Career Education, \*Curriculum Guides, Educational Objectives, Elementary Education, \*Grade 1, Integrated Curriculum, \*Learning Activities, Teacher Developed Materials, Teaching Guides, \*Unit Plan

The goals of the Career Motivation Program in the Akron Public Schools are to provide students in grades K-6 with activity-centered experiences geared to the development of self-concepts and attitudes toward work and an appreciation of all vocations and the dignity of all workers. Career motivation is the first phase of the Career Development Program; it is based on the belief that every healthy individual is at work at something, and its final outcome is the integration of career education into the total curriculum of the schools. Career motivation activities are presented in the guide to provide teachers at the grade 1 level with suggestions for introducing career education into the curriculum. The guide is divided into 35 units: health (10 units); language arts (5 units); mathematics (1 unit); sciences (10 units); social studies (8 units); and references for all units. Each unit contains: objectives, concepts, teacher approach and pupil activities, references and materials, and goal statements. Transparency masters for some of the learning activities are given. (Author/EC)

**ED 114 529 CE 005 376**

**Career Motivation Program: Grade 2: Akron Public Schools.**

Akron Public Schools, Ohio.

Pub Date 72

Note—153p.; For related documents, see CE 005 374-380

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors—**\*Career Education, \*Curriculum Guides, Educational Objectives, Elementary Education, \*Grade 2, Integrated Curriculum, \*Learning Activities, Teacher Developed Materials, Teaching Guides, \*Unit Plan

The goals of the Career Motivation Program in the Akron Public Schools are to provide students in grades K-6 with activity-centered experiences geared to the development of self-concepts and attitudes toward work and an appreciation of all vocations and the dignity of all workers. Career motivation is the first phase of the Career Development Program; it is based on the belief that every healthy individual is at work at something, and its final outcome is the integration of career education into the total curriculum of the schools. Career motivation activities are presented in the guide to provide teachers at the grade 2 level with suggestions for introducing career education into the curriculum. The guide is divided into 33 units: social studies (5 units); mathematics (4 units); language arts (3 units); science (12 units); and health (9 units). Each unit contains objectives, concepts, teacher approach and pupil activities, references and materials, and goal statements. (Author/EC)

**ED 114 530 CE 005 377**

**Career Motivation Program: Grade 3: Akron Public Schools.**

Akron Public Schools, Ohio.

Pub Date 72

Note—134p.; For related documents, see CE 005 374-380

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors—**\*Career Education, \*Curriculum Guides, Educational Objectives, Elementary Education, \*Grade 3, Integrated Curriculum, \*Learning Activities, Teacher Developed Materials, Teaching Guides, \*Unit Plan

The goals of the Career Motivation Program in the Akron Public Schools are to provide students in grades K-6 with activity-centered experiences geared to the development of self-concepts and attitudes toward work and an appreciation of all vocations and the dignity of all workers. Career motivation is the first phase of the Career Development Programs; it is based on the belief that every healthy individual is at work at something, and its final outcome is the integration of career education into the total curriculum of the schools. Career motivation activities are presented in the guide to provide teachers at the grade 3 level with suggestions for introducing career education into the curriculum. The guide is divided into several units: reading; social studies (4 units); health (8 units); English; science (11 units); and math (6 units). Each unit contains: objectives, concepts, teacher approach and pupil activities, references and materials, and goal statements. (Author/EC)

**ED 114 531 CE 005 378**

**Career Motivation Program: Grade 4: Akron Public Schools.**

Akron Public Schools, Ohio.

Pub Date 72

Note—119p.; For related documents, see CE 005 374-380; Not available in hard copy due to marginal reproducibility

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Career Education, \*Curriculum Guides, Educational Objectives, Elementary Education, \*Grade 4, Integrated Curriculum, \*Learning Activities, Teacher Developed Materials, Teaching Guides, \*Unit Plan

The goals of the Career Motivation Program in the Akron Public Schools are to provide students in grades K-6 with activity-centered experiences geared to the development of self-concepts and attitudes toward work and an appreciation of all vocations and the dignity of all workers. Career motivation is the first phase of the Career Development Program; it is based on the belief that every healthy individual is at work at something, and its final outcome is the integration of career education into the total curriculum of the schools. Career motivation activities are presented in the guide to provide teachers at the grade 4 level with suggestions for introducing career education into the curriculum. The guide is divided into 25 units: health (seven units); language arts (two units); mathematics (one unit); science (seven units); and social studies (eight units). Each unit contains: objectives, concepts, teacher approach and pupil activities, references and materials, and goal statements. (Author/EC)

**ED 114 532 CE 005 379**

**Career Motivation Program: Grade 5: Akron Public Schools.**

Akron Public Schools, Ohio.

Pub Date 72

Note—163p.; For related documents, see CE 005 374-380

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors—**\*Career Education, \*Curriculum Guides, Educational Objectives, Elementary Education, \*Grade 5, Integrated Curriculum, \*Learning Activities, Teacher Developed Materials, Teaching Guides, \*Unit Plan

The goals of the Career Motivation Program in the Akron Public Schools are to provide students in grades K-6 with activity-centered experiences geared to the development of self-concepts and attitudes toward work and an appreciation of all vocations and the dignity of all workers. Career motivation is the first phase of the Career Development Program; it is based on the belief that every healthy individual is at work at something, and its final outcome is the integration of career education into the total curriculum of the schools. Career motivation activities are presented in the guide to provide teachers at the grade 5 level with suggestions for introducing career education into the curriculum. The guide is divided into 26 units: language arts (two units);

mathematics (one unit); health (six units); science (eight units); and social studies (nine units). Each unit contains: objectives, concepts, teacher approach and pupil activities, references and materials, and goal statements. (Author/EC)

**ED 114 533** CE 005 380  
Career Motivation Program: Grade 6: Akron Public Schools.  
Akron Public Schools, Ohio.  
Pub Date 72

Note—252p.; For related documents, see CE 005 374-379

**EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage**  
Descriptors—\*Career Education, \*Curriculum Guides, Educational Objectives, Elementary Education, \*Grade 6, Integrated Curriculum, \*Learning Activities, Teacher Developed Materials, Teaching Guides, \*Unit Plan

The goals of the Career Motivation Program in the Akron Public Schools are to provide students in grades K-6 with activity-centered experiences geared to the development of self-concepts and attitudes toward work and an appreciation of all vocations and the dignity of all workers. Career motivation is the first phase of the Career Development Program; it is based on the belief that every healthy individual is at work at something, and its final outcome is the integration of career education into the total curriculum of the schools. Career motivation activities are presented in the guide to provide teachers at the grade 6 level with suggestions for introducing career education into the curriculum. The guide is divided into 59 units: health (10 units); mathematics (13 units); language arts (19 units); science (10 units); and social studies (7 units). Each unit contains: objectives, concepts, teacher approach and pupil activities, reference and materials, and goal statements. (Author/EC)

**ED 114 534** CE 005 381  
Guam-Based Career Education.  
Guam Dept. of Education, Agana. Div. of Career and Occupational Education.  
Pub Date Jun 75

Note—30p.; The diagram on page 15 has been deleted, the type is too small to reproduce in microfiche; For related document, see CE 005 382

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—\*Career Awareness, \*Career Education, Career Exploration, Elementary Secondary Education, Post Secondary Education, \*Program Descriptions, Program Development, \*Program Planning  
Identifiers—Guam

The conceptual foundation for the career education program in Guam is presented in the document, which can serve as a resource for others wishing to implement similar programs. Rationales for the four-phase system (awareness, exploration, preparation, and continuing) are discussed in terms of students, teachers, administration, and society. They emphasize the need for every student who leaves a formal education system to have the necessary skills for employment. A position paper discusses plans for a limited revision of curriculum content in terms of the integration of systematic study and interaction of the following concepts: self, society and culture, career development and work ethics, environment, personal economics, and decision-making. The philosophy of the program incorporates the following concepts: self-awareness, academic proficiency, occupations, personal economics, society roles, value and attitude clarification, life-coping skills, leisure time utilization, decision-making, cultural awareness, and environmental awareness. A Latte Stone Model for career education is presented, comprising four phases of development: (1) Career Awareness, (Grades K-6); (2) Career Exploration, (Grades 7-9); (3) Career Preparation, (Grade 10 to the termination of formal education); and (4) Retraining and Upgrading. Lists of general and student expected outcomes for the overall program are provided. (LH)

**ED 114 535** 95 CE 005 382  
Rask, Michael L. Marking, Carl E.  
Project Evaluation Report on Guam's Career Guidance Mobile Unit: School Year 1974-75.  
Guam Dept. of Education, Agana. Div. of Career and Occupational Education.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date Aug 75

Note—75p.; For related document, see CE 005 381

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
Descriptors—\*Career Education, Grade 9, Learning Activities, \*Mobile Educational Services, \*Program Descriptions, \*Program Evaluation, Secondary Education, \*Vocational Counseling  
Identifiers—Guam

A project to investigate the feasibility and effectiveness of a Mobile Career Guidance Laboratory is described and evaluated in detail in the document. Designed to serve all ninth grade students on Guam by providing group counseling and access to materials regarding career education, the mobile unit moved from school to school. Faculty orientation was provided and two and one-half to three hours of group and individual work was scheduled for nine students at a time. Activities included: a general explanation of career counseling; student evaluation of individual interest areas, abilities, and attitudes; discussions regarding job categories, requirements, success, and satisfaction; two films; dream time to explore aspirations; and independent study time with resource materials. Statistical evaluation by instrumentation, and participant observation were used, with the five junior high schools rated separately and together. Thirteen tables supplement the discussion. It is stated that the physical makeup, internal operation, and visitation schedule of the mobile unit were very successful in meeting career counseling needs for the ninth grade students. More counselor involvement and a followup on the mini-career information centers established at each junior high school is suggested. Project related material is appended. (LH)

**ED 114 536** CE 005 383  
Wilson, Sandra Reitz And Others  
Quality of Life as Perceived by 30 Year Old Army Veterans. Technical Paper No. 263.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.  
Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.  
Pub Date Feb 75  
Note—40p.; For supplementary report, see CE 005 384

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—Adult Development, Adults, \*Behavioral Science Research, Career Planning, Enlisted Men, Females, \*Followup Studies, \*Life Style, Military Personnel, Military Service, Military Training, \*Participant Characteristics, Personality Development, Productive Living, \*Veterans  
Identifiers—Army, Project TALENT

An intensive investigation of the impact Army service has had on the quality of life for a representative sample of young Americans is analyzed in terms of possible improvement in Army personnel procedures. A total of 166 men (of a potential 200) and 49 women (of a potential 50) were interviewed. The information from these interviews; a review of interviewee lives before, during, and after Army service to about the age of 30; and Project TALENT (a 1960 national survey of high school students) information have been analyzed. Background and purpose of the study, a definition of the information required, a description of the sample group, procedures for collecting the data and the results of its analysis, and the impact of Army service on present quality of life are discussed. A summary indicates that, for the group as a whole, Army service had a positive effect on their subsequent quality of life. Results imply that the Army could improve in its career guidance and training programs and thus have an opportunity to make a significant improvement in the life planning activities of many of the nation's young people. One table and five figures supplement the discussion. (LH)

**ED 114 537** CE 005 384  
Wilson, Sandra Reitz Flanagan, John C.  
Quality of Life as Perceived by 30 Year Old Army Veterans: Supplementary Report.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.  
Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.  
Report No.—AIR-39500-11-74-SR  
Pub Date Nov 74  
Note—193p.; For related document, see CE 005 383; Several tables may reproduce poorly due to type size

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

Descriptors—Adult Development, Adults, Behavioral Science Research, Career Planning, Data Analysis, Data Collection, Enlisted Men, Females, \*Followup Studies, \*Life Style, Military Personnel, Military Service, \*Participant Characteristics, Personality Development, Productive Living, \*Research Methodology, Tables (Data), \*Veterans  
Identifiers—Army, Project TALENT

The supplementary report serves as documentation for the summary version (CE 005 383) and provides greater detail regarding study procedures and results. The investigation concerns the impact Army service has had on the quality of life of a representative sample of young Americans, which has been ascertained through interviews, data collection, and analysis of the Army's Project TALENT information. (Project TALENT was a 1960 national survey of high school students.) Chapter titles include: (1) Interview Development, discussing interview forms and the respondent's booklet; (2) Sample Selection and Characteristics, examining the participants and how they were selected and contacted; (3) Data Collection, presenting field data collection procedures used for various data; (5) Results, examining the characteristics of the male participants; and (6) Results for a Small Sample of WACs, examining the characteristics of female participants. The text is supplemented by 68 tables. A bibliography, table of contents for the interview forms and respondent's booklet, personnel involved, and a listing of the tables are appended. (LH)

**ED 114 538** CE 005 385  
Gutmanis, Ivars And Others  
The Demand for Scientific and Technical Manpower in Selected Energy-Related Industries, 1970-85: A Methodology Applied to a Selected Scenario of Energy Output. A Summary.  
National Planning Association, Washington, D.C.  
Note—36p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—Demand Occupations, \*Employment Projections, Employment Statistics, Employment Trends, \*Energy, Energy Conservation, \*Engineers, \*Industry, Manpower Needs, \*Scientists, Tables (Data)

The primary purpose of the study was to develop and apply a methodology for estimating the need for scientists and engineers by specialty in energy and energy-related industries. The projections methodology was based on the Case 1 estimates by the National Petroleum Council of the results of "maximum efforts" to develop domestic fuel sources by 1980 and 1985. It is based on seven energy-related industries: electric generation; petroleum and natural gas extraction and petroleum refining; natural gas production, transmission, and distribution; coal mining; nuclear power production and radioactive waste disposal; manufacture of selected producers' durable equipment for electric companies; and energy-related construction. Employment of engineers and scientists is expected to increase 117 percent from 1970 to 1985, with a more rapid growth of demand for engineers than for scientists. Physicists, with an increase of 186 percent, and chemists, with an increase of 110 percent, are expected to comprise about 61 percent of the total demand for scientists. Demands for geologists and geophysicists will also continue. The projections indicate an average, annual additional requirement of about 11,200 engineers and 4,300 scientists by 1985; the future supply of engineers and scientists may be inadequate to meet the demands of energy/energy-related industries. (EA)

**ED 114 539** CE 005 387  
Sanders, Mark S. And Others  
Task Analysis for the Jobs of Freight Train Conductor and Brakeman. RDTR No. 263.  
Naval Ammunition Depot, Crane, Ind.  
Report No.—RDTR-263  
Pub Date 22 Jul 74  
Note—268p.; Several diagrams may reproduce poorly

**EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage**  
Descriptors—Annotated Bibliographies, Diagrams, Employment Qualifications, \*Job Analysis, Job Skills, Job Training, \*Occupational Information, \*Rail Transportation, Safety, \*Task Analysis  
Identifiers—Brakemen, Train Conductors



The principal tasks performed by conductors, rear brakemen, and head brakemen during over-the-road freight operations are identified and described in the report. Forty-four tasks and subtasks are analyzed and grouped into six categories: basic handling tasks, prerin preparation and starting off tasks, over-the-road tasks, terminating tasks, operating emergency and malfunction tasks, and auxiliary equipment operating tasks. Task and subtask descriptions describe initiating stimuli, information processing and decision making, response made by the operator, and the feedback received. Task analysis includes task difficulty, potential hazards, and the criticality of each task. Operational sequence diagrams for each task, with additional information given concerning the decisions depicted, are provided. Evaluation measures can be ascertained from task data, training requirements, selection criteria, and performance. Illustrations of common train documents filled out by the conductor and an annotated bibliography of 43 titles dealing with job analysis are appended. Recommendations are made in the area of improving the safety of train operations. (Author/LH)

ED 114 540 CE 005 388

Mocker, Donald W., Ed. Jones, William C., Ed. *Why Teach the Humanities to Adult Basic Education Students?*

Missouri Univ., Kansas City. Center for Resource Development in Adult Education.

Spons Agency—Missouri State Committee for the Humanities, Jefferson City.

Pub Date Jun 75

Note—39p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Adult Basic Education, \*Adult Students, Anthologies, Cultural Background, \*Curriculum Development, Ethnic Origins, Humanistic Education, \*Humanities, Humanities Instruction, Individualism, Productive Living

The publication contains an article on curriculum selection in adult basic education (ABE), three presentations on the humanities and ABE, and a concluding commentary. An introductory article, "Criteria for Selecting Curriculum in Adult Basic Education" by Donald Mocker, emphasizes the need for broader criteria for selection of ABE curriculum. Three papers, authored by educators of diverse backgrounds, address the question of what is basic in the humanities and why this must be included as part of the ABE curriculum. The papers, presented as part of a 1975 "town meeting," are: "Why Not Teach the Humanities to ABE Students?" by H. Bruce Franklin, "The Humanities in ABE: A Means of Achieving Productive Individuality" by Carmen Rodriguez, and "The Humanities: A Brief View of Potential Power" by Walter Bradford. The commentary on the three addresses is by William Jones. The authors stress that there are individual rights to full development of human potential and that human potential can best be understood through the humanities. The articles call for ABE learners to demand that they be given an education which nurtures cultural and ethnic pride. Objections are raised toward institutional goals of ABE and the narrow conceptualization of ABE and the adult basic learner. (EA)

ED 114 541 CE 005 389

*Intrinsic-Extrinsic Motivation Concepts as Applied to Selected Vocational Instructional Programs. Final Report.*

Mount San Jacinto Coll., Gilman Hot Springs, Calif.

Spons Agency—California Community Colleges, Sacramento.; California State Dept. of Education, Sacramento. Research Coordinating Unit.

Pub Date Aug 73

Note—25p.; Not available in hard copy, due to marginal reproducibility

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Correlation, Data Analysis, Intelligence Level, \*Intelligence Tests, Learning Motivation, \*Motivation, \*Performance Factors, Stenography, Student Motivation, Typewriting, \*Vocational Education

The student sought to identify positive factors which might be used to increase the performance levels of students in vocational classes and to investigate the relationship between motivational characteristics (intrinsic and extrinsic) and individual performance. Subjects included students

in typing and shorthand classes and their two instructors. The students were grouped according to the following levels: high I.Q.—intrinsically motivated; high I.Q.—extrinsically motivated; average I.Q.—intrinsically motivated; and average I.Q.—extrinsically motivated. Procedures used in testing the six hypotheses formulated for the study were: intelligence testing; occupational preference inventory; pretest to measure developmental level of students and posttest for subject evaluation; and performance rating based on quality and amount of work accomplished. Instructors and instructional materials were also tested to rate their motivational orientation as intrinsic or extrinsic based on the occupational preference inventory. Data gathered from the study were analyzed, interpreted, and tested on their applicability to the hypotheses. No substantive evidence showed that different motivation or different combinations of variables promoted or inhibited the performance of the subjects in the study. A bibliography is included, and the instruments used in the study are appended. (Author/EC)

ED 114 542 95 CE 005 390

*Sources of Information on Career Education: An Annotated Bibliography.*

California State Dept. of Education, Sacramento. Career Education Task Force.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—66p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Annotated Bibliographies, \*Career Education, Elementary Secondary Education, \*Information Sources, Instructional Materials, Post Secondary Education, \*Resource Guides

Identifiers—California

The annotated bibliography, listing source materials pertinent to career education, is arranged alphabetically within each of eight sections. The first four sections present selected sources of information on: (1) the nature of students in the 1970's, (2) the occupational market, (3) statements of objectives, and (4) methods of developing curriculum. The fifth section includes teacher and student resources relating to career education and occupational preparation divided into a list of California sources and out-of-State sources. Part 6 presents a list of basic sources and useful reports and a list of names and locations of sources for counselors and other guidance personnel. Sources dealing with program evaluation guidelines are listed without annotations in part 7. The eighth and final part contains supplemental sources of information related to career education, including printed materials, audiovisual, and other instructional aids. Appended is an alphabetical list of publications of the Center for Vocational Education. (Author/MS)

ED 114 543 95 CE 005 391

Sullivan, Angelina Romero

*A Partial Collection of Observed Activities Fulfilling Career Education in the Penasco Schools: First Edition.*

Penasco Independent School District 14, N. Mex. Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.; New Mexico State Dept. of Education, Santa Fe. Div. of Vocational Education.

Pub Date May 74

Grant—OEG-0-73-5302

Note—91p.; Not available in hard copy due to marginal reproducibility; For second edition, see CE 005 392

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Career Awareness, \*Career Education, \*Career Exploration, \*Elementary Secondary Education, Integrated Curriculum, \*Learning Activities, Music Appreciation, Role Playing, Self Actualization, Self Concept, Self Expression, Student Reaction, Teacher Developed Materials

The report contains of collection of career education activities representative of those initiated by teachers of the Penasco and St. Anthony's Schools (Penasco, New Mexico) during the first semester of implementation (second semester, 1974) of an integrated program for grades K-12. Each activity was recorded by the program coordinator following classroom visitations. The grade level, subject area, and a brief description of the

lesson, followed by an evaluative statement of the outcome, are provided. Some of the activity reports include unedited student writings or responses. The activities are arranged according to grade levels: kindergarten, primary, intermediate, junior high, and senior high. A broad variety of activities were used at the various levels, including role playing, discussion, and field trips. Self-awareness, music appreciation, career awareness, and career exploration were among the career education concepts stressed in classroom activities. Some of the activities were teacher-developed, and others utilized commercially prepared materials. (MS)

ED 114 544 95 CE 005 392

Sullivan, Angelina Romero

*A Partial Collection of Observed Activities Fulfilling Career Education in the Penasco Schools: Second Edition.*

Penasco Independent School District 14, N. Mex. Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.; New Mexico State Dept. of Education, Santa Fe. Div. of Vocational Education.

Pub Date May 75

Grant—OEG-0-73-5302

Note—117p.; Not available in hard copy due to marginal reproducibility; For first edition, see CE 005 391

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Career Awareness, \*Career Education, \*Career Exploration, \*Elementary Secondary Education, Integrated Curriculum, \*Learning Activities, Role Playing, Self Concept, Self Expression, Student Reaction, Teacher Developed Materials

The report contains a collection of career education activities representative of those initiated by teachers of the Penasco and St. Anthony's Schools (Penasco, New Mexico) during the second year (1974-75) of an integrated program for grades K-12. For each activity, recorded by the program coordinator following classroom visitations, the grade level, subject area, and a brief description of the lesson, including concepts to be learned and statements concerning the outcome, are provided. Some of the activity reports include unedited student responses or writings. The activities are arranged according to grade levels: kindergarten, primary, intermediate, junior high, and senior high. Types of activities used at the various levels include role playing, discussions, art projects, written assignments, and a satellite technology demonstration designed to provide opportunities for developing self-awareness, career awareness, and career exploration. (MS)

ED 114 545 95 CE 005 395

Gruetter, Sandra

*Adult Basic Education/Instructional Television Project. August, 1974-August, 1975. Final Report.*

Maryland State Dept. of Education, Baltimore.

Adult Continuing Education Section.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—V-0023VK

Pub Date Aug 75

Note—40p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Adult Basic Education, \*Adult Educators, \*Educational Television, \*Program Descriptions, Program Evaluation, \*Teacher Education

The report describes the accomplishment of the objectives of a project, the overall purpose of which was to disseminate a video-taped adult basic education teachers training program (Basic Education: Teaching the Adult) to interested institutions of higher education in 10 educational regions. The 10 objectives dealt with conducting regional orientation seminars for regional, state, and higher education institutional staff, selecting institutions, providing technical assistance and consultation, coordinating regional and state project activities, delivering course material, supervising the evaluation component, conducting evaluation sessions, and disseminating the project evaluation report. The successful fulfillment of each of the objectives, except for regional evaluation meetings which were possible in only one region due to lack of funds and time, is discussed. Project problems are described as few in number and as mainly the result of temporal constraints.

The report also includes a calendar review of the one-year project and five specific recommendations for future projects. Appended are: the program, agenda, conference evaluation, and letters from two national conferences held for evaluation of the project, a report of Region Five professors' evaluation meeting in Indianapolis, and a copy of the Ohio State Award. (Author/MS)

ED 114 546 CE 005 396

Wheaton, George R. And Others  
Methods for Predicting Job-Ability Requirements:  
4. Task Characteristics, Ability Requirements,  
and Problem-Solving Strategies.

American Institutes for Research in the  
Behavioral Sciences, Washington, D.C.

Spons Agency—Office of Naval Research,  
Washington, D.C. Personnel and Training  
Research Programs Office.

Report No.—AIR-31300-9-75-FR

Pub Date Sep 75

Note—89p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Ability, \*Behavioral Science  
Research, Employment Qualifications, \*In-  
dividual Characteristics, Job Placement, Job  
Skills, Personnel Selection, \*Predictive Ability  
(Testing), \*Problem Solving, Task Analysis,  
\*Task Performance

The report describes the fourth and final study in a program of research into the relationships between the characteristics of human tasks and the abilities required for task performance. The goal was to generate principles for identification of ability requirements from knowledge of the characteristics of a task and of variations in the conditions of task performance. Such knowledge has implications for selection and training of personnel. In this fourth study, possible interactions among task variations, ability profiles, and subject strategies were examined within the context of troubleshooting and problem-solving tasks previously studied. Subjects' strategies were defined in terms of their method of problem-solving under each level of task difficulty and perceptual complexity. Subgroups adopting one of several kinds of strategy were then analyzed to determine the relationships between abilities and strategies, and strategies and performance. The recurrent findings support the contention that abilities are sensitive to differences among tasks, making them more precise descriptors of performance than the broader rubrics (e.g., mental, motor; cognitive, noncognitive; etc.) which have been in vogue. In general, knowledge of a subject's problem-solving strategy was useful in obtaining a clearer understanding of ability requirements under different conditions of task performance. (Author)

ED 114 547 CE 005 397

Valencia, Carlos F. Coy, Michael N.

A Field Study of the Role of the County Coordinator of Vocational Education.

Merced County Schools, Calif.

Spons Agency—California State Dept. of Education, Sacramento. Div. of Vocational Education.

Pub Date Jun 75

Note—68p.; Page 58 will reproduce poorly due to small size of type

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Administrator Role, \*Coordinators, County Officials, County School Systems, Educational Administration, Program Administration, School Administration, Secondary Education, \*Statistical Surveys, Tables (Data), \*Vocational Directors, \*Vocational Education

Identifiers—California

The purpose of the study was to help define the role of the county vocational education coordinator by surveying the opinions of professional educators. The following five population groups representing the 31 counties in the central region of California were chosen to respond to a mailed survey instrument: county vocational education coordinators/directors, regional occupational program coordinators/directors, district superintendents, principals, and vocational education teachers (department heads). A total of 393 individuals out of 544 who were contacted returned the survey, which elicited responses concerning: rank order given 12 vocational education program functions, the improvement needed for each function, and the agency/person who should have primary responsibility for assisting school staff and district staff with the 12 functions. The tabulated findings are analyzed by groups, county

class, county, and combined into composite results. Mean rank scores, mean improvement scores, average frequencies, and percentages were computed on the data. The survey produced 10 major conclusions and seven general recommendations related to the role of the county coordinator and the 12 functions. Appended are a list of school districts within the counties surveyed, definitions of the 12 program functions, and a list of county classes. (Author/MS)

ED 114 548 95 CE 005 398

McLean, Gary N.

Effectiveness of Model Office, Cooperative Office  
Education, and Office Procedures Courses  
Based on Employee Satisfaction and Satisfac-  
toriness Eighteen Months After Graduation.

Minnesota Univ., Minneapolis. Div. of Business  
Education.

Spons Agency—National Inst. of Education (D-  
HEW), Washington, D.C.

Pub Date Jun 75

Grant—NIE-G-74-0089

Note—89p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Business Education, \*Comparative  
Analysis, \*Data Analysis, Data Collection, Educa-  
tional Research, \*Job Training, Measurement  
Techniques, Office Occupations, \*Office Occu-  
pations Education, \*Program Effectiveness,  
Secondary Education, Tables (Data)

Identifiers—Minnesota

The document presents the final report of a study to measure and compare the satisfaction and satisfactoriness of office employees 18 months after graduation from model office, cooperative office education, and office procedures courses. Differences among the three programs on a number of job- and education-related variables were also investigated. The population for this study consisted of 713 individuals who had graduated from Minnesota public secondary schools in 1973, having completed the three types of programs listed. Information on the graduates included: in-school measures, personal questionnaires, Minnesota satisfaction questionnaire, and the Minnesota satisfactoriness scales for employers. Definitions of terms used in the report are given, and specific questions to be answered, a review of related research, the need for research, and limitations are discussed. Independent and dependent variable instruments, data collection, population and sample, and data analyses are described. Findings are presented in terms of the specific questions to be answered followed by results of appropriate data analyses. Conclusions and recommendations are enumerated. A bibliography is provided, and 31 tables supplement the discussion. Appended material includes a questionnaire and communication forms related to the study and 19 additional and detailed tables. (LH)

ED 114 549 CE 005 399

Fishburne, R. P., Jr. Mims, Diane M.

Formative Evaluation of an Experimental BE/E  
(Basic Electricity and Electronics) Program. Report  
No. 9-75.

Naval Technical Training Command, Millington,  
Tenn. Research Branch.

Report No.—RBR-9-75

Pub Date Mar 75

Note—94p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*Comparative Analysis, Educational  
Experiments, Electricity, Electronics, Enlisted  
Men, Experimental Programs, \*Formative  
Evaluation, \*Low Ability Students, Matched  
Groups, Program Effectiveness, \*Program  
Evaluation, Statistical Data, \*Teaching  
Methods

Identifiers—Navy

An experimental Basic Electricity and Electronics course (BE/E) utilizing a lock-step, instructor presentation methodology was developed and evaluated at the Service School Command, Great Lakes. The study, directed toward the training of lower mental group, school nonqualified personnel, investigated comparative data on test performance, attitude, and attrition of 50 students in an experimental group matched to a control group within the ongoing individualized BE/E training system. The results revealed significantly reduced attrition within the experimental group, control group, and overall Great Lakes BE/E School with no significant differences in quality of the graduates of the two treatment

groups. Attitudinal data was generally positive for both groups and not significantly different. Two factors were concluded to be responsible for the program's success: the focus of management attention to problems of training lower ability individuals in both groups, and the introduction of prestudy sessions into the experimental group. Appendixes (55 pages) include: statistical tables comparing test performance of the two groups, statistical analyses of test and attitudinal questionnaires items, instructor comments on the course, instructional materials readability and student reading ability, the prestudy concept, and cost breakdown for conducting the research. (Author/MS)

ED 114 550 95 CE 005 400

Wilson, Sandra Reitz Wise, Lauress L.

The American Citizen: 11 Years After High  
School.

American Institutes for Research in the  
Behavioral Sciences, Palo Alto, Calif.

Spons Agency—National Inst. of Education (D-  
HEW), Washington, D.C. Office of Research.  
Basic Studies Div.

Pub Date Jun 75

Grant—NIE-G-74-0003

Note—163p.; Appendix C, the survey instrument,  
may not reproduce well

EDRS Price MF-\$0.76 Plus Postage. HC Not  
Available from EDRS.

Descriptors—Adult Development, Career  
Planning, Educational Research, \*Followup  
Studies, \*Graduate Surveys, \*High School  
Graduates, \*Participant Characteristics,  
Productive Living, Questionnaires, Relevance  
(Education), Research Methodology, Surveys,  
\*Tables (Data), Vocational Development, Vocational  
Followup

Identifiers—\*Project TALENT

Data on the responses of nearly 54,000 individuals from the original sample of approximately 200,000 11th and 12th grade students are presented in an 11-year followup on the 1960 Project TALENT survey. Information is arranged regarding the educational, career, and personal and family experiences of the group, and their reflections on the value of these experiences in relation to their present activities and plans. The scope of the information contained in the 11-year followup questionnaire mailed to each of the participants is outlined and highlights of the data are discussed. The bulk of the document (100 pages) is taken up by appendixes, which contain the tabulated data. Appendix A contains the distributions of responses to individual questions from the questionnaire. Responses to a five-year followup questionnaire are presented in Appendix B. Appendix D discusses sampling and weighting methodology. It is stated that the data in the report are essential for a researcher who plans a Project TALENT data bank study and suggests important avenues for investigation to others who might be unfamiliar with the resource. (LH)

ED 114 551 CE 005 401

Welty, Gordon

The Professions, the Police, and the Future.

Pub Date 4 May 74

Note—11p.; Paper presented at the National Endowment for the Humanities Symposium on the Humanities and the Police (Washington, D.C., May 4, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Futures (of Society), \*Police, Police  
Community Relationship, \*Professional Occu-  
pations, \*Role Conflict

In presenting a forecast of the emergence of the police profession using a sociological approach based on societal processes and relations, both the discussion of professionalization of the police in the bourgeois literature and a more general discussion of the professions by Talcott Parsons, taken as the foremost structural-functional theorist of the professions, are considered. An inherent contradiction was found in the characterization of professional police in these terms, and a reconsideration of the professions and the police is necessary. The concept of reproductive activity is suggested which is substantively understood as the process of reproducing the social order, especially the working class. This activity is the activity of the professional and of the police. The exercise of control over this activity renders the professionalization of the police impossible. (Author/EC)

**ED 114 552 CE 005 402**

**A Career Education Model K-12.**  
Las Cruces School District, N. Mex.  
Note—56p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
Descriptors—Annotated Bibliographies, \*Career Education, \*Educational Objectives, \*Elementary Secondary Education, \*Library Collections, Models, \*Resource Guides, Resource Materials

Identifiers—New Mexico

The development of a model for career education at the K-12 levels is presented in the document. Thirty career education objectives were evaluated by teachers, counselors, parents, and career people in the Las Cruces, New Mexico, School District; they were asked to rate the objectives as to their relative importance and to determine at what grade level each objective should be presented. The 10 career education objectives of the New Mexico State Department of Education are also included. Making up the bulk of the document, career education resource materials available at the Las Cruces Public Schools' Educational Service Center are listed, described, and their grade level given. These include hooks, films, kits and games, and tapes. Materials available from the State Adopted Textbook List are also presented and described. Several useful career education models for possible use in the Las Cruces system are presented, and, in the concluding section, 31 abstracts of related career education documents available through ERIC Document Reproduction Service are offered. (Author/EC)

**ED 114 553 CE 005 403**

**Cohn, Bert M.**  
**Fire Safety Educational Material.**  
Gage-Babcock and Associates, Inc., Chicago, Ill.  
Spons Agency—Department of Housing and Urban Development, Washington, D.C. Office of Policy Development and Research.  
Report No.—PB-239-209  
Pub Date 19 Aug 74  
Note—42p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (Order No. PB-239-209 HC \$3.75; MF \$2.25)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—\*Annotated Bibliographies, Audiovisual Aids, Elementary Secondary Education, \*Fire Protection, Instructional Films, Instructional Materials, Pamphlets, Publications, \*Safety Education

The state of the art of home fire safety educational material was reviewed to prepare a bibliography of home fire safety educational materials available from major public and private sources. Sources contacted were: National Fire Protection Association, National Safety Council, U.S. government agencies, private publishers and film distributors, insurance organizations, trade associations, fire safety equipment manufacturers, and local fire departments. The materials were organized into three categories: literature, films, and other materials. The literature category is briefly described as mainly written for adults and directed to occupants of one and two family dwellings. Additional information on the intended audience, topics covered, and the quality of the literature is provided. Materials in the other two categories are described in the appended annotated bibliographies. The 34-page appendix lists 156 literature items, 31 films, 2 slide shows, and 3 flipcharts. The bibliographies are arranged according to source of the materials, and each page is presented in chart form providing the title, a brief description of the topic, a physical description, the source, and the cost for each item. (Author/MS)

**ED 114 554 CE 005 404**

**National Apprenticeship and Training Standards for Associated Retail Bakers of America.**

Associated Retail Bakers of America, Chicago, Ill.; Manpower Administration (DOL), Washington, D.C. Bureau of Apprenticeship and Training.

Pub Date 75

Note—20p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*Apprenticeships, \*Cooks, \*Educational Programs, \*Food Processing Occupations, Labor Standards, \*Standards, Trade and Industrial Education

Identifiers—\*Bakers

The document presents systematic standards (adopted by the Associated Retail Bakers of America in accordance with the basic standards recommended by the Bureau of Apprenticeship and Training of the U.S. Department of Labor) to be used in the apprenticeship and training programs of the baking industry. Included is the following information: (1) definition of terms applicable to the program, (2) information on procedures and activities related to the apprenticeship period, (3) adaptation of national standards for use in the supervision of local apprenticeship programs, (4) selection procedures for applicants, (5) a guide to the trade classification of the baker and the skills involved in the preparation of all bakery products, and (6) a sample copy of an apprenticeship agreement between apprentice and employer. Lists of regional offices of the Bureau of Apprenticeship and Training and state and territorial apprenticeship agencies are included. (EC)

**ED 114 555 CE 005 405**

**WIN II Initial Impact Study (Work Incentive Program): Final Report.**

Social Welfare Regional Research Inst., Chestnut Hill, Mass.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No.—PB-242-878; SWRRI-Pub-14

Pub Date Dec 72

Note—187p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (Order No. PB-242-878; HC \$7.00; MF \$2.25)

Document Not Available from EDRS

Descriptors—\*Employment Programs, Federal Programs, Program Costs, Program Effectiveness, \*Program Evaluation, \*State Programs, Unemployed, Welfare Recipients

Identifiers—WIN, \*Work Incentive Program

A 1972 project to assess the impact of the work incentive program passed in 1971 (WIN 2) on the administration of WIN in local welfare found that the program was still in the transitional stage in the local welfare offices, that there was greater diversity among office operations as a result of WIN 2, that the program did not affect the clients significantly, that costs for program implementation were higher than had been expected, and that certain factors affected the speed and the extent of implementation in each office. (NTIS)

**ED 114 556 CE 005 406**

**Career Education: Hearing Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Fourth Congress, First Session.**

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 20 May 75

Note—188p.; Pages 107 and 113-115 may not reproduce well on microfiche

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Career Education, \*Educational Legislation, \*Educational Philosophy, Educational Planning, \*Educational Policy, Educational Programs, Elementary Secondary Education, Federal Legislation, Government Role, Program Descriptions, Vocational Education

The full text of the U.S. House of Representatives subcommittee hearings on career education, held May 20, 1975, is presented. Statements to the subcommittee and subsequent dialogue with subcommittee members, as well as prepared statements, letters, and other supplemental material submitted for the record are included. Supplementary materials include the questionnaire and responses evaluating the Office of Education document "An Introduction to Career Education," a report of a career education conference sponsored by the National Urban Coalition and Racine Environment Committee, and brief descriptions of program models being developed throughout the nation. The following either appeared before the committee to speak and/or present papers or authored material presented for the record: Lee Brown, Owen Collins, William A. Horner, S. P. Marland, Jr., Eugene Sydnor, Reginald Wilson, Virginia Y. Trotter, Chester W. Dugger, John M. Geston, Charles T. Hennigan, Kenneth B. Hoyt, R. Lawrence Liss, Richard Morrison, Albert H. Quie, Thomas C. Schmidt, Robert W. Wiles, and

Robert Young. A policy paper of the United States Office of Education, representing its first comprehensive conceptual statement, and papers discussing career education and the elementary level, teaching/learning processes, minority and low-income students, the handicapped, counselors, vocational and occupational education, and the businessman are presented. (LH)

**ED 114 557 CE 005 407**

**Convention and Recommendation Concerning Vocational Guidance and Vocational Training in the Development of Human Resources.**

International Labour Office, Geneva (Switzerland).

Pub Date 23 Jun 75

Note—30p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—Career Education, Developed Nations, Developing Nations, Disadvantaged Groups, \*Educational Policy, Equal Opportunities (Jobs), \*International Organizations, International Programs, Job Training, Labor Force, \*Manpower Development, Manpower Utilization, \*Occupational Guidance, Policy Formation, Program Development, Standards, Vocational Counseling, \*Vocational Education

The document presents the new international convention (with five articles or policy statements) and the formal statement of recommendations adopted by the International Labor Conference on June 23, 1975. Prepared by the International Labor Office, the instruments concern vocational guidance and vocational training in the development of human resources. The texts of the instruments were discussed at two successive sessions of the International Labor Conference by a technical conference committee composed of representatives of workers, employers, and governments. The convention contains five provisions regarding policies and programs. The recommendations contain 15 topics: (1) general provisions, (2) policies and programs, (3) vocational guidance, (4) vocational training, (5) training for managers and self-employed persons, (6) programs for particular areas or branches of economic activity, (7) particular groups of the population, (8) promotion of equality or opportunity of women and men in training and employment, (9) migrant workers, (10) training of staff for vocational guidance and vocational training activities, (11) research, (12) administrative aspects and representative bodies, (13) periodical reviews, (14) international cooperation, and (15) effect on earlier recommendations. (LH)

**ED 114 558 CE 005 408**

**T and D Publications: International Labour Office: Volume 13, Number 4.**

International Labour Office, Geneva (Switzerland).

Pub Date Jun 75

Note—48p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—\*Abstracts, Foreign Countries, Labor Force, \*Manpower Development, Manpower Utilization, Newsletters, Publications, \*Rural Education, \*Vocational Education

Abstracts of material covering a variety of topics regarding vocational and labor development throughout the world are presented in the fourth dispatch. Noted, in particular, are publications regarding education and training in rural areas, research, vocational guidance, and international instruments. The first section, News in Brief, contains 21 news items from around the world under the following headings: Forthcoming Events; New Institutions; New Policies; Management; Research; Information and Documentation; Abstracts Services; and For the Bookshelf. The second section contains 17 abstracts of various publications which present the author, title, bibliographical references, translation if necessary, subject analysis, and contents analysis. A list of eight periodical publications from various countries that have already been abstracted is included. (LH)

**ED 114 559 CE 005 410**

**Barry, Owen J.**

**The Need for Change in Industrial Arts Based on Societal and Industrial Conditions.**

Pub Date Apr 75

Note—155p.; Master's Thesis, University of Wisconsin-Stout

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors**—\*Educational Change, Educational Development, Educational History, \*Foreign Countries, \*Industrial Arts, \*Industrialization, \*Social Factors, Vocational Education  
**Identifiers**—Great Britain, Russia, Sweden, \*United States

The author has presented a historical review of societal/industrial conditions affecting the development of manual education to determine if a need for change in industrial arts exists at the present time. Societal conditions, industrial conditions, and the resulting educational response are examined in: Russia (mid-19th century), Sweden (19th century), England (19th century), America (mid-19th century to 1920), and America (present time). In Russia, the 1861 emancipation resulted in freed, untrained peasants, who formed the basis of the working force required for industrial development. The introduction of Sloyd (a system of handwork or manual training in Scandinavian countries) in Sweden was more an attempt to revitalize a society than to produce skilled workers. In England, the Arts and Crafts Movement was a protest against the dehumanization of workers. Decay of the apprenticeship system in America necessitated the development of manual training. As dissatisfaction with manual training became apparent, industrial arts, aimed at helping students understand industrial processes and materials, appeared on the scene. Industrial arts is still making use of general shop today as it did in the 1920's. The author contends, in light of the data collected, that a need for change in industrial arts currently exists. (EA)

**ED 114 560** CE 005 411  
**Hospitality Education: A Guide for High School Teachers.**

Illinois State Office of Education, Springfield.  
 Div. of Vocational and Technical Education.;  
 National Inst. for the Foodservice Industry,  
 Chicago, Ill.

Pub Date 75

Note—80p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—Course Content, Course Descriptions, \*Curriculum Design, Curriculum Development, Curriculum Guides, Curriculum Planning, Food Service Industry, \*Food Service Occupations, \*Hotels, Instructional Materials, Occupational Home Economics, Occupational Information, Post Secondary Education, Program Development, Program Planning, Recreation, \*Secondary Education, \*Service Occupations, Tourism

**Identifiers**—\*Hospitality Education

The guide presents key steps in establishing hospitality education curricula, based on recommendations of more than 300 surveyed educators and industry personnel and on information from over 60 proposed or existing curricula. The scope of the hospitality industries is described as including the categories of food service, lodging, tourism, and recreation. Suggestions are provided for establishing the program. Course descriptions (topic descriptions, performance objectives, learning experiences, and evaluations) are provided for the following core subjects: self-evaluation of interests and aptitudes, development of hospitality attitudes, personal appearance, hospitality-core job skills (change-making and record keeping), job analysis, and obtaining, retaining and terminating employment. Information on job-related training for each of the four major hospitality categories includes entry-level job descriptions and advancement opportunities and outlines of courses in the job skills curricula which cover: food service (sanitation, equipment safety, quantity cookery, and serving patrons), lodging (history and scope, front office, switchboard, uniformed service, housekeeping, and law and security), tourism (history and scope, geography, analyzing destinations, required qualities, and travel arrangements), and recreation (leadership, program planning, and practical skills). Opportunities for post-secondary education are briefly described. A six-page bibliography lists references, audiovisual aids, and information sources. (Author/MS)

**ED 114 561** 95 CE 005 412

**The Implementation of a Model Competency Based Graduate Program in Occupational Education Administration: Phase 3: Final Report.**  
 Southern Illinois Univ., Carbondale. Dept. of Occupational Education.

**Spons Agency**—Illinois State Board of Vocational Education and Rehabilitation, Springfield. Div. of Vocational and Technical Education.

Pub Date 15 Aug 75

Note—121p.; For Phases 1 and 2, see ED 089 096 and ED 102 319

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—Administrative Personnel, \*Administrator Education, Administrator Qualifications, Certification, \*Demonstration Programs, Followup Studies, Graduate Study, Interdisciplinary Approach, \*Internship Programs, Job Placement, Leadership Training, Models, \*Performance Based Education, Performance Specifications, Professional Education, \*Vocational Directors, Vocational Education  
**Identifiers**—Illinois

The document reports on a model, performance-based, interdisciplinary program to prepare vocational directors in Illinois. Five objectives in the Occupational Education Administration Model's third year were: (1) field-test the model; (2) develop implementation strategies for a transportable program; (3) provide experiences that would assure the attainment of 159 administrative and leadership competencies to 10 program participants; (4) place all participants in occupational education leadership positions by September 1975; and (5) qualify all participants to receive State of Illinois Level I supervisory certification. The degree of achievement of the objectives and the project's procedures are recounted briefly. Participants served internships for a school year, supervised in working on the 159 performances by a local cooperating administrator while completing course requirements for supervisory certification and engaging in enrichment activities. Forty pages offer project personnel information, followed by two three-page sections summarizing the project's evaluation and conclusions. The evaluation data is interpreted as bearing out the project's emphasis on interpersonal proficiency, and the project has prepared employable Occupational Education Administrators, but refinement of the orientation provided the project's instructors is needed. Extensive appendices (66 pages) include the competency list, the performance assessment system, two followup studies, and a project evaluation. (AJ)

**ED 114 562** CE 005 419

**Fairfield, Roy P., Ed.**  
**Humanizing the Workplace.**

Pub Date 74

Note—265p.

Available from—Prometheus Books, 923 Kensington Avenue, Buffalo, New York 14215 (\$11.95)

**Document Not Available from EDRS**

**Descriptors**—\*Change Strategies, Environmental Influences, Environmental Research, Essays, Futures (of Society), Human Dignity, Human Engineering, \*Humanization, Human Relations, Job Enrichment, \*Labor Force, Organizational Climate, Organizational Development, Program Descriptions, Social Change, \*Work Attitudes, \*Work Environment

A series of essays discussing ideas about humanizing work are presented in the document. Three major sections divide the essays, and each includes a preface with comments suggesting the central focus and questions with which the authors are concerned. The first section deals with the history, philosophy, and issues related to work and contains essays by Ivar Berg, George Strauss, Irving Bluestone, Franklin Wallick, Mitchell Fein, Marcus Raskin, Michael Maccoby, Alan Gartner, and Frank Riessman. The second section discusses specific illustrations, both exemplary and incredible, with essays by Robert Schrank, Bennett Kreman, Jack Russell, Myra A. Peabody, J. Davitt McAteer, M. H. Ross, Edward Walsh, and Walter Kleiman, Jr. The third section provides a look into the future, and the authors include Louise Kapp Howe, Stevanne Auerback-Fink, Richard J. Schonberger, Robert Schrank, and Howard B. Radest. The introduction, prefaces, and epilogue are written by Roy P. Fairfield. A list of the contributors is provided and includes biographical notes. (LH)

**ED 114 563** CE 005 420

**Terry, David R. Evans, Rupert N.**  
**Determining Behavioral Task Content of the Curriculum in Occupational and Professional Education Programs: The Dental Auxiliaries. Final Report.**

Illinois Univ., Urbana. Bureau of Educational Research.

**Spons Agency**—National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education.

Pub Date May 75

Note—279p.

**EDRS Price MF-\$0.76 HC-\$14.59 Plus Postage**

**Descriptors**—Biographical Inventories, \*Curriculum Evaluation, Data Analysis, Dental Schools, \*Dentistry, Educational Programs, Educational Research, \*Evaluation Methods, Field Studies, Literature Reviews, \*Measurement Instruments, Professional Education, Program Evaluation, Relevance (Education), Research Methodology, Tables (Data), \*Task Analysis

**Identifiers**—Dental Auxiliary Education Programs

The document is the final report of a project to develop a suitable method for studying the task content of accredited dental auxiliary education programs and the relationship between the tasks taught in such programs and the tasks involved in a professional situation. The set of instruments developed and pilot tested in 63 programs was used to collect data concerning: (1) characteristics of educational institutions and their accredited programs, (2) characteristics of faculty and preceptors responsible for teaching dental and dental-related tasks, (3) dental tasks taught in accredited auxiliary education programs, and (4) the level of responsibility with which graduating auxiliary students are expected to perform dental tasks. Chapters include: Introduction, providing background material; Review of Literature, presenting historical and current perspectives, task analysis, and educational curriculum and the world of work; Methods and Procedures, discussing the basic design of the study; Analysis and Findings, examining sample characteristics, survey instruments, biographical profiles, and dental task information; and Summary, Discussion, and Conclusions. Tables supplement the discussion and appendices include the program questionnaire, interview, and letter forms; task inventories; reference notes to tables; and a hierarchical clustering scheme for 52 dental auxiliary education programs. (LH)

**ED 114 564** CE 005 421

**Suggested Format and Content of a Work Sample Manual: [With Examples].**

Wisconsin Univ. - Stout, Menomonie. Dept. of Rehabilitation and Manpower Services. Materials Development Center.

Pub Date [73]

Note—84p.; For related documents, see CE 005 422-428 and CE 005 430-434

Available from—Materials Development Center, Department of Rehabilitation and Manpower Services, School of Education, University of Wisconsin-Stout, Menomonie, Wisconsin 54751 (No price given)

**Document Not Available from EDRS**

**Descriptors**—\*Diagnostic Tests, Evaluation Criteria, \*Evaluation Methods, Guidelines, Handicapped, Performance Criteria, Personnel Evaluation, Task Performance, \*Test Construction, \*Vocational Rehabilitation

**Identifiers**—\*Work Samples

Work samples are job tasks used as a diagnostic tool in the evaluation of vocational rehabilitation clients. The manual was developed to provide a standardized format for the construction, administration, and interpretation of necessary information from work sample assessment techniques used by vocational evaluators. The outline is divided into seven sections: introduction (title, assessment description, job listing, and related validity); instructions to the evaluator (prerequisites, work sample conditions, administration equipment, and setup and breakdown); administration (client orientation, and instruction and demonstration); scoring (technique, tables, forms, description of norm group, norming method, and reliability); insights; construction (diagrams and/or photographs, materials list, and assembly instructions); and references and appendix. Each section discusses what type of information should be included within a specified topic and in what order it should be presented. Two different examples using the format of the work sample manual are given as a guide: Hurley Upholstery Job Samples, and The Order Picking Work Sample. (Author/EC)

**ED 114 565** CE 005 422

**Norms and Performance Standards for Work Sample Scores.**

Wisconsin Univ. - Stout, Menomonie. Dept. of Rehabilitation and Manpower Services. Materials Development Center.

Note—9p.; For related documents, see CE 005 421, CE 005 423-428, and CE 005 430-434

Available from—Materials Development Center, Department of Rehabilitation and Manpower Services, School of Education, University of Wisconsin-Stout, Menomonie, Wisconsin 54751 (No price given)

Document Not Available from EDRS

Descriptors—\*Diagnostic Tests, Evaluation Criteria, \*Evaluation Methods, Handicapped, \*Measurement Techniques, \*Norm Referenced Tests, Performance Criteria, \*Vocational Rehabilitation

Identifiers—\*Work Samples

Work samples are commonly used to aid in the assessment of a client's potential for functioning in various competitive occupations. To determine an individual's position relative to a particular reference group the most commonly used norms are those based on scores of other clients who have performed a specific work sample, and performance scores achieved by a sample of the general population. Different advantages and disadvantages can be found in both methods of assessing a client's potential for success in a particular job. Work measurement techniques developed by industrial engineers may provide accurate estimates for assessing the client's competitive employment potential involving manual operations requiring brief instruction. Work measurement includes the stopwatch time study and predetermined motion time systems. These may be used to provide valid and realistic performance standards for many work samples. The main concerns include the time needed and the methods used to perform the task. Individuals trained in work measurement may be contacted through the American Institute of Industrial Engineers. (Author/EC)

ED 114 566 CE 005 423

Redkey, Henry White, Barbara

The Pre-vocational Unit in a Rehabilitation Center: An Effective Tool for Evaluating Work Potential of the Handicapped. RS-70-1.

Wisconsin Univ. - Stout, Menomonie. Dept. of Rehabilitation and Manpower Services. Materials Development Center.

Report No—RS-70-1

Note—25p.; For related documents, see CE 005 421-428 and CE 005 430-434

Available from—Materials Development Center, Dept. of Rehabilitation and Manpower Services, School of Education, University of Wisconsin-Stout, Menomonie, Wisconsin 54751 (No price given)

Document Not Available from EDRS

Descriptors—\*Employment Potential, \*Handicapped, Personnel Evaluation, Program Planning, \*Rehabilitation Programs, \*Vocational Rehabilitation

Identifiers—\*Prevocational Unit

One of the essential services in rehabilitation centers is offered in the prevocational unit. This unit explores the client's abilities through specific activities in a variety of work experiences directed toward evaluating the client's vocational potentialities. The six major objectives of such a unit are described and organization and program planning outlined. Program activities, necessary equipment, and possible employment opportunities are suggested for the following areas: clerical work, skilled and semiskilled occupations, service occupations, and subprofessional occupations. In planning the unit's program, special consideration must be given to safety precautions for the protection of the workers. Information about the client should be gathered from all staff members. Following the client's experience in the unit, the supervisor should provide specific reports, recommendations, and a general interpretation of the client's potentialities. Recommendations for placement, vocational training, additional vocational evaluation, or temporary or permanent assignment to a sheltered workshop will be based on these reports. Program planning must be developed with the cooperation of the vocational counselor, placement workers, other staff, as well as an advisory council composed of community members. A suggested floor plan is illustrated, and lists of necessary equipment and resource materials and a bibliography are included. (Author/EC)

ED 114 567

Botterbusch, Karl F.

Tests and Measurements for Vocational Evaluators. April 1973.

Wisconsin Univ. - Stout, Menomonie. Dept. of Rehabilitation and Manpower Services. Materials Development Center.

Pub Date Apr 75

Note—81p.; For related documents, see CE 005 421-423, CE 005 425-428, and CE 005 430-434

Available from—Materials Development Center, Department of Rehabilitation and Manpower Services, School of Education, University of Wisconsin-Stout, Menomonie, Wisconsin 54751 (\$2.00)

Document Not Available from EDRS

Descriptors—\*Achievement Tests, Aptitude Tests, Handicapped, Intelligence Tests, Personality Tests, Psychological Evaluation, \*Psychological Tests, Reading Tests, \*Reference Materials, Testing, \*Tests, \*Vocational Rehabilitation

Identifiers—\*Vocational Evaluation

The purpose of the document is to help fill the gap between the use of psychological tests by evaluators and evaluators' feelings about their competence in using these devices. The first section contains descriptions of 33 tests and instruments presently used in evaluation facilities serving a wide variety of clients. These tests are divided according to the following areas: achievement batteries and reading tests (six tests), character and personality (four tests), intelligence (three tests), vocations—clerical (four tests), vocations—interests (six tests), vocations—manual dexterity (four tests), and vocations—mechanical ability (three tests). The tests are described with respect to 10 categories: purpose, final score, description, materials required, appropriate groups, technical consideration, American Psychological Association (APA) level, sources of information, availability, and comments. The four-page second section of the document provides the evaluator with a basic list of reference materials about testing and statistics. A list of test publishers is included. (Author/EC)

ED 114 568 CE 005 425

Botterbusch, Karl F. Esser, Thomas J.

A Selected, Annotated Bibliography of Books on Behavior Modification.

Wisconsin Univ. - Stout, Menomonie. Dept. of Rehabilitation and Manpower Services. Materials Development Center.

Pub Date Dec 74

Note—40p.; For related documents, see CE 005 421-428 and CE 005 430-434

Available from—Materials Development Center, Dept. of Rehabilitation and Manpower Services, School of Education, University of Wisconsin-Stout, Menomonie, Wisconsin 54751 (\$1.50)

Document Not Available from EDRS

Descriptors—\*Annotated Bibliographies, \*Behavior Change, Evaluation Methods, \*Psychology, Vocational Adjustment, Vocational Rehabilitation

The annotated bibliography lists a selection of available materials on behavior modification for the use of vocational evaluation and work adjustment professionals. It is divided into three levels: (1) basic—books intended for those who have little or no background in psychology and behavior modification; (2) intermediate—books for those with a limited background; and (3) advanced—books for those who have had academic training in psychology and those who desire to explore behavior modification in depth. A list of publishers is included. (Author/EC)

ED 114 569 CE 005 426

Pruitt, Walter A., Ed.

Readings in Work Evaluation—1.

Wisconsin Univ. - Stout, Menomonie. Dept. of Rehabilitation and Manpower Services. Materials Development Center.

Pub Date Dec 70

Note—67p.; For related documents, see CE 005 421-428 and CE 005 430-434

Available from—Materials Development Center, Dept. of Rehabilitation and Manpower Services, School of Education, University of Wisconsin-Stout, Menomonie, Wisconsin 54751 (No price given)

Document Not Available from EDRS

CE 005 424

Descriptors—Anthologies, Correctional Rehabilitation, Deaf, \*Evaluation Methods, \*Handicapped, Mentally Handicapped, \*Psychological Evaluation, Rehabilitation Counseling, Rehabilitation Programs, Sheltered Workshops, \*Special Programs, Technical Writing, \*Vocational Rehabilitation

Identifiers—\*Vocational Evaluation, Work Evaluation, Work Samples

The document is a collection of articles written by authors who are or have been work evaluators or closely associated with the process within a work evaluation rehabilitation facility. The papers are intended to broaden the scope of the available literature in the field of work evaluation. The articles include the following: The Professional in Vocational Evaluation, Allen Speiser; Clinical Assessment, Human Ecology, and Social Responsiveness in Vocational Rehabilitation: the Psychologist's Dilemma, R. G. Buddenhagen; Vocational Evaluation in the Public Schools, Gordon C. Krantz; Vocational Evaluation with Mentally Ill Clients, Gerald E. Cubelli; Special Problems in Work Evaluation with the Public Offender, Kenneth McClarnon; Special Problems in Vocational Evaluation of the Deaf, Richard E. Walker; The Validity of Pre-Vocational Evaluation Prediction in the Community Workshop, Robert D. Handelsman and Robert E. Wurtz; The Role of the Courtesy Counselor in a Work Evaluation Center, Carl Hanson; and Report Writing in Work Evaluation, Darell Coffey. (Author/EC)

ED 114 570 CE 005 427

Esser, Thomas J.

Effective Report Writing in Vocational Evaluation and Work Adjustment Programs.

Wisconsin Univ. - Stout, Menomonie. Dept. of Rehabilitation and Manpower Services. Materials Development Center.

Pub Date Oct 74

Note—118p.; For related documents, see CE 005 421-428 and CE 005 430-434

Available from—Materials Development Center, Dept. of Rehabilitation and Manpower Services, School of Education, University of Wisconsin-Stout, Menomonie, Wisconsin 54751 (\$2.50)

Document Not Available from EDRS

Descriptors—Evaluation Methods, \*Guidelines, Records (Forms), Rehabilitation Programs, \*Reports, \*Technical Writing, \*Vocational Rehabilitation

The document serves as a guideline to report writing for vocational evaluation and work adjustment programs, providing general principles for content with the aim of developing some uniformity in report organization. Common problems in report writing are described from the reader's and writer's perspective. Basic principles are listed which should be considered in effective rehabilitation report writing to improve the readability of the report. Three major types of report formats for evaluation and training reports are the narrative report, the basic checklist, and the narrative checklist. Information that should be included in reports on clients includes: identifying information, reason for referral, background information, psychological and vocational test results, work performance, work habits and behaviors, physical characteristics, and summary and recommendations. Evaluation and training reports should also discuss the client's role or include client input. A selection of nine examples of report formats used in different rehabilitation facilities are included to serve as guides in report writing techniques. Report writing aids in preparing and organizing information for the final document include: a detailed topical outline, an open form or outline, and a checklist to evaluate report content. A bibliography is included. (Author/EC)

ED 114 571 CE 005 428

Hoffman, Paul R., Ed.

"Think Tank" Workshop in Work Evaluation: March 19-21, 1969.

Wisconsin Univ. - Stout, Menomonie. Dept. of Rehabilitation and Manpower Services. Materials Development Center.

Pub Date Mar 69

Note—135p.; For related documents, see CE 005 421-427 and CE 005 430-434

Available from—Materials Development Center, Dept. of Rehabilitation and Manpower Services, School of Education, University of Wisconsin-Stout, Menomonie, Wisconsin 54751 (No price given)



**Document Not Available from EDRS**  
**Descriptors—**\*Evaluation Methods, Evaluation Needs, Rehabilitation Programs, \*Vocational Rehabilitation, Workshops  
**Identifiers—**\*Work Evaluation

A two-day workshop, conducted to study the different meanings of the concept of work evaluation, was participated in by representatives from rehabilitation facilities, work evaluation training programs, institutional organizations, and rehabilitation research and training centers. In addition, different types of patient populations were represented—physically handicapped, emotionally disturbed, mentally retarded, narcotic addict, penal offender, and culturally disadvantaged. Edited transcripts are provided of the proceedings, which were divided into three sessions which discussed the following areas: goals of work evaluation; scope and definition of work evaluation; and methods, models, and functions. A fourth session was left unstructured so that each group could choose its own subject area. Topics chosen were: ethics of work evaluation, the work evaluation process, and competencies of work evaluators. The main points of agreement reached during the workshop are summarized under the following topics: differentiation of processes, the work evaluation process, goals, scope, the work evaluator, and the client. A list of participants in the workshop is appended. (Author)

**ED 114 572** CE 005 430

*Sankovsky, Ray, Ed. And Others*  
**Vocational Education and Work Adjustment (A Book of Readings).**  
 Auburn Univ., Ala. Alabama Rehabilitation Media Service.

Note—199p.; For related documents, see CE 005 421-428 and CE 005 431-434

Available from—Materials Development Center, Dept. of Rehabilitation and Manpower Services, School of Education, University of Wisconsin-Stout, Menomonie, Wisconsin 54751 (Reprint Series No. 6) (\$3.00)

**Document Not Available from EDRS**

**Descriptors—**Anthologies, \*Evaluation Methods, \*Handicapped, Job Analysis, \*Psychological Testing, Sheltered Workshops, Situational Tests, Technical Writing, \*Vocational Adjustment, \*Vocational Rehabilitation

**Identifiers—**\*Vocational Evaluation, Work Sample

The collection of articles is intended to serve as supplementary reading for students and practitioners in rehabilitation and related fields, and to provide a background in the philosophy, terminology, and methodology of vocational evaluation and work adjustment. The articles are divided into eight areas: philosophy of vocational evaluation (four articles); psychological testing (three articles); job-man analysis (four articles); job-work sample (four articles); situational assessment (three articles); work adjustment (five articles); client, counselor, and evaluator (four articles); and report writing (four articles). (Author/EC)

**ED 114 573** CE 005 431

*Endres, Jo Ellen And Others*  
**Road to New Horizons: Adjustment Training: Guide to Activities of Daily Living Program.**  
 Gracewood State School and Hospital, Ga.

Pub Date 71  
 Note—130p.; For related documents, see CE 005 421-428 and CE 005 430-434

Available from—Materials Development Center, Dept. of Rehabilitation and Manpower Services, School of Education, University of Wisconsin-Stout, Menomonie, Wisconsin 54751 (Reprint Series No. 7, no price given)

**Document Not Available from EDRS**

**Descriptors—**Adjustment (to Environment), \*Daily Living Skills, \*Educable Mentally Handicapped, Educational Programs, Handicapped, Lesson Plans, Personal Adjustment, Self Evaluation, Social Adjustment, \*Teaching Guides, Unit Plan, \*Vocational Adjustment, Vocational Rehabilitation

The program guide is designed primarily to teach the areas of personal, social, and work adjustment to vocational rehabilitation clients to help facilitate their future adjustment to life and work in the community. The basic curriculum is directed to the level of the educable mentally retarded and is also helpful for junior and high school teachers of the educable mentally retarded. It is organized into three areas of study

and training: personal adjustment (self-evaluation, personal health and hygiene, and personal appearance and grooming); social adjustment (establishing basic etiquette, social relationships, and use of leisure time); and work adjustment and preparation for community living (vocational adjustment, money management and consumer education, home and family adjustment, and community orientation). Each of these areas is divided into individual teaching units containing a list of suggestions for lesson plans with their related objectives, contents, activities, and teaching and evaluation materials. An evaluation guide which may be used on completion of the total program is included. (Author/EC)

**ED 114 574** CE 005 432

**Observation and Client Evaluation in Workshops: A Guide and a Manual: Recommended Procedure.**

Jewish Vocational Service, Chicago, Ill.  
 Pub Date May 72

Note—37p.; For related documents, see CE 005 421-428 and CE 005 430-434

Available from—Materials Development Center, Dept. of Rehabilitation and Manpower Services, School of Education, University of Wisconsin-Stout, Menomonie, Wisconsin 54751 (No price given)

**Document Not Available from EDRS**

**Descriptors—**\*Behavior, Behavioral Science Research, Evaluation Criteria, \*Evaluation Methods, Guidelines, Handicapped, \*Personnel Evaluation, \*Supervisory Training, \*Vocational Rehabilitation, Work Attitudes

**Identifiers—**\*Work Behavior

Systematic procedures in the observation, description, and assessment of the rehabilitation client's work behavior and potential in workshops and other sheltered work programs are offered, to provide supervisors with training in observation. The color-coded manual defines 12 basic areas of work behavior crucial for work functioning, which can be used by floor supervisors and evaluators to organize their observations concerning the client's work performance and job readiness. For each area concrete behaviors or cues are suggested, which the evaluator can refer to as an aid in recognizing and rating the work behavior being expressed by clients. Use of the manual and Staffing Preparation Form (for rating clients) in rehabilitation work programs resulted in a significant increase in the ability of work program staffs to communicate with one another and with counselors, psychologists, and placement workers. These materials and procedures can be used by floor supervisors in workshops and other rehabilitation work programs regardless of the amount of formal training. Features of the training program and observational training of individual floor supervisors in the clinical use of the procedures are discussed with reference to experiences in the testing agencies as to the advantages of the observational procedure. (Author/EC)

**ED 114 575** CE 005 433

**Work Evaluation and Adjustment; An Annotated Bibliography: 1974 Supplement.**

Wisconsin Univ. - Stout, Menomonie. Dept. of Rehabilitation and Manpower Services. Materials Development Center.

Pub Date May 75

Note—56p.; For related documents, see CE 005 421-428 and CE 005 430-434; For the bibliography, see ED 095 400

Available from—Materials Development Center, Dept. of Rehabilitation and Manpower Services, School of Education, University of Wisconsin-Stout, Menomonie, Wisconsin 54751 (\$1.50)

**Document Not Available from EDRS**

**Descriptors—**\*Annotated Bibliographies, \*Evaluation Methods, \*Indexes (Locators), \*Vocational Adjustment, \*Vocational Rehabilitation

**Identifiers—**Vocational Evaluation, \*Work Evaluation

The annotated bibliography contains 108 entries of literature on work evaluation and adjustment produced in 1974. It also serves as a catalog to the loan literature available from the Materials Development Center (MDC) of the Department of Rehabilitation and Manpower Services at the University of Wisconsin-Stout, Menomonie. A Keyword-out-of-context Title Index is provided to aid the user in quick identification of annotations relevant to a particular topical area. An author index is also provided. These indexes also provide access to the literature listed in the comprehensive bibliography published in 1974 by MDC. (Author/EC)

and training: personal adjustment (self-evaluation, personal health and hygiene, and personal appearance and grooming); social adjustment (establishing basic etiquette, social relationships, and use of leisure time); and work adjustment and preparation for community living (vocational adjustment, money management and consumer education, home and family adjustment, and community orientation). Each of these areas is divided into individual teaching units containing a list of suggestions for lesson plans with their related objectives, contents, activities, and teaching and evaluation materials. An evaluation guide which may be used on completion of the total program is included. (Author/EC)

**ED 114 576** CE 005 434  
**MDC [Materials Development Center] Behavioral Identification Format: Recommended Procedure.**

Wisconsin Univ. - Stout, Menomonie. Dept. of Rehabilitation and Manpower Services. Materials Development Center.

Pub Date 74

Note—59p.; For related documents, see CE 005 421-428 and CE 005 430-433

Available from—Materials Development Center, Dept. of Rehabilitation and Manpower Services, School of Education, University of Wisconsin-Stout, Menomonie, Wisconsin 54751 (No price given)

**Document Not Available from EDRS**

**Descriptors—**\*Ability Identification, Behavior Problems, \*Behavior Rating Scales, Behavior Standards, \*Employment Potential, Evaluation Methods, Handicapped, Sheltered Workshops, \*Vocational Rehabilitation

**Identifiers—**\*Work Behavior

The behavior identification format was developed as an aid for the observation, identification, and recording of work and work-related behavior which may limit or enhance the employment opportunities of the vocational rehabilitation client. A rating system consists of a series of judgements which are made regarding the client's behavior as they relate to employment. Its primary concern is to determine if the client's existing work behavior interferes with his ability to hold a job in competitive or sheltered employment. The three rating classifications are A (acceptable), B (selective placement), and C (change needed)—each subdivided into two or more precise categories. The behavior identification form is divided into 22 categories with space for comments on behavior and for the rating. The categories provide guidelines for the observation and identification of specific behaviors. A definition is provided of each category which includes examples of important situational variables which influence behavior, and examples of ways in which behavior problems may be displayed. (Author/EC)

**ED 114 577** CE 005 435

**Identification of Actual Tasks Performed and Relative Amount of Time Spent on Tasks by Vocational-Technical Administrators.**

EPD Consortium D, Richardson, Tex.  
 Spons Agency—Texas Education Agency, Austin.

Div. of Occupational Research and Development.

Pub Date [30 Jun 75]

Note—44p.; For related documents, see CE 005 436-437

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**Administrator Role, Data Analysis, \*Educational Administration, Questionnaires, Secondary Education, State Surveys, Tables (Data), \*Task Analysis, \*Task Performance, \*Time, \*Vocational Directors, Vocational Education

**Identifiers—**\*Texas

A mail survey of secondary vocational-technical directors in Texas was conducted to identify the tasks they performed and to determine the amount of time spent in the performance of these tasks. Data were gathered using a 56-item questionnaire given to all secondary vocational-technical directors in the state (169) with an 82 percent return rate. Fifty-six competencies or tasks were identified in the instrument, grouped under six headings: (1) planning, organizing, and administering; (2) improving educational opportunities; (3) securing and developing personnel; (4) providing educational facilities, equipment, materials, and services; (5) providing and maintaining adequate fiscal resources; and (6) developing and maintaining effective communication. Each task was analyzed in the following areas: rank by percent of respondents performing, cumulative sum of average time spent by all respondents, average time spent by all respondents, average percent time spent by respondents performing, and percent of respondents performing. It was concluded that the respondents could differentiate their tasks and the time spent for their performance. The data produced by the

research offers useful information for developing competency-based instructional programs and for curriculum decision making. A bibliography is included and the questionnaire appended. (EC)

**ED 114 578** **CE 005 436**  
**Identification of Actual Tasks Performed and Relative Amount of Time Spent on Tasks by Vocational-Technical Teachers.**

EPD Consortium D, Richardson, Tex.

Spons Agency—Texas Education Agency, Austin.  
 Div. of Occupational Research and Development.

Pub Date [30 Jun 75]

Note—181p.; For related documents, see CE 005 435-437

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

Descriptors—Data Analysis, Questionnaires, \*State Surveys, Tables (Data), \*Task Analysis, \*Task Performance, \*Time, Vocational Education, \*Vocational Education Teachers  
 Identifiers—\*Texas

A mail survey of vocational-technical teachers in Texas was conducted to identify tasks performed, knowledge required, and amount of time spent in the performance of these tasks. A questionnaire was given to 1,149 vocational-technical teachers with 85 percent responding. The teachers were classified according to vocational program areas and were asked to identify the tasks they performed and the time spent on each of 105 given tasks in the areas of: instructional planning, execution, and evaluation; program planning, development, and evaluation; management; guidance; school-community relations; student vocational organization; professional role and development; and coordination. Data are arranged according to vocational education program areas and a composite analysis of the data across program areas was also performed. Each task was analyzed in the following areas: rank by percent of respondents performing, cumulative sum of average percent time spent by all respondents, average percent time spent by respondents performing, and percent of respondents performing. It was concluded that the respondents could identify the tasks performed and the amount of time required. The research offers useful information for curriculum decision making and developing instructional programs. A bibliography is included and the questionnaire appended. (EC)

**ED 114 579** **CE 005 437**  
**Identification of Actual Tasks Performed and Relative Amount of Time Spent on Tasks by Vocational-Technical Guidance Personnel.**

EPD Consortium D, Richardson, Tex.

Spons Agency—Texas Education Agency, Austin.  
 Div. of Occupational Research and Development.

Pub Date [30 Jun 75]

Note—80p.; For related documents, see CE 005 435-436

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—Counselors, Data Analysis, \*Guidance Personnel, Questionnaires, State Surveys, Tables (Data), \*Task Analysis, \*Task Performance, \*Time, \*Vocational Counseling, Vocational Education, Vocational Education Teachers  
 Identifiers—\*Texas

A mail survey of vocational-technical counselors and guidance personnel in Texas was conducted to identify the tasks performed and amount of time spent in the performance of these tasks. A questionnaire was distributed to 40 occupational orientation teachers (with 87 percent responding) and 160 counselors and guidance personnel (with 92 percent responding). Eighty tasks were identified and divided into 11 sections: pupil appraisal, staff consulting, referral work, counseling, public relations, placement, planning and development of the guidance program, educational and occupational planning, counselor as a person, parent help, and local research. Data were analyzed according to the occupational orientation educators, vocational-technical counselors and guidance personnel, and a composite analysis of the two groups. Each task was analyzed in the following areas: rank by percent of respondents performing; cumulative sum of average time spent by all respondents; average percent time spent by all respondents; average percent time spent by respondents performing; and percent of respondents performing. The

study concludes that the respondents could identify the tasks and the amount of time required by each task. The data produced offers useful information for developing curriculum for vocational-technical counselors and guidance personnel. A bibliography is included and the questionnaire appended. (EC)

**ED 114 580** **CE 005 438**  
**Job Title Revisions to Eliminate Sex- and Age-Referent Language from the Dictionary of Occupational Titles. Third Edition.**

Manpower Administration (DOL), Washington, D.C.

Pub Date 75

Note—363p.; For Volumes 1 and 2 of the Dictionary of Occupational Titles, see ED 013 963-964

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$4.30)

**EDRS Price MF-\$0.76 HC-\$18.40 Plus Postage**

Descriptors—\*Dictionaries, \*Occupational Clusters, \*Occupational Information, Occupations, \*Sex Discrimination

Identifiers—Age Discrimination, \*Dictionary of Occupational Titles Third Edition

The publication brings job titles in the Dictionary of Occupational Titles, Third Edition, into conformance with equal employment legislation and with recent administration policy statements and instructions which prohibit the use of sex- and/or age-referent language by the public employment service. Job titles that have sex and/or age identification are, wherever possible, revised in favor of titles that do not connote age or sex. Nearly 3,500 job titles have been revised and are listed in the publication, including approximately 2,200 base job titles, 130 defined related job titles, 1,100 undefined related job titles, three master definition titles, and 60 term titles. Five different job title data arrangements are provided: (1) an alphabetical listing by current Dictionary of Occupational Titles, Third Edition, job titles which are affected by this revision; (2) a numerical listing by the nine-digit codes of the Dictionary job titles affected by this listing; (3) an alphabetical listing by revised job titles; (4) an alphabetical listing by current Dictionary of Occupational Titles, Third Edition, master definitions and term titles which are affected by this listing; and (5) an alphabetical listing by revised master definition and term titles. (Author/EC)

**ED 114 581** **CE 005 439**  
**Exemplary Exploratory Program for Eighth Grade Students: Sherwood School District. End of Year Evaluation Report.**

Sherwood School District 88J, Oreg.

Pub Date 13 May 74

Note—66p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Business Education, \*Career Education, \*Career Exploration, Course Descriptions, \*Grade 8, Home Economics, Industrial Education, \*Pilot Projects, \*Program Evaluation, Vocational Education

The document is an evaluation report of an exemplary program to introduce eighth grade students of Sherwood High School (Sherwood, Oregon) to an exploratory and career-oriented program in the four areas of business education, home economics, industrial education, and vocational agriculture-horticulture. The assessment team gave major overall commendations and recommendations for the program. The document consists mainly of teachers' self-assessment reports with specific comments in the four areas of the program. Information is given according to course objectives, accomplishments, the status of identified objectives, and recommendations. Letters related to the evaluation process are also included. Brief exploratory course outlines and time plans for the four areas are presented for eighth grade. (EC)

**ED 114 582** **CE 005 442**  
**Pointer, Richard A.**  
**Plotter Research: Final Report.**  
 Vincennes Univ., Ind.

Spons Agency—Indiana State Dept. of Public Instruction, Indianapolis. Div. of Vocational Education.

Pub Date 1 Feb 73

Note—52p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Computer Graphics, \*Computer Science, Drafting, Guides, \*Instructional Materials, \*Programming, Secondary Education

The document provides an introduction to computer graphics and is intended to be used as reference material to assist the high school drafting student in compiling information. A teletype machine with an acoustical coupler for telephone hookup and a time-sharing Peripherals Corporation flatbed plotter were acquired, and an illustrated programmer's guide was prepared as reference for utilization of the system. The guide is intended to provide drafting students with an explanation of the techniques of plotting utilizing a G.E. 225 time-sharing computer and a time-sharing Peripherals Corporation flatbed plotter (TSP212). Section 1 provides a basic understanding of computerized drafting so that plotter output can be generated with minimal Fortran training. Available subroutines and instructions on how to use them are discussed. Six subdivisions cover: glossary of terms, using the time-sharing system, using the time-sharing plotter, subroutines, normal program structures, and sample program with plotter. Section 2 deals with the Fortran makeup of the subroutine available in the system. It provides knowledge of the structure of plotter-oriented subroutines so that, with a knowledge of Fortran, one can expand subroutines to provide a broader library of available subroutines. It is divided into areas on programming and subroutines. (Author/EC)

**ED 114 583** **CE 005 443**

**Grabowski, Stanley M.**

**Educational Counseling of Adults: Where It's At.**

Pub Date Oct 75

Note—12p.; Paper presented at the Conference on Advising and Counseling Adult Learners (Albany, New York, October 1-2, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Adult Characteristics, \*Adult Counseling, \*Adult Education, Counseling Effectiveness, Counselor Attitudes, Counselor Functions, \*Counselor Role, \*Educational Needs

"Counseling adults is the most impoverished, depressed, but developing area in the entire area of adult education." This is due to: (1) a lack of serious commitment by the educational community, (2) a lack of adequate literature, and (3) a lack of clear-cut role distinctions. The limited number of research studies on counseling adults conclude that more progression is found among counseled groups than noncounseled groups and that existing guidance services for adults are inadequate to meet clientele needs. The essence of counseling is the relationship between counselor and client which places emphasis on the client's perception of his/her environment. The role of a counselor may be clarified by examining what tasks counselors of adults perform or by studying the competencies identified as needed for counseling in adult education. Of basic importance in counseling adults is to understand the needs of adults. Moreover, adult students bring many anxieties, over and above those in any learning situation regardless of age or level, to the learning situation. Another consideration is counselor attitudes toward the adult counselee which can influence the counseling process. Abraham Maslow's explanation of self-actualization is recommended as an ideal model for counselors when dealing with adults. (EA)

**ED 114 584** **CE 005 445**

**Abrams, Macy L. And Others**

**Acquisition of a Psychomotor Skill Using Simulated-Task, Augmented Feedback (Evaluation of a Welding Training Simulator).**

Navy Personnel Research and Development Center, San Diego, Calif.

Report No.—NPRDC-TR-75-13

Pub Date Oct 74

Note—29p.; One page of photographs removed as it would not reproduce in microfiche; For related document, see ED 102 361

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Comparative Analysis, Psychomotor Skills, Reinforcement, \*Simulation, Simulators, Skill Development, Task Performance, \*Teaching Methods, \*Welding

The research was conducted to determine if a physically complex, continuous, three-dimensional psychomotor skill could be acquired more efficiently with simulated-task, augmented feedback than with the feedback normally provided

by performing the task itself. The specific skill selected for the study was shielded metal arc welding because it is representative of this class of skills. Thirty-six inexperienced welding trainees were gathered: 18 were assigned to an experimental group and alternated their time equally between the simulator and the weld shop; the other 18 were assigned to the control group and received conventional welding practice only. After 12 days of training their performance was evaluated based on visual grading of the vertical and overhead test. The following conclusions were reached: the simulator trainees performed significantly better than the conventionally trained group, and the simulator trainees also used 215 times less electrical energy, less welding material, and spent approximately half as much time in the weld shop. A list of references is included in the document. An analysis of the welding skill development and the analysis of variance tables are appended. (Author/EC)

**ED 114 585** CE 005 446

*Ellis, Robert H. And Others*  
**A Workshop on Continuing Education for the Professional.**

Rensselaer Polytechnic Inst. of Connecticut, Hartford.

Pub Date Jul 75

Note—84p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors—**\*Adult Education, \*Adult Education Programs, Adult Learning, Career Planning, Educational Objectives, \*Professional Continuing Education, Program Evaluation, \*Workshops

**Identifiers—**\*Hartford Graduate Center

An examination of the Hartford Graduate Center was the focus of a workshop designed to: (1) study its goals for continuing education programs for working professionals, (2) analyze a proposed approach for accomplishing these goals, and (3) assess how the knowledge and resources of continuing education can be most effectively used. Participants considered areas of human conditions, learning environments, and technical resources as they influence the ongoing graduate-level education of professionals. The report is divided into two sections: workshop discussions and excerpts from group discussions, and observations and suggestions for action. The workshop discussions are arranged according to eight interrelated topics: the role of the Hartford Graduate Center, determining what should be learned, professional career planning, adult learners, managers of learning resources, media and delivery systems, top management and continuing education, and measuring and evaluating learning. Each discussion is comprised of a summary statement and selected statements from the recorded comments of the participants. A synthesis of findings and conclusions about the center, the center's program, the faculty, the learner, and cooperation with industry are provided in the latter section. A list of participants, statement of goals of the center, and a workshop prospectus and agenda are appended. (Author/EC)

**ED 114 586** 95 CE 005 447

**Career Education Projects Funded Under Section 406, Title IV, Public Law 93-380. (First Year's Program—Fiscal Year 1975 Funding.)**

Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date Jun 75

Note—26p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**\*Career Education, \*Directorates, Educational Legislation, \*Educational Programs, Elementary Secondary Education, Federal Aid, \*Projects, Special Education, \*State Programs

Information on career education activities is provided in the compilation of career education projects. Activities are categorized into six areas: (1) activities designed to effect incremental improvements in K-12 career education programs; (2) activities designed to demonstrate the most effective methods and techniques in career education for the senior high school, the community college, and institutions of higher education; (3) activities designed to demonstrate the most effective methods and techniques in career education for special segments of the population (handicapped, gifted and talented, minority, low income, and female youth); (4) activities designed to demonstrate the most effective methods and

techniques for training and retraining persons for conducting career education programs; (5) activities designed to communicate career education philosophy, methods, program activities, and evaluation results to career education practitioners and to the public; and (6) activities designed to survey and assess the current status of U.S. career education programs, projects, curricula, and materials as required under subsection (e) of Section 406 of Public Law 93-380. Information for each project is arranged according to state and project number, grant number and Office of Career Education team, project director and grantee organization, title of project, and federal funding. (EC)

**ED 114 587** CE 005 448

*Law, Gordon F., Jr.*  
**New Jersey Curriculum Management Center: Curriculum Dissemination Services.**

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education. Note—46p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**\*Bibliographies, \*Career Education, Curriculum Development, Curriculum Study Centers, \*Delivery Systems, Educational Resources, Information Centers, \*Information Dissemination, Information Services, Instructional Materials, \*Instructional Materials Centers, Library Collections, Microfiche, Vocational Education

**Identifiers—**CMC, Curriculum Management Center, \*New Jersey

A description of the curriculum dissemination system of the New Jersey Curriculum Management Center (NJCMC) is provided for the use of educators needing these services and for other states who wish to establish similar curriculum dissemination systems. As a curriculum management center in the National Network for Curriculum Coordination in Vocational-Technical Education, the NJCMC is responsible for curriculum dissemination to the states of northeastern United States. The services they offer and procedures for acquiring these services are described. These include the distribution and sales of Vocational-Technical Curriculum Laboratory publications, microfiche duplication and reproduction of curriculum documents, conduction of workshops on curriculum resources and Curriculum Microfiche Collection services, newsletters, and the operation of booths and exhibits at conferences. Materials are obtained from ERIC, the other five CMC's of the national network, states of the northeastern network, curriculum development projects in New Jersey, and career education projects across the nation. A 25-page appendix includes a reference materials index, vocational subject index, academic subject index, and occupational cluster index. The indexes are keyed to the concluding 15-page bibliography which presents the career-related Curriculum Microfiche Collection titles, organized alphabetically by state. (Author/EC)

**ED 114 588** CE 005 449

**National Apprenticeship and Training Standards for Carpentry.**

Manpower Administration (DOL), Washington, D.C. Bureau of Apprenticeship and Training; National Joint Carpentry Apprenticeship Committee, Washington, D.C.

Pub Date 75

Note—44p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**\*Apprenticeships, Building Trades, \*Carpenters, Labor Legislation, Labor Standards, \*National Organizations, \*Program Content, Program Planning, \*Standards, Trade and Industrial Education, Vocational Education, Work Experience Programs

The carpentry work standards contained in the guide cover basic requirements for effective apprenticeship and are offered to assist local organizations of contractors and journeymen in establishing local systems of apprenticeship and improving existing systems. Twenty-five items to be considered when adapting national standards to local use are detailed. Federal laws and regulations affecting the employment of apprentices are summarized. The procedures for using joint training funds and for keeping apprenticeship records are briefly outlined. The appendix (21 pages) includes; detailed schedules for work experience

and related instruction with recommended texts and reference materials for carpenter, millwright, and cabinetmaker-millman apprentices and for piledriver and interior systems trainees; a sample application for apprenticeship in carpentry; a sample apprenticeship agreement form; a list of regional offices of the Bureau of Apprenticeship and Training; and a list of state and territorial apprenticeship agencies. (Author/MS)

**ED 114 589** CE 005 450

*Hungerland, Jacklyn E. Taylor, John E.*

**Self-Paced Instruction in a Cognitively Oriented Skills Course: Supplyman, MOS 76Y10. Technical Report No. 75-20.**

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va. Report No.—HumRRO-TR-75-20

Pub Date Jun 75

Note—39p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**\*Autoinstructional Methods, Educational Research, Experimental Teaching, \*Feasibility Studies, Individualized Instruction, \*Individualized Programs, \*Military Training, Pacing, \*Performance Based Education, Performance Tests, Programed Instruction, Questionnaires, Student Attitudes, Student Opinion, Teacher Attitudes, Teaching Methods, Time Factors (Learning)

**Identifiers—**Army, Supplyman

As part of the Army's adoption of performance-oriented instruction in Army Training centers, a study was conducted to determine the feasibility of using self-paced instruction without programed texts in a clerical and computational skills course. Course organization, course management, and effective instructional techniques for self-paced training were the principal areas of study. A seven-week Supplyman course was selected for the experiment. There were 19 performance tests for the course, each constituting a station at which an instructor provided an overview of the material and information on where the required reference documents and practice materials were located. Students were allowed to take each of the 19 Supplyman performance tests whenever they felt qualified to do so. Performance and attitude data were collected on approximately 135 baseline (lock-step) students and 200 self-paced students. Findings indicate the self-pacing is feasible to implement and operate, can be used effectively in cognitive skill training, and is well-received by students and instructors. Appended are two student attitude surveys with responses statistically expressed, one instructor information questionnaire with response scores, and another instructor questionnaire for which responses are not shown. (Author/MS)

**ED 114 590** CE 005 451

**Nontraditional Occupations for Women of the Hemisphere: The U.S. Experience.**

Employment Standards Administration (DOL), Washington, D.C. Women's Bureau.

Pub Date 9 Aug 74

Note—70p.; Report on the Conference for Women of the Hemisphere on Nontraditional Occupations and Career Opportunities—The United States Experience (Washington, D.C., August 9, 1974)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**Career Choice, Career Opportunities, Career Planning, Change Strategies, Conference Reports, \*Employment Experience, \*Employment Opportunities, Equal Opportunities (Jobs), Government Role, Organizations (Groups), \*Sex Discrimination, Social Change, \*Speeches, \*Working Women

Edited versions of speeches presented at the conference are presented in the document. Section I, Women in the Fields of Government, Education, Trade Unions, Business and Industry, presents personal accounts of women in nontraditional occupations. Speakers include Betty Southard Murphy, Lucille Maurer, Barbara G. Kilberg, Ruth Weyand, Julia M. Walsh, and Eva S. Poling. Section 2, The Role of Government, Non-Government Organizations and Voluntary Associations in Promoting Nontraditional Training and Employment Opportunities for Women, highlights steps taken in the United States to promote employment opportunities for women. Speakers include Mary N. Hilton, Pearl Spindler, Sandra K. Carruthers, Dorothy B. Ferebee, Agnes

M. Dill, and Mary Hallaren. Audience reaction in the form of questions to the speakers, a preface, biographical notes, and opening remarks by the Secretary and the Undersecretary of Labor are included. Major themes are outlined, and ways women can enter previously closed fields and how nontraditional occupations can be promoted are suggested. A list of conference participants and materials distributed to them are appended. (LH)

**ED 114 591** CE 005 452  
**A National Estimate of Performance: Statewide Highway Safety Program Assessment.**  
 National Highway Traffic Safety Administration (DOT), Washington, D. C.  
 Pub Date Jul 75  
 Note—146p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**  
**Descriptors—**\*Accident Prevention, Alcoholism, Driver Education, Law Enforcement, Performance Factors, Program Content, Program Costs, Program Descriptions, \*Program Effectiveness, \*Program Evaluation, State Programs, \*Statistical Analysis, Statistical Data, Statistical Studies, Tables (Data), Traffic Accidents, Traffic Regulations, \*Traffic Safety, Trend Analysis  
 A nationwide systematic approach to assess the developments and achievements of highway safety activities was conducted to measure program outputs from 1969 through 1974 using key indicators of performance such as ratios and percentages. A sample of 10 states was selected with overall sample of 105 local jurisdictions which would provide estimated national highway safety trends. Several criteria were used as the analytic base for the interpretation of national results: trends in program performance (resources, activities, and outputs) matched against growth in numbers of licensed drivers, vehicles, road mileage, and miles of highway travel; program productivity in terms of outputs per unit or manpower time; trends in unit cost; and direct and indirect effects of state and community grants. Summaries of findings are given for the following program areas selected for study: (1) the funding of highway safety programs, (2) police traffic services and adjudication, (3) drinking-driver countermeasures, (4) emergency medical services, (5) driver education, (6) driver licensing, and (7) periodic motor vehicle inspection. Making up the bulk of the document (99 pages), key statistics and an extensive statistical analysis are presented for each of the program areas. A list of state and local contacts is included. (Author/EC)

**ED 114 592** CE 005 454  
**Stambler, Moses**  
**A Systems Design for Classification and Utilization of Indian Adult Education for Development Purposes.**

Pub Date 7 Jul 75  
 Note—16p.; Paper presented at Seva Mandir (Rajasthan, India, July 7, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors—**\*Adult Education, Classification, Continuous Learning, \*Developing Nations, Educational Change, Educational Objectives, Educational Strategies, \*Indians, Individual Development, \*Nonformal Education, Program Administration, Program Content, Program Coordination, Program Evaluation, \*Systems Approach

There is a growing recognition in India of the significant role nonformal adult education can play in achieving national and individual developmental objectives. Traditional formal education with its greatest benefits for a small elitist group will not contribute significantly toward the resolution of major socioeconomic problems. Adult education is an important existing strategy that can be further developed as a major nonformal strategy. Currently, adult education is beginning to assume two major new role tasks, as lifelong education for all levels of society and as a major component in education for developmental strategies. A limitation of adult education, however, is the lack of an organizational framework to systematically build and improve operations. The systems classification of this proposal would provide classification for self-analysis, gathering, classifying, evaluating, and diffusing information about adult education programs in India. The model includes: (1) Identifying Characteristics (organization/administration, program objectives, and time allocation); (2) Setting (needs assessment, culture/economic/civic/scientific context,

and other area programs); (3) Program Structure and Function (facilities, philosophy, personnel, clientele, curriculum, and processes); and (4) Output: Evaluation and Feedback (pre- and post-tests, interviews, questionnaires, on-the-job records, research, cost/benefit analysis, internal/external efficiency, and feedback). (EA)

**ED 114 593** 95 CE 005 455  
**Ammerman, Harry L. And Others**  
**Rating the Job Significance of Technical Concepts: An Application to Three Occupations. Research and Development Series No. 105.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Dec 74

Contract—NE-C-00-3-0078

Note—71p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**\*Auto Mechanics (Occupation), \*Data Processing Occupations, \*Fundamental Concepts, Job Skills, Occupational Information, \*Rating Scales, Relevance (Education), Research Methodology, \*Secretaries, Surveys, Tables (Data), Teacher Response, Vocational Education  
**Identifiers—**\*Concept Inventories

A methodology for inventorying the technical concepts relevant to the occupations of automotive mechanics, business data programmers, and general secretaries is described in the report. Five general types of technical concepts are presented, consisting of specialized knowledge having practical use to workers. Through a process of development, editing, and review, these general concepts resulted in a listing of 440 concepts for automotive mechanics, 382 concepts for business data programmers, and 80 concepts for general secretaries. CSR (Concept Significance Rating) booklets for each occupational area containing these listings were sent to selected occupational instructors to obtain their ratings of the job significance of the concepts. Usable returns were obtained from 104 instructors in seven states. Summaries of the ratings obtained for each occupation are presented, along with methodology, rationale, and description; an explanation of the process involved with compiling and rating the concepts; and a summary and implications. Tables supplement the discussion. Ratings for the three occupational areas, additional concepts suggested by instructors, and the CSR booklet are appended. It is stated that summaries of the ratings obtained may be useful to those involved in curriculum development and research, and occupational performance surveys that derive or validate training content. (LH)

**ED 114 594** CE 005 456  
**Manuel, Edward F. Penner, Wayman R.**  
**Auto Body Repair and Repainting: Instructional Units.**

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date 74

Note—1,241p.

**EDRS Price MF-\$2.02 HC-\$62.85 Plus Postage**

**Descriptors—**\*Auto Body Repairs, Course Content, \*Curriculum Guides, Evaluation Criteria, \*Instructional Materials, Learning Activities, Post Secondary Education, Secondary Education, Student Evaluation, \*Tests, \*Trade and Industrial Education, Unit Plan

The guide contains 11 sections, each consisting of one or more units of instruction designed to provide students with entry-level skills in auto body repair. The sections deal with: introductory and related information; body and frame construction; tools; welding; basic metal repair; hardware, glass, and trim; major metal repair; refinishing; damage estimating; and miscellaneous topics. Each unit includes performance objectives stated as terminal objectives, indicating the subject matter to be covered, and as specific objectives for student performance. All units contain suggested student and teacher activities, information sheets providing the essential content of the unit, tests with answers, and a reference list. Many of the units also have transparency masters, student handout sheets, job sheets designed to teach a skill, and assignment sheets to provide paper and pencil activities. Numerous illustrations are included on the assignment and job sheets, tests, and transparency masters. Progress charts, with

predetermined levels of accuracy for evaluating skill attainment, are provided after each major section and contain a listing of all the tasks for which job sheets are included in the units. (Author/MS)

**ED 114 595** CE 005 457  
**Henderson, W. Charles And Others**  
**General Mechanical Trades: A Curriculum Guide. Revised Edition.**

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date 73

Note—320p.

**EDRS Price MF-\$0.76 HC-\$15.86 Plus Postage**

**Descriptors—**Course Content, \*Curriculum Guides, Engines, Hand Tools, Industrial Education, \*Instructional Materials, Learning Activities, Measurement Instruments, Mechanical Skills, \*Mechanics (Process), Metal Working Occupations, Post Secondary Education, Safety Education, Secondary Education, Shop Curriculum, \*Tests, \*Trade and Industrial Education, Unit Plan, Welding

The guide contains six sections, each consisting of one or more units of general mechanical trades instruction. The sections cover: safety and tools, measuring and blueprint reading, gas welding, arc welding, small engines, and metal work. Each unit includes performance objectives stated as terminal objectives, indicating the subject matter to be covered, and as specific objectives for student performance. All units contain suggested student and teacher activities, information sheets providing the essential content of the unit, tests with answers, and a reference list. Many of the units also have transparency masters, job sheets designed to teach a skill, and assignment sheets to provide paper and pencil activities. Numerous illustrations are included on the assignment and job sheets, tests, and transparency masters. (MS)

**ED 114 596** 95 CE 005 458  
**Musick Career Curriculum Development Study: A Study of the Relationship of Curricula to Employment.**

Wisconsin College-Conservatory, Milwaukee.  
 Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—55p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**Career Education, \*Curriculum Development, Curriculum Evaluation, Educational Needs, Employment Opportunities, \*Music Education, Musicians, \*Questionnaires, \*Relevance (Education), Student Opinion, \*Symposia

A program to investigate the curriculum available to students in the independent conservatory in terms of future employment is discussed in the document. Three groups of students, from the Wisconsin College-Conservatory, the New England Conservatory, and the San Francisco Conservatory, were interviewed and asked to complete a questionnaire. Forty-three professional musicians responded to a questionnaire, most of them from the Milwaukee area. A symposium was conducted which involved students, music teachers (both private and school affiliated), music association representatives, members of the Milwaukee Symphony Orchestra, and other music professionals. The three workshops, headed by professionals from outside the Milwaukee area, focused on preconservatory education, curriculum, and careers. Dialogue with students and questionnaire results are presented. Conclusions cover a variety of areas, including: (1) the suggestion that conservatories are providing vocational training, (2) curriculum development, (3) the need for stronger humanities programs, and (4) other educational needs. Recommendations suggest a broader study, with a stronger questionnaire and more developed interviewing techniques. The student and professional musician questionnaires and the symposium announcement are appended. (LH)

**ED 114 597** CE 005 460  
**Taylor, John E. And Others**  
**Establishing the Concepts and Techniques of Performance-Oriented Training in Army Training Centers: A Summary Report. Technical Report No. 75-21.**

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.

Report No—HumRRO-TR-75-21

Pub Date Jun 75

Note—48p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Armed Forces, Individualized Instruction, \*Job Training, Leadership Training, \*Military Training, \*Performance Based Education, \*Program Development

Identifiers—Army

The specific objective of Work Unit ATC-PERFORM was to provide technical research and development assistance to the Army agencies involved in the review, evaluation, and refinement of performance-based training techniques in Army Training Centers. It continued and extended the Army's effort to accomplish major training innovations that had been initiated in 1971-72, during conversion to an all-volunteer status. A brief background to Work Unit ATC-PERFORM is provided and an overview of the work unit's activities and priorities is sketched. The report describes the work unit's activities and accomplishments in basic training, advanced individual training, advanced individualized training (combat support), self-pacing individualized instruction, and Reserve and National Guard training and noncommissioned officer leadership/instructor training. Performance training and testing principles and techniques in those areas were instituted and reflected in Army training documents, pamphlets, instructional and assessment materials, and Army staff policy decisions. (Author/AJ)

ED 114 598

95

CE 005 461

Healy, Regina Lund, Diane

Chapter 622: Massachusetts Law, Women, and Vocational Education: Final Report.

Organization for Social and Technical Innovation, Lincoln, Mass.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BR-3-0046

Pub Date Sep 75

Note—264p.

EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage

Descriptors—Educational History, \*Educational Legislation, \*Equal Education, \*Females, Public Education, \*Sex Discrimination, State Boards of Education, State Legislation, Tables (Data), \*Vocational Education

Identifiers—\*Massachusetts

The study has presented a case history of the evolution, passage, and early implementation in vocational education of a Massachusetts law, the first of its kind in the country, designed to counter practices and policies in public education which resulted in students receiving different treatment solely on account of their sex. Analysis of the Federal and State legislative history from 1906 until the present has revealed that early legislation encouraged the separation of vocational programs by sex as a way of meeting what was then viewed as the special needs of girls. Later legislation continued this separatism, leading to the isolation of vocational education programs for females. Analysis of the data pertaining to Massachusetts' vocational education has clearly demonstrated the existence of a separate system of education in which females have not participated equally with males. The study recommends a series of corrective actions which the State Board of Education could undertake. The 90-page appendix contains separate system data from localities and regions, supplementary documents (student questionnaire, Chapter 622 recommendations/regulations/policy statements and educational specifications in response to Chapter 622), and selected references. (Author/EA)

ED 114 599

CE 005 463

Pucel, David J. Knaak, William C.

Individualizing Vocational and Technical Instruction.

Pub Date 75

Note—244p.

Available from—Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216 (\$12.95)

Document Not Available from EDRS

Descriptors—Course Objectives, Evaluation, \*Individualized Instruction, Student Ability, Task Performance, \*Teaching Methods, Teaching Procedures, \*Teaching Techniques, \*Technical Education, \*Vocational Education

The book's focus is on classroom procedures that allow an instructor to meet the needs of in-

dividuals while managing the learning activities of a group. The individualized instruction model that seems most appropriate for use with vocational programs is the fixed-content, variable-time, mastery model in which individuals are assisted in developing the skills and knowledge required to succeed at entry-level jobs in an occupation. Following an introductory chapter, Chapter 2 discusses methods for establishing vocational/technical program content, while Chapter 3 is directed toward identifying student instructional prerequisites for courses and specific tasks. Chapter 4 deals with the development of vocational instructional objectives (terminal performance objectives and intermediate performance objectives), based on job descriptions and task analysis. Instructional strategies, instructional media, and educational computer technology are discussed in Chapter 5. Chapter 6 covers methods of evaluating student progress in an individualized learning system. The concluding chapter recognizes the demands for "open access" and "accountability" as bringing increased pressure for individualizing vocational instruction programs. Appendixes include: sample job descriptions, sample differentiated staffing job descriptions, the National College Verb List, and a learning guide. (EA)

ED 114 600

CE 005 464

National Apprenticeship and Training Standards for the Graphic Arts International Union.

Graphic Arts International Union, Washington, D.C.; Manpower Administration (DOL), Washington, D.C. Bureau of Apprenticeship and Training.

Pub Date 75

Note—66p.; Portions of the Apprenticeship Agreement Forms may reproduce poorly due to smallness of type

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Apprenticeships, Business Responsibility, \*Graphic Arts, National Programs, \*Standards, Training Objectives

Set forth in the booklet are the national apprenticeship and training standards for the training of lithographers, photoengravers, gravure workers, bookbinders, and finishers as developed and recommended by the Graphic Arts International Union in cooperation with the Bureau of Apprenticeship and Training, U.S. Department of Labor. The objective of the standards is to provide a common basis for the mutual undertaking of training which will benefit employers, employees, and the public. Their purpose is to improve the quality and opportunity of craft workers through the establishment of uniform training programs. In addition to itemizing the various provisions of the national standards, the booklet contains an explanation of the application of the standards for the guidance of employers and labor representatives. (Author)

ED 114 601

CE 005 465

Henry, James H. And Others

Training of U.S. Air Traffic Controllers. (IDA Report No. R-206).

Institute for Defense Analyses, Arlington, Va.

Spons Agency—Federal Aviation Administration (DOT), Washington, D.C. Office of Personnel and Training.

Report No—AD-A006-603; IDA-R-206

Pub Date Jan 75

Note—278p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (Order No. AD-A006-603, HC \$8.75, MF \$2.25)

EDRS Price MF-\$0.76 HC-\$14.59 Plus Postage

Descriptors—Airports, Cost Effectiveness, \*Educational Programs, \*Job Training, Performance Criteria, Personnel Selection, \*Professional Training, Program Budgeting, Quality Control, Simulators

Identifiers—\*Air Traffic Controllers

The report reviews the evolution of existing national programs for air traffic controller training, estimates the number of persons requiring developmental and supplementary training, examines present controller selection and training programs, investigates performance measurement methods, considers standardization and quality control, discusses the capabilities and limitations of existing simulation devices for air traffic controller training, and identifies and compares on a cost basis developmental training alternatives. It also considers: simulators and centralized and noncentralized training, the training budget, fu-

ture requirements of training, research and development for training, hiring practices, and the training load at the Federal Aviation Administration Academy. Over 200 pages of the document consist of the following appendixes: statement of work; field facility survey on training; simulation for air traffic controller training; selection of air traffic controllers; performance measurement in air traffic control; review of present training; cost analyses of air traffic controller training, FY 1974, and of alternative training methods; alternative developmental training programs; and budgetary and fiscal control training. (NTIS/JR)

ED 114 602

CE 005 466

Crandell, Keith Fry, Scott

Overview of the Work Education Program: A Career Education Program Center for Career Development.

Mesa Public Schools, Ariz.

Spons Agency—Arizona State Dept. of Education, Phoenix.

Pub Date Apr 74

Note—25p.; For related documents, see CE 005 467-469.

Available from—Center for Career Development, Mesa Public Schools, 161 East First Street, Mesa, Arizona 85201 (No price given)

Document Not Available from EDRS

Descriptors—Career Education, \*Career Exploration, \*Cooperative Education, Grade 11, Grade 12, Job Training, Pilot Projects, \*Program Descriptions, School Community Programs, \*School Industry Relationship, Secondary Education, Vocational Development, \*Work Experience Programs

Identifiers—\*Arizona (Mesa)

A description of the General Work Education Program developed for high school students in the Mesa Public Schools and procedures for its implementation are discussed in the document. The program provides students with an opportunity to gain occupational knowledge through two basic approaches: (1) work exposure, including formal observation of a career setting with limited involvement, verbal interaction, and/or participation; and (2) work experience, involving the student in a work setting for an equivalent of one hour per day for a nine-week period. Piloted during the spring semester of 1974, the program was offered by 18 teachers to approximately 540 students. Teachers screened and sponsored interested students, who enrolled in a nine-week course, receiving one-fourth credit toward graduation. Community Resource Service, the teacher, and CO-OP staff cooperated in identifying and contacting suitable placement agencies, which in turn made arrangements with a suitable work station. Forms used to implement the program include a parental permission form, pre- and postwork exposure forms, cooperating agency evaluation forms, and student information request for placement forms. These are appended with an executive summary work education proposal for the program. (LH)

ED 114 603

CE 005 467

Fry, Scott

Why Do You Work? For Money, Of Course!

Mesa Public Schools, Ariz.

Spons Agency—Arizona State Dept. of Education, Phoenix.

Pub Date Jul 74

Note—58p.; For related documents, see CE 005 466-469.

Available from—Center for Career Development, Mesa Public Schools, 161 East First Street, Mesa, Arizona 85201 (No price given)

Document Not Available from EDRS

Descriptors—Audiovisual Instruction, \*Career Education, Curriculum Development, Inservice Teacher Education, Job Satisfaction, \*Leaders Guides, Manuals, Orientation Materials, Pilot Projects, Program Descriptions, School Industry Relationship, School Role, \*Scripts, Staff Orientation, \*Teacher Orientation, Teacher Programs, \*Work Attitudes, Work Experience

The trainer-directed manual describes a 45-minute school staff orientation session of not more than 30 participants discussing why people work and the influential role school can play in formulating student perceptions of work. The purpose, activities, outcomes, duration, setting, resources needed, and pre-session activities and preparation are presented. The script for the session takes up the bulk of the document and is di-



vided into four parts, with procedures and directions for each part provided. A tape/slide presentation of workers giving their own reasons for working and the film "Leo Bauerman" provide a focus for the discussion. Three activity sheets and overlays provide further stimulus. The script for the tape/slide presentation, the three activity sheets, three overlays, and evaluation sheets for the presentation are appended. Developed by the Mesa Public Schools, the program is in its preprint stage and is subject to revision. (LH)

**ED 114 604** CE 005 468

*Fry, Scott*

**I Like to Play Golf.**

Mesa Public Schools, Ariz.

Spons Agency—Arizona State Dept. of Education, Phoenix.

Pub Date Jul 74

Note—36p.; For related documents, see CE 005 466-469

Available from—Center for Career Development, Mesa Public Schools, 161 East First Street, Mesa, Arizona 85201 (No price given)

**Document Not Available from EDRS**

**Descriptors**—Audiovisual Instruction, \*Career Education, Curriculum Development, Inservice Teacher Education, \*Leaders Guides, \*Leisure Time, Manuals, Orientation Materials, Pilot Projects, Program Descriptions, \*Recreational Activities, Scripts, Staff Orientation, \*Teacher Orientation, Teacher Programs

The trainer-directed manual describes a 45-minute school staff orientation session of not more than 30 participants in which individual independence and societal interdependence, in terms of leisure time activities, are discussed. Classroom implementation of this concept is then explored. The purpose, activities, outcomes, duration, setting, resources needed, and pre-session requirements are stated. The script for the session is presented, with procedures and directions included. A tape-slide activity identifying the desirability of participating in leisure-time activities provides a focus for the discussion. Three activity sheets and overlays are also used. Participants list five leisure-time activities and, through activity sheets, actual participation time and the number of people needed to support the leisure-time activity and their pay are determined. Three routine school activities involving field trips, lunch, and football games are then explored in similar terms. The activity sheets and overlays are appended along with a postsession reaction sheet and an evaluation form. Developed by the Mesa Public Schools, the program is in its preprint stage and is subject to revision. (LH)

**ED 114 605** CE 005 469

*Fry, Scott*

**The World of Work: Where's It At?**

Mesa Public Schools, Ariz.

Spons Agency—Arizona State Dept. of Education, Phoenix.

Pub Date Jul 74

Note—46p.; For related documents, see CE 005 466-468

Available from—Center for Career Development, Mesa Public Schools, 161 East First Street, Mesa, Arizona 85201 (No price given)

**Document Not Available from EDRS**

**Descriptors**—Audiovisual Instruction, \*Career Education, Curriculum Development, Inservice Teacher Education, \*Interaction, \*Leaders Guides, Manuals, \*Occupational Clusters, Orientation Materials, Pilot Projects, Program Descriptions, Scripts, Staff Orientation, \*Teacher Orientation, Teacher Programs

**Identifiers**—World of Work

The trainer-directed manual describes a 45-minute school staff orientation session of not more than 36 participants in which the potential of the classroom for teaching the interdependence of society as revealed through the world of work is explored. The purpose, activities, outcomes duration, setting, and resources needed are stated. The script for the session is with procedures and directions supplied. Working in groups of six or less, participants list the occupations of family members and consider their evident interdependence. Total group interdependence is determined, and parental information request forms are completed. A career tree with 12 occupational areas is constructed, and participants place parental information forms in the proper occupational areas on the tree. Overlays

and activities supplement the discussion and include a graduated classifying diagram, occupational cluster definitions, participant's occupational and family information forms, and worker trait components. These are appended along with evaluation and postsession reactions forms. Developed by the Mesa Public Schools, the program is in its preprint stage and is subject to revision. (LH)

**ED 114 606** 95 CE 005 470

**Career Development Project: Final Report.**

University City School District, Mo.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No—V261013L

Pub Date 1 Oct 73

Grant—OEG-0-72-0809

Note—151p.; Not available in hard copy due to marginal reproducibility

Available from—Instructional Services Center, School District of University City, 725 Kingsland Ave., University City, Missouri 63130 (\$5.00)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Alternative Schools, Behavioral Objectives, Career Awareness, \*Career Education, \*Classroom Guidance Programs, Course Descriptions, \*Curriculum Development, \*Educational Objectives, Educational Programs, Program Descriptions, Program Evaluation, Secondary Education, Student Characteristics

**Identifiers**—Missouri (University City)

The final report of an 18-month project in University City, Missouri, to develop junior and senior high school components centered on career education, and a guidance and counseling component for both levels is presented. An Alternative High School was established, with students pursuing career education and academic core subjects; career awareness courses were developed for use in the junior high school. Evaluation through process-documentation and analysis of pre- and post-tests found the junior high program generally successful, and the Alternative High School results mixed in their impact. An outlined discussion of the problem area and project goals, objectives, design, procedures, and results are presented. Measurement and analysis of component objectives, and outcomes for students in the Alternative High School are discussed, including case histories of 14 students. A third party evaluator's conclusions and recommendations are summarized, stating that the guidance component was the most effective component in achieving both process and outcome objectives, but that the project was least successful in its primary purpose—student career development. Tables supplement the discussion. Behavioral objectives, course descriptions for the Alternative High School and descriptive data on its student population, curriculum review inventory, and attendance records are appended. (LH)

**ED 114 607** 95 CE 005 471

*Brooks, Elva M.*

**Project Open-Up: Adult Basic Education: Final Report.**

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—V324074

Pub Date Jul 75

Grant—OEG-3-72-0073

Note—51p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Adult Basic Education, \*Adult Education Programs, Adult Educators, Educational Objectives, Educational Problems, Instructional Materials, Paraprofessional School Personnel, \*Program Descriptions, \*Program Evaluation, Program Planning

A project in adult basic education was established in the Model Neighborhood of Wilmington, Delaware. A delivery system of services using paraprofessionals was created to give eligible adults individualized instruction in their home or a nearby center. The results showed that most of the project enrollment and performance objectives were met. Data are provided regarding: enrollment data, an education opinion instrument administered to 69 students at the end of the project period, a wide range achievement test to determine the amount of progress in the areas of spelling, math, and reading, and a list of student activities. Instructional materials used by staff

members were chosen according to the needs of individuals. Some of the materials are listed, rated, and evaluated. Problems encountered in the project were constant turnover of paraprofessionals, transportation of students, enrolling students in driver's education classes who did not possess functional English skills, and retaining and recruiting. Excerpts from a third-party evaluation provide information related to the procedures used in the project, a final evaluation questionnaire administered to the staff, an analysis of the project operations, and interview questions to determine extent of student participation. The project was termed "an exciting, rewarding, and successful program." (Author/EC)

**ED 114 608** 95 CE 005 472

**Adult Career Education Resources Survey: Final Report.**

Applied Management Sciences, Inc., Silver Spring, Md.; B'nai B'rith, Washington, D.C. Career and Counseling Services.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 30 Sep 75

Grant—OEG-0-73-6372

Note—95p.; For the publications from this project, see ED 102 426-428

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—\*Adult Education, \*Career Education, \*Material Development, Resource Guides

The document reports the activities involved in the compilation of career resource guides suitable for adult use. In 1974-75 the following tasks were accomplished in relation to previous survey activities: (1) additional career materials were reviewed for the publication "Resources: Recommendations for Adult Career Education Resources, and Supplement"; and (2) activities for career awareness were field-tested and revised for the publication "Exploration, Part 1, Revised: Career Activities for Adult Education Classes." An evaluation of the survey and the 1975 publications is presented based on comments received as well as a discussion of problems that were encountered. The 60 pages of appended materials include forms used in the survey, news releases, newsletters, cover letters, field test forms and guidelines, and adult education programs participating in the field tests. (Author/EC)

**ED 114 609** CE 005 473

**Adult Functional Competency: A Summary.**

Texas Univ., Austin. Div. of Extension.

Pub Date Mar 75

Note—30p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Adult Characteristics, Adult Education, Adults, Basic Skills, Daily Living Skills, \*Functional Illiteracy, Individual Needs, \*Knowledge Level, National Competency Tests, \*National Surveys, Performance Criteria, Performance Factors, Performance Tests, \*Success Factors

**Identifiers**—Adult Performance Level, APL

The Adult Performance Level (APL) project summary specifies the competencies which are functional to economic and educational success in society and describes devices developed for assessing those competencies. The APL theory of functional competency identifies adult needs in general knowledge areas (consumer economics, occupational knowledge, community resources, health, and government and law) and in primary skills (communication skills, computation skills, problem solving skills, and interpersonal relations skills). The APL project methodology involved the following activities: specification of competencies, development of performance indicators, field test and subsequent revision, national assessment of competency, and determination of competency levels. Three APL levels are identified: APL 1—adults functioning with difficulty, APL 2—functional adults, and APL 3—proficient adults. An APL national survey (five samples totaling 7,500 adults) on functional competency reports the competency levels of adults according to knowledge and skill areas and demographic groupings, with 20% falling in the APL 1 category. Additional performance data related to general knowledge areas and primary skills are provided. Possible methods for APL implementation and dissemination in the classroom, local program, State, and national levels are suggested as well as its implications for elementary and secondary education. Appended materials in-

clude additional notes on APL goals, objectives, and tasks. (Author/EC)

**ED 114 610** CE 005 474  
**Work Education: What Is It and How Do I Get Involved?** (Information for the Prospective Employers).

Pima County Developmental Career Guidance Project, Tucson, Ariz.  
 Pub Date 31 Jul 75

Note—12p.; For related document, see CE 005 475

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—Career Education, \*Career Exploration, Cooperative Education, \*Program Descriptions, Records (Forms), School Community Programs, \*School Industry Relationship, Secondary Education, \*Work Experience Programs

Identifiers—Arizona (Pima County)

Information for prospective employers of students involved in a work education program sponsored by the Pima County Developmental Career Guidance Project is presented in the document. Two of the project's programs are described: (1) Work Exposure, aimed at providing seventh through twelfth grade students with an opportunity to observe on a job site for approximately 10 hours, with some participation, no pay or credit, and classroom followup and (2) Work Experience, aimed at providing tenth through twelfth grade students with an opportunity to spend approximately eight hours per week for about three-quarters of a school year on the job, with pay and credit possibilities. Child labor laws for the State of Arizona, job limitations, student I.D. cards, and insurance are discussed. Participating schools will provide a pretraining program, determining the student's interests and abilities. The project center will locate job sites, schedule interviews, and conduct pre- and postevaluations. A school sponsor will regularly visit the work site. Work Experience programs will require employer and student evaluations. Sponsor and evaluation forms and an employer expectations list are included. (LH)

**ED 114 611** CE 005 475  
*Williamsen, Jean*  
**Work Education.**

Pima County Developmental Career Guidance Project, Tucson, Ariz.

Note—18p.; For related document, see CE 005 474

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—Career Education, Career Exploration, Cooperative Education, Curriculum Development, \*Inservice Teacher Education, \*Instructional Materials, \*Program Descriptions, School Community Programs, School Industry Relationship, Secondary Education, Teacher Role, \*Work Experience Programs

Identifiers—Arizona (Pima County)

The document presents a teacher directed work education inservice packet that describes programs developed by the Pima County Developmental Career Guidance Project. Information regarding the project and two of its programs is provided: (1) Work Experience, aimed at providing tenth through twelfth grade students with an opportunity to spend approximately eight hours per week for at least a quarter of the school year on the job, with pay and credit possibilities, and State approved class or district inservice teacher certification required and (2) Work Exposure, aimed at providing seventh through twelfth grade students with an opportunity to observe on a job site for approximately 10 hours, with some participation, no pay or credit, and general teacher certification required. Information regarding cooperative education programs is also included, although the project does not operate one. Teacher involvement in the programs through sponsoring student participants is discussed, as well as the role of the Community Resource Center, curriculum development in the schools, and the development of career information centers. Self-tests and project forms are included. (LH)

**ED 114 612** CE 005 476  
*Boyd, H. Alton And Others*  
**Performance of First-Tour WAC Enlisted Women: Data Base for the Performance Orientation of Women's Basic Training. Final Report.**  
 Human Resources Research Organization, Alexandria, Va.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.  
 Report No—HumRRO-FR-WD(CA)-75-10  
 Pub Date Aug 75  
 Note—150p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**  
 Descriptors—\*Females, Military Personnel, \*Military Training, Participant Characteristics, \*Participant Satisfaction, \*Performance Based Education, Program Attitudes, Program Development, \*Questionnaires, Research Methodology, Tables (Data), Teaching Methods

Identifiers—WAC, \*Womens Army Corp

The introduction of performance-oriented instructional procedures into Women's Basic Training (BT) at Fort McClellan and the revision of Army Training Program 21-121 to incorporate the philosophy and principles of performance-oriented training are described in the document. Results from a questionnaire regarding duties, activities, and attitudes of a representative worldwide sample of 1,573 first-tour enlisted women as reported by themselves and a representative sample of 156 of their supervisors provided data for the performance-oriented program development. The objectives and development of the questionnaire and program are discussed and questionnaire data is summarized. Major findings indicate that the majority of BT graduates have a high education level, find BT and subsequent assignments different from what they expected, and report a lack of correlation between BT-taught knowledge and assignment task requirements. Tables supplement the discussion. Appended materials takes up two-thirds of the document and include major briefings, locations surveyed, questionnaire and interview forms, questionnaire instructions, and results. This effort was undertaken as a part of the Army's current program to utilize increasing numbers of women in meeting its operational requirements, as well as an attempt to develop modern training technology in Women's BT. (LH)

**ED 114 613** CE 005 477  
*McGowan, Francis A. McGowan, Francis A., II*  
**An Analysis of Vocational Education in Danbury, Connecticut, 1969-1970; An Application of Systems Analysis to Educational Programs, Locations, and Benefits. (Emphasis on Danbury High School).**

Pub Date May 72

Note—33p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
 Descriptors—\*Cost Effectiveness, Educational Research, Input Output Analysis, \*Program Costs, Program Effectiveness, Program Evaluation, \*Senior High Schools, \*Systems Analysis, \*Vocational Education

Identifiers—Optner Model

The author combined cost-benefit analysis with systems analysis, using the Optner model, to analyze the vocational education program in Danbury, Connecticut (a demonstration city), in 1969-70 and 1970-71. Background information on the community and the program's development are related; the analysis is presented in summary, illustrated by figures, tables, and computational exercises. The model conceptualizes the educational program as a productive system within a dynamic social systems framework. Dollar amounts were assigned to input and output phases: a return of \$432,020 (earned by those students who became employed in an area related to their training during 1969-70) represents 124 percent of the input monies allocated for vocational education in Danbury during the same year, and represents the earnings of less than half the vocational education graduates for that year. Other findings were that the cost of vocational education decreased relative to the costs of educating students in the regular school program, and that the Optner model is a powerful analytical tool. The author concludes that the recent trend away from academic pursuit as a primary educational purpose has been a reaction to various dysfunctional societal symptoms, not a response to a vision of educators; their commitment could erase vocational education's stigma. (Author/AJ)

**ED 114 614** CE 005 478  
*Banaghan, William F., Comp.*  
**Inventory of Vocational Programs in Alameda and Contra Costa Counties.**  
 Area 5 Vocational Planning Committee, Pleasant Hill, Calif.  
 Pub Date 75

Note—646p.; For related documents, see CE 005 479-481

**EDRS Price MF-\$1.08 HC-\$32.37 Plus Postage**  
 Descriptors—\*Directories, \*Educational Programs, \*Vocational Education  
 Identifiers—California (Alameda County), \*California (Area V), California (Contra Costa County)

The document presents a directory of vocationally oriented educational programs which already exist in Alameda and Contra Costa Counties, California. It is hoped that the inventory will permit improved planning for future programs and greater utilization and coordination of present ones. Listings include: Directory of Educational Agencies, with program information on address, telephone, accreditation and approval, financial aid, handicapped and disadvantaged, placement, admission requirements, and follow up; Programs by Sponsor, with programs listed alphabetically by sponsoring institution and including the United States Office of Education (USOE) identification number, followed by the titles of the programs; and Programs and Courses, presenting a clustering of all programs of one type together under the USOE number, with the sponsors listed in alphabetical sequence within the cluster, followed by program information regarding skill level, length of program, instructional methodology, student enrollments and completions, tuition and other costs, documents awarded and data date. Introductions to each section of the directory provide necessary information for their use, and implications for further study and the utilization of the inventory through remote terminals is discussed. Alphabetical and numerical indexes of USOE program titles are appended. (LH)

**ED 114 615** CE 005 479  
**Plan for the Improvement of Vocational Education.**

Area 5 Vocational Planning Committee, Pleasant Hill, Calif.

Pub Date Apr 73

Note—77p.; For related documents, see CE 005 478 and CE 005 480-481; Appendix B removed as it will not reproduce in microfiche

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
 Descriptors—Educational Opportunities, \*Educational Planning, \*Educational Problems, Educational Programs, Educational Quality, \*Vocational Education

Identifiers—California (Alameda County), \*California (Area V), California (Contra Costa County)

Ten problem areas identified by the State Legislature of California in regard to vocational education are reviewed in terms of Alameda and Contra Costa Counties, California. The problem areas are discussed in terms of present status and required direction and specific activities needed to achieve objectives. They include: (1) assessment of opportunities for vocational education, including financing vocational opportunities, funding procedures, organization of labor market information, and vocational discrimination practices; (2) quality standards, including vocational competency, occupational analyses for teaching, vocational instructional packages, certificates, instructional costs, and financial incentives for quality; (3) followup, including comprehensive monitoring system; (4) prevocational education, including curriculum; (5) vocational guidance, including vocational competency—self guidance and vocational counselors; (6) dual attendance, including college credits for college work; (7) advanced placement, including vocational competency evaluation; (8) remedial programs, including evaluation; (9) work experience, including promotion, work experience credits and education placements, and training of teacher-coordinators; and (10) informing the public, including coordination of public information activities. The Area Five Planning Committee members and evaluation and participation form to be filled out in response to the document are appended. (LH)

**ED 114 616** CE 005 480  
**Area V Vocational Education Planning Conclusions and Recommendations: Third Report.**  
 Area 5 Vocational Planning Committee, Pleasant Hill, Calif.  
 Pub Date Apr 72  
 Note—126p.; For related documents, see CE 005 478-479 and CE 005 481  
**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—\*County Programs, \*Educational Planning, Educational Programs, \*Master Plans, \*Program Planning, Socioeconomic Status, State Legislation, Surveys, \*Vocational Education

**Identifiers**—California (Alameda County), \*California (Area V), California (Contra Costa County)

Conclusions and recommendations regarding the development of an Area Master Plan to provide maximum coordination between vocational, technical, adult, and continuing education agencies within Alameda and Contra Costa Counties, California, are presented. The Area Five Planning Committee, which developed the Master Plan, based its evaluation and study on the Education Code for vocational areas, as stated by the California Legislature. Data from numerous sources was collected and reviewed, educational surveys were developed and conducted, and students, educational personnel, and members of the general public were interviewed. The socioeconomic setting of the two county area is described. Discussion of the conclusions and recommendations makes up the bulk of the document, and is arranged in five groups with tables supplementing the presentation: (a) Curriculum—Programs, including program planning and coordination; (b) Related Services, including guidance and counseling, follow-up, cooperative and work experience, and remedial programs; (c) Quality Standards; (d) Articulation, including advanced placement and dual attendance; (e) Public Image; and (f) Business Services, including finance, accounting system, and justification procedures. A consolidation of the recommendations is provided. Planning Committee members, State of California Education Code, Article 10.4, Committee Work Plan, and a bibliography are appended. (LH)

**ED 114 617** CE 005 481  
Status of Vocational Education and Vocational Education Planning in Area V.

Area 5 Vocational Planning Committee, Pleasant Hill, Calif.

Pub Date Jun 75

Note—27p.; For related documents, see CE 005 478-480

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*County Programs, Educational Programs, Program Development, \*Program Planning, Research Committees, State Legislation, \*Vocational Education

**Identifiers**—California (Alameda County), \*California (Area V), California (Contra Costa County)

A review of the Area V Planning Committee's study and evaluation of vocational education programs in Alameda and Contra Costa Counties, California, is presented. Three generalized problem areas were addressed, including: (1) financial support for needed programs; (2) the development of new programs and the evaluation of old ones; and, (3) the lack of a system to coordinate programs and encourage school district cooperation. Problems encountered by the committee included confusion as to the appropriate roles for the committee, its members, and agencies in terms of the area planning process. The adequacy of and accessibility to planning information and financial support for the planning program were also problem areas. Conclusions and recommendations are presented, emphasizing: coordination between vocational education programs, financial support from the State government to help implement educational and manpower information systems, the establishment of a monitoring system for vocational education program status and planning, and regulatory measures. A complete listing of the Committee recommendations and their present status, committee members, and Article 10.4 of the California Education Code are appended. The document is one of a series regarding Area V. (LH)

**ED 114 618** CE 005 483

Vocational Evaluation and Work Adjustment Bulletin; Vol. 8, Special Edition: Vocational Evaluation Project Final Report Part 1.

Vocational Evaluation and Work Adjustment Association, Washington, D.C.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date Jul 75

Note—64p.; For parts 2 and 3, see CE 005 484-485

Available from—Materials Development Center, University of Wisconsin-Stout, Menomonie Wisconsin 54751 (\$2.00)

Document Not Available from EDRS

**Descriptors**—Agency Role, \*Delivery Systems, \*Evaluation, Evaluation Criteria, \*Evaluation Methods, \*Handicapped, Human Services, Psychometrics, Vocational Counseling, \*Vocational Rehabilitation

**Identifiers**—\*Vocational Evaluation

The first of three parts of the Vocational Evaluation Project final report contains an editorial, two task force reports, and brief summaries of the seven task force reports which comprise the final report. The editorial summarizes the project's purpose, its activities for the three years of its existence, and its results, and describes the task force reports' strength as lying in the high degree of practitioners' research that they demonstrate. The first task force report, Vocational Evaluation Services in the Human Services Delivery System, (1) describes vocational evaluation as a component of a delivery system; (2) outlines the general characteristics of the manpower service delivery system; (3) describes vocational evaluation as an alternative assessment service; (4) outlines the goal and objectives of vocational evaluation services; (5) describes the delivery of vocational evaluation services; and (6) discusses barriers related to: agency structure, personnel, philosophy, communication, and referral. The second task force report, The Tools of Vocational Evaluation, discusses three categories of vocational evaluation tools: situations as tools (on-the-job evaluation, work samples, and psychometrics); resource tools (occupational information, client information, and audiovisual materials); and applied tools (interview, observations, and reports). The second task force report also discusses tool accountability and proposals on professional action. (Author/JR)

**ED 114 619** CE 005 484

Vocational Evaluation and Work Adjustment Bulletin; Vol. 8, Special Edition: Vocational Evaluation Project Final Report Part 2.

Vocational Evaluation and Work Adjustment Association, Washington, D.C.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date Jul 75

Note—93p.; For Parts 1 and 3, see CE 005 483 and CE 005 485

Available from—Materials Development Center, University of Wisconsin-Stout, Menomonie, Wisconsin 54751 (\$2.00)

Document Not Available from EDRS

**Descriptors**—\*Evaluation Criteria, \*Glossaries, Handicapped, \*Standards, \*Vocational Rehabilitation

**Identifiers**—\*Vocational Evaluation

Part 2 of the three-part Vocational Evaluation Project final report contains brief summaries of the seven task force report which comprise the final report and two such task force reports. The report of task force 5, Standards for Vocational Evaluation, describes the task force's effort to study the standards for accreditation presently used by the Commission on Accreditation of Rehabilitation Facilities (CARF) and the National Accrediting Council (NAC), to make recommendations for items to be added to the existing CARF and NAC standards, and to complete a draft of a free standing set of standards for vocational evaluation. Section 1 of this report lists recommendations to CARF and section 2 contains the completed draft of the first three sections (on purposes, organizations, and administration) of the self-standing vocational evaluation program standards document. The report of task force 7, Glossary of Terms Used in Vocational Evaluation, lists 73 definitions used throughout the Vocational Evaluation Project. (Author/JR)

**ED 114 620** CE 005 485

Vocational Evaluation and Work Adjustment Bulletin; Vol. 8, Special Edition: Vocational Evaluation Project Final Report Part 3.

Vocational Evaluation and Work Adjustment Association, Washington, D.C.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date Jul 75

Note—70p.; For Parts 1 and 2, see CE 005 483-484

Available from—Materials Development Center, University of Wisconsin-Stout, Menomonie, Wisconsin 54751 (\$2.00)

Document Not Available from EDRS

**Descriptors**—Career Ladders, \*Evaluation Methods, Handicapped, National Organizations, \*Professional Occupations, \*Professional Training, Team Training, Teamwork, \*Vocational Rehabilitation

**Identifiers**—\*Vocational Evaluation

Part 3 of the three-part Vocational Evaluation Project final report contains brief summaries of the seven task force reports which comprise the final report and three such task force reports. The report of task force 4, The Evaluation Team Approach to Vocational Evaluation, describes the multiple roles an evaluation team must play in the vocational evaluation process, approaches which might be taken in order to develop the acceptance of the evaluation team, and ways in which evaluation teams could be trained. The report of task force 3, The Vocational Evaluator, describes the different roles and functions required of the professional evaluator, the necessary knowledge and skills, and the training required to develop them. This report also proposes a series of studies aimed at developing a definitive career ladder for the field of vocational evaluation. The report of task force 6, The Relation of Vocational Evaluation to Organizations and Educational Institutions, examines the extent of national organizations' and Federal agencies' recognition of the field of vocational evaluation and the facilities for training the vocational evaluators who will be necessary to upgrade the field. (Author/JR)

**ED 114 621** 95 CE 005 486

A Task Analysis Approach to Prevocational and Vocational Training for the Handicapped.

Duquesne Univ., Pittsburgh, Pa. School of Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Pub Date 75

Note—135p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—\*Adult Vocational Education, Daily Living Skills, Evaluation Criteria, Evaluation Methods, \*Handicapped, Job Analysis, Job Placement, Mentally Handicapped, Normalization (Handicapped), Physically Handicapped, Program Guides, \*Sheltered Workshops, Skill Analysis, Special Education, \*Task Analysis, \*Vocational Rehabilitation, Vocational Training Centers

The handbook for special education personnel was written by 18 graduate students culminating a period of intensive work with physically and mentally handicapped adults at workshops operated by the Pennsylvania Association for Retarded Citizens and the Easter Seal Society. The first chapter details the steps from contract procurement to work completion for a sheltered workshop, providing information on workshop organization, time studies, bids, foreman or work supervisor's duties, training procedures, safety, and productivity and reevaluation. Chapter 2 outlines problems in occupational placement and suggests some ways to overcome them. Criteria and methods for evaluating occupational and community living skills are presented in Chapter 3, which also contains vocabulary lists of functional words related to work and to the use of tools. Task analyses, educational and skill prerequisites, and descriptions of 10 job experiences by workshop participants are provided in the fourth chapter. The final chapter describes four additional jobs and the tasks they require. A brief list of information sources concludes the handbook. (MS)

**ED 114 622** CE 005 487

Diehl, Donald W. Penner, Wayman R. Commercial Carpentry: Instructional Units. INST-BBB08691;BBB12485

Associated General Contractors of America, Washington, D.C.; Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date 74

Note—1,166p.

Available from—Oklahoma State Dept. of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1515 West

Sixth Street, Stillwater Oklahoma 74074 (\$20.00); Associated General Contractors of America, 1577 E Street, N.W., Washington, D.C. 20006 (\$20.00)

**EDRS Price MF-\$2.02 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Building Trades, \*Carpenters, \*Construction (Process), Course Content, \*Curriculum Guides, Evaluation Criteria, \*Instructional Materials, Job Application, Leadership Qualities, Learning Activities, Post Secondary Education, Safety Education, Secondary Education, Student Evaluation, \*Tests, Trade and Industrial Education, Unit Plan

The guide contains 11 sections, each consisting of one or more units of instruction in commercial carpentry. The sections cover the following: introduction (orientation, safety, and applying for a job), leadership, related information (lumber, measuring, and fasteners), power and hand tools, blueprint reading, site preparation and layout, forming, framing, exterior finish, interior wall finish, and interior trim. Each unit is based on behavioral objectives stated in two forms: terminal objectives stating the subject matter to be covered, and specific objectives stating the necessary student performance. Suggested teacher and student activities, information sheets providing the essential content, reference lists, and tests with answers are included for each unit. Many of the units also contain transparency masters, student handout sheets, job sheets designed to teach skills, and assignment sheets (with answers) providing paper and pencil activities. Illustrations are numerous throughout the guide. Progress sheets after each section can be used by students and teacher to record test results and acceptable performance of skills outlined in the job sheets. (Author/MS)

**ED 114 623** **CE 005 488**

*Quinn, Robert P.*

**Overeducation and Jobs: Can the Great Training Robbery be Stopped?**

Pub Date Aug 75

Note—12p.; Paper presented at the annual convention of the American Psychological Association (83rd, Chicago, Illinois, August, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Educational Background, \*Employment Qualifications, \*Employment Statistics, \*Job Satisfaction, \*Labor Force, Promotion (Occupational), Role Conflict, Self Esteem, Tables (Data)

**Identifiers**—\*Overeducation

In recent years, researchers have been questioning the assumption that more education necessarily guarantees workers greater occupational payoffs. This study examines overeducation in the American work force in terms of its frequency; segments of the work force in which it is most common; its relationship to job dissatisfaction, low self-esteem, and depressed mood; and the effects of reinforcement from the worker's environment on the overeducated worker. Data were collected in 1973 from a national probability sample of people 16 years old or older, living in households, and working for pay at least 20 hours a week. Workers were interviewed regarding overeducation, job satisfaction, self-esteem, depressed mood, promotions, and skill shortage. Findings indicated that 27 percent of the American work force felt their level of formal education exceeded that needed by people in their jobs, and 19 percent felt their education was less than that needed. Overeducated workers were significantly more likely to be dissatisfied with their jobs, to have low self-esteem, and to experience depressed mood. Occupational role strain was greatest when the worker was both overeducated and either had never been promoted or did not perceive a shortage of people with his/her skills. (EA)

**ED 114 624** **CE 005 489**  
**Workweeks of 41 Hours or More and Premium Pay.**

Bureau of Labor Statistics (DOL), Washington, D.C.

Pub Date Sep 75

Note—8p.; Summary, Special Labor Force Report

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Blue Collar Occupations, \*Census Figures, \*Employment Statistics, Industry, \*Labor Force, Occupations, \*Overtime, Tables (Data), Union Members, White Collar Occupations

The survey conducted in May, 1975 by the Bureau of Census showed that both the number of employees working more than the standard 40-hour workweek and the number receiving premium pay for hours in excess of the standard were substantially fewer than in the previous year. About 14.1 million wage and salary employees worked overtime in May, 1975 (down 2 million from 1974) and about 5.1 million of them (down 1.6 million from 1974) received overtime pay for those hours. The changes were linked to the decline in economic activity beginning in late 1973. The goods industries, accounting for about two-fifths of all employees on extended workweeks in May, 1973, sustained about four-fifths of the employee reduction on long weeks in the following two-year period. In the automobile industry, employees on overtime declined by approximately 70 percent. Overall, the proportion of workers on overtime who received premium pay declined from about 43 percent in 1973 to 36 percent in 1975. Blue-collar workers were more than three times as likely as white-collar workers to receive premium pay. Among overtime workers employed in May, 1975 who received overtime pay, about 70 percent were union members and 30 percent were non-union. (EA)

**ED 114 625** **CE 005 490**

*Paul, Krishan K.*

**A Manual for Conducting Follow-Up Surveys of Former Vocational Students. Research and Development Series No. 106.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—71p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Data Collection, \*Followup Studies, Guidelines, \*Manuals, Measurement Techniques, Questionnaires, \*Research Methodology, Tables (Data), Vocational Education, \*Vocational Followup

Field-tested procedures to collect followup data on former students of vocational education programs are described in the document. The procedures presented are designed to facilitate the collection, analysis, and reporting of information on jobs obtained and their relationship to training programs, and the income, geographic mobility, and the satisfaction of former students. The questionnaire data collection procedures, and examples of possible output formats are presented, with eight figures and 22 tables supplementing the discussion. Field-tested procedures included identification of the population, file preparation, the questionnaire, pre-orientation of the population, mailing sequence, sequence of events, and interpretation of data. Advantages and disadvantages of collecting followup data from teachers as opposed to students are discussed. The development phase of a followup of former vocational students in Kentucky includes information on the development of the instrument, data collection, and development of a software package for processing and analyzing the data. This, along with examples of the kinds of output and interpretation which may be generated using these procedures, make up the appendix. (LH)

**ED 114 626** **CE 005 491**

**The Assessment of Adult Needs: Phase 1 of Multi-County Assessment of Adult Needs Project (MAP).**

McLennan Community Coll., Tex.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Adult Education.

Bureau No—V0094VA

Pub Date 30 Jun 75

Note—204p.; For Phase 2, see CE 005 492; For Final Report, see CE005 553

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**

**Descriptors**—\*Adult Education, \*Adults, Demography, \*Educational Attitudes, Educational Needs, Educational Planning, Educational Programs, \*Needs Assessment, Questionnaires, Research Methodology, Summative Evaluation, \*Surveys, Tables (Data)

**Identifiers**—Texas

The McLennan Community College Multi-County Needs Assessment Project's (MAP) survey, assessing the felt and perceived needs, problems, and interests of the local population

relative to education and training programs, is discussed in the document. The Needs Assessment Survey, one component of MAP, was conducted in the central Texas area (Bosque, Falls, Hill, and McLennan counties) during 1974. Survey development and procedures for its implementation are discussed including the interview process, eight objectives, sampling procedures and reliability, and data processing. Senior citizens were trained as interviewers, and field supervision was provided. Sample size was determined at 750 with 20.9 percent of the survey population reporting a need or desire for additional training and education. The discussion is supplemented by tables. Results of the survey are presented through brief analyses, individually by objective, and through a summary. The interviewer's manual, the questionnaire, and tabulated responses are appended and make up over half of the document. The questionnaire responses (89 pages) are tabulated by demographic subgroups. It is hoped that the information presented will prove helpful to potential users of these survey methods and that the data provided will form a common base for adult education decision-makers. (LH)

**ED 114 627** **CE 005 492**

**The Assessment of Business and Industry Needs.**

**Phase 2 of Multi-County Assessment of Adult Needs Project (MAP).**

McLennan Community Coll., Tex.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Adult Education.

Bureau No—V0094VA

Pub Date 30 Jun 75

Note—97p.; For Phase 1, see CE 005 491; For Final Report, see CE 005 553

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—Educational Needs, Educational Planning, Employment Opportunities, \*Employment Practices, Employment Qualifications, \*Industry, Job Skills, \*Manpower Needs, \*Needs Assessment, Personnel Needs, Questionnaires, Research Methodology, School Industry Relationship, Summative Evaluation, \*Surveys

**Identifiers**—Texas

The McLennan Community College Multi-County Needs Assessment Project's (MAP) survey to identify employer needs is discussed in the document. The Business and Industry Survey, one component of MAP, was conducted in the central Texas area (Bosque, Falls, Hill, and McLennan counties) during 1974-1975. Survey development and procedures for its implementation are discussed, including objectives, data preparation, supervision, administration, and data processing. Interviewers were selected from those who had conducted the Needs Assessment Survey, with training and supervision provided. A total of 127 businesses and agencies responded to the questionnaire; a random sampling technique was not employed. Questions covering general information, employee information, entrance requirements, problems, and supportive education programs were asked. Analysis of findings is presented, with 10 charts supplementing the discussion. A listing of the various businesses, industries, and agencies contacted; the questionnaire; code manual; tabulated responses to the questionnaire; and a listing of local job openings current as of January 1975 are appended. Information and data gained will be used to establish resource files for local curriculum planning, enabling school counselors, local educators, and manpower planners to concentrate on developing skill training areas specified as necessary by local businesses and agencies. (LH)

**ED 114 628** **CE 005 493**

*Hill, Clair S.*

**A Computerized Task Inventory System for Providing Curriculum Content. [Carpentry]. Final Report.**

Northern Arizona Univ., Flagstaff.

Pub Date 30 Jun 74

Note—39p.; Not available in hard copy due to marginal reproducibility

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Building Trades, \*Carpenters, Job Analysis, \*Job Skills, Questionnaires, Relevance (Education), \*Task Analysis

The pilot study was designed to develop a system for analyzing and providing task invento-

ries for carpentry curriculum development. An initial task inventory of 174 statements was constructed from available published sources, including only those tasks thought to be performed by incumbent workers in residential carpentry in Arizona. The tasks were grouped into the following duty categories: preparing for the job, forming for concrete, framing floors, framing walls, framing a roof, roofing, applying insulation, finishing exterior, finishing interior, and completing special operations. The task statements were assigned to the duty categories sequentially, as they are normally performed on the job. A random sample of 21 members of a carpenters union responded to the personally administered inventory by checking the tasks that each performed and by rating these tasks on a seven point relative time spent scale. The tabulated results list the task statements in descending order of performance frequency and also show ratings of percentage time spent revealing that a variety of tasks were normally performed by the workers. Recommendations to further validate the results are stated. The carpentry task inventory form is appended. (Author/MS)

**ED 114 629** CE 005 495  
*Franklin, William S.*  
**Upgrading Programs for Construction Journeymen. Final Report.**

Florida International Univ., Miami.  
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-21-12-74-22

Pub Date 15 Jun 75

Note—101p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (No price given)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**  
Descriptors—\*Building Trades, Carpenters, \*Construction Industry, Electricians, \*Improvement Programs, Job Training, Labor Unions, Occupational Surveys, Operating Engineering, Participant Characteristics, Plumbing, \*Program Descriptions, Program Evaluation, \*Skilled Labor, Statistical Data, Tables (Data), Trade and Industrial Education, Union Members

The report describes a study of industry-sponsored upgrading programs for journeymen in construction unions. Interviews with union and training officials, as well as 405 journeymen and 99 contractors, revealed that upgrading activities were concentrated in electrical work, carpentry, and the pipe trades, and that both the number of programs and journeymen's participation had increased rapidly since 1970. Courses were offered in response to worker demand, and were taught by union members, using either school or industry training facilities. Welding, safety, and blueprint reading were offered in most trades, with a variety of specialized courses taught in individual locals. No significant differences were found between participants and non-participants, except that more participants had been trained in apprenticeships. Several suggestions are made for improving upgrading programs, including the prospect of using these programs to assist in bringing more minority journeymen into building trade unions. Appended are lists of persons who provided information for the study and interview forms for journeymen and contractors. A 14-item bibliography is also included. (Author/MS)

**ED 114 630** CE 005 496  
**Military Training Time and Cost Should Be Reduced Through Improved Management.**

General Accounting Office, Washington, D.C.

Report No.—FPCD-76-4

Pub Date 2 Sep 75

Note—30p.

Available from—U.S. General Accounting Office, Distribution Section, P.O. Box 1020, Washington, D.C. (Report No. FPCD-76-4, \$1.00)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—\*Armed Forces, \*Cost Effectiveness, Enlisted Men, Federal Government, Government Publications, Military Organizations, \*Military Training, Personnel Management, \*Program Administration, Program Costs, \*Program Evaluation, Program Improvement

Identifiers—Recruits

The report on the management of recruit and initial skill training identifies delays in training cy-

cles, their causes, and resultant costs. In visits to four recruit training centers, eight initial skill training schools, and various headquarters offices, the General Accounting Office (GAO) identified 1,979,000 man-days per year that new members of the Armed Forces and Reserve components spent unnecessarily in training status at a cost of about \$48.1 million. Described are: delays in Army and Marine Corps recruit training systems due to inflexible starting times; the immediate start of training in the Navy and Air Force; management of initial skill training and resulting delays in all the armed services; and delays due to orientation of new members and use of them in work crews. Costs of these delays are reported for each of the services in terms of dollars and man-days. Five recommendations are presented for the Secretary of Defense and each service Secretary to use in reviewing and improving training operations. Appended is a chart showing annual economic costs for E-1 military personnel and a list of Department of Defense officials responsible for administering activities discussed in the report. (Author/MS)

**ED 114 631** CE 005 497  
*Wright, Chester And Others*  
**Managing Employee Development: A Step-By-Step Approach.**

Civil Service Commission, Washington, D.C. Bureau of Training.

Note—17p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Educational Resources, \*Guides, Learning Processes, Needs Assessment, \*Organizational Development, \*Personnel Management, Program Content, Program Evaluation, \*Systems Approach, Teaching Methods, Training Objectives

A guide for agencies in setting up new employee development programs or a tool for assessing existing ones, the paper presents an eight-step process for organizational training. Step 1 commences with the identification and ranking of learning needs, or conducting a needs assessment. Step 2, selection of learning objectives, includes a job analysis and job performance standards (terminal performance objectives and interim objectives). Step 3 focuses on the selection of learning content while Step 4 is directed toward the selection of learning approaches for training and education. Step 5 deals with the selection of learning resources (resource adequacy and cost/value analysis) and is followed by Step 6, the selection of participants. Step 7, conduct of the learning experience, considers the learning environment, the learning process, and the learning technology. The concluding step involves evaluation (inputs, implementation, outputs, and results) as well as feedback. Although the eight steps may be described as a learning sequence, there is a constant process of interaction between steps. (EA)

**ED 114 632** CE 005 498  
*Glover, Robert W.*  
**Fostering Minority Enterprise in Construction. Final Report.**

Texas Univ., Austin. Center for the Study of Human Resources.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-81-46-76-70-24

Pub Date Apr 75

Note—246p.; The following items will not reproduce in microfiche: Tables 2, 4, 5, 9, and 10 in main text; Tables A1-A28 and A39-H53 in Appendix A; Not available in hard copy due to marginal legibility of original document

Available from—National Technical Information Service, Springfield, Virginia 22151 (No price given)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Administrative Problems, Building Trades, Business Administration, Business Skills, \*Construction Industry, \*Construction Management, Employers, Ethnic Groups, Financial Support, \*Improvement, Industrial Training, Interviews, \*Minority Groups, Negro Businesses, Statistical Analysis, Technical Assistance

An empirical study of minority business enterprise in construction, the paper is based on interviews with 340 general and specialty contractors (out of 1,275 identified minority contractors) in Atlanta, Houston, Chicago, and San Francisco.

Oakland, as well as 300 other individuals including civil rights officials, and other knowledgeable individuals. The study includes consideration of the characteristics of existing contractors and their firms, the aspirations of the contractors, an analysis of the problems they face in upgrading their businesses, and an examination of alternative approaches to improving and expanding minority business enterprise in construction. Among the strategies reviewed are demand stimulation through identifying minority firms in published lists and redirecting public and private procurement toward minority firms and supply development through bonding and financial assistance, technical and managerial assistance, and labor training. Also discussed are the potential and pitfalls of the minority contractor association and joint ventures between minority and nonminority contractors. The general conclusion is reached that some minority contractors have significant potential for advancement which could be realized with the proper assistance. Specific conclusions and recommendations concerning the efforts to offer this assistance are stated. The concluding section lists interview subjects and bibliographic sources. (Author/MS)

**ED 114 633** 95 CE 005 499  
*Schubert, Jane Gary*

**Selected Functional Components of a Vocational Education Counseling System for Urban Youth: A Three Year Evaluation Study.**

American Institutes for Research in the Behavioral Sciences, Pittsburgh, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Pittsburgh School District, Pa.

Pub Date Nov 73

Grant—OEG-0-70-5184(361)

Note—139p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

Descriptors—\*Career Exploration, Cooperative Education, Counseling Programs, Disadvantaged Youth, \*Job Placement, Job Training, Junior High Schools, Program Descriptions, \*Program Evaluation, Public School Systems, Questionnaires, Secondary Education, Tables (Data), Urban Dropouts, Urban Youth, \*Vocational Counseling, Vocational Education, \*Work Experience Programs

Identifiers—Pennsylvania (Pittsburgh), Pittsburgh Public Schools

The report contains an overall account of three annual evaluation studies (1971-73) of a project designed to demonstrate how four components supplemented the existing counseling system in the Pittsburgh Public Schools. The components providing occupational information were: (1) a career orientation program for sixth, seventh, and eighth grades; (2) a cooperative work experience program for secondary students enrolled in marketable skill-centered programs; (3) a placement program for high school graduates; and (4) Project SET (Select Employment Trainee), a counseling/training program for alienated potential high school drop-outs not enrolled in vocational programs. A summary describes each of the components and presents major conclusions of the three year evaluation reflecting the general success of the program. Other sections of the report provide descriptions of the interactive process used in evaluation, detailed descriptions of the program components, and the procedures used for each of the three evaluations. An in-depth discussion of the evaluation results (including tabulated achievement test scores and attitude data) is presented cumulatively by year for each project component, with emphasis on the third year. Appended are student, parent, and employer questionnaires for the project components, and a student achievement test for the career orientation program. (Author/MS)

**ED 114 634** CE 005 500  
*Phillips, R. Garland, Jr.*

**Assessing the Training Needs of Personnel Specialists.**

Civil Service Commission, Washington, D.C. Training Management Div.

Pub Date 74

Note—113p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—Administrative Personnel, \*Educational Needs, \*Evaluation Methods, \*Federal Government, Government Employees, \*Needs Assessment, \*Personnel Directors, Personnel Evaluation, Personnel Management, \*Questionnaires



The document presents tools designed to assist supervisors of personnel specialists in the systematic assessment and identification of the training needs of individual personnel specialists in Federal agencies. The two major components are the questionnaires and the system of scoring and interpreting the questionnaires. The methodology will enable the employee development specialist to determine the training needs of six categories of personnel specialists: personnel management series, personnel staffing series, position classification series, salary and wage administration series, labor-management and employee relations series, and employee development series. There is a set of three different 45-item questionnaires for each type of specialist. The combined results of the three forms will yield a listing of areas of training needs. The questionnaires are designed to accommodate inputs from the specialist and the specialist's supervisor. The result is a readout of each individual's reaction to the questionnaire in terms of the appropriateness of training in areas of importance to personnel specialists. An example of a completed and scored questionnaire and its interpretation is given. Both manual and computer scoring are explained. (Author/EC)

**ED 114 635** CE 005 501

*McCracken, J. David, Comp.*  
**Summaries of Research and Development Activities in Agricultural Education: 1974-1975.**  
Ohio State Univ., Columbus. Dept. of Agricultural Education.

Pub Date 75

Note—66p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Abstracts, \*Agricultural Education, \*Agricultural Research Projects, Doctoral Theses, \*Educational Research, Institutional Research, Masters Theses, Post Secondary Education, Secondary Education, Vocational Education

The compilation of research and development activities in secondary and post-secondary agricultural education includes abstracts of 54 studies completed during the period July 1, 1974 to June 30, 1975 in 17 States. Nineteen of the completed studies represent staff research, 11 represent doctoral theses, and 24 represent masters theses. They are arranged alphabetically by State and alphabetically by author within States. A brief summary of the purpose, method, and findings is given for each study. A subject index, utilizing ERIC descriptors, is provided. Studies reported as in progress during 1975-76 are also compiled, arranged alphabetically by State, with authors and titles listed. In progress were 33 staff studies, 30 doctoral dissertations, and 11 masters theses. A chart showing where to find previous summaries of studies in agricultural education on microfiche in the ERIC system is included. (Author)

**ED 114 636** CE 005 502

*Even, Mary Jane*  
**Trends and Issues in Graduate Programs in Adult Education.**

Pub Date 8 Nov 75

Note—7p.; Paper presented to the NAPSAC Commission of Professors (Chicago, Illinois, November 8, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Adult Education, \*Adult Educators, Educational Administration, Educational Philosophy, \*Educational Trends, Employment Potential, Graduate Students, \*Graduate Study, Higher Education, Program Content, Relevance (Education), \*Speeches

A review of the history of adult education (AE) graduate programs and their recent spurt of growth reveals four areas of concern (trends). First, the content of courses seems to be returning to basic, practical knowledge after an emphasis on knowledge without application. Secondly, diversity in the names of units governing AE graduate programs is noted. The issues surrounding these name changes are: public awareness of graduate programs, employability of graduates due to name given program, and diversity of employable skills of graduates. The third concern is the relationship of programs of study to job availability and placement. Younger students with less work experience may give rise to a need for a sound specialty basis for employability. The final concern deals with the philosophies of departments/units for degrees in adult education. The predominant philosophic stance centers on the dichotomy of basic content vs. process. It is

feared that the issues of other more long-term educational units have been taken on philosophically. Perhaps a cooperative philosophy of adult education programs can be arrived at as a beginning to build on. (Author/MS)

**ED 114 637** 95 CE 005 503

*Webb, Robert I. And Others*  
**Conceptual Framework for Conducting Cost Benefit Studies in Wisconsin VTAE and Cost Benefit Studies—VTAE Programs.**

District 1 Technical Inst., Eau Claire, Wis.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date Jul 74

Note—162p.; The first two pages of Appendix 2 may reproduce poorly

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors**—\*Agriculture, Agricultural Machinery, \*Cost Effectiveness, Economic Factors, Followup Studies, \*Program Costs, \*Program Effectiveness, Salesmanship, \*Vocational Education

The step-by-step cost benefit study, confined to measuring and comparing economic costs with economic benefits, is based on the 1971, 1972, and 1973 classes graduating from the Agribusiness-Machinery Partisan-Salesman Program at District One Technical Institute in Eau Claire, Wisconsin. Numerous tables throughout the report contain cost benefit data. Private Economic Costs, Chapter 1, are reflected in a general formula calculating the components of student opportunity cost, other school related expenses, percentage of students receiving financial aid in agribusiness, and the average amount of financial aid received by students in the agribusiness program. The model implies that a student would work or go to vocational school and does not consider the alternative of college. Chapter 2, Societal Economic Cost, identifies 16 components for computation: instructional costs (teachers), student opportunity costs, average financial aid given, equipment depreciation, building depreciation, ancillary and professional, administration local, debt service, operation/maintenance, transportation, fixed charges, transfers to clearing accounts, outgoing transfers accounts, school sales, food services, and school administration. Societal/private economic benefits are determined in Chapter 3; the concluding chapter determines societal/private benefit cost ratios. Two appendixes contain tabulations of material related to private/societal economic costs. (EA)

**ED 114 638** CE 005 504

*Analysis of Employee Supply and Demand in Howard County—A Pilot Approach.*

Howard Coll. at Big Spring, Tex.

Spons Agency—Texas Education Agency, Austin. Div. of Occupational Research and Development.

Pub Date May 74

Note—106p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—Educational Needs, Employees, \*Employer Attitudes, \*Manpower Needs, \*Occupational Information, \*Occupational Surveys, Questionnaires, School Industry Relationship, Tables (Data), Vocational Education

**Identifiers**—\*Texas (Howard County)

A survey developed by the Occupational Education Division of Howard University to determine employee supply and demand in Howard County, Texas, involved both employees and employers. Employer data were compiled from interviews with 319 out of a possible 409 employers who employed three or more people. Conclusions and recommendations for the following occupational areas are presented on an individual basis: farm and ranch, industrial, office, health, technical, public service, distributive, home economics, agriculture, and home. General conclusions for employer data cover 27 items pertaining to training programs, educational requirements, employment opportunities, educational needs, and wages. Employee data, based upon surveys of 88 employed and 82 unemployed subjects, were considered too meager for generalized conclusions. Ten tables supplement the discussion. Fourteen brief statements comment on the outcome and knowledge gained from the pilot program and recommendations for improving the survey are

listed. Literature in the area of manpower needs projection is reviewed and project related documents and survey forms are appended. (LH)

**ED 114 639** CE 005 505

*Boggs, David L.*

**Adult Basic Education Teacher Training in Measurement/Diagnosis of Learning and Teaching Reading and Math. Final Report.**

Ohio State Univ., Columbus. Coll. of Education. Spons Agency—Ohio State Dept. of Education, Columbus. Div. of Federal Assistance.

Pub Date 25 Jul 75

Note—41p.; Report of a workshop (Columbus, Ohio, July 14-25, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Adult Basic Education, \*Adult Educators, Educational Objectives, \*Program Descriptions, \*Teacher Education, \*Teacher Workshops

The report describes a workshop for adult basic education teachers in Ohio which utilized the teacher training television series, "Basic Education: Teaching the Adult." Responses from teachers identified the two clusters of content presented: (1) measurement/diagnosis of student learning and individualized instruction, and (2) teaching reading and math and selection and use of materials. A structure for individualizing the experience for participants is described. Resource persons developed the following procedures for the workshop: viewing and discussion of a few relevant television lessons (selected for each cluster), formulation of individual written learning objectives by participants, discussion of the objectives with a resource person, and use of the objectives in planning special sessions. A summary of the television lessons used in each cluster and lists of some of the learning objectives formulated by participants are included in the report. An outline of the special session topics and learning experiences for each cluster is provided. A summary of the participant evaluation of the workshop concludes the report. Appended material (14 pages) includes: a roster of participants, instructions, staff, schedule, the Albany learning lab training package, a discussion guide for film: "The Sound of My Own Name," and the evaluation questionnaire. (LH)

**ED 114 640** CE 005 506

*Foley, John P., Jr.*

**Criterion Referenced Measures of Technical Proficiency in Maintenance Activities. Final Report.**

Air Force Human Resources Lab., Wright-Patterson AFB, Ohio. Advanced Systems Div.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-75-61

Pub Date Oct 75

Note—12p.; Tables 1, 2, and 3 will not reproduce in microfiche due to smallness of type; Paper presented at the Annual Meeting of the Human Factors Society (Bedford, Texas, October 14-16, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Criterion Referenced Tests, Electronic Technicians, \*Equipment Maintenance, Machine Repairmen, Maintenance, Measurement Instruments, \*Military Personnel, Military Training, \*Performance Tests, Speeches, Task Performance, \*Test Construction, Test Results, Test Validity

**Identifiers**—\*Air Force

The paper concerns instruments used in the determination of task performance efficiency of mechanical and electronic maintenance men. Composite results of unvalidated knowledge tests, theory tests, school marks, and supervisors' ratings are presented which indicate that these measurement instruments have low empirical validity. The limitations of traditional systems effectiveness measures are also discussed. Although job task performance tests (JTPT) have higher empirical validity, they have had limited use due to their relatively high cost factors. A series of efforts to develop better criterion referenced JTPT, and to attempt the development of paper and pencil symbolic substitute tests of high empirical validity, were made. Described is the model battery of 48 criterion referenced JTPT covering all key maintenance activities (checkout, align/adjust, remove/replace, troubleshooting, test equipment, and soldering), intended for use on the job, in training, and for validation of symbolic substitute tests. Developed batteries of graphic and video symbolic substitute tests were given limited

validations. Suggestions are made for use of the criterion referenced JTPT in improving maintenance efficiency. Fourteen references are listed, and an appended section describes limitations of system effectiveness measures. (Author/MS)

ED 114 641 CE 005 507

*Lebkisher, Helen E., Comp.*  
Annotated Bibliography of the Advanced Systems Division Reports (1973-1974).

Air Force Human Resources Lab., Wright-Patterson AFB, Ohio. Advanced Systems Div.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-75-12

Pub Date Aug 75

Note—42p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Annotated Bibliographies, Human Resources, \*Military Training, Professional Training, Simulation, Task Performance, Technical Education, \*Technical Reports, Technology

Identifiers—Air Force

The annotated bibliography presents technical reports and other publications on research conducted by the Advanced Systems Division. The materials cover the period March 1973-December 1974. Also included are reports published prior to March 1973 which were approved for public release during this period. The bibliography supplements the Annotated Bibliography of the Advanced Systems Division Reports (1950-1972). The citations are arranged chronologically by year and alphabetically by author within the year. The subjects covered include the following: guides, handbooks, and summaries; human resources engineering; simulation techniques; professional training; aircrew training and evaluation; technical training and evaluation; job performance aids; and training and learning. The indexes include an author, category, and abstract number index; a subject index; and a technical report index. Except for journal articles, microfiche and reproduced paper copies of the annotated materials may be purchased from the National Technical Information Service (NTIS), Springfield, Virginia 22161. (Author/EC)

ED 114 642 CE 005 508

*Eddowes, Edward E., King, Norman W.*

Self-Perceived Problems of Student Pilots Eliminated from Undergraduate Pilot Training.

Air Force Human Resources Lab., Williams AFB, Ariz. Flying Training Div.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-75-8

Pub Date Jul 75

Note—30p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Educational Problems, \*Expulsion, \*Failure Factors, \*Flight Training, Perception, \*Post Secondary Education, Student Attitudes, \*Student Problems

Identifiers—\*Student Surveys

The report describes how students eliminated from undergraduate pilot training (UPT) perceived the circumstances leading to their elimination. Personal interviews were held with 117 students eliminated from UPT. The data obtained were organized on the basis of the official cause of elimination. The frequencies of problems or factors perceived as contributing to elimination were categorized according to the five most prevalent causes of UPT attrition: self-initiated elimination, manifestation of apprehension, flying deficiency, medical deficiency, and academic deficiency. Information from the study is presented in a series of 10 tables following the interview format. Similarities and differences in student perception of problems as a function of cause of elimination are noted and briefly discussed. The contents of the tables provide suggestions which may be evaluated on their merits in considering prospective modification of training procedures. It was concluded that eliminated students' perceptions of training problem areas can provide useful information for training program management and can suggest areas for training research. The elimination interview format is appended. (Author/EC)

ED 114 643 CE 005 511

*Goldstein, Harold M., And Others*

Research and Development in the Utilization of Medical Manpower.

Northeastern Univ., Boston, Mass. Center for Medical Manpower Studies.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date Oct 74

Note—26p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Employment Practices, Employment Qualifications, \*Health Personnel, Hospital Personnel, Job Analysis, Job Skills, Manpower Needs, \*Manpower Utilization, Paramedical Occupations, \*Research and Development Centers, \*Research Projects, Research Utilization, Task Performance

Identifiers—\*Center for Medical Manpower Studies, CMMS

The report, directed toward hospital administrators, chiefs of services, and health personnel in general, outlines the work at the Center for Medical Manpower Studies (CMMS) (completed and in progress) concerned with restructuring of health occupations. Briefly described is the growth of health care services, expenditures, and personnel. Conclusions of earlier studies dealing with health manpower shortages are presented with predictions for the future. The methodology and findings of a pilot study in hiring standards for paramedical manpower are discussed which revealed that hiring standards do not reflect consideration for educational disadvantages, apparent shortages, or changes in job content. A list of eight recommendations for change presented to the Manpower Administration is included. Techniques used, findings, and conclusions are reported for an in-depth study of a single hospital, which found significant overlap of functions by the different nursing occupations studied. The hospital's positive reactions to the report's conclusions are described. Information on the establishment of CMMS, the current study on improving utilization of health manpower, dissemination of research findings, and future research plans is also provided. A list of publications of CMMS and a list of selected readings conclude the report. (Author/MS)

ED 114 644 CE 005 512

*Goldstein, Harold M., And Others*

Guide to Restructuring Medical Manpower Occupations in Hospitals.

Northeastern Univ., Boston, Mass. Center for Medical Manpower Studies.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date Jul 75

Note—51p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Administrator Guides, \*Health Personnel, \*Hospital Personnel, \*Job Analysis, \*Manpower Utilization, Paramedical Occupations, Question Answer Interviews, Questionnaires, Research and Development Centers, Research Projects, Research Utilization, Surveys, Task Performance

The guide for hospital administrators, chiefs of services, and health personnel in general, suggests ways to evaluate the utilization of manpower and to restructure health manpower occupations. The need to evaluate utilization is outlined in terms of problems faced by health institutions. The experience of the Center for Medical Manpower Studies (CMMS) is described including its research findings on overlapping of medical functions, chronic employee shortages, high turnover, and lack of incentives. A section on analyzing the utilization of hospital personnel summarizes studies on hiring standards for paramedical manpower and restructuring paramedical occupations. A suggested methodology for individual hospitals to use in evaluating manpower utilization is presented. Detailed guidelines and instructions for conducting a survey of health personnel within a facility and criteria for judging the results are provided (including completed sample forms and instructions for summarizing data). Eight CMMS recommendations to The Cambridge Hospital for improving manpower utilization are listed with the action taken on them. Ten specific guidelines for restructuring of paramedical manpower are offered. Lists of CMMS publications and selected readings conclude the guide. (Author/MS)

ED 114 645 CE 005 514

*Goldstein, Harold M.*

The Magnitude of Medical Problems of the Elderly in the United States.

Northeastern Univ., Boston, Mass. Center for Medical Manpower Studies.

Pub Date Mar 75

Note—14p.

Journal Cit—L'Onpi (Rivista Mensile Dell'Opera Nazionale Pensionati D'Italia) v2n4 (April, 1973)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Disease Rate, Geriatrics, \*Health Needs, \*Health Services, Medical Services, \*Older Adults, Physical Health, Social Problems, \*Special Health Problems, Statistical Studies, Tables (Data)

Medical problems of older Americans are described, based on the types of illnesses and their frequency among the elderly. Those 65 years of age and older are defined as elderly, placing 20 million of the 203 million Americans in this category (1970 census). The major causes of chronic conditions in the elderly and the percent of those 65-74 years of age who are affected are stated as: heart disease (40 percent), rheumatoid arthritis (9 percent), and hypertension (38 percent). The findings of a study on degrees of activity limitation of the elderly are reported, indicating that, of those with a chronic condition, 85.6 percent have some degree of mobility. Tabulated statistics demonstrate that financial resources do not prevent contraction of a chronic disorder. The factors contributing to deficient quality of medical care are outlined, including unnecessary operations and drugs and failure of physicians to update their knowledge. The rising costs of medical care as a problem for the elderly and their high hospital utilization rate are discussed. The article concludes with some observations on possible ways to bring about needed improvement in health care for American elderly and other age groups. (MS)

ED 114 646 95 CE 005 519

COSTAL: Correctional Staff Training for Adult Learning; Final Report and Evaluation.

Washington School of Psychiatry, Washington, D.C.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date Oct 75

Grant—OEG-0-74-1759

Note—19p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Adult Students, Demography, \*Program Descriptions, Program Development, \*Program Evaluation, Project Training Methods, \*Rehabilitation Centers, \*Staff Improvement, \*Student Characteristics, Training Objectives

The COSTAL program provided training and consultation in a variety of formats to a total of 171 halfway house staff members. Students were recruited from 25 halfway houses in Washington D.C. area, and participated in courses in achievement motivation, group dynamics, adult learning, and counseling skills, with college credit available. Three cycles of training were provided, with cycle 1 serving 19 students, cycle 2 serving 18, and cycle 3 (not discussed further) serving 134. Demographic statistics for cycles 1 and 2 include age, sex, race, education, marital status, living arrangements, annual salary, religion, auspices, and related background. Changes in course format from cycle 1 to cycle 2 are discussed, as well as student response. A series of voluntary options which trainees could request was developed, which included videotaped critiques of individual counseling sessions and group sessions at halfway houses, the creation of adult learning centers, and workshops for staff and/or residents. Summary and conclusions state that the program has been a success and should be continued. (LH)

ED 114 647 95 CE 005 520

*Lehrmann, Eugene I.*

[Wisconsin] Research and Development Project in Career Education: Final Report.

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No.—V-361004L

Pub Date 16 Aug 74

Grant—OEG-0-73-2964

Note—200p.; Pages 7-7, 9-41 and 42, and appendices A and H and portions of appendix J were deleted because of nonreproducibility; Appendix B was missing and could not be obtained

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**  
 Descriptors—\*Career Education, \*Curriculum Development, Educational Objectives, \*Educational Programs, Elementary Secondary Education, Information Dissemination, Post Secondary Education, \*Program Content, Program Design, \*Program Evaluation, Resource Materials, Tables (Data)

Identifiers—Wisconsin (Eau Claire)

The K-Adult research and development project in career education in Eau Claire, Wisconsin, contained two phases: (1) Eau Claire Joint School District Five, introducing the 16 Wisconsin career development concepts into school curricula through teacher workshops, resource materials, public relations, and consulting services for classroom teachers and staff; (2) District One Technical Institute, implementing field testing and dissemination of project developed activities and materials, consultant services to workshop participants and school staff, coordination of information and service delivery between institutional personnel and area agencies, and availability of learning and career resource information from the local business-industrial community. Each phase is discussed in terms of management, materials production, project goals, dissemination, and transportability. A report summary outlines time period goals and objectives, procedures, results, evaluation, conclusions, and recommendations. Problem context, objective and evaluation procedures, joint management of public and postsecondary schools, and project conclusions and recommendations are presented. A 45-page third-party evaluation felt that goals were met. Strategies for assimilation, listings of materials produced and audio-visual resources, materials utilization charts, reaction form, evaluation instruments, and raw data are appended. (LH)

**ED 114 648** 95 **CE 005 521**  
**Zero In On Cooperative Vocational Education: Training Agreements.**

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Vocational and Technical Education.

Pub Date Jan 74

Note—36p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
 Descriptors—\*Contracts, \*Cooperative Education, Guidelines, \*State Programs, \*Vocational Education

The publication is intended to encourage states and localities to give further consideration to the development and utilization of training agreements in the conduct of cooperative vocational education programs. Training agreements assure the integrity of the continuing educational experiences that occur outside the classroom. It is with this awareness that the material contained within this document was brought together. The introduction briefly states the role of cooperative education and lists the various reasons why training agreements are essential to these programs. This is followed by summary definitions of training agreements, training plans, evaluation reports and followup reports; a general outline of the content of a training agreement (general information, monetary compensation, statements of agreement, training plans, and signatures); and brief descriptions of the 12 training agreements issued by the states of Arizona, Arkansas, Maine, Michigan, Mississippi, New Jersey, Oregon, Pennsylvania, Tennessee, Texas, Virginia, and Wyoming. Sample copies of each of these state's training agreement forms are provided. The document concludes with a directory of the State vocational education directors. (BP)

**ED 114 649** 95 **CE 005 522**  
**New Opportunities for Work. Career Education Activity Guide.**

Lewiston School District, Maine.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No—BR-1-361-0161

Grant—OEG-0-71-0652(361)

Note—366p.

**EDRS Price MF-\$0.76 HC-\$18.40 Plus Postage**  
 Descriptors—\*Career Education, Career Exploration, \*Elementary Education, \*Evaluation

Methods, Guides, \*Instructional Materials, Junior High Schools, \*Learning Activities, Leisure Time, Post Testing, Pretesting, Resource Materials, Teacher Developed Materials, Teaching Guides, Units of Study (Subject Fields)

Identifiers—Maine, Minicourses, \*New Opportunities for Work Program

The New Opportunities for Work Exemplary Career Education Program (N.O.W.) guide is comprised of 25 world of work learning packages for grades K-6, two units on career education in art for grades K-6 and K-3, 14 minicourses designed for leisure time activities, and 19 learning packages on careers for grades 7-9. It concludes with a discussion of evaluation procedures and studies used in the program. Generally, each learning package consists of an outline of objectives, learning activities, and materials and resources needed. In some cases additional information is provided as to subject matter, occupational information, motivation activities, study activities, evaluation procedures, and scope and sequence. The final section on evaluation discusses techniques and procedures for pre- and posttesting and, in addition, provides reports on evaluative studies on learning packages for grades 1-6. The appendix contains a K-16 career education scope and sequence paradigm. (BP)

**ED 114 650** **CE 005 523**  
**Occupational Information Data System: Final Report.**

New Hampshire Univ., Durham.

Spons Agency—New Hampshire State Dept. of Education, Concord. Vocational-Technical Education Div.

Pub Date 25 Jun 74

Note—15p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—Educational Needs, Equipment Evaluation, \*Evaluation, \*Information Systems, \*Occupational Information, \*Program Effectiveness, School Surveys

Identifiers—New Hampshire, \*Occupational Information Improvement Project, OIIP, VIEW, Vital Information for Education and Work

The one-year extension (1973-74) of the Occupational Information Improvement Project (OIIP) was implemented to provide recommendations for the continuation or termination of the Occupational Information Data System of the New Hampshire VIEW (Vital Information for Education and Work) program. A survey was administered to 120 schools identified in the 1973-74 listing of the New Hampshire Pupil Personnel Service Workers Directory with a 60 percent return. Three questions were of concern in the survey: (1) the number and location of microfiche readers or reader-printers; (2) number and location of the three-volume set of books and/or aperture cards; and (3) number of books and/or aperture cards needed. Fourteen recommendations were based on the project director's premise that the Occupational Information Data System should be continued in New Hampshire, the summaries of the on-site visits of the VIEW programs in Connecticut and Pennsylvania, and attendance at the National VIEW Conference and Workshop. (BP)

**ED 114 651** **CE 005 524**  
**Multiple Jobholders in 1975: Summary, Special Labor Force Report.**

Bureau of Labor Statistics (DOL), Washington, D.C.

Pub Date Jul 75

Note—7p.; For 1972-73 report, see ED 098 395; For 1974 report, see ED 099 676

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—Agricultural Laborers, Census Figures, Employment, \*Employment Patterns, \*Employment Statistics, Employment Trends, Government Employees, Jobs, \*Labor Force, Labor Supply, \*Multiple Employment, \*National Surveys, Racial Composition, Seasonal Employment, Statistical Data, Tables (Data), Teacher Employment, Working Women

The document reports findings from the latest survey of multiple jobholders 16 years old and over. About 3.9 million workers held two or more jobs in May 1975. This accounted for 4.7 percent of all employed persons. The multiple jobholding rate for men was 5.8 percent and 2.9 percent for women. The rate was also higher for whites than blacks. The proportion of multiple jobholders who are women increased from 16

percent in 1970 to 24 percent in 1975. About 23 percent (900,000) of all moonlighters had at least one job in agriculture. The multiple jobholding rate for workers whose primary jobs were in agriculture (7 percent) continued to be higher than for those in nonagricultural industries (4.6 percent). Men whose primary jobs were as teachers below the college level had the highest moonlighting rate (16 percent). By industry, men whose main jobs were in public administration in state and local governments, and in educational services had the highest rates (12 percent). The proportion of multiple jobholders holding second jobs to meet regular expenses (35 percent) was slightly higher than a year earlier (32 percent). The next higher proportion of multiple jobholders moonlighted mainly because they enjoyed the work (18 percent). Five tables support the data analysis. (Author/EC)

**ED 114 652** **CE 005 525**  
**Children of Working Mothers, March 1975: Summary, Special Labor Force Report.**

Bureau of Labor Statistics (DOL), Washington, D.C.

Pub Date Aug 75

Note—8p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—Children, Comparative Analysis, Employment Patterns, \*Employment Statistics, Employment Trends, \*Family Characteristics, Family Income, Family Status, Laborers, Labor Force, \*Mothers, \*National Surveys, Preschool Children, Racial Composition, Statistical Data, Tables (Data), Working Parents, \*Working Women

The following are some of the findings based on the results of the annual survey of marital and family characteristics of workers: (1) about 27.6 million of 62.7 million children had mothers in the labor force (over 2 million more than in March 1970); (2) 1.1 million of 6.5 million children under six were in families headed by women (71 percent more than in 1970); (3) the number of children in two-parent families has decreased since 1970; (4) families with working mothers had fewer children; and (5) children whose mothers were employed were families with considerably higher incomes. More black children (48 percent) than white children (38 percent) in two-parent families had employed mothers. Three tables include the following information: (1) number of children under 18 years old, by age, type of family, mother's labor force status, and race, in March 1970 and March 1975; (2) number of families and average number of own children under 18 years old, by type of family, mother's labor force status, and race, in March 1970 and March 1975; and (3) number of children under 18 years old, median family income in 1974, type of family, parents' labor force status, and race, in March 1975. (Author/EC)

**ED 114 653** **CE 005 526**  
**Knowles, Malcolm S.**

**Self-Directed Learning: A Guide for Learners and Teachers.**

Pub Date 75

Note—135p.

Available from—Association Press, 291 Broadway, New York, New York 10007 (\$4.95)

Document Not Available from EDRS

Descriptors—\*Adult Education, \*Adult Learning, Educational Objectives, Learning Processes, Performance Contracts, Rating Scales, \*Resource Materials, Self Evaluation, Student Teacher Relationship, \*Teaching Guides, \*Teaching Methods, Teaching Techniques

The self-directed learning guide consists of three parts: The Learner, The Teacher, and Learning Resources. Part 1 contains four inquiry projects which examine the importance of self-directed learning, its assumptions, required competencies, and learning plan design. The nature of the inquiry between author and teacher in Part 2 is to explore the implications for teachers of having self-directed learners as students. Knowles visualizes the teacher role as that of facilitator of learning rather than teacher, procedural guide rather than content transmitter. The reader is led through a semester graduate course in "The Nature of Adult Education," taught by the author, where the teacher performs as a facilitator and resource to self-directed learners. Part 3 consists of 15 learning resources: a comparison of assumptions and processes, competencies of self-

directed learning, a learning contract, descriptions of self-directed learners, relationship-building exercises, a consultation skill-practice exercise, a self-assessment exercise, a content-course self-assessment instrument, guidelines for stating objectives, questioning strategies/techniques, relating methods to objectives, exercises in reading a book proactively and using human resources proactively, types of evidence for different objectives, and examples of rating scales. The appendix contains guidelines for contract learning. (EA)

**ED 114 654** CE 005 528  
**Secretarial Office Productivity through Individual Leadership: Student Manual.**

Civil Service Commission, Washington, D.C.  
 Communications and Office Skills Training Center.

Pub Date Jul 75

Note—146p.; Some parts of Session 8 will not reproduce well

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors—Business Education, Instructional Materials, Interpersonal Competence, Leadership Qualities, Leadership Responsibility, \*Leadership Training, Learning Activities, \*Manuals, \*Office Occupations Education, Office Practice, \*Secretaries, \*Self Concept, Study Guides, Supervisory Training**

The student manual contains eight sessions designed to help secretarial students improve their office management skills, through an analysis of their individual leadership abilities. The sessions are: (1) what it takes to succeed in a secretarial position, focusing on the characteristics of a good leader; (2) how to develop a sensible attitude toward yourself, focusing on self-knowledge and the development of a positive self-attitude; (3) how to develop positive leadership attitudes, focusing on improving interpersonal skills; (4) the ingredients of leadership, focusing on basic skills; (5) the methodology of leadership, including further interpersonal and problem solving skills; (6) how to apply leadership in bringing about effective procedures in the office, focusing on standards, efficiency, and delegation; (7) the ingredients of specific office procedures, focusing on technology, work flow, and word processing; and (8) small group office activities. The first seven sessions discuss in detail the concepts to be developed and provide accompanying individual, small and large group activities; case studies; questions; self inventory tests; review/response workbook activities; and class discussion exercises. (BP)

**ED 114 655** CE 005 529  
**Aviation Boatswain's Mate H 1 and C: Naval Rate Training Manual and Nonresident Career Course. 1975 Edition.**

Naval Education and Training Command, Pensacola, Fla.

Report No—NAVEDTRA-10303-C

Pub Date 75

Note—244p.; Photographs will reproduce poorly  
 Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 0502-LP-051-5160)

**EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage**

**Descriptors—\*Aviation Technology, Course Content, Equipment Maintenance, Equipment Utilization, \*Fire Science Education, \*Instructional Materials, \*Job Training, \*Manuals, Military Training, Rescue, Safety, Technical Education**

**Identifiers—Navy**

The Rate Training Manual is one of a series of training manuals prepared for enlisted personnel of the Navy and Naval Reserve designed to aid Aviation Boatswain's Mate H 2 in preparing for advancement to ABH1 and the ABH1 in preparing for advancement to the rank of ABHC. Chapter 1 discusses the enlisted rating structure, the ABH service ratings, the requirements for advancement, and the advancement opportunities for petty officers. Chapters 2-8 cover the following topics: aircraft handling equipment; aircraft handling; aircraft crashes, firefighting, and crew entrapment; shorebased emergency arresting gear and related equipment; shipboard firefighting; shipboard damage control; and administration. Photographs and diagrams are interspersed throughout the document, which also contains a list of U.S. customary and metric system units of measurements, a subject index, a list of the minimum qualifications for advancement to Avia-

tion Boatswain's Mate H First Class and Chief Petty Officer. A 43-page course assignment booklet for the nonresident career course completes the document. (Author/BP)

**ED 114 656** CE 005 530

**Student Volunteer: Career Elective.**

Coatesville Area School District, Pa.; Veterans Administration Hospital, Coatesville, Pa.

Note—23p.; Sample interview form will not reproduce in microfiche due to lightness of type

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—\*Career Education, \*Career Exploration, \*Cooperative Programs, Educational Objectives, \*Educational Programs, \*Health Occupations Education, Interinstitutional Cooperation, Learning Experience, Occupational Choice, Program Descriptions, Secondary Education**

**Identifiers—Pennsylvania (Coatesville)**

The Student Volunteer Career Elective Program at the Coatesville High School is designed to provide instruction and practical learning experience for 10th grade students who are interested in health careers and training in areas of technical, trades, and administration occupations. It is a cooperative project between the school and the Coatesville Veterans Administration Hospital. The school provides a comprehensive academic program (20 hours per week of classroom training), and the hospital provides a variety of career experiences (12.5 hours per week). The participants have 25 field experiences to choose from. The student can select a different field every nine weeks from the following areas of hospital services: building management service, canteen service, chaplain service, dietetic service, engineering service, library service, medical illustration service, nursing service, and supply service. General and specific objectives for the program are given. An advisory council was formed to assure the on-going success of the program. The selection process for applicants, the program policies, time schedule, and program and student evaluation methods are briefly described. Samples of forms used for the application, permission, selection, and evaluation of participants are appended. (Author/EC)

**ED 114 657** CE 005 531

**Construction Mechanic 1 and C: Naval Rate Training Manual and Nonresident Career Course.**

Naval Education and Training Command, Pensacola, Fla.

Report No—NAVEDTRA-10645-E

Pub Date 75

Note—241p.; Photographs and portions of text will reproduce poorly

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 0502-LP-053-2260)

**EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage**

**Descriptors—Auto Mechanics, \*Auto Mechanics (Occupation), Course Content, Electrical Systems, Engines, \*Instructional Materials, Job Training, \*Manuals, Mechanics (Process), Military Training, Safety, \*Supervisory Activities, \*Supervisory Training, Technical Education**

**Identifiers—Navy**

The Rate Training Manual and Nonresident Career Course (RTM/NRCC) form a self-study package that enables Construction Mechanics to fulfill the requirements for advancement to Construction Mechanic First Class (CM1) or Chief Construction Mechanic (CMC). Chapter 1 provides information relevant to the duties and responsibilities of a CM1 or CMC. Chapters 2-9 cover the following topics: supervision, public works transportation shops supervisor, battalion equipment company shops supervisor, engine overhaul, automotive electrical systems and equipment, diesel fuel systems, vehicle safety inspections, and power trains. Photographs and diagrams illustrate the document. A subject index, a list of the minimum qualifications for advancement to Construction Mechanic First Class and Chief Petty Officer, and a 54-page course assignment booklet for the nonresident career course conclude the document. (Author/BP)

**ED 114 658** CE 005 534

**Dental Laboratory Technology.**

Department of the Air Force, Washington, D.C.

Report No—AFM-162-6

Pub Date 22 Jan 75

Note—420p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 008-070-00356, \$6.10)

**Document Not Available from EDRS**

**Descriptors—\*Curriculum Guides, \*Dental Technicians, \*Dentistry, \*Job Training**

The Air Force dental laboratory technology manual is designed as a basic training text as well as a reference source for dental laboratory technicians, a specialty occupation concerned with the design, fabrication, and repair of dental prostheses. Numerous instructive diagrams and photographs are included throughout the manual. The comprehensive index identifies the location of diagrams, photographs, and tables, as well as the page/paragraph location of chapter sections and subtopics. The 18 chapters cover: Introduction to the Dental Laboratory; The Dental Laboratory; Complete Dentures; Denture Duplication; Denture Repair and Reline; Clasp Removable Partial Dentures; Removable Partial Denture Repair; Inlays; Crowns; Fixed Partial Dentures; Porcelain Fused to Metal Restorations; Special Prosthesis; Mouth Anatomy and Physiology; Tooth Anatomy and Tooth Carving; Dental Materials; Metals and Alloys; Equipment Maintenance, Safety, and Operation; Weights and Measures; and a glossary of terms. (EA)

**ED 114 659** CE 005 535

**Guide for Teacher Preparation in Driver Education. Driving School Edition.**

National Highway Traffic Safety Administration (DOT), Washington, D.C.

Pub Date Jun 75

Note—410p.; Pages II.13 and II.16-27 will reproduce poorly due to smallness of type

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 050-003-00220-8, \$5.05)

**EDRS Price MF-\$0.76 HC-\$20.94 Plus Postage**

**Descriptors—\*Course Content, \*Curriculum Guides, \*Driver Education, Instructional Materials, Post Secondary Education, \*Resource Guides, Skill Development, Teacher Education**

This guide provides operators of driving schools with a body of information and procedures that will enable them to develop programs capable of meeting the particular needs of their students, and capable of being administered within the resources available to them. The guide does not attempt to prescribe one specific instructional program but instead offers flexibility, together with details and resources to be used or supplemented. Part 1 discusses the characteristics of the highway transportation system, its relationship to accident causation, and the programs that exist to improve the effectiveness of the system. Part 2 deals with the components of the instructional system: (1) the system itself and its objectives; (2) the professional driving instructor; (3) curriculum development; and (4) curriculum administration. Part 3 offers a guide for 60 driving tasks in four general areas: basic controls, driving procedures, emergency procedures, and system maintenance. For each task suggested procedures and skills to be acquired, learning problems to be anticipated, hazards and laws involved, and suggested instructional aids and resource materials are included. The two appendixes consist of lists of addresses of suppliers of instructional aids and resource materials. (Author/BP)

**ED 114 660** CE 005 537

**The Organization of Vocational Education in Washington State.**

Washington State Legislature, Olympia. Senate.

Pub Date 10 Mar 75

Note—83p.; Senate resolution 1973-71 was removed from the appendix as it would not reproduce

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors—Educational Administration, Educational Finance, Educational Legislation, \*Educational Planning, Educational Programs, Federal State Relationship, Post Secondary Education, Secondary Education, \*State Federal Aid, \*State Legislation, Technical Education, \*Vocational Education**

**Identifiers—\*Washington**

Vocational technical institutes in Washington were developed in some common school districts as single-purpose institutions for vocational training programs. These institutes have offered secondary and post secondary vocational education programs. Since the 1967 Community Col-

lege Act there have been several studies concerning the structure and organization of vocational education. The Senate Select Committee on Vocational Education offers recommendations for the establishment of a commission on vocational education based on a special study concerning the desirability of modifying the state's vocational education system. Several fundamental issues have underlined the arguments surrounding vocational education: philosophical differences, jurisdictional differences, and the question of compatibility between desired state and federal policies and the administration of vocational programs. The philosophical problem is emotional and therefore difficult to resolve. The second problem is concerned with the lack of a clear legislative mandate for the jurisdictional responsibilities for providing educational services. The third problem is concerned with the use of federal funds under the guidance of federal policies. Different viewpoints are presented. Appended materials include the Senate resolutions and the select committee; Substitute Senate Bill No. 2463 and a bill analysis; budget excerpts; correspondence; excerpts from Title 20, U.S. Code Annotated; and official statements. (Author/EC)

**ED 114 661** CE 005 540  
Widman, Shannon S., Ed. Olswang, Steven G., Ed.

Conference on the Adult Learner: Proceedings: May 23 and 24, 1975. Occasional Paper No. 25.

Washington Univ., Seattle. Center for Development of Community Coll. Education.

Pub Date 24 May 75

Note—78p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*Adult Education, \*Adult Education Programs, Adult Educators, \*Adult Learning, Adult Students, Bibliographies, \*Conference Reports, Educational History, Learning Characteristics, Learning Motivation, Learning Processes, \*Literature Reviews, Student Interests, Teaching Techniques

The document contains a brief outline of the conference proceedings and the text of two papers presented at the conference. Alan M. Rubin's paper, "Give Me a Fish and I Eat for a Day. Teach Me to Fish and I Eat for a Lifetime" (from the Babylonian Talmud), examines the question of whether our institutions of higher education are providing the opportunities to learn necessary life skills and presents a curriculum and service program, which operates from a community-based life skills center and is centered entirely around the adult students' life skills. "Adult Learning," a 65-page presentation by Shannon S. Widman, provides an overview of the field and particular characteristics of the adult learner, as well as resultant implications for adult educators. An historical review of adult education, which traces its organizational and institutional development, is included to provide insight into current problems in adult education. Drawing on research in the field, the author examines the motivations, learning processes, and performance of the adult learner. Successful course planning, teaching techniques, and teacher role for adult learning, likewise, are discussed. The paper also contains a partially annotated 10-page bibliography on adult learning. (EA)

**ED 114 662** CE 005 542  
Dewar, Margaret A. And Others

Survey of Community Agencies [with Home Economics Related Programs—Central Quadrant].

Syracuse City School District, N.Y.

Pub Date 74

Note—52p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Adolescence, Adults, Childhood, Clothing Instruction, \*Community Agencies (Public), \*Community Programs, Consumer Education, Course Descriptions, \*Directories, Health Programs, \*Home Economics, Home Economics Education, Home Management, Nutrition Instruction, Older Adults, Program Descriptions, \*Surveys, Young Adults

Identifiers—New York (Syracuse), Syracuse City School District

The survey was designed to identify home economics related programs in community agencies in the central quadrant of the Syracuse City School District. Factual information and descrip-

tive information about the programs and perceived program needs were gathered using the interview method. A grid was set up with four subject areas (food and nutrition; housing, furnishings, and equipment; clothing and textiles; and human development) located on the vertical axis and six content emphases (management, buymanship, leisure, careers, health and safety, and relationships) located on the horizontal axis making a total of 24 cells. This grid was used to classify cell(s) in which a given program operated (program instances) and to note the number of cells in which expressed needs were identified. Of 118 agencies identified, 102 were contacted and 44 had programs. Educational institutions and volunteer agencies provided the greatest percentage of programs (60 percent). Most program instances were in human development (36.5 percent) and food and nutrition (one-third). Program needs clustered around human development, career ladders, buymanship, and management. A detailed discussion of the findings and specific implications and recommendations are included. Appended are: listing of agencies by category, listing and description of programs by agency, letter of introduction, and references consulted. (Author/MS)

**ED 114 663** CE 005 544  
National Conference on Cooperative Education (Washington, D.C., April 3-5, 1973).

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Vocational and Technical Education.

Pub Date 5 Apr 73

Note—66p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Apprenticeships, \*Career Education, Community Cooperation, Community Involvement, Community Resources, \*Conference Reports, \*Cooperative Education, Cooperative Programs, Educational Improvement, Employment Potential, Interinstitutional Cooperation, Rural Urban Differences, \*School Industry Relationship, \*Vocational Education

The three-day conference focused on giving clearer direction and visibility to community resources utilization in preparing persons for employment. It sought to clarify the scope of cooperative education as a plan for delivering occupational skills and to examine selected issues which would serve to stimulate expansion, improve practices, and cooperative relationships among educators, employers, and organized labor. The 148 conference participants included State Department and university personnel, local educators, union officials, employers, representatives from national organizations, and other federal agencies from 45 states, the District of Columbia, and Trust Territories. Background papers include Education in a Changing Society (C.H. Madden), A Prospectus for Cooperative Vocational Education (W.F. Pierce), and Critical Issues in Cooperative Vocational Education (R.M. Worthington). Different viewpoints from the areas of business (J.A. Pinkston), labor (J.C. Turner), and education (P.W. Briggs, R.L. Bennett, and E.C. Roberts) are presented. Seven issues dealing with cooperative vocational education were the topics of group reports: role expectations in career education, expansion of cooperative education in career/job preparatory curriculums, relationship to apprenticeship training, liability considerations, participation of students under age 16, rural and urban considerations, and employer participation. J.K. Coster's evaluation of the conference concludes the document. (Author/EC)

**ED 114 664** CE 005 545  
Guidelines for Clothing Education. H. E. Bulletin No. 34.

Washington State Coordinating Council for Occupational Education, Olympia.

Pub Date 72

Note—191p.; Produced by the Home and Family Life Section

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

Descriptors—Behavioral Objectives, \*Clothing Instruction, Curriculum Development, \*Curriculum Guides, \*Home Economics Education, \*Learning Activities, Learning Experience, Resource Guides, Secondary Education, Social Influences, \*Textiles Instruction, Unit Plan

The curriculum guide is organized around major concepts and generalizations on textiles and clothing considered educationally significant.

The first major part of the document (15 pages) provides a detailed organizational outline of the behavioral outcomes and generalizations for the unit plans. The material is organized according to levels of maturity: (1) beginning (you), (2) intermediate (your family), and (3) advanced (your future). The second major section (142 pages) provides four unit plans. The first three units, prepared for the three levels of maturity, stress two concepts: the significance of textiles and clothing to the individual in society and acquisition and use of textiles and clothing. Each unit specifies the major concept, areas of concentration, learning level, and behavioral outcomes; and is organized according to coordinated generalizations, learning experiences, and resources for learning. The fourth unit on clothing construction specifies the major concepts, areas of concentration, concepts, and generalizations. It is organized according to learning experiences or activities based on the five clothing construction concepts of compatibility, fitting, flexibility, stabilizing, and shaping. The document concludes with three appendices: the criteria for learning experiences and teaching procedures, suggestions for individualized instruction, and lists of resource materials. (BP)

**ED 114 665** CE 005 547  
Kehrer, Darryl Mittra, Sitansu

Characteristics and Needs of Veteran-Inmates in Pennsylvania State Correctional Institutions.

Pennsylvania State Dept. of Education, Harrisburg; Pennsylvania State Dept. of Justice, Harrisburg. Bureau of Correction.

Pub Date 30 May 75

Note—29p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Adult Education, Correctional Education, \*Corrective Institutions, \*Data Collection, Educational Needs, \*Individual Characteristics, \*Prisoners, Tables (Data), \*Veterans, Veterans Education

Identifiers—\*Pennsylvania

In 1974, Pennsylvania began data collection on veteran-inmates of its eight correctional institutions to assist them in taking advantage of veterans' educational benefits. A detailed interagency chronology of the efforts of the State Education, Correction, and Military Affairs Departments and the Veterans Administration is contained in the report. Of a total of 6,039 inmates, 1,521 veterans were identified. A stratified random sampling was made to estimate percentage of bad conduct, dishonorable, and undesirable discharges; percentage with Army service; average duration of active duty; average minimum sentence length; average educational grade level; percentage of blacks; number of prior offenses; and offense types. A 100 percent sampling indicated military service by war era and eligibility/noneligibility for GI educational benefits. The average age for veterans was 33.6 years with a 10th-11th grade level of education; total inmate population age was 27 years with a fifth grade educational level. Approximately 54.4 percent veteran-inmates attended small group benefits briefings. The most prevalent request for assistance was institutional skill training/education. Intensive followup is planned in order to significantly increase veterans' participation in educational programs. (EA)

**ED 114 666** CE 005 548  
Ellis, Joseph R.

A Follow-Up Study of Participants in Illinois Projects Funded with Education Professions Development Act (553) Grants for Fiscal Years 1969-1973. Final Report.

Northern Illinois Univ., De Kalb.

Spons Agency—Illinois State Board of Vocational Education and Rehabilitation, Springfield. Div. of Vocational and Technical Education.

Pub Date Jun 75

Note—93p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—Administrator Education, Career Education, Educational Legislation, Federal Aid, Federal Legislation, \*Followup Studies, Inservice Education, Internship Programs, Leadership Training, \*Participant Satisfaction, Preservice Education, \*Professional Continuing Education, Question Answer Interviews, Questionnaires, Staff Improvement, \*State Programs, Tables (Data), Teacher Education, \*Vocational Education, Workshops

Identifiers—Education Professions Development Act (553), \*Illinois



Fifteen Illinois Education Professions Development Act (553) funded projects, mainly directed toward professional development in vocational-career education, provided the basis for the follow-up study. The projects, which varied in scope, activity, and duration were: More Effective Staff Utilization, In-Service Education for Teachers of Disadvantaged Youth, Pre-Service Training in Environmental Occupations, Workshop on Career Education for Elementary School Principals, Health Occupations Teacher Education Program, Occupational Education Administration Training, In-Service Work Experience Internship Program for Occupational Education Teachers, Data Processing Institute for Teachers, Writing Measurable Objectives for Vocational Education, Pre-Service Training in Environmental Maintenance, VOTEC X349: A Correspondence Course in Leadership Development in Vocational Education, Teacher Education in Vocational and Technical Education, Vocational Education Institute: Leadership Development, Pre-Service Administration by Competency, and Internship for Leadership in Occupational Education. Interview results with 20 project personnel and 98 participants are presented as generalized responses to interview questions. Data from 301 questionnaires (60 percent return) are reported compositely, as well as individually for 13 projects. Both interview and questionnaire data indicated important positive changes in participants' professional performance and high achievement of intended project objectives. The 36-page appendix contains copies of the questionnaire, interview guides, and additional tabulated data. (EA)

**ED 114 667** CE 005 549

*Treat, Kathryn And Others*

**Competencies Needed by 4-H Volunteers for the Use of Incentives. Incentives in 4-H Monograph Series.**

North Carolina State Univ., Raleigh. Dept. of Adult and Community Coll. Education. Spons Agency—Extension Service (DOA), Washington, D.C.

Pub Date [75]

Note—10p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**Leadership Qualities, Leadership Training, \*Motivation, \*Performance Specifications, Volunteer Training, \*Youth, \*Youth Clubs, \*Youth Leaders

**Identifiers—**\*4 H Clubs

The central concern of the study was to formulate a statement of competencies that would aid a volunteer 4-H leader in his/her effectiveness in the use of incentives when working with youth. Tentative competencies were categorized in the areas of (1) assessing and evaluating member behavior; (2) communicating and interacting; (3) developing personal skills; (4) developing member self-concept; and (5) planning, conducting, and evaluating educational activities. Learning modules will be prepared from these competency statements for volunteers. (Author/EA)

**ED 114 668** CE 005 550

*Miller, Harry G. Holden, John B.*

**Career Improvement and Satisfaction: Initiating a Positive Self-Perspective.**

Southern Illinois Univ., Carbondale.

Note—28p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**Adult Basic Education, \*Adult Education, Adult Students, Career Planning, Case Studies, \*Job Satisfaction, Learning Activities, \*Self Concept, Small Group Instruction, \*Study Guides, \*Vocational Development, Work Attitudes, Worksheets

The self-instructional program of learning activities is designed for classroom use with both employed and job-seeking adult basic and general adult education students. Overall objectives include (1) reviewing and developing work incentives for an occupation as described in a work history, (2) considering the relationship between job satisfaction and job productivity, (3) examining factors which contribute to developing and maintaining a positive self-perspective towards work and self, and (4) establishing a self-improvement career plan. An indepth case history of an individual work life is initially introduced and followed up with various related learning activities in which participants work individually, with other individuals, and within small and large groups. The series of self-analysis checklists and worksheets focus on job satisfaction, job productivity, work attitudes, positive self-attitude, and job objectives/career goals. (EA)

**ED 114 669**

*Cannell, R. L.*

**Continuing Education in Canadian Universities.**

Pub Date 74

Note—60p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**\*Adult Education, Adult Education Programs, Adult Educators, \*Comparative Analysis, \*Continuing Education Centers, Educational Administration, Educational Finance, \*Educational Methods, Evening Classes, Foreign Countries, Professional Continuing Education, Teacher Education, Trimester Schedules, Universities, \*University Extension

**Identifiers—**Canada, England

Different aspects of the development of continuing education in Canadian universities and institutions were studied by the British author through visits to Vancouver, Toronto, Montreal, Winnipeg, Saskatoon, Calgary, and Banff. Short visits were also made to Massachusetts, Washington, Oregon, and California. Comparisons between Canadian and British approaches to continuing professional education were made on the basis of the visits regarding: their activities and development; the organization of the professional staff and activities in the centers for continuing education; university activities in the professional areas of engineering and management; the training of adult educators; and the financing of continuing education activities. Opportunities for part-time degree study in Canada and the United States through the extended day and trimester systems offer new ideas for continuing education in British universities. Appended materials (30 pages) contain the author's notes on the continuing education activities at the universities visited in Canada and in the United States on an individual basis. (EC)

**ED 114 670** CE 005 552

**California Manpower Management Information System Project (CMMISP); Long-Range Phase: Work Plan: Fiscal Years 1975/1976/1977.**

California Joint Occupational Preparation Task Force, Sacramento.

Pub Date Jun 75

Note—172p.

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors—**\*Educational Programs, Information Dissemination, Information Needs, Information Services, \*Information Systems, \*Manpower Needs, \*Occupational Information, Program Budgeting, Program Content, \*Systems Development

**Identifiers—**\*California Manpower Management Information System, CMMISP

The California Manpower Management Information System Project (CMMISP) is charged with the task of developing and implementing procedures for gathering and disseminating information to be used for comprehensive educational planning, manpower planning, and career counseling and guidance of students and individuals. Four factors essential to the successful completion of the project are the legislative mandate, endorsement from the governor, California Joint Occupational Preparation Task Force/MMISP administration, and MMISP information dissemination and implementation testing. A work plan summary and an operating budget summary present detailed descriptions of individual tasks and activities for 1974-75, 1975-76, and 1976-77, together with reports on the current (and expected) status and sources of funding for each task. The system consists of three components and their elements: (1) manpower demand component, (2) manpower supply component, and (3) socioeconomic factors component. Individual workplans for the three components are divided according to their task number and title. They are presented under the following topics: task administration, introduction, task objectives, activities to accomplish objectives, and status and source of funding. Nearly one-half of the document contains appended materials related to the project's drafting, proposal, legislation, and detail budget. (Author/EC)

**ED 114 671** CE 005 566

*Alvir, Howard P.*

**Some Researchable Problems Together with Design Considerations, Sample Developmental Planning, Proposal Preparation Ideas, and Typical Project Management Considerations.**

Pub Date Nov 75

Note—25p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

CE 005 551

**Descriptors—**\*Educational Research, \*Guidelines, Research Criteria, \*Research Design, \*Research Methodology, \*Research Opportunities

The author makes suggestions for two types of educational research and offers guidelines for carrying out and writing up the research. His first suggestion is a topic for research: the development of an authoritative definition for three terms: (1) regionally identified demand for workers, (2) articulation between secondary curriculums and related curriculums at postsecondary institutions, and (3) influence of sex stereotyping in student selection of occupational programs. After statements of the purpose, the problem, and the need, the author lists the research questions, describes suggested methodology, and makes design and staffing suggestions. Anticipated time frames are given. The second research suggestion is an innovative format for the presentation of survey results, one which includes a self-evaluation rating and interpretive data. The nature of the instrument and data are explained, and a self-evaluation instrument ready for duplication and a self-rating key are provided. A sample comparative rating scale illustrates a reporting format. A criterion is outlined. (AJ)

**ED 114 672** CE 005 567

*Orlich, Donald C. Rust, Gary A.*

**Supply and Demand for Vocational Agriculture Teachers in Washington State, 1975 and 1976.**

Washington State Univ., Pullman. Coll. of Education.

Pub Date Aug 75

Note—56p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**Enrollment Trends, \*Faculty Mobility, Program Development, Questionnaires, \*State Surveys, Tables (Data), Teacher Attitudes, Teacher Persistence, \*Teacher Supply and Demand, \*Vocational Agriculture, \*Vocational Agriculture Teachers

**Identifiers—**\*Washington

The study's purpose was to determine the supply and demand for vocational agriculture (Vo-Ag) teachers in Washington State for 1975-76. Primary source data were collected from the files of the State superintendent; institutional information was obtained from Vo-Ag teacher program directors of five regional State universities; and a questionnaire was mailed to all Washington secondary schools, with a 97 percent return rate. Among the 11 general findings were these: class sizes, enrollments, and offerings in Vo-Ag have increased in the 1970's, as has the number of high schools offering Vo-Ag courses; Vo-Ag teachers generally perceive their teaching loads to be heavier than those of other teachers; Vo-Ag teachers are generally younger than their cohorts. One of three reasons cited by high schools without Vo-Ag programs was the unavailability of certified Vo-Ag teachers. Enrollments of the five teacher preparatory universities appear to be in a steady-state, except for Utah. The demand seems to exceed the supply for 1976 by a range of from 3 to 18 teachers. Other findings related to teacher mobility and loss. It is concluded that factors affecting supply and demand for Vo-Ag teachers be studied further. An agricultural education checklist and the survey instrument are appended. (Author/AJ)

**ED 114 673** CE 005 568

**Career Information Service.**

Greater Lowell Vocational-Technical School District, Tyngsboro, Mass.; Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Note—124p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors—**Career Opportunities, \*Indexes (Locators), \*Information Systems, Instructional Aids, \*Microfilm, \*Occupational Information, Program Descriptions, \*Secondary Schools, State Programs, Vocational Counseling

**Identifiers—**\*Career Information Service, CIS

The document is an index to the Career Information Service (CIS), a cooperative program between the Greater Lowell Regional School District and the Massachusetts Division of Occupational Education. The program utilizes the microfilm aperture card technology for disseminating occupational information in a school setting; its objectives are to provide localized, up-to-date occupational information for secondary students across an entire State, to provide school counselors with current occupational information

with which to work, and to provide educators with a teaching aid that will assist them in relating school programs and subject matter content to the world of work. The system consists of a set of 644 microfilm aperture cards which carry occupational briefs; one four-page brief is contained on each card. A microfilm reader is located in each participating school for users of the system. The index lists and describes, in one or two sentences written at a sixth-grade reading level, the 644 careers whose briefs are available in the system. The index is preceded by a listing of the CIS career titles without annotation. Both lists give Dictionary of Occupational Titles (D.O.T.) numbers and Office of Education (O.E.) numbers. (Author/AJ)

**ED 114 674** CE 005 756

*Mezirow, Jack*

**Evaluating Statewide Programs of Adult Basic Education: A Design With Instrumentation.**  
Columbia Univ., New York, N.Y. Center for Adult Education.

Pub Date 75

Note—152p.

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors—**\*Adult Basic Education, \*Adult Education Programs, Adult Students, Educational Objectives, \*Evaluation Methods, Inservice Teacher Education, Instruction, Interagency Cooperation, Personnel, Program Evaluation, \*Questionnaires, Recruitment, State Programs

**Identifiers—**Iowa, \*Perspectives Discrepancy Assessment

Designed to assist evaluators of statewide programs for Adult Basic Education (ABE), the document presents a perspectives discrepancy assessment approach. The evaluation design and instrumentation presented were used to evaluate ABE programs in Iowa, and this effort is described, together with suggestions for adapting the Iowa design to fit other Statewide programs. Six major areas of decision making are identified, with specifics showing how to analyze questionnaire data in terms of expectations and current practice: (1) goal setting, (2) instruction, (3) recruitment of students, (4) staffing, (5) in-service education for staff development, and (6) collaboration. An extended analysis examines students and staff. The instruments used in Iowa are included: evaluation committee and ABE coordinator questionnaires, covering the six major areas of decision making; teacher questionnaire, form A involving intended practice, form B involving current practice; student questionnaire, seeking student opinions about their classes; adult education director questionnaire; learning center coordinator questionnaire; Department of Public Instruction questionnaire; and co-sponsor questionnaire, involving the organization with which the ABE program co-sponsors classes. The evaluation methodology is flexible, and suggestions are made for revision of instruments and the limitation to one or more of the six areas of decision making. (LH)

**ED 114 675** CE 005 757

**Career Education, Grade 6.**

Syracuse City School District, N.Y.

Report No—VT-102-201

Note—26p.; For related document, see CE 005 758

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**\*Career Education, \*Employment, Employment Interviews, \*Grade 6, Job Application, Labor, Labor Unions, Post Testing, Pretesting, \*Vocational Development, \*Worksheets

Part of the Syracuse (New York) city school district's guided occupational orientation program, the student workbook consists of information and question sheets suitable for grade 6 career education studies on topics in the labor field, including labor laws, wages, and unions; job applications and interviews; on-the-job training; and social security. (MF)

**ED 114 676** CE 005 758

**Career Education, Grade 6. Teacher's Manual.**

Pre-Post Test Answer Key.

Syracuse City School District, N.Y.

Report No—VT-102-202

Note—65p.; For related document, see CE 005 757

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**Answer Keys, \*Career Education, \*Grade 6, Occupational Clusters, \*Occupational Information, Post Testing, Pretesting, Program Planning, \*Teaching Guides, Teaching Procedures, \*Tests

Part of the Syracuse (New York) city school district's guided occupational orientation program, the document consists of a teacher's manual and a pre-post test answer key. The teacher's manual contains forms, data, and procedures for the teacher's use in instructing grade 6 pupils in individualized career studies in various occupations. Each occupational cluster presented includes a teaching guide and suggestions for teaching and implementing the material. The concluding section contains 21 pages of occupational pre-post tests with answer keys. (MF)

**ED 114 677** 95 CE 005 759

*McCormick, Jim And Others*

**Careers: Units of Study, High School Level.**

South-Western City School District, Grove City, Ohio.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No—VT-102-205

Bureau No—V357016

Pub Date 73

Contract—OEC-0-73-6370

Note—62p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**Behavioral Objectives, \*Career Education, \*Cognitive Development, \*Curriculum Guides, Grade 9, Grade 10, Integrated Curriculum, Language Arts, \*Learning Activities, Mathematics, Post Testing, Pretesting, Science Units, \*Secondary Education, Social Studies Units, Unit Plan, Units of Study (Subject Fields)

The curriculum guide contains units of study about careers appropriate for high school level students in grades 9 and 10. The units focus on the four areas of mathematics, science, social studies, and language arts. The document contains a discussion of fundamental cognitive skills and a rationale for each. The format for presenting each goal of the individual units consists of six columns headed: objectives, suggested implementation activities, thinking skill process, curriculum relationship, psychomotor relationship, and affective relationship. Pretests and post tests are provided for each unit. (LJ)

**ED 114 678** 95 CE 005 760

*Allig, Duane And Others*

**Job Opportunities and Youth. [Vol. 1].**

Parkrose Public Schools, Portland, Ore.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No—VT-102-206

Bureau No—V357016

Pub Date 72

Contract—OEC-0-73-6370

Note—136p.; For related document, see CE 005 761

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors—**Career Education, \*Career Exploration, Curriculum Guides, Demonstration Projects, Developmental Programs, \*Employment Opportunities, \*Grade 9, Instructional Materials, Integrated Curriculum, \*Job Application, Records (Forms), Secondary Education, Social Studies, Vocational Education, \*Youth Opportunities

**Identifiers—**Oregon (Portland)

The document presents curriculum materials for integrating career exploration activities into grade 9 social studies units. The plan and calendar for implementing career exploration activities in the Parkrose (Oregon) public schools are presented first. Materials for the 11-week program are then presented by week. Some of the topics include how to prepare for an interview and how to look for a job. Also included in this document are the project proposal and evaluation information for the exemplary project. (LJ)

**ED 114 679** 95 CE 005 761

*Allig, Duane And Others*

**Job Opportunities and Youth. [Vol. 2].**

Parkrose Public Schools, Portland, Ore.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No—VT-102-207

Bureau No—V357016

Pub Date 72

Contract—OEC-0-73-6370

Note—171p.; For related document, see CE 005 760

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors—**Career Education, \*Career Exploration, Demonstration Projects, Developmental Programs, Economic Education, \*Employment Opportunities, Employment Trends, \*Grade 9, \*Instructional Materials, Integrated Curriculum, Labor Market, Secondary Education, Social Studies, Vocational Education, \*Youth Opportunities

**Identifiers—**Oregon (Portland)

The document presents student materials which were developed to be used to integrate career exploration into the social studies curriculum in the Parkrose (Oregon) school system. Topics of the units are: world of work, world of economics, occupations and employment trends, technology and change, the job, manpower market, the student, nature of work, skills and the economic value of education, and decision making and planning. Each lesson includes discussion questions and concludes with a lesson summary. (LJ)

**ED 114 680** CE 005 762

*Cox, William W.*

**Project EVA: Early Vocational Awareness.**

Highline Public Schools, Seattle, Wash.

Spons Agency—Washington State Board for Vocational Education, Olympia. Vocational Research Div.

Report No—VT-102-211

Pub Date 73

Note—142p.; Pages 139 and 140 will not reproduce in microfiche

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors—**\*Career Awareness, \*Educational Resources, \*Elementary Education, Elementary School Curriculum, \*Instructional Materials, Learning Activities, Occupational Clusters, \*Program Descriptions, Program Evaluation

**Identifiers—**Washington (Seattle)

Three elementary schools in districts of the Seattle, Washington area were the target of project EVA (Early Vocational Awareness) which developed career awareness resource materials. The document consists of two major components: sample instructional materials (40 pages) and information about the project (60 pages). The 14 multi-use resource packages designed for instructional use include two for each grade (K-6) and contain physical activities and supporting media. Each package emphasizes a cluster of occupations and contains objectives, activities, materials such as field trip site suggestions, available resource speakers, a teacher's guide, and testing materials. Guidelines used in development included emphasis on a greater number of occupations, additional occupations for girls, methods for finding and grouping occupational information, emphasis on ability and training, realistic job descriptions, relation of classroom skills to future jobs, use of a variety of media including "hands-on" experiences, and integration of material within existing curriculum. The appended final report includes teacher and student evaluations and student growth data. (Author/KJ)

**ED 114 681** CE 005 763

*Steingress, Frederick M. And Others*

**Stationary Engineering, Environmental Control, Refrigeration. Science I—Teachers Guide.**

Bergen County Vocational-Technical High School, Hackensack, N.J.; Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Report No—VT-102-212

Note—133p.; For related student manual, see CE 005 764

Available from—Vocational-Technical Curriculum Laboratory, Rutgers, The State University, Building 4103, Kilmer Campus, New Brunswick, New Jersey 08903 (\$2.00)

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors—**\*Operating Engineering, Post Secondary Education, \*Refrigeration Mechanics, Science Curriculum, Secondary Education, \*Teaching Guides, Teaching Procedures, \*Technical Occupations, \*Trade and Industrial Education

The document presents lessons for teaching about occupations related to environmental control, stationary engineering, and refrigeration. In-

tended for use with the assignments in the related science manual for students, each unit provides the teacher with objectives, a list of aids needed, procedures, a summary, and testing questions. There are 18 available units from which to choose and each lesson involves concrete trade experience where science is applied. Unit titles are: safety and housekeeping, applied physics, basic hand tools, heating systems, stationary engineering and heating equipment, boiler room systems, combustion, combustion equipment, refrigeration, refrigeration equipment, cooling towers and points, ventilating systems and accessories, air conditioning, basic electricity, instruments, operation, and service and maintenance. (LJ)

**ED 114 682** CE 005 764

*Steingress, Frederick M. And Others*  
**Stationary Engineering, Environmental Control, Refrigeration. Science Manual I.**

Bergen County Vocational-Technical High School, Hackensack, N.J.; Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Report No—VT-102-213

Pub Date Apr 75

Note—333p.; For related teacher's guide, see CE 005 763

Available from—Vocational-Technical Curriculum Laboratory, Rutgers, The State University, Building 4103, Kilmer Campus, New Brunswick, New Jersey 08903 (\$3.00)

**EDRS Price MF-\$0.76 HC-\$17.13 Plus Postage**

**Descriptors**—Instructional Materials, Manuals, \*Operating Engineering, Post Secondary Education, \*Refrigeration Mechanics, Science Curriculum, Secondary Education, \*Study Guides, \*Technical Occupations, Textbook Assignments, \*Trade and Industrial Education

The student materials present lessons about occupations related to environmental control, stationary engineering, and refrigeration. Included are 18 units organized by objective, information, reference, procedure, and assignment. Each lesson involves concrete trade experience where science is applied. Unit titles are: safety and housekeeping, applied physics, basic hand tools, heating systems, stationary engineering and heating equipment, boiler room systems, combustion, combustion equipment, refrigeration, refrigeration equipment, cooling towers and ponds, ventilating systems and accessories, air conditioning, basic electricity, instruments, operation, and service and maintenance. (LJ)

**ED 114 683** CE 005 765

*Schetting, Jack*

**Practical Real Estate for the High School Student.**

New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Report No—VT-102-214

Pub Date Jun 75

Note—89p.

Available from—Vocational-Technical Curriculum Laboratory, Rutgers, The State University, Building 4103, Kilmer Campus, New Brunswick, New Jersey 08903 (No price given)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—Budgeting, \*Consumer Education, \*Curriculum Guides, High School Students, \*Housing, Landlords, Learning Activities, Purchasing, \*Real Estate, \*Secondary Education, Transparencies

Designed for use in a half-year program or minicourse, the material presented in the curriculum guide is intended to give students specific information pertaining to shelter or real estate and to give students the opportunity to gather information on shelter-related careers. The guide is organized by content and related activities and provides information in the areas of budgeting, renting, and house buying. Appended are transparency masters which relate to the content. (LJ)

**ED 114 684** 95 CE 005 766

*Fleishman, Kay M.*

**Design for a One-Semester Curriculum for Exploratory Business. Final Report.**

Portsmouth City School Board, Va.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No—VT-102-218

Pub Date Jun 75

Note—41p.; For related simulations, see CE 005 767-769

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Business Education, Career Education, \*Career Exploration, Course Content, Course Objectives, \*Curriculum Guides, \*Junior High Schools, Teaching Procedures

The final report consists of four parts: (1) a report of the project to design an exploratory business course, (2) a course outline for that course, (3) a list of objectives and teaching suggestions, and (4) a bibliography and list of resources. The intent of the project was to design a curriculum for a one-semester course at the junior high school level which would allow students to discover how businesses operate and to explore opportunities for a career in business. A student data sheet, career survey form, a brief bibliography, and a list of additional resources conclude the document. Along with the curriculum guide, simulations were developed for the jobs of clerk-typist, retail sales clerk, and cashier/accounts receivable clerk. The simulations are not included in the document. (LJ)

**ED 114 685** 95 CE 005 767

**Cashier/Accounts Receivable Clerk Exploration.**

Portsmouth City School Board, Va.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No—VT-102-215

Pub Date Jun 75

Note—39p.; For related curriculum guide and simulations, see CE 005 766 and CE 005 768-769

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Career Education, \*Career Exploration, \*Clerical Occupations, Credit (Finance), \*Distributive Education, Instructional Materials, Job Training, \*Junior High Schools, Records (Forms), Retailing, \*Simulation Identifiers—\*Accounts Receivable Clerk, Cashier

The student materials present exercises designed to simulate the job performed by a cashier/accounts receivable clerk. The content of the course covers job instructions, writing receipts, proving cash, customer accounts, preparing statements, and schedule of accounts receivable. Also included in the document are a pretest and post test for the unit and a glossary. (LJ)

**ED 114 686** 95 CE 005 768

**Retail Sales Clerk Exploration.**

Portsmouth City School Board, Va.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No—VT-102-216

Pub Date Jun 75

Note—37p.; For related curriculum guide and simulations, see CE 005 766-767 and CE 005 769

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Career Education, \*Career Exploration, \*Distributive Education, Instructional Materials, Job Training, Junior High Schools, Records (Forms), \*Retailing, \*Sales Occupations, Sales Workers, \*Simulation

The student materials present exercises designed to simulate the job performed by a retail sales clerk. The content of the course covers job instructions, stock record cards, reordering goods, sales slips, and coding prices. Also included in the document are a pretest and post test for the unit and a glossary. (LJ)

**ED 114 687** 95 CE 005 769

**Clerk-Typist Exploration.**

Portsmouth City School Board, Va.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No—VT-102-217

Pub Date Jun 75

Note—34p.; For related curriculum guide and simulations, see CE 005 766-768

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Career Education, \*Career Exploration, \*Clerical Occupations, Distributive Education, Instructional Materials, Job Training, \*Junior High Schools, Records (Forms), Retailing, \*Simulation, \*Typists

The student materials present exercises designed to simulate the job performed by a clerk-typist. The content of the course covers job instructions, form letters, a rough draft business report, invoices, purchase requisition, purchase order, telephone conversation, and rating scale—

telephone personality. Also included in the document are a pretest and post test for the unit and a glossary. (LJ)

**ED 114 688** CE 005 770

*Harrison, R. W. And Others*

**Supervised Occupational Experience Record Forms for Ornamental Horticulture. (Revised Master Set. 1974.)**

Pennsylvania State Univ., University Park. Dept. of Agricultural Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational Technical, and Continuing Education.

Report No—VT-102-230

Pub Date 74

Note—358p.

**EDRS Price MF-\$0.76 HC-\$18.40 Plus Postage**

**Descriptors**—\*Cost Effectiveness, Efficiency Floriculture, Greenhouses, Landscaping, Nurseries (Horticulture), \*Ornamental Horticulture Recordkeeping, Records (Forms), \*Secondary Education, Turf Management, Vocational Agriculture, \*Work Experience, \*Worksheets

The worksheets have been developed for use with any production occupational or work experience record book for high school vocational agriculture programs. Separate units have been developed for each of 11 areas in ornamental horticulture, so the student and teacher can select the appropriate one, or several, for the experiences planned by the student. The areas are flower shop employee; greenhouse crops; landscape maintenance and establishment; nursery production; field grown crops; field grown trees; field grown shrubs; container grown plants; and turfgrass maintenance, establishment, and production. Within each area, the five following record sheets are provided: approved practices goals, efficiency factors, cost accounting or employment achievement, and analysis. (Author/KJ)

**ED 114 689** CE 005 771

*Anmuth, Ellis*

**How to Succeed in a School Business by Really Trying: A Guide to the Set-Up and Operation of a School Business.**

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Report No—PUB-0015; VT-102-239

Pub Date Jul 75

Note—44p.

Available from—Vocational-Technical Curriculum Laboratory, Rutgers, The State University, Building 4103, Kilmer Campus, New Brunswick, New Jersey 08903 (\$1.50)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Business Education, Career Education, \*Elementary Education, \*Merchandising \*Recordkeeping, Records (Forms), \*Retailing Teaching Guides, \*Vocational Development Work Experience

**Identifiers**—\*School Stores

Procedures for setup and operation of a school or class business are provided for the teacher in the basic guide. Steps for planning, running, and closing out a business are presented. The guide is designed for the elementary level, but each step is adaptable for use at any level from primary grades through high school. Many options are included, so that all steps and processes may be adjusted to suit individual needs and goals. Appended are decisionmaking and occupational areas, possible objectives, activities, forms, and charts. (Author/MF)

**ED 114 690** 95 CE 005 772

**Physical Education for Tomorrow.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—VT-102-240

Pub Date 74

Note—23p.; For related documents, see CE 005 773-800

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. C17 \$8.00)

**Document Not Available from EDRS**

**Descriptors**—Art Education, \*Career Awareness Career Education, \*Early Childhood Education, Grade 1, Grade 2, Integrated Curriculum Kindergarten, Learning Activities, \*Motor

Development, \*Physical Education, Preschool Education, Primary Education, Resource Materials, Self Concept, \*Teaching Guides, Teaching Procedures

The learning experiences in the teacher's guide are built on the concept of movement exploration. Self-awareness is realized as students discover potentials for performing basic motor skills and explore creative movement. Intended for use at the preschool and primary levels, the guide suggests and describes ways for the teacher to introduce and develop large and small muscle skills and later relate their use to career information. The career awareness theme is threaded throughout the learning experiences in the form of pantomiming certain occupational roles, pretending or role playing, and games. Involvement in the production of a circus provides practical application of concepts and skills, and opportunities for career awareness. Primary emphasis is on physical education, but teachers may find some of the activities useful in the areas of music, art, and social studies. Each set of learning experiences contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and suggestions for evaluation-summary activities. Poster sets and resource sheets accompany many of the learning activities. (Author/KJ)

**ED 114 691** 95 CE 005 773  
**Just Me.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—VT-102-241

Pub Date 74

Note—106p.; For related documents, see CE 005 772-800

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. C09, \$6.50)

#### Document Not Available from EDRS

Descriptors—\*Career Awareness, Career Education, \*Grade 1, Individual Development, Integrated Curriculum, Interpersonal Relationship, \*Language Arts, Learning Activities, Resource Materials, \*Self Concept, \*Teaching Guides, Teaching Procedures

That being a self involves being different is the unique focus of the teacher's guide. The learning experiences, developed for use at the grade 1 level, are designed to make each student aware of himself through a variety of activities that point out what is uniquely his: his physical makeup, his family, his friends, his interests, and his school. Using the familiar environment of the school, students assess capability of self in relationship to a variety of assigned classroom tasks and tools. An effort is made to show that a very real and important relationship exists between what a student learns in school and what the student chooses for a career. The subject area for which the materials in the guide have potential is communication arts, i.e., English, speech, and language arts. Each set of learning experiences contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and suggestions for evaluation-summary activities. Posters, worksheets, and transparency masters accompany many of the learning activities. (Author/NJ)

**ED 114 692** 95 CE 005 774  
**Myself and Others at Home and School.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—VT-102-242

Pub Date 74

Note—155p.; For related documents, see CE 005 772-800

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. C11, \$8.00)

#### Document Not Available from EDRS

Descriptors—\*Career Awareness, Career Education, \*Family Relationship, Grade 1, Grade 2, Grade 3, Integrated Curriculum, Interpersonal Relationship, Language Arts, Learning Activities, \*Primary Education, Resource Materials, \*Self Concept, Social Studies, \*Teaching Guides, Teaching Procedures

Within the context of family and school, students in primary grades are encouraged to deal with an expanded idea of self. The learning experiences in the teacher's guide are designed to help this self become aware of its involvement in an institution called family, and of many different roles played by family members to achieve a variety of goals. Interdependency and responsibility are explored. These basic concepts are then applied to another familiar institution—the school. The concept of occupational roles is carefully developed. The topics covered include: family structure and activities performed at the home, interrelationships of family functions, interdependency and responsibility in the family, role performance in the home, family members and their jobs, living in a school, children in a school, school functions and occupational roles, and interdependency and responsibility in the school. Subject areas for which the materials in the guide have potential are social studies and language arts. Each set of learning experiences contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and suggestions for evaluation-summary activities. Worksheets and other resource materials accompany many of the learning activities. (Author/KJ)

**ED 114 693** 95 CE 005 775  
**Communication and You.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—VT-102-243

Pub Date 75

Note—100p.; For related documents, see CE 005 772-800

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. C29, \$7.00)

#### Document Not Available from EDRS

Descriptors—Attitudes, \*Career Education, \*Communication (Thought Transfer), Communication Skills, \*Grade 7, Integrated Curriculum, \*Interpersonal Relationship, Language Arts, Learning Activities, Resource Materials, Self Concept, Social Adjustment, \*Teaching Guides, Teaching Procedures

Helping students to recognize and understand their own attitudes and the attitudes and feelings of others, with special emphasis on how those feelings are communicated and dealt with is the purpose of the teacher's guide. Grade 7 students, in decoding each other's messages and discussing attitudes and feelings, discover the complexities of communication. They practice communication skills in role-playing situations and develop adjustment skills needed when interpersonal differences must be resolved. Some of the topics covered include communication symbols, language, the communication process, attitudes, adjustment skills, and identifying interrelationships. The subject area for which the materials in the guide have potential is language. Each set of learning experiences contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and suggestions for evaluation-summary activities. Resource materials such as posters, worksheets, transparency masters, and games accompany many of the learning activities. (Author/NJ)

**ED 114 694** 95 CE 005 776  
**Understanding Self.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—VT-102-244

Pub Date 74

Note—77p.; For related documents, see CE 005 772-800

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. C15, \$5.50)

#### Document Not Available from EDRS

Descriptors—Career Education, \*Career Exploration, Communication (Thought Transfer), Decision Making, \*Grade 9, Group Guidance, Integrated Curriculum, Learning Activities, Resource Materials, Secondary Education, \*Self Concept, \*Self Evaluation, \*Teaching Guides, Teaching Procedures

The learning experiences in the teacher's guide focus on helping students at the ninth grade level develop understanding of themselves as individuals and recognition that others may not perceive them as they see themselves. The materials are best utilized in a group guidance setting. Each student is encouraged to look at himself, to examine his feelings realistically and explore his self-image, and then to try to look at others in the same manner. These concepts are then related to occupational exploration and tentative occupational decisions. The learning experiences give students the opportunity to focus on individual goals and values and then tie together all that they have discovered to form the fullest possible picture of themselves. Career education elements emphasized in the guide are self-awareness, career awareness, and decision making. Each set of learning experiences contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and suggestions for evaluation-summary activities. Resource materials include worksheets, evaluation sheets, and transparency masters. (Author/NJ)

**ED 114 695** 95 CE 005 777  
**Your Personality, Your Health, Your Job.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—VT-102-245

Pub Date 74

Note—100p.; For related documents, see CE 005 772-800

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. C30, \$7.50)

#### Document Not Available from EDRS

Descriptors—\*Career Education, \*Health, Hygiene, Individual Characteristics, Integrated Curriculum, Interpersonal Competence, Job Satisfaction, Learning Activities, Nonverbal Communication, Nutrition, \*Personality, Physical Fitness, Resource Materials, \*Secondary Education, Self Concept, \*Teaching Guides, Teaching Procedures

The learning experiences in the teacher's guide are aimed at helping secondary school students develop an awareness of and an appreciation for their individuality, needs, and jobs. They examine their interaction with others, the role of nonverbal behavior, influences on the personality, personal hygiene standards, nutrition, and physical fitness in that interaction. These concerns are additionally examined in terms of their implications for fulfillment of life roles. Finally the students consider self-satisfaction and work satisfaction—the degree to which they are independent and function as goals in life, and the ways in which they are related to rights and responsibilities of workers. Each set of learning experiences contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and suggestions for evaluation-summary activities. Activity-coordinated transparency masters, worksheets, and other resource materials are included. (Author/NJ)

**ED 114 696** 95 CE 005 778  
**Self-Appraisal for Decision Making and Career Planning.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—VT-102-246

Pub Date 74

Note—79p.; For related documents, see CE 005 772-800

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. C23, \$5.50)

#### Document Not Available from EDRS

Descriptors—Career Education, \*Career Planning, \*Decision Making, \*Grade 10, Integrated Curriculum, Job Application, Learning Activities, Personal Values, Resource Materials, Secondary Education, Self Concept, \*Self Evaluation, Senior High Schools, \*Teaching Guides, Teaching Procedures

The learning experiences in the teacher's guide are intended to lead the tenth grade student to self-awareness, particularly in relation to the stu-

dent's interests, attitudes, achievements, and values. However, this guide also is applicable to all senior high school students. Each student has the opportunity to explore processes of planning and prerequisites for career decisions. Subject areas for which the materials in this guide have potential are English, language arts, social studies, and communications. Some of the topics covered include: personal interests and achievements; personal and societal values; understanding success; exploring the decision making process; values, needs, and lifestyles; and job applications and interviews. Each set of learning experiences contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and suggestions for evaluation-summary activities. Activity-coordinated worksheets are included. (Author/NJ)

**ED 114 697** 95 CE 005 779  
**Economic and Career Awareness: Level A.**  
 Ohio State Univ., Columbus. Center for Vocational and Technical Education.  
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
 Report No—VT-102-247  
 Pub Date 74  
 Note—105p.; For related documents, see CE 005 772-800

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. C01, \$6.50)

#### Document Not Available from EDRS

**Descriptors—**\*Career Awareness, Career Education, Consumer Education, \*Economic Education, Family Life, Grade 1, Grade 2, Grade 3, Grade 4, Integrated Curriculum, Learning Activities, Mathematics, \*Money Management, Primary Education, Resource Materials, Social Studies, \*Teaching Guides, Teaching Procedures

The teacher's guide is the first in a series of three developed for primary and early intermediate levels. The learning experiences focus on helping students to develop an understanding of the family as an economic unit, to acquire elementary classification skills, to appreciate the priority families must place on satisfying basic economic needs, and to recognize that there are similarities and differences among the needs and wants of various families. Students are given opportunities to begin to attain self-sufficiency as consumers by learning to read price tags, count money, and make change. Subject areas for which the materials in this guide have potential are social studies and math. Each set of learning experiences contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and suggestions for evaluation-summary activities. Activity-coordinated resource materials include transparency masters, evaluation materials, and worksheets. (Author/NJ)

**ED 114 698** 95 CE 005 780  
**Economic and Career Awareness: Level B.**  
 Ohio State Univ., Columbus. Center for Vocational and Technical Education.  
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
 Report No—VT-102-248  
 Pub Date 74  
 Note—65p.; For related documents, see CE 005 772-800

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. C02, \$4.50)

#### Document Not Available from EDRS

**Descriptors—**Banking, Budgeting, \*Career Awareness, Career Education, \*Consumer Education, \*Economic Education, Family Structure, Grade 1, Grade 2, Grade 3, Grade 4, Integrated Curriculum, Learning Activities, Mathematics, Money Management, \*Primary Education, Resource Materials, Social Studies, \*Teaching Guides, Teaching Procedures

The teacher's guide is the second of three developed for primary and early intermediate levels. The learning experiences focus on helping the student to develop an understanding of the family as an economic unit and of money as a medium of exchange that facilitates trade; to identify ways of earning, saving, and spending money; to recognize the roles of banking and bank workers in our society; to appreciate the priority families must place on satisfying basic

economic needs; and to discover ways family members can minimize their own and others' expenses. The career education elements emphasized in the guide are general economic and career awareness, economic attitudes and appreciations, beginning economic and decision-making skills, and educational awareness. Subject areas for which the materials in the guide have potential are social studies and mathematics. Each set of learning experiences contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and suggestions for evaluation-summary activities. Activity-coordinated resource materials include worksheets and evaluation materials. (Author/NJ)

**ED 114 699** 95 CE 005 781  
**Economic and Career Awareness: Level C.**  
 Ohio State Univ., Columbus. Center for Vocational and Technical Education.  
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
 Report No—VT-102-249  
 Pub Date 74  
 Note—67p.; For related documents, see CE 005 772-800

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. C03, \$5.00)

#### Document Not Available from EDRS

**Descriptors—**Banking, Budgeting, \*Career Awareness, Career Education, \*Consumer Education, \*Economic Education, Grade 1, Grade 2, Grade 3, Grade 4, Integrated Curriculum, Learning Activities, Mathematics, Planning, \*Primary Education, Resource Materials, Social Studies, \*Teaching Guides, Teaching Procedures

The teacher's guide is the third in a series of three developed for primary or early intermediate levels. It consists of learning experiences designed to build student familiarity with basic economic terms and concepts: consumer, producer, needs, wants, goods, services, short-range and long-range planning, fixed and variable expenses, and budgets. The material also acquaints students with the details of many services offered by banks, and introduces them to the uses of various money substitutes and to the existence of a variety of occupations and career fields. Subject areas for which the materials in the guide have potential are social studies and math. Each set of learning experiences contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and suggestions for evaluation-summary activities. Activity-coordinated resource materials include transparency masters and evaluation sheets. (Author/NJ)

**ED 114 700** 95 CE 005 782  
**Basic Measurement and Related Careers: Level A.**  
 Ohio State Univ., Columbus. Center for Vocational and Technical Education.  
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
 Report No—VT-102-250  
 Pub Date 74  
 Note—82p.; For related documents, see CE 005 772-800

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. C04, \$5.50)

#### Document Not Available from EDRS

**Descriptors—**\*Career Awareness, Career Education, Integrated Curriculum, \*Kindergarten, Learning Activities, \*Mathematics, \*Measurement, Primary Education, Resource Materials, \*Teaching Guides, Teaching Procedures

The teaching guide, first in a series of four, consists of learning experiences in mathematics for use at the kindergarten level. It focuses on the basic concepts of measurement and developing measurement skills in the early grades. It progresses to the concept of measurement by comparison and to developing basic volume measurement skills. Students examine the use of these skills in the work world. The topics include time, weight, money, length estimation, and length measurement. Each set of learning experiences contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and suggestions for evaluation-summary activities. Activity-coordinated resource materials include posters and worksheets. (Author/NJ)

**ED 114 701** 95 CE 005 783  
**Basic Measurement and Related Careers: Level B.**  
 Ohio State Univ., Columbus. Center for Vocational and Technical Education.  
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
 Report No—VT-102-251  
 Pub Date 74  
 Note—127p.; For related documents, see CE 005 772-800

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. C05, \$8.00)

#### Document Not Available from EDRS

**Descriptors—**\*Career Awareness, Career Education, \*Grade 1, Integrated Curriculum, Learning Activities, \*Mathematics, \*Measurement, Primary Education, Resource Materials, \*Teaching Guides, Teaching Procedures

The teaching guide, part of a series of four, consists of learning experiences for use at the grade 1 level in mathematics. It focuses on the basic concepts of measurement and developing measurement skills in the early grades. It progresses to the concept of measurement by comparison and to developing basic volume measurement skills. Students examine the use of these skills in the work world. The topics covered include measuring time, measuring weight, measuring money, measuring length, measuring liquid volume, and measuring temperature. Each set of learning experiences contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and suggestions for evaluation-summary activities. Activity-coordinated resource materials include posters, worksheets, and resource sheets. (Author/AJ)

**ED 114 702** 95 CE 005 784  
**Basic Measurement and Related Careers: Level C.**  
 Ohio State Univ., Columbus. Center for Vocational and Technical Education.  
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
 Report No—VT-102-252  
 Pub Date 74  
 Note—100p.; For related documents, see CE 005 772-800

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. C06, \$7.00)

#### Document Not Available from EDRS

**Descriptors—**\*Career Awareness, Career Education, Elementary Education, Grade 3, Grade 4, Integrated Curriculum, Learning Activities, \*Mathematics, \*Measurement, Measurement Instruments, Primary Education, Resource Materials, \*Teaching Guides, Teaching Procedures

The teaching guide, part of a series of four, consists of learning experiences for use at the levels of grades 3 and 4 in mathematics. It focuses on the basic concepts of measurement and developing measurement skills in the early grades. It progresses to the concept of measurement by comparison and to developing basic volume measurement skills. Students examine the use of these skills in the work world. The topics covered include: measuring tools and their relationship to work, using estimation in work situations, using length measurement in work situations, using area measurement in work situations, and applying measurement skills. Each set of learning experiences contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and suggestions for evaluation-summary activities. Activity-coordinated resource materials include transparency masters and work sheets. (Author/NJ)

**ED 114 703** 95 CE 005 785  
**Basic Measurement and Related Careers: Level D.**  
 Ohio State Univ., Columbus. Center for Vocational and Technical Education.  
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
 Report No—VT-102-253  
 Pub Date 74  
 Note—49p.; For related documents, see CE 005 772-800

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. C07, \$4.00)

#### Document Not Available from EDRS



**Descriptors**—\*Career Awareness, Career Education, Elementary Education, Grade 3, Grade 4, Integrated Curriculum, Learning Activities, \*Mathematics, \*Measurement, Primary Education, Resource Materials, \*Teaching Guides, Teaching Procedures

The teaching guide, part of a series of four, consists of learning experiences for use at the levels of grades 3 and 4 in mathematics. It is concerned with simple measurements of liquid and solid volumes. The intent is to help students develop basic volume measurement skills and learn how adults use similar skills at work. Each set of learning experiences contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and suggestions for evaluation-summary activities. Activity-coordinated resource materials include transparency masters and worksheets. (Author/NJ)

**ED 114 704** 95 CE 005 786

**Career Exploration through Mathematics.** Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—VT-102-254

Pub Date 74

Note—199p.; For related documents, see CE 005 772-800

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. C27, \$11.00)

**Document Not Available from EDRS**

**Descriptors**—Career Choice, \*Career Education, Career Exploration, Educational Planning, Grade 8, Grade 9, Grade 10, Information Utilization, Integrated Curriculum, \*Learning Activities, \*Mathematics, Occupational Guidance, Resource Materials, \*Secondary Education, \*Teaching Guides, Teaching Procedures, Vocational Aptitude

The learning experiences in the teacher's guide help students at the secondary level to develop and reinforce mathematical skills and to become familiar with a wide range of occupations. Each student is encouraged to assess personal attributes, including competencies in mathematics, to establish tentative occupational goals, and to set some guidelines for high school curriculum planning. The topics covered include: occupational information; personal attributes affecting occupational choice; whole numbers; fractions; ratios and percents; perimeter, area, and volume determination; and planning a tentative course of study. Each set of learning experiences contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and suggestions for evaluation-summary activities. Activity-coordinated resource materials and worksheets are included. (Author/NJ)

**ED 114 705** 95 CE 005 787

**Mathematics and Related Careers.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—VT-102-255

Pub Date 74

Note—35p.; For related documents, see CE 005 772-800

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. C28, \$3.00)

**Document Not Available from EDRS**

**Descriptors**—\*Career Education, Career Planning, Cost Indexes, Grade 9, Grade 10, Integrated Curriculum, \*Learning Activities, \*Mathematics, Property Taxes, Resource Materials, \*Secondary Education, Self Evaluation, \*Teaching Guides, Teaching Procedures

The learning experiences in the teacher's guide help students at the secondary level to develop and reinforce mathematical skills and to become familiar with a wide range of occupations. Each student is encouraged to assess personal attributes, including competencies in mathematics, to establish tentative occupational goals, and to set some guidelines for high school curriculum planning. The topics covered include property taxation and price indexes. Each set of learning experiences contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and suggestion for evaluation-summary activities. Activity-coordinated resource materials are included. (Author/NJ)

**ED 114 706** 95 CE 005 788

**People Who Work with Animals.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—VT-102-256

Pub Date 74

Note—64p.; For related documents, see CE 005 772-800

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. C20, \$4.00)

**Document Not Available from EDRS**

**Descriptors**—\*Animal Caretakers, \*Career Awareness, \*Career Education, Grade 1, Grade 2, Grade 3, Language Arts, Learning Activities, Mathematics, \*Primary Education, Resource Materials, Social Studies, \*Teaching Guides, Teaching Procedures

The purpose of the teacher's guide is to provide the primary student with an awareness of the numerous careers available to people who want to work with animals and to increase knowledge about and interest in animals. Specific occupational groups on which this unit focuses are those associated with commercial pet establishments, zoos, conservation, and health areas. The topics covered include animals and their environment, learning about those who work with animals, applying knowledge about animals in the classroom, and responsibilities of people who work with animals. Subject areas for which the materials in this guide have potential are social studies, language arts, and arithmetic. Each set of learning experiences contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and suggestions for evaluation-summary activities. Activity-coordinated resource materials include puppet patterns and worksheets. (Author/NJ)

**ED 114 707** 95 CE 005 789

**Exploring the World of Work.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—VT-102-257

Pub Date 74

Note—75p.; For related documents, see CE 005 772-800

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. C13, \$6.50)

**Document Not Available from EDRS**

**Descriptors**—Art, \*Career Awareness, Career Education, \*Community, Grade 2, Grade 3, Integrated Curriculum, Language Arts, Learning Activities, \*Occupations, \*Primary Education, Resource Materials, Social Studies, \*Teaching Guides, Teaching Procedures

The teachers guide, for use at the levels of grades 2 and 3, provides an introduction to a wide variety of occupations. Its purpose is to expand student awareness of both goods producing occupations and service occupations within the community. It focuses on the distinction between goods and services, the concepts of occupational area and specialization, job preparation, personal needs and life styles and their relation to work, the function of work in meeting community needs, volunteer workers in the community, and finally, the influence of geographic area on occupations. Subject areas for which the materials in the guide have potential are social studies, language arts, and art. Each set of learning experiences contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and suggestions for evaluation-summary activities. Activity-coordinated resource materials are included. (Author/NJ)

**ED 114 708** 95 CE 005 790

**The Supermarket.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—VT-102-258

Pub Date 74

Note—55p.; For related documents, see CE 005 772-800

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road,

Columbus, Ohio 43210 (Order No. C14, \$4.50)

**Document Not Available from EDRS**

**Descriptors**—\*Career Awareness, Career Education, Consumer Education, \*Food Service Occupations, Food Stores, Grade 2, Grade 3, Integrated Curriculum, \*Learning Activities, Mathematics, \*Primary Education, Reading Skills, Resource Materials, Social Studies, \*Teaching Guides, Teaching Procedures

The learning experiences in the teacher's guide are intended to acquaint students at the second and third grade levels with the food industry—the goods and services it provides, the workers it employs, and some of the basic skills the consumer needs. The supermarket, that segment of the food industry most familiar to primary students, is the focal point of study. As they observe and interview supermarket workers on the job, students gain some understanding of the job activities and working conditions. In a culminating activity, students role play customers and supermarket workers, applying arithmetic and reading skills as they make shopping decisions. Subject areas for which the materials in the guide have potential are social studies and mathematics. Each set of learning experiences contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and suggestions for evaluation-summary activities. Activity-oriented resource materials are included. (Author/NJ)

**ED 114 709** 95 CE 005 791

**Learning About Business.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—VT-102-259

Pub Date 74

Note—118p.; For related documents, see CE 005 772-800

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. C22, \$7.00)

**Document Not Available from EDRS**

**Descriptors**—\*Business Education, Business Responsibility, \*Career Awareness, Career Education, Classroom Games, \*Community Services, Grade 1, Grade 2, Grade 3, Grade 4, Integrated Curriculum, Learning Activities, Occupations, \*Primary Education, Relationship, Resource Materials, Social Studies, \*Teaching Guides, Teaching Procedures

In the teacher's guide, learning experiences focus on helping students in primary grades develop their understanding of the interrelationships among businesses, workers, and families through examinations of local stores and businesses and of the workers who work in them. Students are given the opportunity to acquire economical awareness and self-sufficiency. They learn to match needed goods and services to the types of stores and businesses that provide them. They identify and explore the basic business principles of income, expenses, and dependence on workers, customers, and other businesses. The subject area for which the materials in the guide have potential is social studies. Each set of learning experiences contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and suggestions for evaluation-summary activities. Activity-coordinated resource materials include worksheets, a game, and evaluation materials. (Author/NJ)

**ED 114 710** 95 CE 005 792

**Careers in Technology.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—VT-102-260

Pub Date 74

Note—82p.; For related documents, see CE 005 772-800

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. C08, \$6.00)

**Document Not Available from EDRS**

**Descriptors**—\*Career Awareness, Career Education, Grade 2, Grade 3, Grade 4, Integrated Curriculum, \*Learning Activities, Man Machine Systems, Mathematics, \*Primary Education, Resource Materials, Social Studies,

\*Teaching Guides, Teaching Procedures, \*Technical Occupations, Technology

The basic purpose of the teacher's guide is to acquaint students at the primary level with the variety of jobs in the field of technology. The field of technology encompasses all work which uses machines to supply the needs of people. The topics covered include: simple machines, technological jobs in the community, using measurement accurately, tools used for measurement, preparation related to technological jobs, the use of mathematics in technological jobs, job specialization and the assembly line, a visit to a technological site, and working conditions. Each set of learning experiences contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and suggestions for evaluation-summary activities. Activity-coordinated resource materials include evaluation instruments, worksheets, and other classroom materials. (Author/NJ)

ED 114 711 95 CE 005 793

#### Working with Trees.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—VT-102-261

Pub Date 74

Note—117p.; For related documents, see CE 005 772-800

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. C12, \$6.00)

#### Document Not Available from EDRS

Descriptors—Art, \*Career Awareness, Career Education, Conservation (Environment), Environmental Education, Forestry, Grade 3, Grade 4, Integrated Curriculum, Language Arts, Learning Activities, Music, \*Primary Education, \*Resource Materials, Sciences, Social Studies, \*Teaching Guides, Teaching Procedures, \*Trees

The learning experiences in the teacher's guide are designed to aid primary students in developing an awareness of the personal and social value of work and of the variety of tree-related occupations. The relationship between trees and the people who work with them is presented in a manner that encourages an understanding of both the value of trees to man and the satisfaction of working with them. Students learn about trees and their role in the natural environment, the resources they provide, and ways to conserve them. Subject areas for which the materials in this guide have potential are science, art, music, language arts, and social studies. Each set of learning experiences contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and suggestions for evaluation-summary activities. Activity-coordinated resource materials include poster sets, a 25-page flash card set, worksheets, and evaluation instruments. (Author/NJ)

ED 114 712 95 CE 005 794

#### Careers in Visual Art.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—VT-102-262

Pub Date 74

Note—92p.; For related documents, see CE 005 772-800

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. C21, \$6.50)

#### Document Not Available from EDRS

Descriptors—\*Art Education, \*Career Awareness, Career Education, Elementary Education, \*Grade 5, \*Graphic Arts, Integrated Curriculum, Intermediate Grades, Learning Activities, Resource Materials, \*Teaching Guides, Teaching Procedures, Visual Arts

The set of learning experiences acquaints students at the fifth grade level with some of the greatest achievements in the fine arts. While exploring a variety of careers in the graphic arts, students become aware of the tools, materials, and equipment as well as the skills needed to utilize them. Through group activities in the graphic arts, they see the advantages of cooperation and develop an understanding of decision making and

problem-solving. They see how cultural backgrounds and environmental influences determine modes of artistic expression and briefly examine the possible lifestyles and career rewards of persons employed in the graphic arts. Each set of learning experiences contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and suggestions for evaluation-summary activities. Activity-coordinated resource materials include information and evaluation sheets as well as other classroom materials. (Author/NJ)

ED 114 713 95 CE 005 795

#### Career Exploration in the Life Sciences.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—VT-102-263

Pub Date 74

Note—62p.; For related documents, see CE 005 772-800

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. C24, \$5.00)

#### Document Not Available from EDRS

Descriptors—\*Biological Sciences, Career Education, \*Career Exploration, Ecology, Grade 6, Grade 7, Integrated Curriculum, \*Junior High Schools, \*Learning Activities, Medicine, Resource Materials, \*Teaching Guides, Teaching Procedures, Zoology

The purpose of the teacher's guide is to acquaint junior high school students with occupations in the life sciences. By identifying life science and exploring the areas of biology (ecology and zoology) and medicine, students may become aware of the functions of the people involved in these areas and the value of their work. The material in the guide may be introduced at the sixth or seventh grade level. Each set of learning experiences contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and suggestions for evaluation-summary activities. Activity-coordinated resource materials include evaluation instruments and worksheets. (Author/NJ)

ED 114 714 95 CE 005 796

#### Career Exploration in the Earth Sciences.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—VT-102-264

Pub Date 74

Note—155p.; For related documents, see CE 005 772-800

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. C25, \$8.00)

#### Document Not Available from EDRS

Descriptors—Career Education, \*Career Exploration, \*Earth Science, Geology, \*Grade 8, Integrated Curriculum, Junior High Schools, \*Learning Activities, Meteorology, Oceanology, Resource Materials, \*Teaching Guides, Teaching Procedures

The purpose of the teacher's guide is to acquaint students at the eighth grade level with occupations in the earth sciences. By identifying earth science and exploring geology, oceanography, and meteorology, students may become aware of the knowledge and skills required of workers in these occupations. Students participate in simulated work situations in which they may observe not only the functions of some earth scientists, but the interaction between people in these occupations. Each set of learning experiences contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and suggestions for evaluation-summary activities. Activity-coordinated resource materials include transparency masters, evaluation instruments, and resource and worksheets. (Author/NJ)

ED 114 715 95 CE 005 797

#### Career Exploration in the Physical Sciences.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—VT-102-265

Pub Date 74

Note—146p.; For related documents, see CE 005 772-800

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. C26, \$8.00)

#### Document Not Available from EDRS

Descriptors—Career Education, \*Career Exploration, Chemistry, \*General Science, Geology, \*Grade 9, Integrated Curriculum, Learning Activities, Metallurgy, \*Physical Sciences, Physics, Resource Materials, \*Teaching Guides, Teaching Procedures

The purpose of the teacher's guide is to acquaint ninth grade students with the areas of physical science and the possible occupation within those areas. By exploring some of the basic concepts of chemistry, physics, metallurgy and geology, students gain insight into the knowledge and skill required by those in occupations related to these areas. The interaction between occupations within or related to physical science is exemplified through student participation in a simulated work situation. Each set of learning experiences contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and suggestions for evaluation-summary activities. Activity-coordinated resource materials include transparency masters, evaluation instruments, posters, and resource and worksheets. (Author/NJ)

ED 114 716 95 CE 005 799

#### The Service Station.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—VT-102-266

Pub Date 74

Note—59p.; For related documents, see CE 005 772-800

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. C13, \$4.50)

#### Document Not Available from EDRS

Descriptors—Art, \*Auto Mechanics, \*Career Awareness, Career Education, \*Grade 2, Integrated Curriculum, Language Arts, Learning Activities, Primary Education, Resource Materials, Social Studies, \*Teaching Guides, Teaching Procedures

The purpose of the teacher's guide is to encourage the primary student to expand his or her awareness of jobs within the community. The role of the service station worker is examined, with emphasis on the goods and services provided. Subject areas for which the materials in this guide have potential are social studies, art, and language. Each set of learning experiences contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and suggestions for evaluation-summary activities. Activity-coordinated resource materials include posters, evaluation instruments, and resource and worksheets. (Author/NJ)

ED 114 717 95 CE 005 799

#### Creating Greeting Cards: A Business Brings Pleasure.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—VT-102-267

Pub Date 74

Note—83p.; For related documents, see CE 005 772-800

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. C14, \$5.00)

#### Document Not Available from EDRS

Descriptors—\*Art Education, \*Art Product, \*Career Awareness, Career Education, Commercial Art, Grade 2, Grade 3, Grade 4, Integrated Curriculum, Language Arts, Learning Activities, Mass Production, Mathematics, \*Primary Education, Resource Materials, Simulation, Social Studies, Student Projects, \*Teaching Guides, Teaching Procedures

Identifiers—\*Greeting Cards

The learning experiences in the teacher's guide provide second, third, and fourth grade students at the primary level with the opportunity to participate in the creation and production of greeting cards. Students explore different kinds of

cards and become involved in the production process of a simulated greeting card company. They learn about greeting cards as a form of communication and about the cooperative effort required for mass production. The learning activities are designed to develop an appreciation of the habits and skills required for completing a task: adequate preparation, orderly approach, meeting responsibilities and performance standards, safe work habits, physical skills, recurring production needs, and creativity. Subject areas for which the materials in the guide have potential are social studies, arts, language, and applied math. Each set of learning experiences contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and suggestions for evaluation-summary activities. Activity-coordinated resource materials include a poster set, evaluation instruments, and resource and worksheets. (Author/NJ)

**ED 114 718** 95 CE 005 800

#### Making Toys through Teamwork.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—VT-102-268

Pub Date 74

Note—123p.; For related documents; see CE 005 772-799

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. C10, \$8.00)

#### Document Not Available from EDRS

Descriptors—\*Career Awareness, Career Education, Elementary Education, Grade 5, Grade 6, Hand Tools, Integrated Curriculum, Intermediate Grades, Learning Activities, Mass Production, Resource Materials, \*Student Projects, \*Teaching Guides, Teaching Procedures, \*Toys, \*Woodworking

The guide is designed to engage fifth and sixth grade students in learning experiences intended to acquaint them with wood construction and mass production. In addition to developing carpentry skills, students learn the safe use of tools, equipment, and materials. While simulating a toy company, they inductively develop processes for the mass production of toy boats and apply marketing principles. In addition, they learn general work-related skills and understanding that concern task planning, interpersonal relations, individual and group work methods, applied mathematics, and decision making. Subject areas for which the materials in this guide have potential include art, social studies, language arts, and math. Each set of learning experiences contains a student objective, set overview, resource list, teacher-preparation tasks, learning activities, and suggestions for evaluation-summary activities. A 30-page student resource booklet titled "Learning About Wood Construction" provides general information and individual project designs for toys that can be made with simple hand tools. Other activity-coordinated resource materials include a poster set, evaluation instruments, and resource and worksheets. (Author/NJ)

**ED 114 719** CE 006 039

Microfiche Set of Documents Announced in Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM), Volume 8, Number 5.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Note—7,171p.

EDRS Price MF-\$11.82 Plus Postage. HC Not Available from EDRS.

Descriptors—Agricultural Education, Business Education, Career Education, Distributive Education, Documentation, \*Educational Research, Health Occupations Education, Home Economics Education, Industrial Arts, \*Instructional Materials, \*Microfiche, Resource Materials, \*Technical Education, Trade and Industrial Education, \*Vocational Education

Documents announced in the Volume 8, Number 5 issue of "Abstracts of Instructional and Research Materials in Vocational and Technical Education" (AIM/ARM) and not available under individual ED numbers are included in this microfiche set. Microfiche availability for these

documents is shown in the VT-ED Number Cross Reference List included in AIM/ARM, Volume 9, Number 2. The microfiche set is arranged in the following sequence: (1) a VT number list of those documents in the microfiche set for Volume 8, Number 5, and (2) the full text of documents listed, in ascending VT-number order. The documents are filmed continuously. (Author)

## CG

**ED 114 720** CG 008 637

Orr, Prudie L. Cochran, Samuel W.

Personality Characteristics of Parents of Delinquent and Nondelinquent Adolescent Boys as Measured by the Minnesota Multiphasic Personality Inventory.

Pub Date [69]

Note—19p.

Available from—Prudie L. Orr, Department of Psychology, University of Arkansas, Fayetteville, Arkansas 72701

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Adolescents, \*Delinquency Causes, Delinquent Behavior, Family Life, \*Individual Characteristics, Parent Child Relationship, \*Parent Influence, Parents, \*Psychopathology, Research Projects

Identifiers—Minnesota Multiphasic Personality Inventory

This article describes research conducted to determine the influence of parental personality characteristics on the delinquent behavior of adolescent boys. Two groups of parents (N=18 couples, each group) were administered the Minnesota Multiphasic Personality Inventory. Experimental couples' sons had been recognized by the juvenile courts as being delinquent, while control group parents were those whose sons had not engaged in delinquent behavior. Both mothers and fathers of the experimental group parents were found to have more personality disturbance than did parents in the control group. The personality profiles of mothers in the experimental group indicated greater psychopathology than those of the fathers in the same group. (Author/SJL)

**ED 114 721** CG 008 646

Whyth, Cassandra Bolyard And Others

What You See May Not Be What you Get—High Risk Students.

Pub Date 73

Note—19p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (29th, Atlanta, Georgia, 1973)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Admission Criteria, \*College Admission, College Freshmen, \*Individualized Programs, \*Low Achievers, \*Open Enrollment, \*Program Descriptions, Speeches

Identifiers—Davis and Elkins College

This article pertains to program development necessitated by the admission into college of those students who do not meet regular entry requirements. The author briefly describes a number of programs developed by colleges to provide remedial work, reduced academic loads, study skills instruction, and counseling for "high-risk" students. The author then presents the High-Risk Freshman Program of which she is director. The components of this program are individualized and group counseling, reading training, tutoring, art and music therapy, and special social events. The emphasis of the program is away from remediation toward individualized services. This overview of the program is concluded with an evaluation of its merits on the basis of the academic averages of the participants. (SJL)

**ED 114 722** CG 008 678

Haldeman, Edward G.

Senior High Career Education Assessment Instruments Concerning Attitudes.

New Jersey State Dept. of Education, Trenton. Bureau of Occupational Research.

Pub Date Jan 74

Note—7p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Affective Tests, \*Attitude Tests, \*Career Education, Changing Attitudes, High School Students, Measurement Instruments, \*Resource Guides, Secondary Education, \*Test Reviews, Vocational Development

This monograph is an evaluation of instruments used to measure attitude change in high school populations. These instruments are also tools for information seeking, and for both individual and group counseling. The instruments evaluated are The California Life Goals Evaluation Schedules, The Occupational Aspiration Scale, Occupational Interests Self-Analysis Scale, The Self-Directed Search, and the Vocational Preference Inventory. Each of these instruments is first described briefly in terms of 14 categories of analysis, and is then given a narrative description, an evaluation of its strengths and weaknesses, and recommendations for use. (Author)

**ED 114 723** CG 008 681

Lewis, Joan A. Sedlacek, William E.

The Relationship of Racial and Religious Attitudes Among University Students. Research Report 8-73.

Maryland Univ., College Park. Cultural Study Center.

Pub Date 73

Note—13p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Attitudes, Caucasians, \*College Freshmen, \*Correlation, \*Racial Attitudes, \*Religious Factors, Research Projects, Sociocultural Patterns

An anonymous religious poll and the Situational Attitude Scale (SAS) were administered to 168 white University of Maryland entering freshmen. The anonymous poll consisted of 29 items pertaining to religious activities, beliefs, and issues. The SAS is an instrument designed to measure attitudes of whites toward blacks in 10 situations. The results of the study indicate that the relationship between religious and racial attitudes depends on the situation involved as well as the type of religious beliefs and sex of the respondent. Those respondents who were active in the church and believed in God and life-after-death tended to show more tolerance toward a black person joining their social group and a black youngster stealing, but were more prejudiced against a black man raping a white woman. Those with more liberal attitudes toward abortion, marrying outside the faith and not engaging in war tended to be less prejudiced, while those holding more conservative beliefs on issues such as the above tended to be more prejudiced. The results were discussed in terms of previous research on racial and religious attitudes. (Author)

**ED 114 724** CG 008 697

Van Boven, John

Improving Self-Concept: A Possible Aid to Increased Achievement and More Desirable Behavior.

Pub Date Apr 73

Note—21p.; Practicum report submitted in partial fulfillment of requirements for the Ed.D. degree, Nova University

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Achievement, Elementary Education, \*Elementary School Students, \*Low Achievers, Reading Achievement, \*Self Concept, Self Concept Tests, Student Adjustment, \*Student Behavior

A program of instruction was designed to promote positive self-concept in elementary school students in order to test the hypothesis that such self-concept is necessary for academic achievement and desirable behavior. Twenty students who were performing at a year below grade level in reading and math were selected for the study. These students received individual tutoring twice a week for 14 weeks from parent volunteers. Self-concept, achievement, and the behavior of the students were measured before and after the tutoring program. The measurement instruments used were Rotter's Test of Self-Concept, the Wide Range Achievement Test for Reading and Math, and questionnaires administered to teachers. While the results showed increases in achievement and desirable behavior, weaknesses in the design prevent the determination of a clear relationship between these results and positive self-concept. It is suggested that the study be replicated using a control group and other design modifications. (Author)

**ED 114 725** CG 010 181

Young, Howard And Others

Evaluation of a Comprehensive Juvenile Delinquency Program.

Pub Date Feb 75

Note—14p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors—**\*Adolescents, \*Comprehensive Programs, \*Counseling Effectiveness, \*Delinquent Rehabilitation, Disadvantaged Youth, Family Counseling, \*Interdisciplinary Approach, Program Descriptions, Program Evaluation, Urban Youth

This paper describes a comprehensive juvenile delinquency diversion program serving a poverty community in a large urban center, and attempts to evaluate the problems and effects of the program. The target population was primarily minority-group truants, aged 10-15, who had been in trouble with the authorities. The program included recreational and counseling components, utilized an interdisciplinary approach, maintained family counseling services, and at times interfaced with other institutions. Physical activities such as trips, were provided. The program utilized status groups to provide graded rewards and peer group pressure towards increasingly appropriate behaviors. Team conferences were held to provide consistency in approach and sharing of information among the interdisciplinary staff. These conferences eventually became a training vehicle for staff members. Problems in the program included: (1) integrating the interdisciplinary staff; (2) determining the exact purpose of the project (therapy or education); (3) behavior modification; and (4) inadequate mobilizing of the community and its institutions to provide better treatment and programs for the youths. The program was quite successful as measured by offense statistics (fewer contacts with juvenile justice system up to six months after program) and satisfaction among parents and clients. (NG)

**ED 114 726** CG 010 184  
 Taylor, Hugh

**Personality and Achievement of Athletic and Non-Athletic High School Girls.**  
 Pub Date May 73

Note—17p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors—**\*Academic Achievement, \*Athletics, \*Females, Grades (Scholastic), \*Personality Assessment, Physical Education, \*Research Projects, Secondary Education  
**Identifiers—**California Personality Inventory, \*Canada

This study investigated personality and academic achievement differences between athletic and non-athletic ninth and tenth grade girls in a Canadian school. Athletes participated in at least one of four interscholastic sports while the non-athletes were involved in only activities associated with a required Physical Education course. Differences between the groups on 14 scales of the California Personality Inventory were analyzed by means of the t test. Chi-square analyses were conducted on the distributions of year-end letter grades in English, Mathematics, Physical Education, Science and Social Studies. The results indicated that at both grade levels athletes rated significantly higher than non-athletes on the personality factors of dominance, sociability and achievement via conformance. At the ninth grade level, the athletes obtained a significantly larger proportion of high grades in all subject areas than did the non-athletes. At the tenth grade level, the distribution of letter grades in Science and Physical Education were significantly different between the two groups, with more of the high grades being awarded to the athlete group. (Author)

**ED 114 727** CG 010 185  
 Mullen, Joan

**The Dilemma of Diversion; Resource Materials on Adult Pre-Trial Intervention Programs.**

Abt Associates, Inc. Cambridge, Mass.  
 Spons Agency—National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.  
 Pub Date [74]

Note—109p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**  
**Descriptors—**Adults, \*Community Programs, \*Criminals, \*Intervention, Justice, Law Enforcement, \*Legal Problems, Literature Reviews, \*Program Evaluation  
**Identifiers—**\*Diversion Programs

This monograph explores, through two studies, the major issues and mechanics of adult pre-trial intervention programs for non-addict criminal defendants. Part I draws upon an evaluation of research on pre-trial services which aimed at: (1) evaluating the internal and external validity of

each study; (2) evaluating the policy utility of specific studies bearing on given policy instruments; and (3) providing decision makers with an assessed research base for alternative policy actions. The complete results of this study are reported in two volumes referenced in the bibliography. Part II describes the mechanics of the pre-trial intervention design in three communities, based on available documentation and brief on-site visits. The section includes: (1) an overview of the major operating components of all three programs, highlighting both their common and distinctive features; and (2) separate descriptions of the selection, service delivery and termination procedures at each site. The specific programs are presented merely as being illustrative of the intervention design. (Author/SE)

**ED 114 728** CG 010 186  
**The Connecticut Child Advocacy Center. An Evaluation Report.**

Urban Research Planning and Conference Center, Mount Kisco, N.Y.  
 Spons Agency—Children's Bureau (DHEW), Washington, D.C.  
 Pub Date 1 Jul 73

Note—66p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
**Descriptors—**\*Child Advocacy, Early Childhood Education, Political Influences, Program Descriptions, \*Program Evaluation, \*Project Applications, \*Public Relations, \*State Agencies, Summative Evaluation, \*Systems Approach

This report evaluates the Systems Advocacy Model embodied in the operation of the Connecticut Child Advocacy Center (CCAC). The study was undertaken in order to: (1) describe the advocacy model used and compare it with other models in terms of relative effectiveness in meeting specific objectives; (2) determine the means used by the CCAC to arrive at an assessment of needs and to ascertain whether its goals correspond to those defined needs; (3) delineate the specific goals of CCAC and processes engaged in to achieve them; and (4) describe formal and informal channels of collaboration with state services and other groups relevant to the advocacy process. This evaluation report describes the program, and the policies and procedures used to assess the program's quality of service, coordination of services, potential persistence of effects and areas of possible replicability. Recommendations for future implementation of this advocacy model are presented. (Author/SJL)

**ED 114 729** CG 010 187  
 Calene, Mary L.

**Changing Acceptable Occupations for Military and Civilian Women: The Effects of Two World Wars.**

Report No—AD-A009 819

Pub Date Mar 75

Note—63p.; Master's thesis, Naval Postgraduate School

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (order number AD-A009 819, HC \$4.25, MF \$2.25)

**Document Not Available from EDRS**

**Descriptors—**\*Behavior Patterns, \*Changing Attitudes, \*Employment Patterns, \*Females, Masters Theses, Military Personnel, Personnel, Research Projects, \*Role Perception, \*Working Women

The perception of what are considered acceptable occupations for women has changed considerably over the last century, just as the role of women in American homelife has changed. This thesis researches the changing role of American women and the effects of this changed role on occupations outside the home. The emphasis is on the long-term effects for military and civilian women brought about by the two World Wars. The effects of industrialization on women's roles are explored, as are the effects of modern day pressures on the employer to change past hiring practices. Some predictions for women in the future are made. (Author)

**ED 114 730** CG 010 188  
 Fago, David P.; Sedlacek, William E.

**Sex Differences in University Freshmen Attitudes and Behavior toward Drugs: A Three Year Comparison. Research Report Number 8-74.**

Maryland Univ., College Park. Counseling Center.

Report No—RR-8-74

Pub Date 74  
 Note—14p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors—**\*Behavior, \*College Freshmen, \*Drug Abuse, Higher Education, Research Projects, \*Sex Differences, \*Student Attitudes, Surveys

Sex differences in the attitudes and behavior of entering freshmen toward 13 drugs were examined through the administration of anonymous polls at the University of Maryland during three consecutive years, 1972-1974. The polls were designed to investigate the incidence and frequency of drug use; the students' reasons for using and not using drugs; and student attitudes toward drug legalization, the illegal sale and use of drugs, and the University's role in providing drug-related services. Results suggested distinct differences between males and females, particularly in their patterns of drug use. The incidence of drug use and regular use were found to be fairly stable for males and increasing for females over the three years sampled. Beer and marijuana however, reflected increases in incidence and frequency of use for both sexes. Significant sex differences were also found in 6 of 15 attitude items. In general, women seemed to be more conservative in their attitudes. Reasons for usage and non-usage were similar for males and females. (Author)

**ED 114 731** CG 010 190

**Counselor's Information Service; a Quarterly Annotated Bibliography of Current Literature on Educational and Vocational Guidance. Volume 30, Number 1, February 1975.**

B'nai B'rith, Washington, D.C. Career and Counseling Services.

Pub Date Feb 75

Note—25p.; For related documents, see CG 010 191-193

Available from—B'nai B'rith Career and Counseling Services, 1640 Rhode Island Avenue, N.W., Washington, D.C. 20036 (\$2.25 per issue, subscription \$9.00 per year)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors—**\*Annotated Bibliographies, \*Educational Guidance, Guidance Counseling, Information Sources, Literature Reviews, \*Occupational Guidance, \*Publications, \*Resource Guides

The Counselor's Information Service is a quarterly publication of the B'nai B'rith Career and Counseling Services. This annotated bibliography of current literature on educational and vocational guidance provides the names and addresses of the publishers of the material reviewed and the cost of each publication. The reviews are organized according to the topic areas of occupational information: educational, vocational and personal guidance, guidance administration and procedures, student aids, aids for the teacher, guidance material—free of inexpensive, adult education and the aging, handicapped and rehabilitation counseling, the counselor's bookshelf, and periodicals in guidance and related fields. (SJL)

**ED 114 732** CG 010 191

**Counselor's Information Service; a Quarterly Annotated Bibliography of Current Literature on Educational and Vocational Guidance. Volume 30, Number 2, May 1975.**

B'nai B'rith, Washington, D.C. Career and Counseling Services.

Pub Date May 75

Note—25p.; For related documents, see CG 010 190-193

Available from—B'nai B'rith Career and Counseling Services, 1640 Rhode Island Avenue, N.W., Washington, D.C. 20036 (\$2.25 per issue, subscription \$9.00 per year)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors—**\*Annotated Bibliographies, \*Educational Guidance, Guidance Counseling, Information Sources, Literature Reviews, \*Occupational Guidance, \*Publications, \*Resource Guides

The Counselor's Information Service is a quarterly publication of the B'nai B'rith Career and Counseling Services. This annotated bibliography of current literature on educational and vocational guidance provides the names and addresses of the publishers of the material reviewed and the cost of each publication. The reviews are organized according to the topic areas of occupational information: educational, vocational and personal guidance, guidance administration and procedures, student aids, aids for the teacher,

guidance material—free or inexpensive, adult education and the aging, handicapped and rehabilitation counseling, the counselor's bookshelf, and periodicals in guidance and related fields. (SJL)

**ED 114 733** CG 010 192  
**Counselor's Information Service; a Quarterly Annotated Bibliography of Current Literature on Educational and Vocational Guidance (with Special Supplement).** Volume 30, Number 3, September 1975.

B'nai B'rith, Washington, D.C. Career and Counseling Services.

Pub Date Sep 75

Note—33p.; For related documents, see CG 010 190-193

Available from—B'nai B'rith Career and Counseling Services, 1640 Rhode Island Avenue, N.W., Washington, D.C. 20036 (\$2.25 per issue, subscription \$9.00 per year)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
 Descriptors—Annotated Bibliographies, \*Educational Guidance, Guidance Counseling, Information Sources, Literature Reviews, \*Occupational Guidance, \*Publications, \*Resource Guides

The Counselor's Information Service is a quarterly publication of the B'nai B'rith Career and Counseling Services. This annotated bibliography of current literature on educational and vocational guidance provides the names and addresses of the publishers of the material reviewed and the cost of each publication. The reviews are organized according to the topic areas of occupational information: educational, vocational and personal guidance, guidance administration and procedures, student aids, aids for the teacher, guidance material—free or inexpensive, adult education and the aging, handicapped and rehabilitation counseling, the counselor's bookshelf, and periodicals in guidance and related fields. (SJL)

**ED 114 734** CG 010 194

Guinn, Nancy And Others

**Screening for Adaptability to Military Service. Final Report for Period July 1974-April 1975.**

Air Force Human Resources Lab., Lackland AFB, Tex. Personnel Research Div.

Report No.—AFHRL-TR-75-30

Pub Date May 75

Note—32p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Adjustment (to Environment), Institutional Research, \*Military Personnel, Military Service, \*Personality Assessment, Personality Tests, \*Personnel Selection, \*Screening Tests

Identifiers—\*History Opinion Inventory

A sample of 15,252 basic airmen were administered the History Opinion Inventory (HOI) during basic military training. This 100-item self-report inventory was designed to tap dimensions of school adjustment, family stability, social orientation, emotional stability, bodily complaints, motivations and expectations for achievement, and response toward authority. The service careers of the subjects were then monitored for two years in order to assess the ability of the HOI to predict the criterion of in/out service. An a priori adaptation index developed from HOI items correctly identified as high risk 23 percent of those subjects discharged from service during the two-year period, while incorrectly labeling as high risk only 6 percent of those subjects still in service after two years. The possibility of increasing the accuracy of prediction by utilizing biographic/demographic data is discussed along with the operational usefulness of the History Opinion Inventory. (Author)

**ED 114 735** CG 010 195

Bernard, Michael E.

**Task Analysis in Instructional Program Development. Theoretical Paper No. 52.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—Theore-Pap-52

Pub Date May 75

Contract—NE-C-00-3-0065

Note—37p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Cognitive Development, \*Concept Formation, Educational Improvement, \*Instructional Programs, \*Learning, Program Development, \*Programed Instruction, Research Needs, \*Task Analysis

A review of task analysis procedures beginning with the military training and systems development approach and covering the more recent work of Gagne, Klausmeier, Merrill, Resnick, and others is presented along with a plan for effective instruction based on the review of task analysis. Literature dealing with the use of task analysis in programmed instruction designed to teach concepts and principles is summarized. Topics relating to instructional objectives and the organization of subject-matter knowledge, learning hierarchies, hierarchical dependency in cognitive development, and instructional analysis and sequencing are examined from a task analysis perspective. Research recommendations and critique are provided. (Author)

**ED 114 736** CG 010 196

McMurray, Nancy E. And Others

**An Instructional Design for Accelerating Children's Concept Learning. Technical Report No. 321.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—TR-321

Pub Date Jun 75

Contract—NE-C-00-3-0065

Note—25p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Concept Formation, \*Educational Experiments, Elementary Education, Grade 4, \*Instructional Design, \*Learning, Performance Factors, Research Projects, \*Task Analysis

An instructional design based on task analysis procedures was used to develop two experimental lessons to accelerate attainment of a subject-matter concept by fourth grade students. A variation of the Solomon Four-Group design was employed to determine the effects of the pretest. Performance of 118 randomly assigned subjects on a measure assessing two levels of concept mastery showed that experimental groups performed significantly better at both levels than control groups. Effects of the pretest were not significant. A two-month follow-up assessment revealed highly comparable results. (Author)

**ED 114 737** 88 CG 010 197

**Discipline: Parent Handbook. Mehlville School District, ESEA Title III, PACE Program.**

Mehlville R-9 School District, St. Louis, Mo.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C.

Note—37p.; For related documents, see CG 010 198-202

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Behavior Change, Conflict, \*Democratic Values, \*Discipline, Guides, Observation, \*Parent Child Relationship, Parent Responsibility, \*Problem Solving, Rating Scales, Reinforcement

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, PACE, \*Projects to Advance Creativity in Education

This handbook discusses the various aspects of discipline (defined as the teaching of a child to behave in ways that the parent considers desirable and avoid behaving in ways the parent considers undesirable). The guide discusses the Adlerian approach to disciplining children, which stresses democracy in the family on the basis of the equality of individuals. The Adlerian approach uses natural and logical consequences as a discipline for the child, rather than the power of the parent; encouragement of the child is also important along with parental action. To understand better how parents discipline their children and what kind of behaviors are disciplined, several suggestions are made for observing and analyzing specific parent-child interactions. Mutual problem solving, a method by which both parent and child can solve their conflicts by finding solutions acceptable to both, is recommended for parents. The handbook has an appendix about behavior modification, with behavior charts and rating scales. (Author/SE)

**ED 114 738** 88 CG 010 198

**Family Communications: Parent Handbook. Mehlville School District, ESEA Title III, PACE Program.**

Mehlville R-9 School District, St. Louis, Mo.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C.

Note—21p.; For related documents, see CG 010 197-202

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Communication Skills, \*Family Counseling, \*Family Relationship, Instructional Materials, Manuals, Parent Child Relationship, Parent Education, \*Parent Workshops, \*Problem Solving

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, PACE, \*Projects to Advance Creativity in Education

This parent handbook is a compilation of the exercises used by Mehlville School District (St. Louis, Mo.) in their workshop for parents regarding family communications. Worksheets in the handbook include a preworkshop questionnaire, a definition of terms, and a comparison of methods of conflict resolution. (Author/HMV)

**ED 114 739** 88 CG 010 199

**Child Psychology: Parent Handbook. Mehlville School District ESEA Title III, PACE Program. Mehlville R-9 School District, St. Louis, Mo.**

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C.

Note—19p.; For related documents, see CG 010 197-202

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Child Development, \*Child Psychology, \*Developmental Psychology, Family Counseling, Manuals, \*Parent Education, \*Parent Workshops

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, PACE, \*Projects to Advance Creativity in Education

This document is one of a series published by the Mehlville School District (St. Louis, Mo.) and used in their workshops for parents regarding family communications. It includes an explanation of Maslow's Hierarchy of Needs, a definition of characteristics of the family constellation, an examination of child development stages, a brief summary of Piaget's theory of cognitive development, and an enumeration of the stages of puberty. A bibliography is also included. (HMV)

**ED 114 740** 88 CG 010 200

**Family Structure, Awareness, Communication Skills: An Activities Handbook Especially for Grade 4. PACE Program.**

Mehlville R-9 School District, St. Louis, Mo.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C.

Note—63p.; For related documents, see CG 010 197-202

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Child Development, Classroom Materials, \*Communication Skills, \*Curriculum Guides, Elementary Education, \*Family Relationship, Grade 4, Instructional Materials, \*Learning Activities, Parent Child Relationship, Self Concept

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, PACE, \*Project to Advance Creativity in Education

The PACE project is directed to all students in grades 4-6 in the Mehlville School District (St. Louis, Mo.). The major purpose of the project is to involve students in an enrichment program to develop skills in self-understanding and in effective communication with parents and others, and is based on the idea that there is a need for a more adequate understanding of communication skills between child and parent. This handbook has been designed for the teacher to use in a fourth-grade classroom setting and includes units in awareness, communication, and family. The activities are intended to take from 45 to 60 minutes each, once a week for 12 weeks. Examples of handout sheets are included. (Author/HMV)

**ED 114 741** 88 CG 010 201

**Family Structure, Awareness, Communication Skills: An Activities Handbook Especially for Grade 5. PACE Program.**

Mehlville R-9 School District, St. Louis, Mo.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C.

Note—70p.; For related documents, see CG 010 197-202; pages 19 and 20 may not be legible when reproduced

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Child Development, Classroom Materials, \*Communication Skills, \*Curriculum Guides, Elementary Education, \*Family Relationship, Grade 5, Instructional Materials, \*Learning Activities, Parent Child Relationship, Self Concept

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, PACE, \*Projects to Advance Creativity in Education



The PACE project is directed to all students in grades 4-6 in the Mehlville School District (St. Louis, Mo.). The major purpose of the project is to involve students in an enrichment program to develop skills in self-understanding and in effective communication with parents and others, and is based on the idea that there is a need for a more adequate understanding of communication skills between child and parent. This handbook has been designed for the teacher to use in a fifth-grade classroom setting and includes units in awareness, communication, and family. The activities are intended to take from 45 to 60 minutes each, once a week for 12 weeks. Examples of handout sheets are included. (Author/HMV)

**ED 114 742 88 CG 010 202**  
**Family Structure, Awareness, Communication Skills: An Activities Handbook Especially for Grade 6. PACE Program.**

Mehlville R-9 School District, St. Louis, Mo.  
 Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C.

Note—76p.; For related documents, see CG 010 197-201

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
**Descriptors—**\*Child Development, \*Classroom Materials, \*Communication Skills, \*Curriculum Guides, \*Elementary Education, \*Family Relationship, Grade 6, \*Instructional Materials, \*Learning Activities, \*Parent Child Relationship, \*Self Concept

**Identifiers—**Elementary Secondary Education Act Title III, ESEA Title III, PACE, \*Projects to Advance Creativity in Education

The PACE project is directed to all students in grades 4-6 in the Mehlville School District (St. Louis, Mo.). The major purpose of the project is to involve students in an enrichment program to develop skills in self-understanding and in effective communication with parents and others and is based on the idea that there is a need for a more adequate understanding of communication skills between child and parent. This handbook has been designed for the teacher to use in a sixth-grade classroom setting and includes units in awareness, communication, and family. The activities are intended to take from 45 to 60 minutes each, once a week for 12 weeks. Examples of handout sheets are included. (Author/HMV)

**ED 114 743 CG 010 203**  
**Spring, Martha F. And Others**

**Conceptual Complexity and Teacher-Student Interaction in Alternative and Traditional Classes.**

Pub Date 31 Aug 74  
 Note—17p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, August 1974)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors—**Behavior Patterns, \*Classroom Observation Techniques, \*Classroom Research, Grade 7, \*Interaction Process Analysis, \*Junior High Schools, \*Psychoeducational Processes, \*Research Projects, \*Student Teacher Relationship, \*Teacher Characteristics, \*Teaching Styles

**Identifiers—**\*This I Believe Test  
 This study investigates sociopsychological variables in an educational context. The question of interest concerns the relationship between the conceptual complexity of teachers and the type of teacher-student interaction in the classrooms. Specifically, this study asks if a teacher's belief system is related to a pattern of asymmetrically or reciprocally contingent interaction between teacher and students in the classroom. To assess the extent of reciprocally versus asymmetrically contingent interactions in classrooms, the Hit-Steer observational system was devised, which is designed to reveal the patterns of teacher and pupil interaction, especially the extent to which the behavior of the teacher and pupil interaction, especially the extent to which the behavior of each is contingent on the behavior of the other, by assessing the number of times a teacher or pupil attempts to influence ("hits") the other and whether the other modifies his behavior as a result of the "hit" (whether the other "is steered" or not). Thirty-three seventh-grade classrooms were selected for intensive observation. Results indicate that teachers who function in a relatively concrete and rigid way tend to be more directive and controlling than others, and they tend to dominate classroom interaction. (Author/HMV)

**ED 114 744**

**Bard, Morton**

**Family Crisis Intervention: From Concept to Implementation. National Institute of Law Enforcement and Criminal Justice Monograph.**

National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Pub Date Dec 73

Note—18p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**Crisis Therapy, \*Educational Programs, \*Family Problems, \*Instructional Programs, \*Intervention, \*Law Enforcement, \*Police, \*State of the Art Reviews

One of the most hazardous assignments police officers face is dealing with family quarrels and disturbances. In 1972, 13 percent of all policemen killed in the line of duty died while responding to disturbance complaints. Despite these dangers, techniques for dealing with such crises are rarely included in police recruit and in-service training programs. The feasibility of training police as specialists in family crisis intervention was first tested by the Office of Law Enforcement Assistance in 1967. The National Institute of Law Enforcement and Criminal Justice believes that crisis intervention training can enhance police safety and make police service more responsive to community needs. The institute has prepared this monograph to explain the concept underlying the training and to discuss some guidelines and problems in organizing a training program. (Author/HMV)

**ED 114 745**

**Shute, Robert E.**

**The Impact of Peer Pressure on the Verbally Expressed Drug Attitudes of Male College Students.**

Pennsylvania State Univ., University Park. Addictions Prevention Lab.

Spons Agency—Governor's Council on Drug and Alcohol Abuse, Harrisburg, Pa.

Pub Date 75

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

Available from—American Journal of Drug and Alcohol Abuse; v2 n2 p231-243 1975

**Document Not Available from EDRS**

**Descriptors—**Behavioral Science Research, \*Behavior Patterns, \*College Students, \*Drug Abuse, \*Peer Acceptance, \*Peer Relationship, \*Psychological Patterns, \*Research Projects, \*Socially Deviant Behavior, \*Student Attitudes

Peer pressure was shown to have a powerful influence on the verbally expressed drug attitudes of the undergraduate male sample. Subjects exposed to a group which consistently espoused either conservative (anti-drug) or liberal (pro-drug) attitudes toward the personal use of drugs were highly likely to conform to the groups attitudinal norms. Effects of natural peer groups are discussed along with recommendations for primary prevention programming and further research. (Author)

**ED 114 746**

**Bengelsdorf, Irving S. And Others**

**Current Research Approaches to Neural Mechanisms of Learning and Memory. Preliminary Report on a Conference Held at Asilomar Conference Grounds, Pacific Grove, California.**

National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 75

Note—59p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**Basic Skills, Behavior, \*Biochemistry, Conferences, Development, \*Educational Improvement, \*Learning, \*Memory, \*Nature Nurture Controversy, \*Neurological Organization

The National Institute of Education takes a fundamental approach to the problems it is addressing. This implies the creation of an intellectual framework for the problem areas, which can be used to systematize existing knowledge and research approaches and suggest promising new directions for research and development. Neural mechanisms of learning and memory constitute the ultimate foundations upon which learning of basic skills rests. This conference grew out of such concerns. Twenty review papers were

**CG 010 204**

prepared and circulated in advance by leading investigators, each describing a major research approach, well-established findings, current gaps in knowledge, current research efforts and near-future prospects, and relations to other approaches. At the conference, presentation of highlights of each review by its author was followed by a prepared discussion of the paper by another leading investigator, and then by general discussion. The review and discussion papers, revised on the basis of discussions at the conference, will be published as the report of the Conference in late 1975 by the MIT Press. The report, in addition to being very useful to investigators in the field and to students, will be used by NIE in formulating its policy on future support of research in this area. (Author/CKJ)

**ED 114 747**

**Westbrook, Franklin D.**

**High Interest Scales on the Strong Vocational Interest Blank and the Kuder Occupational Interest Survey Using Holland's Occupational Codes. Research Report No. 1-75.**

Maryland Univ., College Park. Counseling Center.

Report No.—RR-1-75

Pub Date [75]

Note—11p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*Correlation, \*Higher Education, \*Interest Scales, \*Measurement Instruments, \*Occupational Choice, \*Vocational Counseling, \*Vocational Interests

This study compared the arrays of high interest occupations produced by the Strong Vocational Interest Blank, T-399 and the Kuder Occupational Interest Survey, Form DD when the instruments were administered to the same Subjects. Holland type Summary Codes were devised from the arrays of occupations and were analyzed by correlated t tests and Pearson r correlations. A frequency percent count showed 85 percent of the pairs of Summary Codes had two identical characteristics and some support was found for Holland's hexagon. The implications for future studies comparing the two instruments were discussed. (Author)

**ED 114 748**

**Stevens, Richard E.**

**Behavior Modification: A Model for Implementation of Theory in a Problem Situation.**

Pub Date May 75

Note—35p.; Paper submitted in partial fulfillment of the requirements for the Ed.D. degree, Nova University

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**Achievement, Behavioral Objectives, \*Behavior Change, \*Continuation High Schools, \*Emotionally Disturbed, \*Models, \*Reinforcement, \*Secondary Education, \*Student Behavior, \*Study Skills

The purpose of this practicum was to develop, implement, and evaluate a system of behavior modification on a school-wide basis. The system developed was that of a token economy. Baseline data was gathered during the first three school months on behaviors identified as "avoidance." The system was implemented during the fourth school month and comparative data generated during the fourth and fifth school months. Target behaviors identified were increased punctuality, increased productive hours, and increased credit production. The system generated significant increases in credit production and productive hours but was not as successful in the area of punctuality. (Author)

**ED 114 749**

**Goodrich, Joan And Others**

**Women in the Job Interview: Survey of Employers 1973-74.**

Michigan Univ., Ann Arbor. Career Planning and Placement Office.

Pub Date [74]

Note—26p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**Attitudes, \*Employer Attitudes, \*Employment Interviews, \*Equal Opportunities (Jobs), \*Females, \*Placement, \*Sex Differences, \*Sex Discrimination, Surveys

The present survey aimed to find out the opinion of employers on how women performed in employment interviews. The question raised was, "Are there any behaviors more common to women than men that are considered undesirable

in an applicant and thus are hindering women applicants' chances of being hired?" An eight-page questionnaire was prepared to elicit employers' comments on various issues relating to women as applicants for employment. The employers in the sample represented various segments of industry, business, government and education. The following are the main results obtained: (1) employers reported that women's career goals and plans for the future are more short-term than men's goals; (2) marital status hindered advancement of women into management and a few other areas; (3) most respondents reported that women are more nervous and sometimes less confident during interviews than men are; (4) generally, female employers responded more liberally and tended to see no significant differences between men and women in a number of areas; and (5) most employers in the study seemed to be sincere in their efforts to afford women equal consideration in the employment interview and the hiring process. (Author/SE)

**ED 114 750** CG 010 211

*Jackson, Douglas N.*

**Discriminantly Valid Personality Measures: Some Propositions. Research Bulletin No. 339.**

University of Western Ontario, London. Dept. of Psychology.

Report No.—ISSN-0316-4675; R Bull-339

Pub Date Sep 75

Note—15p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Discriminant Analysis, \*Measurement, \*Personality Assessment, Personality Theories, \*Predictive Validity, Psychometrics, Situational Tests, Symposia, \*Test Validity

Starting with the premise that the construct-oriented approach is the only viable approach to personality assessment, this paper considers five propositions. First, a prerequisite to generalizable and valid psychometric measurement of personality rests on the choice of broad-based constructs with systematic univocal definitions. Next, measures will be likely to demonstrate convergent and discriminant validity and relative freedom from desirable bias if, and only if, these requirements are incorporated into test construction. Third, untrained item writers produce more valid personality scales than do empirical procedures using extant pools. Fourth, convergent and discriminant validity of personality measures is demonstrable even in the face of confounded method variance, and last, a potentially fruitful avenue for further investigation is the demonstration of a number of reproducible sets of psychopathological types. Evidence supporting each of the above propositions is discussed. Some areas of research needing attention are outlined. (Author)

**ED 114 751** CG 010 212

*Williams, Richard C.*

**Lord of the Flies: An Ethological Study of Dominance Ordering in a Group of Human Adolescents.**

Pub Date Apr 75

Note—17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Adolescents, \*Behavior Patterns, \*Group Structure, Organization, Peer Relationship, \*Power Structure, Research Methodology, \*Sociometric Techniques, Summer Programs, Teenagers

**Identifiers**—Dominance, \*Ethology

A stable, ordered dominance hierarchy was found via observational and sociometric methods for a group of 13-year-old boys during a five-week summer camp. This group structure was formed early in camp and was stable across settings, time, and types of dominance interactions. The hierarchy correlated significantly with the rank-orderings bed position and hiking position and highly, but not significantly, with athletic ability, physical fitness, chronological age, and late popularity. Group characteristics and individual differences are noted, especially in regard to the alpha and omega individuals. The dominance hierarchy appears to serve in the reduction of antagonistic behaviors and, on an individual level, to provide knowledge of where one's place is among one's peers. (Author)

**ED 114 752** 95 CG 010 213

*Josselson, Ruthellen And Others*

**On the Validity of the Psychosocial Maturity Inventory: Relationship to Measures of Personal Well-Being. Report No. 199.**

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—R-199

Pub Date Jun 75

Contract—NE-C-00-3-0113

Note—14p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Correlation, Interpersonal Competence, \*Maturity Tests, \*Personal Adjustment, Personality Assessment, \*Personality Tests, Rating Scales, Research Projects, \*Self Congruence, Social Maturity, \*Test Validity

**Identifiers**—\*Psychological Maturity (PSM) Inventory

Two studies were conducted to explore the convergent and divergent validity of the Psychosocial Maturity (PSM) Inventory. The Individual Adequacy subscales were found to be highly related to measures of personal adjustment while the Social Adequacy and Interpersonal Adequacy subscales showed lower correlations with these measures. The results indicate that the Individual Adequacy scales demonstrate the concept-predicted association with personal well-being. Furthermore, the results demonstrate the distinctiveness of the Individual Adequacy scales from the others. (Author)

**ED 114 753** 95 CG 010 214

*Josselson, Ruthellen And Others*

**Phenomenological Aspects of Psychosocial Maturity in Adolescence. Report No. 198.**

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—R-198

Pub Date Jun 75

Contract—NE-C-00-3-0113

Note—82p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—\*Adolescence, Case Studies, \*Maturity Tests, Personality Assessment, \*Personality Tests, \*Psychological Patterns, Research Projects, \*Self Esteem, Social Psychology

**Identifiers**—\*Psychosocial Maturity (PSM) Inventory

Forty-one subjects who score at the high and low extremes of the Psychosocial Maturity (PSM) Inventory were intensively interviewed. These interview data were analyzed to contrast the phenomenological and psychodynamic forces in the lives of these subjects that influence their current state of psychosocial maturity. Case material is presented. Discussion focuses on the interplay between the processes of adolescent ego development and the traits of psychosocial maturity. The growth of impulse control, increases in self esteem and gains in autonomy are all found to contribute to greater maturity. Heterosexual behavior, by contrast, bears a more complex relationship to psychosocial maturity in adolescence. Implications for theory are discussed with respect to psychoanalytic and Eriksonian literature. (Author)

**ED 114 754** 95 CG 010 215

*Michaels, James W. McCulloch, Donna H.*

**Rationale and Design for Reducing Sex Differences in Occupational and Educational Attainment by Strengthening Across-Sex Peer Influences. Report No. 196.**

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date May 75

Grant—NIE-G-74-0067

Note—35p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Achievement, Elementary Secondary Education, Models, \*Occupational Aspiration, \*Peer Relationship, Performance Factors, \*Sex Differences, Sex Discrimination, \*Task Performance

Major sex differences in occupational and educational attainment are summarized and a rationale and supporting evidence presented for reducing such sex differences by strengthening

across-sex task interaction and reward interdependence in school classrooms, thus strengthening across-sex peer influence. An experimental design is suggested, though not implemented, which would analytically separate the effects of cooperative and competitive task interaction from those of positive and negative reward interdependence. Thus, it is hypothesized that both task interaction and reward interdependence would contribute to strengthening across-sex task-related interaction outside of the formal task-reward setting. Appendix A includes student self-report measures of the dependent variables of interest, and Appendix B discusses several problems encountered in reviewing the literature on sex differences and sex discrimination. (Author)

**ED 114 755** CG 010 216

*Student Advisory Board, 1974-1975.*

Pennsylvania State Dept. of Education, Harrisburg.

Pub Date [75]

Note—41p.; For related documents, see ED 102 491 and ED 103 735

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Advisory Committees, Educational Testing, High School Students, Program Development, \*Projects, Reports, Secondary Education, \*Student Developed Materials, \*Student Participation, \*Student Publications

In 1972, a Student Advisory Board (composed of high school students) was created in Pennsylvania. Students proposed projects in areas that concerned them, formed small committees, and through interviews with relevant or influential people, fact-finding, and assessment of available material and responses, prepared reports and recommendations. It is hoped that some of these reports will be disseminated among all students. This paper contains the student reports on the 1974-1975 projects and deals with college testing, communications, competency-based education programs, school climate, student participation, and teacher observation/evaluation. (NG)

**ED 114 756** 95 CG 010 218

*Lackey, L. L.*

**A Program for Improving the Interpersonal Competence of High School Students. Final Report. Human Resources Research Organization, Alexandria, Va.**

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—FR-D4-74-19

Pub Date Jul 74

Grant—OEG-4-73-3232

Note—134p.; For related document, see CG 010 219

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—\*Behavior Change, \*Change Strategies, \*Communication Problems, High School Students, \*Interpersonal Competence, Peer Counseling, Program Descriptions, Secondary Education, Social Development, \*Student Behavior, T Groups

This report describes a project dealing with the development and implementation of a model for training the interpersonal aspect of competence. The project had four purposes for the student participants: (a) increase the interpersonal competence of students who previously exhibited deficiencies in interpersonal relations; (b) lessen the communication problems between students and teachers and between students of different ethnic groups; (c) reduce student perceptions of rejection by their peers; and (d) develop more positive attitudes toward school, teachers, and students of the other ethnic group. In Phase I, specially selected students were trained both in the implementation of an interpersonal relations training model and in the conduct of small discussion groups of peers. In Phase II, these selected students served as interpersonal relations training group leaders in conducting the training program for volunteers from the high schools in the Taylor County, Georgia school system. The effectiveness of the training program in accomplishing the specified purposes was evaluated by means of several questionnaires developed for this project. The results showed that the training program had a significant behavioral impact upon the student participants. (Author)

**ED 114 757** 95 CG 010 219

*Lackey, L. L.*

**Instructor's Manual for a Program for Improving the Interpersonal Competence of High School Students.**

Human Resources Research Organization, Alexandria, Va.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—RP-D4-74-20

Pub Date Jul 74

Grant—OEG-4-73-3232

Note—32p.; For related document, see CG 010 218

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—Behavior Change, \*Change Strategies, \*Counseling Programs, Daily Living Skills, \*High School Students, \*Interpersonal Competence, Manuals, Secondary Education, \*Student Behavior, T Groups  
Identifiers—\*Georgia (Taylor County)

This document describes the procedures which were followed in conducting a training program in the Taylor County, Georgia Public School System. The program which was conducted focused on training high school students in performing appropriately assertive behavior in various social situations. In this program, a number of high school students were selected on the basis of their leadership potential and emotional maturity. These students were given assertive training, as well as training and practice in the conduct of discussion groups. This activity constituted Phase I of the project. Phase II consisted of assigning other students volunteering to participate in the training program to discussion groups, each of which had 10-13 members. Each group was led by two of the students who had been trained in Phase I. While the foregoing describes the approach used in the Taylor County project, the material presented in subsequent sections can be modified to fit other requirements. One modification which occurred in the course of this project was an expansion of the initial focus on appropriately assertive behavior to one which included all aspects of interpersonal relations. (Author)

**ED 114 758** CG 010 220  
Drugs and Drug Abuse: Alcohol, Tobacco, and Controlled Dangerous Substances (A Supplement to the Course of Study for Science, Grade 7). Bulletin No. 278; [and] Bibliography and Teacher Packet, Bulletin No. 278-A.

Montgomery County Public Schools, Rockville, Md.

Report No.—Bull-278; Bull-278-A

Pub Date 75

Note—127p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**  
Descriptors—Alcohol Education, Bibliographies, \*Curriculum Guides, \*Drug Abuse, \*Drug Education, \*Grade 7, Instructional Materials, \*Junior High Schools, Reference Materials, Resource Guides, Secondary Education, \*Teaching Guides, Tobacco

The primary bulletin outlines a teaching program for seventh-grade students on drugs and drug abuse, and is designed to supplement the school science curriculum. The program is directed towards providing factual information about various drugs and appropriate techniques that the teacher needs. It also provides appropriate learning experiences for the student. Stress is placed on the physical nature of the drugs and their physiological effects on the human body. It is hoped that this approach will ensure that students will become aware of the effects of drug abuse on the individual, his family, his community and society as a whole. Suggestions are offered as to potential community resources that could be utilized as consultants and guest speakers. The guide is organized into two sections for each drug: a teacher information section and a teaching unit. The supplementary bulletin contains a bibliography of drug literature, tests for students, tables of drug characteristics, slang and technical terms, drug abuse symptoms, and Maryland laws on drug abuse. (NG)

**ED 114 759** CG 010 223  
Boyd, H. Alton. And Others  
The Occurrence of Inappropriate Classroom Behavior among Elementary School Students. Human Resources Research Organization, Dothan, Ala. Div. 6.

Spons Agency—Dothan City Schools, Ala.

Pub Date Jul 72

Note—39p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—\*Behavior Change, \*Classroom Observation Techniques, Elementary Education, \*Inservice Teacher Education, \*Interaction

Process Analysis, Program Descriptions, Research Projects, Social Factors, \*Student Behavior

This report was prepared for the Dothan City Board of Education by the Human Resources Research Organization to describe work done as a part of the Dothan City Schools' project "Comprehensive Services for Socio-Emotional Conflict," a three-year project which had as its fundamental objective the reduction of undesirable effects of socio-emotional conflict suffered by students. Principally, this report describes the effect of a special in-service training program for elementary school teachers on selected classroom behaviors of students. In addition, it describes a method of training lay observers to collect classroom behavioral data. (Author)

**ED 114 760** CG 010 224  
Richmond, Bert O. Kloosterman, Winton A.  
Creative Expression and Humanistic Values of Counselors.

Pub Date [72]  
Note—12p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Counseling Effectiveness, \*Counselor Characteristics, Counselors, \*Creative Expression, \*Creativity, Research Projects, Social Values, \*Values

Ninety-two graduate students in counseling and psychology were asked to respond to tasks measuring creative expression and certain value constructs. Significant, although minimal, correlations occurred between some factors of creativity and values. The value scale produced two opposing value factors for this sample of counselors. Results suggest that the development of divergent thinking processes may be an educational process useful in the development of more effective counselors. (Author/CKJ)

**ED 114 761** CG 010 302  
Gavin, Eileen A.  
Albert Michotte and Memory.

Pub Date [71]

Note—13p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*Association (Psychological), Cognitive Processes, Experiments, \*Individual Differences, Investigations, Mediation Theory, \*Memory, \*Paired Associate Learning, \*Recall (Psychological), Research Reviews (Publications), Thought Processes  
Identifiers—\*Michotte (Albert)

Albert Michotte, known primarily for his research in perception, also carried out several experiments in logical memory (conceptual or intellectual memory). He was strongly influenced by Kulpe, feeling that the thought processes were autonomous, in contradiction to more traditional and elementary conceptions of mental activity. His experiments, using paired-associate techniques to study the place of thought in logical memory, made note of time to complete each word pair; interval between presentation and test; and the subjects' introspections about the experience, perceptions of the word pair, and trains of thought engendered by the presentation of a single word. Significant findings were the different patterns of conscious phenomena each subject used in recalling the second word of the pairs, regardless of almost identical recall accuracy, and the large number of intermediary phenomena (relational and non-relational thought, visual imagery, and false words) that made up the recall process. Michotte concluded that relational thought was necessary to logical memory, but that it could not stand alone. Michotte's emphasis on memory as a contributor to action (one experiment was carried on in everyday situations instead of the laboratory) and his discovery of the multiplicity of means by which different individuals arrive at the same outcome are still of significance to current memory research. (MR)

CS

**ED 114 762** CS 001 852  
Rivkin, Fredric A. Dreiman, Martha A.  
A Phonics-Peer Instruction Program. River Rouge Public Schools, Mich.

Pub Date 73

Note—239p.; See CS001934 for Effective Reading Programs: Summaries of 222 Selected Programs; Program formerly entitled Phonovisual-Peer Instruction Program

Available from—Fredric A. Rivkin, River Rouge Schools, 1411 Coolidge, River Rouge, Michigan 48218 (write for price)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Effective Teaching, Elementary Education, \*Peer Teaching, Program Descriptions, \*Reading Instruction, \*Reading Programs, \*Remedial Reading, Tutorial Programs  
Identifiers—\*Effective Reading Programs, Elementary Secondary Education Act Title I, ESEA Title I, Right to Read

This program, included in Effective Reading Programs... serves approximately 500 pupils in kindergarten through grade six who are eligible for Title I services. About 50 percent of the students are black and about 50 percent are white. Pupil selection is based on low reading capability as determined by test scores, pupil performance, or teacher judgment. The program's content and instructional system were developed by the project coordinators using a commercially available phonics program. They divided the content into 25 modules that described terminal behaviors. A series of tasks for each module was prepared. For each task a set of pupil performance objectives was generated, and from the objectives, Quality Control Check Tests were developed. The program is carried out by the regular classroom teacher, who ensures that 30 minutes a day is devoted to the program. The instructional system consists of six steps: becoming familiar with the task, teaching the skills, performing the skills, taking the Quality Control Check Tests, recycling the particular tasks, and achieving mastery. Following mastery of the materials, the student goes on to become a peer instructor for other students entering the sequence. (WR/AIR)

**ED 114 763** CS 002 175  
Corsale, Kathleen  
The Effects of Mode of Presentation on Encoding Processes in Children's Short-Term Memory.

Pub Date 74

Note—14p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana Aug. 30, 1974-Sept. 3, 1974)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*Aural Learning, Cognitive Processes, Elementary Education, Elementary School Students, \*Learning Modalities, \*Memory, Mental Development, Reading Research, \*Recall (Psychological), Retention, Verbal Learning, \*Visual Learning

The purpose of this study was to determine whether children as young as second-graders could encode categorically within an abstract evaluative dimension. The study uses mode of stimulus presentation (auditory or visual) as an independent variable. The subjects were 40 white middle class children from grades 2, 4, and 6, who were randomly assigned to one of four experimental conditions. A control group received four trials of words from the same subjective category. Interference between trials followed Wicken's release from proactive interference paradigm and consisted of a color naming distractor task. An experimental group received three trials of words from the same subjective category with a shift to another category on the fourth trial. The interference remained the same. Subjects were asked to recall the words after a 15 second interference duration. Some of the results indicated that the experimental groups at each grade level show an increase in recall from trial 3 to trial 4. Significant main effects were found for overall recall performance between grades and across trials. The mode of presentation did not appear to have a differential effect on the children's encoding at any grade level. (MKM)

**ED 114 764** CS 002 198  
Children's Books of the Year 1974. Child Study Association of America / Wel-Met, Inc., New York, N.Y.

Pub Date 75

Note—54p.

Available from—Child Study Press, 50 Madison Avenue, New York, New York 10010 (\$2.50 plus \$0.50 for postage and handling)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
Descriptors—\*Annotated Bibliographies, Booklists, \*Childrens Books, \*Childrens Litera-

ture, Elementary Education, \*Reading Interests, Reading Level, \*Reading Materials, Reading Material Selection

The books in this annual listing have been reviewed and selected by the Children's Book Committee, a voluntary group of parents, teachers, librarians, writers, and specialists in various related fields. The listing contains books written for the nursery years through age thirteen. Titles are arranged, for the most part, according to age groups and are further differentiated into topical divisions which are reflective of the interests and abilities of children. Non-fiction books of information are listed in topical groupings under a special interest heading. Other sections include collections, poetry, holidays, books for parents and children, reprints and new editions, and paperback reprints. Each listing contains bibliographic information, a brief annotation of the book, and the suggested age level. Starred titles indicate books considered by the Committee to be of outstanding merit. (LL)

ED 114 765 CS 002 206

Faulkner, Janice, Ed.

**Approaching Remedial Reading: A Staff Developmental Activity for Secondary Teachers; A Report on Reading in the Secondary School: A Workshop in Reading Instruction for Teachers.** East Carolina Univ., Greenville, N.C.; Pamlico County Schools, Bayboro, N.C.

Pub Date Sep 75

Note—49p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Curriculum Development, Decoding (Reading), Developmental Reading, \*Inservice Teacher Education, Reading Comprehension, \*Reading Instruction, \*Remedial Reading, Secondary Education, \*Secondary School Teachers, Study Skills

A 30 hour remedial reading workshop, designed for all secondary language arts teachers and for selected secondary teachers in all subject areas, is described in this report. The workshop was designed for teachers in the Pamlico County (North Carolina) Schools by members of that school system and the General Assistance Center at East Carolina University. The first three sessions were devoted to investigation of the reading problem and resulted in a decision to design a reading workshop for students to be implemented into the curriculum. Sessions 4-10 were then devoted to formulating a rationale to govern the course, writing behavioral objectives, developing strategies to achieve those objectives, and then selecting materials with which to implement the strategies. The syllabus for the proposed course is included in the report. (MKM)

ED 114 766 CS 002 207

**A Taxonomy of Selected High School Equivalency Materials (Reading).**

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.

Pub Date 75

Note—93p.; See related documents ED 109 660 and ED 059 428

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*Achievement Tests, Adult Basic Education, Adult Education Programs, Adult Reading Programs, Critical Reading, \*Equivalency Tests, \*High School Equivalency Programs, Reading Comprehension, Reading Instruction, \*Reading Materials, Reading Skills, \*Taxonomy, Vocabulary Development, Word Study Skills

Identifiers—\*General Educational Development Test

This taxonomy was developed as a tool to be used by instructors as an efficient system to guide them in preparing their students for the Test of General Educational Development (GED). The focus is on the development of those reading skills considered to be critical for the student to have mastered in order to successfully complete a high school equivalency program. The first stage of the system is an inventory of an individual's reading skills, based on the Iowa Test of Educational Development, either form X-4 or Y-4. The second stage is a prescription of materials that could be used to introduce and reinforce any of the skills the student has not mastered. Three New York State Education Department publications and six commercially available programs are keyed to specific reading skills. The materials range in difficulty from a seventh grade reading

level or lower level reinforcement to a twelfth-fourteenth grade reading level or upper level reinforcement. Suggestions for GED test simulation are offered. The general reading skills listed are vocabulary development, ability to interpret reading materials in the social studies and natural sciences, and ability to interpret literary materials. (MKM)

ED 114 767 CS 002 209

Manzo, Anthony V.

**The Math Student/The Math Teacher/The Math Problem.**

Pub Date 75

Note—10p.; Paper presented at the Missouri Council of Teachers of Mathematics (October, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Concept Teaching, \*Content Reading, Elementary Secondary Education, \*Mathematics Instruction, \*Mathematics Teachers, \*Questioning Techniques, Reading Comprehension, Reading Instruction, Reading Skills, \*Students, Study Skills

Identifiers—\*RQ Procedure

In an examination of the problem of national mathematical illiteracy, the math student, the math teacher, and the math problem are discussed. The math student may have defects, deficiencies, disruptions, and/or differences in the cognitive abilities required to perform a mathematical problem. The math teacher may tend to be less verbal and less socially responsive than other teachers. Math teachers also may have internalized mathematical reasoning and its accompanying numerical coding and notation so that they can hardly understand the primitive state of most students and many adults and thus students tend not to question, but instead accept math as a closed system. The math word problem poses a barrier to learning because of the new words and notations and the complex language and terse sentences. An approach to these problems which involves the student, the teacher, and the problem is the R/Q procedure, a variation of the R/Quest procedure developed by Manzo. The R/Q procedure is a questioning strategy carried out between teacher and student in which they both read each sentence of the problem and then ask each other questions about the problem until the student is ready to solve the problem. (MKM)

ED 114 768 CS 002 210

Rupley, William H.

**Credible Variables Which Relate to Teacher Effectiveness in Reading Instruction.**

Pub Date Nov 75

Note—10p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (65th, San Diego, California, November 28, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Academic Achievement, \*Effective Teaching, Elementary Education, Reading Improvement, \*Reading Instruction, \*Reading Programs, \*Reading Research, \*Research Methodology, Teaching Methods

This paper briefly reviews recent reading research which is based on the concept of first identifying effective reading teachers in terms of students' reading achievement and then considering process variables (instructional strategies) which could account for the students' achievement. It is suggested that the advantage of this research approach over approaches which identify variables and then attempt to establish a relationship to student achievement is that the variables under investigation deal more directly with those which relate to student achievement, and this direct relationship is important if progress is to be made toward identifying the effective reading teacher in relation to the total reading program. (LL)

ED 114 769 CS 002 211

**Impact of Oregon Education: A Pilot Assessment of Reading 1974; Oregon Statewide Assessment Program. General Report [and] Executive Summary.**

Oregon State Dept. of Education, Salem.

Pub Date Nov 74

Note—53p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Educational Assessment, \*Evaluation Methods, \*Reading Achievement, Reading Comprehension, \*Reading Programs, Reading Research, \*Reading Skills, Vocabulary

Identifiers—\*Oregon

This report provides a description of the steps in planning the assessment of reading on a statewide basis. Work on the 1974 Oregon Statewide Assessment Program began in September 1973 and culminated in a set of reports and related informational packets in November 1974. The assessment plan involved the following procedures: selection of 25 reading objectives grouped into the four areas of word attack, vocabulary comprehension, and application skills; selection of 96 items for a reading test; sampling of a scientifically drawn sample of fourth grade pupils; testing; analysis of the assessment data; and review and interpretation. Results of the testing are discussed and recommendations for action are proposed. Some of the findings are that the general performance across the state was good; the relative performance of the district types was consistent across the four skill domains; and the performance across the state was lower for comprehension and application skills than for word attack and vocabulary skills. Numerous tables and graphs illustrate the findings of the assessment. (MKM)

ED 114 770 CS 002 212

**The Reading Process: A Selective Review of the Literature. Reviews of Research, No. 3.**

Maryland State Dept. of Education, Baltimore. Div. of Research, Evaluation, and Information Systems.

Pub Date Sep 75

Note—48p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Bibliographies, Elementary Secondary Education, Language Role, \*Literature Reviews, \*Models, Reading Comprehension, \*Reading Processes, Reading Programs, \*Reading Research

The principal purpose of this publication is to present a selected review and synthesis of the literature on the reading process. Section one describes an overview of the reading process. Various models of reading acquisition and their implications for reading are presented in section two. Section three considers a number of practical elements necessary when planning the classroom programs, K-12. Among the topics discussed are: learning to read, two definitions of reading, the value of reading, the nature and purposes of language, language as a vehicle of communication phonemes, morphemes, nativistic models, cognitive models, syntactic models, semantic models, developing the cognitive structure, developing comprehension processes, and accomplishing declared reading goals. An extensive bibliography is included. (TS)

ED 114 771 CS 002 214

Rupley, William H.

**A Conceptual Research Model for Identifying Effective Teachers of Reading.**

Pub Date 75

Note—12p.; Paper presented at the Annual Meeting of the College Reading Association (Bethesda, Maryland, October 31, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Effective Teaching, \*Models, Reading Achievement, \*Reading Research, \*Research Methodology, Research Needs, \*Teacher Evaluation

This paper argues that the first step in research aimed at identifying what constitutes the effective reading teacher should be the establishment of criteria which deals with effectiveness. A conceptual model is presented which could be used to identify the effective teacher. The focal point of the model is that effective reading instruction should be based on measures of students' outcome and then look for process variables which could explain the product. This approach is based on the assumption that students' end of school year reading achievement is directly affected by the reading instruction which they received during that school year. The model is then discussed in terms of three alternative assessment instruments, determining the appropriate unit of analysis, and making decisions about how to best examine these data. (TS)

ED 114 772 CS 002 218

Diamond, Joan

**Picture Books for Creative Thinking: A Bibliography. Educational Service Publication No. 36.**

University of Northern Iowa, Cedar Falls. Extension Service.

Report No.—ESP-36

Pub Date 74

Note—20p.

Available from—Extension Service, Univ. of Northern Iowa, Cedar Falls, Iowa 50613 (\$1.00 single copy, payment to accompany order)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—\*Annotated Bibliographies, Booklists, \*Childrens Books, Childrens Literature, \*Creative Development, \*Creative Thinking, Creativity, \*Illustrations, Primary Education

**Identifiers**—\*Picture Books

The picture books briefly annotated in this bibliography are intended for use in the primary grades. It is suggested that they be used to augment the creative potential in children in the following ways: by serving as examples of creativity to children; by initiating discussion; and by fostering individual projects for children. The main bibliographic citations are according to an alphabetical list of authors. A title index and addresses of publishers from whom books may be obtained are also included. (LL)

**ED 114 773 CS 002 219**

**Relating Reading and the School Library Program in the Primary Grades.**

California State Dept. of Education, Sacramento.

Pub Date 73

Note—52p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Instructional Materials Centers, Library Planning, \*Library Programs, \*Primary Education, Reading Development, Reading Instruction, Reading Materials, Reading Material Selection, \*Reading Programs, \*School Libraries

The library program as a support to reading instruction in the primary grades is the focus of this handbook. The first section, "Philosophy and Program Implementation," stresses the key idea of integration of library and reading programs and presents specific suggestions for implementation. The second section, "Administration of the Program," offers basic guidelines and ideas for organizing programs in a variety of situations. The third section, "Materials for the Library," suggests materials of particular value to use with primary grade children who are learning to read. (LL)

**ED 114 774 CS 002 220**

**Johnson, Connie**

**100 Activities to Motivate Primary Reading.**

Pub Date 75

Note—34p.

Available from—T. S. Denison & Company, Inc., 5100 West 82nd Street, Minneapolis, Minnesota 55437 (\$1.95)

**Document Not Available from EDRS**

**Descriptors**—Audiovisual Aids, \*Class Activities, \*Individual Reading, \*Learning Activities, Primary Education, \*Reading Interests, \*Reading Materials, Small Group Instruction, Teaching Guides

In this teaching guide 100 reading activities are suggested to provide ways for children to use their reading skills for enjoyment and to motivate independent reading. Activities are grouped into suggestions for individuals, small groups, and entire classes. Some topics for individual activities are book buttons, taped reading, a book bank, a giant book, riddles, and a personal diary. Some suggested small group activities are unison reading, story comics, puppet plays, book parades, quiet hideaways, and skill games. Some ideas for whole class activities are mood reading, ethnic book displays, multisensory reading, candid camera, a book surprise corner, and a poetry day. (MKM)

**ED 114 775 CS 002 221**

**Monaghan, E. Jennifer**

**Sounding, Blending and Psycholinguistics.**

Pub Date 75

Note—20p.; Paper presented at the Annual Meeting of the International Reading Association (20th, New York City, May 13-16, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Beginning Reading, Elementary School Students, \*Pattern Recognition, Phonemes, \*Phonics, Primary Education, \*Psycholinguistics, Reading Instruction, \*Reading Processes, Reading Research

A 40-item nonsense word list was administered to 27 first-graders who had been taught letter-sound correspondences in isolation. The results displayed a succession of stages through which subjects apparently passed. At the second stage,

subjects could sound letters but not blend the sounds into words; at the third stage, subjects could sound some letters and blend them into a word; and at the fourth stage, the subjects pronounced most of the items at sight. The fourth stage subjects were significantly more accurate at pronouncing eleven predictable items, pronounced the entire list faster, and scored significantly higher on the reading subtest of the Metropolitan Achievement Test both one and two years later when compared with the third stage subjects. Subjects' overall speed on the list as a first-grader was a significant predictor of their rank on the Metropolitan Achievement Test in second grade and in third grade. The researcher feels that written language can be mapped onto spoken language, contrary to the view of some psycholinguists. (MKM)

**ED 114 776 CS 002 223**

**Learn to Read/Read to Learn: Poetry and Prose from Afro-Rooted Sources.**

Pub Date 75

Note—226p.

Available from—David McKay Company, Inc., 750 Third Avenue, New York, New York 10017 (\$4.95 paper)

**Document Not Available from EDRS**

**Descriptors**—Class Activities, Communication (Thought Transfer), Elementary Education, \*Inner City, Language Skills, \*Music, \*Music Activities, \*Negro Culture, Negro Literature, Nonstandard Dialects, Poetry, \*Reading Development, Teaching Methods, Urban Education

Created as a manual primarily for use by average American middle-class teachers of inner-city children, this presentation of materials involves precise detailed examples of classroom activities, most of which are based on folk tales, folk games, and folk music from African-rooted traditions. The chapters contained in the book are: "All God's Chillun Got Sense," "The Word Lab," "Speech Improvisations in Verse Forms," "Collective Experiences in Depth," "Exploring Reading Materials," "Reading Independently," "Creative Writing as a Collective," "Ethnic Music Related to Language Development," and "Learn to Read/Read to Learn." Two appendices contain an annotated bibliography and a discography. (LL)

**ED 114 777 CS 002 225**

**Kender, Joseph P., Ed.**

**Reading and the Exceptional Child; Highlights of the Annual Reading Conference (23rd, Lehigh University).**

Pub Date 75

Note—123p.

Available from—The Interstate, Printers & Publishers, Incorporated, 19-27 North Jackson Street, Danville, Illinois 61832 (\$4.95 paper)

**Document Not Available from EDRS**

**Descriptors**—Conference Reports, Elementary Education, \*Exceptional Children, \*Handicapped Children, Individualized Reading, Reading Development, Reading Processes, \*Reading Programs, Reading Readiness, Reading Skills, \*Remedial Reading, \*Remedial Reading Programs, Retarded Readers, Self Concept

This book presents eleven papers on reading and the exceptional child. Part 1, "Development of Positive Self-Concept in Readers," contains: "In Search of Self" by Marvin D. Glock, "A Mental Hygiene Approach to Reading" by Ruth Jackson, and "The Videotape Playback as an Adjunct to Developing Positive Self-Regard" by Joan C. Barth. Part 2, "Teaching the Learning Disabled Child," contains: "Re-integration of Handicapped Children into Regular Classes in Public Schools" by Phyllis G. Kaplan, and "The Learning Disabled Child in the Open Classroom" by Carol Ann Wilson. Part 3, "Development of Reading Programs," contains: "Reading and Language Arts Program in the Activity-Centered Classroom" by Howard E. Blake, and "Strategies for Developing a Dynamic Reading Program" by Nicholas P. Criscuolo. Part 4, "Acquisition of Skills," contains: "Effective Teaching of Comprehensive Skills and Abilities" by Ira E. Aaron, "Readiness a Clue to Reading Success" by Louise Bates Ames, "Reading: an Auditory-Vocal Process" by Alexander Bannatyne, and "A Philosophy of Individualized Reading" by Lyman C. Hunt, Jr. Part 5 presents the keynote address by Bruno Bettelheim. (TS)

**ED 114 778**

**Bagford, Jack**

**Instructional Competence in Reading.**

Pub Date 75

Note—100p.

Available from—Charles E. Merrill Publishing Co., Columbus, Ohio 43216 (\$4.50 paper)

**Document Not Available from EDRS**

**Descriptors**—Classroom Materials, Cloze Procedure, Comprehension Development, Evaluation Methods, Higher Education, \*Instructional Improvement, Instructional Materials, \*Reading, \*Reading Instruction, Teacher Education, \*Teaching Methods, Word Recognition

This booklet contains eight chapters related to instructional competence in reading: "The Setting for Instructional Competence," "Reading Readiness," "Word Recognition," "Comprehension," "Instructional Materials," "Classroom Diagnosis," "Approaches to Teaching," and "Evaluation." Among the topics discussed are: keeping current in reading, professional efforts in reading, goals of the reading program, judging readiness for reading, developing and using a reading readiness checklist, using wordlists, differentiating sounds and transcribing, teaching a directed reading lesson, teaching specific comprehension skills, formulating effective comprehension questions, evaluating instructional materials, writing instructional materials, constructing a learning center, selecting materials of appropriate difficulty, making a case study, constructing a cloze test, teaching reading through the language-experience approach, conducting an individualized reading conference, reading aloud, using standardized achievement tests, and communicating with parents. (TS)

**ED 114 779 CS 002 227**

**Harwood, Thomas Joseph**

**Dramatic Literature as a Mode of Instruction of Certain Reading Comprehension Skills in the Sixth Grade.**

Pub Date 75

Note—262p.; Ed.D. Dissertation, Boston University School of Education

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-20,953, MF \$7.50, Xerography \$15.00)

**Document Not Available from EDRS**

**Descriptors**—Doctoral Theses, \*Drama, Grade 6, Intermediate Grades, \*Literature Appreciation, \*Reading Comprehension, Reading Improvement, Reading Instruction, \*Reading Programs, Reading Research, Reading Skills, \*Teaching Methods

The purpose of this study was to develop a reading program using dramatic literature, informal dramatization, and a series of related written exercises to increase reading comprehension skills. It was also the purpose of this study to determine if such a program would produce a more favorable attitude toward reading on the part of the students in the treatment group as compared to the students in the nontreatment group. Three hundred and forty-eight students from six suburban elementary schools participated in the study. It was concluded that the use of dramatic literature, informal dramatization, and related written comprehension exercises can increase reading comprehension skills. It was also concluded that the treatment used in this study did not seem to produce a more favorable attitude toward reading than the regular basal reading program. Achievement in reading comprehension skills appears to be slightly dependent on the reading attitudes of boys and girls at the sixth-grade level. (Author/RB)

**ED 114 780 CS 002 228**

**Marcus, Marie**

**Handbook for Individualizing Reading Instruction.**

Pub Date 74

Note—128p.

Available from—Pelican Publishing Company, Inc., 630 Burmaster Street, Gretna, Louisiana 70053 (\$4.95 paper)

**Document Not Available from EDRS**

**Descriptors**—Elementary Education, \*Individualized Instruction, \*Individualized Reading, Instructional Aids, Listening Comprehension, \*Oral Reading, \*Reading Diagnosis, \*Reading Instruction, Reading Materials, Reading Research, \*Reading Tests, Teaching Guides

This book is based on the following assumptions: there are recognized skills of decoding that



are essential to the reading act; these skills can be identified by the knowledgeable reading teacher; there is a level of reading at which every child can best be taught; and reading comprehension is comprehension of the lexical and syntactical elements of language plus grapheme representations of that language. Over 5,000 primary and middle school children in grades 1-8 were diagnosed by 125 teachers in the three systems described. Part 1, "Diagnosis: Explanations and Interpretations," focuses on Fry's readability graph extended through preprimer level, sources of reading samples, oral reading samples, oral reading diagnostic forms, interpretation of oral reading diagnosis, and interpretation of oral reading comprehension tests. Part 2, "Oral Reading Samples with Comprehension Questions," focuses on samples from levels preprimer through grade 8. Part 3, "Diagnostic Samples for Listening Comprehension," also focuses on samples from levels preprimer through grade 8. Part 4 offers alternate reading samples with tests for oral reading and listening comprehension. Part 5 discusses planning the individualized instructional program. (TS)

**ED 114 781** CS 002 229

*Anderson, Howard Nix*

**An Evaluation of a Method for Estimating Expected Gain in Reading Achievement Scores.**

Pub Date 74

Note—127p.; Ph.D. Dissertation, The University of Alabama

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-18,271, MF\$7.50, Xerography \$15.00)

**Document Not Available from EDRS**

Descriptors—\*Achievement Gains, \*Doctoral Theses, \*Elementary Education, \*Expectancy Tables, \*Intelligence Tests, \*Reading Achievement, \*Reading Diagnosis, \*Reading Tests

This study was concerned with the development and evaluation of a method for estimating expected gain in reading achievement for elementary school children. The method involves the development of two-year reading gain expectancy charts for pupils in grades two, three, and four. A separate chart is developed for each of the three grade levels. Each chart is devised as a nine by nine matrix of 81 cells, with the columns representing the nine stanines of the scores on the reading achievement pretest used and the rows representing the nine stanines of the IQ measure used. Predictions were calculated by computing the average amount of gain needed by pupils for their reading achievement post-test score to fall in the same stanine as their IQ. The subjects for the study were 152 elementary school pupils, of whom 53 were in second grade, 47 in third grade, and 52 in fourth grade. The method for estimating expected gain in reading achievement proposed in this study was evaluated by comparing its results with pupils' actual gains. The predictions were also compared to the results obtained by the use of three widely used reading potential formulas, and with results obtained from the use of regression and multiple regression equations. The average deviation of predicted gains from pupils' actual gains was 1.1 years. (Author/MKM)

**ED 114 782** CS 002 230

*Abercrombie, Charlotte Manning*

**A Content Analysis of Reading Textbooks in Terms of Moral Value.**

Pub Date 74

Note—143p.; Ed.D. Dissertation, Columbia University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-20,181, MF\$7.50, Xerography \$15.00)

**Document Not Available from EDRS**

Descriptors—\*Basic Reading, \*Doctoral Theses, \*Elementary Education, \*Moral Development, \*Moral Values, \*Reading Instruction, \*Reading Materials, \*Textbooks, \*Values  
Identifiers—\*Kohlberg Moral Development Stages, \*Values Clarification

In this study, reading textbooks were analyzed for moral content. From the findings of this analysis the extent of the use of Lawrence Kohlberg's stages of moral development in the textbooks was determined. The greatest amount of attention in one series was given to the category of helpfulness, while little attention was given to the categories of self-reliance, changed behavior, or honesty. The frequency with which moral rele-

vant categories related to the Kohlberg stages in this reading series was found to be greatest at stage three, followed in descending order of frequency at stages six, one, two, four, and five. The following conclusions emerged. The content of reading textbooks in terms of moral value has been found through this analysis to contain some moral relevant categories. All series were not the same, however. A second conclusion is that certain themes were used over and over again. A third conclusion was that there is a need for pedagogical designing to provide adequately for content of moral value. (Author/MKM)

**ED 114 783** CS 002 231

*Stevens, George Leo*

**An Investigation of the Relationship between Adult Attitudes toward Reading and Reading Skills Before and After a Reading Improvement Course.**

Pub Date 74

Note—85p.; Ph.D. Dissertation, University of Maryland

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-17,907, MF\$7.50, Xerography \$15.00)

**Document Not Available from EDRS**

Descriptors—Attitude Tests, \*Changing Attitudes, \*Doctoral Theses, \*Postsecondary Education, \*Reading Achievement, \*Reading Comprehension, \*Reading Improvement, \*Reading Skills, \*Student Attitudes

The purpose of this study is to investigate the relationships between attitudes toward reading and the reading skills of a population of adults who are good readers. Two hundred adults enrolled in eight reading classes were involved in this study. Initially a reading test and a form of the Semantic Differential were administered to all subjects. The subjects then took a reading course designed to improve comprehension and speed. After the course, an alternate form of the same reading test and the same form of the Semantic Differential were administered to the subjects. The results of the study supported the hypothesis that the attitudes of adults toward reading are positively related to reading skills. The hypothesis that improvements in reading skills are positively related to improvements in attitudes had only minimal support from the data. The findings provided some support for the notion that there is a positive relationship between initial attitudes toward reading and reading skills improvement. (Author/MKM)

**ED 114 784** CS 002 232

*Albert, Elaine*

**Reading with Hornbook and Fescue.**

Pub Date 74

Note—75p.

Available from—Raspberry Hill, Box 193, Oshetemo, Michigan 49077 (\$2.50 paper)

**Document Not Available from EDRS**

Descriptors—\*Beginning Reading, \*Decoding (Reading), \*Phonics, \*Phonics, \*Reading Instruction, \*Reading Processes, \*Remedial Reading, \*Vowels

Prepared to guide the nonprofessional in helping another person learn to read, this book consists of systematic phonics for the remedial or beginning reader. Some of the pages in the book are addressed to the tutor and some to the learner. Introductory material includes descriptions of reading, the teacher, phonics, tools used in learning to read, reading readiness, and the method of approaching the teaching-learning task. The major portion of the book consists of sections on specific phonetic sounds, beginning with the easiest and progressing to the most difficult. A selected bibliography is included. (JM)

**ED 114 785** CS 002 233

*Latchat, Mary Ann, Ed. And Others*

**Reading Programs That Work: A National Survey. Second Edition.**

New Jersey State Dept. of Education, Trenton. Office of Program Development.

Pub Date 75

Note—179p.; Figures and tables may have poor reproducibility

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

Descriptors—\*Diagnostic Teaching, \*Elementary Secondary Education, \*National Surveys, \*Program Descriptions, \*Reading Improvement, \*Reading Instruction, \*Reading Programs  
Identifiers—New Jersey

This second edition contains descriptions of 29 diagnostic-prescriptive reading programs (K-12) for which some success has been demonstrated in the classroom as shown by statistical evidence of significant improvement of student learning. A four-page program profile matrix provides the reader with easy identification of the salient features of individual programs. The program descriptions offer information related to program rationale, materials, classroom organization, in-service training, cost, evaluation data on student achievement, and, where possible, the location of New Jersey school districts using the program. (LL)

**ED 114 786** CS 002 234

*Condon, Peter J.*

**Phonic Skills and Their Measurement.**

Pub Date 74

Note—32p.

Available from—Basil Blackwell, Publisher, Trade Department, 108 Cowley Road, Oxford OX4 1JF, England (Write for price)

**Document Not Available from EDRS**

Descriptors—\*Beginning Reading, \*Language Skills, \*Linguistics, \*Measurement, \*Phonics, \*Phonics, \*Primary Education, \*Reading Instruction, \*Teaching Guides

Designed as a practical guide for teachers, this book briefly reviews and discusses various aspects of phonics. Phonics is defined, and the part phonics has played in the teaching of reading in the past is considered. The use of phonics in teaching reading at the present is examined in relation to currently available research on various approaches to reading instruction. The measurement of phonics skills is also discussed, and a nonsense word test and its advantages are considered. (LL)

**ED 114 787** CS 002 238

*Furukawa, James M. And Others*

**Short-Term Memory Effects in Four Learning Modes.**

Pub Date 75

Note—10p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois Aug. 30-Sept. 3, 1975); Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Cognitive Processes, \*College Students, \*Educational Research, \*Higher Education, \*Learning Modalities, \*Learning Processes, \*Memory, \*Performance Factors, \*Psychological Studies, \*Recall (Psychological), \*Time Factors (Learning)

The effect of three levels of short-term memory (STM) and four learning modes (control, chunking, organizational strategy, programmed instruction, and adjunct questions) on prose learning and recall was studied. The participants in this study were educational psychology students at Towson State College in Maryland. Significant STM and learning mode effects on immediate and delayed posttests suggested two conclusions: (1) that low STM subjects are generally handicapped in comparison to high STM subjects, and (2) that prose materials used without modification may not lead to optimum performance. Substantial and significant correlations between STM and test scores on the delayed posttest suggested further research uses for the STM test. (Author/LL)

**ED 114 788** CS 002 239

*Mallett, Jerry J.*

**Classroom Reading Games Activities Kit.**

Pub Date 75

Note—223p.

Available from—The Center for Applied Research in Education, Incorporated, 521 Fifth Avenue, New York, New York 10017 (\$12.95 paper)

**Document Not Available from EDRS**

Descriptors—Critical Reading, \*Educational Games, \*Elementary Education, \*Individualized Reading, \*Phonics, \*Reading Comprehension, \*Reading Games, \*Reading Instruction, \*Reading Readiness, \*Reading Skills, \*Sight Vocabulary, \*Structural Analysis

Over 100 simple, easy-to-make activities for building specific reading skills in six areas, readiness, sight word knowledge, phonetic analysis, structural analysis, comprehension, and critical reading, are presented for the elementary teacher

to use as tools in individualizing reading instruction. Each game activity has been tested and complete details and directions for making and using it are included. Specific reading skill objectives and grade level standards are described for each game. Suggestions are given for using these reading games most effectively by organizing the game materials and assigning games to meet specific individual needs. (MKM)

ED 114 789 CS 002 240

Robinson, H. Alan  
Teaching Reading and Study Strategies: The Content Areas.

Pub Date 75

Note—266p.

Available from—Allyn and Bacon, Incorporated, 470 Atlantic Avenue, Boston, Massachusetts 02210 (\$11.50 cloth)

Document Not Available from EDRS

Descriptors—Business Subjects, \*Content Reading, English Instruction, Evaluation, Home Economics, Mathematics Instruction, \*Reading Comprehension, Reading Diagnosis, \*Reading Instruction, Reading Programs, Remedial Reading, Science Instruction, Secondary Education, Social Studies, \*Study Skills, \*Teacher Education, Vocabulary

This guide to teaching reading in the content areas is designed for both experienced and inexperienced teachers and emphasizes the specific teaching and learning of significant reading strategies which a student should apply to the patterns of writing used in various content areas. The book is divided into three parts, all dealing with reading as a process for learning in a given subject area. "Strategies for All Subjects" discusses evaluation procedures; readiness techniques; vocabulary strategies such as wide reading, dictionaries, and context clues; and such paragraph functions as explanation, definition, introduction, summary and conclusion, transition, narration, and description. "Specific Writing Patterns and Strategies" discusses in detail specific study skills to use with the subjects of science, social studies, mathematics, and English, and briefly covers other subjects such as business and home economics. "Parts of the Total Reading Program" discusses the utilization tasks of reaction, critical evaluation, and creative thinking, and notes special reading services available to content reading teachers. (MKM)

ED 114 790 CS 002 241

Ryan, John W., Ed.  
Paulo Freire, Literacy Through Conscientization. International Inst. for Adult Literacy Methods, Teheran (Iran).

Pub Date 74

Note—186p.

Journal Cit—Literacy Discussion; Spring 1974  
Entire Issue

EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage

Descriptors—Adult Basic Education, \*Adult Reading Programs, \*Beginning Reading, \*Cultural Awareness, Cultural Environment, Functional Illiteracy, International Education, \*Language Experience Approach, \*Literacy, Social Action, Social Change

Identifiers—\*Freire (Paulo)

The topic of this review concerning international literacy is the Brazilian educator Paulo Freire and his theories and methods for teaching illiterates to read by teaching them fewer than 20 three syllable words, reflective of their social condition, such as "Shanty-town" and "wages" ("favela" and "salario" in Portuguese), whose syllables can be rearranged to form other words. Discussion of these words as depicted by a situational picture, provides the opportunity for dialog about their role in culture and the awakening of consciousness or conscientization. Articles contained in this review include an introduction by Farideh Mashayekh which contains a discussion of methodology, a list of key words used in the state of Rio, Brazil, and samples of pictorial situations; the articles by Paulo Freire first published in the "Harvard Education Review" entitled "The Adult Literacy Process as Cultural Action for Freedom"; and reaction papers by William S. Griffith, Pierre Furter, and John A. Bugbee. Another article by Freire on research methods offers suggestions for applying his ideas to Tanzania. William A. Smith offers an idea for adapting simulation games to "conscientization." A section on reviews of Freire's works and a bibliography are also included. (MKM)

ED 114 791

Summary of 50-State Preliminary Survey on Basic Literacy Training, Testing, and School District Organization in State Correctional Systems. Coordination Bulletin No. 21.

American Bar Association, Washington, D.C.

Clearinghouse for Offender Literacy Programs.

Pub Date Oct 73

Note—12p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Adult Basic Education, \*Correctional Education, \*Corrective Institutions, Functional Illiteracy, National Surveys, Prisoners, Questionnaires, \*Reading Instruction, \*Reading Tests, \*School Districts, Secondary Education

As an initial effort to assess reading in correctional institutions, a questionnaire was sent to some 70 state directors of corrections, both adult and juvenile, by the National Clearinghouse for Offender Literacy Programs which is sponsored by the American Bar Association, the American Correctional Association, and the National Association of Public Continuing and Adult Education. Seventy-four percent of the questionnaires were returned, representing 36 states plus the District of Columbia, Puerto Rico, and the U.S. Bureau of Prisons. Some of the findings are that eleven percent of those reporting stated that the institutions in their states are part of a local school district. One hundred percent of the respondents stated that they teach reading in the institutions within their states. Tests are administered by many agencies to varying numbers of inmates. Seventy-five percent of the state respondents indicated that they were interested in receiving help with their reading improvement programs. Types of assistance desired are discussed. A list of responding states and agencies is provided. (MKM)

ED 114 792

Chambers, Susan

Readers Write Books: A How-to-do-it Manual.

Rockford Public Library, Ill.

Pub Date 75

Note—50p.

Available from—Rockford Public Library, 215 North Wyman Street, Rockford, Illinois 61101 (\$2.00)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Childrens Books, \*Composition (Literary), Disadvantaged Youth, Elementary Secondary Education, \*Language Experience Approach, Library Materials, Library Services, Reading Materials, \*Student Developed Materials, \*Writing

The reader-written book program at Rockford (Illinois) Public Library has been an extremely successful outreach program used to interest the disadvantaged child in library materials and services. Reader-written books are written by using the language experience approach techniques of having the child tell a story orally, recording that story on a tape-recorder, and having an adult transcribe and edit the story. At the library the story is typed in book form and illustrated with original drawings, magazine cut-outs, or photos. A vocabulary page, a biographical paragraph about the author, and a photo of the author are prepared. The book pages are dry-mounted together and laminated by the child, then bound with a plastic spiral binding. Next, the book is given a bookcard and pocket and is catalogued in the library, ready to be checked out as any other book would be. How-to-do-it instructions cover the topics of how to help children write books, how to plan a similar program and train helpers, and how to adapt the program to other users. Examples of stories and illustrations from the children's books are included. (MKM)

ED 114 793

Ellis, Alec

How to Find Out About Children's Literature.

Third Edition.

Pub Date 73

Note—236p.

Available from—Pergamon Press Incorporated, Maxwell House, Fairview Park, Elmsford, New York 10523 (\$3.95 paper, \$5.00 cloth)

Document Not Available from EDRS

Descriptors—\*Annotated Bibliographies, \*Bibliographic Citations, Childrens Books, \*Childrens Literature, Reading Materials, \*Reading Material Selection, \*Reference Materials

CS 002 242

This third edition briefly reviews the development of children's literature in Great Britain and abroad, and provides a guide to bibliographical material which is available for use in selection. The book contains chapters dealing with: the growing importance of children's books; guidance from national and international organizations, and collections; guidance from general keys to book selection and from keys to book selection for schools; guidance from histories and criticisms of children's literature, as well as from periodical articles; the history of children's literature to 1900; current fiction for children, from 1900; poetry and prose; school and information books; Commonwealth and American Literature; translations and retellings; purpose in children's reading; and reading and child development. (LL)

ED 114 794

Miller, Wilma H.

Reading Correction Kit.

Pub Date 75

Note—287p.

Available from—The Center for Applied Research in Education, Incorporated, 521 Fifth Avenue, New York, New York 10017 (\$14.95 paper)

Document Not Available from EDRS

Descriptors—\*Corrective Reading, Elementary Secondary Education, \*Instructional Aids, \*Learning Activities, Reading Comprehension, Reading Diagnosis, \*Reading Difficulty, Reading Games, Reading Materials, \*Reading Skills, Remedial Reading, Vocabulary Development

This kit for teachers is designed to help students at the elementary and secondary levels improve their reading skills. The kit is divided into twelve sections. The first section describes in detail how to best put the materials found in this aid to use. Sections two through six are devoted to the word-recognition techniques of sight word knowledge, phonetic analysis, structural analysis, context clue usage, and dictionary usage. In each section the characteristics of a word-recognition skill and directions on how to improve this skill at both the elementary and secondary school levels are given. Section seven describes how to correct weaknesses in meaning vocabulary knowledge. Sections eight through eleven deal with correcting difficulties at the various levels of comprehension. These chapters are devoted to improving skills in literal comprehension, inferential comprehension, critical reading, and creative reading. The twelfth section is devoted to correcting difficulties in the various study skills. Each chapter also contains a series of worksheets related to specific reading skills. (TS)

ED 114 795

Christ, Frank L., Ed.

Interdisciplinary Aspects of Reading Instruction; Proceedings of the Annual Conference of the Western College Reading Association (4th, Los Angeles, April 1-3, 1971).

Western Coll. Reading Association.

Pub Date 72

Note—159p.; Pages 45 and 46 may have poor reproducibility due to small type

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—Affective Objectives, Cloze Procedure, Cognitive Processes, Composition Skills (Literary), Conference Reports, Higher Education, Junior Colleges, \*Learning Laboratories, Paraprofessional School Personnel, Readability, Reading Comprehension, Reading Diagnosis, \*Reading Instruction, \*Study Skills, \*Tutoring, Tutors

Identifiers—\*Western College Reading Association

The twenty-two papers included in this volume on the theme "Interdisciplinary Aspects of Reading Instruction" represent the views of reading/study specialists and directors for twelve junior-community colleges, two four-year colleges, five state and private universities, one hospital, and two companies which deal in educational products and services. Titles of papers include "The Use of Tutors in the Santa Barbara City College Reading Lab," "The Training and Use of Paraprofessionals in the College Reading Program," "Training Communication Specialists for the Metropolitan Innercity Junior College," "Learning Center Concept in Action," "The Student-Development Center: A Ten-Week Experience in Re-education," "Systems for Learning Assistance: Learners, Learning Facilitators, and Learning Centers," "Reading/Study Skills in a

Two-Year College," "Effect of Media and Publishing in the Learning Process," "A Comparison of the Reading Abilities of a Junior College Population and the Readability Levels of Their Texts," "The Relationship of Affective Changes to Cognitive Skills Development," "A Behavior Management Program for Teaching Introduction to Composition," "Cultural Linguistic Approach to the Teaching of Reading," and "A University Learning Center." (MKM)

**ED 114 796** CS 002 248

*Kerstiens, Gene, Ed.*

**Reading—Update: Ideals to Reality; Proceedings of the Annual Conference of the Western College Reading Association (7th, Oakland, April 4-6, 1974).**

Western Coll. Reading Association.

Pub Date 74

Note—201p.; Some of the figures and print won't reproduce due to small type

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**

**Descriptors**—Aphasia, \*Composition Skills (Literary), Conference Reports, Higher Education, Individualized Reading, Interviews, Junior Colleges, Language Experience Approach, Learning Disabilities, \*Learning Laboratories, Listening Skills, Microcounseling, \*Reading Instruction, Student Characteristics, \*Study Skills, Visual Perception

**Identifiers**—\*Western College Reading Association

The thirty-five papers in this volume were presented on the theme "Reading—Update: Ideals to Reality." The keynote address, delivered by Leland L. Medsker, was entitled "Postsecondary Education in the Decade Ahead." Titles of other papers include "Characteristics of Community College Students," "A Key to Unlock Aphasia," "The Realities of a Learning Skills Center In a College Without a Campus," "The Microcounseling Training Model: Interviewing Skills For the Reading Instructor," "Through Federal Funding land With Gun and Camera," "Active Listening," "Survey of Functions of Learning Programs in California's Two- and Four-Year Public Colleges and Universities," "The Minority Student in Teaching Communication Skills," "Using Experiences for Language Learning at the College Level," "Reading and Study Skills at the University of Kentucky Medical Center," "Getting Your Ideas into Print," "Dynamics of TNT (Teaching Notetaking Techniques)," "A Learning Center at Stanford?," "Screening for Vision and Perception Disabilities," "Personalizing Reading Instruction in the Conventional Classroom," "Freshman Orientation: A Study Skills Approach," and "Implementing the Learning Resources Center: Who, Where, How, and With What?" (MKM)

**ED 114 797** CS 002 249

*Berg, Karen And Others*

**Reading Resource Manual for Primary Grade Levels.**

Stoneham Public Schools, Mass.

Pub Date 75

Note—148p.; See related document CS 002 250; Pages 70 and 71 will not reproduce

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—\*Instructional Aids, Instructional Materials, Logical Thinking, Primary Education, Problem Solving, \*Reading Comprehension, Reading Instruction, \*Reading Skills, \*Resource Guides, Resource Materials, \*Study Skills, Vocabulary Development, Vocabulary Skills

This guide describes where specific skills are emphasized in the three reading texts (published by Economy, Ginn, and Holt) used in the primary grades in the Stoneham (Massachusetts) Public School System. The four major sections of the book are color-coded and include phonetic and structural analysis, vocabulary development, study skills, and comprehension and thinking skills. Literary plots, settings, and grammar lessons have not been included in this book. The specific skills listed include knowing 21 consonants, 7 consonant combinations, 23 consonant blends, the 5 vowels, vowel homonyms, and acronyms; understanding oral directions and idea illustrating; sequencing events and ideas; problem solving; categorizing; answering questions; understanding the main idea; recognizing imagery and analogies; alphabetizing; interpreting cartoons, maps, charts and graphs; and using the dictionary and thesaurus. (TS)

**ED 114 798**

*Conforti, Diane Feeley, Dot*

**Reading Resource Manual for Intermediate Grade Levels.**

Stoneham Public Schools, Mass.

Pub Date 74

Note—131p.; See related document CS 002 249

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—\*Instructional Aids, Instructional Materials, Intermediate Grades, Problem Solving, \*Reading Comprehension, Reading Instruction, \*Reading Skills, \*Resource Guides, \*Study Skills, Suffixes, Vocabulary Development, Vocabulary Skills

This guide describes where specific skills are emphasized in the three reading texts (published by Ginn, Holt, and Lyons and Carnhan) used in the intermediate grades in the Stoneham (Massachusetts) Public School System. The four major sections of the book are color-coded and include phonetic and structural analysis, vocabulary development, study skills, and comprehension and thinking skills. Literary plots, settings, and grammar lessons have not been included in this book. The specific skills listed include knowing consonants, word endings, suffixes, consonant blends, short and long vowels, root words, compound words, word meaning, synonyms, and acronyms; illustrating the main idea; problem solving; categorizing; recognizing tone and feelings of story and characters; reacting personally to story tone and feeling; drawing conclusions; knowing fact from opinion; and using dictionaries, catalogues, and encyclopedias. (TS)

**ED 114 799**

*Buros, Oscar Krisen, Ed.*

**Reading: Tests and Reviews. Volume I.**

Pub Date 68

Note—520p.; See CS 002 252 for Volume II

Available from—The Gryphon Press, 220 Montgomery Street, Highland Park, New Jersey 08904 (\$20.00 plus postage, cloth)

**Document Not Available from EDRS**

**Descriptors**—\*Annotated Bibliographies, \*Indexes (Locators), Literature Reviews, Reading Diagnosis, \*Reading Tests, \*Resource Guides, \*Test Reviews

**Identifiers**—\*Mental Measurements Yearbooks

This monograph presents a comprehensive bibliography of all reading tests published in English-speaking countries as of May 1, 1968, as well as a classified index to all tests and reviews in the six Mental Measurements Yearbooks (MMY). The MMY Test Index is a master index or key to all tests, reviews, excerpts, and references to be found in The Mental Measurements Yearbooks. A publishers directory and indexes of titles and names are also included. (LL)

**ED 114 800**

*Blake, Sallie M.*

**Developing the Leadership Role: A Resource Book for Principals.**

Bank Street Coll. of Education, New York, N.Y.

Spans Agency—Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date 74

Grant—OEG-0-73-5169

Note—138p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—Administrator Evaluation, \*Administrator Guides, \*Administrator Responsibility, Educational Responsibility, Elementary Secondary Education, \*Leadership Qualities, Leadership Responsibility, \*Principals, \*Reading Instruction, Role Models, School Administration, Staff Improvement, Staff Role

**Identifiers**—\*Right to Read

This book is designed primarily for principals in Right to Read programs and elsewhere, as both a theoretical description of competencies required for educational leadership and as a practical handbook for implementing leadership functions. The volume utilizes the interviews and self-analyses of 36 principals who participated in the Bank Street Right to Read Program, as first hand resources for the delineation of competencies required for enacting the leadership role in enabling adults to develop an effective reading environment in the school. The competencies identified by the principals are in the areas of staff development, leadership roles and relationships, and parent/community interaction. Each of these areas is discussed in the various chapters, in which are also listed resources and references for

CS 002 250

implementing and enacting the programmatic and administrative aspects. Six different self-rating instruments are placed in the appropriate chapters. The appendix offers a selective list of books and periodicals which are representative of the kinds of reading materials one might expect to find in the principal's bookcase. (TS)

**ED 114 801**

*Urbana Junior High School Reading Laboratory.*

Urbana School District 116, Ill.

Spans Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Nov 75

Note—12p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Developmental Reading, Individualized Reading, Junior High Schools, \*Learning Laboratories, \*Program Descriptions, Reading Achievement, \*Reading Centers, \*Reading Clinics, Remedial Reading

**Identifiers**—Elementary Secondary Education Act Title III, ESEA Title III

This booklet describes a junior high school reading laboratory located in Urbana (Illinois) Junior High School, Fisher Campus. The student population in the school numbers approximately 950. Students have individual schedules, with six instructional classes of fifty minutes per day. Students enrolled in the lab attend each day for a regular fifty-minute period. The lab is an elective for all students and in all but a few cases does not supplant the regular English classes. Instruction is individualized, prescriptive, and effective. Both remedial and developmental contracts are prepared for each student. The basis for this prescription is the Stanford Diagnostic Reading Test. The mean expected increase in reading achievement as measured by this test after two semesters in the lab is one year and three months. However, nearly 50% of the students in the lab may be expected to show an increase of one year or more each semester, with gains of 3-5 years per semester for some students. These data are consistent from year to year. (TS)

**ED 114 802**

*Gerhard, Christian*

**Making Sense: Reading Comprehension Improved through Categorizing. Reading Aid Series.**

International Reading Association, Newark, Del.

Pub Date 75

Note—175p.

Available from—International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 (Order No. 218, \$4.50 member, \$6.50 non-member)

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors**—\*Association (Psychological), Classification, Cognitive Development, Cognitive Processes, Elementary Education, \*Grouping (Instructional Purposes), \*Reading Comprehension, Reading Improvement, \*Reading Instruction, \*Writing

Based on the premise that grouping of ideas and experiences must be understood if efficient reading is to take place, this book is directed particularly to classroom and reading teachers for grades six, seven, and eight. It attempts to indicate possible ways of isolating, identifying, using, and integrating all of the elements necessary for understanding the basic structure of ideas. Most of the chapters deal with categorizing skills, translating categories into paragraphs or the reverse, and organizing items within paragraphs or paragraphs within larger units, in an attempt to aid students in understanding the hierarchical organization of ideas used in reading and writing. The suggestions given are intended as takeoff points for developing understanding of more complex relationships. (LL)

**ED 114 803**

*Goldbecker, Sheralyn S.*

**Reading: Instructional Approaches; What Research Says to the Teacher.**

National Education Association, Washington, D.C.

Pub Date 75

Note—34p.

Available from—NEA Publications, Order Department, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516 (Stock No. 1037-X-00, \$0.75)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Basic Reading, Beginning Reading, Initial Teaching Alphabet, Primary Education, \*Reading Development, \*Reading Instruction, \*Reading Processes, Reading Programs, \*Reading Research, Reading Skills, \*Teaching Methods

In discussing instructional approaches to reading, this book offers several definitions of reading and discusses teaching techniques, including early methods, the basal approach, and recent trends, among them the phonics approach, the linguistics approach, the language experience approach, the initial teaching alphabet, individualized reading, concept development, and programmed and multi-media approaches. A section on reading research considers meaning-emphasis programs, code-emphasis programs, other instructional approaches, and the problem of definitive research. Implications for the classroom teacher are briefly outlined and selected references are included. (LL)

**ED 114 804** CS 002 257

*Nuttall, John H. And Others*  
A Bibliography for Tutors in Correctional Facilities.

Pub Date 75

Note—8p.; Unpublished study prepared at State University of New York at Albany

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Adult Basic Education, \*Annotated Bibliographies, \*Correctional Education, Corrective Institutions, Institutionalized (Persons), Literacy, Prisoners, Program Descriptions, \*Reading Instruction, \*Reading Materials, \*Reading Programs

The purpose of this paper is to provide a useful list of reading materials for volunteers who are preparing to tutor adults in a correctional setting. Tutoring in prison is described as a special type of teaching, and it is argued that persons considering this type of tutoring should familiarize themselves with two areas indirectly related to teaching reading: the criminal justice system and the prison environment. Following the discussion on tutoring in correctional facilities is a nineteen-item annotated bibliography of books and articles related to remedial reading for institutionalized adults. (RB)

**ED 114 805** CS 002 258

*Flammer, August And Others*  
Wissenstruktur und Wahl von Informationstexten. (The Structure of Knowledge and the Search for Information). Research Bulletin No. 3.

Fribourg Univ. (Switzerland).

Pub Date 75

Note—25p.; Text in German; Includes a lengthy abstract in English, a brief resume in French

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Behavior Patterns, \*Cognitive Processes, College Students, Higher Education, Knowledge Level, \*Learning Characteristics, \*Learning Processes, Psychological Studies, \*Teacher Education

The experiment described in this paper is concerned with prose learning. In the field of the psychology of learning, a section was arbitrarily chosen and covered by 21 passages of equal length. Six contained the essential information concerning the six keywords (elements) of the domain. The fifteen others dealt with all possible relationships between two single elements. The contents of each passage could be identified by the chapter's heading. The subjects were teacher training college students. They were instructed to read any text which they thought would yield the most information concerning the section as a whole. The same procedure was repeated twelve times, after which the learning phase was terminated and posttests were administered. In order to predict the subjects' choices, mathematical formulas were developed to demonstrate that the subjects tended to choose texts with which they were not acquainted, but about which they already had relevant knowledge. This hypothesis was verified. (RB)

**ED 114 806** CS 002 260

*Mickelson, Norma I.*  
Language Variation and Literacy.

Pub Date Nov 75

Note—18p.; Paper presented at the Annual Meeting of the Transmountain Regional Conference of the International Reading Assn. (2nd, Calgary, Alberta, Nov. 13-15, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Beginning Reading, Classroom Environment, Elementary Education, Language Usage, \*Language Variation, Reading Instruction, \*Reading Readiness, Second Language Learning, \*Teaching Methods

In order to achieve literacy, children must have mastered the decoding and encoding processes of the language of instruction. Usually this has been accomplished long before the child enters school. However, if the child's language is atypical for any reason, such as cultural or linguistic factors, then the acquisition of literacy requires a well-laid foundation which consists of a sympathetic and comfortable classroom environment and facility with the language of instruction. When this has been accomplished, the child is ready to learn to read, but should do so under conditions conducive to mastering reading skills. Through all this, it must be remembered that language variation can be used as an adjunct to learning to read rather than a hindrance. (JM)

**ED 114 807** CS 002 263

*Hardy, Betty Vauht*

A Comparison of the Effects of a Systematic Instructional Strategy and Basal-Reader-Oriented Instructional Strategies on Elementary Pupil Achievement of Phonic Word-Attack Skills.

Pub Date 75

Note—144p.; Ed.D. Dissertation, North Texas State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-24,170, MF\$7.50, Xerography \$15.00)

**Document Not Available from EDRS**

**Descriptors**—\*Basic Reading, Doctoral Theses, \*Effective Teaching, Elementary Education, Instructional Improvement, \*Instructional Systems, \*Phonics, \*Reading Instruction, Reading Research, Teacher Education, Teaching Methods

The purpose of this study was to compare the effectiveness of two instructional strategies for six phonic word-attack skills objectives. The study was undertaken in order to identify training procedures for helping teachers to become more effective at reading instruction. Written criterion-referenced phonic word-attack skills pretests were administered to approximately 110 third and fourth grade pupils. On the basis of the pretest data, pupils who scored eighty percent or less were randomly assigned to groups of from four to six pupils at their grade level. These teachable groups were then randomly assigned to one of fourteen student teachers, seven of whom had been previously taught to use a basal-reader-oriented instructional strategy and seven who had been taught to use a systematic instructional strategy. This report concludes that when elementary pupil achievement of phonic word-attack skills is used as the criterion for student teacher effectiveness, then teaching in the conscientious application of systematic instructional procedures incorporating research validated learning principles is a more effective procedure than requiring student teachers to follow the recommended procedures in basal readers. (Author/TS)

**ED 114 808** CS 002 265

*Livingston, Catherine Lucille*

A Study of the Effects of Different Levels of Initial Diagnosis on Gains in Reading Achievement for Adults in a Community College.

Pub Date 75

Note—207p.; Ph.D. Dissertation, University of Illinois at Urbana-Champaign

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-24,357, MF\$7.50, Xerography \$15.00)

**Document Not Available from EDRS**

**Descriptors**—College Students, \*Community Colleges, Diagnostic Tests, Doctoral Theses, Junior Colleges, \*Reading Achievement, Reading Comprehension, \*Reading Diagnosis, \*Reading Instruction, Reading Research, \*Reading Skills

This study sought to determine whether varying the levels of initial diagnosis was related to gains in reading achievement after a maximum period of ten weeks of instruction. The subjects were students enrolled part- or full-time at Parkland College, a public community college located in Champaign, Illinois. Students were assigned to one of three groups on the basis of scores obtained on the Iowa Silent Reading Test, Form E, with those in group one having below average reading skills and those in group three having above average reading skills. In group one, significant differences were found for the ratios of

time spent in diagnosis. In group two—those with average reading skills—significant differences were found for the levels of diagnosis. No significant differences were found between time spent in diagnosis and gains in reading achievement for students in group three. (Author/RB)

**ED 114 809** CS 002 267

*Maier, Phillip Ray*

The Effects of Advance Organizers on the Interpretive Level of Reading Comprehension of Selected Fourth and Sixth Grade Students.

Pub Date 75

Note—181p.; Ed.D. Dissertation, University of Akron

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-23,965, MF\$7.50, Xerography \$15.00)

**Document Not Available from EDRS**

**Descriptors**—\*Behavioral Objectives, Critical Reading, Doctoral Theses, Intermediate Grades, Learning Modalities, \*Reading Comprehension, Reading Improvement, \*Reading Instruction, Reading Research, \*Reading Skills, \*Teaching Methods

**Identifiers**—\*Advance Organizers

The purposes of this study were to analyze the effects of instructional objectives as advance organizers prior to a reading assignment, determine if an advance organizer was more effectively presented with two learning modalities than with one; predict whether vocabulary or readability variables influenced comprehension; and determine whether there was interaction between the I.Q. or pretest variables and the treatment groups in performance on the criterion variable. A selected sample of 84 students was assigned randomly to a control and two experimental groups. The findings of this study revealed that advance organizers in the form of interpretive objectives, and questions aimed at these objectives following the reading assignment, provided for significant improvement on the interpretive section of the California Reading Test. The findings also indicated that vocabulary and readability scores were significant predictors of interpretive comprehension. The findings also indicated that there was significant interaction between pretest and treatment groups. (The implications of the study are discussed and replication is suggested.) (Author/RB)

**ED 114 810** CS 002 268

*Hunter, Margaret Jane Moorhead*

The Effect of Speed Reading and College Reading/Study Skills Instruction on Grade Point Average.

Pub Date 75

Note—120p.; Ed.D. Dissertation, University of Northern Colorado

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-23,314, MF\$7.50, Xerography \$15.00)

**Document Not Available from EDRS**

**Descriptors**—College Students, Doctoral Theses, \*Grade Point Average, Higher Education, Reading Comprehension, Reading Improvement, \*Reading Instruction, \*Reading Research, \*Reading Skills, \*Speed Reading, Study Skills

The purpose of this study was to investigate changes in grade point averages for students enrolled in speed reading classes and student enrolled in study skills classes by comparing grade point average before and after instruction. Twenty-seven speed reading students were matched with twenty-seven study skills students on the basis of sex, year in school, and ACT scores. It was concluded that instruction in both college reading/study skills and speed reading appear to play a part in improving students' grade point averages; and since the speed reading students improved more than the college reading/study skills students, it is possible that learning a new mode of reading, as evidenced by the improved reading efficiency rate, was more beneficial than learning isolated study skills. In other words, an improved reading efficiency rate may tend to be internalized while practicing better study habits is not as readily internalized and requires more conscious action on the part of the student. (Author/RB)

**ED 114 811** CS 002 269

*Griggs, Irma Lou*

The Development of an Instrument to Measure Literary Discrimination and Its Use with Other Tests to Judge Children's Literary Taste.

Pub Date 75  
Note—185p.; Ph.D. Dissertation, The University of Akron

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-23,971, MF\$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—\*Childrens Literature, Critical Reading, Doctoral Theses, Elementary Education, Intelligence Quotient, \*Literary Discrimination, \*Literature Appreciation, \*Reading Comprehension, Reading Research Identifiers—\*Literary Taste Rating Scale

The identification of the specific components of literary taste in this study was accomplished through a search of the writings about children's literature and taste, the advice of a panel of experts in the field of children's literature, and the assistance of teachers and librarians. A list of 41 components was then developed into a Literary Taste Rating Scale. This scale and four tests, including a literary response test and a reading comprehension test, were used with fifth grade boys and girls in four school districts. The results of the testing were rated statistically and the following conclusions were made: literary taste can be assessed through testing; a significant, positive correlation exists between reading comprehension and literary taste; a significant, positive correlation exists between IQ and literary taste; it appears that girls score higher than boys on tests of literary taste only when reading comprehension is involved; and it appears that teachers may be able to judge a student's literary taste as well as any test. (Author/LL)

ED 114 812 CS 002 274

Howard, Virginia Pearl Hymes

Developments in Instruction in Selected Four Year College Reading Improvement Programs Throughout the United States, 1950-1974.

Pub Date 75

Note—244p.; Ed.D. Dissertation, The George Washington University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-25,387, MF\$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, Higher Education, \*Program Evaluation, \*Reading Improvement, \*Reading Instruction, \*Reading Programs, Reading Research, Reading Skills, Remedial Reading, Surveys, Teaching Methods

The purpose of this study was to examine the organization, program format and duration of college reading improvement instructional programs (CRIPs) in selected four-year American colleges and universities from 1950-1974, and to gather information which is vital to effective curricula and planning for higher education in the area of reading improvement. The data was obtained from responses to a questionnaire sent to 155 colleges with reading improvement programs and from visits to eight of the programs. Some of the conclusions drawn from the study were that college reading improvement programs are viable parts of the reading continuum and are essential entities for any university or college; program directors are not particularly influenced by each other in the types of materials and machines used; many of the reading improvement techniques of the 1950s and 1960s were tutorial while the 1970s showed a shift to more laboratory work; and numerous programs in reading improvement on the college level were discontinued due to lack of funds, limitations of government grants, problems of directorship caused by retirement and deaths, and the short duration of some summer workshops. (Author/RB)

ED 114 813 CS 002 276

Piper, Carol Jean

A Measure of the Effectiveness of Instructional Strategies Based on Psycholinguistic Principles of Teaching Reading When Applied to a Program to Aid Seventh and Eighth Grade Underachievers.

Pub Date 75

Note—276p.; Ed.D. Dissertation, Wayne State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-25,296, MF\$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, Junior High Schools, \*Miscue Analysis, \*Oral Reading, \*Psycholinguistics, Reading Comprehension, Reading Improvement, \*Reading Instruction, \*Reading Research, Teaching Methods

Identifiers—\*Reading Strategy Lessons

The purpose of this study was fourfold: (1) to conduct a qualitative diagnosis of the oral reading of selected middle school underachievers utilizing miscue analysis; (2) to select, design, and implement reading strategy lessons (RSL) based on psycholinguistic principles; (3) to determine to what extent the subjects were helped through the use of reading strategy lessons; and (4) to determine what are the important psycholinguistic theories applicable to the teaching of reading. The subjects, eleven blacks and eight whites, ranging in ages from eleven to fifteen and coming from similar socioeconomic levels in Detroit, were chosen at random from four concentrated reading classes designed to help underachievers in reading. Each subject orally read a story and was observed for miscues. The subjects were also tested for comprehension. After three months' exposure to RSL the subjects were retested. The findings suggest that RSL based on psycholinguistic principles and focused on the comprehension of meaning can only enhance the development of reading. (Author/LL)

ED 114 814 CS 002 286

A Reading Needs Assessment Handbook for Correctional Educators.

American Bar Association, Washington, D.C. Clearinghouse for Offender Literacy Programs.; American Correctional Association, College Park, Md.; National Association for Public Continuing and Adult Education, Washington, D.C.

Pub Date May 74

Note—37p.; Not Available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Adult Basic Education, \*Adult Literacy, \*Correctional Education, \*Educational Needs, Literacy, \*Needs Assessment, Reading Diagnosis, Reading Difficulty, Reading Improvement, \*Reading Programs

Adaptable as a planning and analysis tool for any educational unit which desires to assess resources and needs for reading/literacy instruction, this needs assessment has been designed with three basic sections: summary of present programs; projections and priorities for new programs; and a summary of reading needs. The assessment procedure is broken down into the following 12 categories: location/physical plant/equipment; number of students; hours spent per week on reading; organization; basic approach; techniques or methodology; student grouping; evaluation; flexibility or adaptability of program; program alternatives; supplies/consumables; media equipment; staff teacher resources. (LL)

ED 114 815 CS 002 287

Angello, Nancy And Others

So You Want to Start a Reading Skills Center for Secondary Students.

Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date Aug 75

Note—132p.

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—Cloze Procedure, Educational Facilities, Individualized Instruction, Instructional Materials, Learning Laboratories, Organization, Program Guides, Reading, \*Reading Centers, \*Reading Skills, \*Remedial Reading, Secondary Education

Identifiers—Right to Read

Designed to provide ideas for developing and implementing a reading skills center for secondary schools, this document focuses on the needs of students who can be helped in the typical school setting and presents suggestions for helping students who have profound reading or language deficits. The contents outline in detail the many facets involved in establishing a skills center, including the goals and objectives, components of a good reading program, materials and instructional equipment (with extensive lists of texts), standardized reading tests, periodicals, an estimated cost analysis, and a variety of aids for the teacher (such as a goal setting questionnaire, list of teachers' basic books, sources of paperback books, and preparation and use of an informal reading inventory). (JM)

ED 114 816

CS 002 288

Blass, Rosanne Johnson

Review, Analysis, and Synthesis of Theories and Research Base Provided by Transformational-Generative Grammar and Cognition with Implications for a Unified Theory and Partial Model of the Reading Process.

Pub Date 75

Note—173p.; Ed.D. Dissertation, The University of Tennessee

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-26,700, MF\$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, \*Educational Theories, Higher Education, \*Language Development, Language Skills, Linguistic Competence, \*Models, \*Reading Processes, Reading Skills, Transformational Generative Grammar

The purpose of this study was to synthesize theories and known facts of language acquisitions provided by transformational-generative grammarians and the cognitive theories of Piaget and Vygotsky into a unified theory and to suggest a partial model of the reading process. Review and analysis of transformational-generative theory strongly indicate that the more recent development of semantic theory expanded and enriched Chomsky's (1965) syntactic theory, bringing it closer to the realm of biologically based cognitive functioning developed by Piaget. The transformational-generative linguists and cognitive theorists provided the theoretical bases for the three components of adult linguistic functioning. It was then postulated that external reading behaviors, like external language behaviors, are acquired through Piaget's processes of assimilation, accommodation, and equilibrium. With the establishment of external speech which provides the basis for the acquisition of external reading behaviors, followed by the establishment of inner speech which provides the basis for reading as a process of translation to inner speech, reading consists of transforming the syntactic structure of external speech into meaning of words and finally into the full sense and meaning of complex thought. (Author/RB)

ED 114 817 CS 002 289

Platek, Theresa F.

The Responses of Six Adolescents to Value Situations in Selected Short Stories: A Case Study of the Valuing Process.

Pub Date 75

Note—202p.; Ed.D. Dissertation, State University of New York at Buffalo

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-27,371, MF\$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—\*Bibliotherapy, Case Studies (Education), \*Critical Reading, Doctoral Theses, Educational Research, \*Literature, Moral Values, Secondary Education, \*Short Stories, \*Values

Identifiers—\*Values Clarification

The primary concern of this study was the observable aspects of the valuing process as that process becomes apparent in adolescents' expressed responses to short stories. A secondary concern was to determine to what degree the reading of fiction facilitates the valuing process and to conjecture about the benefit of value strategies for teaching literature. The case study method, incorporating analysis of the written and oral responses elicited from nine short stories and adapted versions of Sidney Simon's value-sheet and Lawrence Kohlberg's moral dilemma approach, and observations in restricted environments were employed to collect data. Six adolescents participated in the ten-week study. It was discovered that the valuing process while reading short stories can be divided into five stages: two of which are responsible for prompting and continuing the process, and three of which occur during the valuing process. This study suggests that both the value-sheet and the moral dilemma situation should be employed in the teaching of literature since both stimulate thinking about literature and involve students in valuing in unique ways. (Author/MKM)

ED 114 818 CS 002 290

Wolfe, Rosemary Fanti

An Examination of the Effects of Teaching a Reading Vocabulary upon Writing Vocabulary in Student Compositions.



Pub Date 75  
Note—231p.; Ph.D. Dissertation, University of Maryland  
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-28,946, MF\$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—\*Composition (Literary), Doctoral Theses, Higher Education, \*Reading Instruction, Reading Research, \*Remedial Reading Programs, \*Vocabulary, \*Vocabulary Development

The effects of two methods of teaching a reading vocabulary on writing vocabulary in student compositions were investigated: the teaching of a specific reading vocabulary with students' practice of words in sentences and the teaching of a specific reading vocabulary with students' practice of words in multiple-choice exercises. The retention of students' writing vocabulary after the vocabulary program had been completed was also examined. The subjects were 75 community college freshmen who were required to enroll in a remedial reading course. While the experimental group participated in one of the two vocabulary programs, the control group received no directed instruction in vocabulary. All students wrote three pre-treatment themes, three post-treatment themes, and three delayed themes six weeks after the program had been completed. From the results, it was concluded that the teaching of a specific reading vocabulary can have a facilitative effect on the use of different words in student compositions. In addition, the teaching of a specific reading vocabulary with practice of words in sentences can have an effect on the retention of the use of difficult words in student compositions. (Author/TS)

ED 114 819 CS 002 291

Corbin, Donald D.

An Investigation into the Teaching of Critical Reading Skills at the Intermediate Level through the Current Basal Readers.

Pub Date 75

Note—134p.; Ph.D. Dissertation, Saint Louis University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-26,239, MF\$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—\*Critical Reading, Doctoral Theses, Educational Objectives, Elementary Education, \*Reading Materials, Reading Research, \*Reading Skills, Textbook Content, \*Textbook Evaluation

The purposes of this study were to determine to what extent selected critical reading skills are presented in current basal readers; to determine commonalities in their presentation; to ascertain if critical skills are stated as specific objectives; and to determine if practice and evaluation materials are provided for each selected skill by the teacher's guide or workbook. Several developmental activities were undertaken including refinement of a definition of critical reading, the selection of which skills to include, and the decision as to which basal readers would be used. A model for comparative purposes was developed. Eight basal readers provided student texts, teacher's manuals and workbooks. Selection of skills was done by intermediate teachers presently teaching reading. Some of the findings were that four of the eight basal series analyzed state the skills as specific objectives; explanations and plans to use in teaching the different skills are lacking in several of the series; practice material varies greatly from series to series; all of the series seem to do an adequate job of identifying elements of style; and making judgments and inferences tend to overlap with some of the series suggesting the same practice exercises for both skills. (Author/TS)

ED 114 820 CS 002 292

Cherney, Elaine Ethel

Relationship of Reading Ability of Remedial Track University Freshmen to Text Readability and Instructional Methodology.

Pub Date 75

Note—150p.; Ph.D. Dissertation, Michigan State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-27,249, MF\$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—\*Content Reading, Doctoral Theses, Higher Education, \*Readability, \*Reading

Ability, Reading Research, \*Remedial Reading, Science Courses, Teaching Methods, \*Textbooks

The purpose of this study was to compare the reading ability of university freshmen in two remedial track courses with the readability of the assigned texts and in light of the instructional methodology employed by the instructional staff of two courses. The investigations findings seemed to suggest that the reading ability of the students in the two remedial courses ranged from grade level nine to grade level twelve. The readability level of the texts, which ranged from grade nine to graduate level, tended to be higher than the mean reading ability of the students. While the teaching staff of the two remedial courses did attempt to modify their teaching methodologies to some degree to compensate for the reading ability of the students, no modifications were made for the readability levels of the texts. None of the instructors applied readability formulas in the selection of texts, nor were they cognizant of formal concepts of readability. Informal standards for book selection were applied, such as price and adequate vocabulary load. Those students who tended to score higher on the reading tests tended to have higher final grades than the students whose reading abilities were lower. (Author/MKM)

ED 114 821 CS 002 294

Potential of Correctional School District Organizations. Coordination Bulletin No. 22.

American Bar Association, Washington, D.C.

Clearinghouse for Offender Literacy Programs.

Pub Date Dec 73

Note—9p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Adult Basic Education, \*Adult Literacy, \*Adult Reading Programs, \*Correctional Education, Full State Funding, Functional Illiteracy, \*Prisoners, \*School Districts, State School District Relationship, Vocational Education

Identifiers—\*Correctional School Districts

An alternative to the meager budgets which complicate the correctional educator's task is proposed in this bulletin. A correctional school district organization can be developed to support viable education programs for individuals within the penal system. The six states of Texas, Connecticut, Illinois, New Jersey, Arkansas, and Ohio already have operating correctional school districts. Key aspects and elements of the special district concept are discussed. Positive aspects of the organizational concept are considered to be that priorities can be readily established and assigned to educational programs and services in correctional institutions, that legally constituted educational units have broader access to state and federal sources of funds, that funding which will permit full programming encourages long-range planning and staffing continuity, and that the status of prison of educational programs can be advanced in relation to other prison programs. A profile of the Connecticut Correctional School District indicates a trend toward more centralized operation and a 50 percent enrollment of inmates in educational and training programs. Sources of further information about correctional school districts are suggested. (MKM)

ED 114 822 CS 002 295

Starr, John W. Brown, Don

Games and Strategies for Teaching Reading.

Oregon Association for Supervision and Curriculum Development, Salem.

Pub Date Nov 75

Note—33p.

Available from—Oregon ASCD, P.O. Box 421, Salem, Oregon 97308 (\$2.00)

Journal Cit—Oregon ASCD Curriculum Bulletin; v29 n329 Entire Issue Nov 75

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Beginning Reading, Directed Reading Activity, \*Elementary Education, Reading Comprehension, \*Reading Development, Reading Difficulty, \*Reading Games, \*Reading Skills, \*Remedial Instruction, Teaching Methods, Vocabulary Development

The selected activities in this bulletin are divided into three categories: games and strategies for primary grades, those for intermediate grades, and activities for the slow or reluctant learner. Among the activities and games contained in the first part are those which deal with: reading readiness; visual and auditory discrimination; con-

cept building; word attack skills; initial, final, medial vowel, and general sounds; configuration; context; and phrase, sentence, and paragraph reading. Part II suggests games and activities to foster language arts abilities; increase word preception; improve discrimination and recognition; develop vocabulary and comprehension; and further sentence understanding. The third section concentrates on improving the areas of phonics, functional skills, structural elements, blending, comprehension, fluency rate, and word recognition. (LL)

ED 114 823 CS 202 282

Davis, Vivian I.

Including the Language Learning Disabled Student in the College English Class.

Pub Date 13 Mar 75

Note—18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (26th, St. Louis, Missouri, March 13-15, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Composition (Literary), \*Dyslexia, \*English Instruction, Higher Education, \*Learning Disabilities, Learning Processes, Low Ability Students, Reading Difficulty, Student Needs, \*Student Problems, Teaching Methods

This paper explores the characteristics and problems many language learning disabled (LLD) and dyslexic students have in college and suggests ways for college English composition teachers to help them. LLD students are often poor spellers and their handwriting looks like that of a younger child. Constant difficulty with certain grammatical transformations may also be clues of language learning disability. LLD students may have trouble with reading and may be incapable of getting meaning from certain words. Many LLD students also have problems in decoding the oral language and in communicating their own thoughts orally. Characteristics of the causes and conditions for dyslexia are discussed and three suggestions are offered for picking up clues about students who may be disabled. The teacher should first find out what LLD students need and what they have to offer and then find out how they can work with their fellow students most beneficially. Visual materials, rather than oral or written assignments, are suggested as being particularly effective for LLD students. (TS)

ED 114 824 CS 202 310

Bussel, Alan

A Technological Guide to the Suburbs: "Country Life in America."

Pub Date 75

Note—25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Ottawa, Canada, August 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Content Analysis, Editing, Higher Education, Journalism, Mass Media, News Reporting, \*Periodicals, \*Press Opinion, Social Values, \*Suburbs, Technological Advancement, \*United States History

Identifiers—\*Country Life in America, Popular Culture

In November 1901, "Country Life in America," an illustrated monthly magazine aimed at readers interested in suburban living, was introduced to the public. Although initially intended for the rural population, it soon concentrated its appeal on city folks who had the disposable income to purchase the automobiles and other products of the technological age that were advertised in the magazine's pages. For city people who dreamed of suburban homes but were reluctant to forego the comforts of the city, "Country Life in America" offered an outlet to rural life. For those with the capital to make their dreams come true, the magazine provided a wish-book and a guide. "Country Life" ceased publication in 1942 after a profitable period as a magazine that appealed to and reflected popular culture values during the time when technology was introduced to the public on a mass basis. (RB)

ED 114 825 CS 202 337

White, Edward M.

Comparison and Contrast: The 1973 California State University and Colleges Freshman English Equivalency Examination.

English Council of the California State Univ. and Colleges.

Pub Date Oct 73

Note—183p.; See related document CS 202 338  
Available from—Office of the Chancellor, the California State University and Colleges, 5670 Wilshire Blvd., Los Angeles, California 90036 (\$1.50, make checks payable to The State of California)

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**  
Descriptors—Achievement Tests, \*College Freshmen, \*Comparative Analysis, \*Composition (Literary), Educational Research, \*Equivalency Tests, Higher Education, \*Literature Appreciation, Measurement Instruments, Test Construction, Test Validity

Identifiers—California, \*College Level Examination Program

In the late spring of 1972, the Chancellor's Office agreed to support a summer study to be undertaken by a committee of the California English Council, to investigate equivalency testing in the area of English and to recommend an appropriate program for use by the California State University and Colleges. This report is the result of that study: it attempts to focus on the major issues in such a way as to point to their solution, and it recommends a method of equivalency testing in English which is responsive to the discipline and practical to implement. The English examination administered in May of 1973 consisted of a 90-minute essay test conducted and graded by California State University and College English faculty, and the 90-minute objective CLEP Subject Examination, "Analysis and Interpretation of Literature," which was also administered at that time. The most significant results of this study were that 1,362 out of 4,071 students taking the test were identified as deserving college credit for freshman English, and the essay component has been shown to be a valuable part of freshman English equivalency testing. (The study and its results are described in both narrative and table format with newspaper clippings and news releases included.) (RB)

**ED 114 826** CS 202 338

White, Edward M.  
Comparison and Contrast: The 1974 California State University and Colleges Freshman English Equivalency Examination.

English Council of the California State Univ. and Colleges.

Pub Date Oct 74

Note—88p.

Available from—Office of the Chancellor, the California State University and Colleges, 5670 Wilshire Blvd., Los Angeles, California 90036 (\$1.50, make checks payable to The State of California)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
Descriptors—Achievement Tests, \*College Freshmen, \*Comparative Analysis, \*Composition (Literary), Educational Research, \*Equivalency Tests, Higher Education, \*Literature Appreciation, Measurement Instruments, Test Construction, Test Validity

Identifiers—California, \*College Level Examination Program

Since the 1974 California State University and Colleges Freshman English Equivalency Examination was a repeat of the 1973 examination, the report contained in this document should be viewed as a supplement to the 1973 report. The test was administered in May 1974 to 3,639 students with 1,036 receiving proficiency credit. Once again, it consisted of a 90-minute essay test constructed and graded by California State University and Colleges English faculty, and the 90-minute objective CLEP Subject Examination, "Analysis and Interpretation of Literature." The major conclusion of this supplementary report is that the English Equivalency Examination appears to be accomplishing its goal. The use of equivalency tests for general education credits deserves closer examination and raises a number of larger philosophical questions about teaching. (The results of this report are presented in both narrative and table form, and the appendixes include a statistician's report and statistical tables for the use of researchers.) (RB)

**ED 114 827** CS 202 341

Hargrave, Deane McLure  
A Needs Assessment in Secondary English.

Pub Date 75

Note—263p.; Ph.D. Dissertation, Arizona State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-22,547, Mfilm \$5.00, Xerography \$11.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, Educational Improvement, \*Educational Needs, Educational Research, Effective Teaching, English Instruction, \*English Programs, \*Program Evaluation, \*School Community Relationship, Secondary Education, Student Needs

In the spring of 1973, a secondary English needs assessment was conducted in the two Flagstaff, Arizona, high schools to determine the relative importance, need, and priority of various facets of the English program as indicated by the community, and to develop a handbook for needs assessment. An opinionnaire was administered to a random, stratified sample of the community, consisting of administrators, teachers, senior students, their parents, and other members of the community-at-large. According to the majority of responses, the English programs seemed to be generally meeting the needs of the community by offering a wide selection of English classes taught by competent teachers and geared toward meeting individual differences of students. The needs assessment pointed the way toward curricular changes as well as community orientation; in addition it provided a model for a handbook. (Author/RB)

**ED 114 828** CS 202 342

Glenn, Robert B., Ed. And Others  
Language and Culture: A Book of Readings.

Pub Date 74

Note—390p.

Available from—Northern Michigan University Bookstore, University Center, Marquette, Michigan 49855 (\$7.45 paper)

Document Not Available from EDRS

Descriptors—American English, Communication (Thought Transfer), \*Culture, \*English, Higher Education, \*Language, \*Linguistics, Linguistic Theory, \*Literature, Semantics

These readings on language and culture are divided into sections on: "Principles of Language," "Culture and Language," "Structure of the English Language," "Ancestry and History of English," "Aspects of American English," "Americans and the Other World," "Language and Literature," and "Aspects of Applied Linguistics." Contributing authors include Noam Chomsky, Albert H. Marckwardt, George P. Faust, Karl W. Dykema, Zacharias Thundylil, Paul A. Gaeng, Mario Pei, T. S. Eliot, S. I. Hayakawa, Raven McDavid, Jean Stafford, Don L. F. Nilsen, and others. (LL)

**ED 114 829** CS 202 344

Whitman, Randal L.  
English and English Linguistics.

Pub Date 75

Note—240p.

Available from—Holt, Rinehart and Winston, Incorporated, 383 Madison Avenue, New York, New York 10017 (\$6.50 paper)

Document Not Available from EDRS

Descriptors—English Instruction, \*Grammar, Instructional Materials, \*Linguistics, Structural Linguistics, \*Transformation Generative Grammar, \*Transformations (Language), Transformation Theory (Language)

This book had two goals: to provide an introduction to transformational-generative grammar, placing it into a historical and philosophical context with other earlier linguistic traditions, and to provide a survey of the elements of English grammar from a transformational point of view. The text is intended for anyone who wishes to know the basis of transformational grammar, but it is especially intended for those who have a professional or personal need for a better acquaintance with English grammar—in particular, for prospective English teachers. Part one focuses on theories in linguistics and discusses such topics as linguistics as a science; language as innate, universal, abstract, and creative; patterns and rules; and deep structure, surface structure, and the sentence. Part two focuses on phrase structure grammar and discusses such topics as information in the lexicon; the noun phrase; the verb phrase, adverbial phrases and two-word verbs. Part three focuses on transformations and discusses such topics as sentences embedded within sentences, nominalized sentences, gerunds and infinitives, and conjoined sentences. (TS)

**ED 114 830** CS 202 345

Winterowd, W. Ross, Ed.  
Contemporary Rhetoric: A Conceptual Background with Readings.

Pub Date 75

Note—380p.

Available from—Harcourt Brace Jovanovich, Inc., 757 Third Ave., New York, New York 10017 (\$5.95 paper)

Document Not Available from EDRS

Descriptors—\*Composition (Literary), Descriptive Writing, Essays, Expository Writing, Grammar, Higher Education, \*Language Skills, \*Rhetoric, \*Theories, Transformation Generative Grammar, \*Writing

Designed for use by composition students as well as teachers, the essays and background discussions in this book address themselves to questions of theory and practice in rhetoric. The book is divided into sections on invention, form, and style, and contains articles by such authors as Janet Emig, Wayne C. Booth, Richard L. Larson, Kenneth Burke, Marshall McLuhan, W. Ross Winterowd, and Richard Ohmann. (LL)

**ED 114 831** CS 202 349

Karmatz, Franklin Neil

A Two-Level Q-Methodological Study of the Attitudes of Pre-Journalism Students toward Business and Business-Related Press.

Pub Date 74

Note—222p.; Ph.D. Dissertation, University of Missouri-Columbia

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-20,128, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—\*Business, Business Communication, College Students, Doctoral Theses, Educational Research, Ethics, Higher Education, \*Journalism, \*Publications, Social Action, \*Social Responsibility, \*Student Attitudes

Identifiers—Free Enterprise System

An historical study of the theories and attitudes pertaining to the social responsibilities of corporations in the free enterprise system was done so that these theories could be compared to operant attitudes toward the free enterprise system. Two simultaneous studies were carried out. The first one used visual representations of media opinions concerning business enterprise. The second set of opinions was derived from pre-journalism majors who served as respondents. The major findings were that the pre-journalism students saw business more as a manipulative game than as an inflexible monolithic institution, and they felt that the flaw in the business system revolved around corporate social responsibility. Although pre-journalism students fell into widely divergent groups, they did not represent extremes for or against business or business techniques, and were generally disinterested in business and the economy, except for the area of social responsibility. Their attitudes reflected traditional rather than innovative viewpoints toward the business press and toward business ethics in particular. (Author/RB)

**ED 114 832** CS 202 350

McAleer, Nancy Marie

The Development and Validation of a Scale to Measure the Attitudes of Fifth Grade Children toward Literature.

Pub Date 74

Note—114p.; Ed.D. Dissertation, The University of Florida

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-19,359, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, Educational Research, Grade 5, Intermediate Grades, Language Arts, \*Literature Appreciation, Measurement Instruments, \*Reading Interests, \*Student Attitudes, \*Test Construction, \*Test Validity

The purpose of this study was to develop and validate an instrument to be used to measure the attitudes of fifth grade students toward literature. A research instrument of sixty items was developed and administered to 205 fifth grade students in schools around Orlando, Florida. Based on the results of the study, the following conclusions were made: an attitude scale of the type described herein can be easily used with fifth grade children; the use of factor analysis was successful in determining specific groupings from the research instrument; the results of t-test comparisons indicated that neither teaching methods nor predetermined attitude affected factor scores; and comparison of the pretests and posttests of the formal teaching method indicated that Fact One, "Love of Reading," yielded a t-value of -2.36, the only significant difference at the .05 level. (Author/RB)

## ED 114 833

CS 202 352

Sonnag, Joyce Hagen

**Communication Skills: Curriculum Guide for Teaching Gifted Students Communication Skills in Grades Four through Twelve.**

California State Dept. of Education, Sacramento. Div. of Special Education.

Pub Date 73

Note—57p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Class Activities, \*Communication Skills, \*Creative Activities, Curriculum Guides, Elementary Secondary Education, \*Gifted, Group Instruction, High Achievers, Humanistic Education, \*Instructional Materials, Language Arts, Learning Activities

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V

Intended for use by teachers of mentally gifted students, this curriculum guide contains suggestions and materials useful in programs designed to advance the learning of the mentally gifted. The guide stresses the importance of language as a tool in a technological society. Language skills are examined from a nonverbal, oral, and written perspectives in chapters on: "Goals, Concepts, and Strategies," "Objectives and Activities," and "Further Considerations." The activities in each section of the guide stress personal interaction, group interaction, and teacher-student interaction; and the final section considers ways of integrating these affective class activities into the school curriculum. (A list of selected references on affective aspects of education is appended.) (RB)

## ED 114 834

CS 202 353

Weekes, Eleanor Oates, Paul

**Semantics: A Unit of Study, Grades 7, 8, 9.**

Needham Public Schools, Mass.

Pub Date 72

Note—64p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Communication (Thought Transfer), \*Course Descriptions, Course Objectives, Critical Thinking, Junior High Schools, \*Language Skills, \*Language Usage, Propaganda, \*Semantics, Teaching Methods

The main objective in this semantics unit is to sharpen the students' powers of critical thinking while increasing their sensitivity to the language. The course of study for grade 7 contains four lessons: referent and symbol, levels of abstraction, argument, and fact and opinion. The grade 8 course of study features the following lessons: similes and metaphors, hyperbole and personification, euphemism, and advertising analysis. The ninth grade course focuses on various types of propaganda from the glittering generality to the bandwagon approach. Each lesson presents objectives, lists materials needed, and describes procedures. (LL)

## ED 114 835

CS 202 354

Terrebonne, Nancy Goppert

**The Black English Vernacular in the Writing of Young Adults from Dayton, Ohio.**

Pub Date 75

Note—290p.; Ph.D. Dissertation, The Louisiana State University and Agricultural and Mechanical College

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-22,230, MFilm-\$7.50, Xerography-\$15.00)

Document Not Available from EDRS

Descriptors—College Students, Composition (Literary), Doctoral Theses, Educational Research, Higher Education, \*Language Styles, Language Usage, \*Linguistic Patterns, \*Negro Dialects, \*Nonstandard Dialects, \*Written Language

This dissertation describes a study of the Black English Vernacular (BEV) based on 350 compositions written in the college classroom by 42 black students from working class and lower class families in a predominantly white university. The correlation between certain extralinguistic variables and over 20 linguistic variables was examined. Although there was a wide divergence in linguistic performance among the informants, it did not appear to correlate with any of the socioeconomic variables, although there was some evidence that sex was a factor in the use of certain BEV features. An important factor in determining ability to write in Standard English

as opposed to BEV appears to be the kind and degree of motivation each individual has, specifically the desire to assimilate, both culturally and economically, to the middle class. The linguistic variables with the highest percentage of occurrence included possessive "s" absence, third singular "s" absence, "a" before vowels, adverbial "s" absence, and double negatives. A further implication of this study is that a person who deletes the copula in writing is likely to use all the major BEV features studied. (Author/LL)

## ED 114 836

CS 202 356

Rubadeau, John William

**Attitudinal and Behavioral Changes in Prospective Teachers Toward Black English Resulting from Training in Transformational Grammar Which Illustrates the Similarity between the Deep and Surface Structures of Black and Standard English.**

Pub Date 75

Note—327p.; Ph.D. Dissertation, Georgia State University-School of Education

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-22,527, MFilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—\*Behavior Change, College Students, Doctoral Theses, Educational Research, English Instruction, Higher Education, \*Language Usage, Linguistic Patterns, \*Negro Dialects, Nonstandard Dialects, \*Preservice Education, \*Teacher Attitudes

The purpose of this study was to change preservice teachers' attitudes toward black English in a positive way. The students were shown that the deep structure of black English and standard English is the same; it is only the surface structures of the two dialects that exhibit variations. Pre-test data garnered from the control group and the experimental group found no statistically significant difference in their attitudes. After ten weeks of instruction, a significant difference at the .05 level was found to exist between the two groups on attitudes toward language and dialect. It was concluded that teaching a comparative study of standard and black dialect by using transformational grammar to indicate the similarities in the deep structure of the two dialects can create enough cognitive dissonance among preservice teachers that their attitudes toward language in general and dialect in particular become significantly more positive. It may also create enough change to influence behavior, though only a trend in this direction was established. (Author/RB)

## ED 114 837

CS 202 359

Ney, James W.

**Linguistics, Language Teaching, and Composition in the Grades.**

Pub Date 75

Note—133p.

Available from—Humanities Press, Inc., Atlantic Highlands, New Jersey 07716 (\$14.50 paper)

Document Not Available from EDRS

Descriptors—\*Composition (Literary), \*Educational Research, Elementary Education, Lesson Plans, Linguistics, Oral Communication, \*Oral Expression, \*Teaching Methods, Writing Exercises, Writing Skills

This book contends that systematic oral and written exercises enable students to overcome many difficulties encountered in writing English. The first chapter is a general discussion of the teaching of composition today. The second section describes an experiment in oral composition drills in a seventh-grade class. The third section describes the first part of an experiment in oral exercises and composition improvement in the fourth grade. The fourth section discusses the second part of the experiment in oral exercises and composition improvement in the fourth grade. The fifth section describes an experiment in oral exercises for second graders. The sixth section is a retrospect and also discusses the prospects of the system used in these experiments. The three appendixes, which are the bulk of this book, contain an analysis of variance and the daily lessons for the fourth-grade experiment. (TS)

## ED 114 838

CS 202 360

Hall, Robert N., Ed.

**Directory of Graduate Programs in the Speech Communication Arts and Sciences 1975-1976.**

Speech Communication Association, New York, N.Y.

Pub Date 74

Note—292p.

Available from—The Speech Communication Association, 5205 Leesburg Pike, Falls Church, Virginia 22041 (\$5.00 member, \$5.75 non-member)

Document Not Available from EDRS

Descriptors—\*Communication (Thought Transfer), Degree Requirements, \*Directories, \*Doctoral Programs, \*Graduate Study, Higher Education, Program Descriptions, Reference Books, \*Speech Education, Student Enrollment

The primary function of this directory is to serve prospective graduate students, teachers, administrators and counselors who desire current information about graduate programs in speech communication. A secondary function is to provide a comparative analysis of the information presented. Many of the fundamental questions that a student might ask of a graduate dean or a department chairperson are answered here: types of degrees offered, admission requirements, number of graduate appointments, areas of concentration, language and thesis requirements, whom to contact, and deadlines for applying to the graduate school and for financial aid. Each of the 288 departmental listings is edited for ease in comparing enrollment requirements, financial information, and graduation requirements. (RB)

## ED 114 839

CS 202 361

Wade, Barrie, Ed. Wedell, Klaus, Ed.

**Spelling: Task and Learner.**

Pub Date 74

Note—68p.

Available from—Educational Review, School of Education, The University, P.O. Box 363, Birmingham B15 2TT, England (85p post free)

Document Not Available from EDRS

Descriptors—\*Auditory Discrimination, \*Cognitive Processes, Conference Reports, Elementary Secondary Education, Miscue Analysis, \*Remedial Instruction, \*Spelling, \*Spelling Instruction, Writing

This volume contains the papers which were presented and a summary of the discussions which took place at a conference sponsored by the Study Group on Spelling Disability in Children at the School of Education, University of Birmingham (England). The papers discuss such topics as spelling in context, the nature of the writing system and its relation to speech, some cognitive and perceptual correlates of spelling ability, the relevance of auditory discrimination and articulatory skills for spelling achievement in children, the aetiology of specific spelling disabilities, teacher variables in spelling, a study of spelling errors, a remedial approach to a spelling disability, and the significance of spelling miscues. The summary reviews points raised in discussion. Contributors were Barrie Wade, Ken Albrow, David Moseley, Roger Lanyon, Hazel Nelson, Margaret Peters, Alec Williams, Gill Cotterell, and Klaus Wedell. (TS)

## ED 114 840

CS 202 363

Applebee, Arthur Noble

**The Spectator Role: Theoretical and Developmental Studies of Ideas about and Responses to Literature, with Special Reference to Four Age Levels.**

Pub Date 73

Note—446p.; Ph.D. Thesis, University of London

EDRS Price MF-\$0.76 HC-\$22.21 Plus Postage

Descriptors—Educational Research, Elementary Secondary Education, \*English Instruction, \*Language Development, Language Skills, \*Language Usage, \*Linguistic Theory, Mass Media, \*Models, Oral Communication, Story Telling, Written Language

Identifiers—\*Spectator Role

Theoretical aspects of the spectator role in James Britton's (1970) model of language use are explored within a perspective based primarily on the work of George Kelly, Susanne Langer, Jean Piaget, Michael Polanyi, and Denys Harding. This view is amplified in a series of empirical studies based on stories told by children between the ages of two and five, and on written and oral responses to repertory grids and open-ended questionnaires by six, nine, thirteen, and seventeen year olds and from five schools. Separate samples of eleven, thirteen, and sixteen year olds were drawn for a supplementary study of various spectator-role genres and media. Developmental changes center in: (1) the relationship between spectator-role experience and the life of the individual; (2) knowledge of the conventions of

spectator-role discourse; and (3) the complexity of the experience (both personal and literary) over which a person has mastery. Spectator-role discourse emerges as a separate mode of language use at a very early age, but there is only a gradual separation of spectator-role experience from other life experiences. Not until adolescence is such discourse clearly a way to present possibilities rather than to describe reality. (Author)

ED 114 841 CS 202 364

Arnold, Edmund C.

The Student Journalist and Editing the Yearbook.

Pub Date 74

Note—121p.

Available from—Richards Rosen Press, Incorporated, 29 East 21st Street, New York City, New York 10010 (\$9.66 cloth)

Document Not Available from EDRS

Descriptors—\*Design, \*Editing, Graphic Arts, Higher Education, Journalism, \*Layout (Publications), Photography, Printing, Secondary Education, \*Student Publications, \*Yearbooks

Written for students and faculty advisors who are involved in producing the school yearbook, this book discusses and illustrates the contents of a well-made yearbook. The function of the yearbook is examined in chapter one, and suggestions are made for arranging the yearbook according to the basic theme. Chapter two discusses copywriting for the yearbook, and also cites common errors that the staff can easily avoid by carefully checking for factual accuracy (e.g., if the debate team was 6-2, they could not have participated in seven contests). The importance of type in producing an attractive yearbook is discussed in chapter three with illustrations of different typefaces used in headlines, captions, and text. Chapter four explains the use of photography in the yearbook, and provides suggestions for taking posed and unposed shots that are creative and informative at the same time. Chapter five provides detailed information on preparing yearbook layout. Chapter six explores the use of color, and chapter seven stresses the importance of the cover as the crowning jewel to the yearbook. (RB)

ED 114 842 CS 202 368

Elementary Language Arts, K-3: Sequencing and Keying of Language Arts, Scope and Sequence; Test Specifications for Criterion-Referenced Testing; Achievement-Awareness Record.

Shawnee Mission Public Schools, Kans.

Pub Date Sep 75

Note—83p.; For related document, see CS202369; Some pages may have poor reproducibility due to small type

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Composition (Literary), \*Criterion Referenced Tests, \*Curriculum Guides, \*Language Arts, Listening, Primary Education, Reading, \*Sequential Approach, Sequential Programs, Speaking

Identifiers—\*Lass Achievement Awareness Records

This publication contains three parts, all related to the language arts curriculum of the Shawnee Mission Public Schools. The first section provides a detailed outline (with references) of sequenced components representing a progressively difficult set of experiences in reading, writing, speaking, and listening for kindergarten through third grade. The second section contains criterion-referenced test specification samples (with summative goals and instructional components) for composition, the study of language, listening and reading, listening and viewing, and speaking. The third section consists of Lass/Achievement-Awareness Records for each of the four primary levels. (JM)

ED 114 843 CS 202 369

Elementary Language Arts, 4-6: Sequencing and Keying of Language Arts, Scope and Sequence; Test Specifications for Criterion-Referenced Testing; Achievement-Awareness Record.

Shawnee Mission Public Schools, Kans.

Pub Date Sep 75

Note—86p.; For related document see CS202368; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Composition (Literary), \*Criterion Referenced Tests, \*Curriculum Guides, Grammar, Intermediate Grades, \*Language Arts,

Listening, Literature Appreciation, Reading, \*Sequential Approach, Sequential Programs, Speaking, Spelling, Vocabulary Development

Identifiers—\*Lass Achievement Awareness Records

This publication contains three parts, all related to the language arts curriculum of the Shawnee Mission Public Schools. The first section provides a detailed outline (plus references) of sequenced components representing a progressively difficult set of experiences in studying grammar, vocabulary, spelling, oral and written communication, and literature in grades four, five, and six. The second section contains criterion-referenced test specification samples (with summative goals and instructional components) for composition, the study of language, listening and viewing, listening and reading, and speaking. The third section consists of Lass/Achievement-Awareness Records for each of the three intermediate grades. (JM)

ED 114 844 CS 202 370

Henley, David Clement

A Study of the Educational and Professional Backgrounds of Journalism Teachers in California Public High Schools with Enrollments of One Thousand or More.

Pub Date 74

Note—12p.; Paper presented at the Secondary School Division of the Association for Education in Journalism national convention (San Diego, August 18-21, 1974); Based on author's doctoral dissertation, United States International University

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Educational Background, Effective Teaching, \*Journalism, Mass Media, Public Schools, Secondary Education, State Surveys, \*Teacher Background, Teacher Certification, \*Teacher Qualifications, \*Work Experience

Identifiers—California

Undertaken in April and May of 1974, this study utilized a two-page, 52-item questionnaire which was mailed to 300 high school journalism teachers in the state of California. The teachers were selected by random sampling and represent 78 percent of the estimated 382 who teach at schools with enrollments of 1000 or more. One hundred seventy-six questionnaires were returned and 158 (52.6 percent) were usable for tabulation purposes. The hypotheses that high school journalism teachers lack professional and academic journalistic experience and that they desire help in improving their qualifications were borne out by the results of the study. Recommendations for improving teacher preparation in California are discussed and several solutions are suggested. (RB)

ED 114 845 CS 202 372

Collins, Erik L. Rarick, Galen R.

Current Offerings in Six Specified Subjects in Accredited (and the Largest Unaccredited) Schools and Departments of Journalism.

Pub Date 73

Note—13p.; Survey conducted for the meeting on "Education for Newspaper Journalists in the Seventies and Beyond," Reston, Virginia, Oct. 31-Nov. 2, 1973

Available from—PROCEEDINGS: "Education for Newspaper Journalists in the Seventies and Beyond," ANPA Foundation, Washington, D.C., 1974

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*College Programs, \*Content Analysis, \*Course Content, Degree Requirements, Educational Research, Higher Education, \*Journalism, Management, Mass Media, National Surveys, Nonverbal Communication, Program Content, Research Methodology, \*School Surveys, Technology, Urban Culture

This survey was conducted to determine the extent of course offerings by the accredited and the largest unaccredited journalism programs in the areas of nonverbal communications, research methods for working journalists, media economics and management, major issues in contemporary society, the urban community, and new technology. Two mailings and some telephone calls produced responses from 52 (85 percent) of the accredited and nine (90 percent) of the 10 largest unaccredited programs, giving a combined response rate of 86 percent. Three of the advocated kinds of courses were reported as offered in about two thirds of the accredited and large unaccredited journalism programs. These

courses are research methods for working journalists, media economics, and major issues in contemporary society. A course in nonverbal communications was reported as being offered at about one-third of the schools. Courses in the new technology of mass communication and the anatomy of the urban community were found to be offered by fewer than one-fifth of the schools. (The results of this survey are discussed at length, and data are presented in table format.) (RB)

ED 114 846 CS 202 377

Problems of Journalism; Proceedings of the 1975 Annual Convention of the American Society of Newspaper Editors (Washington, D.C., April 16-18, 1975).

American Society of Newspaper Editors, Easton, Pa.

Pub Date Apr 75

Note—307p.

Available from—ASNE, Assistant to the Treasurer, Mrs. DeVee K. Fisher, 4420 Brookside Drive, Alexandria, Va. 22312 (\$6.25)

Document Not Available from EDRS

Descriptors—Communication (Thought Transfer), Conference Reports, Economic Factors, \*Editing, \*Freedom of Speech, Higher Education, \*Journalism, Mass Media, News Media, \*Newspapers, \*News Reporting, Political Issues, Social Problems

Identifiers—\*American Society of Newspaper Editors

This document reports the 1975 proceedings of the American Society of Newspaper Editors (ASNE) convention held in Washington, D.C., April 16-18. The contents include a list of officers and directors, past presidents of the society, and a copy of the ASNE Code of Ethics. Also contained in the document are reports on such individual sessions as "Managing Our Planet: The Crisis of Resources," "Press Coverage of the Economic Crisis: Pass or Fail?" "After 200 Years, Do We Need a New American Revolution?" and "Why Readers Hate Us—And What We Can Do about It." Addresses to the convention and question-answer sessions with President Gerald Ford, Dr. Henry Kissinger, Sheik Ahmed Zaki Yamani, and Justice Warren Burger are included in this document, as are the minutes of ASNE business meetings. (RB)

ED 114 847 CS 202 379

Dawson, Joan Helen

The English Program in a Changing Culture: An Assessment of the Impact of the Changing Technological Culture on English Programs and Instructional Practices of Selected Secondary Schools in the Rockville Centre Diocese, Long Island, New York.

Pub Date 75

Note—280p.; Ph.D. Dissertation, Stanford University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-25,280, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—\*Cultural Awareness, Cultural Factors, Doctoral Theses, Educational Research, English Instruction, \*English Programs, \*Instructional Innovation, Multimedia Instruction, Secondary Education, \*Teaching Methods, \*Technological Advancement

Identifiers—\*New York (Rockville Centre Diocese)

This study examines the use of such practices as flexible scheduling, team teaching, nongraded classes, and elective courses; provisions for individualizing learning activities; inclusion of media materials and equipment in instructional practice; and provisions for student involvement in the learning process at four secondary schools in Rockville Centre Diocese, Long Island, New York. Data was obtained from curriculum guides and course content outlines, initial interviews and follow-up meetings with department heads, questionnaires submitted to department heads and individual teachers, and observations of 2,086 minutes of classroom instruction. The findings indicated that at least three of the schools had the potential for flexible, adaptable organizational structure and practice, but no school showed startling adaptation and change as a result of the impact of the technological culture. About 44.5 percent of the instruction was teacher-dominated. Media usage was not extensive and the acceptance on paper of innovative materials and practices did not seem to be borne

out in practice. While there appeared to be some awareness of the changing technological culture, this awareness did not seem to produce much direct action and support for it. (Author/RB)

**ED 114 848** CS 202 380

*Enoki, Donald Yukio*

An Investigation of the Attitudes of Elementary School Administrators and Teachers of the Hawaii English Project's Language Skills Program.

Pub Date 75

Note—240p.; Ed.D. Dissertation, Wayne State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-25,281, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—\*Administrator Attitudes, Administrator Role, \*Curriculum Evaluation, Doctoral Theses, Educational Programs, \*Elementary Education, \*Language Skills, Surveys, \*Teacher Attitudes, Teacher Role

Identifiers—\*Hawaii English Projects Language Skills Program

The purposes of this study were to determine the attitudes of administrators and teachers toward the Hawaii English Project's Language Skills Program; to identify reasons for their support or non-support; and to determine whether administrators, through their experiences with the program, prefer the centralized system of curricular control or a more decentralized role in deciding instructional programs. The research data were gathered through the utilization of a survey questionnaire specifically developed for this study and administered to both teachers and administrators in the Honolulu School District who were involved in implementing the program. Several major conclusions were drawn from the data. The majority of both groups in the study was very much in favor of continuing the program; the teachers and principals overwhelmingly agreed with the program's goals, objectives, and philosophy; ninety-seven percent of the principals viewed their primary role as that of a curricular leader; nearly all the principals believed that the decision for implementing curricular programs should be left to the school; and only one-half expressed their support for expanding the program vertically through the sixth grade. (Author/LL)

**ED 114 849** CS 202 381

*Banks, Linda Jane*

Drama: What's Really Happening in the English Classroom.

Pub Date 75

Note—173p.; Ed.D. Dissertation, Boston University School of Education

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-23,518, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, \*Drama, Educational Research, \*English Education, \*English Instruction, Literature, School Surveys, Secondary Education, \*Teacher Education, \*Teaching Methods

Identifiers—New England

The purposes of the study were (1) to ascertain how public high school teachers of English in New England are teaching drama and using drama activities in their classrooms; (2) to design a set of guidelines for the teaching of drama and the use of drama activities; (3) to discover how teachers of English in New England public schools are prepared in college for teaching drama and theater arts in the English classroom; (4) to discover whether those teachers who have taken courses in drama and theater arts make use of methods of teaching drama that are noticeably different from those used by teachers who have not taken such courses. A questionnaire was mailed to the chairpersons of English departments in 500 New England public high schools, chosen by random sampling. The data revealed that the kinds of courses taken by teachers have an effect upon the kinds of drama activities they use in their classrooms. Teachers who have taken performance-oriented courses or theater education courses have significantly more success than failure with drama activities of all kinds in comparison with those who have taken drama as literature courses or none of these kinds of courses at all. (Author/LL)

**ED 114 850**

*Gunning, Thomas Galvin*

A Comparison of Word Attack Skills Derived from a Phonological Analysis of Frequently Used Words Drawn from a Juvenile Corpus and an Adult Corpus.

Pub Date 75

Note—294p.; Ed.D. Dissertation, Temple University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-28,278, MF\$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Consonants, \*Decoding (Reading), Doctoral Theses, \*Phoneme Grapheme Correspondence, Phonics, Reading, Reading Ability, \*Reading Difficulty, Reading Research, Spelling, Vowels, \*Word Lists, \*Word Study Skills

The main purpose of this study was to structure and compare two series of grapheme-phoneme correspondence and phonics generalizations. The first series of correspondences and generalizations is designed for seriously disabled readers in grades 3-9 and was derived through a phonemic analysis of the first 1,500 words of the Heritage list (The American Heritage Word Frequency Book). The second series of correspondences and generalizations is designed for high school and adult seriously disabled readers and was derived through a phonemic analysis of the first 1,500 words of the Computational list (Computational Analysis of Present-Day American English). Grapheme-phoneme correspondences yielded by an analysis of each list were charted. Overall, the Heritage list yields a total of 396 grapheme-phoneme correspondences. The Computational list's total correspondences number 406. These findings highlight the complexities of English spelling and the need to incorporate all productive features of regularity into a decoding program for disabled readers. (Author/LL)

**ED 114 851**

*Jones, Jacqueline Anita*

Communicating in Writing: A Rhetorical Model for Developing Composition Skills.

Pub Date 75

Note—143p.; A.D. Dissertation, The University of Michigan

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-29,158, MF \$5.70, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—\*Communication (Thought Transfer), \*Composition (Literary), \*Composition Skills (Literary), Doctoral Theses, English Instruction, Higher Education, \*Rhetoric, \*Teaching Models, Writing Skills, Written Language

The rhetorical model for improving the basic writing skills of college students is presented from three perspectives. As a diagnostic tool, the model isolates five areas of concern for the developing communicator: surfacing tacit awareness, broadening perception, broadening the communicative repertoire, developing analytical and evaluative skills, and the application of all into appropriate verbal behavior. As a heuristic device, the model outlines several questions that the communicator can ask himself or herself. The questions are relevant in the exploration of the writing situation and in the development of the written product. As an analytical tool, the model outlines a general framework for the examination of the writing situation within each stage of the writing process: pre-writing, writing, and post-writing. In the presentation of classroom strategies which reflect this rhetorical model, writing is treated as a problem-solving activity. The focus of this model is on the fulfillment of the specific needs of a communicator in writing. (Author/RB)

**ED 114 852**

*Pavlik, Katherine Bernice Payant*

The Use of Visual Media and Popular Culture in Teaching English Composition.

Pub Date 75

Note—237p.; A.D. Dissertation, The University of Michigan

Available from—University of Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-29,162, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—\*Composition (Literary), Course Content, Course Evaluation, Doctoral Theses,

CS 202 383

English Instruction, Higher Education, \*Instructional Materials, Mass Media, \*Multimedia Instruction, \*Teaching Methods

Identifiers—\*Popular Culture

There are many ways films, paintings, and photographs can be used in teaching freshman college composition courses. These materials illustrate such rhetorical principles as unity, use of detail, comparison, point of view, and metaphor. Similarly, popular culture such as advertisements, song lyrics, comics, newspapers, and magazines can illustrate rhetorical principles, especially the problem of audience-directed writing. To show the uses of these materials, this study analyzes many examples, suggesting topics for study and discussion. The proposed course combines suggestions taken from the literature relating to visual media and popular culture, and the results of several experimental courses in freshman composition taught at Northern Michigan University during 1973-75. Students reacted with enthusiasm to the courses, particularly praising the use of films and popular culture. A large majority gained a positive attitude toward writing, literature, and art in general. Sixty-five percent of the students felt their writing skills improved considerably as a result of taking one or more of these courses, although more research needs to be done on the effectiveness of using the mass media to improve writing. (Author/RB)

**ED 114 853**

*Ridel, Shelby Jean Harvey*

An Investigation of the Effects of Creative Dramatics on Ninth Grade Students.

Pub Date 75

Note—238p.; Ph.D. Dissertation, The Florida State University

Available from—University Microfilm, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-26,811, MF\$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—\*Communication (Thought Transfer), \*Creative Dramatics, Creative Thinking, Creative Writing, Doctoral Theses, Dramatics, Grade 9, Group Behavior, \*Imagination, \*Language Arts, Secondary Education, Self Esteem

The purposes of this study were to describe the use of creative dramatics within an average ninth grade arts class and to document the behavior changes in verbal and nonverbal communications, creative thinking and behavior, feeling of group closeness, self-confidence, and attitude toward the course. A teacher inexperienced in drama conducted the activities. Participant observation was the chief data collection methodology. Observations indicated positive change for most students in the areas hypothesized. Other data included an attitude survey concerning English, a questionnaire eliciting student attitudes toward drama, creative writing samples, and Torrance Tests of Creative Thinking, Verbal Forms. It was concluded that drama can aid development of imagination and communication, with benefits resulting from dramatic activities even when directed by a teacher inexperienced in drama. (Author/JM)

**ED 114 854**

*Schullstrom, Faith Z.*

A Potpourri of Activities—For Use in Heterogeneously Grouped Secondary School English Classes.

New York State Education Dept., Albany. Bureau for Mentally Handicapped Children.

Pub Date 74

Note—48p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Classroom Games, \*Communication Skills, \*Educational Games, \*English Instruction, Fables, \*Heterogeneous Grouping, Interpersonal Relationship, \*Learning Activities, Metaphors, Poetry, Secondary Education, Sex Role, Teaching Methods

This pamphlet includes a variety of suggestions and activities to stimulate language and thereby increase students' control over their environment and their lives. Although many of these activities can be used with elementary students, the emphasis in this collection is on language stimulation among secondary school children. The first section contains activities for teaching metaphors, fables, language, symbols, time periods, categories, the use of specific details and imagery, and story telling. The second section deals with activities for teaching surrealistic poetry, abbreviations,



and book and movie criticism. The third section contains activities to help students develop interpersonal skills. The fourth section contains interaction activities. The fifth section contains activities designed to help students recognize the ways that expectations shape their lives and to examine the derivation of their sex role expectations. (TS)

**ED 114 855** CS 202 389

*Brazil, James Michael*

**On Teaching Composition at the Community College.**

Pub Date 75

Note—324p.; A.D. Dissertation, The University of Michigan

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-29,156, MF\$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—College Freshmen, Community Colleges, \*Composition (Literary), Doctoral Theses, \*Effective Teaching, Junior Colleges, Student Centered Curriculum, \*Teaching Methods, \*Writing Skills

The authors evaluated the overall effectiveness of two contrasting approaches to teaching freshman composition. The first was a dialect-acceptance, student-centered approach; and the second was a language standardization, teacher-centered approach. The students were evaluated by pre- and post-testing in such cognitive areas as fluency, paralinguistic correctness, and overall writing effectiveness, and in such areas as self-concept, linguistic security, attitudes about language, and interest in English classes. The results of this experiment overwhelmingly favored the dialect-acceptance, student-centered approach. Students from this class not only showed more gains in all the affective areas, but also made fewer paralinguistic errors and were judged by the raters as having made greater gains in fluency and overall writing effectiveness. (Author/RB)

**ED 114 856** CS 202 390

*Farmer, Majorie Nichols*

**Concerns and Issues in the Professional Education of English Teachers, 1963-1973.**

Pub Date 75

Note—205p.; Ed.D. Dissertation, Temple University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-28,273, MF\$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Communication (Thought Transfer), Doctoral Theses, \*Educational Change, Educational Innovation, \*English Education, \*English Instruction, Futures (of Society), Secondary Education, \*Teacher Education, \*Teacher Role

Identifiers—Conference on English Education, National Council of Teachers of English

The purpose of this study was to identify major trends in the professional education of English teachers in the decade 1963-1973 as set forth in the records and publications of the National Council of Teachers of English and the Conference on English Education, and to consider their implications for future directions in English teacher education. The dominant trend observed in the general of English was steady broadening of the curriculum from the academic trivium of language, literature, and composition, to the pedagogical quadrivium of skills in listening, speaking, reading, and writing, and finally toward the humanistic concept of comprehensive communication competencies. A parallel trend was the enlargement of the English teacher's role from academic instructor to generalist communicator. The English educator's role expanded concomitantly, from methods instructor and student teaching supervisor to interdisciplinary scholar and synthesizer of a complex of resources and services for the education of the English teacher. These trends can be summarized as a movement from a predominantly academic-elitist view of the domain of English and its teacher education in 1963, to a predominantly pluralistic view in 1973. (Author/LL)

**ED 114 857** CS 202 391

*Holt, Ben Edward*

**A Modular Approach for Teaching Classical Literature in Inner-City High Schools.**

Pub Date 75

Note—169p.; Ed.D. Dissertation, University of Massachusetts

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-27,581, MF\$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Curriculum Design, Doctoral Theses, \*English Literature, \*Low Achievers, Reading Interests, Reading Level, \*Reading Material Selection, \*Remedial Reading, Secondary Education, Teaching Methods, \*Urban Education

Identifiers—Hamlet, My Last Duchess, Silas Marner, Tale of Two Cities

This developmental study offers a definitive strategy for successfully teaching such representative classics as Hamlet, A Tale of Two Cities, Silas Marner, and My Last Duchess to students who are reading as much as three years below grade level but who are nevertheless normally intelligent. The study provides evidence tending to support the following conclusions, subject to the limitations of the study: (1) that many teachers show a general reluctance to teach grade-level literature to culturally different low achievers; (2) that grade-level literature—the classics or their equivalent—can be taught to low achievers without inferior substitution, if the teaching strategies are effective; (3) that many homogeneously grouped low achievers can learn college preparatory subject matter and pass standardized examinations; (4) that classical works of literature can be adapted to the understanding of low achievers who read no more than three years below grade level; (5) that the Hamlet adaptation and learning plan is an effective model in teaching grade-level literature to low achievers; (6) that, with effective teaching strategies, negative teacher attitudes and low expectations can change for the better. (Author/LL)

**ED 114 858** CS 202 392

*Chew, Charles R.*

**A Study to Determine Skills of Written Composition Present in Resources Available to Teachers.**

Pub Date 75

Note—394p.; Ed.D. Dissertation, State University of New York at Albany

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-28,879, MF\$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—\*Composition (Literary), \*Content Analysis, Curriculum Guides, Doctoral Theses, Educational Resources, English Instruction, Higher Education, \*Instructional Materials, \*Rhetorical Criticism, Textbook Content, \*Writing Skills

Identifiers—National Council of Teachers of English

This study determines the extent to which skills of written composition, as defined by a modern rhetorical theory, appear in a selected sample of resources available to teachers. The sources judged and evaluated in the content analysis were textbooks used in preparation of English teachers, textbooks used by students in English classes, publications of the National Council of Teachers of English, curriculum guides, evaluation practices as exemplified in publications on the evaluation of written composition, professional articles, and books on writing intended for a general audience. This study presents the skills of written composition, as defined by a modern rhetorical theory, a tool for analyzing materials as related to these skills, a procedure of analysis, suggestions for material that ought to be produced, and a clear direction for curriculum decisions as they pertain to written composition. (Author/RB)

**ED 114 859** CS 202 393

*Koch, Carl James*

**Small Groups in the Composition Class: A Case Study of Developing Linguistic Security and Written Fluency.**

Pub Date 75

Note—252p.; A.D. Dissertation, The University of Michigan

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-29,160, MF\$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Case Studies (Education), \*Composition (Literary), Composition Skills (Literary), Doctoral Theses, Educational Research, English Instruction, Higher Education, \*Linguistic Competence, \*Small Group Instruction, \*Teaching Methods, Writing Skills

Small groups provide an ideal environment for developing linguistic security (seeing one's lan-

guage as acceptable to those with whom one is most concerned about communicating). In a case study of seven students representing a cross section of two composition classes, small groups did foster linguistic security and written fluency. From remarks made in journals, from answers on evaluation forms, and from pre- and post-surveys of language attitudes, it was determined that the students showed increased valuing of their linguistic competence, and illustrated that the small group communication was instrumental in their change in attitude. By measuring the length of the students' early essays compared to later themes, real gains in fluency could be seen. By counting cohesive ties and the number of different ties used in an essay, it was evident that there was steady improvement from the early essays to the last ones. Besides feeling more linguistically secure and being able to write more fluently, the case persons had more confidence in their ability to write and speak effectively. Consequently, small groups are a beneficial means of both developing linguistic confidence and aiding the students to become better writers. (Author/RB)

**ED 114 860** CS 202 394

*Brown, Estelle Woodland*

**Emerging Concepts of Social-Developmental Tasks of the Young Black Adolescent in Ten Selected Black Junior Novels.**

Pub Date 74

Note—192p.; Ed.D. Dissertation, Temple University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-28,096, MF\$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—\*Adolescent Literature, \*Characterization (Literature), \*Developmental Tasks, Doctoral Theses, Educational Research, English Instruction, Maturation, \*Negro Literature, Negro Role, \*Novels, Secondary Education, Social Development

It was the purpose of this study to identify and to describe black developmental tasks as treated in 10 randomly-selected black junior novels and to measure the extent to which they were present in the novels. Nineteen judges rated books appearing on the judges' list of 32 black junior novels, published during the period 1962-72. From these ratings, a sample of high-realistic and low-realistic novels was formed. Black cultural references were identified in the novels through the use of the Cultural Thematic Model, designed for the study. Findings indicated that when the Cultural Thematic Model was applied to the selected black junior novels, it was possible for concepts relating to personalities and life styles of the young black adolescent to be identified; use of the Cultural Thematic Model tended not to result in the same realistic ratings of the novels by the judges; and when the data collected from high-realistic novels were analyzed, there were greater numbers of references to achievement of individuality, the social milieu, and group-peer relationships than to relationships in the family, social values and ethnic understandings, and world view and social change. The implications of the findings are examined at length. (Author/RB)

**ED 114 861** CS 202 395

*Arthurs, Alfred David G.*

**The Effect of Instruction in General Semantics on the Social Adjustment of Graduate Students and Senior Citizens.**

Pub Date 75

Note—104p.; Ph.D. Dissertation, University of Kentucky

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-26,434, MF\$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, Educational Research, Graduate Students, Higher Education, \*Personality, \*Semantics, \*Senior Citizens, \*Social Adjustment, Social Factors, Training Objectives

Identifiers—Eysenck Personality Inventory, \*General Semantics, Is of Identity Test, Uncritical Inference Test

This study investigated the effect of training in general semantics on social adjustment. Acting on the Whorlian Hypothesis that the language structures we use influence our feeling, thinking, and behaving and therefore our social adjustment, the Is of Identity Test and Uncritical Inference Test

were used as measures of social adjustment. The subjects were graduate students (average age 30 years) and senior citizens (average age 70 years) who were Donovan Scholars and/or their spouses at the University of Kentucky. There were 60 subjects in all, 15 in each control group and each experimental group. From the experimental evidence, it was concluded that training in general semantics can improve social adjustment for both graduate students and senior citizens; graduate students will benefit more from training in general semantics than will senior citizens; and the personality factor (extroversion or introversion) will probably not have a significant influence on the effect of training in general semantics on the social adjustment as measured by the two tests. (TS)

**ED 114 862** CS 202 397

*Bayless, Charles Eugene*

**An Analysis of the Alienation Motif in Secondary School Literature.**

Pub Date 75

Note—397p.; Ph.D. Dissertation, Duke University Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-29,490, MF\$7.50, Xerography \$15.00)

**Document Not Available from EDRS**

**Descriptors—**\*Adolescent Literature, Adolescents, \*Bibliotherapy, Doctoral Theses, Educational Research, Identification (Psychological), \*Literary Analysis, Literary Conventions, \*Motifs, Personal Values, Reading Materials, Secondary Education, \*Thematic Approach

**Identifiers—**\*Alienation

This study involves a discussion of the term alienation and its relevancy to adolescents, a survey of the philosophies of state departments of education, an examination of state-adopted hardback and paperback textbooks, and a look at the individual literature courses offered as electives or as parts of standard curricula in private and public secondary schools. Chief sources for the research are books by psychologists discussing the alienation of youth, correspondence from state departments of education and authorities in the fields of English and education, curriculum guides, state-adopted textbooks, and articles in professional journals and bulletins. Research reveals that psychologists and educators recognize the causes of alienation and the importance of literature in dealing with adolescents' search for values. Bibliotherapy, while not a panacea, is a method by which instructors may help students to find themselves and acquaint themselves with the great works of literature at the same time. Teachers who discuss alienation with their students via literature achieve one of education's most worthwhile goals—that of communicating with individuals grasping for insight into the world about them and the world within themselves. (Author/RB)

**ED 114 863** CS 202 399

*Koops, John Bernard*

**Recent Practices in Teaching Writing: A Critical Examination of Junior and Senior High School Composition Textbooks.**

Pub Date 75

Note—257p.; Ph.D. Dissertation, The University of Michigan

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-29,263, MF\$7.50, Xerography \$15.00)

**Document Not Available from EDRS**

**Descriptors—**\*Composition (Literary), Content Analysis, Doctoral Theses, Educational Research, \*English Instruction, \*Instructional Materials, Secondary Education, Teaching Methods, \*Textbook Bias, \*Textbook Research, Writing

A review of research and literature in the teaching of writing suggests two divergent forces operating simultaneously. First, the conservative tradition perpetuates the national mania for correctness and reverence for standard English. Second, a wide range of theoretical approaches proliferates through professional journal articles and books. To determine which textbooks and which kinds of texts are widely used, a survey of approved lists from states and from 50 large school districts was conducted. From the results, it was concluded that the traditional emphasis on correct usage and close adherence to standard English is still the predominant approach. Nevertheless, a wider range of textbooks is used

now than a decade ago. Comparing the types of books and series, it was concluded that students using any of the composition series would receive more instruction in writing than would students using the grammar- or language-oriented textbooks. Students using any of the textbooks examined would write relatively few compositions about literature. (TS)

**ED 114 864** CS 202 400

*Roberts, Patricia Lee Brighton*

**The Female Image in the Caldecott Medal Award Books.**

Pub Date 75

Note—509p.; Ed.D. Dissertation, University of the Pacific

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-26,108, MF\$7.50, Xerography \$15.00)

**Document Not Available from EDRS**

**Descriptors—**\*Awards, Childrens Books, \*Childrens Literature, \*Content Analysis, Doctoral Theses, Elementary Education, \*Females, Reading Research, \*Sex Stereotypes

**Identifiers—**\*Caldecott Award

This investigation was conducted to determine the extent to which the Caldecott books stereotype the role of the human, animal and inanimate female image. The findings suggest: that in one case, when measured by a content analysis form, the rater's perception of the stereotyping of the human, animal and inanimate female characters in the texts differed from the investigator's perception of the stereotyping of the female characters in the illustration; that some readers, under certain conditions, may undergo attitude and behavior changes as a result of reading a book; and that the Caldecott winners are not free of the stereotyping of the female image. The study recommends that descriptive and experimental studies be performed to explore the difference between reading a book and viewing the illustrations, and that cross-validation procedures be employed to determine whether children's perceptions of the stereotyping of the female image in the books differs from the investigator's perceptions of the stereotyping of the female image as measured by the content analysis form. (Author/LL)

**ED 114 865** CS 501 140

*Cummings, H. Wayland And Others*

**Five Year Plan (1975-1980) [of the] Department of Speech Communication, University of Oklahoma.**

Oklahoma Univ., Norman. Dept. of Speech Communication.

Pub Date 1 Apr 75

Note—151p.

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors—**College Programs, \*Communication (Thought Transfer), Communications, Educational Planning, Higher Education, \*Program Budgeting, Program Costs, \*Program Descriptions, Program Development, \*Program Planning, \*Speech

**Identifiers—**\*Speech Communication, University of Oklahoma

This document reports on the formalization of objectives, progress, and priorities of the five-year-plan of the Department of Speech Communication at the University of Oklahoma. The document presents a rationale and criteria for program planning based on the three major national conferences of the Speech Communication Association—The Wingspread Conference, the St. Charles Conference on Rhetoric, and the New Orleans Conference on Conceptual Frontiers. This document specifically addresses faculty planning, student planning, academic program planning, administration and services planning, and financial and resources planning, and presents a statement of objectives, a description of progress to date, and a list of priorities for each of those sections. The final section presents a summary of the New Orleans Conference Resolutions as they relate to research, teaching, and services, and these resolutions are discussed in terms of the priorities established in the University of Oklahoma Department of Speech Communication. (Author/RB)

**ED 114 866** CS 501 146

*Greenbaum, Howard H., Ed. Falcione, Raymond L., Ed.*

**Organizational Communication Abstracts—1974.**

American Business Communication Association, Urbana, Ill.; International Communications Association.

Pub Date Mar 75

Note—89p.

Available from—American Business Communication Assn., 317b David Kinley Hall, Univ. of Illinois, Urbana, Illinois 61801 (\$4.00 prepaid, \$6.00 if billed)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors—**\*Abstracts, \*Annotated Bibliographies, Communication Skills, Intergroup Relations, \*Literature Reviews, \*Organizational Communication

This book consists of more than 400 annotated abstracts representing the literature produced in 1974 relevant to the field of organizational communication. The objectives of this book are to provide a general structure through which students, scholars, and practitioners might obtain comprehensive information on recently published and unpublished literature in this field; to design and implement a suitable classification system for the literature of organizational communication; and to provide abstracts of literature for the year 1974. The introduction presents a rationale for the project, a review of research methods developed by the authors for the preparation of abstracts, and a statement of limitations as to both the completeness of the coverage and the classifications of the literature. The abstracts are divided into nine classifications, with each classification further divided into two subclassifications: books and dissertations; and articles, papers, and U.S. Government publications. (Author/TS)

**ED 114 867** CS 501 150

*Sayer, James Edward*

**Proposed Standards for High School Forensics Workshops: Functional Service for Student Participants.**

Pub Date Dec 75

Note—11p.; Paper presented at the Annual Meeting of the Speech Communication Association (61st, Houston, Texas, December 27-30, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*Debate, Evaluation Criteria, Persuasive Discourse, Secondary Education, Standards, Student Centered Curriculum, \*Success Factors, Summer Workshops, \*Workshops

**Identifiers—**\*Forensics Workshops

Since high school forensics workshops play an important role in the total educational forensics scene, forensics directors and administrators should examine and evaluate their schools' workshops in the light of the changes which should be made. In order to do this, a student-centered philosophical base should be established and four external and four internal factors should be considered. External factors involve the goals of the workshop, the staff, the students' financial costs, and workshop advertising and publicity. Internal factors concern the competitive nature of workshops, student research, individual instruction, and staff-student content. (JM)

**ED 114 868** CS 501 151

*Huseman, Richard C.*

**Work Experience Programs for Speech Communication Students: A Time for Increased Emphasis.**

Pub Date Dec 74

Note—9p.; Paper presented at the Annual Meeting of the Speech Communication Association (60th, Chicago, Illinois, December 27-30, 1974)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*Career Planning, Communication (Thought Transfer), Higher Education, \*Speech Curriculum, \*Work Experience, \*Work Experience Programs

It is the purpose of this paper to provide an overview of the work experience concept for speech communication students. This examination is contained in the following four sections: the student and a rationale for work experience, the professor and a rationale for work experience, the process for maintaining a work experience program, and difficulties faced in a work experience program. Students should participate in a work experience program because a student with practical experience in speech communication is in a better position to get a job; the limitations of the classroom make it hard to learn; and in such a program a student can see the relationship between speech communication and the or-

ganizational modifications of bureaucracy. Teachers will find such a program useful as it helps to explain theory in terms of practical needs for improved communication. (TS)

**ED 114 869** CS 501 152

*Forston, Robert F.*  
**Pre-Law Communication Program: Its Relevance.**  
Pub Date 75  
Note—10p.; Paper prepared at Drake University, Des Moines

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—\*College Curriculum, \*Communication (Thought Transfer), \*Curriculum Design, Curriculum Development, Curriculum Planning, \*Law Instruction, \*Speech Curriculum, Speech Skills

**Identifiers**—\*Pre Law Communication Program, Speech Communication

This paper argues that quality pre-law communication programs must be developed through an organized sustained effort in the speech communication field. The development of a pre-legal communication program is discussed in terms of three interrelated states: (1) the development of a specific academic program within the speech communication department in which students, faculty, and administrators can actually identify students as pre-law communication majors; (2) the pre-law communication program needs to be correlated with other academic subjects helpful in developing the skills and insights useful for the study of law, while also being helpful for pursuing other practical vocational interests if one does not attend law school; and (3) the pre-law communication program should be supplemented by a series of related activities sponsored or encouraged by the speech communication department. Various activities are suggested, such as guest speakers, lectures, and interviews; video tapes; and joint law school activities. The paper concludes with a description of the potential benefits of establishing such a pre-law communication program. (TS)

**ED 114 870** CS 501 155

**An Inquiry into the Implications for Speech Communication of Current Trends in Higher Education; Proceedings of the Annual Seminar of the Association for Communication Administration** (4th, Austin, Tex., July 9-10, 1975).

Association for Communication Administration, Falls Church, Va.

Pub Date 75

Note—20p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—College Majors, \*Communication (Thought Transfer), \*Conference Reports, Department Directors (School), Graduate Study, \*Higher Education, \*Speech, \*Speech Education

**Identifiers**—Association for Communication Administration

These proceedings of the Fourth Annual Association for Communication Administration (ACA) seminar include an outline of the areas of concern for the speech communication arts and sciences by Dr. David H. Smith; a list of the persons attending the seminar and participating in the preparation of the task force reports; David H. Smith's paper Current Trends for Speech Communication Planning; and the task force reports on: the placement of speech communication graduates, collective bargaining, graduate education, enrollment pressures, and consolidating programs. (LL)

**ED 114 871** CS 501 156

*Lieb-Brilhart, Barbara*  
**Communication Education: Some Possible Futures.**

Pub Date 75

Note—22p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Seattle, November 23-26, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—\*Communication (Thought Transfer), Educational Development, Educational History, \*Educational Objectives, Educational Opportunities, \*Educational Responsibility, Educational Trends, Social Influences, \*Speech Education, \*Teacher Education Curriculum

**Identifiers**—\*Speech Communication

This paper discusses communication education in the past, present, and future. Communication education is discussed in each time period in

terms of who the learners are, who the teachers are, what concepts are being taught or emphasized, how the concepts are taught, and in what contexts the instruction occurs. These components are also considered against the motifs of education and society, i.e., the values, beliefs, and goals that dominate the social and political institutions and inter-relate with the educational systems of the time. It is concluded that in the future, the most profound impact on society and education will be the advent of the learning society, one in which the emphasis will be on practical experience with time off for working before, during, or after schooling. It is further concluded that the profession of speech communication will probably be a prominent force in the twenty-first century. (TS)

**ED 114 872** CS 501 158

**Speech Association of America Golden Anniversary Convention Program, Supplement.**

Speech Association of America, New York, N.Y.  
Pub Date 64

Note—36p.; Tables on pages 24 and 25 may have poor reproducibility

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors**—\*Communication (Thought Transfer), \*Educational History, \*Professional Associations, \*Speech, Teacher Associations, United States History

**Identifiers**—Speech Association of America, \*Speech Communication Association

The material in this publication was compiled to commemorate the fiftieth anniversary, in 1964, of the founding of the Speech Association of America (now the Speech Communication Association). Contents include introductory comments by James M. O'Neill, the first president, and Robert T. Oliver, president in 1964; articles on the founding and history of the Speech Association by Giles Wilkeson Gray, Andrew Thomas Weaver, and Robert C. Jeffrey; and lists of the founders of the Speech Association, presidents, executive vice presidents, executive secretaries, editors of Speech Association journals, the 1964 officers and administrative council members, and conventions from 1915 to 1964. (JM)

**ED 114 873** CS 501 159

*Shearer, Ned A., Ed.*  
**Bibliographic Annual in Speech Communication, 1971.**

Speech Communication Association, New York, N.Y.

Pub Date 72

Note—374p.; Some pages may have poor reproducibility due to small type

Available from—Speech Communication Association, Suite 1001, 5205 Leesburg Pike, Falls Church, Virginia 22041 (\$5.00)

**EDRS Price MF-\$0.76 HC-\$18.40 Plus Postage**  
**Descriptors**—Abstracts, Annotated Bibliographies, \*Bibliographies, \*Communication (Thought Transfer), Credibility, Doctoral Theses, Masters Theses, Public Speaking, Rhetoric, \*Speech

**Identifiers**—\*Speech Communication

Material in this volume has been organized in five sections: (1) a bibliography of studies related to variables of source credibility (110 empirical studies—listed, classified, and annotated—from 1930 through 1969); (2) abstracts of doctoral dissertations in speech communication, 1970 (in the fields of forensics, instructional development, interpersonal and small group interaction, interpretation, mass communication, public address, rhetorical and communication theory, speech sciences, and theatre); (3) titles of graduate theses and dissertations in speech communication, 1970; (4) a bibliography on communication, rhetoric, and public address for 1970; and (5) an index to titles of graduate theses and dissertations and to abstracts of doctoral dissertations. (JM)

**ED 114 874** CS 501 160

*Casimir, Fred L., Ed.*  
**International and Intercultural Communication Annual, Volume 1.**

Speech Communication Association, New York, N.Y.

Pub Date Dec 74

Note—168p.

Available from—The Speech Communication Association, 5205 Leesburg Pike, Falls Church, Virginia 22041 (\$3.00 member, \$3.50 non-member)

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**  
**Descriptors**—Anthropology, \*Communication (Thought Transfer), Communications, Communication Satellites, \*Culture Contact, Films, \*Intercommunication, \*Interpersonal Relationship, Literature Reviews, \*Speech

**Identifiers**—\*International Communication

This first volume of "International and Intercultural Communication Annual" contains 13 articles and a special committee project outline. Among the articles included are: "Adapting Communications Research to the Needs of International and Intercultural Communications" by Lorand B. Szalay; "Subjective Culture and Interpersonal Communication and Action" by Harry C. Triandis; "An Explication and Evaluation of Cognitive Anthropology" by Jerry L. Burk; "Increasing Intercultural Communication: The PEACESAT Experiment, A Study in the Social Benefits of International Interactive Exchange by Communication Satellite" by John Bystrom; "The Communication of Culture through Film: Focus for Research" by Sharon K. Ruhly; "Cross Cultural Communications Training for Mental Health Professionals" by Paul Pederson; "Dimensions, Perspectives and Resources of Intercultural Communication" by Vernon Lynn Tyler; "Some Empirical Considerations for Cross-Cultural Attitude Measurements and Persuasive Communications" by Janice C. Hepworth; and "A Critical Review of Recent Literature" by William J. Starosta. A directory of organizations concerned with international/intercultural communication study, teaching, research, practice, and sponsorship is also included. (TS)

**ED 114 875** CS 501 161

*Monge, Peter R.*  
**Alternative Theoretical Bases for the Study of Human Communication: The Systems Perspective.**

Pub Date Dec 75

Note—26p.; Paper presented at the Annual Meeting of the Speech Communication Association (61st, Houston, Texas, December 27-30, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors**—Behavior Patterns, \*Communication (Thought Transfer), Higher Education, Human Relations, \*Interpersonal Relationship, \*Role Perception, Self Concept, \*Systems Approach, \*Theories

Three potentially useful perspectives for the scientific development of human communication theory are the law model, the systems approach, and the rules paradigm. It is the purpose of this paper to indicate the utility of the systems approach. The first section of this paper provides a brief account of the systems view of the world. Outlined in the second section are the logical and empirical requirements of systems theory in four variations: open systems, closed systems, cybernetics, and structural-functionalism. A brief example of how to conceptualize a communication system from a cybernetic perspective is presented in section three. In section four, the relationship among the forms of knowledge offered by the behavioral, actional, and systems frameworks are examined. The paper concludes with a discussion of the epistemic framework to which the systems theory leads. (RB)

**ED 114 876** CS 501 162

*Cushman, Donald P.*  
**Alternative Theoretical Bases for the Study of Human Communication: The Rules Perspective.**

Pub Date Dec 75

Note—24p.; Paper presented at the Annual Meeting of the Speech Communication Association (61st, Houston, Texas, December 27-30, 1975); Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Behavior Patterns, \*Communication (Thought Transfer), Higher Education, Human Relations, \*Interpersonal Relationship, \*Role Perception, \*Self Concept, \*Theories

**Identifiers**—\*Rules Paradigm

Three potentially useful perspectives for the scientific development of human communication theory are the law model, the systems approach, and the rules paradigm. It is the purpose of this paper to indicate the utility of the rules perspective. For the purposes of this analysis, human communication is viewed as the successful transfer of symbolic information from one person to another. Divided into three parts, this paper examines the focus of laws, systems, and rules

perspectives to determine similarities and differences; reviews the previous development of the rules perspective and its application to the area of interpersonal communication; and outlines a rules theory of interpersonal communication consistent with the previous discussion. The investigation revealed that self-concept is an organized set of rules which direct human action through a cybernetic feedback system, and the rules paradigm of interpersonal communication is predicted upon the feedback approach. (RB)

ED 114 877 CS 501 163

Berger, Charles R.

The Covering Law Model in Communication Inquiry.

Pub Date 75

Note—31p.; Paper presented at the Annual Meeting of the Speech Communication Association (61st, Houston, December 27-30, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Behavior Theories, \*Communication (Thought Transfer), Educational Research, Educational Theories, \*Models, \*Speech, \*Theories

Identifiers—Communication Theories, \*Covering Law Model

The first section of this paper defines covering law explanation as a theory which maintains that explanation may be achieved, and may be achieved, by subsuming what is to be explained under a general law. The model is examined in light of the deductive-nomological explanation, the deductive-statistical explanation, and the inductive-statistical explanation. The second section of the paper examines the feasibility of covering law models and examines some criticism of the covering law approach, including laws versus rules, cultural variation, and temporal variation. The third section of the paper examines potential barriers to theory construction and discusses irrelevant variety, irrelevant change, realism versus nominalism, insensitivity to embeddedness, and overemphasis on statistical techniques. It is concluded that a defense of the covering law approach does not deny the usefulness of the rule governed approach or the systems approach, and that the covering law approach probably does provide the most complete explanation of a phenomenon when the explanans are true. (TS)

ED 114 878 CS 501 164

Danielson, Gwenn M.

Student Needs Assessment: Testing for Verbal Reticence.

Pub Date Nov 75

Note—17p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Seattle, Washington, November 23-26, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Anxiety, \*Behavior Patterns, College Students, Community Colleges, Educational Research, \*Fear, Junior Colleges, Psychological Patterns, \*Speech, Student Behavior, \*Student Needs, \*Verbal Communication

Identifiers—\*Verbal Reticence

The major objective of this study was to identify verbally reticent (V.R.) students in the community college population, beginning with first-term speech students. A total of 527 students enrolled in first-term daytime speech classes completed the V.R. Scale (Verbal Reticence Test Developed by Myron W. Lustig) during the first week of classes. Results showed that, as a group, community college students are more reluctant to engage in various kinds of verbal behavior than students enrolled in large four-year universities; that the higher students' grade point averages, the less reticent they are likely to be; that the newer a student is to the college environment, the more likely it is that verbal restraint will manifest itself; and that vocational-technical students lack the same level of self-assurance held by students intending to obtain associate or bachelor's degrees. A copy of the V.R. Scale and tables of findings are included. (JM)

ED 114 879 CS 501 165

Martin, Howard H.

Broadcast Political Advertisements and the Public Political Debate.

Pub Date Dec 75

Note—13p.; Paper presented at the Annual Meeting of the Speech Communication Association (61st, Houston, Texas, December 27-30, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Elections, \*Information Dissemination, Persuasive Discourse, Political Influences, \*Political Issues, Politics, Propaganda, \*Publicize, \*Television, Television Commercial

The method of campaigning politically on television has changed markedly between 1952, when speeches by candidates were the prevalent mode of television campaigning, and 1972, when 60-second and 30-second spot announcements had almost replaced broadcast addresses. However, studies show that spots do not constitute an important source of political information for any significant number of eligible voters, nor do spots affect voter turnout. A variety of factors suggest the desirability of prohibiting political advertising on television and radio (as in Britain) and of requiring publicly licensed broadcasters to make free time available for all major candidates to appear in an uncontrolled format. (Graphs illustrating various points are interspersed throughout the paper.) (JM)

ED 114 880 CS 501 166

Romano, Beatrice M.

A Communi-site-ed Approach to Basic Speech in College.

Pub Date 75

Note—17p.; Unpublished study prepared at Rockland Community College, N.Y.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Communication (Thought Transfer), Communication Skills, \*Community Problems, Higher Education, Interpersonal Relationship, \*Problem Solving, \*School Community Cooperation, School Community Relationship, \*Teaching Methods

A communi-site-ed approach to speech fundamentals attempts to teach speech communication in interpersonal situations and to alert students to the importance of retaining democratic principles in a society which is pluralistic. It is assumed that college students need and desire the kind of learning whereby theory becomes functional in their lives. This approach engages students in the problem-solving process using a problem extant in their own community. A practical solution is explored and, finally, implemented in the community. The addition of such a project to the conventional teaching routines of lecturing and speechmaking will tend to encourage motivation, enhance communication skills, and develop stronger ties between classroom and community. A further expectation is that classroom and community will become mutual agents of change. (Author)

ED 114 881 CS 501 168

Lecture Preparation Guide: An Instructive Communication.

Center for Disease Control (DHEW/PHS), Atlanta, Ga.

Report No.—PHS-1421

Pub Date Mar 66

Note—69p.; For related documents, see CS 501169 and 170

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.50)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Audiovisual Aids, Autoinstructional Aids, \*Communication (Thought Transfer), English Instruction, Health Education, Higher Education, \*Instructional Materials, \*Lecture, Speech, \*Teaching Guides

Designed for use by students taking health courses, this guide contains instructions for preparing lectures. Anyone interested in preparing lectures who is competent in data collection, language usage, and outlining will also find this guide informative. Following the instructions provided in this guide, students will be able to perform the necessary steps in preparing a lecture: analyze the lecture situation, write an objective, write an outline, select and evaluate presentation aids, allow for possible time changes, prepare for a question-answer session, and write a summary for distribution. In addition to lecture preparation instruction, the guide also provides information on how to prepare and use presentation aids. Different types of presentation aids are illustrated and discussed in relation to various lecture situations. (RB)

ED 114 882 CS 501 169

Effective Presentation Techniques.

Center for Disease Control (DHEW/PHS), Atlanta, Ga.

Pub Date 75

Note—146p.; See related documents CS501168 and CS501170

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—\*Audiovisual Aids, Autoinstructional Aids, \*Communication (Thought Transfer), English Instruction, \*Evaluation Methods, Health Education, Higher Education, Instructional Materials, \*Lecture, Speech, \*Teaching Guides, Teaching Methods

Intended as a companion to Lecture Preparation Guide, this booklet contains information for evaluating lectures, including guidelines and evaluation checklists. In part one, the student learns how to rate presentations on an evaluation checklist, how to record the ratings on the checklist, how to check the ratings by comparing them to the ratings agreed upon by a panel of experienced speakers, and what constitutes acceptable performance for each item on the checklist. Students then apply the acquired evaluation skills in part two by viewing a series of filmed speeches and comparing their ratings of the speeches with those arrived at by a panel. Since the main ingredient in improving presentation techniques is practice, part three suggests procedures to follow for obtaining experience and feedback. Part four suggests specific exercises to remedy and improve lecture presentation methods. An answer booklet for Effective Presentation Techniques is included so that students can evaluate their performances and the performance of others. (RB)

ED 114 883 CS 501 170

Designing Good Slides. Revised.

Center for Disease Control (DHEW/PHS), Atlanta, Ga.

Report No.—DHEW-CDC-75-8284

Pub Date Oct 74

Note—62p.; See related documents CS 501 168-169

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Audiovisual Aids, Design, Higher Education, Instructional Materials, \*Layout (Publications), Learning Activities, \*Photography, \*Slides, \*Teaching Guides

This guide is designed to help those who want to illustrate material in a formal presentation using 35mm double-frame slides, and it is also useful as a guide for teaching students how to work with slides. The guide provides a step-by-step procedure for each format. For instance, those who want to design a slide with copy only would go through a different procedure than that for a slide with photography and copy. Each of the steps involved in producing a slide that corresponds with the overall presentation is illustrated for easy understanding. (RB)

ED 114 884 CS 501 172

Allen, Winfred G., Jr., Ed.

Freedom of Speech Newsletter, Volume 2, Number 2, November 1975.

Western Speech Communication Association.

Pub Date Nov 75

Note—22p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Civil Liberties, Communication (Thought Transfer), \*Freedom of Speech, Newsletters, \*Nonverbal Communication, \*Speech, \*Stress Variables

Identifiers—Rockwell (George Lincoln), Western Speech Communication Association

This issue of the Freedom of Speech Newsletter contains a list of the panels presented by the Freedom of Speech Interest Group at the Western Speech Communication Association convention in November 1975; Communication Stress and Freedom of Speech by John L. Healy, which describes an investigation into the destructive effects of stress; A Right to Speak or Not to Listen by Ray Weisenborn, which analyzes a speech delivered by George Lincoln Rockwell at Michigan State University in April 1967; 'Symbolic Speech': Yes or No? by Ruth McGaffey, which urges that the same standards be used to protect non-verbal communication as are used to protect the printed and spoken word; and a report by Thomas Tedford on the Speech Communication Association's Commission on Freedom of Speech. (JM)

ED 114 885 CS 501 173

LeDuc, Don R., Ed. Krasnow, Erwin G., Ed.

CLIENT (Communication Law Information: Edited Notes by Topic), Autumn 1975.

Wisconsin Univ., Madison. Dept. of Communication Arts.

Pub Date 75

Note—17p.

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Annotated Bibliographies, Cable Television, Communication Problems, \*Communications, Communication Satellites, \*Federal Legislation, Financial Support, Laws, \*Legal Problems, \*Radio, \*Telecommunication Identifiers—Fairness Doctrine

This issue of CLIENT (Communication Law Information: Edited Notes by Topic) contains the following features: a recent listing of topics related to telecommunications studies in legal journals; an article by Stuart Brotman on financial self-sufficiency for the public interest communication law movement; a selected annotated bibliography of 1974-75 cable television and satellite articles; a description of how to use the Pike and Fisher Radio Regulations series; and a humorous commentary concerning the demise of the Fairness Doctrine. (TS)

**ED 114 886 CS 501 174**

*Zacharis, John C.*

**Your Future in the New World of Communications.**

Pub Date 75

Note—144p.

Available from—Richards Rosen Press, Incorporated, 29 East 21st Street, New York, New York 10010 (\$4.80 cloth)

**Document Not Available from EDRS**

**Descriptors**—\*Career Choice, \*Career Education, Career Opportunities, Career Planning, Communication (Thought Transfer), \*Communications, \*Educational Planning, \*Employment Opportunities, Higher Education, Occupational Choice, Secondary Education

The information provided in this book is intended to help people in the communications fields plan their careers more carefully. While careers in medicine or law have goals and educational steps that are quite clear, communications is a field that can be found in business, in the media, in government, and in education. Following the description of communications as an occupation that cuts across all career areas, the author discusses those qualities which are necessary to succeed in communications. The steps for obtaining an education are also examined, and suggestions are included for getting some basic experience. This book contains helpful information on finding job opportunities, including lists of government documents listing career opportunities. Advice is given on how to write an inquiry letter, prepare a resume, and succeed in an interview. The appendices include information on colleges and universities offering communications curricula, and professional organizations that graduates may wish to join (RB)

**ED 114 887 CS 501 175**

*Goyer, Robert S. Eadie, William F.*

**Fitting the Speech Communication Curriculum to the Needs of Business.**

Pub Date 30 Dec 75

Note—12p.; Paper presented at the Annual Meeting of the Speech Communication Association (61st, Houston, Texas, December 27-30, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Business Administration, \*Communication (Thought Transfer), \*Educational Objectives, Higher Education, Management Development, \*Organizational Communication, \*Professional Training, Speech, \*Speech Curriculum, Student Needs

In response to student inclination toward professional skill-oriented majors, the department of speech communication at Ohio University has developed an undergraduate program which offers professional undergraduate training specifically oriented to other than teaching careers. The four objectives of this program are to prepare the student to display a broad-based conceptual understanding of communication as event and as process, to demonstrate proficiency in ordinary skills, to apply effectively both theory and skills in organizational settings, and to demonstrate a conceptual understanding of at least two fields of study other than organizational communication. A typical curriculum which meets these objectives is aimed specifically for the student seeking an entry level position in corporate management. (The curriculum outline in worksheet format is included.) (JM)

**ED 114 888 CS 501 176**

*Barnhart, Alice, Ed.*

**Readers Theatre News, 1974 Bibliography Issue.**

Speech Communication Association, Falls Church, Va.

Pub Date 75

Note—13p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Bibliographies, \*Creative Reading, Drama, \*Interpretive Reading, Poetry, Prose, \*Readers Theatre, Theater Arts

The contents of this issue consist of two articles, Readers Theatre as a Humanizing Process by Wallace Bacon and The Secret of Individual Progress in Art by Paul Gregory, and the 1974 readers theatre bibliography. Items are listed in the bibliography in four categories: plays, poetry, programs, and prose. In addition, the dates and places of readers theatre festivals between November 1975 and May 1976 are listed. (JM)

**ED 114 889 CS 501 177**

*Bryant, Donald C., Ed. And Others*

**Ancient Greek and Roman Rhetoricians: A Biographical Dictionary.**

Speech Association of America, New York, N.Y.

Pub Date 68

Note—113p.

Available from—Speech Communication Association, 5205 Leesburg Pike, Falls Church, Virginia 22041 (\$2.50 member, \$2.85 non-member)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—Ancient History, Authors, \*Biographical Inventories, \*Classical Literature, \*Reference Books, Reference Materials, \*Rhetoric, Speech, Speech Education Identifiers—Greece, Rome

This biographical dictionary contains over 200 entries on Greek and Roman rhetoricians. The compilation omits persons who were exclusively performers or composers unless they were also theorists, critics, authors of treatises or textbooks, or teachers of speech. Bibliographical notes are attached to particular biographies rarely and only for special purposes. Generally, the standard biographical compendia and the particular sources relevant to each rhetorician have been drawn upon for the entries. Included in this dictionary are such people as Acylas, Adrian, Antipater, Ariston, Aristophanes, Aristotle, Blandus, Celsus, Chrysippus, Cicero, Cleanthes, Corvus, Crates, Dion, Epicurus, Favorinus, Glycon, Hyperides, Isocrates, Lycon, Lysias, Menecles, Philo, Plato, Sedatus, Theophrastus, and Verginius Flavius. (TS)

**ED 114 890 CS 501 178**

*Gamble, Teri Kwal Gamble, Michael W.*

**Awareness Training and the Oral Interpreter.**

Pub Date Dec 75

Note—13p.; Paper presented at the Annual Meeting of the Speech Communication Association (61st, Houston, Texas, December 27-30, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Content Reading, Higher Education, Imagination, \*Interpretive Reading, Interpretive Skills, Literature Appreciation, Perception, \*Perceptual Development, Secondary Education, Sensory Training, Teaching Methods, \*Teaching Models

Since imaginary awareness—as the core of the oral interpreter's art—must be preceded by both an awareness of internal events and an awareness of external events, awareness training can be the most effective means of helping interpreters develop their art. Two models of the awareness development process, a hierarchy of response levels and a mind-sense-body cycle, provide instructors with useful teaching strategies. Once students have developed an alert sensory apparatus and a responsive body, they are ready to experience literature and then to interpret it orally for others. (JM)

**ED 114 891 CS 501 179**

*Garvey, Catherine Berndt, Rita*

**The Organization of Pretend Play.**

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Sep 75

Note—31p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Childrens Games, \*Communication (Thought Transfer), \*Early Childhood, Early Childhood Education, \*Imagination, \*Organization, \*Play

Identifiers—Dyadic Communication, \*Pretend Play

In this paper, the authors systemize the complex phenomenon known as pretend or make-believe play, defined as involving some transformation of the here and now in which the child is actually situated. Observations were made of three age groupings of dyads of middle class nursery school children. The activity of a pair of children, alone in a furnished room, was videotaped for approximately 15 minutes after which the composition of the dyad was changed. The authors present data on the techniques used by the children to communicate pretending and the organization of pretend episodes and their underlying plans. They also describe the types of roles employed by the children and suggest how plans, roles, and object use may interact in pretend play. Tables illustrating findings are included. (JM)

**ED 114 892 CS 501 181**

*Huseman, Richard C., Ed. Luck, James I., Ed.*

**Bicentennial Youth Debates: Issue Analysis.**

Speech Communication Association, Falls Church, Va.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date 75

Note—344p.

Available from—Addison-Wesley Publishing Co., Inc., Reading, Massachusetts 01867 (\$7.50 paper)

**Document Not Available from EDRS**

**Descriptors**—\*American Culture, \*American Studies, Bibliographies, Cultural Awareness, \*Debate, Essays, Nationalism, \*National Programs, Persuasive Discourse, \*Social Problems, United States History

Identifiers—\*Bicentennial

This document includes introductory essays, excerpted documents, and selected bibliographies to promote a national dialogue concerning America for its Bicentennial. Bicentennial Youth Debates (BYD) is a national program developed by the Speech Communication Association and supported by a grant from the National Endowment for the Humanities. The nine issues into which this volume is divided and which constitute the BYD topics are the American Issues Forum monthly topics: A Nation of Nations, The Land of Plenty, Certain Unalienable Rights, A More Perfect Union: The American Government, Working in America, The Business of America, America in the World, Growing Up in America, and Life, Liberty and the Pursuit of Happiness. A final section on preparing for BYD events is also included. (LL)

**ED 114 893 CS 501 182**

*Logue, Cal M.*

**Georgia Public Address as a Research Area: A Bibliography.**

Pub Date 73

Note—79p.; Reprinted from the Georgia Speech Communication Journal, Spring 1973

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—\*Bibliographies, Books, Communication (Thought Transfer), Doctoral Theses, Government Publications, History, Newspapers, \*Public Speaking, \*Research, Speech, Speeches

Identifiers—\*Georgia

The items listed in this bibliography pertain to the history and criticism of public address in Georgia and have been organized to aid in research in these areas. Entries are divided into eight categories: indexes, bibliographies (speech communication and history), texts of speeches, newspapers, government and related publications, selected books about Georgia and Georgians, and theses and dissertations. (JM)

**ED 114 894 CS 501 183**

**Film Aesthetics for Children.**

Missouri State Council on the Arts, St. Louis.

Pub Date 75

Note—52p.; For related documents see CS501184 and CS501185

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—Child Development, \*Childhood Needs, Communication (Thought Transfer), \*Discussion (Teaching Technique), Elementary Education, \*Films, \*Self Concept, \*Visual Arts Developed with the intention of helping children learn about themselves, this booklet presents the objectives, activities, and children's films used



by five public school participants in one component of the Special Arts Project. Each film was chosen both to dramatize realistically the source and effect of one specific feeling (positive or negative) common to all children and to supply the stimulus for a nonthreatening follow-up discussion. An introductory section explores the teacher's role in leading discussions, including an examination of four factors which can produce tension. The booklet then states the theme and length of viewing time along with a brief description of each film. A list of film distributors is included. (JM)

**ED 114 895** CS 501 184  
Video for You.

Missouri State Council on the Arts, St. Louis.

Pub Date 75

Note—27p.; For related documents see CS 501 183 and CS 501 185

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Communication (Thought Transfer), Community Involvement, Curriculum Guides, Elementary Education, \*Learning Activities, \*Production Techniques, Skits, \*Television, \*Video Equipment, Visual Arts

Designed to give students and adults an opportunity to put their ideas on videotape, this component of the Special Arts Project has as specific goals stimulating student/adult creativity, learning how different people can work together to make a successful program, and making video available to the community as a form of documentation and self-expression. This booklet outlines in detail six video class sessions: a general introduction covering the four basic parts of the video system and preparation of short skits—parodies of commercials, short interviews of news shows, and singing or dancing; short pieces developed by several groups of learners; additional work on short skits; construction of longer projects—documentary, poetry, theatre and video technology, and community video; activities needed to complete final projects; and the final shooting of projects and audience reactions. (JM)

**ED 114 896** CS 501 185  
Creative Drama.

Missouri State Council on the Arts, St. Louis.

Pub Date 75

Note—22p.; For related documents see CS 501 183-184

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Class Activities, \*Creative Dramatics, \*Creative Expression, Elementary Education, Imagination, Learning Activities, Skits, \*Teaching Methods

**Identifiers**—Special Arts Project

As one component of the Special Arts Project and designed to stimulate the use of creative drama in the classroom, this booklet describes 26 topics for classroom dramatic activities. Examples of topics are slow-motion techniques, simultaneous conversation, magic strings, making an object real, texture walk, word toss, tag freezes, and changing relations. (JM)

**ED 114 897** CS 501 187  
A Course Guide in the Theatre Arts at the Secondary School Level.

Secondary School Theatre Association, Washington, D.C.

Pub Date 75

Note—283p.

Available from—American Theatre Association, 1029 Vermont Avenue, N.W. Suite 402, Washington D.C. 20005 (\$5.00 members, \$7.50 non-members)

**Document Not Available from EDRS**

**Descriptors**—Acting, \*Class Activities, Communication (Thought Transfer), \*Course Content, Course Objectives, Curriculum Guides, English Instruction, Secondary Education, Self Concept, \*Teaching Guides, \*Theater Arts

This guide contains activities developed by experienced secondary school theatre teachers to fit the goals they set up for theatre education. The purpose of this volume is to demonstrate concepts in theatre that may be used for study in the art under varying circumstances. The material is designed to be a basis for action—starting points for several kinds of theatre involvement. Each activity is accompanied by suggestions for teacher procedure and by suggestions of behavioral evidence of progress among adolescents in theatre study. Some of the activities included in this guide are improvising, discovering the

process of acting, analyzing the concept of movement in acting, organizing a play for production, and building your own theatre. The activities also provide students with an opportunity to achieve a concept of self in the theatre. (RB)

**ED 114 898** CS 501 189

Cottrell, June

Teaching with Creative Dramatics.

Pub Date 75

Note—239p.

Available from—National Textbook Company, 8259 Niles Center Road, Skokie, Illinois 60076 (\$6.65 paper)

**Document Not Available from EDRS**

**Descriptors**—Art Activities, \*Class Activities, Communication (Thought Transfer), \*Creative Dramatics, Elementary Secondary Education, Instructional Materials, Learning Activities, \*Role Playing, \*Teaching Methods

The purpose of this text is to introduce creative dramatics to those who are concerned with the lives of children, especially parents, teachers, and those preparing to teach. Chapter one examines how children play and how they use play to meet important growth needs. In chapter two, creative dramatics is defined, and the crucial role of the teacher and the classroom environment is considered. Chapter three explores ways of developing cognitive powers, increasing communication skills, nourishing emotional growth, and stimulating imaginative thinking through sensory experiences. Chapter four elaborates on the use of movement for the communication of ideas, attitudes, and feelings. Chapter five introduces the reader to a theoretical basis for creative drama and provides a number of practical suggestions for the implementation of creative drama in the classroom. To further illustrate the application of drama for classroom learning, chapter six describes additional uses in language arts, social studies, science, and mathematics, and concludes with a sample lesson that integrates creative drama with art activities. Chapter seven stresses the importance of storytelling in creative dramatics. Several bibliographies are appended. (RB)

**ED 114 899** CS 501 190

Chaly, Ingeborg

The Rhetorical Shot Heard 'Round the World: Legal and Extra-legal Strategies in the Boston Massacre Trials.

Pub Date 75

Note—34p.; Paper presented at the Annual Meeting of the Speech Communication Association of Pennsylvania (Harrisburg, October 25, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Colonial History (United States), \*Court Litigation, Dissent, \*Legal Responsibility, Revolutionary War (United States), \*Rhetoric, United States History, Violence  
**Identifiers**—Adams (John), \*Boston Massacre, Quincy (Josiah)

The major objectives of this paper are to explore those rhetorical strategies and tactics used by both loyalists and radicals in expressing their respective grievances following the Boston Massacre, and to assess their efficacy in so doing. The unique aspects of the colonial situation are explored, the reaction and behavior of the Bostonians are reviewed, and the legal proceedings in the matter considered, particularly as concerns John Adams' position as defense attorney and Josiah Quincy's position as prosecutor. (LL)

**ED 114 900** CS 501 191

Allen, Winfred G., Jr., Ed.

Freedom of Speech Newsletter, September, 1975.

Western Speech Communication Association.

Pub Date Sep 75

Note—22p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Annotated Bibliographies, \*Censorship, \*Freedom of Speech, \*Instructional Aids, Instructional Materials, \*Mass Media, \*Speech, Teaching Methods

**Identifiers**—\*Bill of Rights

The Freedom of Speech Newsletter is the communication medium for the Freedom of Speech Interest Group of the Western Speech Communication Association. The newsletter contains such features as a statement of concern by the National Ad Hoc Committee Against Censorship; Reticence and Free Speech, an article by James

F. Vickrey discussing the subtle restrictions on the free flow of information and ideas encouraged by modern mass media practices; On Teaching the Bill of Rights by William Olds; and Freedom of Speech and Censorship by Thomas Tedford, a bibliography which lists twelve paperbacks for teachers and students. (TS)

**ED 114 901** CS 501 193

Hall, Robert N., Ed.

[Educating Speech Graduates and Undergraduates for Careers Other Than Teaching.]

Association for Communication Administration, Falls Church, Va.

Pub Date Jan 76

Note—72p.

Journal Cit—Bulletin of the Association of Departments and Administrators in Speech Communication; n15 Entire Issue Jan 76

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Career Opportunities, \*Career Planning, Communication (Thought Transfer), Higher Education, Secondary Education, Speech, Speech Curriculum, \*Speech Education, \*Speech Instruction

The theme of this issue of "The ACA Bulletin" is the education of speech undergraduates and graduates for careers other than teaching. Included in this issue are such articles as "Employment of Speech Communication Graduates: A Review of Problems and Prospects" by Robert Hall; "Employer Images of Speech Communication Majors: A Question of Employability" by Robert Heath; "Managing the Impossible: So, You Want to be a Department Chairperson?" by Gerald Goldhaber; "Making Graduate Training Marketable: The Need for Improved Teacher-Training in Speech Communication" by James Sayer, Lawrence Chase, and Norbert Mills; "Proposed Standards for High School Forensics Workshops: Functional Service for Student Participants" by James Sayer; "A Beginner's Guide to Funding Research, Creative Works, and Programs" by Bruce Gronbeck and Harriet Douthitt; and "Bringing Dinner Theatre to the College and Community" by Brice Wilkinson. (TS)

**ED 114 902** CS 501 194

Holland, DeWitte, Ed.

Preaching in American History.

Pub Date 71

Note—427p.; See related document CS501195;

Prepared under the auspices of the Speech Association of America; Published by Abingdon Press

Available from—Speech Communication Association, Suite 1001, 5205 Leesburg Pike, Falls Church, Virginia 22041 (\$3.50 member, \$4.00 non-member)

**Document Not Available from EDRS**

**Descriptors**—American Culture, \*American Literature, American Studies, Clergymen, \*Religion, \*Rhetoric, \*Social Influences, Social Problems, Speaking, \*United States History  
**Identifiers**—\*Preaching

This volume of twenty essays by nineteen authors attempts to describe the message, issues, and impact of American preaching as it has interacted with history and shaped American churches and society. The twenty topics, treated by individuals with advanced degrees in theology or speech, are: the role of preaching in American history; Puritan preaching; Roger Williams and the Massachusetts oligarchy; the rhetoric of sensation and the rhetoric of the intellect in the eighteenth century; the rise of Unitarianism; building men for citizenship; entering the kingdom; slavery (1831-1861); Civil War preaching; the voice of God; social reform (1875-1915); war and peace (1915-1965); fundamentalism-modernism; neo-orthodoxy; the ecumenical movement; the radical right; popular and experimental religion; separation of church and state; race relations (1954-1966); and the challenge of the secular. (LL)

**ED 114 903** CS 501 195

Holland, DeWitte, Ed. And Others

Sermons in American History: Selected Issues in the American Pulpit 1630-1967.

Pub Date 71

Note—536p.; See related document CS501194;

Prepared under the auspices of the Speech Association of America; Published by Abingdon Press

Available from—Speech Communication Association, Suite 1001, 5205 Leesburg Pike, Falls

Church, Virginia 22041 (\$3.50 member, \$4.00 non-member)

**Document Not Available from EDRS**

**Descriptors**—American Culture, \*American Literature, American Studies, \*Clergymen, \*Religion, \*Rhetoric, Social Influences, Social Problems, Speaking, \*United States History  
**Identifiers**—\*Sermons

This anthology presents 43 American sermons in the context of the social, cultural, and historical development of America. Two or more sermons treat the pro and con viewpoints on nineteen specific issues—from seventeenth century Puritan debates on the authority of God, to the pre-Civil War slavery controversy, to the current questions of Popular vs. Experimental Religion and race relations. Original sermons by such homilists as John Cotton, William Jennings Bryan, Reinhold Niebuhr, and Carl McIntire are reprinted. Contemporary authorities, each associated with a college or seminary, provide an introduction to each set of sermons and the issues with which these sermons are concerned. (LL)

## EA

ED 114 904 95 EA 007 293

**Dunn, Pierre**  
**Management by Objectives. NAESP School Leadership Digest Second Series, Number 3. ERIC/CEM Research Analysis Series, Number 18.**

National Association of Elementary School Principals, Washington, D.C.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 75

Contract—OEC-0-8-080353-3514

Note—32p.

Available from—National Association of Elementary School Principals, 1801 North Moore Street, Arlington, Virginia 22209 (\$2.50, single copy; \$25.00, complete series of 12 issues)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

**Descriptors**—Educational Accountability, \*Educational Assessment, Educational Planning, Elementary Secondary Education, \*Employer Employee Relationship, Evaluation, Management, \*Management by Objectives, \*Management Systems, \*Objectives, Participation, Systems Approach

It is possible to remain faithful to the general intentions of management by objectives (MBO) while boiling it down to four major points. First, MBO places the emphasis on results rather than on resources or the ways in which resources are utilized. Second, responsibility for achieving these results is shared jointly by the superior and his subordinate. Third, the establishment of this responsibility and the achievement of the results are both obtained through rigorous attention to specificity. Fourth, shared responsibility and attention to specificity permit evaluation on the basis of performance, according to present standards. It appears that MBO can be a very beneficial system when employed with a good grasp of its potential and an equally good grasp of the situation in which it is to be introduced. If the purposes for which MBO is being introduced are sound, if the implementation is handled with care and patience, and if the commitment of all involved is high, there are few reasons why MBO should fail. Before a school system definitely decides that MBO is the answer, however, it should examine the problems that have been encountered with it. (Author)

ED 114 905 95 EA 007 521

**The Changing Middle School. The Best of ERIC Series, Number 13.**

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Nov 75

Contract—OEC-0-8-080353-3514

Note—5p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (Free)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

**Descriptors**—\*Annotated Bibliographies, Educational Administration, \*Educational Research, Instructional Program Divisions, Intermediate Grades, \*Junior High Schools, \*Literature Reviews, \*Middle Schools, Publications

This bibliography presents annotations of 14 publications concerned with the general topic of middle schools. The selections are intended to give practicing educators easy access to the most significant and useful information about middle schools that is available through the Educational Resources Information Center (ERIC) system. All of the publications described here were selected from the ERIC catalogs "Resources in Education" (RIE) and "Current Index to Journals in Education" (CIJE). Information on how to order copies of all the publications through the ERIC Document Reproduction Service is also included. (JG)

ED 114 906 95 EA 007 570

**Sieradski, Karen**

**Implications of Declining Enrollments for Schools. NAESP School Leadership Digest Second Series, Number 4. ERIC/CEM Research Analysis Series, Number 19.**

National Association of Elementary School Principals, Washington, D.C.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 75

Contract—OEC-0-8-080353-3514

Note—32p.

Available from—National Association of Elementary School Principals, 1801 North Moore Street, Arlington, Virginia 22209 (\$2.50, single copy; \$25.00, complete series of 12 issues)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

**Descriptors**—Advisory Committees, Communication (Thought Transfer), \*Community Involvement, Educational Facilities, Educational Finance, \*Educational Planning, Elementary Secondary Education, Enrollment, \*Enrollment Projections, \*Enrollment Trends, Job Layoff, Parent Participation, Prediction, Principals, School Buildings, \*School Closing, School Community Relationship, Shared Facilities  
**Identifiers**—\*Declining Enrollment

The first duty of the educator is to forecast enrollments as accurately as possible, using the best means available. The second is to begin planning long in advance of a school closure or major reorganization. Watchwords of successful management for the years of dwindling enrollment are communication and community participation. Communication with teachers, pupils, parents, and anyone else whose interests are affected by the changes to come is crucial to any measure of success. Moreover, the participation of all those affected is essential. It will be necessary to glean their ideas and cooperation to be certain that decisions affecting the community are acceptable to the community. Taken positively, the implications of declining enrollments are that enterprising and creative school administrators will develop better programs as they condense them. They will devise equitable reduction-in-force policies with the teachers' unions and will become even more prominent as public leaders when they unite with community task forces to solve the problems of school closings. (Author)

ED 114 907 EA 007 614

**Albuquerque Public Schools Student Enrollment: History & Forecast 1954-1994. 1975 APS Planning Document 1.**

Albuquerque Public Schools, N. Mex.

Pub Date 15 Nov 74

Note—36p.; For related document, see EA 007 615; not available from EDRS due to reproduction problems

Available from—Albuquerque Public Schools, Box 25704, Albuquerque, New Mexico 87125 ATTN: Office of Organization, Analysis & Research (\$2.50)

**Document Not Available from EDRS**

**Descriptors**—Birth Rate, Elementary Secondary Education, \*Enrollment, \*Enrollment Projections, \*Enrollment Trends, Futures (of Society), \*Prediction, \*School Demography, School Planning, Tables (Data)  
**Identifiers**—New Mexico (Albuquerque)

The material in this report was developed primarily as a basis for better planning and allo-

cation of limited resources in a district experiencing a declining enrollment for the foreseeable future. The charts were developed on the basis of historical enrollment information by grade level, and forecasts were based on a standard regression formula utilizing an average of the years 1973-74 and 1974-75. The birthrate for the district is predicted on statistical information furnished by the state as well as census information and national birthrate statistics. (Author/MLF)

ED 114 908 EA 007 615

**School Size and Pupil Costs Reviewed for 1974-75. 1975 APS Planning Document 2.**

Albuquerque Public Schools, N. Mex.

Pub Date Feb 75

Note—34p.; For a related document, see EA 007 614; not available from EDRS due to reproduction problems

Available from—Albuquerque Public Schools, Box 25704, Albuquerque, New Mexico 87125 ATTN: Office of Organization, Analysis and Research (\$2.50)

**Document Not Available from EDRS**

**Descriptors**—Average Daily Enrollment, \*Educational Planning, Elementary Secondary Education, Enrollment Projections, \*Expenditure Per Student, Federal Aid, \*Operating Expenses, \*Salaries, \*School Size, Special Education, Student Transportation, Tables (Data)  
**Identifiers**—New Mexico (Albuquerque)

The material contained in this review is a continuation of studies of school size related to per-pupil-costs undertaken in the years 1971 through 1974. The comparisons made in this study have utilized 1974-75 fiscal year salary information as a direct cost factor related to school size. The study tends to confirm previous relationships between school population size and the price of operating the schools as reflected in annual per-pupil-costs. Maximum and minimum enrollment figures are given for elementary schools and junior and senior high schools. Charts and tables display the relationship between size of individual schools and related costs per student. (Author/MLF)

ED 114 909 EA 007 616

**Salaryfax for Nine Districts 1972-73.**

Albuquerque Public Schools, N. Mex.

Pub Date Mar 73

Note—83p.; For related document see EA 007 617-618; not available from EDRS due to problems in reproduction

Available from—Director, Organization, Analysis and Research, Albuquerque Public Schools, P.O. Box 25704, Albuquerque, New Mexico 87125 (\$2.50)

**Document Not Available from EDRS**

**Descriptors**—\*Comparative Analysis, \*Comparative Statistics, Elementary Secondary Education, \*Fringe Benefits, Resource Allocations, \*Salaries, School Districts, \*School Personnel, School Planning, Tables (Data)

This study compares salaries as well as benefits of school district personnel in the nine metropolitan school districts that include Albuquerque, New Mexico; Denver, Colorado; El Paso, Texas; Memphis, Tennessee; Phoenix and Tucson, Arizona; Wichita, Kansas; and Mobile, Alabama. The tables aggregate all the elements in the total compensation package for each category of employee and compare them between the nine districts reviewed. Details concerning available fringe benefits in each district are recorded in dollars as well as percentages to provide material for making alternative comparisons using the same basic material. (Author/MLF)

ED 114 910 EA 007 617

**Salaryfax for Eight School Districts 1973-1974.**

Albuquerque Public Schools, N. Mex.

Pub Date Mar 74

Note—54p.; For related documents, see EA 007 616 and 618; not available from EDRS due to reproduction problems

Available from—Director, Organization, Analysis and Research, Albuquerque Public Schools, P.O. Box 25704, Albuquerque, New Mexico 87125 (\$2.50)

**Document Not Available from EDRS**

**Descriptors**—\*Comparative Analysis, \*Comparative Statistics, Elementary Secondary Education, \*Fringe Benefits, Resource Allocations, \*Salaries, School Districts, \*School Personnel, School Planning, Tables (Data)

This study compares salaries as well as benefits of school district personnel in the eight metropolitan school districts that include Albuquerque, New Mexico; Denver, Colorado; El Paso, Texas; Phoenix and Tucson, Arizona; Wichita, Kansas; and Mobile, Alabama. The tables aggregate all the elements in the total compensation package for each category of employee and compare them between the eight districts reviewed. Details concerning available fringe benefits in each district are recorded in dollars as well as percentages to provide material for making alternative comparisons using the same basic material. (Author/MLF)

**ED 114 911** EA 007 618  
Salarytax 1974-75 for Seven School Districts.  
Albuquerque Public Schools, N. Mex.  
Pub Date Mar 75

Note—55p.; For related documents see EA 007 616-617; not available from EDRS due to problems in reproduction

Available from—Director, Organization, Analysis and Research, Albuquerque Public Schools, P. O. Box 25704, Albuquerque, New Mexico 87125 (\$3.50)

**Document Not Available from EDRS**

Descriptors—\*Comparative Analysis, \*Comparative Statistics, Elementary Secondary Education, \*Fringe Benefits, Resource Allocations, \*Salaries, School Districts, \*School Personnel, School Planning, Tables (Data)

This study compares salaries as well as benefits of school district personnel in the seven metropolitan school districts that include Albuquerque, New Mexico; Denver, Colorado; Phoenix and Tucson, Arizona; Wichita, Kansas; and Mobile, Alabama. The tables aggregate all the elements in the total compensation package for each category of employee and compare them between the seven districts reviewed. Details concerning available fringe benefits in each district are recorded in dollars as well as percentages to provide material for making alternative comparisons using the same basic material. (Author/MLF)

**ED 114 912** 95 EA 007 625  
Klenke, William H.  
An Exploratory Case Study of the Multiunit School and the Instructional Programing Model: Power, Resources, Values. Technical Report No. 349.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.  
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCL-TR-349

Pub Date Aug 75

Contract—NE-C-00-3-0065

Note—246p.; Report from the Project on Organization for Instruction and Administrative Arrangements

EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage

Descriptors—\*Case Studies (Education), Educational Change, Elementary Education, \*Individualized Instruction, Instructional Programs, \*Models, \*Multiunit Schools, Program Design, Questionnaires, \*School Community Relationship, Social Values, Tables (Data)

Identifiers—\*Instructional Programing Model

This study investigated various characteristics of the multiunit school and a seven-step Instructional Programing Model as they relate to home-school-community relations. Within this framework, the study had two objectives—to describe the characteristics of the multiunit school and Instructional Programing Model, and to analyze the interrelationships among those characteristics in terms of the allocation of economic resources, educational values, and power. Data were collected at two schools selected from eight schools participating in a home-school-community relations research project. Open-ended interviews were held with principals, unit leaders, teachers, aides, and parents to obtain substantive data regarding the operationalization of the multiunit school and the Instructional Programing Model in the two schools. Findings of the study supported two general conclusions. First, multiage grouping of students and instructional teaming were more successful than were other characteristics of the multiunit school, because they are more easily translated into tangible benefits. Second, conflict is more likely to result from differing educational values associated with the various characteristics than

from their effect on the allocation of power or resources. (Author/JG)

**ED 114 913** EA 007 626  
Elementary-Secondary Education Financial Statistics 1972. Catalogue 81-250 Annual.

Information Canada, Ottawa (Ontario).

Pub Date Aug 75

Note—48p.

Available from—Statistics Canada, Ottawa K1A 0T6, Canada (\$1.05)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Educational Finance, Elementary Secondary Education, \*Expenditures, Federal Aid, Graphs, \*National Surveys, \*School Statistics, State Aid, \*Tables (Data)

Identifiers—\*Canada

A few diagrams containing data for 1973 and 1974 have been added to this latest edition of the 1972 financial statistics for Canadian elementary and secondary education. Otherwise, however, the report has not undergone any major modifications. The booklet consists of two parts. The first part examines the highlights of the report, while the second part presents the actual statistical tables. Included in the report are data on total expenditures by source of funds, federal and provincial expenditures for the 1972-73 fiscal year, the finance of school boards for the 1972 calendar year, and revenue and expenditures of private schools and kindergartens for the 1972-73 school year. All financial statistics are presented by province, except in the case of private schools and kindergartens, where the Atlantic Provinces are grouped together for the purpose of confidentiality. (Author/JG)

**ED 114 914** EA 007 628  
Sharpes, Donald K.

A Preliminary Analysis of the Role of Federal Education Administrators in the U.S. Office of Education.

Pub Date May 75

Note—22p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Administrative Agencies, \*Administrative Personnel, \*Administrator Attitudes, Administrator Education, Educational Administration, \*Federal Government, Job Satisfaction, \*Occupational Surveys, \*Personnel Data, Tables (Data)

Identifiers—Office of Education

A survey of 136 doctorate-holding administrators employed in the Washington, D.C. headquarters of the United States Office of Education sought to measure educational administrators' perceptions of their responsibilities, training and background, future orientation, and job satisfaction. Two types of analyses were used: an analysis of computerized personnel data, and an analysis of administrators' responses to an 18-item questionnaire. Questionnaire items fell into four general categories, including perceptions about job preferences, perceptions about graduate preparation and choice of academic field, perceptions about present administrative responsibilities, and perceptions about teaching, research, and choice of colleagues. A number of data tables summarize both the computerized personnel information and administrators' responses to the various questionnaire items. (Author/JG)

**ED 114 915** EA 007 633  
Matthews, Kenneth M.

Planning for Program Budgeting.

Pub Date Oct 75

Note—13p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Cost Effectiveness, Decision Making, Evaluation, \*Management Systems, Objectives, \*Program Budgeting, Program Costs, \*Systems Approach

Identifiers—\*Planning Programming Budgeting System, PPBS

Program budgeting is a system that focuses on outcomes rather than on inputs, relates resources to outcomes, includes more than one time interval in the budget document, and states outcomes in measurable terms. If the assumptions underlying program budgeting are accepted, the system can be an effective tool for identifying new ways to do jobs faster, better, and less expensively. Some technical and psychological problems may have to be overcome before the potential benefits of program budgeting are realized. The major technical problems are determining the relevant costs of programs and determining the causal ef-

fects of programs. The decision to implement a program budgeting system should be a six-step process: (1) define and limit a problem to be solved or a question to be answered; (2) analyze the problem in terms of technical or psychological factors, and anticipate new problems that may emerge as a result of solving the original problem; (3) develop standards by which solutions to the problem can be evaluated; (4) collect and organize all data pertinent to the decision; (5) select a preferred solution to the problem and test it; and (6) implement the preferred solution and evaluate it. (Author/IRT)

**ED 114 916** EA 007 635

Dunning, Bruce B. Unger, James L.  
Schools' Responses to Voucher Vocational Training: Experiences with the Portland WIN Voucher Training Program.

Bureau of Social Science Research, Inc., Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No.—BSSR-538

Pub Date Jul 75

Note—127p.

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—Career Education, Educational Finance, \*Education Vouchers, Post Secondary Education, Private Schools, \*Proprietary Schools, \*Public Schools, Training Allowances, \*Vocational Education, \*Vocational Schools, Vocational Training Centers

Identifiers—WIN, \*Work Incentive Program

This report presents the results of a survey of 5 public and 22 private schools in which Work Incentive Program (WIN) registrants were enrolled for vocational training during the voucher feasibility test in Portland, Oregon. The data include the responses of school representatives to an interview schedule that asked about the schools, their operations, their reactions to the voucher program, and, additionally, what the schools said about 146 of the 168 WIN registrants who spent their training vouchers in the schools. Pervasive differences in the responses of public and private schools were found. These differences were attributed to differences in the size, organizational structure, and training philosophies of the two categories of schools. The private schools seem to be more pragmatic in their orientation toward vocational training. The voucher system posed no particular problems for the schools, and the schools so far do not seem to have behaved unethically or in an exploitive manner with respect to voucher. At the same time, it cannot be concluded that problems will not arise if vouchers become available on a larger scale and over a longer period of time. (Author/IRT)

**ED 114 917** EA 007 636

Compilation of the National School Lunch Act and the Child Nutrition Act of 1966 with Related Provisions of Law and Authorities for Commodities Distribution. Ninety-Third Congress, Second Session.

Congress of the U.S., Washington, D. C. Senate Select Committee on Nutrition and Human Needs.

Pub Date Dec 74

Note—39p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.50)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Breakfast Programs, \*Federal Legislation, Federal Programs, \*Hunger, \*Lunch Programs, \*Nutrition

The National School Lunch Act, enacted in 1946, is the cornerstone of food delivery legislation that feeds nearly 25 million American schoolchildren each day. Since then there have been numerous new acts and amendments that have further enlarged the scope of child nutrition. These laws are compiled to provide readily available information on the current provisions of the law for the use of members of Congress and their staffs, and for citizens interested in child nutrition legislation. (Author/MLF)

**ED 114 918** EA 007 639

Clark, W. W., Jr.  
An Analytical Review of a School-Community Commission.

Pub Date 75

Note—27p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

**Descriptors**—\*Administrator Role, Board of Education Role, \*Citizen Participation, \*City Wide Commissions, \*Community Control, Community Organizations, Elementary Secondary Education, \*School Community Relationship, School Safety, Violence

This paper examines the functioning of the Public School Safety Commission that was established in a large west coast city to study the problem of violence in the city's public schools. The commission was established by the board of education in the spring of 1974 and issued its final report in July 1974. Over 60 community organizations, represented by more than 110 individuals, participated in early meetings of the commission, although the number of participating organizations and individuals declined as time went on. The analysis and discussion is organized into three sections. The first section analyzes the participating organizations and representatives on the commission and discusses the relative degree of community involvement versus administrative control of the commission. The second section examines the commission's recommendations and reports the final votes on each recommendation. The final section reports the author's observations of political manipulation and control of the commission by the school administration and describes how the business of the commission was actually conducted and directed. (Author/JG)

**ED 114 919** **EA 007 640**

*Dijkgraaf, C. Giertz, L. M.*  
**School Building in Early Development. Part 1.**  
Information Centre for School Building, Rotterdam (Netherlands).

Pub Date Apr 75

Note—17p.; Photographs may reproduce poorly  
Journal Cit—International School Building News; v9 n1 Apr 1975

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Developing Nations, Dropout Problems, \*Educational Objectives, Educational Problems, Elementary Education, Enrollment Projections, Facility Planning, Family Planning, Foreign Countries, Resource Allocations, \*School Demography, \*School Planning, Self Help Programs, World Problems  
**Identifiers**—\*Intermediary Education, Netherlands

This bulletin, concerned mainly with the educational problems in developing lands, focuses on school development, the future of education, and the schools that will have to be built to meet the needs of the future. The report deals with problems arising from the present rates of dropout in traditional primary education, and proposes possible methods of changing education from the production of mainly unemployed persons and migrants into the creation of reasonably prosperous coworkers in the developing home society. (Author/MLF)

**ED 114 920** **EA 007 641**

**Remodeling, Renovation, & Conversion of Educational Facilities.**

Association of Physical Plant Administrators of Universities and Colleges, Washington, D.C.

Pub Date 75

Note—171p.

Available from—Association of Physical Plant Administrators of Universities and Colleges, Suite 525, One Dupont Circle, Washington, D.C. 20036 (\$7.50)

**Document Not Available from EDRS**

**Descriptors**—\*Building Conversion, \*Building Improvement, College Planning, Cost Effectiveness, \*Energy Conservation, Facility Case Studies, \*Facility Guidelines, Facility Requirements, Facility Utilization Research, Higher Education, Resource Allocations, \*School Improvement, School Maintenance  
**Identifiers**—Life Cycle Costs

Based on a series of workshops, this collection of papers provides a framework for thought-emphasizing planning within time, flexibility, and maintenance constraints—as well as a practical guide for actual engineering of remodeling/renovation/conversion projects. Is remodeling always less expensive than new construction? Should high initial costs be avoided because life-cycle costing is impractical for remodeling projects? Authors address these and other cost-related subjects—real and hidden remodeling costs, cost differences between new construction and remodeling, and cost estimation in remodeling as well as discussion of inhouse versus outside contracting. Two chapters are devoted to energy

conservation considerations relevant to any construction/remodeling project. Case studies are used throughout to emphasize practical applications of ideas with special focus trained on a recent, highly successful facilities conservation project at Syracuse University. (Author/MLF)

**ED 114 921** **EA 007 643**

*Klimes, Rudolf E.*

**Selected Legal Cases on State Control Over Private Home Education.**

Andrews Univ., Berrien Springs, Mich. Center for Studies and Services in Education.

Pub Date 75

Note—22p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Amish, \*Court Cases, Court Litigation, Elementary Secondary Education, \*Private Schools, \*School Attendance Legislation, \*School Law, \*Small Schools, State Standards

**Identifiers**—\*Private Home Education

This paper examines five selected court cases concerning state control over private home education. According to the author, the cases were selected on the basis of their relevancy to the subject, but no attempt was made to ascertain their representativeness. The cases discussed include State v. Peterman, Wright v. State, People v. Turner, and Meyerkorth v. State. In addition, the appendix analyzes the case of Wisconsin v. Yoder. From studying these cases, the author concludes that private home schools may operate where state regulations permit, if they employ a qualified teacher and use an educational program and schedule that conforms with acceptable educational practice. (JG)

**ED 114 922** **95** **EA 007 644**

*Jones, John E., Comp.*

**Bibliography and Reference Information on Differentiated Staffing.**

Oregon Univ., Eugene. Center for Educational Policy and Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 75

Contract—NE-C-00-3-0082

Note—54p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Bibliographies, \*Differentiated Staffs, Elementary Secondary Education, Instructional Staff, \*Publications, \*Reference Materials, \*Staff Utilization, Teacher Role  
**Identifiers**—Management Indications of Team Teaching, Project MITT

This bibliography lists 355 publications and reference materials relevant to the topic of differentiated staffing. The publications listed were published from 1964 through 1974; approximately 75 percent of them appeared in the five-year period from 1969 through 1973. References were drawn from various existing bibliographies and texts concerned with the topic. In addition, the Educational Resources Information Center (ERIC) system and the Education Index were both searched at length. All citations are listed alphabetically by author's name. (JG)

**ED 114 923** **EA 007 645**

*Perlman, Daniel H.*

**Physical Planning for the Urban Campus: Roosevelt University.**

Pub Date 8 Aug 72

Note—10p.; Speech given at the Annual Meeting of the Society for College and University Planning (7th, Atlanta, Georgia, August 8, 1972)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Architectural Character, \*Building Conversion, \*Building Improvement, Building Innovation, Campus Planning, College Planning, Dormitories, Educational Innovation, Higher Education, \*Preservation, School Expansion, Space Utilization, Student Unions, \*Urban Universities

**Identifiers**—\*Roosevelt University

Roosevelt University was founded in Chicago in 1945. Since 1947 the university has occupied the Auditorium Building, which was completed in 1889 and is included in the Historic American Buildings Survey and the National Register of Historic Places. The building has been extensively remodeled and restored and an adjacent dormitory and student union constructed. In undertaking and completing this program of physical plant expansion and improvement, the university has

wrestled with and solved two difficult planning problems. The first of these problems is how a university in a landlocked urban center can create the new facilities needed for an expanding enrollment and an evolving academic program. The second major problem of significance is how to preserve an architectural landmark that several times in the 1930s and 1940s narrowly escaped demolition. This was made possible by its conversion into an academic building serving a contemporary purpose. (Author/MLF)

**ED 114 924** **EA 007 646**

*Hall, Philip And Others*

**A Teacher Evaluation-Supervision Model for a Small School District.**

Pub Date 30 May 74

Note—193p.; Submitted in partial fulfillment of the requirements for the Ed.D. degree for Educational Leaders, Nova University

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

**Descriptors**—\*Administrator Evaluation, Elementary Secondary Education, \*Evaluation Methods, Graphs, Instructional Improvement, Management by Objectives, \*Management Systems, \*Models, Questionnaires, School Supervision, Teacher Attitudes, \*Teacher Evaluation

**Identifiers**—\*Clinical Supervision

This practicum report describes an effort to develop an effective teacher and administrator evaluation system for a small suburban school system in Connecticut. Besides meeting the requirements of a mandate from the state legislature, the system was also intended to enable the local school board to implement an incentive pay plan. A narrative evaluation form for teachers was developed, while a management by objectives system was simultaneously devised for the evaluation of administrators. It was also decided to use the clinical supervision process to improve instructional practices separately from the evaluation system. Two clinical supervision practitioners conducted numerous activities for the orientation, training, and monitoring of a randomly selected group of 30 teachers. These teachers were administered preintervention and postintervention questionnaires to indicate any changes in their attitudes toward supervision. (Author/JG)

**ED 114 925** **EA 007 647**

*Dijkgraaf, C.*

**Advisory and Information Services.**

Information Centre for School Building, Rotterdam (Netherlands).

Pub Date Sep 74

Note—20p.; Photos may reproduce poorly

Journal Cit—International School Building News; v8 n1 Sep 1974

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Architectural Programming, \*Architectural Research, Cost Effectiveness, Elementary Secondary Education, Facility Requirements, \*Information Centers, \*School Construction, School Design, School Improvement, \*School Planning  
**Identifiers**—Netherlands

In 1956 the Foundation Information Centre for School-Building (ICS) was established to give information and advice in the field of school building in the widest sense by study and research, documentation, the development of new prototypes, the organization of exhibitions and meetings, and cooperation with other institutes in the Netherlands and abroad. The activities of the ICS are documented in this bulletin. (Author/MLF)

**ED 114 926** **EA 007 667**

*Harris, Ben M.*

**Competency Specification and Assessment for Instructional Leadership.**

Pub Date Oct 75

Note—8p.

Journal Cit—CCBC Notebook; v5 n1 p4-9 Oct 1975

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Educational Assessment, Elementary Secondary Education, \*Evaluation Methods, \*Models, \*Performance Specifications, Program Descriptions, Program Development, Self Evaluation, \*Supervisor Qualifications, \*Supervisory Training

**Identifiers**—SEST, \*Special Education Supervisor Training Project

One major objective of the Special Education Supervisor Training (SEST) project was to

develop a model for competency specification that would be appropriate for both preservice and inservice preparation of any leadership personnel. This involved the two problems of specifying competencies in valid and utilitarian ways, and assessing competence. A competency specification model was developed for identifying and describing competencies as complex patterns of task-related performance. Twenty-four critical competencies within seven broad leadership task areas were specified and verified for professional supervisory personnel. A competency assessment system for providing diagnostic outcomes through heavy emphasis on the self-assessment process was also developed and is being tested. (Author/JG)

ED 114 927 EA 007 668

Erlanson, David A.

**The Emergence of Comprehensive Assessment Systems.**

Pub Date Oct 75

Note—5p.

Journal Cit—CCBC Notebook; v5 n1 p2-4 Oct 1975

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Administrator Education, Administrator Qualifications, \*Educational Administration, \*Evaluation Methods, Higher Education, \*Performance Based Teacher Education, \*Staff Improvement

Competency-based staff development is supported as the route to program improvement in preservice and inservice preparation of educational administrators. (Author/MLF)

ED 114 928 EA 007 669

Wilson, Alfred P.

**Functions of the School Principal.**

Pub Date Oct 75

Note—9p.

Journal Cit—CCBC Notebook; v5 n1 p9-15 Oct 1975

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Administrator Qualifications, Educational Research, Elementary Secondary Education, \*Occupational Information, \*Principals, \*Role Perception

The development of the modern public school principalship is reviewed, and it is concluded that although there are divergent conceptions of the principal's role, no thorough analysis has been found concerning how the principal functions. Three research projects on the functions of principals are briefly described. A bibliography is included. (Author/MLF)

ED 114 929 EA 007 670

Pearson, Douglas L.

**The Development of Educational Specifications. School Planning Guide—Series 3R.**

North Carolina State Board of Education, Raleigh. Div. of School Planning.

Pub Date Sep 75

Note—43p.; Photographs may reproduce poorly

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Architectural Programing, Building Plans, Design Needs, \*Educational Specifications, Elementary Secondary Education, \*Facility Guidelines, \*Facility Requirements, School Design, \*School Planning

This publication has been developed to assist local boards of education, superintendents, and their staffs in the organization and development of educational specifications. Part 1 presents a conceptual and operating primer on what educational specifications are—the purpose, the process, the personnel, and the product. Part 2 is designed to provide more specific information relative to the organization and content of the educational specifications document. An outline is provided for the specifications that will permit a high degree of flexibility for adaptation to the variations of local situations while, at the same time, providing sufficient guidance for the bewildered educator who "doesn't know where to start." (Author/MLF)

ED 114 930 95 EA 007 671

Foster, Badi G.

**The Orientation and Training of School Board Members. A Position Paper Prepared by the Recruitment Leadership and Training Institute.** Recruitment Leadership and Training Inst., Philadelphia, Pa.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington,

D.C. Div. of Educational Systems Development.

Pub Date Jul 75

Note—85p.; Pages 61-70 may reproduce poorly due to small print in the original document

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*Board of Education Role, \*Boards of Education, \*Case Studies (Education), Elementary Secondary Education, \*Guidelines, \*Leadership Training, Organizational Change, Orientation, School Segregation

This booklet is intended to encourage and aid local school boards in undertaking training programs that will enable them to function more effectively. Relying heavily on case studies of school boards in Chicago and Minneapolis, the author focuses on two major problems facing school board members today—the phenomenon of increasing bureaucratization and the challenge of desegregation. Chapter 1 discusses the nature of school boards and the challenges facing them today. Chapter 2 focuses on the experiences of school board members in Chicago and Minneapolis. Chapter 3 comments on the practices of school boards in general and the Chicago and Minneapolis boards in particular. Chapter 4 presents the author's conclusions about the selection and training of school board members and offers specific suggestions for training board members to meet the demands of their position. (JG)

ED 114 931 EA 007 672

Thompson, John Thomas

**Policymaking in American Public Education, a Framework for Analysis.**

Pub Date 76

Note—278p.

Available from—Prentice-Hall, Inc., Order Dept., Englewood Cliffs, New Jersey 07632 (\$10.95)

Document Not Available from EDRS

Descriptors—\*Conceptual Schemes, Diagrams, \*Educational Policy, Elementary Secondary Education, Federal Government, Governance, \*Government Role, Local Government, \*Models, \*Policy Formation, Political Influences, State Government

This book is intended to help readers understand the forces, processes, and conditions that interact in shaping the direction of public education and to acquaint them with several conceptual models that might assist in explaining educational policy-making. The author attempts to develop a conceptual framework that can be used to visually explain the parties, processes, and interactions in the policy process. An Eastonian model is used to examine the impact and interrelationships of local, state, and federal government in the realm of educational policy. In each section, a visual model shows the interrelationships of the various subsystems and how they affect policy formation. The models in each succeeding section relate back to earlier sections, so that readers may sense the dynamics and interrelationships of all the factors involved in educational policy-making. (Author/JG)

ED 114 932 EA 007 673

King, Donald C. Sherwood, John J.

**Monitoring the Process and Evaluating the Results of Organization Development. Paper No. 452.**

Purdue Univ., Lafayette, Ind. Herman C. Krannert Graduate School of Industrial Administration.

Pub Date Apr 74

Note—28p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Evaluation, \*Evaluation Methods, Models, \*Organizational Development, \*Organizational Effectiveness, \*Program Evaluation

Models of five alternative ways to approach the evaluation of organizational development (OD) projects are sketched: (1) ask the expert; (2) what's the target; (3) did we hit the target; (4) mid-course correction; and (5) continuous monitoring. Each model provides a different perspective on the problem of evaluation and each contains certain advantages and disadvantages. The five approaches are next put into organizational context by a survey of some major obstacles to effective evaluation studies. Persistent obstacles are found in the client, in the OD consultant, and within the OD activity itself. In the final section, two issues are addressed that must be faced in

any effort to evaluate an OD program—clarity of the role of evaluation and the audience of the evaluation. (Author)

ED 114 933

EA 007 674

Quale, Fred E.

**The Recycled School Building. OSSC Bulletin Vol. 19, No. 3.**

Oregon School Study Council, Eugene.

Pub Date Nov 75

Note—24p.

Available from—Oregon School Study Council 124 College of Education, University of Oregon, Eugene, Oregon 97403 (\$1.50, quantity discounts)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Bond Issues, \*Cost Effectiveness, Decision Making, \*Educational Finance, Elementary Secondary Education, Master Plans, \*Recycling, \*School Improvement, \*School Planning

Fiscal accountability has become an important issue with communities and school boards across the nation. Renovation of older school buildings can sometimes result in lower costs than constructing new facilities. The advantages of recycling and criteria for deciding whether to replace or repair structures are discussed. The bulletin recommends that modernization should be part of a long-range master plan. The appendix contains a case study of a successful renovation project at a Corvallis, Oregon elementary school. (Author/MLF)

ED 114 934

EA 007 675

Burnett, J. Dale

**Evaluating Teachers. Research and Information Report.**

Queen's Univ., Kingston (Ontario).

Pub Date Jan 75

Note—35p.; Paper presented at the Annual Meeting of the Canadian Society for the Study of Education (University of Alberta, Edmonton, June 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Effective Teaching, Elementary Secondary Education, \*Evaluation Methods, Formative Evaluation, Higher Education, Management by Objectives, Performance Criteria, Summative Evaluation, \*Teacher Evaluation, \*Teacher Morale, Teacher Motivation

A list of the current approaches to teacher evaluation should include the following: (1) examination of student gain scores on standardized tests, (2) analysis of typical student improvement, (3) teaching performance testing, (4) teacher skill testing, (5) administrator or peer group observations and ratings, and (6) student observations and ratings. The first three approaches tend to emphasize the product dimension of teaching, whereas the latter three focus more on the process of teaching. Most of the research activities on teacher evaluation have concentrated on the molecular level of teaching—the processes and results that occur within a classroom setting—whereas administrative concerns seem to be more at the molar level—the overall workload and attendant results. One way of performing formative evaluation at the molar level while increasing teacher morale is to incorporate elements of management by objectives. This is what has been done in the Faculty Performance Objective Form designed for the faculty of education at Queen's University. This instrument (included in an appendix) can be used in overall and specific planning; as an additional form of motivation for individual faculty; and as a source of information for promotions, tenure, and firing. (Author/IRT)

ED 114 935

EA 007 676

Unruh, Glenys G.

**Responsive Curriculum Development. Theory and Action.**

Pub Date 75

Note—292p.

Available from—McCutchan Publishing Corporation, 2526 Grove Street, Berkeley, California 94704 (\$11.00, quantity discounts)

Document Not Available from EDRS

Descriptors—Change Strategies, Conceptual Schemes, Curriculum Design, \*Curriculum Development, \*Educational Change, Educational Theories, Elementary Secondary Education, \*Models, \*Theories

This book addresses the need for a theoretical framework that can effectively confront the



problems of responsive, responsible renewal in curriculum development and avoid the successive waves of limited approaches and polarized viewpoints that have plagued curriculum development in the past. Part I discusses various historical, social, and economic factors that influence the need for curriculum reform and examines the general problems involved in building a theoretical base for curriculum development. Part 2 presents seven propositions for a theory of responsive curriculum development and then brings them together in a matrix. A number of propositions, general constructs, and hypotheses for testing are also analyzed. The theoretical framework presented focuses primarily on elementary and secondary public school education, though it can be applied to other types and levels of education as well. (JG)

ED 114 936 95 EA 007 677

Schaffarzick, Jon, Ed. Hampson, David H., Ed. *Strategies for Curriculum Development.*

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—256p.

Available from—McCutchan Publishing Corporation, 2526 Grove Street, Berkeley, California 94704 (\$10.25, quantity discounts)

Document Not Available from EDRS

Descriptors—Change Strategies, \*Curriculum Design, \*Curriculum Development, Curriculum Planning, \*Curriculum Research, Educational Change, Essays, \*Program Descriptions

This book is a collection of 11 essays that present the experiences and views of individuals who have played major roles in large-scale curriculum development projects. The opening chapter examines conceptions of curriculum, provides an overview of the curriculum reform movement since 1950, looks at some persistent dilemmas facing the curriculum developer, and discusses considerations for curriculum developers to ponder. The next nine chapters offer insight into the varied ways in which curriculum development is and has been conducted. These chapters represent a wide range of both curriculum process and products. The final chapter synthesizes, compares, and contrasts the approaches to curriculum development described by the authors of the nine preceding chapters. (Author/JG)

ED 114 937 EA 007 678

Muhich, Dolores

*Discrimination Against Women in Educational Administration.*

Pub Date Dec 73

Note—56p.; Paper presented at the meeting of the National Association of Women Deans, Administrators, and Counselors (Chicago, Illinois, April 1974)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Administrative Personnel, College Admission, Counselor Role, Elementary Secondary Education, \*Employment Practices, Employment Qualifications, \*Equal Opportunities (Jobs), \*Higher Education, Professional Associations, Recruitment, Selection, \*Sex Discrimination, Sex Stereotypes, Tenure, Working Women

This review focuses on women in educational administration as compared with men in the same field. The author recognizes sex discrimination as a historical fact and begins by discussing some of the current psychological effects of cultural conditioning. She then examines the role of the counselor dealing with high school seniors who express an interest in executive and organizational activities. Finally, she turns to the problems women have encountered in seeking admission to college, in obtaining financial aid, and, after earning one or more advanced degrees, in confronting employment conditions relating to recruitment, promotions, salary increases, and tenure. Extensive recommendations and documentation are included. (Author/IRT)

ED 114 938 EA 007 679

Napier, Lee

*A Survey of Opinions of Mississippi School Administrators Regarding Factors Considered Most Important in Hiring Teachers for Their First Teaching Position. Research Report Vol. 5, No. 8.*

Louisiana State Univ., Baton Rouge. Bureau of Educational Materials and Research.

Spons Agency—Louisiana Education Research Association, Baton Rouge.

Pub Date Nov 75

Note—10p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (4th, Jackson, Mississippi, November 14, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Administrative Personnel, Elementary Secondary Education, Employment Practices, Employment Qualifications, \*Opinions, \*Principals, \*Superintendents, \*Teacher Education, Teacher Placement, \*Teacher Selection Identifiers—\*Mississippi

In order to determine what characteristics are most important in prompting Mississippi's major educational consumers to hire teachers, an opinionnaire was developed and sent to a stratified random sample of elementary, junior high, and senior high principals, and to superintendents. The questionnaire consisted of 11 factors to be ranked according to their priorities by the school administrators who were concerned with hiring teachers for their first teaching position. There was high agreement between the groups. Effective use of written and oral English was ranked first by three groups. Personal appearance was ranked second by superintendents and senior high principals, and third by the other principals. The principals placed slightly more confidence in the evaluation of the public school supervisor than did the superintendents, who felt that students' grade point average were more indicative of future teaching performance. This survey suggests that those seeking positions in Mississippi will not be judged first by their academic records and recommendations but rather by the way they write in initial contacts by letter, the manner in which they complete their application forms, and the impression they leave in interviews. Several suggestions for incorporating these results in teacher preparation programs are presented. (Author/IRT)

ED 114 939 EA 007 680

Sowash, Fred W.

*Guidelines for Bus Evacuation and Classroom Instruction in Safe Riding Practices.*

California State Dept. of Education, Sacramento.

Pub Date 75

Note—18p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Administrator Guides, \*Bus Transportation, Diagrams, Elementary Secondary Education, \*Emergency Programs, \*Program Planning, \*Safety Education, School Buses, School Safety

Identifiers—California

This booklet is intended to aid local school district administrators by providing guidelines for implementing programs on school bus evacuation and safe riding practices. Included are general guidelines for developing and implementing classroom instruction in safe riding practices, detailed guidelines for familiarizing bus drivers and students with emergency procedures and for conducting a variety of bus evacuation drills, guidelines for developing appropriate local school board policies, information on state reimbursement for expenses incurred in bus safety programs, and guidelines for keeping adequate records on bus safety programs. (JG)

ED 114 940 EA 007 681

*Summer School Cost Study. A Report of the Summer School Committee.*

Dependents Schools (DOD), Washington, D.C.

Pub Date May 75

Note—15p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Educational Administration, Educational Finance, Elementary Secondary Education, \*Program Costs, Program Descriptions, Questionnaires, \*School Surveys, Statistical Data, \*Summer Programs, \*Summer Schools, \*Tables (Data)

This study is primarily a compilation of cost and budget data gathered through a summer school questionnaire that was sent to 25 United States school systems with a total enrollment of over 100,000 students. Eighteen questionnaires were returned, though one was not used since the school system does not operate a summer school. Therefore, the data analysis is based on responses from 17 of the 25 school systems contacted. The questionnaire was designed to provide guidance to the Summer School Committee in preparing

uniform summer school policy guidelines for the Department of Defense Overseas Schools. In order to develop summer school policy guidelines comparable to stateside schools, information was obtained regarding who pays the costs of providing summer school, the number of students attending summer school, the type and description of summer school courses offered, who coordinates the program and prepares required summer school reports, and other information regarding the cost and operation of summer school programs. In addition to a variety of data tables that summarize responses to the different questionnaire items, the report also contains a sample of the questionnaire form. (Author/JG)

ED 114 941 EA 007 682

*Guidelines for Evaluating a Superintendent (To Assist School Board Members in Planning and in Evaluation).*

California School Boards Association, Sacramento.

Pub Date Apr 75

Note—14p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Administrator Evaluation, Board Administrator Relationship, \*Board of Education Policy, Elementary Secondary Education, \*Evaluation Criteria, Evaluation Methods, Guidelines, \*Models, \*School Superintendents, Superintendent Role

This publication is intended to aid local school board members in establishing procedures and priorities for evaluating the performance of their district superintendent. Except for a brief introductory section, the entire publication consists of a model comprehensive evaluation instrument. The evaluation model is organized in two main sections, one devoted to assessing the status of the school district and the other concerned with personal evaluation of the superintendent. Section 1 offers for consideration approximately 150 criteria dealing with the following topics: administrative organization of the school district, curriculum and instruction, responsiveness to learners' needs and aspirations, employee and pupil personnel services, personnel matters, school plant planning and management, business and financial management, community relationships, and administration of the district. Section 2 contains approximately 50 criteria concerned with superintendent-board relationships, superintendent-staff relationships, superintendent-community relationships, educational leadership, business and financial management, and personal qualities of the superintendent. (JG)

ED 114 942 EA 007 683

Goodlad, John I. And Others

*The Conventional and the Alternative in Education.*

Pub Date 75

Note—276p.

Available from—McCutchan Publishing Corporation, 2526 Grove Street, Berkeley, California 94704 (\$10.75, quantity discounts)

Document Not Available from EDRS

Descriptors—\*Alternative Schools, \*Educational Alternatives, Educational Change, \*Educational Improvement, Educational Innovation, \*Educational Philosophy, Elementary Secondary Education, Formative Evaluation, \*Futures (of Society), Humanism, Relevance (Education)

Alternatives in schools and alternatives to schools are placed within a broad social, historical, and philosophical context by six authors. The first section contains (1) a typology of educational alternatives, (2) several perspectives on educational alternatives related to a model of culture, (3) a range of conceptualizing alternatives within a comprehensive framework, (4) the relationship of the dominant humanistic movements to education, (5) the assumptions of educational evaluation, and (6) the notion of alternative education within a philosophical framework. The second section places future possibilities and prospects for attaining them within the framework developed in the preceding chapters. It contains (1) projections of the future evolving from extrapolations from the past, (2) a method for analyzing and planning alternative educational strategies, (3) incongruities between latent and overt values about schooling, (4) a measure of school success, and (5) problems encountered in the transition to a pluralistic society. (Author/MLF)

**ED 114 943** EA 007 684  
**Salaries and Fringe Benefits, Professional Personnel, 1974-1975. A Study of the Salary and Fringe Benefits for Selected Professional Personnel in Western New York.**

Western New York Regional Office for Educational Planning, Cheektowaga.

Spons Agency—Erie County Board of Cooperative Educational Services 1, Cheektowaga, N.Y.

Pub Date 75

Note—106p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—\*Administrative Personnel, Contracts, Contract Salaries, Elementary Secondary Education, \*Fringe Benefits, Health Insurance, Instructional Staff, Principals, \*Professional Personnel, \*Pupil Personnel Workers, Sabbatical Leaves, \*Salaries, Salary Differentials, Teachers

Identifiers—\*New York

This study is designed to provide educators with comprehensive and accurate information concerning the salary and fringe benefits of professional personnel of the school districts in the six counties of western New York State. A number of new items of information are introduced in this year's study. First, building enrollments are given for principals' and assistant principals' positions. Five graphic presentations show the relationship between building enrollment and salary. Secondly, in response to increasing interest shown in the fringe benefit areas of negotiated contracts, the fringe benefit sections of both administrative and instructional personnel are reported in greater detail. Eighty-six percent of the school districts in western New York responded to the questionnaire. A number of the districts were still in the process of negotiations at the time the study went to press. (Author)

**ED 114 944** EA 007 685  
**Financing Our Schools, 1974. A Summary of Financial Data for School Districts of Western New York for the School Years 1972-73 and 1973-74.**

Western New York Regional Office for Educational Planning, Cheektowaga.

Spons Agency—Erie County Board of Cooperative Educational Services, Buffalo, N.Y.

Pub Date 74

Note—94p.; Related document is EA 007 686

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Average Daily Attendance, Budgets, \*Educational Finance, Elementary Secondary Education, Expenditure Per Student, Federal Aid, \*School District Spending, \*School Statistics, State Aid, \*Tables (Data), Tax Effort, Teacher Salaries

Identifiers—\*New York

This publication presents data on attendance, staffing, revenues, and expenditures for the 87 school districts in the six counties of western New York. Data from two separate school years are included. Section A reports data from the 1972-73 fiscal year and is based mainly on state financial reports for the year. Section B reports data for 1973-74 and is drawn from state budget reports. Section C provides profile charts combining data for all of western New York, so that each school district can compare its own data profile with the means for western New York. The 1973-74 budget data are intended to indicate trends that may be helpful to individual school districts; however, caution should be exercised in using them, as they are based on budget estimates and are therefore subject to change. The data reported were obtained both from individual school districts and from the Boards of Cooperative Educational Services for Western New York. (Author/JG)

**ED 114 945** EA 007 686  
**Financing Our Schools, 1975. A Summary of Financial Data for School Districts of Western New York for the School Years 1973-74 and 1974-75.**

Western New York Regional Office for Educational Planning, Cheektowaga.

Spons Agency—Erie County Board of Cooperative Educational Services, Buffalo, N.Y.

Pub Date 75

Note—95p.; Related document is EA 007 685

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Average Daily Attendance, Budgets, \*Educational Finance, Elementary Secondary Education, Expenditure Per Student, Federal

Aid, \*School District Spending, \*School Statistics, State Aid, \*Tables (Data), Tax Effort, Teacher Salaries

Identifiers—\*New York

This publication presents data on attendance, staffing, revenues, and expenditures for the 89 school districts in the six counties of western New York. Data from two separate school years are included. Section A reports data on actual revenues and expenditures for 1973-74 and is based on final state budget reports for the year. Section B reports data for 1974-75 and is drawn from proposed budget reports for that year. Section C provides profile charts combining data for all of western New York, so that each school district can compare its own data profile with the means for western New York. In section A data on federal aid are drawn from more accurate sources that include all revenues, not just those reported in the general fund. In section B, however, only federal revenues in the general fund are reported. In section B, data are reported according to the new classification of the revised 1974-75 state budget report. New categories of expenditures are combined and reported to show data relative to selected objects of expenditures. Also, a new category has been added to reflect expenditures for services by Boards of Cooperative Educational Services (BOCES). The data reported were obtained both from individual school districts and from the BOCES for western New York. (Author/JG)

**ED 114 946** EA 007 687  
**Salaries and Fringe Benefits, Classified Personnel, 1973-1974. A Study of the Salary and Fringe Benefits for Selected Classified Personnel in Western New York.**

Western New York Regional Office for Educational Planning, Cheektowaga.

Spons Agency—Erie County Board of Cooperative Educational Services 1, Cheektowaga, N.Y.

Pub Date 74

Note—75p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Boards of Education, \*Clerical Workers, Elementary Secondary Education, \*Fringe Benefits, Health Insurance, \*Nonprofessional Personnel, \*Paraprofessional School Personnel, \*Salaries

Identifiers—\*New York

This survey is designed to provide comparative information for classified personnel in the six counties of western New York State. Data collection was more difficult than in previous years because of the increasing length of the negotiation process. This year 71 (80 percent) of the surveyed districts supplied data. This year's report is different from the 1972-73 report. Data on salaries of board of education personnel (clerk, treasurer, auditor, and the like), formerly included in the professional personnel study, now appear here. Also, additional information concerning types of health insurance plans provided by each school district is included. The data for the districts are arranged alphabetically according to county. The salaries and fringe benefits are listed according to the classifications prescribed by the state education department and the state civil service commission. Care should be exercised in comparing compensation for specific titles among districts, as assigned duties may vary from district to district. (Author)

**ED 114 947** EA 007 688  
**Salaries and Fringe Benefits, Classified Personnel, 1974-1975. A Study of the Salary and Fringe Benefits for Selected Classified Personnel in Western New York.**

Western New York Regional Office for Educational Planning, Cheektowaga.

Spons Agency—Erie County Board of Cooperative Educational Services 1, Cheektowaga, N.Y.

Pub Date 75

Note—72p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Boards of Education, \*Clerical Workers, Elementary Secondary Education, \*Fringe Benefits, \*Nonprofessional Personnel, \*Paraprofessional School Personnel, \*Salaries

Identifiers—\*New York

This survey is designed to provide comparative information for classified personnel in the six counties of western New York State. Data collection was more difficult this year than in previous

years because of the increasing length of the negotiation process. This year 74 of 89 districts supplied data. This study includes two features that were not in the 1973-74 report: a presentation of "other positions" and a section containing definitions of full-time employment. The latter section has been added in order to aid school districts in establishing their definitions. A table includes definitions for full-time employment by occupational groupings by district as well as a summary of minimum, maximum, and mode for each occupational grouping. The data are arranged alphabetically according to county. The salaries and fringe benefits are listed according to the classifications prescribed by the state department of education and the state civil service commission. Care should be exercised in comparing compensation for specific titles among districts, as assigned duties may vary from district to district. (Author)

**ED 114 948** EA 007 689  
**Salaries and Fringe Benefits, Professional Personnel, 1973-1974, and Addenda. A Study of the Salary and Fringe Benefits for Selected Professional Personnel in Western New York.**

Western New York Regional Office for Educational Planning, Cheektowaga.

Spons Agency—Erie County Board of Cooperative Educational Services 1, Cheektowaga, N.Y.

Pub Date 74

Note—97p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*Administrative Personnel, Contracts, Contract Salaries, Elementary Secondary Education, \*Fringe Benefits, Health Insurance, Principals, \*Professional Personnel, Sabbatical Leaves, \*Salaries, Salary Differentials, \*Teachers

Identifiers—\*New York

To make this study more responsive to the needs of the negotiations process, many changes have been made since 1955 when the first salary study was conducted. These changes are the direct outcome of the many suggestions received from area educators. This year's study, for instance, has eliminated data on salaries of board of education personnel. It was found that these were not used in negotiations since they do not lend themselves to meaningful comparisons. A late request was made that board of cooperative educational services (BOCES) salaries be included in this study. This has been done, even though the questionnaire was not designed to include BOCES personnel. (Author)

**ED 114 949** EA 007 690  
**Corman, Linda, Comp.**  
**Community Education in Canada. An Annotated Bibliography. OISE Bibliography Series No. 2.**

Ontario Inst. for Studies in Education, Toronto.

Pub Date 75

Note—55p.

Available from—Publications Sales, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, M5S 1V6, Ontario, Canada (\$2.25)

Document Not Available from EDRS

Descriptors—\*Annotated Bibliographies, Change Strategies, \*Community Control, \*Community Education, \*Community Schools, Facility Utilization Research, Shared Facilities

Identifiers—\*Canada

This bibliography of 219 numbered entries is limited to Canadian works. However, section 4, "Bibliographies," will provide leads to useful information from the United States. Section 1, "Community Schools/Community Education," includes the more comprehensive works and material about particular Canadian community schools, generalized proposals for programs or changes, accounts of specific efforts in Canada to implement programs, and the utilization of educational facilities. Section 2, "Community Use of Schools," includes material primarily concerned with the use of school facilities. Section 3, "Community Control of Schools," cites the arguments for and against, discussions of successful and unsuccessful community school movements, analyses of political forces bearing on the topic, and strategies for consolidating community efforts in the direction of community control. An author index and a school index conclude the bibliography. (Author/MLF)

ED 114 950

EA 007 691

*Stefonek, Tom And Others***An Introductory Planning Guide for Local School Districts.**

Wisconsin State Dept. of Public Instruction, Madison. Div. for Management and Planning Services.

Pub Date Sep 74

Note—24p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Definitions, Educational Needs, \*Educational Planning, Elementary Secondary Education, \*Guidelines, \*Management Systems, Models, \*Program Descriptions, School District Autonomy, \*School Districts, Systems Analysis, Systems Development Identifiers—Wisconsin

This publication is intended to help improve the educational planning and evaluation practices of the several hundred small- to medium-sized Wisconsin school districts that do not have a centralized planning staff. Although it was prepared specifically for school districts in Wisconsin, its content is just as useful and applicable to districts in other states. Separate sections of the booklet discuss the purposes and expectations of local educational planning, describe several possible approaches to initiating local planning, examine the value of educational needs assessment and its relationship to an overall planning program, present a functional definition of comprehensive planning and describe an educational planning model developed by the Wisconsin Section for Educational Planning, and present an analysis of the Wisconsin planning model. (JG)

ED 114 951

95

EA 007 692

**Planning Guide, ESEA IV. Part C: Education Innovation and Support, 1975-76.**

New York State Education Dept., Albany. Div. of ESC General Program Planning.

Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C.

Pub Date 75

Note—59p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Educational Innovation, Educational Legislation, Elementary Secondary Education, Evaluation Criteria, \*Federal Aid, \*Federal Programs, \*Grants, \*Guidelines, Program Proposals, \*Project Applications, School Funds Identifiers—\*Elementary Secondary Education Act Title IV, ESEA Title IV, New York

This planning guide is intended to provide all eligible education agencies in New York State with the information necessary to compete for federal grants under the Elementary and Secondary Education Act, Title IV, part C. Under Title IV, part C, federal funds will be granted to certain local education agencies for the development, validation, demonstration, and replication of various innovative school programs. The guide is organized in four major sections. Chapter 1 provides an overview of Title IV, part C and its role in meeting the educational needs and goals of New York State. Chapter 2 examines grant criteria and evaluation procedure under Title IV, part C. Chapter 3 discusses general application information and procedures. Chapter 4 provides detailed information on the format and procedures to be used in applying for Title IV, part C funds; a sample of the official application form for New York education agencies is included as well. (JG)

ED 114 952

95

EA 007 693

**Curriculum Planning and Evaluation. The Best of ERIC Series, Number 14.**

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Dec 75

Contract—OEC-0-8-080353-3514

Note—5p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Annotated Bibliographies, Community Involvement, Curriculum, Curriculum Design, \*Curriculum Evaluation, \*Curriculum Planning, Educational Planning, Elementary Secondary Education

The 14 documents and articles in this annotated bibliography include discussions that attempt to define or delimit what curriculum

planning and evaluation are as well as discussions that address more specific aspects of the topic, such as the board of education role in the curriculum, decentralization's effect on the curriculum, participative decision-making on curriculum matters, and the community's role in the curriculum. (IRT)

ED 114 953

EA 007 694

*Waggaman, John S.***Indicators and Costing of Florida's Education Goals.**

Pub Date 24 Aug 75

Note—40p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Costs, Educational Administration, \*Educational Finance, \*Educational Objectives, Elementary Secondary Education, Management Systems, Post Secondary Education, Program Costs, Records (Forms), State Government, \*State Programs, \*Statewide Planning

Identifiers—\*Florida

This paper is one of four related publications that are intended to identify and develop a set of indicators for monitoring educational activities in Florida from the state level. The central focus of this paper is on the specification of cost-finding concepts plus identification of a few cost indicators. Various sections of the paper discuss the use of cost indicators for interstate educational comparisons, examine the use of cost indicators for comparing education with other state governmental services in Florida, consider the main issues and concerns in developing and using a costing system for education, offer suggestions for classifying and costing Florida's educational goals, and discuss some fundamental concern and problems related to a uniform costing system and to some of the financial management problems facing educational administrators. The appendix contains examples of suggested data presentation formats and data requirements for use in a statewide educational costing system. (JG)

ED 114 954

EA 007 695

*Robbins, Jerry H.***A Summary of Selected Major Studies Which Associate Input and Process Variables with Various Measures of School Quality or Output.**

Pub Date 75

Note—32p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Educational Finance, \*Educational Quality, \*Educational Research, Elementary Secondary Education, Expenditures, Prediction, \*Predictor Variables, School Organization, Socioeconomic Influences, \*Socioeconomic Status, \*Student Characteristics, Teacher Characteristics

This paper summarizes studies conducted to predict various educational outputs or other measures of quality from measures of student and community input and educational processes, groups the studies by the type of output measure used, and searches for trends in the results. The data are arranged in five columns in an extensive chart. The first column gives the name of the researcher(s), the date of publication, and something of the locale or the scale of the research. Complete references are given the end of the paper. The second column gives what is usually treated as a dependent variable—some measure of output or presumed quality. The final three columns list independent variables that have been used to predict the dependent variable. They are arbitrarily divided into three groups: socioeconomic status and community, student characteristics, and variables over which the school has some immediate control—program, expenditures, teacher characteristics, finances, and the like. Much of the conventional wisdom about students, schools, and achievement is borne out by the research reported in these studies. For instance, such measures of socioeconomic status as family income, father's occupation, race, and educational attainment of parents are all highly correlated. (Author/IRT)

ED 114 955

EA 007 696

*Kelley, Edgar A.***Administrator Preparation Programs: Problems in Evaluating Competence.**

Pub Date Aug 75

Note—17p.; Paper presented at the National Conference of Professors of Educational Administration (Bozeman, Montana, August 17-22, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Administrator Education, \*Administrator Evaluation, Educational Administration, \*Educational Assessment, Educational Objectives, Educational Philosophy, \*Evaluation Criteria, Evaluation Methods, Higher Education, \*Performance Based Education, Program Planning

Judgments about competence are always relative, tentative, and situation-specific. An effective competency-based program for preparation of school administrators must base judgments about competency development on the same sources that will judge on-the-job administrative competency. The four most common instructional orientations to administrator preparation—traditional, academic, phenomenological, and performance-based—share an implicit assumption that competence can be judged by limited criteria and audiences. Regardless of philosophical orientation, the most common judge of administrator preparation is a single professor. This audience has little or no importance in judging the competence of the practitioner. Most existing programs that have been labeled performance-based education (PBE) or competency-based education (CBE) are examples of PBE. CBE may be best defined as a way of thinking about program planning. PBE is, by contrast, an instructional approach. To realize the promise of CBE demands the use of assessment criteria that involve judgments by multiple audiences. (Author/JG)

ED 114 956

EA 007 697

*DeLuca, Nicholas Darcy, C. Michael***How We Avoided Laundry List Assessment.**

Pub Date Jun 75

Note—12p.; Paper presented at the National Conference of Professors of Educational Administration (Bozeman, Montana, August 17-22, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Administrator Education, \*Case Studies (Education), \*Course Objectives, Educational Administration, \*Educational Assessment, Educational Objectives, \*Evaluation Methods, Evaluation Needs, \*Higher Education, Self Evaluation

This paper describes the assessment procedures that were employed by students and instructors in an advanced graduate course for educational administrators. Because the course objectives were a combination of cognitive objectives, performance objectives, and affective objectives, different forms of assessment were chosen for each specific type of objective. Enabling or discrete objectives were assessed informally first through checks with peer perceptions and faculty perceptions. Experiences that were to serve as prerequisites for the achievement of later objectives were assessed through a record of participation. Terminal, complex cognitive objectives were assessed through written exercises. Objectives that resulted in written reports of research efforts were assessed by the outside agencies for which they were done. Final assessment of the growth of the total group and of individual students was accomplished through public statements of self-evaluation checked by peer perception. (Author/JG)

ED 114 957

EA 007 698

*Fiele, Philip K., Ed.***The Yearbook of School Law 1975.**

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 75

Note—294p.; Related documents are ED 088 228, ED 100 009, and EA 007 699-705

Available from—National Organization on Legal Problems of Education, 825 Western Avenue, Topeka, Kansas 66606 (\$9.95)

**Document Not Available from EDRS**

Descriptors—\*Court Cases, \*Court Litigation, Educational Facilities, Educational Finance, Elementary Secondary Education, Employer Employee Relationship, Governance, Higher Education, Legal Responsibility, \*School Law, Student School Relationship, Supreme Court Litigation

This book consists of seven chapters, each focusing on a different major area of school law. Each article offers a comprehensive summary and analysis of all state supreme court and federal court decisions as well as other significant court decisions relevant to one particular school law topic. The cases discussed are generally limited to those decided during 1974 and reported in the

General Digest on or before March 1, 1975, though some 1973 cases that were not treated in the 1974 yearbook are included as well. In addition, the 1975 United States Supreme Court decisions in *Wood v. Strickland* and *Goss v. Lopez* are also considered. The individual chapters include: "Governance," by K. D. Moran; "Finance," by Richard A. Rossmiller and Virginia Davis Nordin; "Property," by Phillip K. Piele and James R. Forsberg; "Tort Liability," by H.C. Hudgins, Jr.; "Pupils," by Eldon D. Wedlock, Jr.; "Employees," by J. Everette DeVaughn; and "Higher Education," by D. Parker Young. In addition to an extensive topical index, there is also a comprehensive table of cases that lists alphabetically all of the cases examined in any of the articles. Selected cases that are treated in more than one article have been cross-referenced in the first footnote of each chapter in which the case is cited. (Author/JG)

ED 114 958

EA 007 699

Moran, K. D.

Governance.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 75

Note—37p.; Chapter 1 of The Yearbook of School Law 1975, EA 007 698

Available from—Not available separately; see EA 007 698

Document Not Available from EDRS

Descriptors—Board of Education Policy, Board of Education Role, \*Boards of Education, Contracts, \*Court Cases, Court Litigation, Elections, Elementary Secondary Education, \*Legal Responsibility, \*School Districts, \*School Law, State Boards of Education

This chapter summarizes and analyzes all state supreme court and federal court decisions as well as other significant court decisions affecting the realm of school governance. The cases discussed are generally limited to those decided during 1974 and reported in the General Digest on or before March 1, 1975. Because of its unusual significance, the author also examines the 1975 case of *Wood v. Strickland*. In this discussion the author attempts to integrate related cases and to illuminate any unifying legal principles that underlie the decisions relevant to each specific subtopic of school governance. Separate sections of the chapter focus in turn on cases involving state boards of education and other governmental agencies, powers and duties of school boards, review of school board actions, school boards and the public's right to know, school boards and conflicts of interest, school district and board member elections, school district organization, contracts and leases, and maintenance of a nuisance. (JG)

ED 114 959

EA 007 700

Rossmiller, Richard A. Nordin, Virginia Davis

Finance.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 75

Note—18p.; Chapter 2 of The Yearbook of School Law 1975, EA 007 698

Available from—Not available separately; see EA 007 698

Document Not Available from EDRS

Descriptors—\*Court Cases, Court Litigation, \*Educational Finance, Elementary Secondary Education, Higher Education, \*Nonpublic School Aid, Private Schools, Resource Allocations, \*School Law, School Taxes, \*State Aid, State Church Separation

This chapter summarizes and analyzes all state supreme court and federal court decisions as well as other significant court decisions affecting the realm of school finance. The cases discussed are generally limited to those decided during 1974 and reported in the General Digest on or before March 1, 1975. In their discussion, the authors attempt to integrate related cases and to illuminate any unifying legal principles that underlie the decisions relevant to each specific subtopic of school finance. Separate sections of the article focus in turn on cases involving public funds for private schools, allocation of school funds, administration of school funds, and school tax issues. (JG)

ED 114 960

EA 007 701

Piele, Phillip K. Forsberg, James R.

Property.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 75

Note—25p.; Chapter 3 of The Yearbook of School Law 1975, EA 007 698

Available from—Not available separately; see EA 007 698

Document Not Available from EDRS

Descriptors—Board of Education Role, \*Court Cases, Court Litigation, \*Educational Facilities, Educational Finance, Elementary Secondary Education, Land Acquisition, \*Real Estate, School Buildings, School Construction, \*School Law, School Location, Zoning

This chapter summarizes and analyzes all state supreme court and federal court decisions as well as other significant court decisions involving school property. The cases discussed are generally limited to those decided during 1974 and reported in the General Digest on or before March 1, 1975. In their discussion, the authors attempt to integrate related cases and to illuminate any unifying legal principles that underlie the decisions relevant to each specific subtopic of school property. Separate sections of the article focus in turn on cases involving school board authority over school property matters, ownership of school property, acquisition of school property, authority to locate and construct buildings, voting on school construction issues, zoning ordinances, contracts and bids for building construction, surety bonds, use of school property, and disposition of school property. (JG)

ED 114 961

EA 007 702

Hudgins, H. C., Jr.

Tort Liability.

Pub Date 75

Note—24p.; Chapter 4 of The Yearbook of School Law 1975, EA 007 698

Available from—Not available separately; see EA 007 698

Document Not Available from EDRS

Descriptors—\*Court Cases, Court Litigation, Elementary Secondary Education, Employee Responsibility, \*Injuries, Legal Problems, \*Legal Responsibility, \*School Accidents, School Districts, \*School Law, Student Transportation

This chapter summarizes and analyzes all state supreme court and federal court decisions as well as other significant court decisions involving the tort liability of school districts and school personnel. The cases discussed are generally limited to those decided during 1974 and reported in the General Digest on or before March 1, 1975. In his discussion, the author attempts to integrate related cases and to illuminate any unifying legal principles that underlie the decisions relevant to each specific subtopic of school liability. Separate sections of the articles focus in turn on cases involving negligence, assault and battery, governmental immunity, contributory negligence, insurance, transportation, individual liability of school personnel, and miscellaneous procedural requirements. (JG)

ED 114 962

EA 007 703

Wedlock, Eldon D., Jr.

Pupils.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 75

Note—48p.; Chapter 5 of The Yearbook of School Law 1975, EA 007 698

Available from—Not available separately; see EA 007 698

Document Not Available from EDRS

Descriptors—Civil Liberties, Cocurricular Activities, \*Court Cases, Court Litigation, Discipline Policy, Elementary Secondary Education, Exceptional Students, School Attendance Legislation, \*School Law, School Segregation, \*Student Rights, \*Students, \*Student School Relationship

This chapter summarizes and analyzes all state supreme court and federal court decisions as well as other significant court decisions involving the rights of school pupils. The cases discussed are generally limited to those decided during 1974 and reported in the General Digest on or before March 1, 1975. Because of their unusual significance, the author also examines the 1975 United States Supreme Court decisions *Goss v. Lopez* and *Wood v. Strickland*. In his discussion, the author attempts to integrate cases and to illuminate any unifying legal principles that underlie

the decisions relevant to each specific subtopic involving school pupils. Separate sections of the article focus in turn on cases concerning mentally retarded and other exceptional children, state athletic and activity associations, tuition and school assignment, religious and conscientious beliefs of parents and students, students' substantive rights, sanctions for student misconduct, and school desegregation. (JG)

ED 114 963

EA 007 704

DeVaughn, J. Everette

Employees.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 75

Note—77p.; Chapter 6 of The Yearbook of School Law 1975, EA 007 698

Available from—Not available separately; see EA 007 698

Document Not Available from EDRS

Descriptors—Board of Education Role, Collective Bargaining, \*Court Cases, Court Litigation, Due Process, Elementary Secondary Education, \*Employer Employee Relationship, Equal Opportunities (Jobs), Job Tenure, Leave of Absence, \*School Law, \*Teacher Employment, Teacher Retirement, Teacher Salaries, Unions

This chapter summarizes and analyzes all state supreme court and federal court decisions as well as other significant court decisions involving school employees. The cases discussed are generally limited to those decided during 1974 and reported in the General Digest on or before March 1, 1975. Because of its unusual significance, the author also examines the 1975 United States Supreme Court decision *Wood v. Strickland*. In his discussion, the author attempts to integrate related cases and to illuminate any unifying legal principles that underlie the decisions relevant to each specific subtopic involving school employees. Separate sections of the article focus in turn on cases involving discrimination in employment, school board discretion to dismiss and discipline teachers, tenure and seniority, substantive due process, procedural due process rights, compensation, leaves of absence, teacher retirement, and collective bargaining and union activities. (JG)

ED 114 964

EA 007 705

Young, D. Parker

Higher Education.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 75

Note—46p.; Chapter 7 of The Yearbook of School Law, EA 007 698

Available from—Not available separately; see EA 007 698

Document Not Available from EDRS

Descriptors—College Faculty, \*Court Cases, Court Litigation, \*Educational Administration, Educational Facilities, \*Educational Finance, \*Higher Education, Land Acquisition, Legal Responsibility, Nonpublic School Aid, Racial Discrimination, \*School Law, Sex Discrimination, Student Responsibility, Student Rights

This chapter summarizes and analyzes all state supreme court and federal court decisions as well as other significant court decisions affecting the realm of higher education. The cases discussed are generally limited to those decided during 1974 and reported in the General Digest on or before March 1, 1975. In this discussion, the author attempts to integrate related cases and to illuminate any unifying legal principles that underlie the decisions relevant to each specific subtopic of higher education. Separate sections of the article focus in turn on cases involving organization and administration, property and buildings, finance, liability, aid to private education, faculty, student rights and responsibilities, and racial and sex discrimination. (JG)

ED 114 965

EA 007 706

Lall, Bernard M.

Educational Administration: A Cooperative Venture. Studies in Educational Administration.

Andrews Univ., Berrien Springs, Mich.

Pub Date 75

Note—12p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Administrative Personnel, Administrator Attitudes, Administrator Characteristics, \*Decision Making, \*Democracy, Democratic Values, \*Educational Administration, Element-

tary Secondary Education, Organization, \*Teacher Administrator Relationship, \*Teacher Participation

Wherever democratic processes in decision-making have been tried out, administrators as well as teachers seem to agree that the advantages outweigh the weaknesses. They feel that this process ought to continue. The following are some representative values gained through teacher participation in administration. (1) Individuals grow through participation in cooperative thinking and planning, and they develop a fuller understanding of the problems both of administering and teaching. (2) Democratic administration is a means of developing excellent staff relationships. Learning to improve relationships through cooperative effort on school problems increases the chance of broader cooperation in the life of the community. (3) Democratic administration helps to achieve the release of the abilities and powers of all the staff for the benefit of the entire organization. (4) The plans developed through cooperation are likely to be superior because the judgment of many has been brought to bear on the problem. (5) Participation in general school administration should help to encourage more democratic procedures in the classroom and, to provide greater opportunity for pupils to prepare for living in a democracy. (Author)

ED 114 966

EA 007 707

Lall, Bernard M.

Contributions of Basic Sciences to Science of Education. Studies in Educational Administration. Andrews Univ., Berrien Springs, Mich.

Pub Date Apr 75

Note—23p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Biological Sciences, Education, Logic, Natural Sciences, Physical Sciences, \*Problem Solving, \*Sciences, Scientific Attitudes, \*Scientific Concepts, \*Scientific Methodology, \*Scientific Research

The science of education has been influenced by the basic sciences to the extent that educational research now has been able to modernize its approach by accepting and using the basic scientific methodology and experimental techniques. Using primarily the same steps of scientific investigations, education today holds a place of much greater esteem than ever before. The methods of deductive and inductive reasoning are the basis of scientific inquiry, which has proved of extreme value not only to physical science, but also to the study of human behavior. There is no question that basic sciences like anthropology, biology, medical science, psychology, mathematics and statistics, and economics have helped make education truly a science. Indeed, without the knowledge of scientific methodology provided by these sciences, there would be no true research in the field of education. (Author)

ED 114 967

EA 007 708

Holleman, Thomas, Jr.

A Departmental Cost-Effectiveness Model.

Pub Date [75]

Note—22p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Cost Effectiveness, \*Departments, Educational Administration, Higher Education, \*Mathematical Models, Models, Program Costs, \*Program Effectiveness, \*Program Evaluation

In establishing a departmental cost-effectiveness model, the traditional cost-effectiveness model was discussed and equipped with a distant and deflation equation for both benefits and costs. Next, the economics of costing was examined and program costing procedures developed. Then, the model construct was described as it was structured around the 'decision-function' of the departmental administrator. Procedures were presented for its expeditious use. (Author)

ED 114 968

EA 007 709

Guerrero, Carl A.

Interest in School and Learning. A Guide to the Analysis and Interpretation of EQA Scores and Related Intervention Techniques. Guide to Strategies for Improvement, Goal 4. First Edition.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Planning and Evaluation. Pub Date 74

Note—65p.; Related document is EA 007 710

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Curriculum Development, \*Educational Assessment, Educational Diagnosis, Elementary Secondary Education, Evaluation Methods, Individualized Instruction, Open Education, Participant Satisfaction, Programed Instruction, Simulation, \*State Programs, \*Statistical Analysis, \*Student Attitudes, \*Student Interests, Student Motivation, Student Participation, Teaching Methods, Teaching Techniques, Team Teaching

Identifiers—\*Pennsylvania

This document is designed to assist school district personnel in the identification of intervention strategies that have a good probability of increasing the district's mean score on the Goal IV Educational Quality Assessment (EQA) instrument. Appropriate educational research has been reviewed and distilled into seven propositions that are applicable to the real world of basic education. In addition to these propositions, intervention techniques that may affect Goal IV (student interest in school and learning) are described. The interventions, in most cases, are widely discussed in the literature and are being used in school districts throughout the nation. An appendix contains bibliographies related to these strategies, which include continuous progress plans, team teaching, open education, learning stations, student contracting, individualized instruction, simulation and gaming, programmed instruction, and peer tutoring. The final section considers related innovative programs resulting from Elementary and Secondary Education Act Title III and describes a publication that can help identify school districts using these programs. Deciding which of the propositions and which of the intervention techniques are appropriate is left to the school district staff. (Author/IRT)

ED 114 969

EA 007 710

Hojak, Joseph L.

Appreciating Human Accomplishments. A Guide to the Analysis and Interpretation of EQA Scores and Related Intervention Techniques. Guide to Strategies for Improvement, Goal 9. PDE Working Papers.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Planning and Evaluation. Pub Date 75

Note—84p.; Related document is EA 007 709

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*Aesthetic Education, Art Education, Correlation, Cultural Enrichment, Curriculum Development, \*Educational Assessment, Elementary Secondary Education, Fine Arts, Humanities, Humanities Instruction, Literature, Music Education, \*Natural Sciences, Science Education, \*Social Sciences, State Programs, \*Statistical Analysis, Student Attitudes, Student Interests, Student Participation, Values

Identifiers—\*Pennsylvania

Goal IX of the Educational Quality Assessment (EQA) deals with appreciating human accomplishments. The assessment instruments concentrate on attitudes that measure the degree of value students place on areas of human accomplishment and the willingness of students to explore environments where firsthand experiences are available. The purpose of this paper is (1) to provide school districts concerned about the improvement of student attitudes as they relate to Goal IX with clues to strategies and programs that may effect change, (2) to help school districts utilize the EQA School Report as a diagnostic tool for the design and implementation of curriculum change, and (3) to provide suggested strategies and sources of literature specifically designed to focus on Goal IX. Two distinct approaches are presented. The indirect approach analyzes the condition variables that have significant correlation coefficients to Goal IX scores. The direct approach analyzes the student response patterns to the questionnaire items to determine areas or subscales that can serve as a point of focus for investigating educational research and implementing intervention strategies. The document also discusses intervention techniques and ongoing programs. An extensive bibliography and appendixes that provide a sample school report and describe available information packets are included. (Author/IRT)

ED 114 970

EA 007 712

Oddie, Guy

Industrialised Building for Schools.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 75

Note—70p.

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Ave., N.W., Washington, D.C. 20006 (\$5.25)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Component Building Systems, Facility Guidelines, International Organizations, \*Prefabrication, \*School Construction, \*Structural Building Systems, \*Systems Approach

Identifiers—\*Industrialized Building systems  
A team of experts examined eight representative examples of industrialized building systems in six countries to determine the origins of the system and the approach taken by its originators; the reasons that led school building agencies to adopt the system; the quality and other characteristics of the finished product; system costs compared with the costs of alternative methods; construction time compared with other methods; evaluation and development techniques; and building procurement practices. The report identifies the benefits and some of the criteria of the systems, and discusses building specification and purchase, as well as the arrangements made for systems development and components production. Also considered are the many decision-making elements and the preferable ways of interrelating them, considering the variations in governmental structure in participating countries. The final chapter summarizes the conclusions of the study. (Author/MLF)

ED 114 971

EA 007 713

Sullivan, Joan P.

Cost-of-Living Adjustments in Teacher Contracts: Pros and Cons. ERS Information Aid.

Educational Research Service, Washington, D.C.

Pub Date 75

Note—27p.

Available from—Educational Research Service, Inc., 1815 North Fort Myer Drive, Arlington, Virginia 22209 (\$5.00, payment must accompany orders of \$10.00 or less)

Document Not Available from EDRS

Descriptors—Bibliographies, Collective Negotiation, \*Contracts, \*Contract Salaries, \*Cost Indexes, \*Educational Finance, Elementary Secondary Education, Statistical Data, Teacher Employment, \*Teacher Salaries

Identifiers—\*Cost of Living Adjustments

This publication summarizes the history of cost-of-living (COL) adjustment clauses in salary contracts in private industry and the teaching profession, and then discusses the pros and cons of including COL clauses in teacher contracts. The merits of COL clauses are examined from the viewpoints of both employees and employers. Included are a number of statistical tables and graphs that illustrate recent trends in the consumer price index and demonstrate the impact of COL clauses on industrial wage increases. Examples of actual COL adjustment clauses from teacher contracts negotiated in 16 school districts in five different states are presented to illustrate the various types of COL clauses contained in recent teacher contracts. An extensive bibliography of relevant publications is included as well. (JG)

ED 114 972

EA 007 714

Kunder, Linda H.

Orientation Programs for New School Board Members. ERS Information Aid.

Educational Research Service, Washington, D.C.

Pub Date 75

Note—33p.

Available from—Educational Research Service, Inc., 1815 North Fort Myer Drive, Arlington, Virginia 22209 (\$5.00, payment must accompany orders of \$10.00 or less)

Document Not Available from EDRS

Descriptors—Bibliographies, \*Boards of Education, \*Leadership Training, \*Models, \*Orientation, Orientation Materials, Program Descriptions, \*School Orientation

Identifiers—\*School Board Orientation Programs

This publication discusses the value of orientation programs for new school board members and examines various possibilities for the structuring and presentation of such orientation programs. Approximately half of the publication is devoted to presenting examples of orientation programs and materials used by five state and local agen-



cies that conduct orientation programs for new school board members. An extensive bibliography of relevant publications is also included. (JG)

**ED 114 973** EA 007 715

*Coleman, Donald G. Heun, Richard E.*

**The Practice of Theory.**

Pub Date Dec 75

Note—18p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Administrator Education, \*Conceptual Schemes, \*Curriculum Design, Educational Administration, Educational Theories, Higher Education, Integrated Curriculum, \*Models, Public Administration Education, \*Theories

This paper considers arguments for and against the value of theory in administrator education programs. In his discussion, the author makes a distinction between two types of theory—"pure" and "process." "Pure" theory provides the administrator with information regarding major organizational components, and "process" theory provides background in the manner by which the major components are integrated. Based on these definitions, the author argues that theory is at the heart of the administrator education curriculum, and that the study of theory is actually very practical. The author presents a model for illustrating student progress through theory courses and a second model for integrating the skills developed from "process" theory in the "pure" theory frame of reference. It is through this process, the author suggests, that understandings obtained through the study of theory become useful in dealing with daily administrative functions. (Author/JG)

**ED 114 974** EA 007 716

*Apperson, Ron Waxman, Everett*

**Handbook: Emergency Legal Procedures. [Third Edition].**

Los Angeles Unified School District, Calif.

Pub Date 75

Note—271p.

Available from—Los Angeles City Unified School District, Box 3307, Los Angeles, California 90051 (\$2.00, plus postage)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Administrative Policy, \*Administrator Guides, Crime, Elementary Secondary Education, Legal Problems, \*Legal Responsibility, Prevention, School Administration, \*School Law, \*Student Behavior, Student Rights, Violence

This is the latest edition of a handbook designed to assist school administrators in preventing and dealing with school disruptions and certain related legal matters. Because the handbook was prepared specifically for use by administrators in the Los Angeles Unified School District, it is based on laws and regulations that may not apply elsewhere. However, many of the administrative actions and preventative measures it recommends may be of value to school administrators in other states and cities as well. Section 1 lists various types of disruptive activity, suggests steps to minimize the impact of such disturbances, and cites the administrative and legal authority supporting such steps. Section 2 lists various preventative measures that have been successful in one or more school districts. Section 3 discusses from a legal standpoint the substance and rationale for the recommended responses to various disturbances. Section 4 presents the text of the laws, regulations, and policies cited throughout the handbook. Section 5 provides useful information about relevant legal requirements and administrative procedures. Section 6 contains a glossary of terms, abbreviations, and references used throughout the handbook. (JG)

**ED 114 975** EA 007 717

*Bury, John C.*

**The Historical Role of Arizona's Superintendent of Public Instruction, Volumes 1 and 2.**

Pub Date Dec 74

Note—729p.

**EDRS Price MF-\$1.23 HC-\$37.45 Plus Postage**

**Descriptors**—\*Educational History, Elementary Secondary Education, \*Historiography, Interviews, Public School Systems, \*School Superintendents, State Government, \*State Officials, \*Superintendent Role, United States History  
**Identifiers**—\*Arizona, Superintendents of Public Instruction

This book is a study of the historical development of public education in the Territory and State of Arizona, as reflected and influenced by the office of Superintendent of Public Instruction. The book is organized in 20 chronologically ordered chapters, mainly centered around various individuals who had some significant impact on the course of public education in Arizona. In the first six chapters, much attention is devoted to the activities of the various territorial governors and legislative assemblies as they affected education between 1854 and 1883. Chapters 7 through 20 mainly focus on one or more of the 24 superintendents of public instruction between 1883 and 1975. The author relies entirely on the historical narrative technique in discussing the history of the superintendency until 1958, but he mainly uses oral history interviews to portray the period from 1958 to 1975. Material for the study was gleaned from a variety of libraries and archives in Arizona and from personal interviews with living ex-superintendents and their associates. (JG)

**ED 114 976** EA 007 718

*McBride, Robert H. Pierce, Wendell H.*

**Summary of Major Federal Education Legislation. A Joint Report to the States.**

Education Commission of the States, Denver, Colo.; National Association of State Boards of Education, Denver, Colo.

Report No—ECS-74; NASBE-Pub-75-2

Pub Date Oct 75

Note—109p.

Available from—National Association of State Boards of Education, 810 Lincoln Towers, 1860 Lincoln Street, Denver, Colorado, or Education Commission of the States, 300 Lincoln Towers, 1860 Lincoln Street, Denver Colorado 80203 (\$3.00)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—Educational Finance, \*Educational Legislation, Elementary Secondary Education, \*Federal Aid, \*Federal Legislation, \*Federal Programs, Government Role, Post Secondary Education, \*Program Descriptions, School Law  
This booklet presents descriptive and background information on major federal education legislation in an attempt to help educators and other concerned citizens effectively influence future changes in such legislation. Descriptions of legislation are first arranged by year of expiration, starting with bills that can be extended from fiscal year 1975 to the next session and including legislative programs due to expire in 1976, 1977, and 1978, as well as those with no scheduled renewal. Within each listing by expiration year, descriptions of individual laws are organized into separate categories for elementary-secondary legislation, postsecondary legislation, legislation related to the organization of the Education Division of the Department of Health, Education, and Welfare, and miscellaneous education legislation. (Author/JG)

**ED 114 977** EA 007 719

*Osterndorf, Logan*

**Summary of Offerings and Enrollments in Public Secondary Schools, 1972-73.**

National Center for Education Statistics (DHEW), Washington, D.C.

Report No—NCES-76-150

Pub Date 75

Note—47p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.10)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Curriculum Research, Educational Trends, High School Curriculum, National Surveys, Questionnaires, \*School Statistics, \*School Surveys, \*Secondary Education, Student Distribution, \*Student Enrollment, Tables (Data)

This report summarizes data obtained for the National Center for Education Statistics (NCES) in a survey of the courses taught in public secondary schools of the 50 states and the District of Columbia during the 1972-73 school year. Questionnaires were mailed to a sample of 8,489 schools throughout the nation offering course work in any or all of grades 7-12; the schools selected were generally representative by size, type, and location of schools within each state. In addition to examining course organization and curricular practices, the main thrust of the survey was to elicit the titles and number of courses

being offered by secondary schools and to determine the number of pupils who availed themselves of these offerings. The main purpose of the report is to provide up-to-date information to the respondent schools and state education agencies, although the historical comparability of the data was also considered. Appendix A provides technical information on how the data were collected and analyzed, and Appendix B contains a reproduction of the 18-page questionnaire that was completed by the respondent schools. (Author/JG)

**ED 114 978** EA 007 720

**School Food Program Needs—1975. State School Food Service Director's Response. A Working Paper.**

Congress of the U.S., Washington, D. C. Senate Select Committee on Nutrition and Human Needs.

Pub Date Apr 75

Note—214p.; 94th Congress, 1st Session, Committee Print

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$2.10)

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**

**Descriptors**—Administrator Attitudes, \*Breakfast Programs, \*Federal Legislation, \*Federal Programs, \*Lunch Programs, Nutrition, Nutrition Instruction, Program Costs, Program Evaluation, Questionnaires

**Identifiers**—\*National School Lunch Act

State School Food Service Directors were sent telegram questionnaires on January 23, 1975, by the above Senate committee. The purpose of the questionnaire was (1) to determine the most pressing problems facing those who have responsibility for administering the School Lunch and Breakfast Programs; and (2) to gather recommendations for strengthening the legislation, with the goal of feeding as many children as possible in an economical way. This working paper contains the individual responses by the state directors; a summary of some of the more important answers received; an analysis of the potential effect on child nutrition programs, if the administration's bloc grant proposal goes into effect; some citizen responses to the administration's proposal; and a copy of this year's legislative package for child nutrition, S. 850, with a section-by-section analysis. (Author/MLF)

**ED 114 979** EA 007 721

*Buser, Robert Rich, Donald H.*

**The Quarter System: A Case Study in Practical Curriculum Development.**

Pub Date [74]

Note—6p.; A related document is EA 007 722

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Case Studies (Education), \*Curriculum Development, \*Curriculum Guides, Flexible Schedules, \*Quarter System, Senior High Schools, Student School Relationship  
**Identifiers**—\*Illinois (Dundee)

In the fall of 1974, Community Unit School District 300, Dundee, Illinois, adopted the quarter curriculum at three high schools in order to provide scheduling flexibility and curriculum improvement. Curriculum guides financed by the board of education were developed by those expected to teach the course. The process utilized in completely revising the curriculum is sequentially outlined in this report. (MLF)

**ED 114 980** EA 007 722

**Senior High School. Quarter Curriculum Student Guide, 1974.**

Dundee Community Unit School District 300, Ill.

Pub Date [74]

Note—72p.; A related document is EA 007 721

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Course Descriptions, \*Curriculum Guides, \*Graduation Requirements, \*Quarter System, Senior High Schools  
**Identifiers**—\*Illinois (Dundee)

This curriculum guide for the high schools in Community Unit School District 300, Dundee, Illinois, provides a description of the available programs, grading procedures, requirements for graduation, a semester to quarter conversion sheet, and course descriptions organized by department. (MLF)

ED 114 981

EA 007 723

Schumacher, Sally

ESEA Interagency Policy-Making as "Realistic Opportunism": A Case Study of a National Laboratory's Curriculum Diffusion Project.

Pub Date Apr 74

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Case Studies (Education), \*Curriculum Development, \*Diffusion, Educational Innovation, Educational Policy, Elementary Secondary Education, \*Federal Programs, Interagency Coordination, \*Policy Formation, Research and Development Centers

Identifiers—\*Elementary Secondary Education Act, ESEA

This study is a political analysis of federal interagency policy processes in a diffusion project involving a national educational laboratory, a state department of education, and nine local districts. Data were collected through ethnohistorical procedures over one and one-half years for summative evaluation reports of the project and the curriculum. Diffusion was a discrepancy area, and lab autonomy occurred. State and local implementation of a curriculum developed by the federal agency led to dissension within the project. Project renewal negotiations, following unanticipated events, were for further exchange of services among federal, state, and local agencies operating on scarce resources. This study demonstrates successful federal policy strategies, which are presented as prescriptions and characterized as "realistic opportunism." (Author)

ED 114 982

EA 007 724

Bezeau, Lawrence M.

Backcasting from Graduation Targets to Required Enrollments Using the Generalized Inverse of the Transformation Matrix. Program in International Education Finance.

California Univ., Berkeley. School of Education.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date 28 Apr 75

Note—23p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Educational Planning, \*Enrollment Projections, \*Graduates, Manpower Needs, \*Mathematical Models, \*Prediction

The general solution to the problem of calculating school enrollments at time (t-1) necessary to meet predetermined graduation or manpower targets at time (t) is derived and examined. The solution, which is obtained by minimizing the squared discrepancy between the given graduations and those predicted by the enrollments, requires the unique generalized inverse of the transformation matrix that maps enrollments into graduations. Information on the rank and order of this matrix is used to evaluate the indeterminacy and approximateness of the solution. (Author)

ED 114 983

EA 007 725

College Courses: A Twelfth Grade Option. Curriculum Report, Vol. 5, No. 2.

National Association of Secondary School Principals, Reston, Va.

Pub Date Dec 75

Note—13p.

Available from—National Association of Secondary School Principals, 1904 Association Drive Reston, Virginia 22091 (\$0.50, quantity discounts, payment must accompany orders)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Advanced Placement Programs, College Bound Students, \*College Credits, \*College Curriculum, \*College High School Cooperation, \*College Programs, \*Grade 12, Post Secondary Education

There are numerous signs that the focus in high school is widening to give seniors more freedom in selecting the academic components of their final secondary school year. This issue describes the ways in which 10 schools, in cooperation with colleges and universities, are making college courses and college credit available to high school seniors. (Author/MLF)

ED 114 984

EA 007 726

Florida Education Finance Program: State Support for Public Schools 1975-1976. Statistical Report. Series 76-02.

Florida State Dept. of Education, Tallahassee.

Bureau of Planning and Evaluation.

Pub Date Oct 75

Note—46p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Educational Finance, Elementary Secondary Education, \*Federal Aid, Financial Policy, \*State Aid, \*State School District Relationship

Identifiers—FEFP, Florida, Florida Education Finance Program

This report describes the program for financing public schools in Florida. The first section of the report describes key features of the Florida Education Finance Program (FEFP) and provides background information about local, state, and federal support of education in the state. The second section identifies legal authorizations, outlines the requirements for participation, defines terms, and describes the formula for distributing state funds to public education. The appendixes supply specific details about selected parts of the funding program and summarizes information about related state programs. (Author/MLF)

ED 114 985

EA 007 727

Gramlich, Edward M. Koshel, Patricia P.

Educational Performance Contracting. An Evaluation of an Experiment.

Pub Date 75

Note—76p.

Available from—Publications Sales Manager, The Brookings Institution, 1775 Massachusetts Ave. N.W., Washington, D.C. 20036 (\$2.50, paperback)

Document Not Available from EDRS

Descriptors—\*Academic Achievement, Compensatory Education, Educational Assessment, Educationally Disadvantaged, Elementary Secondary Education, \*Experimental Programs, \*Federal Programs, Incentive Systems, \*Performance Contracts, Program Evaluation, \*Research Design, Research Methodology

Identifiers—OEO, Office of Economic Opportunity

This book examines in detail the experiment in educational performance contracting conducted by the United States Office of Economic Opportunity (OEO) during the 1970-71 school year. Major objectives of the OEO project were to find out whether a private educational firm could teach educationally disadvantaged children to read and write better than local public schools could, and to find out how successfully the pecuniary incentive system operates in education. The official finding of the study was that private companies did not seem to teach better than the public schools did, but there has been much controversy over possible methodological and design defects in the experiment. The authors examine each of these arguments as they describe the design and operation of the experiment, in an effort to evaluate the significance of the various criticisms and to suggest how future experiments might avoid similar difficulties. (Author/JG)

ED 114 986

EA 007 728

Rivlin, Alice M., Ed. Timpane, P. Michael, Ed.

Planned Variation in Education: Should we Give Up or Try Harder? Brookings Studies in Social Experimentation.

Pub Date 75

Note—184p.

Available from—Publications Sales Manager, The Brookings Institution, 1775 Massachusetts Ave. N.W., Washington, D.C. 20036 (\$9.95, \$3.50 paperback)

Document Not Available from EDRS

Descriptors—Compensatory Education, \*Compensatory Education Programs, \*Early Childhood Education, \*Educational Alternatives, Educational Improvement, Educational Innovation, Educationally Disadvantaged, \*Federal Programs, \*Program Design, Program Evaluation, Research Design

Identifiers—Follow Through Program, Head Start Planned Variation Program, \*Planned Variation Programs

This book consists of nine articles prepared for a 1973 conference that considered the lessons of two federally funded compensatory education projects of the late 1960s, the Follow Through program and the Head Start Planned Variation program. Both were planned variation programs, under which local communities were invited to design, implement, and evaluate various approaches to improving early childhood education for poor children. Through systematic evaluation

of alternative techniques, it was hoped that the planned variation approach would lead to substantial improvement of early childhood education. In the first chapter, the editors explain the planned variation technique and summarize the main conclusions of the conference. The next three chapters discuss the Follow Through program, followed by three chapters dealing with the Head Start Planned Variation program. The last two chapters draw on the experience with both programs and attempt to draw lessons for the future. (Author/JG)

ED 114 987

EA 007 731

Declining Elementary and Secondary Enrollments in Illinois: An Overview of the Implications.

Illinois State Office of Education, Springfield.

Statistics Section.

Pub Date Feb 75

Note—49p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Educational Facilities, Educational Finance, \*Educational Planning, Educational Policy, \*Educational Trends, Elementary Secondary Education, \*Enrollment Projections, \*Enrollment Trends, Higher Education, School Statistics, Student Enrollment, \*Tables (Data), Teacher Supply and Demand

Identifiers—\*Illinois

This paper is intended to stimulate research into the policy consequences of declining school enrollment and to provoke discussion of possible policy alternatives. The paper is organized in three sections. The first section presents a summary of public school enrollment projections for Illinois, based on a 1974 study by the State Department of Research and Statistics. The second section attempts to make current trends more meaningful to individual school districts by more closely examining enrollment trends on both a statewide and county-by-county basis. The third and largest section examines probable consequences of the projected enrollment decline from a macro point of view. In this final section, the discussion focuses primarily on the issues of facility use, school district revenues and expenditures, demand for teachers, and higher education, emphasizing their relationship to each other and to future educational program alternatives. (Author/JG)

ED 114 988

EA 007 733

Haubrich, Vernon F., Ed. Apple, Michael W., Ed.

Schooling and the Rights of Children. The National Society for the Study of Education Series on Contemporary Educational Issues.

Pub Date 75

Note—214p.

Available from—McCutchan Publishing Corporation, 2526 Grove Street, Berkeley, California 94704 (\$9.75, quantity discount)

Document Not Available from EDRS

Descriptors—\*Board of Education Policy, Civil Liberties, \*Educational Administration, Educational Change, Educational Sociology, Elementary Secondary Education, Essays, Models, \*School Law, Social Psychology, \*Student Rights, \*Student School Relationship

This book consists of eight articles that grew out of a seminar and study group on "School and the Rights of Children," held at the University of Wisconsin, Madison during the spring of 1973. The book is intended to establish a healthy perspective on the extension of the rights and liberties of children in the public schools. The collective view of the authors is that a process of conflict resolution is essential to avoid continued battle over the issue of students rights versus the prerogatives of educational institutions. The individual articles include the following: "Morality, Science, and the Use of the Child in History," "Student Rights and the Social Context of Schooling," "Social-Psychological Concepts and the Rights of Children," "Student Rights and the Misuse of Psychological Knowledge and Language," "The Nature of Claims for Student Rights," "Legal Precedents in Student Rights Cases," "Trends, Conflicts, and Implications in Student Rights," and "Toward Increasing the Potency of Student Rights Claims: Advocacy-Oriented Policy Recommendations." The appendix contains a model High School Student Bill of Rights adopted by the Madison (Wisconsin) Public Schools. (JG)

ED 114 989

EA 007 734

*Klimes, Rudolf E.***Long-Range Educational Planning.**

Pub Date 72

Note—17p.; Reprint

Journal Cit—The Journal of Saniku Gakuin Junior College; n1 p9-23 1972

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Educational Administration, Educational Economics, \*Educational Objectives, \*Educational Planning, Higher Education, Models, Private Colleges, \*Program Evaluation

This study uses a model to analyze long-range educational planning for the achievement of educational purposes, goals, and objectives. The study was intended to examine planning from a broad perspective that includes the objectives, administration, and economics of education. Much of the analysis applies to public as well as to private institutions and to colleges and universities as well as to elementary and secondary schools; however, special emphasis is given to private institutions of higher education. (Author)

ED 114 990

95

EA 007 735

*Hickrod, G. Alan Hou, Daniel Jaw-Nan***Social and Economic Inequalities Among Suburban School Districts: Observations from a Two-Decade Study.**

Spons Agency—Illinois State Univ., Normal; Office of Education (DHEW), Washington, D.C.

Pub Date Apr 75

Grant—OEG-5-9-235060-0005

Note—45p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Economic Factors, \*Educational Finance, Educational Research, Elementary Secondary Education, Housing Patterns, Measurement, Measurement Techniques, Social Differences, \*Social Factors, \*Socioeconomic Status, Suburban Environment, \*Suburban Schools, Suburbs

This paper reports on a continuation of a previous investigation of social and economic inequalities among suburban school districts, points out some of the measurement problems encountered while engaged in this task, and summarizes some literature in economics and sociology that relates to this topic. The empirical research tested three hypotheses: school districts in at least some metropolitan areas are becoming less alike regard to their stock of human resources; school districts in at least some metropolitan areas are becoming more alike with regard to certain fiscal characteristics such as per pupil expenditures, property valuations, and tax effort; and the expenditure levels of school districts in at least some metropolitan areas are becoming increasingly determined by the material and human resources found in those districts. The first hypothesis is not strongly supported, with the possible exception of the income measurement. The second hypothesis is strongly supported, though the movement toward equality may have been more a phenomenon of the 1950's than of the 1960's. The third hypothesis is also strongly supported. The paper includes conclusions, tables of data, references, and appendices that define terms and deal with statistical complexities. (Author/IRT)

ED 114 991

95

EA 007 736

*McCuchan, Nancy And Others***Source Book of Training Products in Instructional Planning and Management. Far West Laboratory Series in Instructional Planning.**

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—92p.

Available from—Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103 (\$3.95)

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Communication (Thought Transfer), Educational Administration, Educational Planning, Elementary Secondary Education, Instructional Design, \*Instructional Materials, \*Instructional Programs, Instructional Staff, Management, Merchandise Information, Planning, Preschool Education, \*Program Descriptions, Program Development, Program Evaluation, \*Resource Guides, Resource

Materials, \*Staff Improvement, Training, Training Objectives, Training Techniques

This sourcebook was developed to provide school personnel with efficient and effective access to information on available training products. It should be viewed as a resource to increase awareness and understanding of new products—products that train personnel in setting program goals, planning for development, and performing evaluation. There are three main sections. The first section, Orientation, presents a view of instructional planning and management held by the Far West Laboratory. This section also includes the criteria by which the programs and resources described were selected. The second section, Program Reports, describes 15 program packages that can be implemented within a school district to meet specific needs for staff development or training. A chart organizes key information about all 15 programs so that each can be reviewed and compared quickly and easily. Each report should provide the decision-maker with enough information to decide whether to preview the program. The third section, Training Resources, presents an annotated list of 27 supplementary materials. These resources are mostly reference books, handbooks, textbooks, monographs, and case studies that are organized topically under five major areas. (Author/IRT)

ED 114 992

EA 007 737

*Eastman, C. And Others***A Database for Designing Large Physical Systems. Reprint No. 133.**

Carnegie-Mellon Univ., Pittsburgh, Pa. School of Urban and Public Affairs.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date 75

Note—9p.; Reprint from AFIPS Conference Proceedings of the National Computer Conference (Anaheim, Calif., May 19-22, 1975), v44 p603-611. A related document is EA 007 637

Available from—AFIPS Press, 210 Summit Avenue, Montvale, New Jersey 07645 (\$41.00 for complete Proceedings)

Document Not Available from EDRS

Descriptors—\*Architectural Drafting, Architectural Elements, \*Architectural Programming, Building Plans, \*Computer Graphics, \*Computer Programs, \*Data Bases, Facility Planning, Facility Requirements, Models, Spatial Relationship, Systems Approach

Identifiers—BDS, Building Description System  
Development of the Building Description System (BDS) was undertaken to explore use of the computer to construct models of complex physical systems. A fundamental goal of this work is a computer system capable of replacing drawings as the primary description for design and construction of buildings. This paper presents an overview of the database configuration of BDS focusing on (1) the general facilities for describing an element in a concise manner and enabling easy definition and alteration, and (2) the organization of information about a very large number of elements, so as to allow real-time manipulation and accessing according to a variety of criteria. (Author/MLF)

ED 114 993

EA 007 738

*Brainard, Edward***The Colorado Department of Education and the Development of School District Based Administrator Renewal Programs.**

Colorado State Dept. of Education, Denver.

Pub Date Nov 75

Note—15p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Administrative Personnel, Administrator Education, Elementary Secondary Education, \*Inservice Education, Leadership Training, Management Education, Principals, \*Professional Continuing Education, \*Program Descriptions, \*State Departments of Education, State Programs, Superintendents

Identifiers—\*Colorado

Administrator renewal is a broad and complex topic with numerous subtopics. This report is limited to procedures and processes many school districts and their administrators use to develop professional growth opportunities for educational leaders. It also describes the activities, goals, and objectives of the Colorado Department of Educa-

tion in encouraging and assisting interested Colorado school systems to organize staff development programs for their administrators. The report is divided into three sections, each of which answers a question: What is the administrator renewal concept? What is the nature of the programs school districts organize? What is it that the Colorado Department of Education does to encourage and assist districts to organize such programs? (Author/IRT)

ED 114 994

EA 007 739

*Muhich, Dolores***Sex Discrimination Patterns in Educational Administration.**

Pub Date 28 Aug 74

Note—51p.; For the American Association for the Advancement of Science Social-Psychological Prize Contest

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Affirmative Action, Bibliographies, Civil Rights, \*Educational Administration, \*Educational Research, Equal Opportunities (Jobs), Literature Reviews, \*Sex Discrimination, \*Sex Role, \*Sex Stereotypes

This review focuses on women in educational administration as compared with men. Recognizing sex discrimination as an historical fact, the author begins by discussing some of the current psychological effects of cultural conditioning, examines the counselor role with high school seniors who express an interest in executive and organizational activities, and then turns to those problems encountered in admissions to college and in obtaining financial aid while pursuing the degree. Finally, she deals with the employment conditions existing after the earning of one or more advanced degrees and relating to recruitment, promotions, salary increases, tenure, and trends for the future. (Author/MLF)

ED 114 995

EA 007 740

**Principals and Vice-Principals. Bibliographies in Education. No. 51.**

Canadian Teachers' Federation, Ottawa (Ontario).

Report No.—C-75103

Pub Date Mar 75

Note—33p.

Available from—Canadian Teachers' Federation, 110 Argyle Ave., Ottawa, Ontario K2P 1B4

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Assistant Principals, \*Bibliographies, Elementary Secondary Education, Principals

This bibliography lists material published on principals and vice-principals since the first bibliography on this topic was published in February. The entries cover 95 books and pamphlets, 194 articles, and 82 theses. A list is provided of the Federation's publications in this series. (MLF)

ED 114 996

EA 007 746

**Population and You. A Primer for Superintendents.**

Michigan State Dept. of Education, Lansing.

Pub Date Sep 75

Note—37p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Educational Administration, Educational Facilities, Elementary Secondary Education, \*Enrollment Influences, \*Enrollment Projections, Enrollment Trends, Instructional Staff, School Buildings, \*School Closing, School Community Relationship, Student Enrollment, \*Superintendents, \*Teacher Employment, Teacher Supply and Demand

Identifiers—\*Michigan

This bulletin was prepared to acquaint superintendents with changes that may occur in their administrative patterns because of the effect the steadily decreasing number of live births is having on the school population. The available methods of predicting future enrollments in a district are outlined, and the effects a decline may have on facility use, staffing, operational efficiency, and curriculum design are discussed. Suggestions are given for possible alternative uses for buildings and for a building's disposal in the case that a district will experience an enrollment decline sufficient to justify these steps. The political and legal aspects of school closings are examined and recommendations are made. Appendixes present the cohort survival method of projecting enrollment and the material on school closing prepared by the Birmingham (Michigan) board of educa-

tion (including criteria for school closing and alternatives for use of classroom space). A bibliography is also included. (Author/IRT)

ED 114 997

EA 007 747

Movshovitz, Helen

Press and Community Relations. What Every School Board Member Should Know Series, Vol. 4.

New Jersey School Boards Association, Trenton.

Pub Date 75

Note—106p.

Available from—New Jersey Boards Association, P. O. Box 909, Trenton, N.J. 08605 (\$3.50)

Document Not Available from EDRS

Descriptors—\*Board of Education Role, Boards of Education, Bond Issues, Communication (Thought Transfer), Elementary Secondary Education, \*News Media, Newspapers, \*Organizational Communication, Program Design, \*Public Relations, Radio, School Budget Elections, School Community Relationship, \*School Publications, Television, Voting

Designed to serve as a handy and useful reference for everyone in the education community, this handbook offers an overview of what a school public relations program should do and a general guide to constructing a program that has a good chance to succeed. It is intended to make evident the great need for everyone connected with the school to communicate with the public on a straightforward, thorough, and continuing basis. The guidelines and ideas contained are offered as suggestions rather than as hard and fast rules. Chapters discuss the need for public schools to communicate, the foundation of a public relations program, the design of the program, who should communicate, the media, the production of publications, budget elections and bond referendums, the board meeting's place in the public relations program, criticism and crises, and evaluation and feedback. Numerous appendixes contain suggestions from other sources. A bibliography is included. (Author/IRT)

ED 114 998

EA 007 749

Frazier, Calvin M.

Educational Accountability—Good News and Bad News. Oregon School Study Council Bulletin Vol. 19, No. 4.

Oregon School Study Council, Eugene.

Pub Date Dec 75

Note—19p.; Address to the National Forum on Educational Accountability meeting (Denver, Colorado, May 8-9, 1975)

Available from—Oregon School Study Council, 124 College of Education, University of Oregon, Eugene, Oregon 97403 (\$1.50; quantity discount)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Educational Accountability, \*Educational Assessment, Elementary Secondary Education, State Legislation, \*State Programs

The author begins his discussion of accountability with an examination of its development, including its historical origins and the role of the federal government. The evolution of accountability programs at the state level is also considered. Included are brief indications of the directions taken by Pennsylvania, Florida, Colorado, and Michigan. Before concluding with a discussion of the continuing challenge accountability presents to educators, the author takes a brief look at the negative reactions accountability has elicited from legislators, administrators, teachers, and students. (IRT)

ED 114 999

EA 007 750

Wildman, Wesley A. Lifton, Fred B.

Collective Bargaining Contract Analyzer. Analysis of Bargaining Language Proposed by Teacher Organizations.

Illinois Association of School Boards, Springfield.

Pub Date May 75

Note—21p.

Available from—Illinois Association of School Boards, 330 Iles Park Place, Springfield, Illinois 62718 (\$2.00; quantity discounts; payment must accompany orders under \$10.00)

Document Not Available from EDRS

Descriptors—\*Boards of Education, Class Size, \*Collective Bargaining, Contracts, Elementary Secondary Education, \*Employment Practices, Fringe Benefits, Grievance Procedures, Job Layoff, \*Negotiation Agreements, Teacher Evaluation, Teaching Load

Identifiers—\*Illinois

This is an analysis of the current Education Association model collective bargaining agreement. This document is intended to provide aid and assistance to board bargaining teams and negotiators; it is not a substitute for professional assistance where such help is indicated. The board of education-oriented clauses included in the analysis indicate sample language only; the clauses do not present model or recommended language. The substance, content, and consequences of American Federation of Teachers contract proposals in most districts will be quite similar to those included in this model. The areas covered are recognition, employee evaluation and termination, employee compensation and fringe benefits, leaves, grievance procedure, negotiation procedure, the effect of the agreement, reduction of teachers, and minimum necessary contract clauses to be proposed by the board of education. These latter clauses cover strikes and lockouts, management rights, and waiver of additional bargaining. (Author/IRT)

ED 115 000

EA 007 755

Johnson, Richard A., Ed. And Others

Special Education Leadership Series. Volume I: Decategorization and Performance-Based Systems. Volume II: Special Education in Court. Minnesota Univ., Minneapolis. Leadership Training Inst./Special Education.

Spons Agency—Minneapolis Public Schools, Minn. Special Education Div.

Pub Date 73

Note—304p.; Proceedings of the Annual Invitational Special Education Leadership Conferences (1st, 2nd, November 8-9, 1971 and November 13-14, 1972, Minneapolis, Minnesota); For related document, see EA 007 756

Available from—Audio-Visual Library Service, University of Minnesota, 3300 University Avenue, S. E., Minneapolis, Minnesota 55414 (\$4.50)

EDRS Price MF-\$0.76 HC-\$15.86 Plus Postage

Descriptors—Change Agents, Change Strategies, \*Court Litigation, Educational Accountability, Equal Education, Exceptional Students, \*Handicapped Children, Labeling (of Persons), \*Leadership Training, Organizational Change, \*Performance Based Education, Program Improvement, \*Special Education, Special Education Teachers, Student Needs

The purpose of the annual leadership conferences is to establish a continuing forum to stimulate dialogue among special education leadership personnel from the public schools, university training programs, and state education agencies. A critical factor in the selection of topics was the recognition that leaders in the field must design their programs to contain internal change systems that prohibit static programming. Papers included in the first volume were related to the emerging need to develop services and training systems defined as noncategorical and performance-based rather than categorical and etiologically based. The second volume includes papers that deal with the implications of recent litigation and court findings for the development and conduct of special education leadership systems. (Author/MLF)

ED 115 001

EA 007 756

Johnson, Richard A., Ed. And Others

Special Education Leadership Series. Volume III: The Right to an Education Mandate. Implications for Special Education Leadership Personnel.

Minnesota Univ., Minneapolis. Leadership Training Inst./Special Education.

Spons Agency—Minneapolis Public Schools, Minn. Special Education Div.

Pub Date 74

Note—235p.; Proceedings of the Annual Invitational Special Education Leadership Conference (3rd, Minneapolis, Minnesota, November 1973); For related document, see EA 007 755

Available from—Audio-Visual Library Service, University of Minnesota, 3300 University Avenue, S. E., Minneapolis, Minnesota 55414 (\$3.95)

EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage

Descriptors—Change Agents, Change Strategies, \*Court Litigation, Educational Accountability, \*Equal Education, Exceptional Students, \*Handicapped Children, Labeling (of Persons), \*Leadership Training, Performance Based Edu-

cation, Program Improvement, \*Special Education, Special Education Teachers, Student Needs

Papers presented at this conference relate to redefining conceptual and program parameters for educating handicapped children and serving handicapped young persons previously unserved or underserved by the public schools. The papers address critical issues, legislation and litigation, program implications, and program practices. (Author/MLF)

## EC

ED 115 002

EC 080 168

A Model for the Determination of the Costs of Special Education as Compared with That for General Education. Reading Draft.

Ernst and Ernst, Chicago, Ill.

Spons Agency—Governor's Office of Human Resources, Springfield, Ill.; Illinois State Office of the Superintendent of Public Instruction, Springfield.; Office of Education (DHEW), Washington, D.C.

Pub Date Jan 74

Note—152p.; For related documents, see EC 080 169-170

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—\*Cost Effectiveness, Curriculum, Delivery Systems, Educational Facilities, Elementary Secondary Education, Exceptional Child Education, \*Financial Policy, \*Handicapped Children, Models, \*Program Budgeting, Salaries, \*School Districts, Special Education, Transportation

Proposed in the report is a model quantitative cost accounting system designed to help school districts gather and report data useful in determining equitable reimbursement formulas for special education as compared with general education. Included are sections on the approach and methodology used to construct a hypothetical school district, concepts underlying the proposed cost system (such as ongoing analysis of planned versus actual expenditures), advantages of a standard cost system in special education (such as enabling educators to compare the costs of actual and alternative educational programs), curriculum and accounting applications, possible uses of the system by legislators and school administrators in such areas as preparing budgetary requests and planning future program, and pre-implementation recommendations (such as field testing the system in actual school districts). Discussed in a concluding section is the operation of the cost accounting system in a hypothetical school district. Two separately bound indexes contain detailed statistical and descriptive data on the hypothetical district. (LH)

ED 115 003

EC 080 169

A Model for the Determination of the Costs of Special Education as Compared with That for General Education. Appendix: Part 1.

Ernst and Ernst, Chicago, Ill.

Spons Agency—Governor's Office of Human Resources, Springfield, Ill.; Illinois State Office of the Superintendent of Public Instruction, Springfield.; Office of Education (DHEW), Washington, D.C.

Pub Date Feb 74

Note—309p.; For related documents, see EC 080 168 and EC 080 170

EDRS Price MF-\$0.76 HC-\$15.86 Plus Postage

Descriptors—\*Cost Effectiveness, Curriculum, Delivery Systems, Educational Facilities, Elementary Secondary Education, Exceptional Child Education, \*Financial Policy, \*Handicapped Children, Models, \*Program Budgeting, Salaries, \*School Districts, Special Education, Transportation

Part 1 of the appendix to "A Model for the Determination of the Costs of Special Education as Compared with That for General Education" contains comprehensive descriptive and statistical information on Ernstville, a hypothetical school district conceived to illustrate the operation of a proposed cost accounting system. Included are sections on student enrollment, staff salaries, physical facilities, and transportation as well as financial and cost accounting data, curricula for various ages and handicapping conditions, and the use of 10-minute units of service measure. (LH)

**ED 115 004** **EC 080 170**  
**A Model for the Determination of the Costs of Special Education as Compared with That for General Education. Appendix: Part 2.**

Ernst and Ernst, Chicago, Ill.  
 Spons Agency—Governor's Office of Human Resources, Springfield, Ill.; Illinois State Office of the Superintendent of Public Instruction, Springfield.; Office of Education (DHEW), Washington, D.C.  
 Pub Date Feb 74

Note—250p.; For related documents, see EC 080 168-169

**EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage**  
**Descriptors**—\*Cost Effectiveness, Elementary Secondary Education, Exceptional Child Education, \*Handicapped Children, \*Models, \*Program Budgeting, Special Education  
 Part 2 of the appendix to "A Model for the Determination of the Costs of Special Education as Compared with That for General Education" contains information on using 10-minute units of service measure in Ernstville, a hypothetical school district conceived to illustrate operation of a proposed cost accounting system. (LH)

**ED 115 005** **EC 080 178**  
**Public Law 93-380, 93rd Congress, H.R. 69, August 21, 1974: An Act to Extend and Amend the Elementary and Secondary Act of 1965, and for Other Purposes.**

Congress of the U.S., Washington, D.C.

Pub Date 74

Note—131p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**  
**Descriptors**—Administration, Culture Free Tests, Elementary Secondary Education, \*Equal Education, Exceptional Child Education, \*Federal Aid, \*Federal Legislation, \*Handicapped Children, Reading, \*State Programs, Student Placement, Transportation

**Identifiers**—\*Education Amendments 1974

Provided in the complete text of Public Law 93-380, "Education Amendments of 1974", are amendments to the Elementary and Secondary Education Act of 1965 (Title I); provisions for equal educational opportunities and the transportation of students (Title II); information on federal impact aid programs (Title III) and consolidation of certain education programs (Title IV); and sections dealing with education administration (Title V), the extension and revision of related elementary and secondary education programs (such as education of the handicapped) (Title VI), the national reading improvement program (Title VII), and miscellaneous provisions (Title VIII). Major changes concerned with the handicapped include fiscal changes such as increasing the minimum State allotments from \$200,000 to \$300,000; new State plan requirements such as requiring the plans in Fiscal Year 1975 to establish a goal of providing full educational opportunities to all handicapped children, and new State plan requirements effective in Fiscal Year 1976-77 such as the identification of all children in the State who are handicapped and in need of special educational and related services. Among other changes included which are relevant to the handicapped are provisions requiring that due process be guaranteed in student placement, that handicapped children be mainstreamed with the nonhandicapped to the maximum extent, that nondiscriminatory test and evaluation procedures be utilized, that confidentiality be preserved, and that the State plan be made available to parents and the general public. (DB)

**ED 115 006** **EC 080 366**  
**Mendola, Chris And Others**

**JESSE of Marion County: Job Employability Skills for Special Education: "A Tenderfoot-Tryout for Teachers in Secondary EMR."**  
 Marion County Board of Public Instruction, Ocala, Fla.

Note—36p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors**—Demonstration Projects, \*Educable Mentally Handicapped, Exceptional Child Education, Industrial Arts, Instructional Materials, Mentally Handicapped, \*Secondary Education, \*Special Education, \*Teaching Guides, \*Vocational Education

**Identifiers**—JESSE, \*Job Employability Skills for Special Education

Instructions for students and teachers in secondary educable mentally retarded programs are

presented for building learning shelves as part of the JESSE (Job Employability Skills for Special Education) project. Outlined are workshop objectives, equipment and materials needed, and areas of evaluation. Forms are provided which include an evaluation sheet of employment skills. Detailed diagrams are given for shelf construction. Listed are information on printed and audiovisual educational materials, related vocabulary words, and curriculum skills correlated with project tasks. (SB)

**ED 115 007** **EC 080 367**

**Thompson, Vince**

**A Pilot Program in Adapted Physical Education: Hillsborough High School.**

Hillsborough County Board of Public Instruction, Tampa, Fla.

Note—71p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Adapted Physical Education, Athletics, Curriculum Guides, Exceptional Child Education, \*Handicapped Children, \*Program Descriptions, Program Planning, Records (Forms), Recreation

**Identifiers**—Florida, \*Hillsborough High School

The instructor of an adapted physical education program describes his experiences and suggests guidelines for implementing other programs. Reviewed are such aspects as program orientation, class procedures, identification of student participants, and grading procedures. Objectives, lesson plans and evaluations are presented for the following units of instruction: archery, bowling, football, golf, gymnastics and trampoline, paddle tennis, recreational games, baitcasting, swimming, tennis, and volleyball. Sample forms provided include the physical fitness test record. (CL)

**ED 115 008** **95** **EC 080 370**

**Morris, Joan**

**Mainstreaming the Hearing Impaired Child, K-6.**

Escambia County, EHA Title VI-B.

Escambia County Board of Public Instruction, Pensacola, Fla.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date May 75

Note—27p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Aurally Handicapped, Elementary Education, Exceptional Child Education, \*Program Descriptions, \*Records (Forms), \*Regular Class Placement, Student Evaluation, Student Placement

**Identifiers**—\*Florida (Pensacola)

Presented are procedures and forms used by West Pensacola Elementary School to integrate hearing impaired students into regular classrooms. Described briefly are program components such as the use of social and academic mainstreaming as well as cross integration (bringing hearing students into classes for the hearing impaired). Twelve steps in the mainstreaming procedure are outlined including determination of those children to be mainstreamed, parent orientation, and evaluation of the child's performance. Forms for various procedural steps are provided. (LS)

**ED 115 009** **EC 080 371**

**Fineman, Carol Hoffman, Dennis W.**

**A Current List of Available Diagnostic Instruments for Speech, Language and Hearing Clinicians.**

Pub Date 3 Mar 75

Note—18p.; Not available in hard copy due to marginal legibility of original document; A product of the Dade-Monroe Diagnostic Resource Center

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Aurally Handicapped, \*Bibliographies, \*Diagnostic Tests, Exceptional Child Education, \*Learning Disabilities, \*Speech Handicapped

Provided is a list of 40 diagnostic instruments for use by speech, language, and hearing clinicians. The list consists of five tests for aphasia, 10 for hearing, 15 for language, and 10 for speech. Information given for the tests usually includes the title, author, vendor, price, age range, time limits, and a brief description. The names and addresses of each vendor are listed in alphabetical order on the last page. (LS)

**ED 115 010** **EC 080 372**  
**Suggested Equipment and Materials List for Learning Disabled.**

Palm Beach County Board of Public Instruction, West Palm Beach, Fla.

Pub Date Feb 75

Note—80p.; A FLRS/Alpha publication

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—Aurally Handicapped, Educable Mentally Handicapped, Elementary Secondary Education, Emotionally Disturbed, \*Equipment, Exceptional Child Education, \*Handicapped Children, Hospitalized Children, \*Instructional Materials, Learning Disabilities, \*Publications, Speech Handicapped, \*Student Evaluation

Presented is a list of suggested equipment and material for educating learning disabled, younger and older trainable retarded, emotionally disturbed and socially maladjusted, homebound/hospitalized, speech handicapped, elementary and secondary mentally retarded, visually handicapped, and hearing impaired children. Information on materials usually includes the name and address of the distributor, cost, and a brief description. Some section areas also provide information (title, author, length, cost, distributor, and description) on publications for teacher resources. It is noted that the equipment, programmed materials, and diagnostic materials were developed for basic classrooms and therefore, each teacher should adapt the list to meet the needs of her individual situation. (SB)

**ED 115 011** **EC 080 373**

**Programs for the Emotionally Disturbed: A Handbook of Guidelines and Evaluative Data on Five Instructional Models. 1974-1975.**

Alachua County Schools, Gainesville, Fla.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 75

Note—129p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—Crisis Therapy, \*Delivery Systems, Diagnostic Teaching, \*Educational Alternatives, Elementary Secondary Education, \*Emotionally Disturbed, Exceptional Child Education, Guidelines, Itinerant Teachers, Models, \*Program Descriptions, \*Program Evaluation, Public Schools, Resource Centers, Special Classes

**Identifiers**—Elementary Secondary Education Act Title VIB, ESEA Title VIB

Presented are guidelines and evaluative data on five instructional models implemented between 1972 and 1975 to educate emotionally disturbed students in Alachua County Schools (Florida). General information includes the philosophy of the program; a definition and list of characteristics of emotionally disturbed students; and an outline of screening, referral, identification, placement, and dismissal procedures. Described next are the rationales, educational techniques, advantages and disadvantages of the five instructional program models used: self-contained classroom, resource room, crisis intervention room, itinerant program, and diagnostic-prescriptologist. Five program objectives are explained and an evaluation of progress made in meeting them during 1972-74 is provided. Comparative data in the relative effectiveness of the five organizational models for instruction includes characteristics, strengths, and weaknesses of each model and a brief discussion of behavioral and achievement test data. Also reported are program objectives and evaluative data on the two models, resource and self-contained, considered most effective and continued during the 1974-75 school year. Parent education services are summarized. Appendices include forms used for screening, referral, identification, placement, and dismissal; and technical analyses of data. (LS)

**ED 115 012** **EC 080 374**

**Palomaki, Rita P. Koski, Diane M.**

**A Cooperative Prescriptive Developmental Program for Preschool Children with Handicaps in a Rural Setting.**

Pub Date Jul 74

Note—125p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—\*Cooperative Programs, Diagnostic Teaching, Exceptional Child Education, \*Handicapped Children, Parent Participation,



\*Preschool Education, Program Descriptions, \*Rural Education, Screening Tests, \*Student Evaluation

Identifiers—Informal Assessment, \*Michigan

Described is a cooperative preschool program for 20 handicapped children on a rural Michigan setting. It is explained that the program involved screening procedures in a naturalistic environment, weekly parent training sessions, and diagnostic prescriptive teaching. Included in three appendices are examples of news releases about the program, samples of developmental evaluation forms and observation checklists, and the results of a survey completed by parents at the end of the program. (CL)

ED 115 013 EC 080 375

How Can I Help My Child: An Answer for Parents of Young Children.

Duval County School Board, Jacksonville, Fla.

Pub Date Nov 74

Note—54p.; Developed by FLRS/Crown of Jacksonville

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Early Childhood Education, Games, \*General Education, Guides, \*Home Instruction, \*Individual Activities, \*Parent Role, Preschool Children

Identifiers—\*Parent Materials

Provided are suggestions and activities to be used by parents in working with their preschool children. Ten suggestions deal with questions such as how much time should be spent, how to praise the child, and what to do if the child misuses the materials. Specific instructions are given for 15 activities such as puppets, puzzles, teaching songs, and playing matching games. Instructions include why the activity is important to the child, what materials are needed and how to make them, and how to use the activity over a period of days. Also included are a list of 24 common household items that can be used to help a child and several songs, rhymes and finger-plays. (LS)

ED 115 014 EC 080 376

Genesky, S. M. And Others

Information Transfer Problems of the Partially Sighted: Recent Results and Project Summary.

Rand Corp., Santa Monica, Calif.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No.—R-1770-HEW

Pub Date Jun 75

Note—71p.; For related documents, see EC 062 795, EC 072 786 and 787

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Color Television, \*Electromechanical Aids, Exceptional Child Research, \*Partially Sighted, Sensory Aids, \*Television, \*Typewriting, Visually Handicapped

Identifiers—Color Blindness, Farnsworth Dichotomous Test for Color Blindness, \*Low Vision Aids

The fourth in a series of Rand reports on information transfer problems of the partially sighted reviews earlier reports and describes an experimental secretarial closed circuit TV (CCTV) system which enables the partially sighted to type from a printed or handwritten manuscript. Discussed are experiments using a pseudocolor system to determine the most suitable color of print and background for use with the CCTV. Reading rates for normally sighted people using the CCTV are the focus of additional research reported. A final section compares the results and administration data for four methods of detecting visual color deficiencies, including the modified Farnsworth Dichotomous test for Color Blindness. Appended is information on the chromaticity of the Conrac color TV monitor. (CL)

ED 115 015 95 EC 080 377

Brannan, Steve A., Ed.

Our New Challenge: Recreation for the Deaf-Blind.

Northwest Regional Center for Deaf-Blind Children, Seattle, Wash.; Portland State Univ., Oreg. Dept. of Special Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Jul 75

Note—162p.; Proceedings of Northwest Regional Conference on Recreation for the Deaf-Blind (Wemme, Oregon, March 9-12, 1975)

Available from—Northwest Regional Center for Deaf-Blind Children, Community Service Div.,

Dept. of Social and Health Services, 3411 South Alaska, Seattle, Washington 98118 (Free; limited supply)

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—Adapted Physical Education, Community Resources, \*Conference Reports, Curriculum, \*Deaf Blind, Exceptional Child Services, Information Dissemination, \*Leisure Time, Multiply Handicapped, Play, \*Recreation Presented are 20 papers delivered at the 1975 Northwest Regional Conference on Recreation for the Deaf-Blind. Included are papers on the following topics (with sample papers in parentheses): national trends; interdisciplinary considerations ("Movement and Physical Activity: the Foundation for the Most Important R" by J. Stein); community organization ("Serving Special Populations—Concerns in a Large Community Setting" by S. Tingley); curriculum ("Music and Rhythms for the Deaf-Blind" by W. Sheridan and "Nature, Dating and Transcendental Meditation for Multi-Handicapped Adults" by B. Questad and J. Tiefenthaler); and information resources ("The Learning Resources System as a Resource for Teachers of the Deaf-Blind" by W. Lance). Also provided are conference evaluation results and a list of conference participants. (CL)

ED 115 016 EC 080 378

The NINDS Hearing, Speech, and Language Research Program.

National Inst. of Neurological Diseases and Stroke (NIH), Bethesda, Md.

Report No.—DHEW-NIH-75-766

Pub Date 74

Note—14p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Aurally Handicapped, Etiology, Exceptional Child Research, Identification, \*Language Handicapped, Medical Treatment, Prevention, Prostheses, Research Projects, \*Research Reviews (Publications), \*Speech Handicapped

Presented is an overview of hearing, speech and language research being sponsored by the National Institute of Neurological Diseases and Stroke (NINDS). Described is research in such areas as infant audiological screening, auditory prostheses, larynx surgery, and developmental dysphasia. (LS)

ED 115 017 95 EC 080 395

Walker, Jeanette And Others

Individualizing Services to Deaf-Blind and Other Multiply Handicapped Children: State-of-the-Art: 1975. Technical Report Number 1.

Texas Regional Resource Center, Austin.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Texas Education Agency, Austin. Div. of Special Education.

Report No.—TR-1

Pub Date Jun 75

Contract—OEC-0-9-106117-4071(609); OEC-0-74-7898

Note—224p.

Available from—Texas Regional Resource Center, 211 East Seventh Street, Austin, Texas 78701 (\$3.00)

EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage

Descriptors—Curriculum Design, Deaf Blind, Definitions, Delivery Systems, Demography, \*Educational Alternatives, \*Educational Trends, Exceptional Child Research, \*Individualized Instruction, Instructional Materials, Multiply Handicapped, Parent Role, Program Planning, Questionnaires, \*Severely Handicapped, Student Evaluation

Presented is a state-of-the-art report on individualized programming for the severely multiply handicapped based on questionnaires completed by personnel from 96 programs and site visits to 27 schools. Chapters 1-3 provide a statement of the problem and description of the sample (including demographic data and definitions of deaf-blind and multiply handicapped). Chapter 4 examines the goals and definitions of individualization for normal and multiply handicapped persons. Reviewed in chapter 5 are procedures for evaluation, referral and instructional goal setting. Data on such program factors as physical aspects, location of services and staff resources are summarized in chapter 6. Focused on in chapter 7 are alternatives for curriculum, instruction, behavior management, and materials. The written plan as it contributes to individualization is dealt with in chapter 8, and individualized programming

for parents is considered in chapter 9. Program responsibilities after the child leaves are reviewed in chapter 10 including discussions of followup and program evaluation. Chapter 11 reviews the problems involved in the process and makes recommendations for improved individualization. Among eight appendices are lists of communication, screening, self help, and cognitive assessment scales. (CL)

ED 115 018

EC 080 396

Hamilton, Muriel

Home-Based Family Services: Report of the Georgia Outreach Project. Final Report.

Day Care and Child Development Council of America, Inc., Washington, D.C.

Spons Agency—Appalachian Regional Commission, Washington, D.C.; Georgia State Dept. of Human Resources, Atlanta.

Pub Date May 75

Note—69p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Case Studies, Child Development, Community Role, \*Delivery Systems, Demonstration Projects, \*Early Childhood, \*Economically Disadvantaged, Exceptional Child Services, \*Family (Sociological Unit), Health, \*Infancy, Nutrition, Parent Counseling, Physical Environment, Program Descriptions, Program Evaluation, Staff Role

Identifiers—Final Reports, Georgia Outreach Project

Presented is the final report of the Day Care and Child Development Council of America's Georgia Outreach Project, a home-based program of services for welfare families with children up to 6-years-old. The home-based service delivery design is described in terms of advantages over agency-oriented service delivery systems; the roles of staff members (home visitors, district supervisors, project director, and early childhood specialist); the goals for the children, parents, and communities involved in the project; and the demonstration component. Discussed are the geographical setting of the project, family profiles, the primary caregiver, project participation, families' financial status, housing facilities, and family assessments. The five major areas of project concern are noted as child development, home management and parenting, health and nutrition, physical environment, and community relationship. Five case studies are provided to illustrate the variety of families and home visitor styles of service delivery. Responses to a parent evaluation questionnaire are outlined, and some items are briefly analyzed. In a summary evaluation, the outreach model is seen as a viable alternative for providing services to young children and their parents. Also included are sample forms (such as the contact and meeting report form) and tables illustrating statistics (including the frequency of home visits). (SB)

ED 115 019

EC 080 397

Hogan, Robert Garvey, Catherine

Study of Verbally Gifted Youth; Third Annual Report to the Spencer Foundation. 1 September 1974-1 September 1975.

Johns Hopkins Univ., Baltimore, Md. Dept. of Psychology.

Spons Agency—Spencer Foundation, Chicago, Ill.

Pub Date Sep 75

Note—133p.; For a related document see ED 096 784

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—Adolescents, Definitions, \*Enrichment, Exceptional Child Research, \*Gifted, \*Program Descriptions, \*Program Evaluation, \*Talent Identification, Verbal Ability

Identifiers—Humanistic Precocity

Reported are findings from the third year of a project concerned with identification and facilitation of humanistic precocity in early adolescence. The project focused on students who showed a precocious concern with and ability to reason about social, moral, and political problems. Described are attempts to define humanistic precocity and procedures used to select the 120 Talent Search winners for 1975. Content covered in social science and creative writing summer enrichment courses is outlined, and results of evaluation of both the courses and participant selection procedures are provided. Discussed are student counseling and information dissemination facets of the project. It is reported that humanistic precocity was found in quantitatively as well as verbally gifted students. Results of the

project are said to include the development of a successful curriculum for training humanistic precocity. Appendixes consist of research studies on the following topics: the personal significance of differential quantitative and verbal talent; the development of political reasoning in verbally talented children; humanistic precocity and general intelligence; and evaluation of a program for the enrichment of humanistic talent. (LS)

ED 115 020 EC 080 415

*Toniolo, Thomas A. Hooper, Frank H.*  
**Micro-Analysis of Logical Reasoning Relationships. Conservation and Transitivity. Technical Report No. 326.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—TR-326

Pub Date Apr 75

Contract—NE-C-00-3-0065

Note—74p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Cognitive Development, \*Conservation (Concept), Early Childhood Education, \*General Education, \*Logical Thinking, Maturation, Research Projects

Investigated was the distinction between identity conservation and equivalence conservation in 180 preschool, kindergarten and third grade students. Ss were assigned to one of six different counterbalanced orders of presentation for the conservation task battery. The factors were age, task (identity/equivalence), criterion (judgment only/judgment plus explanation), and content area (length/weight). Among results were greater difficulty indicated for equivalence than identity conservation and significant performance improvement at every grade level for the transitivity tasks. (CL)

ED 115 021 EC 080 418

**MR74: A Friend in Washington.**

President's Committee on Mental Retardation, Washington, D.C.

Pub Date Jun 75

Note—45p.

Available from—President's Committee on Mental Retardation, Washington, D.C. 20201

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Exceptional Child Services, \*Mentally Handicapped, \*Organizations (Groups), Trend Analysis

Identifiers—\*Presidents Committee on Mental Retardation

Described in the report are the actions taken in 1974 by the President's Committee on Mental Retardation (PCMR). Included are reviews of presidential statements regarding the retarded and summaries of committee conferences (such as the conference on early intervention). Considered is PCMR's involvement in the following areas: administrative manpower, advocacy, consumer information, deinstitutionalization, education, employment, energy and the economy, federal programs, housing, international affairs, legal rights, legislation, the mentally retarded offender, prevention, public information, recreation, supplemental security income, technical assistance and liaison, transportation, youth affairs, and nontraditional approaches. Covered in a final section are suggestions derived from regional PCMR forums. (CL)

ED 115 022 EC 080 419

*Caldwell, Erin Kent And Others*

**A Competency Based Instructional Program for Teachers of Deaf-Blind Children.**

Appalachian State Univ., Boone, N.C.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; North Carolina State Dept. of Public Instruction, Raleigh.

Pub Date [74]

Note—51p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Audiology, Curriculum, \*Deaf Blind, Exceptional Child Education, \*Inservice Teacher Education, Language Development, Motor Development, Multiply Handicapped, \*Performance Based Teacher Education, \*Program Descriptions, Program Evaluation, Teaching Methods, Workshops

Identifiers—Total Communication (Handicapped)

Described is a 9-week, summer, competency-based, instructional program for teachers of deaf blind children. Information provided includes the background and rationale for the program, a list of administrative and instructional staff members, program goals, and a sample scheduling sequence. Goals, session topics, texts and materials, session content outlines, and evaluative criteria are presented for seven instructional packages: diagnostic-prescriptive teaching and curriculum management, contingency management, motor development, language acquisition, audiology, methods and materials for the visually handicapped, and total communication. Also included is information on evaluation of participants, the administration's program evaluation, and results of program evaluation by the participants. (LS)

ED 115 023 EC 080 420

*Efron, Marvin DuBoff, Beth Reilly*

**A Vision Guide for Teachers of Deaf-Blind Children.**

North Carolina State Dept. of Public Instruction, Raleigh. Special Education Instructional Materials Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 75

Note—66p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Deaf Blind, Definitions, Early Childhood Education, Elementary Secondary Education, \*Evaluation Methods, Exceptional Child Education, Guidelines, Instructional Materials, Multiply Handicapped, \*Teaching Methods, \*Vision, \*Visual Perception

The guide for teachers of deaf blind children deals with visual functioning, evaluation, and instruction. An overview of the fundamentals of visual functioning in deaf blind children includes concepts basic to an understanding of the process. Assessment and evaluation of the child's visual functioning is discussed, and procedures for determining status and progress are presented. A final section of the monograph includes techniques and materials for development of the child's visual skills. Appendixes include a composite scale of visual development in normal children, a glossary of terms related to the eye and vision, and a teacher's guide for evaluating visual functioning. (Author/LS)

ED 115 024 EC 080 421

*Kirk, Samuel A. Elkins, John*

**Summaries of Research on the Revised Illinois Test of Psycholinguistics. Final Report.**

Arizona Univ., Tucson. Dept. of Special Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.—H-12-7145B

Pub Date Jun 74

Grant—OEG-0-714425

Note—106p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Academic Achievement, Educational Diagnosis, Exceptional Child Education, \*Learning Disabilities, Performance Factors, Prediction, \*Psycholinguistics, \*Research Reviews (Publications), \*Testing, Test Reliability, Test Validity

Identifiers—\*Illinois Test of Psycholinguistic Abilities

Summarized are 68 research studies from 1970 to 1975 on the Revised Illinois Test of Psycholinguistic Abilities (ITPA), particularly as it relates to learning disabilities. The reviews have been organized by the following areas (the number of studies in each section and sample study topics are in parentheses): studies comparing the experimental and revised editions of the ITPA (two studies including the performance of institutionalized retardates on the Peabody Picture Vocabulary Test and the two editions of the ITPA); validity studies (16 studies including a factor analysis of the revised ITPA with underachieving children); screening, prediction, and diagnostic studies (eight studies including an evaluation of several methods of predicting full-scale IQ from the ITPA); clinical, ethnic, and/or social class studies (12 studies including an examination of psycholinguistic abilities of grade 2 children of differing socioeconomic and ethnic background); school achievement studies on reading (12 studies including reading and psycholinguistic processes of inmate problem readers); school

achievement studies on spelling (two studies including the relationships between written spelling, motor functioning, and sequencing skills); and remediation studies (10 studies including an evaluation of the effectiveness of an enriched curriculum in overcoming the consequences of environmental deprivation). One-page summaries provide study information such as author, title, source, purpose, subjects, procedure, results, and comments. An additional section on short reports contains brief descriptions of six studies. (SB)

ED 115 025 EC 080 422

*McGrady, Harold J. Anderson, Carolyn S.*

**Screening and Identification Procedures in the Child Service Demonstration Programs. Final Report.**

Arizona Univ., Tucson. Dept. of Special Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No.—BR-H-127145B

Pub Date Jun 74

Grant—OEG-0-714425

Note—257p.

EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage

Descriptors—Conceptual Schemes, Delivery Systems, Elementary Secondary Education, Exceptional Child Education, Exceptional Child Research, Guidelines, \*Identification, \*Learning Disabilities, \*Models, \*National Surveys, \*Screening Tests

Identifiers—Child Service Demonstration Projects

Described and analyzed are procedures used in 38 Child Service Demonstration Projects throughout the U.S. for screening and identifying learning disabled children (LD). It is emphasized that the purpose of the project was to report viable alternatives for screening and identifying LD children rather than to recommend one particular model or screening test as the best. Information given on each of the 38 projects includes the delivery system for intervention (such as an LD resource room), the initial entry system utilized (such as teacher referral), and the personnel involved in decision-making (such as parents and psychologists). Flow charts provided depict the information gathering, information transmittal, decision-making and administrative procedures used in determining a child's eligibility for LD intervention. Among findings reported are: that the resource room is the most prevalent delivery system for LD children in public schools; that almost 80 percent of the projects use teacher referrals to identify potential LD children; and that emotional disturbance is the condition most likely to be specifically invoked as an exclusion criterion. Appended is the interview form used to gather data on projects. (LS)

ED 115 026 EC 080 455

*Ford, Nelson*

**Analysis of 1973 Participation of Handicapped Children in Local Education Programs (Including appendixes).**

DBS Corp., Arlington, Va.; Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Pub Date Sep 75

Note—353p.

EDRS Price MF-\$0.76 HC-\$18.40 Plus Postage

Descriptors—Cultural Factors, Delivery Systems, \*Geographic Regions, \*Handicapped Children, Minority Groups, National Surveys, Program Effectiveness, \*Racial Factors, Research Needs, School Districts, \*Socioeconomic Influences, Special Education, Statistical Analysis, Statistical Data, \*Student Participation

Analyzed is the impact of regional, racial or ethnic, and socioeconomic factors on handicapped students' participation during 1973 in special education programs in more than 37,000 schools within 2,500 local U.S. school districts. Included are data on American Indian, black, Spanish surnamed, Asian American, and non-minority pupils enrolled in programs for the educable and trainable mentally retarded, special disabilities such as physical handicaps and specific learning disabilities, slow learners, and the severely emotionally disturbed. Noted among major findings are correlations between special education participation geographic locale (such as that overall participation is highest in the South and lowest in the West), minority pupils' enrollment (such as that minority pupils in general and black pupils in particular participate

at a much higher rate than their nonminority counterparts), and socioeconomic influences (such as that special education participation rates tend to be higher in districts which are smaller, less urban, poorer, and enroll predominantly black students). A section on additional findings includes information on national projections, special school enrollments, local service distribution, additional socioeconomic variables (such as percentages of Title I revenues), and alternate data analysis techniques. Also discussed are policy implications, recommendations for further research (including the need to reexamine current special programming efforts), major data sources analyzed, and technical analysis approaches. Two separate appendices contain extensive graphical information. (LH)

**ED 115 027** EC 080 456

*Flast, Florence*

**A Report on School Transportation for Handicapped Children in New York City.**

Community Service Society of New York, N.Y.  
Pub Date Jun 75

Note—74p.

Available from—Department of Public Affairs, Community Service Society of New York, 105 East 22 Street, New York, New York 10010 (\$1.50)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Bus Transportation, Exceptional Child Services, \*Financial Policy, \*Handicapped Children, Program Evaluation  
Identifiers—New York (New York)

Described are the problems in the New York City Schools' transportation system for handicapped pupils, and suggested are ways to improve services. The study included interviews with administrators, teachers, parents, students, bus drivers, and bus company representatives; observations at various school settings; and analyses of budgetary factors. Considered in separate sections of the report are such aspects as sample complaints, system operation, cost factors, comfort and safety, and accountability. Among recommendations listed are increased travel training for students, instruction for bus drivers in working with handicapped children, and development of transportation standards. Included in three appendices are sample forms used by the Bureau of Pupil Transportation. (CL)

**ED 115 028** EC 080 457

*Quigley, Stephen P. And Others*

**An Evaluation of the Regional Programs for Educating Low-Incidence Disabled Children in Illinois.**

Illinois Univ., Urbana. Survey Research Lab.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Illinois State Office of the Superintendent of Public Instruction, Springfield.

Pub Date Sep 75

Note—284p.

**EDRS Price MF-\$0.76 HC-\$14.59 Plus Postage**

Descriptors—Administrative Problems, \*Aurally Handicapped, Educational Needs, Exceptional Child Education, Financial Support, \*Physically Handicapped, \*Program Descriptions, \*Program Evaluation, Program Planning, Regional Programs, State Programs, \*Visually Handicapped

Identifiers—Illinois

Key findings from an evaluative study of 16 Illinois regional programs for educating low-incidence disabled children are summarized; 12 recommendations are presented for organizing, delivering, and financing improved statewide services; and suggestions are offered for implementing basic recommendations in comprehensive programs for aurally, visually, and orthopedically handicapped students. The recommendations and their underlying rationale are discussed in Section 1, which stresses the need to provide both legal status (in the form of intermediate school districts) for regional education programs and full state funding of special education costs; to develop comprehensive instructional programs geared to specific handicapping conditions; and to improve communication channels among the regional programs, the Illinois Office of Education, and public and private schools. Included in Section 2 are detailed evaluations of regional programs outside of Chicago, Chicago area public and private school programs, the Area Learning Resource Center-Regional Educational Media and Information Service system, and a general

review of regional program financial management. Three appendixes contain information on the historical background of Illinois regional special education programs, study procedures, and 11 supplementary tables. (LH)

**ED 115 029** EC 080 458

*Warshaw, Joyce P. Bepko, Raymond A.*

**The Factor Structure and Sources of Variation Underlying the Social Learning Environment Rating Scales: Monograph 1.**

Yeshiva Univ., New York, N.Y. Curriculum Research and Development Center in Mental Retardation.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Oct 75

Note—90p.; For a related document see ED 108 420

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—Behavior, \*Curriculum Evaluation, \*Educable Mentally Handicapped, Elementary Secondary Education, Exceptional Child Research, \*Factor Structure, Mentally Handicapped, \*Rating Scales

Identifiers—Rating Scale, Social Learning Curriculum, Social Learning Environment

Seventeen intermediate level classes for the educable mentally retarded were involved in an investigation of the factor structure of the Social Learning Environment Rating Scale (SLERS), an instrument designed to quantify teacher-student behavior based on the Social Learning Curriculum (SLC). The 17 classes were observed implementing six experiences (lessons) from Function VII (Emotional Security) of the SLC. Analyses was based on the following five factors: problem emergence, problem clarification, problem resolution, application of learning, and the social learning environment. A major finding was that the factor structure underlying the SLERS generally validated the theoretical foundation of the SLC from which it was developed. (LS)

**ED 115 030** EC 080 459

**The Resource Room: An Access to Excellence: A Comprehensive Manual for Program Development and Implementation.**

South Carolina Region 5 Educational Services Center, Lancaster.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Jan 75

Note—192p.

Available from—S.C. Region V Educational Services Center, 102 East Arch Street, Lancaster, South Carolina 29720 (\$5.00)

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

Descriptors—Behavior Change, Elementary Secondary Education, Exceptional Child Education, \*Guidelines, Identification, Instructional Materials, \*Learning Disabilities, Parent Role, \*Program Development, Records (Forms), Referral, \*Resource Centers, \*Resource Teachers, Student Evaluation, Teacher Education, Teaching Methods, Volunteers

The manual provides guidelines for development and implementation of a resource room for learning disabled (LD) students. Topics covered include: school district readiness and the roles of district office personnel; professional preparation of the resource and regular classroom teacher; referral and screening procedures (including placement committee responsibilities); resource room organization and curriculum (including record keeping); reporting student progress; use of volunteers; parents of the LD student (including suggestions for organizing parent groups and a parents' reading list); behavior control techniques (such as behavior modification, contingency contracting and drugs); and evaluating the resource unit. The title, description, instructional level, and publisher are listed for over 70 instructional materials in the following areas: equipment, language arts, reading comprehension, mathematics, visual perception, auditory perception, and eye-hand coordination. A major section of the document consists of recommended techniques for remediation of visual discrimination, visual-motor coordination, auditory discrimination, language, sight vocabulary, phonetics, word attack skills, oral reading, spelling, handwriting and related motor skills, math, and coping skills. Appendixes include a list of audiovisual materials for teachers and forms for referral and for the principal's evaluation of a resource unit. (LS)

**ED 115 031** EC 080 477

*Polansky, Norman A. And Others*

**Profile of Neglect: A Survey of the State of Knowledge of Child Neglect.**

Community Services Administration (DHEW), Washington, D.C.

Pub Date 75

Note—61p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Childhood, \*Definitions, Disadvantaged Youth, Early Childhood, \*Etiology, Exceptional Child Research, Identification, Incidence, Infancy, \*Intervention, \*Literature Reviews, Prevention, Research Reviews (Publications)

Identifiers—\*Neglected Children

Reviewed is recent literature and research on child neglect. Covered are the following topics (and sub-topics in parentheses): (1) definition of neglect (distinguishing neglect from abuse, legal vs. professional definitions, operational definition); (2) prevalence of neglect; etiology (economics, cultural values and child caring, breakdown of the nuclear family, parental pathology, cycles of neglect); (3) identification, casefinding, early warning signals; consequences (neurological and other physical sequelae, emotional sequelae, cognitive deficit, antisocial behavior); (4) prevention (child advocacy, rights of children, help for families at risk); and (5) social casework, group techniques, parent-child community programs, mental health centers, day care, engineered communities). (LS)

**ED 115 032** EC 080 478

**Classroom Management Systems for Implementation of Individualized Instruction; Utilizing Science in Programs for the Handicapped.**

Yonkers City School District, N.Y.

Spons Agency—New York State Education Dept., Albany. Div. for Handicapped Children.

Pub Date Jun 74

Note—101p.; Proceedings from Special Study Institute (Yonkers, New York, June 26-28, 1974)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—\*Conference Reports, Elementary Secondary Education, Exceptional Child Education, \*Handicapped Children, \*Individual Activities, Individualized Instruction, \*Science Activities, \*Sciences

Presented are proceedings and products from a special study institute on individualized instruction in science for the handicapped (New York, 1974) in which both teachers of the handicapped and regular classroom teachers participated. It is explained that objectives of the institute included acquainting teachers of special education with the research and development in the areas of science education, and developing competencies in writing instructional objectives for the classroom. Information provided includes the names of participants and a program outline. The major portion of the document consists of approximately 80 science activity cards developed by participants to teach topics such as textures, directionality, following a recipe, temperature, and magnets. Each activity card includes the following information: area taught by the developer of the activity (such as educable mentally retarded or learning disabled students), suggested grade level for the activity, title of activity, objectives, materials, and procedures. (LS)

**ED 115 033** EC 080 479

*Bond, Gregory*

**An Adaptive Surfing Apparatus.**

Pub Date 75

Note—44p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Adapted Physical Education, Adolescents, Case Studies, \*Equipment, Exceptional Child Research, \*Physically Handicapped, \*Recreation

Identifiers—Surfing

Reported is a study in which the effectiveness of an adapted surfing apparatus was evaluated for eight adolescents with upper extremity physical impairments. Related literature is reviewed, and a detailed analysis of the adapted device is presented. Case studies of the individual Ss are provided to demonstrate test performance in a pool and the ocean. Findings are said to confirm that the apparatus is safe, versatile in its adaptability to various disabilities, and useful for rehabilitation and recreation. (CL)

**ED 115 034** **EC 080 480**

*Gershman, Janis Wright, E.N.*  
**Student Flow-Through in Special Education.**  
 Research Service Paper No. 127.  
 Toronto Board of Education (Ontario).  
 Pub Date Aug 75  
 Note—16p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—Exceptional Child Research, Followup Studies, Foreign Countries, \*Handicapped Children, \*Program Evaluation, \*Regular Class Placement, \*Special Classes, \*Success Factors, Surveys  
 Identifiers—Ontario (Toronto)

The 1975 school status of 696 students enrolled in Toronto special education (nonmedical related) programs in 1970 was examined to determine whether special education was effective in returning children to regular classes. Data indicated that of the 49 percent of the students remaining in the Toronto school system, 32 percent had returned to regular classes and 68 percent were still in special programs. Rates of return to regular classes varied according to specific program type, child's age, and the socioeconomic status of his family. (Author/CL)

**ED 115 035** **EC 080 481**

**Program Guidelines: Additional Apportionment Provisions of State Aid, 1975-76.**  
 New York State Education Dept., Albany. Office of Research, Planning, and Evaluation.  
 Pub Date Jun 75  
 Note—81p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
 Descriptors—Exceptional Child Education, Financial Support, \*Guidelines, \*Handicapped Children, Records (Forms), \*State Aid, \*State Legislation  
 Identifiers—New York

Reviewed are program guidelines for the use of additional apportionment provisions of New York State aid for pupils with special educational needs, students with handicapping conditions, and severely handicapped pupils. Considered in three sections are general information (including an overview of 1975-76 requirements, department policies, and local school district responsibilities), instructions and sample reporting forms (including program reports for specific handicapping conditions), and accounting guidelines for additional apportionment state aid (including a review of individual account requirements). (CL)

**ED 115 036** **EC 080 482**

*Alwes, Don And Others*  
**Re-Ed School of Kentucky. (Including Parent Handbook).**

Jefferson County Board of Education, Louisville, Ky.  
 Pub Date [75]  
 Note—26p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
 Descriptors—\*Behavior Change, Class Activities, Cost Effectiveness, Educational Programs, \*Elementary Education, \*Emotionally Disturbed, Exceptional Child Education, Facilities, Instructional Staff, Operant Conditioning, Parent Counseling, \*Program Descriptions, Program Evaluation, Residential Schools  
 Identifiers—Kentucky (Louisville), \*Parent Materials

Described is a Re-Ed (re-education) program for treating emotionally disturbed children (ages 6 through 12 years). The residential behavior modification program is discussed in terms of facilities (physical environment, length of program, and admission criteria), activities (such as field trips, yoga, and special education classes) staff and training (including ancillary services in the form of workshops, parent counseling groups, practicum or internship training, staff meetings, and demonstration programs), parent counseling (which includes effectiveness training and weekly sessions with the children's teachers), and costs (which depend on the area in which the facility is established). Brief sections are included on program evaluation and replication. A parent handbook relating to the Re-Ed program comprises the remaining half of the text and covers topics such as accreditation, placement, and behavior diaries in question-answer form. (SB)

**ED 115 037** **EC 080 483**

*Schipper, William V. Wilson, William C.*  
**A Survey of Opinions on the Training of Teachers of Exceptional Children.**

National Association of State Directors of Special Education.

Spons Agency—Maryland State Dept. of Education, Baltimore.

Pub Date Sep 75

Note—106p.; Page 99 is partly illegible

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—Administrator Attitudes, Community Programs, Exceptional Child Education, \*Handicapped Children, \*Needs Assessment, Public Schools, State Departments of Education, \*State Surveys, Teacher Attitudes, \*Teacher Education, Universities  
 Identifiers—\*Maryland

Reported are the findings of a state survey of 123 regular and special education teachers' and administrators' opinions on the training of teachers of exceptional children. Chapter 2, on the development of the instrument for identifying needs, includes brief sections on item selection, item grouping, instrument form, distribution, treatment of data, and determination of priority needs. Expressed priority needs (such as parent counseling and vocational education programs) relating to the community, colleges and universities, public schools, teachers, and the state agency are detailed for each group of respondents (such as special education supervisors and private agency representatives) in Chapter 3. A short summary in Chapter 4 outlines the need for the survey and information obtained from survey data (including a rank order of priorities as seen by the total sample and each referent group). Also provided are appendixes on the survey instrument and computer data results and tables, figures, and graphs illustrating statistics such as the rate of returns of referent group. (SB)

**ED 115 038** **EC 080 484**

*Turnure, James And Others*  
**The Production Deficiency Model of Verbal**

**Elaboration: Some Contrary Findings and Conceptual Complexities. Research Report No. 82.**

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.  
 Bureau No—BR-332189

Pub Date Jan 75

Grant—OEG-09-332189-4533(032)

Note—55p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Educable Mentally Handicapped, Exceptional Child Research, Mentally Handicapped, \*Paired Associate Learning, \*Performance Factors, \*Questioning Techniques, \*Verbal Learning

Thirty-six normal 5-year-olds and 60 educable mentally retarded (EMR) students with a mean age of 7 years were tested to determine whether specific formats of interrogatives would be instrumental in inducing the generation of effective verbal mediators. Ten EMR Ss and 6 normal Ss were tested on 21 paired associates in each six experimental conditions: labeling, sentence generation, sentence repetition, response to Why "A" (auxiliary did not function as the main verb) and response to why "B" (auxiliary functioned as the main verb). Analysis of correct response indicated that Ss in the three question conditions performed better than Ss in the nonquestion conditions. No differences existed between the two subject categories. The question conditions were found to induce greater semantic analysis in the Ss than the nonquestion conditions. (Author/CL)

**ED 115 039** **EC 080 485**

*Krus, Patricia H. And Others*  
**Time with the Clock Unit: A Formative Evaluation. Research Report No. 84.**

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.  
 Bureau No—BR-332189

Pub Date Feb 75

Grant—OEG-09-332189-4533(032)

Note—128p.; For related documents see EC 080 489 and 080 491

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

Descriptors—\*Curriculum Evaluation, Early Childhood Education, \*Educable Mentally Handicapped, Evaluation Methods, Exceptional Child Education, \*Instructional Materials, Mentally Handicapped, \*Time

Described are the results of a formative evaluation of the time with a clock unit involving evaluations by teachers and performance of 57 preprimary and primary class educable retarded students. The unit is comprised of three sections: the clock (emphasizing the need for telling time and recognition of the clock and its purpose), time telling (including basic terms and introductory activities), and More Time Telling (focusing on more complex time procedures). The bulk of the document presents the following information for each section: description of the lessons' objectives, student performance data, teacher evaluations, and summarized comments from a teacher review board meeting. Among curriculum revisions cited are changes in material design, content, sequencing, and testing procedures. Included in five appendixes are a sample evaluation form and a description of the revised unit. (CL)

**ED 115 040** **EC 080 486**

*Thurlow, Martha L. And Others*  
**Measurement of Length Unit: A Formative Evaluation. Research Report No. 85.**

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.  
 Bureau No—BR-332189

Pub Date Feb 75

Grant—OEG-09-332189-4533(032)

Note—111p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—\*Curriculum Development, \*Curriculum Evaluation, \*Educable Mentally Handicapped, Exceptional Child Research, \*Mathematics, Mentally Handicapped, Primary Education

Described is the evaluation of the pilot-test version of the Measurement of Length Unit, part of an instructional program developed by the Vocabulary Development Project, with 80 educable or trainable mentally handicapped primary grade children in either special classes within regular schools or in special schools. Feedback for the formative evaluation stage came from results of pretesting and posttesting, written evaluations of lessons by teachers, and classroom observations. Results are presented for each of the eight lessons in terms of objectives, performance of classes from neighborhood or special schools, and an interpretation. Summarized are comments from the teacher review board meeting. Results are discussed in terms of need for instruction, instructional effectiveness, design of the materials, content, sequencing, and test instruments. Results are seen to support the need for measurement instruction, with major changes being made in the sequencing of instruction and revision of the test. Appended are a description of the pilot-test version of the length unit, the pilot-test questions, a sample evaluation form, classroom observation forms, a description of the revised version of the measurement of length unit, and the revised length unit test. (DB)

**ED 115 041** **EC 080 487**

*Thurlow, Martha L. And Others*  
**Time with the Calendar Unit: A Formative Evaluation. Research Report No. 86.**

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.  
 Bureau No—BR-332189

Pub Date Feb 75

Grant—OEG-09-332189-4533(032)

Note—86p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*Curriculum Development, \*Curriculum Evaluation, \*Educable Mentally Handicapped, Exceptional Child Research, \*Mathematics, Mentally Handicapped, Primary Education, \*Time

Described is the evaluation of the pilot-test version of the Calendar Unit, part of an instructional unit developed by the Vocabulary Development Project, with 43 educable mentally retarded primary grade children from either special classes within regular schools or from a special school. Feedback for the formative evaluation came from comments of teachers, pretesting and posttesting of behavioral objectives, and classroom observations. Results are presented for each of the nine lessons in terms of objective, testing performance

of classes, interpretation, and informal comments of teachers. Summarized are comments made at the teacher review board meeting. Results are discussed in terms of need for instruction, instructional effectiveness, design of the materials, content, sequencing, and test instruments. Results are seen to support the need for a calendar unit with changes being made in such areas as improving effectiveness of instruction for specific concepts. Appended are a description of the pilot-test version of the "Time with the Calendar" unit, experimental test questions, the calendar unit (book 1) pilot test questions, sample evaluation forms, calendar unit (books 2 and 3) pilot-test questions, and the revised "Time with the Calendar" tests. (DB)

ED 115 042 EC 080 488

Hesse, Kathleen. And Others

Down's Syndrome Children's Early Comprehension of WH Questions Asked in Naturalistic and Experimental Settings. Research Report No. 87. Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No—332189

Pub Date Apr 75

Grant—OEG-09-332189-4533(032)

Note—100p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*Comprehension, Early Childhood, Exceptional Child Research, \*Language Development, Mentally Handicapped, \*Monogolism, Questioning Techniques, Receptive Language, \*Verbal Ability

Evaluated was the comprehension of maternal and experimentally posed Wh questions (such as what, why and who) by two 5-year-old Down's Syndrome children. Weekly taperecordings of mother-child play situations and videotapes of individual sessions with the experimenter were analyzed in terms of form, content, and appropriateness of Ss' response. Results indicated similarity with the first stage of normal children's interrogative comprehension. Findings had implications for teachers' questioning techniques. (The description of photographs used with the experimental set of Wh questions is provided in one of three appendices). (CL)

ED 115 043 EC 080 489

Thurlow, Martha L. And Others

An Assessment of the Effectiveness of the Money, Measurement and Time Program for EMR Children. Research Report No. 88.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No—BR-332189

Pub Date Mar 75

Grant—OEG-09-332189-4533(032)

Note—94p.; For related documents see EC 080 485 and EC 080 491

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*Curriculum Evaluation, \*Educable Mentally Handicapped, Elementary Education, \*Evaluation Methods, Exceptional Child Research, Measurement, Mentally Handicapped, \*Money Management, \*Time

The performance of 272 elementary school aged educable retarded children was used in the final evaluation of the five unit Money, Measurement and Time program. Criterion referenced pre- and posttests were administered to assess the effectiveness of each unit, and A Cognitive Abilities Test evaluated Ss' general improvement in non-content-specific areas of functioning. Analysis of results indicated that the gains in the Money and Time with the Clock units were significant, while the gains on the Length and Measurement of Weight units were not as impressive. Item analyses of the unit tests demonstrated that Ss' learning went beyond the immediate instruction they had received. Data on nonretarded children's performance provided normative information. Results suggested revisions in specific content for each unit. (CL)

ED 115 044 EC 080 490

Turnure, James E. Thurlow, Martha L.

Relations and the Effectiveness of Verbal Elaborations. Research Report No. 89.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the

Handicapped (DHEW/OE), Washington, D.C.

Bureau No—BR-332189

Pub Date May 75

Grant—OEG-09-332189-4533(032)

Note—42p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Educable Mentally Handicapped, Elementary Education, Exceptional Child Research, \*Learning Characteristics, Mentally Handicapped, \*Paired Associate Learning

The effects of five elaboration conditions on the paired associate learning of 50 educable mentally retarded children (mean age 9 years) were investigated. Four of the conditions were included in a two factor design (type of relation x familiarity); the fifth (nonsense condition) was included as an outside control. Ten children were tested in each condition. Results indicated that quality and familiarity of stimuli influenced elaborational effectiveness. The dominant finding was a significant interaction between type of relation and familiarity, with positional-unfamiliar elaborations being the least facilitative in the two factor design. The nonsense condition produced the poorest performance levels across the five conditions, especially for Ss identified as being more severely retarded. (DB)

ED 115 045 EC 080 491

Nelson, Janet T. And Others

An Assessment of the Effectiveness of the Money, Measurement and Time Program for TMR Students. Research Report No. 90.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No—BR-332189

Pub Date May 75

Grant—OEG-09-332189-4533(032)

Note—65p.; For related documents see EC 080 485 and EC 080 489

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Curriculum Evaluation, Exceptional Child Research, Instructional Materials, Mentally Handicapped, \*Money Management, \*Program Effectiveness, \*Trainable Mentally Handicapped

One hundred ninety-four trainable retarded 6- to 34-year-old students participated in a field test of the Money Unit, one of five instructional units in the Money, Measurement and Time Program. Pre- and posttests of the Money Skills Test and the Money Expressive Test were administered to Ss, and 11 teachers completed evaluations of the unit. Ss' performance gains on both tests were found to be significant, and teachers' evaluations further supported the useability and effectiveness of the Money Unit. Revision recommendations suggested by the teachers centered on the areas of the material's general format and suitability for trainable retarded students. (CL)

ED 115 046 EC 080 497

Foster, June C. Kapisovsky, Peggy

Accommodating Students Who Have Physical Disabilities: A Resource Guide for Massachusetts Community Colleges.

Technical Education Research Center, Cambridge, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date Aug 75

Note—197p.

Available from—Technical Education Research Centers, Inc., 44 Brattle Street, Cambridge, Massachusetts 02138 (\$10.00)

EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage

Descriptors—Admission Criteria, Architectural Barriers, Aurally Handicapped, \*Community Colleges, Counseling, \*Educational Programs, Epilepsy, Exceptional Child Education, \*Handicapped Children, Job Placement, \*Personnel, Physically Handicapped, Remedial Instruction, \*Resource Guides, Visually Handicapped

Identifiers—\*Massachusetts

Intended for Massachusetts community college personnel, the document presents suggestions and consideration for providing services to handicapped students. Based on questionnaires from approximately 200 key college personnel, the

guide emphasizes eight issues (topics are in parentheses): the student population to be served (blind, partially-sighted, deaf, partially-hearing, epileptic, and students with other physical disabilities); program management (coordination, programs for deaf students, and sources of funding); architectural accommodation (rules and regulations of the Architectural Barriers Board and plans for architectural accessibility); admissions (the screening process and the admissions interview as a planning tool); counseling and advisement (attitudes toward physically disabled individuals, responsibilities of the counselor, factors to consider when counseling the hearing impaired student, and psychometric test); instructional services (support services, procedures for instruction and testing, curriculum materials, aids and equipment, and remedial instruction); and job placement (interagency coordination, job adaptation, resources to facilitate job placement, and job development). Each chapter is followed by a resource section which gives information for contacting persons and/or agencies and for obtaining publications applicable to the needs of personnel. (SB)

ED 115 047 EC 080 498

These Are Your Children. A Report of the Citizens Health Council on Children's Needs.

Regional Planning Council, Baltimore, Md.

Report No—PB-237-758

Pub Date Jan 74

Note—51p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (Order No. PB-237-758; MF-\$2.25, PC-\$4.25)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Educational Programs, \*Emotionally Disturbed, Etiology, Exceptional Child Education, Exceptional Child Services, Mental Health, \*Needs Assessment, \*Program Planning, \*Therapy  
Identifiers—Maryland Data System for the Handicapped

The report deals with the needs of all children as well as emotionally disturbed children. It outlines problem areas and makes some recommendations. Criteria and guidelines for proposals dealing with services for emotionally disturbed children and adolescents also appear. Symptoms often seen in children and adolescents are described in commonly-used terms. Treatment is suggested according to the severity of the condition. The first quarterly report of the Maryland Data System for the Handicapped is discussed. Regional estimates of needs of emotionally disturbed children and services available are indicated. A summary of the Maryland Department of Education's programs and plans for handicapped children is given. (Author)

ED 115 048 EC 080 499

Weischadle, David E.

Planning for Connecticut's Developmentally Disabled.

North Carolina Univ., Chapel Hill. Frank Porter Graham Center.

Spons Agency—Connecticut Developmental Disabilities Planning and Advisory Council, Hartford.; Rehabilitation Services Administration (DHEW), Washington, D.C. Div. of Developmental Disabilities.

Pub Date Mar 75

Note—160p.

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—Elementary Secondary Education, Exceptional Child Education, Mentally Handicapped, Needs Assessment, \*Program Planning, \*State Programs  
Identifiers—Connecticut, \*Developmental Disabilities

Reported is the development of the Connecticut state plan to assess the needs of the developmentally disabled and establish service priorities. An overview of the planning system includes information on planning processes and the model components including needs assessment, priority setting, program development and selection, program approval, and program implementation. Described in the section on needs assessment are developed of 3- and 1-year priority statements based on data collection and analysis and preparation of an assessment report. The priority setting process is seen to involve ranking and voting by council members of identified needs to determine high, middle, and low priority categories. Changes are proposed for the grant



application system to include planning and evaluation components. Recommendations are given in the areas of comprehensive planning, needs assessment, priority setting, and project management including exploring cooperative funding for projects and offering grants for a variety of purposes. Appended is the author's vitae and various forms used in the planning process. (DB)

**ED 115 049** **EC 080 581**

*Stock, John R. And Others*

**Selection and Validation of Model Early Childhood Projects: Final Report.**

Battelle Memorial Inst., Columbus, Ohio. Columbus Labs.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Nov 75

Contract—OEC-0-74-0402

Note—107p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—\*Early Childhood Education, Exceptional Child Education, \*Handicapped Children, \*Program Descriptions, Program Effectiveness, \*Program Evaluation  
**Identifiers**—\*Handicapped Children's Early Education Program

Presented is the final report of a research program to select and describe outstanding Handicapped Children's Early Education Program (HCEEP) projects. Projects were analyzed in terms of 14 components of an HCEEP program (such as screening, programming, and inservice training). A detailed discussion of model selection and validation is appended. The bulk of the document provides information on the title, location, source and level of funding, starting date, description, and evidence of effectiveness (in terms of child information, child progress, parental involvement, and dissemination and replication) for the following eight projects: The Rutland Center for Treating Emotionally Disturbed Children (Athens, Georgia); Precise Early Education of Children with Handicaps (Champaign, Illinois); Prescriptive Home Stimulation Program: The Marshalltown Project (Marshalltown, Iowa); UNISTAPS: A Family Oriented Noncategorical Program for Severely Handicapped Children (St. Paul, Minnesota); Chapel Hill Training-Outreach Project (Chapel Hill, North Carolina); A Model Preschool Center for Handicapped Children With Professional Training, Research and Service Components (Seattle, Washington); Comprehensive Training Program for Infants and Young Cerebral Palsied Children (Milwaukee, Wisconsin); and The Portage Project: A Home Approach to the Early Education of Multiply Handicapped Children in a Rural Area (Portage, Wisconsin). (SB)

**ED 115 050** **EC 080 582**

*Roth, John Sussman, Susan*

**Educating Gifted Children.**

York Borough Board of Education, Toronto (Ontario).

Pub Date Jul 74

Note—105p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—Acceleration, \*Administration, Early Admission, Educational Needs, Effective Teaching, Elementary Secondary Education, Enrichment, Exceptional Child Education, \*Gifted, \*Grouping (Instructional Purposes), Independent Study, Literature Reviews, Non-graded Classes, \*Program Planning, \*Talent Identification

Presented is a review of literature and research on identification, personality and educational needs, and effective programming for gifted children. Among the topics discussed are the difficulties of defining giftedness operationally, pros and cons with regard to using intelligence tests and informal teacher assessment to identify the gifted, factors that may encourage or inhibit the development of gifted students' potential (such as individualized instruction and negative societal attitudes), and the administrative framework of a special education program for the gifted. Focused on in a section on types of programs for gifted children are acceleration (including early admission, ungraded instruction, and gaining university credits in secondary school); homogeneous and heterogeneous grouping; and forms of enrichment (such as formal programs, independent study, and use of community resources). Suggestions are offered for planning a systemwide educational pro-

gram to stimulate outstanding achievement. Also provided is a bibliography listing approximately 50 references on the gifted. (LH)

**ED 115 051** **EC 080 583**

*Friedman, Paul R. Beck, Ronna Lee*

**Mental Retardation and the Law: A Report on Status of Current Court Cases.**

President's Committee on Mental Retardation, Washington, D.C.

Report No.—(OHD)-76-21012

Pub Date Sep 75

Note—111p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—Architectural Barriers, \*Civil Liberties, Classification, \*Court Cases, Employment, \*Equal Education, Exceptional Child Services, \*Mentally Handicapped

**Identifiers**—Sterilization

Featured in the issue is an analysis of the Supreme Court's decision on O'Connor v. Donaldson, and provided are updated summaries of 104 cases previously reported in the publication. Reviewed are cases on the following topic areas: architectural barriers, classification, commitment, custody, education, employment, guardianship, protection from harm, sterilization, treatment, voting, and zoning. (CL)

**ED 115 052** **88** **EC 080 584**

**Early Prevention of School Failure: Illinois Title III ESEA Project.**

Illinois State Office of the Superintendent of Public Instruction, Springfield.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [74]

Note—45p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Exceptional Child Education, \*Identification, Kindergarten, \*Learning Disabilities, \*Preschool Education, Prevention, \*Program Descriptions, Program Effectiveness, Screening Tests

**Identifiers**—Elementary Secondary Education Act Title III, ESEA Title III, Project Early Prevention of School Failure

Described in three documents is the Early Prevention of School Failure Project which is designed to identify and provide programs for preschool learning disabled children. Screening tests are said to include evaluations of visual motor integration, speech, language and motor development. Considered in the pamphlet are services provided in Model Learning Disability Kindergartens for children with severe learning problems and therapy and teacher consultation services for children with milder difficulties. It is explained that validation results indicate growth exceeding project objectives in receptive language, visual motor and psycholinguistic development. Provided in accompanying documents are information regarding replication of the project in local schools, an annual report to the President and Congress which touches on program implementation costs. (CL)

**ED 115 053** **EC 080 588**

*Rogers, George W., Jr. Richmond, Bert O.*

**Results on the Slosson Drawing Coordination Test with Appalachian Sheltered Workshop Clients.**

Pub Date [75]

Note—9p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Adults, Clinical Diagnosis, Exceptional Child Research, Handicapped Children, \*Labeling (of Persons), \*Minimally Brain Injured, \*Screening Tests, Sheltered Workshops, \*Test Validity, Young Adults

Fifty-four clients (13- to 52-years-old) in an Appalachian sheltered workshop were administered the Slosson Drawing Coordination Test (SDCT) and the Bender Visual Motor Gestalt Test. Twenty-nine Ss were labeled possibly brain damaged by the SDCT, and 17 Ss by the M. Hutt scoring system for the Bender-Gestalt. Two psychologists using all available data and clinical judgment classified only 13 in a similar category. Results indicated the need for caution in using the SDCT as a screening instrument for brain damage among Appalachian clients. (Author)

**ED 115 054** **EC 080 589**

**Audio Visual Lending Library Resource List.**

Nebraska Univ. Medical Center, Omaha. Meyer Children's Rehabilitation Inst.

Pub Date [75]

Note—9p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Audiovisual Aids, Cerebral Palsy, \*Diagnostic Teaching, \*Diagnostic Tests, Early Childhood Education, Elementary Secondary Education, Exceptional Child Education, Infancy, Language Instruction, Learning Disabilities, Mentally Handicapped, \*Multiply Handicapped, Physically Handicapped, Reading Difficulty, \*Resource Guides, Self Care Skills  
**Identifiers**—Developmental Disabilities, Meyer Children's Rehabilitation Institute

Presented is an audiovisual lending library resource list of nine slide-tape package, 13 videotapes, three 16mm films, and six booklets concerning educational and assessment techniques applicable to children from infancy to adolescence with physical or mental handicaps, learning disabilities, or developmental disabilities. Included for most items are title, a brief description, suggested audience, length, and date of production or publication. Resources listed are usually available for public loan or purchase from the Meyer Children's Rehabilitation Institute (Omaha, Nebraska), and information is provided about prices and how to order. (LH)

**ED 115 055** **EC 080 590**

*Tatoul, Warren P.*

**Developing an Operational Mental Health Center with Service Provisions for the Public School System. Maxi II Practicum.**

Pub Date Jun 75

Note—62p.; Ed.D. Practicum, Nova University

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Elementary Secondary Education, \*Emotionally Disturbed, Exceptional Child Education, \*Interagency Cooperation, \*Mental Health, Practicums, Program Design, Program Evaluation, School Community Relationship, \*Socially Deviant Behavior

The purpose of the practicum was to develop an effective relationship between a community mental health center and the public schools. To highlight the potential effectiveness of such a relationship, the practicum involved specific provisions for services to classes of socially maladjusted and/or emotionally disturbed children. The results of the practicum demonstrated the value of involving mental health professionals as an integral part of the public school system and clearly indicated that both staff inservice programs and direct involvement programs with children could be significantly beneficial and should be continued and expanded. (Author)

**ED 115 056** **EC 080 636**

**Public Law 94-103: 94th Congress, H.R. 4005, October 4, 1975. An Act to Amend the Developmental Disabilities Services and Facilities Construction Act to Revise and Extend the Programs Authorized by that Act.**

Congress of the U.S., Washington, D.C. House; Congress of the U.S., Washington, D.C. Senate.

Pub Date Oct 75

Note—23p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Civil Liberties, Design Needs, Exceptional Child Services, \*Facilities, \*Federal Aid, \*Federal Legislation, Handicapped Children

**Identifiers**—\*Developmental Disabilities

Presented is the 1975 amendment to the Developmental Disabilities Services and Facilities Construction Act. Described are revisions and extensions of the earlier act, including revision of grant and construction assistance for university affiliated facilities, and revision of special projects assistance. The earlier act's designation of rights of persons with developmental disabilities is amended to include right to appropriate treatment, services and habilitation as documented in individual habilitation plans. (CL)

**ED 115 057** **EC 080 637**

*Hensley, Gene And Others*

**Questions and Answers: The Education of Exceptional Children. Report Number 73.**

Education Commission of the States, Denver, Colo.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Sep 75

Grant—OEG-0-72-0242(607)

Note—62p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—Administration, Early Childhood Education, Educational Accountability, Educational Planning, Elementary Secondary Education, Exceptional Child Education, \*Federal Legislation, Financial Support, \*Gifted, \*Handicapped Children, Organizations (Groups), Personnel, \*State Legislation, Student Placement, \*Trend Analysis

Written in question and answer form, the booklet provides brief responses to often asked questions by legislators and educators concerning the education of exceptional children. Among the topics covered are state and federal legislation; planning and accountability; finance; administration, classification, and placement; personnel utilization; professional and advocacy organizations; and such major trends and issues as mainstreaming and career education. (LH)

**ED 115 058** **EC 080 638**

*Bowman, Mary And Others*

**Eating with a Spoon: How to Teach Your Multihandicapped Child. Revised Edition.**

Oregon Univ., Eugene. Center for Oregon for Research in the Behavioral Education of the Handicapped.; Oregon Univ., Eugene. Northwest Regional Special Education Instructional Materials Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No—NC-75.906

Pub Date 75

Contract—OEC-0-72-4478

Note—62p.

Available from—Publication Sales Division, Ohio State University Press, 2070 Neil Avenue, Columbus, Ohio 43210 (\$3.00)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—Early Childhood Education, \*Eating Habits, Equipment, \*Evaluation Methods, Exceptional Child Education, \*Multiply Handicapped, Psychomotor Skills, \*Self Care Skills, Skill Analysis, \*Teaching Methods  
**Identifiers**—Developmental Disabilities

Written for parents of young multihandicapped children who experience coordination difficulties or delayed development, the book explains how to teach independent eating habits, using a spoon or other utensil. Parts 1, 2, and 3 deal with such topics as foods to use when beginning; head control problems; how to evaluate initial skills and subsequent progress; mouth skills (including lip use, chewing, and swallowing); and spoon skills (including picking up and grasping the spoon, ways of adapting standard utensils, and special hints for teaching the blind). Parts 4 and 5 contain lists of additional references, firms that supply adaptive equipment, and sample progress charts. Thirty-five photographs which show parents teaching their children how to eat are used to illustrate major points. (LH)

**ED 115 059** **EC 080 639**

**Equal Education Opportunity for All the Visually Handicapped.**

Association for Education of the Visually Handicapped, Philadelphia, Pa.

Pub Date Jun 74

Note—116p.; Papers presented at the Association for Education of the Visually Handicapped Conference (52nd, San Francisco, California, June 23-27, 1974)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—\*Career Education, Closed Circuit Television, \*Cognitive Development, Concept Formation, Conference Reports, Early Childhood, \*Educational Needs, Educational Programs, Elementary Secondary Education, Equal Education, Exceptional Child Education, Infancy, Learning Disabilities, Listening, Maturation, Teacher Qualifications, \*Teaching Methods, \*Visually Handicapped

**Identifiers**—Low Vision Aids, Optacon

The booklet contains 12 selected papers on equal educational opportunity for visually handicapped (VH) children that were presented at the 52nd biennial conference (June, 1974) of the Association for Education of the Visually Handicapped. Included are presentations on the following: the history and concept of equal educational opportunity (B. Lowenfeld), competencies needed by teachers of VH students who may also have specific learning disabilities (J. McCarthy), assessing the chronological development of VH children's spatial concepts (K. Szatlocky), a comparative study of cognitive development among blind and sighted students (K. Simpkins and B.

Stephens), new directions in services for VH infants and preschoolers (J. Brown), preschool children's cognitive characteristics (M. Poulsen), methods and materials for teaching elementary school students to read with the Optacon (G. Lutz), closed circuit television as a low-vision reading aid (R. Schnur et al), the use of compressed speech and a listening skills training program with handicapped students (A. Connor), career education and the handicapped (K. Hoyt—also see EC 073 115), career education for the VH (J. Best), and the impact of the Supplement Security Income Program upon rehabilitation of blind or disabled individuals (F. Crawford). (LH)

**ED 115 060** **EC 080 642**

*Olson, Thomas A.*

**Raising Consciousness of Key Publics About the Needs of Gifted and Talented.**

National/State Leadership Training Inst. on the Gifted and Talented, Los Angeles, Calif.

Pub Date Feb 75

Note—22p.; Report of a National Planning Conference (New York, New York, December 9, 1974)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Child Advocacy, Conference Reports, \*Discriminatory Attitudes (Social), Educational Alternatives, \*Educational Needs, Equal Education, Exceptional Child Education, \*Gifted, \*Information Dissemination, Public Opinion, \*Public Relations, Regular Class Placement, Talent Identification

Presented is the report of a 1974 planning conference on raising public consciousness about the needs of the gifted and talented (GT). Noted are the following major conference purposes: to increase interorganizational awareness of activities to expand opportunities for GT individuals, to identify mechanisms for improving public awareness of GT needs, and to identify critical messages and constraints in communicating with key audiences. Cited are constraints (mistaken assumptions) which prevent commitment to and implementation of better programs and services for GT children (such as lack of public understanding that GT pupils need special differentiated help; that special services need not be costly; that programs can be provided within the educational mainstream; and that GT students exist among various racial, ethnic and socioeconomic groups). Stressed is the need for advocacy and communication efforts to be targeted to key state and local decision makers (such as board of education members and legislators), parents, and regular classroom teachers. Recommendations for further action include development and distribution of a communication matrix (a sample matrix chart is provided) of GT advocacy organizations together with solicitation of input from key representatives outside the advocacy groups. The conference agenda and a list of participants are appended. (LH)

**ED 115 061** **EC 080 643**

*Wertz, Robert D. Kester, Donald L.*

**The Design, Evaluation, and Educational Program Audit of a District-Wide K-12 Mentally Gifted Minor Program.**

Los Angeles County Superintendent of Schools, Calif.; Rowland School District, Rowland Heights, Calif.

Pub Date Apr 75

Note—18p.; Paper presented at the Annual International convention of the Council for Exceptional Children (53rd, Los Angeles, California, April 20-25th, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Educational Accountability, Elementary Secondary Education, Exceptional Child Education, \*Gifted, \*Performance Criteria, \*Program Evaluation, \*Staff Role  
**Identifiers**—California, Rowland Unified School District

Presented is a paper, delivered at the 1975 Annual International Convention of the Council for Exceptional Children, on planning and implementing an educational program audit for gifted students (K-12) of the Rowland Unified School District in California. Briefly explained in the introduction are the roles of the district evaluator and the county program auditor. A question and answer format is utilized in Section II to provide an overview of the audit process (including purpose and definition of the audit, professional role of the auditor, and stages such as developing performance objectives and designing an effective

evaluation system). Sections III, IV, and V deal with steps in implementing one program audit plan; recommendations for improving future evaluation and program audit procedures (such as better coordination and timing of on-site visits); and program audit advantages (such as no-cost program evaluation by an external expert and identification of needed program improvements). Provided is a bibliography of approximately 40 references on educational program evaluation and audit. (LH)

**ED 115 062** **EC 080 644**

*Geiger, William L.*

**The Perceptual- and Gross-Motor Ability of Mentally Retarded Children.**

Central Michigan Univ., Mount Pleasant.

Pub Date [75]

Note—23p.; Paper presented at the Mid-West AHPER Convention (Grand Rapids, Michigan, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Childhood, Etiology, Exceptional Child Research, \*Mentally Handicapped, Motor Development, \*Perceptual Motor Coordination, \*Performance Factors, \*Physical Development, Physical Education

Compared were the perceptual and gross motor abilities of 30 mentally retarded and 25 nonretarded 10- to 12-year-old children. Performance data on such motor tasks as the agility run, 20-yard dash, obstacle course, and target hop were recorded, with separate data for the retarded Ss on the basis of etiological classification (Down's Syndrome, cultural-familial, and other). Among findings were significant differences between the performances of nonretarded and retarded groups and among the etiologically classified groups. (CL)

**ED 115 063** **EC 080 645**

*Vassar, William G.*

**Connecticut's In-Service Training Program Model for Professional Personnel in the Education of the Gifted and Talented.**

Connecticut State Dept. of Education, Hartford. Bureau of Pupil Personnel and Special Education Services.

Pub Date 75

Note—17p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Educational Objectives, \*Evaluation Methods, Exceptional Child Education, \*Gifted, \*Inservice Teacher Education, Professional Education, \*Program Planning  
**Identifiers**—Connecticut

Presented is a model plan for inservice training of professional personnel who work with gifted and talented children in Connecticut. Discussed are such aspects as basic philosophical assumptions regarding the use of human resources, teaching strategies, and background knowledge; and the design and implementation of inservice training programs (including needs assessment, evaluation, and coordination). An instrument to aid local school districts in evaluating current and proposed inservice training programs is described, and an explanatory chart and sample assessment forms are provided. (LH)

**ED 115 064** **EC 080 646**

*Vassar, William G.*

**Connecticut's State Plan for the Education of the Gifted and Talented: 1975-1980. Working Draft.**

Connecticut State Dept. of Education, Hartford. Bureau of Pupil Personnel and Special Education Services.

Pub Date 75

Note—15p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Administration, \*Educational Objectives, \*Evaluation, Exceptional Child Education, \*Gifted, Inservice Teacher Education, Needs Assessment, \*Program Proposals, State Legislation, State Programs, Talent Identification

**Identifiers**—Connecticut

Presented is a revised working draft of Connecticut's 5-year (1975-1980) state plan for the identification and education of the gifted and talented (GT). Briefly discussed in the first three sections are an overview and position statement (concerning legislation, administration and personnel); projected needs assessment; goals, objectives, and implementation strategies (such as planning inservice training programs, collecting

and evaluating data on effective programing for GT students, and securing needed funding and technical assistance). (LH)

**ED 115 065** EC 080 649

*Broughton, Charles H. And Others*  
**An Approach to Meeting the Educational Needs of Secondary Special Education Students. Final Practicum Report.**

Pub Date Jul 75

Note—259p.; Ed.D. Practicum, Nova University  
EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage  
Descriptors—Exceptional Child Education, Guidelines, \*Handicapped Children, \*Learning Laboratories, Literature Reviews, Models, \*Program Descriptions, Program Evaluation, \*Secondary Education

The design and evaluation of a secondary special education program is described. The program is noted to incorporate four phases: Phase I evaluating the learning laboratory (LL) concept; Phase II-field testing the exportability of the LL concept; Phase III-providing a document explaining how to organize, staff, and operate a LL; and Phase IV-implementing the LL concept in various districts. Among topics covered in a section on practicum design are a LL description, LL research, LL cost analysis, and a summary of cognitive data gathering methods. Four brief chapters present information on an approach to meeting the educational needs of secondary special education students, evaluation of the program, the efforts of program participants, and a summary and conclusion. The organizational structure of the high school lab is outlined for four school settings. Appendix materials comprise the bulk of the text and include the LL concept manual for administrators, detailed information on data collection and analysis, the organizational structure of the LL model, a description of a transported model, literature research, the practicum proposal, the Practicum interim report, and the annual Texas superintendents report. (SB)

**ED 115 066** EC 080 659

*Hankerson, Henry E. And Others*  
**Parent Involvement for the Sake of All Children.** Ohio State Univ., Columbus. Herschel W. Nisonger Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.  
Pub Date Jan 75

Grant—OEG-0-73-5583

Note—38p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Exceptional Child Education, Handicapped Children, \*Parent Education, Parent Role, \*Preschool Education, Stimulation  
Identifiers—Developmental Disabilities, \*Developmentally Delayed Infant Education Project, Parent Materials

Intended for all parents, presented is the Developmentally Delayed Infant Education Project's (Ohio) manual on parent involvement. Topics covered include reasons for parent involvement (skills learned by parents in the program can improve children's academic attainment); definition of parent involvement (parents working with staff to provide meaningful experiences for their children); purposes, elements, and techniques (such as role playing, audiovisual activities, and practicum experiences) for effective parent training; infant/toddler stimulation techniques in coordination, locomotion, cognition, language, and socialization; and reasons why some parents don't get involved. (SB)

**ED 115 067** EC 080 660

*Morrison, Jan Wood, J. Marcus*  
**To Find the Invisible Child: A Report on Casefinding.**

Ohio State Univ., Columbus. Herschel W. Nisonger Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date [74]

Grant—OEG-0-73-5583

Note—43p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Exceptional Child Education, Handicapped Children, \*Identification, Parent Counseling, \*Preschool Education, Professional Occupations, \*Program Descriptions

Identifiers—Casefinding Coordinator, Developmental Disabilities, \*Developmentally Delayed Infant Education Project

Presented are some casefinding approaches used in the Developmentally Delayed Infant Education Project (Ohio). Brief sections include information on the Project's objectives and limits; the responsibilities, desired skills and competencies, and desired traits and attributes of casefinding coordinators; identification approaches (such as contacting social service agencies and medical facilities, reaching parents through the media, and mass screening); ways to handle initial contacts and testing in the home; approaches to handle parents of children accepted or denied acceptance into the program; and common parental concerns (such as cause of the child's delay). Among information appendix are criteria for infant selection, general admission procedures, and guidelines for follow-up. (SB)

**ED 115 068** EC 080 677

**Fostering Positive Attitudes Toward the Handicapped In School Settings.**

City Univ. of New York, N.Y. Hunter Coll. Special Education Development Center.; New York State Education Dept., Albany. Special Education Instructional Materials Center.

Pub Date 75

Note—195p.; Proceedings of the Special Study Institute (Rensselaerville, New York May 1-3, 1975)

EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage

Descriptors—Bibliographies, \*Changing Attitudes, Childrens Books, Conference Reports, Curriculum, Exceptional Child Education, \*Handicapped Children, Instructional Materials, Labeling (of Persons), \*School Role, Social Attitudes, Special Education Teachers, Television

Identifiers—New York

Provided are the proceedings of the Special Study Institute conference on Fostering Positive attitudes Toward the Handicapped in School Settings sponsored by the Division for Handicapped Children of the New York State Education Department. Presentations include the following topics: rationale for the conference (by Samuel Wallach); a review of theory and research on reactions to the handicapped (by Steven A. Richardson); television and attitudes toward the handicapped (by Robert M. Liebert); the development of receptivity toward labeled children (by Ellen B. Barnes); supporting teachers for change (by Peter Knoblock); some curricular experiences for children (by Elizabeth Pieper); a curriculum fostering positive attitudes toward the handicapped (by Shirley Cohen); and the handicapped in children's literature (by Barbara H. Baskin). Reports from the area planning groups are summarized; and appended are results of an evaluation of the Special Study Institute, addresses of participants, a selected bibliography of professional references and children's literature (117 entries), and a selected bibliography of multimedia materials (34 entries). (SB)

**ED 115 069** EC 080 689

*Hobbs, Nicholas*

**The Futures of Children: Categories, Labels and Their Consequences. (Highlights, Summary, and Recommendations for the Final Report of the Project on Classification of Exceptional Children).**

Vanderbilt Univ., Nashville, Tenn. Center for the Study of Families and Children.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date Jun 75

Note—44p.; For related information see EC 071

101, EC 071 102 and EC 071 103

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Classification, Clinical Diagnosis, Exceptional Child Research, \*Handicapped Children, \*Labeling (of Persons)

Identifiers—Final Reports, Project on Classification of Exceptional Children

Presented is a summary of the Final Report of the federally funded Project on Classification of Exceptional Children. Reviewed is the scope of the project which emphasized such aspects as the effects of labeling on individual children and the technical adequacy of diagnostic and classification systems. Among limitations ascribed to categories and labels are imprecision and insensitivity to individual changes. Problems in institutional care resulting from labeling are considered. Individualized program planning is seen to be one alternative approach to traditional classification.

Provided are major project recommendations in seven broad areas (including funding and manpower training), and listed are seven priority needs including support for parents and fairness to disadvantaged and minority group children). (CL)

**ED 115 070** EC 080 693

*Wilds, Thomas, Comp. And Others*

**Audiovisual Resources for Instructional Development.**

Council for Exceptional Children, Reston, Va. Information Services and Publications.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.; Rehabilitation Services Administration (DHEW), Washington, D.C. Div. of Developmental Disabilities.

Pub Date 75

Note—214p.

Available from—Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$12.00 Publication Number 109)

Document Not Available from EDRS

Descriptors—\*Audiovisual Aids, Community Programs, Curriculum, Exceptional Child Education, Exceptional Child Services, \*Handicapped Children, Parent Education, Professional Education, Program Development, \*Resource Guides, \*Teacher Education, Teaching Methods

Provided is a compilation of recently annotated audiovisual materials which present techniques, models, or other specific information that can aid in providing comprehensive services to the handicapped. Entries which include a brief description, name of distributor, technical information, and cost are presented alphabetically by title in eight sections based on type of media—audio, film loops, films, filmstrips, multimedia, slide shows, transparencies, or video tapes. A subject index lists titles alphabetically with letter codes for type of media form under the following areas (sample subcategories are in parentheses); community models, facilities, and resources; curriculum areas (career education, cognitive perception, and guidance); developmental levels (early childhood, adolescence, and adulthood); exceptionalities (emotionally disturbed, gifted, and learning disabled); materials (child use and teacher); methods (contingency management, individualized instruction, and operant conditioning); and program development (assessment, planning, and evaluation). A distributor guide is composed of alphabetized listings of distributors and their addresses. Addresses are also given for the source from which the bulk of the materials are compiled. (SB)

**ED 115 071** EC 080 694

*Frith, Greg*

**A Project Designed to Increase Exceptional Child Services to Northeast Alabama.**

Jacksonville State Univ., Ala.

Spons Agency—Bureau of Education for the

Handicapped (DHEW/OE), Washington, D.C.

Report No—451-AH-50781

Pub Date [75]

Note—7p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Conferences, Educational Diagnosis, Exceptional Child Education, \*Handicapped Children, \*Inservice Teacher Education, Leadership Training, \*Rural Education, \*Special Education, Workshops

Identifiers—Alabama, \*Project Outreach

Project Outreach was designed to increase exceptional child services to 14 rural school systems. In order to attract special education teachers to rural areas, the Project conducted inservice training sessions at eight Local Education Agencies aimed at the needs of the graduate level teacher from the Appalachian area of Northeast Alabama. In addition to inservice training, the Project provided the following services: a conference on management of emotionally disturbed children in the classroom, a leadership training institute, a workshop for psychometrists, a summer conference on identification of critical issues in special education, a teacher exchange program, and an assessment workshop for educational diagnosticians. (SB)

## ED 115 072 FL 004 866

Dearden, Jeannette Stig-Nielsen, Karin  
Spoken Danish. Book Two.

American Council of Learned Societies, New York, N.Y.; Linguistic Society of America, Washington, D.C.

Pub Date 46

Note—563p.; For related document, see FL 004 903

Available from—Spoken Language Services, Inc., P.O. Box 783, Ithaca, N.Y. 14850 (HC \$8.50, Book 1 \$7.00, Records \$40.50, Complete Course: Book 1 and Records, \$45.00, Accompanying Cassettes for Complete Course \$50.50, Cassette Course: Book 1 and Cassettes \$55.00)

EDRS Price MF-\$0.92 Plus Postage. HC Not Available from EDRS.

Descriptors—Audiolingual Skills, Autoinstructional Aids, Conversational Language Courses, Grammar, \*Instructional Materials, \*Language Instruction, Oral Communication, \*Programed Texts, Pronunciation, \*Second Language Learning, Speech Skills, \*Textbooks, Uncommonly Taught Languages, Vocabulary

Identifiers—\*Danish

This is one of a series of self-teaching textbooks initially prepared for the Armed Forces and now offered to the public. The text is designed to be used with a native speaker of Danish or with the accompanying recordings. The textbook is divided into three major sections, each consisting of five learning units and one unit for review. Each unit is centered around some practical aspect of daily life, and covers basic sentences, pronunciation practice, word study, grammar and conversational situations. Each unit concludes with a "finder list" of vocabulary introduced in the unit. The emphasis is on speaking rather than on reading or writing. The text concludes with a list of useful words and phrases, spelling check lists, a Danish-English word list and English-Danish word list. Both word lists contain all the vocabulary introduced in the course. (CLK)

## ED 115 073 FL 004 993

Bachmann, James K.

English Face-to-Face: The Non-Verbal Dimension of Conversation.

Pub Date May 73

Note—12p.; Paper presented at the Annual Meeting of TESOL (San Juan, Puerto Rico, May, 1973)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Body Language, Communication (Thought Transfer), \*Cultural Awareness, Cultural Traits, \*English (Second Language), \*Language Instruction, \*Nonverbal Communication, Paralinguistics, Second Language Learning, Teaching Methods

Nonverbal communication is important in foreign language teaching and learning because of its variation in form, meaning and distribution from one culture to another and because of its extensive use in the communicative process. Cross-cultural misunderstandings result from incorrect interpretations of the tone of voice, body motions, facial expressions, and the distances used when people communicate face-to-face. These misinterpretations are not obvious, and probably are not as most people might assume, since they often occur below the level of awareness. Therefore, both teaching and testing procedures should allow for nonverbal communication. Dialogs can include gestures which can be either demonstrated by the teacher or shown on film and videotape. Varying tones of voice can be used to indicate emotions just as vocabulary is used by writers to express their attitudes toward their subjects. Teachers can thus add life to the printed words in their textbooks and stimulate student interest and motivations. (Author)

## ED 115 074 FL 005 724

Rochet, B.

On the Status of the Word in French Phonology.

Pub Date Oct 73

Note—18p.; Paper presented at Annual Meeting of the Western Conference on Linguistics (3rd, Victoria, B.C., October 19-20, 1973)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*French, Linguistic Theory, Phonemics, \*Phonetic Analysis, Phonetics, Phonological Units, \*Phonology, \*Structural Analysis, Syllables

## Identifiers—\*Word Boundaries

It is generally agreed among French linguists that the word has no phonetic or phonological status in French. This position reflects mostly pedagogical considerations and preoccupation with surface phonetic facts and demarcative signals. Investigation of processes of a more abstract nature reveals, however, that a certain number of rules summarizing phonotactic processes of Modern French must incorporate word boundaries as part of their environments. (Author)

## ED 115 075 FL 006 748

A Comprehensive Design for Bilingual-Bicultural Education.

Chicago Board of Education, Ill. Dept. of Government Funded Programs.

Pub Date 74

Note—76p.; Part of page 9 is copyrighted and not available; it has been removed from the document but does not affect pagination

Available from—Dr. James G. Moffat, Deputy Superintendent, Management Services, 228 N. LaSalle St., Chicago, Illinois 60601 (free)

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Bibliographies, \*Biculturalism, \*Bilingual Education, Bilingual Students, Community Involvement, Curriculum Development, Educational Administration, \*Educational Objectives, Non English Speaking, \*Program Design, Resource Materials, Teacher Education, Teaching Methods

Identifiers—\*Illinois (Chicago)

Although bilingual education has existed in this nation's schools since the nineteenth century, during the last two decades there has been a major increase in both the number and the scope of bilingual-bicultural educational programs. This publication seeks to provide a foundation for the coherent, comprehensive development of educational programs for children who speak a language other than English. The philosophy on which the design is predicated is that two languages and cultures are both taught and used as mediums of instruction in a truly bilingual-bicultural education program. The aim of such a program is to enable students to function with equal facility in two languages and two cultures. After setting forth several important considerations, the design presents overall needs and goals for five interrelated elements of a bilingual-bicultural program: instruction, staff development, community involvement, curriculum development, and management. The needs and goals presented were assessed and evaluated by people experienced in developing and operating bilingual education programs in Chicago. The publication includes a selected listing of sources of information and a selected bibliography. Both may be helpful in developing bilingual-bicultural education programs. A copy of the 1973 Foreign Language Survey of Chicago Public Schools accompanies the document. (Author/CLK)

## ED 115 076 FL 006 778

McGillivray, James A.

A Proposal for the Semantics of Tenses in English.

Montreal Working Papers in Linguistics, Vol. 1, March 1974.

McGill Univ., Montreal (Quebec); Montreal Univ. (Quebec); Quebec Univ., Montreal.

Pub Date Mar 74

Note—18p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*English, Form Classes (Languages), \*Generative Grammar, Language Research, \*Linguistic Theory, Morphology (Languages), \*Semantics, Syntax, Time, \*Verbs

Identifiers—\*Verb Tenses

English tenses are discussed in terms of a unique ordering of three moments of time: the moment of speech, the moment of the event and the reference point. The aims of the paper are to: (1) show the usefulness of introducing the concept of reference point in tense analysis, (2) provide an account of how to construe reference points semantically, and (3) speculate on how to fit this semantics of tenses into a formal grammar of English. Reference point is defined as an expression which refers to a moment of time at which it is appropriate to utter some temporally-positioned version of the sentence in question, and as an expression that designates a time at which the speaker of the sentence might imagine himself as uttering some version of the sentence in question. This definition has to do with

speaker strategies, aims of discourse, and beliefs of the speaker. In this analysis, tenses are viewed as properties of entire sentences rather than as properties of verbs or verb phrases. A semantic approach is proposed, since tenses are not always marked morphologically or syntactically. Representations of all relevant tenses and sequence of tense rules can be generated by the proposed analysis. (CLK)

## ED 115 077 FL 007 027

Laurent-Delchet, Marguerite And Others

Language: langue parlée - langue écrite et créativité à l'école maternelle. Recherches pédagogiques 65 (Language: Spoken Language - Written Language and Creativity in the Pre-Elementary Grades. Pedagogical Research 65).

Institut National de Recherche et de Documentation Pédagogiques, Paris (France).

Pub Date 74

Note—331p.; In French

Available from—Service d'édition et de vente des publications de l'éducation nationale, 29 rue d'Ulm, 75 230 Paris, France

EDRS Price MF-\$0.76 HC-\$17.13 Plus Postage

Descriptors—\*Child Language, Classroom Communication, \*Early Childhood Education, \*French, \*Language Development, Language Research, Language Skills, Nonverbal Communication, Phonology, \*Psycholinguistics, Sociolinguistics, Verbal Communication, Verbal Development

Identifiers—\*France

This is a research report on the acquisition and development of language in children from 4 to 6 years as observed in the pre-elementary grades. The research was done by a number of teams scattered throughout France, and this book is a collection of the papers prepared as a result of their research. The report is divided into five sections. The first section serves as an introduction and gives the objectives and the organization of the report. The second proposes ways of improving the level and structure of verbal communication in the classroom. The third section presents some non-linguistic facets of communication, describes the phonological component of the research and includes a presentation of the phonological system of French. The implementation of certain pedagogical experiments in the teaching of communication is described in the fourth section. The fifth consists of articles dealing with various approaches to the observation of language learning processes, including the sociological/psychosociological approach, the psychological approach, the linguistic approach and the psychopedagogical approach. (TL)

## ED 115 078 FL 007 035

Beardmore, H. Baetens

Testing Oral Fluency. Rapport d'Activités de l'Institut de Phonétique, 1971-1972 (Report of the Activities of the Institute of Phonetics).

Université Libre de Bruxelles (Belgium). Institut de Phonétique.

Pub Date Oct 72

Note—14p.; Paper presented at the Annual Meeting of l'Association Belge de Linguistique Appliquée (September 25, 1972)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—English (Second Language), \*Language Fluency, \*Language Instruction, Language Skills, \*Language Tests, Oral Expression, Scoring, Second Language Learning, \*Speech Skills, \*Testing

Identifiers—\*Communicative Competence

A description is given of experiments involving the standardization of aspects of oral fluency testing. Oral fluency is understood to imply a "communicative competence" requiring an ability to formulate accurate and appropriate utterances of more than one sentence in length. Throughout the test emphasis is laid on ease of application and relevance. In the quest for greater objectivity in testing procedures, linguistic, methodological and technical aspects are considered, together with tentative criteria for reducing the discrepancy ratio between scorers. (Author)

## ED 115 079 FL 007 126

Fisiak, Jacek, Ed.

Papers and Studies in Contrastive Linguistics, Vol. 1. The Polish-English Contrastive Project.

Adam Mickiewicz Univ. in Poznan (Poland); Center for Applied Linguistics, Washington, D.C.

Pub Date 73

Note—139p.; Papers prepared for the Karpacz Meeting on Contrastive Linguistics (2nd, December 16-18, 1971); For related document, see FL 007 127

Available from—Center for Applied Linguistics, East European Projects, 1611 N. Kent St., Arlington, Virginia 22209 (\$5.00)

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—Adverbs, Case (Grammar), Comparative Analysis, Consonants, \*Contrastive Linguistics, \*English, English (Second Language), Form Classes (Languages), German, \*Grammar, \*Language Instruction, Language Research, Phonology, \*Polish, Second Language Learning, Sentence Structure, Slavic Languages, Syntax, Transformation Generative Grammar, Translation, Verbs

This collection of papers is the first in a series resulting from the Polish-English Contrastive Project. The overall purposes of the project are to prepare a Polish-English contrastive grammar and to develop pedagogical materials. The basic model used for the research is the transformational generative one. The papers included in this volume are as follows: (1) "The Polish-English Contrastive Project," Jacek Fisiak; (2) "Contrastive Analysis in the Classroom," Waldemar Marton; (3) "Some Grammatical Implications of the Contrastive Analysis of English Sentence Adverbs and Their Equivalents in Polish," Tadeusz Zabrocki; (4) "Some Differences between English and Polish on the level of the Basic Sentence Pattern," Maria Lipinska; (5) "A Contrastive Analysis of Linking Verbs in English and German," Wolf-Dietrich Bald; (6) "Some Surface and Deep Aspects of Case in Polish and English," Stefan Konderski; (7) "'Must' and Its Equivalents in Polish," Piotr Kakietek; (8) "Some Remarks on the Relation between the Complementizer and the Form of the Verb in the Complement Structure in English and Polish," Anna Morel; (9) "The Polish and English Fricatives - a Problem in Phonological Equivalence," Andrzej Kopczynski; (10) "Aspects of Emotive Language: Intensity in English and Polish," Bogdan Lawendowski; (11) "On the Concept of 'Instrumental Case,'" Tomasz P. Krzeszowski; (12) "The Function of Translation in Foreign Language Teaching," Elzbieta Muskat-Tabakowska; and (13) "Bibliography of English-Polish Contrastive Studies in Poland," Tadeusz Zabrocki. (TL)

ED 115 080

FL 007 127

Fisiak, Jacek, Ed.

Papers and Studies in Contrastive Linguistics, Vol. 2. The Polish-English Contrastive Project. Adam Mickiewicz Univ. in Poznan (Poland); Center for Applied Linguistics, Washington, D.C.

Pub Date 74

Note—389p.; For related document, see FL 007 126

Available from—Center for Applied Linguistics, East European Projects, 1611 N. Kent St., Arlington, Virginia 22209 (\$6.00)

EDRS Price MF-\$0.76 HC-\$19.67 Plus Postage

Descriptors—Adjectives, Adverbs, Comparative Analysis, Consonants, \*Contrastive Linguistics, Determiners (Languages), \*English, English (Second Language), Form Classes (Languages), \*Grammar, Intonation, Language Instruction, Morphology (Languages), Nominals, Phonetics, \*Phonology, \*Polish, Pronouns, Semantics, Sentence Structure, Slavic Languages, Syntax, Transformation Generative Grammar, Verbs, Vowels

This collection of 31 papers is the second resulting from the Polish-English Contrastive Project. The overall purposes of the project are to prepare a Polish-English contrastive grammar and to develop pedagogical material. The basic model used for the research is the transformational generative one. This volume is divided into three sections: (1) General - three articles dealing either with general aspects of contrastive analysis or with semantics, (2) Phonology - eleven articles dealing with all aspects of English and/or Polish phonology, and (3) Grammar - seventeen articles dealing mostly with morphology and syntax of English and/or Polish. (TL)

ED 115 081

FL 007 167

Wilks, Yorick

Philosophy of Language. Course Notes for a Tutorial on Computational Semantics.

Pub Date Mar 75

Note—51p.; Course given at the Institute for Semantic and Cognitive Studies, Switzerland, March 17-22, 1975; For related document, see FL 007 164

Available from—Institute for Semantic and Cognitive Studies, Villa Heleneum, 6976 Castagnola, Switzerland (\$10.00)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Applied Linguistics, \*Artificial Intelligence, \*Computational Linguistics, Linguistic Theory, \*Logic, Logical Thinking, Mathematical Logic, \*Philosophy, \*Semantics, Syntax, Thought Processes, Transformation Generative Grammar

Identifiers—\*Computational Semantics, Montague (Richard), Wittgenstein (Ludwig)

This course was part of a tutorial focusing on the state of computational semantics, i.e., the state of work on natural language within the artificial intelligence (AI) paradigm. The discussion in the course centered on the philosophers Richard Montague and Ludwig Wittgenstein. The course was divided into three sections: (1) Introduction—discussing trends in the philosophy of language in regard to the role and importance of formalization, and describing and giving some history of the three fundamental notions of logical syntax, meta-language, and an "Lsemantic" definition of truth; (2) Montague—describing his work on the formalization of natural language and giving an account of Montague grammar with examples; and (3) Wittgenstein—showing how some of his ideas are relevant to the present situation of AI and the way they clash with the views of the formalist school. The course emphasized the importance of partial/inductive knowledge in our understanding of language and concluded that to handle language "formally" on a computer, it is in no way necessary to accept tenets based on formal logic. The most fruitful approaches to understanding language are precisely those not subservient to a powerful logical or semantic theory. (TL)

ED 115 082

FL 007 215

Simplified Magazines for Students of English. Specialised Bibliography B11.

British Council, London (England). English Teaching Information Centre.

Pub Date Feb 75

Note—3p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Bibliographies, \*English (Second Language), Instructional Materials, Language Instruction, \*Periodicals, Reading Materials, Reference Materials, \*Resource Materials, \*Second Language Learning, Supplementary Reading Materials

This bibliography cites simplified periodicals for students of English, with price and subscription information included. English periodicals for speakers of French and German are also listed. Publications are mainly British. (CLK)

ED 115 083

FL 007 216

Teaching English Literature Overseas. Specialised Bibliography B12.

British Council, London (England). English Teaching Information Centre.

Pub Date Jun 75

Note—12p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Bibliographies, \*English (Second Language), \*English Literature, Instructional Materials, \*Literature Programs, Poetry, Resource Materials, \*Second Language Learning, Teaching Methods

This bibliography is divided into six main sections. The first section cites books and articles generally concerning the teaching of English literature overseas. The following five sections cite books and articles dealing specifically with English literature instruction in Africa, Asia, Europe, Latin America, and the Middle and Far East. Entries include publications from a wide range of countries, and most have been published since 1960. (CLK)

ED 115 084

FL 007 217

Teaching English as a Foreign Language by Radio and Television. Specialised Bibliography B13.

British Council, London (England). English Teaching Information Centre.

Pub Date Apr 75

Note—7p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Audiovisual Aids, \*Audiovisual Instruction, \*Bibliographies, \*Educational Radio, \*Educational Television, \*English (Second Language), Instructional Aids, Language Aids, \*Language Instruction, Reference Materials, Resource Materials, Second Language Learning. This bibliography cites books and articles dealing with the teaching of English as a foreign language by radio and television. Entries include publications from a wide range of countries, and most have been published since 1960. (CLK)

ED 115 085

FL 007 218

Using Games, Puzzles, and Songs in English Language Teaching. Specialised Bibliography B14.

British Council, London (England). English Teaching Information Centre.

Pub Date May 75

Note—7p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Bibliographies, Educational Games, \*English (Second Language), \*Games, \*Instructional Aids, Instructional Materials, \*Language Instruction, Music, Puzzles, Reference Materials, Resource Materials, Second Language Learning

This bibliography cites books and articles concerning the use of games, puzzles, and songs in English language teaching. Entries include both European and American publications, and most have been published since 1965. (CLK)

ED 115 086

FL 007 219

English Teaching Materials for Arabic-Speaking Countries. Specialised Bibliography B15.

British Council, London (England). English Teaching Information Centre.

Pub Date Feb 74

Note—4p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Arabic, Audiovisual Aids, \*Bibliographies, \*English (Second Language), Grammar, \*Instructional Materials, \*Language Instruction, Reading Materials, Reference Materials, Resource Materials, Second Language Learning, Vocabulary

This bibliography cites English teaching materials for Arabic-Speaking countries. Entries include British and Middle Eastern publications, a sizeable number coming from the respective Ministries of Education. Most entries have been published since 1965. (CLK)

ED 115 087

FL 007 220

Commercial English (Including Textbooks). Specialised Bibliography B16.

British Council, London (England). English Teaching Information Centre.

Pub Date Sep 74

Note—8p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Bibliographies, \*Business English, English (Second Language), \*English for Special Purposes, Instructional Materials, \*Language Instruction, Reference Materials, Resource Materials, Second Language Learning, \*Textbooks

This bibliography is divided into four main sections. The first section cites linguistic studies, both books and articles concerning commercial English. The second section cites articles concerning the teaching of commercial English, while the third and fourth sections give references to British and American textbooks and readers for commercial English instruction. Entries include both American and European publications, and most have been published since 1965. (CLK)

ED 115 088

FL 007 221

Scientific and Technical English. Specialised Bibliography B17.

British Council, London (England). English Teaching Information Centre.

Pub Date May 73

Note—19p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Bibliographies, English (Second Language), English for Special Purposes, \*Instructional Materials, Language Instruction, Periodicals, Reading Materials, Resource Materials, \*Science Education, Sciences, Second Language Learning, \*Technical Education, Textbooks, Vocabulary

This bibliography is divided into five main sections. The first section cites books, articles, and vocabulary studies that deal generally with scientific and technical English. Books and articles



concerning the teaching of technical English are cited in the second section, and relevant textbooks and readers appear in the third and fourth sections. A list of periodicals for learners of English concludes the bibliography. Entries include both American and European publications, and most have been published since 1961. (CLK)

**ED 115 089** FL 007 222  
**Theses Relevant to the Teaching of English in the Indian Sub-Continent. Specialised Bibliography B18.**

British Council, London (England). English-Teaching Information Centre.

Pub Date Apr 73

Note—7p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Applied Linguistics, \*Bibliographies, Doctoral Theses, \*English (Second Language), \*Indians, Instructional Materials, \*Language Instruction, Language Research, \*Masters Theses, Non English Speaking, Resource Materials, Second Language Learning, Teaching Methods, Textbooks  
 Identifiers—\*India

This bibliography cites theses pertaining to the teaching of English in India and covering a variety of topics, ranging from instructional materials and curriculum planning to specific teaching problems. The entries constitute work done for British and Indian colleges and universities, and most were completed since 1965. (CLK)

**ED 115 090** FL 007 223  
**Theses Relevant to the Teaching of English in Arabic-Speaking Countries. Specialised Bibliography B19.**

British Council, London (England). English-Teaching Information Centre.

Pub Date Apr 73

Note—8p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Arabic, \*Bibliographies, Doctoral Theses, \*English (Second Language), Instructional Materials, \*Language Instruction, Language Research, \*Masters Theses, Native Speakers, Non English Speaking, Reference Materials, Resource Materials, Second Language Learning, Teaching Methods

This bibliography cites theses pertaining to various aspects of the teaching of English in Arabic-speaking countries, ranging from instructional materials and curriculum planning to specific teaching problems. The theses were completed at universities and other institutions of learning in Britain, and most were completed since 1960. (CLK)

**ED 115 091** FL 007 224  
**Theses Relevant to the Teaching of English in Chinese Schools. Specialised Bibliography B20.**

British Council, London (England). English-Teaching Information Centre.

Pub Date Jan 73

Note—5p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Bibliographies, \*Chinese, Doctoral Theses, \*English (Second Language), Instructional Materials, \*Language Instruction, Language Research, \*Masters Theses, Native Speakers, Non English Speaking, Resource Materials, Second Language Learning, Teaching Methods

This bibliography cites theses and articles pertaining to the teaching of English in Chinese schools. A wide range of topics are covered, from instructional materials and curriculum planning to teacher training and specific teaching problems. The theses were completed at universities and other institutions of learning in England, and most were completed since 1960. (CLK)

**ED 115 092** FL 007 225  
**Reading Skills in English as a Foreign or Second Language. Specialised Bibliography B21.**

British Council, London (England). English-Teaching Information Centre.

Pub Date Feb 73

Note—7p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Bibliographies, \*English (Second Language), Instructional Materials, Language Instruction, \*Reading Instruction, Reading Materials, \*Reading Skills, Resource Materials, \*Second Language Learning, Teaching Methods

This bibliography cites books and articles pertaining to reading skills and reading instruction in English as a foreign or second language. Entries include publications from a wide range of countries, and most have been published since 1965. (CLK)

**ED 115 093** FL 007 226  
**Dictionaries and Glossaries for Learners of English as a Foreign Language. Specialised Bibliography B22.**

British Council, London (England). English-Teaching Information Centre.

Pub Date Apr 73

Note—4p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Bibliographies, \*Dictionaries, \*English (Second Language), \*Glossaries, \*Language Instruction, Lexicography, Reference Materials, Resource Materials, Second Language Learning, Vocabulary

This bibliography cites dictionaries and glossaries for learners of English as a foreign language. It also lists articles dealing with the making of English dictionaries. All entries are American or British, and most have been published since 1965. (CLK)

**ED 115 094** FL 007 227  
**Training Teachers of English as a Second or Foreign Language. Specialised Bibliography B23.**

British Council, London (England). English-Teaching Information Centre.

Pub Date Aug 73

Note—7p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Bibliographies, \*English (Second Language), \*Language Instruction, Language Teachers, \*Microteaching, Reference Materials, Resource Materials, Second Language Learning, \*Teacher Education

This bibliography is divided into two main sections. The first section cites books and articles concerning training teachers of English as a second language. The second section refers to books and articles dealing specifically with microteaching. Entries include publications from a wide range of countries, and most have been published since 1965. (CLK)

**ED 115 095** FL 007 228  
**Medical English for Overseas Students and Doctors. Specialised Bibliography B24.**

British Council, London (England). English-Teaching Information Centre.

Pub Date May 75

Note—5p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Bibliographies, \*Course Organization, \*English (Second Language), \*English for Special Purposes, Instructional Materials, \*Language Instruction, Medical Vocabulary, Reading Materials, Resource Materials, Second Language Learning, Textbooks

This bibliography is divided into four main sections. The entries in the first section deal with language problems experienced by foreign students and doctors. The second section cites articles on developing language courses for medical and paramedical staff in foreign countries, while the third and fourth sections list textbooks, manuals, and readers for teaching medical English. Entries include publications from Europe and America, and most have been published since 1965. (CLK)

**ED 115 096** FL 007 229  
**Error Analysis and Remedial Work in English Language Teaching. Specialised Bibliography B25.**

British Council, London (England). English-Teaching Information Centre.

Pub Date Aug 73

Note—10p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Bibliographies, \*English (Second Language), \*Error Patterns, \*Interference (Language Learning), \*Language Instruction, Language Research, Language Skills, Learning Difficulties, Remedial Instruction, Second Language Learning

Identifiers—\*Error Analysis

This bibliography cites books, articles, and theses dealing with error analysis and remedial work in English language teaching. Entries include publications from a wide range of countries, and most have been published since 1965. (CLK)

tries, and most have been published since 1965. (CLK)

**ED 115 097** FL 007 230  
**Britain and the British. Specialised Bibliography B26.**

British Council, London (England). English-Teaching Information Centre.

Pub Date Aug 73

Note—4p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Bibliographies, \*Cultural Background, \*Cultural Education, \*English (Second Language), Instructional Materials, \*Language Instruction, Resource Materials  
 Identifiers—\*Britain, British Culture

The first part of this bibliography cites books designed to provide the overseas student of English a background in British culture, history, institutions, government, and economy. The second part of the bibliography cites simplified readers and comprehension passages also designed to provide this background. All entries are British, and most have been published since 1965. (CLK)

**ED 115 098** FL 007 231  
**Drama for Learners of English as a Foreign Language, with a List of Plays. Specialised Bibliography B27.**

British Council, London (England). English-Teaching Information Centre.

Pub Date Oct 73

Note—5p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Bibliographies, \*Dramatics, \*English (Second Language), Instructional Materials, Language Arts, \*Language Instruction, Resource Materials, Scripts, Second Language Learning, \*Teaching Methods

The first part of this bibliography cites selected books concerning the use of drama in teaching English as a foreign language. The second part cites plays designed for various learning levels, with price and addresses included. All entries are British publications. (CLK)

**ED 115 099** FL 007 232  
**The Teaching of Composition Writing, with Reference to EFL. Specialised Bibliography B28.**

British Council, London (England). English-Teaching Information Centre.

Pub Date Mar 73

Note—7p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Bibliographies, Composition (Literary), \*Composition Skills (Literary), \*English (Second Language), Instructional Materials, \*Language Instruction, Resource Materials, Second Language Learning, \*Textbooks, Written Language

This bibliography cites books and articles pertaining to the teaching of composition to students of English as a second language. Entries include publications from various countries, and most have been published since 1965. A select list of English and American textbooks for teaching composition is also included. (CLK)

**ED 115 100** FL 007 233  
**Psychology of Foreign Language Learning, Including Motivation. Specialised Bibliography B29.**

British Council, London (England). English-Teaching Information Centre.

Pub Date May 75

Note—7p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Attitudes, \*Bibliographies, \*Educational Psychology, Language Instruction, Language Teachers, \*Learning Motivation, \*Psycholinguistics, Resource Materials, \*Second Language Learning

This bibliography is divided into two main sections. The first section cites general studies having to do with the psychology of foreign language learning. The second section cites books, sections of books, and articles dealing specifically with motivation in language learning. Entries include European and American publications, and most have been published since 1965. (CLK)

**ED 115 101** FL 007 247  
**Contrastive Studies—Persian-English. Specialised Bibliography C14.**

British Council, London (England). English-Teaching Information Centre.

Pub Date Jun 73

Note—4p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Bibliographies, Comparative Analysis, \*Contrastive Linguistics, English, English (Second Language), \*Grammar, Indo European Languages, Language Instruction, \*Persian, Phonetics, Phonology, Pronunciation, Reference Materials, \*Resource Materials, Second Language Learning, Syntax

This selective bibliography list 9 books and articles and 8 theses dealing with Persian-English contrastive studies. The entries range in date from 1951 to 1971 with the majority published since 1965. The theses were prepared mostly in Persian or American universities, and the articles appeared in well-known American pedagogical language journals. (TL)

**ED 115 102 FL 007 248**  
**Contrastive Studies—Hebrew-English. Specialised Bibliography C15.**

British Council, London (England). English Teaching Information Centre.

Pub Date Apr 75

Note—3p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Bibliographies, Comparative Analysis, \*Contrastive Linguistics, English, English (Second Language), Error Patterns, \*Grammar, \*Hebrew, Interference (Language Learning), Language Instruction, Reference Materials, \*Resource Materials, Second Language Learning, Syntax

This selective bibliography lists 2 books, or sections in books, and 6 journal articles dealing with Hebrew-English contrastive studies. The entries range in date from 1965 to 1974. The books cited are Israeli or European publications, and the articles appeared in well-known European or American pedagogical language journals. (TL)

**ED 115 103 FL 007 249**  
**Contrastive Studies—Czech-English. Specialised Bibliography C16.**

British Council, London (England). English Teaching Information Centre.

Pub Date May 73

Note—3p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Bibliographies, Comparative Analysis, \*Contrastive Linguistics, \*Czech, English, English (Second Language), Error Patterns, \*Grammar, Language Instruction, Phonetics, Phonology, Reference Materials, \*Resource Materials, Second Language Learning, Slavic Languages, Syntax

This selective bibliography lists 10 books and articles dealing with Czech-English contrastive studies and 2 articles on general Slavic studies. The entries range in date from 1959 to 1972 with the majority published since 1965. The books cited are European or American publications, and the articles appeared in well-known European or American pedagogical journals. (TL)

**ED 115 104 FL 007 250**  
**Contrastive Studies—Serbo-Croat-English. Specialised Bibliography C17.**

British Council, London (England). English Teaching Information Centre.

Pub Date May 73

Note—3p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Bibliographies, Comparative Analysis, \*Contrastive Linguistics, English, English (Second Language), \*Grammar, Language Instruction, Phonetics, Phonology, Pronunciation, Reference Materials, \*Resource Materials, Second Language Learning, \*Serbocroatian, Slavic Languages

This selective bibliography lists 8 books and articles dealing with Serbo-Croat-English contrastive studies and 2 articles on general Slavic studies. The entries range in date from 1963 to 1972. The books cited are European or American publications, and the articles appeared in well-known European or American pedagogical language journals. (TL)

**ED 115 105 FL 007 252**  
**Koo, Jang H.**

On the Phonemic Principle and Romanization of Korean.

Pub Date Oct 75

Note—9p.; Paper presented at Meeting of Asian Studies on the Pacific Coast (June 20, 1975)

Available from—University of Hawaii Center for Korean Studies, Moore Hall 215, 1890 East-West Road, Honolulu, Hawaii 96822 (HC \$4.50)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Alphabets, \*Korean, Language Research, Native Speakers, \*Phoneme Grapheme Correspondence, \*Phonemic Alphabets, Phonemics, Phonology, \*Romanization, \*Writing, Written Language

This paper challenges from a practical point of view the idea that the phonemic principle is the most adequate or the optimal theoretical basis for devising a romanized alphabet for a language. In the past, romanization of languages, written or unwritten, have largely been based on the phonemic principle and have unnecessarily burdened the learner with the task of memorizing phonological rules. In the present paper, a strict distinction is made between a romanization for a practical purpose (i.e., for a foreigner) and a romanization for a scientific linguistic purpose (i.e., for a native speaker), because the learner does not have the same competence in the target language as the native speaker. Furthermore, a language is romanized, not for its native speakers who can read the language in their native writing system, but rather for those who do not use the same writing system. Korean is used as an example to demonstrate how romanization can be free of as many phonological rules as possible, and adhere as far as possible to the principle of "one sound, one symbol." (Author)

**ED 115 106 FL 007 261**  
**Lum, John B.**

Will the Real Bilingual-Bicultural Please Stand Up? A Non-Taxing Taxonomy. CATESOL Occasional Papers, No. 2.

California Association of Teachers of English to Speakers of Other Languages.

Pub Date 75

Note—6p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Ambiguity, Biculturalism, \*Bilingual Education, Bilingualism, Cross Cultural Studies, \*Definitions, \*Educational Methods, English (Second Language), Intergroup Education, \*Teaching Methods, \*Vocabulary, Word Lists

A number of terms employed in the field of bilingual education are used interchangeably and incorrectly. Some of these are: English as a second language (ESL), English as a foreign language (EFL), Americanization, bilingual, bicultural, multicultural, multiethnic, cross-cultural, and intergroup. There is a lack of consensus as to the meaning, perspectives and proper uses of these terms, which causes considerable confusion. This article is a plea for some agreement on the definition of commonly used terms relating to bilingual education. Educators should adhere to two principles when they refer to bilingual education: (1) indicate whether these terms are used as products or processes, and (2) distinguish between programs and components. The terms listed above usually refer to instructional processes, and the major part of this article defines these processes, which are at the heart of bilingual/bicultural education. (Author/TL)

**ED 115 107 FL 007 262**

**Lum, John B.**  
Pluralism and Potpourri: Asian Ain'ts. CATESOL Occasional Papers, No. 2.

California Association of Teachers of English to Speakers of Other Languages.

Pub Date 75

Note—10p.; Based on an address given at the Bilingual Educator's Meeting (Pasadena, California, February 28, 1974)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Asian Americans, \*Biculturalism, \*Bilingual Education, Bilingualism, Bilingual Students, Cross Cultural Training, Cultural Differences, Cultural Interrelationships, \*Cultural Pluralism, Curriculum Development, English (Second Language), \*Program Evaluation, Social Adjustment, Textbooks

Many of the deficiencies of bilingual/bicultural programs at present are due to short-sightedness as to the real scope of bilingual/bicultural education. This article expands the scope of some of the current theory and points out reasons for the inefficacy of some bilingual/bicultural programs and suggests methods whereby programs could be improved. The article is organized into the following sections: (1) the international scope of the problem and some background; (2) statistics of civil service exam failure rates, indicating which ethnic groups are the most culturally disadvantaged; (3) a discussion of Asian-American lin-

guistic and social voicelessness, because of their traditionally quiet character and their lack of knowledge of English and of American social skills; (4) typical bilingual/bicultural programs and their inadequacies; (5) children's textbooks from China as good models to use in the education of Asians; (6) some orientation techniques for sensitizing persons involved in cross-cultural education; and (7) some cross-cultural curricular concepts for Asians in America. The overall suggestion is that bilingual/bicultural programs should be more pluralistic in every way. (TL)

**ED 115 108 FL 007 272**  
**Teaching English as a Mother Tongue. Specialised Bibliography B30.**

British Council, London (England). English Teaching Information Centre.; National Association for the Teaching of English (England).

Pub Date May 74

Note—12p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Bibliographies, Drama, \*English Language Curriculum, English Education, English Instruction, Grammar, Language Arts, Language Development, \*Language Skills, Language Usage, \*Linguistics, Periodicals, Poetry Primary Education, Reference Materials, \*Resource Materials, Secondary Education

Identifiers—\*Great Britain

This selective bibliography lists approximately 100 items dealing with the teaching of English as a native language. The entries include mainly British book publications fairly easily available through booksellers in Great Britain. Periodical literature has been minimally treated. The majority of the items were published between 1969 and 1973, but a few date back to the early 1960's or late 1950's and some even to the 1940's. The list is divided into the following sections: general books and reading, language, talking, writing, poetry, drama, primary schools, and periodicals (TL)

**ED 115 109 FL 007 273**  
**A Unit/Credit System for Modern Language Learning by Adults. Council of Europe Papers. Specialised Bibliography B31.**

British Council, London (England). English Teaching Information Centre.

Pub Date Sep 74

Note—6p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Adult Education, \*Applied Linguistics, \*Bibliographies, English for Special Purposes, Grammar, \*Language Instruction Linguistics, Psycholinguistics, Reference Materials, \*Resource Materials, Second Language Learning, Teaching Methods

Identifiers—\*Council of Europe

This is a list of papers written for, and available from, the Council of Europe in Strasbourg on the subject of foreign language learning by adults. About 50 papers are cited, the majority of which were written by European authors. The entries are arranged in chronological order dating from August 1967 to March 1974. All aspects of foreign language teaching and learning are dealt with to some extent, including proficiency evaluation, curriculum development, teaching methods, materials development, and the psychology and sociology of language learning. (TL)

**ED 115 110 FL 007 280**  
**Freedman, Elaine S.**

Experimentation into Foreign Language Teaching Methodology.

Pub Date 75

Note—27p.; Revised version of a paper given at the Annual Meeting of the British Association for Applied Linguistics (September 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Academic Achievement, Applied Linguistics, \*Audiolingual Methods, \*Educational Experiments, French, Grammar, \*Language Instruction, Language Laboratories, Pattern Drills (Language), Pronouns, \*Second Language Learning, Student Attitudes

\*Teaching Methods, Verbs

Identifiers—England

This is a preliminary report on a series of small-scale language teaching experiments, aimed primarily at demonstrating that valid research into language teaching methods is possible. Small scale refers not to the number of subjects involved, but to the scope of the experiment. In

stead of looking at a method as a whole (as happens in large-scale global experiments) one limits the area to be investigated, isolating particular variables for study and controlling likely confounding variables. To assess the various methods, two different French grammar topics were presented through the common medium of the language laboratory, at varying levels from first-year university to first-year secondary school in southeast England. Several tapes were made for each topic, all covering the same information, but dealing with it in different ways. The children were divided into groups at random, each child in a particular group using one of the tapes. One group acted as controls. All the subjects were tested on the particular topic before being given the tape, then immediately afterwards, and again ten days later. The results were analyzed statistically, using a computer, to see whether the tapes had had a differential effect on the pupils' achievement and/or attitude scores. (Author)

**ED 115 111** FL 007 296  
Riley, Philip

The Language Laboratory: Implications of the Functional Approach. ELT Documents (75/1). British Council, London (England). English Teaching Information Centre.

Pub Date 75  
Note—7p.; For related documents, see FL 007 294 and 295

Available from—English-Teaching Information Centre, The British Council, 10 Spring Gardens, London SW1A 2BN, England

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Audio Video Laboratories, \*Audiovisual Aids, Instructional Materials, \*Instructional Media, \*Instructional Technology, Language Aids, \*Language Instruction, \*Language Laboratories, Language Laboratory Use, Language Usage, Second Language Learning, Teaching Methods, Trend Analysis  
Identifiers—\*Communicative Competence

The recent tendency in language instruction is toward the functional approach which shifts focus away from structure and internal semantics toward communicative competence and the external uses to which language is put. The implications of this trend for methodology, materials production, educational technology, and in particular for the language laboratory are discussed here. The efficiency of the language laboratory is questioned. The main criticism is that it isolates the learner, thereby excluding visual, kinesic and proxemic information. Also, it has not been proven by any empirical surveys that the language laboratory as it now exists is doing the job it is supposed to. The evidence points towards the abolition of the classroom-laboratory and a corresponding increase in sound libraries and in the diffusion of a variety of audio-visual equipment. It is predicted that the next generation of language laboratories will be "video-laboratories" wherever they can be afforded. But any expenditure on expensive laboratory set-ups should be considered carefully in terms of returns. The switch to the functional approach will result in a move away from artificially constructed programs toward the use of authentic materials. (TL)

**ED 115 112** FL 007 301  
Jacobson, Rodolfo

Semantic Compounding in the Speech of Mexican-American Bilinguals: A Reexamination of the Compound-Coordinate Distinction.

Pub Date 75  
Note—35p.; Paper delivered at a meeting of the Rocky Mountain Modern Language Association (Denver, Colorado, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Acculturation, Biculturalism, \*Bilingualism, \*Bilingual Students, Cultural Interrelationships, Deep Structure, English, Interference (Language Learning), \*Language Development, Language Tests, Language Usage, \*Mexican Americans, Second Language Learning, \*Semantics, Social Integration, Sociolinguistics, Spanish

Identifiers—Compound Bilinguals, Coordinate Bilinguals, United States (Southwest)

This paper reports on a study done at the University of Texas at San Antonio to examine the extent of compoundness or coordinateness with respect to the language use of Spanish-English speaking bilinguals in the Southwest. The long-range purpose was to delve into the more theoretical issue of the kinds of bilingual func-

tioning. The discussion is divided into the following sections: (1) the compound-coordinate dimension—the history of the study of this concept and the difficulty of defining the distinction between compound bilinguals and coordinate bilinguals; (2) acquisitional and societal patterns—how the place and manner of the acquisition of the two languages affects the degree of compoundness or coordinateness; and (3) description and analysis of the data—the subjects, the instruments used, and the results, which are summarized in tables appended to the report. The experiment suggests that: (1) UTSA Chicanos fall, by and large, into the category of compound bilinguals, (2) their compoundness is a result of a fairly high degree of acculturation into the dominant society, and (3) the diglossic behavior of the older generation is in the process of changing into a more random-bilingual one in the younger generation. (Author/TL)

**ED 115 113** FL 007 302

Waters, Betty Lou  
She Writes Like a Woman.

Pub Date 6 Nov 75  
Note—12p.; Paper presented at the Southeast Conference on Linguistics (Atlanta, Georgia, November 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—College Students, \*Composition (Literary), Language Patterns, Language Research, \*Language Usage, Metaphors, Sex Differences, \*Sex Stereotypes, \*Sociolinguistics, Vocabulary, \*Written Language

This paper describes the preliminary results of research currently underway concerning sex-based differences in written composition. Sixty themes written by college-age native speakers of English were chosen for study. The themes were typed exactly as they had been written. No corrections were made. They were numbered alphabetically by the names of their authors, but the names were not given on the themes. The 60 typed themes were turned over to a panel of 10 college English teachers who read each theme and tried to identify the sex of the writer. Out of the 600 decisions by the panel, 411 were correct. This is significant to a .999 level. The panel indicated reasons for their choices. These reasons were the basis for a formation of criteria for male and female themes. The criteria discussed in this paper are subject matter, word choice, metaphors, perspective, and tone. (Author)

**ED 115 114** FL 007 303

Stanley, Julia P.

Sexist Grammar.

Pub Date 7 Nov 75  
Note—36p.; Paper presented at the Southeast Conference on Linguistics (Atlanta, Georgia, November 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Diachronic Linguistics, \*Grammar, Language Patterns, Language Research, \*Language Usage, \*Sex Discrimination, Sex Role, \*Sex Stereotypes, \*Sociolinguistics, Synchronic Linguistics, Textbooks, Vocabulary

From the beginnings of English grammar in the early sixteenth century, our language has been described by men, and the usage promulgated as the "standard" has been that of men. Because men have been able to effectively control English through their control of the communications media and educational institutions, they have made our language an effective instrument in the continuing oppression of women and the perpetuation of sex-role stereotypes. The effects of male control of English are seen most clearly in the "gender classification system," which most grammarians have described as a system of "natural gender." In fact, however, our nouns are not classified on the basis of "natural" gender, except insofar as it has been defined by men. Aside from a very small number of animate nouns, e.g., "nurse," "secretary," "mother," "prostitute," every other human noun in English is inherently masculine, and carries the semantic feature + male as part of its lexical entry. Modern linguists have simply continued the tradition of male control of language, as evidenced both in their descriptions and in their illustrative examples in textbooks. Neither English nor its grammars have changed much in four centuries. (Author/CLK)

**ED 115 115** FL 007 304  
Blaubergs, Maija S.

On "the Nurse Was a Doctor."

Pub Date 21 Mar 75

Note—10p.; Paper presented at the Southeast Conference on Linguistics (13th, Nashville, Tennessee, March 1975); Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Child Language, \*Language Patterns, \*Language Usage, Role Perception, Self Concept, Sex Differences, Sex Discrimination, \*Sex Role, Sex Stereotypes, Social Development, \*Socialization, Sociocultural Patterns, \*Sociolinguistics

In this paper, the structure and the use of language are postulated as socializing agents influencing sex-role learning in three major ways: (1) sex differences occur in language use and parallel sex-role stereotypes; (2) the language that is addressed to children is usually the language of socialization which instructs the child what to do, think, or feel; (3) the interaction between structure and language usage result in feminine or masculine forms used as generic terms to designate categories that could potentially include members of either sex. This interaction is seen, then, as delimiting androgynous possibilities. The paper attempts to show how these three socializing influences theoretically interrelate with the acquisition of self-concept, sex roles, sex-role stereotypes, and a sexist view of the world in young children. Two tables follow the text, the first giving examples of sex-role stereotyping as expressed by children, and the second giving examples of the nongeneric use of the usually generic masculine form. (CLK)

**ED 115 116** FL 007 305

Babow, Irving

Neutering Employment Vocabulary: Planned Change in the Language of Sex Roles.

Pub Date 3 May 75  
Note—16p.; Paper presented at the Pacific Regional Conference of the American Dialect Society (San Jose, California, May 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Employment Opportunities, \*Employment Practices, Equal Opportunities (Jobs), \*Language Planning, \*Language Usage, \*Sex Role, Sex Stereotypes, Socialization, Sociocultural Patterns, Sociolinguistics, \*Vocabulary, Working Women

A significant linguistic shift in the United States is occurring in planned change in the language of sex roles, especially with reference to sexism in employment vocabulary and to gender-based distinctions in occupational designations. Social policy on labor utilization has become increasingly involved in neutering employment vocabulary regarding occupational titles, job classifications, recruitment, and upgrading. Relatively little attention has been given to sexist rhetoric related to work, career choice, opportunity structures, and occupational mobility. The rhetoric for maintaining women as an underclass and for preserving traditional values on sex roles in the labor market has played a powerful part in socialization of both females and males for "keeping women in their place." This socialization in microstructures and macrostructures has involved the use of language and ideology which, starting in early childhood, fosters female learned helplessness and provides many hidden dissuaders to discourage career aspirations, entering occupations, and achieving levels of employment not "traditional" for women. (Author)

**ED 115 117** FL 007 306

Masciantonio, Rudolph

The Ancient Greeks Speak to Us: A New Humanistic Approach to Classical Greek and Greek Culture for Secondary Schools. Students' Programmed Text - Level Alpha. (Second Edition).

Philadelphia School District, Pa.

Pub Date 71

Note—188p.; For related documents, see ED 044 958, FL 007 032 and FL 007 113

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

Descriptors—Audiolingual Methods, Classical Languages, Cultural Awareness, Educational Objectives, \*Greek, Humanities, Humanities Instruction, Instructional Materials, \*Language Instruction, \*Programmed Texts, \*Secondary Education, \*Textbooks

This is a students' programmed text for Level Alpha of a humanistic approach to the instruction of Classical Greek and Greek culture in second-

ry schools. The goals of the program are to help students become aware of: (1) the impact of Hellenic civilization on contemporary society, including the impact of the Greek language on English; (2) the similarities and differences between classical civilization and that of the present; (3) classical allusions in literature and other forms of art; and (4) Classical Greek as a viable form of communication within its cultural milieu. The programmed text is divided into seven units: (1) An Introduction to Greek, (2) The Geography of the Greek World, (3) Everyday Life among the Greeks, (4) The Alphabet, (5) Ancient Crete, (6) Troy, and (7) Greek Gods and Heroes. Each unit consists of a set of frames containing questions. The answers, to be supplied first by the student, are also provided. The units contain cultural, lexical and grammatical material in order of increasing difficulty, and are designed to be used with appropriate tapes. Language is taught by audiolingual methods, according to principles of structural linguistics. (CLK)

ED 115 118 FL 007 307

National Conference of EPDA Bilingual Education  
Project Directors: Preparation and Certification  
of Teachers of Bilingual-Bicultural Education  
(2nd, Albuquerque, New Mexico, February 13-15, 1975).

Center for Applied Linguistics, Washington, D.C.  
Spons Agency—Office of Education (DHEW),  
Washington, D.C.

Pub Date Sep 75

Grant—OEG-0-74-8565

Note—148p.; For related document, see ED 098 809

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—\*Biculturalism, \*Bilingual Education,  
\*Bilingual Teachers, Conference Reports,  
Curriculum, Educational Policy, Guidelines, In-  
service Teacher Education, Preservice Education,  
Second Language Learning, \*Teacher Certification,  
\*Teacher Education, Teaching Methods

This report contains the papers presented at the conference, which was held to discuss the "Guidelines for the Preparation and Certification of Teachers of Bilingual-Bicultural Education," developed at a conference sponsored by the Center for Applied Linguistics in August 1974; the discussants' responses to each paper; and the reports of the three working groups formed at the conference. The papers are: (1) "Language Proficiency and Linguistics," by George M. Blanco; (2) "Culture," by Anita Pfeiffer; (3) "Instructional Methods and Supervised Teaching," by Carmen Ana Perez; (4) "Curriculum Utilization and Adaptation: Assessment," by Albar A. Pena; (5) "School-Community Relations," by Rosa G. Inclan; and (6) "Bilingual Education: An International Perspective," by E. Glyn Lewis. The reports of the three working groups deal with: (1) implementation of the guidelines for pre-service training; (2) adaptation of the guidelines for in-service programs; and (3) evaluating teacher competencies. Appendix A provides a copy of the guidelines. Appendix B consists of the conference agenda, and Appendix C lists the participants. (CLK)

ED 115 119 FL 007 308

Jokovich, Nancy

A Bibliography of American Doctoral Dissertations in Linguistics, 1965-1967. CAL-ERIC/CLL Series on Languages and Linguistics, Number 28.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 75

Note—56p.; For related document, see ED 016 966

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Bibliographies, \*Biculturalism,  
\*Bilingual Education, Diachronic Linguistics,  
\*Doctoral Theses, \*English (Second Language), Grammar, Language Development,  
\*Language Research, \*Linguistics, Linguistic Theory, Literature, Morphology (Languages), Phonology, Resource Materials, Semantics, Syntax

This is a bibliography of American doctoral dissertations in linguistics completed between 1965 and 1967. It is an update of Phillip R. Rutherford's "Bibliography of American Doctoral Dissertations," which covered the years 1900-

1964 and was published by the Center for Applied Linguistics in 1968. There are 614 entries in the present bibliography, listed by author and indexed by subject or by language. The entries cover a wide range of topics relevant to linguistics, including descriptive studies; sociolinguistics; computational linguistics; language acquisition; literature and linguistics; studies in phonology, syntax, morphology and semantics; historical linguistics; English as a foreign language; and bilingual-bicultural education. Dissertations in foreign language education, which are to appear in an independent bibliography, have not been included. A bibliography of dissertations covering the period 1968-1974 will be published by the ERIC Clearinghouse on Languages and Linguistics in the spring of 1976. (CLK)

ED 115 120 FL 007 309

Sherif, June L.

Careers in Foreign Languages: A Handbook. New Edition.

Pub Date 66

Note—241p.

Available from—Regents Publishing Company, Inc., 2 Park Avenue, New York, N.Y. 10016

EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage

Descriptors—Career Education, \*Career Opportunities, Degree Requirements, \*Employment Opportunities, Language Ability, Language Classification, Language Instruction, \*Language Skills, Overseas Employment, Publications, \*Reference Books, Resource Materials, Salaries, Second Language Learning, \*Second Languages

This handbook supplies a variety of general and specific information concerning career in foreign languages for Americans. The main topics include: (1) general recommendations for language study; (2) a sketch of the principal language families of the world, their genealogy and geographical distribution; (3) foreign language courses and degree requirements; (4) aids for independent study of languages; (5) resources for language learning; (6) foreign language proficiency; (7) scholarships, fellowships and loans; (8) the training of the multilingual, including English as a second language; (9) recommendations regarding overseas employment, with specific reference to opportunities in the federal government; (10) opportunities in international organizations; (11) specialized occupations relating to language skills; (12) employment opportunities in trade and business, both foreign and domestic; and (13) employment opportunities with a foreign language as a supplementary skill. The fourteen appendices provide information concerning addresses of agencies involved in the foreign language field; salaries of government and public school employees; journals, foreign language publications and audiovisual aids, including distributors and publishers; colleges maintaining language houses; directories of state foreign language newsletters and language supervisors; a list of professional organizations; and suggestions for further reading, including directories and general reference books, publications of federal agencies and departments, and publications relating to language careers. (CLK)

ED 115 121 FL 007 312

Brod, Richard I.

Careers and the Foreign Language Department.

Pub Date 74

Note—7p.; Paper presented at the Fall Meeting of the Pennsylvania State Modern Language Association (1974)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Adult Education, \*Career Education, \*Career Planning, College Language Programs, Curriculum Development, \*Employment Opportunities, Job Skills, \*Language Instruction, Language Skills, School Community Programs, \*Second Language Learning, Second Languages

This article discusses the career approach in foreign language instruction, and defines three dimensions for this approach: (1) information, that is, current data about actual jobs requiring language skills, (2) public awareness, and (3) curriculum, that is, providing courses that meet the needs of a career-oriented approach. These three dimensions lead necessarily to activity in other fields, specifically (1) information gathering; (2) bringing information about languages and jobs to the attention of the public, including students, parents, counselors, school administrators

and members of the business community; and (3) curriculum development. Due to declining enrollments and changing student attitudes and needs, foreign language departments need to redefine their goals with a realistic approach to the place of language skills in actual career planning. With this approach, language needs to be offered not as a primary skill but rather as an auxiliary or supportive one. Materials appropriate for career-oriented language courses are needed, and the career approach will also undoubtedly affect teacher training. In addition, interaction between the school and the community is needed, partially in the form of adult language programs, a few of which are described here. (CLK)

ED 115 122 FL 007 315

Bibliographie Moderner Fremdsprachenunterricht (A Bibliography of Modern Foreign Language Instruction), Vol. 6, No. 3.

Informationszentrum fuer Fremdsprachenforschung, Marburg (West Germany).

Pub Date 75

Note—108p.; In German

Available from—Max Hueber Verlag, 8045 Ismaning bei Munchen, Krausstrasse 30, Germany (15 German marks)

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Abstracts, \*Annotated Bibliographies, Audiovisual Aids, English (Second Language), German, Information Systems, \*Language Instruction, \*Language Research, Linguistics, \*Modern Languages, \*Reference Materials, Research Tools, Resource Materials, Second Language Learning, Teaching Methods

This annotated bibliography is the product of a West German information dissemination system that is similar to ERIC. The bibliography is published quarterly and lists items compiled in conjunction with the ERIC Clearinghouse on Languages and Linguistics as well as with a number of institutions all over the world. Most of the 245 items in this issue appeared in 1975 and some in 1974. The items deal primarily with modern language instruction, but also with several other areas of applied linguistics. The publication is composed of three main sections: (1) an alphabetical author/title listing of items, including full bibliographic citations and subject index terms; (2) abstracts of the items; and (3) a subject index developed from the descriptor terms assigned to each entry. These three main sections are preceded by lists of journals and institutions cited and followed by an alphabetical author/title to entry number cross-reference index. (TL)

ED 115 123 FL 007 324

Jacobson, Kathleen

Bilingual/Bicultural Education: Why? For Whom? What? How?

Pub Date 74

Note—10p.

Available from—Minnesota Language Review, 224 Peik Hall, University of Minnesota, Minneapolis, Minnesota 55455

Journal Cit—Minnesota Language Review; v3 n2 Dec 1974

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Biculturalism, \*Bilingual Education, \*Bilingualism, \*Bilingual Students, Bilingual Teachers, Community Involvement, Curriculum Development, Educational History, \*Educational Legislation, \*English (Second Language), Language Instruction, Language Proficiency, Material Development, Teacher Qualifications

Identifiers—\*Bilingual Education Act

State after state is wrestling with federal legislation's mandate to respond to the needs of students whose native language is not English. Much ambiguity, confusion, and frustration surrounds the issue of bilingual-bicultural education. This paper begins by describing the confusion which often surrounds the English component in a bilingual program, and then reviews the historical development of bilingual education in the United States. Within this context, aspects and implications of the Bilingual Education Act are discussed. Definitions of key terms are then presented, followed by a discussion of the fundamental question of whether the child's mother tongue should function solely as a "bridge" to English or whether a systematic attempt should be made to maintain and develop linguistic and cultural differences between the child's native language and the target language. Specific

problems related to bilingual-bicultural education are then discussed in some detail. Some of these include the qualifications of bilingual-bicultural teachers, the development and implementation of a bilingual curriculum, the development of bilingual-bicultural materials, the identification of bilingual children and/or the assessment of language dominance. Finally, the importance of community involvement in bilingual-bicultural programs is discussed. (Author/TL)

ED 115 124 FL 007 325

Streeter, Lynn A. Landauer, Thomas K.  
The Effects of Learning English as a Second Language on the Acquisition of a New Phonemic Contrast.

Pub Date 75

Note—19p.; Revised version of a paper delivered at meeting of the Acoustical Society of America (Austin, Texas, April 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Articulation (Speech), Auditory Discrimination, Bantu Languages, Consonants, Contrastive Linguistics, Descriptive Linguistics, \*Distinctive Features, \*English (Second Language), Language Research, Phonemes, Phonemics, \*Phonetic Analysis, Phonetics, Phonological Units, \*Phonology, \*Second Language Learning, Vowels

Identifiers—\*Categorical Perception, Kikuyu

Very sharp discrimination functions for the timing of voice onset relative to stop release characterize perceptual boundaries between certain pairs of stop consonants for adult speakers of many languages. To explore how these discriminations depend on experience, their development was studied among Kikuyu children, whose native language contains no stops in which voicing is substantially delayed relative to stop release (e.g., /p/). Kikuyu distinguishes stops in which voice onset substantially precedes release (prevoiced) from those in which voice onset is nearly simultaneous with release (voiced) for apical and velar places of articulation. However, the language has only a single prevoiced labial stop. Prior to exposure to English, children discriminated prevoiced from voiced labials and voiced from voiceless labials, although these distinctions are not phonemic in Kikuyu. Moreover, the voiced/voiceless discrimination for labials ([ba]) versus [pa]) improved markedly with schooling in English, rapidly surpassing the prevoiced/voiced distinction. Apparently, certain voice onset time differences are naturally discriminable, but it is also apparent that the very fine voiced/voiceless discrimination among adults for whom it is phonemic is largely attributable to experience. (Author)

ED 115 125 FL 007 326

Bouma, Lowell

On Teaching the History of German as Applied Linguistics.

Pub Date 29 Nov 75

Note—7p.; Paper presented at a meeting of the American Association of Teachers of German (Washington, D.C., November 29, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Applied Linguistics, Case (Grammar), College Language Programs, Contrastive Linguistics, \*Course Content, \*Diachronic Linguistics, English, \*German, Grammar, Higher Education, \*Language Instruction, Morphology (Languages), Phonology, Second Language Learning, Syntax, \*Teaching Methods

In teaching a course on the history of the German language, it is preferable to use the linguistic approach, which deals with the structure of language and those linguistic events which characterize the development of contemporary German from Proto-Indo-European, rather than the cultural approach, with emphasis on extralinguistic data. The main arguments in favor of this viewpoint are: (1) in most German major or graduate programs the students will have little other opportunity to experience a linguistics course and should therefore be given as heavy a dose of linguistics as possible; and (2) the cultural aspects of the history of German can be picked up much more easily by the students as an adjunct to their other classes, or on their own. Such language history courses should also give attention to contrasting German and English. The students taking such courses will be mostly Americans who plan to teach German in America. Knowledge of the historical bases for irregularities in German and of the main linguistic features which distinguish it

from English should make language teaching easier for them. Many examples are given from phonology and some from grammar where such knowledge would be useful in explaining language phenomena. (Author/TL)

ED 115 126 FL 007 327

Yavener, Symond And Others

Towards Higher Foreign-Language Enrollments at the College Level.

Pub Date [75]

Note—13p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Career Education, \*College Language Programs, Cultural Education, Curriculum Development, Enrollment Influences, \*Enrollment Trends, Interdisciplinary Approach, \*Language Enrollment, \*Language Instruction, Language Teachers, \*Modern Language Curriculum, Second Language Learning

As part of the Goals Clarification topic of the 1975 Northeast Conference, a workshop entitled "The Non-Major Foreign Language Student" was presented. This article contains the workshop's most salient ideas, presented at a time when foreign-language study is in considerable jeopardy at all levels. Offerings are being limited, and highly qualified teachers are losing their positions. There are fewer students in most colleges and public schools. The mid-seventies represents a "students' market." In light of this situation, the following article suggests specific programs to help remedy our plight. The reader will find a number of suggestions for revamping the major. Courses are proposed for attracting students from the academic community as well as from the community at large. There are proposals for special courses to maintain language skills, to appeal to students' immediate needs and interests, and to provide career preparation. (Author)

ED 115 127 FL 007 328

Keller, Howard H.

FL 101: A Cultural Introduction to Foreign Languages.

Pub Date 6 Nov 75

Note—10p.; Paper presented at the Annual Meeting of the South Atlantic Modern Language Association (Atlanta, Georgia, November 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Aesthetic Education, Area Studies, \*College Language Programs, Comparative Analysis, \*Course Descriptions, \*Cultural Background, \*Interdisciplinary Approach, Language, \*Language Instruction, Modern Language Curriculum, Second Language Learning, Team Teaching, Writing

FL-101 is an interdisciplinary, team-taught orientation to foreign languages. It has been designed to accomplish two goals: (1) provide a language-related academic experience for students who would otherwise not have any contact with languages, and (2) attract students to the further study of language. There are nine major components in the course: (1) geography and language; (2) the origins of language and the evolution of dialects; (3) the deep culture of language; (4) the similarity of the Indo-European languages and the differences in the Chinese and Japanese grammatical and writing systems; (5) the analysis and demonstration of sample dialogs in French, Spanish, German, and Russian; (6) the "international" language of science; (7) the genius of literature (sample readings); (8) the arts and language: a survey of music or opera or art or the film in foreign cultures; and (9) beyond language: computer languages, codes and codebreaking, the language of symbols and signs. All four languages taught at Murray State University are represented, and additional lectures are given by the departments of Philosophy, Psychology, Sociology, Anthropology, Art, Music, and English. The university plans to write a textbook and possibly will co-sponsor two summer workshops in the teaching of the course. (Author/KM)

ED 115 128 FL 007 330

Thogmartin, Clyde

A Bibliography of Empirical Investigations of Certain Aspects of Foreign Language Teaching and Learning, 1925-1975.

Pub Date 75

Note—67p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Academic Achievement, \*Bibliographies, Bilingual Education, Bilingualism, Educational Equipment, \*Educational Research, Error Patterns, Fles, Individual Differences, Instructional Materials, Instructional Media, Interference (Language Learning), \*Language Instruction, Language Proficiency, \*Language Research, Language Skills, Language Tests, Psycholinguistics, \*Second Language Learning, Student Attitudes, Teaching Methods, Transfer of Training, Vocabulary Development

This 647-item bibliography is limited to reports on empirical research and discussions of research reports on various aspects of foreign language learning, mostly drawn from American and British journals and Ph.D. dissertations since 1925 and from ERIC documents. Principal topics include content of teaching materials, cognitive effects of bilingualism, measurement of bilingual proficiency, psychological studies of bilinguals, relationships between various language skills, the psycholinguistics of second language learning, transfer and interference, error analysis, vocabulary learning, bilingual education, foreign languages in the elementary schools, individual differences in language learning success, prognosis, teaching methods, equipment, media, testing, language difficulty, and effects of language learning on attitudes, cognition and grades in other courses. The arrangement of topics is similar to that in the ACTFL Annual Bibliography. Cross-references and an author index are included. (Author/KM)

ED 115 129 FL 007 331

Cannon, Harold C.

The Academy and the Agora: Education Today.

Pub Date 29 Nov 75

Note—17p.; Not available in hard copy due to marginal legibility of original document; Paper presented at the Annual Meeting of the American Conference on the Teaching of Foreign Languages (Washington, D.C., November 1975)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Classical Languages, Classical Literature, \*Cultural Background, \*Educational Attitudes, Educational Objectives, \*Educational Philosophy, Enrollment, History, Humanistic Education, Humanities, \*Humanities Instruction, Language Enrollment, Language Instruction, Literature, Philosophy, Student Attitudes, \*Student Motivation

Familiarization with the thoughts and creations of great minds, past and present, is a significant function of education. Many students, however, are effectively denied such opportunity for intellectual growth by the identification of education with job-training. Much of the curriculum neglects the past and the foreign. Humanists approach this problem not by reforming humanities curricula per se but by proposing "bridges" between the humanities and vocational interests. There is a great need for individual humanities courses that are not introductions to further work in a particular discipline. The "arguments" for persuading students to study the humanities have changed little in this century; these are categorized as (1) the traditional, (2) the exemplary, and (3) the pragmatic. All are persuasive, but none offers absolute proof of the benefits of such education. The methods of the sciences and social sciences should be applied to furnish that proof. In addition, it should be possible to popularize the content of the humanities without vulgarizing or diluting it. Everyone beyond infancy has skills and knowledge of a humanistic kind. There are hopeful signs of a resurgence of interest in humanities education. Humanists must choose now whether to harness this interest to their own purposes or to decry it as a dilution of their discipline. (Author/KM)

ED 115 130 FL 007 334

Crymes, Ruth

A Bibliographical Introduction to Sentence-Combining.

Pub Date 74

Note—20p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Annotated Bibliographies, Composition (Literary), \*English (Second Language), \*English Instruction, Grammar, Language Development, Language Instruction, Language Skills, Second Language Learning, Sentences, \*Sentence Structure, \*Syntax, Transformations (Language)



**Identifiers—\*Sentence Combining**

This is an annotated bibliography intended to provide, for teachers of English, enough information about research and experimentation in sentence-combining to enable them to begin to use it as a pedagogical technique with some understanding of the theories and issues involved. The annotations are selective in that they summarize the information judged most useable by the classroom teacher, though some information about research designs is also summarized. Those who work out uses of the technique for their own classes should eventually examine all these sources for themselves, but in the meanwhile, this bibliography, it is hoped, can get them started on their own applications of the technique. (Author)

**ED 115 131** FL 007 335

*Iannucci, David. Dodd, David.*  
**Surface Syntactic Structures and Linguistic Memory: Some Experimental Evidence.** San Jose State Occasional Papers in Linguistics, Vol. 1.

San Jose State Univ., Calif.

Pub Date 3 May 75

Note—10p.; Paper presented at meeting of the California Linguistic Association (5th, May 3, 1975)

Available from—Linguistics Program, San Jose State University, San Jose, California 95192 (\$4.00 per volume)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**Deep Structure, Grammar, Language Research, Linguistics, \*Memory, Nominals, \*Psycholinguistics, Recall (Psychological), Retention, Semantics, Sentence Structure, \*Surface Structure, \*Syntax, \*Transformations (Language), Verbs

**Identifiers—\*Critical Pairs**

This paper describes and gives the results of a psycholinguistic experiment investigating the impact of certain surface syntactic structures on the perception and memory of language. The basic assumption is that the content of an utterance must be its most salient aspect in memory. The for of an utterance, its surface grammar and phonology, must have some salience for memory, especially short-term, but nothing like that of content. Any meaningful grammatical distinctions of markers should, therefore, be more salient in memory than meaningless ones. This experiment focuses exclusively on different varieties of one surface distinction: sentences whose underlying predicate surfaces as a verb versus those where the same predicate surfaces as some nominalization of that verb. The experiment consisted of administering to the subjects pairs of synonymous sentences, differing in the above manner and referred to as Critical Pairs (CP's), and five other types of sentences, included for comparing recognition performance on CP's to performance on other kinds of linguistic memory. The conclusion is that the surface syntactic differences manipulated here have little, if any, salience for memory, and that it is unlikely for such surface differences to have any semantic consequence. Such conclusions, however, do not necessarily generalize to other surface features. (Author/TL)

**HE**

**ED 115 132** HE 006 606

*Bogue, E. G.*

**Survey of the Management and Utilization of Electronics Data Processing Systems in Admission, Records and Registration. 1969-70.**

American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.

Pub Date 70

Note—132p.; Not available in hard copy due to small print of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Admission (School), College Administration, College Admission, Colleges, \*Computers, \*Electronic Data Processing, \*Higher Education, Information Storage, Personnel Selection, Recordkeeping, \*School Registration

There can be little doubt of the special importance of computers to the operation of collegiate registrar and admissions offices. The American Association of Collegiate Registrars

and Admissions Officers (AACRAO) conducted this survey for the purpose of identifying and interpreting trends in the use of computers in registrar and admissions activities. This survey serves to update the status of events reported in the 1966-67 survey and to broaden the base of inquiry. Specifically, the intent of the survey was to seek answers to questions regarding (1) the trend in utilization of computers; (2) the kinds of computer equipment being utilized; (3) how they are being used; and (4) the patterns and problems of management associated with use of computers. The survey was conducted by means of a questionnaire administered to 1646 AACRAO member institutions in November 1969; responses were received from 1477 institutions. Significant trends in the use of computers are outlined. (JMF)

**ED 115 133** HE 006 688

*Zucker, Jacob D., Ed.*

**Annotated Bibliography on Topics of Concern to Higher Education 1974.**

Florida Univ., Gainesville. Inst. of Higher Education.

Pub Date 74

Note—60p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**Administrative Organization, Administrative Personnel, \*Annotated Bibliographies, \*Colleges, \*Community Colleges, Cooperative Education, Educational Finance, \*Higher Education, Internship Programs, Leadership, Negro Colleges, Statewide Planning, Student Characteristics, Student Personnel Services, \*Universities

This annotated bibliography covers: (1) black colleges in America, (2) characteristics of the new community college student, (3) college cooperative education, (4) college teaching internship, (5) the department chairman, (6) financing higher education, (7) leadership, (8) organizational theories for higher education administration, (9) statewide planning and cooperation of higher education, and (10) student personnel services. (Author)

**ED 115 134** HE 006 711

*Fink, Ira Stephen*

**To and From Campus: Changing Student Transportation Patterns.**

California Univ., Berkeley. Office of the President.

Pub Date Oct 74

Note—322p.

Available from—University of California, Office of the President, Assistant Vice President—Physical Planning, 469 University Hall, Berkeley, California 94720 (\$5.00)

**EDRS Price MF-\$0.76 HC-\$15.86 Plus Postage**

**Descriptors—**Campuses, \*Campus Planning, \*Higher Education, Motor Vehicles, \*Student Transportation, Transportation, \*Trend Analysis, \*Vehicular Traffic

**Identifiers—\*California**

A thorough study of changing student transportation patterns is justified on the grounds that (1) campuses are major traffic generators; (2) there is increased concern over the need to develop transportation systems that pose less ecological threat to the urban environment; (3) transportation patterns of students, faculty, and staff are changing and planning for the future requires an analysis of the changes. This study analyzes all significant changes in student transportation patterns at the University of California during the period 1965-66 to 1971-72. The study was initiated in 1972 when the number of bicyclists appeared to be rapidly increasing at several of the nine University campuses. The campuses were classified by their dominant student transportation orientation: pedestrian (San Francisco and Berkeley); bicycling (Davis and Santa Barbara); automobile (Irvine, Los Angeles, Riverside, and San Diego); and auto-public transportation (Santa Cruz). The factors shaping student transportation patterns are discussed including proximity and concentration of student housing; availability and quality of alternative transportation modes; scale and intensity of environs development; topography of campus and environs; and campus and community transportation policies. (Author/JMF)

**ED 115 135**

HE 006 754

*Cary, William L. Meck, John F.*

**Further Notes on the Concept of Total Return: The Law and the Lore of Endowment Funds: A Reply to the Critics. Total Return and College and University Investments: A Comment.**

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Dec 70

Note—9p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Washington, D.C. 20036

Journal Cit—NACUBO Professional File; v1 n6 Dec 1970

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Accounting, Financial Support, \*Higher Education, Income, \*Investment, \*Legal Problems, \*Trusts (Financial)

**Identifiers—**\*Endowments, Ford Foundation, Total Return

In 1969, in a report to The Ford Foundation entitled "The Law and the Lore of Endowment Funds," William L. Cary and Craig B. Bright summarized the results of an extensive survey of the law governing college and university endowment funds. The key conclusion of the report is that "there is no substantial authority under existing law to support the widely held view that the realized gains of endowment funds of educational institutions must be treated as principal." This was critiqued by Thomas E. Blackwell and Ralph S. Johns (NACUBO Professional File, May 1970). The first article in this publication by Cary and Bright is a reply to the critique and deals primarily with the legal aspects of endowment funds and particularly with the question of whether capital gains on investments should be treated as principal or as income. The second article, by John F. Meck, is also a comment on the Blackwell-Johns article and presents the author's thoughts on the investment considerations involved, especially as they relate to the concept of total return. (JMF)

**ED 115 136**

HE 006 798

*Stuart, Elizabeth B.*

**Degrees Conferred: Virginia Public and Private Institutions of Higher Education, 1973-74.**

Virginia State Council of Higher Education, Richmond.

Pub Date Apr 75

Note—35p.; Not available in hard copy due to marginal legibility of original document

Available from—State Council of Higher Education for Virginia, 10th Floor, 911 East Broad Street, Richmond, Virginia 23219

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**Annual Reports, Associate Degrees, Bachelors Degrees, Doctoral Degrees, \*Enrollment Trends, \*Higher Education, Masters Degrees, \*Private Colleges, Special Degree Programs, \*State Colleges, \*State Universities

**Identifiers—\*Virginia**

Virginia's institutions of higher education conferred 29,737 degrees in 1973-74, an increase of 12 percent over the 26,498 conferred during the previous year. The document examines the enrollment trends for state supported institutions and privately controlled colleges and universities in the state. Some of the variables analyzed include: level, sex, and discipline division. Also included are analyses of collegiate professional certificates (high school endorsement) earned in Virginia state supported institutions by degree level, sex, and teaching field. (JMF)

**ED 115 137**

HE 006 806

**Facilities Inventory and Space Utilization Report. Ohio Institutions of Higher Education for Fall 1974.**

Ohio Board of Regents, Columbus.

Pub Date Jul 75

Note—284p.

Available from—Ohio Board of Regents, 30 East Broad Street, Columbus, Ohio 43215

**EDRS Price MF-\$0.76 HC-\$14.59 Plus Postage**

**Descriptors—**Buildings, \*Educational Facilities, Facilities, Facility Expansion, Facility Guidelines, \*Facility Inventory, Facility Planning, \*Facility Utilization Research, \*Higher Education, Laboratories, Physical Facilities, Space Classification, \*Space Utilization

**Identifiers—\*Ohio**

The Ohio Board of Regents, in its planning and coordinating role, must be able to determine the latewide facilities requirements necessary to support the educational programs while avoiding unnecessary duplication of effort. This document provided an informational basis for making decisions and establishing policies at all levels, and pens a dialogue between the public and private actors of Ohio's higher education partnership. The purpose of collecting and presenting this information is to provide a basis on which managerial decisions can be made regarding the need for and the use of facilities in Ohio institutions of higher education. Data presented includes: building inventory record, room inventory record, classroom and laboratory utilization report, summary of all buildings by date of construction, gross and net assignable square feet by function and room type. (JMF)

ED 115 138 HE 006 822

Jeaton, C. P., Ed.

**Management by Objectives in Higher Education. Theory, Cases and Implementation.**

National Lab. for Higher Education, Durham, N.C.

Pub Date 75

Note—114p.

Available from—National Laboratory for Higher Education Publications, P.O. Box 12334, Research Triangle, Park, North Carolina 27709 (\$5.95)

**Document Not Available from EDRS**

Descriptors—Case Studies, Church Related Colleges, Community Colleges, Concept Formation, Departments, \*Educational Accountability, \*Higher Education, \*Management by Objectives, \*Management Systems, Medical Schools, \*Post Secondary Education, Research, State Universities

Management by Objectives (MBO) can be used as a tool for assisting in the more effective management of organizations engaged in higher education. This document shares the early experiences and efforts of those who have implemented the MBO process in higher educational environments with individuals and organizations who may be contemplating the introduction of MBO. The presentation addresses MBO in three different ways. (1) The opening chapter provides the general theory and research-based underpinnings of the MBO concept and identifies the fundamental assumptions, ideas, and issues underlying the use of MBO. In addition to basic background, this section highlights several of the major difficulties sometimes associated with MBO and identifies strategies that can be used to meet these difficulties as educators try to implement MBO. (2) Case discussions by several educators were commissioned for this publication. These cases represent a variety of higher educational settings: a community junior college, a church-related liberal arts college, a department within a major university, a large state university system, and a leading medical-educational complex. (3) The final chapter describes a research and development program. (Author/KE)

ED 115 139 HE 006 835

Milliken, Russell A.

**Analysis of Selected Characteristics of Faculty Conducted Curriculum Research in Small Colleges. Final Report.**

National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Bureau No.—BR-2-C-087

Pub Date Dec 73

Grant—OEG-3-72-0049

Note—65p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—College Curriculum, College Faculty, Curriculum, \*Curriculum Research, \*Educational Researchers, \*Higher Education, \*Individual Characteristics, Questionnaires, Researchers, Research Needs, Research Utilization, Small Schools, State Colleges

The objective of this study was to identify characteristics of researchers and small, undergraduate colleges supportive of curriculum research. A questionnaire, designed to determine professional characteristics of the respondents, and environmental, and organizational factors supportive of curriculum research was mailed to the total faculty of four colleges, and the responses analyzed. In addition, other, similar studies were reviewed and the results compared with the present study. Curriculum researchers reported a higher incidence of: doctorates; senior faculty

positions; heavier teaching loads; administrative responsibilities; degree of outside professional activities; research training; departmental research committees and student research programs; established college relationships with other institutions; availability of a centralized research office; and awareness. All respondents: ranked curriculum research low for curriculum improvement; reported similar motivators; and ranked individual faculty, departmental chairmen, and the presidents highest for favorable attitudes toward research. Results of similar studies were generally consistent with the results of this study. (Author)

ED 115 140 HE 006 838

Julius, Daniel J. Allen, John C.

**Collective Bargaining in Higher Education. Bibliography No. 3.**

City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education.

Pub Date Apr 75

Note—173p.

Available from—National Center for the Study of Collective Bargaining in Higher Education, Baruch College/CUNY, 17 Lexington Avenue, New York, New York 10010

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Affirmative Action, \*Annotated Bibliographies, Arbitration, Authors, Bibliographies, \*Collective Bargaining, Collective Negotiation, Court Litigation, \*Higher Education, Industrial Relations, \*Labor Legislation, \*Negotiation Agreements, Reference Materials

This bibliography represents the latest in a series of publications which expand coverage of retrospective and current references regarding labor relations that affect the numerous constituencies within higher education. The compilation includes 992 citations with reference to: (1) Affirmative Action, (2) Arbitration Awards, (3) Court Cases, (4) NLRB Decisions, (5) PERB Decisions, and (6) State and Federal Legislation. Included among the references are books, journals, newsletter articles, unpublished speeches and research, as well as relevant material from the Government Relations Report (GERR), and Labor Relations Reference Manuals (LRRM, LRR). The document includes an Author-Person Index and a Keyword-Subject Index which provide cross reference to the user. (Author/JMF)

ED 115 141 HE 006 840

**Higher Education in the States. Volume 4, Number 11.**

Education Commission of the States, Denver, Colo.

Pub Date 75

Note—47p.

Available from—Higher Education Services, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, Colorado 80203

Journal Cit—Higher Education in the States; v4 n11 p353-400 1975

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Educational Legislation, Government (Administrative Body), \*Higher Education, Laws, Legislation, \*Local Issues, \*State Legislation, \*State Programs

This issue includes legislative summaries for the 1974 sessions for 47 states and the District of Columbia, including several states whose legislatures did not meet in 1974. (JMF)

ED 115 142 HE 006 859

Micek, Sidney S. And Others

**Outcome Measures and Procedures Manual. Field Review Edition. Technical Report 70.**

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Report No.—TR-70

Pub Date May 75

Note—314p.

EDRS Price MF-\$0.76 HC-\$15.86 Plus Postage

Descriptors—Data Collection, \*Decision Making, \*Educational Objectives, Educational Planning, Educational Responsibility, \*Evaluation Methods, Evaluation Needs, \*Higher Education, Institutional Research, Leadership Responsibility, \*Program Development

This document defines a wide range of measures of the outcomes (results or impacts) of postsecondary education institutions and their programs and suggests procedures for acquiring

the data needed for each measure. The outcome measures described are ones identified by a survey of institutional and state-level decision makers as providing the information most needed about the impacts of postsecondary education. The procedures presented are suggested methods for collection of data on each particular outcome measure, often with several alternatives suggested. The procedures are not all-inclusive, but rather are designed to suggest a starting point for institutions wishing to collect the data. Most procedures are relatively straight-forward, relying primarily on two methods of data collection: (1) a questionnaire administered to those receiving the benefits of postsecondary education or to those who can determine how many persons received certain benefits, and (2) searches of institutional records. The manual has been designed so that each outcome measure and its associated data collection procedures are presented separately. (Author/JMF)

ED 115 143 HE 006 870

McLean, Sandi, Ed.

**Challenges of the Presidency.**

American Association of State Colleges and Universities, Washington, D.C.

Pub Date 75

Note—23p.; Papers presented at the Biennial Summer Council of the American Association of State Colleges and Universities (5th, Jackson Hole, Wyoming, July 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Administrator Role, Centralization, \*Educational Assessment, Educational Finance, \*Educational Objectives, Enrollment, Faculty, Financial Support, \*Organizational Effectiveness, Policy Formation, \*Post Secondary Education, \*Presidents, Public Support, Students, Trend Analysis

"Challenges of the Presidency" explores the circumstances and forces that affect the college president's leadership in identifying and accomplishing the educational mission of the institution. These four papers examine the external forces of government and population trends as well as the internal pressures from faculty and students, and offer different perspectives on the actions to be taken and the expected outcomes. Issues dealt with are: (1) maintenance of quality education in the face of declining enrollments, decreasing public support to higher education, faculty cuts, and weakening student commitment to education; (2) institutional efficiency in state systems; (3) centralization, financing, and enrollments as challenges to the presidency; and (4) definitions of an institution, institutional effectiveness, and institutional evaluation. (Author/KE)

ED 115 144 HE 006 873

**Enrollments in Oklahoma Higher Education Summer Session 1975.**

Oklahoma State Regents for Higher Education, Oklahoma City.

Pub Date 75

Note—21p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Enrollment, Enrollment Rate, Enrollment Trends, \*Higher Education, Off Campus Facilities, Private Colleges, \*Private Schools, \*State Colleges, State Universities, Statistical Data, Student Enrollment, Summer Programs, \*Summer Schools, Tables (Data)

Identifiers—\*Oklahoma

Main and branch campus enrollments in all Oklahoma colleges totaled 63,561 for the summer session of 1975, an increase of 11,524 students and a percentage increase of 22.1 percent over the same period one year ago. Of the total enrollment 89 percent was in public colleges and universities, while 11 percent was in private institutions. The tables analyze the enrollments in the Oklahoma higher education institutions by such variables as: (1) type of institution (public, private); (2) off campus centers; (3) comparative head-count and full-time equivalent enrollments; (4) head-count enrollment, student-credit-hours enrolled in, and full-time equivalent enrollment; and (5) enrollment by class and sex. (JMF)

ED 115 145 HE 006 914

Kaufman, Barry Botwinick, Rena

**Student Retention and Graduation at the City University of New York: Fall 1970 to Spring 1974.**

City Univ. of New York, N.Y. Office of Program and Policy Research.

Pub Date Jun 75

Note—60p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Comparative Statistics, Ethnic Groups, Family Income, Grades (Scholastic), \*Graduation, \*Higher Education, Minority Groups, \*Open Enrollment, \*School Holding Power

Identifiers—\*City University of New York, CUNY

This document concerns the retention and graduation of students at the City University of New York. Major attention is devoted to those who entered the senior and community colleges of CUNY as first-time freshmen in September 1970. This group was the first to enroll in the university under the open admissions policy. This report includes the group status (enrolled or not, graduate or not) after eight semesters, and data on retention and graduation. First, findings are presented for men and women and by students' area of residence, as well as for high school average categories. Second, data on freshman class entering CUNY each fall since 1970 is used to compare the retention of the first open admission students with subsequent enrollees. Last, some comparative statistics on graduation are presented including: data for a CUNY sample prior to open admission, data from a national sample of college students, and data from a selected group of two-year and four-year colleges. (Author/KE)

**ED 115 146****HE 006 915***Bowen, Howard R.*

The Private Presence in American Higher Education.

Pub Date 17 Jan 75

Note—11p.; Not available in hard copy due to marginal reproducibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Economic Climate, \*Educational Finance, Federal Government, \*Higher Education, \*Private Colleges, State Action, \*State Colleges, \*State Universities

The importance of private initiative has long been recognized in tax exemption by federal, state, and local governments. One outcome of this history is the dual system of higher education—a system that is partly private and partly public. Despite the important service rendered by the private sector, it is today facing a bleak financial future. Meanwhile dozens of new public institutions and new campuses of old ones have been established, new educational programs have been started in the public sector, and the general quality of public institutions has been raised. These changes have still further weakened the competitive position of the private sector. It is clear that if the present trends continue, many if not most private colleges will be in trouble. The nation clearly faces the decision: Does it wish to maintain the dual system of higher education or not? The point of view that seems to be emerging among educators of both the public and private sectors is the emerging division of labor between the states and the Federal Government. The states will continue to have major responsibility for institutions and some responsibility for student aid. The Federal Government will have a supplementary and supportive role with emphasis on student aid, incentive programs to encourage state action, and categorical grants for research and graduate and professional study. The hope is for a plural or diverse system, including a healthy, private sector, within which there will be competition and also complementarity. (Author/KE)

**ED 115 147****HE 006 916***Ostar, Allan W.*

Financing of State Colleges and Universities.

Pub Date 17 Jan 75

Note—9p.; Paper presented at the National Conference on Postsecondary Education (Washington, D.C., January 17, 1975); Not available in hard copy due to marginal reproducibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Equal Education, Federal Programs, \*Financial Support, \*Higher Education, Public Policy, \*Student Costs, \*Tuition

The low tuition system has worked so well for so long that it should not be abandoned on the basis of very limited data and even more limited assumptions. The rights of millions of college students to a low tuition education should not be

bargained away in the name of some notion of "higher educational consensus" or "healthy dialogue." Nor should this right be bargained away in the name of aid to low income students or in the name of student choice. An emphasis on student aid alone, without adequate institutional aid, can force a general increase in tuition that will disadvantage all students—working class and middle-class as well as poor. There is a substantial and growing body of research that finds increases in tuition and other college costs lead to decreases in enrollment. Indeed, such tuition increases are one principal reason why the percentage of high school graduates going to college has been declining for several years. Congress and the administration should include a set-aside of funds for education and training to enable some of the unemployed to develop new skills for later employment. (Author/KE)

**ED 115 148****HE 006 919**

Horizons. A Guide to Educational Opportunities in Ontario Beyond the Secondary School Level.

Ontario Ministry of Colleges and Universities, Toronto.

Pub Date 75

Note—112p.

Available from—Ministry of Colleges and Universities. Mowat Block, Queen's Park, Toronto, Ontario M7A 1B9

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—Admission Criteria, Colleges, Enrollment, \*Financial Support, \*Higher Education, \*Program Descriptions, \*Reference Materials, \*Student Costs, Transfer Policy, Universities

Identifiers—\*Ontario

This reference to colleges in Ontario has been revised as of June 30, 1975. It includes information on: (1) financial assistance to students; (2) students' costs; (3) general information on colleges of applied arts and technology including enrollment, general admission requirements, programs offered, manpower retraining, continuing education (extension) divisions, transfer possibilities, fees, residence accommodation, and skilled trades; (4) a chart of programs available at colleges of applied arts and technology; (5) a list of colleges of applied arts and technology; (6) general admission requirements of Ontario universities; (7) a chart of undergraduate degree and diploma programs at Ontario universities; and (8) a list of Ontario universities; (9) a list of other postsecondary education institutions; (10) information on health sciences and social sciences educational opportunities; and (11) selected list of other reference publications on postsecondary education. (Author/KE)

**ED 115 149****HE 006 920***Nowak, Mary Jane Stilwell, William E.*

Developmental Models for Accountability in Undergraduate Social Work Education.

Pub Date [74]

Note—22p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Educational Accountability, Evaluation Methods, \*Higher Education, \*Instructional Systems, Job Skills, \*Models, Professional Education, \*Social Work

In an attempt to establish an empirical criterion base from which viable and valid decisions can be made regarding "what makes a good social worker" and "how do we know when we have a 'good' social worker," a criterion mastery learning base is proposed which addresses itself to the change agent role of the social worker. Developed is a model which consists of three conceptual areas: environmental influences, social work skills, and supportive skills, joined by feedback of evaluative information. Each of these areas is independent in the accountability model for social work education. Fourteen construction areas can be refined into a number of elements, modules, or capsules of instruction. The focus is on the latter two conceptual areas, social work skills and supportive skills. Accountability in social work education is not an alternative but a societal demand. The worth of this model will only be determined by its implementation in the real world. Its degree of success may provide valuable information for change in social work education. (Author/KE)

**ED 115 150****HE 006 921***Nolfi, George J., Jr. Nelson, Valerie I.*

Two Planning Studies on Open Learning.

University Consultants, Inc., Cambridge, Mass.

Spons Agency—Massachusetts State Coll. System, Boston.

Pub Date Jan 74

Note—150p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

Descriptors—Adult Students, Continuation Students, Exceptional Students, \*Open Education, Part Time Students, \*Post Secondary Education, \*State Programs, \*Student Characteristics, \*Student Needs

Identifiers—Massachusetts

This analysis of current and future programs of the Massachusetts State College System examines the potential relationship between the Massachusetts State College System and the providers of Postsecondary Education other than degree-granting colleges and universities that might be established through the Massachusetts Open University, and identifies the special clientele groups that might be serviced by the Massachusetts State College System in cooperation with the proposed Massachusetts Open University. It was found that the open learning network should recognize and legitimize educational activities in non-degree-granting institutions and programs by providing means of certifying some of the existing programs for credit and of examining graduates of other institutions for competency. The target clientele is arranged into three general groups—disadvantaged, "second chance," and those already making use of the existing continuing education system. Discussed are group characteristics and needed services. Also discussed are financial structures for the open learning network and possible means of providing them, including aid to students, institutions, and target groups. (Author/KE)

**ED 115 151****HE 006 924***Hartman, Robert W.*

The Federal Budget Outlook and Its Implications for Higher Education.

Pub Date 10 Jan 75

Note—10p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Budgeting, Cost Effectiveness, \*Economic Climate, \*Economic Factors, Expenditures, \*Federal Legislation, \*Post Secondary Education, \*Taxes

Given the need for a large stimulus by the federal government in the short-run and given the need for structural reform on our budgeting and taxing process over the long-run, what is likely to happen to federal expenditures for higher education? Two issues likely to arise are: (1) in this next year there is absolutely no excuse for holding back new higher education programs or fuller-funding of old programs because of "inflation"; and (2) if tax cuts are to be used to bring the economy out of the doldrums, the tax changes should be (primarily) temporary ones. During the recovery, the prerequisites for a sensible tax-and-budgeting process should be put in place. How the government decides the big issues of short-term economic stimulus and long-term budget reform more than anything else will determine the fate of federal aid to postsecondary education. (Author/KE)

**ED 115 152****HE 006 935***Mills, Earl S. Wood, Duane R.*

Optimizing Learning Through Effective Management.

Central Michigan Univ., Mount Pleasant. Inst. for Personal and Career Development.

Pub Date [74]

Note—14p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Adult Learning, Behavioral Objectives, Feedback, \*Higher Education, Instructional Design, \*Instructional Innovation, Instructional Materials, \*Instructional Programs, Knowledge Level, \*Learning Experience, Learning Readiness, Management

A model of an instructional program which uses principles of effective management to optimize learning for adult learners is described. The model is a result of the authors' work with the Institute for Personal and Career Development which is responsible for the external degree program of Central Michigan University. Most adult learners have limited time available to attend class meetings; however, this time factor becomes far less crucial and learning and instruction can be efficient and effective if these individuals can acquire the basic concepts and principles of the course prior to the group sessions. For this purpose learning packages and various

mediated materials are used which include diagnosis of pre-instructional knowledge, behavioral objectives, self-pacing and self-diagnostic tests with immediate feedback. Intensive schedules are used for class sessions at which time the professor can assist the students to apply, synthesize, and evaluate the concepts and principles learned prior to class and to develop new principles from them. The professor develops the hierarchy of objectives and acts as the resource person. The student gains additional insight by assuming greater responsibility for an enriching learning experience. (Author)

**ED 115 153** HE 006 937  
[NCICU Report of State Legislation and Programs Relating to State Aid for Independent Colleges and Universities].

National Council of Independent Colleges and Universities, Washington, D.C.

Pub Date Sep 75  
Note—44p.

Available from—National Council of Independent Colleges and Universities, 1818 R Street, N.W., Washington, D.C. 20009

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Educational Legislation, \*Financial Support, \*Higher Education, Institutional Facilities, \*Legislation, Nonpublic School Aid, \*Private Colleges, \*State Legislation, State Programs, Universities

The report is a summary of state legislation and programs relating to state aid for independent (private) colleges and universities. The areas listed include: (1) Contracts; (2) Direct Institutional Aid; (3) Aid to Disadvantaged and Minorities; (4) Facilities Assistance/Authorities; (5) Medical/Dental/Nursing Aid; (6) Student Assistance; and (7) other. These are listed by state and are current as of September 1975. (JMF)

**ED 115 154** HE 006 941

Leitner, Dennis W. Sedlacek, William E. Characteristics of Successful Campus Police Officers. Research Report No. 10-74.

Maryland Univ., College Park. Counseling Center.

Report No.—RR-10-74

Pub Date [74]

Note—11p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Attitudes, Attitude Tests, \*Behavior, Campuses, \*Higher Education, \*Individual Characteristics, Personality Tests, \*Police, Predictive Ability (Testing), Psychological Characteristics, Racial Attitudes, Self Concept Tests, Statistical Surveys

Fifty-two University of Maryland, College Park campus police officers were administered the Personal History Index, the California Psychological Inventory, the Press Test, the Test of Social Insight, the Situational Attitude Scale, the Dogmatism Scale, and the California F scale. These predictors were related to the following performance criteria, using step-wise multiple regression and Pearson correlation at the .05 level: tenure, most commendations, most reprimands, most absenteeism, "ideal" officer, most promotions, highest peer rating, highest self-rating, and highest supervisor rating. Results indicated that statistically significant predictions were possible on all criteria, but that each criterion was associated with different, sometimes opposite characteristics. For instance, those with the highest peer ratings tended to be authoritarian, while those with the most commendations were not. Other findings included negative racial attitudes being associated with most commendations, "ideal" officer, most promotions, and highest supervisor ratings. Potential explanations and implications of these and other results are discussed. Ultimately a decision on the performance characteristics considered most important must be made so that officers meeting those requirements can be selected. (Author)

**ED 115 155** HE 006 949

Scott, Robert A.

What Do Admissions Officers Read? Sources of Information for Professional Development and Effectiveness.

Pub Date Oct 75

Note—41p.; Paper presented at the Annual Meeting of the National Association of College Admissions Counselors (Atlanta, Georgia, October 8, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Admissions Counselors, \*Higher Education, \*Information Needs, \*Information Sources, Information Utilization, \*Periodicals, Professional Personnel, Professional Training, Questionnaires

This pilot study was conducted to determine the sources of information utilized by admissions officers to enhance professional growth and to help in current professional responsibilities. In an attempt to analyze the verbal ability of admissions officers a survey was conducted among admissions officers to determine: (1) what they read, (2) how much they read, (3) how important are the professional journals, (4) what departments in journals are read most quickly and thoroughly, and (5) who writes for the journals. The survey, a five page questionnaire, was mailed to heads of admissions offices in 179 public and private colleges and universities located in New York and Pennsylvania. Fifty-nine responses, 33 percent, were returned. In addition 15 leading educational journals were surveyed about their readership and comparison was made between the admissions officers' responses and the journal responses. (JMF)

**ED 115 156** HE 006 951

Podolsky, Arthur

Higher Education. Basic Student Charges 1972-73 and 1973-74.

National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date 75

Note—137p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01466-1, \$2.80)

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

Descriptors—Fees, \*Graduate Students, \*Higher Education, Private Schools, Public Schools, Residence Requirements, \*Statistical Data, \*Student Costs, Tables (Data), Tuition, \*Undergraduate Students

This publication presents data from the seventh and eighth Higher Education General Information Survey (HEGIS) showing typical or modal charges to students in institutions of higher education for the academic years 1972-73 and 1973-74. Analytic tables provide detail for public and private institutions, with comparison to typical charges to in-state and out-of-state students for tuition and required fees. These tables permit comparisons of undergraduate and graduate tuition and fees by level, control, and enrollment size of institution. Charges for room and charges for board, in public and in private institutions, are shown in separate tables with no differentiation as to students' level of study or residence status. Tables presenting data for individual institutional reporting units and tables and charts on the distribution of basic student charges show the actual charges as they were reported to the National Center for Educational Statistics. All other Tables, presenting summaries by type of institution or by state, utilize weighted averages which were computed on the basis of full-time-equivalent enrollment. The tables are grouped by year and the charges reported are those that were required of the largest proportion of full-time students at the undergraduate and graduate levels for the academic year reported. Not included are costs for books and supplies, athletic and social activities, and off-campus living costs. (JMF)

**ED 115 157** HE 006 993

Examples of the Use of National and State Postsecondary Education Financing Models.

Systems Research Inc., Los Angeles, Calif.

Pub Date 75

Note—37p.; Paper presented at the National Conference on Postsecondary Financing (Washington, D.C., January 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Educational Finance, \*Enrollment, Income, \*Models, \*Post Secondary Education, \*Student Costs, Systems Analysis, Systems Approach, Tuition

The National Commission on the Financing of Post Secondary Education (NCFPE) has developed a model of student response to alternative financing plans, and has used this computer model to evaluate several alternatives in terms of enrollments and costs. The model predicted enrollments by types of institutions and family income and costs based on the changes in "price response"—the changes in the number of students who attend an institution based on its tuition,

fees, and other costs. Thus enrollment would be expected to increase if the costs to the student-price were lowered and enrollment would be expected to decrease if the costs to the student price were increased. Two models were developed from the NCFPE model. This document provides the results of using those models with several alternatives interpretations of the general policy of "low tuition." While the results can themselves be useful to the discussion of alternative financing plans, they are intended as an example of using these improved models at two levels of interest. These models, like many others, depend on the student's response to the change in the "price" of postsecondary education. A brief summary of this concept and data bearing on this issue are included as an appendix. (Author/KE)

**ED 115 158** 95 HE 006 997

Jung, Steven M. And Others

Study Design and Analysis Plan. Improving the Consumer Protection Function in Postsecondary Education.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.—AIR-52800-10-75-TR

Pub Date 31 Oct 75

Contract—OEC-300-75-0383

Note—94p.; Not available in hard copy due to marginal reproducibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Consumer Protection, \*Data Analysis, Data Processing, Federal Programs, \*Higher Education, Information Seeking, \*Information Utilization, \*Post Secondary Education

Postsecondary student aid programs administered by the United States Office of Education (USOE) have helped many thousands of students to obtain an education they may not otherwise have received; however, some schools have engaged in questionable or abusive practices that have frustrated student attainment of the desirable educational goals envisioned by the Congress in establishing these programs. To curtail these practices the American Institutes for Research (AIR) was contracted to develop and field test a data capture and dissemination system that would provide information for improved consumer protection in postsecondary education. Chapters cover: (1) regulatory and nonregulatory approaches to consumer protection, (2) the role of the AIR project, (3) consumer protection data, (4) project instruments, (5) field test data analysis, (6) development of dissemination and use strategies, and (7) limitations. (Author/KE)

**ED 115 159** HE 006 998

Engels, Richard A. Galambos, Eva C.

Supply and Demand Balances of Selected College-Level Fields Projected for the SREB [Southern Regional Education Board] States.

Southern Regional Education Board, Atlanta, Ga.

Pub Date 75

Note—36p.

Available from—Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, Georgia 30313 (\$2.00)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*College Graduates, Educational Planning, \*Educational Supply, \*Employment Projections, \*Higher Education, \*Labor Demands, Regional Planning, Trend Analysis, Units of Study (Subject Fields)

Identifiers—\*United States (South)  
Few manpower projects in Southern states have focused on the demand for the output of four-year colleges and universities. Even fewer have attempted to link projections of demand for degree programs to the supply of graduates generated by those programs. Moreover, none have set the state outlook for a particular college-trained skill within a context of the supply-demand balance picture for neighboring states and the South in the aggregate. From a career guidance perspective, if not in an educational planning context, such a comprehensive evaluation is required. It is the intent of this document to present preliminary state-by-state projections of supply-demand balances for a limited selection of degree specialties in the context of similar projections for the Southern region as a whole

developed under the same general methods. The projections of degrees by level, by state, and by field of study are based on the region's share of U.S. degrees according to projections by the U.S. Office of Education (USOE), and the historical distribution of degrees in the region by degree levels relative to the U.S. historical distribution. All graduates at all degree levels have been classified into 20 major fields of study. Generally the data reflected limited opportunities for Southern college graduates in the traditional field of work (conventional projection) but show openings in the extended list of occupations (comprehensive projection) to be more likely during the 1970's. (Author/KE)

**ED 115 160** HE 007 004  
*Ostergren, Bertil*  
**Planning for Change in Higher Education.**  
Office of the Chancellor of the Swedish Universities, Stockholm.  
Pub Date Sep 75  
Note—46p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—\*Change Strategies, \*Educational Administration, \*Educational Innovation, \*Educational Planning, \*Higher Education, \*Public Policy, \*Regional Planning, \*State School District Relationship  
Identifiers—\*Sweden

This document, adapted to readers who are not familiar with institutional details in Swedish higher education, outlines planning and management at regional and central levels. Emphasis is placed on qualitative aspects of planning and on identification of obstacles and possibilities of change and innovation. A central problem for the study is to suggest methods of how overarching societal (political) goals for higher education could be attended to, together with local and regional freedom and a local and regional planning that is effective and innovative. Another main focus is to study how changes in organization and decision-making can promote desired educational development such as problem-orientation, interdisciplinarity, international education, course development to meet demands for new student categories, and new teaching methods, such as project groups. It is based on talks with 250 individuals within the university and professional schools, on literature and documents, and on seminars and discussions within a limited circle of persons. In conclusion, it seems that present bad habits in organization, planning, and management develop because analysis of the real problems is neglected and inefficient methods are used to tackle problems that are not clarified. (Author)

**ED 115 161** HE 007 007  
**Application and Enrollment Patterns of Transfer Students.** Fall 1973. Report No. 6-75.  
State Univ. of New York, Albany. Central Staff Office of Institutional Research.  
Pub Date Jul 75  
Note—172p.

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**  
Descriptors—Colleges, Community Colleges, \*Enrollment Rate, \*Higher Education, \*Student Application, \*Transfer Policy, \*Transfer Students, Universities  
Identifiers—\*New York

Because of the importance of reliable information regarding transfer students for regional and system-wide planning, and interinstitutional cooperation, the data gathered for this study have been organized and presented in a variety of formats designed to provide immediate answers to a wide range of questions that may be formulated regarding transfer students. The basic data are presented so as to directly relate the transfer students. The basic data are presented so as to directly relate the transfer student's prior institution and current SUNY institution and entry level. This information is provided for individual institutions, institution types, and institutions by coordinating area. Additional information is provided regarding trends in transfer students, relationship of the associate degree to transfers, admission success of transfer students, and other related information. A brief summary of some selected aspects of transfer student mobility expressed as percentages of all transfer students follows: (1) 58.0 percent from a SUNY institution to a SUNY institution; (2) 40.4 percent from a non-SUNY institution to a SUNY institution; (3) 1.6 percent previous institution unknown; (4) 63.9 percent from all sources to a SUNY senior

institution; (5) 36.1 percent from all sources to a SUNY two-year institution. (Author/KE)

**ED 115 162** HE 007 008  
**South Carolina Higher Education Tuition Grants Committee. Annual Report.**  
Pub Date 1 Jan 75  
Note—25p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—Enrollment Rate, Expenditures, Family Income, Financial Needs, Geographic Distribution, \*Higher Education, Private Colleges, \*Resource Allocations, \*State Agencies, State Colleges, \*State Programs, State Universities, \*Tuition Grants  
Identifiers—South Carolina

Chapters cover: (1) tuition grants—philosophy and purposes; (2) committee members and staff; (3) statutory authority for the agency; (4) history of the agency; (5) program administered by the agency; (6) expenditures and resources. Appendices cover: (1) full-time student enrollments; (2) freshman enrollments; (3) South Carolina residents enrollments; (4) college enrollments by public and private sector; (5) percentages of total higher education enrollment by public and private sector; (6) tuition grant applications received and grants awarded by colleges; (7) tuition grant awards by college, class, number, and dollar amount for 1974-75; (8) grants awarded by family income ranges; (9) tuition grants by county; (10) county map; (11) tuition grants applicants total financial need; (12) 1973-74 tuition grants awarded by college, class, number, and amount—final report. (Author/KE)

**ED 115 163** HE 007 011  
**1974-1975 Instructional Development at Illinois State University.**  
Illinois State Univ., Normal. Office of Undergraduate Instruction.  
Pub Date [75]  
Note—74p.; For related documents see, ED 082 694 and 100 243

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
Descriptors—Annual Reports, \*Curriculum Development, \*Higher Education, \*Internship Programs, \*Objectives, \*Program Descriptions  
Identifiers—\*Illinois State University Normal

This annual report on instructional development activity, which was designed to improve the quality of education available at Illinois State University, is organized around four types of instructional development activity. These programs described here are: (1) Instructional Development Program that provides support funds on an approved proposal basis directly to faculty members to improve classroom instruction; (2) Summer Instructional Development Program initiated in 1974 and continued in 1975 to provide a mechanism for long-term development; (3) Institutional Goals Study which samples faculty, administration, student, community, and board member responses to outcome goals (e.g., academic development, intellectual orientation, etc.) and process goals (e.g., freedom, democratic governance, etc.); (4) Undergraduate Teaching Assistant (UTA) Program designed to involve upper-division undergraduates in the lower division instructional program and to provide assistance to faculty members teaching such courses. (Author/KE)

**ED 115 164** HE 007 013  
**Dubel, Robert Y.**  
**Maryland Law and Education.**  
Governor's Study Commission on Structure and Governance of Education, Annapolis, Md.  
Pub Date Jul 74  
Note—141p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**  
Descriptors—\*Board of Education Role, Educational Legislation, Federal Legislation, \*Governance, \*Higher Education, \*Laws, Legal Responsibility, \*School Law, State Legislation  
Identifiers—\*Maryland

This document analyzes the major elements of Maryland school and college law pertaining to governance. While recognizing differences between school and college law in Maryland, this study shows that there are many elements in common between the two. This study will be primarily concerned with civil law rather than criminal law. School personnel or students who violate criminal laws face the same procedures and problems as do those citizens who are not

connected with a school system or an institution of higher learning. While this study does not intend to make lawyers of laymen, it does propose to aid citizens in understanding basic provisions and concepts of Maryland school and college law. It aims to show a relationship between school and college law to help bridge a gulf between the elementary and secondary levels and the collegiate level. Examined is the Maryland school and college law in its historical perspective and authorities and functions of state and local boards. (Author/KE)

**ED 115 165** HE 007 014  
**A Survey of Student Financial Aid Resources in Kentucky, July 1973.**  
Kentucky Higher Education Assistance Authority, Frankfort.  
Pub Date 73  
Note—29p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—\*Federal Aid, \*Financial Support, \*Higher Education, \*Post Secondary Education, Scholarships, \*State Aid, Student Loan Programs, Tables (Data), Tuition Grants, Work Study Programs  
Identifiers—\*Kentucky

This document reports the amount and availability of student financial aid resources for Kentucky undergraduate students planning to attend an institution of postsecondary education in the Commonwealth. Institutions providing education beyond the high school surveyed for student financial aid resources were public and nonpublic four-year colleges and universities, private two-year colleges, community colleges, vocational-technical schools, business colleges and Bible colleges as well as approved trade and technical schools in Kentucky. Procedures utilized sought to eliminate available student financial aid awarded to graduate students, athletes, and less than full-time students. Covered is: student financial aid, including scholarships, loans and employment, and the degree of availability. (Author)

**ED 115 166** HE 007 016  
**Educational Structures of the 50 States.**  
Maryland State Dept. of Education, Baltimore.  
Pub Date Jun 74

Note—57p.; Report of the Governor's Commission on Structure and Governance of Education in Maryland

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
Descriptors—\*Administrative Organization, Boards of Education, \*Charts, Elementary Education, Governing Boards, \*Higher Education, \*Organization, Post Secondary Education, \*Program Descriptions, Secondary Education, State Boards of Education

These 51 charts outline the general educational structure of each state and the District of Columbia. The charts identify elementary, secondary, and postsecondary state-level boards, chief state school officers, and local structures, as well as institutional boards. The relationships between these entities are also indicated. Where possible the size of board, the methods of selection, and terms of officers are shown. The boards are also identified as governing, coordinating, advisory, or supervisory. A basic chart form is used to insure some uniformity. (Author/KE)

**ED 115 167** HE 007 019  
**Fribush, Stuart L. Larson, Thomas A.**  
**Postdoctorals vs. Non-Postdoctorals: Career Performance Differentials Within Academic Medicine.**

Association of American Medical Colleges, Washington, D. C.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education.

Report No—DHEW-HRA-75-73

Pub Date Apr 75

Note—41p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—Academic Rank (Professional), \*Higher Education, \*Medical Education, \*Performance Factors, \*Post Doctoral Education, \*Professional Continuing Education, Research, Tables (Data)

The research methodology developed in this paper was intended to shed some light on the question of career performance differentials within academic medicine between persons who have undergone postdoctoral training and those who have not. Compared were two groups of



medical school faculty members (including M. D.'s and Ph.D.'s). One group included those who completed postdoctoral work before 1968. The second group was composed of those with no post doctoral support. The two groups of faculty members were compared on the following indicators of academic performance: (1) academic rank in 1972; (2) research orientation of the employing medical school in 1972; (3) research responsibility in 1972; (4) participation in NIH training grants in 1972; and (5) participation in other federal research programs in 1972. The M. D. postdoctorals outscored the M. D. nonpostdoctorals on all four performance criteria. The score differences were found to be statistically significant for all but the second criterion. An analysis of Ph. D.'s in academic medicine found roughly twice as many M. D.'s in academic medicine as there are Ph.D.'s. The Ph.D. postdoctorals outscored the Ph.D. nonpostdoctorals on all academic performance criteria, but only two of these differences were statistically significant. Although it is not possible to conclude that exposure to postdoctoral training results in better career performance in academic medicine, it is certainly not possible to reject that notion. (Author/KE)

#### ED 115 168 HE 007 020

*Anderson, Philip W. Larson, Thomas A.*  
**Faculty Characteristics of U.S. Medical School Faculty.**

Association of American Medical Colleges, Washington, D. C.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education.

Report No.—DHEW-HRA-75-70

Pub Date Apr 75

Note—104p.; For related document see, HE 007 021

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Academic Rank (Professional), Age, \*Employment Patterns, \*Faculty Mobility, Geographic Location, \*Higher Education, \*Medical Education, School Environment, Sex (Characteristics), \*Teacher Characteristics, Training

Even though each medical school has its own unique qualities that distinguish it from another, differences can be examined in terms of faculty and school characteristics. Two general questions are pursued in the present report: (1) What are the mobility patterns of medical school faculty members as revealed through an analysis of faculty characteristics? (2) What are the mobility patterns of medical school faculty members as revealed through an analysis of institutional characteristics? To answer these questions medical school faculty are divided into four groups—new hires; transfers; stayers; and leavers—on the basis of mobility status. Medical school faculty in the four mobility status groups are then compared in terms of the following characteristics: age, sex, country of training, academic rank, nature of employment. Also included are two characteristics of the medical schools—ownership and age. (Author/KE)

#### ED 115 169 HE 007 021

*Anderson, Philip W. Larson, Thomas A.*  
**Institutional Variables Related to High Faculty Attrition.**

Association of American Medical Colleges, Washington, D. C.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education.

Report No.—DHEW-HRA-75-72

Pub Date Apr 75

Note—25p.; For related document see, HE 007 020

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Employment Patterns, \*Faculty Mobility, \*Higher Education, \*Institutional Environment, \*Medical Schools, Salaries, School Holding Power, \*Teacher Characteristics

The retention of qualified faculty is an important factor in maintaining the identity and professional climate of a medical school. In studying faculty mobility from the institutional point of view, data on faculty attrition is closely examined. A faculty coefficient for each medical school was determined by the ratio of the number of salaried faculty in the school that year. Twenty-seven variables were selected to predict faculty attrition. These variables fall into four broad

categories: size of institution, faculty variables, financial variables, and miscellaneous variables. The most notable finding reflects the low correlation of the 27 institutional predictor variables with the criterion. It may be that other institutional variables were not included in the present study that related to faculty attrition, or that few variables capture the variance in common among medical schools regarding faculty attrition. The age of the institution and percent of foreign medical graduates on staff were effective independently in predicting high faculty attrition. (Author/KE)

#### ED 115 170 HE 007 022

*Anderson, Philip W. Larson, Thomas A.*  
**A Preliminary Analysis of Differential Characteristics Between High and Low Mobile Medical School Faculty.**

Association of American Medical Colleges, Washington, D. C.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education.

Report No.—DHEW-HRA-75-71

Pub Date Apr 75

Note—30p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Academic Rank (Professional), Age, \*Employment Patterns, \*Faculty Mobility, Geographic Location, \*Higher Education, \*Medical Education, School Environment, Sex (Characteristics), Surveys, \*Teacher Characteristics, Training

Excessive faculty mobility, from the medical school standpoint, can be interpreted as an undesirable event to the institution. Are there identifiable personal and institutional characteristics that are associated with high employment mobility? A mobility index that shows the relationship between the number of medical school jobs held and the number of years of medical school employment was used to differentiate the characteristics of faculty at opposite ends of a continuum of mobility. The three mobility categories of faculty were compared on eight variables associated with medical schools. Faculty variables included sex, type of degree, academic rank, nature of employment, support for predoctoral training, areas of responsibility, and country of graduation. Institutional variables were ownership, department type, and geographic location. Findings were: (1) faculty mobility groups did not differ significantly with respect to administrative level or predoctoral support. The highly mobile faculty did not appear to have developed the degree of attachment or commitment to the medical school attained by the highly faculty, were generally found to be in the lower usually untenured ranks, had however responsibilities at the medical school, had professional preparation outside the United States or Canada, and had received less postdoctoral training as a group. (Author/KE)

#### ED 115 171 HE 007 024

*Lionberger, Herbert F. Reddy, B. Anji*  
**The Comparative Diffusion of Land Grant University Concepts in a Midwestern U.S. and Two Taiwan Universities.**

Pub Date 30 May 75

Note—48p.; Paper presented for the annual meetings of the Rural Sociological Society (San Francisco, August, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Educational Objectives, \*Higher Education, \*Information Dissemination, \*Land Grant Universities, \*Opinions, Q Sort, Social Sciences, Social Values

Universities in two social settings may independently orient themselves to public service obligations and/or restructure the university system along similar lines to provide the information services demanded. Yet, with the achievement of the information systems capacity in agricultural colleges in the United States and with contracts and idea exchange between these universities the presence of an information systems capacity is more likely to be the product of diffusion than of independent invention. Some specific concepts are more acceptable than others and some are also more acceptable in one social setting than in others. Q-methodology, a method of opinion analysis that deals with priorities, provides insight into the priorities of the social sciences faculty at Columbia campus of the University and at NTU and Chungshing Universities in Taiwan. Assessing

diffusion by noting the deviation of item ratings from their ideal, typical placement in the Q-sorting seems to be useful. Generally, speaking, the social scientists on the Columbia campus rated basic landgrant concepts more favorably than those on the Taiwan campus. (Author/KE)

#### ED 115 172 HE 007 025

**Knowledge For What? Evaluation of a Weekend Residential Workshop.**

State Univ. of New York, Saratoga Springs. Empire State Coll.

Pub Date Aug 75

Note—45p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*External Degree Programs, \*Higher Education, \*Learning Experience, Student Needs, \*Student Opinion, \*Time Factors (Learning)

Identifiers—Empire State College (New York)

A weekend residency was held at Empire State College entitled, "Knowledge for What?—The Social Uses of Knowledge." Participants were Empire State College students from all areas of study. The total learning experience included the weekend residency and contract work based on the weekend. The report covers only the activities of the residency weekend and not the subsequent contract work of students. To evaluate the effectiveness of the format and the perceived learnings of participants, a student evaluation of the residency was conducted. The overwhelming majority (74 percent) of the students participating in the residency saw it as a way of facilitating their studies. Most participants (70 percent) reported that they had learned "some" and "quite a bit" from each of the following workshop activities: preliminary readings, lectures, seminars, informal discussion, and subsequent work related to the residency. Tables give more detailed information on student background, needs, and opinions relating to the residency. (Author/KE)

#### ED 115 173 HE 007 026

**Toward a Federal Strategy for Protection of the Consumer of Education. Report of the Subcommittee on Educational Consumer Protection.**

Office of the Assistant Secretary for Education (DHEW), Washington, D. C.

Pub Date Jul 75

Note—75p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Agencies, \*Consumer Protection, \*Delivery Systems, \*Federal Aid, Federal Programs, \*Higher Education, Performance Specifications, \*Post Secondary Education, Student Rights

In recent years there has been growth not only in the number of students, but also in federal programs that provide student financial support. This document initiates formulation of a federal strategy for consumer protection that works in conjunction with efforts of the states, localities, consumer groups, and other private organizations, describes the responsibilities of federal agencies in postsecondary education as they deal with educational consumer protection, examines the status of federal programs and efforts to improve them, and discusses the issues and implications involved. Federal actions recommended that steps be taken by federal agencies: (1) to help insure students' rights in the marketplace; (2) to prevent or protect against abuses of educational consumers; (3) to arise out of their particular responsibility as funding or guaranteeing agencies; and (4) to strengthen activities of state and private agencies dealing with postsecondary institutions and their consumers. Some abuses commonly reported by students that are dealt with in the document are delivery programs of instruction that are different from those which both the student and the student funding organization were led to expect, and educational funding programs for meretricious rather than educational purposes. (Author/KE)

#### ED 115 174 HE 007 028

*Bergquist, William H. Phillips, Steven R.*

**A Handbook For Faculty Development.**

Council for the Advancement of Small Colleges, Washington, D. C.

Spons Agency—Shell Companies Foundation, New York, N. Y.

Pub Date Jun 75

Note—299p.

Available from—Council for the Advancement of Small Colleges, One Dupont Circle, Washington, D. C. 20036 (\$9.95)

**EDRS Price MF-\$0.76 HC-\$14.59 Plus Postage**  
**Descriptors—**\*Guides, \*Higher Education, \*Instructional Improvement, \*Organizational Development, Teacher Evaluation, Teaching Methods, Teamwork, Training Techniques  
**Identifiers—**\*Faculty Development

Faculty development has become an increasingly prominent concept for a growing number of faculty and administrators in American colleges and universities. To bring about the significant improvements in instruction demanded by the new and difficult issues facing higher education in the 1970's, it is essential that a faculty development program be both comprehensive and based on a set of diverse, though related strategies. Our proposed approach to faculty development is based on the assumption that significant changes must take place at the three levels of attitude, process, and structure. This handbook, designed as a self-contained guide to faculty development, presents both theoretical guidelines and practical suggestions for actually doing faculty development. The first section presents a brief overview of faculty development. Next follow sections on instructional, organizational, and personal development. Each of these sections contains separate chapters on such issues as classroom observation and diagnosis, decision-making, and helping skills. Each chapter typically includes an introductory discussion followed by related instruments, handouts, and exercises. A final section suggests a number of ways colleges and universities can develop and sustain their own faculty development programs. (Author/KE)

**ED 115 175** **HE 007 029**

*Allman, Katherine, A.*

**A Reference Guide To Postsecondary Education Data Sources.**

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—706p.

Available from—Western Interstate Commission for Higher Education, P. O. Drawer P, Boulder, Colorado 80302 (\$12.00)

**EDRS Price MF-\$1.23 HC-\$36.18 Plus Postage**  
**Descriptors—**\*Data Bases, \*Data Processing, Information Seeking, Information Services, \*Information Sources, Organization, \*Post Secondary Education, \*Resource Materials

This document has been developed as a companion to the NCHEMS Statewide Measures Inventory with the objective of assisting individuals in the identification of available sources of data that can be related to postsecondary education planning and decision making in the United States. It identifies and describes a number of publications, articles, and data bases that contain data related to most of the items of information identified in the NCHEMS Statewide Measures Inventory. This document does not contain the actual data, but it does describe and reference various sources where the data can be found. In addition, it provides information about: (1) how the data are organized (for example, item-by-item, in tables, by chapters); (2) the level of aggregation (for example, data on personal income, number of high school graduates, enrollments in postsecondary education institutions); (3) the level of aggregation (for example, by region, state postsecondary education institution); (4) the years for which data are available; and (5) those measured in the Statewide Inventory that correspond to the data reference. (Author)

**ED 115 176** **HE 007 030**

**Age Group and Sex of Students. Fall 1974. Report No. 8-75.**

State Univ. of New York, Albany. Central Staff Office of Institutional Research.

Pub Date Sep 75

Note—111p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors—**\*Age, Graduate Students, \*Higher Education, Part Time Students, \*Sex (Characteristics), Statistics, Surveys, \*Tables (Data), \*Undergraduate Students

There has been considerable discussion in the literature of higher education regarding significant changes in student body characteristics. The data in this document examines distribution of students at the State University of New York system by age group and sex. Tables array four fundamental student characteristics: age, sex,

level (graduate/undergraduate), and load (part-time/full-time). Tables in Part II array age and sex by level and load for each institution of the state university; Part I contains summary tables for institutional types by headcount and percentage distribution. Two points of particular interest that can be made on the basis of this data are: (1) the majority of undergraduate students at the state university are over 18 and less than 23 years of age, but 33.1 percent are over 23 years of age; (2) 48.4 percent of the undergraduates under the age of 35 are women, but 60.3 percent of the undergraduates over the age of 35 are women. (Author/KE)

**ED 115 177** **HE 007 031**

**The Application of Non-Discrimination Law and Regulations To Collective Bargaining in Higher Education. Special Report No. 23.**

Academic Collective Bargaining Information Service, Washington, D.C.

Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date Aug 75

Note—13p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**Affirmative Action, \*Collective Bargaining, Employer Employee Relationship, \*Equal Opportunities (Jobs), \*Federal Legislation, \*Higher Education, \*Labor Legislation  
**Identifiers—**Equal Pay Act, Executive Order 11246, \*National Labor Relations Act

This document explores some of the interrelationships between the collective bargaining process and equal employment issues. The National Labor Relations Act, the federal collective bargaining statute, is the focal point of the labor law discussion because it has had significant impact on the drafting and interpretation of state labor legislation and stands on an equal footing with federal equal employment laws. The federal labor statute, applicable to private colleges and universities is discussed, underscoring the Act's application to discrimination in employment based on race, sex, religion, national origin or color. Next, four federal equal opportunity laws—Title VII of the 1964 Civil Rights Act, the Equal Pay Act, Executive Order 11246 as amended, and Title IX of the 1972 Educational Amendments—are briefly described, emphasizing their impact on labor relations matters. Finally, some suggestions for higher education collective bargaining in the context of equal employment obligations are given. To the extent possible, an attempt is made to shape the principle of law, which arises in an industrial setting, to conceptually fit a situation involving faculty organizing or collective bargaining and campus equal employment issues. Much of the discussion is applicable to both faculty and nonfaculty employees. (Author/KE)

**ED 115 178** **HE 007 032**

*Polowy, Carolyn I.*

**Collective Bargaining and Discrimination Issues in Higher Education. Special Report #23.**

Academic Collective Bargaining Information Service, Washington, D.C.

Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date Aug 75

Note—25p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**Affirmative Action, \*Collective Bargaining, Employer Employee Relationship, \*Grievance Procedures, \*Higher Education, \*Methods, Negotiation Agreements, Negotiation Impasses

The increased intensity of antidiscrimination enforcement measures has caused colleges and universities to reassess their operational procedures affecting students and employees. In recent months it has become clear that the powerful forces of antidiscrimination and collective bargaining intersect at a number of critical points that need clarification, understanding, and a deep desire to find equitable solutions to the legitimate concerns of each party. This document lists suggestions for handling problems that may arise during the several phases of collective bargaining. Listed are suggestions concerning: (1) election campaigns; (2) current policies and practices; (3) membership on bargaining; (4) "good faith bargaining"; (5) preamble to the contract; (6) appointments, tenure, and promotion; (7) college calendar; (8) grievance procedures; (9) leaves of absence and health benefits; (10) non-

discrimination clauses; (11) general working conditions; (12) part-time faculty; (13) past practices or benefits; (14) personnel committees; (15) personnel files; (16) "recognition of agent"; (17) retirement of agent; (18) retirement plans; (19) retrenchment; (20) salary schedules, merit salary increases, promotion, etc.; (21) affirmative action plan note in contract; (22) fair representation; (23) picketing and strikes; (24) grievance procedures; (25) liability of employer; (26) illegal contract provision. (Author/KE)

**ED 115 179** **HE 007 033**

*Babbitt, Samuel F. And Others*

**Research and Support Strategies For Women's Higher Education.**

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.

Spons Agency—Carnegie Corp. of New York, N.Y.; Danforth Foundation, St. Louis, Mo.; EXXON Education Foundation, New York, N.Y.

Pub Date Sep 75

Note—5p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**Educational Strategies, \*Higher Education, \*Program Development, Program Evaluation, Program Proposals, \*Research, Sex Differences, Sex Discrimination, \*Womens Education, Womens Studies  
**Identifiers—**\*Educational Support

Inadequate support is presently offered for the study of certain important questions which have serious implications for educational policies affecting women. Priority should be given to the support of those areas of research and program development and evaluation that have the most critical implications for both the higher education of women and women's status in institutions of higher education. Support should include: (1) research on coeducational and sex education experiences, outcomes of affirmative action, career patterns of women, living arrangements, intellectual development, women's psychological autonomy, social policies regarding families; (2) development and evaluation of women's studies, women's centers, counseling services, efforts to encourage women to enter other than traditional majors and/or career fields, "coping training," sex distributions, the means to raise the level of women's qualitative skills, classroom sex ratios; recruitment of women to the field of educational evaluation, statistics as a more integral part of women's education, efforts to attract women faculty; and (3) strategies to improve program development, information storage, and to encourage new hypotheses pertinent to woman's education and development. (Author/KE)

**ED 115 180** **HE 007 037**

*Bretscher, Richard*

**Measuring Student Success: A Systematic Statistical Analysis. Evaluation Report. Programme on Institutional Management in Higher Education.**

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date Jan 75

Note—19p.; Paper presented at the General Conference of Member Institutions (2nd, Paris, France, January 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*Higher Education, \*Measurement Techniques, \*Models, Planning, \*Statistical Analysis, \*Success Factors, Systems Development

**Identifiers—**Austria, \*University of Linz

This document summarizes a project that measures students' results by statistical analyses of examination data at the University of Linz, with special reference to the possibilities of institutionalizing the methods obtained. The survey included 609 students enrolled in business studies from 1966 to 1969. Studies at the university are pursued in two stages, four semesters each, that lead up to what may be translated as half-degree and degree examinations. Student success was measured in terms of: (1) the behavior of a student intake chosen from a field of study; (2) new methods of analysis usable in an institutionalized system; (3) models designed to forecast a student's probable success or failure; (4) a basis for decisions to improve conditions of study, with the help of a simulation model; (5) an attempt to define a global, theoretical model for the study sequence; and (6) proposal for an institutional-

ized system for the whole of Australia to enable examination data to be processed by a central computer. While the possibility of applying the Linz model depends on the existence of relatively well-structured study regulations, the system might also be slightly amended to apply to any university, provided that the student was obliged to report before the end of his studies. (Author/KE)

ED 115 181 24 HE 007 039

Zeigler, Warren L.

**Recurrent Education: A Model for the Future of Adult Education and Learning in the United States.**

Syracuse Univ. Research Corp., N.Y. Educational Policy Research Center.

Spons Agency—Office of Program Planning and Evaluation (DHEW/OE), Washington, D.C.  
Bureau No—BR-7-0996

Pub Date May 72

Contract—OEC-1-7-070996-4253

Note—33p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Adult Education, \*Adult Learning, \*Continuous Learning, Educational Alternatives, \*Educational Objectives, \*Higher Education, Manpower Utilization, Models, Social Factors

Identifiers—\*Recurrent Education

Recurrent education, as developed in the past four or five years in a number of European countries, is seen as a process of formal, full-time, for credit instruction for adults beyond the age of compulsory schooling in which participation was supposed to take place during intermittent periods throughout the adult working life-span. This would include provisions for reciprocal entrance and exit between recurrent education and work experience. The central feature is the emphasis on formal instruction for credit that leads to certificates of completion recognized in the society as credentialing the student to perform occupational or job-related functions in a production and service economy. While there is serious doubt about the desirability of recurrent education as a substitute for higher education, adult education, or adult learning, the metaphor of recurrent education can be used to teach us something about alternative social meanings available for the future of postcompulsory education. After examination of the implications of the concept of recurrent education, it is found that the future of adult education and learning is not best served by the recurrent education model imported from Europe. (Author/KE)

ED 115 182 HE 007 040

**1975-76 Basic Educational Opportunity Grant Program Handbook.**

Bureau of Postsecondary Education (DHEW/OE), Washington, D.C.

Pub Date [75]

Note—205p.

EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage

Descriptors—Case Studies, \*Directories, \*Equalization Aid, \*Federal Programs, Grants, \*Guides, \*Higher Education, State Programs

Identifiers—\*Basic Educational Opportunity Grant Program, Student Financial Aid

This document is designed to review the general provisions of various sources of student financial aid (federal, state, and private) and to explain the operating procedures of the Basic Educational Opportunity Grant Program. This document is essential, since the Basic Grant Program is based on the concept of entitlement. It is necessary that all potentially eligible students be made aware of the availability of this source of assistance. This document also provides: (1) a general description of the "campus-based" programs that are also sponsored by the Office of Education; (2) general information on the calculation of awards; (3) operational aspects of the Basic Grant Program; (4) sample forms and case examples; (5) a directory which lists names and addresses of persons to contact for information on federal and state sources of student financial aid; and (6) an index to the handbook. (Author/KE)

ED 115 183 HE 007 042

El-Khawas, Elaine H.

**National Developments and Consumer Protection.**

Pub Date 75

Note—9p.; Paper presented at the Conference on Consumer Protection and Postsecondary Education (September 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Consumer Protection, \*Federal Legislation, \*Federal Programs, Performance Specifications, \*Post Secondary Education, Private Agencies, Student Needs, \*Student Rights

Consumerism as a student-oriented approach to postsecondary education is one that rests on two fundamental premises: (1) it is important that students receive fair treatment in their roles as educational consumers; and (2) some current practices in postsecondary education are not adequately responsive to student needs. Consumerism implies a reform-mindedness and, specifically, a need for institutional structures that reflect sensitivity to student rights and needs. Much has already taken place, and some of the broad outlines of consumer reform in postsecondary education already seem to have taken shape. The most visible activity is in the form of governmental action, including legislation establishing a set of "minimum standards" for institutional operations, and the Federal Interagency Committee on Education (FICE), which includes representatives of all federal agencies with responsibilities in the area of education. Whether there will be a great increase in consumerism activity in the private sector is still very much an open question. (Author/KE)

ED 115 184 HE 007 043

Wren, Scott C.

**The College Student and Higher Education Policy. What Stake and What Purpose?**

Carnegie Foundation for the Advancement of Teaching, New York, N.Y.

Pub Date Mar 75

Note—73p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*College Environment, Curriculum Development, \*Educational Alternatives, Educational Change, Educational Planning, External Degree Programs, \*Higher Education, \*Student Costs, Student Needs, \*Student Participation, Student Rights

Student involvement in educational planning is of importance in ensuring that programs remain responsive to student needs. Such a fundamental shift in perspective in the role of the student requires significant changes, both in attitudes and practices within higher education. To aid in the development of this new role this document draws together all of the Carnegie Commission proposals that are related to current student concerns to aid them in their role in higher education planning and development. Relevant Commission reports published between 1968 and 1972 and included in this document cover: (1) equal educational opportunity; (2) the costs of attending college; (3) the academic environment; (4) student participation in college and university decision making; and (5) educational alternatives. (Author/KE)

ED 115 185 HE 007 044

Wong, S. Godwin

**Budgeting Format and Program Analysis: Account Crossover and Cost Study.**

Pub Date Jun 75

Note—13p.; Paper presented at the Annual Florida Statewide Conference on Institutional Research (8th, West Palm Beach, Florida, June 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Budgeting, \*Cost Effectiveness, \*Higher Education, Operations Research, \*Program Budgeting, \*Systems Analysis

Unit cost is an anticipated offspring of the pressing notions of accountability, efficiency, and comparability, coupled with the decreasing availability of both public and private resources for higher education, and the increasing cost of deliverance of higher education in general. The two most widely used measures of unit cost in higher education are, among others, the unit cost by discipline and by program. In order to calculate meaningful costs of any sort, the following resources are necessary: (1) conceptual framework; (2) methodology; (3) data base; and (4) manpower and other related resources (e.g., computer time). Depending on the unique budgeting format of each institution, different procedures would have to be developed to get the accounts crossed over and complete the cost of study. Owing to the diversity of budgeting and accounting practices in different institutions, it appears that no single ideal budgeting format can be suggested. The implications and ramifications

of a cost study are often beyond the original intended use of the results. Care must be devoted to the development of a clear conceptual framework and some well-defined procedures before embarking on the work of crossing over the accounts. (Author/KE)

ED 115 186 HE 007 057

**Approaches To State Licensing of Private Degree-Granting Institutions. The Airlie Conference Report. IEL Report No. 8.**

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.

Spons Agency—Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date Nov 75

Note—79p.; Proceedings from the Airlie Conference (Washington, D.C., July 1975)

Available from—Postsecondary Education Convening Authority, 1001 Connecticut Avenue, N.W. Washington, D.C. 20036 (free)

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*Certification, Directories, \*Evaluation Criteria, External Degree Programs, Interstate Programs, \*Post Secondary Education, \*Private Schools, \*State Action

Despite the efforts of an array of Federal, State, and private agencies, the spectre of fraud in higher education is increasingly common. The logical arena for corrective action is the states. It is they who hold the authority to charter, license, and in essence permit America's more than 1,000 private degree-granting institutions to exist. But only 25 states in the country can claim functioning licensing operations. The methods and criteria by which state licensing operates remain elusive and poorly defined. Features of nontraditional education such as time- and place-free degrees and credit for prior learning leave licensing officials groping for standards. Complicating the situation is the rapid change from single-campus tradition to an interstate marketplace in which institutions of all persuasions are setting up extensions and external-degree programs far from home. Recommendations are that: (1) nonlicensing States get into the act; (2) a comprehensive interstate information clearinghouse be set up; (3) technical assistance and research services be given to the sparse and untrained staffs that comprise licensing authority in most states; and (4) additional conferences and active participation of state licensing officials in all aspects of the reform movement. (Author/KE)

ED 115 187 HE 007 091

Kobetz, Richard W.

**Law Enforcement and Criminal Justice Education. Directory 1975-76.**

International Association of Chiefs of Police, Inc., Washington, D.C.

Pub Date 75

Note—751p.

Available from—International Association of Chiefs of Police, Inc. 11 Firstfield Rd., Gaithersburg, Maryland 20878 (\$9.75)

EDRS Price MF-\$1.23 HC-\$38.72 Plus Postage

Descriptors—Associate Degrees, Bachelors Degrees, \*Directories, Doctoral Degrees, \*Education, Financial Support, \*Higher Education, \*Law Enforcement, Masters Degrees, \*Police

This document is designed to provide assistance to those students seeking information on colleges and universities that offer law enforcement and criminal justice degree programs. For this 1975-76 directory, questionnaires were mailed to every college and university in the United States and to those colleges and universities known to be offering criminal justice degree programs in Canada. The completed questionnaires indicate that there are 664 institutions offering 729 associate, 376 baccalaureate, 121 masters, and 19 doctoral degrees in the areas of law enforcement and criminal justice. In contrast, there were 40 associate and 15 baccalaureate and graduate degree programs available in this nation in 1960. The directory covers: (1) number of law enforcement and criminal justice degree programs available; (2) associate degree programs; (3) baccalaureate and graduate degree programs; (4) police officer enrollment data; (5) program listings by state; (6) program listings by colleges and universities; (7) the Law Enforcement Education Program (LEEP), which provides financial support for the college education of police, courts, corrections and other law enforcement and criminal justice practitioners; and (8) addi-

tional International Association of Chiefs of Police publications. (Author/KE)

ED 115 188

HE 007 092

*Feltner, Bill D., Ed.*  
College Administration: Concepts and Techniques. Georgia Univ., Athens. Inst. of Higher Education. Pub Date 71

Note—55p.

Available from—Institute of Higher Education, University of Georgia, Athens, Georgia 30601 (\$1.00)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Administrative Change, \*Administrative Organization, Administrative Principles, Budgeting, College Environment, \*Colleges, Curriculum Planning, Educational Assessment, Educational Objectives, \*Higher Education, \*Junior Colleges, \*Planning, Recruitment

Identifiers—\*United States (Southeast)

Ten colleges participated in a project to: (1) help organize and strengthen administrative teams in developing two-year and four-year colleges throughout the Southeast; (2) to assist administrative teams in identifying specific roles for each team member and in developing an understanding of team responsibilities; and (3) to assist administrative teams in developing a rationale that will increase efficiency in the functions of planning, policy formation, evaluation, and continuous review of institutional goals and their implementation. The ten colleges were selected on the basis of current potential, diversity, and geographic distribution. The three papers included in this document serve as a general introduction to the project and discuss: (1) the functions of administration in terms of leadership, planning, staffing, budgeting, coordinating, communication, and evaluation; (2) necessary changes in response to a more pluralistic society of diverse but co-existing cultures, including curriculum planning, recruiting, and admissions and the composition of the campus community; and (3) what has happened at South Georgia College during the two years in which administrative officers and faculty were involved in the search for a more effective approach to the operation of the college. (Author/KE)

ED 115 189

HE 007 093

The President's Role in Development. Association of American Colleges, Washington, D.C.

Pub Date 75

Note—64p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Administrator Role, Bibliographies, \*Developmental Programs, Developmental Tasks, \*Financial Support, \*Higher Education, \*Management, Trustees

Among the many truisms in the management of higher education is that success in a college or university development program depends heavily upon the knowledge, skills and attitude of the president. Yet most presidents come to the job with minimal experience in fund raising. The presidential selection process itself tends to underemphasize this particular aptitude. Many if not most of the other activities over which the president must preside can be delegated to experts but the function of development (including alumni and public relations), more than any other area of concern, seems to fall to the responsibility of the president. Some issues in the field of college and university development are: (1) the president's management role; (2) elements of a development program; (3) developing a long-range master plan; (4) the president's leadership role in motivating trustees; (5) the trustee's view of the president in his/her development role; (6) organizing and evaluating a development program; and (7) developing private support. (Author/KE)

ED 115 190

HE 007 094

*Chambers, M. M.*  
Appropriations of State Tax Funds for Operating Expenses of Higher Education 1975-76.

National Association of State Universities and Land-Grant Colleges, Washington, D. C. Office of Research and Information.

Pub Date Nov 75

Note—29.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Colleges, Comparative Analysis, Extension Education, \*Financial Support, \*Higher Education, Medical Schools, \*Post Secondary

Education, Resource Allocations, Scholarships, \*State Aid, Tables (Data), \*Tax Allocation, Universities

This document is a collection of data summarizing state support for higher education. The figures show a wide variation among the states and an even wider variance among institutions. While it is impossible to eliminate all inconsistencies and accomplish absolute comparability among states and among institutions, some uniformity is achieved by including only certain information. Information includes: (1) sums appropriated for the annual operating expenses of the institutions of higher education; (2) pre-allocated state taxes whose proceeds are dedicated to any institution of higher education; (3) wherever practical, separate appropriations for medical centers, agricultural experimental stations and cooperative agricultural extension services, off-campus outposts of universities or land-grant institutions; (4) sums derived from state tax funds and appropriated for state scholarships; and (5) only net state tax funds. The data are in preliminary form and subject to verification and change. (Author/KE)

ED 115 191

HE 007 095

*McKee, Helen C. And Others*

Graduate Degree Survey. Overview of Five Year Population (1969-1974).

State Univ. of New York, Fredonia. Coll. at Fredonia. Teacher Education Research Center. Pub Date Oct 75

Note—51p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—College Environment, Economic Factors, \*Enrollment Influences, \*Graduate Study, \*Higher Education, \*Masters Degrees, \*School Surveys, Student Motivation, Student Opinion, Time Perspective

The Graduate Degree Survey was designed to ascertain graduates' reactions to master's degree programs at Fredonia, to discover the types of students who enroll for advanced work, the fields of interest, and the time lapse between completion of the undergraduate degree and when the master's degree program was started. Incentive for enrolling, years spent in securing the degree, life-styles, distances, traveled for course work, and involvement in campus-community life were all factors that were considered in the Graduate Survey. Open-ended items were included to encourage the respondents to express their ideas freely and candidly. Tables and appendices are included. (Author/KE)

ED 115 192

HE 007 096

The Academic Common Market. 1976.

Southern Regional Education Board, Atlanta, Ga. Pub Date [75]

Note—75p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Cooperative Planning, Directories, \*Higher Education, Program Descriptions, \*Program Planning, \*Regional Planning, \*Statewide Planning

Identifiers—\*United States (South)

The Academic Common Market is an interstate agreement among Southern states for sharing academic programs. Participating states are able to make arrangements for their residents who qualify for admission to enroll in specific programs in other states on an in-state tuition basis. Thus far, the arrangements have been limited to unusual graduate programs. Every Southern state has programs that are not offered in some of the other states and that can accommodate additional students. To enroll as an Academic Common Market student, you must: (1) be accepted for admission into a graduate program to which your state has obtained access for its residents through the Academic Common Market; (2) Obtain certification of residency from the Common Market coordinator in your home state. This document lists, state-by-state, the graduate opportunities available to residents of Southern states through the Academic Common Market and gives brief descriptions of the programs and addresses for direct inquiries about admissions. (Author/KE)

ED 115 193

HE 007 098

Degrees Conferred in Oklahoma Higher Education. 1974-1975.

Oklahoma State Regents for Higher Education, Oklahoma City.

Pub Date [75]

Note—33p.; For related document see HE 007 097

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Associate Degrees, Bachelors Degrees, \*Comparative Analysis, \*Degrees (Titles), Doctoral Degrees, Females, \*Higher Education, Males, Masters Degrees, \*Post Secondary Education, \*Tables (Data), Trend Analysis, Units of Study (Subject Fields)

Identifiers—\*Oklahoma

These tables summarize degrees conferred in both state and private Oklahoma colleges and universities. They cover a period from 1973-75 and compare this period with previous semesters. Included are associate degrees, certificates, bachelors, first professional, and graduate degrees. Tables list students' sex, division of study, and field of study. One finding was that during the academic year of 1974-75, a total of 21,731 degrees was conferred in Oklahoma colleges and universities. A decrease of 280 total degrees conferred resulted in a 1.3 percent decrease over the 22,011 total degrees conferred in 1973-74. (Author/KE)

ED 115 194

HE 007 099

Report of the Regents Advisory Commission on the Problems of Postsecondary Institutions.

State Univ. of New York, Albany. Office of the Regents.

Pub Date 1 Sep 75

Note—211p.

EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage

Descriptors—Educational Finance, Enrollment Trends, \*Higher Education, Population Trends, \*Post Secondary Education, Private Colleges, \*Public Policy, \*State Boards of Education, State Universities, \*Statewide Planning

Identifiers—\*New York

Enrollment decline exacerbates the problems, especially the financial problems, confronting individual institutions in higher education systems. This produces and is likely to continue to produce greater problems in New York State because of the large size and rapid growth of the public higher education school system and the current and prospective population trends of the state. The Regents Advisory Commission, established to examine the role of public policy in the solution of these problems, discusses these issues in general terms. The staff report provides more detailed documentation and explication of the sources and the extent of institutional financial problems and of trends and prospects in enrollments. The Commission seeks a state policy that permits institutions, public and private, to compete under state financing policies based on fair rules of the game, as they seek to attract students and serve public needs. (Author/KE)

ED 115 195

HE 007 100

*Palola, Ernest G., And Others*

Program Effectiveness and Related Costs (PERC): An Overview.

State Univ. of New York, Saratoga Springs. Empire State Coll.

Pub Date Aug 75

Note—45p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Cost Effectiveness, Data Analysis, Data Collection, Data Processing, \*Higher Education, \*Models, \*Planning, Policy Formation, Program Costs, \*Resource Allocations

A major challenge in higher education is to build evaluation models that first of all spell out various effectiveness measures and then related cost data. The Program Effectiveness and Related Costs (PERC) framework addresses this problem. The five components of PERC are outcomes, costs, students, learning programs, and faculty. An overview and discussion of the PERC model points out certain minimum tasks that must be completed to build relationships between program effectiveness and related costs. These tasks are: (1) trace what happens to students while attending the institution and how much money is spent from all sources in various programs to achieve results; (2) obtain data on specific intellectual and personal attributes of students on entry and completion of their programs; (3) collect data about student change and development from at least two sources; (4) use two types of measurements, quantitative and qualitative, to study and evaluate student change and development; (5) interpret and evaluate data from two points of view. The result will be a major rethinking of institutional priorities and adoption of new ways of allocating scarce resources. (Author/KE)

ED 115 196

HE 007 101

*Burghardt, B. Vivian***Personal and Institutional Data of Institutional Research Activities and Products at Predominantly Black Institutions.**

Pub Date May 74

Note—22p.; Paper presented at the Annual Forum of the Association for Institutional Research (May, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Data Analysis, \*Data Processing, Decisionmaking, Educational Accountability, \*Higher Education, Information Systems, \*Institutional Research, Management Development, \*Negro Colleges

Recent trends indicate the increasing concern regarding the broad issue of accountability at institutions of higher education. Because of this, colleges and universities are being forced more and more to base their decisions on hard fact instead of intuition. The institutional research function is instrumental in assisting in this kind of data collection and analysis. To determine the extent to which predominantly Black colleges were fulfilling this function, a questionnaire was devised to solicit information regarding institutional activities and products at the predominantly Black colleges. An assessment of the institutional research activities and products at these colleges suggest that the growing complexities of management and the societal pressures for a greater degree of accountability in the last two decades serves as a mandate and an impetus to organize and synthesize data that supports the existence of these institutions. This trend is in keeping with the national and local questions raised as to the quality and legitimacy of higher education in general. (Author/KE)

Note—126p.

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—Attitudes, \*Career Opportunities, Comparative Analysis, \*Educational Programs, Educational Quality, \*Higher Education, \*Military Personnel, Motivation, \*Officer Personnel, Surveys, Vocational Development

This document presents the results of a comprehensive 1973 Reserve Officer Training Program (ROTC) survey of enrollment potential and career potential for a variety of college-based military officer training programs. It indicates the extent of career motivation among 1973 enrollees and makes comparisons with a similar survey of 1972 enrollees. Some comparisons made are (1) the levels of factual knowledge of, and attitudes toward, military officer training programs; (2) factors related to expressed interest in applying for enrollment in ROTC programs; and (3) the perceived quality of ROTC instructional course work. Additional results indicate that: (1) a majority of cadets were willing to stay and continue into the advanced program, even without financial aid; (2) the proportion for Army enrollees was much lower than for Navy enrollees; (3) almost half of all advanced cadets were undecided about staying on active duty for more than one tour of duty; (4) "military career opportunities" and the chance for "travel, adventure, and new experience" were the most commonly cited reasons for entering ROTC; (5) Navy cadets also endorsed the opportunity for further academic education; (6) a majority of Army and Air Force scholarship enrollees indicated they would have entered ROTC without a scholarship; and (7) over 60 percent in all services indicated they would enter ROTC without substantial allowances. (Author/KE)

Descriptors—\*Curriculum Development, \*Higher Education, \*Improvement Programs, Motivation, \*Negro Colleges, Negro Students, \*Program Evaluation, Student Attitudes, Student Characteristics

Identifiers—\*Thirteen College Curriculum Program

This document reports on some student impact results of the Thirteen College Curriculum Program (TCCP). The TCCP is a major effort in intervention and reform in the higher education of black Americans generated in predominantly black colleges. The goals were to reduce attrition rates by improving the quality of instruction at freshman and sophomore levels of college. The initial efforts and the kinds of results here are responsible for the fact that 41 schools have now been involved in trying to replicate these initial findings in a much larger group of institutions. In the body of the report the findings in each area are first presented as a composite picture, followed by a discussion of the comparative differences between the three previously identified groups of seniors. In general, the study reports the positive outcomes of the TCCP. It implies that long-range gains can be made by black students who are in an innovative curriculum intervention program during their freshman year. Indirectly, the results of the study indicate the positive outcomes of ISE's recurring summer and winter faculty development efforts with freshman instructors on student growth and development. (Author/KE)

## IR

ED 115 197

HE 007 102

*Benolst, Howard***Competency: Alternatives For Achievement. The First Year.**

Our Lady of the Lake Coll., San Antonio, Tex. Spons Agency—Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date Aug 75

Note—18p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Curriculum Development, \*Educational Alternatives, Educational Objectives, Financial Support, \*Higher Education, Information Dissemination, Organization, \*Performance Based Education, \*Program Descriptions, \*Program Development, Program Evaluation

Identifiers—\*Our Lady of the Lake College

Our Lady of the Lake College (OLL) has been engaged since early 1974 in coordinated development of a competency-based learning program. After tracing the program's evolution from its beginnings in 1971, described are: (1) competency formulation, evaluation and curriculum; (2) experimental programs - the Mentor Program and the Personal Development Seminar; (3) academic support systems - the Assessment Center and the Learning Center; (4) administrative support system - coordination and design; (5) dissemination of information - within the OLL community and to outside audiences; (6) the futures - the second year of the project and follow-up funding. While the first year of the project seems a successful one in terms of short-term objectives, it is more difficult to analyze progress toward the project's long-range objectives. Some of these objectives cannot be fully assessed until the first students graduate from the competency program. Some results at this time indicate that there is an increased interest in curriculum and educational process among faculty, students, and administrators. (Author/KE)

ED 115 199

HE 007 115

*Snyder, Robert***Federal Policy and Graduate Education.**

Federal Interagency Committee on Education, Washington, D.C.

Pub Date Jun 75

Note—21p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Educational Objectives, Financial Support, \*Government Role, \*Graduate Study, \*Higher Education, Manpower Utilization, \*Public Policy, \*Public Support

What role should the federal government play in support of graduate education? Based on the principles that: (1) American graduate education and research establishment is a national resource; (2) the market for highly trained manpower is national; (3) the federal government itself employs the service of many highly trained personnel; (4) it is in the national interest for the federal government to stimulate response to changing manpower and knowledge needs; (5) the federal government can encourage students to enter less lucrative careers that are in the national interest; (6) government decisions have a far-reaching impact on both the supply and/or demand for knowledge and manpower; (7) knowledge is part of the public domain; (8) the federal government can best redress social disadvantages resulting from disparities of race, income, ethnic origin, or sex, it follows that the federal government has two primary responsibilities with respect to graduate education: (1) to assure availability of sufficient manpower and knowledge to meet specific areas of national need; and (2) to assure that an optimum pool of qualified talent exists in all areas of knowledge essential to the long-term cultural and practical requirements of the nation. Federal policy must recognize the necessity of providing a consistent and reliable level of support so that universities will be able to plan and effectively administer their programs. (Author/KE)

ED 115 201

IR 002 486

*Beazley, William G.***Man-Machine Communication of the Structure of Engineering Design Problem Information.**

Texas Univ., Austin. Project C-BE.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—EP-28-5-6-74

Pub Date 6 May 74

Note—87p.; For related documents see IR 002 463 and 464

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Behavior Theories, Computer Assisted Instruction, \*Computer Graphics, Computer Oriented Programs, \*Design, Designers, Display Systems, Engineering Education, \*Engineering Graphics, Engineering Technology, Higher Education, \*Man Machine Systems, Masters Theses, On Line Systems  
Identifiers—Engineering Design Education, Information Processor Models, Interactive Computer Graphics, Project C BE, \*Theory of Design Behavior

Design theory should identify candidate designers, specify design behavior to be measured, and discriminate between behavior of designers and nondesigners. A study evaluated different formats of computerized structural display and data entry to measure design behavior. A program using graph theory as an internal data structure in the computer and as a display to the operator was developed. Graphics display was used to construct a learning task with directed graphs and graphic data entry. The subjects were given varying portions of the spatial cues ordinarily available in fixed display. Results showed that spatial cues offered through interactive graphics were a significant advantage in the learning of directed graphs. When spatial cues were available, no difference between different learning formats was found. When spatial cues were denied during learning, delay of the posttest was detrimental to performance. Regularly ordered formats of displays of directed graphics led to confusion for some individuals. In general, the use of interactive graphics for learning structural digraphs was better than the use of nonspatial media. (CH)

ED 115 202

IR 002 487

*Allan, John J., III Lagowski, J. J.***Implementing the Computer as an Instructional Resource.**

Texas Univ., Austin. Project C-BE.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—EP-30-7-1-74

Pub Date 1 Jul 74

ED 115 200

HE 007 116

*Parmeter, J. Thomas***Impact of the Thirteen College Curriculum Program on Graduating Seniors: Motivational and Attitudinal Factors.**

Institute for Services to Education, Inc., Washington, D.C. TACTICS Management Information Systems Directorate.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Contract—OEC-0-8-070867

Note—113p.; For related document see ED 085 012

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

ED 115 198

HE 007 106

*Fisher, Allan H., Jr. And Others***Career Potential Among ROTC Enrollees: A Comparison of 1972 and 1973 Survey Results. Interim Report.**

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Air Force Human Resources Lab., Alexandria, Va. Manpower Development Div.; Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs (DOD), Washington, D.C. Directorate for Manpower Research.

Report No.—AFHRL-TR-74-39; MR-74-4

Pub Date Nov 73



Note—14p.; For related documents see IR 002 463 and 464

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—Computer Assisted Instruction, \*Computer Oriented Programs, Computers, \*Educational Research, Research Criteria, Research Projects

Identifiers—Project C BE

This paper presents Project C-BE suggestions for those investigating the possibilities of using computers as an instructional resource. Topics are suggested to stimulate thought with regard to both the problems and the potential of computer-based education. (Author/CH)

**ED 115 203** IR 002 488

*Arumi, Francisco N.*

**An Experiment in the Use of Computer-Based Education to Teach Energy Considerations in Architectural Design.**

Texas Univ., Austin. Project C-BE.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—EP-32-9-25-74

Pub Date 25 Sep 74

Note—17p.; For related documents see IR 002 463 and 464

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—\*Architectural Education, Architectural Elements, \*Architectural Programing, Architecture, Building Design, Buildings, Computer Assisted Instruction, \*Computer Oriented Programs, Computers, Course Evaluation, Design, Higher Education, \*Instructional Technology, Programming, Student Attitudes, Thermal Environment

Identifiers—Project C BE

Computer programs capable of describing the thermal behavior of buildings are used to help architectural students understand environmental systems. The Numerical Simulation Laboratory at the Architectural School of the University of Texas at Austin was developed to provide the necessary software capable of simulating the energy transactions affecting the environment of internal spaces of buildings and to make these programs easily accessible to students. Several specialized programs of the Dynamic Energy Response of Buildings (DEROB) system were integrated to describe the energy transactions within a building: Solar generates solar exposure tables; PERSP produces solar perspective views of the structure; GLASS uses dielectric algorithms to describe the dynamic energy responses of solid walls; and DYNWALB describes the energy behavior of opaque walls. Evaluation of the architectural design course using computer-assisted instruction shows an increase in skills and a strong level of student receptivity to the project. (CH)

**ED 115 204** IR 002 489

*Endres, Frank L.*

**SIMPLE: An Introduction.**

Texas Univ., Austin. Project C-BE.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—EP-33-10-17-74

Pub Date 17 Oct 74

Note—23p.; For related documents see IR 002 463 and 464

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—Algebra, \*College Mathematics, Computer Assisted Instruction, \*Computer Programs, Higher Education, Mathematics Education, Matrices, Programing, Programing Languages, Time Sharing

Identifiers—Interactive Computer Languages, Project C BE, \*SIMPLE

Symbolic Interactive Matrix Processing Language (SIMPLE) is a conversational matrix-oriented source language suited to a batch or a time-sharing environment. The two modes of operation of SIMPLE are conversational mode and programing mode. This program uses a TAURUS time-sharing system and cathode ray terminals or teletypes. SIMPLE performs all the standard operations on matrices, and eigenvalues, eigenvectors, remote plotting, and inquiry commands are also available. Self-paced instruction through TEACH commands allows the student to proceed at his own pace while maintaining full documentation. This paper is an introduction for the novice and a reference guide for the casual user. The SIMPLE Reference Manual provides a more rigorous definition for the experienced user. (CH)

**ED 115 205**

*Hamilton, Claude Hayden, III*

**An Interactive Preprocessor Program with Graphics for a Three-Dimensional Finite Element Code.**

Texas Univ., Austin. Project C-BE.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—EP-34-2-27-75

Pub Date 27 Feb 75

Note—95p.; For related documents see IR 002 463 and 464

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
 Descriptors—\*Computer Graphics, Computer Oriented Programs, \*Computer Programs, Computers, \*Display Systems, Geometric Concepts, Higher Education, Input Output Devices, Programming

Identifiers—\*Interactive Preprocessor Programs, Preprocessor Programs, Project C BE, Structural Mechanics

The development and capabilities of an interactive preprocessor program with graphics for an existing three-dimensional finite element code is presented. This preprocessor program, EDGAP3D, is designed to be used in conjunction with the Texas Three Dimensional Grain Analysis Program (TXCAP3D). The code presented in this research is capable of the verification and modification of data generated by TXGAP3D. The particular areas which can be handled by the code are those of grid point location, element connectivity, and boundary condition information as well as the addition and deletion of elements from the generated data. The interactive graphics provide a simple flexible visual aid and can be used with any graphics machine capable of interpreting standard Calcomp instructions. A user's input guide to EDGAP3D is appended along with an example session illustrating the use of the preprocessor program. (Author/CH)

**ED 115 206** IR 002 491

*Hull, David G. Fowler, Wallace T.*

**Program Fighter: An Evaluation.**

Texas Univ., Austin. Project C-BE.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—EP-36-5-19-75

Pub Date 19 May 75

Note—21p.; For related documents see IR 002 463 and 464

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—\*Aerospace Education, \*Aerospace Technology, Computer Assisted Instruction, \*Computer Programs, Computers, Course Evaluation, Design, \*Engineering Technology, Higher Education, Programing

Identifiers—Aircraft Design, FIGHTER, Project C BE

A computer program for the sizing of subsonic and supersonic fighter planes was adapted for use in an aerospace engineering course at the University of Texas at Austin. FIGHTER uses classroom notation and separate subroutines for different disciplines to implement the conceptual design process. Input consists of a set of design variables and a set of mission variables. FIGHTER begins by computing the geometry of the aircraft. Next, it is flown (on the computer) through the prescribed mission to compute fuel requirements. After the aircraft has been flown through the entire mission, the design variables, the geometry, and the fuel weight are used to compute a new take-off gross weight. The entire process is repeated until assumed gross weight and computed gross weight differ by a small amount. A formal evaluation of FIGHTER was made by eight instructors of aerospace technology at other universities who used the program. (CH)

**ED 115 207** IR 002 492

*Muller, Mark T.*

**The Use of a Computer-Controlled Random Access Slide Projector for Rapid Information Display.**

Texas Univ., Austin. Project C-BE.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—EP-37-7-15-75

Pub Date 15 Jul 75

Note—21p.; For related documents see IR 002 463 and 464

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—Audiovisual Aids, \*Computer Assisted Instruction, Computer Graphics, Computers, Higher Education, \*Input Output

IR 002 490

Devices, Instructional Aids, \*Projection Equipment

Identifiers—Project C BE, Random Access Slide Projectors

A 35mm random access slide projector operated in conjunction with a computer terminal was adapted to meet the need for a more rapid and complex graphic display mechanism than is currently available with teletypewriter terminals. The model projector can be operated manually to provide for a maintenance checkout of the electromechanical system. Applications for this projector include pH laboratory identification, child development simulation, self-paced individualized instruction, and analysis of sentence structure in learning fundamentals of linguistics. (CH)

**ED 115 208** IR 002 493

*Muller, Mark T.*

**An On-Line Data Management System for Repair and Maintenance of Computer Terminals.**

Texas Univ., Austin. Project C-BE.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—EP-38-7-15-75

Pub Date 15 Jul 75

Note—20p.; For related documents see IR 002 463 and 464; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Computers, Data Analysis, Electronic Equipment, \*Equipment Maintenance, Information Systems, \*Input Output Devices, \*Management Information Systems, On Line Systems, Program Descriptions, Programing

Identifiers—Computer Maintenance and Repair, Project C BE

This paper describes the design, installation, testing, and operation of a computer-based record keeping system for computer terminals and equipment. The system provides all levels of data management for maintenance with instantaneous reports on location of equipment, cost of equipment, cost of repairs, inventory and parts control, as well as a chronological history of both scheduled and emergency repairs of equipment. The management information system is programmed in FORTRAN on a CDC-6600/6400 TAURUS time-sharing system. (Author/CH)

**ED 115 209** IR 002 494

*Kevin, Richard C. Liberty, Paul G., Jr.*  
**Students' Personality, Attitude, and Learning Style as Predictors of Performance in an Undergraduate Organic Chemistry Course Using Computer-Based Education.**

Texas Univ., Austin. Project C-BE.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—EP-18-8-5-75

Pub Date 5 Aug 75

Note—58p.; For related documents see IR 002 463 and 464

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
 Descriptors—\*Academic Achievement, Academic Aptitude, Attitude Tests, \*Chemistry Instruction, College Students, \*Computer Assisted Instruction, Computer Oriented Programs, Educational Research, Experimental Programs, Grade Prediction, Higher Education, Identification Tests, \*Individual Characteristics, Learning Characteristics, Performance Factors, Personality Tests, Predictor Variables, \*Student Attitudes

Identifiers—Learning Styles, Project C BE, SCRAPE

Students enrolled in an organic chemistry course were given a diagnostic inventory according to the SCRAPE model. Information was obtained on 11 motivational personality variable and three attitudinal variables for students in both computer-based instruction and regular instruction sections. Descriptive statistics were obtained on each instrument for the two groups, and correlations among variables were examined. Students with higher scores on the academic philosophy of the Orientation Toward College Inventory (OTC) has higher course grades. Abstract conceptualization was found to vary positively with course grade. Higher scores on the task scale of the Bass Orientation Inventory (ORI) were positively related to higher course grades for computer-based instruction while low scores on the task scale had higher grades in the regular instruction group. On the interaction scale of the ORI the high scorers in computer-

based classes had lower grades while the high scorers in the regular group had higher grades. In computer-based instruction sections, applied science majors generally tended to have lower course grades, but had more favorable attitudes toward the course and the computer. Copies of the diagnostic inventories are appended. (Author/CH)

**ED 115 210** IR 002 495

*Reifle, Sheila Edwards, Agnes*

**C-BE Evaluation Instruments: A Descriptive Report.**

Texas Univ., Austin. Project C-BE.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—EP-35-8-13-75

Pub Date 13 Aug 75

Note—49p.; For related documents see IR 002 463 and 464

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Attitudes, \*Attitude Tests, Computer Assisted Instruction, Computer Oriented Programs, \*Computers, Educational Technology, \*Evaluation Methods, Experimental Programs, Higher Education, Identification Tests, Personality Assessment, Personality Tests, Predictor Variables, \*Psychological Tests, \*Student Attitudes, Tests

**Identifiers**—Bass Orientation Inventory, Computer Sophistication Questionnaire, Learning Style Inventory, Project C BE

The instruments used in the evaluation of Project C-BE (computer-based instruction) are presented and described in this report. A brief description of each instrument, its purpose, developmental history, references and reliability studies are provided. These instruments were administered to Project C-BE classes in an attempt to identify psychological variables which could be used to predict performance in various computer-based instruction settings. These variables included personal tendencies revealed by the Bass Orientation Inventory (ORI) and preferences in college indicated by the Orientation Toward College Inventory (OTC). Preferences in learning and activity settings were assessed with the Learning Style Inventory (LSI). Familiarity with computer technology and nomenclature was tested with the Computer Sophistication Questionnaire (CSQ). Student attitudes toward the course and toward computer based instruction were assessed with pretest and posttest questionnaires so that changes in attitudes due to exposure to computer-based education could also be measured. (Author/CH)

**ED 115 211** IR 002 496

*Reynolds, Eldon J.*

**Selection and Operation of a Mini-Computer Time-Share System for a University.**

Texas Univ., Austin. Project C-BE.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—EP-39-8-4-75

Pub Date 4 Aug 75

Note—41p.; For related documents see IR 002 463 and 464

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Computer Oriented Programs, \*Computers, Computer Science, Educational Technology, Equipment Standards, \*Facility Case Studies, \*Higher Education, Operating Expenses, Purchasing, Time Sharing

**Identifiers**—Equipment Selection, \*Minicomputers, Project C BE

Selection and specification of a minicomputer time-sharing system to extend computer facilities for large scale computer-based instruction projects at the University of Texas at Austin are described. Two and a half years of implementation and operating experience are summarized followed by seven specific course applications of the minicomputer. Operating costs for the minicomputer and detailed and personnel requirements and functions are described for this system. The user subroutine and the usage accounting system are appended. (Author/CH)

**ED 115 212** IR 002 497

*Muller, Mark T. Edwards, Agnes M.*

**The Use of Workshops for Orienting Educators on Computer-Based Instructional Techniques.**

Texas Univ., Austin. Project C-BE.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—EP-40-6-30-75

Pub Date 30 Jun 75

Note—105p.; For related documents see IR 002 463 and 464

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—Computer Assisted Instruction, \*Computer Oriented Programs, Computers, Educational Technology, Higher Education, Program Coordination, Program Planning, \*Teacher Workshops, \*Workshops

**Identifiers**—Project C BE, \*Workshop Planning

This report is a guide for those who wish to acquire an understanding of the process of conducting workshops in computer-based instruction. Planning documents, handout material, visual training aids, and computer programs are contained in the report. Descriptions of five workshops are provided to indicate the nature of programs which have been held for university-level educators. The authors give strategies for workshop planning starting with long-range preplanning to actual conduct and evaluation of the workshop. The materials from the CCUC/6 Computer Conference at Texas Christian University in 1975 which are appended, illustrate typical instructional materials, leader materials, audiovisual aids, participant workbooks on computer material design for curriculum revision, and handout materials. (CH)

**ED 115 213** IR 002 498

*Reynolds, Eldon J.*

**The Development of a Computer Controlled Super 8 Motion Picture Projector.**

Texas Univ., Austin. Project C-BE.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—EP-31-8-11-75

Pub Date 11 Aug 75

Note—19p.; For related documents see IR 002 463 and 464

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Audiovisual Instruction, Child Development, Computer Assisted Instruction, \*Computers, Early Childhood Education, Educational Technology, \*Films, Higher Education, Instructional Programs, \*Observation, Photographic Equipment, \*Simulation, Teacher Education

**Identifiers**—Child Observation Simulation, \*Computer Controlled Movie Projectors, Project C BE, Super 8 Films

Instructors in Child Development at the University of Texas at Austin selected sound motion pictures as the most effective medium to simulate the observation of children in nursery laboratories. A computer controlled projector was designed for this purpose. An interface and control unit controls the Super 8 projector from a time-sharing computer communication line. The projector operates in conjunction with a computer terminal. When special control characters are received, the controller will intercept the character string and perform the necessary control commands which enable the student to locate any section of film within a specified tolerance and time interval. The system will be evaluated for cost-effectiveness as a teaching device by comparing traditional learning methods and learning by simulation. Development costs and system schematics for the projector are appended. (CH)

**ED 115 214** IR 002 652

*Ward, Scott Wackman, Daniel B.*

**Effects of Television Advertising on Consumer Socialization.**

Marketing Science Inst., Cambridge, Mass.

Spons Agency—Office of Child Development (D-HEW), Washington, D.C.

Pub Date 75

Note—71p.

Available from—Marketing Science Institute, 14 Story Street, Cambridge, Massachusetts 02138

**Document Not Available from EDRS**

**Descriptors**—Childhood Attitudes, \*Consumer Economics, \*Consumer Education, Elementary Education, Grade 3, Grade 6, Kindergarten Children, Parent Attitudes, Parent Influence, Research Reviews (Publications), \*Television Commercials, Television Surveys

In this survey a sample was taken of kindergarten students, third graders, and sixth graders of both sexes and of varying socioeconomic backgrounds for the purpose of exploring their attitudes toward television commercials. Questions concerning the child's mother's attitude towards commercials, the child's cognition of commercials, and the child's consumer patterns led to these conclusions: (1) mothers give

little attention to consumer teaching; (2) older children become more aware of the purposes of commercials; (3) children's skepticism toward commercials increases with age and can usually be traced to a disappointment with an advertised product; and (4) selecting of "favorite commercials" is related to the frequency of the advertisement and the child's own interests. (EMH)

**ED 115 215** IR 002 714

*Zachert, Martha Jane K.*

**Simulation Teaching of Library Administration.**

Pub Date 75

Note—297p.; For related documents see ED 107 205 and 206

Available from—R. R. Bowker Company, 1180 Avenue of the Americas, New York, New York 10036 (\$18.95)

**Document Not Available from EDRS**

**Descriptors**—Case Studies, Librarians, Library Administration, \*Library Education, Library Science, Professional Education, \*Role Playing, \*Simulation, Teaching Methods, Teaching Techniques, \*Textbooks

The teacher of library science can use case studies, simulations, and role playing to acquaint future librarians with the realities of library management. By using models, contextual statements, incident materials, and course management materials, the students can be involved in specific library problems which will later have broad on-the-job application. In order to most effectively use this method, the instructor must change from the traditional teacher-centered model to a facilitator model where he initiates and evaluates exercises, but is no longer the focus of class attention. Sample exercises, a bibliography, and hints on the design of simulation materials are provided in this textbook. (EMH)

**ED 115 216** IR 002 715

**TECHNIBL Feasibility Study; Phase 1 and Phase 2 Report.**

Library Council of Victoria, Melbourne (Australia).

Pub Date May 74

Note—162p.

Available from—The Executive Officer, Public Libraries Division, Library Council of Victoria, 328 Swanston Street, Melbourne, Victoria, 3000, Australia (\$5.00 Australian)

**Document Not Available from EDRS**

**Descriptors**—Branch Libraries, \*Cataloging, Costs, \*Feasibility Studies, \*Library Automation, Library Cooperation, \*Library Facilities, \*Library Networks, Library Planning, Library Surveys, Public Libraries

**Identifiers**—\*Australia, Machine Readable Catalog, MARC

Faced with task duplication in its public branch libraries, the Library Council of Victoria, Australia, undertook a feasibility study called Technibl to determine whether a central cataloging and processing bureau should be established. Consultants considered the practicality and expense of introducing a centralized cataloging service using the Machine Readable Catalog (MARC) System. Particular attention was given to the potential expense of making MARC compatible with the already existing system. The contents of the report include a needs survey, a proposal for the organization of the new center, and a cost proposal for the construction and operation of the center. (EMH)

**ED 115 217** 52 IR 002 722

**TV and the Library: A Report on a Communications Plan Developed for the New Mexico State Library Commission, 1974-75.**

Leach (Owen G.) and Associates, Santa Fe, N. Mex.; New Mexico State Library, Santa Fe.

Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C. Office of Libraries and Learning Resources.

Pub Date 75

Note—48p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Communications, \*Information Dissemination, Information Needs, Information Networks, Library Networks, Library Surveys, Newspapers, \*Publicize, \*Public Libraries, \*Radio, State Libraries, \*Television Commercials, Workshops

**Identifiers**—New Mexico

Owen G. Leach & Associates, under professional contract to the New Mexico State Library, conducted an opinion research study of New

Mexico citizens. This study determined that 52.5 percent of adults needed and wanted information available from library networks, but did not realize that this information could be obtained through libraries. A statewide public service media campaign was developed to demonstrate the library's ability to provide relevant information and to show the capacity of libraries for sharing resources as a way of broadening the capacity to deliver information. A communications strategy was presented to librarians in six workshops. Booklets and poster ideas were distributed to support local tie-in campaigns. TV and radio stations broadcast \$15,889 in public service announcements. The campaign was suspended after a free Inflation-Fighter Booklist campaign faltered due to less-than-expected local library participation. (Author/LS)

**ED 115 218** IR 002 743  
**The Evaluation of Operational Effectiveness and Its Use in the Design of Information Systems.**  
 Research Reports Series A, Number 4.

Bath Univ. of Technology (England). Univ. Library.  
 Pub Date Feb 75  
 Note—55p.

Available from—University Library, University of Bath, Claverton Down, Bath BA2 7AY, England (1.50 English pounds)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Abstracting, Indexing, Information Centers, \*Information Systems, Libraries, \*Library Programs, Library Services, Library Surveys, \*Program Evaluation, Regional Libraries, \*Social Sciences, \*Use Studies

**Identifiers**—University of Bath

The Design of Information Systems in the Social Sciences project (DISISS) of the University of Bath, England, has recently completed evaluations of three programs: (1) a library staff digest intended to inform personnel of the inner workings of the library; (2) an information system designed to assist professionals and private individuals working with young people; and (3) an indexing and abstracting service—Geo Abstracts. The assessment is done largely through the use of surveys, but cost-benefit analysis and use studies are discussed as tools to further refine the evaluation process. (EMH)

**ED 115 219** 95 IR 002 746  
**A Selective Annotated Bibliography on Library Networking.**

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 75  
 Contract—NIE-C-74-0027  
 Note—27p.

Available from—Box E, School of Education, Stanford University, Stanford, California 94305 (Check made payable to "Box E" must accompany order; \$1.50. If purchased with IR 002 745 and 747, \$5.00 for all three)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors**—\*Annotated Bibliographies, \*Library Automation, \*Library Networks, \*Library Technical Processes

In response to the increased need for libraries to automate their systems and to share their resources, this bibliography lists some 150 annotated citations, most of which are drawn from the ERIC system, concentrating on library networks. Entries are not categorized. (EMH)

**ED 115 220** 95 IR 002 747  
**Mayhew, Lewis B.**

**Computerized Networks Among Libraries and Universities: An Administrator's Overview.**

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 75  
 Contract—NIE-C-74-0027  
 Note—76p.

Available from—Box E, School of Education, Stanford University, Stanford, California 94305 (Check made payable to "Box E" must accompany order; \$3.00. If purchased with IR 002 745 and 746, \$5.00 for all three)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
**Descriptors**—Computer Oriented Programs, Data Bases, Delivery Systems, Information Centers,

Information Networks, Information Retrieval, Information Seeking, Interagency Cooperation, Interagency Coordination, \*Library Automation, Library Networks, Library Services, \*Networks, On Line Systems, Program Descriptions, \*State of the Art Reviews, Time Sharing, \*University Libraries

**Identifiers**—Computer Networks

This monograph is an overview of the present and possible future trends in networking, the use of computer communications technology to facilitate the sharing of information and computer resources over great distances. The text reviews networks already being used by universities to share instructional resources and computing ability, and by libraries to facilitate systematic acquisition, serial control, and retrospective bibliographic searches. Networking implies problems of uniformity of users, unused capacity, fee sharing, and financial support; each problem is discussed in depth. With an awareness of possible budgetary and political constraints, the present state of network technology is discussed and predictions are made for the future. (EMH)

**ED 115 221** 95 IR 002 750  
**Butler-Paisley, Matilda Paisley, William**

**Communication for Change in Education: Educational Linkage Programs in the 1970's.**  
 Stanford Univ., Calif. Inst. for Communication Research.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 75  
 Contract—NE-C-00-3-0299  
 Note—157p.

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors**—Costs, \*Educational Research, \*Information Networks, \*Information Retrieval, Information Systems, Interagency Cooperation, Interagency Coordination, Intercommunication, Library Networks, Models, \*National Surveys, Networks, Program Descriptions, Program Evaluation, \*State of the Art Reviews, Use Studies

**Identifiers**—Educational Information Centers, Educational Linkage Programs, Educational Resources Information Center, ERIC

Educational linkage is a system for sharing facts, ideas, values, and skills related to educational work. An extensive survey was made of educational linkage programs, and an evaluation procedure for these programs was designed. Over 40 linkage models were classified as to level of sponsorship and/or service, institutional setting, services provided, focus of service, interaction with client, initiative for undertaking services and evaluated as to simplicity and applicability. To obtain cost factors, 24 kinds of linkage systems were grouped according to retrieval services, publication services, media services, and interpersonal services. An analysis of 1,294 responses to a questionnaire was made to obtain projections for changes in knowledge, attitudes and behavior. Recommendations include: (1) creation of a network of linkage personnel, (2) correlation of linkage services with computer information retrieval, (3) maintenance of standardized unit-cost service records, (4) use of expertise to create new services and project future utilization. There are two appendixes and a 17 page bibliography. (NR)

**ED 115 222** IR 002 753  
**Loepprich, Joyce**

**On-Line Serials Control in a Consortium Setting.**  
 California Univ., Irvine. Univ. Library.

Pub Date 5 Jun 75  
 Note—12p.; Paper presented at the Annual Meeting of the Medical Library Association (Cleveland, Ohio, May 30-June 5, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Computer Programs, Consortia, \*Library Automation, \*Library Technical Processes, \*Medical Libraries, \*On Line Systems, Periodicals, \*Serials, University Libraries

**Identifiers**—Serials Control System, University of California Irvine, University of California Los Angeles

The Medical Sciences Library of the University of California, Irvine acquired an on-line serials control system quickly and at low cost by entering into a consortium with the University of California, Los Angeles Biomedical Library, whose on-line serials system has been in existence and operating successfully for four years. The

conversion was funded by the National Library of Medicine grant and was carried out mainly by the existing serials staff. The conversion from a manual to an on-line system caused numerous problems, and though the system is an enormous improvement, there are still minor difficulties. (Author/EMH)

**ED 115 223** IR 002 754  
**Chernesky, Lois And Others**

**Newsletters and the Library. Technical Paper Number 6.**

Wayne State Univ., Detroit, Mich. Univ. Libraries.

Pub Date Aug 74

Note—16p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Cost Effectiveness, \*Libraries, \*Library Acquisition, Library Collections, Library Expenditures, Library Services, \*Newsletters, University Libraries

With the increasing cost of periodicals claiming an ever greater proportion of university library acquisitions budgets, a Wayne State University Education Library committee investigated the nature and value of newsletters. They considered two groups: commercial and noncommercial. The former are those which are published for profit and are intended to provide concise, specialized information to knowledgeable subscribers. They are meant to reach a decision-maker quickly and to be read quickly. The heterogeneous group of noncommercial newsletters is classified in tables according to readers and publishers, categories, and characteristics. Both are often of transitory interest, lack self-indexing, and are seldom cited in scholarly studies. When indexed, though, the research and subject-oriented newsletters, in particular, should be preserved. An acquisitions policy statement includes positive and negative criteria. It must be tested to determine its usefulness in evaluating the present collection and in aiding in future selections. (EMH)

**ED 115 224** IR 002 763  
**Michaels, Eugene R.**

**The Problems of Using Systems Approach in General Education.**

Human Resources Research Organization, Monterey, Calif. Div. 3.

Pub Date Jul 72

Note—17p.; Paper presented at the Annual Meeting of the California Association for Educational Media and Technology (San Diego, California, March 1972)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Behavioral Objectives, Curriculum Development, Educational Objectives, Individualized Instruction, Instructional Design, \*Instructional Systems, \*Systems Approach, \*Systems Concepts, Teaching Methods

The first step in establishing an educational system is to assess the desired outcomes of the task and to state them as observable behaviors. The second step is to determine the optimal learning environment for the achievement of those goals. The final step is to set up a system of evaluating the quality of the instruction and the performance of the student so that the training can be corrected if it is in any way deficient. If the systems approach is to be successfully used, three preconditions must be satisfied: first, the goals of instruction must be identifiable; second, the process of instruction must be open to fundamental reorganization; and third, the goal must be achievable in a reasonably short amount of time. Difficulties are often encountered when a curriculum designer identifies only one course of action to achieve a goal, when in actuality there are many. The traditional teacher-centered model of instruction is also a frequent barrier to rearranging the educational environment. (EMH)

**ED 115 225** IR 002 765

**Rubin, Martin L. And Others**

**Evaluation of the Experimental CAI Network (1973-1975) of the Lister Hill National Center for Biomedical Communications, National Library of Medicine. Final Report. No. ED-75-1.**

Human Resources Research Organization, Alexandria, Va.

Spons Agency—National Library of Medicine (DHEW), Bethesda, Md.

Report No.—HumRRO-FR-ED-75-1; LHNBCB-75-03

Pub Date Jan 75

Note—85p.



**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
**Descriptors**—\*Computer Assisted Instruction, Curriculum, Experimental Programs, Instructional Materials, Library Equipment, Library Facilities, \*Library Networks, \*Medical Education, \*Medical Libraries, On Line Systems, \*Program Evaluation, Use Studies  
**Identifiers**—\*CAI Network Experiment

An evaluation was made of the biomedical Computer Assisted Instruction (CAI) Network Experiment, established by the National Library of Medicine in 1973 to test the feasibility of sharing CAI learning materials through a national computer network. The evaluation was designed to assist decision makers in planning a future mechanism for distributing biomedical CAI. The study focused on the institutions (95 as of October 1974) and people who use the network and the contractors who supplied the CAI library. Data sources included case studies, user reports, and interviews with hospital and medical school administrators, faculty, librarians, computer laboratory staff, and students. Network usage by program type, by user institution, and by class of user were analyzed. Also analyzed were the impact of the network on curricula, faculty, students, libraries, and media centers as well as the cost/benefits. The report includes a roster of the participants in the network experiment. (Author/EMH)

**ED 115 226 95 IR 002 769**  
 Lokey, Kenneth R.

**Project Organization and Management; Analysis of a Model. Satellite Technology Demonstration, Technical Report No. 0127.**

Federation of Rocky Mountain States, Inc., Denver, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—20p.; For related documents see IR 002 770-793

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—\*Communication Satellites, Decision Making, \*Demonstration Projects, \*Management, Management by Objectives, Management Systems, Models, \*Organizational Development, Program Administration, Systems Analysis, Systems Approach, Telecommunication

**Identifiers**—Federation Of Rocky Mountain States, \*Satellite Technology Demonstration

The Satellite Technology Demonstration (STD), a project of the Federation of Rocky Mountain States, Inc. (FRMS), employed a project management model for its organizational structure. The organization and management system utilized by the STD was designed to accomplish a predetermined set of objectives with the highest quality possible within a federally funded, prenegotiated budget. The management decision-making process was developed to maximize and control available resources in the accomplishment of specific tasks through a process of resource reallocations, task modifications, and intercomponent coordination. Therefore, the STD utilized a decentralized functional structure and modifications of applicable management science approaches including Management by Objectives (MBO) and Systems Theory. The primary subsystems of the management process were the Task Structures and Control and the Budgetary and Financial Control Subsystems. Specific techniques applied when appropriate included variations of the PERT system, linear programming, and general financial control systems. In some cases, it was the first extensive application of such techniques in a large scale social project. (Author/HB)

**ED 115 227 95 IR 002 770**  
 Mott, Robert A. Lauck, Helen

**Public Information; The Plan, Its Execution, the Results. Satellite Technology Demonstration, Technical Report No. 0132.**

Federation of Rocky Mountain States, Inc., Denver, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—43p.; For related documents see IR 002 769-793

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors**—Citizen Participation, \*Communication Satellites, Community Role, Demonstration Projects, \*Information Dissemination, \*Information Services, \*Publicize, Regional Programs, \*Telecommunication

**Identifiers**—Public Information, \*Satellite Technology Demonstration

The Satellite Technology Demonstration (STD) is an attempt to use new satellite technology and low-cost ground terminals to deliver community service broadcast to rural areas. Since community involvement was one of the projects highest priorities, clear communication between local, state, national, and international agencies was imperative. The public information plan entailed: (1) designing and scheduling information dissemination at all levels; (2) filling requests for information about the project; (3) designing information for all STD audiences; (4) coordinating STD activities with other health, education, telecommunications agencies; (5) developing brochures, displays, and media shows; (6) striving for indepth coverage of STD activities in various media; and (7) serving as STD spokesman at various conventions and symposia. This information service not only facilitated leaders' ability to make decisions, it also increased participation at the local level. The appendixes to this document include lists of materials used, external presentations made, appearances made by the mobile unit, special satellite presentations, articles published, press conferences, and news releases. (EMH)

**ED 115 228 95 IR 002 771**  
 Connolly, A. J. And Others

**The Process of Planning and Designing Research for an Educational Telecommunications Effort. Satellite Technology Demonstration, Technical Report No. 0209.**

Federation of Rocky Mountain States, Inc., Denver, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—18p.; For related documents see IR 002 769-793

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—\*Communication Satellites, Educational Planning, Educational Programs, Educational Television, \*Evaluation, \*Evaluation Methods, Evaluation Needs, Instructional Media, Instructional Technology, \*Media Research, Media Technology, \*Research Design

**Identifiers**—Federation of Rocky Mountain States, National Institute of Education, \*Satellite Technology Demonstration

The Satellite Technology Demonstration (STD) designed research for a satellite-based communication system that would transmit educational television programs. Their procedures were subject to a series of external and internal evaluations by the project sponsors, the National Institute of Education. In regard to external evaluation, STD recommended that: (1) The National Institute of Education should communicate in a more consistent, rapid fashion, provide more research and technical information, and facilitate information exchange between related research projects; (2) project personnel should be able to provide input into projected bids being evaluated by the sponsors and receive evaluations made by outside agencies; (3) the cost of these evaluations be considered at the project's onset. In regard to internal evaluations, STD recommended that: (1) experienced research personnel be hired at the project's initiation and work closely with management activities; (2) the additional positions of project historian, expeditor of data acquisition, and disseminator be filled. This is one of five papers on the project. (NR)

**ED 115 229 95 IR 002 772**  
 Connolly, A. J. And Others

**The Formative Process Used by the Satellite Technology Demonstration in the Development of Television Programming for Junior High School Students. Satellite Technology Demonstration, Technical Report No. 0210.**

Federation of Rocky Mountain States, Inc., Denver, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—12p.; For related documents see IR 002 769-793

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—Career Education, \*Communication Satellites, \*Educational Planning, \*Educational Television, Evaluation Methods, \*Formative Evaluation, Instructional Media, Junior High School Students, \*Program Evaluation, Programming (Broadcast), Program Planning, Secondary School Students

**Identifiers**—Federation of Rocky Mountain States, \*Satellite Technology Demonstration

The Satellite Technology Demonstration (STD) created a planning or formative process in the creation of an educational television series. The STD recommendations were: (1) define the process, in-depth, before developing the process; (2) make certain the process can adapt to unforeseen developments; (3) test the process by converting early scripts into video products for script review; (4) analyze the procedures; and (5) verify the results. This document details the use of this formative process on the development of "Time Out!"—a career education series designed for junior high school students and transmitted by communication satellite. (NR)

**ED 115 230 95 IR 002 773**  
 Connolly, A. J. Dale, Joyce B.

**Determining User Needs as a Basis for the Educational Programming of Large-Scale Projects. Satellite Technology Demonstration, Technical Report No. 0211.**

Federation of Rocky Mountain States, Inc., Denver, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—10p.; For related documents see IR 002 769-793

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—Career Education, \*Communication Satellites, Curriculum Development, \*Educational Needs, Educational Programs, \*Educational Television, Evaluation Methods, Evaluation Needs, Information Needs, Instructional Media, Junior High School Students, \*Needs, Needs Assessment, Programming (Broadcast), Secondary Education

**Identifiers**—Federation of Rocky Mountain States, \*Satellite Technology Demonstration

The Satellite Technology Demonstration (STD) made a needs assessment profile as the first step in the creation of an instructional television series for junior high students, "Time Out!" The suggested sequence for a similar project is: (1) submit a list of potential projects to the appropriate decision-makers; (2) determine through personal contact which programs will have political, social and fiscal support; (3) develop instrumentation and collect data from those who work with the primary audience (teacher, administrators, counselors, parents); (4) develop instrumentation and collect data from a representative sampling of the primary audience; and (5) translate data into a feasible program. STD made the following recommendations: (1) the required personnel, time, and money for a large-scale project can be easily underestimated; (2) instrumentation should be reviewed by the program producers prior to the after field testing so that results can be meaningfully incorporated; (3) teamwork is required between the technical specialist and the program producers; (4) technical specialists should be involved in selection of the sample audience; and (5) a needs assessment profile should never be considered absolute. (NR)

**ED 115 231 95 IR 002 774**  
 Connolly, A. J. Anderson, Frank

**The Contribution of an Internal Review Panel to the Development of Educational Programming. Satellite Technology Demonstration, Technical Report No. 0213.**

Federation of Rocky Mountain States, Inc., Denver, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—11p.; For related documents see IR 002 769-793

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—Career Education, \*Communication Satellites, Curriculum Development, Educational Programs, \*Educational Television, \*Evaluation, \*Evaluation Methods, Formative Evaluation, Instructional Media, Junior High School Students, \*Program Evaluation, Secondary Education

**Identifiers**—Federation of Rocky Mountain States, Internal Review Panels, \*Satellite Technology Demonstration

The goal of the Satellite Technology Demonstration (STD) is to create several types of educational television programs for a varied audience beamed by a communication satellite. The first program produced—"Time Out!"—was a career exploration series written for junior high students.



A "formative" semester permitted the series to be shown over 16 weeks to one audience and then revised by an internal review panel. STD made the following recommendations: (1) In cases of limited resources and a diverse audience, evaluation by a review panel, supplemented with audience data, is more satisfactory than the use of selected audience members or consultants; (2) panel should be composed of 5-6 members possessing a variety of knowledge and responsibilities and should include those responsible for implementing the results; (3) evaluation should be initiated simultaneously with video-production development; (4) members should make independent ratings, but should share findings in group dialog; (5) whenever possible, the primary source of similar evaluations should be done by the original audience with a panel used as a supplementary source. (NR)

**ED 115 232 95 IR 002 775**  
Dale, Joyce B.

**The Use of a Satellite Human Interaction System in Conjunction with a Satellite Media Distribution System. Satellite Technology Demonstration, Technical Report No. 0217.**

Federation of Rocky Mountain States, Inc., Denver, Colo.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 75  
Note—13p.; For related documents see IR 002 769-794

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—Career Education, \*Communication Satellites, Educational Programs, \*Educational Television, Feasibility Studies, Federal Programs, Interaction, Junior High School Students, Programming (Broadcast), \*Rural Schools, Secondary Education, Statistical Data, Tables (Data), Teachers, Telecommunication

Identifiers—Federation of Rocky Mountain States, \*Satellite Technology Demonstration, Two Way Communication

Satellite Technology Demonstration (STD) was designed to provide data on the use of a satellite to deliver educational programs to 56 rural-isolated schools in eight Rocky Mountain States. Three series were broadcast: (1) a junior high school career development, (2) career development for public school administrators and teachers, and (3) topical programs for community members. The STD also used the Advanced Technology Satellite (ATS-3) as an interactive voice-link with 24 participating schools and recorded this data. Schools were defined as "interactive" and "noninteractive." Across all measures, the interactive students showed a greater number of learning gains and larger gains on those tests which reflected the cognitive aspects of the STD programming. The results of this research suggested that a satellite audio interaction system would enhance the quality of educational programming via satellite. Statistical tables show the results of measurements. (Author/DS)

**ED 115 233 95 IR 002 776**  
Anderson, Frank And Others

**The Development of a Field Services Network for a Satellite-Based Educational Telecommunications Experiment. Satellite Technology Demonstration, Technical Report No. 0333.**

Federation of Rocky Mountain States, Inc., Denver, Colo.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 75  
Note—18p.; For related documents see IR 002 769-793

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*Communication Satellites, Demonstration Projects, Educational Experiments, Educational Programs, \*Information Services, Interagency Coordination, \*Media Specialists, Media Technology, Networks, Organizational Development, \*Program Administration, Telecommunication

Identifiers—Federation of Rocky Mountain States, \*Satellite Technology Demonstration

The Satellite Technology Demonstration (STD) of the Federation of Rocky Mountain States (FRMS) employed a technical delivery system to merge effectively hardware and software, products and services. It also needed a nontechnical component to insure product and service acceptance. Accordingly, the STD's Utilization Component was responsible for identifying popu-

lations that could use the Project's products and services and for facilitating user involvement through information services and training programs. Both of these functions required extensive interaction with other Project components (Broadcasting and Engineering, Programming, and Research), but the responsibility for coordinating products and services in the field remained with the Utilization Component. In order to coordinate products and services, Utilization had to: (1) develop and maintain a comprehensive field services network; (2) attract and hold audiences; and (3) promote regional telecommunications efforts. The organizational structure for Utilization was based on team interaction, on decentralization, and on a regional, state, and local field services network. (Author/HB)

**ED 115 234 95 IR 002 777**  
Anderson, Frank And Others

**Field Operations and Federal and Regional Policy Changes. Satellite Technology Demonstration, Technical Report No. 0334.**

Federation of Rocky Mountain States, Inc., Denver, Colo.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 75  
Note—11p.; For related documents see IR 002 769-793

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—Change Strategies, Communication Satellites, \*Demonstration Projects, Educational Programs, Federal Programs, \*Information Services, Interagency Coordination, Media Specialists, Networks, \*Organizational Change, Organizational Development, \*Policy Formation, Program Administration, Regional Programs, Telecommunication

Identifiers—Federation of Rocky Mountain States, \*Satellite Technology Demonstration

The Satellite Technology Demonstration (STD), through its unique field services network (the STD's Utilization Component), was able to develop and insure Project credibility among its many regional, state, and local participants. How the field service mechanism was used to maintain positive relationships between the STD and its many constituents was the focus of this report. Specifically covered were how federal and regional policies (reduction in Project funds) altered the STD's organization, programming, salary scales, training program, site selections, broadcast schedules, future plans, and equipment purchases. A description of how the field services network was used to insure acceptance of those changes among participants with no loss of support or enthusiasm for the STD is also presented. (Author/HB)

**ED 115 235 95 IR 002 778**  
Anderson, Frank And Others

**The Satellite Technology Demonstration's Experiences with Varied Terrestrial Signal Distribution Methods. Satellite Technology Demonstration, Technical Report No. 0335.**

Federation of Rocky Mountain States, Inc., Denver, Colo.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 75  
Note—13p.; For related documents see IR 002 769-793

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—Audiences, \*Broadcast Reception Equipment, Broadcast Television, Closed Circuit Television, Communication Satellites, Community Antennas, \*Delivery Systems, Demonstration Projects, Educational Television, Fixed Service Television, Microwave Relay Systems, Regional Programs, \*Telecommunication, \*Video Equipment

Identifiers—\*Satellite Technology Demonstration

Though the Satellite Technology Demonstration (STD) system had the capacity to deliver quality broadcast signals to specially designed ground terminals its budget did not provide for more than one receiver in each rural community. In order to translate the satellite signal into a broadcast available to the individual home viewer, several systems were available: (1) rebroadcast the signal via standard public television; (2) use microwave for direct transmission from one location to another; (3) use a translator station to repeat and amplify the signal in isolated locations; and (4) rebroadcast the signal via community cable television. In each region where

STD was employed, different combinations of technology were used to reach the largest audience possible. Unique plans were developed in Roundup, Montana; Ely, Nevada; Osborn, Idaho; and Elko, Nevada. Based on this experiment, future telecommunications managers are advised to learn to: (1) promote consensus among participants; (2) be willing to use a variety of technological adaptations; (3) provide potential users with sample programs; and (4) consider the size of the audience and the cost of the broadcast well in advance. (EMH)

**ED 115 236 95 IR 002 779**  
Anderson, Frank And Others

**Technological Innovation and Educational Practice: A Discussion of the Future. Satellite Technology Demonstration, Technical Report No. 0337.**

Federation of Rocky Mountain States, Inc., Denver, Colo.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 75  
Note—21p.; For related documents see IR 002 769-793

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—Communication Satellites, Educational Innovation, \*Educational Planning, \*Educational Television, \*Futures (of Society), Information Networks, \*Instructional Innovation, Instructional Media, Multimedia Instruction, Planning, Program Evaluation, Teaching Methods, Teaching Procedures, Technological Advancement

Identifiers—Federation of Rocky Mountain States, \*Satellite Technology Demonstration

The Satellite Technology Demonstration (STD) is based on the premise that wide-scale distribution of instructional television beamed by a communication satellite is an alternate way of achieving instructional goals. Difficulties encountered are due to the fact that the traditionally stated goals of schools are ambiguous, there is little accountability for internal operations; classrooms have low interdependence; and investment in technology is limited. Any significant use of mediated instruction (30 percent of total instruction) will require role reorganization of the teacher, administrator, and district. Operational changes will be necessary in the certification of mediated instruction and the distribution of financial resources. Technology-advanced instruction can provide a more comprehensive curriculum, high quality courses at reasonable cost, inservice teacher education, and short practical training requiring specific skills. It can also monitor student progress, reduce administrative paperwork, and facilitate communications between schools and state agencies. (NR)

**ED 115 237 95 IR 002 780**  
Janky, James M. And Others

**The Voice/Data Communications system in the Health, Education, Telecommunications Experiments. Satellite Technology Demonstration, Technical Report No. 0417.**

Federation of Rocky Mountain States, Inc., Denver, Colo.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 75  
Note—22p.; For related documents see IR 001 769-793

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*Broadcast Reception Equipment, \*Communication Satellites, Community Antennas, \*Delivery Systems, Demonstration Projects, Program Evaluation, Regional Programs, Rural Education, \*Telecommunication, \*Video Equipment

Identifiers—Health Education Telecommunications Experiment, \*Satellite Technology Demonstration, Two Way Communication Links, Voice Data Communications System

The diligent use of two-way voice links via satellites substantially improves the quality and the availability of health care and educational services in remote areas. This improvement was demonstrated in several experiments that were sponsored by the Department of Health, Education, and Welfare and the National Aeronautics and Space Administration. From 1972 to 1975, these experiments used the ATS-1, ATS-3, ATS-6 (Applications Technology Satellites) to examine the benefits of several different service-delivery configurations, in which one-way video, two-way



audio/data, and two-way links to 23 states were involved. (Author/EMH)

**ED 115 238** 95 IR 002 781

*Potter, James G.*

**STD Uplink Complex. Satellite Technology Demonstration, Technical Report No. 0418.**

Federation of Rocky Mountain States, Inc., Denver, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—11p.; For related documents see IR 002 769-793

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Broadcast Reception Equipment, \*Communication Satellites, Community Antennas, \*Delivery Systems, Demonstration Projects, \*Educational Television, Facility Case Studies, Health Education, Regional Programs, Rural Education, \*Telecommunication, Video Equipment

**Identifiers**—Denver Uplink Terminal, Federation of Rocky Mountain States, Health Education Telecommunications Experiment, \*Satellite Technology Demonstration

The Health, Education, Telecommunications (HET) experiment, and the Federation of Rocky Mountain States have collaborated with the National Aeronautics and Space Administration to provide health education and other community service broadcasts to rural areas of the Rocky Mountains. In order to access the signal of the ATS-6 (Applications Technology Satellite) communications satellite, a receiver facility called the Denver Uplink Terminal was constructed. The facility's configuration, specifications, construction, operation, cost, and reliability are discussed in this document. (EMH)

**ED 115 239** 95 IR 002 782

*Braunstein, Jean*

**The STD Site Operator. Satellite Technology Demonstration, Technical Report No. 0419.**

Federation of Rocky Mountain States, Inc., Denver, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—19p.; For related documents see IR 002 769-793

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Broadcast Reception Equipment, Communication Satellites, \*Delivery Systems, Demonstration Projects, Job Analysis, \*Job Training, Personnel Evaluation, Regional Programs, Rural Education, \*Task Performance, \*Telecommunication, Trainees, Video Equipment

**Identifiers**—\*Satellite Technology Demonstration

Intimately involved in any equipment system is the human factor. The people operating the equipment at the remote installations for the Satellite Technology Demonstration (STD) were different from paid employees or from private consumers. The STD site operators were paid only token fees; thus, they are best described as having been motivated by the service benefits of the system. Indeed, a survey of their interests and capabilities at the onset of the project showed little or no inclination for communications-type equipment. Although not necessarily unsolvable, the problem of training people to operate communications equipment is complex and unique. The STD, therefore, studied the stages and factors involved in training site operators. Initially, the prior experiences and capabilities of the site operators were isolated to provide a base of information against which the effects of the STD experience could be measured. Sequentially evaluated therefore were: (1) training; (2) initial results of the training program; (3) site operator performance throughout the demonstration; and (4) psychological disposition toward the hardware configuration. (Author/EMH)

**ED 115 240** 95 IR 002 783

*Lane, Billy D.*

**STD Installation and Maintenance Procedures. Satellite Technology Demonstration, Technical Report No. 0421.**

Federation of Rocky Mountain States, Inc., Denver, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—10p.; For related documents see IR 002 769-793

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Broadcast Reception Equipment, \*Communication Satellites, \*Community Antennas, Demonstration Projects, \*Equipment Maintenance, Regional Programs, Rural Education, \*Telecommunication, Video Equipment

**Identifiers**—\*Satellite Technology Demonstration

The ground terminals for the Satellite Technology Demonstration were more expensive to install than was anticipated because crews forced to make numerous visits to each site. Delays were caused by delinquent deliveries and by malfunctions in some of the subsystems. Insufficient time was allowed for trouble shooting, and consequently, additional maintenance was later required. Despite difficulties, broadcasts began on schedule, and downtime has been held to a minimum. (EMH)

**ED 115 241** 95 IR 002 784

*Braunstein, Jean Janky, James M.*

**Network Performance and Coordination in the Health, Education, Telecommunications System. Satellite Technology Demonstration, Technical Report No. 0422.**

Federation of Rocky Mountain States, Inc., Denver, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—14p.; For related documents see IR 002 769-793

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Broadcast Reception Equipment, \*Communication Satellites, Community Antennas, Delivery Systems, Demonstration Projects, \*Interagency Coordination, Performance Specifications, \*Program Administration, Program Evaluation, Regional Programs, \*Telecommunication, Video Equipment

**Identifiers**—Denver Uplink Terminal, Health Education Telecommunications Experiment, Network Coordination Center, \*Satellite Technology Demonstration

This paper describes the network coordination for the Health, Education, Telecommunications (HET) system. Specifically, it discusses HET network performance as a function of a specially-developed coordination system which was designed to link terrestrial equipment to satellite operations centers. Because all procedures and equipment developed for the HET network control and interface were routed through, or originated at, the Network Coordination Center (NCC) in Denver, Colorado, the focal point of this report is the NCC. For perspective, general information is provided about the network including signal strength and hardware reliability findings. The paper is, however, primarily concerned with the management coordination function; equipment is discussed only to explain that function. Contained in detail are: (1) explanations about the technical mechanisms and administrative procedures used for coordination; and (2) analysis of the strength and weaknesses found in these joining elements. (Author/EMH)

**ED 115 242** 95 IR 002 785

*Braunstein, Jean And Others*

**Remote Earth Terminals in the Health, Education, Telecommunications Network. Satellite Technology Demonstration, Technical Report No. 0423.**

Federation of Rocky Mountain States, Inc., Denver, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—18p.; For related documents see IR 002 769-793

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Broadcast Reception Equipment, Communication Satellites, \*Community Antennas, \*Delivery Systems, Demonstration Projects, \*Performance Specifications, Program Evaluation, Regional Programs, Rural Education, \*Telecommunication, Video Equipment

**Identifiers**—Ground Stations, Health Education Telecommunications Experiment, \*Satellite Technology Demonstration

The major purpose of the Health, Education, Telecommunications experiment was to demonstrate the feasibility of distributing video materials to a large number of low-cost earth terminals located in rural areas. The receivers are of two types: one-way video receivers for the reception of video programs, and two-way voice/data terminals which permit the viewer to interact with

the broadcaster. Details of the design, construction, and performance of these receivers are provided in this report. (EMH)

**ED 115 243** 95 IR 002 786

*Laurence, Dennis Woughter, William*

**Limited Digital Response. Satellite Technology Demonstration, Technical Report No. 0426.**

Federation of Rocky Mountain States, Inc., Denver, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—15p.; For related documents see IR 002 769-793

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Attention, \*Audience Participation, Broadcast Reception Equipment, \*Communication Satellites, Computers, Delivery Systems, Demonstration Projects, \*Equipment Evaluation, Interaction, Junior High School Students, Program Evaluation, Regional Programs, \*Response Mode, \*Telecommunication

**Identifiers**—Digital Response System, Health Education Telecommunications Experiment, \*Satellite Technology Demonstration

The VHF system used by the Satellite Technology Demonstration had a built-in digital response system to collect data about student programming. This paper describes the hardware and software required to implement and operate the system. In addition, information on the applications of this device is provided along with the results of a field experiment in which junior high school students used the system. A general description of the VHF is presented as a necessary background for the description of the limited digital response. The details of the data collection also are presented. Finally, the applications and results of the system are given. (Author/EMH)

**ED 115 244** 95 IR 002 787

*Lonsdale, Helen C.*

**The Development of a Materials Distribution Service for a Satellite-Based Educational Telecommunications Experiment. Satellite Technology Demonstration, Technical Report No. 0501.**

Federation of Rocky Mountain States, Inc., Denver, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—12p.; For related documents see IR 002 769-793

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Adult Education, \*Communication Satellites, Educational Programs, \*Educational Television, Elementary Education, Feasibility Studies, Federal Programs, \*Films, Instructional Films, Programming (Broadcast), \*Rural Schools, Secondary Education, Telecommunication, \*Video Tape Recordings

**Identifiers**—Federation of Rocky Mountain States, Materials Distribution System, \*Satellite Technology Demonstration

Because 16mm film programs for classroom use are expensive and distribution is unpredictable, the Satellite Technology Demonstration (STD) established a Materials Distribution Service (MDS) to transmit material via satellite to rural sites in the Rocky Mountains. The STD leased 300 programs from Encyclopedia Britannica Educational Corporation and 100 programs from Great Plains National Instructional Television. These films were then videotaped and used by STD schools at their convenience during the 1974-75 school year. A catalog of titles was made available to classroom teachers for selection and scheduling of films. Participating schools were required to purchase a video tape recorder (VTR) and monitor in order to use the service. The MDS was rated positive regardless of minor inconvenience such as equipment malfunction, copyright restrictions, and budgeting limitation. The project demonstrated that mass distribution of materials on an individualized, personalized basis is a viable potential for satellite delivery systems. A table showing the MDS audience attendance is included. (Author/DS)

**ED 115 245** 95 IR 002 788

*Beard, Karen L. Lonsdale, Helen C.*

**Integrating Existing Material Into Educational Television Programming. Satellite Technology Demonstration, Technical Report No. 0502.**

Federation of Rocky Mountain States, Inc., Denver, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—13p.; For related documents see IR 002 769-793

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—Career Education, \*Communication Satellites, \*Educational Programs, \*Educational Television, Feasibility Studies, Federal Programs, Films, Junior High School Students, Material Development, Programming (Broadcast), Teachers, Telecommunication, Video Tape Recordings

Identifiers—J Series, \*Satellite Technology Demonstration, STD

The Satellite Technology Demonstration (STD) produced a series of 81 television programs called the "J-series" for junior high school students. This material was used to illustrate real life situations for a career development program. Because materials were expensive, the decision was made to produce "in-house" programs and use preproduced materials for the remainder. Of the 69 videotaped "J-series" programs, about 20 percent on-the-air time was used for existing materials. To evaluate the "J-series", the STD measured audience acceptance of existing materials and found that teachers evaluated existing materials as the best program segment but students rated them as second best. The 50 sources who allowed their films to be previewed and an annotated list of five companies as film sources are appended. (Author/DS)

**ED 115 246 95 IR 002 789**

Smith, Myron P. Sosey, Phillip

An Historical Overview of the Production Requirement for the Satellite Technology Demonstration. Technical Report No. 0504.

Federation of Rocky Mountain States, Inc., Denver, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—18p.; For related documents see IR 002 769-793

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—Building Plans, \*Communication Satellites, Demonstration Projects, Facility Case Studies, Facility Planning, Regional Programs, \*Studio Floor Plans, \*Telecommunication, \*Video Equipment

Identifiers—Rocky Mountain Area, \*Satellite Technology Demonstration

The Satellite Technology Demonstration employs the latest telecommunications technology to deliver community oriented programming to rural areas. To meet the demand for contemporary broadcasts responsive to community needs, a studio was constructed in the Denver area to produce and coordinate future programs for the Rocky Mountains area. Problems were encountered in the site selection, design, equipment procurement, installation, personnel selection, and inadequate lead time. This report reviews details of the project's beginnings and makes recommendations for the future. (EMH)

**ED 115 247 95 IR 002 790**

Linder, Gene Lonsdale, Helen C.

The Use of Courseware Teams for Achieving Content Objectives in Television Production. Satellite Technology Demonstration, Technical Report No. 0505.

Federation of Rocky Mountain States, Inc., Denver, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—12p.; For related documents see IR 002 769-793

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—\*Communication Satellites, \*Curriculum Development, Educational Programs, \*Educational Television, Feasibility Studies, Federal Programs, Instructional Design, \*Organizational Theories, Programming (Broadcast), Tables (Data), Teamwork, \*Video Tape Recordings

Identifiers—\*Satellite Technology Demonstration, STD

The Satellite Technology Demonstration (STD) adopted a coordinated approach called the "courseware team concept" to effectively merge content and video production expertise in television programming. To encourage involvement and participation by the entire staff in the production

of a television series, a system was designed to avoid an assembly-line process but yet create an atmosphere conducive to open discussion and the exchange of ideas. The courseware team avoided isolation and separation of content in script writing and program execution by combining educators, writers, and television directors into teams charged with meeting the project objectives. This method of programming was highly accepted by the student audience. Two flow charts illustrating personnel and programming are included. (Author/DS)

**ED 115 248 95 IR 002 791**

Lonsdale, Helen C. McWilliams, Alfred E., Jr.

Developing and Implementing a Content Structure for Educational Television Programming in the Area of Career Education. Satellite Technology Demonstration, Technical Report No. 0506.

Federation of Rocky Mountain States, Inc., Denver, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—27p.; For related documents see IR 002 769-793

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
 Descriptors—\*Career Education, \*Communication Satellites, \*Curriculum Development, Educational Programs, \*Educational Television, Feasibility Studies, Junior High School Students, Programming (Broadcast), Rural Education, Statistical Data, Telecommunication

Identifiers—J Series, \*Satellite Technology Demonstration, STD

The Program Component of the Satellite Technology Demonstration (STD) developed the programming for a television series on career planning for junior high school students. A program called "Time Out" was designed, developed, and implemented to be broadcast throughout the Rocky Mountain States. A staff of educators and communicators developed a career education structure that incorporated all relevant field data on user needs. The courseware-team approach was used in which educators, scriptwriters, and television directors work together to create the best possible end product. Objectives stressed decision-making, self-assessment, and career exploration. Appendixes contain the 103 objectives developed for the original programming structure, the revised programming structure, and the "J-Series" broadcast schedule. (Author/DS)

**ED 115 249 95 IR 002 792**

Lonsdale, Helen C. O'Neill, Donald W.

Developing Printed Supplementary Materials to Accompany Satellite Programming for Junior High School Students. Satellite Technology Demonstration, Technical Report No. 0508.

Federation of Rocky Mountain States, Inc., Denver, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—13p.; For related documents see IR 002 769-793

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—\*Career Education, \*Communication Satellites, Educational Programs, Educational Television, Feasibility Studies, Federal Programs, Games, Junior High School Students, Material Development, \*Program Guides, Programming (Broadcast), Publications, Puzzles, \*Rural Education, Student Attitudes, Supplementary Reading Materials, Teacher Attitudes, \*Teaching Guides, Telecommunication

Identifiers—\*Satellite Technology Demonstration, STD

To implement a career education program for junior high school students in the rural, isolated areas of the Rocky Mountain States, Satellite Technology Demonstration (STD) tested the use of a satellite-assisted communications system for the delivery of social services. A magazine was designed to promote acceptance of the television programming and actively involve the students. A correlated teacher's guide was designed to supplement the STD's educational programming. The magazine and teacher's guide were both pretested in the field and at various sites. Approximately 50 percent of the students at the STD sites rated the magazine good to excellent. Teachers rated the guide as having an average message effectiveness. A flow chart illustrates the designing and writing of supplementary materials. (Author/DS)

**ED 115 250 95 IR 002 793**

Connolly, A. J. Lonsdale, Helen C.

Program Formats, Vehicles, and Characters for Junior High School Audiences. Satellite Technology Demonstration, Technical Report No. 0509.

Federation of Rocky Mountain States, Inc., Denver, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—14p.; For related documents see IR 002 769-792

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—\*Career Education, \*Communication Satellites, Curriculum Development, \*Educational Programs, Educational Television Feasibility Studies, Federal Programs, Formative Evaluation, \*Junior High School Students Programming (Broadcast), Puppetry, \*Rural Schools, Statistical Data, Tables (Data), Video Tape Recordings

Identifiers—\*Satellite Technology Demonstration

The "Time Out" series designed by the Satellite Technology Demonstration (STD) used a variety of formats, vehicles, and characters to explain career concepts to junior high school students. A science fiction set with a futuristic approach, called the Time Control Center (TCC) used vehicles to move forward and backward in time to access a computer for information on making career decision. The TCC crew members were characters who were career specialists. Characters were also used with the Matter Analogue Projector (MAP), a futuristic machine used to project a person's mental image on a screen. The STD demonstrated the possibility of developing formats and vehicles that would be acceptable to junior high school students; however it was concluded that more investigation should be done to improve television programming. Evaluation of the field testing is shown in statistical tables. (Author/DS)

**ED 115 251 IR 002 795**

Butler-Paisley, Matilda And Others

Using ATS-6 for Continuing Medical Education and Health Care in Appalachia.

Applied Communication Research, Stanford, Calif.

Spons Agency—Veterans Administration, Washington, D.C.

Pub Date 1 Apr 75

Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., April 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
 Descriptors—\*Communication Satellites, Computer Assisted Instruction, Delivery Systems, Films, Health Programs, \*Hospital Personnel, \*Medical Education, Medical Services, Medicine, \*Professional Continuing Education, Rural Clinics, Statistical Data, \*Telecommunication, Television, Video Tape Recordings

Identifiers—Advanced Technology Satellite, \*Appalachia, ATS 6

Ten Veterans Administration hospitals in Appalachia participated in five biomedical communication experiments using the Advanced Technology Satellite (ATS-6). Material was collected and evaluated by both questionnaires and interviews with the medical staff of the 10 hospitals. The five experiments were conducted in the areas of: (1) video seminars, (2) grand rounds, (3) teleconsultation, (4) out-patient clinics, (5) computer-assisted instruction. The programs studied and the hospitals participating in the satellite experiment are appended. A 7-item bibliography is included. (Author/DS)

**ED 115 252 IR 002 796**

Burns, Robert W., Jr.

Library Performance Measures as Seen in the Descriptive Statistics Generated by a Computer Managed Circulation System.

Pub Date 5 Sep 75

Note—74p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
 Descriptors—College Libraries, Computer Oriented Programs, Data Collection, Library Administration, \*Library Automation, \*Library Circulation, Library Planning, \*Management Information Systems, On Line Systems, \*Performance Criteria, \*Statistical Data, University Libraries

A study was conducted to inventory and describe the quantitative performance measures of an academic library system which originate as a result of the activities at an automated loan desk. Visits were made to 24 academic libraries whose experience in library automation ranged from the completely on-line system with user self service and in-house computer to the wholly batch oriented system. It was concluded that with the exception of a few outstanding examples, there is little sophistication in the collection, manipulation, or use of the statistical management data now being produced by computer automated circulation systems for the support of library planning/operational functions. Libraries need to exploit the work already done on quantitative performance measures in both business and higher education. (Author/PP)

**ED 115 253** IR 002 797  
Planning Guide ESEA IV; Part B. Libraries and Learning Resources 1975-76.

New York State Education Dept., Albany. Bureau of School Libraries.

Pub Date 75

Note—57p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Counseling Services, Educational Administration, Educational Equipment, Educational Planning, Elementary Education, Evaluation, Facility Improvement, \*Federal Aid, Federal Programs, Guidance, Guides, \*Instructional Materials, Instructional Materials Centers, Nonpublic School Aid, \*School Libraries, Secondary Education, Selection, Standards, Testing

**Identifiers**—\*Elementary Secondary Education Act Title IV B, ESEA Title IV B

The Bureau of School Libraries of the New York State Education Department presents a planning guide for participation in Title IV-B of the 1974 Elementary and Secondary Education Act which provides grants for school library materials, other instructional materials, equipment and minor remodeling for its use, and testing and guidance services. The guide covers filing applications, fund distribution, planning and procedures, eligible and ineligible expenditures, selection of materials and equipment, administration of items acquired under IV-B, participation of private school children, project evaluation, and fiscal guidelines. Standards are provided for educational programs in 6 subject fields as well as for counseling and guidance services and school library media programs. (LS)

**ED 115 254** IR 002 798

Nordgren, Peter D.

Cooperative Program Tape Networks in Noncommercial Radio.

Pub Date Dec 75

Note—94p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—\*Cooperative Programs, \*Educational Radio, Higher Education, \*Programming (Broadcast), \*Questionnaires, Shared Services, Statistical Data, Tables (Data)

**Identifiers**—Cooperative Program Tape Networks

Over 200 noncommercial radio stations responded to a survey to gather data on the characteristics of member stations and to sample the opinion of nonmembers toward a cooperative network concept. A second survey of 18 networks sought to gather indepth information on network operation. Results showed that 22.2 percent of the stations surveyed were participating in program cooperatives, and over 79 percent felt that network participation would be beneficial. It was concluded that the cooperative program tape network should continue in order to fulfill specialized programming needs. A copy of the two questionnaires, the letter of transmittal, and the mailing list is appended. A list of the networks that participated in the study, 12 statistical tables, and a 20-item bibliography are included. (Author/DS)

**ED 115 255** IR 002 799

Porter, Arthur

Workshop on the Transition to a Conserver Society: The Role of the Media (March 21-23, 1974)

Ontario Educational Communications Authority, Toronto.

Pub Date Mar 74

Note—30p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Conference Reports, \*Conservation Education, \*Environmental Education, Futures (of Society), \*Instructional Media, \*Media Selection, Media Specialists, Technological Advancement, World Affairs

**Identifiers**—\*Ontario Educational Communications Authority

In March of 1974, a conference was held to advise the Ontario Educational Communications Authority (OECA) on the nature of future global problems (energy use, population growth, economic and technological expansion). Participants were asked to examine conflicting interpretations of these problems and the assumptions on which the viewpoints are based, and to debate the role of educational media in shaping future world opinion. Participants were first asked to define areas of convergence and divergence in their own opinions and then to reflect on the following questions: whether the educational media should be subordinate to, an observer of, or a catalyst for world opinion; and whether the media has an obligation to show models of optimal use of world resources. Finally the group was asked to make recommendations for the future policies of the OECA. (EMH)

**ED 115 256** IR 002 800

Costigan, Daniel M.

Micrographic Systems.

National Microfilm Association, Silver Spring, Md.

Pub Date 75

Note—228p.

Available from—The National Micrographics Association, 8728 Colesville Road, Silver Spring, Maryland 20910 (\$16.50 to nonmembers; \$12.50 for members)

**Document Not Available from EDRS**

**Descriptors**—Ancillary Services, \*Computer Output Microfilm, \*Information Retrieval, Libraries, Library Automation, \*Library Collections, Library Facilities, Library Material Selection, Library Services, Library Standards, Manuals, Microfiche, Microfilm, Microform Reader Printers, Microform Readers, Microforms, \*Microreproduction, Statistical Data, Tables (Data)

**Identifiers**—\*Micrographic Systems

The micrographic system utilizes microimaging in the areas of space saving, reproducibility, durability, file integrity, and automated retrieval. This manual about micrographics is organized into 10 chapters, each covers a major facet of the system. The first chapters cover the basics of the system: objectives, classification, searching and retrieval, and standards. Utilization, selection, and systems design are covered in the remaining chapters. Appendixes include a glossary of micrographics terms, English/Metric conversion tables, and published standards by category. Over 60 figures include photographs, flowcharts, microcopy resolution test charts, and facility requirements. (DS)

**ED 115 257** IR 002 801

Woodbury, Robert L.

Opening Higher Education with Telecommunications; A Report Submitted to the Board of Higher Education, Commonwealth of Massachusetts.

Massachusetts Univ., Amherst.

Spons Agency—Massachusetts State Board of Higher Education, Boston.

Pub Date 30 Nov 74

Note—426p.

**EDRS Price MF-\$0.76 HC-\$22.21 Plus Postage**

**Descriptors**—\*Adult Education, Closed Circuit Television, Educationally Disadvantaged, \*Educational Television, \*Feasibility Studies, Fixed Service Television, \*Higher Education, Open Education, Outreach Programs, Statistical Data, Tables (Data), \*Telecommunication, Urban Education

**Identifiers**—\*Massachusetts

The use of telecommunications was studied as a means of making higher education more accessible to urban disadvantaged adults by using a statewide, closed-circuit, instructional telecommunications network. A comprehensive review was made of telecommunications in higher education, the learning needs and styles of urban disadvantaged adults, and the alternative modes of telecommunications and their applications. It was recommended that the Commonwealth of Massachusetts should not establish a state-wide closed-circuit instructional television system, but

should consider the use of broadcast facilities to broaden access; videotape or instructional television, fixed service (ITS) systems, and neighborhood learning centers would help make education accessible to disadvantaged adults. Appendixes include the research reports, consultant reports, a design for a neighborhood learning center, brochures, and a bibliography of over 100 items. Figures include maps of the areas and statistical data. (Author/DS)

**ED 115 258** IR 002 802

Bellamy, Harold J. And Others

Design of Training Systems. Program Maintenance Manual; Data Base, ETE, SCRR, and TPF Models. Report No. 29.

Naval Training Equipment Center, Orlando, Fla.

Training Analysis and Evaluation Group.

Report No.—TAEG-R-29

Pub Date Sep 75

Note—617p.; For a related document see IR 002 803; Not available in hard copy, due to print size of the original document

**EDRS Price MF-\$1.08 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Computer Programs, Data Bases, Educational Technology, Flow Charts, \*Instructional Design, Job Analysis, \*Job Training, \*Management Systems, Military Training, Models, Occupational Information, On Line Systems, Program Descriptions, Skill Analysis, \*Systems Approach, Time Sharing, Training, Training Objectives

**Identifiers**—Program Documentation, \*Training Analysis and Evaluation Group

This report contains detailed information on the three Design of Training Systems (DOTS) models and the DOTS data base. It consists of a single volume containing a description and macro flow, detailed logic flows and program listings for the Educational Technology Evaluation (ETE) model, the System Capabilities Requirements and Resources (SCRR) model, the Training Processes Flow (TPF) model, and the DOTS data base. Control logic, input/output record formats, the temporary and permanent data files are described for each subsystem (the three models and the data base). The information contained in this volume is intended for use by programmers given the task of installing and modifying the DOTS programs. (Author/EMH)

**ED 115 259** IR 002 803

Bellamy, Harold J. And Others

Design of Training Systems. User's Manual; Data Base, ETE, SCRR, and TPF Models. Report No. 30.

Naval Training Equipment Center, Orlando, Fla.

Training Analysis and Evaluation Group.

Report No.—TAEG-R-30

Pub Date Sep 75

Note—315p.; For a related document, see IR 002 802

**EDRS Price MF-\$0.76 HC-\$15.86 Plus Postage**

**Descriptors**—\*Computer Programs, Data Bases, Educational Technology, Flow Charts, \*Instructional Design, Job Analysis, Jobs, \*Job Training, Management Systems, Military Training, Models, Occupational Information, On Line Systems, Program Descriptions, Simulation, Skill Analysis, \*Systems Approach, Time Sharing, Training, Training Objectives

**Identifiers**—Design of Training Systems, DOTS, \*Training Analysis and Evaluation Group

This report provides information necessary to familiarize the nonautomatic data processing user with the Design of Training Systems (DOTS) programs and to permit their initial application. It consists of a single volume containing a system overview and detailed information on the major subsystem; The DOTS data base, the Educational Technology Evaluation (ETE) model, the System Capabilities Resources and Requirements (SCRR) model, and the Training Process Flow (TPF) model. Each subsystem section contains a discussion of subsystem architecture, design assumptions, input requirements, and output parameters. Procedures are provided for pre-application system test and operational use. The DOTS data base section also includes a discussion of administrative procedures. (Author/EMH)

**ED 115 260** 95 IR 002 804

Satellite Technology Demonstration; Executive Report.

Federation of Rocky Mountain States, Inc., Denver, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
 Pub Date 15 Sep 75  
 Note—33p.; For related documents, see IR 002 769-793 and 002 805

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
 Descriptors—Audiences, Career Education, Citizen Participation, \*Communication Satellites, Community Role, Delivery Systems, \*Demonstration Projects, Educational Radio, \*Educational Television, Experimental Programs, Inservice Programs, Program Evaluation, Programming (Broadcast), Regional Programs, \*Rural Education, \*Telecommunication

Identifiers—\*Satellite Technology Demonstration  
 The Federation of Rocky Mountain States and the Satellite Technology Demonstration project (STD) have collaborated in an effort to provide low cost information delivery to rural areas of the Rockies. Though the goals and the financial support of this joint effort were initially confused, sites have now been selected, the communications technology has been refined, and services have been stabilized. New satellite technology has made quality reception possible with low-cost ground receivers, and the technical performance of the system in its initial years has been good. "Time Out"—a career education program for junior high school students—and "Footprint"—a series of community-oriented programs—have enjoyed high audience response, and substantial gains in student knowledge have been recorded. Programs are enhanced by supplementary publications and audiovisual aids, and the system provides an interactive mode whereby students can ask questions and make comments about the programs. A brief review of the program's financial support is included. (EMH)

**ED 115 261 95 IR 002 805**  
**Satellite Technology Demonstration; Final Report.**  
 Federation of Rocky Mountain States, Inc., Denver, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
 Pub Date 15 Oct 75  
 Note—310p.; For related documents, see IR 002 769-793 and 002 804

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
 Descriptors—Audiences, Career Education, Citizen Participation, \*Communication Satellites, Community Role, Delivery Systems, \*Demonstration Projects, Educational Radio, \*Educational Television, Experimental Programs, Inservice Programs, Program Evaluation, Programming (Broadcast), Regional Programs, \*Rural Education, \*Telecommunication  
 Identifiers—Appalachian Educational Satellite Project, Federation of Rocky Mountain States, Health Education Telecommunications Experiment, \*Satellite Technology Demonstration

The goal of the Satellite Technology Demonstration project (STD) was to show the feasibility of a satellite-based media system for isolated, rural populations and to test and evaluate user acceptance and the cost of various delivery modes using a variety of materials. The STD amalgamated the resources of government, health, education, and broadcasting organizations and produced such programs as: "Time Out"—a career education course for junior high school students—"Careers and the Classroom: A New Perspective for Teacher"—an inservice program for teachers in the curriculum of career education, and "Footprints"—a series of community-oriented evening programs. The technical performance of the satellite and the network of inexpensive ground terminals which serve 23 states has exceeded design requirements. In this report, objectives, planning and development, and results are extensively discussed, and a project evaluation considers hardware performance, program acceptance, student learning gains, and costs. (EMH)

**ED 115 262 IR 002 806**  
 Swanson, Len Sinnott, Loraine T.  
**Information Resources for Training: A Survey of Non-Military Sources. Interim Report No. 1.**  
 Educational Testing Service, Princeton, N.J.; Interuniversity Communications Council (EDUCOM), Princeton, N.J.  
 Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.  
 Pub Date 5 Mar 75  
 Note—89p.; Interim Report, October 1974-March 1975 Number 1  
**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—Annotated Bibliographies, Catalogs, Directories, \*Educational Resources, \*Information Services, \*Information Sources, Instructional Materials, Program Design, Program Evaluation, \*Training

Resulting from a project to systematically locate existing information resources useful in the development of training courses or programs, this catalog describes 31 of the most relevant information resources. These resources include abstracting services, computer files, directories, exchange projects, books, and information services. The catalog descriptions provide substantive data on the nature, purpose, and use of each information resource, and are intended to permit an assessment of their potential applicability to a given information need. Informal evaluations relative to the objectives of the project are included. The resources are indexed by applicability to a five-level classification of the instructional development process. (Author/LS)

**ED 115 263 95 IR 002 808**  
 Loertscher, David V.

**Budgeting for School Media Centers: An Annotated Bibliography.**  
 Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Dec 75  
 Contract—NIE-C-74-0027  
 Note—26p.

Available from—Box E, School of Education, Stanford University, Stanford, California 94305 (\$2.00, checks made payable to "Box E" MUST accompany order)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
 Descriptors—\*Annotated Bibliographies, Audiovisual Centers, \*Budgeting, Budgets, \*Educational Finance, Instructional Materials Centers, Instructional Media, \*Program Budgeting, \*School Libraries

Books, journals, and articles on the subject of program budgeting are included in this annotated bibliography of over 70 items. The three main categories covered are: (1) helpful treatises on budgeting from general education, (2) philosophical and practical statements from the library and audiovisual fields, (3) practical tips and suggestions. Sources of sample budgets are included. (DS)

**ED 115 264 IR 002 809**  
 Tratt, Grace, Comp.

**Check List of Canadian Small Presses; English Language. Occasional Paper No. 7.**  
 Dalhousie Univ., Halifax (Nova Scotia). Library.  
 Pub Date 74  
 Note—153p.

Available from—Dalhousie University, University Libraries and School of Library Service, Halifax, Nova Scotia (\$2.50)

**Document Not Available from EDRS**  
 Descriptors—Directories, English, \*Publishing Industry

Identifiers—\*Canada, Small Presses  
 Canadian small presses which publish in English are listed in this directory. Arranged alphabetically by press, each listing contains (where available) name of founder, founding date, first publication, present or last known owners, present or last known address, and a narrative description of publishing activities. The list covers both existing and defunct presses, and is based to some extent on the holdings of Dalhousie University. A list of presses by province is included, as is a bibliography of sources used in making the compilation. (LS)

**ED 115 265 IR 002 810**  
 Rader, Hannelore B.  
**Five-Year Library Outreach Orientation Program. Final Report.**

Eastern Michigan Univ., Ypsilanti. Library.  
 Spons Agency—Council on Library Resources, Inc., Washington, D.C.; National Endowment for the Humanities (NEAH), Washington, D.C.  
 Pub Date 75  
 Note—168p.; Not available in hard copy due to poor reproducibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—College Students, Conferences, Higher Education, Humanities, Information Seeking, Information Sources, Library Guides, \*Library Instruction, Library Programs, Library Reference Services, Library Services, Library

Skills, \*Orientation, Orientation Materials, Program Evaluation, Reference Materials, Search Strategies, Social Sciences, \*University Libraries

Identifiers—\*Eastern Michigan University  
 With help from the Council on Library Resources and the National Endowment for the Humanities, a five-year Library Outreach Orientation Program was instituted at Eastern Michigan University. Through intensive contacts between the orientation librarian and faculty members in the humanities and social sciences, library sessions were set up during academic class periods to help students learn about resources and search strategies relevant to their current assignments. The program also included an elective library instruction course, production of a slide-tape for group and individual use, contact with student groups, campus publicity, and the initiation, in 1971, of annual conferences on library orientation for academic libraries. Questionnaires administered to both faculty and students elicited enough positive response to continue the program on university funds after the grant period ended. Appendixes, which make up the major part of the document, contain the proposal, staffing information, statistics, questionnaire results, library guides, and lists and examples of the special subject area guides used in the program. (LS)

**ED 115 266 IR 002 811**  
 Watrous, Lyle C., Comp.

**Know Your Library: A Guide for Education Students. Know Your Library Series, No. 5.**  
 Arizona State Univ., Tempe. Univ. Library.  
 Pub Date 75  
 Note—26p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
 Descriptors—Book Reviews, Education Majors, Higher Education, Indexes (Locators), Instructional Materials, Library Collections, \*Library Guides, Library Skills, \*University Libraries

Designed to assist students in the use of the library for education media, this handbook outlines steps for locating library materials. The bulk of the document consists of an annotated list of basic reference materials including reference books, indexes and abstracts, Educational Resources Information Center (ERIC) materials, yearbooks, book reviews, and curriculum materials. Brief instructions for using ERIC are included. (Author/DS)

**ED 115 267 IR 002 812**  
 Little, Paul L.

**Bookmobiles and Paperbacks: An Experimental Study at the Oklahoma County Libraries System with Bookmobiles Using Paperback Book Collections and Eliminating Overdue Fines and Notices.**

Oklahoma County Libraries, Oklahoma City, Okla.  
 Pub Date 21 Nov 75  
 Note—39p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
 Descriptors—\*Bookmobiles, Cost Effectiveness, County Libraries, Feasibility Studies, Fines (Penalties), Library Circulation, Library Collections, Library Research, Library Services, \*Paperback Books, \*Public Libraries

Identifiers—\*Oklahoma (Oklahoma County)

The Oklahoma County (Oklahoma) Library executed a six-month experiment in 1974 on one of its five bookmobiles to determine whether: (1) patrons would accept a primarily paperback book collection; (2) the cost of unreturned paperback books in a no-fine and no-overdue-notice situation would be cost-effective when compared to the predictable loss of hardbound books and the resulting cost; (3) a category-arranged collection (rather than a cataloged one) would prove useful and acceptable to patrons. Paperbacks were proven to be even more acceptable than hardbacks, except that patrons did want access to bestsellers available only in hardback. In spite of a higher number of books unreturned, the dollar loss per 100 circulation was lowered by the use of paperback books. It was considered practical, however, to send overdue notices to those with a large number of unreturned books. A circulation study showed that the categorical arrangement appeared to be acceptable to patrons, but some redesign of the topical categories should be considered. The success of the experiment led to use of the same system on the other four bookmobiles. (LS)

ED 115 268

IR 002 813

*Van der Bruggen, W.***Syllabus for a Documentation Course. FID Publication 533.**

International Federation for Documentation, The Hague (Netherlands).

Pub Date 75

Note—73p.

Available from—International Federation for Documentation (FID), 7 Hofweg, The Hague, Netherlands (Order FID Publication No. 533)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Abstracts, Bibliographies, Cataloging, Classification, \*Curriculum Guides, \*Documentation, Indexes (Locators), \*Information Processing, Information Retrieval, Information Storage, Information Systems, International Organizations, \*Library Technical Processes, Reference Materials, Reprography, Standards, Training

An outline is provided for study of the collection, storage, and retrieval of all kinds of print and nonprint information. Coverage includes descriptions of types of primary materials, print and nonprint information, bibliographic description and cataloging; indexes and abstracts; bibliographies; reference works; retrieval methods; reprography; organization of information; and training of documentalists. Appendixes include a list of International Organization for Standardization (ISO) technical committees; lists of ISO, American, and British standards publications; and an outline of the Universal Decimal Classification. (LS)

ED 115 269

IR 002 814

**Processing Department of the Library of Congress; Organization and Functions.**

Library of Congress, Washington, D.C. Processing Dept.

Pub Date 75

Note—41p.

Available from—Single copies available from Central Services Division, Library of Congress, Washington, D.C. 20540

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Administrative Organization, Cataloging, Classification, Documentation, Financial Support, Library Guides, Library Research, \*Library Technical Processes, \*National Libraries, Serials

Identifiers—\*Library of Congress, Machine Readable Cataloging, MARC, National Union Catalog

The Library of Congress presents a guide for visitors and new staff members to the history, organization, functions, funding, and responsibilities of its processing department. The responsibilities of the director and three assistant directors are briefly described. Twenty-three charts illustrate the organization of the department as a whole; the MARC office; the core bibliographic system; the National Union Catalog project; and various research, cataloging, and publications functions. Lists of processing department publications and principal staff members are included. (LS)

ED 115 270

IR 002 815

*Henderson, John And Others***A Report and Evaluation of the OECA-Integrated Projects V.T.R. Project at Chinguacousy Public Library in Bramalea, Ontario, January 1974-June 1974.**

Ontario Educational Communications Authority, Toronto. Research and Planning Branch.

Pub Date 74

Note—86p.; Papers and Reports Concerning Educational Communications

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—Feasibility Studies, \*Library Circulation, \*Library Equipment, Library Programs, \*Library Services, Public Libraries, \*Video Cassette Systems, \*Video Equipment

Identifiers—\*Ontario Educational Communications Authority

In 1974, the Ontario Educational Communications Authority (OECA) undertook a study to measure the feasibility of loaning video tape recording equipment and video tapes to home users. A pilot program in one branch library found that, with the assistance of a video instruction package and an instructional booklet, users quickly mastered the operation of the apparatus, and they required very little assistance from the librarian. Questionnaires and observations made by the library staff showed that the instructional

experience set up by the library was well received, and little technical difficulty was experienced, but additional publicity will be necessary to promote the use of the equipment by a broader public. The appendixes of this document include the project design, questionnaires, the instructional booklet, and a collection of personal views on the effectiveness of the program. (EMH)

ED 115 271

IR 002 816

**Arts 100: Communications 1971-72.**

Ontario Educational Communications Authority, Toronto. Research and Planning Branch.

Pub Date 72

Note—137p.; Papers and Reports Concerning Educational Communications Number 20 and 21; Not available in hard copy due to reproducibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Communication (Thought Transfer), Communication Skills, \*Course Evaluation, \*Educational Television, Higher Education, \*Multimedia Instruction, Summative Evaluation, Teaching Methods

Identifiers—Gordon (Donald), \*Ontario Educational Communications Authority, University of Waterloo

A communications course was developed as a multimedia course using supplementary learning resources, such as audiotape cassettes and a series of televised lectures. To obtain information about the appropriateness and effectiveness of the methodology of the course, the research and development branch of the Ontario Educational Communications Authority commissioned an evaluation study. Section 1 of this report presents the results of that evaluation. Section 2 of the report presents an evaluation of another, followup course. The major results of the investigations conducted was to improve the courses for the following years and to recognize the need to continue the evaluation process. (HB)

ED 115 272

IR 002 817

*McLaughlin, G. Harry Jacobs, Dorene E.***Evaluation of the Ryerson Open College Introductory Sociology Multi-Media Course. Report No. 27.**

Ontario Educational Communications Authority, Toronto. Research and Planning Branch.

Pub Date 73

Note—31p.; Papers and Reports Concerning Educational Communications Number 27

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—College Students, Cost Effectiveness, Dropout Rate, Educational Programs, \*Educational Radio, \*Educational Television, \*External Degree Programs, Higher Education, \*Multimedia Instruction, \*Open Education, Program Evaluation, Sociology, Undergraduate Study, University Extension

Identifiers—Ryerson Open College

The Ryerson Open College in collaboration with the Ontario Educational Communications Authority offered a multimedia, introductory credit course in sociology in 1972. Of the 173 students who participated in the course evaluation, only 18 percent completed all of the four questionnaires which constituted the evaluation data. Student grades and dropout rates were examined relative to students' age, sex, employment status, and previous education. Students also rated the relative merits of television lectures, radio discussions, and other instructional activities. Student attitudes, costs, and benefits are also discussed. (EMH)

ED 115 273

IR 002 818

*McLaughlin, G. Harry***Evaluation of a Media-Based Credit Course, "Developmental Psychology", Offered by Ryerson Open College. Report No. 35.**

Ontario Educational Communications Authority, Toronto. Research and Planning Branch.

Pub Date 73

Note—95p.; Papers and Reports Concerning Educational Communications Number 35

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—College Students, Cost Effectiveness, Dropout Rate, Educational Programs, \*Educational Radio, \*Educational Television, \*External Degree Programs, Higher Education, \*Multimedia Instruction, \*Open Education, Program Evaluation, Psychology, Undergraduate Study

Identifiers—\*Ryerson Open College

Ryerson Open College in collaboration with the Ontario Educational Communications Authority, offered a multimedia, introductory credit course in psychology in 1972. An evaluation was completed based on two questionnaires, each completed by a majority of the enrolled students. Student grades and dropout rates were examined relative to students' age, sex, employment status, previous education, and socioeconomic status. Students also rated the relative merits of televised lectures, radio discussions, and other educational activities, and these results were correlated to demographic factors. The benefits and disadvantages of the multimedia, home-study approach were examined relative to its cost. (EMH)

ED 115 274

IR 002 819

*Sive, Mary Robinson***Educators' Guide to Media Lists.**

Pub Date 28 Nov 75

Note—256p.

Available from—Libraries Unlimited, Inc., P.O. Box 263, Littleton, Colorado 80120 (\$10.00)

**Document Not Available from EDRS**

Descriptors—\*Annotated Bibliographies, Audiovisual Aids, \*Curriculum Development, Elementary Secondary Education, Instructional Materials, \*Instructional Media, \*Media Selection, \*School Libraries

This hard cover manual annotates 270 selected published lists of audiovisual and other instructional media. Section I covers comprehensive lists. Section II covers lists by subjects as taught in grades K-12. Science, social studies, ethnic groups, and vocational education have detailed subdivisions. Section III is arranged by media in the areas of audio records, film loops, filmstrips, free and inexpensive publications, government publications, graphic materials, kits, manipulative materials, maps, microforms, simulation games, slides, television, transparencies, and video recordings. Each entry contains the following information: classification, full bibliographic citation purpose, grade level, arrangement, subjects, entries, type of index provided, period covered, revision and updating, media represented, producers represented, features, and subject terms. The manual is indexed by subject, media, instructional levels, and title. (NR)

ED 115 275

IR 002 820

*Wollmer, Richard D. Bond, Nicholas A.***Evaluation of Markov-Decision Model for Instructional Sequence Optimization. Semi-Annual Technical Report for the period 1 July-31 December 1975. Technical Report No. 76.**

University of Southern California, Los Angeles. Behavioral Technology Labs.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Pub Date Oct 75

Note—54p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Computer Assisted Instruction, \*Curriculum Research, \*Educational Strategies, Electronics, Experimental Programs, \*Experimental Teaching, Instructional Design, Learning Theories, Programmed Instruction, Task Analysis, Trigonometry

Identifiers—\*Wollmer Markov Model

Two computer-assisted instruction programs were written in electronics and trigonometry to test the Wollmer Markov Model for optimizing hierarchical learning; calibration samples totalling 110 students completed these programs. Since the model postulated that transfer effects would be a function of the amount of practice, half of the students were required to complete one practice problem successfully before moving on to the next stage; the other half had to do two practice problems successfully. All students completed the courses successfully; students who had one success at each stage did about as well as those who had two successes. The Wollmer was thus not suitable for optimizing instruction, in terms of minimizing overall time, in the particular courses. Perhaps the main reason for this result was that, as the student works up to the top of the hierarchy, the sheer number of subskills involved in the final task becomes a major determinant of the practice time, and the number of practice trials has a relatively minor effect, unless a large number of practice trials are given. (EMH)



ED 115 276 IR 002 821

Aaron, Shirley

**Personalizing Instruction for the Middle School Learner: The Instructional Role of the School Media Specialist. Final Report.**

Florida State Univ., Tallahassee. Career Education Center.

Pub Date 27 Aug 75

Note—72p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Educational Research, Grade 8, \*Individualized Instruction, Learning Processes, \*Media Specialists, \*Middle Schools, \*Multimedia Instruction, Role Perception, Teaching Models, Teaching Techniques

Identifiers—Florida, \*Fort Clarke Middle School

An investigation was made to determine the instructional function of the professional media staff in a school. The objectives of the study were: (1) to develop a model to add the expertise of the media specialist to the teaching team; (2) to access the effect the model had on the academic achievement and self-concept of students; and (3) to determine the effect the model had on the attitudes and instructional performance of educators. The study was divided into five parts. Part 1 developed a rationale for making the expertise of the media specialist available to the teaching team, and part 2 introduced the theoretical model of the instructional function of the media specialist. Part 3 dealt with the implementation of the theoretical model at Fort Clarke Middle School in Gainesville, Florida, and part 4 examined the evaluation information emerging from the project. Finally, part 5 summarized the conclusions and recommendations that grew out of the investigation. (Author/HB)

ED 115 277 IR 002 822

Krussack, Arnold J.

**Self-Paced Approach to the Organic Chemistry Laboratory.**

Pub Date Aug 75

Note—9p.; Paper presented at the Annual Meeting of the American Chemical Society (Chicago, Illinois, August 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Chemistry Instruction, \*College Curriculum, College Students, Curriculum Development, Educational Television, Higher Education, \*Individualized Curriculum, Individualized Instruction, Laboratory Experiments, Laboratory Procedures, \*Laboratory Techniques, Organic Chemistry, \*Video Cassette Systems

As part of an experiment, a three quarter sequence in organic chemistry was designed to be accompanied by laboratory experiments that reinforce the lecture material and encourage independent investigation by minimizing cookbook-style procedures. By having laboratory techniques explained in detail on video cassettes, students were exposed to uniform instruction; they proceeded at their own pace, and they were encouraged to use an inquiry mode of investigation. An evaluation of the experiment based on a sample of students' written comments revealed that students overcame their initial resentment toward the extra time required in the laboratory, and they grew to appreciate the independence and dexterity they acquired by designing and performing their own experiments. An outline of the curriculum is included. (EMH)

ED 115 278 IR 002 823

Lusignan, Bruce B.

**Information Facilities. First Year Report on Contract NIRT 1, Assistance in Telecommunications Planning. Volume 4, Communication Satellite Planning Center, Technical Report No. 2.**

Stanford Univ., Calif. Stanford Electronics Labs.

Spons Agency—National Iranian Radio and Television, Tehran.

Pub Date 15 Aug 75

Note—97p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Annotated Bibliographies, \*Archives, Catalogs, Facility Utilization Research, Film Libraries, \*Films, Information Centers, \*Information Retrieval, \*Information Storage, Surveys, Tape Recordings, Television, \*Video Tape Recordings

Identifiers—Columbia Broadcasting System, Library of Congress, Metro Goldwyn Mayer, National Archives, \*National Iranian Radio and Television, Universal Studios

In response to a request by the National Iranian Radio and Television (NIRT), a study was conducted to see what types of film and video archives presently exist. Archives can be classified into three types: (1) production archives used as resources in the making of other films and tapes, (2) film studio archives used to store prints for future reproduction, and (3) scholarly archives where films of historical interest are housed. The media collections at the National Broadcasting Corporation, Universal Studios, Metro-Goldwyn-Mayer, the National Archives, and the Library of Congress were visited and examined with specific reference to the temperature and humidity of their storage facilities, the basis of collection, cataloging, retrieving, and the number of personnel. To further assist NIRT, the Educational Resources Information Center (ERIC) prepared an annotated bibliography about media archives and supplied details about its own computer-based information processing service. Appendixes include: (1) an outline of a Tymshare retrieval system for films and film transcripts, (2) an annotated bibliography on media storage and retrieval, and (3) instructions and price information for the ordering of ERIC services. (EMH)

ED 115 279 IR 002 824

Harrison, Randall Ekman, Paul

**Television in South Africa: The Research Paradox, Problem and Potential.**

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Sep 72

Note—25p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Communications, \*Cultural Factors, Developed Nations, Research Needs, Research Problems, \*Socialization, \*Television, \*Television Research

Identifiers—\*South Africa

South Africa, the last urban, industrial, Western-culture society without television, called for television introduction on January 1, 1976. Thus, South Africa represented the last chance to explore certain research questions about the impact of television in modern societies. A study was made of: (1) factors in the South African context which make research easy or difficult, (2) current plans for the introduction of television in South Africa, (3) the current research plans and capabilities of South African scientists, (4) research which should be done in the light of experience in other Western societies, and (5) steps which might be taken to facilitate necessary research. (Author/HB)

ED 115 280 IR 002 825

**Centre for Learning and Development [McGill University] Annual Report 1974-1975.**

McGill Univ., Montreal (Quebec). Center for Learning and Development.

Pub Date 75

Note—47p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Annual Reports, College Teachers, \*Consultants, Educational Improvement, Educational Researchers, \*Higher Education, \*In-service Teacher Education, Instructional Innovation, \*Research and Instruction Units, Teacher Education, Teacher Educators, \*Teaching Methods

Identifiers—\*Center for Learning and Development, McGill University

The Center for Learning and Development (CLD) at McGill University offers services and support to faculty in matters of course design, development, and evaluation. It serves as a resource center providing literature, consultations, and workshops on new developments in educational theory. CLD members research contemporary issues in education, and they serve as liaison agents to universities doing similar research. This annual report summarizes the research, publications, course designs, workshops, and special projects that were undertaken by the CLD during the 1974-75 school year. (EMH)

ED 115 281 95 IR 002 826

Walton, Wesley W.

**Productive Delivery Systems for Nontraditional Learning.**

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Dec 75

Contract—NIE-C-74-0027

Note—36p.

Available from—Box E, School of Education, Stanford University, Stanford, California 94305 (\$2.00, Check made payable to Box E must accompany order)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Curriculum Development, \*Educational Television, \*Higher Education, Instructional Innovation, \*Multimedia Instruction, \*Public Libraries, Teaching Methods

Identifiers—Free Public Library of Woodbridge New Jersey, \*Library Independent Study and Guide Program, UMA, University of MidAmerica

College-level instructional programs using a variety of media and aimed at adults pursuing degrees, specialized knowledge, or enrichment are described. The types of programs covered are: (1) learning programs which use a combination of various technologies, such as a text, study guide, audiocassettes, television programs, newspaper features, learning centers, Wide Area Telephone Service (WATS) lines, and reading lists; (2) programs which utilize mainly television lectures, supported by audio communication beamed to a specialized audience; (3) programs which employ public television, mail, and newspapers to reach a more heterogeneous audience; (4) programs which feature independent home study by correspondence alone, perhaps supported by local resource facilities, audiocassettes, a WATS line, or by minimal campus attendance; and (5) programs created by certain public libraries which outline a special independent learning project, select related educational materials, and provide support conferences. A 10-page annotated bibliography provides information on additional programs. (NR)

ED 115 282 95 IR 002 827

Brown, James W.

**Public Libraries and New Media: A Review and References.**

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Dec 75

Contract—NIE-C-74-0027

Note—43p.

Available from—Box E, School of Education, Stanford University, Stanford, California 94305 (\$2.00, Check made payable to Box E must accompany order)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Annotated Bibliographies, \*Audiovisual Aids, Cable Television, \*Films, Filmstrips, Futures (of Society), Library Services, Literature Reviews, Magnetic Tape Cassettes, Organizations (Groups), Phonograph Records, Phonotape Recordings, \*Public Libraries, \*State of the Art Reviews, \*Television, Video Cassette Systems, Video Tape Recordings

Compiled to describe the current state of new media activities in the public library, this annotated bibliography lists: (1) sources for readers seeking further information, (2) media associations and organizations, and (3) data about selected periodicals and nonprint productions in the area of audiovisual operations and innovations. The media chosen for coverage are: film (8mm and 16mm), television (cable, cassette, and some broadcast), and audio (cassettes, records, reel-to-reel tape, and some radio broadcasting). The final section discusses probable future media emphases in public libraries. Each section is composed of a narrative review followed by appropriate references related to that section. (Author/DS)

ED 115 283 IR 002 828

Coulter, Patricia

**Reference Update, Education: New Sources. Special Libraries Association 66th Annual Conference.**

Pub Date 75

Note—23p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Alternative Schools, \*Annotated Bibliographies, Dictionaries, Directories, \*Education, Educational History, Educational Legislation, \*Educational Research, Federal Programs, Instructional Materials, Periodicals, \*Reference Materials, Statistical Data

Recently issued or revised reference materials in the education field are listed in this annotated bibliography. Under the general reference section are listed dictionaries, biographical directories,

personnel and institutional directories, and other specialized directories. Other sections cover federal programs, statistical sources, education law, history of education, research in education, instructional materials, alternative education, and periodical literature. Inexpensive and free materials are included. (NR/FF)

**ED 115 284** IR 002 829

*Schliff, Frederick A., Ed.*

**Collective Bargaining in Libraries. Proceedings of a Conference.**

Illinois Univ., Urbana. Graduate School of Library Science.

Spons Agency—Illinois State Library, Springfield. Pub Date 75

Note—191p.; Allerton Park Institute Number 20 Available from—University of Illinois, Publications Office, Graduate School of Library Science, 249 Armory Building, Champaign, Illinois 61820 (\$8.00)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Bibliographies, \*Collective Bargaining, Conference Reports, Employer Employee Relationship, Glossaries, Legal Problems, \*Librarians, Libraries, Negotiation Impasses, Professional Personnel, Public Libraries, Simulation, \*Unions, University Libraries

A collection of papers takes a look at collective bargaining in the library world. Following an introductory chapter on the history and current status of the issue, there are two papers which discuss general problems and the current extent of library unionization. Other papers deal with the legal environment, recognition and bargaining units, the scope and obligations of negotiation, grievances, impasse resolution in the public sector, and negotiation simulation. Implications for public and academic libraries are also covered. A glossary and a bibliography (organized by topic) are included. (LS)

**ED 115 285** IR 002 830

*Johnson, Bruce L.*

**The California Library Association, 1895-1906; Years of Experimentation and Growth.**

Pub Date 30 Nov 75

Note—15p.; Paper presented at the Annual Meeting of the California Library Association (San Francisco, California, November 30, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Depository Libraries, \*History, Interlibrary Loans, Librarians, Libraries, \*Library Associations, Library Education, Library Material Selection, Public Libraries, Working Women

**Identifiers**—California, \*California Library Association, CLA 75

The first American Library Association convention west of the Mississippi, held in 1891 in San Francisco, generated an interest in forming a California association. Then in 1895 a meeting of representatives of eight northern California libraries was called, and the California Library Association (CLA) was born. The five main areas of concern to the early CLA were the development of traveling libraries and interlibrary loan within the state, the need for a state library training school in California, and the need for additional copyright depositories including one in California. Meetings held during the first decade covered those subjects as well as book selection, the ideal librarian, women serving in public libraries, book publishing and selling in California, and children's literature. (Author/LS)

**ED 115 286** IR 002 834

*Greer, Roger C.*

**The Anatomy of a Small Public Library: A Study of Current and Projected Needs of a Suburban Community and New Town with a Proposed Plan for Library Development.**

Spons Agency—Baldwinsville Library Association, N.Y.; New York State Urban Developmental Corp., Albany.

Pub Date Mar 74

Note—112p.

Available from—Roger C. Greer, Syracuse University, School of Information Studies, 113 Euclid Avenue, Syracuse, New York 13210

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Community Attitudes, \*Community Characteristics, Financial Support, Futures (of Society), Information Centers, Information Needs, Library Collections, \*Library Planning,

Library Services, Library Standards, Personnel Needs, \*Public Libraries, School Libraries, Use Studies

**Identifiers**—\*New York (Baldwinsville), New York (Lysander), School Public Libraries

A study was made of the Baldwinsville (New York) public library and nearby developing areas, including the Lysander New Community, in order to discover current and future library service needs and to make recommendations for meeting those needs. Existing data, library statistics, and a survey were used to analyze the library and its community. The library was found to have inadequate funding, facilities, services, and personnel to meet the needs of the community. Recommendations were: (1) to recharter the library as a school district public library; (2) to ask voters for a \$50,000 budget for 1974; (3) to increase space immediately, with the ultimate goal of three new facilities; (4) to expand the collection toward a goal of 100,000 by 1982; (5) to increase staff; (6) to increase services to adults; (7) to coordinate services to children with the schools; and (8) to develop an experimental information center at a branch library in Lysander. Scattered throughout the text are 42 tables and figures showing demographic information, library data, and results of a user survey. (LS)

**ED 115 287** IR 002 835

*Thomson, Dennis*

**Research on the History of the American Library Association.**

Pub Date 30 Jun 75

Note—11p.; Paper presented at the Annual Meeting of the American Library Association (94th, San Francisco, California, June 29-July 5, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*History, \*Library Associations, Library Research, Organizational Development, Organizational Effectiveness, Research Needs, Speeches, Trend Analysis

**Identifiers**—ALA 75, \*American Library Association

A researcher on the history of the American Library Association (ALA) describes problems encountered on his project, important trends in ALA, weaknesses and benefits of ALA, and needs in the area of historical research. Some of the problems cited are the inadequacy of organization and housing of the ALA archives, the unevenness of the archival materials, the researcher's status as an outsider, and lack of access to documents between 1958 and 1972. Among the current trends are: (1) unhappiness in the divisions related to ALA's tendency to be less responsive toward individuals; (2) greater concern with bread and butter issues; and (3) centralization of power in the hands of a few, generally establishment-oriented, individuals. Also cited are the weakness of ALA in the areas of democratic organization, library education, influence on the selection of Librarians of Congress, and publications. Benefits include ALA's role in raising the status of librarianship, pursuing foreign activities, and backing the concept of intellectual freedom. A need is seen for historical research in greater depth which may be pursued in dissertations, journal articles, and oral history projects. (LS)

**ED 115 288** 52 IR 002 836

**IUC/OCLC Network Evaluation. Final Report.**

Westat Research, Inc., Rockville, Md.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Office of Libraries and Learning Resources; Interuniversity Council of the North Texas Area, Richardson.

Pub Date 31 Aug 75

Note—229p.

**EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage**

**Descriptors**—Cataloging, Cost Effectiveness, Data Bases, Information Retrieval, Library Automation, Library Expenditures, \*Library Networks, Library Programs, \*Library Technical Processes, \*On Line Systems, Program Descriptions, \*Program Evaluation, Public Libraries, Tables (Data), \*University Libraries

**Identifiers**—AMIGOS Bibliographic Council, IUC OCLC Bibliographic Network, New Mexico State University, \*Ohio College Library Center, Texas State University

The operation of the Ohio College Library Center (OCLC) on-line bibliographic system in Texas and New Mexico Libraries was evaluated. The economic aspects of automated cataloging

and card production were compared with previous methods; the effectiveness of the system as a tool for pre-order searching was evaluated; and the impact of the system's use on interlibrary loan was determined. Both academic and public libraries participated in the extensive evaluation. Appendixes contain a statement of research methodology, profile and terminal data, reports of site visits, and a glossary. (JY)

**ED 115 289** IR 002 837

*Montgomery, K. Leon, Ed.*

**Document Retrieval Systems; Factors Affecting Search Time.**

Pub Date Jul 75

Note—144p.; Books in Library and Information Science, Volume 14

Available from—Marcel Dekker, Inc., 270 Madison Avenue, New York, New York 10016 (\$12.75)

**Document Not Available from EDRS**

**Descriptors**—Comparative Analysis, \*Filing, \*Information Retrieval, \*Information Storage, Information Systems, Research, \*Search Strategies, Tables (Data)

**Identifiers**—Inverted Files, Linear Files

An experiment was conducted to identify some of the important parameters affecting search time, a critical cost factor in retrieval systems. Using actual computer searches of Chemical Abstracts Condensate, a comparison was made between the effectiveness of linear and inverted filing systems. Since the results indicated that it was the type and number of questions which determined which filing system was most practical, it was hypothesized that the optimal retrieval system would incorporate both linear and inverted files and would include a program to determine which filing system would facilitate the fastest search. Contained in the text are reviews of relevant literature, a detailed description of the experiment, and tabular data to support the analysis. (EMH)

**ED 115 290** IR 002 839

*Chakrabarti, Ajit Kumar*

**Collecting Information for the Identification of Various Ethnic Groups in Toledo, Ohio.**

Toledo Univ., Ohio. Dept. of Library and Information Services.

Pub Date Aug 74

Note—176p.; Master's Thesis, University of Toledo

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

**Descriptors**—\*Community Surveys, \*Data Collection, \*Ethnic Distribution, \*Ethnic Groups, Local History, Masters Theses

**Identifiers**—\*International Institute of Greater Toledo, Ohio (Toledo)

A study of the ethnic composition of Toledo, Ohio, was conducted which consisted of four elements: (1) a statement of the importance of studying the ethnic composition of a community; (2) a summary of the sources of literature that is germane to such a study; (3) a summary of the problems encountered in the data collection process; and (4) an overview of the ethnic composition of Toledo. Ethnic groups were examined according to their residential distribution, cultural patterns, and retention of their native language. Included in the appendix is a description of the objectives and functions of the International Institute of Greater Toledo. (EMH)

**ED 115 291** 95 IR 002 840

*Givens, Elizabeth*

**Establishment of a Resources Library System.**

Western Interstate Commission for Higher Education, Boulder, Colo. Resources Development Internship Program.

Spons Agency—Economic Development Administration (DOC), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date 3 Sep 74

Note—108p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—Cataloging, \*Government Libraries, Library Collections, Library Networks, \*Library Planning, \*Library Services, Library Standards, Research Libraries, \*Special Libraries, \*Use Studies

**Identifiers**—BLM, Bureau of Land Management, Department of the Interior Library, Montana State Office, MSO

The purpose of the Resources Development Internship Project was to catalog the collection of the U.S. Bureau of Land Management Montana

State Office (MSO) library, which consisted of approximately 1,400 volumes of diverse library materials. Other objectives were to improve access to the materials, and develop a general system of library operation including maintenance of the collection and services to MSO and District personnel. Development of services involved interviewing selected MSO personnel in order to determine their library needs, developing a loan system for the District offices, contacting area libraries and the Department of the Interior Library in Washington, D.C., in order to extend their services to the MSO, and improving on the content of the collection. The written product of the project consisted of procedure manuals for the upkeep of the library, user guidelines for both MSO and District personnel, a library director, policy statements, and recommendations for further library growth and development. (Author/NR)

**ED 115 292** IR 002 841  
*Soules, Gordon*

**What People Want in a Library. The Kind of Information Every Library Needs to Provide the Best Possible Services to Its Community.**  
Soules (Gordon) Economic and Marketing Research, Vancouver (British Columbia).  
Pub Date 75  
Note—150p.

Available from—Gordon Soules Economic and Marketing Research, 355 Burrard Street, Vancouver, British Columbia V6C 2G8

**Document Not Available from EDRS**

Descriptors—Community Characteristics, Library Services, \*Library Surveys, \*Public Libraries, Questionnaires, Recreational Reading, Tables (Data), \*Use Studies  
Identifiers—British Columbia (Vancouver), \*Burnaby Public Libraries

Based on 500 randomly selected interviews, data were gathered concerning the use of Burnaby Public Libraries, Vancouver. Users were questioned about their reading habits, literature preferences, interests, and knowledge and use of the public library. The document contains details about the survey design, execution, and results. (EMH)

**ED 115 293** IR 002 842

*DeHart, Florence E.*  
**Interpersonal Relations in Libraries: A Seminar Experiment.**  
Emporia Kansas State Coll.  
Pub Date 75  
Note—20p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—Case Studies, \*Course Descriptions, \*Course Objectives, Courses, Curriculum Development, \*Interpersonal Competence, \*Interpersonal Relationship, \*Library Education  
Identifiers—Kansas (Emporia), Kansas State College School of Library Science

During the fall term of 1975, an experimental course was offered at the School of Library Science, Emporia Kansas State College. The objective was to review the general principles of interpersonal relations and to apply them to case studies involving library staff and patrons. Using a brief reading list and a case study approach, students were expected to become familiar with the relevant literature, to reflect on their own behavior, and to internalize techniques for effective interpersonal relations. A systems approach was used, but it was observed that students experienced difficulty internalizing the principles that were introduced. (EMH)

**ED 115 294** IR 002 843

*Stillerman, Sophia J.*  
**Format for Library Instruction; Stated Student Preferences at a Community College.**  
Pub Date Jun 75  
Note—35p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—\*College Libraries, Community Colleges, \*Library Programs, \*Library Skills, \*Research Skills, \*Use Studies  
Identifiers—\*Bergen Community College

In order to assess the competence of library users at Bergen Community College (Paramus, New Jersey), a survey of the student body was conducted which revealed that more than half of the students used the library as a resource center and that approximately 64 percent of students had been exposed to a library orientation program in their English classes. Despite this finding,

librarians continued to observe that students were deficient in research skills. It was recommended that an innovative course in library orientation and research skills be developed and experimentally administered. (EMH)

**ED 115 295** IR 002 845

*Kobin, William*  
**The Evolution of "Feeling Good".**  
Children's Television Workshop, New York, N.Y.  
Pub Date 18 Nov 75

Note—17p.; Paper presented at the Annual Meeting of the National Association of Educational Broadcasters (Washington, D.C., November 15-19, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—Educational Television, \*Health Education, Outreach Programs, \*Programming (Broadcast), \*Public Health, \*Public Television, Speeches  
Identifiers—Feeling Good

Having witnessed the success of public broadcasting series such as "Sesame Street," public health officials began to work toward the creation of a new series concerning health and aimed at a prime time, adult audience. A feasibility study showed that there was a potential audience, and discussion then focused on the topics and format which would most appeal to the public. "Feeling Good," a pilot series using a variety show format, was created and broadcast, but mixed reviews and only marginally successful ratings suggested that the program be abbreviated to half an hour and that the program contain less frivolity and more informative documentary. After modifications and with increased support from the Public Broadcasting System, "Feeling Good" returned to the air to receive good reviews and positive audience response. (EMH)

**ED 115 296** IR 002 846

*Hull, Marion Hayes*  
**The Changing Communications Industry.**  
Pub Date Nov 75

Note—6p.; Paper presented at the Annual Meeting of the National Association of Educational Broadcasters (Washington, D.C., November 15-19, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*Employment Practices, \*Equal Opportunities (Jobs), \*Minority Groups, \*Public Television, Telecommunication  
Identifiers—\*National Association of Public Broadcasters

At the 1970 National Association of Educational Broadcasters convention, a minority affairs report showed that, although minorities constituted nearly 10 percent of public broadcasting employees, there was almost no minority representation at the management and professional levels. Recent statistics show little change in those employment practices. Programs should be initiated to train minority group members to assume future open positions that are projected in a 10-year industry needs study. Minorities should prepare themselves for leadership and ownership of all phases of the telecommunications industry. Federal agencies should be monitored to insure compliance with equal opportunity employment practices, and the talents of minorities should be specifically applied to designing and developing telecommunications systems to service disadvantaged communities. (EMH)

**ED 115 297** IR 002 847

*Blum, Richard A.*  
**New Objectives for the Instructor of Television Directing and Performance.**  
Pub Date Nov 75

Note—21p.; Paper presented at the Annual Meeting of the National Association of Educational Broadcasters (Washington, D.C., November 15-19, 1975); Not available in hard copy due to poor reproducibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Acting, \*Course Descriptions, Curriculum Development, Drama, Dramatics, Higher Education, \*Production Techniques, Professional Education, Reading Materials, \*Television, Theater Arts

Directing and acting in television productions requires a broad technical background that differs greatly from stage productions. In addition to understanding the technical problems that are unique to television, the director and actor must be deft at script analysis, character development,

and mood setting. To assist the aspiring director and actor to master these technical and artistic skills, two courses have been designed. The first, in advanced television directing, concentrates on the role of the director in script interpretations and dramatic visual effects. The second course concentrates on the basic principles of television acting with emphases on character development and acting techniques to represent different emotions. Each course includes a statement of objectives, an outline of daily lesson plans, and a reading list. (EMH)

**ED 115 298** IR 002 848

*Blum, Richard A.*  
**Utilizing Professionals in Broadcast Education.**  
Pub Date Nov 75

Note—7p.; Paper presented at the Annual Meeting of the National Association of Educational Broadcasters (Washington, D.C., November 15-19, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*Consultants, Curriculum Development, Drama, Dramatics, Higher Education, \*Professional Education, \*Specialists, \*Television, \*Theater Arts  
Identifiers—\*University of Texas

For students in broadcast education, it is important to be exposed to some of the industry's more successful film writers, directors, and executives. This kind of experience gives the student a sense of reality, informs him of the latest industry trends, and provides vital contacts—the first step in finding industry employment. Though the University of Texas does not have the advantage of being located in Los Angeles or New York, it has managed to provide students with first hand experiences through vigorous correspondence, occasional conference calls, and a series of guest lecturers. (EMH)

**ED 115 299** IR 002 849

*Rosenbluth, Leon*  
**Research Outlook at the Corporation for Public Broadcasting.**  
Corporation for Public Broadcasting, New York, N.Y.  
Pub Date Nov 75

Note—12p.; Paper presented at the Annual Meeting of the National Association of Educational Broadcasters (Washington, D.C., November 15-19, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*Audiences, Pilot Projects, \*Programming (Broadcast), \*Public Television, Speeches, \*Television Research, \*Television Surveys, Viewing Time  
Identifiers—Corporation for Public Broadcasting, Public Broadcasting System

A recent broadcast on the Public Broadcasting System (PBS) entitled "The Incredible Machine" showed that public television is capable of reaching a large audience. To further explore its potential to reach larger audiences, PBS has subscribed to public opinion polls to become more systematically aware of wants, desires, needs, and dreams of their viewing audiences. A second kind of research that should be conducted would be to develop pilot programs and to have the programs evaluated by their intended target audiences. Since each local station has its own audience, it is necessary that surveys be taken at the local level and that stations become accountable to their local audiences. Also, further research is needed to discern the effect of cable television on the popularity of PBS programming. (EMH)

**ED 115 300** IR 002 850

*Miller, Lewis*  
**Partly through the Rear-View Mirror.**  
Pub Date Nov 75

Note—10p.; Paper presented at the Annual Meeting of the National Association of Educational Broadcasters (Washington, D.C., November 15-19, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*Communication (Thought Transfer), \*Information Theory, \*Media Research, Speeches  
Identifiers—\*McLuhan (Marshall)

Marshall McLuhan's thesis that the "media is the message" can be criticized from two perspectives: that communication can be divided into content and media, and that media is the element that most affects human consciousness. The weight of numerous illustrations are to the contrary. Furthermore, the assertion is so broad that

there is no way to prove its validity. To focus on a single variable (media) to explain the state of human consciousness ignores the multitude of other variables that are at work. McLuhan's second error is one of omission. He fails to understand the gravity of language in affecting communications. By comparison, the effects of media are only trivial. (EMH)

**ED 115 301** IR 002 851

*Metallinos, Nikos*

**The Structure of TV Pictures: The Forces That Operate Within the TV Screen.**

Pub Date Nov 75

Note—26p.; Paper presented at the Annual Meeting of the National Association of Educational Broadcasters (Washington, D.C., November 15-19, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Contrast, Production Techniques, \*Research Needs, \*Television, Television Lighting, \*Television Research, \*Visual Perception

Little research has been conducted into the structure of television images. This structure merits examination in terms of its perceptual psychology, composition (light, color, form, placement, sound, and editing), and the aesthetics of motion field forces theory asserts that there are differences between a real scenario and its representation on television and that these differences should be analyzed in terms of orientation, aspect ratio, direction of movement, symmetry, proportion, and balance. Several key questions of perception demand further research: (1) placement within the television field; (2) boundaries of the screen; and (3) the contrast between the subject and its background. The results of future research could profoundly affect techniques in lighting, staging, and space manipulation. (EMH)

**ED 115 302** IR 002 852

*Cullen, Mike*

**[Legislative Implications of Privacy, Security and Confidentiality.]**

Pub Date 11 Dec 75

Note—12p.; Paper presented at the Annual Meeting of the California Educational Data Processing Association and California Educational Computing Consortium (Los Angeles, California, December 11-12, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Confidentiality, \*Data Collection, \*Electronic Data Processing, \*Information Processing, Information Systems, Legislators, Speeches, \*State Legislation

Identifiers—\*California, Privacy

In the face of more sophisticated data collection technology, California voters have demonstrated an increasing concern about their own privacy. In response, Assemblyman Cullen has proposed a bill to the state legislature which would require anyone opening an automated information system to send notice to the Secretary of State. This notice would include an identification of the system, its purposes, the category of the subjects, the category of information, the recipients of the data, and the intended use of the data. In addition, at the time of collection, the subject must be informed of the purpose for which the data is being collected. Any subject would be able to review his record and dispute any data, and data may not be released for unauthorized uses without the permission of the subject. Criminal penalties are specified for individuals who violate the code. (EMH)

**ED 115 303** IR 002 854

*Cabletters; Numbers 1, 2, 4, and 6.*

Connecticut Cable Coalition, Hartford.; Connecticut Univ., Storrs. Inst. of Public Service.

Pub Date 75

Note—28p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Cable Television, Closed Circuit Television, \*Educational Television, Higher Education, Media Technology, \*Programming (Broadcast), Social Services, \*Telecommunication, \*Television, Video Tape Recordings

Identifiers—CATV

Cabletters is an educational service designed to acquaint public service personnel in Connecticut with local telecommunications issues and answers. These four pamphlets include information on how cable television works and its use in the social services. Detailed information is given on

how to develop your own television programming using portable video equipment. Specifications for the selection of video hardware are included. (DS)

**ED 115 304** IR 002 856

*Freeman, James E. Rubenstein, Albert H.*

**The Users and Uses of Scientific and Technical Information: Critical Research Needs.**

Denver Univ., Colo. Research Inst.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Nov 74

Note—52p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Conferences, Information Science, Research, \*Research Design, \*Research Methodology, \*Research Needs, \*Research Problems, Research Utilization, Sciences, Technology

Identifiers—\*Scientific Information, Technical Information

At a 1973 workshop held in Denver, Colorado, 21 participants familiar with the uses of Scientific and Technical Information (STI) services gathered to identify the system's major research needs. Initially, 50 research projects were suggested in the areas of design, management, operations, marketing, and global considerations. Using a priority weighting technique, the list was reduced to the 10 most critical research needs, and five of these were selected for discussion about appropriate research designs. The appendices of this document include the lists of researchable questions and the quantitative results from the allocation rating forms. (EMH)

**ED 115 305** IR 002 857

*Platt, Joan M.*

**Visual Literacy; What Research Says to the Teacher.**

National Education Association, Washington, D.C.

Pub Date 75

Note—33p.

Available from—NEA Publications, Order Department, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516 (\$0.75)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Audiovisual Aids, Films, Photography, Primary Education, Student Motivation, \*Visual Learning, \*Visual Literacy

Visual literacy has been a function of human experience since the cave dwellers first created wall paintings. The contemporary definition of visual literacy extends literacy to include all the connotations of the word visual and encompasses perceptions developed from visual experience. The use of visual symbols together with written language symbols can strengthen the student's concept and thereby motivate him. It is important that the student have the opportunity to discover the enjoyment of learning with pictures he has taken himself with a camera. Three schools are listed that have existing visual literacy programs. Twenty-nine research references and a 13-item bibliography are included. (Author/DS)

**ED 115 306** IR 002 859

*Goldfield, David, Ed.*

**A Guide to Film and Television Courses in Canada, 1975-76.**

Canadian Film Inst., Ottawa (Ontario).

Pub Date 75

Note—209p.; For earlier edition see ED 105 810  
Available from—Canadian Film Institute, 303 Richmond Road, Ottawa, Ontario K1Z 6X3 (\$2.70)

**Document Not Available from EDRS**

Descriptors—\*College Programs, \*Course Descriptions, Directories, \*Films, Higher Education, Photography, \*Television

Identifiers—\*Canada

Intended as a reference for students in film and television, this guide for 1975-76 contains pertinent information on media courses in over 80 Canadian colleges and universities. The schools are arranged according to provinces and a complete description of individual course offerings is given. A listing of filmography monographs, and brief descriptions of the National Science Film Library and the National Film Theatre of Canada are included. (DS)

**ED 115 307**

*Quinly, William J.*

**Prospects for Consensus in the Cataloging of Nonprint Materials.**

Pub Date Jul 75

Note—5p.; Paper presented at the Annual Meeting of the American Library Association (94th, San Francisco, California, June 29-July 5, 1975); Not available in hard copy due to reproducibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Audiovisual Aids, \*Cataloging, Catalogs, \*Classification, Instructional Media, Standards

Identifiers—AECT, ALA 75, Assn Educational Communications and Technology

Current trends in cataloging nonprint materials and the new Association for Educational Communications and Technology (AECT) cataloging standards are discussed. The bulk of this paper is composed of suggestions for cataloging nonprint material by organizing data into prescribed areas, each of which contains one or more elements of information. (DS)

**ED 115 308** IR 002 861

*Ballard, Richard J. Eastwood, Lester F., Jr.*

**Planning Communication Networks to Deliver Educational Services.**

Washington Univ., St. Louis, Mo. Center for Development Technology.

Spons Agency—National Aeronautics and Space Administration, Washington, D.C.; National Science Foundation, Washington, D.C.

Report No.—WU-CDT-M-CG-75-6

Pub Date Aug 75

Note—162p.

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

Descriptors—\*Cable Television, Closed Circuit Television, Computer Assisted Instruction, Computer Programs, \*Delivery Systems, Educational Specifications, Educational Technology, Estimated Costs, \*Facility Case Studies, Information Networks, Information Retrieval, Lecture, \*Networks, State of the Art Reviews, Telecommunication

Identifiers—\*Dedicated Coaxial Cable Networks, Missouri (Saint Louis), PLATO, TICCIT

As companion to the more general document Telecommunications Media for the Delivery of Educational Programming, this report concentrates on the technical and economic factors affecting the design of only one class of educational networks, dedicated coaxial cable systems. To provide illustrations, possible single and dual dedicated cable networks are considered as ways to deliver educational services to selected institutions in the St. Louis metropolitan area. The networks described have the capacity to simultaneously distribute 35 forward and eight return channels. Cost estimates, construction techniques, and technical limitations of the systems are discussed in detail. Since user efficiency is a key factor in minimizing the cost of the system, a projection is made for the potential use of the system in the St. Louis area. Extensive appendixes concentrate on the technical functioning of the system. (EMH)

**ED 115 309** IR 002 862

*Dahllof, Urban Willen, Birgitta*

**Evaluation of Distance Education.**

Office of the Chancellor of the Swedish Universities, Stockholm.

Pub Date 75

Note—10p.; Information on research and development in post-secondary education

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Adult Education, \*Correspondence Study, Course Evaluation, Higher Education, Independent Study, Program Evaluation, Teaching Methods, Telephone Instruction

Identifiers—\*Distance Education, Sweden

Independent study or distance education courses were established in 1973 at five universities in Sweden. Evaluation of the project was planned to include: (1) a description of the student population, (2) a study of the students' use of and attitudes toward distance-bridging aids such as examinations and methods of instruction, (3) a special study of the students' geographical spread, (4) a study of the effects of the admission rules, (5) analysis of dropouts, (6) interviews with the teachers, and (7) an analysis of prospective student inquiries. Twelve additional Swedish reports and three English reports are cited. (Author/DS)

**ED 115 310** IR 002 863*Bourne, Charles P. And Others***Bibliographic Access to the University of California Library Resources at Berkeley and Los Angeles.**

California Univ., Berkeley. Inst. of Library Research.

Report No.—CU-ILR-75-003

Pub Date Jun 75

Note—200p.

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

Descriptors—Catalogs, \*Interlibrary Loans, \*Library Circulation, Library Collections, Library Cooperation, Library Surveys, Off Campus Facilities, \*University Libraries, \*Use Studies

Identifiers—University of California Berkeley, University of California Los Angeles

A study measured the extent of bibliographic access available to off-campus users for the resources of the libraries of the University of California campuses at Berkeley (UC) and at Los Angeles (UCLA). Random samples of bibliographic items were drawn from card catalogs on both campuses, with each sample representative of the resources of both the general library systems and most of the unaffiliated campus libraries. Major printed catalogs which contained a significant number of records for materials on these campuses were checked to see if each sample item was identified with the campus from which it was drawn. A maximum of 67.2 percent of the UC sample and 69.5 percent of the UCLA sample were found to be bibliographically accessible through available printed catalogs. The maximum possible net off-campus bibliographical and physical access to the total library resources, based on the compound factors of bibliographical access, interlibrary loan policy, and physical availability in inventory, appears to be about 54.2 percent for the UC campus and, based on the factors of bibliographic access and interlibrary loan policy, about 59.6 percent for the UCLA campus. (EMH)

**ED 115 311** IR 002 864*Pastore, John O.***Long-Range Funding for Public Broadcasting. Report from the Subcommittee on Communications, Senate Committee on Commerce, Ninety-Fourth Congress, First Session.**

Congress of the U.S., Washington, D.C. Senate Committee on Commerce.

Pub Date 21 Mar 75

Note—32p.; Report Number 94-55; For a related document see ED 114 048

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Educational Radio, Educational Television, Federal Legislation, \*Financial Support, \*Government Publications, Government Role, \*Public Television

Identifiers—\*Corporation for Public Broadcasting, SB 893

This document begins with a summary of the proposed bill on long range funding for public broadcasting, a brief history of federal support for public broadcasting, and a statement of the financial needs of public broadcasting. A section-by-section analysis of the bill, a statement of the purpose of the Corporation for Public Broadcasting (CPB), and a summary of the general provisions of the legislation are included in the text. The appendixes include three letters from CPB officials discussing compliance with Equal Employment Opportunities Council guidelines and the corporation's need for additional funding. (EMH)

**ED 115 312** IR 002 865*Suppes, Patrick***Research on Uses of Audio and Natural-language Processing in Computer-assisted Instruction. Annual Technical Report July 1, 1974-June 30, 1975.**

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 75

Note—13p.; Not available in hard copy due to reproducibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Annual Reports, \*Computer Assisted Instruction, Elementary School Mathematics, Language Instruction, Mathematics Instruction, Reading Instruction, \*Research and Development Centers

Identifiers—Computer Generated Speech, \*Institute for Mathematical Studies Social Sciences, Natural Language Processing, Speech Recognition, Stanford University

This annual report of progress of the Institute for Mathematical Studies covers four main projects: (1) computer generated speech, (2) complex teaching programs with audio, (3) teaching reading with audio, and (4) speech recognition. Thirty-seven references to research on the use of computers and the teaching of primary reading are included. A listing of 15 technical reports issued by the institute during the reporting term is appended. (DS)

**JC****ED 115 313** JC 750 573*Fisher, Allan H., Jr. And Others***Navy Recruitment in Junior Colleges. Final Report. Technical Report No. 76-1.**

Hay Associates, Washington, D.C.

Report No—AD-A013-670; TR-76-1

Pub Date Jul 75

Note—192p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (Order No. AD-A013-670, MF \$2.25, HC \$7.00)

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

Descriptors—Enlisted Men, \*Field Interviews, Junior Colleges, \*Junior College Students, Males, \*Military Personnel, Officer Personnel, Publicize, Public Relations, \*Recruitment, \*Student Attitudes

Identifiers—Navy

The major objective of this survey research project was to estimate the Navy recruitment potential of male, junior college students. The results of a national survey of 807 students that a promising recruitment market exists for officer and enlisted recruiting, including both the active force and the Reserve. A second objective was to determine if the enlistment potential of male, college students varies in terms of common demographic characteristics such as age, education, race, family income, mental ability, etc. There were very few instances of demographic variables being related to enlisted potential or officer potential. A final objective was to determine the relative preference of male, junior college students with respect to alternative recruitment strategies. This involved the evaluation of preferred alternative modes of contact, e.g., the recruiter or the various advertising media. Survey findings document the importance of the recruiter, and suggest promising media and appeals which could be employed in recruitment advertising directed to this target market segment. (NTIS)

**ED 115 314** JC 750 592*Cohen, Arthur M.***The Humanities in Two-Year Colleges: A Survey of the Faculty.**

Center for the Study of Community Colleges, Los Angeles, Calif.

Pub Date 75

Note—30p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*College Faculty, Goal Orientation, Humanities, \*Humanities Instruction, Job Satisfaction, \*Junior Colleges, \*National Surveys, Personal Values, Research Design, \*Research Methodology, Statistical Studies, Teacher Attitudes, Teacher Background

This report presents the responses (in percentages) to each questionnaire item of a national survey of humanities faculty in two-year colleges. The data are preceded by a description of the procedure used for sampling humanities faculty, and a control group of department and division chairmen outside the humanities, in 156 two-year colleges. It outlines the controls used to ensure the representativeness of the sample and the pilot testing procedures used to find the best procedure for obtaining a high response rate. A total of 1,493 faculty (84 percent) responded to the 11 page questionnaire asking their opinions and attitudes on a variety of personal and professional matters. The college sample was stratified so that the 1,177 two-year institutions in America were represented proportionately according to type of control (public or private), geographic locale, emphasis (comprehensive, technological, liberal arts), organization (multi- or single-campus district), size, and age. The faculty sample included a random one-half of all full-time and part-time instructors who taught one or more humanities courses in these colleges in spring 1975. (Author/RL)

pus district), size, and age. The faculty sample included a random one-half of all full-time and part-time instructors who taught one or more humanities courses in these colleges in spring 1975. (Author/RL)

**ED 115 315** 95 JC 750 593*Jones, Emmett L. And Others***Mastery Learning: A Strategy for Academic Success in a Community College. Topical Paper No. 53.**

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—TP-53

Pub Date Dec 75

Note—54p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Academic Achievement, Instructional Improvement, \*Junior Colleges, \*Low Ability Students, \*Performance Based Education, Program Descriptions, \*Teaching Methods

Identifiers—\*Mastery Learning, Olive Harvey College

This paper describes the implementation of a Mastery Learning approach to instruction at Olive-Harvey College (OHC) in Chicago, and outlines planning and operating procedures for its implementation at other institutions. This approach was attempted at OHC as a response to the decreasing abilities of entering students, after many other innovative techniques had been tried with limited success. The Mastery Learning strategy rested on a foundation of fundamental propositions about learning, and seemed specially in accord with the community college's philosophic emphasis on instruction. The paper describes the development of course objectives, establishment of achievement criteria, definition of learning units and identification of learning elements, and the construction of diagnostic tests and prescriptive remedial materials. In general, the Mastery Learning approach has been judged successful at OHC; although some problems have been encountered, a greater level of achievement has been attained by students in Mastery Learning classes. Mastery Learning has permitted traditional group instruction within the fixed academic calendar. It has not required administrative restructuring, complex instructional hardware, curricular change, or a large budget allocation; thus it lends itself to implementation in many different college situations. (BB)

**ED 115 316** 95 JC 750 594*Lombardi, John***Part-Time Faculty in Community Colleges. Topical Paper No. 54.**

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—TP-54

Pub Date Dec 75

Note—62p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Administrator Attitudes, Collective Bargaining, College Faculty, Faculty Organizations, Faculty Recruitment, \*Junior Colleges, \*Part Time Teachers, \*Salary Differentials, Teacher Attitudes, Teacher Education, Teacher Qualifications, \*Teacher Welfare, Teaching Load

The number of part-time faculty in the community college has dramatically increased in recent years. The trend to hire more part-time instructors will likely continue, due to the increasing numbers of part-time students, the movement toward off-campus classes in scattered locations, and the growing numbers of unemployed college graduates with teaching majors. Meanwhile, important issues related to part-time faculty are being debated: pay of part-time instructors, the number of day part-time faculty and their ratio to full-time instructors, their inclusion or exclusion as members of the bargaining unit where collective bargaining exists, and their rights and responsibilities in the department and in the college. The author delineates the different perspectives on these issues held by administrators, and full-time and part-time faculty. The present situation is described in the major sections of the paper: definition, number, sources, qualifications, academic preparation, experience, workload, and wage rates of part-time instructors. He concludes



with the implications of these data on the future of community colleges and their staffs. (Author/RL)

**ED 115 317** JC 750 595

*Blumer, Dennis H., Ed.*

**Legal Issues for Postsecondary Education. Briefing Papers 1.**

American Association of Community and Junior Colleges, Washington, D.C.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 75

Note—96p.; Published in cooperation with the National Association of College and University Business Officers and the Association of College and University Attorneys

Available from—American Association of Community and Junior Colleges, One Dupont Circle, N. W., Suite 410, Washington, D. C. 20036 (\$5.00)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—Administrative Personnel, \*Civil Liberties, College Faculty, College Students, Confidential Records, Court Litigation, Employer Employee Relationship, Equal Opportunities (Jobs), \*Federal Legislation, Freedom of Speech, \*Legal Problems, \*Legal Responsibility, Personnel Policy, \*Post Secondary Education, Student Rights, Trustees

This publication is intended to outline basic legal issues in key areas confronting the postsecondary education community, and to provide background information of which every college administrator should be aware. Chapter 1, Some General Thoughts on Postsecondary Education and the Law, discusses the increased activity of courts in campus matters and the complexity of federal law and regulations, focusing on equal employment opportunity. Chapter 2, Legal Liabilities of Administrators and Trustees, discusses criminal, civil, contract, tort and other types of liability, violation of constitutional rights, the doctrines of sovereign immunity, indemnification, and insurance. Chapter 3, Legal Liability of Faculty, presents a general outline of problems, including faculty relationship with the employer-institution, defamation, confidentiality and student records, copyright and patents, research, and safeguards. Chapter 4, Developing a Faculty and Staff Personnel Policy, discusses such considerations as purpose for access to files when creating a personnel records policy, as well as the effect on access of federal, state, and campus law. Chapter 5, The First Amendment Freedoms of Speech, Press, and Association, includes discussion on the scope and application of the First Amendment within the campus environment. (KB)

**ED 115 318** JC 750 596

*Harris, David A. Parsons, Michael H.*

**Adjunct Faculty: A Working System of Development.**

Hagerstown Junior Coll., Md.

Pub Date Dec 75

Note—12p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Consultants, Faculty Evaluation, \*Inservice Teacher Education, \*Junior Colleges, \*Part Time Teachers, Recruitment, Systems Approach, \*Teacher Improvement, \*Teacher Orientation, \*Teachers

Identifiers—Hagerstown Junior College

Adjunct (part-time) faculty comprise 35 to 45 percent of the teachers in two-year colleges, yet receive virtually no systematic assistance in professional development. In 1972, Hagerstown Junior College (Maryland) initiated a program of staff development for adjunct faculty to remedy this deficiency. The program is designed to familiarize adjunct faculty with college procedures, to ensure instruction of equal quality with that provided by regular faculty, and to establish a process of communication between adjunct and regular faculty and staff. Based on a systems model, the program consists of four parts: recruitment, input, processes, and output. In the recruitment phase, media advertisement is used to secure qualified applicants. The input phase begins with providing the new instructor with the Adjunct Faculty Handbook, which outlines college policies and regulations. An Adjunct Faculty Workshop attempts to initiate communication processes with division chairpersons and other college personnel. Extended availability of auxiliary services and their professional staffs as

consultants to adjunct faculty during evening hours characterizes the process phase. Evaluation of the output is provided through objective/subjective student and supervisor evaluations of the adjunct faculty member. (BB)

**ED 115 319** JC 750 598

*Brawley, Edward Allan*

**The New Human Service Worker; Community College Education and the Social Services.**

Pub Date 75

Note—178p.

Available from—Praeger Publishers, 111 Fourth Avenue, New York, New York 10003 (\$16.50)

Document Not Available from EDRS

Descriptors—Associate Degrees, \*Curriculum Design, Differentiated Staffs, \*Human Services, Job Analysis, \*Junior Colleges, Models, \*Social Work, Social Workers, \*Subprofessionals, Task Analysis

The distant nature and purposes of social work education programs at different educational levels, which prepare persons for social service roles at different levels of practice, lack systematic and generally acceptable definitions. The newest and least understood direct service practitioners are graduates of community college social work education programs. This study develops and analyzes two current models of human service education and practice at the associate degree level—the Human Services Technician and the Human Services Generalist—in terms of their sources, underlying assumptions, and implications for job roles and tasks and for curriculum design. An alternative conceptual framework is developed, based on the team model of staff differentiation in social work practice, which attempts to capitalize on the strengths and eliminate the weaknesses of the two current formulations. The proposed approach introduces the concept of the specialist to the generalist model; the student moves from depth to breadth, from concrete and specific learning experiences in a vocational core to broader experiences which develop conceptual, analytic, and problem-solving skills through a series of liberal arts electives. An extensive bibliography is appended. (CN)

**ED 115 320** JC 750 599

*Bennett, Robert L.*

**An Improved Urban-Suburban Management Model for Multi-Campus Community College Districts: Educational Management by Community Objectives. First Annual Project Report.**

San Mateo Community Coll. District, Calif.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date 75

Note—115p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—Community Resources, Educational Needs, Educational Planning, \*Junior Colleges, \*Management by Objectives, \*Management Systems, \*Multicampus Districts, \*School Community Cooperation

Identifiers—California (San Mateo)

In order to identify and respond to a broad range of identifiable needs within the urban-suburban community, an improved community college district management model was developed which combines the management resources of community colleges with the management resources of the multibillion dollar operations of community business, industry, and civic agencies to provide better, more efficient, cost-effective college district management. Emphasis is placed on determining objectives and evaluating progress toward community goals. This document reports on Phase 1, the period of preliminary development. Phase 2, will be a period of refinement, and Phase 3, will be concerned with further validation, indepth analysis of the process, and dissemination of the results. Fourteen different developmental areas are identified, but the bulk of this document is devoted to a series of nine Progress Indicators which include samples of activity such as that from the Chancellors' Round Table, the Collective Bargaining Conference, Master Planning, and the Seminar on Administrative Reorganization. This document is intended as an aid to all multicampus community college districts in their development of improved management systems, and their use of community management resources. (NHM)

**ED 115 321** JC 750 600

*Owen, Harold James, Jr.*

**Self-Study Manual for State Governing and Coordinating Boards for Community/Junior Colleges.**

National Council of State Directors of Community-Junior Colleges.

Pub Date Nov 75

Note—25p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Administrative Organization, \*Bibliographies, \*Evaluation Methods, Federal State Relationship, \*Governing Boards, \*Junior Colleges, Legal Responsibility, Management Information Systems, Manuals, \*Self Evaluation, State Boards of Education, State School District Relationship, Statewide Planning

The purpose of this self-study manual is to provide a vehicle to enable state coordinating boards for community-junior colleges and their staffs to conduct an assessment or self-study of their activities, in order to better assess their role in the state's community-junior college system and to identify areas in which changes or improvements are needed. In each of seven areas, suggested steps are outlined. The seven areas are: (1) goals, scope, and legal responsibilities; (2) organization and administration; (3) planning and research; (4) finance; (5) external influences and relations-state and national; (6) relations with constituent institutions within the system; and (7) management information systems. A selected recent bibliography of 116 references to books, book chapters, and journal articles on state governing and coordinating boards for community-junior colleges is included for indepth review of particular phases of board operations. (CN)

**ED 115 322** JC 750 602

*Roberts, Dayton Y.*

**Personalizing Learning Processes.**

Pub Date [75]

Note—9p.; Paper presented at the Annual Meeting of the American Association of Community and Junior Colleges (Seattle, Washington, April 13-16, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—College Faculty, Humanistic Education, \*Junior Colleges, Junior College Students, Learning Modalities, \*Learning Processes, Personal Growth, \*Personality Assessment, Personality Development, Personality Tests, Personality Theories, \*Self Concept, \*Teaching Styles

Identifiers—Jungian Theory, MBTI, \*Myers Briggs Type Indicator

The growth of interest in personalized learning, which emphasizes the realization and development of the self-concept in the learning process, prompted educators to combine the Jungian psychological theories of Perceiving and Judging with the personality types measured by the Myers-Briggs Type Indicator (MBTI) to form a model for veiwng community college instructors and students. A sample of 354 full-time community college teachers and 335 first-term community college freshmen were compared within this framework. The most significant difference between the teacher and student typologies was in Sensing (a person values the immediate realities of direct experience) versus Intuition (one prefers the inferred meanings, relationships and possibilities of experience), with the students scoring high on Sensing and Judging, teachers high on Intuition and Perception. These types learn in different ways: Sensing in a systematic manner using primarily the five senses, and Intuiting in a flexible manner relying heavily on language. This basic mismatch between the preferred learning and teaching styles of students and teachers, which may be characteristic in community colleges, can be corrected by the use of self-concept theory, which will play a key role in making education a humanizing process. (RL)

**ED 115 323** JC 750 603

*Mink, Oscar G. Watts, Gordon E.*

**Reality Therapy and Personalized Instruction: A Success Story.**

Pub Date [73]

Note—12p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Academic Achievement, \*Counseling, \*Developmental Programs, Dropout Rate, Educationally Disadvantaged, \*Individualized Programs, \*Junior Colleges, \*Locus of Control,

Remedial Programs, Student Centered Curriculum, Teaching Methods

Identifiers—\*Reality Therapy, Southeastern Community College

The Advanced Studies Program (ASP) at Southeastern Community College (Whiteville, North Carolina) is a developmental studies program that offers freshman courses in English, biology, and psychology to approximately 75 students. Learning activities are individualized and self-paced, and each ASP course has behaviorally stated objectives. Instructional techniques include the use of self-instructional packages, programmed materials, and various audio-tutorial aids. Through these individually styled instructional components, and reality-based counseling strategies, ASP attempts to internalize the external orientations of nontraditional students, thus greatly enhancing their chances of academic success. Rotter's Locus of Control Scale was administered to 77 freshmen prior to ASP enrollment. These students were given the scale again at the end of the first and third quarters. Of the 77 students entering ASP, 60 completed the spring quarter (77.9 percent). This persistence rate is higher than those reported by Monroe (1972) for community college students in general. Control orientation for ASP students generally shifted toward greater internality, and grade point averages improved with gains in internality. Recommendations are made for further research, and a bibliography is appended. (NHM)

ED 115 324 JC 750 604

Dennison, John D. And Others

The Impact of Community Colleges: A Study of the College Concept in British Columbia.

B. C. Research, Vancouver (British Columbia).

Spons Agency—British Columbia Univ., Vancouver.; Donner Canadian Foundation.; Educational Research Inst. of British Columbia, Vancouver.; Vancouver Foundation (British Columbia).

Pub Date Nov 75

Note—192p.

Available from—B. C. Research, 3650 Westbrook Crescent, Vancouver, Canada V6S 2L2 (\$5.00)

EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage

Descriptors—Aspiration, College Faculty, \*Community Benefits, Community Study, Costs, Demography, Educational Finance, Enrollment Trends, Graduate Surveys, High School Students, \*Junior Colleges, \*Post Secondary Education, Questionnaires, Research Methodology, \*State Surveys, Student Attitudes, \*Student Characteristics, Transfer Students

Identifiers—\*British Columbia, Impact Studies

This document provides an overview and summary of the findings of 14 separate studies conducted as part of a project to evaluate the impact of the nine British Columbia community colleges with respect to students, the higher education system, and the community at large. In the course of the four-year project, data were gathered on academic ability and achievement, opinions and expectations, and socioeconomic characteristics of first-year students entering postsecondary institutions in British Columbia (community colleges, universities, vocational schools, and a technical institute). Surveys were conducted of all public college faculty and the Grade 12 public school population. Past enrollments, costs, and financing at all postsecondary institutions were analyzed in order to assess the impact of the community colleges on the higher education system. Socioeconomic profiles were constructed of each community supporting a college. The Vancouver area was studied in depth, including followup studies of community college graduates and transfer students, and surveys of the views of residents and the business community toward the community colleges. Maps, tables, and charts are included throughout, and the questionnaires used in the impact study are appended. (BB)

ED 115 325 JC 750 605

Baker, Curtis O. Wells, Agnes Q.

Associate Degrees and Other Formal Awards Below the Baccalaureate, 1971-72.

National Center for Education Statistics (DHEW), Washington, D.C.

Report No.—NCES-76-100

Pub Date 75

Note—359p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington,

D. C. 20402 (Stock No. 017-080-01471-8, \$6.10)

EDRS Price MF-\$0.76 HC-\$18.40 Plus Postage

Descriptors—\*Associate Degrees, \*College Majors, \*Educational Certificates, Females, \*General Education, Intellectual Disciplines, Junior Colleges, Males, Statistical Data, Technical Education, \*Vocational Education

The data in this report on associate degrees and completions of occupational curricula and other programs below the baccalaureate level were collected from 1,404 two- and four-year institutions (100 percent response) through part C of the annual Higher Education General Information Survey, Degrees and Other Formal Awards Conferred Between July 1, 1971, and June 30, 1972. Included in this publication are summary data, as well as data for individual institutions on associate degrees and other awards in the following areas: (1) arts and science or general programs not organized as occupational curricula; (2) science-related or engineering-related organized occupational curricula at the technical or semiprofessional level, divided by subject field designation; (3) nonscience-related and nonengineering-related organized occupational curricula at the technical or semiprofessional level, divided by subject field designation; (4) organized occupational curricula below the technical or semiprofessional level. Data are variously organized into voluminous tables by control and level of institution, type and length of curriculum, type of credit and award, sex of student, and state. (Author/NHM)

ED 115 326 JC 750 606

Guidelines for Personnel Policy Formulation in the Oregon Community Colleges.

Oregon State Board of Education, Salem.

Note—14p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Employer Employee Relationship, \*Employment Practices, Guidelines, \*Junior Colleges, \*Personnel Policy, Policy Formation, State School District Relationship, \*State Standards

Identifiers—Oregon

In order to insure a measure of consistency in the area of personnel relations, while retaining the flexibility necessary to meet local needs, the Oregon Board of Education has published this list of guidelines for personnel policy formulation in the Oregon community colleges. Based on statutory authority, the guidebook outlines required personnel policies, offers suggestions for their formulation, and delegates responsibility for their implementation. The policies include descriptions, amplifications, and guidelines in the following areas: college philosophy; freedom of institution to function; academic freedom and responsibility; organization; policy development and review; internal communication channels; employment practices; terms and conditions of employment; staff development; position description; personnel evaluation; leave of absence; retirement; election and recognition of representation; salary and indirect compensation policy; grievance procedures/appeals; negotiations; responsibility for costs of hearings, mediation, negotiation; and definition of terms. (NHM)

ED 115 327 JC 760 001

Thompson, James R.

An In Depth Look at Veterans Attending the Community Colleges in Washington State.

Pub Date 74

Note—259p.; Master's Thesis, Seattle University Available from—James R. Thompson, Everett Community College, 801 Wetmore Avenue, Everett, Washington 98201 (\$4.85)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Counseling Programs, \*Junior Colleges, \*Outreach Programs, \*Student Attitudes, Student Characteristics, Tuition Grants, \*Veterans, \*Veterans Education

Identifiers—Washington

In order to compile general data on veterans attending two-year institutions in Washington State, develop educational and employment profiles of the veterans, explore the extent of veterans' knowledge of available benefits, and evaluate the effectiveness of Veterans Outreach programs throughout the state, a questionnaire was designed and administered to 1,315 veterans attending 23 of the 27 Washington community colleges during the spring quarter of 1973. The

average veteran is a male caucasian, 24 to 25 years old, married, with one or two dependents. He entered the U. S. Army at the age of 18 in 1969, served three years of active duty, did not serve in Vietnam, did not receive a service connected disability, and was discharged in 1973. He has acquired 12 years of education, and is taking 15 or more quarter hours in day sessions. He was employed before entry into the service and is now unemployed after holding three or more jobs since his discharge. Although he knew the G. I. Bill existed, he has not used it previously because he did not know how to go about getting it. Before talking to an outreach worker he was unaware that lower tuition and tutorial assistance were available to Vietnam veterans. A review of the literature and bibliography are included, and survey instrument is appended. (Author/NHM)

ED 115 328 JC 760 003

Keehn, William G. Platt, Chester C.

Instruction at De Anza: A Sampling of Faculty Opinion.

De Anza Coll., Cupertino, Calif.

Pub Date 74

Note—20p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Audiovisual Aids, Behavioral Objectives, \*Educational Strategies, Instructional Design, \*Instructional Improvement, \*Junior Colleges, Student Motivation, Surveys, \*Teacher Attitudes, \*Teaching Methods

Identifiers—De Anza College

In order to identify the instructional techniques instructors have found to be effective in various courses, to obtain their views on other instructional techniques, and to collect suggestions on how instruction can be further improved, a survey was conducted of a representative sample of De Anza College (California) faculty. A questionnaire was sent to each of the 43 participants prior to an interview with a representative of the Institutional Research Office. The diversity of faculty views on the instructional process is attributed to intrinsic differences in subject matter, tradition, differing skills, unexamined assumptions, organizational constraints, and the lack of a common framework for conceptualizing the instructional process. Questions were grouped into four different areas: (1) instructional techniques, including manner of presentation, and audiovisual support; (2) instructional intentions, covering the provision of a statement of course goals, and faculty expectations; (3) motivation, covering requirements satisfied, grading, and course requirements; (4) suggestions for improvement. It is hoped that refinement of the views reported here can be the basis for developing a common framework for conceptualizing the teaching/learning process on which specific improvements can be built. (Author/NHM)

ED 115 329 JC 760 004

Final Quarterly Enrollments, Academic Year 1974-75. Operations Report No. 12.

Washington State Board for Community Coll. Education, Olympia.

Pub Date Nov 75

Note—29p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Community Service Programs, Demography, \*Enrollment, \*Enrollment Trends, General Education, \*Junior Colleges, \*State Surveys, \*Statistical Surveys, Vocational Education

Identifiers—\*Washington

This fifth annual report is intended to provide an accurate and current compilation of enrollment data for the 22 institutions in the Washington community college system. Data are reported in 25 tables, many of which contain historical enrollment data which appeared in earlier reports, with comparable data added for the 1974-75 academic year. Total fall enrollment in 1974 was 146,784, an increase of 6.62 percent from fall 1973, and 455.09 percent from fall 1962, the first year for which data were available. Full-time equivalent (FTE) student enrollment for fall 1974 was 80,203, up 4.44 percent from fall 1973, and 409.58 percent from fall 1962. Total FTE enrollment for the 1974-75 academic year shows 44,453 (53 percent) enrolled in academic programs, 39,302 (46 percent) enrolled in occupational programs, and 679 (1 percent) enrolled in community service programs. Data on program enrollments are further broken down by quarter and individual institution. Data are also provided

for FTE and headcount enrollment by funding source and program type, and the program enrollments of FTE students by academic quarter for each of the last seven academic years are shown. Data on sex, age, residency, credit hour load, source, ethnic background, and educational intent are offered for academic and occupational students enrolled in the fall of 1974. (NHM)

**ED 115 330** JC 760 005

**The Academic and Remedial Placement of Students Entering B. C. C. in September 1975 by Curriculum Group. Research Report BCC-9-75.** Bronx Community Coll., N.Y.  
Report No.—BCC-9-75  
Pub Date Dec 75  
Note—22p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—College Entrance Examinations, \*College Freshmen, College Majors, Grades (Scholastic), \*Junior Colleges, \*Low Achievers, Remedial Courses, \*Remedial Mathematics, \*Remedial Reading, Student Enrollment, Student Placement  
Identifiers—Bronx Community College

This report describes the Bronx Community College (B.C.C.) freshmen class entering in September 1975, in terms of high school grade average and scores on reading-English and mathematics placement tests. As of the fall of 1974, B.C.C. enrolled a markedly higher proportion of students with high school averages below 70 percent than any other college in the City University of New York. On the basis of placement tests, 78 percent of the 1975 class were recommended for at least one remedial course in the reading-English area, and 68 percent were recommended for remedial mathematics. However, only 54 percent of the matriculated students actually enrolled in reading-English remedial courses, and only 29 percent actually enrolled in remedial mathematics courses. The actual programs of students who were placed into, but did not register in, remedial courses is examined. Eight tables show the distribution of remedial placements in English, reading, and mathematics by curriculum; the actual programs of students placed into, but not taking remedial courses; the distribution, by curriculum, of high school averages for entering freshmen (general, English, mathematics, and foreign language); and the proportions of high school averages below 70 percent for freshmen entering between September 1971 and September 1975. (Author/NHM)

**ED 115 331** 95 JC 760 006

**Clark, Michal C. Nieto, Jesus G. Project M. E. CH. I. C. A.: Materiales para Estudios Chicanos Interculturales de America. Final Project Report.**

Bakersfield Coll., Calif.  
Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.  
Pub Date Nov 75

Note—63p.; Appendices A-I have been deleted to marginal legibility

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
Descriptors—\*Bilingual Education, Cross Cultural Studies, \*Curriculum Design, \*Ethnic Studies, \*Instructional Materials, Intercultural Programs, \*Junior Colleges, Mexican Americans, Student Developed Materials, Student Participation  
Identifiers—\*Chicanos Studies

A group of 25 Chicano, bilingual, community college students were selected to participate in this curriculum development project, 15 spending an entire semester in Mexico, and 10 going on a shorter tour. The major objectives of the project were: (1) to develop and disseminate bilingual Chicano Studies curriculum materials; (2) to train school personnel in the use of these materials; and (3) to develop an intercultural dimension to Chicano Studies. Fourteen teaching modules for public school classrooms were developed by the participating students, each providing prototype of necessary curriculum materials and orientation and resource materials for the teacher. Among the other project achievements were a Chicano literature anthology, an anthology on Mexican and Chicano thought and philosophy, an anthology on Mexican and Chicano art, videotapes, poetry tapes, a catalogued collection of pictures and slides, collections of Chicano Studies books and records, a comprehensive bibliography of Chicano Studies materials, and indices

to Chicano Studies materials. The anthologies, indices, and media materials form a core of curriculum materials for use at the community college level. Special attention is paid to the international and interinstitutional aspects of the project, and the curriculum model is discussed in detail. (KB)

**ED 115 332** JC 760 007

**Glickman, Lillian L. And Others. Community Colleges Respond to Elders: A Sourcebook for Program Development.** National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.  
Pub Date 75  
Note—66p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
Descriptors—Adult Education, Advisory Committees, Agencies, Curriculum Design, Educational Needs, Financial Support, \*Junior Colleges, Models, \*Older Adults, \*Program Development, Program Effectiveness, \*Program Planning, Recruitment, \*Senior Citizens, Surveys, Teaching Methods

To establish a base for the development of new educational programs for older adults, a survey was conducted of personnel in 150 community colleges across the country to elicit information and perceptions concerning the following issues: (1) the content and scope of current educational programs for elders; (2) the nature of the developmental process of such programs; (3) the perceived obstacle to and possibilities for the development of viable and responsive education programs for elders. Using the information on current programs as a base, this sourcebook outlines appropriate core curricula and presents a model for program development built on the characteristics that appear to make programs successful. The key to the model is an alliance with the community of elders. Guidelines for the choosing of a representative board are presented, as well as suggestions on how to attain the proper balance between the consumer board and the college administrator. The model itself involves needs assessment, selecting program content, insuring program effectiveness (recruitment, location of programs, and teaching methods), and maximizing manpower, finances, and other resources. Appended is a list of federal, state, and other agencies on which community colleges can draw for assistance in developing programs. (Author/NHM)

**ED 115 333** JC 760 008

**Blai, Boris, Jr. Harcum Junior College: Self-Assessment Reports—1975.**

Harcum Junior Coll., Bryn Mawr, Pa.  
Pub Date 75  
Note—179p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—College Curriculum, Graduate Surveys, \*Institutional Research, \*Junior Colleges, \*Junior College Students, Participant Satisfaction, \*Private Colleges, Recruitment, Student Attitudes, Student Characteristics, Teacher Attitudes, \*Womens Education  
Identifiers—\*Harcum Junior College

The 31 documents included in this compilation of Harcum Junior College institutional research inquiries are designed to assess existing college goals and practices and provide suggestions for new programs. The documents, grouped under eight subject rubrics, reflect some of the current concerns of private women's two-year colleges: (1) alumnae achievements, including a profile of 100 Harcum graduates, and follow-up reports on the graduates; (2) college curricula, programs and other characteristics, including employer-based evaluations of programs, and reports on library circulations, counseling, health care, and general education and career program breakdowns; (3) faculty comments, views, and evaluations; (4) student academic achievement, including reports on eating habits, learning receptivity and independent study, grade patterns, honors graduates, and grade distribution; (5) student characteristics; (6) student comments, views and evaluations; (7) freshman applicants, including recruitment information, and an analysis of freshman applications sources; and (8) miscellaneous reports, chiefly indexes to previous institutional research reports and published articles. (NHM)

**ED 115 334** JC 760 009

**Koltai, Leslie, Ed. Merging the Humanities. New Directions for Community Colleges, No. 12.**

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.  
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75  
Note—105p.  
Available from—Jossey-Bass, Incorporated, Publishers, 615 Montgomery Street, San Francisco, California 94111 (\$5.00)

Journal Cit—New Directions for Community Colleges; v3 n4 Win 1975

**Document Not Available from EDRS**

Descriptors—Bibliographies, Educational Innovation, English Instruction, History Instruction, \*Humanities, \*Humanities Instruction, Inservice Teacher Education, \*Interdisciplinary Approach, \*Junior Colleges, Teacher Attitudes, Teacher Education, \*Teaching Methods, Terminal Students

Although the emphasis on occupational programs in two-year institutions may be justifiable, the humanities fields must not be totally forgotten. Since two-year college students have special needs, the teaching of the humanities can be made meaningful and appealing only by using new and creatively designed teaching methods. In this anthology of articles on the humanities in community colleges, Stanley Turesky offers a view from the perspective of a political scientist working with the National Endowment for the Humanities. William Taylor describes a model for faculty development. Bernard Luskin, David Keller, Myron Marty, Shannon Stack, Philip Nash, Robert Peterson, and Richard Janaro describe innovative humanities programs or courses in English, history, film, and interdisciplinary humanities, courses specifically designed for occupational students, and micro-college programs. Arthur Cohen and Florence Brawer analyze the preparation, inservice training, attitudes, values, and approaches in instruction of humanities faculty in community colleges. Finally, Deborah Crandall and Elizabeth Rinnander offer a bibliographic essay on community college humanities programs, supplied by the ERIC Clearinghouse for Junior Colleges. (Author/NHM)

**ED 115 335** JC 760 010

**Walters, Henry R. English Placement Survey.** Cosumnes River Coll., Sacramento, Calif.  
Pub Date 75  
Note—9p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—Basic Skills, \*College Freshmen, Composition Skills (Literary), Diagnostic Tests, \*English Instruction, \*Junior Colleges, Learning Laboratories, \*Remedial Programs, Remedial Reading, Standardized Tests, State Surveys, \*Student Placement  
Identifiers—California

A survey of California community colleges was conducted in order to ascertain what methods were being used to identify students for placement in freshman English courses, and what types of programs and services were being offered for entering students with reading and writing deficiencies. Of 100 colleges surveyed, 64 responded. There seems to be agreement among the respondents that single multipurpose identification instrument is not yet available which will assist in English placement and which will also identify individual student learning deficiencies. Currently, 48 colleges use a standardized test, 24 also require the submission of an essay as a writing sample, 7 use a writing sample alone, and 9 colleges allow open enrollment in freshman English courses. The writing sample is recommended as the most reliable placement method, but the time and expense required have caused several colleges to discontinue it. Tutoring services for students deficient in basic learning skills are available at 58 colleges. Separate remedial reading and writing courses are offered at 51 colleges, 46 colleges have a basic skills laboratory, and 15 colleges offer two-hour reading and communications skills courses. Survey responses are tallied, and respondent comments are attached. (Author/BB)

**ED 115 336** JC 760 011

**Valvoda, Mary Alice. A Communications/Media Technology Program at the Community College Level.**

Pub Date May 74

Note—39p.; Graduate paper, Case Western Reserve University Graduate School of Library Science

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Audiovisual Communication, Communications, \*Core Curriculum, Course Descriptions, Curriculum Design, Equipment Maintenance, \*Junior Colleges, Library Technicians, \*Media Specialists, \*Media Technology, Occupational Clusters, Occupational Mobility, \*Program Descriptions, Reprography, Telecommunication

This program, developed as a substitute for the library technology program at Lakeland Community College (Ohio), provides basic skills in the areas of communigraphics, reprographics, communications, telecommunications, audiovisual equipment repair and maintenance, and library technology. Taking into account the current swell in the field of media, this broad-based program is designed to prepare students to play a paraprofessional role not only in libraries, but also for a variety of other employment situations, thereby rendering them more "marketable" in the rapidly changing career ladder. In addition, it establishes feasible routes for lateral or vertical personnel movement. The bulk of this document is devoted to a review of the literature, in support of both instructional technology programs, and broad-based vocational education frameworks. A core curriculum is provided, along with four supplementary curriculum options: reprographics, telecommunications, maintenance and repair, and a general comprehensive option. Selected course descriptions are appended, along with lists of institutions having similar programs. (NHM)

ED 115 337

JC 760 012

Kegal, Paul L.

Financial Needs of the Part-Time Student at Worthington [Minnesota] Community College.

Worthington Community Coll., Minn.

Pub Date 5 Dec 75

Note—28p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Educational Objectives, Family Influence, Financial Needs, \*Financial Support, \*Junior Colleges, Marital Status, \*Part Time Students, \*Student Characteristics, Womens Education

Identifiers—Worthington Community College

In order to measure the importance of financial assistance to part-time students and develop a profile of part-time students at Worthington Community College (WCC), a questionnaire was designed and mailed to each of the 255 persons who had enrolled at WCC as part-time students during the 1974-75 college year. Although the response rate was low (29.4 percent), certain persistent indications were noted: financial assistance is desired and needed by many part-time students; in many cases, finances are a key factor in a decision to terminate or delay the realization of educational goals. Most part-time students are married, and bear considerable familial responsibilities, adding to the financial burden of attending college. The greatest financial difficulty is realized by women students, particularly married women students. When financial assistance is available, progress toward the realization of educational goals is enhanced—as evidenced by the average credit load carried. Since part-time students offer short-term, rather pragmatic reasons for attending college, the most effective dispersal of financial assistance may be in the form of many small grants, which should be sufficient to encourage students to meet short-term goals. Data are organized into charts and tables, and the survey instrument is appended. (Author/NHM)

ED 115 338

JC 760 013

Academic Crossover Report: Community Colleges, Fall 1975.

Hawaii Univ., Honolulu. Community Coll. System.

Report No—CC-IRP-87

Pub Date Dec 75

Note—8p.; Data by institution have been deleted from this version of the document

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*College Majors, \*Courses, Credits, \*Enrollment Trends, General Education, Humanities, \*Junior Colleges, Liberal Arts Majors, Statistical Surveys, Student Enrollment, \*Units of Study (Subject Fields), Vocational Education

Identifiers—\*Hawaii, Student Course Selection

The "course-taking" patterns of students in the seven colleges of the Hawaii Community College system have remained relatively stable over the past five years. As in the past, two-thirds of the total student credit hours (SCH) were generated in general education, and SCH in the Humanities comprised almost one-third of the total. Vocational students continued to take almost 80 percent of the SCH in vocational education, but the percentage of Liberal Arts majors taking vocational courses increased from 11 percent in 1971 to 15 percent in 1975. Liberal Arts students took 65 percent of the SCH generated in general education, while vocational and unclassified students took 28 percent and 5 percent respectively. Certificate students took 69 percent of their work in vocational courses, whereas degree students and "other" students (unclassified and special) took 66 percent of their work in general education. Liberal Arts students have taken the bulk of their work in general education over the years (92 to 89 percent, 1971-1975), vocational students have taken most of their work in vocational courses (59 to 61 percent, 1971-1975), and unclassified students have taken most of their work in general education (71 to 68 percent, 1971-1975). Tables and graphs are appended. (DC)

ED 115 339

JC 760 014

Financial Report of Board of Trustees of Regional Community Colleges of Connecticut. Fiscal Year Ended June 30, 1975.

Connecticut State Board of Trustees for Regional Community Colleges, Hartford.

Pub Date Dec 75

Note—102p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Bond Issues, Budgets, \*Educational Finance, Expenditure Per Student, \*Junior Colleges, \*Operating Expenses, \*Program Costs, \*Resource Allocations, Student Enrollment, Student Loan Programs, Tables (Data)

Identifiers—\*Connecticut

This compilation of tables, graphs, and charts is intended to serve as a source document for fiscal information on the community colleges in Connecticut and to provide guidance for the fiscal planning of college operations. Data covers the financial activities of state administered operating and capital accounts of all Connecticut community colleges, the Office of the Board, and the Central Naugatuck Valley Regional Higher Education Center. Part A includes various statistics for the system and for the individual colleges regarding student enrollment, contact hours, cost per student, and cost per contact hour, as well as expenditures for instruction, public service, academic support, student services, institutional support, and fixed charges. Part B reports income and expenditures for bookstore operations, laboratories and student services, athletic programs, and miscellaneous activities. Part C provides data on capital expenses and bond authorizations. Part D is a miscellaneous category including statements of lease expenditures and related costs, student aid grants, revenues deposited to the General Fund, National Direct Student Loan collections, Nursing Student Loan collections, student aid programs, vocational education funds provided, and the status of budgeted instructor positions. (DC)

ED 115 340

JC 760 015

Older Americans and Community Colleges: An Overview.

American Association of Community and Junior Colleges, Washington, D.C.

Spons Agency—Administration on Aging (DHEW), Washington, D.C.

Report No—DHEW-OHD-74-20191

Pub Date Jun 74

Note—74p.; Reprinted by the Administration on Aging with permission of the American Association of Community and Junior Colleges Available from—American Association of Community and Junior Colleges, 1 Du Pont Circle, N.W., Washington, D.C. 20036 (\$2.50)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Programs, Cultural Enrichment, \*Directories, Financial Support, \*Junior Colleges, Older Adults, Retirement, \*Senior Citizens, \*Special Programs, Tuition, Volunteers

Identifiers—Gerontology

Data from a survey of 1,137 junior college community colleges, and technical institutes conducted by the American Association of Community and Junior Colleges in October 1972 and updated in March 1974 show that these institutions are playing a vital role in addressing the needs of older persons in the communities they serve. Following a brief overview of the results of this survey, including discussions of what kinds of services community colleges are providing for the elderly and how these services are funded, the pamphlet includes directories of: (1) two-year colleges with manpower training programs for persons who will work in the agencies and commercial enterprises that serve older persons; (2) two-year colleges with retired senior volunteer programs; (3) two-year colleges offering retirement education programs; (4) two-year colleges with cultural enrichment courses for senior citizens; and (5) two-year colleges offering free or reduced tuition for the elderly. (DC)

ED 115 341

JC 760 01

Aarons, Howell

An Evaluation of an Individualized Interpersonal and Interdisciplinary Team Approach to Remediation at Mohegan Community College.

Pub Date 75

Note—99p.; Ed.D. Research Project, Nov University; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Academic Achievement, Basic Skills, Dropout Prevention, Grade (Scholastic), \*Junior Colleges, Low Achievement Program Descriptions, Program Evaluation, \*Remedial Instruction, \*Remedial Programs, \*School Holding Power

Identifiers—Mohegan Community College

In order to assess the effects of the remediation (foundations) program at Mohegan Community College (Connecticut) on students' academic performance and persistence in college, a study was made of 180 students who had enrolled in the Foundations Program between September 1971 and 1974, and 180 students who had scored below the 50th percentile on the Comparative Guidance and Placement Test but had not enrolled in the program. Students in the control group were chosen by the matched pair technique; scores of enrolled students were sifted for scores equal to those of students in the treatment group. Then, one score was randomly selected for each score in the treatment group. Using the records in the office of the registrar, transcripts of all subjects were examined and a variety of data were collected. Students in the Foundation Program were found to have significantly greater persistence than those in the control group. Students in the treatment group who persisted for a set period of time had higher quality point averages (QPA's) than classmates not enrolled in the program. Whether a student volunteered for the program or was pressured to enroll, his level of persistence was likely to be about the same. A survey of the literature is included and a bibliography is appended. (NHM)

ED 115 342

JC 760 01

Airolo, Joe A. And Others

Learning to Learn: A Handbook for Instructional Planning and Facilitation, 1975-76.

North Harris County Coll., Houston, Tex.

Pub Date [75]

Note—44p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Behavioral Objectives, Bibliographies, Group Activities, \*Group Instruction, Individualized Instruction, Instructional Design, \*Junior Colleges, \*Learning Activities, Manuals, \*Teaching Guides, \*Teaching Methods, Teaching Procedures

Identifiers—North Harris County College

This handbook describes and develops the instructional system in use at North Harris County College (Texas). The document offers practical guidelines for the writing of course syllabi and the development of learning activities, and includes a selective bibliography of materials helpful to instructors. The learning activities discussed can be developed to implement and facilitate the objectives of a course. Ideally, several alternative for learning activities will be provided for each objective, so that students can be provided with the most effective learning environment. Procedures for implementing 15 different types of

group learning activities are provided, including audio-visual utilization, field trips, games, guest lecturers, case studies, discussion, role playing, student reports, and team teaching. Among the individualized learning activities suggested are audio-visual tutorials, computer assisted instruction, cooperative education, individualized instruction, learning resource centers, and programmed instruction. Appended are several short papers on what to look for in groups, how to conduct a film showing, how to stimulate lively film discussions, and how to write behavioral objectives for a course. (NHM)

**ED 115 343** JC 760 018

*Fields, Max*  
**Coaches' Handbook.**  
Imperial Valley Coll., Calif.  
Pub Date Sep 75  
Note—18p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—Administrator Guides, \*Athletic Coaches, Athletic Equipment, \*Athletic Programs, Awards, Budgets, Injuries, Job Analysis, \*Junior Colleges, \*Manuals, Recruitment, Travel

Identifiers—Imperial Valley College

The policies and procedures stated in this handbook are to be used as a guide in the performance of duties and responsibilities by the Director of Athletics and athletic coaches at Imperial Valley College (California). This handbook supplements the Faculty Handbook, the district policy manual, the California Junior College Association Athletic Code, and the Desert Conference Athletic Code. Material for the guidelines has been obtained from adopted policies and procedures. The guidelines cover budget preparation, athletic travel, the reimbursement schedule, athletic itineraries, scheduling, college equipment, job descriptions, athletic injuries and physicals, athletic eligibility, programs, publications, awards, clinics and conferences, scouting and recruitment, banquets, and game procedures. (NHM)

**ED 115 344** JC 760 019

*Manning, Sherry*  
**Economic Impact of the Metropolitan Community Colleges on the Kansas City Region. Final Report.**

Midwest Research Inst., Kansas City, Mo. Economics and Management Science Div.  
Spons Agency—Metropolitan Community Colleges of Kansas City, Mo.  
Pub Date 3 Sep 75  
Note—46p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—Business, \*Community Benefits, \*Economic Research, \*Educational Economics, Expenditures, Human Capital, Income, \*Junior Colleges, Local Government, Metropolitan Areas, Multicampus Districts, Research Methodology, \*School Community Relationship, Tax Allocation

Identifiers—Metropolitan Community Colleges, \*Missouri (Kansas City)

This study assesses the economic impact of the Metropolitan Community Colleges (MCC) on the four-county region of metropolitan Kansas City, Missouri. The total economic impact is composed of a network of interactive cash flows between the colleges, business, government, and individuals, and may be derived by adding three distinct components: direct expenditures, indirect expenditures, and tax income to the counties and schools. For 1974-75, direct expenditures totalled \$14,294,490; indirect expenditures totalled \$13,865,654; and tax income totalled \$1,860,509. Thus, the total impact was \$30,020,653, a 51 percent increase since 1971-72. While approximately 82.5 percent of MCC's 1974-75 expenditures were made within the four county area, only 44.3 percent of the funds were provided by local sources. This means that nonlocal sources such as state and federal aid, and tuition paid by out-of-district students, accounted for the majority of the revenues of MCC, representing an increase in the area's economy of approximately five million dollars. Chapters of this document are devoted to examining MCC's impact on local business activity, jobs and income, capital expansion, local government, and human capital. Data are tabulated and graphed throughout the document, and guidelines for conducting similar studies are appended. (Author/NHM)

**ED 115 345** JC 760 020

*Guthart, Jeanette*

**Student Residence Locations and Socio-Economic Census Data for San Jose Community College District. A Demographic Profile Based Upon the 1970 Census.**

San Jose Community Coll. District, Calif.  
Pub Date Aug 75

Note—121p.; The 15 three-color maps referred to in the text are not reproducible and have been deleted from the document

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**  
Descriptors—Age, \*Census Figures, \*Community Characteristics, \*Demography, Ethnic Distribution, Income, \*Junior Colleges, \*Multicampus Districts, Population Distribution, Socioeconomic Influences, Student Enrollment Identifiers—California (San Jose), \*San Jose Community College District

As a first step in the construction of a geographically based student data system for San Jose Community College District, data were gathered concerning student residence locations, and related socio-economic census factors. The intent of the study was to provide decision makers with information that they would find useful in recruitment, curriculum and community service development, and evaluation of programs. Data are organized into two graphs and 26 tables, and break down information on enrollment classification, age, residence, demographic characteristics, income, and level of educational attainment by census tracts. The study determined that census tracts having the highest proportion of students generally had a white population, medium to high income, high education level, and a younger growing population. The census tracts showing a low percentage of student enrollment had a high Spanish speaking population, low income, low educational level and an older population. The methodology described here is in sufficient detail to allow institutions to conduct similar studies, using this document as a model. Five recommendations dealing with recruitment strategy, curriculum development, facility planning, replication, and administrative policy are made based on the findings of this study. (Author/NHM)

**ED 115 346** JC 760 021

*Klink, William*

**English Instruction in Maryland Community Colleges.**

Pub Date 27 Jan 75

Note—6p.; Paper presented at the English Articulation Meeting, University of Maryland, January 27, 1975

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Articulation (Program), Composition (Literary), Educational Trends, \*English Curriculum, \*English Education, English Literature, \*Junior Colleges, \*Remedial Programs, State Surveys, \*Technical Writing, Writing Skills

Identifiers—Maryland

This paper reviews a 1974 tabulation of freshman English programs made by the Maryland Association of Departments of English. Of 20 schools surveyed, including almost all the Maryland community colleges, 15 offer remedial courses, 18 have remediation facilities, and 15 grant academic credit for remedial courses. All of the colleges have regular English composition courses (English 101), complemented by some sort of exemption plan. While remedial courses concentrate on sentence and rudimentary paragraph writing, English 101 is concerned with the application of standard grammatical English to thought processes involving various levels of inquiry. The case of Charles County Community College is cited as an example of successful articulation between the remedial and regular English composition courses. In spite of course success in English 101, there has been a decline in the percentage of students choosing to take literature courses. The elimination of the English literature requirement has been partly responsible for this, but the extraordinary growth of technical writing courses, of which the number of sections has quadrupled over the past four years, has had even greater impact. A trend is seen toward English department alliance with the practical rather than the fine arts. (NHM)

**ED 115 347** JC 760 022

*Taber, Margaret R.*

**A Strategy to Obtain a School Policy on Instructional Technology.**

Pub Date 16 Dec 74

Note—60p.; Ed.D. Practicum, Nova University. Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Administrator Role, \*Change Strategies, \*Educational Policy, Instructional Innovation, \*Instructional Technology, \*Junior Colleges, Literature Reviews, \*Policy Formation, Teacher Participation

This practicum was designed to assess the need for a college-wide policy on instructional technology at the Metropolitan Campus of Cuyahoga Community College (Ohio). Before designing strategies for obtaining this policy, several investigations were undertaken: (1) college publications were studied to determine how other policies and procedures were implemented and if a policy on instructional technology would be consistent with the educational objectives, philosophy, and purposes of the institution; (2) the stated goals of the district and campus presidents were reviewed to see how a policy and procedure on instructional technology could help accomplish them; (3) the campus-wide policy and procedure on curriculum development was studied as a guide for the development of policy and procedure on instructional technology; (4) meetings were held with campus administrators to determine their potential roles; (5) faculty members were interviewed to establish their levels of interest; and (6) pertinent literature was examined. The results of these investigations are discussed, and four resulting strategies for obtaining the policy are presented, each focusing on a different potential change agent within the institution. (DC)

**ED 115 348** JC 760 023

*Daly, Robert Bateman, Harold*

**Future Veteran Enrollment: How Long? How Deep?**

Santa Ana Coll., Calif.

Pub Date Sep 75

Note—17p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Enrollment Influences, \*Enrollment Projections, Enrollment Trends, \*Federal Aid, \*Junior Colleges, \*Veterans, Veterans Education

In order to assess the probable impact of the June, 1976 loss of veteran's benefits for Korean-era veterans, Santa Ana College administered a questionnaire to 4,350 veterans enrolled in the spring of 1975. The questionnaire was returned by 1,299 veterans, a 29.9 percent rate of return. Of those responding, 469 veterans (36.1 percent) were discharged before June, 1966, and will lose their benefits in June, 1976. Of the 469 veterans losing benefits, 269 (57 percent) stated that they plan to enroll in fall, 1976, as compared to 496 (59 percent) of the 830 veterans with continuing benefits. Although the reported data indicates that veteran enrollment will not be greatly affected with regard to students already enrolled, the potential market of veterans will decrease. An estimated drop of approximately 500 veterans in the fall of 1976, and an additional 400 drop in the spring of 1977 is projected. The main impact will be felt in work experience and television courses where, respectively, 82 percent and 68.5 percent of the enrolled students were veterans in the spring of 1975. However, the future enrollment of veterans will be sensitive to the job market and Congressional action with regard to benefits, and could change in different directions. The questionnaire is appended and responses are tabulated. (NHM)

**ED 115 349** JC 760 024

*Daly, Robert*

**Six Year Trend of the COOP-T and SCAT-T Scores of Students Enrolling at Santa Ana College.**

Santa Ana Coll., Calif.

Pub Date Sep 75

Note—12p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Academic Ability, \*Aptitude Tests, Comparative Analysis, Educational Trends, \*Grade Point Average, \*Junior Colleges, Junior College Students, Scores



Identifiers—Cooperative Reading Test, Santa Ana College, School and College Ability Test

A computer program was developed to compute the average Cooperative Reading Test-Total (COOP-T) scores, and the average School and College Ability Test-Total (SCAT-T) scores for students who took either one or both of these aptitude tests and enrolled at Santa Ana College (SAC) between 1969 and 1974. The averages were computed as a mean of the percentile ranking of the students taking either one of the tests. In addition, the mean GPA was computed by entering term for students who earned a non-zero GPA while at SAC. While the mean COOP-T reading scores show a general downward trend over the past six years, the SCAT-T scores have been constant (within a small range). The mean GPA of students who took either the SCAT or COOP test has been increasing over the past six years. This trend is consistent with the general trend of the mean total GPA at SAC. Data are organized into four tables and three graphs. (Author/NHM)

**ED 115 350** JC 760 025  
**A Report on the Academic Calendar: Quarter System or Semester System?**  
 Chabot Coll., Hayward, Calif.  
 Pub Date 15 Oct 75  
 Note—18p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
 Descriptors—\*Junior Colleges, Literature Reviews, \*Quarter System, \*School Calendars, \*Semester Division, Student Attitudes, Teacher Attitudes

Identifiers—\*Chabot College

Chabot College began in 1961 on the semester system and converted to the quarter system in 1966. This study was conducted in order to determine whether or not Chabot should return to the semester system. Questionnaires distributed to students and faculty revealed that whereas 88 percent of the responding students favored the quarter system, 52 percent of the responding faculty members preferred the semester system. The students indicated that the quarter system is better because courses are more straightforward, Christmas recess is improved since courses have ended, there is opportunity to have a greater variety of courses and faculty exposure over a given period of time, greater chance to start over again if you must withdraw, more opportunity to change majors without great loss of time, and a greater likelihood of finishing a course since the work does not stretch out so long. Faculty members looked on the quarter system with disfavor because it is too demanding on both faculty and students, and students need more time to learn. Following a brief review of selected research on the advantages and disadvantages of the quarter system, the author recommends that no action be taken to change the academic calendar at Chabot at this time. A short annotated bibliography of research studies is appended. (DC)

**ED 115 351** JC 760 026  
**Hurley, Rodney G.**  
**Maryland Community Colleges Student Follow-Up Study: First-Time Students, Fall 1971.**  
 Maryland State Board for Community Colleges, Annapolis.  
 Pub Date Dec 75  
 Note—51p.; For the previous edition, see ED 100 475

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
 Descriptors—College Environment, Data Bases, \*Educational Objectives, Employment Experience, \*Followup Studies, \*Graduate Surveys, \*Junior Colleges, Junior College Students, Research Methodology, Sampling, State Surveys, Statewide Planning, \*Student Characteristics, Student Opinion, Transfer Students

Identifiers—\*Maryland, Non Respondent Surveys  
 The annual statewide student follow-up studies conducted in Maryland are designed to establish a longitudinal data base on students attending Maryland community colleges, to identify student educational objectives at the time of entry, to provide an evaluation of Maryland's community colleges, and to establish a student-to-institution information feedback process. The surveys investigate five areas: (1) student academic and demographic characteristics; (2) student goals or primary reasons for attending a community college; (3) student employment experiences; (4) student transfer experiences and performances at other postsecondary institutions; and (5) student perceptions of the community college environ-

ment and services. The first survey, conducted in 1974, covered students who were first-time community college students in fall 1970; this, the second survey, was conducted in 1975 and covers students who were first-time community college students in fall 1971. The report discusses the findings and includes tables of data, comparing the results of the first and second surveys. In addition, it describes the procedures used in administering the questionnaires and collecting the data, and details the sequential sampling techniques employed in the non-respondent survey. The survey instruments are appended. (DC)

**ED 115 352** 95 JC 760 027  
**Introducing Handicapped Persons as Paraprofessionals in Libraries; A Workshop Co-Sponsored by the California Community Colleges, Chancellor's Office, and the State Department of Rehabilitation (University of California, Riverside, Summer, 1975).**  
 California Community Colleges, Sacramento. Office of the Chancellor.; California State Dept. of Rehabilitation, Sacramento.  
 Spons Agency—Office of Education (DHEW), Washington, D.C.  
 Pub Date [75]  
 Note—100p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
 Descriptors—\*Aurally Handicapped, Employment Potential, Job Analysis, Junior Colleges, Library Services, \*Library Technicians, \*Media Specialists, \*Physically Handicapped, \*Visually Handicapped

Identifiers—\*Library Media Technical Assistants

Three workshops were held to acquaint interested parties with the growing need to prepare persons with non-standard physical characteristics for successful employment as Library/Media Technical Assistants (L/MTA's). The kinds of handicapped persons considered were the partially sighted, the totally blind, the partially deaf, the totally deaf, and those with physical handicaps which permit independent mobility and reasonable coordination and use of the hands. The scope of library services under consideration was limited to public services, technical services, and audiovisual services. The workshops were designed to: (1) help community college librarians and instructors of L/MTA programs to become aware of the advantages of hiring the handicapped; (2) to train currently employed community college L/MTA's to work with the handicapped; and (3) to orient community college students with non-standard physical characteristics to employment as L/MTA's. This report includes background information on the need to prepare physically handicapped persons for library service and the problems to be overcome, a detailed list of pertinent job tasks that the handicapped can accomplish, methods of recruitment and training, as well as a selected bibliography, a list of pertinent AV materials, and a list of resources for equipment for the handicapped. (DC)

**ED 115 353** JC 760 028  
**Segalla, Angelo**  
**Implications of the Presidents' Study for Golden West College.**  
 Golden West Coll., Huntington Beach, Calif.  
 Pub Date Mar 75  
 Note—62p.; Some pages in appendices may reproduce poorly

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
 Descriptors—\*College Faculty, Cost Indexes, \*Costs, Departments, \*Intellectual Disciplines, \*Junior Colleges, Research Methodology, State Surveys, \*Teaching Load

Identifiers—California, Golden West College,

\*Weekly Student Contact Hours, WSCH  
 Since 1968, an increasing number of California community colleges have participated in the Presidents' Study, a study of Weekly Student Contact Hours (WSCH) and Full-Time Equivalent Faculty (FTE) to determine faculty work loads, cost factors, and trends. In 1973, 41 Northern and 26 Southern California community colleges reported. Golden West College began participating in 1974. This report compares the data obtained at Golden West in fall 1974 with that obtained for the entire state, and with averages for small and large community colleges, in fall 1973. Data on WSCH, percent WSCH, FTE, percent FTE, and load and cost indexes are presented by college division and by instructional disciplines within the eight divisions: business, communica-

tions, fine arts, health sciences, physical education, mathematics/science, social science, and technology. The methodology of the Presidents' Study is criticized for its oversimplified equation of faculty load with WSCH, a measurement less meaningful for institutions committed to non-traditional programs and methods. (BB)

**ED 115 354** JC 760 029  
**Segalla, Angelo**  
**A Quasi-Critical Analysis of the Status and Effectiveness of the Faculty Fellowship Program at Golden West College, 1969-1975.**  
 Golden West Coll., Huntington Beach, Calif.  
 Pub Date 75  
 Note—42p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
 Descriptors—College Faculty, Curriculum Development, \*Faculty Fellowships, Financial Support, \*Incentive Grants, \*Instructional Innovation, \*Junior Colleges, Program Evaluation, \*Teacher Developed Materials

Identifiers—Golden West College

The Faculty Fellowship Program at Golden West College (California) provides an annual fund to support faculty in implementing innovative methods of instruction. Since 1969, 401 proposals have been reviewed, and \$316,287 has been allocated to 189 projects (47 percent). This report presents an objective overall picture of the program and provides an analysis of its effectiveness based on available data, consisting primarily of the opinions of the faculty members involved. The strengths and weaknesses of the program are discussed and recommendations for program improvement are made. Among the recommendations are the following: (1) since the same instructors and the same divisions seem to be receiving all the funding, new people and new divisions should be encouraged to apply; (2) team participation on fellowships should be encouraged; (3) after completion, fellowship projects should be constantly revised; and (4) every fellowship project should be accountable for a periodic progress report, completion report, and an evaluation report. The questionnaire used to solicit faculty opinions and a selection of project objectives are appended. (DC)

**ED 115 355** JC 760 030  
**Whitehurst, Melvin Farnell, Michael J.**  
**Human Development Instruction in the Community College: A Summary Report of a Personal Growth Course.**

Note—66p.  
**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
 Descriptors—Course Content, \*Course Descriptions, \*Curriculum Guides, Decision Making Skills, \*Individual Development, Individual Power, \*Junior Colleges, \*Personal Growth, Self Esteem, Self Evaluation

A personal growth course was developed and taught at Houston Community College (Texas) during the fall of 1974. Ninety students in 10 sections were given three semester hours of academic credit upon successful completion of the course. Fifteen three-hour classes were conducted. The first 12 sessions were designed primarily to increase the students' self-awareness and self-understanding with a minimal focus on producing behavioral change. The last three classes were designed to help the student build a personal growth plan based on the self-awareness and self-understanding gained from the first 12 sessions. Each class session began with a stated objective, and students were provided with structured activities. Students were encouraged to express themselves freely and to provide feedback to others. The Personal Orientation Inventory and a specially designed Perception of Problem-Solving and Decision-Making Scale were administered on the first night of class and again on the last night of class. Scores on inner direction, self-acceptance, self-regard, capacity for intimate contact, spontaneity, existentiality, acceptance of aggression, self-actualizing value energy, and time competency increased significantly. Test data are organized into tables, and a complete course syllabus is appended. (Author/NHM)

**ED 115 356** JC 760 031  
**Kellett, Robert H.**  
**Trends and Patterns of Change in Public Community College Collective Bargaining Contracts. Research Summary No. 1.**  
 Academic Collective Bargaining Information Service, Washington, D.C.

Spons Agency—Carnegie Corp. of New York, N.Y.

Report No—RS-1

Pub Date Sep 75

Note—14p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Collective Bargaining, College Faculty, \*Contracts, Decision Making, Educational Trends, \*Fringe Benefits, \*Junior Colleges, Negotiation Agreements, Teacher Salaries, \*Teacher Welfare, Teaching Benefits, Teaching Conditions

Initial and subsequent contracts that had been negotiated at 41 Illinois, Michigan, New Jersey, and New York community colleges between September 1966 and September 1974 were analyzed to determine whether collective bargaining has been effective in gaining increased participation in decision-making and increased economic welfare. All of the colleges included in the study had negotiated at the institutional level, and had negotiated a minimum of three contracts with a faculty union. Contract provisions related to faculty welfare were divided into seven categories: compensation; insurance; professional and public service leaves; personal leaves; staff development; working conditions; and other faculty welfare provisions. Contract provisions related to institutional decision-making were divided into five categories: rights and responsibilities; workload; personnel policies; grievances; and institutional planning, research, and budgeting. Nine tables of data were examined to identify contractual trends or patterns of change. Findings support the conclusion that collective bargaining contracts are cumulative in nature. The duration of the contract periods tends to increase after negotiation of the initial contract, and the scope of the negotiations tends to broaden with additional contracts. (Author/NHM)

ED 115 357

JC 760 032

MacGregor, Donald

Survey of Computer Facilities in Minnesota and North Dakota.

Pub Date Oct 75

Note—8p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Business, \*Computers, \*Computer Science Education, Curriculum Planning, Electronic Data Processing, Employment Qualifications, \*Junior Colleges, Labor Market, \*Manpower Needs, \*Programming Languages

Identifiers—Minnesota, North Dakota

In order to attain a better understanding of the data processing manpower needs of business and industry, a survey instrument was designed and mailed to 570 known and possible computer installations in the Minnesota/North Dakota area. The survey was conducted during the spring of 1975, and concentrated on the kinds of equipment and computer programming languages currently in use. Although the initial response was only 121 (21.23 percent), a second mailing resulted in a total of 208 completed questionnaires (47.03 percent). Eliminating educational installations, service bureau users, and terminal users, a total of 179 businesses, with 198 computers installed, were identified in the two state area. From the information gathered, it appears that a student graduating in computer curriculum in the Minnesota/North Dakota area has a 58.6 percent chance of working on an IBM computer. There also is a 67 percent chance that the computer would be classed as a small computer. The student should, therefore, have a background in the RPG and COBOL languages. Should he not be working on an IBM computer, the COBOL language still equips him with a language used on most other computers. The only exception would be on an NCR computer, which has only 8 percent of the total market. (Author/NHM)

ED 115 358

JC 760 033

Gell, Robert L. And Others

A Four Year Follow-Up of Non-Returning Students at Montgomery College.

Montgomery Coll., Rockville, Md. Office of Institutional Research.

Pub Date 75

Note—59p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Dropout Attitudes, \*Dropouts, Educational Trends, Employment Experience, \*Followup Studies, Institutional Research, \*Junior Colleges, Transfer Students, Vocational Followup

An annual survey of non-returning Montgomery College students from the years 1971 to 1973 was conducted in order to examine reasons for choosing to leave the college, identify trends, determine the status of students at the time of the survey, and assess the impact of their college experience on current activities. The 454 usable responses (20 percent) were weighted to compensate for the sampling technique. Adding the 550 students who participated in a similar 1970 study, which provided baseline data, the weighted total of the four-year study population comes to 1,904 students. About half of the non-graduates who transferred enrolled at the University of Maryland. Nearly two-thirds of the transfer students changed majors in the process, with 59 percent of them losing some of their credits. Over the four-year span, fewer non-graduates seemed to be continuing their education, and more of them were employed, mostly in health-related, secretarial, or computer-related occupations. About half of the students felt that their course work was related to their present jobs. Reasons for leaving Montgomery College were, for the most part, personal, with nearly one-fourth having some intention of returning. Attitudes toward the instruction received at the college were very favorable overall. Data are organized in 22 tables and 5 figures, and the questionnaire is appended. (Author/NHM)

## PS

ED 115 359

PS 008 007

Keyes, Barbara J. And Others

The Development of Listener Competence.

Bowling Green State Univ., Ohio. Dept. of Psychology.

Spons Agency—National Inst. of Neurological Diseases and Stroke (NIH), Bethesda, Md.

Report No—NIH-NS-09590-03

Pub Date Apr 75

Note—7p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Communication Skills, \*Early Childhood Education, \*Egocentrism, \*Elementary Education, Elementary School Students, Interpretive Skills, Kindergarten Children, Listening Comprehension, Listening Skills, \*Role Theory

The effects of listener egocentrism in communication tasks was investigated as a possible explanation for communication failure in young children, since such failure has often been attributed to the cognitive egocentrism of the child. Twenty-four children from each of four grade levels (kindergarten, second, fourth, and seventh) were randomly assigned to experimental and control groups. Both experimenter and child had circles which were half white and half black. Under various conditions (1) child seated next to experimenter; (2) child seated at 90 degree angle to experimenter; and (3) child seated at 180 degree angle to experimenter) the children were asked to replicate the experimenter's placement of the circle on the basis of the experimenter's egocentric explanation of its position. Finally, each child was given Flavell's (1968) storytelling task to assess general role-taking ability. Results demonstrated that listeners actively contribute to the success of the communication problem by compensating for inadequate messages; and that there is a progression in the development of this ability. Conclusions suggest types of listener compensation strategies and advise caution in attribution of listener competence to role-taking ability. (ED)

ED 115 360

PS 008 042

Wilson, William P. Witryol, Sam L.

A Developmental Exploration of the Effects of Spacing on the Recall of Repeated Words.

Pub Date Apr 75

Note—12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Adults, \*Childhood, \*Cognitive Development, Memory, \*Recall (Psychological), \*Word Lists

Identifiers—Encoding (Psychological), Information Processing (Psychological), \*Short Term Memory

The purpose of this experiment was to examine lag function developmental parameters and to test a related developmental hypothesis and the predictions it generated. Fourth and eighth graders and adults were shown a series of words, one at a time, with some words presented twice. Between the two presentations of each repeated word there was one of three lag conditions: no lag (Lag O), short lag, or long lag. Items that were not repeated were labelled 1P words and used as a recall baseline. Subjects, tested individually, were given up to two minutes for written recall. Results showed highly significant lag effects for each age. Two predictions were supported: (1) that young children's recall would increase significantly between Lag O and short lag while older subjects' recall would not, and (2) that the older subjects' recall would show a major increase between short and long lag words while younger children's would not. No significant differences between 1P and Lag O recall levels were evident at any grade, suggesting that the number of retrieval cues for Lag O and 1P terms is identical. It is proposed that the paradigm suggested in this study might be used to explore developmentally the encoding processes used for pictures, words and other stimuli in recognition and recall tasks, and to test Maccoby's proposal that children are not as efficient as adults in using information available in the task to aid performance. The paradigm is currently being used to study how motivational variables affect encoding strategies. (GO)

ED 115 361

PS 008 061

Johnson, Edith W.

An Experimental Study of the Comparison of Pupil Achievement in the All Day Kindergarten and One Half Day Control Group.

Pub Date Jul 74

Note—71p.; Ph.D. Thesis, Walden University

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Achievement Tests, \*Comparative Analysis, Day Care Programs, \*Disadvantaged Youth, \*Early Childhood Education, Grade 1, \*Kindergarten Children, \*Preschool Evaluation, Reading Level, Reading Readiness

Identifiers—\*Full Day Kindergarten

This dissertation report describes a 3-year study which compared the effectiveness of full-day kindergarten sessions (the experimental condition) and half-day sessions (the control condition) in promoting academic achievement. A group of 20 5-year-olds was assigned to each condition; each group contained equal numbers of culturally disadvantaged, economically disadvantaged and middle-class children. Readiness scores and achievement test scores for children in both groups were obtained at the beginning and end of the kindergarten year. Subsequent first grade placement and reading level attainments at the end of first grade were recorded. Results indicated that there was no statistically significant difference between full-day and half-day groups on any of these measures. When achievement test scores of the culturally disadvantaged were analyzed alone, there was still no statistically significant gain in achievement by the full-day over the half-day, indicating that the full-day program did not provide any special academic benefit to culturally disadvantaged children. It is suggested that on the basis of these results, the establishment of full-day kindergarten cannot be recommended on the grounds that it would measurably improve children's achievement. (Author/GO)

ED 115 362

PS 008 074

Demand for Day Care: An Introduction for Campus and Community.

Source, Inc., Washington, D.C.

Spons Agency—Day Care and Child Development Council of America, Inc., Washington, D.C.

Pub Date 74

Note—45p.

Available from—Source, Inc., P. O. Box 21066, Washington, D. C. 20009 (Paper, \$1.50)

Document Not Available from EDRS

Descriptors—Bilingual Schools, \*Child Care Centers, Child Development, \*Cooperative Programs, Curriculum, \*Day Care Programs, \*Day Care Services, \*Early Childhood Education, Government Role, Legal Problems, Nutrition, Parent Participation, Program Descriptions, Resource Guides, Taxes

## Identifiers—\*Campus Day Care

This booklet, primarily composed of excerpted articles taken from a variety of sources, has been compiled to acquaint the reader with general day care issues and the many facets involved in the concept of day care. Special emphasis is placed on campus day care and day care cooperatives. Also included are a description of a bilingual center, thoughts about what childhood education should entail, consideration of the importance of real parental involvement, child development guidelines, and information on tax deductions for child care expenses, possible legal problems, available funding for day care, government food programs for children, and the child care system in China. In addition, annotated lists of helpful resource groups, books, pamphlets, films and publications are provided. (Author/ED)

ED 115 363

PS 008 086

Fowler, William Swenson, Amy

## The Influence of Early Stimulation on Language Development.

Pub Date 12 Apr 76

Note—26p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 12, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Cognitive Development, \*Home Programs, \*Imitation, \*Infants, \*Language Development, \*Language Research, \*Parent Child Relationship, \*Parent Education, \*Record-keeping, \*Vocabulary Development

This longitudinal study explored the effects of early language stimulation upon norms of the language development of three infants. When the infants were 4-5 months old, a long-term program of intensified early language stimulation was implemented by weekly home tutoring sessions with the parents. The tutor stimulation program consisted of an adult-guided model of environmentally specific language activity framed in interpersonally sensitive modes of adult-child interactions. These modes consisted of five types of parent-child activities: routines of daily caregiving, sociodramatic play and sensory motor play, object exploration and manipulative play, periodic trips inside and outside the home, and looking at clear simple pictures in books. In all forms of activity the stress was on alternating adult modeling with infant initiative or responsive behavior, encouraged by adult responsiveness or suggestion. Two measurements were used: (1) periodic tests of cognitive development (including a language quotient), and (2) a system of daily record keeping by parents which included a developmental study of initial vocalization, comprehension, imitations and productions of words, phrases or sentences. Results indicate that the mean levels and rates of language development for the three infants greatly surpassed norms of development, the language acquisition indices developed in the same sequence for each child, and the stimulation program may be facilitating the development of other abilities in the child. (GO)

ED 115 364

PS 008 110

Newberger, Eli H. And Others

## Toward an Etiologic Classification of Pediatric Social Illness: A Descriptive Epidemiology of Child Abuse and Neglect, Failure to Thrive, Accidents and Poisonings in Children Under Four Years of Age.

Pub Date Apr 75

Note—17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Accidents, \*Child Abuse, \*Demography, \*Family (Sociological Unit), \*Family Environment, \*Family Health, \*Family Mobility, \*Family Problems, \*Family Relationship, \*Hospitals, \*Interviews, \*Marital Instability, \*Parent Child Relationship, \*Parent Role, \*Preschool Children

This study examined the underlying common origins of pediatric social illnesses (i.e., child abuse and neglect, failure to thrive, accidents, and poisonings) in children under age 4. Subjects were 560 children admitted to the Children's Hospital Medical Center in Boston. Children admitted with pediatric social diagnoses were matched on the basis of age, race, and socioeconomic status with control children who were without pediatric social diagnoses. Subjects'

mothers were interviewed at the hospital about their housing, marital, financial, health, employment, child care, and familial problems and about specific experiences of the mother and her child. Results indicated that accidents were characterized by high levels of stress due to recent mobility and change in household composition. Cases of failure to thrive and child abuse shared high levels of maternal historical stress (i.e., frequent family mobility, a broken home, and a history of violence or neglect) and a lack of social support. As a group, families of children at risk for pediatric social illness appeared to have less than regular health care, had experienced many recent moves, had many child rearing problems, a history of a broken family in the mother's childhood, and mother-initiated separations from the child. (BRT)

ED 115 365

PS 008 125

Montare, Alberto

## Relationship between Human Temporal Behavior and Discrimination-Reversal Learning.

Pub Date Sep 72

Note—12p.; Paper presented at the Annual Meeting of the American Psychological Association (80th, Honolulu, Hawaii, September 1972)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*College Students, \*Conditioned Response, \*Discrimination Learning, \*Individual Differences, \*Performance Criteria, \*Shift Studies, \*Time Perspective

This study is an exploratory attempt to test the idea that individual differences in the rate of acquisition of an original discrimination learning are related to individual differences in the capacity to estimate the passage of time. Included is a review of the literature on the psychology of time which indicates that underestimation of time is associated with predominance of excitatory processes and overestimation time is associated with inhibitory processes. A discrimination learning problem was administered to 91 male college students to test the hypotheses that time estimation is positively related to the number of trials required to reach (1) the original discrimination learning criterion, (2) the reversal learning criterion, and (3) the total discrimination-shift criterion. Results support two of these hypotheses and the theoretical analysis of the relation between time estimation and discrimination learning. It was concluded that the rate at which a discrimination is learned is a function of the amount of excitatory predominance as measured by the time estimation task, and that a fundamental process which occurs during discrimination learning is the rate at which excitatory processes come to be conditioned to a predominance over inhibitory processes. (GO)

ED 115 366

PS 008 143

Bakeman, Roger And Others

## Effects of Maternal Medication on Mother-Infant Interaction: Methodological Considerations.

Georgia State Univ., Atlanta.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md. Center for Studies of Crime and Delinquency.

Pub Date 11 Apr 75

Note—14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Infants, \*Interaction, \*Interaction Process Analysis, \*Medical Treatment, \*Mothers, \*Overt Response, \*Parent Child Relationship, \*Perinatal Influences

This report examines the relationship between maternal medication during labor and mother-infant interaction on the third day of life. Subjects were 45 black low-income mothers and their healthy full-term infants. The mothers' perinatal drug history was obtained, and a coded observational schedule was used to record maternal and infant behaviors during two 30-minute sessions on the third day after birth. Results indicated that infants who had been exposed to higher drug levels were more passive and required more responsive effort from their mothers than infants who had been exposed to lower drug levels. The behavior of the more drug exposed infants was more erratic and less continuous, and maternal behavior reflected this by occasional reduction in responsive effort. It is suggested that even relatively low amounts of maternal medication can affect early mother-infant interaction. (GO)

ED 115 367

PS 008 15

Radeloff, Deanna J.

## The Role of Language in Early Childhood Education.

Pub Date 74

Note—12p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Cognitive Development, \*Early Childhood Education, \*Generative Grammar, \*Language Development, \*Language Program, \*Linguistic Theory, \*Preschool Program, \*Sociolinguistics, \*Teacher Role

This paper discusses the role of language in early childhood education. The concept of Chomsky's generative grammar is explained briefly as the linguistic approaches of Piaget, Vygotsky and Whorf are compared with regard to the relation between cognitive structures and inner linguistic structures. An enigmatic discussion of language acquisition is presented in order to suggest the scope of issues involved when studying linguistics. The sociological aspects of language are touched upon briefly. Three early childhood programs—New Nursery, Yonemura, and Talk Reform—are compared in terms of goals, teacher role, interactional patterns, level of preorganization, types of activities used, and evaluation methods. It is concluded that teachers need to be aware of current theories of language development and linguistic research and that they need to be able to list diagnostically to each child's language. (JMB)

ED 115 368

PS 008 16

Hassett, Irene D. And Others

## A Preliminary Report on Community Collaboration: How It Enhanced Training of Professionals and Pre-Professionals, Involved Parents in Schools, and Expanded Services for Children's Psycho-Educational Needs.

Pub Date Aug 74

Note—17p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, August 30-September 3, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Elementary Education, \*Field Experience Programs, \*Individualized Programs, \*Learning Activities, \*Learning Disabilities, \*Problem Children, \*Psychotherapy, \*Student Teachers, \*Teacher Attitudes, \*Teacher Education, \*Therapists, \*Tutorial Programs, \*Tutoring, \*Tutors, \*Underachievers

Identifiers—\*New York (New York), \*Teacher Therapist Cooperation

This paper describes a tutoring program in which a children's psychiatric clinic, a city university department of education and school personnel collaborated to provide additional services for underachieving elementary school children who were receiving psychotherapy. An additional aim of the program was to upgrade the quality of the training programs in psychiatry and teacher education. College students in a teacher education sequence did the tutoring under joint supervision of clinic staff, classroom teachers, and college faculty. In about half the cases, tutors worked with the child exclusively at his school for 2 and 3 one-hour sessions a week; other tutors worked with the child in school and at home. Lectures on child development and small group clinical supervision sessions supplemented the tutors' training. Program strengths and weaknesses are reviewed. (BRT)

ED 115 369

PS 008 17

Munroe, Ruth H. Munroe, Robert L.

## Infant Care and Childhood Performance in East Africa.

Pub Date Apr 75

Note—17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*African Culture, \*Behavior Patterns, \*Child Rearing, \*Cognitive Tests, \*Cultural Differences, \*Farmers, \*Foreign Countries, \*Infant Behavior, \*Learning Characteristics, \*Mothers, \*Observation, \*Parent Child Relationship, \*Time Factors (Learning)

Identifiers—\*Africa

This paper reports on a followup study of the long-term effects of infant care patterns among the Logoli people of East Africa. In the original study, 12 infants, ages 7-13 months, were observed to obtain a measure of the frequency with which the infant was held by the mother and

hens, latency of response to the infant's crying, and the number of times the mother was inferred to have caused the crying. Followup data were obtained on 8 to 11 of the children at 5 years of age. Children's ability on three standardized tasks (perseverance on a puzzle, an embedded figures test, and a name-learning task) as well as in complex tasks and participation in household chores was evaluated. Study findings appeared to confirm that certain early care variables affect later performance of children. Difficulties in the interpretation of study findings are discussed. (BRT)

**D 115 370 PS 008 182**

*Conway, Dorice Lytton, Hugh*  
Language Difference between Twins and Singletons - Biological, Environmental, or Both? Pub Date Apr 75

Note—7p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—Biological Influences, Environmental Influences, \*Infants, \*Language Development, \*Language Research, Mothers, \*Nature Nurture Controversy, Parent Child Relationship, \*Twins

This data compared language complexity measures, birth information, and family data for twins and singletons of the same sex, age, and socioeconomic status. The subjects were four pairs of male twins, four pairs of female twins, four pairs of opposite sex twins, and 24 singletons, 32-33 months of age. Samples of each child's spontaneous utterances were obtained on a two-hour tape recording made in the home setting and an accompanying shorthand record of ongoing action. At the same time measures of articulation and vocabulary comprehension were obtained, a Sentence Initiation Task was administered, and a parent interview form was completed. Birth information was obtained through hospital records. Significant differences between the two groups were found on the language measures, with the twins scoring lower. Rate measures (overall rate of utterance and rate of utterance to mother) were the major source of difference. No significant group differences were found on the phrase-complexity measure. Twin-singleton differences were found on all of the biological measures. It was concluded that the language development of twins may be handicapped by a biological factor of perinatal or prenatal stress and by too much sibling interaction and too little adult interaction in the acquisition of the basic semantic ideas required in advance of expression. (JMB)

**D 115 371 PS 008 183**

Early Childhood Programs: A State Survey 1974-1975. Report No. 65. Early Childhood Project Report No. 11.

Education Commission of the States, Denver, Colo.

Report No—ECS-R-65

Pub Date Apr 75

Note—20p.

Available from—Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (Paper, ECS Report No. 65, \$1.00)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Administrator Background, Certification, Day Care Programs, \*Early Childhood Education, \*Kindergarten, \*Preschool Programs, Public Support, Questionnaires, \*State Aid, \*State Surveys, Teacher Certification

Identifiers—\*Education Commission of the States

This survey of the extent to which each state is supporting kindergarten and other early childhood services consists of three tables showing: (1) state-by-state expenditures (total and per pupil) for kindergarten and prekindergarten, other state-supported services (medical, dental, etc.) to retrain graders; information on kindergarten entrance age and whether kindergarten is mandatory or permissive; (2) certification requirements including agency responsible for certification) for day care personnel, prekindergarten and kindergarten teachers, administrators, and paraprofessionals; and (3) program administration and personnel development, including responsible agencies, form of coordination among administrative agencies, and number of colleges and junior colleges offering programs in early childhood education. Data was obtained from

response to a questionnaire sent to all states and three territories in 1972 and 1974. A one-page summary of table data is included. (BRT)

**ED 115 372 PS 008 184**

*Slaughter, Diana T. Spencer, Margaret B.*  
Modernization Through Education of Mother-Child Dyads: Description of Research Strategy. Pub Date Apr 75

Note—11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Black Community, Delivery Systems, Infants, Life Style, Low Income Groups, Mother Attitudes, Negro Housing, \*Negro Mothers, Observation, \*Parent Child Relationship, \*Parent Education, \*Preschool Education, \*Research Methodology, Social Agencies, Socialization, Social Values, Sociocultural Patterns

Identifiers—\*Illinois (Chicago)

This paper describes research strategy for evaluating mother-child intervention programs for black infants in three Chicago low-income housing projects. Mothers were observed with their infants in pre- and post-testing sessions in a room with magazines, children's books, and a television. Analysis of the data is intended to show: (1) the extent to which intervention programs encourage families to change their life styles, (2) the relationship of the mother's personality and self-concept to her overall conception of life in her own family, and (3) the reciprocal relationship already existing between the mother and her 18-24 month-old child before any intervention. There were approximately 40 family participants from each of three housing projects varying greatly in structural arrangements. Two different parent programs, modeled after those of Levenstein and Badger, were used in each housing project. A third group of children at each site served as controls. (BRT)

**ED 115 373 PS 008 185**

*Keller-Cohen, Deborah*  
Children's Verbal Imitation, Comprehension and Production of Temporal Structures.

Pub Date Apr 75

Note—16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Cognitive Development, Early Childhood Education, Imitation, \*Language Development, Language Tests, \*Memory, \*Preschool Children, \*Psycholinguistics, Research Design, Verbal Development, Verbal Tests

This study investigated the relationships obtained among verbal imitation, comprehension, and production when a stimulus sentence exceeded the child's short term memory. A total of 32 children, aged 3 to 5 years, took tests of comprehension, nonverbal imitation, verbal imitation, and production of structures expressing sequence ("before", "after", "first", etc.) and simultaneity ("while", "at the same time" etc.). Scores on the nonverbal imitation of both sequence and simultaneity were significantly higher than scores on comprehension, verbal imitation, and production. In addition, there was a significant interaction between temporal construction and task. Scores on the comprehension of both sequence and simultaneity were found to be significantly higher than on production. The significance of these data are discussed in detail; and an argument is made for a multi-instrumental approach to the study of language acquisition. (ED)

**ED 115 374 PS 008 186**

*Hooper, Frank H. Sipple, Thomas S.*  
A Critical Analysis of Matrix Task Classificatory and Seriation Abilities.

Pub Date 12 Apr 75

Note—21p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 12, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Age Differences, \*Classification, \*Cognitive Development, Cues, \*Developmental Tasks, \*Early Childhood Education, Logical Thinking, Matrices, Memory, Research Methodology, Research Problems, \*Serial Ordering, Thought Processes

Identifiers—\*Piaget (Jean)

Two experiments which investigated the young child's ability to deal with multiplicative classes and relations (considered behavioral indices of concrete operations thought) in double series and cross class matrices are described and discussed. In the initial study, 160 children from preschool through grade 2 received six matrix subtasks (reproduction and transposition subtasks of cross classification, classification seriation, and double seriation) in one of six orders of presentation (the reproduction subtask always preceded the transposition case for a given matrix). The second experiment followed much the same design as the first, except that the class/series matrix was not used and stimuli for one cross class task were rearranged so that neither dimension was seriated across rows or columns of the matrix. Results, conclusions, and methodological problems of each experiment are discussed in detail. It was concluded that the pattern of lesser general difficulty for multiple relations contrasted with multiple classification concepts was substantiated in these experiments (and other experiments (and other experiments also discussed) and that the original structural synchrony conclusions of Inhelder and Piaget need further examination. (ED)

**ED 115 375 PS 008 191**

*Altshuler, Anne*  
Books That Help Children Deal with a Hospital Experience.

Health Services Administration (DHEW/PHS), Rockville, Md. Bureau of Community Health Services.

Report No—DHEW-HSA-74-5402

Pub Date 74

Note—28p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 1731-0005, \$0.50)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Annotated Bibliographies, \*Bibliotherapy, Childrens Books, Elementary School Students, Fear, \*Hospitalized Children, \*Hospitals, Preschool Children, \*Reading Material Selection

Identifiers—\*Illness

This booklet was prepared to aid adults in the selection of books related to illness and hospitals and is suitable for use with children about to be hospitalized. The use of books in preparing a child for hospitalization is discussed and guidelines for selecting books for both preschool and elementary school children are presented. A major portion of the booklet consists of an annotated bibliography of books which includes the author, publisher, year of publication, number of pages, type of illustrations, price, age group or school grades for which the book is appropriate, and a brief description of contents. Each entry is also given a rating from excellent to poor based on the realism of the hospital experience presented, how well the story was told, the quality of the illustrations, and the accuracy of the medical information included. (JMB)

**ED 115 376 PS 008 193**

Child Care: Data and Materials.

Congress of the U.S., Washington, D.C. Senate Committee on Finance.

Pub Date Oct 74

Note—267p.; Revised edition of document prepared by the staff for the use of the Committee on Finance (U.S. Senate, 93rd Congress, 2nd Session)

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 5270-02549, \$2.55)

**EDRS Price MF-\$0.76 HC-\$1.32 Plus Postage**

Descriptors—Certification, \*Child Care, Child Care Centers, \*Child Welfare, \*Day Care Services, \*Early Childhood Education, Family Day Care, Family Income, Federal Legislation, Federal Programs, Government Role, National Surveys, State Standards, \*Statistical Data, Working Women

This report presents current statistics, reports, statutory language, and regulations pertaining to child care in the United States in 1974. A short summary precedes the numerous tables which compose nearly three-quarters of the report. These tables illustrate the following kinds of data: (1) the number and status of children needing child care; (2) the number of women in the labor force, both in female-headed and husband-wife families, particularly in relation to status and in-

come; (3) child care arrangements available (with approximate usage), including preprimary schools, child care centers, family day care and home care, with particular reference to the care of children under six years of age; (4) federal involvement in child care, including type of involvement and fiscal level; and (5) current state and federal licensing standards and regulations. The appendices include excerpts from various reports that either were used in compiling the data or are included to elucidate certain issues. (ED)

ED 115 377 24 PS 008 212

Schmidt, Nancy J., Comp.  
Selected Bibliographies for Teaching Children about Sub-Saharan Africa.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Oct 75

Note—50p.

Available from—Publications Office/I.C.B.D., College of Education, University of Illinois, 805 West Pennsylvania Ave., Urbana, Illinois 61801 (Catalog No. 138, \$2.00)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage  
Descriptors—\*African Culture, African History, African Literature, \*Annotated Bibliographies, Art Education, Audiovisual Aids, \*Childrens Books, Curriculum Enrichment, Dance, \*Elementary Secondary Education, Ethnocentrism, Ethnology, Music Education, \*Resource Materials, Teacher Workshops  
Identifiers—Africa

These annotated bibliographies were originally developed for in-service workshops for elementary and secondary school teachers who are teaching about Africa or interested in developing curricula about Africa. The bibliographies are quite selective. They include only materials which are current, relatively accurate and unbiased, and give an authentic and representative depiction of Africa. The following areas are covered: (1) selected sources for teaching about Africa; (2) children's books for teaching about Africa, specifically for kindergarten-grade two and grades 4-6; (3) resources for teaching sixth graders about Bushmen and West African cultures; (4) children's books and audio-visual resources for supplementing a seventh grade curriculum on Africa; (5) resources for teaching about African art, music, dance and literature; (6) African recipes for American children to cook; (7) biographies of famous African men and women; (8) materials aimed at debunking myths about Africa; (9) reference works on Africa for children; and (10) children's books on Africa published from 1973-1975. (ED)

ED 115 378 PS 008 213

Home-Based Preschool Education: Leaders' Guide for Inservice Training Filmstrips (Educator 1, 2, 3, 4).

Pub Date 73

Note—47p.; For resume to a related document, see PS 008 214

Available from—Olympus Publishing Company, Olympus Research Corp., 955 E. Ninth St., S., Salt Lake City, Utah 84102 (Paper, \$12.50)

Document Not Available from EDRS

Descriptors—Child Rearing, Evaluation, \*Filmstrips, Group Discussion, \*Home Programs, \*Inservice Teacher Education, Instructional Materials, Instructional Programs, \*Leaders Guides, \*Parent Education, Parent Workshops, Preschool Education, Resource Materials, Teaching Techniques  
Identifiers—\*Home Based Preschool Education

This guide is to be used by leaders of inservice training workshops for instructors of parent study groups interested in learning new parenting skills that will foster home-based preschool education. The introduction provides suggestions on how a school might begin a program of school-sponsored, home-based early childhood education. The guidelines include: reasons for school sponsorship, how to organize and finance the program, selection and training of instructors, scheduling parent study groups, and techniques for teaching parents. The program guide is primarily concerned with use of the four inservice training filmstrips on selecting participants and group leaders, purpose of the filmstrips, general and instructional considerations, the procedure for using the filmstrips, and how to evaluate the teacher inservice training. The four filmstrips are

entitled: Introduction to Home-Based Preschool Education; The Nature of the Adult Learner; Methods for Helping Parents Learn; and Additional Activities and Experiences for Helping Adults Learn. The texts of each filmstrips are given and annotated with pertinent discussion questions. A bibliography of suggested reading on working with parents and general child rearing is included, along with lists of booklets, pamphlets and simple how-to books appropriate for parents. (ED)

ED 115 379 PS 008 214

Home-Based Preschool Education: Leaders' Guide for Parent Training Filmstrips (Parent 1, 2, 3, 4, 5, 6).

Pub Date 75

Note—55p.; For resume to a related document, see PS 008 213

Available from—Olympus Publishing Company, Olympus Research Corp., 955 E. Ninth St., S., Salt Lake City, Utah 84102 (Paper, \$12.50)

Document Not Available from EDRS

Descriptors—Child Rearing, Evaluation, \*Filmstrips, Group Discussion, \*Home Programs, Instructional Materials, \*Leaders Guides, Learning Activities, \*Parent Education, Parent Workshops, Play, \*Preschool Education, Resource Materials, Teaching Techniques  
Identifiers—\*Home Based Preschool Education

The goal of this program, centered around six filmstrips, is to help parents learn new skills for teaching their young children in the home. This leaders' guide describes the purpose of the filmstrips, gives some organizational and general considerations, outlines the procedure for using the filmstrips, and enumerates some guidelines for handling adult groups and evaluating the effectiveness of the program. The texts of each of the six filmstrips are given and annotated with pertinent discussion questions. One filmstrip provides an introduction to home-based preschool education, two others describe how children learn, and three filmstrips suggest ways parents can help children learn at home through informal activities and the use of toy libraries. A bibliography of books and pamphlets for parents on child rearing and education is provided. (ED)

ED 115 380 PS 008 216

D'Audney, Weslee Dollis, Dorothy  
Calendar of Developmental Activities for Preschoolers.

Nebraska Univ. Medical Center, Omaha. Meyer Children's Rehabilitation Inst.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date 75

Note—92p.

Available from—Early Childhood Technical Assistance—Resource Center, Meyer Children's Rehabilitation Institute, University of Nebraska Medical Center, 444 South 44th Street, Omaha, Nebraska 68131 (Paper, \$2.50)

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Bibliographies, Cognitive Development, \*Early Childhood Education, Language Development, \*Learning Activities, Play, Preschool Children, \*Preschool Education, Reading Development, \*Resource Materials, Self Concept, Social Development, Student Centered Curriculum, \*Teaching Guides

This idea resource booklet (in the format of an illustrated school-year calendar) is designed to be used by teachers in developing programs for preschool children. The developmental and seasonal activities included follow a progression from simple to complex. Suggestions for modifying many of the activities to each child's level of development are given. The activities are cross-indexed under developmental purposes, and are designed to provide a balance between free play and structured guidance, active and quiet experiences, large and small group and individual activities within a flexible schedule. Each activity is described, including the materials needed. Bibliographies of recommended books and records for children and recommended reading for teachers are included. (Author/ED)

ED 115 381 PS 008 217

Harrington, David M. And Others  
Behavioral Manifestations and Parental Correlates of Intolerance of Ambiguity in Young Children.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Report No.—NIMH-MH-16080

Pub Date Apr 75

Note—32p.; Version of paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, Apr 10-13, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage  
Descriptors—\*Ambiguity, Behavior Patterns, Fathers, Longitudinal Studies, Mothers, Observation, Parent Attitudes, \*Parent Child Relationship, Parent Influence, \*Personality Studies, Personality Tests, \*Preschool Education, \*Psychological Characteristics, Psychological Evaluation, Q Sort, Sex Differences  
Identifiers—California Child Q Set, Lowenfeld Mosaic Test

The phenomenon of intolerance of ambiguity in young children was investigated in this longitudinal study. Personality data for the total of 12 children in the study were obtained from: (1) descriptions of the children at both 3 and 4 years of age by their teachers, using the California Child Q-set; (2) the children's performance of the Lowenfeld Mosaic Test; (3) their reactions to a Curiosity Box covered with a variety of hinges, snaps, electrical switches, sandpaper, bull-chain latches and peepholes; and (4) independent observations of the children in a relatively unstructured 20-minute sandbox play situation. Information on parent-child relationships pertinent to children's intolerance of ambiguity was obtained from: (1) self-reported parental child-rearing attitudes and practices; (2) video-taped parental behaviors in a teaching situation; and (3) descriptions of mothers and fathers by the mothers according to an Adjective Q-sort. Data suggest that intolerance of ambiguity in young children can be described; that it is relatively stable over a period of at least one year; that children intolerant of ambiguity tend to avoid, restrict attention within and impose premature structure upon relatively unstructured situations; and that this characteristic is significantly associated with paternal hostility, impatience and rejection for boys, and with unusually high levels of maternal supportiveness for girls. (ED)

ED 115 382 PS 008 219

Cohen, Davene  
CAPIT Toy Catalog.  
Northwest Regional Educational Lab., Portland, Ore.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 75

Note—48p.

Available from—Office of Dissemination and Installation Services, Northwest Regional Educational Laboratory, 710 S.W. Second Ave., Lindsay Bldg., Portland, Oregon 97204 (Paper, \$2.95)

EDRS Price MF-\$0.76 Plus Postage. HC No Available from EDRS.

Descriptors—Catalogs, Cognitive Development, \*Early Childhood Education, Elementary School Students, \*Games, Home Visits, Learning Activities, \*Parent Education, \*Play Preschool Children, Reading Development, Resource Materials, Skill Development, Social Development, \*Toys  
Identifiers—CAPIT, \*Children and Parents Involved Together, Northwest Regional Educational Laboratory

This catalog, a product of the CAPIT program (Children and Parents Involved Together), is designed to familiarize parents with durable aesthetically appealing toys, games, tools, and materials which are readily available and have potential educational value. Home visitors in the CAPIT program use the catalog during their visits to help families select appropriate toys for their children. For each of the 33 items displayed in the catalog, information is presented about the contents, approximate age level for which the item is most appropriate, and skills the item can assist in developing. Although most of the toys are designed for preschool and elementary school children, the games and some of the toys may be adapted for use by older children and adults. All items are illustrated; sources for obtaining the item are provided at the end of the catalog. (ED)

ED 115 383 PS 008 220

Language Activities in Nursery School: A Guide for Preschool Teachers.  
Indianapolis Council of Parent Cooperatives, Ind.

Pub Date 75

Note—67p.

Available from—Indianapolis Council of Parent Cooperatives, Inc., 5512 Skyridge Drive, Indianapolis, Indiana 46250 (Paper, \$1.25)



**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
**Descriptors**—Attention Span, Creative Activities, Creative Expression, \*Curriculum Guides, \*Early Childhood Education, \*Language Arts, \*Learning Activities, Listening Skills, Memory, Motor Development, \*Preschool Programs, Problem Solving, Self Concept, Vocabulary Development

The activities described in this guide have been collected in an effort to suggest an underlying philosophy for a language arts curriculum in nursery schools and to outline and suggest a variety of methods by which this philosophy can be put to use. Materials commonly found in the classroom, outside, and in the home, and well-known songs and games are here presented in the context of promoting language development in the preschool child. The guide is divided into four sections: (1) using visual symbols in communication; (2) motoric expression; (3) speaking; and (4) listening. Each section begins with a rationale followed by a list of activities grouped in approximate order of difficulty. (ED)

**ED 115 384 PS 008 221**

**Harmon, Robert J. And Others**  
**Infants' Reactions to Unfamiliar Adults: A Discussion of Some Important Issues.**

Pub Date Apr 75

Note—46p.; Papers presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Affective Behavior, Behavior Patterns, Cognitive Development, \*Emotional Development, \*Infant Behavior, \*Observation, Parent Child Relationship, Perceptual Development, \*Research Methodology, Statistical Analysis, \*Stranger Reactions, Symposia, Visual Perception

Papers and discussants' comments from a symposium on issues concerning infants' reactions to strangers are presented. Researchers agreed that there is a developmental shift in infant behavior at 7 to 9 months of age when the infant becomes more cautious in approaching strangers. However, investigators hypothesize that the presence of the mother, the mother-child relationship, or the context in which the child-stranger interactions occur may affect the strength and quality of that interaction in differing ways. Symposium discussants suggest that infant fear of strangers may not be as prevalent or as unidimensional as once supposed. Suggestions are made for more precise research methods, observational techniques, and behavioral scoring. (BRT)

**ED 115 385 PS 008 222**

**Butner, Lynda And Others**  
**A Comparison of Self Concept and School Attitude of Third Grade Low Achievers in Homogeneous Versus Heterogeneous Groupings.**

Pub Date May 74

Note—40p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Ability Grouping, Academic Ability, Achievement Tests, Attitude Tests, \*Elementary Education, Grade 3, Heterogeneous Grouping, Homogeneous Grouping, Literature Reviews, \*Low Achievers, \*School Attitudes, \*Self Concept, Self Concept Tests

A comparison of the self concepts and school attitudes of third grade low achievers in homogeneously versus heterogeneously grouped classrooms is made in this study. An extensive review of the literature on ability grouping, self concept (and self concept tests), and school attitudes related to grouping is presented. In the study, low achievers were defined as students whose grade point fell between 1.6 and 2.6 on the overall reading test scores of the Metropolitan Achievement Test given at the beginning of the school year. Thirty children from each ability group type were given the "Self Appraisal Inventory" to measure their self concepts and the "School Sentiment Index" to measure their school attitudes. (The texts of these "yes-no" answer questionnaires are provided in the appendix.) Results indicated that ability grouping alone may not necessarily promote a more positive self concept for low achievers. However, homogeneous grouping appears to have a positive influence on the child's attitude toward school. It is predicted that, in a multiple group correlation, the self concept and school attitude of a child will be positively related. (Authors/ED)

**ED 115 386 PS 008 223**

**Stein, Nancy L. Glenn, Christine G.**  
**A Developmental Study of Children's Recall of Story Material.**

Pub Date Apr 75

Note—21p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Age Differences, \*Comprehension Development, \*Early Childhood Education, Grade 1, Grade 3, \*Memory, Models, \*Recall (Psychological), Research Methodology, \*Retention, Short Stories

This study investigated the development of story recall in elementary school children through development of a model of story comprehension which specified both the rules for informational transformations and elaborations and the nature of the organizational structure of stories. Using Rumelhart's (1974) schema for analyzing stories in terms of a network of information categories and the logical relationships which exist between these categories, a story was constructed which contained 23 informational units. The story was read to 15 first graders and 15 third graders, with recall required after 20 seconds and again after a delay of one week. The data were analyzed in two different ways: (1) analyses pertaining to both the total number of categories accurately recalled by subjects and to a comparison of the categories recalled in the story; and (2) analyses pertaining to elaborations on the original story both as transformations of the original categories and as additions of new information. Results of these analyses are outlined and it is concluded that Rumelhart's schema appears to have value in directing further research in the comprehension of story material. (ED)

**ED 115 387 PS 008 224**

**Boyce, M. W., Comp.**

**The Australian Aboriginal Child: Bibliography and Abstracts. Part I: Physical and Intellectual Development.**

Pub Date Apr 75

Note—19p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Annotated Bibliographies, Classification, Developmental Tasks, \*Early Childhood Education, \*Foreign Countries, Health, \*Intellectual Development, Intervention, Language Development, Nature Nurture Controversy, \*Physical Development, Preschool Programs, Program Descriptions, Thought Processes

**Identifiers**—\*Australian Aborigines

This abstract bibliography concentrates on aspects of the physical and intellectual development of the Australian Aboriginal child, although educational, sociological and other issues are also raised in a number of the entries included. Most of the 57 entries are journal articles, although some are book chapters, reports and conference papers. A brief introduction to the bibliography outlines the major issues discussed and the entries in which these issues are raised. Generally, the alphabetically arranged bibliography consists of entries related to: (1) physical development and health; (2) the preschool intervention project at Bourke (including philosophy, method, and summary of the project; first-year and follow-up results; and criticisms); (3) language development; (4) conservation and classification studies; (5) discussion of the nature/nurture controversy as it pertains to the Australian Aboriginal child; and (6) intellectual development and thought processes. (ED)

**ED 115 388 PS 008 226**

**Gordon, Ira J. Guinagh, Barry J.**

**A Home Learning Center Approach to Early Stimulation. Final Report.**

Florida Univ., Gainesville. Inst. for Development of Human Resources.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Report No.—NIMH-5-MH16037-06

Pub Date Nov 74

Note—129p.; For an earlier report, see ED 056 760

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—\*Early Childhood Education, Family Day Care, \*Home Programs, Home Visits, Intellectual Development, \*Intervention, \*Longitudinal Studies, Low Income Groups, Models,

Mother Attitudes, Paraprofessional School Personnel, Parental Aspiration, Parent Child Relationship, \*Parent Education, Program Descriptions, Program Effectiveness, Program Evaluation

**Identifiers**—\*Project Home Learning Center

The Home Learning Center (HLC) Project, a combination of research and demonstration containing phases of basic research, material development and field testing of materials and delivery system, began in 1968 as a longitudinal investigation of a home-oriented approach to intervention in the lives of very young children which might enhance their ability to function in life. This project was the third in a series of longitudinal studies using the same population. In all three studies, the essential ingredient was weekly visits by trained paraprofessional parent educators (drawn from the community) who provided the parent with ideas and activities which could be used at home. The HLC program continued intervention through the child's third year (adding a weekly group play session) and collected data on the effects of this type of intervention on children and parents three years after termination of intervention. A total of 204 experimental and control families participated in this final phase. At age 6, all children were measured by the Stanford-Binet, Caldwell Preschool Inventory, and Task Oriented Behavior Scale. Mothers' attitudes and behavior were measured by their responses on two interviews scheduled. Results are given; and discussions on the long-time effects of intervention and the efficacy of the HLC model are presented. (ED)

**ED 115 389 PS 008 227**

**Child Welfare League of America Standards for Foster Family Service. Revised Edition.**

Child Welfare League of America, Inc., New York, N.Y.

Pub Date 75

Note—125p.; For resume to 1969 edition, see ED 039 019

Available from—Child Welfare League of America, Inc., 67 Irving Place, New York, N.Y. 10003 (Paper, \$5.00)

**Document Not Available from EDRS**

**Descriptors**—Administrative Organization, Agency Role, \*Child Welfare, Community Services, \*Foster Children, \*Foster Family, Foster Homes, Legal Responsibility, Parent Child Relationship, Parent Responsibility, Placement, Planning, Social Work, \*Standards, Welfare Agencies, \*Welfare Services

**Identifiers**—\*Foster Family Service

These standards are intended to be goals for the continuous improvement of foster family services to children and are thought to represent practices that are currently considered to be desirable in providing a social service for individual children in a way that promotes their well-being. The changing patterns of foster family care and basic principles underlying practice in foster family service are discussed in the introduction. The following areas are described by the standards: (1) foster family service as a child welfare service and the types of foster family care; (2) legal rights and responsibilities of parents, before, during, and after placement of their child in a foster care home; (3) services to the child (agency responsibilities and appropriate social work); (4) requirements, selection, development and use of foster homes; (5) proper organization and administration of foster family service by a designated agency; and (6) planning and organization of contingent community services and provisions to support foster family care. (ED)

**ED 115 390 PS 008 236**

**Schaefer, Earl S.**

**Major Replicated Dimensions of Adjustment and Achievement: Cross-Cultural, Cross-Sectional and Longitudinal Research.**

Pub Date 3 Apr 75

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Academic Achievement, \*Behavior Rating Scales, \*Classroom Observation Techniques, Early Childhood Education, Educational Assessment, \*Elementary Secondary Education, Emotional Adjustment, Goal Orientation, Models, Personality, Reliability, Social Adjustment, \*Social Behavior, \*Student Adjustment, Student Behavior

**Identifiers—Classroom Behavior Inventory**

This paper reports the development of a Classroom Behavior Inventory and a series of studies which have developed and refined methods for collecting teacher ratings of children's social, emotional and task-oriented behavior from preschool through high school. Findings suggest that the Classroom Behavior Inventory is a relatively economical, reliable, and valid method for collecting data on classroom behavior. The Inventory should be of use in research on adjustment and achievement. The development of a conceptual model for classroom behavior allows integration of many studies in the field of clinical psychology and personality research and provides a guide for sampling the domain of child adaptation to the classroom. (GO)

ED 115 391

PS 008 237

O'Bryan, K. G.

**Eye Movements as an Index of Television Viewing Strategies.**

Pub Date Apr 75

Note—20p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Comics (Publications), Educational Television, \*Elementary Education, Eye Fixations, \*Eye Movements, Filmstrips, Reading Materials, \*Reading Research, Reading Skills, Remedial Reading, \*Television Research, Television Viewing

The eye movement patterns of good readers, poor readers and functionally illiterate children are discussed in relation to television and film-strip viewing and comic book reading. Studies conducted since 1972 on the eye movement patterns of children between 9 and 11 years of age are described and the results discussed. Suggestions are presented concerning the production of TV shows, comic books and filmstrips for use in reading remediation. These include (1) the most effective use of printed material on the screen in conjunction with action in children's educational television shows; (2) the best placement of print, amount and size of print, type of presentation, relationship of words to action, and types of art work for comic books; and from preliminary findings, (3) the best timing, visual to audio relationship, and position and type of print for filmstrips based on comic book formats. (ED)

ED 115 392

PS 008 238

Bijou, Sidney W.

**Exploratory Behavior.**

Pub Date Apr 75

Note—14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Behavior Theories, \*Child Development, \*Curiosity, Motivation, \*Operant Conditioning, Reinforcement, Reinforcers, \*Stimuli

Identifiers—Behavior Analysis, \*Exploratory Behavior

This paper points out the inadequacies of emotional or drive-based theories of exploratory behavior and offers instead a behavior analysis conceptualization. Exploratory behavior as an emotional state was rejected because the environmental conditions said to arouse exploration and the behaviors said to manifest curiosity are too general to separate from other kinds of interactions. The drive theory was discarded for two reasons: (1) physiochemical change as the distinction between exploratory and non-exploratory behavior has not yet been clearly demonstrated and (2) the collative stimulus approach, in which the comparison of stimuli is said to arouse curiosity and thus lead to specific exploratory behavior, has not facilitated research. Behavior analysts contend simply that exploratory behavior generates repertoires that facilitate the development of complex cognitive behavior and is the sort of behavior that is established and maintained by nonappetitive reinforcers. (JMB)

ED 115 393

PS 008 240

Fahrmeier, Edward D. Medin, Douglas L.  
**Dimensionality in the Similarity Judgments of Young Children.**

Pub Date Apr 75

Note—11p.; Paper presented at the Biennial Meeting of the Society for Research in Child

Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Age Differences, \*Chinese Americans, Cultural Differences, Dimensional Preference, \*Discrimination Learning, \*Early Childhood Education, Grade 3, Kindergarten Children, \*Learning Processes, \*Perceptual Development, Serial Ordering, Shift Studies, Visual Stimuli

Identifiers—\*Dimensional Processing, Transitivity

In order to examine the nature of dimensional processing in children, 20 kindergarten and 20 third grade Chinese-American children were asked to make similarity judgments for unidimensional sets of stimuli differing in color (hue), size, and shape, respectively. Age differences were generally confined to the color set. The judgments of the older children were more internally consistent, and more similar to the other children in their age group than were the younger children. The frequency of good-fitting Scaling Solutions was also higher for the older children. The processing of color in a relational manner thus seems to develop more slowly than relational processing of size or shape. Implications of these results are discussed. Forty white kindergarten children also did all three tasks. Results for these children indicated the same sequence of difficulty, although these children were less consistent and sophisticated than the Chinese children. (Author/ED)

ED 115 394

PS 008 241

Montemayor, Raymond Eisen, Marvin

**The Development of Self-Perceptions in Children and Adolescents.**

Pub Date Apr 75

Note—13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Abstraction Levels, Adolescents, \*Age Differences, Cognitive Development, Elementary School Students, \*Elementary Secondary Education, Interpersonal Relationship, \*Personality Development, \*Self Concept, Self Concept Tests, Self Esteem, \*Self Evaluation, Test Reliability

Developmental changes in self-perceptions were studied in children and adolescents in grades 4, 6, 8, 10, and 12. The responses of subjects to the question Who am I? were analyzed by means of a 30-category scoring system. Children described themselves in terms of their physical appearance and their behavior, while adolescents referred to their beliefs and their interpersonal style. Few sex differences were noted. Adolescents did not use more categories than children; they used different categories. (Author/ED)

ED 115 395

PS 008 242

Neal, Mary V.

**Vestibular Stimulation and Development of the Small Premature Infant.**

Pub Date Apr 75

Note—15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Body Weight, Child Development, \*Environmental Influences, Infant Behavior, Infant Mortality, \*Motion, Motor Development, \*Physical Development, Physiology, \*Premature Infants, \*Stimulus Devices

Identifiers—\*Vestibular Stimulation

This study was designed to explore the effects of vestibular stimulation on the developmental behavior, respiratory functioning, weight and length gains, and morbidity and mortality rates of premature infants. A total of 20 infants participated in this study in 4 groups of 5 infants each. Group A infants were placed in a motorized hammock within their incubators and were rocked gently for 30 minutes, three times a day. Group B infants were placed in the same type of hammock but were free to remain still or initiate motion themselves by any slight bodily movement. Group C infants were placed in a stationary hammock to control for variables such as extra handling and the fetal position assumed when in the hammock. Group D was the control group in which the infants received traditional nursing care. The findings indicated that the in-

fants in Group A had higher pH levels and greater linear growth than the infants in any of the other groups and that the Group B infants showed the greatest weight gain. These data are interpreted as suggesting that the development of integrating biological behaviors of the small premature infant may be influenced by a specific motion pattern. (JMB)

ED 115 396

PS 008 243

Shireman, Joan F. Johnson, Penny R.

**Adoption: Three Alternatives. A Comparative Study of Three Alternative Forms of Adoptive Placement.**

Chicago Child Care Society, Ill.

Spons Agency—Elizabeth McCormick Foundation, Chicago, Ill.

Pub Date 73

Note—26p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Adjustment Problems, \*Adopted Children, \*Adoption, Comparative Analysis, Evaluation Methods, Infancy, Interviews, Longitudinal Studies, Motor Development, \*Negro Youth, \*One Parent Family, Participant Characteristics, \*Program Descriptions, Reliability, Social Development

Identifiers—\*Transracial Adoption

This descriptive report covers the first phase of a 20-year longitudinal study of black children adopted under 3 years of age by black couples, white couples, and single persons. The sample of three groups of approximately equal size was selected from the adoptive placements of two private child welfare agencies between June 1970 and June 1972. The longitudinal study will be an assessment of the family's capacity to form close relationships and handle stress. The material presented in the first phase report was gathered from case records and interviews before, immediately after and two months after placement. Descriptions of the applicants, the children they adopted, and their early adjustment as a family are included. Interesting differences among the experimental groups are revealed in this report. For the most part, the children in the study have had few problems and seem to be developing well. Children and families with problems are described. Statistics on interview-item reliability are given. (ED)

ED 115 397

PS 008 244

Cooper, Grace C.

**Guide to Teaching Early Child Development: A Comprehensive Curriculum.**

Child Welfare League of America, Inc., New York, N.Y.; Consortium on Early Childbearing and Childrearing, Washington, D. C.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No.—OCD-CB-101(C2)

Pub Date 75

Note—330p.; For related documents, see PS 008 067-072

Available from—Consortium on Early Childbearing and Childrearing, Child Welfare League of America, Inc., 67 Irving Place, New York, N. Y. 10003 (Paper, \$15.00)

**Document Not Available from EDRS**

Descriptors—\*Adolescents, Bibliographies, Child Development, Childrearing, Cultural Differences, Day Care Services, Dialects, Family Planning, Infants, \*Parent Education, \*Parenthood Education, Resource Materials, \*Secondary Education, \*Teaching Guides, Teaching Methods

Identifiers—\*Consortium on Early Childbearing and Childrearing

This teacher's guide is part of the parenting curriculum package developed by the Consortium on Early Childbearing and Childrearing (CECC) and is meant to be used in conjunction with parenting curriculum materials (published in 1974) designed for use with school-age parents. Supplemental information presented in the guide is subdivided into three parts. The child development section provides information on the physical, social, emotional and cognitive development of infants during their first, second and third years, and offers a discussion of alternative methods of day care. Bibliographies on child development, language acquisition, and poetry for children are included. The section on teacher resource materials includes suggested teaching methods, sample lesson plans, tests and worksheets, suggested role-playing situations, and sources for audio-visual aids and free materials.

the appendices, approximately one-third of the slide, provide further information for the teacher in theories of child development and language acquisition, adolescence and adolescent pregnancy, and cultural differences within the U.S. (non-English language, food customs, and bibliography). An annotated bibliography on adolescent sexuality and family planning is also included. (D)

**D 115 398 PS 008 246**

*Reyer, Albert S.*

**Family Interaction and Cognitive Style: Situation and Cross-Sex Effects.**

Connecticut Univ., Storrs. Dept. of Child Development and Family Relations. Jones Agency—Grant Foundation, New York, N.Y.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Report No.—NICHD-HD-02944

Pub Date 12 Apr 75

Note—21p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 12, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**Behavioral Science Research, Child Role, Family Characteristics, Family Environment, \*Family Role, \*Family Structure, \*Fathers, \*Interaction Process Analysis, \*Kindergarten Children, Mothers, Observation, \*Parent Child Relationship

**Identifiers—**\*Field Dependence  
This study was designed to examine the family interaction differentiating the families of field dependent and field independent children. A total of 300 white, middle class, kindergarten children were tested with the Portable Rod and Frame Test and the Children's Embedded Figures Test and were classified as field dependent or field independent based on their scores on these tests. From this sample, 18 extremely field dependent children (9 boys and 9 girls) and 20 extremely field independent children (10 boys and 10 girls) were selected for this study. Observations of these 38 children interacting with their parents were made in the home setting around dinner time and in a series of 6 laboratory tasks designed to elicit power and autonomy behaviors. The results indicated that families of field independent children were characterized by less structured family power relations which varied in expressions of autonomy and power from situation to situation. Families of field dependent children seemed to have a more sharply defined set of family roles and more stability in the power structure. Further, it was found that for field independent families, the same sex parent was the dominant figure, while for field dependent families, the opposite sex parent was dominant. (JMB)

**D 115 399 PS 008 249**

*Oswell, Sally L.*

**The Organization of Verbal and Spatial Materials Presented Tachistoscopically: A Developmental Study.**

Pub Date Apr 75

Note—14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*Adults, Age Differences, \*Cognitive Development, \*Cognitive Processes, \*Elementary Education, Memory, \*Perceptual Development, Recall (Psychological), Tachistoscopes, Visual Perception, Visual Stimuli

**Identifiers—**Spatial Stimuli  
The purpose of this study was to investigate the development of organizational processes for both verbal and spatial stimulus materials within an information processing framework. Children in grades 2 and 4 and adults were tested for their ability to report letter strings reflecting various orders of approximation to English and various patterns reflecting different types of symmetry. Patterns were presented tachistoscopically; four exposure durations (50, 100, 150 and 200 msec), followed by a patterned mask. Results indicated that subjects in all three age groups showed greater ability to extract information from the iconic store if materials were structured. Moreover, subjects increased in the ability to extract information from verbal materials as they grew older. No age-related change in extraction efficiency was noted for the spatial materials

when age-related differences in absolute short-term memory capacity were controlled. (Author/ED)

**ED 115 400 PS 008 251**

*Kinsbourne, Marcel*

**Models of Learning Disability: Their Relevance to Remediation.**

Pub Date 75

Note—9p.

Available from—Hospital for Sick Children, Neurology Department, Toronto, Ontario, Canada

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*Clinical Diagnosis, Cognitive Development, \*Educational Diagnosis, \*Elementary Education, Hyperactivity, Individual Instruction, \*Learning Disabilities, Medical Treatment, Minimally Brain Injured, \*Models, Remedial Instruction

A scheme of classification is suggested for physicians faced with various prescriptions for remediation of children with learning disabilities. Three models of the causes of learning disability are suggested: (1) the difference model which stresses normal variability in the pattern of development of mental abilities; (2) the deficit model which assumes a limited malfunction of the brain; and (3) the delay model which suggests transitory immaturity or lag in development as the cause for learning disability. Process-oriented and goal-oriented strategies of management are delineated. Remedial methods are classified according to their implicit model of etiology and their adherence to the process- or goal-oriented approach. An atheoretical, goal-oriented approach which works with the existing pattern of the child's abilities and seeks to tailor individualized instruction to the specific gap in academic understanding and knowledge is advocated. (Author/ED)

**ED 115 401 PS 008 255**

*Miller, Louise B.*

**Situational Determinants of Behavior in Preschool Classrooms.**

Pub Date 16 Jul 75

Note—32p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (3rd, Guilford, England, July 16, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**Academic Achievement, Classroom Arrangement, \*Classroom Environment, Classroom Research, Disadvantaged Youth, \*Early Childhood Education, Interaction Process Analysis, Preschool Children, \*Student Behavior, Student Characteristics, \*Student Teacher Relationship, \*Teacher Behavior, Teacher Characteristics, Teaching Methods

**Identifiers—**Project Head Start

The effect of classroom environment on Head Start, preschool and primary grade children is examined in this study which organizes the results of a number of selected studies. The research strategies employed in these studies included observations in specified programs (in-class or by video-tape), tightly-controlled classroom experimentation combined with observations and observations under uncontrolled and naturally varying classroom conditions. Research concentrated on the examination of four areas: (1) the relationship between prescribed treatments and classroom behavior; (2) the relationship between teacher behavior and children's classroom behavior; (3) the relationship between teacher behavior and relatively permanent characteristics of children; and (4) the relationship between children's classroom behavior and relatively permanent characteristics of children. Results of the studies of disadvantaged children indicate that didactic small-group instruction, regardless of which mode was used, was associated with restriction of the range of child behaviors. Methodological considerations for future research are explored. (Author/ED)

**ED 115 402 PS 008 259**

*Norris, Martha A.*

**The Role of the Advisor in Open Education Settings.**

Pub Date [75]

Note—15p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**Curriculum Planning, \*Elementary Education, \*Faculty Advisors, Inservice Teacher Education, Interaction Process Analysis, \*Open Education, Parent School Relation-

ship, \*Program Descriptions, Program Planning, \*Resource Staff Role, Student Evaluation, Teacher Administrator Relationship, Teacher Evaluation

**Identifiers—**(Weber (Lillian), \*Teacher Advisor Role

The multi-faceted role of the advisor in an open education setting is defined in this paper. Background information on the development of the open corridor approach to elementary education (created in America by Lillian Weber), the subsequent emergence of the teacher support position of advisor and the resulting advisor training program is provided. The advisor has a variety of duties in her role as a non-partisan, non-threatening aide to participating teachers, in which she must develop a relationship with teachers which encourages their learning and development within the open corridor model. In this capacity, the advisor: (1) assists with planning, scheduling, and room arrangement; (2) leads weekly discussion groups with teachers on curriculum, organization, and children; (3) helps teachers observe and evaluate individual children; (4) maintains a liaison between teachers and the administrative staff, and between specialists and teachers; and (5) interprets the program to parents and suggests ways in which parents can participate. (ED)

**ED 115 403 PS 008 260**

*Mohr, Donald And Others*

**Development of Cognitive Mapping Capacities.**

Pub Date Apr 75

Note—10p.; Pages 7 through 10 (drawings of slides) have been filmed from best available copy; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**Age Differences, Behavior Patterns, \*Cognitive Development, \*Cognitive Processes, \*Early Childhood Education, Haptic Perception, \*Kinesthetic Perception, Learning Processes, Maps, \*Space Orientation

The development of children's capacity to induce spatial relations between locations in a space was investigated in this study. The sample consisted of 60 children, 20 in each of three age groups: 3-4, 5-6, and 7-8 years of age. The children were trained to move one hand from a home base to each of three target positions. The positions were learned solely through motoric experience since the children could not see the targets. Once they had learned to find these three positions, the children were tested on their ability to move one hand directly from one target to another without going back to the home base. Each child's accuracy was recorded on a large sheet of paper (map) placed beneath the targets. Measures used in the analyses were the absolute accuracy for each position judgment in training and testing, relative accuracy for each test judgment, and angles formed by lines connecting test judgments. Results indicated a significant improvement in accuracy with age on all four measures, although some 3-year-olds were quite proficient in constructing maps on the experimental space. It is suggested that the induction of spatial relations may be a general characteristic of spatial behavior. (Author/ED)

**ED 115 404 PS 008 384**

*Schulman, Rosalind Steg, Doreen*

**Remarks on the Possible Economic Significance of Early Childhood Educational Technology.**

Pub Date May 73

Note—26p.; Paper presented at the meeting of the American Orthopsychiatric Association (New York, New York, May 29-June 1, 1973)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**Achievement Gains, Disadvantaged Youth, Economic Factors, Economic Research, \*Educational Economics, \*Educational Technology, Low Achievers, Prereading Experience, \*Preschool Education, Reading Ability, \*Reading Achievement, Reading Skills, Remedial Programs, Teaching Machines

**Identifiers—**\*Edison Responsive Environment

This pilot study investigated the projected long-term economic effects of using the Edison Responsive Environment (ERE) machine in teaching 3- and 4-year-old preschool children. The ERE can be programmed in a variety of ways (to talk, play games, read aloud, show pictures and take dictation). The program developed for this study had four phases: (1) child learned

alphabet; (2) child learned that letters form words; (3) child learned to read what he or machine typed; and (4) child developed personal stories using his own voice and drawings (for slides). Data collected between 1967 and 1972, on deprived and non-deprived preschoolers, exposed or not exposed to ERE, indicated the effectiveness of this technological approach to the development of prereading skills, considered basic to continued success in school. Statistics based on the concept of the economic dollar value of potential lifetime earnings (which fluctuate according to the level of schooling completed by an individual) indicated that the potential use of ERE technology as a preschool remedial technique for disadvantaged children is economically significant, even when the costs of purchasing and using ERE equipment are considered in the analysis. (ED)

**ED 115 405 PS 008 385**

Flavell, John H. Wellman, Henry M.

Metamemory.

Minnesota Univ., Minneapolis. Inst. of Child Development.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Science Foundation, Washington, D.C.

Report No.—NICHD-HD-00098; NICHD-HD-05027

Pub Date Aug 75

Note—66p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Ill., Aug. 30-Sept. 3, 1975)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Adults, \*Cognitive Development, \*Cognitive Processes, \*Elementary Secondary Education, Individual Differences, Learning Processes, \*Literature Reviews, Logical Thinking, Maturation, \*Memory, Mnemonics, Preschool Education, Recall (Psychological), Retention, Test Construction

Identifiers—\*Metamemory

This paper explores the concept of metamemory, generally defined as the individual's knowledge of and awareness of memory. The concept of metamemory is compared to three other categories of memory and a model of what the growing child could conceivably acquire in the domain of metamemory is presented. Brief reviews of existing research relations between metamemory and other psychological phenomena, with special reference to strategic memory behavior. Finally, some propositions about how metamemory might be acquired are offered. (Author/ED)

## RC

**ED 115 406 RC 007 287**

Characteristics of U.S. Rural Areas with Noncommuting Population. Committee Print, 92nd Congress, 2nd Session, June 30, 1972.

Economic Research Service (DOA), Washington, D.C. Economic Development Div.

Spons Agency—Congress of the U.S., Washington, D.C. Senate Committee on Agriculture and Forestry.

Pub Date 30 Jun 72

Note—84p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—Age, \*Community Characteristics, Comparative Analysis, Employment, \*Federal Programs, Geographic Regions, Housing, Income, Needs, \*Population Trends, \*Rural Areas, Rural Urban Differences, Tables (Data), \*Transportation

Identifiers—\*Noncommuter Counties

Utilizing U.S. Census and other government data, the characteristics of rural areas with noncommuting populations were identified in terms of: (1) Population Trends (1970 regional population distribution, 1960-70 population change, 1970 age distribution of U.S. population, 1960-70 growth and decline of towns); (2) Income and Employment (1959-67 per capita income, narrowing the gap, differences in per capita income by geographic divisions, per capita personal income by geographic divisions, and 1959-69 nonfarm employment growth by geographic divisions); (3) Housing (status of occupied housing units, tenure differences, and regional comparisons); and (4) Government Services: State

and Local Government Expenditures and Revenue and Distribution of Federal Program Funds. Urban counties were identified as those having a population of 25,000 or 10,000 nonfarm jobs as of 1970, commuter counties as those with a 10 percent commuting population, and the remaining counties (12 percent) as noncommuter counties. Findings indicated: (1) the most pressing needs of noncommuter areas were more adequate income, better housing, and acceptable public services; (2) local governments were increasingly depending upon State and Federal assistance; and (3) Federal programs were not proportionately reaching noncommuter counties, particularly in education, training, housing, and welfare. (JC)

**ED 115 407 95 RC 008 858**

Streiff, Paul R.

School Management Options for American Indians.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 75

Contract—400-75-0025

Note—55p.

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock No. EC-030; \$3.00)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*American Indians, Community Involvement, Decision Making, \*Educational Alternatives, \*Educational Objectives, Federal Government, Information Dissemination, \*Management, \*Program Descriptions, Public Schools

Identifiers—BIA, Bureau of Indian Affairs, Combination Schools, Federal Schools, \*Presidential Secretarial Educ Objective 1975, Tribal Private Schools Contract Schools

In response to the Presidential/Secretarial Educational Objective of 1975 which called for a statement from American Indian communities relative to their educational management preferences, the Office of Indian Education Programs (OIEP) established a program for gathering and disseminating educational management options to Indian people. A seven program series was developed by OIEP which included the following: (1) Introduction to the Series: Management Decisions in Indian Education; (2) Selecting Educational Goals and Assessing Educational Needs; (3) The Federal School; (4) The Public School; (5) The Tribal-Private School; (6) The Combination School; and (7) Another Look: It's Your Move (a review of all options). While 78 schools participated in the FY 1975 project, there has been a reluctance to officially determine community preferences as some people see the right to no decision as inherent in the definition of self-determination. Other Indian people are simply generally suspicious of any government program, believing the only real option to be that of the contract school which is perceived as just another avenue toward termination. Employing a more gradual approach to the transition period and allowing for an Indian definition of self-determination, the OIEP has extended the Objective through FY 1976 and has added 30 more schools to the project. (JC)

**ED 115 408 95 RC 008 864**

Edgington, Everett D.

Strengthening the Small Rural School.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 76

Contract—400-75-0025

Note—63p.

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock No. EC-031; \$3.00)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Community Involvement, \*Curriculum, Educational Facilities, Faculty Recruitment, \*Financial Support, Organization, Problems, \*Rural Schools, \*Small Schools, Sociocultural Patterns, Student Teacher Relationship

Since small school problems are magnified in rural areas and since small rural schools have suf-

fered, consequently, from the consolidation syndrome, it is important to acknowledge the fact that due to geographical limitations some rural areas cannot consolidate and others simply prefer the small school environment. It should also be recognized that there are both strengths and weaknesses inherent in the small rural school. Weaknesses attributable to small rural schools include: (1) poor organizational structures; (2) difficulties in the recruitment and retention of quality personnel; (3) inadequate facilities; (4) curriculum deficiencies; (5) inadequate financial support. Strengths attributable to the small rural school include: (1) an homogeneous sociocultural background; (2) the potential for close-knit educational organization; (3) close student/teacher relationships; (4) community involvement; and (5) a classroom environment conducive to innovative techniques. While the problems of finance must be met at the local, State, and Federal levels, solutions to many of the problems of the small rural school can probably best be found by coupling inherent strengths with innovative educational practices which encompass use of: the intermediate unit; the shared services concept; media and technology; mobile units; and in-service programs. (Author/JC)

**ED 115 409 RC 008 865**

Dunigan, Joseph L., Jr.

The Religious Socialization of Mexican-Americans: A Functional Analysis of Catholic Education.

Pub Date May 70

Note—150p.; MA of Sociology Thesis, University of Texas at El Paso

Available from—Inter-Library Loan, University of Texas at El Paso, El Paso, Texas 79999

Document Not Available from EDRS

Descriptors—\*Anglo Americans, Behavior Standards, \*Catholic Schools, Comparative Analysis, Ethical Instruction, Ethical Values, Group Norms, High School Graduates, Master's Theses, \*Mexican Americans, \*Public Schools, \*Religious Education, Sex (Characteristics) Socialization

Identifiers—\*Texas (El Paso)

The effect of Catholic schooling on the religious behavior of Mexican American and Anglo American graduates of 3 Catholic high schools in El Paso, Texas was compared with the religious behavior of Catholic Mexican American and Anglo American public high school graduates. Focus was on the following types of religious orientations: (1) doctrinal orthodoxy—an orientation stressing intellectual assent to prescribed doctrines of the Roman Catholic Church; (2) devotionism—an orientation emphasizing the importance of private prayer or personal communion with God; (3) socio-ethical orthodoxy—an orientation stressing acceptance of the conduct norms prescribed by the Roman Catholic Church; and (4) ritualistic practices such as Mass attendance, reception of Holy Communion, and frequency of Confession. Parental religiousness, sex, and ethnic background were used as independent variables to determine whether they conditioned or otherwise affected the impact of Catholic education on one or both of the ethnic groups. Questionnaires were received from 76 public and 127 Catholic high school graduates. Among the findings were: (1) Catholic education had a more consistent, positive impact on Mexican Americans regardless of sex; and (2) Catholic school Mexican Americans scored higher on the symbolically important, formal ritual practices of Mass, Communion, and Confession. (NQ)

**ED 115 410 RC 008 866**

Meza, Ruth Ann

Ethnic Stereotypes: A Semantic Differential Analysis of Mexican-American and Anglo-American Names.

Pub Date Dec 72

Note—41p.; MA Thesis, University of Texas at El Paso

Available from—Inter-Library Loan, University of Texas at El Paso, El Paso, Texas 79999

Document Not Available from EDRS

Descriptors—\*Anglo Americans, \*College Students, Ethnic Groups, \*Ethnic Stereotypes, Females, Males, Masters Theses, \*Mexican Americans, \*Semantic Differential

Identifiers—\*Names, Texas (El Paso)

Forty Mexican American and Anglo American university students were asked to rate 5 common Anglo American and 5 common Mexican Amer-

ican female names on a semantic differential. Divided into 4 groups based on sex and ethnic background, respondents were between 18 and 25 years of age and all claimed El Paso (Texas) as their primary residence for the past 10 years. None of the respondents had a first name similar to the names being rated. Utilizing a semantic differential for measurement, respondents rated 26 concepts on 9 subscales—5 Anglo American and 5 Mexican American female names, 5 automobile names, 5 political figures, and 6 dimension concepts. Mexican American names used were Velia, Juanita, Elena, Delia, and Estela; Anglo American names were Catherine, Pamela, Cheryl, Joyce, and Beverly. Two-tailed Mann-Whitney U tests indicated Anglo Americans rated Anglo American names significantly more favorably on the Potency and Activity dimensions than did Mexican Americans. Mexican Americans rated Mexican American names significantly more favorably on the Evaluative dimension than did Anglo Americans. Each ethnic group tended to perceive names common to its respective culture closer to Good, Strong, and Active than the names common to the other culture. No support was found for the notion that a minority group accepts and applies to itself the stereotypes of the dominant society. (Author/NQ)

ED 115 411 RC 008 867

Scott, Wilbur Joseph

The Effect of Industrialization on Anglo and Spanish Surname Populations in Sixteen Southwestern SMSA's.

Pub Date May 72

Note—116p.; MA Thesis, University of Texas at El Paso

Available from—Inter-Library Loan, University of Texas at El Paso, El Paso, Texas 79999

Document Not Available from EDRS

Descriptors—Academic Achievement, \*Anglo Americans, Demography, Employment, Income, \*Industrialization, Masters Theses, \*Metropolitan Areas, \*Socioeconomic Influences, \*Spanish Culture, Urbanization  
Identifiers—Spanish Surname, \*United States (Southwest)

The effect of industrialization on Anglo and Spanish surname populations in 16 Southwestern Standard Metropolitan Statistical Areas (SMSA's) was examined by (1) classifying cities on the basis of industrialization as the salient feature of urban metropolitan areas, (2) measuring the socioeconomic characteristics of corresponding populations, and (3) showing the relationship between industrialization and differences in socioeconomic levels of the 2 groups. Utilizing 4 components of industrialization (industrial diversification, organization efficiency, organizational size, and urbanization), data were obtained from selected 1960 census publications. Data analysis consisted of: presentation of the dissimilarity values index for each SMSA, computation of correlation coefficients to measure the relationship between each of the basic socioeconomic categories, exposition of socioeconomic dissimilarities under the influence of each industrialization indicator, and computation of correlation coefficients to measure the relationship between each variable. Some findings were: a marked discrepancy existed between the socioeconomic characteristics of Anglo and Spanish surname males; and the inverse relationship between industrialization and the relative degree of socioeconomic dissimilarity between Anglo and Spanish surname males were consistent for all variables. (NQ)

ED 115 412 RC 008 868

Hassinger, Edward W. And Others

A Marginal Profession in Rural Areas: The Case of Rural Chiropractors.

Pub Date 21 Aug 75

Note—18p.; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, California, August 21-24, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Community, \*Comparative Analysis, Education, \*Geographic Location, Interpersonal Relationship, \*Patients (Persons), \*Rural Areas, \*Socioeconomic Background, Urban Areas

Identifiers—\*Chiropractors, Client Control, Localism, Missouri

In reference to the significance of a marginal profession, 44 Missouri chiropractors practicing in 20 rural counties (total enumeration) were compared with 39 randomly selected Kansas City

chiropractors to determine the following characteristics: (1) social background; (2) place history (at time of birth, start of school; termination of 8th grade, and termination of high school); (3) progress in entering the field (education); and (4) nature of the practicing chiropractor and his practice. Findings indicated that rural chiropractors were: (1) from white collar families with entrepreneurial tendencies; (2) pursuing this field out of a need to fulfill an entrepreneurial imperative, rather than a specific career calling; (3) practicing in areas comparable to their place of origin; and (4) trained in or adjacent to their state of origin. It was concluded that the concepts of localism and client control influenced this marginal profession, as competition with and isolation from colleagues renders the practitioner vulnerable to client control while localism furthers community acceptance. It was argued, therefore, that localism and client control were interrelated influences on the chiropractor practice. (JC)

ED 115 413 RC 008 869

Thompson, Tad

Providing Opportunities: Report of the Fiscal 1974 Program for the Education of Children of Migratory Agricultural Workers in New York State.

New York State Education Dept., Albany. Bureau of Migrant Education.; State Univ. of New York, Albany.

Pub Date [74]

Note—39p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Annual Reports, Bilingual Education, Career Awareness, Computer Oriented Programs, \*Educational Opportunities, \*Educational Programs, Health, Inservice Education, Interstate Programs, \*Migrant Child Education, \*Outreach Programs, Parent Participation, Reading, Summer Programs, \*Supplementary Education, Tutorial Programs

Identifiers—\*New York

Goal of the New York State migrant education effort is to provide each eligible child supplemental educational programs which will best meet his assessed needs. Efforts are undertaken to: (1) improve skills in reading, mathematics, and bilingual education; (2) improve health and nutrition; (3) provide recreational activities; and (4) bolster positive self-concepts. Among services available to migrant children are tutorial instruction, summer schools, regular school supplemental programs, health education, bilingual education, career experiences for adolescents, and early childhood development programs. These educational programs are linked to the work of other state agencies which provide services to migrant children. During fiscal year 1973-74, emphasis was on identifying eligible children and on providing them priority educational programs. First priorities in meeting their educational needs were those of reading, mathematics, and bilingual education. Tutorial outreach programs, designed to meet the needs of small numbers of children scattered throughout many school districts, were expanded in order to involve identified migrant children in priority programs. Other activities during the year included a census project, career experiences, use of the Migrant Student Record Transfer System, in-service education, parental involvement, and interstate cooperation. (NQ)

ED 115 414 RC 008 870

Choctaw Adult Education. (A 309 (B) Demonstration Project). Final Report, July 1, 1974 - June 30, 1975.

Mississippi Band of Choctaw Indians, Philadelphia.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 75

Grant—OEG-0-72-1435

Note—43p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Adult Education, \*American Indians, \*Annual Reports, \*Curriculum, Driver Education, Evaluation, Field Trips, Graduates, Home Instruction, Inservice Programs, Paraprofessional School Personnel, Physical Facilities, \*Program Descriptions, Publicize  
Identifiers—\*Choctaw Adult Education Demonstration Project

The Choctaw Adult Education Project is described in this annual report by the Mississippi Band of Choctaw Indians. The report presents the

following: (1) Summary of Class Sites and Staffing; (2) Curriculum (basic literacy, health education, menu planning, budgeting, income tax preparation, food stamp program, nutrition, and the Tribal Constitution); (3) Field Trips (to Moundville, Alabama; the Jackson Zoo; shopping, fishing, and restaurants); (4) Graduation (13 General Educational Development, GED; 8 eight grade; and 29 driver education graduates); (5) Driver's Education (in 9 months, 75 people have been licensed and 20 have received driver's permits); (6) Publicity; (7) Dissemination (program and class reports printed in Choctaw Community News); (8) Evaluation (continued to include and informal, on-going evaluation of students and teachers and formal evaluation via Gray-Votaw Rogers nationally standardized test); (9) Paraprofessionals (emphasis on continued use and community involvement); (10) Summary of In-Service Workshops (on adult learners, food stamps, text evaluations, GED, reading, library book evaluations); (11) Conferences; and (12) Action on Recommendations (home-based instruction, improved transportation systems, physical facilities, summer scheduling, additional classes, a child care system, and evaluation). (JC)

ED 115 415 RC 008 871

Hansen, Niles M.

Cooperative Dispersed Urban Area Manpower Planning for Nonmetropolitan Populations.

Texas Univ., Austin. Center for Economic Development.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-21-48-75-02-1

Pub Date Jul 75

Note—308p.

EDRS Price MF-\$0.76 HC-\$15.86 Plus Postage

Descriptors—\*Cooperative Planning, \*Economic Development, Federal Government, Labor Market, Local Government, \*Manpower Utilization, Mobility, \*Regional Planning, \*Rural Areas, State Government, Tables (Data), Transportation, Urban Areas

Identifiers—A 95 Review Process, Comprehensive Employment and Training Act 1973, SMSA, Standard Metropolitan Statistical Areas

As Federal economic development and manpower policies have seldom been coordinated, this study presents a critical examination of the effects of these policies on nonmetropolitan areas and suggests ways in which policy might be better integrated in the framework of substate planning and development districts. Examining the problems of rural areas, the first 2 chapters describe the nature of the American urban system and its relationship to nonmetropolitan areas. Analyzing the theoretical and empirical aspects of growth center strategy, Chapter 3 discusses efforts to bring jobs to nonmetropolitan areas via regional development policies. Since problems of creating greater access to economic opportunity are closely bound up with the spatial organization of labor markets, the rationales behind various delineations of functional economic areas are analyzed in Chapter 4. Chapter 5 assesses the roles of substate regional planning and the A-95 review process in coordinating Federal, State, and local policies and programs in nonmetropolitan areas. Chapter 6 discusses the implications of the Comprehensive Employment Training Act of 1973 (CETA). Analyzing the differences in commuting patterns and welfare indicators, Chapters 7 and 8 examine transportation problems. Recent innovations in rural transportation, particularly in South Carolina, are examined in Chapter 8. Chapter 9 presents a summary and alternative approaches. (JC)

ED 115 416 RC 008 872

Willits, Fern K. And Others

Maturation Changes in Selected Attitudes Toward Traditional Morality: A 24-Year Follow-Up Study.

Pub Date 75

Note—24p.; Paper presented at the 1975 Annual Meeting of the Rural Sociological Society (San Francisco, California)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Adolescents, Adoption (Ideas), Adults, \*Attitudes, Church Role, \*Longitudinal Studies, \*Moral Values, \*Rural Population, \*Social Change, Social Characteristics  
Identifiers—Pennsylvania, \*Traditional Morality



Changes in the attitudes of 1,950 initially rural Pennsylvania individuals toward selected aspects of traditional morality were examined by comparing the expressed opinions of persons surveyed in 1947, when adolescent, with their responses in 1971, when in their early forties. In both 1947 and 1971 the subjects were asked to respond to an identical series of 12 Likert-type attitude items designed to measure acceptance of selected aspects of traditional morality. While each of the items focused on some aspect of traditional behavior, 5 items referred to young people or youth activities (loafing uptown, staying out late, failure in school, spending money, and using makeup). The remaining 7 items referred to adult or ageless behavior (irregular church attendance, divorce, drinking, smoking, card playing, Sunday movies, and Sabbath labor). Findings indicated that: (1) in general, responses were more permissive with maturation, though there was less liberalization of attitudes toward the behavior of youth; (2) not all subjects became liberal with age; therefore, experience, rather than age per se, was the more probable explanation for attitude change; (3) of 9 social characteristics expected to influence change, the 1 most consistently associated with lack of attitude change was frequency of church attendance, though there was some positive relationship to place of residence, educational and income levels, and sex. (JC)

**ED 115 417** RC 008 873

*Vega, Jaime I., Ed. And Others*

**Migrant Programs in Alabama, Arkansas, Illinois, Indiana, Mississippi, and Oklahoma.**

National Migrant Information Clearinghouse, Austin, Tex. Juarez-Lincoln Center.

Spons Agency—Department of Labor, Washington, D.C.

Pub Date Aug 74

Note—273p.; For related documents, see ED 076 295, 081 519-520, 089 923, and 100 549-551

Available from—Juarez-Lincoln Center, National Migrant Information Clearinghouse, 3001 S. Congress, Austin, Texas 78704

**EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage**

**Descriptors**—Agricultural Laborers, \*Directories, Educational Programs, Elementary Secondary Education, Employment Services, Health Services, \*Human Services, Labor Camps, Migrant Education, \*Migrant Workers, \*Organizations (Groups), \*Program Descriptions, Seasonal Laborers, Wages

**Identifiers**—\*United States (Midwest)

Part of the "Comprehensive National Survey of Migrant Programs" series, this directory was prepared for use by agencies working with migrant and seasonal farmworkers in the midwestern states of Alabama, Arkansas, Illinois, Indiana, Louisiana, Mississippi, and Oklahoma. Programs, services, and resources providing educational, health, legal, and job placement services to migrant farmworkers during their stay in these states are listed. Data were obtained from Federal, state, and local agencies in the various states. Special emphasis was placed on information and data current as of summer 1973. Information given for each state pertains to: (1) programs, (2) crops and work periods, (3) migrant population and wages by county, (4) labor camps, and (5) supplementary data, i.e., information sources and graphic data. The listings of organizations, programs, or agencies may contain some obsolete information due to their instability; being subject to change as new needs, priorities, and objectives appear; or as operating funds expire. An annotated bibliography of National Migrant Information Clearinghouse publications is appended. (NQ)

**ED 115 418** RC 008 874

*Serrano, Hector M.*

**The Mexican-American and Dramatic Literature.**

Pub Date May 72

Note—101p.; M.A. Thesis, University of Texas at El Paso

Available from—Inter-Library Loan, University of Texas at El Paso, El Paso, Texas 79999

**Document Not Available from EDRS**

**Descriptors**—American Literature, \*Characterization (Literature), Composition (Literary), Cultural Awareness, \*Drama, Literary Perspective, Masters Theses, \*Mexican Americans, \*Spanish American Literature, \*Theater Arts

**Identifiers**—\*Teatro Chicano

In the area of the arts, the Mexican American has discovered a rich cultural heritage which gives him a strong sense of pride and a deep feeling of satisfaction. A new interest in the literature of Mexico and the Southwestern states of Texas, Arizona, New Mexico, Colorado, and California has started the Chicano people reading classic and modern works written in Spanish. The area of dramatic arts has developed a special kind of theater as a result of this movement of ethnic interest: Teatro Chicano. This "teatro" is, in essence, what its name suggests: half Mexican and half Anglo American. Teatro Chicano was created as a direct reply to both Mexican and American writers of dramatic literature. Its ultimate goal is to give the Mexican American in the United States a new, accurate, and proud picture of himself. This thesis provides a short history of the theater and its singular progress in modern times. The treatment of the Mexican American in the theatrical literature of Mexico and by American dramatists such as Maxwell Anderson and Tennessee Williams is reviewed. Excerpts from the plays of Celestino Gorostiza, J. Humberto Robles, Maxwell Anderson, Tennessee Williams, and Luis Valdez are given. (Author/NQ)

**ED 115 419** RC 008 875

*Loyola, Jose Gabriel*

**Political Socialization: A Comparative Study of Different Ethnic School Children in Newark, New Jersey and El Paso, Texas.**

Pub Date Aug 73

Note—174p.; M.A. Thesis, University of Texas at El Paso

Available from—Inter-Library Loan, University of Texas at El Paso, El Paso, Texas 79999

**Document Not Available from EDRS**

**Descriptors**—Anglo Americans, Changing Attitudes, Comparative Analysis, Elementary School Students, \*Ethnic Groups, Latin American Culture, \*Learning Processes, Literature Reviews, Masters Theses, Mexican Americans, Negroes, \*Political Attitudes, \*Political Socialization, \*Student Attitudes

**Identifiers**—\*New Jersey (Newark), Texas (El Paso)

The hypothesis, "children of different ethnic groups possess different political attitudes", was tested to determine: (1) whether white ethnic groups had different political attitudes; (2) if so, to what degree; and (3) how they ranked compared to each other. To verify the hypothesis, the concept of political socialization was operationalized and quantified. Using structured questionnaires, respondents in El Paso, Texas and Newark, New Jersey were classified as Mexican Americans, Northeast or Southwest Anglos, blacks, Europeans, or Latin Americans. There were 665 respondents in El Paso and 461 in Newark from grades 3-8. Ten attitudinal categories were used to measure political attitudes—affect, citizenship, governmental action, national attachment, objective and subjective cognition, personal involvement, political and psychological efficacy, and perception of power. By controlling for grade level, data were analyzed to determine if the respondents' attitudes changed as they grew older. Some findings were: Mexican Americans had a more positive political attitude level than the Northeast Anglos and the blacks; Latin Americans ranked first in affect toward political items while the Mexican Americans ranked sixth; and the Mexican American's affect and national attachment level moved in a "negative" direction as he grew older. (NQ)

**ED 115 420** RC 008 876

*Jones, Thomas B. Larson, Olaf F.*

**A National Survey of Opinions on Country Life in America: The Unpublished Data from the Roosevelt Commission on Country Life (1908).**

Pub Date 22 Aug 75

Note—35p.; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, California, August 21-24, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Comparative Analysis, \*Economic Opportunities, Farm Labor, Geographic Regions, \*Historiography, \*National Surveys, Occupations, Organization, \*Rural Areas, Social Change, \*Social Services

**Identifiers**—Quality of Life, \*Roosevelt Commission on Country Life

Utilizing unpublished data derived from the Roosevelt Commission on Country Life (1908), national summary reports of a 12-item question-

naire were examined and compared with the commission's published report. For purposes of analysis, the 12 questions were grouped as: (1) economic concerns, (2) farm labor, (3) services, (4) quality of life, and (5) organization for change and social purposes. Responses were tabulated by region (North Central, North Atlantic, Western, South Atlantic, and South Central) and by occupation (farmers, farmer's wives, post office employees, bankers and real estate dealers, etc.). Tabulation of responses revealed that the majority were unqualifiedly dissatisfied with (1) organization for improvement and social purposes, (2) organization to promote buying and selling, (3) supply of farm labor, and (4) educational training for farm life. The majority were unqualifiedly satisfied with conditions of: (1) farm homes, (2) farm labor, (3) sanitation, (4) communication, and (5) credit. Occupational and regional differences were evident, as teachers proved critical of farm life and the southern regions reflected a comparative disadvantage. While five claims made by the commission were supported, it was found that some of the commission's most important conclusions did not parallel the questionnaire and were not supported by the tabulated data. (JC)

**ED 115 421** RC 008 877

*Richardson, Joseph L. Larson, Olaf F.*

**Small Community Trends: A Fifty-Year Perspective on Socio-Economic Change in Thirteen New York Communities.**

Spons Agency—State Univ. of New York, Ithaca. Agricultural Experiment Station at Cornell Univ.

Pub Date 21 Aug 75

Note—34p.; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, California, August 21-24, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Community Change, \*Community Services, Employment Opportunities, Federal Programs, Followup Studies, Industry, Longitudinal Studies, \*Population Growth, \*Rural Areas, \*Socioeconomic Status, State Programs, Tables (Data), Voluntary Agencies

**Identifiers**—\*New York

Based on Edmund Brunner's three studies of 140 U.S. agricultural villages (1924, 1930, and 1936, 13 of Brunner's New York communities were examined in 1974 to determine in 1974 to determine changes in: (1) population between 1920 and 1970, (2) Dun and Bradstreet business listings between 1921 and 1970 (employment opportunities); (3) community boundaries between 1936 and 1974, (4) school district boundaries; (5) 85 community services and facilities; (6) 15 types of voluntary associations between 1960 and 1974, and (7) industries between 1964 and 1974. Examination was made of the Federal and State programs adopted or sought between 1960 and 1974 and of the factors relative to the differential use of Federal programs. Units of analysis included community, village government, school district, and individual. Data were obtained via personal interviews with key selected informants in each community and were supplemented by information derived from official Federal and State agency records and from interviews with county-level informants. While all centers were classified "rural" in 1920, 10 remained "rural" by census definition in 1974. The data indicated that growth and decline, stability and change, depended on the individual community, the time period, and community characteristics. While stability and growth were prevalent over decline, vitality was greatest in the noneconomic areas and differentiation had increased. (JC)

**ED 115 422** RC 008 878

**Improving Federally Assisted Business Development on Indian Reservations. Report to the Congress by the Comptroller General of the United States.**

Comptroller General of the U.S., Washington, D.C.

Pub Date 27 Jun 75

Note—74p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—American Indians, \*Economic Development, Employment Opportunities, \*Evaluation, Federal Aid, \*Federal Programs, Industry, \*Interagency Coordination, Publicize, \*Reservations (Indian)

Reviewing 28 economic development projects on seven reservations, the General Accounting

Office (GAO) evaluated the effectiveness of Federal efforts to improve American Indian economic conditions, the problems encountered, and the opportunities to improve these efforts. Evaluation revealed a need for: (1) better promotional efforts (up-to-date promotional material; closer working arrangements among Federal, Tribal, and business representatives; and aggressive program administration) and (2) a single agency to direct and coordinate Indian economic development. GAO recommended that the Office of Management and Budget provide for an organizational framework clarifying Federal Indian economic development program and coordination responsibilities and work with heads of departments and agencies to develop: (1) improved procedures for project evaluation and monitoring (detailed guidelines, critical evaluation by the funding agency, clear documentation of the basis for financing, a monitoring plan, and a followup procedure) and (2) a systematic broad-scale promotional program. GAO also recommended that the Commissioner of Indian Affairs identify solutions to problems of excessive Indian labor turnover. Five Federal agencies generally agreed with GAO conclusions and, except for the Department of the Interior, supported GAO's recommendations. (JC)

ED 115 423

RC 008 879

Stewart, Marlene M.

**Perceived Impact of Social Influences on the Retention of Armed Services YMCA Volunteers: A Study of Mexican-American and Anglo-American Members of the Girls Service Organization.**

Pub Date Aug 71

Note—55p.; M.A. Thesis, University of Texas at El Paso

Available from—Inter-Library Loan, University of Texas at El Paso, El Paso, Texas 79999

Document Not Available from EDRS

Descriptors—\*Anglo Americans, Armed Forces, Attitudes, Community Influence, Cultural Differences, \*Females, Human Relations, Masters Theses, \*Mexican Americans, Perception, \*Social Influences, Social Organizations, \*Voluntary Agencies, Volunteers

Identifiers—\*Girls Service Organization, GSO, Texas (El Paso)

It has been difficult to recruit and retain active Girls Service Organization (GSO) members who serve as official hostesses for all Armed Services YMCA (Young Men's Christian Association) programs and activities in El Paso, Texas (a bicultural setting). This study tested the hypothesis that the perceptions of institutional pressures by the two ethnic groups within GSO (Anglo American and Mexican American) would vary because of differential images accorded these two major cultural groups in the community. During November 1970, 14 Anglo American, 14 Mexican American, and 2 marginal (neither completely Anglo nor fully Mexican American) GSO hostesses were given a questionnaire utilizing realistic situations pertaining to the "Y", its programs, and the hostess' role. The girls were either currently active or had been active at one time in the near past. Six collectivities were assessed in terms of the hostesses' perceptions: family, immediate peers, school, church, adult friends, and YMCA-client servicemen. The Student's "t" test was used to determine significant differences between the two groups. No significant ethnic differences were found regarding perceived positive institutional pressures from the larger community. The major conclusion was that when a girl became a hostess, ethnic differences were overridden by other social characteristics. (NQ)

ED 115 424

RC 008 880

Nipp, Robert E.

**The Alma-Bacon County Story: A Model for Rural America.** Committee Print, 92nd Congress, 2nd Session, July 24, 1972.

Department of Agriculture, Washington, D.C. Farmers Home Administration.

Spons Agency—Congress of the U.S., Washington, D.C. Senate Committee on Agriculture and Forestry.

Pub Date 24 Jul 72

Note—62p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Case Studies, Cultural Opportunities, \*Economic Development, Education, Health, Housing, \*Manpower Development, Politics, Recreation, \*Rural Development, \*Social Services

Identifiers—\*Georgia (Alma), Model Cities Program

Designed to illustrate the revitalization process of a small rural community via use of the Model Cities Program, this case study of Alma-Bacon County, Georgia traces Alma-Bacon's: (1) historical background; (2) community development beginnings; (3) political development; (4) outstanding problems; and (5) development plans and accomplishments (manpower and economic development, education, health and social services, housing and physical environment, recreation, and culture). As the smallest and the only truly rural area in the Model Cities Program, Alma-Bacon's achievements during a 15 month period are cited (the project was begun in 1970 and is to continue for five years with about \$1.2 million a year). A 1972 survey cited the following activities as tied to Alma-Bacon's rural development program: (1) a major urban renewal project; (2) a \$1,960,384 grant to remove and replace substandard housing; (3) a 40-unit housing complex for the elderly; (4) a manpower and economic development program to develop or expand industry; (5) an industrial, agricultural, aircraft complex; (6) educational programs involving early childhood development, computer assisted learning system, individualized study, and vocational education; (7) a community services division; (8) recreational developments (a lake and a multipurpose recreation center); (9) a carpet factory; (10) a land drainage project; and (11) a million dollar waste disposal system. (JC)

ED 115 425

RC 008 881

**The Future of Smalltown and Rural America: The Impact on Small Business.** Hearings before the Subcommittee on Small Business Problems in Smaller Towns and Urban Areas of the Select Committee on Small Business, House of Representatives, Ninety-Second Congress, Second Session Pursuant to H. Res. 5 and 19, May 2, 3, and 4, 1972.

Congress of the U.S., Washington, D.C. House Select Committee on Small Business.

Pub Date May 72

Note—208p.

EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage

Descriptors—Articulation (Program), Business, Community Planning, \*Economic Development, \*Futures (of Society), \*Government Role, Housing, \*Legislation, Policy Formation, Population Trends, \*Rural Areas, Rural Urban Differences, Tables (Data)

Printed for use by the Select Committee on Small Business (House of Representatives), these hearings present the testimony of 23 individuals on "The Future of Smalltown and Rural America: The Impact on Small Business" held before the Subcommittee on Small Business Problems in Smaller Towns and Urban Areas (May 2-4, 1972). These hearings present testimony by representatives of the: (1) Appalachian Regional Commission (Executive Director; Intergovernmental Programs; and Federal Cochairman); (2) Rural Housing Alliance (Director of Information; Assistant Director; and Executive Director); (3) Department of Commerce (General Counsel and Assistant Secretary for Economic Development); (4) National Federation of Independent Business (Legislative Director and Congressional Liaison); (5) Department of Housing and Urban Development (Director, Office of Planning and Management Grants; Assistant Secretary for Community Planning; Director, Division of Urban Growth; and Director, Office of Environmental Standards); (6) Member of Congress (Arkansas and Kansas); (7) National Association of Housing and Redevelopment Officials (Executive Director and 2 representatives); (8) Coalition for Rural America (Executive Vice President; Associate Director; and a Professor); (9) Tennessee Valley Authority (Chairman of the Board). Supportive information is provided in the appendices via letters, tables, maps, etc. (JC)

ED 115 426

RC 008 882

Brooks, Ian R. Moore, Evelyn

**The Indian Students University Program Services (I.S.U.P.S.). Second Evaluation Report, 1973-74.**

Calgary Univ. (Alberta). Faculty of Education.

Pub Date Dec 74

Note—74p.; For related document, see ED 084 044

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*American Indians, Attendance, Budgets, \*Change Strategies, Curriculum,

\*Higher Education, \*Outreach Programs, Program Design, \*Program Evaluation, Research Identifiers—\*Indian Students University Program Services, ISUPS, University of Calgary

As the second report on ISUPS, this document evaluates the period of July 1973 to December 1974 and presents sections dealing with: (1) higher education and American Indian students; (2) recommendations based on first year operations; (3) second year operations; (4) development and research; (5) evaluation reports from the districts; (6) the budget; (7) literature pertinent to dropout rates; (8) the implications for ISUPS. The most significant program change cited is the development of "outreach campuses" which, by initiating locally tailored courses on the Indian reserves, should facilitate reduction in dropout rates, costs, and the number of on-campus students and also facilitate increases in inter-collegiate communication, coordination, and competition. Among the major program adaptations mentioned are: (1) more stringent selection criteria; (2) extension of the summer orientation program from 2 to 6 weeks; (3) compulsory attendance for tutorial sessions; (4) utilization of paid senior students as counseling liaisons between newer students and staff; (5) a title change to distinguish between ISUPS and university programs; (6) a proposed concurrent orientation period to extend throughout the semester; (7) the addition of 13 new native studies courses; (8) creation of the position of Academic Coordinator; and (9) a proposed "common core" of course work for outreach locations. (JC)

ED 115 427

RC 008 883

Peregrino, Santiago

**The Political Ideology of the Mexican-American in a Southwest City: El Paso, Texas.**

Pub Date Aug 70

Note—125p.; M.A. Thesis, University of Texas at El Paso

Available from—Inter-Library Loan, University of Texas at El Paso, El Paso, Texas 79999

Document Not Available from EDRS

Descriptors—Bureaucracy, Decision Making, Demography, \*Government (Administrative Body), Local Government, \*Males, Masters Theses, \*Mexican Americans, Personal Values, \*Political Attitudes, \*Political Socialization, Politics

Identifiers—\*Texas (El Paso)

The preliminary study examined the political ideology of the Mexican American in El Paso, Texas. Seventh grade students in five city public schools whose districts lie in the predominantly Mexican American sections of El Paso were asked to fill out a form stating their father's name, address, and citizenship. A randomized sample was then selected from each school. Utilizing a 91-item questionnaire, 50 male heads of family were asked about their: political orientation, cognition, and behavior; attitudes toward government and knowledge of local politics and Mexican American affairs. Written in English, the questionnaire was translated directly to Spanish for those requesting the interview be conducted in their native tongue. Among the findings were: (1) a low sense of political efficacy existed among the respondents; (2) a majority of the respondents had a favorable attitude toward the government's activities at all levels; (3) the respondents' general focus of attention did not revolve around political or governmental affairs; (4) at the state and local levels the respondents' concern centered on social and economic issues; and (5) a majority were unaware of the activities of Mexican American organizations, especially the political organizations. (NQ)

ED 115 428

RC 008 884

Garcia, Richard A.

**Political Ideology: A Comparative Study of Three Chicano Youth Organizations.**

Pub Date Aug 70

Note—147p.; M.A. Thesis, University of Texas at El Paso

Available from—Inter-Library Loan, University of Texas at El Paso, El Paso, Texas 79999

Document Not Available from EDRS

Descriptors—\*Comparative Analysis, Group Membership, Literature Reviews, Masters Theses, \*Mexican Americans, \*Organizational Climate, Organizations (Groups), \*Political Attitudes, Political Socialization, Responsibility, \*Youth Clubs

Identifiers—Alianza, Chicanos, MAPA, MAYA, Mexican American Political Association, Mexican American Youth Association, \*Texas (El Paso)

The study investigated the political ideology of three Chicano youth groups in El Paso, Texas: Mexican American Youth Association (MAYA), Mexican American Political Association (MAPA), and the Alianza. Purpose of the study was to identify and compare the political ideas and attitudes of the three organizations. Questionnaires were administered to a random sample selected from a list of names obtained from each organization. Eighty-four questionnaires were returned—30 from MAPA, 30 from MAYA, and 24 from the Alianza. The questionnaire was divided into four general sections: personal information, personality, political knowledge, and political ideology. Indices were computed to indicate overall tendencies along the following categories: democratic, fascist, and communist tendencies; degree of political socialization; recognition of institutional racism; regard for authority and freedom; regard of equality; political knowledge, activity, and responsibility; anomie; authoritarian personality; racial prejudice; political liberalism; and faith in people. Some of the findings were: (1) all three groups had in general very low faith in people; (2) MAYA was more authoritarian than the others; (3) all three groups had a definite view of society which was predictable and stable; (4) MAYA had more feelings of alienation and anomie; and (5) MAPA and the Alianza had more "hope" for the future while MAYA had less. (NQ)

ED 115 429 RC 008 885

Rodriguez, Roy Conrado

A Measurement of Political Attitudes in Mexican American Civic Organizations.

Pub Date Aug 72

Note—96p.; M.A. Thesis, University of Texas at El Paso

Available from—Inter-Library Loan, University of Texas at El Paso, El Paso, Texas 79999

Document Not Available from EDRS

Descriptors—Citizen Participation, \*Community Organizations, Demography, Government (Administrative Body), Group Membership, History, Masters Theses, \*Mexican Americans, \*Middle Class, Organizations (Groups), \*Personal Values, \*Political Attitudes, Political Socialization, Social Action

Identifiers—\*Texas (El Paso)

During the spring of 1971, the political attitudes of middle-class Mexican Americans in the El Paso (Texas) area were surveyed. An 86-item questionnaire was administered to 187 people in six area Councils of the League of United Latin American Citizens (LULAC), four posts of the Veterans of Foreign Wars (VFW), and one area Council of the Knights of Columbus (KC). Administered during a regular business meeting, the questionnaires consisted of questions intended to: (1) provide demographic data about the individual respondents; (2) survey the respondents' attitudes toward democratic norms, political chauvinism, the political process, resistance to social change, political alienation, efficacy and cynicism, freedom of speech and religion, liberal-conservative tendencies, and anomie; and (3) measure the respondents' civic competence, political participation, and involvement. In every survey session, the interviewer was of the same ethnic and regional background as the totality of the organizational membership. Some findings were: (1) respondents revealed a high resistance to social change; (2) the sense of civic competence was considerably higher at the local level than in relation to state or national government; and (3) half of the LULAC group indicated strong anomie feelings, while a large percentage of both other groups were unsure of their social roles. (NQ)

ED 115 430 RC 008 886

Howard, Ronald L.

A Model of a Program Plan and an Expanded Instructional Proposal for a Small Rural High School in Illinois That Will Provide an Accepted Program as Measured by Illinois State Guidelines.

Pub Date Jul 75

Note—126p.; Ed.D. Dissertation, Walden University. Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Curriculum Development, Doctoral Theses, Educational Objectives, \*High Schools, \*Instructional Design, Literature Reviews, \*Models, Organizational Theories, Personnel Management, \*Rural Areas, \*Small Schools, Student Needs

Identifiers—\*Illinois State Instructional Criteria

In an effort to develop an instructional model for a small, rural high school of 200 or less in compliance with the Illinois State Guidelines, the Guidelines were analyzed and small-school educational literature on models and operational instructional schemes were reviewed. The criteria employed in model development were: (1) Can flexibility be considered a feature?; (2) Can a staff of 12 or 13 teachers readily adapt to the concept?; (3) Is the cost reasonable for a small-school budget?; (4) Is there an authority in the field who considers the identified concept valid?; (5) Would this concept facilitate community instructional goals? Utilizing a format involving inventory of need, statement of need, performance objective, and implementation, the model was designed around the following stated student goals: (1) to develop a desire for learning now and in the future; (2) to develop skills in math, reading, writing, speaking, and listening; (3) to develop pride in work and a feeling of self-worth; (4) to develop character and self-respect; (5) to learn to get along with people with whom you work and live; (6) to learn how to respect and get along with people who think, dress, and act differently; (7) to learn how to examine and use information. Elements included in the model were: classroom learning conditions; teaching-learning schematics; organizational patterns; curriculum; and personnel assignment. (JC)

ED 115 431 RC 008 887

Simoni, Joseph J. Ball, Richard A.

The Diffusion of Health Information: Medicine Hucksters Can Teach Us Something.

Pub Date Aug 75

Note—28p.; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, Calif., August 21-24, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Communication (Thought Transfer), Credibility, Diffusion, Health Needs, \*Information Dissemination, \*Medical Treatment, \*Mexicans, Role Perception, \*Rural Population, \*Salesmanship

Identifiers—\*Mexico

During 1974, the role and effectiveness of the Mexican medicine huckster were examined within the context of a specified information diffusion process. Seventy-five hucksters were observed at work in three states of Mexico (Oaxaca, Michoacan, and Mexico) and in the Federal District (Mexico City area). Twenty-five sales pitches were recorded and 100 (31 males and 69 females) clients were interviewed. Clients were members of the lower stratum of the Mexican social structure, characterized by low income, poor housing, and little education. Of the 100 respondents, 54 were over 45 years of age, 51 lived in rural areas, 49 resided in small towns, and 87 had resided in the same location for 11 years or more. Names and addresses of clients were obtained by promising to deliver free samples of medicine to the homes of people who made a purchase. Some findings were: although all the medicines bought by clients interviewed were medicinally worthless (as verified by hucksters themselves), 78 of the respondents reported that the medicines had been effective (11 believed them to be ineffective and 11 were undecided); 87 expressed confidence in the hucksters—57 because they told the truth, 6 because hucksters explained well, and 7 because the medicines were not expensive; and all gave the medicine huckster the highest composite ranking of 10 potential sources of health information. (NQ)

ED 115 432 32 RC 008 888

Altus Migrant Summer Programs, Title I ESEA (Altus Independent School District 18 [Oklahoma], June 2, 1975 - July 11, 1975).

Altus Independent School District 18, Okla. Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date 75

Note—48p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Academic Enrichment, Community Involvement, \*Elementary Education, \*Enrichment Programs, Health Services, Language

Instruction, Mexican Americans, \*Migrant Child Education, Program Descriptions, \*Summer Schools

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, \*Oklahoma (Altus)

The purpose of the 1975 Migrant Summer School was to: (1) expand the migrant child's vocabulary, (2) improve his academic ability, (3) develop cultural enrichment, and (4) facilitate social adjustment. Specific objectives were: (1) developing reading skills to enable students to read easily materials on different levels, (2) developing writing skills for self expression, (3) acquiring an extended oral vocabulary in English to complement the student's basic home-acquired Spanish language, (4) learning basic math, (5) developing a positive attitude toward school by offering opportunities for each child to experience success, and (6) effecting an awareness of the importance of the Mexican American's cultural heritage. Of the 59 children in grades 1-6 enrolled in the program, 25 were current migrants and 34 were 5-year migrants (children whose parents have "settled" in a community within the last 5 years). The Altus Migrant Linguistic Laboratory Summer Program was coordinated with the program. Students attended the lab on a volunteer basis. Homeroom teachers gave a brief evaluation of the students with apparent academic difficulties and parents signed a slip giving their child permission to attend the lab. Health services and type A lunches were provided. Interest was kept at a peak through field trips. Overall the program was a success. (NQ)

ED 115 433 32 RC 008 889

Title I Regulations and Guidelines for Local Educational Agencies, 1975-76. (State of Oklahoma, Elementary and Secondary Education Act of 1965, P. L. 89-10 as Amended by P. L. 93-380).

Oklahoma State Dept. of Education, Oklahoma City.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date 75

Note—64p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Compensatory Education, \*Educational Legislation, \*Educationally Disadvantaged, \*Elementary Secondary Education, \*Guidelines, Migrant Children, Qualifications, Resource Allocations, State Programs

Identifiers—\*Elementary Secondary Education Act Title I, ESEA Title I, Oklahoma

Based on the recognition that educationally deprived children can achieve at a "normal" rate when provided comprehensive, innovative program services by a competent staff, compensatory education under the 1965 Elementary and Secondary Education Act Title I (ESEA Title I) aims to increase the academic achievement of eligible project participants. Intent of Title I is to raise the achievement level of students from low-income families who are classified as educationally deprived. Title I, as amended, provides for grants to local educational agencies in a state. This report presents Title I regulations and guidelines for local educational agencies in Oklahoma. These are excerpted from the ESEA Title I, U.S. Office of Education Regulations, State law, other State Board of Education regulations, and through experience and acceptable practices in the implementation of this and other educational programs in Oklahoma. Topics covered are: eligibility of applicants; administration, control, accounting, and auditing school district expenditures; allocation of funds to local educational agencies; reallocation of funds; special grants; application for funds; county cooperative program; project description; construction of facilities; program evaluation; and school district reports. Copies of the record and report of district expenditures and the annual equipment inventory record are appended. (NQ)

ED 115 434 32 RC 008 890

Migrant Education Handbook, 1975 [State of Oklahoma].

Oklahoma State Dept. of Education, Oklahoma City.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date 75

Note—41p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

**Descriptors**—\*Administrator Guides, Admission Criteria, Ancillary Services, Community Involvement, Definitions, Educational Assessment, Evaluation Criteria, \*Migrant Education, \*Program Development, \*Program Planning, Recruitment, \*State Programs, Student Needs

**Identifiers**—\*Oklahoma

The national goal of migrant education is "to establish programs and projects which are designed to meet the special educational needs of migratory children of migratory agricultural workers or migratory fishermen and to coordinate these programs and projects with similar programs in other states". In Oklahoma, the major objectives for migrant programs are to: (1) identify every child who can be legally described as a "currently migratory child" or "formerly migratory child", involve him in a migrant program, and enter the proper information in the National Migrant Student Record Transfer System; (2) establish migrant programs where there are pockets of concentration of eligible children; and (3) improve migrant programs through continual updating of services, adding in-service and preservice training of migrant program staff, conducting student needs assessments, providing supportive services, evaluating programs, and involving others in planning for migrant program changes. Designed to assist local educational agency administrators in determining the feasibility of migrant education programs in their districts, this handbook contains information related to the planning, implementing, and evaluating of migrant education programs. Among the topics are: Parent Advisory Committees, staff development, community contact, resources, needs assessment, program priorities and objectives, and program needs. (NQ)

**ED 115 435** **RC 008 891**

Fuller, Theodore E. Turner, Francis C.

A Case Study of Local Needs for Information on Industrial Development. Extension Studies 55. Pennsylvania State Univ., University Park. Cooperative Extension Service.

**Spons Agency**—Economic Research Service (DOA), Washington, D.C. Economic Development Div.

**Pub Date** Apr 75

**Note**—27p.

**EDRS Price** MF-\$0.76 HC-\$1.95 Plus Postage

**Descriptors**—Banking, Case Studies, City Officials, Community Leaders, \*Community Surveys, County Officials, \*Industry, \*Information Needs, Needs Assessment, \*Organizations (Groups), \*Rural Development, Tables (Data)

**Identifiers**—\*Pennsylvania

In order to identify some basic types of information concerning industrial development which might be useful to decision-makers at the local level, an opinion survey was conducted in five bordering nonmetropolitan Pennsylvania counties. A 13-item questionnaire was mailed to 222 local organizations, categorized by response rate as follows: (1) industrial development groups and chambers of commerce (60 percent); (2) banks (13 percent); (3) county boards of commissioners (40 percent); (4) borough councils (22 percent); (5) township boards of supervisors or planning commissions (23 percent). Questionnaire items included: (1) evaluating desires or needs; (2) estimating benefits and costs; (3) assisting existing industries; (4) establishing industrial development goals; (5) working with prospects; (6) financing; (7) inventory of area resources; (8) utilizing regional organizations; (9) coordinating group efforts; (10) success stories; (11) identifying new prospects; (12) identifying local leadership; and (13) establishing organizations. Major findings indicated that: (1) industrial development groups had the most interest in securing information; (2) banks were very uninterested in industrial development; (3) county commissioners and borough officials were not interested in industrial development; and (5) boroughs and townships were most interested in outside and interlocal cooperation and needs assessments. (JC)

**ED 115 436** **RC 008 892**

Ritzman, Mary Bucher

The Pennsylvania 4-H Consumer Education Activity: An Historical Perspective. Extension Studies 57.

Pennsylvania State Univ., University Park. Cooperative Extension Service.

**Spons Agency**—Economic Research Service (DOA), Washington, D.C. Economic Development Div.

**Pub Date** May 75

**Note**—64p.; Professional paper presented in partial fulfillment of Master of Education Degree, Pennsylvania State University

**EDRS Price** MF-\$0.76 HC-\$3.32 Plus Postage

**Descriptors**—\*Administrator Background, Age, \*Consumer Education, \*County Programs, Education, \*Extension Agents, Historical Reviews, Needs, \*Nonprofessional Personnel, Professional Personnel, Program Development, Surveys

**Identifiers**—Consumerama, Four H Programs, \*Pennsylvania

In order to provide an historical perspective on the development of Consumerama (a 4-H program initiated in 1969 by the Pennsylvania Cooperative Extension Service), a 34-item questionnaire was developed and distributed to persons having prime responsibility for 4-H Consumerama activities in each of Pennsylvania's 67 counties. After securing a 100 percent response, questionnaires were sorted and analyzed by age, education, and administrative region. Eight expected findings were analyzed and compared with the responses. Findings indicated: (1) extension professionals served as the main teaching agent; (2) there was little difference in the number of persons in the 35 and younger and 36 and older age groupings; (3) time for preparation and time for working with the clubs were the most frequently cited reasons for not participating in Consumerama; (4) there was strong interest in attending Consumerama workshops and consumer education workshops; (5) extension staff members felt consumer education was important and were willing to teach it in some form in their county 4-H programs; and (6) time was a strong limitation in the development of many county Consumerama programs. Since only five counties used lay leaders and since time was the most limiting factor, it was suggested that lay leaders and intensive educational workshops be employed to meet Consumerama needs. (JC)

**ED 115 437** **RC 008 893**

Humphrey, Craig R. And Others

Net Migration Turnaround in Pennsylvania Nonmetropolitan Minor Civil Divisions.

**Pub Date** Aug 75

**Note**—21p.; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, California, August 21-24, 1975)

**EDRS Price** MF-\$0.76 HC-\$1.58 Plus Postage

**Descriptors**—Agriculture, \*Demography, Distance, \*Ecological Factors, \*Hypothesis Testing, Industry, \*Migration Patterns, Military Organizations, Population Growth, \*Rural Areas, Urban Areas

**Identifiers**—Migration Turnaround, \*Pennsylvania

Examining 1,815 Pennsylvania rural boroughs and townships, seven variables were employed to determine the places where net migration had been outward 1940-60 and inward 1960-70 and where it had been inward 1960-70 and outward 1960-70. The demographic variables employed were: (1) total population of each selected nonmetropolitan area, (2) absolute changes in the size of the college or military population, (3) percentage of residents 15-24 years old, and (4) population per square mile. The ecological variables employed were: (1) highway accessibility, (2) functional differentiation in industry types, and (3) population potential. Local officials were surveyed via mail to determine if they agreed with the turnaround migration hypothesis (55 percent response). Findings indicated that most nonmetropolitan minor civil divisions had experienced out-migration between 1940 and 1970, though 10 percent had experienced net in-migration, and nearly 18 percent were termed net migration turnaround areas (three times as many of these places turned around to net in-migration between 1960 and 1970 than places which turned around to net out-migration). It was also found that on the average both types of migration turnaround had occurred about 20-25 miles from an urban center; that reductions in farming, industry, and military installations were evident in places having out-migration turnaround; and that net in-migration turnaround areas had residents employed in relatively specialized industries. (JC)

**ED 115 438**

**RC 008 894**

Agriculture, Rural Development, and the Use of Land. A Series of Papers Compiled by the Subcommittee on Rural Development of the Committee on Agriculture and Forestry, United States Senate. Committee Print, 93rd Congress, 2nd Session, April 16, 1974.

Congress of the U.S., Washington, D.C. Senate Committee on Agriculture and Forestry.

**Pub Date** 16 Apr 74

**Note**—254p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 5270-02373, \$2.05)

**EDRS Price** MF-\$0.76 HC-\$13.32 Plus Postage

**Descriptors**—\*Agriculture, Case Studies, Census Figures, Change Strategies, Government Role, \*Land Use, Natural Resources, \*Planning, Politics, \*Population Distribution, Property Taxes, Regional Planning, Research, \*Rural Development, Tables (Data), Urbanization

Compiled by the members of the U.S. Senate Subcommittee on Rural Development, this series of papers presents varying views on rural land-use issues. The 19 papers are titled as follows: (1) "Planning: Some questions, Answers, and Issues"; (2) "Evolution of Planning Theory and Practice: A Response to Changing Problems and Institutions"; (3) "The Legal and Governmental Framework for Planning"; (4) "The Politics of Planning"; (5) "Planning Practice and Techniques"; (6) "Implementing the Products of Comprehensive Planning: The Pueblo Experience"; (7) "Integrating Natural Resources into Area-wide and Local Planning: The Southeastern Wisconsin Experience"; (8) "Rural New York State's Agricultural Districts"; (9) "An Overview of the Taxation of Open Land"; (10) "Differential Assessment of Open Space and Farmland"; (11) "Status of Ad Valorem Taxation on Rural Land in Georgia—1972"; (12) "Farming in the City's Shadow"; (13) "Human Considerations in Land Use"; (14) "Major Uses of Land in the United States: Summary for 1969"; (15) "Land Use Change in the Southern Mississippi Alluvial Valley, 1950-69"; (16) "Urbanization of Land in the Northeastern United States"; (17) "Urbanization of Land in the Western States"; (18) "Improving Water Quality Management Planning in Nonmetropolitan Areas"; (19) "Watershed Models: Tools in Planning Land Management for Water and Pollution Control". (JC)

**ED 115 439** **RC 008 895**

Leitka, Eugene Lowry, Carlee S.

Evaluation Report of Career Education and Safety Education, Choctaw Agency School System, Philadelphia, Mississippi. Research and Evaluation Report Series No. 23-B.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

**Pub Date** May 75

**Note**—68p.; Product of the Office of Indian Education Programs

**EDRS Price** MF-\$0.76 HC-\$3.32 Plus Postage

**Descriptors**—\*American Indians, \*Career Education, Elementary Secondary Education, Parent Attitudes, \*Program Evaluation, Safety Education, Student Enrollment, \*Student Opinion, Surveys, \*Teacher Attitudes

**Identifiers**—\*Choctaw Mississippi Agency School System, Mississippi (Philadelphia)

Initiated in December of 1974, the Choctaw Agency Schools' Career Education Program was evaluated via personal interviews and opinionnaires distributed to students, parents, and teachers. The safety education program was also evaluated. The sample of 114 students derived from Choctaw Agency School System (5th, 7th, and 9th grades) responded as follows: (1) 87 percent knew of Career Education teacher; (2) 77 percent had understood their Career Education teachers; (3) 40 percent had talked to their parents about career interests, while 40 percent said they would talk to their parents; (4) more desired to attend college than desired to attend vocational school; (5) 35 percent and 23 percent attributed the decision to pursue a particular career to the advice of teachers and parents respectively; and (6) 79 percent were either undecided or didn't know what profession to pursue. The teacher survey indicated: (1) materials were available; (2) more resource people could be used; (3) the program was judged moderately effective. The three parents surveyed indicated limited knowledge of the program. It was recom-

mended that: (1) more resource people be used; (2) more field trips be employed; (3) there be more parent involvement; (4) a curriculum specialist be used to coordinate the regular academic program with that of career education; (5) a pre- and post-testing program be instituted to evaluate student learning. (JC)

ED 115 440 RC 008 896

Sward, Paul L., Comp.

**BIA Chief Area Office Education Officers' Quarterly Conference** (Sacramento, California, July 21-24, 1975.) Research and Evaluation Report Series No. 34.01.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Pub Date Sep 75

Note—81p.; Product of the Office of Indian Education Programs

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Accountability, \*American Indians, Budgets, \*Conference Reports, Educational Facilities, \*Educational Objectives, Enrollment Trends, \*Evaluation, \*Legislation, Management by Objectives, School Construction, Student Responsibility, Student Rights, Vocational Development

Identifiers—BIA, \*Bureau of Indian Affairs, Indian Self Determination Assistance Act, Johnson O Malley, JOM

Highlights from the Bureau of Indian Affairs' (BIA) fourth quarterly conference of Chief Area Education Officers (July, 1975) are briefly described in this report. Included in the report are: (1) a list of participants; (2) "The Year Ahead-'76", an address Dr. Clennon Sockey, Director of Indian Education Programs; (3) eleven BIA Area Office reports; and (4) Appendices. The Appendices include: (1) Evaluation Chief Area Education Officers' Conferences, Fiscal Year 1975 (Secretarial Objective on School Management Options); National American Indian Women's Association Report; Career Development; Budget and Personnel Ceilings; Accountability Objective; Enrollment Trends in Off Reservation Boarding Schools; School Facilities Objectives; School Construction Standards; Community Facilities and School Construction; Review and Interpretation of Revised Johnson-O'Malley (JOM) Regulations; Review of Proposed Manual to Accompany Revised JOM Regulations; JOM Contracting Procedures; Auditing, Monitoring, Reporting of JOM Programs; Indian Self Determination and Educational Assistance Act; and Student Rights and Responsibilities); (2) Albuquerque Indian School Functional Statement Chart; (3) Title VI Public Law 93-380 Compliance; (4) Fiscal Year 1976 Departmental Objectives; (5) BIA Manual; (6) School Construction Priorities; (7) Tribal Resolution, Pauma Band of Mission Indians. (JC)

ED 115 441 32 RC 008 897

**Kansas State Migrant Education Program. 1972, 1973, 1974 Evaluation Report.**

Kansas State Dept. of Education, Topeka. ESEA Title I Office.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date [75]

Note—102p.; For related documents, see ED 065 252 and ED 066 262-265

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Community Involvement, Comparative Statistics, Curriculum, Educational Innovation, \*Educational Programs, Inservice Teacher Education, \*Migrant Child Education, Program Coordination, \*Program Evaluation, \*Program Improvement, Staff Utilization, \*State Programs, Student Enrollment

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, \*Kansas

Educational programs for migrant children in Kansas have been gradually increasing in quality and quantity since 1972. The Kansas State Department of Education has responded to the educational needs of migrant children by (1) establishing goals and objectives for instructional and supportive services; (2) acquiring increasing amounts of Title I, Elementary and Secondary Education Act (ESEA) funds; and (3) increasing the number of programs in the State. In 1972, \$518,951 was allocated for migrant programs, \$594,216 in 1973, and \$694,474 in 1974. The number of programs was increased from 11 in 1972 to 13 in 1974. These programs reported in-

creases in the cognitive and affective development of children and an increase in the number of children served. Increases were also reported in the number of bilingual teachers used and the quality of training provided all personnel. This report summarizes data obtained from the final reports submitted by the agencies operating Title I, ESEA migrant education programs in 1972, 1973, and 1974. Some topics covered are: number of participants by age, grade, and length of time in the program; grade placement; innovative projects used; objective measurement; teacher-developed tests; interrelationship with regular Title I programs and other programs; staff utilization and inservice training; community involvement; and instruction. (NQ)

ED 115 442 32 RC 008 898

**Night School for Secondary Migrant Students.**

Washington Office of the State Superintendent of Public Instruction, Olympia. Migrant Education Program.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date [74]

Note—10p.; Product of the Migrant Education Center, Sunnyside, Washington

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Academic Achievement, \*Educational Alternatives, Educational Opportunities, \*High School Students, Interstate Programs, \*Migrant Education, Migrant Youth, \*Night Schools, \*Program Descriptions, Secondary School Students

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, \*Washington (Mesa)

Since there was little educational opportunity for those interstate secondary migrant students from Texas and California who worked in the fields throughout the day, the North Franklin School District Night School was begun in 1971. During that time, one teacher was hired full time through the Title I Migrant Program. For the next 2 years, the teacher tutored at the labor camp with the help of a teacher's aide. Due to the increase in student enrollment, more teachers were added to the staff in 1973. The project was also moved from the camp to Mesa Elementary School. At present, there are over 50 migrant students, 6 teachers, and 1 teacher's aide involved in the program. Project goals are to: (1) recruit secondary migrant students who have been attending high school in Texas, California, and/or other states; (2) enroll these students in the Mesa Night School; (3) obtain the students' previous high school schedules and develop corresponding schedules to continue their education; and (4) transfer the students' completed credits back to their original high schools on official North Franklin School District High School transcripts. (NQ)

ED 115 443 32 RC 008 899

**The Washington State Migrant Education Program, 1974-75.**

Washington Office of the State Superintendent of Public Instruction, Olympia. Migrant Education Program.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date [75]

Note—21p.; Product of the Migrant Education Center, Toppenish, Washington

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Computer Oriented Programs, Definitions, Educational Programs, Inservice Teacher Education, \*Migrant Education, Personnel, \*Program Descriptions, \*Recruitment, \*State Programs

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, \*Washington

The Washington State Migrant Education Program legally defines migratory children as interstate, intrastate, or formerly migratory. Program goals are intended to serve the legislative mandate that requires establishment of "...programs and projects to meet the special education needs of migratory children of migratory agricultural workers and to coordinate these programs and projects with similar programs in other states". Although local school districts are responsible for the education of migrant children, the Superintendent of Public Instruction administers the program. One of the most basic components of the program is the Migrant Stu-

dent Record Transfer System (MSRTS) which is designed to shorten the distance and abate the handicap of migration. During 1974-75, the Migrant Education Identification and Recruitment Program was implemented to: (1) acquaint migrant parents and the community at large about migrant education; (2) identify and enroll migrant students; and (3) place migrant students on the MSRTS. The recruitment team works closely with both the school and the migrant family—cooperating with local educational agencies and providing medical, legal, and social service information to the family in need. This bulletin provides an overview of the migrant education program during 1974-75 and introduces the staff members who service it. (NQ)

ED 115 444 32 RC 008 900

**MSRTS - A Handbook to the Migrant Student Record Transfer System (State of Washington).**

Washington Office of the State Superintendent of Public Instruction, Olympia. Migrant Education Program.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date [75]

Note—25p.; Product of the Migrant Education Center, Synnyside, Washington

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Computer Oriented Programs, Data Bases, Information Retrieval, \*Migrant Children, \*On Line Systems, Personnel, Responsibility, \*Staff Role, Student Needs, \*Student Records

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, \*Migrant Student Record Transfer System, MSRTS, Washington

The Migrant Student Record Transfer System (MSRTS) was designed to permit schools to share the accumulated understanding of many prior schools about the migrant child and his needs. This shared migrant student information frees a school to focus its energy on serving a child's needs instead of using it to identify those needs. If the MSRTS is to be of maximum benefit to migrant students and educators alike, the student data it gathers and disseminates must be current, accurate, complete, and promptly transmitted. Thus, the system's success depends on the effectiveness of each link in the data chain—the school, the terminal, and the data bank. This handbook is a guide for MSRTS personnel. It is intended to increase awareness of the migrant student and his need for a transfer record, and to outline the responsibility of each person employed in the system toward fulfilling that need. School districts served by the Sunnyside and Othello terminals in Washington are listed. (Author/NQ)

ED 115 445 32 RC 008 906

Grimes, Walter F.

**The Possible Application of Socioeconomic Careers and Path Analysis Concepts to the Study of Factors Relevant to Physicians' Choice of Practice Location.**

Pub Date Aug 75

Note—28p.; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, Calif., August 21-24, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Conceptual Schemes, Critical Path Method, \*Geographic Distribution, Models, \*Physicians, Research Criteria, \*Research Methodology, \*Rural Areas, Socioeconomic Status, Statistical Analysis, Vocational Development

Identifiers—\*Socioeconomic Careers Model

In response to the current shortage of rural physicians and the difficulties encountered in studying this problem, this paper attempts to apply a specific multivariate technique (path analysis) and the socioeconomic careers model of Featherman and others to the study of the physician's choice of practice location. The socioeconomic careers model is utilized as a heuristic device along with suggestions for its modification to make it more useful in the case of the physician. The specific classes of variables employed by Duncan and Blau are described in detail (background, intervening, career contingencies, and outcome variables). Certain of the specific aspects of the physicians' socioeconomic career are discussed. Differences between the generalized model and that found useful for the physician are pointed out (emphasis is on the use of



many, rather than a few, variables). Consideration is given to discussion of path analysis as a type of multivariate analysis. The technique is then applied conceptually to the case of the physician's socioeconomic career. Specific variables are considered along with the conceptual difficulties they may present. Characteristics of actual recruits to medical careers are enumerated as indicative of how the model must be modified to be useful. (JC)

## SE

ED 115 446 SE 017 659

*Muehlke, Marjorie Sue***Kinetic Structure Analysis of College Biology Lectures.**

Pub Date 73

Note—293p.; Ed.D. Dissertation, Columbia University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-31,290, MF-\$7.50, Xerography-\$15.00)

**Document Not Available from EDRS**

Descriptors—\*Biology, \*College Science, Doctoral Theses, Educational Research, Higher Education, \*Instruction, \*Lecture, Science Education, \*Structural Analysis

Identifiers—Research Reports

The intent of this study was to assess the content structure of college biology lectures and to determine the extent to which that structure differed in lectures by a given professor and among lectures of different professors. Content structure was based on the amount of contiguity and commonality of verbal elements between pairs of discourse units in verbal communications. Three professors who taught introductory biology courses were randomly selected from each of two universities in New York City, and six lectures by each were audio-taped. Coefficients which measured the amount of commonality and progression of verbal units and discourse units were calculated and used to compare lectures. The mean fundamental coefficients of structure for the lectures were compared using analysis of variance for repeated measures. The correlation between the mean number of new verbal elements per discourse and lecture was negative, while the mean activity of verbal elements and mean fundamental coefficient of structure was positively correlated. Data from this study were also compared with those available from related studies of biology lessons at the high school level. (Author/CP)

ED 115 447 SE 017 668

*Larson, Charles Stuart***An Analysis of Classroom Questioning Strategies in Elementary Science.**

Pub Date 73

Note—146p.; Ed.D. Dissertation, Memphis State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-3778, MF-\$7.50, Xerography-\$15.00)

**Document Not Available from EDRS**

Descriptors—Classroom Techniques, Doctoral Theses, \*Educational Research, Elementary Education, \*Elementary School Science, Elementary School Teachers, Grade 5, \*Instruction, \*Questioning Techniques, Science Education

Identifiers—Research Reports

The purpose of this study was to describe the questioning strategies which fifth-grade teachers employed in their classroom discussions during the teaching of science. The areas of investigation included the initial questioning interchange made by the teacher and a classification of the question into a taxonomy, the forms of the student response elicited, and the teachers' reactions to the pupil responses. This study involved 19 fifth-grade teachers from northern Arkansas selected on the basis of their willingness and the willingness of their school to participate in the investigation. The data consisted of audio tapes of classroom discussions. The recordings were transcribed for classification of initial questioning interchange, cognitive level of question, form of student response and teachers' reaction to pupil response. Among the conclusions, the investigator found the teachers observed were prone to be

non-directive in question initiation, not designating who should respond almost half of the time, and students responded in a pattern which was teacher controlled. The report also contained several recommendations for future related studies. (Author/CP)

ED 115 448 SE 017 669

*Boulanger, Ferdinand David***The Effects of Instruction in the Concept of Speed and Proportions on Children in the Third Grade.**

Pub Date 73

Note—155p.; Ph.D. Dissertation, University of Washington

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-2243, MF-\$7.50, Xerography-\$15.00)

**Document Not Available from EDRS**

Descriptors—\*Concept Teaching, Doctoral Theses, Educational Research, Elementary Education, \*Elementary School Science, Grade 3, \*Instruction, \*Ratios (Mathematics), Science Education, \*Scientific Concepts

Identifiers—Piaget (Jean), Research Reports

The purpose of this study was to investigate the effects of systematic instruction in the concept of speed and simple proportions on the performance of concrete operational children in the third grade. A screening test was administered to select a population of children who could perform simple division and who were concrete operational in the conception of time, space, and speed. From the group attained, 51 were randomly selected and randomly assigned to 2 instructional treatment groups and a control group. The training and comparison treatment consisted of problems, questions, and demonstrations interwoven with training in the concept of speed and simple proportions. The comparison only treatment dealt only with problems, questions, and demonstrations. Both control and experimental groups were individually measured on retention, transfer, and transfer to two Piagetian tasks immediately after training and three weeks later. Among the findings were: the training and comparison treatment group scored significantly higher than the control group on immediate retention, but this difference fell below the significance level on the delayed retention measure. (Author/CP)

ED 115 449 SE 017 670

*Demchik, Michael Joseph***An Analysis of the Effects of Short Term Image Provoking Training on the Teaching and Learning Patterns of Junior High School Science and Nonscience Teachers and Their Students as Measured by Selected Classroom Observational Instruments.**

Pub Date 73

Note—151p.; Ed.D. Dissertation, West Virginia University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-199, MF-\$7.50, Xerography-\$15.00)

**Document Not Available from EDRS**

Descriptors—\*Classroom Observation Techniques, Doctoral Theses, \*Imagery, Instruction, \*Junior High Schools, Science Education, Secondary Education, Secondary School Science, \*Teacher Behavior

Identifiers—Research Reports

Investigated was the effect of a training program on teacher behavior. Videotaped classroom observations for selected teachers were taken prior to and after short term training on the Taxonomy of Image Provoking Behavior. Each videotape was analyzed and reliability established on each of four major observational instruments. No significant differences in teaching patterns for science and nonscience teachers were identified when considering gain scores. Student learning patterns measured showed no significant difference. The investigator concluded that short range image provoking training of the type used in this study had no significant effect on any of the four instruments of this study. (Author/CP)

ED 115 450 SE 017 671

*Martin, Franklin Magnes***Life Science Curricular Materials for the Slow Learner at the Ninth Grade Level.**

Pub Date 73

Note—82p.; Ed.D. Dissertation, Ball State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-1722, MF-\$7.50, Xerography-\$15.00)

**Document Not Available from EDRS**

Descriptors—Biological Sciences, \*Biology, \*Curriculum Development, Doctoral Theses, Educational Research, \*Instructional Materials, Learning Difficulties, Science Education, Secondary Education, \*Secondary School Science, \*Slow Learners

Identifiers—Research Reports

The purpose of this project was the establishment of materials suitable for slow learners in a life science program. The research focused on the development and testing of an eight-week study in life science and evolved through three phases: preparation, writing, and assembly of a student text and a teacher's handbook; preliminary testing during a pilot study; and comprehensive testing with five classes of homogeneously grouped slow learners. One class of homogeneously grouped slow learners was the population for the pilot study. A comprehensive testing program was used to determine student achievement with the use of pretests and posttests. Pretest-posttest data were compared and a significant difference was found to exist. (Author/CP)

ED 115 451 SE 017 680

*Dunlop, David Livingston***An Information Theoretic Analysis of Classification Sorting and Cognition by Ninth Grade Children within a Piagetian Setting.**

Pub Date 73

Note—256p.; Ph.D. Dissertation, University of Pittsburgh

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-2081, MF-\$7.50, Xerography-\$15.00)

**Document Not Available from EDRS**

Descriptors—\*Classification, Doctoral Theses, Educational Research, Instruction, \*Learning, \*Recall (Psychological), Science Education, Secondary Education, \*Secondary School Science, \*Thought Processes

Identifiers—Piaget (Jean), Research Reports

The purpose of this study was to use an information theoretic memory model to quantitatively investigate classification sorting and recall behaviors of various groups of students. The model provided theorems for the determination of information theoretic measures from which inferences concerning mental processing were made. The basic procedure involved a comparison of several sets of contrasting groups of students formed by the use of recognized psychological phenomena. Students were separated into groups of concrete and formal operational as defined by Piaget and further subdivided on the basis of sex. Data revealed that concrete operational children benefited most from conceptualization while formal operational students benefited most from a self-designed sorting task. The importance of this study may not lie as much in the originality of the findings as in the quantitative methods used. (Author/CP)

ED 115 452 SE 017 681

*Haley, Clarence Dillard, Jr.***A Determination of the Relationship Between Content Structure, Concrete Referents, Mental Readiness and Student Attainment of Selected Cognitive Skills in a Physical Science Program.**

Pub Date 73

Note—150p.; Ed.D. Dissertation, University of Virginia

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-32,438, MF-\$7.50, Xerography-\$15.00)

**Document Not Available from EDRS**

Descriptors—\*Achievement, \*Curriculum Development, Doctoral Theses, Educational Research, \*Instruction, \*Physical Sciences, Predictor Variables, Readiness (Mental), Reading, Science Education, Secondary Education, \*Secondary School Science, Structural Analysis

Identifiers—Research Reports

This study was designed as an experimental evaluation of the relative efficiency of designated instructional techniques for student attainment of selected cognitive skills. The sequence in which the student encountered the curriculum, the means by which the student received the information, and the reinforcement effect of an official

answer were three components which were permuted to form eight instructional schemes. The study involved 16 classes and each teacher instructed 2 experimental classes via different instructional schemes. Multiple regression analysis, correlation coefficients, and *t* tests were used to assure validity of findings. Among conclusions, the investigator found reading level to be a significant predictor of classroom performance, and laboratory activities to be a more effective instructional technique for developing reading comprehension and science objectives than lecture-demonstration techniques. (Author/CP)

**ED 115 453** SE 017 682

*Hatcher, Martha Taylor*  
**Audio-Tutorial Modules in the Preparation of College Biology Teachers.**

Pub Date 73

Note—153p.; Ed.D. Dissertation, University of Georgia

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-4813, MF-\$7.50, Xerography-\$15.00)

**Document Not Available from EDRS**

Descriptors—\*Autoinstructional Programs, Biology, \*College Science, Doctoral Theses, Educational Research, Higher Education, \*Individualized Instruction, Instruction, \*Instructional Materials, \*Microbiology, Science Education, Teaching Assistants

Identifiers—Research Reports

This study was designed to develop, revise, and evaluate modules for individualized self-instruction in areas pertinent to the teaching performance of graduate assistants in microbiology. Six modules presenting competencies and skills of teaching were designed and developed. Eighteen teaching assistants were randomly assigned to one of two treatment groups. One group participated in seminar-workshop and worked through the modules, and the other group was involved in the seminar-workshop only. Statistically significant differences were found between the groups on cognitive achievement and some of the dimensions tested for the attitude toward teaching and the performance as laboratory teaching assistants. (Author/CP)

**ED 115 454** SE 017 683

*Hughes, William Rodney*

**A Study of the Use of Computer Simulated Experiments in the Physics Classroom.**

Pub Date 73

Note—233p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-3205, MF-\$7.50, Xerography-\$15.00)

**Document Not Available from EDRS**

Descriptors—\*Computer Assisted Instruction, Doctoral Theses, Educational Research, Instruction, Laboratory Experiments, \*Physics, Science Education, Secondary Education, \*Secondary School Science, \*Simulation

Identifiers—Research Reports

The major problem of this study was to assess the effect of computer simulated experiments on the attainment of process skills and the acquisition of subject matter content in the high school physics laboratory. Over a 4-month period, 51 students from 2 physics classes were involved in 4 laboratory experiments and simulations. There was a random assignment of students to one of three treatment groups: laboratory, laboratory-computer, and computer. The process skills investigated were the ability to investigate relationships between laboratory variables (Data Manipulation Score), to reach conclusions (Experimental Conclusion Score), and to interpolate, design experiments, and reach conclusions (Process Tests). The data obtained were subjected to analysis of variance and covariance. Among results, it was found that a computer-related group had the highest mean Data Manipulation Score while laboratory-computer and laboratory groups had higher mean Process Test scores, although the differences were not significant. (Author/CP)

**ED 115 455** SE 017 684

*Hutchinson, Jesse McClendon, Jr.*

**A Study of Science Supervision in the Public High Schools of Louisiana.**

Pub Date 73

Note—150p.; Ed.D. Dissertation, University of Southern Mississippi

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-32,006, MF-\$7.50, Xerography-\$15.00)

**Document Not Available from EDRS**

Descriptors—\*Administration, Doctoral Theses, Educational Research, Instruction, Science Education, \*Science Supervision, Secondary Education, \*Secondary School Science, \*Supervision

Identifiers—\*Louisiana, Research Reports

The purpose of this study was to investigate the posture of and practices associated with science supervision in the public high schools of the parish and city schools of Louisiana. Among objectives of the study were to identify science supervisory practices that experts in science education considered relevant to the improvement of science instruction and to ascertain the extent of employment of certain supervisory practices and techniques by supervisors. Participants for the study were selected by virtue of their position as supervisors of science instruction in 64 schools and 2 city systems in Louisiana. A survey instrument was designed and administered. Among findings, data showed that 53 of 54 respondents held Master's Degrees or higher, but that only 22 percent had undergraduate majors in science. The supervisory function viewed by respondents as most important was classroom visitation and supervision of instruction. (Author/CP)

**ED 115 456** SE 017 687

*Markell, Clark Stephen*

**A Search for Optimum Relationships Between Student Perceptions of and Attitudes Toward the Frequency with Which Science Teachers Employ Instructional Moves.**

Pub Date 73

Note—236p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-3241, MF-\$7.50, Xerography-\$15.00)

**Document Not Available from EDRS**

Descriptors—\*Audiovisual Instruction, \*Classroom Techniques, Doctoral Theses, Educational Research, \*Instruction, Science Education, Science Teachers, Secondary Education, Secondary School Science, \*Teaching Procedures

Identifiers—Research Reports

A study was made to ascertain whether or not there was any noticeable consistency in a teacher's use of various instructional moves or techniques and if these behaviors had any noticeable effects on student attitude toward these techniques. Phase 1 of the study included the development of an Instructional Activities Instrument and its validation. In the second phase, data were collected from 38 classes representing 19 teachers and were analyzed with the BMD 05R Polynomial Regression Program. Forty-five separate tests were made comparing mean student perceptions with mean attitude scores. Thirteen of these tests showed significant linear relationships but no significant higher order equations were found. Seven tests were made comparing the teacher direct-indirectness score as computed from the instrument with student growth variables as measured by pre-posttest change scores on several instruments. Preliminary findings in this study suggest that future work may reveal certain instructional procedures which are fragile and rapidly lose favor with students if used frequently by the teacher, while other instructional techniques may be more durable. The use of film strips, discussion and debate, and films or movies offer to be more fragile than do the other instructional procedures. (Author/EB)

**ED 115 457** SE 017 689

*Parker, Gary Eugene*

**The Relationship of Programmed Instruction to Test and Discussion Performance among Beginning College Biology Students.**

Pub Date 73

Note—111p.; Ed.D. Dissertation, Ball State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-1726, MF-\$7.50, Xerography-\$15.00)

**Document Not Available from EDRS**

Descriptors—\*Biology, \*College Science, Doctoral Theses, Educational Research, Higher Education, \*Instruction, \*Programmed Instruction, Science Education, Science Instruction

Identifiers—Research Reports

The objective of this research was to contrast the effects of two instructional techniques (programmed vs. conventional) used in beginning college biology courses. The experimental technique involved the use of programmed textbook units within the typical course syllabus. Ninety students were involved in the study. Four programmed texts were used. The investigator was both the senior author of the programs and the person responsible for the conventional, lecture-textbook-discussion instruction. Each programmed text took the place of two lectures for the experimental group. To minimize the Hawthorne effect, students in the two sections were used alternately as experimental and control groups. Tests and final examinations provided the necessary data, as well as tape-recorded discussions and written essays. Chi-square analysis indicated that superior test and discussion performance followed programmed vs. conventional instruction. Findings of superior test performance following programmed vs. conventional instruction are common in the literature, but the findings of this study were considered somewhat unusual because of the attempts made to control several factors asserted to contribute to programming effectiveness. The results of the study suggest that instructors may expect the benefits of improved test and discussion performance when using programmed texts. (Author/EB)

**ED 115 458** SE 017 874

*Burns, Robert Lloyd*

**The Testing of a Model of Critical Thinking Ontogeny among Central Connecticut State College Undergraduates.**

Pub Date 74

Note—269p.; Ph.D. Dissertation, The University of Connecticut

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-7113, MF-\$7.50, Xerography-\$15.00)

**Document Not Available from EDRS**

Descriptors—\*Achievement, College Students, \*Critical Thinking, Doctoral Theses, Educational Research, \*Higher Education, \*Intelligence, Models, Predictor Variables, Science Education, \*Undergraduate Study

Identifiers—Research Reports

The purpose of this study was to test the efficacy of a model of critical thinking ontogeny at the undergraduate levels in a four-year college. Critical thinking ability was considered relative to mental ability, academic performance, and academic preparation for college. Students (N=607) in many disciplinary areas took a battery of tests to determine critical thinking and mental abilities. Multivariate analysis was performed and analysis of variance was used to determine significant heterogeneity of variances among the categorical groups. Upper division undergraduates scored significantly higher in critical thinking ability, mental ability, and academic performance than did lower division undergraduates, while undergraduates did not significantly differ in academic preparation for college, indicating that differences in critical thinking scores were not primarily due to academic attrition. (Author/CP)

**ED 115 459** SE 017 887

*Christensen, Marvin James*

**An Investigation of the Relationship between Selected Student Characteristics and Three Methods of Individualized Instruction.**

Pub Date 73

Note—166p.; Ph.D. Dissertation, The University of Iowa

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-7359, MF-\$7.50, Xerography-\$15.00)

**Document Not Available from EDRS**

Descriptors—Doctoral Theses, Educational Research, Individual Characteristics, Individualized Instruction, \*Instruction, \*Learning, \*Physics, Predictor Variables, Science Education, Secondary Education, \*Secondary School Science, \*Student Characteristics

Identifiers—Research Reports

The purpose of this study was to explore the possibility of using a particular set of individual student characteristics to make decisions concerning the suitability of a particular learning method. The sample was 49 students enrolled in high school physics. Each student studied three

units of content, each under a different individualized learning method. The learning methods used were: linear programmed instruction (LPI), learning activity package (LAP), and student selected experiences (SSE). A Latin Square design was used to test for interaction between learning method and content. Achievement was measured by a test at the end of each unit. A pretest battery was used to determine student characteristics. Each student's profile was compared with composite profiles for the successful and unsuccessful learners using simple profile analysis. Findings showed no significant interactions between the learning methods and the content when achievement scores were used as the comparison criteria. The investigator concluded that although the techniques did not identify one best technique, the information gathered in a pretest program could be an aid in selecting the learning methods most suitable for a particular student. (Author/CP)

**ED 115 460** SE 017 893

Moore, Byron Eugene  
Predictors of High School Students' Attitudes toward Involvement with Science and Perceptions of the Scientist.

Pub Date 73  
Note—181p.; Ph.D. Dissertation, Kansas State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-6657, MF-\$7.50, Xerography-\$15.00)

**Document Not Available from EDRS**

Descriptors—\*Attitudes, Doctoral Theses, Educational Research, Perception, \*Physics, \*Science Course Improvement Project, Science Education, Scientists, Secondary Education, \*Secondary School Science, \*Student Attitudes  
Identifiers—Research Reports

Reported is an exploratory investigation to identify predictors of the variance of measure of high school students' willingness to become involved in science and their perception of the scientist. The study was prompted by three factors: (1) declining high school physics enrollments; (2) research revealing high school students have negative attitudes toward science; and (3) the need for empirical information to provide guidance in selecting or designing curricula to foster positive attitudes toward science. An instrument was developed to measure Attitude toward Involvement with Science (AIS) and Perception of the Scientist (PS), plus over 40 potential predictor variables. Data were collected from a selected national sample of 373 American high school students. Science educators identified schools in their area representative of maximum ethnic, socioeconomic, and educational variability. A total of 12 students were selected at random from each of grades 10, 11, and 12 in each school. A correlation matrix, including all variables, was studied. Prediction models were developed by step-wise deletion multiple regression. Among other conclusions, the investigator found no evidence of course reputations promoting positive attitudes toward science, but students who took science courses had higher AIS and PS scores. (Author/CP)

**ED 115 461** SE 018 727

Jones, John  
The Concept of Proportionality as a Predictor of Success at the University of Papua and New Guinea. E.R.U. Report 6.

Papua and New Guinea Univ., Port Moresby. Educational Research Unit.

Report No.—ERU-6  
Pub Date May 73

Note—47p.; Marginal Legibility  
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

**Document Not Available from EDRS**

Descriptors—Educational Research, \*Higher Education, \*Instruction, Mathematics, Prediction, \*Ratios (Mathematics), Science Education, Sciences, \*Secondary Education, Secondary School Science, \*Success Factors  
Identifiers—\*Papua New Guinea, Research Reports

A main problem encountered by science and mathematics students at secondary and tertiary institutions throughout Papua New Guinea is that of dealing with ratio and proportion. The problem is most clearly defined in science, since

this is the area in which the quantitative manipulation of physical variables is most frequently carried out. An important functional relationship existing between variables is that of direct proportionality. A pilot investigation of the abilities underlying the understanding of proportionality and its effect on academic success was carried out with a group of university students. Paper and pencil tests on proportionality were modelled broadly along that of Lovell and Butterworth and were administered. The statistical technique used was factor analysis. The data indicated that (1) results in particular subjects at the university are fairly good predictors of other subject results at the university; (2) Form IV results have some worth as predictors of success in preliminary year at the university; (3) some proportionality test items are useful predictors of success at the university; and (4) there are some very interesting relations concerning the university English sub-scores structures, reading comprehension, and listening comprehension. (LS)

**ED 115 462** SE 018 728

Jones, John Wilson, Michael  
Expectations of Regularity in Primary School Pupils. E.R.U. Report 8.

Papua and New Guinea Univ., Port Moresby. Educational Research Unit.

Pub Date Jun 73

Note—37p.; Occasional Marginal Legibility  
EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Educational Research, \*Elementary Education, Elementary School Science, \*Environmental Influences, \*Instruction, Mathematics, \*Prediction, \*Ratios (Mathematics), Science Education

Identifiers—\*Papua New Guinea, Research Reports

There is much concern at present among those engaged in science education in Papua New Guinea over the difficulties which students have with basic concepts and manipulations in science and mathematics—especially with ratio and proportion. Papua New Guinean students may have difficulty in science because the basic assumption that the world is regular, which is so striking in Western man's environment, is less easy to make for someone from a natural environment. To test the hypothesis that students from a traditional environment show a lower expectation of regularity, a series of principal situations from each of which a pattern of events emerged were set up. The five situations or tests are explained in detail. The regularity tests were carried out using primary school children from three distinct populations: (1) coastal children who were familiar with an urban environment, (2) highlands children from a remote area, and (3) Australian children who were born and raised in a Western environment. The results indicated there were no significant overall differences between the three groups. (LS)

**ED 115 463** SE 018 729

Jones, John  
Cognitive Studies with Students in Papua New Guinea. E.R.U. Report 10.

Papua and New Guinea Univ., Port Moresby. Educational Research Unit.

Report No.—ERU-10

Pub Date Nov 73  
Note—54p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Cognitive Processes, \*Educational Research, Higher Education, Instruction, Mathematics, \*Mathematics Education, \*Science Education, \*Secondary Education, Secondary School Science

Identifiers—\*Papua New Guinea, Research Reports

Students in Papua New Guinea experience considerable difficulty in dealing with much of their work—especially in science and mathematics. The ability to achieve some acknowledged level of excellence is dependent upon cognitive factors. During 1972 a series of pilot studies were carried out in various secondary and tertiary institutions to investigate students' basic difficulties and to develop a set of testing procedures. These studies formed a basis for an investigation in 1973. A battery of "logic/quantitative" tests was administered to seven groups of high school and college students. The tests are described and analyzed in detail. A series of interviews were conducted with a substantial sub-sample of the groups that had taken the tests. A full analysis of

the results has not yet been carried out. One of the broad findings of the study has been that students in general perform a good deal better (given essentially the same task) in some contexts than in others. It is as important to build upon students' strengths as it is to take steps to remedy weaknesses. Individual students seem to have a preference for a particular context. A project planned for 1974 will investigate the extent to which students have "preferred modes" of information intake and consider the feasibility of presenting materials in alternative forms. (LS)

**ED 115 464** SE 018 730

IPN, Institut für die Pädagogik der Naturwissenschaften (Institute for Science Education).

Kiel Univ. (West Germany). Institut fuer die Paedagogik der Naturwissenschaften.

Pub Date 74  
Note—62p.

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

**Document Not Available from EDRS**

Descriptors—Cognitive Processes, \*Curriculum Development, \*Educational Research, \*Instruction, Instructional Materials, International Education, Program Descriptions, \*Science Education, Student Motivation

Identifiers—West Germany

The Institute for Science Education (IPN) at the University of Kiel is a supraregional research Institute which conducts research, through multidisciplinary approaches, in the field of science education. The IPN carries on this research from the psychological and social aspects, develops science curriculum materials, and evaluates their effects in schools. Approximately 50 scientists, educationalists, science educators and psychologists work at the Institute. The IPN is divided organizationally into the following departments: Biology Education, Chemistry Education, Physics Education, Educational and Psychological Methodology, Educational Sciences, and Administration and General Services. Some of the IPN projects involve developing a biology curriculum, chemistry curriculum, and physics curriculum. Some other projects involve the following studies: (1) motivation in science instruction, (2) cognitive operations and learning processes in student instruction; and (3) ecology in schools. The permanent and long-term functions of IPN are highlighted. (LS)

**ED 115 465** SE 018 840

Radiological Monitoring for Instructors. Student Workbook. Revised.

Office of Civil Defense (DOD), Washington, D.C. Report No.—SM-11.22.1

Pub Date Apr 68

Note—64p.; Occasional Small Print Used in Sample Exercises

Available from—The Fallout Plotting Template described in Chapter 3 is available from ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Educational Programs, \*Emergency Programs, \*Instructional Materials, \*National Defense, Radiation, \*Radiation Effects, Safety, Science Education, Workbooks  
Identifiers—Department of Defense, DOD

This student workbook includes the necessary materials and some of the references needed by each student during the conduct of the Radiological Monitoring for Instructors (RMI) course. The contents include a radiation exposure record, instrument exercise materials, fallout forecasting problems, dose and dose rate problems, source handling techniques, quizzes and answer sheets, and a RMI course examination answer sheet. (LS)

**ED 115 466** SE 018 841

Radiological Defense. Planning and Operations Guide. Revised.

Office of Civil Defense (DOD), Washington, D.C. Report No.—SM-11.23.2

Pub Date Mar 67

Note—400p.; Occasional Small Print Used in Examples

EDRS Price MF-\$0.76 HC-\$19.67 Plus Postage

Descriptors—\*Educational Programs, \*Emergency Programs, \*Instructional Materials, \*National Defense, Radiation, \*Radiation Effects, Safety, Science Education  
Identifiers—Department of Defense, DOD

This guide is a reprint of published and draft materials from the Federal Civil Defense Guide. This guide is intended to assist the student in planning, developing, implementing and operating a local, county, or state radiological defense (RADEF) system. The state and local radiological defense program objectives are to create an effective and operationally ready radiological monitoring, reporting and evaluating system required to provide accurate and timely information on the extent, intensity and duration of radiological fallout hazards that could result from a nuclear attack. The guide contains the following chapters: (1) RADEF fundamentals (knowledge concerning fallout); (2) RADEF plans and organizations; (3) Implementation of RADEF plans including emergency operating center functions; (4) Monitoring and survey procedures; (5) Radiological reporting procedures; (6) Application of meteorological data to RADEF; (7) Instrumentation, maintenance and calibration; (8) Radiological equipment available to states for civil defense purposes; (9) Handbook for radiological monitors; (10) Peacetime radiological incidents; (11) Fallout Directory; and (12) Decontamination and related countermeasures. (LS)

**ED 115 467** SE 018 842

**Radiological Defense Officer. Student Workbook.**  
Defense Civil Preparedness Agency (DOD),  
Washington, D.C.

Report No—SM-11.23.1

Pub Date Oct 72

Note—232p.; For Training Purposes Only

**EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage**

**Descriptors**—\*Educational Programs, \*Emergency Programs, Instructional Materials, \*National Defense, Radiation, \*Radiation Effects, Safety, Science Education, \*Workbooks

**Identifiers**—Department of Defense, DOD

This student workbook includes the necessary administrative materials, briefs, exercises and answer sheets for the quizzes and final course examination as needed by the students during the conduct of the Radiological Defense Officer course. Among the briefs included are the following: (1) Reporting Forms; (2) Forecasting Dose Rates; (3) Dose Calculations; (4) Equivalent Residual Dose (ERD) Calculations; (5) Monitoring Operations; (6) Decontamination; and (7) Emergency Operations Center (EOC) Radiological Defense Functions. (LS)

**ED 115 468** SE 018 843

**Radiological Defense. Textbook.**  
Defense Civil Preparedness Agency (DOD),  
Washington, D.C.

Report No—SM-11.22-2

Pub Date Jun 74

Note—201p.; For Training Purposes Only

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**

**Descriptors**—\*Educational Programs, \*Emergency Programs, \*Instructional Materials, \*National Defense, Radiation, \*Radiation Effects, Safety, Science Education, Textbooks

**Identifiers**—Department of Defense, DOD

This textbook has been prepared under the direction of the Defense Civil Preparedness Agency (DCPA) Staff College for use as a student reference manual in radiological defense (RADEF) courses. It provides much of the basic technical information necessary for a proper understanding of radiological defense and summarizes RADEF planning and expected operations. This textbook is not intended to provide RADEF operational procedures or direction for the development of RADEF plans and organizations. Such guidance will be found in other DCPA publications. Among the chapters are: (1) an Introduction; (2) Basic Concepts of Nuclear Science; (3) Effects of Nuclear Weapons; (4) Nuclear Radiation Measurements; and (5) Radiological Monitoring Operations and Techniques. (LS)

**ED 115 469** SE 018 901

**Armstrong, Elizabeth G. Ladd, George T.**

**Rotating Peer Supervision: Implementation and Evaluation of Its Effect on the Inner-Direction and Internal Control Constructs of Teacher Trainees.**

Pub Date Mar 75

Note—15p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (48th, Los Angeles, California, March 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Educational Research, Higher Education, \*Instruction, \*Peer Teaching, Personality Development, Preservice Education, Rotation Plans, \*Science Education, \*Teacher Education, \*Team Teaching

**Identifiers**—Research Reports

This investigation encompassed the implementation and evaluation of Rotating Peer Supervision in a college level science teaching methods course. Rotating Peer Supervision is defined as a process whereby students teach other students and themselves about teaching through observation, analysis and evaluation of their own teaching, as well as that of their colleagues. It employed an adaptation of the clinical supervision sequence with videotaping of teaching presentations. The subjects were 74 college juniors with an elementary education major enrolled in three randomly selected sections of a teaching methods course. Two experimental sections followed the syllabus for the course and used Rotating Peer Supervision along with their 15-minute teaching presentations in class. Students in the control section followed the syllabus but did not use Rotating Peer Supervision. Two instruments were administered at the outset and conclusion of the course to measure the personality traits in question. The results showed: (1) no significant difference on the inner-direction construct of the two groups, and (2) a positive difference on the internal control construct of the two groups (indicating that the students involved in peer supervision became more internally controlled). (LS)

**ED 115 470**

SE 019 016

**Owsley, Fran, Ed.**

**Engineering Certification Program Self-Study Course, Basic Mathematics. Engineering Management [Series].**

Forest Service (DOA), Washington, D.C.

Report No—EM-7110-1

Pub Date May 74

Note—160p.; For related volumes in this course, see SE 019 988 and 989

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors**—Algebra, \*Engineering Education, Geometry, Independent Study, Instruction, \*Mathematical Applications, \*Mathematics Education, \*Post Secondary Education, \*Textbooks, Trigonometry

This course is part of an engineering certification program for men inspecting construction projects. It presumes some high school training in mathematics and science. The course begins with examples showing the importance of mathematics on the job. Following that is a section on algebra, one on geometry, and one on trigonometry. (KM)

**ED 115 471**

SE 019 089

**Cobas, Amador**

**Introductory Interdisciplinary Course in the Natural Sciences. Final Report.**

Puerto Rico Univ., Rio Piedras.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-I-B101

Pub Date Jan 74

Grant—OEG-2-71-0101

Note—55p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*College Science, Course Evaluation, Course Organization, \*Curriculum Development, Educational Research, \*Higher Education, \*Interdisciplinary Approach, International Education, \*Natural Sciences, Science Education

**Identifiers**—Puerto Rico, Research Reports

During the academic year 1972-1973, an Introductory Interdisciplinary Course in Natural Sciences, Natural Sciences 101-102, was offered as a voluntary alternative to the traditional separate courses in physics, biology, and chemistry, for a group of 60 students. The method of selection of the students, the organization of the course, and the criteria used for evaluation of the course are fully described, together with conclusions and recommendations for future developments. The overall conclusion is that this course provided an exciting and valid alternative to the more conventional courses, and that it has provided an important stimulus to future planning of the natural sciences curriculum. (Author/LS)

**ED 115 472**

SE 019 099

**Denton, Jon J. Gies, Frederick John**

**The Relation between Required Objective Attainment and Student Selected Objectives: Two Components in an Instructional Model for Individualization.**

Pub Date Apr 75

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975). Occasional marginal legibility

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Behavioral Objectives, Cognitive Processes, Educational Research, \*Individualized Instruction, \*Instruction, \*Physics, Science Education, Secondary Education, \*Secondary School Science, Student Participation

**Identifiers**—Research Reports

This study was conducted to determine if the inclusion of a required objective attainment condition would increase student achievement when instruction was structured by a program that utilized student selected objectives. The following null hypothesis was formulated: no significant difference exists in the number of student selected objectives achieved between the mastery and non-mastery treatment groups. Each group consisted of 20 secondary school physics students. Criterion-referenced tests were administered to each student to determine if the selected objectives had been achieved. If a student in the mastery treatment group failed to reach the proficiency level of an objective, a related activity was substituted and assessed before going on to unit two. A student in the non-mastery treatment group was not permitted to undergo remediation and reassessment but proceeded to unit two. Analysis revealed that students of both treatments selected objectives with the same proficiency levels but different cognitive levels. (LS)

**ED 115 473**

SE 019 183

**National Science Foundation Twenty-Fourth Annual Report for Fiscal Year 1974.**

National Science Foundation, Washington, D.C.

Report No—NSF-75-1

Pub Date Jan 75

Note—133p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 3800-00198, \$2.35)

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—\*Educational Research, \*Foundation Programs, International Programs, National Programs, \*Research, \*Science Education, \*Sciences

**Identifiers**—National Science Foundation, NSF

This twenty-fourth annual report of the National Science Foundation (NSF) describes the research project support activities, national and international programs, research applications, and science education studies for the fiscal year 1974. It also includes appendices and a statement by H. Guyford Stever, the director of NSF. Scientific research project support supports and strengthens fundamental research in all fields of science. Approximately 13,000 proposals were acted on in 1974. One of the activities under the direction of the National and International Programs Directorate was the establishment of an Office for Climate Dynamics. In 1974 the Research Applications Directorate completed the third year of operations of its RANN—Research Applied to National Needs—program. During this time RANN was pointed sharply toward national problems in energy, environment and productivity. The report lists the major objectives of the Foundation's fiscal year 1974 science education improvement activities. (LS)

**ED 115 474**

SE 019 329

**Berry, Richard M.**

**The History and Objectives of the Survey of Graduate Science Student Support and Postdoctorals.**  
Pub Date 31 Mar 75

Note—10p.; Paper presented at the annual meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Doctoral Programs, \*Educational Finance, \*Enrollment Trends, Financial Support, \*Graduate Study, Higher Education, Science Education, Science History, \*Surveys  
Identifiers—\*National Science Foundation, NSF

Along with the history and objectives of the Survey of Graduate Science Student Support and Postdoctorals (SGSSSP), the general trend for federal support for scientific research is presented. The first formal program designed specifically to support graduate students began in 1952. At its peak, in 1968, more than 50,000 graduate students received federal support. Presently, the trend for federal support has been away from fellowships, traineeships, and training grants, and toward increased support of research assistantships. Relating to the SGSSSP, the author notes that the Survey provides the only statistical time series of the sources of support of graduate students. The Survey distinguishes between types and sources of financial support, whether private or public. The SGSSSP dates back to 1967 and has had increased coverage of clinical and medical sciences since 1973. Starting in the fall of 1974, a quick response component was added which enabled limited data to be available by January 1975. Also presented are analytical uses of Survey data. (Author/CP)

**ED 115 475** SE 019 337  
**Science Lab Safety Regulations—Teachers, Teacher Aides, Students.**

Vancouver Board of School Trustees (British Columbia).

Pub Date Jun 71

Note—8p.

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

Document Not Available from EDRS

Descriptors—\*Laboratory Safety, Laboratory Techniques, \*Safety, Science Education, \*Science Laboratories, Secondary Education, \*Secondary School Science

This publication summarizes safety regulations and guidelines for the science classroom laboratory. Contained are directions to the science department head; responsibilities for safety; responsibilities of the science teacher; storage safety regulations; safe techniques; instructions for science students; and special instructions for chemistry students. (LS)

**ED 115 476** SE 019 367

**The First Twenty-Five Years of the National Science Foundation. A Symposium of the National Academy of Sciences, April 21, 1975.**

National Academy of Sciences, Washington, D.C.

Pub Date 21 Apr 75

Note—50p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Educational Programs, \*Foundation Programs, Meetings, Research, Science Education, \*Science History, \*Science Institutes, \*Sciences, \*Symposia

Identifiers—National Science Foundation, NSF

The National Academy of Sciences at its 112th Annual Meeting on April 21, 1975, paid homage to the comparatively young National Science Foundation (NSF), in celebration of its 25th birthday. The planning that went into the symposium will become clear to the reader of these four papers, which are quite different in style and content but united by their central concern with the past and future of NSF. Detlev W. Bronk draws on the rich lode of his memory as he describes the Foundation's origins and aspirations. William A. Fowler describes by examples how the Foundation's investment in research has changed our understanding of Planet Earth, the gene, and the universe and is aiding the transfer of knowledge to an attack on environmental and social problems. Joseph B. Platt assays NSF's education programs in the light of recommendations in Dr. Vannevar Bush's report. Finally, H. Guyford Stever reflects on the directions that the Foundation may take in the years that lie ahead, during a time of growing awareness among scientists that they are also citizens and that their research often affects and is affected by individual and social values. (LS)

**ED 115 477** SE 019 368

**Shakhshiri, Bassam Z., Ed.**

**Proceedings of the Symposium on Self-Paced Instruction in Chemistry (165th National Meeting, American Chemical Society, Dallas, Texas, April 11, 1973).**

Pub Date 11 Apr 73

Note—145p.; Occasional small type used in table material

Available from—The Chemical Education Publishing Company, 20th and Northampton Streets, Easton, Pennsylvania 18042 (\$4.50)

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—\*Autoinstructional Aids, \*Chemistry, \*College Science, \*Computer Assisted Instruction, Higher Education, \*Instructional Materials, Science Education

Identifiers—ACS, American Chemical Society, Keller Plan

The symposium was organized in an attempt to focus attention on self-paced methods in chemistry at all levels of undergraduate instruction. In this volume, 21 papers are presented in which the major intent of each is to individualize instruction. Several of the entries appear under the heading of the Keller Plan, a self-pacing instructional approach in which materials are divided into small units. Other computer-based instructional programs for all levels of undergraduate study are presented. Included in the volume are 17 additional self-paced instructional programs. (Editor/CP)

**ED 115 478** SE 019 377

**Campana, Robert J. Langer, Sidney**

**Nuclear Power and the Environment—Questions and Answers.**

American Nuclear Society, Hinsdale, Ill.

Pub Date Mar 74

Note—64p.; printed in blue ink

Available from—American Nuclear Society, 244 East Ogden Avenue, Hinsdale, Illinois 60521 (1-20 copies, \$1.50 ea., 21-100 copies, \$1.25 ea., discounts on larger quantities)

Document Not Available from EDRS

Descriptors—Bibliographies, Electricity, \*Energy, \*Environment, Environmental Influences, \*Nuclear Physics, Pollution, Public Health, \*Radiation, \*Social Problems, Utilities

Identifiers—Nuclear Energy

This booklet has been developed to help the layman understand and evaluate the various efforts being undertaken to utilize nuclear power for the benefit of mankind. The question and answer format is utilized. Among the topics discussed are: Our Needs for Electricity; Sources of Radiation; Radiation from Nuclear Power Plants; Biological Effects of Radiation; Thermal Discharges; Nuclear Liability and Insurance; Waste Disposal; Transportation in the Nuclear Fuel Cycle; Power Plant Safety; Nuclear Power Plant Siting; Nuclear Power: Benefit and Risk; Breeder Reactors; Thermonuclear Fusion; and Other Possible Power Sources. (BT)

**ED 115 479** SE 019 493

**McInnis, Noel, Ed. Albrecht, Don, Ed.**

**What Makes Education Environmental?**

Pub Date 75

Note—470p.

Available from—Data Courier, Incorporated, 620 South Fifth Street, Louisville, Kentucky 40202 (\$9.95; Educational Discount Price-\$8.95)

Document Not Available from EDRS

Descriptors—Communication Skills, \*Curriculum, Educational Needs, Elementary Secondary Education, \*Environmental Education, Higher Education, Inservice Education, \*Instruction, \*Reference Materials, \*Teacher Education

Identifiers—Teacher Reference Materials

This publication represents a comprehensive reference on environmental education for teachers of all academic levels. With graphic illustrations, this book draws an environmental education framework and presents practical means for overcoming barriers and designing successful programs. Contributions from over 40 teachers, professors, writers and agency professionals combine viewpoints of environmental educators with new perspectives from those outside the field. Each of the 41 articles presents a look at a discrete component of the environmental education process. Of special interest to teachers are sections on teacher education, K-12 program models and unit outlines, community and school resource centers, higher education and adult education. Other articles deal with environmental communication and perception, the history and promise of environmental education, and techniques for developing financial support for the field. Also included are comprehensive bibliographies, a detailed index, and a glossary of terms. (BT)

**ED 115 480**

SE 019 739

**Trent, John H.**

**Comparative Needs of Elementary and Secondary In-Service Teachers and College Pre-Service Students for Metric Education.**

Pub Date 75

Note—25p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Educational Needs, Elementary Secondary Education, Higher Education, Inservice Education, \*Mathematics Education, Measurement, \*Metric System, Preservice Education, \*Research, Surveys, \*Teacher Education

Identifiers—Research Reports

This paper reports on a survey of the need for inservice metric education and for greater emphasis upon metric education in mathematics methods courses in Nevada. The report is based upon data from two types of questionnaires. One questionnaire surveyed the need for metric workshops. The second questionnaire surveyed the present knowledge of the metric system. Both questionnaires were administered to a random sample of elementary, junior high, and high school teachers in Nevada and to elementary and secondary mathematics method students at the University of Nevada, Reno. The paper contains eight tables comparing the data from these two questionnaires. Each table is followed by separate conclusions. In general, it is concluded that there is a need for metric workshops for elementary teachers of Nevada and that more emphasis should be incorporated into elementary mathematics methods courses. Furthermore, it is recommended that a relevant comprehensive questionnaire be prepared and administered to secondary mathematics and science teachers in order to verify the need for further metric education. (BW)

**ED 115 481** SE 019 744

**Eyers, Vivian George**

**Environmental Knowledge and Beliefs among Grade 10 Students in Australia.**

Pub Date 17 Sep 75

Note—156p.; Ph.D. Dissertation, Oregon State University; Occasional small type used in appendices. A few pages may not be legible when reproduced

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—\*Attitudes, Beliefs, \*Doctoral Theses, \*Educational Research, \*Environment, Environmental Education, Evaluation, Grade 10, \*Knowledge Level, \*Secondary School Students, Surveys

Identifiers—\*Australia, Research Reports

To develop environmental education in Australia, a survey of tenth-grade students was undertaken. Thirty knowledge items and ten belief items were constructed. A panel of environmentalists and educators identified best responses for the knowledge items, and a common reference point, preservation of homo sapiens, for the belief items, so a composite attitude measure was obtainable. SMOG grading was employed to insure grade 10 readability. A total of 30 students, in 174 schools in 6 Australian states, comprised the sample population. On 10 of 20 items, 50 percent or more students selected the best alternative, with greatest knowledge in the area of population. Misunderstandings occurred in resource use, pollution, and radiation. In 6 of 9 belief items, 50 percent or more agreed with preservation of homo sapiens, supporting statements about individual rights. Catholic schools were less in favor of family planning; females supported this issue. Metropolitan students were more aware of pollution, and residential students of traffic accidents. A .28 correlation existed between knowledge and belief items—significant, considering sample size. Australian students appeared as knowledgeable as their American counterparts, but deficiencies and misunderstandings are evident. (BP)

**ED 115 482** SE 019 747

**Prigge, Glenn, Ed.**

**Metric Measurement.**

North Dakota Univ., Grand Forks. Dept. of Mathematics.

Pub Date 75

Note—101p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—\*Elementary School Mathematics, Instruction, Mathematics Materials, \*Measurement, \*Metric System, \*Resource Materials, \*Secondary School Mathematics, Teacher Developed Materials



This resource book of metric lessons was prepared by the Metric Systems Class at the University of North Dakota. Length, area, volume and capacity, mass and weight and temperature are developed through techniques such as puzzles, manipulative devices, and experiments. Activities are described in terms of materials needed, directions, and follow-up questions and/or activities. There is a wide variety of useful metric activities for each measurement concept. (JBW)

**ED 115 483** SE 019 748  
Main, R. E.

**The Practical Arithmetic Self-Study (PASS) Course. Book I—Directions and Auxiliary Materials.**

Navy Personnel Research and Development Center, San Diego, Calif.  
Pub Date Sep 73

Note—97p.; For Book II, see SE 019 852

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors—**Autoinstructional Aids, \*Basic Skills, \*Mathematics Education, Post Secondary Education, \*Programed Instruction, Programed Texts, Program Guides, \*Remedial Arithmetic, \*Teaching Guides, Textbooks

This guidebook to a self-study course in practical mathematics contains: (1) the course description; (2) directions for testing and training; and (3) lesson progression sheets, quizzes, quiz answers, and lesson answers. The 25 quizzes cover multiplication and division of whole numbers, operations with fractions and decimals, understanding math symbols, solving equations, percent problems and applications, measurement problems, rates and average problems, and ratios and proportions. The student self-study book is bound separately as book II. (JBW)

**ED 115 484** SE 019 781  
Scales, John W., Ed.

**Air Quality Instrumentation. Volume 2.**

Instrument Society of America, Pittsburgh, Pa.  
Pub Date 74

Note—326p.; For Volume 1, see ED 066 330

Available from—Instrument Society of America, 400 Stanwix Street, Pittsburgh, Pennsylvania 15222 (\$13.00, hard cover)

**Document Not Available from EDRS**

**Descriptors—**\*Air Pollution Control, \*Componential Analysis, Environment, Environmental Influences, \*Environmental Research, \*Measurement Techniques, \*Physical Sciences, Pollution

To insure a wide dissemination of information describing advances in measurement and control techniques, the Instrument Society of America (ISA) has published this monograph of selected papers, the second in a series, from recent ISA symposia dealing with air pollution. Papers range from a discussion of individual pollutant measurements to discussions of sample conditioners, calibration methods and devices, and data acquisition systems. Titles include: Energy Dispersive X-Ray Emission Spectrometry for Multielement Analysis of Air Particulates; Applications of a Precision Ozone Generator in Calibration of Ozone/Oxidant Analyzers and Inlet-Sample Air; Use of an Automated Gas Chromatograph in Smog Chamber Studies; The Wickedness of Air Pollution Measurements; A Motor Vehicle Emissions-Monitoring and Inspection System; Qualification Testing of an Infrared Analyzer System for SO<sub>2</sub> and NO in Power Plant Stack Gas; Ringelmann Numbers and the Law; Experience with Industrial Hygiene and Air Monitoring Equipment; Variable Dilution Interface System for Source Pollutant Gases; Continuous Monitoring of Stack Gases; Pollution Abatement - More Than Meets the Eye; Calibrating Trace Gas Analyzers Using Permeation Tubes; A High Specificity Carbon Monoxide Analyzer; Fluidic Sensors to Measure Velocities Under Adverse Conditions; and A Continuous Ultraviolet Absorption Ozone Photometer. (BT)

**ED 115 485** SE 019 787

Coulson, Dale M. And Others

**Survey of Manual Methods of Measurements of Asbestos, Beryllium, Lead, Cadmium, Selenium, and Mercury in Stationary Source Emissions. Environmental Monitoring Series.**

Stanford Research Inst., Menlo Park, Calif.

Spons Agency—Environmental Protection Agency, Washington, D.C. Office of Research and Development.

Report No.—EPA-650-4-74-015

Pub Date Sep 73

Note—164p.

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors—**\*Air Pollution Control, Bibliographies, \*Chemical Analysis, Environment, \*Environmental Research, Measurement Techniques, \*Metals, \*Research Methodology Identifiers—\*Asbestos

The purpose of this study is to evaluate existing manual methods for analyzing asbestos, beryllium, lead, cadmium, selenium, and mercury, and from this evaluation to provide the best and most practical set of analytical methods for measuring emissions of these elements from stationary sources. The work in this study was divided into two phases. Phase I was limited to surveying sources of information and summarizing the findings in terms of existing methods; totally new methods were not developed. However, in the case of asbestos and mercury, it was necessary to modify existing methods significantly, and some laboratory and field testing was performed during Phase I to develop these two methods. Phase II was concerned with the testing, evaluation, and modification of the methods of analysis developed during Phase I. Both laboratory and field tests were conducted during this phase of the work. (Author/BT)

**ED 115 486** SE 019 821

Resnick, Lauren B.

**Task Analysis in Instructional Design: Some Cases from Mathematics.**

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—LRDC-1975/20

Pub Date 75

Note—51p.; Small type used in figure material

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**Cognitive Development, Curriculum Design, \*Educational Psychology, Elementary School Mathematics, Elementary Secondary Education, Information Processing, \*Instructional Design, \*Learning Theories, \*Mathematics Education, Psychological Studies, Research, Secondary School Mathematics Identifiers—Research Reports

Task analysis as a tool in the design of instruction is the subject of this paper. Some of the major historical approaches (associationist/behaviorist, gestalt, and Piagetian) are described using examples from mathematics. The usefulness of these approaches to instructional design is evaluated on the basis of four criteria: instructional relevance, psychological formulation, intractability, and recognition of stages of competence. A detailed discussion of rational and empirical information-processing analyses for instructional purposes follows. It includes descriptions of empirical studies carried out to validate and elucidate formal and informal task analyses of mathematical skills, such as addition and subtraction, and generalized "learning-to-learn" abilities. (Author/JBW)

**ED 115 487** SE 019 829

Adler, Irving

**The Impossible in Mathematics.**

National Council of Teachers of Mathematics, Inc., Reston, Va.

Pub Date 75

Note—28p.; Reprint of a 1957 publication

Available from—National Council of Teachers of Mathematics, Inc., 1906 Association Drive, Reston, Virginia 22091 (\$1.10, discounts on quantity orders)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**Algebra, Educational Games, Enrichment, \*Geometric Concepts, History, \*Mathematical Enrichment, Number Concepts, \*Problem Solving, \*Puzzles, Secondary Education, \*Secondary School Mathematics

The material in this reprint, with minor editorial changes, is from the chapter "Doing the Impossible" in MONKEY BUSINESS by Irving Adler. This 25-page booklet contains brief accounts of historical attempts to prove impossible problems in mathematics. The mathematical recreations in this booklet of geometric constructions include the trisection problem, the "fifteen" puzzle, the "64" puzzle, doubling the cube, squaring the circle, and perpetual motion machines. The latter problem extends from geometric construction to involve rules of nature. (JBW)

**ED 115 488** SE 019 831

Bitter, Gary G. Geer, Charles

**Materials for Metric Instruction. Mathematics Education Reports.**

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 75

Note—85p.

Available from—Ohio State University, Center for Science and Mathematics Education, 244 Arps Hall, Columbus, Ohio 43210 (\$2.00)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors—**\*Audiovisual Aids, Bibliographic Citations, \*Bibliographies, Elementary School Mathematics, Elementary Secondary Education, Films, Filmstrips, Instructional Materials, \*Mathematics Education, Mathematics Materials, Measurement, \*Metric System, \*Resource Materials, Secondary School Mathematics, Slides

This compilation lists available metric kits (41 listings), task cards (8 listings), films (24 listings), filmstrips (36 listings), slides (4 listings), and other miscellaneous metric materials (13 listings). The bibliography is intended as a quick reference or source of information for supplementary metric materials. For each entry the source, cost, level of learning, and a brief description are included. No product judgments are made, and inclusion on the list does not imply endorsement of the product. (JBW)

**ED 115 489** SE 019 852

Main, R. E.

**The Practical Arithmetic Self-Study (PASS) Course. Book II—Course Lessons.**

Navy Personnel Research and Development Center, San Diego, Calif.

Pub Date Sep 73

Note—224p.; For Book I, see SE 019 748

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**

**Descriptors—**Autoinstructional Aids, \*Basic Skills, \*Mathematics Education, Post Secondary Education, \*Programed Instruction, Programed Texts, \*Remedial Arithmetic, \*Textbooks

This self-study book contains 25 lessons in practical mathematics. The lessons include: (1) multiplication and division of whole numbers; (2) the four basic operations with fractions and decimals; (3) understanding mathematics symbols; (4) using formulae and solving and checking simple equations; (5) percentage problems and applications; (6) measurement of length, area, volume using English units of measure; (7) rates and averages; and (8) ratio and proportions. Course description, directions for testing and training, quizzes and answers are bound in a separate book (book I). (JBW)

**ED 115 490** SE 019 853

Romberg, Thomas A., Ed.

**Four Studies on Aspects of Assessing Computational Performance. Technical Report No. 297.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCCL-TR-297

Pub Date Jul 75

Contract—NE-C-00-3-0065

Note—115p.; Report from the Project on Conditions of School Learning and Instructional Strategies

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors—**Addition, \*Basic Skills, Elementary Education, \*Elementary School Mathematics, Instruction, Mathematics Education, \*Research, Subtraction, \*Test Construction, \*Testing

**Identifiers—**Research Reports

The four studies reported in this document deal with aspects of assessing students' performance on computational skills. The first study grew out of a need for an instrument to measure students' speed at recalling addition facts. This had seemed to be a very easy task, but it proved to be much more difficult than anticipated. The second study grew out of a need to develop a test of addition and subtraction which was both machine scorable and not multiple choice. The study reported here compares a new response format to two other response formats. The third study deals with the

question of item ordering on tests. The study concerns tests with items ordered from easiest to hardest, hardest to easiest, and randomly, and how item ordering interacts with student anxiety levels. The fourth study deals with three remedial methods of instruction for students at the second-grade level who were unable to perform two-digit addition with regrouping. One method used the mini-calculator as an aid, the second used a partial sums approach, and the third the traditional regrouping method. (Author/SD)

**ED 115 491** SE 019 854

Romberg, Thomas A. *Glove, Richard*

**Process Models for Predicting the Difficulty of Multiplication Problems Using Flow Charts. (Part 1 of 2 Parts). Technical Report No. 337.** Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCCCL-TR-337-Pt-1

Pub Date Jul 75

Contract—NE-C-00-3-0065

Note—82p.; Report from the Project on Conditions on School Learning and Instructional Strategies; A discussion of the results and appendices appear in Part 2, SE 019 855

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*Cognitive Processes, Elementary Education, \*Elementary School Mathematics, Flow Charts, Instruction, Learning, \*Mathematics Education, Models, \*Multiplication, Problem Solving, \*Research  
Identifiers—Research Reports

The purpose of this study was to determine whether a process model could be constructed using steps identified from flow charts which accounted for somewhat more variance in predicting the difficulty of two-digit multiplication problems than did a process model developed by Cromer. Cromer's data and variables were used as a starting point. Ten new variables were identified from multiplication and addition flow charts. Seven basic models, 4 reduced models, 10 factor models, 24 one-variable models, and a set of systematic restricted models were examined. Multiple regression analysis was used to predict difficulty. The overall results indicate that the flow chart variables do produce somewhat better models. This volume presents the first of two parts of this report and includes the problem statement and results. (Author/SD)

**ED 115 492** SE 019 855

Romberg, Thomas A. *Glove, Richard*

**Process Models for Predicting the Difficulty of Multiplication Problems Using Flow Charts. (Part 2 of 2 Parts). Technical Report No. 337.** Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCCCL-TR-337-Pt-2

Pub Date Jul 75

Contract—NE-C-00-3-0065

Note—47p.; Report from the Project on Conditions of School Learning and Instructional Strategies; The problem statement and results are presented in Part 1, SE 019 854

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Cognitive Processes, Elementary Education, \*Elementary School Mathematics, Flow Charts, Instruction, Learning, \*Mathematics Education, Models, \*Multiplication, Problem Solving, \*Research  
Identifiers—Research Reports

The purpose of this study was to determine whether a process model could be constructed using steps identified from flow charts which accounted for somewhat more variance in predicting the difficulty of two-digit multiplication problems than did a process model developed by Cromer. Cromer's data and variables were used as a starting point. Ten new variables were identified from multiplication and addition flow charts. Seven basic models, 4 reduced models, 10 factor models, 24 one-variable models, and a set of systematic restricted models were examined. Multiple regression analysis was used to predict difficulty. The overall results indicate that the flow chart variables do produce somewhat better models. This volume is the second of two parts dealing with this study, and includes a discussion of results and the appendices. (Author/SD)

**ED 115 493** 88 SE 019 860

**Learning Through Selected Symbols, ESEA Title III Evaluation. Final Report.**

District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Aug 75

Note—21p.; Marginal Legibility

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

Document Not Available from EDRS

Descriptors—Achievement, Attitudes, Evaluation, \*Experimental Programs, Instruction, \*Junior High Schools, Motivation, \*Music Education, \*Research, Secondary Education, \*Secondary School Mathematics, Symbolic Learning  
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

The purpose of this project was to relate mathematics studies to the students' natural enthusiasm for popular music and favorite performers. Learning modules rather than lesson plans were used as the teaching approach in the experimental music-mathematics classes. Stated objectives of the project were (1) to motivate students to learn to code and decode; (2) to develop a teaching and learning approach utilizing teachers, student assistants, and administrators; and (3) to develop tests and instructional modules for the use of secondary schools. Eighth-grade students in this project were taught one semester in a regular mathematics class and one semester in a music-mathematics class. Data for this study were collected from three major sources: (1) students (experimental and control group), (2) project staff, and (3) records available at the project office. This report contains the data and interpretations obtained from attitudinal and interest questionnaires, from observations and interviews, and from the pre- and post-test scores on standardized tests as well as teacher-made tests. The report concludes with 11 major recommendations. Among the recommendations are: the continuation of the project, improved criteria for the selection of control and experimental groups, further study of the instructional modules by the mathematics department of the school system, and the dissemination of these modules to other schools in the district. (JBW)

**ED 115 494** SE 019 881

Leffin, Walter W.

**Going Metric: Guidelines for the Mathematics Teacher, Grades K-8.**

National Council of Teachers of Mathematics, Inc., Reston, Va.

Pub Date 75

Note—51p.

Available from—National Council of Teachers of Mathematics, Inc., 1906 Association Drive, Reston, Virginia 22091 (\$1.50, discounts on quantity orders)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Classroom Materials, Elementary School Mathematics, Elementary Secondary Education, \*Guidelines, Learning Activities, \*Mathematics Education, Measurement, \*Metric System, \*Resource Materials, Secondary School Mathematics, \*Teaching Guides

This booklet gives a brief history of the metric system up to the present time. A detailed explanation of the international system of units (SI units) for length, area, volume, mass, temperature, and time is included. Also included are five check-up tests with answers for the measures of length, area, volume, and weight, as well as tables of all metric prefixes and of practical units for commerce and trade. A third section contains general guidelines for teaching the metric system with specific directions for spelling, punctuation, and use of metric symbols. The fourth section contains classroom activities, lists of recommended materials, and instructions for student-made learning aids. (JBW)

**ED 115 495** SE 019 908

Cote, Norman H., Ed.

**Mathematics: Perspectives on Applications. Proceedings of the Annual Fall Conference of the Association of Teachers of Mathematics in New England (Manchester, New Hampshire, November 1974).**

Pub Date 75

Note—167p.; Occasional small type

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

Descriptors—Algorithms, College Mathematics, \*Conference Reports, Elementary School Mathematics, Elementary Secondary Education, Geometric Concepts, Graphs, \*Instruction, \*Mathematical Applications, Mathematics, \*Mathematics Education, Mathematics Instruction, Measurement, Networks, Practical Mathematics, Secondary School Mathematics, Speeches

Identifiers—National Council of Teachers of Mathematics, NCTM

This publication contains the substance of all papers submitted at the fall 1974 Association of Teachers of Mathematics in New England (ATMNE) conference. As the title indicates, the focus of the publication is directed toward mathematical applications. The 25 papers cover topics ranging from applications at the elementary school level to those involving college level mathematics. Subjects of the papers include: function concepts in intermediate grades; mathematical modeling for election decisions; mathematics applications to music, art, grocery store arithmetic, vocational-technical school, economics, communications, ecology, and traffic flow; research and applications; Euclidean geometry; audio-tutorial instruction; computing pi; tangrams; UIJSCM materials; the Developing Mathematical Processes program; and computer approximations. Some of the articles include bibliographies and/or references. (JBW)

**ED 115 496** SE 019 909

Critchlow, Robert V. *And Others*

**Computer Manpower Outlook. Bulletin No. 1826.** Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—Bull-1826; LAB-441

Pub Date 74

Note—65p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402 (Stock Number 029-001-01344-2, Catalog No. L 2.3:1836, \$1.20)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Computers, \*Computer Science Education, Job Training, Labor Supply, \*Manpower Needs, Prediction, Science Education, \*Technological Advancement, \*Vocational Education

Identifiers—National Science Foundation, NSF

The objectives of this study are: (1) to provide information on the current employment and education and training characteristics of computer occupations, (2) to explore the impact of advancing computer technology on computer manpower and education, and (3) to project computer occupational requirements and their implications for training. Findings are based on field visits by Bureau of Labor Statistics staff to major computer manufacturers and firms, study of published reports and trade and technical publications, and interviews with government and industry experts. Some of the major findings of the study are: (1) employment in computer occupations is expected to grow more slowly over the 1970-80 period than during the past decade, and the distribution of workers among computer jobs is expected to change; (2) hardware prices have decreased and are expected to continue to fall over the next decade; and (3) increasing sophistication and complexity of computer personnel functions will require workers with more and better training than in the past. (Author/CP)

**ED 115 497** SE 019 910

**NASA Facts, Why Survey from Space?**

National Aeronautics and Space Administration, Washington, D.C. Educational Programs Div.

Report No.—NF-57/1-75

Pub Date 75

Note—11p.

Available from—NASA, FE/Educational Programs, Washington, D.C. 20546 (free to teachers); Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 033-000-00619-5, \$0.45)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Geography, Instructional Materials, \*Maps, \*Photography, \*Science Activities, Science Education, Secondary Education, Secondary School Science, \*Space Sciences, Surveys

Identifiers—NASA, \*National Aeronautics and Space Administration, SKYLAB

In this NASA publication, the technology behind the art of high-altitude surveying is explained in language understood by high school students. The principles behind ground-based surveys are first explained, then several diagrams are utilized in the explanation of photographic surveys. Additional information is provided concerning the use of stereo photography and the importance of lighting. Throughout the publication, examples of photographic surveying appear along with explanations of the uses of the photographs. Included in the work is an extensive bibliography and information for those interested in obtaining SKYLAB survey photographs. (CP)

ED 115 498 SE 019 928

**Designing an Environmental Curriculum . . . A Process.**

New York State Education Dept., Albany. Div. of General Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date [75]

Note—54p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Curriculum Guides, \*Environmental Education, Instructional Design, \*Instructional Materials, Learning Activities, Science Education, \*Teaching Guides

Identifiers—New York

This booklet presents a step-wise sequence for incorporating environmental objectives into any instructional program. The process involves determination of awareness, selection of the environmental problem, identifying subject area units, writing environmental objectives, specifying skills, naming concepts and content, developing unit instructional procedures, and developing questions and activities. The roles of others outside the classroom in managing and initiating environmental instruction are discussed with emphasis on department heads, superintendents, peer teachers, and regional or state curriculum personnel. Sample evaluation forms, such as a student questionnaire and a teacher response sheet, are included in the booklet. (MR)

ED 115 499 SE 019 929

Scott, D. Lloyd Magnoli, Michael A.

**A Guide to Campus Improvement and Beautification.**

Mobile County Public Schools, Ala.  
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [75]

Note—20p.

Available from—Dr. Michael A. Magnoli, Coordinator, Environmental Education, Mobile County Public Schools, P.O. Box 1327, Mobile, Alabama 36601 (\$1.00)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Campus Planning, Environmental Criteria, \*Environmental Influences, Facility Guidelines, \*Facility Improvement, Physical Environment, School Environment, \*School Improvement, \*School Planning

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This guide outlines a program for creating and maintaining an aesthetically pleasing school environment. The improvement program consists of these steps; set the notion into motion, secure administrative approval, establish a planning committee, prepare a statement of purpose, evaluate present situation, identify resources, potential projects, implementation, and follow-up. The guide also includes a bibliography on school site improvement and a school site inventory and evaluation form. (MR)

ED 115 500 SE 019 933

Dieter, Donn

**How Outstanding Teachers View Themselves as Persons.**

Pub Date Nov 75

Note—10p.; Paper presented at the annual meeting of the North Carolina Science Teachers Association (Charlotte, North Carolina, November 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Educational Research, Personality, \*Professional Recognition, Science Education, Self Concept, \*Self Esteem, \*Self Evaluation, Teacher Attitudes, \*Teacher Characteristics

Identifiers—Research Reports

This paper reported on a study made by the North Carolina Department of Public Instruction in which outstanding teachers evaluated themselves on a variety of personal traits. Participants in the program were 43 recipients of outstanding biology teaching awards from the National Association of Biology Teachers. The teachers were asked to self-administer the Gough Adjective Checklist, a collection of 300 adjectives which could be applied as descriptions of one's self. As a result of research studies using the checklist, the test authors had developed 24 separate scales containing groups of related objectives. The scale purported to measure such personality traits as self confidence, personal adjustment, self control and dominance. Teacher responses on eleven scales were high enough to satisfy chi-square levels of significance of .01. In order of decreasing values, these were/ achievement, endurance, order, intracception, dominance, nurturance, defensiveness, personal adjustment, favorable, self confidence, and self control. (Author/CP)

ED 115 501 SE 019 934

Hampton, Carolyn H. Hampton, Carol D.

**Living Organisms for the Elementary Classroom.**

East Carolina Univ., Greenville, N.C. Dept. of Science Education; North Carolina State Dept. of Public Instruction, Raleigh. Div. of Science Education.

Pub Date Apr 75

Note—21p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Biological Sciences, Culturing Techniques, Elementary Education, \*Elementary School Science, \*Instructional Materials, Laboratory Equipment, \*Laboratory Manuals, \*Laboratory Techniques, Science Education, Science Materials

This publication was prepared for elementary teachers and other local personnel responsible for providing, maintaining and using living organisms to enhance elementary science programs. The manual contains a foreword, general information, and an appendix. It gives information concerning equipment and supplies, establishing and maintaining an aquarium, and culturing techniques. Techniques are given for culturing the following organisms: guppies and aquatic plants, land snails, chlamydomonas, daphnia, isopods, crickets, mealworm beetles, fruit flies, and wingless pea aphids. The techniques have been researched and developed in the Life Science Center of the Department of Science Education at East Carolina University and have been tried by preservice elementary teachers taking courses in science education. (LS)

ED 115 502 SE 019 935

Wish, Peter A. And Others

**A Report on an Instrument for Observing Classroom Science Behavior in the Elementary School.**

Pub Date 75

Note—14p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Educational Research, Elementary School Science, Higher Education, Instruction, Preservice Education, Science Education, \*Student Behavior, \*Teacher Behavior, \*Teacher Education

Identifiers—Research Reports

The Instrument for Observing Classroom Science Behavior (IOCSB) describes and measures the frequency of classroom science behavior at the elementary school level. It was developed to study the relationship of science attitudes of preservice elementary teachers to subsequent performance in science teaching. During their student teaching period, 38 preservice elementary teachers were observed twice using the IOCSB. Two college teachers, experienced in elementary school science education, encoded teacher behavior as well as pupil behavior. The IOCSB is a six category instrument containing 33 sub-categories that are behaviorally defined and contain examples of what is intended by each behavior. This paper lists the behavioral categories, definitions, and examples used in the instrument. Behavioral item selection was based on several sources. The relevance of each behavior was rated by judges with categories 1-5 judged relevant and category 6 judged irrelevant. Reliability was estimated by obtaining measures of interobserver agreement between the investigator and the observers; an average of 76 percent was reached. The frequencies of relevant behaviors

are compared to those of irrelevant behaviors for both teacher behaviors and student behaviors. Data analysis suggests the instrument be used in the areas of science curriculum development and evaluation in the elementary school and in associated research. (LS)

ED 115 503 SE 019 936

Ibukun, Olu, Ed.

**Science and Technology Education Newsletter, No. 5, October 1975. A Supplement to the Bulletin of the Regional Office of Science and Technology for Africa.**

United Nations Educational, Scientific, and Cultural Organization, Dakar (Senegal). Regional Office for Education in Africa; United Nations Educational, Scientific, and Cultural Organization, Nairobi (Kenya). Regional Office of Science and Technology for Africa.

Pub Date Oct 75

Note—18p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Curriculum Development, Elementary Education, \*Elementary School Science, International Education, Newsletters, \*Science Education, Seminars, \*Technical Education, \*Universities

Identifiers—Africa, UNESCO

This bi-annual publication appears as the result of efforts of the science and education sectors of the United Nations Educational, Scientific, and Cultural Organization (UNESCO), the UNESCO Regional Office of Science and Technology for Africa, and the UNESCO Regional Office for Education in Africa. The newsletter provides a forum for the interchange of views, ideas, and information on science and technology education, at all levels, among those working in Africa. Among topics in this issue are reports on the UNESCO Seminar on the Improvement of Science Education in Africa, Nairobi, Kenya, August 1975; the African Regional Seminar for Advanced Training in Systematic Curriculum Development and Evaluation, Greenhill, Ghana, July-August 1975; and a Seminar on the Teaching of Sciences in Primary Schools Using the Environment. An information service available to science educators in Africa and books available from UNESCO are also discussed. (Editor/CP)

ED 115 504 SE 019 978

Cumming, William And Others

**Nature of Physical Science: Student Workbook for the Thirteen-College Curriculum Program.**  
Institute for Services to Education, Inc., Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BR-7-0867

Pub Date 71

Contract—OEC-0-8-070867-0001

Note—80p.; Appendix material from ED 084 936; For related document see SE 019 979

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*College Science, Curriculum Development, \*Disadvantaged Youth, Higher Education, Instructional Materials, \*Manuals, Mathematical Applications, Negro Colleges, \*Physical Sciences, Science Education, \*Scientific Methodology

Identifiers—Thirteen College Curriculum Program

This booklet is a student manual in a series of booklets that make up the core of a Physical Science course designed for the freshman year of college and used by teachers in the 27 colleges participating in the Thirteen College Curriculum Program. This program is a curriculum revision project in support of 13 predominantly Negro colleges, and reflects educational research in the area of disadvantaged youth. In this unit, the scientific method is discussed and illustrated with simple experiments that show how scientists acquire knowledge. Examples and experiments are provided to show how scientists use mathematics in discovering relationships in the physical world. Patterns in physical problems are demonstrated in a discussion of the simple pendulum and the simple lever. (MLH)

ED 115 505 SE 019 979

Cumming, William And Others

**Nature of Physical Science: Teacher's Curriculum Guide for the Thirteen-College Curriculum Program.**

Institute for Services to Education, Inc., Washington, D.C.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Bureau No—BR-7-0867

Pub Date 71

Contract—OEC-0-8070867-0001

Note—99p.; Appendix material from ED 084 936; For related document, see SE 019 978

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*College Science, Curriculum, \*Disadvantaged Youth, Higher Education, Instructional Materials, Mathematical Applications, Negro Colleges, \*Physical Sciences, Science Education, \*Scientific Methodology, \*Teaching Guides

Identifiers—Thirteen College Curriculum Program

This booklet is a teacher's manual in a series of booklets that make up the core of a Physical Science course designed for the freshman year of college and used by teachers in the 27 colleges participating in the Thirteen College Curriculum Program. This program is a curriculum revision project in support of 13 predominantly Negro colleges and reflects educational research in the area of disadvantaged youth. In this unit, the scientific method is discussed and illustrated with simple experiments that show how scientists acquire knowledge. Examples and experiments are provided to show how scientists use mathematics in discovering relationships in the physical world. Patterns in physical problems are demonstrated in a discussion of the simple pendulum and the simple lever. (MLH)

ED 115 506

SE 019 980

Booker, Edward And Others

Chemistry-Part I. Student Workbook for the Thirteen-College Curriculum Program.

Institute for Services to Education, Inc., Washington, D.C.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Bureau No—BR-7-0867

Pub Date 71

Contract—OEC-0-8-070867-0001

Note—66p.; Appendix material from ED 084 936; For documents, see SE 019 981-983

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Chemistry, \*College Science, Curriculum, Curriculum Development, \*Disadvantaged Youth, Higher Education, Instructional Materials, \*Manuals, Negro Colleges, \*Physical Sciences, Science Education

Identifiers—Thirteen College Curriculum Program

This booklet is a student manual in a series of booklets that make up the core of a Physical Science course designed for the freshman year of college and used by teachers in the 27 colleges participating in the Thirteen College Curriculum Program. This program is a curriculum revision project in support of 13 predominantly Negro colleges and reflects educational research in the area of disadvantaged youth. This unit covers the fundamental principles of chemistry, including distinguishing features of four chemical classes of elements and patterns and patterns of chemical combinations of elements. Experiments are provided to illustrate the major concepts of chemical combination. (MLH)

ED 115 507

SE 019 981

Booker, Edward And Others

Chemistry. Teacher's Curriculum Guide for the Thirteen-College Curriculum Program.

Institute for Services to Education, Inc., Washington, D.C.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Bureau No—BR-7-0867

Pub Date 71

Contract—OEC-0-8-070867-0001

Note—89p.; Appendix material from ED 084 936; For related documents, see SE 019 980-983

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*Chemistry, \*College Science, Curriculum, Curriculum Development, \*Disadvantaged Youth, Higher Education, Instructional Materials, Negro Colleges, \*Physical Sciences, Science Education, \*Teaching Guides

Identifiers—Thirteen College Curriculum Program

This booklet is a teacher's manual in a series of booklets that make up the core of a Physical Science course designed for the freshman year of college and used by teachers in the 27 colleges participating in the Thirteen College Curriculum

Program. This program is a curriculum revision project in support of 13 predominantly Negro colleges and reflects educational research in the area of disadvantaged youth. This unit covers the fundamental principles of chemistry, including distinguishing features of four chemical classes of elements and patterns of chemical combinations of elements. Experiments are provided to illustrate the major concepts of chemical combination. (MLH)

ED 115 508

SE 019 982

Booker, Edward And Others

Chemistry - Part III, An Introduction to Organic Chemistry: Student Workbook for the Thirteen-College Curriculum Program.

Institute for Services to Education, Inc., Washington, D.C.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Bureau No—BR-7-0867

Pub Date 71

Contract—OEC-0-8-070867-0001

Note—73p.; Appendix material from ED 084 936; For related documents, see SE 019 980-983; Occasional marginal legibility

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Chemistry, \*College Science, Curriculum, Curriculum Development, \*Disadvantaged Youth, Higher Education, Instructional Materials, \*Manuals, Negro Colleges, \*Organic Chemistry, Physical Sciences, Science Education

Identifiers—Thirteen College Curriculum Program

This booklet is a student manual in a series of booklets that make up the core of a Physical Science course designed for the freshman year of college and used by teachers in the 27 colleges participating in the Thirteen College Curriculum Program. This program is a curriculum revision project in support of 13 predominantly Negro colleges and reflects educational research in the area of disadvantaged youth. This unit covers the fundamental of organic chemistry, beginning with a discussion of ionic and covalent bonding. Exercises using molecular models are used to illustrate the geometry of basic organic molecules and the structural similarities of organic compounds in the same chemical classes. The kinds of bonds in a given molecule are related to chemical properties and chemical activity. A card game which reveals some important rules of organic chemistry is utilized. Experiments are also provided for some of the major concepts. (MLH)

ED 115 509

SE 019 983

Booker, Edward And Others

Chemistry - Part III, An Introduction to Organic Chemistry: Teacher's Curriculum Guide for the Thirteen-College Curriculum Program.

Institute for Services to Education, Inc., Washington, D.C.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Bureau No—BR-7-0867

Pub Date 71

Contract—OEC-0-8-070867-0001

Note—86p.; Appendix material from ED 084 936; For related documents, see SE 019 980-982

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*Chemistry, \*College Science, Curriculum, Curriculum Development, \*Disadvantaged Youth, Higher Education, Instructional Materials, Negro Colleges, \*Organic Chemistry, Physical Sciences, Science Education, \*Teaching Guides

Identifiers—Thirteen College Curriculum Program

This booklet is a teacher's manual in a series of booklets that make up the core of a Physical Science course designed for the freshman year of college and used by teachers in the Thirteen College Curriculum Program. This program is a curriculum revision project in support of 13 predominantly Negro colleges and reflects educational research in the area of disadvantaged youth. This unit covers the fundamentals of organic chemistry, beginning with a discussion of ionic and covalent bonding. Exercises using molecular models are used to illustrate the geometry of basic organic molecules and the structural similarities of organic compounds in the same chemical classes. The kinds of bonds in a given molecule are related to chemical properties and chemical activity. A card game which

reveals some important rules of organic chemistry is utilized. Experiments are also provided for some of the major concepts. (MLH)

ED 115 510

SE 019 984

Daniel, Army And Others

The Gas Laws and the Kinetic Theory: Curriculum Guide for the Thirteen-College Curriculum Program.

Institute for Services to Education, Inc., Washington, D.C.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Bureau No—BR-7-0867

Pub Date 71

Contract—OEC-0-8-070867-0001

Note—88p.; Appendix material from ED 084 936

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*College Science, Curriculum, Curriculum Development, \*Disadvantaged Youth, Higher Education, Instructional Materials, \*Kinetic Molecular Theory, \*Manuals, Negro Colleges, Physical Sciences, Science Education, \*Teaching Guides

Identifiers—Thirteen College Curriculum Program

This booklet is both a teacher's manual and a student's manual in a series of booklets that make up the core of a Physical Science course designed for the freshman year of college and used by teachers in the 27 colleges participating in the Thirteen College Curriculum Program. This program is a curriculum revision project in support of 13 predominantly Negro colleges and reflects educational research in the area of disadvantaged youth. This unit investigates the behavior of gases using the gas laws as an example of empirical relationships and the kinetic theory as an example of a microscopic model. Experiments are provided to illustrate the major concepts. (MLH)

ED 115 511

SE 019 985

George, Aleyamma Ragland, Leon

Light: Teacher's Curriculum Guide for the Thirteen-College Curriculum Program.

Institute for Services to Education, Inc., Washington, D.C.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Bureau No—BR-7-0867

Pub Date 71

Contract—OEC-0-8-070867-0001

Note—81p.; Appendix material from ED 084 936

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*College Science, Curriculum, Curriculum Development, \*Disadvantaged Youth, Higher Education, Instructional Materials, \*Light, Negro Colleges, Optics, \*Physical Sciences, Sciences, \*Teaching Guides

Identifiers—Thirteen College Curriculum Program

This booklet is a teacher's manual in a series of booklets that make up the core of a Physical Science course designed for the freshman year of college and used by teachers in the 27 colleges participating in the Thirteen College Curriculum Program. This program is a curriculum revision project in support of 13 predominantly Negro colleges and reflects educational research in the area of disadvantaged youth. This unit approaches the topic of light by reviewing historical theories of light and waves and wave-particle duality. Geometrical optics is discussed in terms of reflection, refraction, and instruments which utilize light, such as the camera and the microscope. Physical optics is discussed in terms of color, interference, and diffraction. Experiments are provided to illustrate the major concepts. (MLH)

ED 115 512

SE 019 986

Overview and Analysis of School Mathematics, Grades K-12.

Conference Board of the Mathematical Sciences, Washington, D.C. National Advisory Committee on Mathematical Education.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 75

Note—172p.

Available from—Conference Board of the Mathematical Sciences, 2100 Pennsylvania Avenue, N.W., Suite 832, Washington, D.C. 20037 (Single copies available upon request)

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—\*Advisory Committees, \*Curriculum, Educational Change, Educational

Planning, Elementary Secondary Education, Evaluation, \*Instruction, \*Mathematics Education, \*Reports  
**Identifiers**—Conference Board of the Mathematical Sciences, NACOME, \*National Advisory Committee on Math Education

By appointment of the Conference Board of the Mathematical Sciences, a committee was established to investigate the status of mathematical education at the pre-college levels. Drawing on the data gathered and published by the National Assessment of Educational Progress, the National Center for Educational Statistics' survey of course offerings and enrollments at public secondary schools, and the American Institutes for Research's survey concerning computing activities in secondary education, as well as the committee's own studies of statewide objective and testing programs and of elementary school curricula and instruction, the report addresses a broad spectrum of issues. Chapters of the report are devoted to a summary and analysis of the curricular reforms during 1955-1975, identification and discussion of current curricular emphases, analysis of alternative instructional situations and patterns, discussion of teacher education, and statement of recommendations for policy changes as well as for research and development. Two overriding policy recommendations advocate the avoidance of dichotomizing mathematics (e.g., "old" vs. "new") and the commitment to quality mathematical education for all. Suggestions concerning curriculum, teacher education, evaluation, and research are presented in detail. (SD)

**ED 115 513** SE 019 987  
*Dotterweich, Andrew H., Jr.*  
**An Educational Program to Combat Venereal Disease.**

Pub Date Jan 74  
 Note—60p.; Mini Practicum submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
**Descriptors**—Doctoral Theses, Educational Research, \*Health Education, Instructional Programs, \*Program Development, \*Program Evaluation, Secondary Education, \*Secondary School Science, Sex Education, \*Venereal Diseases

**Identifiers**—Research Reports

The purpose of this practicum was to develop, implement, and evaluate an educational program to combat venereal disease. The objectives of the program were: (1) to increase public awareness of the problem of venereal disease, (2) to alert parents and students to the dangers of venereal disease, (3) to enable students to make rational judgments about their own conduct in terms of their knowledge of venereal disease, and (4) to provide assistance for those who had contracted venereal disease and who needed medical attention. The educational aspect of the program included community meetings for parents, a publicity campaign by newspaper and radio, free literature, and instruction in the public high school. Biology teachers, social studies teachers, and the school nurse participated in the instructional activities. A total of 468 students and 110 parents completed evaluation forms. In addition, the evaluations of teachers and the program chairman are included in this report. (Author/CP)

**ED 115 514** SE 019 988  
*Owsley, Fran, Ed.*

**Engineering Certification Program Self-Study Course, Measurements. Engineering Management [Series].**

Forest Service (DOA), Washington, D.C.

Report No—EM-7110-1a

Pub Date May 74

Note—122p.; For related volumes in this course, see SE 019 016 and SE 019 989; Occasional marginal legibility

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—\*Engineering Education, Geometry, Government Publications, Higher Education, Independent Study, \*Mathematical Applications, \*Mathematics Education, Measurement, Measurement Instruments, \*Post Secondary Education, \*Textbooks, Trigonometry  
**Identifiers**—Research Reports

This book is a part of a self-study sequence in an engineering certification program. This volume deals with basic measurement related to construc-

tion projects; chapters are devoted to stationing, alignment data, curve data, equations, and bench marks. Some knowledge of algebra and trigonometry is assumed. (SD)

**ED 115 515** SE 019 989  
*Owsley, Fran, Ed.*

**Engineering Certification Program Self-Study Course, Construction Inspection - Part II. Engineering Management [Series].**

Forest Service (DOA), Washington, D.C.

Report No—EM-7110-1c

Pub Date May 74

Note—225p.; For related volumes in this course, see SE 019016 and 988; Marginal legibility throughout document

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

**Document Not Available from EDRS**

**Descriptors**—\*Engineering Education, Government Publications, Higher Education, Independent Study, Inspection, \*Mathematical Applications, \*Mathematics Education, \*Post Secondary Education, Quality Control, \*Textbooks, Trigonometry

This book is a part of a self-study sequence in an engineering certification program. This volume concerns inspection and quality control of concrete structures. Sections titles are Inspection and Quality Control of Concrete; General Guides for Concrete Work; Concrete Floor and Slab Construction; Concrete Formwork; Correct and Incorrect Methods of Placing Concrete; Spacing Data Chart for Lumber and Form Ties; and Typical Exam Problems. (SD)

**ED 115 516** SE 020 019  
**Council of Europe News-Letter 3/75.**

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Pub Date 75

Note—30p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Comparative Education, \*Educational Change, Educational Finance, \*Government Role, Higher Education, \*International Education, \*Newsletters

**Identifiers**—\*Council of Europe, Europe

This newsletter presents excerpts from articles appearing in European journals; some articles are printed in French, although the majority appear in English. The first part of the newsletter, devoted to issues of common concern to European nations, includes a discussion of results of a survey in which students described their ideas of Europe in the year 2000, and a report of a project concerning long-term forecasting. In the second part of the newsletter, reports of educational developments in eleven nation members of the Council of Europe are presented. Topics discussed in English include changes in higher education programs in Denmark, West Germany, Portugal, and the United Kingdom. Education of special groups in West Germany, Ireland, Netherlands, Norway, and the United Kingdom is described. An article from West Germany concerns educational finance, and articles from Sweden deal with working conditions in the schools, foreign language programs, and educational broadcasting. (SD)

**ED 115 517** SE 020 020  
*Wolff, Kathryn, Ed.*

**Science Books and Films, Volume 11 Number 3.**

American Association for the Advancement of Science, Washington, D.C.

Pub Date Dec 75

Note—65p.

Available from—Publications Department (Dept. W3), American Association for the Advancement of Science, 1515 Massachusetts Avenue, N.W., Washington, D.C. 20005 (\$16.00 oer year; \$4.25 single copy)

**Document Not Available from EDRS**

**Descriptors**—Bibliographies, \*Book Reviews, \*Books, \*Childrens Books, \*Films, Instructional Aids, Science Education, \*Science Materials, Visual Aids

In this volume of a review, science books and films are evaluated. All instructional materials reviewed are coded to indicate the grade levels for which they are appropriate, and the level of recommendation—from "two stars" to "not recommended." Bibliographic and ordering information are provided for each book and film, as is a signed review. A special section is devoted to children's books. (CP)

**ED 115 518** SE 020 023

*Maybury, Robert H.*

**Technical Assistance and Innovation in Science Education.**

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 75

Note—210p.

Available from—John Wiley and Sons, Incorporated, 605 Third Avenue, New York, New York 10016 (no price quoted)

Journal Cit—Science Education; Special Edition 1975

**Document Not Available from EDRS**

**Descriptors**—Curriculum Development, \*Developing Nations, Educational Innovation, Financial Support, \*International Education, \*Program Development, \*Science Education, \*Teacher Education, Technical Assistance  
**Identifiers**—Ford Foundation, UNESCO

This study examines programs for improving science teaching in the schools of Argentina, Brazil, Lebanon, the Philippines, and Turkey. Appearing in two parts, the first contains five case histories—descriptive and uninterpreted accounts of the events as they have unfolded over time in the programs. The second part of the study compares, analyzes, and interprets the experiences of these programs in a search for the lessons they provide on innovating in science education and on meeting the technical assistance needs that arise in that innovating. (Author/CP)

## SO

**ED 115 519** 95 SO 008 474  
*Haley, Frances McCormick, Regina*

**Directory of Social Studies/Social Science Service Organizations. SSEC No. 177.**

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—SSEC-Pub-177

Pub Date 75

Note—48p.

Available from—Publications, Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 (SSEC no. 177, \$4.00 prepaid or purchase order)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Directories, \*Organizations (Groups), Professional Associations, Professional Services, Resource Centers, \*Services, \*Social Sciences, \*Social Studies

A reference for teachers, administrators, and social scientists, this directory includes descriptions of 111 social studies/social science service organizations—type of service, educational level, purpose, current projects, and geographic area served. Organizations are listed alphabetically. The directory also contains lists of cross-references to the organization descriptions for acronyms, directors, geographic area served, grade level, services, and subject. The directory concludes with a list of publishers geared to social sciences. It tells whether each publisher provides inservice teacher training for educators who purchase curriculum materials and the cost of the inservice teacher training. Information contained in the directory was obtained in 1975. (ND)

**ED 115 520** SO 008 727  
**Censorship: The Challenge to Freedom in the School.**

American Association of School Administrators, Washington, D.C.; Association for Supervision and Curriculum Development, Washington, D.C.; National Association of Elementary School Principals, Washington, D.C.; National Association of Secondary School Principals, Reston, Va.

Pub Date Apr 75

Note—9p.

Available from—Association for Supervision and Curriculum Development, Suite 1100, 1701 K Street, NW, Washington, D.C. 20006 (single copy \$0.50, 10-49 copies 10 percent discount, 50 or more copies 15 percent discount, prepaid)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**



**Descriptors**—\*Academic Freedom, \*Censorship, Community Problems, Conflict Resolution, Educational Objectives, Educational Problems, Elementary Secondary Education, Library Material Selection, Local Issues, \*Parental Grievances, Reading Material Selection, School Community Relationship, \*School Policy, Textbook Evaluation, \*Textbook Selection

Concerned with the freedom to teach and learn, this document offers guideline procedures for avoiding censorship disputes and for dealing with controversies which surround these issues. The experience and advice of several superintendents, principals, librarians, teachers, and curriculum workers who have recently been involved in textbook censorship controversies are brought together. Their opinions and suggestions are offered to focus attention on community and school circumstances before a problem develops. The key to avoiding major disputes is the establishment and use of a formal, definitive, written procedure for the evaluation and selection of materials. A sample procedure policy is provided which emphasizes comprehensive objectives, direct board responsibility, strong curriculum-based selection criteria, high level professional review procedures, an advisory committee appointed by the board or superintendent that includes students and parents, and a specific outline of policy and action on challenged materials. Should a complaint arise, suggestions for dealing with it include moving the controversy to the school board level in order to avoid any parent-teacher-principal conflict, and defending the professional selection process rather than the individual piece of instructional material. (Author/DE)

ED 115 521 SO 008 731

**Diem, Richard A.**  
**Conflict and Conflict Resolution: Teacher Education to Improve the Teaching Environment.**  
Pub Date 26 Nov 75

Note—43p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Atlanta, Georgia, November 26-29, 1975) Available from—Richard A. Diem, Division of Education, University of Texas at San Antonio, San Antonio, Texas 78285 (\$4.00)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors**—Authoritarianism, \*Behavior Problems, Classroom Environment, \*Conflict, \*Conflict Resolution, Parent Role, Research Projects, Secondary Education, Socially Deviant Behavior, Student Teachers, \*Teacher Education, Teacher Role

The general purposes of this study were to determine what constitutes conflict situations in a suburban high school and how these situations are viewed by parents, teachers, and students. The high school used in this study was one of four high schools within a large school district located in the northwest corner of Cook County, Illinois. The research study consisted of nonparticipatory behavior observations and administration of statistical instruments. The questionnaires consisted of identifying information (the independent variables) and posing questions about conflict, conflict situations, and conflict-solving mechanisms (the dependent variables). The major conclusions drawn from both the behavior observation and the questionnaires were that conflict was caused by four distinctive types of behavior: cutting classes, using drugs, smoking cigarettes, and drinking alcoholic beverages. Teachers and parents accepted the authoritarian role given them. However, it was found that some parents would not use this role in certain situations, yet they expected the school to enforce the rules against these behaviors and sought stringent rules against them. The author suggests that efforts to understand and deal with conflict must take place when teachers are preparing for their new roles. (Author/JR)

ED 115 522 SO 008 732

**Barger, Hal M.**  
**Demythologizing the Textbook President: Teaching About the President After Watergate.**  
Pub Date Nov 75

Note—25p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Atlanta, Georgia, November 26-29, 1975); Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*American Government (Course), Elementary Secondary Education, Political Attitudes, Political Issues, \*Political Science, Political Socialization, Social Science Research, \*Student Attitudes, \*Teaching Techniques, \*Textbook Evaluation, Values

**Identifiers**—Presidency, \*Watergate

In the wake of Watergate, this paper purports the need for a new approach to teaching about the American presidency. Traditionally, American government textbooks focus on institutional descriptions and constitutional arrangements of the presidency. This textbook approach to the presidency describes and values a chief executive who is generally benevolent, omnipotent, omniscient, and highly moral. The formal aspect is emphasized to the exclusion of any discussion about behavioral and policy aspects of the office. Recent research in student attitudes towards the presidency after Watergate indicates a significant loss of trust and affect in the president's honesty, trustworthiness, dedication to job, and responsiveness to people. What is needed now is for teachers and curricula developers to reconsider the president in four basic conceptual ways: (1) as an institution in the context of a more dynamic and conflict ridden political system than has been suggested thus far; (2) as a role of some historical and symbolic importance to our political culture; (3) as a unique personality occupying the role at any given time; and (4) as a political actor who has specific strengths and weaknesses in his role performance and who has successes and failures in his policy efforts. (Author/DE)

ED 115 523 SO 008 736

**Scudiere, Paul J.**  
**New York's Signers of the Declaration of Independence.**

New York State American Revolution Bicentennial Commission, Albany.

Pub Date 75  
Note—32p.; For related documents, see SO 008 735-737

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*American Culture, American History, \*Biographies, \*Colonial History (United States), Colonialism, Political Science, \*Revolutionary War (United States), \*United States History

**Identifiers**—Bicentennial, Declaration of Independence, \*New York

The purpose of this booklet is to bring New York state's four signers of the Declaration of Independence back into the mainstream of American Revolutionary history. Brief biographical sketches are presented about four patriots—Philip Livingston, Lewis Morris, William Floyd, and Francis Lewis. After providing a short history of New York during the years surrounding the signing of the Declaration, the booklet illuminates the involvement of each of the signers in the Continental Congress. The document concludes with a reading list on the four men and the Declaration of Independence. (Author/ND)

ED 115 524 SO 008 737

**Thurheimer, David C.**  
**Landmarks of the American Revolution in New York State: A Guide to the Historic Sites Open to the Public. Third Edition.**

New York State American Revolution Bicentennial Commission, Albany.

Pub Date 74  
Note—65p.; For related documents, see SO 008 735-736

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—American Culture, American History, \*Colonial History (United States), Colonialism, \*Educational Facilities, Guides, Human Services, Museums, \*Primary Sources, Public Education, \*Public Facilities, \*Revolutionary War (United States), Social Studies, United States History

**Identifiers**—Bicentennial, \*New York

Forty historic sites around the state of New York are listed in this guide to landmarks of the American Revolution. Each entry includes a photograph of the site, a map showing where it is located, a description of its history, and visitation facts. Most of the landmarks are buildings containing artifacts and displays, which visitors can enter and browse through; but some are monuments and parks. (ND)

ED 115 525 SO 008 741

**Report of the California Commission for Reform of Intermediate and Secondary Education.**

California State Commission for Reform of Intermediate and Secondary Education, Sacramento.

**Spons Agency**—California State Dept. of Education, Sacramento.

Pub Date 75

Note—71p.

Available from—Bureau of Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, California 95802 (\$0.85)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—Change Strategies, \*Educational Alternatives, \*Educational Assessment, \*Educational Change, Educational Development, Educational Improvement, \*Educational Objectives, Educational Trends, Elementary Secondary Education, \*Relevance (Education), Statewide Planning

**Identifiers**—California

Recommendations for immediate and long-range changes in California intermediate and secondary schools are presented. These recommendations chart ways to make schools more effective, more enjoyable, and more conducive to a continued interest in learning. Specifically, some of the recommendations call for such reforms as (1) recognizing and accepting each learner as the principal client of the school; (2) relying on demonstrated proficiency in learning activities, instead of depending on "seat time," as the basis for awarding credit to learners; (3) offering a system of learning options in terms of time, place, programs, and formats to give learners a wide choice of ways to achieve their learning goals; (4) allowing credit and noncredit "furloughs" that allow learners to leave and reenter the school system; (5) emphasizing mastery of essential skills by all learners, particularly the skills of reading, writing, and computation; (6) instructional emphasis on social concepts that reflect present and future needs and concerns; (7) providing extensive opportunities for career exploration, awareness, and preparation; (8) developing personal values, responsibilities, and decision-making skills; (9) eliminating average daily attendance as the basis for state funding; and (10) involving learners, parents, staff, and others in the decision-making process at the local and school system level, including involvement in the selection and review of staff. (Author/DE)

ED 115 526 SO 008 742

**Hepburn, Mary A.**  
**What Teachers Need: Assessing the Professional and Academic Preparedness of Teachers for Their Roles as Political Educators.**

Pub Date Nov 75

Note—13p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Atlanta, Georgia, November 26-29, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—American Government (Course), Civics, Curriculum Evaluation, \*Educational Assessment, Educational Improvement, Educational Research, Elementary Education, Junior High Schools, \*Political Science, Professional Training, \*Teacher Attitudes, \*Teacher Background, \*Teacher Education, Teacher Evaluation, Teaching Quality

In an effort to assess teacher preparation for political education, elementary and junior high school teachers in the metropolitan Atlanta area were surveyed to determine their backgrounds and professional needs for political/civic education. Three hundred and one teachers of fifth, sixth, and seventh grades responded to the questionnaire. The study revealed minimal academic preparation in political science, with the overwhelming majority of the teachers reporting American government as the single course in their college education. A full 20 percent of the teachers reported that they had no undergraduate training in political science. As means of improving their professional competencies, the majority of teachers expressed a definite preference for more practical, on-the-job improvement programs as opposed to graduate and summer studies. The teachers indicated that they most desired brief, flexible curriculum materials that deal with political aspects of current social issues. Few called for the usual hardback social studies textbook. As for teaching aids, the middle grade teachers expressed the most interest in guidelines to classroom activities that would provide students with opportunities to participate in group decision making and problem solving. (Author/DE)

ED 115 527 SO 008 743

*Niemeyer, Roger***The Michigan Career Education Infusion Model and Social Studies Instruction in Select Michigan Schools.**

Pub Date Nov 75

Note—18p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Atlanta, Georgia, November 26-29, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Career Awareness, \*Career Education, Career Planning, Course Descriptions, \*Educational Objectives, Models, \*Program Descriptions, Secondary Education, \*Social Studies, \*Teaching Methods

The Michigan program for teaching career education through social studies is described. This program provides career preparation through the necessary academic or vocational training and career development through the acquisition of self-awareness knowledge, career awareness knowledge, career decision-making skills, and career planning and placement. The primary delivery system for career development is the social studies instructional program. The major technique used is known as the infusion process. In this process career development objectives are incorporated into existing instructional materials and classes. The premise is that instruction designed to help students achieve specific learning objectives can result in additional or secondary learning. The Michigan Department of Education has developed an inservice program and various materials to help the teachers effectively use the infusion process. Also included are a lengthy list of career development goals and objectives, a sample career education worksheet for developing specific learning objectives, and three sample social studies activities that have infused a career development component. (Author/DE)

ED 115 528 SO 008 745

*Borth, Audrey M.***Sex Differences in Coping and Defending in Two School Contexts.**

Pub Date Aug 75

Note—12p.; Paper presented at the Annual Meeting of the American Psychological Association (Chicago, Illinois, August 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Academic Achievement, Behavioral Science Research, \*Classroom Environment, Elementary Education, \*Low Achievement Factors, Power Structure, Role Conflict, School Environment, \*Sex Differences, Sex Role, Sex Stereotypes, Socialization, Social Psychology, Student Attitudes, \*Student Role, \*Student Teacher Relationship, Teacher Influence

The relationship of socialization, sex differences, and achievement in elementary school is examined in this research. Data were collected from an all black, lower-class, elementary school and a racially mixed, middle-class, elementary school. Results indicate that sex-related student differences follow a general pattern regardless of which school the students attended. Fifth grade boys perceive themselves as more independent and peer-oriented while girls are more dependent on family and teacher feedback and approval. Boys describe themselves as more self-satisfied, aggressive, dominant, work-oriented, and interested in getting along with peers. However, certain attributes which the majority of boys value are counterproductive for academic achievement. The boy who depends on an aggressive work orientation and endurance to cope with the demands of school is among the lowest achievers. These aggressive achievement motives come into conflict with student role expectations in relation to the authority figure of the teacher. As a socializing institution the school is successful in lessons of self-abnegation, dependency, deference, and passivity and thereby reflects the bias of the wider society. (Author/DE)

ED 115 529 SO 008 746

*Hemmer, William B.***The Role of Value Systems in Shaping the Human Environment.**

Pub Date Nov 75

Note—15p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Atlanta, Georgia, November 26-29, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Changing Attitudes, Church Role, \*Cultural Factors, Educational Responsibility, Environment, \*Environmental Influences, \*Fu-

tures (of Society), Global Approach, Institutional Role, Middle Class Values, Personal Values, Social Change, Social Values, \*Values, World Problems

The paper purports the need to restore the human environment by changing the present consumer-oriented value system toward a value system encompassing a global approach. Since human actions stem from cultural attitudes and values, before the human environment can be improved there must be basic change in the underlying cultural causes of the unsatisfactory conditions. Some of these cultural values include both Eastern and Western attitudes about family size, the concept of individual independence rather than interdependence, and the widespread faith that science and technology could find solutions to the problems of our deteriorating environment. There must be some fundamental changes in our way of living and in our values and beliefs in order to restore the human environment to a healthy and balanced condition. Our value system tends to equate social acceptance and status with the possession of goods. Many observers feel societies must provide other ways for people to gain status. The logical method for changing present cultural values is through our existing religious and educational institutions. The objectives of both should be developing within each person a sense of being a part of a world ecosystem. Since political parties reflect rather than lead public opinion, basic change must come from public understanding and acceptance of new rules and values necessary for the survival of the world. (Author/DE)

ED 115 530 SO 008 752

*Hepburn, Mary A.***Education for Policy Decisions on Our Continental Environment.**

Pub Date Oct 75

Note—16p.; Paper presented at the Annual Meeting of the National Council for Geographic Education (Toronto, Ontario, October 16, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Conservation (Environment), \*Course Descriptions, \*Curriculum Development, Decision Making, Ecology, \*Environmental Education, Environmental Influences, \*Global Approach, Interdisciplinary Approach, \*Policy Formation, Political Issues, Public Policy, Secondary Education, World Problems

The basic model of a secondary-level interdisciplinary environmental education curriculum development project being developed by the University of Georgia is described. International environmental problems require citizens to act politically either by direct participation or through the indirect but often powerful force of public opinion. Hence, environmental education must be education for political decision making. The four basic components of the model curriculum are: (1) knowledge of the scientific foundations of environmental problems, (2) insights into the trade-offs of various natural and social advantages and disadvantages involved in making environmental choices, (3) sensitivity to the public political climate within and among nations in regard to environmental issues, and (4) practice and skill in applying these other proficiencies to making thoughtful environmental decisions on public policy. Each component area is more fully described by drawing examples from some transnational problem areas of the Canadian-American environment. Course requirements and activities using the model are also described. (Author/DE)

ED 115 531 SO 008 753

*Popkewitz, Thomas S.***Latent Values in Discipline-Centered Curriculum.**

Draft.

Pub Date 26 Nov 75

Note—25p.; Paper presented at Annual Meeting of the National Council for the Social Studies (Atlanta, Georgia, November 26-29, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Curriculum Evaluation, Developmental Psychology, Educational Problems, Elementary Secondary Education, \*Inquiry Training, \*Political Socialization, Program Evaluation, Social Problems, Social Responsibility, Social Sciences, \*Social Studies, Student Development, Teaching Procedures, Teaching Techniques, \*Values

Identifiers—American Political Behavior, Holt Secondary Social Studies Curriculum, Investigating Mans World

Three curriculum materials which draw upon the social disciplines are examined to understand the manner in which individual responsibility and authority are defined. The three include American Political Behavior, Holt Secondary Social Studies Curriculum, and Investigating Man's World. Curriculum content in each is found to contain dispositions which make social relationships seem unamenable to individual control. The discipline-centered curriculum focuses upon a knowledge that moves students away from the particular and local. The "scientific structural" nature of the knowledge serves the latent function of socializing students into a knowledge which discourages connections with everyday realities. This detachment from social relationships can make those relationships less amenable to individual control and gives more power and legitimacy to those experts who interpret reality. The scientific concepts are by their nature secondary abstractions which move people away from face-to-face contacts, value dilemmas, and conflict situations. Further development of social science discipline curriculum must take into consideration these latent value orientations. (Author/DE)

ED 115 532 SO 008 754

*Wolf, Lois C.***Democratic Group Process in Early Childhood Curriculum.**

Pub Date 26 Nov 75

Note—13p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Atlanta, Georgia, November 26-29, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Child Development, \*Childhood Attitudes, Decision Making, \*Democratic Values, \*Early Childhood Education, Early Experience, Group Dynamics, \*Political Socialization, Teaching Techniques, Values

This paper examines ways in which early childhood education can provide the vital foundation for lifelong attitudes and values toward the democratic process. One goal of early childhood education is to empower the social bonding which brings collaborative relationships to their full potential and gives the child a sense of connectedness to others. In every program there are two levels of curriculum—that which is implicit, the level of life itself, our daily actions; and that which is explicit and planned with conscious goals. In many cases democratic principles are better experienced at the implicit level through the modeling of teachers in their interaction with their young students. Viewing learning and growth as developmental processes, the teacher can practice shared decision making and consensual group governance on levels appropriate to the child's state of development. For example, if the children make plans for a birthday party, they can experience, even at four years of age, joint planning, airing of diverse thoughts, and movement toward consensual resolution under the guidance of a teacher. (Author/DE)

ED 115 533 SO 008 755

*Ward, J. K.***Beyond Moral Reasoning and Values Analysis: Toward Affective Social Education.**

Pub Date Nov 75

Note—16p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Atlanta, Georgia, November 26-29, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Affective Behavior, Affective Objectives, Cognitive Development, \*Educational Change, Educational Improvement, Educational Objectives, Educational Trends, Elementary Secondary Education, \*Emotional Development, Humanistic Education, \*Moral Development, \*Social Studies, Student Attitudes, \*Values

The need for investigating, developing, and implementing affective social studies education programs in the classroom is stressed in this paper. Some issues are raised about moral reasoning and values analysis and their relationship to what may be termed affective social studies education. Educators currently place a heavy emphasis on the cognitive approach to values education and moral development in the classroom. However, facing a rapidly changing society, student alienation, and political dissatisfaction with many of the cognitive approaches, educators must develop instructional strategies and methodologies appropriate for affective social education. They need to engage in political effort and provide public support for so-

cial studies educators teaching affective social studies across the country. There is a need for pre- and inservice training programs that at least equal the training in cognitive education. If teachers are in need of practical experience in teaching concepts, conducting inquiry, or presenting a global perspective, they also need practice in identifying and handling emotions and feelings. Social education needs to become symbolic of an incorporative of what appears to be our individual and collective struggle for social being and meaning. Otherwise, we risk the danger of continuing to create people brilliant on the intellectual side but severely lacking on the emotional side. (Author/DE)

ED 115 534 SO 008 756

*Grabe, Mark*  
Grade and Sex Differences in the Impact of Academic Achievement.

Pub Date Aug 75

Note—10p.; Paper presented at the Annual Meeting of the American Psychological Association (Chicago, Illinois, August 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Academic Achievement, Behavioral Science Research, \*Group Status, High Achievers, High School Students, Low Achievement Factors, Low Achievers, Peer Acceptance, Peer Relationship, Secondary Education, \*Self Concept, \*Sex Role, \*Sex Stereotypes, Student Attitudes

Scholastic achievements of high school students and the impact which these achievements have on adolescents' feelings of personal worth are examined. Nine hundred and thirty-four subjects from nine Iowa secondary schools participated in the study. The hypothesis that in high academic achievers more positive self-concept scores are found among older males and younger females, thus reflecting the age level when academic accomplishments were given the highest peer approval, was partially disproven. The predicted age-related decline in the impact of academic achievement on female self-concept failed to result. As an upperclassman, the achieving male appears to have a more positive self-concept than the achieving underclassman. This combination of results indicates that if a group were to be chosen as being limited by some form of stereotype, it should be the male underclassmen rather than the female upperclassmen. (Author/DE)

ED 115 535 SO 008 758

*Bamberger, Jeanne*  
The Luxury of Necessity. Logo Memo No. 12. Massachusetts Inst. of Tech., Cambridge. Artificial Intelligence Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date May 74

Note—25p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Audiences, Auditory Perception, Behavioral Science Research, \*Creative Expression, Music, \*Musical Composition, \*Music Appreciation, \*Music Education, Music Theory, Perceptual Development, \*Sensory Training

Research in the development of musical perception is described. It is crucial to students' experience that they learn to bring to the surface those "invisible" ideas inherent in music development such as clapping a rhythm or singing a tune. In this way they learn to bridge the gap between intuitive knowledge and the representation of this knowledge which can lead to greater musical appreciation. One such exercise requires students to arrange a given set of musical blocks into a whole tune. This immediately involves students in active listening, searching for coherence, and thinking about a melody as interrelated parts of a particular whole. A second exercise requires varying melodic rhythms to be represented in their relation to the underlying pulse of the tune. A representation is sufficiently powerful when students can intuit musical events and relations in a way which they can generalize and transfer to other musical situations. Such representations give the listener a means for actually perceiving aspects of a composition that were previously inaccessible. (Author/DE)

ED 115 536 SO 008 759

*Humphreys, Les*  
Interdisciplinarity: A Selected Bibliography for Users.

Pub Date 75

Note—17p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Bibliographies, Concept Formation, Intellectual Disciplines, \*Interdisciplinary Approach, \*Learning Theories, Methods, Social Sciences, Thematic Approach, Theoretical Criticism, Unified Studies Programs

This bibliography is based on the author's thinking and experience with implementing the unified education concepts through the team-taught Unified Studies Program at Boston State College, 1972-75. The purposes of the bibliography are to test a new approach to user-oriented bibliographical notes, provide information about how to find information concerning interdisciplinarity, and reshape the use of certain words (interdisciplinary, crossdisciplinary, multidisciplinary, transdisciplinary, and undisciplinary). A user-oriented compendium, the bibliography is laid out developmentally—(1) getting ready to think about interdisciplinarity, (2) thinking about interdisciplinarity, and (3) implementing interdisciplinarity. It is personal, historical, and selective and focuses on theoretical and practical obstacles to interdisciplinarity. Several sources are included in each of the three sections and are briefly discussed in relation to the obstacles. (Author/ND)

ED 115 537 SO 008 760

*Allen, Irving Lewis, Comp.*

An Annotated and Classified List of 16mm Films on Urban Studies: New Towns, Urban Problems, City and Regional Planning. Exchange Bibliography 838.

Council of Planning Librarians, Monticello, Ill.

Pub Date Jul 75

Note—33p.

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$3.00)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Annotated Bibliographies, Bibliographies, City Improvement, City Planning, \*City Problems, \*Films, Ghettos, Higher Education, Instructional Films, Secondary Education, Social Problems, \*Social Sciences, Sociology, \*Urban Studies

Over 100 available 16mm films are listed in this annotated bibliography on urban studies. The listings are classified under new towns and new cities; film series on general urban problems; cinematic and artistic impressions of cities; ghetto problems, slums, and skid rows; and general urban planning, urban renewal, housing and neighborhood redevelopment, and regional planning. Only classifications and items within classifications that seem explicitly to have some social science content are included in the listings. Therefore, films dealing primarily with physical planning and design and with certain urban problems, such as transportation, are not included. The films were produced after 1960. The list, not confined to American urban studies, includes selected English-language films of other countries. Citations are listed alphabetically by title within each section and include price, date, length of time, and director and producer (when available). (Author/JR)

ED 115 538 SO 008 761

*Vance, Mary, Comp.*

New Publications for Planning Libraries (List No. 1). Exchange Bibliography 789.

Council of Planning Librarians, Monticello, Ill.

Pub Date May 75

Note—26p.; For related documents, see SO 008 762-780

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$2.50)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Architecture, \*Bibliographies, Economics, Education, Environmental Education, Housing, Interdisciplinary Approach, \*Library Acquisition, Politics, Resource Guides, Social Problems, \*Social Sciences, Transportation, Urban Studies

This is the first of a series of 20 bibliographies providing information on a variety of topics. One hundred and forty-two listings comprise the bibliography on the topics of architecture and design, economics, education, energy, environment, housing, land use, landscape, planning, politics and government, recreation, social conditions, transportation, and urban concepts. The

bulk of the documents are commercially published books and reports dated 1974-75, although a few 1973 sources are listed. In most cases, the citations are alphabetized by author or organization within each section and include the title, date, price and name of publisher. A list of publishers' addresses, an author index, and a title index conclude the document. (JR)

ED 115 539 SO 008 762

*Vance, Mary, Comp.*

New Publications for Planning Libraries (List No. 2: Environment). Exchange Bibliography 790.

Council of Planning Librarians, Monticello, Ill.

Pub Date May 75

Note—22p.; For related documents, see SO 008 761-780

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$2.00)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Bibliographies, Conservation (Environment), Ecology, Energy Conservation, \*Environment, Environmental Influences, \*Environmental Research, Library Acquisition, \*Physical Environment, Pollution

Over 100 listings comprise this general bibliography on environmental concerns, pollution, energy, resources, noise pollution, conservation, and reports of environmental projects in the United States and other countries. Listings provide current information on environment. Most date from 1974 to 1975, although a few 1973 sources are listed. The bulk of the documents are project reports, books, bulletins, and pamphlets dealing with environmental problems. Citations are alphabetized by author and include the title, date, number of pages, and availability. An author and title index and a list of some publishers' addresses conclude the document. (JR)

ED 115 540 SO 008 763

*Vance, Mary, Comp.*

New Publications for Planning Librarians (List No. 3: Housing). Exchange Bibliography 791.

Council of Planning Librarians, Monticello, Ill.

Pub Date May 75

Note—23p.; For related documents, see SO 008 761-780

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$2.00)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Bibliographies, \*City Planning, City Problems, \*Housing, Housing Deficiencies, \*Housing Discrimination, Housing Industry, Library Acquisition

One hundred and fifteen listings comprise this general bibliography on housing, urban planning, and housing deficiencies. The listings provide current information on housing. Most are dated 1974-75. The bulk of the documents are commercially published books, reports, bulletins, and papers. The citations are alphabetized by author or title and include the date, number of pages, price, and availability. An author and title index and a list of some publishers' addresses conclude the document. (JR)

ED 115 541 SO 008 764

*Vance, Mary, Comp.*

New Publications for Planning Libraries (List No. 4). Exchange Bibliography 805.

Council of Planning Librarians, Monticello, Ill.

Pub Date Jun 75

Note—33p.; For related documents, see SO 008 761-780

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$1.50)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Architecture, \*Bibliographies, \*Economics, \*Energy, Environmental Education, Library Acquisition, Social Sciences, \*Urban Studies

Over 190 listings comprise this general bibliography. The bibliography presents sources of information on architecture and design, economics, energy, landscape and landscape architecture, and urban concepts. Listings provide current information on these topics. Most date from 1972 through 1975. The bulk of the documents are project reports, commercially published books,

and government reports and bulletins. Citations are alphabetized by author within each category and include the title, date, number of pages, availability, and price. An author and title index and a list of some publishers' addresses conclude the document. (JR)

**ED 115 542** SO 008 765

*Vance, Mary, Comp.*

**New Publications for Planning Libraries (List No. 5: Politics and Government). Exchange Bibliography 806.**

Council of Planning Librarians, Monticello, Ill.

Pub Date Jun 75

Note—23p.; For related documents, see SO 008 761-780

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$1.50)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Bibliographies, Elections, Governmental (Administrative Body), \*Governmental Structure, \*Government Role, Library Acquisition, Local Government, Political Issues, \*Political Science, \*Politics

Over 100 listings comprise this general bibliography on politics and government. The bulk of the documents provide current information dating from 1974 through 1975 and are commercially published books, reports, bulletins, and papers on the role of the government, elections, local government, and political decision making of the government as an administrative body. The citations are alphabetized by author and include the title, date, number of pages, price, and availability. An author and title index and a list of some publishers' addresses conclude the document. (JR)

**ED 115 543** SO 008 766

*Vance, Mary, Comp.*

**New Publications for Planning Libraries (List No. 6: Urban and Regional Planning). Exchange Bibliography 807.**

Council of Planning Librarians, Monticello, Ill.

Pub Date Jun 75

Note—24p.; For related documents, see SO 008 761-780

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$1.50)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Bibliographies, City Improvement, \*City Planning, City Problems, Library Acquisition, \*Regional Planning, \*Urban Studies

The 143 listings of this general bibliography provide the most current information on urban and regional planning. Most of the entries date from 1973 to 1975 and are comprised of commercially published books, reports, papers, and studies. The citations also include foreign documents. Some entries are annotated. Citations are alphabetized by author and include the title, date, number of pages, and availability. An author and title index and a list of some publishers' addresses conclude the document. (JR)

**ED 115 544** SO 008 767

*Vance, Mary, Comp.*

**New Publications for Planning Libraries (List No. 7: Recreation and Open Space). Exchange Bibliography 826.**

Council of Planning Librarians, Monticello, Ill.

Pub Date Jul 75

Note—18p.; For related documents, see SO 008 761-780

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$1.50)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Bibliographies, \*Land Use, Library Acquisition, \*Recreation, \*Recreational Facilities, Recreation Finances, Recreation Legislation, Space Utilization

**Identifiers—**\*Open Space

Seventy-seven entries comprise this general bibliography on recreation and open space. The bulk of the documents are studies and reports of land use, recreation finance, and recreation legislation throughout the United States. The listings are current, providing the latest information from 1973 through 1975. The citations are alphabetized by author and include the title, date,

number of pages, and availability. An author and title index and a list of some publishers' addresses conclude the document. (JR)

**ED 115 545** SO 008 768

*Vance, Mary, Comp.*

**New Publications for Planning Libraries (List No. 8: Transportation). Exchange Bibliography 827.**

Council of Planning Librarians, Monticello, Ill.

Pub Date Jul 75

Note—23p.; For related documents, see SO 008 761-780

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$1.50)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Bibliographies, Environmental Education, \*Land Use, Library Acquisition, \*Motor Vehicles, Road Construction, \*Transportation, Urban Studies

One hundred and thirty-three entries are listed in this general bibliography on transportation, the environment, and land use for transportation. The listings provide the most current information on these topics, dating from 1973 through 1975. The bulk of the documents are commercially published books, reports, and studies. Citations are alphabetized by author and include the title, date, number of pages, and availability. An author and title index and a list of selected publishers' addresses conclude the document. (JR)

**ED 115 546** SO 008 769

*Vance, Mary, Comp.*

**New Publications for Planning Libraries (List No. 9: Land Use). Exchange Bibliography 828.**

Council of Planning Librarians, Monticello, Ill.

Pub Date Jul 75

Note—29p.; For related documents, see SO 008 761-780

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$1.50)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Bibliographies, \*City Planning, \*Environmental Education, \*Land Use, Library Acquisition, Zoning

One hundred and fourteen entries comprise this general bibliography on land use, zoning, city planning, and the relationship on the environment. Most of the sources date from 1973 through 1975. The bulk of the documents are commercially published books, research reports, and studies. Citations are alphabetized by author and include the title index and a list of some publishers' addresses conclude the document. (JR)

**ED 115 547** SO 008 770

*Vance, Mary, Comp.*

**New Publications for Planning Libraries (List No. 10: The Environment). Exchange Bibliography 829.**

Council of Planning Librarians, Monticello, Ill.

Pub Date Jul 75

Note—26p.; For related documents, see SO 008 761-780

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$1.50)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Bibliographies, Energy, \*Environment, Environmental Criteria, \*Environmental Education, \*Environmental Research, Library Acquisition, Pollution

One hundred and twenty-nine citations comprise this general bibliography on the environment. The listings provide the most current information on environmental studies, research, and programs (see also SO 008 762). Most date from 1974 through 1975. Commercially published books and government and state reports make up the bulk of the bibliographic entries. The citations are alphabetized by author and include the title, date, number of pages, and availability. An author and title index and a list of some publishers' addresses conclude the document. (JR)

**ED 115 548** SO 008 771

*Vance, Mary, Comp.*

**New Publications for Planning Libraries (List No. 11: Housing). Exchange Bibliography 864.**

Council of Planning Librarians, Monticello, Ill.

Pub Date Aug 75

Note—25p.; For related documents, see SO 008 761-780

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$1.50)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Bibliographies, \*City Planning, City Problems, \*Housing, Housing Deficiencies, \*Housing Discrimination, Housing Industry, Library Acquisition

One hundred and twenty entries comprise this general bibliography on housing (see also SO 008 763). Most listings date from 1974 to 1975. The bulk of the documents are commercially published books, reports, bulletins, and papers. Citations are alphabetized by author or title and include the date, number of pages, price, and availability. An author and title index and a list of some publishers' addresses conclude the document. (JR)

**ED 115 549** SO 008 772

*Vance, Mary, Comp.*

**New Publications for Planning Libraries (List No. 12: Social Aspects of Planning). Exchange Bibliography 865.**

Council of Planning Librarians, Monticello, Ill.

Pub Date Aug 75

Note—24p.; For related documents, see SO 008 761-780

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$1.50)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Bibliographies, City Planning, Library Acquisition, \*Social Factors, Social Influences, \*Social Planning

One hundred and one listings comprise this general bibliography on social and city planning. The listings provide current information on social planning. Most of the listings date from 1974 through 1975. The bulk of the documents are project reports, commercially published books, directories, and pamphlets dealing with social planning. The citations are alphabetized by author and include the title, date, number of pages, and availability. An author and title index and a list of some publishers' addresses conclude the document. (JR)

**ED 115 550** SO 008 773

*Vance, Mary, Comp.*

**New Publications for Planning Libraries (List No. 13). Exchange Bibliography 866.**

Council of Planning Librarians, Monticello, Ill.

Pub Date Sep 75

Note—43p.; For related documents, see SO 008 761-780

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$4.00)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**Architecture, \*Bibliographies, Citizen Role, \*City Planning, Communications, Ecology, Economics, Educational Development, Environmental Education, Land Use, Library Acquisition, Recreation, \*Social Planning, Urban Studies

Presented in this 41-page bibliography are current listings of general information on architecture, citizen role, communications, economics, ecology, educational development, urban studies, environmental education, land use, recreation, and city planning. Some of the listings contain annotations and most date from 1974 through 1975. The bulk of the documents are commercially published books, reports, and studies. The citations are alphabetized by author and include the title, date, number of pages, and availability. (JR)

**ED 115 551** SO 008 774

*Vance, Mary, Comp.*

**New Publications for Planning Libraries (List No. 14: Energy and Environment). Exchange Bibliography 867.**

Council of Planning Librarians, Monticello, Ill.

Pub Date Sep 75

Note—43p.; For related documents, see SO 008 761-780

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$4.00)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Bibliographies, Ecology, \*Energy, \*Environmental Education, Environmental Influences, Library Acquisition

Presented in this 41-page bibliography are listings on environmental concerns, pollution, energy, and environmental education (see also SO 008 762). The listings provide the most current information on energy and environment dating from 1973 through 1975. The bulk of the documents are conference proceedings, project reports, studies, and commercially published books. Citations are alphabetized by author and include the title, date, number of pages, and availability. (JR)

ED 115 552 SO 008 775

Vance, Mary, Comp.

New Publications for Planning Libraries (List No. 15: Political Science). Exchange Bibliography 868.

Council of Planning Librarians, Monticello, Ill.

Pub Date Sep 75

Note—36p.; For related documents, see SO 008 761-780

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$3.50)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Bibliographies, City Planning, Library Acquisition, \*Political Science, Politics, Public Administration Education

Contained in this bibliography are listings dating from 1974 through 1975 on political science, politics, and public administration. The bulk of the documents are committee reports, conference proceedings, guides, commercially published books, and project reports. Arrangement is by author. Some entries are annotated; all citations include title, date, number of pages, and availability. (JR)

ED 115 553 SO 008 776

Vance, Mary, Comp.

New Publications for Planning Libraries (List No. 16). Exchange Bibliography 903.

Council of Planning Librarians, Monticello, Ill.

Pub Date Oct 75

Note—63p.; For related documents, see SO 008 761-780

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$6.00)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Architecture, \*Bibliographies, City Planning, \*Economics, \*Housing, \*Land Use, Library Acquisition, Politics, Recreation, Social Services

This general bibliography contains listings on economics, education, housing, land use, architecture, politics, recreation, and social services. The listings provide current information on these topics and date from 1973 through 1975. The bulk of the documents are commercially available books, project reports, studies, and conference proceedings. Some annotations are provided. Citations are alphabetized by author within each topic and include the title, date, number of pages, and availability. (JR)

ED 115 554 SO 008 777

Vance, Mary, Comp.

New Publications for Planning Libraries (List No. 17: Transportation). Exchange Bibliography 904.

Council of Planning Librarians, Monticello, Ill.

Pub Date Oct 75

Note—27p.; For related documents, see SO 008 761-780

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$2.50)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Bibliographies, City Planning, Library Acquisition, \*Motor Vehicles, \*Planning, \*Transportation

Contained in this 24-page, partially annotated bibliography are entries on transportation and motor vehicles. The listings provide current information on transportation, dating from 1973 through 1975. The bulk of the documents are project reports, committee reports, commercially published books, and studies. Citations are alphabetized by author and include the title, date, number of pages, and availability. (JR)

ED 115 555 SO 008 778

Vance, Mary, Comp.

New Publications for Planning Libraries (List No. 18: Urban and Regional Planning). Exchange Bibliography 905.

Council of Planning Librarians, Monticello, Ill.

Pub Date Oct 75

Note—51p.; For related documents, see SO 008 761-780

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$5.00)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Bibliographies, City Improvement, City Planning, City Problems, Land Use, Library Acquisition, \*Regional Planning, Urban Studies

This general bibliography contains current sources on urban and regional planning. Most citations date from 1973 through 1975, and some are annotated. The bulk of the documents are commercially published books, bulletins, project reports, and studies on urban studies, urban planning, regional planning, and city planning and problems. Citations are alphabetized by author and include the title, date, number of pages, and availability. (JR)

ED 115 556 SO 008 779

Vance, Mary, Comp.

New Publications for Planning Libraries (List No. 19). Exchange Bibliography 927.

Council of Planning Librarians, Monticello, Ill.

Pub Date Nov 75

Note—65p.; For related documents, see SO 008 761-780

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$6.00)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Architecture, \*Bibliographies, City Planning, \*Economics, Energy, \*Environmental Education, Geography, Land Use, Library Acquisition, Politics, Recreation

This partially annotated bibliography contains current sources on a variety of topics including architecture, economics, environmental education, energy, geography, land use, urban planning, politics, recreation, and open space. The sources date from 1973 through 1975. The bulk of the documents are project reports, commercially published books, studies, and bulletins. Citations are alphabetized by author within each topic and include the title, date, number of pages, and availability. (JR)

ED 115 557 SO 008 780

Vance, Mary, Comp.

New Publications for Planning Libraries (List No. 20). Exchange Bibliography 928.

Council of Planning Librarians, Monticello, Ill.

Pub Date Dec 75

Note—70p.; For related documents, see SO 008 761-779

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$7.00)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Architecture, \*Bibliographies, City Planning, \*Economics, \*Energy, \*Environmental Education, Geography, Housing, Land Use, Library Acquisition, Politics, Recreation, Transportation

This partially annotated bibliography contains current listings on a variety of topics including architecture, economics, energy, environmental education, geography, housing, land use, politics, urban planning, recreation, and transportation. The bulk of the documents are project reports, commercially published books, and studies. Most date from 1973 through 1975. Citations are alphabetized by author within each topic and include the title, date, number of pages, and availability. (JR)

ED 115 558 SO 008 781

Victor, David Kraft, Richard

Global Perspectives Handbook. [Draft.]

Social Studies Development Center, Bloomington, Ind.

Pub Date [75]

Note—43p.; For a related document, see SO 008 738

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Class Activities, Cultural Awareness, \*Curriculum Guides, Elementary Secondary Education, Foreign Relations, \*Global Approach, Group Unity, Interdisciplinary Approach, Resource Guides, Simulation, Social Studies, \*Teaching Guides, World Affairs, World Problems

This handbook contains eight classroom activities designed to increase global awareness of students. For example, one activity about increasing global interdependence involves an analysis by students of their community to determine the extent to which it is related to the activities of foreign people and foreign-made products. Objectives and procedures are given for each activity. Charts, discussion topics, and masters for student handouts accompany some of the activities. Also included in the description of some of the activities are sources—materials, films, and books—related to the topic for the teacher's reference. The activities are versatile and can be used at any grade level. The handbook concludes with ideas for teacher-developed activities. (Author/ND)

ED 115 559 SO 008 782

Educational Planning in the Asian Region. Bulletin of the Unesco Regional Office for Education in Asia, Number 16.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Report No.—BKR-75-RHM-230-2850

Pub Date Jun 75

Note—230p.; For a related document, see SO 007 883

Available from—UNIPUB, P.O. Box 443, New York, New York 10016 (\$3.50)

Document Not Available from EDRS

Descriptors—Comparative Education, \*Developing Nations, \*Educational Development, Educational Innovation, \*Educational Planning, Educational Policy, Elementary Secondary Education, Evaluation, Organizational Change, School Organization, Training

Identifiers—\*Asia

Eleven country reports and five special articles, contributed by educators who have been associated with the planning of education in their countries, are presented. In analyzing their experiences, educators not only pinpoint organizational and procedural shortcomings from which educational planning has suffered in Asia, but also highlight what has been attempted to remedy the situation. The countries reported on are India, Indonesia, Japan, Khmer Republic, Republic of Korea, Malaysia, Nepal, Pakistan, Sri Lanka, Thailand, and Republic of Viet Nam. Some of the basic emerging issues such as change and innovation, evaluation, training, and institutional and regional planning are discussed in the special articles. The document concludes with a bibliography. (Author/ND)

ED 115 560 SO 008 783

Morris, Richard B. Graff, Henry F.

America at 200: Essays. Headline Series. No. 227. Foreign Policy Association, New York, N.Y.

Pub Date Oct 75

Note—63p.

Available from—Foreign Policy Association, Inc., 345 East 46th Street, New York, New York 10017 (\$1.40)

Document Not Available from EDRS

Descriptors—Diplomatic History, \*Foreign Policy, Foreign Relations, \*Global Approach, \*History Instruction, Instructional Materials, Political Science, Secondary Education, \*Social Studies Units, \*United States History

Identifiers—\*Bicentennial

Commemorating the nation's Bicentennial, this publication provides essays from two distinguished American historians entitled "The American Dream Among Nations—What Promise? What Fulfillment?" and "From Independence to Interdependence." The first essay, written by Richard B. Morris, describes how the American Dream was shaped by and in reaction to our European origins. It then examines the following questions: How have America and the American Dream affected other nations? Has America lived up to or betrayed the promise of the dream? To what extent is the dream still relevant today? To the extent that it is, how can America embody this dream in the conduct of its foreign relations? The second essay, written by Henry F. Graff, depicts the major periods in the historical evolution from independence to interdependence, describ-



ing how the American rise to superpower status affected our relationships with other nations. The implications of our increasing interdependence on the role we are playing in the world today and our future role are emphasized. Possible discussion questions and further references are also included. (Author/DE)

ED 115 561 SO 008 784

**The Adolescent, Other Citizens, and Their High Schools: A Report to the Public and the Profession.**

Institute for Development of Educational Activities, Dayton, Ohio.

Spons Agency—Charles F. Kettering Foundation, Dayton, Ohio.

Pub Date Jun 75

Note—119p.

Available from—McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, New York 10020 (\$8.95 hard cover)

**Document Not Available from EDRS**

Descriptors—Change Strategies, \*Community Involvement, \*Educational Alternatives, \*Educational Assessment, \*Educational Change, Educational Innovation, Educational Objectives, Educational Policy, Educational Trends, Relevance (Education), Secondary Education, \*Student Responsibility, Work Experience Programs, Youth

Composed of educators, administrators, and laypeople, this task force proposed three general areas of recommendations for the reform of secondary education. First, citizens and parents must become more involved in the activities and decision making of high schools. Second, educating students for responsibility must become a primary function of the school itself. Third, alternative programs to the traditional secondary education must be expanded and evaluated. Chapter titles of the book include (1) Reform through Community Involvement: The Third Force, (2) School Personnel and Their Response to Citizen Concerns, (3) Seven Approaches to Community Involvement, (4) The Effect of Collective Bargaining on the Reform of Secondary Education, (5) Identifying Student Responsibilities, (6) Educating for Responsibility through the High School Curriculum, (7) Alternative Programs as Educational Options, (8) Work/Study Programs as Educational Alternatives, (9) Youth Service Programs as Educational Alternatives, (10) Planning Processes for Alternative Programs, and (11) Recommendations. (Author/DE)

ED 115 562 SO 008 787

**Hartomian, H. Michael**

**Working with Value and Moral Teaching Strategies.**

Pub Date Nov 75

Note—73p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Atlanta, Georgia, November 26-29, 1975)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Content Analysis, \*Curriculum Evaluation, Educational Research, Elementary Secondary Education, \*Ethical Instruction, \*Evaluation Methods, Moral Issues, \*Teaching Procedures, \*Values

Four models for interpreting values education strategies are provided. Six examples form curriculum projects are analyzed in light of three of these conceptual models. The first model categorizes values approaches by whether they describe, analyze, or advocate a particular value position. The second model categorizes values approaches by whether they appeal to psychological or logical precepts. The third model categorizes values approaches by whether they manifest a valuate-objective orientation or a valuate-subjective orientation. A fourth model attempts to synthesize the three other models in order to correct deficiencies in all of them. This disclosure approach suggests a new philosophical synthesis among such concepts as subjective, descriptive, psychological, and logical. It posits that values cannot be adequately explained anymore than the process of cultural function can, without a careful consideration of the individual and collective human being. Because of the metaphoric nature of language, the explanatory form of the narrative is useful to provide some form of concept definition for effective communication. Examples of the application of each model are provided. (Author/DE)

ED 115 563 SO 008 788

**Johnson, Katherine Robinson, David**

**Schools and Bicentennials: A New York State Handbook of Ideas.**

New York State American Revolution Bicentennial Commission, Albany.

Spons Agency—New York State Education Dept., Albany.

Pub Date 75

Note—45p.

Available from—New York State American Revolution Bicentennial Commission, 99 Washington Avenue, Room 1700, Albany, New York 12234 (free)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Class Activities, Colonial History (United States), Community Programs, Community Resources, Curriculum Planning, \*Educational Programs, Elementary Secondary Education, Relevance (Education), \*Resource Guides, Revolutionary War (United States), \*School Community Programs, School Community Relationship, \*United States History Identifiers—\*Bicentennial, New York

As a guide for administrators, teachers, and students during the bicentennial year, the handbook suggests themes and ideas intended to stimulate further thinking about the Bicentennial. The Heritage, Festival, and Horizons themes established by the American Revolution Bicentennial Administration are described to provide direction for schools and communities in developing programs of particular significance to their students and citizens. The booklet offers question-and-answer sections on organizing a school Bicentennial program; use of the Bicentennial themes in the classroom; some Bicentennial school program ideas; community, state, and national resources; and sources of funding. Throughout the handbook, many examples of classroom and community projects are given with accompanying descriptions and photographs. Although written for New York schools and communities, the handbook's ideas are also useful for others. (ND)

ED 115 564 SO 008 789

**Cole, Edward H. Moseley, Patricia A.**

**Moral Reasoning: A Values Process. Adolescent Values and Watergate: Notes.**

Pub Date Nov 75

Note—21p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Atlanta, Georgia, November 26-29, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Decision Making, Democratic Values, \*Moral Development, Moral Issues, \*Moral Values, Political Attitudes, \*Political Issues, Secondary Education, Social Science Research, \*Student Attitudes, \*Values Identifiers—\*Watergate

Research examining students' moral attitudes toward Watergate is described. Three hundred and seventy-eight junior high and high school students from both metropolitan public and private schools in a mid-Southern state participated in the survey. Students judged the degree of rightness and wrongness of six motivations for the break-in. The results indicate that all age groups strongly disapproved of the Watergate break-in, regardless of the hypothesized motivation. However, respondents were more willing to offer some approval of the break-in if the men were helping their country or showing loyalty to the President. The older students were consistently less approving under any condition than the younger group. Younger students had greater difficulty in deciding on the various dilemmas. Personal profit, personal power, winning the election, and Presidential approval were consistently rejected as justification for the break-in by all age groups. The higher the social class of the students, the more likely they were to disapprove under all conditions. (Author/DE)

ED 115 565 SO 008 790

**Morse, William C. Munger, Richard L.**

**Helping Children and Youth with Feelings. Affective-Behavioral Science Education Resources for the Developing Self/Schools.**

Pub Date 75

Note—65p.; For a related document, see SO 008 793

Available from—Behavioral Science Education Project, Ann Arbor Community Services, 212 South Fourth Avenue, Ann Arbor, Michigan 48108 (\$2.00)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Affective Behavior, Affective Objectives, \*Annotated Bibliographies, \*Behavioral Sciences, \*Child Psychology, Educational Resources, Elementary Secondary Education, Emotional Development, \*Humanistic Education, Information Sources, Mental Health, Resource Materials

Designed as a resource for teachers, this bibliography provides reference to materials on affective education from the areas of psychology, education, and mental health published between 1951 and 1975. Included in the listing are professional books, articles, periodicals, children's books, organizations and projects, additional bibliographic sources, and an annotated outline of selected curriculum materials. The major portion of the bibliography is annotated listing of curriculum materials containing 70 references to audiovisual programs, games, and written materials from both major and minor publishers. (DE)

ED 115 566 SO 008 791

**Bruno, Rosalind And Others**

**School Enrollment—Social and Economic Characteristics of Students: October 1974. Current Population Reports, Population Characteristics, Series P-20, No. 286.**

Bureau of the Census (DOC), Suitland, Md. Population Div.

Pub Date Nov 75

Note—79p.; For a related document, see ED 102 090

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.60)

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*College Students, \*Educational Trends, Elementary Secondary Education, \*Enrollment Trends, Higher Education, Minority Groups, National Demography, Nursery Schools, Population Trends, Racial Characteristics, \*Social Characteristics, \*Student Characteristics

This report contains data and descriptive analyses of social and economic characteristics of students from nursery schools through higher education. The figures are based on the Current Population Survey conducted in October 1974 by the Bureau of Census. Recent changes in college enrollments are analyzed in the text part of the report. Changes in school enrollment patterns for students attending nursery school through college by socioeconomic characteristics such as age, race, sex, Spanish origin, marital status, dependent family members, metropolitan residence, and level of income are presented in 24 statistical tables. Descriptive analysis in the text is based on the following tables of statistical data: (1) school enrollment rates for persons 3 to 34 years old, by age and sex: October 1974 and October 1950; (2) characteristics of college students 25 to 34 years old: October 1974; (3) characteristics of students 35 years old and over: October 1974; (4) college enrollment of the population 16 to 34 years old, by year of school, sex, and race: October 1974; (5) college enrollment of the 1971 freshman class: October 1971 to October 1974; (6) college enrollment of persons 16 to 34 years old, by race and age: October 1974 and October 1970; and (7) college enrollment rates for dependent family members 18 to 24 years old, by family income: October 1974 and October 1970. (Author/DE)

ED 115 567 SO 008 792

**Edwards, Stephen D.**

**The Use of Descriptive Studies in Simulation Game Research.**

Pub Date Nov 75

Note—9p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Atlanta, Georgia, November 26-29, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Educational Games, \*Educational Research, Elementary Secondary Education, Problem Solving, \*Research Methodology, \*Research Utilization, \*Simulation, Social Science Research, Use Studies

Although considered by most scholars as minor research, descriptive studies can make important contributions toward the development of simulation game research. Descriptive research studies are often simply case studies of the experiences of persons who have field tested, observed, or participated in a simulation game exercise. This kind of research contributes significantly as rich sources of testable hypotheses and potential ex-

planatory variables. Secondly, descriptive studies may identify user problems that help avoid certain common errors in use, choice, or timing of simulation games. Thirdly, they may prove useful in identifying or devising new evaluation methods. Finally, since many descriptive studies are written by researchers in specific academic fields, they may identify common discipline problems, help to clarify requisite skills and devise educational outcomes, and raise questions about sequencing of activities within courses. (Author/DE)

ED 115 568 SO 008 793

Morse, William C. Munger, Richard L.

**Affective Development in Schools: Resource Programs and Persons.**

Pub Date 75

Note—99p.; For a related document, see SO 008 790

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Affective Behavior, \*Affective Objectives, \*Behavioral Sciences, Educational Resources, Elementary Secondary Education, Emotional Development, \*Humanistic Education, Information Sources, \*Program Descriptions, \*Program Guides, Resource Materials

In order to facilitate communication among professionals in the field of affective education, this guide provides brief descriptions of representative affective education programs across the nation in the areas of behavioral and social science. Fifty-four programs and organizations are described including the title of the program, director, address, staff member names, organizational affiliation, starting and termination date, brief description of the program, and a list of materials used or developed. (DE)

ED 115 569 SO 008 797

Shaver, James P.

**The Bicentennial and the Analysis of Public Issues.**

Pub Date Nov 75

Note—7p.; Paper presented at the Annual Meeting of the Alabama State Council for the Social Studies (Tuscaloosa, Alabama, November 1, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Conflict Resolution, \*Decision Making, \*History Instruction, Political Issues, Public Policy, Secondary Education, \*Teaching Techniques, \*United States History, \*Values  
Identifiers—\*American Issues Forum, Bicentennial

Consideration is given to making the discussion of issues provided by the American Issues Forum most meaningful for students and applicable to their decision making about issues outside of the classroom. The Bicentennial and the American Issues Forum provide an excellent opportunity to help students develop a better understanding of our society's roots, values, and of the role and inevitability of conflict. A meaningful treatment of the issues raised by the founding of the nation and by the consideration of public policy since then must take into account the nature of values in a democratic society. Basic values of our society conflict with one another because contradictory values lie dormant within each of us. A classic dilemma is equality versus freedom: complete freedom leads to inequalities, and to achieve complete equality the freedom of some must be restricted. The issues in the Forum can be seen as the history of the continuing struggle over the appropriate mix of values in our nation's policies. The discussion of these issues can provide powerful insights for understanding the present and for deciding about the future. To deal adequately with issues in the past, students will need some of the inquiry skills of historians. Decisions about issues must be made in terms of frames of reference present at that time, not in terms of those of today, in order to provide a basis for understanding why certain decisions were made and how interpretations change. (Author/DE)

ED 115 570 SO 008 802

Newton, Richard F.

**A Discrepancy Based Evaluation Model for International Education.**

Pub Date Nov 75

Note—20p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Atlanta, Georgia, November 27-29, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Attitudes, Change Strategies, Curriculum Development, Evaluation Methods, Foreign Culture, \*Goal Orientation, International Education, \*International Programs, Measurement Techniques, \*Models, Need Gratification, Non Western Civilization, Personality Assessment, \*Program Evaluation, Social Science Research, Test Construction

Identifiers—Egypt

A discrepancy-based evaluation model for international education, developed for a program revolving around a seminar held in Egypt in 1974, is presented. Based on Malcom M. Provas' model, it considered the special problems for a six-week educational seminar in a non-Western culture, and it questioned what type of individuals can best develop and utilize curriculum resources from another culture. The major problem was that the participants' attitudes and goals conflicted with the project's goals. A questionnaire was formulated and administered several times during the program; a free-response instrument was felt best suited for the evaluation model. It measured attitude by asking for completion of sentences such as "Egyptian people are..." and ranking responses as positive, neutral, or negative. Also, participant profiles were acquired that measured locus of control, needs achievement, and cognitive development. Results showed that the evaluation model did not answer the question for which it was designed, possibly because the model was not correctly developed for projecting that information or the question was inappropriate. It was concluded that an international program should be altered to fit participants rather than selecting "ideal" participants for a predesigned program. (ND)

ED 115 571 SO 008 803

Guenther, John

**More Humanistic Social Studies Programs through Mini-Courses.**

Pub Date Nov 75

Note—11p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Atlanta, Georgia, November 27-29, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—American Government (Course), Course Content, \*Course Organization, \*Curriculum Design, Educational Alternatives, Educational Assessment, Educational Research, History Instruction, \*Humanistic Education, Secondary Education, \*Short Courses, \*Social Studies, State Surveys, United States History  
Identifiers—\*Kansas

This paper reports the scope of minicourse offerings in Kansas secondary social studies classes. The more course options provided students, the greater the humanistic potential of the school program. During the 1974-75 school year, the vast majority of Kansas high schools continued to offer traditional one- or two-semester long courses. United States history and government are the two most frequently offered social studies subjects. The only other social studies subject area offered in a majority of Kansas high schools is psychology. However, there is an unmistakable trend toward shorter, more varied course offerings as over 29 percent of Kansas high schools are now offering minicourses in the social studies. As in traditional length courses, United States history and government are the two most popular areas for minicourses. The American Civil War is the most popular subject for American history minicourses, while courses on recent American history, the West, and the colonial period are also being offered in a majority of schools. A specific minicourse in state and local government is the most consistently offered course in government. (Author/DE)

ED 115 572 SO 008 805

Johnson, Roger E.

**Teachers Beware: Elementary Social Studies Textbooks Are Getting Harder to Read.**

Pub Date Nov 75

Note—19p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Atlanta, Georgia, November 26-29, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Educational Problems, Educational Research, Elementary Education, \*Readability, Reading Difficulty, \*Reading Level, \*Reading Research, \*Social Studies, \*Textbook Evaluation, Textbooks

An evaluation of elementary social studies textbooks indicates that eight factors are making

textbooks harder to read. These factors are: (1) the reading level of the book and/or the range of reading levels within it; (2) long sentences and/or too many concepts within a sentence or paragraph; (3) the use of vague terms, technical vocabulary, and words that have several definitions; (4) too much content and/or textbook is too long; (5) new concepts in familiar material; (6) new content material which is unfamiliar to the teacher or student, especially content from anthropology, economics, political science, and sociology; (7) the need for materials or activities that are not covered in the textbook; and (8) the use of primary source material. Although there are various factors that make some of the newer textbooks harder to read, reading level is not as much of a problem as it used to be. A comparison of textbooks published before and after 1972 indicates that the average reading level and range of reading levels within the textbooks is decreasing. Results of readability tests for various commercially published texts are included. (Author/DE)

ED 115 573 SO 008 806

Foyle, Harvey

**How to Develop a Learning Package Curriculum.**

Spons Agency—Kansas State Dept. of Education, Topeka.

Pub Date 75

Note—36p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*American Government (Course), \*Concept Teaching, Course Organization, \*Curriculum Development, Curriculum Planning, Individualized Instruction, Instructional Programs, Secondary Education, Small Group Instruction, \*Social Studies, Teaching Guides, \*United States History  
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, \*Kansas (Hillsboro)

The American History-Government program at Hillsboro High School, Hillsboro, Kansas consists of a learning package curriculum. Students must take six of eight nine-week learning packages—American, foreign policy, conflict, change, modern politics, decision making, Constitution, and civil rights. The rationale for this package organization is that the topical approach allows for in-depth study, group work, and individual projects. A learning package has three parts—basic, small group, and individual levels—that students can opt to take. Steps for building a learning package are described. They are: decide the time, decide the topic, gather materials, decide on basic materials, decide on small group materials, decide on the individual materials, assign grade point values, determine the cost, produce the learning package, and modifying the learning package. The American Revolution, foreign policy, and Constitution learning packages are given as exemplary nine-week courses. This guide concludes with article and book report forms, small group guides, evaluation form, bibliography, and a list of small group materials. (ND)

ED 115 574 SO 008 808

Foulks, Edward F.

**Revitalization and Social Change: Contributions from Psychiatric Epidemiology.**

Pub Date 75

Note—14p.; Paper presented at the Annual Meeting of the American Anthropological Association (San Francisco, California, December 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Behavior Patterns, \*Change Agents, Culture Conflict, Literature Reviews, \*Mental Illness, Psychology, \*Schizophrenia, \*Social Change, Social Influences, \*Social Psychology, Social Science Research, Sociocultural Patterns

The relationship between schizophrenia and social change is examined through a review of recent medical research in genetics, biology, and epidemiology. Those mental traits that today in our society characterize the schizophrenic, in a previous era or in another society may have provided a mechanism for cultural change during the periods of stress when traditional methods of coping with the environment proved unadaptive. In many cases, prophets, shamans, and seers experience the same estrangement and disorganization of the self as does the schizophrenic in our society. This perspective views schizophrenia in our society as an evolutionary anachronism which in a previous society may have been organized early in youth and shaped into a socially useful

form. Cultural change has in recent human history become a dominating ethos and is accordingly valued for its own sake. The particular psychological functions of these sensitive individuals are therefore no longer used to transcend traditional points of view. (Author/DE)

**ED 115 575** SO 008 809  
A Compact Geography of the Netherlands.  
[Revised.]

Information and Documentation Centre for the Geography of the Netherlands, Utrecht.  
Pub Date 74

Note—41p.; For a related document, see SO 008 831

Available from—Information and Document Centre for the Geography of the Netherlands, Heidelberglaan 2, Utrecht, Netherlands (free)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Area Studies, Elementary Secondary Education, Foreign Countries, Geographic Regions, \*Geography Instruction, \*Human Geography, Instructional Materials, \*Physical Geography, Resource Materials, \*Social Studies Units

Identifiers—\*Netherlands

This short booklet on the geography of the Netherlands, designed for use at the upper elementary and secondary levels, contains 17 short descriptive analyses of Dutch physical and human geography. Each section is well illustrated with diagrams and maps. Titles of the sections include (1) High Netherlands—Low Netherlands, (2) Land Reclamation, (3) Polder Landscape, (4) The Zuyder Zee Project, (5) The Delta Project, (6) Water Control, (7) Demography, (8) Distribution of Population, (9) The West Holland Conurbation, (10) The Economy, (11) Agricultural Means of Support, (12) Mining, (13) Industry I, (14) Industry II, (15) Trade and Transport, (16) The Ports of Amsterdam and Rotterdam, and (17) Physical Planning. The booklet is designed to be used with an accompanying wall map which, due to its size, is not included in this document. The wall map is available from the Information and Document Centre. (DE)

**ED 115 576** SO 008 812  
Banks, Cherry A.

A Content Analysis of the Treatment of Black Americans on Television.  
Pub Date [75]

Note—18p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Bias, \*Commercial Television, Cultural Images, Ethnic Groups, Ethnic Stereotypes, Negro Attitudes, Negro Culture, Negro Role, \*Negro Stereotypes, \*Programming (Broadcast), \*Racial Discrimination, Scripts, Television Research, Television Viewing

The relationship between the racial composition of television casts and their portrayal of Black Americans is examined. Observations of six selected television programs over several weeks indicated that the portrayal of Black in integrated and all-Black programs communicates different images about Black Americans. The results indicate that Black characters in all-Black television casts display a significantly greater number of stereotypic Black characteristics, more personal and family problems, and tend to have low social status. Black characters in integrated television casts display a significantly greater number of socially valued characteristics, community problems, and high social status symbols. The study raises questions on the effects of these two types of portrayals on children's racial attitudes and self-concepts. The all-Black programs which contain negative elements that are traditionally associated with Black Americans may reinforce or instill stereotypic images of Blacks in the viewer. The programs with integrated casts may reinforce the notion that Black people are highly assimilated, upward mobile members of society. (Author/DE)

**ED 115 577** SO 008 816  
Becker, James M. Hahn, Carole L.  
Wingspread Workbook for Educational Change Agents.

Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—Johnson Foundation, Inc., Racine, Wis.; National Science Foundation, Washington, D.C.

Report No.—SSEC-Pub-180

Pub Date 75

Note—100p.; For a related document, see SO 008 823

Available from—Publications, Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 (SSEC no. 180, \$3.45 prepaid or purchase order)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Change Agents, \*Change Strategies, Communications, \*Diffusion, Educational Change, \*Educational Diagnosis, \*Educational Innovation, Elementary Secondary Education, Evaluation, Guidelines, Innovation, Role Playing, Social Sciences, Symposia

One of two publications resulting from the National Seminar on the Diffusion of New Instructional Materials and Practices held at the Wingspread Conference Center in Racine, Wisconsin, in June 1973, this workbook is addressed to those who need help in creating and implementing educational diffusion plans. It contains a structured series of questions, and suggestions on how to get information to answer them. They are designed to help the innovator diagnose the nature of the idea or product to be introduced, own capabilities as a change agent, and potential areas for change in a school system. The potential areas for change could be the roles played by people, occasions for introducing changes, and kinds and channels of communications. The last part of the workbook suggests how all the information generated by the questions can be put together in a coherent action plan. An evaluation scheme and an extensive list of resources conclude the workbook. (Author/ND)

**ED 115 578** SO 008 823  
Carlson, Richard O. And Others

The Diffusion of Educational Innovation: Recommendations for Policy Makers and Administrators.

Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—Johnson Foundation, Inc., Racine, Wis.; National Science Foundation, Washington, D.C.

Report No.—SSEC-Pub-181

Pub Date 75

Note—38p.; For a related document, see SO 008 816

Available from—Publications, Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 (SSEC no. 181, \$1.50 prepaid or purchase order)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Administrator Guides, Change Agents, \*Change Strategies, \*Chief Administrators, \*Diffusion, Educational Change, \*Educational Innovation, Elementary Secondary Education, Generalization, Innovation, Methods, Social Sciences, Symposia

This document is one of two publications that resulted from the National Seminar on the Diffusion of New Instructional Materials and Practices held at the Wingspread Conference Center in Racine, Wisconsin in June 1973. It is written for and recommends diffusion methods to those who control the resources that are used to diffuse and implement educational innovation—school building and district administrators and policy makers, persons in state department of education, and officials in federal agencies supporting education. The paper consists of a set of 24 generalizations about dissemination of innovation and examples of how these generalizations can be applied. They are grouped into four categories: educational products, adopting systems, processes of development, and dissemination. For instance one generalization about adopting systems is "School districts and schools that place a high value on evaluation are more likely to adopt new products." In most cases examples of a generalization are cited for each level of policy making—building, district, state, and national. (Author/ND)

## SP

**ED 115 579** SP 009 665

Cavanagh, Peter R. Landa, Jean  
A Biomechanical Analysis of the Karate Chop.  
Pub Date 23 May 75

Note—9p.; Paper presented at the Annual Meeting of the American College of Sports Medicine (22nd, New Orleans, Louisiana, May 23, 1975). Not available in hard copy due to poor reproducibility

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Athletics, Physical Activities, \*Physical Education, Psychomotor Skills, Skill Analysis

Identifiers—\*Karate

Although the sport of karate has been somewhat neglected by scientists, the following two isolated biomechanical studies exist in literature: (1) tracings of a karate chop in two planes were presented, but no data was given concerning the rates of movement of the limb segments, and (2) pre- and postimpact phenomena of five subjects were studied, and hand velocities and forces at impact were reported. This study attempts to provide additional data for the biomechanical analysis of the karate chop. An initial subjective analysis of five subjects using film taken at 200 frames per second identified three fundamentally different patterns of movement. Films were also taken to analyze the kinetic aspects of the study; they show the various components contributing to the accelerometer output. The various unknowns can also be calculated from film giving an interesting comparison of direct and indirect methods of estimating acceleration. The study uses the technique of accelerometry to illustrate the differences in using preferred and nonpreferred hands to break boards. The accelerometer recorded considerable differences during this experiment, and this technique may prove to be a useful teaching device which can provide immediate feedback. The study incorporates electromyographic results with kinematic and kinetic data to provide further insight into the movement to be obtained. Although the study is primarily concerned with preimpact phenomena, it also makes very approximate estimates of the forces existing at impact. (BD)

**ED 115 580** 95 SP 009 550  
Bensley, Loren B., Jr.

Death Education as a Learning Experience. SCIP No. 3.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 75

Note—24p.

Available from—SCIPS, ERIC Clearinghouse on Teacher Education, Suite 616, One Dupont Circle, N.W., Washington, D.C. 20036 (1-9 copies, \$0.55 ea., 10-99 copies, \$0.50 ea., 100-999 copies, \$0.45 ea., 1,000 or more copies, \$0.40 ea.)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Course Descriptions, \*Courses, \*Death, Health Education, Higher Education, Secondary Education, \*Suicide, \*Units of Study (Subject Fields)

Identifiers—\*Death Education

This monograph on death education defines death education, discusses the need for it, and suggests ways of teaching it. Death education is defined as the process by which one explores man's relationship with life. The basic philosophy underlying death education is that through the study of death students will gain an appreciation for life which will be reflected in their behavior, and that by understanding death, they can try to prevent needless death for themselves and others. The monograph lists points which should be taken into consideration when planning a unit or course in death education and suicide prevention, and presents questions that teachers of such courses should be able to answer in defense of death education. Sample topics, behavioral objectives, and questions pertaining to death education for advanced high school students are also presented, along with sample assignments from a college level death education course. A bibliography of suggested class readings is included. Appended are suggestions for school personnel for helping bereaved students. A selected annotated bibliography of ERIC documents on death education concludes the monograph. (DDO)

**ED 115 581** SP 009 608

The First Five Years Activities Under Public Act 761 and Public Act 230—Review and Recommendations. A Report.

New England Program in Teacher Education,  
Durham, N.H.

Pub Date 1 Nov 73

Note—91p.; A Report to the Connecticut Joint Teacher Education Committee of the State Board of Education and the Commission for Higher Education

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*College School Cooperation, College Supervisors, \*Educational Change, \*Higher Education, \*Interinstitutional Cooperation, Schools of Education, Student Teaching, \*Teacher Education Identifiers—\*Connecticut

With the creation of Public Act 761 in 1967, the State of Connecticut became one of the first states to encourage a program of collaboration and parity between schools and colleges in teacher education activities. The law took advantage of the one point in teacher education where theory and practice meet: the clinical experience of supervised practice teaching. This report analyzes, retrospectively, the various projects and activities generated by Public Act 761 and the subsequent Public Act 230. These projects and activities include a Joint Teacher Education Committee, advisory committees, pilot projects, and conferences. In addition to background sections on each of these activities, the report contains a summary of Public Act 761 and abstracts of the pilot projects funded under this law. The study highlights (1) some strategies implicit in developing cooperation to the level of collaboration between colleges and schools, (2) some of the changes fostered in the practice and the environment for the student teaching experience, and (3) the support needed to maintain the directions developed. Appendixes include the names of the evaluation team and the advisory committee for teacher education pilot projects; maps of the state, with the distribution of institutions and school systems that submitted proposals; and copies of questionnaires and key questions used in the evaluation study. (Author/DDO)

ED 115 582 SP 009 611

Sharp, Laure M. Hirshfeld, Sarina B.

Who Are the New Teachers? A Look at 1971 College Graduates.

Bureau of Social Science Research, Inc., Washington, D.C.

Pub Date Sep 75

Note—215p.

Available from—Bureau of Social Science Research, Inc., 1990 M Street, N.W., Washington, D.C. 20036 (No price quoted)

EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage

Descriptors—\*Career Planning, College Students, Education Majors, Elementary School Teachers, \*Graduate Surveys, \*Higher Education, \*Job Placement, Secondary School Teachers

This report is a descriptive analysis of prospective and working teachers, using data collected from college students in 1967, when they were freshmen, and in 1971. Only those completing their baccalaureate degrees by 1971 were included in this study, and focus was on those interested in teaching in elementary and secondary schools. The purpose of the study was to see what changes there have been over the years since the last national data were collected on what kind of students either choose and stay with or reject a teaching career. The report is presented in the following three parts: (1) Success in Obtaining Early Teaching Jobs by Selected Personal and Institutional Characteristics; (2) Career Plans of New Teachers; and (3) Change or Stability in Education Career Goals from 1967 to 1971, by Selected Personal and Institutional Characteristics. Personal characteristics include background, academic achievement, and career and attitudinal items. Institutional characteristics include level and control size, region, and selectivity of freshmen institutions. Extensive supportive tables, a technical appendix, and an appendix showing the original and followup questionnaires are included. (CD)

ED 115 583 95 SP 009 618

Nerlinger, Constance M.

Participative Decision Making in IGE/MUS-E Schools. Technical Report No. 356 (Parts 1 and 2).

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—WRDCCCL-TR-356

Pub Date Sep 75

Contract—NE-C-00-3-0065

Note—187p.; Report from the Project on Organization for Instruction and Administrative Arrangements

Available from—Wisconsin Research and Development Center for Cognitive Learning, 1025 W. Johnson Street, Madison, Wisconsin 53706 (No price quoted)

EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage

Descriptors—\*Decision Making, Educational Innovation, \*Elementary Education, \*Instructional Improvement, \*Multiunit Schools, Principals, Research and Instruction Units, \*Teacher Administrator Relationship, Team Teaching

The purpose of this study was to examine the relationships of the Instructional Improvement Committee's (IIC) involvement in decision making, the representation of teachers on the IIC, and the effectiveness of the Instruction and Research (I&R) Unit in Individually Guided Education/Multiunit Elementary (IGE/MUS-E) schools. The theoretical base for the study was the model of administration as a social process which states that one's need-dispositions and role expectations ideally converge to produce effective behavior. The IIC was examined as an organizational structure which allows for the inclusion of people in the planning of work goals and in the administration of tasks which affect them to benefit the school. The three major variables (extent of involvement in decision making, representation, and effectiveness) were examined; in addition, six situational variables were identified as being factors which might account for some variation in the dependent variable, effectiveness. Seven hypotheses were developed to test the relationship of extent of involvement in decision making and representation to effectiveness of the I&R unit as perceived by unit teachers and unit leaders. Ancillary questions were posed to compare these perceptions and to examine the relationships of the institutional variables to I&R unit effectiveness. Two instruments were developed to measure the three main variables; data were collected from 48 randomly selected I&R units in IGE/MUS-E schools in 12 states. Nine major conclusions were drawn from the collected data. (BD)

ED 115 584 SP 009 619

Alvir, Howard P.

Saving Educational Dollars through Quality Objectives.

Note—115p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—\*Accountability, \*Achievement Rating, Behavioral Objectives, \*Performance Based Education, \*Performance Criteria, \*Teacher Evaluation, Teachers, Test Results, Writing Skills

This document is a collection of working papers written to meet the specific needs of teachers who are starting to think about and write performance objectives. It emphasizes qualitative objectives as opposed to quantitative classroom goals. The author describes quality objectives as marked by their clarity, accessibility, accountability, and ability to be evaluated by laypersons. The author devotes a section to each of these characteristics and concludes with statements on the relevance of quality performance objectives to the graduate student, the college president, and the educational researcher. (DDO)

ED 115 585 SP 009 639

Gehlbach, Roger

Verbal Correlates of Instructional Effectiveness with Kindergarten Children.

Pub Date Apr 75

Note—61p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., April 1975)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Child Language, Children, Communication Skills, Kindergarten Children, \*Language Styles, Language Usage, Listening, \*Preschool Teachers, \*Primary Education, \*Verbal Communication, \*Verbal Tests

This was an attempt to conduct a micro-investigation of teachers' verbal instruction. It was based on the assumption that there must be, within broad categories such as "explaining,"

both better and worse ways of using language to represent reality and/or to direct student behaviors. The subjects in the study were 20 experienced kindergarten teachers, 20 elementary student teachers, 20 secondary student teachers, and 120 children aged four and one-half to six. The teachers made tapes telling children how to do eight tasks ranging from drawing and tracing figures to moving furniture around the room. Characteristics of each message were counted regarding number of words used, number of utterances, number of communication units, and time in seconds from first to last word. Two children attempted the task for each recorded message. They were scored as either accomplishing the task correctly, partially correctly, or not at all. It was found that in instructing young children one must include instructions that show exactly what the limits are for the response (what should not be done, as well as what should be done), one must use unambiguous, specific words wherever possible, and one should clearly separate each idea into a separate thought. (CD)

ED 115 586

SP 009 640

Miller, Irving

To Coordinate Existing Resources to Meet the Needs of Students at the Primary Level.

Pub Date 13 Aug 75

Note—357p.; Practicum submitted in partial fulfillment of the requirements for the degree of Doctor of Education (Nova University); Pages 313 and 328-330 are of marginal reproducibility

EDRS Price MF-\$0.76 HC-\$18.40 Plus Postage

Descriptors—Case Studies (Education), Cooperative Planning, Grade 3, Mathematics, Organizational Development, \*Primary Education, Reading, \*Team Teaching, \*Team Training, Teamwork, \*Underachievers

This practicum was designed to develop an intervention prescriptive team model which would utilize the resources of the primary level to improve student achievement. Specifically, the intervention prescriptive team model sought to improve the achievement of third grade underachievers and serious underachievers in reading and mathematics. The intervention program was developed at the primary grade levels (1-3) through a restructuring of the use of pupil personnel, reading specialists, the building principal, and the classroom teacher in a diagnostic-prescriptive team model. The demonstrated achievement over expectancy of both underachievers and serious underachievers in reading suggests that the intervention program with its tasks orientation, problem-solving approach, and system of monitoring should be expanded to the intermediate grades (4-6) and be given serious study as a model for instruction strategies for all students and not just for underachievers. (This report contains descriptions of the practicum procedures, several case studies, and evaluation of the practicum, and recommendations.) (Author/BD)

ED 115 587

SP 009 641

Grantham, Marvin L.

The Herbert Marcus Elementary School Model for Classroom Management Provided by Alternatives in Discipline.

Pub Date 9 Aug 75

Note—233p.; Paper submitted in partial fulfillment of the requirements for the degree of Doctor of Education (Nova University)

EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage

Descriptors—Academic Achievement, Classroom Management, Classroom Observation Techniques, Communication Skills, \*Discipline, \*Discipline Problems, \*Elementary Education, \*Inservice Teacher Education, \*Racial Discrimination, Student Teacher Relationship

This study was designed to see whether a model program utilizing alternative disciplinary actions as a means to improve the discipline problems at Herbert Marcus Elementary School would be successful in (1) reducing the number of student misbehaviors, (2) providing more appropriate learning situations for the needs of individual students, and (3) reducing the apparently racially-biased disproportion of disciplinary actions against minority students. Staff development sessions were held for over a year with the assistance of the principal and visiting professionals who taught teachers methods of identifying student problems and averting potential discipline problems. Faculty answered

questionnaires before and after the program, rating themselves on a variety of skills indicative of classroom control. The Fink Interaction Analysis System was used to chart teacher behavior in the classroom in terms of number of positive and negative behaviors related to interacting with students. Analysis of the data indicated that the program was effective in improving teacher competencies, while at the same time student academic achievement improved as disciplinary behavior decreased. (Appendixes are attached which include the teacher questionnaires, Fink Observation Sheet samples, and statements concerning the philosophy and guidelines of the school. Two bibliographies are also included.) (CD)

**ED 115 588** SP 009 649

*Mazon, M. Reyes*

**Community, Home, Cultural Awareness and Language Training (CHCALT): A Design for Teacher Training in Multi-Cultural Education. A Program Outline for the Bilingual/Cross-Cultural Specialist Credential.**

San Diego State Univ., Calif. Inst. for Cultural Pluralism.

Pub Date Mar 74

Note—20p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Bilingual Education, Credentials, Cultural Awareness, Cultural Education, Cultural Interrelationships, \*Cultural Pluralism, \*Teacher Programs, \*Teaching Models

**Identifiers**—\*Multicultural Education

The Institute for Cultural Pluralism, a resource facility in multicultural education in the School of Education at San Diego State University, has been assigned to develop the Bilingual/Cross-Cultural Specialist Credential (BCCSC) Program plan. The basis of the BCCSC Program is the Community, Home, Cultural Awareness, and Language Training (CHCALT) model. The CHCALT model is based on nine features, which are considered essential to any multicultural education program. Incorporating these nine elements as the major goals of the program, the CHCALT teacher training model is divided into the following four basic components: (1) philosophy of education for the culturally and linguistically different, (2) sociocultural awareness, (3) oral language and assessment techniques, and (4) diagnostic and prescriptive strategies. These components make up the four phases used in the implementation of the CHCALT training model. (The four phases of the CHCALT teacher training model are discussed in detail. The appendix presents diagrams of the CHCALT model.) (BD)

**ED 115 589** 95 SP 009 656

*Senf, Gerald M.*

**Model Centers Program for Learning Disabled Children: Historical Perspective.**

Arizona Univ., Tucson. Dept. of Special Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date [73]

Note—26p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Children, \*Demonstration Programs, Educational Legislation, \*Exceptional Child Education, \*Inservice Teacher Education, \*Learning Disabilities, \*Minimally Brain Injured, Special Education, Specialists, \*Special Programs

This document describes the present federal effort on behalf of learning disabled children, beginning with its recent history. It traces the field of learning disabilities as a subspecialty within education from 1963, when a steering committee was appointed to organize a symposium on "The Child with Minimal Brain Dysfunction," through the Learning Disability Act of 1969, to the federally-sponsored Child Service Demonstration Programs and the Leadership Training Institute in Learning Disabilities. It details the main characteristics of the 43 demonstration programs and the various components of the Leadership Training Institute. (DDO)

**ED 115 590** SP 009 659

*McKigney, John I. Munro, Hamish N.*

**Nutrient Requirements in Adolescence.**

National Institutes of Health (DHEW), Bethesda, Md.

Report No.—DHEW-NIH-76-771

Pub Date 75

Note—17p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Adolescence, Adolescents, Eating Habits, Health Education, \*Nutrition, Nutrition Instruction

**Identifiers**—\*Adolescent Nutritional Requirements

It is important to understand the nutrient requirements and the significance of nutrition both in pubescence and adolescence. The pubescent growth spurt is characterized by an increase in body size and a change in proportion of different tissues. Both of these factors are of great nutritional importance, since there is reason to believe that the growth spurt is sensitive to nutrient deprivation, although our knowledge of the requirements of adolescents for various nutrients is incomplete. The Food and Nutrition Board of the U.S. Academy of Sciences has published successive issues of its "Recommended Dietary Allowances (RDA)." "The Ten-State Nutrition Survey (1968-70)," which measured food intake of lower income families in the United States, shows deficits among adolescents when compared with the RDA. The dietary inadequacies of adolescents may sometimes be accentuated by situations causing extra demands for nutrients, such as pregnancy, injuries, and involvement in sports. Excessive intake of nutrients also occurs during adolescence; one of the most common conditions due to an imbalance between food intake and expenditure is obesity. Excessive intake of dietary fat, notably saturated fat, has been associated with elevated blood cholesterol levels. Studies have indicated that the onset of both atherosclerosis and obesity may well occur during childhood, and that the most appropriate time to apply preventative measures and to provide nutritional education is during adolescence. (BD)

**ED 115 591**

*Gerou, Nancy*

**Title IX—Its Impact.**

Pub Date 1 Nov 75

Note—12p.; Speech presented at the Central Regional Intramural Conference (1st, Minneapolis, Minnesota, November 1, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Athletics, Coeducation, \*Federal Legislation, \*Intramural Athletic Programs, \*Nondiscriminatory Education, \*Sex Discrimination, \*Womens Athletics

Fear, judgements, and violence have characterized discrimination throughout history. In sex discrimination, both sexes have a responsibility to fight discriminatory attitudes. Women should retain their distinctly feminine characteristics while at the same time being provided the same opportunities as men of equal ability. Title IX of the Education Amendments of 1972 forbids discrimination on the basis of sex in education programs or activities which receive federal funds. This is especially applicable to intramurals. Identical programs and totally coeducational teams are not required as long as comparable opportunities to participate in sports programs exist. Institutions have until July 21, 1976 to evaluate their athletic programs and implement the principles of nondiscrimination by sex. Equal opportunity includes everything from equipment to coaching to publicity. The most important aspect of a responsible intramurals program is to be sensitive to what the particular students at an institution at a particular time want and are interested in. In intramurals men and women must learn to cooperate in each other's best interests. (CD)

**ED 115 592**

*McPhail, Hartwell*

**Biorhythm.**

Note—4p.; Best copy available; May reproduce poorly

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Behavior Patterns, \*Biochemistry, \*Human Body, \*Metabolism, \*Psychological Patterns, Psychophysiology

**Identifiers**—\*Biorhythm

Biorhythm comes from the Greek words for life and regulated beat. The science of biorhythm is concerned with the rhythmic cycles of physical, emotional, and intellectual life. These cycles have lengths of 23, 28, and 33 days respectively. During the first half of each cycle, energy is high. During the low period, second phase abilities, feelings, and competence decline. The worst periods are critical or zero days when the cycle changes from high to low or vice versa. During

this period, the body seems to be in a state of flux and thus has a considerable degree of instability. A biorhythm chart can be calculated from one's birthdate. (CD)

**ED 115 593**

*Weiner, Myron E.*

**The Humanistic Duo: The Park/Recreation Professional and the Computer. (Computer-Can I Use It?).**

Pub Date 3 Oct 73

Note—50p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Computer Oriented Programs, \*Computer Science, \*Electronic Data Processing, Leisure Time, Management Systems, Parks, Recreation, \*Recreational Programs, Social Recreation Programs, Telecommunication

This paper states that there are two fundamental reasons for the comparative absence of computer use for parks and recreation at the present time. These are (1) lack of clear cut cost justification and (2) reluctance on the part of recreation professionals to accept their role as managers and, consequently, to utilize modern management tools. The paper attempts to describe the most effective use of the computer and telecommunication technologies for the leisure service provider. It seeks to make the part and recreation professional recognize that the ultimate effective use of the technology will be in the hands of those professionals who combine a basic understanding of their own profession with that of the technology itself. The paper contains a primer on computers for the recreation/park professional. A section on the primary applications of computer technology to recreation and parks is followed by examples of specific application to these areas. More detailed examples are appended. (Author/DDO)

**ED 115 594**

**Cultural Difference as the Basis for Creative Education at the Institute of American Indian Arts.**

Institute of American Indian Arts, Santa Fe, N. Mex.

Pub Date 9 Nov 71

Note—15p.; Not available in hard copy due to marginal reproducibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*American Indian Culture, \*American Indians, Art Education, Art Expression, \*Arts Centers, \*Biculturalism, Creative Art, \*Cultural Awareness, Disadvantaged Youth

The task of setting up and administering educational programs for the American Indian has been fraught with seemingly insurmountable problems and inbuilt frustrations for both the Indian population and the Federal Government. Many programs are now under way to increase Indian control of Indian affairs, including their own educational institutions. The Institute of American Indian Arts makes special curriculum provisions geared to the special needs of Indian youth in an attempt to turn the potential disadvantage of the cultural transition to advantage and to stimulate extensions of American Indian expressions in the arts. The underlying philosophy of the program is that unique cultural tradition can be honored and can be used creatively as the springboard to a meaningful contemporary life. The institute plans its programs around the special needs of the individual and attempts continuously to expand its understanding of student problems as they emanate from Indian cultural origins. The school offers an accredited high school program with emphasis on the arts, and a college level program as preparation for college and technical schools and employment in arts-related vocations. The age range of the student body is from 15 to 27. This method of dealing with Indian minority problems seems to hold promise of being an effective education approach for dealing with the needs of other minority groups. (BD)

**ED 115 595**

*Reich, Carol*

**The Effect of a Teacher's Sex on Career Development.**

Toronto Board of Education (Ontario). Research Dept.

Pub Date Sep 75

Note—82p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**



**Descriptors**—Employment Opportunities, Employment Qualifications, \*Equal Opportunities (Jobs), Occupational Surveys, \*Promotion (Occupational), Questionnaires, \*Sex Discrimination, Teacher Qualifications, \*Women Teachers

A survey was conducted of a sample of 1,163 male and female teachers, consultants, and administrators of a large, urban school system. Data was collected about their formal qualifications, job performance, the extent to which they had been encouraged to apply for promotion, the number of applications they had made, and the positions they had held. The data was analyzed using a series of stepwise multiple regression analyses. Results indicated that there were both independent and cumulative effects for sex at each stage of a teacher's career. Woman teachers, first of all, had less formal qualifications in terms of years of experience and earned degrees and certificates. But even women with equivalent qualifications to men performed at a lower level. Likewise, lower qualifications and job performance resulted in women receiving less encouragement to apply for promotion, but even well qualified women were less likely to receive encouragement than men of equivalent standing. The same was true for number of applications, and for promotion itself, with both cumulative and independent effects for sex being present. Data on the few women who were in positions of responsibility showed that they were older, less likely to be married, and held lower level positions than men in positions of responsibility, even though their job performance and level of encouragement was the same. (The teacher questionnaire, descriptions of the career development concepts presented, and tables are included in the appendixes.) (Author/BD)

**ED 115 596** **SP 009 665**

*Shirreffs, Janet And Others*

**The Relationship Between Exposure to Recreational Noise and Temporary Threshold Shifts in Women.**

Note—12p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Acoustical Environment, Analysis of Variance, \*Auditory Tests, \*Environmental Influences, Females, \*Hearing Loss, Recreation

An investigation was conducted to identify the effects of exposure to selected entertainment environments on hearing threshold levels. Twenty-five normal hearing females were randomly assigned to one of the following five taped noise conditions: (1) a discotheque band, (2) a motor speedway, (3) a hotel dance band, (4) an amusement park, and (5) a control recording of low-level exposure. Pure-tone air conduction threshold levels were measured binaurally at 12 frequencies in three trials prior to exposure, 2 minutes after exposure, and 30 minutes after exposure. Temporary threshold shifts and recovery patterns of the five exposure conditions were compared by analysis of variance with repeated measures. The main effects of frequency and trials were significant ( $p$  less than .05). The findings indicated that exposure to selected entertainment noise created significant temporary hearing losses at certain frequencies; no losses were observed, however, which met damage-risk criteria. (Author)

**ED 115 597** **SP 009 666**

*Mercer, Walter A.*

**Preparing Teachers to Humanize the Multiracial School: Innovative Programs Involving Historical Black and Predominantly White Colleges and Universities.**

Pub Date [75]

Note—79p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—\*Behavior Change, Changing Attitudes, Humanization, Integration Readiness, \*Intercultural Programs, Negro Colleges, \*Racial Integration, Student Teaching, Teacher Attitudes, \*Teacher Education

This document presents summaries of eight efforts made to provide teachers with the knowledge, attitudes, and behaviors necessary to improve intergroup relations in desegregated schools. Projects covered are: (1) the Chapel Hill (North Carolina) schools' student teaching project; (2) interinstitutional seminars in Norfolk, Virginia; (3) biracial student teacher teams in Arkansas; (4) cooperative intergroup projects between Florida A and M University and the

University of Florida, and between Florida A and M and Florida State University; (5) a workshop on improving intergroup relations and preparing prospective teachers for multiracial classroom and an interinstitutional seminar on student teaching, both involving Florida A and M and Florida State; and (6) interinstitutional seminars between paired neighboring majority black and white colleges and universities, held under the sponsorship of the Southern Regional Education Board in cooperation with the Emergency School Assistance Program, Community Projects Division of the Office of Education. (Author/DDO)

**ED 115 598** **SP 009 667**

*Gall, Meredith D. And Others*

**Effects of Teaching by Recitation on Learning.**

Pub Date Sep 75

Note—15p.; Paper presented at the Annual Meeting of the American Psychological Association (Chicago, Illinois, September 1975)

Available from—Dr. Meredith D. Gall, University of Oregon, College of Education, Eugene, Oregon 97403 (No price quoted)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Cognitive Ability, \*Cognitive Tests, Discussion (Teaching Technique), Incidental Learning, Intentional Learning, \*Questioning Techniques, \*Retention, \*Rote Learning, \*Teaching Techniques, Test Results

This was a study to see whether students learn specific material better in classes which emphasize recitation on fact questions or recitation which involves the students in higher cognitive reasoning and interpreting skills. A series of 10 one-hour ecology lessons were taught by specially trained teachers; the same curriculum materials were presented to four treatment groups. In one treatment group, teachers asked questions divided into 25 percent higher cognitive questions (HCQ's) and 75 percent fact questions. Group 2 asked 50 percent of each kind of question. Group 3 used 75 percent HCQ's and 25 percent fact questions. Group 4 used no recitation, but involved the students in art activities on ecological themes. Students were examined before and after the course with tests that included multiple-choice, essay, and oral questions. Results are not to be generalized too broadly because recitation groups were unusually small (6 students) and teachers were taught to present rigid recitation plans. Results showed however, that the students in the 25 percent HCQ sample did slightly better on fact questions and about as well on reasoning questions as students in other groups. This indicated that having students recite facts may prompt their learning more effectively than has been supposed recently. The 50 percent HCQ sample did relatively poorly on facts, but out-performed the other groups on cognitive questions. The art group did not excel in either kind of test. (CD)

**ED 115 599** **SP 009 668**

*Kimball, Roland B.*

**The Effectiveness of Rewards and Incentives for Teachers.**

Spons Agency—Department of Health, Education, and Welfare, Washington., D.C. Office of the Secretary.

Note—18p.; Not available in hard copy due to poor reproducibility

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Educational Accountability, Feedback, \*Incentive Systems, Performance, \*Rewards, Self Reward, Teacher Behavior, Teacher Motivation

This study examined (1) the rewards and incentive systems currently used in schools, (2) the relationship between the existing reward system and both the excellence of the school and the behavior of teachers and administrators in searching for alternatives, and (3) the possibility of defining a rewards system for teachers which would elicit greater pupil achievement. Results suggest that teachers in both high achieving and low achieving schools would be most highly motivated by a system which encourages the conscious application of a variety of intrinsic rewards. Situations which foster a sense of achievement and which lead to increased self-confidence were found to be useful, especially if self-assigned rather than externally-assigned. School administrators can help teachers analyze their teaching effectiveness as a means of generating these intrinsic rewards by using the techniques of clinical

supervision. The study indicates that certain extrinsic rewards are also very important. Some of these take the form of job security and monetary arrangements; others relate to various feedback arrangements which provide the teacher with normative and neutral data describing the administrator's perceptions of his/her teaching effectiveness. (DDO)

**ED 115 600** **SP 009 669**

*Orlich, Donald C. And Others*

**Sources of Information About New Social Studies and Science Programs Used by Washington Elementary School Principals.**

Washington State Univ., Pullman. Coll. of Education.

Pub Date Nov 75

Note—45p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Elementary Education, \*Elementary School Science, \*Information Sources, Merchandising, \*Principals, Questionnaires, \*Sales Workers, \*Social Studies, Textbooks

This study was designed to determine if the conclusion of Ruff and Orlich that textbook salesperson were the primary source of information about elementary social studies for Washington elementary principals would be substantiated through replication. In addition, the investigation sought information on several pertinent variables not available in the original instrument (e.g., size of school district and participation in national workshops). Questionnaires were mailed to 301 elementary school principals in the state of Washington. The instruments were used to obtain information regarding the best sources of information for social studies, as well as for elementary school science. Results indicated that (1) publishers were still the single most frequently mentioned "best source" of information; (2) curriculum coordinators and other district resources were important sources of information in larger school districts; (3) conferences and workshops were identified as important informational sources by respondents who attended them; and (4) generally, the larger the school district, the smaller the number of trips reported taken by the respondent, and vice versa. (The cover letter to principals, the survey instrument used, questionnaire formats, and suggested instruments for both social studies and science information are appended.) (PB)

**ED 115 601** **SP 009 670**

*Clifford, Gerald F.*

**Criteria and Techniques in the Recruitment and Selection of Teachers.**

Pub Date May 75

Note—42p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Employment Interviews, Job Application, \*Methods, Teacher Employment, Teacher Qualifications, \*Teacher Recruitment, \*Teacher Selection

This study reviews current literature relating to methods of selection and recruitment of teachers and describes some of the more innovative techniques suggested by practicing administrators and recruiting agencies. Emphasis is given to the importance of establishing sound criteria and workable techniques of teacher selection, together with methods for allowing dialogues between interviewer and applicant. Among the criteria and requirements given for teacher selection are (1) adaptation to the particular and peculiar needs of the community, (2) an adequate and appropriate salary schedule, and (3) the personal factors relating to the applicants themselves. Various guidelines or techniques which may be developed and used in recruiting programs are listed, as is information on college placement offices and procedures for the collection of data. There are also discussions on the interview, innovative methods for teacher selection, technology and teacher selection, techniques for the applicant, and errors in the selection process. Appended are pointers for recruiters, suggestions for developing a salary schedule, a position analysis outline, suggested questions to guide interviewers and applicants during an interview, five interview techniques for teacher selection, and a guide for applicants for teaching positions. (Author/RC)

ED 115 602 SP 009 671

Gayles, Anne Richardson

**The Multicultural Approach to Designing an Effective Program of Professional Laboratory Experiences.**

Pub Date 7 Nov 75

Note—19p.; Paper presented at the Southeastern Regional Association of Teacher Educators Meeting (Orlando, Florida, November 7, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Cross Cultural Training, \*Cultural Differences, \*Cultural Pluralism, \*Field Experience Programs, \*Intercultural Programs, \*Laboratory Training, \*Preservice Education, \*Teacher Education, \*Teaching Experience

This paper proposes the restructuring of preservice professional laboratory programs in order to make these preservice experiences meaningful for prospective teachers of students whose racial, social, religious, and cultural backgrounds differ from the mainstream. Professional laboratory experiences are defined as learning activities in which the prospective teacher is able to observe teachers and pupils at work, perceive teaching acts or events with understanding, and become directly involved in carrying out the process of teaching. It is stated that a multicultural professional laboratory program provides an ideal opportunity for directing prospective teachers toward the development of self-analysis and self-improvement as teachers and as students, thereby promoting discovery of their strengths as teachers and revealing how to capitalize on them in the process of learning how to function and adjust in a culturally diverse society. The competencies necessary for effectively teaching students of different cultures are listed, as are the basic assumptions underlying a multicultural approach to professional laboratory experiences, the characteristics of a multicultural professional laboratory program, factors to be taken into consideration when designing such a program, and concepts and strategies for program implementation. (RC)

ED 115 603 88 SP 009 672

Logan, Juanita

**Project Utilize; Title III Evaluation 1974-1975.**

Cleveland Public Schools, Ohio. Div. of Research and Development.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Nov 75

Note—82p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Elementary Education, Junior High Schools, Mathematics Instruction, Parent Participation, Parents, Reading Instruction, \*Tutorial Programs, \*Tutoring, \*Tutors, \*Volunteers, \*Volunteer Training

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Ohio (Cleveland)

The general objective of Project Utilize was to help educators learn effective utilization of volunteer support. Volunteers were recruited from the school community. Nine volunteer and teacher training sessions were held. The volunteers, principals, and teachers were involved in viewing the training of volunteers on videotape. Pupils referred to this project were those who exhibited inadequate coping levels in reading and mathematics. The ratio of pupils to volunteers was dependent on the number of parent volunteers available in the school area. A Communications Council was formed to provide liaison between the project and the community-at-large. A Committee of the Whole, made up of teachers, principals, and volunteers, provided interaction at school parent meetings. Considerable improvement in the mastery of certain language arts and mathematics skills was demonstrated by 79.3 per cent of the pupils. The principals, teachers, and parents were generally enthusiastic about the project's success with pupils. Although 1974-75 was the final funding year of the project, it was felt that efforts must continue to provide effective use of volunteer skills to pupils who need tutoring in reading and mathematics skills. (Appended are 15 forms and questionnaires.) (RC)

ED 115 604 95 SP 009 673

Rosen, Jacqueline L.

**Perceptions of the Childhood Self and Teacher-Child Relations. Final Report.**

Bank Street Coll. of Education, New York, N.Y. Div. of Research.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BR-3-1489

Pub Date Aug 75

Grant—NE-G-00-3-0138

Note—112p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Autobiographies, \*Childhood, Family Role, Gifted, Graduate Study, Predictive Ability (Testing), Psychological Testing, Slow Learners, \*Student Teacher Relationship, \*Teacher Education, \*Teacher Evaluation, \*Teacher Qualifications, Test Construction

The goal of this research project was to design a personality test which would help select, guide, and place prospective teachers into situations where they would be happiest and most effective. A Developmental Self and Child Concept Scales (DSCCS) test was developed and administered to 81 women attending a graduate teacher training program. In the fall, the subjects had to answer questions about themselves as a child and themselves at that time. In the spring, they answered questions about their actual teaching experiences. Their advisors rated them on the same questions. Some of the results were as follows: (1) teachers' preference for active, aggressive, outgoing children, or shy, passive, withdrawn children was linked to which way they were as children themselves; (2) teachers who had had more secure, happy childhoods preferred outgoing children; (3) teachers who preferred gifted children viewed themselves as more gifted as children but also as more troubled; (4) teachers judged poor/fair seemed to have had the least resources to draw on in identifying with children or with positive adult role models; (5) "Myself as a Child" impressions were better indicators of teaching ability than "Myself Now;" and (6) individuals' and advisors' assessment of competence were similar. (CD)

ED 115 605 SP 009 674

Kohler, Helmut

**Lehrer in der Bundesrepublik Deutschland. Eine Kritische Analyse Statistischer Daten über das Lehrpersonal an Allgemeinbildenden Schulen. (Education in the Federal Republic of Germany. A Statistical Study of Teachers in Schools of General Education.)**

Max-Planck-Institut fuer Bildungsforschung, Berlin (West Germany).

Pub Date 75

Note—286p.; In German

EDRS Price MF-\$0.76 HC-\$14.59 Plus Postage

Descriptors—Educational Research, \*Employment Statistics, Foreign Countries, Personnel Data, \*Statistical Analysis, Statistical Data, Teacher Characteristics, \*Teachers

Identifiers—\*West Germany

The purpose of this study was to analyze the available statistics concerning teachers in schools of general education in the Federal Republic of Germany. An analysis of the demographic structure of the pool of full-time teachers showed that in 1971 30 percent of the teachers were under age 30, and 50 percent were under age 35. It was expected that distribution in the teacher pool by age, sex, and social origin would correlate roughly with those factors over the whole population. However, marked differences were found in teacher density by age group. This was attributed to differences in preparation required for different types of schools. An analysis of net changes in the teacher pool from 1966 to 1970 was also undertaken. It showed that manpower replacement needs are currently low, but because of insufficient data it was difficult to predict future trends in this area. This analysis also indicated that teachers often do not teach subjects for which they have been trained. (Data on working conditions and salaries of teachers are presented and discussed in this report, and numerous tables are included.) (PB)

ED 115 606 SP 009 675

Davies, Daniel R. Armistead, Catherine D.

**Inservice Education; Current Trends in School Policies and Programs.**

National School Public Relations Association, Arlington, Va.

Pub Date 75

Note—65p.

Available from—National School Public Relations Association, 1801 N. Moore Street, Arlington, Virginia 22209 (Stock No. 411-13321, \$6.75)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrative Personnel, \*Humanization, \*Inservice Programs, \*Inservice

Teacher Education, Program Evaluation, School Districts, \*Staff Improvement, Teacher Associations, \*Teacher Improvement, Teacher Role

This report on inservice education begins with an overview of the need for staff development programs. The districts contributing to this report offered their goals and objectives, their approaches to evaluation, and the new roles they see their teachers and administrative staff playing in education today. Chapter 1 contains a statement of the problem—how best to promote instructional staff development. In chapter 2, four school districts present examples of goals and objectives that will ensure a comprehensive and people-oriented program of staff development. The focus in chapter 3 is on the two levels of need that staff development programs are meeting. These needs are (1) teacher needs, and (2) organization needs. Examples of how several districts are meeting these needs are given. Program evaluation is the topic of chapter 4. Several different approaches to evaluation that school districts are using are discussed in this chapter. In chapter 5 the various roles of those involved in inservice education are defined, and again examples of programs are cited. Chapter 6 discusses the special needs of urban inservice programs, using the Dallas Independent School District as an example. A paradigm for studying teacher development is detailed in chapter 7. Finally, chapter 8 contains a summary of what is being done in the field of staff development. (RC)

ED 115 607 SP 009 676

Walter, Franklin B.

**Mandates for Evaluation: The National Overview.**

Pub Date 31 Oct 75

Note—9p.; Paper presented at the Conference of the Kentucky Association of Teacher Educators (Richmond, Kentucky, October 31, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Behavioral Objectives, \*Educational Accountability, \*Evaluation Criteria, Evaluation Methods, Performance Contracts, \*Performance Criteria, \*State Legislation, \*Teacher Evaluation, Teachers

The concept of accountability, or fixing responsibility for outcomes in education, is not new. As far back as 1912, administrators were responding enthusiastically to the idea of assessing teacher performance by objective criteria. Currently, the focus of the accountability movement is on evaluation. An evaluation procedure that would assist in the teaching-learning process as well as produce some measure of a teacher's effectiveness must include a clear definition of responsibilities, specific objectives, and assessment of results by these objectives. An evaluation system should be compatible with the mutual job expectations of both administrators and teachers. The individual being evaluated and the evaluator(s) should agree on performance objectives, work for their accomplishment, and jointly assess the results. Prevailing negative attitudes concerning education and, particularly, the effectiveness of our educational system have prompted education accountability and evaluation mandates. These legislative actions are attempts to mandate quality, and their success depends on the willingness of the educational community to monitor itself and to attempt to improve the quality of the teaching-learning situation. (PB)

ED 115 608 SP 009 677

Brubaker, Harold A.

**Who Should Become a Teacher? Current Student Selection-Retention Policies of Teacher Education Institutions.**

Note—9p.

Available from—Harold A. Brubaker, Dept. of Curriculum and Instruction, Bowling Green University, Bowling Green, Ohio 43402

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, \*Admission Criteria, Performance Based Teacher Education, Student Evaluation, \*Teacher Education, Teacher Qualifications

This study (1) describes student selection and retention procedures currently used by North Central Association colleges and universities which are accredited by the National Council for the Accreditation of Teacher Education, and (2) determines student selection and retention procedures which administrators of teacher education programs at the same institutions sug-

gested should be employed. A questionnaire designed to gather information concerning the criteria used for student selection and retention was developed. A random sample of 100 institutions, 98 of which responded, was selected from the above mentioned population. Analysis of the findings reveal that multiple selection and retention criteria are preferable to any single criterion; periodic checkpoints for review of student progress should exist; scholastic aptitude is the most widely applied criterion; few applicants are denied entry into teacher education programs; early identification of unsuitable teacher candidates is necessary; and a need exists for an introductory course in education to properly orient prospective teachers to the profession. (Author/DDO)

ED 115 609 SP 009 678

*Thibadeau, Gene*  
**Existentialism and Open Education: Divorce American Style.**

Pub Date 31 Oct 75

Note—25p.; Paper presented at the National Conference of the American Educational Studies Association (San Francisco, California, October 31, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Comparative Analysis, \*Existentialism, Individualism, Individualized Programs, \*Open Education, Philosophy, Student Centered Curriculum, Teacher Role

This paper attempts to provide an insight into a possible relationship between open education and existentialism. The first section of this paper broadly defines the concept of open education as a search for a more meaningful approach to learning. This section then defines open education more specifically through the use of the following six learning assumptions: (1) motivation, (2) conditions for learning, (3) social learning, (4) intellectual development, (5) evaluation, and (6) assumptions about knowledge. There follows a discussion of the philosophical basis of open education and how it can eventually be related to existentialism. The second section of the paper details, at some length, the intellectual importance of another paper which presents the argument that, in order for existentialism to be applied to education, what is initially required is the redefining or reinterpretation of the notion of education. This section also attempts to answer the question of whether or not existentialism can be applied to education. Section 3 examines how the open classroom teacher views his/her professional role based on the six previously listed learning assumptions. It also discusses how this new teacher role is based on themes peculiar to an existential interpretation. (BD)

ED 115 610 SP 009 679

*Hojak, Joseph L.*  
**Health Habits; Goal 6 Guide to Strategies for Improvement. PDE Working Paper.**

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Planning and Evaluation.  
Pub Date 75

Note—40p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Curriculum Development, Drug Education, Health Activities, \*Health Education, Health Programs, \*School Role, \*Student Behavior

This document examines the need for health education and presents suggestions for implementing and/or improving health education programs. Chapter 1 states that the school has an obligation to emphasize positive health practices in cases where the home has been deficient in encouraging the child to practice sound health habits. This chapter also describes assessment instruments for grades 8-11 which concentrate on the individual's willingness to consistently exhibit positive health habits. Chapter 2 first examines the fact that although there is an abundance of health textbooks and materials, students still do not practice good health habits. Research concerning the formation of health habits through school programs is then presented and discussed. The first part of chapter 3 presents suggestions for improving health education curriculum. Inservice teacher education and student surveys to determine what is deemed relevant by students are discussed as major tasks in upgrading the health education curriculum. Suggested methods of gathering information from students as to what they consider important to learn are presented,

along with a sample student questionnaire. The second part of chapter 3 describes on-going programs in drug abuse education. A scope and sequence chart to aid teachers in establishing the starting point and periods of greatest concentration in specific areas of instruction, and suggested pupil-teacher activities are appended. (PB)

ED 115 611 SP 009 680

*Fonger, Sandra, Comp. And Others*

**The Compilation of a Selected Bibliography of Relevant Theses and Research in International-Comparative Physical Education and Sport in the U.S.A. and Canada.**

Pub Date 72

Note—14p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Athletics, \*Bibliographic Citations, \*Bibliographies, Comparative Analysis, \*Cross Cultural Studies, Doctoral Theses, Foreign Countries, Masters Theses, \*Physical Education, Research  
Identifiers—\*Canada

The bibliography contains 187 entries and is divided into masters theses, doctoral dissertations, and miscellaneous materials. Although the majority of the entries are post-1960, entries are included from 1930 through studies currently in progress. (BD)

ED 115 612 SP 009 681

*Earhart, Connie*

**Multi-Ethnic Approaches to Teaching.**

Pub Date 20 Oct 75

Note—22p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Biculturalism, Classroom Environment, \*Cultural Awareness, \*Cultural Background, \*Cultural Interrelationships, \*Cultural Pluralism, Ethnic Studies, \*Learning Activities, Teaching

Identifiers—\*Multicultural Education

This document is a compilation of activities for a multiethnic approach to teaching. It begins with points to consider when creating a multiethnic atmosphere in the classroom. Next are suggestions for the learning environment. One of the suggestions is to display items as a source of stimulation for conversation and writing, such as photo-of-the-week, quote-of-the-week, or a bulletin board of poems by American poets of various ethnic backgrounds. Examples of these are included. A list of simulations and games and their sources is then presented. Five activities are then described along with the purpose for the activity and teaching hints. For example, the purpose of one of the activities is to help the student appreciate music as a form of communication which reflects people's feelings and generates concerns of the times. The activity involves listening to various types of music on a particular theme and analyzing the content. Lists of sources of free and inexpensive materials, journals, and newspapers that can be obtained, and do's and don'ts for teachers in multicultural settings are then listed. An article on identifying racism in school books completes this document. (RC)

ED 115 613 SP 009 682

*Watkins, Geneva F. Imig, David G.*

**Utilizing Competency Based Teacher Education as a Means for Facilitating Cultural Pluralism in American Schools.**

Pub Date [74]

Note—23p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Cultural Education, Cultural Pluralism, \*Intercultural Programs, \*Performance Based Teacher Education, \*Teacher Education  
Identifiers—\*Multicultural Education

Performance based teacher education (PBTE) and multicultural education are emerging as viable and compatible strategies for preparing school personnel. The American Association of Colleges for Teacher Education (AACTE) has provided national leadership in the study and encouragement of PBTE and multicultural education. AACTE faces many problems as it contemplates the future of multicultural or intercultural education. First there is the problem of encouraging people to view diversity as a positive factor in society. Also, there are too many people who refuse to accept, to admit, and/or to include the nature of cultural differences as a way of life. Another problem in implementing such a program is eliminating the present narrow view regarding multicultural education. The concerns of

multicultural education are of growing importance to America's society at large, and they should be treated as such. The very nature of PBTE lends itself to enhancing goals of multicultural education. The capabilities of PBTE and multicultural education must be synthesized in a comprehensive program which is applicable both individually and collectively to our multicultural youth. To begin incorporating the ideals and ideas of intercultural education would not only give new (and much needed) direction to American education, but would also enhance America's future. (RC)

ED 115 614 SP 009 683

*Mortenson, W. Paul Netusil, Anton J.*

**Attitudes of Prospective Teachers Toward the Culturally Different.**

Note—17p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Bias, Cultural Pluralism, \*Disadvantaged Youth, Education Courses, Ethnic Groups, \*Higher Education, Minority Groups, \*Practicums, Preservice Education, \*Social Discrimination, Student Attitudes, \*Teacher Education

This study examined whether or not prospective elementary school teachers can become more positively oriented toward culturally different children after taking teacher education courses that focus on teaching these children. Two groups were taught two courses dealing with disadvantaged youngsters. Group A took the course during the summer and did not have any interaction with such children. Group B took the courses during two consecutive fall and winter quarters and worked with culturally different children. Students were administered questionnaires which dealt with their feelings about minority people both before and after the courses. Conclusions were that students taught courses about minorities without having real-life experience with them became more prejudiced. Students who worked with minority people became less prejudiced in general. Results indicated that practicum experiences of student teachers should include interaction with children not of the dominant culture if the teachers are to avoid looking down on them or expecting them to fail. This is particularly important because children often live up or down to the expectations of their teachers. (CD)

ED 115 615 SP 009 684

*Weiskopf, Donald C., Ed.*

**Proceedings of the 1975 Dallas-SPRE Institute. A Progressive Approach to Park and Recreation Education.**

Society of Park and Recreation Educators, Arlington, Va.

Pub Date 19 Oct 75

Note—56p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Certification, Employment Opportunities, Higher Education, Human Services, \*Job Placement, \*Leisure Time, Parks, \*Professional Training, Psychological Needs, \*Recreation, Recreational Programs, Self Actualization, \*Teacher Educators

This report is divided into three parts. The first part is the opening address. It argues for the importance of constructive leisure as a human need. The essay suggests that recreation educators need to learn from such humanistic psychologists as Abraham Maslow, who have studied what man needs to achieve self-actualization. The second part of the report is divided into the topic statements of the discussion groups at the conference. These include concerns about higher standards of preparation in recreation programs, more progressive instruction, strengthening the professional image of recreation educators, helping students find jobs, and defining the content of training for two-year paraprofessional students and four-year degree candidates. Finally, the recommendations that each discussion group arrived at concerning recreation education are presented. (CD)

ED 115 616 40 SP 009 685

*Summerfield, Liane, Ed.*

**Guide to Information Systems in Physical Education and Recreation for Impaired, Disabled, and Handicapped Persons.**

American Alliance for Health, Physical Education, and Recreation, Washington, D.C.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 75

Grant—OEG-0-72-5454-233563

Note—41p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Directories, Guides, \*Handicapped, Information Centers, Information Networks, Information Sources, \*Information Systems, \*Physical Education, \*Recreation, \*Resource Guides

The information systems/centers listed in this guide are organized into the following five sections according to their area of concentration: (1) Education/Special Education; (2) the Sciences; (3) Physical Education, Recreation, and Related Areas; (4) Products and Services for Handicapped Consumers; and (5) Other. The systems and centers have also been listed alphabetically in a chart which appears at the beginning of the guide. This chart gives a general overview of each system, including main subject area, type(s) of materials available through the system (professional-use, child-use, or consumer-use), and the general services provided. The chart also serves as a table of contents. Terms used in describing the systems and centers are defined at the end of the guide, and suggestions for locating additional information are presented. (BD)

ED 115 617 SP 009 686

Ciampa, Bartholomew J.

Degradation: A Case Study Calling for Ethnic Education.

Pub Date [74]

Note—17p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Attitudes, Cultural Images, \*Discriminatory Attitudes (Social), \*Ethnic Groups, \*Ethnic Stereotypes, Ethnic Studies, Immigrants, \*Italian Americans, Literature, \*Minority Groups

Many credible sources refer to the various immigrant groups in a derogatory manner. Negative citations can be categorized in numerous ways. They might arise as a result of the geographic origin of the ethnic group; attraction to a particular occupation class; peculiarity of custom; religious or political affiliation; rate of delinquency, crime, or illiteracy; or physical appearance. The subtleties of degradation can take form in the seemingly innocuous omission or casual treatment of the origin of persons of distinguished achievement. Within the parameters encompassing the extremes of subtle and flagrantly obvious discrimination there exist numerous forms of ethnic degradation which might be categorized as (1) occupation class stereotyping; (2) stereotyping by perceived "natural" inclination; (3) stereotyping in terms of illiteracy, crime, or delinquency; and (4) stereotyping by using a generally derogatory characterization. Steps are now being taken to alleviate future degradation and also to provide members of certain ethnic minorities with the justice of a well-deserved positive ethnic identity and heritage on which to look back. The time has come for educators to utilize the diverse cultural backgrounds of their students as a vehicle to enrich American society because of, not in spite of, their ethnic heritage. (Examples of derogatory statements in literature toward Italians and Italian-Americans are given.) (RC)

ED 115 618 SP 009 687

Carpenter, John A. Torney, Judith V.

Beyond the Melting Pot to Cultural Pluralism.

Pub Date [73]

Note—24p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Acculturation, American History, Cultural Differences, \*Cultural Pluralism, \*Elementary Secondary Education, Ethnic Groups, \*Immigrants, \*Social Discrimination, Teacher Education

Identifiers—\*Multicultural Education

Assimilation of immigrants into the dominant culture of America helped to solidify a people, but at the same time the stimulation and opportunities for growth and change coming from a mixture of different people with different skills, values, and approaches to life were lost. Immigrants, particularly those from Eastern Europe, have been disparaged by ethnocentric writers. Children whose backgrounds are disparaged or ignored in public schools will feel badly about themselves, and children who have not been taught to appreciate and understand other peoples and cultures will grow up to be less adaptive and flexible adults. Early childhood may be the most promising time to teach children about

other cultures, both domestic and international. Learning a second language can be particularly helpful in fostering cross-cultural appreciation. Teachers themselves should have multicultural training so that they can sensitively and comprehensively offer an instructional program that encourages appropriate attitudes as well as teaches facts. (CD)

ED 115 619 SP 009 688

Sekaquapewa, Eugene

A Design for Community Involvement in CETE for Cultural Pluralism.

Pub Date Nov 73

Note—8p.; Paper presented at the Conference on Competency Based Teacher Education: The Potential for Multi-Cultural Education? Teacher Corps Associates (Madison, Wisconsin, November 1-2, 1973)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—American Indians, \*Biculturalism, Community Involvement, Cultural Pluralism, Higher Education, \*Hopi, Performance Based Teacher Education, \*Preservice Education, \*School Community Cooperation, Teacher Education, \*Teacher Interns

Identifiers—Teacher Corps

This paper describes the use of student teacher interns who lived and taught on a Hopi Indian reservation. People in the Hopi community housed these teachers and cooperated with them in the classroom and in formulating educational material that would be relevant to their local culture. One Teacher Corps team developed a whole Hopi unit in social studies. Teaching teams were led by a Hopi who coordinated educational and administrative tasks and helped the interns and the community communicate with each other. The author sees such model programs as useful in supplementing institutional teacher training for bicultural situations. (CD)

ED 115 620 SP 009 689

Sikes, Melvin P. Coe, Gerald Lynn

Report on Teaching in Multi-Cultural/Multi-Ethnic Schools (1974-75).

Pub Date 75

Note—39p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Community Involvement, \*Cultural Pluralism, \*Disadvantaged Youth, Ethnic Groups, Field Experience Programs, \*Higher Education, \*Preservice Education, Racial Balance, School Community Cooperation, Teacher Education, \*Teaching Skills

Identifiers—\*Multicultural Education  
This is a report on two courses, one undergraduate and one graduate, which taught education majors, through films, discussions, book reviews, field trips, and community work, how to become master teachers skilled in reaching culturally different children. The report examines the purposes and content of the courses and concludes that they were successful. Student-written course evaluations are included which praise the course and the instructors. Racial balance among the students and participation of people dedicated to teaching were seen to create a productive situation. Outlines of the schedule of classes, reading lists, and subjects covered in each class session are included. The authors feel that students who are culturally different must be seen as having educational disadvantages as great as those with physical and emotional problems, and that it is important for educators to grasp the essentials of good teaching when dealing with the culturally different, as has been with the emotionally and physically disadvantaged. (CD)

ED 115 621 SP 009 690

Sullivan, Allen R.

Issues in Assessing Multi-Cultured Youth: Its Implications for Teachers.

Pub Date Nov 73

Note—19p.; Prepared for the Conference on Competency Based Teacher Education: The Potential for Multi-Cultural Education, Teacher Corps Associates (Madison, Wisconsin, November 1-2, 1973)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Acculturation, \*Bias, \*Bilingual Education, \*Cultural Pluralism, Culture Free Tests, Discriminatory Attitudes (Social), Ethnic Groups, \*Intelligence Tests, \*Test Bias

There has recently been an increasing awareness that the United States is a culturally diverse nation. Many people have seen this diversity as a

divisive force and have therefore adhered to the melting pot theory. Everyone comes out of a melting pot the same. Consequently, (1) intelligence tests have been devised that are only relevant to the experiences of nonminority children; (2) schools have refused to offer bilingual education to Chinese, Mexican, and other children whose first language is not English; (3) courts have only recently considered offering bilingual translation of court proceedings; and (4) teacher training has rarely included anything that would focus a potential teacher's attention on the needs of culturally different children. In fact, many white teachers come to teaching with unfortunate prejudices against nonwhite children, as was shown by a study in which white female undergraduates consistently gave less praise, encouragement, or attention to black junior high students regardless of whether they had been told these students were gifted or nongifted. Intelligence tests are particularly susceptible to cultural bias; furthermore, they are limited in their ability to assess a child's real potential. The Dove Counter Balance Intelligence Test was created to help psychologists and others think about and design tests that recognize varieties of cultural experience and the different usages of language among different ethnic groups. (An example of this test is included.) (CD)

ED 115 622 SP 009 691

Jaramillo, Mari-Luci

Cautions When Working with the Culturally Different Child.

Pub Date Nov 73

Note—27p.; Paper presented at the Teacher Corps Associates Conference (Madison, Wisconsin, November 1-2, 1973)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Biculturalism, \*Bilingual Education, Bilingualism, Bilingual Students, Cultural Background, Cultural Differences, \*Cultural Education, Cultural Factors, \*Cultural Pluralism, Minority Groups, \*Spanish Speaking

Everyone in the United States has a cultural heritage which varies from the present mainstream culture of this country and yet, the majority of Americans have lost ties with their cultural background. This has occurred because of both the melting pot theory and the educational system that has developed under a philosophy. There has been a serious attempt made in our schools to fit everyone into one cultural mold. This cannot and should not be done. Bicultural programs are needed, particularly for groups such as the Puerto Ricans and Chicanos that have been able to easily harmonize with the mainstream culture. The task of the educator should be to ensure that the cultures of these children are not stolen from them in the classroom. There are many problems encountered in trying to establish culturally pluralistic programs in the schools. Among these are acceptance by the traditional educational system in America, the stereotyping of ethnic groups, ethnocentrism, and the training of teachers with a new awareness. There are also numerous factors which make up a good program but are difficult to achieve. The program must contain bilingual materials—it should include both English as a second language and Spanish as a second language—and must study both cultures. Finally, if a bicultural program is to work, teachers must always try to build the child's self-concept, and parents must be included in the program. [RC]

ED 115 623 SP 009 693

Houser, Norman W. And Others

About You and Smoking.

Pub Date 71

Note—64p.

Available from—Scott, Foresman and Company, Glenview, Illinois 60025 (No price quoted)

Document Not Available from EDRS

Descriptors—\*Elementary Education, \*Health, \*Health Education, Instructional Materials, Junior High Schools, \*Smoking, Stimulants, \*Tobacco

This booklet acquaints the student with current scientific knowledge about smoking and its effects on health, with the economic aspects of smoking, with ways in which young people might help those who now have a smoking problem, and with significant health statistics. It begins, in chapter 1, with a discussion of the history of tobacco and its use. Chapter 2 describes cigarette smoke and its effect on the air. Chapters 3 and 4

concern the lungs and respiratory system, the heart and circulatory system, and the effect that smoking has on them. How smoking causes illness, pain, and death is the topic of chapter 5. The cost of smoking, both financial and physical (such as fires), is discussed in chapter 6, while chapter 7 tells how students can help adults who already smoke. Chapter 8 lists facts that will hopefully discourage the student from smoking. Finally, a glossary of terms is presented. This book is intended for students in grades 4-9, although students in other grades may also find it interesting and useful. A pamphlet containing resource notes for teachers accompanies this booklet. (RC)

ED 115 624

SP 009 694

*Blanzaco, Andre And Others*

VD: Facts You Should Know.

Pub Date 70

Note—63p.

Available from—Scott, Foresman and Company, Glenview, Illinois 60025 (No price quoted)

Document Not Available from EDRS

Descriptors—Communicable Diseases, Health Education, Instructional Materials, Secondary Education, Sex Education, \*Venereal Diseases

This booklet presents information about venereal disease to the student in a simple, step-by-step way. It includes at least one question box on almost every page, requiring the reader to become actively involved with the material which is presented. The booklet is made up of seven sections, and is accompanied by a separate booklet which contains resource notes for teachers. Section 1 explores the nature of the problem, and includes discussions on the causes of gonorrhea and syphilis, how they are contracted, immunity, and treatments. Section 2 discusses how venereal disease affects the male and female reproductive organs. Sections 3 and 4, entitled Gonorrhea and Syphilis, include discussions of the symptoms, prevention, and treatment of these diseases. Section 5 contains a comprehension test with 25 questions relating to the previously covered material. The sixth section is composed of reference notes for the student and discusses how venereal disease probably began, the search for a cure, and venereal diseases and young people. The last section is a glossary of words used in the text. (BD)

ED 115 625

95

SP 009 695

*Bar-Tal, Daniel Frieze, Irene Hanson*

Attributions of Success and Failure for Males and Females as Actors and Observers.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—22p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Achievement, \*Evaluation, \*Failure Factors, Performance Factors, Sex Discrimination, Sex Stereotypes, Student Teacher Relationship, \*Success Factors

Identifiers—\*Causal Attributions

This study compares the differences in causal attributions of a person experiencing success or failure in an achievement situation (the actor) and someone who read about the situation (the observer). The subjects were given sets of anagrams which varied in difficulty. The results of both studies showed that actors were relatively more likely to perceive their outcomes as caused by external factors (task difficulty and luck), while observers attributed these outcomes more to internal factors (effort). Attributions for both actors and observers were also strongly affected by whether the outcome was a success or a failure. Hypotheses concerning significant differences in attributions made by male and female observers or actors were only weakly supported; however, the data that did emerge suggested a general tendency toward stereotypic thinking by both sexes, but especially by male observers. It has been suggested that the differential attributions made by an actor and an observer may cause conflicts in educational settings, where the student is the actor and the teacher the observer. However, this present study explores a situation that differs from a classroom situation, and additional research is needed to investigate differential attributions of teachers and pupils. (BD)

ED 115 626

SP 009 696

*Moriarty, Dick*

Integrate or Disintegrate!

Pub Date 9 Jun 75

Note—10p.; Paper presented at the Meeting of the Canadian Association of University Athletic Directors (University of Victoria, B.C., Canada, June 9, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Athletic Programs, \*Athletics, Cooperative Planning, Cooperative Programs, \*Financial Support, Foreign Countries, Higher Education, \*Intercollegiate Programs, \*Physical Education

Identifiers—\*Canada

This address cites studies, reports, and conferences having to do with the integration of physical education and athletics in Canadian universities. Some of the things the speaker notes are that (1) most Canadian colleges are integrated, and those that are not wish they were; (2) most researchers recommend integrating sports and offering them in conjunction with a physical education or health department; (3) more nonintegrated sports programs than integrated programs lost funding in recent years; (4) more integrated programs than nonintegrated offer 11 or more sports; (5) more money is spent on integrated programs than on nonintegrated programs; and (6) American sports programs, the majority of which are nonintegrated, are in bad shape financially despite their size and image. The speaker suggests that integrating Canadian sports programs offers the best hope of continuing Canada's excellent intercollegiate sports program. (CD)

ED 115 627

SP 009 697

Text of Presentation Monday, June 7, 1971; CAHER Convention, University Committee Athletic Scholarship Panel.

Windsor Univ. (Ontario). Faculty of Physical and Health Education.

Pub Date 71

Note—28p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Athletes, \*Athletic Programs, \*Awards, Foreign Countries, Recruitment, \*Scholarships

Identifiers—\*Canada

The introduction of new scholarships and awards in Canadian college athletics led to a panel discussion at the 1971 Canadian Association for Health, Physical Education, and Recreation on the issue of opposing or supporting such scholarships. The first participant supported them and felt it was wrong to assume Canadian sports would automatically imitate American mistakes of ignoring the athlete's academic life and allowing too much recruitment activity. The second participant felt athletes do not need special scholarships because in Canada financial aid is available to anyone who really wants a college education. Also, competitive recruiting would mean appealing to Americans to the disadvantage of Canadian boys, and the healthy, relaxed atmosphere surrounding Canadian sports in the past would be lost. A government spokesman supported third-party scholarships, particularly those in which the athlete gets the money from the government and decides for himself where to go to school. He did not see why sports should be singled out as a cultural activity not worth supporting. He also suggested that offering scholarships would keep promising athletic talent in Canada. The next participant warned that over-recruiting and commercialization in sports would follow, with physical education teachers having to engage in extensive recruiting and noncompetitive sports losing support. He said that the costs incurred in attracting larger audiences to big sports events cancel the profits. Reactors then gave additional views to which panelists replied. (CD)

ED 115 628

95

SP 009 698

New Perspectives in Intergroup Education.

Volume 1.

Maryland State Dept. of Education, Baltimore. Office of Curriculum Development.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 75

Note—362p.; For related document, see SP 009 699

EDRS Price MF-\$0.76 HC-\$18.40 Plus Postage

Descriptors—\*Curriculum Guides, Elementary Education, \*Intergroup Education, Intergroup Relations, Teaching Guides

Identifiers—\*Multicultural Education

Sections 1 and 2 provide the background for classroom implementation of intergroup education and include a statement of beliefs, the State position on intergroup education, delineation of practical implementation, and required supportive services for this program. Sections 3-5 are intended for the guidance of the classroom teacher and include the overall guide objectives for the teacher and the student, the recurring themes in intergroup education, and an explanation of how the objectives and themes can be implemented. Sections 6 and 7 contain the teaching units for kindergarten and elementary grades, additional learning activities, and selected bibliographies for the instructional levels. Section 8 contains a selected bibliography for teacher reference. Each teaching unit contains learning objectives and activities and a list of materials and resources. Assessment tasks are listed for each instructional objective. Additional supportive activities are included for sections 6 and 7. (BD)

ED 115 629

95

SP 009 699

New Perspectives in Intergroup Education.

Volume 2.

Maryland State Dept. of Education, Baltimore. Office of Curriculum Development.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 75

Note—383p.; For related document, see SP 009 698

EDRS Price MF-\$0.76 HC-\$19.67 Plus Postage

Descriptors—\*Curriculum Guides, \*Intergroup Education, Intergroup Relations, Secondary Education, Teaching Guides

Identifiers—\*Multicultural Education

Sections 1 and 2 provide the background for classroom implementation of intergroup education, delineation of practical implementation, and a listing of required supportive services for this program. Sections 3-5 are intended for the guidance of the classroom teacher and include the overall guide objectives for the teacher and the student, the recurring themes in intergroup education, and an explanation of how the objectives and themes can be implemented. Sections 6 and 7 contain the teaching units for the junior high and high school, additional learning activities, and selected bibliographies for the instructional levels. Section 8 is a selected bibliography for teacher reference. Each teaching unit includes learning objectives and activities and a list of materials and resources. Assessment tasks are listed for each instructional objective. Additional support activities are included for sections 6 and 7. (BD)

ED 115 630

SP 009 700

*Loritz, Daniel B.*

A Progress Report on the Development of the Minnesota State IGE Network 1973-75.

Pub Date Jun 75

Note—19p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Individualized Instruction, \*Individualized Programs, Networks, Program Evaluation, \*State Programs

Identifiers—\*IGE, Minnesota

This is a progress report on the development of the Minnesota State Individually Guided Education (IGE) Network. The foreword states that the state IGE network came into being in July of 1973 in response to a need for the continuing awareness, implementation, and refinement of IGE on a statewide basis. Section 1 is an introduction which explains the purpose of the report: to determine how the IGE Network is being evaluated and what the results of that evaluation are. The procedures used to gather the data for the report are listed in section 2, while the data is presented in the third section. The fourth section lists conclusions, the major one being that, in terms of its purposes, the State IGE Network is in the process of fulfilling its major goals. Recommendations for the Leadership Committee of the State IGE Network are presented in the last section. (RC)

ED 115 631

SP 009 701

*Mueller, Doris L.*

Where the Graduates Are.

Note—13p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage



**Descriptors**—Career Change, \*Education Majors, \*Faculty Mobility, \*Teacher Employment, Teacher Placement, \*Teachers, Teachers Colleges, \*Teaching Experience

**Identifiers**—Harris Teachers College

This study attempted to determine whether those who enter teaching remain in the profession or use teaching as a stepping stone to other occupations. The study was conducted at Harris Teachers College in St. Louis, Missouri. The following two groups of graduates were identified for followup: (1) those who received a Bachelor of Arts in Education in 1970, and (2) those who received a Bachelor of Arts in Education in 1965. The data were collected by examining the personnel records of the St. Louis Public Schools and by direct contact with the graduates, either by telephone or by letter, during the summer of 1975. Data were obtained for 76.8 percent of the graduates. The findings indicated that students who prepare for teaching at Harris Teachers College do enter and remain in the profession. Only 4.5 percent of the 1970 graduating class and 8.8 percent of the 1965 graduating class had left teaching for noneducational employment. It was also shown that more men than women and more whites than blacks were likely to leave the profession. Since the results of this study are based on a sample consisting of two groups of graduates from one institution, they can be regarded as only suggestive, and additional studies are needed to determine their validity. (Several tables are included.) (RC)

**ED 115 632** SP 009 702

*Whipple, Babette S.*

**Dynamics of Discussion: Grouptalk.**

Pub Date 75

Note—467p.

Available from—Porthole Press, Box 417, Belmont, Massachusetts 02178 (\$13.95 cloth, \$8.95 paper)

**Document Not Available from EDRS**

**Descriptors**—\*Discussion (Teaching Technique), Discussion Experience, \*Discussion Groups, Discussion Programs, \*Group Discussion, Student Participation

**Identifiers**—\*Grouptalk

Grouptalk, a communication model with many actual and potential uses, was initially developed to help children become more skilled as participants in small-group discussions; the model has since become a multipurpose learning technique. The Grouptalk model is defined in chapter 1. Chapters 2 and 3 describe in detail how to set up and lead sessions with children and adults. Chapter 4, which outlines the potential gains from participation in a series of sessions, is basic to the understanding that underlies excellence in leadership skill. Chapter 5 is concerned with the actual improvement of specific groups. Chapter 6 discusses the potential benefits to leaders from acquiring the skills of Grouptalk leadership. Ways to acquire leadership skills is the topic of chapter 7. Chapter 8, with examples of adaptation, underlines the message that as one gains familiarity with the Grouptalk model designed for use under ideal conditions, both the possibility and advisability of introducing modifications should be kept in mind. By illustrating the variety of ways Grouptalk has been and can be applied, chapter 9 denies the allegation that the Grouptalk model was limited usefulness because it rigidly specifies conditions unobtainable in most schools today; one can adapt the technique for large classes and for children with hearing impairments. Appendixes 1 and 2 give the specifics for this adaptation. Appendix 3 describes a situation in which second-graders draw pictures while listening to the playback. (BD)

**ED 115 633** SP 009 703

**Local Library Resources for a Multi-Ethnic Curriculum. A Model Program in Multi-Ethnic Heritage Studies.**

Mankato State Coll., Minn.

Note—240p.

**EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage**

**Descriptors**—Asian Americans, \*Bibliographies, Elementary Secondary Education, \*Ethnic Groups, \*Ethnic Studies, Jews, Mexican Americans, \*Minority Groups, Negroes, \*Subculture

The sources listed in this bibliography are materials available in the Mankato State College Memorial Library. The materials are arranged alphabetically by subject. Both print and nonprint materials are included. The subject headings used are the Library of Congress subject headings. The

sections are arranged according to the following ethnic groups: (1) Asian-Americans, (2) German-Americans, (3) Norwegian-Americans, (4) Irish-Americans, (5) Jewish-Americans, (6) Afro-Americans, (7) Mexican-Americans, and (8) Swedish-Americans. There is also a section containing an annotated bibliography of Afro-American, Mexican-American, and Multi-Ethnic Studies resources designed specifically for classroom use. This section is divided into elementary print materials and secondary print materials and arranged alphabetically by subject. (RC)

**ED 115 634** SP 009 704

**Native American Resources Annotated Bibliography of Print and Non-Print Materials. A Model Program in Multi-Ethnic Heritage Studies.**

Mankato State Coll., Minn.

Pub Date 75

Note—120p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—\*American Indian Culture, \*American Indians, \*Annotated Bibliographies, Elementary Secondary Education, Ethnic Groups, \*Ethnic Studies, Minority Groups, \*Tribes

This is an annotated bibliography of print and nonprint materials for programs in Native American Studies. It is divided into elementary level materials and secondary level materials. Each section is arranged alphabetically by subject. Most subject headings in this resource begin with a name of a tribe, nation, or a geographical area. General headings such as art, captivities, legends, music, fiction, and religion have also been used. (RC)

**ED 115 635** SP 009 705

**Multi-Ethnic Curriculum Units Primary, Intermediate, and Secondary Levels. A Model Program in Multi-Ethnic Heritage Studies.**

Mankato State Coll., Minn.

Note—252p.

**EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage**

**Descriptors**—\*Cultural Awareness, Cultural Background, \*Curriculum Guides, Curriculum Planning, \*Elementary Secondary Education, \*Ethnic Groups, Ethnic Stereotypes, \*Ethnic Studies, Films, Music, Poetry

This curriculum guide contains a preface and an introduction for each level of learning plus three parts. The preface and introduction make a case for reversing the trend in American schools of teaching children to be well-assimilated Americans. They state, rather, that children should be encouraged to know and be proud of their ethnic heritage as well as the ethnic background of others. Primary level units include a lesson on "I'm Special" and "Differences Equal You and Me." The child learns to value his/her own specialness and to understand the things he/she has in common with other children in addition to their differences. General objectives (or rationale) and specific procedures, including suggested songs, exercises, and poems, are included. The intermediate level units focus on specific ethnic groups such as German, Jewish, black, Mexican-American, and others. These units are more sophisticated than those in the first group, and include maps, bibliographies for students and teachers, and imaginative exercises, one of which, for example, involves children in constructing a hypothetical community. The third part is for secondary schools. The model units are designed to be useful in a number of classes besides social studies. Some of the units that are presented are Asian-American culture, minority literature, folk dances, and European influences on architecture. A list of film topics for philosophical discussion, ideas for role playing, and recipes are included. (CD)

**ED 115 636** SP 009 706

*DuShaw, Martha Wantz, Molly S.*

**A Cooperative Project to Evaluate Health Education at the Elementary Level.**

Pub Date 30 Aug 75

Note—54p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Behavioral Objectives, Curriculum, \*Elementary Education, \*Elementary School Students, \*Health Education, Health Guides, \*Inservice Teacher Education, Objective Tests, Performance Criteria

**Identifiers**—Michigan, \*Objective Reference Tests

This study determined the effects of health instruction upon the Objective Reference Test (ORT) scores of students in grades one through five of the Troy School District in Troy, Michigan. In September 1971, all elementary teachers in Michigan were instructed to begin teaching substance use and abuse. An Elementary Health Committee was established to design a curriculum guide for health education incorporating most of the Minimal Performance Objectives (MPO) prepared by the Michigan Department of Education. Upon completion of the guide, the Committee needed to prepare teachers to implement the curriculum. A graduate level course (HED 5231) was, therefore, designed and presented to the teachers. The Troy School District was chosen to be a field testing site for the Michigan Department of Education. Elementary students of teachers who had enrolled in HED 5231 became the experimental group. The control group was made up of classes at the same grade and in the same elementary school as the experimental group, but whose teachers had not enrolled in HED 5231. The experimental group received instruction in the MPOs and were then given assessment tests. The same assessment tests, without instruction, were given to the control group. The study showed that health instruction generally improved ORT scores, that differences on the ORT occurred at grade levels and in content areas, and that a graduate level curriculum in health education was valuable to elementary teachers. (RC)

**ED 115 637** SP 009 707

*Scanlon, James V.*

**Self-Reported Health Behavior and Attitudes of Youths 12-17 Years, United States. Data from the National Health Survey, Series 11, Number 147.**

National Center for Health Statistics (DHEW), Rockville, Md.

Report No.—DHEW-(HRA)-75-1629

Pub Date Apr 75

Note—96p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.45)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—Attitudes, Behavior, Dental Health, \*Health, \*Health Activities, High School Students, Junior High School Students, Leisure Time, \*Medical Treatment, \*Physical Health, Questionnaires, Smoking, Values

**Identifiers**—United States

This report is a description of self-reported health behavior and attitudes of American youths based on questionnaire responses of a national probability sample of noninstitutionalized youths, 12 through 17 years of age. Topics include behavior and attitudes relating to general health status, cigarette smoking, physical appearance, personal independence, use of leisure time, values, perception of the need for medical or dental care, and aspects of social behavior. Variations in health behavior and attitudes associated with the age attitudes associated with the age and sex of the youths are also discussed. Fifty detailed tables are included. Appended are technical notes and self-report questionnaire forms. (Author/RC)

**ED 115 638** SP 009 708

*Frederick, A. B.*

**The Tension Literature.**

Pub Date 75

Note—21p.; Paper presented at the Annual Meeting of the American Association for the Advancement of Tension Control (2nd, Chicago, Illinois, 1975); Not available in hard copy due to marginal legibility of original document

Available from—A. B. Frederick, Department of Physical Education, University of Wisconsin, Superior, Wisconsin 54880 (\$0.50)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Anxiety, \*Bibliographies, \*Emotional Response, Human Body, \*Physiology, Psychological Patterns, Psychological Studies, \*Psychophysiology, Reference Materials, Research Criteria

**Identifiers**—\*Tension

This is a bibliography of literature on the subject of tension. Books, films, and periodicals with a bearing on stress, relaxation, anxiety, and/or methods of controlling stress are listed from the fields of physiology, psychology, and philosophy. New methods such as transcendental meditation

and biofeedback are analyzed briefly and criteria are suggested for evaluating research. Annotations are supplied for most of the books listed; some books are reviewed in more detail. Publishers' addresses and costs are provided for the majority of the entries. (CD)

**ED 115 639 95 SP 009 709**  
**Roots of America; A Multicultural Curriculum Resource Guide for 7th, 8th, and 9th Grade Social Studies Teachers.**

National Education Association, Washington, D.C.; New Jersey Education Association, Trenton.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date 75

Note—174p.

Available from—Publications Division, National Education Association, 1201 Sixteenth Street, N.W. Washington, D.C. (Stock No. 1373-5-00, No price quoted)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—American Indians, Asian Americans, \*Ethnic Groups, \*Ethnic Studies, Italian Americans, Jews, Junior High Schools, Mexican Americans, \*Minority Groups, \*Multicultural Textbooks, Negroes, Polish Americans, Puerto Ricans, Secondary Education

**Identifiers**—Elementary and Secondary Education Act Title IX, ESEA Title IX, Ethnic Heritage Project, \*Multicultural Education

This guide is divided into three parts. Part 1 provides the purpose and goals of ethnic studies and explains how to use the guide. Part 2 contains eight units for the study of ethnic experiences. These include (1) Native American, (2) Mexican American, (3) Black American, (4) Jewish American, (5) Italian American, (6) Polish American, (7) Japanese American, and (8) Puerto Rican. All but one of the units begin with an introduction, after which inquiry topics are presented. Inquiry topics contain learning concepts (objectives), questions for exploration, and activities and projects. A bibliography of resources completes each ethnic experience unit. Part 3 contains three appendixes, the first of which is a paper entitled *Ethnicity and Education: Cultural Homogeneity and Ethnic Conflict*. The second appendix is an analysis of a NEA/N-JEA Ethnic Studies Programming Survey, and the third contains abstracts of projects funded by the Ethnic Heritage Studies Program, ESEA Title IX. Learning concepts and activities are listed for each inquiry topic. Instructional materials are listed for each ethnic experience unit. No provision indicated. (RC)

**ED 115 640 SP 009 711**  
**Toward Understanding: Human Relations in Maryland Schools.**

Maryland State Dept. of Education, Baltimore.

Pub Date Oct 73

Note—30p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors**—Administrator Attitudes, Human Relations Organizations, \*Human Relations Programs, Interpersonal Relationship, \*Interviews, Opinions, Parent Attitudes, \*Race Relations, \*Racial Discrimination, \*State Departments of Education, Teacher Attitudes

This report concerns efforts of the Maryland State Department of Education to improve black-white relations throughout the school system. It describes a special staff within the Department of Education whose concerns include institutes and workshops on human relations; recruitment, hiring, and promotion; resolution of intergroup problems; and evaluation of courses, materials, and training programs. It also describes a Human Relations Council, established in May 1973, to promote self-respect and respect for others in students and encourage acceptance of different ethnic and racial groups. The bulk of the document consists of excerpts from taped interviews conducted by a private consultant for the Maryland Board of Education, in which students, teachers, parents, and administrators talked about their views of each other and offered suggestions on what could be done to improve race relations. The excerpts are short quotations which reflect a range of views from hostility and fear to respect and trust, from optimism to pessimism. A questionnaire at the end of the document is intended to generate feedback on this way of presenting information on human relations. (CD)

**ED 115 641 SP 009 712**

**Bryant, Brenda, Ed.**

**Teacher Corps Conference. A Sharing of Experiences.**

Syracuse Univ., N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date Jun 74

Note—96p.; Papers prepared for the Teacher Corps Cycle Staff Development Conference (8th and 9th, Washington, D.C., June 9-13, 1974)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—Community Role, \*Demonstration Programs, Diagnostic Teaching, \*Disadvantaged Youth, Educational Change, Open Education, \*Performance Based Teacher Education, \*Preservice Education, \*Public School Systems, Racial Discrimination, Teacher Educators

**Identifiers**—\*Teacher Corps

This report comes out of the 1974 Teacher Corps Conference, which was held to acquaint Teacher Corps personnel with new ideas to enhance their abilities to train interns to work with children with special needs. The first part of the report is composed of 18 speeches on topics such as: community involvement in education, ethnic diversity, discrimination, performance-based teacher education, handicapped children, and the past and future of Teacher Corps. The next part consists of seven reports based on small, informal skill sessions held to give participants opportunities to learn about competency-based teacher education and diagnostic-prescriptive teaching. The majority of the presentations stress the problems and issues which have contributed to the imperfect functioning of the public schools, and represent a commitment on the part of speakers to try to show how the Teacher Corps can be a tool in improving the public school system through creating effective models of what can be done. (CD)

**ED 115 642 SP 009 713**

**An Inservice Project in Multi-Cultural Studies for Professional Staff 1973-1976. A Regional Project.**

Pacific Coll., Fresno, Calif.

Pub Date Nov 73

Note—27p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Cultural Awareness, \*Ethnic Groups, Human Relations Programs, Inservice Courses, \*Inservice Teacher Education, \*Minority Groups, Regional Planning, \*Regional Programs, \*School Districts

**Identifiers**—\*Multicultural Education

Seven California school districts, all of them with substantial numbers of minority students, created a regional inservice program for teachers intended to make their understanding of and instruction of minority children more appropriate. Superintendents, students, and members of the communities were involved in the plans. Teachers received credit for taking local college courses on racial and ethnic minorities. Superintendents provided information on minorities in each school; closed circuit TV programs on minorities were shown; and districts held seminars with parents and students to reveal ethnic feelings. Teachers were also given credit for attending college courses on teaching strategies for minority children. Each district, and especially target schools, used these and other approaches to improve staff awareness and also to draw parents and others from the community into the program. (Information on the school districts, and outlines of the goals, the planning process, and general program information are presented. Outlines and bibliographies for the college courses are included in the appendix.) (CD)

**ED 115 643 SP 009 714**

**Schnur, James O.**

**A Handbook for Migrant Education in Iowa.**

Pub Date 18 Jun 75

Note—120p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—\*Community Migrant Projects, \*Migrant Child Education, Migrant Children, \*Migrant Education, \*Migrant Schools, Transient Children

**Identifiers**—\*Iowa

This handbook on migrant education is for educators in the state of Iowa who are currently responsible for the operation of migrant educa-

tion programs, for those who anticipate such a role in the future, and for those who are generally interested in this topic. Chapter 1 deals with the emergence of migrant education in the state of Iowa. Discussed in this chapter are the Iowa migrant education administrative structure and each of the three migrant education programs in the state. Chapter 2 contains information on federal and state enabling legislation, and the operational goals and objectives for migrant education. Included are definitions of key terms. Chapter 3 deals with the basic steps and procedures to be attended to in initiating, maintaining, and concluding a migrant educational program in the state of Iowa. Chapter 4 probes the actual practices and possible future practices of Iowa's migrant education programs, as well as practices from other states. Appended are federal guidelines and the rights and responsibilities for Public Law 93-380, and various applications and forms. A bibliography is also included in this handbook. (RC)

**ED 115 644 95 SP 009 715**

**Orozco, Cecilio**

**A Graduate Training Program Developed for Elementary School Spanish-English Bilingual Teachers (A 1969-1975 Research and Development Study). Part I, Bilingual Teacher and Trainer Institute Follow Up.**

New Mexico Univ., Albuquerque. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—014750

Pub Date 75

Grant—OEG-0-71-1056

Note—155p.; Appendix C (pages 85-94) is of marginal reproducibility

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors**—\*Bilingual Education, Bilingual Teachers, \*Cultural Education, English, Higher Education, \*Inservice Teacher Education, Spanish, \*Teacher Education, \*Teacher Education Curriculum

**Identifiers**—\*University of New Mexico

This study is addressed to the graduate level needs of prospective elementary school bilingual teachers who did not graduate from bilingual programs at the Bachelor's level, and to the development of a model for training those prospective teachers. An evaluation was performed to determine which curriculum areas of the New Mexico University Bilingual Teacher and Teacher Trainer Institute were perceived as effective and ineffective by participants. Two questionnaires of differing formats were devised for this purpose. After the participants had completed and returned the first questionnaire, they were interviewed concerning their responses. The second questionnaire was adapted to the respondent's reaction to the format of the first questionnaire. Another interview was held with each participant to clear up some items. Also, an interrogation letter was sent to seven bilingual program directors in New Mexico about what would constitute a good graduate program for bilingual teachers. The study showed that the following three main areas should be a minimum graduate component for the preparation of teachers for bilingual/bicultural (Spanish/English) programs: (1) culture, (2) language, and (3) pedagogy. The results from this study represent the voice of teachers in bilingual/bicultural programs and should be taken as a serious mandate. (Appended are 11 items representing legislation, graduate programs, a proposal, the Bilingual Program Director's input, certification criteria, letters, and guidelines.) (RC)

**ED 115 645 95 SP 009 716**

**Cycle 8 Teacher Corps Project. September, 1973 to August, 1975. Final Report.**

Iowa Univ., Iowa City.

Spons Agency—Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date [75]

Note—204p.

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**

**Descriptors**—Bilingual Teachers, \*Field Experience Programs, \*Internship Programs, \*Performance Based Teacher Education, Preservice Education, \*Teacher Education, Teaching Experience

**Identifiers**—\*Teacher Corps

This is the final report of the Cycle 8 Teacher Corps Project of the University of Iowa. The pro-

ject was designed for 20 bilingual interns, all third and fourth year undergraduates. The cooperating teachers were selected upon the recommendation of local superintendents and principals. The planning period of the program was August 1973 to May 1974. The interns completed their preservice in August 1974 and immediately began the inservice period working in various communities. Each intern experienced working in both the lower and upper elementary grades. During the inservice, the interns were involved in developing proposals for community projects. During the 1975 summer session, they completed all work required for the bachelor's degree and/or certification. As a result of the project, competency-based and field-based teacher training programs were seen to be viable approaches to teacher education. The project appeared to have an impact on the schools and communities served. (Appended to this report are an excerpt from "An Analysis of Extended Planning Periods for Teacher Corps Projects;" module clusters; a list of advisory committee members, interns, and cooperating teachers; orientation activities; grading procedures and an evaluation form; a letter of explanation regarding Teacher Corps grading procedures; faculty summaries of Teacher Corps modules; and program evaluation forms.) (RC)

**ED 115 646** SP 009 718

**Multi-Ethnic Contributions to American History.**

**A Supplementary Booklet, Grades 4-12.**

Caddo Parish School Board, Shreveport, La.

Note—57p.; For related document, see SP 009 719

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Achievement, \*American History, \*Cultural Background, Elementary Secondary Education, \*Ethnic Groups, \*Ethnic Origins, \*Teaching Guides

Identifiers—\*Multicultural Education

This booklet is designed as a teacher guide for supplementary use in the regular social studies program. It lists names and contributions of Americans from all ethnic groups to the development of the United States. Seven units usable at three levels (upper elementary, junior high, and high school) have been developed, with the material arranged in outline form. These seven units are (1) Exploration and Colonization; (2) The Revolutionary Period and Its Aftermath; (3) Sectionalism, Civil War, and Reconstruction; (4) The United States Becomes a World Power; (5) World War I—World War II; (6) Challenges of a Transitional Era; and (7) America's Involvement in Cultural Affairs. Bibliographical references are included at the end of each unit, and other source materials are recommended. (Author/BD)

**ED 115 647** SP 009 719

**Multi-Ethnic Contributions to American History.**

**A Supplementary Booklet, Grades K-3.**

Caddo Parish School Board, Shreveport, La.

Note—40p.; For related document, see SP 009 718

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Achievement, Activity Learning, American Culture, \*American Studies, Bibliographies, \*Ethnic Groups, Films, \*Instructional Materials, Learning Activities, Music, Negro Achievement, \*Primary Education, \*Teaching Guides

Identifiers—\*Multicultural Education

The booklet is intended for primary school teachers. It lists 22 suggested activities as well as ideas for using music, art, and bulletin boards for multicultural education. The purpose of the first activity is to provide opportunities to discuss great Americans of different ethnic backgrounds. An extensive list is included which contains members of many ethnic groups (mostly men) who have made contributions in medicine, sports, science, civil rights, the military, and entertainment. A bibliography of books and films is also included for both teachers and students. (CD)

**ED 115 648** SP 009 720

**School Suspensions. Are They Helping Children?**

Washington Research Project, Cambridge, Mass.

Children's Defense Fund.

Pub Date Sep 75

Note—257p.

Available from—Children's Defense Fund, 1746

Cambridge Street, Cambridge Massachusetts

02138 (No price quoted)

Document Not Available from EDRS

Descriptors—\*Child Advocacy, Children, Civil Liberties, \*Discipline Policy, Discipline Problems, Due Process, Educational Legislation, Federal Legislation, Misbehavior, \*Racial Discrimination, School Law, School Policy, \*Student Rights, Students, Student School Relationship, \*Suspension, Violence

The Children's Defense Fund Studied school suspension data from HEW's Office of Civil Rights and held independent interviews with administrators, students, and community members in districts around the country. They concluded that suspending children from school happens arbitrarily and very frequently, for non-serious reasons, without fair review of the decision, does a disservice to the child, and is educationally useless. These findings are found in this six-chapter book, with numerous tables and appendixes providing supplementary statistical and background information, documents, and correspondence. Chapter 1 includes interviews with educators talking about their efforts to handle discipline problems without suspensions. Chapter 2 goes into the reasons why children are suspended and why suspension is harmful. Chapter 3 includes data on the use of suspension. Chapter 4 details the issue of racial discrimination in suspension, and recommends federal compliance guidelines. Chapter 5 argues for the end of suspension for non-substantive reasons and proposes a plan for due process in suspension. Chapter 6 examines schools where alternatives to suspension are being tried. The concern of the book as a whole is to dispel what are thought to be popular assumptions that suspension is infrequent, necessary, or helpful to the child; to argue that the incidence of violence in the schools is over-rated and in any case not addressed seriously or usefully; and to protect children's right to be different in behavior, race, or otherwise, without risking suspension. (CD)

**ED 115 649** 95 SP 009 721

**Bergstrom, Rosemary Olson, Paul A.**

**A Time Half Dead at the Top: The Professional Societies and the Reform of Schooling in America—1955-1975.**

Nebraska Univ., Lincoln. Curriculum Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—333p.

Available from—Nebraska Curriculum Development Center, Andrews Hall, University of Nebraska, Lincoln, Nebraska 68508 (No price quoted)

**EDRS Price MF-\$0.76 HC-\$17.13 Plus Postage**

Descriptors—Curriculum Development, \*Educational Change, Federal Legislation, \*Humanities, Professional Associations, Professional Occupations, \*Sciences, Socialization, \*Social Sciences, Standards, State Licensing Boards

This report contains critiques of American professional societies by the Study Commission on Undergraduate Education and the Education of Teachers. The critiques examine the following five areas: (1) effects of professional societies on curriculum, preparation of teachers, and programs in public schools; (2) effects of professional societies on educational reform in higher education, on departmental divisions, and on curriculum of higher education; (3) the professional society's own informal curriculum and socialization process; (4) accreditation activities of professional societies; and (5) lobbying activities of professional societies and their effect on undergraduate education. The commission evaluated data received from professional societies and believes that by and large professional societies tend to be more concerned with their own status and the status of their disciplines than in disseminating knowledge of their disciplines or in improving young people's education in their disciplines. The critiques are divided into sections on scientific societies, social science professional societies, and humanities. Supplementary essays on broad themes are included along with the critiques evaluating specific professional societies. The report makes recommendations for making professional societies more responsive to the needs of the society and the public whose tax money helps support them. (CD)

**ED 115 650** SP 009 722

**Eyler, Marvin H.**

**The Teaching of the History of Physical Education and Sport in the United States and in Canada.**

Pub Date 75

Note—11p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Athletics, \*College Majors, Course Descriptions, Higher Education, History, \*History Instruction, \*Physical Education

Twenty-seven universities were surveyed to determine types of programs, approaches, problems, and solutions in teaching the history of physical education and sport. All those that responded (23) indicated that they had at least one course in this field. Both elective and required undergraduate and graduate courses were offered at different institutions. Courses were usually three hours per week for one semester, and the normal format was the lecture, often with visual aids. Problems identified included overly large classes, insufficient time to cover the subject, lack of qualified faculty and appropriate texts, and student unfamiliarity with history. Recommendations to improve classes included provision of greater curriculum balance, with more attention to humanities; more emphasis on history; and greater involvement of historical organizations in taking on projects such as producing visual aids. Suggested innovative techniques included having students give mini-papers, going to museums, talking about current events, and using reproduced prints of primary sources. Beginning level classes focused on an understanding and appreciation of sport, while upper level classes dealt with the role of sport in society, and graduate classes stressed methods of historical research. (CD)

**ED 115 651** SP 009 724

**Alvir, Howard P.**

**Correcting One Practical Difficulty of Teaching with Modules.**

Pub Date 1 Jan 75

Note—18p.

Available from—Affirmative Action Council, 27 Norwood Street, Albany, New York 12203, Tel. 518-438-5787 (on loan)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Teacher Education, \*Teaching Guides, \*Teaching Methods, \*Teaching Models, Teaching Procedures, Teaching Techniques

Identifiers—\*Learning Modules

This paper discusses one practical difficulty that emerges when teachers begin to construct learning modules: that most module developers make the error of becoming "course choppers" rather than "system builders." The paper is written for teachers who have begun the process of developing modules and have encountered organizational difficulties. The paper stresses learner reinforcement: the teacher must see how the pieces of the course will fit together and the learner must reinforce himself/herself through a selection of motivational experiences coordinated into a coherent system by the teacher. The paper is presented in a question and answer format. The questions are the types that teachers ask when presented with modular instruction as an alternative approach to teaching, and the answers are those developed by teachers to explain this approach to one another. (BD)

**ED 115 652** SP 009 725

**Continuing Education for Teachers. Bibliographies in Education. No. 53.**

Canadian Teachers' Federation, Ottawa (Ontario).

Report No—C-75105

Pub Date Jun 75

Note—71p.

Available from—Canadian Teachers' Federation, 110 Argyle Avenue, Ottawa, Ontario, K2P 1B4 (No price quoted)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Annotated Bibliographies, Credit Courses, Curriculum Development, Delivery Systems, Inservice Programs, \*Inservice Teacher Education, Instructional Media, Leadership Training, Performance Based Education, Released Time, Student Improvement, Teacher Centers

This bibliography on continuing education for teachers covers a period of approximately five years, and is partially annotated. Some of the entries are available through ERIC and are listed with their ED numbers. The bibliography is divided according to the following subtopics: (1) competency-based programs; (2) continuing education in general; (3) the continuing education unit; (4) curriculum development by teachers;

(5) delivery systems; (6) effects of inservice training on student learning; (7) inservice programs on behavior modification, environmental and outdoor education, family life, nutrition and consumer education, human relations, individualized instruction, language arts, reading, open classroom, physical education, science and mathematics, social studies, special education, and vocational and technical training; (8) leadership development; (9) planning and organizing inservice teacher education; (10) released time, course credits; (11) teacher centers; and (12) use of media inservice programs. (RC)

ED 115 653 95 SP 009 726

*Bar-Tal, Daniel*

**Individual Differences and Attributional Analysis of Achievement-Related Behavior.**

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—23p.

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Ability, \*Achievement Need, Complexity Level, Expectation, Failure Factors, \*Individual Differences, \*Locus of Control, \*Motivation, \*Performance Factors, Success Factors, Task Performance  
Identifiers—\*Attributions

Performance is affected by cognitive learning skills, but also by the reasons people perceive as causes of their successes and failures. People with high achievement needs perceive their successes as caused by their own ability and effort, and their failures as caused by lack of effort. People with low achievement needs blame their failures on lack of ability and do not take credit for their ability when they experience success. A change in attributions changes the way people perform. In one research study, high achievers given placebos they thought would interfere with their abilities tried less hard on a task, while people with low achievement needs and little self-confidence, since they had an excuse for experiencing difficulty, did better than usual. In another study, children subjected to repeated failures kept trying if they believed effort would make a difference. Tendencies to form causal attributions are learned, perhaps differently by different racial and social groups. However, interventions can change people's assessment of their chances for success. For example, tests on children who were reinforced for exhibiting effort attributions showed that their work improved and they became more persistent. Teachers should thus take students' individual attribution styles into consideration as a characteristic which affects achievement behavior, and, at the same time, attempt to change students' attributions in the direction of emphasizing ability and effort. (CD)

## TM

ED 115 654 TM 004 913

*Bessent, Authella Jennings, Earl*

**A Monte Carlo Study of the Analysis of Variance by Unweighted Means.**

Pub Date 75

Note—17p.; Paper presented at the Annual Meeting of American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage  
Descriptors—\*Analysis of Variance, Comparative Analysis, \*Computer Programs, Goodness of Fit, Sampling, \*Simulation, \*Statistical Analysis, Tests of Significance

Identifiers—Least Squares Analysis, Monte Carlo Methods, Unweighted Means Analysis

The intent of the study was to determine the extent to which test statistics computed by the unweighted means analysis are F-distributed. Applicability criteria were sought in terms of the number of factor levels and the degree to which cell frequencies differ. The unweighted means analysis, a frequently used approximate analysis, was contrasted with three least squares solutions. Evidence was relatively strong in favor of a least squares analysis if one is to conduct a two-factor analysis of variance for fixed effects. However, results confirmed that the approximate solution

can be used with some confidence on main effects but not interactions when cell frequencies do not differ by more than four to one and factors exist at no more than four levels. (Author)

ED 115 655 95 TM 004 925  
Annual Evaluation Report on Programs Administered by the U.S. Office of Education: FY 1974.

Office of Education (DHEW), Washington, D.C.  
Office of Planning, Budgeting, and Evaluation.

Pub Date 74

Note—390p.; For related documents, see ED 065 738 and ED 082 300

EDRS Price MF-\$0.76 HC-\$19.67 Plus Postage  
Descriptors—Adult Education Programs, American Indians, \*Annual Reports, Compensatory Education Programs, Developmental Programs, Educational Legislation, \*Educational Programs, Educational Technology, Elementary Secondary Education, \*Federal Programs, Handicapped, Higher Education, Library Programs, \*Program Effectiveness, \*Program Evaluation, Vocational Education

Identifiers—\*Office of Education

A comprehensive report on Office of Education programs is provided in this evaluation of the programs for the 1974 fiscal year (FY). This report also updates and extends the FY 1973 report and provides additional information from 1974 program operations and monitoring activities. The status of the evaluation function itself is briefly discussed; a general overview is made of the effectiveness of the Office of Education programs, and short evaluation reports are provided for each of the educational programs and legislative titles. These reports appear under the following categories of programs: Elementary and Secondary Education Programs, Education for the Handicapped Programs, Vocational and Adult Education Programs, Higher Education Programs, Education Professions Development Programs, Library Programs, Educational Technology Programs, Special Demonstration Programs, and Indian Education Programs. The three principal thrusts of the Office of Education programs are seen as being: (1) equalizing educational opportunities; (2) improving the quality and relevance of American education; and (3) providing limited general support to selected educational functions and activities. (BJG)

ED 115 656 TM 004 926

*Anderson, Edwin R.*

**Evaluation: The Justification of Practice.**

Washington Univ., Seattle. Educational Assessment Center.

Pub Date May 75

Note—23p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Definitions, \*Evaluation, \*Evaluation Methods, \*Evaluative Thinking, \*Models, Professional Personnel, Training

Evaluation can be considered as a general activity not specifically confined to educational settings. This paper considers the assumptions leading up to a definition of value, defines value within the framework of the stated assumptions, and discusses evaluation as a conceptual, rationalizing activity. Terms defined in the paper's first section include infinite regress, distinction, potential set, variety, constraint, decision, conflict of interest, and value. An evaluation model is developed which regards the matching of concepts and world states as the key feature of evaluation. Section 2 of the paper draws implications from the general evaluation model for the specific role of the educational evaluator. Section 3 considers the training needed by an evaluator if the general model is accepted. (Author)

ED 115 657 TM 004 927

*Brashear, Fenton W.*

**Student Response in Television Instruction.**

Note—9p.; Paper presented at the Annual Meeting of the Military Testing Association (16th, Oklahoma City, Oklahoma, October 21-25, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Analysis of Variance, \*Comparative Analysis, \*Educational Television, High Achievers, \*Individualized Instruction, Low Achievers, \*Response Style (Tests), \*Retention, Teaching Methods, Tests

The effectiveness of passive, covert, and overt methods of student response in individual television instruction was investigated. Students were classified on the basis of high and low achievers, then randomly assigned to one of four treatment groups. Group 1 (passive) was given conventional television instruction without opportunity to respond during the instruction. Group 2 (covert) was given multiple-choice recall questions during the instruction and asked to make a mental selection of the correct answers. Groups 3 and 4 (both overt) were also given questions during the instruction and asked to actively select the correct answers. A two-way analysis of variance of the criterion test scores revealed significant differences on both the posttest and the delayed retention test. On the posttest, significant differences were found between the passive group and each of the three student response groups in both achievement levels. However, no significant differences were found among the three student response groups. On the retention test given one week later, low achievers in the covert group obtained significantly higher scores than the low achievers in the passive group. These findings, in favor of student response in individual television instruction, support the related research which has generally found student response superior in group instruction. They also support the concept that retention seems to be influenced more by the initial level of learning than by the method. (Author/BJG)

ED 115 658 TM 004 928

*Cantor, Gordon N.*

**Sex and Race Effects in the Conformity Behavior of Upper-Elementary-School-Aged Children. Iowa Testing Programs Occasional Papers No. 16.**

Iowa Testing Programs, Iowa City.

Pub Date Jul 75

Note—24p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage  
Descriptors—Caucasians, \*Conformity, Disadvantaged Youth, Elementary Education, \*Elementary School Students, Females, Imitation, Males, Measurement Techniques, Negroes, \*Racial Differences, Rating Scales, \*Role Models, \*Sex Differences, Slides, Social Differences

In two studies, children rated infant pictures on an "unhappy-happy" scale after being told how adolescent male models (black or white) had allegedly rated them. The subjects in Experiment 1 were black and white females and males (ages 9-12 years) attending inner-city schools in Des Moines, Iowa. Those in Experiment 2 were white females and males (ages 10-11 years) attending school in a predominantly white, middle-class, university community (Iowa City). In both experiments, the subjects as a total group were significantly affected by the models' ratings. In Experiment 1, girls conformed more than did boys; there was no sex difference in Experiment 2. With regard to race, only one obtained effect of any direct interest (in Experiment 1, black subjects conformed more to white than to black models). The results suggest that social-class differences may now exist in the conformity behavior of the sexes. The general absence of race effects is viewed as encouraging, from an egalitarian standpoint. (Author)

ED 115 659 32 TM 004 929

*Clark, Sara H.*

**Mathematics Basic Skills Development Project. Minneapolis, 1972-73. No. C-72-7.**

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Report No.—C-72-7

Pub Date Apr 74

Note—38p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Basic Skills, \*Compensatory Education Programs, Criterion Referenced Tests, \*Individualized Instruction, \*Low Achievers, Parochial Schools, Public Schools, Remedial Mathematics, Secondary Education, \*Secondary School Mathematics, Student Evaluation  
Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, \*Minneapolis Public Schools, Minnesota (Minneapolis)

The Mathematics Basic Skills Development Project served 15 secondary school locations in

the Minneapolis Public Schools' Target Area in 1972-73. The objectives of this project were to develop and use an instructional system which would enable low achieving secondary students to learn basic mathematical concepts and skills. An instructional unit was to be considered successful if over 50 percent of the students who studied it achieved mastery (85 percent or more correct) on a criterion-referenced posttest. Instructional materials to be used in an individualized setting for the remediation of deficiencies in mathematics basic skills were developed, revised, and produced by the project following precise behavioral objectives. In this third year of the project, 2,128 secondary students and 38 teachers made use of the project's revised materials. Four instructional units were given preliminary trials, and revision was indicated for two of the four units. More than 2,100 students completed 6,937 units in 11 instructional areas. Over 50 percent of the students completing units in each area achieved mastery as shown by criterion-referenced posttests. Percents of students achieving mastery ranged from 52 percent in Area Measurement to 85 percent in Dividing Fractions. These were all students who had been below the mastery level on diagnostic tests of these mathematics basic skills. Recommendations are given. (Author)

ED 115 660 32 TM 004 930

Clark, Sara H.

Title I Elementary Math Program of Minneapolis: 1972-74. No. C-74-34.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C. Div. of Education for the Disadvantaged.

Report No—C-74-34

Pub Date Apr 75

Note—40p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Basic Skills, Community Involvement, \*Compensatory Education Programs, Formative Evaluation, Individualized Instruction, \*Inservice Teacher Education, \*Instructional Improvement, Learning Laboratories, \*Mathematics, Mathematics Materials, Parent Participation, Parochial Schools, \*Primary Education, Program Effectiveness, Public Schools, Student Evaluation, Teacher Attitudes, Team Teaching

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, \*Minneapolis Public Schools, Minnesota (Minneapolis)

The aim of the Title I math program was to improve the teaching of mathematics at the primary level in Title I schools. School staff and Parent Advisory Committee members had suggested and helped plan the focus of the project. It was expected that improved teaching would raise the level of understanding of basic mathematics skills and concepts of primary pupils. Testing of the children, however, was incomplete and inconclusive. All Title I primary teachers were eligible for the project. Most of the teachers from 25 public and 9 nonpublic schools availed themselves of the services offered by the project during the two years, 1972-74, covered by this report. This evaluation concentrated on the activities of the project and teachers' responses to those activities. Teachers received over 11,000 hours of inservice training. More than 900 demonstration lessons were given by the Math Team and more than 10,000 sets of instructional materials were distributed. These activities were supported by Title I funds of \$155,408 for the two year period. Participation in the project was voluntary. The high number of requests for the Math Team's services was an indication of the need felt by the teachers for assistance in teaching math. Recommendations were made. These included clarification of objectives and development of criterion-referenced tests to measure those objectives. (Author/BJG)

ED 115 661 TM 004 931

Neset, Bonna And Others

Minneapolis Human Relations Program: An Evaluation 1972-1973. No. C-72-3.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Report No—C-72-3

Pub Date Dec 73

Note—93p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Communication Skills, Comparative Analysis, Elementary Secondary Education, \*Human Relations Programs, Inservice Teacher Education, Instructional Staff, \*Integration Readiness, \*Program Evaluation, Questionnaires, Racial Integration, \*School Integration, \*School Personnel, School Surveys, Staff Improvement, Teacher Attitudes

Identifiers—\*Minneapolis Human Relations Program, Minneapolis Public Schools, Minnesota (Minneapolis)

The first phase of the Minneapolis Public Schools' Desegregation/Integration Plan involved a human relations oriented staff development program which focused on improving communication skills. The goal of the Human Relations Program for 1972-73 was to change the climate in the schools in preparation for desegregation and integration. The object of teaching communication skills was to overcome any communication barriers caused by isolation and to have the staffs serve as models for communicating and interacting. Anonymous questionnaires seeking participant reactions to the program were administered in every school and special site in the district in April 1973. Most of the respondents were nonadministrative certificated staff-teachers, social workers, counselors, and librarians. Respondents also included teacher aides, clerical staff, administrators, and custodial staff. Most said they found the program useful, improved their communication skills, and thought the program had improved interpersonal relations. While most of the participants thought the program was possibly, though not directly related to desegregation/integration, fewer thought it had made the climate more conducive to desegregation/integration, and fewer still thought it would actually help implement the desegregation/integration plan. Opinions concerning the overall value of the program were about evenly divided between those who said it was worthwhile and those who said it wasn't. (Author/DEP)

ED 115 662 TM 004 932

Donlon, Thomas F.

An Optimizing Weight For Wrong Scores.

Pub Date [May 75]

Note—19p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (7th, Provincetown, Massachusetts, May 1-3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Achievement Tests, Comparative Analysis, Guessing (Tests), \*Multiple Choice Tests, \*Response Style (Tests), \*Scoring Formulas, Statistical Analysis, Testing, \*Test Reliability, Test Validity, True Scores, \*Weighted Scores

This study empirically determined the optimizing weight to be applied to the Wrongs Total Score in scoring rubrics of the general form  $R = kW$ , where  $S$  is the Score,  $R$  the Rights Total,  $k$  the weight and  $W$  the Wrongs Total, if reliability is to be maximized. As is well known, the traditional formula score rests on a theoretical framework which is of dubious validity. Two instruments, variant approaches to the assessment of mathematical knowledge, were administered to approximately 1,700 entering college freshmen during an orientation period. The method consists of an iterative computer procedure for calculating split-half reliability of the tests as the weights are systematically varied throughout the region of maximization as determined by essentially canonical approaches. The results indicate that in contrast to the negative weight for the a priori formula score, a sizable positive weight maximizes reliability. The implications for rate of work as the single most reliable aspect of test performance seem clear. The validity of much educational testing rests on assumptions of fairness to those tested, achieved through optimization of standardized conditions. The study suggests that factors which alter rate-of-work characteristics of performance may be most detrimental to candidate success. (Author/DEP)

ED 115 663 TM 004 933

Cruz, Sylvia And Others

A Further Examination of the Effects of Administering the Metropolitan Reading Tests in Spanish and English to Spanish-Speaking School Entrants.

Pub Date [Apr 75]

Note—12p.; Paper presented at the Annual Meeting of the National Council on Measurement in

Education (New York City, New York, March 31-April 2, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Bilingual Students, Comparative Analysis, Elementary Education, \*Kindergarten Children, Puerto Ricans, \*Reading Tests, \*Spanish Speaking, Standardized Tests, Testing, \*Test Results

Identifiers—\*Metropolitan Reading Test

In a study designed to assess effects of administering the Metropolitan Reading Test (MRT) in Spanish versus English, 100 Puerto Rican kindergarten pupils were randomly split into two groups. The MRT was administered in English to one group and in a Spanish translation to the other group. The group who took the Spanish version significantly surpassed the group who took the English version with respect to total score and all but the two most nonverbal subtests. These differences were particularly evident for, but were not exclusive to, the subsample from the bilingual classes. (Author/DEP)

ED 115 664 95 TM 004 934

Dihoff, Roberta Elaine

Multidimensional Scaling of Piagetian Task Performance. Technical Report No. 316.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Report No—WRDCCL-TR-316

Pub Date Feb 75

Contract—NE-C-00-3-0065

Note—96p.; Report from the Project on Children's Learning and Development

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Child Development, \*Cognitive Development, Cognitive Processes, Complexity Level, Concept Formation, Conservation (Concept), Early Childhood Education, Elementary Education, Literature Reviews, Maturity Tests, \*Measurement Techniques, \*Multidimensional Scaling, \*Task Performance

Identifiers—Brainerd Groupement Research, \*Piagetian Theory, \*Synchrony

The question of developmental synchrony within the concrete operations period described in Piagetian literature was investigated. The idea of synchrony has been challenged by Brainerd's initial groupement research, which indicated a two-dimensional structure, corresponding to class operations and relational operations. A review of the literature indicated conflicting views concerning the nature of synchrony and how it may best be investigated. The secondary issue of distinguishing which groupements were operationalized by several traditional Piagetian tasks was explored. Indications from this study were (1) that the class-relational distinction was not a clear-cut one; (2) considering absolute difficulty level, groupements I, II, and III were more difficult than the other five groupement tasks; however, groupement IV, also a "class" task, indicated an intermediate difficulty level in the older grades; (3) traditional Piagetian performance does not appear to be completely subsumed by the groupement tasks; and (4) nonmetric scaling and clustering techniques aid in the analysis of dichotomous, developmental data. (Author/BJG)

ED 115 665 TM 004 935

Gillmore, Gerald M. Hansen, Marsali

Faculty Opinion Toward Publication of Student Ratings Results for Students. Report No. 76-1.

Washington Univ., Seattle. Educational Assessment Center.

Report No—EAC-P-249

Pub Date Jul 75

Note—12p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—College Students, College Teachers, Higher Education, Information Dissemination, Student Evaluation, \*Student Publications, \*Surveys, \*Teacher Attitudes, \*Teacher Rating

Identifiers—Instructional Assessment System, University of Washington

A telephone survey of 97 faculty members at the University of Washington was conducted to determine attitudes toward publication of student ratings results. Eleven respondents were opposed to any form of publishing. Of the remaining, 95 percent approved of distribution to advisory offices, 71 percent approved of individualized student distribution, 60 percent approved of publication in the Time Schedule, and 53 percent approved of publication in the campus newspaper.



A majority of faculty approved of presenting item means and norms along with response percentages. Finally, most faculty found the Instructional Assessment System useful in improving instructional effectiveness. The interview guide is included in the appendix. (Author/DEP)

**ED 115 666** TM 004 936

Dees, James W. Dufilho, L. Paul  
Multivariate Extrapolation of Training Performance. Technical Report No. 75-16.  
Human Resources Research Organization, Alexandria, Va.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.  
Report No.—HumRRO-TR-75-16

Pub Date Jun 75

Note—148p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

Descriptors—\*Academic Achievement, Data Collection, Demography, Failure Factors, \*Flight Training, Grade Prediction, Mathematical Applications, Military Training, \*Multiple Regression Analysis, Performance Criteria, Prediction, \*Predictive Measurement, \*Predictor Variables, Standardized Tests, Statistical Analysis, Success Factors

Identifiers—Army

This report summarizes the techniques used in gathering and maintaining a data file on most of the Army aviator trainees who have been through the Officer/Warrant Officer Rotary Wing Aviator Course and the Warrant Officer Candidate Course during the period 1 July 1968-31 December 1969. Specific regression analyses dealing with the prediction of student performance in training are furnished, and the methods used to obtain them are described. The equations allow the extrapolation of current training performance to a prediction of (1) the probability that the individual will pass the course, and (2) what his final end-of-course grade will be. A review of the most pertinent literature in the area is included as are frequency counts of a large volume of training data. (Author)

**ED 115 667** TM 004 937

Forsyth, G. Alfred Huber, R. John  
An Individual Differences Analysis of Double-Aspect Stimulus Perception.

Pub Date [Nov 74]

Note—16p.; Paper presented at the Annual Meeting of the Psychonomic Society (15th, Boston, Massachusetts, November 1974)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Attention, \*Cognitive Processes, Factor Analysis, Homogeneous Grouping, \*Individual Differences, Information Processing, Matrices, Models, \*Multidimensional Scaling, Perception, \*Response Mode, Situational Tests, Stimuli, Visual Perception, \*Visual Stimuli

Any theory of information processing must address both what is processed and how that processing takes place. Most studies investigating variables which alter physical dimension utilization have ignored the large individual differences in selective attention or cue utilization. A paradigm was developed using an individual focus on information processing. The purposes of this paper were to: (1) review the essential features of this paradigm, and (2) discuss its use as a beginning step in the investigation of double-aspect, human vs. nonhuman stimuli. Ten double-aspect, human vs. nonhuman stimuli were presented to a heterogeneous sample of 520 first, third, fifth, ninth, eleventh graders, college students, and state hospital patients classified as neurotics, schizophrenics, or sociopaths, for identification. An individual-differences multidimensional scaling analysis resulted in a four-dimensional stimulus space used to subgroup like perceiving people. Characterization of the responses to the double-aspect stimuli by each subgroup demonstrated the value of the approach in studying selective information processing. (Author/BJG)

**ED 115 668** TM 004 938

Haase, Ann Marie Bernazza Winder, Alvin E.  
The Development and Evaluation of a Measure of Giving Care and of Receiving Care.

Pub Date [May 75]

Note—6p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Provincetown, Massachusetts, May 1-3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Altruism, Attitudes, College Majors, Higher Education, Individual Differences, Interpersonal Relationship, Item Analysis, Personality Tests, \*Role Perception, \*Sex Differences, Test Reliability, \*Tests, Test Validity, \*Young Adults

The purpose of this study was to develop a measure of caring attitudes among young adults with specific reference to how persons in training for a variety of professions feel about caring for others and receiving care from them. A sample of 264 and 261 persons, ages 17 to 25, responded to the giving care and the receiving care instruments respectively. In both samples, approximately 50 percent of the subjects were studying for caring professions such as nursing, public health, and clinical psychology. Using coefficient alpha, a reliability of .794 and .794 was obtained for the giving and receiving care instruments. Studies of population differences on giving care show: carers score higher than noncarers, female and male carers score equally well, and female noncarers, score higher than male noncarers. On receiving care, studies of population differences show no differences obtained between carers and noncarers and between males and females. Results were discussed both in relation to a theory of care giving and sex differences. A review of the literature of help-giving and caring reveals that the first two have received some recent attention. Scant information is available, however, on either the theory or measurement of caring. (Author)

**ED 115 669** TM 004 939

Howell, John F.

A Follow-Up Evaluation of a Preschool Program.

Pub Date [May 75]

Note—10p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Provincetown, Massachusetts, May 1-3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Academic Achievement, Compensatory Education, \*Disadvantaged Youth, Followup Studies, Grade 1, Kindergarten, Language Skills, Listening Skills, Parent Participation, \*Preschool Education, \*Program Effectiveness, \*Social Adjustment, Student Evaluation

Identifiers—\*Elementary Secondary Education Act Title I, ESEA Title I

The effectiveness of an Elementary Secondary Education Act (ESEA) Title I preschool education program, which stressed listening habits and language skills, on disadvantaged children in kindergarten and first grade was examined. Graduates and nongraduates were administered the Boehm Test of Basic Skills and a teacher completed adjustment rating scale. Teachers were asked to provide data concerning parent attendance at scheduled conferences and parent interest in their child's progress or school activities. In both kindergarten and first grade, preschool graduates were identifiable on the basis of test scores and adjustment ratings. These findings indicate that participation in a language-based preschool program does have positive effects on achievement in cognitive skills and school adjustment in kindergarten and first grade. A child's participation in the Title I preschool program does not appear to have a positive influence on parental involvement, as measured by parent attendance at conferences or other overt indications of interest in the child's school activities. However, the parent interest variable does not appear to be a significant factor in the child's achievement in kindergarten and first grade. (BJG)

**ED 115 670** TM 004 940

Cross, Lawrence H.

An Investigation of a Scoring Procedure Designed to Eliminate Score Variance Due to Guessing in Multiple-Choice Tests.

Pub Date [Apr 75]

Note—22p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Washington, D.C., April 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Algebra, Comparative Analysis, \*Guessing (Tests), \*Multiple Choice Tests, \*Response Mode, Response Style (Tests), \*Scoring Formulas, Senior High Schools, Statistical Analysis, Testing Problems, \*Test Reliability

A novel scoring procedure was investigated in order to obtain scores from a conventional multiple-choice test that would be free of the guessing component or contain a known guessing component even though examinees were permitted to guess at will. Scores computed with the experimental procedure are based not only on the number of items answered correctly, but also on the average quality of both correct and incorrect choices as reflected in the difficulty and discrimination values associated with these choices. The scores resulting from this procedure were compared to number-right and conventional formula scores for predicting guessing-free scores, which are independently determined for the same test. These data suggest that significant increases in reliability can result if score credit is assigned only to items that were answered correctly without guessing on any type. Since the examinees were not aware that the statistical analysis of their tests included a penalty for guessing, findings should be treated with theoretical interest. (Author/BJG)

**ED 115 671** TM 004 941

Donlon, Thomas F.

Estimating Rate-of-Work Parameters in the Assessment of Test Speededness.

Pub Date [Apr 75]

Note—35p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Washington, D.C., March 31-April 2, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Mathematical Models, \*Statistical Analysis, \*Timed Tests

Identifiers—Power Tests, \*Speededness (Tests), Variance (Statistical)

The use of indices of speededness in tests is reviewed and three possible indices which derive from a model which assumes that rate of work is normally distributed is proposed. Each of these indices is seen as limited by the failure to adequately consider the correlation between speed and power, but they have the advantage that they are derivable from a single administration of a test. The plausibility of an assumption of a normal distribution of work rates was tested on empirical data from seven tests, and in six cases the assumption was not unrealistic although the fit was only approximate. The analysis of tests for which the assumption is not completely tenable will often be instructive for those who construct instruments. Specific item material seems to govern departures from normality. The goal of a single, intuitively satisfying index of speededness in tests is important. Without some sort of metric or scale with which to assess degrees of speededness, the evaluation of tests in this important area remains inordinately subjective. (Author/BJG)

**ED 115 672** TM 004 942

The Minneapolis Accountability Project 1972-1975. Three Year Report.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Spons Agency—Minnesota Council on Quality Education, St. Paul.

Report No.—C-74-8

Pub Date Jun 75

Note—52p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Academic Achievement, Advisory Committees, Basic Skills, \*Citizen Participation, Community Involvement, Curriculum Development, \*Educational Accountability, Elementary Secondary Education, Evaluation Criteria, Program Development, \*Program Evaluation, \*School Community Relationship, Staff Utilization, Student Evaluation, Teacher Improvement

Identifiers—\*Minneapolis Accountability Project, Minneapolis Public Schools, Minnesota (Minneapolis)

The Minneapolis Accountability Project represents an effort to allow the community to evaluate existing school programs which are locally funded. The project informs the community about school problems, establishes a channel for expression of community concerns, and provides findings and proposals for educational change. This report describes the operation of the project during its first three years. Community evaluation committees, made up entirely of volunteers, were established to evaluate topics selected by a citizen advisory board. Five committee reports

were completed: (1) Pupil Progress Reporting in the Minneapolis Schools, (2) The Use of Teachers' Skills in the Minneapolis Schools, (3) Basic Skills in the Minneapolis Schools, (4) Curriculum Development Procedures in the Minneapolis Schools, and (5) Community Participation in the Minneapolis Schools. Committee concerns, recommendations, and implementation efforts are discussed. (Author/BJG)

ED 115 673

TM 004 943

Wolf, Robert L.

Evidence: Educational Evaluation and the Metaphors of Law.

Pub Date [Apr 75]

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Civil Liberties, Court Litigation, \*Educational Accountability, \*Evaluation Criteria, Evaluation Methods, Evaluation Needs, \*Legal Problems, Legal Responsibility, \*School Responsibility, \*Student Rights

A suit was filed in 1972 in California by an 18 year old high school graduate who asserted that he remained functionally illiterate after 13 years of regular attendance in the San Francisco public schools. Claiming personal injury as a consequence of the failure of school professionals to exercise reasonable care in the discharge of their duties, he asked the court to hold the school district liable to him for damages in excess of \$500,000. This suit reflects the relationship between educational accountability and educational outcomes. School negligence is difficult to demonstrate because of the underlying dilemma as to what evidence is relevant, reliable, and credible. One solution to this dilemma requires that procedures be adopted and modified which rely more on human testimony than other evaluation approaches. The forum for carrying out such a procedure is called an educational hearing, and it may provide a more effective way of adequately seeking balanced factual data, while not replacing existing designs for the collection and analysis of evaluational evidence. (Author/BJG)

ED 115 674

TM 004 944

Connelly, Edward M. And Others

Computer-Aided Techniques for Providing Operator Performance Measures.

Air Force Human Resources Lab., Wright-Patterson AFB, Ohio. Advanced Systems Div.

Report No—AFHRL-TR-74-87

Pub Date Dec 74

Note—86p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Algorithms, \*Computer Oriented Programs, Computer Programs, \*Flight Training, \*Man Machine Systems, Measurement Techniques, Multiple Regression Analysis, \*Task Performance, \*Test Validity

Identifiers—Air Force, FORTRAN IV

This report documents the theory, structure, and implementation of a performance processor (written in FORTRAN IV) that can accept performance demonstration data representing various levels of operator's skill and, under user control, analyze data to provide candidate performance measures and validation test results. The processor accepts two types of information: (1) sample performance data on magnetic tape, and (2) user information reflecting knowledge about features of the performance that are considered to be important to measurement. The sample performance data input is smoothed by the processor in order to remove or reduce noise factors in accordance with information provided by the user. Criterion performance functions are, optionally, provided by the user or are computed by the processor using skilled performers' data. The processor then develops a discrete representation of the continuous performance data based on observed deviations from the criterion functions. This discrete representation, in turn, is used to model each performance using state-space techniques. The processor operates on the state-space model to compute vectors which form generators of various conceivable measure spaces. Candidate performance measures are then generated by operating on the vectors with multiple regression algorithms. Empirical validation tests of several types are applied to the candidate measures for assessment of their validity-likelihood. (Author/DEP)

ED 115 675

TM 004 946

Pascale, Pietro J.

Developing a Table of Specifications.

Note—23p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Achievement Tests, Elementary Secondary Education, \*Matrices, \*Student Testing, Tables (Data), \*Teachers, \*Test Construction, \*Test Validity

The purpose of this paper is to help teachers develop a table of specifications for use in classroom testing. The common elements of tables of specifications are presented and explained. Special emphasis is placed on content-process validity. There are 12 tables of specifications in the appendix. The tables serve as examples and are representative of several curriculum areas over the K-12 spectrum. (Author)

ED 115 676

32

TM 004 947

Schilling, Sandra Hobson

A Process Evaluation of Title I Summer In-Services and Mathematics Criterion Referenced Testing Program.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Education for the Disadvantaged.

Report No—C-74-1

Pub Date Dec 74

Note—59p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Compensatory Education Programs, \*Criterion Referenced Tests, Educational Needs, Elementary Education, \*Elementary School Mathematics, \*Formative Evaluation, Guidelines, \*Inservice Teacher Education, Parochial Schools, Program Descriptions, Program Development, Public Schools, Questionnaires, Summer Programs, Teacher Attitudes, Testing Programs

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, \*Minneapolis Public Schools, Minnesota (Minneapolis)

The Minneapolis Public School system was awarded an Elementary Secondary Education Act (ESEA) Title I grant. The purpose of these funds was the further development of insights, awareness, competence, and skill toward making living and learning effective for eligible students. Two programs are described: (1) inservice teacher training for the East, North, and West Areas; and (2) a Mathematics Criterion Referenced Testing Program. Evaluation of the inservice program focused on two major concerns: (1) the process of implementing the inservice programs, and (2) the perceived need for the future inservices. Tables provide summaries of participant responses to Title I services and provide a comparison between staff with less than one year or no experience with Title I children and the total group, as reflected by the mean rating of desire for more inservice factor. The Mathematics Criterion Referenced Testing Program was developed to: (1) produce a computational math skills testing program, (2) identify Title I children in mathematics, (3) evaluate the progress of Title I children, and (4) evaluate alternative math programs. The report presented here focuses on the development of operational guidelines. (Author/BJG)

ED 115 677

TM 004 948

Neset, Bonna And Others

Lake Harriet Elementary Open Classroom Evaluation, 1973-1974.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Report No—C-73-45

Pub Date Jun 74

Note—43p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Academic Achievement, Criterion Referenced Tests, \*Elementary Education, Mathematics, \*Open Education, \*Open Plan Schools, Parent Attitudes, Parent Participation, Participant Satisfaction, \*Program Evaluation, Questionnaires, Reading, Student Attitudes, Student Evaluation, Teacher Attitudes, Testing Problems

Identifiers—Lake Harriet Elementary School, Minneapolis Public Schools, Minnesota (Minneapolis)

The Lake Harriet Elementary School Open Classroom was initiated at the request of parents in the summer of 1973. The program was imple-

mented in the fall of 1973. This evaluation indicates that, after the first year of operation, the original goals for the program are being met: The students, for the most part, are performing at normal or above normal levels in reading and math, and they say they like the open classroom. The teachers feel they have input into their own programs feel free to make constructive criticisms about the program. The parents are very highly involved in the program and generally feel their children have made favorable progress this year academically and socially. Only four parents indicated a desire to change their child to the regular program next year. Two problem areas stood out this year: lack of quiet areas for students to use for independent study and lack of an adequate system for progress reporting to parents. Recommendations are given. Comments and attitude questionnaire results from students and parents and teachers' program evaluations are included in the appendix. (Author)

ED 115 678

TM 004 950

Evaluation of Title I ESEA Projects: 1975-76.

Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date 75

Note—157p.; For a related document, see TM 004 886

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—\*Compensatory Education Programs, \*Educational Objectives, Elementary Secondary Education, \*Evaluation Methods, \*Program Evaluation, \*School Districts

Identifiers—\*Elementary Secondary Education Act Title I, ESEA Title I, Pennsylvania (Philadelphia), Philadelphia School District

Evaluation services to be provided during 1975-76 to projects funded under the Elementary and Secondary Education Act Title I are listed in this annual booklet. For each project, the following information is provided: goals to be assessed, evaluation techniques (design), and evaluation milestones. Regular term and summer term projects reported on are: affective education, alternative programs, Benchmark, bilingual education, comprehensive math project, comprehensive reading project, computer managed instruction, counseling services, creative dramatics, education in world affairs, English as a second language readiness, English to speakers of other languages, Follow Through, institutions for neglected and delinquent children, learning centers project, meet the artist, motivation, multimedia center, out of school sequenced science experiences, school community coordinators, speech and hearing. Walnut Center, and young audiences. (RC)

ED 115 679

TM 004 952

Ball, Samuel Bogatz, Gerry Ann

A Summary of the Major Findings from "Reading with Television: An Evaluation of the Electric Company."

Educational Testing Service, Princeton, N.J.

Pub Date Mar 73

Note—17p.; For the full report, see ED 073 178

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Educational Television, Elementary Education, \*Elementary School Students, Grade 1, Grade 2, Grade 3, Grade 4, \*Program Effectiveness, \*Program Evaluation, \*Reading Instruction

Identifiers—\*The Electric Company

Highlights and major conclusions of the report, "Reading with Television: An Evaluation of the Electric Company" are summarized. One hundred public school classrooms in each of two sites—Fresno, Calif. and Youngstown, Ohio—were involved in the study. Half of the classrooms studied in each site were randomly assigned as viewing classes and the other half as nonviewing. An attempt was also made to evaluate the effects of viewing the program at home in Richmond, Va. and Washington, D.C. In-school viewing classes made significantly greater gains than nonviewing classes in the reading skills the program was designed to teach. The program had a clear and significant impact on its target audience—second grade children who were in the bottom half of their class as indicated by standardized reading test scores, indicating the program was an effective instructional supplement for children who were beginning to experience reading difficulty. The program was also effective on first grade classes that viewed in school. Significant impact was also seen on third and fourth grade classes. Gains were produced among first and second

grade classes across almost all of the 19 major curriculum areas built into the program. Some positive effects on a standardized reading test were also found. Effects were similar on all groups—Spanish, blacks, whites, boys, and girls. Teachers also reacted favorably. (RC)

**ED 115 680** TM 004 953

*Ball, Samuel Anderson, Scarvia B.*  
**Practices in Program Evaluation: A Survey and Some Case Studies.**

Educational Testing Service, Princeton, N.J.  
Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.  
Pub Date Oct 75

Note—152p.; For related documents, see ED 103 472 and TM 004 954

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**  
Descriptors—\*Adult Education Programs, \*Case Studies, Data Analysis, Evaluation Methods, \*Program Evaluation, Questionnaires, \*Surveys, \*Technical Education

This is the second of three reports in a series of theoretical and empirical investigations of program evaluation. A questionnaire survey of 200 adult, technical training programs and their evaluations was conducted. This was followed up by site visits to 14 of them for indepth study. The 200 programs were divided equally among Department of Defense, other federal government agencies and departments, state and local governments and agencies, and private sector commercial, business, and industrial organizations. Great diversity of programs was noted. Most evaluations involved questionnaires and interviews of program participants to obtain data to improve the program. Fully a quarter of the evaluations were unplanned and of poor quality. The exemplary evaluations subject to site visits were uneven in quality too. The survey was useful in isolating areas of concern that have subsequently become the subject of other phases of the series of studies on program evaluation. (Author/RC)

**ED 115 681** TM 004 954

*Ball, Samuel Anderson, Scarvia B.*  
**Professional Issues in the Evaluation of Education/Training Programs.**

Educational Testing Service, Princeton, N.J.  
Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.  
Report No.—TR-3

Pub Date Oct 75  
Note—46p.; For related document, see ED 103 472 and TM 004 953

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—Check Lists, Decision Making, Ethical Values, \*Evaluation Methods, Formative Evaluation, Information Dissemination, Interprofessional Relationship, Professional Personnel, Program Development, \*Program Evaluation, Skills

The purpose is to codify some program evaluation principles and provide a framework for program evaluation practices. Specifically: (1) common evaluation purposes are listed along with the general methods of investigation most apt for each purpose; (2) types of sources of evidence are listed and are associated with general methods of investigation; (3) types of administrative and fiscal relationships among program evaluator, program developer/director, and funding agent are delineated; (4) a checklist is provided of audiences for dissemination of results indicating appropriate communication forms for each audience; (5) value orientations of evaluators are defined and a means of communicating them to others is provided; (6) needed competencies of evaluators are listed as an aid to those evaluating and training evaluators; and (7) ethical responsibilities of evaluators and related groups are presented. (Author)

**ED 115 682** 95 TM 004 955

*Breland, Hunter M. And Others*  
**Cross-Cultural Stability of Test Items: An Investigation of Response Patterns for Ten Socio-Cultural Groups with Exploration of an Index of Cross-Cultural Stability. Final Report.**

Educational Testing Service, Princeton, N.J.  
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—BR-3-0658

Pub Date Dec 73

Grant—NE-G-00-3-0116

Note—306p.

**EDRS Price MF-\$0.76 HC-\$15.86 Plus Postage**

Descriptors—\*Cognitive Tests, \*Cross Cultural Studies, Cultural Differences, \*Ethnic Groups, \*Item Analysis, Language Styles, Longitudinal Studies, Minority Groups, Secondary Education, Seniors, Sociolinguistics, Statistical Analysis, \*Test Bias

Identifiers—National Longitudinal Study High School Class 1972

Over 14,000 high school seniors were studied with respect to sociocultural differences on cognitive test item responses. Six different cognitive tests and ten different groups were analyzed. The tests were: vocabulary, picture-number, reading, letter-groups, mathematics, and mosaic comparisons. The groups were: American Indians, blacks, Mexican-Americans, Puerto Ricans, other Latin-Americans, Oriental-Americans, white Northeastern, white North Central, white Southern, and white Western. Proportions of each group responding correctly to each item of each test were computed and then transformed to equal interval scales of delta-values. The delta-values for the white North Central group were then cross-plotted with each of the other groups to yield an elliptical pattern of points for each comparison. The major axis of the ellipse for each cross-plot was determined and the distance of each item point from it computed. These distances were used to create a vector index of cross-cultural stability. Items having notable patterns of instability were examined closely for factors which might explain the instabilities. It was concluded that certain vocabulary items were unstable for some Spanish-speaking groups. These vocabulary instabilities were attributed to coincidental cognate influences operating to make some English vocabulary items relatively easier for the Spanish-speaking groups. It was also observed that reading test items containing material relevant to black culture were relatively easier for blacks than were other items in the test battery. (Author/RC)

**ED 115 683** 95 TM 004 956

*Almen, Roy*  
**SEA Parent Opinion Survey-1974. Final Report.**  
Minneapolis Public Schools, Minn. Southeast Alternatives Program.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 30 May 74

Note—79p.; For related documents, see ED 103 434, 439, 445, 465, 477 and ED 109 162; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Alternative Schools, Elementary Secondary Education, Feedback, Formative Evaluation, \*Parent Attitudes, \*Parent Reaction, Parent School Relationship, \*Program Evaluation, \*Surveys, Tables (Data)

Identifiers—Minneapolis Public Schools, Minnesota (Minneapolis), \*Southeast Alternatives

Parent input to administrative decisions within Southeast Alternatives (SEA) takes several forms. First, administrators often seek individual or group opinions on issues. Secondly, parents sit on advisory councils and governing boards which set policy or make recommendations. Finally, a broad base of feedback is sought through systematic interviews or surveys of all parents. This document reports the results of the third all-parent survey effort. Every parent was mailed a questionnaire packet containing six sections—one to be answered by all-parents and one from each of the SEA component schools. Parents were directed to respond to the all-parent section and to those school sections at which their children attended. In addition to responding to questionnaire sections, parents were urged to supply further comments. All parent responses were anonymous. Questionnaires were computer analyzed, except for write-in comments which were collected and included in feedback information to particular schools. Approximately 45 percent of questionnaires mailed were returned. The response data was found to be reasonably representative of SEA parent opinion. (Author/BJG)

**ED 115 684** TM 004 957

*Boldt, Robert F. Gitomer, Nancy L.*  
**Editing and Sealing of Instrument Packets for the Clinical Evaluation of Narcotic Antagonists. Final Report.**

Educational Testing Service, Princeton, N.J.

Report No.—ETS-PR-75-12

Pub Date Jun 75

Note—98p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—Alcoholism, Behavior Change, \*Behavior Rating Scales, Content Analysis, \*Drug Addiction, \*Drug Therapy, \*Editing, Interviews, \*Item Analysis, Narcotics, Questionnaires, Statistical Analysis, Test Construction

Identifiers—Naltrexone

Efforts of the National Academy of Sciences (NAS) as a contractor to the National Institute on Drug Abuse (NIDA) include: (1) assessment of the usefulness of naltrexone, a narcotic antagonist, in the rehabilitation of several types of opiate-dependent individuals; (2) assessment of any drawbacks to the use of naltrexone; and (3) appraisal of acceptability of naltrexone in the addict populations under study. The role of Educational Testing Service (ETS) in the overall study effort was to provide services facilitating the interpretation of changes in behavior occurring in response to narcotic antagonist treatment. ETS undertook a review of data forms NAS-3, Background Interview; NAS-6, Craving Scale; and NAS-11 Status Interview; and the User's Manual with the intent of editing and modifying, when necessary, from the standpoint of clarity. Draft reports of the editorial comments are included as Appendix 1. Subsequent comments and suggestions pertaining to earlier revisions of forms and the revised manual are presented in Sections 2 and 3. The second goal of the ETS effort was to develop behavioral scales to provide a simplified summary of behavioral variations during the course of the study. Scales which were statistically feasible are presented in Section 4 along with the statistical information which led to their development. (RC)

**ED 115 685** TM 004 958

*Neset, Bonna Christians*

**Reorganized Junior High School Program: Third Year Evaluation 1973-74. A Title III ESEA Project.**

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Report No.—C-73-20

Pub Date Aug 74

Note—60p.; For related documents, see ED 083 288, ED 084 275 and TM 004 895

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Counseling, \*Counseling Effectiveness, Counselor Evaluation, \*Counselor Role, \*Junior High Schools, Parent Participation, Participant Satisfaction, Program Effectiveness, \*Program Evaluation, Secondary School Teachers, Staff Utilization, Student Attitudes, Teacher Attitudes, Teamwork

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, \*Minneapolis Public Schools, Minnesota (Minneapolis)

Minneapolis Public Schools' Reorganized Junior High School Program completed its third and final year of operation with Title III ESEA funds in June 1974. An additional counselor was hired for each of the schools, Jordan and Marshall-University. A major objective was that the counselor would change from a traditional resource person to more of a team member, program coordinator, and facilitator in creating a positive, student-centered program. Outcome objectives were increased counselor effectiveness, positive student attitudes toward school, and increased parent and student involvement. Questionnaires were administered to teachers, administrative and resource personnel, students, and parents at both schools. At Jordan, teacher contact with counselors increased over all previous years data were available. Counselors had more contact with students in all three years of the project than in the year prior. Nine of ten parents felt involved and satisfied with the program at Jordan. Less than half the students felt involved in school decision-making. At Marshall-University teacher-counselor contacts reported by the 1973-74 team teachers was less than reported by the team teachers in the two previous years, but more than reported by the non-team teachers in the past. Counselor office contact with students was down in 1973-74, but students reported more frequent classroom visits by the counselors. Parent results indicated that parents were generally aware of the program options available, could identify and describe the programs, and felt well informed. (RC)

ED 115 686 95 TM 004 959

*Lunneborg, Clifford E.***Choice Reaction Time and Psychometric Performance Revisited. Report No. 76-7.**

Washington Univ., Seattle. Educational Assessment Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; National Inst. of Mental Health (DHEW), Rockville, Md.

Report No.—76-7; EAC-P-262

Pub Date Oct 75

Note—36p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Aptitude Tests, Cognitive Ability, \*Cognitive Measurement, \*Cognitive Processes, Comparative Analysis, \*Individual Differences, Memory, \*Psychometrics, \*Reaction Time, Scores, Statistical Analysis

As part of a long term project relating individual differences in performance on paper and pencil tests of intellectual aptitude and achievement to differences observed in laboratory studies of cognition, data have been collected comparing test scores with simple choice reaction times. The three studies summarized here suggest that the relationship may be fairly strong except where the sampling of subjects to be studied seriously restricts variability in those measures. (Author/RC)

ED 115 687 95 TM 004 961

*Starkweather, Elizabeth K.***Starkweather Target Game for Preschool Children.**

Oklahoma State Univ., Stillwater. Research Foundation.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Pub Date Jun 71

Note—9p.; For related documents, see TM 004 962 and 963

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Age Differences, \*Childrens Games, \*Complexity Level, \*Preschool Children, Preschool Education, \*Preschool Tests, Sex Differences, Statistical Analysis, \*Task Performance, Test Reliability

Identifiers—\*Starkweather Target Game for Preschool Children

The Starkweather Target Game is designed to measure preschool children's willingness to try difficult tasks independent of ability. The game consists of a box-shaped target which responds, when the target is hit by a rolled ball, somewhat like a jack-in-a-box. When the ball's eye is hit, the lid opens and a surprise picture appears. After being seen by the child, another picture replaces it. The game is appropriate for children between three and six years; older children have an understanding of competition and success in hitting the target is their only goal. Materials include the target; 21 surprise pictures; a rubber ball; a cloth strip on which black lines at two foot intervals show the distance at which the target may be placed; and two small markers, one marked "easy" and one marked "hard" indicating the target distances between which the child chooses as he plays the game. During the game, the child shows his willingness to try difficult tasks, making a total of 20 choices between the easy and hard. The score is calculated from the number of balls the child uses and the number of times he chooses the difficult in relation to the number of successes he experiences. The game is adjusted for the ability of each child on the basis of a pretest. Statistical data is included in the report. (RC)

ED 115 688 TM 004 962

*Starkweather, Elizabeth K.***Starkweather Social Relations Test for Preschool Children.**

Spons Agency—Oklahoma State Univ., Stillwater. Research Foundation.

Pub Date Jun 71

Note—6p.; For related documents, see TM 004 961 and 963

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Peer Relationship, \*Photographs, \*Preschool Children, Preschool Education, \*Preschool Tests, \*Social Relations

Identifiers—\*Starkweather Social Relations Test (Preschool)

The Starkweather Social Relations Test is designed to measure a young child's social value within his own peer group. It is more than a test

of popularity. It combines a picture interview technique with gift-giving, and each child's value in his group is measured in terms of the extent to which his gift-giving is reciprocated by the children whom he chooses. The assumption underlying the choice of gift-giving as a technique for measuring social relations is that an individual wants to benefit someone he likes. Materials needed include a composite picture of children in the group, inexpensive toys, and envelopes, prelabeled with the names of the children in the group. Then the child is given a choice of several gifts, one of which is his to keep. Three gifts, identical to the one he chose, are then placed before him and he is allowed to choose three friends to whom he wishes the gifts to be given. This procedure is repeated until the child has chosen friends for four gifts, making 12 choices. Scoring shows the relationship between the child's choice of other children and their choice of him. The calculations are illustrated. (RC)

ED 115 689 95 TM 004 963

*Starkweather, Elizabeth K.***Starkweather Social Conformity Test for Preschool Children.**

Oklahoma State Univ., Stillwater. Research Foundation.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Pub Date Jul 70

Note—6p.; For related documents, see TM 004 961 and 962

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Age Differences, \*Conformity, Preschool Education, \*Preschool Tests, Sex Differences, Statistical Analysis, Test Reliability

Identifiers—\*Starkweather Social Conformity Test (Preschool)

The Starkweather Social Conformity Test is a research instrument designed to measure conforming and nonconforming behavior by providing the young child with opportunities to make choices in a situation in which he can follow a model or respond freely according to his own preferences. The test discriminates between compulsive conformists or nonconformists and children who are free to use either conforming or nonconforming behavior. The test is based on color preferences and is adjusted to the actual preferences of individual children. A pretest provides an opportunity for each child to indicate his color preferences. In the test proper, each child is given opportunities to conform as he constructs a picture booklet, identical to or different from booklets constructed by other persons (parents, peers, etc.). Scoring consists of a numerical count of the conforming and nonconforming responses made by the child. Scores range from -20 (complete nonconformity) to +20 (complete conformity). Statistical data resulting from administering the test to 200 children are discussed and include reliability of the test, age differences, and sex differences. (RC)

ED 115 690 TM 004 964

*Vale, Carol A. Bianchini, John C.***Evaluation of Educational Achievement Test Measures as an Eligibility Criterion in the Better Schools Act Formula. Final Report.**

Educational Testing Service, Berkeley, Calif.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Pub Date Aug 73

Note—64p.; For related documents, see ED 092 601-634; Page 35 will not reproduce on Microfiche or hardcopy

Available from—National Technical Information Service, Springfield, Va. (PB 240 651, MF \$2.25, HC \$4.75)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Achievement Tests, Correlation, \*Data Analysis, Demography, \*Elementary School Students, Family Income, Grade 4, Grade 5, Grade 6, Matrices, Public Schools, Raw Scores, \*Reading Tests, Standardized Tests, \*Student Characteristics, Tables (Data), \*Test Results, Urbanization, Welfare

Identifiers—\*Anchor Test Study, Metropolitan Achievement Tests

This report contains the selected descriptive analysis of the Anchor Test Study. Data originates in the public school segment of the na-

tional sample of grades 4, 5, and 6 who were administered the appropriate level of the Metropolitan Achievement Test (MAT): Reading, Form F. A description of the determination of the data base, of the analyses and results, and of the generalizability of the results for Northern and Southern states comprises the project report. Descriptive Tables are: Relationships between Test Performance and Income Level; Relationships between Test Performance and Degree of Urbanization of School Location; Correlation Matrices; Distribution for Selected Subgroups (Word Knowledge, Reading Comprehension, Total Reading Score). All tables are broken down by grade. (NTIS)

ED 115 691 95 TM 004 965

*Creech, F. Reid***A Vocational Re-Evaluation of the Base Year Survey of the High School Class of 1972; Part 1: Selected Characteristics of the Class of 1972. Final Report.**

Educational Testing Service, Princeton, N.J.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.—ETS-PR-74-23

Pub Date Oct 74

Contract—OEC-0-73-6806

Note—205p.; For related documents, see ED 097 368-372, 103 452-453, 111 850 and 886, and TM 004 910 and 966

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**

Descriptors—Academic Achievement, \*Comparative Analysis, Federal Programs, Financial Problems, \*High School Students, Longitudinal Studies, \*National Surveys, Post Secondary Education, Racial Differences, Remedial Instruction, Secondary Education, \*Seniors, Sex Differences, Socioeconomic Status, Student Ability, \*Student Characteristics, Student Participation, Teaching Methods, Vocational Education

Identifiers—\*National Longitudinal Study High School Class 1972

The eight reports brought together here were based on data collected for the base year of the National Longitudinal Study of the High School Class of 1972. Minor but systematic biases were present in the data since certain schools and students did not participate in the study. The accumulative effects of bias emphasize the need for care in analysis and interpretation. The class of 3 million persons consisted of about 82 percent white, nine and one-half percent black. About half of the white students were enrolled in academic curricula, compared to a quarter of the black students. Close to half of the black students were enrolled in general curricula, compared to 29 percent of all white students. In a set of six tests, females slightly outperformed males, academic students outperformed other students, and blacks scored about a standard deviation below whites. The socioeconomic status (SES) of academic students was higher than general students who had a slightly higher SES than that of vocational/technical students. Blacks had lower SES than whites. Students in federal programs scored higher than others in the same curriculum who did not participate in federal programs. Significant differences were seen regarding exposures of various students to various special teaching techniques. About one-third of the sample may face a financial barrier to continued education. Remedial instruction was more frequently provided to blacks than to whites, to general and vocational students than to academic students, and to more males than to females. (RC)

ED 115 692 95 TM 004 966

*Echternacht, Gary***A Vocational Re-Evaluation of the Base Year Survey of the High School Class of 1972; Part 2: Characteristics Distinguishing Vocational Students from General and Academic Students. Final Report.**

Educational Testing Service, Princeton, N.J.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.—ETS-PR-75-3

Pub Date Feb 75

Contract—OEC-0-73-6806

Note—41p.; For related documents, see ED 097 368-372, 103 45-453, 111 850 and 886, and TM 004 910 and 965

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Academic Achievement, \*Career Planning, Comparative Analysis, Discriminant Analysis, High School Curriculum, \*High School Students, Longitudinal Studies, National Surveys, Objectives, Questionnaires, Racial Differences, Secondary Education, \*Seniors, Sex Differences, Student Attitudes, \*Student Characteristics, Student Experience, Vocational Education, \*Vocational Interests

**Identifiers**—\*National Longitudinal Study High School Class 1972

This study sought to identify distinguishing characteristics of high school vocational students. Academic ability, post secondary school plans, student ratings of their school, psychological variables, values, extracurricular activities, and the influence of various key people were used as independent measures for identifying vocational students. Multivariate methods were used extensively to determine which information from the Longitudinal Study of Educational Effects could be used effectively to distinguish vocational students from general and academic students in the class of 1972. After much work in developing constructs, two conclusions were reached. Academic students were superior to both general and vocational students in terms of measured academic ability. The relationship between curriculum and academic ability was both strong and reliable. No other variables appeared to distinguish strongly academic from vocational and general students. Although the relationship was less reliable and considerably less strong than was the case for distinguishing academic students, vocational students differed from general students primarily in terms of alienation, focus on the work world, channeling, sex, and race. Typically, vocational students were less alienated from school and focused more on the work world than general students. Vocational students experienced less channeling than general students; they were less frequently assigned to their high school program and expressed more choice in selecting programs than were general students. More women and whites were enrolled in vocational programs proportionally. (Author/DEP)

ED 115 693

TM 004 967

*Grigsby, Camilla*

**Joint System Social Studies 1972-1975.**

Philadelphia School District, Pa. Office of Research and Evaluation.

Report No.—R-7617

Pub Date Jul 75

Note—22p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Changing Attitudes, Cultural Awareness, \*Curriculum Development, \*Curriculum Evaluation, Educational Objectives, Elementary Secondary Education, \*Ethnic Studies, Inservice Teacher Education, \*Interinstitutional Cooperation, Interpersonal Relationship, Parochial Schools, Program Evaluation, Public Schools, Questionnaires, Racial Attitudes, \*Social Studies, Student Attitudes

**Identifiers**—\*Joint System Social Studies Project, Pennsylvania (Philadelphia), Philadelphia School District

The Joint System Social Studies Project provided students from the public and parochial school systems with an innovative ethnic studies curriculum developed during joint staff meetings. Intersystem cooperation and communication was encouraged through this joint undertaking. Twenty public and parochial school teachers participated in monthly staff development meetings for training in ethnic and racial cultures and in current social studies approaches. A curriculum guide was developed and instructional materials were produced and identified. The ethnic studies curriculum was implemented in four elementary schools, one junior high school and four senior high schools from each system. Approximately 700 students participated in the project each year. A pre- and post-test attitude survey taken during the third year of the project revealed that there was a significant change in student attitude toward ethnic groups. No significant change was found in student attitude toward racial groups or toward students from the other system. Participating students made significant gains in cultural knowledge. However, few joint classes' needed to stimulate student interaction took place. Increased cooperation and communication between teachers from the public and parochial systems was noted. Resources common to both systems were effectively utilized. (Author/RC)

ED 115 694

TM 004 968

*Grosswald, Jules*

**1974-75 Philadelphia City-Wide Testing Program; February 1975 Achievement Testing Program. School Performance Distributions: Kindergarten through Grade Twelve.**

Philadelphia School District, Pa. Office of Research and Evaluation.

Report No.—R-7616; T-75-196-G

Pub Date Aug 75

Note—68p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Achievement Tests, \*City Wide Programs, \*Comparative Statistics, Elementary Schools, Elementary Secondary Education, Junior High Schools, Kindergarten, Middle Schools, \*National Norms, School Districts, Schools, Senior High Schools, Standardized Tests, Student Evaluation, Testing Programs, \*Test Results, Vocational High Schools

**Identifiers**—California Achievement Tests, Pennsylvania (Philadelphia), \*Philadelphia School District, Stanford Early School Achievement Test

This is a report of pupil performance in Philadelphia schools based upon the February 1975 Philadelphia City-Wide Testing Program involving all pupils in kindergarten through grade 12. School performance distributions show the combined percentages of pupils in each school scoring within various national percentile rank ranges. The performance distributions describe four groups of pupils in each school: (1) below national 16th percentile, (2) between the 16th to 49th national percentiles, (3) between the 50th to 84th national percentiles, and (4) 85th national percentile or above. These lists provided for the city, each of the eight districts, and all schools show the full range of pupil performance in the various test areas compared to national pupil norms provided by the test publishers. For kindergarten only the total battery results in the Stanford Early School Achievement Test are given. For the California Achievement Tests, total score results are given for each of the test areas and the total battery. For reference, the performance distributions for the national norm, city, and district are also given. Data are organized by district for all elementary schools in district order. Schools are listed alphabetically in each district. The middle, junior high, senior high, and area vocational-technical schools follow next with schools listed alphabetically without regard for district location. (RC)

ED 115 695

TM 004 970

*Haggett, William F.*

**Philadelphia Urban Education Network Project: Second-Year Final Report.**

Philadelphia School District, Pa. Office of Research and Evaluation.

Report No.—R-7621

Pub Date Aug 75

Note—40p.; Reproduction of pages 18-19 will be of marginal quality

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Academic Achievement, Community Involvement, Educational Disadvantage, Humanistic Education, \*Inservice Teacher Education, Instructional Innovation, Pilot Projects, \*Program Evaluation, Questionnaires, School Community Relationship, \*Student Needs, \*Student Teachers, Teacher Education, Teacher Workshops, Urban Education, Urban Schools, \*Urban Teaching, Urban Youth

**Identifiers**—Pennsylvania (Philadelphia), \*Philadelphia Urban Education Network Project, William H Hunter School

The Philadelphia Urban Education Network Project is a staff development project that deals with the problems of the urban teacher and the needs of the urban students. Project activities include workshops, conferences, open houses, and teacher exchanges, all of which involve project participants. Staff development workshops are held to aid teachers develop organizational strategies, curricula, and instructional practices. All five project objectives were attained. Progress has been made in the following areas during the 1974-1975 school year: (1) an increase in the use of individualized and small group instruction; (2) an increase in the use of affective approaches in instruction; (3) training of student-teachers in an urban setting; and (4) getting the community involved in various school activities. Appendixes contain the instruments used in the study and their results. (Author/RC)

ED 115 696

TM 004 971

*Grigsby, Camilla*

**Classroom Centers for Multiple Handicapped Children 1972-1975.**

Philadelphia School District, Pa. Office of Research and Evaluation.

Report No.—R-7618

Pub Date Aug 75

Note—17p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Achievement, Behavior Rating Scales, Classroom Observation Techniques, Inservice Teacher Education, \*Instructional Programs, Language Development, Motor Development, \*Multiply Handicapped, Occupational Therapists, Parent Participation, Physical Therapists, Program Development, \*Program Evaluation, Public Schools, Retarded Children, Self Care Skills, \*Special Classes, Speech Therapists, \*Student Needs, Summer Programs

**Identifiers**—Pennsylvania (Philadelphia), Philadelphia School District

The Classroom Centers for Multiple Handicapped Children were designed to provide profoundly retarded children with instructional programs meeting individual needs. In addition to the educational and training components of the program, speech and physical therapy services were also included. Seven classroom centers served approximately 56 children in 7 schools. Results from classroom observations, together with teacher and physical and occupational therapists' ratings found that students showed improvement in the following areas: Self-care, perceptual and motor development, self identification, language development and socialization. Parental participation and inservice training components of the project were of limited success due to a lack of direction and coordination of activities in these areas. (Author)

ED 115 697

TM 004 972

*Gray, William M.*

**The Factor Structure of Concrete and Formal Operations: A Confirmation of Piaget.**

Note—24p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Abstract Reasoning, \*Cognitive Development, \*Cognitive Processes, \*Cognitive Tests, Correlation, Elementary Secondary Education, \*Factor Structure, Logical Thinking, Matrices, Models, \*Problem Solving

**Identifiers**—\*Piagetian Theory

Piaget has hypothesized that concrete and formal operations can be described by specific logical models. The present study focused on assessing various aspects of four concrete operational groupings and two variations of two formal operational characteristics. Six hundred twenty-two 9-14 year old students participating in the Human Sciences Program designed by Biological Science Curriculum Study were the subjects. Two 15-item written tests were given on two consecutive days. Twelve items included drawings, 19 were open-ended, and 11 were multiple choice. For analysis seven items were eliminated because of deviant difficulty indices; the remaining 23 items were subjected to an image analysis with the initial factor matrix obliquely transformed using Hofmann's orthotran. Three factors were exceptionally clean: one including formal operational systematic permutations; one measuring concrete operational addition of increasing asymmetrical relations; and one involving the formal operational logic of making correct implications and denying incorrect implications. Four other factors were mixed within developmental period and across developmental period. Results are discussed relative to tentative support for some of Piaget's logical models, the robustness of Piagetian theory, and the feasibility of a written test of cognitive development. (Author/RC)

ED 115 698

TM 004 973

*Goodell, John S.*

**Questionnaires: Their Rate of Return.**

Note—11p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Data Analysis, \*Data Collection, \*Library Science, \*Questionnaires, Reactive Behavior, Research Methodology, \*Research Problems, Response Mode

**Identifiers**—\*Emporia Kansas State College

Questionnaires are important research tools despite their unpopularity. They are generally less costly per response than other techniques, may elicit more candid answers, provide more time for



respondents to consider their replies, and do not introduce interviewer or observer bias. The rate of return is an indication of the usefulness of a questionnaire. The number of returns are affected by several factors, but only the method of distribution, the kind of information requested, and the status of respondents are considered here. At Emporia Kansas State College, students working on masters research projects who used questionnaires were studied. Of the four methods of questionnaire distribution: U.S. mail, personal distribution by researcher, distribution by other persons, and campus mail, personal distribution was the most effective method in getting returns. There was little, if any, relationship between the information requested and response rate. Analysis of rate of return and status of subjects was inconclusive, with college and university educators at the lowest rate for any group. (Author/BJG)

**ED 115 699** TM 004 974

*Ellsworth, Randolph A. Franz, Carleen*  
**Bibliography on Criterion Referenced Measurement.**

Pub Date Oct 75

Note—24p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*Bibliographies, \*Criterion Referenced Tests

This bibliography contains 262 references on Criterion Referenced Measurement (CRM) that were obtained from the following sources: (1) the author's personal files; (2) a bibliography compiled by Hsu and Boston (ERIC Document #ED 068 531) containing 52 references; (3) a bibliography compiled by Keller (ERIC Document #ED 060 041) containing 116 references; and (4) a search of Education Index from July 1971 to September 1975. No attempt has been made to abstract the references reported and they are grouped only by author name. APA bibliography style has been followed as much as possible with some exception occurring when complete reference information on a source was not available. The hope is that this bibliography will serve as an initial reference source for persons involved in or beginning work on CRM. (Author/BJG)

**ED 115 700** TM 004 975

*Lenning, Oscar T.*  
**Predictive Validity of the ACT Tests at Selective Colleges.**

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.

Report No.—ACT-N-69

Pub Date Aug 75

Note—17p.

Available from—ACT Publications, American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240 (Order no. 4-7-69, \$1.00)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*College Entrance Examinations, \*Comparative Analysis, \*Competitive Selection, \*Correlation, \*Grade Point Average, \*Higher Education, \*Predictive Validity, \*Standardized Tests, \*Tables (Data), \*Test Results

**Identifiers—**Air Force Academy, \*American College Test, Scholastic Aptitude Test, Selective Colleges

Included are three studies, each dealing with an aspect of comparative validity of the American College Test (ACT) and the Scholastic Aptitude Test (SAT) at selective colleges. The first study considered the predictive efficiency of the ACT test scores and ACT test scores plus high school grades at 120 colleges, separated into three groups according to average college ACT composite. The second study concerned four selective colleges where all students had taken both the ACT and the SAT. At all four of these colleges, the mean ACT Composite score was above 24.5; the mean SAT Total score was above 1200. The third study took place at the U.S. Air Force Academy, a highly selective institution. A focus of concern in this study was to correct for selection on one of the tests, in this case the SAT, by designing the study in such a way that prior selection of students by the SAT would not be an extraneous factor in the analysis of the comparative predictive validity of ACT and SAT. The evidence in the three studies points to the conclusion that ACT and SAT scores typically yield similar results at selective colleges, and where they do not the ACT is usually favored with higher correlation coefficients. (Author/BJG)

**ED 115 701**

*Mullis, Ina V. S.*

**Educational Achievement and Sex Discrimination.**  
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Pub Date 75

Note—19p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*Academic Achievement, \*Age, \*Citizenship, \*Educational Assessment, \*Elementary Secondary Education, \*Mathematics, \*Non-discriminatory Education, \*Performance Factors, \*Reading, \*Sciences, \*Sex Differences, \*Sex Discrimination, \*Socialization, \*Social Sciences, \*Social Studies

**Identifiers—**\*National Assessment of Educational Progress

In the past years the National Assessment of Educational Progress (NAEP) has released results from a variety of learning areas. The purpose of this paper is to point out male-female differences in achievement across several learning areas. Hopefully, the results discussed here will be used as a basis for examining the possible existence of social and curriculum biases in these areas. Female and male performance in social sciences, mathematics, and science are nearly equal at age nine, but very different by adulthood. For example, at age nine, both sexes do equally well on numerical operation, geometry, and measurement, while males have a substantial advantage by adulthood. Since females have been found to read and write better than males, skills prerequisite for academic achievement, the superiority of males in social sciences, math, and science needs further explanation. It is hypothesized that females do not excel in political areas because social studies classes make it clear that females have not been actively involved in their countries' political decisions. No explanation is offered for why females are less able than males to answer questions concerning the location of the Great Lakes, the source of government revenues, and the purpose of the European Common Market. It is concluded that as sex barriers are lifted, females will be given the opportunity to reach their full potential. (BJG)

## UD

**ED 115 702**

*Holland, David Lee*

**Educational Programs for Low-Income Youths in the Inner-City of Spokane, Washington: Fiscal Year 1973-1974.**

Pub Date Aug 74

Note—42p.; Paper presented at the Annual Meeting of the Society for Applied Anthropology (March 19-22, 1975, Amsterdam, Netherlands); This document is available in microfiche only due to restriction on reproduction placed by the author

Available from—David Lee Holland, SE. 605 Holbrook, No. 1, Pullman, Washington 99163 (Price not quoted)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**Archaeology, Area Studies, Articulation (Program), Basic Reading, \*Disadvantaged Youth, Educational Anthropology, \*Educational Programs, Ethnic Groups, Extension Agents, \*Inner City, Locational Skills (Social Studies), \*Low Income, Majority Attitudes, Middle Class Culture, Minority Groups, Special Education Teachers, Urban Youth, Youth Programs

**Identifiers—**\*Washington (Spokane)

This paper explains the method used to locate low-income inner-city participants and describes progress during the first fiscal year of the endeavor. Several educational programs are described briefly. Among them are the archaeological summer camp, 4-H teams' participation in a basketball league, 4-H clubs' in the low-income inner-city target area, a 4-H club conference, and the renovation of Grant Park. A special instructor and basic reading and articulation program, which has as its objective the involvement of low income youth in activities con-

TM 004 976

sidered interesting and educational, is described in detail. Classes conducted under this program include creative crafts, women's awareness, awareness, basic reading and articulation, musicology, craft ideas, and others. The program is said to provide a viable means to reach and teach low-income people with great success. A motion film of this program documenting some of the described courses is scheduled for release in the fall of 1974. Success of the program described is considered to be due to their applicability to both transient and stable life style. Participation by minority groups in these programs is observed to have increased nine fold. The youth programs offered are held to reflect an applied anthropological approach to ethnic minority, and majority interests. (Author/AM)

**ED 115 703** 95 UD 015 49

**The Experience of Japanese Americans in the United States: A Teacher Resource Manual.**  
Japanese American Citizens League, San Francisco, Calif.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date [74]

Grant—OEG-0-74-9155

Note—186p.; This document is not available in hard copy due to the size of print in substantial parts of the original document

Available from—Japanese American Citizens League, National Headquarters, 1765 Sutter Street, San Francisco, California 94115 (Price not quoted)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**Annotated Bibliographies, Asian Americans, Cultural Factors, Equal Opportunities (Jobs), Ethnic Groups, Generation Guides, Immigrants, Instructional Aids, \*Instructional Materials, Japanese American Culture, \*Japanese Americans, \*Manual Reference Materials, \*Resource Materials, Social History, Student Developed Materials, Teacher Developed Materials, \*Teaching Guides

This manual is considered to be comprised of interesting resource materials to be used to stimulate teachers, community members, and others concerned with education in order to become more conscious of Japanese Americans and their role in American society. The manual includes a section on history and contemporary concerns of Japanese Americans, suggested instructional activities for grades K-12, an annotated bibliography on teachers and student resources, an annotated bibliography on multi-media resources and other annotated resource materials concerning Japanese Americans. Among the issues discussed are those concerning the Issei, the Nisei, the mass evacuation of persons of Japanese ancestry, U.S. - Japan relations in international politics, the elderly, redevelopment and urban renewal, legal rights, feminism, inter-marriage and equal employment opportunities (Author/AM)

**ED 115 704** UD 015 49

*Ziglar, Edward*

**The Nature-Nurture Issue Reconsidered: A Discussion of Uzgiris' Paper.**

Pub Date Jun 68

Note—43p.; Published in the proceedings of the Peabody-National Institute of Mental Health Conference on Socio-cultural Aspects of Mental Retardation (June 9-12, 1968)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**Behavior Development, Biological Influences, Cultural Differences, \*Cultural Factors, \*Environmental Influences, \*Genetic Heredity, Human Development, Individual Differences, Intelligence Differences, Learning Theories, Mental Development, \*Mental Retardation, \*Nature Nurture Controversy

Areas of agreement and disagreement concerning intellectual developmental and the problem of mental retardation espoused by the author and by Uzgiris are discussed in this paper. The importance of environmental factors, along with the genetic and/or constitutional nature of the organism on which these environmental events impinge, is seen as central to the interactionist's position. A naive or premature environmentalist approach of the determination of development is asserted to be as erroneous as a naive or premature hereditarian approach. Considerable attention

voted to the presentation of materials that highlight the importance of genetic factors in the teractionists' equation. The paper is considered ) to insure that the reader never loses sight of e biological components of intelligence, (2) to int out that certain psychological functions ay be more amenable to environmental manipulation than others, and (3) to highlight the issues at must be resolved before the manner in which ivironment affects both the intellectual and the n intellectual components of behavior is comended. (Author/AM)

D 115 705

UD 015 508

air, George E.

**An Experiment in Educating High School Dropouts: An Evaluation of the New York Urban League Street Academy Program.** Urban Affairs Research Center, New York, N.Y. Urban League—National Urban League, Inc., New York, N.Y.; Urban League of Greater New York, N.Y.

ib Date Aug 70

ote—181p.

**DRS Price MF-\$0.76 HC-\$9.51 Plus Postage**  
 Descriptors—Dropout Prevention, Dropout Problems, \*Dropout Programs, Dropout Rehabilitation, Dropout Research, Dropouts, Dropout Teaching, Educational Programs, Experimental Programs, \*High School Students, Program Administration, Program Costs, Program Descriptions, \*Program Effectiveness, \*Program Evaluation, Program Improvement, Student Characteristics, Urban Dropouts  
 Identifiers—New York (Manhattan), \*New York Urban League Street Academy Program

The Street Academies discussed in this evaluation report are considered to represent outstanding attempts to develop positive culturally different instructional models, rather than the compensatory deficit disadvantaged models that are utilized by regular school programs. Seven chapters discuss the background of the Academies, purposes and procedures, participants and staff, financing the Academies, the program in operation, findings, conclusions, and recommendations, and future implications. Of the 14 academies studied, nine are judged to be successfully achieving the pursued objectives of admission to college, connection to formal education, improvement of academic achievement, development of self-identity and personal life-goals, development of the ability to think critically, and improvement of social and emotional adjustment. Two Academies are found moderately successful, with the remaining two minimally successful in attaining the stated objectives. Among the recommendations made are that the program be continued and extended with some modifications, that goals and objectives be clarified, implemented, and promulgated, that a basic curriculum be standardized, that a comprehensive central system of program administration be implemented, and that recreation and artistic development be made integral parts of the program. (Author/AM)

D 115 706

UD 015 509

**Segregating the Boston Public Schools: A Crisis in Civic Responsibility. A Report of the United States Civil Rights Commission.**

Commission on Civil Rights, Washington, D.C.

ib Date Aug 75

ote—249p.

**DRS Price MF-\$0.76 HC-\$12.05 Plus Postage**  
 Descriptors—\*Citizenship Responsibility, \*City Problems, Civil Rights, Community Agencies (Public), Community Cooperation, Community Organizations, Community Relations, Community Services, Court Litigation, Federal Government, Government Role, Integration Litigation, Local Government, \*Public Schools, Racial Integration, School Community Relationship, \*School Integration, Social Problems, State Action, State Government, Urban Areas  
 Identifiers—\*Massachusetts (Boston)

This document presents findings and recommendations on the implementation of court ordered school desegregation in Boston. Major divisions of the document include a general section, Boston municipal government, the State government, leadership of Boston's private sector, and the Federal government. Within these major categories, various sub-divisions are listed and followed by findings and recommendations thereof. The view that court-ordered desegregation of public schools in Boston for school year 1974-75 is disastrous is not supported here. Evidence

developed by staff and testimony under oath from over 100 witnesses during five days of public hearings is considered to indicate that substantial progress was made in Boston in 1974-75 in the direction of upholding and implementing the constitutional rights of children and young people. The groundwork for even more significant progress in the same direction for school year 1975-76 is stated to have been laid. The Boston School Committee is said to have treated the court ordered Phase I school desegregation plan as an administrative problem and refused to take the affirmative steps necessary to desegregate successfully. The attitudes and practices that characterized their approach to Phase I are held not to have changed. Since the major administrative responsibilities for implementing the desegregation order still rests with this committee, the resolution of this unresolved issue is seen as crucial. (Author/AM)

ED 115 707

UD 015 561

Butchart, Ronald E.

**Educating for Freedom: Ideological Origins of Black Education in the South, 1862-1872. Final Report.**

State Univ. of New York, Binghamton.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BR-3-0252

Pub Date 31 Aug 75

Note—76p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—Beliefs, \*Change Agents, Economic Factors, Educational Change, Educational History, Educational Objectives, Educational Policy, \*Negro Education, \*Reconstruction Era, Social Change, Social Influences, Southern Schools, \*Southern States, \*Values

This historical investigation explores the foundations of black education in the United States. It focuses on the ideology of the northern whites who labored during and after the Civil War to assure that the ex-slaves -- the freed men -- received proper schooling. The study investigates the role of the Freedman's Bureau, and sets the movement in its economic and social context. It also seeks to provide an accurate narrative history of the freedman's aid movement. One of the major conclusions drawn here is that after a century of dealing with racism and inequality as an educational issue, perhaps it is time to realize those are economic issues utterly beyond the reach of schools. A second conclusion is that liberal educational reformism has, on the one hand, served to drain energy and attention away from basic criticism and analysis of the social and economic determinants; on the other hand, it has victimized, stigmatized, and objectified its clients as extraordinary and needing special assistance, thereby deepening their own sense of inferiority. Perhaps the overriding finding considered to emerge from this study is the conclusion that it is time educationists and education policy makers begin to understand educational history and to approach their problems with a clear understanding of the role of schools as social institutions within a specific social setting. (Author/JM)

ED 115 708

UD 015 581

Arko, Dorothy N.

**Project Success Report, 1974-1975.**

Bloomington Public Schools, Minn.

Pub Date 75

Note—56p.; Report of a project at Lincoln Senior High School

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Alternative Schools, Basic Skills, \*High Schools, High School Students, Individualized Instruction, Learning Difficulties, \*Learning Disabilities, Program Administration, \*Program Evaluation, Special Classes, Special Education, \*Special Programs, Student Problems, Underachievers

Identifiers—Minnesota (Bloomington), Project Success

Project Success, a program of modified interdisciplinary instruction coordinated with special services, is considered to be consistent with the theory of individual differences and individualized instruction which is inherent in the philosophy of Bloomington Public School's educational goals and objectives. The project, which began as an alternative program for grades 10-12 in September 1969, completed its fifth full year of operation in June 1975. The stated rationale which guided the general direction of this alterna-

tive program has been to implement strategies of instruction designed to: provide success oriented learning alternatives consistent with the needs of students; avoid labeling students as incapable nonlearners and as social outcasts; remove biases within the school which impede positive youth development; provide an opportunity for students to make a transition from the alternative program to the regular program; provide the opportunity for vocational training or work experience during their high school careers; and provide alternatives among the elective courses that will provide a wide range of interdisciplinary experiences. This report focuses on data collected as it pertains to the present 12th grade students who have elected to remain in project classes throughout three years of senior high school. (Author/JM)

ED 115 709

UD 015 582

**Educational Opportunities through Federal Assistance Programs, Fiscal 1974.**

Ohio State Dept. of Education, Columbus. Div. of Federal Assistance.

Pub Date 74

Note—25p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Adult Basic Education, \*Annual Reports, \*Compensatory Education Programs, Delinquent Rehabilitation, Disadvantaged Youth, Educational Finance, Educationally Disadvantaged, \*Educational Opportunities, \*Federal Aid, Handicapped Children, Instructional Materials, Migrant Child Education, State Departments of Education  
 Identifiers—Elementary Secondary Education Act, \*Ohio

This publication, the ninth annual report of the Division of Federal Assistance of the Ohio Department of Education, summarizes the work of the division during fiscal 1974 (July 1, 1973-June 30, 1974). In addition to presenting statistical, fiscal, and graphic data, the report is designed to help educators and other interested persons to: understand the various federal programs administered by the division, review the size and scope of these categorical aid programs; comprehend the past, present, and potential impact of the educational opportunities provided throughout the various acts and titles; and recognize the progress made during the past five years. During fiscal 1974, the Division of Federal Assistance had seven distinct areas of responsibility connected with the Elementary and Secondary Education Act: (1) Basic Title I, designed to meet critical instructional needs of selected educationally disadvantaged children; (2) Special Title I, designed to meet the educational needs of children of migratory agricultural workers, handicapped children in state-operated schools, and orphaned, neglected, and delinquent children in state operated schools; (3) Title II, which provides funds for library resources and other instructional materials; (4) Title V, which provides funds for strengthening leadership capabilities of the Ohio Department of Education; and (5) Adult Basic Education. (Author/JM)

ED 115 710

UD 015 583

**National Advisory Council on Equality of Educational Opportunity. Third Interim Report.**

National Advisory Council on Equality of Educational Opportunity.

Pub Date 30 Jun 75

Note—25p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Advisory Committees, Educational Legislation, Educational Opportunities, Educational Policy, Federal Legislation, Integration Effects, Minority Groups, \*Program Administration, Program Evaluation, \*Public Policy, Public Schools, Race Relations, Racial Integration, \*School Integration

Identifiers—\*Emergency School Aid Act

The Emergency School Aid Act was enacted to provide financial assistance for relieving particular problems associated with public school desegregation and minority group isolation. The act mandated the establishment of a 15-member National Advisory Council on Equality of Educational Opportunity (NACEEO) with at least half of the members representing minority groups. The council has four specific purposes: (1) to advise the Assistant Secretary with respect to the operation of the program authorized by the Act, including the preparation of regulations and development of criteria for the approval of applications; (2) to review the operation with respect

to its effectiveness and with respect to the Assistant Secretary's conduct in the administration of the program; (3) to meet not less than four times in the period during which the program is authorized and submit, through the Secretary, to the Congress at least two interim reports; and, (4) not later than December 1, 1974, to submit to the Congress a final report. The present third interim report contains continuing major findings and recommendations of NACEEO, some of which are considered to reinforce earlier ones. The Report has three sub-divisions: (1) summary of recommendations; (2) detailed recommendations and findings; and (3) NACEEO activities and exhibits, including a summary of previously published recommendations in December 1973 and January 1975. (Author/JM)

ED 115 711

UD 015 585

Scandura, Joseph M.

How Does Mathematics Learning Take Place?

Pub Date 14 Jun 74

Note—18p.; Based on an invited talk given at a general session of the National Council of Teachers of Mathematics, Inc. (Bozeman, Montana, June 14, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Cognitive Development, Cognitive Processes, \*Concept Formation, Deductive Methods, \*Elementary School Students, Learning Activities, \*Learning Processes, Learning Readiness, Mathematical Concepts, Mathematics, \*Mathematics Instruction, Performance Factors, Research Methodology, \*Symbolic Learning, Thought Processes

In a study of mathematics learning, taking a rule-oriented approach, students were taught to trade objects of type A for objects of types B and C. Children ranging from ages 7 to 9 were given rules for converting A to B and B to C and were then presented with the task of converting A to C. Of the 30, 6 succeeded. Of the 24 who failed, half were taught via a higher order rule to link arbitrary pairs of compatible rules. The other 12 pupils were not given this training. Then, all of the students were presented with a new pair of compatible rules for converting A to B and B to C. Finally, they were presented with a corresponding A to C task. The results showed that all of the students who received training succeeded whereas not one of the other students did so. The results, it is stated, indicated that knowing the components of a solution (rule) for a task is not sufficient. Integrating components is accomplished by applying higher order rules to lower order ones (e.g., component rules). Component rules and higher order rules, although behaviorally sufficient for problem solving, are not logically sufficient. Presumably, it is asserted, the learner must have some innate capability which tells him when and how the various rules are to be used in attacking a problem. With regard to the last point, an innate mechanism which is basic to a structural learning theory is then discussed. (Author/JM)

ED 115 712

UD 015 586

Goldberger, Arthur S.

Professor Jensen, Meet Miss Burks.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Economic Opportunity, Washington, D.C.

Report No.—IRP-DP-242-74

Pub Date Dec 74

Note—47p.; Discussion Paper

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Adopted Children, Biological Influences, Cultural Differences, Cultural Factors, \*Environmental Influences, \*Genetics, Heredity, Intelligence, \*Intelligence Differences, Intelligence Quotient, Intelligence Tests, Measurement Instruments, Mental Development, \*Nature Nurture Controversy, \*Research Problems, Social Problems, Testing Problems

Identifiers—\*Jensen (Arthur R)

This paper critically examines the portions of Arthur Jensen's books, "Genetics and Education" and "Educability and Group Differences," that concern Barbara Burks' 1928 study of adoptive families. Jensen cites the low correlations of children's IQs with measures of home environment from Burks' study as evidence that environment plays only a minor role in the determination of intelligence. The finding here is, however, that

Burks' sample was highly selective, that her environmental measures were limited, and that Jensen has thoroughly misrepresented the content and implications of the Burks' study. (Author/AM)

ED 115 713

88

UD 015 600

Designing and Implementing Little School Components: ESEA Title III Evaluation; Final Report.

District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Supplementary Centers and Services.

Pub Date Aug 75

Note—58p.; Report prepared by G & G Associates, Inc., Silver Spring, Maryland

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Academic Achievement, Attendance Records, \*Compensatory Education Programs, Curriculum Development, Guidance Programs, \*High Schools, \*Individualized Instruction, \*Program Evaluation, Staff Improvement, Student Attitudes, Teaching Methods

Identifiers—District of Columbia, Elementary Secondary Education Act Title III, ESEA Title III

Designing and Implementing Programs for the Little School Component is a program funded under Elementary Secondary Education Act Title III and designed to develop, implement, and disseminate a program of individualized instruction at the Howard D. Woodson Senior High School. This program is a third year continuation of the program initiated in 1972-73. The original 300 students entering as 10th graders in 1972-73 have continued in the program and are now in their senior year. The third year program was expected to complete the development of pilot experiences for staff and students alike in the development and implementation of individualized programs. The current year program was designed to be conducted in four phases described in the project proposal: Articulation and Planning Session, Implementation of the Little School Component, School-Year Workshop and Staff Development, and Evaluation and Redesign. Phases 2-4 were in effect concurrently from the beginning of the 1974-75 academic year while Phase 1 was conducted during the summer of 1974. The results of the evaluation discussed here are considered to clearly indicate support for the Little School Component's achievement of its goals, particularly in the areas of developing a viable program of individualized instruction and in creating a positive atmosphere for learning. (Author/JM)

ED 115 714

UD 015 601

Distribution of High School Graduates and College-Going Rate: New York State, Fall 1974.

New York State Education Dept., Albany. Information Center on Education.

Pub Date 74

Note—18p.; Not available in hard copy due to poor reproducibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—College Attendance, \*College Bound Students, Demography, Higher Education, \*High School Graduates, High Schools, Longitudinal Studies, \*Post Secondary Education, Private Schools, Public Schools, School Statistics, \*Statistical Data, Student Enrollment

Identifiers—\*New York

The tables contained in this document present data concerning the 1973-74 high school graduates of New York State's public and nonpublic schools. The data were secured through the State Education Department's Basic Educational Data System and reflect the status of graduates, as reported by school principals, in the fall of 1974. Table 1 presents trends in the college-going rate of high school graduates from 1965 through 1974. The rows of the table define categories of high school graduates according to type of institution entered and type of high school graduated from. The columns correspond to the years in which graduates entered post secondary education (i.e. fall of 1965 through 1974). The cell entries in the table are percentages. Table 2 presents "Trends in New York State High School Graduates Entering Institutions of Higher Education Within and Outside New York State, 1970 to 1974" for Public High School Graduates, Nonpublic High School Graduates, and Public and Nonpublic High School Graduates. Table 3

presents the "Distribution of 1973-74 Public High School Graduates, New York State." Table 4 presents the "Distribution of 1973-74 Nonpublic High School Graduates, New York State." Table 5 shows the "Distribution of 1974-75 Public and Nonpublic High School Graduates, New York State." (Author/JM)

ED 115 715

UD 015 602

Cooper, Mildred P. Nelson, King

A Study of Comparative Data in Eight Large City School Systems, FY 1974 and FY 1975.

District of Columbia Public Schools, Washington, D.C.

Pub Date Feb 75

Note—73p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Capital Outlay (for Fixed Assets)

\*Comparative Analysis, \*Educational Administration, \*Educational Finance, Educational Resources, Expenditure Per Student, Public Schools, Resource Allocations, School District Spending, \*School Systems, Special Education Staff Utilization, Surveys, \*Urban Schools

Identifiers—District of Columbia

The purpose of this study is to collect, analyze and report on statistics and program information relative to selected aspects of the overall budget and program of selected large city school systems. Furthermore, the intent is to isolate areas of variation in what is seemingly common operation and by means of adjustment, whether it be in the form of calculation or definition, provide for decision makers that data which may be compared. The school systems included are several large city school systems with characteristics similar to those of the public schools of the District of Columbia. The eight systems reported are Atlanta, Baltimore, Boston, Cleveland, Milwaukee, St. Louis, San Francisco, and Washington D.C. The study began in August 1974 with requests to each of the participants for copies of school system and city budgets for fiscal year 1974 and 1975. The report is organized into four substudies, each dealing with a major area of high priority interest to the public schools of the District of Columbia. Expenditures per pupil, the subject of Substudy 1, and staffing, the subject of Substudy 2, are key indicators of the level and allocation of resources within each school system. Substudy 3, dealing with special education, and Substudy 4, dealing with capital outlay programs look at two specific areas of importance in current planning and budget efforts. (Author/JM)

ED 115 716

UD 015 603

Comer, James P. Poussaint, Alvin F.

Black Child Care: How to Bring Up a Healthy Black Child in America. A Guide to Emotional and Psychological Development.

Pub Date 75

Note—408p.

Available from—Simon & Schuster, Inc. Rockefeller Center, 630 Fifth Avenue, New York, New York 10020 (\$9.95)

Document Not Available from EDRS

Descriptors—Adolescence, Child Care, \*Child Development, Educational Problems, Elementary School Students, \*Emotional Development, \*Guides, Individual Development, Infancy, Mental Health, Negro Students, \*Negro Youth, Parent Child Relationship, \*Parent Role, Preschool Children

This book is designed to serve as a practical reference guide for parents. The bulk of it is devoted to a stage-by-stage study of the black child's development from infancy through adolescence with special emphasis on the role of parents and teachers of school age children. The book begins with a brief summary of the historical experience of black youth in America. A question-and-answer format is used throughout the book. Most child care books are considered to be geared toward the middle-income white family, and few discuss race-related issues of child rearing and low-income children and families. Because race-related and income-related issues are said to cause special problems, it is held essential that an approach to child rearing takes these important factors into consideration be available. Among the topics discussed are how children mature and how that growth affects their emotional, psychological, and social development. The intent is to share with the parent some of the latest findings and thinking in the child development field. Knowing the causes of black family problems and what can be done about them, a

well as having an awareness of black family and community strengths, can affect how black mothers and fathers think about themselves and, in turn, influence the kind of care they give their young. It can also affect, it is stated, how white teachers and others view black youth. (Author/JM)

**ED 115 717** **UD 015 604**

**A Study of the Effectiveness of Individualized Instruction in the Teaching of Reading and Mathematics. Final Report: The Study Design.**

Contemporary Research, Inc., Los Angeles, Calif. Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Oct 75

Contract—NIE-400-75-0080

Note—265p.; Pages A-1a through A-1f, B-2a through B-2f, and B-3a through B-3f in the appendices of the original document are copyrighted and therefore not available. They are not included in the pagination

**EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage**

Descriptors—Academic Achievement, \*Compensatory Education Programs, Curriculum Development, Elementary Education, Federal Programs, \*Individualized Instruction, Mathematics Instruction, Measurement Techniques, National Surveys, \*Program Evaluation, Reading Instruction, \*Research Design, \*Research Methodology, Sampling, Teaching Methods

The National Institute of Education is in the process of designing and conducting a study of compensatory education in accordance with the Education Amendments of 1974. Special attention will be devoted to examining the relative effectiveness of "standardized" versus "individualized" instructional programs. The stated purpose of this report is: (1) to develop a conceptual framework within which a meaningful comparison of individualized versus standardized instruction can be made; (2) to identify specific variables which need to be assessed; and (3) to develop and describe specific procedures which should be used in gathering, analyzing, and reporting the results of the research effort. It is proposed that, rather than attempting to sample schools with uniformly "individualized" or "standardized" programs, the sampling procedure should involve a deliberate and systematic attempt to sample programs which vary as widely as possible on different dimensions of individualization. The primary sampling unit should be classrooms. The central concern of the research should be the accurate description of what is being implemented rather than how well, and a careful evaluation of how those processes affect student outcomes. The analysis and interpretation of the study should be directed toward providing guidelines and recommendations for policy information, and therefore should focus on program variables (and not merely the programs). (Author/JM)

**ED 115 718** **UD 015 614**

**Attitudes toward School of Connecticut Compensatory Education Children; Programs Supported by Connecticut State Act for Disadvantaged Children and Title I of the Elementary and Secondary Education Act.**

Connecticut State Dept. of Education, Hartford. Bureau of Evaluation and Educational Services.

Pub Date Sep 73

Note—74p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Academic Achievement, \*Attitude Tests, \*Compensatory Education Programs, Economically Disadvantaged, Educationally Disadvantaged, Evaluation Criteria, Evaluation Methods, Federal Programs, \*Minority Group Children, Primary Education, School Attitudes, \*Student Attitudes, Teacher Attitudes, Test Interpretation, Test Results, \*Test Validity

Identifiers—Connecticut, Elementary Secondary Education Act Title I, ESEA Title I, School Sentiment Index

The stated purpose of this study is to determine hat pupil, teacher, and school district characteristics relate to young children's expressed attitudes as measured by the School Sentiment Index and to determine the usefulness of this easurement instrument. The subjects of the study were kindergarten through grade two children who received compensatory education during the 1972-73 school year. Three questions are addressed: (1) What are the interrelationships of pupil attitudes toward school at the end of the school year and selected other pupil, program,

teacher, and school district factors? (2) Does attitude toward school, pre-test reading level, reading test gain, extent of school district disadvantage, and cost of the compensatory program vary when the data are grouped according to the grade promotion status of the pupil, the emphasis of the compensatory instruction provided, the size of the group in which the pupil received compensatory instruction, or the specialized background of his compensatory teacher? and, (3) What is the value of using the School Sentiment Index on a year-end basis for pupil, school district, and statewide evaluation purposes? It was concluded that one major value of the School Sentiment Index lies in using it to interpret group scores of young children for compensatory education evaluation purposes. Several limitations of the study, along with definitions of terms, are provided. Results for each question are described in detail. (Author/AM)

**ED 115 719** **UD 015 637**

**Courant, Paul N. Yinger, John**

**On Models of Racial Prejudice and Urban Residential Structure.**

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Report No—IRP-283-75

Pub Date Jun 75

Note—48p.; Discussion Paper

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Comparative Analysis, \*Housing, Housing Discrimination, Low Rent Housing, Middle Income Housing, \*Models, Negro Housing, Neighborhood Integration, Racial Differences, \*Racial Discrimination, Racial Segregation, \*Residential Patterns, Social Discrimination, \*Socioeconomic Status

Economists have studied the effects of racial prejudice on urban residential structure using a set of models that focus on conditions at the border between the black and white areas. This paper reviews the theoretical literature on these border models and investigates their generality. Section 1 considers the border model developed by Bailey in 1959 and shows that without substantially stronger assumptions than are made in its original statement, this model is internally inconsistent as an equilibrium model of residential structure. Section 2 considers a general equilibrium border model developed independently by Courant (1973) and Rose-Ackerman (1975) and briefly summarizes it. These two models are amended to allow for the possibility of differences in income between and within the racial groups in Section 3. Section 4 presents the implications of these findings for the appropriateness of border models and makes suggestions for alternative ways of modeling the effect of racial prejudice on urban structure. The main result derived in the paper is that border models are logically inconsistent without unrealistic assumptions either about the incomes of blacks relative to the incomes of whites or about the extent of white prejudice. The paper concludes with several suggestions for more satisfactory modeling of prejudice and urban structure. (Author/AM)

**ED 115 720** **UD 015 638**

**Sorensen, Aage B. Fuerst, Sarah**

**Black-White Differences in the Occurrence of Job Shifts.**

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Report No—IRP-261-75

Pub Date Oct 75

Note—37p.; Discussion Paper

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Economically Disadvantaged, \*Employee Attitudes, \*Employment Patterns, Employment Problems, Employment Trends, Income, \*Negro Employment, \*Occupational Mobility, Race Influences, \*Racial Differences, Racial Discrimination, Racial Factors, Social Disadvantage, Socioeconomic Status, Unemployment

This paper presents an analysis of black-white differences in job shifts based on panel data. Three topics are investigated: (1) whether a person intended to quit (a person's intention to quit); (2) whether or not a person actually quit his job; and (3) whether or not a person was laid off. The outcome of these events is analyzed in relation to income derived from the job and the education, age, marital status, and number of

children of the job-holder. It is hypothesized that if job shifts represent an interplay between personal characteristics and structural opportunities, then occupational discrimination toward blacks should be reflected in the job shifts blacks undertake. Results demonstrate a pattern where blacks are systematically disadvantaged in their income attainment process in relation to whites. It is shown that while blacks and whites form their intention to quit in much the same way, actual quits and lay-offs take place according to very different mechanisms for blacks and whites. (Author/AM)

**ED 115 721** **UD 015 650**

**Williams, Charles T.**

**Confronting the Miseducation of Third World Students.**

Michigan Education Association, East Lansing. Div. of Minority Affairs.

Pub Date 75

Note—11p.

Available from—Michigan Education Association, 1216 Kendale Boulevard, East Lansing, Michigan 48823 (\$0.25)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Cultural Factors, Educational Change, \*Educational Needs, Educational Problems, Inservice Teacher Education, \*Minority Group Children, \*Minority Group Teachers, Political Issues, Racism, School Orientation, \*Teacher Attitudes, Teacher Orientation, Teacher Responsibility, \*Teacher Role, Urban Teaching

This booklet was developed to assist teachers of Third World students in a workshop setting to understand the impact of institutional racism on schools, and provide them with viable skills so they might assist Third World students to cope and survive more effectively in the society. The topics discussed in this booklet are as follows: What is the Mis-education of Third World people? What I as an educator must know in order to deal effectively with negating the mis-education of Third World students? Major goals in educating Third World students; Educator Self-Inventories; Awareness of Third World culture and its implication for educating or mis-educating Third World students; and some of the things Third World educators must do to effectively confront the mis-education of Third World students. The booklet concludes by stating that six basic realities must be considered by Third World educators: (1) Change must occur if schools are to be meaningful for Third World students; (2) Only power can bring change; (3) Only political involvement can bring power (political salience); (4) Only personal commitment can bring political involvement; (5) Only personal awareness can bring commitment; (6) Awareness produces commitment, which produces political involvement, which produces power, which produces change. (Author/JM)

**ED 115 722** **UD 015 652**

**Aron, Robert And Others**

**Effects of Teacher Expectancies: Myth or Reality?**

Pub Date Mar 75

Note—15p.; Paper presented at the Annual Meeting of The American Personnel and Guidance Association (New York, New York, March 1975)

Available from—Dr. Robert Aron, Youth Resource Center, 321 Hubbard Street, Glastonbury, Connecticut 06033 (Free)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Academic Achievement, Bias, Caucasian Students, Ethnic Status, \*Expectation, Low Ability Students, \*Minority Group Children, Racial Discrimination, Sex Differences, Social Discrimination, Student Characteristics, Student Grouping, Student Teacher Relationship, \*Teacher Attitudes, Teacher Behavior, Teacher Evaluation, \*Teacher Influence

This study manipulates the variables of children's ethnicity, sex, and ability to ascertain the nature of the interaction relationship between teacher expectancies and student performance. The subjects were urban teachers who were asked to read case histories and then rate the child on a Likert-type family and pupil behavior rating form and a modified Osgood semantic differential scale. In addition, each subject completed a revised F scale of 30 items to assess each subjects' degree of prejudice. Analysis of the ratings given by the 386 teachers confirms

the premise that the interactions between teachers' expectancies and students' performance is more complex than originally expected; the variables of ability, sex, ethnicity and prejudice of teachers were found to be of importance in understanding these interactions. It is further concluded that the global ratings of the Osgood semantic differential scale are more powerful in recording the differential ratings of the teachers than are the particular judgments of the family and pupil behavior rating form. The third conclusion is that low ability students are the particular group of students who are "victimized" by the ratings of the high prejudice teachers. These findings suggest the need for administrators to be aware of their staff's prejudices, particularly as they interact with low ability students of minority status. They also suggest the need for retraining of teachers who are prejudicial or the assignment of them to schools where they do not come into contact with low ability minority students. (Author/AM)

ED 115 723

UD 015 663

Wilber, George L. And Others

**Oriental in the American Labor Market. Minorities in the Labor Market, Volume 2.**

Kentucky Univ., Lexington. Social Welfare Research Inst.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date 75

Note—206p.; Pages 183-188 (Appendix B) will be marginally legible

EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage

**Descriptors**—\*Asian Americans, Chinese Americans, Employment Level, Employment Opportunities, \*Equal Opportunities (Jobs), Ethnic Groups, Ethnic Status, Filipino Americans, Income, Japanese Americans, Job Market, Korean Americans, \*Labor Market, \*Minority Groups, Occupational Mobility, Social Discrimination, \*Socioeconomic Status

This study describes and evaluates the participation and status achievements of Orientals in the labor market, with particular attention to factors affecting such participation and whether differences in participation of Orientals and whites reflect discrimination. Inequalities and discrimination within the labor market are examined in terms of four major areas: labor force participation, occupational achievement, occupational mobility, and earnings from wages and salaries. It is concluded that, on the basis of their accomplishments in the labor market, Orientals are no longer a disadvantaged minority; they often equal or surpass the levels of socioeconomic status attained by whites. However, it is pointed out that problems of language and cultural differences still do exist, and there are still vestiges of the anti-Oriental movement. (Author/AM)

ED 115 724

UD 015 665

**Multi Ethnic Handbook, Volume 1. Later Elementary and Middle School. Lesson Plans for Teaching Concepts Dealing with Racism Contributions of Blacks, Latinos, Native Americans.**

Michigan Education Association, East Lansing. Div. of Minority Affairs.

Pub Date 73

Note—102p.

Available from—Michigan Education Association, 1216 Kendale Boulevard, East Lansing, Michigan (\$2.25)

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

**Descriptors**—African History, American History, American Indians, Biculturalism, \*Cultural Pluralism, Curriculum Enrichment, \*Curriculum Guides, Elementary Education, \*Elementary School Curriculum, \*Ethnic Groups, Ethnic Studies, Multicultural Textbooks, Negroes, Negro History, Racial Discrimination, Racism, Social History, Spanish Americans

This volume contains lesson plans for grades 4 through 8 on the contributions of Blacks, Latinos, and First Americans and on prejudice and racism. The lesson plans are presented within the framework of main ideas, activities for the ideas, and resources for the activities. The section on racism includes definitions and examples of racism. The section on Blacks, First Americans and Latinos are developed in a chronological manner. The Black section deals with the Pre-Columbian Period, Exploration and Colonization, Developing Another Nation, and Struggle for Identity and Equality. First American topics are Pre-Columbian, Columbian Period, Developing Another Nation 1775, Western Imperialization, and Struggle for Identity and Equality. The Latino materials include General Background Information, Mexican Indian Cultures of the Pre-Columbian Period. It is suggested that the handbook be used as a reference upon which the teacher can build. (Author/AM)

ED 115 725

UD 015 675

Wolf, Judith G. Sylves, David

**Validation of Specific Tests for Diagnostic and Prescriptive Purposes with Potential HEOP Students. Final Report.**

JnD Research, Williamsville, N.Y.; Rosary Hill Coll., Buffalo, N.Y.

Spons Agency—New York State Education Dept., Albany. Div. of Higher Education.

Pub Date [75]

Note—92p.; Pages 86 through 92 Appendix C will be marginally legible

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

**Descriptors**—\*Academic Achievement, Achievement Tests, Aptitude Tests, Culturally Disadvantaged, Diagnostic Tests, \*Disadvantaged Youth, Educationally Disadvantaged, Equal Education, \*Higher Education, \*Measurement Instruments, Socially Disadvantaged, Standardized Tests, Test Interpretation, \*Test Validity

**Identifiers**—HEOP, \*Higher Education Opportunity Program, New York

The purpose of this study is the substantiation of the use of selective cognitive and affective measures for effective identification of degree and level of academic disadvantage of Higher Education Opportunity Program (HEOP) students in New York State. This was accomplished by investigating the relationship between academic efficiency (e.g., selective cognitive and non-cognitive measures) and persistence (e.g., time spent in college); (b) establishing base rates

of learner behaviors for each grade level for selected predictor and criterion measures; and, (c) investigating the relationship between academic efficiency and academic success criteria. The design of the study is based on two premises: that academic efficiency is related to persistence, and that it is also related to success. Predictors used are academic efficiency measures and biographic data, while criteria used are persistence measures and academic success measures. Major results and conclusions based are: (1) upper classmen perform more efficiently than lower classmen on the measures selected for inclusion in the study, leading to the acceptance that academic efficiency is related to persistence; (2) positive but weak relationships exist between individual academic efficiency measures; (3) relationships between persistence and sex, type of high school diploma, and ethnicity do not exist. (Author/AM)

ED 115 726

UD 015 735

Moore, Donald And Others

**A Multi-Method Study of the Development and Effects of an Alternative High School Learning Environment. Volumes 1, 2 and 3, Final Report.**

Center for New Schools, Inc., Chicago, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Office of Research Grants; National Inst. of Mental Health (DHEW), Rockville, Md.

Bureau No—BR-3-2664

Pub Date 5 Aug 75

Grant—NEG-6-00-3-0094

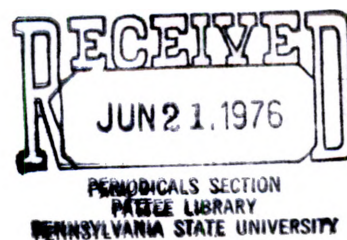
Note—1,047p.

EDRS Price MF-\$1.71 HC-\$52.69 Plus Postage

**Descriptors**—\*Alternative Schools, Educational Alternatives, Educational Change, Experimental Schools, \*High Schools, Open Education, \*Organizational Change, \*Program Evaluation, Research Design, Research Methodology, School Organization, Statistical Analysis, Student Attitudes, Student Teacher Relationship Identifiers—\*Illinois (Chicago)

The purpose of this report is to describe a study concerning organizational processes in an alternative high school with walls (Metro High School), which is part of the Chicago public school system, and its effects on students during the first 18 months of operation. Student development comparisons are made between a group attending Metro and a control group, both randomly chosen from a pool of volunteers who wanted to attend Metro. The major organizational changes implemented were: (1) the development of student-teacher relationships based on dialogue and noncompartmentalization; (2) freeing students from conventional school restrictions on personal functioning; (3) use of community-based learning experiences in the educational program; and (4) an increase in the variety of learning options available to students. The study revealed complex problems of social process in implementing such organizational innovations that have significant policy implications. Basic differences were found among six student subgroups in their perception of and participation in the program. Multiple methods converge which are considered to indicate that the aspects of the Metro experience valued most positively by students compared with the conventional high school experience are humanistic interpersonal relationships with teachers and fellow students. (Author/JM)





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# Resources in Education

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## Introduction

**Resources in Education** is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

# **DOCUMENT SECTION**

## SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s). **ED 654 321** **56** **CE 123 456**

Title. *Smith, John D. Johnson, Jane*  
**Career Education for Women**

Organization where document originated. **Central Univ., Chicago, Ill.**

Date published. **Spons. Agency—National Inst. of Education (DHEW), Washington, D. C.**

Contract or Grant Number—only NIE or USOE contracts or grants are recorded. **Report No—CU-2081-S**

Alternate source for obtaining documents. **Pub Date May 73**

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS", other sources are cited above. **Contract—NIE-C-73-0001**

**Note—129p.; Presented at the National Conference on Career Education (3rd, Chicago, Ill., May 15-17, 1973)**

**Available from—Campus Bookstore, 123 College Ave., Chicago, Ill. 60690 (\$3.25)**

**EDRS PRICE MF-\$0.75 HC-\$6.60 plus postage**

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable).\*

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.

Informative Abstract.

Abstractor's initials.

**Women's opportunities for employment will be directly related to their level of skill and experience but also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1970 and 1980, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craftsmen and foremen (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance which are available to them. (SB)**

\*The key to these codes is as follows:

Code	Description	Code	Description
08	Adult and Vocational Education, Public Law 88-210	52	Library Research and Development, Public Law 89-320, Title II, Part B
16	Captioned Films for the Deaf, Public Law 85-905	56	New Educational Media, Public Law 85-864, Title VII, Part A
24	Cooperative Research, Public Law 89-10, Title IV	64	New Education Media, Public Law 85-864, Title VII, Part B
32	Disadvantaged Students Program, Public Law 89-10, Title I	72	Research in Foreign Countries, Public Law 83-480
40	Handicapped Children and Youth, Public Law 88-164	80	State Educational Agencies Experimental Activities, Public Law 89-10, Title V. Section 505
48	Language Development, Public Law 85-864, Title VI	88	Supplementary Centers and Services, Public Law 88-10, Title III
		95	Other Office of Education Programs

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

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## CE

### ED 115 727

White, Sally And Others

Community-Based Training: A Model for University and State Partnerships.

Pennsylvania State Univ., University Park. Coll. of Human Development.

Pub Date Jun 75

Note—17p.; For related documents, see CE 005 053-058; Paper presented at the Annual Meeting of the Gerontological Society (27th, Portland, Oregon, October 18-November 1, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Cooperative Planning, Educational Planning, \*Geriatrics, Health Personnel, \*Inservice Education, Models, Paraprofessional Personnel, Professional Personnel, Program Descriptions, State Agencies, Universities

Identifiers—\*Gerontology

The community-based training model conducted at Pennsylvania State University in cooperation with the Pennsylvania Department of Public Welfare, Office for the Aging, provides accessible gerontological education throughout the State through a multi-faceted approach of informal seminars, undergraduate academic courses, short-term module presentations, and certification programs. At a time of fiscal accountability, the Pennsylvania prototype shows how the cooperative efforts and coordination of activities of two organizations can be combined into an organized attack upon a critical social problem. The five features unique to the Pennsylvania approach include a program that is cooperative, universal, accessible, progressive, and responsive. An important component in the long-range educational plan is that educational opportunities are planned in 20 off-campus centers for all persons within the State who work with older adults. Minimal cost has enabled more paraprofessionals and volunteer workers to attend. Students deciding to matriculate may transfer short-term training and work experience into credit hours. Likewise, with increasing education, persons can change occupations within an agency or transfer among service provision agencies. The 1974 training plan included three workshops on Normal Aging, Aging Problems, and Alternatives to Institutionalization, with a strong evaluation component planned for the series. (EA)

### ED 115 728

Hickey, Tom

Current Issues in Training and Education in Gerontology.

Pennsylvania State Univ., University Park. Coll. of Human Development.

### CE 005 052

Pub Date Jun 75

Note—22p.; For related documents, see CE 005 052 and CE 005 054-058; Transcription of an extemporaneous presentation to the Faculty Seminar in Gerontology (University Park, Pennsylvania, May 9, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Educational Programs, Federal Aid, Federal Legislation, \*Futures (of Society), \*Geriatrics, \*Higher Education, Models, State of the Art Reviews

Identifiers—\*Gerontology

Passage of landmark legislation in the form of the Older American Act initiated a broad program of research and training in the area of adult development and aging and social gerontology. Various types of model programs emerged around the country. One type is the State-recognized consortium (University of Michigan and Wayne State University) while a second type is the interdisciplinary and diffused model (University of Chicago). Other types are the center entity model (University of Southern California), the single program model (Washington University, St. Louis), and the functional program orientation model for smaller colleges and universities. Future projections indicate a need for the continuance of multiple models, strong State-oriented programs, and functional, informal consortiums. The establishment of a National Institute on Aging is expected momentarily, with the Administration on Aging moving toward a role of being a Federal clearinghouse on aging for all Federal funds. State units on aging can currently benefit from the amended Older American's Act. The primary goals of the recently formed Association for Gerontology in Higher Education (AGHE) is helping to formulate national policy on gerontological training/education. An example of AGHE effectiveness was Congressional restoration of \$6.5 million for university-based gerontological training/education. (EA)

### ED 115 729

Hickey, Tom

Geriatric Staff Training for Patient Independence.

Pennsylvania State Univ., University Park. Coll. of Human Development.

Pub Date Jun 75

Note—40p.; For related documents, see CE 005 052-053 and CE 005 055-058

Available from—The Gerontologist, The Gerontological Society, One DuPont Circle, Washington, D.C. 20036

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Geriatrics, Health Personnel, \*Inservice Programs, \*Institutional Personnel, Institutions, Medical Research, \*Milieu Therapy,

### CE 005 054

Paraprofessional Personnel, \*Patients (Persons), Professional Personnel, Self Actualization

Identifiers—\*Gerontology

The project investigated the effectiveness of an environmental therapy training program for geriatric mental health workers when used in two different institutional settings. Site A was a State-operated facility for psychiatric in-patient care, accommodating 2,000 patients, with emphasis on maintenance and general patient welfare. Site B, a former State-operated custodial care facility with 100 beds, placed emphasis on diagnosis and assessment for subsequent placement in nursing/boarding residences and patients' homes. Thirty trainees at each institution were selected non-randomly by the institutional directors for the training program promoting patient independence. The first training phase consisted of the presentation of environmental therapy principles in 18 two-hour sessions (lecture, discussion, role playing, audiovisual materials, and small group problem-solving sessions). Two pre- and post-measures, a Negative Attitude Toward Old Age Score and an Assessment of Hospital Score, were used at both institutions. The results of pre/post comparison on the Assessment of Hospital Score showed significant differences, demonstrating the effectiveness of the training program in changing trainees' assessments of direct patient care and of their hospital environment in general. The principles of milieu therapy appear to be sufficiently useful to institutional geriatric service providers to warrant continued dissemination. (EA)

### ED 115 730

Gilliland, Virginia M. Hickey, Tom

Curriculum Design for the In-Service Training Context.

Pennsylvania State Univ., University Park. Coll. of Human Development.

Pub Date Jun 75

Note—17p.; For related documents, see CE 005 052-054 and CE 005 056-058; Paper presented at the Annual Meeting of the American Public Health Association (101st, San Francisco, California, November 8, 1973) symposium on Training Models for Delivery of Health Care to the Elderly

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Educational Planning, \*Geriatrics, Health Personnel, \*Inservice Education, Institutional Personnel, Paraprofessional Personnel, \*Professional Personnel, State Agencies, \*State Programs

Identifiers—\*Gerontology

In devising training programs for gerontological service providers in Pennsylvania, attention was

focused on determining to what extent inservice training improved the quality of or skill with which services were ultimately delivered. The Gerontology Manpower Project is recommending a client or consumer-oriented approach, as evidenced by project research. Four participant groups of institutional geriatric mental health workers, representing various sections of the State, were identified. An environmental therapy program was presented to one group, while the other three groups received basic gerontology information; two of the groups received an expanded program. Evaluation relied on pre- and post-testing for attitude changes and increased knowledge, subjective reactions of trainees and trainers, and agency assessments. Two factors which were predictors of change were the agency's philosophy of aging as it affects care for the aged and the degree of structure existing in the organization/agency. Interpretation of the results led project staff to believe that some degree of structure is needed for trainees to implement new learning and new approaches. The individual trainee needs to be considered in relationship to the job performed and the institutional setting and needs to be actively involved in determining the training objectives and training process. (EA)

ED 115 731 95 CE 005 056

*Fatula, Betty J. And Others*

**Evaluation of Sensory Impairment Program for Gerontological Service Providers.**

Pennsylvania State Univ., University Park. Coll. of Human Development.

Pub Date Jun 75

Note—24p.; For related documents, see CE 005 052-055 and CE 005 057-058

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

**Descriptors**—Adult Learning, Attitude Tests, Changing Attitudes, \*Geriatrics, \*Inservice Education, \*Institutions, \*Older Adults, Paraprofessional Personnel, Patients (Persons), Professional Personnel, \*Sensory Deprivation, Short Courses, Simulation, Volunteers  
**Identifiers**—\*Gerontology

The report deals with the design, development, and evaluation of a short-term training program directed toward modifying attitudes and acquiring new information and skills about sensory impairments frequently found among institutionalized elderly people. The training attempted to provide participants with a clearer understanding of the implication of visual and hearing loss in the elderly and to encourage more positive attitudes and empathy toward their client population. The three-hour training module consisted of lecture, film, discussion, and simulation. Participants were over 300 women, 18-74 years, working in institutions, agencies, or community programs as institutional staff, agency workers, and interested volunteers. Using a non-equivalent control group design, the program was evaluated for content effectiveness and techniques of adult instruction. Pre- and post-testing was conducted to measure knowledge gain and attitude change. Although complete data analysis is in process, there appears to be a definite indication that older people began the training with a more negative view of aging than younger groups in all categories of attitudes. For all age groups, training seemed to change attitudes concerning stereotyping in a more positive direction. However, training also resulted in higher anxiety about aging in all age groups. (EA)

ED 115 732 95 CE 005 142

*Frye, Ronald M. And Others*

**Washington State Coordinating Council for Occupational Education Research and Development Project in Career Education—What Is It, Who Is It For, Why Is It Important.**

Cashmere Consolidated School District, Wash.; Peshastin-Dryden School District, Wash.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Washington State Coordinating Council for Occupational Education, Olympia.

Grant—OEG-0-73-2988

Note—17p.; For related documents, see CE 005 143-148

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

**Descriptors**—Career Awareness, \*Career Education, Career Exploration, \*Educational Objectives, Educational Programs, \*Elementary Secondary Education

The teacher directed document presents definitions of what career education is and what it in-

tends to accomplish with students in the public schools. Definitions for career education touch on flexible school programs, career awareness, career exploration, and career orientation. Career education and student needs are discussed in terms of four educational levels: kindergarten through third grade, fourth through sixth grade, junior high/middle school, and high school. Suggestions for implementing career education are provided for each of the four age groups. (LH)

ED 115 733 95 CE 005 143

*Speagle, Kennard G. And Others*

**The Community College and Career Education.**

Cashmere Consolidated School District, Wash.; Peshastin-Dryden School District, Wash.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Washington State Coordinating Council for Occupational Education, Olympia.

Grant—OEG-0-73-2988

Note—15p.; For related documents, see CE 005 142-148

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

**Descriptors**—Administrator Role, \*Career Education, \*Community Colleges, Educational Objectives, Educational Programs, Post Secondary Education, \*Program Development, \*Staff Role Identifiers—Wenatchee Valley College

The teacher directed document defines career education and outlines suggestions regarding career education at the community college level. The pamphlet provides outlines for a community college career education model and checklists delineating administrative personnel program responsibilities and the possible roles of staff members, including academic, vocational, and student services instructors and counselors. A list of broad suggestions regarding career education objectives is also included. (LH)

ED 115 734 95 CE 005 144

*Griffith, Robert And Others*

**Advisory Committee for Career Education.**

Cashmere Consolidated School District, Wash.; Peshastin-Dryden School District, Wash.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Washington State Coordinating Council for Occupational Education, Olympia.

Bureau No—V361031L

Grant—OEG-0-73-2988

Note—16p.; For related documents, see CE 005 142-148

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

**Descriptors**—\*Administrative Organization, \*Administrator Guides, \*Advisory Committees, \*Career Education, Community Action, Educational Objectives, School Administration, \*School Community Cooperation, School Community Relationship

The school administrator directed document discusses organizing advisory committees and provides general guidelines for their utilization by educational personnel in developing career education programs. Defining an advisory board as a group of representative laypeople from the community, the guide discusses the needs, functions, and selection of such a group. Suggested procedures for setting up and holding meetings between the advisory board and school administrators are outlined, discussion techniques listed, and chairperson and school representative responsibilities enumerated. The document concludes that community involvement is the key to a successful career education program. A sample appointment letter and meeting agenda are appended. (LH)

ED 115 735 95 CE 005 145

**Career Education Curriculum Guide: Elementary**

K-5; Washington State Coordinating Council for Occupational Education Research and Development Project in Career Education.

Cashmere Consolidated School District, Wash.; Peshastin-Dryden School District, Wash.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Washington State Coordinating Council for Occupational Education, Olympia.

Bureau No—V361031L

Pub Date 74

Grant—OEG-0-73-2988

Note—264p.; For related documents, see CE 005 142-148

EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage

**Descriptors**—\*Career Education, Community Resources, \*Curriculum Guides, Educational Objectives, \*Educational Resources, \*Elementary Education, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Instructional Materials, Integrated Curriculum, Kindergarten, \*Learning Activities, Lesson Plans, Resource Guides, Teaching Methods

The curriculum materials for kindergarten through the fifth grade presented in the guide have been classroom developed and tested; they are the result of a project to establish a comprehensive career education program in the Cashmere and Peshastin-Dryden, Washington School Districts. An introduction discusses program goals, and is supplemented by the National Standard Career Education Model Goal Statements and a job cluster emphasis chart. The curriculum guide is organized according to: topic, grade level, program and course goals, instructional goals and behavioral objectives, learning activities, resources, estimated time involved, career education cluster, element of career education, subject area correlation, comments, and plans for evaluation. Units for individual grades number: 16 for kindergarten, 11 for grade 1, 15 for grade 2, 13 for grade 3, 12 for grade 4, and 16 for grade 5. The integrated curriculum materials emphasize people and their roles as workers, homemakers, and citizens. A guidance and library section discusses resources developed in the program. Teacher directed material is appended and includes: career education questions and answers, and outlined presentation of program planning, teaching suggestions, teacher evaluation of 78 commercial materials (including information on source, title, type, level, approximate cost, and comments), and a bibliography. (LH)

ED 115 736 95 CE 005 146

**Career Education Curriculum Guide: Middle**

School 6-8; Washington State Coordinating Unit for Occupational Education Research and Development Project in Career Education.

Cashmere Consolidated School District, Wash.; Peshastin-Dryden School District, Wash.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Washington State Coordinating Council for Occupational Education, Olympia.

Bureau No—V361031L

Pub Date [74]

Grant—OEG-0-73-2988

Note—112p.; For related documents, see CE 005 142-148

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

**Descriptors**—\*Career Education, Community Resources, \*Curriculum Guides, Educational Objectives, Educational Resources, Elementary Education, Grade 6, Grade 7, Grade 8, Instructional Materials, \*Junior High Schools, \*Learning Activities, Lesson Plans, \*Middle Schools, Relevance (Education), Resource Guides, Self Concept, Teaching Methods

The curriculum materials for grades 6-8 presented in the guide have been classroom developed and tested; they are the result of a project to establish a comprehensive career education program in the Cashmere and Peshastin-Dryden, Washington School Districts. An introduction discusses goals and is supplemented by the National Standard Career Education Model Goal Statements and a job cluster emphasis chart. The curriculum guide is organized according to: topic, grade level, program and course goals, instructional goals and behavioral objectives, learning activities, resources, estimated time involved, career education cluster, element of career education, subject area correlation, comments, and plans for evaluation. Units for individual grades number: 6 for grade 6, and 12 for grades 7 and 8 combined. Concepts emphasized in the program include: self-understanding, the relevance of academic subjects to careers, the library, and specific careers as they relate to typical student interests. A guidance and library section discusses resources developed in the program. Teacher directed material is appended and includes: career education questions and answers, an outlined presentation of program planning, teaching method suggestions, teacher evaluation of 78 commercial materials (including information on source, title, type, level, approximate cost, and comments), and a bibliography. (LH)



ED 115 737

CE 005 394

Garry, William W.

The Influence of Life Change on Dropout Behavior of Adult Continuing Education Students.

Pub Date Jul 75

Note—85p.; Ph.D. Dissertation, Walden University

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Academic Achievement, \*Adjustment (to Environment), Adult Dropouts, Adult Education, \*Adult Students, Anxiety, Correlation, \*Dropout Rate, \*Dropout Research, \*Rating Scales, Social Adjustment

Identifiers—\*Life Change

The purpose of the study was to examine the relationship between life change and dropout behavior of adult continuing education students. The population used for the study consisted of 100 freshmen adult evening students at Tidewater Community College, Virginia. The adult students were divided into groups of low, medium, and high academic achievement expectancy based on their high school grades. During the first class sessions data on recent life change events were collected through the Social Readjustment Rating Scale. At the end of the quarter (five months later), dropout data for the population was obtained. Six hypotheses were tested and the statistical analysis of the data gathered revealed the following conclusions: no significant difference existed in mean life change scores among the adult students at the low, medium, and high academic risk populations; there was a significant relationship between the amount of life change in adult students and the frequency of their dropout behavior; and there were no significant differences in the frequencies of dropout behavior of adult students in low, medium, and high academic risk categories. Dropouts, regardless of academic risk category, had experienced significantly more life change than non-dropouts. The rating scale and a bibliography are appended. (Author/EC)

ED 115 738

CE 005 416

Tackley, Donald S.

Career-OCC Relating School Subjects to Career Possibilities.

Pub Date Sep 74

Note—340p.; Not available in hard copy due to marginal reproducibility

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Choice, \*Career Education, Employment Opportunities, \*Occupational Clusters, \*Occupational Information

For career education instructors to help in the career choices of their students, it is necessary that a knowledge of occupational information related to different subject areas be acquired. By introducing occupational possibilities into the career education curriculum students can explore these possibilities and make worthwhile decisions. The document presents detailed occupational information for teachers, students, and guidance counselors. It is comprised of a list of occupations (based on the Dictionary of Occupational Titles (DOT), 1965 edition), in some cases with an outline of their activities and suggestions for appropriate teaching, related to the following areas of study: art; business and office education; distributive education; English language arts; foreign languages; health; home economics and potential related areas; industrial arts; math; music; physical education, recreation, and outdoor education; science; and social studies. Occupational information is described and arranged according to the DOT code, worker trait group, occupational title, and related industry. Instructions on how to use the DOT, and the DOT code number and its corresponding Dewey library code are appended. (EC)

ED 115 739

CE 005 494

Jackson, Frank

The Identification and Validation of Competencies Requisite to Effective Functioning of Secondary Counselors, Vocational Counselors, Elementary Counselors, Special Education Counselors, and Other Guidance Personnel. Final Report.

Education Service Center Region 10, Dallas, Tex.

Spons Agency—Texas Education Agency, Austin.

Div. of Occupational Research and Development.

Pub Date 30 Jun 74

Note—157p.; Not available in hard copy due to marginal contrast between print type and paper

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Counseling Effectiveness, \*Counselor Attitudes, Counselor Educators, Counselor Functions, Counselor Role, Elementary Secondary Education, Guidance Functions, \*Guidance Personnel, \*Job Skills, Post Secondary Education, \*Rating Scales, Special Education, State Surveys, Vocational Counseling

Identifiers—Texas

The study sought to identify competencies required for effective functioning of various guidance personnel and to validate those identified competencies. A pilot study led to the development of the final survey instrument which listed 318 guidance-related competencies. The following respondents rated each competency in terms of its importance to success in his particular position: 50 percent of all elementary, secondary, and special education counselors in Texas public schools; all vocational counselors, occupational exploration teachers, and occupational investigation teachers in Texas public schools; and smaller samples of community college counselors and counselor educators. Analysis of the results indicated support for almost all of the competencies by the "core" counselor groups (secondary, elementary, special education, and vocational). Further analysis produced lists (included in the report) of competencies unique to each of these counselor groups. Utilization of a hierarchical analysis and elimination process established a list (also included in the report) of 157 competencies common to all guidance personnel and related to: staff consulting, pupil appraisal, public relations, educational and occupational planning, guidance program planning, placement, parent help, counseling, local research, referral work, and personal qualities. A graphic representation of the respondent groups' ratings of each competency is presented. (Author/MS)

ED 115 740

95

CE 005 527

Harris-Bowlsbey, JoAnn And Others

Structure and Technology for Facilitating Human Development Through Career Education. With a List of Innovative Programs and a Bibliography of Relevant ERIC Literature.

Northern Illinois Univ., De Kalb. ERIC Clearinghouse in Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 12 Dec 75

Note—104p.

Available from—ERIC Clearinghouse in Career Education, 204 Gabel Hall, Northern Illinois University, De Kalb, Illinois 60115 (\$4.50)

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—\*Annotated Bibliographies, \*Career Education, Computer Oriented Programs, Cooperative Planning, \*Counselor Role, Demonstration Programs, Developmental Guidance, Educational Innovation, Guidance Counseling, Literature Reviews, \*Models, \*Occupational Guidance, Program Coordination, Program Descriptions, Program Design, Program Development, Program Planning, Teacher Role, Vocational Development

The monograph orders career education program components and assigns responsibility for their delivery, stating major differentiation areas and placing career development and the counselor's facilitating role at the center. The first three chapters review the modern history of vocational choice, career development, and career education concepts; draw implications for present career education programs; and discuss counselors' and computers' roles in some detail. Currently at a statemate due to the counselor's poorly defined role and resultant consumer dissatisfaction, guidance clings to a remedial model rendered inadequate by contemporary vocational maturity and career development constructs. Future career guidance needs to be a sequential, planned, developmental support system promoting increasing self-direction and self-support; four exemplary career guidance programs are cited. The status of the five presently operational computer-based career guidance systems is reviewed. Studies reveal guidance tasks which computers perform extremely well; high student appeal and low cost indicate that those should become computer functions, freeing counselor time for functions computers cannot perform. The final chapter presents a unified model for career education delivery and guidance, with role implications for teacher and community. Ex-

tensive appendixes include an annotated list of innovative programs and an annotated bibliography of relevant ERIC literature. (Author/AJ)

ED 115 741

95

CE 005 538

The Dilenowisco Four I's Project: "Career Education for Norton City Schools."

Norton City School Board, Va.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No—0-361-0050

Pub Date 30 Jun 73

Grant—OEG-0-70-4753(361)

Note—45p.; Available in microfiche only due to marginal reproducibility; Appendixes A-K were deleted due to nonreproducibility

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Career Education, Career Planning, Disadvantaged Youth, \*Dropout Prevention, Educational Objectives, Educational Programs, Elementary Secondary Education, \*Program Descriptions, Program Evaluation, Rural Areas, Rural Dropouts, \*Rural Education, \*Rural Youth, Self Concept, Vocational Education, Work Experience Programs

Identifiers—Appalachia, DILENOWISCO Educational Cooperative, Virginia

The DILENOWISCO Educational Cooperative designed the Four I's Project (intervention, introduction, investigation, and involvement) and the K-12 Career Education Program for Norton City in an effort to assist in solving some of the educational problems existing in this isolated central Appalachian area of Virginia. The two projects are discussed extensively in both summary and body reports in terms of: program objectives; procedures; evaluation methods; problems; evaluation instruments; project results and accomplishments; a third party evaluation; conclusions, implications, and recommendations; information dissemination; and a geographical description of the area served by the projects. The Four I's Project was designed to serve older students who were potential dropouts from the school districts of Dickenson and Wise Counties. The K-12 Career Education Project was designed to serve all the children in the Norton City Schools with the ultimate objective of leading seniors toward realistic career plans and self concepts. Both projects were considered to be successful and therefore will be continued. Achievements are reported in the areas of: guidance, work placement programs, changes in self-concept, changed teacher attitudes, parental awareness, and occupational knowledge. (BP)

ED 115 742

95

CE 005 539

Burton, Joseph C. Wilson, Patsy

A Career Decision-Making Handbook for Adult Basic Education Teachers.

Huntsville City Schools, Ala.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date Jun 75

Note—60p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Adult Basic Education, \*Adult Counseling, Adult Educators, \*Adults, Adult Students, Annotated Bibliographies, \*Career Choice, Counselor Role, \*Decision Making, \*Disadvantaged Groups, Personal Values, Resource Materials, Teacher Role, Vocational Counseling, Vocational Development

Identifiers—Alabama (Huntsville)

The purpose of the special project, operated by the City Board of Education (Huntsville, Alabama), was to perfect a career decision-making model that could be used by Adult Basic Education (ABE) teachers to help the disadvantaged adult upgrade himself educationally and to make a realistic career decision based on his and his family's personal value system. Career counselors trained the ABE teachers in the use of the career decision-making model, using preservice, inservice, and on-the-job training. The teacher and the counselor worked with adult learners in developing the thinking processes needed for career decision making. The document explains in detail the adult career decision-making processes and provides an example of a career decision-making chart, briefly describing each of the 18 points on the chart. Also discussed are the four counseling techniques used: (1) behavioral techniques, (2) educational media, (3) group techniques, and (4)

vocationally oriented curriculum. The remainder of the document consists of lists of materials: an annotated bibliography covering occupational information, job search, and study guides for job entry; local community resources; and an annotated list of tests useful in counseling adult learners. (BP)

**ED 115 743** 95 CE 005 553  
Multi-County Assessment of Adult Needs Project:  
Final Report.

McLennan Community Coll., Tex.  
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Adult Education.

Bureau No—V0094VA

Pub Date 30 Jun 75

Grant—OEG-0-74-1764

Note—54p.; For the survey reports, see CE 005 491-492

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Adult Education, \*Adults, Educational Needs, \*Needs Assessment, \*Program Evaluation, \*Surveys

Identifiers—Texas

The document is a summarized final report of the Multi-County Assessment of Adult Needs Project (MAP) which took place in central Texas (Bosque, Falls, Hill, and McLennan Counties). It summarizes the major activities and accomplishments of the project and contains all materials except Attachments 1 and 2, the reports on Phase I (Survey of Adult Needs) and Phase II (Assessment of Business and Industry Needs) of MAP. Attachment 3 is a summary of the survey findings. Two items of correspondence regarding the project comprise Attachments 4 and 5. Attachment 6 contains the MAP mailing list. A fourth quarter report combined with an independent evaluation of the project are presented in Attachment 7 as well as the agenda and a list of participants in a dissemination conference. News reports about the project are included in Attachments 8 and 9. A final overall evaluation report of the project is discussed in two parts: summary of quarterly reports and evaluation of accomplishments toward original project objectives. Accomplishments singled out for mention are: (1) utilizing older adults as survey team members, (2) demonstrating the use of a new approach to sampling, (3) obtaining input from potential users before developing the questionnaire, and (4) determining the questionable validity of commonly-held assumptions. (EC)

**ED 115 744** CE 005 555

Brown, Marleen And Others

Independent Study Unit for Exceptional Students.  
Westside Area Career/Occupation Project, Glendale, Ariz.

Pub Date Jun 75

Note—51p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Educational Programs, \*High Achievers, \*Independent Study, Individualized Programs, \*Junior High School Students, Learning Activities, \*Program Descriptions, Secondary Education, Study Guides, \*Units of Study (Subject Fields)

The program is designed to provide an opportunity in independent study for junior high school students with high ability and motivation. The independent study program is undertaken with the guidance of an advisor. Four independent study activities offered to the student are: write a research paper on Arizona history, government, U.S. History, and U.S. Government; create a tape library on an approved topic; organize a career day for grades 7-8; and investigate one of the branches of the armed forces. Each activity is provided with a description, general objectives, and student objectives. A separate activity packet for each independent study program outlines specific responsibilities for the student and the advisor. These include a suggested schedule, worksheets, forms for the student's evaluation of the activity, and forms for the teacher's evaluation of student performance. (Author/EC)

**ED 115 745** CE 005 556

Brown, Marleen

Developing a Program for the Utilization of Community Resources.

Westside Area Career/Occupation Project, Glendale, Ariz.

Pub Date 74

Note—57p.; For related document, see CE 005 557

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Career Education, \*Community Resources, Community Services, Directories, Educational Resources, Elementary Secondary Education, \*Guidelines, \*Material Development, Program Planning, \*Resource Guides

The document serves as a step-by-step guide for career education administrators, consultants, and directors in preparing a program for the utilization of community resources in schools. Two methods of utilizing resources are the operation of a service which keeps a file of persons willing to serve as resources in the classroom, and the publication of a directory of such persons. Nineteen procedural steps for establishing a resource directory are individually described in detail. Supporting materials such as forms for gathering information, sample letters, evaluation forms, and other procedures are presented for each step where relevant. The guide has been field-tested by the Westside Area Career/Occupations Project in Glendale, Arizona, and the Washington Elementary School District in Phoenix. (EC)

**ED 115 746**

Brown, Marleen

Surveying the Community.

Westside Area Career/Occupation Project, Glendale, Ariz.

Pub Date Oct 74

Note—44p.; For related document, see CE 005 556

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Career Education, \*Community Resources, \*Community Surveys, Educational Resources, Elementary Secondary Education, \*Guidelines, \*Material Development, Program Planning, Resource Guides

The booklet serves as a step-by-step guide to assist career education teachers and administrators in setting up a program of utilizing the resources in the community. It provides specific procedures, forms, and suggestions to help the school in surveying the community. Nine steps involved in surveying the community are discussed in detail: (1) form a committee of interested persons; (2) review needs expressed by the persons who will use the resources and decide on the scope of the program and the information needed from each resource; (3) review the procedures for obtaining the information from resources; (4) write an information sheet about your program; (5) decide on the population to be contacted and begin contacting; (6) decide on a procedure for compiling the information and begin compilation; (7) decide on a method of evaluation of resources and updating of information on file; (8) print tips for teachers and for resources; and (9) make resources available to teachers. The guide has been field tested by the Westside Area Career/Occupations Project, Glendale, Arizona. (Author/EC)

**ED 115 747**

Bedggood, Richard, Ed.

Community Education for All.

Auckland Univ. (New Zealand). Centre for Continuing Education; New Zealand Association for Community Education, Auckland.

Pub Date 7 Dec 74

Note—71p.; Proceedings of the Annual Meeting of the New Zealand Association for Community Education (1st, Auckland, December 7, 1974)

Available from—Center for Continuing Education, University of Auckland, Private Bag, Auckland, New Zealand (NZ \$2.20)

Document Not Available from EDRS

Descriptors—Adult Education, \*Community Development, \*Community Education, Community Health, Community Programs, Community Resources, Community Study, \*Conference Reports, \*Educational Development, Educational Programs, Educational Trends, \*Foreign Countries, School Community Cooperation

Identifiers—\*New Zealand

The document contains the texts of nine papers presented at the first conference of the New Zealand Association for Community Education. "Community as a Basis for Education" focuses on ways of utilizing community resources for education and offering learning programs based on the needs of community members. "Community Education and the Role of the Department of Education" discusses the functions of the department as a center for establishing conditions for educa-

tional change. An educational program which focuses on community needs and integrates vocational and liberal education is formulated in "The Content of Community Education." "A Community Programme" discusses the processes involved in a particular program for community education. Growth and change occurring in communities and their impact on educational trends are discussed in "Community Development and Community Education." "Administration, Financing, and Facilities for Community Education" focuses on management aspects of community education. An historical review of adult education in New Zealand and recommendations are presented in "The Role of the Voluntary Association in Community Education." "Community Education and Health Needs" discusses the relationship between education, economic development, and community health. An outline of a recreation program is presented in "Community Recreation in Community Education." (EC)

**ED 115 748**

A Guide for the Development of Proposals,

Progress, and Final Reports.

Kentucky State Dept. of Education, Frankfort.  
Bureau of Vocational Education.

Note—61p.; Parts of Appendix B will not reproduce well due to small type

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Financial Support, \*Guidelines, \*Program Proposals, \*Project Applications, Research Needs, \*Research Proposals, \*Technical Writing, Vocational Education

The handbook is designed for use when requesting State or Federal vocational education funds for projects concerning research and development, teacher education, education professional development, exemplary programs, dissemination-diffusion programs, vocational guidance, planning, data collection and utilization, evaluation, and curriculum development. It presents guidelines for the following areas: writing and submitting the prospectus, steps for designing a proposal, information on the procedures for review and funding, and requirements for project recipients. It also contains information necessary to meet the Kentucky Vocational Education and the U.S. Office of Education requirements in the writing of progress and final reports once the proposal is funded. Appended materials include sample cover pages, budget form, assignment of rights, agreement of evaluation and records maintenance, and agreement of nondiscrimination. (Author/EC)

**ED 115 749**

Hulek, A., Ed.

Legislative Aspects of Rehabilitation Services for the Disabled in Poland.

Ministry of Health and Social Welfare, Warsaw (Poland). Dept. of Rehabilitation.

Pub Date 72

Note—108p.; Pages 98-9, 102-3, 106-7, 110-1 are missing

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—Administrative Problems, Employment Programs, Foreign Countries, \*Handicapped, \*Health Services, \*Legislation, Program Development, Rehabilitation Counseling, \*Rehabilitation Programs, Sheltered Workshops, \*Vocational Rehabilitation, Vocational Training Centers

Identifiers—\*Poland

The main task of rehabilitation in Poland is the maximum integration of the disabled into ordinary life. Developmental trends in recent years have focused on rehabilitation services for the chronically ill. The document provides information on the organization of rehabilitation services in Poland and discusses specific problems of rehabilitation activities dealing with the locomotor system, circulatory system, mental diseases, and pulmonary diseases. An assessment of the economic aspects of rehabilitation as they relate to work is presented with supporting data. The counseling, training, and employment processes for medical and vocational rehabilitation are discussed in relation to existing forms and procedures. Nine major legislative regulations concerning the rehabilitation services are reproduced. These deal with the planned employment of the disabled, the development of Invalids' Cooperatives, principles and procedure in planning for the employment of the disabled, the supervision of working conditions and correctness of the employment of the disabled, the cooperation of health and social

welfare departments, employment of and social welfare for the disabled in light industry enterprise, the exemplary statute of a voivodship outpatient department for rehabilitation, and rehabilitation and employment of the disabled within the organizational framework of invalids' cooperatives. (EC)

**ED 115 750** CE 005 561  
Review of Vocational Education Programs, 1975.

Hearings Before the Subcommittee on Education of the Committee on Labor and Public Welfare; United States Senate, Ninety-Fourth Congress, First Session on Examination and Review of the Vocational Education Program Assistance Granted through the States by the Federal Government.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.  
Pub Date 75

Note—1,339p.; Not available in hard copy due to marginal reproducibility of the original; Pages 1,324-7 will reproduce poorly because of small type

**EDRS Price MF-\$2.18 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Educational Programs, Federal Government, \*Federal Legislation, Federal Programs, \*Program Evaluation, State Agencies, State Federal Aid, State Programs, \*Vocational Education

The hearings review aspects of the vocational education program assistance granted through the Federal government and how the programs have been implemented at the Federal and State levels. The testimonies from the first hearing deal with the evaluation of Federal and State assistance and include statements from representatives of the following agencies: General Accounting Office (GAO); the Bureau of Occupational and Adult Education of the Department of Health, Education, and Welfare (DHEW); and directors of vocational education from three States audited by the GAO. The second hearing focuses on the impact of vocational education programs on the States and includes testimonies from representatives of the National Association of Education and the University of the State of New York. The third hearing deals with vocational education and other educational associations and includes testimony from a representative of the National Advisory Council on Vocational Education and a panel of educators and professional association representatives. The fourth hearing deals with administration proposals and includes statements from representatives of the U.S. Commission of Education of DHEW, and the Rhode Island, Minnesota, and Maryland State Advisory Councils on Vocational Education. Extensive supporting materials are reproduced to supplement the testimonies presented during the hearings. (Author/EC)

**ED 115 751** 95 CE 005 563

Facts About the Bureau of Occupational and Adult Education of the U.S. Office of Education. Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.—DHEW-OE-75-09000

Pub Date 75

Note—15p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Administrative Agencies, Administrator Responsibility, \*Adult Education, Agency Role, \*Directories, Educational Responsibility, \*Federal Government, Federal Programs, Governmental Structure, Government Role, Institutional Role, Staff Role, \*Vocational Education

Identifiers—\*Bureau of Occupational and Adult Education

The document presents general information about the bureau's different functions and responsibilities and provides addresses and telephone numbers for the following divisions and their offices: Office of the Deputy Commissioner (Executive Office, Planning Office, Office of Consumers' Education, Office of Community Education, Metric Education Program, Manpower Development and Training Act Staff, and Comprehensive Employment and Training Act Staff); Division of Occupational Planning; Division of Vocational-Technical Education (State Programs and Services Branch, Program Support Branch, and Postsecondary and Adult Occupational Program Branch); Division of Adult Education (Programs Services Branch and Program

Development Branch); Division of Research and Demonstration (Research Branch, Demonstration Branch, and Curriculum Development Branch); and Division of Educational Systems Development (Urban Rural Program, Teachers for Indian Children, Bilingual Education Training Program, Career Opportunities Program, Exceptional Children's Program, Vocational Education Personnel Development, Categorical Programs, and Dropout Prevention Program). The administrative structure of the bureau is illustrated in an organizational chart which also supplies the names and telephone numbers of current program managers. It also includes a listing of 10 regional offices dealing with bureau programs. (EC)

**ED 115 752** CE 005 564  
The Federal Civil Rights Enforcement Effort—1974. Volume 6: To Extend Federal Financial Assistance.

Commission on Civil Rights, Washington, D.C.

Pub Date Nov 75

Note—838p.

**EDRS Price MF-\$1.39 HC-\$42.53 Plus Postage**

Descriptors—\*Administrative Agencies, Administrative Policy, \*Civil Rights Legislation, Discriminatory Legislation, Evaluation Methods, Federal Legislation, \*Federal Programs, Government Role, Program Content, \*Program Effectiveness, \*Program Evaluation, Racial Discrimination, Sex Discrimination

Identifiers—\*Civil Rights Act 1964 Title VI

The report evaluates the civil rights activities of several Federal agencies with responsibilities for ensuring nondiscrimination toward women and minorities in their Federally assisted programs under Title VI of the Civil Rights Act of 1964. The agencies reviewed are the Extension Service of the Department of Agriculture; the Health and Social Services Division of the Office for Civil Rights of the Department of Health, Education, and Welfare; the Department of the Interior; the Law Enforcement Assistance Administration of the Department of Justice; the Manpower Administration of the Department of Labor; the Federal Highway and the Urban Mass Transportation Administrations of the Department of Transportation; the Environmental Protection Agency; and the Federal Programs Section of the Civil Rights Division of the Department of Justice. Some of the areas analyzed within the agencies are program and civil rights responsibilities, organization and staffing, data collection, complaint investigations, compliance programs, audits, enforcement action, regulations and guidelines, coordination activities, litigation, certification, and reporting systems. The evaluations are based on a review of documents produced by these agencies, interviews with Federal officials, and an analysis of available literature. It offers recommendations for the improvement of programs which require change. Twenty-two charts supplement the discussions. (Author/EC)

**ED 115 753** CE 005 565

Alvir, Howard P.

A Detailed Sample of the Minute Analysis and Planning That Precedes the Final Draft of a Request for a Research Grant.

Pub Date Oct 75

Note—57p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Financial Support, Grants, \*Guidelines, \*Models, Planning, \*Project Applications, Research Criteria, Research Needs, \*Research Proposals, \*Technical Writing

Procedures for organizing and planning a request for a research grant are presented in the document. The guidelines are divided in five sections with related subsections and contain information on what areas each section should cover: (1) a narrative statement of objectives and major tasks of the study including a list of current work in progress within the specified area; (2) a design and procedures section which describes the specific plan for accomplishing the objectives of the project (it should delineate procedures, outline project arrangements, specify time-lines for the achievement of each objective, and explain how activities will contribute toward achieving the desired results); (3) a detailed management plan and an organization chart showing decision points in planning, development, implementation, and end product production as well as time-lines for operational phases and delivery dates for products or processes; (4) a description of necessary competencies and roles of the project

director, professional staff, and consultants; and (5) a statement of institutional commitment including reference to the applicant's experience in contract work and any activity previously performed which would contribute to the project. Each section includes all procedural steps coordinated with the author's writing model. (Author/EC)

**ED 115 754** CE 005 569

Floyd, Jerald D.

Planning, Implementing, and Evaluating Community Health Programs.

Northern Illinois Univ., De Kalb.

Pub Date 9 Nov 74

Note—15p.; Paper presented to the Annual Meeting of the Illinois Hospital Association (52nd, November 9, 1974)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Community Health, Delivery Systems, \*Health Needs, \*Health Programs, Health Services, Individual Needs, Program Administration, \*Program Development, \*Program Planning, Speeches

Planning, implementing, and evaluating an effective community health program requires a basic understanding of the dynamics and precedents that affect such programs. A community health program's general goal is to assist individuals and communities in identifying and meeting their health problems. In order to accomplish this goal the American Public Health Association has developed general objectives for future planning. Further, an understanding of the concept of basic human needs as it is related to community health programs is essential to a health program. The resolution of community health problems can be facilitated by understanding and dealing with the five processes (planning, organizing, directing, coordinating, and controlling) required for effective administration. Any program to be effective and efficient must be accountable for six program aspects: prevention, detection, appraisal, treatment, rehabilitation, and evaluation. With these program objectives, processes, and aspects in mind the eight procedures (establishing goals, clarifying goals, restating program goals in official written form, developing an action plan, establishing enabling objectives, collecting materials and resources, establishing evaluation criteria, and relating to program goals) should be utilized in implementing a health program that is relevant to human and community needs. With all these elements functioning properly health programs can expect success. (Author/BP)

**ED 115 755** CE 005 570

Peterson, Marla And Others

Curricular Materials Prospectus: K-6 Career Education.

Eastern Illinois Univ., Charleston. Center for Educational Studies.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Curriculum Center for Occupational and Adult Education.

Pub Date Jun 74

Contract—OEC-0-72-4626

Note—62p.

Available from—Center for Educational Studies, School of Education, Eastern Illinois University, Charleston, Illinois 61920 (no price given)

**Document Not Available from EDRS**

Descriptors—Behavioral Objectives, \*Career Education, Curriculum Development, Curriculum Enrichment, Elementary Education, Instructional Materials, Integrated Curriculum, \*Learning Activities, Learning Experience, Models, \*Museums, \*Teaching Guides, \*Vocational Development

Identifiers—Enrichment Teacher Counselor Competency Career Ed, ETC, \*Museum Curator

The document contains elementary level instructional materials representative of curricular materials developed for the Enrichment of Teacher and Counselor Competencies in Career Education (ETC) Project. A career education model chart depicts the career development concepts and subject matter concepts for the various experience levels of the K-6 ETC project. The document presents a detailed 32-page teaching guide for a fourth experience level infusion strategy unit entitled "Curiosity Created the Curator" focusing on career development for the specific occupation of museum curator. The learning activities in the infusion strategy unit are

entitled: Mini-Museum, A Few of My Favorite Things, Sharing Culture through Language, and Museums Protect and Preserve. Each activity provides (1) performance objectives stressing decision making, attitudes and appreciations, and educational awareness, (2) subject matter concepts, and (3) preplanning suggestions. In addition charts, illustrations, and worksheets are given. The document concludes with a 28-page master index of the K-6 infusion strategy contents listed by experience level and subject area. (BP)

**ED 115 756** **CE 005 576**  
Sola, Peter A.

The Chicago Association of Commerce and the Organization of Extra-Curricular Activities in the Chicago High School, 1914-1925.

Note—27p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Business, City Wide Programs, \*Curricular Activities, \*Educational History, High Schools, High School Students, \*Immigrants, Laborers, Labor Unions, Political Socialization, Professional Associations, Racial Attitudes, \*School Industry Relationship, \*Social Science Research, Social Stratification, Student Organizations, Values, Vocational Counseling, Vocational Education, Youth Clubs

Identifiers—Association of Commerce, Chamber of Commerce, \*Illinois (Chicago)

An analysis of the Chicago businessmen's Association of Commerce's great influence in the public high schools, 1914-25, reveals Americanization and labor control as primary goals. The association organized and operated a vocational guidance bureau and three important high school clubs. A concerted enrollment effort netted the membership of roughly two-thirds of Chicago's students by 1920. Given a free hand in the schools by the superintendent, the association held direct control of the clubs' ideologies and activities through a centrally devised program which the schools' faculties carried out. A press club controlled the content of school newspapers. Original club objectives, civic pride, and community involvement faded before the major emphasis: sympathy and respect for the businessman's role and position. The Federation of Labor noted the association's motives; it argued that the close affiliation between the public school and the employers violated democracy, and that the psychological influence was worse than open and direct capitalist propaganda. The clubs were organized to fit the student into a classist, racist society; the association's vocational guidance counseled students to adopt the businessman's stereotype of the lower working class immigrant; and economic and political values were taught which would stabilize the economy to guarantee continued profits. (AJ)

**ED 115 757** **CE 005 577**

A Survey of Student Interest in a First Year Master of Social Work Program for the Greater Rockford, Illinois Area. Final Report.

Illinois Univ., Dixon. Regional Office for Continuing Education and Public Service.

Pub Date Oct 75

Note—12p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Educational Interest, Educational Needs, \*Extension Education, \*Graduate Study, Masters Degrees, Needs Assessment, Professional Training, Regional Planning, Social Work, \*Social Workers, Student Interests, \*Surveys

Identifiers—Illinois (Rockford), Jane Addams School of Social Work, University of Illinois Chicago Circle Campus

A mailed questionnaire was utilized to survey social service agency personnel in the Rockford, Illinois area about their interest in and need for a first year Master of Social Work extension program. The questionnaire was sent to social service agency personnel holding at least a bachelor's degree and performing or administering social services; the individuals were identified through agency liaison persons. Total response was 196 of 244, or 80 percent. The findings of the needs assessment research, contained in the brief document, offer apparent evidence of the need to develop a first year graduate program for the area. The findings clearly indicate that the personnel surveyed would participate in such a program. They are appropriately qualified in terms of professional experience and grade point

averages. Their preference is to take evening courses; a majority, in fact, would enroll in two courses per quarter. On the whole, they would finance this education by themselves. The findings were submitted to the Jane Addams School of Social Work at Chicago Circle Campus (University of Illinois) with intentions of continuing the effort toward program delivery. (Author/AJ)

**ED 115 758** **CE 005 578**

McKnight, A. James And Others

Training Course for Compliance Safety and Health Officers. Final Report.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Occupational Safety and Health Administration, Washington, D.C.

Report No—HumRRO-FR-D1-72-2

Pub Date Jan 72

Note—63p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Accident Prevention, Course Content, \*Course Descriptions, \*Health Occupations Education, Instructional Materials, \*Job Training, Program Development, Safety, \*Safety Education, Specialists, \*Task Analysis, Task Performance, Training, Training Techniques, Transfer of Training

Identifiers—\*Compliance Safety and Health Officers, CSHO, Occupational Safety and Health Administration, OSHA

The report describes revision of the Compliance Safety and Health Officers (CSHO) course for the Department of Labor, Occupational Safety and Health Administration (OSHA). The CSHO's job was analyzed in depth, in accord with OSHA standards, policies, and procedures. A listing of over 1,700 violations of OSHA standards was prepared, and specialists in occupational safety and health then evaluated each violation in terms of criticality based on likelihood of hazard, probability of effect, severity of effect, and range of effect. A set of "performance" and "knowledge" instructional objectives was then established, and a four-week course was developed including these features: (1) instructional paralleling sequence in which activities are performed; (2) an instructor manual having course guide and lesson plans; (3) a student handbook having a course outline, course objectives, and reference materials; (4) an intermingling of "compliance" and "standards" instruction; and (5) role-playing exercises to provide realistic practice for CSHOs in dealing with employers and employees. The document concludes with 35 pages of appended materials: compliance officer functions; sequential relationship among tasks; sample pages of the Hazard Questionnaire and compliance officer task descriptions; sample lesson formats; and an outline of the compliance and health officer course. (Author/BP)

**ED 115 759** **95** **CE 005 579**

Applied Research Projects Supported in FY 1975 Under Section 131 (a) of Part C of the Vocational Education Amendments of 1968.

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date [75]

Note—170p.

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

Descriptors—Demonstration Projects, \*Educational Administration, Educationally Disadvantaged, \*Educational Research, Federal Programs, Financial Support, Handicapped, Minority Groups, Occupational Guidance, \*Program Descriptions, Program Proposals, \*Research Projects, Scheduling, Vocational Counseling, \*Vocational Education

The report provides an account of how the U.S. Office of Education's discretionary Vocational Education Research Program for 1975 was planned and implemented. It contains information about the legislative and regulatory framework for Section 131 (a) of Part C Research Program, as stated in the Vocational Education Amendments of 1968 Act. Five research priority areas were determined: (1) administration of vocational education at the State level; (2) administration of vocational education at the local level; (3) comprehensive systems of guidance, counseling, placement, and follow-through services; (4) educational personnel serving the educationally disadvantaged, handicapped, and minorities; and (5)

curriculum, demonstration, and installation studies. The processes used to implement the award program are outlined, and the award outcomes are discussed in terms of an overview of the purposes and expected results of the funded projects. A total of 361 applications were received for consideration. Synthesis papers are presented for the priority areas with the exception of the fourth. Abstracts are included for all funded projects, arranged by priority area (22 in State level administration, 16 in local level administration, 19 in guidance and counseling, 17 in administration for the handicapped and minorities, and 12 in curriculum) and for eight special projects of national significance. (Author/EC)

**ED 115 760** **CE 005 580**

Phalen, William J.

Comprehensive Occupational Data Analysis Programs (CODAP): Ordering of Hierarchically Grouped Case Data (KPATH) and Print KPATH (PRKPTH) Programs.

Air Force Human Resources Lab., Lackland AFB, Tex. Occupational and Manpower Research Div.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Pub Date Aug 75

Note—30p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Computer Oriented Programs, \*Computer Programs, \*Data Analysis, Data Collection, \*Data Processing, Information Processing, Information Retrieval, \*Job Analysis, \*Occupational Information, Statistical Data

Identifiers—CODAP, \*Comprehensive Occupational Data Analysis Programs

The Comprehensive Occupational Data Analysis Programs (CODAP) are designed for analyzing and retrieving occupational survey information collected by means of job inventories. Two programs that are parts of the CODAP system are described: the Ordering of Hierarchically Grouped Case Data (KPATH) program which reorders case data permitting identification of background variables having similar values for all or most cases in the group and enabling the generation of composite job descriptions for any hierarchical group; and the Print KPATH (PRKPTH) program which produces a printed report of case data elements for any selected background variables from an input-ordered or KPATH-ordered history data tape. The report discusses the application of these programs with supporting diagrams, tables, charts, and examples. Appended materials consisting of descriptions of other CODAP programs and a definition of terms used in the KPATH program documentation are included. (Author/EC)

**ED 115 761** **CE 005 581**

Updating Business Education Programs.

National Association of Secondary School Principals, Reston, Va.

Pub Date Oct 75

Note—13p.

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 (Single copy, \$0.50; 2-10 copies, \$0.30 each; prices for larger quantities available on request)

Journal Cit—Curriculum Report from the Curriculum Service Center; v5 n1 Oct 1975

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Business Education, Business Subjects, Courses, \*Curriculum Development, \*Educational Programs, Educational Trends, \*Instructional Innovation, National Surveys, Program Descriptions, School Surveys, \*Secondary Education, Vocational Education

To gather information on how the business education curriculum in secondary schools is being affected by changing trends, questionnaires were sent to State and local business education supervisors. Some aspects of instructional innovations are discussed based on the responses gained from the national survey, particularly the responses of 78 local supervisors directly involved with high school programs. Business education has become an important part of the general education of students and more courses in this area are being offered. To meet employment needs of various industries new courses are being taught on word processing, micrographics, reprographics, electronic calculators, and data processing. Job training for students in some

schools is being achieved through simulation, block-time patterns, and performance-based business education. Changes in business education curriculum have also been the result of greater emphasis now being placed on career education, human relations in business, metrication, record-keeping, vocational youth organizations, and individualizing teaching and learning. The discussion of these changes in business education is supported with brief descriptions of actual high school programs. (Author/EC)

ED 115 762 CE 005 583

Hakel, Milton D. *And Others*  
Management of Social Incentives in Air Force Technical Training: A Field Experiment. Final Report.

Ohio State Univ., Columbus. Research Foundation.

Spons Agency—Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.

Report No.—AFHRL-TR-75-11

Pub Date Sep 75

Note—183p.

EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage.

Descriptors—Behavioral Science Research, Comparative Analysis, Correlation, Data Analysis, Educational Research, Experimental Groups, Experimental Programs, \*Field Studies, Instructional Improvement, Instructional Systems, \*Leadership Training, Manuals, \*Military Training, \*Motivation, Post Secondary Education, \*Social Reinforcement, Student Attitudes, Student Motivation, Systems Analysis, Tables (Data)

Identifiers—\*Air Force

The report is a study of the utility of social reinforcement for improving Air Force training. It was conducted through a field evaluation of social incentive instructional systems which would serve to improve student motivation, classroom performance, and attitudes. The participants included a total of 300 trainees from two Air Force bases; 25 instructors were involved, two of whom participated in two experimental treatments. Data were collected on performance records, instructor evaluation, and trainee attitudes. The experimental treatments attempted to increase the incidence of student leadership behaviors and included the Baseline Control Condition, the Leader Attitude Training System, the Leader Recognition System, and the Classroom Behavior Development System (CBDS). The activities, covering a period of approximately three months, are described for each experimental system. Statistical analyses were conducted to assess their impact. The general finding was that none of the classroom social leadership systems had any important positive or negative effect on block examination scores, on completion time, on trainee attitudes, or on instructors' assessment of student performance. The CBDS had a positive effect on student attitudes toward fellow trainees. Twenty-two tables supplement the discussion. Appendixes (132 pages) present the instructors manuals used in the four intervention systems and additional tabulated data. (Author/EC)

ED 115 763 CE 005 584

Lenburg, Carrie B., Ed.

Open Learning and Career Mobility in Nursing.

Pub Date Jun 75

Note—397p.

Available from—C. V. Mosby Company, 11830 Westline Industrial Drive, St. Louis, Missouri 63141 (\$10.50)

Document Not Available from EDRS

Descriptors—Advanced Placement Programs, Associate Degrees, Career Ladders, Certification, \*Curriculum Design, Curriculum Development, Educational Innovation, Educational Methods, Educational Problems, Educational Programs, External Degree Programs, Medical Education, \*Models, Nurses, \*Nursing, \*Occupational Mobility, \*Open Education, Post Secondary Education, Practical Nursing

The book presents a series of articles that explore the issues and problems generated by open learning and career mobility approaches in nursing education within the context of higher education. It focuses on a description of representative models of career mobility patterns and approaches. The presentations are arranged in six parts. Part 1, Nontraditional Study Comes of Age, consists of five introductory articles providing an overview of the problems facing

nursing education. Part 2 discusses the issues and problems related to career mobility in nursing and contains eight articles emphasizing curriculum development and educational planning. Parts 3-6 discuss the four models of career mobility patterns in nursing: (1) the licensure-based model (six articles), (2) the advance placement model (six articles), (3) the multiple exit-reentry model (eight articles), and (4) the assessment model (two articles). They include essential information about their development, implementation, problems, curriculum design, learning and evaluation methods, resources, and specific descriptive data about the students when possible. (Author/EC)

ED 115 764 CE 005 585

Curtis, C. M. *And Others*

Educational and Occupational Experiences of Louisiana High School Graduates.

Louisiana State Univ., Baton Rouge. Dept. of Vocational Agricultural Education.

Spons Agency—Louisiana Research Coordinating Unit, Baton Rouge.

Pub Date Jun 74

Note—144p.

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—Bibliographies, Educational Experience, Educational Needs, Educational Objectives, Employment Experience, Followup Studies, \*Graduate Surveys, Questionnaires, \*Relevance (Education), \*Secondary Education, Student Attitudes, \*Student Needs, Tables (Data)

Identifiers—Louisiana

To determine the extent to which the secondary education system meets student needs a study of high school graduates in Louisiana was conducted. A sample of graduates from Louisiana high schools in the period 1956-65 was selected. A multiple choice questionnaire was mailed to 4,700 graduates with a 3,035 return of which 2,895 forms were completed (1,383 males and 1,513 females). Data were sought on the high school experiences, postsecondary education or training, and employment experiences of graduates, and on the relevance of high school experiences to later experiences. The findings from the questionnaire focus on 32 areas and are discussed and analyzed item-by-item, with 37 supporting tables. Conclusions and recommendations based on the study are presented, and it is suggested that they might provide useful information for educators concerned with the planning and development of high school programs that would meet the particular needs of high school students. A 171-item bibliography is included. Comments and suggestions offered by respondents, the participating parishes and guidance counselors, and the questionnaire used for the study are appended. (EC)

ED 115 765 CE 005 586

Hanushek, Eric A.

Regional Differences in the Structure of Earnings.

Program on Regional and Urban Economics, Discussion Paper No. 66.

Harvard Univ., Cambridge, Mass. Program on Regional and Urban Economics.

Spons Agency—Economic Development Administration (DOC), Washington, D.C. Office of Economic Research.

Pub Date Oct 71

Note—64p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Demography, Educational Background, Geographic Distribution, \*Geographic Regions, \*Income, Labor Market, Mathematical Models, Racial Factors, \*Surveys, Tables (Data), \*Veterans

Slightly over 180,000 draftees were surveyed 10 months after leaving the military to gain data regarding training, employment, occupation and wages if working, marital status, education, Armed Forces Qualification Test (AFQT) score, age, race, military occupation, and home. Differences in earnings functions among smaller, homogeneous labor markets are examined in terms of urban and regional location and black and white individuals. Aggregate statistics about the structure of earnings, characteristics of earnings functions, regional variations in earnings, and black-white differentials are analyzed; 10 tables supplement the discussion. Conclusions state the estimated effect of schooling and ability differences is low, with an additional year of schooling worth about 5 percent higher income and one

decile move in the AFQT score matched by 1 percent increase in earnings for whites, lower for blacks. The estimation of separate earnings functions for labor markets across the country is significant, with the choice of region for employment often equivalent to the marginal earnings of several years of schooling. Racial difference in earnings stems from differences in the earning functions for blacks and whites, not in schooling, ability, or experience levels. Sample and population characteristics are discussed in the appendix. The nonrepresentative character of the sample is emphasized. (LH)

ED 115 766 CE 005 587

Curry, Charles

An Annotated Bibliography of Instructional Materials Which Emphasize Positive Work Ethics.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Agricultural Education Program.; Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Pub Date Jun 75

Note—122p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—\*Annotated Bibliographies, Books, Career Education, Decision Making, \*Ethical Instruction, \*Ethical Values, Ethics, Filmstrips, Instructional Films, \*Instructional Materials, Job Satisfaction, Magnetic Tape Cassettes, Self Concept, Tape Recordings, Video Tape Recordings, Vocational Education, \*Work Attitudes

Fifty-six items of instructional materials are listed in the annotated bibliography, which was prepared as the first phase of a research project designed to compile, evaluate, and organize titles and sources of instructional materials which deal with subjects related to work ethics. The titles were selected from an original total of 140, collected from vocational teacher education departments, curriculum development centers, research coordinating units, representatives of the National Network for Curriculum Coordination in Vocational Education, State departments of education, and other selected vocational education agencies. An attempt was made to include only those materials which dealt specifically with developing pride in good workmanship, job attainment and holding power, occupational decision making, self-image, ethical conduct, career advancement, reasons for working, and potential job satisfaction. More broadly based career education materials which do not deal specifically with the development of attitudes toward work were excluded. A photograph, descriptive abstract, and ordering information are provided for each item. Additional information provided includes the subject and type of material, intended audience and audience target level, copyright information, and an indication of whether special training is required for optimum use of the materials. (Author/AJ)

ED 115 767 CE 005 588

Miller, Larry E.

Organizing and Using an Advisory Council.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Agricultural Education Program.; Virginia State Dept. of Education, Richmond. Agricultural Education Service.

Pub Date 75

Note—43p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Advisory Committees, \*Agricultural Education, \*Program Planning, School Community Cooperation, \*Secondary Education

Identifiers—\*Committee Role

The primary purpose of an advisory council is to assist and advise the teacher and administration in planning, organizing, and conducting an instructional program in agricultural education that will effectively meet the needs of the people in the community. Advisory councils are classified as general (serves all of vocational education or a selected occupational segment), local option (serves as a specific consulting committee), and ad hoc (serves to advise on a particular problem or task). The procedures for establishing the council are described: preliminary planning, selecting council members, organizing and starting the new council, officers, rotating members, constitution and by-laws, and frequency of meetings. Suggested activities to be undertaken by the council and the agricultural education



teacher are provided. Guidelines are presented to insure the maintenance of the council. References are included. One-half of the document contains appended materials: a sample constitution and by-laws for the agricultural advisory council of a high school, a sample outline for a handbook for committee members, the functions of the advisory council member, sample agenda, examples of items for consideration by the committee, and an open letter in reply to an invitation to serve on an advisory council. (Author/EC)

**ED 115 768** CE 005 589  
Johnson, Charles E. Shearon, Gilbert F.  
Specifying and Writing Occupational Competencies.

Pub Date 75  
Note—29p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—Educational Programs, \*Instructional Design, \*Job Analysis, Job Training, \*Performance Based Education, \*Performance Criteria, Program Descriptions, Vocational Education

Competency Based Education (CBE) is a system of instruction which holds that the learner has completed his preparation only when he effectively does the job he has been learning to do. Three major assumptions which form the basis for CBE are: (1) an educational program should prepare the student with competencies to effectively do the job he is learning to do; (2) an educational program should make the best use of all resources; and (3) an educational program should be designed, developed, implemented, and revised by management approaches which effectively and efficiently operate all of the various parts of the program in concert. Occupational competency may be classified as skill oriented or process oriented. Personal attributes complement the training of an occupational competency. The preparation of statements for competencies requires more detailed descriptive statements to help others understand what is meant when the competency statement is used. Four sources for identifying competencies for any given occupation include job performance, analysis of job description, product analysis, and consensus. (The document is presented in a simplified approach to introduce CBE to those unfamiliar with the more complex concepts in much of the available literature.) (Author/EC)

**ED 115 769** CE 005 590  
Ford, Ann Suter  
The Physician's Assistant: A National and Local Analysis.

Pub Date 75  
Note—245p.

Available from—Praeger Publishers, Inc., 111 Fourth Avenue, New York, New York 10003 (\$17.50)

Document Not Available from EDRS

Descriptors—\*Health Personnel, Literature Reviews, Medical Education, \*National Surveys, \*Physicians Assistants, \*Professional Training, Questionnaires, Research, \*Role Conflict, Role Perception

The book is devoted to an exploratory and descriptive study of the physician's assistant (PA). Chapter 2 describes the research methodology and the questionnaires constructed for data collection. The 1970 national survey questionnaire was sent to 33 operative (79 percent return) and 10 planned (50 percent return) PA training programs in the United States. The second national questionnaire was for a 1973 study. The other three questionnaires were used in a local case study of the obstetrical PA. Chapter 3 discusses some of the relevant behavioral science literature (innovations and resistance to change, organizations and conflict, and health manpower) that was examined. The following three chapters focus on the survey results, which are integrated with PA literature. Issues of the national surveys dealt with role definition, educational programs, recruitment, placement, and acceptance. Much progress was made in the three-year period toward resolving basic issues; the PA has been considered a new health professional rather than a dependent appendage of the physician. The PA/nursing role remains as an issue of debate. The case study of the obstetrical PA surveyed patients, physicians, and nurses regarding the PA. Appendixes contain copies of the questionnaires and a list of the national program respondents. (EA)

**ED 115 770** CE 005 591  
Child Care Occupations Handbook—Pre-Publication Draft.

Oregon State Dept. of Education, Salem. Career and Vocational Education Section.

Pub Date Mar 75  
Note—192p.

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

Descriptors—Child Care, \*Child Care Occupations, \*Course Descriptions, Course Objectives, \*Curriculum Guides, Educational Objectives, Educational Programs, Job Analysis, Occupational Information, Program Content, Program Planning, \*Secondary Education, Service Occupations, \*Vocational Education

The handbook presents training guidelines for the development of child care services training programs at the high school level. Twenty-four child care occupations are identified and briefly described. An occupational and task analysis of common functions in the different occupational areas are presented in tabular form. Recommended background training for the occupations are listed. Four suggested planned course statements in child care and a list of goals and competencies are given. A curriculum outline for child care occupational courses is structured according to the following goals: aids growth and development, guides behavior, plans and uses play activities and creative media, provides for physical needs, promotes health and safety, and demonstrates qualities required for employment. Each goal contains information on the following areas: competencies and concepts, content outline, learning experiences, and performance indicators. Nearly two-thirds of the document (128 pages) contains appended materials that can be utilized for child care program development and planning: instructional materials, addresses, other resources, rules and statutes governing child care in Oregon, equipment for a child care facility, equipment supply companies, course materials, work experience, tests and scales, records and forms, child abuse, feeding young children, and a poem. (EC)

**ED 115 771** CE 005 592  
Rein, Mildred  
Work or Welfare? Factors in the Choice for AFDC Mothers.

Pub Date 74  
Note—126p.

Available from—Praeger Publishers, 111 Fourth Avenue, New York, New York 10003 (\$12.50)  
Document Not Available from EDRS

Descriptors—Economically Disadvantaged, \*Employment, Federal Aid, Federal Legislation, \*Mothers, \*Welfare Problems, \*Welfare Recipients, \*Welfare Services, Working Women

Identifiers—AFDC, \*Aid to Families with Dependent Children

Such factors as a belief in individual freedom of choice, the support of minority groups' rights, and a concern for the psychological effects of mothering on children have tended to mitigate against a clear-cut advocacy of the employment of mothers under Aid to Families with Dependent Children (AFDC). Two recent phenomena, however, have emerged tending to favor such employment—the large numbers of AFDC mothers in the labor force and their great amount of work experience. Chapter 1 provides the historical background of the impact of the State Mothers' Pension programs, the Social Security Act and Aid to Dependent Children (ADC), 1962 ADC amendments to contain the caseload, and the 1967 Federal work incentives/work requirements. Chapter 2 documents the close association between work and welfare in the lives of AFDC mothers. Chapter 3, "Determinants of the Work-Welfare Choice," examines labor force/monetary/cultural determinants and focuses on welfare policy as the most important determinant. Chapter 4 focuses on "Work Incentives: Thirty and One-Third," while Chapter 5, "Work Requirements: WIN," examines the work incentive program's effect on the work-welfare choice of mothers. The concluding chapter examines Federal proposals for "welfare reform." (Author/EA)

**ED 115 772** CE 005 593  
Mangum, Garth Snedeker, David  
Manpower Planning for Local Labor Markets.

Spons Agency—National Manpower Policy Task Force, Washington, D.C.  
Pub Date 74

Note—329p.

Available from—Olympus Publishing Co., 937 E. 9th South, Salt Lake City, Utah 84105 (\$8.95)  
**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Administrative Policy, Federal Legislation, Labor Force, Labor Legislation, \*Labor Market, Labor Problems, \*Manpower Development, \*Manpower Needs, Manpower Utilization, \*Program Planning, Theories

Identifiers—\*Manpower Planning

A resource tool for the manpower planning practitioner, the book provides significant background information on the growth of manpower programs and reasons for placing heavy emphasis on local labor markets. The background material includes a discussion of the role and functioning of labor markets. The major portion of the book is devoted to practical applications of manpower planning theory. Various stages of the manpower planning process are presented in step-by-step fashion for an easier understanding of the considerations involved and the objectives of each step. Chapters are devoted to the development of a local manpower policy, the mix and staging of manpower services, the evaluation of local programs, and the politics of planning. An analytical framework, sample forms, and flow charts are provided for analysis of the population account and the accessible jobs account. A glossary and index are included. (Author)

**ED 115 773** CE 005 594  
[Project AWAKE]: Third Party Evaluation Report of a Comprehensive Career Education Project for the Continuation, Expansion and Diffusion of (a Model Career Oriented Curriculum by Individualizing through Technology).

Northwestern Tri-County Intermediate Unit 5, Edinboro, Pa.  
Pub Date Jul 74

Note—108p.; Photographs will reproduce poorly  
**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—\*Career Awareness, Career Education, Comparative Analysis, Control Groups, Data Analysis, Educational Programs, \*Elementary Education, \*Evaluation Methods, Experimental Groups, Occupational Clusters, \*Program Evaluation, Questionnaires, Teacher Attitudes, Test Results  
Identifiers—Pennsylvania (Edinboro), Project AWAKE

An evaluation made by outside experts was conducted to measure the effectiveness of the nine revised cluster units in Project AWAKE, to investigate the program's progress towards its stated objectives, and to evaluate the methodology employed. Career awareness of students was compared and evaluated through separate tests. Scenes depicting work and nonwork activities were shown to students in K-4, and a career awareness inventory was administered to students in grades 5 and 6. Teacher and administrator attitudes toward the experimental methodology were evaluated through questionnaires and interviews. Participants included an experimental group of 120 students who received instruction in the revised career education units, 120 students who attended schools which utilized career education units but did not receive instruction, and 120 students who attended schools that did not utilize career education units. An analysis of the collected data is presented. It revealed that the experimental class did better than the two control groups in the K-2, 3-4, and 5-6 grade levels. Two-thirds of the document (76 pages) contains appended materials which were used for the evaluation process: the career awareness inventory; administrator, developer, and user questionnaires; grade level concept questions; and related items. (Author/EC)

**ED 115 774** CE 005 595  
Conatser, Cheryl  
Associate Degree Nursing Students in Family Health Maintenance: A Pilot Project.

Dallas County Community Coll. District, Tex.; Texas Education Agency, Austin. Div. of Occupational Research and Development.

Pub Date 73  
Note—15p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Associate Degrees, Community Colleges, Community Health, Course Content, \*Family Health, Home Visits, \*Medical Education, \*Nursing, Pilot Projects, \*Program Descriptions, Program Evaluation, Public Health

The report describes the implementation and continuation of a family health maintenance program for associate degree nursing students at a community college. Four specific objectives are stated supporting the overall purpose of increasing student awareness of the total health care situation of the family. Implementation of the project, which initially involved 100 freshmen students, is discussed and includes procedures for establishment of health agency contacts, family orientation, student orientation, and student assignment to families. Seventy-five students were still enrolled in the project at the end of the first year. Of these, 32 had participated fully and elected to count time spent with families toward clinical experience time. A student need for more direct objectives, and guidance and measures to meet this need, are stated. Program evaluation was planned to include attitudes and personality tests, seminars, and conferences for the freshmen students. The responsibilities of the staff are listed. Also described are the student and faculty activities in the second year and the final evaluation plan which involved a checklist survey and conferences with the project director for students and families. A seminar schedule and student assignment sheets are appended. (MS)

**ED 115 775** 95 **CE 005 597**  
Language Arts, Business Communication, and Career Planning: A Curriculum Guide.  
National Council of Negro Women, New York, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 75

Grant—OEG-0-73-5229

Note—279p.; Pages 221, 244, and 287 will not reproduce well because of broken type

**EDRS Price MF-\$0.76 HC-\$14.59 Plus Postage**  
Descriptors—Adult Education, Career Planning, Clerical Occupations, \*Clerical Workers, \*Curriculum Guides, \*Educationally Disadvantaged, Entry Workers, Experimental Curriculum, Instructional Materials, \*Language Arts, Learning Activities, Low Achievers, Minority Groups, Task Analysis, \*Vocational Development

The learning program described is primarily for adults working at entry-level clerical jobs who do not have the language arts, problem solving, or interpersonal skills they need for advancement. The program is suitable for adult continuing education courses, inservice training by business, and educational advancement courses sponsored by community organizations. Information on the development, purposes, implementation, content, and organization of the program is included. An outline chart presents the major clerical tasks divided into entry-level and intermediate level, together with skills and knowledge needed to perform them. This data serves as the framework for developing the curriculum. Three sections of the guide contain goals, learning objectives, performance objectives, learning activities, and instructional materials for the following: the task approach (establishes the relationship between task analysis, job competency, and educational advancement), areas of academic knowledge (problem solving, listening and speaking, writing, reading/vocabulary), and career- and education guidance (experimental section outlining a series of career development workshops). The final section, task-based learning materials, contains teacher, tutor, and student materials for 13 sequenced clerical tasks. A 15-item bibliography concludes the guide. (Author/MS)

**ED 115 776** **CE 005 598**  
Air Controlman 3 and 2: Naval Rate Training Manual and Nonresident Career Course.  
Naval Education and Training Command, Pensacola, Fla.

Report No—NAVEDTRA-10367-F  
Pub Date 75

Note—467p.; Test booklets are also available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 0502-LP-051-8371)

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 0502-LP-051-8370, no price given)

**EDRS Price MF-\$0.76 HC-\$23.48 Plus Postage**  
Descriptors—Assignments, \*Aviation Technology, Course Content, Equipment Utilization, Individual Instruction, Instructional Materials,

Job Training, \*Manuals, Meteorology, \*Military Training, Navigation, Radar, Technical Education

Identifiers—\*Air Controlman, Air Traffic Control, Navy

The Rate Training Manual is one of a series of training manuals prepared for enlisted personnel of the Navy and Naval Reserve studying for advancement in the Air Controlman (AC) rating to Air Controlman Third and Second Class. Chapter 1 discusses air controlman qualifications, the enlisted rating structure, the Air Controlman rating, references which will assist in working for advancement and in performing the duties of an Air Controlman, and information on how to make the best use of the Rate Training Manual. Chapters 2-14 cover the following topics: military aircraft designation and characteristics; Federal air regulations; basic air navigation; flight services; meteorological elements affecting aviation; aviation weather reports and advisories; aids to air navigation; control tower equipment; airport traffic control and airfield equipment; air traffic control communications; IFR/SVFR control procedures; radar and allied equipment and procedures; and publications, records, and security measures. Numerous illustrations, diagrams, and charts are interspersed throughout. The associated Nonresident Career Course (96 pages) for AC 3 and 2 is included. Supplementary material is appended. (BP)

**ED 115 777** **CE 005 599**

McAfee, Donald C.

[Speculations on Nutrition Education for the Next Generation].

Pub Date 8 Aug 73

Note—16p.; Speech delivered at the Annual Meeting of the Society for Nutrition Education (Atlanta, Georgia, August 5-8, 1973)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—Adult Education, \*Attitudes, Curriculum Design, \*Curriculum Development, Educational Change, \*Elementary Secondary Education, \*Nutrition Instruction, Social Change, Social Influences, Teacher Education, \*Values

Analyzing the changing needs of young people today can be helpful in designing future nutrition education programs. Studies indicate that 40 percent of today's 18-26 year olds have considerably different values/attitudes from past values/attitudes. Technology may determine what is possible, but values and attitudes determine what people will accept. The influence of three major value-teaching institutions, the family, church, and school, has been changing in recent years. Changing family influences include the impact of preschool education, increased numbers of young people leaving home to attend college, and the increased number of working mothers. Decline of the influence of institutionalized religion is reflected in 1971 Gallup surveys of decreased church attendance. Two important changing school influences are the analytical teaching approaches and a new breed of teachers representing a broader spectrum of society than previous groups of middle class teachers. Among numerous other influences are television, the trend toward life simplification, and the growth of consumerism. A relevant, challenging nutrition education curriculum is needed from preschool to adulthood, with greatest emphasis at the elementary level. Professionals must serve as catalysts to make nutrition education basic to school curriculum design and an integral part of teacher training. (EA)

**ED 115 778** **CE 005 600**

Marland, Sidney P.

Career Education: Retrospect and Prospect. Distinguished Lecture Series No. 3.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Pub Date 75

Note—31p.

Available from—Product Utilization, Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (\$2.00)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—\*Academic Education, \*Career Education, \*Educational Change, Educational History, \*Educational Legislation, Educational Trends, Federal Legislation, State Programs, \*Vocational Development, Vocational Education

Identifiers—\*College Entrance Examination Board

The harmonizing of occupational development with academic learning is not a passing fad. A primary aim of early 17th-18th century colleges was to supply regions with knowledgeable professional workers. The functional role of education continued to remain strong, as evidenced by the Morrill Act in 1862. The Smith-Hughes Act (1916), however, was an instrument of divisiveness separating the academic and vocational. The Vocational Education Act of 1963 gave new impetus toward reconciling general and vocational education. Its amendments provided many of the major dimensions for career education as did the Educational Amendments of 1972 and 1974. The College Board has responded to evolving laws and practices by providing and offering new dimensions of testing. Currently, the College Board is conducting a study that will include a listing of existing effective career education linkage systems in States, an identification and analysis of the most critical linkage areas, models of career education delivery systems, successful implementation approaches, and legislative recommendations. In conclusion, the career education movement needs liberal arts defenders and vocational/occupational development specialists; the labor/business/industry community; Federal leadership; and the leadership of teachers, professors, and students. (EA)

**ED 115 779** **CE 005 601**

Cohen, Malcolm S.

A Study of On-Line Use of Job Information in Employment Service Local Offices. Volume 2: A Simulation Study. Period February 15, 1974-October 31, 1975. Final Report.

Michigan Univ., Ann Arbor. Inst. of Labor and Industrial Relations.; Wayne State Univ., Detroit, Mich. Inst. of Labor and Industrial Relations.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No—DLMA-21-26-74-21-2

Pub Date Oct 75

Note—82p.; For Volume 1, see CE 005 955

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—Computers, Computer Storage Devices, \*Cost Effectiveness, Data Bases, Electronic Data Processing, Employment Services, Information Storage, Information Systems, Job Applicants, Job Market, \*Job Placement, Management Systems, \*Mathematical Models, Occupational Information, Office Management, \*On Line Systems, \*Simulation

The purpose of the research described in the report is twofold. First, it is to analyze the relative benefits and costs of on-line computerized placement systems. The techniques developed for such an analysis which might be useful in evaluating other manpower programs are presented. Second, it is to provide a prototype model which shows how Employment Service planners and managers could use simulation to better utilize human and machine resources in the placement activity. The demonstration is accomplished in two steps. First, the local office and the placement process are modeled, that is, the underlying dynamics of the system are described. Second, the model is used as the basis for computer simulation of placement-related Employment Service office activity. Recommendations for the use of the tool and for further development are also presented. An example of simulation output and a discussion of random number generation are appended. (Author)

**ED 115 780** 95 **CE 005 602**

Welker, L. C., Jr. Ginn, Clyde N.

A Study to Identify the Influence of Factors Other Than the Attainment of Job Skills Affecting the Long Range Success of Vocational and Technical Training Programs: Vol. 1.

University of Southern Mississippi, Hattiesburg. Bureau of Educational Research.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Pub Date Aug 73

Note—130p.; For Volume 2, see CE 005 603; For the Abstract of the Report, see CE 006 035

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—Correlation, Educational Programs, Post Secondary Education, Secondary Education, Social Change, \*Social Factors, Social Mobility, Student Adjustment, \*Student Characteristics, \*Student Mobility, \*Success Factors, Tables (Data), Technical Education, \*Vocational Education

**Identifiers**—Mississippi

The purpose of the study was to determine the degree to which factors other than job skills, in particular mobility and social factors, are important for the success of students from vocational and technical training programs at the secondary and postsecondary levels. Data were gathered from interviews with selected center directors, from teacher observation, and from questionnaires developed for the study and given to students. The State of Mississippi was divided into nine geographic zones in order to secure a representative sample of institutions and participants. Participants in the study consisted of 1,781 secondary vocational students and 2,243 postsecondary vocational students. The social and mobility factors for secondary and postsecondary students in each zone are presented in table form, with discussion, separately according to the type of vocational training program: trade and industrial, technical, business and office, marketing and distribution, and health occupations. State composites of social and mobility factors for secondary and postsecondary students are also presented. Conclusions about each subject area and general conclusions are presented, based on the data collected. (EC)

**ED 115 781** 95 **CE 005 603**

*Welker, L. C., Jr. Ginn, Clyde N.*

**A Study to Identify the Influence of Factors Other Than the Attainment of Job Skills Affecting the Long Range Success of Vocational and Technical Training Programs: Vol. 2.**

University of Southern Mississippi, Hattiesburg. Bureau of Educational Research.

**Spons Agency**—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

**Pub Date** Aug 73

**Note**—204p.; For Volume 1, see CE 005 602; For the Abstract of the Report, see CE 006 035

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**

**Descriptors**—Correlation, Data Analysis, Educational Programs, Matrices, Occupational Mobility, Post Secondary Education, Secondary Education, \*Social Factors, \*Student Characteristics, \*Student Mobility, \*Success Factors, Tables (Data), Technical Education, \*Vocational Education

**Identifiers**—Mississippi

The document contains the detailed tabulation of the data collected in an investigation of the degree to which social and mobility factors are important for the success of secondary and postsecondary students in vocational and technical training programs. Chapter 1 presents information on the relationship of social competency to mobility factors in the form of 122 5x4 matrices for the nine geographic zones of Mississippi, categorized in the following occupational areas: trade and industry, technical education, business and office, marketing and distribution, and health education. Matrices for each area contain data for secondary and postsecondary students and a zone composite of the students. Matrices are also presented for State composites of each occupational area, secondary and postsecondary students, and a State total for all students. Chapter 2 presents information on the relationship of mobility and social factors to personal and contextual factors. Data were derived from questionnaires completed by students. Mobility and social data are tabulated and discussed separately for secondary and postsecondary students. Twenty-two general conclusions from the study are outlined. The questionnaires used are appended. (Author/EC)

**ED 115 782** **CE 005 604**

**Training and Development Publications. Vol. 13, No. 5.**

International Labour Office, Geneva (Switzerland).

**Note**—56p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Abstracts, Foreign Countries, Labor Force, \*Management, \*Manpower Development, Manpower Utilization, Newsletters, Publications, \*School Industry Relationship, Training, \*Vocational Education, Working Women

Abstracts of material covering a variety of topics regarding vocational and labor development throughout the world are presented in the fifth dispatch. Noted, in particular, are publications regarding management and relations between school and the world of work. The first section, News in Brief, contains 34 items from around the world under the following headings: Forthcoming Events, New Policies, Management, Methods and Media, Research, Women, Terminology, Bibliographies, Information and Documentation, and For the Bookshelf. The second section contains 19 substantive abstracts of various publications which present the author, title, bibliographical references, translation if necessary, subject analysis, and contents analysis. A list of seven periodical publications from various countries that have already been abstracted is included. (LH)

**ED 115 783** **CE 005 605**

**Vocational Rehabilitation Services for Handicapped Individuals.**

Goodwill Industries of North Central Pennsylvania, Inc., DuBois.

**Pub Date** 75

**Note**—110p.; Photographs will reproduce poorly. Available from—Nupp Printing Co., Sykesville, Pennsylvania 15865 (\$5.95 plus postage)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—\*Agency Role, Evaluation, \*Handicapped, \*Individualized Programs, Job Placement, Job Training, Records (Forms), Sheltered Workshops, \*Social Agencies, \*Vocational Rehabilitation

**Identifiers**—Goodwill Industries of North Central Pennsylvania

The manual describes the vocational rehabilitation program and services for handicapped individuals that are provided by Goodwill Industries of North Central Pennsylvania, Inc., which services an eight-county outreach area. An introductory section provides general background information regarding program objectives, philosophy, and organizational structure. Goodwill's basic rehabilitation program consists of employment and training through repairing and reconditioning useable clothing and household articles and performing subcontract work. Each client participates in designing his/her own individualized rehabilitation plan. The manual focuses on the intake, evaluation, work adjustment, job readiness/placement, and sheltered employment aspects of the program and provides corresponding definitions and goals, objectives, flow charts, procedures, requirements, and personnel needs. Continuous, on-going evaluation and needs assessment are used to increase the facility's overall performance. A curriculum outline is included for the 11 skill training areas currently being offered: laundry, pressing, automatic shirt ironing; allocation and pricing of soft and hard goods; merchandising/sales; office clerical; shoe repair/orthopedic shoe repair; truck helper; maintenance/custodial; janitorial; appliance repair; machine tool operators; and electronic coil winding. Copies of various agency rehabilitation forms also are included. (EA)

**ED 115 784** **CE 005 606**

*Wool, S. Theodore*

**A Suggested Coordinated Program for Developing Career Appraisal Insights for Middle School Students.**

Philadelphia School District, Pa. Vocational Guidance Service.

**Note**—19p.; Not available in hard copy due to marginal reproducibility; For related documents from the Room to Grow Program, see CE 005 607-608

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Career Awareness, Career Education, \*Career Exploration, \*Educational Objectives, Educational Planning, Educational Programs, Junior High Schools, Learning Activities, \*Program Descriptions, School Community Relationship, School Industry Relationship, \*Self Actualization, Staff Role

**Identifiers**—Pennsylvania (Philadelphia), Room to Grow Program

Seven fundamental developmental needs in the culture and in child development are seen as sustaining career education goals, with career education programs helping each student meet them: (1) mastering requirements for physical wellbeing; (2) understanding physical and emotional changes; (3) accepting the self; (4) accepting, understanding, and loving others; (5) recognizing responsibilities to others; (6) becoming independent; and (7) developing the ability to face reality. The suggested program involves the following areas: role of staff in educational and vocational planning; vocational orientation; activities in vocational development; career orientation programs; industry orientation programs; industry orientation trips, including purpose, basic procedures, and school follow-up; faculty orientation programs, including the economic, social, cultural, and educational environment of the community; and career materials resource center. (LH)

**ED 115 785** **CE 005 607**

*Wool, S. Theodore*

**Give Our Children Room to Grow.**

Philadelphia School District, Pa. Vocational Guidance Service.

**Note**—6p.; Not available in hard copy due to marginal reproducibility; For related documents from Room to Grow Program, see CE 005 606-608

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Career Awareness, \*Career Choice, Career Education, \*Career Exploration, Educational Objectives, Educational Programs, Junior High Schools, Occupational Aspiration, \*Program Descriptions, \*Relevance (Education), School Community Relationship, School Industry Relationship, Self Actualization

**Identifiers**—Pennsylvania (Philadelphia), Room to Grow Program

A program to develop career aspirations in middle school students has been implemented in the Philadelphia Public Schools and is entitled "Give Our Children Room to Grow." It utilizes a series of teacher guided projects; dialogues with resource persons from industry, business, and upper schools; field trips; pupil created projects; and hands on activities to expand the students' awareness of the relationship between school, home, community, and jobs. Different aspects of the program are discussed, and include: Focus on Pupils, with manuals and resources materials for teachers and workbooks for students, encouraging informal discussions interrelating education, the individual student, and the world of work; Visitors to the Classroom, including representatives from industrial and commercial establishments, near peers, and those requested by students to serve as role models and to provide occupational information; Career Choice, discussing the influence significant people may have in determining a child's area of interest and touching on educational relevancy; Environments, encouraging thoughts about future communities; and The Self, encouraging verbalization of hoped for personality development. Responses from children participating in the program are included, and it is stated that they are indicative of the value of the program as a motivational educational device. (LH)

**ED 115 786** **CE 005 608**

*Wool, S. Theodore*

**JOBS: [Just Think, Can You Decide Which Is Best for You? Careers Where You Will Be Working with Data, Ideas, Things, People.]**

Philadelphia School District, Pa. Vocational Guidance Service.

**Note**—27p.; Not available in hard copy due to marginal reproducibility; For related documents from the Room to Grow Program, see CE 005 606-607

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Career Awareness, \*Career Education, \*Career Exploration, Grade 5, Grade 6, \*Instructional Materials, Learning Activities, \*Self Actualization, Workbooks

**Identifiers**—Pennsylvania (Philadelphia), Room to Grow Program

The career exploration booklet in the Room to Grow series is intended for use in the fifth and sixth grades. Its purpose is to motivate each student to investigate the self and to become aware of and develop individual potentials and abilities.

The booklet may also supplement career development activities in other grades. Each student should have their own copy, and each page of the booklet should be developed and extended by teacher and student activities. The trait-factor theory is utilized to assist the student in becoming aware of individual interests, areas of competency, aspirations, and preferences for working with people, data, things, or ideas. (LH)

ED 115 787 CE 005 610

White, Thomas And Others  
Understanding the Work Ethic: A Pilot Project for the Intermediate Grades.

Pittsfield Regional Education Center, Mass.

Pub Date Nov 75

Note—132p.

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—\*Career Awareness, Career Education, Career Exploration, Curriculum Development, Elementary Education, Instructional Materials, Intermediate Grades, \*Learning Activities, Pilot Projects, Program Descriptions, Resource Guides, \*Self Concept, \*Teacher Developed Materials, \*Work Attitudes, Workshops

The project, which utilized a series of workshops and supervisory visits to successfully plan a curriculum in the work ethic for grades 4-6, originated in response to a concern expressed by western Massachusetts educators and employers as to the attitudes toward work of their students and employees. The project report includes: (1) project, teacher, and student objectives; (2) a financial statement; (3) list of participants; (4) an introduction which briefly describes project philosophy, participant selection and responsibilities, implementations, and suggestions for continuation; (5) workshop schedules; and (6) a three-page list of materials purchased for the project. The bulk of the document (106 pages) contains detailed teacher developed units for the three grade levels. Teachers involved in the project found they needed to focus on the interrelationships between work attitudes, self-esteem, and the interdependence of individuals. The units are composed of specific self-awareness and career awareness activities with objectives, teaching procedures, and student materials or lists of material sources. The report also contains a project evaluation form for use by the 24 participating teachers and a copy of a brochure describing the project. (Author/MS)

ED 115 788 CE 005 611

Feinberg, Barry M. Dunning, Bruce B.

Pretesting Navy Career Information Themes for Audience Interest.

Bureau of Social Science Research, Inc., Washington, D.C.

Spons Agency—Office of Naval Research, Washington, D.C. Organizational Effectiveness Research Program.

Report No—BSSR-450(2)

Pub Date 31 Mar 74

Note—116p.; Not available from EDRS due to extremely small type

Available from—Bureau of Social Science Research, Incorporated, 1990 M Street N.W., Washington, D.C. 20036 (Report Number BSSR450, no price given)

Document Not Available from EDRS

Descriptors—Career Awareness, \*Career Education, Communication (Thought Transfer), Diffusion, \*Information Dissemination, \*Military Personnel, Nonverbal Communication, Pretests, Questionnaires, Radio, Retention, \*Surveys, Tables (Data), Verbal Communication

The study describes the results of a mail survey of a Navywide sample of 7,604 officers and enlisted men conducted to pretest Navy career information themes and messages for interest and predicted exposure. Respondents (83.3 percent of the sample) rated for interest each of 25 messages (approximately one-half print and one-half radio) on a questionnaire form. The principal measures used in analysis were mean scores for individual items and proportion of respondents rating items equal to or greater than 90 (on a scale of 0-100). The data suggested that content is the most important determinant of interest. Overall, officers indicated lower levels of interest and lower predicted self-exposure to both print and radio messages than did enlisted men. Enlisted men tended to rate most highly those items concerning immediately available benefits, particularly those which might increase economic

well being. Officers tended to rate items relating to Navy management and policies more highly. First-term enlisted men who are unlikely to reenlist rated almost every item significantly more negatively than other enlisted men. Percent scores on the items indicated that only a minority of men are likely to read (or listen to) each separate item. (Author/JR)

ED 115 789 CE 005 612

Clow, John, Ed. Wooschlagler, Ruth B., Ed.

Learning Disabilities.

Illinois Business Education Association.

Pub Date 75

Note—29p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Business Education, Elementary Secondary Education, \*Learning Difficulties, \*Learning Disabilities, Learning Processes, Mathematics Education, \*Reading Difficulty, Student Motivation, Student Problems, \*Teaching Techniques

The learning disabilities monograph contains five brief articles dealing with various aspects of learning disabilities as they related to business education. "Learning Disabilities: A Challenge for the Vocational Business Educator" (Dorothy Munger) concerns screening students with learning disabilities into rather than out of business education classes. "The Atypical Student in Basic Business Courses" (Robert E. Schick) discusses the various factors which bear on students' learning and which teachers need to consider when locating, diagnosing, and correcting learning problems in basic business classes. "Learning and Reading Disabilities" (Walter B. Barbe and Raymond Swassing) examines the differences between learning and reading disabilities, offers suggestions for helping students with reading disabilities, and discusses the need for providing students with a feeling of success. "Math? Yech:" (Carolyn Brenner) simulates a classroom situation in which the teacher interests students of below-average computational ability in learning to compute, and offers eight suggested ways of fostering computational skills. "Understanding and Teaching the Discouraged Student with Learning and Emotional Problems" (Paul Painter, M.D.) discusses the nature of learning and emotional disorders and the origins and development of learning disabilities, and makes suggestions to classroom teachers for successfully teaching students with such problems. An annotated bibliography is appended. (JR)

ED 115 790 CE 005 613

Harman, David

The "Right to Read": An Assessment.

Pub Date Sep 75

Note—14p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Adult Education, Adult Literacy, Change Strategies, Community Influence, \*Continuous Learning, Early Childhood Education, \*Educational Assessment, Educational Needs, \*Educational Strategies, Family Environment, Functional Illiteracy, Literacy, \*Literacy Education, National Programs, Parent Education, Preschool Education, Reading, Reading Failure, Reading Instruction

Identifiers—Right to Read

The late commissioner of education, James Allen, proclaimed the "Right to Read" as the educational target of the current decade. The object was to inculcate and improve reading skills among 25 percent of the American population who either lacked or were deficient in them. Has this goal been at least half-way attained? Midway through the 1970's it must be admitted that the goal has not been realized at all. In fact, there is every indication that the situation is actually more severe than was initially posed, and the gaps between readers and nonreaders may actually be widening. The crux of the reading failure syndrome lies in the creation of "conditions for reading" or a "reading environment," implying a need for organized intervention among population groups not attending schools (parents and preschool children). Parents, who must require reading skills in order to function and who are the pivotal factors in the creation of home environments, are those most neglected by organized reading instruction efforts. Reading instruction within the framework of recurrent education is the theme expounded. The target remains vitally desirable; the remedies are in need of alteration. With a fresh look at strategies, "Right-to-Read" is attainable. (Author/AJ)

ED 115 791 95 CE 005 614

McCracken, J. David Yoder, Edgar P.

Determination of a Common Core of Basic Skills for Agribusiness and Natural Resources. Final Report.

Ohio State Univ., Columbus. Dept. of Agricultural Education.; Ohio State Univ., Columbus. Research Foundation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—V0033VZ

Pub Date Sep 75

Grant—OEG-0-74-1716

Note—13p.; For related document, see CE 005 615, and for the specific occupations, see CE 005 616-643

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Agribusiness, \*Agricultural Education, \*Agricultural Occupations, \*Agricultural Skills, \*Occupational Surveys, \*Program Design, Vocational Education

The purpose of the project was to identify a common core of basic skills for agribusiness and natural resources instruction in vocational education. This objective was undertaken through an inventory of 28 tasks and 28 occupational surveys. Completed task inventories were made for 28 representative occupations in agribusiness and natural resources: daily farmer, swine farmer, beef farmer, horse farm hand, grain farmer, forage producer, commercial vegetable producer, farm manager (owner-operator), feed salesman, feed mill worker, bulk fertilizer plant worker, chemical application equipment operator, animal health assistant, agricultural-industrial equipment mechanic, agricultural-industrial equipment set-up and delivery man, agricultural-industrial equipment partsman, tree service worker, floral designer, greenhouse worker, retail landscape and garden center salesman, horticultural firm equipment mechanic (small gas engines), park worker, buildings and grounds foreman, soil conservation aide, sawmill worker, all-round logger, meat cutter, and dairy plant worker. The final report does not include specific findings but discusses briefly project goals, procedures, results, and conclusions. Specific findings relating to each of the occupational surveys of the 28 occupations and findings relating to tasks common within the four taxonomies of agricultural production; agricultural business, supply, and service; agricultural mechanics; and horticulture are all reported separately in related project documents. (Author/EC)

ED 115 792 95 CE 005 615

Yoder, Edgar P. McCracken, J. David

Tasks Essential to Successful Performance Within Each of Four Occupational Areas in Agriculture. Determination of a Common Core of Basic Skills in Agribusiness and Natural Resources.

Ohio State Univ., Columbus. Dept. of Agricultural Education.; Ohio State Univ., Columbus. Research Foundation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—V0033VZ

Pub Date 75

Grant—OEG-0-74-1716

Note—74p.; For related document, see CE 005 614 and for the specific occupations, see CE 005 616-643

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Agribusiness, Agricultural Education, Agricultural Engineering, \*Agricultural Occupations, Agricultural Production, \*Agricultural Skills, Horticulture, Job Analysis, Job Skills, \*Occupational Information, \*Occupational Surveys, Tables (Data), \*Task Analysis, Technical Education, Vocational Education

Occupational information needed for the development of vocational and technical education curricula in agriculture is presented in the report. It discusses the findings of occupational surveys of incumbent workers that relate to the identification of a common core of skills or tasks performed within each of the following vocational education in agricultural taxonomy areas: agricultural production (eight occupations); agricultural business, supply, and service (four occupations); agricultural mechanics (four occupations); and horticulture (four occupations). A total of 1,476 questionnaires were mailed and 720 replies were received. Background information was collected on the total work experience in the occupation, employment at current job, size of business where employed, and preparation for the occupation.

Data are provided for 2,013 task statements in agricultural production; 593 task statements in agricultural business, supply, and service; 1,354 task statements in agriculture mechanics; and 786 task statements in horticulture. The common core of skills for the agricultural production industry was divided into areas of farm management, farm mechanics, animal production, and crop production. Data on the common core of skills are presented in tabular form. Conclusions and recommendations are formulated based on the data obtained from the occupational surveys. A selected bibliography is included. (Author/EC)

ED 115 793 95 CE 005 616

Edwards, Thomas W. And Others

An Empirical Determination of Tasks Essential to Successful Performance as a Retail Landscape and Garden Store Salesman. Determination of a Common Core of Basic Skills in Agribusiness and Natural Resources.

Ohio State Univ., Columbus. Dept. of Agricultural Education.; Ohio State Univ., Columbus. Research Foundation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—V0033VZ

Pub Date 75

Grant—OEG-0-74-1716

Note—23p.; For the explanation of the project, see CE 005 614-615 and for the other occupations, see CE 005 617-643

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Agribusiness, Agricultural Education, Agricultural Skills, Agricultural Supply Occupations, Job Analysis, \*Job Skills, \*Occupational Information, Occupational Surveys, Off Farm Agricultural Occupations, Ornamental Horticulture Occupation, \*Sales Occupations, Tables (Data), \*Task Analysis, Vocational Education

To improve vocational educational programs in agriculture, occupational information on a common core of basic skills within the occupational area of the retail landscape and garden store salesman is presented in the revised task inventory survey. The purpose of the occupational survey was to identify a common core of basic skills which are performed and are essential for success in the occupation. Objectives were accomplished by constructing an initial task inventory to identify duty areas and task statements for the occupation. The initial task inventory was reviewed by consultants in the field and 147 tasks were identified. A random sample of 75 retail landscape and garden store centers was obtained. Data were collected utilizing employer and employee questionnaires. Thirty-four questionnaires were returned of which 29 were usable. A compilation of basic sample background information is presented on the size of a retail landscape and garden center, total work experience, employment at current job, and preparation as a retail landscape and garden store salesman. A compilation of duty areas of work performed and work essential for the occupation is given. Percentage performance by incumbent workers and the average levels of importance of specific task statements are presented in tabular form. (Author/EC)

ED 115 794 95 CE 005 617

Edwards, Thomas W. And Others

An Empirical Determination of Tasks Essential to Successful Performance as a Retail Lawn and Garden Center Equipment Mechanic (Small Engine Mechanic). Determination of a Common Core of Basic Skills in Agribusiness and Natural Resources.

Ohio State Univ., Columbus. Dept. of Agricultural Education.; Ohio State Univ., Columbus. Research Foundation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—V0033VZ

Pub Date 75

Grant—OEG-0-74-1716

Note—27p.; For an explanation of the project, see CE 005 614-615, and for the other occupations, see CE 005 616-643

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Agribusiness, Agricultural Education, Agricultural Skills, \*Farm Mechanics (Occupation), Job Analysis, \*Job Skills, \*Occupational Information, Occupational Surveys, Off Farm Agricultural Occupations, Ornamental Horticulture Occupation, Service Workers, Ta-

bles (Data), \*Task Analysis, Vocational Education

Identifiers—Small Engine Mechanics

To improve vocational educational programs in agriculture, occupational information on a common core of basic skills within the occupational area of the retail lawn and garden center mechanic is presented in the revised task inventory survey. The purpose of the occupational survey was to identify a common core of basic skills which are performed and are essential for success in the occupation. Objectives were accomplished by constructing an initial task inventory to identify duty areas and task statements for the occupation. The initial task inventory was reviewed by consultants in the field and 258 tasks were identified. A random sample of 74 lawn and garden centers offering equipment repair services was obtained. Data were collected utilizing employer and employee questionnaires. Fifteen questionnaires were returned of which 13 were usable. A compilation of basic sample background information is presented on the size of a retail lawn and garden center, total work experience, employment at current job, and preparation as a retail lawn and garden center equipment mechanic. A compilation of duty areas of work performed and work essential for the occupation is given. Percentage performance by incumbent workers and the average level of importance of specific task statements are presented in tabular form. (Author/EC)

ED 115 795 95 CE 005 618

Byrd, J. Rick And Others

An Empirical Determination of Tasks Essential to Successful Performance as a Swine Farmer. Determination of a Common Core of Basic Skills in Agribusiness and Natural Resources.

Ohio State Univ., Columbus. Dept. of Agricultural Education.; Ohio State Univ., Columbus. Research Foundation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—V0033VZ

Pub Date 75

Grant—OEG-0-74-1716

Note—26p.; For an explanation of the project, see CE 005 614-615, and for the other occupations, see CE 005 616-643

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Agricultural Education, Agricultural Occupations, \*Agricultural Production, Agricultural Skills, Farmers, Farm Occupations, Job Analysis, \*Job Skills, \*Livestock, \*Occupational Information, Occupational Surveys, Tables (Data), \*Task Analysis, Vocational Education

Identifiers—Swine Farmers

To improve vocational educational programs in agriculture, occupational information on a common core of basic skills within the occupational area of the swine farmer is presented in the revised task inventory survey. The purpose of the occupational survey was to identify a common core of basic skills which are performed and are essential for success in the occupation. Objectives were accomplished by constructing an initial task inventory to identify duty areas and task statements for the occupation. The initial task inventory was reviewed by consultants in the field, and 287 tasks were identified. A random sample of 75 swine farmers based on the 1974-75 directory of the Ohio Young Farmers Association, Inc. was obtained. Data were collected utilizing a questionnaire. Thirty-five questionnaires were returned of which 32 were usable. A compilation of basic sample background information is presented on the size and type of swine operation, years as a swine farmer, and preparation as a swine farmer. A compilation of duty areas of work performed and work essential for the occupation is given. Percentage performance by incumbent workers and the average level of importance of specific task statements are presented in tabular form. (Author/EC)

ED 115 796 95 CE 005 619

Byrd, J. Rick And Others

An Empirical Determination of Tasks Essential to Successful Performance as a Beef Farmer. Determination of a Common Core of Basic Skills in Agribusiness and Natural Resources.

Ohio State Univ., Columbus. Dept. of Agricultural Education.; Ohio State Univ., Columbus. Research Foundation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—V0033VZ

Pub Date 75

Grant—OEG-0-74-1716

Note—26p.; For an explanation of the project, see CE 005 614-615, and for the other occupations, see CE 005 616-643

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Agricultural Education, Agricultural Occupations, \*Agricultural Production, Agricultural Skills, Farmers, Farm Occupations, Job Analysis, \*Job Skills, \*Livestock, \*Occupational Information, Occupational Surveys, Tables (Data), \*Task Analysis, Vocational Education

Identifiers—Beef Farmers

To improve vocational educational programs in agriculture, occupational information on a common core of basic skills within the occupational area of the beef farmer is presented in the revised task inventory survey. The purpose of the occupational survey was to identify a common core of basic skills which are performed and are essential for success in the occupation. Objectives were accomplished by constructing an initial task inventory to identify duty areas and task statements for the occupation. The initial task inventory was reviewed by consultants in the field, and 279 tasks were identified. A random sample of 77 beef farmers based on the 1974-75 directory of the Ohio Young Farmers Association, Inc. was obtained. Data were collected utilizing a questionnaire. Thirty-five questionnaires were returned of which 30 were usable. A compilation of basic sample background information is presented on the size and type of beef organization, years as a beef farmer, and preparation as a beef farmer. A compilation of duty areas of work performed and work essential for the occupation is given. Percentage performance by incumbent workers and the average level of importance of specific task statements are presented in tabular form. (Author/EC)

ED 115 797 95 CE 005 620

Byrd, J. Rick And Others

An Empirical Determination of Tasks Essential to Successful Performance as a Horse Farm Hand. Determination of a Common Core of Basic Skills in Agribusiness and Natural Resources.

Ohio State Univ., Columbus. Dept. of Agricultural Education.; Ohio State Univ., Columbus. Research Foundation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—V0033VZ

Pub Date 75

Grant—OEG-0-74-1716

Note—24p.; For an explanation of the project, see CE 005 614-615, and for the other occupations, see CE 005 619-643

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Agricultural Education, \*Agricultural Laborers, Agricultural Occupations, Agricultural Skills, Farm Occupations, \*Horses, Job Analysis, \*Job Skills, Livestock, \*Occupational Information, Occupational Surveys, Tables (Data), \*Task Analysis, Vocational Education

To improve vocational educational programs in agriculture, occupational information on a common core of basic skills within the occupational area of the horse farm hand is presented in the revised task inventory survey. The purpose of the occupational survey was to identify a common core of basic skills which are performed and are essential for success in the occupation. Objectives were accomplished by constructing an initial task inventory to identify duty areas and task statements for the occupation. The initial task inventory was reviewed by consultants in the field and 171 tasks were identified. A random sample of 75 horse establishments was obtained. Data were collected utilizing employer and employee questionnaires. Thirty-two completed questionnaires were returned. A compilation of basic sample background information is presented on the size of the horse establishment, total work experience, employment at current job, and preparation as a horse farm hand. A compilation of duty areas of work performed and work essential for the occupation is given. Percentage performance by incumbent workers and the average level of importance of specific task statements are presented in tabular form. (Author/EC)



ED 115 798 95 CE 005 621

Byrd, J. Rick And Others

**An Empirical Determination of Tasks Essential to Successful Performance as a Grain Farmer. Determination of a Common Core of Basic Skills in Agribusiness and Natural Resources.**

Ohio State Univ., Columbus. Dept. of Agricultural Education.; Ohio State Univ., Columbus. Research Foundation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—V0033VZ

Pub Date 75

Grant—OEG-0-74-1716

Note—25p.; For an explanation of the project, see CE 005 614-615, and for the other occupations, see CE 005 616-643

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Agricultural Education, Agricultural Occupations, \*Agricultural Production, Agricultural Skills, Farmers, Farm Occupations, \*Grains (Food), Job Analysis, \*Job Skills, \*Occupational Information, Occupational Surveys, Tables (Data), \*Task Analysis, Vocational Education

To improve vocational educational programs in agriculture, occupational information on a common core of basic skills within the occupational area of the grain farmer is presented in the revised task inventory survey. The purpose of the occupational survey was to identify a common core of basic skills which are performed and are essential for success in the occupation. Objectives were accomplished by constructing an initial task inventory to identify duty areas and task statements for the occupation. The initial task inventory was reviewed by consultants in the field, and 248 tasks were identified. A random sample of 75 grain farmers based on the 1974-75 Ohio Young Farmers Association, Inc. was obtained. Data were collected utilizing a questionnaire. Thirty-eight questionnaires were returned of which 32 were usable. A compilation of basic sample background information is presented on the size and type of grain farm, years as a grain farmer, and preparation as a grain farmer. A compilation of duty areas of work performed and work essential for the occupation is given. Percentage performance by incumbent workers and the average level of importance of specific task statements are presented in tabular form. (Author/EC)

ED 115 799 95 CE 005 622

Byrd, J. Rick And Others

**An Empirical Determination of Tasks Essential to Successful Performance as a Forage Producer. Determination of a Common Core of Basic Skills in Agribusiness and Natural Resources.**

Ohio State Univ., Columbus. Dept. of Agricultural Education.; Ohio State Univ., Columbus. Research Foundation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—V0033VZ

Pub Date 75

Grant—OEG-0-74-1716

Note—25p.; For an explanation of the project, see CE 005 614-615, and for the other occupations, see CE 005 616-643

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Agricultural Education, Agricultural Occupations, \*Agricultural Production, Agricultural Skills, Farmers, \*Feed Industry, Field Crops, Grains (Food), Job Analysis, \*Job Skills, \*Occupational Information, Occupational Surveys, Tables (Data), \*Task Analysis, Vocational Education

To improve vocational education programs in agriculture, occupational information on a common core of basic skills within the occupational area of the forage producer is presented in the revised task inventory survey. The purpose of the occupational survey was to identify a common core of basic skills which are performed and are essential for success in the occupation. Objectives were accomplished by constructing an initial task inventory to identify duty areas and task statements for the occupation. The initial task inventory was reviewed by consultants in the field, and 247 tasks were identified. A random sample of 62 forage producers based on the 1974-75 Ohio Young Farmers Association, Inc. was obtained. Data were collected utilizing a questionnaire. Twenty questionnaires were returned of which 17 were usable. A compilation of basic sample background information is presented on the size

of the forage enterprise, years as a forage producer, and preparation as a forage producer. A compilation of duty areas of work performed and work essential for the occupation is given. Percentage performance by incumbent workers and the average level of importance of specific task statements are presented in tabular form. (Author/EC)

ED 115 800 95 CE 005 623

Byrd, J. Rick And Others

**An Empirical Determination of Tasks Essential to Successful Performance as a Commercial Vegetable Producer. Determination of a Common Core of Basic Skills in Agribusiness and Natural Resources.**

Ohio State Univ., Columbus. Dept. of Agricultural Education.; Ohio State Univ., Columbus. Research Foundation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—V0033VZ

Pub Date 75

Grant—OEG-0-74-1716

Note—27p.; For an explanation of the project, see CE 005 614-615, and for the other occupations, see CE 005 616-643

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Agricultural Education, Agricultural Occupations, \*Agricultural Production, Agricultural Skills, \*Farmers, Job Analysis, \*Job Skills, \*Occupational Information, Occupational Surveys, Tables (Data), \*Task Analysis, Vocational Education

Identifiers—\*Vegetable Producers

To improve vocational educational programs in agriculture, occupational information on a common core of basic skills within the occupational area of the commercial vegetable producer is presented in the revised task inventory survey. The purpose of the occupational survey was to identify a common core of basic skills which are performed and are essential for success in the occupation. Objectives were accomplished by constructing an initial task inventory to identify duty areas and task statements for the occupation. The initial task inventory was reviewed by consultants in the field and 283 tasks were identified. A random sample of 84 commercial vegetable producers based on the 1975 directory of the Ohio Vegetable and Potato Growers was obtained. Data were collected utilizing a questionnaire. Forty-three questionnaires were returned of which 37 were usable. A compilation of basic sample background information is presented on the size and kind of commercial vegetable farm, years as a commercial vegetable producer, and preparation as a commercial vegetable producer. A compilation of duty areas of work performed and work essential for the occupation is given. Percentage performance by incumbent workers and the average level of importance of specific task statements are presented in tabular form. (Author/EC)

ED 115 801 95 CE 005 624

Byrd, J. Rick And Others

**An Empirical Determination of Tasks Essential to Successful Performance as a Farm Manager (Owner-Operator). Determination of a Common Core of Basic Skills in Agribusiness and Natural Resources.**

Ohio State Univ., Columbus. Dept. of Agricultural Education.; Ohio State Univ., Columbus. Research Foundation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—V0033VZ

Pub Date 75

Grant—OEG-0-74-1716

Note—24p.; For an explanation of the project, see CE 005 614-615, and for the other occupations, see CE 005 616-643

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Agricultural Education, Agricultural Occupations, Agricultural Skills, \*Farm Management, \*Farm Occupations, Job Analysis, \*Job Skills, \*Occupational Information, Occupational Surveys, Tables (Data), \*Task Analysis, Vocational Education

To improve vocational educational programs in agriculture, occupational information on a common core of basic skills within the occupational area of the farm manager (owner-operator) is presented in the revised task inventory survey. The purpose of the occupational survey was to identify a common core of basic skills which are

performed and are essential for success in the occupation. Objectives were accomplished by constructing an initial task inventory to identify duty areas and task statements for the occupation. The initial task inventory was reviewed by consultants in the field, and 187 tasks were identified. A random sample of 67 farm managers (owner-operator) was obtained. Data were collected utilizing a questionnaire. Thirty-two completed questionnaires were returned. A compilation of basic sample background information is presented on kind of farm operation, years as a farmer, and preparation as a farm manager. A compilation of duty areas of work performed and work essential for the occupation is given. Percentage performance by incumbent workers and the average level of importance of specific task statements are presented in tabular form. (Author/EC)

ED 115 802 95 CE 005 625

Byrd, J. Rick And Others

**An Empirical Determination of Tasks Essential to Successful Performance as a Dairy Farmer. Determination of a Common Core of Basic Skills in Agribusiness and Natural Resources.**

Ohio State Univ., Columbus. Dept. of Agricultural Education.; Ohio State Univ., Columbus. Research Foundation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—V0033VZ

Pub Date 75

Grant—OEG-0-74-1716

Note—27p.; For an explanation of the project, see CE 005 614-615, and for the other occupations, see CE 005 616-643

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Agricultural Education, Agricultural Occupations, Agricultural Skills, \*Dairymen, \*Farm Occupations, Job Analysis, \*Job Skills, \*Occupational Information, Occupational Surveys, Tables (Data), \*Task Analysis, Vocational Education

To improve vocational educational programs in agriculture, occupational information on a common core of basic skills within the occupational area of the dairy farmer is presented in the revised task inventory survey. The purpose of the occupational survey was to identify a common core of basic skills which are performed and are essential for success in the occupation. Objectives were accomplished by constructing an initial task inventory to identify duty areas and task statements for the occupation. The initial task inventory was reviewed by consultants in the field, and 312 tasks were identified. A random sample of 74 dairy farmers based on the 1974-75 Ohio Young Farmers Association, Inc. was obtained. Data were collected utilizing a questionnaire. Forty-eight questionnaires were returned of which 43 were usable. A compilation of basic sample background information is presented on size and type of dairy operation, years as a dairy farmer, and preparation as a dairy farmer. A compilation of duty areas of work performed and work essential for the occupation is given. Percentage performance by incumbent workers and the average level of importance of specific task statements are presented in tabular form. (Author/EC)

ED 115 803 95 CE 005 626

Byrd, J. Rick And Others

**An Empirical Determination of Tasks Essential to Successful Performance as a Meat Cutter. Determination of a Common Core of Basic Skills in Agribusiness and Natural Resources.**

Ohio State Univ., Columbus. Dept. of Agricultural Education.; Ohio State Univ., Columbus. Research Foundation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—V0033VZ

Pub Date 75

Grant—OEG-0-74-1716

Note—24p.; For an explanation of the project, see CE 005 614-615, and for the other occupations, see CE 005 616-643

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Agricultural Education, Agricultural Skills, \*Food Processing Occupations, Job Analysis, \*Job Skills, \*Meat Packing Industry, \*Occupational Information, Occupational Surveys, Off Farm Agricultural Occupations, Tables (Data), \*Task Analysis, Vocational Education

Identifiers—Meat Cutters

To improve vocational educational programs in agriculture, occupational information on a common core of basic skills within the occupational area of the meat cutter is presented in the revised task inventory survey. The purpose of the occupational survey was to identify a common core of basic skills which are performed and are essential for success in the occupation. Objectives were accomplished by constructing an initial task inventory to identify duty areas and task statements for the occupation. The initial task inventory was reviewed by consultants in the field, and 214 tasks were identified. A random sample of 75 meat cutters based on the Kroger Company and Cardinal Foods office records was obtained. Data were collected utilizing employer and employee questionnaires. Forty questionnaires were returned of which 38 were usable. A compilation of basic sample background information is presented on size of retail meat market department, total work experience, employment at current job, and preparation as a meat cutter. A compilation of duty areas of work performed and work essential for the occupation is given. Percentage performance by incumbent workers and the average level of importance of specific task statements are presented in tabular form. (Author/EC)

ED 115 804 95 CE 005 627

Miller, Daniel R. And Others

An Empirical Determination of Tasks Essential to Successful Performance as a Dairy Plant Worker. Determination of a Common Core of Basic Skills in Agribusiness and Natural Resources.

Ohio State Univ., Columbus. Dept. of Agricultural Education.; Ohio State Univ., Columbus. Research Foundation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—V0033VZ

Pub Date 75

Grant—OEG-0-74-1716

Note—24p.; For an explanation of the project, see CE 005 614-615, and for the other occupations, see CE 005 616-643

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage  
Descriptors—Agricultural Education, Agricultural Skills, \*Food Processing Occupations, Job Analysis, \*Job Skills, \*Occupational Information, Occupational Surveys, \*Off Farm Agricultural Occupations, Tables (Data), \*Task Analysis, Vocational Education

Identifiers—Dairy Plant Workers

To improve vocational educational programs in agriculture, occupational information on a common core of basic skills within the occupational area of the dairy plant worker is presented in the revised task inventory survey. The purpose of the occupational survey was to identify a common core of basic skills which are performed and are essential for success in the occupation. Objectives were accomplished by constructing an initial task inventory to identify duty areas and task statements for the occupation. The initial task inventory was reviewed by consultants in the field, and 175 tasks were identified. A random sample of 75 dairy plants was obtained. Data was collected utilizing employer and employee questionnaires. Thirty-three questionnaires were returned of which 30 were usable. A compilation of basic sample background information is presented on size of dairy plant, total work experience, employment at current job, and preparation as a dairy plant worker. A compilation of duty areas of work performed and work essential for the occupation is given. Percentage performance by incumbent workers and the average level of importance of specific task statements are presented in tabular form. (Author/EC)

ED 115 805 95 CE 005 628

Miller, Daniel R. And Others

An Empirical Determination of Tasks Essential to Successful Performance as a Floral Designer. Determination of a Common Core of Basic Skills in Agribusiness and Natural Resources.

Ohio State Univ., Columbus. Dept. of Agricultural Education.; Ohio State Univ., Columbus. Research Foundation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—V0033VZ

Pub Date 75

Grant—OEG-0-74-1716

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EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage  
Descriptors—Agricultural Education, Design Crafts, \*Designers, \*Floriculture, Job Analysis, \*Job Skills, \*Occupational Information, Occupational Surveys, Off Farm Agricultural Occupations, Ornamental Horticulture Occupation, Tables (Data), \*Task Analysis, Vocational Education

To improve vocational educational programs in agriculture, occupational information on a common core of basic skills within the occupational area of the floral designer is presented in the revised task inventory survey. The purpose of the occupational survey was to identify a common core of basic skills which are performed and are essential for success in the occupation. Objectives were accomplished by constructing an initial task inventory to identify duty areas and task statements for the occupation. The initial task inventory was reviewed by consultants in the field and 137 tasks were identified. A random sample of 75 floral shops based on the 1975 mailing list of the Ohio Florist's Association was obtained. Data were collected utilizing employer and employee questionnaires. Seventy-five questionnaires were returned of which 46 were usable. A compilation of basic sample background information is presented on size of business, total work experience, employment at current job, and preparation as a floral designer. A compilation of duty areas of work performed and work essential for the occupation is given. Percentage performance by incumbent workers and the average level of importance of specific task statements are presented in tabular form. (Author/EC)

ED 115 806 95 CE 005 629

Waddy, Paul H. And Others

An Empirical Determination of Tasks Essential to Successful Performance as a Park Worker. Determination of a Common Core of Basic Skills in Agribusiness and Natural Resources.

Ohio State Univ., Columbus. Dept. of Agricultural Education.; Ohio State Univ., Columbus. Research Foundation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—V0033VZ

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Note—27p.; For an explanation of the project, see CE 005 614-615, and for the other occupations, see CE 005 616-643

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage  
Descriptors—Agricultural Education, \*Grounds Keepers, Job Analysis, \*Job Skills, Maintenance, \*Occupational Information, Occupational Surveys, Off Farm Agricultural Occupations, \*Parks, Tables (Data), \*Task Analysis, Vocational Education

Identifiers—Park Worker

To improve vocational educational programs in agriculture, occupational information on a common core of basic skills within the occupational area of the park worker is presented in the revised task inventory survey. The purpose of the occupational survey was to identify a common core of basic skills which are performed and are essential for success in the occupation. Objectives were accomplished by constructing an initial task inventory to identify duty areas and task statements for the occupation. The initial task inventory was reviewed by consultants in the field, and 268 tasks were identified. A random sample of 78 park departments based on the directory of the Ohio Parks and Recreation Association was obtained. Data were collected utilizing employer and employee questionnaires. Forty-three questionnaires were returned of which 40 were usable. A compilation of basic sample background information is presented on size of park department, total work experience, employment at current job, and preparation as a park worker. A compilation of duty areas of work performed and work essential for the occupation is given. Percentage performance by incumbent workers and the average level of importance of specific task statements are presented in tabular form. (Author/EC)

ED 115 807 95 CE 005 630

Waddy, Paul H. And Others

An Empirical Determination of Tasks Essential to Successful Performance as a Buildings and

Grounds Foreman. Determination of a Common Core of Basic Skills in Agribusiness and Natural Resources.

Ohio State Univ., Columbus. Dept. of Agricultural Education.; Ohio State Univ., Columbus. Research Foundation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

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Pub Date 75

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Note—22p.; For an explanation of the project, see CE 005 614-615, and for the other occupations, see CE 005 616-643

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage  
Descriptors—Agricultural Education, Agricultural Skills, Buildings, \*Grounds Keepers, Job Analysis, \*Job Skills, \*Maintenance, \*Occupational Information, Occupational Surveys, Off Farm Agricultural Occupations, Tables (Data), \*Task Analysis, Vocational Education

Identifiers—Buildings and Grounds Foreman

To improve vocational educational programs in agriculture, occupational information on a common core of basic skills within the occupational area of the buildings and grounds foreman is presented in the revised task inventory survey. The purpose of the occupational survey was to identify a common core of basic skills which are performed and are essential for success in the occupation. Objectives were accomplished by constructing an initial task inventory to identify duty areas and task statements for the occupation. The initial task inventory was reviewed by consultants in the field, and 107 tasks were identified. A random sample of 48 parks and recreation departments based on the directory of the Ohio Parks and Recreation Association was obtained. Data were collected utilizing an employee questionnaire. Thirty questionnaires were returned of which 27 were usable. A compilation of basic sample background information is presented on total work experience, employment at current job, and preparation as a buildings and grounds foreman. A compilation of duty areas of work performed and work essential for the occupation is given. Percentage performance by incumbent workers and the average level of importance of specific task statements are presented in tabular form. (Author/EC)

ED 115 808 95 CE 005 631

Waddy, Paul H. And Others

An Empirical Determination of Tasks Essential to Successful Performance as a Sawmill Worker. Determination of a Common Core of Basic Skills in Agribusiness and Natural Resources.

Ohio State Univ., Columbus. Dept. of Agricultural Education.; Ohio State Univ., Columbus. Research Foundation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—V0033VZ

Pub Date 75

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Note—20p.; For an explanation of the project, see CE 005 614-615, and for the other occupations, see CE 005 616-643

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage  
Descriptors—Agricultural Education, Blue Collar Occupations, Job Analysis, \*Job Skills, \*Lumber Industry, \*Occupational Information, Occupational Surveys, \*Off Farm Agricultural Occupations, Tables (Data), \*Task Analysis, Vocational Education

Identifiers—Sawmill Workers

To improve vocational educational programs in agriculture, occupational information on a common core of basic skills within the occupational area of the sawmill worker is presented in the revised task inventory survey. The purpose of the occupational survey was to identify a common core of basic skills which are performed and are essential for success in the occupation. Objectives were accomplished by constructing an initial task inventory to identify duty areas and task statements for the occupation. The initial task inventory was reviewed by consultants in the field, and 84 tasks were identified. A random sample of 78 sawmill operations based on the directory of the Ohio Forestry Association, Inc. was obtained. Data were collected utilizing an employer and employee questionnaire. Thirty-five questionnaires were returned of which 33 were usable. A compilation of basic sample background information is presented on size of sawmill operation,

total work experience, employment at current job, and preparation as a sawmill worker. A compilation of duty areas of work performed and work essential for the occupation is given. Percentage performance by incumbent workers and the average level of importance of specific task statements are presented in tabular form. (Author/EC)

ED 115 809 95 CE 005 632

Waddy, Paul H. And Others

An Empirical Determination of Tasks Essential to Successful Performance as an All-Round Logger. Determination of a Common Core of Basic Skills in Agribusiness and Natural Resources.

Ohio State Univ., Columbus. Dept. of Agricultural Education.; Ohio State Univ., Columbus. Research Foundation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

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Note—20p.; For an explanation of the project, see CE 005 614-615, and for the other occupations, see CE 005 616-643

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Agricultural Education, Blue Collar Occupations, Job Analysis, \*Job Skills, \*Lumber Industry, \*Occupational Information, Occupational Surveys, \*Off Farm Agricultural Occupations, Tables (Data), \*Task Analysis, Vocational Education

Identifiers—Loggers

To improve vocational educational programs in agriculture, occupational information on a common core of basic skills within the occupational area of the all-round logger is presented in the revised task inventory survey. The purpose of the occupational survey was to identify a common core of basic skills which are performed and are essential for success in the occupation. Objectives were accomplished by constructing an initial task inventory to identify duty areas and task statements for the occupation. The initial task inventory was reviewed by consultants in the field, and 107 tasks were identified. A random sample of 110 logging operations based on the directory of the Ohio Forestry Association, Inc. was obtained. Data were collected utilizing employer and employee questionnaires. Twenty-four questionnaires were returned of which 16 were usable. A compilation of basic sample background information is presented on size logging operation, total work experience, employment at current job, and preparation as an all-round logger. A compilation of duty areas of work performed and work essential for the occupation is given. Percentage performance by incumbent workers and the average level of importance of specific task statements are presented in tabular form. (Author/EC)

ED 115 810 95 CE 005 633

Waddy, Paul H. And Others

An Empirical Determination of Tasks Essential to Successful Performance as a Tree Service Worker. Determination of a Common Core of Basic Skills in Agribusiness and Natural Resources.

Ohio State Univ., Columbus. Dept. of Agricultural Education.; Ohio State Univ., Columbus. Research Foundation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—V0033VZ

Pub Date 75

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Note—23p.; For an explanation of the project, see CE 005 614-615, and for the other occupations, see CE 005 616-643

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Agricultural Education, Agricultural Skills, \*Forestry Aides, \*Forestry Occupations, Job Analysis, \*Job Skills, \*Occupational Information, Occupational Surveys, Off Farm Agricultural Occupations, Tables (Data), \*Task Analysis, Trees, Vocational Education

To improve vocational educational programs in agriculture, occupational information on a common core of basic skills within the occupational area of the tree service worker is presented in the revised task inventory survey. The purpose of the occupational survey was to identify a common core of basic skills which are performed and are essential for success in the occupation. Objectives were accomplished by constructing an initial task

inventory to identify duty areas and task statements for the occupation. The initial task inventory was reviewed by consultants in the field, and 158 tasks were identified. A random sample of 76 tree service firms was obtained. Data were collected utilizing employer and employee questionnaires. Twenty-five questionnaires were returned of which 24 were usable. A compilation of basic sample background information is presented on size of tree service firm, total work experience, employment at current job, and preparation as a tree service worker. A compilation of duty areas of work performed and work essential for the occupation is given. Percentage performance by incumbent workers and the average level of importance of specific task statements are presented in tabular form. (Author/EC)

ED 115 811 95 CE 005 634

Waddy, Paul H. And Others

An Empirical Determination of Tasks Essential to Successful Performance as a Soil Conservation District Aide. Determination of a Common Core of Basic Skills in Agribusiness and Natural Resources.

Ohio State Univ., Columbus. Dept. of Agricultural Education.; Ohio State Univ., Columbus. Research Foundation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

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Pub Date 75

Grant—OEG-0-74-1716

Note—25p.; For an explanation of the project, see CE 005 614-615, and for the other occupations, see CE 005 616-643

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Agricultural Education, Agricultural Skills, Conservation (Environment), Job Analysis, \*Job Skills, \*Occupational Information, Occupational Surveys, \*Off Farm Agricultural Occupations, \*Soil Conservation, Tables (Data), \*Task Analysis, Vocational Education

Identifiers—Soil Conservation District Aides

To improve vocational educational programs in agriculture, occupational information on a common core of basic skills within the occupational area of the soil conservation district aide is presented in the revised task inventory survey. The purpose of the occupational survey was to identify a common core of basic skills which are performed and are essential for success in the occupation. Objectives were accomplished by constructing an initial task inventory to identify duty areas and task statements for the occupation. The initial task inventory was reviewed by consultants in the field, and 228 tasks were identified. Data were collected utilizing a questionnaire to 104 identified Ohio soil and water conservation district aides. Ninety questionnaires were returned of which 79 were usable. A compilation of basic sample background information is presented on total work experience, employment at current job, and preparation as a soil conservation district aide. A compilation of duty areas of work performed and work essential for the occupation is given. Percentage performance by incumbent workers and the average level of importance of specific task statements are presented in tabular form. (Author/EC)

ED 115 812 95 CE 005 635

Waddy, Paul H. And Others

An Empirical Determination of Tasks Essential to Successful Performance as a Greenhouse Worker. Determination of a Common Core of Basic Skills in Agribusiness and Natural Resources.

Ohio State Univ., Columbus. Dept. of Agricultural Education.; Ohio State Univ., Columbus. Research Foundation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

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Note—27p.; For an explanation of the project, see CE 005 614-615, and for the other occupations, see CE 005 616-643

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Agricultural Education, Agricultural Skills, \*Greenhouses, Job Analysis, \*Job Skills, \*Nursery Workers (Horticulture), \*Occupational Information, Occupational Surveys, Off Farm Agricultural Occupations, Tables (Data), \*Task Analysis, Vocational Education

To improve vocational educational programs in agriculture, occupational information on a common core of basic skills within the occupational area of the greenhouse worker is presented in the revised task inventory survey. The purpose of the occupational survey was to identify a common core of basic skills which are performed and are essential for success in the occupation. Objectives were accomplished by constructing an initial task inventory to identify duty areas and task statements for the occupation. The initial task inventory was reviewed by consultants in the field, and 265 tasks were identified. A random sample of 77 greenhouse operations based on the 1975 mailing list of the Ohio Florist's Association was obtained. Data were collected utilizing employer and employee questionnaires. Forty-six questionnaires were returned of which 39 were usable. A compilation of basic sample background information is presented on size of greenhouse operation, total work experience, employment at current job, and preparation as a greenhouse worker. A compilation of duty areas of work performed and work essential for the occupation is given. Percentage performance by incumbent workers and the average level of importance of specific task statements are presented in tabular form. (Author/EC)

ED 115 813 95 CE 005 636

Yoder, Edgar P. McCracken, J. David

An Empirical Determination of Tasks Essential to Successful Performance as an Agricultural-Industrial Equipment Dealership Partisan. Determination of a Common Core of a Basic Skills in Agribusiness and Natural Resources.

Ohio State Univ., Columbus. Dept. of Agricultural Education.; Ohio State Univ., Columbus. Research Foundation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

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Note—23p.; For an explanation of the project, see CE 005 614-615, and for the other occupations, see CE 005 616-643

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Agribusiness, Agricultural Education, \*Agricultural Supply Occupations, Equipment Maintenance, Job Analysis, \*Job Skills, \*Occupational Information, Occupational Surveys, \*Retailing, Sales Occupations, Tables (Data), \*Task Analysis, Vocational Education

To improve vocational educational programs in agriculture, occupational information on a common core of basic skills within the occupational area of the agricultural-industrial equipment dealership partisan is presented in the revised task inventory survey. The purpose of the occupational survey was to identify a common core of basic skills which are performed and are essential for success in the occupation. Objectives were accomplished by constructing an initial task inventory to identify duty areas and task statements for the occupation. The initial task inventory was reviewed by consultants in the field, and 123 tasks were identified. A random sample of 70 agricultural-industrial equipment dealerships based on the 1975 directory of the Farm and Power Equipment Retailers in Ohio was obtained. Data were collected utilizing employer and employee questionnaires. Thirty-six completed questionnaires were returned. A compilation of basic sample background information is presented on size of dealership, total work experience, employment at current job, and preparation as a partisan. A compilation of duty areas of work performed and work essential for the occupation is given. Percentage performance by incumbent workers and the average level of importance of specific task statements are presented in tabular form. (Author/EC)

ED 115 814 95 CE 005 637

Yoder, Edgar P. McCracken, J. David

An Empirical Determination of Tasks Essential to Successful Performance as an Agricultural-Industrial Equipment Dealership Set-Up and Deliveryman. Determination of a Common Core of Basic Skills in Agribusiness and Natural Resources.

Ohio State Univ., Columbus. Dept. of Agricultural Education.; Ohio State Univ., Columbus. Research Foundation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

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Note—21p.; For an explanation of the project, see CE 005 614-615, and for the other occupations, see CE 005 616-643

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—Agriculture, Agricultural Education, \*Agricultural Machinery Occupations, Job Analysis, \*Job Skills, \*Occupational Information, Occupational Surveys, \*Service Occupations, Tables (Data), \*Task Analysis, Vocational Education

**Identifiers**—Equipment Set Up and Deliveryman

To improve vocational educational programs in agriculture, occupational information on a common core of basic skills within the occupational area of the agricultural-industrial equipment dealership set-up and deliveryman is presented in the revised task inventory survey. The purpose of the occupational survey was to identify a common core of basic skills which are performed and are essential for success in the occupation. Objectives were accomplished by constructing an initial task inventory to identify duty areas and task statements for the occupation. The initial task inventory was reviewed by consultants in the field, and 75 tasks were identified. A random sample of 70 agricultural-industrial equipment dealerships was obtained. Data were collected utilizing employer and employee questionnaires. Twenty-nine questionnaires were returned of which 26 were usable. A compilation of basic sample background information is presented on size of dealership, total work experience, employment at current job, and preparation as a set-up and deliveryman. A compilation of duty areas of work performed and work essential for the occupation is given. Percentage performance by incumbent workers and the average level of importance of specific task statements are presented in tabular form. (Author/EC)

ED 115 815 95 CE 005 638

Yoder, Edgar P. McCracken, J. David

**An Empirical Determination of Tasks Essential to Successful Performance as an Agricultural-Industrial Equipment Mechanic. Determination of a Common Core of Basic Skills in Agribusiness and Natural Resources.**

Ohio State Univ., Columbus. Dept. of Agricultural Education.; Ohio State Univ., Columbus. Research Foundation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

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**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors**—Agricultural Education, \*Equipment Maintenance, \*Farm Mechanics (Occupation), Job Analysis, \*Job Skills, Motor Vehicles, \*Occupational Information, Occupational Surveys, Off Farm Agricultural Occupations, Service Occupations, Tables (Data), \*Task Analysis, Vocational Education

To improve vocational educational programs in agriculture, occupational information on a common core of basic skills within the occupational area of the agricultural-industrial equipment mechanic is presented in the revised task inventory survey. The purpose of the occupational survey was to identify a common core of basic skills which are performed and are essential for success in the occupation. Objectives were accomplished by constructing an initial task inventory to identify duty areas and task statements for the occupation. The initial task inventory was reviewed by consultants in the field, and 456 tasks were identified. A random sample of 70 agricultural-industrial equipment dealerships based on the 1975 directory of the Association of Farm and Power Equipment in Ohio was obtained. Data were collected utilizing employer and employee questionnaires. Thirty-one questionnaires were returned of which 30 were usable. A compilation of basic sample background information is presented on size of dealership, total work experience, employment at current job, and preparation as a mechanic. A compilation of duty areas of work performed and work essential for the occupation is given. Percentage performance by incumbent workers and the average level of importance of specific task statements are presented in tabular form. (Author/EC)

ED 115 816

95

CE 005 639

Cooke, Fred C. And Others

**An Empirical Determination of Tasks Essential to Successful Performance as an Animal Health Assistant. Determination of a Common Core of Basic Skills in Agribusiness and Natural Resources.**

Ohio State Univ., Columbus. Dept. of Agricultural Education.; Ohio State Univ., Columbus. Research Foundation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—V0033VZ

Pub Date 75

Grant—OEG-0-74-1716

Note—27p.; For an explanation of the project, see CE 005 614-615, and for the other occupations, see CE 005 616-643

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors**—Agricultural Education, \*Animal Caretakers, Job Analysis, \*Job Skills, \*Occupational Information, Occupational Surveys, Off Farm Agricultural Occupations, Tables (Data), \*Task Analysis, \*Veterinary Assistants, Vocational Education

To improve vocational educational programs in agriculture, occupational information on a common core of basic skills within the occupational area of the animal health assistant is presented in the revised task inventory survey. The purpose of the occupational survey was to identify a common core of basic skills which are performed and are essential for success in the occupation. Objectives were accomplished by constructing an initial task inventory to identify duty areas and task statements for the occupation. The initial task inventory was reviewed by consultants in the field, and 268 tasks were identified. A random sample of 100 veterinarians operating small animal care hospitals from the 1975 directory of the Ohio Veterinary Medical Association was obtained. Data were collected utilizing employer and employee questionnaires. Fifty-four questionnaires were returned of which 44 were usable. A compilation of basic sample background information is presented on size of small animal care practice, total work experience, employment at current job, and preparation as an animal health assistant. A compilation of duty areas of work performed and work essential for the occupation is given. Percentage performance by incumbent workers and the average level of importance of specific task statements are presented in tabular form. (Author/EC)

ED 115 817 95 CE 005 640

Miller, Daniel R. And Others

**An Empirical Determination of Tasks Essential to Successful Performance as a Bulk Fertilizer Plant Worker. Determination of a Common Core of Basic Skills in Agribusiness and Natural Resources.**

Ohio State Univ., Columbus. Dept. of Agricultural Education.; Ohio State Univ., Columbus. Research Foundation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—V0033VZ

Pub Date 75

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Note—23p.; For an explanation of the project, see CE 005 614-615, and for the other occupations, see CE 005 616-643

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—\*Agricultural Chemical Occupations, Agricultural Education, Chemical Industry, \*Fertilizers, Industrial Personnel, Job Analysis, \*Job Skills, \*Occupational Information, Occupational Surveys, Off Farm Agricultural Occupations, Tables (Data), \*Task Analysis, Vocational Education

To improve vocational educational programs in agriculture, occupational information on a common core of basic skills within the occupational area of the bulk fertilizer plant worker is presented in the revised task inventory survey. The purpose of the occupational survey was to identify a common core of basic skills which are performed and are essential for success in the occupation. Objectives were accomplished by constructing an initial task inventory to identify duty areas and task statements for the occupation. The initial task inventory was reviewed by consultants in the field, and 146 tasks were identified. A random sample of 75 bulk fertilizer plants based on the 1975 directory of the Ohio Grain, Feed, and

Fertilizer Association was obtained. Data were collected utilizing employer and employee questionnaires. Thirty-three questionnaires were returned of which 24 were usable. A compilation of basic sample background information is presented on size of fertilizer plant, total work experience, employment at current job, and preparation as a bulk fertilizer plant worker. A compilation of duty areas of work performed and work essential for the occupation is given. Percentage performance by incumbent workers and the average level of importance of specific task statements are presented in tabular form. (Author/EC)

ED 115 818 95 CE 005 641

Miller, Daniel R. And Others

**An Empirical Determination of Tasks Essential to Successful Performance as a Chemical Applicator. Determination of a Common Core of Basic Skills in Agribusiness and Natural Resources.**

Ohio State Univ., Columbus. Dept. of Agricultural Education.; Ohio State Univ., Columbus. Research Foundation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—V0033VZ

Pub Date 75

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Note—25p.; For an explanation of the project, see CE 005 614-615, and for the other occupations, see CE 005 616-643

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—\*Agricultural Chemical Occupations, Agricultural Education, Fertilizers, Herbicides, Job Analysis, \*Job Skills, \*Occupational Information, Occupational Surveys, Off Farm Agricultural Occupations, Pesticides, Tables (Data), \*Task Analysis, Vocational Education

**Identifiers**—\*Agricultural Chemical Applicators

To improve vocational educational programs in agriculture, occupational information on a common core of basic skills within the occupational area of the chemical applicator is presented in the revised task inventory survey. The purpose of the occupational survey was to identify a common core of basic skills which are performed and are essential for success in the occupation. Objectives were accomplished by constructing an initial task inventory to identify duty areas and task statements for the occupation. The initial task inventory was reviewed by consultants in the field, and 199 tasks were identified. A random sample of 75 businesses applying chemicals for agricultural purposes based on the 1975 Ohio Pesticide Applicators and Operators directory was obtained. Data were collected utilizing employer and employee questionnaires. Fifty questionnaires were returned of which 47 were usable. A compilation of basic sample background information is presented on size of business, total work experience, employment at current job, and preparation as a chemical applicator. A compilation of duty areas of work performed and work essential for the occupation is given. Percentage performance by incumbent workers and the average level of importance of specific task statements are presented in tabular form. (Author/EC)

ED 115 819 95 CE 005 642

Miller, Daniel R. And Others

**An Empirical Determination of Tasks Essential to Successful Performance as a Feed Salesman. Determination of a Common Core of Basic Skills in Agribusiness and Natural Resources.**

Ohio State Univ., Columbus. Dept. of Agricultural Education.; Ohio State Univ., Columbus. Research Foundation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—V0033VZ

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Grant—OEG-0-74-1716

Note—20p.; For an explanation of the project, see CE 005 614-615, and for the other occupations, see CE 005 616-643

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—Agribusiness, Agricultural Education, Agricultural Supply Occupations, \*Feed Industry, Job Analysis, \*Job Skills, \*Occupational Information, Occupational Surveys, Off Farm Agricultural Occupations, \*Sales Occupations, Tables (Data), \*Task Analysis, Vocational Education

To improve vocational educational programs in agriculture, occupational information on a common core of basic skills within the occupational area of the feed salesman is presented in the revised task inventory survey. The purpose of the occupational survey was to identify a common core of basic skills which are performed and are essential for success in the occupation. Objectives were accomplished by constructing an initial task inventory to identify duty areas and task statements for the occupation. The initial task inventory was reviewed by consultants in the field, and 103 tasks were identified. A random sample of 75 retail feed businesses based on the 1975 directory of the Ohio Grain, Feed, and Fertilizer Association, Inc. was obtained. Data were collected utilizing employer and employee questionnaires. Forty-five questionnaires were returned of which 30 were usable. A compilation of basic sample background information is presented on size of feed business, total work experience, employment at current job, and preparation as a feed salesman. A compilation of duty areas of work performed and work essential for the occupation is given. Percentage performance by incumbent workers and the average level of importance of specific task statements are presented in tabular form. (Author/EC)

ED 115 820 95 CE 005 643

Miller, Daniel R. And Others

An Empirical Determination of Tasks Essential to Successful Performance as a Feed Mill Worker. Determination of a Common Core of Basic Skills in Agribusiness and Natural Resources.

Ohio State Univ., Columbus. Dept. of Agricultural Education.; Ohio State Univ., Columbus. Research Foundation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

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Note—23p.; For an explanation of the project, see CE 005 614-615, and for the other occupations, see CE 005 616-642

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Agribusiness, Agricultural Education, Agricultural Supply Occupations, \*Feed Industry, \*Industrial Personnel, Job Analysis, \*Job Skills, \*Occupational Information, Occupational Surveys, Off Farm Agricultural Occupations, Tables (Data), \*Task Analysis, Vocational Education

To improve vocational educational programs in agriculture, occupational information on a common core of basic skills within the occupational area of the feed mill workers is presented in the revised task inventory survey. The purpose of the occupational survey was to identify a common core of basic skills which are performed and are essential for success in the occupation. Objectives were accomplished by constructing an initial task inventory to identify duty areas and task statements for the occupation. The initial task inventory was reviewed by consultants in the field, and 135 tasks were identified. A random sample of 75 retail feed businesses based on the 1975 directory of the Ohio Grain, Feed, and Fertilizer Association, Inc. was obtained. Data were collected utilizing employer and employee questionnaires. Forty-two questionnaires were returned of which 39 were usable. A compilation of basic sample background information is presented on size of feed mill, total work experience, employment at current job, and preparation as a feed mill worker. A compilation of duty areas of work performed and work essential for the occupation is given. Percentage performance by incumbent workers and the average level of importance of specific task statements are presented in tabular form. (Author/EC)

ED 115 821 CE 005 644

An Analysis of the Federal Bonding Program.

Volume 1: Program History. Final Report.

Contract Research Corp., Belmont, Mass.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.

Pub Date Sep 75

Note—234p.; For related documents, see CE 005 645-646; Section 2.1 and pages A-41/A-42 have been deleted due to poor reproducibility

EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage

Descriptors—\*Disadvantaged Groups, Employer Employee Relationship, Employment Opportu-

nities, \*Employment Services, Federal Legislation, \*Federal Programs, \*Indemnity Bonds, Insurance Programs, Program Design, \*Program Development

Identifiers—Exoffenders, \*Fidelity Bonding

The history of the Federal Bonding Program is traced from the first Bonding Assistance Demonstration Projects to the passage of the Comprehensive Employment and Training Act, 1973. The bonding program provides fidelity bonding for individuals who are normally excluded from insurance policy bonding, including ex-offenders, enabling them to work at jobs for which they would be otherwise ineligible. The program's origins began with the passage of the Manpower Development and Training Act in 1962, with subsequent legislation authorizing the bonding program in 1965. An analysis of program design includes the adoption of the basic program and administrative structure, eligibility criteria, development of a procurement document, the United Bonding Insurance Company's bid, and the negotiation of a contract. Program implementation is traced from the initial site selection through development of reporting systems, expansion to the status of a national program, modification, legislative developments, and funding. Appended materials take up approximately half of the report and contain historical documents, including excerpts from the Manpower Development and Training Act of 1962, Department of Labor documents, materials from State and local employment services offices, and an article on the Federal Bonding Program. This is the first in a series of three documents. (LH)

ED 115 822 CE 005 645

An Analysis of the Federal Bonding Program.

Volume 2: Program Analysis. Final Report.

Contract Research Corp., Belmont, Mass.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.

Pub Date Sep 75

Note—222p.; For related documents, see CE 005 644-646

EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage

Descriptors—\*Data Analysis, Demography, \*Disadvantaged Groups, Employer Employee Relationship, Employment Services, Evaluation Methods, \*Federal Programs, \*Indemnity Bonds, Insurance Programs, Participant Characteristics, Program Descriptions, Program Development, \*Program Evaluation, Tables (Data)

Identifiers—Exoffenders, \*Fidelity Bonding

The Federal Bonding Program, providing fidelity bonding for individuals excluded from insurance policy bonding and thus ineligible for certain types of employment, is analyzed. The first section of the document contains a brief history of the program, a discussion of the data analysis approach, a series of 36 summary findings, conclusions, and recommendations. Two basic conclusions state: (1) the program appears to be achieving significant results for some ex-offenders at a relatively low cost, but there are insufficient data to determine program impact estimates; and (2) efforts to pinpoint who is best served, and why, should be made to improve program utilization. Operational characteristics are presented in detail in the second section, and include participant, utilization, and loss information. Data state that 6,655 bonds have been issued to 6,401 individuals, predominantly male, between June 1966 and July 1974. The third section deals with program results extensively, including information on an Illinois Case Study, bondee data, employer data, the insurance industry, and bondee employability. Forty-nine exhibits of tabulated data are included. Eight appendixes present additional information regarding conclusions, data, survey instruments, program descriptions, and Federal government activities. This is the second in a series of three documents. (LH)

ED 115 823 CE 005 646

An Analysis of the Federal Bonding Program.

Summary. Final Report.

Contract Research Corp., Belmont, Mass.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.

Pub Date Sep 75

Note—56p.; For related documents, see CE 005 644-645

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Data Analysis, \*Disadvantaged Groups, Employment Services, \*Evaluation Methods, Federal Legislation, \*Federal Programs, \*Indemnity Bonds, Insurance Programs, Program Descriptions, Program Design, \*Program Development, Program Evaluation

Identifiers—Exoffenders, \*Fidelity Bonding

A summary of the final report analyzing the Federal Bonding Program includes an overview, historical summary and analysis, summary of findings, conclusions, and recommendations. The bonding program provides fidelity bonding for individuals who are normally excluded from insurance policy bonding, including ex-offenders, enabling them to work at jobs for which they would be otherwise ineligible. Data analysis, research methodology and objectives, agency nomenclature, data utilization, categories, limitations, and a case study are discussed in the overview. The material in the historical summary and analysis sections is presented in considerably greater detail in Volume 1 of the final report, Program History. The bases for the summary of findings, conclusions, and recommendation sections are presented in Volume 2 of the final report, Program Analysis. The program's origins began with the passage of the Manpower Development and Training Act in 1962, with subsequent legislation authorizing the bonding program in 1965. Two basic conclusions state: (1) the program appears to be achieving significant results for some ex-offenders at a relatively low cost, but there is insufficient data to determine program impact estimates; and (2) efforts to pinpoint who is best served, and why, should be made to improve program utilization. (LH)

ED 115 824 CE 005 647

Kyriakopoulos, Irene

Toward the Development of a Navy-Census Occupational Dictionary.

George Washington Univ., Washington, D.C. Graduate School of Arts and Sciences.

Spons Agency—Office of Naval Research, Washington, D.C.

Report No—AD-A012-403; TR-1247

Pub Date 28 Mar 75

Note—38p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (Order No. AD-A012-403; MF \$2.25; HC \$3.25)

Document Not Available from EDRS

Descriptors—\*Classification, \*Comparative Analysis, Job Analysis, Jobs, \*Military Personnel, \*Occupations, Systems Development

Identifiers—\*Census Occupational Classification, Navy

The Bureau of the Census and Navy occupational classification systems are outlined and examined for the purpose of identifying the civilian occupations which correspond to each Navy rating. The procedures for and problems encountered in matching occupations from the census system (a public information document designed to portray an accurate picture of the labor market) with those in the Navy system (an administrative tool designed to promote effective management of a large organization) are described. The results of the matching are presented in the form of a Navy-Census cross-reference dictionary, to be used in forthcoming analyses involving Navy and civilian manpower problems. The dictionary contains 71 ratings, 45 (64 percent) of which are associated with a single census detailed occupation. The remainder are associated with two or more occupations. An 11-item reference list concludes the report. (NTIS)

ED 115 825 95 CE 005 648

Mangum, Garth L., Ed. And Others

Career Education in the Academic Classroom.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—188p.

Available from—Olympus Publishing Co., Dept. 1, 2 Olympus Plaza, 1670 E. 13th South, Salt Lake City, Utah 84105 (\$8.95)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Academic Education, \*Career Education, Class Activities, \*Course Content, English, Health Education, Languages, Mathematics, Occupational Information, Physical Education, \*Program Coordination, Recreation, \*Secondary Education, Social Studies, Teaching Techniques, Visual Arts, Vocational Development



A product of a conference sponsored by the National Foundation for the Improvement of Education for classroom teachers from national associations representing seven academic areas, the book explores the various relationships between traditional academic disciplines and career education concepts. The book is designed to motivate teachers to include career education as part of their classroom techniques and content and to provide illustrations and examples to implement career education. Interspersed throughout the book are sections of various classroom activities and related occupational information. Individual chapters link career education to mathematics; English; social studies; visual arts; foreign languages; and health sciences, recreation, and physical education. Today's science teacher is faced with developing a scientifically literate population and meeting society's increased need for scientific technicians. Career education in mathematics tends to reinforce and motivate mathematical learning, and English communications skills are vital for work and leisure, while both social studies and career education have intimately related objectives. Career education in art emphasizes the broad functions of a wide variety of occupations; effective career education development in foreign languages implies close contact with guidance personnel. Reorganization of physical education into three separate disciplines has increased the opportunities for career education. (EA)

**ED 115 826** CE 005 649  
**Television Equipment Repair Career Ladder. Occupational Survey Report.**

Air Force Occupational Measurement Center, Lackland AFB, Tex.  
Report No—AD-A013-968; AFPT-90-304-144  
Pub Date 31 Jul 75  
Note—58p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (Order No. AD-A013-968; MF \$2.25; HC \$4.25)

Document Not Available from EDRS

Descriptors—\*Career Ladders, \*Job Analysis, Job Skills, Job Training, \*Military Personnel, Occupational Clusters, Occupational Information, Occupational Surveys, Statistical Surveys, Tables (Data), Task Analysis, \*Task Performance, \*Television Repairmen, Video Equipment

Identifiers—\*Air Force

The report describes the results of an Air Force occupational survey of the television equipment repair career ladder. A job inventory, administered to 808 job incumbents, consisted of a background information section and a duty-task list designed to assess the relative amount of time spent on tasks performed in current jobs. The resulting summaries of tasks performed by airmen (based on information from 415 incumbents) are tabulated and analyzed according to skill level, experience level, and similarity of tasks performed. The survey results show that the television equipment repair job descriptions generally reflect an accurate picture of the tasks performed by personnel. The job structure of the career ladder presented was determined on the basis of similarity in the tasks performed by the incumbents. Computerized structure analysis produced (1) job cluster groups, (2) independent job type groups, and (3) job type groups within the clusters. Background information on personnel in each of these groups is summarized. Two recommendations for modification of training procedures based on the survey results are included. Appended is a detailed description of all reported job groups. (NTIS)

**ED 115 827** CE 005 650

Riley, Mary C. McBride, Robin S.  
**Safe Performance Curriculum for Secondary School Driver Education: Program Development, Implementation, and Technical Findings. Final Report.**

Human Resources Research Organization, Alexandria, Va.

Spons Agency—National Highway Traffic Safety Administration (DOT), Washington, D. C.

Report No—HumRRO-TR-74-23

Pub Date Sep 74

Note—264p.

EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage

Descriptors—Comparative Analysis, \*Comparative Testing, Criterion Referenced Tests, \*Curriculum Development, \*Driver Education, \*Experimental Groups, Measurement Instruments,

Performance Tests, Program Development, \*Program Effectiveness, Program Evaluation, Safety Education, Secondary Education, Student Attitudes, Task Analysis, Tests

To determine the effectiveness of a model driver education curriculum in leading to safe vehicle operation among beginning drivers, the Safe Performance Curriculum, based on instructional objectives derived from analysis of the driver's tasks, was developed and pilot tested. Students were randomly assigned to one of the following: a Pre-Driver Licensing (PDL) course (instruction in the minimum requirements for a license), Safe Performance Curriculum (SPC), or a control group (no formal instruction). Intermediate criterion measures of performance, knowledge, skill, and attitude were administered to students in the first two groups. Program effects were measured in terms of curriculum (SPC versus PDL), sex and scholastic achievement level. Evaluation of knowledge and performance measures indicated a general trend toward higher scores by the SPC students, by students in the upper half of their class, and by male students. Recommendations are for further revision of the intermediate criterion measures and for a followup study. Appended material (158 pages) includes program test forms (with administration procedures and answers), SPC unit test results, basic skills range test analysis of variance source tables, and project staffing requirements. (Author/MS)

**ED 115 828**

Brittain, Dorothy

**Self-Training Modules for Public Assistance-Vocational Rehabilitation Teams.**

California State Dept. of Rehabilitation, Sacramento.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No—DHEW-SRS-73-25056; PB-242-926; SRS-44-45163-002

Pub Date May 72

Note—25p.; For related document, see CE 005 669

Available from—National Technical Information Service, Springfield, Virginia 22161 (Order No. PB-242-926; MF \$2.25, HC \$3.25)

Document Not Available from EDRS

Descriptors—\*Caseworkers, Communication Skills, Counselor Attitudes, Counselors, Course Content, Course Descriptions, Group Experience, \*Physically Handicapped, \*Public Support, Role Perception, Self Directed Groups, Social Workers, \*Team Training, \*Vocational Rehabilitation

The set of five self-training modules was developed as a companion document to the Institute on Rehabilitation Services study on rehabilitation of disabled public assistance recipients. The training sessions were designed primarily for use by teams working together in this priority area, especially at the level of the counselor/social worker teams. They cover: problem identification, information/communication, client centered systems (use of decision making and feedback), evaluation/planning for service delivery, and personal attitudes/values. Although self-administered, the modules are meant for group use while the team is being trained. Each person responds to a set of questions and the differences in response demonstrate role differences within the team, thereby helping to sharpen concepts of roles and their interplay. Differences in viewpoints about service delivery help members of the team to begin to understand one another. The report provides suggestions on how team supervisors might use the course, and lists materials needed for it. Each of the five sessions takes three hours of student group time. It is recommended that the sessions be spread over several weeks so there will be assimilation time between sessions. (NTIS)

**ED 115 829**

Odland, Lura M. Cebik, Mary Helen

**Perspectives for the Home Economics Professions.**

Southern Regional Council, Atlanta, Ga.

Spons Agency—EXXON Education Foundation, New York, N.Y.

Pub Date 75

Note—39p.

Available from—Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, Georgia 30313 (\$2.00)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Career Opportunities, \*College Graduates, \*Demand Occupations, Educational Planning, Educational Trends, \*Employment Opportunities, Employment Trends, Higher Education, Home Economics, Home Economics Education, Job Market, Labor Supply, Manpower Needs, \*Occupational Home Economics, \*Occupational Surveys

The paper was developed as part of a series on the employment outlook for graduates in various fields of study. The goals of home economics which reflect its commitment to the family and to the interaction between man and his environment are briefly described. Trends influencing the demand for professional home economics are presented. The trends involve: growth of the labor market, opportunities in industry and business, the growth of consumerism, the need for services including day care, the need for higher education (especially for doctoral and master's degree graduates), and the increase in the number of graduates. The career outlook for graduates in nine specialty areas is detailed. These areas are (1) business, communications, journalism; (2) child development, family relations; (3) extension, welfare, community service; (4) foods-nutrition, dietetics; (5) housing, equipment, home management, family economics; (6) home economics education; (7) institutional, hotel, restaurant management; (8) environmental art, interior design; and (9) textiles-clothing merchandising. The report concludes with a statement of the need for long-range planning to meet future societal needs. Appended are two charts containing employment figures for dietitians in the southern region of the United States. (Author/MS)

**ED 115 830**

Avionics Instrument Systems Specialist Career Ladder: AFSCs 32531, 32551, 31571, and 32591. Occupational Survey Report.

Air Force Occupational Measurement Center, Lackland AFB, Tex.

Report No—AD-A007-677; AFPT-90-325-128

Pub Date 1 Feb 75

Note—52p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (Order No. AD-A007-677; MF \$2.25, HC \$4.25)

Document Not Available from EDRS

Descriptors—\*Aviation Technology, \*Career Ladders, Careers, Instrumentation, \*Instrumentation Technicians, Job Training, Manpower Development, Military Personnel, \*Occupational Information, \*Occupational Surveys, Specialists, Tables (Data), Task Analysis, Vocational Education

Identifiers—Air Force, \*Avionics

The Avionics Instrument Systems career ladder (AFSC 325X1) provides flight line and shop maintenance training on aircraft instrument systems, electromechanical instruments, components, and test equipment. Duties involve inspecting, removing, installing, repairing, operating, troubleshooting, overhauling, and modifying systems such as flight and engine instrument systems, flight data recorder system, central air data computer (CADC) systems, flight director indicating systems, gyro/magnetic compasses, clocks, pressure, temperature, and liquid and torque indicating systems. A wide variety of instruments is maintained on all types of aircraft stationed world-wide. This results in the performance of a rather large number of tasks by personnel in DAFC325X1. If a decision is made to combine the 325X1 with 325X0, some compensating reduction in workload should be provided. (NTIS)

**ED 115 831**

Manpower Forecasting in the United States: An Evaluation of the State of the Art.

Ohio State Univ., Columbus. Center for Human Resource Research.

Spons Agency—National Science Foundation, Washington, D.C. RANN Program.

Pub Date 75

Note—271p.; The appendix and page 169a will reproduce poorly due to poor quality of type

EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage

Descriptors—Educational Policy, Health Personnel, Labor Supply, Manpower Development, \*Manpower Needs, Occupations, Policy Formation, \*Prediction, \*Research Methodology, \*State of the Art Reviews

The study is an evaluation of the utility of manpower forecasting in the United States as a basis for manpower, education, and health policy. It examines the methodology employed and the scope of analysis in nearly 400 forecasts made in the period 1965-73. It assesses the adequacy of the theoretical and empirical knowledge base for forecasting in three analytic areas: the forecasting of sector outputs, the estimation of human resource input requirements, and limitations of occupational classification systems in specifying the relationship between manpower requirements and supply systems. The study concludes that the major limitation on the current state of the art is conceptual and institutional, and improvements in the knowledge base are not sufficient to policy needs. It suggests an agenda of institutional and empirical research for this purpose. (Author)

ED 115 832 CE 005 657

Rever, Philip R. And Others

Socioeconomic Influences on the Educational and Career Paths of Kentucky High School Seniors. American Coll. Testing Program, Iowa City, Iowa.; Kentucky Higher Education Assistance Authority, Frankfort.

Pub Date Nov 73

Note—83p.; Not available in hard copy due to marginal reproducibility

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, Academic Aspiration, \*Career Choice, Career Planning, \*College Choice, Decision Making, Economic Factors, Educational Background, \*Educational Opportunities, Factor Analysis, Family Influence, High School Curriculum, \*High School Students, Occupational Choice, Performance Factors, Post Secondary Education, Social Factors, \*Socioeconomic Influences, Student Characteristics, Surveys

Identifiers—ACT, American College Testing Program, Kentucky

The report is a response to Kentucky Higher Education Assistance Authority's concern about limiting factors which constrain students' choices of paths to follow after leaving high school, specifically unacceptable factors that prohibit students (1) from pursuing postsecondary education and (2) from entering postsecondary institutions of their choice. Not causal factors, limiting variables simply place some boundaries on students' educational and career futures. Information about the educational background, future plans, parental economic status, and other factors which influence students' decisions was gathered through an American College Testing Program (ACT) 121-item questionnaire administered to a 10 percent random sample of Kentucky high school juniors and seniors in 1973. The results of the survey data analysis are reported and discussed with reference to each of the two types of decisions. The decision to enter postsecondary education was found to be related to: students' high school curriculum program, their high school average, their expected postsecondary education cost, and their family's annual income. The many findings concerning relationships of factors limiting the institution-choice decision include the discovery of wide disparities between expected and actual costs of postsecondary education, and between expected and computed parental contribution. (AJ)

ED 115 833 CE 005 658

Fabric and Rubber Products Career Ladder AFSCs 58230/58250/58270/58290. Occupational Survey Report.

Air Force Occupational Measurement Center, Lackland AFB, Tex.

Report No—AD-A005-886; AFPT-90-582-173

Pub Date 30 Dec 74

Note—60p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (Order No. AD-A005-886; MF \$2.25; HR \$4.25)

Document Not Available from EDRS

Descriptors—\*Career Ladders, Careers, Job Satisfaction, Job Training, Manpower Development, \*Military Personnel, \*Occupational Information, \*Occupational Surveys, Questionnaires, Tables (Data), Task Analysis, Vocational Education

Identifiers—Air Force, Fabrics, Rubber Goods

The report describes an occupational survey of the Fabric and Rubber Products career ladder, AFS 582XO, conducted by the Occupational Sur-

vey Branch. The report describes the development of the survey instrument, administration to career ladder incumbents, and resulting summaries of tasks performed by airmen grouped by skill level, experience level, and similarity of tasks performed. Results are compared to current training and career field structure documents, and recommendations for further study are presented. (NTIS)

ED 115 834 CE 005 659

Dunn, Dennis J. And Others

Vocational Needs, Occupational Reinforcers, Job Satisfaction, and Job Turnover Among Vocational Evaluators. Final Report.

Wisconsin Univ. - Stout, Menomonie. Dept. of Rehabilitation and Manpower Services.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No—PB-242-877; SRS-16-56821-004

Pub Date Dec 73

Note—62p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (Order No. PB-242-877; MF \$2.25, HC \$4.25)

Document Not Available from EDRS

Descriptors—Counselor Training, Employee Attitudes, \*Job Satisfaction, Job Tenure, \*Labor Turnover, Need Gratification, Organizational Climate, \*Professional Personnel, \*Rehabilitation Counseling, Relocation, Self Actualization, \*Vocational Counseling, Work Attitudes, Work Environment

Identifiers—\*Vocational Evaluators

The project for which the document is the final report began with concern over rapid turnover among vocational evaluators in rehabilitation facilities. The job turnover problem was analyzed according to the Minnesota theory of work adjustment. Resulting data suggest that vocational evaluators who change jobs do so because of dissatisfaction with extrinsic factors such as organizational policies and compensation, and that change of supervisory practice is needed at least as much as change in training or functions of the evaluators. (NTIS)

ED 115 835 CE 005 660

Kohen, Andrew I. Roderick, Roger D.

The Effects of Race and Sex Discrimination on Early-Career Earnings.

Ohio State Univ., Columbus. Center for Human Resource Research.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.

Report No—PB-242-772

Pub Date Jun 75

Note—45p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (Order No. PB-242-772; MF \$2.25; HC \$3.75)

Document Not Available from EDRS

Descriptors—Careers, Employment, Females, Income, \*Labor Market, Males, Negro Employment, Negroes, \*Racial Discrimination, \*Salaries, \*Sex Discrimination, Statistical Analysis, Tables (Data), \*Young Adults

The study uses a multiple-equation model of earnings determination to assess and measure the impact of labor market discrimination according to race and sex. Focusing on full-time, nonresident workers 18-25 years of age in 1968-69, the observed intercolor and intersex wage differentials are decomposed according to their sources. While less than one-fourth of the black/white differential is attributed to current labor market discrimination, more than nine-tenths of the sex disparity in hourly earnings is attributed to discrimination. Although young black women are found to be doubly victimized, their sex seems to be the greater handicap. These conclusions and others are in accord with the limited prior research in the area. (NTIS)

ED 115 836 CE 005 661

Pierce, William F.

Final Report of Subcommittee No. 3 of Implementation Task Force on Education and Training for Minority Business Enterprise.

Office of Education (DHEW), Washington, D.C.

Pub Date Oct 75

Note—23p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Adults, Adult Vocational Education, Business, \*Business Education, \*Career Awareness, Continuation Education, \*Demon-

stration Projects, Educational Finance, Elementary Education, Grants, Information Dissemination, Minority Group Children, \*Minority Groups, Negro Businesses, Out of School Youth, \*Program Development, Secondary Education

The overall objective of Subcommittee No. 3 of the Implementation Task Force on Education and Training for Minority Business Enterprise was to effect actions required to implement two recommendations in the final report of the initial task force. The two recommendations were: (1) to establish a minimum of 12 pilot programs in entrepreneurial career awareness and training for minority youth at the elementary and secondary levels and for youth outside the established school systems, and (2) to establish a minimum of six pilot programs in entrepreneurial career awareness and training for adults. The document contains a suggested plan for implementation, or timetable, for fiscal year 1975-76; a two-page discussion of sources for funding; a chart providing detailed information on projects already funded in 1975, with five pages of supplementary information; and a three-page discussion of the prospects for institutionalization of Subcommittee No. 3 programs, which are all pilot, or demonstration, programs. Some provisions which have already been made to assist these programs in continuing beyond the life of the current or pending contracts or grants are recounted, and efforts being made toward information dissemination are described. (Author/AJ)

ED 115 837 CE 005 662

Radio Operator Career Ladder, AFSCs 29333, 29353, 29373, 29333A, 29353A, 29373A, 29353B, 29373B and 29393. Occupational Survey Report.

Air Force Occupational Measurement Center, Lackland AFB, Tex.

Report No—AD-A013-238; AFPT-90-293-123

Pub Date 25 Jul 75

Note—74p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (Order No. AD-A013-238; MF \$2.25, HC \$4.25)

Document Not Available from EDRS

Descriptors—\*Career Ladders, Careers, Job Satisfaction, Job Training, Manpower Development, \*Military Personnel, \*Occupational Information, \*Occupational Surveys, Questionnaires, \*Radio Technology, Tables (Data), Task Analysis, Vocational Education

Identifiers—Air Force, \*Radio Operators

The report describes an occupational survey of the Radio Operator career ladder, AFS 293X3/A/B conducted from August 1973 through July 1975. The report describes the development of the survey instrument, its administration to job incumbents, and resulting summaries of tasks performed by airmen grouped by skill level, experience level, and similarity of tasks performed. Results are compared to current training and career field structure documents and recommendations for further study are presented. (NTIS)

ED 115 838 CE 005 663

Mathews, John J. And Others

Attitudes on En Route Air Traffic Control Training and Work: A Comparison of Recruits Initially Trained at the FAA Academy and Recruits Initially Trained at Assigned Centers.

Civil Aeronautical Inst., Oklahoma City, Okla.

Report No—AD-A013-343; FAA-AM-75-3

Pub Date May 75

Note—39p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (Order No. AD-A013-343; MF \$2.25, HC \$3.75)

Document Not Available from EDRS

Descriptors—Dropouts, Educational Facilities, Educational Programs, Females, Job Satisfaction, \*Job Training, Males, Professional Training, Questionnaires, \*Surveys, Tables (Data), \*Trainees, \*Work Attitudes

Identifiers—\*Air Traffic Controllers, Attrition, Federal Aviation Administration Academy

In the comparison, questionnaires concerning aspects of training-related and work-related attitudes were sent to 225 Air Traffic Control (ATC) trainees who represented groups of attritions and retentions in two En Route training programs; viz, programs that provided basic training at the FAA Academy and programs that provided basic training at the trainees' assigned facilities. The return rate on the questionnaires

was 82.7 percent. Data from both groups generally support previous findings regarding sources of differences in work attitudes between sexes and between attrition-retention groups. The most frequent recommendations for change involved facility training and facility instructors; modifications in the pace of training were also recommended frequently. (NTIS)

**ED 115 839** CE 005 664

Wilson, Marian L.

**Development of Criteria for Evaluating Consumer Education Programs and Curriculum Materials.**  
Pub Date 72  
Note—69p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
Descriptors—Academic Standards, \*Consumer Education, \*Curriculum Guides, Educational History, \*Educational Programs, \*Evaluation Criteria, Home Economics Education, Literature Reviews, \*Program Evaluation, Standards

The history of and case for public school consumer education is made in the document's opening chapters; a literature review reveals emphasis on need and program implementation, with very little emphasis on criteria for program evaluation. Standards and a rating scale developed by the author to evaluate and compare consumer education programs and curriculum guides are presented and subsequently applied to several programs and guides; the criteria are based on the author's personal experience and on recommendations from experts as expressed in the literature. Consumer education programs are evaluated in four areas: implementation, involvement, pupil exposure, and instructional program. Curriculum guides are rated according to their implementation suggestions, rationale and general objectives, content, and resource materials. The standards require meaningful ideas that are broad enough to be used in a variety of situations, as well as specific content and resources. The selected consumer education programs evaluated with reference to the criteria are Lincoln High School, in Yonkers, New York, and the Westborough and Newburyport, Massachusetts, public schools. Only partial use of the instrument was made, as the evaluations were based only on written program descriptions. The curriculum guides evaluated are the New York Department of Education's and the President's Committee Guidelines. (Author/AJ)

**ED 115 840** CE 005 665

Chomor, Karen And Others

**Japanese American Sights Institute Project.**

Japanese Community Pioneer Center, Los Angeles, Calif.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.

Report No.—PB-243-266; SRS-08-55949-001

Pub Date Jun 74

Note—142p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-243-266; MF \$2.25; HC \$5.75)

**Document Not Available from EDRS**

Descriptors—\*Blind, Communication Skills, Community Agencies (Public), Community Services, Cultural Awareness, \*Delivery Systems, \*Demonstration Programs, Ethnic Groups, Ethnic Studies, Interpersonal Competence, \*Japanese Americans, Occupational Guidance, \*Program Development, Research Utilization, Social Agencies, Socialization, Socially Disadvantaged, State Agencies, Visually Handicapped

In developing a project to increase the effectiveness of service delivery systems to ethnic minority groups, the cultural orientation and needs of the minority community must be addressed. Cultural and historical barriers to service delivery exist in the Japanese American community which result in under-utilization of services. To meet this problem, the project addressed itself to two barriers: (1) the incongruities of service delivery systems and (2) the marginal status of handicapped consumers. Also explored were: (1) the viability of the formation and utilization of ethnic self-help models as a methodology for servicing ethnic minority communities and (2) whether the intermediate use of an ethnically homogeneous group in service delivery would heighten consumer receptivity and enhance consumer identification. The project demonstrated that an institution would be created to serve

several purposes in assisting the ethnic handicapped towards self-reliance and facilitating a more effective delivery of services from public service agencies. A detailed research utilization strategy and a 12-item selected bibliography are included in the report. Appended are reports, a seminar agenda, testimony transcript, and examples of articles related to the project. (Author/MS)

**ED 115 841** CE 005 666

Brown, James E. Rust, Steven K.

**Undergraduate Pilot Training Task Frequency Study. Final Report for Period October 1972-October 1974.**

Air Force Human Resources Lab., Williams AFB, Ariz. Flying Training Div.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-75-19

Pub Date Aug 75

Note—59p.; Appendixes A and C are marginally reproducible

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Aircraft Pilots, Curriculum Development, \*Data Collection, \*Flight Training, \*Learning Processes, Performance Based Education, Program Improvement, \*Statistical Data, Statistical Surveys, Task Analysis, \*Task Performance

Identifiers—Air Force

The objectives of the study were: (1) to determine the number of training task repetitions required for an Undergraduate Pilot Training (UPT) student to become proficient, and (2) to determine the total number of task repetitions that UPT students receive for each maneuver in T-37 and T-38 training. The project was conducted in two parts. Study 1 involved the development of data collection procedures which could be used in an operational UPT program and the initial application of these procedures. Problem areas identified in this effort resulted in procedural revisions which were implemented in study 2. The data collected on recording cards from UPT students (46 in study 1 and 75 in study 2) were analyzed to provide the following descriptive statistics for each task in a specified training phase: mean, standard deviations, medians, modes, and ranges. The results for both studies are presented in summary tables in Appendix A and Appendix C (marginally reproducible in microfiche). Conclusions and recommendations relate to the usefulness of the data to the Air Training Command for UPT syllabus development. Other appended material includes a list of T-37 and T-38 maneuvers and sample data collection cards. (Author/MS)

**ED 115 842** CE 005 669

**Resources for Training: Public Assistance/Vocational Rehabilitation PA/VR Policies and Practices for Vocational Rehabilitation of Disabled Public Assistance Clients.**

Institute for the Crippled and Disabled, New York, N.Y. Research Utilization Lab.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No.—PB-243-197

Pub Date Mar 73

Note—136p.; For related document, see CE 005 651

Available from—National Technical Information Service, Springfield, Virginia 22161 (Order No. PB-243-197; MF \$2.25; HC \$5.75)

**Document Not Available from EDRS**

Descriptors—\*Caseworkers, Conference Reports, Cooperative Programs, Counselors, Counselor Training, \*Educational Programs, Federal Programs, Instructional Materials, \*Physically Handicapped, \*Public Support, Rehabilitation Counseling, Rehabilitation Programs, Social Workers, State Agencies, State Programs, \*Vocational Rehabilitation

The report of a national conference to present material for training public assistance and vocational rehabilitation staffs in cooperative efforts to enable disabled recipients of public assistance to become self-supporting is divided into two main parts. The first part deals with Public Assistance/Vocational Rehabilitation (PA/VR) policies and practices and includes material on: the Maryland PA/VR project, joint services, use and design of the joint form, other cooperative measures, case finding, and job placement. The second part, barriers and issues, covers the following subjects: behavior disorders, child care

services, implications of the Work Incentive Program (WIN), joint case counseling and reporting, and program assessment. Informal surveys and discussions carried out by a planning committee of Federal, State, and local leaders and Research Utilization Laboratory staff identified training needs from which specialists drafted materials for the conference. Appended material (46 pages) includes conference agenda and participant list; chart of Federal allocation for social services; examples of joint forms; screening, selection, and referral procedures; income disregards; WIN materials; list of PA/VR training materials; proposed outline for joint training; instructions for preparing a slide tape program; VR public information; and guidelines for working with news media. (NTIS)

**ED 115 843** CE 005 670

Stacy, William J. Hazel, Joe T.

**A Method of Determining Desirable Task Experiences for First Line Supervisors.**

Air Force Human Resources Lab., Lackland AFB, Tex. Occupational and Manpower Research Div.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-75-23

Pub Date Aug 75

Note—24p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Accounting, Evaluation Methods, \*Job Skills, \*Military Personnel, Occupational Surveys, Personnel Evaluation, Supervisors, Supervisory Training, \*Task Analysis, Vocational Development, \*Work Experience

Identifiers—Air Force

Air Force research has identified 254 highly rated journeyman-level tasks, out of a potential 683, in the career field of Accounting and Finance, and has evaluated the extent to which 1,261 first line supervisors in this area have had experience in these tasks. Two seven-skill level specialties within the career field, General Accounting (67131/51) and Disbursement Accounting (67133/53), were studied. Research methodology involved three phases: (1) occupational analysis of two previous job inventory studies of the two specialties, including a job inventory by job incumbents and work experience information regarding supervisors; (2) identification of task importance by supervisors, with supervisors rating tasks in the area where they had the most experience; and (3) evaluation of supervisory career work experience in journeyman-level tasks. Results indicate that the present accounting and finance management structure may be too broad for a supervisor to gain sufficient experience on all required work activities. A system of career work area rotation of assignments is suggested as possibly leading to improved career development of the supervisors. Five tables supplement the discussion and extensive data regarding the percentage of career work experience on desirable journeyman-level tasks is appended. (LH)

**ED 115 844** CE 005 671

Harris, J. David Macrae, Donald S.

**Assessment Laboratory Model-Fire Captain Promotional Examination Developed for City of Palo Alto, California.**

West Valley Coll., Campbell, Calif. Center for Supervision and Management Development.

Spons Agency—Civil Service Commission, Washington, D.C. Bureau of Intergovernmental Personnel Programs.

Report No.—PB-239-714

Pub Date Feb 75

Note—20p.; For related document, see CE 005 672

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-239-714; MF \$2.25; HC \$3.25)

**Document Not Available from EDRS**

Descriptors—\*Fire Fighters, Group Tests, Individual Tests, Leadership, \*Leadership Qualities, \*Occupational Tests, Performance Tests, \*Personnel Evaluation, \*Personnel Selection, Promotion (Occupational)

Identifiers—California (Palo Alto), Fire Captains

The assessment laboratory is a full-day program devoted to evaluations of the candidates during various exercises. The test involves participation by the candidates in an in-basket exercise; a leaderless group exercise; a 5-minute oral presentation; an unstructured group discussion requiring

solutions and consensus; and one requiring recommendations and consensus. The exercises were designed to elicit certain behavioral characteristics which were predetermined to be essential for success as a fire captain. The candidates' demonstrations of these characteristics were rated by specially trained raters. (NTIS)

ED 115 845 CE 005 672

Harris, J. David Macrae, Donald S.  
Assessment Laboratory Model. Fire Fighter Selection Examination Developed for City of Palo Alto, California.

West Valley Coll., Campbell, Calif. Center for Supervision and Management Development.

Spons Agency—Civil Service Commission, Washington, D. C. Bureau of Intergovernmental Personnel Programs.

Report No.—PB-239-715

Pub Date Feb 75

Note—30p.; For related document, see CE 005 671

Document Not Available from EDRS

Descriptors—\*Fire Fighters, Group Tests, Individual Tests, \*Occupational Tests, Performance Tests, \*Personnel Evaluation, \*Personnel Selection

Identifiers—California (Palo Alto)

The assessment laboratory function is supplementary and subsequent to the usual mass testing procedures. It is designed to elicit information not furnished by older more traditional methods, e.g., assessment of personal attributes, communication skills, etc. The exam involved participation by the candidates in both individual and group exercises. The individual exercises included a 5-minute oral presentation; the assembly of a fire hydrant, hoses, and nozzle; a multiple choice test on the identification of tools; and the writing of a report. Group exercises included small group interaction, an unstructured group discussion requiring solutions to a variety of problems, and a leaderless group experience requiring the reproduction of a model. All candidates were given a presentation by the department training officer followed by a written examination on the material offered. (NTIS)

ED 115 846 CE 005 675

Wehr, Kenneth L. Longridge, Thomas M., Jr.  
Analysis of Selection Criteria and Physician Assistant Performance.

School of Health Care Sciences, Sheppard AFB, Tex.

Report No.—AD-A006-433; PR-74-3

Pub Date 1 Jul 75

Note—15p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (Order No. AD-A006-433; MF \$2.25; HC \$3.25)

Document Not Available from EDRS

Descriptors—Academic Achievement, \*Admission Criteria, \*Educational Programs, \*Military Personnel, Military Training, Multiple Regression Analysis, \*Physicians Assistants, \*Predictor Variables, Statistical Studies, Success Factors

Identifiers—\*Air Force

The efficacy of a variety of selection measures in predicting successful performance in Air Force physician assistant training were investigated. Variables identified for the analysis of 51 subjects (graduates of the Air Force program) were: Scholastic Aptitude Test (SAT, combined verbal and mathematics composites), Airman Qualifying Examination (general aptitude index), college semester hours, age, total active military service, class rank, basic science grade average, clinical grade average, basic science test score, patient management problem test score, National Board of Medical Examiners/Physician Assistant Certification Exam, and several scores derived from averaging scores from some of these measures. The results of multiple linear regression analysis, presented in tabular form and briefly discussed, indicated that the SAT, combined verbal and mathematics composites, could be usefully added to the existing prerequisites for entry into training. A mandatory minimum SAT score of 900 was recommended. (NTIS)

ED 115 847 CE 005 677

Trends and Career Changes of College Students in the Health Fields. A Summary Report.

Ameri-can Council on Education, Washington, D.C. Policy Analysis Service.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Resources Development.

Report No.—DHEW-HRA-76-54

Pub Date Nov 74

Note—39p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Career Change, \*Career Choice, College Majors, \*College Students, Dentists, Enrollment Influences, Enrollment Rate, \*Enrollment Trends, Followup Studies, \*Health Occupations Education, Higher Education, Longitudinal Studies, Medical Education, Medical Laboratory Assistants, Nurses, Occupational Aspiration, Physicians, Student Characteristics, Therapists

Highlights of the findings from a three phase study are presented in the report. Data were drawn from annual surveys, beginning in 1966, of the entire entering freshman classes at a national sample of higher education institutions and from followup studies, at subsequent intervals, of smaller subsamples of the same students. The growing popularity of the health fields of study, gains and losses in specific fields, and the impact of changing enrollment patterns are described. Health career aspirants are compared to non-health aspirants, and trends in the characteristics of health aspirants over a six-year period are identified. Patterns associated with stability in recruitment to, and defection from a major in the health fields are focused on in reference to health majors. A final section profiles aspirants to specific health careers (physicians, dentists, nurses, laboratory technicians, and therapists) with emphasis on those who planned to become physicians. The report concludes that such factors as demographic attributes, socioeconomic backgrounds, academic ability, self-image, values, and institutional characteristics play an influential role in student choices of probable major, actual major, career, and specialty within a career. Appended are selected statistical tables (24 tables) for each of the study's three phases. (Author/MS)

ED 115 848 CE 005 682

Handbook on Implementing Vocational Education Special Needs Programs.

Alabama State Dept. of Education, Montgomery. Div. of Vocational Education and Community Colleges.

Pub Date [75]

Note—34p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Disadvantaged Youth, Educational Facilities, \*Guidelines, \*Handicapped Students, Instructional Programs, Program Administration, Program Evaluation, Records (Forms), \*Special Education, Special Programs, Teacher Qualifications, \*Vocational Education

Identifiers—Alabama, \*Special Needs Programs

The handbook presents a series of implementation suggestions for vocational education special needs programs generally, and in Alabama. Special Needs Programs for Disadvantaged Students defines the term disadvantaged student and provides criteria for their identification, with form information. Special Needs Programs for Handicapped Students lists 10 handicapping conditions and provides form information. Vocational Teachers for Special Needs Classes describes certification and personality requirements for working in such programs. Facilities discusses the need for maximum accessibility and usability by the students. Evaluation stresses the need for continuous evaluation of the program in terms of individual student progress and overall program effectiveness. The terms of the Cooperative Agreement with Vocational Education, Vocational Rehabilitation and Crippled Children and the Program for Exceptional Children and Youth in the Coordination of Services to the Handicapped in Alabama are presented in full. Plan for Assuring Vocational Education for Disadvantaged and/or Handicapped Students provides guidelines and necessary State form numbers. Policies and Procedures for Conducting Special Needs Programs in Alabama cover the responsibilities of the State coordinator and supervisors, and district supervisors. The forms used in Alabama are appended. (LH)

ED 115 849 CE 005 687

Conroy, William G., Jr.

The Management Information System for Occupational Education: A Guide to Products Developed, Adopted, and/or Adapted by MIS-OE.

Management and Information System for Occupational Education, Winchester, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date 21 Oct 75

Note—13p.; For related documents, see ED 062 553; ED 068 646-647; ED 072 225; ED 072 228; ED 072 303-304; CE 005 688-727

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Annotated Bibliographies, \*Demonstration Projects, \*Management Information Systems, \*Program Guides, \*Vocational Education

Identifiers—\*Management Information System Occupational Educa, MISOE

The document is a guide to the products developed, adopted, and/or adapted by the Management Information System for Occupational Education (MISOE), a major development effort to improve the policy-making function at the State level, undertaken in Massachusetts in 1971 and ended in 1975. MISOE sought to combine three large data sets (a census data system, a longitudinal sample data system, and an ex post facto data set) on a single computer with interactive capability, bringing to the policymakers' fingertips a range of psychological, economic, and demographic data and providing them with a knowledge base for "parametizing" forecast models. Designed primarily for secondary education, the system is considered to be generalizable to postsecondary and adult education. MISOE developed and/or organized a substantial number of tools required to implement a comprehensive management information system; the paper describes these and cites sources for full documentation. The guide assumes familiarity with the general MISOE structure in its references. (Author/AJ)

ED 115 850 CE 005 688

Computer Assisted Planning for Education, A Prototype. The Management Information System for Occupational Education. Journal of Research and Development in Education. v7 n2, Winter 1974.

Georgia Univ., Athens. Coll. of Education.

Note—169p.; For related documents, see ED 062 553; ED 068 646-647; ED 072 225; ED 072 228; ED 072 303-304; CE 005 687-727

Available from—Business Manager, College of Education, G-3 Aderhold Building, University of Georgia, Athens, Georgia 30602 (\$2.00)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Computers, Data Collection, \*Demonstration Projects, \*Electronic Data Processing, \*Management Information Systems, Periodicals, \*Program Descriptions, Program Evaluation, State Programs, \*Vocational Education

Identifiers—\*Management Information System Occupational Educa, MISOE

The journal describes the Management Information System for Occupational Education (MISOE), designed to provide computerized information support capability for State level occupational education planning. An introductory chapter presents a guide for reading the publication. The second chapter describes basic components and terminology and outlines the conceptual structure of inputs, process, product, and impact. Chapter 3 briefly outlines the important information types of the census data systems which provide minimum information for statewide management of occupational education. The sample data systems which provide information necessary for policy development are presented in chapter 4. The economics of public investment in education and MISOE cost analysis systems are discussed in chapter 5. Chapter 6 describes interactive computing systems and the flexibility of MISOE data files. Interacting with MISOE data, operations, and output indices is the subject of chapter 7. Planning for occupational education using MISOE is dealt with in chapter 8. Educational policy and system dynamics are described in chapter 9. The final chapter offers assessments of MISOE from the professional perspectives of a State manager of occupational education, an educational researcher, and an economist. A two-page reference list and brief notes about the 10 contributors conclude the journal. (Author/MS)

ED 115 851 CE 005 689

Garet, Michael S.

**Occupational Life in Massachusetts: A System Dynamics Study of Poverty and Underemployment.**

Management and Information System for Occupational Education, Winchester, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date Sep 73

Note—182p.; For related documents, see ED 062 553; ED 068 646-647; ED 072 225; ED 072 228; ED 072 303-304; CE 005 687-727

EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage

Descriptors—\*Computer Programs, Demonstration Projects, \*Employment Problems, Employment Projections, Labor Market, Management Information Systems, Mathematical Models, Models, Policy Formation, \*Poverty Research, Public Policy, \*Simulation, Social Stratification, State Programs, Systems Approach, \*Underemployed, Unemployment, Vocational Education, Work Environment

Identifiers—Management Information System Occupational Educa, Massachusetts, MISOE

A study of underemployment, written as part of the development of a management information project (MISOE) for the Division of Occupational Education of the Department of Education in Massachusetts, the work represents the beginning of an effort to bring systematic, empirically based policy analysis to bear on problems of occupational education. The essay concerns the dynamics of social stratification and the labor market in the Commonwealth, addressing two issues: (1) What are the determinants and consequences of occupational educational stratification in Massachusetts? (2) To what extent can extreme occupational inequalities be reduced by various purposeful social policies? Following a brief introduction and a discussion of methodology, an analysis of the empirical foundation of the study of educational and occupational stratification occurs, in discussions of theory and model structure. The model generates a 40-year time history; during the simulation, the period 1960-2000 is traversed in one-year intervals, given initial conditions. The model is self-regulating. The curves in graphs provided are computer plots showing the behavior of selected system variables as generated through time by the simulation model; sequentially numbered equations required to run the program are included. Twenty-five pages of variable definitions are appended. (Author/AJ)

ED 115 852 CE 005 690

Garet, Michael S.

**The Growth of an Occupational Education Program.**

Management and Information System for Occupational Education, Winchester, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date Mar 73

Note—39p.; For related documents, see ED 062 553; ED 068 646-647; ED 072 225; ED 072 228; ED 072 303-304; CE 005 687-727

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Employment Projections, \*Hypothesis Testing, Job Market, Management Information Systems, \*Mathematical Models, Models, Program Development, \*Program Planning, \*Simulation, Student Interests, Systems Approach, \*Vocational Education

Identifiers—Management Information System Occupational Educa, MISOE

The paper presents a speculative model of the growth and development of an occupational education program as it responds to changes in student interests and job market conditions. Informal discussions with the directors of several occupational schools in Massachusetts provided the base for the model. Intended as a tool for educational managers, to stimulate new thinking about policies and practices, the model can be described in precise mathematical terms, so that computer simulation can be used to test various policies and hypotheses. Not a detailed description of any single program, the discussion emphasizes aspects of all such programs important for an understanding of any single program. The model is experimented with, using different potential employment curves, and the response is

shown for each of three possibilities. The study is framed in the system dynamics methodology of Jay W. Forrester, explained in the appendix, where a precise mathematical formalization of the assumptions discussed is given. (Author/AJ)

ED 115 853 CE 005 691

Conroy, William G., Jr.

**Population-Sample Relationships and Data Types. Occasional Paper No. 1.**

Management and Information System for Occupational Education, Winchester, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date 30 Jan 72

Note—21p.; For related documents, see ED 062 553; ED 068 646-647; ED 072 225; ED 072 228; ED 072 303-304; CE 005 687-727

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Data, Data Bases, \*Data Collection, Demonstration Projects, Information Sources, Input Output Analysis, \*Management Information Systems, Sampling, State Programs, Systems Development, \*Vocational Education

Identifiers—Management Information System Occupational Educa, MISOE

The paper, one of a series written as the Management Information System for Occupational Education (MISOE) was conceptualized, examines relationships between the anticipated census and sample data to be developed and maintained by the system. Two related information sources are planned: one is a census information system which includes data about every occupational education program in every school in every city and town in Massachusetts, and the other is a sample information system by occupational programs, stratified over school-type, geographical setting-type, and student characteristic-type dimensions currently operative in the State. The types and purposes of the census and sample data to be collected and maintained are described. The descriptive data (input information, process information, product information, and impact information) and analytical data (cost accounting information, process product data, cost product information, product impact information, process impact data, and cost impact data) included in the sample data system are discussed at length, defining each type and showing how each data type is related to the census. (The author suggests that Monograph Number 1, which is available as ED 062 553, be read in conjunction with this paper.) (Author/MS)

ED 115 854 CE 005 692

Conroy, William G., Jr.

**Task Differentiations. Occasional Paper No. 2.**

Management and Information System for Occupational Education, Winchester, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date 4 Feb 72

Note—40p.; For related documents, see ED 062 553; ED 068 646-647; ED 072 225; ED 072 228; ED 072 303-304; CE 005 687-727

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Demonstration Projects, Information Needs, Instrumentation, \*Management Information Systems, \*Models, \*Planning, Planning Meetings, Program Development, Program Planning, Simulation, State Programs, \*Task Analysis, \*Vocational Education

Identifiers—Input Process Product and Impact Model, IPPI Educa, IPPI Model, Management Information System Occupational Educa, Massachusetts, MISOE

The paper described the Input, Process, Product, and Impact (IPPI) model in preparation for a 1972 Management Information System for Occupational Education (MISOE) planning conference. The IPPI model is designed (1) to provide a structure for integrated State and local decision-making within occupational education and for decision-related descriptive information which accounts for reality by decision types within the model, and (2) to provide a framework for analysis of relationships between inputs and process with product and impact. The system also permits decision-makers to simulate the interactive effects of the total system over time. The model describes the totality of occupational education; links to the larger world occur with input and impact. The paper establishes

some differentiations, distinctions, and definitions, and thereby provides a structure for project development which not only stipulates developmental tasks, but ties consultants and staff to development in a functional way. Eight tasks are described in the paper, related to space differentiations, variable selection, instrumentation, the sample, the information system, analysis types, simulation, and other information needs. The final section of the paper suggests an integrated procedure for task development, including a schedule for the planning conference. (Author/AJ)

ED 115 855 CE 005 693

Breslow, Martin P.

**A Very Tentative Computer System Model. Occasional Paper No. 3.**

Management and Information System for Occupational Education, Winchester, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date 14 Feb 72

Note—35p.; For related documents, see ED 062 553; ED 068 646-647; ED 072 225; ED 072 228; ED 072 303-304; CE 005 687-727; Figure 11 will not reproduce in microfiche due to small size of type

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Computer Programs, Data Analysis, Data Collection, Data Processing, Decision Making, Demonstration Projects, Electronic Data Processing, Information Processing, \*Management Information Systems, \*Program Development, \*Simulation, State Programs, Systems Development, \*Vocational Education

Identifiers—Management Information System Occupational Educa, MISOE

The developmental paper, one of a series written as the Management Information System for Occupational Education (MISOE) was conceptualized, is a first attempt to picture the computer system necessary to carry out the project's goals. It describes the basic structure and the anticipated strategies of development of the computer system to be used. Three major subsystems are discussed: the data entry subsystem (processing raw census and sample data organized into input, process, product, and impact data types), the analysis subsystem (performing second level and contingency analyses), and the optimization and forecasting subsystem (providing decision-making tools through mathematical and simulative analyses). The use of computer simulation as a decision-making tool is discussed in some depth. System development in two phases is outlined. All figures supplementing the text are placed in the appendix. (Author/MS)

ED 115 856 CE 005 694

Weinberger, Elizabeth

**The Concept of Process Space as It Pertains to the IPPI Model of Education. Occasional Paper No. 4.**

Management and Information System for Occupational Education, Winchester, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date 7 Feb 72

Note—28p.; For related documents, see ED 062 553; ED 068 646-647; ED 072 225; ED 072 228; ED 072 303-304; CE 005 687-727

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Classification, Decision Making, \*Information Processing, Information Retrieval, Information Storage, \*Management Information Systems, \*Models, Research Design, \*Vocational Education

Identifiers—Input Process Product and Impact Model, IPPI, \*IPPI Model, Variables

The paper develops a suggested model of process space for the Input, Process, Product, and Impact (IPPI) model of vocational education. Part 1 presents the need; Part 2 develops a schema for classifying process variables (human, physical, and organizational); their interactive nature is reflected in a dual classification system which enables users to get at process variable information in two ways: each variable in the process space is referenced by a causal decisional factor and a learning-occurrence factor. A total of four hierarchical process levels (State, and three local levels) are identified for discussions of these factors. In summary, the process space is conceived of as an interactive two-dimensional



entity divided vertically into three columns of process factors and horizontally into four hierarchical levels. In Part 3, the use of a numbering system for process space is explained, and in Part 4, a system is suggested for classifying and storing process information. An index to be compiled for users of the system, for retrieval of process information, is described in Part 5. Most information contained in the model will be provided by a representative sample of vocational education schools and programs; census data will also be included, minimally. (Author/AJ)

ED 115 857 CE 005 695

Donovan, John J. Jacoby, Henry D.

GMIS [Generalized Management Information System]: An Experimental System for Data Management and Analysis.

Massachusetts Inst. of Tech., Cambridge. Energy Lab.

Spons Agency—Federal Energy Administration, Washington, D.C.; New England Regional Commission.

Report No.—MIT-EL-75-011WP

Pub Date Sep 75

Note—69p.; For related documents, see ED 062 553; ED 068 646-647; ED 072 225; ED 072 228; ED 072 303-304; CE 005 687-727; Report of work carried out in association with the Alfred P. Sloan School of Management and IBM

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Computer Programs, \*Computer Science, \*Electronic Data Processing, \*Energy, \*Management Information Systems, Programming

Identifiers—Generalized Management Information System, GMIS

The report presents the underlying software architecture and rationale of the Generalized Management Information System (GMIS), along with a sample demonstration (an energy analysis problem) of its characteristics and a summary of topics of continuing research. The field-tested experimental system has the following features: It allows on-line interactive data management as well as a batch facility; allows for storage of large quantities of various types of data; and allows the changing of data, addition of new data series, and modification of tables. It gives the user a simple and consistent view of the way data is stored in the system, permits several users to select and access data according to many criteria, allows for easy viewing of data, and contains facilities for validation of data. The system provides facilities to interactively change data protection, is able to store data about data, provides a mechanism for assuring the integrity of the data, and provides mechanisms for monitoring and tuning performance. The system provides the user with an efficient, flexible environment to specify, construct, and execute statistical analyses and model studies, and to produce the associated plots and reports. (GMIS is being exercised for MISOE application.) (Author/AJ)

ED 115 858 CE 005 696

Shirley, Maurice

Computer Specifications for the MISOE [Management Information System for Occupational Education] Prototype System.

Management and Information System for Occupational Education, Winchester, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Note—63p.; For related documents, see ED 062 553; ED 068 646-647; ED 072 225; ED 072 228; ED 072 303-304; CE 005 687-727

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Computer Programs, Computers, Computer Science, Demonstration Projects, Electronic Data Processing, \*Estimated Costs, \*Management Information Systems, Policy Formation, \*Specifications, State Programs, \*Vocational Education

Identifiers—Collaborative MISOE, Management Information System Occupational Educa, MISOE

The report was prepared by a member of the staff of the Management Information System for Occupational Education (MISOE). It constitutes a clear and precise statement of the tasks required to establish a "laboratory MISOE," as described in the Journal of Research and Development in Education (Winter 1974), to accomplish the purposes of "Collaborative MIS-

OE." Collaborative MISOE's major goal is to provide a "real time" experience for MISOE developers and occupational education policy-makers such that future development of interactive computer systems designed to facilitate improved policy can be based on human experience. The report specifies clearly the alternative required to accomplish this goal. MISOE was a major development effort to improve the policy-making function at the State level, undertaken in Massachusetts in 1971 and ended in 1975. MISOE sought to combine three large data sets (a census data system, a longitudinal sample data system, and an ex post facto data set) on a single computer with interactive capability, bringing to the policy-makers' fingertips a range of psychological, economic, and demographic data and providing them with a knowledge base for "parametrizing" forecast models. Proposals for the adaptation of existing systems to MISOE's needs and discussion of these proposals is included. (Author/AJ)

ED 115 859 CE 005 697

Conroy, William G., Jr.

MISOE [Management Information System for Occupational Education] Impact Battery.

Management and Information System for Occupational Education, Winchester, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Note—17p.; For related documents, see ED 062 553; ED 068 646-647; ED 072 225; ED 072 228; ED 072 303-304; CE 005 687-727

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Data Collection, Demonstration Projects, Educational Background, Educational Experience, Educational Interest, \*Employment Experience, Job Satisfaction, \*Life Style, \*Management Information Systems, \*Questionnaires, State Programs, \*Vocational Education

Identifiers—Management Information System Occupational Educa, MISOE

The impact battery consists of two instruments used to obtain impact data (descriptions of the experiences of program completors during post-program life) for the Sample Data Systems of the Management Information System for Occupational Education (MISOE). The first, Massachusetts Educational Impact Instrument (MEII), is an 11-page extensive inventory to be completed by the former student. Questions concern the respondent, his life-style, and his working career. The instrument also develops information about a variety of State services, the respondent's attitude toward education and whether or not he is continuing his education in some form, and military service experience. Finally, the MEII asks permission of the respondent to contact his or her supervisor on the current or most recently held job and to provide the name and address of that supervisor. The supervisors are contacted by way of the second impact instrument, the Massachusetts Job Evaluation Inventory (MJEI). This two-page form seeks some information about the rater and asks for a job rating of the former student in general and specific terms. Also included in the battery is a two-page guidance department reporting form which seeks subject and performance data from the student's secondary instructional program. (Author/MS)

ED 115 860 CE 005 698

Weinberger, Elizabeth

The Process Batteries Operations Report.

Management and Information System for Occupational Education, Winchester, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date Jun 73

Note—33p.; For related documents, see ED 062 553; ED 068 646-647; ED 072 225; ED 072 228; ED 072 303-304; CE 005 687-727

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Administrator Attitudes, Content Analysis, \*Data Collection, Demonstration Projects, Educational Programs, \*Item Analysis, \*Management Information Systems, Measurement Instruments, \*Questionnaires, Research Design, State Programs, Student Attitudes, Teacher Attitudes, Testing, \*Vocational Education

Identifiers—Management Information System Occupational Educa, MISOE

The paper describes the instruments and procedures for collecting process information (information describing components of the planned educational process) for the Management Information System for Occupational Education (MISOE). The selection of variables and the decision to assess interactive rather than isolated process variables are discussed. The three process batteries, groups of self-report questionnaires, are reviewed with a listing of the instruments included and a description of the variables measured by them. The batteries and the instruments in them are: the Teacher Process Battery (Massachusetts Occupational Education Teacher Survey, Teacher Program Questionnaire, Image of Vocational Education Questionnaire, Purdue Teacher Opinionnaire, Verbal Reasoning Scale of the Differential Aptitude Tests, and Planning Activities Sheet for Teachers and Administrators), the Administrator Process Battery (Massachusetts Administrator Inventory, Image of Vocational Education Questionnaire, Verbal Reasoning Scale of the Differential Aptitude Tests, and Planning Activities Sheet for Teachers and Administrators), and the Student Process Battery (Student Program Questionnaire and School Sentiment Index). An item by item analysis of the variables and factors measured by the three batteries is presented in tabular form. The research design and recommendations for future investigations are outlined. General guidelines for administering the batteries are provided. The instruments are not included. (MS)

ED 115 861 CE 005 699

Weinberger, Elizabeth

The Input and Process Batteries for MISOE [Management Information System for Occupational Education] Sample Data Systems.

Management and Information System for Occupational Education, Winchester, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Note—127p.; Table 1 in Appendix 6 deleted because it will not reproduce; Survey of Personal Values deleted because it is copyrighted; The document includes some of the questionnaires referred to in CE 005 698; For related documents, see ED 062 553; ED 068 646-647; ED 072 225; ED 072 228; ED 072 303-304; CE 005 687-727; Attachment 7 referred to in this document is available as CE 005 700

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—\*Data Collection, \*Data Sheets, Demonstration Projects, Electronic Data Processing, \*Management Information Systems, Measurement Techniques, Questionnaires, State Programs, Testing, \*Vocational Education

Identifiers—Management Information System Occupational Educa, MISOE

The document contains optical scannable forms for some of the instruments in the Input and Process Batteries, and guidelines for administration of the instruments in the Input Batteries of the Management Information System for Occupational Education (MISOE) Sample Data Systems. Input information describes the characteristics of the students at entry point into the program. Process information describes components of the planned educational process. The forms include: the cover sheet, student master identification form, Planning Activities Sheet (P.A.S.T.A.), Massachusetts Pupil Inventory (M.P.I.), Massachusetts Adult Level Pupil Inventory (M.A.L.P.I.), Program Questionnaire, School Sentiment Index (S.S.I.), Survey of Study Habits and Attitudes, Teacher and Administrator Master Identification Form, Survey of Interpersonal Values, Massachusetts Occupational Education Teacher Survey and Image of Vocational Education Survey (M.O.E.T.S.), Attitudes Toward Vocational Education in High School, Teacher Opinionnaire, Massachusetts Administrator Inventory, and Student Master Identification form update. Detailed guidelines for the administration of the two Input Batteries describe the type of students each is to be administered to, room requirements, proctors, students, distribution and collection of test materials, necessary supplies, and scheduling. A final section outlines the cost of administering the Input and Process Batteries. (Author/MS)

ED 115 862 CE 005 700

Creager, John A.

The Data Entry System for the Sample Data System of MISOE [Management Information System for Occupational Education]: Operations Report No. 1.

Management and Information System for Occupational Education, Winchester, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Note—95p.; For related documents, see ED 062 553; ED 068 646-647; ED 072 225; ED 072 228; ED 072 303-304; CE 005 687-727; This document is Attachment 7 referred to in CE 005 699

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Computer Programs, \*Computer Storage Devices, Data Processing, Demonstration Projects, \*Electronic Data Processing, \*Input Output Devices, Instrumentation, \*Management Information Systems, Optical Scanners, State Programs, \*Vocational Education

Identifiers—Management Information System Occupational Educa, MISOE, Sample Data System, SDS

The report specifies the design of the data entry system for the Sample Data System subsystems (SDS-1 and SDS-2) providing connectivity to meet previously specified purposes and functions of the Management Information System for Occupational Education (MISOE). General assumptions for specifying the SDS data entry system are stated including the important assumption that initial processing of information be done by optical scanning using an OPSCAN-100 (Digitek) and 24K Honeywell computer system. General specifications for operational MISOE files interfacing the analysis system are presented, with the file identification-descriptor system designed to ensure connectivity of MISOE components. The specifications for the individual file types as they are developed longitudinally are also given. The general considerations for moving from available instrumentation to operational MISOE SDS files are presented using flow charts and accompanying text to provide an overview of the SDS data entry system. More precise specifications of optical scanning and of the data entry operations for the individual pieces of data entering the system from the following batteries are provided: student input, student process, student product, impact, teacher, and administrator batteries. (Author/MS)

ED 115 863 CE 005 701

Census Data System of the Management Information System for Occupational Education: Guidelines and Instructions for Reporting. CDS Document No. 1.

Management and Information System for Occupational Education, Winchester, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date Sep 75

Note—204p.; Appendix H deleted as it will not reproduce; For related documents, see ED 062 553; ED 068 646-647; ED 072 225; ED 072 228; ED 072 303-304; CE 005 687-727

EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage

Descriptors—Census Figures, Cost Effectiveness, Data Bases, \*Data Collection, Data Processing, Demonstration Projects, Educational Objectives, \*Electronic Data Processing, Estimated Costs, \*Management by Objectives, \*Management Information Systems, Program Budgeting, Program Costs, Program Effectiveness, State Programs, \*Vocational Education

Identifiers—CDS, Census Data System, Management Information System Occupational Educa, MISOE

The MISOE Census Data System (CDS) is one of two major subsystems of an integrated management information system (MISOE), which was developed to provide occupational education managers with comprehensive data on which to base rational management decisions. Essentially, CDS contains descriptive information systematically structured in a manner which allows it to be used as a basis for sampling evaluative research studies. CDS collects and stores census data for all school systems offering occupational education programs, including all data formerly collected by the Annual Federal Report for Occupa-

tional Education, except followup data, which is included in the Sample Data System (CDS). The publication contains an introduction to the census data system, describes concepts that are essential to its understanding, and provides step-by-step instructions for the reporting of information in the CDS reporting booklets. The concepts described are indigenous to CDS and provide solutions to problems historically encountered in the design of management information systems for education. They include a systematic means of accurately describing occupational education programs, a unique system of terminal performance objectives (TERMOBS), and a program cost-estimating process that circumvents major objections heretofore raised to program budgeting systems. (Author/AJ)

ED 115 864 CE 005 702

Field Test Results of the MISOE [Management Information System for Occupational Education] Census Data System Fall Reports. CDS Document No. 8.

Management and Information System for Occupational Education, Winchester, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date Jun 74

Note—91p.; For related documents, see ED 062 553; ED 068 646-647; ED 072 225; ED 072 228; ED 072 303-304; CE 005 687-727

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Census Figures, Data Bases, \*Data Collection, Demonstration Projects, Educational Objectives, Input Output Devices, \*Management by Objectives, \*Management Information Systems, Program Effectiveness, \*Program Evaluation, Reports, State Programs, \*Vocational Education

Identifiers—CDS, Census Data System, Field Testing, Management Information System Occupational Educa, Massachusetts, MISOE

The document describes the process and presents the results of a field test of the Management Information System for Occupational Education (MISOE) Census Data System (CDS) Fall Reports. The data system was designed to collect and store basic census data (mandated State and Federal) for all occupational programs in Massachusetts and to meet all of the current data requirements of the Division of Occupational Education, including the Annual Federal report. CDS structure related programs, enrollments, and costs (input information) to job-entry skills (terminal objectives, or TERMOBS) acquired by program completors in 20 program areas (output information). The overall goal of the field test was to measure the validity and workability of the CDS in Massachusetts school systems, specifically, to test/validate the TERMOBS, the data collection process, and the value of the CDS to local educators. Six school systems were principally involved in the field test. Although cost data was not collected in this field test, the process of collecting program, enrollment, and job-entry skill information in a prescribed format was fully validated. The immediate short-term management benefits offered by the system are outlined. The tables and addenda include all data collected in the test implementation. (AJ)

ED 115 865 CE 005 703

Workshop Guidelines for the MISOE [Management Information System for Occupational Education] Census Data System Fall Reports. CDS Document No. 9.

Management and Information System for Occupational Education, Winchester, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date Aug 74

Note—68p.; For related documents, see ED 062 553; ED 068 646-647; ED 072 225; ED 072 228; ED 072 303-304; CE 005 687-727

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Census Figures, Data Bases, \*Data Collection, Demonstration Projects, Educational Objectives, Electronic Data Processing, \*Guidelines, \*Management by Objectives, \*Management Information Systems, Program Effectiveness, State Programs, \*Vocational Education, Workshops

Identifiers—CDS, Census Data System, Field Testing, Management Information System Occupational Educa, Massachusetts, MISOE

The publication describes the process by which a portion of the Management Information System for Occupational Education (MISOE) Census Data System (CDS) was field-tested in a sample of six Massachusetts schools. It is intended to provide guidelines for those who will be responsible for the planning of statewide implementation of the fully developed Census Data System. Transcripts of the presentations and discussions among MISOE and school staffs at an introductory presentation, in a workshop, during an individual contact, and during a data collection experience comprise a large part of the document. The workshop transcript includes instructions for reporting information in the CDS terminal objectives (TERMOB) Fall reporting booklets. These instructions applied only to experimental reporting booklets used in the CDS Fall Report field test and are not necessarily in the sequence required by the final version of the Fall Report, as the intent of the document is to provide only a basis from which a full-scale plan for workshops may be modeled, not to provide a step-by-step process applicable to the Fall Report as developed. An outline of the field test plan and visual aids which were utilized in the field test are included in the document. (Author/AJ)

ED 115 866 CE 005 704

Field Test Results of the MISOE [Management Information System for Occupational Education] Program Cost Accounting System for Occupational Programs. CDS Document No. 10.

Management and Information System for Occupational Education, Winchester, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date Aug 75

Note—43p.; For related documents, see ED 062 553; ED 068 646-647; ED 072 225; ED 072 228; ED 072 303-304; CE 005 687-727

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Area Vocational Schools, \*Cost Effectiveness, Data Bases, \*Data Collection, Demonstration Projects, Estimated Costs, Expenditure Per Student, \*Management Information Systems, Program Budgeting, \*Program Costs, Program Evaluation, State Programs, \*Vocational Education

Identifiers—CDS, Census Data System, Field Testing, Management Information System Occupational Educa, Massachusetts, MISOE

The document reports a pilot test of the feasibility of the MISOE Census Data System (CDS) for estimating the costs of individual programs in a regional vocational school setting. The test determined that the data collection forms can be completed by a regional vocational school but that they can be simplified, and the costs of individual programs can be determined from the data collected. As the system is structured to be applicable to all schools offering occupational programs, this determination implies that per-pupil costs for individual programs would be available to school managers within-school analysis and between-schools comparisons, and, used with program evaluation data, would provide a basis for cost-benefit and cost-effectiveness studies to be conducted on an operational scale. The balance of the report is directed to describing the mechanics of estimating the costs of individual occupational programs in a typical regional vocational school and is supplemented with general discussions of analyses of program costs and implementation alternatives. Fifteen pages of tables are appended. (Author/AJ)

ED 115 867 CE 005 705

Fall School Head Report—Reporting Booklet 1.0 (Principals/Directors) to the Massachusetts Division of Occupational Education (Fiscal Year Ending June 30, 1975).

Management and Information System for Occupational Education, Winchester, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date 30 Jun 75

Note—76p.; For related documents, see ED 062 553; ED 068 646-647; ED 072 225; ED 072 228; ED 072 303-304; CE 005 687-727; Instructions for completing the booklet are available in CE 005 701

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage  
Descriptors—\*Annual Reports, Census Figures, Data Collection, Demonstration Projects, Edu-

cational Facilities, \*Instructional Staff, \*Management Information Systems, \*Records (Forms), State Programs, \*Vocational Education

Identifiers—CDS, Census Data Systems, Management Information System Occupational Educa, MISOE

The reporting booklet contains the reporting forms which collect basic enrollment, staff, and building facilities data from school heads, viz., principals and/or directors for the Management Information System for Occupational Education (MISOE) Census Data System (CDS). CDS, one of two major subsystems of the integrated management information system, was developed to provide occupational education managers with comprehensive data on which to base rational management decisions. Essentially, CDS contains descriptive information systematically structured in a manner which allows it to be used as a basis for sampling evaluative research studies. CDS collects and stores census data for all school systems offering occupational education programs, including all data formerly collected by the Annual Federal Report for Occupational Information, except followup data. (Author/AJ)

**ED 115 868** CE 005 706

**Fall Department Head Report—Reporting Booklet 2.0 to the Massachusetts Division of Occupational Education (Fiscal Year Ending June 30, 1975).**

Management and Information System for Occupational Education, Winchester, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date 30 Jun 75

Note—44p.; For related documents, see ED 062 553; ED 068 646-647; ED 072 225; ED 072 228; ED 072 303-304; CE 005 687-727; Instructions for completing the booklet are available in CE 005 701

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Annual Reports, Census Figures, \*Data Collection, Demonstration Projects, \*Management Information Systems, \*Records (Forms), State Programs, \*Vocational Education

Identifiers—CDS, Census Data System, Management Information System Occupational Educa, MISOE

The reporting booklet is part of the Census Data System (CDS) of the Management Information System for Occupational Education (MISOE); it contains reporting forms which collect data that describes student enrollment and staff and facility utilization. Applicable to any individual occupational education program area, the booklet does not contain terminal performance objectives (TERMOBS), but only duplicates the first section of each of the 17 reporting booklets prepared for the 20 individual occupational education program areas in which TERMOBS have been developed. CDS, one of two major subsystems of the integrated management information system, was developed to provide occupational education managers with comprehensive data on which to base rational management decisions. Essentially, CDS contains descriptive information systematically structured in a manner which allows it to be used as a basis for sampling evaluative research studies. CDS collects and stores census data for all school systems offering occupational education programs, including all data formerly collected by the Annual Federal Report for Occupational Information, except followup data. (Author/AJ)

**ED 115 869** CE 005 707

**Fall Department Head Report—Reporting Booklet 2.0 to the Massachusetts Division of Occupational Education (Fiscal Year Ending June 30, 1975) for Machine Shop.**

Management and Information System for Occupational Education, Winchester, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date 30 Jun 75

Note—238p.; For related documents, see ED 062 553; ED 068 646-647; ED 072 225; ED 072 228; ED 072 303-304; CE 005 687-727; Instructions for completing the booklet are available in CE 005 701

**EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage**

Descriptors—Annual Reports, Census Figures, Data Collection, Demonstration Projects, \*Educational Objectives, Job Skills, Machinists, \*Management Information Systems, Program Design, Program Evaluation, \*Records (Forms), \*School Shops, Shop Curriculum, State Programs, Trade and Industrial Education, \*Vocational Education

Identifiers—Census Data System, \*Management Information System Occupational Educa, MISOE, Terminal Performance Objectives, TERMOBS

The reporting booklet is required for the Census Data System (CDS) of the Management Information System for Occupational Education (MISOE); it contains the reporting forms which collect data that describe program structure and job-entry skill outcomes expected of program completors in the individual occupational education area of machine shop. Utilization of instructional area is also determined. This booklet contains the terminal performance objectives (TERMOBS) for this program area. They are actually the forms by which the skills of program completors are reported by department heads. CDS, one of two major subsystems of the integrated management information system, was developed to provide occupational education managers with comprehensive data on which to base rational management decisions. Essentially, CDS contains descriptive information systematically structured in a manner which allows it to be used as a basis for sampling evaluative research studies. CDS collects and stores census data for all school systems offering occupational education programs, including all data formerly collected by the Annual Federal Report for Occupational Information, except followup data. (Author/AJ)

**ED 115 870** CE 005 708

**Fall Department Head Report—Reporting Booklet 2.0 to the Massachusetts Division of Occupational Education (Fiscal Year Ending June 30, 1975) for Auto Mechanics.**

Management and Information System for Occupational Education, Winchester, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date 30 Jun 75

Note—214p.; For related documents, see ED 062 553; ED 068-647; ED 072 225; ED 072 228; ED 072 303-304; CE 005 687-727; Instructions for completing the booklet are available in CE 005 701

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**

Descriptors—Annual Reports, \*Auto Mechanics, Census Figures, Data Collection, Demonstration Projects, \*Educational Objectives, Job Skills, \*Management Information Systems, Program Design, Program Evaluation, \*Records (Forms), State Programs, Trade and Industrial Education, \*Vocational Education

Identifiers—Census Data System, \*Management Information System Occupational Educa, MISOE, Terminal Performance Objectives, TERMOBS

The reporting booklet is required for the Census Data System (CDS) of the Management Information System for Occupational Education (MISOE); it contains the reporting forms which collect data that describe program structure and job-entry skill outcomes expected of program completors in the individual occupational education area of auto mechanics. Utilization of instructional area is also determined. This booklet contains the terminal performance objectives (TERMOBS) for this program area. They are actually the forms by which the skills of program completors are reported by department heads. CDS, one of two major subsystems of the integrated management information system, was developed to provide occupational education managers with comprehensive data on which to base rational management decisions. Essentially, CDS contains descriptive information systematically structured in a manner which allows it to be used as a basis for sampling evaluative research studies. CDS collects and stores census data for all school systems offering occupational education programs, including all data formerly collected by the Annual Federal Report for Occupational Information, except followup data. (Author/AJ)

**ED 115 871** CE 005 709

**Fall Department Head Report—Reporting Booklet 2.0 to the Massachusetts Division of Occupational Education (Fiscal Year Ending June 30, 1975) for Woodworking.**

Management and Information System for Occupational Education, Winchester, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date 30 Jun 75

Note—211p.; For related documents, see ED 062 553; ED 068 646-647; ED 072 225; ED 072 228; ED 072 303-304; CE 005 687-727; Instructions for completing the booklet are available in CE 005 701

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**

Descriptors—Annual Reports, Census Figures, Data Collection, Demonstration Projects, \*Educational Objectives, Job Skills, \*Management Information Systems, Program Design, Program Evaluation, \*Records (Forms), Shop Curriculum, State Programs, \*Vocational Education, \*Woodworking

Identifiers—Census Data System, \*Management Information System Occupational Educa, MISOE, Terminal Performance Objectives, TERMOBS

The reporting booklet is required for the Census Data System (CDS) of the Management Information System for Occupational Education (MISOE); it contains the reporting forms which collect data that describe program structure and job-entry skill outcomes expected of program completors in the individual occupational education area of woodworking. Utilization of instructional area is also determined. This booklet contains the terminal performance objectives (TERMOBS) for this program area. They are actually the forms by which the skills of program completors are reported by department heads. CDS, one of two major subsystems of the integrated management information system, was developed to provide occupational education managers with comprehensive data on which to base rational management decisions. Essentially, CDS contains descriptive information systematically structured in a manner which allows it to be used as a basis for sampling evaluative research studies. CDS collects and stores census data for all school systems offering occupational education programs, including all data formerly collected by the Annual Federal Report for Occupational Information, except followup data. (Author/AJ)

**ED 115 872** CE 005 710

**Fall Department Head Report—Reporting Booklet 2.0 to the Massachusetts Division of Occupational Education (Fiscal Year Ending June 30, 1975) for the Practical Nursing Program.**

Management and Information System for Occupational Education, Winchester, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date 30 Jun 75

Note—310p.; For related documents, see ED 062 553; ED 068 646-647; ED 072 225; ED 072 228; ED 072 303-304; CE 005 687-727; Instructions for completing the booklet are available in CE 005 701

**EDRS Price MF-\$0.76 HC-\$15.86 Plus Postage**

Descriptors—Annual Reports, Census Figures, Data Collection, Demonstration Projects, \*Educational Objectives, Job Skills, \*Management Information Systems, Medical Education, \*Practical Nursing, Program Design, Program Evaluation, \*Records (Forms), State Programs, \*Vocational Education

Identifiers—Census Data System, \*Management Information System Occupational Educa, MISOE, Terminal Performance Objectives: TERMOBS

The reporting booklet is required for the Census Data System (CDS) of the Management Information System for Occupational Education (MISOE); it contains the reporting forms which collect data that describe program structure and job-entry skill outcomes expected of program completors in the individual occupational education area of practical nursing. Utilization of instructional area is also determined. This booklet contains the terminal performance objectives (TERMOBS) for this program area. They are actually the forms by which the skills of program completors are reported by department heads.

CDS, one of two major subsystems of the integrated management information system, was developed to provide occupational education managers with comprehensive data on which to base rational management decisions. Essentially, CDS contains descriptive information systematically structured in a manner which allows it to be used as a basis for sampling evaluative research studies. CDS collects and stores census data for all school systems offering occupational education programs, including all data formerly collected by the Annual Federal Report for Occupational Information, except followup data. (Author/AJ)

ED 115 873

CE 005 711

**Fall Department Head Report--Reporting Booklet 2.0 to the Massachusetts Division of Occupational Education (Fiscal Year Ending June 30, 1975) for Plumbing.**

Management and Information System for Occupational Education, Winchester, Mass.

Spons Agency--Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date 30 Jun 75

Note--282p.; For related documents, see ED 062 553; ED 068 646-647; ED 072 225; ED 072 228; ED 072 303-304; CE 005 687-727; Instructions for completing the booklet are available in CE 005 701

**EDRS Price MF-\$0.76 HC-\$14.59 Plus Postage**  
**Descriptors--Annual Reports, Census Figures, Data Collection, Demonstration Projects, \*Educational Objectives, Job Skills, \*Management Information Systems, \*Plumbing, Program Design, Program Evaluation, \*Records (Forms), State Programs, Trade and Industrial Education, \*Vocational Education**

**Identifiers--Census Data System, \*Management Information System Occupational Educa, MIS-OE, Terminal Performance Objectives, TER-MOBS**

The reporting booklet is required for the Census Data System (CDS) of the Management Information System for Occupational Education (MISOE); it contains the reporting forms which collect data that describe program structure and job-entry skill outcomes expected of program completors in the individual occupational education area of plumbing. Utilization of instructional area is also determined. This booklet contains the terminal performance objectives (TERMOBS) for this program area. They are actually the forms by which the skills of program completors are reported by department heads. CDS, one of two major subsystems of the integrated management information system, was developed to provide occupational education managers with comprehensive data on which to base rational management decisions. Essentially, CDS contains descriptive information systematically structured in a manner which allows it to be used as a basis for sampling evaluative research studies. CDS collects and stores census data for all school systems offering occupational education programs, including all data formerly collected by the Annual Federal Report for Occupational Information, except followup data. (Author/AJ)

ED 115 874

CE 005 712

**Fall Department Head Report--Reporting Booklet 2.0 to the Massachusetts Division of Occupational Education (Fiscal Year Ending June 30, 1975) for the Quantity Foods Program.**

Management and Information System for Occupational Education, Winchester, Mass.

Spons Agency--Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date 30 Jun 75

Note--279p.; For related documents, see ED 062 553; ED 068 646-647; ED 072 225; ED 072 228; ED 072 303-304; CE 005 687-727; Instructions for completing the booklet are available in CE 005 701

**EDRS Price MF-\$0.76 HC-\$14.59 Plus Postage**  
**Descriptors--Annual Reports, Census Figures, Data Collection, Demonstration Projects, \*Educational Objectives, \*Food Service Occupations, Foods Instruction, Job Skills, \*Management Information Systems, Program Design, Program Evaluation, \*Records (Forms), State Programs, Trade and Industrial Education, \*Vocational Education**

**Identifiers--Census Data System, \*Management Information System Occupational Educa, MIS-**

**OE, Terminal Performance Objectives, TER-MOBS**

The reporting booklet is required for the Census Data System (CDS) of the Management Information System for Occupational Education (MISOE); it contains the reporting forms which collect data that describe program structure and job-entry skill outcomes expected of program completors in the individual occupational education area of quantity foods. Utilization of instructional area is also determined. This booklet contains the terminal performance objectives (TERMOBS) for this program area. They are actually the forms by which the skills of program completors are reported by department heads. CDS, one of two major subsystems of the integrated management with comprehensive data on which to base rational management decisions. Essentially, CDS contains descriptive information systematically structured in a manner which allows it to be used as a basis for sampling evaluative research studies. CDS collects and stores census data for all school systems offering occupational education programs, including all data formerly collected by the Annual Federal Report for Occupational Information, except followup data. (Author/AJ)

ED 115 875

CE 005 713

**Fall Department Head Report--Reporting Booklet 2.0 to the Massachusetts Division of Occupational Education (Fiscal Year Ending June 30, 1975) for Business and Office Occupations.**

Management and Information System for Occupational Education, Winchester, Mass.

Spons Agency--Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date 30 Jun 75

Note--264p.; For related documents, see ED 062 553; ED 068 646-647; ED 072 225; ED 072 228; ED 072 303-304; CE 005 687-727; Instructions for completing the booklet are available in CE 005 701

**EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage**  
**Descriptors--Annual Reports, Business Education, Census Figures, Data Collection, Demonstration Projects, \*Educational Objectives, Job Skills, \*Management Information Systems, \*Office Occupations Education, Program Design, Program Evaluation, \*Records (Forms), State Programs, \*Vocational Education**

**Identifiers--Census Data System, \*Management Information System Occupational Educa, MIS-OE, Terminal Performance Objectives: TER-MOBS**

The reporting booklet is required for the Census Data System (CDS) of the Management Information System for Occupational Education (MISOE); it contains the reporting forms which collect data that describe program structure and job-entry skill outcomes expected of program completors in the individual occupational education area of business and office occupations. Utilization of instructional area is also determined. This booklet contains the terminal performance objectives (TERMOBS) for this project area. They are actually the forms by which the skills of program completors are reported by department heads. CDS, one of two major subsystems of the integrated management information system, was developed to provide occupational education managers with comprehensive data on which to base rational management decisions. Essentially, CDS contains descriptive information systematically structured in a manner which allows it to be used as a basis for sampling evaluative research studies. CDS collects and stores census data for all school systems offering occupational education programs, including all data formerly collected by the Annual Federal Report for Occupational Information, except followup data. (Author/AJ)

ED 115 876

CE 005 714

**Fall Department Head Report--Reporting Booklet 2.0 to the Massachusetts Division of Occupational Education (Fiscal Year Ending June 30, 1975) for Electrical Program.**

Management and Information System for Occupational Education, Winchester, Mass.

Spons Agency--Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date 30 Jun 75

Note--271p.; For related documents, see ED 062 553; ED 068 646-647; ED 072 225; ED 072

228; ED 072 303-304; CE 005 687-727; Instructions for completing the booklet are available in CE 005 701

**EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage**  
**Descriptors--Annual Reports, Census Figures, Data Collection, Demonstration Projects, \*Educational Objectives, \*Electrical Occupations, Electricians, Job Skills, \*Management Information Systems, Program Design, Program Evaluation, \*Records (Forms), State Programs, Trade and Industrial Education, \*Vocational Education**

**Identifiers--Census Data System, \*Management Information System Occupational Educa, MIS-OE, Terminal Performance Objectives, TER-MOBS**

The reporting booklet is required for the Census Data System (CDS) of the Management Information System for Occupational Education (MISOE); it contains the reporting forms which collect data that describe program structure and job-entry skill outcomes expected of program completors in the individual occupational education area of electrical occupations. Utilization of instructional area is also determined. This booklet contains the terminal performance objectives (TERMOBS) for this program area. They are actually the forms by which the skills of program completors are reported by department heads. CDS, one of two major subsystems of the integrated management information system, was developed to provide occupational education managers with comprehensive data on which to base rational management decisions. Essentially, CDS contains descriptive information systematically structured in a manner which allows it to be used as a basis for sampling evaluative research studies. CDS collects and stores census data for all school systems offering occupational education programs, including all data formerly collected by the Annual Federal Report for Occupational Information, except followup data. (Author/AJ)

ED 115 877

CE 005 715

**Fall Department Head Report--Reporting Booklet 2.0 to the Massachusetts Division of Occupational Education (Fiscal Year Ending June 30, 1975) for the Cosmetology Program.**

Management and Information System for Occupational Education, Winchester, Mass.

Spons Agency--Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date 30 Jun 75

Note--223p.; For related documents, see ED 062 553; ED 068 646-647; ED 072 225; ED 072 228; ED 072 303-304; CE 005 687-727; Instructions for completing the booklet are available in CE 005 701

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**  
**Descriptors--Annual Reports, Census Figures, Cosmetologists, \*Cosmetology, Data Collection, Demonstration Projects, \*Educational Objectives, Job Skills, \*Management Information Systems, Program Design, Program Evaluation, \*Records (Forms), State Programs, Trade and Industrial Education, \*Vocational Education**

**Identifiers--Census Data System, \*Management Information System Occupational Educa, MIS-OE, Terminal Performance Objectives, TER-MOBS**

The reporting booklet is required for the Census Data System (CDS) of the Management Information System for Occupational Education (MISOE); it contains the reporting forms which collect data that describe program structure and job-entry skill outcomes expected of program completors in the individual occupational education area of cosmetology. Utilization of instructional area is also determined. This booklet contains the terminal performance objectives (TERMOBS) for this program area. They are actually the forms by which the skills of program completors are reported by department heads. CDS, one of two major subsystems of the integrated management information system, was developed to provide occupational education managers with comprehensive data on which to base rational management decisions. Essentially, CDS contains descriptive information systematically structured in a manner which allows it to be used as a basis for sampling evaluative research studies. CDS collects and stores census data for all school systems offering occupational education programs, including all data formerly collected by

the Annual Federal Report for Occupational Information, except followup data. (Author/AJ)

**ED 115 878** CE 005 716  
**Fall Department Head Report—Reporting Booklet 2.0 to the Massachusetts Division of Occupational Education (Fiscal Year Ending June 30, 1975) for Auto Body.**

Management and Information System for Occupational Education, Winchester, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date 30 Jun 75

Note—191p.; For related documents, see ED 062 553; ED 068 646-647; ED 072 225; ED 072 228; ED 072 303-304; CE 005 687-727; Instructions for completing the booklet are available in CE 005 701

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**  
**Descriptors—Annual Reports, \*Auto Body Repairmen, Auto Mechanics (Occupation), Census Figures, Data Collection, Demonstration Projects, \*Educational Objectives, Job Skills, \*Management Information Systems, Program Design, Program Evaluation, \*Records (Forms), State Programs, Trade and Industrial Education, \*Vocational Education**

**Identifiers—Census Data System, \*Management Information System Occupational Educa, MIS-OE, Terminal Performance Objectives, TER-MOBS**

The reporting booklet is required for the Census Data System (CDS) of the Management Information System for Occupational Education (MISOE); it contains the reporting forms which collect data that describe program structure and job-entry skill outcomes expected of program completors in the individual occupational education area of auto body repair. Utilization of instructional area is also determined. This booklet contains the terminal performance objectives (TERMOBS) for this program area. They are actually the forms by which the skills of program completors are reported by department heads. CDS, one of two major subsystems of the integrated management information system, was developed to provide occupational education managers with comprehensive data on which to base rational management decisions. Essentially, CDS contains descriptive information systematically structured in a manner which allows it to be used as a basis for sampling evaluative research studies. CDS collects and stores census data for all school systems offering occupational education programs, including all data formerly collected by the Annual Federal Report for Occupational Information, except followup data. (Author/AJ)

**ED 115 879** CE 005 717  
**Fall Department Head Report—Reporting Booklet 2.0 to the Massachusetts Division of Occupational Education (Fiscal Year Ending June 30, 1975) for Electronics Program.**

Management and Information System for Occupational Education, Winchester, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date 30 Jun 75

Note—204p.; For related documents, see ED 062 553; ED 068 646-647; ED 072 225; ED 072 228; ED 072 303-304; CE 005 687-727; Instructions for completing the booklet are available in CE 005 701

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**  
**Descriptors—Annual Reports, Census Figures, Data Collection, Demonstration Projects, \*Educational Objectives, \*Electronics, Job Skills, \*Management Information Systems, Program Design, Program Evaluation, \*Records (Forms), State Programs, Trade and Industrial Education, \*Vocational Education**

**Identifiers—Census Data System, \*Management Information System Occupational Educa, MIS-OE, Terminal Performance Objectives, TER-MOBS**

The reporting booklet is required for the Census Data System (CDS) of the Management Information System for Occupational Education (MISOE); it contains the reporting forms which collect data that describe program structure and job-entry skill outcomes expected of program completors in the individual occupational education area of electronics. Utilization of instructional area is also determined. This booklet con-

tains the terminal performance objectives (TERMOBS) for this program area. They are actually the forms by which the skills of program completors are reported by department heads. CDS, one of two major subsystems of the integrated management information system, was developed to provide occupational education managers with comprehensive data on which to base rational management decisions. Essentially, CDS contains descriptive information systematically structured in a manner which allows it to be used as a basis for sampling evaluative research studies. CDS collects and stores census data for all school systems offering occupational education programs, including all data formerly collected by the Annual Federal Report for Occupational Information, except followup data. (Author/AJ)

**ED 115 880** CE 005 718  
**Fall Department Head Report—Reporting Booklet 2.0 to the Massachusetts Division of Occupational Education (Fiscal Year Ending June 30, 1975) for Drafting.**

Management and Information System for Occupational Education, Winchester, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date 30 Jun 75

Note—176p.; For related documents, see ED 062 553; ED 068 646-647; ED 072 225; ED 072 228; ED 072 303-304; CE 005 687-727; Instructions for completing the booklet are available in CE 005 701

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**  
**Descriptors—Annual Reports, Census Figures, Data Collection, Demonstration Projects, \*Drafting, \*Educational Objectives, Job Skills, \*Management Information Systems, Program Design, Program Evaluation, \*Records (Forms), State Programs, Trade and Industrial Education, \*Vocational Education**

**Identifiers—Census Data System, \*Management Information System Occupational Educa, MIS-OE, Terminal Performance Objectives, TER-MOBS**

The reporting booklet is required for the Census Data System (CDS) of the Management Information System for Occupational Education (MISOE); it contains the reporting forms which collect data that describe program structure and job-entry skill outcomes expected of program completors in the individual occupational education area of drafting. Utilization of instructional area is also determined. This booklet contains the terminal performance objectives (TERMOBS) for this program area. They are actually the forms by which the skills of program completors are reported by department heads. CDS, one of two major subsystems of the integrated management information system, was developed to provide occupational education managers with comprehensive data on which to base rational management decisions. Essentially, CDS contains descriptive information systematically structured in a manner which allows it to be used as a basis for sampling evaluative research studies. CDS collects and stores census data for all school system offering occupational education programs, including all data formerly collected by the Annual Federal Report for Occupational Information, except followup data. (Author/AJ)

**ED 115 881** CE 005 719  
**Fall Department Head Report—Reporting Booklet 2.0 to the Massachusetts Division of Occupational Education (Fiscal Year Ending June 30, 1975) for Business/Data Processing.**

Management and Information System for Occupational Education, Winchester, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date 30 Jun 75

Note—124p.; For related documents, see ED 062 553; ED 068 646-647; ED 072 225; ED 072 228; ED 072 303-304; CE 005 687-727; Instructions for completing the booklet are available in CE 005 701

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**  
**Descriptors—Annual Reports, Business Education, Census Figures, Computer Science Education, \*Data Collection, \*Data Processing, Demonstration Projects, \*Educational Objectives, Job Skills, \*Management Information Systems, Program Design, Program Evaluation, \*Records (Forms), State Programs, \*Vocational Education**

**Identifiers—Census Data System, \*Management Information System Occupational Educa, MIS-OE, Terminal Performance Objectives, TER-MOBS**

The reporting booklet is required for the Census Data System (CDS) of the Management Information System for Occupational Education (MISOE); it contains the reporting forms which collect data that describe program structure and job-entry skill outcomes expected of program completors in the individual occupational education area of business/data processing. Utilization of instructional area is also determined. This booklet contains the terminal performance objectives (TERMOBS) for this program area. They are actually the forms by which the skills of program completors are reported by department heads. CDS, one of two major subsystems of the integrated management information system, was developed to provide occupational education managers with comprehensive data on which to base rational management decisions. Essentially, CDS contains descriptive information systematically structured in a manner which allows it to be used as a basis for sampling evaluative research studies. CDS collects and stores census data for all school systems offering occupational education programs, including all data formerly collected by the Annual Federal Report for Occupational Information, except followup data. (Author/AJ)

**ED 115 882** CE 005 720  
**Fall Department Head Report—Reporting Booklet 2.0 to the Massachusetts Division of Occupational Education (Fiscal Year Ending June 30, 1975) for Child Care.**

Management and Information System for Occupational Education, Winchester, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date 30 Jun 75

Note—154p.; For related documents, see ED 062 553; ED 068 646-647; ED 072 225; ED 072 228; ED 072 303-304; CE 005 687-727; Instructions for completing the booklet are available in CE 005 701

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**  
**Descriptors—Annual Reports, Census Figures, Child Care, \*Child Care Occupations, Data Collection, Demonstration Projects, \*Educational Objectives, Job Skills, \*Management Information Systems, Occupational Home Economics, Program Design, Program Evaluation, \*Records (Forms), State Programs, \*Vocational Education**

**Identifiers—Census Data System, \*Management Information System Occupational Educa, MIS-OE, Terminal Performance Objectives, TER-MOBS**

The reporting booklet is required for the Census Data System (CDS) of the Management Information System for Occupational Education (MISOE); it contains the reporting forms which collect data that describe program structure and job-entry skill outcomes expected of program completors in the individual occupational education area of child care. Utilization of instructional area is also determined. This booklet contains the terminal performance objectives (TERMOBS) for this program area. They are actually the forms by which the skills of program completors are reported by department heads. CDS, one of two major subsystems of the integrated management information system, was developed to provide occupational education managers with comprehensive data on which to base rational management decisions. Essentially, CDS contains descriptive information systematically structured in a manner which allows it to be used as a basis for sampling evaluative research studies. CDS collects and stores census data for all school systems offering occupational education programs, including all data formerly collected by the Annual Federal Report for Occupational Information, except followup data. (Author/AJ)

**ED 115 883** CE 005 721  
**Fall Department Head Report—Reporting Booklet 2.0 to the Massachusetts Division of Occupational Education (Fiscal Year Ending June 30, 1975) for Metalworking.**

Management and Information System for Occupational Education, Winchester, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date 30 Jun 75



Note—168p.; For related documents, see ED 062 553; ED 068 646-647; ED 072 225; ED 072 228; ED 072 303-304; CE 005 687-727; Instructions for completing the booklet are available in CE 005 701

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**  
**Descriptors**—Annual Reports, Census Figures, Data Collection, Demonstration Projects, \*Educational Objectives, Job Skills, \*Management Information Systems, \*Metal Working Occupations, Program Design, Program Evaluation, \*Records (Forms), State Programs, Trade and Industrial Education, \*Vocational Education

**Identifiers**—Census Data System, \*Management Information System Occupational Educa, MIS-  
 OE, Terminal Performance Objectives, TER-  
 MOBS

The reporting booklet is required for the Census Data System (CDS) of the Management Information System for Occupational Education (MISOE); it contains the reporting forms which collect data that describe program structure and job-entry skill outcomes expected of program completors in the individual occupational education area of metalworking. Utilization of instructional area is also determined. This booklet contains the terminal performance objectives (TERMOBS) for this program area. They are actually the forms by which the skills of program completors are reported by department heads. CDS, one of two major subsystems of the integrated management information system, was developed to provide occupational education managers with comprehensive data on which to base rational management decisions. Essentially, CDS contains descriptive information systematically structured in a manner which allows it to be used as a basis for sampling evaluative research studies. CDS collects and stores census data for all school systems offering occupational education programs, including all data formerly collected by the Annual Federal Report for Occupational Information, except followup data. (Author/AJ)

**ED 115 884** **CE 005 722**  
**Fall Department Head Report—Reporting Booklet 2.0 to the Massachusetts Division of Occupational Education (Fiscal Year Ending June 30, 1975) for Graphic Arts and Graphic Design.**

Management and Information System for Occupational Education, Winchester, Mass.  
 Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date 30 Jun 75  
 Note—216p.; For related documents, see ED 062 553; ED 068 646-647; ED 072 225; ED 072 228; ED 072 303-304; CE 005 687-727; Instructions for completing the booklet are available in CE 005 701

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**  
**Descriptors**—Annual Reports, Art Education, Census Figures, Commercial Art, Data Collection, Demonstration Projects, Design, \*Educational Objectives, \*Graphic Arts, Job Skills, \*Management Information Systems, Program Design, Program Evaluation, \*Records (Forms), State Programs, \*Vocational Education

**Identifiers**—Census Data System, \*Management Information System Occupational Educa, MIS-  
 OE, Terminal Performance Objectives, TER-  
 MOBS

The reporting booklet is required for the Census Data System (CDS) of the Management Information System for Occupational Education (MISOE); it contains the reporting forms which collect data that describe program structure and job-entry skill outcomes expected of program completors in the individual occupational education area of graphic arts and graphic design. Utilization of instructional area is also determined. This booklet contains the terminal performance objectives (TERMOBS) for this program area. They are actually the forms by which the skills of program completors are reported by department heads. CDS, one of two major subsystems of the integrated management information system, was developed to provide occupational education managers with comprehensive data on which to base rational management decisions. Essentially, CDS contains descriptive information systematically structured in a manner which allows it to be used as a basis for sampling evaluative research studies. CDS collects and stores census data for all school systems offering

occupational education programs, including all data formerly collected by the Annual Federal Report for Occupational Information, except followup data. (Author/AJ)

**ED 115 885** **CE 005 723**  
**Fall Department Head Report—Reporting Booklet 2.0 to the Massachusetts Division of Occupational Education (Fiscal Year Ending June 30, 1975) for Distributive Education.**

Management and Information System for Occupational Education, Winchester, Mass.  
 Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date 30 Jun 75  
 Note—143p.; For related documents, see ED 062 553; ED 068 646-647; ED 072 225; ED 072 228; ED 072 303-304; CE 005 687-727; Instructions for completing the booklet are available in CE 005 701

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**  
**Descriptors**—Annual Reports, Census Figures, Data Collection, Demonstration Projects, \*Distributive Education, \*Educational Objectives, Job Skills, \*Management Information Systems, Program Design, \*Records (Forms), State Programs, \*Vocational Education

**Identifiers**—Census Data System, \*Management Information System Occupational Educa, MIS-  
 OE, Terminal Performance objectives, TER-  
 MOBS

The reporting booklet is required for the Census Data System (CDS) of the Management Information System for Occupational Education (MISOE); it contains the reporting forms which collect data that describe program structure and job-entry skill outcomes expected of program completors in the individual occupational education area of distributive education. Utilization of instructional area is also determined. This booklet contains the terminal performance objectives (TERMOBS) for this program area. They are actually the forms by which the skills of program completors are reported by department heads. CDS, one of two major subsystems of the integrated management information system, was developed to provide occupational education managers with comprehensive data on which to base rational management decisions. Essentially, CDS contains descriptive information systematically structured in a manner which allows it to be used as a basis for sampling evaluative research studies. CDS collects and stores census data for all school systems offering occupational education programs, including all data formerly collected by the Annual Federal Report for Occupational Information, except followup data. (Author/AJ)

**ED 115 886** **CE 005 724**  
**End of Year School Report—Reporting Booklet 3.0 to the Massachusetts Division of Occupational Education (Fiscal Year Ending June 30, 1975): Part A—Student Data (Principals/Directors).**

Management and Information System for Occupational Education, Winchester, Mass.  
 Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date 30 Jun 75  
 Note—12p.; For related documents, see ED 062 553; ED 068 646-647; ED 072 225; ED 072 228; ED 072 303-304; CE 005 687-727; Instructions for completing the booklet are available in CE 005 701

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—\*Annual Reports, Census Figures, Data Collection, Demonstration Projects, \*Enrollment, \*Management Information Systems, \*Records (Forms), State Programs, \*Vocational Education

**Identifiers**—CDS, Census Data System, Management Information System Occupational Educa, MISOE

The reporting booklet is required by the Census Data System (CDS) of the Management Information System for Occupational Education (MISOE); it contains the reporting forms which collect student data that are available at the end of the school year, such as completors, dropouts, transfers, and repeaters, by department, and student enrollment in programs beginning after October 1. CDS, one of two major subsystems of the integrated management information system, was developed to provide occupational education managers with comprehensive data on which to

base rational management decisions. Essentially, CDS contains descriptive information systematically structured in a manner which allows it to be used as a basis for sampling evaluative research studies. CDS collects and stores census data for all school systems offering occupational education programs, including all data formerly collected by the Annual Federal Report for Occupational Information, except followup data. (Author/AJ)

**ED 115 887** **CE 005 725**  
**End of Year School Report—Reporting Booklet 3.0 to the Massachusetts Division of Occupational Education (Fiscal Year Ending June 30, 1975): Part B—School Expenditures for Occupational Education (Principals/Directors or Business Managers).**

Management and Information System for Occupational Education, Winchester, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date 30 Jun 75  
 Note—11p.; For related documents, see ED 062 553; ED 068 646-647; ED 072 225; ED 072 228; ED 072 303-304; CE 005 687-727; Instructions for completing the booklet are available in CE 005 701

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—\*Annual Reports, Census Figures, Data Collection, Demonstration Projects, \*Expenditures, \*Management Information Systems, Program Costs, \*Records (Forms), State Programs, \*Vocational Education

**Identifiers**—CDS, Census Data System, Management Information System Occupational Educa, MISOE

The reporting booklet is required by the Census Data System (CDS) of the Management Information System for Occupational Education (MISOE); it contains the reporting forms which collect data on school expenditures which are available at the end of the school year, such as expenditures for instructional and supportive services, expenditures by city or town for services provided to the school, and supplementary school information. CDS, one of two major subsystems of the integrated management information system, was developed to provide occupational education managers with comprehensive data on which to base rational management decisions. Essentially, CDS contains descriptive information systematically structured in a manner which allows it to be used as a basis for sampling evaluative research studies. CDS collects and stores census data for all school systems offering occupational education programs, including all data formerly collected by the Annual Federal Report for Occupational Information, except followup data. (Author/AJ)

**ED 115 888** **CE 005 726**  
**End of Year Department Report—Reporting Booklet 4.0 to the Massachusetts Division of Occupational Education (Fiscal Year Ending June 30, 1975): Part A—Student Data (Department Head).**

Management and Information System for Occupational Education, Winchester, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date 30 Jun 75  
 Note—12p.; For related documents, see ED 062 553; ED 068 646-647; ED 072 225; ED 072 228; ED 072 303-304; CE 005 687-727; Instructions for completing the booklet are available in CE 005 701

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—\*Annual Reports, Data Collection, Demonstration Projects, \*Enrollment, \*Management Information Systems, \*Records (Forms), State Programs, \*Vocational Education

**Identifiers**—CDS, Census Data System, Management Information System Occupational Educa, MISOE

The reporting booklet is required by the Census Data System (CDS) of the Management Information System for Occupational Education (MISOE); it contains the reporting forms which collect enrollment data by department at the end of the school year. CDS, one of two major subsystems of the integrated management information system, was developed to provide occupational education managers with comprehensive



data on which to base rational management decisions. Essentially, CDS contains descriptive information systematically structured in a manner which allows it to be used as a basis for sampling evaluative research studies. CDS collects and stores census data for all school systems offering occupational education programs, including all data formerly collected by the Annual Federal Report for Occupational Information, except followup data. (Author/AJ)

**ED 115 889** CE 005 727  
End of Year Department Report--Reporting Booklet 4.0 to the Massachusetts Division of Occupational Education (Fiscal Year Ending June 30, 1975): Part B--Occupational Education Department Expenditures (Department Head or Business Manager).

Management and Information System for Occupational Education, Winchester, Mass.

Spons Agency--Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date 30 Jun 75

Note--6p.; For related documents, see ED 062 553; ED 068 646-647; ED 072 225; ED 072 228; ED 072 303-304; CE 005 687-726; Instructions for completing the booklet are available in CE 005 701

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors--\*Annual Reports, Data Collection, Demonstration Projects, \*Expenditures, \*Management Information Systems, Program Costs, \*Records (Forms), State Programs, \*Vocational Education

Identifiers--CDS, Census Data System, Management Information System Occupational Education, MISOE

The reporting booklet is required by the Census Data System (CDS) of the Management Information System for Occupational Education (MISOE); it contains the reporting forms which collect expenditure data by department at the end of the school year. CDS, one of two major subsystems of the integrated management information system, was developed to provide occupational education managers with comprehensive data on which to base rational management decisions. Essentially, CDS contains descriptive information systematically structured in a manner which allows it to be used as a basis for sampling evaluative research studies. CDS collects and stores census data for all school systems offering occupational education programs, including all data formerly collected by the Annual Federal Report for Occupational Information, except followup data. (Author/AJ)

**ED 115 890** CE 005 728

Copeland, D. Robert And Others

Analysis of Commercial Contract Training for the Marine Corps (Phase II) [And] Commercial Contract Training Marine Corps Area VOTEC Support Center (AVSC) Guidelines. Final Report.

Naval Training Equipment Center, Orlando, Fla. Training Analysis and Evaluation Group.

Report No--TAEG-R-22-1; TAEG-R-22-2

Pub Date Jun 75

Note--257p.; For Phase I, see ED 107 942

**EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage**

Descriptors--Cost Effectiveness, Decision Making, Educational Programs, Educational Quality, Instructional Programs, Job Skills, Job Training, Management, Manpower Development, \*Military Training, Post Secondary Education, \*Program Administration, Program Evaluation, Questionnaires, Skill Development, \*Technical Education, Transfer of Training, \*Vocational Education, \*Vocational Training Centers

Identifiers--Area VOTEC Support Centers, AVSC, Marine Corps

The two-part report describing the Phase 2 findings of a two-phase study demonstrates the utility of the commercial contract training concept for satisfying certain Marine Corps skill training requirements. Part 1 concerns source evaluation, skill analysis and selection, contractual considerations, and comparative training capability evaluation. It provides guidelines for management decision-making subsequent to procuring training services from commercial sources. Over 100 pages of appendixes include: the study's survey forms, detailed analyses of the training capability of industry organizations and of Vocational/Technical (VOTEC) training in-

stitutions, the special forms used in the cost analysis, skill training charts, data describing the current Marine Corps Reserve VOTEC training program, and the proposed Marine Corps order regarding basic skills training from commercial sources. Part 2 is an Area VOTEC Support Center Guidelines package designed to facilitate the implementation, administration, and management of VOTEC training programs. It contains: descriptions of VOTEC basic concepts, coordination structure, and a typical functional process to obtain VOTEC training; contracting notes; typical survey forms; VOTEC sources of Marine Corps related instruction; and an 18-page appendix stipulating the general specifications for Navy/Marine Corps VOTEC Skill Training Program which can be used independently of the report. (JR)

**ED 115 891** CE 005 729

Copeland, D. Robert And Others

Analysis of Commercial Contract Training for the Navy (Phase II) [And] Commercial Contract Training Navy Area VOTEC Support Center (AVSC) Guidelines. Final Report.

Naval Training Equipment Center, Orlando, Fla. Training Analysis and Evaluation Group.

Report No--TAEG-R-21-1; TAEG-R-21-2

Pub Date Jun 75

Note--311p.; For Phase I, see ED 107 942

**EDRS Price MF-\$0.76 HC-\$15.86 Plus Postage**

Descriptors--Cost Effectiveness, Decision Making, Educational Programs, Educational Quality, Instructional Programs, Job Skills, Job Training, Management, Manpower Development, \*Military Training, Post Secondary Education, \*Program Administration, Program Evaluation, Questionnaires, Skill Development, \*Technical Education, Transfer of Training, \*Vocational Education, \*Vocational Training Centers

Identifiers--Area VOTEC Support Centers, AVSC, Navy

The two-part report describing the Phase 2 findings of a two-phase study demonstrates the utility of the commercial contract training concept for satisfying certain Navy skill training requirements. Part 1 concerns source evaluation, skill analysis and selection, contractual considerations, and comparative training capability evaluation. It provides guidelines for management decision making subsequent to procuring training services from commercial sources. Over 100 pages of appendixes include: the study's survey forms, detailed analyses of the training capability of industry organizations and of Vocational/Technical (VOTEC) training institutions, the special forms used in the cost analysis, skill training charts, data describing the current Marine Corps Reserve VOTEC training program, and the proposed Chief of Naval Education and Training Instruction for "VOTECs (VOTEC Schools) Basic Skills Training from Commercial Sources." Part 2 is an Area VOTEC Support Center Guidelines package designed to facilitate the implementation, administration, and management of VOTEC training programs. It contains: descriptions of VOTEC basic concepts, coordination structure, and a typical functional process to obtain VOTEC training; contracting notes; typical survey forms; VOTEC sources of Navy related instruction; general specifications for the Navy/Marine Corps VOTEC Skill Training Program; and specifications for Navy Lithographer (LI) and Yeoman C (YN) training. (JR)

**ED 115 892** CE 005 730

Erickson, Lawrence W., Ed.

NABTE Review. A Journal of the National Association for Business Teacher Education.

National Association for Business Teacher Education, Washington, D.C.

Pub Date 75

Note--112p.

Available from--Association for Business Teacher Education, 1906 Association Drive, Reston, Virginia 22091 (\$2.50)

Document Not Available from EDRS

Descriptors--\*Business Education, Business Education Teachers, Conference Reports, \*Educational Needs, Educational Objectives, \*Educational Problems, Educational Programs, \*Educational Research, Post Secondary Education, Secondary Education, Teacher Associations, Vocational Education

Identifiers--National Association Business Teacher Education

A discussion of current issues and problems in the area of business education as well as materials produced in the field are presented in the document. The materials are divided in four sections. Section 1, The Role of Business Education at Various Educational Levels, provides an overview of the roles and functions of business education at the secondary school and vocational-technical school levels, and describes a one-year proprietary business school, community college business programs, and collegiate business education. Section 2, 1974 Research Foundation Conference Reports, includes four articles on particular problems in business education concerning graduate students, research methodology, measurement of teacher effectiveness, and an interpretation of the goals of business education. Section 3, National Association of Business Teacher Education (NABTE) Convention Reports, includes seven presentations based on premises about NABTE. Section 4, Research Reports with Curricular Implications, focuses on three studies--one in the area of office management and two concerning different issues and problems involved in advanced typewriting. (Author/EC)

**ED 115 893** 95 CE 005 731

Research and Development Project in Career Education. Final Report.

Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.

Spons Agency--Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No--V261035L

Pub Date 14 Sep 73

Grant--OEG-0-72-1572

Note--186p.; Not available in hard copy due to marginal reproducibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors--\*Career Education, Educational Programs, \*Elementary Secondary Education, Interagency Coordination, \*Program Descriptions, Program Design, Program Effectiveness, \*Program Evaluation, \*State Programs

Identifiers--\*Minnesota

Eight Minnesota school districts took part in a statewide career education program involving approximately 570 teachers and 20,000 students from grades 1-12. Alternative models were explored at each site and included orientation and in-service training for teachers, curriculum/instructional materials development, dissemination, and community involvement. Project implementation was the responsibility of local project directors in each school district, with State staff serving as liaison between the school district, State, and Federal agencies involved. The document includes three sections. (1) Final Report: a 3-page summary, an 11-page presentation of project information (time, goals, objectives, procedures, design, evaluation, conclusions, recommendations), and 30 pages of appended material (a position paper and project site goals, descriptions, and curriculum development). (2) A 68-page third-party review of and recommendations regarding project design, context, management, instruction, information, costs, internal evaluation, documentation, and transportability. Nine tables are included; on-site evaluation questions are appended. (3) A System for Evaluating Career Education in Minnesota, 55 pages, a State agency evaluation of the project discussed in terms of formative and summative evaluation methods, with interpretation of the findings; evaluation related forms and data are appended. A table of contents for the entire document is not provided. (LH)

**ED 115 894** CE 005 732

Roberts, Russell Arthur

The Job Classification Plan as an Instrument for Affirmative Action.

Pub Date May 75

Note--141p.; Master's Thesis, California State University, Fullerton; Appendix H contained copyrighted material and was deleted

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

Descriptors--\*Affirmative Action, \*Classification, Data Analysis, \*Job Analysis, \*Jobs, Librarians, Personnel Evaluation, Personnel Management, \*Personnel Selection, Promotion (Occupational)

The purpose of the project was to determine if a pre-existing job classification plan, arbitrarily



constructed, can serve as an effective instrument for affirmative action in personnel selection and promotion. In order to meet this objective, the job classification plan of the Altadena (California) Library District was examined. A theoretical discussion of the principles, methodology, and techniques of job analysis as it applies to job classification is presented. Important in the process is determining what the worker does and the level and difficulty of the work which determines the job requirements. An overview of the principles and techniques of position-classification are presented as a guide for formulating a job classification plan. The Altadena Library District represents a typical case of how job classifications are developed in smaller public agencies that have limited funds and professional manpower to analyze the organization's positions. A critical analysis of the library's job classification plan concluded it was not a desirably effective instrument. Several specific and general recommendations are presented. A bibliography and glossary are included. Appended materials contain much of the data used in the position-classification performed on the Altadena Library District. (Author/EC)

ED 115 895 CE 005 736

Macken, E. And Others

**Study of Needs and Technological Opportunities in Home-Based Education. Psychology and Education Series. Final Report.**

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Report No.—TR-258

Pub Date 28 Jul 75

Note—185p.; Pagination in the original document was not correct; all pages are present except numbers 38 and 39

EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage

Descriptors—\*Annotated Bibliographies, \*Correspondence Study, Dropout Rate, Educational Technology, \*Experimental Teaching, Gifted, \*Home Study, Instructional Media, \*Literature Reviews, Needs Assessment, Tables (Data)

The report contains: (1) a literature review on correspondence education in the United States; (2) a summary of a study of home-based computer-assisted instruction for gifted students conducted by the Institute for Mathematical Studies in the Social Sciences (IMSSS); and (3) an extensive cross-referenced annotated bibliography surveying the instructional uses of computers, television, and other media. Subsections of the literature review include: enrollment trends, completion rates and factors, student profiles, comparisons of correspondence work to residence work, methods of presenting and conducting correspondence courses, and a partially annotated bibliography of cited references. The IMSSS study involved a selected number of highly gifted 10-14 year old students (with IQ scores of at least 165 and a wide range of outside activities) from eight school districts surrounding Stanford University. The students participated in home-based teletypewriter courses in mathematical logic and related parts of mathematics, including programming courses, and an introductory Russian course. The high dropout rate of the gifted group was characteristic of high dropout rates of home-study courses. Further home-study evaluation is needed in course structure, the use of predictive student trajectories, and the costs of various technologies to alter the high dropout rates. (EA)

ED 115 896 CE 005 737

Golovczenko, Igor V.

**Math Model for Naval Ship Handling Trainer.**

Naval Training Equipment Center, Orlando, Fla.

Report No.—AD/A-003-945; NAVTRAQUIP-CEN-IH-243

Pub Date Dec 74

Note—25p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD/A-003-945; MF \$2.25, HC \$3.25)

**Document Not Available from EDRS**

Descriptors—\*Computer Assisted Instruction, Display Systems, \*Mathematical Models, \*Military Training, Navigation, \*Simulators

Identifiers—\*Navy, Ship Handling

The report describes the math model for an experimental ship handling trainer. The training task is that of a replenishment operation at sea. The model includes equations for ship dynamics of a destroyer, propeller-engine response times, ship separation, interaction effects between

supply ship and destroyer, and outputs to a visual display system. Also included is a brief description of the simulator training system and a 10-item reference list. (NTIS)

ED 115 897 CE 005 738

**Community Building Services Training Program: A Model Training Program to Provide Technical Training for Minority Adults in Construction, Building Maintenance, and Property Management. Final Report.**

Community Building Maintenance Corp., Chicago, Ill.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-21-17-74-32(1); PB-236-988

Pub Date Nov 72

Note—31p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-236-988; MF \$2.25, HC \$3.75)

**Document Not Available from EDRS**

Descriptors—\*Building Operation, \*Building Trades, Community Organizations, Construction Industry, \*Custodian Training, Demonstration Programs, Depressed Areas (Geographic), Employment Opportunities, Inner City, \*Job Training, Maintenance, \*Minority Groups, Neighborhood Improvement, Off the Job Training, On the Job Training

Identifiers—\*Illinois (Chicago)

A demonstration program, administered by a community based building maintenance, management, and construction corporation, was developed to provide technical training for minority adults in construction, building maintenance, and property management in the Chicago area. The program was concerned with seeking solutions to the lack of housing, job training, and job opportunities in large metropolitan depressed areas and with demonstrating how occupational opportunities for inner-city residents could be improved while their neighborhoods would simultaneously be rebuilt. The report describes the recruitment of trainees, pre-skill training, pre-apprentice skill familiarity practice, on-site training, and trainee evaluation procedures for the program which was designed to accommodate 26-43 participants at any given time. Six goals and specific objectives for attaining them are stated. A Concluding section discusses accomplishments of the relatively successful program in comparison to its goals, program improvements based on experience, and need for continuation. (NTIS)

ED 115 898 CE 005 739

Marshall, John L.

**VIEW Handbook: Vital Information for Education and Work. Applications for the Local School.**

Michigan VIEW Lab., Mason.

Spons Agency—Michigan State Dept. of Education, Lansing.

Pub Date [72]

Note—126p.

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—Career Education, Career Exploration, Career Planning, Guidance Counseling, Information Dissemination, Information Services, \*Information Systems, Instructional Materials, \*Manuals, Microfiche, Microfilm, Microforms, \*Occupational Information, Program Guides, \*Secondary Schools, State Programs, \*Vocational Counseling

Identifiers—Michigan, VIEW, Vital Information for Education and Work

VIEW (Vital Information for Education and Work) is essentially an information-gathering, storing, and dissemination system which uses microfiche application for information retrieval. It provides a means for giving current occupational information at a local level. The State of Michigan has made the VIEW project available to every junior and senior high school in the State with the participating schools responsible for providing their own microfilm readers and an implementor. The basic services provided by the State include two VIEW microfiche decks, an orientation filmstrip, newsletters, an inservice training session, and the VIEW handbook. The handbook contains samples of the collection's occupational information materials; self-exploration, career planning, career exploration, and decision-making worksheets for use by counselors with students; and supportive classroom worksheets for use by teachers. Preference tests and occupa-

tional fact-finding exercises comprise most of the counselor's materials, while games such as scrambled words, 20 questions, and crosswords are representative of the collection of teacher's materials. The VIEW indexes, however, comprise the largest part of the handbook (66 pages). These indexes are alphabetical listings of job titles on which information is contained in the VIEW collection. (Author/AJ)

ED 115 899 CE 005 740

Harms, Hans H. Phinney, A. W.

**I Say Try: A Successful Low-Cost Alternative for Housing Rehabilitation with Volunteers and Job Training.**

Low Cost Housing Corp., Boston, Mass.

Spons Agency—Department of Housing and Urban Development, Washington, D.C. Office of Policy Development and Research.

Report No.—PB-240-970

Pub Date Oct 74

Note—84p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-240-970; MF \$2.25, HC \$4.75)

**Document Not Available from EDRS**

Descriptors—\*Building Improvement, \*Building Trades, Community Development, Economic Factors, \*Employment Programs, \*Job Training, \*Low Rent Housing, Metropolitan Areas, Neighborhood Improvement, On the Job Training, Volunteers

Identifiers—\*Massachusetts (Boston)

The report gives a brief history of Boston's South End, its housing situation, and the Low Cost Housing Corporation (LCHC), founded in 1965 as a nonprofit organization to provide housing for low income tenants. The rehabilitation process for brickfront row houses is described thoroughly. Details of a training program which utilized volunteers and LCHC construction supervisors to assist trainees in renovating neighborhood buildings for low income tenants are given. Trainees were employed by LCHC or other building rehabilitation or construction firms and received classroom instruction (from LCHC supervisors, five hours per week) and on the job training (from skilled crew members at the construction sites) in plumbing, plastering, painting, woodworking, and electrical work. After varying periods of time in the program, the trainees were employed as follows: 11 as skilled tradesmen, 15 as experienced helpers, and 14 as construction laborers. The report also gives information on tenant relations and community development. Conclusions stress the economic value of the human commitment factor as contributing to the program's success. (NTIS)

ED 115 900 CE 005 741

Kennedy, Minnie And Others

**Career Awareness. A K-3 Activities Book.**

Anchorage Borough School District, Alaska.

Pub Date Oct 74

Note—163p.

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—Audiovisual Aids, Bibliographies, Career Awareness, \*Career Education, Educational Objectives, Instructional Materials, \*Learning Activities, \*Primary Education, Resource Guides, Teacher Developed Materials, \*Units of Study (Subject Fields)

Identifiers—Alaska, \*Anchorage Borough School District

The classroom activities presented in the document were designed by primary teachers in the Anchorage Borough School District for field-testing and evaluation in the 12 elementary schools in the Exemplary Career Education Project. The activities, for grades K-3, are arranged under the following areas: self-knowledge and interpersonal relations, work, leisure, planning and decision making, community involvement, basic studies and occupational preparation, and discovering Anchorage. Information on each activity includes: grade; subject; concept; developmental goal; objective; learning activities, including descriptions and procedures; materials and resources necessary; and occupations to explore, where applicable. A 21-page bibliography suggests materials for career education and includes titles under the following categories: books, 17 pages; 5 super eight film loops; 11 cassettes; 26 filmstrips; 5 film strip and cassette; 4 film strip and sound; 6 prints; 4 records; and a supplementary book list. (LH)



ED 115 901

CE 005 744

**Fundamentals of Supervision.**

New Mexico State Personnel Office, Santa Fe.  
Spons Agency—Civil Service Commission,  
Washington, D. C. Bureau of Intergovernmental  
Personnel Programs.

Report No.—PB-239-017; USCSC-73-NM-03

Pub Date Mar 74

Note—103p.

Available from—National Technical Information  
Service, Springfield, Virginia 22151 (PB-239-  
017; MF \$2.25, HC \$5.25)

**Document Not Available from EDRS**

Descriptors—\*Adult Education, Autoinstructional  
Aids, Communication Skills, \*Correspondence  
Courses, Employment Interviews, Industrial  
Relations, Interpersonal Competence, Leader-  
ship Training, \*Management Development, Su-  
pervision, Supervisors, \*Supervisory Activities,  
Supervisory Methods, \*Supervisory Training

The correspondence course in supervision is  
designed for adults interested in self development  
who hope either immediately or ultimately to as-  
sume supervisory responsibilities. Each of the 10  
chapters contains an introduction, a statement of  
what should be learned from the chapter, written  
course material in paragraph and outline form,  
and a true-false or multiple choice test (no an-  
swers are provided). The chapter topics are: the  
supervisor, supervisor and leadership, understand-  
ing human behavior, human relations, delegation  
of authority, effective communications, dealing  
with problem workers, training workers, the em-  
ployee interview and performance techniques,  
and supervisor's role in labor relations. (NTIS)

ED 115 902

CE 005 749

**Corrosion Control Specialist Career Ladder AFSC  
53530, 53550, 53570, and 53690. Occupational  
Survey Report.**

Air Force Occupational Measurement Center,  
Lackland AFB, Tex.

Report No.—AD-A008-189; AFPT-90-535-149

Pub Date 1 Mar 75

Note—51p.

Available from—National Technical Information  
Service, Springfield, Virginia 22151 (AD-  
A008-189; MF \$2.25, HC \$4.25)

**Document Not Available from EDRS**

Descriptors—\*Career Ladders, \*Job Analysis,  
Job Satisfaction, Job Training, \*Metals, Milita-  
ry Personnel, Occupational Clusters, Occupa-  
tional Information, \*Occupational Surveys,  
Task Analysis, \*Task Performance  
Identifiers—Air Force, \*Corrosion Control

The report describes the results of a detailed  
occupational survey of the corrosion control  
career ladder. Responses to a 457-task, time rat-  
ing inventory from 1,015 personnel (representing  
64 percent of the career field) were analyzed to  
produce seven specific findings and the career  
ladder structure. The career ladder includes a  
variety of jobs performed by airmen in the  
prevention, identification, and control of corro-  
sion on metal surfaces of aircraft, missiles, and  
support systems within the Air Force. Subject  
areas investigated include duties and tasks  
characteristically performed by corrosion control  
personnel at various stages in their careers from  
the standpoint of their career progression and  
time in service. Background data on the person-  
nel, comparisons between field performance and  
items in the Specialty Training Standard, and a  
short discussion of the relative difficulty of tasks  
as rated by personnel of the career field are also  
contained in the report. Appended are sum-  
marized survey results for personnel in each job  
cluster and job type in the career ladder (number  
of members, major command, skill level, mean  
number of tasks performed, and primary duties).  
(NTIS)

ED 115 903

CE 005 751

Janney, Mary

[Career Counseling for Women]: Speech at the  
NAIS 1975 Annual Convention in Atlantic City.  
Pub Date 3 Aug 75

Note—16p.; Speech given before the Annual  
Convention of the National Association of In-  
dependent Schools (Atlantic City, New Jersey,  
August 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Career Opportunities, \*Educational  
Change, Educational Needs, Females,  
\*Feminism, \*Individual Needs, \*Sex Dis-  
crimination, \*Sex Stereotypes

There is an increasing need to prepare women  
for careers other than the traditional roles they  
have had in the past. Statistics referring to the  
occupational needs of women today and the  
lower position they hold in the labor market  
document this need. Women have tended to oc-  
cupy positions in elementary and secondary  
schools, nursing and medical laboratory work,  
library science, and home economics. Changes in  
educational programs and school curriculum are  
necessary to increase the number of opportunities  
available for young women in choosing a career  
for themselves. For example, sports facilities  
should be equally available for both boys and  
girls; the choice of textbooks, especially in the  
lower grade levels, should avoid sex stereotypes;  
counseling for female students should focus on  
their importance in the work force; and both  
sexes should be represented when outside  
resources are brought in the school. Suggestions  
to try new experiences outside the school through  
summer jobs can also provide new interests.  
School programs directed at increasing the  
awareness of female students regarding their  
place in the world of work should be encouraged  
so that they can have more control over their life  
decisions and plans. (EC)

ED 115 904

CE 005 752

**Career Education Curriculum Guide Hume R-  
VIII School.**

Missouri State Dept. of Elementary and Seconda-  
ry Education, Jefferson City.

Pub Date Jun 75

Note—65p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Career Awareness, \*Career Educa-  
tion, Career Exploration, \*Curriculum Guides,  
\*Elementary Secondary Education, \*Integrated  
Curriculum, Junior High Schools, \*Learning  
Activities, Special Education, Vocational Edu-  
cation

The book sketches the career education con-  
cepts and learning activities which have been  
developed for inclusion in the academic curricu-  
lum of one Missouri school, from kindergarten  
through secondary grades. Several learning activi-  
ties are suggested for each elementary grade  
level. The primary-level activities are intended to  
increase students' awareness of self and others;  
the intermediate-level activities emphasize aware-  
ness of occupations. Two page special education  
and remedial reading career education guides  
supplement recommended commercial materials  
by indicating very briefly, in the former, learning  
activities related to 10 occupational clusters; in  
the latter, activities related to farming and home-  
making. The section intended for use by junior  
high and high school teachers is organized by  
academic or vocational education subject, with  
several career-related lesson suggestions offered  
for each. It assumes that only female students will  
be taking certain sections of the home economics  
curriculum. The concluding section lists the  
career education resources available to teachers  
in the school which produced the career educa-  
tion guide. The book also contains an outline of  
the career education responsibilities of the  
guidance counselor at each grade level from 7 to  
12 and an overview of the vocational curriculum  
available in the area vocational-technical school.  
(AJ)

ED 115 905

CE 005 753

**Mobile Occupational Development Education  
Laboratories [Project MODEL]. July 1, 1974  
through June 30, 1975. Final Report.**

Massachusetts State Dept. of Education, Boston.  
Div. of Occupational Education.; Nashoba Val-  
ley Technical High School, Westford, Mass.

Spons Agency—Office of Education (DHEW),  
Washington, D.C.

Pub Date Aug 75

Note—64p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Demonstrations (Educational),  
\*Disadvantaged Groups, Educational Objec-  
tives, \*Educational Programs, Federal Pro-  
grams, Handicapped, Minority Groups, \*Mo-  
bile Educational Services, Mobile Laboratories,  
\*Program Descriptions, Program Evaluation,  
Rehabilitation Programs, \*Special Education,  
Vocational Education

Identifiers—\*Project MODEL, Vocational  
Evaluation

Included in the report of Project MODEL's  
final year of operation as a Federally-funded edu-

cational project is a brief description of the pro-  
ject and an examination of its various operational  
activities. The project was originally designed to  
test the effectiveness of a specialized form of in-  
struction for specific groups (physically and men-  
tally handicapped, the incarcerated, ethnic  
minorities, and other socioeconomically disad-  
vantaged) and to demonstrate their instruction to  
agencies which serve these groups. To deliver  
these programs of entry-level skill training or vo-  
cational assessment and orientation, four mobile  
units dealing in business education, distributive  
education, small engine repair/auto tune-up, and  
vocational evaluation were utilized. An outline of  
the project's 10 major objectives and their status  
and disposition are presented. A third party  
evaluation was conducted to assess the produc-  
tivity and effectiveness of the project in reaching  
and dealing with five distinct groups: corrections,  
retarded, handicapped, disadvantaged, and racial  
and ethnic minorities. The evaluation was  
uniformly quite favorable. A rationale for the  
continuation of the project's concepts and opera-  
tion as a private non-profit organization are  
presented. Tables and charts supplement the  
discussion on the project's operations and activi-  
ties. (Author/EC)

ED 115 906

95

CE 005 754

Nelson, Richard E.

**Guide for Implementing Career Education.**

Missouri Univ., Columbia. Career Guidance  
Counseling Placement Project.

Spons Agency—Missouri State Dept. of Educa-  
tion, Jefferson City. Div. of Career and Adult  
Education.; Office of Education (DHEW),  
Washington, D.C.

Pub Date [74]

Note—38p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Administrator Role, \*Advisory  
Committees, \*Career Education, Committees,  
Educational Administration, \*Guidelines, \*Pro-  
gram Planning

The guide provides background information  
and suggested procedures to assist school ad-  
ministrators in the planning and implementation  
of career education in a local school district. Key  
decision-making bodies are necessary to imple-  
ment an effective career education program  
(school boards superintendent, principals, instruc-  
tional staff, counselors, and the community), and  
suggested activities and considerations for each of  
them are presented. Career education may be im-  
plemented with the use of three primary commit-  
tee structures: (1) the steering committee, with  
district wide representation, provides an organiza-  
tional structure that is responsive to community  
needs; (2) the building committee for each  
school building provides plans for the inservice  
training program; and (3) the community adviso-  
ry committee provides the school system with ac-  
cess to community resources. The possibility of a  
communications program for promoting career  
education is discussed with reference to the  
public to be reached and types of media and  
communication systems. A reference list, a  
bibliography, and a list of school districts in Mis-  
souri with special projects in career education are  
included. (Author/EC)

ED 115 907

95

CE 005 801

Norton, Robert E.

**Staff Development Guidelines and Procedures for  
Comprehensive Career Education.**

Ohio State Univ., Columbus. Center for Voca-  
tional and Technical Education.

Spons Agency—National Inst. of Education (D-  
HEW), Washington, D.C.

Report No.—VT-102-269

Pub Date 75

Note—228p.; For related documents, see CE 005  
802-819

Available from—Center for Vocational Educa-  
tion, Ohio State University, 1960 Kenny Road,  
Columbus, Ohio 43210 (Order No. S03,  
\$15.00)

**Document Not Available from EDRS**

Descriptors—\*Career Education, Guidelines, \*In-  
service Teacher Education, \*Instructional  
Materials, Instructional Staff, Learning Activi-  
ties, Needs Assessment, \*Program Coordina-  
tion, Program Planning, Questionnaires, \*Staff  
Improvement, Teacher Education, Teaching  
Procedures

The guidelines are intended to assist the in-  
service program coordinator with a staff develop-

ment program for comprehensive career education. The contents of the document cover the following career education topics: (1) overview; (2) the need for staff development; (3) roles and functions of the career education inservice coordinator; (4) initial considerations in developing a staff development program (goals, model, and management plan); (5) planning and implementing inservice education programs; (6) evaluating the staff development effort; (7) suggested inservice education programs and materials; and (8) sources of inservice educational assistance. Appended are several instruments including career education competency statements for teachers, counselors, and administrators; self-assessment and needs assessment materials; and a workshop planning kit. A glossary is also provided. (LJ)

**ED 115 908 95 CE 005 802**  
**A Training Program for the Inservice Coordinator in Comprehensive Career Education.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—VT-102-270

Pub Date 74

Note—174p.; For related documents, see CE 005 801-819

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. S11, \$30.00)

**Document Not Available from EDRS**

**Descriptors—**Administration, Administrator Role, Audiovisual Instruction, \*Career Education, Educational Programs, Evaluation, Inservice Teacher Education, Instructional Design, \*Instructional Materials, \*Instructor Coordinators, Learning Activities, \*Program Coordination, Public Relations, \*Teacher Educator Education  
 The document presents a complete, introductory training program for potential inservice coordinators. The program format includes the use of both written and audiovisual learning materials. The purposes of the program are to provide an awareness of the responsibilities of the coordinator's role, acquaint the learner with necessary skills, and present opportunities to practice these skills. Aspects of the inservice coordinator's role are presented in five interrelated units: instructional design, evaluation, instructional materials development, administration, and public relations. Study exercises and followup activities are utilized throughout the document. A pretest and posttest accompany the program and scripts for the slide/tape presentations are appended. (LJ)

**ED 115 909 95 CE 005 803**

*Drier, Harry N., Jr., Ed. And Others*

**Facilitator's Instructional Plan. Orientation to Career Education: A Group Approach. Introduction.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—VT-102-271

Pub Date 75

Note—69p.; For related documents in the set, see CE 005 804-809; For other related documents, see CE 005 801-819

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Only available in complete set of six, Order No. S04, \$25.00 per set)

**Document Not Available from EDRS**

**Descriptors—**\*Career Education, Educational Development, Group Activities, \*Inservice Programs, Inservice Teacher Education, Instructional Materials, \*Leaders Guides, Orientation Materials, \*Program Planning, Teacher Orientation, Teacher Workshops, \*Teaching Techniques

The program is intended for inservice use by State department consultants, intermediate and local school district inservice coordinators, and college and university instructors. It affords them the opportunity to examine the concept of career education and the concomitant implications for change in their local settings. The document is the introduction to a subset of six instructional packages focusing on teacher orientation to career education. It contains a facilitator's instructional plan, instruments to assist assessment and program planning activities, and a glossary.

Appended are explanations of techniques to be used during the orientation program: brainstorming, demonstration, discussion, field trips, interviewing, role playing, question box, symposium, simulation, and the use of resource persons. (LJ)

**ED 115 910 95 CE 005 804**

*Drier, Harry N., Jr., Ed. And Others*

**Why Career Education. Orientation to Career Education: A Group Approach. Module 1.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—VT-102-272

Pub Date 75

Note—104p.; For related documents in the set, see CE 005 803-809; For other related documents, see CE 005 801-819

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. S04I, \$4.50 ea.; Complete set of six, Order No. S04, \$25.00 per set)

**Document Not Available from EDRS**

**Descriptors—**\*Career Education, \*Educational Development, \*Group Activities, Inservice Programs, Inservice Teacher Education, \*Instructional Materials, Leaders Guides, Learning Activities, Orientation Materials, Teacher Orientation, Teacher Workshops

The document is the first of a subset of six instructional packages focusing on teacher orientation to career education. Utilizing a group approach, the module presents both historical and current perspectives on factors influencing the development of career education. Four lessons comprise the module concerning the topics of: (1) preparing participants for group involvement, (2) the career education movement in perspective, (3) current educational and social characteristics affecting the need for career education, and (4) a rationale for emphasizing decision-making skills in career education. Each lesson is organized according to goals, performance objectives, content, learning activities, related resources, and study questions. Along with a glossary and a list of supplementary readings, transparency masters, task sheets, handouts, and readings pertinent to each of the lessons are included. (LJ)

**ED 115 911 95 CE 005 805**

**Focusing on Supportive Interests and Local Needs. Orientation to Career Education: A Group Approach. Module 2.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—VT-102-273

Pub Date 75

Note—65p.; For related documents in the set, see CE 005 803-809; For other related documents, see CE 005 801-819

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. S04II, \$4.50 ea.; complete set of six, Order No. S04, \$25.00 per set)

**Document Not Available from EDRS**

**Descriptors—**\*Administrator Education, \*Career Education, \*Financial Support, Group Activities, \*Inservice Programs, Inservice Teacher Education, Instructional Materials, Leaders Guides, Learning Activities, Orientation Materials, Teacher Orientation

The document is the second of a subset of six instructional packages focusing on teacher orientation to career education. The module is designed to assist an administrator in the implementation of a career education program. Two lessons present two approaches for the school administrator. One provides information relative to the nature and available support from national, State, and local agencies. The second lesson details the collection and use of data pertinent to student needs in an administrator's local area. Each lesson is organized according to goals, performance objectives, content, learning activities, related resources, and study questions. A glossary and supplementary readings are included as well as readings, task sheets, and handouts for each of the lessons. (LJ)

**ED 115 912 95 CE 005 806**

*Drier, Harry N., Jr., Ed. And Others*

**Career Education Theory, Goals, and Planning Considerations. Orientation to Career Education: A Group Approach. Module 3.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—VT-102-274

Pub Date 75

Note—177p.; For related documents in the set, see CE 005 803-809; For other related documents, see CE 005 801-819

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. S04III, \$4.50 ea.; Complete set of six, Order No. S04, \$25.00 per set)

**Document Not Available from EDRS**

**Descriptors—**\*Career Education, Educational Objectives, Educational Philosophy, \*Educational Planning, \*Educational Theories, Group Activities, \*Inservice Programs, Inservice Teacher Education, \*Instructional Materials, Leaders Guides, Orientation Materials, Teacher Orientation, Teacher Workshops

The document is the third of a subset of six instructional packages focusing on teacher orientation to career education. It focuses on career education theory, goals, philosophy, and the concepts that are important to school staffs as the bases for implementation guidelines. The lessons also attempt to promote a thorough understanding of career education by the staff to help them correct misconceptions held by the public. The document contains four lessons which deal with the following topics related to career education: (1) supporting theories; (2) issues; (3) elements, concepts, goals, and outcomes; and (4) philosophy, goals, statements, and objectives. Each lesson is organized according to goals, performance objectives, content, learning activities, related resources, and study questions. A general glossary is part of the document, and readings, transparency masters, task sheets, and handouts for each lesson are also provided. (LJ)

**ED 115 913 95 CE 005 807**

*Drier, Harry N., Jr., Ed. And Others*

**Career Education Models and Implementation Strategies. Orientation to Career Education: A Group Approach. Module 4.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—VT-102-275

Pub Date 75

Note—102p.; For related documents in the set, see CE 005 803-809; For other related documents, see CE 005 801-819

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. S04IV, \$4.50 ea.; Complete set of six, Order No. S04, \$25.00 per set)

**Document Not Available from EDRS**

**Descriptors—**\*Career Education, Demonstration Projects, \*Educational Programs, \*Educational Strategies, Federal Programs, Group Activities, \*Inservice Programs, Inservice Teacher Education, Instructional Materials, Leaders Guides, \*Models, Orientation Materials, State Programs, Teacher Orientation

The document is the fourth of a subset of six instructional packages focusing on teacher orientation to career education. The module presents four national career education modules of Federal and State career education projects: (1) the school-based model, (2) the experience-based model, (3) the home/community-based model, and (4) the rural-residential model. Three lessons make up the document, and include the implementation strategies, approaches, and descriptions of Federal and State career education programs. Each lesson is organized according to goals, performance objectives, content, learning activities, related resources, and study questions. A glossary, lists of readings and supplementary readings, task sheets, transparency masters, and handouts are presented for each of the lessons. (LJ)



ED 115 914 95 CE 005 808

*Drier, Harry N., Jr., Ed. And Others***Role Identification in Career Education. Orientation to Career Education: A Group Approach. Module 5.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—VT-102-276

Pub Date 75

Note—68p.; For related documents in the set, see CE 005 803-809; For other related documents, see CE 005 801-819

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. S04V, \$4.50 ea.; Complete set of six, Order No. S04, \$25.00 per set)

**Document Not Available from EDRS****Descriptors**—\*Career Education, Cooperative Planning, \*Educational Development, Group Activities, \*Inservice Education, Inservice Teacher Education, Instructional Materials, \*Interaction, Leaders Guides, Learning Activities, Orientation Materials, Relationship, \*Role Perception, Teacher Orientation

The document is the fifth of a subset of six instructional packages focusing on teacher orientation to career education. The two lessons included in the module are designed to aid inservice teachers in the identification and understanding of the value of cooperative relationships within the school and the community and the potential contributions of various groups to the development of career education. Further, methods for analyzing their roles in implementation of career education are presented for exploration by the teachers. Each lesson is organized according to goals, performance objectives, content, learning activities, related resources, and study questions. A glossary, lists of readings and supplementary readings, task sheets, and handouts for each lesson are included. (LJ)

ED 115 915 95 CE 005 809

*Drier, Harry N., Jr., Ed. And Others***Resources in Career Education. Orientation to Career Education: A Group Approach. Module 6.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—VT-102-277

Pub Date 75

Note—107p.; For related documents in the set, see CE 005 803-808; For other related documents, see CE 005 801-819

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. S04VI, \$4.50 ea.; Complete set of six, Order No. S04, \$25.00 per set)

**Document Not Available from EDRS****Descriptors**—\*Career Education, \*Community Resources, \*Educational Resources, \*Group Activities, Information Sources, \*Inservice Education, Inservice Teacher Education, Instructional Materials, Leaders Guides, Orientation Materials, Resource Guides, Teacher Orientation

The document is the final of a subset of six instructional packages focusing on teacher orientation to career education. The purpose of the module is to acquaint the user with the location, nature, accessibility, and suggested uses of various resources at the national, State, and community levels. Upon completion of the three lessons the user should be able to apply and integrate the content into a plan to identify, organize, and utilize a career education resource system at the local level. Each lesson is organized according to goals, performance objectives, content, learning activities, related resources, and study questions. A glossary and supplementary readings accompany the unit as well as readings, transparency masters, task sheets, and handouts for each of the lessons. (LJ)

ED 115 916 95 CE 005 810

*Arrowsmith, Sue Cobb, Pat***Orientation to Career Education. An Individual Approach.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—VT-102-278

Pub Date 75

Note—146p.; For related documents, see CE 005 801-819

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. S12, \$6.00)

**Document Not Available from EDRS****Descriptors**—\*Career Education, Educational Strategies, \*Individualized Instruction, \*Inservice Teacher Education, Instructional Materials, Instructional Staff, \*Models, Orientation Materials, Post Testing, Pretests, \*Program Design, Social Change, Staff Improvement, Staff Orientation, Workshops

The purpose of the instructional module is to provide educators with an orientation to career education—its goals, objectives, and rationale. The material is presented in an individualized instructional format, consisting of a pretest and four units. Completion of the units in sequence assures a logical presentation of these introductory materials to career education. The introduction provides a general overview and includes a pretest for those who wish to identify the sections with which they are familiar and those that need review. Unit 1 presents a discussion of conditions in society to which career education can respond. Unit 2 identifies and describes four national models for career education. The third unit discusses the goals of the school-based comprehensive career education model and describes the methods of development and implementation. Unit 4 describes the function of the school-based career education components: staff development, community relations, curriculum development, guidance and placement, support systems, and evaluation. Each unit includes a goal statement, introduction, performance objective, learning activities, study exercises and answers, and a post-test. A glossary defines terms that are unique to career education models and to the materials presented in the module. (Author/NJ)

ED 115 917 95 CE 005 811

*Drier, Harry N., Jr., Ed. Martinez, Nancy S., Ed.***Facilitator's Instructional Plan. The Administration of Career Education.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—VT-102-279

Pub Date 75

Note—67p.; For related documents in the set, see CE 005 812-819; For other related documents, see CE 005 801-810

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. S05, only available in complete set of eight, \$25.00 per set)

**Document Not Available from EDRS****Descriptors**—\*Administrator Education, \*Career Education, Educational Administration, \*Inservice Education, \*Leaders Guides, Post Testing, Pretests, Questionnaires, Staff Orientation, Teaching Techniques, Workshops

The facilitator's guide introduces and explains an inservice program for administrators in career education. Consisting of eight additional modules, the program presents the administrator with an opportunity to examine career education, its implications for educational programs, and the various administrative functions affecting its implementation. The document presents an overview of the program, with an explanation of its organization, a glossary, and suggestions for implementation. Included are three instruments for collection of preworkshop data to be used in deciding lesson priorities and in evaluation of overall workshop effectiveness. A final 26-page section provides an overview of various teaching techniques. (NJ)

ED 115 918 95 CE 005 812

*Drier, Harry N., Jr., Ed. Martinez, Nancy S., Ed.***An Orientation to Career Education. The Administration of Career Education: Module 1.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—VT-102-280

Pub Date 75

Note—140p.; For related documents in the set, see CE 005 811-819; For other related documents, see CE 005 801-810

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order S05I, \$5.00 ea.; Complete set of eight, Order S05, \$25.00 per set)

**Document Not Available from EDRS****Descriptors**—\*Administrator Education, Administrator Role, Anthologies, \*Career Education, Educational Administration, Educational Change, \*Educational Strategies, \*Inservice Education, Instructional Materials, Leaders Guides, Learning Activities, Orientation Materials, Program Development, Staff Orientation, Workshops

The module is one of a series of eight developed to provide inservice training for administrators of career education programs. An opportunity is presented to the administrator to examine career education, its implications for educational change, and the various administrative functions affecting its implementation. Suggestions for the formulation of an implementation strategy base in local areas are presented. In addition, opportunities are provided for administrators to gain experience in handling criticism related to career education and to expand their own perspectives on the concept. The introduction provides a brief overview of the purpose and rationale for the module. Module goals and objectives are presented together to show the interrelationships, flow, and depth of coverage. Each of the four lessons is organized around a module goal, supportive content, and learning activities, with accompanying transparencies, task sheets, and handouts. An 80-page section of supplementary readings is coordinated with the lessons. (Author/NJ)

ED 115 919 95 CE 005 813

*Drier, Harry N., Jr., Ed. Martinez, Nancy S., Ed.***Change Strategies and Techniques. The Administration of Career Education: Module 2.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—VT-102-281

Pub Date 75

Note—68p.; For related documents in the set, see CE 005 811-819; For other related documents, see CE 005 801-810

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. S05II, \$5.00 ea.; Complete set of eight, Order No. S05, \$25.00 per set)

**Document Not Available from EDRS****Descriptors**—\*Administrator Education, \*Administrator Role, \*Career Education, \*Change Strategies, Educational Administration, Educational Change, \*Inservice Education, Instructional Materials, Leaders Guides, Learning Activities, Workshops

The module is one of a series of eight developed to provide inservice training for administrators of career education programs. The focus of the module is on a "planned change" process to implement career education programs. A significant amount of the module's content is oriented toward exposing the learner to various tools to be used in dealing with change variables. The tools range from organizational schemes which logically order implementation tasks, to diagnostic tools for gauging the pulse of an educational organization. The introduction provides a brief overview of the purpose and rationale for the module. Goals and objectives are presented together to show the interrelationships, flow, and depth of coverage. Each of the four lessons is organized around a module goal, supportive content, and learning activities, with accompanying transparencies, task sheets, and handouts. A section of supplementary readings also appears. (Author/NJ)

ED 115 920 95 CE 005 814

*Drier, Harry N., Jr., Ed. Martinez, Nancy S., Ed.***Career Education Needs and Assessment. The Administration of Career Education: Module 3.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—VT-102-282

Pub Date 75

Note—89p.; For related documents in the set, see CE 005 811-819; For other related documents, see CE 005 801-810

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. S05III, \$5.00 ea.; Complete set of eight, Order No. S05, \$25.00 per set)

**Document Not Available from EDRS**

Descriptors—\*Administrator Education, \*Career Education, Data Analysis, \*Data Collection, Educational Administration, Educational Needs, \*Inservice Education, Instructional Materials, Leaders Guides, Learning Activities, \*Needs Assessment, Orientation Materials, Program Development, Workshops

The module is one of a series of eight developed to provide inservice training for administrators of career education programs. The focus of the module is on the determination of needs as a prerequisite for implementation of programs in career education. The major lesson topics are: (1) the importance of needs assessment in career education, (2) needs assessment instrumentation, and (3) analysis and utilization of needs assessment data. The introduction provides a brief overview of the purpose and rationale for the module. Goals and objectives are presented together to show the interrelationships, flow, and depth of coverage. Each of the three lessons is organized around a module goal, supportive content, and learning activities, with accompanying transparencies, task sheets, and handouts. A section of supplementary readings also appears. (Author/NJ)

ED 115 921 95 CE 005 815  
Drier, Harry N., Jr., Ed. Martinez, Nancy S., Ed.

Identification of Resources. The Administration of Career Education: Module 4. Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—VT-102-283

Pub Date 75

Note—66p.; For related documents in the set, see CE 005 811-819; For other related documents, see CE 005 801-810

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. S05IV, \$5.00 ea.; Complete set of eight, Order No. S05, \$25.00 per set)

**Document Not Available from EDRS**

Descriptors—\*Administrator Education, \*Career Education, Community Resources, Educational Administration, \*Educational Resources, Human Resources, Information Dissemination, Information Services, \*Information Sources, \*Inservice Education, Instructional Materials, Leaders Guides, Learning Activities, Occupational Information, Program Development, Resource Centers

The module is one of a series of eight developed to provide inservice training for administrators of career education programs. It focuses the attention of the administrator on the various resources of the informational services (occupational, educational, and personal-social) which are available for use in career education resource centers and the integration of career education materials into the regular classroom curriculum. The lesson topics include: using resources to facilitate student awareness; classifying and disseminating career information; assessing human and nonhuman resources; and sources of occupational, educational, and personal-social materials. Task sheets and handouts to accompany the lessons are included, along with a list of supplementary readings. (Author/NJ)

ED 115 922 95 CE 005 816  
Drier, Harry N., Jr., Ed. Martinez, Nancy S., Ed.

Program Development Components of Career Education. The Administration of Career Education: Module 5.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—VT-102-284

Pub Date 75

Note—102p.; For related documents in the set, see CE 005 811-819; For other related documents, see CE 005 801-810

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. S05V, \$5.00 ea.; Complete set of eight, Order No. S05, \$25.00 per set)

**Document Not Available from EDRS**

Descriptors—\*Administrator Education, \*Career Education, Community Involvement, Curriculum, Educational Administration, Evaluation, Guidance, \*Inservice Education, Instructional Materials, Leaders Guides, Learning Activities, \*Program Development, Staff Improvement, Workshops

The module is one of a series of eight developed to provide inservice training for administrators of career education programs. It attempts to identify the essential components of comprehensive career education program development. A careful examination is made of the major components of program development: curriculum, staff development, guidance and placement, community involvement, support systems, and evaluation. The process of working such a program into the school through staff, students, parents, and community groups is presented and views as an interactive process wherein planning, implementation, and review are continuous and of concern to all groups. The two lesson topics are (1) program development components and (2) operational characteristics of program development components. Transparencies, task sheets, and handouts accompany the lessons. A 50-page section provides coordinated supplementary readings. (Author/NJ)

ED 115 923 95 CE 005 817  
Drier, Harry N., Jr., Ed. Martinez, Nancy S., Ed.

Evaluating Program Components. The Administration of Career Education: Module 6. Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—VT-102-285

Pub Date 75

Note—89p.; For related documents in the set, see CE 005 811-819; For other related documents, see CE 005 801-810

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. S05VI, \$5.00 ea.; Complete set of eight, Order No. S05, \$25.00 per set)

**Document Not Available from EDRS**

Descriptors—Accountability, \*Administrator Education, \*Career Education, Decision Making, Educational Administration, \*Evaluation Methods, \*Inservice Education, Instructional Materials, Leaders Guides, Learning Activities, \*Program Evaluation

The module is one of a series of eight developed to provide inservice training for administrators of career education programs. It addresses itself to developing an understanding of evaluation as it applies to accountability and decision making. The learning objectives are: to understand the accountability function of evaluation; to relate evaluation to the decision-making process; to consider the basic components of a comprehensive evaluation system; and to become familiar with evaluation as it applies to the program components of career education. Each of the four lessons is accompanied by transparencies, handouts, and task sheets. A 36-page section provides lesson-coordinated supplementary readings. (Author/NJ)

ED 115 924 95 CE 005 818  
Drier, Harry N., Jr., Ed. Martinez, Nancy S., Ed.

Financial and Resource Program Planning. The Administration of Career Education: Module 7. Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—VT-102-286

Pub Date 75

Note—74p.; For related documents in the set, see CE 005 811-819; For other related documents, see CE 005 801-810

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road,

Columbus, Ohio 43210 (Order No. S05VII, \$5.00 ea.; Complete set of eight, Order No. S05, \$25.00 per set)

**Document Not Available from EDRS**

Descriptors—\*Administrator Education, \*Career Education, Educational Administration, Educational Economics, \*Educational Finance, Financial Support, \*Inservice Education, Instructional Materials, Leaders Guides, Learning Activities, \*Planning, Resource Allocations

The module is one of a series of eight developed to provide inservice training to administrators of career education programs. It presents financial program planning as an integral part of the administration of career education. Financial program planning as a concept and basic administration task is defined in this module to include three elements: (1) financial planning, (2) financial programming, and (3) budgeting. The learning objectives of the module are: to become familiar with procedures in financial planning; to become familiar with a financial program for career education; to identify financial and human resources necessary for the support of a total program; and to develop an operational plan for use in a local education agency. Each of the four lessons includes transparencies, task sheets, and handouts. A 32-page section provides lesson-coordinated supplementary readings. (Author/NJ)

ED 115 925 95 CE 005 819  
Drier, Harry N., Jr., Ed. Martinez, Nancy S., Ed.

Developing an Implementation Plan. The Administration of Career Education: Module 8.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—VT-102-287

Pub Date 75

Note—81p.; For related documents in the set, see CE 005 811-818; For other related documents, see CE 005 801-810

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. S05VIII, \$5.00 ea.; Complete set of eight, Order No. S05, \$25.00 per set)

**Document Not Available from EDRS**

Descriptors—\*Administrator Education, \*Career Education, Educational Administration, Educational Planning, \*Inservice Education, Instructional Materials, Leaders Guides, Learning Activities, Management Systems, \*Program Development, \*Program Planning

The module is one of a series of eight developed to provide inservice education training for administrators of career education programs. An examination of basic scientific planning approaches and procedures is presented to provide the administrator with a basic tool to implement career education. Various scientific management techniques and their application to educational planning are reviewed. The emphasis is then placed on activities that involve students in practical, useful exercises. The final product is a plan of implementation which is applicable to the situation in students' local districts. Both lessons include transparencies and lists of related resources. A 46-page section provides lesson-coordinated supplementary readings. (Author/NJ)

ED 115 926 95 CE 005 820  
Norton, Robert E. And Others

Staff Development Program for Promoting More Effective Use of Community Resources in Career Education. Section 2: In-Service Program. Modules A-H.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—384p.; For Section 1, related plan and survey procedures, see CE 005 893

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. S08II, \$11.00 per set of modules A-H; Order No. S08II (A-H), \$1.50 ea., modules available separately; complete set of Section I and II, Order No. S08, \$15.00)

**Document Not Available from EDRS**

Descriptors—\*Career Education, Community Involvement, \*Community Resources, Field Trips, Human Resources, Inservice Programs,

\*Inservice Teacher Education, Instructional Materials, Instructional Staff, Lesson Plans, Program Coordination, \*Resource Units, School Community Relationship, \*Staff Improvement

The inservice program section of the staff development program for promoting more effective use of community resources in career education consists of eight modules. Each module contains an instructional plan, suggestions for the inservice coordinator, handout and transparency masters, and resource materials. The eight separate modules are: (1) community resources and career education; (2) use of local community resources; (3) using resource persons; (4) using field trips; (5) experiencing the work setting; (6) using community-school advisory committees; (7) involving community organizations; and (8) application activity. Section 1 of the program, containing the plan and survey procedures, is available as CE 005 893. (Author/MF)

ED 115 927 CE 005 821

Green, Gary Q., Comp.

Selected Data for Educational Planners.

Tennessee Univ., Knoxville. Coll. of Education; Tennessee Univ., Knoxville. Occupational Research and Development Coordinating Unit.

Spons Agency—Tennessee State Board for Vocational Education, Nashville.

Report No.—VT-102-298

Pub Date 1 Jan 73

Note—20p; Page 17 may not reproduce well due to broken type

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Comparative Analysis, Demography, Educational Needs, \*Educational Planning, \*Employment Statistics, State Surveys, \*Statewide Planning, \*Statistical Data, Tables (Data), \*Vocational Education

Identifiers—\*Tennessee (Davidson County)

The document is one of a series of 95 booklets, one for each county in Tennessee, and presents data for Davidson County in the form of tables and charts to assist educational planning at the State and local level. The data presented is chosen for its practical value in determining which vocational course offerings would be of the greatest value to the community as a whole after considering both the demographic and economic growth patterns. By combining data found in various sections of the booklet with the knowledge available only to those persons dealing with the practical realities of day-to-day operations, it is hoped that the strengths of both the theoretician and the practitioner will emerge by causing operational decisions to be based on hard data. (Author/LJ)

ED 115 928 CE 005 822

Texas Conference for Vocational Administrators and Vocational Supervisors (Texas A & M University, October 8-11, 1974).

Texas A and M Univ., College Station. Coll. of Education; Texas Education Agency, Austin.

Report No.—VT-102-299

Pub Date Oct 74

Note—73p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Administrative Personnel, \*Community Relations, \*Conference Reports, Educational Administration, \*Educational Finance, Statewide Planning, Summative Evaluation, Supervisors, \*Vocational Directors, \*Vocational Education

Identifiers—Texas

The general sessions of the nationwide conference for vocational administrators and supervisors addressed the topics of: (1) weighted pupil funding and implications for vocational education, (2) State funding as conceived by the governor's staff, (3) area school jurisdictions, (4) present funding and vocational education, and (5) the challenge of vocational education. Summaries of sectional meeting speeches on community relations, financing vocational education, evaluation of vocational education, techniques of supervision, the management of vocational education, and the role of the instructional officer are also included. The results of participant evaluation conclude the report. (NJ)

ED 115 929 CE 005 823

Gray, Kenney E. And Others

A Needs Assessment of Employment Demands/Interests for Nashville-Davidson County Metropolitan Public Schools.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Nashville - Davidson County Metropolitan Public Schools, Tenn.

Report No.—VT-102-301

Pub Date May 75

Note—291p.

EDRS Price MF-\$0.76 HC-\$14.59 Plus Postage

Descriptors—Demand Occupations, Educational Needs, Employment Qualifications, Employment Trends, Interest Research, \*Manpower Needs, \*Needs Assessment, Occupational Choice, \*Occupational Information, Parental Aspiration, Semiskilled Workers, Skilled Workers, Student Interests, \*Surveys, Tables (Data), Teacher Attitudes, \*Vocational Interests

Identifiers—Tennessee (Nashville)

The results of several surveys conducted to assess current employment needs and student and parent interests in greater Nashville (Tennessee) are reported. The needs assessment was conducted in an effort to generate information which would be useful for planning expanded vocational education programs in the metropolitan public schools of Nashville-Davidson County. The findings of the surveys are reported in five chapters as follows: (1) Nashville area employment needs survey for 1976, (2) entrance requirements for highest demand occupations, (3) student and parent survey findings, (4) perceptions of curricular needs by school personnel, and (5) recommendations. (Author/VA)

ED 115 930 CE 005 824

Guidelines for Comprehensive Vocational-Technical Education Programs. A Handbook for Superintendents, Principals, Local Directors, and Supervisors of Vocational Education.

Tennessee Univ., Knoxville. Occupational Research and Development Coordinating Unit. Spons Agency—Tennessee State Board for Vocational Education, Nashville.

Report No.—VT-102-302

Note—75p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Administrator Guides, \*Administrator Responsibility, \*Administrator Role, Educational Planning, Guidelines, \*Program Administration, Program Evaluation, Vocational Directors, \*Vocational Education

Identifiers—Tennessee

The purpose of the handbook is to provide basic guidelines and information for administrators and supervisors of comprehensive vocational education programs in the State of Tennessee. Emphasis is placed on duties, responsibilities, and functions performed by administrative and supervisory personnel. The handbook also includes: (1) suggested goals for local education agencies operating vocational education programs, (2) descriptions of various service areas and special programs in vocational education, and (3) a listing of reference sources for the administrator. (VA)

ED 115 931 95 CE 005 825

Public Information on Vocational Education. Final Report.

Wise County Schools, Va.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Report No.—VT-102-304

Pub Date 17 Jun 75

Note—15p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*County Programs, Developmental Programs, \*Educational Opportunities, Program Descriptions, \*Publicize, Public Relations, Vocational Development, \*Vocational Education

Identifiers—\*Virginia (Wise County)

The document is the final report of a project designed to make the public and students aware of the possibilities available in vocational education in the Wise County Schools in Virginia. The objectives of the program were as follows: (1) to provide materials to be used for career guidance, (2) to make the public aware of the total vocational programs in the division, (3) to renew dropout interest in vocational training, and (4) to make adults aware of the retraining possibilities. A slide-tape presentation was prepared and used in six secondary schools prior to preregistration for the 1975-76 school year. After each showing,

students and teachers were asked their reactions. Plans are in progress for presentations in public places such as bank lobbies, city hall, and the county fair. Included in the report is a copy of the script used with the slides pertaining to the Wise County vocational program. (Author/NJ)

ED 115 932 95 CE 005 826

Williams, Romona Perry

An Evaluation of the Health Careers Program at Jefferson Senior High School. Final Report.

Roanoke City School Board, Va.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.—VT-102-305

Pub Date 30 May 75

Note—58p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Career Choice, Developmental Programs, \*Followup Studies, Graduate Surveys, \*Health Occupations Education, \*Participant Satisfaction, \*Program Effectiveness, \*Program Evaluation, Questionnaires, Relevance (Education), Secondary Education, Tables (Data), Vocational Education, Work Experience

Identifiers—Virginia (Roanoke)

The report is a one shot followup study of 128 secondary school students who had completed a health careers course at Jefferson High School in Roanoke, Virginia. The response rate was 87 percent. The former students were surveyed by questionnaire to determine the effectiveness of the program and to provide data relevant to program improvement. It was found that 48 percent of the respondents were employed in the field of training, and also that part-time work experience as a student increased the related employment to 80 percent. Also revealed was that part-time work experience increased the percentage of students who sought additional education. The program aided 88 percent of the students in making career choices, and 79 percent felt prepared for all occupational experiences. A high degree of job satisfaction was reported. The most frequent suggestion for course improvement was for more "hands on" experiences during class time. Overall, the program was found to be effective in meeting its objectives. The six-page questionnaire and samples of related correspondence are appended. (Author/NJ)

ED 115 933 CE 005 827

Day, Gerald F.

An Investigation Into the Use of Criterion-Referenced Measurement in Vocational and Technical Training.

Report No.—VT-102-309

Pub Date 75

Note—71p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Behavioral Objectives, Comparative Analysis, \*Criterion Referenced Tests, Educational Research, Feasibility Studies, Literature Reviews, Measurement, Norm Referenced Tests, \*State of the Art Reviews, Technical Education, Testing, \*Test Reliability, \*Vocational Education

The paper investigates and analyses the current state of the art of criterion-referenced measurement (CRM), with a view to determining its use in training and instructional programs. It presents a review of the literature pertaining to the following aspects: a brief history of CRM; a definition and comparison of criterion-referenced and norm-referenced measures; usage of the two measures; and the construction and evaluation of criterion-referenced tests in terms of validity, reliability, and other test characteristics. The literature supports the following conclusions: (1) all definitions of CRM stress score interpretation as representing what the individual can do relative to instructional objectives rather than other individuals; (2) criterion-referenced information is valuable in making certain decisions based on what a person can do at a given point in the training cycle; (3) CRM has focused much attention on behavioral objectives and training outcomes; (4) behavioral objectives must be carefully written to effectively direct and measure instruction; (5) more than one measure should be used to validate any CRM to decrease the error associated with its measurement; (6) it is difficult to develop objective procedures necessary for CRM of complex behavior; (7) CRM supplements but should not replace normative tests in training; and (8) more research is needed before

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extensive use of CRM in instructional programs can be recommended. (Author/NJ)

**ED 115 934** CE 005 828  
Manpower Research and Development Projects.  
1974 Edition.

Manpower Administration (DOL), Washington, D.C.

Report No—VT-102-310

Pub Date 74

Note—306p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (no price given)

**EDRS Price MF-\$0.76 HC-\$15.86 Plus Postage**  
Descriptors—Contracts, Developmental Programs, \*Directories, \*Federal Programs, Financial Support, Government Publications, Grants, \*Manpower Development, \*Program Descriptions, \*Research Projects, Research Proposals, Research Reviews (Publications)

The fourth annual edition summarizes the projects funded by the Office of Manpower Research and Development that were ongoing or completed during the fiscal year ending June 30, 1974. In addition, reports and other significant publications received during the previous two fiscal years are listed. The 1974 volume includes a set of "descriptors," or index terms, to provide a quick summary of the subjects of the project or publication. As in the 1973 edition, the projects and publications presented in chapters 1-5 are grouped by subject matter: (1) manpower program planning and administration; (2) manpower programs and their specific populations; (3) manpower program services and techniques; (4) the labor market; and (5) manpower, economic, and social policies. However, doctoral dissertations, small research project grants, and manpower institutional grants are listed separately in chapter 6. The appendix contains guidelines for submission of proposals and the statutory language outlining the goals and functions of the research and development program. The volume is indexed by (1) contract and grant numbers, (2) contractor and grantee organizations, (3) individuals associated with contracts and grants, and (4) research subjects. (Author/NJ)

**ED 115 935** CE 005 829  
Kugler, Edgar M.

A Survey of Career Aspirations for Secondary School Students.

New Mexico State Univ., Las Cruces.

Report No—VT-102-318

Note—15p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Career Choice, Career Education, Economically Disadvantaged, Junior High Schools, Mexican Americans, \*Occupational Aspiration, \*School Surveys, \*Secondary School Students, Tables (Data)

Identifiers—New Mexico

Prior to the implementation of a career education program, a career aspirations survey was conducted in one New Mexican community. The sample population included first and second generation Mexican-American secondary school students. A six-item questionnaire was administered to 720 students from one junior and one senior high school. The results were categorized according to 15 occupational clusters. A composite of all six grade levels showed the most desired careers seem to be in the areas of health, business and office, public service, environment, and communications and media. Upper grade students were more specific about careers. The largest number of students undecided about a career are in the 12th grade and the smallest in the 7th grade. It appears that a large portion of the student population is not prepared to step into a career at graduation. In this community of relatively low economic status, the apparent need for a practical, realistic career education program is evident. Tables display the distribution of desired careers according to grade level, and the six-item questionnaire is appended. (Author/NJ)

**ED 115 936** 95 CE 005 830  
Career Education—North Kingstown. A Model for Open Education and Community Responsibility. Final Report.

North Kingstown Public Schools, R.I.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—VT-102-319

Bureau No—V361102

Pub Date 1 Jul 75

Grant—OEG-0-73-5304

Note—114p.; For related document, see CE 005 831; Appendix C will reproduce poorly

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—\*Career Education, \*Community Attitudes, Community Support, \*Developmental Programs, Educational Change, Elementary Grades, Models, News Reporting, \*Open Education, \*Program Descriptions, School Community Relationship, Secondary School Students

Identifiers—Rhode Island (North Kingstown)

From June 1973 to June 1975 the development and implementation of a Model K-14 career education program was attempted in the North Kingstown Schools in Rhode Island. Project objectives included the development of career and self-awareness, provisions for exploratory and work experiences, provisions for job placement at graduation, and provisions for counseling services at all levels. Public controversy concerning the project-developed elementary manual precluded the attachment of project goals, and funding was not renewed for the third year. The major results of the project are presented in terms of a series of recommendations and conclusions about development and infusion strategies for programs that seek to make changes in educational institutions. One-half of the report consists of appended materials: (1) a 4-page program implementation check list, (2) a 9-page report of the career education advisory committee, and (3) 90 pages of local news coverage which chronicle the course of events in the school-community controversy. (Author/NJ)

**ED 115 937** 95 CE 005 831

Gustafson, Richard A. Santaniello, Alfred G.

Career Education—North Kingstown. A Model for Open Education and Community Responsibility. Final Evaluation Report.

North Kingstown Public Schools, R.I.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Report No—VT-102-320

Bureau No—V361102

Pub Date 75

Grant—OEG-0-73-5304

Note—46p.; For related document, see CE 005 830

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Career Education, Community Support, \*Developmental Programs, Educational Change, Elementary Education, Models, \*Open Education, Program Attitudes, \*Program Evaluation, \*School Community Relationship, Secondary Education, Summative Evaluation

Identifiers—Rhode Island (North Kingstown)

The evaluation report addresses a two-year effort of an originally planned three-year project designed to plan, pilot test, and implement a K-14 career education program into the North Kingstown, Rhode Island public schools. During the two years of the project, administrative and community support diminished until funding for the third and final year was ultimately withdrawn. The report attempts a summary evaluative statement as to the impact of the project and the probable future of career education in the district. In spite of the difficulties encountered, some accomplishments were achieved. A fully developed and implemented placement service at the high school is in operation, curriculum development has become a high priority area in the district, and career education instructional materials have been incorporated into the library system and are in use by classroom teachers. The major lesson learned in the course of the project was that too much effort was expended on program content and too little on the process of educational change. Suggestions are presented to aid future projects which seek to implement career education programs. The third party evaluation design is included in the appendix. (Author/NJ)

**ED 115 938** 95 CE 005 832

Waters, Charles E.

Research and Development Project to Establish and Evaluate a Model for a Comprehensive Career Education Program in North Carolina. Final Report.

Caldwell Community Coll. and Technical Inst., Lenoir, N.C.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Report No—VT-102-321

Bureau No—V361058L

Pub Date 17 Jan 75

Grant—OEG-0-73-2998

Note—731p.

**EDRS Price MF-\$1.23 HC-\$37.45 Plus Postage**

Descriptors—\*Career Education, \*Community Colleges, Inservice Teacher Education, Instructional Materials, \*Models, Program Descriptions, Program Evaluation, Program Proposals, Secondary Education, Workshops

Identifiers—Caldwell Career Education Project, North Carolina (Caldwell County)

Covering the period from July 1973 through December 1974, the project was intended to further develop and refine implementation activities from the previous grant period. High schools wishing to implement the concept of career education developed individual miniproposals and submitted them to the Caldwell career education project. A workshop was conducted for principals of the schools in order to present information about the concept of career education and to introduce methods for implementing the concept. The Caldwell Community College and Technical Institute worked with the high schools to carry out the project. Making up the body of the document (659 pages) are the following appendices: (1) administrative workshop for principals schedule (6 pages); (2) miniproposals (175 pages); (3) complete third party evaluation and PERT (Program Evaluation and Review Technique) plan (137 pages); (4) career education inservice workshop for teachers schedule (7 pages); (5) proposed junior high school plan for Caldwell County (86 pages); (6) community college advisors workshop schedule, questionnaire, and the Caldwell experience dissemination workshops schedule (11 pages); (7) The Caldwell Experience. An Infusional Approach to Career Education. Grades K-14 (146 pages); and (8) establishing an infusional career education program in a local educational system supplemental report of December 20, 1974 (88 pages). (LJ)

**ED 115 939** 95 CE 005 833

Nixon, William J., Jr.

Research and Development Project in Career Education. [Providence, Rhode Island] Final Report. Rhode Island State Dept. of Education, Providence.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Report No—VT-102-322

Bureau No—V361057L

Pub Date 28 Mar 75

Grant—OEG-0-73-3009

Note—273p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Career Education, Conferences, Information Dissemination, Models, \*Program Descriptions, \*Program Development, Program Evaluation, Publicize, \*Research Projects, \*State Programs

Identifiers—\*Rhode Island

The project, conducted from June 1973 to December 1974, was designed to further the development of career education activities in Rhode Island. The goals and objectives of the project were as follows: (1) a synthesis of statewide and national information regarding career education models; (2) development of three model types focusing on the specific problems of urban, rural, and suburban settings; (3) establishment of a broad based advisory committee for the State; (4) a conference involving representatives from each local educational agency in Rhode Island; (5) a career education state of the art paper; and (6) three plans for the implementation of career education in local school districts. The body of the report explains in detail the procedures involved in carrying out the project objectives. The third party independent evaluation entails both formative and summative analyses of the various process and product objectives. The method for collecting information for these analyses principally consisted of review and interview of project staff at critical stages. The conclusions are that through the activities of the project, career education awareness has

reached business leaders and the public sector and more people have a better understanding and are more receptive to the concept. Appendixes, making up the body of the report, include instruments and products developed in the course of the project. (Author/NJ)

**ED 115 940** CE 005 834  
**Evaluation of Fifteen Rhode Island Career Education Projects.**

New England Resource Center for Occupational Education, Cambridge, Mass.

Spons Agency—Rhode Island State Dept. of Education, Providence. Bureau of Grants and Regulations.

Report No.—VT-102-323

Pub Date 16 May 75

Note—67p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Career Education, \*Elementary Secondary Education, \*Evaluation Methods, Full State Funding, \*Program Evaluation, Questionnaires, State Programs, Tables (Data)  
Identifiers—\*Rhode Island

The evaluation study was undertaken to measure the progress of 15 elementary and secondary career education projects funded by the Rhode Island State Department of Education for 1974-75. Information was obtained from project proposals, teacher questionnaires, onsite observations of classroom activities, and conferences with teachers and administrators. The data are displayed in tables that allow for comparison among the projects and capsule comments appear for each of the projects. Evaluation instruments are appended. (NJ)

**ED 115 941** 95 CE 005 835  
**Architectural Barriers to Physically Disabled Persons in Wisconsin's Vocational, Technical, and Adult Education System. Final Report.**

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Report No.—VT-102-324

Pub Date Jun 75

Note—135p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

Descriptors—Adult Education, \*Architectural Barriers, \*Check Lists, Facility Planning, Facility Requirements, \*Handicapped Students, \*Physically Handicapped, Safety, \*School Buildings, Tables (Data), Vocational Schools  
Identifiers—Wisconsin

The project was designed to determine what architectural barriers to physically disabled persons existed in Wisconsin's vocational, technical, and adult education system's institutions. A checklist based on the American Institute of Architects' recommendations was developed and completed for one school in each district to determine the presently existing architectural barriers, including entrances and exits, elevators, fire escapes, restroom facilities, ramps, and corridors. In addition, existing barriers in classrooms, laboratories, learning centers, food service, and recreation areas were identified. Finally, a checklist rating scale was developed to determine the campus modifications required in order to offer programs to persons with physical disabilities. Chapter 2 is concerned with the methods and procedures used to develop the architectural barrier checklist, the checklist guide, and the population of the project. Chapters 3 and 4 contain project results and recommendations. (NJ)

**ED 115 942** CE 005 836  
**Development of Pre-Postsecondary Education Programs in Engineering and Health Occupations for High School Students in Grades 11 and 12.**

Akron Public Schools, Ohio.

Spons Agency—Ohio State Dept. of Education, Columbus.

Report No.—VT-102-325

Pub Date [75]

Note—79p.; Not available in hard copy due to marginal reproducibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Career Education, Career Exploration, \*Curriculum Guides, Grade 11, Grade 12, \*Health Occupations Education, \*Learning Activities, Program Descriptions, Secondary Education, Vocational Education

A program of pre-postsecondary instruction in engineering and health occupations for grades 11 and 12 was developed and implemented at Firestone High School from June 1974 to July 1975. It was designed to be compatible with high school graduation requirements and offer experiences related to postsecondary education that would lead to a paraprofessional or professional goal. The main features of the program were the "hands-on" experiences, career planning, and a broad educational foundation based on the student's career objectives. The activities were designed to provide the students with an understanding of careers related to the program offering, to introduce them to the personal and educational requirements of their choices, and to promote understanding and acceptance of their abilities and aptitudes in light of future occupational aspirations. Field experience comprised a large part of the curriculum. The engineering segment of the program is touched on briefly (2 pages) while the body of the document (60 pages) consists of a curriculum guide of health occupation learning activities developed by the project. Organized into a 36-week continuum of second year activities, the curriculum materials outline developmental and behavioral objectives, student assignments, and activities designed to introduce the student to the varied career opportunities in the medical fields. (Author/NJ)

**ED 115 943** 95 CE 005 837

**Brenden, Gerald S.**

**Model for Offering Correspondence Courses through the VTAE System. Final Report.**

Gateway Technical Inst., Kenosha, Wis.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date Jun 75

Note—25p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Adult Education, \*Correspondence Courses, Educational Needs, \*Feasibility Studies, Independent Study, Models, \*Vocational Education

Identifiers—Wisconsin

The objectives of the study were twofold: (1) to determine if correspondence study is a viable approach for offering vocational education to residents of Wisconsin who want and need a vocational education program, (2) to design a correspondence study model for vocational, technical, and adult education (VTAE). To carry out these broad objectives: (1) inquiries were made into the amount of correspondence study presently available to Wisconsin residents; (2) existing correspondence study programs were studied to determine their effectiveness and suitability for vocational education; (3) consideration was given to the type of courses most appropriate for correspondence study within the Wisconsin VTAE system; (4) four models were developed to indicate ways in which correspondence instruction could be implemented with the VTAE system. The report describes the methodology and presents the conclusions and recommendations. Descriptions of the program models developed by the project are contained in appendices. (Author/NJ)

**ED 115 944** CE 005 838

**Research and Planning for the New Vocational Technical Program and Facilities in Ohio County [West Virginia] Schools. Final Report.**

Ohio County Board of Education, Wheeling, W. Va.

Spons Agency—West Virginia State Dept. of Education, Charleston. Div. of Vocational and Technical Education.

Report No.—VT-102-328

Pub Date Jul 75

Note—24p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Curriculum Development, \*Curriculum Planning, Educational Needs, \*Facility Planning, High Schools, Needs Assessment, \*Program Planning, Secondary Education, \*Vocational Education

Identifiers—West Virginia (Ohio County)

The project has provided the basis for determining the vocational education curriculum and needed equipment to be incorporated into a new high school facility in Ohio County, West Virginia. The goal of the project was to develop expertise on the part of all involved in planning for

the new school. This was accomplished by an in-depth study of all information relevant to the new facility. The study included results of a 1972 vocational needs study, site characteristics, probable course offerings, enrollment projections, desirable equipment, student interest surveys, and statistical data on the local, State, and national levels. An important phase of the project was visiting several new facilities so that the best features of each would be incorporated into the new high school. The objectives of the project were to determine and design the vocational education curriculum, to determine the facility and equipment needs, and develop specifications. An outline summary of the vocational education courses selected by the project is included in the report. (NJ)

**ED 115 945** 95 CE 005 839

**Pew, Lou Ann**

**A World of Fashion Course for Fashion-Oriented Students. Career Education in Home Economics. Final Report.**

Arkansas State Dept. of Education, Little Rock.; Conway School District 1, Ark.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-330

Pub Date Jun 75

Note—23p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Career Education, \*Clothing Instruction, High School Students, \*Home Economics, Instructional Materials, Program Descriptions, Secondary Education, \*Simulation, \*Textiles Instruction, Work Experience

Identifiers—Arkansas, Drapery Construction

The document consists of a brief project report, copies of program publicity and related correspondence, and one of the nine learning packets developed for use in the program. The purpose of the project was to develop guidelines for planning, conducting, managing, and evaluating a simulation program for teaching the skills and competencies required for employment in the clothing and textile industry. Through individualized study packets and a community survey, the students acquired information about job opportunities in the clothing field. Certain basic skills were developed by the students in the course of the program, and positive work attitudes and habits were fostered. The program consisted of three phases. In the first phase, self-contained learning packets instructed students in very basic skills and permitted extensive skill attainment, providing them with specialized interests and an opportunity to concentrate on one area. A simulated laboratory was operated in the second phase with all students participating in the various roles needed for occupational garmentmaking services. The third phase provided on-the-job training in local businesses for 12th grade students with the adequate skills and competencies. A followup study conducted after one year of employment indicated a third of the students who had completed the program were employed in a related field. A 12-page sample learning packet on drapery construction is included. (NJ)

**ED 115 946** 95 CE 005 841

**Determination of the Most Effective Procedures for Implementation of School-Wide Junior High Career Exploratory Experiences and for the Placement and Follow-Up of All Exiting Students K-14. Volume 1. Final Report.**

Alabama State Dept. of Education, Montgomery. Div. of Vocational Education and Community Colleges.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Report No.—VT-102-332

Bureau No—V361017L

Pub Date Feb 75

Grant—OEG-0-73-3001

Note—117p.; For related document, see CE 005 842

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—\*Career Education, \*Career Exploration, \*Community Resources, Dropout Prevention, Educational Research, \*Job Placement, Junior High Schools, Pilot Projects, Program Descriptions, Secondary Education, \*State Programs, Tables (Data)

Identifiers—Alabama

The project reported in the document focused on two aspects of career education programs.



One focus was on determining effective methods for implementing career exploratory experiences for junior high school students. The second focus was on determining effective procedures for establishing a comprehensive school-based placement service for all exiting students. The project was conducted in 10 Alabama schools, five for each component, during the 1973-74 school year. The exploration component found that the most effective method for providing exploratory experiences involved a combination of on-the-job experiences, work-setting observations, visiting resource persons, a career resource center, and printed materials. The procedures followed, and results achieved by the placement component for each site are discussed in the report. Appended materials (36 pages) include: site selection criteria, program objectives and administrative guidelines, procedural suggestions for individual project site, and a followup questionnaire. (Author/NJ)

ED 115 947 95 CE 005 842

Loree, M. Ray

**Determination of the Most Effective Procedures for Implementation of School-Wide Junior High Career Exploratory Experiences and for the Placement and Follow-up of All Exiting Students K-14. Volume 2. Final Evaluation Report.** Alabama State Dept. of Education, Montgomery. Div. of Vocational Education and Community Colleges.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Report No.—VT-102-333

Bureau No.—V361017L

Pub Date Feb 75

Grant—OEG-0-73-3001

Note—92p.; For related document, see CE 005 841

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
Descriptors—\*Career Education, \*Career Exploration, \*Job Placement, Junior High Schools, Pilot Projects, Program Administration, Program Descriptions, Program Development, \*Program Evaluation, Secondary Education, \*State Programs, Summative Evaluation  
Identifiers—Alabama

The State of Alabama career education-exploration and placement project was an attempt to organize and study alternate methods of providing career education to students in the junior and senior high grades. Emphasis was placed on "exploration" at the junior high level, whereas the major program goals for older students revolved around the development of procedures to insure the placement of all exiting students in either a job, a postsecondary occupational program, or a baccalaureate program. Ten sites, five exploration and five placement, participated in the project during the 1973-74 school year. Volume 2 consists of the third party evaluation and is reported in three sections: management, exploration, and placement. The exploration and placement components are further subdivided into product evaluation (data from tests and output in the form of suggested successful methods) and process evaluation (procedures and activities). Appended materials (53 pages) include: site selection criteria, program participant guidelines, procedural suggestions for individual project sites, examples of different instructional methods utilized, administrative memoranda, listing of project concerns, conference schedules and discussion outlines, project methods by individual site, a placement program model, and a followup questionnaire. (Author/NJ)

ED 115 948 CE 005 843

Goldsmith, Frances S.

**Developing Mini Lessons on Video Tape for Use in Units of Instruction for Child-Day Care Center Personnel. Final Report.**

Louisville Univ., Ky.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Report No.—VT-102-334

Pub Date 30 Jun 75

Note—81p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*Audiovisual Instruction, \*Curriculum Development, \*Early Childhood Education, Inservice Education, Instructional Materials, Nursery Schools, \*Preschool Teachers, Teacher Education Curriculum, Teaching Procedures, \*Video Tape Recordings

The purpose of the project was to develop video tapes to be used as minilessons in the instruction of child day care center personnel. The tapes are of experienced and qualified teachers working with small children in 22 licensed day care centers in the Louisville area. Five curriculum units form the framework for organization of the taped lessons: understanding and guiding children under six, food for children in day care centers, creative activities for children in centers, planning a daily program for children in centers, and caring for infants in day care centers. Twenty-two video tapes, varying from 15 to 30 minutes, cover the major concepts in the five curriculum guides. The body of the document (54 pages) consists of the instructional packet, developed for use as a supplemental guide to the video tapes. It includes detailed concepts for each tape which are clearly identified by the title. (NJ)

ED 115 949 CE 005 844

Allen, Ed L.

**A Triangular Teaching Process in Mass Communication.**

Daviess County School District, Owensboro, Ky. Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Report No.—VT-102-335

Pub Date 75

Note—24p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Career Education, \*Career Exploration, \*Communications, Cooperative Programs, Developmental Programs, Mass Media, Production Techniques, Program Descriptions, \*Radio, Secondary Education, \*Teaching Programs, \*Television, Vocational Education, Work Experience

From August 1974 to June 1975, three schools in the Owensboro, Kentucky area cooperated in an effort to provide an instructional program in mass communications to high school students. A four-year comprehensive high school, a vocational school, and Kentucky Wesleyan College pooled teaching staff, equipment, and facility resources in a course offering for 32 students during the 1974-75 school year. Students experienced extensive hands-on activities, learned how radio and television stations operate, and learned about career opportunities in the mass communications field. The high points of the program were the production of radio programs for airing on local commercial stations and the production of closed-circuit television programs. A course outline, bibliography, and equipment list are appended. (NJ)

ED 115 950 CE 005 845

Barnett, Carl D.

**Mining and Reclamation Cooperative Education Program. Progress Report.**

Madisonville Community Coll., Ky.; Madisonville State Vocational-Technical School, Ky.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.; Kentucky Univ., Lexington.

Report No.—VT-102-336

Pub Date 30 Jun 75

Note—64p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Community Colleges, \*Conservation (Environment), \*Cooperative Education, Cooperative Programs, Developmental Programs, \*Land Use, Manpower Development, Vocational Schools, \*Work Experience  
Identifiers—Land Reclamation, \*Mining

The exemplary project was the cooperative effort of two schools in the western Kentucky coal fields to field test a program in mining and reclamation technology. Covering the first year of the project, the report describes the problem and scope of the study, the objectives pursued, the methodology, and the results obtained. The goal of the project was to relieve the manpower shortage by training and retraining people in Region 2 to be safer coal miners or reclamation technologists. Selection of students desiring work experience while enrolled in the program was made jointly by the schools and the mining companies. During the year the cooperative coordinator continued in recruitment, counseling, interviewing, evaluation, and securing co-op positions. Appended materials include news clippings, conference agendas, a report of a practicum in reclamation technology, a budget report, and other program-related materials. (NJ)

ED 115 951

CE 005 846

Buckingham, Lillian E.

**Career Education for Region 12. Annual Report.**

Kentucky Valley Educational Cooperative, Hazard.; Southern Association of Colleges and Schools, Atlanta, Ga. Commission on Occupational Education Institutions.

Report No.—VT-102-337

Pub Date 1 Mar 75

Note—18p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Annual Reports, \*Career Education, Consortia, \*Educational Programs, Program Development, \*Program Evaluation, \*Regional Cooperation, Regional Programs  
Identifiers—\*Kentucky

The report evaluates the Kentucky Valley Educational Cooperative Career Education Project in eastern Kentucky. The project staff involved personnel from Morehead University, Eastern Kentucky University, Bowling Green and Owensboro, and from the Kentucky State Department of Education in workshops, inservice training, demonstration units, and conferences. The evaluator made three three-day on-site visits, meeting with superintendents, project staff and coordinators, principals, counselors, teachers, pupils, parents, and community leaders. Various project products—reports, handbooks, plans and outcomes for workshops, surveys, newsletters, lesson plans, and students' work were considered in the evaluation. After meeting with the people in Region 12, reading the materials furnished, studying the objectives and attainments, and discussing the outcomes and practices, it was found that the overall goals of the project were achieved. (NJ)

ED 115 952 95 CE 005 847

MacLeod, George H.

**REVAMP: Revitalize the Vocational and Academic Multifarious Program through Career Education. Final Report.**

South Portland Board of Education, Maine.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-343

Bureau No.—V361112

Pub Date Jul 75

Grant—OEG-0-73-5305

Note—387p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Career Awareness, \*Career Education, Career Exploration, Curriculum Development, \*Developmental Programs, \*Elementary Secondary Education, Occupational Guidance, \*Program Descriptions, Program Evaluation, Vocational Development

Identifiers—Maine (South Portland)

The activities of the second year of a career education project in the South Portland School are reported in the document which covers the time period of July 1974 to June 1975. The project consisted of a career awareness component for grade levels K-6, a career orientation component for levels 7 and 8, a career exploration phase for grade 9, and a career preparation component for grade levels 10-12. A program recycling component offers course work and guidance services to all out-of-school youth and adults. In addition, the project is involved with dissemination of information about career education. The report describes the procedures, results, and accomplishments of the project year. A third party evaluation is included. Making up two-thirds of the document, the appendix includes: (1) the project evaluation design, (2) career guidance institute reports, (3) career fair booklets, (4) followup questionnaire, (5) tenth grade questionnaire, (6) secondary English curriculum recommendations, (7) language arts curriculum guide, and (8) secondary mathematics revision followup. (NJ)

ED 115 953 95 CE 005 848

**Metric Education. An Annotated Bibliography for Vocational, Technical and Adult Education. Bibliography Series No. 26.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.—VT-102-344

Pub Date 74

Grant—OEG-0-74-9335

Note—154p.; For related document, see CE 004 827

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**  
**Descriptors**—Adult Education, \*Annotated Bibliographies, Audiovisual Aids, Indexes (Locators), Information Sources, \*Metric System, \*Reference Materials, \*Resource Guides, Technical Education, \*Vocational Education

The annotated bibliography is designed to help vocational, technical, and adult education teachers and others locate available materials on metric education. Each cited item is available from a supplier or an information system. It is organized into three sections: instructional materials, reference materials, and resource lists. The instructional materials section is organized by material type: instructor guides, student materials, and audiovisual materials. Each citation provides information on possible use; for example, educational level indicated in parenthesis at the end of each citation and content indicated in the annotation. Included in the reference materials section are items on general metrication, impact on education, metrication of business and industry, impact on consumers, international systems of units (SI), converting from customary to metric units, national and international standards, and bibliographies. The lists of resources in section 3 are designed to help the user locate organizations, publishers, suppliers, and resource persons who may be helpful in developing or selecting curriculum materials. Names, addresses, and available materials and services are given. (Author/NJ)

**ED 115 954** 95 CE 005 849

*Drechsel, Lionel*

**Career Development Project.** [Ogden, Utah City School District]. Final Report and Evaluation. Ogden City Board of Education, Utah.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.—VT-102-346

Bureau No.—V261002L

Pub Date Mar 75

Grant—OEG-0-72-0886

Note—28p.; Tables 3 and 4, the occupational sentiment survey and the knowledge survey, will not reproduce due to lightness of type and have been removed from document

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Career Education, Elementary Secondary Education, Job Placement, Occupational Guidance, Program Attitudes, \*Program Descriptions, \*Program Evaluation, School Community Programs, Surveys, \*Vocational Development

**Identifiers**—Utah (Ogden)

Covering the time period of October 1972 to May 1974, the final report documents the efforts of a career education project in the Ogden City School District. In the elementary grades the program stressed the importance of work and workers and introduced some very basic careers. On the junior and senior high school levels, a career guidance and placement center served as the hub of career exploration, planning and placement, providing resource materials, and coordinating community involvement. The program also provided career information to parents and teachers to enable them to more adequately fulfill their guidance responsibilities. Operation Partnership surveyed local business and industry to gain information to more effectively educate students for the world of work. Provisions were also made for field trips, on-the-job experience, and job training. The results of the independent third party evaluation are included in the report. (Author/NJ)

**ED 115 955** CE 005 850

*Bingner, Charles*

**Articulation of Occupational Orientation, Education and Placement in Private and Public Elementary, Secondary and Post Secondary Schools.** Final Report.

Lakeshore Technical Inst., Sheboygan, Wis.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Report No.—VT-102-347

Bureau No.—1-361-0166

Pub Date 31 Jul 74

Grant—OEG-0-71-1027(361)

Note—521p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.92 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Articulation (Program), \*Career Education, \*Developmental Programs, Elementary Secondary Education, Job Placement, Job Training, Occupational Guidance, Post Secondary Education, \*Program Descriptions, \*Program Evaluation, Resource Guides, Vocational Education

**Identifiers**—Wisconsin (Sheboygan)

Conducted from May 1971 to July 1974 at the Lakeshore Technical Institute in Sheboygan, Wisconsin, the comprehensive career education program was established initially to serve 15 school districts but was redirected into a "model school" approach serving four schools. Business, industry, and labor became involved and loaned support to the project. A K-14 curriculum guide was developed and career information centers established in all four schools—elementary, junior high, senior high, and postsecondary. A job bank of microfiche proved to be the most effective activity to bring interested high school students into the career information center. Results of the third party evaluation were positive for teacher and counselor roles and attitudes, the career centers development and use, community awareness and interest, staff workshops, student awareness of post high school education, and career awareness in elementary children. The report describes the project, presents a 356-page evaluation report, and includes various project related materials: (1) program models, (2) sample handouts, (3) graduate followup study, (4) manpower survey, (5) list of science related careers resources, (6) guidelines for pupil services, and (7) a 54-page value rated list of career education resource materials. (Author/NJ)

**ED 115 956** CE 005 851

*Powers, Thomas F. Swinton, John R.*

**Parameters of the Future Food Service World of Work. A Report.**

Pennsylvania State Univ., University Park. Food Service and Housing Administration.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Report No.—VT-102-348

Pub Date 30 Jun 74

Note—616p.

**EDRS Price MF-\$1.08 HC-\$31.10 Plus Postage**

**Descriptors**—Annotated Bibliographies, \*Economic Factors, \*Food Service Industry, Futures (of Society), Labor Economics, Labor Force, Nutrition, Planning, Population Trends, \*Reference Materials, \*Research Reviews (Publications), State of the Art Reviews, Tables (Data), \*Trend Analysis

The document is a study of the food service industry intended for use as a reference by food service teachers and curriculum planners. The purpose of the study is to map the economic and technological territory of the industry, to identify the dynamics shaping the industry today, and to consider questions crucial to an orderly consideration of the future. In the section on industry dynamics, a principal focus of concern is on labor cost and supply and on the productivity of labor. Other major topics are food processing equipment and methods, nutrition, and economic trends. The effects of demography and migration on the demand for food service are also considered. Bibliographic essays place the main points of the source materials into an overview context in narrative and sequential form. Bibliographies follow each section. (Author/NJ)

**ED 115 957** 95 CE 005 852

**The DuSable Exemplary Project: Bridging the Gap Between School and the World of Work.** Final Report.

Chicago Board of Education, Ill.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Report No.—VT-102-350

Bureau No.—361157

Pub Date Jul 75

Grant—OEG-0-71-1026(361)

Note—157p.; Product of DuSable High School; Appended instructional materials and three charts were removed because they were copyrighted

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors**—\*Career Education, Comprehensive Programs, \*Demonstration Programs, \*Economically Disadvantaged, Elementary

Secondary Education, Occupational Guidance, Program Descriptions, Program Design, \*Program Evaluation, Questionnaires, Student Evaluation, Tables (Data), \*Urban Schools  
**Identifiers**—Illinois (Chicago)

From April 1971 to December 1974, a career education project for elementary and secondary grades was conducted in a lower income area of urban Chicago. The general objectives involved the development of a guidance program, integration of occupational information into the classroom, skills training, placement, and attitude adjustment. Career education curriculum material suitable to all levels of elementary classes was developed. The counselor-coordinator coordinated guidance activities, parent conferences, home visitations, placement activities, and information dissemination. Occupational training programs were conducted, and six skill development classes were held in automotive services, data processing food services, clerical procedures, offset printing, and typing. Regular assemblies focusing on student accomplishments were held. Other features of the program were outside speakers, weekly group guidance sessions, group trips, newsletter, and various social functions. It was concluded that the program has made a definite impact on the students and the school community, reaching students who were unskilled and uninvolved and helping them to regard themselves as potentially valuable employees. A third party evaluation, occupational information, student inventory forms for the elementary and secondary level, and tabulated inventory results are included in the report. A K-8 career guidance laboratory design is appended. (NJ)

**ED 115 958** 95 CE 005 853

**Career Development and Meaningful Exploratory Experiences to Middle School Students in Southern Indiana Utilizing Mobile Design Educational Units.** Interim Report.

Indiana State Board of Vocational Education, Indianapolis.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—V361182

Pub Date Jun 75

Grant—OEG-0-73-5312

Note—225p.

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**

**Descriptors**—Behavioral Objectives, \*Career Education, Career Exploration, Developmental Programs, Inservice Teacher Education, Integrated Curriculum, \*Middle Schools, \*Mobile Educational Services, Program Attitudes, \*Program Descriptions, Questionnaires, \*Rural Schools

**Identifiers**—Indiana

Covering the time period of July 1974 to June 1975, the report documents project activities of the second year of a three-year career education project in southern Indiana. A total of 37 school corporations in an economically depressed rural area participated in an effort to infuse career education concepts into their existing curriculum. Through inservice activities, teachers experienced the techniques involved in unit writing and curriculum development and were exposed to the variety of ways career related concepts may be integrated into the subject areas. Both teachers and students became better informed of the career opportunities available in their communities and observed firsthand, workers functioning in their roles. As a result of the mobile units, a large population became acquainted with the variety of resource materials available in the area of career education. Utilization of community personnel in program development increased the community's awareness of career education and its many merits. Appendixes contain a model for the infusion of career education concepts into current curriculum, public relations materials, teacher performance objectives (K-12), and the third party evaluator's summary of the second operational year. A final attachment (over one-third of the document) provides teacher and student questionnaires, and a summary of teacher interview results. (Author/NJ)

**ED 115 959** CE 005 854

*Curtis, Samuel M.*

**Education in Agriculture for the Educationally Disadvantaged.** Final Report. Teacher Education Research Series, Volume 15, Number 1.

Pennsylvania State Univ., University Park. Dept. of Agricultural Education.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Report No.—VT-102-353

Pub Date Sep 74

Note—51p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Agricultural Education, \*Curriculum Development, \*Curriculum Evaluation, \*Educationally Disadvantaged, \*Material Development, Occupational Information, Student Evaluation, Teacher Improvement

Identifiers—Pennsylvania

The project was an effort to alleviate a recognized need of educationally disadvantaged students enrolled in vocational agriculture classes in Pennsylvania. This need extended to teacher preparation, instructional materials, and vocational guidance. Instructional materials in ornamental horticulture, agricultural mechanics, and agricultural production were developed and tested. Materials were written at the sixth grade reading level usually in task sheet format. Two teacher institutes were held to improve competency of 25 teachers in the project. Occupational information of entry level type jobs was disseminated to the teachers. In evaluation, it was found that the experimental materials were superior to materials currently in use when criterion measures were achievement and performance tests. Teacher attitude toward disadvantaged students became more positive, with the gains stabilizing during the third project year. Occupational information in the form of a manual was printed and disseminated to guidance counselors and teachers. Appendixes include some of the project developed instructional materials. Also included in the report is a list of theses and publications that resulted from the project. (Author/NJ)

ED 115 960 CE 005 855

Bergerstock, Donald B.

A Follow Up Study of Graduates and Employers Relating to the Business Administration Curricula of the Williamsport Area Community College. Final Report.

Williamsport Area Community Coll., Pa.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Report No.—VT-102-354

Pub Date 30 Sep 74

Note—59p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Accounting, \*Business Education, \*Community Colleges, \*Curriculum Evaluation, \*Followup Studies, \*Graduate Surveys, Management Education, Questionnaires, Secretaries

The purpose of the study was to determine the adequacy of the business administration department curricula of the Williamsport Area Community College in meeting the needs of graduates and employers. Graduates from 1969 to 1973 in accounting, management, and secretarial science were surveyed via mail questionnaires on their degree of satisfaction with the training they had received in their programs. Employers of the school's graduates were also assessed by the same method concerning their evaluation of the caliber of work performed by the graduates. The findings supported the conclusions that both the graduates and the employers were satisfied with the school's program. Samples of the survey questionnaires are appended. (NJ)

ED 115 961 CE 005 856

Developmental Research of Off-Farm Agricultural Businesses in Berks County, Pennsylvania. Final Report.

Berks County Schools, Reading, Pa.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Report No.—VT-102-355

Pub Date Jun 74

Note—47p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Career Opportunities, Curriculum Development, \*Educational Demand, \*Employment Opportunities, \*Off Farm Agricultural Occupations, \*Ornamental Horticulture Occupation, Questionnaires, Surveys, Vocational High Schools, Vocational Interests

Identifiers—Pennsylvania (Berks County)

Student vocational interest and agricultural business surveys were conducted in Berks County, Pennsylvania to gauge career opportunities in off-farm agricultural occupations. The seven categories of businesses surveyed included agriculture supplies, agriculture mechanics, horticulture mechanics, floriculture, landscaping, turf, and garden center sales. Over 25,000 students and parents were surveyed, but a low percentage of returns failed to reveal accurately student career interests. The business surveys indicated increased demand for training in ornamental horticulture. To meet this educational demand, a pilot program of curriculum development was established for selected high school seniors through the cooperative efforts of Berks County vocational-technical schools and Nolde State Park Environmental Education Center. The program included classroom instruction in air and water pollution, land use and management, energy and waste disposal problems, and wildlife concerns; visits to resource facilities; hands-on experience; seminars with resource personnel; and student research projects. As a result of student pretesting and posttesting, employer evaluations, and student questionnaire responses, an ornamental horticulture pilot program was initiated in Berks County vocational-technical schools. Survey instruments, results, and program related materials are appended. (KN)

ED 115 962 95 CE 005 857

Pendleton, J. Robert

Implementation of a Program and Delivery System for Comprehensive Career Education in a Rural Area. Interim Report.

Western Wisconsin Technical Inst., La Crosse.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-357

Bureau No.—F5005VW; V361185

Pub Date 20 Jun 75

Grant—OEG-0-73-5297

Note—366p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Adult Education, \*Career Education, Community Involvement, Continuous Learning, \*Delivery Systems, \*Developmental Programs, Educational Programs, Inservice Teacher Education, Program Development, Program Evaluation, Questionnaires, Resource Centers, \*Rural School Systems, Surveys

Identifiers—Wisconsin

Covering the period from July 1, 1974 through June 30, 1975, the interim progress report describes the second year of career and continuing adult education programs in a rural district serving more than 186,000 persons of all ages in western Wisconsin. During this period the project staff focused on developing programs and services to meet the needs of grades K-14 and of adult evening students. Use of the five resource centers, with testing programs and a broad scope of materials of all kinds, has increased. Staff in-service programs have expanded and articulation among various levels of education is continuing. Included in the document is the third party evaluation report by the Center for Vocational, Technical, and Adult Education at the University of Wisconsin-Stout. The evaluators concluded that the project was effective in extending job presentation and other educational opportunities, in establishing a career learning system, and in making area residents aware of change. Making up two-thirds of the document, the appendixes contain: inservice teacher education materials, surveys of parents and students, adult evening student surveys, teacher questionnaires, various publicity materials, sample instructional materials, and other project-related items. (MF)

ED 115 963 95 CE 005 858

Career Education for Persons in Rural Areas. Primary Focus on Adults 16 and Over. Interim Report.

North Central Technical Inst., Wausau, Wis.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-358

Bureau No.—F5005VW; V361036

Pub Date 15 Jun 75

Grant—OEG-0-73-5292

Note—331p.; For related document, see CE 005 859

EDRS Price MF-\$0.76 HC-\$17.13 Plus Postage

Descriptors—\*Adult Education, Bibliographies,

\*Career Education, \*Developmental Programs,

\*Economically Disadvantaged, Inservice

Teacher Education, Program Descriptions,

Resource Centers, Resource Guides, \*Rural

Areas, Vocational Retraining

Identifiers—\*Wisconsin

Covering the time period of July 1974 to June 1975, the interim report describes the activities of a project designed to provide career education to the adult population of a low income rural area in north-central Wisconsin. Special emphasis was focused on out-of-school persons in need of entry jobs or those needing job upgrading or retraining. Programs incorporating the concepts of self-awareness, career awareness, career development, and career exploration were developed. Activities were designed to provide career education information to the parents of high school age youth in the area. This included classes, small group sessions, counseling, career material displays, tours, and informational meetings. In addition, the materials resource center was expanded, and materials were disseminated on a loan basis. Inservice was conducted for all project personnel in the form of meetings, workshops, and classes. Publicity efforts, through newspapers, newsletters, radio, and television, increased the public awareness of career education. Appendixes make up two-thirds of the report and contain evaluation instruments, publicity samples, sample programs, a 51-page bibliography and resource guide, and other project-related materials. (Author/NJ)

ED 115 964 95 CE 005 859

Career Education for Persons in Rural Areas. Primary Focus on Adults 16 and Over. Third Party Evaluation Report.

North Central Technical Inst., Wausau, Wis.; Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-359

Bureau No.—F5005VW; V361036

Pub Date Jun 75

Grant—OEG-0-73-5292

Note—66p.; For related document, see CE 005 858

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Adult Education, \*Career Education, Developmental Programs, \*Economically Disadvantaged, Elementary Secondary Education, Program Effectiveness, \*Program Evaluation, \*Rural Areas

Identifiers—\*Wisconsin

The third party evaluation report focuses on the second year activities of a three-year exemplary project in career education conducted by the North Central Technical Institute (NCTI). The project was designed to provide career education activities to the adult population of an economically depressed rural area in north-central Wisconsin. Job upgrading and retraining career information dissemination, and inservice education were carried out through workshops, counseling, classes, group sessions, displays, tours, and informational meetings. Initially, the report deals with such areas as communication, adults 16 and over, women, agency cooperation, NCTI staff, school participation, and personnel. The second part of the report is concerned with the results of the efforts of the staff in selected elementary and secondary schools in the NCTI district. Overall, the school systems accepted the project consultants and the concept of career education, although with varying degrees of effectiveness. This acceptance was regarded as an indication of the need for such services. It was found that the efforts of the project staff were often frustrated by the personal characteristics of the target population, as the staff was prevented from dealing with them in groups such as classes or other captive situations. (NJ)

ED 115 965 95 CE 005 861

Mawyer, Suzanne T.

Five Year Follow-Up Survey of Albemarle High School Graduates. Final Report.

Albemarle County Schools, Charlottesville, Va.

Spons Agency—Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Report No.—VT-102-364

Pub Date 1 Aug 75

Note—17p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

**Descriptors**—General Education, \*Graduate Surveys, \*High School Graduates, Program Effectiveness, \*Relevance (Education), Secondary Education, Student Records, Vocational Education, \*Vocational Followup

**Identifiers**—\*Virginia (Albemarle County)

A five-year followup survey of 1969 Albemarle County high school graduates was made from July 1, 1974 to July 1, 1975. Data collected regarding present job status, college attendance, and high school training were compared with high school ability level to gauge the relevance and effectiveness of high school vocational education programs. Survey results showed that the percentage of all 1969 graduates now in the work force is high. Although a relatively high percentage of general education graduates attended college, only half finished. More than half of the graduates had no high school vocational training at all, and the percentage of those with training for their present job is low. The figures also indicate that the general level student would benefit most from vocational programs, although academic students should not be discouraged from enrolling. Academic students desiring to enter management areas should, however, be encouraged to enroll in vocational programs. The survey instrument is appended. (KJ)

**ED 115 966** 95 CE 005 862  
Curry, Charles

**A Compilation, Preparation and Distribution of Instructional Materials That Emphasize Positive Work Ethics. Final Report.**

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Report No.—VT-102-365  
Pub Date Jun 75

Note—14p.; For related annotated bibliography, see CE 005 587

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—Ethical Values, Instructional Materials, \*Media Selection, National Surveys, Program Budgeting, \*Program Development, \*Work Attitudes

The document offers a brief overview of a project that surveyed 343 chairmen of college vocational teacher education departments, persons responsible for curriculum development centers, research unit coordinators, representatives of the national network for curriculum coordination in vocational education, State school superintendents, and State vocational education directors. The project's goal was to select media and gather instructional materials that stressed positive work attitudes and ethical values. The final report includes only the first phase of the research project, describing the procedure, completion dates, budget, results, and recommendations of this phase. Contact letters, survey instrument, and bibliography form are appended. (KN)

**ED 115 967** 95 CE 005 863  
**Occupational Preparation for the Handicapped: Occupational Adjustment Training. Occupational Education Research Project Final Report.**  
Wilkes County Board of Education, Wilkesboro, N.C.

Spons Agency—North Carolina State Dept. of Public Instruction, Raleigh. Occupational Research Unit.

Report No.—VT-102-370  
Pub Date Jun 75  
Note—166p.

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**  
**Descriptors**—\*Demonstration Projects, Educable Mentally Handicapped, Elementary Secondary Education, Integrated Curriculum, Job Placement, Job Training, \*Mentally Handicapped, \*Prevocational Education, Program Attitudes, \*Program Descriptions, Special Education, Tables (Data), Trainable Mentally Handicapped, \*Vocational Adjustment

**Identifiers**—North Carolina

From 1973 to 1975, the school systems of North Wilkesboro and Wilkes County, North Carolina engaged in a mutual venture to adjust the focus of special educational services from one of academic orientation to one of academic and occupational preparation. The special educational services provided to mentally retarded pupils in seven elementary schools and one high school

were changed in format to include occupational preparation. The vehicle of occupational education was used to teach essential academic subjects, broaden awareness and involvement in community enterprise, develop interest and selection of employment opportunities, and introduce occupational proficiencies and requirements. The purpose of the project was to demonstrate the implementation and continuation of an occupational-academic public school program and to describe the benefit to mentally retarded students in terms of life-work preparedness. The success or failure of the project objectives was based on: pupil attitudes and achievement, description of population, teacher's opinions evaluation, principals' evaluation, pupil employment, graduates and dropouts, community participation, trainable mentally retarded, and a study of costs. Appendixes include a review of research and literature, instructional program outlines, competency assessment records, pupil attitude test, teacher opinionnaire, and related investigation. (Author/NJ)

**ED 115 968** CE 005 864  
**Innovative Program for Achieving the Goals of Education in Human Relations and Occupational Competencies (Grades 7-12). Final Report.**

Davies County School District, Owensboro, Ky.; Owensboro Public Schools, Ky.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Report No.—VT-102-371  
Pub Date 30 Jun 75

Note—211p.

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**  
**Descriptors**—\*Career Education, Career Exploration, Communication Skills, Decision Making Skills, Developmental Programs, \*Human Relations, Instructional Materials, \*Interpersonal Competence, Junior High Schools, \*Learning Activities, Problem Solving, Program Descriptions, Secondary Education, Self Concept, Simulation, \*Teaching Guides, Work Experience Programs, Workshops

During the 1974-75 school year, the Owensboro-Davies County middle and high schools engaged in developing an exemplary program in human relationships and occupational competencies. The purpose of the program was to provide classroom instruction and exploration-placement activities that would enable the student to gain knowledge about himself in relationship to his personal worth, relationship to others, his attitudes, interests, capabilities, and to use this self-knowledge in making occupational decisions. The program involved simulated activities, work experiences, classroom instruction in job acquisition skills, and classroom experiences in clarifying values, identifying interests and abilities, and in developing goal-setting and decision-making skills. A teaching resource guide and student handbook are appended to the project report. The teaching guide is a compilation of learning activities engaged in during the project year. The materials were selected and developed by the teachers to meet the students' needs in occupational competencies through exploration experiences both within the schools and within the community. (Author/NJ)

**ED 115 969** 95 CE 005 865  
Norton, Robert E. And Others

**Career Education: An Integrating Process. Staff Development in Career Education for the Elementary School: Module 1.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—VT-102-288  
Pub Date 75

Note—65p.; For related documents, see CE 005 866-871

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order Number S06I, \$5.00 ea.; Complete set of seven, Order Number S06, \$15.00 per set)

**Document Not Available from EDRS**

**Descriptors**—\*Career Education, \*Curriculum Development, \*Educational History, Educational Responsibility, Elementary Education, \*Inservice Teacher Education, \*Models, Teacher Improvement

The module is the first of a series of seven discrete modules designed to assist elementary school teachers in the development of a career education program or to enrich an already established program. Module 1 may be used separately or in conjunction with the other modules. Topics covered in units 1-5 Module 1 include an overview of career education, some of its historical antecedents, and some opposing viewpoints on the subject. Discussions of some State and national career education models and of the changing roles and responsibilities of those involved in a comprehensive career education program complete the document. Accompanying the substantive material are references and listings of sample self-awareness and career awareness themes and goals. (Author/LJ)

**ED 115 970** 95 CE 005 866

Norton, Robert E. And Others

**Essentials of Career Development Theory. Staff Development in Career Education for the Elementary School: Module 2.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—VT-102-289  
Pub Date 75

Note—28p.; For related documents, see CE 005 865-871

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order Number S06II, \$5.00 ea.; Complete set of seven, Order Number S06, \$15.00 per set)

**Document Not Available from EDRS**

**Descriptors**—\*Career Education, \*Curriculum Development, \*Educational Theories, Elementary Education, \*Inservice Teacher Education, Teacher Improvement, \*Vocational Development

The module is the second of a series of seven discrete modules designed to assist elementary school teachers in the development of a career education program or to enrich an already established program. Module 2 may be used separately or in conjunction with the other modules. The module contains two units, one which identifies the key concepts of each of the major career development theories that exist, and the other which attempts to help the reader relate local curriculum goals to these career development theories. Supplementary references complete the document. (Author/LJ)

**ED 115 971** 95 CE 005 867

Norton, Robert E. And Others

**Self-Concept Development. Staff Development in Career Education for the Elementary School: Module 3.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—VT-102-290  
Pub Date 75

Note—50p.; For related documents, see CE 005 865-871

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order Number S06III, \$5.00 ea.; Complete set of seven, Order Number S06, \$15.00 per set)

**Document Not Available from EDRS**

**Descriptors**—\*Career Education, \*Curriculum Development, Educational Theories, \*Elementary Education, \*Inservice Teacher Education, \*Self Concept, Teacher Improvement

The module is the third of a series of seven discrete modules designed to assist elementary school teachers in the development of a career education program to enrich an already established program. Module 3 may be used separately or in conjunction with the other modules. The module contains seven units and is intended to help define self-concept, examine several self-concept theories, and relate the learner's self-concept to career choice. Distinction is made not only between several self-concept assessment instruments, but also between several self-concept development programs that are available commercially. Finally, the process for developing a written grade level program of learning activities on self-concept development for elementary school children is addressed. The document also contains supplementary references for the module. (Author/LJ)

ED 115 972 95 CE 005 868

*Norton, Robert E. And Others***Child Study. Staff Development in Career Education for the Elementary School: Module 4.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—VT-102-291

Pub Date 75

Note—37p.; For related documents, see CE 005 865-871

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order Number S06IV, \$5.00 ea.; Complete set of seven, Order Number S06, \$15.00 per set)

**Document Not Available from EDRS**

Descriptors—\*Career Education, \*Child Development, Child Psychology, \*Curriculum Development, \*Elementary Education, Individual Differences, \*Inservice Teacher Education, Teacher Improvement, Values

The module is the fourth of a series of seven discrete modules designed to assist elementary school teachers in the development of a career education program or to enrich an already established program. Module 4 may be used separately or in conjunction with the other modules. The module contains four units which cover the topics of the purposes and techniques of child study, value clarification, and planning and designing a program of child study. Several non-test tools and techniques that can be utilized in child study are examined. Supplementary references for module 4 are also provided. (Author/LJ)

ED 115 973 95 CE 005 869

*Norton, Robert E. And Others***Curriculum. Staff Development in Career Education for the Elementary School: Module 5.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—VT-102-292

Pub Date 75

Note—89p.; For related documents, see CE 005 865-871

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order Number S06V, \$5.00 ea.; Complete set of seven, Order Number S06, \$15.00 per set)

**Document Not Available from EDRS**

Descriptors—\*Career Education, \*Curriculum Development, Educational Change, Elementary Education, Elementary School Curriculum, Information Systems, \*Inservice Teacher Education, Integrated Curriculum, Occupational Clusters, \*Problem Solving, \*Resource Guides, Teacher Improvement, Vocational Development

The module is the fifth of a series of seven discrete modules designed to assist elementary school teachers in the development of a career education program or to enrich an already established program. Module 5 may be used separately or in conjunction with the other modules. In module 5, infusion of career development concepts is explained, and the creative problem-solving process is discussed. A list of curriculum materials and a bibliography of free career education materials are offered in a 20-page appendix and practice in implementing such materials is suggested. Occupational clustering and career information systems are also discussed. (Author/LJ)

ED 115 974 95 CE 005 870

*Norton, Robert E. And Others***Community Involvement in a Career Education Program. Staff Development in Career Education for the Elementary School: Module 6.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—VT-102-293

Pub Date 75

Note—39p.; For related documents, see CE 005 865-871

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order Number S06VI, \$5.00 ea.; Complete set of seven, Order Number S06, \$15.00 per set)

**Document Not Available from EDRS**

Descriptors—\*Career Education, \*Classroom Techniques, \*Community Involvement, \*Curriculum Development, Elementary Education, Field Trips, \*Inservice Teacher Education, Role Playing, School Community Cooperation, Teacher Improvement, Volunteers

The module is the sixth of a series of seven discrete modules designed to assist elementary school teachers in the development of a career education program or to enrich an already established program. Module 6 may be used separately or in conjunction with the other modules. Purposes for involving local residents and employers in a career education program are explained, and the role of an advisory council and its members discussed. There are five units in module 6 with topics covering community involvement, community volunteers, the field trip, classroom interviewing, and role playing. Supplementary references for module 6 are provided. (Author/LJ)

ED 115 975 95 CE 005 871

*Norton, Robert E. And Others***Career Education and Minorities. Staff Development in Career Education for the Elementary School: Module 7.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—VT-102-294

Pub Date 75

Note—43p.; For related documents, see CE 005 865-870

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order Number S06VII, \$5.00 ea.; Complete set of seven, Order Number S06, \$15.00 per set)

**Document Not Available from EDRS**

Descriptors—\*Career Education, \*Curriculum Development, Elementary Education, \*Inservice Teacher Education, \*Minority Groups, Racism, Sex Role, \*Sex Stereotypes, Teacher Improvement

The module is the seventh of a series of seven discrete modules designed to assist elementary school teachers in the development of a career education program or to enrich an already established program. Module 7 may be used separately or in conjunction with the other modules. Module 7 deals with career education and minorities, specifically racism awareness and sex-role stereotyping. Also included is a coordinator's unit addressing concerns, reservations, and resistance relating to career education for minorities. (Author/LJ)

ED 115 976 95 CE 005 872

**Guidelines for Vocational Education Program in Nebraska Public Schools.**

Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-300

Pub Date 75

Note—65p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Administrator Guides, Elementary Secondary Education, Financial Support, \*Guidelines, Master Plans, Program Administration, \*Program Development, Program Planning, Project Applications, \*Statewide Planning, \*Vocational Education  
Identifiers—\*Nebraska

The publication serves as a supplement to the Nebraska State plan of vocational education and outlines detailed directions that are needed for a more comprehensive treatment of program development and operational procedures. The report is structured in seven sections: (1) general provisions; (2) financial participation; (3) educational programs in agribusiness, distributive education, business and office, trade and industrial, technical, occupational home economics, diversified occupations, health occupations, and special vocational needs; (4) consumer and homemaking education programs; (5) cooperative education programs; (6) exemplary programs and projects; and (7) work-study programs. (VA)

ED 115 977 95 CE 005 873

*Collins, Owen***Career Education Program for Hazard Region XII. Final Report.**

Kentucky Valley Educational Cooperative, Hazard.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Report No.—VT-102-340

Pub Date 15 Feb 75

Note—131p.

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—Career Awareness, \*Career Education, Career Exploration, Economically Disadvantaged, Elementary Secondary Education, Inservice Programs, \*Program Descriptions, Program Evaluation, \*Regional Programs, Rural Education, School Community Programs, \*Teacher Workshops, Vocational Development  
Identifiers—\*Kentucky (Region 12)

Covering the time period of February 1974 through January 1975, the final report describes a project to plan and implement a K-14 career education program in a rural and mountainous area of Kentucky. The project design consisted of an awareness component for grades 1-6, an exploration component for grades 7-9, a preparation component for grades 10-12, and a guidance component integrated with the other three. A regional career education staff directed and coordinated the program which sought to involve the community as much as possible. The five phases of the project described are: orientation, preparation, inservice, implementation, and evaluation. The report concludes that a regional concept to the delivery of a program in career education is workable and effective and provides a means of reaching a great number of persons. During the second year, the program reached over 22,000 students. Appended are: (1) a 75-page section covering teacher workshops in career awareness and career exploration, with detailed outlines of individual learning modules; (2) evaluation instruments and results; and (3) agendas of other related workshops and conferences. (NJ)

ED 115 978 95 CE 005 874

**Mobile Training Unit. Final Report.**

Indiana Univ., South Bend. Indiana Career Resource Center.

Spons Agency—Indiana State Dept. of Public Instruction, Indianapolis. Div. of Vocational Education.

Report No.—VT-102-345

Pub Date Jul 75

Note—25p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Career Education, Demonstration Programs, \*Guidance Centers, Information Dissemination, \*Mobile Educational Services, State Programs, Teacher Improvement  
Identifiers—Indiana

From July 1974 to June 1975, the mobile training unit traveled throughout Indiana displaying career education related materials and providing counseling services to groups of youth. A three-page review discusses project goals, methods, and findings. The project attempted to provide educators with up-to-date information about career education materials and new approaches to career development. On two occasions the unit was driven to national meetings and used as a display characterizing the type of materials and activities used by Indiana to promote career education in the schools. A mileage log (three pages), followup letters (seven pages), a budget statement, and an evaluation form are included in the report. (NJ)

ED 115 979 95 CE 005 875

**Suggested Master Plan for Industrial Arts Programs in North Dakota Schools. Final Report. Research Series Number 22.**

North Dakota Univ., Grand Forks.

Spons Agency—North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.; Office of Education (DHEW), Washington, D.C.

Report No.—VT-102-372

Pub Date Jul 75

Note—32p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Curriculum Development, Curriculum Planning, Elementary Secondary Education, Facility Planning, Guidelines, \*Industrial Arts, \*Master Plans, Program Guides, Program Planning, \*State Programs, \*Statewide Planning, Teacher Qualifications, Trade and Industrial Education  
Identifiers—\*North Dakota



The three-year plan includes development of a State industrial arts guide, development of instructional materials common to all existing programs, and inservice teacher education for program implementation. To date only the first phase has been completed, with total project completion scheduled for the next three years. Master plan committee members, secondary school industrial arts instructors, and State education representatives, attended a series of leadership development workshops. This committee was responsible for establishing priorities, soliciting industrial arts input on a Statewide basis, evaluating materials, and recommending guidelines. The major topics of the guide developed for industrial arts education in North Dakota include: philosophy and goals, curriculum structure and content base, industrial arts physical facilities, teacher qualifications, criteria for reimbursement of industrial arts programs, and operational guidelines. The guide will be used as the framework for development of instructional materials in the second phase. (KJ)

**ED 115 980** CE 005 876

*Goldberg, Robert*

**VEMIS Backup Facility and Transfer of Functions: Phase 1, Pilot Implementation. Final Report.**

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Pub Date Jan 75

Note—18p.; Figure 2 is of marginal reproducibility

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Computer Science, \*Documentation, \*Management Information Systems, \*Manpower Development, Manpower Needs, Pilot Projects, \*State Departments of Education, Systems Development, Vocational Education

Identifiers—\*Pennsylvania, VEMIS, Vocational Education Management Information System

The Pennsylvania State Department of Education developed an automated system in 1970 to facilitate meeting report requirements to the United States Office of Education. This system provides for computer processing of such information as labor market needs in planning vocational programs, standards for these programs, graduate followup, demographic profiles of pupils and teachers, and utilization of facilities. The starting point of the system, the manpower conversion equation, indicates underdeveloped manpower resources as input into employment policies, manpower requirements, labor supply, and manpower development sources. The system operation calls for meeting the information needs of various management functions concerning the vocational education process and its products. The system programs and procedures discussed in this document were established as a backup facility for the Pennsylvania State Department of Education's present outside contractor. (Author/MF)

**ED 115 981** CE 005 877

**The Oregon Vo-Tech Math Project. Final Report.**

Linn-Benton Community Coll., Albany, Ore.

Spons Agency—Oregon State Board of Education, Salem. Div. of Community Colleges and Career Education.

Pub Date 13 Jun 75

Note—79p.; Not available in hard copy due to marginal reproducibility

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Community Colleges, Conference Reports, Developmental Programs, \*Material Development, \*Mathematics Instruction, \*Program Descriptions, Program Evaluation, Secondary Education, Technical Education, \*Vocational Education

Identifiers—\*Oregon

Covering the time period of January 1974 to June 1975, the report describes the activities of an ongoing project to provide verbal problem sets for occupational math courses offered in Oregon community colleges and secondary schools. The problems were selected to provide the math skills necessary for job entry and performance in several vocational-technical occupations. An individualized format permits students to work problems in various career areas and alleviates

material duplication by individual instructors. An evaluation of a small subset of problem sets was carried out in 12 model secondary schools and seven community colleges. In addition to compiling, printing, and disseminating the problem sets, the project also developed a proceedings booklet illustrating some of the uses of the problem sets. The five-page booklet is appended to the report along with a 20-page report of a subproject that consisted of three State conferences for vo-tech instructors. Other project-related materials are included. (NJ)

**ED 115 982** CE 005 878

*Brous, Susan D.*

**An Approach to Changing Teacher Attitudes and Updating Teacher Information About Career Education: A Research Project in Procedures. Final Report.**

Grants Pass School District 7, Ore.

Spons Agency—Oregon State Board of Education, Salem. Div. of Community Colleges and Career Education.

Pub Date 25 Apr 75

Note—40p.; Some of the appended materials are of marginal reproducibility

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Attitude Tests, \*Career Education, \*Change Strategies, \*Changing Attitudes, Inservice Programs, \*Inservice Teacher Education, Measurement Instruments, \*Teacher Attitudes, Teacher Workshops

Identifiers—Oregon (Grants Pass)

The project was conducted to test the assumption that there is a positive correlation between teachers' knowledge about career education and their attitudes toward using it in the classroom. The projected goal was to implement career awareness activities for teachers in an inservice program in order to promote teacher attitude change. Results indicated that the assumption was correct. Inservice workshops for teachers were held at a district community college. Tests before and after the inservice programs indicated that the teachers did have more positive attitudes about career education after the programs. Appendixes include a bibliography, a list of audiovisual materials used in the inservice programs, tests and surveys, and workshop agenda. (MF)

**ED 115 983** 95 CE 005 879

*Elson, Donald E.*

**Further Development of the Vocational Education Management Information System for Virginia (VEMIS-V). Final Report.**

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Report No.—VT-102-381

Pub Date Jul 75

Note—320p.; Not available in hard copy due to marginal reproducibility

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Educational Demand, Educational Planning, Educational Supply, \*Management Information Systems, \*Manpower Needs, School Surveys, \*State Departments of Education, \*Systems Development, Teaching Guides, \*Vocational Education

Identifiers—VEMIS, \*Virginia, Vocational Education Management Information System

The project was conducted to evaluate the vocational education reporting system in Virginia. Objectives were to determine if the student enrollment and followup information collected by the system is adequate for program planning by local school divisions; to revise the reporting system; to study procedures used in other States in determining manpower demand; to develop an instrument to determine student demand for vocational programs; to revise the forms and procedures used in plans for vocational education; to determine availability and utilization of vocational education facilities in Virginia; to develop an instrument for gathering data on teachers' daily assignments; and to assist in developing computer software for program standards. It was concluded that while the reporting system is functioning reasonably well, major revisions of forms and procedures are needed to improve its efficiency. Materials resulting from and

related to the project are appended. Included are: a report on adequacy of information to localities (4 pages); 1974 and 1975 teacher guides (55 pages); a manpower demand state-of-the-art study (67 pages); vocational education student demand projection system (33 pages); annual projected plan for vocational education and preliminary applications for Virginia vocational funds for 1975-76 (87 pages); and a report on facility utilization study. (Author/MF)

**ED 115 984** CE 005 880

*Bekker, Gerald Christiansen, James E.*

**A Model for Evaluating Programs in Vocational Education for the Handicapped. Final Report.**

Texas A and M Univ., College Station. Coll. of Education.

Spons Agency—Texas Education Agency, Austin. Div. of Occupational Research and Development.

Report No.—VT-102-382

Pub Date Aug 75

Note—179p.; Portions of the appendix are of marginal reproducibility

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

Descriptors—Computer Programs, Educational Programs, \*Evaluation Methods, \*Handicapped, Hospitals, Institutional Schools, \*Models, Pilot Projects, Program Development, Program Effectiveness, \*Program Evaluation, Questionnaires, State Programs, \*Vocational Education

Identifiers—Texas

An evaluation model was developed to measure the effectiveness of pilot programs in vocational education for handicapped persons in selected State schools and State hospitals in Texas. The model was field-tested by conducting evaluations of 16 pilot programs in vocational education for the handicapped located in seven State schools/hospitals. Data were collected by evaluation teams from the field of vocational education or special education for the mentally handicapped. The testing indicated that the model was useful for collecting and evaluating appropriate data to determine program effectiveness. It was concluded that the model program concepts were more applicable to vocational education programs in public secondary and post-secondary institutions than to pilot programs in the State schools/hospitals. Model development, test procedures, and findings are detailed in the report. Vocational program evaluations are appended, including a 39-page section presenting the instruments used to obtain evaluation statement ratings (questionnaires to conduct personal interviews with directors, counselors, program instructors, vocational students, and employers). Thirty-one pages of computer program information and tabulated data conclude the document. (MF)

**ED 115 985** CE 005 881

*Strong, Merle E.*

**An Assessment of Wisconsin's Vocational and Technical Education Program.**

Wisconsin Univ., Madison. Cooperative Educational Research and Services.

Spons Agency—Wisconsin State Advisory Council on Vocational Education, Madison.

Report No.—VT-102-383

Pub Date 70

Note—205p.

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**

Descriptors—Ancillary Services, Data Analysis, Delivery Systems, \*Educational Assessment, \*Educational Programs, Manpower Needs, Program Descriptions, Resource Allocations, School Personnel, \*School Statistics, \*State Programs, Statistical Data, Student Enrollment, Tables (Data), Teacher Education, Technical Education, \*Vocational Education

Identifiers—\*Wisconsin

The annual report documents Wisconsin's vocational programs for the 1969-70 school year and serves as the initial study of the State advisory council. Objectives were to provide a broad assessment of the vocational and technical education program in Wisconsin, to identify program processes and outputs, to determine the degree to which the program is serving the population, and to see how it reflects the labor force requirements. Contents are arranged in chapters on study background, goals, delivery system, people and programs, labor market data and manpower needs, financial programs, State and local personnel, professional growth and development, ancil-

lary services, analysis of projects, and recommendations. Statistical data are displayed in tables and graphs, with State outline maps showing geographical locations of programs and funding. (MF)

ED 115 986 CE 005 882

*Goldhammer, Keith*

**Alternative Educational Futures: The Choice Before Us.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Report No—VT-102-384

Pub Date Dec 71

Note—24p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

**Descriptors—**\*Alternative Schools, \*Career Awareness, \*Career Education, \*Disadvantaged Youth, \*Educational Alternatives, \*Educational Development, \*Educational Needs, \*Educational Principles, \*Educational Strategies, \*Freedom Schools, \*Futures (of Society), \*Individualized Programs, \*Open Education, \*Social Values, \*Speeches

Three alternatives for education in the future are presented in the paper, which was initially delivered as a university graduate school lecture. The author first describes three groups of children with different life environments—the advantaged, the silent majority, and the disadvantaged. The significance of possible educational alternatives is then related to the three groups. The first educational alternative is renewed academic planning, holding that there is nothing basically wrong with the present subject-centered curriculum and educational practice. A second alternative is the free-school movement, or the "de-schooled society" of Ivan Illich, proposing a structureless school in which the child guides himself. There is a real potential in the concept of a free school, which would emphasize choice and individual determination in place of authority and control. However, this existentialist structureless school does not place human development in the proper context of social relationships. The educational system has an obligation to society as well as to the individual. The third alternative is career education, which would give all children the means of coping with the problems of their environment through developing a sense of vocation. (MF)

ED 115 987 CE 005 884

*Robertson, Marvin And Others*

**Staff Awareness: Racial, Socioeconomic, Sex Stereotypes Limit Career Potential.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Report No—VT-102-391

Pub Date 75

Note—182p.

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order Number S10, \$8.50)

**Document Not Available from EDRS**

**Descriptors—**Administrator Guides, \*Career Education, \*Change Strategies, \*Changing Attitudes, \*Discriminatory Attitudes (Social), \*Educational Needs, \*Ethnic Stereotypes, \*Inservice Programs, \*Instructional Staff, \*Leaders Guides, \*Needs Assessment, \*Questionnaires, \*School Community Relationship, \*Sex Stereotypes, \*Socioeconomic Status, \*Staff Improvement, \*Student Teacher Relationship, \*Teacher Attitudes

The materials in the staff awareness program were developed to assist facilitators of career education inservice training. The purpose of the program is to increase the expectations of teachers toward the career potentials of all students regardless of their race, sex, ethnic background, or the socioeconomic status of the family. The program helps to identify staff stereotypes toward students and provides a tested intervention for changing staff behavior. The materials are presented in four sections: (1) a review of the literature, rationale and research base containing a conceptual framework, research data from three sites, and a summary of inservice outcomes found during program testing (26 pages); (2) administrator's guide, providing an overview of the total staff awareness program with information needed for decision making (11 pages); (3) guide for a local study, containing instrumentation and directions for studying local needs in order to adapt the inservice program products (60 pages); and (4) staff training, presenting an inservice pro-

gram with implementation and evaluation materials and activities (81 pages). (Author/MF)

ED 115 988 95 CE 005 885

*Jacobsen, Kaare Drier, Harry N., Jr.*

**The Disident Teacher and Induced Discrepant Behaviors. Procedures Manual. Attitudes Toward Career Education Series.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—VT-102-392

Pub Date 74

Note—44p.; For related documents, see CE 005 886-889

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order Number S09I, \$2.00; Complete set of five, Order Number S09, \$15.00)

**Document Not Available from EDRS**

**Descriptors—**Behavior Change, \*Career Education, \*Change Strategies, \*Changing Attitudes, \*Inservice Programs, \*Instructional Staff, \*Intervention, \*Manuals, \*Planning, \*Questionnaires, \*Role Playing, \*Staff Improvement, \*Teacher Attitudes, \*Teacher Workshops

One of five sections of materials for a program to change teacher attitudes toward career education, the procedures manual presents the theoretical base of the program, the operational plan, and program procedures for strategies to implement a comprehensive staff development effort in assimilation of a career education program. The results of the pilot study and field tests indicated that active participation in workshop activities, including role playing, does increase attitude change. The evidence substantiates the assumption that discrepant role playing must be induced in order to promote a positive change in resistive teachers. Such teachers can be influenced to change their attitudes in a specific direction as a result of planned intervention developed on the theoretical framework of Festinger's theory of cognitive dissonance. Appended materials include sample forms, memoranda, and questionnaires. (Author/MF)

ED 115 989 95 CE 005 886

*Jacobsen, Kaare Drier, Harry N., Jr.*

**The Disident Teacher and Induced Discrepant Behaviors. Research: Attitude Change. Attitudes Toward Career Education Series.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—VT-102-393

Pub Date 74

Note—44p.; For related documents, see CE 005 885, and CE 005 887-889

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order Number S09II, \$2.00; Complete set of five, Order Number S09, \$15.00)

**Document Not Available from EDRS**

**Descriptors—**Analysis of Covariance, \*Career Education, \*Change Strategies, \*Changing Attitudes, \*Inservice Programs, \*Instructional Staff, \*Post Testing, \*Pretesting, \*Program Evaluation, \*Staff Improvement, \*Teacher Attitudes

One of five sections of materials for a program to change teacher attitudes toward career education, the document presents the results of the pilot testing of the program. The attitude change product was evaluated by a pilot test plan and a field test plan. Design, data collection, and data interpretation for each test plan are described. Although findings indicate that resistive teachers can be influenced to change their attitudes in a specific direction as a result of planned intervention, the effectiveness of the inservice program was not demonstrated. Discussion of the testing and recommendations for changes in the program are summarized. (Author/MF)

ED 115 990 95 CE 005 887

*Jacobsen, Kaare Drier, Harry N., Jr.*

**An Attitude Change Module Based on Cognitive Dissonance Theory. Teacher Workshop Description. Attitudes Toward Career Education Series.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 74

Note—101p.; For related documents, see CE 005 885-886, and CE 005 888-889

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order Number S09III, \$5.70; Complete set of five, Order Number S09, \$15.00)

**Document Not Available from EDRS**

**Descriptors—**\*Career Education, \*Change Strategies, \*Changing Attitudes, \*Inservice Programs, \*Instructional Materials, \*Leaders Guides, \*Lesson Plans, \*Role Playing, \*Teacher Attitudes, \*Teacher Workshops

One of five sections of materials for a program to change teacher attitudes toward career education, the leader's guide presents a plan for a three-day teacher inservice workshop involving role playing by both dissonant and consonant groups. The dissonant group consists of persons with low change orientation who assume roles advocating career education. However, the consonant group participants reflect their measured attitudes, either for or against, in the role playing. Included are workshop activities for each day, materials and suggestions for the leader, workshop handouts, a post-workshop evaluation form, and typical career education lesson plans. (Author/MF)

ED 115 991 95 CE 005 888

*Jacobsen, Kaare Drier, Harry N., Jr.*

**Pro and Con Perspectives. An Overview of Career Education. Supportive Materials. Attitudes Toward Career Education Series.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—VT-102-395

Pub Date 74

Note—112p.; For related documents, see CE 005 885-887 and CE 005 889

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order Number S09IV, \$5.70; Complete set of five, Order Number S09, \$15.00)

**Document Not Available from EDRS**

**Descriptors—**\*Anthologies, \*Career Education, \*Change Strategies, \*Changing Attitudes, \*Inservice Programs, \*Negative Attitudes, \*Resource Materials, \*Role Playing, \*Teacher Attitudes, \*Teacher Workshops

One of five sections of materials for a program to change teacher attitudes toward career education, the materials compiled in this document present a balance of arguments both for and against career education. Designed for use in teacher workshops, the work offers each participant the opportunity to analyze different viewpoints and may be used as supportive content for role playing. The issues are discussed in a compilation of several authors' works, representing extreme pro and con positions and have been organized to engage participants in role playing. (Author/MF)

ED 115 992 95 CE 005 889

*Jacobsen, Kaare Drier, Harry N., Jr.*

**The Comprehensive Career Education Staff Development Questionnaire. A Multidimensional Attitude Scale. Attitudes Assessment Instrument. Attitudes Toward Career Education Series.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—VT-102-396

Pub Date 74

Note—34p.; For related documents, see CE 005 885-888

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order Number S09V, \$1.50; Complete set of five, Order Number S09, \$15.00)

**Document Not Available from EDRS**

**Descriptors—**\*Attitude Tests, \*Career Education, \*Changing Attitudes, \*Inservice Programs, \*Material Development, \*Questionnaires, \*Staff Improvement, \*Teacher Attitudes, \*Test Construction

The comprehensive career education staff development questionnaire presented in the document was developed for use in inservice education programs in career education. Detailed in-

strument development and a suggested method of administering the questionnaire are described. Three subscales are designed to measure variations among staff members of their affective acceptance, commitment, and change orientation. The questionnaire has three purposes: (1) to measure the magnitude of change toward career education, (2) to measure variations among staff members, and (3) to generate an attitude profile of educational staff toward career education and change orientation. The instrument should help local educational personnel to make more realistic decisions regarding their inservice programs. (Author/MF)

**ED 115 993** 95 **CE 005 890**  
**Staff Development Program for the Implementation of Career Education Teacher's Guides. A Group Approach.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—VT-102-397

Pub Date 74

Note—212p.; For related guide utilizing the individual approach, see CE 005 891

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order Number S01, \$15.00)

**Document Not Available from EDRS**

Descriptors—\*Career Education, \*Group Instruction, \*Inservice Programs, Inservice Teacher Education, Instructional Materials, Instructor Coordinators, Program Administration, Program Planning, \*Staff Orientation, \*Teaching Guides

The purpose of the inservice education program is to help local inservice coordinators plan and conduct effective inservice programs for teachers and other instructional staff who will be using curriculum materials (teacher's guides) developed at the center for vocational education. The intent of the program is to provide an orientation to career education concepts and principles and an understanding of the structure, format, and intended use of the materials. The inservice package includes an overview of the program; suggestions for assessing participant needs and growth; an instructional plan; specific suggestions for the presentation of each recommended topic (for the aid of the inservice coordinator); and suggested handouts, transparencies, and resource materials. The document presents the group instructional approach to allow opportunity for discussion and interaction. (Author/MF)

**ED 115 994** 95 **CE 005 891**  
**Staff Development Program for the Implementation of Career Education Teacher's Guides. Teacher's Guide Installation In-Service Program. An Individualized Approach.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—VT-102-398

Pub Date 74

Note—156p.; For related guide utilizing the group approach, see CE 005 890

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order Number S02, \$15.00)

**Document Not Available from EDRS**

Descriptors—Autoinstructional Aids, \*Career Education, \*Independent Study, Individualized Programs, \*Inservice Programs, Inservice Teacher Education, Instructional Materials, Post Testing, Pretesting, \*Staff Orientation, \*Teaching Guides

The materials in the self-instructional version of the teacher's guide installation inservice program were developed for local educational staff who will be using the career education teacher's guides developed at the Center for Vocational Education. The document provides an individualized alternative for teachers in the absence of a group-centered instructional process. The purpose of the inservice program is to provide users with an orientation to a school-based career education program, to orient staff to a curriculum mode of delivery, and to help staff understand and prepare to use career education teacher's guides. The program consists of a pretest and

posttest and three study units with supporting appendices. (Author/MF)

**ED 115 995** 95 **CE 005 892**  
**Campbell, Hartley B. King, Catherine C.**

**Developing Local Career Information Systems for Middle and Secondary Schools.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—VT-102-399

Pub Date 75

Note—52p.

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order Number S13, \$3.25)

**Document Not Available from EDRS**

Descriptors—\*Career Education, \*Guidelines, High Schools, \*Information Systems, Junior High Schools, \*Models, \*Occupational Information, Program Development, Secondary Education, Systems Development

This guidance support systems handbook was designed to assist local, regional, or State guidance personnel who wish to develop locally-relevant career information materials. These materials may serve as a career information system or may be used to supplement commercial materials which are national in scope. Sections of the handbook cover conceptualization of a career information system; implementing the models for career information systems grades 7-9 and grades 10-12; guidelines for local development of a career information system; and uses of the career information system in career education. Definitions of the 12 career clusters adopted by the school-based career education project, a job description checklist, and a bibliography are appended. (Author/MF)

**ED 115 996** 95 **CE 005 893**  
**Norton, Robert E. Martinez, Nancy S.**

**Staff Development Program for Promoting More Effective Use of Community Resources in Career Education. Section 1: Overview and Management Plan, Local Needs and Attitudes Assessment, and Research Report Summary.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—VT-102-400

Pub Date 75

Note—102p.; For Section 2, related inservice modules, see CE 005 820

Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order No. S081, \$6.00; Complete set of Section 1 and 2, Order No. S08, \$15.00)

**Document Not Available from EDRS**

Descriptors—Attitudes, \*Career Education, Community Attitudes, \*Community Resources, Community Surveys, Elementary Secondary Education, \*Inservice Programs, Inservice Teacher Education, Program Coordination, \*Program Planning, Questionnaires, School Community Relationship, School Surveys, Student Attitudes, \*Surveys, Tables (Data), Teacher Attitudes

The staff development program was prepared to provide inservice education to grades K-12 school staff members in making more effective use of community resources in career education. The program was designed to help coordinators plan and conduct inservice sessions for teachers and other instructional staff responsible for using such resources. The publication, Section 1, contains the program contents and management plan, procedures and sample survey forms for conducting a local needs and attitudes assessment, and a summary of a research study conducted by the Center for Vocational Education in 1973 on the attitudes of educators and citizens toward the use of community resources. The sample survey instruments are for use with teachers and counselors, students and parents, school administrators and board members, and business and industry representatives. Section 2 of the program contains eight inservice modules and is available as CE 005 820. (Author/MF)

**ED 115 997** **CE 005 894**  
**Holstein, Edwin J.**

**Economics: A Suggested Adult Business Education Course. Part III A of a Series Preparation for Certified Professional Secretary Examination.**

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.

Pub Date 74

Note—93p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Business Education, \*Business Subjects, Course Content, \*Economics, \*Lesson Plans, \*Secretaries, \*Teaching Guides  
 Identifiers—\*Certified Professional Secretary, CPS

The instructor's guide for economics, one of seven courses that cover the six parts of the Certified Professional Secretary (CPS) examination, is intended to provide organization for a review course preparing secretaries for Part III of the CPS examination, as well as for secretaries wishing to update their knowledge in economics. The course generally can be covered in 10 three-hour sessions. Each of the lessons lists objectives and presents content outline and teaching suggestions/references in corresponding columns. The 10 lessons are: The Need for an Economizing System; Capitalism and the Market System; Organizing and Financing Business; Financial Reports of a Business; Securities Markets; Risk and Protection; Measuring National Income; Determinants of National Product and Income; Fiscal Policy and the Level of National Income; Monetary Policy in Our Economy; International Trade; and Problems in International Trade. (EA)

**ED 115 998** **CE 005 897**

**Rudov, Melvin H. Skillings, Sally**

**Credentialing of Health Care Professionals: Its Costs and Some Alternatives for HSA [Health Services Administration].**

Transaction Systems Inc., Atlanta, Ga.

Spons Agency—Health Services Administration (DHEW/PHS), Rockville, Md.

Report No.—HSA-74-9-20; PB-243-066

Pub Date Mar 75

Note—131p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-243-066, MF \$2.25, HC \$5.75)

**Document Not Available from EDRS**

Descriptors—Adult Education, \*Certification, Credentials, \*Estimated Costs, Federal Programs, \*Government Employees, Health Occupations Education, \*Health Personnel, Health Services, Military Personnel, Professional Associations, \*Professional Continuing Education, State Licensing Boards

Identifiers—Health Services Administration, \*Licensing

The report contains requirements and practices in credentialing and recredentialing of health professionals by States and by professional societies. It begins with an overview of the health care components of the Health Services Administration (HSA). Credentialing needs and four types of credentialing activities are discussed: basic or initial credentialing (graduation, certification/regISTRATION, licensing), advanced credentialing (formal education, work experience, examination for specialties), credentialing maintenance (renewal by fee, continuing education, re-examination/recertification), and other credentialing activities (lapses, staff privileges). Information on the four types of credentialing activities, including requirements and actual practices, is given for more than 20 categories of health providers. Credentialing activities of the United States Public Health Service, Army, Navy, Air Force, and Veterans Administration are reviewed. Costs are projected for HSA support of all future credentialing and recredentialing requirements for health care providers employed by HSA. Conclusions are related to payment of these costs by HSA. An 88-item reference list is included. (NTIS)

**ED 115 999** **CE 005 899**

**Alvir, Howard P.**

**An Illustrated Self-Evaluative How to Do it Kit on Developing Fail-Safe, Student-Paced, Individualized Learning Modules for Occupational Education Career Ladders and Lattices.**

Pub Date 31 Jul 74

Note—49p.; Not available in hard copy due to marginal legibility of original document

## 50 Document Resumes

Available from—For loan copies send a self-addressed stamped envelope to Howard P. Alvir, 27 Norwood Street, Albany, New York 12203  
EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

**Descriptors**—Affective Objectives, Behavioral Objectives, Cognitive Objectives, \*Course Objectives, \*Course Organization, \*Individualized Instruction, \*Matrices, \*Nursing

The document recounts in a narrative scenario how fictional nursing teachers and a consultant in a work-session developed a matrix which helped the teachers organize their clinical nursing courses more effectively by discriminating carefully among knowledge, performance, and attitude objectives. Placing the objectives on the matrix revealed the degrees to which the courses were balanced. Concise language was encouraged in a series of Socratic exchanges. The document is titled "illustrated" because, in itself, it illustrates what a learning module should be, or, serves as a model, in which the reader may discern by analysis the components of a successful module. There are no illustrations in the usual sense of graphic embellishment, nor are there explicit instructions provided on developing a learning module, beyond the note that a module contains objectives, pretests, learning environments, and post-tests, just as the document does. The reader is pretested and post-tested on his knowledge of the matrix-development scenario. Thirty-two pages of the document are devoted to sample nursing education course objectives, and one completed matrix is provided for barbers. Implications for career ladders and lattices must be drawn by the reader. (AJ)

ED 116 000 CE 005 902

**Designing a Career Opportunities Program; A Manpower Needs Assessment.**

Community School District 9, Bronx, N.Y.  
Spons Agency—National Center for Improvement of Educational Systems (DHEW/OE), Washington, D. C.

Pub Date [73]

Note—104p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

**Descriptors**—\*Career Opportunities, Charts, Community Problems, Data Analysis, Developmental Programs, Educational Programs, Employment Opportunities, \*Employment Programs, \*Graphs, Job Training, Manpower Development, \*Manpower Needs, \*Program Planning

**Identifiers**—New York (Bronx)

The program is designed to provide a system for joining job seekers and job providers in Community School District No. 9 through a medium of teaching and training and to meet the immediate and future job training needs of community residents. The program was conducted according to the following processes: (1) a needs assessment, an income and education analysis, and an employment analysis of the district; (2) an evaluation of other job training programs; (3) an examination of existing manpower programs in the district which are later evaluated in a conference; (4) an outline of major businesses and continuing education programs; and (5) an outline of a plan for the development of cluster center components. The implementation plan for a program to meet the employment needs of the district include the following components: outreach to community residents, career counseling, comprehensive client assessment and recommendation, basic skills program, job training centers, on-site job training program, computer based job market analysis and job placement, follow up and evaluation, and coordination with existing programs. A list of references and a bibliography are included. Appended materials include form letters, the questionnaires used in the study, and manpower training programs in the district. (Author/EC)

ED 116 001 CE 005 905

**An Act to Amend Title 38, United States Code, to Increase Vocational Rehabilitation Subsistence Allowances, Educational and Training Assistance Allowances, and Special Allowances Paid to Eligible Veterans and Persons under Chapters 31, 34, and 35 of such Title; etc.**

Congress of the U.S., Washington, D.C.

Pub Date 3 Dec 74

Note—26p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

**Descriptors**—Educational Legislation, \*Employment Programs, \*Federal Legislation, \*Financial Support, Program Improvement, Veterans, \*Veterans Education, \*Vocational Rehabilitation

**Identifiers**—\*Vietnam Era Veterans Readjustment Assistance Act, Vietnam Veterans

The document is a copy of Public Law 93-508 enacted by the 93rd Congress, December 3, 1974 to amend title 38, United States Code. Cited as the Vietnam Era Veterans' Readjustment Assistance Act of 1974, it provides for: increased vocational rehabilitation subsistence allowances, educational and training assistance allowances, and special allowances paid to eligible veterans and persons; improved and expanded special programs for educationally disadvantaged veterans and servicemen; improved and expanded veteran-student services program; establishment of an education loan program for veterans and other persons eligible for benefits; other improvements in the educational benefits; employment of veterans and the wives and widows of certain veterans by improving and expanding the provisions governing the operation of the Veterans Employment Services by increasing the employment of veterans by Federal contractors and sub-contractors, and by providing for an action plan for employment of disabled and Vietnam era veterans within the Federal government; and codification and expansion of veterans reemployment rights. (Author/MS)

ED 116 002 CE 005 906

**Dowell, Judy H. Greenwood, Bonnie B.**

**The Masculine Focus in Home Economics.**

Home Economics Education Association, Washington, D.C.

Pub Date 1 Apr 75

Note—31p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

**Descriptors**—\*Adolescents, \*Curriculum Development, \*Home Economics Education, \*Males, Secondary Education, \*Student Characteristics, Student Interests, Student Needs

The publication explores what home economics has to offer young men and provides information useful in establishing or implementing a curriculum to meet the needs of today's adolescent male. The growing recognition that home economics at the secondary and middle school levels provides important knowledge, attitudes, and skills for the adolescent male is discussed. The existing barriers to male students' involvement in home economics classes are described and identified: community involvement, parental attitudes, peer attitudes, attitudes of school personnel, and teacher attitudes. Some general observations on understanding and teaching boys are presented. The need for considering the masculine self-image is also discussed. Detailed suggestions for curriculum development include methods of recruitment and ideas for adapting course content and activities to the needs of males in co-educational classes. Specific areas of the curriculum discussed are: child development, clothing and textiles, food and nutrition, housing and home management, personal development and family relations, and occupational home economics. The report concludes that the inclusion of males in the home economics curriculum is a forward step which requires teachers to become acquainted with male students' characteristics, needs, and attitudes in order to provide relevant and interesting instruction. (Author/MS)

ED 116 003 CE 005 907

**Instructional System Development.**

Department of the Air Force, Washington, D.C.

Report No—AFM-50-2

Pub Date 31 Jul 75

Note—108p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

**Descriptors**—Attitudes, Curriculum Development, \*Educational Development, Educational Objectives, Flight Training, \*Instructional Systems, Manuals, Military Service, \*Military Training, Program Evaluation, \*Systems Development, Technical Education, Testing, Training Objectives

**Identifiers**—\*Air Force

The manual presents a technology of instructional design and a model for developing and conducting efficient and cost effective Air Force instructional systems. Chapter 1 provides an overview of Instructional System Development (ISD)

Chapters 2-6 each focus on a step of the process: analysis of system requirements; definition of education/training requirements; development of objectives; and tests; planning, developing, and validating instruction; and operation and evaluation of the instructional system. Chapter 7 summarizes the steps involved when applying ISD to knowledge and attitudes. In chapters 8 and 9, the ISD process is related specifically to Air Force flying training and technical training. Appendixes contain an explanation of terms, references, annotated bibliography, bibliography of technical materials, and instructions for completing the ISD status report. (EA)

ED 116 004 CE 005 908

**Prosek, Jerry And Others**

**Career Education Programs; Grades 7 and 8.**

Pulaski School District, Wis.

Pub Date 75

Note—71p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

**Descriptors**—Business Education, \*Career Education, \*Career Exploration, Curriculum Development, \*Curriculum Guides, Health Education, Health Occupations, Industrial Arts, \*Junior High Schools, Learning Activities

**Identifiers**—Wisconsin (Pulaski)

The Pulaski Community Schools have developed a career education curriculum that involves seventh and eighth graders in a year-long study of health, industrial arts, and business education. The Health Education Curriculum outlines 10 basic concepts and areas of study: social living, mental health, nutrition, tobacco, alcohol, drugs, hygiene, physical fitness, consumer health, and birth/aging process/death. Health Careers lists jobs in these areas and presents instructions for classroom activities, with an outline of elements to be studied in terms of each career area given. The Business Education Curriculum presents separate outlines for each grade with a two-page guide regarding specific texts and audiovisual aids not identified in full. Public service, communications and media, marketing and distribution, transportation, and business and office are covered in the seventh grade curriculum outline; job orientation and a review of clusters studied in seventh grade are in the eighth grade outline. The Industrial Arts Curriculum outlines separate curricula for each grade, with a two-page guide regarding a specific text, Exploring. The seventh grade outline covers natural resources, environmental, marine science, manufacturing, agri-business, transportation, construction, and a sample unit on agri-business, with the eighth grade curriculum adding a mini course in careers. (LH)

ED 116 005 CE 005 909

**Ignas, Edward**

**Management by Objectives and Program Planning and Budgeting Systems: A Guidebook for Developing a Model Local Annual Plan and a Model Local Five-Year Plan for Vocational Education.**

Indiana State Board of Vocational Education, Indianapolis.

Pub Date [74]

Note—77p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

**Descriptors**—\*Budgets, Cost Effectiveness, \*Educational Accountability, Educational Finance, Educational Objectives, Evaluation Methods, \*Management by Objectives, Management Systems, Models, Performance Criteria, \*Program Planning, School Districts, Systems Concepts, Systems Development, \*Vocational Education

**Identifiers**—Indiana, \*Planning Programming Budgeting System, PPBS

The guidebook is intended to acquaint vocational educators with two specific management strategies: Management by Objectives (MBO) and the Program Planning and Budget System (PPBS). The long range goal of this project is the formation of a model local annual plan and model five year plan for vocational education in local school districts throughout Indiana. For this reason, it was necessary to examine the theoretical bases for MBO and PPBS as well as to develop detailed, practical steps for implementing the systems at the local level. Chapter 1 presents the rationale for the development of the MBO system, and examines its benefits and pitfalls. Chapters 2 through 5 detail the theory and practical applications of the four phases of MBO: (1)

establishing mission and role statements, (2) setting and validating objectives, (3) developing action plans to achieve objectives, and (4) developing a performance appraisal system. Chapter 6 defines PPBS and discusses its advantages and disadvantages. The document concludes with appended worksheets and evaluation forms. (Author/BP)

**ED 116 006** **CE 005 915**

*Rich, William Wood, Eugene*  
**Agricultural Production: Program Planning Guide: Volume 1.**

Southern Illinois Univ., Carbondale. Dept. of Agricultural Industries.

Spons Agency—Illinois Professional and Curriculum Development Unit for Vocational and Technical Education, Springfield.

Pub Date 30 Jun 75

Note—157p.; For Volumes 2-7, see CE 005 916-921

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors**—\*Agricultural Education, Agricultural Machinery Occupations, \*Agricultural Occupations, \*Agricultural Production, Animal Science, Behavioral Objectives, \*Course Content, \*Curriculum Guides, Farm Management, Lesson Plans, Occupational Clusters, Occupational Information, Plant Science, Post Secondary Education, Program Planning, Resource Guides, Secondary Education, Unit Plan, Units of Study (Subject Fields)

The program planning guide for agricultural production was written to assist Applied Biological and Agricultural Occupations (ABAO) teachers in enriching existing programs and/or to provide the basis for expansion of offerings to include additional materials for the cluster areas of animal science, plant science, farm mechanics, and farm business management. Each guide includes the following components: an introduction (brief discussion of the subject matter); sample job titles and cluster areas (major job titles, D.O.T. numbers, O.E. numbers, and information about salaries, educational requirements, and career advancement opportunities); competencies for cluster areas and for job titles, stated as behavioral objectives; a core course outline (a representative sample of how a curriculum should be constructed, including references); sample teaching plans designed for one to five days in length (comprising cluster areas, unit titles, problem areas, a brief introduction, student performance objectives, a detailed outline of instructional content, learning activities, special materials and equipment, and student references). Also included are: specific and selected references; a brief description of school facilities; lists of equipment, supplies, and audiovisual materials; and a partial list of ways to increase teacher competencies. (BP)

**ED 116 007** **CE 005 916**

*Welton, Richard Marks, Michael*  
**Agricultural Supplies and Services. Program Planning Guide: Volume 2.**

Southern Illinois Univ., Carbondale. Dept. of Agricultural Industries.

Spons Agency—Illinois Professional and Curriculum Development Unit for Vocational and Technical Education, Springfield.

Pub Date 30 Jun 75

Note—104p.; For Volumes 1 and 3-7, see CE 005 915 and CE 005 917-921

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—Agribusiness, Agricultural Chemical Occupations, \*Agricultural Education, Agricultural Occupations, \*Agricultural Supplies, Behavioral Objectives, \*Course Content, \*Curriculum Guides, Feed Industry, Fertilizers, Lesson Plans, Occupational Clusters, Occupational Information, Post Secondary Education, Program Planning, Resource Guides, Secondary Education, Unit Plan, Units of Study (Subject Fields)

The program planning guide for agricultural supplies and services was written to assist Applied Biological and Agricultural Occupations (ABAO) teachers in enriching existing programs and/or to provide the basis for expansion of offerings to include additional materials for the cluster areas of agricultural chemicals, feeds, seeds, fertilizers, and science mechanics. Each guide includes the following components: an introduction (brief discussion of the subject matter); sample job titles and cluster areas (major job titles, D.O.T. numbers, O.E. numbers, and information about

salaries, educational requirements, and career advancement opportunities); competencies for cluster areas and for job titles, stated as behavioral objectives; a core course outline (a representative sample of how a curriculum should be constructed, including references); sample teaching plans designed for one to five days in length (comprising cluster areas, unit titles, problem areas, a brief introduction, student performance objectives, a detailed outline of instructional content, learning activities, special materials and equipment, and student references). Also included are: specific and selected references; a brief description of school facilities; lists of equipment, supplies, and audiovisual materials; and a partial list of ways to increase teacher competencies. (BP)

**ED 116 008** **CE 005 917**

*Bristol, Benton K.*  
**Agricultural Mechanics: Program Planning Guide: Volume 3.**

Southern Illinois Univ., Carbondale. Dept. of Agricultural Industries.

Spons Agency—Illinois Professional and Curriculum Development Unit for Vocational and Technical Education, Springfield.

Pub Date 30 Jun 75

Note—166p.; For Volumes 1-2 and 4-7, see CE 005 915-916 and CE 005 918-921

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors**—\*Agricultural Education, Agricultural Engineering, \*Agricultural Machinery Occupations, Agricultural Occupations, Behavioral Objectives, \*Conservation (Environment), \*Course Content, \*Curriculum Guides, Lesson Plans, Occupational Information, Post Secondary Education, Program Planning, Resource Guides, Secondary Education, Unit Plan, Units of Study (Subject Fields)

The program planning guide for agricultural mechanics was written to assist Applied Biological and Agricultural Occupations (ABAO) teachers in enriching existing programs and/or to provide the basis for expansion of offerings to include additional materials for the cluster areas of agricultural power and machinery, structural and conveniences, mechanics skills, construction and maintenance, electrification, and soil/water management. Each guide includes the following components: an introduction (brief discussion of the subject matter); sample job titles and cluster areas (major job titles, D.O.T. numbers, O.E. numbers, and information about salaries, educational requirements, and career advancement opportunities); competencies for cluster areas and for job titles, stated as behavioral objectives; a core course outline (a representative sample of how a curriculum should be constructed, including references); sample teaching plans designed for one to five days in length (comprising cluster areas, unit titles, problem areas, a brief introduction, student performance objectives, a detailed outline of instructional content, learning activities, special materials and equipment, and student references). Also included are: specific and selected references; a brief description of school facilities; lists of equipment, supplies, and audiovisual materials; and a partial list of ways to increase teacher competencies. (BP)

**ED 116 009** **CE 005 918**

*Welton, Richard Robb, Sam*  
**Agricultural Products: Program Planning Guide: Volume 4.**

Southern Illinois Univ., Carbondale. Dept. of Agricultural Industries.

Spons Agency—Illinois Professional and Curriculum Development Unit for Vocational and Technical Education, Springfield.

Pub Date 30 Jun 75

Note—107p.; For Volumes 1-3 and 5-7, see CE 005 915-917 and CE 005 919-921

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—\*Agricultural Education, Behavioral Objectives, \*Course Content, \*Curriculum Guides, \*Food Processing Occupations, Grains (Food), Lesson Plans, Meat Packing Industry, Occupational Clusters, Occupational Information, Post Secondary Education, Program Planning, Resource Guides, Secondary Education, Unit Plan, Units of Study (Subject Fields)

The program planning guide for agricultural products was written to assist Applied Biological and Agricultural Occupations (ABAO) teachers in enriching existing programs and/or to provide the basis for expansion of offerings to include ad-

ditional materials for the cluster areas of meat and meat byproducts, dairy processing, fruit and vegetable processing, and grain and grain byproducts. Each guide includes the following components: an introduction (brief discussion of the subject matter); sample job titles and cluster areas (major job titles, D.O.T. numbers, O.E. numbers, and information about salaries, educational requirements, and career advancement opportunities); competencies for cluster areas and for job titles, stated as behavioral objectives; a core course outline (a representative sample of how a curriculum should be constructed, including references); sample teaching plans designed for one to five days in length (comprising cluster areas, unit titles, problem areas, a brief introduction, student performance objectives, a detailed outline of instructional content, learning activities, special materials and equipment, and student references). Also included are: specific and selected references; a brief description of school facilities; lists of equipment, supplies, and audiovisual materials; and a partial list of ways to increase teacher competencies. (BP)

**ED 116 010** **CE 005 919**

*Ross, Roger R. Stitt, Thomas R.*  
**Ornamental Horticulture: Program Planning Guide: Volume 5.**

Southern Illinois Univ., Carbondale. Dept. of Agricultural Industries.

Spons Agency—Illinois Professional and Curriculum Development Unit for Vocational and Technical Education, Springfield.

Pub Date 30 Jun 75

Note—112p.; For Volumes 1-4 and 6-7, see CE 005 915-918 and CE 005 920-921

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—\*Agricultural Education, Behavioral Objectives, \*Course Content, \*Curriculum Guides, Floriculture, Greenhouses, Landscaping, Lesson Plans, Nurseries (Horticulture), Occupational Clusters, Occupational Information, \*Ornamental Horticulture Occupation, Post Secondary Education, Program Planning, Resource Guides, Secondary Education, Trees, Turf Management, Unit Plan, Units of Study (Subject Fields)

The program planning guide for ornamental horticulture was written to assist Applied Biological and Agricultural Occupations (ABAO) teachers in enriching existing programs and/or to provide the basis for expansion of offerings to include additional materials for the cluster areas of arboriculture, floriculture, greenhouse operation and management, landscaping, nursery operation and management, and turf management. Each guide includes the following components: an introduction (brief discussion of the subject matter); sample job titles and cluster areas (major job titles, D.O.T. numbers, O.E. numbers, and information about salaries, educational requirements, and career advancement opportunities); competencies for cluster areas and for job titles, stated as behavioral objectives; a core course outline (a representative sample of how a curriculum should be constructed, including references); sample teaching plans designed for one to five days in length (comprising cluster areas, unit titles, problem areas, a brief introduction, student performance objectives, a detailed outline of instructional content, learning activities, special materials and equipment, and student references). Also included are: specific and selected references; a brief description of school facilities; lists of equipment, supplies, and audiovisual materials; and a partial list of ways to increase teacher competencies. (BP)

**ED 116 011** **CE 005 920**

*German, Carl And Others*  
**Agricultural Resources: Program Planning Guide: Volume 6.**

Southern Illinois Univ., Carbondale. Dept. of Agricultural Industries.

Spons Agency—Illinois Professional and Curriculum Development Unit for Vocational and Technical Education, Springfield.

Pub Date 30 Jun 75

Note—124p.; For Volumes 1-5 and 7, see CE 005 915-919 and CE 005 921

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—\*Agricultural Education, Behavioral Objectives, \*Course Content, \*Curriculum Guides, Environmental Technicians, Forestry Occupations, Lesson Plans, \*Natural Resources, Occupational Clusters, Occupa-



tional Information, \*Off Farm Agricultural Occupations, Post Secondary Education, Program Planning, Recreation, Resource Guides, Secondary Education, Soil Conservation, Unit Plan, Units of Study (Subject Fields), Wildlife Management

The program planning guide for agricultural resources was written to assist Applied Biological and Agricultural Occupations (ABAO) teachers in enriching existing programs and/or to provide the basis for expansion of offerings to include additional materials for the cluster areas of forests, recreation, soil, wildlife, and other agricultural resources. Each guide includes the following components: an introduction (brief discussion of the subject matter); sample job titles and cluster areas (major job titles, D.O.T. numbers, O.E. numbers, and information about salaries, educational requirements, and career advancement opportunities); competencies for cluster areas and for job titles, stated as behavioral objectives; a core course outline (a representative sample of how a curriculum should be constructed, including references); sample teaching plans designed for one to five days in length (comprising cluster areas, unit titles, problem areas, a brief introduction, student performance objectives, a detailed outline of instructional content, learning activities, special materials and equipment, and student references). Also included are: specific and selected references; a brief description of school facilities; lists of equipment, supplies, and audiovisual materials; and a partial list of ways to increase teacher competencies. (BP)

**ED 116 012** CE 005 921

*Roth, Paul L. And Others*  
**Forestry: Program Planning Guide: Volume 7.**  
Southern Illinois Univ., Carbondale. Dept. of Agricultural Industries.

Spons Agency—Illinois Professional and Curriculum Development Unit for Vocational and Technical Education, Springfield.

Pub Date 30 Jun 75

Note—95p.; For Volumes 1-6, see CE 005 915-920

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—\*Agricultural Education, Behavioral Objectives, \*Course Content, \*Curriculum Guides, \*Forestry Occupations, Lesson Plans, Lumber Industry, Occupational Clusters, Occupational Information, \*Off Farm Agricultural Occupations, Post Secondary Education, Program Planning, Recreation, Resource Guides, Secondary Education, Trees, Unit Plan, Units of Study (Subject Fields)

The program planning guide for forestry was written to assist Applied Biological and Agricultural Occupations (ABAO) teachers in enriching existing programs and/or to provide the basis for expansion of offerings to include additional materials for the cluster areas of forests, forest protection, logging, wood utilization, recreation, and special Products. Each guide includes the following components: an introduction (brief discussion of the subject matter); sample job titles and cluster areas (major job titles, D.O.T. numbers, O.E. numbers, and information about salaries, educational requirements, and career advancement opportunities); competencies for cluster areas and for job titles, stated as behavioral objectives; a core course outline (a representative sample of how a curriculum should be constructed, including references); sample teaching plans designed for one to five days in length (comprising cluster areas, unit titles, problem areas, a brief introduction, student performance objectives, a detailed outline of instructional content, learning activities, special materials and equipment and student references). Also included are: specific and selected references; a brief description of school facilities; lists of equipment, supplies, and audiovisual materials; and a partial list of ways to increase teacher competencies. (BP)

**ED 116 013** CE 005 922

**A Bill to Amend the Vocational Education Act of 1963 to Assure Equal Educational Opportunities in Vocational Education Programs for Individuals of Both Sexes and for Other Purposes.** S. 2603.

Congress of the U.S., Washington, D.C.

Pub Date 3 Nov 75

Note—13p.; For related documents, see CE 005 923-4

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Educational Legislation, Educational Needs, Educational Opportunities, Educational Programs, \*Equal Education, Federal Aid, \*Federal Legislation, \*Females, \*Vocational Education

The document contains the full text of the bill introduced by Mr. Mondale on Nov. 3, 1975, which was referred to the Committee on Labor and Public Welfare. The act may be cited as the Women's Vocational Education Amendments of 1975. It presents several amendments to the Vocational Education Act of 1963 that will offer women more opportunities to participate in vocational education programs. (EC)

**ED 116 014** CE 005 923

**Vocational and Occupational Education. Hearings Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives. 94th Congress First Session on H.R. 19 and Related Bills to Amend the Vocational Education Act of 1963. Volume 1.**

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 75

Note—775p.; For related documents, see CE 005 922 and CE 005 924; Some of the Exhibits will not reproduce in microfiche

**EDRS Price MF-\$1.39 HC-\$38.72 Plus Postage**

**Descriptors**—\*Educational Legislation, Educational Needs, Educational Objectives, Educational Planning, Educational Problems, Educational Programs, Elementary Secondary Education, Federal Aid, \*Federal Legislation, Post Secondary Education, \*Vocational Education

The document contains the reports of nine days of hearings held on four bills (H.R. 19, H.R. 3036, H.R. 3037, and H.R. 4797) to amend the Vocational Education Act of 1963. It includes the full texts of the bills and of all prepared statements and supplemental materials presented during the hearings. Statements were made by: (1) State and local directors and superintendents of vocational education; (2) program directors, teachers, and representatives from State universities and local schools in all branches of vocational education, agricultural education, special education, electronics, adult education, and occupational education; and (3) representatives from State departments of education, Federal agencies, State and national advisory councils, and various professional organizations. A 370-page section focuses on the General Accounting Office (G.A.O.) report and responses to it. The evaluation conducted by the G.A.O. studied the Federal role in the implementation of the Vocational Education Act. Replies obtained from representatives of various States were examined together with a review of the G.A.O. report written by the Bureau of Occupational and Adult Education. A 231-page section focuses on statements regarding the state of vocational education programs in various State and local institutions. (EC)

**ED 116 015** CE 005 924

**Vocational and Occupational Education. Hearings Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives. 94th Congress First Session on H.R. 19 and Related Bills to Amend the Vocational Education Act of 1963. Volume 2.**

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 75

Note—966p.; For related documents, see CE 005 922-923

**EDRS Price MF-\$1.71 HC-\$48.88 Plus Postage**

**Descriptors**—\*Educational Legislation, Educational Needs, Educational Objectives, Educational Planning, Educational Problems, Educational Programs, Elementary Secondary Education, Federal Aid, \*Federal Legislation, Post Secondary Education, \*Vocational Education

The document contains the reports of 19 days of hearings held on H.R. 19, to amend the Vocational Education Act of 1963; H.R. 3270, the Career Guidance and Counseling Act of 1975; and H.R. 6251, the Vocational Education Act of 1975. It includes the full texts of the bills and of all prepared statements and supplemental materials presented during the hearings. Statements were made by: (1) State and local directors and superintendents of education; (2) program directors, teachers, and representatives from State universities, local schools, and institutions

in all branches of vocational education, aerospace, home economics, occupational education, adult education, and naval education; and (3) representatives from State departments of education, Federal agencies, State and national advisory councils, various professional organizations and businesses, and student organizations active in the field of vocational education. The statements and various exhibits presented national, local, and institutional concerns regarding the conditions of occupational and technical education. (EC)

**ED 116 016** CE 005 926

*Elliott, Paul H.*

**An Exploratory Study of Adult Learning Styles.**

Pub Date 75

Note—32p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Adult Learning, \*Adult Students, Computer Assisted Instruction, \*Educational Research, Interviews, \*Learning Processes, Metric System, Post Testing, Pretests

**Identifiers**—\*Learning Styles

The exploratory study focused on the existence, variability, and effectiveness of adult learning styles among participants receiving computer-based instruction in the metric system. A pretest was administered to 75 adults not currently involved in formal educational programs, and 40 participants were selected whose pretest indicated no knowledge or limited knowledge of the metric system. The learning experience was presented by the Plato 4 computer system, which recorded each participant's learner trail (record of moves) and the corresponding time data. A posttest was administered after participants' decision to end the learning; the posttest was followed by an interview to determine learner reactions. The data strongly supported the idea of learning styles, as each participant had a particular way of moving through the lesson (sequencing, pacing, and distribution of moves), and it also was possible to cluster participants according to learning styles. No relationship was indicated between membership in a particular learning style cluster and level of prior knowledge, age, sex, educational level, or recency of education. Approximately one-fourth of the participants were aware of a conscious strategy or plan of study. The high scores on the posttest made it impossible to determine the relative effectiveness of various styles. (EA)

**ED 116 017** CE 005 927

**Syllabus in Medical Assisting: Health Occupations Education Program.**

New York State Education Dept., Albany. Bureau of Occupational and Career Curriculum Development.

Pub Date 75

Note—74p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—Certification, \*Course Content, Course Descriptions, Course Objectives, Educational Programs, Guidelines, Health Occupations, \*Health Occupations Education, \*Medical Assistants, Post Secondary Education, State Standards, \*Teaching Guides

**Identifiers**—New York

The document presents a syllabus which would serve as a guideline for health occupations educators in establishing a course of study for training medical assistants which would meet New York State requirements and be acceptable for State credit. The syllabus is arranged in three columns: (1) minimum acceptable content of study which requires 80 percent of the course time in instruction, (2) instructional objectives based on student performance, and (3) teaching suggestions. The course of study is divided into six sections: general orientation (2 areas), the medical assistant (4 areas), body structure and function (15 areas), administrative duties (4 areas), clinical duties (5 areas), and technical duties (3 areas). A discussion on the relationship of clinical experience, a sample clinical experience agreement, procedures for obtaining certification, a resource list of instructional materials, and source directory of suppliers are appended. (EC)

**ED 116 018** 95 CE 005 929

*Davidson, Edmonia W.*

**Operation COPE: Family Learning Center Handbook with Mothers Who are Heads of Households.**

National Council of Negro Women, Washington, D.C.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 75

Grant—OEG-0-73-5226

Note—90p.; For related documents, see CE 006 014-015

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—\*Adult Basic Education, Daily Living Skills, \*Demonstration Projects, \*Heads of Households, Home Economics Education, Individualized Instruction, Inservice Teacher Education, Job Skills, Low Income, Models, \*Mothers, Office Occupations Education, One Parent Family, Parent Education, Problem Solving, Program Development, \*Program Guides, Self Concept, Self Evaluation

**Identifiers**—District of Columbia, National Council of Negro Women, \*Operation COPE

The handbook is comprised of materials related to the implementation of Operation COPE, a Washington, D.C., demonstration Adult Basic Education (ABE) project for low-income young mothers who are heads of households, developed by the National Council of Negro Women (NCNW). The project featured a curriculum which integrated coping skills with Adult Basic Education; a method of inservice training for professionals and paraprofessionals in ABE programs; and a model of an advisory committee for ABE programs. The handbook reveals the work processes by which Operation COPE intervened in the cycle of poverty, functional illiteracy, and deprived family life by involving the mothers in diagnosing their own needs and in planning, conducting, and evaluating their own learning; by involving them in parent and citizenship training and enrichment activities; by providing participants with the added support of NCNW's network of volunteers; and by establishing opportunities for them to acquire needed services through the project's linkages with other community agencies and organizations. The young mothers, interested in acquiring job skills, requested typing, sewing, and crafts classes; reading, mathematics, parenting, home economics, and other skills were introduced only as the mothers perceived needs for them. Sample instructional materials and participant data are among the materials included in the document. (Author/AJ)

**ED 116 019** CE 005 930

**Mobility Study of Industrial Arts Teacher Education Graduates: Patterns of Employment, Education, and Selected Characteristics.**

New York State Education Dept., Albany. Bureau of Industrial Arts Education.; New York State Education Dept., Albany. Bureau of Occupational Education Research.

Pub Date Jul 75

Note—23p.; Pages 16-19 may not reproduce well in microfiche due to lightness and size of type

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Comparative Analysis, Data Analysis, Economic Factors, \*Educational Background, \*Employment Patterns, \*Graduate Surveys, Industrial Arts Teachers, Questionnaires, Social Factors, Student Attitudes, Teacher Education, \*Teacher Programs

The study summarizes the information collected from 1960-70 industrial arts teacher education program graduates in four New York State institutions which offered a program. Questionnaires were sent to 2,523 graduates of which 1,796 were returned. Information was collected regarding their employment patterns, economic and social factors that affected their career choices, and educational patterns. Most program graduates were employed in education (96 percent) upon program completion. Data are analyzed and compared for graduates who were currently employed in education (84.3 percent) and in business or industry (12.1 percent). Those who left education found employment in the professional, technical, and managerial fields. Conclusions based on the data showed that both groups of respondents came from comparable home backgrounds, they were influenced by similar conditions in their decision to enter the program, they had similar familial occupational patterns, and graduates employed in education obtained more postbaccalaureate education and earned less than graduates employed in business or industry. The survey form used for the study is appended. (EC)

**ED 116 020** 95 CE 005 931

*Kreitlow, Burton W. Kreitlow, Doris J.*

**External Evaluation of Project ACT.**

Colorado State Univ., Ft. Collins. Dept. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 75

Note—113p.; For related documents, see CE 005 932; For the 1974 External Evaluation, see CE 005 615

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—\*Adult Educators, Educational Programs, \*Evaluation Methods, Organizational Development, \*Program Administration, Program Effectiveness, \*Program Evaluation, Regional Programs, \*Staff Improvement, Systems Development

**Identifiers**—\*Project ACT, Region 8

Third party evaluation of Project ACT (Adult Competency Training), a United States Office of Education staff development project in Region 8, has examined the achievement of the project's goal of developing a self-generating and self-supporting adult staff development system, thus helping adult educators to become better prepared to serve their clients. The evaluation design includes an examination of internal documents and individual interviews with policy board members, administrators, supervisors, and participants. Findings are arranged under four headings, discussing: (1) documents, examining all project documents from 1973-75 in terms of objectives, structure, and achievements; (2) policy board, examining perceptions of role, outcomes, judgments, objectives, evidence, and decision making; (3) administrators and supervisors, listing interview questions and responses; and (4) other findings, including data on advisory boards, questionnaires, staff perceptions, and follow-up on previous recommendations. A numerated summary of findings includes the following statements: the purpose and objectives of the project have remained constant; very little change has occurred in Board member perceptions; administrators and supervisors consistently rate the project highly; and there is no consistency in advisory board organization throughout Region 8. Eleven tables supplement the discussion. (LH)

**ED 116 021** CE 005 932

**Project ACT VIII Wrap-Up Report.**

Colorado State Univ., Ft. Collins. Dept. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 15 Aug 75

Note—20p.; Photographs will not reproduce in microfiche; For related document, see CE 005 931

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Adult Education, \*Adult Educators, Educational Programs, Individualized Instruction, Information Services, Program Administration, \*Program Descriptions, \*Regional Programs, \*Staff Improvement, \*Training

**Identifiers**—\*Project ACT, Region 8

Project ACT (Adult Competency Training) was a United States Office of Education staff development project in Region 8 from 1972 to 1975, implementing a self-generating and self-supporting staff system to help adult educators become better prepared to serve their clients. The project served Colorado, Montana, North Dakota, South Dakota, Utah, and Wyoming through a policy board, with two representatives from each State; strategy boards, within each State; and a central administrative staff. Major components were developed and are described: Individualized Training Programs (ITP's), developing adult educator competency in specific areas through self-directed study aided by literary and audiovisual resource materials from ACT; Regional Resource Teams (RRT's), involving various adult educators from the six States as consultants and trainers for other adult educators in the region; learning modules and project documentaries, providing audiovisual aids, exercises, and bibliographies as resource materials; and Project ACT Resource Information System (PARIS), employing computer-based data management techniques to make literary and audiovisual materials, and information regarding training sites and resources available to adult educators. It is hoped that funding will be provided to continue the major project components. (LH)

**ED 116 022** 95 CE 005 933

**A Handbook for ETV Utilization in Adult Education: Final Report: Volume 3.**

Morehead State Univ., Ky. Appalachian Adult Education Center.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No—V0007VA

Pub Date 1 Jul 75

Grant—OEG-0-73-5212

Note—43p.; Not available in hard copy due to marginal reproducibility

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Administrator Guides, Adult Education, \*Adult Education Programs, Critical Path Method, Data Collection, Decision Making, Demonstration Projects, Educational Finance, \*Educational Television, Open Circuit Television, \*Program Administration, Program Descriptions, Program Design, Program Effectiveness, Program Guides, \*Program Planning, Success Factors, Systems Approach, Systems Development, Use Studies

**Identifiers**—AAEC, Appalachian Adult Education Center

The document is a handbook designed to aid program administrators in planning, managing, and assessing adult educational television (ETV), to assure adult viewers the maximum instructional/learning benefit possible. The handbook includes four types of information: (1) an introduction to the Appalachian Adult Education Center (AAEC) experience, (2) justification for ETV utilization in open broadcast, (3) a management planning system for adult ETV, and (4) ETV utilization data collection forms, and figures illustrating analysis systems. The discussion and the systems design are based upon the AAEC experience in a comprehensive demonstration study of an adult educational television series, Kentucky Educational Television's General Education Development Preparation Series (KET/GED), a high school equivalency examination preparation series. The study was conducted in Kentucky as part of an AAEC project entitled Community Education: Comparative GED Strategies. The handbook identifies even the most nominal person-to-person contact as the critical element in the successful utilization of ETV, critical to student involvement, retention, perseverance, and successful achievement. The administrator is advised that, since the goal of the adult education program is the adults' achievement, not the maintenance of the program or class, monies invested to ensure the maximum numbers of adults achieving are appropriate. (Author/AJ)

**ED 116 023** CE 005 937

**Tri-County Teachers' Guide to Community Resources: Speakers, Field Trips, Career Interviews.**

Tri-County Industry-Education-Labor Council, East Peoria, Ill.

Pub Date 75

Note—94p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—Career Awareness, \*Career Education, Career Exploration, \*Community Resources, \*Directories, Educational Objectives, Elementary Secondary Education, \*Field Trips, \*Human Resources, Instructional Trips, Occupational Clusters, Post Secondary Education, Regional Programs, Resource Guides, School Community Relationship, School Industry Relationship

**Identifiers**—\*Illinois (East Peoria)

The guide to local resources was compiled by the Tri-County Industry-Education-Labor Council for teachers and guidance counselors seeking specific career education information. The resources are classified according to the 15 occupational clusters, as identified by the U.S. Office of Education, plus economic education for integration with classroom material. The guide lists: definitions of career education, the 15 occupational clusters, agencies and businesses for economic education, sequential career management tasks for kindergarten through post-high school, procedures for obtaining resource people and conducting a field trip, other services available from the Council, audiovisual materials available from the Council and other sources, a statement on the Armed Services and the world of work, and Library of Career Counseling Films and locally available films. The bulk of the docu-

ment (72 pages) is a resource chart providing specific information organized by occupational clusters, about regional businesses, industries, educational institutions, and service agencies. The chart indicates the possibilities and requirements for interviews, classroom visits (location, advance notification requirements, age groups), and field trips/career visits (maximum number of students, best days/months, time of day, age groups, time length of tour, and areas/departments open to visitors). (MS)

**ED 116 024** CE 005 938  
Income Tax Law: U.S. Armed Forces Training: Instructor Guide.  
Internal Revenue Service (Dept. of Treasury), Washington, D.C.  
Report No.—IRS-3005-01-11-75  
Pub Date Nov 75  
Note—32p.; For the Course Book, see CE 005 939

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—\*Course Content, Course Objectives, \*Curriculum Guides, Income, Instructional Aids, Instructional Materials, Laws, \*Lesson Plans, \*Military Personnel, Reference Materials, \*Taxes, Teaching Methods

The instructor's guide provides eight detailed lesson plans for instructing military personnel in the preparation of their U.S. Income Tax Returns. The plans cover the following subjects: requirements for filing returns of income and declaration of estimated tax; exemptions; gross income; exclusions and deductions to arrive at adjusted gross income; percentage standard deduction, low income allowance, and itemized deductions; rental income and depreciation; aliens; and exclusion of earned income from sources outside the U.S., Section 911. For each lesson the guide lists objectives, total time, methods, training aids, student materials used, references, and notes to the instructor for developing the various content areas within the lesson. (JR)

**ED 116 025** CE 005 939  
Income Tax Law: U.S. Armed Forces Training: Course Book.  
Internal Revenue Service (Dept. of Treasury), Washington, D.C.  
Report No.—IRS-757-11-75  
Pub Date Nov 75  
Note—111p.; For the Instructor Guide, see CE 005 938

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**  
Descriptors—\*Course Content, Course Objectives, Income, \*Instructional Materials, Laws, \*Military Personnel, Records (Forms), \*Study Guides, \*Taxes, Tests

The course book contains eight lessons designed for military Personnel learning how to properly prepare their U.S. Income Tax returns. The lessons cover the following subjects: requirements for filing returns of income and declaration of estimated tax; exemptions; gross income; exclusions and deductions to arrive at adjusted gross income; percentage standard deduction, low income allowance, and itemized deductions; rental income and depreciation; aliens; and exclusion of earned income from sources outside the U.S., Section 911. For each lesson the course book provides an introduction, lesson objectives, explanations of the various content areas within the lesson, a summary, and a quiz. Appendixes provide quiz solutions, a 1975 Form 1040 road map, dependency exemption charts, and major applicable tax forms. (JR)

**ED 116 026** CE 005 941  
Allen, Deena B.  
Vocational Education: Separate But Not Equal.  
Pub Date 26 Apr 75

Note—11p.; Paper presented at Phi Delta Kappa Symposium; Education: Past, Present, and Future (University of Minnesota, Minneapolis, April 26, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—Career Education, Curriculum Development, \*Educational Change, \*Educational Legislation, \*Equal Education, Equal Opportunities (Jobs), Job Training, \*Sex Discrimination, \*Vocational Education  
Vocational education, reflecting society at large, has been and is guilty of sex discrimination. Currently, individual program areas are predominantly one sex or the other, with the exception of distributive education. Females comprise approxi-

mately 55 percent of all vocational education enrollments, but half of this number exit from the system without specific skill training. Agriculture/technical education/trade and industrial programs contain only limited numbers of females. While females account for 45 percent of the total distributive education enrollment, their employment is concentrated at the lower levels of retail trade. Under Education Amendments of 1972, vocational education will have from one to three years to eliminate any sex-based course requirements, both written policy or attitudinal constraints. Priority areas for vocational education include: (1) a recruiting and informational plan conducted with guidance personnel to encourage males and females to enter non-traditional vocational programs; (2) a focus in home economics courses on examining male/female role expectations and their limitations; (3) units on discrimination in the work world; and (4) additional training and education programs for mature women, especially in skilled trades and apprenticeable occupations. (EA)

**ED 116 027** CE 005 942  
Sherman, V. Clayton  
Nursing and the Management Function.  
Pub Date 75  
Note—167p.

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**  
Descriptors—\*Data Analysis, Educational Quality, Job Satisfaction, Literature Reviews, Management, Management Development, Managerial Occupations, \*Nurses, Nursing, \*Occupational Surveys, Organizational Climate, Participant Characteristics, Questionnaires, Research Methodology, \*Supervisors, Supervisory Methods, Supervisory Training, Task Analysis, \*Task Performance, Work Environment

The report describes a study designed to analyze nurses' management duties and to identify their tasks in planning, organizing, staffing, leading, communication, decision making, and controlling. A total of 117 supervisory nurses and unit managers from four Western Michigan short-term general hospitals in the 410-540 bed range participated in the survey in February-March 1975. The survey's specially constructed questionnaire (provided in an appendix) contains five sections: the first four cover biographical information, educational and work history, present work situations, and management training; the fifth lists 101 task statements organized into seven functional management areas for each of which respondents completed scales for frequency, importance, and desire for additional training. Although the importance scale was found to be unusable, the other scales were not. The study concluded that: supervisory nurses are managers by definition of the tasks they perform; management tasks, as identified by functional areas, differ between job titles; head nurses demonstrate a high level of management task performance across unit specialties; the presence of unit managers does not affect the pattern of head nurse management task performance; supervisory nurses desire additional training in management tasks; and supervisory nurses feel inadequately trained for their management role. (Author/JR)

**ED 116 028** CE 005 943  
La Sala, Vincent J. Picarelli, Henry E.  
Secondary Disadvantaged—Six Weeks of Work-Experience and Counseling for BOCES Occupational Education Minimal-Achieving Students (Project: VEA CO-75-4A-1006); Evaluation Report.

Nassau County Board of Cooperative Educational Services, Jericho, N.Y.  
Pub Date 16 Oct 75

Note—43p.; Appendix 3—Exhibit 3 may not reproduce well due to broken type; not available in hard copy due to marginal reproducibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Counseling, Potential Dropouts, Records (Forms), \*Secondary Education, Student Motivation, \*Summer Programs, \*Underachievers, \*Vocational Development, \*Work Experience Programs

Known also as the Summer Minimal Achiever Rehabilitation Training Program (SMART), the Nassau County work-experience program was designed to motivate minimal achieving students toward more positively directed goals. Of the

more than 300 students referred to the program, 142 were accepted as enrollees. Program objectives were: (1) to provide significant leadership, counseling, and work experience; (2) to help students develop an awareness that occupational education is preparation for a full and rewarding life; (3) to motivate students to participate in community projects and contribute to the general welfare of others; (4) to provide individual and group counseling; and (5) to motivate the minimal achiever to seek higher goals and fulfillment. Staff consisted of eight full-time placement counselors and counselor interns and one part-time counselor. Counselors met with students at the job sites and provided close involvement and follow-up. Job assignments, where possible, were made in an area for which the student was trained during the school year. The program was highly effective as evidenced by the return to school in September of all eligible students. More than half of the document consists of appended job descriptions and related program information and forms. (EA)

**ED 116 029** 95 CE 005 944  
Tuttle, Francis T.

The Oklahoma State Department of Vocational and Technical Education Curriculum Laboratory Grant. Research Project in Vocational Education. Final Report.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—V257024

Pub Date 30 Jun 75

Grant—OEG-0-72-4682(361)

Note—70p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
Descriptors—Career Education, \*Curriculum Development, \*Curriculum Evaluation, Educational Coordination, Evaluation Methods, Information Dissemination, \*Instructional Materials Centers, Program Budgeting, \*Program Evaluation, State Programs

The goals of the project were to strengthen the curriculum management capabilities of the Oklahoma Curriculum and Instructional Materials Center (CIMC); to expand its efforts toward curriculum management in career education through coordination of efforts in development, dissemination, and diffusion; and to maximize resources for curriculum management through coordination of efforts in development, dissemination, and diffusion. The CIMC conducted several activities to meet these objectives: together with the Research Coordinating Unit, 34 instructional units of curriculum materials were field-tested to determine if the objective-based instructional unit was an effective learning technique; it coordinated efforts with industry in curriculum development to carry out its career education activities; and the Ten-State Curriculum Network was formed as part of the National Network for Curriculum Coordination which focused on new developments in curriculum technology. Over two-thirds of the document contains favorable third-party evaluation of the project and related appendixes. The project's considered to be strong points were field-testing and revision of curriculum materials and workshop planning. The evaluation was conducted through team meetings; meetings with key CIMC and State personnel, instructional staff involved in piloting career education materials, and the project's advisory committee; and a project audit. (Author/EC)

**ED 116 030** CE 005 945  
Delineation of Roles and Functions of Respiratory Therapy Personnel. Final Report.  
American Association for Respiratory Therapy, Dallas, Tex.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Div. of Allied Health Manpower.

Pub Date 31 Jul 73

Note—48p.; Not available in hard copy due to marginal reproducibility; For related document, see CE 005 956

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Health Occupations, Health Personnel, \*Inhalation Therapists, \*Job Analysis, Job Skills, Occupational Information, \*Task Analysis

Frequently assigned tasks performed by qualified respiratory therapy personnel are

delineated in the document in such a manner that proficiency examinations within the profession can be prepared from them. Four distinct proficiency levels are identified and defined. Due to the fact that proficiency examinations will be assigned for them, proficiency levels two and three are described in greater detail, with information provided regarding the clinical and background knowledge required and appropriate clinical skills necessary for each level. The delineation of roles and functions include: experienced level one personnel, equipment maintenance and repair, and clerical duties; entry level two personnel, intermittent positive pressure breathing, humidity/aerosol therapy, gas therapy, pulmonary drainage procedures, cardiopulmonary resuscitation, cardiorespiratory drug administration, and infection control; entry level three personnel, continuous ventilation (standard and special procedures), airway care (tracheobronchial aspiration and tracheostomy care), emergency care, infection control, cardiorespiratory pharmacology, pulmonary function testing, and cardiorespiratory rehabilitation; and level four personnel, managerial skills, formal/academic respiratory therapy, heart-lung bypass, and cardiopulmonary pediatrics. An official definition of respiratory therapy and a glossary of terms used in the document are appended. The document is supplemented by A Guide for Respiratory Therapy Curriculum Design (CE 005 956). (LH)

**ED 116 031** **CE 005 946**  
**Communications, Unit 2. A Core Curriculum of Related Instruction for Apprentices.**

New York State Education Dept., Albany. Bureau of Occupational and Career Curriculum Development.

Pub Date 75

Note—57p.; For related documents, see CE 005 947-948

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Apprenticeships, \*Audiolingual Skills, \*Communication (Thought Transfer), \*Communication Skills, \*Core Curriculum, \*Curriculum Guides, \*Educational Objectives, \*Educational Programs, \*Instructional Programs, \*Interpersonal Competence, \*Listening Skills, \*Teaching Guides, \*Verbal Ability

The curriculum was designed to provide a systematic way of instructing apprentices preparing for various trades in the area of communications skills needed on and off the job. The core curriculum is developed in eight learning modules which are self-contained instructional packages: (1) effective verbal communications—understanding and being understood, (2) language problems—words are tricky and slippery, (3) listening—the most overlooked tool in communications, (4) the art of telling: how to present ideas in a talk, (5) effective written communications, (6) communications in formal meetings: simplified parliamentary procedure, (7) customer relations, and (8) rumor and the grapevine. Each module contains the following information: educational objectives, content, instructional suggestions, references, and background information. The objectives are based on expected terminal performance which the apprentice should exhibit at the end of the instruction. (Author/EC)

**ED 116 032** **CE 005 947**  
**Human Relations On and Off the Job, Unit 3. A Core Curriculum of Related Instruction for Apprentices.**

New York State Education Dept., Albany. Bureau of Occupational and Career Curriculum Development.

Pub Date 75

Note—74p.; For related documents, see CE 005 946 and CE 005 948

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Apprenticeships, \*Behavior Development, \*Core Curriculum, \*Curriculum Guides, \*Educational Objectives, \*Educational Programs, \*Human Relations, \*Human Relations Programs, \*Human Relations Units, \*Instructional Programs, \*Job Satisfaction, \*Motivation, \*Teaching Guides, \*Work Attitudes

The curriculum was designed to provide a systematic way of instructing apprentices in preparation for various trades in the area of human relations on and off the job which would provide the apprentice with skills and attitudes in dealing with others. The core curriculum is developed in 10 learning modules which are self-contained instructional packages: (1) how people

differ, (2) how perceptions influence human behavior, (3) why people behave the way they do on the job, (4) how to live with everyday frustrations, (5) what motivates people to work, (6) adjusting to work, (7) groups: how they form and their influence on their members, (8) organizations: what they are and how they operate, (9) the issue of job satisfaction and job dissatisfaction, and (10) what leaders do and how they do it. Each module contains the following information: educational objectives, content, instructional suggestions, references, and background information. The objectives are based on expected terminal performance which the apprentice should exhibit at the end of the instruction. (Author/EC)

**ED 116 033** **CE 005 948**  
**Industrial and Labor Relations, Unit 4. A Core Curriculum of Related Instruction for Apprentices.**

New York State Education Dept., Albany. Bureau of Occupational and Career Curriculum Development.

Pub Date 75

Note—73p.; For related documents, see CE 005 946-947

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Apprenticeships, \*Arbitration, \*Collective Bargaining, \*Core Curriculum, \*Curriculum Guides, \*Educational Objectives, \*Educational Programs, \*Employer Employee Relationship, \*Industrial Relations, \*Instructional Programs, \*Labor Conditions, \*Labor Problems, \*Labor Unions, \*Teaching Guides

The curriculum was designed to provide a systematic way of instructing apprentices preparing for various trades in the area of industrial and labor relations which would provide the apprentice with working knowledge of employee-employer interaction and the processes involved. The core curriculum is developed in 10 learning modules which are self-contained instructional packages: (1) the role of American labor unions as representative of the worker, (2) union democracy and public policy—relations between unions and members, (3) the organization and staffing patterns of local unions, union finances, and decision-making processes, (4) highlights of American labor union history, (5) employer-employee union relations: individual or collective bargaining, (6) the law on collective bargaining, (7) collective bargaining—basic characteristics of the process, (8) negotiating labor-management agreements, (9) settling industrial and labor relations problems by arbitration, and (10) grievances and discipline—organizational justice. Each module contains information on educational objectives, course content, instructional suggestions, references, and background information. The objectives are based on expected terminal performance which the apprentice should exhibit at the end of the instruction. (Author/EC)

**ED 116 034** **CE 005 949**  
**Cogan, Eugene A.**

**Motivation and Incentives in Manpower Analysis.** Human Resources Research Organization, Alexandria, Va.

Pub Date [70]

Note—20p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Career Awareness, \*Career Opportunities, \*Incentive Systems, \*Job Tenure, \*Manpower Development, \*Manpower Utilization, \*Military Personnel, \*Military Training, \*Morale, \*Motivation, \*Persistence, \*Recruitment, \*Research

**Identifiers**—Army

Except for several Human Resources Research Organization studies of the military, no systematic study has been made of the effects of attitudes and incentives on manpower availability. One such study explored the effects of early Army experience in the career orientation of Army recruits and found that early positive motivation for service was inversely related to effectiveness. Another study explored the enlistment recruiting process and found that two-thirds of the potential recruits actually enlisted in the Army but that the occupational options chosen did not adequately match recruit qualifications or Army needs. A third study analyzed career orientation questionnaires of 2,000 Warrant Officer aviators and found that combining items on background, wives' attitudes, career attitudes, and career intentions into a simple composite score produced a correlation of 0.63 with retention vs. departure.

These and other studies demonstrate that studies of motivation and incentives can play a significant role in shaping decisions about national policies regarding military service and civilian occupations. With present-day data systems and data processing capabilities, much more can and should be done to continually update knowledge of the effects of motivation on manpower availability. (JR)

**ED 116 035** **CE 005 951**

**Carpenter, James B. And Others**  
**Comparative Analysis of the Relative Validity for Subjective Time Rating Scales. Final Report.**

Air Force Human Resources Lab., Lackland AFB, Tex. Occupational and Manpower Research Div.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No—AFHRL-TR-75-63

Pub Date Dec 75

Note—50p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Analysis of Variance, \*Comparative Analysis, \*Job Analysis, \*Military Personnel, \*Military Training, \*Occupational Information, \*Predictive Validity, \*Rating Scales, \*Task Analysis, \*Test Reliability, \*Test Validity, \*Time Identifiers—Air Force, \*CRICOM, \*Criterion Comparison Values

Since the accuracy and validity of occupational data may vary according to the rating scale format employed, the first phase of the research described in the report employed hypothetical job descriptions from which accurate criterion data could be generated. The second phase of the research required developing an occupational survey instrument specifically designed for Air Force basic trainees. Criterion comparison (CRICOM) or error values were used with an analysis of variance design to determine the relative validities for subjective time rating scales. It was found that five-point relative scales were inferior to the other scales tested and that job incumbents could use scales of greater complexity than had previously been indicated in the literature. Results of the investigation indicate that a nine-point relative time spent scale yield the most accurate job description data from job incumbents using the Air Force developed occupational analysis methodology. Four appendixes covering 35 pages provide hypothetical job descriptions, time spent scales, and basic trainee job-task inventory. (Author/JR)

**ED 116 036** **CE 005 952**

**Wood, Michael T. And Others**

**Identification and Analysis of Social Incentives in Air Force Technical Training: Period June 1972-August 1975, Interim Report.**

Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.; Ohio State Univ., Columbus. Dept. of Psychology.

Report No—AFHRL-TR-75-10

Pub Date Oct 75

Note—143p.; Portions of Appendix A may not reproduce well in microfiche due to marginal legibility of original document

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—\*Attitudes, \*Factor Analysis, \*Identification, \*Military Personnel, \*Motivation, \*Opinions, \*Questionnaires, \*Records (Forms), \*Rewards, \*Social Influences, \*Social Reinforcement, \*Surveys, \*Tables (Data)

**Identifiers**—Air Force

The report describes the procedures followed in identifying and analyzing social incentives which might be used in Air Force technical training. Questionnaire techniques were used to scale a list of 62 potential incentives for attractiveness, feasibility, and other characteristics. Personal motives, background variables, and ambiguous surface structure, ones with ambiguous underlying structure, and ones considered social incentives from the original list were redesignated as social behaviors which should be encouraged in training environments to enhance performance. On the basis of the questionnaire and administrative assessments of feasibility data, 18 additional incentives (both social and non-social) were proposed for use in a field experimental situation. Almost half the document consists of 13 appendixes which include: the questionnaire forms used; scatterplots, agreement correlations, and factor analyses of the data; results of a supplementary survey; examples of leadership behavior incentives; and assessments of rating forms. (Author/JR)

## ED 116 037

CE 005 953

*Fine, Sidney A. And Others*

**Functional Job Analysis: An Annotated Bibliography. Methods for Manpower Analysis No. 10.** Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.

Pub Date May 75

Note—27p.

Available from—The W. E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, Michigan 49007 (\$0.75; price reductions: 10-25 copies, 10 percent; 26-50, 15 percent; 51-100, 20 percent; over 100, 25 percent)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

**Descriptors**—\*Annotated Bibliographies, Classification, \*Employment Qualifications, \*Job Analysis, Job Development, Job Skills, Manpower Development, \*Task Analysis, \*Task Performance

The bibliography provides a chronological survey of the development, growth, and application of the concept of Functional Job Analysis (FJA) which provides for the formulation of qualifications of workers and the requirements of jobs in the same terms so that the one can be equated with measures of the other. An introductory section discusses FJA, pointing out that it conceptualizes experience in terms of human functioning and growth, uses the language of experience to bring into focus the definition of work, defines the unit of work in a way that results in a stable element of design, and links together in a single interacting system worker, work, and work organization. Entries are listed for the years 1951, 1953, 1955-65, and 1967-75 with items arranged alphabetically by author within each year grouping. The early papers are mostly concerned with the theoretical formulations and the research that implemented the development of the occupational classification system used by the U.S. Employment Service for the Dictionary of Occupational Titles. These are followed by the applications of FJA to the study of the impact of automation on job structure. More recent papers describe the application of FJA to various practical manpower needs. (Author/MS)

## ED 116 038

CE 005 955

*Cohen, Malcolm S.*

**A Study of On-Line Use of Job Information in Employment Service Local Offices. Volume 1: An On-Line Experiment. Period February 15, 1974-October 31, 1975. Final Report.**

Michigan Univ., Ann Arbor. Inst. of Labor and Industrial Relations.; Wayne State Univ., Detroit, Mich. Inst. of Labor and Industrial Relations.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-21-26-74-21-1

Pub Date Oct 75

Note—136p.; For Volume 2, see CE 005 601

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

**Descriptors**—Computers, \*Computer Storage Devices, Cost Effectiveness, Data Bases, Electronic Data Processing, \*Employment Services, Information Storage, \*Information Systems, Job Applicants, Job Market, \*Job Placement, Occupational Information, \*On Line Systems

The report describes an experimental study involving an on-line placement system in Boulder, Colorado which permitted applicants to request information from a terminal on any job stored in the computer. Data were collected on applicants referred by the Employment Service: whether or not hired, reason for not being hired if not hired, applicant characteristics, and job characteristics. A telephone follow-up, made approximately 150 days after placement, determined tenure on the job, wage rate, hours worked, reason for termination, and date of termination when applicable. Applicants who were referred as a result of a computerized job search had a better chance of finding jobs, stayed on the job longer, and earned more money than applicants referred through self-service microfiche readers. There was not evidence, however, that the computer increased the chances of placement or duration on jobs over those achieved by manual applicant searches for special target groups. Speed of retrieval and consequent cost decreases favor the computer search procedure over the manual. With better applicant and job descriptors, the system could likely be improved. Nearly 50 pages of appendixes provide an abridged version of the users'

guide, referral status file descriptors, and regressions. (Author/JR)

## ED 116 039

CE 005 956

**A Guide for Respiratory Therapy Curriculum Design.**

American Association for Respiratory Therapy, Dallas, Tex.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Associated Health Professions.

Pub Date 30 Apr 73

Note—86p.; Not available in hard copy due to marginal reproducibility; For related document, see CE 005 945

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

**Descriptors**—Bibliographies, Course Content, Curriculum Design, \*Curriculum Guides, Health Occupations, \*Inhalation Therapists, \*Performance Based Education, Resource Guides, Unit Plan

The document presents educational criterion upon which curriculum builders can create a competency-based program of respiratory therapy education. The 11 modules presented supplement and complement the document Delineation of Roles and Functions of Respiratory Therapy Personnel (CE 005 945) which is listed as appendix D but not included as such. The modules include: (A) medical gas therapy; (B) aerosol humidity therapy; (C) intermittent positive pressure breathing therapy; (D) pulmonary drainage; (E) cardiorespiratory drug administration; (F) infection control; (G) continuous ventilation; (H) introduction to airway care; (I) cardiopulmonary resuscitation; (J) pulmonary function testing; and (K) cardiorespiratory rehabilitation. Units within the modules cover the following materials, generally: introduction, equipment theory and operation, therapeutic techniques, clinical practice, and additional units regarding critical patients. Each unit presents information regarding instructional content and objectives, recommended strategies for teaching and a resource bibliography. The modular format enables a variety of teaching strategies to be employed. Appended materials include: core prerequisites, providing background material on respiratory therapy, integrated sciences, ethics and medical law, compendium of resource bibliographies, listing books and articles; and guide to preparing behaviorally stated objectives (LH)

## ED 116 040

CE 005 957

**Summary and Detail Report of Career Opportunities Program Development and Implementation.**

Public Systems, Inc., Huntsville, Ala.

Spons Agency—Rutgers, The State Univ., New Brunswick, N.J. Center for Experimentation in Teacher Education.

Pub Date Sep 75

Note—295p.

EDRS Price MF-\$0.76 HC-\$14.59 Plus Postage

**Descriptors**—Adult Programs, Career Ladders, \*Career Opportunities, Developmental Programs, \*Educational Programs, Interagency Cooperation, Interinstitutional Cooperation, \*Job Development, \*Low Income Groups, Program Content, Program Costs, \*Program Development, Program Effectiveness, Recruitment, Tables (Data), Work Study Programs

**Identifiers**—\*Career Opportunities Program, COP

The report describes the accomplishments of the Career Opportunities Program (COP) from its initiation through March 1, 1975. The program trained individuals from low-income backgrounds for new careers in schools serving children from low-income families. Based on data from 36 of 132 projects (27.8 percent), the report, in four major sections, focuses on overall characteristics of program process development and indicates the extent to which individuals participated in and benefited from the program. Section 1 presents an overall view of the participants, participant accomplishments, and other participating elements. Section 2 is a description of the extent to which major COP processes (Career Lattice, Work Study, COP Council, and Recruitment) have been developed. The summary tables and text of section 2 present each process, the development objectives associated with each process, performance objectives relating to each development objective, and the performance criteria/measurements employed to assess the extent to which performance objectives were attained. Section 3 is a composite analysis of the

cost-benefit of the program. Section 4 (179 pages) contains the data and information employed in compiling the report. (Author/MS)

## ED 116 041

CE 005 958

*Sewell, William H. Hauser, Robert M.*

**Education, Occupation, and Earnings. Achievement in the Early Career.**

Wisconsin Univ., Madison. Dept. of Rural Sociology.

Pub Date 75

Note—255p.

Available from—Academic Press Inc., 111 Fifth Avenue, New York, New York 10003 (\$16.50)

Document Not Available from EDRS

**Descriptors**—Academic Aspiration, Achievement, Data Analysis, Demography, \*Economic Status, Educational Background, \*High School Graduates, \*Longitudinal Studies, \*Males, Occupational Aspiration, Occupational Information, Parental Background, Questionnaires, \*Socioeconomic Influences, Student Ability, Surveys, Tables (Data)

**Identifiers**—\*Wisconsin

An analysis of the achievements of a large sample (4,388) of Wisconsin men during the 10 years following their 1957 high school graduation focuses upon their educational attainments, occupational achievements, and in particular, earnings, in terms of their social origins. Analysis uses a recursive structural education model of achievement. Seven chapters include: The Socioeconomic Achievement Process, providing background information; The Longitudinal Study: Data Sources and Quality, discussing methodological problems and procedures; Socioeconomic Background, Ability, and Achievement, applying a modified model in analyzing socioeconomic influences on the achievements of the sample group; Social Psychological Factors in Achievement, examining their role as variables; Colleges and Achievement, interpreting the effects of colleges on occupation and earnings; Post-High School Earnings: When and for Whom Does "Ability" seem to Matter?, discussing particular circumstances; and, Summary and Conclusions, discussing findings and future research plans. The 1957 questionnaire, the 10-year follow-up questionnaire, characteristics of the social security earnings data, and coverage of male Wisconsin youth in the 1957 survey are appended. Tables supplement the discussion, and the document is indexed. It is stated that the pattern of the achievement process elaborated on by the analysis can be generalized to other areas, and the nation as a whole. (LH)

## ED 116 042

CE 005 959

*Ashby, Lowell D. Cartwright, David W.*

**Regional Employment by Industry, 1940-1970. Decennial Series for United States, Regions, States, Counties. A Supplement to the Survey of Current Business.**

Bureau of Economic Analysis (DOC), Washington, D.C.

Pub Date 75

Note—563p.; Appendix Table A will not reproduce in microfiche due to smallness of type

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 003-024-01119-1, \$9.05)

EDRS Price MF-\$0.92 HC-\$28.56 Plus Postage

**Descriptors**—\*Census Figures, Employment Patterns, \*Employment Statistics, \*Geographic Regions, \*Industry, Labor Force, Occupational Surveys, \*Tables (Data)

The volume presents employment by industry from the decennial censuses of population for 1940, 1950, 1960, and 1970. Thirty-five identified civilian industries are presented for each area for 1970, 1960, and 1950, together with 30 groups for 1940. Introductory material deals with the definition of employment, industrial classification of civilian employees, place of residence, seasonal factor, geographic classification, and related analytical capabilities of various branches of the U.S. Department of Commerce. A map shows the regional grouping of States used in the Bureau of Economic Analysis. The same grouping is reflected in a table which presents the total employment data by region and State at each of four census enumeration years together with percent changes over four selected periods comprised by those years. Another table presents the same data, for the United States as a whole,



by industry. Separate tabulations for each of the eight geographic regions contain employment figures by industry for the entire region, each State within the region, and each county within the State. Appendix A lists the data sources for 1970, 1960, 1950, and 1940. Appendix B shows the code designation of the similar groups in the Standard Industrial Classification (SIC) for each industrial group. (Author/MS)

ED 116 043

CE 005 962

*Amberson, Max L. And Others*  
**Competency Commonalities and Accompanying Job Titles Derived from the Six Montana Agricultural Manpower Studies.**

Montana State Univ., Bozeman. Montana Agricultural Experiment Station.

Spons Agency—Montana State Dept. of Public Instruction, Helena. Div. of Vocational and Occupational Skills.

Pub Date Jun 75

Note—187p.; For the Manpower Project Manuals and Reports, see ED 069 872-875; For the Competency Studies, see ED 086 809-810, ED 090 422-423, and ED 103 654-655

EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage

Descriptors—Agriculture, \*Agricultural Occupations, Agricultural Production, \*Agricultural Skills, Curriculum Development, Data Analysis, \*Job Analysis, Job Skills, \*Occupational Surveys, Research Projects, \*Tables (Data)

Identifiers—\*Competency Identification, Montana

The report provides essential information for curriculum development relevant to manpower demands for agricultural production and agribusiness in Montana. It focuses on an analysis of 3,500 competency statements to determine the existence of duplication, commonalities, and uniqueness among 76 identified job titles derived from six Agricultural Manpower Project Competency Studies. The study was conducted by developing a manipulative method for handling the competency statements, establishment of common cores and sub-cores, a review and revision of competency groupings, and documentation of the taxonomy. The eight subject matter cores include animal science, plant science, mechanics, clerical, leadership, business management and marketing, merchandising, and miscellaneous. The data are analyzed in two sets of tables: the first series of six tables documents the unique competencies appearing for the job titles covered in the six studies, and the second series of eight tables documents the competencies according to the eight major cores and corresponding sub-cores to relate commonalities. Conclusions and recommendations based on the data are presented. A bibliography is included. Competency numbers and related job titles listed by study are appended. (Author/EC)

ED 116 044

CE 005 963

*Smith, Phyllis W.*

**The Patriot Company: A Simulated Office. Parkview High School, Little Rock, Arkansas. Little Rock School District, Ark.**

Pub Date [75]

Note—150p.; Revised edition 1974

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—Business Education, Course Content, \*Curriculum Guides, Instructional Materials, Learning Activities, Office Occupations, \*Office Occupations Education, \*Office Practices, Records (Forms), Secondary Education, \*Simulation, \*Study Guides

The document is a student manual and teacher's manual for a simulated office practice class designed to give students training in a business office on school premises. In the simulation, students perform as office personnel and as customers and creditors. The first part of the guide, directed to students, contains: general information on the Patriot Company (a simulated office equipment company), employee information, objectives of the simulation, room layout diagram, company organization chart, descriptions of job duties for 19 company positions, a catalog-price list, simulation customer names, simulation creditor names, and forms for evaluation of employees. The detailed teacher's manual lists: materials to be prepared prior to simulation, steps to simulation, suggestions for obtaining supplies, forms and supplies needed for a 12-week simulation, equipment sources, special suggestions, procedure for distribution of mail, company balance sheet, and additional student and

teacher-developed activities. Also included are sample scripts for the simulators to follow, cash sales list, credit limits of customers, inventory list, and instructor evaluation forms for student performance in each of the 19 company positions. A brief description of 50 forms used in the simulation and samples of each form conclude the manual. (MS)

ED 116 045

CE 005 979

*Alvir, Howard P.*

**Management by Objectives for Administrators of Institutions, Communities, Learning Centers, Bureaucracies.**

Pub Date 75

Note—11p.

Available from—Loan copies available; send self-addressed stamped envelope to: Howard P. Alvir, 27 Norwood Street, Albany, New York 12203

Document Not Available from EDRS

Descriptors—\*Administrator Guides, \*Management by Objectives, \*Management Development

The document provides a two-page list of 13 steps to take in establishing management by objectives in any institution; this is followed by two aids to initiating Step 1, "Identify problems": a paper numbered to 10, on which the reader may list his institution's problems, and a list of 12 reasons for implementing management by objectives, which the reader is invited to order by priority, using "A" to represent highest priority and "Z" to represent lowest priority. This ordering may be analyzed by a consultant to determine the extent of the reader's understanding of the management by objectives model. The document's final aid to the reader considering implementation of the concept is a one-page planning chart for the reader to fill in, providing columns in which to specify major tasks, person hours, staff required, and estimated costs. (AJ)

ED 116 046

CE 005 980

*Alvir, Howard P.*

**Reexamining the One Day Six Hour Long Workshop from an Objective Point of View.**

Pub Date 8 Dec 75

Note—10p.

Available from—Loan copies available; send self-addressed stamped envelope to: Howard P. Alvir, 27 Norwood Street, Albany, New York 12203

Document Not Available from EDRS

Descriptors—Guidelines, \*Planning, \*Workshops

The author offers some tips from his own experience on ways to streamline a week-end workshop into a one-day workshop; his emphasis is on determined scheduling: begin promptly at 9:00 a.m. and end promptly at 3:00 p.m. He suggests that a workshop should be well-planned, a business-like atmosphere should prevail, and something concrete and specific should result. He further recommends that the workshop planners should discuss the workshop before it is held, and, on the topic of choosing experts to attend, he says that someone is needed who can get the group discussing and doing those things that need to be done. He strongly urges that the meeting place be adequate, and that enough food be served. (Author/AJ)

ED 116 047

95

CE 006 014

*Davidson, Edmonia W.*

**Operation COPE: Family Learning Centers for Mothers Who are Heads of Households for the National Council of Negro Women in Washington, D.C. Final Report.**

National Council of Negro Women, Washington, D.C.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 30 Jun 75

Grant—OEG-0-73-5226

Note—106p.; For related documents, see CE 006 015 and CE 005 929; Best Copy Available

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—\*Adult Basic Education, Daily Living Skills, \*Demonstration Projects, \*Heads of Households, Home Economics Education, Individualized Instruction, Inservice Teacher Education, \*Job Skills, Low Income, Models, \*Mothers, Office Occupations Education, One Parent Family, Parent Education, Problem Solving, Program Development, Self Concept, Self Evaluation, Volunteers

Identifiers—District of Columbia, National Council of Negro Women, \*Operation COPE

The document reports on the second and final year of a demonstration Adult Basic Education (ABE) project in Washington, D.C., administered by the National Council of Negro Women. Operation COPE: A Family Learning Center served the needs of educationally disadvantaged, low-income young mothers who head households. The learners' expressed interests and needs determined the curriculum (typing, sewing, and arts and crafts) taught to equip the students for employment. Reading and mathematics were incorporated into these skill subjects; homemaking was gradually introduced into the sewing classes. Individualized instruction was available in reading and math. Family and citizenship education, field trips and audiovisual aids, and utilization of service agencies were also program elements. The project's second thrust was developing inservice training for ABE professionals and paraprofessionals. Implementation of the program's essential elements is described: recruitment, counseling, climate, team approach, curriculum, community linkages, volunteers, staff development, advisory committee, and research and evaluation. Included are sample instructional materials and participant data and testimonials. Concluding the report are principles which underlay the successful model, e.g., the low-income mothers see themselves as self-directing, respond to respect, and can be helped to diagnose their needs and to plan, conduct, and evaluate their own learning. (Author/AJ)

ED 116 048

CE 006 015

*Arter, Rheta M.*

**Operation COPE: A Family Learning Center. Independent Evaluator's Report for the Period July 1, 1974-June 30, 1975.**

National Council of Negro Women, Washington, D.C.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 30 Jun 75

Grant—OEG-0-73-5226

Note—34p.; For related documents, see CE 006 014 and CE 005 929

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Adult Basic Education, Community Resources, \*Daily Living Skills, \*Demonstration Projects, Heads of Households, Individualized Instruction, Inservice Teacher Education, Integrated Curriculum, Interagency Cooperation, Job Skills, Low Income, \*Mothers, National Organizations, Negro Organizations, One Parent Family, Parent Education, \*Program Evaluation, Voluntary Agencies, Volunteers, Volunteer Training

Identifiers—District of Columbia, National Council of Negro Women, \*Operation COPE

The findings of the independent evaluation of Operation COPE are reported, with reference to the project sponsors' contractual commitments, in a series of categorical statements congruent with the evaluators' conclusion that the demonstration ABE project for young mothers in Washington, D.C., represented a "spectrum of success hues." The innovative features of Operation COPE which may be projected as having national significance and/or being of special value to the adult education effort identified in the evaluation include: (1) the involvement of a national organization, National Council of Negro Women (NCNW), which gives promise of the delivery of needed ABE and coping services to the racial and cultural minorities interested in acquiring these skills, to whom NCNW already has access; (2) the approaches to staff and volunteer development; (3) the integration of coping skills and ABE in a way which meets the interest of participants in employability, without violating ABE values; and (4) the significant linkage with community resources. The evaluators conclude that the umbrella purpose of Operation COPE, which was to develop a model of a family learning center as a component of a multipurpose arrangement offering a vehicle for education and information related to family needs, was achieved. (Author/AJ)

ED 116 049

CE 006 026

**Directory of Adult and Continuing Education Agencies, Metropolitan Syracuse 1975-76.**

Metropolitan Syracuse Committee on Continuing Education, N.Y.; Regional Learning Service of Central New York, Syracuse.

Pub Date Jun 75

Note—36p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Adult Education, \*Adult Education Programs, Adult Programs, \*Directories, \*Regional Programs

Identifiers—\*New York (Syracuse)

The directory of educational opportunities has been prepared for counselors of adults in the Syracuse Metropolitan Area. It is intended not only for counselors in educational institutions but also for those working with adults in social and other agencies. The directory is designed to provide enough information so that adults who inquire about learning opportunities may be referred to a specific person at a particular institution or agency where further program details can be explained. Both credit and noncredit continuing education offerings are briefly described. Programs were included if they offered group instruction to the public. Six classifications are listed: universities and colleges, school districts, proprietary institutions, cultural institutions, social agencies and institutions, and organizations and associations. (Author)

ED 116 050 95 CE 006 035

Welker, L. C., Jr. Ginn, Clyde N.

A Study to Identify the Influence of Factors Other Than the Attainment of Job Skills Affecting the Long Range Success of Vocational and Technical Training Programs. Abstract.

University of Southern Mississippi, Hattiesburg. Bureau of Educational Research.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Pub Date Aug 73

Note—13p.; For Volumes 1 and 2 of the report, see CE 005 602-603

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Correlation, Data Analysis, Occupational Mobility, Post Secondary Education, Secondary Education, \*Social Factors, \*Student Characteristics, \*Student Mobility, \*Success Factors, Technical Education, \*Vocational Education

Identifiers—Mississippi

The results are briefly summarized of a study to investigate the relationship of factors other than job skills (such as social skills, life style, mobility, family relationships, and contextual factors) to the long range success of vocational and technical training programs. Data were gathered about students in secondary and postsecondary vocational institutions in nine geographic regions of Mississippi. Information was supplied by center directors, teachers, and questionnaires given to students. Findings relating to the students' plans for living and working location, their need for social change, and the factors tending to affect their mobility patterns are mentioned. (Author/EC)

ED 116 051 95 CE 006 044

Abstracts of Instructional and Research Materials in Vocational and Technical Education. Volume 8, Number 6.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 75

Note—233p.

Available from—AIM/ARM, The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Annual, Calendar-year subscription \$34.00, six issues plus index)

EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage

Descriptors—\*Abstracts, \*Educational Research, Indexes (Locators), \*Instructional Materials, \*Literature Guides, Technical Education, \*Vocational Education

The publication is presented with the purpose of providing educators easy access to current materials relevant to vocational-technical instruction and research. In the abstract section instructional materials (95 items) are followed by research materials (105 items) with the subject and author indexes providing access to both categories. The subject index descriptors are those listed in the "Thesaurus of ERIC Descriptors." The Projects in Progress section contains a title by State index and a directory of curriculum

coordination centers. A title by State index provides access to 76 research projects in progress funded by the Vocational Education Amendments of 1968 (Public Law 90-676), Parts C, D, and I. A State directory of research coordinating units is provided. VT numbers included are VT 102 201 to 102 400. It is noted that many of the documents announced in AIM/ARM will be available in microfiche and/or hard copy through the ERIC Document Reproduction Service. A cross reference list will be supplied in a future issue of AIM/ARM. (SA)

ED 116 052 95 CE 006 067

Ellis, Mary L.

A Report to the Nation on Vocational Education.

Northern Arizona Univ., Flagstaff. Project Baseline.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Nov 75

Note—125p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Data Analysis, Data Bases, Economic Change, \*Educational Change, Educational Finance, \*Educational Legislation, Educational Needs, Educational Policy, Educational Problems, Educational Research, Educational Trends, Federal Legislation, \*National Surveys, Political Influences, Social Change, Socioeconomic Influences, \*State of the Art Reviews, Statistical Data, Tables (Data), \*Vocational Education

Identifiers—\*Project Baseline, Vocational Education Amendments 1968

The report reviews the progress and problems of vocational education in realizing the Congressional expectations set forth in the Vocational Education Amendments of 1968. Discussion and analysis focus on the 1971-74 period. The study used analyses of Project Baseline's Common Data Base; many of the results are contained in the text, and information on others is appended. Evidence of a number of achievements, as well as evidence of problems, is presented. Intended as more than a summary of progress and problems, the document describes social, economic, and political conditions affecting vocational education's evolution, in an attempt to define the role of vocational education in a broad social context and to identify the major variables which promise to influence future directions of the program. Research on the relation between education and work revealed radical changes in the value and function of education, with vocational education shown by the study to be in the forefront of the change. In the light of research, the report identifies 20 major issues of importance to the continued development of vocational education and makes specific recommendations for responsive congressional policies. (Author/AJ)

ED 116 053 95 CE 006 150

A Longitudinal Study of Vocational Development and Program Evaluation. Implications for Curriculum Planning and Vocational Guidance. Final Report.

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Report No—VT-102-361

Pub Date Aug 74

Note—172p.; Pages 128-30 are of marginal reproducibility; Several appended questionnaires were deleted because they are copyrighted

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—Data Collection, Educational Research, \*Longitudinal Studies, Program Evaluation, \*Research Reviews (Publications), Secondary Education, \*Vocational Development, \*Vocational Education, Vocational Interests

Identifiers—Monographs, Pennsylvania, \*Vocational Development Study

The report is an accounting of activities of the Vocational Development Study (VDS) project during the three-year funding period of July 1971 to July 1974. The longitudinal study, planned to cover a 10-year span, was begun in the fall of 1968. The project was developed to identify the effects of the high school experience on youth in vocational guidance. The sample consisted of the total ninth grade enrollment in three medium-sized Pennsylvania school districts—Altoona,

Hazleton, and Williamsport. Data were collected at several stages through standardized aptitude and achievement tests and inventories of interests, values, and vocational development. Information on family and environmental background, occupational and educational aspirations, as well as school-generated data were also collected and analyzed. The report presents the background of the project and describes procedures involved in sample selection and data collection, handling, and storage. The VDS project resulted in 20 published research monographs and numerous papers and articles. Copies of the monographs and papers and a list of the articles are included in the report. In addition, a one-year graduate followup survey was made of the Altoona class. Several questionnaires are appended. (NJ)

## CG

ED 116 054 CG 007 829

Fouts, Gregory T.

Imitation in Children: The Effect of Being Imitated.

Pub Date Apr 72

Note—14p.; Not available in hard copy due to marginal legibility of original document; Paper presented at the Annual Meeting of the Western Psychological Association (Portland, Oregon, April 1972)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Behavior Patterns, Experimental Psychology, \*Extinction (Psychology), \*Imitation, Models, Preschool Education, Reinforcement, Research Projects, \*Response Mode, \*Role Models

The purpose of this study was to investigate the effect of being imitated on behaviors of preschool children. Each of 24 subjects was given a choice of three responses in a marble-dropping task and was required to make one choice, after which an experimenter either imitated or did not imitate a subject's behavior. The results indicated that when a response is imitated by an experimenter, the response frequency is maintained; however, when a response that was previously imitated was no longer imitated, the response frequency significantly decreased. These results were interpreted as providing evidence that behavioral similarity produced by an experimenter has positive reinforcing properties. (Author)

ED 116 055 CG 007 851

Rago, James J., Jr.

Use of Identities in Behavioral Change and Development.

Pub Date Sep 72

Note—9p.; Paper presented at the Annual Meeting of the American Psychological Association (September 1972)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Behavior Change, Behavior Development, \*Identification (Psychological), Models, Neurosis, \*Personality Problems, \*Psychotherapy, Role Playing, \*Self Congruence, Speeches, Therapy

Summarized is a therapy approach utilizing characterizations designed to help the client reduce his neurotic behaviors and develop his true potentials. Growing up, he may have been forced to reject aspects of his personality to meet others' expectations. Thus, he is not integrated or whole. To reduce the control used to hide his rejected parts of himself and others, and discover and integrate them, identities are formulated which personify these parts. The client is coached to experience himself as these people. Subsequently, he discovers that there is no further need to hide these aspects of himself. (Author)

ED 116 056 CG 008 392

Khokhlov, Nikolai E. Gonzalez E. John

Cross-Cultural Comparison of Cognitive Consistency.

Pub Date 73

Note—22p.

Available from—Nikolai E. Khokhlov, California State College, San Bernardino, California 92407

Journal Cit—International Journal of Psychology; v8 n2 p137-145, 1973

Document Not Available from EDRS

**Descriptors**—American Culture, \*Cognitive Processes, Congruence, \*Cross Cultural Studies, \*Individual Psychology, Research Projects, \*Response Mode, \*Social Psychology  
**Identifiers**—\*Cognitive Consistency, Greece

A comparison of cognitive consistency was conducted across two cultural groups. Forty-five American subjects in Southern California and 45 subjects in Northern Greece responded to a questionnaire written in their native language and which contained three classical paradigms for balance theory. It was hypothesized that significant differences in responding to cognitive imbalance would emerge in cross-cultural comparisons. As predicted, highly significant differences were detected in the subjects' responses to cognitive inconsistency with balance effect being inoperative in the Greek cultural group. In addition, a unique contribution to the cognitive balance effect in the American sample was demonstrated by the college age group. In the discussion, the validity of a universally operative model of cognitive consistency as an irresistible tendency to resolve cognitive imbalances by an automatic adjustment of attitudes is questioned. (Author)

**ED 116 057** CG 010 193

*Feingold, S. Norman*

**Facing Careers in the Year 2000. Counselor's Information Services: A Quarterly Annotated Bibliography of Current Literature on Educational and Vocational Guidance. Special Supplement, Volume 30, Number 3, September 1975.**

B'nei B'rith, Washington, D.C. Career and Counseling Services.

Pub Date Sep 75

Note—7p.; For related documents, see ED 114 731-733; Not available separately, appears as special supplement to ED 114 733

Available from—B'nei B'rith Career and Counseling Services, 1640 Rhode Island Avenue, N.W., Washington, D.C. 20036 (\$2.25 per issue, subscription \$9.00 per year)

**Document Not Available from EDRS**

**Descriptors**—\*Change Agents, \*Counselor Role, \*Educational Change, \*Futures (of Society), Planning, \*Social Change, Specialization, Speeches

This speech, delivered before the World Future Society Second General Assembly, is a call to a future-oriented society guided by both short- and long-term futuristic goals. The author believes it important that we act rather than react to our changing roles. Such roles include helper in complex decision-making and specialist in processing there is a need for a new professional counselor with professional education and training for new roles. Such roles include helper in complex decision-making and specialist in processing and disseminating up-to-date knowledge about the changing world of work. The author also describes his projections of needs for human services workers that will result from anticipated social, economic and vocational changes. He regards it as essential that change be implemented by a concerted interdisciplinary effort. (SJL)

**ED 116 058** CG 010 226

**Information Booklet for the Handicapped. Revised Edition.**

University of Southern California, Los Angeles. Office of Handicapped Student Services.

Pub Date Sep 75

Note—24p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Facilities, \*Guides, \*Handicapped Students, Higher Education, \*Physically Handicapped, School Buildings, School Publications, \*Special Health Problems, Student Needs, Student Personnel Services

**Identifiers**—\*University of Southern California

This handbook is prepared by the University of Southern California for its handicapped students. It contains a description of the facilities located on campus, including accessibility of buildings, restrooms, telephones, ramps, and designated parking spaces. Also included is a description of student services available and solutions to problems pertinent to handicapped students. Although this handbook is specific to USC, it could be used as a guide to other schools interested in providing like information to their students. (HNV)

**ED 116 059** CG 010 227

**The Volunteer Probation Counselor Program, Lincoln, Nebraska. An Exemplary Project.**

National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Pub Date [74]

Note—15p.

Available from—National Criminal Justice Reference Service, Washington, D.C. 20531 (Single copies free)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Community Involvement, \*Delinquency Prevention, \*Delinquent Rehabilitation, Nonprofessional Personnel, Probationary Period, \*Probation Officers, Program Descriptions, \*Recidivism, \*Volunteers, Volunteer Training

**Identifiers**—Nebraska (Lincoln)

The Lincoln, Nebraska Volunteer Probation Counselor Program is an example of community involvement in the corrections process. Through careful screening, volunteers are selected and then trained to assist the local probation staff in counseling and supervising probationers. After being extensively interviewed, both volunteers and probationers are matched on the basis of mutual interests and the probationer's specific personal needs. The volunteer serves as friend, role model, supervisor, or counselor, depending on the probationer's needs. The relationship is designed to help the probationer understand himself better and see the world more realistically and constructively. Ultimately, the goal is to reduce the likelihood that he will turn to more serious crimes. Using this approach, the Lincoln program has worked with high-risk misdemeanor probationers. This brochure briefly describes the program. (Author)

**ED 116 060** CG 010 229

*Block, Jack*

**Recognizing the Coherence of Personality.**

Pub Date Jul 75

Note—72p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Behavioral Science Research, Personality, \*Personality Assessment, \*Psychological Studies, \*Social Psychology, State of the Art Reviews

**Identifiers**—\*Mischel (W)

In the last half dozen years, the field of personality psychology has been asked to reconsider certain premises that traditionally have guided conceptualization and research. The most influential questioner and critic has been Mischel. The essential criticism, advanced and buttressed in a number of ways, is an empirical one: namely, the research evidence accruing over the years supports only weakly or not at all the assumption by psychologists that traits or dispositions importantly govern behavior. Mischel develops this conclusion in a widely-read review of the personality assessment literature. Mischel's 1968 conclusions have become widespread and blandly accepted. This paper offers an "assessment of Mischel's assessment of the state of personality assessment," and indicates some of the ways in which his negative evaluation can be countered. This essay reads the research evidence differently and, in addition, introduces some recent pertinent findings that permit a different structuring of the accomplishments and deficiencies characterizing personality research. (Author/HMV)

**ED 116 061** CG 010 230

**National Conference on Counseling Minorities and Disadvantaged (1st, Michigan State University, October 7-10, 1973). Proceedings.**

Michigan State Univ., East Lansing. Kellogg Center for Continuing Education.

Pub Date Oct 73

Note—41p.; For related document, see CG 010 231

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Conference Reports, Counseling, \*Counseling Effectiveness, Elementary Secondary Education, \*Minority Groups, \*Negro Students, \*Social Services, Student Needs

More than 250 counselors, psychologists, educators and others from 50 states attended the conference. The purpose was to bring together persons responsible for rendering services to minority people in health, welfare, and educational settings. The goal was the formation of a communications network to facilitate the advancement of minorities in our society. Highlighting the four-day conference were the presentations by a number of nationally known leaders in the fields of psychology and education as they relate to minority affairs. These persons

had created effective models of service delivery for educational, health, and community settings. The thought-provoking content of these presentations was discussed in small groups which also allowed participants to share their problems and individual perspectives on working with minorities and systems. This document presents a brief summary of those presentations. (Author)

**ED 116 062** CG 010 231

**National Conference on Counseling Minorities (2nd, Michigan State University, October 27-30, 1974). Proceedings.**

Michigan State Univ., East Lansing. Kellogg Center for Continuing Education.

Pub Date Oct 74

Note—57p.; For related document, see CG 010 230

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Conference Reports, Counseling, \*Counseling Effectiveness, Elementary Secondary Education, \*Minority Groups, \*Negro Students, \*Social Services, Student Needs

Participants included more than 400 persons from counseling, educational and related settings. Responding to the suggestions of the participants of the first conference, a number of workshops focusing on skill building were held. The goal was to strengthen the commitment of counseling professionals to assist minorities in the process of self-actualization. A number of experts from the field of welfare, politics and education shared their views and experiences in panel presentations. Workshops, focusing on the theme of each panel, followed. These small group discussions allowed indepth examination of the theoretical formulations and instructional models suggested by the panel members. The document presents a brief summary of each of those presentations and workshops. (Author)

**ED 116 063** CG 010 232

**All in the Family: Understanding How We Teach and Influence Children about Alcohol. Participant's Workbook and Chairman's Guide.**

United States Jaycees, Tulsa, Okla.

Spons Agency—National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.

Pub Date 75

Note—67p.

Available from—Products Division, U.S. Jaycees, Box 7, Tulsa, Oklahoma 74120 (Participant's Workbook, sales catalog number 747-8, \$1.00 each; Chairman's Guide, sales catalog number 753-8, \$0.50 each; quantity discounts available)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Alcohol Education, \*Alcoholism, \*Drinking, Drug Abuse, Guides, \*Health Education, \*Parent Education, Program Descriptions

**Identifiers**—\*Operation THRESHOLD

These two booklets comprise a new program by the Jaycee's called Operation THRESHOLD. Patterned after the U.S. Jaycees Family Life Development Program, these booklets focus primarily on prevention. They employ a group discussion format to elicit responses from people on how we influence and teach children. The responsible use and nonuse of alcohol is given a special emphasis in this respect. All in The Family can be read alone, can be used by parent and child, or employed as a participant's workbook in a relaxed, informal group discussion setting. (Author/HMV)

**ED 116 064** CG 010 233

*Kincaid, Marylou B.*

**A Consciousness-Raising Program for Adult Women.**

Pub Date [72]

Note—31p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Adult Education, \*Counseling Programs, \*Females, \*Group Counseling, Higher Education, Program Descriptions, \*Self Expression, \*Sex Role, Sex Stereotypes, Social Attitudes

**Identifiers**—\*Consciousness Raising

This program is a structured, 16-session consciousness-raising group for adult women which can be used in a university setting with women in continuing education or in a community setting with noncollege women. The program is designed to help women identify the influence of sex-role stereotyping on their lives, learn ways for effective sex-role conflict resolution, and define in-

terests and personal goals. It has been given as a one credit course by the Counseling Service staff at Phoenix Community College in Arizona for groups of 12 to 15 women. Participants have become more self-achievement-oriented and inner-directed following the course and report an increased appreciation for other women. (Author)

ED 116 065 CG 010 234

Randall, David

The Four Phase System: A Multi-Agency Coordinated Service for Very Disturbed Adolescents. Pub Date Mar 75

Note—17p.; Paper presented at the Alberta Health and Social Development Integration Conference (March 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage  
Descriptors—\*Adolescents, Demonstration Programs, \*Emotionally Disturbed, \*Interagency Cooperation, \*Mental Health Programs, Program Descriptions, Social Services, \*Urban Areas

Identifiers—\*Ontario (Toronto)

A demonstration project for very disturbed adolescents from Metropolitan Toronto involving 13 agencies is described. The system is composed of four interrelated services in each geographical area and would allow for free movement of adolescents from one phase to another in accordance with their needs and abilities, including back-tracking as well as moving ahead. There is also provision for a central tracking mechanism which would follow the youth through treatment. The system incorporates existing services as well as the establishment of new facilities of various sorts. (Author)

ED 116 066 CG 010 235

Using Transactional Analysis in Career Development.

Pub Date Nov 75

Note—68p.; Best copy available, occasional sections may not reproduce clearly; script of a presentation at the Annual Meeting of the Florida Personnel and Guidance Association (25th), Jacksonville, Florida, November 21-23, 1974)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage  
Descriptors—Behavior Change, Career Awareness, \*Demonstration Programs, \*Individual Development, Personality Development, \*Personality Theories, Secondary Education, \*Self Evaluation, \*Vocational Development

Identifiers—\*Transactional Analysis

This program, in two sections, provides a concise introduction to Transactional Analysis (TA) and some practical applications for its use in the field of career development. Lectures and demonstrations show how Transactional Analysis techniques were used in initiating Career Development Programs with teachers, parents, and students. The presentation includes a brief history of TA, and discussions of ego states, life positions, transactions, strokes, time-structuring, and contracting. The premise of the presentation is that student development and career development are mutual concerns. In order for a student to make accurate and meaningful decisions regarding careers it is necessary for her/him to develop adult thinking and maintain an all-OK attitude. TA principles can be used to assist students in attaining this maturity in decision-making so that they will be able to assimilate career information into legitimate potential career directions and choices. A set of slides, used in the original presentation, is not included. (Author/SJL)

ED 116 067 CG 010 236

Project CREST [Clinical Regional Support Teams]: A University Responds to Juvenile Delinquency. A Conventional Program Summary.

Pub Date Mar 75

Note—8p.; Summary of presentation at the Annual Meeting of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage  
Descriptors—\*Abstracts, College Programs, \*Counseling, \*Delinquency, Higher Education, Information Sources, \*Program Descriptions, \*Youth Problems

Identifiers—\*Project CREST

Project CREST (Clinical Regional Support Teams) is an innovative, LEAA-funded action

project, using paid and volunteer counselor education students to work as referral agents with juvenile delinquents in several north Florida communities. The program is distinctive in that its assessment, counseling, and consulting services do not replace but rather augment regular Division of Youth Services probation treatment, resulting in ongoing "dual treatment" for CREST clients. This report provides abstracts of presentations on: (1) the need for the CREST project and the challenge the field of juvenile corrections now offers the counseling profession; (2) how the CREST teams of graduate students operate; (3) how the project helps train its staff to be effective with a difficult client population; (4) how team members attempt to function as community change agents as well as personal counselors; (5) what research studies show about the project's effectiveness, together with a discussion of the problems and pitfalls encountered in such research; and (6) funding resources now available to the counseling profession for projects with a delinquent population, plus necessary steps in obtaining these funds. This report includes the names and addresses of program presenters who may be contacted for further information. (Author)

ED 116 068 CG 010 237

Dinkmeyer, Don McKay, Gary D.

Systematic Training in Effective Parenting [STEP].

Pub Date [Mar 75]

Note—6p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975)

Available from—Kit available from American Guidance Service, Circle Pines, Minnesota 55014

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Educational Programs, Educational Resources, \*Parent Child Relationship, \*Parent Education, Problem Solving, \*Program Descriptions, Publications, \*Resource Materials, Skill Development

Identifiers—STEP, \*Systematic Training in Effective Parenting

The STEP course is an educational program for parents which teaches them the ideas and skills they need for raising responsible children and feeling more adequate and satisfied as parents. The authors have developed a package of materials designed for nine training sessions. Each session provides an opportunity to: (1) discuss specific activity assignments which involve the application of the ideas with one's own children, (2) discuss readings presented in the book accompanying the course, (3) listen to a brief professional lecture by the authors, (4) participate in skill building exercises, and (5) consider general problem situations as well as the application of these ideas to one's own concerns. The purpose of STEP is to help: (1) develop understanding of a practical theory of human behavior; (2) learn new procedures for developing more effective relationships with your children; (3) improve communication between parents and children through developing skills for listening, resolving conflicts with children; (4) develop skills in using encouragement, logical consequences and other active oriented procedures; and (5) develop more self-confidence in one's ideas about children and one's abilities as a parent. (Author)

ED 116 069 CG 010 238

Greever, Kathryn B. And Others

Follow-up Study of Rehabilitation Clients: A Step-By-Step Guide.

Research and Training Center, Institute, W. Va. Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date 74

Note—99p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Data Analysis, Followup Studies, \*Guidelines, \*Program Evaluation, \*Questionnaires, Research Design, \*Research Tools, \*Vocational Rehabilitation

This manual is designed to aid the user in measuring consumer satisfaction with vocational rehabilitation services. The manual contains materials which were used by the West Virginia Research and Training Center in a followup study. Step-by-step guidelines are provided for assessing the effectiveness of vocational rehabilitation services by

surveying clients and their employers. Topics covered are: planning and conducting the study, preparing survey forms, analyzing data and writing research reports. Included in the appendices are employee and employer questionnaires, articles on sampling and standard deviation, and an example of a completed research report. Since there are many aspects of followup studies which are not covered here, manual users can use the materials as a guide to construct their own questionnaires. The manual is geared for those having little or no experience in conducting followup research. (Author/SJL)

ED 116 070 CG 010 239

Campbell, Robert E. Wynn, George A.

Coping in the World of Work: Practice in Problem Solving.

Pub Date [75]

Note—9p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Adjustment (to Environment), Educational Resources, \*Instructional Materials, \*Occupational Guidance, \*Problem Solving, Program Descriptions, Publications, Secondary Education, \*Vocational Adjustment

To help students in their adjustment to work, The Center for Vocational Education at Ohio State University has developed an instructional unit entitled, "Coping in the World of Work: Practice in Problem Solving." The unit is designed to: (1) acquaint students with the range of work entry and job adjustment problems they will encounter in making the transition from school to work, (2) familiarize students with the five-step problem solving approach, (3) apply the problem solving approach to real-life simulated practice problems, and (4) apply the problem solving approach to real problems outside the classroom. The five-step approach involves: (1) diagnosing the problem, (2) generating solutions, (3) evaluating the solutions, (4) choosing a solution, and (5) validating the solution. The unit involves each student in a variety of structured group experiences such as role-playing, "in-basket" exercises, sociodramas, case studies, and so forth designed to aid them in discovering their own courses of action in solving simulated problems. It also provides for expansion at a number of points, is flexible for teaching purposes, is low in overall cost, has been field tested over a two-year period, and is planned for 1976 availability. (Author)

ED 116 071 CG 010 240

Greever, Kathryn B. And Others

Program Evaluation: A Beginning Statement. Study Guide.

Research and Training Center, Institute, W. Va. Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date [72]

Note—42p.; For related document, see CG 010241

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Data Analysis, \*Evaluation Methods, \*Guides, \*Program Evaluation, Research Methodology, Research Tools, \*Study Guides, \*Vocational Rehabilitation

This manual is a beginning guide to program evaluation. Designed for program evaluators who have little or no previous experience in manipulating data, this guide is designed to demonstrate how to evaluate different aspects of a vocational rehabilitation program—and use those findings for program improvement. The use of averages, percentages, and computers is discussed in relation to vocational rehabilitation data classifications. A separate section on the reporting of program evaluation results is also included in this practical guide. (SJL)

ED 116 072 CG 010 241

Program Evaluation: A Beginning Statement. A Report from the Study Group on Guidelines for Evaluating Vocational Rehabilitation Programs and Services. Information Memorandum RSA-IM-72-61.

Research and Training Center, Institute, W. Va. Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date May 72

Note—86p.; Report presented to the Institute on Rehabilitation Services (10th, Minneapolis,

Minnesota, May 15-17, 1972); For related document, see CG 010 240; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Evaluation Methods, \*Guides, \*Program Evaluation, \*Program Improvement, Research Design, \*Research Methodology, State Agencies, \*Vocational Rehabilitation

This training guide for evaluating vocational rehabilitation programs and services is designed for use by state vocational rehabilitation agencies in developing a system for evaluating either their overall program or specific aspects of it. The manual first addresses itself to the rationale for program evaluation, and then examines the evaluation process from the definition of objectives through the selection of criteria. The design for program evaluation is discussed in view of research methodology and the selected focus of program research. After a detailed discussion of the nature and process of various forms of evaluative research, the issue of innovation is considered. The utilization of results obtained through program evaluation is considered in regard to the dynamics of organization and resistance to change. Recommendations for overcoming resistance, implementing program evaluation, and utilizing new information are provided. (SJL)

**ED 116 073** CG 010 242

*Mischel, Walter*

**On the Future of Personality Measurement.**

Pub Date 29 Aug 75

Note—26p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 2, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Behavior, \*Cognitive Processes, Discrimination Learning, \*Individual Differences, \*Personality Assessment, Personality Theories, \*Psychological Patterns, Speeches, State of the Art Reviews

This paper presents an overview of the knowledge afforded man from research into personality. Approaching his topic from a position valuing the study of persons from complementary psychological perspectives, the author attempts to derive some conclusion about human behavior and personality. He discusses the findings that there is basic continuity in personality; each person is capable of great differentiation in behavior; there are multiple determinants of human behavior; and there is a need to analyze social and psychological environments in order to understand individual behavior. From this common ground, the author suggests the need to specify clearly the goals, purposes and objectives of personality research. Different goals require different foci and different measurement strategies. The author views humans as active organisms interacting in active environments, where person variables must be taken into account so as to understand this interaction. In conclusion, the author suggests that researchers actively involve subjects in their own personality assessments, that information processing may yield increased knowledge of personality, and that a synthesis of various psychological constructs is needed. He further suggests an image of man as an active, aware problem-solver who is multi-faceted, multiply influenced, uniquely organized, yet open to study by scientific methods. (SJL)

**ED 116 074** CG 010 243

*Batmale, Louis F.*

**Career Education and Elitism.**

Pub Date Apr 75

Note—6p.; Paper presented at the Annual Meeting of the American Association of Community and Junior Colleges (55th, Seattle, Washington, April 13-16, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Career Education, \*Changing Attitudes, \*Educational Change, Futures (of Society), \*General Education, Historical Reviews, Junior Colleges, Liberal Arts, Speeches, \*Student Needs, Vocational Education

Historically, general education has held a higher status than career training. Vocational programs were modeled on those existing in trade schools, while general education stressed personal development. At present, career education has

gained greater acceptance and status. Present occupational programs have improved due to greater experience of the staff and better planning. No longer is a liberal arts education required to precede career training; personal and social development can now take place effectively in occupational programs, enabling one to develop one's ability to think and communicate effectively. In the future, individualized programs in career education will be available to all individuals who need them. Students will assume greater responsibility for their education, pursuing in-depth study in various fields. Another anticipated development will be the incorporation of ethnic studies as an integral component of liberal arts studies. (SE)

**ED 116 075** CG 010 244

**The Job Satisfaction Research Program. Work Research Unit Information Note No. 3.**

Department of Employment, London (England).

Work Research Unit.

Pub Date Mar 75

Note—6p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Change Strategies, Changing Attitudes, \*Employee Attitudes, \*Foreign Countries, Industrial Personnel, \*Job Satisfaction, Manpower Development, Program Development, \*Work Environment

Identifiers—\*England

This brief paper outlines the work of the Tripartite Steering Group on Job Satisfaction, which has set up a series of projects to explore ways in which the content and organization of work could be changed to meet individual needs for satisfaction from work. This is not to ignore the contribution of other features of the work and its environment to the way people feel about it. Indeed, it will be an important feature of the program to explore the effects of changes on attitudes to these features. The projects will be conducted primarily by university departments and research institutes in coordination with the Work Research Unit of the Department of Employment. Trade union representatives should be fully involved in the planning of changes in work organization and job conditions that affect their members. The program started in 1974 and will run for three years. (Author/SE)

**ED 116 076** CG 010 245

*Lawrence, George L.*

**Evaluation of Washington State Commission for Vocational Education Vocational Guidance Publications and Media.**

Spons Agency—Washington State Coordinating Council for Occupational Education, Olympia.

Pub Date 30 Jun 75

Note—51p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Evaluation, \*Information Dissemination, Junior Colleges, \*Occupational Information, \*Publications, Secondary Education, State Surveys, \*Vocational Education

The purpose of this study was to provide information for program planning to improve the quality of occupational information disseminated in Washington schools. The study tried to answer the following questions: Are the materials being used? Who is using them? Are they considered helpful? What changes are recommended? The method used was a survey of representative users in state high schools and community colleges. Counselors, librarians, vocational education directors and students were the sampling groups surveyed. While one pamphlet was widely used and accepted, most materials were used differentially with mixed acceptance. Various suggestions were made to alter the occupational information material to make it current, concise and accessible. (Author/SE)

**ED 116 077** CG 010 246

*Pratt, Richard W., Comp.*

**Counselor Licensure and Certification: An ERIC Search for the ERIC/CAPS Advisory Commission.**

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—83p.; Not available in hard copy due to marginal legibility

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Accountability, \*Annotated Bibliographies, \*Confidentiality, \*Counselor Certification, Counselor Functions, Counselor Training, Ethics, \*Legal Problems, School Psychologists, Social Workers, \*Standards

This search cites three kinds of resources: (1) those that describe what has been done or is being done in the area of counselor licensure and certification, (2) those that provide information that can be used in drafting licensure and certification legislation, and (3) those that describe what related professionals have accomplished in this area. The resources that fall into the second category include a variety of legal, ethical, and professional concerns such as accountability, confidentiality, professional standards, codes of conduct, counselor training, and the role and function of the counselor. All of these areas have implications for licensure and certification legislation. Resources in the third category are included to provide information that can lead to further articulation between the certification legislation of counselors and that of school psychologists, counseling psychologists, social workers, and paramedical personnel. (RP)

**ED 116 078** CG 010 247

*Ruby, Marc E., Comp. Pratt, Richard W., Comp.*

**New Roles for Counselors: A Search of the ERIC**

**Data Base for Material Relevant to the Changing Position of the Counselor as He Works within the School and Community.**

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—38p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Abstracts, \*Annotated Bibliographies, \*Counseling Effectiveness, \*Counselor Role, Counselor Training, \*Educational Innovation, Educational Research, Literature Reviews, \*Role Perception

Bibliographically speaking, material on the subject of counselor roles is not difficult to find. However, any close examination of the mass of documents and articles involved quickly reveals that most of these are either purely descriptive studies or critical essays. Document after document points out that counselors are not being adequately utilized, or are being forced into ineffective roles, but few writers have constructive ideas or suggestions to make. The current bibliography, which is based on several computer searches of the ERIC Data Base, is an attempt to weed out the repetitive material and focus on documents of practical, or, at least, conceptual, usefulness to the counselor in his attempt to define new, more effective, roles and acquire the skills necessary to carry out these roles. (Author)

**ED 116 079** CG 010 248

**Drugs and Drug Abuse: A Bibliography.**

State Univ. of New York, Stony Brook.

Pub Date Jun 74

Note—24p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Annotated Bibliographies, \*Bibliographic Citations, Catalogs, Documentation, \*Drug Abuse, Drug Addiction, \*Drug Education, \*Information Retrieval, Library Collections

For a relatively new field of research and interest, the bibliographic control of drug literature (indexing and recording for retrieval) is remarkable. Public and private agencies have taken the initiative in compiling catalogs, bibliographies and indexes which, although often duplicatory, nonetheless ensure access to the many aspects of the drug scene. Their efforts, as this bibliography shows, span the English language literature from street drugs to pharmaceutical houses, from weekend "trippers" to psychiatric patients, from underground gardening manuals to institutional directories. The effort in this bibliography is to sketch for library users some approaches available to this multi-faceted subject, and to bring researchers into closer contact with information sources available at the Stony Brook University Library. The Reference faculty is available to assist in the location and use of materials cited herein. (Author)



ED 116 080

CG 010 249

Beeson, Gilbert W., Jr.

Attitudes toward Counseling and Counseling Willingness of Air Force Personnel.

Pub Date Jul 75

Note—63p.; Master's Thesis, North Dakota State University

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage  
Descriptors—\*Attitudes, \*Counseling, \*Counseling Services, Masters Theses, \*Military Personnel, Problem Solving, \*Questionnaires, Research Projects, Surveys

Identifiers—\*Air Force

This study attempts to measure the attitudes of Air Force personnel toward counseling, the willingness of Air Force personnel to seek counseling for personal problems, and the relationships which exist between selected variables and attitude-counseling willingness. The variables examined were technical versus non-technical occupations, length of time served in the Air Force, career versus non-career status, military rank, and counseling agency preferences. The subjects of the study were 545 military officers and enlisted personnel assigned to Minot Air Force Base, North Dakota. Questionnaires were administered to individuals attending mandatory race relations and drug abuse seminars conducted by social actions staff, and 355 participants in the chaplain's portion of a mandatory orientation for newly arrived personnel. Significant correlations were obtained for the relationships between the selected variables and attitude-counseling willingness. These findings are described in detail, and their implications are discussed. (SJL)

ED 116 081

CG 010 250

Klimoski, Richard J. And Others

Third Party Characteristics and Intergroup Conflict Resolution.

Pub Date 75

Note—9p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975); Best copy available; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Arbitration, \*Attitudes, Behavioral Science Research, Behavior Patterns, \*Change Agents, \*Conflict Resolution, \*Intergroup Relations, Perception, Questionnaires

Instead of looking at the impact of specific third party actions or behaviors on negotiation outcomes, the authors studied the effects of anticipated intervention on the negotiation process. Third party power (ability to force an agreement on deadlocked negotiations or merely recommend one) and generalized reputation (favorable or unfavorable) were manipulated in a laboratory experiment to determine their effects on negotiator behavior, perceptions, attributions, and satisfactions. Questionnaires were used in measuring the latter three categories of results. Reliable differences in pre-intervention impact of third party agents possessing differential power were found. One such finding was that those anticipating a high power agent felt more pressure during bargaining and took longer to reach agreement than those in the low power condition. With regard to perceptions, significant and consistent interactions between third party power and reputation were also found. In sum, this study demonstrates the importance of constituent forces on negotiator behavior. (SJL)

ED 116 082

CG 010 251

Fedell, John C. Busky, Henry F.

Value Changes in a Human Potential Seminar.

Pub Date [75]

Note—16p.; For related document, see CG 010 252

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—College Students, Higher Education, Human Development, \*Humanistic Education, Individual Power, Personality Tests, \*Personal Values, Program Evaluation, \*Self Actualization, \*Values

Identifiers—\*Human Potential Seminar, Personal Orientation Inventory

The study was conducted to determine the effectiveness of the Human Potential Seminar in bringing about value and attitude changes consistent with the stated objectives of the course. The objectives of the seminar are an increase in self-affirmation, self-motivation, self-determina-

tion and an empathetic regard for others. The primary focus of the study is to assess whether the stated objectives of the Human Potential Seminar do, in fact, help students to build a system of values than can be beneficial to scholastic achievement and to develop a value system consistent with their future needs. The Personal Orientation Inventory was administered in order to test three hypotheses developed for this study. This inventory was administered to both the experimental and control subjects prior to any classroom discussion of personal values. The results of the study indicate that students taking the Human Potential Seminar show a significant positive value change when compared with developmental reading students. Awareness of one's value system should enhance one's potential for academic success. (Author)

ED 116 083

CG 010 252

Busky, Henry F.

The Uses of Human Potential Seminars in a Community College.

Pub Date 26 Mar 75

Note—15.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975); Best copy available; For related document, see CG 010 251

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Community Colleges, Course Evaluation, \*Human Development, \*Humanistic Education, Junior Colleges, Personal Values, \*Program Development, \*Self Actualization, Values

Identifiers—\*Human Potential Seminar, Prince Georges Community College

The paper was written for someone who wishes to develop and introduce the Human Potential Seminar in a community college setting. The first phase of the paper deals with Prince George's Community College's first experience with Human Potential and how it trained its staff, got the seminar transferable to four-year colleges and worked it into the Developmental Division of the college. The second phase of the paper talks about the use of the Human Potential Seminar at Prince George's Community College. Eleven examples are listed and explained. Next comes the use of the Human Potential Seminar in other community college settings throughout the country. Twelve examples are given with names and addresses of those to whom to write for additional information on each program. The last part of the paper deals with specific examples of student and follow-up evaluations of the Human Potential Seminar. (Author)

ED 116 084

CG 010 253

Hageman, Andrew H., Jr.

A Community College as a Coordinator of a Community-Based Organizational Development Program for Older Adult Organizations.

Spons Agency—Administration on Aging (DHEW), Washington, D.C.

Pub Date Apr 75

Note—13p.; Paper presented at the Annual Meeting of the American Association of Community and Junior Colleges (55th, Seattle, Washington, April 13-16, 1975); For related document, see CG 010 254

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Adult Programs, \*Community Colleges, \*Community Coordinators, Delivery Systems, Demonstration Programs, Models, \*Older Adults, Organizational Change, \*Organizational Development

As older adult organizations stretch to meet the needs of a growing older adult client population, these Senior Citizen Centers, clubs and other programs are increasingly unable to understand and control their internal as well as external environments. Organizational Development, a body of applied behavioral science techniques, can help older adult organizations become more effective by providing ways of building shared understanding of strengths as well as limitations. Because of the high cost of traditional organizations development programs, the community college is depicted as an indirect provider of the services to older adult organizations. By training voluntary community resources to deliver organizational development services, by integrating this effort into other community programs, community colleges can draw upon their own valuable, specialized competence to serve the older adults of our communities. Moreover, by developing this in-

direct role, it is asserted that community colleges can pursue a direction consistent with their desire to serve older adult agencies without diverting college resources which may be vital to other worthwhile programs. A model for the delivery of organizational development services through community colleges is described. (Author)

ED 116 085

CG 010 254

Help for Older Adult Organizations: Community-Based Organizational Development. A National Model Project in Aging Undertaken by the Niagara Community College.

Niagara County Community Coll., Sanborn, N.Y. Spons Agency—Administration on Aging (DHEW), Washington, D.C.

Pub Date 75

Note—12p.; For related document, see CG 010 253

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Adult Programs, \*Community Colleges, \*Community Coordinators, Delivery Systems, Demonstration Programs, Models, \*Older Adults, Organizational Change, \*Organizational Development

As older adult organizations stretch to meet the needs of a growing older adult client population, these Senior Citizen Centers, clubs and other programs are increasingly unable to understand and control their internal as well as external environments. Organizational Development, a body of applied behavioral science techniques, can help older adult organizations become more effective by providing ways of building shared understanding of strengths as well as limitations. Because of the high cost of traditional organizational development programs, the community college is depicted as an indirect provider of the services to older adult organizations. By training voluntary community resources to deliver organizational development services, by integrating this effort into other community programs, community colleges can draw upon their own valuable, specialized competence to serve the older adults of our communities. Moreover, by developing this indirect role, it is asserted that community colleges can pursue a direction consistent with their desire to serve older adult agencies without diverting college resources which may be vital to other worthwhile programs. A model for the delivery of organizational development services through community colleges is described. (Author)

ED 116 086

CG 010 255

Worchel, Stephen And Others

The Effect of Types of Previous Interaction and Success of Combined Effort on Intergroup.

Spons Agency—Canada Council, Ottawa (Ontario); National Science Foundation, Washington, D.C.

Pub Date [73]

Note—30p.; Not available in hard copy because of reproduction difficulty

Available from—Stephen Worchel, Department of Psychology, Gilmer Hall, University of Virginia, Charlottesville, Virginia 22901

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavior Patterns, \*Goal Orientation, Group Behavior, \*Group Dynamics, Higher Education, \*Hostility, \*Interaction, \*Intergroup Relations, Research Projects

The present study investigated how type of interaction between groups affects intergroup hostility and how this intergroup hostility may be reduced. In the first phase of the study groups were led to believe that they were either competing, cooperating, or having no interaction with a second group. The results indicated that competition led to the greatest intergroup hostility while cooperation between groups led to the greatest intergroup attraction. In the second phase of the study, the two groups were combined to work on a series of superordinate goals. They received feedback that their combined effort had either succeeded or failed in obtaining the superordinate goal. Intergroup attraction scores taken after this stage of the study showed that in groups that had previously competed, failure on the superordinate tasks increased intergroup hostility while success of the combined tasks reduced hostility. However, for groups that had previously cooperated, failure on the superordinate tasks reduced intergroup hostility to a greater degree than did success on the combined effort. The results were interpreted as showing that both previous interaction and success of combined ef-

fort are important variables in determining when working on superordinate goals will reduce intergroup hostility. (Author)

ED 116 087 CG 010 256

**Handbook for Counselors in Georgia Schools.**  
Georgia State Dept. of Education, Atlanta. Div. of Curriculum Development.

Pub Date 75

Note—184p.

EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage

Descriptors—\*Counseling Goals, \*Counselor Functions, Elementary Education, \*Guides, Objectives, \*Resource Materials, Secondary Education, State Programs, \*Teacher Developed Materials

This handbook, prepared by and for counselors, is designed to serve as a guide for counselors in their everyday work. The main objectives of counseling are seen as assisting students to understand themselves and other students, assisting students to adjust to their school and make decisions, providing students with appropriate information, assisting teachers in understanding students and relating educational programs to them and assisting parents to understand their children and the school. The handbook clarifies the role of counselors and describes the specific functions they should engage in. Various techniques and procedures that counselors might need are presented; various tests appropriate at particular grades are discussed; referral procedures and resources agencies are listed; and special cases, such as dealing with exceptional children, are discussed. The handbook has a wide scope which is designed to be helpful for both elementary and secondary school counselors. (SE)

ED 116 088 CG 010 257

*Jones, Lawrence K.*

**U. S. Counselor Education Programs: Nature, Numbers, CBE, Traditional and Nontraditional. A Report of the Commission on Counselor Education Program and Enrollment Characteristics of the Association of Counselor Education and Supervision.**

Spons Agency—Association of Counselor Educators and Supervisors.

Pub Date 24 Mar 75

Note—61p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (31st, New York, March 23-26, 1975)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Counselor Certification, Counselor Educators, \*Counselor Training, \*Employment Projections, \*Futures (of Society), Graduate Study, Labor Market, National Surveys, Race Relations, \*Standards, Supervisors

This study aimed at gathering information concerning the program and enrollment requisites of counselor education institutions. Questionnaires were sent to all state supervisors of guidance and all counselor education institutions. The results indicate that within three years guidance counselors will be licensed in only seven states. Most supervisors said they intend to make counselor education programs competency-based. The responses related to "counselor demand" indicate that, while there are a great number of paraprofessional and Bachelor of Arts level counselors, the demand for their services in the near future will be limited. The demand for Masters and Doctoral level counselors is similarly low, with about 2.3 counselors for each open position. Most counselor education institutions reported an 8:1 proportion between graduate level students and educators, with about 95 percent of the institutions requiring practicum courses for certification. (SE)

ED 116 089 CG 010 258

*Lampkin, Lillian C.*

**Children of the Poor.**

Pub Date 24 Mar 75

Note—9p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Agency Role, Child Advocacy, \*Disadvantaged Youth, \*Economic Disadvantage, \*Minority Groups, Policy Formation, \*Sociocultural Patterns, Speeches

This speech examines the culture of poverty and its effect on children. It describes the poor,

the sub-culture within which they live, and the many disadvantages the environment holds for children of the poor. The point is made that it is important to look at the child and family in their uniqueness as well as in their commonality. It is further stated that the poor's style of seeking help is inimical to much of the culture and style of the social agencies. Most agencies were designed for other times and other needs, and thus their response in serving the poor has been to serve them poorly. Suggestions are made for initiating institutional change in order to better meet the needs of the poor. (SJL)

ED 116 090 CG 010 259

**Sex Discrimination and Sex Stereotyping in Vocational Education. Hearings before the Subcommittee on Elementary, Secondary and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Fourth Congress, First Session.**

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 75

Note—410p.

EDRS Price MF-\$0.76 HC-\$20.94 Plus Postage

Descriptors—Affirmative Action, \*Elementary Secondary Education, \*Government Publications, \*Sex Discrimination, \*Sex Stereotypes, \*Vocational Education

This document includes verbatim transcripts and prepared statements from the hearings on sex discrimination and sex stereotyping before the Subcommittee on Elementary, and Vocational Education. The report presents the findings of the Subcommittee on the status of women in vocational education, the enforcement of antidiscrimination legislation, possible research strategies in the area of sex discrimination, and the results of a recently completed civil rights survey. Included in the appendix is a detailed research report entitled "Women in Vocational Education." This report examines the status of women in the world of work, sexism in society and education, staff-related problems for women in education, affirmative action for women in education and employment, and implications for change in vocational/technical education. (SJL)

ED 116 091 CG 010 260

*Noam, Ernst*

**Homes for the Aged: Supervision and Standards.**

A Report on the Legal Situation in European Countries.

Administration on Aging (DHEW), Washington, D.C. National Clearinghouse on Aging.

Spons Agency—International Center for Social Gerontology, Paris (France).

Report No—DHEW-OHD-75-20104

Pub Date Jun 75

Note—99p.; Translated from German by John S. Monks

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HC \$1.65)

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Certification, Comparative Analysis, \*Cross Cultural Studies, Facilities, Inspection, Legal Responsibility, Legislation, \*Older Adults, \*Personal Care Homes, Policy Formation, \*Public Policy, \*Standards, Supervision, Surveys

Identifiers—\*Europe

The International Center for Social Gerontology (ICSG) is making available this translation of a timely study by Ernst Noam which describes and compares legislation, policies, and procedures for licensing, supervision, and inspection of homes for the aged in various Western and Eastern European nations. This study is presented to help provide a further understanding of the common goals and objectives contained in both European and American enactments affecting the elderly in institutions, as well as to help illustrate how policies and procedures to implement these goals and objectives may vary according to the social, economic, and political influences prevailing in each country. It is our hope that this report will be useful to public officials and professionals concerned with legal standards and social programs which safeguard and enhance the dignity and freedom of the Nation's elderly in need of institutional care. (Author)

ED 116 092 CG 010 261

*Lampkin, Ann C. Taylor, Gary G.*

**Santa Clara County Day Care Treatment Center for Delinquents. Final Evaluation Report.**

American Justice Inst., Sacramento, Calif.

Spons Agency—California Council on Criminal Justice, Sacramento.

Report No—PB-242-321

Pub Date Aug 74

Note—53p.; For related documents, see CG 010 082 and 262

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (PB-242 321, MF \$2.25, HC \$4.25)

Document Not Available from EDRS

Descriptors—\*Adolescents, Behavior Change, \*Correctional Education, \*Day Care Programs, Delinquency Prevention, \*Delinquent Rehabilitation, \*Program Evaluation, \*Rehabilitation Centers, Research Projects, Therapeutic Environment

The day care center is a location where youngsters go during the day for school and group or individual counseling, while continuing to live at home. Juveniles remain in the formalized education and treatment program for approximately four months. Then they graduate into eight months of aftercare. Evaluation measures included recidivism, self-concept, family functioning, and cost-effectiveness. The center was also assessed as an alternative to out of home placement. Evaluators concluded that the program was a viable alternative to 24-hour institutional care and should be continued if steps could be taken to reduce the relatively high recidivism rate associated with the program. (Author)

ED 116 093 CG 010 262

**Santa Clara County Day Care Center. First Year Evaluation.**

American Justice Inst., Sacramento, Calif.

Spons Agency—National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Report No—PB-242-316

Pub Date 72

Note—73p.; For related documents, see CG 010 082 and 261

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (PB-242 316, MF \$2.25, HC \$4.25)

Document Not Available from EDRS

Descriptors—Adolescents, Behavior Change, \*Correctional Education, Day Care Programs, Delinquency Prevention, \*Delinquent Rehabilitation, \*Program Evaluation, \*Rehabilitation Centers, Research Projects, Therapeutic Environment

The youths attended the center during the day for school and individual or group counseling, while continuing to live at home. Objectives of the program were to increase academic achievement, improve attitude and motivation toward education, decrease post-center truancy and recidivism, and improve the self-esteem of the individual. A group of 62 experimental and 43 control youth provides the base for analysis. In the first year of operation, cost, in terms of monthly expenditure per child, is the major negative aspect. Suggestions are given to solve this problem. The authors also suggest modifications in the program for the third year of operation. (Author)

ED 116 094 CG 010 263

*Bozarth, Jerold D. Krauft, Conrad C.*

**Training Manual: Empathy, Warmth, Genuineness.**

Arkansas Univ., Fayetteville. Arkansas Rehabilitation Research and Training Center.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.; Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No—16-56812-003; PB-242-999

Pub Date 73

Note—112p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (PB-242 999, MF \$2.25, HC \$5.25)

Document Not Available from EDRS

Descriptors—Counseling Effectiveness, \*Counselor Training, \*Empathy, Manuals, Models, Patterned Responses, Professional Training, Psychotherapy, \*Response Mode, \*Training Techniques

The importance of the counselor's or therapist's characteristics of empathy, warmth, and genuineness in client improvement has been established in a number of studies. This manual

was prepared as a means of fostering these qualities. It was prepared by rating segments of interviews taped in psychotherapy sessions and giving examples of the therapist's varying degrees of achievement of desirable characteristics. The manual serves either as a teaching model, or as a procedure for those who wish to evaluate their own responses. (Author)

**ED 116 095** 95 **CG 010 264**  
A Consortium Approach to Planned Change: A Review and Evaluation.

Midwest Center/Consortium for Planned Change in Pupil Personnel Programs for Urban Schools, Bloomington, Ind.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—188p.

Available from—DeWayne J. Kurpius, H. L. Smith Center for Research in Education, Indiana University, 2805 East 10th Street, Bloomington, Indiana 47401

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

Descriptors—\*Change Strategies, Consortia, \*Cooperative Programs, Educational Change, Humanistic Education, \*Program Evaluation, Public School Systems, \*Pupil Personnel Services, \*Urban Education

This report describes and evaluates the Midwest Center/Satellite Consortium which was designed to initiate change in the pupil personnel services in urban schools. This consortium, through university and public school system cooperation, aimed to effect change within institutions while aiding pupil personnel workers to achieve a balance between task and interpersonal dimensions of schooling. This evaluative report begins with a section reflecting the emphasis on program definition, data collection and program change considered by the Center to be essential components of the evaluation effort. The entire consortium is evaluated by examining the individual satellites and their outcomes within the context of the project goals and their interventions. The second section is an evaluation presented by an evaluation counselor. He describes the counseling steps he took and the conflicts and frustrations experienced along the way. He then discusses some alternative evaluation procedures based on the issues he has raised. The final section presents a view of the project from an administrative director. Such issues as decentralized funding, modes of decision making, and prospects for implementing change through university-school system consortia are discussed. (SJL)

**ED 116 096** 95 **CG 010 265**  
Abstracts of Midwest Center/Satellites Final Program Reports.

Midwest Center/Consortium for Planned Change in Pupil Personnel Programs for Urban Schools, Bloomington, Ind.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—16p.; For related documents, see CG 010 264-270

Available from—DeWayne J. Kurpius, H. L. Smith Center for Research in Education, Indiana University, 2805 East 10th Street, Bloomington, Indiana 47401

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Abstracts, \*Change Strategies, \*Community Involvement, Cooperative Planning, Counselor Qualifications, Disadvantaged Youth, \*Educational Change, \*Pupil Personnel Services, Secondary Education, Systems Development, \*Urban Education  
Identifiers—\*Education Professions Development Act, EPDA

This document is a collection of six abstracts representing a summary of the activities of a three-year project supported by the Education Professions Development Act. Addresses are included for copies of specific full reports. Satellite projects were implemented, based in Chicago, Indiana, Louisville (Ky.), Ohio, Urbana (Ill.), and the Midwest Center (Indiana). Each abstract describes a specific project to improve the quality of pupil personnel services for inner city high schools; to increase communication between school personnel and the university education staff; and to develop, integrate and sustain systems whereby school personnel, university staff and community sources would plan together and be involved in the improvement of the inner city schools. (NG)

**ED 116 097** 95 **CG 010 266**  
A Final Program Report from the University of Illinois, Chicago Circle and Chicago Public Schools, 1971-74.

Chicago Board of Education, Ill.; Illinois Univ., Chicago. Coll. of Education.; Midwest Center/Consortium for Planned Change in Pupil Personnel Programs for Urban Schools, Bloomington, Ind.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [74]

Note—85p.; For related documents, see CG 010 264-270

Available from—George Giles, Associate Dean of the College of Education, University of Illinois at Chicago Circle, Box 4348, Chicago, Illinois 60680

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*Community Involvement, Counselor Training, \*Disadvantaged Youth, Inservice Programs, \*Program Development, \*Pupil Personnel Services, Research Projects, Secondary Education, Systems Development, \*Urban Education

Identifiers—\*Education Professions Development Act, EPDA

The Chicago Satellite, as a member of the EPDA Midwest Center Consortium, sought to create the EPDA's "New Professional" by retraining in-service teachers and school staff. The University of Illinois at Chicago Circle's College of Education and the Department of Educational Psychology at the Urbana campus are working in conjunction with Chicago School District #9 and the Midwest Center at Indiana University to develop and test a model aimed at improving the educational atmosphere of a large inner city high school. A collaborative project was conceived wherein the universities, school district, and community get together to find new ways of cooperative planning which would produce classrooms and curricula that would meet the needs of their students. The model employed attempts to train a new professional able to serve the student client as well as the system client. The major objectives were: (1) development of new degree programs at the university level, (2) development of experimental pilot courses which could identify and teach newly needed skills, and (3) development of courses related to the practical problems of inner-city schools. A second set of objectives included organizational development, staff development, and program development. The fully-developed program was shown to have considerable impact. (Author/NG)

**ED 116 098** 95 **CG 010 267**  
A Final Program Report from Indiana University-Indianapolis Public Schools Inner City Counselor Training Project, 1971-1974.

Indianapolis Public Schools, Ind.; Indiana Univ., Bloomington. School of Education.; Midwest Center/Consortium for Planned Change in Pupil Personnel Programs for Urban Schools, Bloomington, Ind.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [74]

Note—67p.; For related documents, see CG 010 264-270

Available from—Alexander Brown, 2805 East 10th Street, Room 180, Indiana University, Bloomington, Indiana 47401

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Change Strategies, \*Community Involvement, Disadvantaged Youth, \*Educational Improvement, Program Development, \*Pupil Personnel Services, Secondary Education, \*Urban Education

Identifiers—\*Education Professions Development Act, EPDA

Recognizing the need for improved, more flexible, more reality-based training for pupil personnel workers, the Division of Foundations and Human Behavior, Indiana University, in conjunction with the Department of Counseling and Guidance, formed a relationship with the Indianapolis Public Schools in order to seek out methods of improving PPS training. A major goal of this Satellite Project was to bring together university staff, parents, and teachers for the purpose of collaborative planning and programming. The Satellite operations formally extended over three project years. During the first year the goals of the target communities, schools, and university were defined and synthesized. Needs of the

schools and communities began to be assessed (and continued to be throughout the project). From the needs assessment came the development of training modules for university students, community persons, and school staff members. These efforts dominated the activities of the second year. In the final project year the training programs continued, but greater emphasis was placed upon institutionalizing desirable changes at school, university, and state educational levels. Dissemination of project findings and evaluations then began. Key features of the Satellite project were: (1) collaboration and planned systems change, (2) learning by doing, (3) competency-based learning, and (4) incorporating an inner-city counseling program with an attending course of study. The program had considerable impact. (Author/NG)

**ED 116 099** 95 **CG 010 268**  
A Final Program Report from Jane Addams School of Social Work, University of Illinois, Urbana: The School-Community Pupil-Training Program, 1971-1974.

Illinois Univ., Urbana. Jane Addams School of Social Work.; Midwest Center/Consortium for Planned Change in Pupil Personnel Programs for Urban Schools, Bloomington, Ind.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [74]

Note—82p.; For related documents, see CG 010 264-270

Available from—Dr. Lela B. Costin, Jane Addams School of Social Work, University of Illinois, Urbana, Illinois 61801

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*Change Strategies, Community Involvement, Educational Change, \*Minority Groups, \*Pupil Personnel Services, \*School Social Workers, Secondary Education, Training, \*Urban Education

Identifiers—Education Professions Development Act, EPDA

The primary goal of the School-Community-Pupil (SCP) Project at the Jane Addams School of Social Work at the University of Illinois, Urbana was to train a new kind of professional school social worker who would work to improve the way school systems respond to children, particularly minority children. The SCP Project was based on the hope that with training and directed practice, the interns could be of help to the school districts in which they worked at the same time that they were learning about school social work. To this end, evaluative information kept project faculty informed of program strengths and weaknesses and encouraged revision of course content and internship plans as needed. The academic courses emphasized planned change in institutions. Instructors prepared students to identify school situations which were, or might become, problem situations for children, such as desegregation, ability grouping, and antisocial behavior. Working with the school administrators, field supervisors, and social workers, the student interns applied problem-solving techniques learned in class to actual school situations. With administrative sanction, then, student interns were encouraged to contact teachers, pupils, psychologists, and parents in their efforts to alleviate problem areas. Over an experimental period of three years, the SCP model was practiced by 52 interns in school systems in Illinois. The results of the program evaluation indicate that the SCP approach to school social work should be continued. (Author/NG)

**ED 116 100** 95 **CG 010 269**  
A Final Program Report from Louisville Public Schools and the University of Louisville 1971-1974.

Louisville Public Schools, Ky.; Louisville Univ., Ky. School of Education.; Midwest Center/Consortium for Planned Change in Pupil Personnel Programs for Urban Schools, Bloomington, Ind.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [74]

Note—38p.; For related documents, see CG 010 264-270

Available from—William Kelly, Department of Educational Psychology, University of Louisville, Louisville, Kentucky 40208

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Academic Achievement, Counseling Goals, \*Counselor Role, Counselor Training, \*Cultural Awareness, \*Disadvantaged Youth, \*Group Dynamics, Models, \*Pupil Personnel Workers, Secondary Education, Urban Education

**Identifiers**—\*Education Professions Development Act, EPDA, Kentucky (Louisville)

As part of the Midwest Center/Consortium for Planned Change, the University of Louisville School of Education and the Louisville Public Schools designed a program for the training of a "new professional" to help alleviate problems of inner-city students. Main goals of the program were: (1) to improve the competence of pupil personnel workers by helping them understand the culture, value system, and community standards of the clients being served, and help them improve their skills in consulting with parents; (2) to increase the effectiveness of the pupil personnel staff by providing an opportunity for personal growth and development through group interaction experiences; (3) to develop an effective model for the operation of a Pupil Personnel Team in individual schools; (4) to develop a model for the resolution of staff and administrative problems; and (5) to redefine the role of counselors, whereby they become consultants to teachers as well as counselors to students. Parents of students were actively involved in the program. Pupil personnel workers enrolled in the university to take courses and participated in several workshops organized to realize the goals stated. Most of the major goals of the program were realized. (Author/SE)

ED 116 101 95 CG 010 270

**A Final Program Report from Ohio State University and Columbus Public Schools, 1971-1974.** Columbus Public Schools, Ohio.; Midwest Center/Consortium for Planned Change in Pupil Personnel Programs for Urban Schools, Bloomington, Ind.; Ohio State Univ., Columbus. Coll. of Education.

**Spons Agency**—Office of Education (DHEW), Washington, D.C.

**Pub Date** [74]

**Note**—42p.; For related documents, see CG 010 264-270

**Available from**—Richard C. Kelsey, Ohio State University, Arps Hall, Room 1631, Columbus, Ohio 43210

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Black Community, Counselor Educators, \*Counselor Training, Decision Making, \*Educational Improvement, Field Experience Programs, \*Guidance Programs, \*Problem Solving, Program Development, \*Urban Education, Workshops

**Identifiers**—\*Education Professions Development Act, EPDA, Ohio (Columbus), Ohio State University

As one component of the Midwest Center/Consortium for Planned Change, the Ohio Satellite aimed at making public schools aware of the need for the structuring of a fully-functioning guidance program, with teaming as a viable change and problem-solving process. A third goal was the recruitment of minority group members as "new professionals," to work in Black urban settings. In working toward this goal, the Ohio Satellite operated in three directions: (1) seeking to improve the counselor education program at Ohio State University, which was achieved by adding four new courses to the basic counselor training program, and requiring counselor trainees to have continuous field experience; (2) operationalizing a collaborative decision-making model in relation to a fully functioning guidance program, which took the form of a modeling process wherein team leaders were trained, and workshops were held; (3) developing a process for assisting the faculties of target schools in using the "teaming" model within daily operations. The Ohio Satellite established a demonstration site for testing and operationalizing guidance as an institutional function in a public school setting, as well as developed a field experience program which gained the acceptance of those responsible for the counselor education program at Ohio State University. (Author/SE)

ED 116 102 CG 010 272

Hill, C. Russell

**Dropping Out of High School: The Effects of Family, Ability, School Quality and Local Employment Conditions.**

**Spons Agency**—Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

**Pub Date** [75]

**Note**—45p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Aptitude, Critical Path Method, \*Dropout Identification, Dropout Research, Family (Sociological Unit), Intelligence, \*Labor Market, Multiple Regression Analysis, \*Racial Differences, \*School Environment, Secondary Education, \*Socioeconomic Influences

**Identifiers**—National Longitudinal Surveying of Young Men

The author, after reviewing briefly the research literature on dropouts, mentions the following shortcomings of such studies: (1) lack of ability to control for differences in the students' abilities; (2) incomplete and inadequate measures of socioeconomic background; (3) inability to control for qualitative differences in the schools attended; and (4) inability to control for the effects of local market conditions on the decision to leave high school. The author used the National Longitudinal Survey of Young Men (NLSYM) data to control for these four factors and find the contribution of each to dropout rates (D). A theoretical model incorporating the four factors and others is explored, and seen as accounting for the reasons given for dropping out. Main findings from this study are: (1) IQ has the most important direct effect on D for whites, while knowledge of the labor market is the most important for non-whites; (2) the quality of high school attended does not have a direct effect on D for either racial group; and (3) parental education level is the only socioeconomic index affecting D rates for nonwhites, while other indexes affect D of whites. Based on these results, some policy implications for dropouts are discussed. (SE)

ED 116 103 CG 010 273

Mertens, William J.

**Review of Some Dropout Research and Literature.**

**Spons Agency**—Office of Education (DHEW), Washington, D.C.

**Pub Date** 5 Jul 72

**Contract**—OEC-0-72-0647

**Note**—109p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—\*Disadvantaged Youth, \*Dropout Prevention, \*Dropouts, \*Educational Improvement, Literature Reviews, Motivation, \*School Improvement, Sex Differences, Social Factors, Values

Dropouts are considered to deviate from the following norms: maintaining certain levels of performance in school work; submitting to the requirements of classroom and school management; abiding by the moral codes of schools; conforming to peer group expectations; and seeking to move into the cultural mainstream of middle class white America. The author suggests the substitution of "school-leaver" for "dropout", since the latter has derogatory implications. Dropout prevention programs are of two types: those that attempt to promote student conformity to existing norms, (counseling, behavior modification and parental involvement efforts are the means used to achieve this goal); and those that attempt to modify the norms (efforts to change students' environments through job training and classroom innovation are some of the means used to attain this goal). The author considers these prevention programs as unsatisfactory, offers certain suggestions as to which norms should be adopted, and makes recommendations about how schools could function according to these norms. (Author/SE)

ED 116 104 CG 010 274

Fisher, Jeffrey D. And Others

**Hands Touching Hands: Affective and Evaluative Effects of an Interpersonal Touch.**

**Spons Agency**—National Science Foundation, Washington, D.C.

**Pub Date** 75

**Note**—22p.

**Available from**—Dr. Jeffrey Fisher, Department of Psychology, University of Connecticut, U-20, Storrs, Connecticut 06268

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Affective Behavior, Anxiety, College Students, Emotional Response, \*Environmental Influences, \*Evaluation, Interpersonal

Relationship, Nonverbal Communication, \*Sex Differences, \*Tactile Perception

A 2 (touch-no touch) x 2 (sex of confederate) x 2 (sex of subject) between subjects design tested the affective and evaluative consequences of receiving an interpersonal touch in a Professional/Functional situation. It was found that the affective and evaluative response to touch was uniformly positive for females, who felt affectively more positive and evaluated the toucher and the environmental setting more favorably than in no-touch conditions. The male response to touch was more ambivalent. (Author)

ED 116 105 CG 010 275

Turner, Terence J. McClure, Lyndall

**Alcohol and Drug Use by Queensland School Children. The First Report in a Series on the Queensland Alcohol and Drug Study.**

Queensland Dept. of Education, Brisbane (Australia).

**Pub Date** Jul 75

**Note**—132p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—\*Age Differences, Alcohol Education, \*Alcoholic Beverages, \*Drug Abuse, Foreign Countries, Secondary Education, \*Sex Differences, \*Student Attitudes, Surveys

**Identifiers**—\*Australia (Queensland)

The principal aim of this study is to provide information on the use and abuse of alcohol and drugs by Queensland school children, and survey their attitudes toward and knowledge about alcohol and drugs. Various questionnaires were presented to a large sample of students from grades six to twelve. Some results were: (1) from grade six to twelve both alcohol consumption and positive attitudes toward alcohol increase greatly; (2) beer and spirits are the more popular; (3) a higher percentage of males than females are drinkers; (4) use of all six drugs studied, except inhalants, increases markedly with grade; (5) after alcohol, cannabis is the next most popular substance during the high school years; (6) sex differences in usage occur only for a few drugs; and (7) younger students perceive little difference in the danger to health of the various drugs, while older students tend to rate the danger more realistically. (SE)

ED 116 106 CG 010 276

Sturges, Jack C. And Others

**Influence of Speech Characteristics on Judged "Therapist" Effectiveness.**

**Pub Date** Jul 67

**Note**—17p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Counseling Effectiveness, \*Counselor Characteristics, \*Interpersonal Competence, Research Projects, \*Speech Skills, \*Verbal Communication

This research, although conducted in 1967, investigates whether speech characteristics of an individual have an influence on others' perceptions of how effective the person would be as either a school counselor or a school speech therapist. The research stemmed from assumptions that (1) speech characteristics of the counselor or therapist may well affect both the client's image of the counselor and the value of the counseling itself, and (2) an identification of speech characteristics that might influence client perceptions of counselor effectiveness would be valuable to counselor-therapist educators and to counselor-therapists engaged in professional practice. Twenty male counselors-in-training recorded a phonetically balanced reading passage, and 96 undergraduate students listened to the recordings and predicted how effective they believed each speaker would be as a counselor or therapist. The listeners were also asked both to identify and rank-order the speech characteristics which had influenced their judgment. The data indicated that (1) the students were in general agreement about how effective each of the speakers would be as a therapist (either a counselor or speech therapist), and (2) the vocal characteristics associated with predictions of effectiveness were either a good vocal stresspattern, a good speaking rate, good articulation, or a combination of these factors. (Author)

ED 116 107 CG 010 277

**Practical Suggestions for Family Planning Education.**

Health Services Administration (DHEW/PHS), Rockville, Md. Bureau of Community Health Services.

Report No.—DHEW-Pub-(HSA)-75-16007

Pub Date 75

Note—95p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Contraception, \*Family Life Education, \*Family Planning, Guides, \*Media Selection, \*Program Development, \*Resource Guides, Sex Education

This manual is designed to address some of the basic problems of those who work in family planning education, and is based on the recurring questions and concerns of participants in a nationwide series of DHEW-sponsored family planning education and communication workshops. The manual proceeds chronologically, dealing first with the planning of a family education program and then with the selection, development and use of educational methods and materials. Each section contains relevant questions, and exercises and models where appropriate. The planning section contains a checklist tool for needs assessment. There is a planning model and a list of contraceptive facts for client education. The bibliography is arranged by subject matter and includes references to both client education and professional materials, as well as suppliers. (Author/NG)

ED 116 108 88 CG 010 278

Maxwell, Jennifer Fretland, Clint

Kids, Cops, Courts and the Law. ESEA Title III Project: Legal Alertness and Awareness Program.

Miles City School District 1, Mont.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Montana State Dept. of Public Instruction, Helena.

Pub Date [73]

Note—311p.

EDRS Price MF-\$0.76 HC-\$15.86 Plus Postage

Descriptors—Guides, Junior High Schools, \*Law Instruction, \*Legal Problems, \*Social Studies, \*Student Developed Materials, Student Projects, \*Teacher Developed Materials

Identifiers—\*Elementary Secondary Education Act Title III, ESEA Title III

This book gives a general explanation of, and information about, the laws and how they work, and is written very simply and clearly with numerous examples and illustrations. It was written by students and staff in the eighth-grade social studies class of Miles City Junior High School, Montana, with the assistance and advice of members of the community, and funded by Title III. The manual covers family law, civil law, criminal law, juvenile law, law on Indian reservations, and mini lessons in staying alive, protected and free. (NG)

ED 116 109 95 CG 010 279

Hill, Russell A.

Teaching Children to Use Achievement Behaviors and Dispositions for Setting and Achieving Personal Goals.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date [73]

Contract—NE-C-00-3-0088

Note—60p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Elementary Education, Locus of Control, \*Motivation, \*Objectives, \*Problem Solving, \*Reinforcement, Research Projects, Student Improvement, Teaching Techniques

Identifiers—\*Achievement Competence Training, ACT

The author hypothesized that (a) an analysis of the research literature would lead to identifying the behaviors and dispositions associated with successful goal-setting and goal achievement. He further hypothesized that (b) based on these data, an instructional package could be constructed to teach children a skill-strategy based on selected behaviors and dispositions identified as being central to achievement. Following an analysis of the relevant literature, the author selected major achievement behaviors and developed Achievement Competence Training (ACT) based on those behaviors to instruct learners in a strategy for setting and achieving goals. The effects of ACT and an alternate set of instructional materials upon goal-setting behavior, perceived locus of control, and self-evaluation were tested in three fifth-grade classrooms in each of 33 schools. ACT significantly increased belief in internal control as compared with the alternative Treatment and an Uninstructed Control

group. Students using ACT also demonstrated (a) greater tendency to prescribe self-directed solutions to problems; (b) lower (more realistic) personal performance standards for favorable self-evaluation; and (c) less discrepancy between self-predicted performance and personal standards for good performance. In addition to these measurement data, interviews, observations, and anecdotes reflected positive results of ACT. Results are discussed in relation to a theoretical model of achievement in which achievement behavior is sustained through covert self-reinforcements. (Author)

ED 116 110 CG 010 280

Bartunek, Jean M. And Others

Third Party Intervention Style and Intergroup Bargaining.

Pub Date 1 May 75

Note—14p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (46th, Chicago, Illinois, May 2-4, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Accountability, \*Conflict Resolution, \*Contracts, Group Dynamics, \*Intervention, \*Negotiation Impasses, Research Projects, \*Simulation, Speeches, Teacher Militancy

The present study compared the effects of content, process, and passive types of third party intervention on the bargaining behavior of pairs of group representatives. The setting was a simulated school board-teacher's union dispute over a new contract. Each side was represented by one person who was instructed to bargain tenaciously and obtain as much as possible. The job of the representatives was either in jeopardy (High Accountability) or not (Low Accountability). In the content intervention condition, a reasonable settlement was suggested to the representatives by the third party. In the process intervention condition, he taught them how to paraphrase. In the passive condition, he had them take a break from their negotiations. For the high accountable representatives, as predicted, the order of effectiveness of the interventions (number of agreements, average joint profit, and speed of resolution), from most to least, was content, process, and passive. Contrary to expectations, the process intervention did not produce the highest average joint profit for the low accountability representatives. The representatives who did reach agreement in the low accountability-process and content conditions, however, did achieve higher joint profits than the representatives in the passive condition. (Author)

ED 116 111 CG 010 281

Baldwin, Roland A.

Student-to-Student Counseling. Final Report.

Pub Date 31 Jul 75

Note—46p.; For interim report, see ED 106 673; Appendix H (pages 45 and 46) will not reproduce

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*College Students, \*Counseling Effectiveness, Counseling Programs, \*Counselor Training, \*Peer Counseling, Program Descriptions, \*Student College Relationship, Student Personnel Services

The success of a student-to-student counseling Program which involves counseling of students by peers is attributed to greater acceptance of peer counselors by students because they 'speak the same language' and share the same problems. Counseling is conducted informally through telephone calls, in cafeterias and in classrooms. The student counselors are trained and provided with various reference materials they may need in their work. Some tentative results which reflect the success of the student-to-student counseling program include: (1) a decrease in the total number of withdrawals; (2) a decrease in the total number of program changes; and (3) a feeling on the part of faculty, staff and students that the image of the university in responding to the individual has been strengthened by the program. (Author/SE)

ED 116 112 CG 010 286

Fretz, Bruce R.

Development of Empathy in Helpers.

Pub Date Aug 75

Note—17p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 2, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Changing Attitudes, \*Counselor Characteristics, \*Empathy, \*Helping Relationship, \*Psychological Characteristics, Rating Scales, Research Projects, \*Skill Development, Speeches, Trainees

A trait measure of empathy, a skill measure of empathy and an attitude scale on psychological effectiveness were administered to both counselor trainees and "natural helpers", i.e. persons in helping relationships who have not been formally trained as mental health professionals or paraprofessionals. The results indicated that the measures of empathy were statistically independent of each other and the attitude scale. Of all supervisor rating-helper empathy correlations for counselors and natural helpers, only counselors' empathy skill significantly correlated with supervisors' ratings. Also, the "natural helpers" who were not trained or oriented to the concept of empathy needed to be provided with "test taking skills" before completing the skill measure of empathy. For both the trait measure of empathy and the attitude scale on psychological effectiveness, a developmental trend was indicated with freshmen students scoring lowest, upperclass "helpers" scoring higher than upperclass "nonhelpers" and counselor trainees scoring highest. (Author)

ED 116 113 CG 010 427

College Planning/Search Book.

American Coll. Testing Program, Iowa City, Iowa.

Pub Date 75

Note—220p.

Available from—College Planning/Search Book, the American College Testing Program, P.O. Box 808, Iowa City, Iowa 52240 (HC \$5.00, Order Number 1-1-9.75, check or money order must accompany request)

Document Not Available from EDRS

Descriptors—\*College Admission, \*College Bound Students, \*College Planning, Data Analysis, \*Decision Making, \*Guides, Higher Education, Resource Materials

This book, primarily containing hard data, students in three main areas as they seek to select a college: (1) identification of the type of school for which they are seeking, (2) information on 2,400 schools organized by specific characteristics, to help determine which schools have those characteristics already selected as important to the student; and (3) suggestions for comparing colleges under consideration. Other sections in this guide provide information on schools with special programs, sources of financial aid, and an alphabetical index of U.S. colleges cross-referenced to information for individual colleges. (Author/CJ)

CS

ED 116 114 CS 002 246

Prideaux, Gary D.

Linguistic Theories: Where Are We Going?

Pub Date Nov 75

Note—32p.; Paper presented at the Annual Meeting of the Transmountain Regional Conference of the International Reading Assn. (2nd, Calgary, Alberta, Nov. 13-15, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Higher Education, Language Patterns, \*Linguistics, \*Linguistic Theory, \*Models, Psycholinguistics, Syntax

Identifiers—\*Information Structure Approach

This paper argues that we are moving toward a more experimental approach to language, one which is characterized less by introspective judgments and more by empirical evidence. The first section of the paper is a general discussion of the directions linguistic theories are taking. The second section discusses some of the fundamental problems involved in linguistic theory. The third section is a sketch of a linguistic model based on the assumption that the function of language is to communicate information. The fourth section discusses some syntactic rules represented in the model. The fifth section discusses the testing of the psychological validity of the rules. The sixth section summarizes the focus of this paper and concludes that empirical evidence is of central importance in testing linguistic theories. (TS)

ED 116 115 CS 002 252

Buros, Oscar Krisen, Ed.

Reading Tests and Reviews 2.



Pub Date 75

Note—257p.

Available from—Gryphon Press, 220 Montgomery St., Highland Park, New Jersey 08904 (\$20.00 cloth)

**Document Not Available from EDRS**

Descriptors—\*Annotated Bibliographies, Dictionary Catalogs, Instructional Aids, \*Reading Materials, Reading Readiness Tests, \*Reading Tests, \*Resource Guides, \*Test Reviews  
Identifiers—\*Seventh Mental Measurements Yearbook, Tests in Print II

This monograph consists of the reading sections of the "Seventh Mental Measurements Yearbook" (1972) and "Tests in Print II" (1974). The introduction describes the objectives of these publications and briefly discusses their focus. It is followed by three major sections: an alphabetical listing of reading tests divided into such categories as diagnostic reading, oral reading, and reading readiness; an alphabetical listing of tests from the "Seventh Mental Measurements Yearbook" divided into similar categories; and an index of all tests in "Tests in Print II." The first two sections contain descriptions of the tests, as well as indicating specific uses, strengths, and weaknesses. Additional sources for reviews of these tests are also listed. The remainder of the book consists of a publishers directory and separate indexes of all reading tests, reading tests reviewed in this volume, and the names of all test reviewers. (TS)

ED 116 116 88 CS 002 259

James, Richard

**A Holistic Milieu Approach to High Risk Students: A Title III ESEA Project, Mattoon, Illinois.**

Mattoon Public Schools, Ill.  
Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C.

Pub Date Dec 75

Note—33p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Academic Achievement, Junior High Schools, \*Program Content, \*Program Descriptions, Program Effectiveness, \*Social Adjustment, \*Student Adjustment, Student Behavior, \*Underachievers

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, \*Holistic Approach

This paper describes a holistic milieu approach for underachieving, socially maladjusted students in a junior high school in Mattoon, Illinois. It also reports on the effects of the program on certain academic, affective, and behavioral measures taken on those students. The program, called the Intensive Care Unit (ICU), included five teachers, two pupil personnel interns, a media intern, and four aides. Out of the 98 students involved in the program, at least 20 of them had repeated a grade sometime during their school careers. Initially, several baselining sessions were held and observers recorded the off-task behaviors of the subjects. After a wide variety of pretest measures was collected, several ICU methods were instituted. These included individualized prescribed instruction for each student in the core academic areas of reading, mathematics, and science. At the same time, behavior management techniques were also instituted. To shape behavior, teachers combined continuous, social reinforcement with material rewards. It was concluded that students who participated in the ICU program did significantly better academically and were better adjusted in the classroom than those who did not participate in the program. (TS)

ED 116 117 CS 002 261

Little, Peter S.

**Structural Ambiguity and Reading Comprehension.**

Pub Date 75

Note—19p.; Paper presented at the Annual Meeting of the Transmountain Regional Conference of the International Reading Association (2nd, Calgary, Alberta, November 13-15, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Deep Structure, Psycholinguistics, \*Readability, Reading Achievement, \*Reading Comprehension, Reading Processes, Reading Research, \*Sentence Structure, Surface Structure, Syntax, \*Transformation Generative Grammar, Written Language

This study questions the developmental nature of the ability to understand syntactic structures. An exploration is made of the possibility of learn-

ing more about reading comprehension and readability by examining responses made to sentences described by transformational grammarians as structurally ambiguous. A group of fifth grade students were asked to identify paraphrases of three kinds of sentences, ones with ambiguous surface structure, ones with ambiguous underlying structure, and ones considered to be unambiguous. (An example of a sentence with ambiguous surface structure is, "Small boys and girls are easily frightened." An example of a sentence with ambiguous underlying structure is, "Flying planes may be dangerous.") Although the fifth graders did not do well on the test, the order of difficulty of items was found to be similar to that found by other researchers. The order of difficulty ranged from unambiguous sentences as easiest, to surface structure ambiguities as next in difficulty, and underlying structural ambiguities as most difficult. Oral interviews with eight of the students after they took the test resulted in improved scores. A comparable study by Montague is reviewed and similarities in research findings are noted. (MKM)

ED 116 118 CS 002 262

Forte, Imogene

**Right to Read Teacher Preparation Project.**

George Peabody Coll. for Teachers, Nashville, Tenn.

Pub Date 75

Note—4p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Higher Education, \*Models, \*Preservice Education, \*Program Descriptions, Program Development, \*Reading Programs, Reading Research, \*Teacher Education

Identifiers—George Peabody College, \*Right to Read

This paper is a summary description of the Peabody College Right to Read Teacher Preparation Project. The goals of the project are to plan, implement, and evaluate a replicable model for the improvement of the preservice reading program and to develop a program that prepares teachers for work in a wide variety of settings. Project objectives are to reduce illiteracy through improved preservice education and to offer a fully developed and validated model that might be adopted by other teacher training institutions. A three-state approach is being taken to attain the goals: an information base has been established to support the development of the model, the model is being applied to the present preservice program at Peabody College, and the potency of the model will be evaluated with respect to the costs incurred and the benefits obtained. Specific goals for the first and second year of the program are also listed. (TS)

ED 116 119 CS 002 264

Green, Mary Lou Johnson

**The Image of Death as Portrayed in Fiction for Children.**

Pub Date 75

Note—126p.; Ed.D. Dissertation, Lehigh University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-23,992, MF \$7.50, Xerography \$15.00)

**Document Not Available from EDRS**

Descriptors—\*Childrens Books, \*Childrens Literature, \*Content Analysis, \*Death, Doctoral Theses, Educational Research, \*Fiction, Literary Analysis, Primary Education

The purpose of this study was to examine and evaluate the portrayal of death in selected fiction books for children. The sample consisted of 90 books which were listed by six authors discussing the appearance of the death theme in children's books. A method of content analysis was applied as the research design, and each book was analyzed on the basis of 13 categories established by the investigator. The following conclusions about death portrayal were drawn: there is a need for more good quality books with death content for children in the preschool and lower elementary age groups; there is a more violent portrayal of death in books for children aged nine and older than for children aged five, six, and eight; and the portrayal of the impact of the death of the main character's parents is handled in a fair and responsible way by the authors of the books in the study. It was also concluded that the death of parents is treated as having more impact on the life of the main character than does the death of friends. (Author/TS)

ED 116 120

CS 002 266

Siegel, Florence Finkel

**Conditions Which Promote Urban Child Language as a Base for Beginning Reading.**

Pub Date 75

Note—237p.; Ph.D. Dissertation, Rensselaer Polytechnic Institute

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-25,885, MF \$7.50, Xerography \$15.00)

**Document Not Available from EDRS**

Descriptors—\*Beginning Reading, Black Community, \*Child Language, Doctoral Theses, \*Language Enrichment, Linguistics, \*Negro Dialects, Primary Education, Reading Research, Syntax, \*Tutoring, Urban Language, Urban Teaching

This study focused on the following questions involved in the implementation of the language experience approach: (1) Which tutor will produce the most effective responses? (2) What is the reality of the existence of a Black English vernacular syntax? and (3) Is there evidence of black-white linguistic overlap? Natural, transcribed conversations of 28 black first grade subjects and eight white first grade subjects were used for preparation of language experience stories for beginning reading. The stories were generated with the help of four types of tutors: black community adults, white professional adult teachers, black sixth grade children, and white sixth grade children. The results did not prove or disprove the existence of Black English vernacular syntax, but the hypothesis of linguistic overlap was confirmed. Furthermore, the study tentatively indicated that trained teachers and community workers can be encouraged to use children's recorded natural conversations as a basis for language experience stories in beginning reading instruction. (Author/TS)

ED 116 121

CS 002 271

Lowichik, Thomas Carl

**The Effects of Three Selected Variables on the Reading Achievement of Elementary School Children.**

Pub Date 75

Note—99p.; Ed.D. Dissertation, Wayne State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-25,289, MF \$7.50, Xerography \$15.00)

**Document Not Available from EDRS**

Descriptors—\*Behavior Patterns, Doctoral Theses, Elementary Education, \*Instructional Aids, Negro Students, Parent Influence, \*Reading Achievement, Reading Improvement, Reading Research, \*Teacher Attitudes, \*Urban Youth

This study investigates the factors that have a bearing on the elementary urban child's standardized reading test scores. Three areas were investigated: parental contact with the school, supportive services that the child received, and the teacher's perception of the child's behavior and the behavior of the child's class. The study included 637 students in grades two through six in a large urban school. Ninety percent of the students were black. It was concluded that supportive services in the classroom gave the urban child an increased opportunity for reading achievement. The research also indicates the chances for success are greater when supportive services are paired with the teacher's favorable perception of the child's behavior and the behavior of the class. (Author/RB)

ED 116 122

CS 002 272

McCracken, Jack Hill

**Three Psycho-Social Correlates of Early Reading Achievement.**

Pub Date 75

Note—121p.; Ph.D. Dissertation, The University of Texas at Austin

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-24,917, MF \$7.50, Xerography \$15.00)

**Document Not Available from EDRS**

Descriptors—Behavior Patterns, Doctoral Theses, \*Early Reading, \*Identification (Psychological), Parent Influence, Parent Role, Primary Education, \*Reading Achievement, \*Reading Development, Reading Research, \*Role Models, Teacher Influence, Teacher Role

Three psycho-social variables, identified as modeling influences of children's fathers, children's sex-typing of reading, and their judgmental

conformity were investigated as possible correlates of reading achievement in grades one, two, and three. The subjects were 226 children from the first, second and third grades, all of whom came from predominantly middle class families. It was found that children's sex-typing of reading could not be predicted either on the basis of their fathers' formal education or on the basis of their modeling of reading in the home. The second hypothesis, that reading achievement would be higher for those children associating reading with their own sex, received only limited and somewhat equivocal support. The third hypothesis, that reading achievement would be greater for those children who were more influenced by the perceptual judgment cues of a teacher-model, also received limited and equivocal support. (Author/LL)

ED 116 123 CS 002 273

Flood, James Edward

Predictors of Reading Achievement: An Investigation of Selected Antecedents to Reading.

Pub Date 75

Note—135p.; Ph.D. Dissertation, Stanford University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-25,524, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, Evaluation Methods, \*Measurement Instruments, \*Predictor Variables, Preschool Education, \*Reading Achievement, Reading Instruction, \*Reading Readiness, Reading Research, Reading Skills, \*Television Viewing

This study was planned as two parts. In the first part, a prereading index similar to the ones created for kindergartners was developed for preschool age children. The second part was an examination of the relationship between the prereading measure and four contextual variables. Thirty-six 3 1/2 to 4 1/2 year-old children were randomly selected from a pool of 171 children whose parents responded to a preschool reading survey. After introducing 25 selected background variables and preschool type variables into a stepwise regression analysis, the following variables were most highly related to the prereading measure: educational television recognition, number of materials available to the child in the home, specified parental criteria for television program selection, and warm-up questions preparatory to a parent-child reading episode. The results of this study clearly indicated that reading success and failure may stem from many causes. While there is not an ideal home environment, there seem to be several components of the home environment which children who performed successfully on this study have in common. (Author/RB)

ED 116 124 CS 002 275

Florio, Charles Bernard

An Assessment of the Effectiveness of Remedial Reading Courses at San Antonio College.

Pub Date 75

Note—202p.; Ph.D. Dissertation, The University of Texas at Austin

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-24,864, MFilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Course Evaluation, \*Curriculum Evaluation, Disadvantaged Youth, Doctoral Theses, \*Effective Teaching, Junior Colleges, Mexican Americans, \*Reading Instruction, Reading Programs, Reading Research, \*Remedial Reading

Identifiers—San Antonio College

This study investigates the effectiveness of remedial reading courses for nontraditional students in San Antonio College, a large, urban, and public community college in Texas. The subjects were students who enrolled the fall semester of 1972 and persisted through the fall semester of 1973. The remedial reading courses were described in terms of means of placement, goals, objectives, instructional units, materials, methods, pre-assessment, instructional activities, post-assessment, remediation, and evaluation. Some of the findings were that females tended to score higher, though not significantly higher, on the posttest and earned significantly more grade points than did males; among students who completed reading there was no significant difference in posttest scores and grade points earned between unlike ethnic groups; Mexican-American

and non-Mexican-American surnamed students who needed and completed reading did not earn significantly more grade points than did similar students who needed but did not take reading; and those students who had ACT social studies scores of 15 or above earned significantly more grade points than those who had scores of below 15. Proposals for increasing the effectiveness of remedial reading were offered. (Author/RB)

ED 116 125 CS 002 277

Calvano, Michael A.

Teaching Reading Skills at-a-Distance.

Pub Date Jul 75

Note—48p.; Paper presented at the Regional English Language Centre Meeting of the Southwest Asian Ministers of Education Organization (Singapore, July 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Associative Learning, Curriculum Guides, \*English (Second Language), \*Functional Reading, Grammar, Higher Education, \*Reading Comprehension, Reading Improvement, \*Reading Skills, Systems Approach, Vocabulary

Identifiers—Iran

The Free University of Iran (FUI) operates by means of a multimedia teaching system, teaching students at a distance and developing a learning environment based near the place of residence or work of its students. This document reviews the development of the Foundation English Course according to the systems approach to instruction adopted by FUI. The purpose of this course is to improve English language reading skills and comprehension so that students can use selected, sub-technical passages to supplement their texts in math, science, and humanities. Course units focus on vocabulary, grammar, and word functions, each of which is described briefly in this document. The first appendix outlines terminal and enroute objectives, while the second appendix consists of a prototype unit. (JM)

ED 116 126 CS 002 278

Matlin, Margaret W.

Relationship between Affect and Estimates of English Word Frequency.

Pub Date 31 Aug 75

Note—12p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 31, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*American English, Language Research, Language Tests, \*Psychological Tests, Vocabulary, \*Word Frequency

Identifiers—Francis (W N), Kucera (H)

The experiment reported in this document extended the study by Milburn and Bell (1969) of English word frequencies. Specifically, this experiment examined the influence of instructional set on the relationship between affect and frequency estimates, with a distinction between personal and nationwide norms. The experiment design provided for two within-subjects variables—natural language frequency and affect (three categories: positive, neutral, and negative)—and one between-subjects variable—instructions (two categories: personal and Kucera-Francis). Sixty-nine subjects completed the two tests. Results showed that there is a curvilinear relationship between affect and estimates of English word frequency; that subjects believe that positive and negative English words occur equally often, but more often than neutral words; that the influence of affect on frequency estimates was strongest in the personal instructions condition and in the lower frequency range; and that subjects tended to make more conservative judgments in the Kucera-Francis condition than in the personal condition. (JM)

ED 116 127 CS 002 279

Kurzban, Maurice

Readability of Freshmen College Textbooks in the Social Sciences as Compared to the Reading Ability of Students Who Use Them. A Pilot Study.

City Univ. of New York, Bronx, N.Y. Herbert H. Lehman Coll.

Pub Date Aug 73

Note—31p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—College Students, Higher Education, History Textbooks, \*Readability, \*Reading Ability, Reading Research, \*Social Sciences, \*Textbook Evaluation, Textbook Research, Textbook Standards

Identifiers—Nelson Denny Reading Test

The subjects for this study were 81 freshman students who were taking courses in the social sciences at Herbert H. Lehman College in New York. A Nelson Denny Reading Test showed their average reading grade level to be 10.4. Twenty-three books in the social science areas were selected for appraisal, using such procedures as the application of a readability formula for ascertaining the reading grade level of the books and the estimation of the relative difficulty of the books by the students using them. The grade level placements of the textbooks were obtained from the Smog formula, the estimates of two reading teachers, and the estimates of the instructors whose books were being used. It was concluded that only four of the twenty-four books were on the freshman level. Of the remaining twenty books, seven were on the fourteenth level, five were on the fifteenth grade level, six were on the sixteenth level, and two were on the seventeenth level. It was recommended that a coordinated effort be made to help these students by developing a full year's course of special help in reading and study skills and that instructors use supplementary aids for teaching the subject matter. (TS)

ED 116 128 CS 002 280

Canter, Andrea Sherril

A Developmental Study of the Relationships between Cognitive Abilities and Early Reading Achievement.

Pub Date 75

Note—122p.; Ph.D. Dissertation, University of Minnesota

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-27,207, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Cognitive Processes, Doctoral Theses, \*Early Reading, Primary Education, \*Reading Achievement, \*Reading Processes, Reading Readiness, Reading Research, \*Reading Tests

This study investigated the developmental relationships between a battery of cognitive tasks—including Piagetian operations of conservation, classification, and seriation—and early reading achievement. Subjects were 128 kindergarten through third-grade students at a suburban elementary school. They were administered a battery of cognitive tests and reading achievement measures. Results were analyzed using t-tests of the differences between group means, one-way analysis of variance, Pearson correlation coefficients, and multiple regression analysis. The major findings of this study were that standardized psychometric measures were more related to reading achievement than were the Piagetian tasks, although conservation was a significant predictor of achievement at the kindergarten and first-grade levels. There were also developmental differences in the relationships of all variables to reading achievement. In the first-grade sample, it appears that the instability of cognitive thought represented by the transitional phase of conservation may interfere with academic achievement. (Author/TS)

ED 116 129 CS 002 281

Champion, Benjamin Webster

An Inductive Approach to the Discrimination of Factual and Inferential Statements as an Aspect of Critical Reading.

Pub Date 75

Note—109p.; Ed.D. Dissertation, Temple University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-28,097, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—\*Critical Reading, \*Critical Thinking, Doctoral Theses, Elementary Education, \*Factual Reading, \*Reading Improvement, \*Reading Instruction, Reading Research, Short Courses, Teaching Methods

This study investigated the effectiveness for fourth grade students of an inductive, self-correcting approach to the discrimination of factual and inferential statements as one aspect of critical reading and thinking. Ninety-seven fourth graders comprised the sample, and an intelligence test was administered to select students with I.Q. scores of 100 or above. The experimental group was given short-term inductive instruction by the investigator in differentiating between factual and inferential statements. The control group fol-

lowed the regular school program. In addition to the first posttest administered one week after the instruction, a second posttest was administered one month after the first. From the results it was concluded that short-term instruction in distinguishing between factual and inferential statements will improve students' skills in this area of critical reading. It was also concluded that the improvement in distinguishing between factual and inferential statements was not transitory. (Author/TS)

ED 116 130 CS 002 282

Gloger, Maxwell T.

An Observation of Reading Programs within Selected Countries around the World.

Pub Date 75

Note—485p.; Ed.D. Dissertation, University of Massachusetts

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-27,515, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, Educational Policy, Elementary Secondary Education, Foreign Countries, \*Reading Instruction, \*Reading Programs, \*Reading Research, Reading Tests, \*Remedial Reading Programs, \*Teaching Methods

This dissertation discusses specific aspects of reading programs in thirteen selected countries: England, The Netherlands, Denmark, Norway, Sweden, Switzerland, Israel, Iran, India, Nepal, Japan, Australia, and New Zealand. Chapters examine such topics as present educational policies, teacher training, native language, reading methods, research in reading, remedial reading education, sex attitudes, audio-visual materials, and special schools. The purpose of this research, which was conducted from June 1972 to May 1973, was to study the various methods used in teaching children to read in both primary and secondary schools. The study was carried out by use of a comprehensive questionnaire and interviewing on a one-to-one basis. It was noted that there was as wide a diversity in reading methodology among countries as there was within one country. It was observed that many innovative methods used in the classroom in other countries could be utilized in the United States. (Author/TS)

ED 116 131 95 CS 002 283

Wurster, Stanley R. Mathis, F. Austin, Jr.

Happiness Is Reading! Reading Resource Center Glendale Elementary School District No. 40. Third Year of a Title I Project.

Arizona State Univ., Tempe. Coll. of Education.; Glendale Elementary School District 40, Ariz. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 75

Note—38p.; See related documents ED 082 150 and ED 101 274

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Attendance, \*Educationally Disadvantaged, Elementary Education, Parent Attitudes, \*Reading Centers, Reading Diagnosis, \*Reading Programs, \*Remedial Reading, Self Concept, Student Attitudes

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I

In 1972 a supportive reading program program to improve the reading achievement of educationally disadvantaged students in second, third, and fourth grades was developed and implemented. This report covers the efforts of the third year of the program (the first two years have been reported previously), which also anticipated improvement in self-concept, attitudes toward reading, and attendance. The report discusses the program goals and objectives; the selection of subjects and the identification of disadvantaged children; reading resource centers; the measurement and analysis of reading achievement, self-concept, reading attitude, attendance, and parental reaction; results (tests, records, inventory, and evaluation); and the conclusions and recommendations. Five appendixes contain test results, inventories, and evaluation instruments. Program results show that the Reading Resource Centers have been successful in improving oral reading, reading skills, self-concept, student attitude toward reading, and attendance. (JM)

ED 116 132

CS 002 284

Sirenecky, Bernard James

A Study of the Relationship between Reading Achievement, Vocabulary Development and Psycholinguistic Abilities of Beginning First Grade Children.

Pub Date 75

Note—80p.; Ed.D. Dissertation, The University of Rochester

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-22,799, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—\*Beginning Reading, Doctoral Theses, Primary Education, \*Psycholinguistics, \*Reading Achievement, \*Reading Research, \*Vocabulary Development

A sample of 79 first grade children, selected from a total sample of 350 subjects from an upper middle class school district, were involved in this study. The sample population was divided into three reading groups (depending on their reading scores) to permit statistical comparisons among groups with differentiated reading achievements. A battery of tests was administered individually to measure the following skills: reading achievement, hearing vocabulary, expressive vocabulary, and psycholinguistic processing ability. A descriptive analysis of the data revealed that the selected population was significantly above average on all variables measured. In order to test seven proposed hypotheses, a correlation matrix of all variables was constructed for the total sample and the mean differences between each of the three reading groups on all variables were tested through t-test comparison. Tests of the hypotheses revealed that reading achievement was significantly related to both expressive and hearing vocabularies and to the following ITPA scores: composite psycholinguistic age, mean automatic level scores and mean auditory vocal score. The study revealed that the reading achievement of beginning first grade children is associated with receptive and expressive vocabulary development. (Author/TS)

ED 116 133

CS 002 297

Clarke, Margaret M., Ed. Milne, Alastair, Ed.

Reading and Related Skills: Proceedings of the Annual Study Conference of the United Kingdom Reading Association (9th, Hamilton, Scotland, August 1972).

United Kingdom Reading Association.

Pub Date May 73

Note—138p.

Available from—Ward Lock Educational, 116 Baker Street, London W1M 2BB, England (1.50 pounds paper); International Reading Assn., 800 Barksdale Road, Newark, Delaware 19711 (Stock No. 975, \$4.00)

Document Not Available from EDRS

Descriptors—Educational Television, Elementary Secondary Education, Higher Education, \*Language Instruction, \*Multimedia Instruction, \*Reading Development, \*Reading Instruction, Reading Readiness, Reading Speed, Remedial Reading Clinics, Spelling, \*Teacher Education, Television

Identifiers—United Kingdom

These conference proceedings reflect the growing appreciation of the related skills necessary for both teacher and pupil in acquiring competency in reading. Article titles are "The Teaching of Reading and Related Skills," "Reading Research from the Outside and Inside," "The Problem of Evaluating Aids to the Teaching of Reading in Schools," "Towards a Theory of Literacy," "Readiness for School: A Look at Some Critical Issues," "The Development of Beginning Reading Skills: Recent Findings," "The ABCs of Educational Television—How's the Reception?" "Developing Flexibility of Reading Rate," "Extending Reading Efficiencies," "Bridging the Gap between Children's Book People and Reading People," "Further Thoughts on Spelling: Caught or Taught?" "How to Teach Reading by the Aid of Regularized English," "Language Prerequisites for Reading," "You Can't Teach What You Don't Know," "Training the Teachers of Reading in England and Wales," "The College of Education Reading Centre and the Practising Teacher," "A Reading Centre—Impact and Potential," and "Television and the Teaching of Reading." (MKM)

ED 116 134

CS 002 298

Emery, Donald G.

Teach Your Preschooler to Read.

Pub Date 75

Note—183p.

Available from—Simon & Schuster, Incorporated, 630 Fifth Avenue, New York, New York 10020 (\$7.97 cloth)

Document Not Available from EDRS

Descriptors—\*Beginning Reading, \*Early Childhood Education, Language Development, \*Manuscript Writing (Handlettering), \*Parent Participation, Phonics, \*Reading Readiness, Sight Method

The premise of this book is that most children are ready to learn to read at age four and that parents are capable of teaching their own children to read. Ways in which parents can and do aid in the development of a child's language are discussed. This development of oral language is very important to learning to read the language and is usually accomplished by the age of four. Examples of successful early readers are cited to support this theory. Guidelines are given to help parents recognize signs of reading readiness such as size of vocabulary, speaking clearly, hearing well, showing interest in reading letters and words, visual acuity, and attentiveness. A step by step program that parents can use to teach a child who is ready to read is explained. Instructions are given in the teaching of sight word vocabulary, phonics, and writing. (MKM)

ED 116 135

CS 002 299

Kiesling, Herbert

The Relationship of Time Spent on Reading Instruction to Reading Gains as Measured by Norm-Referenced and Criterion-Referenced Tests.

Pub Date 75

Note—32p.; Indiana University, Bloomington

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Achievement Tests, \*Criterion Referenced Tests, Elementary Education, Grouping (Instructional Purposes), Individualized Reading, Norm Referenced Tests, Program Length, \*Reading Instruction, Reading Research, \*Reading Tests, \*Time Factors (Learning)

This paper reports findings of research done concerning the productivity of types of classroom reading instruction in a sample of New York State elementary classrooms. Data was gathered from approximately 5,800 fourth, fifth, and sixth grade students in five New York State school districts during the spring semester of the 1974-75 school year. The main design of the analysis is based upon the "production function" paradigm used by economists, in which attention is paid to how the inputs of "ingredients" to a production process are mixed together to produce outcomes. To pinpoint instructional resources going into reading, teachers, aides, and specialists were asked to supply figures for minutes per week of reading instruction in each of four instructional modes: whole group, small group, individualized instruction, and individual help. Outcomes were measured by a standardized achievement test and a set of criterion-referenced tests. An important finding was that minutes of classroom teacher instruction seem to be related to student performances when measured by the criterion-referenced tests but not when measured by the standardized test. (MKM)

ED 116 136

CS 002 300

McKeon, Helen M.

Book Selection Criteria of Children's Book Editors and Elementary Classroom Teachers.

Pub Date Jun 75

Note—115p.; M.Ed. Thesis, Rutgers, The State University of New Jersey

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—\*Childrens Books, \*Content Analysis, Illustrations, Intermediate Grades, Masters Theses, Publishing Industry, Readability, \*Reading Interests, \*Reading Material Selection, Sex Role, Surveys, \*Teacher Attitudes, Vocabulary, Written Language

Identifiers—\*Editors Attitudes, Literary Themes  
This paper describes a study of the criteria children's book editors and elementary classroom teachers use to select fiction books for children in grades four, five, and six. A questionnaire was sent to all members of the Children's Book Council and to elementary classroom teachers of

grades four, five, and six in each elementary school in Hunterdon County, New Jersey. The respondents were asked to rate twenty criteria according to relative importance and to judge fifteen current themes in children's fiction books according to appropriateness for boys and girls. Significant differences between the editors and teachers were found for ten of the twenty criteria. Teachers gave the use of a readability formula, controlled vocabulary in fiction books, high-interest books for slow readers, books enriching the curriculum, books developing appreciation for beauty, and avoidance of controversial themes significantly higher mean ratings than the editors. The mean ratings of the editors were significantly higher on criteria relating to excellence in writing and quality illustrations. Ten current themes were approved by over 60 percent of the editors and teachers. A much greater percentage of teachers than editors approved of traditional roles for boys and girls as a theme. (MKM)

**ED 116 137** CS 002 301  
**Extending High School Equivalency Reading Skills; Part 2: Science, Social Studies, Mathematics.**

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.

Pub Date 75

Note—123p.; See related document ED 109 660  
**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—\*Content Reading, Curriculum Development, \*Equivalency Tests, \*High School Equivalency Programs, Mathematics, \*Reading Instruction, Sciences, Social Studies, \*Study Skills

**Identifiers**—GED, \*General Educational Development Test

This publication is intended to do two things: reinforce reading skills essential to interpreting the exercises in the social studies, sciences, and mathematics sections of the test of General Educational Development (GED) and to provide students practice in interpreting passages written at a level of difficulty similar to the difficulty of the equivalency test. It is designed to be used as a supplement of "Developing High School Equivalency Reading Skills," which is a curriculum guide for teaching the reading skills needed to interpret the literature, social studies, science, and mathematics sections of the test. The reading passages in the first guide were selected to provide examples for purposes of instruction and are not as difficult as the GED test items, thus these passages for a more difficult reading level were developed. (MKM)

**ED 116 138** CS 002 302

*Trasky, Odarka S.*

**A Training Program for Reading Supervisors.**

Pub Date 75

Note—14p.; Unpublished study prepared at the University of Manitoba, Faculty of Education

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Elementary Education, \*Reading Consultants, \*Reading Instruction, Reading Programs, Supervisors, Supervisory Methods, \*Supervisory Training, \*Workshops

It is essential that everyone connected with the supervision of reading be trained so that a system of analyzing reading instruction can be effected. Based on the assumption that the most effective supervision occurs in a one-to-one situation, the training program presented in this document centers on a workshop on supervision with four specific components: preobservation conference, observation of the teaching behavior, strategy and analysis, and postobservation conference. This document describes the application of the workshop training to two different programs, one in a small rural school and one in a large urban elementary school. The feedback from these two school situations indicated that supervision is effective (1) when a supervisor, in a series of conferences, helps a teacher search for and attain common goals; (2) if the teaching episode is observed and analyzed according to the teacher's declared needs; and (3) if time is allocated for supervisory conferences. (JM)

**ED 116 139** CS 002 303

*Rawson, Margaret B., Ed.*

**Bulletin of the Orton Society, Volume 23.**

Orton Society, Towson, Md.

Pub Date 73

Note—229p.

Available from—The Orton Society, Inc., 8415 Bellona Lane, Towson, Md. 21204 (members \$4.00, nonmembers \$5.00, prepaid)

**EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage**

**Descriptors**—\*Dyslexia, Elementary Secondary Education, Foreign Countries, Language Development, \*Language Handicaps, Lateral Dominance, \*Learning Disabilities, \*Perception, Reading Diagnosis, Reading Failure, \*Reading Instruction, Remedial Reading

**Identifiers**—Orton Society

This bulletin is published annually in the interest of children with specific language disabilities, learning disabilities or dyslexia. Articles in this issue deal with "Some Problems of the Ex-Dyslexic," "Hemispheric Specialization and Stages in the Learning-to-Read Process," "The International Scene," "Diagnosis and Treatment," "Semantics—Diagnostic Categories: Their Use and Misuse," "Personal and Social Studies," and "Books and Children—An Open Letter from a Mother to Her Married Children." Information about the Orton Society is presented. (MKM)

**ED 116 140** CS 002 304

*Rawson, Margaret B., Ed.*

**Bulletin of the Orton Society, Volume 24.**

Orton Society, Towson, Md.

Pub Date 74

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**Descriptors**—\*Dyslexia, Elementary Secondary Education, Foreign Countries, Language Development, \*Language Handicaps, \*Learning Disabilities, Neurological Organization, \*Perception, Psycholinguistics, Reading Diagnosis, Reading Failure, \*Reading Instruction, Remedial Reading, Self Concept, Spelling

**Identifiers**—Orton Society

This bulletin is published annually in the interest of children with specific language disabilities, learning disabilities, or dyslexia. Articles in this issue deal with "A Neurological Overview of Specific Disability for the Non-Neurologist," "The Evolution of Human Capacity for Language," "A Salute to Anna Gillingham," "The Self-Concept and the Cycle of Growth," "Advances in English Spelling," "Reading: An Auditory-Vocal Process," "A Diagnostic and Prescriptive Child Study Center for Children with Specific Learning Disabilities—Tribute to Dr. Gertrude E. Justison," "The Mainstream Approach for the SLD Child: A Public School Model," "Specific Language Disability in Secondary Schools," "Adolescents: It's Never Too Late to Learn," "Dyslexic Adolescent Boys: Classroom Remediation Is Not Enough," "Reading Failure and Juvenile Delinquency," "The Dyslexic Copes," and "The International Scene." Information about the Orton Society is also presented. (MKM)

**ED 116 141** CS 002 305

**Reading in Virginia. Volume 3, No. 2.**

Virginia State Reading Association.

Pub Date Mar 75

Note—35p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Content Reading, Elementary Secondary Education, Individualized Reading, \*Language Arts, Parent Participation, Performance Contracts, Phonics, \*Reading Instruction, Reading Readiness, Reading Tests, Vision, Volunteers

**Identifiers**—\*Virginia

The contents of this issue consist of articles concerning various facets of the teaching of reading. A guest article by Patrick Groff is entitled "Phonics Teachers: Join the Consumer Movement." Other articles focus on volunteers in public schools, the high risk child, the importance of good vision, the testing of tests, the predictability of poor readers, parental involvement, individualization through contracts, reading-type instruction, teaching prereading skills, student teams for tutoring, the rural high school and content reading, teacher incentive payments, and a perceptual-psychomotor-vocational reading project. (JM)

**ED 116 142** CS 002 306

*Stieglitz, Ezra L. Rude, Robert T.*

**Methods and Materials in Teaching Reading: A Competency-Based Approach. 2nd Edition.**

Pub Date 75

Note—195p.; Prepared for a course at Rhode Island College

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

**Descriptors**—Beginning Reading, Decoding (Reading), Elementary Education, Higher Education, Individualized Reading, \*Performance Based Teacher Education, Reading Comprehension, Reading Diagnosis, \*Reading Instruction, Reading Materials, Reading Readiness, Teaching Guides, \*Teaching Skills

This course guide provides a survey of reading instruction and a description of the skills necessary for teaching reading in the elementary classroom. The purpose of the course is to help the student develop into a competent teacher of reading at the elementary school level through a competency-based approach to teacher education. Each instructional module contains a list of prerequisites, a rationale, a preparticipation assessment, objectives, learning activities, additional activities, and related materials. The topics for the learning modules are an introduction to competency-based teacher education, stating behavioral objectives in reading, the nature of the reading process, assessing performance in reading, readings about reading, word identification, developing comprehension skills, using the basal reader, approaches to reading instruction including language experience and individualized reading, work study skills, individualizing instruction, readability, and children with reading difficulties. (MKM)

**ED 116 143** CS 002 307

*Turner, Ralph R. Roth, Sandra R.*

**Reconsideration of Phonic Generalizations.**

Pub Date 75

Note—10p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, August 30-September 3, 1975); Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Beginning Reading, Language Skills, Literature Reviews, \*Phonics, Primary Education, Reading Instruction, Reading Research, \*Reading Skills, \*Teaching Methods

This paper reports the consistency of phonic generalization employing two kinds of frequency determined from a corpus of the 18,000 most frequently occurring words in the English language. Twenty-two commonly taught phonic generalizations were analyzed using a computer. It was concluded that consistency alone is not a sufficient criterion on which to judge the utility of a rule. The authors found that when the rule was a simple one-to-one correspondence (e.g., "ch" is always pronounced, as in "chair"), then direct rule learning was most effective. However, when the rule was more complex (simulation of the final "e" rule), then direct rule learning was not as effective as a more inductive approach. This suggests that teaching rules directly is only advantageous over the other approaches when the rule is a simple one-to-one correspondence. (RB)

**ED 116 144** CS 002 308

*Gounard, Beverley Roberts Keitz, Suzanne M.*

**Age Differences in Adults' Free Recall of Pictures and Words.**

Pub Date 75

Note—11p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, August 30-September 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Adult Learning, \*Age Differences, Cognitive Processes, Educational Research, \*Learning Processes, Memory, \*Reading Processes, \*Recall (Psychological), Verbal Stimuli, Visual Stimuli

This study was designed to determine whether adults' memory for pictorial and word stimuli might be differentially affected by age. Twenty female secretaries, median age 22.1, and 20 female members of a senior citizens' center, median age 69.4, were asked to learn lists of pictorial and word stimuli under free recall conditions. Eight trials were given on each list and recall was untimed to allow subjects maximum opportunity to develop and use retrieval strategies. Some of the findings indicated that pictorial stimuli were recalled significantly better than the word stimuli. The average number of errors per trial was 4.96 for pictures and 6.63 for words. The young subjects made significantly fewer er-

rors than the old subjects. The young subjects made an average of 4.28 errors per trial whereas the older subjects made an average of 7.31 errors per trial. Performance improved for both groups as the number of trials increased. The results led the investigators to the conclusion that memory processes for the visual and verbal modes differ only quantitatively, and not qualitatively, as a function of increasing age. (MKM)

**ED 116 145** CS 002 309

*Keele, Steven W. Lyon, Don R.*  
**Individual Differences in Word Fusion: A Methodological Analysis. Technical Report No. 2.**

Oregon Univ., Eugene. Dept. of Psychology.  
Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No—TR-2

Pub Date 75

Note—25p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Cognitive Processes, Educational Research, Higher Education, \*Individual Differences, \*Information Processing, Language Skills, \*Listening Comprehension, \*Verbal Stimuli, \*Word Recognition

This study is a preliminary investigation of the relationship between measures of individual differences in perception and the way word components fuse when words such as "lanket" and "banket," both derived from "blanket," are presented one to each ear. Thirty-six native speakers of English participated in the experiment, receiving four dollars plus a bonus for accurate performance. The present research correlated different measures of fusion in an attempt to determine the nature of the basic phenomenon. The measures of fusion included accuracy of temporal order judgments, ignoring stimuli from the left ear, and discriminating instances in which a real word occurred in both ears from instances in which the word components appeared in each ear. It was concluded that most people fused words very little when assessed by the accuracy of discriminating real words from word components. The fusion phenomenon appears not to be a true fusion that impairs discrimination of the components, that is, language appears to bias the response of certain people only. (Author/RB)

**ED 116 146** CS 002 310

*Greene, Mark And Others*

**Anchorage Borough School District, Title I Program: Oral Language and Reading Development Program. Final Evaluation Report, 1973-74.**

Northwest Regional Educational Lab., Portland, Ore.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 74

Note—146p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—\*Educationally Disadvantaged, Family School Relationship, Language Development, \*Language Skills, Oral Communication, Primary Education, Reading Development, \*Reading Improvement, \*Reading Programs, \*Reading Skills

**Identifiers**—Elementary Secondary Education Act Title I, ESEA Title I

The Title I program described in this document focused on the improvement of reading and language skills among educationally disadvantaged children in four elementary schools. Specific objectives included enhanced reading skills, enhanced language skills, and mastery of basic concepts in the areas of food handling, communications, transportation, and career awareness. The instructional program consisted of four activities: the Southwest Cooperative Educational Laboratory Oral Language Program, a locally designed reading assistance program, a locally designed language development program, and a home-school coordination program. For the entire year, 53 kindergarten children and 75, 68, and 73 children in first, second, and third grades respectively were served. This document contains an executive summary and an overview of the program, an introduction to the project, a description of the target population, discussions of the project operations and outcomes, a summary of the project, and examples of various mastery tests used in the program. (JM)

**ED 116 147**

*Satz, Paul Friel, Janette*

**The Predictive Validity of an Abbreviated Screening Battery: A Preliminary Cross Validation Study.**

Pub Date 75

Note—20p.; Paper presented at the Annual Meeting of the American Psychological Assn. (83rd, Chicago, Illinois, August 30-September 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Educational Research, Evaluation Methods, Kindergarten Children, Longitudinal Studies, \*Measurement Instruments, Predictive Measurement, \*Predictive Validity, Primary Education, \*Reading Difficulty, \*Reading Skills, \*Reading Tests

This study determines whether an abbreviated test battery, administered in September, could predict achievement ratings at the end of kindergarten in June of a group of kindergarten children in an elementary school. An additional purpose was to institute a prevention program on a random sample of predicted high-risk children in this group and to evaluate the test outcomes despite the possible ameliorative effects of treatment. The sample consisted of 28 black students and 104 white students who entered kindergarten in September 1974. The results provide additional support for the predictive validity of this abbreviated screening battery. The major reservation concerning the results of this study is the tentative, if not premature, state of the achievement criterion. (RB)

**ED 116 148**

*McNinch, George H., Ed. Miller, Wallace D., Ed.*

**Reading: Convention and Inquiry; 24th Yearbook of the National Reading Conference.**

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Reading Conference, Inc., Boone, N.C.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 75

Note—310p.; Some pages may reproduce poorly due to small type; Papers presented at the 1974 Annual Meeting of the National Reading Conference

Available from—National Reading Conference, Godfrey Hall, Clemson University, Clemson, South Carolina 29631 (\$10.00)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*College Programs, Eye Movements, \*Literature Reviews, Reading Improvement, Reading Instruction, Reading Interests, Reading Materials, Reading Programs, \*Reading Research, Reading Tests, \*Teacher Education

**Identifiers**—National Reading Conference

This yearbook includes a summary of the research in reading that has been conducted in recent years, and also contains many ideas that have practical implications for the teacher in the classroom. The essays are divided into six major sections: research review, college and adult programs, teacher education, programs and practices, test materials, and research and theory. Included are essays on such topics as improving college reading and study programs by locating and critiquing research, subjective assessment of auto-instructional learning tasks in secondary and college reading materials, eye-movement photography as an instructional tool, prevention of reading problems in higher education, internal reading flexibility patterns among university undergraduates, reading programs in Illinois high schools, improving a school's reading achievement, children's ability to segment sentences into individual words, the use of prediction equations and computer simulation for identifying preferred sensory modality for training in reading, developmental changes in memory attributes of good and poor readers, and interest as a variable in word acquisition. (TS)

**ED 116 149**

*Braun, Carl*

**The Standardized Test: Uses and Abuses.**

Pub Date 75

Note—20p. Paper presented at the Annual Meeting of the Transmountain Regional Conference of the International Reading Association (2nd, Calgary, Alberta, November 13-15, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

CS 002 311

**Descriptors**—Achievement Tests, Behavioral Objectives, Cognitive Processes, Cognitive Tests, \*Criterion Referenced Tests, Intelligence Tests, Listening Skills, Measurement Techniques, \*Norm Referenced Tests, Reading Skills, \*Standardized Tests

Standardized norm-referenced tests have been much maligned in recent years. They differ from criterion referenced tests in that the latter involve assessment in comparison to an absolute standard or specific performance objective while in a norm-referenced test assessment is made in comparison to other students taking the same test. Standardized tests can be abused in some of the following ways: failing to recognize limitations within the testing situation that obscure the "true" level of competence; making decisions on the assumption that the score derived from the test tells all; making decisions on the assumption that reading and intelligence tests measure exclusive domains; assuming that a standardized test can give specific direction to an instructional program; interpreting results without reference to the composition of the norm group; making the assumption that anyone below the 50th percentile is a disabled learner; and treating a grade score on a reading test as a functional reading level. However, standardized tests do have many positive uses: as an accountability check, as a screening device to determine further diagnostic needs, and as a way to generate hypotheses regarding instructional needs. (MKM)

**ED 116 150**

*Douglass, Malcolm P., Ed.*

**Claremont Reading Conference 38th Yearbook: Reading, Thought, and Language; Proceedings of the Claremont Reading Conference (41st, Claremont, California, February 9-10, 1974).**

Claremont Graduate School, Calif.

Pub Date 74

Note—155p.

Available from—Malcolm P. Douglass, Claremont Reading Conference, Claremont Graduate School, Claremont, California 91711 (Write for price)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Bilingual Education, \*Cognitive Development, Conference Reports, Cultural Differences, Home Instruction, Language, Oral Reading, \*Reading, \*Reading Instruction, \*Teacher Attitudes, Teaching Methods

The essays in this book represent the substance of the 40th annual Claremont Reading Conference, the theme of which was "Reading, Thought, and Language." Among the nineteen essays included are "Cognitive Development and Reading" by David Elkind; "Behavioral Objectives and Teaching Instruction" by Herbert Simons; "Toward Personal Growth through Reading" by David Greene; "Realism in Children's Books" by Robert Burch; "How Should the Culturally Different Child Be Taught to Read?" by Sarah Moskovitz; "Diverse Aspects of Language Development as Related to Reading" by Alice Paul; "Discovering Thinking by Listening to Language" by John Regan; and "Reading and the Home Environment" by Albert H. Koppenhaver. (TS)

**ED 116 151**

*Goldman, Susan R.*

**Reading Skill and the Minimum Distance Principle: A Comparison of Sentence Comprehension in Context and in Isolation.**

Pub Date 75

Note—69p.; M.S. Thesis, University of Pittsburgh

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Context Clues, Elementary Education, \*Language Development, \*Listening Comprehension, Masters Theses, \*Reading Comprehension, Reading Development, \*Reading Research, Sentence Structure

**Identifiers**—Minimum Distance Principle

The comprehension of the Minimum Distance Principle was examined in three experiments, using the "tell/promise" sentence construction. Experiment one compared the listening and reading comprehension of singly presented sentences, e.g. "John tells Bill to bake the cake" and "John promises Bill to bake the cake." The comprehension question asked for the subject of the infinitive complement clause, e.g. "Who bakes the cake?" Subjects were 96 third, fourth, and fifth graders. A significant positive relationship was found between reading skill level and performance on this task. Reading skill level was a



better predictor of "Promise" performance than were age or IQ. Experiment two investigated the effect of the composition of the experimental presentation list on performance by comparing comprehension when the list contained only "promise" or only "tell" sentences with that obtained when the list contained both types of sentences. For half the subjects, performance differed as a function of the list composition. In experiment three, the sentences were embedded in a paragraph context. Comprehension of "promise" sentences was better in context than in isolation. Implications of these studies for the assessment of the development of language competence are discussed. (Author)

ED 116 152 CS 002 316

Scholtz, Ann Judith

An Investigation of the Role of Interest as a Factor in Reading Comprehension.

Pub Date Jun 75

Note—85p.; M.Ed. Thesis, Rutgers, The State University of New Jersey

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Grade 5, Intermediate Grades, Masters Theses, Reading Ability, \*Reading Achievement, \*Reading Comprehension, \*Reading Interests, Reading Research, \*Reading Skills, Student Interests

This study was an investigation into the relationships between reading interests and reading comprehension as demonstrated by a group of fifth-graders who rated reading passages for interest and then were checked for comprehension of these same passages. A seven-point rating inventory, ranging from a "liked very, very much" rating to a "disliked very, very much" rating, was used to measure the reader's interest. The mean reading achievement grade-level score for the 110 fifth-grade students participating in this study was 5.9 at the time of the study's testing program. It was concluded that expressed interest is not a factor which affects reading comprehension. Reading interest patterns do provide information as to what children will read, but are not significant in determining the level of reading comprehension. (Author/RB)

ED 116 153 CS 002 317

Venezky, Richard L. And Others

Evaluation Studies of the Pre-Reading Skills Program.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Report No.—WRDCCL-TR-311

Pub Date 75

Contract—NE-C-00-0065

Note—53p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Beginning Reading, Primary Education, \*Reading Programs, \*Reading Readiness, Reading Research, \*Reading Skills, Retention, \*Retention Studies

Identifiers—\*Prereading Skills Program

The Pre-reading Skills Program (PRS) was developed at the Wisconsin Research and Development Center for Cognitive Learning. Research on prereading skills was conducted from 1966 to 1969. The developmental period, 1970 to 1974, included piloting and field testing instructional materials, teachers' manuals, assessment instruments, and a management system. During 1972-73, a study was designed and carried out to investigate achievement associated with PRS. Taking part in the study were kindergarten children from (1) classes whose teachers were using PRS for the first time, (2) classes whose teachers had used PRS during the previous year, and (3) classes whose teachers were not using PRS; and first grade children who had not used PRS in kindergarten. The major result of the study was that kindergarten children who used PRS scored significantly higher on five prereading skills tests than children who did not use the program. The study also showed that there is a high percentage of retention of mastery or nonmastery status between the end of kindergarten and the beginning of first grade. (Author/TS)

ED 116 154 CS 002 318

Johnson, Dale D. Venezky, Richard L.

Models for Predicting How Adults Pronounce Vowel Digraph Spellings in Unfamiliar Words.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Report No.—WRDCCL-TR-346

Pub Date Oct 75

Contract—NE-C-00-03-0065

Note—21p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Adult Learning, College Students, Consonants, \*Context Clues, Educational Research, \*Models, \*Predictive Measurement, \*Pronunciation, \*Vowels, Word Recognition

This study was designed to explore relationships between type and token frequencies and contextual position effects; specifically, the major question was whether or not vowel cluster pronunciation preferences of adult readers were more affected by frequency of occurrence than by graphemic environment. Two opposing hypotheses were tested regarding four vowel digraph spellings. Six synthetic words were constructed for each vowel cluster according to contextual and word position constraints. The subjects were 51 undergraduates whose task was to read the synthetic words and note how they pronounced the underlined vowel cluster. Three models were constructed to assess the hypotheses and to predict responses for each vowel cluster. The models were a final consonant model, a variant type-token model, and an invariant principal response model. Several data analysis techniques were used. The final consonant model was superior to the other two models, but it was found that other factors, not yet assessed, were present in the results. (Author)

ED 116 155 CS 002 319

Leslie, Ronald Carl

Position Saliency in Children's Short Term Recognition Memory for Graphic Patterns.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Report No.—WRDCCL-TR-351

Pub Date Nov 75

Contract—NE-C-00-03-0065

Note—137p.

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—Child Language, \*Early Reading, \*Perceptual Development, Primary Education, \*Reading Processes, \*Reading Readiness, \*Reading Research, Retention Studies, Word Recognition

Identifiers—\*Encoding (Reading)

This study presents an account of position saliency in terms of children's ability to utilize graphic information, and in particular the serial encoding of information from letters in a graphic pattern. By varying the number and position of the letters distinguishing graphic patterns (positive condition) in a short-term recognition memory (STRM) task, the relative use of information from different parts of the graphic pattern can be determined. Under STRM, the subject must analyze, remember, and utilize the graphic information from the Target (T) stimulus, in judging whether or not the Comparison (C) stimulus is the same as the T stimulus. In Experiment one, Exposure Time (ET) of the T stimulus, Retention Interval (RI) between T and C stimuli, and the Positive condition were varied. The results indicated that both second semester pre-reading kindergarten children and first graders are more likely to detect a difference between the T and C stimuli in the initial letter position than at the middle or final position. Experiment two used a similar paradigm with a fixed ET and RI. The results revealed neither a position effect nor any indication that entering kindergarten children's performance changed during the study. (Author/TS)

ED 116 156 CS 002 320

Otto, Wayne Stallard, Cathy

One Hundred Essential Sight Words.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Report No.—WRDCCL-TP-60

Pub Date 75

Contract—NE-C-00-03-0065

Note—21p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Basic Vocabulary, Language, Reading, Reading Research, \*Sight Vocabulary, \*Word Lists

Sight word lists have been used since prior to 20 B.C. and have changed forms many times. Today sight word lists are numerous and are widely and variously used. They differ in source, intended purpose and/or audience, and criteria for including specific words. Despite the differences, there is much agreement that they do reflect the most basic words in our language and that there is a high degree of commonality among them. This report identifies the 100 sight words which appear in 16 major sight word lists, including "A Basic Word List from Basal Readers," "Gates Primary Reading Vocabulary," and "Thorndike-Lorge Reading Vocabulary." (Author/TS)

ED 116 157 CS 002 321

Venezky, Richard L.

A History of Research on Reading. Theoretical Paper No. 56.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Report No.—TP-56

Pub Date Oct 75

Contract—NE-C-00-03-0065

Note—33p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Educational Psychology, Eye Movements, Eye Voice Span, \*Historical Reviews, Inner Speech (Subvocal), Learning Processes, Literature Reviews, \*Psychology, Reading Instruction, \*Reading Processes, \*Reading Research, Research Reviews (Publications), Word Recognition

The systematic study of reading dates form the beginnings of experimental psychology in the late nineteenth century. Cattell measured reaction times for naming letters and words, investigated parallel processing, and compared legibilities of letters and printing types. From the end of the 1880s to the publication of Huey's 1908 text, reading processes were a central focus of experimental psychology. After this period, however, the influence of behaviorism turned experimental psychologists away from the investigation of mental processes, while educational psychologists became preoccupied with testing and measurement. A revival of experimental work occurred in the late 1950s. With the current rise in popularity of information processing, studies of reading once again occupy a central role in psychology. Almost all of the problems attended to by the first researchers remain unresolved today: control of eye movements, the strategies involved in word recognition, the amount and types of overlapping processes, the role of subvocalization, the nature of the eye-voice span and the optimal methods for reading instruction. How to translate research results into educational practice also still remains a problem. (Author/MKM)

ED 116 158 CS 002 322

Bourne, Lyle E., Jr. And Others

Picture-Word Differences in Discrimination Learning: II. Effects of Conceptual Categories.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Report No.—WRDCCL-TR-366

Pub Date 75

Contract—NE-C-00-03-0065

Note—14p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Cognitive Processes, College Students, \*Discrimination Learning, Educational Research, Higher Education, \*Pictorial Stimuli, Reading Processes, \*Visual Stimuli, \*Word Recognition

A well established finding in the discrimination learning literature is that pictures are learned more rapidly than their associated verbal labels. It was hypothesized in this study that the usual superiority of pictures over words in a discrimination list containing same-instance repetitions would disappear in a discrimination list containing different-instance repetitions. The subjects were 120 volunteer college students, ranging in age from sixteen to twenty-four years, who were paid for their participation. Consistent with data obtained in an earlier frequency judgment experiment, and as would be predicted from the frequency theory of discrimination learning, the picture-word differences that were observed under the standard version of the task disap-

peared when the conceptual version was administered. (RB)

**ED 116 159** CS 002 323  
*Ghatala, Elizabeth S. Levin, Joel R.*

**Phenomenal Background Frequency and the Concreteness/Imagery Effect in Verbal Discrimination Learning.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCCL-TR-359

Pub Date Oct 75

Contract—NE-C-00-3-0065

Note—19p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—College Students, \*Discrimination Learning, \*Imagery, Reading Processes, \*Reading Research, \*Word Frequency, Word Recognition

This study consisted of two experiments. In the first experiment, 40 college students gave frequency ratings for concrete and abstract words which were equated on normative frequency. From the results it was concluded that abstract (low imagery) words, even though the two sets of words are of equal frequency. In the second experiment, different subjects learned verbal discrimination lists consisting of both abstract and concrete pairs. While the usual concreteness effect was obtained when abstract and concrete items differed widely on phenomenal frequency, it disappeared when these items were equated on perceived frequency. The finding that appropriate frequency manipulations can eliminate the concreteness/imagery effect, coupled with similar findings for other stimulus characteristics, lends strong support to the frequency theory of discrimination learning. (Author/TD)

**ED 116 160** CS 002 324

*Levin, Joel R. And Others*

**Image Tracing: An Analysis of Its Effectiveness in Children's Pictorial Discrimination Learning.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCCL-TR-352

Pub Date 75

Contract—NE-C-00-3-0065

Note—16p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Discrimination Learning, Elementary Education, Imagery, \*Memory, \*Pictorial Stimuli, Reading Research

Previous research has demonstrated that requiring children to trace from memory the correct member of a pictorial discrimination pair markedly facilitates performance. The subjects for the first experiment in this study were 45 fifth grade students. The control group was given regular discrimination learning instructions. The image-trace group was told to note the correct item during feedback, and then with a picture of it in their minds, to turn their heads away and trace the outline of the picture in the air with their fingers. And the trace group was instructed to trace the outline of the correct item during feedback. The second experiment involved 63 kindergarten children and was based on an earlier observation that the ability to derive memorial benefits from self-generated imagery strategy seems to improve with age. On the basis of the evidence assembled in these experiments, it was concluded that copying a correct stimulus directly is not nearly as effective as is reconstructing it from memory and that imagery rehearsal is a skill which is more sensitive to age differences than is verbal rehearsal. (TS)

**ED 116 161** CS 002 325

*Sticht, Thomas G., Ed.*

**A Program of Army Functional Job Reading Training: Development, Implementation, and Delivery Systems. Final Report.**

Human Resources Research Organization, Alexandria, Va.

Report No.—HumRRO-FR-WD(CA)-75-7

Pub Date Jun 75

Note—182p.; Some pages may not reproduce due to small type

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

**Descriptors**—Adult Basic Education, Functional Illiteracy, \*Job Training, \*Literacy, \*Military Training, Performance Based Education, Pro-

gram Development, Readability, \*Reading Instruction, \*Reading Programs, Reading Research, Reading Tests

Identifiers—\*Army

This report describes the development of an experimental program of job reading training designed to provide a level of functional literacy appropriate to minimal job task reading requirements in six major career clusters. Program effectiveness for both general and job reading training is described in data based on the reading performance of some 3,000 adult students at six Army Training Centers at which the program was implemented. Reading Training performance was measured by both a standardized test of general reading comprehension and an experimental measure of the job reading task skills required to learn and to perform a job. This research also investigated the feasibility of three alternative systems for providing job reading training concurrently with other components of job training, rather than as preparatory training. Major findings indicate that: (1) a substantial portion of job trainees are deficient in job reading skills; (2) six weeks of focused job reading training improved job reading skills to the seventh grade reading level (a gain of two reading grade level years specific to job reading skills); and (3) programs of integrated job reading and job skills training are feasible. (Author/MKM)

**ED 116 162** CS 002 326

*Hubert, Lawrence J. Levin, Joel R.*

**A General Statistical Framework for Assessing Categorical Clustering in Free Recall.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCCL-TP-58

Pub Date Oct 75

Contract—NE-C-00-3-0065

Note—27p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Cluster Analysis, \*Cognitive Processes, Educational Research, Evaluation Methods, Higher Education, Measurement Instruments, \*Recall (Psychological), Retention, \*Statistical Analysis

Identifiers—\*Free Recall

A graph-theoretic paradigm is used to generalize the common measures of categorical clustering in free recall based on the number of observed repetitions. Two graphs are defined: a graph G that characterizes the a priori structure of the item set defined by a researcher, and a graph R that characterizes a subject's protocol. Two indices of clustering, denoted by gamma and omega, are obtained by evaluating the sum of the pairwise products of the weights on the corresponding edges of the two graphs. The gamma statistic is a direct generalization of the commonly used clustering indices and reduces to the number of repetitions whenever G represents a standard categorical decomposition of a stimulus list. The omega statistic, on the other hand, extracts more information from the protocol graph R than does gamma and incorporates a distance measured based on the number of intervening items in a subject's recall sequence. (Author)

**ED 116 163** CS 002 327

*Palmatier, Robert A., Ed.*

**[Doctoral Training Program Concerns, Student Publishers of Reading Materials and 1974 Doctoral Dissertations on Reading.]**

Pub Date Jul 75

Note—33p.

Journal Cit—Epistle; v2 n3 Entire Issue Jul 1975

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Doctoral Programs, \*Doctoral Theses, Employment Opportunities, Graduate Students, Higher Education, \*Publications, \*Reading Instruction, Reading Materials, Reading Programs, \*Reading Research, \*Teacher Educator Education, Teacher Educators

The "Epistle" is the publication forum of Professors of Reading Teacher Educators, which is a special-interest group of the International Reading Association. In this issue "Early Publishers: Characteristics of Graduate Students Who Publish Reading Material" by Catherine Scheader and Lee Mountain focuses on 29 graduate students who had published either in educational journals or with commercial publishers. Graduate students in reading who published their work tended to be experienced teachers, em-

ployed either full time or part time, and enrolled in doctoral programs rather than masters degree programs. Enrollment in a course which prepared graduate students to publish, also proved to be a significant factor. In "Doctoral Dissertation Abstracts Involving Reading and Reported During 1974," Robert A. Palmatier and Ronald Rood offer an analysis of doctoral theses topics, sources, populations, statistical methods, and designs as communicated through researcher-prepared abstracts. (College Instruction: The Old Do As I Say Not As I Do Game," by Deborah De Nicolo and Jane Domaracki, is a student comment on graduate instruction. Regular features are "Movers," "Exchange," and "For the Time Capsule." (MKM)

**ED 116 164** CS 002 328

*Palmatier, Robert A., Ed.*

**[Alternative Careers for Reading Educators.]**

Pub Date Oct 75

Note—37p.

Journal Cit—Epistle; v2 n4 Entire Issue Oct 1975

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*College Teachers, Content Reading, Doctoral Programs, Employment Opportunities, Higher Education, \*Reading Instruction, Reading Programs, \*Remedial Reading, Remedial Reading Programs, \*Study Skills, \*Teacher Educator Education, Teacher Educators, Vocational Education

The "Epistle" is the publication forum of Professors of Reading Teacher Educators, which is a special-interest group of the International Reading Association. This issue explores the topic of careers for doctoral students in reading which are alternatives to the single goal of college teacher educator. Articles are "Wanted: Well Qualified College Remedial Reading Teachers" by M. Jean Hiler, "Doctoral Programs for College Reading Study Skills Teachers" by Gerald Parker and Barbara Ross, "Reading in Vocational-Technical Schools: Staffing, Training, and Curriculum" by Frederick C. Raetsch, and "Must Everyone Work in Teacher Education?" Regular features are "Movers," which endeavors to record the job choices of new graduates and the relocation of others; "Exchange," which offers a communication link between individuals who wish temporary locations; "Job Report," which lists positions available to doctoral-degree holders; and "Time Capsule," which contains notes of interest about reading. (MKM)

**ED 116 165** CS 002 329

*Carvell, Robert L.*

**Reading Comprehension and Regularized Orthography. Parts 1 and 2.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCCL-TR-364

Pub Date Dec 75

Contract—NE-C-00-3-0065

Note—180p.

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

**Descriptors**—Graphemes, Morphemes, \*Orthographic Symbols, \*Phonetic Transcription, \*Reading Comprehension, Reading Research, Secondary Education, Visual Discrimination, Written Language

The purpose of this study was to compare mature readers' comprehension of text presented in traditional orthography with their comprehension of text presented in a regularized orthography, specifically, to determine whether, when traditional orthography is regularized, any loss of meaning is attributable to the loss of the visual dissimilarity of homophones or to the loss of visual similarity in morphemes. Subjects in the study were 97 upper track, twelfth grade English students in four classes of a Waukegan, Wisconsin, high school. Two weeks after pretesting ("Gates-MacGinitie Reading Tests," Survey F, Comprehension Section), two groups of subjects received four days of instruction and practice in regularized orthography and two groups received standard instruction. In the posttest situation subjects received alternate forms of the comprehension test and a test of morphemic relationships. Two groups received test forms in traditional orthography and two in regularized orthography. Tentative conclusions were that the loss of visual dissimilarity of homophones was not a factor affecting comprehension but the loss of visual similarity in morphemes related in meaning had a

negative effect on the establishment of meaning relationships between such morphemes. (Author/JM)

ED 116 166 CS 002 330

Grush, Joseph E.

Attitude Formation, Novel Stimuli, and Exposure Effects.

Pub Date 75

Note—6p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, August 30-September 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Association (Psychological), \*Attitudes, \*Attitude Tests, \*Changing Attitudes, Measurement Techniques, Psychological Studies, \*Rating Scales, Response Style (Tests), Values

Ten Turkish words were used as stimuli in an exposure experiment. Twenty-five students from the University of Illinois subject pool were divided into five subgroups, differing only with respect to which stimuli occurred in which exposure conditions. After the stimuli were evaluated on 7-point "good-bad" scales, subjects completed a questionnaire which assessed variables connected with the various explanations of the mere exposure effect. The results showed that exposure increased the positive evaluations of the Turkish words and the summed positive evaluations of their associations. These parallel findings supported an attitude formation process which used Fishbein's attitude model to relate the evaluations of stimuli to the evaluations of their associations. Four other explanations of exposure effects were also tested, but their predictions were not confirmed. (MKM)

ED 116 167 CS 002 331

Allington, Richard

Preparing Teacher Educators in Reading.

Pub Date 75

Note—11p.; Unpublished study prepared at SUNY at Albany, Department of Reading; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Doctoral Programs, Higher Education, Reading, Reading Instruction, Seminars, Summer Institutes, \*Teacher Education, Teacher Education Curriculum, \*Teacher Educator Education

One of the most frequent criticisms of doctoral preparation in reading is the lack of training and guidance in the area of teacher education. Often graduate students are assigned as teaching assistants, either initially assuming full responsibility for selected undergraduate sections with little preparation or else beginning by assisting a professor in a course, assuming primary responsibility for a section of the course later on. A couple of strategies which might be initiated to strengthen the teacher education component of doctoral preparation are the seminar, like the one developed and offered at the State University of New York at Albany in the summer of 1974, and a practicum which has yet to be initiated although selected components are operational. (Outlines of the seminar—with lists of references, sample modules, and audiotapes—and the practicum are included.) (JM)

ED 116 168 CS 002 332

Eisenberg, Marjorie Susan

Standardized Test Performance as Function of General Reading Ability.

Pub Date Oct 75

Note—66p.; M.Ed. Thesis, Rutgers, The State University of New Jersey

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Intelligence Quotient, Masters Theses, Race, \*Reading Ability, \*Reading Tests, Secondary Education, Sex (Characteristics), \*Standardized Tests, \*Verbal Ability

The purpose of this study was to determine whether there were statistically significant correlations among standardized test scores due to general reading ability and whether these correlations were affected by the factors of sex, race, and I.Q. Scores were collected for three different tests (Nelson-Denny Reading Test, Lorge-Thorn-dike I.Q. Test, and the verbal section of the SAT) taken by 154 senior students throughout their high school careers. Statistics resulting from computations indicated that all tests shared a large common variance, with reading ability more

closely related to verbal aptitude than to intelligence. To determine the key element most likely linking the three tests, reading ability and then intelligence were held constant for these correlations. Resulting partial-order correlations pointed to reading ability as the factor most highly related to standardized test scores. Sex accounted for insignificant differences while race is a far more significant variable as a predictor of verbal ability and test score results. It is suggested that inexpensive and easy to administer standardized reading tests can be used more efficiently by educators in the schools. (Author/JM)

ED 116 169 CS 002 333

Rupley, William H.

Relationship between Selected Areas of Teacher Emphases and Student Achievement in Reading.

Pub Date 75

Note—19p.; Synopsis of author's Ph.D. Dissertation, University of Illinois, Urbana-Champaign

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Educational Research, Elementary Education, \*High Achievers, \*Low Achievers, Reading Achievement, \*Reading Instruction, Student Motivation, Student Teacher Relationship, Teacher Evaluation, \*Teacher Influence, Teacher Role

This study compared (1) the mean reading instructional emphases reported by teachers associated with high achieving students of reading with the mean reading instructional emphases reported by teachers associated with low achieving students of reading, and (2) the mean reading instructional emphases reported by third grade teachers with the mean reading instructional emphases reported by sixth grade teachers. Samples of third and sixth grade teachers who taught reading in a self-contained classroom were classified as high achieving teachers of reading or low achieving teachers of reading through the use of a least squares prediction line. The teacher's responses to each item on "The Survey of Teacher Emphases in Reading Instruction" were totaled for each of seven categories and data were collected on the summated scores for each subcategory. Significant differences were found between grade levels for reading instructional emphases in the areas of oral reading, word attack, and double categories. No significant differences were noted for instructional emphasis between the reading achievement levels of classes. Further exploration of these data were conducted and an argument against methodological incarceration was deemed appropriate. (Author/JM)

ED 116 170 CS 002 334

Waterman, David C. Gibbs, Vanita M.

Reading as a Thinking Process; Proceedings of the Annual Reading Conference (5th, Indiana State University, Terre Haute, June 12-13, 1975).

Indiana State Univ., Terre Haute. Curriculum Research and Development Center.

Pub Date 75

Note—71p.; Charles D. Hopkins, Director, Curriculum Research and Development Center School of Education, Indiana State University, Terre Haute, Indiana 47809 (Write for price)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Abstract Reasoning, Conference Reports, \*Creative Reading, Creative Thinking, \*Critical Reading, Critical Thinking, \*Decoding (Reading), \*Interpretive Reading, Poetry, Reading Skills, Recall (Psychological), Teaching Techniques, \*Thought Processes

Thinking skills in children, effectively developed through reading, were emphasized at this reading conference. Three types of thinking skills linked to reading are: decoding symbols from the printed page, seeking factual meaning through recall; reading interpretively, understanding cause and effect reasoning or seeking the main idea of sentences; and creative-critical reading, examining the author's intent or language or feeling the mood of a story. In this booklet, the techniques and ideas for developing thinking skills and abilities are described in the following presentations: "Personkind, Meaning Maker" by William H. Hoth; "What Is Poetry? Who Cares?" by Sheron Dailey Pattison; "Private Logic in Children's Behavior and Thinking" by Reece Chaney; "Readiness Is a Thinking Process" by Jessica Welch; "The Think Tank of Reading or Is the Barrel Full?" by Robert Pabst; "Thinking

Skills and Reading" by Richard Biberstine; "Systematic Approach to Reading Improvement (Sari)" by Geneva Ross; and "Language and Thought: Contributions to the Reading Process" by Eldonna L. Evertts. (JM)

ED 116 171 CS 002 335

Assessment of Reading Activities Funded under the Federal Program of Aid for Educationally Deprived Children, Office of Education, Dept. of Health, Education, and Welfare. Report to Congress.

Comptroller General of the U.S., Washington, D.C.

Report No—MWD-76-54

Pub Date Dec 75

Note—58p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Disadvantaged Youth, Elementary Secondary Education, \*Federal Programs, \*Program Effectiveness, \*Program Evaluation, \*Reading Achievement, Reading Improvement, Reading Instruction, \*Reading Programs, Reading Research, Reports

Identifiers—\*Elementary Secondary Education Act Title I, ESEA Title I

The overall effectiveness of the Title I program is questionable, according to this report to Congress. Title I of the Elementary and Secondary Education Act authorizes federal financial assistance for programs designed to meet the special educational needs of educationally deprived children living in areas with high concentrations of children from low-income families. In spite of recent criticism of reading achievement tests, the Office of Education believes it is fair to regard change in reading achievement as the best indicator of program effectiveness because most of the objective evidence from state educational agencies and local educational agencies is from reading test scores. Two recent OE funded studies, which attempted to synthesize the findings from local, state, and federal evaluations, concluded that a positive program impact was evidenced in a few states and in scattered projects in other states. However, because there were no accepted criteria for determining what constitutes a successful program, it was not concluded whether the overall program was successful. (RB)

ED 116 172 CS 002 336

Marzano, Robert J.

In Search of the Major Skill of Comprehension.

Pub Date 75

Note—9p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Elementary Secondary Education, \*Readability, \*Reading Comprehension, Reading Research, \*Reading Skills, Semantics, Sentence Structure, \*Structural Analysis, Syntax

The purposes of this study were to identify the best predictor or predictors of paragraph comprehensibility and to attempt to interpret that predictor as a skill. Forty-two passages of differing readability (ranging from grade 2.5 to 10.0) were analyzed for within word, within sentence, and between sentence characteristics. The measures used for quantifying these characteristics were: index 1, average semantic load per word; index 2, average depth of within sentence modification; and index 3, average depth of between sentence modification. Each index represents a hypothesis as to the nature of the major skill of comprehension. A multiple regression analysis was conducted using indexes 1, 2, and 3 as predictor variables and passage readability as the criterion. Results show that index 2 was the only significant predictor of the criterion, that index 2 accounted for 76 percent of the variance in comprehension levels of the passages, and that indexes 2 and 3 are highly correlated with each other. Thus, the major skill of reading comprehension can be described as one of identifying main and subordinate ideas within and between sentences. An empirical test of this single skill model should be conducted. (JM)

ED 116 173 CS 002 337

Hogan, Ann Catherine

The Reading Curriculum in the St. Louis Public School System Regarding Instructional Methodology, Legislation and Personalities (1821-1973).

Pub Date 75

Note—186p.; Ph.D. Dissertation, Saint Louis University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-26,265; MFilm \$7.50, Xerography \$15.00)

**Document Not Available from EDRS**

**Descriptors—Curriculum Design, Doctoral Theses, \*Educational Strategies, \*Elementary Education, Instructional Design, \*Legislation, Personality, Public Schools, \*Reading Instruction, \*Research Methodology, Superintendents, Teaching Methods**

The purpose of the study was to trace and document by means of historical research methods, the organization of the St. Louis Public School System's elementary reading curriculum in regard to instructional methodology, legislation, and influential personalities. Chronologically, the study covered the period 1821-1973. The reading curriculum of the St. Louis Public School System developed along trends similar to those that emerged on a national basis. The school system witnessed early concentration on "phonography," the art of learning sounds through the medium of unique graphic character. A slow transition was made from instructional stress on oral to that of silent reading. Legislation was reported that had a relation to instructional methodology, and although there have been few statutes passed with reading as their stated emphasis, legislation has been enacted regarding curriculum requirements in which reading has been an incorporated component. The aspect of the research concerned with personalities focused on three individuals recognized as having had a major role in the development of the school system's instructional program: William T. Harris, Susan E. Blow, and William A. Kottmeyer. (Author/LL)

**ED 116 174 CS 002 338**

**Richman, Charles L. And Others**  
**Effects of Meaningfulness on Child Free Recall Learning.**  
Pub Date 75

Note—24p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, August 30-September 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—\*Association (Psychological), \*Associative Learning, \*Cognitive Processes, Educational Research, Elementary Education, Learning Processes, \*Recall (Psychological), \*Verbal Learning, Verbal Stimuli**

**Identifiers—Free Recall**

The primary purpose for conducting the present experiment was to assess the effects of an associative-attribute—for example, stimulus meaningfulness (m) on the learning rates of different age group children. An attempt was also made to assess the effects of age and m on a measure of subjective organization. This research consisted of two studies: in study one information was obtained on m values for 40 consonant-vowel-consonant words employing children in grades K, 2, and 6. Study two was concerned with the interrelationship between stimulus m and ontogeny on free recall learning rates and subjective organization. It was hypothesized that learning would be more rapid for older relative to younger children when word lists were identical, that is, stimulus m was allowed to co-vary with age. The findings indicated that increasing stimulus m had a within age facilitating effect on free recall learning. (RB)

**ED 116 175 CS 002 339**

**Smethurst, Wood**

**Teaching Young Children to Read at Home.**

Pub Date 75

Note—224p.

Available from—McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, New York 10020 (\$7.95 cloth)

**Document Not Available from EDRS**

**Descriptors—\*Beginning Reading, Early Reading, \*Home Instruction, \*Parent Participation, Preschool Education, Reading Instruction, Reading Programs, Reading Readiness, Reading Skills, \*Teaching Techniques**

This book has been written to help parents, or any other nonprofessional reading teachers, teach preschoolers about reading. Part one discusses the psychological, philosophical, and historical aspects of home teaching. Part two presents the practical aspects of home teaching, specifically the things a parent can do to prepare a child to read and a step-by-step program which may be followed in teaching the beginning reading skills. Also included are a buyer's guide to teaching and

learning materials for home instruction and a reading test for parent teachers. References and an index are also included. (JM)

**ED 116 176 CS 002 340**

**Shennum, William A. And Others**

**Uses of Time-Compressed Speech in a Reading Remediation Program: Some Exploratory Tests.**  
Navy Personnel Research and Development Center, San Diego, Calif.

Report No.—NPRDC-TR-76-13

Pub Date Sep 75

Note—27p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—Adult Basic Education, \*Listening, \*Reading Comprehension, \*Reading Improvement, \*Reading Speed, \*Remedial Reading, Speech Compression, Teaching Techniques**

Using time-compressed speech methodology, a program was developed which attempted to improve the reading rate and comprehension of U.S. Navy personnel with low reading ability. Four groups of trainees were tested. One group read training text while simultaneously listening to a speeded auditory version of the same text. A second group listened to speeded text without concurrently reading the material. The third group simply read material silently, with no auditory input. The fourth group was a control group which took pretests and posttests only. All groups except the control group showed sizable but comparable increases in unaided reading rate and comprehension performance. Thus, it appeared that the salient aspects of all procedures provided trainees with specific learning goals and precise feedback on their progress, coupled with teacher encouragement to improve. (Author)

**ED 116 177 CS 002 341**

**Young, Philip B.**

**Memory Attribute Dominance in High and Low SES Kindergarten Children.**

Pub Date 75

Note—11p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 3, 1975); Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—\*Association (Psychological), Associative Learning, \*Auditory Discrimination, Auditory Perception, Cognitive Processes, Kindergarten, \*Memory, Primary Education, \*Recall (Psychological), Retention, \*Socioeconomic Status**

False recognition responses of high and low SES kindergarten subjects to associatively and acoustically related words were measured. Acoustic attribute dominance for all subjects, and relatively greater acoustic attribute dominance for low SES subjects was predicted. Results indicated that subjects encoded on both attribute dimensions, with low SES subjects producing significantly more recognition errors. The importance of the results for the developmental shift hypothesis of attribute dominance was discussed as well as the importance of SES as a variable in future memory attribute research. (Author)

**ED 116 178 CS 002 342**

**Dooling, D. James**

**Episodic and Semantic Aspects of Memory for Prose.**

Pub Date 75

Note—18p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, August 30-September 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—\*Cognitive Processes, Higher Education, Learning Processes, \*Memory, Models, \*Reading Comprehension, Reading Research, \*Recall (Psychological), \*Retention, Semantics**

This report describes research on Bartlett's theory of constructive memory. In experiment one, schematic retention is related to Tulving's distinction between episodic and semantic memory. With the passage of time, memory for prose reflects decreasing output from episodic memory and increasing output from semantic memory. In experiment two, Bartlett's theory is related to Craik and Lockhart's levels-of-processing framework. Comprehension of prose involves the creation of multiple codes which are forgotten at different rates. Bartlett's schema is

interpreted as a higher-level code that is exceptionally durable over long intervals. The research supports the validity of Bartlett's theory. (Author)

**ED 116 179 CS 002 344**

**Hornburger, Jane M.**

**The Minority Image in Children's Books.**

Pub Date 75

Note—11p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (65th, San Diego, California, November 26-29, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—American Indians, \*Childrens Books, Childrens Literature, Cultural Awareness, \*Cultural Images, \*Minority Groups, Negroes, Spanish Americans, \*Stereotypes**

The minority image presented in the majority of children's books is too often a stereotype of a particular minority. Blacks are seen as ludicrous or unnaturally good, as ghetto bound, and—when portrayed in a group of characters—as the only dialect speakers in the group; American Indians are portrayed with depersonalization and ridicule; and Spanish American characters (including Mexicans and Puerto Ricans) suffer from the perpetuation of negative myths and the failure to define them as persons. Not only is it necessary to eliminate stereotypes in children's books, but it is also essential to bring minority group members into all phases of writing and publishing. In addition, teachers should select nonstereotyped reading materials, teach critical reading skills, and emphasize an understanding of other people through book discussions and role play. (JM)

**ED 116 180 CS 002 345**

**Gunderson, Doris**

**Reading and Sex Role Stereotypes.**

Pub Date 75

Note—15p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (65th, San Diego, November 26-29, 1975); Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—Elementary Secondary Education, Instructional Materials, \*Reading Materials, Sex Discrimination, \*Sex Role, \*Sex Stereotypes, \*Textbooks**

Sex role stereotypes in children's reading materials limit life options. They prevent girls from realizing that all occupations and careers are open to them, and they present a man's role in the world as quite different from that of a woman. Sexual bias in reading material (both text and trade books) may be seen from the frequency of use of masculine and feminine proper names and pronouns (masculine appeared more than twice as often as feminine) and a disparity in the scholastic understandings of girls aged nine (equal to that of boys of the same age) and girls aged thirteen (beginning a decline which continues into adulthood). In order to avoid sexual bias and to encourage girls to reach their full potential, educational materials should reflect the reality of the past and the contributions made by women in history and politics, present both boys and girls in exciting adventures, avoid the stereotyped portrayals of both boys and girls, and emphasize both sexes engaging in similar activities and making responsible decisions. (JM)

**ED 116 181 CS 002 346**

**Thelen, Judith**

**Improving Reading in Science. Reading Aids Series.**

International Reading Association, Newark, Del.

Pub Date 76

Note—60p.; Some pages may not reproduce due to small type

Available from—International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 (Order No. 217, \$3.50 non-member, \$2.50 member)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—\*Content Reading, Reading Comprehension, \*Reading Improvement, \*Reading Instruction, Science Courses, \*Science Instruction, Sciences, Secondary Education, Thought Processes**

The material in this monograph is based on the idea that science content and the reading and reasoning processes for learning may be taught simultaneously in the science classroom. Topics

of the six chapters are: distinguishing between content and process, developmental and functional reading; diagnosis in teaching science; preparatory activities for teaching science; the use of guided material in teaching science; the reinforcement of vocabulary and comprehension in teaching science; and evaluation in the teaching of science. Two appendixes include an informal study skills inventory on a physical science textbook and an extensive statement to students about learning to think. (JM)

**ED 116 182** CS 002 347  
Merritt, John E., Ed.

**New Horizons in Reading; Proceedings of the International Reading Association World Congress on Reading** (5th, Vienna, Austria, August 12-14, 1974).

International Reading Association, Newark, Del.  
Pub Date 76

Note—579p.; Some pages may not reproduce due to small type

Available from—International Reading Association, 800 Barksdale Road, Newark, New Jersey 19711 (Order No. 425, \$12.00 non-member, \$9.00 member)

**EDRS Price MF-\$1.08 HC-\$29.83 Plus Postage**  
Descriptors—Conference Reports, \*Early Reading, Mass Media, \*Reading Comprehension, \*Reading Development, Reading Games, Reading Habits, \*Reading Instruction, Reading Processes, \*Reading Programs, Reading Research, Reading Skills, Recreational Reading, Spelling

Identifiers—\*World Congress on Reading

This volume contains a selection of the papers presented at the fifth International Reading Association World Congress on Reading. Part one, "Reading: An Expanding Concept," contains papers that examine such topics as literal comprehension, miscue analysis, and children's literature and reading. Part two, "Some Implications for the Reading Curriculum," contains papers on such topics as language and the reader, language games and literacy, reading to learn, evaluation of progress in spare-time reading, and sequence and structure in reading development. Part three, "Writing Systems and Early Reading: Comparative Perspectives," contains papers that examine such topics as writing systems in Japan, the teaching of spelling, and some unexplained aspects of early reading. Part four, "The Reader and the Media," contains papers on such topics as new developments on readability, content bias in adult reading materials, and reading and television in the United States. Part five, "Special Problems," contains papers which discuss such topics as promoting reading habits, class size and reading development, and reading comprehension in fifteen countries. Part six, "Raising Teaching Standards," contains papers on such topics as the rationale for competency based inservice education, and evaluation and accountability. (TS)

**ED 116 183** CS 002 348

Gray, Lois A. Guthrie, Larry F.

**The Effect of Variations of the Metropolitan Reading Readiness Test upon Scores of Culturally Disadvantaged Children.**

Pub Date May 75

Note—33p.; Indiana University Northwest

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Culturally Disadvantaged, Grade 1, Primary Education, \*Reading Readiness, \*Reading Readiness Tests, Regional Dialects, Urban Education, \*Verbal Development, \*Vocabulary Development

Identifiers—\*Metropolitan Reading Readiness Test

The Word Meaning section of the Metropolitan Reading Readiness Test, Form A, was questioned as a true measure of the capabilities of culturally disadvantaged children. Therefore, an attempt was made to compare the Metropolitan Reading Readiness Test with a test in which as many objects as possible were renamed to coincide with the language of the students being tested. In order to test this two alterations were made to the Metropolitan Test. First, nine items on the original test were modified to reflect greater cultural relevance. Second, a test in which all items were redesigned was constructed. Both were administered to 180 first grade students by their individual teachers and scores were compared with initial scores on the original Metropolitan. The two modified tests were administered to the same students a second time as a check for reliability.

Scores were significantly higher for the culturally modified tests. These results seem to support the statement that use of regional or colloquial language expressions of children will increase children's scores on a reading readiness test. Both the partially and completely modified tests are included in the appendixes. (Author/MKM)

**ED 116 184** CS 002 349

Innat, Mary Ann

**The Effect of Listening Drills Utilizing Compressed Speech and Standard Speech upon the Listening Comprehension of Second-Grade Children.**

Pub Date Jun 75

Note—64p.; M.Ed. Thesis, Rutgers The State University of New Jersey; Appendix 1—Durrell Listening Test Form EF removed due to copyright restrictions

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Educational Research, Grade 2, \*Listening Comprehension, \*Listening Skills, Primary Education, \*Speech Comprehension

This study was designed to investigate whether the listening ability of second-grade students could be improved using compressed-speech training as compared to normal listening training. The subjects were 95 second-grade pupils in a low-to-middle class suburban community in central New Jersey. The plan was to expose an experimental group to fourteen stories presented at 200 words per minute over a period of five weeks. The control group listened to the same stories presented at the normal rate of 140 to 150 words per minute. Both groups answered comprehension questions which immediately followed each story. Pretest instruments were the Goodenough-Harris Draw-A-Man Test and the Durrell Listening Test. The posttest instrument was another form of the Durrell Listening Test. Some of the findings were that no evidence was observed which would indicate that a gain in listening skills will result when a faster rate of presentation is used as compared to a normal speaking rate of presentation and neither the control nor the experimental group improved their listening skills. (Author/MKM)

**ED 116 185** CS 002 350

Wood, Phyllis Anderson

**To Librarians and Teachers Who Care about Students Who Don't Read.**

Westminster Press, Philadelphia, Pa.

Pub Date 75

Note—10p.; Individual Thought Packet removed because of reproducibility

Available from—Individual Thought Packet only: Phyllis Wood, 65 Capay Circle, South San Francisco, California 94080

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Adolescent Literature, Directed Reading Activity, \*Reading Development, Reading Material Selection, \*Remedial Reading, Retarded Readers, Secondary Education, \*Teenagers

Identifiers—\*Wood (Phyllis Anderson)

This document describes the guidelines followed by the author in writing books for reluctant or unskilled teen-age readers and discusses the techniques which should be used when helping these readers to understand and appreciate what they read so that they will want to continue reading. In addition, the document contains questions for discussion (never for written work, which might discourage reluctant readers) concerning five books written by the author: "Andy," "Your Bird Is Here, Tom Thompson," "I've Missed a Sunset or Three," "Song of the Shaggy Canary," and "A Five-Colored Buick and a Blue-Eyed Cat." Also included is a separate packet which accompanies the novel "Andy" ("The Night Summer Began" in paperback) and consists of detailed discussion questions for stimulating readers' thoughts about problems pertaining to the characters' and their own lives. (JM)

**ED 116 186** CS 002 362

Moon, Cliff

**Individualised Reading: Comparative Lists of Selected Books for Young Readers.**

Reading Univ. (England). Centre for the Teaching of Reading.

Pub Date 75

Note—21p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Booklists, Books, \*Childrens Literature, Criteria, Elementary Education,

\*Individualized Reading, Readability, Reading Materials, \*Reading Material Selection

Individualized reading is the attempted match between the competence of the reader and the readability level of the text. This booklet, to be used as a guideline for selecting the appropriate books for each child, contains a detailed discussion of individualized reading, an explanation of individualized reading stages, criteria for selecting books, and extensive, comparative lists of selected books for young readers. An index lists the book series alphabetically. (JM)

**ED 116 187** CS 002 364

Smith, Marshall S., Ed.

**Reading Comprehension and the High School Graduate, Panel 7; Conference on Studies in Reading** (Washington, D.C., August, 1974)

National Inst. of Education (DHEW), Washington, D.C.

Pub Date Sep 75

Note—38p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Higher Education, \*High School Graduates, Instructional Programs, Intervention, \*Reading Comprehension, \*Reading Research, Reading Skills, Testing, Underachievers, Writing Skills

Identifiers—\*National Conference on Studies in Reading

The problem of this conference panel was to develop a research and development agenda to improve the reading and writing proficiencies of high school graduates. This panel report consists of four approaches to the problem: studies of the problems of ill-prepared high school students; surveys of the reading and writing tests used by colleges and universities; analysis and description of intervention programs implemented at the college level, including positive and negative results; and exploration of new instructional strategies in order to understand the pedagogical directions of successful experiences and the ways of encouraging commitment to new approaches. A bibliography is included. (JM)

**ED 116 188** 95 CS 202 365

Love: A Thematic Sequence of English Units.

Institute for Services to Education, Inc., Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 71

Note—167p.; See related documents CS 202 366-367; A number of pages have been removed due to copyright restrictions

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

Descriptors—\*College Freshmen, Composition (Literary), Curriculum Design, \*English Instruction, Instructional Materials, \*Interpersonal Relationship, Language Skills, Literature, Marriage, Oral Expression, Reading, Teaching Guides, \*Thematic Approach

Identifiers—\*Love

One of a series of volumes containing units on specific themes designed for use in college freshman English courses, this particular volume considers various aspects of love and its emotional impact on people. This sequence is designed to help students improve in reading, writing, and oral expression by exploring the theme of love through a variety of literary works, films, recordings, music, and art. The first of four sections, "Love, Sacred and Profane" provides a general discussion and overview of the various aspects of love. Section 2, "Passion," introduces works illustrating the difficulty of, and problems involved in, expressing love, using the male-female relationship as a model. "Love and the Family" moves from the consideration of love on a strictly interpersonal basis to love within the smallest social unit, emphasizing the different perspectives on reality afforded different members of the family group. The final section, "Love and Society," examines how the society in which one lives not only shapes, and sometimes perverts, the expression of love, but also determines the validity of love as a basis for marital alliance. (LL)

**ED 116 189** 95 CS 202 366

Responsibility: A Thematic Sequence of English Units.

Institute for Services to Education, Inc., Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 71



Note—114p.; See related documents CS 202 365-367; A number of pages have been removed due to copyright restrictions

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—\*College Freshmen, \*Composition (Literary), Curriculum Design, Curriculum Guides, English Instruction, Instructional Materials, \*Literature, \*Responsibility, Teaching Methods, \*Thematic Approach

One of a series of volumes containing units on specific themes designed for use in college freshman English courses, this particular volume considers people and their responsibilities, through the use of recordings, cartoons, satire, modern and ancient drama, modern fiction, and contemporary essays. The sequence is divided into four sections. Section 1, "Humor and Satire," juxtaposes ancient and modern satires written in formal and informal styles in order to provide the student with an awareness of satire as an effective vehicle for protesting the evils of society. Section 2, "Language and Speech—Drama," emphasizes the spoken word through an examination of two plays and of Greek mythology. Section 3, "Language and Speech—Fiction," stresses the use of drama techniques for analyzing fiction. Section 4, "Ideas and Their Expression," investigates philosophies and themes concerning civil disobedience, and draws attention to written styles and effective devices. (LL)

**ED 116 190 95 CS 202 367**

**Choice: A Thematic Sequence of English Units.** Institute for Services to Education, Inc., Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 71

Note—117p.; See related documents CS 202 365-366

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—\*College Freshmen, Composition (Literary), Curriculum Design, \*English Instruction, Higher Education, Instructional Materials, \*Interpretive Reading, Literature, \*Literature Appreciation, Novels, Poetry, Short Stories, Teaching Guides, \*Thematic Approach

**Identifiers**—\*Choice

One of a series of volumes containing units on specific themes designed for use in college freshman English courses, this particular volume considers the issue of choice through literature (short stories, novels, and poems). A section describing chamber theatre technique, which is an integral part of many of the units in this sequence, is included. The units in this volume include a discussion of the following: the question of choice, euthanasia, death and choice, impulse, "The Lottery," "The Piece of String," "Siddhartha," "Manchild in the Promised Land," "An Enemy of the People," and "Man's Search for Meaning." (LL)

**ED 116 191 CS 202 371**

**Miller, Mary R.**

**The English Linguist and the Real Linguist.**

Pub Date 75

Note—14p.; Paper prepared at University of Maryland

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*College Role, \*English Departments, Higher Education, \*Linguistics, School Responsibility, School Role, Teacher Responsibility, \*Teacher Role

**Identifiers**—\*Linguists

This paper discusses the roles and responsibilities of the linguist in the English department and also the roles and responsibilities of the English department in relation to the linguist. Discussed are such topics as the exclusivity of some English departments, linguists' grievances against some English departments, linguists' expectations for professional advancement, the teaching conditions imposed by some English departments on linguists, and the difference between conditions imposed on linguists who work in English departments and linguists who work in linguistics departments. It is suggested that English departments review their treatment of linguists and that linguists examine their status within their departments and encourage fair treatment for both literacy and literature professors. (TS)

**ED 116 192 CS 202 373**

**Senior High English: Sequencing and Keying of Language Arts, Scope and Sequence; Test Specifications for Criterion-Referenced Testing; Achievement-Awareness Record.**

Shawnee Mission Public Schools, Kans.

Pub Date Sep 75

Note—71p.; Some pages may have poor reproducibility due to small type

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—Composition (Literary), \*Criterion Referenced Tests, Curriculum Guides, English Curriculum, \*English Instruction, Grammar, \*Language Arts, Metaphors, Secondary Education, Sentences, \*Test Construction, Vocabulary Development

This language arts curriculum guide for grades 10-12 begins with a statement of the language arts goals of knowledge, skills, and values to be addressed in each section. The instructional components are sequenced according to objectives, and most of them are keyed to present resources in the Shawnee Mission (Kansas) school district. The following components are covered: sentence organization, paragraph organization, composition organization, parts of speech, sentence analysis, colons and semicolons, capitalization, utilizing language as a means for expanding and ordering, paragraph development, metaphor, revising notes, figurative language, and vocabulary development. Also included in this document are specifications for criterion-referenced testing related to the instructional components. (TS)

**ED 116 193 CS 202 374**

**Junior High Unified: Sequencing and Keying of Unified Studies; Test Specifications for Criterion-Referenced Testing; Achievement-Awareness Record for Language Arts.**

Shawnee Mission Public Schools, Kans.

Pub Date Sep 75

Note—124p.; Some pages may have poor reproducibility due to small type

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—\*Composition (Literary), \*Criterion Referenced Tests, \*Curriculum Guides, English Curriculum, \*English Instruction, Junior High Schools, \*Language Arts, Language Skills, Listening Skills, Reading Skills, Test Construction, Vocabulary Development

The Shawnee Mission Unified Studies curriculum is designed as a synthesis of language arts skills with social studies concepts. This document is a language arts curriculum guide for grades 7-9. Five major areas are delineated: composition, study of language, listening and viewing, literature and reading, and speaking. The instructional components of each major area are sequenced according to objectives, and most of them are keyed to present resources in the Shawnee Mission (Kansas) school district. The instructional components include such skills as recognizing and using the four kinds of sentences; evaluating appropriate composition elements; recognizing and using communication words, phrases, and clauses; recognizing figurative language; and recognizing tone. Also included in this document is a goal component assessment system for criterion-referenced tests in the five major areas. (TS)

**ED 116 194 CS 202 375**

**Evans, James F. Salcedo, Rodolfo N.**

**Communications in Agriculture: The American Farm Press.**

Pub Date 74

Note—264p.

Available from—Iowa State University Press, South State Ave., Ames, Iowa 50010 (\$6.95 paper)

**Document Not Available from EDRS**

**Descriptors**—Agricultural Education, Agricultural Trends, \*Agriculture, \*Farmers, \*Periodicals, Press Opinion, \*Publications, Publishing Industry, Research, Research Methodology

This book studies communications in agriculture, focusing on the American farm press. As defined here, a commercial farm periodical is directed to farmers and supports itself through the sale of subscriptions or advertising. It includes local as well as regional and national periodicals. A 90-year analysis, from 1880 to 1970, was chosen because 1880 was a pivotal point in American agricultural history. Part 1, "Upward and Westward (1880-1920)," examines the shape of the growth of farm periodicals, external incentives, shifting information channels, and incentives from the farm press. Part 2, "Fighting Stagnancy (1920-1940)," examines elements of the depression, a source of growth for the farm press, and erosion of the editorial base. Part 3, "Peaks and Growing Pressures (1940-1970)," examines readers as assets, readers as liabilities, and the new marketing mix. Part 4, "A 90-Year Perspective," examines various forces in farm publishing

and includes four appendixes which offer notes on the methods of analysis used for this study, figures, tables, and variables used in time-series analyses. (TS)

**ED 116 195 CS 202 376**

**Roscho, Bernard**

**Newsmaking.**

Pub Date 28 Oct 75

Note—160p.

Available from—The University of Chicago Press, 5801 Ellis Avenue, Chicago, Illinois 60637 (\$10.00 cloth)

**Document Not Available from EDRS**

**Descriptors**—\*News Media, Newspapers, \*News Reporting, \*Press Opinion, \*Social Factors, \*Social Influences, Social Problems, Social Responsibility

This book attempts to show how the relationship between the American daily press and other social institutions determines the press's definition of news, where it seeks news, and how that news is presented. Chapter 1 discusses news as a force of information, examines news as a sociological problem, and describes the difficulty of defining news. Chapter 2 discusses the evolution of news content in the American daily press and examines the difference between reprinting and reporting and the diverse meanings of "objective" news. Chapter 3 discusses newsmaking as a social process and examines the basis for selecting news beats and news sources and "being a news source vs. becoming a news source." Chapter 4 discusses news content as a social product, examines the effect of social values on news values, and measures the limits of media competence. (TS)

**ED 116 196 CS 202 378**

**Seibert, Katherine Briggs**

**Grammar and General-Principles-of-Language Instruction for Secondary-School English Teachers.**

Pub Date 75

Note—372p.; Ph.D. Dissertation, University of California

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-25,188, MFilm \$7.50, Xerography \$15.00)

**Document Not Available from EDRS**

**Descriptors**—College Curriculum, Doctoral Theses, Educational Research, English Instruction, \*Grammar, Language Instruction, \*Linguistics, \*Preservice Education, Secondary Education, \*Secondary School Teachers, Student Teachers, \*Teaching Models

This study examines the amount and level of general linguistics and grammar that are required of secondary English teacher candidates; investigates the opinions of secondary English teacher candidates regarding the value of formal grammar instruction; explores the level of pre-existing knowledge among college English majors, junior-level, regarding general principles of language, and investigates the learning of general language theory that can occur with college English majors by exposing them to one of three grammar-model instructional units. College English majors in their junior year at California State Polytechnic University—Pomona were randomly assigned to one of the three instructional units. Findings indicated that no one grammar teaching model proved to be statistically superior to any other, but all three groups of students scored significantly better than did the uninstruced group. It was concluded that the curriculum for the English major should place a much heavier emphasis on general principles of language and grammars of English. (Author/RB)

**ED 116 197 CS 202 382**

**Linn, Michael D.**

**Semantic Fission through Dialect Fusion.**

Pub Date 75

Note—14p.; Paper presented at the Annual Meeting of the American Dialect Society (December 27, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—American English, Etymology, Geographic Regions, \*Linguistics, \*Pronunciation, \*Regional Dialects, \*Semantics, Verbal Communication

**Identifiers**—\*Linguistic Atlas of the Upper Midwest, Semantic Fusion

The linguistic atlas projects have provided much information on the regional distribution of pronunciation, vocabulary, and syntax and have

given important evidence for a greater understanding of problems involved in semantic change, particularly in pointing out transition areas where dialects become fused. In a study supplementary to that originally conducted by Harold B. Allen for the atlas of the upper mid-west, Gary Underwood interviewed two generations of three farm families in rural South Dakota to determine if later generations have resolved any of the semantic confusion in that area. Data collected from the study show that when dialects fuse and there are two or more terms for the same referent (as with "comforter" and "quilt"), one term either drops out of use in the area (as with "fried cake" for "doughnut") or semantic fusion takes place with one term becoming a generic term ("quilt") and the other becoming a specific term ("comforter"). (JM)

**ED 116 198** CS 202 387

*Roberts, Ruth Semels*

**A Comparison of the Written Language Performance of Pupils in Four Fifth Grades in Schools Varying in Racial Composition.**

Pub Date 75

Note—101p.; Ph.D. Dissertation, Kent State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-27,824; Mfilm \$7.50, Xerography \$15.00)

**Document Not Available from EDRS**

**Descriptors**—Composition (Literary), Doctoral Theses, Educational Research, \*Elementary Education, Language Styles, \*Language Usage, Nonstandard Dialects, \*Racial Composition, \*Racial Factors, Sex Differences, Standard Spoken Usage, \*Written Language

The main research hypothesis of this study stated that when the universal characteristics of language evaluation are applied to the written language of the students in four fifth grades of varying racial composition, no significant differences would be reported. Two instruments were used: a composition and a series of six paragraphs modified by a cloze procedure. A multivariate analysis of variance was employed to examine the data across the four schools representing different language environments (96 percent black, 62 percent black, 30 percent black, less than one percent black). The data was contrasted across the two sexes and then across the eight subsamples defined by the cross of sex with school. The population sample consisted of 120 students, 30 randomly selected from each school, with equal numbers of boys and girls. The main effect of the research hypothesis was rejected. Some differences were reported. A secondary hypothesis that the mean scores in all four schools would fall within the normal range of language performance reported by special educators was supported. Differences between the scores of males and females did not reach levels of significance. (Author/LL)

**ED 116 199** CS 202 396

*Gerritz, Kathleen Ellen*

**First Graders' Spelling of Vowels: An Exploratory Study.**

Pub Date 75

Note—207p.; Ed.D. Dissertation, Harvard University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-26,907; Mfilm \$7.50, Xerography \$15.00)

**Document Not Available from EDRS**

**Descriptors**—\*Beginning Reading, Child Language, Doctoral Theses, Educational Research, English Instruction, Grade 1, Phonics, Primary Education, Reading Materials, \*Spelling, \*Spelling Instruction, Teacher Attitudes, \*Vowels, Writing Skills

This study examined first grade children's spelling of vowel sounds in relationship to the spellings these children were taught in their reading series and to the phonological aspects of the sounds. The subjects for the study were 12 first graders, six boys and six girls, in a public school in a Boston suburb. Written work done in school was collected; at least 300 words were written by each child. The spelling of each vowel sound in every word was tabulated, with separate tabulations made for words spelled conventionally (correctly) and for words spelled unconventionally (incorrectly). With few exceptions, the children spelled whole words conventionally only if the words were common words. The children spelled certain vowel sounds as the sounds are spelled in

common words. Even though the children repeatedly practiced filling in missing vowels, they did not carry these spellings over into their own writing. The children also represented phonological features of the sounds in their writing. Encouraging young children's spelling in the classroom is discussed, with reference to the kinds of activities that were used in this study and the teacher's attitude toward spelling. (Author/TS)

**ED 116 200** CS 202 398

*Brown, Eleanor Drum*

**The Role of the English Teacher in Encouraging Recreational Reading.**

Pub Date 75

Note—152p.; Ed.D. Dissertation, State University of New York at Albany

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-27,013; Mfilm \$7.50, Xerography \$15.00)

**Document Not Available from EDRS**

**Descriptors**—Doctoral Theses, Educational Research, English Instruction, Literature Appreciation, \*Reading Materials, \*Recreational Reading, Secondary Education, \*Student Attitudes, Student Characteristics, \*Teacher Role

This study describes the role of the ninth grade English teacher and the use of classroom resources in promoting recreational reading. The range of recreational reading and the reading interests of 2,255 ninth grade pupils in nine high schools near Albany, New York, were identified, and the factors which appear to be associated with pupils' recreational reading were inferred. Thirty-four ninth grade English teachers participated in structured interviews and responded to a questionnaire. A jury of experts on literature for young adults and on methods of teaching English teachers rated the teachers on their encouragement of recreational reading. A major finding of the study was that elements of pupil background (sex and father's education and occupation) appear to exert more influence on pupil interest in reading than does the teacher. When the interest in reading does exist, however, the teacher does promote increased recreational reading. Other findings were that recreational reading ranks last among leisure time pursuits for boys and next to last for girls and that the books which pupils read for class did not make them want to read more of the same kind of book for pleasure. (Author/TS)

**ED 116 201** CS 202 402

*Holland, Norman N.*

**5 Readers Reading.**

Pub Date 75

Note—409p.

Available from—Alpine Press, Inc., Alpine Dr., South Braintree, Massachusetts 02185 (\$15.00 cloth)

**Document Not Available from EDRS**

**Descriptors**—\*Cognitive Processes, Educational Research, Experience, Literary Criticism, \*Personality, Personal Values, Psychological Characteristics, \*Psychological Studies, \*Reading Interests, \*Reading Processes

This book examines how personality, in the sense of character development and identity, affects the way in which we read and interpret information. The first chapter deals with the question of who reads what and how they read it. The second chapter uses "A Rose for Emily" as an example of what people read. The third chapter discusses the conditions under which five particular readers read some short stories. The fourth chapter discusses four principles of literary experience: style seeks itself, defenses must be matched, fantasy projects fantasies, and chapter transforms characteristically. Chapter 6 deals with the evidence gathered in an experiment with five readers. Chapter 7 deals with the terms of subjectivity. Chapter 8 is concerned with the transformation from subjectivity to collectivity. Chapter 9 discusses the cognitive processes. (TS)

**ED 116 202** CS 202 403

*Stewart, Donald, Ed.*

**Composition, Culture, Citizenship.**

Kansas Association of Teachers of English.

Pub Date Dec 75

Note—30p.

Journal Cit—Kansas English; v61 n1 Entire Issue Dec 1975

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Composition (Literary), Direction Writing, \*English Instruction, Experimental

Teaching, Laws, \*Teaching Methods, \*Writing Exercises, \*Writing Skills

This special issue of "Kansas English" focuses on composition, culture, and citizenship. Included in this issue are the following articles: "Composing: When Artifice Is a Real Help" by Tom Hemmens and Micheal Roberts, which discusses the composing process and suggests various artifices, such as structure charts and sketch outlines, as a means of helping students write; "The Composing Process: A Sequence" by John Bushman and Sandra Jones, which suggest several writing sequences, including experimental writing, focused writing, and structured writing; "In Praise of Festivals" by Sister Marie Brinkman; "The English Teacher as Concerned Citizen" by Oscar Haugh and Melvin Riggs, which discusses recent laws which affect English teachers; and "From a Reading Desk" by Marcia Smith, which reviews several recent books. (TS)

**ED 116 203** CS 202 404

*Spicer, Harold O., Ed. Mullican, James S., Ed.*  
**Law and the Teacher of English and Language Arts.**

Indiana Council of Teachers of English, Terre Haute.

Pub Date 75

Note—37p.

Journal Cit—Indiana English Journal; v10 n1 Entire Issue Fall 1975

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Censorship, Educational Administration, \*Educational Legislation, \*Educational Problems, \*English Instruction, Literary Criticism, School Administration, State Legislation, Student Publications, Student Rights, \*Teacher Responsibility

This special issue of the "Indiana English Journal" focuses on the law and the teacher of English and language arts. Included in the issue are the following articles: "The High School Press and Prior Restraint" by Roy Colquitt, "What's Obscene in Indiana? The New Law, the Miller Decision, and the Teaching of English" by Peter Scholl, and "The Law and the English Teacher" by Revonda Ball. Also included are a review by Linda Gregory of "Captive Voices: High School Journalism in America" and a poem by Elmer Brooks describing teachers' encounters with copyright restrictions. (TS)

**ED 116 204** CS 202 405

*Tucker, Bernard*

**Teaching English in the Middle Years.**

Pub Date 73

Note—119p.

Available from—Ward Lock Educational, 116 Baker Street London W1M 2BB, England (1.30 pounds, paper)

**Document Not Available from EDRS**

**Descriptors**—Creative Writing, Drama, Elementary Secondary Education, \*English Curriculum, \*English Instruction, Fiction, \*Instructional Aids, Learning Activities, Listening Skills, Poetry, \*Teaching Methods

This book attempts to present a consensus about the teaching of English in junior high and middle schools (students aged 8-13). The book is concerned with presenting a theoretical framework and an indication of where to begin and how to proceed with the teaching of English. Chapters deal with various aspects of English, including poetry, fiction, creative writing, drama, listening, and talking. Each chapter begins with a discussion of why these various aspects should be taught, how they can be introduced, what the teacher might hope to achieve, and suggestions for the type of work which will meet the different needs of the child at each stage of the middle years. A final chapter, entitled "Organization and Resources," deals with overall problems in coordinating the various activities, integrating English with other aspects of the curriculum, planning the year's work, and using audiovisual materials. The four appendixes list books for the teacher's reference. (TS)

**ED 116 205** CS 202 406

*Oboler, Eli M.*

**The Fear of the Word: Censorship and Sex.**

Pub Date 74

Note—324p.

Available from—The Scarecrow Press, Inc., 52 Liberty St., Metuchen, New Jersey 08840 (\$10.00 cloth)

**Document Not Available from EDRS**

**Descriptors**—\*Academic Freedom, Artists, \*Censorship, Creativity, \*Laws, Moral Issues, Moral Values, Religion, \*Religious Factors, \*Social Attitudes, Supreme Court Litigation  
**Identifiers**—\*Obscenity

This book discusses censorship and sex through the ages. The 15 chapters focus on the following topics: (1) the bases of censorship; (2) the concept of taboo; (3) the role of words in the control of people's thought; (4) Hellenism, stoicism, and censorship; (5) the Judeo-Christian influence; (6) the puritan and the censor; (7) religion and censorship; (8) the motivations of the censor; (9) the censor, the creative artist, and the literary critic; (10) the community as censor; (11) the law and censorship; (12) the new morality and American libraries; (13) the Commission on Obscenity and Pornography's (C.O.P.) report; (14) the censor, the individual, and morality; and (15) the Supreme Court, censorship, and eros. The six appendixes include such information as the recommendations of the C.O.P. and statements for and on the C.O.P. (TS)

**ED 116 206** CS 202 407

*Bova, Ben*  
**Notes to a Science Fiction Writer.**  
 Pub Date 75  
 Note—177p.  
 Available from—Charles Scribner's Sons, 597 Fifth Ave., New York, New York 10017 (\$6.95 cloth)

**Document Not Available from EDRS**  
**Descriptors**—Characterization (Literature), \*Creative Writing, Fiction, \*Science Fiction, \*Short Stories, Student Writing Models, \*Writing Exercises, Writing Skills

This book deals with short-story writing only and concentrates on the science fiction short story. The book is written by the editor of "Analog Science Fiction Magazine" and is intended for those people who are interested in writing science fiction. The 14 chapters discuss such topics as the theory of chapter, practicing chapter writing, the theory of background, practicing background writing, the theory of conflict, practicing conflict writing, the theory of plot, and practicing plot writing. Four short stories, "Fifteen Miles," "Men of Good Will," "Stars, Won't You Hide Me?" and "The Shining Ones," are included in this book as examples of good writing. (TS)

**ED 116 207** CS 202 408

*Williamson, Daniel R.*  
**Feature Writing for Newspapers.**  
 Pub Date 75  
 Note—211p.  
 Available from—Hastings House, Publishers, 10 E. 40th St., New York, New York 10016 (\$12.50 cloth)

**Document Not Available from EDRS**  
**Descriptors**—Class Activities, Higher Education, Instructional Materials, Journalism, News Media, \*Newspapers, \*News Reporting, \*Writing Exercises, \*Writing Skills  
**Identifiers**—\*Feature Writing

This book is designed to teach students and professionals how to write features for newspapers. The author defines the basic elements of feature writing and explains the specialized techniques that have evolved through years of trial and error. Samples of newspaper feature articles are included, and realistic reporting situations are presented to give the writer a feel for gathering material. Some of the points stressed include informational accuracy in presenting the facts, researching and preparing the feature story, writing different types of leads, telling the story with anecdotes and quotations, finding subjects for a feature story, and polishing the story for print. Suggested exercises at the end of each chapter provide practical review materials for sharpening students' news reporting skills. (RB)

**ED 116 208** CS 202 409

*Perkins, Agnes*  
**Double Perspectives: Old Tales in Modern Novels.**  
 Pub Date 73

Note—13p.; Paper presented at the Children's Literature Forum of the Midwest Modern Language Association (Chicago, 1973); Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Adolescent Literature, \*Fantasy, Fiction, Imagination, Literature Appreciation, \*Novels, Reading Materials, \*Tales, Teenagers  
**Identifiers**—Game of Dark, Owl Service, Seal Singing

There is a wealth of material in the oral tradition of fantasy which can be used in creating gripping fiction for young readers. One way of employing a tale from the oral tradition to produce a modern fantasy is to superimpose the old story on a new one in such a way that it is tightly interwoven in the action and meaning of the new story. This technique may be seen in three recent novels. "The Owl Service" by Alan Garner, "The Seal-Singing" by Rosemary Harris, and "A Game of Dark" by William Mayne. These books exhibit three different ways of combining the old and the new story so that each novel provides a double perspective and is a fantasy of unusual fascination and depth. (JM)

**ED 116 209** CS 202 410  
**Grants and Awards Available to American Writers. 7th Edition.**

P.E.N. American Center, New York, N.Y.  
 Spons Agency—National Endowment for the Arts, Washington, D.C.

Pub Date 75  
 Note—102p.  
 Available from—P.E.N. American Center, 156 Fifth Avenue, New York, New York 10010 (\$1.00 member, \$2.00 nonmember)

**Document Not Available from EDRS**  
**Descriptors**—\*Authors, \*Awards, Directories, \*Grants, \*Poets, \*Writing

This is the seventh edition of a comprehensive list of grants and awards available to American writers for use in the United States and abroad. Generally, only those grants and prizes which have a value of \$500 or more have been listed. Approximately 250 grants and awards are included, along with the address of the sponsoring organizations, any restrictions on the availability of the awards, deadlines for application, and a brief discussion of each award. (TS)

**ED 116 210** CS 202 411

*Dieterich, Daniel J.*  
**The Training of College Students in Illinois as Critical Receivers of Public Persuasion.**

Pub Date 76  
 Note—167p.; Ph.D. Dissertation, University of Illinois at Urbana-Champaign

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors**—College Students, Communication (Thought Transfer), \*Course Content, Doctoral Theses, \*English Instruction, Higher Education, Instructional Materials, \*Mass Media, \*Persuasive Discourse, \*State Surveys  
**Identifiers**—Illinois, \*Speech Communication

The purpose of this study was to determine how well today's students are being trained to deal with the persuasive messages which they receive through the mass media. The study involved two questionnaire surveys: the first a survey of 235 chairpersons of departments of speech and English in institutions of higher education in the state of Illinois—132 responded—and the second a survey of 315 teachers of persuasion in departments of speech and English in Illinois institutions of higher education—102 responded. Although 83 percent of the responding teachers said they attempt to prepare students as both senders and receivers of persuasion, 43 percent of these emphasize the role of sender and only 15 percent emphasize the role of receiver. Teachers mentioned using 68 different texts in their teaching of persuasion, but only one of these was used by as many as 10 respondents. Supplementary materials from the mass media were used frequently by only 25 percent of the English teachers and 33 percent of the speech teachers responding. Conclusions and recommendations for improving the training of students at all educational levels in the reception of public persuasion are provided, as are suggestions regarding the training of teachers of persuasion. (Author/RB)

**ED 116 211** CS 202 412

*Small, Robert C., Jr.*  
**"And Then There Were None"—Take It Away: I Don't Like It.**

Pub Date 75

Note—21p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (65th, San Diego, California, November 27-29, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Academic Freedom, Adolescent Literature, \*Censorship, \*Literature Appreciation, Moral Issues, Moral Values, Secondary Education

The quiet, but determined, censorship crisis in Virginia is a good example of the attitudes that produce censorship protests and of the damage that can be done. Although the criticisms have been sincere, they are based on total misinterpretations of the works involved. As may be seen from the excerpts taken from five books under fire, the objections may be to sexual references, obscene and profane words, the general tone, improper life styles, or religious sensitivities. However, in an atmosphere conducive to censorship, objections might be made to almost anything in a book. It is essential, therefore, that English teachers equip students to understand and to respond to literature and to resist being persuaded by the rhetorical skills of any writer. (JM)

**ED 116 212** CS 202 413

*Foster, Mary Ellen*  
**Design in Art and Literature: Drawing Students Into Writing.**

Pub Date 75  
 Note—13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (65th, San Diego, November 27-29, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Creative Writing, \*Discovery Processes, \*English Instruction, Learning Activities, Secondary Education, \*Teaching Methods, Writing Skills

This paper describes an approach to teaching writing through design. Students were asked to design the following items: a dance, an outfit, a toy, a game, and a recipe. As these designs were completed, they were then presented to an audience and time was provided for the students to write about their experience of the process of producing. A number of calligraphic projects are described, including cutting out the letters of a favorite word and arranging them on a construction paper background, shaping a name with colored yarns on cardboard, and formulating the letters of a name and designing a graph over it in order to create shapes. It was concluded that most students enjoyed this approach, and that the students became involved in the process of creating. (TS)

**ED 116 213** CS 202 414

*Bruton, Stella P.*  
**From the Student as Watson to the Student as Holmes: An Approach to Fiction.**

Pub Date 75  
 Note—12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (65th, San Diego, California, November 26-29, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Fiction, Learning Processes, \*Literary Analysis, Literary Conventions, \*Literature, Secondary Education, Teaching Methods

This paper describes an approach to teaching students to become more sensitive to voice, audience, and meaning in fiction. Examined are several passages of monologue, including a passage spoken by a character named Mr. Tyler in the opening of E.M. Forster's "The Story of a Panic." The rhetorical triangle made up of speaker, audience, and subject is discussed, and it is recommended that students become close observers of these factors in fiction. (TS)

**ED 116 214** CS 202 415

*Franson, J. Karl*  
**What Our English Majors Lack Most: or, The Old "New Criticism" Reapplied.**

Pub Date 75  
 Note—8p.; Study prepared at the University of Maine, Farmington; Poem by James Tate omitted due to copyright restrictions

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*English Instruction, Higher Education, Literary Analysis, Literary Criticism, \*Literature Appreciation, \*Teacher Education, \*Teaching Methods

This paper argues that the prevailing tendency in the teaching of literature today is to rely too heavily on secondary material. An approach to training English majors to explicate and evaluate literature on their own is described. Students should understand that literature is not often au-

tobiographical, that the writer's original intent is not fundamental to the understanding of a work, and that writers are most often intelligent. Exercises that focus discussion on explication and evaluation should be offered to give students the challenge of spontaneous thinking and solving a given problem as a group. James Tate's poem "Dark Street" is used to illustrate the value to the approach described. (TS)

ED 116 215 CS 202 416

Gladstein, Mimi Reisel

Some Fictional Stereotypes of Women in 20th Century American Fiction.

Pub Date 75

Note—8p.; Study prepared at the University of Texas at Austin

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*American Literature, \*Characterization (Literature), \*Females, Fiction, Literary Criticism, \*Novels, Sex Role, \*Sex Stereotypes, Twentieth Century Literature Identifiers—Faulkner (William), Hemingway (Ernest), Steinbeck (John)

The three last American writers to win the Nobel Prize represent American male novelists who have been unable either to come to terms with the "Otherness" of the female or to draw convincing portraits of women. As a result, women in their works are presented as female stereotypes of one kind or another. Hemingway shows a split attitude toward women, depicting realistically only those women who are either destructively or docile. Faulkner presents women in a vicious manner, revealing a definite misogyny, and Steinbeck portrays very few women, giving those few subordinate roles while the plot usually centers on the relationships of men. Unfortunately, the influence of these novelists on other American writers has been strong. (JM)

ED 116 216 CS 202 417

Dieterich, Daniel J., Comp.

Annotated Bibliography of Research in the Teaching of English, July 1, 1975 to December 31, 1975.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date 75

Note—33p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Annotated Bibliographies, Composition (Literary), \*Educational Research, Elementary Secondary Education, \*English Instruction, Higher Education, Humanities, Literature, Literature Reviews, Oral Communication, Teacher Education, Testing

This annotated bibliography is part of a continuing attempt to keep English teachers informed about recent developments in education. Entries are listed in six categories: bilingual and bidialectal studies; language and verbal learning; literature humanities, and media; teacher education; testing and evaluation; and written and oral communication. Within each of these categories, items are listed according to the subcategories of preschool and elementary, secondary, college and adult, status surveys, and reviews of literature. Over 100 items are listed. (JM)

ED 116 217 CS 202 418

Woodman, Leonora

Creative Editing: An Approach to Peer Criticism.

Pub Date 75

Note—18p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (65th, San Diego, California, November 26-29, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Composition (Literary), \*Composition Skills (Literary), \*Editing, \*Peer Teaching, Rhetorical Criticism, Secondary Education, \*Student Writing Models, \*Teaching Techniques

Identifiers—\*Peer Editing

The purpose of a five-week pilot project in composition at a Manhattan inner city high school were to test a methodology for teaching the nonnarrative essay and to determine if students could provide informed editorial guidance to other students in regular peer criticism sessions. The assumptions underlying the approach are that the central instructional task is the idea toward which the writer must adopt an interpretive posture, that the idea sentence (an analogic assertion) then becomes the thesis statement, that writing competence can be increased through

acquisition of editorial skills, and that rhetorical instruction is best provided in an editorial context. Students first learned to identify analogic assertions and to recognize unity, coherence, and emphasis (without using these terms). The method was comparative and inductive. The students then progressed through a series of editorial activities, helping one another through their editorial efforts and increasing their own writing (and reading) skills. Results of this project show that if written discourse is considered as thought that is shaped and designed, directed and controlled, there is no child who lacks the conceptual resources to engage in the task. (Examples of student essays are included.) (JM)

ED 116 218 CS 202 419

Give Me an Idea: A Language Handbook for Teachers. Volume 1 and 2.

Lynnfield Public Schools, Mass.

Pub Date 67

Note—594p.

EDRS Price MF-\$1.08 HC-\$29.83 Plus Postage

Descriptors—Child Language, \*Creative Activities, \*Creative Writing, Educational Games, \*Educational Resources, Elementary Education, Grammar, \*Language Arts, \*Learning Activities, Poetry, Sentences, Teaching Guides, Writing Skills

The two volumes of this sourcebook are designed for elementary teachers to help encourage children's creativity. The volumes offer activities and suggestions for language arts teachers who are interested in a variety of approaches to helping children appreciate poetry; do elaborate thinking; understand generic and specific words; understand sentence patterns, sentence expansion, and sentence order; and ultimately transfer these disciplines to their own creative writing. The volumes are divided into sections which deal with grades 1-6. The activities include writing to music, descriptive writing, writing about pets, choral reading, listing similes, reading poetry, illustrating poems, and rearranging sentences. (TS)

ED 116 219 CS 202 421

Simonds, Lynn

Language Skills for the Young Child.

Pub Date 75

Note—77p.

Available from—R and E Research Associates Incorporated, 4843 Mission Street, San Francisco, California 94112 (\$4.00 plus \$0.30 postage, paper)

Document Not Available from EDRS

Descriptors—\*Class Activities, Creative Writing, Drama, Early Childhood Education, Language Development, \*Language Skills, Listening, Literature Appreciation, Music Activities, \*Self Concept, Speaking, \*Teaching Techniques, Verbal Ability

The program outlined in this document has been based on the premises that the communication skills form the basis for achievement in other areas and are interwoven with personal development and self-concept, and that working on language development involves increasing children's abilities to use sounds, the structure of the language, grammatical markers in the language, and the words, meanings, and concepts of the language. The contents are divided into three parts; using language to build self-concept; setting the stage for language experiences (speaking, cognitive thinking, drama, listening as a language skill, creative writing, literature, and musical improvisation); and a checklist for evaluation of speech, language, and cognitive thinking. For each of the sections in the first and second parts, teaching techniques and classroom activities are suggested. A selected bibliography lists items according to five categories: books for the teacher, books to use with children, books for children, music books, and phonograph records. (JM)

ED 116 220 CS 202 422

Lundsteen, Sara W.

Children Learn to Communicate: Language Arts through Creative Problem-Solving.

Pub Date 76

Note—457p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$10.95 cloth)

Document Not Available from EDRS

Descriptors—\*Communication (Thought Transfer), \*Communication Skills, Composition Skills (Literary), Concept Formation, Conflict

Resolution, \*Creative Thinking, Elementary Education, \*Language Arts, Listening, Oral Expression, \*Problem Solving, \*Teaching Techniques, Thought Processes, Verbal Ability

The methods for teaching language arts presented in this book are based on the premises that creative problem solving is the key motivation to the mastery of language and that when teachers and children work at mastering communication skills through solving problems creatively, they use basic mental skills—attentiveness, fact recall—or skills of associative, inferential, creative, and critical thinking. The first part emphasizes developmental bases of language, thought, and listening; the second part centers on oral language and the use of language, including literature for children; and the third part deals with children's imaginative composition and modern perspectives on the subskills of writing (punctuation, spelling, handwriting, grammar, and usage). The last chapter focuses on assessment and accountability. (JM)

ED 116 221 CS 202 423

Laubenfels, Mary Jean

A Study of the Theme of War in Selected Literature for Junior High Readers (1940-1975).

Pub Date 75

Note—176p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-26610; MFilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—\*Adolescent Literature, \*Conflict, Content Analysis, Doctoral Theses, Educational Research, Junior High Schools, \*Student Attitudes, \*Thematic Approach, \*War

The primary purpose of this study was to examine juvenile books on the theme of war. An attempt was made to analyze the characteristics of earlier works on World War II, and to compare and contrast recent publications treating current conflicts. While emphasis was on fictional material, many true-life accounts were also included. Chapter 1 described the junior novel as an effective vehicle for conveying human relations concepts to adolescents. Chapter 2 surveyed the results of more than 30 years of research on students' attitudes toward war and peace and their knowledge in these areas. Chapter 3 examined the attitudes that earlier writers took toward war and discussed significant changes that have occurred in recent adult war fiction. The fourth and fifth chapters analyzed in detail a selected group of recent junior novels and personal accounts of World War II and recent armed conflicts. It was recommended that schools emphasize study at the junior high level of the causes and effects of war and alternative solutions to intergroup conflicts. (TS)

ED 116 222 CS 202 424

Lain, Laurence B.

ASK: The Advertising Survival Kit; A Guide to Advertising in High School Newspapers and Yearbooks.

Quill and Scroll Foundation, Iowa City, Iowa.

Pub Date 75

Note—53p.

Available from—Quill and Scroll, School of Journalism, University of Iowa, Iowa City, Iowa 52242 (\$1.00)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Commercial Art, Higher Education, \*Journalism, Layout (Publications), Merchandising, \*Publicize, \*School Newspapers, \*School Publications, Secondary Education, Student Publications, \*Yearbooks

The primary purpose of this booklet is to offer suggestions which will help alleviate some of the burdens involved in producing a school's publications, so that journalistic endeavors will not be damaged by economic difficulties. The first section discusses newspaper advertising and examines such topics as selling advertisements, sales approaches, establishing advertising rates, advertising contracts, billings, designing advertising, graphics, displaying advertising, and printing methods. The second section discusses yearbook advertising and examines such topics as planning the yearbook advertising campaign, staff incentives, establishing advertising rates, billing, record-keeping, a demographic survey of student spending patterns, designing the advertisements, graphics, displaying advertising, and getting the most for your money. Both sections contain a portfolio of exemplary advertisements. (TS)

**ED 116 223** CS 202 425  
**Five to Nine: Aspects of Function and Structure in the Spoken Language of Elementary School Children.**

North York Board of Education, Willowdale (Ontario); York Univ., Downsview (Ontario).

Pub Date Jul 72

Note—71p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Child Language, Elementary Education, \*Environmental Influences, Family Influence, Language Research, \*Language Styles, \*Language Usage, \*Language Variation, Oral Communication, Parent Influence

The purpose of the study reported in this document was to examine the oral language and some of the influences on oral language of students from five to nine years old. Six students in each of 13 classes were selected randomly and were taped in three different situations: a monologue by the student when alone in the room, a dialogue with another student selected by the first student, and a dialogue with the class teacher and two students of the original six. Approach to the data obtained was nonquantitative. Instead, a limited number of tape units were analyzed in depth to uncover the factors affecting language use. In addition, background information on individual students and a comparison of students' performances were analyzed. As a result, it can be suggested that students with a particular background may be subject to a particular language difficulty. This document reports and discusses the variety of findings and contains samples of materials used in the study. (JM)

**ED 116 224** CS 202 427

**Davis, Richard M.**

**Technical Writing: Its Importance in the Engineering Profession and Its Place in Engineering Curricula—A Survey of the Experience and Opinions of Prominent Engineers. Technical Report No. 75-5.**

Air Force Inst. of Tech., Wright-Patterson AFB, Ohio.

Report No.—AFTT-TR-75-5

Pub Date Sep 75

Note—84p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—Engineering, \*Engineering Education, \*Engineers, Expository Writing, Higher Education, Job Skills, \*Opinions, Surveys, \*Technical Writing, Writing Skills

The survey reported in this document was undertaken to determine the experience and opinions concerning written technical communications of prominent and successful engineers in a wide variety of engineering fields. A questionnaire sent to 245 engineers asked 11 specific questions, 8 of which dealt with the respondents' own experiences and the writing necessary in their positions (the amount done, its importance, and its effect on their own and others' advancement) and 3 of which dealt with the respondents' opinions about courses in technical writing in scientific and engineering curricula. Replies were received from 73.6 percent of those surveyed and indicated that respondents spend 24 percent of their time writing, the writing is very important to their positions, and the ability to write effectively has helped them in their own advancement. In addition, 80.5 percent feel that technical writing (clear, direct, and logically developed) should be required of all engineering students, while 16 percent feel it should be an elective course. (JM)

**ED 116 225** CS 202 428

**Preston, Ivan L.**

**The Great American Blow-Up: Puffery in Advertising and Selling.**

Pub Date May 75

Note—345p.

Available from—The University of Wisconsin Press, Box 1379, Madison, Wisconsin 53701 (\$11.95 cloth)

**Document Not Available from EDRS**

**Descriptors**—Communications, \*Consumer Education, Consumer Protection, \*Federal Legislation, Laws, \*Mass Media, \*Merchandise Information, Propaganda, \*Publicize, Public Relations, Television Commercials

**Identifiers**—Public Doublespeak, \*Puffery

Puffery refers to advertising statements which are not illegal, though they cannot be proven to be true. By legal definition, puffery is advertising or other sales representations which praise the item to be sold with subjective opinions, superlatives, or exaggerations, vaguely and generally, stating no specific facts. This book examines the history of puffery in advertising and selling, its present uses and effects on the consumer, its legal ramifications and governmental controls, and some recommendations for the eradication of false puffery. Such topics are discussed as falsity without deception, the roots of sellism, misrepresentation, avoiding the facts, the Federal Trade Commission, and puffery. Numerous examples of puffery are given and discussed. (TS)

**ED 116 226** CS 202 429

**Sloan, Glenna Davis**

**The Child as Critic: Teaching Literature in the Elementary School.**

Pub Date 75

Note—130p.

Available from—Teachers College Press, Teachers College, Columbia University, New York, New York 10027 (\$4.95 paper)

**Document Not Available from EDRS**

**Descriptors**—\*Composition (Literary), Elementary Education, Fiction, \*Language Arts, Literacy Education, \*Literary Criticism, Literary Genres, \*Literature Appreciation, Poetry, \*Teaching Methods, Writing Skills

This book is intended for teachers, prospective teachers, language arts supervisors, designers of curriculum, and others interested in the teaching of English in the elementary school. Subjects covered include reasons why literature should be part of a child's education, what it means to "teach" and "study" literature, the foundation necessary for the development of learning sequences that can lead to significant literary understandings, the translation of educational and literary theory into practice, and procedures useful in helping children compose stories and poems on their own. Numerous examples of teaching strategies are offered. These include specifics related to planning lessons designed to foster literary understandings; details as to procedures, such as discussion techniques; and suggestions for suitable content to use in learning sequences. An annotated list of selected professional references and a bibliography of all poems and stories cited in the text concludes the book. (TS)

**ED 116 227** CS 202 430

**Bishop, Robert L., Comp.**

**Public Relations: A Comprehensive Bibliography; Articles and Books on Public Relations, Communication Theory, Public Opinion, and Propaganda, 1964-1972.**

Association for Education in Journalism.

Pub Date 74

Note—212p.; Published by A. G. Leigh-James, Publishers

Available from—Public Relations Society of America, 845 Third Avenue, New York, New York 10022 (\$10.30 prepaid)

**Document Not Available from EDRS**

**Descriptors**—\*Annotated Bibliographies, \*Bibliographies, Business, Industrial Relations, Management, Mass Media, Publicize, Public Opinion, \*Public Relations

This bibliography lists and sometimes annotates approximately 4,000 books, articles, and speeches about or related to public relations. The book contains sections on such subjects as advertising, agriculture, automation, banking, books, business, chemical industry, computers, consumer and consumer relations, corporate image, ecology, education, employee recruitment, financial, food industry, government, graphic arts, health and welfare, insurance, labor, libraries, marketing, media, military, new products, petroleum, police, press relations, public opinion, publicity, rehabilitation, retailing, social unrest, speaking, speech writing, contests, meetings, exhibits, tours, steel industry, tobacco industry, transportation, trucking industry, utilities, women in public relations, writing, and youth programs. Also included in this book is a list of sources for the bibliography. (TS)

**ED 116 228** CS 202 431

**Chaffee, Steven H. Clarke, Peter**

**Training and Employment of Ph.D.s in Mass Communication. Journalism Monographs No. 42.**

Association for Education in Journalism.

Pub Date Nov 75

Note—38p.

Available from—Prof. Harold Wilson, AEJ Publications Manager, School of Journalism and

Mass Communications, University of Minnesota, Minneapolis, Minnesota 55455 (\$2.50)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Career Opportunities, Demand Occupations, \*Doctoral Degrees, \*Educational Supply, \*Employment Opportunities, \*Employment Trends, Higher Education, Journalism, \*Mass Media, National Surveys

This paper reports on two census surveys, one focusing on Ph.D. supply patterns of the past five years and the other probing the anticipated demand for new faculty in the next five years. Information on Ph.D. supply patterns was obtained by mailing questionnaires to administrators or faculty members responsible for the mass communications programs at 17 major universities. Information on the anticipated demand for Ph.D.s was obtained through a one-page questionnaire sent to each of the 136 department heads, chairmen, and directors listed on the Association for Education in Journalism Executive Secretary's mailing list. The results of the surveys are discussed and so are the factors that might influence a change in either the supply or the demand curve for future Ph.D.s. (RB)

**ED 116 229** CS 202 432

**Connors, Mary M.**

**Prejudicial Publicity: An Assessment. Journalism Monographs No. 41.**

Association for Education in Journalism.

Pub Date Sep 75

Note—41p.

Available from—Prof. Harold Wilson, AEJ Publications Manager, School of Journalism and Mass Communications, University of Minnesota, Minneapolis, Minnesota 55455 (\$2.50)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Behavioral Science Research, \*Bias, Civil Rights, \*Court Litigation, \*Freedom of Speech, Higher Education, Journalism, Justice, Literature Reviews, Mass Media, \*News Media, \*News Reporting, Publicize

**Identifiers**—Free Press Fair Trial, \*Pretrial Publicity

Findings from the behavioral sciences suggest that prejudicial publicity can in some cases influence the outcome of a trial. Studies directed at the jury trial situation yield ambiguous results but provide some evidence that potential jurors can be prejudiced by pretrial publicity. However, the question "Does pretrial publicity bias the verdict?" has only begun to be addressed. In the jury situation, in order to influence the verdict, prejudicial information must survive a series of steps in the trial process: from the initial call as a juror, when the individual's role changes from that of private citizen to that of impartial observer, through deliberation and decision. Each step in the proceeding should make bias less likely to survive. The likelihood that prejudicial information will survive the trial and deliberation process is unknown, although evidence now exists to indicate that it can survive both. (RB)

**ED 116 230** CS 202 433

**Driscoll, Carol K.**

**First Amendment and the High School Press Adviser.**

Journalism Education Association, La Crosse, Wis.

Pub Date Jan 76

Note—17p.

Available from—Sister M. Rita Jeanne, Secretary/Treasurer, JEA, Sisters of Perpetual Adoration, St. Rose Convent, La Crosse, Wisconsin 54601 (\$1.50 member, \$2.50 non-member)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Civil Rights, \*Court Litigation, \*Faculty Advisors, \*Freedom of Speech, \*Journalism, Mass Media, Secondary Education, Student Publications

**Identifiers**—\*First Amendment

As journalism teacher-advisors become better trained and better organized professionally, they are more often following the lead of student journalists of the 1960s and clarifying their rights in court. Only two cases relevant to the advisor's First Amendment rights have been decided. Although both decisions were adverse to the advisors concerned, considerations other than First Amendment rights were of primary importance to the courts in each decision. Several out-of-court settlements have supported a trend toward granting advisors the same constitutional rights given students, and two pending cases should serve to further clarify the issue. However, taking a case



to court may not always be the wisest resolution. Litigation is costly and time-consuming, and a compromise may be much more effective if reached out of court instead. The key element in any compromise is that the groups concerned should be well informed about what the high school press may and may not do, how those rights are supported by the First Amendment, and why such an amendment must be exercised in a free, democratic society—even on the high school level. (RB)

**ED 116 231** CS 202 434

*Bowen, John*

**Captive Voices: Another Look.**

Journalism Education Association, La Crosse, Wis.

Pub Date Jan 76

Note—23p.

Available from—Sister M. Rita Jeanne, Secretary/Treasurer, JEA, Sisters of Perceptual Adoration, St. Rose Convent, La Crosse, Wisconsin 54601 (\$2.00 member, \$4.00 non-member)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Censorship, Financial Needs, \*Freedom of Speech, \*Journalism, National Surveys, School Publications, School Surveys, Secondary Education, \*Student Publications, Teacher Education

Identifiers—\*Captive Voices

This paper investigates the problems faced by the scholastic press, specifically, two of the charges leveled by the Commission of Inquiry into High School Journalism: those of censorship and the low priorities of journalism in the high school, as manifested by inadequate funding and training for advisers, teachers and students. Questionnaires were sent to 175 schools, selected through stratified sampling, with 94 responding. From the information gathered in this survey, it was concluded that the report contained in "Captive Voices" is guilty of sweeping generalizations and over-simplification. Further, there appears to be general agreement on the charge that censorship is widespread, but there is little agreement on other charges lodged in the report. Generally, respondents indicated that journalism in the schools has an equal priority with all areas in the school except sports. A majority of the advisors responding said they were not assigned to the press against their will, although they indicated that they were not well compensated for their time and added responsibilities. (RB)

**ED 116 232** CS 202 435

*Parker, Marilyn K.*

**MADD About Good Books.**

Pub Date 75

Note—9p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (65th, San Diego, California, November 26-29, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Art, \*Childrens Books, Childrens Literature, \*Creative Activities, Dance, Drama, Elementary Education, \*Enrichment Programs, \*Literature Appreciation, Music, Summer Programs

Identifiers—\*Arts Impact Program, Ohio (Columbus)

The MADD (music, art, dance, and drama) About Good Books program is a summer Arts Impact program for students in grades 3-6 offered by the Columbus, Ohio Public Schools. Conducted by two literature teachers, the 1975 summer program got under way as the children set the stage by constructing a large tree, for reading and chatting under, and erecting a white picket fence, for advertising favorite books with graffiti. Books were then introduced, discussed, and read. An arts focus helped the entire group to share books through slide making, dance interpretations, character portrayals, and musical representations of characters and themes. The process can easily be adapted to a single teacher classroom. (A list of popular book titles is included.) (JM)

**ED 116 233** CS 202 436

*Malmstrom, Jean*

**Spelling: A Psycholinguistic Rationale for Teaching.**

Pub Date 75

Note—11p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (65th, San Diego, California, November 26-29, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Deep Structure, Elementary Education, \*Learning Processes, \*Psycholinguistics, \*Psychomotor Skills, \*Spelling, \*Spelling Instruction, Structural Linguistics, Surface Structure, Syntax, Teaching Methods

Two crucial factors in teaching spelling are the teacher's understanding of the material to be learned and the teacher's understanding of the nature of the learner. Psycholinguistics is relevant to both the material and the learner. In teaching spelling, it is possible to draw insights from behavioral and cognitive psychology as well as from Noam Chomsky's theory that language has both deep and surface structure. The English spelling system which reflects the underlying abstract meaning of words is discussed in its relationship to students' syntactic maturity. Teachers must select words and ideas within the possible range of students' understanding. It is concluded that English spelling patterns are definitely related to sound sequences. (TS)

**ED 116 234** CS 202 437

*Lamberg, Walter J.*

**Evaluating and Increasing the Effectiveness of Instruction in Writing.**

Pub Date 75

Note—12p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Autoinstructional Programs, \*Composition (Literary), \*Evaluation, Independent Study, Individual Instruction, \*Measurement Techniques, Narration, Secondary Education, Teaching Techniques, \*Writing

The purpose of this article is to suggest the value of a research tool which has rarely been used in studies in instruction in writing: baseline measurement of group and individual performances. This approach was used in examining the results of a study of a self-instructional program in narrative writing which was prepared for and tested by secondary school students. During instruction, a process approach to writing, students were taught to use a set of questions to systematically and sequentially select a subject for a narrative, to develop a rough draft, and to make additions to expand the narrative. The goal of instruction was that students would achieve and/or maintain control of the structure of the narrative while learning to expand their narrative for the sake of completeness, development, and interest. An instrument was designed to measure three qualities indicative of control of structure and three characteristics of expansion. Of the 27 students who completed the program, the majority showed positive pretest-posttest changes in the variables related to expansion and demonstrated control of structure on both pretests and posttests. The baseline measures were found to be very useful. (JM)

**ED 116 235** CS 202 438

*Ferguson, Rowena*

**Editing the Small Magazine. 2nd Edition Revised.**

Pub Date 19 Jan 76

Note—218p.

Available from—Columbia University Press, 562 West 113th St., New York, New York 10025 (\$10.00 cloth, \$3.95 paper)

Document Not Available from EDRS

Descriptors—Content Analysis, \*Editing, Higher Education, Journalism, Layout (Publications), \*Periodicals, \*Publicize, \*Publishing Industry, \*Reading Interests, Writing

Designed for the aspiring journalist and the professional editor, this revised second edition serves as a standard reference work as well as an ideal means of keeping abreast of new trends and developments in the editing of small magazines. It describes the latest technological developments in type-setting and production; discusses and evaluates new trends in the style, design, and format of the small magazine; and contains suggestions on how to use photographs, artwork, and color both effectively and inexpensively. A new chapter added to this second edition reviews the current state of the magazine world in general, highlighting the key topics of reader interest and commercial viability. (RB)

**ED 116 236** CS 202 439

*Gay, Judy Tweney, Ryan D.*

**Development of Linguistic Comprehension and Production in Lower-Class Black Children.**

Pub Date 75

Note—19p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Elementary Education, \*Language Development, \*Language Research, Linguistic Competence, Lower Class Students, \*Negro Dialects, \*Nonstandard Dialects, \*Oral English, Social Factors

This study attempted to assess the linguistic competence of black lower-class speakers within each of two language systems: standard English and Black English. The subjects were 72 black kindergarten, third-, and sixth-graders in a predominantly black community in Toledo, Ohio. All children attending the school were considered lower-class, since 90 percent of the children's families were on ADC and 100 percent of the children were eligible for the federal school lunch program. A variation of the Fraser, Bellugi, and Brown test of imitation, production, and comprehension of grammatical contrasts was used. The following categories were used to generate four practice items: affirmative/negative, change in noun, and prepositions. Eight categories were used to generate 24 sentence pairs for the test itself. Sentence pairs were in both Black and standard English. A speech production task was also used. The results showed that production of Black English decreased significantly with age. This finding suggests that, at least in a school setting, older black children have the ability to respond orally to a language task in standard English if they perceive the situation to be one in which they should do so. (TS)

**ED 116 237** CS 202 440

*Wacht, Francine G.*

**The Adolescent in Literature.**

Pub Date 75

Note—19p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (65th, San Diego, November, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Adolescence, \*Adolescent Literature, Course Content, \*Course Descriptions, Course Objectives, \*English Instruction, Literary Genres, Secondary Education, \*Thematic Approach

This paper describes a one-semester high school course which introduces students to well-written contemporary novels in which the main character is an adolescent. Eight novels are read, and five of these are the core of the course: "The Catcher in the Rye," "A Separate Peace," "The Temple of Gold," "The Man Without a Face," and "Night." The students discuss these books in terms of various literary concepts such as plot, conflict, setting, tone, style, symbolism, characterization, point of view, and theme. A number of writing assignments are eventually based on these terms. Students also read and report on a novel of their choice. Other aspects of the course, such as writing assignments, class discussions, creative projects, short and feature-length films, and student-written evaluations of the course are discussed. (TS)

**ED 116 238** CS 202 442

*Courts, Patrick L.*

**The Student-Centered Freshman Composition Course: A Rationale and Model.**

Pub Date 75

Note—7p.; Paper presented at the Annual Meeting of the New York State English Council (25th, Buffalo, October 9-11, 1975); Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Class Activities, \*College Freshmen, \*Composition (Literary), Course Content, \*Course Descriptions, English Instruction, Higher Education, \*Student Centered Curriculum, \*Teaching Models

The purpose of this paper is to briefly describe what student-centeredness means and how it differs from more traditional modes of teaching-learning, and then to exemplify how the student-centered approach might work in a freshman composition course. Following a statement of objectives for a student-centered composition course is a discussion of the kinds of activities that were used in a student-centered composition course at the State University College at Fredonia, New York. (RB)

**ED 116 239** CS 202 447

*Carlson, Robert O., Ed.*

**Communications and Public Opinion: A Public Opinion Quarterly Reader.**

Pub Date 75

Note—629p.

Available from—Praeger Publishers, Incorporated, 111 Fourth Avenue, New York, New York 10003 (\$7.95 paper)

Document Not Available from EDRS

Descriptors—\*Behavior Patterns, Communication (Thought Transfer), \*Communications, Higher Education, Journalism, \*Mass Media, \*Measurement Instruments, Media Research, Political Issues, \*Public Opinion, Research Methodology, Social Change

The phenomenon of the close relationship between communication and public opinion is shown in this book to have played a major role historically in the measurement of support for political policies, officials, and candidates. The communications media influence public opinion and are subject to it; yet the precise nature and definition of public opinion, the methods by which it can be identified, the extent of its influence on behavior all have produced widely diverse viewpoints. Comprised of selected articles from the "Public Opinion Quarterly," the book includes work from more than 40 leading scholars in the field of communications research. (RB)

ED 116 240

CS 202 448

Lefevre, Andre

Translating Poetry: Seven Strategies and a Blueprint.

Pub Date 75

Note—122p.

Available from—Humanities Press, Incorporated, Atlantic Highlands, New Jersey 07716 (\$12.00 paper)

Document Not Available from EDRS

Descriptors—\*Comparative Analysis, Creative Writing, Evaluation Methods, Greek Literature, Higher Education, Literary Analysis, \*Literature, \*Poetry, \*Translation

Identifiers—Catullus, \*Comparative Literature

This book investigates the problems and possibilities in the translation of literature, especially poetry. The investigation is based on a comparison between Catullus' sixty-fourth poem and English translations of it published between 1870 and 1970. Several strategies for translating are analyzed, and their comparative merits and faults are discussed. The book also tries to describe the position translation and translation studies should occupy in the wider context of the study of comparative literature. Some of the topics discussed are metrical translation, translating poetry into prose, rhyme, blank verse, imitation, tradition, society's attitudes, assumptions about literature, and translation and the study of literature. The book is in part intended to provide guidelines for translating poetry and literature in general. (TS)

ED 116 241

CS 202 449

Patterson, Margaret C.

Literary Research Guide.

Pub Date 76

Note—361p.

Available from—Gale Research Company, Book Tower, Detroit, Michigan 48226 (\$18.50 cloth)

Document Not Available from EDRS

Descriptors—American Literature, \*Annotated Bibliographies, Educational Research, English Literature, Higher Education, Indexes (Locators), Literary Analysis, \*Literature, \*Literature Guides, \*Research Reviews (Publications), \*Resource Guides, World Literature

Primarily an evaluative, annotated bibliography of reference books and periodicals on American and English literature, this research guide also lists useful sources for research in other national literatures, and more than 300 reference books in literature-related subject areas. The introduction includes a key to abbreviations and instructions for use of the guide, as well as a short-title table of contents. The twenty-one sections include general guides to reference books and research procedures, bibliographies of bibliographies, annual bibliographies, monthly bibliographies, abstracting services, indexing services, English literature, Irish literature, Welch literature, Scottish literature, American literature, comparative literature, and world literature. Also included are a reference section which lists resources related to abbreviations and acronyms, anonymous literature and pseudonyms, autobiographies, awards, books in print, computer research, and library collections; a description of the Dewey Decimal Classification System; and a glossary of bibliographical terms. (TS)

ED 116 242

CS 202 450

Judy, Stephen N.

Explorations in the Teaching of Secondary English: A Source Book for Experimental Teaching.

Pub Date Apr 75

Note—265p.

Available from—Harper and Row Publishers, 10 East 53rd Street, New York, New York 10022 (\$7.95 paper)

Document Not Available from EDRS

Descriptors—\*Composition (Literary), Creative Dramatics, Creative Teaching, Educational Problems, \*English Instruction, Experimental Teaching, \*Learning Activities, \*Literature Programs, Mass Media, Oral English, Secondary Education, \*Teaching Methods

This book contains ideas and numerous practical examples for instructors interested in designing their own method for teaching secondary English. Each chapter focuses on a single issue or problem, practical or theoretical, which English teachers face in today's schools. An introductory essay on each topic surveys the dimensions of the problem and suggests some ways in which it can be approached. At the close of each chapter are activities to think about, talk over, and do. Discussed are such topics as language, experience, and the teaching of English; a history of the teaching of English; standards and structure; the process of composing; writing; personal engagement with literature; literature programs; the classroom environment; classroom drama; mass media and English; alternatives to the study of grammar; and evaluation and grading. (TS)

ED 116 243

CS 202 451

Eberhard, Wallace B.

Publication Management: Journalism Education's Stepchild?

Pub Date 75

Note—12p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Ottawa, Canada, August, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Administrator Education, College Curriculum, \*Course Content, Higher Education, \*Journalism, \*Management Education, National Surveys, \*Newspapers, \*Publications

Identifiers—\*Journalism Education

This study was undertaken to get an overview of the status of publication management courses and programs in journalism education. A one-page questionnaire containing eight questions was mailed to the deans, directors, and department heads and chairpersons of all U.S. journalism departments and schools listed in the January 1974 issue of "Journalism Educator." The survey results showed that management-type courses are taught at slightly less than half the journalism schools and departments, and about seven percent of those schools have a structured major or sequence for those who anticipate a career in print media management; most journalism educators personally feel there is a need for these kinds of courses in the journalism curriculum; and journalism schools and department are hard pressed these days to keep up with demands to offer sufficient sections of basic offerings. (RB)

ED 116 244

CS 202 452

Schrank, Jeffrey

Deception Detection: An Educator's Guide to the Art of Insight.

Pub Date 75

Note—154p.

Available from—Beacon Press, 25 Beacon Street, Boston, Massachusetts 02108 (\$8.95 cloth)

Document Not Available from EDRS

Descriptors—Body Language, Consumer Education, Creative Writing, Higher Education, Logic, Mass Media, \*Nonverbal Communication, Perception, \*Persuasive Discourse, \*Propaganda, \*Publicize, Secondary Education, \*Visual Literacy

This book argues that developing insight into the ordinary is a major part of education. Each of the five chapters contains ideas and activities designed to help students and teachers sharpen their perception of their day-to-day physical and social environment. "Survival Skills in a Consumer Society" examines the way people are persuaded to consume. The emphasis is on analyzing the language of advertising and on corporate control of the marketplace. "Nonverbal Communication" examines the uses of body language and

gestures (kinesics), the arrangement and use of space (proxemics), and the message of the immediate physical environment. "A Primer in Mind Management" focuses on media deception and the messages presented by entertainment programming, news as propaganda, and pseudo-events. "Creativity Training" discusses the educational obsession with logic and explores non-logical ways to approach problems, with an emphasis on creative writing. "Visual Awareness" explores the assumption that seeing is a natural habit learned early in life that needs no conscious development. (TS)

ED 116 245

CS 202 458

Jackson, Jill, Ed. And Others

A Handbook for Using the Newspaper in the Classroom.

Rocky Mountain News, Denver, Colo.

Pub Date 75

Note—91p.; Some pages may not reproduce due to small type

Available from—Rocky Mountain News, P.O. Box 719, Denver, Colorado 80201 (\$2.50 paper)

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Elementary Secondary Education, \*Instructional Materials, \*Instructional Media, \*Journalism, Language Arts, \*Learning Activities, News Media, \*Newspapers, Publicize, Social Sciences

This book is a guide to using the newspaper as an instructional tool in the classroom. The objectives are to help students become informed about and interested in what is happening in the world; to learn to read the newspaper intelligently; to help students realize the impact of newspapers on the public; to develop within the students a lasting interest in the reading of newspapers; and to increase and strengthen the skills acquired in other subject areas, especially those in the language arts and social studies. The handbook includes information about how the newspaper is constructed, the function of different newspaper sections, newspaper terminology, propaganda and the newspaper, news reports, editorials, sports, comics, freedom of the press, and the history of the "Rocky Mountain News." Also included are various activities for social studies, language arts, non-readers and beginning readers, science, math, foreign language, and art. (TS)

ED 116 246

CS 501 157

King, Corwin P.

"TOPOI" and the Generation of Discourse: A Critical Analysis.

Pub Date Dec 75

Note—17p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (61st, Houston, Texas, December 27-30, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Analytical Criticism, \*Communication (Thought Transfer), \*Discourse Analysis, Educational Research, Information Theory, Literature Reviews, \*Rhetoric, Rhetorical Criticism, \*Speech, Theories

Identifiers—Speech Communication, \*Topoi

Literally defined, topoi are places in the mind where items of information (ideas, arguments, etc.) may be stored. The purpose of this paper is to conduct a critical analysis of a number of studies which have appeared in communication literature on the concept of topoi and to discuss the function of topoi in communication. Utilizing the Aristotelian concept of topoi, a number of writers, including Bacon, Wilson, and Arnold, have developed topical systems of their own. All systems are based on the fundamental principle that topoi can provide one with a procedure for searching one's memory in order to discover material appropriate to any particular subject. The studies discussed in this paper affirm that topoi do seem to facilitate the generation of discourse for a variety of communicative contexts and a number of communicative tasks. It is concluded that topoi provide an area for additional investigation, one with great practical and theoretical implications. What is needed is to build on the possibility that topoi can improve the generation of discourse by looking more closely at what topoi do, how well, and in which forms in various communicative contexts. (TS)

ED 116 247

CS 501 186

Kramer, Cheris

Excessive Loquacity: Women's Speech as Represented in American Etiquette Books.

Pub Date Jul 75

Note—25p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (Austin, Texas, July 10-12, 1975); Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Cultural Factors, \*Females, Literary Analysis, Reference Books, \*Sex Differences, \*Sex Role, Sex Stereotypes, \*Speech Habits, Speech Instruction

**Identifiers**—\*Etiquette Books

This paper examines etiquette books as repositories of cultural beliefs about the differing ways men and women should talk and the beliefs about the differing ways men and women actually talk. Etiquette books published in the past 150 years are examined to measure consistency or change in these beliefs, and the implications of the study for actual conversations between men and women are briefly discussed. Some of the conclusions reached by this study are that according to etiquette books women should not gossip but men can; men should not discuss politics in the company of women; women are advised to talk little but smile a lot; men are sometimes advised not to yell, but women at all times should be serene; while men are advised not to use too much slang, women should never use slang; and swearing or profanity should not be practiced by either sex but especially not by women or by men in the company of women. It is concluded that etiquette rules have changed little over the years and that these rules do have an impact on our speech behavior. (TS)

**ED 116 248** CS 501 188

Hart, Roderick P. And Others

**Rhetorical Sensitivity and Communicative Competence.**

Pub Date Dec 75

Note—43p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (61st, Houston, Texas, December 27-30, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Audiences, Behavior Patterns, \*Communication (Thought Transfer), Educational Research, Higher Education, Human Relations, \*Interpersonal Competence, \*Interpersonal Relationship, Literature Reviews, \*Models, \*Social Relations

**Identifiers**—\*Rhetorical Sensitivity

In this essay, the authors explore rhetorical sensitivity and the behaviors that characterize the rhetorically sensitive person as defined by Hart and Burks in a paper entitled "Rhetorical Sensitivity and Social Interaction." Rhetorical sensitivity is viewed as an attitude toward encoding information obtained in social situations. After briefly summarizing the principles of rhetorical sensitivity, the authors detail the means employed to assess the features possessed by rhetorically sensitive individuals, the theoretical worth of the construct, and the directions for future research in the area. Recent research on rhetorical sensitivity is reviewed and some of the data is included in this paper. At the present time, the principles of rhetorical sensitivity are not viewed as behavioral guidelines useful for measuring interpersonal competence. (RB)

**ED 116 249** CS 501 192

Non-Graded Mini Courses Grades 10, 11, 12.

Charleroi Area Junior-Senior High School, Pa.

Pub Date 75

Note—97p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Communication (Thought Transfer), Composition (Literary), \*Curriculum Guides, \*Language Arts, \*Literature Appreciation, \*Nongraded Classes, Secondary Education, \*Short Courses, Speaking, Theater Arts

The courses presented in this curriculum guide have been developed according to the premises that reading should be approached humanistically and that speaking and writing should emphasize the understanding of processes and the developing of skills for oral and written communication. Every tenth grade student must take a basic communication course, and every student must select at least four minicourses (nine weeks) each year out may elect as many additional minicourses as scheduling allows. Each minicourse in the guide outlines a general goal, specific objectives, course content, the learning experience, evaluative

criteria, and a bibliography. There are 20 literature, 5 speaking, 5 theatre, and 7 writing minicourses. (JM)

**ED 116 250** CS 501 196

Burhans, David T., Jr. Gaske, Paul C.

**Establishing Employment Relationships with Business and Government Hiring Agents.**

Pub Date 75

Note—34p.; Paper presented at the Annual Meeting of the Speech Communication Association (61st, Houston, December, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Business, Career Education, Communication (Thought Transfer), Employer Employee Relationship, \*Employers, \*Employment Opportunities, \*Government Employees, Higher Education, \*Speech Education, \*Teacher Education

This paper argues that communication educators must address themselves to the tasks of assuring the career relevance of the education they provide, and communicating that relevance to the potential employer of those they educate. The purpose of this paper is to offer some guidance for communication educators interested in communicating with and establishing employment relationships with business and government hiring agents. Such topics are discussed as why communication educators should establish employment relationships with business and government, who should establish these employment relationships with business and government hiring agents, how to establish employment relationships with business and government hiring agents, determining and describing the career relevance of each department's communication education, identifying the persons with whom employment relationships should be established, and establishing employment relationships with business and government hiring agents. (TS)

**ED 116 251** CS 501 197

Bohn, Thomas W. Stromgren, Richard L.

**Light and Shadows: A History of Motion Pictures.**

Pub Date 75

Note—520p.

Available from—Alfred Publishing Co., Incorporated, Educational Publishers, 75 Channel Drive, Port Washington, New York 11050 (\$8.95 paper)

**Document Not Available from EDRS**

**Descriptors**—Film Production, \*Films, Film Study, \*History, Media Technology, Sound Films, Special Effects

This book presents a history of the experiences (cultural, economic, and political) which influenced artistic expression in film and those which influenced the advancement of the film industry (technological, managerial, and distribution). The book is divided into three parts. Part one presents the beginnings of film and continues through the technological improvements and artistic development that began the film industry; part two discusses the problems, frustrations, and inspirations which came from the added dimension of sound; and part three focuses on an international renaissance, the simultaneous arrival of television, a crucial court decision, political pressures, and the new realism which began after World War II. Each of the three sections contains a concluding chapter which serves as an overview of the period. A selected bibliography and name, film, and general indexes conclude the book. (JM)

**ED 116 252** CS 501 198

McPhee, Robert D.

**Derivation and Test of a New Model of Message-Attitude-Behavior Relations.**

Pub Date 75

Note—35p.; Paper presented at the Annual Meeting of the International Communication Association, 1975

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Behavior Patterns, \*Beliefs, \*Communication (Thought Transfer), Higher Education, Human Relations, \*Models, \*Social Attitudes, Social Behavior

**Identifiers**—\*Belief Structures, Communication Research

This paper describes and reports research on a model of the determination of behavioral intention by belief structures, derived from a theory proposed by Don Dulany in 1968. The new model construes "belief structures," and defines message variables, in ways suggestive for communication research. Findings reported support several propositions suggested by the model, and are generally consistent with the model, though not strongly supportive of it. Suggestions are made for future research. (Author)

Research. Findings reported support several propositions suggested by the model, and are generally consistent with the model, though not strongly supportive of it. Suggestions are made for future research. (Author)

**ED 116 253** CS 501 199

Avery, Robert K. Tiemens, Robert K.

**The Syntax of Visual Messages: An Empirical Investigation of the Asymmetry of the Frame Theory.**

Pub Date 75

Note—26p.; Paper presented at the Annual Meeting of the Speech Communication Association (61st, Houston, December 27-30, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Aesthetic Education, \*Cognitive Processes, \*Color Presentation, Communication (Thought Transfer), Educational Research, Eye Movements, Measurement Instruments, \*Pictorial Stimuli, Semantic Differential, \*Slides, \*Visual Perception

**Identifiers**—\*Frame Theory

The purpose of this study was to determine if the reversal (i.e., mirror image) of a two-dimensional visual image would affect viewers' perceptions of selected aesthetic dimensions, using semantic differential scales as criterion measures of visual meaning. One hundred-twenty-five students who were enrolled in a basic introduction to mass communication class at the University of Utah were randomly assigned to two experimental treatments. While caution must be taken in generalizing the results of this preliminary study to other visuals and other populations, there appears to be little doubt as to the potential value of semantic differential scales for future visual communication research. This study suggests that a more ambiguous visual presentation may facilitate the measurement of responses to aesthetic elements. It may be necessary to eliminate color, at least initially, since there is little known about the possible interaction of various colors with other visual dimensions. (RB)

**ED 116 254** CS 501 200

McGee, Michael C.

**Observations on the Theory of "Movement."**

Pub Date 75

Note—27p.; Paper presented at the Annual Meeting of the Speech Communication Association (61st, Houston, December 27-30, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Analytical Criticism, Cultural Background, Higher Education, Historical Reviews, Persuasive Discourse, \*Rhetoric, \*Rhetorical Criticism, \*Sociocultural Patterns, \*Theories

**Identifiers**—\*Movement Theory

The purpose of this essay is to examine philosophy, history, sociology, and rhetoric with an eye toward demonstrating that the rhetorician is at least as well equipped to deal with the concept "movement" as other writers with different training. Rhetoricians have been preoccupied with moving men and not societies. A "macrorhetoric," in other words, seems possible by abstracting to a social or cultural level the traditional principles and operations of audience-oriented "microrhetoric." There is no difficulty in deciding what moves in society and history—arguments move. Rhetoricians also are symbolists and thus can beg the ethical problem of determining what progress really is or ought to be. Speculations about movement can be documented, giving rhetoricians a clear indication of which documents produced by which advocates seem to be most important in terms of producing or accommodating social and historical movement. Rhetoricians should not be bothered by problems of meaning; the rhetorician studies events in the past only as they have already been mediated by advocates—politicians, statesmen, and other historical figures—who had the power to legislate a movement in society with the arguments they made. (RB)

**ED 116 255** CS 501 201

Robinson, Gertrude Joch, Ed. Theall, Donald F., Ed.

**Studies in Canadian Communications.**

McGill Univ., Montreal (Quebec).

Pub Date 75

Note—187p.; Some pages may not reproduce due to small type

Available from—McGill University, Graduate Programme in Communications, Department of

English, P.O. Box 6070, Station A, Montreal, Canada (\$5.00)

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

**Descriptors**—Broadcast Industry, Communication Problems, \*Communications, Films, Higher Education, Information Networks, \*Information Theory, \*Mass Media, Media Technology, \*Social Factors

**Identifiers**—\*Canada

Canada provides a unique example of the way in which practical communication problems have produced an awareness of communication theory, policy, and practice. This book brings together a collection of essays which aim to philosophically, analytically, and historically explore the lessons to be gained from Canadian communications activity and highlight the many contributions that Canada has made to North American communications. The book contains such essays as "Communication Theory and the Marginal Culture: The Socio-aesthetic Dimensions of Communication Study" by Donald Theall; "Canadian Media Regulation" by Frank Peers; "Issues in Canadian Cultural Policy" by Hugo McPherson; "Communication: The State of the Canadian News Media" by Dick MacDonald; "The Politics of Information and Culture During Canada's October Crises" by Gertrude Robinson; "Canadian Communication Theory: Extensions and Interpretations of Harold Innis" by James Carey; and "Moloch or Aquarius: Strategies for Evaluating Future Communications Needs" by Gordon Thompson. (TS)

**ED 116 256**

CS 501 202

Ware, P. Dale

**Broadcasting Student Internships: Put Them in Writing.**

Pub Date 75

Note—10p.; Paper presented at the Annual Meeting of the Western Speech Association (Seattle, November, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Broadcast Television, \*Contracts, Educational Programs, Higher Education, \*Internship Programs, Learning Experience, \*Radio, \*Television

A written broadcasting internship contract has proved to serve the best interests of the intern, the school, and the radio or television station. Among other things, such a contract can specify the commitments of the intern and the advisors, the hours and times of station work, the academic credit to be earned, and the learning experiences to be encountered. The binding nature of the written contract compels the fulfillment of the obligations of all parties and the quality of learning is superior to that in a no contract situation. (An appendix contains a modified sample of an internship contract with a radio station.) (JM)

**ED 116 257**

CS 501 203

Sanders, Gerald H.

**Debate as a Paradigm for Demonstrating Skills in Argumentation and Logic.**

Pub Date 74

Note—16p.; Paper presented at the Annual Meeting of the Speech Communication Association (60th, Chicago, December 26-29, 1974)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Debate, Evaluation Methods, Higher Education, \*Logic, Models, \*Persuasive Discourse, Secondary Education, \*Speech

This paper argues that the judge who uses argumentation and logic as the sole criteria for determining the winner of an academic debate sees debate as an intellectual contest with speech being only an incidental element. A paradigm for judging is presented and discussed in terms of the following core concepts: analysis, investigation, evidence, reasoning, refutation, and rebuttal. Analysis is the arriving at an understanding of the proposition and the discovering of the inherent issues. Investigation is the process of accumulating information about a proposition. Evidence is an informative statement believed by the listener and employed by an arguer to secure belief in another statement. Reasoning is the process by which we infer a conclusion from premises. Refutation is the attempted destruction of the opponent's argument. Rebuttal is the attempted rebuilding of an argument once it has been attacked. It is concluded that this paradigm is an excellent one for judging an academic debate. (TS)

**ED 116 258**

CS 501 204

Weisenborn, Ray E.

**Debate as a Paradigm for Demonstrating Skills in Communication and Persuasion.**

Pub Date 74

Note—17p.; Paper presented at the Annual Meeting of the Speech Communication Association (60th, Chicago, December 26-29, 1974)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Communication Skills, \*Debate, Evaluation Methods, Higher Education, Models, \*Persuasive Discourse, Secondary Education, \*Speech

This paper presents a paradigm based upon four premises: persuasion is any means employed to make someone respond in a predetermined manner; persuasion is at its best in formal debate; debate should encourage judges to place confidence in debaters' credibility; and debating is an art in which the participants must be fully aware of their role as individuals communicating with other individuals. A figure of the paradigm is presented and contains the following elements: audience or judge, communication skills, persuasion skills, formal debate, and persuasion syndrome. The paradigm illustrates that debate is primarily a persuasive process within a larger persuasive syndrome; it is an arena for the exhibition, utilization, and application of interpersonal communication skills. The standards which a judge should adhere to when judging a debate utilizing this paradigm are discussed. (TS)

**ED 116 259**

CS 501 205

Muchmore, John Michael

**The Community College and Career Communication: An Unlimited Opportunity.**

Pub Date 75

Note—11p.; Paper presented at the Annual Meeting of the Speech Communication Association (61st, Houston, December 27-30, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Career Awareness, \*Career Education, \*Communication (Thought Transfer), \*Community Colleges, Educational Problems, Junior Colleges, Speech Curriculum, \*Speech Education, Speech Instruction

This paper argues that career education should blend "vocational education," "general education," and "college preparatory education" into a new curricular design. Career education should not be thought of as "vocational technical education," nor should career education be looked upon unfavorably, as it sometimes is. Some of the problems of speech communication and career education are discussed. Robert Pirsig's novel "Zen and the Art of Motorcycle Maintenance" is examined in terms of career education and speech communication, and it is concluded that students and teachers must start taking advantage of the unlimited opportunity career education offers. (TS)

**ED 116 260**

CS 501 208

Pietila, Veikko

**Alienation and Use of the Mass Media.**

Pub Date 70

Note—17p.; Reprinted form "Acta Sociologica" Vol. 13, 1970

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Audiences, \*Content Analysis, Higher Education, \*Information Dissemination, \*Mass Media, Media Research, Newspapers, Radio, Television Viewing

**Identifiers**—\*Alienation

Several studies in media viewing have examined the hypothesis that alienation correlates with the consumption of escape-type content from the mass media. In order to interpret this result, alienation was considered as a process beginning with difficulties in situation definitions. It was assumed in this study that heavy information of the mass media offers such definitions. In the beginning of the alienation process people thus feel difficulties in defining the situations and assumedly react in such a situation compensatively, with heightened intake of heavy information. If this does not help in defining situations, a second reaction, restriction of or withdrawal from heavy information is plausible. Some results supported this interpretation, but there were conflicting results, too. (Author/RB)

**ED 116 261**

CS 501 209

Beekman, Susan J.

**Sex Differences in Nonverbal Behavior.**

Pub Date 75

Note—33p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, August 30-September 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Behavioral Science Research, Behavior Patterns, Body Language, \*Interpersonal Relationship, \*Nonverbal Communication, Sex (Characteristics), \*Sex Differences, Sex Stereotypes

This study was designed to evaluate the effects of both sex of subject and sex of partner with respect to a wide variety of nonverbal behaviors. The subjects were 44 men and 44 women graduate professional students at the University of Chicago. The behaviors were coded from videotapes of 88 dyadic conversations where each subject participated in one conversation with a stranger of the same sex and one conversation with a stranger of the opposite sex. A total of 54 behavioral variables were derived from the ratings and grouped into eight general categories: behaviors related to speaking turns, back channel behaviors, filled pauses, laughing and smiling behaviors, gazing behaviors, postural shifts, hand movement, and foot movement. It was concluded that sex of subject, but not sex of partner, had a significant effect on many of the nonverbal behaviors displayed during the conversations. Sex differences in the correlation between subjects' scores on the behavioral measures and their scores on several personality measures on a post-conversation questionnaire were used to generate hypotheses linking specific behavioral differences between the sexes to more general differences between interpersonal styles. (TS)

**ED 116 262**

CS 501 211

Avery, Robert K.

**Access and Ascertainment: A Short History of the Issues.**

Pub Date 75

Note—27p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Seattle, November, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Broadcast Industry, \*Broadcast Television, Civil Rights Legislation, Communication Problems, \*Freedom of Speech, Legislation, \*Mass Media, Radio, Television

**Identifiers**—Broadcast Journalism, Fairness Doctrine, \*Media Access

The purpose of this paper is to trace the major developments which have served to shape the current issues of access and ascertainment as they relate to America's system of broadcasting. The various topics discussed include the origins of broadcast access, testing broadcast access and the law, the evolution of community ascertainment, revisions and criticisms of ascertainment, and an assessment of access and ascertainment. (TS)

## EA

**ED 116 263**

95

EA 007 711

Mazzarella, Jo Ann

**Accountability and Testing. NAESP School Leadership Digest Second Series, Number 5. ERIC/CEM Research Analysis Series, Number 20.**

National Association of Elementary School Principals, Washington, D.C.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Contract—OEC-0-8-0-080353-3514

Note—33p.

Available from—National Association of Elementary School Principals, 1801 North Moore Street, Arlington, Virginia 22209 (\$2.50)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Accountability, \*Criterion Referenced Tests, \*Educational Accountability, \*Educational Assessment, Educational Objectives, Elementary Education, Norm Referenced Tests, Principals, Secondary Education, \*Standardized Tests, State Programs

What is meant by "accountability" varies a great deal. It is not, however, the tools such as merit salary plans, voucher plans, and management techniques that are used to achieve accountability. Accountability has from its earliest days been tied to testing. In discussing testing, it

is necessary to discuss the pros and cons of standardized, or norm-referenced, tests and of criterion-referenced tests; to consider the numerous against testing in general; and to examine the suggestions for alternatives to the usual methods of assessing student achievement. An administrator faced with the decision of what methods of evaluation to use for accountability will find that there are no easy answers. Most authorities on testing seem to agree that traditional standardized testing is not adequate. Yet there is still a great deal of disagreement about which other methods can do the job best. It seems clear that, for the time being at least, all the best methods of assessment and evaluation are going to involve a great deal of time and money. The method of evaluation chosen depends on one's definition of accountability, which in turn depends on one's idea of what good education is. (Author/IRT)

✓ **ED 116 264** 95 **EA 007 729**

Schofield, Dee

**The Busing Controversy.** [NAESP] School Leadership Digest [Second Series, Number 6. ER-IC/CEM Research Analysis Series, Number 21.] National Association of Elementary School Principals, Washington, D.C.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Contract—OEC-0-8-0-080353-3514

Note—32p.

Available from—National Association of Elementary School Principals, 1801 North Moore Street, Arlington, Virginia 22209 (\$2.50)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Civil Rights Legislation, Court Litigation, Elementary Secondary Education, Equal Education, Federal Programs, Government Role, \*Integration Litigation, \*Integration Methods, \*Policy Formation, Political Influences, Political Issues, \*School Integration, School Law, \*Social Science Research, Student Transportation, Supreme Court Litigation

**Identifiers**—\*Busing

To understand the controversy over busing, it is necessary to understand the relationship between busing and the issues that are actually at the root of the controversy: desegregation and freedom of choice. Much of the political activity surrounding busing is a subtle transfer of attention away from the basic issue of desegregation. Other opponents to busing see it as another needless restriction on the freedom to choose one's residence and, concurrently, to choose the school to which one's children go. Because the Supreme Court has not rendered an absolute verdict on busing, school decision-makers are forced to live with the frequently fuzzy guidelines available. Congress and the President have adopted a wait and see stance that offers no leadership on the question. Social science research on busing is not helpful either as the research is not definitive in its findings. It is clear, however, that the attitudes of school officials and community leaders help to shape the attitude of the community and that the ultimate failure or success of busing and its goals, true integration and equality of educational opportunity, depends on the local community and its school leaders, not on Washington. (Author/IRT)

**ED 116 265** 95 **EA 007 730**  
**Selected Statistical Notes on American Education. 1975 Edition.**

National Center for Education Statistics (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—NCES-75-509

Pub Date 75

Note—25p.; Related document is ED 103 514

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01479-3, \$0.45)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Demography, \*Educational Finance, \*Educational Trends, Elementary Secondary Education, Graphs, Higher Education, \*School Statistics, \*Statistical Data, Student Enrollment, Tables (Data)

This booklet contains a collection of brief articles with accompanying statistical tables and graphs that were originally published in 1974 in

issues of "American Education." A variety of statistical data are presented in a series of two-page sections; taken together, these sections illuminate many of the current trends in American education. Included are data reflecting expenditures of state and local governments, school expenditures compared to personal income on a state-by-state basis, number of children in poverty families, number of students and teachers in public schools, enrollment and expenditures of public schools in large cities, number of higher education institutions, enrollment trends in higher education institutions, financial support of higher education, percentage of college students in different fields of study, and average lifetime income for men compared to years of school completed. (JG)

**ED 116 266** **EA 007 732**

Holleman, I. Thomas, Jr.

**The Use of the Power Structure in the Attainment of Educational Goals.**

Pub Date [75]

Note—11p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Community Control, Community Leaders, \*Community Organizations, \*Conceptual Schemes, Decision Making, \*Educational Policy, Elementary Secondary Education, Group Dynamics, \*Policy Formation, \*Power Structure, School Community Relationship

Acceptance or rejection of school policy hinges on the role played by formal and informal groups within the community power structure. Kimbrough's research suggests that formal groups are subordinate to the informal power structure in establishing policy, though formal groups make important contributions to decision-making. Some researchers support the view that important policy decisions are made by a few people in the informal power structure. Other scholars argue that the power is not monopolized by a small group but is diffused among many competing groups. This paper accepts both views; however, only one type of power structure can exist in a community at a given time. In the monolithic power situation, the informal power structure holds a complete monopoly of power. Where power is diffused among competing groups, the decision-making process seems to be much more complex; action will probably not occur until a policy has been widely considered by a number of subsystems within the community. The task of the school administrator is to identify the power structure in his community and to respond accordingly as the decision-making process progresses from one stage to another. (Author/JG)

**ED 116 267** **EA 007 741**

**What Do We Know About School Boards? What the Educational Research Community Has Learned About Local Governance of Schools. Research Report No. 1975-3.**

National School Boards Association, Evanston, Ill.

Report No.—RR-1975-3

Pub Date 75

Note—19p.

Available from—Director of Research, National School Boards Association, 800 State National Bank Plaza, P.O. Box 1496, Evanston, Illinois 60204 (\$3.50, quantity discounts)

**Document Not Available from EDRS**

**Descriptors**—Board Administrator Relationship, \*Board of Education Role, \*Boards of Education, Decision Making, Educational History, \*Educational Research, Elementary Secondary Education, \*Governance, School Community Relationship, \*Symposia, Trend Analysis

This publication summarizes the major themes and ideas expressed by 14 scholars who participated in an April 1975 symposium on current trends and developments in school board research. The report is intended primarily to enhance the awareness of school board members and other interested citizens about the history of school boards, about boards' relationships with other groups and agencies, and about how boards behave and the reasons for their behavior. Separate sections of the report focus on different areas of research that were discussed during the symposium, including historical development of the school board, school board behavior and decision-making, educational governance, and future prospects for school boards and school board research. (JG)

**ED 116 268** **EA 007 742**

**The People Look at Their School Boards.**

**Research Report No. 1975-1.**

National School Boards Association, Evanston, Ill.

Report No.—RR-1975-1

Pub Date 75

Note—47p.

Available from—Director of Research, National School Boards Association, 800 State National Bank Plaza, P.O. Box 1496, Evanston, Illinois 60204 (\$2.50, quantity discounts)

**Document Not Available from EDRS**

**Descriptors**—\*Board of Education Role, \*Boards of Education, Elementary Secondary Education, Governance, \*National Surveys, \*Public Opinion, Questionnaires, School Community Relationship, Statistical Data, \*Statistical Surveys, Tables (Data)

This publication summarizes the findings of a national survey conducted by the Gallup organization in December 1974 to investigate public awareness and perceptions of school boards. Approximately 1,500 adults throughout the nation were interviewed to gather data for the survey. The sampling procedure was designed to produce a statistically representative sample of the adult civilian population living in the United States. Respondents' views are summarized in numerous statistical tables that focus in turn on public attitudes toward school boards and school board members, the public image of school board members, public knowledge about school boards and their role, and how different segments of the public differ in their view of school boards. Also included are a detailed explanation of the sampling techniques used for the survey, as well as a copy of the survey questionnaire. (JG)

**ED 116 269** **EA 007 743**

Alvir, Howard P.

**Title IX, Sex-Role Stereotyping, Sex-Fair Guidance, and Third-Party Objective Evaluation and the Role of the Responsible Leader.**

Pub Date 1 Jan 76

Note—10p.

Available from—Loan copies available by sending self-addressed stamped envelope to Dr. Howard P. Alvir, 27 Norwood Street, Albany, New York 12203

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Administrator Role, Educational Administration, Evaluation Methods, \*Federal Programs, \*Guidelines, \*Leadership Responsibility, \*Program Administration, \*Program Evaluation, Sex Discrimination, Sex Stereotypes

**Identifiers**—Decision Oriented Evaluation System, DOES

According to the latest federal guidelines, all projects requesting funding must include the following program features: a systematic plan to eliminate existing sex bias and sex-role stereotyping and to avoid introducing these elements, a third-party objective evaluation of the program's learner benefits, and a strong emphasis on sex-fair guidance, counseling, placement, and follow-up services. Three articles that can help prepare educational leaders to deal with the federal guidelines include "The Role of the Responsible Leader in Developing Teacher-Prepared Research in Educational Technology," "The Role of the Responsible Leader in Evaluation Based Upon Counting Learner Benefits," and "D.O.E.S.—Decision-Oriented Evaluation Systems." According to these articles, three concerns emerge for responsible leaders: programs should be cost-effective, programs should be modularized, and programs should be transportable. The responsible leader provides input that stresses the values of these three program attributes. A Decision-Oriented Evaluation System (D.O.E.S.) looks at these three criteria as important yardsticks for measuring the success of any program. (Author/JG)

**ED 116 270** **EA 007 744**

Freeman, Thomas J.

**Leadership Models.**

Pub Date 75

Note—22p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Administrative Organization, Conceptual Schemes, Democratic Values, Horizontal Organization, \*Leadership, \*Leadership Styles, \*Models, \*Organizational Theories, Pyramid Organization, Vertical Organization



This paper discusses six different models of organizational structure and leadership, including the scalar chain or pyramid model, the continuum model, the grid model, the linking pin model, the contingency model, and the circle or democratic model. Each model is examined in a separate section that describes the model and its development, lists some proponents of the model, suggests when the model may be most effectively used, and discusses the model's relative strengths and weaknesses. (JG)

ED 116 271

EA 007 745

Freeman, Thomas J.

The Democratic System of Leadership.

Pub Date 75

Note—14p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Administrative Principles, Administrator Role, \*Decentralization, Decision Making, \*Definitions, \*Democratic Values, \*Leadership, \*Leadership Styles, Policy Formation

Different researchers have suggested a variety of definitions for democratic leadership. As there is no one generally accepted definition, it is difficult to categorically characterize a style as democratic. Democracy in a pure form is based on the assumption that no member of the group is superior to other members. In operation, no organization exists as a pure democracy and no leadership can exemplify pure democracy. Society and organizations recognize the person with superior judgment and special skill. People may discuss and agree on directions of action, but detailed activities are left to those to whom authority over these activities has been delegated. In considering leadership styles, there is a question of how much focus will be attached to the leader. Decentralization is an extension of delegation. Delegation refers mainly to the granting of authority and the creation of responsibility. Decentralization is the situation that results from a systematic delegation of authority. Decentralization of leadership increases opportunity for development of leaders; it does not preclude centralization of goal-setting, funding, and policy-setting. (Author/JG)

ED 116 272

EA 007 748

Speiker, Charles A. Buhl, Anthony J.

Organizational Planning: A Systems Approach.

Minnesota Association for Supervision and Curriculum Development.

Pub Date 74

Note—107p.

Available from—Dwight Lindbloom, 1300 West 106th Street, Bloomington, MN 55431 (\$2.75, quantity discount)

Document Not Available from EDRS

Descriptors—Change Strategies, Futures (of Society), \*Models, \*Needs Assessment, \*Organizational Change, \*Planning, Social Change, \*Systems Approach

Identifiers—MASCD, Minnesota Assn Supervision Curriculum Development

This book discusses the need for organizational planning in a rapidly changing society and examines how a systems approach to needs assessment can meet that need. In the foreword, futurologist Earl Joseph discusses the phenomenon of social change and need for systematic planning to anticipate and direct change. In chapter 1, the authors present an argument for empirically based planning and offer a six-step model of scientific planning. Chapter 2 describes in detail a 10-step needs assessment model developed by the Minnesota Association for Supervision and Curriculum Development (MASCD), focusing in turn on the purpose of each step and offering a strategy for implementing it. Chapter 3 suggests a number of additional resources and alternative strategies for accomplishing certain steps in the needs assessment model described in chapter 2. The appendix contains copies of various documents that were used by MASCD during the implementation of its needs assessment model. (JG)

ED 116 273

EA 007 751

Jenkins, Newell N. And Others

Formal Dismissal Procedures Under Illinois Teacher Tenure Laws.

Illinois Association of School Boards, Springfield.

Pub Date Mar 75

Note—71p.

Available from—Illinois Association of School Boards, 330 Iles Park Place, Springfield, Illinois

62718 (\$5.50, quantity discount; payment must accompany orders under \$10.00)

Document Not Available from EDRS

Descriptors—Administrative Policy, \*Administrator Guides, Court Cases, Educational Legislation, Elementary Secondary Education, \*Personnel Policy, School Administration, \*School Law, State Legislation, \*Teacher Dismissal, \*Teacher Employment, Tenure

Identifiers—\*Illinois

This handbook is designed to help Illinois school administrators and school board members achieve fairness and legality in teacher dismissal proceedings. In their discussion, the authors focus entirely on the procedures to be followed once it appears that dismissal is warranted; they make no attempt to define the legitimate causes for dismissal or to deal with the ways in which administrators can compile evidence to support their charges. Frequent references and citations refer to provisions of the School Code of the 1973 Illinois Revised Statutes and to relevant decisions of Illinois and federal courts. Because of this heavy emphasis on Illinois state law, the value of the handbook to school officials in other states will be somewhat limited. (Author/JG)

ED 116 274

EA 007 752

Booth, Ronald R. Carlson, Milton

How Collective Bargaining Affects Decision Making in Illinois Schools, 1974-75. A Research Report.

Illinois Association of School Boards, Springfield.

Pub Date Nov 75

Note—56p.; A related document is EA 007 753

Available from—Illinois Association of School Boards, 330 Iles Park Place, Springfield, Illinois 62718 (\$5.00, quantity discount; payment must accompany orders under \$10.00)

Document Not Available from EDRS

Descriptors—\*Collective Bargaining, Collective Negotiation, Decision Making, Elementary Secondary Education, Personnel Policy, School Administration, School Districts, \*School Surveys, Statistical Data, \*Tables (Data), \*Teacher Administrator Relationship, \*Teacher Employment

Identifiers—\*Illinois

This publication presents data gathered in a survey of the impact of collective bargaining on Illinois school districts. In September 1974, the Illinois Association of School Boards mailed a three-part questionnaire to the superintendent of each of its 932 member school districts. Completed questionnaires were returned by 739 districts, representing 71 percent of Illinois' 1,045 districts. The questionnaire produced three kinds of information, which are reported in three separate publications. This report deals with the impact of collective bargaining on school management decision-making, as indicated by responses to 46 key items that are common teacher union proposals in collective bargaining. The survey findings presented in this volume are organized in six chapters. Chapter 1 summarizes chapters 2-6 relative to key questions concerning teacher involvement in decision-making; the other five chapters focus in turn on decisions related to direct teacher benefits, decisions related to implied teacher benefits, decisions related directly to teacher security issues, decisions related to implied teacher security issues, and other decisions found in teacher proposals. Within each chapter, tables present data separately for districts in the Chicago area, districts outside the Chicago area, and for the state as a whole. (Author/JG)

ED 116 275

EA 007 753

Booth, Ronald R. Carlson, Milton

Collective Bargaining in Illinois Schools, 1974-75.

Volume 1—Current Status. A Research Report.

Illinois Association of School Boards, Springfield.

Pub Date May 75

Note—56p.; Related articles are ED 103 967 and

EA 007 752

Available from—Illinois Association of School Boards, 330 Iles Park Place, Springfield, Illinois

62718 (\$5.00, quantity discounts; payment must accompany orders under \$10.00)

Document Not Available from EDRS

Descriptors—\*Collective Bargaining, Collective Negotiation, Elementary Secondary Education, \*Negotiation Agreements, Personnel Policy, Questionnaires, \*School Districts, \*School Surveys, Statistical Data, \*Tables (Data), Teacher Associations, Teacher Employment

Identifiers—\*Illinois

This publication presents data gathered in a survey of the impact of collective bargaining on Illinois school districts. In September 1974, the Illinois Association of School Boards mailed a three-part questionnaire to the superintendent of each of its 932 member school districts. Completed questionnaires were returned by 739 districts, representing 71 percent of Illinois' 1,045 districts. The questionnaire produced three kinds of information, which are reported in three separate publications. This report presents data describing the current status of collective bargaining in Illinois; this segment of the survey made up the largest part of the questionnaire and produced the largest and most complex set of data. The survey findings presented in this volume are organized into five chapters that focus in turn on responding districts and their teacher organizations, economic benefits for teachers, language in bargaining contracts or policies, procedures for collective bargaining, and training of management negotiators. Within each chapter, tables present data separately for districts in the Chicago area, districts outside the Chicago area, districts in Northern Illinois, districts in Southern Illinois, and for the state as a whole. A copy of the survey questionnaire is included in the introduction. (Author/JG)

ED 116 276

EA 007 754

Cornett, Charles F.

An Analysis of Senate Bill 170, Ohio's Plan to Equalize School Finance.

Pub Date 75

Note—24p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Assessed Valuation, Educational Finance, Elementary Secondary Education, \*Equalization Aid, \*Finance Reform, Nonpublic School Aid, Property Appraisal, Property Taxes, Resource Allocations, School Taxes, State Aid, \*State Legislation, State Programs, \*Tax Allocation, \*Tax Effort, Tax Support

This document analyzes specific provisions of the Ohio bill that attempts to revise the state's system of school finance. The bill attempts to resolve differences in valuation, tax rate, and wealth while providing basic educational services as well as services to nonpublic schools and to handicapped and special students. On the negative side, the bill does little to solve the inherent inequalities of the property tax itself, does not address the problem of the cities that have to spend an excessive amount of their tax revenues on services other than education, does not resolve the differences in expenditures between rich and poor districts, does not keep pace with inflation, and does not address the question of how much per pupil expenditure is needed to provide a good education. On the positive side, the bill does allow low property valuation districts as much choice as more wealthy districts in deciding how much money to provide for their schools, does provide incentive for poor property wealth districts to increase their tax rates, does compensate for economic and enrollment changes, and does facilitate longer range planning. (Author/IRT)

ED 116 277

EA 007 757

Weatherman, Richard Harpaz, Itzhak

A Study of Special Education Directors in Minnesota.

Minnesota Univ., Minneapolis. Dept. of Educational Administration.

Pub Date Sep 75

Note—18p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Administration, Administrative Personnel, Administrator Education, Administrator Qualifications, \*Administrator Responsibility, \*Educational Administration, Elementary Secondary Education, \*Job Analysis, Managerial Occupations, \*Occupational Information, Regular Class Placement, \*Special Education, Special Programs, Task Analysis

Identifiers—\*Minnesota

This study undertook a systematic analysis of the position of special education director in Minnesota. Position analysis allows for a detailed cross-section analysis of a position in terms of authority and responsibility within an organization. The current study was conducted to determine the special education director's current operations tasks, his necessary behaviors, skill, knowledge, and attitudes. The task analysis revealed the main areas of the position fell under the following headings: procedures and policy making, program planning, research, and evaluation.

tion; organization and pupil services; personnel administration; school operations; office work; relations with the community; and budgeting/accounting. The analysis indicates that the position should include a master's degree in educational administration and/or special education, experience in public school administration, and training in program design and certification as required by the Minnesota State Department of Education. Also suggested is a basic understanding of the special education system; child development; laws, regulations, and guidelines pertaining to special education; local school organization; and community resources. (Author/IRT)

ED 116 278 EA 007 758

Wolf, Judith M.

**Designing and Implementing a Mainstream Course for Regular Early Educators.**

Pub Date Aug 75

Note—11p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Course Evaluation, Early Childhood Education, Educational Objectives, Exceptional Children, \*Handicapped Children, Program Content, Program Descriptions, \*Program Design, \*Regular Class Placement, \*Teacher Education, \*Teaching Methods, Teaching Techniques

Identifiers—\*Minnesota

The University of Minnesota and the Minnesota State Department of Education joined forces to design and implement a course to prepare regular educators to work with handicapped children. The purposes of the course were to present a rationale and philosophy for integrating special needs children into mainstream settings and to offer a variety of intervention strategies to accomplish mainstreaming in the classroom. The course content was selected by a modified goal analysis method. The following areas were designated as important and served as the content units in the course: normal child development, issues in integrating handicapped children into mainstream settings, parent involvement and training, attitudes and myths concerning handicapped children, identification and assessment techniques, behavior management, and programming skills with handicapped children. Students were exposed to a variety of teaching methods in the 10 sessions that made up the two-week course. The students evaluated each session and made recommendations. In the future, students could be clustered by background and need, topics could be organized into more palatable units, and course continuity could be assured by encouraging the instructor to play a more dominating role in instruction and selection of lecturers. (Author/IRT)

ED 116 279 EA 007 759

Duncan, F. Martin

**Task and Employee Oriented Styles of Behavior in Selected Minnesota School Administrators.**

Pub Date Aug 75

Note—73p.; Thesis submitted in partial fulfillment of the requirements for the Specialist degree at Mankato State University

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Administrative Personnel, \*Administrator Attitudes, Administrator Characteristics, Bibliographies, Data Analysis, Educational Administration, Elementary Secondary Education, \*Leadership Styles, \*Occupational Surveys, Tables (Data), \*Teacher Administrator Relationship, \*Teacher Morale

Identifiers—Minnesota

This study investigates the effect of different leadership styles on the group morale of school employees. The author bases his analysis on data collected from 304 randomly selected Minnesota school district administrators. Administrators were classified as either task-oriented or employee-oriented, according to their responses on the Least Preferred Coworker scale, a 16-item semantic differential scale. Employee group morale was rated by subjects on the 10-item Group Atmosphere scale. Analysis of the data showed a significant difference in group atmosphere between employees under task-oriented administrators and employees under employee-oriented administrators. In addition, administrator orientation appeared to change with increasing years of administrative experience; employee-oriented elementary principals had significantly more years administrative experience and more years in their

current position than did task-oriented elementary principals. (Author/JG)

ED 116 280 EA 007 760

Graham, Russell R.

**School Board Member Liability. Who Is Liable? Who Is Not Liable? What Can Be Done About It?**

Texas Association of School Boards, Austin.

Pub Date 75

Note—21p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Administrator Guides, Board of Education Role, \*Boards of Education, Civil Liberties, \*Court Cases, Elementary Secondary Education, Federal Legislation, Insurance Programs, Legal Problems, \*Legal Responsibility, \*School Law, Student Rights

Identifiers—Texas, \*Tort Liability, Wood v Strickland

This booklet examines the liability of school board members in light of the United States Supreme Court ruling in Wood v. Strickland and the provisions of Title VII of the 1964 Civil Rights Act. It was prepared specifically to inform Texas school board members of their legal rights and responsibilities; however, since Texas government officials are liable only under provisions of federal law, most of the discussion will be useful to school officials in other states as well. Different sections of the booklet examine the potential liability of board members, suggest how a school board should operate to avoid liability problems, discuss possible steps a school district can take to protect its board members from personal financial loss, and consider the pros and cons of purchasing liability insurance coverage for school board members. (JG)

ED 116 281 88 EA 007 761

**A Final Report by the National Advisory Council on Supplementary Centers and Services.**

George Washington Univ., Washington, D. C. National Advisory Council on Supplementary Centers and Services.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 25 Jun 75

Note—31p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Advisory Committees, \*Bibliographies, Educational Finance, Educational Legislation, Elementary Secondary Education, \*Federal Aid, Federal Government, \*Federal Programs, Government Publications, \*Government Role

Identifiers—\*Elementary Secondary Education Act Title III, ESEA Title III

This report on Title III of the Elementary and Secondary Education Act (ESEA) is the eighth in a series of Title III reports prepared by the National Advisory Council on Supplementary Centers and Services since 1967. This is the council's final report, which was released just prior to its official termination in June 1975. The first section of the report presents and discusses seven recommendations by the council for improving the federal government's contribution to education, particularly that part of the federal effort involving Title III and Title IV of the ESEA. The second section lists a total of 77 additional recommendations that were made by the council in its earlier reports and indicates whether or not each recommendation was adopted by the appropriate federal agency. The third and final section of the report lists all the various handbooks and reports published by the council from 1968 to 1975. (JG)

ED 116 282 95 EA 007 762

Bailey, Stephen K. And Others

**Significant Educational Research and Innovation:**

**Their Potential Contribution to Experimental Schools Design. A Report to the Experimental Schools Program.**

Syracuse Univ. Research Corp., N.Y. Policy Inst. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 29 Feb 72

Contract—OEC-0-72-0488

Note—161p.

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—\*Adoption (Ideas), Bibliographies, Community Involvement, Community Role, Diffusion, Educational Assessment, Educational Change, \*Educational Innovation, \*Educational

Research, Elementary Secondary Education, Evaluation, \*Experimental Schools, Readiness, \*Research Utilization, School Community Relationship

In essence, the Policy Institute has explored the contributions that tested educational research (including reputedly viable educational innovations not based on formal research and development) might make to actual school and classroom practice within the context of the Experimental Schools Program's planning. The Policy Institute set itself three tasks—to construct a "research-readiness" spectrum, a "criteria-of-importance" typology, and a "host-readiness" synopsis. A highly eclectic applied-social-science research method was used. This method included commissioning two independent papers, conducting interviews, and searching the literature. What emerged was a reexamination of assumptions about the innovative process. It seems that emphasis on the suitability for implementation of research results and innovations, in an abstract sense, reflects an unconscious prejudice, favoring the perspective of the researcher over that of the practitioner. As a result, the group has been led to place greater emphasis on the characteristics of the potential host. The major outcome of this discussion is a set of questions intended to be used by an evaluator as a means of focusing his judgment of the suitability of potential Experimental Schools grant recipients. Numerous appendixes are included. (Author/IRT)

ED 116 283 EA 007 763

**Public School Finance. Report of the Joint Senate Interim Committee.**

Peat, Marwick, Mitchell and Co., Houston, Tex. Spons Agency—Texas State Legislature, Austin. Senate Interim Committee to Study Public School Finance.

Pub Date 15 Aug 73

Note—159p.

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—\*Educational Finance, Elementary Secondary Education, \*Equal Education, Equalization Aid, \*Finance Reform, \*Foundation Programs, Property Taxes, School Districts, School District Spending, State Aid, \*State Programs, State School District Relationship, Tax Allocation, Tax Effort, Tax Rates

Identifiers—Rodriguez Case, \*Texas

This study examines the current Texas school finance plan, the finance plans and proposals of other states, national school finance research, and the results of a survey of Texas leaders and educators before presenting alternative revenue and distribution plans, their effects and costs, and possible revenue sources. The study was conducted under the assumption that any new plan should achieve equalization of access to educational opportunity and equity in taxation. The committee concluded that the following factors should be reflected in the revised plan: ad valorem taxes should continue to be a major source of revenue, ad valorem tax reform is necessary to assure equity, local enrichment above the statewide program should be limited, taxpayer burdens should be equalized, and school districts should have equal access to education program funds. The preferred new plan improves support levels for most school districts, allows some local flexibility in setting tax rates, limits enrichment prerogatives, increases local control by allowing districts to determine staff composition, provides an improvement in the equity of taxation, uses ad valorem tax collections in the districts in which they are collected, and continues to distribute Available School Fund proceeds on a per capita basis. (Author/IRT)

ED 116 284 88 EA 007 764

Helgerson, Linda And Others

**Manual for a Volunteer Services System.**

Columbus Public Schools, Ohio. Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Research, Planning, and Evaluation.

Pub Date Jun 74

Note—311p.; Related documents are EA 007 765-771

EDRS Price MF-\$0.76 HC-\$15.86 Plus Postage

Descriptors—\*Administrator Guides, Elementary Secondary Education, Guidelines, \*Management Systems, Models, \*Paraprofessional School Personnel, \*Program Administration,

Program Planning, School Aides, \*Volunteers, Volunteer Training  
**Identifiers**—Elementary Secondary Education Act Title III, ESEA Title III, \*Volunteer Services Management System

This manual presents guidelines for planning, monitoring, and controlling the development and operation of volunteer assistance programs. The materials included address questions related to both the process of establishing a volunteer program and the administration of a volunteer management system. The manual is not intended to provide a blueprint for establishing a specific volunteer program, but rather to offer a compilation of methods and materials that can be adapted to the differing circumstances and needs of individual school systems. Various sections of the manual offer an overview of the volunteer services system, discuss the administration of the overall volunteer services system and the management of different volunteer services subsystems, and describe models for the operation of the volunteer services system. The appendix offers guidelines for developing volunteer job descriptions and presents sample forms for training and monitoring volunteer personnel. (Author/JG)

**ED 116 285** 88 EA 007 765  
**Volunteer Services System. Handbook 1: Guidebook to a Volunteer Services System.**  
 Columbus Public Schools, Ohio.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Research, Planning, and Evaluation.

Pub Date 75  
 Note—45p.; Related documents are EA 007 764-771

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors**—\*Administrator Guides, Educational Administration, Elementary Secondary Education, Guidelines, Information Needs, \*Management Systems, \*Paraprofessional School Personnel, Program Administration, \*Program Design, School Aides, \*Volunteers  
**Identifiers**—Elementary Secondary Education Act Title III, ESEA Title III, \*Volunteer Services Management System

This booklet is one of a series of publications designed to present a complete system for planning, organizing, and directing the development and operation of individual volunteer programs, as well as the management of a comprehensive volunteer system consisting of many individual programs. This particular booklet explains the overall system and discusses its major components. Chapter 1 presents a brief overview of a Volunteer Services System (VSS); chapter 2 discusses the information needs of a VSS; chapter 3 examines the three major subsystems of a VSS; and chapter 4 offers recommendations for managing a VSS. A bibliography of relevant publications is also included. (JG)

**ED 116 286** 88 EA 007 766  
**Volunteer Services System. Handbook 2: Organizing a Volunteer Services System.**  
 Columbus Public Schools, Ohio.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Research, Planning, and Evaluation.

Pub Date 75  
 Note—38p.; Related documents are EA 007 764-771

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors**—\*Administrator Guides, Elementary Secondary Education, Guidelines, Management Systems, \*Paraprofessional School Personnel, Program Administration, Program Evaluation, \*Program Planning, Staff Role, \*Systems Development, \*Volunteers

**Identifiers**—Elementary Secondary Education Act Title III, ESEA Title III, \*Volunteer Services Management System

This booklet is one of a series of publications designed to present a complete system for planning, organizing, and directing the development and operation of individual volunteer programs, as well as the management of a comprehensive volunteer system consisting of many individual programs. This particular booklet discusses the process of developing a Volunteer Services System and its various components, guidelines, and job roles. Individual chapters

focus on different phases of the program development process, including the planning phase, the preparation phase, the implementation phase, and the review and renewal phase. (JG)

**ED 116 287** 88 EA 007 767  
**Volunteer Services System. Handbook 3: Information System for a Volunteer Services System.**  
 Columbus Public Schools, Ohio.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Research, Planning, and Evaluation.

Pub Date 75  
 Note—50p.; Related documents are EA 007 764-771

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors**—\*Administrator Guides, Elementary Secondary Education, Evaluation Methods, Guidelines, \*Management Information Systems, Management Systems, \*Paraprofessional School Personnel, Program Administration, \*Program Evaluation, Program Planning, \*Volunteers

**Identifiers**—Elementary Secondary Education Act Title III, ESEA Title III, \*Volunteer Services Management System

This booklet is one of a series of publications designed to present a complete system for planning, organizing, and directing the development and operation of individual volunteer programs, as well as the management of a comprehensive volunteer system consisting of many individual programs. This particular booklet discusses the concepts and procedures necessary for developing the type of management information system that is essential to the development of new volunteer programs. This information system constitutes the major instrument for the evaluation of a Volunteer Services System. Individual chapters focus on different phases of evaluation that correspond to the phases of program development discussed in Handbook 2. These include the phases of context evaluation, input evaluation, process evaluation, and product evaluation. (JG)

**ED 116 288** 88 EA 007 768  
**Volunteer Services System. Handbook 4: Volunteer Program Operations.**  
 Columbus Public Schools, Ohio.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Research, Planning, and Evaluation.

Pub Date 75  
 Note—44p.; Related documents are EA 007 764-771

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors**—\*Administrator Guides, Elementary Secondary Education, Guidelines, Management Systems, \*Paraprofessional School Personnel, \*Program Administration, \*Program Development, Program Evaluation, Program Planning, \*Volunteers

**Identifiers**—Elementary Secondary Education Act Title III, ESEA Title III, \*Volunteer Services Management System

This booklet is one of a series of publications designed to present a complete system for planning, organizing, and directing the development and operation of individual volunteer programs, as well as the management of a comprehensive volunteer system consisting of many individual programs. This particular booklet leads the reader through a series of ordered steps designed to assure successful volunteer program development. For purposes of clarity, the entire procedure of volunteer program development is discussed in this booklet; since program development involves all areas of volunteer operation, this handbook necessarily incorporates some material from Handbooks 1, 2, and 3. Individual chapters focus on different phases of the program development process, including the planning phase, the preparation phase, the implementation phase, and the review and renewal phase. (JG)

**ED 116 289** 88 EA 007 769  
**Volunteer Services System. Handbook 5: Volunteer Personnel Operations.**  
 Columbus Public Schools, Ohio.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Ohio State Dept. of Education,

Columbus. Div. of Research, Planning, and Evaluation.

Pub Date 75  
 Note—88p.; Related documents are EA 007 764-771

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
**Descriptors**—Community Involvement, Interviews, Occupational Information, Orientation, Personnel Selection, Planning, Records (Forms), \*Recruitment, \*School Community Relationship, Student Needs, Training Objectives, \*Voluntary Agencies, \*Volunteers, \*Volunteer Training

**Identifiers**—Elementary Secondary Education Act Title III, ESEA Title III, Volunteer Services Management System

This handbook outlines a logical path of activity for utilizing volunteers in schools. The planning phase determines the type and amount of work that could be accomplished by volunteers. The preparation phase involves the processes, procedures, and materials necessary before working with volunteers. The implementation phase discusses volunteer recruitment, interviewing, screening, placement, monitoring, recognition, and retention. (MLF)

**ED 116 290** 88 EA 007 770  
**Volunteer Services System. Handbook 6: School Volunteer Operations.**  
 Columbus Public Schools, Ohio.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Research, Planning, and Evaluation.

Pub Date 75  
 Note—40p.; Related documents are EA 007 764-771

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors**—Occupational Information, Principals, \*Program Planning, Records (Forms), Recruitment, School Community Relationship, School Conditions, \*School Personnel, Student Needs, Teacher Orientation, \*Voluntary Agencies, \*Volunteers, \*Volunteer Training

**Identifiers**—Elementary Secondary Education Act Title III, ESEA Title III, Volunteer Services Management System

This handbook outlines the procedures and methods for implementing volunteer programs in individual school buildings. Guidelines are offered for planning, preparation, and implementation phases. (Author/MLF)

**ED 116 291** 88 EA 007 771  
**Volunteer Services System. Handbook 7: Annotated Bibliography.**  
 Columbus Public Schools, Ohio.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Research, Planning, and Evaluation.

Pub Date 75  
 Note—57p.; Related documents are EA 007 764-770

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
**Descriptors**—Advisory Committees, \*Annotated Bibliographies, Financial Support, Human Relations, Management Systems, Personnel, Program Development, Program Evaluation, Publicize, Public Relations, School Community Relationship, \*Voluntary Agencies, \*Volunteers, \*Volunteer Training

**Identifiers**—Elementary Secondary Education Act Title III, ESEA Title III, Volunteer Services Management System

The materials listed in this bibliography are intended to be of help to volunteer staffs in developing school programs and materials. The entries are cataloged under general subject listings, alphabetical by author under the subject, and an author index is included. Items are listed only once, though many are relevant to several areas. An attempt was made to provide ordering information, address, and cost. (Author/MLF)

**ED 116 292** EA 007 772  
**Shrinking Schools. An I/D/E/A Occasional Paper.**  
 Institute for Development of Educational Activities, Dayton, Ohio.

Pub Date 75  
 Note—32p.; The report of a national seminar sponsored by the Institute for Development of Educational Activities, Inc., Washington, D.C. Available from—I/D/E/A, Mail Orders, P.O. Box 628, Dayton, Ohio 45419 (\$2.00)

**Document Not Available from EDRS**

**Descriptors**—Birth Rate, Elementary Secondary Education, \*Enrollment Influences, \*Enrollment Projections, Enrollment Rate, \*Enrollment Trends, Population Trends, \*School Closing, School Community Relationship, Social Change, Social Influences, Student Teacher Ratio

Because of such societywide factors as fewer first marriages, couples opting not to have children, a rise in the divorce rate, and a decline in the remarriage rate, the school population is, and probably will continue, declining. The effects of this decline will be greater than most people anticipate. Because conditions vary so much from district to district, it is up to the local district to search out information about local trends. Private industry has provided some positive examples of adaptive behavior that the schools should examine. One approach to declining enrollment is that taken by the Salt Lake City schools where the student population has dropped from 43,000 to 27,000 in 10 years. The district has closed 24 schools in an orderly and systematic way that takes into consideration community views as well as educational and economic necessities. Declining school enrollments are going to make inservice education more important and challenge the field to develop a new generation of school administrators who are skillful at the process of adjusting a school to a decline in growth. (Author/IRT)

ED 116 293

EA 007 773

Bauman, Mark A.

**Accountability for the Educational Enterprise: A Review of the Literature.**

Pub Date 75

Note—9p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Cost Effectiveness, \*Educational Accountability, \*Educational Assessment, Elementary Secondary Education, Models, Systems Approach

The author briefly reviews literature dealing with the origins of the accountability movement, with models and programs for its implementation, and with the unresolved philosophical and methodological controversies surrounding accountability. (Author/IRT)

ED 116 294

EA 007 774

**Center for Vocational Education. Dedication Program.**

Davenport Community School District, Iowa.

Pub Date 18 May 75

Note—23p.; Photographs may reproduce poorly

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Auto Mechanics, Child Care, \*Comprehensive High Schools, \*Course Descriptions, Electronics, Health Services, Machinists, Office Occupations Education, Printing, \*Program Descriptions, Secondary Education, \*Vocational Education, Welders

**Identifiers**—Davenport Community School District, Iowa (Davenport)

Letters of accommodation, brief course descriptions, and photographs of facilities compose the dedication program. (MLF)

ED 116 295

EA 007 775

**Information Centralization of Organization Information Structures via Reports of Exceptions.**

Pub Date [75]

Note—31p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Centralization, Communication (Thought Transfer), \*Decentralization, \*Decision Making, Decision Making Skills, \*Group Behavior, \*Management Information Systems, Organization, Organizational Theories, Organizations (Groups), Teamwork

A team theoretic model that establishes a criterion (decision rule) for a financial institution branch to report exceptional loan requests to headquarters for action was compared to such choices made by graduate industrial management students acting as financial vice-presidents. Results showed that the loan size criterion specified by subjects was typically greater than the optimal criterion when the optimal criterion was small relative to the maximum loan size, and less than the optimal criterion when the optimal

criterion was large relative to the maximum loan size. That is, subjects specified criteria that would result in the reporting of too few exceptions (a case of informational overdecentralization) and too many exceptions (a case of informational overcentralization) when the optimal criterion was relatively small and large respectively. The behavior exhibited was attributed in part to a subject's utility function, which was inferred to have a Friedman-Savage double inflected structure. (Author)

ED 116 296

EA 007 776

Newmann, Fred M.

**Education for Citizen Action: Challenge for Secondary Curriculum.**

Pub Date 75

Note—198p.

Available from—McCutchan Publishing Corporation, 2526 Grove Street, Berkeley, California 94704 (\$10.75, quantity discounts)

**Document Not Available from EDRS**

**Descriptors**—Activism, \*Citizen Participation, Community Change, Curriculum, \*Curriculum Design, Curriculum Development, Curriculum Planning, \*Public Affairs Education, Secondary Education, \*Social Action, Social Change, Social Environment, Social Studies, Social Values, \*Student Participation

Education should help students engage in intelligent action. In spite of considerable rhetoric on this topic, the relationship between action and education has not been closely examined in statements of educational aims, in designs for curriculum, in the daily experience of students, or in teacher education programs. This book builds a conception of education for competent action in one area of human concern—public affairs. It is deliberately written for a variety of readers: social studies educators; university students and faculty; administrators; persons with interests in alternative schools, experiential education, student volunteer programs, or the general topic of community involvement; and anyone interested in helping public education take a more vigorous part in improving the system of consent of the governed in the United States. The book's purpose is to offer a systematic rationale for exerting influence in public affairs as a central priority in secondary schools, to outline a general conception of student competencies implied by this goal, and to anticipate issues in the program and environment of secondary schools that must be faced if the proposed curriculum were to be implemented. Details of actual curriculums, successful teaching strategies, or evaluation devices are not included. (Author)

ED 116 297

95

EA 007 777

Newfield, John W.

**Information Demands of Curriculum Supervisors. Final Report.**

New Orleans Univ., La.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 30 Sep 75

Grant—NIE-G-74-0056

Note—451p.

**EDRS Price MF-\$0.76 HC-\$23.48 Plus Postage**

**Descriptors**—Administrative Personnel, Curriculum, Curriculum Development, \*Curriculum Planning, \*Curriculum Research, Decision Making, Educational Research, Elementary Secondary Education, \*Information Needs, \*Information Seeking, Information Sources, Information Utilization, Research Methodology, Simulation, Supervisor Qualifications, \*Supervisors, Supervisory Methods

The purpose of this study was to determine the topics of information sought by curriculum supervisors when they are considering curriculum-related decisions. In addition, the relationships between the topics of information demands and selected background factors and psychological characteristics of the supervisors were examined. The topics of information demand were determined by recording the title of reports read by supervisors during a simulated curriculum decision-making task. It was concluded that when supervisors consider curriculum-related decisions, their information demands (1) are multidimensional; (2) include the topics of general information about the subject areas of the curriculum decision, specific information about the content of the subject area, the views of the school situation held by teachers and other interest groups, resources of the schools, student ability, the

strength of present curriculum offerings in areas related to curriculum decision, and information about the background of the community and community views of school issues; (3) are not completely consistent with the information needs implied by either the comprehensive/prescriptive decision model or the incremental/remedial decision model; (4) are not related to the background of the supervisors; and (5) are not related to the personality of the supervisors. (Author)

ED 116 298

EA 007 779

Moody, Lamar Amos, Neil G.

**The Impact of Principal Involvement in Instructional Planning with Teacher Teams on Academic Achievement of Elementary School Pupils.**

Mississippi State Univ., State College. Bureau of Educational Research.

Pub Date 75

Note—11p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Academic Achievement, Administrator Role, Educational Innovation, \*Educational Planning, Elementary Education, \*Instructional Innovation, \*Principals, Teacher Participation

Elementary students recorded large gains in academic achievement in the two years their school was involved in an intensive instructional improvement project that employed team teaching, flexible scheduling, open classrooms, and individualized instruction. A study was done to determine if the achievement gains would continue through a third year if the principal was not involved in instructional planning and to determine if the return of the principal to extensive involvement in planning in a fourth year would result in another upward surge in achievement. Although there were some losses when the principal was absent from the planning, the scores in all areas in two of the three grades surveyed continued to be significantly higher than the scores obtained in the base year and the Hawthorne effect was dismissed as a major factor in the original increases. The return of the principal to team planning sessions resulted in additional achievement gains in all the areas at all the grade levels except second grade arithmetic. The extensive involvement of the principal in instructional planning with teacher teams can make a positive contribution to the success of the faculty in improving academic achievement of pupils. (Author/IRT)

ED 116 299

EA 007 780

**Discipline in Secondary Schools in Western Australia.**

Western Australia Education Dept., Perth.

Pub Date Dec 72

Note—384p.; Report of the Committee enquiring into discipline in secondary schools in Western Australia under the chairmanship of Mr. H. W. Dettman, Perth, December, 1972

**EDRS Price MF-\$0.76 HC-\$19.67 Plus Postage**

**Descriptors**—Administrator Attitudes, \*Discipline, Discipline Policy, \*Discipline Problems, Parent Attitudes, Questionnaires, \*School Surveys, Secondary Education, Student Attitudes, \*Student Behavior, \*Tables (Data), Teacher Attitudes

**Identifiers**—\*Australia (Western)

This report reviews and discusses the results of an extensive year-long study of school discipline in Western Australian secondary schools. Through its investigation, the committee attempted to determine the nature and extent of disciplinary problems, to ascertain the factors contributing to these disciplinary problems, and to recommend measures for their resolution. Data for the study was compiled from case study reports on 73 "extremely deviant" students and from four separate questionnaires that were distributed to all secondary school teachers in Western Australia, administrators at all secondary schools in Western Australia, a randomly selected sample of secondary students, and a random sample of secondary students' parents. Detailed data from the case study reports and questionnaire responses are presented in numerous tables and graphs throughout the report, and a sample of each of the survey forms is included in the Appendix. (JG)

ED 116 300

EA 007 781

**Secondary Education in Western Australia.**

Western Australia Education Dept., Perth.

Pub Date Feb 69

Note—191p.; Report of the Committee on Secondary Education appointed by the Minister for Education in Western Australia under the chairmanship of Mr. H. W. Dettman, Perth, February, 1969

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**  
**Descriptors—**\*Educational Improvement, \*Educational Needs, Educational Policy, \*Educational Practice, Educational Trends, Graduation Requirements, Organizational Change, School Role, \*Secondary Education, \*State Surveys

**Identifiers—**\*Australia (Western)

This publication reports the results of an extensive study of the characteristics and needs of secondary education in Western Australia. In its investigation, the committee was instructed to examine educational developments outside Western Australia, to assess the educational needs of Western Australia, and to recommend changes in the future organization, structure, and curriculum of secondary education in Western Australia. In developing its recommendations, the committee discussed evidence and statements submitted by 31 organizations and 25 individuals, examined previous reports on education in Australia and other countries, and considered the findings of special investigations into current educational research. The first three chapters of the report describe the study and discuss present educational structures and trends in Western Australia, while the remaining chapters deal with future educational developments in Western Australia and present the committee's recommendations. (JG)

**ED 116 301** **EA 007 782**

**Spain, Robert E.**  
**Implementation of a Pilot Demonstration Project to Combine School Bus and Public Transit Services. Volumes 1 and 2.**

**Pub Date** Dec 75

**Note—**370p.; Submitted in partial fulfillment of the requirements for Doctor of Education, Nova University

**EDRS Price MF-\$0.76 HC-\$18.40 Plus Postage**  
**Descriptors—**\*Bus Transportation, Cooperative Planning, Educational Finance, Elementary Secondary Education, \*Interagency Coordination, Maps, \*Pilot Projects, Practicums, \*Program Descriptions, \*Student Transportation, Tables (Data)

**Identifiers—**\*California (Marin County)

The purpose of this practicum was to develop and implement a pilot project combining school and public transit services in Marin County, California. To accomplish this aim, it was necessary to gain approval from several public agencies, obtain funds to finance part of the study, gather and analyze data on school transportation and public transit services, develop alternatives for consolidating and combining transportation services, select one alternative for development into a pilot project, and gain approval from various public agencies to begin implementation of the pilot project. Volume 1 of the report describes in detail how each of these steps was accomplished and discusses each of the nine alternatives considered for pilot implementation. Volume 2 consists of appendices that present maps and other data on transportation in the demonstration area and provide information on the various studies and surveys that contributed to development of the pilot project. (Author/JG)

**ED 116 302** **EA 007 783**

**Blackman, C. Robert Lawrence, J. W., Jr.**  
**Current and Constant Dollar Expenditures on Educational Supervision in Louisiana Public Schools During 1963-74. Research Report, Vol. 6, No. 2.**

Louisiana State Univ., Baton Rouge. Bureau of Educational Materials and Research.

**Pub Date** Jan 76

**Note—**9p.

Available from—Bureau of Educational Materials and Research, College of Education, Louisiana State University, Baton Rouge, Louisiana 70803 (\$1.00)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors—**\*Administrative Personnel, \*Educational Finance, \*Educational Trends, Elementary Secondary Education, Expenditure Per Student, \*School District Spending, \*School Statistics, School Supervision, State Surveys, Supervisors, Tables (Data)

**Identifiers—**\*Louisiana

The purpose of this study was to gather data and test the hypothesis that the number of constant dollars expended for educational supervision by Louisiana public school systems increased during the decade from 1963 to 1974. To facilitate comparison of expenditures from different years, all financial data are expressed in terms of "constant dollars" computed on the base year 1967. Analysis of the data show that the number of supervisors increased 139.9 percent from 1963 to 1974, compared to a 6.8 percent increase in the number of students, a 30.5 percent increase in teachers, and a .1 percent increase in principals. In terms of constant dollars, expenditures for educational supervision increased approximately 700 percent, while total expenditures per student increased 131 percent and average teachers' salaries rose approximately 9 percent. The data also indicate a recent downward trend in total educational expenditures; in constant dollars, expenditures per student declined from a peak of \$644 in 1971-72 to \$616 in 1973-74. (Author/JG)

**ED 116 303** **EA 007 785**

**Brown, Jack E. And Others**  
**A Model for Alternative Evening High Schools.**

**Pub Date** 75

**Note—**76p.; Submitted in partial fulfillment of the requirements for Doctor of Education degree, Nova University

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
**Descriptors—**\*Alternative Schools, Curriculum Development, \*Dropout Programs, Dropouts, Educational Alternatives, \*Evening Programs, \*Evening Students, Models, \*Night Schools, Secondary Education, Student Enrollment

The purpose of the practicum described here was the development of a model for an alternative night high school. The plan called for a curriculum aimed at student interest and graduation requirements, a profile procedure for identifying potential candidates, and the operation of a prototype evening program during the summer of 1975 to test the feasibility, practicality, and desirability of a program of this nature. Plan development is documented and the prototype action, survey, research, and implementation are fully described. The evening program was implemented for the summer of 1975, found to be successful, and installed for the 1975-76 school year. (Author/IRT)

**ED 116 304** **EA 007 786**

**Stieber, Gertrude N.**  
**Extra Pay for Extra Duties of Teachers, 1974-75. ERS Report.**

Educational Research Service, Washington, D.C.

**Pub Date** 75

**Note—**69p.

Available from—Educational Research Service, Inc., 1815 North Fort Myer Drive, Arlington, Virginia 22209 (\$10.00)

**Document Not Available from EDRS**

**Descriptors—**\*Athletic Coaches, \*Cocurricular Activities, Educational Finance, Elementary Secondary Education, \*Salary Differentials, Supervision, \*Supervisory Activities, \*Teacher Salaries

This report presents a system-by-system listing of extra pay for athletic and nonathletic extracurricular teacher activities. The data is drawn from the information supplied in connection with the Educational Research Service "National Survey of Salaries and Wages in Public Schools, 1974-75." Table 1 shows the number of school systems reporting scheduled annual supplements; Table 2 shows the mean and range of low and high maximum scheduled supplements for both athletic and nonathletic activities by enrollment grouping; Table 3 shows the mean of maximum scheduled supplements for both athletic and nonathletic activities ranked from the largest to the smallest; Table 4 shows distributions, means, medians, and ranges of low and high maximum scheduled supplements for 13 selected extracurricular sports activities by enrollment grouping; and Table 5 gives the same information for the 10 selected nonathletic activities. Tables 6 and 7 give system-by-system listings of the maximum supplements for the 254 systems that reported information relating to athletic activities and the 233 systems that provided data on nonathletic activities. Examples of salary supplement schedules for 16 districts are also provided. (Author/IRT)

**ED 116 305** **EA 007 787**

**Kunder, Linda H.**  
**Contingency Planning for Teacher Strikes. ERS Report.**

Educational Research Service, Washington, D.C.

**Pub Date** 76

**Note—**58p.

Available from—Educational Research Service, Inc., 1815 North Fort Myer Drive, Arlington, Virginia 22209 (\$7.00; payment must accompany orders of less than \$10.00)

**Document Not Available from EDRS**

**Descriptors—**Administrative Personnel, \*Administrator Guides, Administrator Role, Educational Administration, Educational Planning, Elementary Secondary Education, Guidelines, \*Planning, Professional Associations, \*School Districts, School Law, Teacher Militancy, \*Teacher Strikes

The purpose of this report is to help school administrators develop their own strike contingency plans or evaluate the plans already in existence in their districts. The report comprises four sections: (1) a review of the educational literature regarding strike contingency planning; (2) state board guidelines for strike contingency planning; (3) results of the Educational Research Service survey of local school district strike contingency plans; and (4) sample local guidelines for strike contingency plans and sample forms used by local school administrators during a teacher strike. The material in the section on sample guidelines is divided into categories on legal considerations, district-level planning, building-level planning, communications, security, and restoring working relationships. (Author/IRT)

**ED 116 306** **EA 007 788**

**Oversight on Education Amendments of 1974. Hearing Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-fourth Congress, First Session on H.R. 3801.**

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

**Pub Date** 3 Jun 75

**Note—**169p.; Bill to make certain technical and perfecting amendments to the Educational Amendments of 1974 (Public Law 93-380)

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**  
**Descriptors—**\*Educational Legislation, \*Federal Legislation, \*Federal Programs, \*Federal State Relationship, Reading Programs, Tables (Data)

The amendments that compose H.R. 3801 are listed. Testimony follows by witnesses from the administration, from five state departments of education, and from the National Association for Public Continuing and Adult Education. The amendments are classified into four separate categories: (1) technical amendments that correct grammatical errors or erroneous cross-references and change dates of some of the mandated studies and reports; (2) minor substantive amendments; (3) amendments to the national reading improvement program; and (4) amendments regarding the intrastate allocation of Title I funds. (Author/MLF)

**ED 116 307** **95** **EA 007 789**

**Paller, Alan And Others**  
**Designing a Transportation System for a Parent Choice School District: A Transportation Supervisor's Handbook.**

Applied Urbanetics, Inc., Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

**Pub Date** Nov 75

**Contract—**NIE-C-74-0135

**Note—**79p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
**Descriptors—**\*Bus Transportation, Computer Programs, Computer Science, \*Delivery Systems, Education Vouchers, Free Choice Transfer Programs, Information Processing, Open Enrollment, Scheduling, \*School Buses, \*Student Transportation, Supervisors, \*Systems Approach

This study was commissioned to investigate the special transportation problems in parent-choice school districts and to prepare a handbook to assist transportation supervisors in overcoming these problems. Intended for school districts that have alternative schools, open enrollment plans, magnet schools, or other kinds of parent and student choice programs, the handbook is a summary



ry of the information gathered on transportation planning in both parent-choice and neighborhood-centered school districts. Elements of the traditional neighborhood-school-centered transportation system and those unique to the parent-choice transportation system are described. Methods are suggested for developing the information files and routing skills required to meet the needs of the new system. The characteristics of commercial services offering computerized transportation planning services are presented and compared. The concluding section presents "rules of thumb" and criteria for judging what levels of automation and what service might be most valuable for a specific district. (Author/MLF)

**ED 116 308** EA 007 790  
Oversight Hearings on the Impact Aid Laws and Testimony on H.R. 5181. Hearings Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-fourth Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 75

Note—173p.; Bill to amend the Education Amendments of 1974

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

Descriptors—\*Educational Finance, \*Educational Legislation, Elementary Secondary Education, \*Federal Aid, \*Federal Legislation, Federal Programs

Identifiers—Education Amendments 1974, \*Impact Aid

This document contains the transcripts of three hearings on the impact aid laws; the text of H.R. 5181; and prepared statements, letters, and supplemental materials offered to the committee. (IRT)

**ED 116 309** EA 007 791  
Costa, Crist H.  
History of Productivity and Research Needed in Education.

Pub Date Oct 75

Note—31p.; Paper presented at the Conference to Explore Concerns of Productivity in Education (October 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Accountability, Cost Effectiveness, Costs, \*Economic Factors, Economics, \*Educational Accountability, \*Educational Research, \*Efficiency, Elementary Secondary Education, Evaluation, Higher Education, Management, Models, \*Productivity, Systems Approach

While concern for efficiency and productivity and the use of systems terminology are not new, the intensity with which the jargon is used is relatively new. Unfortunately, the technological terms have frequently become distorted and value-laden through attempts to apply them to compelling economic and political issues. As a result, administrative attempts to implement processes associated with the terms as well as attempts to increase teacher productivity have been perceived by teachers as an unreasonable demand to provide more service for less money. This paper relates the terms "accountability" and "productivity" to the educational context, identifies criteria presently used for the measurement of productivity, reports on some of the current practices used to increase productivity, and proposes some directions for future research. The proposed research efforts are concerned with defining productivity, defining programs, adopting more efficient record-keeping systems, understanding the teaching process, examining employee motivation, investigating successful strategies to implement innovative practices, and increasing the activity of teacher organizations in developing strategies for improvement of education. (Author/IRT)

**ED 116 310** 95 EA 007 792  
Curriculum Design and Development Project. Volume 1 [and] Volume 2 (Appendices C-F). Final Report.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—0-9043-B

Pub Date Dec 73

Grant—OEG-0-71-1176

Note—268p.; Occasional marginal legibility in appendices

**EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage**

Descriptors—\*Autoinstructional Aids, \*Curriculum Design, \*Curriculum Development, Feedback, Formative Evaluation, Higher Education, \*Instructional Technology, \*Learning Specialists, Learning Theories, Models, \*Teacher Education, University Extension

The purposes of the project described in this report were to train curriculum specialists and to develop and test curriculum design training materials. The first phase of the project included the development of training materials and their use to train a small group of students. During the training of the pilot group of students, an effective design model was identified and a format developed for self-instructional materials. The design was a structured-curriculum model supplemented with additional elements and procedures suitable for complex subject matter, called the process model for individualization of curricular (PIC). This model became the bases for design of the curriculum course, and the PIC procedures were taught as a design model. This phase of the project ended with a revision of the materials based on the experiences and results encountered with the students. The second phase of the project was a series of field tests of the materials and their revision based on formative evaluation procedures. (Author/MLF)

**ED 116 311** EA 007 793

Casey, Edwin R. And Others

Developing a Model for Reorganizing Traditional School Plants for Individualized Instruction.

Pub Date 16 Jun 75

Note—476p.; Photos may reproduce poorly; Submitted in partial fulfillment of requirements for Doctor of Education, Nova University

**EDRS Price MF-\$0.76 HC-\$24.75 Plus Postage**

Descriptors—Cost Effectiveness, Facility Case Studies, Facility Guidelines, Facility Requirements, Facility Utilization Research, Flexible Facilities, \*Individualized Instruction, \*Models, \*Practicums, \*School Improvement, School Planning, \*Traditional Schools

Identifiers—Georgia (Atlanta)

The purpose of this practicum was to develop and field-test a model for reorganizing traditional school plants to accommodate and support individualized instruction. The model was implemented in five areas of eight traditional buildings in the metropolitan Atlanta area. Results demonstrated that reorganization could be accomplished at considerable savings over new construction. The practicum results suggest that the model may be useful to administrators for evaluation of similar school situations. (Author)

**ED 116 312** EA 007 794

MASA Study of Administrator Evaluation, 1974-75.

Michigan Association of School Administrators, East Lansing.

Pub Date 75

Note—61p.

Available from—Michigan Association of School Administrators, 421 West Kalamazoo, Lansing, Michigan 48933 (\$1.50, payment must accompany order)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Administrator Evaluation, Elementary Secondary Education, Management by Objectives, Models, Personnel Evaluation, \*Program Descriptions, \*State Surveys, \*Superintendents, Trend Analysis

Identifiers—\*Michigan

Intended primarily for Michigan administrators, this document presents a variety of information on administrator evaluation. A survey of Michigan superintendents revealed, among other things, that there is a very high interest in administrative evaluation, that 45 percent of the responding districts have no formal evaluation system, that 36 percent have a formal evaluation system, that 19 percent have no formal or informal administrator evaluation system, that 30 percent base administrator evaluation on a job description, and that 46 percent include an appraisal conference in the evaluation process. Along with the results of the survey, the document presents a listing of the types of evaluation, an outline of strategies for implementing an administrator appraisal system, an argument for using facts rather than opinions in evaluation, an overview of four sources of information, and nine

models of administrator evaluation programs. (Author/IRT)

**ED 116 313** EA 007 795

Hughes, Meredydd, Ed. Richards, John, Ed.

Autonomy and Accountability in Educational Administration. Proceedings of the Fourth Annual Conference of the British Educational Administration Society.

British Educational Administration Society.

Pub Date Nov 75

Note—59p.; Published as part of subscription to Educational Administration Bulletin

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Educational Accountability, \*Educational Administration, Educational Change, \*Management by Objectives, Resource Allocations, \*School District Autonomy, Shared Facilities, Shared Services, Simulation

Identifiers—United Kingdom

A key issue in educational administration in England at present is the interrelationship between professional responsibility and public acceptability, and between professional responsibility and political control. These papers show how the conference focused on this issue and the question, Should the education service in the future continue as an integral part of local government? Two conference participants responded to each of two papers presented at the conference, "Local Government and the Education Service" and "Institutional Autonomy and Public Accountability." The concluding presentation, "The Specifics of Autonomy and Accountability: A Simulation Exercise," involved participants in solving nine simulated problems. (Author/MLF)

**ED 116 314** EA 007 796

Blackmon, C. Robert Petley, Carol T.

The Louisiana Public School Superintendent: 1975. Research Report, Vol. 6, No. 1.

Louisiana State Univ., Baton Rouge. Bureau of Educational Materials and Research.

Pub Date Jan 76

Note—13p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Administrative Personnel, \*Administrator Characteristics, Chief Administrators, Educational Administration, Elementary Secondary Education, \*Occupational Surveys, Questionnaires, \*School Superintendents, \*State Surveys, \*Statistical Data

This paper reports the findings of a 1975 survey of Louisiana school superintendents that was intended to develop a data profile of the typical Louisiana superintendent. Fifty-eight of the 66 Louisiana superintendents completed and returned the survey questionnaire. Survey responses are discussed and compared with data from a 1969 national survey of superintendents conducted by the American Association of School Administrators, a 1968 Louisiana study, a 1969 Mississippi study, and two Arkansas studies conducted in 1971 and 1973. The appendix presents an item-by-item report of responses to the 1975 survey questionnaire and summarizes data on college degrees held by Louisiana superintendents. (JG)

**ED 116 315** EA 007 797

The RISE Report. Report of the California Commission for Reform of Intermediate and Secondary Education.

California State Commission for Reform of Intermediate and Secondary Education, Sacramento.

Spons Agency—California State Dept. of Education, Sacramento.

Pub Date 75

Note—71p.

Available from—Bureau of Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, California 95802 (\$0.85)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Continuous Learning, Curriculum, Educational Alternatives, \*Educational Change, Educational Counseling, Educational Environment, Educational Finance, Educational Resources, Humanistic Education, Intermediate Grades, \*Performance Based Education, Secondary Education, \*Self Actualization, Social Environment, Social Influences, State Aid, \*State Programs, Teacher Role, Values

Identifiers—\*California

The commission was charged with drafting a framework for overhauling education in California's 1,600 intermediate and secondary schools. The Superintendent of Public Instruction asked the commission to envision an educational system that could respond continually to changing needs in the next quarter century; to identify the skills and competencies individuals will need to survive and function effectively in the next 25 years; to chart ways to make school more effective, more enjoyable, and more conducive to a continued interest in learning; to identify the goals California's schools should be meeting now and through the year 2000; and to recommend immediate and long-range changes to bring about the desired results. The commission was not charged with designing methods of implementation. In this document, the commission presents its philosophy of reform, together with its recommendations and rationale for changes. The recommendations are grouped by subject—the new learner, the new learning environment, the new emphasis on learning, the new educator, and new resources and responsibilities. In a special section the commission deals with concerns for the early adolescent. Numerous appendixes are included. (Author/IRT)

**ED 116 316** EA 007 798

DeCecco, John P. Richards, Arlene K.  
**Growing Pains. Uses of School Conflict.**  
Pub Date 74  
Note—269p.

Available from—Federal Legal Publications, Inc., Aberdeen Press, 95 Morton Street, New York, New York 10014 (\$8.95, quantity discounts)

**Document Not Available from EDRS**

**Descriptors—**\*Communication (Thought Transfer), \*Conflict, \*Conflict Resolution, \*Decision Making, Democratic Values, \*Discontent, Due Process, Equal Education, Humanistic Education, Interpersonal Relationship, Models, Problem Solving, School Vandalism, Senior High Schools, Student Attitudes, Student Behavior, Student Rights, Teacher Response, Violence

Intended for teachers, administrators, students, parents, counselors, professors, and consultants, this book provides a practical framework for the work of adults and young people who should improve the schools. It deals with different ways to use different viewpoints to generate new options for resolving conflict. It demonstrates how the same aggression aroused by conflict can be the wellspring for creative resolutions of it. Chapter 1 is introductory and describes the condition of the high school. Chapter 2 discusses the classroom and curriculum conflict. Chapter 3 and 4 contain student descriptions of conflict and apply these descriptions to the democratic rights or constitutional principles students consider most relevant. Chapters 5 and 6 deal with anger, verbal threats, and the violence and vandalism that surround school conflict. Both chapters are based on new affect codes derived from psychoanalytic dynamic theory of aggression. Chapter 7 describes conflict and shows how students and school adults depict the various parties to conflicts and the differences and similarities between their points of view. Chapters 8 and 10 extend the data analysis. Chapter 9 describes how to resolve school conflicts. (Author/IRT)

**ED 116 317** EA 007 799

Frederickson, Edward W. And Others  
**Innovation in Classroom Management: An Evaluation. Consulting Report.**

Human Resources Research Organization, Fort Bliss, Tex. Div. 5.

Spons Agency—River Rouge Public Schools, Mich.

Pub Date Sep 71

Note—92p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors—**Academic Achievement, \*Behavioral Objectives, Class Attendance, \*Class Management, Educational Innovation, Elementary Education, Program Descriptions, Student Attitudes, \*Student Behavior, Student Interests, Student Motivation, \*Teacher Behavior, Teaching Methods

The research reported on here was conducted to evaluate the initial introduction of innovative classroom management techniques in selected classes of four elementary schools. The evaluation phase was conducted during the 1970-71 school year following a series of summer inser-

vice workshops on instructional objectives, learning modules, and contingency management. The primary emphasis was on introducing and evaluating contingency management concepts and techniques for eliminating problems commonly experienced by elementary teachers. Data were also collected for reading and mathematics achievement, school attendance, and indicators of interest and attitude. Contingency management practices were more widely implemented by the program teachers than were the instructional objectives. All the teachers in the program implemented the general procedures using approval, praise, and learning success and eschewing scolding, punishment, and learning failure. Although the emphasis was on student behavior rather than on achievement, students of teachers who met a substantial portion of the program objectives showed small, but clear, gains over the other students. (Author/IRT)

**ED 116 318** EA 007 800

Maddron, Edith, Ed.

**Retirement Preparation Guide.**

Retirement Services Inc., Eugene, Ore.

Pub Date 75

Note—84p.; For related documents, see EA 007 801-810

Available from—Retirement Services, Inc., P.O. Box 5325, Eugene, Oregon 97405 (\$5.95 for set of 10 guides, available as complete set only)

**Document Not Available from EDRS**

**Descriptors—**Attitudes, Expectation, Financial Support, Housing, Individual Needs, Interpersonal Relationship, Life Style, Morale, Objectives, \*Older Adults, \*Personal Adjustment, Personal Interests, \*Planning, Reading Materials, Research, \*Retirement, Self Actualization, \*Senior Citizens

This guide consists of ten articles, each introducing a separate issue important to retirement planning. The series discusses a wide range of information about critical retirement issues and explores the uncertainties, expectations, and decisions that confront the future retiree. The articles also contain suggestions and planning aids, worksheets, and recommendations for further reading. The series has been developed by U. Vincent Manion, the author of the following articles in the series: "Retirement: Dreams, Doubts, Strategies," "Aging: Old Myths versus New Facts," "Financial Planning: A Positive Approach to Living within Your Means," and "Self-Fulfillment: A Lifelong Challenge." James H. Lynch is the author of "Thinking about Where You Will Live," and "A Fresh Look at Yourself: Your Most Important Resource." Other articles are "Activities: Free to Do, Free to Be," by Charles S. Owen; "Your Relationships with Other People," by Clara Collette-Pratt; "Personal Health Management: Be Your Body's Best Friend," by Frances I. Page; and "Peace of Mind: Achieving the Vital Balance," by Gordon Lindbloom. (Author/MLF)

**ED 116 319** EA 007 801

Manion, U. Vincent

**Retirement: Dreams, Doubts, Strategies. Retirement Preparation Guide No. 1.**

Retirement Services Inc., Eugene, Ore.

Pub Date 75

Note—10p.; For related documents, see EA 007 800-810

Available from—Not available separately; see EA 007 800

**Document Not Available from EDRS**

**Descriptors—**Attitudes, Expectation, \*Life Style, Morale, \*Objectives, \*Older Adults, Personal Adjustment, Personal Interests, \*Planning, Reading Materials, \*Retirement, Senior Citizens

The first article in the series discusses expectations and attitudes that affect retirement adjustments and planning strategies that contribute to good adjustment. Some research findings about retirees and retirement satisfaction are included. (Author)

**ED 116 320** EA 007 802

Manion, U. Vincent

**Aging: Old Myths versus New Facts. Retirement Preparation Guide No. 2.**

Retirement Services Inc., Eugene, Ore.

Pub Date 75

Note—9p.; For related documents, see EA 007 800-810

Available from—Not available separately; see EA 007 800

**Document Not Available from EDRS**

**Descriptors—**Attitudes, Expectation, Life Style, Morale, Objectives, \*Older Adults, \*Personal Adjustment, Personal Interests, \*Planning, Reading Materials, \*Research, \*Retirement, Senior Citizens

Since attitudes toward retirement may be influenced by attitudes toward aging, this article is intended to correct some of the myths and misinformation held about human aging. Up-to-date research is drawn on to offer a picture of the aging process and its normal changes. (Author/MLF)

**ED 116 321** EA 007 803

Manion, U. Vincent

**Financial Planning: A Positive Approach to Living within Your Means. Retirement Preparation Guide No. 3.**

Retirement Services Inc., Eugene, Ore.

Pub Date 75

Note—9p.; For related documents see EA 007 800-810

Available from—Not available separately; see EA 007 800

**Document Not Available from EDRS**

**Descriptors—**Attitudes, Consumer Economics, Economic Disadvantage, Expectation, \*Financial Support, \*Income, Life Style, Living Standards, Morale, Objectives, \*Older Adults, Personal Adjustment, \*Planning, Reading Materials, \*Retirement, Senior Citizens

This article recognizes that money is a key problem in retirement and takes the approach that a review of past satisfactions and of future hopes is the best starting point in sound financial planning. Planning aids and worksheets are included. (Author/MLF)

**ED 116 322** EA 007 804

Lynch, James H.

**Thinking about Where You Will Live. Retirement Preparation Guide No. 4.**

Retirement Services Inc., Eugene, Ore.

Pub Date 75

Note—6p.; For related documents, see EA 007 800-810

Available from—Not available separately; see EA 007 800

**Document Not Available from EDRS**

**Descriptors—**Attitudes, Decision Making, Expectation, Financial Support, \*Housing, Income, \*Life Style, Living Standards, Objectives, \*Older Adults, Personal Adjustment, Personal Interests, \*Planning, Reading Materials, \*Retirement, Senior Citizens

This article explores considerations important to decisions about future living arrangements. It examines a number of factors that influence decisions about living arrangements. Emphasis is on recognition of the personal considerations that will affect individual satisfaction. (Author/MLF)

**ED 116 323** EA 007 805

Owen, Charles S.

**Activities: Free to Do, Free to Be. Retirement Preparation Guide No. 5.**

Retirement Services Inc., Eugene, Ore.

Pub Date 75

Note—10p.; For related documents, see EA 007 800-810

Available from—Not available separately; see EA 007 800

**Document Not Available from EDRS**

**Descriptors—**Attitudes, Expectation, \*Individual Activities, Leisure Time, Life Style, Objectives, \*Older Adults, Personal Adjustment, \*Personal Interests, \*Planning, Reading Materials, \*Retirement, Senior Citizens

The key notion in this article is that retirement brings a windfall of unoccupied time, as well as the freedom to choose how to use that time. Retirees are encouraged to determine what their interests really are and to identify the preferred activities that reflect those interests. Suggestions are given for examining interests and activities. Planning aids for developing individual ideas are included. (Author/MLF)

**ED 116 324** EA 007 806

Collette-Pratt, Clara

**Your Relationships with Other People. Retirement Preparation Guide No. 6.**

Retirement Services Inc., Eugene, Ore.

Pub Date 75

Note—9p.; For related documents, see EA 007 800-810

Available from—Not available separately; see EA 007 800

#### Document Not Available from EDRS

Descriptors—Attitudes, Communication (Thought Transfer), Expectation, Family Relationship, \*Human Relations, Individual Needs, \*Interpersonal Relationship, Marriage, \*Older Adults, \*Planning, Reading Materials, \*Retirement, Senior Citizens, Sexuality

This article explores the kinds of relationships that are related to happiness and fulfillment at any age. Special attention is given to the subjects of intimacy, communication, and sexuality in later life. (Author/MLF)

ED 116 325 EA 007 807  
Page, Frances I.

#### Personal Health Management: Be Your Body's Best Friend. Retirement Preparation Guide No. 7.

Retirement Services Inc., Eugene, Oreg.

Pub Date 75

Note—9p.; For related documents see EA 007 800-810

Available from—Not available separately; see EA 007 800

#### Document Not Available from EDRS

Descriptors—Attitudes, Expectation, \*Family Health, \*Health Guides, Health Needs, Nutrition, \*Older Adults, Personal Adjustment, Physical Fitness, \*Planning, Prevention, Reading Materials, \*Retirement, Senior Citizens

This article examines the issues at the center of positive health maintenance in later life. Included are helpful planning aids, as well as references for further reading on such subjects as exercise and nutrition. (Author/MLF)

ED 116 326 EA 007 808  
Lindbloom, Gordon

#### Peace of Mind: Achieving the Vital Balance. Retirement Preparation Guide No. 8.

Retirement Services Inc., Eugene, Oreg.

Pub Date 75

Note—10p.; For related documents, see EA 007 800-810

Available from—Not available separately; see EA 007 800

#### Document Not Available from EDRS

Descriptors—Attitudes, Expectation, Individual Needs, Life Style, \*Morale, Objectives, \*Older Adults, \*Personal Adjustment, Personal Interests, \*Planning, Reading Materials, \*Retirement, Self Actualization, Self Evaluation, Senior Citizens

This article discusses retirement as a challenge to find a new sense of personal wholeness and of well-being. (Author/MLF)

ED 116 327 EA 007 809  
Lynch, James H.

#### A Fresh Look at Yourself: Your Most Important Resource. Retirement Preparation Guide No. 9.

Retirement Services Inc., Eugene, Oreg.

Pub Date 75

Note—6p.; For related documents, see EA 007 800-810

Available from—Not available separately; see EA 007 800

#### Document Not Available from EDRS

Descriptors—Attitudes, Expectation, Individual Needs, Life Style, Morale, Objectives, \*Older Adults, Personal Adjustment, Personal Interests, \*Planning, Reading Materials, \*Retirement, \*Self Actualization, \*Self Evaluation, Senior Citizens

This article is an inventory exercise intended to help retirees reconsider, and even rediscover, some of the personal resources that they bring to this new period of their lives. (Author/MLF)

ED 116 328 EA 007 810  
Manion, U. Vincent

#### Self-Fulfillment: A Lifelong Challenge. Retirement Preparation Guide No. 10.

Retirement Services Inc., Eugene, Oreg.

Pub Date 75

Note—6p.; For related documents, see EA 007 800-809

Available from—Not available separately; see EA 007 800

#### Document Not Available from EDRS

Descriptors—Attitudes, Expectation, \*Individual Needs, Life Style, Morale, Objectives, \*Older Adults, Personal Adjustment, Personal In-

terests, \*Planning, Reading Materials, \*Retirement, \*Self Actualization, Senior Citizens

This tenth and last article in the series briefly reviews the objectives of the series and introduces a framework for further understanding and implementing the ideas that are useful to individual retirees. (Author/MLF)

ED 116 329 EA 007 811

Hinman, Stanley B., Jr., Comp.

Personnel Management Institutes, 1975.

New York State School Boards Association, Albany.

Pub Date Dec 75

Note—70p.; For related documents, see EA 006 688 and EA 007 812-816. A compilation of the presentations made at the Institutes held in September 1975

Available from—New York State School Boards Association, 111 Washington Avenue, Albany, New York 12210 (\$4.00)

#### Document Not Available from EDRS

Descriptors—Collective Bargaining, \*Conference Reports, Educational Administration, Educational Finance, Elementary Secondary Education, \*Employer Employee Relationship, Institutes (Training Programs), \*Personnel Management, \*Personnel Policy, School Law, \*School Personnel, Teacher Employment, Tenure

Identifiers—\*New York

This publication is a compilation of five papers presented at the 1975 Personnel Management Institutes held by the New York State School Boards Association. Although the meeting was intended to provide useful information about personnel matters specifically for school board members and school administrators from New York, much of the content of the various papers applies to other states as well. The individual papers include the following: "New Rules Affecting School Boards and School Administration," by Bernard T. McGivern; "New and Emerging Problems in School Administration," by Richard E. TenHaken; "Social Security—Its Application to Negotiations," by S. B. Hinman, Jr.; "Productivity and Disciplinary Rules—How to Negotiate Them and Make Them Work," by Melvin H. Osterman, Jr.; and "Current Court Decisions, PERB Decisions, Commissioner's Decisions, Arbitrators' Decisions," by Raymond G. Kuntz. (JG)

ED 116 330 EA 007 812

McGivern, Bernard T.

#### New Rules Affecting School Boards and School Administration.

New York State School Boards Association, Albany.

Pub Date Dec 75

Note—8p.; Chapter 1 of Personnel Management Institutes, 1975, EA 007 811

Available from—Not available separately; see EA 007 811

#### Document Not Available from EDRS

Descriptors—Community Involvement, \*Educational Administration, \*Educational Finance, \*Educational Legislation, Elementary Secondary Education, \*Employer Employee Relationship, \*Financial Problems, School Personnel, School Support, State Legislation, Teacher Employment, Tenure

Identifiers—\*New York

School districts are increasingly squeezed between increasing operating costs and the growing difficulty of raising new revenue. Most causes of this situation are beyond the control of school officials; they can only control staffing and educational programs. Because 80 percent of most school budgets go for salaries and related expenses, any major cut in spending must be in the area of salaries. Moves in this direction will inevitably cause confrontations with teachers' unions. Other roadblocks include state laws governing teacher tenure, seniority, and retirement plans. To meet these challenges, school officials must actively seek public support and input. Only with active support from a majority of taxpayers can school officials effectively oppose costly new state mandates, oppose changes in labor laws that limit the bargaining strength of school districts, oppose liberalization of retirement benefits, keep schools open during teacher strikes, keep state aid flowing during teacher strikes, and put pressure on school employee unions to share the responsibility for maintaining a decent educational program. (Author/JG)

ED 116 331 EA 007 813

TenHaken, Richard E.

#### New and Emerging Problems in School Administration.

New York State School Boards Association, Albany.

Pub Date Dec 75

Note—29p.; Chapter 2 of Personnel Management Institutes, 1975, EA 007 811

Available from—Not available separately; see EA 007 811

#### Document Not Available from EDRS

Descriptors—\*Board of Education Role, \*Change Strategies, Communication Skills, Conflict Resolution, \*Educational Administration, Educational Attitudes, Educational Economics, \*Educational Finance, Elementary Secondary Education, Energy Conservation, Enrollment Trends, Government Role, \*Guidelines, Nondiscriminatory Education

This paper examines a number of problems facing school board members and educational administrators today and suggests some possible approaches to addressing those problems effectively. In considering each problem area, the author emphasizes its impact on the activities and responsibilities of school officials and discusses concrete steps they can take in response. Nine specific problems are discussed, including the impact of declining school enrollments, the repercussions of federal requirements banning sex discrimination in education, conflict between school board members and administrators and teachers, financial problems, energy problems, increasing government involvement in school decision-making, the impact of a changing economy and job market on education, changing public attitudes toward schools, and lack of effective communication between school personnel, students, and the public. (JG)

ED 116 332 EA 007 814

Hinman, Stanley B., Jr.

#### Social Security—Its Application to Negotiations.

New York State School Boards Association, Albany.

Pub Date Dec 75

Note—2p.; Chapter 3 of Personnel Management Institutes, 1975, EA 007 811

Available from—Not available separately; see EA 007 811

#### Document Not Available from EDRS

Descriptors—\*Collective Bargaining, \*Contracts, Elementary Secondary Education, \*Fringe Benefits, Health Insurance, Insurance Programs, \*Leave of Absence, Personnel Policy, Tables (Data), \*Teacher Welfare

Many school boards are paying for certain fringe benefits that could be utilized to offset some of the costs of other fringe benefits. Perhaps the best example of this is the disability portion of Social Security. Persons disabled for more than one year may collect Social Security benefits equal to what they would receive on retirement at age 65. Yet many school district contracts grant sick leave accumulations in excess of one full school year. Districts should consider offsetting accumulations of more than a year with Social Security disability payments or any state disability payments. Further, each school district should inventory all the fringe benefits it provides to determine if there are any instances of double payment for the same type of benefit. (Author/JG)

ED 116 333 EA 007 815

Osterman, Melvin H., Jr.

#### Productivity and Disciplinary Rules—How to Negotiate Them and Make Them Work.

New York State School Boards Association, Albany.

Pub Date Dec 75

Note—9p.; Chapter 4 of Personnel Management Institutes, 1975, EA 007 811

Available from—Not available separately; see EA 007 811

#### Document Not Available from EDRS

Descriptors—Administrative Policy, \*Collective Bargaining, Collective Negotiation, Contracts Elementary Secondary Education, \*Employer Employee Relationship, Personnel Policy \*Productivity, \*Teacher Discipline, \*Teacher Employment, Teacher Evaluation

Identifiers—\*New York

Public school collective bargaining will no work unless management approaches negotiation as a two-way street and demands from the union

what it requires to protect its own interests. With today's surplus of available teachers, management has the opportunity to reclaim prerogatives it has abdicated through past negotiations. In particular, school officials should use the collective bargaining process to make significant improvements in the areas of disciplinary procedures for school employees and negotiated productivity agreements. New York now permits school districts to negotiate discipline procedures for noninstructional personnel as an alternative to existing statutory requirements. School officials should seek similar legislation covering instructional personnel and then take advantage of the opportunity to negotiate simple, effective procedures for employee evaluation and discipline. Similarly, collective bargaining can contribute importantly to gains in productivity. However, effective productivity bargaining requires careful preparation and technical expertise on both sides of the bargaining table and a complete commitment to the concept by both management and the union. (Author/JG)

**ED 116 334** EA 007 816  
Kuntz, Raymond G.

**Current Court Decisions, PERB Decisions, Commissioner's Decisions, Arbitrator's Decisions.**

New York State School Boards Association, Albany.

Pub Date Dec 75

Note—22p.; Chapter 5 of Personnel Management Institutes, 1975, EA 007 811

Available from—Not available separately; see EA 007 811

**Document Not Available from EDRS**

**Descriptors—Collective Bargaining, \*Court Cases, Court Litigation, Educational Administration, Elementary Secondary Education, \*Employer Employee Relationship, Guidelines, \*School Law, \*School Personnel, \*Teacher Dismissal, Teacher Employment, Tenure**  
**Identifiers—\*New York**

This paper examines a large number of recent court cases, state commissioner of education decisions, and public employee relations board rulings dealing with the employment and dismissal of school employees in New York. Since the discussion focuses almost entirely on New York cases, it will be of limited value to readers in other states. In his discussion, the author attempts to integrate related cases and to illuminate any unifying legal principles that can guide school board members and educational administrators in matters related to tenure, collective bargaining, teacher dismissal, and other issues involving school employees. (JG)

**ED 116 335** EA 007 817

**Work Stoppage Strategies. A Guide to Assist School Administrators to Develop Strike Management Plans. AASA Executive Handbook Series, Volume 6.**

American Association of School Administrators, Washington, D.C.

Pub Date 75

Note—62p.

Available from—American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209 (Stock No. 021-00434, \$2.50, quantity discounts, payment must accompany orders of \$10.00 or less)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—\*Administrative Personnel, Check Lists, \*Collective Bargaining, Communication (Thought Transfer), \*Decision Making, Elementary Secondary Education, Guides, Management, \*Planning, Public Relations, \*Teacher Strikes**

This handbook provides help and direction in minimizing the impact of a teacher strike on the local community. It is, in essence, a management plan to deal with work stoppages on as high a professional plane as possible. Modification must be made to meet local and state circumstances. Each school district must write a plan in line with its own philosophy and the board of education policies and state statutes. The point is that each school district in the nation must have such a readily available plan of action. A brief historical review of work stoppages by employee groups is included to give a greater understanding of the development of the more militant stance of school employee groups across the country. The scope and causes of strikes are also discussed, but the major portion of the handbook is devoted to

what the administrative team should do before, during, and after a strike. An appendix contains a checklist on the operation of the school, a prestrike questionnaire, a school report form and a strike checklist. (Author/IRT)

**ED 116 336** EA 007 818  
Coleman, Peter

**The Increased Pluralism and Politicization of Public Education—Coping with Conflict.**

Pub Date 15 Jan 76

Note—30p.; Paper presented at the Annual Meeting for District Superintendents (University of Victoria, Toronto, Ontario, January 15, 1976)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—Board of Education Role, \*Conflict, \*Conflict Resolution, Cultural Pluralism, \*Decision Making, Educational Research, Elementary Secondary Education, Governance, Management, Models, Organizations (Groups), Political Influences, \*Political Power, Political Socialization, \*Power Structure, Superintendents, Theories**

**Identifiers—\*Canada**

Power, or influence, in educational governance is increasingly becoming diffused. Everyone in education now feels relatively powerless. A political model of decision-making, emphasizing consultation with representatives of interest groups is now appropriate. In this model, the school board functions as "meta-mediator." This modifies the role of senior administrators. The pluralistic power structure, characterized by interest group politics, is now the most common kind. In such systems activist educators are likely to cause and encounter conflict. The skillful exercise of influence in coping with conflict in pluralistic environments is a vital skill for senior administrators. Conflict occurs when groups perceive a divergence of interests, as opposed to a commonality of interests. The chances of peaceful adjustment are maximized when a degree of shared interests exists and when some other conditions, including the existence of institutional arrangements for negotiation, are met. Conflict between the organization and clients is increasingly common and can be extremely difficult to deal with. Two common strategies, attitude change and power, can be used alternately. Conflict management is increasingly a common activity and an essential skill of senior administrators. Training or experience in it is thus an increasingly important qualification for leadership roles. (Author/IRT)

**ED 116 337** EA 007 819  
Bolmeier, Edward C.

**Sex Litigation and the Public Schools.**

Pub Date 75

Note—215p.

Available from—The Michie Company, Box 7587, Charlottesville, Virginia 22906 (\$12.50)

**Document Not Available from EDRS**

**Descriptors—Behavior Standards, Community Attitudes, \*Court Litigation, Elementary Secondary Education, Pregnancy, Pregnant Students, Sex Discrimination, \*Sex Education, \*Sexuality, \*Student Behavior, Students, \*Teacher Behavior, Teachers**

The main purpose of this book is to draw attention to a subject which is, or should be, of concern to virtually every citizen—judges, legislators, school officials, teachers, pupils, and parents. The school is not immune to the "sex revolution" that is going on in society, and is therefore obligated to keep abreast of developments. The main thrust of this investigation is to draw attention to the legal principles derived from decisions of school cases, involving sex, that have been brought before the courts for adjudication in recent years. Chapters cover the trend and legality of sex instruction in the public schools, the alleged sexual misbehavior of teachers, the meaning of "obscenity," the litigious aspect of the marital status of teachers, regulations concerning the marital status of students, and the early attempts by women to win equal rights. (Author/IRT)

**ED 116 338** EA 007 820  
Fitzgerald, R. T.

**Through a Rear Vision Mirror. Change and Education. A Perspective on the Seventies from the Forties. ACER Research Series No. 97.**

Australian Council for Educational Research, Hawthorn.

Pub Date Oct 75

Note—299p.

Available from—Lawrence Verry, Inc., Mystic, Connecticut 06355 (\$12.50)

**Document Not Available from EDRS**

**Descriptors—\*Change Agents, Changing Attitudes, \*Cultural Factors, Cultural Pluralism, Economic Factors, Education, \*Educational Change, \*Educational History, Elementary Secondary Education, Political Influences, Schools, Social Change, \*Social Factors, Social History, Social Influences**  
**Identifiers—\*Australia**

The early seventies were strikingly similar in some ways to the early forties. In both periods strong forces operated to reform education. These pressures arose in the main from a pervasive sense of crisis and threat to the culture. A major purpose of this study is to shed some light on the nature and impact of the forces of change that affect education. The method employed is to take an earlier corresponding period as the main point of reference. The forties thus serve as a "rear vision mirror" in the sense that an analysis of the reformist movement of those years helps create an understanding of the current landscape of education. As a result, it is easier to distinguish the familiar from the new factors at work. The analysis inevitably goes well beyond the field of education itself. Political, economic, and social factors bear heavily on education policy and price. The viability of proposed innovations is also linked with the cultural context. The advocates of structural change in the seventies enjoy a more favorable context for action than did their counterparts in the forties. The question has become not whether but how much change will take place. (Author/IRT)

**ED 116 339** EA 007 821

**Accountability: Related Bibliographies.**

Florida State Dept. of Education, Tallahassee.

Bureau of Planning and Evaluation.

Pub Date Sep 75

Note—163p.; Not available in hard copy due to small print size

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—Accountability, \*Bibliographies, Criterion Referenced Tests, \*Educational Accountability, Elementary Secondary Education, \*Evaluation Methods, Literacy, Performance Based Education, \*Performance Criteria, \*Program Effectiveness**

The bibliographies cited give numerous references in each of nine areas: criterion-referenced tests, educational accountability, evaluation criteria, evaluation methods, evaluation techniques, functional literacy/illiteracy, performance criteria, performance specifications, and program effectiveness. References were compiled from an exhaustive search of "Research in Education," "Current Index to Journals in Education," the subject guide to "Books in Print," and the Florida Department of Education and Florida State University card catalogs. (Author/IRT)

**ED 116 340** EA 007 822

Baehr, Melany E.

**A National Occupational Analysis of the School Principalship. A Cooperative Research Project. Final Report.**

Chicago Univ., Ill. Industrial Relations Center.; Consortium for Educational Leadership, Chicago, Ill.

Pub Date May 75

Note—143p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors—Elementary Secondary Education, Ethnic Distribution, Measurement Instruments, \*National Surveys, \*Occupational Information, \*Occupational Surveys, \*Principals, School Conditions, School Size, Socioeconomic Status, \*Statistical Analysis, Tables (Data), Task Performance**

**Identifiers—\*Job Functions Inventory for School Principals**

A national sample of school principals was administered the Job Functions Inventory for School Principals (JFI). This instrument consisted of 180 items or descriptions of functions a principal might have to perform on some regular basis. The principals surveyed rated the importance of each item. This report contains material on the background of the study, the pilot test, development of the instrument, selection of the sample, a copy of the instrument, and a comprehensive statistical analysis of the data. (MLF)

**ED 116 341** 95 EA 007 826  
*Weatherman, Richard Krantz, Gordon*  
**National Survey of State Special Needs Personnel  
 Serving Handicapped and Disadvantaged Students  
 in Vocational Education.**  
 Minnesota Univ., St. Paul. Div. of Educational  
 Administration.

Spons Agency—Bureau of Education for the  
 Handicapped (DHEW/OE), Washington, D.C.  
 Pub Date May 75  
 Note—19p.; For related document, see EA 007  
 827

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—Administrator Education, Coordina-  
 tors, \*Disadvantaged Youth, \*Handicapped  
 Students, Inservice Education, Interagency  
 Cooperation, National Surveys, \*Personnel  
 Needs, Program Coordination, \*Special Educa-  
 tion, \*State Departments of Education, Voca-  
 tional Education, Vocational Rehabilitation

This report contains tabulations of responses to  
 a questionnaire sent to the persons in each state  
 education agency responsible for coordinating the  
 programs of Special Needs in Vocational Educa-  
 tion. Each respondent was asked to identify one  
 program serving Special Needs in his state. The  
 questionnaire also asked whether the state had  
 held a cooperative conference involving voca-  
 tional education, vocational rehabilitation, and  
 special education, and whether the state had an  
 organized program of inservice training for ad-  
 ministrators of Special Needs programs jointly in-  
 volving the three agencies. A final question was,  
 "In order to help you to better administer your  
 program at the state level, what are your needs in  
 such areas as information, training programs, and  
 administration?" The report of this survey closes  
 with a number of conclusions and recommenda-  
 tions. (Author/MLF)

**ED 116 342** 95 EA 007 827  
*Krantz, Gordon Weatherman, Richard*  
**Local Administrators of Special Needs Programs  
 in Vocational Education.**  
 Minnesota Univ., St. Paul. Div. of Educational  
 Administration.

Spons Agency—Bureau of Education for the  
 Handicapped (DHEW/OE), Washington, D.C.  
 Pub Date Sep 75  
 Note—24p.; For a related document, see EA 007  
 826

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—Administrator Education, \*Adminis-  
 trator Role, Coordinators, \*Disadvantaged  
 Youth, \*Handicapped Students, Inservice Educa-  
 tion, Interagency Cooperation, \*Occupa-  
 tional Information, \*Occupational Surveys,  
 Program Coordination, Special Education, Voca-  
 tional Education, Vocational Rehabilitation  
**Identifiers**—Local Special Needs Administrators,  
 LSNA

The implications of the 1968 federal Voca-  
 tional Education Amendments have prompted  
 local programs to create the position of Local  
 Special Needs Administrator (LSNA). The in-  
 vestigation reported here was carried out as the  
 basis for proposing that a training program be  
 developed for Special Needs Administrators. The  
 coordinator or administrator for Special Needs  
 Programs in each of the 50 state education ag-  
 encies was asked to designate one local program  
 and administrator who could be contacted for  
 this study. Questionnaires were returned by 43  
 local administrators. The respondents reported  
 their organizational structures, job titles, job du-  
 ties, and certain opinions about the competencies  
 required in their work. (Author/MLF)

**ED 116 343** EA 007 830  
*Gluckman, Ivan*  
**Hair and Dress Code: Update. A Legal Memorandum.**  
 National Association of Secondary School Prin-  
 cipals, Reston, Va.  
 Pub Date Jan 76  
 Note—7p.

Available from—National Association of Sec-  
 ondary School Principals, 1904 Association Drive,  
 Reston, Virginia 22091 (\$0.50, quantity  
 discounts; payment must accompany orders of  
 \$10.00 or less)

**EDRS Price MF-\$0.76 Plus Postage. HC Not  
 Available from EDRS.**  
**Descriptors**—Court Litigation, \*Dress Codes,  
 Elementary Secondary Education, \*Student  
 Rights, \*Student School Relationship, Supreme  
 Court Litigation

School regulations concerning hair have been  
 successfully defended in appellate courts in about  
 half the country. The most recent decision of a  
 federal circuit court upholding a school's rules  
 was decided in 1975. In this instance, the court  
 reversed the position it held only three years  
 earlier. There are some guidelines that should be  
 kept in mind if a school has hair regulations or is  
 considering their adoption: rules should be drawn  
 as narrowly and specifically as possible and  
 should be clearly related to the educational pur-  
 poses of the school; the strongest legal basis for  
 hair and grooming regulations are the protection  
 of health, safety, or educational performance of  
 the students; if the rule is based on the need to  
 prevent disruption of the educational process, the  
 school should be prepared to meet the test out-  
 lined in the Tinker decision; it should be made  
 sure that the rule is not grounded solely on sexual  
 stereotypes or other presuppositions that cannot  
 be defended against charges of sex discrimina-  
 tion; and the rule should be spelled out,  
 preferably in writing, and made known to every-  
 one it will affect, before it is enforced against  
 anyone. (Author/IRT)

**ED 116 344** EA 007 831  
*Caliste, Edward R.*

**Do School Organizational Patterns Make a Dif-  
 ference?**

Pub Date 75  
 Note—12p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—\*Academic Achievement, \*Cocur-  
 ricular Activities, Elementary Secondary Educa-  
 tion, \*Grade Organization, \*Instructional  
 Program Divisions, Organization, Schools, So-  
 cial Adjustment, Socioeconomic Influences,  
 \*Socioeconomic Status

In order to determine the effect of school or-  
 ganizational patterns on learning and school ad-  
 justment, the author conducted a study that com-  
 pared twelfth-grade students who attended self-  
 contained schools on a K-8 pattern with students  
 who attended self-contained schools on a K-3, 4-  
 6 plan and then a 7-8 departmentalized school.  
 All the students attended the ninth grade in one  
 school and then went to one that used a 10-12  
 pattern. The results showed that (1) achievement  
 as measured by grade point average was not  
 statistically significant on the T-test at the .05  
 level; (2) there were few differences in the stu-  
 dents' perception of school experiences and those  
 that were found were more related to  
 socioeconomic status and sex rather than to  
 trends that could be attributable to previous  
 school organizational structure; (3) there was no  
 meaningful difference between the students in  
 stability of socioeconomic aspiration level; (4)  
 there were no inhibitory effects of organization  
 patterns in participation in extracurricular activi-  
 ties; and (5) there was stability of performance  
 within each socioeconomic status classification.  
 (Author/IRT)

**ED 116 345** EA 007 832  
**Proceedings of the Annual Meeting [of the Na-  
 tional Education Association] (113th, Los An-  
 geles, California, July 3-8, 1975). Volume 113.**  
 National Education Association, Washington,  
 D.C.

Pub Date 76  
 Note—234p.

Available from—NEA Publications, Order De-  
 partment, The Academic Building, Saw Mill  
 Road, West Haven, Connecticut 06516 (Stock  
 No.1203-8-00, \$5.00)

**EDRS Price MF-\$0.76 Plus Postage. HC Not  
 Available from EDRS.**

**Descriptors**—\*Conference Reports, Education,  
 Meetings, \*National Organizations, Professional  
 Associations, Reports, \*Teacher Associations,  
 Teachers

These proceedings contain the addresses of the  
 National Education Association president and ex-  
 ecutive secretary, and the minutes of the six busi-  
 ness meetings of the fifty-fourth representative as-  
 sembly. (IRT)

**ED 116 346** EA 007 833  
*Weaver, Janice F., Ed.*  
**Educational Policy. Highlights of the Lyndon B.  
 Johnson Memorial Symposium on Educational  
 Policy.**  
 Pub Date 75  
 Note—102p.

Available from—The Interstate Printers and  
 Publishers, Inc., 19-27 North Jackson Street,  
 Danville, Illinois 61832 (Reorder No. 1690,  
 \$4.95, educational discounts)

**Document Not Available from EDRS**

**Descriptors**—Community Involvement, Communi-  
 ty Role, \*Constitutional Law, \*Cultural Plural-  
 ism, \*Educational Administration, Educational  
 Change, \*Educational Policy, \*Educational  
 Research, Elementary Secondary Education,  
 \*Federal Programs, Minority Groups, Public  
 Policy, School Law, State Programs

Policy is developed at many levels in the edu-  
 cational bureaucracy and is influenced by many  
 agencies and groups. Few policies or delibera-  
 tions, however, are related to any other policies  
 or agencies, and most policies are developed to  
 speak only to a particular goal or problem in a  
 particular educational setting. There is no agree-  
 ment on the definition or characteristics of an  
 educational policy, and in the everyday world of  
 school boards and administration, there is no  
 clear distinction between an educational policy  
 and an administrative rule or regulation. Because  
 of the need for clarification of the basic elements  
 of policy-making and of policies, this symposium  
 was held. Leaders in the field were invited to  
 share their knowledge and their thought concern-  
 ing the major areas of policy development in  
 order to bridge the gap between academic studies  
 providing socio-philosophical insights and the  
 day-to-day policy problems of schools faced with  
 increasing social pressure for financial and other  
 accountability. Topics considered include an ex-  
 amination of what educational policy is, new  
 directions in federal policy, the effect of research  
 on policy, constitutional issues and policy, and  
 the role of community and minorities in educa-  
 tional development. (Author/IRT)

**ED 116 347** EA 007 834  
*Kimball, Roland B.*

**Recent Research in Curriculum.**

Pub Date 30 Oct 75

Note—10p.; Paper presented to the Annual  
 Meeting of the Northeast Educational Research  
 Association (6th, Ellenville, New York, Oc-  
 tober 30, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—Curriculum, Curriculum Design,  
 \*Curriculum Evaluation, \*Curriculum  
 Research, \*Educational Research, Elementary  
 Secondary Education, \*Literature Reviews, Ob-  
 jectives, Social Factors, Systems Analysis,  
 Teachers, Teaching Methods

The literature on curriculum comprises three  
 areas. The first is made up of the articles that ad-  
 vocate, describe, criticize, discuss, or pontificate.  
 These articles contain little by way of discerning  
 theoretical analysis and nothing by way of persua-  
 sive empirical evidence and are not considered  
 here, though their influence on actual school  
 practice may well exceed that of the materials  
 that are covered. The second area deals with the  
 problem of analysis, the problem of developing a  
 body of curriculum theory that will help in the  
 understanding of curriculum policy as well as the  
 development of evaluation of curriculum prac-  
 tices. The third area of the literature seeks,  
 through a wide variety of empirical studies, to  
 provide data regarding the consequences of vari-  
 ous curriculum choices. The latter two groups are  
 discussed here under the headings of curriculum  
 theory and analysis, curriculum structure, subject-  
 area curriculum research, curriculum and  
 teaching method, noncognitive outcomes in cur-  
 riculum, and curriculum research and curriculum  
 decisions. The fundamental question is still that  
 of purpose. Curriculum researchers can no more  
 remain indifferent to the value questions implicit  
 in choices of objectives than can any other group  
 of scientists. (Author/IRT)

**ED 116 348** EA 007 835  
*Dorfman, William Ferrara, Lynette*  
**Social and Economic Characteristics of U.S.  
 School Districts, 1970.**

National Center for Education Statistics (D-  
 HEW), Washington, D.C.  
 Report No—NCES-76-205

Pub Date 75

Note—110p.

Available from—Superintendent of Documents,  
 U.S. Government Printing Office, Washington,  
 D.C. 20402 (\$1.80)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**



**Descriptors**—Academic Achievement, \*Census Figures, \*Demography, Dropouts, Economic Disadvantage, English (Second Language), Ethnic Distribution, Labor Force, Nonresident Students, One Parent Family, Private Schools, \*School Districts, \*Socioeconomic Status, \*Statistical Analysis, Tables (Data), Vocational Education

This publication contains selected data from the 1970 Census of Population Fourth Count, summarized for school districts. The data are intended to fulfill, in part, the information needs of those individuals and organizations concerned with education who lack access to computer-based information processing facilities. National summary tables are presented that show the distribution of (1) school districts with enrollments of 300 or more for 13 selected social and economic indicators, and (2) public school pupils according to the community characteristics of their school district. These distributions are further broken down by region, urban status, and school district enrollment size. A detailed school district data table gives the values for 36 selected community social and economic indicators for each U.S. school district with an enrollment of 25,000 or more. (Author/MLF)

**ED 116 349** EA 007 836

*Perry, Charles R. And Others*

**The Labor Relations Climate and Management Rights in Urban School Systems. The Case of Philadelphia. Labor Relations and Public Policy Series. Report No. 11.**

Pennsylvania Univ., Philadelphia. Wharton School of Finance and Commerce.

Pub Date 74

Note—99p.

Available from—Industrial Research Unit, The Wharton School, University of Pennsylvania, Philadelphia, Pennsylvania 19174 (\$5.95)

**Document Not Available from EDRS**

**Descriptors**—\*Collective Negotiation, \*Educational Administration, \*Labor Demands, Negotiation Agreements, Negotiation Impasses, School Systems, \*Teacher Administrator Relationship, Teacher Associations, Teacher Employment, \*Teacher Militancy, Teacher Strikes, Unions, Urban Schools

**Identifiers**—Pennsylvania (Philadelphia)

This study documents the legal, political, economic, and managerial constraints in the Philadelphia Public School System and traces their impact on the policies and practices of the system. Specifically, the study focuses on collective bargaining relationships and on their impact on the system. The first section outlines the basic constraints that have historically shaped decisions about the compensation and utilization of human resources. This is followed by a discussion of the procedural implications and substantive by-products of collective bargaining in the system. The next three chapters examine the substance of current contracts and the agreements that preceded them. The concluding chapter attempts to place collective bargaining in proper perspective within the larger legal, political, economic, and managerial context and to appraise the prospective significance of collective bargaining for the ability of the schools to meet their basic mission. (Author/MLF)

**ED 116 350** EA 007 837

**State Plan for Removal of Architectural Barriers to the Handicapped in Colorado Higher Education.**

Colorado Commission on Higher Education, Denver.

Pub Date Sep 74

Note—295p.; Occasional marginal legibility in the appendices

Available from—Micrographic Laboratory, James A. Michener Library, University of Northern Colorado, Greeley, Colorado 80639 (\$1.50 for microfiche)

**EDRS Price MF-\$0.76 HC-\$14.59 Plus Postage**

**Descriptors**—\*Architectural Barriers, Construction Costs, \*Facility Guidelines, \*Facility Improvement, \*Handicapped Students, Higher Education, Institutional Research, \*Needs Assessment, Physically Handicapped, School Community Relationship, School Surveys, Standards, State Legislation

**Identifiers**—Colorado

The procedures, assumptions, and recommendations of a statewide plan for the elimination of architectural barriers in all Colorado institutions

of higher education are detailed. The first sections of the report concern the number and nature of those having physical disabilities, available statistical data on a national and a state level, and arguments for the removal of architectural barriers. Text and illustrations show the accepted national standard relating to barrier-free design of buildings. The major section of the work contains the results of building-by-building surveys to identify architectural barriers on each of the campuses in Colorado. Recommendations for each campus consist of building survey results, recommendations, and estimated costs of barrier removal. Also included in the recommendations for each campus is a summary sheet of campus-wide priorities. The appendixes contain correspondence and forms related to development of the statewide plan, and the Colorado Architectural Barriers Statute. (Author/MLF)

**ED 116 351** EA 007 838

**1975 School Vandalism Survey.**

New Jersey School Boards Association, Trenton.

Pub Date 14 Oct 75

Note—11p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Costs, Police School Relationship, \*Prevention, Questionnaires, School Districts, \*School Vandalism, \*Security, \*State Surveys, Tables (Data)

**Identifiers**—New Jersey

A survey instrument to assess the statewide impact of school vandalism was sent to every public school district in New Jersey. Information was requested on (1) vandalism costs by categories; (2) comparisons on the costs and incidents of vandalism for the years 1972-73, 1973-74 and 1974-75; (3) location and occurrence of vandal acts; (4) methods, techniques, and devices used to reduce the costs of vandalism; (5) security cost data for exterior building lighting, security equipment, break resistant windows, and security personnel; and (6) vandalism and school security policies. The survey results are presented in a table format preceded by a narrative summary and conclusion from the data within the tables. (Author/MLF)

**ED 116 352** EA 007 839

**Report and Recommendations of Illinois Task Force on Declining Enrollment. [Summary].**

Illinois State Office of Education, Springfield.

Pub Date [75]

Note—34p.; For a related document, see EA 007 840

Available from—Illinois Office of Education, Department of Planning and Research, 100 North First Street, Springfield, Illinois 62777 (Complete report, as requested)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Educational Alternatives, \*Educational Economics, Educational Facilities, Educational Finance, Educational Planning, Elementary Secondary Education, Enrollment Influences, Enrollment Projections, \*Enrollment Trends, Job Layoff, School Buildings, \*School Closing, \*Shared Facilities, State Aid, Student Enrollment, \*Teacher Supply and Demand

**Identifiers**—\*Illinois

The Illinois Task Force on Declining Enrollments, created by the State Superintendent of Education, was charged with developing recommendations to aid in solving some of the economic problems that the state and local boards face in this era of declining enrollments. This publication provides a summary of the task force's research and outlines its recommendations. It is organized in five sections: enrollments in the past, present, and future; fiscal considerations; staffing considerations; surplus space and program opportunities; and school closing. (Author/IRT)

**ED 116 353** EA 007 840

**Report of the Illinois Task Force on Declining Enrollments in the Public Schools.**

Illinois State Office of Education, Springfield.

Pub Date Dec 75

Note—94p.; For a related document, see EA 007 839

Available from—Illinois Office of Education, Department of Planning and Research, 100 North First Street, Springfield, Illinois 62777 (as requested)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—Community Involvement, Educational Alternatives, \*Educational Economics,

Educational Facilities, Educational Finance, \*Educational Planning, Elementary Secondary Education, Enrollment Influences, Enrollment Projections, \*Enrollment Trends, Job Layoff, School Buildings, \*School Closing, Shared Facilities, State Aid, Student Enrollment, \*Teacher Supply and Demand

**Identifiers**—\*Illinois

The Illinois Task Force on Declining Enrollments was formed in response to the need for more information about the process of planning and management in the public school system in a period of declining enrollment. The task force had five major purposes: to stimulate greater awareness of the problems and opportunities associated with declining enrollments; to outline some of the major issues and options; to set forth some practical suggestions to local districts; to generate greater planning efforts at the state and local levels; and to develop recommendations for state-level study and action. This report is an edited and integrated version of the reports of the task force subcommittees on enrollment projections, economic issues, the use of unneeded facilities, school staffing, and the effects of reduced enrollments on instructional programs. Four themes run through the discussion—the need for planning; the importance of community involvement in the planning process; constraints, reductions, and barriers; and the opportunities associated with declining enrollments. (Author/IRT)

**ED 116 354** 95 EA 007 841

**Educational Programs That Work. A Resource of Educational Innovations Developed by Local School Districts and Approved by an Evaluation Panel in the Education Division of the Department of Health, Education and Welfare.**

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 75

Contract—OEC-300-75-0402

Note—205p.

Available from—Orders Department, Far West Laboratory, 1855 Folsom Street, San Francisco, California 94103 (\$4.95, orders must be prepaid)

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**

**Descriptors**—Curriculum, \*Diffusion, Early Childhood Education, \*Educational Innovation, Elementary Education, Environmental Education, Innovation, Language Skills, Mathematics, Mathematics Education, \*Program Descriptions, Program Guides, Reading, Secondary Education, Special Education

**Identifiers**—National Diffusion Network

This sourcebook provides brief descriptions of a number of innovative programs that have been approved for dissemination by the Joint Dissemination Review Panel within the Education Division of the Department of Health, Education, and Welfare. The first section presents an array of programs that were being supported as Demonstration Projects during the 1975-76 school year by the U.S. Office of Education. The second section presents shorter descriptions of projects that are also approved for diffusion but, in view of scarce resources, could not be funded during the particular school year. The back of the book contains a list of state facilitators, with names, addresses, and phone numbers. Each facilitator serves as a matchmaker within that state to assure that local education agencies obtain information about and access to those validated innovations that fit identified needs of particular schools, regardless of where in the nation the original program happened to have been launched. The demonstration projects deal with a wide variety of areas: alternative/secondary education, early childhood and parent readiness, the environment, reading/language/mathematics, specialized curriculum/special interests, special education, and training/organizational arrangements. (Author/IRT)

**ED 116 355** EA 007 842

*Johns, Roe L. Morphet, Edgar L.*

**The Economics and Financing of Education. A Systems Approach. Third Edition.**

Pub Date 75

Note—486p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, N.J. 07632 (\$14.50)

**Document Not Available from EDRS**

**Descriptors**—Capital Outlay (for Fixed Assets), Court Litigation, Educational Alternatives, Educational Economics, \*Educational Finance, \*Educational Planning, Elementary Secondary Education, \*Equal Education, Federal Programs, Finance Reform, Management, Models, Personnel Policy, Planning, Political Influences, State Aid, \*Systems Analysis, \*Systems Approach, Taxes, Tax Support

**Identifiers**—\*Planning Programming Budgeting System, PPBS

Educational finance policies have such a critical influence on every educational service and program, on the national economy, on the welfare of individuals, and even on the welfare of the nation itself, that educational finance cannot be studied adequately in isolation from our total social system. Therefore, the authors have used the systems approach in presenting much of the present knowledge of educational finance and many of the major problems and issues in that area. This approach involves an extensive analysis of the economics of education and of the effect of education on the national economy. It implies utilization of the planning-programming-budgeting system or the educational resources management system. Modern fiscal policies for education require long-range educational planning, an essential component of this approach. The study of school finance and business management involves systems analysis and operation research to maximize educational return per unit of financial input. Both administrative policies and the structure of district organization must be appraised in terms of financial efficiency and effectiveness in providing needed educational services. The effects of alternative educational finance models on the equalization of educational opportunity and on equity to taxpayers must be given careful consideration. (Author)

ED 116 356

EA 007 843

Smith, Gary R.

Comparison of Average Salaries of Male and Female Administrators in Michigan Public Schools (1973-1974).

Pub Date 15 Sep 75

Note—10p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

**Descriptors**—\*Administrative Personnel, Administrator Background, \*Comparative Analysis, Equal Opportunities (Jobs), \*Females, \*Males, \*Salaries, School Systems, Tables (Data), Work Experience

**Identifiers**—Michigan

A comparison of the average salaries of male and female administrators was made in relation to assignment, highest degree earned, and professional experience. In the group of 8,071 administrators, there were 6,701 (83 percent) males and 1,370 (17 percent) females. The general pattern is a preponderance of males employed with average salaries substantially higher than those of their female counterparts. (Author/MLF)

ED 116 357

EA 007 844

Nolte, M. Chester

Are the Courts Determining Policy?

Pub Date 21 Feb 76

Note—11p.; Paper presented at the Annual Meeting of the American Association of School Administrators (108th, Atlantic City, New Jersey, February 20-23, 1976); Not available in hard copy due to light type of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

**Descriptors**—\*Boards of Education, Civil Liberties, Collective Bargaining, \*Decision Making, \*Educational Policy, Equal Education, \*School District Autonomy, Speeches, \*Supreme Court Litigation

The following questions are elaborated on in this speech: (1) Is the discretionary power of local boards of education being eroded? (2) If so, has some of that power been shifted upward to the state and federal legislative branches of government? (3) What is the current status of involvement of the judiciary in the making of educational decisions, particularly as related to the running of schools and the local level? and (4) Is the involvement of the judges, given the present social setting in which educational decisions are being made, out of proportion with the proposition that the three coequal divisions of government (executive, legislative, judicial) are supposed to act as a checks-and-balance system at all times? (Author/MLF)

ED 116 358

95

EA 007 846

Gaskie, John J. Gaskie, Margaret F.

Striving Toward Dialogue. A National Forum on Educational Accountability. Denver, Colorado, 1975.

American Federation of Teachers, Washington, D.C.; Colorado State Dept. of Education, Denver. Cooperative Accountability Project.; National Education Association, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—48p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

**Descriptors**—Academic Achievement, Accountability, Achievement Tests, Conference Reports, \*Educational Accountability, \*Educational Assessment, Educational Objectives, Elementary Secondary Education, Evaluation, \*Evaluation Methods, Teacher Attitudes, \*Teacher Participation, Teacher Role, \*Testing

This is the report of a conference on accountability that was sponsored by the U.S. Office of Education and administered by the Cooperative Accountability Project with the advice and assistance of the National Education Association and the American Federation of Teachers. The purpose of the conference was to provide a meeting place in which teachers, other education professionals, and laymen could enter into substantive dialogue on accountability. It was hoped that those concerned could discuss their similarities and differences and find a means of having a dialogue about those differences. Four principal topics were covered: the goals and objectives of accountability, the means by which the objectives can be accomplished, assessment and evaluation, and the question of who should be accountable, to whom, and for what. Two speakers, one representing teachers, addressed each of the topics and then the participants divided into small groups to attempt to find their areas of agreement and disagreement on the topics. The report is made up of summaries of the speakers, the small-group discussions, and the related events. Also included is an evaluation of the conference and of the positions of those who attended. (Author/IRT)

ED 116 359

EA 007 848

Hubbard, Ben C. Hickrod, G. Alan

A Look at Comparing State Aid to Local School Districts on an Interstate Basis.

Illinois State Univ., Normal. Center for the Study of Educational Finance.

Report No.—S-1-HH-75

Pub Date 28 Oct 75

Note—20p.; Speech presented at the Annual Meeting of the Association of School Business Officials of the United States and Canada (Las Vegas, Nevada, October 27-31, 1975); Not available in hard copy due to light type of original document

Available from—Center for the Study of Educational Finance, Department of Educational Administration, Illinois State University, Normal, Illinois 61761 (\$0.35)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

**Descriptors**—Comparative Analysis, Constitutional Law, Costs, Court Litigation, Education, \*Educational Finance, Elementary Secondary Education, \*Equal Education, \*Equalization Aid, Federal Aid, Federal Programs, Interstate Programs, Measurement Techniques, State Federal Support, State Programs, \*Statistical Analysis, Supreme Court Litigation

**Identifiers**—\*Fiscal Neutrality

The United States Supreme Court decision in the Rodriguez case does not make unequal educational opportunity between students any less of a moral injustice. It is immaterial whether these students are in different school districts in the same state, or in different school districts in different states. There is a role for the federal government in reducing the permissible variance of educational expenditures between states. This interstate comparison of permissible variance cannot be easily accomplished without agreement on criteria and increased sophistication of statistical techniques. Several methodologies and criteria that might aid in the measurement of interstate permissible variance are suggested. (Author)

EC

ED 116 360

EC 080 579

Fairchild, Effie Neal, Larry

Common Unity in the Community: A Forward Looking Program of Recreation and Leisure Services for the Handicapped.

Oregon Univ., Eugene. Center of Leisure Studies. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 75

Note—113p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

**Descriptors**—\*Community Programs, Conference Reports, Exceptional Child Education, Exceptional Child Services, \*Handicapped Children, \*Leisure Time, Normalization (Handicapped), \*Recreation, \*School Community Relationship

**Identifiers**—Project Common Unity

Presented are 12 readings related to the Common-Unity program for providing recreation or leisure services for the handicapped within the local community. Introductory papers present the philosophical basis of the project (Larry Neal) and summarize the conference proceedings and program (Ted Gordon). Four papers on community education have the following titles: "Community Education—Perspective and Potential" (Edward Olsen), "Community Education and the Handicapped" (Jack Minzey), "Community School" (Alan Baas), and "Community Education and Community Schools" (James Cox). Special education needs and trends are focused on in three papers: "Trends and Issues in Leisure Education for the Handicapped Through Community Education" (Steve Brannan), "Mainstreaming—Fad or Fact? Implications for Community Educators and Recreation Specialists" (Mel Weishahn), and "Concept Normalization" (Jean Edwards). The final section includes three readings on recreation: "Special Community Education for the Handicapped—A Proposed Model to Meet the Total Life and Leisure Needs of the Handicapped Child and Adult" (John Nesbitt), "Leisure and Recreation Services in the Future" (Doug Sessions), and "Therapeutic Recreation Information Center" (Fred Martin). Also included are the conference group reports, a list of participants, a conference summary and evaluation, and a listing of community education regional and cooperating centers. (DB)

ED 116 361

EC 080 580

Verbeke, Maurice G. Verbeke, Karen A.

The Education of the Gifted Child, 1965-1971: An Annotated Bibliography.

Glassboro State Coll., N.J. Dept. of Educational Administration.

Pub Date Feb 73

Note—127p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

**Descriptors**—\*Abstracts, \*Annotated Bibliographies, \*Bibliographies, Exceptional Child Education, \*Gifted

Presented are 400 abstracts of publications (books, journal articles, monographs, theses) concerned with the education of gifted children. Abstracts are in alphabetical order by author and were published from 1965 through 1971. (DB)

ED 116 362

EC 080 585

Best, Barbara J. Roberts, Gail C.

Cognitive Development in Young Deaf Children. Research Report No. 92.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.—RR-92

Bureau No.—332189

Pub Date Aug 75

Grant—OEG-09-332189-4533(032)

Note—56p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

**Descriptors**—\*Aurally Handicapped, \*Cognitive Development, \*Deaf Children, Early Childhood, \*Environmental Influences, Exceptional Child Research, Intervention, Maturation, Mothers, Parent Child Relationship, \*Social Influences, Stimulation

**Identifiers**—Piaget (Jean)

Sixteen preschool-age hearing-impaired children were studied to explore the general nature

of their cognitive development and to identify relationships between environmental processes and cognitive development. Data were obtained from administration of the Infant Psychological Development Scale and the Inventory of Home Stimulation (when Ss were 23- to 38-months old); and from administration of the Home Inventory, the Utah Test of Language Development, a structured mother-child interaction task, and a classification task (when Ss were 36- to 54-months-old). Findings revealed that the early cognitive development of deaf children through what J. Piaget terms the sensori-motor stage proceeds quite normally, but that cognitive development which is more clearly dependent on verbal interaction with the environment, or what Piaget terms social transmission, does show a discrepancy when deaf children are compared to hearing children on the classification task. Results suggested that early intervention programs with deaf children need to focus on improving communication abilities and developing curriculum materials which better teach those concepts usually transmitted through social interaction with the environment. (LS)

**ED 116 363** EC 080 586  
*Ellenberger, Ruth L. And Others*

**Early Stages in the Acquisition of Negation by a Deaf Child of Deaf Parents. Research Report No. 94.**

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No—RR-94

Bureau No—332189

Pub Date Sep 75

Grant—OEG-09-332189-4533(032)

Note—53p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—Aurally Handicapped, \*Deaf, Deaf Children, Early Childhood, Exceptional Child Research, Expressive Language, \*Interaction Process Analysis, \*Language Development, \*Maturation, Nonverbal Communication, Parent Influence, \*Sign Language

Videotapes of a deaf child of deaf parents were used to study the developmental stages and underlying processes involved in the child's acquisition of negation from age 28 months to age 41 months. The S was videotaped in spontaneous interaction with her mother or the experimenter for approximately 1 hour each month, and the films were transcribed into an English gloss notation by a team of deaf adults. Use of the negative headshake, a linguistic component of sign language, was the primary focus of study. Results revealed that the S acquired negation through stages comparable to those involved in hearing children's language acquisition. Findings suggested that the deaf are fully capable of learning to understand and use negation, and that a deaf child of deaf parents should not be considered to be communicating in a primitive or gestural manner if he negates sentences by using only a headshake. (LS)

**ED 116 364** EC 080 587  
*Norris, Arthur G., Ed.*

**Deafness: Contributed Papers and Reports of Research and Professional Activities in the Area of Deafness. Volume IV.**

Professional Rehabilitation Workers with the Adult Deaf, Inc., Silver Spring, Md.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date 74

Note—367p.

**EDRS Price MF-\$0.76 HC-\$18.40 Plus Postage**

**Descriptors**—Adults, Aurally Handicapped, \*Deaf, \*Demonstration Projects, Exceptional Child Education, Exceptional Child Research, \*Federal Programs, Instructional Media, Legislation, Mental Health, Multiply Handicapped, Rehabilitation, \*Research Projects, Research Reviews (Publications), Vocational Education

Presented are 20 author contributed papers on the status of deaf persons, their needs, and innovative procedures developed to meet those needs, and reported are research and demonstration activities in the field of deafness. Among topics covered in the papers are: economic factors in deafness, training needs of rehabilitative personnel serving deaf persons, technical-voca-

tional education, multiply handicapped deaf persons, mental health services, implications of recent court decisions and legislation, counseling, community services, adult services, telephonic assistance devices, and vocational evaluation. In the second half of the document, lists and descriptions are provided of research and projects such as those of the Rehabilitation Services Administration, centers on deafness (such as the Deafness Research and Training Center in New York), the Office of Education (including professional training programs and captioned films services), the Health Services Administration's Maternal and Child Health Program, and programs under the National Institute of Education. Other programs reported include those of the National Institute of Neurological Diseases and Stroke, the National Center for Health Statistics, the Army Audiology and Speech Center, and the Deafness Research Foundation. (LS)

**ED 116 365** EC 080 591

*Zitani, E. Alfredo*

**School Shock: Learning Disability as a Dissociative Reaction.**

Pub Date Jul 75

Note—18p.; Paper presented at the conference on Dimensions of Anxiety and Stress of the Scientific Affairs Division, North Atlantic Treaty Organization, (Oslo, Norway, July 1975); For a related paper see EC 080 592

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Anxiety, Dyslexia, \*Emotional Problems, \*Etiology, Exceptional Child Education, Hypnosis, \*Learning Disabilities, Psychotherapy, \*Teaching Methods, \*Theories

Learning disability is suggested to be a dissociative reaction (school shock) similar to shell shock in wartime requiring appropriate theoretical and remedial approaches. Psychoanalytic and learning theory viewpoints are applied to the nature of learning disabilities. Also considered are the relation of anxiety to achievement and hypnosis to dyslexia. It is proposed that the concept of minimal brain damage be replaced by "minimal dissociative reaction." Suggested are such teaching methods as tachistoscopic presentation of reading material, encouragement of anxiety-reducing psychomotor activity (such as gum chewing) during intellectual effort, hand pacing while reading, and male/female teaching pairs. (DB)

**ED 116 366** EC 080 592

*Zitani, E. Alfredo*

**School Shock: A Psychodynamic View of Learning Disability.**

Pub Date May 74

Note—12p.; Congress of the International Association of Workers for Maladjusted Children (8th, Lausanne, Switzerland, May 2, 1974); See EC 080 591 for related information

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Emotional Problems, \*Etiology, Exceptional Child Education, \*Learning Disabilities, \*Psychotherapy, \*Remedial Instruction, Theories

Learning disability is seen to be a dissociative disorder (school shock) similar to shell shock in wartime. The shell shock model is explained to focus diagnosis and treatment of learning disabilities around the dynamics of the predisposing unconscious conflict, the dynamics in the environment, the mechanism which allows these two conditions to produce symptoms, the rationale of symptom choice, the collaborative application of psychotherapy and educational remediation, and the use of therapy techniques proven to be successful with shell shock and hysteria. (Author/DB)

**ED 116 367** EC 080 647

**A Course of Study for the Educable Mentally Retarded: Primary, Intermediate, Junior High.**

Indianapolis Public Schools, Ind.

Pub Date 75

Note—249p.

**EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage**

**Descriptors**—\*Class Activities, \*Curriculum Guides, \*Educable Mentally Handicapped, Elementary Secondary Education, Exceptional Child Education, Health Education, Language Arts, Mathematics, Mentally Handicapped, Safety Education, Sciences, Social Studies

Presented is a curriculum guide for educable mentally retarded (EMR) students in primary, intermediate and junior high school levels. In-

troductory material includes information on characteristics and needs of EMR children; scope and sequence for each level in language arts, arithmetic and social skills; and suggested teaching and planning techniques. For each level, unit suggestions and activities are presented in the following subject areas: language arts, arithmetic, social studies, science, health, and safety. In addition, the junior high curriculum contains items on homemaking and industrial arts. Skills and activities are also provided for the special subject areas of art, music, and physical education. (CL)

**ED 116 368** EC 080 648

**Mainstreaming in IPS.**

Indianapolis Public Schools, Ind.

Pub Date [75]

Note—26p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Definitions, \*Delivery Systems, \*Educable Mentally Handicapped, Educational Needs, Elementary Secondary Education, Exceptional Child Education, High Interest Low Vocabulary Books, \*Instructional Materials, Instructional Media, Mentally Handicapped, Models, \*Regular Class Placement, \*Student Characteristics, Teacher Role

The guide contains general information on mainstreaming the mildly handicapped child in the regular class and appropriate instructional materials and media. Topics considered include fears of educators and parents about mainstreaming, a model of a continuum for the delivery of special education services, characteristics (with corresponding educational implications) of the educable mentally handicapped child, teacher responsibility to parents and community, and the role of the media center. Listed are 21 high interest/low vocabulary reading series, 95 professional films and filmstrips, and 32 selected references on mainstreaming. Also included is a glossary of 10 terms, such as "due process" and "resource teacher." (DB)

**ED 116 369** EC 080 676

*Cohen, Shirley*

**A Selected Bibliography for and about Parents of the Handicapped.**

City Univ. of New York, N.Y. Graduate School and Univ. Center.

Report No—CASE-06-75

Pub Date 75

Note—15p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Bibliographies, Exceptional Child Education, \*Handicapped Children, Organizations (Groups), Parent Associations, \*Parent Education, Parents, Resource Materials, \*Teaching Methods

**Identifiers**—\*Personal Experiences

The bibliography contains approximately 90 citations of publications for and about parents of handicapped children. Citations are listed alphabetically by author within the following categories: "On Being the Parent of a Handicapped Child—Writings by Parents", "Information, Teaching Suggestions, and Training Guides for Parents"; and "Especially for the Professional". Publications include books, journals, and monographs published from 1950 through 1973. Also included are the addresses of 11 national or state organizations which provide information for parents. (DB)

**ED 116 370** EC 080 690

*Mann, Lester And Others*

**Sensory Modality Preferences: Measurement of Selected Psychological "Process" Variables and Their Validity; Implications for Aptitude-Treatment Interaction Research with Learning Disabled Children.**

Montgomery County Intermediate Unit 23, Blue Bell, Pa.

Pub Date Oct 75

Note—118p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—\*Auditory Perception, Early Childhood Education, Exceptional Child Research, \*Learning Disabilities, \*Learning Modalities, Primary Education, \*Psycholinguistics, Statistical Data, \*Visual Perception

In an attempt to clarify the phenomena of psychological "process" variables, as applied to children with learning disabilities, a study was made of sensory modality preferences in 64 kindergarten and 64 first grade children. Ss were

given a battery of seven measures grouped under the following four headings: standardized test approach; controlled laboratory approach; classroom-oriented approach; and teacher observation. For each of the seven measures, both a visual and an auditory mode were presented to each child. A series of four analyses was performed. The first series generated descriptive statistics on 81 variables in kindergarten and on 79 variables in first grade. The second series studied the standard z discrepancy scores between auditory and visual performances in the context of several complex factorial designs. The third series used the standard z scores of the second to study the incidence and nature of various types of sensory modality profiles. The fourth series used percentage correct (mastery) scores embedded in complex factorial designs to examine various types of auditory-visual comparisons. (Author/DB)

ED 116 371 EC 080 691

Trupin, Eric W. And Others  
Parents Do More When They Know More: An Intervention Model.

Pub Date [75]

Note—23p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Behavior Change, \*Behavior Problems, Elementary Education, Emotionally Disturbed, Exceptional Child Research, \*Intervention, \*Learning Disabilities, Models, Neurology, Operant Conditioning, \*Parent Education, Parent Participation, Psychology, Remedial Programs, \*Student Evaluation

Identifiers—Neuropsychology

Seventy-five children (mean age of 7.3 years) were referred for evaluation of learning or behavioral deficits. Each child was administered the Reitan Indiana Neuropsychological Test Battery or the Halstead Neuropsychological Test Battery for Children, depending upon age. Intellectual, academic, developmental and social assessments were performed. Parents of the children were provided training in curricula and strategies designed to intervene and remediate in areas of assessed disabilities. The parents were taught behavior management principles and kept records as to their participation. Home visits by the investigators were made on a regular basis. Children were reevaluated on all instruments at the end of a 12-month period. Data derived from this study will provide information as to the effect of intervention programs on neuropsychological functioning. (Author)

ED 116 372 EC 080 692

Aiello, Barbara, Ed.

Making It Work: Practical Ideas for Integrating Exceptional Children into Regular Classes.

Council for Exceptional Children, Reston, Va.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.—Pub-120

Pub Date 75

Note—112p.

Available from—Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$5.50, Publication Number 120)

Document Not Available from EDRS

Descriptors—Criterion Referenced Tests, Definitions, Elementary Secondary Education, Exceptional Child Education, \*Handicapped Children, Interviews, \*Program Descriptions, \*Program Planning, \*Regular Class Placement, \*Resource Teachers, Teaching Guides

Intended for special education and regular teachers, the guide contains brief articles on the nature of mainstreaming handicapped children; mainstreaming models at the preschool, elementary school, and secondary school levels; specific suggestions for setting up mainstreaming programs, and interviews with five persons involved in mainstream education. The definition, development, and characteristics of mainstreaming are discussed by Jack Birch. Specific programs are described by Eleanor Lewis (Lexington Nursery and Kindergarten School), Robert Prouty (the diagnostic/prescriptive teacher), and Maxine Coumihan (Mark Twain Programs). Readings providing practical information on setting up mainstreaming programs include "How to Set Up a Resource Room with No Money, No Materials, No Nothing" (Barbara Aiello); "Juggling and a Resource Teacher's Time" (Aiello); "Managing Your Instructional Material Dollar" (Sandra Boland); "Preparing Children for a Handicapped

Classmate" (Elizabeth Pieper); "A Collection of Criterion-Referenced Tests" (Joan Knapp); and "The Case for Integrated Schooling" (Lisa Blumberg). Also included are transcripts of interviews with five persons involved in mainstream education: an administrator, a resource teacher, a regular classroom teacher, the parent of a mainstreamed child, and a mainstreamed child. (DB)

ED 116 373 EC 080 695

Walton, Wendel K.

A Tympanometry—ASHA Model for Identification of the Hearing Impaired. Project TAMI.

Capitol Region Education Council, Windsor, Conn.

Spons Agency—Connecticut State Dept. of Education, Hartford. Bureau of Pupil Personnel and Special Education Services.

Pub Date May 75

Note—155p.

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—Audiology, Audiometric Tests, \*Auditory Tests, \*Aurally Handicapped, Elementary Education, Exceptional Child Research, Guidelines, \*Identification, \*Models, \*Screening Tests

Identifiers—Project TAMI, \*Tympanometry

A model for identification of hearing impairment which combined tympanometry and the puretone procedures outlined by the American Speech and Hearing Association was tested with 8,528 elementary age children from six Connecticut towns. The nine goals of the project included obtaining pass/fail ratios for puretone audiometry within minus 1 percent and plus 3 percent of national prevalence statistics, obtaining a normative data base for a combined puretone-tympanometry model representative of the various populations within Connecticut, and determining the reduction of false positives resulting from a rescreening of all initial screen failures. All goals were met except the goal of having the model adopted in at least two of the participating towns. It was concluded that routine inclusion of tympanometry in hearing conservation programs for schools is both practicable and desirable, and that nursing and hearing personnel can be taught quickly to operate the equipment and obtain reliable data. (Appendixes to the document include statistical findings from the screening, guidelines for puretone testing and tympanometry, and various forms for recording information and for referral.) (LS)

ED 116 374 EC 080 697

Fischman, Ronald Proger, Barton B.

Principles for Collection, Maintenance, and Dissemination of Pupil Records; Operational Guidelines: Department of Pupil Records.

Montgomery County Intermediate Unit 23, Blue Bell, Pa.

Pub Date Sep 75

Note—136p.

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—Exceptional Child Education, \*Guidelines, \*Handicapped Children, \*Information Dissemination, Information Utilization, Parent Role, \*Parent School Relationship, Records (Forms), \*Student Records

Presented are the Montgomery County Intermediate Unit 23 (Pennsylvania) 1975 policy statements and subsequent clarification on collection, maintenance, and dissemination of pupil records in special education. Outlined are procedures for information collection, data classification and maintenance, administration of security, and information dissemination. Sample consent forms are also provided for parents of children in 10 different special class programs. The second pamphlet contains clarifications on such matters as information request procedures, inactive folders, and release of student records. Among 18 appendixes are sample forms for completion by record collections supervisors, parental release of information and a listing for parents of outside agency documents. (CL)

ED 116 375 EC 080 698

Leiss, Robert H. And Others

Final Report for 1974-1975 Preschool Hearing Impaired Project: A Working Manual of Detailed Curricular Activities and Diagnostic Evaluation Techniques in a Homebound Instructional Setting. Narrative Evaluation Report. Project No. 48-04072-46-380 (Part B, EHA Title VI); Parent Information and Education for the Hearing Impaired.

Montgomery County Intermediate Unit 23, Blue Bell, Pa.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Sep 75

Note—104p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—\*Aurally Handicapped, Case Studies (Education), \*Curriculum Guides, Exceptional Child Education, \*Home Instruction, Parent Participation, Parent Role, Preschool Education, \*Program Descriptions, \*Program Evaluation

Identifiers—Final Reports

Presented is the final report of a 1974-75 program of home instruction which involved nine preschool hearing impaired children. Described are activities which were conducted under 10 project objectives such as providing speechreading and auditory training, providing language activities, gaining parental interest and involvement, and developing and distributing brochures for parents of exceptional children. Program evaluation procedures and results are discussed. A major portion of the document consists of 10 appendixes which contain materials such as the brochures developed for parents, sample lesson plans, sample preschool program reports (records of daily activities with individual children), end-of-year reports on each of the nine participants, and a weekly and daily time schedule. (LS)

ED 116 376 EC 080 699

Educating the 24-Hour Retarded Child: National Training Meeting on Education of the Severely and Profoundly Mentally Retarded.

National Association for Retarded Citizens, Arlington, Tex.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Aug 75

Note—217p.; Papers presented at a meeting on education of severely and profoundly retarded students (New Orleans, Louisiana, March 31-April 2, 1975)

EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage

Descriptors—\*Conference Reports, \*Curriculum, \*Custodial Mentally Handicapped, Delivery Systems, \*Educational Programs, Educational Trends, Exceptional Child Education, Financial Policy, Mentally Handicapped, \*Parent Role, Severely Handicapped

Presented are 18 author contributed papers from the 1975 New Orleans conference on the education of severely and profoundly retarded students. The document includes papers on the following topics: educational programs (S. Bijou, J. Tawney, E. Sontag); the developmental approach to curriculum (N. Haring); architectural considerations (G. Gray); education in non-school settings (C. Galloway, C. Colwell); issues in service delivery (E. Wilson); parent involvement and training (F. Bicknell, L. Watson); teacher education (E. Meyen, F. Connor); instructional program components (W. Williams); and financial factors (J. McGrew). (CL)

ED 116 377 EC 080 748

Stephens, Beth Simpkins, Katherine

The Reasoning, Moral Judgment, and Moral Conduct of the Congenitally Blind. Final Report. Temple Univ., Philadelphia, Pa.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No.—H233197

Pub Date Nov 74

Grant—OEG-0-72-5464

Note—124p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Adolescents, \*Blind, Childhood, \*Cognitive Development, Cognitive Processes, \*Conduct, Congenitally Handicapped, \*Ethics, Exceptional Child Research, Maturation, \*Moral Development, Visually Handicapped

Identifiers—Piaget (Jean)

The performance of 75 congenitally blind and 75 sighted subjects (6- to 18-years-old) was compared on 32 Piagetian measures of reasoning, moral judgment, and moral conduct. Among major findings were that blind Ss did not achieve the reasoning processes characteristic of concrete operational thought with the facility or completion that would be expected for persons of their age and IQ (an average delay of 8 years was noted) and that few significant differences occurred between the blind and sighted groups on measures of moral judgment and moral conduct.

Deficiencies found in the reasoning of blind Ss indicated a need to provide these persons with opportunities to interact and reason in ongoing situations. (Author/LS)

**ED 116 378** **EC 080 749**  
Crouse, Robert J. Kappan, David L.

**Development of a Prototype Training Program for Teachers of the Visually Handicapped, Orientation and Mobility; Final Report of Special Projects.**

University of Northern Colorado, Greeley. School of Special Education and Rehabilitation.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Aug 75

Grant—OEG-0-9-151288; OEG-0-71-3606

Note—52p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—Elementary Secondary Education, Exceptional Child Education, \*Program Descriptions, \*Program Development, Public Schools, Rural Education, \*Teacher Education, \*Visually Handicapped, \*Visually Handicapped Mobility

Described is the 4-year development of a prototype program to train teachers competent in both the academic areas related to the visually handicapped and in orientation and mobility. Teachers with dual competencies were needed to fulfill the educational needs of visually handicapped children in public day school programs in rural, sparsely populated areas. The major portion of the document consists of a detailed discussion of three phases of program development (planning, a pilot model, and a prototype model) and includes lists of competencies and course requirements and results of program evaluation after each phase. Also included are a summary of the current employment status of 22 program graduates and brief descriptions of the 22 final prototype courses. (LS)

**ED 116 379** **EC 080 750**  
Mazzullo, Mariann C. Greenberg, Judy I.

**Observational Learning: A Behavioral Approach for Use in the Classroom.**

Mamaroneck Union Free School District 1, N.Y.

Pub Date Dec 75

Note—42p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Behavior Change, \*Emotionally Disturbed, Exceptional Child Education, Handicapped Children, Imitation, Intermediate Grades, \*Learning, \*Models, Observation, Operant Conditioning, Positive Reinforcement, Program Descriptions, \*Student Evaluation

**Identifiers**—Token Economy

A program for modifying classroom behavior of emotionally disturbed and other children (in grades 3 through 7) based on modeling is described, and specific behaviors and evaluation items for the program are provided along with their rationale. Research is reviewed in Part I and topics are covered, such as: the three effects of modeling (acquisition of a novel response, inhibition or activation of an already learned behavior, and stimulation of an observed behavior); four processes involved in observational learning (attentional, retention, motor reproduction, and incentive and motivational processes); the use of a token economy; and pre-entry skills necessary to participate in modeling behaviors (auditory acuity, visual acuity, and ability to decode English words into appropriate syntax and literal meaning). For each behavior specified in Part II, information is usually given on what the child is observing, the level of development involved in the activity, and examiner observations used to evaluate the behavior. (SB)

**ED 116 380** **EC 080 751**  
Devlin, Robert J. And Others

**A Follow-Up Study of Graduates of Master's Level Special Education Teacher Preparation Programs at Louisiana State University, Baton Rouge, Louisiana. Research Report, Volume 5, Number 9.**

Louisiana State Univ., Baton Rouge. Bureau of Educational Materials and Research.

Pub Date Dec 75

Note—15p.; Paper presented at Annual Meeting of the Mid-South Educational Research Association (4th, Jackson, Mississippi, November 14, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Curriculum Evaluation, Demography, Employment, Exceptional Child Research, Followup Studies, \*Graduate Study, Graduate Surveys, \*Handicapped Children, Higher Education, Questionnaires, \*Special Education, Special Education Teachers, \*Teacher Education

**Identifiers**—Louisiana State University Baton Rouge

In order to compose a picture of the typical master's level graduate of special education programs at Louisiana State University (Baton Rouge), a follow-up study involving 52 recent graduates was conducted. Each graduate was mailed a questionnaire designed to gather data in five areas: personal information, employment status, financial information, professional and educational information, and student evaluation of the curriculum. Conclusions from survey results included the following: 79 percent of special education graduates were working full time in programs for exceptional children; graduates were working with a variety of children in numerous types of settings; graduates were generally active in professional organizations that serve exceptional children; graduates reported that preservice training contributed positively to job competency; and recommendations for program changes were made such as adding coursework in such areas as remedial reading and counseling. (SB)

**ED 116 381** **95** **EC 080 752**  
Melichar, Joseph F.

**ISAARE: Information System for Adaptive, Assistive, and Recreational Equipment: An Introduction and Instructions: Locator.**

Adaptive Systems Corp., San Mateo, Calif.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Research.

Pub Date 29 Dec 74

Note—162p.; For other volumes in this series, see EC 080 753 and 754

Available from—United Cerebral Palsy Association, 7117 S.E. Harold Street, Portland, Oregon 97206 (\$32.50 for Introduction thru Volume VI)

**Document Not Available from EDRS**

**Descriptors**—Adjustment (to Environment), Electromechanical Aids, \*Equipment, Exceptional Child Education, Exceptional Child Services, Glossaries, \*Information Systems, Information Utilization, \*Mobility Aids, \*Physically Handicapped, \*Sensory Aids

An introductory overview of the Information System for Adaptive, Assistive and Recreational Equipment (ISAARE) is accompanied by the locator index containing information on 666 types of equipment for physically handicapped students. It is explained that the federally funded program was designed to improve the information base with which school personnel select, locate and purchase adaptive and assistive equipment. Components of the system are said to include a glossary, outline index, and locator. Provided is a description of setting up and implementing the system, including acquiring manufacturers' catalogues and updating information. In the locator, an alphabetic, outline, and manufacturer's cross index are presented for each of six functional categories: existence (including feeding, elimination and protection of body surfaces); communication (including verbal and nonverbal expression); insitu motion (including static positioning and movement); travel (including nonambulatory horizontal and vertical transfer); adaptation to, and of the environment (including indoor and outdoor conditions); and rehabilitation (including testing, exercise, and training). Listed are the names and addresses of 237 manufacturers and distributors. (CL)

**ED 116 382** **95** **EC 080 753**  
Melichar, Joseph F.

**ISAARE: Information System for Adaptive, Assistive, and Recreational Equipment: Volume I: Existence; Volume II, Communication; Volume V, Adaptation.**

Adaptive Systems Corp., San Mateo, Calif.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Research.

Pub Date 75

Note—217p.; For related document, see EC 080 754

Available from—United Cerebral Palsy Association, 7117 S.E. Harold Street, Portland, Oregon 97206 (\$32.50 for Introduction thru Volume VI)

**Document Not Available from EDRS**

**Descriptors**—Adjustment (to Environment), \*Communication Skills, \*Daily Living Skills, Electromechanical Aids, \*Equipment, Exceptional Child Education, Exceptional Child Services, \*Information Systems, Information Utilization, Mobility Aids, \*Physically Handicapped, Self Care Skills, Sensory Aids

Described as part of the Information System for Adaptive, Assistive and Recreational Equipment are equipment items for physically handicapped pupils in the functional areas of existence, equipment and adaptation. Reviewed in the existence section are such items as assistive food containers and container stabilizers, feeder accessories, bowel and bladder appliances, bathtub equipment, special clothing and dressing aids and sleeping accessories. Included among communication equipment described are telephone centered devices, speech producing devices, and nonvocal writing aids. Considered are such adaptation devices as powered grass and hedge clippers, special automobile controls, furniture adaptations, and cooking devices. Each category is outlined and tabbed, and individual items are summarized, illustrated, and cross referenced according to manufacturers information in the Locator book (EC 080 752). (CL)

**ED 116 383** **95** **EC 080 754**  
Melichar, Joseph F.

**ISAARE: Information System for Adaptive, Assistive and Recreational Equipment: Volume III, Insitu Motion; Volume IV, Travel; Volume VI, Rehabilitation.**

Adaptive Systems Corp., San Mateo, Calif.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Research.

Pub Date 75

Note—202p.; For related document, see EC 080 753

Available from—United Cerebral Palsy Association, 7117 S.E. Harold Street, Portland, Oregon 97206 (\$32.50 for Introduction thru Volume VI)

**Document Not Available from EDRS**

**Descriptors**—Adjustment (to Environment), \*Equipment, Exceptional Child Education, Exceptional Child Services, \*Information Systems, \*Mobility Aids, Motor Development, \*Physically Handicapped, Physical Therapy, \*Rehabilitation

In a continuation of the Information System for Adaptive, Assistive and Recreational Equipment, described are aids for physically handicapped pupils in the functional areas of insitu motion, travel, and rehabilitation. Insitu motion equipment items are seen to include static positioning devices (such as tilt tables, stand-in tables, and protective aids) and movement devices to stabilize and support as well as to provide motive power. Included among travel aids described are ambulators, crutches, walkers, canes, motorized and nonmotorized wheelchairs, and devices for elevating and transferring the individual. Reviewed are such rehabilitation aids as evaluation instruments, active and passive exercise aids, balance and ambulation training equipment, and therapy items such as mats and treatment tables. Each category's components are outlined and systematically tabbed; and individual items are summarized, illustrated, and cross referenced according to manufacturers information in the Locator book (EC 080 752). (CL)

**ED 116 384** **EC 080 755**  
Gray, Mary Z., Ed.

**What Are We Waiting For? The Problem Is Growing. A Report of a Conference on Early Intervention with High-Risk Infants and Young Children.**

Association for Childhood Education International, Washington, D.C.; President's Committee on Mental Retardation, Washington, D.C.

Report No—DHEW-OHD-75-21011

Pub Date 75

Note—30p.; Conference on Early Intervention with High-Risk Infants and Young Children (Chapel Hill, North Carolina, May 5-8, 1974)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Conference Reports, \*Demonstration Projects, \*Early Childhood Education,



Educational Needs, Exceptional Child Research, \*Handicapped Children, Identification, Infancy, \*Intervention, \*Research Reviews (Publications)

Summarized are conference presentations on the following topics: relevant research (in areas such as mother/child interaction); eight demonstration projects (such as the Portage Project); case finding, screening, diagnosis, and tracking; the University of North Carolina's intervention programs; and the state of the art of early intervention. Listed are over 30 recommendations which were generated by conference committees in the following areas: education, pediatrics, nursing and rehabilitation, community development, parents, and research. A list of conference participants is provided. (LS)

**ED 116 385** **EC 080 756**

*Brown, Lou And Others*  
**Madison's Alternative for Zero Exclusion: A Book of Readings. Volume V.**  
Madison Public Schools, Wis.; Wisconsin Univ., Madison.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.  
Pub Date Jun 75

Contract—OEC-0-74-7993

Grant—OEG-0-73-6137

Note—606p.; For individual papers, See EC 080 757-766

**EDRS Price MF-\$1.08 HC-\$31.10 Plus Postage**

**Descriptors**—Bus Transportation, Daily Living Skills, Elementary Secondary Education, Evaluation, Exceptional Child Education, Interpersonal Competence, Language Instruction, Mathematics, \*Models, \*Program Descriptions, \*Public Schools, \*Severely Handicapped, Task Analysis, \*Teaching Methods  
**Identifiers**—Zero Exclusion

Presented are 11 technical papers, position statements and instructional programs on the severely handicapped. Included are the following titles: "A Public School Program for Severely and Profoundly Handicapped Students: Zero Exclusion," "Components of Instructional Programs for Severely Handicapped Students," "Procedures of Task Analysis as Related to Developing Instructional Programs for the Severely Handicapped," "Evaluation of the Severely Retarded and Multiply-Handicapped: An Alternative," "Community Transportation: Teaching Severely Handicapped Students to Ride a Public Bus System," "Teaching Orthopedically Handicapped Adolescents to Secure Selected Products and Services from Their Community Through Functional Use of the Yellow Pages and Telephone," "A Comparison of Two Procedures for Teaching Severely Handicapped Students to Differentially Respond to Individual Components of Language Cues," "Skill Sequences and Programming for the Severely Handicapped: Use of a Math Skill Sequence in the Instruction and Evaluation of Severely Handicapped Students," "Skill Sequences and Curriculum Development: Application of a Rudimentary Developmental Math Skill Sequence in the Instruction and Evaluation of Severely Handicapped Students," "Teaching Trainable Level Multiply Handicapped Students to Use Picture Cues, Context Cues, and Initial Consonant Sounds to Determine the Labels of Unknown Words," and "Teaching Social Interaction Skills to Severely Handicapped Students." (LS)

**ED 116 386** **EC 080 767**

*Roskos, Frank C.*  
**Handbook for Work Experience Program.**  
Merrill Area Public Schools, Wis.  
Spons Agency—Wisconsin Div. of Vocational Rehabilitation, Madison.

Note—24p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Career Education, Curriculum, Educational Objectives, Exceptional Child Education, \*Handicapped Children, \*Mentally Handicapped, Psychological Services, Senior High Schools, Sheltered Workshops, Teacher Role, \*Vocational Rehabilitation, Wages, \*Work Study Programs

Presented is a handbook on the Merrill Area (Wisconsin) Public Schools program for providing work experience for mentally handicapped and other special education students in high school. Brief sections cover information on the following program areas: objectives (such as to assist the student in making a job choice),

cooperation with and services provided by the Division of Vocational Rehabilitation (DVR), course of study, enrollment of student in DVR, pupil qualification, the teacher-counselor role, supervision of work experience, work permits, grading policies, compensation, criteria for selecting community employers (such as facilities which offer a proper learning opportunity), transportation, psychological services, sheltered workshops (an evaluation of vocational skills and a program for work adjustment), and followup services. Appended are forms for a student survey, student evaluation by employer, work experience report, work permit, application for subminimum wage license, and application for vocational rehabilitation. (SB)

**ED 116 387** **EC 080 768**

**Resource Units for Instruction in Preparing Youth for Occupations in Recreational-Environmental Vocations. Wisconsin V.E.A. Project No. 1-2075S104.**

Merrill Area Public Schools, Wis.  
Spons Agency—Wisconsin State Dept. of Public Instruction, Madison.

Pub Date 72

Note—42p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Environmental Education, Exceptional Child Education, \*Handicapped Children, \*Outdoor Education, \*Program Descriptions, Program Development, Records (Forms), \*Recreation, Summer Programs, \*Vocational Education

**Identifiers**—Wisconsin

Described in the handbook is the Merrill Area (Wisconsin) Public Schools program to prepare handicapped youth for occupations in recreational-environmental vocations. In Part I, a school forest summer curriculum workshop already tested with handicapped children is outlined in terms of purpose and philosophy (to increase the special vocational education opportunities for handicapped youth through job training in the outdoor laboratory environment), 25 objectives (such as to understand and respect the need for ecological controls), curriculum sequence, format, methods, evaluation, and resources. Included in Part II on developing programs and services for the handicapped are brief sections on the classification, incidence, and educational provisions for mentally retarded, hearing impaired, speech impaired, visually impaired, emotionally disturbed and socially maladjusted, crippled and health impaired, and specifically learning disabled children. The remainder of the document is devoted to information necessary to filling out such forms as program applications, vocational education applications, expenditure and travel reimbursement reports, and encumbrances reports. Sample forms and applications are also provided. (SB)

**ED 116 388** **EC 080 769**

*Rhodes, William C.*  
**A Study of Child Variance, Volume 4: The Future; Conceptual Project in Emotional Disturbance.**

Michigan Univ., Ann Arbor. Inst. for the Study of Mental Retardation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Grant—OEG-0-71-3680

Note—110p.; For related documents, see EC 050 154, EC 061 999 and EC 070 065

Available from—University of Michigan, Publications Distribution Service, 615 East University, Ann Arbor, Michigan 48106 (Handling: \$1.25)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—Educational Alternatives, \*Emotionally Disturbed, Exceptional Child Education, Handicapped Children, \*Social Attitudes, \*Theories, \*Trend Analysis

Presented in the fourth volume in a series are a discussion of critical issues related to child variance and predictions for how society will perceive and respond to child variance in the future. Reviewed in an introductory chapter are the contents of the first three volumes which deal with conceptual models, interventions, and service delivery systems. A chapter entitled "The New Multirealist" explores such concepts as divergent views of reality, authentic being and the normal man, and theoretical concepts of intervention. Included in a chapter on "Counterinstitutions" are discussions of free clinics, alternative schools and

radical mental health care. Final chapters contain a summary of concepts examined throughout the book and predictions for trends such as an erosion of the belief in "normality" as used in the area of child variance. (LS)

**ED 116 389** **EC 080 770**

**Emotionally Disturbed Programs.**  
Merrill Area Public Schools, Wis.  
Pub Date [74]

Note—14p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Behavior Problems, Definitions, Educational Philosophy, Elementary Secondary Education, \*Emotionally Disturbed, Exceptional Child Education, Instructional Staff, Program Design, \*Program Planning, Referral, State Legislation, Student Placement  
**Identifiers**—\*Wisconsin (Merrill)

Described is the Merrill Area (Wisconsin) Public School district's plan to develop and provide the necessary program and classes to meet the needs of behaviorally and emotionally disturbed students. Brief sections cover the following topics: program philosophy (provision of adequate education to each child); definition of the emotionally or behaviorally handicapped child (illustrative behavior patterns); program need (estimation of students needing services); legal basis for the program and services (the state law stating policy for the education of handicapped children); referral-placement procedures (a reference source for procedure guidelines); placement eligibility criteria (an outline of behavioral or emotional characteristics of children referred for service); program goals (an outline of administrative and instructional goals); program organization (structure of the self-contained/integrated classroom and the resource room); instructional program (the school day, curriculum, and return to regular program); the multidisciplinary team (school psychologist, building principals, and special education and regular classroom teachers); placement procedure (steps for administrators to follow); pupil progress report policy (parent conferences, written reports, and annual student evaluations); and faculty orientation (teacher education to gain better understanding of behaviorally and emotionally disabled students). (SB)

**ED 116 390** **EC 080 771**

**Faculty Handbook for Psychological Services.**  
Merrill Area Public Schools, Wis.  
Note—11p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Behavior Patterns, Exceptional Child Education, Guidelines, \*Handicapped Children, \*Learning Difficulties, \*Referral, \*School Psychologists, \*School Services

The function and purpose of school psychological services for children with educational problems are discussed, the referral procedure is described, and guidelines for referral based on observation of visual, auditory, tactual-motor, and personal social behavior are offered. Appended is the group test sequence and a sample referral form from the Merrill Area (Wisconsin) Public Schools. (CL)

**ED 116 391** **EC 080 772**

**Procedures for Implementing Chapter 89, Laws of 1973 in the Merrill Area Public Schools.**  
Merrill Area Public Schools, Wis.

Pub Date 74

Note—24p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Elementary Secondary Education, Equal Education, Exceptional Child Education, \*Handicapped Children, \*Identification, Individualized Instruction, \*Interdisciplinary Approach, Public Schools, Records (Forms), \*Referral, State Legislation, \*Student Evaluation

**Identifiers**—\*Wisconsin (Merrill)

Reported are procedures used in a Wisconsin public school system to implement 1973 state legislation mandating education of all handicapped children and stipulating that a handicapped child should be educated according to his individual needs. Included are a description of the multidisciplinary team approach and an outline of screening, referral, assessment, staffing, and evaluation procedures. The second half of the document consists of sample forms for such purposes as referral, screening, multidisciplinary team assignments, and obtaining parent approval. (LS)

ED 116 392

EC 080 773

Lewis, James

Faculty Handbook for Clinical Speech Services.  
Merrill Area Public Schools, Wis.

Pub Date 72

Note—19p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Educational Philosophy, Elementary Secondary Education, Evaluation Criteria, Exceptional Child Education, \*Guidelines, Public Schools, \*Speech Evaluation, \*Speech Handicapped, \*Speech Therapy, Teacher Role Identifiers—\*Wisconsin (Merrill)

The faculty handbook for clinical speech services includes information on the requirements of the Department of Public Instruction (Madison) related to clinical speech services; the philosophy, concept, and program in the Merrill Area Public Schools; speech evaluation criteria and procedures; and teacher participation in therapy procedures. Addenda include an outline of the speech and language processes and descriptions (with sample case histories) of six types of speech disorders (such as lisping and stuttering). (LS)

ED 116 393

EC 080 774

Smith, Elizabeth I.

Personal Involvement with Learning Disability Children: Activities Groups Can Do for Personal Involvement with Learning Disability Children thru Movement Education.

Note—14p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Exceptional Child Education, \*Learning Disabilities, \*Motor Development, \*Perceptual Motor Coordination, \*Physical Activities, \*Physical Education, Teaching Guides Identifiers—\*Movement Education

Described are perceptual motor activities in the areas of coordination, agility, strength, balance, and endurance for use with learning disabled children. Provided are a rationale for movement education and definitions of 10 terms such as laterality and endurance. A sequence of activities is provided for the following skills: ball bouncing, rope jumping, ball throwing and catching, clock turns, paddle ball, and kicking. (DB)

ED 116 394

88

EC 080 775

Soper, Dorothy B.

Educational Programs That Work. Volume 1: A Catalogue of Demonstration Sites of Successful Educational Programs Disseminated through the New Jersey Elementary and Secondary Education Act, Title III, IV-C Program. 1975-76 Edition.

New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Sep 75

Note—84p.; For volume 2, see EC 080 776

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Cost Effectiveness, \*Educational Programs, Exceptional Child Education, General Education, \*Handicapped Children, Information Dissemination, \*Program Descriptions, Special Education, \*State Programs, Success Factors

Identifiers—Elementary Secondary Education Act Title III, Elementary Secondary Education Act Title IV, ESEA Title III, ESEA Title IV, \*New Jersey

Contained in the catalogue are descriptions of 16 New Jersey public school regular and special education programs which have been shown to be successful, cost effective, and exportable. Considered are such aspects as essential program elements, goals, evaluation design, costs, dissemination services, and contact information. Among programs described are an individualized adapted physical education program for handicapped children, a diagnostic-prescriptive reading program for grades K-3, a high school government course, a humanities program for grades K-6, an educational and health program for pregnant students, and a learning center approach and prescriptive teaching workshop regarding mainstreaming of special education students. Among four appendixes is a list of projects funded for national dissemination in states other than New Jersey. (CL)

ED 116 395

88

EC 080 776

Educational Programs That Work, Volume 2: A Catalogue of Demonstration Sites of Successful Educational Programs from Across the U.S., Disseminated through A National Communica-

tions Network Sponsored by the U.S. Office of Education.

New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Sep 75

Note—153p.; For volume 1, see EC 080 775

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—Career Education, Cost Effectiveness, Curriculum, \*Educational Programs, Exceptional Child Education, General Education, \*Handicapped Children, \*National Programs, Parent Role, \*Program Descriptions, Vocational Education

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

Included in the catalogue are summaries of approximately 60 regular and special education programs developed in states other than New Jersey and found to be cost effective, successful, and replicable. Described are such factors as target audience, materials, financial requirements, program evaluation, adoption criteria and services, and contact procedures. Programs focus on the following areas (with specific examples in parentheses): basic skills (Conceptually Oriented Mathematics Program), career/vocational education (Vocational Reading Power), Early Childhood/Preschool (Home Start Family Centered Preschool Enrichment), educational management (Project SHARE: Sharing High Yield Accountability with Resource Educators), individualized instruction (Engineered Classrooms for Students who are Educable Mentally Handicapped and Behaviorally Maladjusted), special curriculum (Urban Arts Program), and special education (Remediation for Children with Learning Deficits through Precision Teaching). (CL)

ED 116 396

EC 080 777

Charrow, Veda R. Wilbur, Ronnie B.

The Deaf Child as a Linguistic Minority.

Pub Date 75

Note—16p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Academic Achievement, Aurally Handicapped, Cultural Factors, \*Deaf, Early Childhood Education, \*Educational Methods, Elementary Secondary Education, Exceptional Child Education, Intelligence Level, \*Language Development, \*Minority Groups, Oral Communication, Sign Language

Identifiers—\*American Sign Language

The author offers support for viewing the deaf child as a member of a linguistic minority and considers how this situation affects education of the deaf. Deaf persons are discussed in terms of their intellectual abilities, educational achievement, English competence, and the sociolinguistic factors which point to the existence of a deaf community. American Sign Language (ASL) is seen to have its own grammar and to be the native language of the deaf. Use of ASL (rather than the oral approach) is advocated in the education of deaf children, and procedures similar to those used in bilingual educational programs are recommended. (LS)

ED 116 397

EC 080 778

Baud, Hank, Ed. Garrett, Jeff, Ed.

Innovative and Experimental Happenings in Deaf-Blind Education.

North Carolina State Dept. of Public Instruction, Raleigh. Div. for Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 74

Note—124p.; Proceedings from Annual Spring Workshop for Professionals serving Deaf-Blind Children (1st, Mid-Atlantic Region (South), 1974); For individual conference papers, see EC 080 779-789; Best copy available

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Adapted Physical Education, \*Conference Reports, \*Curriculum, \*Deaf Blind, Exceptional Child Education, \*Innovation, Multiply Handicapped, \*Parent Role, Prevocational Education, Program Evaluation, Severely Handicapped, Summer Programs, Teaching Methods, Vocational Counseling

Presented are 14 papers delivered at the First Annual Spring Workshop for Professionals Serving Deaf Blind Children in the Mid-Atlantic Region (1974). Covered are the following topics regarding deaf blind children: adapted physical edu-

cation, a summer day camp program, vocational and prevocational services, audiological and visual evaluations, a research project on diagnostic and evaluative programming, curriculum development from birth to 12-years-old, parent involvement, parent workshops, services in rural areas, and program evaluation procedures. (CL)

ED 116 398

EC 080 790

Improved Vocational, Technical and Academic Opportunities for Deaf Persons. Final Report.

Saint Paul Technical Vocational Inst., Minn.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date Aug 74

Note—99p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (\$4.75)

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Admission Criteria, Ancillary Services, Aurally Handicapped, Communication Skills, \*Deaf, Demography, Exceptional Child Education, Information Dissemination, \*Post Secondary Education, \*Program Descriptions, Records (Forms), Regular Class Placement, \*Vocational Education

Identifiers—Minnesota (Saint Paul)

Described is a regional program in post secondary vocational training for deaf students established at the St. Paul Vocational Technical Institute (TVI) to demonstrate that deaf students can be successfully trained in an environment normally serving the hearing. Included is background information on the problem of providing post secondary opportunities for the deaf, St. Paul TVI, the host facility, and the staff. Supportive services for the deaf discussed include elements of the preparatory program (such as mathematics and auditory training), and services within the regular program (such as counseling, interpreting and tutoring). Related programs such as in career media for the handicapped are reported, and the 420 deaf students matriculated since 1969 are viewed in terms of admissions, demographic data, a communication survey, and job placement and followup. Dissemination of information about the program and staff travel are also reviewed. Appendixes include a form used to survey students' communication, a form for evaluation of the preparatory program by students, and a list of additional forms available on request. (LS)

ED 116 399

EC 080 791

Education for All Handicapped Children, 1975:

Hearings Before the Subcommittee on the Handicapped of the Committee on Labor and Public Welfare, U.S. Senate, 94th Congress, 1st Session on S. 6 to Provide Financial Assistance to the States for Improved Educational Services to Handicapped Children (April 8, 9, 15, 1975).

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Pub Date Apr 75

Note—455p.; See EC 080 792 for related information

EDRS Price MF-\$0.76 HC-\$23.48 Plus Postage

Descriptors—\*Educational Needs, \*Equal Education, Exceptional Child Education, \*Federal Aid, \*Federal Legislation, \*Handicapped Children

Identifiers—\*Education for All Handicapped Children Act

Presented is the text of the hearings held in the Senate on S. 6, "Education for All Handicapped Children", a bill to provide financial assistance to the states for improved educational services for handicapped children, as well as related bills. Included are the texts of S. 6, two proposed amendments, and the testimonies of witnesses such as James Galloway, executive director of the National Association of State Directors of Special Education; Charles Mathias, U.S. Senator from Maryland; Albert Pimentel of the American Coalition of Citizens with Disabilities; Janice Peterson, a teacher of the blind; and Frederick Weintraub of the Council for Exceptional Children. Also included are statements from such organizations as American Federation of Teachers, American Foundation for the Blind, Consortium Concerned with the Developmentally Disabled, Maryland State Department of Education, and National School Boards Association. Additional information includes articles and publications such as "Study of Excess Costs of Educating

Handicapped Pupils" (A. Stafford Metz); and communications to senators. Appended are New Jersey's present and proposed rules and regulations pertaining to handicapped children. (DB)

ED 116 400 EC 080 792

**Extension of Education of the Handicapped Act: Hearings Before the Subcommittee on Select Education of the Committee on Education and Labor, House of Representatives, 94th Congress, 1st Session on Part X, Education and Training of the Handicapped and H.R. 7217, Education for All Handicapped Children Act of 1975 (April 9 and 10, and June 9, 1975).**

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 75

Note—242p.

**EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage**  
**Descriptors—**\*Equal Education, \*Exceptional Child Education, \*Federal Aid, \*Federal Legislation, \*Handicapped Children

**Identifiers—**Education for All Handicapped Children Act 1975, Education of the Handicapped Act

Presented is the text of hearings in the House of Representatives on Part X of the "Education and Training of the Handicapped Act" and the "Education for All Handicapped Children Act of 1975". Included are the texts of both bills and statements by persons such as Edwin Martin of the Bureau of Education for the Handicapped, Carl Megel of the American Federation of Teachers, and Frederick Weintraub of the Council for Exceptional Children. Prepared statements and supplemental materials, and letters include information on estimated number of handicapped children served and unserved, cost analysis of special education programs, and the status of state education programs for handicapped children. (DB)

ED 116 401 EC 080 793

*Silver, Rawley A.*

**Using Art to Evaluate and Develop Cognitive Skills: Children with Communication Disorders and Children with Learning Disabilities.**

Pub Date 75

Note—27p.; Paper presented at the American Art Therapy Association (6th, Louisville, Kentucky, November 13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**\*Art, \*Cognitive Development, Elementary Secondary Education, Exceptional Child Research, \*Learning Disabilities, \*Mentally Handicapped

**Identifiers—**\*Communication Disorders

Described are two studies which used art therapy to improve cognitive and language abilities in a total of 45 children with learning difficulties or communication disorders. The art procedures focused on the development of three types of concepts: the concept of a class or group of objects, concepts of space, and concepts of sequential order. A case history is provided of a 13-year-old S of the first study, a boy with language impairments, severe hearing loss, and an IQ of 43, who showed significant improvement on nine cognitive skills after nine art lessons. In the second study using 11 children with learning disabilities the children improved significantly in the three focal areas of cognitive development. Also included are a sample teacher evaluation form, a summary of results of the second study, a summary of responses by 14 parents of children in the second study, and teaching suggestions. (DB)

ED 116 402 95 EC 080 839

*Bernstein, Charles D. And Others*

**Financing Educational Services for the Handicapped: An Analysis of Current Research and Practices.**

Management Analysis Center, Inc., Palo Alto, Calif.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 76

Contract—OEC-0-74-9054

Note—68p.

Available from—Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.95, Publication No. 119)

**Document Not Available from EDRS**

**Descriptors—**Abstracts, Administration, Educational Programs, \*Educational Trends, Exceptional Child Education, Financial Policy, \*Financial Support, \*Handicapped Children,

Program Budgeting, Program Effectiveness, Research Reviews (Publications), \*Special Education, \*State Aid

Presented is a report which reviews and evaluates existing literature and current state practices in financing special education for handicapped children. For each of the four major issues—programming, cost determination, level of funding, and funding formulas—selected research is reviewed, implications of the research are analyzed, and suggestions for additional research are given. Abstracts of 65 relevant documents are provided in a separate section of the document. It is noted that the report can be useful to policy makers in making special education finance decisions by identifying the key policy decisions in funding programs for the handicapped, delineating relevant considerations for each decision, and providing criteria to evaluate the effectiveness of special education delivery schemes. (SB)

ED 116 403 EC 080 840

*Weintraub, Frederick J., Ed. And Others*

**Public Policy and the Education of Exceptional Children.**

Council for Exceptional Children, Reston, Va.

Pub Date 76

Note—378p.

Available from—Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$13.95, Publication No. 123)

**Document Not Available from EDRS**

**Descriptors—**\*Child Advocacy, Court Cases, Due Process, Educational Accountability, Elementary Secondary Education, \*Equal Education, Exceptional Child Education, Federal Legislation, Guidelines, \*Handicapped Children, \*Legal Responsibility, \*Public Policy, State Legislation, Trend Analysis

Intended for persons concerned about public policies for exceptional children and those engaged in creating public policy, the book provides guidelines and examples of appropriate policies for exceptional children. Considered in Section 1 are the varying rights that advocacy groups have won for exceptional children in the legislatures, courts, and administrative agencies including the right to education, due process, least restrictive alternative, nondiscriminatory testing, and confidentiality. Current developments in public policy at the federal, state, and local levels are examined in Section 2 with significant federal laws provided or digested. Trends in state law are reviewed, a model state law is provided, and the issue of financing special education is analyzed. Discussed in Section 3 are the varying avenues of change: statutory law, administrative policy, attorneys' general opinions, and litigation. Section 4 provides information on advocate needs to effect change including techniques of political action, the problem of priority setting, and the impact of time and circumstances on policy decisions. Professional rights and responsibilities are discussed in the final section including such questions as whether a professional is solely an employee of a system or whether he is also an advocate for children, and the positive and negative impact of collective bargaining on exceptional children. (DB)

ED 116 404 95 EC 080 841

*Edwards, James C. Templeton, Virginia*

**Adaptive Education and Program Components for the Trainable Mentally Retarded in California Public Schools.**

California State Dept. of Education, Sacramento. Bureau for Mentally Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 74

Note—81p.

Available from—California State Education Department, State Education Building, 721 Capitol Mall, Sacramento, California 95802 (\$0.50)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**Adjustment (to Environment), Administration, Building Design, \*Curriculum Design, Educational Programs, Exceptional Child Education, \*Guidelines, Mentally Handicapped, \*Program Design, State Legislation, \*State Programs, \*Trainable Mentally Handicapped

**Identifiers—**California

Described in the booklet are program guidelines for serving trainable mentally retarded

students in California public schools. Considered are the effects of changing public attitudes and legislation on program development, and reviewed are legal provisions regarding financing, identification, assessment, and placement of trainable mentally retarded students. A section on physical facilities covers such aspects as location and building characteristics. Analyzed are general characteristics of trainable retarded pupils, and suggested are criteria for instructional grouping. Discussed are essential training goals, including development of personal and social competency, and specific curriculum planning areas, such as self-help and communication skills. Program evaluation components are said to include assessments of products and the delivery system. (CL)

ED 116 405 EC 080 842

*Hanson, Fred M. Shryock, Clifton*

**Programs for the Educable Mentally Retarded in California Public Schools.**

California State Dept. of Education, Sacramento. Bureau for Mentally Exceptional Children.

Pub Date 74

Note—96p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors—**\*Educable Mentally Handicapped, \*Educational Programs, Exceptional Child Education, \*Guidelines, Mentally Handicapped, \*Program Design, Program Evaluation, State Legislation, State Programs

**Identifiers—**California

Prepared by the California State Department of Education, the booklet reviews program components for the educable mentally retarded (EMR). Legal provisions cited include identification, assessment, and reevaluation procedures. Such administrative aspects as financing and supervision are considered. The characteristics and learning styles of the EMR and the implications for curriculum are reviewed. A section on instructional models, goals, and objectives contains information on administrative and teaching models as well as on development of curriculum goals and behavioral objectives. Program evaluation is seen to involve product evaluation and curriculum validation. (CL)

ED 116 406 EC 080 843

*Graf, Mercedes*

**A School Psychologist's Perceptions of Learning Disabilities in Three-Year-Old Children in an Early Childhood Center.**

Pub Date Oct 75

Note—20p.; Paper presented at the Illinois Council for Exceptional Children (Chicago, Illinois, October 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*Case Studies, Exceptional Child Education, \*Identification, \*Learning Disabilities, Preschool Education, \*Screening Tests

Discussed are issues in screening children for potential learning disabilities at the nursery school level. Definitions and incidence estimates of learning disabilities are evaluated, and present screening programs are reviewed. Three teacher administered screening tests are described: Peabody Picture Vocabulary Test, Beery Developmental Test of Visual Motor Coordination, and Caldwell Preschool Inventory. A child study is given in which a 3-year-old child suspected of having a learning disability turned out to be at high risk because of lack of opportunity to develop personal social skills. Strongly recommended are the reviewing of test manuals before undertaking a screening project; gaining the cooperation of parents in remediation of and home management techniques; increasing cooperation among pediatricians, schools, and parents; and encouraging teachers to grow professionally. (DB)

ED 116 407 95 EC 080 844

*Lazar, Alfred L. And Others*

**A Study of Attitude Acceptance and Social Adjustment.**

California State Univ., Long Beach.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 75

Grant—OEG-0-74-2974

Note—14p.; Paper presented at the Annual Meeting of the California Educational Research Association (54th, San Diego, California, November 12-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Exceptional Child Research, \*Handicapped Children, Post Secondary Education, \*Social Adjustment, \*Teacher Attitudes, Universities

**Identifiers**—Attitude Toward Handicapped Individuals Scale, Is Of Identity Test

A study involving 60 university students in teacher training investigated the difference between individuals with high and low attitude acceptance toward the handicapped in relation to social adjustment. Ss were administered the Is of Identity test (IOI) to obtain measures of social-personal adjustment and the Attitude Toward Handicapped Individuals scale (ATHI). Although findings showed that there was significant difference between high and low scoring ATHI groups in social adjustment, both high and low ATHI groups scored high on the IOI. Evidence suggested that the notion of maladjustment for rejecting Ss (low ATHI scorers) could not be sustained, and further research should use both handicapped and nonhandicapped samples and should consider different criteria for measuring adjustment. (SB)

**ED 116 408** **EC 080 845**

*Nelson, Louis R.*

**Neurological Aspects of Reading Disability.**

Pub Date 74

Note—4p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974)

**EDRS Price MF\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Exceptional Child Education, \*Learning Disabilities, Minimally Brain Injured, \*Neurology, Reading Difficulty

The author, a neurologist, looks at the nature of reading disabilities. He suggests that many reading disabilities are the result of normal constitutional differences and that the term "minimal brain dysfunction" is rarely appropriate and does not help the remediation process. Noted are various theories which relate neurology and reading ability. (DB)

**ED 116 409** **EC 080 846**

*Neal, Larry L., Ed.*

**Leisure Services: Selected Surveys of Services for Special Groups.**

Oregon Univ., Eugene. Center of Leisure Studies. Pub Date Jul 70

Note—85p.

**EDRS Price MF\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—Community Resources, Exceptional Child Research, Exceptional Child Services, \*Handicapped Children, \*Leisure Time, \*Needs Assessment, \*Recreation, \*State Surveys

**Identifiers**—Oregon

Reported are the results of five separate surveys to identify needs and assess status of leisure services to special populations in Oregon. An introductory chapter contains a summary of findings and recommendations and four succeeding chapters present survey information regarding services to the handicapped provided in hospitals and institutions, municipalities and districts, and community youth agencies. Briefly discussed are services for the aged. Among recommendations cited are establishment of a state level coordinating agency to supervise programing for the aged and assessment of recreation's contribution to early hospital or institutional release. Also included is a profile study of 483 graduate and undergraduate students designed to identify the types of students who were enrolled in courses related to services for handicapped children and youth. (CL)

**ED 116 410** **95** **EC 080 847**

*Jordan, June B., Ed.*

**Teacher, Please Don't Close the Door: The Exceptional Child in the Mainstream.**

Council for Exceptional Children, Reston, Va. Information Center on Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 76

Note—133p.

Available from—Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$9.75, Publication No. 122)

**Document Not Available from EDRS**

**Descriptors**—Change Agents, \*Conference Reports, Consultants, Cooperative Programs, Culturally Disadvantaged, Definitions, Delinquency, Equal Education, Exceptional Child Educa-

tion, \*Handicapped Children, Higher Education, Parent Attitudes, Program Planning, \*Regular Class Placement, Resource Teachers, Rural Education

Presented are 13 papers based on presentations by consultant and resource teachers, local and state administrators, higher education faculty, a specialist in educational change, and a parent at the Council for Exceptional Children's Invisible College Conference on Mainstreaming. Chapters include a listing of key ideas and discussions on the following topics: the provision of adequate educational opportunities for all children (Henry J. Bertness, et. al.); definition, development, and characteristics of mainstreaming (Jack W. Birch); the notion of mainstreaming in general and probable effects on the culturally different from the parent's point of view (John A. Aragon); the implementation of change in the schools (Aris A. Mallas, Jr.); the progressive inclusion approach to mainstreaming (Henry J. Bertness); the use of a mainstream team by the Richardson (Texas) Independent School District (Richard F. Hays); the role of the consultant (Susan E. Hasazi); the resource teacher program (Dorothy B. Harrison); mainstreaming in a rural community (Linn Malone); a program of behavioral counseling and individualized instruction with delinquent youths (Susan Colasuonno); planning and implementation of a comprehensive special education program (Don I. Partridge); the California Master Plan for Special Education based on the concept of the least restrictive alternative (Leslie Brinegar); and an example of higher education's role in mainstreaming (Hugh S. McKenzie). (SB)

**ED 116 411** **EC 080 848**

*Brajovic, Cvjetko And Others*

**The Conscious Synthesis of Development: A Clinical Method for Treatment of Stuttering. Final Report.**

Institute for Teaching and Rehabilitation of Persons with Hearing and Speech Disorders, Kotor (Yugoslavia).

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Office of Research, Demonstrations, and Training.

Report No—PB-243-236

Pub Date Mar 74

Note—216p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (Order No. PB-243-236, PC-\$7.25, MF-\$2.25)

**Document Not Available from EDRS**

**Descriptors**—Attitudes, Definitions, Exceptional Child Education, Historical Reviews, \*Physical Characteristics, Program Descriptions, \*Psychological Characteristics, Reading, Speech Handicapped, \*Speech Therapy, Statistical Analysis, \*Stuttering, Trend Analysis

**Identifiers**—\*Conscious Synthesis Of Development

Presented are the results of a project to test and evaluate the Conscious Synthesis of Development (CSD) method for treating stuttering which concentrates on both psychological and physiological aspects of the disorder. The report is organized into the following divisions: definition and psychophysiology of stuttering; historical overview; review of selected contemporary therapeutic methods; principles underlying the CSD method; the therapeutic phases of CSD treatment; reactions of patients, parents, and therapists to the CSD method; statistical analysis of data collected on patients; and effects of liberation of spontaneous reading and speaking. Highlights of each of the three CSD treatment phases include mastery of the speech mechanism known as specialization and organization of attention, learning to read aloud without stuttering, and learning to speak in all situations. (Author/SB)

**ED 116 412** **EC 080 849**

*Brust, D. And Others*

**Cottage A Training Program. Hospital Improvement Program. Part 1. Final Report.**

Orient State Inst., Ohio.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No—PB-243-272

Pub Date May 74

Note—27p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (Order No. PB-243-272, MF \$2.25, HC \$3.75)

**Document Not Available from EDRS**

**Descriptors**—Administration, \*Behavior Change, Childhood, Exceptional Child Education, \*Institutionalized (Persons), \*Mentally Handicapped, \*Operant Conditioning, \*Program Descriptions, Program Evaluation, Self Care Skills

The Cottage A Ward Behavior Modification Project at the Orient State Institute was designed to implement behavior modification techniques with 67 retarded child residents. Major project objectives included developing self-help skills (such as toilet training); eliminating undesirable behaviors (such as head banging); teaching behavior modification training skills to the institutional staff; developing an evaluation system for the programs; and developing an administrative structure for implementation and maintenance of the program. Methods for attaining these goals included individualized self-help programs for residents; structured hours for practice of residents' social skills; lecture-discussion sessions and a practicum for trainers; a training proficiency scale to evaluate trainers; and use of a comprehensive behavioral checklist to evaluate residents. (Author/LS)

**ED 116 413** **EC 080 850**

**Providing Services for Pre-Vocational Mentally Retarded Adults: Final Report. 15 June 1970-15 January 1974.**

Allen County Association for the Retarded, Fort Wayne, Ind.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No—PB-243-259

Pub Date May 74

Note—16p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (Order No. PB-243-259; MF \$2.25, HC \$3.25)

**Document Not Available from EDRS**

**Descriptors**—Adolescents, \*Behavior Change, \*Behavior Problems, Exceptional Child Research, \*Mentally Handicapped, Program Effectiveness, Questionnaires

**Identifiers**—\*Behavior Recycling Program

Presented is the final report on the Behavior Recycling Program (BRP) which was designed to return socially maladjusted mentally retarded adolescents to public school classes. It is explained that behavior change data was gathered through a series of questionnaires given to students, teachers, probation officers, and parents. The author suggests eight recommendations for future programs and concludes that 70 percent of all socially maladjusted mentally retarded juveniles can be returned to public school classes within a 12-month period through an out-of-school team teaching approach. (Author/CL)

**ED 116 414** **EC 080 851**

**Housekeeping Management Assistant Manual for Training of the Mentally Retarded.**

Texas Tech Univ., Lubbock. Research and Training Center in Mental Retardation.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No—PB-243-164

Pub Date Apr 72

Note—92p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (Order No. PB-243-164; MF \$2.25, HC \$4.75)

**Document Not Available from EDRS**

**Descriptors**—Curriculum Guides, \*Daily Living Skills, Exceptional Child Education, \*Home Economics, \*Job Training, \*Mentally Handicapped, Teaching Methods

Presented is an instructional guide for teaching mentally retarded persons to become housekeeping assistants. Listed are tasks, objectives, and background information for the following six units: general safety procedures; daily duties (general cleaning, use of supply carts, and bathroom cleaning); laundry procedures (including use of washer and dryer); occasional duties (such as care of mattresses and furniture); and bedroom cleaning. Included are forms for student and teacher evaluation. (CL)

**ED 116 415** **EC 080 852**

**Basic Life Functions Instructional Program Model; Curriculum Guide for Children with Exceptional Educational Needs.**

Wisconsin State Dept. of Public Instruction, Madison, Div. for Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Oct 75  
Note—732p.

Available from—Division for Handicapped Children, 126 Langdon Street, Madison, Wisconsin 53702

**EDRS Price MF-\$1.23 HC-\$37.45 Plus Postage**  
**Descriptors**—\*Adjustment (to Environment), \*Curriculum Guides, \*Custodial Mentally Handicapped, Daily Living Skills, Exceptional Child Education, Handicapped Children, Health Education, Home Economics, Leisure Time, Mentally Handicapped, Money Management, Safety Education, Self Care Skills, Social Development, \*Teaching Methods, \*Trainable Mentally Handicapped

Presented is a curriculum guide for teaching basic life skills to students with exceptional educational needs (primarily the moderately to severely retarded). Separate sections deal with the following persisting life needs: communicating ideas, understanding one's self and getting along with others, traveling and moving about, adapting and functioning in one's physical environment, keeping healthy, living safely, contributing to one's financial maintenance, assisting in homemaking, using desirable recreation sources for leisure time, and developing creativity through art and music. Each life skill area is analyzed in terms of content areas, developmental levels and curriculum items; curriculum items are broken down into skill descriptions and instructional activities with information on appropriate equipment and materials. It is explained that the guide's format is designed to serve as a functional assessment and record keeping device to aid individualized programming. (CL)

**ED 116 416** **EC 080 853**

*Smiley, Constance J. And Others*

**Replication of an Inter-Disciplinary Approach to Early Education of Handicapped Children 0-3 Years.**

Peoria Association for Retarded Citizens, Ill.; United Cerebral Palsy of Northwestern Illinois, Peoria.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.  
Pub Date [75]

Note—203p.; Best copy available; Not available in hard copy

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Early Childhood Education, Exceptional Child Education, \*Handicapped Children, Home Instruction, Infancy, \*Interdisciplinary Approach, Occupational Therapy, \*Parent Education, Physical Therapy, \*Program Descriptions, Stimulation, Student Evaluation, \*Teaching Methods

Presented is the guide to the Illinois project entitled "An Inter-Disciplinary Approach to Early Education of Handicapped Children Ages 0 - 3 Years" which includes information on funding and public awareness, diagnosis and evaluation, child development-home program, speech and language, structuring the day program, job descriptions and training, and parent involvement. It is explained that physically handicapped, developmentally delayed or retarded, speech and hearing impaired, behaviorally or emotionally disturbed, and multiply handicapped children are provided complete evaluation services and the following program options: 0-3 homebound program, public school early education programs, nursery schools, other agency day programs, allied agency's developmental training program, out patient occupational therapy, and out patient physical therapy. Reported are statistics showing rises in mean percentage of functioning (functional level divided by chronological age) between first and last testing for program participants. Provided are charts, forms, outlines, and diagrams for such program components as personnel, developmental evaluation, hearing tests, observational guidelines, behavioral objectives, developmental tasks, vocabulary lists, language evaluation tools, language definitions, guidelines for class organization and management, job descriptions, summaries of inservice training experiences, and outlines for parent groups. (DB)

**ED 116 417** **EC 080 854**

*Bechtel, Leland P.*

**The Detection and Remediation of Learning Disabilities. Child Welfare Research and Demonstration Project. Final Report.**

Androscoggin County Task Force on Social Welfare, Inc., Lewiston, Maine.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No—OCD-MC-06

Pub Date 75

Note—314p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Dyslexia, Early Childhood Education, Elementary Education, Exceptional Child Education, \*Identification, \*Learning Disabilities, Perceptual Development, \*Prevention, \*Program Descriptions, Program Evaluation, \*Remedial Instruction, Summer Programs

Reported are the final 2 years of a program which provided identification and remediation services for 60 potentially dyslexic preschool children and 45 dyslexic elementary grade children. Described for the preschool program are materials and evaluative devices and methods of remediation which stressed development of perceptual motor skills, applied skills, gross motor skills, and free play. Detailed are findings showing that the experimental group made 44 positive gains (out of 50 possible test scores) over the control group, 27 of which were significant, especially in such areas as the Wechsler full scale IQ, letter discrimination, word discrimination, copying, and figure ground perception. It is explained that methods of remediation in the 6-week program for elementary grade dyslexic students included daily instruction in reading, perceptual motor skills, gross motor skills, English composition, mathematics as well as weekly field trips. Reported are conclusions showing that experimental students gained significantly over control students in such areas as figure ground perception, arithmetic computation, reading accuracy, and visual tracking. An additional section provides subjective observations and interpretations on such program aspects as teacher qualities, pupil attitudes, test anxiety and overloading, self esteem, professional and public awareness, and problems such as failure to properly mainstream pupils. (DB)

**ED 116 418** **EC 080 855**

*Klein, Pnina S.*

**Effects of Infant Starvation on Learning Abilities.** Rochester Univ., N.Y.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 75

Grant—NEG-00-3-0034

Note—220p.; Not available in hard copy due to poor reproducibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Behavior Problems, Elementary Secondary Education, \*Etymology, Exceptional Child Research, \*Followup Studies, Infancy, \*Intelligence Level, \*Learning Disabilities, \*Nutrition, Physical Development

**Identifiers**—\*Pyloric Stenosis

Explored were the effects of starvation during infancy on the learning abilities of 50 children when evaluated between 5 and 14 years of age. All Ss had suffered from pyloric stenosis, a condition which prevents passage of food from the stomach, in infancy for periods ranging from 2 days to 3 weeks. Ss were given five tests of various learning abilities, were evaluated for physical development, and were rated by parents and teachers for social maturity and school behavior. Scores of Ss were compared with those of 44 siblings and 50 control Ss (matched for age, sex, and parental education). Significant correlations ranging from .25 on the Vocabulary Test to .43 on the Auditory Memory Test were found between severity of starvation and scores on all tests of learning abilities with Ss who had had a greater than 20 percent weight deficit in infancy showing significantly poorer scores. Analysis of individual tests suggested that starvation within the first 3 months of life has a long lasting effect on short term memory and attention. Starvation onset between 21 and 30 days of age was significantly related to school problems. Physical development was not found to be affected by early starvation. (Author/DB)

**ED 116 419** **EC 080 856**

*Bradley, Eunice*

**Academic, Behavioral, and Psychological Responses of Hyperactive Children to Stimulant Medication.**

Pub Date Aug 75

Note—78p.; Master's Thesis, Northeastern Illinois University

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—Academic Achievement, \*Behavior Change, \*Drug Therapy, Exceptional Child Education, \*Hyperactivity, Learning Disabilities, Psychological Characteristics, Research Methodology, \*Research Reviews (Publications), \*Stimulants

The paper reviews educational, medical, and psychopharmacological research concerning the academic, behavioral, and psychological responses of hyperactive children to stimulant medication. In Chapter 1 on the problem and plan of study, brief sections are included on the educational community's lack of knowledge regarding stimulant medication, the procedure used for collecting data, and research methodology in psychopharmacological studies (including guidelines for studies with groups of children and individuals). Covered in Chapter 2 are the academic, behavioral, and psychological responses to stimulant medication, and responses (such as unorthodox interpersonal relations) which need treatment other than drugs. Among conclusions presented in Chapter 3 are that many hyperactive youngsters show positive academic, behavioral, and psychological responses to stimulant medication; that if the child has experienced much school failure, he will need guidance in thinking of himself as a successful person; and that parents of hyperactive children find counseling helpful in relieving guilt and improving their relationship with their children. Appended are a list of seven distinct patterns of performance with their characteristic drug effects, a graph of the effects of stimulant drugs on psychological tests, Conners' Teacher Rating Scales, position papers from the American Academy of Pediatrics and the American School Health Association, and the Report of the Conference on the Use of Stimulant Drugs in the Treatment of Behaviorally Disturbed Young Children. (SB)

**ED 116 420** **EC 080 857**

*Estes, Robert E. Stewart, Janet C.*

**A Comparison of Visual and Auditory Channels in Learning Disabled and Control Children.**

Pub Date 75

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., April 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Auditory Perception, Elementary Education, Exceptional Child Research, \*Learning Disabilities, \*Learning Modalities, \*Paired Associate Learning, \*Visual Perception  
Visual and auditory paired-associate learning tasks were presented to 125 fourth grade children (45 learning disabled, 39 border line learning disabled, and 41 nonlearning disabled). The visual task produced a greater number of correct responses than did the auditory task. There were no differences among groups on either task. Scores on the Illinois Test of Psycholinguistics were analyzed both between and within learning classifications and were correlated with scores from both paired associate tasks. It was hypothesized that the nonlearning disabled children rely on an auditory mode of processing information, while the learning disabled children rely either on a visual or a mixed auditory-visual mode. (Author/DB)

**ED 116 421** **95** **EC 080 858**

*Wang, Margaret C. Siegel, Alexander W.*

**The Rationale and Design of an Adaptive Beginning-School Learning Environment: Curriculum Objectives.**

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—LRDC-P-1975-1

Pub Date 74

Note—64p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Curriculum, Early Childhood Education, \*Educational Objectives, Educational Philosophy, \*General Education, \*Preschool Programs, \*Program Descriptions

**Identifiers**—Adaptive Beginning School Learning Environment

Presented are the rationale and description of the curriculum objectives developed for the Adaptive Beginning-School Learning Environment Program (ABLE). Included are brief discus-



sions of: an analysis of the historical backgrounds and theoretical assumptions and approaches of extant preschool programs; the rationale for designing the ABLE program and how specifically ABLE differs from the extant preschool programs; the overall program goals; and the design for developing and implementing the program. The rationale and criterion objectives are explained for each of the eight ABLE curricular areas: attentional skills, memory skills, choice-contingency skills, social skills, perceptual skills, numerical and logical skills, communication skills, and independent learning skills. (Author/LS)

ED 116 422 EC 080 859

Vellutino, Frank R.

Psychological Factors in Reading Disability.

Pub Date Apr 74

Note—28p.; Paper presented at the American Educational Research Association meeting (Chicago, Illinois, April 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Dyslexia, \*Etiology, Exceptional Child Research, Learning Disabilities, Linguistics, Perception, Remedial Reading, \*Research Reviews (Publications), Sensory Integration, \*Theories, \*Verbal Ability

Reviewed are three types of etiological theories of dyslexia: theories of visual perceptual deficit, theories of difficulties with sensory integration, and theories of verbal deficiencies. The author concludes that recent findings weigh heavily against perceptual deficit theories of reading disability as suggested by S. Orton and others; that the equivocal findings relating to the sensory integration theory of H. Birch suggest the need for further research; and that the author's research and that of others support the verbal or linguistic deficit theory. Noted are practical implications of the findings such as the importance of including all (graphic, phonologic, semantic, and syntactic) aspects of words and sentences in remedial reading instruction. (DB)

ED 116 423 EC 080 909

Home Life Programming for Educables. 1 March 1971-28 February 1974. Final Report.

Outwood Hospital and School, Dawson Springs, Ky.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No—PB-243-058

Pub Date Feb 74

Note—13p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (Order No. PB-243-058; MF \$2.25, HC \$3.25)

Document Not Available from EDRS

Descriptors—\*Daily Living Skills, \*Educable Mentally Handicapped, Exceptional Child Research, \*Home Economics, Institutional Environment, Mentally Handicapped, \*Program Effectiveness

Presented is the final report of the Home Life Program, a demonstration project (1971-74) designed to teach basic academic and homemaking skills to 100 educable mentally retarded institutionalized persons. The project is noted to have been successful in teaching new skills and in improving self-help skills and appropriate behavior. It is explained that skills learned in school led to increased work responsibility acceptance, decision making, and acceptable social behavior. Also described is the change in institutional philosophical orientation from a medical to a more socially oriented model. (Author/CL)

ED 116 424 EC 080 910

Guide for Curriculum Development for Teachers of Trainable Mentally Retarded Children.

Virginia State Dept. of Education, Richmond.

Pub Date [Jan 73]

Note—90p.

Available from—Merrimack Education Center, 101 Mill Road, Chelmsford, Massachusetts (\$1.25)

Document Not Available from EDRS

Descriptors—\*Class Activities, Cognitive Development, \*Curriculum Development, \*Curriculum Guides, Emotional Development, Exceptional Child Education, Mentally Handicapped, Physical Development, Social Development, \*Trainable Mentally Handicapped

Presented is the Virginia State Education Department's curriculum development guide for teachers of the trainable mentally retarded

(TMR). Briefly considered are long range goals and characteristics of the TMR child, curriculum design factors and the role of the teacher. The bulk of the document is comprised of activities for primary, intermediate, and advanced level children in the areas of physical, social, emotional, and intellectual development. Suggested activities and resources are listed for each behavioral objective. Also included is a section on curriculum evaluation. Among appended material are a suggested scheduling guide and individual lesson plans for home arts and crafts. (CL)

ED 116 425 EC 080 912

Public Law 94-142, 94th Congress, S. 6,

November 29, 1975; An Act to Amend the Education of the Handicapped Act to Provide Educational Assistance to All Handicapped Children, and for Other Purposes.

Congress of the U.S., Washington, D.C.

Pub Date Nov 75

Note—25p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Architectural Barriers, \*Due Process, Employment, Exceptional Child Education, \*Federal Aid, \*Federal Legislation, \*Handicapped Children, Instructional Materials Centers, \*Public Policy, State Programs

Identifiers—\*Education for All Handicapped Children Act 1975

Presented is the text of the Education for All Handicapped Children Act of 1975 (Public Law 94-142) designed to amend the Education of the Handicapped Act. Among provisions of the Act are a strict due process guarantee, incentives to local school districts and states to provide preschool services, and significant new funding formulae for funding to flow not only to state education agencies as under previous legislation but also directly to local school districts on an entitlement basis. Issues covered in the Act include extension of existing law; research findings and purpose of the Act; definitions of terms such as special education and individualized education program; and assistance for the education of all handicapped children in terms of entitlements and allocations, eligibility, state plans, financial aid application procedures, procedural safeguards with respect to the provision of free appropriate public education, withholding and judicial review when an agency fails to comply with provisions, administration of educational programs, evaluation of authorized programs, incentive grants, and state educational agency payments. Also included is a section for amendments pertaining to employment of handicapped individuals, removal of architectural barriers, and media centers for the handicapped. (SB)

ED 116 426 EC 080 913

Weiss, Karen L. And Others

Characteristics of Young Deaf Children and Early Intervention Programs. Research Report 91.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—332189

Pub Date Aug 75

Grant—OEG-09-332189-4533(032)

Note—200p.; For related information see ED 071 239, 089 525, and 111 119; Best available copy

EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage

Descriptors—\*Academic Achievement, Aurally Handicapped, Cognitive Development, Communication Skills, \*Deaf, Early Childhood Education, Educational Methods, Exceptional Child Research, Language Development, \*Longitudinal Studies, Parent Attitudes, \*Preschool Education, Program Effectiveness, \*Program Evaluation

Presented is the fifth in a series of reports on a 4-year longitudinal evaluation of preschool programs for hearing impaired children. It is explained that the seven programs studied emphasize either an oral-aural, Rochester (oral-aural plus finger spelling), or total communication method of instruction; and that the current report focuses on the characteristics of the sample (60 Ss) as a whole. Included in the report are a brief review of literature on preschool programs for the deaf, and descriptions of the programs and subjects studied. Reported are results of the following types of evaluation: Illinois Test of

Psycholinguistic Abilities, academic achievement, communication battery, articulation, cognitive development measures, Matching Familiar Figures Test, regular class subjects, Brown Parent Attitude Scale, Semantic Differential, and classroom observation. Major study findings are summarized such as that reading skills were comparable to those of hearing peers, and that there was an overall lack of improvement in articulation scores across the 3 years. Appendixes include examples from some assessment instruments used in the study, the Parent Information and Attitude Scale, and longitudinal test data for Ss with unique class placement. (LS)

ED 116 427 95 EC 080 914

The Handbook of Physical Education and Activities for Exceptional Children.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—447-AH-5002

Pub Date 75

Grant—OEG-0-72-5454-233563

Note—59p.

Available from—Institute for Physical Education, IFM Building, Old Saybrook, Connecticut 06475 (\$5.00)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Exceptional Child Education, \*Handicapped Children, Measurement Techniques, \*Perception Tests, \*Physical Activities, Physical Education, \*Psychomotor Skills, Resource Guides, \*Student Evaluation, Test Construction, Testing

Identifiers—Informal Assessment

Presented is a guide designed to provide information on 27 perceptual-motor and psychomotor tests and scales for use with handicapped children so that valid and informed decisions can be made in selecting test instruments for prescriptive and diagnostic purposes. The guide is comprised of one section on motor ability, perceptual-motor development, and psychomotor tests and another section on locally developed assessment devices. Included are a brief discussion of the concepts pertaining to perceptual-motor testing and activities; background information to help in selecting tests and in devising instruments based on the best individual components of standardized batteries; brief summaries of various psychomotor and perceptual-motor tests and scales (including information on test availability, what and how the test measures, administrative considerations, and general comments); and representative samples of locally-designed testing instruments with samples of how school districts have devised their own methods of scoring, recording, and tabulating both individual and group results of various measuring devices. It is noted that selective use of summary charts can be helpful in devising items and batteries to evaluate specific strengths and weaknesses of handicapped individuals, and that information provided in the publication can be used to plan hundreds of physical education activities. (Author/SB)

ED 116 428 EC 080 915

Solano, Cecilia H. George, William C.

College Courses: One Method of Facilitating the Intellectually Talented.

Pub Date 75

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., April 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Academic Achievement, Acceleration, \*Educational Programs, Exceptional Child Research, Followup Studies, \*Gifted, \*Mathematics, \*Program Effectiveness, Secondary Education, Social Adjustment, Student Characteristics, \*Universities

Identifiers—Study of Mathematically Precocious Youth

A followup study involving 2,021 students identified as academically gifted by the Study of Mathematically Precocious Youth (SMPY) was conducted to determine the effectiveness of college courses for facilitating the education of intellectually talented junior and senior high school students. Advantages of a college course over acceleration, student requirements for participation in the college course program, and college enrollment procedures were considered when advising a student eligible for college courses. Of the 1,510 students returning the College Information

Questionnaire, 83 students had taken college courses. Among findings were that students' grade-point average (GPA) for the college courses taken was 3.57 (on a four-point scale) and that SMPY students rarely encountered social difficulties in the college classroom. (SB)

ED 116 429 EC 080 937

Ianacone, Robert N. Stodden, Robert A.

An Analysis of Perceptions and Attitudes Toward the Concepts "Disabled" and "Handicapped" and the Effects of Pre-Structured Definition Upon the Concepts.

Pub Date Nov 75

Note—12p.; Paper presented at the Annual Meeting of the California Educational Research Association (54th, San Diego, California, November 12-13, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Attitudes, \*Concept Formation, \*Definitions, Exceptional Child Research, Handicapped, \*Handicapped Children, \*Semantic Differential, Special Education, Undergraduate Study

The semantic differential technique was used in a study involving 40 undergraduate trainees in the area of special education to analyze the concepts "disabled" and "handicapped" and the effects of structured knowledge or definition on the participants' perceptions of and attitudes toward the concepts. The Semantic differential consisted of bipolar adjectives scaled to measure the semantic space of the concepts "handicapped" and "disabled" in terms of three factors (evaluation, potency, and activity). Ss were divided into two groups: during assessment, group 1 was given predetermined and differing definitions of the concepts measured, while group 2 was administered only the assessment instrument. Among results were that there was a significant difference between the three factors of evaluation, potency, and activity, regardless of concept; that group 1 (definition of concepts) was slightly more positive in response than group 2 (no definition of concepts); and that the concept "handicapped" was received more favorably than the concept "disabled," although the difference was not significant. (Author/SB)

ED 116 430 EC 080 938

Khatena, Joe

Creative Imagination and What We Can Do to Stimulate It.

Pub Date Oct 75

Note—19p.; Paper presented at the National Association for Gifted Children (22nd, Chicago, Illinois, October 24, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Creative Ability, \*Creative Thinking, Exceptional Child Education, \*Gifted, \*Imagery, \*Imagination, \*Teaching Methods

Suggested are ways to stimulate imagination, creativity, and imagery in children. Recommended for developing imagination are the thinking strategies of breaking away from the usual and commonplace, restructuring familiar elements, and synthesizing elements. Discussed are the production of creative analogies (such as personal, direct, symbolic, and fantasy analogies). The use of figures of speech (such as simile, metaphor, and personification) is seen to foster imagery. Implications of imagery research and creative thinking strategies for teachers are noted. (DB)

ED 116 431 EC 080 939

Khatena, Joe

Measurement and Identification of the Creative Potential.

Pub Date Nov 73

Note—14p.; Paper presented at the Southeastern Region National Association of School Psychologists (White Sulphur Springs, West Virginia, November 16, 1973)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Creative Ability, Creativity Tests, Definitions, Exceptional Child Research, \*Gifted, Research Reviews (Publications), \*Talent Identification

The author reviews the literature and offers recommendations regarding the measurement and identification of creative potential. The assessment of creative thinking in measures of intellectual ability is discussed, and various definitions of creativity are cited. Measurement problems are identified and several creativity measures (especially the Torrance Tests of Creative Thinking

and Thinking Creatively with Sounds and Words) are described. Results of research concerning the production of analogies are reported and the need for qualitative as well as quantitative analysis is stressed. (LS)

ED 116 432 EC 080 955

Black, Lawrence, Comp.

A Bibliography of Bibliographies on Mental Retardation, 1963-June 1975.

New York State Dept. of Mental Hygiene, New York.

Pub Date Oct 75

Note—25p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Bibliographies, Biochemistry, Child Care, Communicable Diseases, Etiology, Exceptional Child Education, Genetics, Intelligence Tests, Learning, \*Mentally Handicapped, Neurology, Nutrition, Pathology, Pollution, Psychology, Psychopathology, Residential Care

Presented is a bibliography of over 100 bibliographies (published in 1963-1975) intended for social workers, teachers, and other professionals working in the field of mental retardation. Entries are arranged alphabetically by author or contributing organization under the following categories: general references, biochemistry, care of the mentally retarded, chromosomal abnormalities, genetics, infectious diseases, intoxication in childhood, mental testing, neurology, nutrition, pathology, psychological treatment, psychology of learning, psychology, syndromes, teratology, and traumatic mental retardation. It is noted that each bibliography selected for inclusion lists approximately 300 or more citations. Such information as author, title, source, publisher, publication date, number of pages, number of citations, a brief description, and ERIC (Educational Resources Information Center) accession number (when applicable) is usually provided. (SB)

ED 116 433 EC 080 956

Gromada, Henry T. And Others

Working Together for Children: A Neighborhood Advocacy System. Final Report.

Prince George's County Board of Education, Upper Marlboro, Md.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Social and Rehabilitation Service (DHEW), Washington, D.C.

Bureau No.—H0059SJ

Pub Date Jun 75

Grant—OEG-0-71-4485(607)

Note—107p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Adolescents, \*Child Advocacy, Childhood, Community Programs, Demonstration Projects, Early Childhood, \*Emotionally Disturbed, Exceptional Child Services, \*Handicapped Children, Intergency Cooperation, \*Program Descriptions, Program Development, \*Program Evaluation, Systems Approach

Identifiers—Final Reports

Presented is the final report of a demonstration project in Child Advocacy operated in a rural area of a large suburban county. A discussion of the project's history focuses on such topics as the formation of an interagency task force for emotionally disturbed youth, funding possibilities, needs assessment, and the introduction of a local family service program. Use of the systems approach in the program is described and evaluated, and application of the approach towards development of programs for emotionally disturbed children, child care, and therapeutic services is detailed. Among major project accomplishments reported are the establishment of two early childhood programs (day care centers), two nonprofit citizen corporations (health services and child care), a ministerial association, and a proposal for a community resources center for children and adolescents. Summarized are the perceptions of target area residents and agency personnel regarding the external and internal accomplishments of the Child Advocacy project. Eight final recommendations are listed including the need for sharing of responsibilities among agencies and with parents. Appendixes include a child advocacy system flow model and a prospectus for a community resources center for children and youth. (LS)

ED 116 434 EC 080 957

Brown, Bertram S.

Memo from the Director.

National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date Dec 75

Note—42p.

Available from—U.S. Government Printing Office, Washington, D.C. (633-955/71 1-3)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Civil Liberties, Economically Disadvantaged, \*Emotionally Disturbed, Exceptional Child Education, \*Federal Legislation, Hospitals, \*Institutionalized (Persons), Therapy

Identifiers—Right to Treatment

Presented are six documents concerning the Supreme Court decision in the O'Connor v. Donaldson case on the constitutional rights of civilly committed mental patients. Covered in a preliminary analysis of the major issues and some implications for mental health providers are the topics of immediate impact of the decision, the right to treatment, continuing confinement, liability of state hospital officials, and issues left undecided. Provided is a brief notice for mental patients regarding their constitutional rights, and noted in the report on legal services to the institutionalized poor is that lack of mobility is a major obstacle for involuntarily confined persons. Also included are copies of the syllabus, the opinion for a unanimous Court delivered by Justice Potter Stewart, and a concurring opinion filed by Chief Justice Warren Burger regarding the O'Connor v. Donaldson case. (SB)

ED 116 435 EC 080 958

Helfer, Ray E.

The Diagnostic Process and Treatment Programs.

National Center for Child Abuse and Neglect (DHEW/OHD), Washington, D.C.

Report No.—DHEW-OHD-75-69

Pub Date 75

Note—48p.

Available from—U.S. Government Printing Office, Washington, D.C. 620-047-2125-31

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Child Abuse, Exceptional Child Services, \*Guidelines, \*Health Personnel, \*Identification, Interdisciplinary Approach, \*Intervention, Medical Evaluation, Medical Treatment, Nursing, Physicians, Prevention

Identifiers—Neglected Children

Provided for physicians and nurses is information on the diagnostic process and treatment programs for abused and neglected children and their families. An overview of the diagnostic and treatment process is outlined and general principles, such as the importance of early diagnosis, are discussed. The remainder of the book focuses on four phases: the emergency room or office phase, the diagnostic assessment phase, the acute treatment phase, and the long term treatment phase. Topics covered include the members and functions of a hospital or community-based child protection team, factors involved in the child abuse or neglect pattern, the special problem of failure to thrive, and the role of the juvenile courts. Long term treatment guidelines focus on five stages of the World of Abnormal Rearing cycle including unrealistic expectations of children and missed childhood. (LS)

ED 116 436 EC 080 959

Christensen, Nancy A. And Others

A Selected Bibliography for Vocational Training and Placement of the Severely Handicapped. Project (VOTAP).

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Dec 75

Contract—OEC-300-75-0345

Note—114p.; Not available in hard copy due to poor reproducibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Bibliographies, Employment, Exceptional Child Services, Job Placement, Job Skills, \*Prevocational Education, \*Research Reviews (Publications), \*Severely Handicapped, Vocational Adjustment, \*Vocational Education

Identifiers—Project VOTAP

Presented is a bibliography of approximately 250 documents (1965-1975) related to vocational training and placement for severely handicapped people. The material is said to be drawn from a computerized search of Resources in Education, Current Index to Journals in Education, Exceptional Child Education Abstracts, American

Psychological Association Abstracts, and Abstracts of Instructional and Research Materials. An annotated section is comprised of journal articles, final project reports, and monographs presented alphabetically by author's name within the following categories: features of rehabilitation; employment opportunities, progress and recommendations; sheltered workshops; job and skills training; and vocational training and placement programs. Fifteen reviewed books are also annotated and arranged alphabetically by author's name. Listings usually include author, title, source, pagination, date, and availability information (if the document is from the Educational Resources Information Center). (CL)

ED 116 437 EC 080 961

Kester, Donald L. Lotz, Patricia  
Are We Helping Our Educationally Handicapped Students?

Claremont Unified School District, Calif.; Los Angeles County Superintendent of Schools, Calif.

Pub Date Nov 75

Note—33p.; Paper presented at the 1975 California Educational Research Association Conference (San Diego, California, November 12-13, 1975); Appendices may reproduce poorly; Best copy available

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage  
Descriptors—Day Schools, \*Educationally Disadvantaged, Educational Objectives, Elementary Education, Exceptional Child Research, \*Learning Disabilities, \*Program Effectiveness, \*Program Evaluation, Public Schools

Presented are procedures and selected results from an evaluation and audit of the Special Day Program for elementary level educationally handicapped students in a California school district. It is explained that the purpose of the three special day classes was to provide an intensive remedial program for students with severe learning disabilities. Described are three alternative program evaluation services, the reasons for selection of an educational program audit approach, and the seven stages in the audit process. Provided for selected program objectives are examples of interim and final evaluation and audit report statements. Among findings reported are that individual instructional activities were prescribed for each student in the program and that objectives were met regarding student gains on the Metropolitan Achievement Test and the Gilmore-Oral Reading Test. Suggested references for an educational program evaluation and audit are listed. Appendixes include a social adequacy scale and examples of objectives from the audit plan. (LS)

ED 116 438 EC 080 962

Lowenthal, Barbara  
Piaget's Preoperational Stage of Development and Applications for Special Preschoolers.

Pub Date [75]

Note—9p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage  
Descriptors—\*Class Activities, \*Cognitive Development, Concept Formation, Exceptional Child Education, \*Individual Activities, \*Language Handicapped, Learning Theories, Maturation, Preschool Education, Special Education  
Identifiers—\*Developmental Disabilities, Piaget (Jean)

Many preschool children with developmental delays in cognition and language are in the preoperational stage as defined by Jean Piaget's theory of cognitive development. The preoperational stage is divided into the preconceptual and the intuitive phases. During the preconceptual phase, the preschooler is unable to form true concepts and often reasons in the form of unrelated judgement without logical organization. In the intuitive phase, the child's reasoning is tied to his perceptions and therefore his thinking is often distorted. Implications for parents and teachers are that in a special preschool class, activities should be of a wide variety and should include exploring with all the senses (such as imitating the actions of people, animals and objects); that at home, parents can emphasize real experiences (including planting seeds and cooking); and parents and teachers should use language related to what the child is experiencing as well as to his general level of language functioning. (SB)

ED 116 439 EC 080 963

Klein, Susan D. Simmons, Roberta G.  
Chronic Disease and Childhood Development:  
Kidney Disease and Transplantation.

Minnesota Univ., Minneapolis.

Pub Date [75]

Note—53p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage  
Descriptors—Adolescents, \*Body Image, Childhood, Demography, \*Diseases, Exceptional Child Research, Questionnaires, \*Self Concept, Special Health Problems

Identifiers—\*Kidney Disease

As part of a larger study of pediatric and chronic disease and the family, 124 children (10-18 years old) who were chronically ill with kidney disease (n#72) or were a year or more post-transplant (n#52) were included in a study focusing on the effects of chronic kidney disease and transplantation on children's psychosocial development. Ss along with their mothers and the "normal sibling" closest in age were interviewed with a survey questionnaire. The major difference revealed between the chronically ill, the transplanted children, and the controls involved body image, specifically satisfaction with looks. Compared to controls, the ill children were significantly less satisfied and the transplanted patients most dissatisfied because of growth retardation and the cushingoid appearance which results from steroid therapy. External ratings of disease severity reported by the physician and mother (including seriousness of condition, number of hospitalizations, and frequency of symptoms) were correlated with various aspects of the self; and in general, objective severity of the disease does seem to have disadvantageous effects, although the tendency to hide one's feelings is most significantly and consistently affected. Findings showed that the child's own perception of the disease as a significant problem seems to have a more pervasive effect on adjustment than objective ratings of disease severity. A set of background demographic factors was investigated, and it was found that variables generally affect sick and normal Ss similarly with urban children having higher self-esteem than rural children. (Author/SB)

ED 116 440 EC 080 964

Report of a Study of the Special Education Program in the Montgomery County Public Schools.

Montgomery County Board of Education, Rockville, Md.

Pub Date Mar 70

Note—156p.; Best copy available

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage  
Descriptors—Administration, Ancillary Services, Attitudes, Community Resources, Educational Facilities, Exceptional Child Education, \*Handicapped Children, Home Instruction, Organizational Communication, Parent School Relationship, Program Budgeting, \*Program Evaluation, \*Special Education, Special Education Teachers, Student Evaluation

Identifiers—\*Maryland (Montgomery County)

Presented is a report on a study to evaluate the special education program in Montgomery County (Maryland) Public Schools and to make recommendations for future program planning. An introduction to the study is provided in Chapter I which covers background information on Montgomery County (such as demographic data), a brief review of the development of special education in the U.S., and the history of Montgomery County's Department of Special Education. Sections in Chapter II include a brief program history, a statement on the method of data collection, the major findings of the evaluations, and recommendations for each of the eight programs of special education: auditory handicapped, emotionally handicapped, mentally retarded, orthopedically handicapped, home instruction, speech and hearing handicapped, special learning disabilities, and visually handicapped. Reported in Chapter III are the findings from consultants' responses to questions in the areas of instruction, organization, staff, pupils, auxiliary personnel and services, housing and physical facilities, budget, community resources, parents, communication, attitudes, and research. Among conclusions on each of the twelve categories presented in Chapter IV are that while some curriculum guides had been prepared and distributed to teachers, their use was limited; and

that one of the program's deficiencies was the almost complete lack of programs for inservice education. (SB)

ED 116 441 EC 081 038

Meyers, C. Edward And Others  
Correlates of Success in Transition of MR To Regular Class. Volume I. Final Report.

California Univ., Los Angeles. Neuropsychiatric Inst.; Pacific State Hospital, Pomona, Calif.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Nov 75

Grant—OEG-0-73-5263

Note—208p.; For volume II of this report, see EC 081 039; Best copy available

EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage  
Descriptors—\*Academic Achievement, \*Educable Mentally Handicapped, Elementary Secondary Education, Exceptional Child Research, Mentally Handicapped, Minority Groups, \*Regular Class Placement, Social Adjustment, Special Classes, \*Success Factors  
Identifiers—Final Reports

Presented is the final report of a project which investigated the current status of 1711 Anglo, Black, and Spanish-surnamed California educable mentally retarded (EMR) students reassessed by court order in 1969-72. It is explained that Ss were matched on sex and ethnicity with regular class and non-decertified EMR students. Attempts to identify differences at EMR placement of those later decertified vs. those not are said to have produced no results, forcing a conclusion of educational equivalence at that time. It is noted that regular class means on current Metropolitan Achievement Test scores were highest, EMR lowest, but regular class and decertified distributions greatly overlapped; both were several grade levels below nominal placement. Among results reported are little ethnic difference and little difference between regular class and decertified Ss on teacher ratings of citizenship and achievement, and the same broad range in social acceptance and adjustment for decertified Ss as regular class matches on teacher questionnaire responses (both means tending to be under average for their classes). It is concluded that while decertification did not make the students average, the students nevertheless tended to succeed nearly as well as regular class matches. (Author/CL)

ED 116 442 EC 081 039

Meyers, C. Edward And Others  
Correlates of Success in Transition of MR To Regular Class. Volume II. Appendix. Final Report.

California Univ., Los Angeles. Neuropsychiatric Inst.; Pacific State Hospital, Pomona, Calif.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Nov 75

Grant—OEG-0-73-5263

Note—246p.; For Volume I, see EC 081 038

EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage  
Descriptors—Academic Achievement, \*Educable Mentally Handicapped, Elementary Secondary Education, Exceptional Child Research, Mentally Handicapped, Minority Groups, Program Effectiveness, \*Records (Forms), \*Regular Class Placement, Social Adjustment, Success Factors  
Identifiers—Final Reports

Provided in Volume II of a final report on the status of California educable mentally retarded (EMR) students reassigned to regular classes as a result of legislation are appended forms, instruments and project reports. Included are letters of introduction to various project phases, project data collection forms (including teacher questionnaires), the computer format of EMR transitional study data file, a discussion of dissemination activity, and eight published and unpublished reports of the project. (CL)

ED 116 443 EC 081 040

Malever, Michael Matyas, George, Jr.  
Career Education Materials for Educable Retarded Students. Working Paper No. 6.

Missouri Univ., Columbia. Dept. of Counseling and Personnel Services.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Dec 75

Grant—OEG-0-74-2789

Note—45p.; For related information, see ED 096 777, 104 067; 109 838-839 and 112 548

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Bibliographies, \*Career Education, Daily Living Skills, \*Educable Mentally Handicapped, Elementary Secondary Education, Exceptional Child Education, \*Instructional Materials, Interpersonal Competence, Mentally Handicapped, Prevocational Education, Social Development

Identifiers—Project PRICE

The bibliography developed by Project PRICE (Programming Retarded in Career Education) lists approximately 150 instructional materials and 50 publications regarding career education for educable mentally retarded students. Materials are arranged according to each of 22 competencies identified by Project Price in the areas of daily living skills (such as managing family finances and utilizing recreation and leisure time), personal-social skills (including obtaining a positive self concept and achieving independent functioning), and occupational guidance and preparation (such as selecting and planning appropriate occupational choices and developing the necessary manual skills and physical tolerances required in the competitive labor market). Listings usually provide age level designation, cost, name of publisher or supplier and a brief annotation which includes suggested uses, populations, and reading or grade level. The section on publications contains annotated citations for general career education, career education for handicapped persons and educable retarded persons, relevant journals, retrieval sources and career exploration and work sample packages. (CL)

**ED 116 444** **EC 081 042**

*Bowers, Louis And Others*

**Play Learning Centers for Preschool Handicapped Children: Research and Demonstration Project Report.**

University of South Florida, Tampa. Coll. of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date Aug 75

Note—108p.; Appendices may reproduce poorly Available from—University of South Florida, College of Education, Tampa, Florida 33620 (500 free copies)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—Adolescents, Building Design, Building Materials, \*Cerebral Palsy, Construction (Process), Costs, \*Emotionally Disturbed, Exceptional Child Education, \*Learning Laboratories, \*Mentally Handicapped, \*Play, Playgrounds, Preschool Education

Described are the construction and analysis of three play learning centers for preschool mentally retarded and cerebral palsied children, and pre-adolescent and adolescent emotionally disturbed children. Section I of the report provides an introduction on the importance of play, research on playground equipment, considerations in designing play learning centers, and existing playgrounds designed for the handicapped. Presented in Section II is information on such construction aspects as framing materials, surface coverings, materials for fastening, and recommended tools. The following three sections discuss the design process, construction and construction costs, recommended materials, and descriptive data on facility use for each of the three play learning centers: United Methodist Preschool Play Learning Center for mentally retarded children, United Cerebral Palsy Play Learning Center, and the Residential Treatment Center for emotionally disturbed children. A brief section on recommendations for further research is also included. Appended is the program for information dissemination associated with the play learning research and demonstration project, a playground design checklist, and detailed construction plans for each of the three play learning centers. (SB)

**ED 116 445** **EC 081 043**

*Padzensky, Herb And Others*

**Home-Agency Interaction: A Minicourse in Communication with Parents of the Developmentally Disabled. Participant's Manual.**

Colorado State Dept. of Institutions, Denver. Div. of Developmental Disabilities.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date 75

Note—146p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

Descriptors—Community Resources, Exceptional Child Education, Guidelines, Handicapped Children, \*Home Instruction, Parent Role, Parents, \*Parent School Relationship, \*Teacher Characteristics

Identifiers—\*Developmental Disabilities

Presented is the participant's manual for a minicourse in communication with parents of the developmentally disabled. The manual is divided into five units (with sample topics in parentheses): parent teacher conferencing (typical sequences of parent reactions), reporting to parents (methods and scheduling), the home training program (developmental level emphasis), community resources for the developmentally disabled (how to use a service directory), and a summary review and case study. Each unit contains information on goals, objectives, content and approximate time requirements. The manual is said to be part of an instructional package containing a workbook (EC 081 044) and an instructor's manual (EC 081 045). (CL)

**ED 116 446** **EC 081 044**

*Padzensky, Herb And Others*

**Home-Agency Interaction: A Minicourse in Communication with Parents of the Developmentally Disabled. Workbook.**

Colorado State Dept. of Institutions, Denver. Div. of Developmental Disabilities.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date 75

Note—42p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Community Resources, Evaluation Methods, Exceptional Child Education, Handicapped Children, Home Instruction, \*Parent Role, Parents, \*Parent School Relationship, Teacher Characteristics

Identifiers—\*Developmental Disabilities

Presented is a workbook for a minicourse in communication with parents of the developmentally disabled. It is explained that the workbook contains problems and exercises related to specific information provided in the participant manual (EC 081 043). Each unit concludes with an assessment of unit objectives. Answers to each unit assessment are found in the instructor's manual (EC 081 045). (CL)

**ED 116 447** **EC 081 045**

*Padzensky, Herb And Others*

**Home-Agency Interaction: A Minicourse in Communication with Parents of the Developmentally Disabled. Instructor's Manual.**

Colorado State Dept. of Institutions, Denver. Div. of Developmental Disabilities.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date 75

Note—53p.; For the participant's manual, see EC 080 143

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Community Resources, Exceptional Child Education, Handicapped Children, Home Instruction, \*Parent Role, Parents, \*Parent School Relationship, Teacher Characteristics, \*Teaching Guides

Identifiers—\*Developmental Disabilities

The instructor's manual for a minicourse in communication with parents of the developmentally disabled contains answers to the exercises, unit assessments, criterion assessment examination and the pre- and posttest found in the accompanying workbook (EC 080 144). Also reviewed are 12 suggestions for teaching the course. (CL)

**FL**

**ED 116 448** **FL 005 227**

*Lea, Wayne A.*

**Syntactic Boundaries and Stress Patterns in Spoken English Texts. Univac Report No. PX 10146.**

Sperry Univac, St. Paul, Minn. Defense Systems Div.

Report No—PX-10146

Pub Date 31 Mar 73

Note—117p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—Acoustic Phonetics, Algorithms, Articulation (Speech), Auditory Perception,

\*Computational Linguistics, Computer Programs, \*Intonation, Pattern Recognition, Phonetic Analysis, Phonological Units, Phonology, Sentences, Speech, \*Stress (Phonology), Suprasegmentals, \*Syllables, \*Syntax

Identifiers—Frequency Contours, Speech Recognition, Syntactic Boundaries

This report covers research conducted between July 1972 and March 1973. Experiments were conducted on the automatic detection of constituent boundaries and location of stressed syllables by analysis of fundamental frequency and energy contours, for recordings of six talkers reading the Rainbow Script, two talkers reading a paragraph composed of monosyllabic words, and ten talkers involved in speaking sentences pertinent to man-computer interaction. A program was implemented which successfully detects over 80 percent of all boundaries between major syntactic constituents, by the use of fall-rise valleys in fundamental frequency contours. A panel of three listeners provided judgments of which syllables were stressed, unstressed, or reduced in the speech texts. Questions yielded more stress level confusions than declaratives or commands. An algorithm was devised for locating stressed syllables as high energy portions of speech with rising or nonfalling fundamental frequency. This algorithm succeeded in locating 85 percent of all syllables that had been perceived as stressed by two or more listeners. Further work will involve implementation of the stressed syllable location algorithm, refinements of syntactic boundary predictions and detection procedures, further tests with designed speech texts, and applications to distinctive features estimation and syntactic parsing. (Author/KM)

**ED 116 449** **FL 006 292**

*Ullian, Russell*

**Some General Characteristics of Interrogative Systems. Working Papers on Language Universals, No. 1.**

Stanford Univ., Calif. Committee on Linguistics. Pub Date Nov 69

Note—26p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Intonation, Language Patterns, Language Research, \*Language Universals, Linguistics, Linguistic Theory, Modern Languages, Morphemes, \*Morphology (Languages), \*Sentence Structure, Suprasegmentals, Surface Structure, \*Syntax

Identifiers—\*Interrogation (Language), Questions, Tags, Word Order

This paper discusses interrogative structures, based on the results and conclusions derived from comparing the interrogative systems of 79 randomly selected languages. The paper begins by listing a number of generalizations about interrogative structures based on disparate observations in the field. These generalizations constitute the basis for undertaking the systematic research reported here. The paper is divided into the following sections: (1) Classification of Q(Question)-features, reflected in the organization of the rest of the paper; the classification is followed by a list of questions which the rest of the presentation attempts to answer; (2) Intonation (including other suprasegmentals)—among clause-level Q-features, intonation holds the first rank although it may be accompanied by some other Q-marker; (3) Inversion (and word order in general)—of one or more constituents of the sentence with respect to their normal declarative order, (4) Tags—another clausal type interrogative device, always clitic, usually enclitic to a sentence, (5) Interrogative Particles—the most widespread device after intonation, (6) Interrogative Words—such as WH words in English, and (7) Summary Statements—a recapitulation of the findings on interrogative systems. The statements are valid for the language samples used in the study. Three appendices give summaries of findings and research methodology information. (Author/TL)

**ED 116 450** **FL 007 059**

*Papier, Paul And Others*

**"age" dans le système suffixal du français québécois ("age" in the Suffix System of Quebec French). Montreal Working Papers in Linguistics, Vol. 4.**

McGill Univ., Montreal (Quebec); Montreal Univ. (Quebec); Quebec Univ., Montreal.

Pub Date May 75

Note—42p.; In French

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Adjectives, Descriptive Linguistics, Form Classes (Languages), \*French, Language Patterns, Language Research, Linguistic Theory, \*Morphology (Languages), \*Nominals, \*Regional Dialects, \*Semantics, \*Suffixes  
**Identifiers**—Quebec French

This study relates the suffix “-age” to “-able,” “-eux,” “-ment,” “-Xtion,” and “-ure” in Quebec French. Morphologically, some “-age” suffixals which can be denominal in Quebec French can only be deverbal in European French. Semantically, “-age” deverbals are subdivided into “factive” and temporally relevant suffixals. In this latter class the temporal relationship can be anteriority, simultaneity, and posteriority. Nouns ending in “-ure” are most often resultative, whereas nouns in “-age” designate results only if they also designate actions. “-Xtion” and “-ment” are more direct rivals. Where “-age” designates the entire process or duration of an action, “-ment” designates the individual acts making up the process or a singular act. The suffix “-age” has become specialized for action, and “-ment” and “-Xtion” for result of an action. Deverbals in “-eux” usually have a corresponding noun in “-age,” which often has a pejorative connotation. Adjectives in “-able” are more productive in Quebec French than in European French. Deverbals in “-age,” “-eux,” “-able” have the same surface stem as that of the present participle of the base verb. This mode of formation is common to standard and Quebec French. The productivity of the “-age,” “-eux,” and “-able” deverbals is correlated with the simplicity of their formation. (Author/CLK)

**ED 116 451** FL 007 110

*Tabaian, Hessam*

**Conjunction, Relativization, and Complementation in Persian.** Colorado Research in Linguistics, No. 5.

Colorado Univ., Boulder. Dept. of Linguistics.

Pub Date May 75

Note—187p.

Available from—Colorado Research in Linguistics (CRIL), Department of Linguistics, University of Colorado, Woodbury Hall, Boulder, Colorado 80302 (\$2.50)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Descriptive Linguistics, Form Classes (Languages), Indo European Languages, Language Research, Linguistic Theory, Morphology (Languages), \*Persian, \*Semantics, \*Sentence Structure, \*Syntax, \*Transformational Generative Grammar, Verbs

This study is concerned with the description of compound sentences, relative clauses, and complement clauses in Standard Persian within a generative-transformational grammar. Compound sentences are divided into conjunctive, disjunctive, and adversative types on the basis of the semantic relations they express. A conjunctive clause is either non-emphatic or emphatic, a disjunctive clause is either alternative or ultimative, and an adversative clause is either contrastive (oppositive) or exceptional. Relative clauses are divided into attributive (restrictive) and appositive (non-restrictive) relative clauses with the conclusion that an attributive relative clause modifies an antecedent which has a multiple referent [-unique], while an appositive relative clause modifies an antecedent which has a unique referent [-unique]. Both relative clauses result from the reduction of a non-emphatic conjunctive compound with a coreferential noun. Ezafé constructions (Adjectival and genitive) are shown to be formed by the reduction of a non-emphatic conjunctive compound with a coreferential noun in which the second clause contains the verbs “budan” (“be”), or “dastan” (“have”). The complement clauses are analyzed as sentences that serve as an argument (supplement) to a specific class of impersonal, intransitive, and transitive verbs. (Author) intransitive, and transitive verbs. (Author)

**ED 116 452** FL 007 139

*Holt, Daniel D. And Others*

**Methodology for Teachers. Teacher's Manual.** Peace Corps, Seoul (South Korea).

Pub Date Jul 75

Note—70p.; For related document, see FL 007 140; In Korean

Available from—Top Press, K.P.O. Box 176, Seoul, Republic of Korea (HC \$0.60)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*English (Second Language), \*In-service Teacher Education, Instructional Materials, Korean, \*Language Instruction, Language Programs, Manuals, Second Language Learning, \*Teaching Guides, \*Teaching Methods, Textbooks, Volunteers

The Teacher's Manual of “Methodology for Teachers” was written for two purposes: (1) to provide Korean English teachers with a simple, yet complete guide to methodology appropriate for teaching English in Korea; and (2) to serve as a methodology text for those Korean English teachers who study methodology in inservice training programs with Peace Corps/Korea TESOL volunteers. The Teacher's Manual, written in Korean, is used with the Volunteer's Manual, which is written in English for these inservice training programs. The Teacher's Manual is divided into nine Units: Introduction, Pattern Practice, Utterance/Response, Dialogue, Reading, Visuals, Sounds, Testing, and Writing and Homework. The Introduction contains a set of exercises that communicate to the teachers the objectives of the inservice training program and how they will study methodology during the program. The other Units contain one “Process” each, i.e., one approach for teaching a pattern practice, utterance/response, dialogue, etc. Each Unit also contains a “Rationale” and a “Notes” section. The Rationale introduces the Unit and the Notes section gives more detailed information about the Process in the Unit. (Author)

**ED 116 453** FL 007 140

*Holt, Daniel D. And Others*

**Methodology for Teachers. Volunteer's Manual.**

Peace Corps, Seoul (South Korea).

Pub Date Jul 75

Note—92p.; For related document, see FL 007 139

Available from—Top Press, K. P. O. Box 176, Seoul, Republic of Korea (HC \$0.60)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—\*English (Second Language), \*In-service Teacher Education, Instructional Materials, Korean, \*Language Instruction, Language Programs, Manuals, Second Language Learning, \*Teaching Guides, \*Teaching Methods, Volunteers

The Volunteer's Manual of “Methodology for Teachers” was written to (1) provide Peace Corps/Korea TESOL volunteers with a simple, complete guide to methodology for teaching English in Korea; and (2) provide these volunteers with a simple, complete guide for teaching this methodology to Korean English teachers in inservice training programs. For these programs the volunteers use the Volunteer's Manual (written in English) and the Korean English teachers use the Teacher's Manual (written in Korean). The Volunteer's Manual is divided into nine Units: Introduction, Pattern Practice, Utterance/Response, Dialogue, Reading, Visuals, Sounds, Testing, and Writing and Homework. The Introduction contains a set of exercises that the volunteers can use to explain to the Korean English teachers the objectives of the inservice training program and to explain how the teachers will study methodology during the program. The other Units contain one “Process” each, i.e., one approach for teaching a pattern practice, utterance/response, dialogue, etc. Each Unit contains a set of “Suggested Activities,” a step-by-step approach for teaching the appropriate Process to the teachers. Finally, each Unit contains a “Rationale” and a “Notes” section. The Rationale introduces the Unit and the Notes section gives more detailed information about the Process in the Unit. (Author/CLK)

**ED 116 454** FL 007 156

*Domingue, Nicole Z.*

**A Graded Analysis of Interference as a Cause of Change.**

Pub Date Nov 75

Note—8p.; Paper presented at the meeting of the Midwest Modern Language Association (Chicago, Illinois, November 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Indo European Languages, Language Research, \*Language Usage, \*Language Variation, \*Mauritian Creole, Phonology, Sociolinguistics, Speech, Structural Analysis, \*Syntax, \*Vocabulary

**Identifiers**—Bhojpuri, Language Contact, \*Linguistic Borrowing

A situation of linguistic contact often produces various degrees of change in at least one of the

languages involved. It is shown that the syntactic, as well as the phonological and the lexical, components are the locus of interference from one language on the other. Features of interference are described as part of a systematic pattern build on a strict hierarchy of occurrence. The study takes as an example two languages spoken in Mauritius. Bhojpuri, an Indo-Aryan dialect, appears to be undergoing a rapid evolution under the influence of the island's dominant language, Creole (French based). An implicational scale is set up, based on speech samples, to show which features of Creole interference in Bhojpuri imply others: in the variety of Bhojpuri which is the least influenced by Creole, only lexical items naming modern concepts are found. The variety of Bhojpuri which is the most influenced by Creole contains syntactic transfers, phonological borrowings, and words belonging to the 100-word list of the lexico-statisticians. The in-between varieties are specifically defined by the order in which innovations appear on the scale. In this way, the scale of interference represents the systematic pattern of change which Bhojpuri appears to be undergoing. (Author)

**ED 116 455** FL 007 255

*Hollos, Marida*

**Comprehension and Use of Social Rules in Pronoun Selection by Hungarian Children.**

*Working Papers in Sociolinguistics, No. 24.*

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—Social Science Research Council, New York, N.Y. Committee on Sociolinguistics.

Pub Date Jun 75

Note—22p.; Paper presented at Annual Meeting of the Anthropology Association (November 1974)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Child Language, \*Hungarian, \*Language Development, Language Role, Language Usage, Morphology (Languages), \*Pronouns, Psycholinguistics, Role Playing, Social Development, Social Environment, Social Relations, \*Sociolinguistics, Syntax  
**Identifiers**—\*Hungary

This paper explores the differences between the understanding or knowledge of certain social rules, and their use, as seen in pronoun selection, by children in two different social settings within the same culture area. Different philosophies concerning the interdependence of social, cognitive, and linguistic development are reviewed. The specific study described involved three age groups of Hungarian children living in two different locations. They were required to complete a multiple-choice test and a role-playing test, designed to examine the interrelationships between the acquisition of social and linguistic rules, and the development of logical structures, based on the complexity of the Hungarian personal pronoun system. It was assumed that different social environments affect both the acquisition of sociolinguistic knowledge and role-taking ability, so that the two areas chosen differed in the areas of the adult role system and the amount of verbal and social interaction to which the children were exposed. Results indicate that though there are noticeable differences in the overall performance of the two groups, both groups performed better on the multiple-choice test than in role playing. Social environment has limited effect on knowledge of appropriate forms, while it definitely influences ability to use proper forms. (CLK)

**ED 116 456** FL 007 259

*Laosa, Luis M.*

**What Languages Do Bilingual Children Use with Whom? Research Evidence and Implications for Education.**

Pub Date Mar 75

Note—14p.; Paper presented at Meeting of Teachers of English to Speakers of Other Languages (Los Angeles, California, March 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Academic Achievement, Bilingual Education, \*Bilingualism, \*Bilingual Students, Cubans, English (Second Language), Language Patterns, Language Proficiency, \*Language Usage, Mexican Americans, Puerto Ricans, \*Social Environment, Sociolinguistics, \*Spanish Americans, Spanish Speaking

There is wide variability in the type and degree of bilingualism exhibited by persons from the



various Spanish-speaking groups in the USA. Within particular subcultural groups, there is significant variability among individuals in the use of language patterns. An empirical study investigated the use of language pattern in specified social contexts among two generations in three distinct Spanish-speaking groups: New York Puerto Ricans, Central Texas Mexican-Americans, and Miami Cuban-Americans. A total of 295 families participated in the study. The Central Texas Mexican-Americans showed the greatest degree of displacement of Spanish by English as well as by "Spanglish," and the New York Puerto Ricans the greatest degree of "mother tongue" maintenance. Previous research suggests that language use is positively related. Contextual language use is an important factor which interacts with language learning and with academic achievement. It behooves teachers of persons from Spanish-speaking backgrounds to assess the language proficiency and the contextual use of language patterns of their students and to gear their curriculum accordingly. Contextual language use may be assessed by teachers through interviews and by behavioral observations, and the resulting data may be used to individualize instruction. (Author/CLK)

ED 116 457 FL 007 260

Steinman, Edward H.

The Lau v. Nichols Supreme Court Decision of 1974. Testimony of Edward H. Steinman before the Committee on Ways and Means of the California State Assembly. CATESOL Occasional Papers, No. 2, Fall, 1975.

California Association of Teachers of English to Speakers of Other Languages.

Pub Date 10 Dec 74

Note—14p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Bilingual Education, Bilingual Teachers, Chinese, \*Chinese Americans, Civil Rights, \*Educational Discrimination, Educational Legislation, Educational Policy, English (Second Language), \*Equal Education, Language Instruction, Language Planning, Second Language Learning, \*Supreme Court Litigation

Identifiers—\*Lau v Nichols

This document reviews the arguments and the ruling in the Lau v. Nichols case, and the general legal foundation for bilingual education. On March 25, 1970, a suit was filed by 13 non-English-speaking Chinese students in the District Court in San Francisco, on behalf of nearly 3,000 Chinese-speaking students, against the San Francisco Unified School District. The complaints were: (1) non-English-speaking students were being denied their rights to education because they couldn't function in the medium of instruction; and (2) these students were being doomed to becoming dropouts, and to unemployment, as a result of their language problems. Basic issues were whether the San Francisco school district should be required to provide special instruction in English, and whether instruction should be handled by bilingual Chinese-speaking teachers. While the school district and the federal court argued that the school district had no responsibility to rectify the situation, the Supreme Court ruled that the failure of the school system to provide English-language instruction to non-English-speaking students constitutes denial of opportunity to participate in the educational program. Furthermore, it was recognized both at the federal and state level that to be effective, the instruction must be bilingual. (CLK)

ED 116 458 FL 007 265

Tiberio, Gaio E.

Some Aragonese Morphophonemics. Colorado Research in Linguistics, No. 2.

Colorado Univ., Boulder. Dept. of Linguistics.

Pub Date Oct 72

Note—50p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Consonants, Descriptive Linguistics, \*Generative Phonology, Linguistic Theory, \*Morphophonemics, Phonetic Analysis, Phonological Units, \*Regional Dialects, \*Spanish, \*Stress (Phonology), Suprasegmentals, Syllables, Vowels

Identifiers—\*Aragonese

The stress patterns of Aragonese are examined within the framework of generative phonology, based on data taken from the traditional works of Haensch, Badia Margarit, and Alvar Lopez. Stress placement is shown to be regular. Two sets of

rules which account for the data are compared. In the preferred solution, a penultimate stress rule, a rule of stress shift, and other independently motivated rules account for the various stress patterns in Aragonese. Dialectal differences in stress placement are shown to result from rule reordering. (Author/KM)

ED 116 459 FL 007 274

Prokop, Manfred

Systematic Performance Analysis in Foreign Language Instruction.

Pub Date Aug 75

Note—24p.; Paper prepared for the World Congress of AILA, the International Association of Applied Linguistics (4th, Stuttgart, August 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Computer Assisted Instruction, Diagnostic Teaching, \*Educational Diagnosis, \*Error Patterns, Evaluation Methods, German, Individualized Instruction, \*Language Instruction, Language Learning Levels, \*Linguistic Performance, Models, Second Language Learning, Student Evaluation, Verbal Communication

Identifiers—\*Error Analysis

This paper reports on the development of an error-coding instrument and a computerized continuous feedback system for the diagnostic evaluation and remedial treatment of unstructured second-language performances and the use of such a system in an instructional setting. The system does the following: it allows quick, objective, accurate, and detailed evaluation of "creative" written and spoken German; it provides student performance files in the structural and phonological elements of the language that can be updated as required; it allows accurate performance-to-performance comparisons of progress; it permits the instructor to determine quickly the learning status of an individual student, a group of students, or the entire class, and subsequently to design appropriate exercises for that particular target group; and it allows students to judge their performance from the same criteria which were available to their instructor for marking. Feedback procedures and a tabulation of errors for three levels of German language instruction are presented and their systemic implications for the design of pedagogical grammars are discussed. (Author/KM)

ED 116 460 FL 007 288

Olshewsky, Thomas M.

A Pragmatic Approach to Language Acquisition.

Pub Date [75]

Note—18p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Child Language, Deep Structure, \*Intonation, \*Language Development, Language Learning Levels, Language Patterns, Language Research, Linguistic Theory, Morphology (Languages), \*Psycholinguistics, Sentence Structure, Syntax, \*Transformation

Generative Grammar

Identifiers—\*Pragmatics

An extreme view of language acquisition sees base structures as innate, and acquisition of the grammar of a particular language as a process of learning the transformation rules needed to get from base structures to surface structures of adult native speakers. Base structures are understood to most resemble simple-active-affirmative-declarative sentences (SAADs) on the surface level. This has resulted in the treatment of SAADs as basic and normative, and other surface forms as derivative. This paper challenges this approach from a pragmatic standpoint, and attempts to explain units of linguistic expression as instruments to fulfill intentions. The propositional interpretation for linguistic description is not considered to be a norm for acquisition. Work done by Tonkova-Yampol'skaya defines intonation as the beginning of speech development, the crux of that approach being the distinction between natural and intentional sounds. This natural/intentional distinction is drawn on the basis of relaxed as opposed to controlled articulation. The conclusion is that intentional articulation begins at the onset of the babbling stage and that request-demand and interrogation intonemes increasingly dominate infant speech in the second year. Suggestions as to how the transition occurs from initial speech patterns to SAAD forms are made, with specific reference to focus. (CLK)

ED 116 461 FL 007 311

Brod, Richard I.

Survey of Foreign Language Entrance and Degree Requirements for the Bachelor of Arts Degree in United States Institutions of High Education, Fall 1974. Final Report.

Modern Language Association of America, New York, N.Y.

Spous Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Bureau No—BR-N-0013HH

Pub Date Aug 75

Contract—OEC-0-74-2125

Note—37p.; For related document, see ED 066 099

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Bachelors Degrees, \*College Admission, College Majors, \*Degree Requirements, Enrollment Influences, Enrollment Rate, Enrollment Trends, Higher Education, \*Language Enrollment, \*Language Instruction, Modern Languages, National Surveys, School Surveys, Tables (Data)

Identifiers—\*National Defense Education Act Title VI, NDEA Title VI

This report presents the results of the ninth survey of foreign language entrance and degree requirements in United States colleges and universities that grant a bachelor of arts degree. The survey was conducted in 1974 by the Modern Language Association, and was directed at foreign language department chairmen. Responses were received from 98.8 percent, or 1,285, of the 1,300 departments to which questionnaires were sent. The study offers an innovation in that chairmen were requested to indicate which specific fields at their institutions require a language for a B.A. major. Table I summarizes changes in institutional requirements between the fall of 1970 and the fall of 1974, while table II summarizes the status of entrance and degree requirements at the 1,285 institutions. Table III outlines departmental foreign language requirements for the B.A. major, while the fourth and fifth tables outline foreign language entrance and degree requirements for the B.A. degree for the years 1957, 1966, 1971 and 1975. A directory of the institutions, listed by state, follows the tables. The supplements to the directory provide information concerning changes in foreign language entrance and degree requirements in colleges and universities since 1971. A sample survey questionnaire is also included. (CLK)

ED 116 462 FL 007 314

Kennedy, Dora F. And Others

Career Education - Foreign Languages: Supplement No. 1. (Classroom Exercises for French and Spanish) Levels I-III (7-12).

Prince George's County Board of Education, Upper Marlboro, Md.

Report No—PGIN-7690-0411

Pub Date 76

Note—72p.; For related document, see ED 100 158

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Career Awareness, \*Career Education, Career Opportunities, Career Planning, Classroom Games, Classroom Techniques, \*French, Instructional Materials, Interdisciplinary Approach, \*Language Instruction, Lesson Plans, Pattern Drills (Language), Second Language Learning, \*Spanish, Substitution Drills, \*Teaching Guides, Vocabulary

This supplement to the previous Prince George's County Schools Career Education Guide -- Foreign Languages is intended to help teachers accomplish the purpose of the Guide, which is to re-orient the material of lessons in basic texts toward career education concepts, when applicable. The intrinsic cultural goals of foreign language education should be continually reflected, and the career education focus contributes another dimension to the material to be learned. The guide urges interdisciplinary cooperation between foreign language instructors and other teachers and should help teachers in all disciplines to expand students' awareness of foreign languages and their importance in career education. Whereas the Guide itself documents the possible relationship of each French and Spanish textbook unit to career education, this supplement presents actual exercises for French and Spanish which may be substituted for specific exercises in the texts, or may be used to comple-

ment such exercises. For both French and Spanish: (1) a number of units were selected from certain basic texts; (2) certain exercises in the units were chosen for re-orientation without changing the grammatical structures to be drilled, and a few paragraphs were re-written with a career education focus; (3) supplementary vocabulary is provided for occupational names; and (4) classroom activities are suggested after each unit. (Author/TL)

**ED 116 463** FL 007 329

**Spanish as a Second Language for Children.**

California Univ., Santa Cruz.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Nov 74

Grant—OEG-0-70-4939

Note—512p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.72 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Bilingual Education, Elementary Education, \*Elementary School Curriculum, \*Instructional Materials, \*Language Instruction, Language Patterns, Language Programs, Lesson Plans, Modern Language Curriculum, Pattern Drills (Language), Second Language Learning, \*Spanish, Textbooks, Visual Aids

If children in a bilingual education program are to be equally competent in Spanish and English, there is a clear need for teaching Spanish. This can be done indirectly, by presenting curriculum material such as math, science and art bilingually or in Spanish, by telling stories in Spanish, and by using Spanish for various classroom and playground activities. The indirect method should be supplemented by a direct one, with Spanish language lessons. The present curriculum presents a set of 75 lessons designed to provide three years' work in Spanish as a second language and to be started in kindergarten or in the first grade. A language pattern for each lesson is provided and the outline for each lesson consists of the language patterns to be covered, materials needed, and teaching procedures. Various kinds of oral exercises are described, including repetition drills, substitution drills, chain drills and dialogue drills, along with suggestions for carrying them out. Record sheets are designed to record the evaluation of a child's performance, and review lessons are incorporated in the curriculum. The curriculum is designed to include the participation of bilingual students and monolingual Spanish speakers. Reading and writing activities are included more frequently as the curriculum progresses. (CLK)

**ED 116 464** FL 007 332

**Schneider, Gerd K.**

Undergraduate German Language Program at Middlebury College, Summer 1975. Final Report.

Pub Date 75

Note—41p.; One page of Appendix D is illegible and was removed from the filmed copy; it is not included in the pagination. Appendix C (pages 25-34) is of marginal legibility

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Achievement Gains, \*College Language Programs, Cultural Education, \*German, Instructional Materials, \*Intensive Language Courses, \*Language Instruction, Language Tests, Lesson Plans, Modern Language Curriculum, \*Program Descriptions, Second Language Learning, Test Results

**Identifiers**—\*Immersion Programs

Current publications do not cease to stress the unfortunate fact that language enrollments are declining; this paper is an exception to the prevailing pessimistic trend. Its aim is to describe the success of the first and second year German language courses taught at Middlebury College during the summer of 1975. This was an intensive program with at least four hours of formal instruction per day. It exposed the students to various cultural aspects of contemporary Germany by drawing on the expertise of the regular undergraduate faculty and the visiting faculty members from Europe of the German graduate school, and by showing the students current TV material taped at the University of Mainz as well as using films of the "Guten Tag" and "Guten Tag-wie geht's" series. Because of budget cuts and copyright restrictions, it would be difficult to duplicate the program in all its details at another institution; the following description can, however,

serve as an example of a successful total immersion program. (Author)

**ED 116 465** FL 007 337

**McConochie, Jean**

**Enlivening the Language Laboratory.**

Pub Date Apr 74

Note—11p.; Paper presented at the meeting of the International Association of Teachers of English to Speakers of Other Languages (Budapest, April 1974); Part of page 2 of the original document is copyrighted and not available; it does not affect pagination

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Audiovisual Aids, \*English (Second Language), \*Language Instruction, \*Language Laboratories, Language Skills, \*Material Development, \*Pattern Drills (Language), Phonotape Recordings, Second Language Learning, Substitution Drills, Teacher Developed Materials, Teaching Methods

This paper discusses the growing dissatisfaction with language laboratories for foreign language instruction, and suggests that more lively materials should be developed for laboratory use. A contextualized approach is suggested, whereby an anecdote, song, essay or poem is used as the basis for a variety of exercises. Calendars upon which important dates are indicated can also be used with accompanying tapes. The paper provides samples from tapes made for adult students of English at the intermediate level, and describes how the tapes can be used to the best advantage. Exercises include repetition drills, question answering, substitution drills, and memorization. There are also exercises geared for developing writing skills. (CLK)

**ED 116 466** FL 007 338

**Ree, Joe J.**

**Contrastive Analysis and Language Tendencies.**

Pub Date [75]

Note—11p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Adjectives, Adverbs, Applied Linguistics, Comparative Analysis, \*Contrastive Linguistics, English, Form Classes (Languages), Grammar, \*Japanese, \*Language Instruction, Language Patterns, \*Language Universals, Linguistic Theory, Nominals, Structural Analysis, \*Syntax, Verbs

**Identifiers**—\*Word Order

The purpose of this paper is to show that: (1) language universals have much to offer to students of contrastive linguistics, and (2) in order to make contrastive analysis more meaningful, one ought to go beyond cataloguing mere contrastive structure statements and capture underlying structural tendencies. Some characteristics of word order in Japanese are presented in support of the second position in particular. (Author/TL)

**ED 116 467** FL 007 341

**Wood, Richard E.**

**Teaching the Interlanguage: Some Experiments. Lektos: Interdisciplinary Working Papers in Language Sciences, Special Issue.**

Louisville Univ., Ky. Interdisciplinary Program in Linguistics.

Pub Date Dec 75

Note—22p.

Available from—University of Louisville, Interdisciplinary Program in Linguistics, Room 214 Humanities, Louisville, Kentucky 40208

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Curriculum Development, Educational Change, \*Educational Experiments, \*Language Instruction, Learning Motivation, \*Modern Language Curriculum, \*Second Language Learning, Second Languages

**Identifiers**—\*Esperanto, Europe, Interlanguage, United States

Second language instruction in the U.S. and Europe is in difficulties. The choice of a second language is arbitrary and the motivation dubious. In Europe and now also in the U.S., attention has turned to the planned interlanguage Esperanto, which offers a maximally regularized structure, is considered "easy" by learners, and has the motivational factor of politicoethnic neutrality. Bernateinian educational reformers in Germany have suggested the adoption of Esperanto, which appears only to have an elaborated code, to help extend the linguistic repertoire of pupils whose native German is largely the elaborated code. The morphology, syntax and especially orthography of Esperanto are also a more useful in-

troductory to general language principles than the complex, aberrant, atypical English and French. Recent and current experiments in Europe and proposed experiments in the U.S. are described here. The subject is of significance for second language acquisition theory, learning motivation, and language pedagogy. (Author/KM)

**ED 116 468** FL 007 343

**Di Pietro, Robert, Ed.**

**Interfaces: Linguistics and Psychoanalysis, No. 4.**

Pub Date Dec 75

Note—9p.; For related document, see FI 007 297

Available from—Robert Di Pietro, Dept. of Linguistics, Georgetown University, Washington, D.C. 20057 (free)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Bilingualism, Deep Structure, English (Second Language), Group Relations, Idioms, Italian, Language Instruction, \*Language Usage, Newsletters, \*Psychiatry, \*Psycholinguistics, Psychology, Psychotherapy, Puns, \*Second Language Learning, \*Semantics, Sociolinguistics, Student Behavior, Verbal Communication, Verbs

**Identifiers**—Code Switching (Languages)

This newsletter reports on phenomena at the intersection of linguistics and psychoanalysis and psychiatry. This issue consists of the following articles: (1) an editorial entitled "The Many (Inter)Faces of Language," by Robert Di Pietro—observations on various approaches to the study of language, particularly psycholinguistics; (2) a request for reading lists in linguistics which might be helpful to people in the medical sciences, particularly psychiatrists and psychoanalysts; (3) "Kick the Bucket is Not an Idiom," by Charles Ruhl—a semantic interpretation of this euphemism; (4) "Response to 'Language Dreaming,'" by Roger Wescott—on word associations people tend to make, and (5) a list of puns. The sixth section consists of summaries of three papers given at the panel on "Psychoanalytic Contributions to Second Language Learning," held at the ACTFL convention, November 29, 1975, in Washington, D.C.: (a) "Language Code Switching in Bilingual Psychotherapy: A Preliminary Report," by A. D'Amore; (b) "On Generalizing Meaning" by C. Ruhl; (c) an untitled paper, by Earl W. Stevick, dealing with a student's self-image and behavior in the language class. The general discussion following the presentations is also summarized. The newsletter ends with announcements about conferences, meetings and new books. (TL)

**ED 116 469** FL 007 344

**Hawkinson, Annie K.**

**Nominal Possession in Swahili: Its Role in Communication.**

Pub Date Apr 75

Note—47p.; Paper presented at African Linguistics Meeting (5th, April 1975) and at the California Linguistics Association Meeting (May 1975); Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Communication (Thought Transfer), \*Context Clues, Descriptive Linguistics, Language Patterns, Language Research, Language Usage, Linguistic Theory, Morphology (Languages), \*Nominals, \*Semantics, Sentence Structure, \*Swahili, Syntax

This paper defines the grammatical role of a particle in Swahili in terms of the semantic information which it contributes to all utterances in which it occurs. The particle -A occurs in the syntactic configuration Noun 1 -A Noun 2 and has been traditionally described as reflecting relations of possession and attribution between the two nouns in construct. By identifying the meaning-carrying function of this particle in communication, it becomes possible to understand how speakers are able to employ a single linguistic form to convey a wide variety of messages. In explaining these possibilities, context is crucial. A premise of the paper is that the differences observed in the various contexts of -A enable speakers to communicate different messages with the single form. "Context" in this usage may be linguistic or non-linguistic. According to differences in context, the meaning of -A is manipulated to express what initially appears to be totally different relationships between the two nouns linked by -A. However, it is shown that the form has essentially one communicative value,

meaning, and that the different messages result from inferences on the part of speakers and hearers alike about the precise nature of the message conveyed by -A in a given context. (Author/CLK)

ED 116 470 FL 007 345

Kwok, Helen Chan, Mimi  
Creative Writing in English: Problems Faced by Undergraduates in the English Department, University of Hong Kong. Topics in Culture Learning, Vol. 3.

Hawaii Univ., Honolulu. East-West Center.

Pub Date Aug 75

Note—13p.

Available from—The Director, Culture Learning Institute, East-West Center, Honolulu, Hawaii 96822 (no charge)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage  
Descriptors—Bilingual Students, \*Chinese, \*College Language Programs, Composition (Literary), \*Composition Skills (Literary), Course Descriptions, \*Creative Writing, Descriptive Writing, \*English (Second Language), Higher Education, Language Instruction, Language Skills, Language Variation, Prose, Second Language Learning

Identifiers—\*Hong Kong

This article describes an undergraduate course in creative writing offered by the Department of English at the University of Hong Kong. Most students in the course have Chinese as a native language and have received their secondary education in English. They have had extensive practice in writing English in connection with their studies. The course is offered during the last two years of a three-year degree program, and the actual writing instruction is preceded by exposure to various literary styles and by analysis of contemporary English writings. The student is allowed to concentrate on one genre or experiment with several. This paper specifically deals with prose works, and focuses on the special problems faced by the students as a result of having to write in a second language. Many of these problems are directly related to the setting, the characters and the themes that the students choose, which can be grouped into the western-oriented, the traditional Chinese-oriented, and the present-day-oriented. The language necessarily varies according to a number of factors, including age, sex, educational level, social status, and geographical origin. Students experience more problems in capturing the language of situations unfamiliar to them than with technical writing details. (CLK)

ED 116 471 FL 007 346

Trifonovitch, Gregory J.  
Roots of Bilingual/Bicultural Education in the Trust Territory of the Pacific Islands. Topics in Culture Learning, Vol. 3.

Hawaii Univ., Honolulu. East-West Center.

Pub Date Aug 75

Note—13p.

Available from—The Director, Culture Learning Institute, East-West Center, Honolulu, Hawaii 96822 (no charge)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage  
Descriptors—\*Bilingual Education, \*Chamorro, \*Educational Policy, \*English (Second Language), Language Instruction, \*Malayo Polynesian Languages, Non English Speaking, Official Languages, Second Language Learning, Social Attitudes, Uncommonly Taught Languages  
Identifiers—\*Micronesia

This article reviews the history of bilingual-bicultural education in the Trust Territory of the Pacific Islands. The U.S. government has administered the area since 1945. The original educational policy called for bilingual education with use of the local languages at the elementary level, but implementation was hampered by budget limitations. Native Micronesians also felt they were being discriminated against by not receiving sufficient English instruction. Other problems included the choice of an orthography for the native languages (each of which is briefly described), development of extension materials, the fact that not all native languages belonged to the same language families, and resistance on the part of the American staff to learning the local languages. Despite arguments in favor of native language literacy, English was eventually introduced in the first grade. The local languages were reintroduced into elementary education in 1967, and the arrival of the Peace Corps volun-

teers in 1968 markedly affected both attitudes toward local languages and implementation of the policy. The 1968 Pacific Language Development Project helped develop dictionaries, orthographies, and grammars. Increased Trust Territory administration budgets and federal legislation in support of bilingual-bicultural education finally led to the implementation of policies that had existed since 1945. (CLK)

ED 116 472 FL 007 347

Orvik, James M.

An Overview of Alaska Native Bilingual Education. Topics in Culture Learning, Vol. 2.

Hawaii Univ., Honolulu. East-West Center.

Pub Date Aug 75

Note—17p.

Available from—The Director, Culture Learning Institute, East-West Center, Honolulu, Hawaii 96822 (no charge)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage  
Descriptors—American Indian Languages, Athapascan Languages, Biculturalism, \*Bilingual Education, Bilingualism, Educational Policy, \*Eskimo Aleut Languages, Language Classification, \*Language Instruction, Language Skills, Language Tests, Non English Speaking, \*Program Evaluation, Second Language Learning, Standardized Tests, \*Statistical Data, Test Results, Uncommonly Taught Languages  
Identifiers—\*Alaska

The purposes of this paper are to: (1) describe the general linguistic situation in Alaska, (2) describe the bilingual education situation, and (3) discuss the effectiveness of the bilingual education programs and give an idea of the potential of bilingual education as a social force in Alaska. Much of the information is summarized in a number of tables. Table 1 is a classification of the 20 distinct Alaskan languages into major linguistic families, with an approximate number of living speakers per language. Three basic types of language communities are distinguished (table 2): (1) monolingual native, including fluent native language speakers of all ages; (2) bilingual, having few or no native language speakers under age 10; and (3) monolingual English, with few or no native language speakers under age 30. A short history of the development of bilingual education programs in Alaska is provided, and statistics are presented and discussed concerning the numbers of school-age children receiving bilingual education and the relative proportions of bilingual programming for the three types of communities (tables 3 and 4). Various tools used for evaluating the effectiveness of the program, including assessment of literacy, numerical, and linguistic skills, are discussed and summarized in four additional tables. Children in bilingual programs appear to perform significantly better than children in non-bilingual programs. (CLK)

ED 116 473 FL 007 348

Smith, Larry E.

Teaching English in Asia: An Overview. Topics in Culture Learning, Vol. 3.

Hawaii Univ., Honolulu. East-West Center.

Pub Date Aug 75

Note—5p.

Available from—The Director, Culture Learning Institute, East-West Center, Honolulu, Hawaii 96822 (no charge)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage  
Descriptors—Cultural Awareness, Developing Nations, \*Educational Objectives, \*Educational Policy, \*English (Second Language), Grammar Translation Method, Inservice Teacher Education, Instructional Materials, \*Language Instruction, \*Language of Instruction, Language Skills, Language Teachers, Program Evaluation, Second Language Learning, Teacher Education, Teaching Methods  
Identifiers—Asia

This paper presents an overview of the English teaching situation in Asia, with particular emphasis on Hong Kong, Indonesia, Japan, Korea, Malaysia, the Philippines, the Republic of China, Singapore, and Thailand. A distinction is drawn between ESL countries, in which English instruction begins at the elementary level and is frequently used as the medium for other subjects (Hong Kong, the Philippines, Singapore), and EFL countries, in which English is taught as a foreign language, usually beginning at the secondary level, and where the medium of instruction is the national language (Indonesia, Japan, the Republic of China, and Thailand). The common

objectives of English instruction are: (1) helping students to develop cultural awareness of people in countries where English is a native language, (2) helping students see the necessity of studying English as a medium of international communication, (3) enabling students to use English for communication, (4) developing the desire to increase one's knowledge of English, and (5) enabling students to continue study at higher levels of education. Unofficial objectives include enabling students to pass college and university entrance exams, and enhancing employment possibilities. Problems in the areas of teacher training, teaching methods, and materials development make for large discrepancies between these objectives and the actual situation. (CLK)

ED 116 474 FL 007 349

Khuchbandani, Lachman M.

Dilemmas of Language Transition: Challenges to Language Planning in India. Topics in Culture Learning, Vol. 3.

Hawaii Univ., Honolulu. East-West Center.

Pub Date Aug 75

Note—15p.

Available from—The Director, Culture Learning Institute, East-West Center, Honolulu, Hawaii 96822 (no charge)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage  
Descriptors—Dialects, \*Educational Policy, English, Hindi, \*Language Attitudes, \*Language of Instruction, Language Patterns, \*Language Planning, \*Language Role, Language Usage, Official Languages, Regional Dialects, Social Attitudes, Urdu  
Identifiers—\*India

This article discusses the language planning problems that India faces. The distribution and usage of the various languages are outlined. There is considerable linguistic heterogeneity, with 80 languages currently being used as media of instruction at least at an elementary level, and 14 languages being used at the secondary level. Since language has become a political issue, there is a need for legislation determining the role of language in public spheres of communication such as education and administration. The main problems revolve around a confrontation between tradition and modernity concerning the role of language in education. The basic issues concern: (1) the objectives of education, (2) the role of language in education, (3) the choice of the medium of instruction, (4) requirements qualifying a language as a medium of instruction, and (5) the pace of change. The established elite generally opposes the use of regional languages and mother tongues as media of instruction; it fears a lowering of standards and wants languages of wider communication for international interaction. Defenders of the use of regional languages are in favor of cultural regeneration and cohesion at a national level. It is suggested that the implementation of bilingual education at the secondary level would contribute to the solution of India's language problems. (CLK)

ED 116 475 FL 007 353

Willis, Bruce

Speech of Mentally Disabled Children.

Pub Date 24 Oct 75

Note—13p.; Paper presented at Mid-American Linguistics Conference (University of Kansas, Lawrence, Kansas, October 24-25, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Child Language, Grammar, Language Development, \*Language Handicaps, Language Research, Mentally Handicapped, \*Neurolinguistics, Psycholinguistics, \*Retarded Speech Development, Syntax, \*Verbal Development

The study summarized in this paper deals with the grammatical analysis of the spontaneous speech of approximately 150 children who are classified as mentally disabled; educable (I.Q. range 50-80). The performance of these mentally disadvantaged children is compared with the performance of 200 normally developing children by using a clinical procedure for estimating syntactic development in children's spontaneous speech. The analytical procedure followed is that presented in Laura Lee's "Developmental Sentence Analysis" (1974). At the present time the knowledge concerning dysfunctions of auditory language is based primarily on data from adults who have acquired language and subsequently lost a portion of it. Most of the literature speculates that mentally disabled children undergo a "

delayed" language development and have a linguistic system that corresponds to younger normal children. The findings discussed in this paper indicate that there are significant linguistic differences between the speech of mentally disabled children and the speech of younger normal children. The two groups are paired by means of a developmental sentence score which determines overall sentence complexity. A four-year longitudinal study of a subgroup of these mentally disabled children indicates that there is a developmental plateau beyond which these children did not progress. (Author)

ED 116 476 FL 007 354

**English as a Second Language in Kindergarten--Orientation and Scheduling. Preschool Education Series, No. 1. Indochinese Refugee Education Guides.**

Center for Applied Linguistics, Washington, D.C. Pub Date 75

Note--4p.; In part extracted from "Teaching English as a Second Language in the Kindergarten," by Muriel Saville-Troike; For related documents, see FL 007 355-357

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—Cambodian, Class Activities, Class Organization, Classroom Techniques, \*English (Second Language), \*Indochinese, Interference (Language Learning), \*Kindergarten, \*Language Instruction, Non English Speaking, Preschool Education, Refugees, Scheduling, Second Language Learning, \*Teaching Guides, Teaching Methods, Vietnamese

This guide is addressed to teachers and/or school administrators who may have non-English-speaking Vietnamese and Cambodian children in their classrooms. The guide describes certain interference problems involved in learning a second language, as well as a number of psychological and cultural factors affecting the learning process. A suggested schedule and organization of instruction and specific activities and techniques for teaching English as a second language at the kindergarten level are also presented. (TL)

ED 116 477 FL 007 355

**English as a Second Language in Kindergarten--Teaching Pronunciation and Grammar. Preschool Education Series, No. 2. Indochinese Refugee Education Guides.**

Center for Applied Linguistics, Washington, D.C. Pub Date 75

Note--6p.; Adapted from "Teaching English as a Second Language in the Kindergarten," by Muriel Saville-Troike; For related documents, see FL 007 354-357

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—Class Activities, Classroom Games, \*English (Second Language), Grammar, \*Indochinese, Interference (Language Learning), \*Kindergarten, Language Instruction, \*Pattern Drills (Language), Phonology, Preschool Education, Pronunciation, Pronunciation Instruction, Refugees, Sentence Structure, Speaking Activities, Substitution Drills, \*Teaching Guides, Teaching Methods, Vietnamese

The sequence in which sounds, structures, and vocabulary are presented is important in teaching a second language efficiently. The guidelines given here for the teaching English pronunciation and grammar in the kindergarten are based on that premise. The guidelines are given in four sections: (1) general, for all direct language instruction; (2) how to teach the sounds of English, including suggestions for drills; (3) various structured activities for teaching the sentence patterns of English; and (4) language drills and games for the teaching of pronunciation difficulties specific to Vietnamese students. (TL)

ED 116 478 FL 007 356

**English as a Second Language in Kindergarten--Testing Young Children. Preschool Education Series, No. 3. Indochinese Refugee Education Guides.**

Center for Applied Linguistics, Washington, D.C. Pub Date 75

Note--4p.; Adapted from "Teaching English as a Second Language in the Kindergarten," by Muriel Saville-Troike; For related documents, see FL 007 354-357

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—\*English (Second Language), Grammar, \*Indochinese, \*Kindergarten, Language Ability, Language Instruction, Language

Proficiency, Language Skills, \*Language Tests, Measurement Techniques, Preschool Education, Refugees, Second Language Learning, Student Evaluation, Syntax, Test Bias, Test Construction, \*Testing, Test Validity

This guide first points out the difficulty and the lack of reliability involved in using tests to evaluate the abilities of children from linguistically and culturally diverse backgrounds. Suggestions are then given for using existing evaluation techniques to test the English language proficiency of children at kindergarten level. The following are the main points emphasized: (1) keep tests short, (2) keep them simple, (3) keep them pleasant, (4) test in small groups, and (5) tape record all speech samples. Suggestions for testing the recognition of contrastive sounds, grammatical structures, and sound production in English conclude the guide. (TL)

ED 116 479 FL 007 357

**English as a Second Language in Kindergarten--Language and Concept Development. Preschool Education Series, No. 4. Indochinese Refugee Education Guides.**

Center for Applied Linguistics, Washington, D.C. Pub Date 75

Note--6p.; Adapted from "Teaching English as a Second Language in the Kindergarten," by Muriel Saville-Troike; For related documents, see FL 007 354-356

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—Class Activities, Classroom Games, \*Concept Formation, Concept Teaching, \*English (Second Language), Group Activities, \*Indochinese, \*Kindergarten, Language Development, Language Instruction, Language Skills, Learning Processes, Preschool Education, Refugees, Second Language Learning, Speaking Activities, Speech Skills, Story Telling, \*Teaching Guides, Teaching Methods, Verbal Development

Oral language development in early childhood education is concerned with conceptual development as well as with skill formation. There seems to be an order in which most children learn to verbalize basic concepts. This guide lists classroom activities that may be used to facilitate and enhance the conceptual development of kindergarten children in heterogeneous groups which include children who are just learning English. The activities are grouped in the following main categories: (1) naming people and objects; (2) following directions; (3) describing actions in progress; (4) describing positional relationships; (5) describing objects; size, color, shape and texture; (6) making comparisons; (7) identifying groups; (8) giving bases for grouping; and (9) telling stories. (Author/TL)

ED 116 480 FL 007 358

**Vietnamese History, Literature, and Folklore. Intermediate/Secondary Education Series, No. 1. Indochinese Refugee Education Guides.**

Center for Applied Linguistics, Washington, D.C. Pub Date 75

Note--6p.  
**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Annotated Bibliographies, \*Asian History, Cultural Background, Cultural Context, Cultural Education, Fiction, \*Folk Culture, Folklore Books, Foreign Culture, Indochinese, Intermediate Grades, Legends, Literature, Poetry, Refugees, Resource Materials, Secondary Education, Tales, \*Vietnamese Identifiers—\*Vietnam, Vietnamese Culture, Zen

This annotated bibliography lists 14 books dealing with cultural and literary material about Vietnam and the Vietnamese, including poetry, Zen poems, geography, history, politics, customs, folk tales, legends, and other fiction. All items are available in English and intended for students at the intermediate and/or secondary level. Each entry indicates the appropriate level(s) and gives full bibliographic and availability information. (TL)

ED 116 481 FL 007 359

**Meeting the English Language Needs of Indochinese Students. Educational Administrator Series, No. 2. Indochinese Refugee Education Guides.**

Center for Applied Linguistics, Washington, D.C. Pub Date 75

Note--12p.  
**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—Acculturation, Administrator Guides, Annotated Bibliographies, Bicultural-

ism, \*Bilingual Education, Cambodian, \*Curriculum Guides, Curriculum Planning, Educational Administration, \*English (Second Language), \*Indochinese, Language Instruction, \*Refugees, School Administration, Social Integration, Vietnamese

This guide is intended to assist school administrators in their initial planning for meeting the needs of Vietnamese and other Indochinese refugees entering their schools. To insure that the students can participate in the activities of the school and community as rapidly as possible, teaching the English language must be given high priority, and at the same time the students' cognitive development must be monitored. The guide answers the following questions: (1) Can the school expect Indochinese children to adjust to the school without special provision? (2) How much English can we expect Vietnamese students to know when they come to the school? (3) What models exist for organizing instruction in English for speakers of another language? (4) How much time should be budgeted for the teaching of English? (5) What pitfalls should a school avoid in attempting to meet the English needs of Indochinese students? (6) Where can a school turn for help in teaching English to Vietnamese students? An annotated bibliography follows the text. (Author/TL)

ED 116 482 FL 007 360

**On Keeping Lines of Communication with Indochinese Children Open. Elementary Education Series, No. 1. Indochinese Refugee Education Guides.**

Center for Applied Linguistics, Washington, D.C. Pub Date 75

Note--6p.; For related documents, see FL 007 361-363

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—Acculturation, Annotated Bibliographies, Biculturalism, Bilingual Education, Cambodian, \*Elementary Education, Elementary School Teachers, English (Second Language), \*Indochinese, Language Instruction, Peer Teaching, \*Refugees, \*Student Teacher Relationship, Teacher Aides, Teacher Attitudes, Teacher Role, \*Teaching Guides, Teaching Methods, Vietnamese

This guide addresses itself to elementary school teachers who may have Vietnamese and/or Cambodian children in their classes. The guide gives pointers on how to establish and maintain communication with the children and emphasizes the important role the teacher will play in the children's happiness and success in this country. The following suggestions are made: (1) use the services of a Vietnamese-speaking teacher or teacher aide, if one is present in the school; (2) use peer group instruction in the child's language wherever possible; (3) both English-speaking teachers and students in class would do well to learn a little Vietnamese or Cambodian; (4) use simple and basic English in talking with the child; and (5) teach him English as a second language as efficiently and as rapidly as possible. An annotated bibliography follows the text. (Author/TL)

ED 116 483 FL 007 361

**Classroom Instructions in Vietnamese/Inside the Classroom. Elementary Education Series, No. 2. Indochinese Refugee Education Guides.**

Center for Applied Linguistics, Washington, D.C. Pub Date 75

Note--9p.; For related documents, see FL 007 360-363

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—Cambodian, \*Classroom Communication, Classroom Environment, Classroom Techniques, Elementary Education, Elementary School Teachers, \*Indochinese, Refugees, Student Attitudes, \*Student Teacher Relationship, Teacher Attitudes, Teacher Responsibility, Teacher Role, Teaching Guides, \*Vietnamese, Vocabulary, \*Word Lists

**Identifiers**—\*Phrase Books  
 This phrase book is intended for American elementary school teachers who may have Indochinese refugee children in their classes. One of the best ways to create a warm and friendly atmosphere for Vietnamese students in the classroom is to recognize their language by attempting simple phrases and sentences in Vietnamese. The phrases given here include: (1) greetings and introductions; (2) phrases commonly used in a classroom situation; (3) phrases used in a lunch

situation; (4) instructions; (5) common phrases; (6) useful vocabulary, which includes days of the week, months, numbers, and basic words; and (7) some American holidays. Each phrase is given in Vietnamese, in a phonetic transcription of the Vietnamese, and in its English translation. (TL)

**ED 116 484** FL 007 362  
Vietnamese History, Literature & Folklore. Elementary Education Series, No. 3. Indochinese Refugee Education Guides.

Center for Applied Linguistics, Washington, D.C. Pub Date 75  
Note—4p.; For related documents, see FL 007 360-363

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*Annotated Bibliographies, Asian History, Childrens Books, \*Childrens Literature, Cultural Context, \*Cultural Education, \*Elementary Education, Fiction, Folk Culture, Folklore Books, Foreign Culture, Indochinese, Instructional Materials, Legends, Literature, Refugees, Resource Materials, Tales, \*Vietnamese

Identifiers—\*Vietnam, Vietnamese Culture

This annotated bibliography lists eight books, all available in English, dealing with cultural and literary material about Vietnam and the Vietnamese. All items are intended for students at the elementary (K-6) level and include fairy tales, children's stories, descriptions of life in the country, history, folk tales, and geography. Those appropriate only for the upper elementary level are so designated. Each entry gives full bibliographic and availability information. (TL)

**ED 116 485** FL 007 363  
Classroom Instructions in Vietnamese/Outside the Classroom. Elementary Education Series, No. 4. Indochinese Refugee Education Guides.

Center for Applied Linguistics, Washington, D.C. Pub Date 75  
Note—11p.; For related documents, see FL 007 360-362

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—Cambodian, Childrens Games, Elementary Education, \*Elementary School Students, Elementary School Teachers, Field Trips, Indochinese, \*Refugees, Student Attitudes, Student School Relationship, \*Student Teacher Relationship, Teacher Attitudes, Teacher Responsibility, \*Vietnamese, Vocabulary, \*Word Lists

Identifiers—\*Phrase Books

This phrase book is intended for American elementary school teachers who may have Indochinese refugee children under their supervision. One of the best ways to convey understanding and sensitivity is to recognize the children's language by attempting to communicate with them using simple Vietnamese phrases and sentences. The phrases given here are related to situations or activities outside the classroom, including: (1) sickness and accidents, (2) buddy system and assistance, (3) field trips, (4) playground, (5) home, and (6) games. Each phrase is given in Vietnamese, in a phonetic transcription of the Vietnamese, and in its English translation. (TL)

**ED 116 486** FL 007 364  
Hints for Tutors. General Information Series, No. 1. Indochinese Refugee Education Guides.

Center for Applied Linguistics, Washington, D.C. Pub Date 75  
Note—8p.; Adapted in part from "Guidebook for Tutors," by Andrew D. Cohen, James C. Kirk and W. Patrick Dickson, ED 084 326

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—Cambodian, \*English (Second Language), Individual Instruction, \*Indochinese, Language Instruction, \*Lesson Plans, Refugees, Student Teacher Relationship, \*Teaching Guides, Teaching Techniques, \*Tutoring, Vietnamese

This guide contains a list of hints for tutors of English as a Second Language who may be tutoring: (1) an adult needing to learn English in order to live and work in this country, or (2) a student needing to learn English in order to go to school. The list of hints is followed by sample lessons intended to show the kinds of things which can be included in a tutoring session. A short annotated bibliography for further reading is also included. (TL)

**ED 116 487** FL 007 365  
Testing English Language Proficiency. General Information Series, No. 2. Indochinese Refugee Education Guides.

Center for Applied Linguistics, Washington, D.C. Pub Date 75  
Note—15p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—Annotated Bibliographies, \*Bibliographies, Cambodian, Cognitive Tests, \*English (Second Language), \*Indochinese, Language Instruction, Language Proficiency, Language Skills, \*Language Tests, Reference Materials, Refugees, Resource Materials, Standardized Tests, Test Construction, \*Testing, Test Selection, Vietnamese

This three-part paper consists of: (1) an annotated bibliography of tests for English as a Second Language and for learning ability, (2) a bibliography about second language testing, and (3) a list of ten principles for test construction and administration for those who wish to write their own tests. The bibliographies are not exhaustive, but the items listed are all readily available. (Author/TL)

**ED 116 488** FL 007 366  
Education in Vietnam: Fundamental Principles and Curricula. General Information Series, No. 3. Indochinese Refugee Education Guides.

Center for Applied Linguistics, Washington, D.C. Pub Date 75  
Note—20p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*Cultural Background, Cultural Context, Curriculum Design, Curriculum Guides, \*Educational Counseling, \*Educational Principles, Elementary Education, \*Elementary School Curriculum, Guidance Counseling, Indochinese, Refugees, Relocation, \*Student Placement, Vietnamese

Identifiers—\*Vietnam

This guide reconstructs the curricula taught in Vietnam at the elementary level. It includes the underlying educational principles and lists the subjects along with the number of hours they are taught. The curriculum for each of the first five compulsory grades is presented separately, and four charts give overall statistics. The intent of the summary is to familiarize American educators with the national educational system of Vietnam so that they will better understand the background of Vietnamese children. This understanding will facilitate the difficult job of student counseling and placement. (TL)

**ED 116 489** FL 007 367  
Teaching English to the Vietnamese -- Textbooks. General Information Series, No. 5. Indochinese Refugee Education Guides.

Center for Applied Linguistics, Washington, D.C. Pub Date 75  
Note—11p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—Audiolingual Methods, Conversational Language Courses, \*English (Second Language), English for Special Purposes, \*Indochinese, Intensive Language Courses, Language Guides, Language Instruction, Language Learning Levels, Media Selection, Refugees, \*Resource Guides, Resource Materials, \*Textbook Content, Textbook Evaluation, \*Textbook Selection, Vietnamese, Vocabulary

The purpose of this bulletin is to give the American with no prior experience in teaching English as a Foreign Language (EFL) some idea of the range of EFL textbooks, and what they are like. It points out that most EFL texts published in America in the last 15 years are based on the audio-lingual method and that they are developed with one of the following categories of students in mind: (1) elementary students, (2) junior high or high school students, or (3) adults. The bulletin discusses such topics as: (1) what the EFL textbook does for you, the most important things being the sequencing of materials and the selection of vocabulary; (2) materials specifically geared to Vietnamese; and (3) language materials developed for other problems. (Author/TL)

**ED 116 490** FL 007 368  
Testing the Reading Ability of Cambodians. General Information Series, No. 7. Indochinese Refugee Education Guides.

Center for Applied Linguistics, Washington, D.C. Pub Date 75  
Note—8p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Alphabets, \*Cambodian, \*Diagnostic Tests, Indochinese, \*Language Tests, Oral Reading, \*Reading Ability, Reading Materials, Reading Skills, Reading Speed, \*Reading Tests, Refugees, Romanization  
Identifiers—\*Khmer

The purpose of this bulletin is to provide the American educator or sponsor with a set of reading passages in Khmer (the language spoken in Cambodia), so that he will have some means of determining whether or not his Cambodian students can read Khmer. Three short passages have been selected, each given in the Khmer alphabet and in its romanized translation: (1) a passage from an elementary school textbook; (2) a passage from a secondary school textbook; and (3) for adults, a passage from a Cambodian newspaper. Instructions, to read the passage slowly out loud, are also given in Khmer. The American educator or sponsor can give the appropriate passage to his Cambodian student or friend, and can follow the transliteration as the Cambodian reads the passage. In this way he can determine whether the Cambodian can read, and also get a rough idea of his speed and fluency. Notes on the Khmer alphabet and on the transliteration are also provided to aid in the use of this guide. (Author/TL)

**ED 116 491** FL 007 369  
Academic Resources. General Information Series, No. 8. Indochinese Refugee Education Guides.

Center for Applied Linguistics, Washington, D.C. Pub Date 75  
Note—32p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—Applied Linguistics, \*Asian Studies, Bilingual Education, Cambodian, \*English (Second Language), Higher Education, \*Indochinese, Language Instruction, \*Linguistics, Refugees, \*Resource Guides, Teaching Guides, Vietnamese

Identifiers—United States

This guide lists academic resources in the United States which may assist educators working with Indochinese children. The institutions where teachers can obtain information and/or assistance are listed alphabetically by state. Under each institution is given the name of the department or program doing work in the following fields: (1) linguistics, (2) teaching English as a foreign language, (3) bilingual education, (4) South East Asian studies, (5) Vietnamese, and (6) Cambodian. The introduction to the list has a note on the kinds of help one can expect from each discipline. (Author/TL)

**ED 116 492** FL 007 370  
A Selected Bibliography of Dictionaries. General Information Series, No. 9. Indochinese Refugee Education Guides.

Center for Applied Linguistics, Washington, D.C. Pub Date 75  
Note—9p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*Annotated Bibliographies, Booklists, Cambodian, \*Dictionaries, Dictionary Catalogs, \*English (Second Language), \*Indochinese, Language Instruction, Lao, Pronunciation, Pronunciation Instruction, Reference Materials, Refugees, Resource Materials, Second Language Learning, \*Vietnamese, Vocabulary, Word Lists

This is a selected, annotated bibliography of dictionaries useful to Indochinese refugees. The purpose of this guide is to provide the American teacher or sponsor with information on the use, limitations and availability of monolingual and bilingual dictionaries which can be used by refugees. The bibliography is preceded by notes on problems with bilingual dictionaries and on the process of choosing a dictionary. (Author/TL)

**ED 116 493** FL 007 371  
Teaching English Pronunciation to Speakers of Black Tai (Tai Dam). General Information Series, No. 10. Indochinese Refugee Education Guides.

Center for Applied Linguistics, Washington, D.C. Pub Date 75  
Note—17p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—Comparative Analysis, \*Contrastive Linguistics, \*English (Second Language), Indochinese, Interference (Language Learning), Intonation, Language Instruction, Phonetics, \*Phonology, Pronunciation, \*Pronunciation Instruction, Refugees, Second Language Learn-



ing, \*Teaching Guides, Teaching Methods, Tone Languages  
Identifiers—\*Black Tai

The purpose of this guide is to: (1) point out those differences between Black Tai and English which will cause difficulties for the Black Tai-speaking students of English, and (2) outline the most effective ways of helping the student overcome these difficulties. The first section is a contrastive analysis of the phonologies of Black Tai and English, presented in three parts: (1) sounds which occur in similar patterns in both languages, (2) sounds which occur in English but not in Black Tai, and (3) sounds which pattern differently in Black Tai and English. A note on intonation follows this analysis. The guide ends with suggestions and advice about how to teach English pronunciation. This includes suggestions for class preparation and for the adaptation of existing ESL materials. (Author/TL)

ED 116 494 FL 007 378  
*Kloekid, Terry J.*

**The Nitinaht Feature System: A Reference Paper.**  
Lektos: Interdisciplinary Working Papers in Language Sciences, Special Issue.  
Louisville Univ., Ky. Interdisciplinary Program in Linguistics.

Pub Date Aug 75  
Note—16p.; Paper presented at the International Conference on Salishan Languages (10th, August 14-16, 1975)

Available from—University of Louisville, Interdisciplinary Program in Linguistics, Room 214 Humanities, Louisville, Kentucky 40208  
EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—American Indian Languages, \*Articulation (Speech), Consonants, Descriptive Linguistics, \*Distinctive Features, Linguistic Theory, \*Orthographic Symbols, Phonetic Analysis, \*Phonology, Pronunciation, \*Salish, Vowels

Identifiers—\*Nitinahat

The feature system of Nitinaht is characterized by extensive exploitation of the possible glottal and pharyngeal articulatory notions. The proposed orthography for Nitinaht partially reflects the distinctive feature composition of segments, in particular for affricate (delayed release) and glottalized (constricted glottis) consonants. (Author)

ED 116 495 FL 007 386

*Tripp, Rosemary Behrens, Sophia*  
**Audiovisual Materials for the Teaching of Language Variation. An Annotated Bibliography.**  
CAL-ERIC/CLL Series on Languages and Linguistics, No. 31.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Pub Date Jan 76

Note—12p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Annotated Bibliographies, \*Audiovisual Aids, Child Language, Dialect Studies, English, \*Instructional Aids, Instructional Materials, \*Language Variation, Negro Dialects, Nonstandard Dialects, Regional Dialects, \*Resource Materials, Sociolinguistics, Standard Spoken Usage, Teacher Education, Teaching

This annotated bibliography provides information concerning audiovisual aids available for use in teaching and teacher training in language variation. A variety of topics are covered, including regional dialect studies, language change, language acquisition, social dialects, and language in education. Each entry includes the name of the product, technical information, and a summary of the content. These summaries are descriptive, not evaluative. Wherever possible, an indication of the most appropriate audience has been made. The product source, date of production, whenever available, and 1976 price are also listed for each entry. Source addresses are provided at the end of the bibliography. (Author/CLK)

ED 116 496 FL 007 389

*Tripp, Rosemary Behrens, Sophia*  
**Audiovisual Materials for the Teaching of Language Acquisition: An Annotated Bibliography.**  
CAL-ERIC/CLL Series on Languages and Linguistics, No. 32.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Pub Date Jan 76

Note—13p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Annotated Bibliographies, \*Audiovisual Aids, \*Child Language, \*Instructional Aids, Instructional Materials, \*Language Development, Morphology (Languages), Phonology, Psycholinguistics, Resource Materials, Semantics, Syntax, Teacher Education, Teaching, Vocabulary

This annotated bibliography provides information concerning audiovisual aids for use in teaching and teacher training in language acquisition. A variety of areas is covered, including children's acquisition of morphology, phonology, and semantics, vocabulary and language development, the acquisition of specific items such as negatives and passives, and abnormal speech acquisition. Each entry includes the name of the product, technical information, and a summary of the content. These summaries are descriptive, not evaluative. Wherever possible, an indication of the most appropriate audience has been made. The product source, production date, whenever available, and 1976 price are also listed for each entry. Source addresses are provided at the end of the bibliography. (Author/CLK)

ED 116 497 FL 007 390

*Altoma, Salih J.*

**Modern Arabic Literature 1800-1970: A Bibliographical Survey of Works in English. Final Report.**

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Bureau No—1-1042

Pub Date Dec 75

Contract—OEC-0-71-3577

Note—84p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*Arabic, Authors, \*Bibliographies, Doctoral Theses, Drama, \*Fiction, \*Literature, Middle Eastern Studies, Nineteenth Century Literature, \*Nonfiction, Poetry, Resource Materials, Translation, Twentieth Century Literature

This bibliographical survey of modern Arabic literature, 1800-1970, has two main purposes: (1) to assess the manner in which Arabic literature is received, viewed or evaluated in Western (primarily English) sources, and (2) to determine the gaps, points of emphasis or directions which characterize Western scholarship in the field. The 891 entries include both general and scholarly works in the form of articles, books, dissertations, and translations. The major headings are: (1) bibliographies; (2) cultural background; (3) general works on modern literature; (4) drama; (5) fiction; (6) poetry; (7) authors, with the sub-headings (a) playwrights, (b) novelists and short story writers, (c) poets, (d) others; (8) Mahjarite (Syrian/Arab-American) writings, with three sections concerning three major writers, Gibran, Naimy, and Nihani; (9) North African literature, (10) Palestinian themes and Arab-Jewish relations, and (11) Dissertations. (CLK)

ED 116 498 FL 007 391

*Eddy, Peter A. McLane, Kathleen*

**ERIC Documents on Foreign Language Teaching and Linguistics: List Number 14. CAL-ERIC/CLL Series on Languages and Linguistics, No. 33.**

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Pub Date Feb 76

Note—22p.; For related documents, see ED 029 924, ED 029 538, ED 033 643, ED 037 150, ED 044 990, ED 047 592, ED 056 600, ED 062 889, ED 073 710, ED 100 135, ED 100 124, ED 102 816 and ED 104 162

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Bibliographies, Bilingual Education, Bilingualism, Career Opportunities, Culture, \*Educational Resources, English (Second Language), Files, Instructional Materials, International Education, Language Handicaps, \*Language Instruction, Language Tests, \*Linguistics, Modern Languages, Psycholinguistics, Second Language Learning, Sociolinguistics, Statistical Studies, Teacher Education, Teaching Methods, Translation, Uncommonly Taught Languages

This is the fourteenth in a series of catalogues of ERIC documents of interest to teachers and researchers in foreign languages and linguistics. The list consists of documents processed into the ERIC system from April 1974 through December 1974, and is divided into categories adapted from the American Council on the Teaching of Foreign Languages (ACTFL) Bibliography. Each

entry provides the author's name, the title of the document, its source (wherever applicable), date of publication, length, and ED number. (CLK)

ED 116 499 FL 007 394

*Christian, Donna*

**Non-Participle "Done" and Non-Productive Classification.**

Pub Date Oct 75

Note—26p.; Paper presented at Colloquium on New Ways of Analyzing Variation in English (4th, Washington, D.C., October 24-25, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*American English, Descriptive Linguistics, Dialect Studies, Form Classes (Languages), Language Classification, Language Research, Language Usage, \*Language Variation, \*Regional Dialects, \*Semantics, Southern States, Syntax, \*Verbs

Identifiers—\*Appalachian English

"Done" occurs outside of the participle paradigm in several varieties of English particularly those associated currently or historically with the South. This feature is also found in Appalachian English. Grammatical classifications have been proposed, including that of quasi-modal, pre-verbal form, and adverb. None of the labelling attempts successfully explains the non-participle "done" paradigm. Clearer understanding of non-participle "done" emerges in the light of its semantic and pragmatic characteristics. Scott treats the non-participle "done" in Black English as "a focus-marker, to emphasize the completion" of the accompanying verb phrase, and points out its semantic incompatibility with certain verb forms. An expansion of this approach can be supported for the "done" in Appalachian English. Data are presented to argue that: (1) the semantics of "done," as a marker of completion or perfective aspect, explains its co-occurrence restrictions with other verb forms; and (2) the functional aspects of its use determine its general incompatibility with clause types other than assertions where it is used to add emphasis. It is argued that syntactic classification alone is not sufficient. The proposal made here is that "done" has the semantic content that indicates the perfective aspect, or completion, and that its pragmatic function is to add emphasis or to intensify an assertion. (Author/CLK)

ED 116 500 FL 007 395

*Gold, Norman G.*

**Guia Bibliografica del Bilinguismo (Bibliographic Guide for Bilingualism).**

Pub Date Jul 75

Note—11p.; In Spanish

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Annotated Bibliographies, Bilingual Education, \*Bilingualism, Bilingual Students, Education, Language Research, Linguistics, Periodicals, Psychology, Reference Books, \*Resource Materials, \*Spanish

This paper presents a comprehensive, annotated guide to bibliographic materials related to bilingualism, with a particular focus on Spanish-English bilingualism. It is written in Spanish, to meet the needs of the student of language and literature who approaches the study of bilingualism with little prior contact with the research and literature sources outside his/her own field. Useful material from linguistics, education, psychology, and other fields is covered. Included in this document are reviews of general resources (RIE, CIJE), specialized indices, current bibliographies, and additional sources. A list of relevant journals is appended. Items are referenced by call number according to the University of Massachusetts-Amherst Main Library catalogue. (Author)

ED 116 501 FL 007 396

*Linde, Charlotte*

**Speech Errors, Error Correction, and the Construction of Discourse.**

Pub Date Oct 75

Note—19p.; Paper presented at Colloquium on New Ways of Analyzing Variation in English (4th, Washington, D.C., October 24-25, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Discourse Analysis, English, \*Error Patterns, Interaction Process Analysis, Language Research, \*Language Usage, Language Variation, Linguistic Performance, Models, Phonology, \*Semantics, Structural Analysis, Syntax

Identifiers—\*Error Analysis

Speech errors have been used in the construction of production models of the phonological and semantic components of language, and for a model of interactional processes. Errors also provide insight into how speakers plan discourse and syntactic structure. Different types of discourse exhibit different types of error. The present data are taken from interviews concerned with domestic tasks, such as routines for preparing family dinners and dinner parties, getting the family off to work, the organization of a baby-sitting pool, and the layouts of apartments. There are almost no phonological errors, and few syntactic errors. The most common type of corrections are of semantic errors or errors of discourse ordering. Four major types of semantic errors are discussed: (1) semantic error involving the correction of potential ambiguity, if both interpretations would be plausible in the context; (2) the correction of the level of lexical specificity; (3) the correction of memory or fact; (4) the correction of the ordering of the discourse components, which provides crucial insights into the process of planning discourses. Cases not marked as errors by speakers, but which current syntactic models do not consider well-formed sentences are also discussed. (Author/CLK)

ED 116 502 FL 007 398

*Kari, James, Comp.*  
**Dema'ina T'qit'ach' (The Way the Tanainas Are).**  
Alaska Univ., Fairbanks. Center for Northern Educational Research.

Spons Agency—National Endowment for the Humanities (NEAH), Washington, D.C.  
Pub Date Mar 75

Note—31p.  
Available from—Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Athapaskan Languages, Cultural Education, \*Instructional Materials, Language Instruction, \*Letters (Alphabet), Native Speakers, \*Reading Instruction, \*Reading Materials, Regional Dialects, Second Language Learning, Textbooks, Uncommonly Taught Languages

Identifiers—Alaska, \*Tanaina

This elementary reader is one of a series produced by the Alaska Native Language Center. It contains eleven stories, written in six dialects of the Tanaina language, and is designed to be used either as reading exercises by native speakers of Tanaina who are learning to read and write their language, or as lessons in Tanaina language and culture for non-native speakers. The highly illustrated text is followed by a presentation of the Tanaina sound system. (CLK)

ED 116 503 FL 007 399

*Peter, Katherine And Others*  
**Gwich'in ABC Dehtly'aa (Gwich'in ABC Workbook).**

Alaska Univ., Fairbanks. Center for Northern Educational Research.

Pub Date Aug 74  
Note—48p.; In Gwich'in

Available from—Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Athapaskan Languages, \*Instructional Materials, Language Instruction, \*Letters (Alphabet), Primary Education, \*Reading Instruction, Textbooks, Uncommonly Taught Languages, \*Workbooks

Identifiers—Alaska, \*Gwich'in

This is an illustrated elementary alphabet workbook written in Gwich'in, an Athapaskan language. For each letter, one or two words and drawings are given as illustration. The book is part of a series of instructional materials produced by the Alaska Native Language Center. (CLK)

ED 116 504 FL 007 400

*Kalifornsky, Peter Kari, James*  
**K'ela Sakdu (Mouse Story).**

Alaska Univ., Fairbanks. Center for Northern Educational Research.

Pub Date May 74  
Note—10p.

Available from—Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Athapaskan Languages, \*Childrens Literature, \*Elementary Education, \*Instructional Materials, Primary Grades, Reading In-

struction, \*Reading Materials, Textbooks, Uncommonly Taught Languages

Identifiers—Alaska, \*Tanaina

This is one of a series of elementary readers produced by the Alaska Native Language Center. It is written in the Kenai dialect of the Tanaina language, and an English translation accompanies the text. (CLK)

ED 116 505 FL 007 401

*McLellan, Kathy And Others*

**Gah Gaay Ch'etnel'i. Book III of a Series of Oral Language Practice for the Children of Tanacross, Alaska.**

Alaska Univ., Fairbanks. Center for Northern Educational Research.

Pub Date 73

Note—17p.; In Tanacross

Available from—Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Athapaskan Languages, Audiolingual Skills, \*Instructional Materials, Language Development, \*Oral Expression, \*Primary Education, \*Speech Skills, Textbooks, Uncommonly Taught Languages

Identifiers—Alaska, \*Tanacross

This illustrated reader is the third in a series designed for the primary-level children of Tanacross. The series is produced by the Alaska Native Language Center. (CLK)

ED 116 506 FL 007 402

*McRoy, Nancy Smart, George*

**Gah N'ih? Book I of a Series of Oral Language Practice for the Children of Tanacross, Alaska.**

Alaska Univ., Fairbanks. Center for Northern Educational Research.

Pub Date 73

Note—23p.; In Tanacross

Available from—Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Athapaskan Languages, Audiolingual Skills, \*Instructional Materials, Language Development, \*Oral Expression, \*Primary Education, \*Speech Skills, Textbooks, Uncommonly Taught Languages

Identifiers—Alaska, \*Tanacross

This illustrated reader is the first in a series designed for the primary-level children of Tanacross. The series is produced by the Alaska Native Language Center. (CLK)

ED 116 507 FL 007 404

*Arnett, M. Rex*

**Languages for the World of Work: Implications of a Recent Study.**

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 29 Nov 75

Note—40p.; Paper presented at the Meeting of the American Council on the Teaching of Foreign Languages (Washington, D.C., November 27-29, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Business Education, \*Career Education, \*College Language Programs, \*Curriculum Development, Employment Opportunities, Higher Education, \*Interdisciplinary Approach, Job Skills, \*Language Instruction, Modern Language Curriculum, Modern Languages, Second Language Learning

This paper concerns languages for career training at the post-secondary level, with implications for FLES and secondary programs. The student desirous of utilizing a foreign language in a career other than literature and linguistics has very limited opportunity for adequate training in college. The job market for literature majors is, and will remain, depressed. A study by Olympus Research Corporation indicates promising job possibilities in government and industry. Needs analysis indicates that priority languages for business and industry are: (1) Spanish, (2) French, (3) German, (4) Portuguese, and (5) Italian. Cross-training is in demand for: (1) business administration/management, (2) marketing/sales, (3) engineering, (4) secretarial and (5) finance. Various government positions also require language skills. Colleges must break with tradition to accept languages for non-humanities applications. Language Departments must team with other academic specialties to provide relevant programs, with priority assigned according to job demand and local resources. Non-academic resources in government, business and industry

should be utilized in implementing such cooperative cross-training in language and other disciplines. (Author/CLK)

## HE

ED 116 508

HE 004 626

*Jacobus, Peter H.*

**Liberal Arts: Education and Employability.**  
Pennsylvania State Dept. of Education, Harrisburg.

Pub Date 73

Note—43p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Career Choice, \*Career Education, Counseling, Curriculum, \*Higher Education, Humanities, \*Job Skills, Law Instruction, \*Liberal Arts, \*Manpower Utilization, Paramedical Occupations, Sciences, Social Sciences, Teacher Education

The liberal arts have always been considered the purest form of education and its proponents have vigorously defended it against the encroachments of "practicalism." But if we can legitimately claim that liberal arts are truly an education for life, we must remind ourselves that work is the most significant ingredient of our post-educational experiences. We must re-open the liberal arts curriculum to its fullest extent. Six categories of study are used to examine the various options for liberal arts graduates; physical sciences, biological sciences, social sciences, humanities, education, and preprofessional. The student, in trying to fit himself into a particular job slot, should try to think in terms of interests, skills, strengths and weaknesses, likes and dislikes, and in what type of work setting he would be most comfortable. Ultimately the usefulness of the job hunting resources and techniques at your disposal will depend on three factors: (1) your background and qualifications, (2) the type of work you are looking for, and (3) the setting in which you will feel most comfortable. (Author/KE)

ED 116 509

HE 006 594

*Honey, John C. Crowley, John C.*

**The Future of the American Council on Education. A Report on Its Governmental and Related Activities.**

Alfred P. Sloan Foundation, New York, N.Y.; Syracuse Univ., N.Y. Maxwell Graduate School of Citizenship and Public Affairs.

Spons Agency—American Council on Education, Washington, D.C.

Pub Date Sep 72

Note—75p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Administrative Organization, Evaluation Methods, Federal Aid, Field Interviews, Governing Boards, \*Higher Education, \*Interinstitutional Cooperation, \*National Organizations, \*Organizational Effectiveness, Program Evaluation

Identifiers—\*American Council on Education

Beginning with an examination of how the ACE's federal relationships might be strengthened, the report evolved into a study of such broad questions as the overall role and objectives of the organizations. Attention is directed to the makeup of its membership, the composition of its board of directors and the functions of the board, relationships to the other higher education associations in Washington, and the ACE's own internal organization. Consideration is given to the operations of the commissions, governmental affairs, data and research, human resources development, political development, and communications and publications. A reappraisal of other ACE programs and their financial implications is also presented. It is concluded that, while considerable dissatisfaction and distress was found among those interviewed with respect to the present and recent roles played by the ACE, there was also virtual unanimity that this is an organization that is badly needed and that must function effectively. (LBH)

ED 116 510

HE 006 619

**The University: A Backup Force to State Government. Regional Spotlight, Vol. IX, No. 5.**

Southern Regional Education Board, Atlanta, Ga.  
Pub Date May 75

Note—8p.

Journal Cit—Regional Spotlight; v9 n5 p1-9 May 1975

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—\*Consultation Programs, Cooperative Programs, Educational Accountability, Educational Facilities, Educational Legislation, \*Higher Education, Interagency Cooperation, \*Research Needs, School Community Relationship, \*State Government, State Programs, \*State Universities  
**Identifiers**—\*Florida

Cooperative efforts to meet the needs of state agencies in Florida are described. The state legislature earmarks university research funds specifically for projects related to state government in Florida, and the practice is growing throughout the South. Although most universities have public service programs, the real increase in state-university liaisons has been relatively recent. The emphasis on relevance and accountability is seen as a reason for the increased stress on public service as a function of the university. It is also noted that usually colleges and universities comprise the state's largest pool of expertise in many and diverse areas of thought, and the university resources include large, well-stocked libraries, computer capabilities and research facilities. Research studies are reviewed which have assessed the level of public service activities and funding. What a university does in the way of services for the state depends upon several factors, including the size and mission of the school. Certain subject matters also dictate involvement with the state or local community considerably more than others. (LBH)

**ED 116 511** HE 006 783  
*Oshorn, Ruth Helm Strauss, Mary Jo*  
**Development and Administration of Continuing Education for Women, 1964-1974.**  
 George Washington Univ., Washington, D.C. Coll. of General Studies.  
 Pub Date 75  
 Note—147p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**  
**Descriptors**—Administrative Organization, \*Adult Education, Continuation Education, \*Continuation Students, Dropouts, Females, Feminism, Followup Studies, \*Higher Education, \*Program Administration, Student Characteristics, \*Womens Education

**Identifiers**—\*Continuing Education for Women Program, George Washington University  
 More than 5,000 students, faculty, and administrative staff working as individuals and as team members to develop the potential of women are involved in this program, which serves women with educational backgrounds from the high school dropout to the postdoctoral level. The program is reviewed in terms of its counseling services, academic credit and noncredit courses, career-oriented certificate programs, financial aid, employment referrals and services, administrative structure, staff development, master of arts program in women studies, and public relations. Demographic information about the students is included, with both 1969 and 1973 follow-up studies reported. An outlook for the future is presented. (LBH)

**ED 116 512** HE 006 793  
*Czarnanski, Daniel Z. And Others*  
**The Impact of the Higher Education Capital Improvements Program on Ohio Communities.**  
 Ohio Board of Regents, Columbus.  
 Pub Date May 75

Note—137p.; This report has been extracted from a study submitted to the Ohio Board of Regents; Figures in document will reproduce poorly

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**  
**Descriptors**—\*Capital, Capital Outlay (for Fixed Assets), \*Community Benefits, \*Economic Factors, Educational Sociology, Employment, \*Higher Education, Public Relations, \*School Community Relationship, Tables (Data)  
**Identifiers**—Gross Regional Product, \*Ohio

The community impacts of the proposed higher education capital improvement appropriations for the State of Ohio for the period 1975-77 are identified. These impacts consist of increases in employment due to both direct and indirect effects, increases in Gross Regional Product (GRP) due to income effects, and increases in GRP due to inter-industry effects. The aggregate impact of the proposed \$248.5 million capital improvements proposal for higher education on the state

is conservatively estimated to be a maximum of \$302.3 million increase in GRP due to inter-industry effects, and additional \$365.7 million due to income-consumption effects, and 38,000 new jobs created. It was found that in each of the individual communities affected by the budget proposal, a positive impact on employment and income could be expected. The size of this impact is a function of, among other things, the number of dollars expended. The community impacts study is organized by county. Tables are included on employment effects, income multiplier effects, and inter-industry multiplier effects. (Author/LBH)

**ED 116 513** HE 006 815  
*Patterson, Lewis D.*  
**1975 Consortium Directory.**  
 American Association for Higher Education, Washington, D.C.  
 Pub Date 75  
 Note—76p.

Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
**Descriptors**—Academic Standards, Cocurricular Activities, Comparative Analysis, \*Consortia, Cooperative Planning, \*Directories, \*Educational Coordination, \*Higher Education, Indexes (Locators), \*Interinstitutional Cooperation, Regional Cooperation, School Community Relationship, University Administration

This seventh edition of the directory lists those cooperative arrangements in higher education which were reported by their chief administrative officers to satisfy five criteria. Each consortium is a voluntary formal organization with three or more member institutions; has multi-academic programs, is administered by at least one full-time professional; and has a required annual contribution or other tangible evidence of long-term commitment of member institutions. Two trends are identified: the movement to state regionalization where it becomes increasingly difficult to distinguish between voluntary and statutory systems; and a broadening of the base of participation to include the full range of the postsecondary community and related community/regional agencies in cooperative arrangements. The directory includes background and program descriptions for each consortium. It is indexed as to academic, administrative, community, and student activities. (LBH)

**ED 116 514** HE 006 832  
**Maintaining Campus Order and Integrity. AASCU Studies 1970/4.**  
 American Association of State Colleges and Universities, Washington, D.C. Office of Information and Research.  
 Pub Date Sep 70  
 Note—13p.

Available from—Office of Information and Research, American Association of State Colleges and Universities, Suite 700, One Dupont Circle, Washington, D.C. 20036 (\$1.00)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—Activism, \*Administrative Policy, Campuses, \*College Students, \*Demonstrations (Civil), Educational Administration, Grievance Procedures, \*Higher Education, Ombudsmen, Student Behavior, Student College Relationship, Student Responsibility, Student Rights, \*Student School Relationship

To prepare for the possibility of further campus unrest and disorders, the American Association of State Colleges and Universities (AASCU) held a series of regional seminars in the summer of 1970. About 70 presidents and other administrators attended each of the seminars. Their major concern was not the repression of student dissent but finding ways of dealing with disorders so as to protect students' rights and lives and yet satisfy the need for order on the campuses. All seminar discussions were based on the premise that the maintenance of order is an essential obligation of the administration of colleges and universities. The participants discussed ways of preventing disorders before they occur and it was agreed that the most important step is student involvement in decisionmaking. Some specific suggestions included the creation of the office of ombudsman and improving internal communication with such measures as an administration newspaper. Discussion was also concerned with advance preparation for dealing with student disorders and cen-

tered on the formulation of clear policies on student rights and responsibilities and a detailed plan of action for handling disorders including the use of campus police and outside police, and the use of injunctions. (JMF)

**ED 116 515** HE 006 836  
*Metz, Mary S.*  
**A Study of Tenure at Louisiana State University.**  
 Louisiana State Univ., Baton Rouge.  
 Pub Date Apr 75  
 Note—91p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
**Descriptors**—\*College Faculty, \*Educational Administration, \*Educational Planning, Faculty Mobility, Faculty Promotion, Faculty Recruitment, \*Higher Education, Teacher Retirement, \*Tenure

Information about the current and projected tenure fraction is needed by faculty and administrators at the department level where tenure recommendations originate as well as by the central administration and key faculty-administrative bodies, such as the University Budget Committee where decisions are finalized and budgetary priorities are set. It is in the long-range interests of the university to educate its faculty and administrators on the ramifications of tenure policies. The data presented in this study of tenure at Louisiana State University are designed to assist in faculty planning for this university for the next five and ten year periods. The document presents an historical perspective of the development of tenure at LSU; the tenure policy from a statewide and national perspective; the economic perspective of tenure decisions; current and projected student faculty ratios at LSU; faculty turnover; distribution of tenured faculty by rank and age; and current projected tenure fractions. (JMF)

**ED 116 516** HE 006 837  
*Van Dusen, Albert C.*  
**Program Development and Public Affairs at the University of Pittsburgh. University-Urban Interface Program Report.**  
 Pittsburgh Univ., Pa.  
 Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.  
 Bureau No—80725  
 Pub Date Jul 72  
 Grant—OEG-2-9-480725-1027  
 Note—45p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors**—Alumni, Cultural Exchange, Financial Support, \*Higher Education, Organizational Development, Program Administration, \*Program Development, Program Planning, \*Public Relations, \*School Community Relationship, State Universities, University Extension, \*Urban Universities  
**Identifiers**—\*Pennsylvania (Pittsburgh)

The Office of Program Development and Public Affairs (PDPA) from its inception in September 1967 to July 1971 was primarily concerned with advancing the total University with its traditional mission of teaching and research and with facilitating the University's emerging concerns for public service. The Office assisted with the program development of new directions of the University, especially state-relatedness and the urban dimension, and was responsible for the various offices related to public affairs. The report emphasizes the historical origins and developments of the several offices and functions in the area of PDPA and provides a detailed description of the content and foci of these programs. These offices include news and publications, governmental relations, development and alumni affairs, cultural and educational exchange, university press, special events, Stephen Foster Memorial, Heinz Memorial Chapel, urban and community services, and university-urban interface program. (Author/JMF)

**ED 116 517** HE 006 839  
*Mickelson, Susan, Comp.*  
**Women Graduates. A Statistical Survey of the Proportion of Women Earning Degrees in Higher Education in the United States. A WEAL Fund Report: For International Woman's Year.**  
 Women's Equity Action League, Washington, D.C.  
 Pub Date Aug 75  
 Note—17p.

Available from—Women's Equity Action League, Educational and Legal Defense Fund, National Press Building, Washington, D.C. 20045 (\$1.50)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—Bachelors Degrees, College Majors, Doctoral Degrees, \*Females, \*Graduate Study, \*Higher Education, Masters Degrees, \*Professional Education, Special Degree Programs, Statistical Data, Tables (Data), \*Womens Education

In 1971, the Council for University Women's Progress first prepared tables which compared all Ph.D's attained by women to those attained by men in the same fields. This document brings this data up to date and supplements it with tables on master's and bachelor's degrees, as well as first professional degrees. The tables show data such as the proportion of bachelor's, master's, and doctoral degrees earned by women by major field of study and selected subfield; the proportion of first professional degrees earned by women; bachelor's, master's and doctorates earned by women by major field and as a percentage of all degrees earned by women for the periods 1960-61 and 1971-72. These data have supplied some evidence that women's career interests are changing. (JMF)

**ED 116 518** HE 006 841  
*Lueck, Lowell A. Urycki, Michaeline*  
**Graduate No-Show Study, Fall 1974.**  
 Western Illinois Univ., Macomb.  
 Report No.—IRP-99-75  
 Pub Date 74  
 Note—15p.

Available from—Western Illinois University, Institutional Research and Planning, Room 312, Sherman Hall, Macomb, Illinois 61455

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—\*Enrollment Influences, \*Financial Problems, Financial Services, \*Followup Studies, \*Graduate Students, \*Higher Education, Questionnaires, School Surveys, Surveys  
**Identifiers**—Illinois

This study attempts to follow up students who were admitted to the Graduate School at Western Illinois University but failed to enroll. The study is designed to (1) evaluate present services to potential graduate students and (2) better predict what proportion of accepted applicants will enroll. The no-shows are compared for the Fall Quarters of 1971, 1972, and 1974 and are analyzed by sex, mean GRE scores, residence, and undergraduate rank in class. The reasons for not attending WIU are analyzed for those attending some other graduate school as well as for those not enrolled elsewhere. The most frequently cited reasons involved financial problems. A series of recommendations resulted from this study including improving correspondence with prospective students, and increasing financial aid. (JMF)

**ED 116 519** HE 006 843  
*Parekh, Satish B.*  
**A Long Range Planning Model for Colleges and Universities.**  
 Phelps-Stokes Fund, New York, N.Y.  
 Pub Date 75  
 Note—85p.

Available from—Phelps-Stokes Fund, 10 East 87th Street, New York, New York 10028 (\$5.00)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Administrator Guides, Consortia, \*Higher Education, \*Management, \*Models, \*Objectives, Operations Research, Organization, Organizational Change, Organizational Development, Organizational Effectiveness, Organizational Theories, \*Planning, Program Planning

The Long Range Planning/Comprehensive Management Systems (LRP/CMS) program is an outgrowth of a consortium of 42 developing higher education institutions. The monograph is the result of a decade of experimentation and experience of the members of this group. As such, it is designed to present a detailed long range planning model which incorporates the unique features of educational institutions. The model attempts to offer a step-by-step series of understandable, well coordinated, quantitative targets that would give meaning to an institution's daily operations; and to translate a generic concept into a meaningful series of planned tasks for

everyone within the institution. This planning model attempts to identify that process and provides a methodology that an institution can employ to implement these tasks. (JMF)

**ED 116 520** HE 006 847  
**A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes.**

North Carolina Univ., Chapel Hill.

Pub Date Jul 75

Note—64p.; Revised July 1974 and July 1975

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—Classification, Educational Legislation, Guides, \*Higher Education, Manuals, \*Nonresident Students, \*Residence Requirements, \*Resident Students, \*Student Costs, Student Financial Aid

**Identifiers**—North Carolina

This manual is intended to articulate the rules and regulations for determining residence status in the State of North Carolina for students attending North Carolina public institutions of higher education. Nonresident students are required by law to pay a substantially higher cost for their education. The manual includes a definition of terms; procedure for classifying by residence for tuition purposes; classification determinations; and examples of appropriate residence classifications. (JMF)

**ED 116 521** HE 006 851  
**Student Need Analysis (Budgetary Concerns or Ability to Pay). Oversight Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives. Ninety-fourth Congress, First Session**

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 75

Note—149p.; Hearings held in Washington, D.C. March 10, 1975

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—\*Educational Finance, Family Income, \*Family Resources, Federal Aid, \*Federal Programs, \*Financial Support, Government Role, \*Higher Education, Incentive Grants, Parent Responsibility, Student Costs, \*Student Financial Aid, Student Loan Programs, Work Study Programs

Congress has the authority to return rules and regulations to the Commissioner of Education if those rules and regulations violate the Commissioner's statutory authority. These oversight committee hearings were held to hear agency and public comments about rules which the Commissioner proposed to put into effect to deal with the new formulas that have been developed by the College Scholarship Service and the American College Testing Program to determine reasonable family contributions in the various student financial aid programs over which the Commissioner has authority and in which these systems have been utilized. Those testifying in person or by letter include the Commissioner of Education, the College Scholarship Service, the American College Testing Program, and the National Association of Student Financial Aid Administrators. (JMF)

**ED 116 522** HE 006 860  
*Byers, Maureen Bower, Cathleen*

**IEP Analysis and Use: Single-Institution Data. Field Review Edition. Technical Report 73.**

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Report No.—TR-73

Pub Date Jun 75

Note—196p.

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

**Descriptors**—Data, \*Data Analysis, \*Higher Education, Information Dissemination, Information Processing, Information Utilization, \*Institutional Research, \*Management Systems, \*Planning

**Identifiers**—IEP, \*Information Exchange Procedures, National Center for Higher Education

A major effort of the National Center for Higher Education Management Systems over the past few years has been the development of information Exchange Procedures (IEP) for a broad spectrum of colleges and universities. The motivation for this effort is the strong belief that

the exchange and comparative analysis of data will lead to better information for addressing planning and management functions. This document is designed primarily for an audience of those who are well acquainted with IEP data and procedures, and who have implemented all or part of IEP. The examples and analytic procedures described here, however, do not depend on the exchange of information or on the comparative analysis of data across institutions, but rather are designed to illuminate institutional processes and to address planning and management concerns through use of the institution's own IEP data. Three types of data use are described and illustrated: (1) general descriptive narrative of the institution; (2) more detailed and quantitative descriptive profiles of the institution's departments and student major programs; (3) data use directed toward explanation in addition to description, i.e., differences in costs and in student outcome measures across the departments and student major programs. (JMF)

**ED 116 523** HE 006 864  
*Songe, Alice H.*

**The Land-Grant Movement in American Higher Education. An Historical Bibliography of the Land-Grant Movement and the Individual Land-Grant Institutions.**

National Association of State Universities and Land Grant Colleges, Washington, D.C.

Pub Date Apr 62

Note—70p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Agricultural Education, \*Bibliographies, \*Educational History, Engineering Education, \*Higher Education, \*Land Grant Universities

**Identifiers**—\*Morrill Act 1862

Following the Morrill Act of 1862, the Land-Grant institutions developed, keeping pace with the industrial, social and economic changes in our national life. It is the purpose of this bibliography to present sources containing information on this development, through general references and histories of the individual Land-Grant institutions. The items listed are in two parts. The first deals with the history of the Morrill Act of 1862 and the Land-Grant movement in American higher education. The second part provides information on the Land-Grant colleges and universities, not only as individual institutions but also as part of the growth of higher education in their separate states. The items were published between 1858 and 1962, and should prove useful to those who wish to survey these historical facts. (Author/JMF)

**ED 116 524** HE 006 867  
**A Study to Determine the Dental Needs in Ohio.**

Ohio Board of Regents, Columbus.

Pub Date Jun 75

Note—54p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—Dental Assistants, Dental Clinics, Dental Health, Dental Hygienists, \*Dental Schools, Dental Technicians, \*Dentistry, \*Health Personnel, \*Higher Education, \*Professional Education

**Identifiers**—\*Ohio

The objective of this study includes a determination of the need for additional dental service and an examination of the dental service delivery system in the state of Ohio. Recognizing that the question of dental manpower and the service it delivers is but one facet of the area of oral health maintenance, and that manpower needs are affected by other factors, the study investigated the following areas: (1) the need for dentists and dental auxiliary personnel in Ohio; (2) the distribution of such personnel in Ohio; (3) the changing role of auxiliary dental personnel; (4) the potential effect of third-party reimbursement upon dental services; (5) national trends in dental manpower and their overall effect on Ohio; and (6) other factors affecting the availability and utilization of dental care. (Author/JMF)

**ED 116 525** HE 006 872  
*Lawrence, Ben*

**Postsecondary Education in Hard Times: Appearances and Realities.**

Education Commission of the States, Denver, Colo.

Pub Date Oct 74

Note—20p.; Presented at the Education Commission of the States Regional Conference on

Postsecondary Financing (October 30-31, 1974, Denver, Colorado)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Educational Administration, \*Educational Assessment, Educational Demand, \*Educational Finance, Educational Supply, Educational Trends, \*Enrollment Influences, Enrollment Trends, Family Resources, \*Higher Education, \*Resource Allocations, Resources

**Identifiers**—\*Kirschling Postweiler Plan

Higher education is exhibiting three trends or influences: (1) declining enrollments; (2) a low priority for postsecondary education relative to other demands on our public and personal budgets; and (3) scarce resources. The author expresses some skepticism about the strength of these influences. The birth rate is declining, but enrollments are influenced by population shifts, the cost of tuition, the types of programs offered, and the ability of the institution to attract the older, nontraditional student. The lack of public concern for postsecondary education is suspected to be relative to the supply of the services offered. As the supply decreases, public concern will rise. Resources may be scarce, but if people can be convinced they are getting a good buy for their dollar, the proportion of available resources dedicated to postsecondary education can be changed if the need is demonstrated. This involves identifying and assessing the benefits of postsecondary education both measurable and unmeasurable and, at the same time, improving management so that the best use possible is made of these resources. The Kirschling-Postweiler Plan for federal financing of postsecondary education is outlined as providing for tuition reductions, student grants, or general institutional grants to improve access. (JMF)

**ED 116 526**

**HE 006 875**

*Engels, Richard A. Galambos, Eva C.*

**Supply and Demand for College Graduates in the South, 1980. Manpower and Education.**

Southern Regional Education Board, Atlanta, Ga.

Pub Date 75

Note—39p.

Available from—Southern Regional Education Board, 130 Sixth Street, N.W. Atlanta, Georgia 30313 (\$2.00)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Career Choice, \*College Graduates, Demography, Employment Opportunities, Employment Potential, \*Employment Projections, Employment Qualifications, Employment Statistics, Employment Trends, \*Higher Education, Labor Economics, Occupational Surveys, \*Occupations

**Identifiers**—\*Southern Regional Education Board, SREB

This report presents findings on the supply of college graduates in 1980 in the Southern region as compared to openings in which they may become employed. The projections of the Southern Regional Education Board (SREB) indicate that for a range of 421 occupations (the Comprehensive Projection), there will be a deficit of college educated workers. These occupations extend outside the traditional professional, technical, managerial jobs. The supply/demand comparisons for individual fields of study indicate that health, engineering, accounting, computer science and business administration majors will find a favorable labor market. Education and law school graduates will find a saturated market. Humanities and social science majors will experience difficulty if they are seeking jobs that specifically relate to their educational preparation. (Author/JMF)

**ED 116 527**

**HE 006 876**

**Summary Report 1974. Doctorate Recipients from United States Universities.**

National Academy of Sciences - National Research Council, Washington, D.C. Commission on Human Resources.

Pub Date Jun 75

Note—27p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Citizenship, \*Doctoral Degrees, Ethnic Groups, Financial Support, \*Graduate Study, \*Higher Education, \*Individual Characteristics, \*Surveys

The number of doctorate recipients in 1974 was 33,000, a 2.2 percent decrease from the number receiving the degree in 1973. A number of variables are used in analyzing the doctorates granted including major field, sex, postgraduation

plans, sources of support in graduate school, state of doctoral institution, racial or ethnic group and U.S. citizenship status. (JMF)

**ED 116 528**

**HE 006 877**

*Dobesh, Larry J. Henry, Mark S.*

**Economic Impact of Higher Education in North Dakota. North Dakota Economic Studies, No. 10.**

North Dakota Univ., Grand Forks. Bureau of Business and Economic Research.

Pub Date Jun 75

Note—102p.

Available from—Bureau of Business and Economic Research, College of Business and Public Administration, University of North Dakota, Grand Forks, North Dakota 58202

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—\*Credit (Finance), Educational Economics, \*Educational Finance, Faculty, Financial Support, Fiscal Capacity, \*Higher Education, \*Income, Investment, Productivity, Property Taxes, School Support, \*State Colleges, State Universities, Students, Tax Allocation

**Identifiers**—\*North Dakota

Besides their primary mission of providing education to the students of North Dakota, the 11 colleges and universities in the state represent an important "industry" which generates substantial income to the businesses and people of the state. Total college-related spending in North Dakota was \$76 million during the 1973-1974 school year. This included purchasing supplies, materials, equipment, buildings and services, spending by faculty, staff, students, and visitors. The state appropriated about \$36 million in support of higher education during the same period. Thus, for each \$1 the state contributed to higher education, the colleges and universities returned \$2.10 to the economy of North Dakota. Although limited, the financial analysis data indicates that college related sources are an important source of credit in the state. Time and demand deposits have expanded the credit base in commercial banks as well as savings and loan associations and credit unions. (JMF)

**ED 116 529**

**95**

**HE 006 883**

*Davis, Jerry S. Van Dusen, William D.*

**Who Needs What? A Study of the Financial Needs and Resources of Full-Time Undergraduate Students in the State of Iowa, 1974-75.**

College Entrance Examination Board, Evanston, Ill.; Iowa State Higher Education Facilities Commission, Des Moines.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 75

Note—76p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—Comparative Statistics, Educational Finance, Family Income, Federal Aid, \*Financial Needs, \*Financial Support, \*Higher Education, Private Schools, School Surveys, \*State Aid, State Schools, \*Statistical Analysis, Student Costs, Undergraduate Students

**Identifiers**—Inflation, \*Iowa

Information drawn from a number of different sources was combined through a technique known as aggregate need analysis to measure the unmet financial needs of different groups of postsecondary students. It was found that: (1) after consideration of parental contributions and student self-help, there is an aggregate need for assistance of nearly \$113 million, and there is \$92 million available, including federal aid and grants or scholarships; (2) because of distribution methods, nearly \$34 million in additional need-based student aid would be required to meet all students' need; (3) the need is greatest in the four-year private institutions; (4) families with incomes between \$9,000 and \$12,000 experience the most unmet need; (5) Iowa residents receive proportionally more aid at public institutions and proportionally less at private institutions. These findings are based on the characteristics of students, institutions, and aid programs during the 1974-75 academic year. Possible changes which might occur in the coming year are forecast as a basis for planning. Estimates were made of the impacts of shifts in the proportion of high school seniors going on to postsecondary education, of changes in institutional costs, and of the impact of inflation on student needs. The problems of Iowa residents attending institutions in another state were not addressed. (Author/LBH)

**ED 116 530**

**HE 006 886**

*Entine, Alan D.*

**Mid-Life Needs: Assessments and Responses.**

Pub Date 9 May 75

Note—13p.; Paper presented at the Meeting on New Careers at Mid-Life (Florida Technological University, Orlando, Florida, May 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Adult Development, \*Adult Education, \*Adult Education Programs, \*Career Change, Counseling Services, Federal Legislation, Government Role, \*Higher Education, Program Descriptions, Research

The current economic outlook, including the prospectus of high unemployment rates, creates new objectives and new perspectives to the growing national phenomenon known as the mid-life career change. During the past five to seven years we have witnessed the growth and development of adult counseling centers, whose primary focus is to provide vocational and educational counseling for older individuals. While institutions of higher education have adapted their programs and curriculum to meet adult educational needs and have responded to the changing vocational and personal needs of individuals in their middle and older years, what remains to be tackled is the adoption of the world of work to the work needs of those in mid-life and later life through: (1) enforcement of existing state and federal legislation with respect to age discrimination in employment; (2) education and public affairs programs that demonstrate that older people are good workers; (3) research into the relationship between aging and intelligence; and (4) new policies from government and the private sector that provide meaningful options for the individuals in middle years and older. (Author/KE)

**ED 116 531**

**HE 006 887**

**The Reform of Higher Education, 1975.**

Ministry of Education and Cultural Affairs, Stockholm (Sweden).

Pub Date [75]

Note—15p.; Pages 12 and 13 are marginally legible

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Admission Criteria, Continuous Learning, \*Educational Change, \*Educational Planning, \*Equal Education, Governing Boards, \*Higher Education, Program Coordination, Regional Planning, Research, State Universities, \*Universal Education, Vocational Education

**Identifiers**—\*Sweden

The major educational reforms enacted in Sweden during recent decades have been part of a general effort to broaden the content of democracy and to bring about a more equitable allocation of affluence, influence, and opportunities of cultural experience. The time has come for the fulfillment of the comprehensive school and upper secondary school reforms by the opening of higher education to new groups in society. Not only must admission requirements be revised, but also the content, organization, and geographical location must be planned with new objectives in mind. Priority must be given to the question as to how higher education is to be distributed between different groups, regions, and educational fields to care for the educational needs of individuals and of working life. (Author/KE)

**ED 116 532**

**HE 006 888**

*Prineau, J. P.*

**Introduction of a Data System at the Université Paul Sabatier, Toulouse (France). Programme on Institutional Management in Higher Education.**

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date 5 Oct 73

Note—7p.; Paper presented at the Professional Seminar on Programme Budgets for University Management and Planning (Paris, October 1-5, 1973)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Academic Records, Budgeting, Computer Science, Conference Reports, Data Analysis, \*Data Collection, Decision Making, \*Educational Finance, \*Electronic Data Processing, \*Higher Education, Information Processing, Personnel Data, Statistical Data, \*University Administration

**Identifiers**—\*Paul Sabatier University

The data system and its branches, computerized in 1970, provide information from the fol-



lowing: student records file, accountancy file, an experimental-stage personnel file, and a planning-stage facilities file. The files not only cope with the university's daily management duties but also supply the French Ministry with statistics. Two types of data are collected in the student records file: personal and sociological data and academic data. It is used primarily for day-to-day academic management. The accountancy file is primarily a management tool, administering 35 budgets representing teaching and research units and joint university and inter-university departments by recording the revenue and expenditure of over 700 teaching, research and miscellaneous departments. Problems associated with the data system in general are noted along with its overall effectiveness in meeting the original objective of helping to analyze the teaching system, evaluate costs, and ensure proper decision making. (LBH)

ED 116 533 HE 006 889

Thomas, Charles R.

#### Organizing Information Systems.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date Oct 73

Note—21p.; Paper presented at the Professional Seminar on Programme Budgets for University Management and Planning (Paris, France, October 1-5, 1973)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Computers, Conference Reports, Educational Planning, \*Electronic Data Processing, \*Higher Education, Information Processing, \*Information Systems, Management Systems, \*Operations Research, Organization, Seminars, \*University Administration

The development of information systems is described with regard to the roles of the system user and the data processing specialist. Institutional needs are best served by coordination efforts, usually handled by a management systems office, which is also responsible for the maintenance and production of an institutional data element dictionary and a uniform code manual. Consideration must be given to production processes dealing with data and files, and their management must report at a high enough level in the organization to accomplish coordinated development at the institutional level between various administrative information systems. A model for a user's group is presented. (LBH)

ED 116 534 HE 006 890

Thomas, Charles R.

#### Data System Design.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date Oct 73

Note—26p.; Paper presented at the Professional Seminar on Programme Budgets for University Management and Planning (Paris, France, October 1-5, 1973)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Computers, Conference Reports, Educational Planning, \*Electronic Data Processing, \*Higher Education, \*Information Systems, \*Management Systems, Operations Research, Seminars, Systems Analysis, \*University Administration

Some of the major elements of administrative information systems design as applied to higher education are described. Differences between the application of computer technology in the commercial environment and the educational environment are discussed. The major steps in systems development from problem definition through implementation are defined, including the differences among production, research, and art-form types of systems development. Traditional horizontal and vertical systems integration techniques are presented and the complexity of interrelating operational data systems in higher education are noted. To give the administrator an appreciation of the need for management of the technical side of system development, modular file structures and table-driven software techniques are used as examples. The relatively new technique of data base management systems is also covered. One definition of management information systems is presented, and the need for closely coordinated and supporting operational data systems is stressed. (Author/LBH)

ED 116 535

Hussain, K. M.

#### Towards a Total Information System for Operations, Planning and Budgeting in Higher Education.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date Oct 73

Note—34p.; Paper presented at the Professional Seminar on Programme Budgets for University Management and Planning (Paris, France, October 1-5, 1973)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Budgeting, Computer Programs, Conference Reports, \*Educational Planning, Electronic Data Processing, Flow Charts, \*Higher Education, Information Needs, \*Information Systems, Mathematical Models, \*Operations Research, University Administration

Identifiers—HIS, NCHEMS

The components of an information system for institutions in higher education are described. The information produced from such a system will be that which is required not only for record keeping and operations but also for planning and budgeting. Technical details are not included, only an overview of the main components of the system as seen from the user's viewpoint. The need for a data bank and a strategy for developing it are examined, followed by a description of the set of models and instructions necessary for data processing. The use of the instructions regarding record keeping, planning, and budgeting is discussed. Specific cases are cited in the final section: one from Europe, HIS, and the other from the United States, NCHEMS. Detailed flow charts are included. (LBH)

ED 116 536

Hussain, K. M.

#### Institutional Planning Models in Higher Education.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date Oct 73

Note—51p.; Paper presented at the Professional Seminar on Programme Budgets for University Management and Planning (Paris, France, October 1-5, 1973); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Budgeting, \*Computer Programs, Conference Reports, Cost Indexes, Educational Finance, \*Educational Planning, Financial Policy, \*Higher Education, \*Mathematical Models, Organizational Effectiveness, Program Costs, Seminars, Systems Analysis

Identifiers—CAMPUS, HIS, RRP

Three models are examined in terms of their historical growth, structural similarities and differences, and their implementation and use. They are CAMPUS (Comprehensive Analytical Methods of Planning in University Systems), RRP (Resource Requirements Prediction Model), and HIS (Hochschule Information System). Their basic logics are explained with respect to level of detail and planning variables. Student flow modules, non-salary costs, and general costing are considered. Differences are cited among dimensions, revenue model, capital budget, output reports, capacity module, and development and implementation costs. Other planning modules are mentioned: CAP/SC/SEARCH, HELP/PLANTRAN, and TUSS. From the viewpoint of helping the user implement and use the model, none of the models provide help in formulating the support (non-salary) cost equations nor in calculating the cost coefficients. The models also do not help the user to calculate trade-offs directly. (LBH)

ED 116 537

Morris, Alfred C.

#### Nature of Planning and Its Relation to Management. Programme on Institutional Management in Higher Education.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date 5 Oct 73

Note—8p.; Paper presented at the Professional Seminar on Programme Budgets for University

HE 006 891

Management and Planning (Paris, October 1-5, 1973)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Administrative Policy, Conference Reports, Data Analysis, Decision Making, Educational Finance, \*Higher Education, \*Management by Objectives, Policy Formation, \*Systems Approach, \*University Administration

Based on personal experience of a non-university executive, suggestions are offered for management planning within the university. They include the premise that planning is essentially concerned with controlling and influencing the direction of change and that frustration often derives from difficulty in obtaining or influencing the direction of change. The model of the profit-making corporation is not appropriate to the university, but a systems approach is useful. It involves identifying activities undertaken, organization, constraints, and phenomena of decisions and behavior and explanations for them. An approach to planning is outlined which includes a model of decision making and policy formation. Procedures are given for changing decisions. Two additional views on management are also cited, those of Henri Fayol and Paul Drucker. For Fayol, managing means looking ahead, which makes the process of forecasting and planning a central activity. Drucker holds that management must always, in every decision and action, put economic performance first. (LBH)

ED 116 538

Fielden, John

#### The Concepts of PPBS and Approaches to Their Application.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date Oct 74

Note—9p.; Paper presented at the Professional Seminar on Programme Budgets for University Management and Planning (Paris, France, October 1-5, 1973)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Budgeting, Conference Reports, Educational Accountability, Educational Finance, Educational Planning, \*Financial Policy, \*Higher Education, \*Management Systems, \*Operations Research, Program Planning, Seminars, University Administration

The basic concepts of the classic PPBS are summarized, and then attention is directed toward the process by which this has been modified by its collision with the values of the university. The form taken by the new modified PPBS is examined and its component concepts and techniques are identified. It is concluded that the new PPBS has limitations and will be based on deeper understanding of the university environment. If it can be welded to a participative planning process, it should escape the criticism of being purely technique-based. It can ensure that a university's planning process conforms to a logical discipline. (LBH)

ED 116 539

HE 006 895

#### The Use of Cost-Effectiveness and Cost-Benefit Techniques in Planning Courses of Study for New Higher Educational Institutions. A Progress Report. Program on Institutional Management in Higher Education.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Report No.—IMHE-GC-74.45

Pub Date 13 Dec 74

Note—12p.; Paper presented at the General Meeting of Member Institutions (2nd, Paris, France, January 20-22, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Computer Programs, Conference Reports, \*Cost Effectiveness, \*Curriculum Development, \*Decision Making, Educational Objectives, Expenditure Per Student, \*Higher Education, Institutional Administration, \*Management Systems, Mathematical Models, Simulation, Student Costs

Identifiers—Portugal, Programme Institutional Management Higher Educ

Three phases of the project are identified: (1) measuring the cost, per student for each course of study; (2) calculation of the cost per student per course of study in the new institutions and analysis of the sensitivity of the cost per student to the number of students involved and the

changes in the educational method; (3) measuring the return on investment in higher education, including the calculation of the internal rate of interest and the rate of return for the different courses. The conception and implementation of a management information system is described, including a definition of the administrative procedures, technical implementation, and staffing for the administrative tasks. A model is also described for forecast, simulation and resource allocation. This model, MSAR, includes a series of functional relationships connecting several submodels that make possible simulation of decision-making procedures applicable to an entirely new university. (LBH)

ED 116 540 HE 006 896

Mawditt, Richard M. Line, Victor

An Investigation into the Costing and Management of University Research Grants and Contracts. Program on Institutional Management in Higher Education.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Report No.—IMHE-GC-74.44

Pub Date 12 Dec 74

Note—29p.; Paper presented at the general Meeting of Member Institutions (2nd, Paris, France, January 20-22, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Accounting, Conference Reports, Contracts, \*Cost Indexes, Educational Finance, \*Financial Policy, Grants, \*Higher Education, \*Institutional Administration, Researchers, \*Research Projects, Universities

Identifiers—Programme Institutional Management Higher Educ, United Kingdom

The complexity of problems facing university administrators is examined, along with the confusion existing as to the role of research management within universities. Based on literature reviews, and discussions with administrators and researchers at various institutions, it is found that as university faculty move further away from pure or basic research supported by government grants toward development or applied work for outside sponsors, so the need arises for greater control of their activities, from an academic, organizational, financial, and other points of view. Each of these aspects of control is discussed, and the use of a management accountant is recommended. (LBH)

ED 116 541 HE 006 897

Norris, Graeme, Ed.

University and Polytechnic Objectives, Resource Allocation and Performance Indices in the Central Services. Program on Institutional Management in Higher Education.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Report No.—IMHE-GC-74.43

Pub Date 16 Dec 74

Note—51p.; Paper presented at the General Conference of Member Institutions (2nd, Paris, France, January 20-22, 1975); Occasional marginal legibility

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Bibliographies, \*Centralization, Conference Reports, Data Processing, Educational Finance, \*Educational Objectives, \*Financial Policy, \*Higher Education, Management Systems, Money Management, \*School Organization, Student Personnel Services, University Libraries

Identifiers—Huddersfield Polytechnic, Leeds University, Programme Institutional Management Higher Educ

Research progress by member institutions is reviewed with regard to university administration, computing, committees, libraries, and student welfare. Consideration is given to effectiveness and efficiency, management information, management by objectives, periodic review of objectives, strategy, and analytic resource allocation. Two research projects are described: (1) the University of Leeds project concerning student flow prediction, administration, committees, and computing; and (2) Huddersfield Polytechnic's on libraries and student welfare. A bibliography is included on DES project papers. (LBH)

ED 116 542 HE 006 898

Birch, D. W. And Others

The Development of Performance Indices for the Teaching Function in Higher Education. Pro-

gram on Institutional Management in Higher Education.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Report No.—IMHE-GC-74.42

Pub Date 18 Dec 74

Note—39p.; Paper presented at the General Meeting of Member Institutions (2nd, Paris, France, January 20-22, 1975); Occasional marginal legibility

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Academic Achievement, Conference Reports, Data Processing, Dropout Rate, \*Educational Objectives, Effective Teaching, Employment Potential, \*Higher Education, \*Instructional Programs, Statistical Data, \*Teacher Evaluation, \*Teaching Quality, Universities

Identifiers—Lanchester Polytechnic, Loughborough University, Programme Institutional Management Higher Educ

The teaching function is examined to determine an improved budgetary planning and control system as well as comparisons across universities and polytechnics. The inputs, outcomes and processes of the teaching function are identified and defined, with available data collected and measured with reference to those defined variables and parameters. Institutional objectives of the teaching function are cited as optimization of the student intake potential, the pass rates, learning gain, and student employability. Teacher performance measures are identified as: (1) the average A level points score of enrollments compared with the average A level points score anticipated or some similar measures of the quality of client response; (2) the ratio of successes, failures and dropouts to enrollments; the learning gain; the relationship of each direct input (academic staff, teaching spaces, departmental administration and technician support, consumables and equipment) to enrollments, successes, and learning gain; and (3) feedback on graduates' initial employment and salaries. Statistical comparisons are given for the 1972-73 year, and projected research on such problem areas as measurement of learning gain is outlined. (LBH)

ED 116 543 HE 006 904

Pasquier, Jacques Sachse, Matthias

Analysis of Unit Costs in a University. The Fribourg Example. Program on Institutional Management in Higher Education.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Report No.—IMHE-GC-74.34

Pub Date 12 Dec 74

Note—25p.; Paper presented at the General Meeting of Member Institutions (2nd, Paris, France, January 20-22, 1975) Translated from French

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Accounting, Computer Programs, Conference Reports, \*Cost Indexes, Data Processing, Decision Making, Educational Finance, \*Higher Education, \*Institutional Administration, Management Systems, \*Unit Costs, Universities

Identifiers—Fribourg University, Programme Institutional Management Higher Educ, \*Switzerland

Costing principles are applied to a university by estimating unit costs and their component factors for the university's different inputs, activities, and outputs. The information system used is designed for Fribourg University but could be applicable to other Swiss universities and could serve Switzerland's universities policy. In general, it should improve forecasting, decision making, and the monitoring of results in the management of higher education establishments at local and national levels. It should especially lead to quantifying an important factor in university discussions: the cost of a place occupied by a student or research worker at the different levels of the different courses of study or lines of research. The system of analysis involves student record cards, time budget allocation cards, cards showing costs of elementary units of activity, and indirect costs—all used for computerized data processing. (LBH)

ED 116 544 HE 006 905

Hecquet, Ignace And Others

Pricing the Services of the Computer Center at the Catholic University of Louvain. Program on Institutional Management in Higher Education.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Report No.—IMHE-GC-74.35

Pub Date 12 Dec 74

Note—27p.; Paper presented at the General Meeting of Member Institutions (2nd, Paris, France, January 20-22, 1975). Translated from French

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Budgeting, \*Computer Based Laboratories, Computer Storage Devices, Conference Reports, \*Cost Indexes, \*Financial Policy, \*Higher Education, Institutional Administration, Management Systems, Money Management, Programing, Time Sharing, \*Unit Costs, Universities

Identifiers—Catholic University of Louvain, Programme Institutional Management Higher Educ Principles are outlined that are used as a basis for the system of pricing the services of the Computer Centre. The system illustrates the use of a management method to secure better utilization of university resources. Departments decide how to use the appropriations granted to them and establish a system of internal prices that reflect the cost to the university community of the use of its various resources. This decentralized management method requires the university authorities to have rational criteria for determining the appropriations to be allocated to the various departments. The analysis of unit costs is seen as an essential stage in the introduction of a decentralized management method. It should serve as a basis for defining objective standards to be applied to departmental budgetary requirements. User reactions and problem areas are discussed, including planned jobs, time sharing, increase in volume of budgetary appropriations, and surpluses arising from external work. (LBH)

ED 116 545 HE 006 906

Abraham-Frois, Gilbert

Teaching Costs in Seven French Universities. Initial Evaluations. Program on Institutional Management in Higher Education.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Report No.—IMHE-GC-74.32

Pub Date 12 Dec 74

Note—49p.; Paper presented at General Meeting of Member Institutions (2nd, Paris, France, January 20-22, 1975). Translated from French

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Accounting, Budgeting, Conference Reports, \*Cost Indexes, Decision Making, \*Educational Finance, \*Estimated Costs, \*Higher Education, Institutional Administration, Money Management, \*Unit Costs, Universities

Identifiers—France, Programme Institutional Management Higher Educ

Methods of evaluating unit operating costs and the development of the services and departments of French universities are examined. After an initial phase devoted to working out a common methodology, it was decided that the latter should be put directly to the test and that devices would have to be found to bridge the gaps in existing data, as, and when, the necessity arose. Each of the universities associated in the research project conducted a number of studies and worked out numerical evaluations set forth in separate reports. It is emphasized that the evaluations are very provisional. The main results are covered in terms of inputs available to the universities (staff, capital operation), as well as the activity and output costs. It is noted in conclusion that the retrospective knowledge of costs is only a stage, not a goal itself, and to be meaningful must be placed in its true perspective, i.e., the improvement of the decision making and management procedures of the university system. (LBH)

ED 116 546 HE 006 907

Babeau, Andre And Others

Methods of Calculating Unit Activity and Output Costs in French Universities. Technical Report. Programme on Institutional Management in Higher Education.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Report No.—IMHE-GC-74.30

Pub Date 30 Oct 74

Note—130p.; Paper presented at General Conference of Member Institutions (2nd, Paris, January 20-22, 1975). Translated from French

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**  
**Descriptors**—\*Accounting, Budgeting, Conference Reports, \*Cost Indexes, Educational Finance, Glossaries, \*Higher Education, Institutional Administration, \*Money Management, Program Costs, \*Unit Costs, Universities  
**Identifiers**—France

Proposals for calculating unit costs are advocated that are based on a body of methods common to the member universities. Production inputs and cost components in French universities are studied in terms of resources at the disposal of the university, and staffing, capital, operating, and transfer costs. Identification of activities and calculation of activity costs is reviewed with consideration given to elementary units of activity (UEA) and cost centers, UEA activity indicators, accounting procedures for aggregate costs, and unit activity costs. Output costs are determined with regard to teaching, research, public service, and accessory outputs, student flow, and averaging methods. An approach to budget control is outlined, emphasizing ex-ante activity costs and determination of UEA cost functions. A glossary of terms is included. (LBH)

**ED 116 547** HE 006 908  
 Bobe, Bernard

**Managerial Practices and Innovations. A Survey. Program on Institutional Management in Higher Education.**

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date 75

Note—364p.; In English and French

**EDRS Price MF-\$0.76 HC-\$18.40 Plus Postage**

**Descriptors**—\*Directories, \*Educational Innovation, Educational Planning, Educational Research, \*Higher Education, Interscholar Communication, \*Management Systems, \*School Surveys, Tables (Data), University Administration

The result of a survey carried out within the framework of the Programme on Institutional Management in Higher Education, this directory is based solely on information collected from member institutions. A goal is to encourage member institutions to establish direct contacts among themselves. A list of planning, managerial, and administrative methods and procedures of each institution is compiled, along with a list of innovative practices likely to interest other institutions. Subject areas covered include: budgets and finance; organization and internal structure of the institution; physical facilities; personnel; students; teaching; research; services; management information systems; and other areas. Indexes by country and by subject are included. (LBH)

**ED 116 548** HE 006 910  
 Jadot, Jean

**An Example of Continuous Information on the Basic Activities of a University. Programme on Institutional Management in Higher Education.**

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date 5 Oct 73

Note—45p.; Paper presented at the Professional Seminar on Programme Budgets for University Management and Planning (Paris, October 1-5, 1973)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Accounting, \*Annual Reports, Computers, Conference Reports, \*Data Bases, Electronic Data Processing, \*Higher Education, Information Systems, Management by Objectives, \*Organizational Development, \*University Administration

**Identifiers**—\*Catholic University of Louvain

The dangers in abstract management within the university setting are described and considered in terms of the development of techniques that would enable the university to fully comprehend the content of its activities. The "Report on Unit Activities" at the Catholic University of Louvain is reviewed, dealing with the two-yearly inventory of the Belgian science potential, an experiment in analytical accounting, and procedures for annual reports on research units. The computerized data files are detailed as they relate to activities, characteristics, personnel, budget, and auxiliary files. Practical results of the annual unit report collections include accessible documentation, inventory research, university records, index of disciplines and specializations, analysis of outside

appropriations, and breakdown of personnel time. The reports were chiefly used in the first two years to work out procedure, particularly for data control. Appendices are included in the original French. (LBH)

**ED 116 549** HE 006 925  
 Jonsen, Richard W.  
**The Bases for State Support of Independent Higher Education.**

Pub Date Jun 75

Note—20p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Educational Assessment, Educational Objectives, \*Government Role, \*Higher Education, \*Policy Formation, \*Private Colleges, \*State Aid

The history of governmental support for private higher education is a long one, and current pressures have led to calls for more support at both the state and federal level. Those calls have not been fruitless. Thirty-nine states now have some program of direct or indirect support for private colleges and universities. In many cases, programs seem to have been developed in response to specific needs, and once established with their own power base and natural lobby, continually increased. The ad hoc nature of much state support strongly suggests that it has been built in the absence of an adequately conceived and carefully analyzed policy base. It is important to think systematically about the relationship of state policy and private higher education. Issues involved are policy objectives for all institutions of higher education, whether or not the survival, quality, functions, purposes or outcomes of these institutions of higher education are a matter of state concern; the establishment of consistent outcome indicators; inducements for change; and policy alternatives. (Author/KE)

**ED 116 550** HE 006 926  
 Financing Postsecondary Education: Policy Development and Decision Making. A Series of Conferences. Conference Handbook.

Education Commission of the States, Denver, Colo.

Pub Date Sep 74

Note—161p.

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors**—Comparative Analysis, \*Decision Making, \*Educational Finance, \*Higher Education, Models, Organizations (Groups), \*Policy Formation, \*Post Secondary Education, Questionnaires

This handbook attempts to improve policy development and decision making relative to financing postsecondary education. Sections cover: (1) descriptions and comparisons of selected reports relative to recommendations for postsecondary financing; (2) position statements and/or comments on postsecondary financing from certain cooperative sponsoring groups for the conference series; (3) descriptions and critiques of possible usage for models in assessing postsecondary financing plans. Also included is a set of questionnaires that might be used in assessing financing proposals and existing financing programs. (Author/KE)

**ED 116 551** HE 006 928  
 Legg, K.

**Comparative Studies in Costs and Resource Requirements for Universities. Technical Report. Studies in Institutional Management in Higher Education.**

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date 31 Oct 71

Note—146p.; Paper presented at the Evaluation Conference on Institutional Management in Higher Education (Paris, France, October, 1971)

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—\*Comparative Education, \*Cost Effectiveness, \*Data Bases, Educational Planning, Expenditures, \*Higher Education, Management Development, \*Mathematical Models, Resource Allocations, Staff Utilization, Surveys, Universities

This comparative study is broadly divided into two parts. The first presents a simple approximate internationally data-based university overall mathematical resource model derived from an original analysis of a 15-university international sample from the CERI (Center for Educational

Research and Innovation) 1968/1969 Information Survey. It provides a method of estimation of staff and costs at departmental (or equivalent structure) level in terms of twelve broad subject areas and these are then used to derive staff, areas, recurrent and some capital expenditures at the overall university level. The results of a typical example are given. The second part presents a generalized conceptual/data-based methodology for the calculation of university departmental academic, supporting and administrative staff by broad subject area and geographical region. The methodology has been specifically formulated to accommodate different types of student programmes and the method is illustrated by example to a typical British University. Included are relevant observations on international university comparative data derived from the CERI survey. (Author)

**ED 116 552** HE 006 929  
 Han, Stjepan And Others

**Forecasting Student Entrants, Flows and Success Rates. Technical Report. Studies in Institutional Management in Higher Education.**

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date 4 Nov 71

Note—48p.; Paper presented at the Evaluation Conference on Institutional Management in Higher Education (Paris, France, November, 1971)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Comparative Education, Cultural Differences, Demography, \*Enrollment Rate, Flow Charts, \*Higher Education, Information Systems, \*Socioeconomic Background, \*Success Factors

**Identifiers**—\*University of Novi Sad (Yugoslavia)

This document is concerned with an information system to study the internal dynamics of student flows, choice of subjects and success rates, taking into account different regional affiliations and the socioeconomic backgrounds of students. Among the external factors to be considered will be the demographic dimension in terms of changes in the number of potential entrants due to demographic influences. Equally important consideration is being given to technological developments in the country. Thus far, an inquiry covering 1,200 secondary school dropouts in the autonomous region of Voivodina came to the conclusion that eight high school pupils out of ten intend to continue their education at a university and that they are interested in studying law, arts, economics, engineering, and technology. A thorough investigation of student flows at the Faculty of Economics of the University of Novi Sad came to the conclusion that forecasting the number of incoming students must take into consideration the large variations in the number of entering students, the relatively small number of graduates, and the relatively large number of dropouts after the first and the second year of study. (Author)

**ED 116 553** HE 006 930  
 Hussain, K. M.

**Gaming Models in Higher Education. Programme on Institutional Management in Higher Education.**

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date Oct 74

Note—85p.; Paper prepared for the IMHE Seminar on Models and Simulated Decision-making for Institutional Management in Higher Education (Paris, November 25-27, 1975)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—Bibliographies, Computer Programs, Conference Reports, \*Decision Making, Flow Charts, \*Game Theory, \*Higher Education, \*Management Games, \*Mathematical Models, Problem Solving, Simulation

The use of games and gaming, which are simulated decision making, is examined in a paper addressed to the manager and administrator in higher education. Focus is on the use of games in situations of resource allocation for budgeting and long-range planning. Basic definitions and concepts are presented, followed by a discussion of the scope and nature of games and their development. Two games are identified as being currently used in higher education: USG and RRP 1.6, each discussed in detail and evaluated

as to uses and limitations. For further study there is an annotated bibliography to complement specific footnote citations. Appendices include an annotated guide to the literature on RRP 1.6. A systems flow chart is provided along with a listing of the computer program to enable the reader to run USG, and a numerical solution is given to complement the discussion of the logic in the text. The games are mathematical and computerized but there are no prerequisites in mathematics or computer science required of the reader. All need concepts are developed from elemental and primitive terms used in higher education. These concepts are illustrated by means of block diagrams. (LBH)

**ED 116 554** HE 006 932

**Comparative Effectiveness of Alternative Administrative Structures. Annex - Case Study Questionnaires. Programme on Institutional Management in Higher Education.**

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Report No.—IMHE-GC-74.37

Pub Date 18 Dec 74

Note—107p.; Paper presented at the General Conference of Member Institutions (2nd, Paris, January 20-22, 1975). For related documents, see HE 006 933 and 934

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors—**Administrative Policy, \*Case Studies, Comparative Analysis, Conference Reports, Data Analysis, Departments, Glossaries, \*Higher Education, \*Management Systems, Organizational Effectiveness, Policy Formation, \*Questionnaires, Statistical Data, \*University Administration

A set of detailed questionnaires was developed to test a number of hypotheses related to the definition and measurement of practical measures of effectiveness of administration in institutions of higher education. The questionnaires served as the basis of a set of case studies undertaken simultaneously in 19 volunteer institutions during March-May, 1974. The questionnaires are presented, together with their instructions, dealing with departmental procedures and an information sheet providing data on basic statistics of the institution, its formal structure, its status relative to environmental constraints, the state of management technology, and the faculty and departments. An additional administrative questionnaire and one on contingency studies, which should provide some basis for direct objective comparison between the processes of administration at different level of higher education, are also provided. A glossary is included. (LBH)

**ED 116 555** HE 006 933

Thulin, Lars Uno

**Study of the Comparative Effectiveness of Alternative Administrative Structures. Evaluation Report. Programme on Institutional Management in Higher Education.**

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Report No.—IMHE-GC-74.38

Pub Date 16 Dec 74

Note—23p.; Paper presented at the General Conference of Member Institutions (2nd, Paris, January 20-22, 1975). For related documents, see HE 006 932 and 934

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**Administrative Policy, \*Comparative Analysis, Conference Reports, Departments, \*Educational Research, \*Higher Education, \*Management Systems, Organizational Effectiveness, Pilot Projects, Systems Approach, \*University Administration

The methodology is reviewed and recommendations offered regarding alternative administrative structures. A more systematic study of the literature is advocated, along with the establishment of a reference group of administrators to act as advisors to the research team. The research must be focused on more than one department. The systems approach should be preferred as a method, with the behavioral approach developed further before it can be used in a practical project. The next phase of the project has to be drafted in close contact and cooperation with the administrative reference group. The proposed project must be presented to the members of the IMHE program for comments, suggestions, and approval, and time for amendments

according to discussion of the project draft should be allowed. It is concluded that execution of the project can take place at the various universities, in cooperation with the administrative reference group members. (LBH)

**ED 116 556** HE 006 934

Rivett, B. H. P. And Others

**Comparative Effectiveness of Alternative Administrative Structures. Final Report on a Pilot Investigation. Programme on Institutional Management in Higher Education.**

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Report No.—IMHE-GC-74.36

Pub Date 16 Dec 74

Note—90p.; Paper presented at the General Conference of Member Institutions (2nd, Paris, January 20-22, 1975). For related documents, see HE 006 932 and 933

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors—**\*Administrative Policy, \*Comparative Analysis, Conference Reports, Decision Making, Educational Objectives, Educational Research, \*Higher Education, \*Management Systems, \*Pilot Projects, Questionnaires, Systems Approach

**Identifiers—**\*Sussex University

Initial objectives of this pilot study were to: define the effectiveness and structure of administration in institutions of higher education; explore and identify measures of administrative effectiveness and structure; test the practicability of such definitions and measures against on-going processes at Sussex University; direct, coordinate, and analyze the results of small comparative studies at various European institutions for higher education. Comparisons are made between the systems approach and the behavioral approach. The systems approach is concluded to offer a practicable and profitable methodology that can realize all of the project objectives. Proposals for future research are offered, utilizing a research team with administrative experience and a set of participating institutions, which would determine the comparative effectiveness of alternative administrative structures. The full-scale continuance of the pilot project is advocated. The package for such an application would contain sets of departmental, administrative, and student questionnaires, an information sheet, and a new set of contingency studies. It is concluded that the behavioral approach needs further work for effective application. (LBH)

**ED 116 557** HE 006 936

Feil, Philip

**Design of the Preclass Instructional Package for Higher Education.**

Central Michigan Univ., Mount Pleasant. Inst. for Personal and Career Development.

Pub Date Aug 75

Note—20p.

Available from—The Institute for Personal and Career Development, Central Michigan University, Mt. Pleasant, Michigan

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**Adult Students, Continuing Education Centers, Degree Requirements, \*Flexible Schedules, Graduate Students, \*Graduate Study, \*Higher Education, Instructional Innovation, \*Instructional Technology, Part Time Students, \*Performance Based Education, Performance Factors, Scheduling

The Institute for Personal and Career Development (IPCD) provides graduate level instruction in a number of disciplines to groups of individuals who might otherwise not be able to obtain a graduate education. IPCD attempts to provide an alternate program that meets the needs of these individuals by emphasizing controls which would promote more efficient instruction and learning. These include such controls as (1) the compressed schedule; (2) a mastery of prerequisites; (3) course content; (4) instructional strategies; and (5) evaluation. This document highlights the importance of and methods of achieving the mastery of prerequisites through a specially designed preclass instructional package based on the competency-based model of instruction. The package includes an introduction to the course, instructions to the student, a list of course prerequisites stated as performance objectives, performance objectives for the first unit, a study directory, exercises and problems for the unit, self-assessment test, subsequent units, and a list of classroom ac-

tivities stated as performance objectives. This package is intended to ensure the instructional effectiveness of the classroom sessions and the post class activities. (JMF)

**ED 116 558** HE 006 938

**Results of the 1974 NACUBO Comparative Performance Study and Investment Questionnaire.** National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date [75]

Note—72p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**\*Comparative Analysis, \*Educational Economics, \*Educational Finance, \*Financial Support, \*Higher Education, Investment, Performance, Questionnaires, Trusts (Financial)

**Identifiers—**\*Endowment Funds

The 1974 Comparative Performance Study includes 150 endowment pools representing 136 institutions. The market value of the pools which provided information as of June 30, 1974, was 6.9 billion dollars. The study identifies endowment pools by code and indicates each pool's investment objective, approximate market value, the percentage in cash and short-term investments as of June 30, 1973, and June 30, 1974, the percentage in equities as of June 30, 1973, and June 30, 1974, fund characteristic and fund composition, and percentage in senior securities and miscellaneous assets as of June 30, 1973, and June 30, 1974. The investment objective coding used is (1) total return, (2) balanced, and (3) income oriented. (Author/JMF)

**ED 116 559** HE 006 950

Phillips, Ione

**A Question of Quality. Financial Profile of State and Land-Grant Universities 1975.**

National Association of State Universities and Land-Grant Colleges, Washington, D. C. Office of Research and Information.

Pub Date 75

Note—35p.

Available from—Office of Research and Information, National Association of State Universities and Land-Grant Colleges, Suite 710, One Dupont Circle, NW Washington, D.C., 20036

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**Budgets, Comparative Analysis, Educational Finance, \*Educational Quality, Enrollment Trends, Expenditures, Financial Policy, Financial Problems, Financial Support, \*Higher Education, Land Grant Universities, School Surveys, \*State Aid, State Universities

Whether or not there will be enough funds available to meet required expenditures has become an annual dilemma for most colleges and universities in recent years. This publication, based on a survey conducted among the 130 member institutions of the National Association of State Universities and Land-Grant Colleges (NASULGC), is an attempt to show the dimensions of the financial crisis besetting large public universities. The colleges and universities represented in this report together enrolled slightly more than 30 percent, or 3.1 million, of the 10.2 million students attending all higher education institutions in Fall, 1974. The questionnaire attempted to identify possible trouble areas. Analysis of the data is designed to show the effects of inflation and of continued enrollment increases on the financial resources of these universities. Special attention has been devoted to the growing problem of inadequate state appropriations. Economy measures being taken to help combat rising costs and other efforts to cope with crisis situations are emphasized. Implicit in every aspect of the financial crisis is the question of quality. This is evidenced by the major unmet needs as analyzed by the universities themselves. (Author/JMF)

**ED 116 560** HE 006 952

**"Opening Up" Faculty Evaluation. Who Evaluates, How and Why.**

Southern Regional Education Board, Atlanta, Ga. Pub Date Sep 75

Note—8p.

Journal Cit—Regional Spotlight. News of Higher Education in the South; v10 n1 Sep 1975

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*Advisory Committees, Alumni, \*College Faculty, Educational Administration, Educational Diagnosis, Effective Teaching, Evaluation, \*Faculty Evaluation, Faculty

Promotion, \*Higher Education, Questionnaires, \*Student Participation, Tenure

Because of the growing emphasis on tenure and faculty evaluation the Southern Regional Education Board conducted a survey of faculty evaluation procedures. Questionnaires received from 536 private and public institutions in a 14-state region illustrate the picture of who evaluates, how, and why. The survey showed that the department chairperson and the chief academic officer are those persons primarily responsible for evaluation. Others involved in the process at various institutions included high administrative officers, faculty committees, and students. Alumni, joint student faculty committees, or peers from other institutions are used very little in the evaluation process. The primary reason given for faculty evaluation was faculty development and improvement. Other reasons listed were to provide diagnostic information on teaching behavior and effectiveness, and to provide data on which to make decisions regarding reappointment, promotion and tenure. Evaluation is generally based on instruction, advising, administrative activities (e.g., serving on decision and policy-making committees), personal attributes, research, publications, activity in professional societies, public service, and civic activities. (JMF)

**ED 116 561** HE 006 953  
Admissions and Financial Aid Information for Maryland's Public and Private Postsecondary Educational Institutions.

Maryland Council for Higher Education, Annapolis.

Pub Date Aug 75

Note—273p.

**EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage**  
Descriptors—\*Admission Criteria, Catalogs, Federal Aid, Fees, \*Higher Education, Private Colleges, State Aid, State Colleges, \*State Federal Aid, State Universities, \*Student Costs, \*Student Financial Aid, \*Transfers, Tuition

In cooperation with Maryland's public and private postsecondary educational institutions, the Maryland Council for Higher Education provides this publication to disseminate information on admissions requirements, tuition and required fees, program offerings, and student financial assistance available to Maryland residents. It is published annually and provides a description of both state and federal financial aid programs, the Council's policies for student transfer, and a profile of expenses, admissions and financial aids at institutions of higher education in Maryland, by institution. (JMF)

**ED 116 562** HE 006 969  
Saunders, Charles B., Jr.  
Should Higher Education Have a Role in Higher Education Policy?

Pub Date 6 Nov 75

Note—13p.; Paper presented at the Annual Meeting of the North Carolina Association of Colleges and Universities (Boone, North Carolina, November 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—College Role, Consultants, \*Cooperative Planning, \*Educational Legislation, \*Federal Legislation, Government Role, \*Higher Education, \*Policy Formation

Federal legislation and court decisions over the past two decades have exerted a pervasive influence on the whole fabric of higher education in America. Increasing restrictions have been placed on the qualities of freedom and diversity, which this nation has historically valued in its institutions of higher education. But there is also a heightened awareness of the enormous powers the people have entrusted to their government, and the potential and actual dangers of abuse of these powers. The persistent failure by the executive branch to consult the education community on matters which affect it, particularly in the development of regulations implementing Federal programs, is a cause of these problems and a reason for demanding broader participation in the decision making process. With such consultation, the college community would obtain a helpful understanding of the problems the regulations are intended to address and program officials would obtain an early warning of possible difficulties that might arise in administering the regulations. (Author/KE)

**ED 116 563** HE 006 970  
McDermott, Marie  
Profiles of Hofstra Prospective Applicants at Various Points in the Admissions Process. Report No. 112.

Hofstra Univ., Hempstead, N.Y. Center for the Study of Higher Education.

Report No—R-112

Pub Date Oct 75

Note—30p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—\*Admission (School), \*Enrollment Influences, \*Higher Education, Recruitment, Statistics, \*Student Application, \*Student Characteristics, Student Placement

Identifiers—\*Hofstra University, Student Descriptive Questionnaire

For the past two years Hofstra has participated in the College Entrance Examination Board's (CEEB) Admissions Testing Programs (ATP). Through this program, Hofstra has received summary statistics on the students who have requested that their SAT scores be sent to Hofstra, those who apply, and enrolled students. Normative data are also included for prospective applicants to all colleges and to other four-year private colleges to provide a perspective for determining unique characteristics of Hofstra prospective applicants. The profiles are based on responses to the Student Descriptive Questionnaire (SDQ), which provides information concerning student interests, backgrounds, activities, and educational plans. The main questions asked in this document have to do with the characteristics of: prospective applicants as compared to those of other four-year colleges and to other colleges in general; the accepted applications as compared to the enrolled; the enrolled as compared to the no-shows; and Hofstra applicants who requested financial aid as compared to the total group. In addition, each subgroup's profile can be compared with each other and all groups can be compared over time. These data provide much information that can be used for admissions criteria, financial aid policies, plans for academic programs, and particularly for recruitment purposes. (Author/KE)

**ED 116 564** HE 006 971  
Fidler, Paul P. And Others  
Profile of U.S.C. Entering Freshmen, Fall 1974.  
Research Notes No. 26-75.

Pub Date Oct 75

Note—23p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*College Freshmen, Comparative Analysis, \*Demography, \*Higher Education, National Norms, Questionnaires, Sex Differences, \*Student Attitudes, \*Student Characteristics, Tables (Data)

Identifiers—\*University of South Carolina

During the 1974 fall orientation, a questionnaire was administered to approximately 65 percent of the entering freshmen class at the University of South Carolina (USC). A total of 364 other institutions of higher education, including 44 universities, also participated in this continuing national study of higher education. This document presents a comparative analysis of various demographic data, opinions, and projections of the entering freshmen at USC. USC entering freshmen were compared as a whole to the national norms; they were also compared by the colleges in which they were enrolled. Sex differences were reported where they appeared to be important. Eleven areas of interest were selected for this analysis from the original 52 areas contained in the questionnaire. The eleven areas selected to provide a composite profile of the entering freshmen were: (1) age; (2) racial background; (3) average grade in high school; (4) highest degree planned anywhere; (5) reasons noted as important for selecting the college; (6) estimated parental income; (7) probable major field of study; (8) current religious preference; (9) political orientation; (10) "students estimate chances are very good that they will"; (11) residence planning during fall term. Results showed that the U.S.C. entering freshmen as compared with others, generally achieved lower in high school; academic reputation of U.S.C. was of less importance in selecting school; were more likely to be Black less confident academically; more likely to be Protestant; and more likely to live at home than in a college dormitory. (Author/KE)

**ED 116 565** HE 006 972  
Royster, Eugene C. And Others  
Research and Learning Centers Among Black Colleges in the Human Services: A Feasibility Study. Final Report.

Lincoln Univ., Pa.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No—SRS-10-56063; SRS-10-56063-001

Pub Date Jun 72

Note—179p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (PB-243 000, HC \$7.00, MF \$2.25)

Document Not Available from EDRS

Descriptors—\*Financial Support, \*Higher Education, \*Human Services, \*Negro Colleges, Questionnaires, \*Research and Development Centers, Research Projects, Statewide Planning, Tables (Data)

This fact finding project (1971-72) accumulated information upon which Social and Rehabilitation Service (SRS) could begin reversing its tendency to fund white rather than black institutions of higher learning as training and research centers. The purpose was to suggest where and how, among black institutions, future funds might best be allocated. This was to be a feasibility study; it would recommend mechanisms of action but not choose locations or membership for particular centers. Data were collected by mail questionnaires sent to administrators and faculty of black colleges and universities, by interviews conducted in 54 schools and from institutional publications. It was concluded that establishment of research and learning centers in black schools is feasible and that, in general, implementation should be through statewide clusters of schools. (Author)

**ED 116 566** HE 006 973  
Black, Ruth G.

DHEW Obligations to Institutions of Higher Education and Other Nonprofit Organizations. Fiscal Year 1973. Volume 1. Summary.

National Institutes of Health (DHEW), Bethesda, Md. Resources Analysis Branch.

Pub Date Oct 74

Note—93p.; For related documents, see HE 006 974, 975, and 976; Occasional marginal legibility in the 43 pages of tabular material

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*Federal Aid, Health Occupations Education, \*Higher Education, Hospitals, \*Institutions, Medical Schools, \*Organizations (Groups), \*Private Agencies, Private Colleges, Research and Development Centers, Science Programs, Scientific Research, Surveys, Tables (Data)

This document, part of a five-volume set, summarizes the major results of a survey of FY 1973 Department of Health, Education, and Welfare obligations to institutions of higher education and other nonprofit organizations. The companion volumes contain data in tabular form covering Department support to: (1) institutions of higher education; (2) health professional schools, (3) nonprofit hospitals, and (4) other nonprofit organizations such as research institutes, operating foundations, and R & D centers. This summary volume highlights Department support in terms of specific types of science activities, fields of science, geographic and institution distribution of funds, and source of funds by constituent agency. (Author)

**ED 116 567** HE 006 974  
Black, Ruth G. Bailey, Joan T.

DHEW Obligations to Institutions of Higher Education and Other Nonprofit Organizations. Fiscal Year 1973. Volume 2. Institutions of Higher Education.

National Institutes of Health (DHEW), Bethesda, Md. Resources Analysis Branch.

Pub Date Oct 74

Note—439p.; For related documents, see HE 006 973, 975, and 976. Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Colleges, Criteria, \*Federal Aid, Geographic Distribution, Health Occupations Education, \*Higher Education, Hospitals, \*Institutions, Medical Schools, Research and Development Centers, Science Programs,



Scientific Research, Surveys, Tables (Data), \*Universities

This document on Department of Health, Education, and Welfare obligations to institutions of higher education provides a detailed report on funds obligated during Fiscal Year 1973 to institutions of higher education by constituent agencies of the DHEW. The tables present data three ways for each DHEW agency: (1) alphabetically by census region, state, and institution; (2) by descending order of rank according to the amount obligated to each institution; and (3) type of obligation. Guidelines were developed to provide a meaningful perspective of DHEW support for a wide range of activities related to science, health and education performed in institutions of higher education. (Author)

**ED 116 568** HE 006 975  
DHEW Obligations to Institutions of Higher Education and Other Nonprofit Organizations. Fiscal Year 1973. Volume 3. Health Professional Schools.

National Institutes of Health (DHEW), Bethesda, Md. Resources Analysis Branch.  
Pub Date Oct 74

Note—186p.; For related documents, see HE 006 973, 974, and 976. Not available in hard copy due to marginal legibility of original document  
EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Dental Schools, \*Federal Aid, \*Health Occupations Education, \*Higher Education, \*Medical Schools, Nursing, Ophthalmology, Paramedical Occupations, Pharmacists, Research and Development Centers, Science Programs, Surveys, Tables (Data), Veterinary Medicine

This document on Department of Health, Education and Welfare obligations to institutions of higher education provides a detailed report on the part of the funds obligated during Fiscal Year 1973 to health professional schools by constituent agencies of the DHEW. The tables present the data five ways: (1) by type of health professional school; (2) by census region and type of health professional school; (3) by type of health professional school and type of obligation; (4) by type of health professional school ranked according to the amount awarded to each school; and (5) by the amount loaned to students by type and name of school attended. Guidelines were developed for this report to provide a meaningful perspective of DHEW support for a wide range of activities related to science, health, and education performed in institutions of higher education. (Author)

**ED 116 569** HE 006 976  
DHEW Obligations to Institutions of Higher Education and Other Nonprofit Organizations. Fiscal Year 1973. Research Institutes, Operating Foundations, and R&D Centers.

National Institutes of Health (DHEW), Bethesda, Md. Resources Analysis Branch.  
Pub Date Oct 74

Note—47p.; For related documents, see HE 006 973-975

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage  
Descriptors—\*Federal Aid, Foundation Programs, \*Higher Education, \*Organizations (Groups), \*Private Agencies, \*Research and Development Centers, Surveys, Tables (Data)

This document on Department of Health, Education, and Welfare obligations to research institutes, operating foundations, and research and development centers provides a detailed report on the part of the funds obligated during Fiscal Year 1973. It covers a diverse group of organizations such as scientific societies, zoos, health maintenance organizations, community health centers, and drug abuse and alcoholism centers. Each type of organization is listed by DHEW agency, census region, state and name of some of the major organizations benefiting from the awards. (Author/KE)

**ED 116 570** HE 006 985  
Leslie, David W.  
Impact of Collective Bargaining on Conflict Resolution Practices. Research Summary No. 2. Academic Collective Bargaining Information Service, Washington, D.C.

Spons Agency—Carnegie Corp. of New York, N.Y.  
Pub Date Sep 75

Note—6p.  
EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Collective Bargaining, Colleges, \*Conflict Resolution, \*Decision Making, \*Grievance Procedures, \*Higher Education

This document summarizes some of the major findings and basic conclusions of a study conducted during the 1973-75 period, the goal of which was to assess the impact of collective bargaining on conflict resolution practices in higher education. The population of institutions operating under collectively negotiated contracts with faculty in September 1973 was matched with a corresponding sample of colleges (for size, level of degree offering, type of control and region of the country) not then operating under negotiated contracts. Both groups were subsequently surveyed to establish: (1) the nature of formal mechanisms used for resolving faculty conflict; and (2) the extent to which these procedures had been used. The most general conclusion reached is that more universalistic and secular principles of conflict resolution are replacing the older more informal norms based on the traditions and values of a shared concept of academic life. Greater and greater emphasis on procedural protection appears in general to be supplanting the mechanisms on consensus, trust, and shared authority as the accepted mode of dispute resolution. (Author/KE)

**ED 116 571** HE 006 986  
Orze, Joseph J.  
Faculty Collective Bargaining and Academic Decision Making. Special Report No. 24.

Academic Collective Bargaining Information Service, Washington, D.C.  
Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date Sep 75  
Note—16p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage  
Descriptors—\*Collective Bargaining, \*Contracts, \*Decision Making, \*Higher Education, \*Innovation, Organizational Development, Student Participation, Teacher Participation

On January 25, 1973 the Board of Trustees and the Faculty Federation of Southeastern Massachusetts University ratified what each party considered to be a unique and broadly optimistic collective bargaining agreement. The agreement was germinated as the progeny of two strongly shared beliefs: (1) in the need to create a system for the development of a participatory democracy within the academic processes of the University; and (2) that the academic processes of the University could be structured through collective bargaining to most effectively achieve such a system. In attempting to structure the university's decision-making processes, responsibility and authority have been given credence through accountability. This is in keeping with all good administrative practices and applicable to all forms of institutions and offices. However, it has not always been rigorously applied within the academy. Southeastern Massachusetts University has learned through experience that a well conceived and well structured collective bargaining agreement is not a panacea for curing the ills of colleges and universities, but it has also learned that such an agreement can go a long way toward making them healthy, functional, and effective. (Author/KE)

**ED 116 572** HE 006 987  
Phelan, Daniel J.  
Faculty, Student and Staff Attitudes Toward Potential Collective Bargaining Issues at the Ohio State University. Research Summary No. 3.

Academic Collective Bargaining Information Service, Washington, D.C.  
Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date Oct 75  
Note—17p.; Summary of Master's thesis, The Ohio State University

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage  
Descriptors—\*Collective Bargaining, \*Decision Making, \*Fringe Benefits, \*Grievance Procedures, \*Higher Education, Interprofessional Relationship, Strikes, \*Student Attitudes, Student Participation, \*Teacher Attitudes, Teacher Participation, Unions

Identifiers—Columbia, Ohio State University  
Attitudes concerning faculty unionization have an impact on its rejection or acceptance and its subsequent implementation. This study was conducted to determine the level of agreement among faculty, student services staff, and students

before major collective bargaining activities, such as a run-off election, take place. Assessed are attitudes held by faculty, students who are active and assumedly concerned with the welfare and the dynamics of the University, and staff members under the Office of Student Services toward aspects of collective bargaining at the Ohio State University, Columbia campus. Findings point out a variety of areas, such as fringe benefits, working conditions, and student participation that have the potential to become areas of conflict. In the event of collective bargaining at Ohio State, the question whether decisions will be made in the distributive model as a result of power, coercion, and formalization, or in the integrative model as a result of trust, reason, and shared goals will be partly dependent upon a change in the attitudes of the parties involved. Those parties must understand that they are not simply interest groups but that they constitute the University and share a variety of common goals and interests. (Author/KE)

**ED 116 573** HE 006 996  
Millett, John D.  
Allocation Decisions in Higher Education. Academy for Educational Development, Inc., Washington, D. C. Management Div.  
Note—57p.

Available from—The Academy for Educational Development, 1414 Twenty-Second Street, N.W., Washington, D.C. 20037 (\$2.00)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage  
Descriptors—Budgeting, Colleges, \*Cost Effectiveness, \*Decision Making, \*Educational Economics, Expenditures, \*Higher Education, Program Planning, \*Resource Allocations, Universities

College and university faculties and students often dislike being reminded that the organization of which they are a part is an economic enterprise. Yet, each individual college and university is an economic entity, substantially concerned with obtaining and utilizing economic resources. In the process of getting and spending, colleges and universities have a choice: to behave as an economic endeavor producing and selling services or to behave as a body politic obtaining resources from taxation and philanthropy and distributing these resources as some particular power structure may determine. Related issues are: (1) allocation mechanisms in the economy; (2) allocation in higher education; (3) sharing authority for resource allocation; (4) program planning and budgeting; (5) the university and the marketing-price mechanism; (6) the college and the marketing-price mechanism; (7) expenditure-income analysis and decision making; (8) criticisms of the market-price mechanism; and (9) the challenge of allocation decisions. (Author/KE)

**ED 116 574** HE 007 006  
Fribush, Stuart L. Larson, Thomas A.  
Medical School Characteristics Associated with Faculty Participation in Federal Programs.

Association of American Medical Colleges, Washington, D. C.; Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Resources Development.

Report No.—DHEW-RHA-75-74  
Pub Date Apr 75  
Note—51p.; For related documents, see HE 007 019-022

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage  
Descriptors—Clinical Experience, Educational Objectives, \*Federal Programs, Graduate Study, \*Higher Education, \*Medical Education, \*Medical Schools, Models, Statistical Analysis, Teacher Attitudes, \*Teacher Participation

This document attempts to quantify the objectives of various Federal programs of support to medical schools and to examine the extent to which these objectives have been met. It utilizes a multivariate regression model to investigate variations among the characteristics of 50 medical schools in 1972 associated with high and low faculty participation in federal programs. It presents four factors as possible participation rates in National Institutes of Health (NIH) training grants and in other federal programs: (1) propensity of the medical school to produce graduates later employed in academic medicine; (2) experience of the faculty with respect to previous participation in federal programs; (3) emphasis on graduate training in the basic sciences; and (4) clinical orientation of the medical school. Utilizing nine variables to describe the four pre-

dictors, a model was devised that predicts faculty participation rates in the NIH training grant programs among the medical schools. Using the same variables, a similar model was developed to predict participation in other federal programs, primarily NIH research programs. (Author/KE)

ED 116 575 HE 007 010

**Examination into the High Default Rate and the New Policy of the Department of Health, Education, and Welfare in Regard to Refunds Due to Students Attending Schools and How Those Refunds Affect the Amount of Federal Guarantee.** Hearing before the Subcommittee on Education of the Committee on Labor and Public Welfare, United States Senate, Ninety-Fourth Congress, First Session.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Pub Date 5 Mar 75

Note—190p.

EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage

Descriptors—\*Educational Finance, \*Federal Legislation, \*Federal Programs, \*Higher Education, \*Student Loan Programs

This document discusses facets of the guaranteed student loan program that have been brought into sharp focus by various actions of the Administration. They have sent to the Senate suggested legislation that attempts to deal with the high default rate in the program. Also discussed are the continuing high default rate, and the new policy on the part of the Department of Health, Education, and Welfare with regard to refunds due to students attending schools and how those refunds affect the amount of the Federal guarantee. (Author)

ED 116 576

HE 007 023

Shay, Linda J.

**A Practical Guide to the Implementation of an External Degree Program.**

Pub Date Aug 75

Note—85p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Delivery Systems, Educational Objectives, \*External Degree Programs, Faculty, \*Guides, \*Higher Education, \*Instructional Innovation, \*Program Development, Program Evaluation, Program Planning, Student Needs, Student Personnel Services

A framework is needed to follow in implementing external degree programs. External degree programs meet the needs of individuals who cannot meet the time and space commitments of regular on-campus college classes. They differ from correspondence courses in the delivery system, student support services, and credibility of the learning experience. But in order to reach the needs of the diverse population, innovative methods of higher educational instruction and assessment need to be developed. Interested individuals need to seek the assistance of programs that have been in existence. In this way, new programs will be able to apply the experiences of other programs to their surroundings. The result will be more widespread initial support, and an emphasis on effective planning, and deemphasis on problem solving. (Author/KE)

ED 116 577

HE 007 027

O'Toole, Teddy

**Elimination of Social Rules.**

United States National Student Association, Washington, D.C.

Pub Date 24 Jul 68

Note—115p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—\*Activism, Administrative Policy, Case Studies, Change Strategies, College Environment, Court Cases, Educational Change, \*Higher Education, Models, \*Power Structure, \*Social Change, \*Student College Relationship

The thesis of this document is that arbitrary social rules must be eliminated. Chapters cover: (1) what it is like to be a student whose personal activities are controlled; (2) the necessity of environmental freedom as a prerequisite to successful educational reform; (3) the question of environmental control; (4) the legal history of environmental control, and a presentation of the current status of the courts with regard to student freedom; (5) the tactics a student might employ in eliminating a certain social rule; (6) ways to make the college environment into a place where interpersonal contact is open and rewarding; (7) articles, statements, and case studies dealing with

women's hours, intersession, and dress regulations. (Author/KE)

ED 116 578

95

HE 007 041

Brown, Charles L., Ed.

**Institutional Research at Predominantly Black Colleges and Universities.**

North Carolina Central Univ., Durham.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 70

Contract—OEC-2-6-06295-2130

Note—58p.; Papers presented at a symposium sponsored by the Regional Education Laboratory for the Carolinas and Virginia (Pinehurst, North Carolina, February, 1970)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—College Freshmen, \*Higher Education, Individual Characteristics, Information Systems, \*Institutional Research, \*Negro Colleges, Questionnaires, \*Research Criteria, \*Research Methodology, Student Attitudes, Surveys

One of the youngest of the professions belonging to higher education is institutional research. But younger still has been the incursion of institutional research onto the campuses of predominantly black institutions. This group of papers attempts to lend a truer perspective to the burgeoning institutional research function at predominantly black institutions. The papers cover: (1) a poll conducted among institutional researchers at predominantly black colleges and universities; (2) the origin of institutional research in North Carolina at public-supported institutions, the sameness which marks the institutional research function at both black and white campuses, the necessity to relate research at black institutions to black students; (3) the need for a total information gathering and reporting system, the role an office of institutional research should play as a part of the total information and reporting system, institutional benefits as whole or partial derivatives of an office of institutional research; (4) assessment of student attitudes as measured by College Student Questionnaires data; and (5) an analysis of the sex, socioeconomic status, educational background, and concern for grades of North Carolina Central University students, and pairs these findings with the liberality of their political views. (Author/KE)

ED 116 579

HE 007 082

**National Project 3: Elevating the Importance of Teaching.**

Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date 75

Note—33p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Cost Effectiveness, Federal Programs, \*Higher Education, \*Post Secondary Education, \*Program Descriptions, \*Project Applications, \*Teaching Quality

The Education Amendments Act of 1972 authorizes the Secretary of Health, Education, and Welfare to improve postsecondary education opportunities by providing assistance to educational institutions and agencies for a broad range of reforms and innovations. The Fund for the Improvement of Postsecondary Education was established for this purpose. It is a governmental grant-making organization. Its two general goals are diversity and cost-effectiveness, which will be achieved primarily through the encouragement of structural, learner-centered improvements throughout postsecondary education. To achieve these purposes, the fund administers several distinctive program competitions. Applicants are invited to submit proposals under the comprehensive program competition, the special-focus program, and the national projects competition. The National Project of Teaching strengthens and encourages individuals and institutions that have demonstrated a commitment to raising the importance of teaching within postsecondary education. Special guidelines and procedures have been established for applicants to the national projects with reference to the general criteria of significance, feasibility, extent of institutional commitment, and appropriateness to the fund. (Author/KE)

ED 116 580

HE 007 083

Sturges, Jack Krislov, Evelyn

**Interviewing Skills and Social Values Change Resulting from Short-Term Training of Public**

**Assistance Workers. An Appraisal of the Public Service Careers Training Project Conducted at the University of Kentucky, Lexington, Kentucky.**

Kentucky Univ., Lexington. Coll. of Social Professions.

Spons Agency—Kentucky State Dept. of Personnel, Frankfort.

Pub Date [74]

Note—80p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Field Interviews, \*Higher Education, \*Nonprofessional Personnel, \*Post Secondary Education, Process Education, Role Playing, \*Social Workers, \*Training Techniques

Identifiers—\*Kentucky

This document evaluates six three-week inservice training sessions provided for Kentucky public assistance workers. The training was conducted with 15 trainees participating in each session. Trainees were state employees who were employed to determine eligibility for food stamps, medical assistance, SSA unemployment insurance, etc. Their formal education was generally less than 2 years of college. The instructional objectives were to develop interviewing and counseling skills, understanding of human behavior, and appreciation of values held by different groups. Enrollees were first trained in discriminating among different qualities of responses that workers might make to clients' statements. They then practiced responding, first in writing and then orally, to client statements. A pre- and posttraining assessment of enrollees' communication skills was made by administering paper-and-pencil tests and by analyzing the content of role-playing interviews. The data suggested that the interviewing skills of the participants were considerably better at the end of training, but short-term training is not adequate to produce the level of interviewing skills possessed by effective counselors or therapists. Pre- and posttraining measures of the participants' values were also obtained. The data indicated that by the end of training the trainees were more accepting of the values desirable for professional social workers. Tables and appendixes of paper-and-pencil tests are included. (Author/KE)

ED 116 581

HE 007 084

Krop, Lois P.

**Developing and Evaluating a Training Manual for Social Work Field Instructors Using Elements of the Behavioristic System of Learning.**

Pub Date 1 Apr 75

Note—67p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Curriculum Development, Curriculum Guides, Field Experience Programs, \*Field Instruction, \*Higher Education, Learning Theories, \*Manuals, Performance Based Education, Program Evaluation, \*Social Work, \*Teaching Guides, Teaching Methods, Training Techniques

A major problem in social work field institution is that there is very little organized structure or order to field teaching. This document discusses the creation and evaluation of a training manual in performance-oriented field instruction that can be used as a tool for clinical faculty to develop an orderly and systematic progression of teaching. In developing the training manual, the behavioristic psychology of learning was utilized as a basis for developing a systems approach in which field instruction is conceptualized as a course for which content can be selected, behavioral objectives defined, learning activities planned, and student learning assessed. It was designed as a self-instructional guide for field teachers to use in operationalizing a systematic method of preparing instructional units for students and developing curriculum for field work. The first draft of the training guide was utilized and critiqued by three experts in methods of field teaching, then revised according to their recommendations. The revised guide was then evaluated and field tested by agency instructors. Participants' evaluations were extremely favorable. (Author/KE)

ED 116 582

HE 007 085

Radner, Roy And Others

**Demand and Supply in U.S. Higher Education.**

Carnegie Commission on Higher Education, Berkeley, Calif.

Spons Agency—Ford Foundation, New York, N.Y.; National Science Foundation, Washington, D.C.

Pub Date 75  
Note—504p.; For related document, see HE 007 087

Available from—McGraw Hill Book Company, 1221 Avenue of the Americas, New York, New York 10020 (\$19.95)

#### Document Not Available from EDRS

Descriptors—Academic Ability, College Environment, \*Educational Demand, \*Educational Economics, \*Educational Supply, Family Income, \*Higher Education, Input Output Analysis, Manpower Utilization, Models, \*Post Secondary Education, Statistical Analysis, Student Characteristics, Student Costs, Trend Analysis

At a time when planning becomes more and more essential for American colleges and universities, precise and accurate information about them becomes critical. This document reports on some sophisticated statistical measurements of certain aspects of the supply and demand for students, places for them to attend college, and faculty members to teach them. Models are constructed to demonstrate the application of their procedures to the econometric analysis of: (1) the demand for freshman places by potential students as a function of costs of attendance, student family income, student academic ability, and other traits; (2) the relationship between student-faculty ratios and institutional characteristics; and (3) the stocks of educated persons, by age, sex, highest degree, and field of specialization. Presented to illustrate the use of qualitative models for policy making are: (1) alternative forecasts of the demand for new Ph.D.'s on college faculties; (2) estimates of human financial resources requirements of alternative programs to provide two years of college for everyone; and (3) estimates of the impact on higher education of significant compensatory education programs in primary and secondary schools. This analysis demonstrates not only that rather widely differing results can be obtained, but also that a number of different assumptions are quite plausible in attacking problems of estimating future developments in higher education. (Author/KE)

ED 116 583 HE 007 086

Adkins, Douglas L.

The Great American Degree Machine. An Economic Analysis of the Human Resource Output of Higher Education.

Carnegie Commission on Higher Education, Berkeley, Calif.

Spons Agency—Ford Foundation, New York, N.Y.; National Inst. of Mental Health (DHEW), Rockville, Md.; National Science Foundation, Washington, D.C.

Pub Date 75

Note—690p.

Available from—McGraw Hill Book Company, 1221 Avenue of the Americas, New York, New York 10020 (\$14.00)

#### Document Not Available from EDRS

Descriptors—\*Academic Aspiration, Age, Changing Attitudes, Credentials, Data Analysis, \*Degrees (Titles), Economic Change, Educational Demand, \*Educational Economics, Females, \*Higher Education, Input Output Analysis, Males, Manpower Utilization, Models, Social Mobility, \*Trend Analysis, Units of Study (Subject Fields)

This document studies the changes in the total number of holders of bachelor's and more advanced degrees from 1930 to 1971 and provides detailed annual estimates of degree holders in 44 fields. Considered are four possible models that might explain the steady growth in the number of degrees awarded and the changes that occurred in their distribution by level and by field. Of these, the two most important and distinctive are the "technogenic" model, which interprets the aspiration for degrees as a response to the growth of the economy and its changing demands for various types of highly educated manpower, and the "sociogenic" model, which sees little relationship between changes in the labor market and aspirations for degrees either by level or by field, but rather tends to regard the steady increase in the demand for higher education as a manifestation of constantly increasing desires for upward social mobility. The "sociogenic" model also views the tendency of employers to upgrade their educational requirements, and the upward trend in the proportion of young people aspiring to higher degrees, as twin forces contributing to the phenomenon of "credentialism." Although no

decisive conclusion is arrived at, data does not seem to support the technogenic model. (Author/KE)

ED 116 584 HE 007 087

Miller, Leonard S. Radner, Roy

Demand and Supply in United States Higher Education. A Technical Supplement.

Carnegie Commission on Higher Education, Berkeley, Calif.

Pub Date 75

Note—125p.; For related document, see HE 007 085

Available from—McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, New York 10020 (\$6.00)

#### Document Not Available from EDRS

Descriptors—Community Colleges, Compensatory Education Programs, \*Educational Demand, \*Educational Economics, \*Educational Supply, Family Income, \*Higher Education, Junior Colleges, \*Post Secondary Education, Private Colleges, State Colleges, State Universities, Statistical Analysis, Statistical Data, Transfers

This document is a supplement or appendix to "Demand and Supply in U.S. Higher Education" (HE 007 085). It is also addressed to those who wish to investigate in more detail the data on which that analysis was based. No attempt was made, however, to make this document self-contained. Chapters cover: (1) demand for places—individual data; (2) demand for places—institutional data; (3) resource requirements for universal two-year college programs; and (4) disaggregated projections for the 5- 10- and 15-year primary and secondary school compensatory programs. (Author/KE)

ED 116 585 HE 007 090

Hyde, William D., Jr.

Student Financial Aid for Higher Education: An Evaluation of Proposed Federal Legislation.

National Academy of Education, Washington, D.C.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 75

Note—43p.

Available from—National Academy of Education, Ventura Hall, Stanford, California 94305 (free)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Consumer Protection, Educational Economics, Educational Opportunities, \*Equal Education, \*Federal Aid, \*Higher Education, \*Legislation, \*Post Secondary Education

Identifiers—\*HR 3471

Congressman O'Hara, as chairman of the Subcommittee on Postsecondary Education, has presented a bill for student financial aid for higher education (H.R. 3471). The first question is how well do the provisions of the bill serve broader societal goals? After summarizing the bill and examining provisions and implications of the bill that affect the furtherance of equal access and a viable postsecondary educational system, the bill was found to do little in the way of furthering these goals and, in fact, it neutralizes some of the progress made by the Educational Amendments of 1972. H.R. 3471 offers nothing to encourage greater institutional diversity and in some instances it is positively harmful, discriminating against high-tuition schools and schools that price at cost. While it does include provision for protecting the student as consumer, this amounts to little more than recognition of the issue. Insofar as the bill enables more people to obtain some kind of postsecondary education, it promotes greater access; however, by using "the leverage of Federal student aid in such a way to encourage the creation and utilization of low-cost educational opportunities," the bill, in design and implementation, leads toward a kind of access that is neither equitable nor efficient. (Author/KE)

ED 116 586 HE 007 104

Parker, Norman A.

A Study of the Support Operations of Independent Liberal Arts Colleges.

Academy for Educational Development, Inc., Washington, D.C.

Pub Date Oct 75

Note—54p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Colleges, Comparative Analysis, Costs, Data Analysis, \*Educational Economics, \*Higher Education, \*Liberal Arts, \*Private

Colleges, Residential Colleges, \*Student Personnel Services

Smaller residential colleges provide the highest degree of support, i.e., board, room, close student-faculty relationships, large financial aid, extensive cultural programs in music, drama, and athletics for student participation, and those other prerequisites that make the whole life at the small residential college a learning experience. Using data provided by the institutions and additional material obtained from numerous campus visits, this study identifies the support functions and their costs that fit into student, academic, and institutional support classification at five first-rate, independent liberal arts colleges. It provides a synoptical view of the academic year 1973-74. It is basically a fiscal analysis of costs of support operations. Detailed comparative analyses of this information provide the basis for the conclusions and suggestions for possible improvements in economy of operation. Suggestions are a reduction of cost in the following categories: academic administration and personnel development; financial aid for operating funds; physical plant; and community relations. Other possible methods are: a reduction of faculty; an increase in enrollment; and an increase in student financial aid from government sources. (Author/KE)

ED 116 587 HE 007 105

Alley, William E. Berberich, George

An Analysis of AFROTC Detachment Viability. AFHRL-TR-75-18.

Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-75-18

Pub Date Aug 75

Note—25p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Cost Effectiveness, Enrollment, \*Evaluation Criteria, \*Higher Education, \*Military Training, Multiple Regression Analysis, \*Program Effectiveness, Unit Costs

Identifiers—\*Air Force Reserve Officer Training Corps

This document describes (1) the development of effectiveness criteria for Air Force Reserve Officer Training Corps (AFROTC), and (2) relationships between the criteria and various environmental and program characteristics. Normative data are presented for selected criteria (enrollment, production, and unit costs) for each school year between 1966 and 1974. Multiple regression techniques were used to determine the extent to which criterion performance was attributable to characteristics of the host college and characteristics of the program. Predictive stability was examined across both institutions and time. Implications of the findings for evaluation of both current detachments and potential host sites are also discussed. (Author/KE)

ED 116 588 HE 007 109

Ploch, Donald R.

Higher Education: Faculty as Professionalization and Change Agents. Final Report.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—0-0335

Pub Date Jun 72

Grant—OEG-0-70-2918(508)

Note—55p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Change Agents, Church Role, Curriculum Development, \*Faculty, \*Higher Education, Professional Education, \*Socialization, Student Teacher Relationship, Teacher Attitudes, Teacher Background, Teacher Influence, \*Theological Education

Why do people, who have charge of socialization processes, arrange them the way they do? This contrasts with the question typically asked: "What does the person being socialized have to do to succeed?" It shifts the focus of attention from children or students to parents or faculty. In this research the focus is on theological faculty. The sample consists of 269 faculty teaching at 15 theological schools. Fifteen of 33 schools were chosen and stratified by university affiliation and denomination. There were 389 full-time faculty at the rank of assistant professor or above who were the universe sampled. A representative sample of 269 (69 percent) were chosen as respondents. Research consisted of visiting each school for a week, interviewing faculty, talking informally with students, and researching the history of the

school in the library. Interviews focused on and covered these areas: personal background, major curricula shifts since 1960, students, faculty colleagues, career development, intellectual context, and future of the church. Findings and conclusions are: (1) the schools are more alike than different; (2) since there is no vision of theological education that commands widespread respect and authority, changes occurring in format, teaching technique, and student freedom are based on a system of trial and error; (3) schools are less than 3 percent female or black; and (4) theological language, in its traditional sense, is used very little. (Author/KE)

**ED 116 589 HE 007 110**  
**Unequal Access to College. Postsecondary Opportunities and Choices of High School Graduates. Staff Report.**

California State Legislature, Sacramento. Assembly Permanent Subcommittee on Postsecondary Education.

Pub Date Nov 75  
 Note—33p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Admission Criteria, \*Equal Education, \*Family Income, Females, Financial Support, \*Higher Education, High School Graduates, \*Minority Groups, Negroes, Private Colleges, Recruitment, Spanish Americans, State Colleges, State Universities

**Identifiers**—\*California, California State University System, University of California

Access to college for ethnic minorities and the poor remains very limited. Four times as many high school graduates from high-income families enter the University of California than do graduates of low-income families. The entrance rate to the State University and Colleges for high-income graduates is twice the rate for low-income graduates. An examination of the educational and work choices of 1,600 random graduates of 20 Los Angeles high schools revealed that only 4 percent and 9 percent of all black graduates enter UC and CSUC, respectively. The inequality of college opportunities largely results from the disproportionate numbers of low income graduates who are ineligible to enter the University of California or the State University and Colleges. Findings also indicate that UC entrance requirements that focus on high school performance in math and science courses discriminate against women graduates. Los Angeles high schools are greatly segregated, and entrance rates to private colleges and community colleges are surprisingly equal. Several steps to overcome inequities are: (1) expansion of student financial aid programs to further alleviate financial barriers to college; (2) expansion and improvement of outreach programs; and (3) greater flexibility in UC and CSUC admission requirements. (Author/KE)

**ED 116 590 HE 007 119**  
**Summerskill, John**  
**The Educational Passport.**

Pub Date Jul 75

Note—7p.; Paper presented at the meeting on "Designing Diversity" (Washington, D.C., July 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Academic Records, Credentials, \*Higher Education, Information Dissemination, \*Information Services, Job Application, \*Special Services, Student Application, \*Student Records

**Identifiers**—\*Educational Passport

The Educational Passport is a service that is being developed at the Educational Testing Service for students or other individuals in order to facilitate their entry to school or college or employment. The Passport is an accumulative record that the individual prepares and owns and uses. At the Educational Testing Service, photographed documents supplied by the individual, and by institutions at the individual's request, and a wallet-sized piece of microfiche containing all the documents is produced. The individual receives his records along with the Passport, and ETS forwards copies of the Passport to institutions the individual designates. Once a passport has been prepared, the individual does not need to gather all his records together each time he wishes to present his credentials. Consequently, much work is eliminated for all concerned. Passports can be brought up to date easily whenever the individual so requests. (Author/KE)

**ED 116 591 HE 007 120**  
**National Endowment for the Humanities. 1975-1976. Program Announcement.**

National Endowment for the Humanities (NEAH), Washington, D.C.

Pub Date [75]

Note—45p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Awards, Educational Programs, \*Federal Programs, Fellowships, \*Financial Support, Government Role, Grants, \*Higher Education, \*Humanities, \*Program Descriptions, Research

**Identifiers**—\*National Endowment for the Humanities

The National Endowment for the Humanities is an independent federal agency whose principal function is to encourage the understanding and use of the humanities to national concerns. It serves its various constituencies by supporting the work of individual humanists and of nonprofit institutions and organizations engaged in projects involving the humanities. Unlike some federal agencies, the National Endowment for the Humanities does not provide funds of a "formula" or "program" nature to sustain ongoing institutional or individual activities. Its grants are awarded competitively and on individual merit following a careful review process. Four major divisions administer most of its programs: (1) Public Programs Division, (2) Division of Education Programs, (3) Fellowship Division, and (4) Research Grants Division. There is also a Youthgrants in the Humanities program. Applicants should submit a proposal to appropriate division. (Author/KE)

**ED 116 592 HE 007 121**  
**The Federal Eligibility System as Administered by the Office of Education.**

Office of Education (DHEW), Washington, D.C.

Pub Date 7 Apr 75

Note—13p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Academic Standards, Accreditation (Institutions), Certification, \*Evaluation Criteria, Evaluation Methods, Federal Aid, Federal Legislation, \*Federal Programs, \*Higher Education, \*Institutions, Organizations (Groups), \*Program Descriptions

The Office of Education's system for determining institutional eligibility for access to Federal funds derives from a series of 13 specific statutory mandates. It uses HEGIS (Higher Education General Information Survey form #2300-1), that provides basic institutional characteristics information, which together with catalogs and other materials, provide information to help make initial eligibility decisions. Educational institutions may establish eligibility to apply for participation in the Federal financial aid programs by meeting the pertinent statutory requirements. Institutional eligibility is subject to termination whenever an institution is found not to be in compliance with one of the eligibility elements. Twenty-nine different agencies and audiences are known to utilize eligibility determinations and assessments made by the Office of Education. Although the Office of Education stresses that institutional eligibility for Federal funding does not insure quality education, the consumer and the taxpayer appear to assume that the institutions which the Government has deemed eligible for Federal assistance have been appropriately evaluated and meet at least minimum levels of operational performance and quality. (Author/KE)

**ED 116 593 HE 007 122**  
**Nursing Training Act of 1975. Fact Sheets.**

Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Nursing.

Pub Date Sep 75

Note—12p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Federal Legislation, \*Financial Support, \*Higher Education, \*Nursing, Professional Continuing Education, \*Professional Education

**Identifiers**—\*Nursing Training Act 1975

The Nursing training Act of 1975 revises and extends the nursing training authorities provided under Title VIII of the Public Health Service Act for a three-year period, thus providing aid to nursing training through September 30, 1978. It provides two new, separate authorities for the support of Advanced Nursing Training and

Nursing Practitioner programs. Institutional aid is continued through Construction Assistance, Capitation Grants, and Financial Distress authorities. Start-Up Grants for nursing training programs and grants and contracts for Full Utilization of Educational Talent for Nursing are repealed. Support for the latter purpose is continued, but it is now consolidated with the other purposes under Special Project Assistance. Continuation of student support is again authorized through the Nursing Student Loan and Scholarship programs and the Professional Nursing Traineeship program. Programs under this legislation are administered by the Division of Nursing, except for the Student Loans and Scholarships which are administered by the Office of Student Assistance, Bureau of Health Manpower. This document reviews the highlights of these new and amended provisions. (Author/KE)

**ED 116 594 HE 007 123**  
**Meeting College Costs. A Guide for Parents and Students.**

College Entrance Examination Board, New York, N.Y. Coll. Scholarship Service.

Pub Date [75]

Note—9p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Budgeting, Costs, \*Educational Economics, \*Educational Finance, Equalization Aid, \*Higher Education, \*Post Secondary Education, \*Student Costs, \*Student Financial Aid, Student Loan Programs, Tables (Data), Tuition Grants, Work Study Programs

Financial aid is available to help students meet postsecondary education costs. It comes in a variety of forms. It may take the form of a grant, a loan, or a job. Colleges very commonly employ a combination of these forms, called "packages," tailored to fit each student's resources and requirements. This booklet can help you learn whether you are eligible for financial aid. You will find out how to estimate education expenses and how to figure the amount you and your parents might be expected to contribute toward these costs and how much you will require from other sources. Sections cover: (1) making a student budget; (2) estimating what parents may be asked to pay; (3) Will you need financial aid?; (4) Where does aid come from?; and (5) applying for aid. Tables provide hypothetical examples. (Author/KE)

**ED 116 595 HE 007 266**  
**Faculty Handbook. California State University, Fullerton.**

California State Univ., Fullerton.

Pub Date 1 Aug 73

Note—131p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—Administrative Organization, \*Administrative Policy, \*College Faculty, Educational Objectives, Fringe Benefits, Governance, Grievance Procedures, \*Higher Education, Leave of Absence, \*Personnel Policy, Special Services, \*State Universities

**Identifiers**—California State University Fullerton, \*Faculty Handbooks

The 1973 faculty handbook for California State University, Fullerton covers: (1) the history, governance, and organization of the university; (2) selection and appointment of faculty; (3) compensation; (4) absences from work; (5) grievance procedures and disciplinary action procedures; (6) retirement and dismissal; (7) instruction; and (8) business and management services. (Author/KE)

**ED 116 596 HE 007 268**  
**The College of Liberal Arts of Drew University Regulations of the Faculty.**

Drew Univ., Madison, N.J.

Pub Date Sep 75

Note—41p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Administrative Policy, \*College Faculty, Departments, \*Higher Education, Instructional Programs, Noninstructional Responsibility, \*Personnel Policy, \*Universities

**Identifiers**—Drew University, \*Faculty Handbooks

The 1975 faculty handbook for Drew University covers: (1) academic calendar; (2) academic standards; (3) attendance; (4) convocations; (5) course examinations; (6) departments; (7) special programs; (8) faculty organizations; (9) leaves of absence; (10) degree requirements; and (11) registration. (Author/KE)

**ED 116 597** **HE 007 270**  
**Emory and Henry College Faculty Handbook**  
 1975-1976.

Emory and Henry Coll., Emory, Va.

Pub Date [75]

Note—101p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—Academic Freedom, Academic Standards, \*Administrative Policy, \*Church Related Colleges, \*College Faculty, Departments, \*Higher Education, Libraries, \*Personnel Policy

**Identifiers**—Emory and Henry College, \*Faculty Handbooks

The 1975-76 faculty handbook for Emory and Henry College covers: (1) academic freedom; (2) the faculty; (3) academic organization; (4) academic policies and procedures; (5) faculty personnel policies; (6) the library; and (7) general information, such as the academic year, facilities, housing, and registration. (Author/KE)

**ED 116 598** **HE 007 281**

**The Blue Book for Members of the Teaching Staff.**  
 Wesleyan University.

Wesleyan Univ., Middletown, Conn.

Pub Date [75]

Note—81p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—Academic Standards, \*Administrative Policy, \*College Faculty, Faculty Organizations, Fringe Benefits, Governance, \*Higher Education, \*Personnel Policy, Teacher Responsibility, \*Universities

**Identifiers**—\*Faculty Handbooks

The 1975-76 faculty handbook for Wesleyan University covers: (1) the charter; (2) college body constitution; (3) academic standards; (4) academic freedom; (5) tenure; (6) student rights; (7) academic regulations; (8) faculty benefits; (9) insurance programs; (10) sabbatical leave and leaves of absence; (11) student privileges; (12) tuition benefits; (13) grants; (14) housing; and (15) benefits for other academic appointees. (Author/KE)

**ED 116 599** **HE 007 284**

**The Faculty Handbook of Eastern Illinois University.**

Eastern Illinois Univ., Charleston.

Pub Date 74

Note—42p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Academic Standards, Administrative Organization, \*Administrative Policy, Curricular Activities, \*College Faculty, Educational Objectives, Fringe Benefits, \*Higher Education, \*Personnel Policy, Teacher Responsibility, \*Universities

**Identifiers**—Eastern Illinois University, \*Faculty Handbooks

The 1974 faculty handbook for Eastern Illinois University covers: (1) mission and scope of the university; (2) professional duties of the instructional staff; (3) organization of the university; (4) personnel policies and procedures; (5) instructional information; (6) faculty benefits, services, and facilities; and (7) cultural, social, and recreational opportunities. (Author/KE)

## IR

**ED 116 600** **IR 002 463**

*Allan, John J., III Lagowski, J.J.*

**General Information of Project C-BE.**

Texas Univ., Austin. Project C-BE.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—EP-1-2-24-72

Pub Date 24 Feb 72

Note—19p.; For related document see IR 002 464

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—College Curriculum, Comparative Analysis, \*Computer Assisted Instruction, Computer Based Laboratories, Curriculum Development, Digital Computers, \*Engineering Education, Experimental Curriculum, \*Higher Education, \*Research Projects, \*Science Education, Time Sharing

**Identifiers**—\*Project C BE, University of Texas Austin

Using the expertise of faculty members of various departments, the University of Texas at Austin has initiated a four-year, two million dol-

lar project, called C-BE, to examine the capacity of computer-assisted instruction (CIA) to improve teaching in the sciences and in engineering. The computer can assist the instructor by doing grading, bookkeeping, experiment monitoring, basic instruction, simulations, and data processing. When the instructor supplies a list of behavioral objectives, achievement measurement standards, and technical limitations, the systems analyst can then design the computer materials necessary to meet the instructor's requirements. The goals of Project C-BE are to quantitatively demonstrate the effect of CAI on the effectiveness of college teaching and to examine the relative costs. The computerized courses that are being designed could potentially be shared with other institutions. (EMH)

**ED 116 601** **IR 002 464**

*Allan, John J., III Lagowski, J.J.*

**General Information on Project C-BE. Part 2.**

Texas Univ., Austin. Project C-BE.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—EP-1-2-10-2-72

Pub Date 20 Oct 72

Note—28p.; For related document see IR 002 463

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Abstracts, Committees, \*Computer Assisted Instruction, Curriculum Development, Engineering Education, \*Higher Education, Instructional Systems, \*Research Projects, Systems Approach

**Identifiers**—\*Project C BE, University of Texas Austin

Project C-BE had four goals: identify computer-based concepts that are common among several disciplines, develop evaluation procedures for this type of effort, identify the elements of educational program transferability, and develop a fiscal model. This document lists Project C-BE researchers and gives a brief abstract of their project committees, lists project equipment and publications. (JY)

**ED 116 602** **IR 002 465**

*Wagner, G. R. McCants, M. M.*

**An Interactive Computer Quizzing System to Support the Proctorial System of Instruction.**

Texas Univ., Austin. Project C-BE.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—EP-3-9-18-72

Pub Date 18 Sep 72

Note—78p.; For related documents see IR 002 463 and 464

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—College Curriculum, Computer Assisted Instruction, \*Individual Tests, On Line Systems, \*Proctoring, \*Program Descriptions, Tests, \*Test Scoring Machines

**Identifiers**—Computer Based Quizzing System, Proctorial System of Instruction, Project C BE University of Texas Austin

The proctorial system of instruction requires the administration of frequent quizzes that measure the student's readiness to proceed to the next unit of instruction. With the support of Project C-BE, a computer program was written which permits students to take quizzes using on-line conversational commands, or to answer the questions at another location and return to the computer terminal at a later time. The system allows the proctor to accommodate twice as many quiz takers, and it provides him with more release time for tutoring students. Students have been receptive to the use of the system. This document details the features of the system, describes the computer files and it provides sample routines used by the quiz takers. (EMH)

**ED 116 603** **IR 002 466**

*Liberty, Paul G., Jr.*

**The SCRAPE Model; A Conceptual Approach to Educational Program Evaluation.**

Texas Univ., Austin. Project C-BE.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—EP-4-11-3-72

Pub Date 3 Nov 72

Note—25p.; For related documents see IR 002 463 and 464

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Achievement Gains, Behavior Change, \*Conceptual Schemes, \*Curriculum Development, Diagnostic Teaching, Educa-

tional Programs, \*Instructional Design, \*Instructional Systems, Models, Program Evaluation, Systems Analysis, \*Systems Approach, Systems Concepts, Systems Development

**Identifiers**—\*Project C BE, SCRAPE

Using effectiveness, efficiency, self-sustenance, and communicability as criteria, a conceptual model, called SCRAPE, was developed at the University of Texas to systematically describe educational behaviors. The key elements of the system are: (1) diagnosis and prescription, (2) instructional events, (3) achievement evaluation, and (4) consequent activities. Within each of these elements, behaviors can be classified as either input processing, recording, monitoring, or output. Having outlined a course in this fashion, an instructor could then use the assistance of an instructional engineer to determine which teaching processes should be human and which should substitute technology; the engineer could then take the responsibility to design the nonhuman elements of the educational system. This report offers a paradigm for developing educational systems, and it includes detailed examples of the variables that could effect each element of the system. (EMH)

**ED 116 604** **IR 002 467**

*Bruell, Jan H.*

**FIT: A New Computer-Scorable Test.**

Texas Univ., Austin. Project C-BE.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—EP-5-1-25-73

Pub Date 25 Jan 73

Note—25p.; For related documents see IR 002 463 and 464

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Computer Assisted Instruction, \*Computer Programs, Test Construction, \*Tests

**Identifiers**—Computer Generated Tests, Computer Scorable Tests, Project C BE

Fill in tests (FIT) are composed and printed by the computer; the tests are machine scorable as well. Two-digit code numbers are assigned to words and numbers in a vocabulary or answers. FIT also permits the use of questions which demand student-constructed responses. FIT is a recognition test, but given a sufficient vocabulary list, it can become a recall-type test. (CH)

**ED 116 605** **IR 002 468**

*Culp, G. H. And Others*

**Adapting Computer-Based Instruction to Undergraduate Organic Chemistry: An Experimental Course.**

Texas Univ., Austin. Project C-BE.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—EP-7-4-2-73

Pub Date 2 Apr 73

Note—15p.; For related documents see IR 002 463 and 464

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Chemistry Instruction, \*Computer Assisted Instruction, Course Evaluation, Experimental Programs, Higher Education, Student Attitudes

**Identifiers**—Project C BE

An experimental course in introductory organic chemistry at the University of Texas at Austin made use of the computer for drill and routine instruction. Lecturing time was reduced, and computer lessons were made part of the required coursework. This experimental situation was planned on the basis of results from previous experiments using computer-assisted instruction (CAI) in chemistry courses. Evaluation of student performance showed equivalence or improvement using the experimental approach compared to the traditional course. Student attitude surveys revealed support for the individual, self-paced, tutorial approach. Perceived disadvantages included time needed to complete computer-based lessons and difficulties with the computer system hardware. (CH)

**ED 116 606** **IR 002 470**

*Swanson, James M. And Others*

**Using OMNITAB Interactively in a Statistics Laboratory.** INSTYBBB08794

Texas Univ., Austin. Project C-BE.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—EP-9-4-2-73

Pub Date 2 Apr 73



Note—24p.; For related documents see IR 002 463, 464, and 472

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—\*Computer Assisted Instruction, \*Computer Based Laboratories, \*Computer Programs, Computers, Higher Education, Input Output Devices, On Line Systems, Program Descriptions, Statistical Analysis, \*Statistics

**Identifiers**—\*OMNITAB, Project C BE  
 OMNITAB is an interpretive computing system that enables the nonprogrammer to use a computer to perform calculations and manipulations on tabulated data without prior knowledge of computers and computer languages. Because OMNITAB is widely available, and can be used to perform a variety of operations, instructors selected it for use in a statistics laboratory. Psychology students enrolled in a statistics course used the computer laboratory section to perform computational exercises. The objectives of this laboratory program were to overcome the typical student's fear or dislike of handling numbers, to avoid the boredom associated with mechanical operations in statistics, to motivate the student, and to introduce the student to the computation center. (CH)

**ED 116 607** **IR 002 471**  
*Nuttall, Herbert E., Jr. Himmelblau, David M. Interactive Reactor Simulation.*

Texas Univ., Austin. Project C-BE.  
 Spons Agency—National Science Foundation, Washington, D.C.  
 Report No.—EP-10-05-07-73  
 Pub Date 7 May 73  
 Note—40p.; For related documents see IR 002 463 and 464

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors**—Chemistry, \*Computer Assisted Instruction, Computer Graphics, Computers, Course Evaluation, \*Engineering Education, Engineering Graphics, Engineering Technology, Higher Education, Input Output Devices, Models, \*Programming, \*Simulation, Student Attitudes, Technical Education

**Identifiers**—Chemical Engineering, DYFLO, Dynamic Process Simulation, \*Interactive Programs, Project C BE

In the field of chemical engineering, interactive process models can simulate the dynamic behavior and analysis of chemical processes. DYFLO was the process simulation program selected as a foundation for development of interactive programs for computer-assisted instruction (CAI) in chemical engineering. Interactive Computing and time sharing graphics allowed students to assess and explore the dynamic behavior of simulated processes. Classroom CAI applications of these interactive programs showed favorable student attitudes toward computer lessons as a supplement to regular class presentations. (CH)

**ED 116 608** **IR 002 472**

*Swanson, James M. And Others Using OMNITAB to Teach Applied Statistics.*  
 Texas Univ., Austin. Project C-BE.  
 Spons Agency—National Science Foundation, Washington, D.C.

Report No.—EP-11-5-21-73  
 Pub Date 21 May 73  
 Note—20p.; For related documents see IR 002 463, 464, and 470

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—College Curriculum, \*Computer Assisted Instruction, Computer Based Laboratories, \*Computer Programs, Higher Education, Individualized Curriculum, On Line Systems, Program Descriptions, Statistical Analysis, \*Statistics

**Identifiers**—\*OMNITAB, Project C BE

Developed by the National Bureau of Standards, OMNITAB is a simplified computer language designed to permit the novice user to solve basic statistical functions after less than an hour of instruction. It was hoped that by providing students in introductory statistics courses with an easily understood computer language, fears of number operations would be allayed, and excitement and interest would be generated. OMNITAB can arrange data and do calculations using only a simple list of English language commands and the subsequent numbers. The program provides for immediate corrections of errant commands, and it performs such operations as matrices, linear models, regression, and analysis of variance. Students at the University of Texas easily mastered these basic operations. (EMH)

**ED 116 609** **IR 002 475**

*Castleberry, Sam J. Lagowski, J. J. Computer Based Techniques Applied to Undergraduate Chemistry.*

Texas Univ., Austin. Project C-BE.  
 Spons Agency—National Science Foundation, Washington, D.C.

Report No.—EP-14-6-28-73  
 Pub Date 28 Jun 73  
 Note—20p.; For related documents see IR 002 463 and 464

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—\*Chemistry Instruction, \*Computer Assisted Instruction, \*Computer Programs, \*Course Descriptions, Curriculum Development, Higher Education, \*Individualized Instruction, Instructional Design, Instructional Systems, On Line Systems, Programed Tutoring, Program Evaluation

**Identifiers**—\*Project C BE, University of Texas Austin

Realizing that each student has his own optimal learning environment and that the computer is a valuable tool in individualizing instruction, instructors at the University of Texas at Austin designed a chemistry course using the latest computer technology to assist the instructor and to maximize student achievement. The course consisted of lectures, textbook activities, and exams; for those students that showed weaknesses on the exams, remedial computer modules were available. The course was offered twice and results showed a positive effect on both student achievement and student attitudes. A list of computer modules, sample student-computer interactions, grade distribution data, and cost information are included. (EMH)

**ED 116 610** **IR 002 476**

*Masten, F. A. And Others Computer Augmented Lectures (CAL): A New Teaching Technique for Chemistry.*

Texas Univ., Austin. Project C-BE.  
 Spons Agency—National Science Foundation, Washington, D.C.

Report No.—EP-15-7-10-73  
 Pub Date 10 Jul 73  
 Note—25p.; For related documents see IR 002 463 and 464

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—Chemistry Instruction, \*College Instruction, \*Computer Assisted Instruction, Costs, Input Output Devices, \*Lecture, \*Multimedia Instruction, On Line Systems, Performance Specifications, Program Descriptions, Program Evaluation, Projection Equipment, Teaching Methods, \*Video Equipment

**Identifiers**—Computer Augmented Lectures, \*Project C BE, University of Texas Austin

A new technique described as computer augmented lectures (CAL) is being used at the University of Texas at Austin. It involves the integration of on-line, interactive, time sharing computer terminals and theater size video projectors for large screen display. This paper covers the basic concept, pedagogical techniques, experiments conducted, technical hardware specifications, programming languages used, and the economics involved. (Author/EMH)

**ED 116 611** **IR 002 477**

*Beazley, William G. Allan, John J., III Interactive Graphics for Teaching Complex Design Skills.*

Texas Univ., Austin. Project C-BE.  
 Spons Agency—National Science Foundation, Washington, D.C.

Report No.—EP-16-7-5-73  
 Pub Date 5 Jul 73  
 Note—10p.; For related documents see IR 002 463 and 464

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—Computer Assisted Instruction, \*Computer Graphics, Engineering Graphics, \*Instructional Design, Instructional Innovation, Instructional Technology

**Identifiers**—CAD, \*Computer Aided Design, Project C BE, Texas

Engineering design is a complex cognitive skill differing from possession of knowledge in tactical use of knowledge to achieve goals under constraints. An operational definition of a design must satisfy a set of constraints and objectives. Several published theories about the design process in terms of the criteria developed leads to the elaboration of hypothetical model of design behavior. The assumed model of design behavior

predicts that the design behavior can be determined by measuring the information interchange between the designer and his environment. The use of real-time interactive graphic methods is an educational environment and is discussed in terms of the expected advantages and disadvantages of the approach. (Author)

**ED 116 612** **IR 002 478**

*A Summary Report of the Results of an Advertisement Placed in the "Journal of Chemical Education" Offering a Free Demonstration of Computer-Based Education in Chemistry.*

Texas Univ., Austin. Project C-BE.  
 Spons Agency—National Science Foundation, Washington, D.C.

Report No.—EP-19-8-10-73  
 Pub Date 10 Aug 73  
 Note—54p.; For related documents see IR 002 463 and 464; not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Chemistry Instruction, College Curriculum, \*Computer Assisted Instruction, \*Demonstration Projects, Higher Education, \*Information Dissemination, Program Evaluation, Publicize

**Identifiers**—\*Project C BE, Project CONDUIT, Transferability

Project C-BE and CONDUIT had overlapping research objectives concerning the transferability of computer-related curriculum materials. In this regard, the projects co-sponsored an advertisement placed in the Journal of Chemical Education offering a "Free Demonstration of Computer Based Education in Chemistry." Forty packets were mailed. Of this number, 23 were direct responses to the advertisement, 9 were sent through personal or indirect contact, and 8 were sent as unsolicited information. Results of the project, including usage, reasons for not accessing the programs, user evaluation of the programs, and computer costs are discussed. (Author/EMH)

**ED 116 613** **IR 002 479**

*Muller, M. T. And Others The Use of a Bilingual Workshop for Transferring the Concepts and Techniques of Computer-Based Instruction.*

Texas Univ., Austin. Project C-BE.  
 Spons Agency—National Science Foundation, Washington, D.C.

Report No.—EP-20-9-10-73  
 Pub Date 10 Sep 73  
 Note—27p.; For related documents see IR 002 463 and 464

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors**—\*College Curriculum, \*Computer Assisted Instruction, Computers, \*Conference Reports, \*Educational Technology, \*Instructional Design, Interagency Cooperation, On Line Systems, Programming, Programming Languages, Spanish Speaking

**Identifiers**—Bilingual Conferences, \*Project C BE, Transferability, University of Texas Austin

As computer technology becomes more sophisticated and as its application as an instructional tool increases, there is an increasing need to establish a central reservoir of computer resources and to organize a formal exchange procedure for computer hardware and software. Through Project C-BE at the University of Texas at Austin, a bilingual workshop was organized to test the concept of transferability of university-level, computer-based undergraduate teaching packages. Three days were spent in discussions of computer-assisted instruction, computer hardware, the design of instructional packages, and various programming languages. On line demonstrations were used to illustrate the concepts and topics discussed. The appendixes show information about conference attendance, equipment used, technical problems, and participant evaluations. (EMH)

**ED 116 614** **IR 002 480**

*Muller, Mark T. And Others A New Dimension in Classroom Education.*  
 Texas Univ., Austin. Project C-BE.

Spons Agency—National Science Foundation, Washington, D.C.  
 Report No.—EP-21-9-6-73  
 Pub Date 6 Sep 73

Note—19p.; For related documents see IR 002 463 and 464  
**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Comparative Analysis, Computer Assisted Instruction, \*Computer Graphics, Cost Effectiveness, \*Engineering Education, \*Group Instruction, Higher Education, \*Individualized Instruction, Input Output Devices, Instructional Innovation, Instructional Technology, Overhead Projectors, \*Projection Equipment, Time Sharing, Visual Aids

**Identifiers**—Project C BE, Real Time Plotter Projector, University of Texas

The use of interactive computer graphics for individualized and classroom instruction in Engineering at the University of Texas is described in this document. Two modes of instruction are discussed: (1) student individualized instruction at the terminal, and (2) classroom (group) instruction by a lecturer using time-sharing techniques. The use of a proposed device called a real-time, plotter-projector for group display is discussed, together with data on its cost and the cost effectiveness of the equipment for classroom and laboratory instruction. A list of the equipment needed for a classroom, and a photograph of the plotter-projector is included. (Author/DS)

**ED 116 615** IR 002 481

*Castleberry, Sam J. And Others*

**The Impact of Computers on Undergraduate Chemical Education.**

Texas Univ., Austin. Project C-BE.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—EP-22-20-18-73

Pub Date 18 Oct 73

Note—19p.; For related documents see IR 002 463 and 464

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Behavioral Objectives, Chemistry, Chemistry Instruction, \*College Curriculum, \*Computer Assisted Instruction, \*Curriculum Development, Individualized Curriculum, Individualized Instruction, \*Instructional Design, \*Instructional Systems, On Line Systems, Program Descriptions, Program Evaluation, Systems Approach, Teaching Methods

**Identifiers**—\*Project C BE

Attempting to define the optimal use of educational resources for large numbers of students, a research group at the University of Texas at Austin has adopted a system approach to curriculum development consisting of the following components: content, teacher, student, machine, and media. The first procedural step in the system is to define the objectives and tasks of the course in terms of related sets of behavioral objectives. Then, using information about teaching style, learning style, and available resources, a complete multimedia course can be designed that is tailored to the individual needs of the student. In one chemistry course, the technique was used to generate remedial modules to assist the student having difficulties with exam questions. Results indicate that computer based techniques relieve the burden on the instructor, and they have a positive effect on student achievement and attitudes. The appendixes include the flow diagram for the system design, a list of the tutorial modules used in the chemistry course, and cost data. (EMH)

**ED 116 616** IR 002 482

*Nuttall, Herbert E., Jr. Himmelblau, David M.*

**Dynamic Process Simulation for Analysis and Design.**

Texas Univ., Austin. Project C-BE.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—EP-23-11-28-73

Pub Date 28 Nov 73

Note—25p.; For related documents see IR 002 463 and 464

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Chemistry, \*Chemistry Instruction, Computer Graphics, \*Computer Programs, \*Display Systems, Engineering, \*Engineering Education, Graphs, On Line Systems, Program Descriptions, Simulation, \*Simulators

**Identifiers**—Combined Model Simulation, Dynamic Process Simulation, \*Project C BE

A computer program for the simulation of complex continuous process in real-time in an interactive mode is described. The program is user oriented, flexible, and provides both numerical and graphic output. The program has been used in classroom teaching and computer aided design. Typical input and output are illustrated for a sample problem to demonstrate its features. (Author/EMH)

**ED 116 617** IR 002 483

*Beazley, William And Others*

**An Interactive, Interdisciplinary, On-Line Graphics System for Presenting and Manipulating Directed Graphs.**

Texas Univ., Austin. Project C-BE.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—EP-24-1-8-74

Pub Date 8 Jan 74

Note—23p.; For related documents see IR 002 463 and 464

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Computer Graphics, Computer Programs, Computers, \*Display Systems, Educational Technology, Engineering, \*Engineering Education, Engineering Technology, \*Input Output Devices, Linguistics, On Line Systems, Program Descriptions

**Identifiers**—Digraphs, Intelligent Terminals, \*Project C BE

An interactive graphics system has been implemented for tutorial purposes and for research in man-machine communication of structural digraphs. An IMLAC intelligent terminal with lightpen input is used in conjunction with a NOVA minicomputer. Successful application in linguistics and engineering problem solving are discussed, the latter in detail. (Author/EMH)

**ED 116 618** IR 002 484

*Whitehead, Robert Randall*

**Transferability and Implementation of Educational Technology.**

Texas Univ., Austin. Project C-BE.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 13 Feb 74

Note—112p.; For related documents see IR 002 463 and 464

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—Cluster Analysis, Data Analysis, Data Collection, \*Educational Innovation, Educational Research, \*Educational Technology, Management Information Systems, Models, Predictor Variables, \*Questionnaires, Statistical Analysis

**Identifiers**—Implementation, Project C BE, Transferability

The author has developed a model for transferring and implementing educational innovations from one institution to another. The model consists of an organized set of variables whose precedence relationships were determined by statistical analysis of collected data. A questionnaire was sent to a sample of prospective consumers of educational technology. Using their responses to the questionnaire, several forms of multivariate statistical analysis were used to determine which factors were important to consumers. These factors were then used for the design of a data collection form for innovation developers, and the foundation for the design of a data management system. (Author/CH)

**ED 116 619** IR 002 485

*Muller, Mark T. And Others*

**Planning a Data Communications System for Use in Undergraduate Computer-Based Education.**

Texas Univ., Austin. Project C-BE.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—EP-27-3-13-74

Pub Date 13 Mar 74

Note—13p.; For related documents see IR 002 463 and 464

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Computer Assisted Instruction, \*Computer Oriented Programs, Computers, Higher Education, Input Output Devices, \*On Line Systems, Programming Languages, \*Time Sharing, Undergraduate Study

**Identifiers**—Data Communications Systems, \*Minicomputer Systems, Project C BE

The Project C-BE plan for a data communications system is designed to support a dedicated minicomputer time-shared system for undergraduate use. The system is flexible and accepts a wide variety of terminal devices for a broad range of course materials. Provision is made for expansion and updating of equipment and data, and a commonly supported transmission code (ASCII) will be compatible now and in the future. Extended BASIC is the programming language used by undergraduates throughout the system. (CH)

**ED 116 620** 95 IR 002 794

*Law, Gordon*

**A Case Study of Three Satellite Technology Demonstration School Sites.**

Federation of Rocky Mountain States, Inc., Denver, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 75

Note—117p.; For related documents see IR 002 769-793

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—\*Case Studies, \*Communication Satellites, Data Analysis, Delivery Systems, \*Demonstration Projects, Educational Research, \*Evaluation, Evaluation Methods, Media Technology, Rural Education, School Surveys, Site Analysis, Social Services, Summative Evaluation, Telecommunication

**Identifiers**—Rocky Mountain Region, \*Satellite Technology Demonstration

The Satellite Technology Demonstration (STD) represented a cooperative and complex effort involving federal, regional, state and local interests and demonstrated the feasibility of media distribution by communication satellite of social services for rural audiences. As part of a comprehensive evaluation plan, the summative data base was augmented with subjective interpretive information derived from three case studies. The case studies conducted as part of the STD data collection activities were expected to produce four major benefits: (1) insights which would help in refining and modifying the data for summative purposes; (2) insights into the sequences of events and motivations occurring at sites; (3) information to amplify and clarify the interpretation of other statistical data received from all sites; and (4) validation of statistical information derived from site visitation serving as a data check for the large quantities of information collected from STD sites. The data collected from the case studies were largely subjective and response to various treatments at the sites varied at both extremes, depending on the methods used and the influence of the local staff. It was concluded that extensive data collection efforts were endured and supported probably because the STD was perceived as having an experimental base. Recommendations for future research was included. (Author/HB)

**ED 116 621** IR 002 832

*Price, Frederick Delano*

**The Mott Citizens Advisory Committee, Its Information Environment, and Its Effect Upon the Mott Branch Library and the Community It Serves. The Reflections, Evaluations, and Recommendations of One Community Information Specialist.**

Toledo Univ., Ohio. Dept. of Library and Information Services.

Pub Date Mar 75

Note—164p.; Master's Thesis, University of Toledo

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors**—Community Information Services, \*Community Role, \*Disadvantaged Groups, Library Education, Library Programs, Library Role, Library Services, \*Public Libraries, Questionnaires, \*Use Studies

**Identifiers**—\*Mott Public Library, Ohio (Toledo)

The socioeconomic makeup of the community served by the Mott Public Library, Toledo, Ohio is described in detail. An account of the library's services and programs, in connection with their "disadvantaged" patrons, as well as the author's personal difficulties in establishing a citizens' advisory committee and an unsuccessful branch information referral service, is included. (NR)

**ED 116 622** IR 002 833

*Menakes, Randall John*

**One Time through the Revolving Door: An Ohio Youth Commission Librarian's Report.**

Toledo Univ., Ohio. Dept. of Library and Information Services.

Pub Date Feb 75

Note—105p.; Master's Thesis, University of Toledo

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—\*Corrective Institutions, \*Delinquent Rehabilitation, \*Institution Libraries, Juvenile Courts, Library Programs, \*Library Role, Masters Theses, Prisoners, \*Rehabilitation Programs, School Libraries, Youth Problems

## Identifiers—Mohican Youth Camp, Ohio

A librarian's view of the Mohican Youth Camp (MYC) and the Ohio penal system for youthful offenders provides information about these institutions and their library services. The report first describes existing treatment and institutions and gives the author's opinions as to how to make constructive changes in both public attitudes and the system, of which he is highly critical. The counter-productiveness of the mass conformity imposed on the boys in the camp is emphasized. There follows a discussion of libraries in such institutions, the narrow, protected places they often are and the open, idea-producing places they ought to be. The author describes his attempts to give the library a real, rather than institutional, atmosphere and to engage the boys' enthusiasm by making them participants in the library with projects that ranged from cleaning windows to selecting books and music criticism. He concludes, however, that since the library is part of a controlling institution, it cannot perform its major function—teaching the boys to take control of their lives. (LS)

ED 116 623 IR 002 844

Berkowitz, Samuel

**Filmography on Behavior Modification, Behavior Therapy, Programmed Instruction, Learning and Conditioning.**

ABC's of Behavior Change, Columbia, Md.

Pub Date 75

Note—32p.

Available from—Samuel Berkowitz, ABC's of Behavior Change, Box 134, Columbia, Maryland 21045 (\$4.50)

## Document Not Available from EDRS

Descriptors—Behavioral Science Research, \*Behavior Change, Behavior Patterns, Behavior Problems, \*Behavior Theories, \*Catalogs, Conditioned Response, Conditioning, Counseling Theories, \*Films, Programed Instruction, Slides, Therapy, \*Video Tape Recordings

This catalog contains some 250 listings of films, videotapes, and slide programs on the subjects of behavioral modification, behavior therapy, programmed instruction, and learning and conditioning. Listings are accompanied by brief descriptions taken directly from distributors' catalogs. Names and addresses of distributors are included, but price information is omitted. (EMH)

ED 116 624 IR 002 853

Physical Facilities Win Users.

Wisconsin State Dept. of Public Instruction, Madison, Div. of Library Services.

Pub Date Oct 75

Note—51p.

Journal Cit—Wisconsin Library Bulletin; v71 n5 Sept-Oct 75 p193-240

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Bookmobiles, \*Instructional Materials Centers, Libraries, \*Library Facilities, \*Library Planning, Periodicals, Public Libraries, School Libraries

Identifiers—\*Wisconsin

Construction and remodeling of libraries should insure that the resulting building be functionally efficient and that it provide an attractive environment for the library user. Providing a list of objectives, space estimations, schematic use diagrams, and a description of the desired atmosphere can assist the architect in designing a building that pleases the library staff as well as the community of library users. This document is a collection of brief essays that address the issue of library design. (EMH)

ED 116 625 IR 002 855

Cauda, Carlos A., Ed. And Others

**Annual Review of Information Science and Technology. Volume 10.**

American Society for Information Science, Washington, D.C.

Pub Date 75

Note—476p.

Available from—American Society for Information Science, 1155 16th Street, N.W., Suite 210, Washington, D.C. 20036 (\$27.50)

## Document Not Available from EDRS

Descriptors—Cataloging, Communications, Computers, Copyrights, Data Bases, Documentation, Information Processing, Information Retrieval, \*Information Science, Information Systems, Information Theory, International Programs, Library Automation, National Programs, Planning, Publishing Industry, \*State of the Art Reviews, Technology, Trend Analysis

Identifiers—Minicomputers

With the stated purpose of describing and appraising information science developments and trends during the past year, the 1975 Annual Review provides articles in the areas of planning, techniques and tools, and applications. National planning is reviewed for selected countries, and planning, development, and testing of new information systems are discussed in relation to appraisal of existing systems and components. Bibliographic standards, minicomputer use in libraries, and developments in communications technology are the techniques and tools discussed in this issue. The applications covered include: (1) international activities in library automation, especially Universal Bibliographic Control; (2) generation and use of machine-readable data bases; (3) computer technology in the publishing industry; and (4) the role of international organizations in cooperative information processing and transfer. Two special topics are treated in the final chapters: judicial and legislative developments in the copyright area and the use of technology in the communication process. (LS)

ED 116 626 IR 002 858

Newren, Edward F., Ed.

**Japanese Science Films; a Descriptive and Evaluative Catalog of: 16mm Motion Pictures, 8mm Cartridges, and Video Tapes.**

American Science Film Association, Bethesda, Md.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Aug 73

Note—111p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Bibliographies, Earth Science, Elementary School Science, Engineering Technology, \*Films, \*Foreign Language Films, Higher Education, Instructional Films, Mathematics, Meteorology, Physical Sciences, Physics, Resource Guides, Secondary School Science, \*Video Tape Recordings

Identifiers—Japan, \*US Japan Science Film Exchange Project

One hundred and eighty Japanese 16mm motion pictures, 8mm cartridges, and video tapes produced and judged appropriate for a variety of audience levels are listed in alphabetical order by title with descriptive and evaluative information. A subject heading list and a subject index to the film titles are included, as well as a sample of the evaluation form used, a list of the evaluation specialists, and a list of the evaluation sites. Among the 19 subject areas listed are: archeology, microbiology, oceanography, astronomy, and ornithology. Evaluation was based on content, audience suitability, structure, picture, sound, and photo technique. The film were identified as part of the U.S.-Japan Science Film Exchange Project. (Author/DS)

ED 116 627 IR 002 866

Clark, Richard E., Ed.

**Sources of Information About Aptitude-Treatment Interactions.**

Association for Educational Communications and Technology, Washington, D.C.

Pub Date 75

Note—16p.

Available from—Association for Educational Communications and Technology, 1201 16th Street, N.W., Washington, D.C. 20036 (\$1.50)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Aptitude Tests, \*Bibliographies, Computer Assisted Instruction, \*Educational Research, Educational Technology, Experimental Psychology, Individual Differences, \*Instructional Design, Instructional Technology, \*Learning Theories, Psychological Studies, Psychology

Identifiers—\*Aptitude Treatment Interaction, Communications Research

Fifty-eight books, monographs, and dissertations and 116 articles and papers published between 1953 and 1975 are listed in this bibliography of information about aptitude-treatment interactions (ATI). The emphasis is on research and development of theoretical models, but many sources deal with application of ATI theory to actual teaching and learning situations. Materials are categorized by type of publication and then subdivided by content areas: methodology, application of the ATI approach, ATI research reports, reviews of ATI research studies, and critiques of the ATI approach. This bibliography is intended to be most useful to the educational

researcher and educational psychologist. It should also be helpful to the communications researcher, the learning theorist, the instructional designer, and the classroom teacher. (CH)

ED 116 628 52 IR 002 867

Clark, Collin, Ed.

**Library Planning Institute; Proceedings, June 23-27, 1975.**

California State Library, Sacramento.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Pub Date 75

Note—207p.; Institute held at the University of San Francisco, California; For a related document see ED 105 906

EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage

Descriptors—Conference Reports, Cooperative Planning, Evaluation, Financial Support, Information Services, Interlibrary Loans, Libraries, Library Automation, \*Library Cooperation, Library Education, Library Networks, \*Library Planning, Library Programs, Library Science, Library Services, State Legislation, State Libraries, State Programs, \*Statewide Planning, Union Catalogs

Identifiers—\*California, California Library Authority for Systems Services, CLASS

In June 1975, 100 participants spent a week considering the future of California's libraries. Library trustees, Friends, concerned citizens, and librarians from all types of libraries heard talks by state and local government officials, social planners, and eminent librarians. Topics discussed included library planning, librarianship in general, new technology, libraries and local government, library program funding, interlibrary loans and cooperative programs, urban and rural libraries, library systems, library legislation, and the California Library Authority for Systems and Services (CLASS). Several presentations were also made concerning the Peat, Marwick, Mitchell and Company (PMM) report "California Public Library Systems: A Comprehensive Review with Guidelines for the Next Decade." A midweek opinion poll showed support for the PMM report in the areas of transaction-based interlibrary loan funding formulas, funding the program, and equal access to libraries, but the participants preferred resource sharing based on existing library structures and a statewide on-line union catalog rather than the structure suggested by PMM. Small study groups considered the report and other aspects of California's library future and produced programs for structuring and funding interlibrary activities. Recommendations were then developed for a new legislative program. (LS)

ED 116 629 52 IR 002 868

Lieberman, Irving

**The Information Needs of Urban Residents: A Strategy for Public Library Change. Narrative Evaluation Report on the Institute for Advanced Study for Librarians.**

Washington Univ., Seattle. School of Librarianship.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Pub Date 75

Note—80p.; February 9-14, 1975

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Behavior Change, \*Change Agents, \*Change Strategies, \*Communication (Thought Transfer), Communication Skills, \*Information Needs, Institutes (Training Programs), Librarians, Library Education, Library Planning, Program Evaluation, \*Public Libraries, Role Playing

An institute designed to prepare 25 public librarians (from Alaska, Idaho, Montana, Oregon, and Washington) for roles as change agents was held in the state of Washington in February 1975. The institute was organized around experiential exercises designed to teach librarians to observe and diagnose communication situations and to use various communications tactics. Participants also learned about communication and change processes from the behavioral sciences, and were exposed to the general topics of perception, language, meaning, development of understanding, conflict resolution, consensus achievement, communications relationships, implementing change, and planning for change in public libraries. Finally, the participants were given tools for

teaching what they had learned when they returned to their communities. Outside evaluators prepared two narrative evaluations of the institute, and quantitative evaluations were made at the midpoint and end of the institute by administering questionnaires to participants. All were generally favorable. Appendixes contain institute documents, letters, and brochures, as well as a biographic information about the participants. (LS)

**ED 116 630** 52 IR 002 869

**South Carolina State Program for Library Development, 1975-1980. The Third Supplement to the 1972-1977 Program (FY 76 Amendments).**

South Carolina State Library, Columbia.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Pub Date 76

Note—59p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**Blind, Financial Support, Institution Libraries, Libraries, Library Cooperation, \*Library Planning, Library Programs, \*Library Services, Non English Speaking, Physically Handicapped, \*Public Libraries, \*State Libraries, State Programs, \*Statewide Planning  
**Identifiers—**Library Services and Construction Act, Multitype Library Cooperation, \*South Carolina

Goals and objectives for library services, 1975-1980, are presented by the South Carolina Advisory Council on Libraries as a supplement to the original South Carolina State Program for Library Development, 1972-1977. Goals for the state library are in the areas of financial support, reference and interlibrary loan service, centralized programs, consultant services, services to state government, library planning, and current national and state concerns. For public library service, goals are described for personnel standards, administration, and training; extension services to those in rural areas, and to the disadvantaged, and aged and homebound, and those of limited English-speaking ability; county services; metropolitan library services; and facilities. Standards, institutional support, consultant service, personnel, materials, service to professional staff, and special programs are discussed in relation to institutional library goals. Service to the blind and physically handicapped, interlibrary cooperation, area reference resource centers, public relations, a microfilm catalog shelflist, federal documents depository, ERIC, the interlibrary loan code, and intertype library cooperation are also covered. A final chapter contains an assessment of need for and feasibility of library service for those with limited English speaking ability. (LS)

**ED 116 631** IR 002 870

**Faculty Status for Academic Librarians: A History and Policy Statements.**

Association of Coll. and Research Libraries, Chicago, Ill.

Pub Date 75

Note—55p.

Available from—American Library Association, 50 East Huron Street, Chicago, Illinois 60611 (\$3.50)

**Document Not Available from EDRS**

**Descriptors—**Academic Freedom, \*Academic Rank (Professional), \*College Libraries, Contracts, Faculty Evaluation, Grievance Procedures, \*Librarians, Library Administration, Library Research, \*Professional Recognition, Standards, Status, Tenure, \*University Libraries

The basic documents on faculty status for librarians in colleges and universities are compiled. The first chapter contains a history and overview of university librarians' status and discussions of such topics as professionalism, the librarian's role, tenure, academic freedom, evaluation, titles and ranks, professional growth, research, and administration. Subsequent chapters contain the Association of College and Research Libraries' (ACRL) 1971 "Standards for Faculty Status;" the 1972 "Joint Statement on Faculty Status" by ACRL, the American Association of University Professors, and the Association of American Colleges; and the ACRL's 1974 "Model Statement of Criteria and Procedures for Appointment, Promotion, and Tenure for College and University Librarians." The "Model Statement" contains a description of a model contract,

procedures for termination and dismissal, and model academic library grievance procedures. (LS)

**ED 116 632** IR 002 871

**Drake, Miriam**

**Technical Processing Monographs and Serials. RDU-75-08.**

Purdue Univ., Lafayette, Ind. Libraries and Audio-Visual Center.

Pub Date Dec 75

Note—49p.; Research Development Unit Technical Report RDU-75-08

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**Administrative Organization, Books, Cataloging, Flow Charts, Library Acquisition, \*Library Technical Processes, Serials, \*University Libraries

**Identifiers—**OCLC, Ohio College Library Center, Purdue University

A report on technical processing of monographs and serials at Purdue University Libraries and Audio-Visual Center was compiled as part of preparation for the use of Ohio College Library Center services. The current organization and flow of work in the acquisitions and cataloging departments were described in narrative and flowchart form, and information was collected on processing times for ordering, receiving, and cataloging monographs. The flowcharts and data derived from these activities form the bulk of this document. (LS/PF)

**ED 116 633** IR 002 872

**Heines, Jesse M.**

**An Examination of the Literature on Criterion-Referenced and Computer-Assisted Testing.**

Pub Date Nov 75

Note—45p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**Computer Programs, \*Criterion Referenced Tests, Educational Testing, Information Processing, Instrumentation, Item Banks, Literature Reviews, Measurement Techniques, Norm Referenced Tests, State of the Art Reviews, Test Construction, \*Testing, Testing Programs

**Identifiers—**Automatic Examination Generator, Classroom Teacher Support System, \*Computer Assisted Testing, Domain Referenced Testing, Educational Testing Service, Mentrex Enterprises

Criterion-referenced testing (CRT) is defined as a method of ascertaining an individual's status with respect to some performance standard. Computer-assisted testing (CAT) is a method of constructing tests using a variety of computer techniques such as a single test computer printouts, stored item banks, teacher specified criteria, machine readable answer sheets, etc. After an examination of the literature on both subjects, the conclusion reached is that CRT and CAT may help each other in the following ways: (1) item generation techniques may be refined to allow more comprehensive evaluation of domains by making more items available; (2) item sampling algorithms may be used to achieve more representative tests from existing domains; (3) branching tests may be utilized to arrive at the most cost-effective method for evaluating performance; (4) test models may be simulated to ascertain their feasibility; (5) mathematical models may be developed to help define and standardize the criteria by which performance is judged; and (6) CRT can be used more widely as a valid theory to aid the design of CAT systems. There is a 16 page annotated bibliography divided into two separate subject divisions. (Author/NR)

**ED 116 634** 95 IR 002 874

**Marion, Roger And Others**

**Student Achievement: Career Education in the Elementary School; Summer, 1974. Technical Report No. 9.**

Appalachian Education Satellite Project, Lexington, Ky.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—AESP-TR-9

Pub Date Aug 75

Grant—NIE-74-4/CO-3009-73-1-OE-0531

Note—109p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors—**Career Education, \*Communication Satellites, Curriculum Development, \*Educational Television, \*Elementary School

Teachers, Experimental Programs, Formative Evaluation, \*Inservice Teacher Education, Instructional Media, Programming (Broadcast), Questionnaires, \*Rural Education, Teacher Education, Teacher Education Curriculum  
**Identifiers—**Appalachia, \*Appalachian Educational Satellite Program

The Appalachian Education Satellite Project (AESP) was created to demonstrate the feasibility of conducting graduate level courses for teachers in isolated regions using communication satellites. One of the AESP's four projects was an eight session career education series for 234 elementary school teachers given at 15 sites throughout the Appalachian region. The conclusions reached were: (1) teachers demonstrated a significant gain in the cognitive area; (2) teachers indicated a significant change in attitude toward career education; (3) teachers felt the course provided them with more useful information than a campus education course; and (4) teachers are continuing to use the career education techniques they learned in their own classrooms. The appendixes cover course outline, lab materials, and various questionnaires used in the formative evaluation process. (NR)

**ED 116 635** 95 IR 002 875

**Maynard, Diane And Others**

**Summative Evaluation of Career Education in the Secondary School Course; Fall, 1974. Technical Report No. 11.**

Appalachian Education Satellite Project, Lexington, Ky.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—AESP-TR-11

Pub Date Sep 75

Grant—NIE-74-4/CO-3009-73-1-OE-0531

Note—160p.

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors—**Career Education, \*Communication Satellites, Curriculum Development, \*Educational Television, Experimental Programs, Formative Evaluation, Information Needs, \*Inservice Teacher Education, Instructional Media, Programming (Broadcast), Questionnaires, \*Rural Education, \*Secondary School Teachers, Teacher Education, Teacher Education Curriculum

**Identifiers—**Appalachia, \*Appalachian Educational Satellite Program, Computer Based Resource Units, AIM ARM

A communication satellite was utilized as part of a 16 session career education course for secondary school teachers given at 15 sites throughout the Appalachian region. The conclusions reached were: (1) teachers preferred the sessions which presented examples of career education and were "how to do it" in format; (2) teachers preferred lab activities in which student interaction predominated; (3) teachers would use the CBRU (Computer Based Resource Units) and AIM/ARM (Abstracts of Instructional Media and Research Materials in Vocational Education) information systems if they were installed in their school systems but wanted more clarification of their usage; (4) teachers demonstrated significant gains in the cognitive area; (5) teachers indicated significant change in attitude towards career education; and (6) teachers indicated they are using more career education activities in their own classrooms. The appendixes include the names of the 35 participants, the lab activities, and various questionnaires used during the formative evaluation process. (NR)

**ED 116 636** IR 002 876

**World Communications; a 200-Country Survey of Press, Radio, Television and Film.**

Pub Date 75

Note—533p.

Available from—UNIPUB, Inc., Box 433, Murray Hill Station, New York, New York 10016 (\$21.00)

**Document Not Available from EDRS**

**Descriptors—**\*Annotated Bibliographies, Cable Television, \*Communications, Communication Satellites, Educational Television, Films, \*Information Dissemination, Mass Media, News Media, Newspapers, Radio, \*State of the Art Reviews, \*Surveys, Television

**Identifiers—**\*Global Communication, International Surveys

This reference book contains updated material on four principal media (press, radio, television, and film) for 200 countries, supplying with

statistical support, information on the general structure, facilities, output, distribution, and coverage of each in its individual, local, and national context. Entries for news agencies, space communications, and professional training are given when relevant. Data cited is valid for 1971-72; population figures apply to mid-1972. The material is divided into eight sections. Section 1 contains four chapters presenting comprehensive summaries on the global status of the press, news agencies, broadcasting, and film. The remaining sections cover Africa, North America, South America, Asia, Europe, Oceania, and the USSR. Nations are listed alphabetically under each section. Two appendixes contain an alphabetical listing of news agencies and a bibliography of source material. (NR)

**ED 116 637** IR 002 877  
Smith, Edgar A.

**Quality Assurance of Media Devices and Courseware.**

Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.  
Report No.—AFHRL-TR-75-37  
Pub Date Oct 75  
Note—30p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**\*Audiovisual Aids, \*Films, Government Publications, Instructional Films, Performance Specifications, \*Quality Control, \*Slides, \*Tape Recordings, Visual Aids

A quality assurance program is outlined that could be employed during the development of prearranged sound/slide instructional packages. The characteristics described were selected to be both: (1) important to instruction and (2) capable of being measured objectively. These criteria were selected in order to develop a program that would be suitable for incorporation into contracts where a training program would be developed by a commercial agency and delivered to a United States Air Force training base. It is recommended that the procedures also be incorporated into programs in which the instructional material is being developed in-house. Particular attention is paid to the essentiality of being able to update and revise the training programs. (Author/EMH)

**ED 116 638** 95 IR 002 878  
McCrory, David L.

**Appalachian Teacher Center for Teachers in the Technologies. Annual Progress Report, 1975.**  
West Virginia Univ., Morgantown. Appalachian Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date 75  
Note—86p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors—**Annual Reports, Elementary School Teachers, \*Inservice Teacher Education, Interinstitutional Cooperation, \*Science Education, Teacher Centers, Teacher Education, Teacher Education Curriculum, \*Teacher Improvement, \*Technical Education, Technology  
**Identifiers—**\*Appalachian Teacher Center Teachers Technologies

The Center for Teachers in the Technologies was designed to upgrade teacher competence in: (1) instructional strategies, (2) diagnostic skills, (3) background information, and (4) curriculum. Viewing itself as a service organ for teachers, the center responded to needs articulated by the educational community by designing and delivering brief, well-focused units on problem solving in the technologies. The center provides leadership, information, and instructional resources for the community in areas such as teaching the metric system, technological curriculum in the elementary school, aerospace education, etc. The objectives and accomplishments of the center are described in detail, and the appendixes concentrate on the inservice and instructional units that the center has developed. (EMH)

**ED 116 639** IR 002 879  
Weiser, John C.

**Radio/TV Programs: A Broadcasters' View. A Pilot Study.**  
Kent State Univ., Ohio. Dept. of Telecommunications.

Pub Date 17 Nov 75  
Note—23p.; Paper presented at the Annual Meeting of the National Association of Educational Broadcasters (Washington, D.C., November 17, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*Broadcast Industry, \*Educational Background, Higher Education, Interviews, \*Job Skills, Job Training, Radio, \*Surveys, Telecommunication, Television  
**Identifiers—**Kent State University

A survey was undertaken to determine the opinion of local broadcasters on the effectiveness of broadcast education to prepare students for jobs in the industry. Based on 55 questionnaires and 21 interviews of station directors and managers, it was determined that the industry preferred college educated employees whose education emphasized public speaking, journalism, advertising, and communications science. The broadcasters specifically recommended the acquisition of knowledge in sales and programing, and the skills of production, copywriting, continuity, and editing. Employers also look for experience, appearance, and personality. (EMH)

**ED 116 640** IR 002 880  
Wolfe, John H.

**An Aid to Independent Study through Automatic Question Generation (AUTOQUEST).**

Navy Personnel Research and Development Center, San Diego, Calif.

Report No.—NPRDC-TR-76-18

Pub Date Oct 75

Note—40p.; Technical Report for the period 1 July 73-30 June 75

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**\*Autoinstructional Programs, \*Computational Linguistics, \*Computer Assisted Instruction, Independent Study, Program Descriptions, Program Evaluation, Test Construction

**Identifiers—**\*AUTOQUEST, Natural Language Processing, Question Generation

AUTOQUEST is a computer aid to independent study. It presents ordinary text to a student at a computer terminal, a paragraph at a time. Using a pattern-matching approach, the system generates a question based on one of the sentences of the text and grades the student's answer. If the student's answer does not match the words of the text, the paragraph is displayed again. Results showed that about 68 percent of the generated questions were satisfactory and that the errors were largely syntactic, indicating the need for a structural parser to preprocess the sentences. The economic feasibility of AUTOQUEST is discussed and judged to be good within 5 years. (Author)

**ED 116 641** IR 002 881  
Final Report of the KET Study Commission.

Kentucky Educational Television, Lexington.

Pub Date Jul 75

Note—211p.

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**

**Descriptors—**Educational Radio, \*Educational Television, Equipment Maintenance, Financial Support, Interagency Cooperation, Program Descriptions, \*Program Evaluation, Programing (Broadcast), \*Public Television, \*State Programs, Teacher Attitudes, Television Surveys, Video Equipment

**Identifiers—**\*Kentucky Educational Television

Following a historical introduction to the Kentucky Educational Television (KET) project, this final report concentrates on five major issues: (1) KET's relationship with other educational and governmental agencies, (2) utilization and maintenance of equipment for school and evening programing, (3) programing, (4) technological considerations, and (5) funding. For each issue, problems are identified, objectives are stated, and recommendations are made. (EMH)

**ED 116 642** IR 002 882  
Program Scope, Aims and Practices; Annual Report 1974-75, Volume 1.

Harvard Univ., Cambridge, Mass. Program on Information Technologies and Public Policy.

Pub Date 75

Note—22p.; For a related document see IR 002 883

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*Annual Reports, Graphs, Information Dissemination, Information Networks, Information Retrieval, \*Information Science, Information Scientists, Information Services, Information Storage, \*Information Systems, Information Utilization, \*Public Policy, Research Projects, Tables (Data)

**Identifiers—**Information Industries, \*Program Information Technologies Public Policy

Because the volume of information circulating in our society has proliferated since World War II and become increasingly subject to processing by electronic hardware, the public has a vital interest in knowing how information performs, how its flow is controlled, and on what terms it is made available to the public. Since all information systems are concerned with one or more of the following basic functions: creating information, storing information, processing information, distributing information, and/or using information, there has been much duplication and interchangeability of information technology. The Program on Information Technologies and Public Policy aims to develop an understanding of these merging technologies and to use that understanding to illuminate public discussions of information policies. The research group at Harvard University frames issues and hypotheses prepares background documents, and analyzes data that are subjected to review and criticism and then released to a wide public audience. This first volume of a two volume annual report concentrates on the program scope and aims, and it includes graphs and tabular data showing the growth and organization of the information industry. (EMH)

**ED 116 643** IR 002 883  
The Program Year in Review; Annual Report 1974-75, Volume 2.

Harvard Univ., Cambridge, Mass. Program on Information Technologies and Public Policy.

Pub Date 75

Note—34p.; For a related document see IR 002 882

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**\*Annual Reports, Cable Television, Communications, Computers, Educational Technology, \*Information Science, Information Scientists, Program Descriptions, Public Policy, Researchers, \*Research Projects, \*Technological Advancement, Telecommunication, Time Sharing

**Identifiers—**\*Program Information Technologies Public Policy

This second volume of a two volume annual report provides details on the research, teaching, and communication activities of the Program on Information Technologies and Public Policy from September 1974 through September 1975. Projects included a census of the communications industry, the composition of a bibliography of informational science materials, and studies in areas such as: electronic fund transfers, educational technology, cable television, shared versus stand-alone computers, Europe's computer industry, the specialized carrier market, library technology, privacy and the Buckley amendment, management systems, and governmental regulation of informational systems. The cost of informational technology was investigated with special reference to telephones and mail delivery. Also a massive project was initiated to map the international flow of computer data. Lists are provided of the year's faculty seminars and of new staff publications. (EMH)

**ED 116 644** IR 002 884  
DeHart, Florence E.  
Learning Styles Today: Implications for Graduate Library Education.

Pub Date 75

Note—18p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**Classroom Materials, \*Educational Innovation, Higher Education, Instructional Media, \*Library Education, Library Material Selection, Library Science, Student Developed Materials, Student Participation, Student Projects, \*Teaching Techniques, Visual Aids

**Identifiers—**\*Posters

Today's students, with their exposure to a great variety of media, tend to prefer a learning experience characterized by: (1) considerable variety in learning methods; (2) a choice among alternatives as well as some feedback; and (3) quick-moving, active involvement that requires only a short span of concentration. A library science course in principles of materials selection was designed to fulfill these three learning requirements. The method used was an adaptation of the American Society for Information Science 1975 poster sessions; it consisted of a number of simultaneous informal student presentations using graphs, diagrams, data, pictures, and a small amount of text. The class was divided into



teams that took turns making presentations and being active participants. In informal evaluations the participants indicated that there was more active learning taking place in this interactive, informal atmosphere than in traditional lecture textbook courses. An additional advantage was seen in the students' opportunity to use and improve communication skills they would need when working in libraries. (LS)

**ED 116 645** IR 002 885

*Stueart, Robert D.*

**Cooperation Between Library Schools and the Profession.**

Pub Date 18 Sep 75

Note—6p.; Paper presented at the Greater Boston Public Library Administrators Meeting (Boston, Massachusetts, September 18, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Higher Education, Interinstitutional Cooperation, Internship Programs, \*Librarians, \*Library Cooperation, Library Education, Library Research, \*Library Schools, Personnel Needs, Professional Continuing Education, Speeches

There are a number of ways library educators and librarians cooperate. Some libraries participate in library schools' internship and fieldwork programs, while others allow their organizations to be used as laboratories for special projects, to the benefit of both parties. Library school faculty members are available to nearby libraries as resource people and, in return, invite area librarians to serve as advisors or guest speakers. Cooperation is also possible in making the curriculum of the school relevant to the personnel needs of the locality, as well as in preparing students for the job market and matching student strengths to specific job requirements. Finally, librarians and the library school may cooperate in developing continuing education activities based on the needs of the local librarians. (LS)

**ED 116 646** IR 002 886

**Survey of Graduates and Faculty of U.S. Library Education Programs Awarding Degrees and Certificates, 1973-1974.**

American Library Association, Chicago, Ill. Office for Library Personnel Resources.

Pub Date Nov 75

Note—17p.

Available from—American Library Association, Office for Library Personnel Resources, 50 East Huron Street, Chicago, Illinois 60611 (single copies free)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Academic Rank (Professional), Affirmative Action, \*Ethnic Distribution, Faculty, Females, \*Librarians, \*Library Education, Library Schools, \*Library Technicians, \*Minority Groups, Racial Composition, Sex Discrimination, Surveys

In order to provide information for affirmative action programs, data were collected about the ethnic and sexual composition of the 1973-74 graduates and faculty of U.S. library education programs. A tabulation of returns showed that graduates of all degree and certificate programs (graduate, undergraduate, and library technical assistant) were predominantly white, as were faculty members. Blacks and Asian Americans were being recruited into the library profession in numbers comparable to their representation in the pool of college graduates, but the Spanish-surnamed and American Indians were not. While three quarters of all master's degrees and 6th year certificates were earned by women, the women earned only one third of the doctoral degrees. White men outnumbered white women on library education program faculties, and more men than women held positions at the higher levels. Among minorities on faculties, blacks predominated with other ethnic groups appearing in very small numbers. Data tables are attached. (Author/LS)

**ED 116 647** IR 002 887

*Fleming, Lois D., Comp.*

**Proceedings of the Conference "Adult Basic Education and Public Library Service", June 5-6, 1974, Miami Springs, Florida.**

Florida State Library, Tallahassee.

Spons Agency—Florida Dept. of State, Tallahassee. Div. of Library Services; Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.

Pub Date 74

Note—165p.

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors**—\*Adult Basic Education, \*Conference Reports, Interagency Cooperation, Library Cooperation, \*Library Extension, \*Library Role, Library Services, Outreach Programs, \*Public Libraries, Rural Areas, Tables (Data)

**Identifiers**—Florida

The State Library of Florida sponsored a conference in 1974 to provide an interchange of ideas between public libraries and specialists in adult basic education (ABE). Nine papers were given covering existing ABE programs, the role of libraries in ABE, how to find and evaluate materials, and methods of interagency cooperation. Nine appendixes include a bibliography of bibliographies, a 72-item bibliography of books from the State Library of Florida concerned with adult education and literacy, a listing of over 200 ABE materials, information from the Appalachian Adult Education Center, and a list of library programs in ABE. (DS)

**ED 116 648** IR 002 888

*Morris, John*

**Managing the Library Fire Risk.**

California Univ., Berkeley. Office of Insurance and Risk Management.

Pub Date 20 Nov 75

Note—101p.

Available from—University of California, Office of Insurance and Risk Management, 485 University Hall, Berkeley, California 94720 (\$6.25)

**Document Not Available from EDRS**

**Descriptors**—Bibliographies, Books, Building Design, \*Fire Protection, \*Libraries, Library Materials, Manuals, Preservation, Prevention, Safety Equipment, Vandalism

**Identifiers**—Arson, Charles Klein Law Library, Sprinkler Systems, Temple University

A discussion of fire risks, causes, prevention, and salvage in libraries is presented in text and photographs. A description of some historic library fires demonstrates the value of adequate protection and preparedness programs to minimize loss and damage. The need for fire retardant construction and protection from vandalism and arson are discussed, followed by a history and analysis of the fire which destroyed the law library at Temple University in Philadelphia. Alternatives for reducing fire risk are suggested, such as renovation, reconstruction, warning devices, and fire extinguishing systems, with emphasis on automatic sprinkler systems using water or chemicals such as Halon 1301. Guidelines for disaster preparedness are provided, including those for water emergencies and fire prevention. Procedures and sources of information for salvaging wet books are outlined. Finally, there is a review of automatic fire protection systems: where to find technical information, lists of types of systems, and manufacturers promotional materials illustrating samples of various types of systems. Appendixes contain three reprints which describe fire protection at the National Archives, a book salvage operation, and the Military Personnel Records Center fire. A bibliography is included. (LS)

**ED 116 649** IR 002 889

*Toy, Beverly M.*

**Library Instruction at the University of California; Formal Courses.**

California Univ., Berkeley. Univ. Libraries.

Pub Date 3 Dec 75

Note—9p.; Paper presented at the Annual Meeting of the California Library Association (San Francisco, California, November 30-December 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Academic Rank (Professional), Administrative Policy, Budgets, \*Higher Education, Librarians, \*Library Instruction, Speeches, \*Undergraduate Study, University Administration, \*University Libraries

**Identifiers**—CLA 75, \*University of California

The problems involved in establishing a formal library instruction program for undergraduates on the University of California's nine campuses are discussed. The following changes are suggested: (1) The library should be recognized as an academic department in its own right, responsible for initiating and conducting courses taught by librarians using their own academic titles, and subject to normal academic review, (2) the library

budget should be examined and revised to identify and provide for such courses. There is a brief description of the kinds of library instruction available at present on each campus. (NR)

**ED 116 650** 95 IR 002 890

*Flott, Nancy*

**A Manual for Computerized Information Retrieval. Learning Activity Packet.**

Kansas State Dept. of Education, Topeka.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—63p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—Clearinghouses, \*Computer Programs, \*Educational Research, Federal Programs, Individualized Instruction, \*Information Retrieval, Instructional Materials, Manuals, Multimedia Instruction, \*Search Strategies, Teacher Education

**Identifiers**—Educational Information Centers, \*Educational Resources Information Center, ERIC, RIC, Search Negotiation

This individualized learning manual deals with the mechanics of information retrieval of the ERIC files, using the RIC program of North Dakota. The material covered includes formulating a basic search strategy, identifying major concepts, the mechanics of computer searching, and the unique properties of the ERIC system. Each discussion contains illustrations and examples as well as a summary of important points. The appendix includes 19 worksheets, 15 answer sheets, a listing of the national dissemination coordinators, a listing of the 16 ERIC Clearinghouses, a glossary, and 1 page bibliography. The manual is designed to be used in conjunction with the media kit, "ERIC: What It Is, How To Use It," and the pamphlet, "What Is the Question? A Guide for Search Negotiation." (NR)

**ED 116 651** IR 002 891

*Bostian, Irma, Ed.*

**Systems.**

Illinois State Library, Springfield.

Pub Date Dec 75

Note—130p.

Journal Cit—Illinois Libraries; v57 n10 p743-868 Dec 1975

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—Equalization Aid, Information Dissemination, Library Collections, \*Library Expenditures, \*Library Networks, Library Programs, Library Services, \*Public Libraries, \*State Legislation, Tables (Data)

**Identifiers**—\*Illinois, Library Legislation

The December 1975, issue of "Illinois Libraries" provides a progress and status report on Illinois' network of 18 public library systems, 17 of which are cooperative library systems consisting of from 17 to 70 public libraries. Each system's annual report is included. Statistics for the entire state are given in five tables covering general information, system resources, operating receipts, operating expenditures, and equalization aid figures. The report also contains the text of the 1965 Illinois Library Systems Act together with its later amendments, and a listing of the board of directors and staff for each system. (Author/NR)

**ED 116 652** 52 IR 002 893

*Kittel, Dorothy A.*

**Trends in State Library Cooperation.**

Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.

Report No.—DHEW-OE-75-21003

Pub Date 75

Note—12p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01467-0; \$0.40)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Federal Legislation, \*Interagency Cooperation, Interstate Programs, \*Library Cooperation, \*Library Networks, Public Libraries, Regional Libraries, School Libraries, Special Libraries, State Libraries, State of the Art Reviews, University Libraries

**Identifiers**—Library Services Act, Library Services and Construction Act, LSA, LSCA, \*Multiple Library Cooperation

This nine page pamphlet describes the development of such federal library legislation as the Library Services Act (1956), the Library Services and Construction Act (1964), the Elementary

and Secondary Education Act, the Higher Education Act, and the Medical Library Assistance Act (1964). The effect of this legislation on new forms of intertype library cooperation such as regional library associations, interstate library networks, and area library councils is examined. The feasibility of establishing a national network is evaluated. (NR)

**ED 116 653** IR 002 894  
Bagley, Clarence H. Gardner, Don E.  
**Management/Technical Interaction in Integrated Information System Development.**

Pub Date 4 Dec 75  
Note—25p.; Paper presented at the College and University Systems Exchange National Conference (Denver, Colorado, December 3-5, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—Budgets, Coordination, \*Data Bases, \*Information Systems, \*Management Information Systems, Universities, \*University Administration

Identifiers—Arizona State University  
The integrated information system element of the management information system concept has practical applications for management in the areas of both information analysis and decision-model building. Four basic options for achieving integration in operational data systems are: a default option, the coordinated file option, the distributed processing option, and the data base option. Arizona State University (ASU) has chosen a data base management system (DBMS) to coordinate disparate existing systems and eliminate extensive manual integration of data from the various systems. However, raising a budget for the project is not a simple matter. Difficulties also arise in convincing the diverse elements of a university's bureaucratic hierarchy to cooperate on a DBMS. At ASU, a Data Base Review Committee, representing major administrative areas, has been set up to encourage effective management/technical interaction and interdepartmental cooperation in data base development. (Author/LS)

**ED 116 654** IR 002 896  
Lester, Lois Joy, Comp.  
**A Directory of Sources of Assistance on Educational Technology for Development.**

Academy for Educational Development, Inc., Washington, D.C. Information Center on Instructional Technology.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C. Bureau for Technical Assistance.

Report No.—ICIT-6

Pub Date Nov 75

Note—83p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
Descriptors—Audiovisual Aids, \*Developing Nations, \*Directories, \*Educational Resources, \*Educational Technology, Films, Financial Services, Instructional Media, Instructional Technology, International Organizations, Organizations (Groups), Professional Associations, \*Technical Assistance

Identifiers—Media Hardware, Media Software  
To acquaint international educators with the various resources available to them in the field of educational technology, this document revises material originally compiled in 1972. It lists a brief description of the services that each agency offers. The directory is organized into six major topical headings: general information, technical and training assistance, software information and sources, hardware information, professional and trade associations, and financial assistance. A brief description of Information Center on Instructional Technology (ICIT) is included. (Author/DS)

**ED 116 655** IR 002 897  
Donohue, Thomas R.  
**Getting off the Back of the BBC: Or How to Stop Sponging off Rich Relatives.**

Pub Date 19 Nov 75

Note—7p.; Paper presented at the Annual Meeting of the National Association of Educational Broadcasters (Washington, D.C., November 18, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*Broadcast Industry, \*Broadcast Television, Commercial Television, Mass Media, \*Programming (Broadcast), \*Public Television, Television, Television Research, \*Television Viewing

Identifiers—FCC, Federal Communications Commission, McLuhan (Marshall), NAEB 75, Public Broadcasting Service

The Public Broadcasting Service (PBS) programming is often criticized by standards or criteria that are out of date and misrepresented in terms of the audience response. There is a need for the development and application of critical standards that recognize and utilize the unique characteristics identified by Marshall McLuhan. Television audience response is often judged by a simple head count which is an archaic method of determining listeners. Public television programming needs to encourage audience participation with programs whose content has been thoroughly researched; but instead of researching why one program succeeds while another fails, PBS is satisfied to borrow from the British Broadcasting Company. One alternative would be to use the programs rejected by commercial networks, but which are acceptable to the PBS audience. The second alternative would call for PBS to take a more aggressive and systematic research approach to determine its audience and its preferences. (Author/DS)

**ED 116 656** IR 002 898  
SantaVicca, E. F., Comp.

**Select List of Serial Sources of Information on International and Comparative Librarianship held by the Library Science Library, University of Michigan.**

Michigan Univ., Ann Arbor. School of Library Sciences.

Pub Date Apr 75

Note—18p.

Available from—Library Science Library, 320 Harlan Hatcher Graduate Library, University of Michigan, Ann Arbor, Michigan 48104 (\$0.25 plus a stamped, self-addressed envelope)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—Documentation, Information Science, Information Sources, International Organizations, \*Library Science, \*Periodicals, Professional Associations, Scholarly Journals, \*Serials, University Libraries

Identifiers—Comparative Librarianship, University of Michigan

Over 300 serials held by the Library Science Library at the University of Michigan are arranged by continent, then by country. For each serial the title and place of publication are given. (DS/PP)

**ED 116 657** IR 002 899  
Busby, Linda J.  
**The Uses of Media Theory in a Broadcast Curriculum.**

Pub Date 18 Nov 75

Note—10p.; Paper presented at the Annual Meeting of the National Association of Educational Broadcasters (Washington, D.C., November 18, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*Broadcast Industry, Broadcast Television, \*Futures (of Society), Mass Media, Media Technology, \*Programming (Broadcast), Public Television, \*Social Responsibility, Television

Identifiers—FCC, Federal Communications Commission, NAEB 75

There has been an increasing emphasis on the social responsibility of media within the past 25 years. Social responsibility began with the Fairness Doctrine, the Equal Time Rule, and other Federal Communications Commission (FCC) regulations, but was expanded further when cigarette commercials were banned in 1971. Freedom of speech in programming must be retained and the truth encouraged in advertising. Legal challenges involving the social responsibility of television stations are centered around three main issues: (1) station awareness of the needs and interests of the local community, (2) station discrimination in employment, and (3) the need for more programming of a particular type. These issues will be an important point for media students to study in the future, and a strong background in media theory will be needed to cope with these problems. Social responsibility can either initiate an era of examination and development for the good of society or it can clog the courts with petty complaints. (Author/DS)

**ED 116 658** IR 002 900  
Gerlach, Vernon S. And Others

**Algorithms in Learning, Teaching, and Instructional Design. Studies in Systematic Instruction and Training Technical Report 51201.**

Arizona State Univ., Tempe. Coll. of Education. Spons Agency—Air Force Office of Scientific Research, Arlington, Va.

Pub Date Dec 75

Note—70p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
Descriptors—\*Algorithms, \*Instructional Design, Instructional Systems, Research Problems, \*State of the Art Reviews, Teaching Methods

An algorithm is defined here as an unambiguous procedure which will always produce the correct result when applied to any problem of a given class of problems. This paper gives an extended discussion of the definition of an algorithm. It also explores in detail the elements of an algorithm, the representation of algorithms in standard prose, flow charts, coded graphs, linear representation, list form and decision table form. It develops a taxonomy of algorithms and discusses at length the uses of algorithms in instruction and in research and development problems. (JY)

**ED 116 659** IR 002 901  
Olivier, Lee, Ed. Holland, Stewart, Ed.  
**CVRP Patch Panel, Number 7.**

San Francisco Public Library, Calif. Video Task Force.

Pub Date Dec 75

Note—21p.

Available from—CVRP Patch Panel, San Francisco Public Library, Civic Center, San Francisco, California 94102 (Subscription, \$20.00 institutions; \$10.00 individuals; \$5.00 students) Journal Cit—CVRP Patch Panel; n7 Nov-Dec 1975

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—Bibliographies, \*Cable Television, Evaluation Criteria, Interagency Cooperation, Museums, \*Newsletters, \*Public Libraries, Video Equipment, \*Video Tape Recordings  
Identifiers—\*California Video Resource Project, Long Beach Museum of Art, Long Beach Public Library

The cooperative project which is designed to share video equipment and expertise between the Long Beach Public Library and the Long Beach Museum of Art is discussed in this issue of the California Video Resource Project (CVRP) newsletter. Also in this issue are discussions of other California video projects, the repair of broken video equipment, a technical bibliography, reviews of books and videotapes, and an article which describes videotapes that the Maryland Center for Public Broadcasting did not buy and the criteria used for rejecting the material. (JY)

**ED 116 660** IR 002 903  
Soloworks Newsletters Number 32 and 33.

Pittsburgh Univ., Pa. Project Solo.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Dec 75

Note—12p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*Computer Based Laboratories, Computer Graphics, Mathematics Curriculum, \*Mathematics Instruction, Newsletters, \*Secondary School Mathematics

Identifiers—Project Solo, \*Soloworks, Student Controlled Computing

Two issues of the Soloworks newsletter contain information about the Soloworks project, computer equipment, and the educational philosophy that underlies the student-controlled computer based approach to secondary school mathematics instruction. (JY)

**ED 116 661** IR 002 904  
**Use of the Computer in Teaching and Learning.**

International Federation for Information Processing, Geneva (Switzerland).

Pub Date Aug 74

Note—25p.

Available from—AFIPS Headquarters, 210 Summit Avenue, Montvale, New Jersey 07645 (\$1.50)

Document Not Available from EDRS

Descriptors—\*Computer Assisted Instruction, Computers, Computer Science Education, Curriculum Enrichment, Educational Resources, \*Educational Technology, Resource Guides

## Identifiers—Computer Use

This booklet was written to answer some basic questions about the use of the computer in education. A number of ways in which computers are used in the learning process are listed, followed by the rationale for using computers in education. Benefits of using computers to improve instruction, to provide learner control, and to develop a computer-literate society are discussed along with the potential the computer provides for cost saving in alternative learning environments. Several approaches to the development of instructional material are suggested, followed by approaches which might be used to facilitate acceptance of computers. Key personnel roles in the use of the computer in education are outlined. A list of important considerations in the acquisition process for a computer are given, and the booklet concludes with a comment on the prospects for international cooperation in computer-based education systems. (CH)

**ED 116 662** IR 002 905  
Educational Materials Catalog. Bulletin 717,  
Revised 1975.

Texas Education Agency, Austin.

Pub Date 75

Note—490p.

**EDRS Price MF-\$0.92 HC-\$24.75 Plus Postage**

**Descriptors**—Annotated Bibliographies, \*Audiovisual Aids, \*Catalogs, Elementary Secondary Education, Filmstrips, Higher Education, In-service Teacher Education, Instructional Films, \*Instructional Media, Phonotape Recordings, Professional Continuing Education, Resource Centers, Slides, Teacher Education, Video Tape Recordings, Vocational Education

**Identifiers**—\*Texas

A catalog prepared by the Resource Center, Texas Educational Agency, provides information about audio and video tapes available for duplication and also about films, filmstrips, and slide-tape presentations available for free loan to Texas educational institutions. Programs cover all areas of the school curriculum from kindergarten through college as well as professional development and subjects appropriate for in-service education study groups. The major section lists audio tapes arranged by subject areas. The second section lists other media by type: filmstrips, 16mm films, slide-tape kits, and videotapes. Series are briefly annotated, as are some individual items. There is a title index. (Author/LS)

**ED 116 663** IR 002 907

Powell, Jack Vaughan

Can a Computer Utilization Survey Course be Justified in a Curriculum for Public School Teachers?

Pub Date 75

Note—13p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Computers, \*Computer Science Education, Curriculum Development, Educational Innovation, Educational Needs, \*Educational Technology, Elementary School Teachers, Higher Education, \*Teacher Education Curriculum

**Identifiers**—University of Georgia College of Education

The feasibility of computer applications in teacher education programs and growing importance to educational professionals of knowledge of computers provide a framework which justifies the need for a computer utilization survey course in the teacher education curriculum. Instructional management systems to keep records and to monitor student progress are increasing, and the use of computers in the classroom is just beginning to develop. Teachers need to understand and to be able to use computer resources which are available to them. One study in higher education revealed that computer applications have made little progress in the humanities. A computer assisted instruction course on statistics and test construction was favorably evaluated by most of the teacher education students enrolled. A concise, nontechnical introduction to the use of computers in education is a viable alternative to the direct acquisition of computer skills. (CH)

**ED 116 664** IR 002 908

Van Voorhis, Jerry

Transition to Information Systems at a Liberal Arts College.

College of William and Mary, Williamsburg, Va. School of Education.

Pub Date Dec 75

Note—17p.; Paper presented at the College and University Systems Exchange Conference (Denver, Colorado, December 3-5, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*College Administration, Computer Oriented Programs, \*Facility Case Studies, Higher Education, \*Information Needs, Information Services, \*Information Systems, Institutional Research, Management

**Identifiers**—International Business Machines Corporation, Virginia, \*William and Mary College

That William and Mary is a small, traditional, liberal arts college does not exempt it from the need for interdepartmental coordination, efficient allocation of resources, and accountability. In conjunction with the International Business Machines Corporation (IBM), the college undertook an extensive probe into information networks to see if the institution's demands for information, data processing, and planning could be supplied by an IBM system. A six-man team of college staff and IBM personnel conducted interviews and collected data attempting to spell out the administrative processes and information flow required to supply leadership with more perfect information. It was found that the information flow was poor, restricted by departmental provincialism. The development of an institution-wide, computer-based system was recommended. (EMH)

**ED 116 665** IR 002 909

Olson, Thomas O.

The Humanities and Professional Training in Broadcast Education.

Pub Date 17 Nov 75

Note—9p.; Paper presented at the Annual Meeting of the National Association of Educational Broadcasters (Washington, D.C., November 17, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Broadcast Industry, Communication (Thought Transfer), \*General Education, \*Higher Education, Liberal Arts, \*Professional Training, \*Relevance (Education), Training Objectives

**Identifiers**—Broadcast Education

The question of the proper mix of liberal arts courses and professional broadcast training courses in higher education is often debated. Many feel that broadcast education in higher education should return to a greater study of humanistic, liberal arts courses with a de-emphasis on the vocational aspects of the curricula. Vocational training is defined as teaching "how to," but not "what" or "why." Conversely, liberal arts education teaches the power of understanding and judgment. Expanded perception and extension of the ability to think logically and thoroughly about any subject, to learn the difference between dogma and reality, to note discrepancies and to acquire the habit of precise and accurate communication—in short, the development of critical thought, which may not be relevant to getting the first job but may be relevant to the survival of our civilization—should be the aim of broadcast education. (Author/HB)

**ED 116 666** IR 002 910

Crumpton, John

Data Processing for Educators; a Vocabulary Self-Study and an Application Review. Monograph No. 1.

Durham Technical Inst., N.C.

Pub Date 75

Note—49p.

Available from—Durham Technical Institute, P.O. Box 11307 East Durham Station, Durham, North Carolina 27703

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Autoinstructional Aids, Computers, \*Computer Science Education, \*Data Processing, Educational Technology, Models, Programming, Programming Languages, \*Textbooks

This brief text serves as an introduction to the vocabulary, concepts and application of data processing. It is intended to provide the professional educator with a working vocabulary in the areas of: (1) unit record data processing; (2) data processing systems; (3) computer-centered data processing; (4) programming; (5) approaches to data processing; and (6) decision-making models. The text is designed to be self instructional, and it contains periodic questions to test the learner's comprehension. (EMH)

**ED 116 667**

Eglinski, Georgann, Ed. Jones, Barbara, Ed. Books and Libraries at the University of Kansas; 13:1, Fall 1975.

Kansas Univ., Lawrence. Univ. Libraries.

Pub Date 75

Note—9p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Books, \*Citation Indexes, Energy, Information Sources, Libraries, \*Library Acquisition, Social Sciences, Spanish, Spanish Literature

**Identifiers**—Latin America, Social Science Citation Index, SSCL

The Fall, 1975, edition of "Books and Libraries at the University of Kansas" contains three informative articles. The first is a description of a bibliographer's book buying trip in Latin America, the bargains she struck, and the finds she made. In the second article a law librarian discusses "The Old Yellow Book," a 1975 translation and commentary of a 17th century Roman murder trial upon which Robert Browning's poem, "The Ring and the Book," is based. The "Social Science Citation Index" (SSCI) is the subject of the third article, in which comment is made upon SSCI's uses, coverage, and value as a research tool. There is also a short item describing sources of energy information. (LS)

**ED 116 668** 95 IR 002 912

Looking Forward to 1976: A Selected Bibliography on the Functions and Contributions of Libraries in American Society.

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 75

Contract—NIE-C-74-0027

Note—75p.; Prepared for the American Library Association Annual Meeting (San Francisco, California, June 29-July 5, 1975)

Available from—Box E, School of Education, Stanford University, Stanford, California 94305 (\$0.50 in microfiche only)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—American Indians, \*Bibliographies, Computers, Information Science, Information Sources, Information Systems, \*Libraries, \*Library Automation, Library Networks, Library Programs, Library Science, National Programs, Resource Guides, Revolutionary War (United States), United States History

**Identifiers**—ALA 75, BALLOTS, Bicentennial, Educational Resources Information Center, ERIC, National Commission Libraries Information Science, OCLC, Ohio College Library Center, Stanford University

The ERIC Clearinghouse on Information Resources at Stanford University presents a compilation of bibliographies, articles, and information about the Educational Resources Information Center in a bicentennial salute to United States libraries. Bibliographies include a list of subject guides to information in a variety of formats, a bicentennial collection on the American revolution compiled by the Illinois Library Association, and a bibliography of bibliographies of American Indian materials for adults. The conclusion from the final draft of the National Commission on Libraries and Information Science's "A National Program for Library and Information Services" is reprinted, as are an article on the Ohio College Library Center (from "Library Resources and Technical Services") and one on Stanford University's BALLOTS system (from "Journal of Library Automation"). Information about ERIC includes a list of the clearinghouses, a directory of ERIC microfiche collections, and ordering information. (LS)

**ED 116 669** IR 002 913

Mills, Gladys H.

Report of the LRL Survey Committee; For the Legislative Reference Librarians Section, National Conference of State Legislatures. ECS Report No. 79.

Education Commission of the States, Denver, Colo. Dept. of Research and Information Services.; National Conference of State Legislatures, Washington, D.C.

Report No.—ECS-R-79

Pub Date Dec 75

Note—82p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—Information Retrieval, \*Legislative Reference Libraries, Library Automation, Library Cooperation, \*Library Services, \*Library Surveys, Questionnaires, State Libraries

A questionnaire was sent to all librarians on the Council of State Governments' state legislative reference librarians list and the directors of state library agencies in an effort to provide a data base for future studies and the development of standards in specific areas of legislative reference operations. Replies were received from 48 states. Variation was found in all aspects of legislative reference services—especially in staffing, funding, and scope of services offered. The automation capabilities in the states differed but were being utilized more and more for information purposes. Greater interstate cooperation was needed in the exchange of information and publications. The survey findings are shown in great detail along with the questionnaire, a sample response from one state, a directory of officials or agencies responsible for state documents, and a list of respondents. (Author/PF)

**ED 116 670** **IR 002 914**

Chan, Stella W.

**Chinese Library Services to a Predominantly Chinese-Speaking Community.**

Pub Date 4 Dec 75

Note—5p.; Paper presented at the California Library Association Annual Conference (San Francisco, California, December 4, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Branch Libraries, \*Chinese, \*Chinese Americans, Library Collections, Library Programs, \*Library Services, Phonograph Records, \*Public Libraries, Speeches

**Identifiers**—California (San Francisco), CLA 75

The San Francisco Public Library has developed some special services for Chinese-speaking patrons. A collection of Chinese materials at the Chinatown branch now contains 9,000 fiction and non-fiction books, 9 newspapers, 19 periodicals, and over 300 phonograph records. Bilingual citizenship books are provided, as are reference books on China and the Chinese in English. Members of the Chinese-speaking community helped select books at first, and librarians now order books from Hong Kong and Taiwan as well as from local sources. Since most books are cataloged at the branch, a simplified system was developed to speed the process. Branch librarians are bilingual, providing three Chinese languages, and publicity announcements and flyers are in both English and Chinese. Many special services are given: class visits, tours, library participation in local events, bilingual programs, and music programs. Chinese residents of all ages and interests can enjoy fiction, philosophy, history, classical Chinese music, or the latest Hong Kong record hits at the Chinatown branch. (LS)

**ED 116 671** **IR 002 915**

Gallenson, Louis

**An Approach to Providing a User Interface for Military Computer-Aided Instruction in 1980.**

University of Southern California, Marina del Rey. Information Sciences Inst.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—ISI-RR-75-43

Pub Date Nov 75

Note—23p.; For a related document see IR 002 916

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Computer Assisted Instruction, \*Computer Graphics, Computers, Display Systems, Electronic Equipment, \*Equipment Evaluation, Equipment Standards, \*Input Output Devices, Military Organizations, \*On Line Systems

**Identifiers**—Computer Terminals

A recent needs study determined that most of the terminal requirements for military computer assisted instruction (CAI) applications can be satisfied with mainstream commercial terminals. Additional development, however, is likely to be required to satisfy two of the capabilities (limited graphics and prerecorded visuals). The expected architecture of commercial terminals will make it easy to modify and customize them to meet all the identified CAI needs. The military community is also expected to use computer networks to satisfy an appreciable portion of its requirements.

Commercial terminals and available computer networks provide the basis for an effective and economical user interface to military CAI systems. (Author/EMH)

**ED 116 672** **IR 002 916**

Martin, Thomas H. And Others

**A Policy Assessment of Priorities and Functional Needs for the Military Computer-Assisted Instruction Terminal.**

University of Southern California, Los Angeles. Annenberg School of Communications.

University of Southern California, Marina del Rey. Information Sciences Inst.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—ISI-RR-75-44

Pub Date Dec 75

Note—108p.; For a related document, see IR 002 915

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—\*Computer Assisted Instruction, Computer Programs, Computers, \*Equipment Evaluation, Equipment Standards, Futures (of Society), \*Input Output Devices, \*Military Organizations, On Line Systems, Programing Languages

**Identifiers**—Computer Terminals

A policy study was conducted in four rounds to assess the anticipated payoff of investment by the Advanced Research Projects Office in the development of a new family of terminals for use by the military in computer-assisted instruction. Members of the panel of experts proposed features, rated them, and reacted to the resulting ratings. Of the 24 features, those rated as most needed were seen by these experts as likely to be in commercial production five to ten years from now in a form usable by the military. Experts generally agreed that investments in innovative pedagogical software and in innovative course writing are likely to have greater payoff than an investment in terminal development. Of 14 software features, those rated as most needed were ones for particularizing instruction online to the course-related needs of individual students. The report is a thorough description of the conduct of the study. (EMH)

**ED 116 673** **IR 002 917**

Comstock, George

**Milgram's Scotch Verdict on TV: A Retrial. Paper No. 5248.**

Rand Corp., Santa Monica, Calif.

Report No.—Rand-P-5248

Pub Date Jun 74

Note—16p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Anti Social Behavior, \*Behavioral Science Research, Behavior Patterns, \*Commercial Television, Experiments, Observational Learning, \*Reactive Behavior, \*Research Methodology, Research Problems, \*Television Research, Television Viewing

**Identifiers**—Milgram (Stanley), Shotland (R Lance)

An evaluation was made of the methodology and findings presented in "Television and Antisocial Behavior. Field Experiments," by Stanley Milgram and R. Lance Shotland (New York: Academic Press, 1973). In the book, seven experiments were reported, all concerned with antisocial behavior toward a medical charity. Three episodes of Medical Story were prepared. In two, antisocial endings were presented; in a third, a prosocial ending was presented. An entirely different episode created a fourth (control) condition for the three experimental variations: (1) antisocial behavior with punishment, (2) antisocial behavior without punishment, and (3) prosocial behavior. In several experiments, various versions were shown to audiences, and subjects were tested later by their reactions to an experimental situation. Milgram and Shotland concluded that television's influence on antisocial behavior was "not proven." A careful examination of these experiments shows them to be flawed and poorly conceived, largely irrelevant to prior research, and a minor contribution to the large body of scientific evidence relevant to the topic. (HB)

**ED 116 674** **IR 002 918**

Comstock, George And Others

**Television and Human Behavior: The Key Studies.** Rand Corp., Santa Monica, Calif.

Spons Agency—Edna McConnell Clark Foundation, New York, N.Y.

Report No.—R-1747-CF

Pub Date Jun 75

Note—258p.; For a related document see IR 002 919

Available from—Publications Department, The Rand Corporation, 1700 Main Street, Santa Monica, California 90406 (\$10.00)

**Document Not Available from EDRS**

**Descriptors**—Annotated Bibliographies, \*Behavioral Science Research, Behavior Patterns, Human Development, \*Literature Reviews, Media Research, \*Research Methodology, Research Problems, State of the Art Reviews, Surveys, \*Television Research, Television Viewing, \*Trend Analysis

Some 450 studies and other items judged to be of key importance to research on television and human behavior are summarized. For empirical research, each summary presents: (1) principal findings; (2) design and methodology; (3) theory and discussion. For theory, review and nonempirical works, each summary presents: principal conclusions and theory and discussion. The summaries are described as critical annotations because they represent a judgment about the data or, in the case of nonempirical work, about the major thrust, and not a reiteration of stated conclusions. The summaries were rated by a jury of social scientists on the basis of "interest at this time," and their opinions are noted by a system of asterisks. In addition, the summaries are preceded by an analysis of methodological issues and trends within each of the substantive areas covered by the eleven specialized bibliographies. It concluded that many of the apparent disputes about the substantive scientific findings instead represent differences in the way various evaluators collate and analyze evidence, and that debate should be focused on the validity and implications of alternative means of evaluation, instead of on the "rightness" or "wrongness" of the findings. (Author/HB)

**ED 116 675** **IR 002 919**

Comstock, George And Others

**Television and Human Behavior: The Research Horizon, Future and Present.**

Rand Corp., Santa Monica, Calif.

Spons Agency—Edna McConnell Clark Foundation, New York, N.Y.

Report No.—R-1748-CF

Pub Date Jun 75

Note—129p.; For a related document see IR 002 918

Available from—Publications Department, The Rand Corporation, 1700 Main Street, Santa Monica, California 90406 (\$7.00)

**Document Not Available from EDRS**

**Descriptors**—\*Behavioral Science Research, Behavior Patterns, Futures (of Society), Human Development, Literature Reviews, Media Research, \*Policy Formation, \*Research Needs, \*Research Problems, State of the Art Reviews, Surveys, \*Television Research, Television Viewing

Current activity in the area of television research was reviewed, with an emphasis on some of the factors which will influence future research. An analysis was made of: (1) the priorities held by the scientific community in regard to research on television and human behavior, (2) the perspectives within the community that are likely to influence such research, and (3) some of the implications of the desire on the part of many social scientists to make such research more relevant to television policy decision-making. The analysis was based on in-depth interviews with selected social scientists, information collected in other ways from the scientific community, and reactions to preliminary analyses of a panel of highly informed social scientists. About 50 "in progress" research projects were uncovered. A description of these projects and an annotated bibliography of current publications are appended. (Author/HB)

**ED 116 676** **IR 002 920**

Perkins, John W.

**Library Materials Selection Policy.**

Inglewood Public Library, Calif.

Pub Date 75

Note—29p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Art Products, Books, Films, Filmstrips, Library Acquisition, \*Library Collec-

tions, \*Library Material Selection, Media Selection, Periodicals, Phonograph Records, Policy, \*Public Libraries, Reference Materials  
**Identifiers**—ALA Library Bill of Rights

One public library's policy for the selection of adult and children's library materials is described. The library's collection interests are outlined and guidelines are given covering selection personnel, selection criteria, and selection sources for print and non-print materials. Problems involved in collection maintenance and the evaluation of library gifts are examined. A listing of other Inglewood Public Library publications is included. (NR)

**ED 116 677** IR 002 922

*Bramley, Gerald*  
**World Trends in Library Education.**  
 Pub Date 75  
 Note—234p.

Available from—Linnet Books, The Shoe String Press, Inc., 995 Sherman Avenue, Hamden, Connecticut 06514 (\$10.00)

**Document Not Available from EDRS**

**Descriptors**—Classification, Curriculum, \*Developing Nations, Foundation Programs, Graduate Study, Higher Education, Information Retrieval, \*Information Science, Libraries, Library Administration, \*Library Education, Library Schools, \*Library Surveys, Library Technicians, Reference Materials, Relevance (Education), State of the Art Reviews, Teaching Methods, Undergraduate Study  
**Identifiers**—British Commonwealth, Europe

Current trends in library education in the United States, the United Kingdom, Canada, Australia, New Zealand, Europe, the Scandinavian countries, the Soviet Union, and the German Democratic Republic are surveyed. The problems of educating librarians in the developing countries in general and the specific problems in Nigeria, Ghana, Senegal, and Uganda are analyzed. American contributions towards library education in Taiwan, Iran, Thailand, and the Philippines are described. Other topics covered are: (1) the role of the library school in research, publication, and student employment; (2) an evaluation of undergraduate, masters, and doctoral programs; (3) the new teaching techniques in library administration, reference, and cataloging courses; and (4) the curriculum needs of the information specialist and the school librarian. (NR)

**ED 116 678** IR 002 923

*Jarecke, R. F.*  
**The Revolution in Teaching and Technology.**  
 Pub Date 12 Jan 76

Note—9p.; Paper presented at the National Audio-Visual Association Annual Conference (New Orleans, Louisiana, January 12, 1976)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Educational Needs, Educational Technology, \*Instructional Innovation, \*Instructional Technology, \*Learning, Multimedia Instruction, Speeches, Teacher Associations, \*Teaching Methods

**Identifiers**—\*National Education Association

Instruction technology should be utilized in the creation of innovative teaching methods. The learner's needs must be reconsidered with emphasis placed on the development of inquisitive, creative, critical, and self-directed thinking. (NR)

**ED 116 679** IR 002 924

*Leavitt, Judith A.*  
**Title Changes, Reprint Publishers, and Libraries.**  
 Pub Date Jul 75  
 Note—13p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—College Libraries, Libraries, \*Library Acquisition, \*Publishing Industry, \*University Libraries

**Identifiers**—\*Reprint Publishing Industry

Because title changes of reprints cause specific problems for libraries, resulting in waste of time and money, 54 reprint publishers were polled about their policies regarding reprint title changes. The conclusions reached were: (1) The reprint publishing industry needs to reevaluate its practices, giving more consideration to the needs of academic libraries; (2) Libraries should refuse to patronize uncooperative publishers; and (3) Libraries should return inadvertent duplications without delay. (Author/NR)

**ED 116 680** IR 002 925

*Painter, Ann F., Ed.*  
**Classification: Theory and Practice.**  
 Drexel Univ., Philadelphia, Pa. Graduate School of Library Science.  
 Pub Date Oct 74  
 Note—125p.

Journal Cit—Drexel Library Quarterly; v10 n4 Oct 74

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—\*Classification, Cluster Grouping, Futures (of Society), Information Retrieval, \*Library Automation, \*Library Science, Library Technical Processes  
**Identifiers**—Dewey Decimal Classification, Library of Congress Classification, Universal Decimal Classification

In response to recent trends towards automated bibliographic control, this issue of "Drexel Library Quarterly" discusses present day bibliographic classification schemes and offers some insight into the future. This volume contains essays which: (1) define "classification"; (2) provide historical background; (3) examine the Dewey Decimal System, the Library of Congress Classification, and the Universal Decimal Classification; (4) discuss research and development of automated systems; and (5) make predictions for the future. (EMH)

**ED 116 681** IR 002 926

*Perkins, David L. Bedoian, Carol*  
**Manual For Collection Developers.**  
 California State Univ., Northridge. Univ. Libraries.

Pub Date 75

Note—113p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—Accreditation (Institutions), Budgeting, College Libraries, Higher Education, \*Library Acquisition, Library Administration, \*Library Collections, Library Expenditures, \*Library Material Selection, Library Services, Library Standards, Manuals, Periodicals, Serials, \*University Libraries

**Identifiers**—\*California State Universities and Colleges

Intended to introduce the novice book selector to a wide range of duties and to serve as a source of instruction for library science students, this manual deals with the review, selection, and ordering of current, retrospective, and periodical collections. It examines how collection priorities are established and discusses the documentation, budgeting, and technological procedures that are necessary to modify and maintain an adequate collection. Specific information is provided in the areas of budgeting; accreditation; Department of Health, Education, and Welfare reporting; collection revision; and statistics. (EMH)

**ED 116 682** IR 002 927

*Faiola, Theodora*  
**Teacher Self-Assessment via Videotaped Minilessons in the Marin County Regional Occupational Program.**

Pub Date Oct 75

Note—162p.; Ed.D. Dissertation, Nova University, San Francisco Cluster, Group II

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors**—Individual Development, Microteaching, \*Occupational Guidance, Occupational Information, \*Self Evaluation, Teacher Education, Teacher Improvement, Teaching Methods, Training Techniques, \*Videotape Recordings, \*Vocational Education, \*Vocational Education Teachers

**Identifiers**—California, \*Marin County Regional Occupational Program

The Marin County (California) Regional Occupational Program (Marin ROP) was charged with increasing the vocational education opportunities for youth and adults so that they may acquire occupational skills. While the Marin ROP was jointly sponsored by three secondary school districts and a two-campus community college, the ROP was administered by the Marin County Superintendent of Schools. As a component of the Marin ROP, a practicum was designed to teach eighteen vocational teachers how to use video equipment in order to: (1) increase the diversity of teaching styles, (2) sharpen self-assessment skills, and (3) use the equipment as a teaching tool. Sixteen teachers produced videotaped lessons and fifteen teachers chose to incorporate the videotaped lessons in their annual teaching

evaluations. The author concluded that while videotaped lessons are a valid tool for increasing teachers' self-assessment awareness and capabilities, self-assessment as a stated objective for producing videotaped lessons created high degrees of teacher apprehension. Therefore, it was speculated that if teachers simply learned how to operate the equipment as a teaching tool and produced lessons for classroom use, self-assessment would automatically occur because teachers would see themselves teaching and begin to change. (Author/HB)

**ED 116 683** IR 002 928

*Pitkin, Gary M.*  
**Serials Automation at Kearney State College.**  
 Kearney State Coll., Nebr.

Pub Date 75

Note—18p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*College Libraries, Computer Oriented Programs, Information Systems, Libraries, \*Library Automation, Library Collections, \*Library Facilities, Library Technical Processes, \*Serials

**Identifiers**—\*Kearney State College

After updating and revising the manual serials record in June 1973, the serials department of the Kearney State College Library was automated. The functions automated were: (1) citation of index and abstract services, (2) binding notification, (3) indication of publication frequency, (4) compilation of subject lists, and (5) holding statements including format and internal location. Preparation of renewals was partly automated. However, check-in and claiming were not automated. Reasons for the automation of each function were discussed along with the codes representing that function and the resulting advantages and/or disadvantages. The coding form and generated output were also described. (Author/HB)

**ED 116 684** IR 002 929

*Worland, Peter B. Nye, James H.*  
**Library Automation in the Small College Environment.**

Gustavus Adolphus Coll., St. Peter, Minn.

Pub Date Dec 75

Note—15p.; Paper presented at the College and University Systems Exchange National Conference (Denver, Colorado, December 3-5, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Bibliographies, \*Cataloging, \*College Libraries, Library Acquisition, Library Administration, \*Library Automation, Library Circulation, Library Expenditures, Use Studies

**Identifiers**—\*Folke Bernadotte Memorial Library, Gustavus Adolphus College, Minnesota

The Folke Bernadotte Memorial Library contains 200,000 volumes and 900 serial subscriptions and operates with an annual budget as of 1974-75 of \$235,000. It serves 2000 undergraduates in a 4 year liberal arts college. Library automation is used in the following areas: (1) bibliographic compilations; (2) cataloging of books, octavo choral performance scores, an art slide collection, and a microform collection; (3) acquisition fund accounting; and (4) compilation of statistical processing packages for surveys of use patterns and circulation statistics. The appendixes contain three examples of program printouts. (NR)

**ED 116 685** IR 002 930

*Kaludis, George*  
**Management and Management Systems at the Crossroads.**

Vanderbilt Univ., Nashville, Tenn.

Pub Date Dec 75

Note—13p.; Paper presented at the College and University Systems Exchange National Conference (Denver, Colorado, December 3-5, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Administrative Organization, Governance, \*Higher Education, \*Institutional Administration, \*Management, Management Systems, \*Speeches

Since the complete understanding of an institution is impossible, an administrator must base his decisions on models of institutional structure. State and federal trends towards accountability and detailed cost accounting restrict the administrator's ability to cope with the problems of the institution. Similarly efforts to make each com-



ponent of the institution operate on a profit basis provide incentive, but they limit flexibility. If the economic flow of the institution is charted in detail, it can serve as a model used to identify the institution's weakest elements, but it should be remembered that encouraging departmental self-sufficiency can lead to fragmentation and internal dissonance. (EMH)

ED 116 686 95 IR 002 931  
Weaver, Barbara F.

**Program Planning is the Name of the Game. Final Report, First Year Project CLASP.**

Central Massachusetts Regional Library System, Worcester.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Office of Libraries and Learning Resources.

Pub Date 75

Note—34p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Librarians, \*Library Research, Library Role, \*Program Budgeting, Program Evaluation, \*Program Planning, \*Public Libraries, \*Simulation, Statistical Data, Tables (Data)

Identifiers—Central Mass Library Admin Simulation Project, CLASP, Higher Education Act Title IIB, Planning Programming Budgeting System, PPBS

Central Massachusetts Library Administration Simulation Project (CLASP) was a research project funded under Title II-B to develop and test a simulation model that would enable public library personnel to learn and practice skills of negotiation, decision making, budgeting, and program planning. A simulation model was developed and tested in a four-day workshop series in which 21 participants learned skills of program planning and budgeting. Suggestions were made that the model should encourage the participants to develop performance measures for self-evaluation of their programs; and greater emphasis should be placed on the relationship between community development and formulation of library goals and objectives. A schematic map of the six-town region and a photograph of the game board is included. A list of project participants, members of the advisory committee, a description of the play of the simulation game, a description of the alternative programs, and previous budget data sheets are appended. (Author/DS)

ED 116 687 IR 002 932  
Goodell, John S.

**Libraries and Work Sampling. Challenge to Change: Library Applications of New Concepts, No. 1.**

Pub Date 5 Aug 75

Note—72p.

Available from—Libraries Unlimited, Incorporated, P. O. Box 263, Littleton, Colorado 80120 (\$5.00)

**Document Not Available from EDRS**

Descriptors—\*Evaluation Methods, \*Librarians, \*Library Administration, Library Reference Services, Library Services, Library Surveys, Manuals, Statistical Data, Tables (Data)

Identifiers—Work Sampling

Work sampling is an effective device for testing efficiency in the use of library materials and personnel. An administrator can determine whether circulation or reference librarians are effectively using their time and whether the work flow should be reorganized. Key operations of a sampling should include definition of a problem, identification of the pertinent categories, determination of appropriate observation times, mathematical processing of the data, and finally the interpretation. Statistical tables illustrate calculations of the study, and the figures illustrate tally forms. The appendixes contain additional mathematical refinements and a review of library literature on work sampling; and a 22-item bibliography includes books and articles on sampling. (Author/DS)

ED 116 688 40 IR 002 933  
Pan, Elizabeth Senkevich, Judith J.

**Rehabilitation Training Materials Study. Supplement to the Multimedia Rehabilitation Resources Project. Final Report.**

George Washington Univ., Washington, D.C. Rehabilitation Research and Training Center.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Report No—RSA-16-P-56803-3-11

Pub Date Dec 75

Note—63p.; For a related document see IR 002 934

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Audiovisual Aids, Catalogs, Handicapped, Information Centers, Information Dissemination, Information Needs, Instructional Materials, \*Instructional Media, Manpower Development, Publications, Reading Materials, \*Rehabilitation, \*Rehabilitation Programs, Resource Centers, Resource Guides, State of the Art Reviews, \*Surveys, Training, Use Studies

Identifiers—Multimedia Rehabilitation Resources Project, \*National Rehabilitation Information Center, Rehabilitation Services Administration

In order to supplement an earlier investigation, "Feasibility Study for a National Rehabilitation Information Center," a study was conducted to assess the current state of rehabilitation training materials in terms of their production, dissemination, and use. Based on interviews of a cross section of rehabilitation training professionals, the study identified three major needs: (1) providing a single comprehensive list of training materials; (2) providing access to the materials; and (3) demonstrating new materials to potential users. The study attempted to define the universe of training materials by classifying them according to format, subject, funding source, intended audience, and intended use. A selective list of sources and catalogs is provided in the appendix. (EMH)

ED 116 689 40 IR 002 934  
Pan, Elizabeth Senkevich, Judith J.

**A Feasibility Study for a National Rehabilitation Information Center. Multimedia Rehabilitation Resources Project. Final Report.**

George Washington Univ., Washington, D.C. Rehabilitation Research and Training Center.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Report No—RSA-16-P-56803-3-11

Pub Date Jun 75

Note—85p.; For a related document see IR 002 933

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—Audiovisual Centers, Clearinghouses, Estimated Costs, Facility Requirements, \*Feasibility Studies, \*Handicapped, \*Information Centers, Information Dissemination, Information Needs, \*Information Networks, Information Retrieval, Manpower Development, \*Rehabilitation, Rehabilitation Programs, Resource Centers, Surveys, Training

Identifiers—Multimedia Rehabilitation Resources Project, \*National Rehabilitation Information Center

Access to information about rehabilitation has traditionally been limited by the undefined scope of the field and by the lack of a central clearinghouse for rehabilitation information. A study was conducted to examine the feasibility of establishing a national rehabilitation resource center to improve the delivery of information. The study attempted to identify: (1) potential users; (2) the type of information materials that were needed; (3) the best storage and retrieval system; (4) the best location; (5) costs; and (6) methods to increase the effectiveness of existing materials. Employing a literature search, interviews, and think tank techniques, researchers first surveyed the state of existing rehabilitation information and then delineated what informational needs were unmet. The study recommended the formalizing of a rehabilitation information network with a national center to serve as a catalyst and coordinator. The appendixes contain bibliographic references and details concerning the interviews and workshops that were held. (EMH)

ED 116 690 IR 002 935  
O'Bryan, K. G. And Others

**Quest Into Matter. Final Report.**

Ontario Educational Communications Authority, Toronto. Research and Planning Branch.

Pub Date Dec 75

Note—25p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Audiovisual Instruction, \*Chemistry Instruction, \*College Freshmen, \*Educational Television, Evaluation, Higher Education, Instructional Media, Media Research, Science Courses, Student Attitudes, \*Summative Evaluation, Teacher Attitudes, \*Telecourses

Identifiers—Canada, \*Ontario Educational Communications Authority, Quest Into Matter

"Quest into Matter," produced by Ontario (Canada) Instructional Television, aimed to investigate the "heart of matter" at the college freshman level of chemistry. Specifically, its purpose was to demonstrate the relevance of "shape" in relation to the properties of matter from the molecular level to the galactic. Some 180 students enrolled in a first year chemistry course, and 17 freshman chemistry teachers took part in the evaluation of the program which involved responding to a set of questions after viewing the program. The students found the programs stimulating, informative, and neither boring or confusing. Most found the analogies in the program very or somewhat helpful in understanding the various properties of matter and very or somewhat relevant to their chemistry course. Teachers responded even more favorably than students. Over 90 percent found the program somewhat to very stimulating and neither boring nor confusing. Most teachers also found it very informative. Like the students, the teachers found the analogies very or somewhat helpful in understanding the various properties of matter and very or somewhat relevant to a first year chemistry course. They also preferred a combination of both the method used in the program and a conventional lecture-type method and stated they would like to see more programs of this type used in their classes. The findings suggest that programs like "Quest into Matter" would be readily welcomed as supplementary material to textbook information. (Author/HB)

ED 116 691 IR 002 936

Dornfeld, Jean, Ed.

**Selection of Instructional Materials; A Model Policy and Rules.**

Iowa State Dept. of Public Instruction, Des Moines.

Pub Date Oct 75

Note—19p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Audiovisual Aids, Censorship, Instructional Materials, Instructional Media, \*Media Selection, \*Models, Policy, \*Policy Formation, Reading Material Selection, \*School Policy, Textbook Selection

Identifiers—Iowa

The Iowa State Department of Public Instruction has developed an instructional materials selection policy and procedures to help achieve appropriate assignment of selection responsibility and quality selection while guarding against unwarranted censorship of materials. The model emphasized the ongoing nature of media selection, involving assignment of responsibility of selection and continued evaluation by school staff members. Intended to provide assistance to schools in developing their own selection policies and procedures, the model delineates: (1) responsibility of selection of materials; (2) criteria for selection of materials; (3) procedures for selection of media and text materials; (4) procedures for objections by the community; and (5) a sample form for reevaluation of printed or audiovisual material. Sources of publications and associations concerned with intellectual freedom are appended. (HB)

ED 116 692 IR 002 937

Trump, Patricia Jane

**The Macomb County Community Resource Project.**

Pub Date Jun 75

Note—77p.; Master's Thesis, University of Toledo; Some portions of the appendixes may not reproduce well due to the poor quality of the original; Not available in hard copy due to poor reproducibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Community Information Services, \*Community Resources, Directories, Employment Opportunities, \*Information Dissemination, Librarians, Masters Theses, Publicize, \*Public Libraries, Questionnaires, Statistical Data, Tables (Data)

Identifiers—Library Services Construction Act Title I, \*Michigan (Macomb County), Public Information Centers

A public information center was established in an area covering 16 libraries in Detroit, Michigan. Funded by a Title I grant, the center sought to increase the effectiveness of information flow to residents and to compile a community resources directory. Several types of literature

were reviewed and information was gathered from the Detroit Public Library information and referral service. A file system was established, subject headings chosen, and a questionnaire was sent out to find the type of information that was needed. A brochure about employment resources was designed and published. Seven appendixes include: a map of Macomb County; the project grant application; census and planning commission data; 49 information sources on community resources; the project questionnaire; and the employment brochure. (DS)

**ED 116 693** IR 002 938

*Barnes, Rey L.*

**Progress and Pedagogy: The Teachers Dilemma in a Technological Revolution.**

Pub Date 19 Nov 75

Note—12p.; Paper presented at the National Association of Educational Broadcasters Annual Meeting (Washington, D.C., November 19, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Audio Equipment, \*Educational Equipment, \*Educational Innovation, \*Educational Technology, Electronic Equipment, Instructional Media, Speeches, \*State of the Art Reviews, Technological Advancement, \*Video Equipment

**Identifiers**—NAEB 75

Though most technological advances are triggered by the initiative of the military and business sectors, if educators can overcome their aversion to technology, some recent technological developments can easily be adapted for use in the educational sector. For example, an experimental color television camera developed recently is no larger than a 35mm camera; resolution in video equipment has been vastly improved and changed to a digital mode which can be used to generate extremely realistic computer animation; advances in fiber optics and lasers may lead to the development of high-density audiovisual recorders with no moving parts; and reduction of electrical components to the molecular size also provides some interesting possibilities for the near future. It remains to be seen if man's imagination and sensitivity will insure that these technologies are used in beneficial ways. (EMH)

**ED 116 694** IR 002 939

*McKinney, Eleanor*

**Schools Inquiring About Seven-Day School Rerecording of Public and Instructional Television Programs.**

Public Broadcasting Service, Washington, D.C.

Pub Date 16 Dec 75

Note—4p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Audiovisual Centers, Copyrights, \*Educational Television, Instructional Media, \*Policy, \*Public Television, \*Video Tape Recordings

**Identifiers**—Agency for Instructional Television, Great Plains National Instructional Library, Public Broadcasting Service, Public Television Library

A statement of policy outlines the method to be used by all schools, colleges, and universities that desire to take advantage of a seven-day rerecording privilege to record televised material transmitted by public television stations. The policy has been jointly agreed upon by the Public Broadcasting Service, the Great Plains National Instructional Television Library, the Agency for Instructional Television, and the Public Television Library. The policy statement sets forth rules about who may record, what may be recorded, for what purpose, and under what conditions the recordings may be transmitted. (JY)

**ED 116 695** IR 002 940

**Children's Television Report Card, 1975. An Evaluation of the Effect of the 1974 Federal Communications Commission Report and Policy Statement on Children's Television.**

Committee on Children's Television, San Francisco, Calif.

Pub Date 75

Note—48p.; Presented at the Federal Communications Commission Regional Meeting (San Francisco, California, November 20, 1975)

Available from—Committee on Children's Television, Inc., 1511 Masonic Avenue, San Francisco, California 94117

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Broadcast Industry, \*Broadcast Television, \*Children, Commercial Television, Evaluation, Mass Media, \*Programming (Broadcast), Statistical Data, Television, Television Commercials, \*Television Research, Television Viewing

**Identifiers**—FCC, Federal Communications Commission

Over a two month period, the Committee on Children's Television evaluated the response of commercial broadcasters to the Federal Communications Commission guidelines that were established in 1974. Volunteers in 12 cities monitored children's programs on network affiliated and independent television stations. Managers of local television stations were also interviewed. The survey revealed that: (1) few stations were making any real effort to present informative and educational material in exciting and imaginative ways, (2) age-specific programming was virtually nonexistent; (3) weekday programming for children was totally inadequate; (4) the number of product ads were excessive; (5) very little money was invested in children's programming; and (6) hosts of children's television shows were selling products. The appendixes contain a summary of the 32 network programs most consistently aired; the community profiles which summarize the evaluation of locally produced programs, syndicated programs, and alternative network programming; the children's television program profile form used; and the questionnaire sent to the station managers. (DS)

**ED 116 696** IR 002 941

*Mears, Peter M.*

**The Effect of Feedback on Group Cohesiveness.**

Pub Date 76

Note—20p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Behavioral Science Research, College Students, \*Communication (Thought Transfer), Experiments, \*Feedback, \*Group Behavior, Group Dynamics, Organizational Communication, Reinforcement, \*Task Performance

The effect of feedback on group cohesiveness (measured in terms of group and task attractiveness) for a person who is performing a simple, highly repetitive task was studied. One hundred business administration students, randomly assigned to five member groups, completed a series of trials having the goal of determining the number commonly held by the other members of their group as quickly as possible. In each group communication was restricted to written messages and partitions restricted the flow of messages among members according to a predetermined wheel or circle communication network. Half the groups participated in feedback at the end of each trial, the other half did not. All subjects were measured for their feeling of group and task attractiveness at the beginning, middle and end of the experiment. Based on a nested hierarchical design, feedback was found to positively affect a member's opinion of his group, but neither the opportunity for feedback, the network nor the individual's position within the network had a significant influence on the member's attractiveness to the task (findings are significant at the .005 level). The findings suggested group attractiveness was facilitated through formalized feedback mechanisms. However, feedback does not change an individual's opinion of the job performed. Similarly, programs designed to furnish feedback to workers performing menial tasks may not enhance the workers attractiveness to the job. (HB)

**ED 116 697** IR 002 942

*Bjerstedt, Ake, Ed.*

**Didaktometry and Sociometry, 1975, 7(1) and (2). School of Education, Malmo (Sweden). Dept. of Educational and Psychological Research.**

Pub Date 75

Note—48p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Annotated Bibliographies, Documentation, \*Educational Research, Educational Researchers, \*Research Reviews (Publications)

**Identifiers**—\*Malmo School of Education, Sweden (Malmo)

This document consists of two parts. The first is a list of educational research reports released in 1974 by the Malmo School of Education, Malmo, Sweden. Each listing includes the original title with an English translation and a brief

description of its contents also written in English. The second portion of the document is a survey that includes information on the organization and personnel of the school of education, brief presentations on the major areas of research, and some notes on the various series of reports and publications recently issued. (EMH)

**ED 116 698** IR 002 943

*Umhoefer, Aural*

**Learning Resource Center at the Baraboo Campus of the University of Wisconsin Center System.**

Wisconsin Univ. Center System, Baraboo. Baraboo/Sauk County Campus.

Pub Date Jul 75

Note—27p.; Paper presented at the Educational Media and Technology Conference (Stout, Wisconsin, July 21-23, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Audiovisual Aids, Audiovisual Instruction, \*Higher Education, Information Centers, \*Instructional Materials Centers, Instructional Media, Instructional Technology, Learning Laboratories, Library Equipment, \*Library Facilities, Library Planning, \*Library Services, \*Resource Centers, Slides, Speeches, University Libraries

**Identifiers**—Baraboo Campus, Learning Resource Centers, \*University of Wisconsin

The Learning Resource Center (LRC) at the Baraboo campus of the University of Wisconsin was designed to be an integral part of the teaching program, and to embody the multimedia approach to individual self-paced learning by using the most appropriate medium or combination of media for a given instructional situation. The collection includes books, periodicals, microfilm, records, audio-tapes, (reel and cassette), sculpture, films (cartridge, reel, super 8 and 16mm), slides, filmstrips, teaching machine programs, videotapes and cassettes, and all the necessary supporting play back and production equipment. The automated circulation procedures include a Standard Register Source Record Punch model which reads badges coded for students, faculty or special users. The LRC is used as a testing center for both the self-paced and traditional courses, thus freeing instructors' time enabling them to have extra class sessions and discussions. Various innovative testing formats on teaching machines are also used. In addition, the production facilities for audiovisual materials are available to instructors. (HB)

**ED 116 699** IR 002 944

*Britton, Helen Ann*

**Sex Role Stereotyping: A Content Analysis of Bread and Butterflies.**

Pub Date Jun 75

Note—27p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Audiovisual Instruction, \*Content Analysis, Course Content, \*Educational Television, \*Elementary Education, Females, Instructional Media, Sex Discrimination, Sex Role, \*Sex Stereotypes, Telecourses, Womens Studies, Working Women

**Identifiers**—Agency for Instructional Television, \*Bread and Butterflies

A 15 program instructional television series on career awareness, "Bread and Butterflies" was produced by the Agency for Instructional Television in 1974-75. Designed to be an affective stimulus in the classroom, the series was analyzed to document how women were portrayed and the extent to which stereotyping occurred in the work roles shown. Five categories of common sex roles were established: (1) female job ghetto; (2) male career domain; (3) woman in a man's job; (4) man in a woman's job; and (5) nonsexist career presentation (a job or career in which the skill required is the main criteria for doing it). The characters were analyzed both in terms of the jobs they were shown doing and the context in which they were shown. In terms of the amount of time each category was shown, over one-third of the characters portrayed in nonsexist roles were from one program, and only one program focuses on a character who was portrayed in a nonsexist way. It was found that no woman was portrayed as competently and confidently doing her job in a leadership position. Also, while many nonsexist role models were briefly portrayed in the series, in terms of the context in which women are shown, little was done to break down commonly held stereotypes of women and men in the work world. (HB)

ED 116 700 IR 002 945

*Audette, Louis G.***Who Knows What the Users Want?**Connecticut Univ. Health Center, Farmington.  
Pub Date 17 Nov 75

Note—7p.; Paper presented at the Annual Meeting of National Association of Educational Broadcasters (Washington, D.C., November 17, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—Adult Education, Educational Problems, \*Educational Technology, Educational Television, \*Health Education, Higher Education, \*Instructional Improvement, \*Instructional Technology, Speeches  
Identifiers—NAEB 75

Although educational technology in health care institutions has developed considerably, there is still a lack of communication between the technologists and those who are directly involved in the learning process. Educators often view educational technology as a threat and the learners view it as an inconvenience. When new methods are used, they are often used improperly, without searching for adequate methods in which media can conform to the present teaching techniques to enhance learning. Communication must be improved between technologists and the users, and this involves an understanding of the educational tradition and the designing of systems that will fit existing teaching methods. (DS)

ED 116 701 IR 002 946

**Reference Service Manual.**Massachusetts Univ., Amherst. Univ. Libraries.  
Pub Date Jun 75

Note—46p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—Administrative Policy, Bibliographies, Higher Education, Interlibrary Loans, Librarians, Library Circulation, \*Library Guides, Library Instruction, Library Materials, \*Library Reference Services, \*Library Services, \*Manuals, Personnel Policy, \*University Libraries

Identifiers—\*University of Massachusetts

Designed to orient new staff members and also to provide a source of information for library patrons, this manual includes guidelines for the library services offered by the University of Massachusetts Library. Among those included are: desk service; interlibrary loan service; bibliographic services; reference correspondence; documents collections; and orientation and instruction. (DS)

ED 116 702 95 IR 002 947

*Johnson, Harry A.***Selected Films and Filmstrips on Four Ethnic American Minorities (Afro, Indian, Oriental, and Spanish-Speaking).**

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 76

Contract—NIE-C-74-0027

Note—58p.

Available from—Box E, School of Education, Stanford University, Stanford, California 94305 (\$2.00, check made payable to "BOX E" must accompany order)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
Descriptors—African American Studies, American Indians, Annotated Bibliographies, Asian Americans, Black Community, Directories, \*Ethnic Studies, \*Films, \*Filmstrips, Instructional Films, Mexican Americans, Negroes, \*Resource Guides, Spanish Americans, Spanish Speaking

The selected resources annotated in this bibliography concentrate on educational films and filmstrips for teaching about four ethnic American minorities—Afro-American, Native American Indian, Oriental American, and Spanish-Speaking American. Selections were made on the basis of authenticity, suitability for children and youth, and relevance in today's world. Only a few entries predate 1965. No materials were included which were considered condensing or degrading to any ethnic group. Citations are arranged alphabetically by title under each of the four ethnic minority headings. Films are listed first, followed by filmstrips. Title, producer and/or distributor, release date, grade level, and some media characteristics

are listed with each annotation. Grade level and producer/distributor are given in code form. A directory of producer/distributors and a list of 16 Educational Resources Information Center (ERIC) documents dealing with ethnic minorities and the media are included. (Author/PF)

ED 116 703 IR 002 948

*Chen, Carrie***Guide to the New Punctuation System in the Revised Chapter 6 of Anglo-American Cataloging Rules.**

Pub Date Jan 76

Note—11p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*Cataloging, Guides, Manuals, \*Punctuation

Identifiers—\*Anglo American Cataloging Rules

Designed as part of a multimedia kit, this manual introduces the new punctuation system and serves as a reference source. Fifteen catalog cards illustrate the punctuations used between standard elements of bibliographic description. There is no index or table of contents. (PF)

ED 116 704 IR 002 949

*Rogers, A. Robert***Evaluation of Project Outreach (YO-MA-CO-CO) Public Library of Youngstown and Mahoning County.**

Youngstown and Mahoning County Public Library, Youngstown, Ohio.

Spons Agency—Ohio State Library, Columbus.

Pub Date Feb 75

Note—81p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—Braille, Culturally Disadvantaged, \*Evaluation Methods, Films, Filmstrips, Library Materials, Library Programs, Library Services, Magnetic Tape Cassettes, \*Oral History, \*Outreach Programs, Program Evaluation, \*Public Libraries, Questionnaires, Rural Areas, Statistical Data, Talking Books, Use Studies, Visually Handicapped

Identifiers—Library Services and Construction Act, LSCA, Ohio, \*Project Outreach

The goals of Project Outreach were: to place library materials in agencies throughout the county; to offer film programs, filmstrip presentations, and talks; to continue cooperative ventures in the use of braille and talking books; to continue to utilize tape cassettes; to provide materials to handicapped persons; to make available large print materials; to continue a public relations program; and to establish a local oral history archive through a collection of tape interviews. In order to evaluate the program, questionnaires were sent to: (1) administrators of agencies that had participated in the project; (2) those who had not participated; (3) the staff of the public library of Youngstown and Mahoning County, Ohio; and (4) the staff of Project Outreach. It was concluded that Project Outreach represented a creative response to an urgent community need and should be continued. The four questionnaires and the statistical data used to tabulate the response are included. Supplementary data cover the oral history project and a timescale of local historical events from 1890 to 1945. A log of the hours spent in data gathering and evaluation is appended. (Author/DS)

ED 116 705 IR 002 950

*Collins, Allan***Processes in Acquiring Knowledge. Technical Report No. 1.**

Bolt, Beranek and Newman, Inc., Cambridge, Mass.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—BBN-R-3231

Pub Date Jan 76

Note—63p.; To appear in R.C. Anderson, R. J. Spiro, & W.E. Montague, Eds. "Schooling and the Acquisition of Knowledge". Hillsdale, N.J., Erlbaum, 1976

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Computer Assisted Instruction, \*Computer Programs, Critical Thinking, \*Hypothesis Testing, \*Logical Thinking, Programmed Tutoring, \*Questioning Techniques, Teaching Techniques

Identifiers—Socratic Teaching

A theory of Socratic tutoring was developed in the form of pattern-action rules for a computer program. The rules were derived from analyses of

a variety of tutorial dialogs. The 23 rules were designed to formalize causal knowledge and reasoning, and they included such abilities as forming hypotheses, distinguishing between necessary and sufficient conditions, making uncertain predictions, determining the reliability and limitations of these predictions, and asking the right question when there is not enough information to make a prediction. (EMH)

ED 116 706 IR 002 951

*Nitecki, Joseph Z.***Library Technical Services in the Age of Computers; A Brief Overview of Library Literature Discussing the Conceptual Impact of Automation on Library Operations.**

Pub Date 75

Note—23p.; Paper presented at Paley Library as part of a continuing education Program (Temple University's Academic Assembly of Librarians, Philadelphia)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Cataloging, \*Computers, Indexing, Information Retrieval, \*Library Automation, \*Library Technical Processes, Library Technicians, \*Technological Advancement

In times when the total volume of information is proliferating and information users are demanding greater access and faster response, the librarian is likely to turn to the computer for assistance. Modern computers can provide fast, accurate operations with an enormous capacity for bibliographic data, and they can be accessed through on-line, time-sharing terminals. Using binary logic to code bibliographic data, new computer languages can facilitate swift manipulation of data and rapid retrieval. Cataloging and indexing can also be automated. In the future computers will be able to provide continuous monitoring of all bibliographic data provided that library technicians and library users can be kept informed of the continuing advances in technology. (EMH)

ED 116 707 IR 002 952

*Rogers, Everett M. And Others***Diffusion of Impact Innovations to University Professors. A Final Report to the Exxon Education Foundation.**

Michigan Univ., Ann Arbor. Dept. of Journalism.

Spons Agency—EXXON Education Foundation, New York, N.Y.

Pub Date Sep 75

Note—311p.; Some portions of document may not be readable due to irreproducibility of original; Not available in hard copy

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Adoption (Ideas), Change Agents, College Curriculum, \*College Faculty, College Instruction, College Teachers, \*Diffusion, Educational Change, Educational Innovation, Educational Research, Innovation, \*Instructional Innovation, Professors, \*Research Projects, Surveys

Identifiers—EXPER SIM, Guided Study, \*IMPACT, Student to Student Counseling, TIPS

Using four IMPACT innovations as examples (EXPER SIM, Guided Design, TIPS, and Student-to-Student Counseling), this study attempts to define the nature of technological and social changes in university teaching. Data were gathered in three phases: (1) a questionnaire was mailed to individuals who requested information; (2) the adopters of innovations were interviewed; and (3) individuals who received second-hand information were interviewed. The results of the survey focused on the primary and secondary dispersion of information, the decision making mechanism used to determine when an innovation should be adopted, the extent of adoption, and the barriers to adoption. The text of the report describes in detail the research methodology and conclusions, and the appendixes provide definitions of concepts, informational brochures about the four innovations, sample questionnaires, and coding sheets for the interviews. (EMH)

ED 116 708 IR 002 953

*Waniewicz, Ignacy***Summary of the Main Findings of the study "Demand for Part-Time Learning in Ontario".**  
Ontario Educational Communications Authority, Toronto. Research and Planning Branch.

Pub Date Oct 75

Note—19p.; Full study available from Ontario Institute for Studies in Education in April 1976

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Adult Education, Adult Learning, Adult Students, Continuous Learning, \*Educational Needs, Participant Characteristics, Participation, Part Time Students, \*Student Characteristics, \*Surveys, Use Studies  
**Identifiers**—\*Canada (Ontario), Ontario Educational Communications Authority

A probability sample survey of 1,541 residents of Ontario, Canada investigated: (1) the scope of involvement of adults in deliberate part-time learning activities, and (2) the possible role that educational communications media could play in extending educational opportunities to adults. Involvement in education varied according to age, educational attainment, income, occupation, place of residence, and native language, but overall results showed that 30 percent of adults were engaged in deliberate educational activities, and an additional 18 percent were interested in learning activities but were not presently involved. Obstacles that presented participation in education were investigated with the hope that in the future educational media could increase access. The report briefly discussed the institutions, subject areas, methods, and motivations that are employed in adult education. (EMH)

ED 116 709

IR 002 955

Brenneman, Betsey J.

The Card Catalog as an Integrated Unit in the Reference Course.

Pub Date Feb 76

Note—26p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Cataloging, \*Catalogs, \*Course Descriptions, Filing, Instructional Programs, \*Library Education, Library Reference Services, Subject Index Terms  
**Identifiers**—Care Catalog

Emphasizing the importance of the card catalog as a tool for the reference librarian, a unit of instruction was designed to supplement a course in library reference skills. Students who take the course are asked to complete certain requisite readings and to study materials dealing with the parts of the catalog card, filing rules, and assigning appropriate subject headings. Students learn to examine problems from the perspectives of library patrons and researchers. This course description includes a required reading list, a class worksheet, and homework assignments. (EMH)

ED 116 710

IR 002 956

Katz, Ruth M. John, Jane

Training of Library Personnel in Remote Areas (The ACCESS Videotape Project). Final Report, and Study Guide.

Denver Univ., Colo. Graduate School of Librarianship.

Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.

Bureau No—L0072JA

Pub Date Oct 75

Grant—OEG-0-74-7305

Note—77p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—Curriculum Development, Experimental Programs, Information Needs, Librarians, \*Library Education, Library Services, Professional Continuing Education, Program Evaluation, Public Libraries, Questionnaires, \*Rural Education, Video Cassette Systems, Video Tape Recordings

**Identifiers**—Project ACCESS Videotape

The ACCESS video tape series was designed as continuing education for librarians working in public libraries in rural areas of the Rocky Mountain and Plains states. Twelve documentary style and four panel shows were produced. A study guide supplemented the video material and included program outlines and further discussion suggestions. All tapes were produced on quadruplex masters of commercial broadcast quality. For field testing and evaluation purposes, 3/4" color cassettes were used. Conclusions were: (1) there is a definite need for library continuing educational materials; (2) a production-oriented staff member should be involved in proposal development to determine costs, equipment needs, and staffing patterns; (3) high start-up costs can be overcome by cooperative production of groups of programs; and (4) production of future packages should be centered in locations which possess experienced personnel and production capabilities. (Author/NR)

ED 116 711

IR 002 957

Hardesty, Larry

Survey of the Use of Slide/Tape Presentations for Orientation and Instruction Purposes in Academic Libraries.

Pub Date Jan 76

Note—183p.

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

**Descriptors**—\*Audiovisual Aids, \*Audiovisual Instruction, Behavioral Objectives, \*Bibliographies, \*Library Instruction, Library Surveys, Phonotape Recordings, Slides, State of the Art Reviews, \*University Libraries

Eighty-eight academic libraries were surveyed to determine what kinds of slide/tape library instruction materials are available for purchase or loan. The conclusions reached were: (1) there are less than a dozen libraries that have produced presentations of sufficient quality and adaptability to be widely used; and (2) the slide/tape format demands time, expertise, and resources that are often underestimated. For each responding library a summary of the purpose, course use, subject, producer, financing, and evaluation of the slide/tape presentations is included. Four tables and the appendixes contain the survey questionnaire and the prices of Kodak slide Projectors and 3M Wollensak tape recorders as of December 1975. Also included is a reprint of a 17 page bibliography on audio-visual techniques and library instruction compiled by the University Library, The University of Michigan. (NR)

ED 116 712

IR 002 958

Thirty-Fifth Report of the Director, State Library Commission, to the Governor and to the Director of Institutions, for the Period Beginning July 1, 1973 and Ending June 30, 1975.

North Dakota State Library Commission, Bismarck.

Pub Date Jan 76

Note—30p.

Journal Cit—North Dakota Library Notes; v7 n1 Jan76

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Annual Reports, Federal Legislation, Library Expenditures, Library Facilities, Library Materials, \*Library Networks, Library Services, Public Libraries, Revenue Sharing, State Legislation, \*State Libraries, \*Statistical Data, Use Studies

**Identifiers**—Library Services and Construction Act, LSCA, MINITEX, Minnesota Interlibrary Telecommunications Exchange, North Dakota Network for Knowledge

Public library construction in North Dakota, MINITEX (Minnesota Interlibrary Telecommunications Exchange) service, state library use and service patterns, the state library collection, and the state library staff are covered in this report. Two tables contain the North Dakota Network for Knowledge fiscal report for 1974 and 1975. In addition, there are reports of the activities and expenditures incurred for the fiscal years of 1974 and 1975 under the Library Services and Construction Act. (NR)

ED 116 713

IR 002 959

Dierking, Angela Lynn

A History of the American Society for Information Science.

Pub Date Aug 75

Note—71p.; Master's Thesis, Texas Woman's University

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—History, \*Information Science, \*Information Scientists, Masters Theses, \*Professional Associations

**Identifiers**—American Documentation Institute, \*American Society for Information Science  
 Originally called the American Documentation Institute, over the years the American Society for Information Science (ASIS) has changed its emphasis from documentation to information science. During its 40 year history, the society has incorporated into its membership numerous individuals and agencies whose activities include classification, coding, information networks, computational linguistics, cybernetics, etc. The society is a non-profit, national organization with a solid financial base, and its activities include research, development, application, and education in the field of information science. (EMH)

ED 116 714

IR 002 960

Comparative Public Library Report Data for Massachusetts; FY 1974.

Massachusetts State Dept. of Education, Boston. Bureau of Library Extension.

Pub Date Dec 75

Note—45p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Demography, Evaluation, Library Circulation, \*Library Expenditures, Library Materials, Library Planning, Library Surveys, \*Public Libraries, \*Statistical Data  
**Identifiers**—\*Massachusetts

This statistical account is based on 1974 public library annual report data. Summary tables list the means, medians and percentile points for the following ten indicators: (1) total municipal appropriation per capita, (2) total annual income per capita, (3) salaries as percentage of total expenditure, (4) materials expenditure per capita, (5) materials expenditure as percentage of total expenditure, (6) total operating expenditure per capita, (7) total volumes held per capita, (8) total non-print materials per capita, (9) per capita circulation of print materials, and (10) per capita circulation of non-print materials. A second section contains data for individual municipalities grouped according to population of area served. (Author/NR)

ED 116 715

IR 002 961

Meckler, Alan M., Comp. McMullin, Ruth, Comp.

Oral History Collections.

Pub Date 7 Mar 75

Note—344p.

Available from—R. R. Bowker Company, 1180 Avenue of the Americas, New York, New York 10036 (\$29.50)

Document Not Available from EDRS

**Descriptors**—\*Bibliographies, Catalogs, \*Indexes (Locators), Information Centers, Interviews, Local History, \*Oral History, \*Tape Recordings

This index provides access to the combined collections of some 400 oral history centers which house recordings or transcripts of interviews of more than 2,700 persons. The index is arranged in two parts: a name and subject index, and a list of American and foreign oral history centers. Information that applies to all the interviews in a collection is contained in the section on oral history centers, and information that applies to a single interview is contained in the name and subject entries. The name and subject index entries give speaker's name, title, number of pages if interview is transcribed, name of collection in which the interview took place, conditions for use, language of interview, number of hours of tape, date of interview, name and location of oral history center, and cross-reference to other interviews. (EMH)

JC

ED 116 716

JC 760 034

A Study of the State University and Community College System of Tennessee, 1972-80. [Draft.]

Tennessee State Board of Regents, Nashville.

Pub Date 17 Jun 75

Note—80p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Adult Education, Educational Finance, \*Educational Planning, Educational Research, Enrollment Projections, Enrollment Trends, \*Junior Colleges, Physical Facilities, Post Secondary Education, \*State Surveys, \*State Universities, \*Statewide Planning, Student Characteristics, Teacher Characteristics, Teacher Responsibility  
**Identifiers**—\*Tennessee

This is the first statewide study of the development of education beyond the high school within the State University and Community College System of Tennessee, established in July 1972. It reflects the operation of the System from 1972-1975 and projections for a 5-year period through 1980. The materials used to develop this report were drawn from separate self-studies furnished for this purpose by the six universities and 10 community colleges of the System. The study addresses the current state of affairs in both the traditional and nontraditional collegiate forms of higher education and offers guidelines for revising and strengthening higher education in the System. Information considered includes the following:

enrollment trends, student characteristics (age, full-time or part-time status), faculty resources, faculty characteristics (rank, training, tenure), faculty responsibilities, educational opportunities provided by the System, current research activities, public service and continuing education programs, physical facilities, and financial needs assessed according to three variables—number of students, an inflation factor, and program development. (DC)

**ED 116 717** **JC 760 035**  
*Lauter, Victor*

**Two-Year Report [of the] Division of Continuing Education and Extension Services, 1972-1974.**  
New York City Community Coll., Brooklyn, N.Y.  
Pub Date Dec 74  
Note—66p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
**Descriptors**—\*Adult Education Programs, \*Community Service Programs, Curriculum Development, \*Curriculum Planning, Educational Needs, Educational Trends, \*Extension Education, \*Junior Colleges, Program Descriptions, Technical Education, Vocational Education  
**Identifiers**—New York (New York City), New York City Community College

Despite the constraints of budget and space, the Division of Continuing Education (DCE) of New York City Community College in 1973-74 enrolled a total of 8,358 students in 276 courses. Comparison of this report with two previous reports evidences continued growth in diversity and number of programs. Apparent, too, is the evolution of many significant programs from relatively small beginnings. In general, DCE offerings are of two types: those developed for particular groups through grants and contracts, and those offered to the public on a tuition basis. Through collaborative efforts with other community institutions, DCE identifies educational needs, selects courses, recruits students, and evaluates outcomes. Although DCE offers only non-credit courses and programs, it can stimulate the development of credit and degree programs. In the past two years, DCE has attempted to involve the departments of the College in early stages of curriculum planning. This has created the opportunity for departmental faculty to make larger contributions to program design. DCE has also strengthened its relationship with students, involving them not only in the evaluation of teaching and course content, but in planning for new programs. Specific programs and community service projects are described, and statistical data are appended. (Author/NHM)

**ED 116 718** **JC 760 036**  
**Report for Public Community Colleges, 1971-1972.**

Florida State Dept. of Education, Tallahassee.  
Div. of Community Junior Colleges.  
Pub Date [72]

Note—82p.; Some pages may reproduce poorly  
**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
**Descriptors**—Administrative Organization, Adult Education, Articulation (Program), College Faculty, \*Educational Finance, \*Educational History, Educational Objectives, Enrollment Trends, \*Junior Colleges, State Aid, \*State School District Relationship, \*State Surveys, Statewide Planning, Statistical Data, Teacher Salaries, Vocational Education  
**Identifiers**—\*Florida

Florida statutes provide that the community colleges shall serve the post-high school educational needs of local communities by providing education in three major areas: (1) adult continuing education, including community services; (2) occupational education; and (3) general and academic education parallel to that of first and second years of the State University System. This report is intended to provide information with which to answer those questions most frequently asked by members of the legislature, state agencies, external agencies, citizens, administrators, faculty members, and students. Introductory materials describe the history, goals and philosophy, and organization of the Florida public community college system. In addition, material on financial support, articulation, and legislative regulations on the establishment of occupational, vocational, and general adult education programs is presented. The latter half of this report is comprised of 16 tables of data on enrollment, personnel, academic programs, physical facilities, and finances. Because of its unusual balance of local

control with state coordination and support, the Florida community college master plan has been a national model for long-range planning and the orderly development of a statewide system of community colleges. (Author/NHM)

**ED 116 719** **JC 760 037**  
**Performance Expectations for Responsible Community College Trustees.**

Florida State Dept. of Education, Tallahassee.  
Div. of Community Junior Colleges.  
Pub Date Jul 75

Note—31p.  
**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors**—Ethics, \*Junior Colleges, Leadership Responsibility, \*Orientation Materials, \*Performance Criteria, \*Self Evaluation, State Standards, \*Trustees  
**Identifiers**—\*Florida

In an effort to improve the quality of trustee selection and participation in the public community colleges of Florida, a "Special Ethics Committee" was established to develop performance guidelines for trustees. This pamphlet is comprised of four documents. The "Code of Ethics" and "Expectations of an Effective Trustee" are to be given to each potential trustee prior to his acceptance. The "Trustee Performance Standards" and "Trustee Self-Evaluation Form" are to be provided after the individual accepts his appointment. Appended information includes: (1) descriptions of the responsibilities of community college trustees and presidents as defined by the State Board of Education regulations; (2) descriptions of the responsibilities of community college trustees as defined by the Florida statutes; and (3) an index to the State Board of Education regulations and Florida statutes pertinent to trustee functions. All four documents, and the appended information, are intended as useful tools to trustees as they carry out their responsibilities. This material is also recommended for use in trustee in-service training. (Author/DC)

**ED 116 720** **JC 760 038**  
**Catalog of Exemplary Practices.**

Florida State Dept. of Education, Tallahassee.  
Div. of Community Junior Colleges.  
Pub Date Sep 74  
Note—114p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**  
**Descriptors**—Community Service Programs, \*Course Descriptions, \*Educational Innovation, Educational Resources, \*Instructional Innovation, Instructional Programs, Interinstitutional Cooperation, \*Junior Colleges, \*Program Descriptions, State Surveys, Student Personnel Programs  
**Identifiers**—\*Florida

This catalog was developed as a means of communicating innovative and imaginative programs and practices among the 28 community colleges in the state of Florida. Each institution submitted information on programs and practices which they have successfully used and which they feel might serve as a pattern for other institutions. Types of innovative programs and practices were broken down according to five categories: instruction, public service, academic support, student support, and institutional support. Each entry consists of a title, a brief description, and a contact person, college and phone number. Well over 200 entries are included in the catalog. Detailed information on an entry may be obtained from the contact person for that entry. Institutional addresses are appended. (Author/NHM)

**ED 116 721** **JC 760 039**  
*Nickens, John M. And Others*  
**Articulation.**

Florida Community Junior Coll. Inter-institutional Research Council, Gainesville.; Florida State Dept. of Education, Tallahassee. Div. of Community Junior Colleges.  
Pub Date Apr 75

Note—61p.; For a related document, see ED 087 503

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
**Descriptors**—Academic Achievement, \*Articulation (Program), College Majors, \*Followup Studies, Graduate Surveys, Higher Education, Junior Colleges, \*Junior College Students, School Holding Power, \*State Universities, Student Characteristics, \*Transfer Students  
**Identifiers**—\*Florida

This report provides information on the academic progress of the 26,742 students who transferred from a Florida community college and were enrolled in one of the universities of the Florida State University System during fall 1973. It follows a similar study of community college transfers in fall 1971. Data presented are pertinent to three general areas: (1) transfer student characteristics (sex, race, age, year of university entrance, number of quarter hours transferred, present class status, county of residence, community college attended, and university attended); (2) academic performance of community college transfer students (university grade point averages, comparisons of grade point averages attained in universities by students transferring prior to or after earning 90 quarter hours or more in the community college, and grade point averages of transfer students by major and university); (3) relationship between Florida Twelfth Grade Test scores and university grade point averages of transfer students. Appended is a brief report on the academic success of students of community college origin in post-baccalaureate studies. (DC)

**ED 116 722** **JC 760 040**

*Gibson, Juanita M. And Others*  
**Report of the Florida Public Community College Equal Access/Equal Opportunity Consulting Team.**

Florida State Dept. of Education, Tallahassee.  
Div. of Community Junior Colleges.  
Pub Date Sep 74  
Note—205p.

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**  
**Descriptors**—\*Affirmative Action, Civil Rights, College Environment, \*College Integration, Court Litigation, Data Collection, Delivery Systems, Educational Alternatives, \*Equal Education, Equal Opportunities (Jobs), Group Intelligence Tests, \*Junior Colleges, \*Minority Groups, Minority Group Teachers, Negroes, Recruitment, School Holding Power  
**Identifiers**—Civil Rights Act 1964 Title IV, \*Florida

This report presents the findings and recommendations of a consulting team dedicated to helping the Florida Division of Community Colleges achieve its goal of enrolling and employing Blacks and other minorities in approximate proportion to the 18- to 64-year-old population of the State by 1980. This report includes: (1) a detailed description of a data system designed to collect the information on attrition and retention needed to monitor progress toward this goal; (2) a discussion of methods of developing alternative instructional delivery systems for ensuring successful learning by minority students; (3) a review of testing as a screening and diagnostic device, accompanied by recommendations that group or standardized tests yielding IQ scores be discontinued for use in the community colleges of Florida and that student advisors be urged to utilize other tools to assess student potential; (4) discussions of the elements of an optimum human relations atmosphere at community colleges and methods of improving campus life and career awareness for minority students; (5) descriptions of methods of recruiting and retaining minority faculty, professional staff, and students; and (6) a review of court cases relating to Title IV of the Civil Rights Act of 1964 and their implications for Florida's community colleges. (DC)

**ED 116 723** **JC 760 041**

*Tone, Pascal F. And Others*  
**Self-Evaluation Report for the Middle States Association of Colleges and Secondary Schools, 1975.**

Franklin Coll., Lugano (Switzerland).

Pub Date 75

Note—166p.

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**  
**Descriptors**—Administrative Organization, \*Area Studies, Associate Degrees, College Curriculum, Intercultural Programs, \*International Education, \*Junior Colleges, Junior College Students, Liberal Arts, Program Evaluation, \*Study Abroad

**Identifiers**—Franklin College, \*Switzerland  
Franklin College and Institute for European Studies is a small two-year liberal arts college in Switzerland dedicated to "the education of a new kind of international citizen for the last quarter of the 20th century." Accordingly, it is designed to spark interest in and concern for the contemporary scene in Europe so that American college age



students, living and working with an international faculty, can make personal judgments on the political, social, economic, and cultural issues which affect them. Leading towards an Associate in Arts degree, courses are designed to meet transfer and admission requirements of U.S. colleges and universities. This self-evaluation report proposes to present an accurate account of the college, its philosophy, educational programs, and aspirations for the future. It provides descriptions of the academic program (curriculum, curriculum development, academic travel program, and co-curricular activities), students and student life (admissions, counseling, services, athletics and extra-curricular activities, and the student association), faculty and teaching, physical plant and facilities, college organization and administration, finances, and the continuing system of college and program evaluation. (Author/DC)

ED 116 724 95 JC 760 042

Franklin, Wesley E.

**Feasibility Study for the Establishment of a Dental Auxiliary Education Program.**

Luzerne County Community Coll., Nanticoke, Pa. Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date Sep 74

Note—97p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Advisory Committees, Budgets, Course Descriptions, Curriculum Design, \*Dental Assistants, \*Dental Hygienists, Educational Objectives, \*Feasibility Studies, \*Health Occupations Education, \*Junior Colleges, Manpower Needs, Occupational Surveys, Program Administration, Program Costs, Program Planning

This report provides background information needed for a determination of the feasibility of establishing a program to train dental hygienists and dental assistants at Luzerne County Community College, and presents data needed to design such a program in a comprehensive community college. Information presented describes: the constituency and functions of a dental auxiliary advisory committee, program objectives and characteristics, curriculum content and course descriptions, personnel and budget requirements, program administration needs, facility needs, and accreditation and licensing requirements. In addition, findings of a labor market survey of all Luzerne County dentists are presented. Respondents reported the number of dental auxiliaries currently employed, their immediate needs for additional dental auxiliaries, and their anticipated needs over the next three years. Seventy-seven percent of the respondents indicated that they would prefer to employ a college trained assistant to training one themselves. An analysis of an existing dental auxiliary education program at another Pennsylvania community college is included, and the survey instrument is appended. (Author/DC)

ED 116 725 JC 760 043

Grippando, Gloria M.

**The Analysis of a Core Course for Community College Nursing Students.**

Pub Date 75

Note—88p.; Ed.D. Dissertation, Nova University

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Academic Achievement, Academic Standards, Articulation (Program), \*Associate Degrees, \*Core Courses, Course Content, Curriculum Development, Health Occupations Education, \*Junior Colleges, \*Nurses, \*Practical Nurses, Textbook Selection

Identifiers—Illinois

An extensive review of the literature and a survey of nursing faculties revealed the incompleteness and obsolescence of current texts to meet the needs of the Associate Degree Nursing (ADN) course in current trends. It became evident while researching course content materials for the current trends course that the personal and vocational relationships course required of Licensed Practical Nursing (LPN) students was very similar. Because of this similarity, a core nursing course was proposed which would be equally applicable to ADN or LPN programs. The core course was centered around a common textbook entitled "Historical Perspectives and Current Trends in Nursing," and was offered to students in 12 ADN and 12 LPN programs in public community colleges in Illinois. In order to

test the hypothesis that the two levels of community college nursing students would each achieve a satisfactory level of attainment in the core course, 12 unit review tests consisting of 12 items each were administered to 505 ADN students and 469 LPN students. Performance was evaluated through testing for content validity and correlating scores of ADN and LPN students. Mean test scores proved to be essentially equal, verifying the applicability of the course to either program. Data are tabulated and a bibliography is appended. (Author/NHM)

ED 116 726 JC 760 044

Tatham, Elaine L. And Others

**Employer Perceptions of Important Skills, Knowledge and Attitudes for Commercial Artists, Metropolitan Kansas City.**

Johnson County Community Coll., Overland Park, Kans.

Pub Date Dec 75

Note—38p.; Pages 23 through 26 of the original document are copyrighted and therefore not available; they are not included in the pagination

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Commercial Art, \*Employer Attitudes, Employment Qualifications, Job Analysis, \*Job Skills, \*Junior Colleges, \*Manpower Needs, \*Occupational Surveys, Program Planning, Visual Arts, Vocational Education

Identifiers—Johnson County Community College, Kansas (Kansas City)

A commercial art program at Johnson County Community College (JCCC) was authorized to begin August 1975. In order to obtain information concerning needed skills and training, and future manpower needs for commercial artists, a questionnaire was designed and mailed to 936 possible employers of commercial artists in the Kansas City area. Although only 124 usable responses were received, the data were expected to be helpful in developing a program culminating in the successful employment of all program graduates. Respondents were asked to rank over 40 basic skills and personal characteristics on a five-point scale ranging from "essential" to "not applicable." Five characteristics were rated "essential" by more than 50 percent of the respondents: (1) meeting high quality standards of neatness and accuracy; (2) meeting deadlines consistently; (3) using the tools, materials, and processes relating to graphic reproduction and the preparation of camera-ready art; (4) team work; (5) doing paste-ups and mechanicals. It was also determined that a successful job applicant must have the following: a quality portfolio, experience, a variety of skills, ability to adapt to new situations, and practicality. Recommendations for student selection and program development are made on the basis of the findings. (NHM)

ED 116 727 JC 760 045

Tatham, Elaine L. And Others

**Nursing and Dental Hygiene Selection Procedures.**

Part I: The Structured Interview as a Tool for Selecting Students into an Associate of Arts Degree Program.

Johnson County Community Coll., Overland Park, Kans.

Pub Date 75

Note—75p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Admission Criteria, \*College Admission, \*Competitive Selection, Dental Hygienists, Individual Characteristics, \*Interviews, Junior Colleges, Nurses, Rating Scales, \*Student Characteristics

Identifiers—Structured Interviews

A structured interview procedure was used during the spring of 1975 as a tool in selecting nursing and dental hygiene students at Johnson County Community College. Potential students had two 20-minute interviews: one by a staff member of the program to which application was made, and one by another staff member. Interviewers rated the applicants on several personal characteristics including: perception of nursing, stamina, personal integrity and maturity, self insight and self concept, interpersonal competency, problem solving skills, social conscience and empathy, ethics, communication skills, ability to work with hands, and personal appearance. Interviewers also gave each applicant a percentile rating and an acceptability rating. Final selection was made by ranking applicants according to a

total summed score obtained by adding the rating scores of the two interviewers. A bonus of 10 points was given to all Johnson County residents. An evaluation of the results revealed that nursing staff and non-nursing staff tended to give comparable ratings to the same applicant. A survey of the 34 interviewers showed a favorable overall reaction to the structured interview instrument and related procedures. Data are tabulated, previous selection methods are summarized, and the interview instrument is appended. (NHM)

ED 116 728 JC 760 046

Finch, Harold L. Tatham, Elaine L.

**Declining Enrollment: Why? What Are the Trends and Implications?; and Enrollment Forecasting Techniques.**

Johnson County Community Coll., Overland Park, Kans.

Pub Date 24 Sep 75

Note—39p.; Paper presented at the Meeting on Coping with Declining Enrollments (Hyannis, Massachusetts, September 24, 1975). Appendix A (sample printouts) may reproduce poorly

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Birth Rate, Community Zoning, Computer Programs, Death, \*Demography, \*Educational Planning, \*Enrollment Projections, \*Mathematical Models, Migration Patterns, Multiple Regression Analysis, Research Methodology, Residential Patterns

Identifiers—Cohort Survival

This document presents a modified cohort survival model which can be of use in making enrollment projections. The model begins by analytically profiling an area's residents. Each person's demographic characteristics—sex, age, place of residence—are recorded in the computer memory. Four major input variables are then incorporated into the model: (1) death rate—deaths are projected for males and females as a function of the number of people for each age; (2) birth rate—three equations are offered, with the most popular projecting the number of births by using the fertility rates of women by age; (3) net migration—total subarea net migration (the number of people moving in minus the number of people moving out of a given area) is assigned by age and sex; (4) land use—designations are based on zoning. Categories employed in this model are: special, agricultural, industrial, commercial, residential (low, medium, and high density), and unzoned. Zoning is specified for the beginning year, and the user has the option of incorporating anticipated zoning changes into the model. Mathematical and computer procedures used in this model include regression analysis and the two-point logistic curve. A hypothetical application of the model is presented, and practice problems are proposed. Sample printouts are appended. (NHM)

ED 116 729 JC 760 047

**Selected Characteristics of Full-Time Professional Staff: Community Colleges, Fall 1975.**

Hawaii Univ., Honolulu. Community Coll. System.

Report No—CC-IRP-86

Pub Date Dec 75

Note—16p.; Pages 9-22 which are data by individual institution have been deleted from this version of the document

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*College Faculty, Females, General Education, \*Instructional Staff, \*Junior Colleges, Leave of Absence, Males, Part Time Teachers, \*Professional Personnel, State Surveys, \*Teacher Characteristics, Teacher Salaries, Tenure, Vocational Education, Vocational Education Teachers

Identifiers—\*Hawaii, Lecturers

This report provides data on the faculty and staff of the Hawaii community college system as of fall 1975. It focuses on full-time appointees, but also provides information on lecturers, part-time appointees, and professional staff on leave. Data are summarized by five program categories: instructional support, academic support, student services, instruction, and public service; the instruction category is further divided into the areas of general education and vocational education. The bulk of the report consists of eight tables: (1) headcount for all professional staff, by full-time and part-time status; (2) sex, highest degree earned, and mean age of full-time professional staff, by program category; (3) average salary, salary range, tenure status, age, highest

degree earned, and instructional area for full-time instructors, by sex; (4) sex, program category, highest degree earned, salary, and age of all lecturers; (5) salaries for full-time appointees, excluding instructors, by program category; (6) salaries for full-time instructors, by program category; (7) tenure status, by year of possible tenure and by instructional area; and (8) number of instructors on leave, by type of leave and by tenure status. Although data are also provided for fall 1974, the figures for 1975 include an additional community college, so reliable comparisons cannot be made. (DC)

ED 116 730 JC 760 048

Garlock, Jerry C.

Collective Bargaining; Attitudes of College Presidents Compared with Presidents' of Academic Senates. OIR-75-25.

El Camino Coll., Torrance, Calif.

Report No.—OIR-75-25

Pub Date Dec 75

Note—6p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Administrator Attitudes, \*Chief Administrators, \*Collective Bargaining, Collective Negotiation, College Faculty, Comparative Analysis, \*Faculty Organizations, \*Junior Colleges, Presidents, Teacher Administrator Relationship

Identifiers—California

A questionnaire on collective bargaining was sent to California community college presidents and presidents of academic senates in the spring of 1975. Respondents included 101 college presidents and 101 presidents of academic senates. The questionnaire consisted of 22 statements, about which respondents were to express their degree of agreement on a five point scale. Data were subjected to probability analysis by means of the chi-square statistic to determine significant differences between the two groups responding. Only three comparisons between college presidents and academic senate presidents showed no significant differences. Two comparisons showed significant differences only at the 5 percent level of confidence. All other comparisons were significant at the 1 percent level of confidence. Listed with the greatest difference first, college presidents and academic senate presidents disagreed on statements including these: collective bargaining will destroy or significantly weaken the collegiality of the institution; presidents should directly participate in collective bargaining negotiations; collective bargaining will have a beneficial effect on higher education; collective bargaining will bring the faculty and board closer together. A comparison of the percentage results of the questionnaire is appended. (NHM)

ED 116 731 JC 760 049

Garlock, Jerry C.

An Analysis of the Incidence of Students Transferring from California Community Colleges to California State Universities, Fall 1973. OIR-75-24.

El Camino Coll., Torrance, Calif.

Report No.—OIR-75-24

Pub Date Dec 75

Note—9p.; Some tables may reproduce poorly due to small size of type

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Followup Studies, \*Junior Colleges, Junior College Students, Post Secondary Education, \*State Universities, \*Student Mobility, Tables (Data), \*Transfers, \*Transfer Students

Identifiers—California

This study summarizes data on the number of transfer students from various California community colleges to the 20 California state universities. Table 1 shows the distribution of the percentage of students from community colleges attending state universities. Each of seven colleges contribute 3 percent of the total, 19 colleges contribute 2 percent of the total, 44 colleges contribute 1 percent of the total, and 26 colleges contribute less than 1 percent. Table 2 shows the number of transfers from California community colleges to each of the California state universities, and table 3 translates these data into percentages. Table 4 is similar to table 2, but organizes the data by community colleges, instead of by state universities. Table 5 translates these data into percentages. Humboldt State University has students from 64 community colleges, followed by San Luis Obispo, with students from 56 community colleges. While some of the newer

community colleges transfer students to only one or a few state universities, three community colleges have students that transfer to 19 of the 20 state universities. These include Mount San Antonio College, Rio Hondo, and Santa Monica City College. (NHM)

ED 116 732 JC 760 050

Lombardi, John, Comp.

Staff Development Programs for Part-Time Occupational-Vocational Instructors: An ERIC Brief. California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 76

Note—18p.; Prepared for the Advisory Committee of the UCLA Community College Leadership Program

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Bibliographies, College Teachers, \*Inservice Teacher Education, Instructional Staff, \*Junior Colleges, \*Part Time Teachers, Performance Based Teacher Education, Program Descriptions, Teacher Improvement, \*Teacher Orientation, \*Vocational Education Teachers

Identifiers—Staff Development Programs

The lack of staff development, preservice, orientation, and inservice training programs for part-time community college instructors is considered a serious problem. This brief contains two examples of staff development programs for part-time vocational instructors. The first document, Dr. Milo P. Johnson's "Staff Development for Part-Time Vocational Instructors" is intended "to assist local continuing education and vocational education administrators in providing an up-to-date 'competency based' teacher education program as part of local staff development for part-time instructors." The second document describes the Maricopa County Community College District "Special Staff Development Program." It lists 13 learning units including a course on the community college. The Maricopa program was open to full-time and part-time instructors, and had a two-fold purpose: to enable full- and part-time instructors to qualify for Arizona certification; and to give instructors an overview of the characteristics of the adult learner and some learning principles applied to adults. In addition to an introductory essay documenting the need for staff development programs for part-time community college instructors, this brief includes a bibliography of related ERIC materials. (Author/NHM)

ED 116 733 JC 760 051

Kinnebrew, Elbert L.

Project 30: An Evaluation and Review. A Project Designed to Strengthen and Support Minority Students Matriculating in Mathematics, Science, Technology, and the Allied Health Fields at Sacramento City College.

Sacramento City Coll., Calif.

Pub Date 75

Note—49p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Autoinstructional Aids, Autoinstructional Laboratories, Health Occupations Education, Instructional Technology, \*Junior Colleges, Mathematics Education, \*Minority Groups, \*Peer Teaching, \*Science Education, Technical Education, \*Tutorial Programs, Tutoring

Identifiers—Sacramento City College

Since fall 1972, Sacramento City College has operated a pilot project designed to provide minority students with extra tutorial and laboratory assistance and, thereby, to encourage them to pursue careers in mathematics, science, technology, and the allied health fields. The primary focus of the program was placed on one-to-one tutorials intended to remedy the problems faced by minority students in their regular classes. To this end, a laboratory was established centrally in the science complex and was staffed by a project director and six qualified peer tutors. In order to evaluate the success of the pilot project, questionnaires were distributed to students who had participated in the program and to minority students who had enrolled in mathematics, science, technology, or allied health courses, but who had not participated in the program. The responses from Asian, black, Mexican-American, and Native American students are presented separately. As a result of this evaluation study, it

is recommended that the pilot phase of this program be ended and that the program be continued on a regular basis. The questionnaires are appended, as are descriptions of the auto-tutorial aids currently utilized in the program laboratory. (DC)

ED 116 734 JC 760 052

Hunter, Paul

Separation and Developmental English.

Pub Date Dec 75

Note—16p.; Seminar paper, University of Florida

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*College Freshmen, \*Composition Skills (Literary), \*Course Descriptions, Developmental Programs, \*English Education, English Instruction, \*Grouping (Instructional Purposes), Heterogeneous Grouping, Junior Colleges, Language Skills, Learning Laboratories, Performance Contracts, Reading Skills, Writing Skills

A plan for freshman-level composition which includes students at different achievement levels would make the developmental student an integral part of the college, and eliminate the humiliation of being branded "remedial." All students would participate in the class, write the same essays, and read the same material; however, students would be graded on a contract addressed to their individual needs. Entrance tests, which would include a writing sample, would aid the student in identifying his weaknesses and strengths in the areas of writing, reading, grammar, and spelling. In addition to the basic class, students would take special labs in their areas of weakness. Programmed materials designed for use in a lab are available in all four areas, and computer-based education programs are becoming widespread. The lab teachers would keep in communication with the classroom teachers, and vice-versa, sending reports on progress at least once a week. In class, no distinctions besides grading would be made concerning a student's ability. The class would focus on four things: expository writing, meaningful readings, discussion, and reading one another's papers. The student's contract would spell out exactly what would be expected of him in each lab and in the classroom. (Author/NHM)

ED 116 735 JC 760 053

Campus Master Plan, 1976.

Dutchess Community Coll., Poughkeepsie, N.Y.

Note—86p.; Pages 8 and 9 of the original document are copyrighted and therefore not available. They are not included in the pagination. Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—College Programs, Decision Making, Educational Alternatives, Educational Finance, \*Educational Objectives, \*Educational Planning, Governance, Instructional Staff, Interinstitutional Cooperation, \*Junior Colleges, Legal Responsibility, \*Master Plans, Teaching Methods

Identifiers—Dutchess Community College

A college-wide steering committee worked to develop this planning process. Twenty-five planning goals were developed in a workshop where students, faculty, administrators, trustees, alumni, and sponsor-liaison representatives fully participated. This document sets forth the future directions of the college by indicating the specific actions and objectives necessary to meet the planning goals. The plan itself is based on a systematic consideration of the on-going activities of the college, and recommendations from the academic and administrative departments of the college regarding their direct, supportive, and overall coordinating roles in fulfilling the planning goals. First discussed is the institutional framework, including a general appraisal, and discussions of the college mission, budget, governance, and legal structure. The general discussion of the educational programs includes sections on academic programs, program evaluation procedures, the identification of prospective new clientele, and an appraisal of the professional staff. Also discussed are nontraditional educational patterns and methods, decision making arrangements, interinstitutional cooperation, accountability, and implementation of the enrollment plan and the facilities plan. (Author/NHM)

ED 116 736

JC 760 055

Garlock, Jerry C.

An Enrollment Analysis of El Camino College Students, Fall 1975. OIR-76-3.

El Camino Coll., Torrance, Calif.

Report No.—OIR-76-3

Pub Date 22 Jan 76

Note—12p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Adult Students, Age, \*Age Groups, College Credits, Day Students, Evening Students, Females, \*Junior Colleges, \*Junior College Students, Males, \*Student Characteristics

Identifiers—El Camino College

In order to provide a basis for enrollment projection, curriculum development, and overall college planning, the Office of Research at El Camino College analyzed various characteristics of the fall 1975 student population according to age. The eight graphs presented in this report provide the following information: (1) distributions of percent of age categories according to sex; (2) percent male and female for various age categories; (3) distributions of percent of age categories according to time of day enrolled in classes; (4) percent attending before and after 5 p.m. for various age categories; (5) distributions of percent of age categories according to number of units enrolled; (6) percent enrolled according to number of units for various age categories; (7) distribution of percent of age categories according to the total number of units attained; and (8) percent having accumulated certain units for various age categories. The graphs show identifiable points for years 18-24; beyond that age, the groups are categorized in intervals of 5 years. (DC)

ED 116 737

JC 760 056

Dennison, John D. Tunner, Alex

The Impact of Community Colleges: Bibliography [Revised]. Report No. 1.

B. C. Research, Vancouver (British Columbia).

Spons Agency—Donner Canadian Foundation.

Pub Date Oct 72

Note—153p.; Supersedes earlier edition published October 1971

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—Administrative Organization, \*Bibliographies, College Admission, College Instruction, Educational History, Financial Support, Instructional Staff, \*Junior Colleges, \*Junior College Students, Student Personnel Services, Systems Analysis

Identifiers—British Columbia, \*Canada

In order to assess the impact of community colleges in British Columbia from the point of view of the students, the community, and the educational system, and to develop practical means for producing such information on an on-going basis for educational planning purposes, a program of research was undertaken at the University of British Columbia. This bibliography was compiled as part of the research program, and is the result of a comprehensive review of publications pertaining to community colleges in Canada and the United States, with special emphasis on Canadian material. It covers the period 1965-1971, and supersedes a previous bibliography published in October 1971. Over 1,800 entries are included, under 10 categories: (1) books and publications, 331 entries; (2) students and student personnel, 353 entries; (3) history and philosophy, 189 entries; (4) Canada—books and journals, 207 entries; (5) faculty and teaching, 199 entries; (6) admissions, 71 entries; (7) curriculum, 104 entries; (8) systems analysis, 113 entries; (9) bibliographic books, 80 entries; (10) establishment, organization, administration, and financing, 218 entries. (NHM)

ED 116 738

JC 760 057

Preliminary Report [of the] Faculty Professional Growth Committee.

Saint Louis Junior Coll. District, Mo.

Pub Date Nov 74

Note—49p.; Some pages in appendices may reproduce poorly

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*College Faculty, Effective Teaching, \*Evaluation Criteria, \*Faculty Evaluation, Faculty Promotion, Instructional Staff, \*Junior Colleges, Noninstructional Responsibility, Teacher Attitudes, \*Teacher Improvement, Teacher Participation

Identifiers—Saint Louis Junior College District

As a guide to its deliberations, the Faculty Professional Growth Committee of the St. Louis Junior College District prepared and distributed to all members of the professional teaching staff a questionnaire covering what should be included in faculty evaluations, how much weight should be given to each item, and whether teaching effectiveness could best be measured by performance or outcome. Approximately 300 faculty members responded, giving heaviest weight to classroom effectiveness, however measured; least weight to personal life style; and preference to performance over outcome as a means of measuring teaching effectiveness. With the help of the responses to the questionnaire, the committee produced this report which recommends that evaluations for faculty growth be kept separate from evaluations for promotion and retention, and makes some suggestions for ways of promoting growth. The report also specifies what should be considered in promotional evaluations, and the relative weight each item should be given. This report, accordingly, is divided into two parts, with part 1 addressed to growth and development, and part 2 addressed to criteria for promotional evaluation. The questionnaire and tabulated responses are appended. (NHM)

ED 116 739

JC 760 058

Basonic, Lorraine

A Descriptive Analysis of Students in Academic Difficulty at the Harrisburg Area Community College.

Harrisburg Area Community Coll., Pa.

Pub Date Mar 75

Note—58p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Academic Failure, \*Academic Probation, College Credits, Educational Policy, Grade Point Average, Grades (Scholastic), \*Junior Colleges, Low Achievers, \*Suspension

Identifiers—Harrisburg Area Community College

The academic suspension policy at Harrisburg Area Community College prescribes minimum grade point averages which must be maintained for students to remain academically eligible. In order to study the effectiveness of this policy, the faculty council held it in abeyance for a period of three semesters. The intent of this research was to compare the academic progress of those students placed on suspension and readmitted after a period of nonacademic activity (Group 1), and those students who would ordinarily have been suspended, but were permitted to re-enroll during the subsequent semester (Group 2). Variables identified included: demographic data, curriculum admitted to, current curriculum; semester suspended, GPA of suspension semester, credits carried during suspension semester; readmit date; GPA's first and second semester after readmit, credits taken those semesters; cumulative GPA, cumulative credits, and graduation. During the period of spring 1970 to fall 1975, 1,302 students were suspended, of whom 259 returned to school, and 21 graduated. In Group 1, 82 percent did not return, and in Group 2, 77 percent did not return. The success (measured by GPA) of students after readmission was lower in Group 2 than in Group 1. Data are organized into 46 tables on the basis of the variables identified above. (NHM)

ED 116 740

JC 760 059

Willis, Robert N.

Utilization of Instructional Space at Central Oregon Community College, Fall Term, 1974.

Central Oregon Community Coll., Bend.

Pub Date Mar 75

Note—78p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*Classrooms, Educational Facilities, Facility Inventory, Facility Planning, \*Facility Requirements, \*Facility Utilization Research, Junior Colleges, Laboratories, \*Space Utilization

Identifiers—Central Oregon Community College

This report focuses on utilization of instructional space at Central Oregon Community College during fall 1974. Utilization as herein defined is restricted in scope and applies only to regularly scheduled classes which meet during the hours listed in the registrar's schedule of class-hour meetings. This study assesses the degree to which available instructional space accommodates the various instructional programs and their corresponding student loads. An equally valuable outcome of this study rests on its value

in estimating future space requirements. Four basic types of rooms are identified: general classrooms, seminar rooms, teaching laboratories, and teaching auditoriums. Relevant considerations include the building in which the room is located, the number of square feet, and the number of student stations. The utilization of instructional space is analyzed according to the following variables: days of the week, hours of the day, building, size of room, class size in relation to room capacity. This report recommends that lectures normally be scheduled in general purpose classrooms, thus freeing laboratories for additional laboratory-oriented classes. Also discussed are courses not requiring the assignment of regular instruction instructional space, and the use of off-campus facilities. Data are organized into 10 tables. (Author/NHM)

ED 116 741

JC 760 060

Cowley, W. H.

The Emergence of the Junior College in the Evolution of American Education: A Memorandum for the Fund for the Advancement of Education.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 10 Sep 55

Note—61p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Change Agents, \*Colleges, \*Educational History, \*Junior Colleges, Post Secondary Education, Professional Education, \*Secondary Schools, \*Universities

In an effort to elucidate the forces behind the emergence of the American junior college, this document reviews the evolution of the structure of American education from 1874 to 1921. The historical review begins with 1874 because the decision made that year in the Kalamazoo Case confirmed the right of communities to support high schools by taxation. It ends with 1921 because two pivotal events occurred in that year: first, the organization of the American Association of Junior Colleges, and second, the establishment of the first unitary two-year junior college, namely, Modesto Junior College in Modesto, California. It reviews the historical development of secondary schools, liberal arts colleges, professional schools, universities, and junior colleges in that time period. The author concludes that the junior college of today is an historical accident. A bibliography is appended. (DC)

ED 116 742

JC 760 061

Clay, Rex J.

The Relationship of Democratic Governance to the Needs Satisfaction of Instructors in Four Selected North Carolina Community Colleges.

Note—25p.; Page 23 of the original document is copyrighted and therefore not available

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*College Faculty, Decision Making, \*Governance, Individual Needs, Job Satisfaction, \*Junior Colleges, Management Systems, \*Need Gratification, Role Perception, Self Actualization, Self Esteem, Teacher Morale, \*Teacher Participation

Identifiers—Democratic Governance, North Carolina

A 10-member panel of judges selected two North Carolina community colleges with a high degree of democratic governance and two community colleges with a low degree of democratic governance. All full-time instructors at these four institutions were mailed a research instrument based on the semantic differential technique, and designed to test six needs: security, social, the esteem of others, self-esteem, autonomy, and self-actualization. One hundred eighty-eight usable responses were returned (59 percent). It was found that democratic governance has a positive, significant relationship to needs satisfaction, especially for academic instructors. Thus, if a community college assigns a high priority to faculty needs satisfaction, its management system should make provisions for involving the faculty in decision-making. In particular, community college administrators should attempt to involve academic instructors in decision-making. Efforts to satisfy the needs of technical and vocational instructors could be concentrated more on classroom-related issues and on benefits. To eliminate role strain, community colleges should try to attract instructors who are committed to the community college philosophy. Data are displayed in four tables, and the semantic differential instrument is appended. (Author/NHM)

## ED 116 743 JC 760 062

Caffey, Musa B.

**The Cloze Procedure: A Measure for Determining Readability Level for Vocational Junior College Students.**

Pub Date Nov 75

Note—15p.; Paper presented at the meeting of the Mid-South Educational Research Association (Jackson, Mississippi, November 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Cloze Procedure, \*Junior Colleges, Junior College Students, \*Readability, Reading Ability, \*Reading Comprehension, Reading Level, \*Textbooks, \*Vocational Education

Identifiers—Delgado Community College, SQ3R Study Formula

One hundred students enrolled in the welding and air-conditioning/refrigeration classes at Delgado Community College (Louisiana) were randomly selected to participate in a study to evaluate their effective reading comprehension level, to investigate the impact of a study skill "preview" method such as the SQ3R on their test-taking abilities, and to test the readability level of their textbooks. Fifty students (25 in each subject area) were tested by the regular cloze method of testing readability. The cloze test consists of selecting a passage of prose material of approximately 275 words from the students' textbook and deleting every fifth word. Students are instructed to fill in the blanks with words appropriate to the context. The remaining 50 students were given the cloze test after exposure to a SQ3R "preview" of the material. Since there was little difference between the raw scores of the control and experimental groups in either subject area, it was determined that the SQ3R "preview" was of no value in augmenting test-taking skills. Since students were able to fill in correctly fewer than 38 percent of the blanks, it was determined that the welding and air-conditioning/refrigeration textbooks in current use were probably beyond the readability level of the students. (DC)

## ED 116 744 JC 760 063

Souhrada, Julie

**Mental Health In-Service Program for Employed Long-Term Care Personnel. Final Report for May and June 1975.**

Iowa Lakes Community Coll., Estherville.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date 8 Aug 75

Note—24p.; Appendices A, B, and J have been deleted due to poor legibility. Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Geriatrics, Health Occupations Education, \*Health Personnel, \*Inservice Education, Junior Colleges, Mental Health, \*Mental Health Programs, Nurses Aides, \*Nursing Homes, Physical Health, Program Descriptions, Senior Citizens

Identifiers—\*Gerontology

Since June 1973, Iowa Lakes Community College (Iowa) has been conducting an in-service training program for employees of local nursing homes. The program was designed to upgrade the participants' knowledge of the mental health aspects of care for the aged and to improve their abilities to provide physical health care. The specific objectives of the program were: (1) to demonstrate the role of the community college as a lead agency in linking long-term care facilities and mental health services through the mechanism of continuing education, (2) to develop in participants an awareness and understanding of long-term care resident behavior, (3) to acquaint participants with the patterns of resident behavior throughout the aging process, and (4) to provide participants with an opportunity to upgrade their training at a low cost and with application to their work situation by conducting the training in the facility where employed. This report presents a description of the program and explains its functioning from June 1973 to June 1975. Appended are evaluations made by program participants, project staff members, and third-party evaluators. (DC)

## ED 116 745 JC 760 064

Blough, David K.

**A Student-Oriented Individualized Learning Program for Calculus at the Community College.**

Note—35p.

## EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Behavioral Objectives, \*Calculus, \*College Mathematics, Curriculum Design, Curriculum Guides, \*Individualized Instruction, \*Junior Colleges, Multimedia Instruction, Teaching Methods

The individualized community college calculus course described here was developed to accommodate differences in student learning rates. It consists of three units: (I) limits and continuity; (II) the derivative with applications; and (III) the integral with applications. There are three sections in Unit I, four sections in Unit II, and five sections in Unit III. The student must pass an examination on each section before he/she may proceed to the next section. An examination for a given section may be repeated only twice, and the amount of points allotted for the examination decreases with the number of tries necessary to pass it. Although the course carries three units of credit, the student may elect to complete only one or two of the units in one semester and to finish the course during the subsequent semesters. Each student works with video-taped lectures and a textbook; regularly scheduled question-answer sessions and personal assistance are also available. The goals and behavioral objectives for each unit are detailed, and sample assignments and exams for Unit I are included. (DC)

## ED 116 746 48 JC 760 065

Collins, Charles C. Drexel, Karl O.

General Education: The Los Medanos College Model.

Los Medanos Coll., Pleasant Hill, Calif.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Note—218p.

EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage

Descriptors—Course Descriptions, \*Curriculum Design, Curriculum Evaluation, Curriculum Planning, Evaluation Methods, \*General Education, \*Interdisciplinary Approach, \*Junior Colleges, \*Models, Program Evaluation, Student Characteristics

Identifiers—Los Medanos College

This book-length study justifies, describes, and gives an initial evaluation of the general education model developed at Los Medanos College (California). The opening chapter presents a detailed philosophic argument in favor of general education as a principle, and in support of the innovative aspects of the Los Medanos model. The argument is for general education as a hub of the total curriculum and as a requirement for the institutional endorsement of a degree. However, Los Medanos has full-blown programs in vocational areas, in transfer fields, and in continuing education as well. The Los Medanos model provides for interdisciplinary generic courses to be offered under the categories of: the behavioral, social, biological, and physical sciences, language arts, and humanistic studies. The 10 chapters of this document address such topics as the local context, generic and discipline courses, intensive student projects, the evaluation design, evaluation of the planning phase, impact of the planning process, problems with the model, and further developments. Enrollment data, demographic data, and program evaluation data are tabulated and included in the body of the document. Also displayed in table form are the Los Medanos governance model, a list of disciplines within each general education area, and schemes of individual courses. (NHM)

## ED 116 747 JC 760 066

Collyer, Gilbert A. Greenleaf, George

Citizens Task Force Study on Aging.

Shasta Coll., Redding, Calif.

Pub Date 14 May 75

Note—46p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Adult Education, Advisory Committees, Community Involvement, Community Services, \*Junior Colleges, \*Older Adults, Program Development, \*Program Planning, \*Senior Citizens

Identifiers—Shasta College

A citizens task force of 25 persons representing the geographic areas and population of Shasta College (Redding, California) district was organized to propose goals for Shasta College in providing services for the older adult population in the district, and to make recommendations concerning a comprehensive continuing program to achieve these goals. The structure for the

study of the subject was divided into four major areas: (1) pre-retirement training and counseling; (2) talent bank; (3) continuing education; (4) health and nutrition. In March 1975, a workshop was held in which over 50 persons representing business, labor, government, churches, and "senior" organizations participated. This report contains a summary of the discussions and opinions of the workshop participants. Although specific step-by-step suggestions for program implementation are not made, general recommendations include: the assignment of a college coordinator to institute programs and services relating to the aging; the establishment of an advisory committee for senior programs and services; budget guidelines; staff development; the general principles of flexibility, coordination and support; and the involvement of regular college student in seniors classes and programs. (Author/NHM)

## ED 116 748 JC 760 067

Helmstetter, Warren And Others

**The Work Experience Program at Bakersfield College: A Survey of Students, Instructor/Coordinators, and Faculty.**

Bakersfield Coll., Calif.

Pub Date Feb 76

Note—67p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Job Skills, \*Junior Colleges, Student Attitudes, \*Student Characteristics, \*Teacher Attitudes, \*Veterans Education, Vocational Education, \*Work Experience Programs

Identifiers—Bakersfield College

A fall 1975 survey was conducted to appraise Bakersfield College's work experience program. Three survey instruments were developed. The student survey was designed to obtain the characteristics of work experience students, what programs at the college and fields of employment they were involved in, and how they perceived the purposes of the program. The instructor/coordinators were asked questions concerning their teaching and employment background and plans, and their perceptions of the work experience program. Certificated staff, in addition to their perceptions toward the mix of general education and occupational courses a student should take. Respondents included 614 of the 1,053 students in the program (58.4 percent), 27 instructor/coordinators (72.9 percent), and 100 certificated staff members (40.5 percent). Most faculty and a significant minority of instructor/coordinators and students saw the program as primarily attracting students seeking easy units and veterans' benefits. Considering that 84.5 percent of work experience students are veterans, it is impossible to unequivocally deny this interpretation. However, those who are familiar with the program believe it is achieving its purpose of improving job skills and relationships. Responses are tabulated and the survey instruments are appended. (Author/NHM)

## ED 116 749 JC 760 068

**Districtwide Needs Assessment Report. Final Project Report.**

San Diego Community Coll. District, Calif.

Pub Date Sep 75

Note—129p.; Some pages in appendices may reproduce poorly

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—College Planning, Community Attitudes, Educational Assessment, \*Educational Needs, \*Junior Colleges, \*Multicampus Districts, \*Needs Assessment, Participant Satisfaction, \*School Community Relationship

Identifiers—\*San Diego Community College District

In order to develop objective data to assist the Board of Trustees and the District in developing programs, services, and facilities which meet community needs, a comprehensive, five-phased Needs Assessment Project was undertaken. Data for the project were acquired through face-to-face interviews and comprehensive questionnaires. Participants included 725 randomly selected members of the general San Diego community, 154 selected community leaders, 428 District staff, and 965 continuing students and 636 former students. Overall, the District seemed to be a highly visible and fairly well understood resource for the community. Faculty, administrators, and support personnel were generally rated favorably by the respondents. Although the respondents indicated that "cutting back" might

be suitable in some areas, many current programs were recommended for expansion, especially in the area of vocational education. The colleges were generally perceived as having a good relationship with the community. A consensus of the respondents believe that the highest priorities of the District should be in the areas of providing educational opportunities for the physically handicapped and training students to be citizens. Data are summarized in 30 tables, and a copy of the survey instrument is appended. (Author/NHM)

**ED 116 750** JC 760 069  
Student Flow Project, Community Colleges. Report No. 1.

Hawaii Univ., Honolulu. Community Coll. System.

Report No—R-1

Pub Date Dec 75

Note—4p.; For related documents, see JC 760 070 and 071

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Attendance Patterns, College Attendance, \*College Planning, Institutional Research, \*Junior Colleges, Junior College Students, \*Management Information Systems, \*Statewide Planning

Identifiers—\*Hawaii, Student Flow Models

This brief report outlines the preliminary plans of the University of Hawaii to develop a student flow model for its seven community colleges. This model will indicate the flow of students—progressing through class levels, changing majors, leaving or withdrawing from the institution. It will be used as a basic tool for planning and management systems. Before the model is developed, five reports will be made: (1) a summary of the number of students who apply for admission, the number who are accepted to that campus, and the number who actually register at that campus for the particular semester; (2) a study of the "no-shows," those students accepted by a particular campus who did not register there for the term; (3) a summary of attrition rates, end-of-semester changes (withdrawals and graduates), and changes of majors; (4) a study of the present activities of students who were expected to continue their registration, but who "disappeared" between semesters; and (5) a study of the present activities of graduates and their evaluations of their community college experiences. Analysis will be in terms of the community college system total and each campus. Entering students will be classified as "new to higher education" or transfers, and data by sex and program (liberal arts, vocational education, and other), will be presented. (DC)

**ED 116 751** JC 760 070  
Applications, Acceptances and Registrations, Fall 1975. Student Flow Project, Report No. 2.

Hawaii Univ., Honolulu. Community Coll. System.

Report No—R-2

Pub Date Dec 75

Note—9p.; For related documents, see JC 760 069 and 071

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*College Admission, Community Colleges, Enrollment Rate, General Education, \*Junior Colleges, Junior College Students, Liberal Arts, School Registration, \*Student Application, \*Student Enrollment, Transfer Students, Vocational Education

Identifiers—\*Hawaii

This report presents the findings of one of several studies intended to form a basis for the development of the student flow model for the Hawaii community college system. In fall 1975, 9,508 students new to higher education and 4,123 transfer students applied for admission to the seven community colleges; 8,886 (94 percent) of the new students and 3,619 (88 percent) of the transfer student applicants were admitted. Three-fourths of the admitted new students and two-thirds of the admitted transfer students actually enrolled. Of the 4,636 new students applying for admission to the liberal arts programs, 4,425 (95.4 percent) were accepted and 3,293 (74.4 percent of those accepted) actually enrolled. Of the 4,073 new students applying for admission to the vocational education programs, 3,711 (91.1 percent) were accepted and 2,751 (74.1 percent of those accepted) actually enrolled. Of the 1,733 transfer students applying for admission to the liberal arts programs, 1,538

(88.7 percent) were accepted and 1,007 (65.5 percent of those accepted) actually enrolled. Of the 1,607 transfer students applying for admission to the vocational education programs, 1,333 (82.9 percent) were accepted and 929 (69.7 percent of those accepted) actually enrolled. Additional tabular data on applications, acceptances, and registrations are provided by sex and institution. (DC)

**ED 116 752** JC 760 071  
Applicant No-Show Survey, Community Colleges, Fall 1975. Student Flow Project, Report No. 3.

Hawaii Univ., Honolulu. Community Coll. System.

Pub Date Dec 75

Note—59p.; Some tables may reproduce poorly. For related documents, see JC 760 069 and 070

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—College Admission, College Attendance, \*Enrollment Influences, Enrollment Rate, \*Followup Studies, \*Junior Colleges, School Registration, \*Student Enrollment

Identifiers—\*Hawaii

This study presents the findings of one of several studies intended to form a basis for the development of a student flow model for the Hawaii community college system. In order to discover why students, admitted for fall 1975 by a particular community college, did not enroll at that campus, a questionnaire was sent to 3,240 "no-shows." The total response rate was 66 percent. An analysis of the characteristics of the respondents showed that they were representative of the total "no-show" population in terms of applicant status, program, and sex. Results indicate that over half of the respondents were actively engaged in other activities: 28 percent working, 19 percent attending other educational institutions, and 4 percent serving in the military. Ten percent of the "no-shows" indicated financial reasons for not enrolling and 13 percent indicated the unavailability of the program or course desired. Data is further broken down in the report to indicate the reasons cited by respondents, by sex, by program (liberal arts or vocational), and by permanent home address (State of Hawaii or U.S. Mainland), by "new" or transfer student status, and by community college applied to. Detailed data is presented in tables appended to the text. (DC)

**ED 116 753** JC 760 072  
Clark, Donald L.

Follow-Up of Maple Woods Community College Occupational Graduates, 1970-1974. Final Report.

Maple Woods Community Coll., Kansas City, Mo.

Pub Date Mar 75

Note—54p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—Employer Attitudes, Followup Studies, \*Graduate Surveys, \*Junior Colleges, \*Participant Satisfaction, Relevance (Education), Student Attitudes, Vocational Education, \*Vocational Followup

Identifiers—Maple Woods Community College

Two hundred fourteen graduates of seven occupational disciplines constituted the survey population for this 1970-74 follow-up study. The 141 usable responses to the mail survey represent a 65.9 percent rate of return. The survey instrument was designed to initiate responses from the graduates in terms of: (1) appropriateness of the course of study to the work situation; (2) possible improvements of the course of study; (3) work history; (4) name and address of present employer and supervisor; (5) the nature of work; and (6) salary. Upon receipt and tabulation of the data, a second questionnaire was prepared and mailed to employers and supervisors to determine the adequacy of training from the college with reference to the needs of the employment position. A usable return of 86 responses (81.9 percent) was received. Results indicate that a majority of the graduates are working full-time in positions directly related to their area of study; the graduates have found the curriculum presented by the college appropriate to their work responsibilities, and are satisfied and impressed with the quality of instruction at Maple Woods Community College; employers were satisfied and impressed with the graduates in terms of their skills, general preparation, and attitude toward work. (NHM)

**ED 116 754** JC 760 073

Edwards, C. A., Ed. Kiser, J. A., Ed.

South Carolina TEC Student Code.

South Carolina State Board for Technical and Comprehensive Education, Columbia.

Pub Date 13 Mar 74

Note—18p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Civil Liberties, Discipline Policy, Due Process, Junior Colleges, \*School Policy, \*State Standards, \*Student Behavior, Student College Relationship, Student Government, Student Records, \*Student Rights, \*Technical Institutes

Identifiers—\*South Carolina

This student code has statewide application to South Carolina Technical Colleges and Technical Education Centers (TEC). Provisions are divided into eight articles: (1) General Provisions, including the purpose of a student code, the precept of internal solution of problems, and definitions; (2) Student Rights, including Bill of Rights protections; (3) Student Rights in the Classroom, including procedures for the conduct of classes, academic evaluation, nondisclosure of student views, appeals, and academic discipline; (4) Student Government; (5) Student Gatherings; (6) Student Records; (7) Proscribed conduct; (8) Rules of Student Disciplinary Procedure and Sanctions, including descriptions of the student-faculty behavior committee, and the special hearing committee, and procedures of sanctions, complaints, suspensions, and appeals. (NHM)

**ED 116 755** JC 760 074

Ott, Eleanor

Community Outreach—A Definition.

Note—7p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Community Services, Counseling Centers, \*Counseling Services, Family Counseling, Financial Support, Individual Counseling, \*Junior Colleges, \*Outreach Programs, Program Descriptions

Identifiers—\*Richland College, Texas (Dallas)

Richland College's (Dallas, Texas) Human Resources Development Center (HRDC) offers many valuable non-instructional services to all members of the community, without requiring college enrollment. Services which have been requested have fallen into five basic categories: individual personal counseling, group counseling, family counseling, professional development for educators, and seminars and workshops designed for small business management personnel. The professional staff for HRDC has been carefully selected to assure expertise in each type of counseling. Staff counselors and psychologists, all of whom hold either doctoral or masters degrees, have previous work experience in mental health research centers, state hospitals, colleges and private practice. Consultants in the fields of psychiatry, finance, and management have been obtained by the center for dealing with specialized problems. The center is operated on a break-even basis. The fees paid by clients (\$13 per hour) are used to reimburse the professional staff. Administrative costs are defrayed through grants and college district funds. Since the beginning of fall semester, 1974, 918 clients have been counseled in approximately 10,000 counseling hours, in addition to the hours devoted to seminars and workshops. (NHM)

**ED 116 756** JC 760 075

Erickson, Lowell J., Ed.

New Dimensions for the Los Angeles Community College District. Report of the Commission on New Dimensions.

Los Angeles Community Coll. District, Calif.

Pub Date 76

Note—138p.; Some pages in appendices may reproduce poorly

Available from—Commission on New Dimensions, Los Angeles Community College District, 2140 W. Olympic Blvd., Los Angeles, Calif. 90006

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

Descriptors—Administrative Organization, Community Services, \*Delivery Systems, \*Educational Alternatives, Educational Innovation, Educational Needs, \*External Degree Programs, Interinstitutional Cooperation, \*Junior Colleges, \*Multicampus Districts



**Identifiers**—\*Los Angeles Community College District, New Dimensions College, Nontraditional Colleges

This document presents a plan for a new district-wide college, the New Dimensions College, which would incorporate a wide range of external, nontraditional programs, moving such concepts out of the realm of experimentation and into the realm of active application. The total approach presented here would have the entire Los Angeles Community College District as its service community, and would provide programs too costly or impractical for the 10 individual campuses through a college-without-walls. This report is organized along the lines of the research, discussions, and reflections of a 12-member planning Commission organized in April 1975, and is divided into eight chapters. Chapter I discusses the formation, assignment, and organization of the Commission. Chapter II discusses the need for new planning and organizational strategies. Chapter III describes current district-wide programs and services, including the overseas program, programs for individuals, cooperative and community programs, and student and media services. Chapter IV presents three possible organizational models, along with a recommended model for which personnel and financing are discussed. Chapters V and VI deal with innovations in programs and services. The concluding two chapters deal with needs assessment, detailed planning, and implementation. (NHM)

**ED 116 757** **JC 760 076**  
*Gunne, Manual G. Mortimer, Kenneth P.*  
**Distributions of Authority and Patterns of Governance. Report No. 25.**  
 Pennsylvania State Univ., University Park. Center for the Study of Higher Education.  
 Report No—R-25  
 Pub Date Dec 75  
 Note—31p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors**—Administrative Personnel, Administrator Role, College Faculty, Comparative Analysis, \*Decision Making, \*Governance, \*Higher Education, Junior Colleges, \*Power Structure, State Colleges, \*Teacher Participation, Teacher Role

Five issues of mutual interest to faculty and administrators were chosen as the focus of this comparison of existing distributions of authority at three public state colleges and three public community colleges in Pennsylvania. Issues selected include: appointment, promotion, tenure, merit (salary increments), and curriculum. For the purpose of this study, the decision-making process was sequenced into six stages: initiation, consultation, recommendation, review, choice, and veto. At least 10 faculty and 10 administrators from each institution were interviewed and asked to describe their participation in the six stages of the decision-making process in regard to the five issues under investigation, and to relate their observations of the involvement of other personnel. Respondents based their evaluations on a five point continuum: administrative dominance, administrative primacy, shared authority, faculty primacy, and faculty dominance. The community colleges in the sample generally were characterized by administrative dominance or administrative primacy, although there was evidence of increasing consultation with the faculty. On the other hand, the state colleges were likely to be characterized by shared authority or faculty primacy. Faculty involvement was high on the curriculum issue for both types of institutions, followed by promotion, and low on merit. (Author/NHM)

**ED 116 758** **JC 760 077**  
*Garrett, Ann Hastings, Chester R.*  
**Intensive Training for Teacher Aides Working with Hearing Impaired Children.**  
 McLennan Community Coll., Tex.  
 Spons Agency—Texas Education Agency, Austin. Div. of Occupational Research and Development; Texas Education Agency, Austin. Div. of Special Education.  
 Note—41p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors**—Aurally Handicapped, Deaf Children, \*Deaf Education, \*Exceptional Child Services, Field Experience Programs, Hard of Hearing, \*Institutes (Training Programs), Junior Colleges, \*Paraprofessional Personnel, Re-

sident Camp Programs, Special Education, \*Teacher Aides

In summer 1975, McLennan Community College selected 64 counselor-trainees to participate in two 2-week summer camp sessions, each of which involved 50 deaf or hard of hearing children, ranging from 7-12 years of age. Trainees had minimal manual communication skills, and were selected from applicants who were either enrolled in training programs related to working with the deaf or hard of hearing, currently working in paraprofessional roles in this field, or interested in exploring this career opportunity. Each trainee was enrolled in McLennan Community College and received either four or five semester hours of credit for the four weeks of experience and training. Trainees worked directly with the Camp Director and Resident Coordinator and were responsible for a particular instructional activity (swimming, canoeing, horseback riding, archery, riflery, and nature study). The Camp Director and Coordinator worked together in orienting the trainees in the organization and operation of the camp. Instruction was given in child growth and development, with emphasis on social development principles, behavior modification, recreation skills and crafts for individuals and groups, and total communication skills including finger spelling, signs, body language, and vocabulary. Sample training materials are appended. (DC)

**ED 116 759** **JC 760 078**  
*McClanahan, Ruby F. Hastings, Chester R.*  
**The Development of Individualized Supportive Services for Physically and Sensorially Limited Adults at a Post-Secondary Area Vocational School. Phase I.**  
 McLennan Community Coll., Tex.  
 Spons Agency—Texas Education Agency, Austin. Div. of Occupational Research and Development; Texas Education Agency, Austin. Div. of Special Education.  
 Pub Date 75  
 Note—39p.; Brochure appended to the text has been deleted.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors**—Architectural Barriers, Aurally Handicapped, Community Colleges, Educational Facilities, \*Facility Planning, Facility Requirements, \*Handicapped Students, \*Junior Colleges, Junior College Students, Physical Facilities, \*Physically Handicapped, \*Student Personnel Services, Student Recruitment, Visually Handicapped

McLennan Community College is presently involved in a three-phase project designed to develop and implement a coordinated program of supportive services that will enable physically and sensorially limited adults to pursue occupationally oriented training-educational programs. This report of Phase I (January-June 1975) presents the following: (1) descriptions of exemplary programs of individualized supportive services for the physically and sensorially handicapped at five community colleges; (2) the results of a survey sent to 120 post-secondary institutions in Texas to gain an overview of the number of handicapped students enrolled in those institutions and the kinds of supportive services provided for them; (3) a list of the supportive services available from local agencies; (4) a discussion of viable procedures to be followed in identifying and recruiting potential students; (5) a consideration of the psychological and physical/architectural barriers on campus; and (6) descriptions of the kinds of supportive services needed. A bibliography and a list of procedures and policies for architects and building owners are appended. (DC)

**ED 116 760** **JC 760 079**  
*Clark, Donald L.*  
**A Proposed Model for Evaluation.**  
 Maple Woods Community Coll., Kansas City, Mo.  
 Pub Date Jul 75  
 Note—16p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—Educational Accountability, \*Educational Assessment, Educational Objectives, \*Evaluation Methods, \*Junior Colleges, Literature Reviews, \*Program Evaluation  
 This paper derives its foundation from recent concepts of accountability in education. Accountability presupposes a determination of the goals (i.e. the mission) of the educational com-

ponent and what constitutes the achievement of those goals (i.e. evaluation). The basic design for the evaluation program described here is the self-study approach by committee, which is used by regional accrediting agencies. This flexible method may be conducted entirely by internal personnel, may utilize an outside consultant, or may involve a combination of the two. It consists of three major components: (1) an assessment of the present environment, (2) an analysis of the data by members of the study team, and (3) a written summary report to be used as a basis for determining program continuance or modification. This document describes the evaluation program, discusses the various purposes and methods of evaluation, and reviews the related literature. A bibliography is appended. (DC)

**ED 116 761** **JC 760 080**  
*Weinbach, Lana J.*  
**A Profile of Forest Park Community College Students, Fall 1974.**  
 Saint Louis Junior Coll. District, Mo. Forest Park Community Coll.  
 Pub Date 74  
 Note—34p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
**Descriptors**—Career Choice, College Choice, \*College Freshmen, Comparative Analysis, Educational Objectives, Financial Support, \*Junior Colleges, \*Junior College Students, Minority Groups, \*National Norms, Negro Students, Personal Interests, Student Attitudes, \*Student Characteristics, Urban Education

**Identifiers**—\*Forest Park Community College  
 In fall 1974, Forest Park Community College (FPCC), a predominantly black, inner-city two-year college in St. Louis, Missouri, participated in the Cooperative Institutional Research Program, which is conducted annually to provide normative data on first-time freshmen students entering a national sample of colleges and universities. At FPCC, a total of 1,671 first-time freshmen completed the questionnaire, representing 83 percent of the first-time freshmen enrolled. A random sample of 1,515 returning students also completed the form. The first six tables presented here compare the characteristics of first-time freshmen at FPCC with those of the national norm for first-time freshmen at two-year public colleges. The remaining six tables compare the characteristics of first-time freshmen at FPCC with those of returning students at FPCC. Factors considered include (1) biographic and demographic data; (2) reasons for college choice, career goals, and educational goals; (3) income data and sources of financial support; (4) personal objectives and self-assessment; and (5) attitudes toward political issues, general issues, and college issues. (DC)

**ED 116 762** **JC 760 082**  
**A Report to the Faculty from the Office of Instruction, Forest Park Community College.**  
 Saint Louis Junior Coll. District, Mo. Forest Park Community Coll.  
 Pub Date Jun 75

Note—70p.; Occasional marginal legibility  
**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
**Descriptors**—\*Educational Objectives, Instructional Programs, Instructional Technology, Intellectual Disciplines, \*Junior Colleges, \*Program Descriptions, \*Urban Education  
**Identifiers**—\*Forest Park Community College  
 This annual report indicates the status of each department and division at Forest Park Community College, a predominantly black, inner-city, two-year college in St. Louis, Missouri. Each department or division reports its goals for 1974-75, assesses the level at which each goal was achieved, and presents its goals for 1975-76. The departments and divisions reporting here include: (1) Afro-American studies; (2) business; (3) general curriculum; (4) humanities; (5) life sciences; (6) physical education; (7) physical science; (8) social science; (9) continuing education; and (10) instructional resources. (DC)

**ED 116 763** **JC 760 083**  
**Transfer Patterns of Students, University of Hawaii System, Fall 1975.**  
 Hawaii Univ., Honolulu. Management Systems Office.  
 Report No—MSO-146  
 Pub Date Jan 76  
 Note—9p.; Not available in hard copy due to small print of tabular material

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Enrollment Trends, \*Junior Colleges, Liberal Arts, Student Enrollment, \*Transfer Students, \*Universities, Vocational Education

Identifiers—\*Hawaii

In fall 1975, 4,702 students transferred into the University of Hawaii (UH) System, representing a 15.5 percent increase over the number of transfers in 1974. Of the total, 56 percent transferred from within the UH System, 6 percent transferred from other Hawaii institutions, and 36 percent transferred from out-of-state institutions. The total numbers of transfers from within the System in 1975 represents an 8.7 percent increase over the 1974 figures. The University of Hawaii at Manoa (UHM) received 1,999 transfers; Hilo College received 300; and the seven community colleges received 2,403. Sixty-one percent of the transfer students entering UHM chose arts and sciences programs, and 14 percent entered as unclassified students. Greater proportions of students entering Hawaii, Honolulu, and Kapiolani Community College selected vocational programs, whereas more of those students entering Kauai, Leeward, Maui, and Windward Community Colleges selected liberal arts programs. Data for the 1973, 1974, and 1975 academic years are organized into three tables with are appended. (DC)

**ED 116 764 JC 760 086**

**Five Year Plan, Grand View College, 1975-1980.**  
Grand View Coll., Des Moines, Iowa.

Pub Date 8 May 75

Note—52p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Bachelors Degrees, Educational Objectives, Financial Needs, Financial Support, \*Junior Colleges, Library Planning, \*Master Plans, \*Private Colleges, Program Evaluation, \*Program Planning, Student Personnel Services  
Identifiers—Faculty Development, \*Grand View College

Grand View College, a small two-year Lutheran liberal arts college in Des Moines, Iowa, has begun to work toward implementing a baccalaureate degree program in nursing and to consider offering baccalaureate degrees in other fields. To determine the feasibility of offering such programs, the college developed a long-range plan for college development. This report presents the following information: (1) a description of the present status of the college (student characteristics, degrees granted, and programs offered), (2) a list of the overall institutional commitments and goals, (3) a list of the guidelines used in determining college priorities, (4) a discussion of the proposed plans for the various academic departments, (5) descriptions of the long-range plans for improving faculty development, library services, the athletic department, student services, and educational evaluation techniques, and (6) a review of the financial status of the institution and a consideration of future financial needs. Appended are a planning process flow chart, a list of the assumptions made in planning, and a list of the goals for which all groups involved in academic planning will be held accountable. (DC)

**ED 116 765 JC 760 087**

**Howard, Grover A.**

**The Exploratory College.**

Rio Hondo Junior Coll., Whittier, Calif.

Note—38p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Core Curriculum, \*Educational Alternatives, \*Experimental Colleges, \*Humanistic Education, Humanities, \*Interdisciplinary Approach, \*Junior Colleges, Program Development, Relevance (Education)

This document describes the evolution of the Exploratory College at Rio Hondo Junior College (Whittier, California) from its inception at a faculty retreat in 1970 through its first year of operation in 1972-73. The Exploratory College was designed as an alternative center for exploring new ways of learning within the college community. By being a smaller, primarily interdisciplinary nucleus, it reflects the need for modes of experience that are more commensurate with individual and group goals than is traditionally possible. Goals of the Exploratory College include: (1) the creation of a center for exploring new ways of learning; (2) the creation of

a relaxed learning setting with flexible scheduling; (3) the provision of guidance in the determination of personal and professional goals; (4) an increase in the self-awareness of students and faculty; (5) the perception of the interrelatedness of various academic disciplines; (6) involvement in the community as an integral part of the learning environment; (7) the provision of standard college credit within a non-threatening grading system; (8) the development of personal values and attitudes through exposure to the values and attitudes of different cultures. A general student evaluation is appended, along with a list of goals and specific objectives. (Author/NHM)

**ED 116 766 JC 760 092**

**High School Background of Entering Students, University of Hawaii System, Fall 1975.**

Hawaii Univ., Honolulu. Management Systems Office.

Report No—MSO-145

Pub Date Jan 76

Note—13p.; Not available in hard copy due to small print of tabular material

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—College Admission, College Choice, \*Enrollment Rate, \*High School Graduates, \*Junior Colleges, Post Secondary Education, \*State Surveys, \*Universities

Identifiers—\*Hawaii

This report summarizes data on the high school background of students entering the University of Hawaii System for their first collegiate work since high school. The population is comprised of all new students at the two-year and four-year campuses between fall 1972 and fall 1975. Each of the five tables in the report examines a select group of entering students, as follows: (1) all entering students, regardless of high school background; (2) students entering from Hawaii State high schools, only; (3) June 1975 Hawaii State high school graduates; (4) 1972-75 Hawaii State high school graduates; (5) June 1975 Oahu high school graduates. The 9,158 students entering the University of Hawaii System in fall 1975 represent an increase of 3.6 percent over the 8,837 students entering in fall 1974. Over 70 percent (6,579) of these students entered the community colleges, of which 12.9 percent came from non-Hawaii high schools. The proportion of Hawaii State high school graduates entering the University of Hawaii System immediately after graduation has remained about 43-44 percent during the past three years. Of the graduates entering the system immediately after graduation, more students are choosing to enter the community college campuses rather than the four-year University of Hawaii at Manoa. (Author/NHM)

**ED 116 767 JC 760 093**

**Houston, Charles A. Hoyer, Robert W.**

**Virginia Community College Mathematics Curriculum Study (1975-76).**

Virginia State Dept. of Community Colleges, Richmond.

Pub Date May 75

Note—35p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Articulation (Program), \*College Mathematics, Course Descriptions, \*Higher Education, Junior Colleges, \*Mathematics Curriculum, Teacher Attitudes, Textbooks, Undergraduate Study

Identifiers—\*Virginia

This report correlates the college transfer mathematics courses in the Virginia community colleges with their counterparts at 13 state four-year colleges and universities. Data were collected by examining four-year college catalogues, correlating this information with course descriptions in the Virginia Community College Curriculum Guidelines (VCCCG), and surveying mathematics department chairpersons to validate the correlations. Of the 66 different mathematics sequences described in the VCCCG, 16 have potential counterparts at the senior colleges. The remainder are either remedial or especially designed for technical or vocational programs. Of the 16 equivalent courses, six are taught by almost all the Virginia community colleges. Although it appears that the mathematics courses listed in the VCCCG are well designed to meet the needs of Virginia's two-year college transfer students, one possible exception is the absence of a course specifically designed to provide a mathematics background for the elementary school

teacher. Summaries of the general comments offered by the four-year college mathematics chairpersons concerning curriculum articulation are included, information is organized into five tables, and lists of textbooks used at the community and four-year colleges are appended. (NHM)

**PS****ED 116 768**

PS 007 702

**Who Cares for Children? A Survey of Child Care Services in North Carolina.**

Learning Inst. of North Carolina, Durham.

Pub Date Apr 74

Note—115p.

Available from—The Learning Institute of North Carolina Press, 1006 Lamond Avenue, Durham, North Carolina 27701 (Paper, \$3.00)

**Document Not Available from EDRS**

Descriptors—\*Child Care, \*Child Welfare, Day Care Programs, \*Early Childhood Education, Family (Sociological Unit), Family Day Care, Health Needs, Kindergarten, \*Needs Assessment, Nursery Schools, Parent Education, Parent Participation, State Federal Support, \*State Surveys, Working Women

Identifiers—\*Learning Institute of North Carolina

This report represents a statewide survey of child care services in North Carolina, including day care centers, family day care homes, nursery schools, and kindergartens. Interviews were conducted to ascertain the extent to which North Carolinian children were receiving adequate health care, adequate nutrition, and other basic care. Data on family income, family member occupations, family life, and child care costs were compiled. The status of parent education programs and parent involvement in child care services was evaluated. Federal and state support of child care services was surveyed. Statistical data on child care services collected during the survey and by the U.S. Census Bureau are presented in tables. Analysis of these data and recommendations for improvement of child care service delivery in North Carolina are included. (BRT)

**ED 116 769**

PS 007 777

**Tizard, Barbara**

**Pre-School Education in Great Britain. A Research Review.**

Social Science Research Council, London (England).

Pub Date 74

Note—95p.

Available from—Research Publications Services, Victoria Hall, East Greenwich, London SE10 0RF (1.50 pounds)

**Document Not Available from EDRS**

Descriptors—\*Cognitive Development, \*Educational Research, Handicapped Children, \*Literature Reviews, Parent Child Relationship, Parent Education, \*Preschool Education, Remedial Programs, Research Needs, Research Problems, Research Projects, School Organization, Severely Handicapped, \*Social Disadvantage, Teacher Attitudes, Teacher Education

Identifiers—\*England, Social Science Research Council

This report presents a review of current research on the education of British children under the age of 5 and suggests important questions for future research. The description of current research includes studies concerned with preschools, home environment and parent-child interaction, cognitive skills, severely subnormal children, and evaluation of services for under-fives. Important areas for future research are grouped into two categories: (1) topics related to the education of socially disadvantaged children, such as assisting young disadvantaged children to acquire skills, determining the characteristics of socially disadvantaged children, transmitting educational and intellectual disadvantage, and adapting school to the socially disadvantaged child; and (2) areas not directly related to the education of socially disadvantaged children, including problems of school organization, staff attitudes, transition to primary school, staff training, research into severely subnormal children's education, problems in early school socialization, problems in early cognitive development and the general provision of services for under-fives. General issues raised in discussions with educa-

tors and research administrators are also reported; these include the communication and implementation of research findings and the allocation of research funds. Appendices comprise a name index, a list of current research projects, and references. (GO)

**ED 116 770** PS 008 024  
Novak, Marilyn J. Offenbach, Stuart I.

**The Effect of Two Types of Initial Training on Discrimination Shifts by Preschool Children.**

Pub Date 10 Apr 75

Note—13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Attention, \*Discrimination Learning, \*Mediation Theory, \*Preschool Children, \*Preschool Learning, \*Shift Studies, Transfer of Training

Identifiers—\*Attention Theory, Extradimensional Shift, Intradimensional Shift, Pretraining

This study examines the effects of initial response training and criterion training on the discrimination shift performance of preschool children; results are discussed in terms of differing theoretical orientation. After an initial task involving either criterion training or response training, 109 subjects were presented with either intradimensional shift (ID) or extradimensional shift (ED) problems. Subjects who failed to learn the criterion training task (nonlearners) were found to learn the ED shift more quickly than the ID shift. These results are best explained in terms of mediation theory, since an explanation based on the single stage process would require that preferences or dimensional dominance increased the initial habit strength for the irrelevant cue or dimension. Attention theory could also explain these results, because attention to relevant and irrelevant dimensions determines the ease of shift learning. The response-trained group, after 10 trials of reinforced motor training, learned a reversal (ID) shift more rapidly than the ED shift. This finding can be explained in terms of attention theory, because alteration of orienting probabilities would result in shift performance demonstrated by children who went through all the work of attaining criterion. Since such results are not well explained by mediation theory, the attentional model of children's learning is supported. (GO)

**ED 116 771** PS 008 111  
Lindauer, Barbara K. Paris, Scott G.

**A Reevaluation of Age-Related Changes in Associative Memory Organization.**

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—NE-G-00-3-0089

Pub Date 11 Apr 75

Note—10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Aural Stimuli, Cognitive Development, \*Elementary School Students, \*Error Patterns, \*Memory, \*Paired Associate Learning, Recall (Psychological), Word Lists, \*Word Recognition

Identifiers—\*Associative Memory

This paper focuses on a study which replicates and extends earlier work employing a recognition memory paradigm to investigate children's memory and developmental changes in dominant word associations. On the recognition test the implicit associative response can lead to better memory for the original items (this is the hit rate), and it can also lead to errors on associates which are new items (this is the false-alarm rate). The paradigm predicts that children given instructions would make fewer errors on old items (higher hit rate) yet more errors on associates (higher false alarm rate). Children from second and sixth grades were presented lists of words orally and asked to state the meaning of each word and generate its associative antonym or synonym. Results indicate a number of methodological problems with a recognition memory paradigm where the false alarm rate is employed as an index of developmental change and suggests that the synonym-antonym developmental shift in memory organization should be treated with caution. (GO)

**ED 116 772** PS 008 112  
Paris, Scott G.

**Developmental Changes in Constructive Memory Abilities.**

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 11 Apr 75

Grant—NE-G-00-3-0089

Note—17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975); Pages 2 and 14 have been filmed from best available copy

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Age Differences, \*Cognitive Development, Cues, \*Elementary School Students, \*Linguistics, \*Memory, \*Recall (Psychological), Statistical Analysis

Identifiers—\*Constructive Memory

This paper describes three studies designed to determine whether there are age-related differences in children's memory for implicit and explicit information in prose. In the first study, six experimental paragraphs were read individually to a total of 60 children in grades K-5. Each child was then asked four verbatim recall questions (specific adjectives and prepositions) and four inferential questions. The results indicated that the amount of both explicit and implicit information comprehended from the paragraphs increased with age. Due to a question about the saliency of adjectives and prepositions in sentences, the second study used verbatim recall questions with nouns and verbs. A total of 48 children in grades K, 2, and 4 participated in this study and were administered the same tasks as in the first study plus a delayed free recall task. The results showed specifically that the ability to draw and remember inferences improved with age. The third study used a cued recall paradigm to determine whether the spontaneity of inference drawing was related to age. A total of 48 children in grades 1, 3, and 5 heard action sentences with the instruments used stated explicitly in half of the sentences and only implied in the other half. They were then given a cued recall test which included the appropriate instrument nouns. Results suggested that children apply inferential operations more often and more effectively with increasing age. (JMB)

**ED 116 773** PS 008 155  
Lewis, Michael

**The Meaning of Fear.**

Educational Testing Service, Princeton, N.J.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Apr 75

Note—17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Affective Behavior, \*Behavior Patterns, \*Emotional Development, Expectation, \*Fear, \*Infant Behavior, Learning, Measurement Techniques, Models, Stimulus Behavior, Stranger Reactions

Theories and descriptions of various infant fear behaviors are presented in this paper. Five examples of fear are given: (1) learned fear, in which the infant associates some unpleasant action with an agent, (2) unlearned fear, in which the infant experiences an intense sensory phenomena such as a loud noise, (3) stranger anxiety, (4) fear caused by a violation of the infant's expectancy, and (5) the child's fear of the loss of its mother. No specific behaviors have been found which are characteristic only of fear. Patterns of infant behavior can be interpreted as fear within the situational context in which the behavior occurs. Problems in the measurement of fear behavior, such as individual variability, the interpretation of stimulus meaning to infants, and the effect of prior experience are discussed. It is theorized that an infant's affective response is the result of a complex process involving the organism's status, cognition plans, and strategies, as well as the stimulus properties and the context of the situation. (BRT)

**ED 116 774** PS 008 192  
Hignett, William F. Rodriguez, Dorothy

**Day Care: What Form Should It Take.**

Pub Date 74

Note—13p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Child Care Centers, \*Comparative Analysis, \*Day Care Services, \*Early Childhood Education, Early Experience, \*Family Day Care, Infants, Interpersonal Relationship, Learning Experience

This paper discusses issues concerning infant family day care in terms of data gathered at the Louis Child Care Center and other related studies. Topics covered are: (1) the need for family day care, (2) the form that services should take, (3) agency supervised family day care, (4) what family day care is, (5) the continuity of care from infancy to school age, (6) convenience to parents of a community based service and service for all age siblings, (7) the family model for day care and presence of male models in family day care homes, (8) employment opportunities for young mothers, and (9) the quality of care. The special advantages of family day care over group care are indicated, and it is noted that family day care has a personalized quality not found in group care. The day care home appears to benefit infants and toddlers particularly because less adjustment is required of the child and because there is opportunity for a more individualized continuous relationship between caregiver, parent, and child. The present criticism of family day care appears to be related to the quality of personnel rather than to the actual model involved. (GO)

**ED 116 775** PS 008 194  
White, Sheldon H.

**Attentional Processes in Children's Learning. Appendix A: Project Papers.**

Harvard Univ., Cambridge, Mass. Center for Research and Development in Educational Differences.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research; Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Pub Date Jun 72

Contract—OEC-5-10-239

Note—473p.; For related document, see ED 082 860; Journal reprints and figures in the original document are copyrighted and therefore not available. They have not been included in the pagination

**EDRS Price MF-\$0.76 HC-\$23.48 Plus Postage**

Descriptors—Age Differences, Attention Span, Auditory Discrimination, \*Cognitive Development, Cross Cultural Studies, Culture Free Tests, Developmental Tasks, \*Early Childhood Education, \*Learning Processes, \*Learning Readiness, \*Physical Development, Physiology, Problem Solving, Reactive Behavior, Visual Discrimination

Identifiers—Noise, \*Zambia

This appendix includes seven papers which focus on various aspects of the learning processes of children ages 5-7: (1) S. H. Thompson, "Transitions to concrete operations: A survey of Piaget's writings" (in outline form); (2) S. H. White, "Changes in learning processes in the late preschool years," an examination of cross-cultural evidence of significant physiological and behavioral changes in children; (3) C. M. Super, "Cognitive changes during the late preschool years: Non-Western evidence for universality," a study in which 13 "culture free" developmentally sensitive tasks were administered to urban and rural Zambian children; (4) C. E. Gunnec, "The correlation between some measures of neurological and cognitive development in the child"; (5) S. W. White and R. S. Mansfield, "Effects of visual noise on problem solving estimated by an ascending method of limits"; a study which made use of an evolving two-choice discrimination task; (6) R. S. Mansfield, "Developmental trends in the effects of noise on problem solving"; and (7) M. F. Elias, "Three indicators of children's development ability to recognize and solve complex problems," a study which related the ability to hold a labile state to cognitive activity and age. (ED)

**ED 116 776** PS 008 195  
Light, Donald W., Jr.

**An Analysis of Erikson's and Piaget's Theories of Human Growth. Final Report.**

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—1-0529

Pub Date Nov 73

Grant—OEG-2-71-0529

Note—119p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Affective Behavior, Behavior Theories, Child Development, Comparative Analysis, \*Elementary Secondary Education, \*Emotional Development, Human Development, \*Identification (Psychological), Models, Personal Growth, Personality Development, Personality Theories, Self Actualization, Sexuality, \*Social Development

**Identifiers—**Erickson (Erik H.) Freud (Sigmund), Piaget (Jean), \*Stage Theories  
Similarities and differences between Erik H. Erikson's and Jean Piaget's theories concerning social development and the process of identification are explored in this report. The first part of the report is a synthesis of Erikson's concept of the developmental processes of personal growth and societal development. The second part integrates Piaget's theory of affective development and Erikson's theory of childhood psychosocial development. The third part compares major theories of identity formation, including: (1) the psychoanalytic conceptions of ego, self, and identity, (2) the theories of identity formation advanced by B. F. Skinner, Carl Rogers, and George H. Mead, and (3) the different conceptions of the relationship between self and society in these theories of identity. A reformulation of the concept of identity is suggested. (BRT)

**ED 116 777 95 PS 008 196**  
*Stephens, Mark W.*

**Effects of Type of Preschool Experience and Socioeconomic Class on Academic Achievement Motivation. Final Report.**

Purdue Research Foundation, Lafayette, Ind.  
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.  
Bureau No—BR-0-E-117

Pub Date Aug 73  
Grant—OEG-5-70-0039

Note—38p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**Comparative Analysis, Cultural Factors, Economic Disadvantage, Intervention, \*Locus of Control, \*Measurement Instruments, \*Motivation, Observational Learning, \*Preschool Education, Preschool Programs, Question Answer Interviews, Social Reinforcement, \*Socioeconomic Influences, Student Motivation, Test Reliability, Validity

**Identifiers—**Contingency Interview, \*Experimenter Characteristics, Project Head Start, Stephens Delys Reinforcement

Four experiments were designed to identify socioeconomic differences in preschool locus of control, develop a measurement technique for differentiating between internal and external locus of control in preschoolers, and study the effect of four kinds of preschool programs on locus of control. During the first experiment, the Stephens-Delys Reinforcement Contingency Interview (SDRCI) was developed to assess internal locus of control development in preschoolers. When used with 24 4-year-olds in a Head Start program, the measure was found to have rater and retest reliability; the race of the interviewer did not significantly affect scores. The second experiment indicated that the performance of 32 preschool boys on a mirror-tracing task was positively related to internal locus of control as measured by the SDRCI. In the third study, investigators tested 55 Head Start preschoolers and 50 middle-class nursery school children with the SDRCI. Lower internal control scores were found for the Head Start children than for the middle-class nursery school group; no differences were found between black and white Head Start groups. A final study of 114 children found a nonsignificant tendency for Montessori preschool experience (and to a lesser extent, parent cooperative nursery school experience) to increase internal control, as measured by the SDRCI, more than Head Start or a more structured compensatory preschool program. (Author/BRT)

**ED 116 778 PS 008 199**

**One...Two...Three...A-B-C...TV. Final Report.**  
Marion Community Child Care Council, Inc., Ind.  
Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No—OCD-CB-494

Pub Date 30 Jun 75

Note—36p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**Cable Television, Day Care Programs, \*Early Childhood Education, High School Students, \*Lower Class Males, Low Income Groups, One Parent Family, Preschool Children, \*Preschool Programs, \*Program Descriptions, Program Evaluation, \*Secondary Education, Teacher Aides, Video Tape Recordings

**Identifiers—**\*Community Coordinated Child Care, MALE IMAGE Project, Project Head Start

This report describes the goals and results of a 2-year project which employed 20 male high school students from low income families for two hours per week as teacher assistants in seven day care centers and preschool programs, thereby providing male contact for children from female-dominated, single-parent families enrolled in female-dominated centers and programs. Students videotaped some of their activities with the children, and the tapes are shown twice weekly to local cable TV subscribers. Personality and school attendance measures were collected for the high school students. In addition, student participants and teachers in the centers filled out several evaluation forms. Self-concept and cognitive development measures were collected for both the experimental and control groups of preschool children, a total of 214 subjects. Results indicated that the program was successful for the high school students. However, no statistically significant differences were found between the groups of preschool children. Conclusions and recommendations are offered. Appendices include description of the self-concept test, examples of evaluation forms, and case studies of several students. (ED)

**ED 116 779 PS 008 200**

**A Descriptive Study of Day Care Arrangements for School Age Children. Final Status Report.**

Pacific Oaks Coll., Pasadena, Calif.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date May 75

Note—19p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**After School Activities, \*After School Centers, After School Education, \*After School Programs, \*Day Care Programs, \*Elementary Education, \*Family Day Care, Legal Problems, School Recreational Programs, School Role, Space Utilization, Staff Role, State Standards, Summer Schools

This 2-year study describes existing day care arrangements for school age children and examines the problems of providing day care for these children. A total of 30 day care centers and 73 family day care homes were included in the analysis, based on observation and interview schedules developed for the study. In addition to a general description of the population served, the types of available group care experiences are described. Problems of providing day care to school age children involve space and equipment utilization, licensing, staffing and staff training, and problems caused by regulations, procedures, and legal liability. Physical separation from the community and the lack of opportunities for personal initiative are identified as basic activity program problems. Suggestions for remediation of these problems are offered; and several models for group day care arrangements in conjunction with public schools are described. (ED)

**ED 116 780 PS 008 202**

**White, Burton L. And Others**  
**Child Rearing Practices and the Development of Competence. Final Report.**

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Dec 74

Note—135p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors—**\*Child Rearing, Cognitive Development, Home Visits, Infant Behavior, \*Infants, \*Instructional Programs, Language Development, Parent Child Relationship, \*Parent Education, Parent Role, Pilot Projects, \*Preschool Education, Program Evaluation, Risk, Social Development, Training Techniques

**Identifiers—**\*Harvard Preschool Project

This report describes a pilot project which involved the development and evaluation of an experimental treatment (training program) suitable

for a longitudinal study in which the effects of child rearing practices on general competence in young children are being studied. Eleven families participated in the pilot training program which concentrated on teaching parents successful child rearing practices prior to and during the period when identified educational foundations are at risk in infants 8 to 24 months of age. Both group training sessions and home visits were included in the program. Evaluation methods included home observation of parent-child interactions, child behavior in social and nonsocial tasks, and children's social competence; and several administrations of the Bayley Scales of Infant Development and the Preschool Project Tests to determine language ability, capacity for abstract thought, and the capacity to sense discrepancies. Results indicated the program was reasonably effective. Appendices make up more than 3/4 of the report and include: (1) criteria for family selection and the eligibility and preliminary interview forms; (2) the working draft of the training program (more than 1/2 of the report); (3) checklists and rating scales of the adult assessment scale; and (4) scoring information for social competence observation. (ED)

**ED 116 781 PS 008 203**

*Goodman, Norman And Others*

**A Comparison of Three Levels of Structure of Educational Programs in Family Day Care.**

Institute for Research and Evaluation, Inc., Hempstead, N.Y.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No—OCD-CB-209

Pub Date 75

Note—125p.; Not available in hard copy due to reproducibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Cognitive Development, Cognitive Measurement, Comparative Analysis, \*Early Childhood Education, \*Experimental Programs, Family Background, \*Family Day Care, Intervention, Paraprofessional School Personnel, Preschool Children, Questionnaires, Rating Scales, Social Behavior, \*Social Development, Teacher Influence

**Identifiers—**\*Structured Programs

This research project evaluated and compared three educational programs of high, medium, and low structure in family day care settings for a period of 10 months, to determine their impact on cognitive and social development in 60 children aged 2 1/2 to 4 years. The high-structure program followed the Bereiter-Engelmann approach, the medium-structure program was an adaptation of Levenstein's Verbal Interaction Program, and the low-structure situation involved friendly visitation with a child by an adult with no consistent philosophy or pedagogical program. A total of 52 children was assigned to experimental groups which differed on two main dimensions: the degree of structure and the delivery system. The two delivery systems consisted of paraprofessional teachers either working alone with the children or cooperating with the day care mother. In addition, eight children were assigned to a family day care control condition. Results of pre- and posttesting with three cognitive measures indicated that children in each of the intervention groups showed improvements above those of the control group, but that there were no differences between intervention groups. No distinct pattern of effects was found on the sociobehavioral ratings made by teachers for any of the experimental groups. (GO)

**ED 116 782 PS 008 204**

*Helfgot, Joseph Morris, Daniel*

**A Study of the Dependency Status of A.F.D.C. Mothers Using Day Care. Final Report.**

Day Care Council of New York, Inc., N. Y.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No—OCD-CB-256

Pub Date Apr 74

Note—227p.; Not available in hard copy due to marginal reproducibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Child Welfare, Day Care Programs, \*Day Care Services, Economic Factors, Employee Attitudes, Employment Experience, Employment Opportunities, \*Employment Problems, Interviews, Low Income Groups,

Negroes, Parent Attitudes, Social Attitudes, Spanish Speaking, \*Welfare Recipients, \*Working Women  
**Identifiers**—\*New York (New York)

This study analyzes the day care-related perceptions of a group of low-income women who voluntarily enrolled their children in group day care in order to obtain or maintain employment, and explores the employment experiences of these women. Face-to-face unstructured interviews were conducted by trained black or Hispanic interviewers with 157 New York City black, Puerto Rican, or Hispanic mothers who had been on welfare when they enrolled their child in day care. Results showed that mothers maintained a strong positive attitude towards day care programs, services, and personnel. Educational benefits, supervisory services, and other child-centered factors were the primary reasons that the women perceived day care positively. The availability of group day care appeared to support their initial decision to work. Most women decided to go to work for financial reasons, although the jobs they secured were usually low status ones with low wages. Success in employment was found to be positively related to amount of education, working experience, and a favorable job market. Findings are discussed in light of past research in this area, and recommendations are made to increase the effectiveness of social welfare programs. (BRT)

**ED 116 783 PS 008 205**

*Atkin, Charles K.*

**The Effects of Television Advertising on Children. Report No. 1: First Year Experimental Evidence. Final Report.**

Michigan State Univ., East Lansing. Coll. of Communication Arts.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No.—OCD-CB-346

Pub Date Jun 75

Note—110p.; For other reports, see PS 008 206-209 and PS 008 380

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—Age Differences, Attitudes, \*Elementary Education, Knowledge Level, \*Preschool Education, Racial Differences, Reactive Behavior, \*Television Commercials, \*Television Research, \*Television Viewing

**Identifiers**—\*Television Advertising and Children Project

This report, the first in a series of six reports on television advertising and children, presents the findings from a study designed to examine the impact of various advertising practices on the knowledge, attitudes, and behavior of young children. A total of 500 preschool and grade school children from both working-class and middle-class backgrounds participated in the study; over two-fifths of the sample was black. Experimental versions of advertisements were inserted into a cartoon program which was shown to the children. There were nine areas of experimental manipulations: (1) premium offer strategy (a toy offered with a breakfast food), (2) exaggerated product performance claims, (3) program characters appearing in commercials, (4) racial characteristics of the performers in the commercials, (5) rational message strategy, (6) learning about littering from public service announcements, (7) consequences of the advertising of medicine, (8) product accessory disclaimer (i.e., batteries not included), and (9) clustered versus dispersed structure of commercial presentation. A hidden camera measured the children's eye contact and reactions while they watched the program. The children were personally interviewed or placed in a play situation after viewing the stimulus tape. The findings for each of the nine experimental manipulations are presented, and the responses to the commercials by age and race are discussed. (JMB)

**ED 116 784 PS 008 206**

*Atkin, Charles K.*

**The Effects of Television Advertising on Children. Report No. 2: Second Year Experimental Evidence. Final Report.**

Michigan State Univ., East Lansing. Coll. of Communication Arts.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No.—OCD-CB-346

Pub Date Jun 75

Note—59p.; For other reports, see PS 008 205-209 and PS 008 380

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—Age Differences, \*Elementary Education, \*Incidental Learning, \*Intentional Learning, Sex Differences, Sex Role, Socialization, \*Television Commercials, \*Television Research, Television Viewing

**Identifiers**—\*Television Advertising and Children Project

This report, the second in a series of six reports on television advertising and children, presents the results from a series of experimental studies designed to test children's intentional and incidental learning from television commercials. A total of 400 elementary school students of varying socioeconomic status participated in the study, with 50 second-third graders and 50 fourth-fifth graders in each experimental condition. The children viewed stimulus tapes containing children's news, entertainment, and advertising content and then circled answers on a questionnaire read by an experimental assistant. The content of the commercials was manipulated across conditions, with subjects seeing different video or audio versions of an ad (some subjects were exposed to a particular commercial and others not exposed). The questionnaire measured several cognitive, affective, and behavioral intention variables for each of nine experimental advertising manipulations. The manipulations were: (1) occupational sex role socialization, (2) recreational sex role socialization, (3) adolescent hygiene socialization, (4) learning about health from public service announcements, (5) learning appropriate medicine usage, (6) hero-figure endorsements, (7) sex of announcer's voice, (8) comparative message strategy, and (9) message repetition. The findings for each manipulation are presented, and the differential impact of each manipulation is considered within age and sex subgroups of children. (JMB)

**ED 116 785 PS 008 207**

*Milkovich, Mark And Others*

**The Effects of Television Advertising on Children. Report No. 3: Exploring the Relationship Between Television Viewing and Language Development. Final Report.**

Michigan State Univ., East Lansing. Coll. of Communication Arts.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No.—OCD-DB-346

Pub Date Jun 75

Note—36p.; For other reports, see PS 008 205-209 and PS 008 380

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Child Language, Correlation, \*Elementary Education, \*Language Development, \*Language Research, \*Television Research, \*Television Viewing

**Identifiers**—\*Television Advertising and Children Project

This report, the third in a series of six reports on television advertising and children, describes a study designed to determine how the massive exposure to television affects children's language development. A total of 153 children in grades K-6 were interviewed about the entertainment, informational, and advertising content of 24 programs popular with children. The language maturity of the children was assessed using a word association paradigm to measure the complexity of their recognition of the relationships among words in the language. Respondents were divided into four age groups, and partial correlations were computed between television viewing and language maturity, controlling for intelligence, number of older siblings, and socioeconomic status. Averaging across the four age groups indicated a slight negative partial correlation between viewing and each language variable, suggesting that television exposure generally inhibited language development. Slopes were graphed to determine how television viewing affected the rate of development across each point in time compared to the previous norms. This analysis provides further evidence of the retarding effect of television viewing, especially in the 8- to 11-year-old range. (JMB)

**ED 116 786 PS 008 208**

*Atkin, Charles K. Culley, James*

**The Effects of Television Advertising on Children. Report No. 4: Attitudes of Industry Executives, Government Officials and Consumer Critics Toward Children's Advertising. Final Report.**

Michigan State Univ., East Lansing. Coll. of Communication Arts.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No.—OCD-CB-346

Pub Date Jun 75

Note—99p.; For other reports, see PS 008 205-209 and PS 008 380

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—\*Attitudes, \*Children, \*Television Commercials, \*Television Research, \*Television Viewing

**Identifiers**—\*Television Advertising and Children Project

This report, the fourth in a series of six reports on television advertising and children, describes attitudes toward children's television advertising held by industry executives, government officials, and consumer critics. The accuracy with which each group perceives the positions of the other parties involved is also assessed. Data were collected by means of a questionnaire (mailed) which presented 29 attitude statements to be rated along an agree-disagree scale. The analysis of these data revealed that the Action for Children's Television (ACT) sample generally took a position on one side of the issue, the advertiser and agency samples took a position on the opposite side, with the government sample tending to fall in between. The areas in which the consumer and industry groups were far apart on the attitude rating scale included: (1) the need for regulation, (2) locus of regulation, (3) effects of commercials, (4) evaluations of advertisers and advertising, (5) products allowed on television, and (6) proposals for the future. The advertisers, agency personnel, and government officials tended to be highly accurate in estimating the ACT group's positions on key issues, but estimates of the advertising agency positions were somewhat more extreme than their actual attitudes. (JMB)

**ED 116 787 PS 008 209**

*Atkin, Charles K.*

**The Effects of Television Advertising on Children. Report No. 5: Content Analysis of Children's Television Commercials. Final Report.**

Michigan State Univ., East Lansing. Coll. of Communication Arts.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No.—OCD-CB-346

Pub Date Jun 75

Note—36p.; For other reports, see PS 008 205-208 and PS 008 380

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Children, \*Comparative Analysis, \*Content Analysis, Food, Games, Merchandise Information, \*Television Commercials, \*Television Research, Toys

**Identifiers**—\*Television Advertising and Children Project

This report, the fifth in a series of six reports on television advertising and children, describes the key content dimensions of network advertising messages presented on two comparable Saturday mornings in 1972 and 1973. A total of 470 advertisements was systematically and quantitatively analyzed along 28 variables involving the nature of character portrayals, presentation techniques, information provision, and persuasive strategies. More than half of the ads studied dealt with toys and games, while the remainder promoted food products such as cereals, candies, drinks and desserts. Comparisons are made between the advertising of 1972 and 1973 and between toy and food commercials. (JMB)

**ED 116 788 PS 008 210**

*Dickerson, LaVerne Thornton, Comp.*

**Child Development: An Annotated Bibliography.**

Pub Date May 75

Note—34p.; Paper prepared for the Symposium-Fair, "Children, Nature, and the Urban Environment" (Washington, D.C., May 19-23, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Annotated Bibliographies, \*Child Development, \*Cognitive Development, \*Early Childhood Education, Environmental Influences, Language Development, Motor Development, Perceptual Development, Personality Development, \*Physical Development, Social Development

This annotated bibliography focuses on recent publications dealing with factors that influence child growth and development, rather than the developmental processes themselves. Topics in-



clude: general sources on child development; physical and perceptual-motor development; cognitive development; social and personality development; and play. Approximately 150 entries are drawn from journals, books, book chapters, and monographs. (ED)

ED 116 789 PS 008 229  
Moerk, Ernst L.

Processes of Language Teaching and Language Learning in the Interactions of Mother-Child Dyads.

Pub Date Apr 75

Note—35p.; Portions of this paper were presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Child Language, \*Infants, \*Interaction Process Analysis, \*Language Development, Language Instruction, Language Learning Levels, Mothers, \*Parent Child Relationship, \*Verbal Communication

This study focuses on the significance of specific maternal language teaching techniques in the early language development of the child. A recording was made of the verbal and nonverbal interactions in 20 mother-child dyads during a one-hour session in the home. The linguistic level for each of the children, who ranged from 1.9 to 5.0 years in age, was computed from the average length of utterance, and the stream of verbal actions was divided into verbal episodes. These episodes, comprising one or several utterances of each interaction partner which are temporally contiguous, meaningfully related, and form a structural whole, formed the basic unit of analysis. Results indicate that mothers actively teach all aspects of language and that the interactional structures employed in the course of this teaching encompass feedback cycles and calibration processes. The mother-child dyad is described as a self-regulating and relatively closed system and it is suggested that the amount, the type, and the timing of the observed teaching/learning processes suffice to explain the phenomena and products of first language acquisition. (GO)

ED 116 790 PS 008 233

O'Connor, Margaret

Decentration Revisited: A Two-Factor Model for Role-Taking Development in Young Children.

Pub Date Apr 75

Note—12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Cognitive Development, Concept Formation, \*Egocentrism, \*Empathy, Identification (Psychological), Preschool Children, \*Preschool Education, \*Social Development

Identifiers—Conceptual Tasks, \*Role Taking Skills, Spatial Tasks

This study investigates spatial and conceptual role-taking at the preschool level to determine the components of and relationship between these two forms of role-taking. A total of 80 children between 3 and 5 years of age were tested individually on four spatial tasks and five conceptual tasks and rated on the levels of egocentrism employed. Analysis of the data suggests that elementary role-taking problems are most profitably understood in terms of the component skills required to solve them, and that these components have a step-like interlocking nature which suggests a stable path for advancement in the acquisition of role-taking. The decline of egocentrism appears to depend on the presence of functional relationships in the task which do not exceed the capacities of the child. It is suggested that role-taking episodes do not demand overall decentration but that various types of skills are tapped by various role-taking tasks. (GO)

ED 116 791 88 PS 008 235

A Personalized Kindergarten Program with Supplementary Parent Involvement. Final Report. Boulder Valley School District RE-2, Boulder, Colo.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Colorado State Dept. of Education, Denver.

Report No—ESEA-P-93

Pub Date 30 Jun 75

Note—188p.; Pages 140 and 141 contain copyrighted forms and are not available for reproduction. These have not been included in the pagination

EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage

Descriptors—\*Developmental Programs, \*Diagnostic Teaching, Diagnostic Tests, Grade 1, Home Programs, Individualized Programs, \*Kindergarten, Learning Disabilities, Middle Class, \*Parent Participation, Parent Teacher Cooperation, \*Primary Education, Program Descriptions, Program Evaluation, Questionnaires, Remedial Instruction

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, \*Personalized Programs

This final report describes a personalized kindergarten program which has three main features: (1) systematic observation of the individual learning needs of kindergarten children, (2) staff training to assist teachers in developing and using methods for personalizing their classroom programs, and (3) involvement of parents in implementing at-home activities, sharing information about the child, attending parent enrichment workshops, and assisting in project evaluation. Approximately 220 children in eight kindergarten classes were involved each year. The average entering subject was a middle class child 5.5 years old, who had one sibling and had attended nursery school for one year. Each child was evaluated on a basic diagnostic measure, the Kindergarten Inventory of Development (a combination of the Boehm Test of Basic Concepts and the McCarthy Scales of Children's Abilities), which identified 20 percent of the children as high risk. Half of the high risk group received an at-home parent-directed program in addition to the personalized school program received by all children. All high risk children showed good progress, with the group receiving supplementary at-home enrichment achieving highest maintained gains. Data analysis showed the percentages of entering kindergarteners who lagged in one or more areas of development. Appendices include many examples of teaching procedures and materials used in classrooms or at home. (GO)

ED 116 792 PS 008 245

Mischel, Walter Mischel, Harriet N.

Moral Behavior from a Cognitive Social Learning Viewpoint.

Pub Date 10 Apr 75

Note—14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Cognitive Ability, \*Cognitive Development, \*Cognitive Processes, Empathy, \*Moral Development, \*Moral Values, Predictive Validity, \*Reinforcement, Social Influences

Identifiers—\*Cognitive Social Learning, Role Taking

This paper deals with one view of cognitive social learning and its applications to the psychological analysis of moral competence and moral conduct. The concept of cognitive and behavioral construction competencies is explained and cognitive competencies are said to be among the very best predictors of "honesty" in conduct. Moral competence includes the ability to reason about moral dilemmas, the skill of role-taking, and the kind of empathy required to take account of long-term consequences of actions as they affect other people. Although an individual may be capable of moral conduct, his decision on whether to act morally at any given time depends on his behavior-outcome expectancies. The young child's behavior is governed primarily by expected immediate, concrete consequences for himself, but as he matures the evaluation and reinforcement of his behavior become increasingly independent of external rewards and punishments and include more temporally distant and abstract considerations and self-reactions. It is thus concluded that age-related changes in the style and content of moral reasoning and conduct reflect changes in the individual's cognitive and verbal capacities in interaction with the social learning variables salient for him at different points in the life cycle. (JMB)

ED 116 793 PS 008 247

Moore, Bert And Others

Cognitive Factors in Delay of Gratification.

Pub Date Apr 75

Note—6p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Cognitive Processes, Pictorial Stimuli, \*Preschool Education, Reinforcement, \*Rewards, \*Self Control, \*Stimulus Behavior, Visual Perception, Visual Stimuli

Identifiers—\*Delay of Gratification

The major objective of this study was to explore how preschool children's ability to delay gratification was affected when children were asked to attend to actual rewards rather than pictures of rewards. Sixty subjects, 3 to 5 years of age, were given a choice between two rewards and then placed in a delay of gratification situation. Half of the subjects were left in the waiting situation with the real reward present, and the other half had a realistic picture of the reward in front of them. Subjects were either instructed to pretend that the real or pictured reward was real, to pretend that the real or pictured reward was pictured, or the subject was not given any additional instructions. Results showed that having the actual reward object in front of the subject presented as real led to low delay of gratification and pictures of the reward, presented as pictures, facilitated delay. However, these effects were reversed by instructing the child to construe the actual object as pictured, and the pictured object as real. (BRT)

ED 116 794 PS 008 250

How 13 Texas Communities Started Working for Children. First Report on Planning in the TD-CA/OECD Demonstration Project.

Texas State Dept. of Community Affairs, Austin. Office of Early Childhood Development.

Pub Date 75

Note—125p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Community Programs, \*Demonstration Projects, \*Early Childhood Education, Economic Disadvantage, Financial Support, \*Intervention, Parent Participation, Preschool Children, Program Coordination, \*Program Descriptions, Program Evaluation, Program Planning, Rural Youth, \*State Programs

Identifiers—Texas State Plan for Early Childhood Development

This preliminary report describes the planning efforts undertaken by local demonstration projects involved in the development of Texas' State Plan for Early Childhood Development. Thirteen projects were begun in 1973 to demonstrate various ways in which the state government could work with local government officials, public agencies, parents, and other interested citizens to plan and implement early childhood development services in local communities. Background information on the development of the plan is provided. The report describes seven aspects of the plan: (1) project selection process; (2) notification process; (3) delegation process; (4) steering committee selection and operations; (5) planning process; (6) technical assistance process; and (7) contract review process. A summary of recommendations emanating from this initial study is given. Appendices include the memorandum describing the application of county needs indicators to the county selection process and summaries of individual projects' planning data. (Author/ED)

ED 116 795 PS 008 252

Shantz, Carolyn Uhlinger

Communication Skills and Social-Cognitive Development. Tech Report Series Report No. 7. Wayne State Univ., Detroit, Mich. Center for the Study of Cognitive Processes.

Pub Date Jul 75

Note—18p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Age Differences, \*Cognitive Development, \*Communication Skills, \*Elementary Education, Literature Reviews, Perceptual Development, \*Preschool Education, Research Design, \*Role Perception, Social Development

Identifiers—Information Processing (Psychological), \*Referential Communication, Role Taking

This paper reviews nine studies which report conflicting results in assessing the relationship between children's role-taking ability and communication skills. The studies included satisfy three criteria: (1) role-taking and communication efficiency are measured independently; (2) tasks used to measure the two skills are significantly different in content and type of response required; and (3) abilities are related with chronological age held constant, either by examining the relation between skills within age groups, or by partialling out chronological age. Three studies show consistent, significant positive relationships between communication performance and role-taking, four studies have mixed results (showing some significant results and some nonsignificant results), and two studies show consistent, nonsignificant relationships between the two abilities. Conflicting results are attributed to (1) some third variable (e.g., intelligence) with which role-taking and communication are related independently, (2) statistical factors such as reliability of the tasks, (3) differing methods of measuring the two abilities, and (4) other variables besides role-taking ability which may determine communication skill. Language development, spatial role-taking skills, perspective-taking, and patterns of children's errors during tasks in these areas are discussed as they apply to the relationship between role-taking and communication. (BRT)

**ED 116 796** PS 008 256  
Keating, Tom

**Child Care and Public Policy: A Dilemma at All Levels.**

Pub Date Jul 75

Note—53p.

Available from—Tom Keating, P.O. Box 228, Claremont, California 91711 (Paper, \$1.50)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Child Care, Day Care Services, Decision Making, Delivery Systems, \*Early Childhood Education, Educational Policy, Educational Problems, \*Federal Legislation, Financial Needs, \*Government Role, Policy Formation, \*Public Policy, State Federal Support, State Programs

This report provides an analysis of public policy issues associated with state and federal child care developments, laws, regulations, and bills. It is intended to aid policy makers, government officials, consumers, and practitioners of child care programs. The report examines three major areas of policy: (1) federal legislative action which culminated in passage of Title XX; (2) regulations which will determine the scope of state-federal implementation of social service legislation; and (3) the proposed Federal Family and Children Services Act of 1975. Discussion includes the impact of legislation and the question of responsibility for delivery of services. Five areas of concern in child care policy are investigated: money (source and flow), eligibility, administration, control, and program quality. Several recommendations directed toward federal and state government branches are made for each of the five policy areas. The appendices, approximately one-half of the report, include statistical data, comments by legislators and excerpts from federal child care regulations. (Author/ED)

**ED 116 797** PS 008 257  
Hardgrove, Carol

**Parent Participation and Play Programs in Hospital Pediatrics in England, Sweden and Denmark.**

Spons Agency—Pan American Health Organization, Washington, D. C.

Pub Date 72

Note—73p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Child Development, Family Involvement, Financial Support, \*Foreign Countries, Furniture Design, Government Role, Hospitalized Children, \*Hospitals, \*Parent Participation, \*Play, Space Utilization, Volunteers  
**Identifiers**—Denmark, England, Sweden

This paper presents the findings from a trip to England, Denmark, Sweden, and Holland which was designed to investigate how hospitals in these countries facilitate children's healthy development during the stress of hospitalization. The areas specifically discussed are: (1) initiating and reinforcing family involvement; (2) meeting children's need for play; (3) adapting space, furnishings, and designs for parent and play pro-

grams; and (4) financing and publicizing programs. Information about the activities and functioning of government agencies, volunteer, and consumer advocate groups in each country are also included. (JMB)

**ED 116 798** PS 008 261

Rowen, Betty

**Tuning in to Your Child: Awareness Training for Parents.**

Pub Date 75

Note—103p.

Available from—Humanics Press, 881 Peachtree St., N. E., Suite 114, Atlanta, Georgia 30309 (Paper, \$5.00, plus \$1.00 postage and handling)

**Document Not Available from EDRS**

**Descriptors**—Behavior Patterns, Creative Activities, Creative Thinking, \*Early Childhood Education, Group Activities, Individual Activities, \*Learning Activities, Learning Difficulties, Observation, \*Parent Child Relationship, \*Parent Education, Parent Role, \*Sensitivity Training

This book suggests a variety of ways parents can develop a greater awareness of themselves and of their children. Topics covered include: (1) individual and small group sensitivity exercises for adults; (2) examples and uses of time sample and anecdotal observation records; (3) the importance of encouraging self-expression in children through movement, role playing, drawing, painting and telling stories; (4) activities to use with infants, toddlers, and preschoolers designed to help parents study and interpret children's behavior; and (5) ways of keeping in touch, enriching school learning, and coping with problems (reading, emotional, behavioral) of school-age children. Appendices include behavior rating forms for infants through age 5, a suggested checklist for determining possible causes for reading difficulty, and selections from the Torrance Tests of Creative Thinking. (ED)

**ED 116 799** PS 008 262

Szczesnowicz, Roma Krystyna

**The Relationship Between Children's Levels of Interest and Freedom of Choice in First-Grade Classrooms.**

Pub Date 75

Note—82p.; Master's Thesis, University of Illinois at Urbana-Champaign

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—\*Class Activities, Conventional Instruction, \*Elementary Education, Grade 1, \*Interest Research, Open Education, \*Student Interests, \*Teacher Behavior, Teaching Styles

This study examined the relationship between various levels of teacher restriction or accommodation of student behaviors and the levels of interest shown by pupils in certain types of classroom activities. A total of six first grade teachers in two schools were given the Open Program Structure Index (OPSI) and, based on their scores, were rated along a continuum from restrictive to accommodating. Ten students, randomly selected from each teacher's class, were observed while they engaged in each of three types of tasks: (1) closed (workcards), (2) relatively closed (books and table games), and (3) open (creative activity). Their interest in each of these tasks was rated as high, medium, or low, based on the Interest Rating Scale which measures persistence in activity, ease of distractibility, and whether contact with others is work related. The findings revealed a significant negative correlation between the teacher's OPSI scores and the students' interest ratings across all four tasks. This correlation suggests that students of restrictive teachers display higher levels of interest in common classroom activities than students of accommodating teachers. The appendix contains the Open Program Structure Index and the Interest Rating Scales. (JMB)

**ED 116 800** 95 PS 008 270

Schenberg, Rhoda And Others

**Step-by-Step Activities to Accompany The Dale Avenue Performance Objectives Model.**

New Jersey State Dept. of Education, Trenton. Office of Program Development.; Paterson Board of Education, N.J.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 74

Note—250p.; For related document, see UD 015 345 and 348

Available from—The Dale Avenue Project, The Office of Program Development, New Jersey State Department of Education, 225 W. State St., Trenton, New Jersey 08625 (5 in. x 8 in. card activities kit, \$15.00)

**Document Not Available from EDRS**

**Descriptors**—Art, \*Behavioral Objectives, Classification, Cursive Writing, \*Early Childhood Education, \*Elementary Education, \*Learning Activities, Listening Skills, Manuscript Writing (Handlettering), Mathematics, Observation, Perceptual Motor Learning, Serial Ordering, Speech, \*Teacher Developed Materials

**Identifiers**—New Jersey, \*Project Dale Avenue

This kit contains performance objectives (stated in behavioral terms) for several areas of school-related skills and suggested activities and materials for teaching those skills to young children. The areas included are: (1) listening, (2) naming, (3) observing, (4) speaking, (5) writing and motor skills, (6) perceptual motor skills, (7) encoding/decoding, (8) mathematics, (9) classification, (10) seriation, and (11) art. Also included are a bibliography and directions for preparing a sample tape script and worksheets. The activities in this kit are designed to accompany The Dale Avenue Performance Objectives Model. (JMB)

**ED 116 801** PS 008 280

Fein, Greta G. Diamond, Edward

**The Influence of Toy Type and Adult Familiarity on the Pretend Play of 22-Month-Olds.**

Yale Univ., New Haven, Conn.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date 74

Note—22p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Behavior Patterns, \*Cognitive Development, \*Early Childhood Education, \*Imagination, \*Infant Behavior, Infants, Interaction Process Analysis, Sex Differences, Stimulus Behavior, \*Stranger Reactions, Toys  
**Identifiers**—Experimenter Characteristics, \*Pretend Behavior

This study examines the degree to which young children are influenced by the familiarity of an adult participant in their pretend play with toys which vary in resemblance to highly prototypical objects (e.g., cup-like cups or doll-like dolls). A group of 29 children, mean age 21 months, was divided into two experimental groups balanced by sex; 15 children were assigned to an unfamiliar adult experimenter, and 14 to a familiar one. Each child was observed in two 12-minute play episodes in which pretend play suggestions were made by the experimenter. Results suggest that: (1) pretending with highly prototypical objects is enhanced by thematic proposals of a familiar adult, whereas pretending with less prototypical objects is reduced by these proposals; (2) suggestions from an unfamiliar adult produce a low level of pretending regardless of toy type; (3) children's difficulty in transforming less prototypical objects to suit proposed themes is cognitive rather than motivational; and (4) in the situations studied, girls are more sensitive than boys to the characteristics of people, and boys are more sensitive than girls to the characteristics of materials. (Author/ED)

**ED 116 802** PS 008 281

Steinberg, Brenda M. Dunn, Lynne A.

**Culture and Conservation in Chiapas.**

Pub Date Apr 75

Note—21p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Cognitive Development, \*Conservation (Concept), Cross Cultural Studies, Cultural Differences, \*Culture Free Tests, Developmental Tasks, Educational Anthropology, Educational Theories, \*Elementary Education, Linguistic Patterns, \*Mexicans, Sociocultural Patterns

**Identifiers**—\*Mayans

This study examined the impact of culture, language, and familiarity with materials on the ability to solve traditional conservation problems. A total of 80 Tzeltal speaking children from two traditional Mexican Indian (Mayan) villages participated in the study: 5 boys and 5 girls drawn from each of four age group (6-7, 8-9, 10-11, 12-13). The men in both villages are agriculturalists; the women in one village are potters and in the

other village they embroider blouses. Conservation of continuous quantity was examined using beans, clay, and water. Conservation of weight was studied using clay. Each child completed all tasks. Analysis of the data suggests that the ability to make conservation judgments improves with age among Mayan children as it does elsewhere in the world, but that performance lags behind U.S. norms by about 3 years. Language and culture differences which may explain this apparent performance lag are described. It was concluded that the conservation paradigm may not be a "culture free" test of cognitive competence. (ED)

**ED 116 803** PS 008 282

*Fein, Greta G.*

**Transformations and Codes in Early Pretending.**

Yale Univ., New Haven, Conn.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Sep 74

Note—37p.; A briefer version of this paper was presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, Aug. 30-Sept. 3, 1974)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Behavior Development, Behavior Patterns, \*Cognitive Development, \*Early Childhood Education, \*Imagination, Imitation, Infancy, \*Infant Behavior, Literature Reviews, Stimulus Behavior, Toys

**Identifiers**—Piaget (Jean), \*Pretend Behavior

Evidence which suggests that pretend activities become increasingly independent of the presence of realistic objects is examined in this paper. Results of research on pretend behavior in children 1 1/2 - 2 years of age are described and analyzed. Striking changes in pretend behavior are shown to occur during the second year of life. Pretend play is treated as a paradigm for understanding how children represent objects and relations. It is argued that the child can pretend that one thing is another when he can represent objects (or object activities) as prototypes and when he can use the core properties of prototypes to transform representations of immediate physical stimulation. The analysis suggests a three-phase sequence in the development of pretending based on a progression from the analogue mapping of representations to the selection and, eventually, the production of the core properties of object representations. (Author/ED)

**ED 116 804** PS 008 284

*Fein, Greta G. Apfel, Nancy H.*

**The Development of Play: Style, Structure and Situations.**

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Apr 75

Note—27p.; An abbreviated version of this paper was presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Age Differences, \*Cognitive Development, Infancy, \*Infant Behavior, Learning Processes, \*Observation, \*Play, \*Preschool Education, Problem Solving, Reactive Behavior, Situational Tests

This study examined the extent to which situational context differentially influences components of play. Two groups of play variables were distinguished: (1) style variables, (reflecting the overall tempo and diversity of play) and viewed as relatively sensitive indicators of short term reactions of situations; and (2) structural variables, viewed as relatively sensitive indicators of more enduring aspects of cognitive development. Children were observed either in the presence of relatively familiar or unfamiliar adults in a structured play situation in the home at 18 and 24 months, and in a more naturalistic home observation at 22 and 23 months. Multivariate analyses were used to examine the sensitivity of measures of style and structure to situations and age. Style variables revealed short term situational effects; however, both types of variables revealed changes with age and differences between situations which were sustained over time. Results suggest that the manipulation of context factors and multivariate procedures might provide a useful way of analyzing components of play as a complex system of behavior. (Author/ED)

**ED 116 805** PS 008 287

*Maurer, Daphne Salapatek, Philip*

**Developmental Changes in the Scanning of Faces by Infants.**

Pub Date Apr 75

Note—19p.; A preliminary version of this paper was presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975); Not available in hard copy due to marginal reproducibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Age Differences, \*Discrimination Learning, \*Eye Fixations, \*Infants, \*Mothers, Physical Characteristics, \*Stranger Reactions, Visual Perception

**Identifiers**—\*Eye Contact

This study investigated the way 12 infants, aged 1 month and 2 months, scanned the still and expressionless faces of their mothers, of strange women, and of strange men. Each infant was placed in a padded head-restraining cradle under a half-silvered mirror which was angled at 45 degrees to enable the child to view an adult's face at an optical distance of 48 cm. Infant eye fixation was recorded on videotape by corneal photography and replays were used to score the fixations of duration greater than 2 seconds on eight facial features: hairline, chin, right eye, left eye, nose, mouth, right ear and left ear. Data indicated that at 1 month of age infants fixated away from faces most of the time, looked at their mothers' faces even less often than at the strangers' faces, and looked at a limited portion of the facial perimeter. In contrast, 2-month-olds fixated the faces most of the time, looked at more facial features, and were more likely to look at internal features—especially the eyes. These results suggest that infants as young as 1 month old can discriminate their mothers' faces from strangers' faces, a discrimination which is probably based on differences in hairline and chin. Possible bias in results across the two age levels may be due to the use of motionless expressionless faces, which have been avoided by 1-month-old infants in other studies: results are compared to those obtained for infant scanning of inanimate two-dimensional shapes. (GO)

**ED 116 806** PS 008 289

*Yoskowitz, Anita, Ed. And Others*

**Playgroups: Do It Ourselves Childcare.**

Childcare Switchboard / Single Parent Resource Center, San Francisco, Calif.

Pub Date [75]

Note—29p.

Available from—Childcare Switchboard/Single Parent Resource Center, 3896 24th Street, San Francisco, California 94114 (Paper, \$0.75, plus \$0.26 postage)

**Document Not Available from EDRS**

**Descriptors**—Child Care Centers, \*Community Information Services, \*Cooperative Programs, \*Day Care Services, \*Early Childhood Education, Family Day Care, Informal Organization, Instructional Materials, Learning Activities, \*Parent Associations, Planning, Resource Units

**Identifiers**—\*Play Groups

This booklet is a comprehensive report and resource manual on parent-run cooperative playgroups based on 2 years of experience by the Childcare Switchboard in San Francisco, which refers parents to playgroups, family day care homes, and child care centers in the city and offers advice and help to fledgling playgroups. Practical advice is given on the following topics: playgroup size, age range, location, equipment, finances, teachers, daily routine, medical information, and work schedule. Short descriptive reports on the beginnings and progress of four playgroups are given as examples. Licensing regulations (in California), the importance of good community relations, and guidelines for choice and design of rented community property are each described. Also provided are lists of activities and resources for playgroups in San Francisco, including suitable places to visit, and toys and other resource materials available from the switchboard's toy lending service. Suggestions for play groups in any locality include a list of indoor activities and information for obtaining books, films, toys, and free materials. (GO)

**ED 116 807** 95 PS 008 290

*Conrad, Eva E.*

**The Effects of Tutor Achievement Level, Reinforcement Training, and Expectancy on Peer Tutoring.**

Arizona Univ., Tucson. Arizona Center for Educational Research and Development.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 18 Jul 75

Note—76p.; Not available in hard copy due to marginal reproducibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Academic Achievement, \*Expectation, Feedback, Grade 2, High Achievers, Low Achievers, \*Peer Teaching, \*Primary Education, Reinforcement, \*Tutorial Programs, Vocabulary Development

**Identifiers**—\*Project Follow Through

This study provided a review of literature related to peer tutoring and investigated the effects of three variables on peer tutor and peer tutee performance. The variables were (1) the achievement level of the tutor, (2) brief tutor training in reinforcement and corrective feedback procedures, and (3) tutor expectancy about tutee performance. A total of 112 high and low achieving second graders in a Follow Through program were selected as tutors. Half of these tutors were randomly selected to receive two half-hour training sessions. The training was conducted in a small group setting and emphasized two reinforcement and feedback procedures: (1) responding to a correct answer with a positive comment, and (2) responding to an incorrect answer or no answer by providing the correct answer and giving the tutee a chance to say the correct answer. A group of 112 first graders was randomly selected to serve as tutees. Instructions to tutors prior to the tutoring session contained either high or low expectancies about the tutees' academic performance. Both tutors and tutees were pre- and posttested on 30 sight word flash cards, with which the children worked during the tutoring session. Results showed that both tutors and tutees learned a significant number of words. Tutors' achievement level was not a significant factor, as measured by words learned, but tutees tutored by trained tutors performed better than tutees tutored by untrained tutors. Tutor expectancies did not affect tutee performance on the posttest. (Author/BRT)

**ED 116 808** PS 008 291

*Gotts, Edward Earl And Others*

**"Conservation" Responses in Very Young Children.**

Pub Date 75

Note—28p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Cognitive Development, Comprehension Development, Concept Formation, \*Conservation (Concept), \*Developmental Tasks, \*Language Development, Number Concepts, Perceptual Development, \*Preschool Education, Psycholinguistics, Research Design, Verbal Development

**Identifiers**—\*Piaget (Jean)

The role of language in conservation tasks and the development of the concept of conservation of quantity in young children are investigated in this study. A total of 50 children, aged 3.0 to 4.7 years, were divided into three groups according to age with a large number clustered around age 4.0 years. Children were randomly assigned to one of two order effects. In the first effect, called the MORE condition, the child was presented with unequal rows of M&Ms and asked "Which row is (has) more, or are they both the same?" Following the child's response, the M&Ms were equalized, then rearranged into unequal rows. The child was told "Take the row you want to eat, and eat all the M&Ms in that row." In the second effect, called the EAT condition, the same two instructions were given in the reverse order. Results indicate that children's comprehension of the "more" question increases with age; however, the children demonstrated better comprehension of numerosity when told to "eat" a row than when asked which row had "more." In addition, the children clustered at age 4 appeared to be transitional in verbal concept development regarding semantic contexts (the prior instruction "eat" cued them regarding the meaning of "more"). It is suggested that the results reflect on

the young child's verbal concept development regarding number. (ED)

**ED 116 809** PS 008 293

*Fagot, Beverly I.*

**Teacher Reinforcement of Feminine-Preferred Behavior Revisited.**

Pub Date Apr 75

Note—12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Classroom Research, College Students, Comparative Analysis, Interaction Process Analysis, Preschool Children, \*Preschool Education, \*Reinforcement, Sex Differences, Sex Role, \*Sex Stereotypes, Student Behavior, \*Student Teacher Relationship, Teacher Behavior, \*Teaching Experience

The two studies reported, on teacher reinforcement of and teacher attitudes toward children's sex-preferred behaviors attempted to clarify some issues concerning the differential treatment of boys and girls at the preschool level. The first study looked at teacher reinforcement of sex-preferred behaviors in children aged 3 to 5 years as a function of the experience of the teacher. Six children of each sex in each of four independent play groups were observed with their teachers; a coded observation schedule was used to compare the patterns of teacher reinforcement for sex-preferred behaviors and the amounts of teacher response for boys and girls and for experienced and inexperienced teachers. Results indicated that all teachers responded in equal amounts to boys and girls and reinforce feminine preferred behaviors not only in girls but also in boys. The second study compared sex stereotyping and educational attitudes of college students of both sexes who were either experienced or inexperienced in dealing with young children. Subjects were asked to rate 31 child behaviors either on sex appropriateness or on importance for future academic performance. Results showed that 12 behaviors were considered sex stereotyped, six male and six female, and that inexperienced persons rated behaviors as stereotyped significantly more frequently than experienced persons. The two studies indicated teacher experience rather than sex of teacher to be a determinant of teacher classroom behavior and brought into question the differential effects on boys and girls of being reinforced for behaviors which are preferred by girls and nonpreferred by boys. (GO)

**ED 116 810** PS 008 294

*Rinkoff, Robert F.*

**Effects of Mother and Stranger Distance on Infants' Behavior.**

Pub Date Apr 75

Note—10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Attachment Behavior, Distance, Emotional Response, Infant Behavior, \*Infants, Mothers, \*Parent Child Relationship, \*Preschool Education, \*Stranger Reactions

**Identifiers**—\*Object Permanence

This study measured infant responses to mother and stranger as a function of mother and stranger distance. A group of 10-month-old infants were pretested for level of object permanence and person permanence, and 18 males and 18 females were chosen as study participants. The infants were randomly assigned to one of three treatment groups: (1) stranger near, (2) stranger far, or (3) stranger absent. In each treatment group, there were three 5-minute trials with the mother near, far, and absent. Observations of the infant (proximity to mother and stranger, fussing, crying, and playing with a novel toy) were made by the experimenter, who was concealed behind a wooden partition set up in the infant's living room. The results indicated that stranger distance from the infants was unrelated to their behavior but that both mother distance and trial number had significant effects. As mother-infant distance increased, babies fussed sooner and longer, and played less with the novel toys. As the trial number increased, the infants crawled to their mothers earlier in the trial, fussed sooner, and played less with the novel toy. These findings were interpreted as supporting Bowlby's conten-

tion that attachment behavior is related to the degree of maternal accessibility. (JMB)

**ED 116 811** PS 008 295

*Lensen, Barbara G.*

**Infants' Reactions to Peer Strangers.**

Pub Date Apr 75

Note—19p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975). Not available in hard copy due to marginal reproducibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Emotional Response, Infant Behavior, \*Infants, Mothers, Parent Child Relationship, \*Peer Relationship, \*Preschool Education, \*Social Development, \*Stranger Reactions

This study examined the reactions of 45, 10-month-old infants to peer strangers. The infants were observed in two conditions: with a stranger of the identical age (10 months) and with one who was younger (5 months). In addition, each infant's behavior when he was alone with his mother was compared to his behavior when he was in the presence of strangers. There were no significant differences between the infants' responses to the 5-month-old and 10-month-old strangers. However, in the presence of strangers, infants looked at their mothers less frequently and looked instead at the strangers; vocalized less frequently but did not fuss or cry more often; did not stay as close to their mothers but were less active; and smiled more frequently and sooner. Results indicate that infants are not necessarily fearful of strangers. They may, in fact, respond to strangers in a curious, friendly, and positive manner, particularly if the strangers are peers. (JMB)

**ED 116 812** 95 PS 008 296

*Askins, Billy E. And Others*

**Clovis-Portales Bilingual Early Childhood Program. Third Year Evaluation Study (1974-75). Final Evaluation Report.**

Askins (B.E.) and Associates, Lubbock, Tex.; Clovis Public Schools, N. Mex.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Bureau No—27-00694-0

Pub Date May 75

Grant—OEG-0-72-5239(280)

Note—40p.; For related documents, see ED 081 475 and ED 103 108

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Bilingual Education, Community Cooperation, Home Visits, Intervention, Language Development, Parent Participation, Personality Development, \*Preschool Education, \*Preschool Programs, \*Program Evaluation, School Readiness Tests, Self Concept, \*Spanish Speaking

**Identifiers**—\*Elementary Secondary Education Act Title VII, ESEA Title VII, New Mexico (Clovis), New Mexico (Portales)

This report describes an external evaluation study of two of the components (instructional and community-parental involvement) on an ongoing bilingual intervention program for 3- and 4-year-old children. The purpose of the intervention program is to facilitate the learning of English and Spanish simultaneously in an environment designed to enhance the child's cognitive, affective, and psychomotor skills. Brief descriptions of the program's background purpose and components, and of the children served are included in the report. Evaluation of the instructional component was based on a pre-posttest design (without a control group) which measured language development in English and Spanish, school readiness, and self-concept and personality development. The community-parental involvement component was subjectively evaluated using observations, records, and self-reports by the staff. Major findings include: (1) students made significant gains in language development in English and Spanish and in general school readiness; (2) students developed and/or maintained a positive self-concept and substantially developed in various dimensions of personality growth; (3) children and parents were involved in a variety of activities through home visits; and (4) parents maintained a positive attitude toward the program. (Author/ED)

**ED 116 813** PS 008 300

*Lord, Catherine*

**Is Talking to Baby More Than Baby Talk? A Longitudinal Study of the Modification of Linguistic Input to Young Children.**

Harvard Univ., Cambridge, Mass.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Apr 75

Note—15p.; Portions of this paper were presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Child Language, Imitation, \*Infant Behavior, \*Language Development, Language Patterns, \*Longitudinal Studies, Mothers, \*Parent Child Relationship, Parent Role, \*Preschool Education, Psycholinguistics, Response Mode, Verbal Development, Vocabulary Development, Word Frequency

The significance of three mothers' speech for their infants' language development is considered in a continuing longitudinal study. The study began when the children (two females and one male) were 5 and 6 months of age and will continue until the subjects are 3 years old. In the speech data reported the children were from 6 to 18 months of age. During individual one-hour taping sessions every 3 or 4 weeks, the mother and experimenter talk for about 15 minutes. During the rest of the hour, mothers play and talk naturally with their children. Children's speech appears to correspond to mothers' speech, in terms of complexity of imitated responses and speech patterns. In addition, data show that mothers modify their speech on the basis of linguistic cues from their children. (BRT)

**ED 116 814** PS 008 307

*Siegel, Alexander W. And Others*

**The Primacy Effect in Young Children: Verbal Fact or Spatial Artifact?**

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—15p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Early Childhood Education, Grade 1, Grade 2, Kindergarten, \*Memory, Mnemonics, Models, \*Primacy Effect, \*Recall (Psychological), \*Research Design

**Identifiers**—\*Learning Research and Development Center, Serial Position Recall

In this study, a procedure was devised to experimentally separate the spatial and temporal task components of a serial-position recall task in an attempt to account for the primacy effect observed in experiments using this paradigm with young children and retarded subjects. A total of 48, 5- to 7-year-old, children were tested in a serial-position recall task under two conditions. In one condition, which replicated the procedure typically used, the spatial and temporal components were completely confounded; in the other, the spatial and temporal components were experimentally separated. The results provide strong evidence that the spatial component of the typical serial-position recall task, rather than the use of rehearsal, is largely responsible for the primacy effect found in the serial-position curves of young children. (Author/ED)

**ED 116 815** PS 008 308

*Wang, Margaret C. Stiles, Billie*

**An Investigation of Children's Concept of Self-Responsibility for Their School Learning.**

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—39p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Academic Achievement, Achievement Gains, Disadvantaged Youth, Grade 2, \*Intervention, Interviews, Low Income Groups, Pilot Projects, \*Primary Education, Self Concept, Self Control, \*Self Evaluation, \*Student Responsibility

**Identifiers**—\*Learning Research and Development Center, Self Schedule System

This study investigated the extent to which an instructional-learning management system (the

Self-Schedule System) is effective as an intervention technique in promoting the development of young children's self-responsibility in managing their school learning. A student interview questionnaire, the Self-Responsibility Interview Schedule, was constructed to assess children's knowledge about what they do in school, and whether they perceive that they, rather than the teacher, are responsible for managing their own learning. A total of 134 second graders enrolled in individualized instruction programs at two schools were divided into three experimental groups: (1) a class which adopted the Self-Schedule System; (2) three classes (from the same school) serving as one comparison group; and (3) classes (from a second school) serving as another comparison group. The majority of children in groups 1 and 2 came from low-income black families; children in group 3 came from suburban lower middle class white families. Measures of self-responsibility for school learning, student perception of intellectual achievement responsibility, and student task performance were used in the investigation. Results indicate that the Self-Schedule System significantly affected children's perception of self-responsibility for their school learning as well as their rate of task completion. (Author/ED)

**ED 116 816 PS 008 328**

*Darnell, C. Deane Goodwin, William L.*  
The Kindergarten Child 1971 or the Class of 1984.

Pub Date Aug 75

Note—11p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, Aug. 30-Sept. 3, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Age Differences, Educational Television, Expectation, \*Kindergarten Children, Longitudinal Studies, Predictive Validity, \*Predictor Variables, \*Primary Education, \*Reading Ability, Reading Comprehension, School Readiness Tests, Sex Differences, Socioeconomic Influences, \*Teacher Attitudes, Vocabulary Skills

**Identifiers**—Sesame Street, \*Teacher Expectation

The purpose of this longitudinal study was to describe kindergarten children's abilities, evaluate the effect of teacher expectations on kindergarten performance, and explore the predictive validity of kindergarten performance for later reading ability. An original sample of approximately 450 kindergarten children was tested with a school readiness measure. By the time the children were tested on reading ability at the end of third grade, 122 children remained in the sample. For entering kindergarteners, performance on school readiness test tasks was significantly related to socioeconomic status, age (older children performed better), and sex (girls performed better). Attending preschool and watching "Sesame Street" were also found to be slightly related to readiness task ability. Kindergarten children in 1971 performed better on most school-related tasks, except those involving perceptual-motor skills, than did kindergarten children in 1968. Teacher judgments of the subjects' abilities at the end of the kindergarten year were better predictors of the subjects' reading success in first, second, and third grades than school readiness test scores. Past reading ability was found to be the best predictor of future reading ability. Through the primary grades, girls continued to perform better than boys in the measured abilities. Data showed that children who stayed in the same school from kindergarten through third grade read better than the class as a whole, when all other factors were held constant. (BRT)

**ED 116 817 PS 008 332**

*Morgan, Gwen G.*

Guaranteeing Quality in Child Care.

Pub Date 3 Apr 75

Note—14p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Accreditation (Institutions), Certification, Consultants, \*Day Care Services, \*Early Childhood Education, Employment Qualifications, Facility Requirements, Family Day Care, Financial Policy, \*Government Role, Information Services, Interagency Coordination, \*Public Policy, \*Standards, State Licensing Boards, State Standards

This paper presents a discussion of state and federal licensing and regulation of child care services. A hierarchy of the kinds of regulation is defined: (1) basic preventive/protective requirements (related to zoning, fire and safety, sanitation, and basic day care licensing); (2) administrative standards for publicly operated programs (equal to or better than basic private day care licensing requirements); (3) funding standards or fiscal regulation of publicly financed programs; (4) qualifications of the staff regulated by credentialing; and (5) standards of quality for model programs (accreditation). Some of the problems involved in establishing and administering these kinds of regulations are discussed. Consultation, technical assistance, education of the public, community organization, staff development, evaluation, and information centers are identified as nonregulatory ways of pursuing quality child care. (Consultation and information services are briefly discussed.) Some of the special problems involved in licensing family day care homes are explored, and a workshop sheet of questions pertinent to quality child care is provided. (ED)

**ED 116 818 PS 008 333**

*Sall, Nona G.*

A Gross Motor Skills Development Program for Children in Kindergarten-Primary.

Pub Date 1 Mar 75

Note—332p.; Practicum report, submitted in partial fulfillment of requirements for Doctor of Education degree, Nova University

**EDRS Price MF-\$0.76 HC-\$17.13 Plus Postage**

**Descriptors**—\*Early Childhood Education, Equipment Utilization, Inservice Teacher Education, Motor Development, Parent Participation, \*Physical Education, Program Development, \*Program Evaluation, \*Psychomotor Skills, \*Skill Development, Teacher Developed Materials

This report describes the activities of a practicum which developed, implemented, and evaluated a transportable gross motor skills development program for kindergarten and primary children. The practicum involved three major components: (1) program materials, (2) inservice workshops, and (3) parent training. The program was implemented for three 30-minute periods weekly for 16 weeks in eight K-third grade classes. The evaluation consisted of pretesting all the children on gross motor skills during the first week of school and posttesting them with the same skills inventory after 16 weeks in the program. The results indicated that the children as a group were able to achieve a higher level of skill in the areas tested after participating in the program for 16 weeks. Recommendations for extending the program were offered. (JMB)

**ED 116 819 PS 008 334**

*Hammer, Tommie J.*

Self Esteem—One Solution for the Energy Crisis.

Pub Date 74

Note—29p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Art Activities, \*Early Childhood Education, Group Activities, Interaction Process Analysis, \*Learning Activities, \*Literature Reviews, Music Activities, Observation, Personality Theories, Resource Materials, \*Self Actualization, \*Self Concept, Student Teacher Relationship, Teacher Role

Explores various aspects of the development of self-concept in young children and suggests activities which promote the development of self-esteem. A review of the literature pertinent to children's self-concept covers several areas: (1) the importance of a positive self-concept for effective adjustment in all aspects of life; (2) theories on the development of self-concept; (3) factors in interpersonal relationships which prohibit development of self-esteem; (4) the observable indicators of a child's concept of self; and (5) ways in which teachers can aid in the development of a positive self-concept. Classroom resources for developing self-esteem that are supplementary to the basic teacher/child interaction are provided. Included are general suggestions which are useful in every aspect of an early childhood education curriculum as well as numerous specific activities that can be incorporated into the educational program. In addition, activities are combined into a suggested week-long self-awareness unit for preschoolers. A list of useful books suitable for young children is included. (ED)

**ED 116 820**

**PS 008 380**

*Atkin, Charles K.*

The Effects of Television Advertising on Children. Report No. 6: Survey of Pre-Adolescent's Responses to Television Commercials. Final Report.

Michigan State Univ., East Lansing. Coll. of Communication Arts.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No—OCD-DB-346

Pub Date Jul 75

Note—136p.; For other reports, see PS 008 205-209

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—Attitudes, Food, \*Intermediate Grades, Knowledge Level, Medicine, Reactive Behavior, \*Socialization, \*Television Commercials, \*Television Research

**Identifiers**—\*Television Advertising and Children Project

This report, the last in a series of six reports on television advertising and children, describes patterns of advertising exposure and evaluation in the naturalistic setting and examines the role of commercials in late childhood socialization. An omnibus questionnaire was administered to 775 fourth through seventh grade students in urban, suburban, and small town schools in Michigan. Two-thirds of the sample also completed a supplementary form dealing with food and nutrition, while one-third answered additional medicine-related questions. Multivariate analyses were used to assess the relationships among indices of advertising exposure and corresponding cognitions, attitudes, and behavior. The results are presented with regard to the following areas: (1) opportunity for advertising exposure, (2) attention to commercials, (3) evaluation of advertising, (4) advertising and distrust of adult authorities, (5) socialization from public service announcements, (6) advertising and hygiene socialization, (7) impact of message repetition, (8) effects of advertising on materialism, (9) effects of medicine advertising, (10) effects of cereal advertising, (11) nutrition learning from advertising, (12) effects of candy advertising, and (13) effects of advertising on general food consumption patterns. (JMB)

**ED 116 821**

**PS 008 383**

*Miller, Helen M.*

Tips on the Care and Adjustment of Vietnamese and Other Asian Children in the United States.

Children's Bureau (DHEW), Washington, D.C.

Report No—DHEW-Pub-No-OHD-75-72

Pub Date 75

Note—30p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (DHEW Publication No. (OHD) 75-72 0.65)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Adjustment Problems, \*Adopted Children, Adoption, Behavior Problems, Child Care, \*Cultural Differences, Diseases, Emotional Adjustment, \*Health Needs, \*Indochinese, Korean Culture, Language Handicaps, Non English Speaking, Parent Child Relationship, \*Parent Education

**Identifiers**—Korean Children, \*Vietnamese Children, Vietnamese Culture

This handbook provides information related to the physical, emotional, and language problems that may face newly adopted Vietnamese or Korean children and their adoptive parents. Cultural differences among Vietnamese, Korean, and American families in such areas as diet, sleeping customs, clothing, child care, communication, toilet habits, and schooling are explained in detail. Suggestions are included for making necessary adjustment periods as easy as possible. A comprehensive collection of general information about possible health problems of the children, with particular emphasis on diseases unique to Asia, is presented. (BRT)

**ED 116 822**

**PS 008 412**

*Larson, Meredith A.*

Federal Policy for Preschool Services: Assumptions and Evidence. SRI Project 2158.

Stanford Research Inst., Menlo Park, Calif. Educational Policy Research Center.

Spons Agency—Office of the Assistant Secretary for Education (DHEW), Washington, D.C.

Report No—EPRC-2158-24

Pub Date May 75

Contract—OEC-0-72-5016

Note—120p.



**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—\*Child Care Centers, Day Care Programs, \*Day Care Services, \*Early Childhood Education, \*Federal Government, Financial Support, Low Income Groups, \*Policy Formation, Preschool Programs

**Identifiers**—\*Educational Policy Research Center

This study reviews existing evidence related to the question of whether or not to increase federal support for preschool services in general, and center facilities, in particular. The findings do not indicate a current or impending overall shortage of early childhood services or that low-income families suffer inequities in the costs or distribution of care. Further, no evidence was found of long-term child benefits that would justify a large, immediate increase in federal expenditures for custodial or educational services for preschool children. Five policy conclusions are drawn: (1) proposals for increased federal support of day care do not reflect any clear and present national need; (2) adjustments should be made in the present system which would provide the same profile of incentives for families at all income levels, respond to individual choices in the style and setting of day care services, and reflect realistic assessment of the value of currently demonstrated child benefits from preschool experiences; (3) studies of the mechanics of day care choices should be undertaken; (4) heavy emphasis on the development of new early childhood education models should be discontinued; and (5) research funds should be redirected to encourage the replication of successful early childhood education models in secondary sites. (JMB)

**ED 116 823 PS 008 494**

*Walker, James E. Shea, Thomas M.*

**A National Survey: Certification of Preschool Teachers.**

Pub Date [74]

Note—19p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Degree Requirements, Handicapped Children, Models, \*National Surveys, \*Preschool Education, \*Preschool Teachers, \*State Standards, Student Teaching, \*Teacher Certification, Teacher Education Curriculum, Teaching Experience, Teaching Skills

This study reports the results of a national survey concerning the current (1974) status of the certification of preschool teachers by each of the United States. Information was obtained from the certification officers of 47 states and the District of Columbia, each of whom answered a one-page questionnaire designed to ascertain: (1) how many states have certification requirements for preschool teachers of handicapped and nonhandicapped children; and (2) the credit hour and field experience requirements in those states having certification standards. Results of the survey are summarized in table form, and a brief discussion of the implications of the results is included. (ED)

**RC**

**ED 116 824 RC 005 782**

*Fuller, Stephen W.*

**Industrial Development Bonds for Financing Projects in Rural Areas. Agricultural Experiment Station Research Report 216.**

New Mexico State Univ., Las Cruces. Agricultural Experiment Station.

Spons Agency—Four Corners Regional Commission, Farmington, N. Mex.

Report No—NMSU-AES-RR-216

Pub Date Nov 71

Note—20p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Credit (Finance), \*Financial Support, Historical Reviews, \*Industry, Laws, Local Government, \*Rural Development, \*State Legislation

**Identifiers**—Arizona, Colorado, Four Corners Economic Development Region, \*Industrial Development Bonds, New Mexico, Utah

As one of several special reports on development possibilities for the agriculture and forestry sector of the Four Corners Economic Development Region, this monograph deals with the use of industrial development bonds as a means of resolving finance problems arising from inadequate or nonexistent credit in rural areas.

Distinguishing between the general obligation bond (one secured by obligating repayment through tax revenues) and the revenue bond (one secured by the industrial project itself), this report details the laws governing industrial development bonds in each of the states in the Four Corners Region (New Mexico, Utah, Colorado, and Arizona). Additionally, this document presents discussion on the following: (1) the advantages and disadvantages of industrial development bonds; (2) the historical development of industrial development bonds; and (3) the implementation procedure for industrial revenue bonds. The appendices present: (1) A Sample Ordinance Relating to Requirements for the Issuance by a Municipality of Revenue Bonds Pursuant to the Industrial Revenue Bond Act; and (2) Information Required for Applications for Issuance of Municipal Industrial Revenue Bonds. (JC)

**ED 116 825 RC 006 409**

*Banks, Vera J. Beale, Calvin L.*

**Farm Population by Race, Tenure, and Economic Scale of Farming, 1966 and 1970. Agricultural Economic Report No. 228.**

Economic Research Service (DOA), Washington, D.C.

Report No—AER-228

Pub Date Jun 72

Note—19p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Agricultural Laborers, Caucasians, Comparative Analysis, \*Economic Status, \*Farmers, Negroes, \*Population Distribution, Population Growth, \*Racial Distribution, Rural Farm Residents, Southern States, Surveys, Tables (Data)

**Identifiers**—Tenure of Operator, \*United States  
Utilizing data obtained from the 1970 and 1966 June Enumerative Surveys, the U.S. farm population (both operator and nonoperator) was identified by race, tenure, and value of farm products. Data were analyzed in reference to the following questions: (1) How many and what proportion of farm people live on farms of adequate and/or marginal commercial scale?; (2) How many people live on small-scale operations which make minor contributions to farm output?; (3) What proportion of farm people have an ownership interest and what proportion have neither an ownership nor a tenant interest, but live on farms as hired workers?; (4) What is the trend in number, tenure, and scale of farming of Negro and other minority group farmers and how do these populations compare with white operator farm populations? Analysis of data revealed: (1) In both years, the great majority of all farm people resided in the same household as the farm operator; (2) About 1/10 of the farm population lived in rent-free dwelling units on farms; (3) Negroes and other racial minorities on farms were disproportionately of nonoperator status; (4) Most farm people lived on farms operated by an owner rather than a tenant or manager; (5) Despite an overall farm population decline of 15 percent during 1966-70, there was population growth on farms with annual sales of \$20,000 or more; (6) Due to population loss among Negro farm residents, farm population decline was most rapid in the South. (JC)

**ED 116 826 RC 006 468**

**Farm Population of the United States: 1971. Current Population Reports: Farm Population.**

Bureau of the Census (DOC), Suitland, Md.

Population Div.

Report No—ERS-P-27-43

Pub Date May 72

Note—12p.; For related documents, see ED 058 385, ED 098 002, RC 008 966, RC 007 286  
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Series P-27, No. 43, \$0.15)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Age, Agricultural Laborers, Birth Rate, \*Census Figures, \*Comparative Analysis, \*Demography, Employment, Family Income, Industry, \*Labor Force, Population Trends, Racial Differences, \*Rural Farm Residents, Rural Urban Differences, Sex Differences, Socioeconomic Status, Tables (Data)

**Identifiers**—Nonfarm Population

Based on data derived from the Current Population Survey of the Bureau of the Census, this statistical report presents demographic and labor force characteristics of the U.S. farm population and comparisons of the farm and nonfarm popu-

lations. Tabular data are presented as follows: (1) U.S. Population, Total and Farm: April 1960 and 1971; (2) Persons 14 Years Old and Over Employed in Agriculture by Farm-Nonfarm Residence and Sex: April 1971 and 1960; (3) Nonfarm Residents 14 Years Old and Over Employed in Agriculture, by Class of Worker and Sex: April 1971; (4) Farm Population, by Age and Sex: April 1971 and 1960; (5) Farm Population, by Race and Sex, for Broad Age Groups: April 1971 and 1960; (6) Employment Status of the Farm Population 14 Years Old and Over, by Sex: April 1971 and 1960; by Regions: April 1971; (7) Employment Status of the Farm Population 14 Years Old and Over, by Race and Sex, for Regions: April 1971; (8) Farm Residents 14 Years Old and Over Employed in Agriculture by Class of Worker, Race, and Sex: April 1971 and 1960; by Regions: April 1971; (9) Farm Residents 14 Years Old and Over Employed in Nonagricultural Industries, by Class of Worker, Race, and Sex, for Regions: April 1971. (JC)

**ED 116 827 RC 007 286**

**Farm Population of the United States: 1972. Current Population Reports: Farm Population.**

Bureau of the Census (DOC), Suitland, Md.

Population Div.

Report No—ERS-P-27-44

Pub Date Jun 73

Note—12p.; For related documents, see ED 058 385, ED 098 002, RC 008 966, RC 006 468

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Series P-27, No. 44, \$0.35)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Age, Agricultural Laborers, Birth Rate, \*Census Figures, \*Comparative Analysis, \*Demography, Employment, Family Income, Industry, \*Labor Force, Population Trends, Racial Differences, \*Rural Farm Residents, Rural Urban Differences, Sex Differences, Socioeconomic Status, Tables (Data)

**Identifiers**—Nonfarm Population

Based on data derived from the Current Population Survey of the Bureau of Census, this statistical report presents demographic and labor force characteristics of the U.S. farm population and comparisons of the farm and nonfarm populations. Tabular data are presented as follows: (1) U.S. Population, Total and Farm: April 1960 to 1972; (2) Persons 14 Years Old and Over Employed in Agriculture by Farm-Nonfarm Residence and Sex: April 1972 and 1970; (3) Nonfarm Residents 14 Years Old and Over Employed in Agriculture, by Class of Worker and Sex: April 1972 and 1970; (4) Farm Population, by Age and Sex: April 1972 and 1970; (5) Farm Population, by Race and Sex, for Broad Age Groups: April 1972 and 1970; (6) Employment Status of the Farm Population 14 Years Old and Over, by Sex: April 1972 and 1970; by Regions: April 1972; (7) Employment Status of the Farm Population 14 Years Old and Over, by Race and Sex, for Regions: April 1972; (8) Farm Residents 14 Years Old and Over Employed in Agriculture by Class of Worker, Race, and Sex: April 1972 and 1970; by Regions: April 1972; (9) Farm Residents 14 Years Old and Over Employed in Nonagricultural Industries, by Class of Worker, Race, and Sex, for Regions: April 1972. (JC)

**ED 116 828 RC 007 288**

*Banks, Vera J. Beale, Calvin L.*

**Farm Population Estimates 1910-70. Rural Development Service Statistical Bulletin No. 523.**

Rural Development Service (DOA), Washington, D.C.

Report No—Bull-523

Pub Date Jul 73

Note—52p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—Birth Rate, Census Figures, Comparative Analysis, \*Geographic Regions, \*Migration Patterns, Population Growth, \*Population Trends, \*Rural Farm Residents, State Surveys, \*Statistical Data

**Identifiers**—\*United States

Presenting a continuous series of U.S. farm population estimates for 1910-70, this report also presents estimates of the farm population for geographic regions, divisions, and States for 1920-70. Annual estimates of the components of farm population change (births, deaths, and net change through migration and reclassification of residence) are presented for the United States, re-

gions, and divisions for 1920-70. Although the data presented cover the period 1910-70, the analysis of farm population change relates primarily to the 1960-70 decade. Data presented in this report are derived from: (1) the Current Population Survey of the Bureau of the Census; (2) the 1960 and 1970 Censuses of Population; (3) Statistical Reporting Service. The 1960-70 farm population analysis presented in this report indicates: (1) the 1970 U.S. rural farm population averaged 9,712,000; (2) the 1970 farm population was 38 percent less than that of 1960; (3) the absolute loss of about 6 million during 1960-70 was the least for a decade since the 1930's, though the relative loss was the highest rate of decline for a decade; (4) the Southern Regional ranked second to the North Central Region in number of farm residents; (5) ranking States in farm population were Iowa, Minnesota, and Illinois; (6) North and South Dakota had the highest proportion of people on farms; (7) the 1960-70 net loss in the farm population via migration or reclassification averaged 694,000 annually. (JC)

ED 116 829 32 RC 007 546

**The Somerton Story: Part 4. A Progress Report on the Somerton Demonstration School for Migrant Child Education.**

Arizona State Dept. of Public Instruction, Phoenix. Div. of Migrant Child Education.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date Aug 72

Note—35p.; For related documents, see ED 067 216

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Demonstration Projects, Educational Programs, \*Elementary Secondary Education, \*Migrant Child Education, Participant Satisfaction, \*Student Attitudes, \*Student Evaluation

Identifiers—\*Somerton Arizona School District 11

Since Somerton first became a demonstration school for migrant child education in 1967, three versions of the "The Somerton Story" have been prepared by consultants and the Somerton administration. However, these publications lacked the students' viewpoint on the new approaches to educating children. Therefore, this version was written by the students themselves. One of the 8th grade classes planned the entire issue. They wrote most of the articles and collected the rest from other classrooms; they planned and ordered the pictures. No adult editing was done, although some of the articles were rewritten several times in an attempt to reduce the number of errors. The articles reflect the students' attitudes toward the: (1) school; (2) subjects; (3) personnel; (4) classes—i.e., physical education, art, home economics, shop, and audio-visual; (5) math learning center; (6) library; and (7) Adventures in Growth Program. (NQ)

ED 116 830 32 RC 008 841

**Scott, Frank, Comp. And Others**

**M.A. Theses on the Mexican-American in the University Archives of the University of Texas at El Paso Library.**

Texas Univ., El Paso.

Pub Date 75

Note—21p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Archives, \*Bibliographies, Education, History, Library Collections, Literature, \*Masters Theses, \*Mexican Americans, Political Science, Religion, Sociology, \*University Libraries

Identifiers—\*University of Texas El Paso

Eighty-one theses dealing with the Mexican American and written by graduate students at the University of Texas at El Paso are listed in this bibliography. Arranged alphabetically according to author and subject field, the theses were written between 1942 and 1974. Subject fields include: (1) education, (2) history, (3) literature, (4) political science, (5) religion, and (6) sociology. The theses listed may be found at the University Library on microform and in the original form. An author index is included. (NQ)

ED 116 831 95 RC 008 845

**Aroostook Sunshine: An Educational Simulation about Life in Maine.**

Association of Aroostook Indians, Houlton, Maine.; Maine Indian Education Council.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education.

Pub Date Jul 75

Note—46p.

Available from—Aroostook Indian Education, P. O. Box 771, Houlton, Maine 04730 (\$5.00)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*American Indians, Bibliographies, Cultural Background, Culture Conflict, Curriculum Guides, \*Educational Games, Films, \*History, Models, \*Race Relations, Racial Discrimination, Role Playing, Secondary Education, Self Concept, \*Simulation, Socioeconomic Status, Values

Identifiers—\*Maine

Designed for instruction at the secondary level, this curriculum guide focuses on simulated classroom experiences in prejudice and minority race relations and content materials relative to Northeast Woodland American Indian history and culture. Knowledge of the following are cited as major unit objectives: (1) Indian cultural contributions; (2) major highlights of Maine history; (3) minority white relationships; (4) the social problems having racial implications faced by Maine Indians today; (5) the way in which contemporary society influences the self-image of both on-and off-reservation Indians (Maine); and (6) identification of prejudice in self and others. Included in this guide are: (1) a map and description of a fictitious town (population and schools by racial distribution, economy, neighborhoods, citizen responsibilities, and group beliefs); (2) descriptions of the beliefs of integrationists, segregationists, neutralists (via social relations, education, jobs, housing, crime, and civil rights); (3) class member identity cards (simulated address, age, ethnic background, occupation, education, income, beliefs, and general circumstances); (4) terms to be identified (vocabulary); (5) 23 special research projects; (6) "pressure cards" (e.g., a strike); (7) a chart of contemporary American vs. traditional Indian goals; (8) a simulated town council meeting; (9) Maine Indian history; (10) a film rental list; and (11) a bibliography. (JC)

ED 116 832 32 RC 008 901

**Kalman, Marjorie, Comp.**

**State of Illinois Report on Title I, Public Law 89-750, Migrant. 1974 Annual Report.**

Illinois State Office of Education, Springfield.

Pub Date [74]

Note—129p.

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—\*Academic Achievement, \*Educational Assessment, \*Elementary Education, Health Services, Interagency Cooperation, Language Development, \*Migrant Child Education, Parent Participation, Program Descriptions, \*Program Evaluation, Student Enrollment, Summer Programs, Tables (Data)

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, \*Illinois

Of the 31 migrant projects funded in fiscal year 1974 (FY 74), 27 (11 regular term and 16 summer term) were classroom programs. There were 365 children enrolled during the regular term and 1,601 during the summer. Children were recruited through: visits by school personnel to the migrant camps, information supplied by other project participants, and the Migrant Student Record Transfer System. Teacher and parent referrals and teacher-made and standardized tests were the most frequently used to determine the children's needs. Subjects taught most often were reading and oral language development during the regular term and reading and mathematics during the summer. Individualized and small group instruction, tutorial assistance, drill, and field trips were used to implement the various activities. Teacher-made tests and observation were most frequently used to assess the students' performance. During the year, medical and dental services were expanded and parental involvement was increased. This report provides: (1) a summary of data and recommendations; (2) descriptions of the migrant summer programs at Princeville, Hoopeston, and Part Forest; (3) an interview with the project director regarding his program assessment and future plans; and (4) a description of program implementation, based on information submitted by the local projects on the FY 74 Self Assessment Questionnaire. (NQ)

ED 116 833

RC 008 902

**Illinois Migrant Program Guidelines, Public Law 89-750 (Amendment to Public Law 89-10, Elementary and Secondary Education Act of 1965).**

Illinois State Office of Education, Springfield.

Pub Date Nov 75

Note—31p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Administrative Principles, Admission Criteria, Computer Oriented Programs, \*Educational Policy, \*Educational Programs, Financial Support, \*Guidelines, \*Migrant Education, \*Program Design

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, \*Illinois

The migrant program is a national program legislatively mandated to "establish programs and projects designed to meet the special needs of migratory children of migratory agricultural workers and to coordinate these programs and projects with similar programs in other states." In Illinois, technical assistance and funds are provided to school districts and community agencies for developing supplemental educational services to meet the unique needs of 3,500 interstate and intrastate migrant children and 500 former migrant children. In order to meet the unique academic needs of these children, 5 main goals have been established: (1) extend funds to insure the success of program projects; (2) provide technical assistance to program personnel in the development, implementation, operation, and evaluation of migrant programs; (3) continue to identify impacted areas of migrant populations; (4) develop models for intercommunication between the permanent and migrant communities; and (5) encourage coordination of intrastate programs and cooperation of interstate programs and projects in order to provide continuity of educational experiences. This booklet provides guidelines to aid State Office of Education employees and local school personnel in developing effective migrant programs which comply with national and state policy. Topics are: eligibility; national, State, and local policy; State and local operations; the Migrant Student Record Transfer System; and program design. (Author/NQ)

ED 116 834 32 RC 008 903

**Directory of Services for Migrant Families. [Illinois ESEA Title I, Migrant, 1975].**

Illinois State Office of Education, Springfield.

Pub Date 75

Note—63p.; In Spanish and English

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Action Programs (Community), Adult Education, Bilingual Education, \*Directories, Employment Services, Health Services, \*Human Services, \*Migrants, \*Outreach Programs, \*State Programs

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, \*Illinois

Written in both English and Spanish, this directory presents brief descriptions of the services provided to Illinois' migratory agricultural workers and their families by the: State Office of Education; Farm Worker Ministry; Illinois Migrant Council; Illinois State Employment Service; University of Illinois Cooperative Extension Service; community action agencies; Department of Children and Family Services; Department of Public Health; and Department of Mental Health and Developmental Disabilities. Among the services provided by these agencies are: medical and dental services; job training, development, and placement; legal services; adult and continuing education; bilingual education; family planning and child care; emergency home care assistance; home care instruction; financial assistance; and employment counseling. Addresses are given for the: Downstate Bilingual Education Programs; Illinois Migrant Council offices; migrant clinics; Rural Manpower representatives; county and area extension personnel; community action agencies; Migrant Early Child Development Centers; and subregional and regional directors of the Department of Mental Health and Developmental Disabilities. (NQ)

ED 116 835

RC 008 904

**Oliver, Barbara, Ed.**

**Serving Migrant Families, 1975.**

North Carolina State Advisory Committee on Services to Migrants, Raleigh.

Pub Date 75

Note—85p.; For related document, see ED 080 268

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—\*Agency Role, Directories, Educational Programs, Employment Services, Health Services, \*Human Services, \*Migrant Workers, \*Outreach Programs, Social Services, \*State Programs

Identifiers—\*North Carolina

The directory describes services provided to migratory agricultural workers and their families, through the governmental and nongovernmental agencies interested in and responsible for their well-being. Agencies are grouped into: (1) United States government agencies, (2) North Carolina State government agencies, and (3) private organizations. Among the services provided by the various agencies are: adult basic education; camp inspection; consumer education; counseling; crew leader registration and training; day care; family planning; health services; home care instruction; job development, training, and placement; legal services; self-help housing loans; and emergency transportation. Although the services appear to be all-encompassing, most have limitations based on such factors as definition of migrants, jurisdiction of serving agency, funding requirements and limitations, availability of staff, and limitations to indigenous population. Lists of members of the State Advisory Committee on Services to Migrants and contact persons for the various agencies are provided. An index of services available to migrants is included. (NQ)

ED 116 836 32 RC 008 905

Oliver, Barbara, Ed.

1975 Migrant Education. [North Carolina] State Evaluation Report.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Compensatory Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.

Pub Date Oct 75

Note—76p.; For related document, see ED 097 166

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—Academic Achievement, Interagency Cooperation, Interstate Programs, \*Migrant Child Education, Mobile Educational Services, \*Program Evaluation, \*State Programs, \*Summer Programs, \*Supplementary Education

Identifiers—\*North Carolina

During the 1974-75 school year, the North Carolina migrant program's priorities were program continuity; regular school term and summer programs for interstate and intrastate migrant children; staff development activities; Migrant Student Record Transfer System; migrant education program support team; and mobile vocational instructional program. These priorities were met through the implementation of approximately 60 projects, administered indirectly through 29 local education agencies. During the year, 9,685 migrant children were served. Emphasis of regular school term projects was to supplement and strengthen existing instructional programs offered through State, local and other Federal funding sources. Summer programs focused more directly on the interstate migrants' needs and provided a full range of instructional and supportive services. All projects used some type of achievement measurement to document attainment of major project objectives. Overall, test results reflect the program emphasis. After reading and processing all available information from project evaluations, test data, and monitoring reports, this 1975 evaluation report was prepared. All available information indicated that the North Carolina Migrant Education Program was adequately meeting the legislative requirements and the national program objectives. (NQ)

ED 116 837 RC 008 907

Coordination Needed in the Award of Financial Aid to Indian Students. Report to the Senate Committee on Interior and Insular Affairs by the Comptroller General of the United States, September 8, 1975.

Comptroller General of the U.S., Washington, D.C.

Spons Agency—Congress of the U.S., Washington, D.C. Senate Committee on Interior and Insular Affairs.

Pub Date 8 Sep 75

Note—18p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Agency Role, \*American Indians, \*College Students, Educational Finance,

\*Federal Aid, Grants, Higher Education, \*Interagency Coordination, Policy, \*Scholarships  
Identifiers—BIA, \*Bureau of Indian Affairs, OE, Office of Education

In order to determine the policies and procedures for developing American Indian students' financial aid packages, records and officials were surveyed from the Office of Education (OE), the Bureau of Indian Affairs' (BIA) Indian Education Resources Center, 4 Department of Health, Education, and Welfare regional offices; 6 BIA area offices, 5 State financial associations, and 3 institutions of higher learning (this included 129 randomly selected Indian and 102 non-Indian student aid packages for fiscal year 1974-75). BIA data indicated that for 1973 about 13,600 Indian students had received BIA grants and 64 colleges and universities had enrolled 25 or more Indian students with BIA grants. Findings indicated that the OE and BIA philosophies of awarding financial aid to Indians conflicted, for the BIA's operation manual stipulated that scholarship funds should be supplemental, while OE regulations did not require aid officers to disregard available BIA scholarships when determining student financial needs. Other actions which reduced OE assistance were: (1) BIA educational specialists who disregarded the supplementary philosophy; (2) late applications from Indian students; (3) the use of BIA grant funds to supplant loans and work-study funds. It was recommended that the BIA make its policy well known and take action to see that Indian students make applications on time. (JC)

ED 116 838 RC 008 908

Beck, E. M. Madans, J. H.

Affluence, Equality, and Equity; A Case Study of Rural Development and Economic Status.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date 21 Aug 75

Note—30p.; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, California, August 21-24, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Age, Case Studies, Comparative Analysis, \*Economic Change, Education, Heads of Households, Immigrants, \*Income, Industry, Living Standards, \*Longitudinal Studies, Occupations, \*Rural Development, Sex Differences, Social Characteristics, \*Socioeconomic Status

Identifiers—\*Illinois

In order to determine the effect of rural industrial development in an historically rural area of Illinois, a stratified area probability sample survey of 781 household heads in an area experiencing limited industrial development and of 315 household heads in an area lacking industrial development was conducted in 1966. The results of this survey were compared with a similar 1971 survey (1,171 and 399 responses from the experimental and control areas respectively). Variables examined were: (1) Income (earnings and additional income of household heads and income of other household members); (2) Social Characteristics (% female-headed households, years of education, family size, status of current job, and age); (3) Group and Type of Income (female and male-headed households, farm and nonfarm households, household heads 65 years or older and those under 65 years); and (4) Social and Income Characteristics by Length of Residence. Findings indicated that development: (1) did not have a dramatic effect on level of income; (2) increased equality of income; (3) substantially and adversely affected the elderly; (4) adversely affect the average earnings of female household heads but positively affected female household heads but positively affected female income per dependent; (5) did not create a greater rate of immigration (immigration appeared to increase median earnings and decrease income equality, as immigrants were of a higher socioeconomic strata). (JC)

ED 116 839 RC 008 909

The Older Americans Act and the Rural Elderly. Hearing Before the Special Committee of Aging, United States Senate, Ninety-fourth Congress, First Session, April 28, 1975.

Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.

Pub Date 28 Apr 75

Note—119p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.35)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—\*Delivery Systems, Equalization Aid, Health, Housing, \*Legislation, Nutrition, \*Older Adults, Policy Formation, Population Distribution, Revenue Sharing, \*Rural Population, Rural Urban Differences, Senior Citizens, \*Social Services, Transportation

Identifiers—\*Older Americans Act 1965

Though amended in 1973, the Older Americans Act of 1965 has not met the needs of the rural elderly and was, consequently, the subject of these hearings by the Senate's Special Committee on Aging which consider proposed legislation under Title III of the Act to gain support for demonstration programs to assist older rural people and to improve the delivery systems of rural America. These hearings include testimony from (1) the Governor of Arkansas and the Director of the Arkansas State Office on Aging and Adult Services; (2) the Associate Dean of the University of Iowa's College of Medicine and the Chairman of the Iowa State Commission on the Aging; (3) the Executive Director of the South Carolina Commission on Aging; (4) the Director of the Title VII Nutrition Project; (5) a professor from the Department of Agricultural Economics and Sociology at Pennsylvania State University; (6) the Director of the Georgia Mountains Area Program on Aging; and (7) a consultant from the Senate Special Committee on Aging. Among the discussion topics recorded in these hearings are: (1) population distribution of the elderly; (2) revenue sharing; (3) equalization aid; (4) nutrition; (5) housing; (6) health care needs and delivery systems; (7) transportation; (8) model project funds; (9) flexibility for state programs; (10) Title III projects; (11) rural/urban differences. (JC)

ED 116 840 RC 008 910

Sorensen, Donald M.

A Perspective on Title V Rural Development Programs in the Western States. WRDC Special Report No. 2.

Western Rural Development Center, Corvallis, Oreg.

Spons Agency—Rural Development Service (DOA), Washington, D.C.

Pub Date Dec 75

Note—17p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Conservation (Environment), Delivery Systems, \*Demonstration Projects, Employment, Health, Housing, \*Income, \*Interagency Coordination, Land Use, Program Descriptions, Research Projects, \*Rural Development, \*Social Services, Synthesis  
Identifiers—\*Rural Development Act 1972 Title V, United States (West)

Based on the available documentation of Title V (Rural Development Act of 1972) rural development programs currently underway in the Western Region (13 states), this report summarizes project endeavors to: (1) improve income and employment; (2) enrich environmental quality; (3) enhance social and health amenities; and (4) improve the quality of government processes and services. Providing a regional perspective, this summary also identifies Title V beneficiaries, benefit types, and problem areas (economic development, manpower development, public policy, comprehensive planning, and environment). The following are cited as significant dimensions of the Western Region's current rural development work: (1) Title V projects are addressing problems faced by all people living in rural areas—not just the agricultural producer; (2) Title V programs reflect locally elected officials' increasing recognition of needs and requests for assistance; and (3) Title V projects demonstrate that effective integration of research and extension activities can result in innovative and creative approaches to problems of rural development. Among some of the specific projects mentioned are: Utah's socioeconomic analysis project; Colorado's environmental research; Washington's efforts to facilitate government interaction; and Nevada's efforts to develop a data base for community decision makers. (JC)

ED 116 841 RC 008 911

Covelo Indian Community Career Development Program. End of Year Report, April 1, 1975-June 30, 1975.

Covelo Indian Community, Calif.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Sacramento, Calif. Sacramento Area Office.

Pub Date 75

Note—109p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Adult Education, \*American Indians, Career Education, \*Community Involvement, Counseling, \*Evaluation, Higher Education, Job Placement, \*Program Descriptions, Reservations (Indian), Testing Programs, \*Vocational Development, Vocational Training Centers

Identifiers—California (Covelo), \*Covelo California Indian Community

Describing the initial implementation period (April 1–June 30, 1975) of the Covelo Indian Community's Career Development Program, this report presents: (1) the Director's Report which deals with implementation delays, revised time frames, contracts for personnel, the new site, the board of directors, record keeping, testing instruments, charts, extra service highlights (services to college-bound students), the development center as a training center, and the cooperation between the Bureau of Indian Affairs' Area Offices and the community; (2) the Coordinator's Report (a brief summary of the coordinator's activities with particular reference to hiring of the director); (3) the Liaison Counselor's Report on the multimedia center, tutorial questionnaires, and financial aid application and community service report instruments; (4) the Detailed Interim Process Evaluation Report of Project Activities which addresses the administration component, counseling, career education, higher education, adult education, adult vocational training, and job placement. Generally commending the community involvement in the project, the evaluator's report recommends that energies be directed toward those areas of the project which are behind schedule. Appendices are attached and include: (1) Status Report, June 10, 1975; (2) Council Verifications; (3) Director's Monthly Reports; and (4) Instruments and Forms. (JC)

ED 116 842

RC 008 912

Tecle, Tesfai

The Evolution of Alternative Rural Development Strategies in Ethiopia: Implications for Employment and Income Distribution. African Rural Employment Paper No. 12.

Michigan State Univ., East Lansing. Dept. of Agricultural Economics.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Report No.—ARE-12

Pub Date 75

Note—121p.

Available from—African Rural Employment Research Network, Department of Agricultural Economics, Michigan State University, East Lansing, Michigan 48824 (single copy free)

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Agricultural Production, Community Involvement, Credit (Finance), \*Employment, \*Evaluation, \*Income, Information Dissemination, Land Use, Manpower Development, Marketing, Organization, Policy Formation, \*Program Descriptions, \*Rural Development, Technology, Transportation

Identifiers—\*Ethiopia

As Ethiopia has designed and implemented numerous intensive (geographically concentrated) and minimum-package rural development programs between 1967-75, the purpose of this monograph is to: (1) trace the evolution of these package projects; (2) analyze package performances; and (3) identify the implications for Ethiopian planners and policy makers. The monograph's 7 sections are identified as follows: (1) Introduction; (2) Three Major Integrated Rural Development Projects (discussion of intensive packages focusing on organizational frameworks and major components which include: development of an improved technological package; dissemination of new practices; farm credit; lending policies; performance of the credit program; output marketing; and other components); (3) The Minimum Package Project (MPP's organization and major components); (4) Overall Assessment of the Ethiopian Package Projects (agricultural output and income; income distribution; employment; and local participation); (5) the Extension and Project Implementation Department of the 1975-80 Period (role of the intensive package

projects and MPP's proposed rate of expansion); (6) Some Current Rural Development Issues (land tenure, reform, trained manpower, transportation, marketing, new technology, peasant associations, dissemination of innovations, and administrative organization); (7) Summary. (JC)

ED 116 843

RC 008 913

Friedland, William H.

Social Sleepwalkers. Scientific and Technological Research in California Agriculture. Research Monograph No. 13.

California Univ., Davis. Dept. of Applied Behavioral Sciences.

Pub Date 74

Note—21p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Agriculture, Environmental Influences, Evaluation Criteria, Futures (of Society), Methods, \*Predictive Measurement, \*Research, Social Factors, \*Social Responsibility, State of the Art Reviews, \*Systems Development

Making a case for initiation of a systematic methodology that would predict and evaluate the potential social ramifications of scientific research, this monograph presents: (1) a review of the general lack of social concern among scientific researchers and rationale for utilization of scientific agricultural research as initiator of social prediction policies and techniques (because agricultural research is systematic, incremental, applied, and funded via public resources); (2) a section on developing the art of social prediction which includes a state of the art review, a dual approach to social prediction (development of predictive and evaluative methodology), the potential advantages of social prediction (better understanding of the possible outcomes of a piece of research facilitates the process by which public policy is formed; practical concerns can be better dealt with as methodologies of prediction and evaluation develop; and analyses of the results of projected research can facilitate long range planning and benefit specific groups); (3) a section on the implementation of predictive and evaluative approaches which includes the functions of prediction (emphasis on the role of a "predictive advisor"), the functions of evaluation, and the past experience of environmental-impact statements; and (4) appendices which include an exemplary administrative structure and social-impact statement. (JC)

ED 116 844

RC 008 914

Friedland, William H. Barton, Amy

Destalking the Wily Tomato: A Case Study in Social Consequences in California Agricultural Research. Research Monograph No. 15.

California Univ., Davis. Dept. of Applied Behavioral Sciences.

Pub Date Jun 75

Note—79p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Agency Role, \*Agricultural Laborers, Agricultural Production, \*Automation, Case Studies, Change Agents, Employer Employee Relationship, \*Harvesting, \*Job Analysis, Job Skills, Organizational Change, Social Characteristics, \*Social Influences, Specialization, Technology, Work Environment

Identifiers—\*California, California Tomato Growers Association, Tomato Production

The end of the bracero program after 1965 brought about a major change in the growing, harvesting, and processing of California tomatoes which dramatically influenced the structure of the harvesting labor force. In order to determine the social consequences of the transition from man to mechanized harvesting procedures, the following areas of interest were examined: (1) the significance of the tomato; (2) tomatoes from seed to can; (3) the history of agricultural labor in California (a review); (4) the shift to the machine (the actors and the circumstances; post machine problems; and the role of the California Tomato Growers Association); (5) the technological development and job organization of mechanized harvesting (jobs and skills and working conditions); (6) the harvest labor force (identity; recruitment; supervision; and crew types); (7) the social effects of the transition to mechanized harvesting. The social consequences identified were: (1) concentration of tomato production in the State of California; (2) concentration in the number of growers and increased specialization; (3) a geographical shift in California production;

(4) the development of price bargaining for tomato growers; (5) sharp changes in the structure of the harvest labor force; (6) introduction of a system of factory-like production while maintaining primitive employment relationships. (Author/JC)

ED 116 845

95

RC 008 915

Edington, Everett D. And Others

Educational, Occupational, and Residence Aspirations and Expectations for Rural and Minority Youth in New Mexico.

New Mexico State Univ., Las Cruces. Dept. of Educational Management and Development.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 75

Grant—OEG-0-74-1717

Note—123p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—American Indians, Anglo Americans, \*Aspiration, Education, \*Ethnic Groups, \*Expectation, Grade 10, Grade 12, \*High School Students, Mexican Americans, Minority Groups, Mobility, Occupations, \*Rural Youth, Sex Differences, Tables (Data)

Identifiers—\*New Mexico

Fixed-choice stimulus questions were distributed to students from 12 New Mexico rural high schools (randomly selected), and responses were derived from 139 Native, 171 Anglo, and 240 Mexican American students in the 10th and 12th grades. Responses indicated educational, occupational, and residential aspirations and expectations and goal deflections. Findings revealed: (1) significant differences in occupational aspirations between grade levels and ethnic groups (sophomores aspired to less professional occupations and Native Americans aspired to less professional occupations than Anglos); (2) differences in occupational expectations due to sex (females expected less professional occupations); (3) occupational goal deflection differences due to ethnicity, sex, and the grade level by ethnicity interaction; (4) residence aspiration differences due to sex and ethnicity (males aspired to a more rural and Mexican Americans to a more urban residence than the others); (5) goal deflection between Anglo residence expectations and aspirations; (6) residence expectation differences due to sex and ethnicity (males and Native Americans had more rural expectations); (7) differences in educational aspirations due to grade level and sex by ethnic group interaction; (8) educational expectation differences due to grade level and sex by ethnic group interaction. (JC)

ED 116 846

32

RC 008 916

The Somerton Story: Part 5. Bilingual Education in Conjunction with a Migrant-Child Demonstration Project.

Arizona State Dept. of Public Instruction, Phoenix. Div. of Migrant Child Education.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date Jun 75

Note—46p.; For related documents, see ED 067 216

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Bilingual Education, \*Demonstration Projects, \*Elementary Education, Instruction, Mexican Americans, \*Migrant Child Education, Primary Education, \*Teacher Attitudes, Teaching Techniques

Identifiers—\*Somerton Arizona School District 11

The addition of a bilingual component enhanced the progress of "The Somerton Story." A prominent part of the instructional program in migrant education, this component was initiated with 60 kindergarten children during the 1970-71 school year. These 60 children remained in the program as a grade was added each following year. Written by the teachers presently in the bilingual program, this report discusses what is being done in Somerton today. The kindergarten through fourth grade teachers discuss: (1) the value of bilingual/bicultural education; (2) advantages and disadvantages for their respective grade levels; (3) what they do that might be different from regular classrooms; (4) special programs and features; and (5) recommendations that they would have for others considering a similar program. (NQ)

ED 116 847 32 RC 008 917  
Pollard, Merel E., Comp.

**Parker Migrant Summer Story. A Report from Parker Summer School Migrant Program: Kindergarten Through Grade Six.**

Arizona State Dept. of Public Instruction, Phoenix. Div. of Migrant Child Education.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date 74

Note—47p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—American Indians, \*Career Exploration, \*Cultural Enrichment, Elementary Education, Health Services, Inservice Teacher Education, \*Migrant Child Education, Mobile Educational Services, \*Program Effectiveness, School Community Cooperation, \*Summer Programs

Identifiers—Arizona (Parker), Parker Arizona School District 27

Before the beginning of the summer school, a workshop was held for the teachers and aides to present ways to: (1) make migrant and American Indian children more aware of their heritage and (2) help them become more familiar with career possibilities. Objectives of the summer program were: (1) career exploration; (2) cultural enrichment (i.e., art, history, heritage, and music); and (3) swimming and water safety. The daily programs concentrated on these 3 objectives. Several field trips were planned to reinforce the career training objectives. Representatives from the 4 tribes on the Colorado River Indian Reservation served as consultants during the program to teach Reservation history, ceramics, jewelry making, and American Indian culture. Children had the opportunity to participate in controlled athletics every day and to visit the public library once a week. The 173 children were divided by age rather than by grade. Classes lasted until noon. A breakfast snack and lunch were served. An attitudinal test was administered to the older children as a pretest for self-awareness and as a posttest to gauge the change in attitude. The Monroe Oral Language test was given as a pre- and posttest to all classes. The summer program was very successful. (NQ)

ED 116 848 32 RC 008 918  
Maynes, J. O. (Rocky)

**The Arizona Migrant Story.**

Arizona State Dept. of Public Instruction, Phoenix. Div. of Migrant Child Education.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date [73]

Note—42p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Ancillary Services, Community Involvement, Educational Needs, \*Elementary Secondary Education, Health Needs, \*Migrant Child Education, \*Program Descriptions, \*State Programs, \*Student Needs

Identifiers—\*Arizona

Arizona's Migrant Child Education Program was initiated late in 1966 under the 1965 Elementary and Secondary Education Act Title I. The State Plan is designed to provide assistance to improve the instructional, nutritional, and health status of the migrant children in kindergarten through high school. Program components are career education oriented and supportive services. This report discusses: (1) instructional, health, and nutritional needs; (2) program components; (3) goals, objectives, and activities; (4) program evaluation; (5) community involvement; and (6) health, nutritional, and supportive services. Also included are: (1) a description of exemplary projects for activities which included new approaches in educating migrant children and (2) samples of remarks made by parents, teachers, administrators, and aides regarding the migrant program, both as a State and national program. (NQ)

ED 116 849 32 RC 008 919  
Arizona's Migrant Child Education Teacher Exchange with Florida.

Arizona State Dept. of Public Instruction, Phoenix. Div. of Migrant Child Education.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date Aug 75

Note—41p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Curriculum, Early Childhood Education, Elementary Secondary Education, \*Migrant Child Education, \*Participant Satisfaction, \*School Visitation, \*State Programs, Summative Evaluation, \*Teacher Exchange Programs

Identifiers—\*Arizona, Elementary Secondary Education Act Title I, ESEA Title I, Florida

The Office of Migrant Child Education, Arizona Department of Education, annually participates in a Teacher Exchange Program with other states. Arrangements are first made with other states to send teachers and administrators on an observation tour of their Migrant Child Education Programs. Objectives are to provide: (1) an opportunity for state educational agencies to share training techniques, materials, and procedures through practical application and on-site observation; and (2) training so as to develop resource personnel to assist in the state educational agencies development of future inter and intrastate programs as funds become available. Observation reports required by participants engaged in this Teacher Exchange Program enhance the interstate agreements regarding curriculum dissemination and exchange of teaching ideas and techniques. In 1975, participants traveled to Florida. Seven Migrant Child Education Projects were represented by a teacher or a program coordinator recommended by the administrator of that project. The group was led by an administrative consultant from the Office of Migrant Child Education. The participants' actual observation reports or excerpts from their reports are given in this document. (Author/NQ)

ED 116 850 32 RC 008 920

Johnson, R. P.

**Chief Joseph: The Story of an American Indian.**

Pub Date 15 Dec 74

Note—80p.

Available from—Dillon Press, Inc., 500 South Third St., Minneapolis, Minnesota 55415 (\$4.95, hardbound)

Document Not Available from EDRS

Descriptors—\*American Indians, Anglo Americans, \*Biographies, \*Childrens Literature, \*Culture Conflict, Federal Government, Grade 5, Grade 9, \*History, Leadership Qualities, Reservations (Indian), Treaties, Tribes, War

Identifiers—\*Chief Joseph, Nez Perce

Written for children in grades 5-9, this biography of the Nez Perce leader, Chief Joseph, describes the conflict between the Nez Perce American Indian tribe and the United States government, known as the Nez Perce War of 1877. Describing the 1,700 mile retreat of those Nez Perce who refused to surrender their lands to white settlers, ranchers, and miners, this book traces the steps of the Nez Perce from June to early October, recounting the major battles and lesser actions which contributed to the fame and respect accorded Chief Joseph. This book also presents pertinent historical background which illustrates the cultural differences and/or conflicts inherent in the Anglo-Indian relationship of the 19th century. Titled "Defeat Without Honor", the final chapter recounts Chief Joseph's surrender to Colonel Nelson Miles; his peoples' Kansas reservation experience; his appeal to the President of the United States for reservation lands closer to the original home of the Nez Perce; and his death. Photographs of Chief Joseph and his people are interspersed throughout the text. (JC)

ED 116 851 32 RC 008 921  
Colorado Migrant Education Program, 1971-1972. Summary and Evaluation Report.

Colorado State Dept. of Education, Denver. Compensatory Education Services Unit.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date Apr 73

Note—61p.; For related documents, see ED 002 634 and ED 038 202

Available from—Colorado State Board of Education, Migrant Education Unit, State Office Building, 201 E. Colfax, Denver, Colorado 80203 (\$1.00)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Ancillary Services, Community Involvement, Demonstration Projects, Educational Programs, Elementary Education, \*Health Services, \*Inservice Teacher Education, \*Migrant Child Education, \*Mobile Educational Services, Parent Participation, \*Program Evaluation, Student Enrollment

Identifiers—\*Colorado, Elementary Secondary Education Act Title I, ESEA Title I

In 1971-72, 7,714 students were enrolled in the Colorado Migrant Education Programs. Programs were conducted in 21 different program areas, covering 42 school districts. About 85 percent of the students were in the elementary grades. Inservice training for the staff stressed individualized instruction, improving the migrant child's self-concept, cultural awareness, and bilingual teaching methods. Teachers established learning centers and expanded flexibility of instructional materials and their use. Increased curriculum or program areas were offered (i.e., dancing, singing, food) to incorporate cultural awareness. Standard tests were used extensively for student diagnosis and placement. Where criterion-referenced assessments were made, the programs reported strong results. Noncognitive student behaviors showed strength or improvement, based on subjective assessment, in the areas of independent learning, cooperation, attendance, accuracy in self-evaluation, oral expression, self-concept, and interest in school. Extensive health screening and services were provided. This evaluation report covers: student enrollment and attendance, grade placement, staff, community and parent involvement, exemplary projects, dissemination, support services, mobile units, and the Migrant Student Record Transfer System. (NQ)

ED 116 852 32 RC 008 922

Hennes, James D.

**Colorado Migrant Education Program, 1972-1973. Summary and Evaluation Report.**

Colorado State Dept. of Education, Denver. Compensatory Education Services Unit.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date Mar 74

Note—66p.

Available from—Colorado State Board of Education, Migrant Education Unit, State Office Building, 201 E. Colfax, Denver, Colorado 80203 (\$2.00)

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Academic Achievement, \*Ancillary Services, Bilingual Education, Demonstration Projects, \*Educational Programs, \*Elementary Education, Health Services, Inservice Teacher Education, \*Migrant Child Education, Mobile Educational Services, Parent Participation, \*Program Evaluation, Student Enrollment, Summer Programs

Identifiers—\*Colorado, Elementary Secondary Education Act Title I, ESEA Title I

During 1972-73, the Colorado Migrant Education Program served 5,455 migrant students. Enrollment dropped for the second straight year as weather, housing, and crop changes affected the migrant family's movement. Programs were conducted in 20 project areas, covering 39 school districts. Program offerings were expanded to include such components as parental involvement, social and natural science, vocational and high school offerings, nutrition and career education, and bilingual-bicultural activities. An integral part of the program were the Migrant Health Programs, a support system of mobile units, and the Migrant Student Record Transfer System. A variety of assessment procedures were used. All projects using criterion-referenced instruction reported their students made some gains. Eight projects reported normative results from standardized tests on small samples. Noncognitive student behaviors reported by each project showed strengths in school interest and self-concept and weaknesses in educational aspirations. All student behavior ratings showed significant improvement as compared to the previous year. More projects reported improved community attitudes. This evaluation report covers: student enrollment, attendance, and language; staff and administration; exemplary projects; new programs; support services; and student achievement, behaviors, and attitudes. (Author/NQ)

ED 116 853 32 RC 008 923

Dunn, Jerry L.

**Colorado Migrant Education Program, 1973-1974. Summary and Evaluation Report.**

Colorado State Dept. of Education, Denver. Compensatory Education Services Unit.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date 75



Note—142p.

Available from—Colorado State Board of Education, Migrant Education Unit, State Office Building, 201 E. Colfax, Denver, Colorado 80203 (\$4.50)

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—Academic Achievement, \*Ancillary Services, Demonstration Projects, \*Educational Programs, \*Elementary Education, Health Services, Interagency Coordination, \*Migrant Child Education, Mobile Educational Services, Parent Participation, \*Program Evaluation, Student Enrollment, Summer Programs

**Identifiers**—\*Colorado, Elementary Secondary Education Act Title I, ESEA Title I

The Colorado Migrant Education Program seeks to identify and meet the specific educational needs of all migrant children in the State. In providing comprehensive services to migrant students, Colorado has organized and operated its migrant educational program around the following basic program aspects: (1) conducting a year-round, statewide migrant student identification and recruitment effort; (2) providing a full, intensive and comprehensive summer educational program for all migrant students; (3) helping the local educational agencies plan and operate their programs with respect to migrant students and supplement local programs to better serve the migrant's needs; and (4) coordinating and cooperating with other state and local agencies in providing the needed educational and related services. In 1973-74, the program served 4,297 migrant students. A major program goal was to provide migrant students with specialized and expanded opportunities to improve their communication skills. Bilingual and bicultural, oral language development, reading and math were stressed in most programs. Overall, the program was successful. This evaluation report covers: student enrollment and attendance, program organization, staff, support services, exemplary programs, student achievement and behaviors, and staff and community attitudes. (NQ)

**ED 116 854 32 RC 008 924**

*Archuleta, George L. Archuleta, Sherrie L.*  
**Colorado Migrant Child Identification and Recruitment Project: Field Guide.**

Weld Board of Cooperative Educational Services, La Salle, Colo.

**Spons Agency**—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.; Colorado State Dept. of Education, Denver. Compensatory Education Services Unit.

**Pub Date** Aug 75

**Note**—61p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Administrator Guides, Field Interviews, \*Identification, Migrant Child Education, \*Migrant Children, Personnel Policy, \*Program Descriptions, Records (Forms), \*Recruitment, Staff Role

**Identifiers**—CMCIRP, \*Colorado Migrant Child Identification Recruitment, Elementary Secondary Education Act Title I, ESEA Title I

Funded by Title I of the Elementary and Secondary Education Act (Migrant Education), the Colorado Migrant Child Identification and Recruitment Project (CMCIRP) identifies and enrolls all migratory children in the State in educational programs. Regional field representatives also refer the migrant family to all social service agencies serving the family. In order to meet the National Goals for Migrant Education, CMCIRP developed and implemented a systematic management system to identify migrant children not currently involved in or attending migrant education classes. The system provides intra and interstate communications for exchange of information on student movement. Designed to assure a complete accountability of the State's migrant students in order to document information regarding the number of migrants and their locations within the state, CMCIRP provides such services as identifying those local educational agencies that need to establish migrant education programs to meet the migrant's needs. This allows the State and local educational agencies to develop planning procedures for the necessary educational programs appropriate in all areas where migrant children are located. This guide discusses CMCIRP's personnel and their responsibilities, forms which need to be kept, personnel procedures, and administrative policies. (NQ)

**ED 116 855**

*Hazen, Mary E.*

**The "Health Belief Model" Applied to Two Preventive Health Behaviors Among Women from a Rural Pennsylvania County. AE & RS 115.**

Pennsylvania State Univ., University Park. Dept. of Agricultural Economics and Rural Sociology.; Pennsylvania State Univ., University Park. Pennsylvania Agricultural Experiment Station.

**Spons Agency**—Department of Agriculture, Washington, D.C.

**Report No**—AE-RS-115

**Pub Date** May 75

**Note**—67p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—Age, \*Behavioral Science Research, Disease Control, \*Eating Habits, Education, \*Exercise (Physiology), Females, Health Education, Income, Models, Organizations (Groups), Participation, Perception, Physical Activities, \*Preventive Medicine, \*Rural Population

**Identifiers**—\*Health Belief Model, Pennsylvania (Potter County)

In order to test the usefulness of the Health Belief Model (a model designed to measure health practices, attitudes, and knowledge), a survey of Potter County, Pennsylvania was conducted, and 283 responses from adult females without chronic illnesses were analyzed. The dependent variables employed were regulating diet and getting regular exercise. Drawn from the model, the following 4 independent variables were analyzed: perceived susceptibility to heart disease, perceived difficulty of participating in the 2 selected preventive health practices, knowledge of calories, and preventive health actions taken during the last year. The control variables included: age, income, education, and organizational participation. Findings indicated: (1) perceived susceptibility was not related to either eating habits or physical activity; (2) perceived difficulty of the preventive behavior was positively correlated with both dependent variables; (3) knowledge of calories was positively related to getting regular exercise; (4) education was positively correlated with preventive eating habits. It was concluded that health educators would find it useful to attempt to reduce perceived barriers to preventive health by initiating child care facilities, food preparation study groups, etc. (JC)

**ED 116 856**

*Brooks, Ian Royston*

**A Cross-Cultural Study of Concept Learning.**

**Pub Date** Sep 75

**Note**—208p.; Ph.D. Dissertation, University of Calgary

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**

**Descriptors**—Abstraction Levels, \*American Indians, Anglo Americans, Children, \*Cognitive Development, Comparative Analysis, \*Concept Formation, \*Cross Cultural Studies, \*Cultural Differences, Doctoral Theses, Hypothesis Testing, Intelligence, Literature Reviews, Memory, Models, Perception

**Identifiers**—Alberta, Canada, \*Stonies

After reviewing the literature relative to culture and cognition, an hypothetical model was developed to explain some aspects of concept learning and cognitive development. To test aspects of the model, 3 tests which had had prior use in cross-cultural studies and 5 original tests were administered individually to 34 Stoney Indian and 34 Euro-American 8-year-old children derived from the same geographic region in Alberta, Canada. Tested was the relationship between cognitive learning and: (1) field independence, (2) abilities to perceive and compare attributes, (3) category width, (4) level of abstraction, (5) memory, and (6) general intelligence. Results suggested some support for the proposed model and identified some areas of cultural differences. For Euro-American children, field independence was correlated with the ability to perceive attributes and both were related to the ability to verbalize concepts. For the Stoney children, more than one ability or set of abilities was involved in concept learning. Memory played a greater role in problem solving for Stoney Indian subjects, and they did better on the first two Stone Games and relatively better on the tests of field independence and memory, while Euro-American performance was more markedly superior on the remaining measures. (Author/JC)

**RC 008 925**

**ED 116 857**

*Boyd, Virlyn A. Pettigrew, Nancy J.*

**Educational and Occupational Aspirations of Students in Three High Schools in Anderson, South Carolina, 1973.**

**Pub Date** 2 Feb 76

**Note**—10p.; Paper presented at the Rural Sociology Section of the Annual Meeting of the Southern Association of Agricultural Scientists (Mobile, Alabama, February 2-4, 1976)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Aspiration, Caucasians, \*Education, \*Expectation, Grade 10, High School Students, Negroes, \*Occupations, Racial Differences, Sex Differences, \*Vocational Education

**Identifiers**—\*Anderson County South Carolina School District, South Carolina (Anderson)

The hypothesis that the educational and occupational aspirations of students who choose to attend a vocational high school differ from those attending conventional high schools was tested. The educational and occupational aspirations and expectations of 10th grade high school students in a vocational high school were compared with those of 10th grade students in two conventional high schools in Anderson, South Carolina. Administered to all 10th grade students in the three schools on the day of interview in 1972, questionnaire responses were obtained for 236 and 80 white males; 250 and 76 white females; 60 and 4 nonwhite males; and 65 and 14 nonwhite females from the "normal" and vocational schools respectively. Results indicated: (1) the hypothesis was supportable; (2) a lower proportion of students from the vocational school had a preference for professional and technical occupations (with the exception of the nonwhite males, where the small number precluded conclusions); (3) a larger proportion of both white and nonwhite female vocational students aspired to clerical, sales, or service worker jobs; (4) with the exception of nonwhite females, a smaller proportion of the vocational students were interested in higher education; and (5) more of the vocational students were desirous of completing their formal training with vocational or high school. (JC)

**ED 116 858**

*Boyd, Virlyn A. And Others*

**An Assessment of a Program for Rural Youth from Low-Income Families in South Carolina. Extension Circular 559.**

Clemson Univ., S.C. Cooperative Extension Service.

**Spons Agency**—Extension Service (DOA), Washington, D.C.

**Pub Date** Dec 75

**Note**—94p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—Aspiration, \*Attitudes, Caucasians, \*Change Agents, Community, \*Economically Disadvantaged, Education, Expectation, Negroes, Occupations, \*Program Evaluation, Racial Differences, \*Rural Youth, Self Concept, Sex Differences, Tables (Data), Youth Clubs

**Identifiers**—\*South Carolina

The effectiveness of a special South Carolina rural youth project was evaluated. Initiated in 1972, the project was designed to improve the quality of life of rural youth from low income families via community clubs for youth between the ages of 9 and 16. In order to measure the attitude changes (aspirations and expectations) of club members, a questionnaire was designed which included items relative to: (1) education, (2) residence, (3) occupation, (4) marriage and family, (5) community, (6) self-image, (7) self-concept, (8) concept of chance for success. Usable data were obtained from black and white, male and female, youth in attendance at club meetings (n=509) and summer camps (n=559). The research effort failed to measure any pattern of statistically significant changes in the attitudes of program participants. It was suggested that possible reasons for failure to measure change might have been: (1) the sophistication of the questionnaire, (2) the lack of overlap in interviews, (3) the variations in time lapse between questionnaires, (4) the use of responses from youth who had not been in the program long. The evaluation team did make some "impressionistic" observations which indicated: (1) program variations had met the different needs of differing groups; (2) participants and their parents had accrued positive benefits from the

program; (3) the program had been successful since members wished to continue club activities. (JC)

**ED 116 859** RC 008 930

Boyd, Virlyn A. Pettigrew, Nancy J.  
Perceptions of Goal Blockages Associated with Occupational Choice of a Panel of South Carolina Youth, 1967-1972.

Pub Date 21 Aug 75

Note—20p.; Paper presented as part of a Panel on Mobility Attitudes and Attainment of Social Status; Research on a Panel of Southern Youth at the Annual Meeting of the Rural Sociological Society (San Francisco, California, August 21-24, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—Caucasians, \*Followup Studies, Mobility, Negroes, \*Occupational Aspiration, \*Occupational Choice, Racial Differences, Sex Differences, Southern States, Tables (Data), \*Values, \*Young Adults

Identifiers—\*Goal Blockages, South Carolina

In order to examine changes in: (1) occupational aspirations, (2) perceptions of goal blockages to occupational aspirations, and (3) values associated with occupational choice, a sample of South Carolina young adults were surveyed. Usable data were obtained from 75 white and 75 black males and 50 white and 50 black females who had been contacted as 10th and 12th graders and again as young adults in 1972. Responses relative to occupational aspirations indicated no marked changes, though: (1) white male managerial and white female technical/professional aspirations had increased; (2) black male glamour aspirations had decreased and their service worker aspirations had increased; (3) black female service worker aspirations had decreased while their sales/Clerical aspirations had increased. Responses relative to value changes and occupational choice indicated: (1) the chance to make money had decreased in importance while a somewhat more altruistic attitude had increased among all groups; (2) the chance to become an important person had decreased in importance for all groups except white females; (3) steady employment had increased in importance for all except white males. Responses relative to goal blockage indicated: (1) an increase in black male and female perceptions of race as a job deterrent, (2) a decrease among all group perceptions of lack of technical schools as a deterrent, (3) a decrease among all groups in geographic immobility perceptions. (JC)

**ED 116 860** RC 008 931

Carruthers, Garrey E. And Others  
Delivery of Rural Community Services: Some Implications and Problems. Agricultural Experiment Station Bulletin 635.

New Mexico State Univ., Las Cruces. Agricultural Experiment Station.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Report No—CSRS-WRR-114; NM-AES-635

Pub Date Jul 75

Note—49p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Abstracts, Agencies, Citizen Participation, \*Community Services, Delivery Systems, Health, Leadership, \*Literature Reviews, Organization, Regional Programs, \*Research Needs, \*Research Projects, \*Rural Areas, Rural Development

Identifiers—\*United States (West)

Summarizing research conducted under the Western Regional Research Project on the delivery of rural community services, this report presents explications of the following generalizations which have been supported by research: (1) Many rural service institutions need reorganization and renewal, (2) Regionalization increases organizations' ability to provide some rural community services, (3) Rural development depends directly on citizen participation and representation of various population segments, (4) Effective leaders view development as a community process, not a personal one, (5) Public leaders seem to be drawn primarily from certain community segments, (6) Even with fewer and less adequate services, rural residents prefer rural life, (7) Availability of health-care services affects their use, (8) Rural people want innovative health care practices, (9) Mechanisms are needed for using results from rural community service research. Additionally, the following future

research needs are identified: (1) the construction and testing of social indicators, (2) perspectives on the adequacy of community services, (3) the study of the effectiveness of alternative organizational structure, (4) comparative analyses of service delivery systems and leadership structures, (5) the composite of community services appropriate for rural areas. Twenty-nine abstracts of research under the W-114 project are presented in the Appendix. (JC)

**ED 116 861** RC 008 932

Nicholas, Darryl

Report on an Effort to Create an Indian Community School.

New England Program in Teacher Education, Durham, N.H.

Pub Date 1 Dec 75

Note—10p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Agency Role, \*American Indians, Budgets, \*Community Schools, Conflict, \*Decision Making, Elementary Secondary Education, Government (Administrative Body), Problems, \*Program Descriptions, Reservations (Indian)

Identifiers—Canada, \*Maliseets, New Brunswick, Northern Development and Indian Affairs

Detailing the decisions and procedures involved in the development of a community school (K-9) on the Tobique Indian Reserve in New Brunswick, Canada, this report describes the initial stages of development and presents the viewpoint of the education project director. Among the procedures, processes, problems, and conflicts described are: (1) selection of the education project director; (2) use of a community survey to determine community educational needs and preferences; (3) creation of a 4-member team of advisors to aid the chief and council in deciding on facility type and program direction; (4) securing an architect who could be made to respect Reserve authority rather than that of Indian Affairs; (5) recruitment of a suitable director; (6) a communication breakdown between the school board, the chief, and the advisory team; (7) conflict between the Reserve and Indian Affairs over land, money, personnel, etc. (an "approved" budget went from \$313,000 to \$250,000); and (8) authority conflicts among all decision makers. Despite the numerous problems cited, this report indicates that the school did open sometime in 1975 but still needs: (1) an acceptable education agreement; (2) renewal of discussions between the chief, council, and school board; (3) negotiation of a realistic budget and fiscal control with Indian Affairs; and (4) on-going staff and curriculum development. (JC)

**ED 116 862** RC 008 933

Ehanna Woyakapi (History): History of the Sisseton Wahpeton Sioux Tribe. [Reprinted, 1973].

Sisseton-Wahpeton Sioux Tribe, Inc., S. Dak.

Pub Date Jul 72

Note—130p.

Available from—ERIC/CRESS, Box 3AP, Las Cruces, New Mexico 88003 (on loan)

Document Not Available from EDRS

Descriptors—\*American Indians, Bibliographies, Change Agents, \*Cultural Background, \*Curriculum Guides, \*Elementary Secondary Education, Government (Administrative Body), \*History, Maps, Migration, Religion, Reservations (Indian), Treaties, Tribes

Identifiers—Minnesota Uprising 1862, \*Sioux (Sisseton Wahpeton), South Dakota (Lake Traverse Reservation)

Designed to foster pride and understanding on the part of the American Indian and the non-Indian respectively, this history was compiled to serve as a curriculum guide for elementary/secondary education. Divided into 8 chapters, the format is such that each chapter presents an outline, a time line, a narrative, map(s), and a bibliography. Chapters are titled as follows: (1) Origin and Migration of the Sisseton-Wahpeton Bands (early History, Middle History, History Since 1805, Permanent Homes); (2) Missions (Presbyterian Movement in Dakota Missions, Episcopalian Missions, Early Catholic Missions, Roman Catholic Movement); (3) Fur Trading (1660-1874); (4) Minnesota Uprising of 1862 (The Uprising, Expeditions, Establishment of the Four Forts, Scouts Camp, Brown's Ride, List of Chiefs); (5) Sisseton-Wahpeton Sioux (Chief Red Iron of the Sisseton-Wahpeton Meeting with Governor Ramsey in 1852); (6) Lake Traverse Reservation (Superintendents and Agencies—1849-80, Establish-

ment of Lake Traverse Reservation in 1867, Reservation Opening April 15, 1892); (7) Sisseton and Wahpeton Culture (Family System, Political Organization, Housing, Clothing, Ornaments, Handicrafts, Recreation, Food Gathering, Religion, Dances); (8) Century of Changes: Contemporary (Tribal Government, United Sioux Tribes of South Dakota Development Corporation, Tribal Council Action Since 1952, Leadership, Present Tribal Council Members). (JC)

**ED 116 863** RC 008 934

Ehanna Woyakapi (History). [Supplementary Guide].

Sisseton-Wahpeton Sioux Tribe, Inc., S. Dak.

Pub Date Jul 72

Note—62p.

Available from—ERIC/CRESS, Box 3AP, Las Cruces, New Mexico 88003 (on loan)

Document Not Available from EDRS

Descriptors—Activities, \*American Indians, Behavioral Objectives, Concept Formation, \*Cultural Background, \*Curriculum Guides, \*Elementary Secondary Education, Evaluation Criteria, Family Life, Government (Administrative Body), \*History, Illustrations, Leadership, Migration, Reservations (Indian), Tribes, Vocabulary

Identifiers—Minnesota Uprising 1862, \*Sioux (Sisseton Wahpeton), South Dakota (Lake Traverse Reservation)

Designed as a supplementary guide to "History of the Sisseton-Wahpeton Sioux Tribe of the Lake Traverse Reservation" (1972 edition), this curriculum guide presents 12 elementary/secondary education units. Among the major items included in most units are concepts; behavioral objectives; vocabulary lists; activities and the materials needed for the activities; illustrations, when appropriate; suggested reading materials; and evaluation criteria. The two primary level units are titled Family Life of the Sisseton-Wahpeton Indians in the 19th Century and Heritage of the Sisseton-Wahpeton Sioux. The intermediate level units include: (1) Migration of the Sisseton-Wahpeton Indians; (2) Fur Trading with the Sisseton-Wahpeton Indians; (3) The Minnesota Uprising; (4) Establishment of the Forts and Scout Camps; and (5) The Heritage of the Sisseton-Wahpeton Indians. The three junior high level units are titled: (1) Migration and Settlement of Sisseton-Wahpeton Bands, (2) Seven Council Fires (exploration of the peoples who made up the Seven Council Fires); (3) Sisseton-Wahpeton Leaders (Standing Buffalo, Red Iron, John Other Day, Sam Brown, and others). The senior high level units include: History of Sisseton-Wahpeton and Tribal Government (important Federal legislation is included in this unit). (JC)

**ED 116 864** RC 008 935

Revised Constitution and Bylaws of the Sisseton-Wahpeton Sioux Tribe, South Dakota.

Sisseton-Wahpeton Sioux Tribe, Inc., S. Dak.

Pub Date 26 Aug 66

Note—14p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Administrative Policy, \*American Indians, Committees, Elections, Government (Administrative Body), \*Governmental Structure, \*Laws, \*Legal Responsibility, Meetings, Power Structure, Tribes, Voting Rights

Identifiers—Constitutions, \*Sioux (Sisseton Wahpeton)

As stated in the Preamble, the Sisseton-Wahpeton Sioux Tribe has established this "Revised Constitution and Bylaws" in order to "form a better tribal government, exercise tribal rights and responsibilities and promote the welfare of the people". This "Revised Constitution" consists of 11 Articles which are identified as follows: (1) Jurisdiction (territorial); (2) Tribal Membership; (3) Tribal Organization (Tribal Council, Executive Committee, and General Council); (4) District Organizations (7 districts, district councils, officers and committees, and local district jurisdiction); (5) Nominations and Elections (election requirements, voting privileges, registering procedures, etc.); (6) Vacancies, Removal, and Recall from Office (reasons and procedures); (7) Tribal Council Powers (pursuant to the "Revised Constitution" and any applicable Federal statutes or regulations); (8) Meetings (time and place, Tribal Council and Executive Committee quorum requirements); (9) Bill of Rights (equal social, economic religious, and political rights for all

tribal members); (10) Initiative and Referendum (petition requirements, ballot requirements, and voting procedures); (11) Amendments (the "Revised Constitution" may be amended by a majority vote subject to approval by the Commissioner of Indian Affairs). (JC)

ED 116 865 32 RC 008 936

*Lange, Drexel D., Comp.: And Others*

Annual Evaluation Report for Migrant Programs  
Fiscal Year 1975 (School Year 1974-1975)  
[Iowa].

Iowa State Dept. of Public Instruction, Des Moines. Div. of Pupil Personnel Services.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date Dec 75

Note—46p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Academic Achievement, Bilingual Education, Curriculum, \*Enrichment Programs, Inservice Teacher Education, Interagency Coordination, Language Development, \*Migrant Child Education, Parent Participation, \*Program Evaluation, \*State Programs, \*Summer Programs

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, \*Iowa

During fiscal year 1975, 4 school attendance centers were operated: (1) Migrant Action Program, Mason City; (2) Reinbeck Community, Reinbeck; (3) Muscatine Community, Muscatine; and (4) Muscatine-Scott County, serving Muscatine and West Liberty schools. Although each local educational agency (LEA) approached the migrant child's educational problems differently, the individualized instruction concept was central in all programs. There were 229 migrant children served during the year. Standardized testing, Migrant Student Record Transfer System printouts, and teacher judgement determined the grade level instructional activities. Normal age-grade criteria was used for grade classification during the regular school term; during the summer, instructional grouping was established by attainment level with the actual age range limited to a 3-year differentiation. Although summer programs were integrated with the regular Title I summer programs in the morning, afternoon sessions were for migrant children only and included such enrichment activities as art, swimming, field trips, and club activities. Coordination with other program concerned with the migrant's problems was maintained. Each LEA provided inservice training for their entire migrant program staff. Each LEA reported that the migrant educational program was successful. This report includes the Muscatine Community School evaluation report to show in more detail the LEA perspective in migrant education. (NQ)

ED 116 866 95 RC 008 937

*McConnell, Beverly*

Training Migrant Paraprofessionals in the Bilingual Mini Head Start, April 1972.

Washington State Intermediate School District 104, Ephrata.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date Apr 72

Note—29p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Bilingual Education, Community Involvement, Curriculum Development, Delivery Systems, \*Early Childhood Education, \*Educational Assessment, \*Interstate Programs, \*Migrant Education, Parent Participation, \*Program Evaluation, Staff Improvement

The Bilingual Mini-Head Start program which offers service to migrant children and their families over a 6,000 mile circuit using a totally paraprofessional teaching staff, consists of 6 components: instruction, staff training, parent and community involvement, materials development, relocating delivery system, and management. An interim evaluation of the program's progress during 1971-72 was conducted. Because of the project design and data collection timetable, many of the program's objectives could not be assessed at the time as to whether they were being met. When this was the case, it was indicated that data collection had not been completed. Preliminary findings were reported when the preliminary data yield information felt to be a useful indicator of program progress. Instructional goals for children

could not be assessed until post-testing was done. However, based on available records, all the process goals concerning the instructional program to be offered were being met. Training goals were being met although on a delayed schedule. Goals for materials development were either being met or were substantially completed, with the exception of the development of the cultural heritage materials which was behind schedule. Goals for carrying out a relocating program delivery system were met beyond the minimum standard set, and far beyond the level of comparable programs in offering continuity to moving families. (Author/NQ)

ED 116 867 95 RC 008 938

*McConnell, Beverly*

Training Migrant Paraprofessionals in the Bilingual Mini Head Start, February 1973.

Washington State Intermediate School District 104, Ephrata.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date Feb 73

Note—24p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Bilingual Education, Community Involvement, Curriculum Development, \*Early Childhood Education, \*Educational Assessment, \*Interstate Programs, Material Development, \*Migrant Education, \*Mobile Educational Services, Parent Participation, Program Evaluation, Staff Improvement

Identifiers—\*Texas (La Grulla)

The Bilingual Mini Head Start program is an early education program for children of migrant farm workers. The program has three permanent sites—two year-round sites in Washington which serve both mobile migrants and seasonal farm workers' children, and a home base site in Grulla, Texas which serves only mobile migrant children. Teachers from Grulla site move into the migrant stream when the families move north. Each teacher continues to serve a small cluster of migrant children in a series of temporary field locations in Washington, Idaho, and Illinois. Thus, continuity of educational services is offered throughout the migration of this mobile population from Grulla. The program consists of six components: instruction, staff training, parent and community involvement, management, materials development, and relocating delivery system. This report presents the evaluation of the program's progress for the project year 1972-73. Findings are presented by objective in each component. Overall, the objectives are being met. (NQ)

ED 116 868 95 RC 008 939

*McConnell, Beverly*

Training Migrant Paraprofessionals in Bilingual Mini Head Start. Evaluation of Progress, Mid-Year Evaluation, 1974-75 Program Year.

Washington State Intermediate School District 104, Ephrata.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date 75

Note—100p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Academic Achievement, Bilingual Education, Community Involvement, Delivery Systems, \*Early Childhood Education, Educational Assessment, \*Interstate Programs, Material Development, \*Migrant Education, \*Mobile Educational Services, Parent Participation, Staff Improvement

Identifiers—\*Texas (La Grulla)

Conceived as an educational experiment designed to meet the unique needs of migrant children, Training Migrant Paraprofessionals in Bilingual Mini Head Start is an early education program for children of migrant farm workers. Initiated in 1971, the program has two components: the "Mobile Component" and the "Washington State Component." The "Mobile Component" provides service to children from the home base community of La Grulla, Texas, both in Texas and as the children move with their families to northern states and back again. The "Washington State Component" provides year-round services at two stationary sites for both interstate and intrastate migrants or seasonal farm workers. Three key concepts developed by the program account for the difference in its success and the success of other models of mobile programs: (1) use of

adult migrants as teachers, (2) use of a "mini" center concept, and (3) application of "coordinated or supplementary services" concept. This evaluation report discusses the program's progress during the 1974-75 program year. The outcome and process objectives are given along with a summary of findings for the following components: instruction, staff development, parent and community involvement, materials development, and management for interstate delivery system. (NQ)

ED 116 869 95 RC 008 940

*McConnell, Beverly*

Evaluation of Progress in Bilingual Mini-Head Start, October 1972.

Washington State Intermediate School District 104, Ephrata.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date Oct 72

Note—39p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Academic Achievement, Bilingual Education, Community Involvement, \*Early Childhood Education, \*Educational Assessment, \*Interstate Programs, Material Development, \*Migrant Education, \*Mobile Educational Services, Parent Participation, Staff Improvement

The Bilingual Mini-Head Start program aims to maintain contacts with migrant children from their home base through a series of northern work locations. The project has served migrant children over a 6,000 mile circuit in three different states, showing its flexibility at each site in adapting to take advantage of local programs as well as providing continuity through a continuation of the bilingual curriculum with the mobile teaching staff. This paper presents a final progress report for the 1971-72 program year. Program progress is discussed by objective for the instructional, teacher training, parent and community, materials development, relocating delivery systems, and management components. Overall, the project has achieved its objectives. (NQ)

ED 116 870 56 RC 008 941

*McConnell, Beverly*

Evaluation of Progress, Bilingual Mini-Head Start, November 1973.

Washington State Intermediate School District 104, Ephrata.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date Nov 73

Note—52p.; For related document, see RC 008 942

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Academic Achievement, Bilingual Education, Delivery Systems, \*Early Childhood Education, Educational Assessment, Instructional Programs, \*Interstate Programs, Material Development, \*Migrant Education, \*Mobile Educational Services, Parent Participation, \*Program Evaluation, Staff Improvement

Identifiers—\*Texas (La Grulla)

A 5-year experimental project, the Bilingual Mini Head Start program is an early education program for children of migrant farm workers. The program has 2 components: the mobile and the stationary components. In the stationary program, 2 year-round centers are operated in Connell and Moses Lake (Washington). These centers' purpose is to demonstrate how services may be provided with maximum effectiveness to a very unstable population group. In the mobile program, teachers are selected from adults whose families move with the crops. These teachers accompany small clusters of children from La Grulla (Texas) to various work stops providing continuing educational services. This program's purpose is to demonstrate how much benefit can be gained by providing continuity in an educational program as the children move. Based on the program objectives outlined in the May 1973 proposal under which the program is currently operating, this report presents an evaluation of the program's progress to approximately the 27th month of operation. The evaluation covers the instructional, staff development, parent involvement, materials development, relocating delivery system, and management components. (NQ)

ED 116 871 56 RC 008 942

*McConnell, Beverly***Evaluation of Progress, Bilingual Mini-Head Start. Final Evaluation, 1973-74 Program Year.**

Washington State Intermediate School District 104, Ephrata.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date 74

Note—71p.; For related document, see RC 008 941

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Academic Achievement, Bilingual Education, Delivery Systems, \*Early Childhood Education, Educational Assessment, Instructional Programs, \*Interstate Programs, Material Development, \*Migrant Education, \*Mobile Educational Services, Parent Participation, \*Program Evaluation, Staff Improvement

Identifiers—\*Texas (La Grulla)

A 5-year experimental program, the Bilingual Mini Head Start program is an early education program for children of migrant farm workers. Consisting of a mobile and a stationary component, the program includes: (1) an interstate mobile delivery system, (2) an individualized curriculum which can be taught by migrant adults, and (3) intensive training of paraprofessional staff. The mobile component, which operates in La Grulla (Texas) during the winter months, has trained adults in migrant families to serve as teachers. As the families move north, these adults continue to teach children in small groups as they move to various work stops in Washington, Oregon, Idaho, and Illinois. The stationary component consists of 2 year-round centers in Washington. These centers serve migrant children on an in and out basis and the children of seasonal farm workers who are now "settled out" in Washington. This report presents an evaluation of progress to the end of the third fiscal year of operation. The evaluation reports findings on the program objectives outlined in the 1973-74 project proposal pertaining to the instructional, staff development, parental involvement, materials development, relocating delivery system, and management components. (NQ)

ED 116 872 RC 008 943

*McConnell, Beverly***Bilingual Mini-School Tutoring Project. Evaluation Progress Report Number 1, March 1974.**

Mabton School District, Wash.

Spons Agency—Washington Office of the State Superintendent of Public Instruction, Olympia.

Report No—EPR-1

Pub Date Mar 74

Note—13p.; Not available in hard copy due to marginal legibility of original document; For related documents, see RC 008 944-946

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Bilingual Education, \*Early Childhood Education, Interstate Programs, \*Migrant Education, Mobile Educational Services, \*Objectives, \*Parent Participation, Program Development, Student Enrollment, \*Tutorial Programs

Identifiers—\*Washington

An early childhood education program for children of migrant and seasonal farm workers, the project provides a supplemental tutoring program, offered outside of regular school hours, by bilingual adult paraprofessionals who are former migrants or seasonal farm workers. Composed of a "mobile" and a "stationary" program, the project focuses on: (1) developing the child's ability to understand and use both Spanish and English in oral communication, (2) giving bicultural instruction, and (3) reinforcing the child's learning of the basic academic skills of reading and mathematics. In the mobile program, migrant adults are recruited in La Grulla (Texas) and employed year-round to serve the children as they relocate to various work stops. The stationary program serves both migrant children on an in and out basis, and children of seasonal farm workers in permanent locations operating year-round in Connell and Moses Lake, Washington. Covering the stationary program's progress from February 1 through March 31, 1974, this report is limited to reporting on the "start-up" objectives. These include the institutional objective involving coordination with public school personnel, contact with parents, and student enrollment;

and the procedural objectives involving recruitment orientation and initial staff training. Since the mobile program is not scheduled for implementation until April 1974, it is not covered. (NQ)

ED 116 873 RC 008 944

*McConnell, Beverly***Bilingual Mini-School Tutoring Project. Evaluation Progress Report Number 2, Final Evaluation Program Year 1, July 1974.**

Mabton School District, Wash.

Spons Agency—Washington Office of the State Superintendent of Public Instruction, Olympia.

Report No—EPR-2

Pub Date Jul 74

Note—24p.; Not available in hard copy due to marginal legibility of original documents; For related documents, see RC 008 943, 945, 946

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, Bilingual Education, \*Early Childhood Education, Educational Objectives, Formative Evaluation, \*Interstate Programs, \*Migrant Education, \*Mobile Educational Services, Parent Participation, Program Evaluation, \*Tutorial Programs

Identifiers—\*Washington

An early childhood education program for children of migrant and seasonal farm workers, the Project provides tutoring, usually outside of regular school hours, to kindergarten and first grade children. The tutoring is done by adult paraprofessionals who are former migrants or seasonal farm workers. Program focus is to: (1) develop the child's ability to understand and use both Spanish and English in oral communication, (2) give bicultural instruction, and (3) reinforce the child's learning of the basic academic skills of reading and mathematics. Tutoring is provided to migrant children in their home base in Texas as well as during the migrant season in Washington. Two year-round sites in Washington (Moses Lake and Connell) offer services to children of seasonal farm workers and migrant families who have graduated from the Mini Head Start program (see RC 008 937-942) into classrooms all over the city and neighboring communities. These children are brought together for supplementary tutoring to continue dual language teaching, cultural lessons, and reinforcement in basic academic areas in an attempt to maintain the gains made in the preschool program. This report presents the second progress evaluation, covering program operations through June 30, 1974. Also included are a brief discussion of start-up program adjustments and a letter from a public school teacher regarding the project's value. (NQ)

ED 116 874 RC 008 945

*McConnell, Beverly***Bilingual Mini-School Tutoring Project. Evaluation Progress Report Number 3, Mid-Year Evaluation, Program Year 2, December 1974.**

Mabton School District, Wash.

Spons Agency—Washington Office of the State Superintendent of Public Instruction, Olympia.

Report No—EPR-3

Pub Date Dec 74

Note—35p.; For related documents, see RC 008 943, 944, 946

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Academic Achievement, Bilingual Education, \*Early Childhood Education, Educational Objectives, Formative Evaluation, \*Interstate Programs, \*Migrant Education, Mobile Educational Services, Paraprofessional Personnel, \*Parent Participation, \*Tutorial Programs

Identifiers—\*Washington

Initiated in February 1974, the Project consists of a mobile and a non-mobile component. In the mobile component, adults from the families who migrate are trained to serve as a teacher. These teaching adults tutor the children, usually in groups of 6 to 10 children, in each location to which they move. Since the public school has the primary responsibility for providing education, arrangements are made with the local schools to allow each adult to continue the tutoring. In the non-mobile component, the children leaving the Bilingual Mini Head Start program (see RC 008 937-942) are provided supplemental tutoring services. By continuing to work with these children outside of regular school hours, the children receive the continuation of instruction in the Spanish and English language program, the cul-

tural knowledge lessons and activities, plus reinforcement of the instruction they receive in school in math and reading through continued work in the reading and math series begun as preschoolers. Covering the program's operations from July through December 1974, this report presents the third evaluation of the program's progress toward achieving the institutional, procedural, and educational outcome objectives. Overall, the objectives have either been met or partially met. Rationale for this program is briefly discussed. (NQ)

ED 116 875 RC 008 946

*McConnell, Beverly***Bilingual Mini-School Tutoring Project. Evaluation Progress Report Number 4, Final Evaluation, Program Year 2, July 1975.**

Mabton School District, Wash.

Spons Agency—Washington Office of the State Superintendent of Public Instruction, Olympia.

Report No—EPR-4

Pub Date Jul 75

Note—48p.; For related documents, see RC 008 943-945

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Academic Achievement, Bilingual Education, \*Early Childhood Education, Educational Objectives, Formative Evaluation, \*Interstate Programs, \*Migrant Education, Mobile Educational Services, Paraprofessional Personnel, \*Parent Participation, \*Tutorial Programs

Identifiers—\*Washington

The Bilingual Mini-School Tutoring Project offers parents a major role in their children's education as decision makers responsible for hiring and other areas of program operations and as teachers providing bilingual, bicultural instruction. The program design has two components: the mobile and the non-mobile component. The non-mobile program has been in operation since February 1974 at Connell and Moses Lake, Washington while the mobile program has only been in operation since May 1974. Program objectives are of three types: institutional, procedural, and educational product objectives. Institutional objectives involve coordination with school administrators and enrollment of children. Procedural objectives involve the use of Spanish and English, dual language teaching skills, and teaching bicultural lessons, math, and reading. The educational product objectives include gains in first and second language, mastery of cultural heritage lessons, and accelerated gains in math and reading. This fourth progress report covers program operations from July 1, 1974 through June 30, 1975. The narrative section of the report describes the functioning of the parent advisory groups, the logistics of the mobile program, and the way in which the program has managed to follow children to eight different communities in four different states. Overall, the objectives are being met or partially met. (NQ)

ED 116 876 RC 008 947

*Oviatt, Boyd E. And Others***A Perspective of the Alaskan Native School Dropout.**

Social Service Resource Center of Utah, Salt Lake City.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Juneau, Alaska.

Pub Date Mar 73

Note—45p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Age, \*Alaska Natives, American Indians, Boarding Schools, Counseling, \*Dropouts, \*Educational Research, Elementary Secondary Education, Eskimos, Institutional Environment, Literature Reviews, Parent School Relationship, School Community Cooperation, Self Concept, Student Attitudes, \*Student Characteristics, \*Synthesis

Identifiers—Alaska, BIA, \*Bureau of Indian Affairs

Summarizing and synthesizing seven research studies which focus on the problem of the Alaska Native school dropout, this report describes each research project, identifies research findings, and presents recommendations. The seven studies are presented via consideration of: (1) the characteristics of the student who has dropped out of school; (2) the characteristics of the student who has remained in school; (3) the differences between the students who have and those who have not dropped out of school; (4) the reasons certain dropouts have returned to school; and (5)

the attitudes of students toward the Bureau of Indian Affairs (BIA) boarding schools. In view of the studies under consideration, this report also examines: (1) the limited future orientation of the dropout; (2) the negative self-concept of the dropout; (3) the effects of school-community-planning and coordination; and (4) the relationship between parents and the educational system. Among the major recommendations presented are: (1) re-examination of school curricula and counseling services; (2) development of village procedures to prepare prospective boarding school students for boarding school life; (3) development of a school oriented identification system which would report dropouts to the appropriate agencies; (4) development of a school oriented post dropout plan; and (5) development of a planning and coordinating system within the BIA offices. (JC)

ED 116 877 RC 008 948

Griffiths, Kenneth A. And Others  
Assessment of Alaska Buy-Indian Contracting.  
Social Service Resource Center of Utah, Salt Lake City.

Pub Date Jun 73

Note—77p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*Administrator Attitudes, \*Alaska Natives, \*American Indians, \*Community Attitudes, \*Contracts, Education, Eskimos, Health, History, Interagency Coordination, Program Attitudes, Program Descriptions, Self Actualization, \*Social Services, Surveys, Tables (Data), Training, Welfare

Identifiers—BIA, Bureau of Indian Affairs, Buy Indian Contracting

Assuming that Buy-Indian Contracting will continue to be utilized by the Bureau of Indian Affairs (BIA) and that the Alaskan Village and Native Councils will become developmental centers for health, education, and social services, this report presents recommendations based on information derived from 32 Alaskan Native and BIA administrators, 7 contracting villages, 256 non-recipients, and 56 Alaskan Native village council members. This report is presented in 5 sections which include: (1) Recommendations (Introduction and General Recommendations); (2) History and Development of Indian Contracting; (3) The Administrator's Assessment of Buy-Indian Contracting (Goals and Objectives of the Program, Administrative Means to Accomplish Program Goals, Relationships of Contracting with Other Health and Welfare Agencies, Implication of the Buy-Indian Contract Program for BIA Staff Roles, Conclusions and Recommendations); (4) Council Members (Contractors) Assessments of Contracting (Training of Council Members, Training of Aides, Contract Development, Consultation, Contract Services, General Impressions of Contracting, and Recommendations); (5) Native Assessment of Buy-Indian Contracting: Recipient and Non-Recipient (Program Satisfaction, Type of Help Given and Needed, Program Visibility, Program Administration, Summary, and Recommendations). (JC)

ED 116 878 RC 008 950

The 1972-73 New Rural Society Project.  
Fairfield Univ., Conn.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Report No.—PB-231-826

Pub Date May 73

Note—155p.

Available from: National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (PB-231-826, MF \$2.25, HC \$6.25)

Document Not Available from EDRS

Descriptors—Annual Reports, \*Business, \*Community Services, Education, Energy Conservation, Field Studies, Health, Institutions, Living Standards, Local Government, \*Pilot Projects, Population Distribution, Program Descriptions, \*Rural Development, Technology, \*Telecommunication

Identifiers—Connecticut (Northeast), New Rural Society Concept, \*Quality of Life

The New Rural Society Concept, which urges establishment of a more balanced rural-urban population distribution in response to the interdependent rural-urban energy crisis, is explicated in this report on a model project initiated in 1972 in 10 northeastern Connecticut townships. The following are cited as major project objectives: (1)

to obtain information and experience in the application of communications technology for the development of rural areas; and (2) to develop a model of organizational procedure that would be transferable to other rural areas. Organized via three major project tasks, this report details: (1) Regional Community Development Task; (2) Institutional Development Task (business and government); and (3) Experimental Communications Task (lab experiments and field tests). Focusing on the means to improve rural quality of life in the areas of health, education, entertainment, culture, and community expression via use of existing communications technology in the test area, this report indicates: (1) use of communication techniques can improve rural quality of life; (2) urban office relocation in conjunction with teleconferencing can facilitate the location of business and government components in rural towns; (3) audio-only teleconferencing can be more effective as a substitute for face-to-face meetings than has been previously thought. (NTIS/JC)

ED 116 879 RC 008 951

Laosa, Luis M. And Others  
An Evaluation of Non-Formal Education in Ecuador. Volume 1: Executive Summary.  
California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Report No.—AID-ta-C-1124

Pub Date 31 Jul 75

Note—27p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Attitudes, Change Agents, Developing Nations, Educational Games, Educational Objectives, \*Instructional Materials, Learning Characteristics, Learning Motivation, \*Nonformal Education, Program Development, \*Program Evaluation, \*Rural Areas, Sequential Learning, \*Synthesis, Teacher Characteristics, Transfer of Training

Identifiers—\*Ecuador  
As the first volume of a 4-volume report evaluating the University of Massachusetts Non-Formal Education Project (UMass NFEP) in rural Ecuador, this volume presents summary responses to the following evaluation questions: (1) What does UMass NFEP purport to do? (2) How does UMass NFEP go about implementing its goals? (3) To what extent is UMass NFEP carrying out its intended objectives effectively? (4) What are the learning outcomes of selected non-formal education materials developed by UMass NFEP? (5) What are (6) What are the characteristics of materials that work well with learners of what characteristics? (7) What facilitator/teacher variables have affected the relative effectiveness of various materials? (8) What are the motivational attributes of each of the four educational games selected for in-depth experimental analysis? (9) What changes in attitudes and behaviors (critical consciousness) are produced by each of the selected non-formal educational games? (10) What sequencing factors/prerequisites are important for the four non-formal education games? (11) What are the effects of replay frequency for each of the games? (12) Can UMass NFEP be replicated in other countries? (13) What is needed to develop effective nonformal education materials/programs in countries similar to Ecuador? (JC)

ED 116 880 RC 008 952

Laosa, Luis M. And Others  
An Evaluation of Non-Formal Education in Ecuador. Volume 2: Overview and Evaluation Plan. Final Report.  
California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Report No.—AID-ta-C-1124

Pub Date 31 Jul 75

Note—98p.; For related documents, see RC 008 953 and 954

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Attitudes, Change Agents, Control Groups, Educational Games, Educational Objectives, \*Evaluation Methods, Experimental Groups, \*Instructional Materials, Literacy, Mathematical Concepts, Measurement Instruments, \*Nonformal Education, Personnel

Selection, \*Program Evaluation, Quality Control, \*Rural Areas

Identifiers—\*Ecuador, University California Intervention Study, University Massachusetts Impact Study, University of Massachusetts

As the second volume in a 4-volume evaluation report on the University of Massachusetts Non-Formal Education Project (UMass NFEP) in rural Ecuador, this volume details the evaluation design. Cited as basic to the evaluation design are questions which ask: (1) What kinds of effects (changes) can be observed? and (2) What are characteristics of the materials and procedures as they can be logically and/or empirically related to the desirable outcomes? Cited as major components of the design are: (1) The experimental field implementation and concurrent evaluation of the UMass NFEP education games that were among the most widely used/accepted education games; and (2) The UMass non-formal education intervention impact study (an impact profile, a qualitative analysis of intervention based on observations and interviews, and individual testing of game session participants). Additionally, this report describes: (1) Materials Selected for University of California at Los Angeles Field Implementation and Evaluation; (2) Instruments (a set of individually administered tests given in a pre-second-post basis to measure literacy, numerical skills, and critical consciousness or attitudes); (3) Staffing (selection criteria, training, and procedures); (4) Implementation Procedures (selection of communities and control and experimental groups); (5) Criteria for Field Supervision and Quality Control. (JC)

ED 116 881 RC 008 953

Laosa, Luis M. And Others  
An Evaluation of Non-Formal Education in Ecuador. Volume 3: Findings. Final Report.  
California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Report No.—AID-ta-C-1124

Pub Date 31 Jul 75

Note—205p.; For related documents, see RC 008 952 and 954

EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage

Descriptors—Attitudes, Developing Nations, \*Educational Games, Educational Objectives, \*Instructional Materials, Learning Characteristics, Learning Motivation, Literacy, Mathematical Concepts, \*Nonformal Education, Program Development, \*Program Evaluation, \*Rural Areas, Sequential Learning, Teacher Characteristics, Transfer of Training

Identifiers—\*Ecuador, University of Massachusetts

As the third volume in a 4-volume evaluation report on the University of Massachusetts Non-Formal Education Project (UMass NFEP) initiated in rural Ecuador in 1973, this volume presents an in-depth analysis of the evaluation findings. Since UMass NFEP was initiated for purposes of developing new materials and methodologies in conjunction with and in support of existing Ecuadorian non-formal education programs, these findings are presented in terms of 13 basic evaluation questions relative to the following materials and methodologies: (1) the implementation process; (2) the degree to which project objectives were met; (3) the intent of the project; (4) the learning outcomes of educational games designed to promote numerical skills, literacy, and critical consciousness; (5) the characteristics of the more and less effective materials; (6) the characteristics of materials that worked well with learners of specific characteristics; (7) the facilitator/teacher variables; (8) the motivational attributes of each of the four games selected for in-depth experimental evaluation; (9) the change in attitudes and behaviors produced by each of the selected non-formal education games; (10) the importance of game sequencing factors; (11) the effect of replay frequency for each of the games; (12) the replication possibilities for the project; (13) the components for development of materials and programs in countries similar to Ecuador. (JC)

ED 116 882 RC 008 954

Laosa, Luis M. And Others  
An Evaluation of Non-Formal Education in Ecuador. Volume 4: Appendices. Final Report.  
California Univ., Los Angeles. Center for the Study of Evaluation.



Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Report No—AID/ta-C-1124  
Pub Date 31 Jul 75

Note—259p.; For related documents, see RC 008 952 and 953

**EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage**  
Descriptors—Attendance Records, \*Documentation, \*Nonformal Education, Post Testing, Pretesting, Program Evaluation, \*Records (Forms), \*Rural Areas, \*Tests

Identifiers—\*Ecuador, University of Massachusetts

As the final volume in a 4-volume evaluation report on the University of Massachusetts Non-Formal Education Project (UMass NFEF) initiated in rural Ecuador in 1973, this volume presents appendices to volumes I-III. Appendix A includes the following items: (1) Community Demographic Profile; (2) Description of Introduction to the Community; (3) Participant Attendance List; (4) Description of Individual Game Sessions; (5) Registry of Reasons for Participant Desertion; (6) UMass Community Impact Profile. Appendix B includes: (1) Test Instructions for Animador: Pre-Test Version One; (2) Pre-Test: Version One; (3) Test Instructions for Animador: Second Test Version One; (4) Second Test: Version One; (5) Test Instructions for Animador: Third (Post) Test Version One; (6) Third (Post) Test: Version One; (7) Test Instructions for Animador: Pre-Test Version Two; (8) Second test: Version Two; (9) Test Instructions for Animador: Third (Post) Test Version Two; (10) Third (Post) Test: Version Two; (11) Third Test Annex (used with all evaluation participants); (Post) Test: Version Two; (11) Third Test Annex (used with all evaluation participants); (12) UMass Impact Annex (used with all tests given to UMass participants); (13) Standard Spanish Grading (used with all tests, both versions); (14) Attendance Information (for each evaluation participant). Appendix C presents descriptions of the experimental communities. (JC)

**ED 116 883** RC 008 955

*Smathers, Keener M.*

**Outward Bound in the Professional Education of Teachers. A Study of an Experimental Component in Field Experiences.**

National Conference on Outdoor Pursuits in Higher Education.

Spons Agency—DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.

Pub Date 75

Note—60p.

Available from—Office of Wilderness Experiences, Appalachian State University, Boone, North Carolina 28608 (\$3.00)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Comparative Analysis, Higher Education, Humanism, \*Outdoor Education, \*Self Concept, Student Teacher Relationship, \*Student Teaching, \*Teacher Education  
Identifiers—Appalachian State University, \*Outdoor Bound, Stress Experiences

In an effort to measure the impact of Outward Bound (OB) education on teacher candidates, an 18-day stress experience was arranged for 12 Appalachian State University students and then compared with the effects of the normal 11-week student teacher experiences of two other groups. The OB group underwent a series of individual and group wilderness problems involving cross-country back packing, rock climbing, white water rafting, and a three-day wilderness solo without food. The OB students were also given a dime and asked to "make do" in Atlanta, Georgia for several days. Learning by doing and group cooperation were emphasized. During the remaining 8 weeks of the semester, these students taught in a classroom. Pre- and post-assessments by OB students of their overall professional education and their personal teaching readiness and performance were positive, as were their summarization statements. Evaluations by public school classes and college supervisors did not indicate significant differences among the groups, but pre- and post-inventories relative to the total contribution of professional education to teaching readiness showed marked changes in favor of OB, while the other groups' responses did not vary. Specifically, the OB group gained in: (1) teacher self-confidence; (2) student involvement (involving students); and (3) humanism (humanistic receptivity to others). (JC)

**ED 116 884** RC 008 957

**A Study of Selected Socio-Economic Characteristics of Ethnic Minorities Based on the 1970 Census. Volume IV: HEW Regional Data.**

RJ Associates, Inc., Arlington, Va.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Report No—HEW-Pub-OS-75-123

Pub Date Jul 74

Note—35p.; For related documents, see ED 107 411, 426 and ED 110 549

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Academic Achievement, American Indians, Comparative Analysis, Demography, Economic Factors, \*Ethnic Groups, Negroes, \*Population Trends, \*Socioeconomic Background, \*Spanish Culture, \*Statistical Data, Tables (Data)

Prepared as a backup resource document to the three-volume study of the socioeconomic characteristics of the ethnic minorities, this report presents data on the socioeconomic characteristics of the ethnic minorities in each of the 10 HEW regions. Data on over 20 major economic and social indices were accumulated for the major subgroups in each region. Available data are presented in comparison with data on the characteristics of the total population, Blacks, and the Spanish speaking population in that region. Tabular data for each region indicate: (1) from which states (and in some cases, cities) the available regional data have been drawn; (2) the percentage of the region's total subgroup population represented by the detailed information; (3) the percentage of that subgroup's national population living in the region; and (4) the percentage of the region's total population, all races included, each subgroup represents. In some cases, the characteristics of a subgroup population are based on a single state, even a single city, if that were the only data available. When no detailed data on a particular subgroup are available, only summary data on the subgroup population are provided. (NQ)

**ED 116 885** RC 008 959

*Bowes, John E. Stamm, Keith R.*

**Development Priorities in the West River Region, North Dakota: A Social Attitude and Communication Analysis.**

Washington Univ., Seattle. Communication Research Center.

Spons Agency—Department of the Interior, Washington, D.C. Office of Water Resources Research.

Pub Date Oct 74

Note—155p.; Some pages in the appendices may not reproduce well

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

Descriptors—\*Agency Role, Change Agents, Communication (Thought Transfer), Community Information Services, \*Community Involvement, Community Leaders, Industry, Information Needs, Life Style, Program Development, \*Regional Planning, \*Rural Development, Surveys, Tables (Data), \*Water Resources

Identifiers—\*North Dakota (Knife River Basin), West River Diversion Project

Presenting a descriptive and prescriptive analysis of the social variables important to planning and informed public participation in the development of the West River Diversion Project in North Dakota (WRDP), this report is organized via the following sections: (1) Knowledge and Evaluation of the Project (How aware are people of the WRDP and its implications and are they in favor of it?); (2) Priorities and Their Evaluation for Regional Development (What prime needs do people see for the West River area and do these jibe with present emphasis on water management and heavy industry?); (3) Awareness and Evaluation of Development Agencies and Their Policies (How well does State and Federal agency performance stack up in the public's mind?); (4) Agencies as Solvers of Regional Development Problems (Which agencies are associated in the public's mind with water control and regional development?); (5) Communication between Citizens and Agencies (How accurate is citizen-agency communication and to what extent are citizens and agencies in agreement on develop-

ment priorities?); (6) Information Sources (Where can people obtain information on development activities?); (7) Lifestyle and Optimism (How attached are people to the region and how willing are they to see change?); (8) Basic Sample Characteristics (community leaders, citizens, and agency representatives). (JC)

**ED 116 886** RC 008 960

*Hernandez, Nellie M.*

**Sex-Role Development of Preschool Middle- and Lower-Class Mexican-American and Anglo-American Males.**

Pub Date 18 Dec 74

Note—39p.; M.A. Thesis, University of El Paso at El Paso

Available from—Inter-Library Loan, University of Texas at El Paso, El Paso, Texas 79999

Document Not Available from EDRS

Descriptors—\*Anglo Americans, Comparative Analysis, Individual Development, Lower Class Males, Males, Masters Theses, \*Mexican Americans, Middle Class, \*Preschool Children, \*Sex Role, \*Socioeconomic Status

The sex role development of 3- and 4-year-old middle- and lower-class Mexican American and Anglo American males was compared. The sample consisted of 15 Mexican Americans and 15 Anglo Americans of low socioeconomic status (SES) and 15 Mexican Americans and 15 Anglo Americans of middle SES from day-care centers and nursery schools. Approximate SES of the parents was determined by Warner's Index of Status Characteristics; ethnic classification was determined by the parents' self-classification. Presence of a father-figure and sex of older siblings were ascertained. Teachers were asked to fill out a rating scale to measure adoption. Children were administered Brown's 1956 "It" Scale for Children in the standard form to measure orientation and a "You" form to measure preference. Parametric (analysis of variance) and non-parametric (Kruskal-Wallis one-way analysis of variance and Mann-Whitney U Test) resulted in no significant differences on the "It" Scale either for SES or ethnicity. The teacher's rating scale differentiated between the groups, showing the middle-class Anglo Americans and the lower-class Mexican Americans as more masculine than the lower-class Anglo Americans and the middle-class Mexican Americans. (Author/NQ)

**ED 116 887** RC 008 963

*Young, Robert W., Comp.*

**Historical Backgrounds for Modern Indian Law and Order.**

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C. Div. of Law Enforcement Services.

Pub Date Apr 69

Note—29p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*American Indians, Criminal Law, Cultural Background, Federal Government, \*Governmental Structure, \*History, Justice, Land Acquisition, Laws, \*Legislation, \*Reservations (Indian), Treaties, Tribes, War  
Identifiers—BIA, \*Bureau of Indian Affairs, United States

Focusing on the development of American Indian law and order, this monograph presents basic historical data chronologically ordered under the following headings: (1) Indian America (tribal and linguistic groups, migration, the American cultural zones); (2) Colonial America (early colonization, Indian legal land title vs. title of occupancy, Indian external and internal sovereignty, the French and Indian Wars, development of Indian Affairs after 1763); (3) The War of Independence and the Post Revolutionary Period (Indian neutrality and Indian Affairs, the erosion of tribal sovereignty with adoption of the U.S. Constitution, creation of the Bureau of Indian Affairs-BIA); (4) The Period of National Expansion (forced removal of tribes to new lands and the "Trail of Tears," treaties, Indian Wars of the 1860's); (5) The Post Civil War Period (western Indian reservations established, breakdown of tribal economy and the "feeding policy," Federal paternalism, the allotment system and further loss of land, and the Competency Act of 1906); (6) The Indian of the 20th Century (voting rights, the Meriam Report and reform, the Indian Reorganization Act of 1946); (7) The Administration of Justice by Tribal Governments (limited internal and external sovereignty, tribal vs European-American concepts of justice, tribal vs. State and municipal governments). (JC)

ED 116 888

RC 008 964

*Etheridge, David***Indian Law Enforcement History.**

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C. Div. of Law Enforcement Services.

Pub Date 1 Feb 75

Note—80p.; The twenty-eight photographs may reproduce poorly

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*American Indians, \*Federal Government, \*Financial Support, \*History, \*Justice, \*Law Enforcement, \*Legislation, \*Police, \*Reservations (Indian), \*Treaties, \*Tribes  
Identifiers—BIA, \*Bureau of Indian Affairs, United States

Written as a tribute to American Indian law enforcement officers and the Indian Criminal Justice System, this monograph details the history of the legislative, judicial, financial, and cultural problems associated with the development of Indian law enforcement. Citing numerous court cases, pieces of legislation, and individual and organizational conflicts, this history emphasizes the people, both Native American and white, who helped to establish tribal, reservation, and Federal systems of justice and law enforcement. Among the many people mentioned and pictured via photographs are: (1) San Carlos Police Captain, Eskinilay; (2) Indian Agent John Clum and the San Carlos Apache Police; (3) Sinte-Galeaka; (4) San Sixkiller, High Sheriff of the Cherokee Nation; (5) Red Tomahawk, the Indian policeman who shot Sitting Bull in 1890; (6) Crow Dog, a Captain of Indian Police at Rosebud; (7) Gall, a judge on the court of Indian offenses at Standing Rock; (8) Quannah Parker, a Comanche who served as chief judge of the Kiowa Court; (9) Julia Wades in Water, the first woman to serve as an officer in the Indian Police; (10) William "Pussyfoot" Johnson, a Special Officer for the Bureau of Indian Affairs hired to keep alcohol out of the Indian Territory; (11) the Honorable Virgil L. Kirk, Sr., Chief Justice of the Navajo Nation. (JC)

ED 116 889

RC 008 965

*Reid, Joseph M. Miles, Guy H.***An Evaluation of the Models for a North Central States Rural Youth Program. Final Report, August 1975.**

North Star Research and Development Inst., Minneapolis, Minn.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No.—DLMA-41-1-001-27-14

Pub Date Aug 75

Note—220p.; For related documents, see ED 100 556, 557, and 565

EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage

Descriptors—Control Groups, \*Counseling, \*Economically Disadvantaged, \*Educational Programs, \*Experimental Groups, \*Followup Studies, \*High School Students, \*Job Placement, \*Models, \*Post Secondary Education, \*Program Evaluation, \*Rural Youth, \*Seniors, \*Vocational Education

Identifiers—Rural Urban Migration, \*Rural Youth Program, United States (North Central)

The following three models in the Rural Youth Program (a program for the economically disadvantaged) were evaluated: (1) The Corn Belt Model (Iowa, 1973-74); (2) The Northern Forest Model (Minnesota, 1973-74); (3) The Central Plains Model (Nebraska, 1972-73). In addition to base line school and community data, occupational, educational, and social data were obtained via questionnaire for both experimental and control groups (graduated seniors) in each model location. The participation of the target population in summer, in-school, and out-of-school model programs was evaluated in terms of the following criteria: (1) placement in a job; (2) placement in a higher education experience or an additional training opportunity; and (3) preparation for the transition from rural to urban living. Although after the first year of operation, the Minnesota and Iowa projects attempted to bolster their vocational counseling and education programs for high school seniors and did manage to obtain a high rate of participation in one or more of the school year activities, the follow-up study indicated that either these services were not likely to have a significant impact on the post-high school behavior of these youths, or the impact was not sufficiently great to be measured in quantifiable terms. With a few exceptions, there was

no statistically significant difference between the post-high school behavior of youths in the experimental and control groups. (JC)

ED 116 890

RC 008 967

*Dawson, James I.***An Evaluation of the Effectiveness of a Leadership Development Program for Rural Lay Leaders in Lawrence County Alabama.**

Pub Date 1 Feb 76

Note—18p.; Paper presented at the Rural Sociology Section of a Meeting of the Southern Association of Agricultural Scientists (Mobile, Alabama, February 1-4, 1976)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Attitudes, \*Change Agents, \*Community Development, \*Community Involvement, \*Community Leaders, \*Economically Disadvantaged, \*Heads of Households, \*Housing Patterns, \*Hypothesis Testing, \*Laymen, \*Program Evaluation, \*Rural Population, \*School Community Relationship, \*Welfare Recipients  
Identifiers—\*Alabama (Lawrence County)

The effectiveness of a leadership development program for rural lay leaders on promoting community improvement in Lawrence County, Alabama was evaluated. The sample consisted of 16 disadvantaged rural lay leaders who participated in the 2-month program and 24-month follow-up activities; 60 disadvantaged rural lay leaders who only participated in the follow-up activities; and 200 disadvantaged heads of households. Pre- and post-data were obtained relative to: (1) attitudes toward public school officials and school programs; (2) attitudes toward organizing local community development programs; (3) participation in local community development activities; (4) home ownership; (5) public assistance recipients; and (6) opinions on community quality. Eight null hypotheses tested via community surveys, questionnaires, community attitude inventory, and community solidarity index scale revealed: (1) significant attitude changes among the 16 and the 60 lay leaders relative to public school officials and the school program; (2) a significant attitude change among the 200 heads of households relative to organizing a local community development program; (3) a significant change among the 200 heads of households relative to participation in local community development activities; (4) a significant change in the proportion of the 200 who owned their own home; (5) a significant difference between the mean community solidarity scores. (JC)

ED 116 891

RC 008 970

*Esler, Elisa P.***Barriers to Minorities in Allied Health Education. (A Report on Seven Southeastern States). Final Report.**

Research Triangle Inst., Durham, N.C.

Spons Agency—Public Health Service (DHEW), Washington, D.C. Bureau of Health Manpower.

Report No.—FR-24U-894

Pub Date Aug 75

Note—145p.

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—\*Administrator Attitudes, \*American Indians, \*Career Education, \*Demography, \*Educational Assessment, \*Educational Background, \*Educational Facilities, \*Health Occupations, \*Higher Education, \*Minority Groups, \*Motivation, \*Negroes, \*Post Secondary Education, \*Problems, \*Socioeconomic Influences, \*Spanish Americans, \*Student Attitudes  
Identifiers—\*United States (Southeast)

The study's purpose was to investigate and identify the barriers to minority groups, which have resulted in under-representation in allied health professions postsecondary education programs. Two-day conferences were held in the seven Southeastern states of Alabama, Florida, Georgia, Louisiana, Mississippi, North Carolina, and South Carolina. These conferences were divided into two discussion groups: (1) students, comprised of American Indians, Black Americans, and Spanish Americans, and (2) faculty members, high school counselors, administrators, and representatives of minority organizations involved in the education of minority students. A total of 160 participants attended the sessions. Priority rankings were made at the end of each discussion group. Sociodemographic characteristics were compiled for each State regarding population composition, economic activities, enrollment in educational institutions, health man-

power, and allied health manpower in order to put the findings into proper perspective. This report reflects data obtained from the conference participants as well as administrators and faculty from allied health schools in the Southeast who were not able to attend the discussion groups. Given for each State are the State profile, educational institution profile, group discussions and findings, and the priority ranking. An overview of the study is included. (NQ)

## SE

ED 116 892

SE 016 369

*Bowen, Barbara Lynn***A Proposed Theoretical Model Using the Work of Thomas Kuhn, David Ausubel, and Mauritz Johnson as a Basis for Curriculum and Instructional Decisions in Science Education.**

Pub Date 72

Note—195p.; Ph.D. Dissertation, Cornell University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-9339, MF-\$7.50, Xerography-\$15.00)

**Document Not Available from EDRS**Descriptors—\*Achievement, \*Curriculum Design, \*Curriculum Development, \*Decision Making, \*Doctoral Theses, \*Instruction, \*Instructional Improvement, \*Learning, \*Science Education  
Identifiers—Ausubel (David), Research Reports

This study presents a holistic framework which can be used as a basis for decision-making at various points in the curriculum-instruction development process as described by Johnson in a work published in 1967. The proposed framework has conceptual bases in the work of Thomas S. Kuhn and David P. Ausubel and utilizes the work of several perceptual and cognitive psychologists. Also included is a critique of certain educational practices (tracking students on the basis of IQ scores, for an example); and sociopolitical implications of these interpretations are presented. (Author/LS)

ED 116 893

SE 016 395

*Riley, Joseph William***The Development and Use of a Group Process Test for Selected Processes of the Science Curriculum Improvement Study.**

Pub Date 72

Note—272p.; Ph.D. Dissertation, Michigan State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-12,807, MF-\$7.50, Xerography-\$15.00)

**Document Not Available from EDRS**

Descriptors—\*Educational Research, \*Elementary Education, \*Elementary School Science, \*Evaluation, \*Group Tests, \*Process Education, \*Science Course Improvement Project, \*Science Education, \*Science Tests, \*Tests

Identifiers—Research Reports, Science Curriculum Improvement Study, SCIS, Test of Science Inquiry Skills

The purpose of this study was twofold: (1) to develop a paper and pencil science process test for fifth-grade students based on some of the goals for grades 3-5 of the Science Curriculum Improvement Study (SCIS); and (2) to use this test and other tests to compare fifth-grade students who had been in the SCIS program for five consecutive years with similar fifth-grade students who have been enrolled in traditional textbook series science courses. The Test of Science Inquiry Skills (TSIS) was administered to 310 SCIS students and to 191 "traditional textbook" students. Twelve SCIS and seven control classrooms were compared using scores from the TSIS and other tests. Evidence from this study indicated that the paper and pencil test format can function effectively as a group process test for fifth-grade students and provide a means of evaluating the students' ability to utilize process skills. Students had no difficulty with the test or in marking machine-scorable answer sheets. They could follow the questions and relate the test items to specific diagrams. Diagrams, charts, graphs, and pictures can thus be used to effectively communicate problem situations to fifth-grade students. (Author/LS)

ED 116 894

SE 017 688

Nelson, Bessie Espersen

A Survey of Science Teaching in the Public Elementary Schools of the New England, the Midwest, and the Southwest Regions of the United States During the 1970-1971 School Year.

Pub Date 73

Note—334p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-3277, MF-\$7.50, Xerography-\$15.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, Educational Research, Elementary Education, \*Elementary School Science, \*Instruction, \*Science Curriculum, Science Education, \*Science Teachers, \*Surveys

Identifiers—Research Reports

Two problems were considered in this study: (1) to determine if there were combinations of variables in the population studied that were predictive of science-teaching practices and/or teacher satisfaction with teaching science; and (2) to determine if models could be developed to explain possible directional effects of selected teacher variables on science-teaching practices and/or teacher satisfaction with teaching science. The population for the study consisted of all the public elementary schools in the New England Region, the Midwest Region, and the Southwest Region of the United States. The sample consisted of 2,948 randomly chosen public elementary schools. Data were analyzed by descriptive analysis consisting of frequency counts, percentages, means and standard deviations. Correlational analysis consisted of Pearson-Product Moment Correlation Coefficients between teacher variables. Predictive analysis using step-wise regression procedure and factor analysis were used. Teacher variables most frequently correlated with science teaching practices were: (1) science in-service participation, (2) availability of supplies and equipment. Best predictors of science-teaching practices were: (1) grade level, (2) limiting teacher effectiveness factors, and (3) availability of supplies. (Author/EB)

ED 116 895

SE 017 905

Wilson, John Thurlow

The Effects of Individual Differences on Learning from Written Materials: The Control of Inspection Behavior by Test-Like Events.

Pub Date 73

Note—219p.; Ph.D. Dissertation, The University of Florida

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-9570, MF-\$7.50, Xerography-\$15.00)

Document Not Available from EDRS

Descriptors—Achievement, Content Reading, Doctoral Theses, Educational Research, Individual Differences, \*Instruction, \*Science Education, \*Textbook Content, \*Textbook Research

Identifiers—Research Reports

The purpose of this study was to examine the effects of verbal and perceptual aspects of learner aptitude, in relation to inspection behaviors performed while learning from written materials containing two modes of instructional content. Science instructional materials containing both text and diagrams were modified by (1) inserting questions that asked for information from the text or from the diagrams, or (2) providing material without questions. The sample was formed of 185 subjects. Aptitude tests were given to all subjects. Pre- and post-test measures included performance on relevant diagram questions, incidental diagram questions, relevant text questions, and incidental text questions. The analysis of data revealed that inserted questions facilitated the acquisition of relevant information while exerting little influence upon the acquisition of incidental information. A positive relationship was also found between the number of inserted questions answered and the performance on relevant post-test questions. (Author/PS)

ED 116 896

SE 017 907

Donaldson, Leon Matthew

The Influence of Federal Grants on Research and Instruction in the Sciences as Perceived by Selected Predominantly Black Private Institutions.

Pub Date 73

Note—152p.; Ed.D. Dissertation, Rutgers University, The State University of New Jersey

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-8864, MF-\$7.50, Xerography-\$15.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, Educational Research, \*Federal Aid, \*Financial Support, \*Higher Education, Instruction, National Programs, \*Negro Colleges, Private Colleges, Science Education, \*Scientific Research

Identifiers—Research Reports

The purpose of the study was to determine the influence federal grants had on research and instruction in the sciences as perceived by 15 predominantly Black private institutions. An instrument was designed to collect the data on the following: (1) the overall science program; (2) the improvement of laboratory instruction as a result of the acquisition of student equipment; (3) the improvement of instruction through new or revised science curricula; (4) the improvement of instruction through faculty professional growth; (5) the improvement of instruction through the recruitment of science faculty; (6) the expansion of student scientific research as a result of the acquisition of facilities; (7) the expansion of student scientific research as a result of faculty professional growth; and (8) the enhancing of academic proficiency of students as a result of improved instruction and/or expanded research. On a scale of 0 to 4 (4 being very great and 0 being none), the institutions' responses indicated the influence of federal grants as being mostly great to very great. (Author/PS)

ED 116 897

SE 017 908

Lake, John Heath

The Influence of Wait-Time on the Verbal Dimension of Student Inquiry Behavior.

Pub Date 73

Note—172p.; Ed.D. Dissertation, Rutgers University, The State University of New Jersey

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-8866, MF-\$7.50, Xerography-\$15.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, Educational Research, Elementary Education, \*Elementary School Science, \*Inquiry Training, \*Instruction, \*Questioning Techniques, \*Science Education

Identifiers—Research Reports, Wait Time

The purpose of the study was to determine the influence of wait-time following a teacher's questions on the cognitive complexity of students' responses. The same sequence of three lessons—Exploration, Invention, and Discovery—was presented to 75 fifth-grade students randomly assigned to 18 groups. The Discovery phase of the instructional sequence was tape-recorded and transcribed. Statistically significant scores were found in the occurrence of conversational sequences and alternative explanations under long wait-time conditions. A statistically significant increase was also found in the incidence of ascending modal congruence under long wait-time conditions. The investigator suggests, based on the detailed trends in data obtained, that "wait-time" should be redefined as "the length of the silent period which occurs immediately before a teacher utterance" instead of the "time a teacher is prepared to wait after asking a question and after receiving a response." (Author/PS)

ED 116 898

SE 017 911

Welling, Ronald Garrison

Subsequent Academic and Career Development of Participants in Selected National Science Foundation Student Science Training (Pre-College) Program Projects.

Pub Date 73

Note—195p.; Ph.D. Dissertation, Indiana University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-9447, MF-\$7.50, Xerography-\$15.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, Educational Research, Followup Studies, \*Institutes (Training Programs), \*Program Evaluation, \*Science Education, Secondary Education, \*Secondary School Science, \*Student Characteristics, Surveys

Identifiers—National Science Foundation, NSF, Research Reports, SSTP, \*Student Science Training Program

This was a follow-up study of participants in National Science Foundation Student Science Training Program (SSTP) projects designed for students from high schools which provided limited opportunities for training in the sciences or mathematics. Data were collected by means of questionnaires from the participants, high schools attended subsequently, and the peers of the participants. The analysis of data indicated that the SSTP participants were generally satisfied with the academic programs, the staffs, and the facilities. The experience influenced favorably the students' high school involvement in classroom activities in science and mathematics. As undergraduates, the participants earned more credits and gained higher grade point averages in science and mathematics than their high school peers. More of the participants planned to pursue an undergraduate degree in science or mathematics than did their peers. (Author/PS)

ED 116 899

SE 017 912

Deauna, Melecio C.

Some Measured Effects of the Physics Curriculum Project Developed by the Science Education Center of the University of the Philippines. [Pages 160-167, previously copyrighted material not microfilmed at request of author. Available for consultation at the University of Colorado Library.]

Pub Date 73

Note—239p.; Ph.D. Dissertation, University of Colorado

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-32,527, MF-\$7.50, Xerography-\$15.00)

Document Not Available from EDRS

Descriptors—Curriculum, \*Developing Nations, Doctoral Theses, \*Educational Research, Instructional Materials, \*Physics, \*Science Course Improvement Project, Science Education, Secondary Education, \*Secondary School Science

Identifiers—\*Project Physics Curriculum, Research Reports

The purpose of this study was to investigate the effects of the Physics Curriculum Project developed by the Science Education Center of the University of the Philippines on student achievement. The sample was formed of senior high school students. The subjects were divided into four groups according to the combinations of curriculum materials and trained or untrained teachers. An achievement test was used to collect the data. The analysis of data revealed that students taught by the teachers trained for the curriculum materials achieved significantly higher than students taught by non-trained teachers regardless of curriculum materials. No significant differences in achievement scores were found between students taught the curriculum materials and those not taught the materials. (Author/PS)

ED 116 900

SE 018 505

Future Environment of Minnesota: The Educational Task. Conference Proceedings (Onamia, Minnesota, May 12-14, 1974).

Minnesota Academy of Science, Minneapolis.

Spons Agency—Science Museum of Minnesota, St. Paul.

Pub Date May 74

Note—132p.; marginal legibility throughout entire document due to colored pages

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

Document Not Available from EDRS

Descriptors—\*Conference Reports, Economic Development, Energy Conservation, \*Environmental Education, Natural Resources, State Government, Transportation

Identifiers—\*Minnesota

This booklet is a compilation of report proceedings of the Industry-Education Conference of the Minnesota Academy of Science. It was designed as an orientation booklet for participants in this conference and includes the text of the speeches given by a number of keynote speakers. The theme of the conference was total environmental impact, with a special emphasis on future projections. Discussions concerning education, energy, government, economics, natural resources, and transportation issues in Minnesota,

from the present to 1985, were included. Objectives of the conference were to analyze present environmental conditions and to develop a system of alternative plans to encourage environmental quality. Involvement of the state education system to disseminate this information was included. (MA)

**ED 116 901** 95 **SE 018 945**  
**Investigating Your Environment. Student Handbook.**

Biological Sciences Curriculum Study, Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—176p.; For the accompanying Teachers' Handbook, see SE 018 946

Available from—Addison-Wesley Publishing Company, South Street, Reading, Massachusetts 01867

**Document Not Available from EDRS**

Descriptors—Ecology, \*Environment, \*Environmental Education, \*Instructional Materials, Land Use, \*Learning Activities, Population Education, Science Education, Secondary Grades, \*Textbooks

This handbook is designed to encourage students to investigate their environment. The techniques of investigative studies are explained and the means of implementing them are discussed. Environmental problems such as air and water quality, noise pollution, land use, and population studies are the suggested targets of the students' investigations. The information is presented in an unbiased manner which allows students to experiment and then make their own conclusions about the quality of the environment. The tools necessary to make value judgments about the environment are presented throughout the book. This handbook is not designed for use as a traditional textbook, but rather as a compilation of concepts, suggestions, and methods. Students are free to use the materials for whatever topics or depths of study they need. A preliminary section of the book deals with the clarification of values in general. The final section lists numerous resources for further information. Drawings and photographs illustrate the techniques and principles being discussed within the text. Students are given background information on every technique and a table of acceptable values for the results. (MA)

**ED 116 902** 95 **SE 018 946**  
**Investigating Your Environment. Teachers' Handbook.**

Biological Sciences Curriculum Study, Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—139p.; For the accompanying Student Handbook, see SE 018 945

Available from—Addison-Wesley Publishing Company, South Street, Reading, Massachusetts 01867

**Document Not Available from EDRS**

Descriptors—Ecology, Environment, \*Environmental Education, Experiments, \*Instructional Materials, Resource Guides, Science Curriculum, \*Science Education, \*Secondary Grades, \*Teaching Guides, Teaching Techniques

This teachers' handbook outlines the philosophy of this program, the methods of teaching it, and the information needed to perform the investigations. The purpose of this program is to encourage students to identify an environmental area to work in and to provide them with the tools to investigate it. The program fosters the idea of unsupervised class time in which students can go out into the community to carry out their investigations. Teaching strategies are given to help teachers evaluate the students' work and to generate and sustain class discussions. A techniques section gives teachers the necessary information to perform the water and air quality experiments and population surveys, as well as some additional information and detailed drawings of needed equipment. Information on organizing this course and sections on required materials and needed resource materials are included. (MA)

**ED 116 903** **SE 019 014**

**McKillop, William And Others**

**Using Drill Activities in Elementary School Mathematics. Draft.**

Georgia Univ., Athens. Dept. of Mathematics Education.

Pub Date Oct 71

Note—45p.

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

**Document Not Available from EDRS**

Descriptors—Classroom Games, Elementary Education, \*Elementary School Mathematics, Elementary School Teachers, Inservice Teacher Education, Instruction, \*Learning Theories, Motivation, Objectives, Programed Instruction, \*Teacher Education

Identifiers—\*Drill and Practice

This module is divided into five sections, each of which emphasizes a different aspect of planning for using drill activities. These are "what we know about learning through drill," "drill: how and when to use it," "commercial materials for use in drill," "activities and games for use in drill," and "using new drill activities." There is a programed guide for using these materials, and tests over two sections are provided. (Author/KM)

**ED 116 904** **SE 019 194**

**Miniature Environments, An Environmental Education Guidebook. Revised Edition.**

Bureau of Outdoor Recreation (Dept. of Interior), Washington, D.C.

Pub Date [74]

Note—32p.; For an earlier edition, see ED 046 739

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 2416-00069, \$0.80)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Ecology, Elementary Grades, Environment, \*Environmental Education, \*Instructional Materials, \*Learning Activities, Natural Resources, \*Science Projects, \*Teaching Guides

The purpose of this booklet is to bring into the classroom the ecological processes and principles that underlie nature. Students get the opportunity to work with natural objects and to learn about the principles that regulate them. In this revised edition, a number of publications have been compiled and printed under one title. The booklet is designed to help the teacher by supplementing existing programs with these student-oriented activities. The information includes simple directions on how to build a number of different terrestrial and aquatic microenvironments, as well as the ecological principles behind their construction and maintenance. All materials are common and easily purchased, including the contents of the terrariums and turtle ponds. There are a number of diagrams and photographs to illustrate the procedures and principles being discussed. (MA)

**ED 116 905** **SE 019 232**

**Bernstein, Steven Sherwood**

**A Critical Analysis of the Concept of Observation as a Component of Inquiry-Based Education.**

Pub Date 73

Note—94p.; Ph.D. Dissertation, University of California, Los Angeles

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-11,498, MF-\$7.50, Xerography-\$15.00)

**Document Not Available from EDRS**

Descriptors—Curriculum, Doctoral Theses, Educational Research, \*Educational Theories, \*Inquiry Training, \*Instruction, \*Observation, \*Science Education

Identifiers—Research Reports

The purpose of this study was to analyze the manner in which educational theorists incorporate the concept of observation into an inquiry framework for teaching, learning, and curriculum development. The analytical device used to initiate the examination was a series of questions. By investigating the various inquiry frameworks set forth by educational theorists, the investigator concluded, among other things, that: observation was more than just seeing, looking or glancing; there were limits on the teacher's ability to evaluate student observations; and there were difficul-

ties in determining the relationship which was obtained between observation and various dispositions the observer had concerning what was being observed. (Author/CP)

**ED 116 906** **SE 019 233**

**Frantz, David Joseph**

**A Comparison of Two Methods of Instruction (Inquiry versus Verification) with Respect to Instructional Preferences of Secondary School Science Teachers in an Astronomy Inservice Institute.**

Pub Date 73

Note—136p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-10,957, MF-\$7.50, Xerography-\$15.00)

**Document Not Available from EDRS**

Descriptors—\*Astronomy, Doctoral Theses, Educational Research, Inquiry Training, \*Inservice Education, \*Questioning Techniques, Science Education, Secondary Education, \*Secondary School Science, \*Teaching Methods

Identifiers—Research Reports

The problem investigated in this study was to determine if any relationship existed between the methods of instruction used in an astronomy institute for secondary school teachers for the instruction of a certain set of concepts and the instructional preferences of the teachers concerning those concepts. Inquiry and verification methods of instruction were used with criteria which contrasted the models being developed in order to facilitate research. For each of the six sessions, participants at the institute were randomly assigned to one of the two methods of instruction. At the end of the institute, the learning and teaching preferences of 20 secondary school teachers were measured by a series of instruments. Hypotheses involving the relationship between the methods of instruction the teachers were exposed to and their instructional preferences were tested with analysis of variance and covariance. Analysis of data showed no significant differences between the method of instruction used in an institute session and the instructional preferences of the teachers concerning that session. Additional analysis revealed that the teachers did appear to prefer to teach by inquiry rather than to learn with inquiry being used as an instructional tool. (Author/CP)

**ED 116 907** **SE 019 234**

**Drew, William Donald**

**Development of a Set of Teaching-Learning Guides Unifying Selected Areas of Secondary School Mathematics and Physics.**

Pub Date 73

Note—303p.; Ed.D. Dissertation, The University of Florida

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-10,046, MF-\$7.50, Xerography-\$15.00)

**Document Not Available from EDRS**

Descriptors—Doctoral Theses, Educational Research, Instruction, \*Instructional Materials, \*Mathematics, \*Physics, Science Education, Secondary Education, \*Secondary School Science, \*Unified Studies Programs

Identifiers—Research Reports

Seven teaching-learning guides unifying selected areas of secondary school mathematics and physics were developed. The guides consisted of two parts, a unit and a teacher commentary. The units were used in teaching 18 high ability students enrolled in a high school unified science course over a period of one school year. The guides, findings from the student evaluation of the units, and findings from the evaluations of the guides by a nine-member jury of experts were reported. The investigator found that unification of physics and mathematics occurred in a natural way, and, further, that the topics from physics and mathematics that are adaptable to unification constitute acceptable topic outlines for physics and elementary analysis courses. (Author/CP)

**ED 116 908** **SE 019 236**

**Rundio, Paul Arnold**

**An Exploratory Study of Educational Cognitive Style as a Means of Obtaining Clues for Personalizing the Instruction of Ninth Grade Students in Biology.**

Pub Date 73

Note—287p.; Ed.D. Dissertation, Wayne State University  
Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-11,154, MF-\$7.50, Xerography-\$15.00)

#### Document Not Available from EDRS

Descriptors—\*Biology, Cognitive Measurement, \*Cognitive Processes, \*Curriculum, Doctoral Theses, Grades (Scholastic), Individualized Instruction, \*Instruction, Science Education, Secondary Education, \*Secondary School Science

Identifiers—\*Cognitive Style, Oakland Community College, Research Reports

The purpose of this study was to experiment with educational cognitive style as a vehicle for providing information to be used to personalize the instruction of ninth-grade biology students. Employed in the study was a conceptual framework called the "Educational Sciences" (as utilized at Oakland Community College in Michigan) which includes the Educational Science of Cognitive Style (a means of diagnosing student methods of obtaining meaning and planning educational experiences based on them). Cognitive style elements were used to fashion educational programs based on the students' cognitive style profiles. A sample of ninth-grade biology students was drawn on the basis of accessibility and divided according to the letter-grade categories. Cognitive style maps were then determined using the instrumentalities mentioned. Collective cognitive style profiles were ascertained for each letter grade category. The data were analyzed for clues about personalizing instruction. The study's findings indicated: (1) it was possible to map cognitive style profiles of individual students; (2) collective cognitive style profiles could be ascertained for students in certain letter grade categories; and (3) clues for personalizing instruction were apparent. (Author/LS)

ED 116 909 SE 019 237

Sasscer, John Clarence

The Development, Implementation, and Evaluation of a Modularized, Student-Centered General Biology Curriculum at the College Level.

Pub Date 73

Note—397p.; Ph.D. Dissertation, The Catholic University of America

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-11452, MF \$7.50, Xerography \$15.00)

#### Document Not Available from EDRS

Descriptors—\*Biology, \*College Science, Critical Thinking, \*Curriculum Design, Doctoral Theses, \*Higher Education, \*Individualized Instruction, Instruction, Science Education, Units of Study (Subject Fields)

Identifiers—Research Reports, Watson Glaser Critical Thinking Appraisal

This study traces the development and testing of a particular modular curriculum design that was set up where curriculum planners produced one single-level course offering for both college biology majors and non-majors. In this design, major units of study are broken into units. In each there is a basic module completed by all students in which a concept is introduced with a minimum of information. In addition, the student can select one to several option modules, the minimal path being the basic module and one option module. Over a two-year period, the performance of 298 students was compared in a pretest-posttest control group design. Control groups used a standard lecture method; experimental groups used the modular design. The design controlled for sample selection, teacher bias, and maturation. Among the hypotheses tested were: (1) t-test comparisons of unit test scores will show no significant differences between control and modular groups; (2) t-test comparisons of gains on the Watson-Glaser Critical Thinking Appraisal will show no significant differences between the two groups; and (3) t-test comparisons of change on semantic differential test will show no significant difference between the two groups. The first two hypotheses were not refuted. The third hypothesis was refuted. The prototype of this curricular design has been demonstrated to be a fundamental curricular design that functions well in the area of biology. (Author/LS)

ED 116 910 88 SE 019 468

Camping Skills. Environmental Education Curriculum.

Topeka Public Schools, Kans.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Apr 73

Note—35p.; Contains occasional light type

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Camping, Conservation Education, Curriculum Development, Ecology, \*Educable Mentally Handicapped, \*Environmental Education, Field Trips, Outdoor Education, Recreational Activities, Science Education, \*Secondary Grades, \*Teaching Guides

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This unit on camping skills is designed for special education students at the high school level. The objective of the unit is to provide students with an adequate camping knowledge and skill development to allow them to participate in camping activities. There is an emphasis on maintaining environmental quality as a part of good camping practices. Topics in this unit include reasons for camping, selecting the camping equipment, clothes for camping, selecting a campsite, and the setting up and taking down of a tent. Each of the 10 topics provides the teacher and student with an overall objective and a number of related activities. To further aid teachers, the appendix includes information on building a campfire, pitching a tent, and cooking campfire meals, plus other topics. Directions for planning the ultimate camping field trip are given in detail for the teacher and other adult participants. (MA)

ED 116 911 SE 019 543

Fournier, Raymond H.

Development and Implementation of Computerized Monitoring System in Mathematics Grades 4, 5, 6.

Pub Date Apr 75

Note—144p.; Submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University; occasional marginal legibility in examples used

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—\*Computer Oriented Programs, Computers, Curriculum, Elementary Education, \*Elementary School Mathematics, Instruction, Mathematics Education, \*Objectives, \*Scheduling, \*Testing

A computerized monitoring system was developed for grades 4-6. Objectives and corresponding test items were stored on computer. Instructors selected objectives for each monitoring period. Students were tested frequently using interchangeable forms of tests covering these objectives. Tests were computer scored and interpreted by teachers. These interpretations led to curriculum decisions as well as student feedback. After the system was implemented, student performance on both norm-referenced and criterion-referenced tests improved. (SD)

ED 116 912 SE 019 724

Carlson, Gaylen R.

Specific Concepts of Space and Time in Children from Grades One Through Six.

Pub Date 19 Mar 75

Note—18p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (48th, Los Angeles, California, March 1975); Marginal Legibility

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

#### Document Not Available from EDRS

Descriptors—Cognitive Development, \*Concept Formation, Elementary Education, \*Elementary School Science, \*Instruction, \*Learning Processes, \*Learning Theories, Mathematical Concepts, Mathematics, Science Education

Identifiers—Piaget (Jean)

The paper presented relates to a study done examining the ability of children from grades one through six to locate a point in one, two, and three dimensions and to order a temporal series of events in one, two, and three dimensions. The performance of the subjects was also used to examine a small part of Piaget's theory of cognitive development. The conclusions drawn from the analysis of data also resulted in some educational implications concerning these aspects of space

and time. Procedural information presented includes sample selection and research design, a description of the operational tasks performed, as well as how they were administered, and the scoring and data type utilized with the instrumentation used. It was noted that there was a progressive and uniform improvement in the performance of the subjects from grade levels one through six for the time independent tasks and the time dependent tasks. Some of the results seemed to disagree with Piaget's theory. (Author/EB)

ED 116 913 SE 019 782

Directory of Nature Centers and Related Environmental Education Facilities. Third Revision.

National Audubon Society, New York, N.Y.

Pub Date Jan 75

Note—130p.

Available from—National Audubon Society, Nature Center Planning Division, 950 Third Avenue, New York, N.Y. 10022 (\$3.00)

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—\*Directories, Educational Facilities, \*Environmental Education, \*Facilities, Natural Resources, \*Nature Centers, \*Outdoor Education, Recreational Facilities, Resource Centers

Identifiers—Canada, United States

This directory is part of a continuing effort to identify facilities actively involved in environmental education. Designed as a guide for the casual visitor as well as the professional person, it aims to stimulate interest in nature centers, improve communication among facilities, and encourage development of new and better ones. This third revision contains a listing of 558 facilities, including 41 in Canada. Directory entries consist of abstracted information from a questionnaire designed by the Nature Planning Division of the National Audubon Society. Arranged alphabetically by state or province, each entry includes the name, address, telephone number, and organization responsible for operation and maintenance. Those facilities primarily school-oriented are indicated with an asterisk. Other information includes facility size, program offerings, availability of self-guided tours, and time the facility is open. In addition, this directory provides a list of facilities primarily concerned with outdoor interpretation. Operation and maintenance are by the following federal agencies: Bureau of Reclamation, Forest Service, Fish and Wildlife Service, National Park Service, Soil Conservation Service, and Tennessee Valley Authority. Listed alphabetically, entries contain the name, address, telephone number, agency responsible for operation, and a brief description. For additional information, individual facilities can be contacted personally. (BP)

ED 116 914 SE 019 783

Environmental Education Teaching Resources:

Projects for Environmental Problem-Solving.

National Education Association, Washington, D.C. Teacher Rights Div.

Pub Date 75

Note—23p.; Printed on light brown background with dark brown ink

Available from—NEA Publications, Order Department, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516 (Stock Number 1364-6-00)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Environmental Education, Instructional Materials, \*Learning Activities, \*Problem Solving, Secondary Education, \*Student Projects, \*Teaching Guides

This publication is a guide for the design of student projects in environmental education. A few advantages of problem-focused projects are: easy incorporation into the ongoing curriculum; opportunity for joint student/teacher use of knowledge, information, and skills in action-oriented activities related to local environmental concerns; identifying, weighing, and clarifying values; research and technical reporting skills; and development of divergent and convergent thinking skills. The student project provides a method for student involvement and inquiry-based learning. The five instructional objectives presented are based on the above-mentioned advantages. Under each objective are teaching strategies, specific instructional procedures, and some sample questions to raise. The objectives, strategies, and procedures serve as the basis for process activities and outcomes that can be real-



ized through all problem-solving projects. Three projects that can be utilized and adapted by secondary and college students in their study of communication on environmental issues are outlined. Two of the projects concern environmental impact; the third, environmental research. Each project is sub-divided into objectives, focus, suggested approaches, project design, and evaluation. Appended information pertaining to organizations of environmental concern, expanded problems for study, and a bibliography of materials is to be used in conjunction with the projects. (BP)

**ED 116 915** SE 019 815

*Shelanski, Vivien, Ed.*

**Program on Public Conceptions of Science, Newsletter 13.**

Harvard Univ., Cambridge, Mass. Program on Public Conceptions of Science.

Spons Agency—Commonwealth Fund, New York, N.Y.; National Endowment for the Humanities (NFAH), Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date Oct 75

Note—46p.

Available from—Program on Public Conceptions of Science, Harvard University, 358 Jefferson Physical Laboratory, Cambridge, Massachusetts 02138 (free)

**Document Not Available from EDRS**

Descriptors—\*Annotated Bibliographies, \*Attitudes, Ethics, \*Newsletters, Science Education, \*Science Fiction, Scientific Literacy, \*Surveys

Identifiers—National Science Foundation, NSF

This newsletter deals with public conceptions of science. Included is a "Survey on Public Attitudes toward Science: Some Key Questions." This inventory, with topic areas, specific questions, and dates of surveys may be useful for research on changing patterns of public understanding of science. Other articles are: "An Annotated, Selected Checklist of Science Fiction Relevant to Science, Technology and Values," and "On the Traditional Morality of Science." Several bibliographies on science-related topics are included. Current events (meetings, programs, etc.) related to public conceptions of science are identified and discussed. (Editor/CP)

**ED 116 916** SE 019 817

*Showalter, Victor, Ed. And Others*

**Unified Science - Premises and Prospects.**

Proceedings of the Annual Conference of the Federation for Unified Science Education (FUSE) (8th, Columbus, Ohio, May 2-5, 1974). Federation for Unified Science Education, Columbus, Ohio.

Pub Date Oct 75

Note—112p.

Available from—Federation for Unified Science Education, Box 3138, University Station, Columbus, Ohio 43210 (\$5.50 postpaid)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Conference Reports, Conferences, \*Fused Curriculum, Science Education, \*Science Programs, Secondary Education, \*Secondary School Science, \*Unified Studies Programs, Workshops

Identifiers—\*Federation for Unified Science Education, FUSE

Included in this record of the proceedings of the eighth annual conference of the Federation for Unified Science Education (FUSE) are texts of major presentations, panel discussions, and contributed papers. Other activities of the conference are also reported. (CP)

**ED 116 917** SE 019 883

*Shapiro, Bernard*

**The Notebook Problem. Report on Observations of Problem Solving Activity in USMES and Control Classrooms.**

Education Development Center, Inc., Newton, Mass.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date May 73

Note—26p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Decision Making, Educational Research, Elementary Education, \*Elementary School Science, Instructional Materials, \*Problem Solving, \*Science Course Improvement Project, Science Education

Identifiers—National Science Foundation, NSF, Research Reports, \*Unified Science Mathematics for Elementary Schools, USMES

The aspect of the Unified Science and Mathematics for Elementary Schools (USMES) project described in this paper was undertaken in an effort to observe the problem solving behaviors of elementary school children. The Notebook Problem consisted of presenting a student with three notebooks arranged so as to differ from each other in terms of such dimensions as number of pages, number of lines per page, binding, price, etc.; the subject was asked to (1) select the most appropriate one for his class, and (2) indicate the reasons for his selection. Pretests and posttests were administered to randomly selected students from both control and USMES project groups. Scoring of responses was performed along the following lines: (1) whether any of the subject's reasons for selection were stated in measurable quantities, and (2) the highest level of warrant associated with the reasons stated. Representatives of the dimensions measurable were: (1) size-volume, (2) weight, (3) cost, etc.; while levels of warrant were determined by responses being: (1) personal opinion, (2) testable, or (3) had been tested. Chi-square analysis revealed significant improvement in pretest to posttest scores for the experimental group versus the control group. (Author/CP)

**ED 116 918** SE 019 884

*Shapiro, Bernard Aiello, Thomas*

**USMES Evaluation Report on Classroom Structure and Interaction Patterns, 1972-73 USMES Evaluation Program.**

Education Development Center, Inc., Newton, Mass.

Pub Date Jun 74

Note—19p.; Occasional Marginal Legibility

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Classroom Communication, \*Classroom Environment, Curriculum Development, \*Educational Research, Elementary Education, Elementary School Science, \*Interaction, \*Science Course Improvement Project, Science Education

Identifiers—National Science Foundation, NSF, Research Reports, \*Unified Science Mathematics for Elementary Schools, USMES

This report, part of the 1972-73 Unified Science and Mathematics for Elementary Schools (USMES) evaluation project, focuses on the effect of the USMES curriculum on the organization and operation of the classroom. For the study, 30 USMES classrooms and 30 non-USMES classrooms were used. Each trained classroom observer, utilizing classroom environment instruments for large group and for small group observation, visited USMES and control classrooms nine times in a period of one year. Several classroom activities were marked for frequency of occurrence, and interactions were tallied as either child-child or child-teacher. Chi-square analysis was used to compare USMES and non-USMES scores in a variety of categories. The most dramatic differences were found to be a greater amount of small group work in USMES classes, the far larger number of ideas added by USMES students during class discussions, and the higher incidence of child-child interaction during small group work in USMES classes. (Author/CP)

**ED 116 919** SE 019 885

*Bruderlin, Max, Ed.*

**Implementation of Curricula in Science Education. German Commission for UNESCO, Cologne (West Germany).**

Pub Date 74

Note—206p.; Report of an International Seminar on "The Implementation of Curricula in Science Education with Special Regard to the Teaching of Physics" (University of Kiel, March 16-18, 1972)

Available from—Bowman and Littlefield, 81 Adams Drive, Totowa, New Jersey 07512 (ISBN 0-87471-558-X, \$10.00)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—Conferences, \*Curriculum Development, Instruction, \*Physics, \*Program Development, \*Science Education, Secondary Education, \*Secondary School Science, Teacher Evaluation

Identifiers—UNESCO

This report of an international conference deals with problems concerning the development and

implementation of science curriculum, particularly physics. Papers and discussions of participants are included and are categorized into the following groups: (1) The Motivation and the structure of science curricula; (2) Strategies and dispositions for the construction of science curricula; (3) Methods of the implementation and of the instruction of specific subject matters; (4) The evaluation of science teaching; and (5) Experimental psychology and science instruction. (CP)

**ED 116 920** SE 019 886

**Energy Facts; Subcommittee on Energy of the Committee on Science and Astronautics, House of Representatives, Ninety-Third Congress, First Session [Committee Print.]**

Library of Congress, Washington, D.C. Congressional Research Service.

Pub Date Nov 73

Note—539p.; Contains type too small for adequate reproduction

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 052-070-02160-8, \$4.65); ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

**Document Not Available from EDRS**

Descriptors—\*Energy, \*Environment, Industry, \*Natural Resources, \*Reports, \*Statistical Data Identifiers—Energy Use, United States

This handbook contains a comprehensive selection of United States and foreign energy statistics in the form of graphs and tables. The data are classified according to resources, production, consumption and demand, energy and gross national product, and research and development. Statistics on energy sources such as coal, oil, gas, nuclear energy, uranium, and solar energy are provided. The report also includes a list of sources for more complete information, a glossary of energy-related terms, a list of abbreviations, and conversion factors. (MR)

**ED 116 921** SE 019 905

**Environmental Quality, the Fifth Annual Report of the Council on Environmental Quality.**

Council on Environmental Quality, Washington, D.C.

Pub Date Dec 74

Note—627p.; Occasional small print

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 4000-00327, \$5.20)

**EDRS Price MF-\$1.08 HC-\$32.37 Plus Postage**

Descriptors—Annual Reports, Economics, Energy, \*Environment, \*Federal Government, Federal Legislation, Land Use, \*Natural Resources, \*Pollution, \*Quality Control Identifiers—\*Council on Environmental Quality

This fifth annual report discusses the state of the environment and efforts to improve it. The first chapter presents an overview of land use: the effects of development on environmental, economic, and social factors; the stimulants of development such as federal taxes, funding of public facilities, and energy-related decisions; and land use controls employed by state and regional governments. The second chapter deals with government programs in energy, air and water quality, solid waste disposal, noise, man-made pollutants, and wildlife and habitat protection. The condition of the environment and trends in environmental quality are explored in the third chapter. The fourth chapter reviews the effects of the National Environmental Policy Act emphasizing the structure of the environmental impact statement process. International environmental activities are reported in the fifth chapter. The United Nations Environmental Program and other bilateral or multilateral programs are discussed. The final chapter describes the work of the Council of Environmental Quality over the past year. Projects listed include offshore nuclear power plants, wastewater treatment, pesticides, and fuel economy. (MR)

**ED 116 922** SE 019 906

**Air Quality and Stationary Source Emission Control; Committee on Public Works, Senate, Ninety-Fourth Congress, First Session. [Committee Print.]**

National Academy of Sciences - National Research Council, Washington, D.C.

Report No—Ser-94-4

Pub Date Mar 75

Note—953p.; Occasional small type

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 052-070-02783-5, Catalog Number Y 4.P96/10:94-4, \$8.60)

**EDRS Price MF-\$1.55 HC-\$48.88 Plus Postage**  
**Descriptors**—\*Air Pollution Control, Ecological Factors, \*Environment, Health, Natural Resources, \*Pollution, \*Reports, \*State of the Art Reviews

**Identifiers**—\*Emission Control, Nitrogen Oxides, Sulfur Oxides

This report reviews the problems of sulfur oxide emissions and nitrogen oxide emissions from stationary sources. The first part of the report discusses the adverse consequences to health from combustion of sulfur-containing fossil fuels. The health problem is discussed by relating sulfur oxide levels and respirable particulate matter with morbidity and mortality figures. Present ambient air quality standards are analyzed in terms of existing data. In addition to health effects, the report analyzes emission effects on agriculture, forestry, ecosystems, and building materials. The second part of the report deals with strategies for controlling sulfur-related power plant emissions. Attention is focused on electric utility generation, relationship of emissions to ambient air quality, efficient pricing, improving conversion efficiency, fuel shifting, and fuel preparation, flue gas desulfurization, and tall stacks and intermittent control systems. The second part also contains recommendations for abatement strategies. The formula involves a comparison of marginal cost with marginal benefit, the harmful effects of emissions, and the relationships between point source emissions and patterns of dispersion and deposition as it applies to each power plant. The final part of the report assesses nitrogen oxides in terms of sources of emissions and techniques of emissions control. (MR)

**ED 116 923** SE 019 925  
**Education for Effective Resource Protection and Use.** (Proceedings of the National Conservation Education Association Conference (22nd, University of Florida, Gainesville, Florida, August 17-20, 1975))  
 Pub Date Aug 75

Note—35p.; Printed in type too small for adequate reproduction

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

**Document Not Available from EDRS**

**Descriptors**—\*Conference Reports, \*Conservation Education, Environmental Education, \*National Organizations, Natural Resources, Reports, Speeches  
**Identifiers**—CEA, \*Conservation Education Association

These proceedings present transcripts of the speeches relating environmental education to the forest products industry, health education, urban forestry, and natural history museums. Other speeches include the Florida model of environmental education, designing visual presentations, stress in natural and man-made environments, energetics, and solar energy. The booklet includes newsletters, the business meeting minutes, and a survey of the membership. (MR)

**ED 116 924** SE 019 927  
**Hungerford, Harold R. Litherland, Ralph A.**  
**Teacher's Guide to Modules 1, 2, 3, 4, and 5 of the Process Modules for Investigating Environmental Problems.**

Pub Date 75

Note—107p.; Marginal legibility throughout entire document due to colored pages and faint type

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

**Document Not Available from EDRS**

**Descriptors**—\*Environmental Education, \*Instructional Materials, Learning Activities, Science Education, \*Secondary Education, Social Studies, \*Teaching Guides, Units of Study (Subject Fields)

This manual was developed to prepare middle school students to investigate environmental problems using primary or secondary sources of information. The modular design attempts to teach students process skills of research. These skills are interdisciplinary, including science, social studies and language arts skills such as written communication, clarifying values, conducting surveys, and library reference work. The first four

modules are highly structured, listing behavioral objectives and teaching suggestions; the fifth module is unstructured and self-paced for individual student research. The modular design is based on a hierarchy of process development resulting in autonomous student learners. (MR)

**ED 116 925** 95 SE 019 964  
**Metric in Education - Resource Materials.**

New York State Education Dept., Albany. Div. of Curriculum Development.; Western Michigan Univ., Kalamazoo. Center for Metric Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No—V257006

Pub Date [75]

Grant—OEG-0-72-1868

Note—59p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Charts, Instructional Materials, Mathematics Materials, Measurement, \*Metric System, \*Post Secondary Education, \*Resource Materials, Secondary Education, \*Secondary School Mathematics, Technical Mathematics

This publication contains materials suitable for reproduction as transparencies or as classroom handouts. These metric materials may be used in a variety of occupational and practical arts courses. The format of the materials is in large print, some with humorous drawing; details of drawings and charts are easy to read. Introductory pages deal with all units of metric measures but the primary emphasis is upon linear uses of metric measures. Specific topics include: reading a metric micrometer and a vernier caliper, tables of metric hardware sizes, diagrams of metric hardware (nuts, bolts, screws, wrenches, etc.), master dimensioning, dual dimensioning, conversion tables, metric sizes of softwood, orthographic projection comparisons (first and third angle), paper sizes and weights, and printer's units. (JBW)

**ED 116 926** SE 019 965

**Robie, Douglas E. And Others**

**Calcmate Part I: Effects of Using a Mechanical Device to Teach Subtraction with Borrowing to School Children.** (Abbreviated Manuscript).

Pub Date [75]

Note—17p.

Available from—The Calcmate product described in the abstract is available from H and H Enterprises, Inc., Box 3342, Lawrence, Kansas 66044 (\$3.50; 20 percent discount on orders of 10 or more)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Basic Skills, Elementary Education, \*Elementary School Mathematics, Instruction, Low Achievers, Masters Theses, \*Mathematics Education, \*Mechanical Teaching Aids, \*Research, \*Subtraction

**Identifiers**—\*Calcmate, Research Reports

This study investigated the effectiveness of using the Calcmate, a copyrighted commercially available product, in teaching subtraction to average, disturbed, and retarded children in third, fourth, and fifth grades. The mechanical device simulates borrowing in subtraction problems involving two-digit numbers. Forty students were given these devices for introductory work with subtraction; they were told to use the aids only as long as they needed them. The instructional phase lasted 30 days, with students performing subtraction problems each day. Third-grade students were given 20 problems to perform in 30 minutes; other subjects were given 10 problems and 15 minutes. In all groups, substantial gains in ability to subtract with borrowing were recorded. Eighty-five days after the special instruction ended, students were retested on subtraction without using their Calcmates, and achievement continued to be high. (SD)

**ED 116 927** SE 019 967

**Barnes, Bernis, Ed. And Others**

**It's a Computerized World: Basic Language for GE Time-Sharing System.**

Institute for Services to Education, Inc., Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BR-7-0867

Pub Date 70

Contract—OEC-0-8-070867-0001

Note—53p.; Appendix material from ED 084 936; Occasional marginal legibility

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—College Mathematics, \*Computer Programs, \*Computer Science Education, Guides, Higher Education, Instruction, \*Instructional Materials, Programing, Programing Languages, Secondary Education, \*Secondary School Mathematics, \*Teaching Guides  
**Identifiers**—BASIC Language, Thirteen College Curriculum Program

This instructional unit of five lessons and four appendices is designed to acquaint both teacher and student with the elementary aspects of computer programming. The first two sections contain background information in computer processes and in BASIC language for a time-sharing system for those teachers who have limited backgrounds and experiences in computer science. Lessons I and II cover giving instructions in English and in BASIC; lesson III deals with translating instructions from English into BASIC; lesson IV introduces conditional control statements through simple programs; and lesson V looks into the use of subscripts in a BASIC program. Each lesson contains suggested teacher questions and related exercises for students. Appendix A contains two programs to be put on tape and checked during lessons II and IV. Appendix B contains six handouts for use with lessons II through VI. Appendix C contains the analysis of programs to find the roots of quadratic equations and also a summary of BASIC symbols. Appendix D contains programs for sums of series, dividing a line, and changing bases. (JBW)

**ED 116 928** SE 019 968

**Kim, K. Ed. And Others**

**Base Numeration Systems and Introduction to Computer Programming.**

Institute for Services to Education, Inc., Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BR-7-0867

Pub Date 71

Contract—OEC-0-8-070867-0001

Note—64p.; Appendix material from ED 084 936; Occasional marginal legibility

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*College Mathematics, Computer Programs, \*Computer Science Education, Guides, Higher Education, Instruction, \*Instructional Materials, Mathematics Education, Number Systems, Programing, Secondary Education, \*Secondary School Mathematics, \*Teaching Guides

**Identifiers**—FORTRAN Language, Thirteen College Curriculum Program

This teaching guide is for the instructor of an introductory course in computer programming using FORTRAN language. Five FORTRAN programs are incorporated in this guide, which has been used as a FORTRAN IV SELF TEACHER. The base eight, base four, and base two concepts are integrated with FORTRAN computer programs, geoblock activities, and related exercises. Each statement of the first FORTRAN program is described in detail with suggested discussion questions and activities. (Subsequent programs are given without detail.) The FORTRAN programs included are: (1) change base eight numerals to base ten numerals, (2) determine the number of significant places for a given input data, (3) list the even numbers less than 200 for the base eight, (4) give the integral powers of ten in scientific notation, and (5) give the multiples of four in the base eight. Teaching suggestions include the modification of illustrated programs as well as activities for teaching of the design of a simple computer, unconditional and conditional transfer statements, and DO LOOPS. Fixed point (integer) system and floating point systems of computation in the digital computer are described. Problems with mathematical operation symbols complete the activities in the manual. (JBW)

**ED 116 929** SE 019 969

**Posey, Johnnie Jo, Ed. And Others**

**Topics in Mathematics.**

Institute for Services to Education, Inc., Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BR-7-0867

Pub Date 72

Contract—OEC-0-8-070867-0001

Note—247p.; Appendix material from ED 084 936; Occasional marginal legibility

**EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage**

**Descriptors**—Activity Learning, \*College Mathematics, Guides, Higher Education, Instruction, \*Instructional Materials, \*Mathematical Enrichment, Secondary Education, \*Secondary School Mathematics, \*Teaching Guides  
**Identifiers**—Thirteen College Curriculum Program

This manual is a collection of materials and teaching strategies to motivate the development of mathematical ideas in secondary school mathematics programs or in beginning college mathematics programs. The unit is written for the instructor with step-by-step procedures including lists of needed materials. The exercises in this unit also appear in the separate publication, "Experiments in Experimental Mathematics." Contents include: geoboard activities in area and with the Pythagorean Theorem; exercises with arithmetic numerals; problems illustrating balance relationships; perfect number exercises, hidden combinations, and coordinate graphing; arrays, polynomials, and finite differences; physical problems that introduce convergent and divergent series; map coloring (Euler's Theorem); the analysis and prediction of patterns of motion with cycloids and area; and the Euler function. The unit concludes with more than 18 short investigations such as Tower of Hanoi Puzzle, box problem, Kongsberg Bridges problem, limits of sequences, and games that employ mathematical analysis. (Author/JBW)

ED 116 930 88 SE 019 991

*Mahaffey, Michael L. McKillip, William D.*

**Career Oriented Mathematics, Teacher's Manual.** [Includes Mastering Computational Skill: A Use-Based Program; Owning an Automobile and Driving as a Career; Retail Sales; Measurement; and Area-Perimeter.]

Berrien County Schools, Nashville, Ga.

Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C.; Georgia State Dept. of Education, Atlanta.

Pub Date [75]

Note—173p.; For the accompanying student manual, see SE 019 992. Other documents in this series include SE 019 993 and 994

Available from—Berrien County Board of Education, Title III, P.O. Box 473, Nashville, Georgia 31639 (\$5.75, payment must accompany orders)

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors**—\*Basic Skills, \*Career Education, Curriculum, Instruction, \*Instructional Materials, \*Mathematical Applications, Mathematics Education, Motivation, Number Concepts, Secondary Education, Secondary School Mathematics, \*Teaching Guides, Textbooks

**Identifiers**—\*Career Oriented Mathematics, Elementary Secondary Education Act Title III, ESEA Title III, University of Georgia

This manual is designed for teachers using the Career Oriented Mathematics units on owning an automobile and driving as a career, retail sales, measurement, and area-perimeter. The volume begins with a discussion of the philosophy and scheduling of the program which is designed to improve students' attitudes and ability in computation by approaching the material in a career-relevant context. Lesson plans and ditto masters for diagnostic tests and worksheets are provided. (SD)

ED 116 931 88 SE 019 992

*Mahaffey, Michael L. McKillip, William D.*

**Career Oriented Mathematics, Student's Manual.** [Includes Owning an Automobile and Driving as a Career; Retail Sales; Measurement; and Area-Perimeter.]

Berrien County Schools, Nashville, Ga.

Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C.; Georgia State Dept. of Education, Atlanta.

Pub Date [75]

Note—92p.; For the accompanying teacher's manual, see SE 019 991. Other documents in this series include SE 019 993 and 994

Available from—Berrien County Board of Education, Title III, P.O. Box 473, Nashville, Georgia 31639 (1-4 copies, \$4.00 ea., 5-9, \$3.75 ea., 10-30, \$3.50 ea., 31 or more, \$3.25 ea., payment must accompany orders; Teacher Manual included with order of 30 Student Manuals)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—\*Basic Skills, \*Career Education, Curriculum, Geometry, Instruction, \*Instructional Materials, \*Mathematical Applications,

Mathematics Education, Motivation, Number Concepts, Secondary Education, \*Secondary School Mathematics, Textbooks

**Identifiers**—\*Career Oriented Mathematics, Elementary Secondary Education Act Title III, ESEA Title III, University of Georgia

This volume includes student manuals for four units in the Career Oriented Mathematics Program, which was developed to improve computational abilities and attitudes of secondary students by presenting the material in a job-relevant context. The units are titled: (1) Owning an Automobile and Driving as a Career, (2) Retail Sales, (3) Measurement, and (4) Area-Perimeter. The manuals are consumable, primarily consisting of worksheets which provide both mathematical problems and information needed for their solution (tax tables, maps, inventory records, etc.). The unit on area and perimeter presents problems using lattice point displays. Practice examinations are included. (SD)

ED 116 932 88 SE 019 993

*Mahaffey, Michael L. McKillip, William D.*

**Career Oriented Mathematics, Teacher's Manual.** [Includes Scale; Apprenticeship: Learning to be a Cement Mason; Textiles; Being Self-Employed: Harvesting and Sale of Pulpwood; and Lumber Yard Employee.]

Berrien County Schools, Nashville, Ga.

Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C.; Georgia State Dept. of Education, Atlanta.

Pub Date [75]

Note—136p.; For the accompanying student manual, see SE 019 994. Other documents in this series include SE 019 991 and 992. Occasional marginal legibility

Available from—Berrien County Board of Education, Title III, P.O. Box 473, Nashville, Georgia 31639 (\$5.75, payment must accompany orders)

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—\*Basic Skills, \*Career Education, Curriculum, Geometry, Instruction, \*Instructional Materials, \*Mathematical Applications, Mathematics Education, Measurement, Motivation, Secondary Education, Secondary School Mathematics, \*Teaching Guides, Textbooks

**Identifiers**—\*Career Oriented Mathematics, Elementary Secondary Education Act Title III, ESEA Title III, University of Georgia

This manual is designed for teachers using units in the Career Oriented Mathematics Program titled: (1) Scale, (2) Apprenticeship: Learning to be a Cement Mason, (3) Textiles, (4) Being Self-Employed: Harvesting and Sale of Pulpwood, and (5) Lumber Yard Employee. Lesson plans, masters for dittos and transparencies, and problem solutions are provided. (SD)

ED 116 933 88 SE 019 994

*Mahaffey, Michael L. McKillip, William D.*

**Career Oriented Mathematics, Student's Manual.** [Includes Scale; Apprenticeship: Learning to be a Cement Mason; Textiles; Being Self-Employed: Harvesting and Sale of Pulpwood; and Lumber Yard Employee.]

Berrien County Schools, Nashville, Ga.

Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C.; Georgia State Dept. of Education, Atlanta.

Pub Date [75]

Note—116p.; For the accompanying teacher's manual, see SE 019 993. Other documents in this series include SE 019 991 and 992

Available from—Berrien County Board of Education, Title III, P.O. Box 473, Nashville, Georgia 31639 (1-4 copies, \$4.00 ea., 5-9, \$3.75 ea., 10-30, \$3.50 ea., 31 or more, \$3.25 ea., payment must accompany orders; Teacher Manual included with order of 30 Student Manuals)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—\*Basic Skills, \*Career Education, Curriculum, Education, Geometry, Instruction, \*Instructional Materials, \*Mathematical Applications, Mathematics, Measurement, Motivation, Secondary Education, \*Secondary School Mathematics, Textbooks

**Identifiers**—\*Career Oriented Mathematics, Elementary Secondary Education Act Title III, ESEA Title III, University of Georgia

This volume includes student manuals for five units in the Career Oriented Mathematics Program, which was developed to improve mathematical abilities and attitudes of secondary students by presenting the material in a job-relevant

context. The units are titled: (1) Scale, (2) Apprenticeship: Learning to be a Cement Mason, (3) Textiles, (4) Being Self-Employed: Harvesting and Sale of Pulpwood, and (5) Lumber Yard Employee. The manuals are consumable, most pages containing problems and accompanying diagrams or necessary data. The mathematical content of the units is basic computation and elementary geometry. (SD)

ED 116 934 SE 020 022

**Effects of Man's Activities on the Marine Environment; Committee on Commerce, United States Senate, Ninety-Fourth Congress, First Session. Committee Print.**

Congress of the U.S., Washington, D.C. Senate Committee on Commerce.

Pub Date May 75

Note—135p.; Marginal legibility throughout entire document

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Y4.C73/2:M33/4, \$1.55); ERIC/SMEAC, The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 (on loan)

**Document Not Available from EDRS**

**Descriptors**—Ecology, \*Environment, \*Legislation, Marine Biology, \*Ocean Engineering, Oceanology, Pollution, \*Waste Disposal, \*Water Pollution Control  
**Identifiers**—United Nations

This report, prepared for the Committee on Commerce and the National Ocean Policy Study Committee, describes many aspects of water pollution, both national and international. Specific sections are devoted to: (1) assessing man's influence on the oceans, (2) activities that generate marine pollution, (3) specific marine pollutants, (4) policy for controlling pollution, (5) non-governmental international organizations concerned with marine pollution, (6) unilateral, bilateral, and multilateral activities for controlling ocean pollution, (7) U.N. activities for controlling ocean pollution, (8) U.S. activities for controlling ocean pollution, and (9) technology for abating ocean pollution. (CP)

ED 116 935 SE 020 024

*Eisley, Joe, Ed.*

**Engineering Education and a Lifetime of Learning.**

Stanford Univ., Calif. School of Engineering.

Spons Agency—American Society for Engineering Education, Washington, D.C.; National Aeronautics and Space Administration, Washington, D.C.

Report No.—N75-28945/4GA; NASA-CR-143253

Pub Date 30 Aug 74

Note—228p.; A study by the Stanford-Ames Summer Faculty Workshop in Engineering Systems Design, June 17-August 30, 1974

Available from—National Technical Information Service, Springfield, Virginia 22151 (N75-28945/4GA, MF \$2.25, PC \$7.50)

**Document Not Available from EDRS**

**Descriptors**—\*College Science, Curriculum Development, Educational Research, \*Engineering Education, Higher Education, \*Program Design, Science Education, Systems Approach, \*Teaching

**Identifiers**—NASA, \*National Aeronautics and Space Administration

The result of an 11-week study by the National Aeronautics and Space Administration (NASA) and the American Society of Engineering Education is presented. This study was the ninth in a series of programs whose purposes were: (1) to introduce engineering school faculty members to system design and to a particular approach of teaching system design, (2) to introduce engineering faculty to NASA and to a specific NASA center, and (3) to produce a study of use to NASA and to the participants. The main emphasis of the study was upon undergraduate engineering and teaching. (NTIS/CP)

ED 116 936 SE 020 025

*Vaags, Derk Willem*

**Over Het Oplossen Van Technische Problemen (On Problem Solving in Technical Domain).**

Report No.—N75-28946/2GA

Pub Date 74

Note—240p.; Ph.D. Thesis, Technische Hogeschool (Netherlands); In Dutch with English summary

Available from—National Technical Information Service, Springfield, Virginia 22151 (N75-28946/2GA, MF \$2.25, PC \$7.50)

**Document Not Available from EDRS**

Descriptors—Doctoral Theses, Educational Research, \*Engineering Education, \*Instructional Aids, \*Learning Theories, Memory, Personality Tests, \*Problem Solving, Science Education, \*Teaching Methods, Technical Education

**Identifiers—Research Reports**

Various methods of learning employed to solve problems in mechanical engineering are presented. Results indicate that video recording and playback to students is the most effective instruction process. A comparison of analytical thinking to rote memory was made, and variables which affect learning, such as personality, are discussed. (NTIS)

**ED 116 937** SE 020 140

Grayson, Lawrence P. Biedenbach, Joseph M. *Individualized Instruction in Engineering Education.*

American Society for Engineering Education, Washington, D.C.

Pub Date 74

Note—166p.

Available from—American Society for Engineering Education, One Dupont Circle, Suite 400, Washington, D.C. 20036 (\$5.00)

**Document Not Available from EDRS**

Descriptors—College Science, \*Engineering Education, Higher Education, \*Individualized Instruction, \*Instruction, \*Instructional Media, \*Program Development, Science Education, Systems Approach, Teaching Methods

**Identifiers—Keller Plan**

With this volume, the American Society for Engineering Education begins a series of monographs for advancing education. Although the work deals particularly with engineering education, it is intended that techniques and innovations mentioned will be applicable to all fields of education. In this volume, components of an individualized instruction program are discussed. Contributions from 14 authors identify a variety of approaches to individualized instruction. Information is provided concerning the implementation of individualized programs, the use of multisensory media in instruction, and programs currently in use. Many additional sources for information concerning individualized engineering instruction are listed in the appendices. (CP)

**ED 116 938** SE 020 141

Begle, E. G. *Ability Grouping for Mathematics Instruction. A Review of the Empirical Literature. SMESG Working Paper No. 17.*

Stanford Univ., Calif. Stanford Mathematics Education Study Group.

Report No.—SMESG-WP-17

Pub Date Dec 75

Note—55p.; Occasional marginal legibility; Best copy available

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Ability Grouping, Achievement, \*Annotated Bibliographies, Attitudes, Elementary School Mathematics, Elementary Secondary Education, Instruction, \*Literature Reviews, \*Mathematics Education, Research, \*Research Reviews (Publications), Secondary School Mathematics

This paper examines the research literature concerning the effects of homogeneous vs. heterogeneous ability grouping on the mathematical achievement and attitudes of students. The studies examined concern all grade levels from 1 through 12, and relate to grouping on the basis of general ability and on the basis of prior mathematical achievement. Differential effectiveness of grouping patterns on students of high, middle, and low ability is examined. Grouping within individual classrooms is also discussed. On the basis of the analysis of the literature, three recommendations are made: (1) school systems should be encouraged to experiment with homogeneous grouping; (2) teachers should be encouraged to experiment with grouping students within the classroom; and (3) research on team-teaching should be done. The second part of this paper provides an annotated bibliography. Seventy-seven research reports related to ability grouping are annotated. For each report bibliographic information, a summary of the research methods, and a list of findings are provided. (SD)

**ED 116 939** SE 020 142

Weninger, Magnus J. *Polyhedron Models for the Classroom. Second Edition.*

National Council of Teachers of Mathematics, Inc., Reston, Va.

Pub Date 75

Note—64p.; For an earlier edition, see ED 038 271

Available from—National Council of Teachers of Mathematics, 1906 Association Drive, Reston, Virginia 22091 (\$1.40, discounts on quantity orders)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Activity Learning, College Mathematics, Construction (Process), Geometric Concepts, \*Geometry, \*Instructional Materials, Mathematical Enrichment, \*Mathematical Models, Mathematics Materials, Secondary Education, \*Secondary School Mathematics

Identifiers—National Council of Teachers of Mathematics, NCTM, \*Polyhedrons

This second edition explains the historical background and techniques for constructing various types of polyhedra. Seven center-fold sheets are included, containing full-scale drawings from which nets or templates may be made to construct the models shown and described in the text. Details are provided for construction of the five Platonic solids, the thirteen Archimedean solids, stellations or compounds, and other miscellaneous polyhedra. The models may be used to illustrate the ideas of symmetry, reflection, rotation, and translation. Included is a bibliography of related sources. (Author/JBW)

**ED 116 940** SE 020 143

Poll, Dwayne C. Allegra, Michael *The Individualization of Math in Grades Five and Six: An Experimental Program.*

Unionsdale Union Free School District 2, N.Y.

Pub Date Sep 75

Note—19p.; Contains occasional broken type; Best Copy Available

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Achievement, \*Basic Skills, Curriculum, Elementary Education, \*Elementary School Mathematics, \*Individualized Instruction, Instruction, \*Mathematics Education, \*Research, Teacher Supervision

Identifiers—Research Reports

Fifth- and sixth-grade students in one school were instructed using the Mathematics Target System, an individualized approach, while those at a comparable school were given more traditional instruction. Students in both the experimental and control groups were pretested using the Pupil Opinionnaire, Attitude Toward Mathematics scale, and the Stanford Achievement Test. After a year's instruction, students were again tested using parallel forms of these instruments. Differences between groups at each test administration and differences between pre- and post-test means were submitted to analyses using the Chi-square statistic. Although there were some differences between the groups at the outset of the study, the individualized approach was shown to be quite effective with fifth-grade students. The authors observe that independent influences on the control group resulting from increased systemwide emphasis on computational skills and curriculum supervision tended to enhance the learning of students in the control group. (SD)

**ED 116 941** 32 SE 020 144

*Suggestions for Teaching Mathematics Using Laboratory Approaches. 6. Probability. Experimental Edition.*

New York State Education Dept., Albany. Bureau of Elementary Curriculum Development.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date 75

Note—30p.; For related documents, see ED 113 190-193

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Activity Learning, Elementary Education, \*Elementary School Mathematics, Guides, Instruction, \*Laboratory Procedures, Mathematics Instruction, Mathematics Materials, \*Probability, \*Teaching Guides

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I

This guide is the sixth in a series of publications to assist teachers in using a laboratory ap

proach to mathematics. Twenty activities on probability and statistics for the elementary grades are described in terms of purpose, materials needed, and procedures to be used. Objectives of these activities include basic probability concepts; gathering, tabulating, and interpreting data; making predictions; pattern discovery; formulating hypotheses; and fractions, ratios and basic statistical procedures. The publication includes diagrams, charts, illustrations, and suggested questions to assist the teacher in operating an informal laboratory. (JBW)

**ED 116 942** SE 020 145

Sommer, Richard G., Ed. *Guide to Scientific Instruments, 1975.* American Association for the Advancement of Science, Washington, D.C.

Pub Date 25 Nov 75

Note—310p.

Available from—AAAS, 1515 Massachusetts Avenue, N.W., Washington, D.C. 20005 (\$6.00)

Journal Cit—Science; v190 n4216A Nov 1975

**Document Not Available from EDRS**

Descriptors—Equipment, \*Equipment Manufacturers, \*Instrumentation, \*Laboratory Equipment, \*Science Education, Science Equipment

The entire issue is a list of laboratory instruments and equipment and the names and addresses of their manufacturers. Names of instruments appear in alphabetical order; names of manufacturers of each instrument appear below each instrument entry. The complete name, address, and telephone number of each manufacturer are found in a separate section that follows the guide. (MLH)

**ED 116 943** SE 020 148

Somers, Lee H. *Research Diver Training Program.* Michigan Univ., Ann Arbor. Dept. of Meteorology and Oceanography.

Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.

Report No.—COM-75-11214/4GA; MICHU-SG-75-603

Pub Date Jun 75

Note—87p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (COM-75-11214/4GA, MF \$2.25, PC \$4.75)

**Document Not Available from EDRS**

Descriptors—\*Educational Programs, Instructional Materials, Marine Technicians, Oceanology, \*Physical Education, \*Program Descriptions, \*Program Development, \*Swimming

Identifiers—Sea Grant Program

This publication provides a listing of the components of a specialized diver training program developed at the University of Michigan. Because of the demand for specialized diver training in the scientific community, a specialty diving course was developed to serve those in the various fields of marine and aquatic science and engineering. This document serves as a program outline and organization manual covering training prerequisites, applicant evaluation, instruction site, course content and procedures, time frame, instructional staff, equipment requirements, communications unit, emergency procedures, texts and supplementary materials, evaluation procedures, certificates of training, course costs and fees, and includes a research diver course curriculum outline. (NTIS/CP)

**ED 116 944** SE 020 149

Hilgert, Cecelia H. *And Others Research and Development in Industry, 1973.* National Science Foundation, Washington, D.C.

Div. of Science Resources Studies.

Report No.—NSF-75-315

Pub Date May 75

Note—76p.; Contains type too small for adequate reproduction

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 038-000-00244, \$1.95); ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

**Document Not Available from EDRS**

Descriptors—\*Financial Support, \*Industry, \*Research and Development Centers, Research Needs, Resource Materials, \*Scientific Research, \*Surveys, Technology

**Identifiers—National Science Foundation, NSF**

This report presents the results of the 1973 survey of industrial research and development and is the 19th in a series extending back to 1953. Data obtained are designed to provide useful information to those concerned with evaluating the role of research and development in furthering the national welfare and in allocation of scientific resources. Data in the report were obtained from the Bureau of Census surveys of industrial research and development and cover the periods 1956-73 and January 1957-January 1974, respectively. This survey does not cover trade associations which are estimated to account for less than one percent of the industrial research and development performance total. (Author/CP)

**ED 116 945** SE 020 150  
Dodge, Richard A., Ed.  
AIBS Education Review, Vol. 4, No. 4.  
American Inst. of Biological Sciences, Washington, D.C. Education Div.  
Pub Date Dec 75  
Note—13p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—\*Accountability, Autoinstructional Aids, \*Biology, \*College Science, \*Computer Assisted Instruction, Cooperative Programs, Higher Education, \*Laboratory Experiments, Middle Schools, Newsletters, Science Education, Teaching Methods

Topics dealing with biology teaching are presented in this quarterly review. Major entries include contributed articles on "Take-Home Laboratory Activities: One Answer to the Time and Space Problem," "Application of a Cooperative University/Middle School Model to Enhance Biology Education Accountability," and "A Report on Computers in Biological Teaching." Also in this issue are reports on the American Institute of Biological Sciences (AIBS) pre-summer school courses and an audiotutorial biology program. (CP)

**ED 116 946** 95 SE 020 158  
Ring, Noel, Ed.  
Landscapes of Vermont. A Curriculum Guide in Land Use Education.  
Vermont Univ., Burlington. Dept. of Geography.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Bureau No—74-7338  
Pub Date Oct 75  
Note—47p.; Photographs will not reproduce well  
Available from—University of Vermont, Geography Department, 112 Old Mill, Burlington, Vermont 05401 (\$1.00, single copies of this guide or class sets of 25 copies of the 4-page centerfold)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—\*Environmental Education, \*Geography, \*Instructional Materials, \*Land Use, Learning Activities, Natural Resources, Science Education, \*Social Studies, Teaching Guides  
Identifiers—\*Vermont

This manual is designed to assist schools and organizations in gaining a better understanding of land use at the community, state, and national levels. The manual emphasizes interpretation of maps and photo-imagery to analyze the geographic concepts relating to landscape. The manual promotes the use of local government publications from the U.S. Geological Survey, the U.S. Soil Conservation Service, and state extension services, and the use of space photographs and satellite imagery. The manual lists projects and activities for land use study in social studies, science, vocational agriculture, humanities, environmental education, and 4-H groups. Thorough lists of documentary materials, audio-visual aids, and other resources are included. (MR)

**ED 116 947** SE 020 159  
Brown, William E.  
Environmental Education Manual for New Mexico Teachers.  
New Mexico State Dept. of Education, Santa Fe.  
Pub Date Nov 70  
Note—73p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
Descriptors—Conservation Education, \*Curriculum Guides, \*Environmental Education, Instructional Materials, Natural Resources, \*Program Development, \*Teaching Guides, Teaching Methods  
Identifiers—\*New Mexico

This booklet was prepared as a guide for New Mexico teachers for incorporating environmental education into existing curricula. The booklet begins with a discussion of the objectives of environmental education and the role of schools. Brief discussions are given on the social and economic implications of environmental education, a single procedure to institute a program, inquiry teaching methods, environmental concepts and designs, and environmental education settings. Finally, the booklet provides a list of readings, periodicals, publications, and conservation organizations. (MR)

**ED 116 948** SE 020 166  
Lamb, William G.  
An Effective Protocol Module for Training Science Teachers to Ask a Wide Cognitive Variety of Questions.  
Pub Date [75]  
Note—176p.

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**  
Descriptors—Autoinstructional Aids, \*Individualized Instruction, Inservice Education, \*Program Guides, \*Questioning Techniques, Science Education, Secondary Education, \*Secondary School Science, \*Teacher Education, Teaching Methods

A teacher education program intended to increase the variety of questioning techniques employed by science instructors is presented and evaluated. Used by four different groups of secondary teachers, this module presents a question category classification structure based on the Aachner-Gallagher system, but modified to be specific for science teaching. The bulk of instruction is intended to be done by the programmed materials which are provided and a provision is made for self-assessment. From the four groups who voluntarily participated in the program, the author found significant increases in the variety of questions used in teaching by groups composed of student teachers and graduate students, but non-significant increases for two groups of inservice science teachers. Suggestions for the improvement of the module from both those who have participated in the training groups and the author of the module are included. (CP)

**ED 116 949** SE 020 167  
Boener, Charlotte M., Ed.  
The Hoosier Science Teacher, Volume I, Number 2.  
Hoosier Association of Science Teachers.  
Pub Date Dec 75  
Note—68p.

Available from—Hoosier Association of Science Teachers, Inc., Resident Agent, 925 S. Pasadena St., Indianapolis, Indiana 46219 (\$4.00 yearly; \$1.25 single copy)

Document Not Available from EDRS  
Descriptors—\*Educational Accountability, Elementary School Science, \*Elementary Secondary Education, Instructional Materials, Periodicals, \*Science Activities, Science Education, \*Science Fairs, Science Materials, Secondary School Science, \*Textbook Selection

This publication, produced quarterly, is intended to focus on subjects of interest to public school science teachers. In this issue, contributed articles deal with textbook adoption practices, the declining interest in science fairs, and accountability in biology education. In addition, science activities for elementary through high school use are presented. (CP)

**ED 116 950** SE 020 168  
NASA Facts, Observing Earth from Skylab.  
National Aeronautics and Space Administration, Washington, D.C. Educational Programs Div.  
Report No—NF-56-1-75  
Pub Date 75

Note—16p.; Contains numerous colored photographs pertinent to the text  
Available from—NASA, FE/Educational Programs, Washington, D.C. 20546 (free to teachers); Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 033-000-00627-6, \$1.00)

Document Not Available from EDRS  
Descriptors—Geography, Geology, Instructional Materials, \*Maps, \*Natural Resources, \*Photography, Science Activities, Science Education, \*Space Sciences  
Identifiers—NASA, National Aeronautics and Space Administration, \*Skylab

The process of high-altitude photography and its uses are the topics of this publication. The advantages of color infrared photography over black and white images are discussed, using as evidence a series of skylab photographs. The major portion of this work is devoted to the detection of natural resources of the earth from the analysis of infrared photographs taken from skylab. The operation and information provided by each of skylab's sensors are explained. Information concerning the attainment of aerial photographs is included. (CP)

**ED 116 951** SE 020 169  
Anderson, C. Raymond Bongiovanni, L. M.  
Consumer Education: A Model of an Interdisciplinary K-12 Curriculum Approach to Consumer Education Processes.  
Massachusetts State Dept. of Education, Boston.  
Pub Date Apr 74  
Note—48p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—\*Consumer Education, \*Curriculum Development, Economic Education, Elementary School Curriculum, \*Elementary Secondary Education, Instructional Materials, \*Interdisciplinary Approach, Learning Activities, Program Design, Secondary Education, Teaching Guides

This model curriculum outlines learning objectives for teaching consumer education processes in grades K through 12; it thereby represents an organized structure for consumer education. It's an interdisciplinary guide designed to integrate consumer awareness experiences into all subject areas as natural components of existing subjects. For each of three grade levels, K-4, 5-8, and 9-12, general and operational objectives are stated in which the activities of (1) planning, (2) buying, (3) borrowing, (4) protecting, (5) sharing, and (6) investing are provided. Specifically, grades K-4 are devoted to foundation experiences, grades 5-8 deal with knowledge and skills, and grades 9-12 are concerned with application experiences. Along with objectives and activities, resource materials and possible evaluation means are also suggested. (Author/CP)

**ED 116 952** SE 020 187  
Dille, Earl K. Dreifke, Gerald E.  
Energy: Education and Industry Changes for a New Era Utilization System Modifications.  
Pub Date Jun 75

Note—31p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
Descriptors—College Science, \*Curriculum Development, Energy, \*Engineering Education, Environmental Education, Fuels, Higher Education, \*Manpower Needs, Science Education, \*Scientific Research, \*Utilities

This paper provides data and opinions on long- and short-term challenges and changes required to meet the human resource and educational needs in a nuclear electric era as seen from a utility company's point of view. In particular, statements on engineering education curriculum, statistics on certain future manpower requirements, electric utility problems and needs, and a research and development program supported by utility companies and directed at important energy problems are detailed. (CP)

**ED 116 953** SE 020 188  
Solits, Lawrence A.  
PDD—Innovation in Post Bachelor Education.  
Pub Date Jun 75

Note—10p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
Descriptors—Adult Education, Curriculum Development, \*Engineering Education, \*Engineers, Inservice Education, Obsolescence, Professional Education, \*Professional Training, \*Program Descriptions, \*Universities  
Identifiers—PDD, \*Professional Development Degree

A description of the University of Wisconsin's Professional Development Degree (PDD) program, a post-baccalaureate degree program designed to bring various opportunities for learning to the practicing engineer, is provided. The primary objectives of the program are: (1) to ex-



pose the professional to subjects necessary to combat obsolescence, (2) to keep abreast of the latest techniques in one's field, and (3) to assist the engineer in assuming changing job responsibilities. Developed as a continuing education program, the PDD program requires a bachelor's degree for admission, but no minimum grade point average. No residence requirements must be fulfilled, hence some program participants meet program requirements via correspondence. The small quantity of required courses in the program allows participants considerable latitude in pursuing personal choices in their respective technical course selections. The development, prerequisites, and description of the PDD program are provided, along with a survey of current and past participants in the program. (CP)

ED 116 954 SE 020 189

Pleck, Michael H.  
On the Role of Computer Graphics in Engineering Design Graphics Courses.  
Pub Date Jun 75

Note—34p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—College Science, \*Computer Assisted Instruction, Design, \*Engineering Education, \*Graphic Arts, Higher Education, Instructional Materials, \*Undergraduate Study

The implementation of two- and three-dimensional computer graphics in a freshmen engineering design course at the university level is described. An assessment of the capabilities and limitations of computer graphics is made, along with a presentation of the fundamental role which computer graphics plays in engineering design instruction. (Author/CP)

ED 116 955 SE 020 190

Mueller, William M.  
Introduction of Materials Science Through Solid State Chemistry.  
Pub Date Jun 75

Note—7p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Chemistry, Engineering Education, \*Instructional Materials, \*Metallurgy, Program Descriptions, Science Activities, Science Education, Secondary Education, \*Secondary School Science, Teaching Guides

Presented is a report of a program of the American Society for Metals, designed to introduce materials science principles via solid state chemistry into high school chemistry courses. At the time of the inception of this program in the mid-sixties, it was felt that high school students were not being adequately exposed to career opportunities in the materials field. Consequently, a 64-page student text, teacher's guide, reference book, visual aids, and kits for laboratory experiments were developed. It has been estimated that the Solid State Structure and Reactions program has reached over 100,000 students through 900 teachers. The materials are still available at a low cost. (CP)

ED 116 956 SE 020 191

Langhaar, Henry L.  
The Role of Rigor in the Teaching of Mechanics.  
Pub Date Jun 75

Note—14p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*College Science, \*Engineering, Engineering Education, Higher Education, Instructional Materials, \*Mathematics, \*Mechanics (Physics), Motion, \*Physics, Science Education

This paper is addressed to the importance of maintaining rigor (a strict adherence to certain principles of reasoning) in the teaching of mechanics. The importance of a strict interpretation of mathematical formulae and the necessity of rigorous definitions of time, mass, and force are shown through a series of examples. Implications of this idea are elaborated in sections dealing with the teachings of dynamics and kinematics. (CP)

ED 116 957

Branigan, Thomas L.

The Role of Industry in Minority Engineering Programs.  
Pub Date Jun 75

Note—11p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—College Admission, \*Engineering, Engineering Education, \*Enrollment Trends, \*Industrial Relations, \*Minority Groups, Occupational Guidance, \*Recruitment

Until recently, U.S. engineering education and American industry drew candidates from only about 43 percent of the potential market—white males. Many segments of American business, education, and government have been involved in a process to increase minority participation in engineering; the 1974 freshmen engineering enrollment for women increased 69 percent, versus 30 percent for Blacks and 22 percent for Mexican-Americans in 1974. Efforts by industry to increase minority interest in engineering are reported, but the need for additional programs is evidenced by the low influx of minority workers into the job market. In a series of recommendations directed to this topic, the author states, that among other things, (1) companies should not concentrate recruiting efforts solely on the national level and in their headquarters community, and (2) the development of cost-effective techniques for reaching minorities outside of urban areas is needed. (CP)

ED 116 958

Stephenson, Richard W.

Social Awareness and the Engineering Student.  
Pub Date Jun 75

Note—6p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Ft. Collins, Colorado, June 16-19, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Attitudes, Cocurricular Activities, \*Community Service Programs, \*Engineering Education, \*Fraternities, Higher Education, \*Service Education, Social Experience, \*Social Work, Student Organizations, Values

An approach to the problem of providing social awareness experiences to undergraduate engineering students is provided in this paper. Specifically, this report lists some of the developments surrounding the inception of a social fraternities and sororities program at the University of Missouri-Rolla and events leading to these organizations doing social work in St. Louis. Originally started as a community improvements council, an organization of all sororities and fraternities, the collective efforts of all the groups have earned citations from the governor and legislature. (CP)

ED 116 959

Fead, J. W. N.

Use of the Colorado SURGE System for Continuing Education for Civil Engineers.  
Pub Date Jun 75

Note—6p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Ft. Collins, Colorado, June 16-19, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Adult Education, \*Engineering Education, \*Graduate Study, \*Industrial Education, Inservice Education, Instructional Aids, Masters Degrees, \*Teaching Methods, \*Video Tape Recordings, Visual Aids

Identifiers—Colorado State University

The Colorado State University Resources in Graduate Education (SURGE) program is described in this report. Since it is expected that not all the participants in a graduate engineering program will be able to attend university-based lectures, presentations are video-taped and transported to industrial plants, engineering offices, and other locations throughout the state. When combined with formal registration procedures and the administration of exams under the supervision of faculty affiliates at the remote locations, the system has provided a workable and suitable means of conducting graduate education for practicing engineers. Although many participants complete M.S. degrees, the program has also been shown to be of value for those practitioners

SE 020 192

who are interested in furthering education only in specialized topics. (CP)

ED 116 960

Smith, Charles O.

Integration of Failure Analysis and Case Studies in Materials Courses.  
Pub Date Jun 75

Note—9p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Ft. Collins, Colorado, June 16-19, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Case Studies, \*College Science, \*Course Descriptions, \*Engineering Education, Higher Education, Instructional Materials, \*Metals, Motivation, Teaching Methods

This paper advocates the extensive use of case studies in engineering materials course instruction. The author states that increased enthusiasm can be generated for what is generally considered to be a dull subject by the inclusion of actual engineering problems. To document this, a narrative of three materials courses using differing numbers of case studies is provided. (CP)

ED 116 961

Strong, William J. Dudley, J. Duane

Music, Speech and Hearing: A Course in Descriptive Acoustics.  
Pub Date Jun 75

Note—27p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Ft. Collins, Colorado, June 16-19, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Acoustics, \*College Science, \*Course Descriptions, Engineering Education, Environmental Education, Higher Education, \*Instructional Aids, \*Interdisciplinary Approach, Music, Science Education, Speech, Undergraduate Study

A general undergraduate education course in descriptive acoustics for students in music, speech, and environmental disciplines is described. Student background, course philosophy, and course format are presented. Resource materials, which include books, a study guide, films, audio tapes, demonstrations, walk-in laboratories, and an examination procedure that encourages reworking of the material, are discussed. (Author/CP)

ED 116 962

Owen, John M.

The Effects of Schools on Achievement in Science. IEA Report 1975:1.

Australian Council for Educational Research, Hawthorn; International Association for the Evaluation of Educational Achievement, Hawthorn (Australia).

Pub Date Sep 75

Note—88p.

Available from—Mr. M. J. Rosier, ACER, P.O. Box 210, Hawthorn 3122, Victoria, Australia (\$3.50); Lawrence Verry, Inc., Mystic, Connecticut 06355

Document Not Available from EDRS

Descriptors—\*Achievement, \*Educational Research, Effective Teaching, Science Education, Secondary Education, \*Secondary School Science, Student Characteristics, \*Surveys, Teacher Characteristics

Identifiers—\*Australia, Research Reports

This study sought to identify factors based in schools which affected the performance of sixth form science students in Australian schools. Use was made of information collected during a study of science achievement by the International Association for the Evaluation of Educational Achievement. A sample of 37 schools was used, the probability of selection of the school being proportional to its enrollment. Within each school, a random sampling of students in the sixth form was made to select the students to take part in the testing program. Information collected enabled a predicted score for each school to be made; this was compared with the actual score obtained by averaging the effects of each student in the group. Two groups of five schools were then selected for comparative study; one group which had performed better than expected and the other which had performed below expectations. The comparison of the two groups of schools to identify school factors was achieved by the study of responses of teachers, students, and principals on survey instruments. In order to

identify school effects, allowance was made using multiple regression analysis for factors which were shown to contribute to academic performance but over which the school had no control. (Author/CP)

**ED 116 963** SE 020 205

*Quint, Walter C.*  
**Science Resource Booklet.**  
Pub Date 27 Oct 75  
Note—29p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Elementary School Science, Elementary Secondary Education, \*Instructional Aids, Instructional Materials, \*Resource Materials, Science Education, \*Science Equipment, Science Materials, \*Secondary School Science

The information contained in this booklet is designed to assist teachers at all levels (K through college) in planning, preparing, and supplementing science courses and topics. Appearing in a bibliographic format, science resource information is listed including: (1) suppliers of scientific materials, equipment, laboratory furniture, audio-visual aids, and textbooks; (2) speakers; (3) journals and periodicals; (4) free materials; (5) programmed instructional materials; and (6) professional organizations. Most entries include the address of the company or organization, local representative, and a description of the services, materials, or activities which can be provided. (CP)

**ED 116 964** SE 020 231

*Higgins, Jon L., Ed.*  
**Investigations in Mathematics Education, Vol. 7 No. 3.**

Ohio State Univ., Columbus. Center for Science and Mathematics Education.  
Pub Date 74

Note—65p.

Available from—Ohio State University, Center for Science and Mathematics Education, 244 Arps Hall, Columbus, Ohio 43210 (Subscription, \$6.00, \$2.10 single copy)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Abstracts, Cognitive Development, Elementary Secondary Education, Evaluation, \*Instruction, \*Learning, Logic, \*Mathematics Education, Problem Solving, Research, \*Research Reviews (Publications), Teacher Education, Testing

Fifteen research reports related to mathematics education are abstracted and analyzed. The reports abstracted were selected from four educational journals and three psychological journals, and deal with a wide variety of topics. The development of children's understanding of diverse mathematical and logical concepts is discussed in four articles, while learning and retention of skills is the subject of two articles. Three reports deal with instructional methods, and two concern teacher education. Topics of other articles include attitudes toward mathematics, learning strategies, problem solving, and a longitudinal study. Research related to mathematics education which was reported in RIE and CIJE between April and June 1974 is listed. (SD)

**ED 116 965** SE 020 233

*Herron, J. Dudley And Others*  
**A Summary of Research in Science Education - 1974.**

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Association for Research in Science Teaching.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Dec 75

Note—104p.

Available from—John Wiley and Sons, Inc., 605 Third Avenue, New York, N.Y. 10016 (\$4.95)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Curriculum Development, \*Educational Research, \*Learning Theories, Literature Reviews, \*Research Reviews (Publications), \*Science Education, Surveys, Teacher Education, Teaching Methods

Following guidelines established in previous summaries of research, this review for the year 1974 portrays "the state of knowledge in science education, describes any existing trends, identifies areas which need to be researched, and provides tentative answers to persistent problems, if any

seem to emerge from the research." Accordingly, research has been listed under those categories which seem most descriptive. General divisions appearing are: (1) learning; (2) education, characteristics and behaviors of teachers; (3) surveys; and (4) implications of the research reviewed. In all, 385 separate studies are cited in the bibliography, although considerably fewer are mentioned in the text. Through the use of the extensive index, however, the major thrusts of all reviewed research can be ascertained. (CP)

**ED 116 966** SE 020 234

*Callahan, Leroy G. Glennon, Vincent J.*  
**Elementary School Mathematics: A Guide to Current Research. Fourth Edition.**

Association for Supervision and Curriculum Development, Washington, D.C.

Pub Date 75

Note—201p.; For the Third Edition, see ED 026 123

Available from—Association for Supervision and Curriculum Development, Suite 1100, 1701 K Street, N.W., Washington, D.C. 20006 (Stock Number 611-75056, \$5.00; discounts on quantity orders)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Algorithms, Child Development, Curriculum, \*Curriculum Research, Educational Environment, Elementary Education, \*Elementary School Mathematics, Grouping (Instructional Purposes), \*Instruction, Mathematics Education, \*Research Reviews (Publications), Teacher Education, \*Teaching Methods Identifiers—Piaget (Jean)

The four sections of this monograph review current research related to mathematics education from the points of view of studies concerning (1) the curriculum, (2) the child, (3) the learning environment, and (4) teaching methods. Topics addressed in part one include the sources of mathematics curricula, the curricular validity of "new math" curricula, the curricular implications and applicability of Piagetian theory, and several specific projects related to mathematics curriculum and assessment. Part two addresses cultural and sex differences in mathematics achievement, effects of disabilities (learning disabilities, deafness, blindness, mental retardation) and personality factors on mathematics learning, and attitudes toward mathematics. Individualization of instruction, grouping, class size, and use of mathematics laboratories are discussed in part three, together with various aspects of pre-service and in-service teacher education. Part four is devoted to discussion of a variety of instructional approaches and practices (discovery, drill, use of physical models, homework, hand-held calculators, computer assisted instruction), and to the selection of algorithms. (SD)

**ED 116 967** SE 020 236

*McMaster, Mary Jane*  
**Differential Performance of Fourth- Through Sixth-Grade Students in Solving Open Multiplication and Division Sentences. (Part 1 of 2 Parts). Technical Report No. 375.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Report No—WRDCCL-TR-375-Pt-1

Pub Date Dec 75

Contract—NE-C-00-3-0065

Note—127p.; Report from the Project on Conditions of School Learning and Instructional Strategies; The Appendices are presented in Part 2, SE 020 237

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—Basic Skills, \*Division, Doctoral Theses, Elementary Education, \*Elementary School Mathematics, Mathematics Education, \*Multiplication, \*Number Concepts, \*Research Identifiers—\*Mathematical Sentences, Research Reports

The effects of students' grade level (four, five, or six) and of five variables related to types of open arithmetical sentences on students' ability to solve open-sentence problems were investigated. The five variables were: (1) operation symbol, (2) sentence type as determined by the symmetric property of the equality relation, (3) the position of the placeholder, (4) whether the solution was a whole number or not, and (5) whether the largest number in the problem occurs as a product in a basic fact. Two instruments incor-

porating these variables were developed and administered to 1298 students in grades four through six. Responses were coded and analyzed using the Fortap Statistical Package. Data from students whose performance meets predetermined minimal students were further analyzed using ANOVA and Wilcoxon signed rank tests. These analyses indicated that sentences with whole number solutions were significantly easier than others. Variables (1), (2), and (3) were also related to significant differences in subject performance, and several significant interaction effects were found. (SD)

**ED 116 968** SE 020 237

*McMaster, Mary Jane*  
**Differential Performance of Fourth- Through Sixth-Grade Students in Solving Open Multiplication and Division Sentences. (Part 2 of 2 Parts). Technical Report No. 375.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Report No—WRDCCL-TR-375-Pt-2

Pub Date Dec 75

Contract—NE-C-00-3-0065

Note—77p.; Report from the Project on Conditions of School Learning and Instructional Strategies; For the accompanying Part 1 report, see SE 020 236

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—Basic Skills, \*Division, Doctoral Theses, Elementary Education, \*Elementary School Mathematics, Mathematics Education, \*Multiplication, \*Number Concepts, \*Research Identifiers—\*Open Sentences, Research Reports

This volume provides the appendices to the report appearing as SE 020 236, which is a study of the effects of students' grade level (four, five, or six) and of five variables related to types of open arithmetical sentences on students' ability to solve open-sentence problems. (SD)

**ED 116 969** SE 020 246

**A Computerized, Comprehensive Achievement Monitoring (CAM) Compatible, Data Bank of Mathematics Objectives for Individualized Adult Basic Education Programs.**

Canadore Coll., North Bay (Ontario).

Pub Date 75

Note—106p.; Marginal Legibility

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

**Document Not Available from EDRS**

**Descriptors**—\*Adult Education, \*Basic Skills, \*Behavioral Objectives, Curriculum, Instruction, \*Mathematics Education, \*Number Concepts, Objectives, Post Secondary Education Identifiers—Canada

This mathematics data bank of generic objectives was developed as the major element of an implementation of Comprehensive Achievement Monitoring in the Individualized and Personalized Adult Basic Education Program of the Canadore College (North Bay, Ontario) Continuing Education Division. The bank contains approximately 900 objectives organized into 88 blocks. The blocks are further subdivided into unit modules. The objectives listed range from ability to count elements in a discrete set to ability to manipulate algebraic expressions and solve work problems. (Author/SD)

**ED 116 970** SE 020 265

*Stokes, K. C. And Others*  
**Plant Operations for Wastewater Facilities, Vol. II, Part A. An Instructor's Guide for Use of Instructional Material in Wastewater Technology Training Programs.**

Clemson Univ., S. C. Dept. of Environmental Systems Engineering.; Environmental Protection Agency, Washington, D.C. Municipal Permits and Operations Div.; Linn-Benton Community Coll., Albany, Oreg. Dept. of Environmental Technology.

Pub Date Sep 75

Note—113p.; For related documents, see SE 020 266-269

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—Educational Objectives, Environmental Education, \*Post Secondary Education, \*Teaching Guides, Technical Education, \*Technology, Vocational Education, \*Waste Disposal, Wastes, \*Water Pollution Control Identifiers—\*Sewage Treatment

This instructor's guide, designed for use with the curriculum, Plant Operations for Wastewater Facilities, represents a two-year wastewater technology instructional program based on performance objectives designed to prepare undergraduate students to enter occupations in water and wastewater treatment plant operations and maintenance. This document, part A of five parts, covers the topics of Collection, Chlorination, Screening and Grinding, Grit Removal and Primary Sedimentation. In this guide, the topics and ideas are presented as a series of modules, organized around 16 general objectives common to all processes. The module begins with a statement of purpose which explains what the student will be studying. Next, all the objectives of the module and code numbers keyed to a computerized list of instructional resources are listed. Also included in each module are a glossary of verbs and sections on learning and testing conditions, acceptable performance, instructor activity and student activity. Recommendations on evaluation techniques are included. (BT)

ED 116 971 SE 020 266

Stoakes, K. C. And Others

**Plant Operations for Wastewater Facilities, Vol. II, Part B. An Instructor's Guide for Use of Instructional Material in Wastewater Technology Training Programs.**

Clemson Univ., S. C. Dept. of Environmental Systems Engineering; Environmental Protection Agency, Washington, D.C. Municipal Permits and Operations Div.; Linn-Benton Community Coll., Albany, Ore. Dept. of Environmental Technology.

Pub Date Sep 75

Note—94p.; For related documents, see SE 020 265-269

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Educational Objectives, Environmental Education, \*Post Secondary Education, \*Teaching Guides, Technical Education, \*Technology, Vocational Education, \*Waste Disposal, Wastes, \*Water Pollution Control Identifiers—\*Sewage Treatment

This instructor's guide, designed for use with the curriculum, Plant Operations for Wastewater Facilities, represents a two-year wastewater technology instructional program based on performance objectives designed to prepare undergraduate students to enter occupations in water and wastewater treatment plant operations and maintenance. This document, part B of five parts, covers the topics of Trickling Filtration, Aeration, Secondary Sedimentation and Pond Stabilization. In this guide, the topics and ideas are presented as a series of modules, organized around 16 general objectives common to all processes. The module begins with a statement of purpose which explains what the student will be studying. Next, all the objectives of the module and code numbers keyed to a computerized list of instructional resources are listed. Also included in each module are a glossary of verbs and sections on learning and testing conditions, acceptable performance, instructor activity and student activity. Recommendations on evaluation techniques are included. (BT)

ED 116 972 SE 020 267

Stoakes, K. C. And Others

**Plant Operations for Wastewater Facilities, Vol. II, Part C. An Instructor's Guide for Use of Instructional Material in Wastewater Technology Training Programs.**

Clemson Univ., S. C. Dept. of Environmental Systems Engineering; Environmental Protection Agency, Washington, D.C. Municipal Permits and Operations Div.; Linn-Benton Community Coll., Albany, Ore. Dept. of Environmental Technology.

Pub Date Sep 75

Note—92p.; For related documents, see SE 020 265-269

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Educational Objectives, Environmental Education, \*Post Secondary Education, \*Teaching Guides, Technical Education, \*Technology, Vocational Education, \*Waste Disposal, Wastes, \*Water Pollution Control Identifiers—\*Sewage Treatment

This instructor's guide, designed for use with the curriculum, Plant Operations for Wastewater Facilities, represents a two-year wastewater technology instructional program based on performance objectives designed to prepare un-

dergraduate students to enter occupations in water and wastewater treatment plant operations and maintenance. This document, part C of five parts, covers the topics of Thickening, First Stage Digestion, Second Stage Digestion and Sludge Conditioning. In this guide, the topics and ideas are presented as a series of modules, organized around 16 general objectives common to all processes. The module begins with a statement of purpose which explains what the student will be studying. Next, all the objectives of the module and code numbers keyed to a computerized list of instructional resources are listed. Also included in each module are a glossary of verbs and sections on learning and testing conditions, acceptable performance, instructor activity and student activity. Recommendations on evaluation techniques are included. (BT)

ED 116 973 SE 020 268

Stoakes, K. C. And Others

**Plant Operations for Wastewater Facilities, Vol. II, Part D. An Instructor's Guide for Use of Instructional Material in Wastewater Technology Training Programs.**

Clemson Univ., S. C. Dept. of Environmental Systems Engineering; Environmental Protection Agency, Washington, D.C. Municipal Permits and Operations Div.; Linn-Benton Community Coll., Albany, Ore. Dept. of Environmental Technology.

Pub Date Sep 75

Note—90p.; For related documents, see SE 020 265-269

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Educational Objectives, Environmental Education, \*Post Secondary Education, \*Teaching Guides, Technical Education, \*Technology, Vocational Education, \*Waste Disposal, Wastes, \*Water Pollution Control Identifiers—\*Sewage Treatment

This instructor's guide, designed for use with the curriculum, Plant Operations for Wastewater Facilities, represents a two-year wastewater technology instructional program based on performance objectives designed to prepare undergraduate students to enter occupations in water and wastewater treatment plant operations and maintenance. This document, part D of five parts, covers the topics of Sludge Dewatering, Solids Disposal and Effluent Disposal. In this guide, the topics and ideas are presented as a series of modules, organized around 16 general objectives common to all processes. The module begins with a statement of purpose which explains what the student will be studying. Next, all the objectives of the module and code numbers keyed to a computerized list of instructional resources are listed. Also included in each module are a glossary of verbs and sections on learning and testing conditions, acceptable performance, instructor activity and student activity. Recommendations on evaluation techniques are included. (BT)

ED 116 974 SE 020 269

Stoakes, K. C. And Others

**Plant Operations for Wastewater Facilities, Vol. II, Part E. An Instructor's Guide for Use of Instructional Material in Wastewater Technology Training Programs.**

Clemson Univ., S. C. Dept. of Environmental Systems Engineering; Environmental Protection Agency, Washington, D.C. Municipal Permits and Operations Div.; Linn-Benton Community Coll., Albany, Ore. Dept. of Environmental Technology.

Pub Date Sep 75

Note—90p.; For related documents, see SE 020 265-268

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Educational Objectives, Environmental Education, \*Post Secondary Education, \*Teaching Guides, Technical Education, \*Technology, Vocational Education, \*Waste Disposal, Wastes, \*Water Pollution Control Identifiers—\*Sewage Treatment

This instructor's guide, designed for use with the curriculum, Plant Operations for Wastewater Facilities, represents a two-year wastewater technology instructional program based on performance objectives designed to prepare undergraduate students to enter occupations in water and wastewater treatment plant operations and maintenance. This document, part E of five parts, covers the topics of Flow Measurement, Pumping and Piping, Electric Power and Gas

Power. In this guide, the topics and ideas are presented as a series of modules, organized around 16 general objectives common to all processes. The module begins with a statement of purpose which explains what the student will be studying. Next, all the objectives of the module and code numbers keyed to a computerized list of instructional resources are listed. Also included in each module are a glossary of verbs and sections on learning and testing conditions, acceptable performance, instructor activity and student activity. Recommendations on evaluation techniques are included. (BT)

## SO

ED 116 975 SO 008 525

Rose, Harold M.

**Social Processes in the City: Race and Urban Residential Choice, Resource Paper No. 6.**

Association of American Geographers, Washington, D.C. Commission on College Geography. Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 69

Note—41p.

Available from—Association of American Geographers, 1710 16th Street, N.W., Washington, D.C. 20009 (1-9 copies, \$1.50, 10-99 copies \$1.35, 100 or more copies \$1.20)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—College Instruction, Geography, \*Geography Instruction, \*Ghettoes, Higher Education, Human Geography, Negro Housing, \*Race Relations, \*Racial Characteristics, Racial Segregation, Resource Materials, Social Factors, Social Problems, Urban Areas, Urban Education, \*Urban Studies

Designed as supplementary material to undergraduate geography courses, this document focuses on a contemporary social problem and its relation to geography. The paper examines existing patterns of residential separation in which ethnic and racial groups—primarily black Americans—generally are spatially clustered in segments of urban space that frequently assume a territorial identification. The purpose is to explore the operation of forces that are responsible for patterns which are molded by both economic and social behavior. After an overview of the problem is in chapter 1, a brief history of the black ghetto as a legacy of the past is included in chapter 2. Chapter 3 examines urbanization of the early 1900s and its relation to ghetto formation. The location of urban space throughout the United States is explored in the fourth chapter, determining that the ghetto is a universal spatial configuration in large urban centers. The fifth chapter presents an explanation of the mechanism which produces such spatial patterns. It includes social, economic, and political variables. These variables are examined in relation to black and white residential patterns in chapter 6. A list of references cited in the text concludes the document. (Author/JR)

ED 116 976 SO 008 655

Pratt, Robert B.

**Presenter's Guide to Perspectives (Law-Related Education). Draft.**

Iowa State Dept. of Public Instruction, Des Moines.

Report No—H-1861

Pub Date May 75

Note—155p.; For a related document, see SO 008 871

Available from—Curriculum Division, Iowa Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319 (\$1.39, paper)

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—\*Curriculum Development, Educational Change, Evaluation, \*Inservice Programs, \*Law Instruction, Learning Activities, Questioning Techniques, Secondary Education, Simulation, \*Social Studies, Teacher Education, Values

Identifiers—Iowa

This document is the presenter's guide to SO 008 871. The document is the result of three and one-half years of effort to improve social studies in the secondary schools in Iowa. Perspectives, part one of the two-part series, presents informa-

tion and background to aid in the reform, innovation, and evaluation of social studies programs. This supplement is designed to stimulate collective teacher use of Perspectives as a one-semester inservice training and curriculum revision program. The guide includes a short orientation to Perspectives and provides a brief summary of the content and methodology of the handbook. The bulk of the guide deals with the task of plugging a specific content area into Perspectives' methodological and analytical framework as a prototype for further curriculum revision. The content focus is limited to law-related education for a K-12 curriculum. The units focus on planning a program, the incorporation of objectives, questioning, values, inquiry, simulation, evaluation, and analytical perspectives. A series of appendices conclude the document. (Author/JR)

**ED 116 977** 95 SO 008 726

*Risinger, C. Frederick*

**Tips for Teaching Pre-college Sociology.**

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 76

Note—39p.

Available from—Publications, Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 (SSEC no. 186, \$1.55 prepaid or purchase order)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Behavioral Sciences, Curriculum Development, Instructional Materials, Learning Activities, Resource Guides, Resource Materials, Secondary Education, \*Social Sciences, Social Studies, \*Sociology, \*Teaching Techniques. Because of an increasing interest in sociology at the high school level, this publication was developed as an aid to teachers, department heads, and supervisors to incorporate sociology into the secondary curriculum. The introduction defines sociology as not merely a study of society but specifically as the observation of social relationships, a study of groups or aggregates of individuals within a society. In addition, the major subfields of sociology, including research, social psychology, and population and ecology, are examined in this chapter. The second chapter suggests teaching strategies and resources. Two methods of integrating sociology into the curriculum are explored: the separate course method and integration as a supplement to the regular curriculum. The third chapter presents seven model activities that the author has found to be successful in his own teaching. These range from 15- to 30-minute interaction activities to group research projects that can last as long as four to six weeks. A list of organizations and resources to aid in the development and evaluation of secondary sociology programs concludes the document. (JR)

**ED 116 978** SO 008 729

*Clements, Millard*

**Evaluation as a Political Endeavor.**

Pub Date Nov 75

Note—52p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Atlanta, Georgia, November 26-29, 1975)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Behavior Change, Behavior Development, Definitions, Educational Assessment, \*Educational Objectives, \*Educational Philosophy, Elementary Secondary Education, \*Evaluation, Evaluation Criteria, Humanistic Education, Moral Development, Political Influences, \*Politics, Relevance (Education), Social Studies, Values

The politics of the behavioral modification approach to educational evaluation are examined in his position paper. In recent years the science of behavior modification has become an established political doctrine in professional education. Behavioral objectives, behavior change, performance criteria, and competency-based instruction are just a few terms of an educational evaluation system concerned with the quality control manufacture of human products with specified performance characteristics. The danger of this behavioral orientation is that it is a political approach to science and education that is being disguised as rational, scientific, and politically neutral when, in fact, it is not. The problem

with the behavioral manufacturers is that they suggest that only technical questions concerning efficiency should be asked rather than ethical, moral, and political questions concerning the humanistic development of students. Rather, evaluation should be qualitative in order to deepen our awareness of what it means to be human. It should be concerned with the quality of interpersonal relationships rather than the establishment of a management caste system. It should judge the moral integrity and intrinsic meaningfulness of tasks, relationships, and work which students are called on to do. (Author/DE)

**ED 116 979** SO 008 733

*Caldwell, Lynton K. Siddiqi, Toufiq A.*

**Environmental Policy, Law, and Administration: A Guide to Advanced Study.**

Indiana Univ., Bloomington. School of Public and Environmental Affairs.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Jun 74

Note—591p.

Available from—Lynton K. Caldwell, Department of Political Science, Woodburn Hall 213, Indiana University, Bloomington, Indiana 47401 (\$7.00)

**EDRS Price MF-\$1.08 HC-\$29.83 Plus Postage**

**Descriptors**—Administrative Policy, Bibliographies, \*Conservation (Environment), Ecology, Energy, \*Environment, Environmental Criteria, Environmental Education, \*Environmental Influences, Environmental Research, Higher Education, Interdisciplinary Approach, Laws, \*Legal Problems, \*Public Policy, Resource Guides, Social Sciences

This guide is intended to assist the organization of studies dealing with the behavior of human societies and their institutions in relation to their environments. Emphasis is on contemporary industrial and postindustrial society as it expresses its environmental relationships through action defined by policies, laws, and administrative arrangements. The content and organization is essentially multidisciplinary. Twelve subtopics are organized around the following four major areas: (1) basic environmental concepts—introduction and background; (2) environment as a policy issue—origins, characteristics, and implications; (3) reconciling natural and technical systems—objectives, approaches, and processes; and (4) problems of policy implementation—economic, juridical, and institutional. Each of the subtopics is keyed to references in the comprehensive bibliographies. Subtopics are defined and described by an abstract. Bibliographic references to articles and books comprise the bulk of the document. For each topic, a set of 10 organizing questions has been provided to enable the student to estimate his comprehension of the subject. (Author/JR)

**ED 116 980** SO 008 794

*Womanpower in the Third World.* No. 5410.

United Nations Children's Fund, New York, N.Y. United States Committee.

Pub Date [75]

Note—80p.; Not available in hard copy due to marginal legibility of original document

Available from—U.S. Committee for UNICEF, School Services, 331 East 38th Street, New York, New York 10016 (Order No. 5410, \$1.50)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Class Activities, \*Developing Nations, Feminism, \*Global Approach, Instructional Materials, International Organizations, Resource Materials, Secondary Education, Sex Discrimination, Sex Role, Sex Stereotypes, \*Social Studies Units, Teaching Techniques, \*Womens Studies, \*World Problems

**Identifiers**—\*UNICEF

These secondary-level resource materials provide a broad study of women's current status and emphasize the specific situation confronting women in the Third World. The materials cover three general areas: (1) facts and figures outlining the broad area of equality of opportunity; (2) reports and case studies about women's participation in the social and economic development of Third World countries; and (3) excerpts and comments concerning problems created by attitudes, norms, and values that frequently reinforce traditional role definitions and inhibit effective change. Questions, statements, and sug-

gestions for classroom activities are organized around these three areas. The materials contain a teacher guide, suggestions for classroom activities, relevant readings, and an annotated list of additional related resources. Hard copy, available through UNICEF, contains an additional International Women's Year poster, International Women's Year wallsheet, 1975-76 UNICEF publication catalog, and a UNICEF brochure. (Author/DE)

**ED 116 981** SO 008 795

*Teaching About World Hunger.* No. 5419.

United Nations Children's Fund, New York, N.Y. United States Committee.

Pub Date [75]

Note—63p.; Not available in hard copy due to marginal legibility of original document

Available from—U.S. Committee for UNICEF, School Services, 331 East 38th Street, New York, New York 10016 (Order No. 5419, \$1.50)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Class Activities, Developing Nations, Economic Disadvantage, \*Food, Futures (of Society), \*Global Approach, \*Hunger, Instructional Materials, International Organizations, International Programs, Resource Materials, Secondary Education, \*Social Studies Units, Teaching Techniques, \*World Problems

This secondary-level resource unit surveys hunger and malnutrition in developing countries and the interdependent factors affecting world food supplies. The main part of the unit is divided into four sections which examine the historical and geographical, economic and political, health and nutritional, and environmental and ecological factors concerning the world food shortage. Suggested classroom activities and questions are provided for each section. Also in the unit are additional classroom activities and readings including a simulation game; comparison charts of food consumption, protein conversions, and world population data; an historical essay on hunger; a descriptive essay on the green revolution; a summary of the World Food Conference Resolutions; and an annotated list of related materials. Hard copy, available through UNICEF, contains an issue of "UNICEF NEWS," a world child emergency wallsheet, two United Nations Development Program brochures and posters, a UNICEF brochure, and a 1975-76 UNICEF publications catalog. (Author/DE)

**ED 116 982** SO 008 796

*Teaching About Interdependence in a Peaceful World.* No. 5418.

United Nations Children's Fund, New York, N.Y. United States Committee.

Report No.—5418

Pub Date [75]

Note—66p.; Not available in hard copy due to marginal legibility of original document

Available from—U.S. Committee for UNICEF, School Services, 331 East 38th Street, New York, New York 10016 (Order No. 5418, \$1.50)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Class Activities, Developing Nations, Elementary Education, \*Global Approach, Instructional Materials, International Organizations, International Programs, \*Peace, Resource Materials, Role Playing, \*Simulation, \*Social Studies Units, Teaching Techniques, \*World Affairs, World Problems

**Identifiers**—\*UNICEF

Designed for elementary-grade students, these resource materials provide activities which relate the global concepts of peace and interdependence to the direct experience of the child. Subunits on world food supply, world health, and the world mail system use simulation and role-playing activities to help learners see how the things that they consume, their daily health, and the delivery of mail to and from their communities are all interdependent. Also included in the materials are a teacher's guide to strategies of teaching interdependence, a descriptive essay on children and war, and an annotated listing of related materials. Hard copy, available through UNICEF, contains additional materials which can be used in the classroom activities. They are United Nations envelopes, Global Independence Stamps sheet, UNICEF stamp order form, Universal Children's

Day Stamps sheet and guide, World Health Organization brochure, "UNICEF's World Health Issue" newsletter, International Vaccination Certificate, Facts about UNICEF brochure, Planetary Citizens bumper sticker, UNICEF poster, United Nations Development Program brochures and poster, and a 1975-76 UNICEF publications catalog. (Author/DE)

**ED 116 983** SO 008 799

Scholz, Nelle Tumlin And Others  
How to Decide: A Guide for Women.  
College Entrance Examination Board, New York, N.Y.

Pub Date 75  
Note—126p.

Available from—College Board Publication Orders, Box 2815, Princeton, New Jersey 08540 (\$5.95, 20 percent discount on five or more)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Career Exploration, \*Career Planning, Class Activities, \*Decision Making, Higher Education, Instructional Materials, Resource Materials, Role Conflict, Secondary Education, Sex Discrimination, Sex Role, Sex Stereotypes, \*Social Studies Units, \*Values, \*Womens Studies

Designed to meet the changing needs of women by increasing their decision-making ability, this book provides practical exercises and activities which develop and clarify decision-making skills. In addition, it seeks to develop a broader concept of women's roles and emerging life patterns, to awaken women to the spectrum of new possibilities opening to them, and to serve as a catalyst for purposeful planning by women. Chapter 1, Where Are You as a Woman, examines traditional attitudes and ideas which society holds about women. Chapter 2, Who Are You, provides questions and exercises to examine individual values, abilities, interests, and special talents in order to understand how one can use this knowledge in moving toward life goals. Chapter 3, What You Need to Know, presents questions and exercises which develop knowledge of information sources in order to make the most advantageous decisions. Chapter 4, How Do You Take Action, furnishes questions and exercises which set up a program for action in developing alternative career possibilities. Lists of related readings and local women's resource centers are also included. (Author/DE)

**ED 116 984** SO 008 800

Teaching About the People's Republic of China: A Guide for Ninth Grade Social Studies, Part 1. Whose Perception? How to Use this Guide; Looking at the Past to Better Understand the Present; The Message: the Ways It is Conveyed. New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 75

Note—72p.; For Part 2, see SO 008 801

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Area Studies, \*Asian Studies, \*Chinese Culture, Class Activities, Classroom Materials, Elective Subjects, Grade 9, \*Interdisciplinary Approach, Literature, Music, Propaganda, Questioning Techniques, Resource Materials, Resource Units, Secondary Education, \*Social Studies, Teacher Developed Materials

**Identifiers**—\*China

This guide, part 1 of a two-part publication, contains resource units on Chinese history and culture which can be used with 9th-grade students. The materials and activities, gathered by American secondary-school teachers who visited China in 1973, are intended to provide a pattern for an elective course or supplementary material for regular social studies courses. Suggested teaching techniques include readings, classroom discussion, media, research, and class reports. The resource units teach the following topics: Three Views of the Recent History of China: The Maoist View, an American (Non-Maoist View), and the Nationalist View; Chinese Revolutionary Art—The Message through the Chinese Picture-Books; The Message through Chinese Paper Cuts; The Message through Revolutionary Opera; The Message through Revolutionary Songs; and The Message through Propaganda Posters. Teacher background material, student objectives, teaching methods, discussion questions, and classroom materials are provided for each unit. Additional print and media resource materials are cited. (Author/RM)

**ED 116 985**

SO 008 801  
Teaching About the People's Republic of China: A Guide for Ninth Grade Social Studies, Part 2. How Daily Life Reflects the Message.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 75

Note—69p.; For Part 1, see SO 008 800

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Area Studies, \*Asian Studies, \*Chinese Culture, Class Activities, Classroom Materials, Comparative Education, Economics, Family Life, Grade 9, Marriage, Questioning Techniques, Resource Materials, Resource Units, Secondary Education, Sex Role, \*Social Studies, Teacher Developed Materials, Teaching Methods, Values

**Identifiers**—\*China

This guide, part 2 of a two-part publication, contains resource units on life today in China which can be used with 9th-grade students. The materials and activities, gathered by American secondary-school teachers who visited China in 1973, are intended to provide a pattern for an elective course or supplementary material for regular social studies courses. Suggested teaching techniques include readings, classroom discussion, media, research, and class reports. The resource units treat the following topics: Economic Life: An Analysis Module; Sex Roles, Marriage, and the Family: A Valuing Module; Education: A Comparison Module; and The Dissenter in the People's Republic. Teacher background material, student objectives, teaching methods, discussion questions, and classroom materials are provided for each unit. Sections suggesting methods for teaching students to weigh evidence and sources of information for learning about China are also included. (Author/RM)

**ED 116 986** SO 008 804

Social Studies Instructional Objectives, K-12. Minneapolis Public Schools, Minn. Dept. of Social Studies.

Pub Date 75

Note—89p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—\*Affective Objectives, \*Cognitive Objectives, Concept Teaching, Educational Needs, \*Educational Objectives, Elementary Secondary Education, Guidelines, Process Education, Relevance (Education), \*Skills, \*Social Studies

Knowledge objectives, skill and process objectives, and affective objectives are given for teaching K-12 social studies. Knowledge objectives are provided that help students to function rationally and humanely through a reservoir of data, ideas, concepts, generalizations, and theories in combination with thinking, valuing, and social participation. The skill and process objectives include intellectual skills, data processing, and human-relations competencies and provide students the means to achieve the knowledge objectives. Affective objectives refer to free examination of the value dilemmas underlying social issues and problematic situations in the everyday lives of students, which can be practiced in the school and in social studies classrooms. This guide is arranged in three parts: elementary (grades K-6), junior high (7-9), and senior high (10-12). Sections of the guide are presented as charts with concepts for each grade level listed across from the objectives. A teacher can select an objective and then find the appropriate concept to teach in his grade level for achieving that objective. Although developed by the Minneapolis Public Schools, this guide is applicable to all teachers of K-12 social studies. (Author/ND)

**ED 116 987**

SO 008 807  
Milvaney, Susan E.  
The Chinese Refugees in Hong Kong.

Pub Date [75]

Note—78p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—\*Area Studies, \*Asian Studies, \*Chinese, Curriculum Development, Government Role, \*Immigrants, Immigration Inspectors, \*Refugees

**Identifiers**—\*Hong Kong, United States

This report discusses Chinese refugees in Hong Kong. The statistics, background readings, and case studies included in the report may provide useful information to educators and curriculum developers interested in Chinese and Asian stu-

dies. Contents include the following: (1) Hong Kong Demography; (2) History of Chinese Refugees; (3) Refugees: Refugee Status, Rationales for Leaving, Refugee Case Studies, Processing of Refugees, and Work Status of Refugees; (4) Hong Kong Government Policy; Departments of Immigration, Registration of Persons, Social Welfare, and Resettlement; and (5) International Policy: The United Nations and International and Local Aid. A bibliography of government publications, periodicals, and books from both the United States and China is also included. (Author/RM)

**ED 116 988** SO 008 810

Social and Economic Characteristics of the Older Population: 1974. Current Population Reports, Special Studies, Series P-23, No. 57.

Bureau of the Census (DOC), Suitland, Md. Population Div.

Pub Date Nov 75

Note—65p.; For related document, see ED 107 567

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.50)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Census Figures, Crime, Demography, \*Economic Status, Educational Status Comparison, Employment Trends, Family Status, Health Services, Housing, Income, Marital Status, Mobility, \*Older Adults, \*Senior Citizens, \*Social Characteristics, Sociocultural Patterns, Statistical Analysis, Statistical Data

This report presents a statistical portrait of the social and economic characteristics, primarily during the 1970s, of persons 65-years old and over. Most of the estimates in this report are based on data from the Current Population Survey of the Bureau of the Census and from the Decennial Censuses of Population and Housing, particularly the 1970 census. Other data are provided by various governmental agencies. The sample population extends over 461 areas comprising 923 counties and independent cities in each of the 50 states and the District of Columbia. Data are included on family, material status, and fertility; institutional population; nativity and parentage; mobility and residence; education, vocational training, and literacy; voting; veterans; labor force participation, employment status, and occupation and industry; income and earnings; low-income status of persons and families; housing; health and health services; and crime victimization. Appendixes include reliability tables of the estimates. (Author/RM)

**ED 116 989** SO 008 811

Proposed Humanities Framework for California Public Schools: Kindergarten through Grade Twelve.

California State Dept. of Education, Sacramento. Spons Agency—Joseph Fels Foundation, New York, N.Y.

Pub Date 75

Note—693p.; Prepared by the Humanities Framework Committee

**EDRS Price MF-\$1.23 HC-\$34.91 Plus Postage**

**Descriptors**—\*Curriculum Development, Drama, Educational Needs, Elementary Secondary Education, Homemaking Education, \*Humanities Instruction, Industrial Arts, \*Interdisciplinary Approach, Kindergarten, Language Arts, Language Instruction, Mathematics, Music, Philosophy, Physical Education, Religion, Science Education, Social Sciences

**Identifiers**—\*California

The following disciplines are treated in separate chapters which comprise the major portion of the document: visual and tactile arts; body education; music; drama and language arts; social sciences; foreign languages; mathematics; science; industrial arts; household arts; philosophy; and religion. The standard format of most chapters includes a brief, general introduction, recommendations for teaching the discipline (including goals for teachers and students), a description of class activities which teachers are presently using throughout the state, and suggestions for interdisciplinary topics such as conflict, survival, and the changing roles of women. Ways in which the subject area can be taught in the various disciplines, student goals, and lists of pertinent curriculum materials are provided for each topic. A form designed to assist educators to review the framework is included. The appendices contain a



glossary and the Proposal for the Establishment of the California Academy for Teaching in the Humanities. (Author/RM)

**ED 116 990** SO 008 814

*Gillespie, Judith Lazarus, Stuart*  
**Controversial Political Issues: Providing the Participant's Eye-View.**

Pub Date 75

Note—23p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Atlanta, Georgia, November 26-29, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Case Studies, Conflict, \*Course Descriptions, Curriculum Development, \*Documentaries, \*Political Issues, \*Political Science, Secondary Education, Social Studies, Speeches, \*Teaching Techniques

**Identifiers**—High School Political Science Curriculum Project

Three ways to develop curriculum materials dealing with controversial political issues are described. Currently the two most popular approaches are the general theoretical discussion of important concepts and case studies. Whereas the theoretical approach may be too abstract and the case study approach too brief, a third approach combines the positive aspects of both and yet avoids their pitfalls. This documentary approach is an extensive treatment of a well-defined topic which avoids lengthy narratives of a theoretical approach and yet is more in-depth than a case study. To teach about the concept of political conflict, a documentary would present students with a wealth of information about a single political system experiencing conflict. The High School Political Science Curriculum Project under development at Indiana University uses the documentary approach in "Comparing Political Experiences." One specific unit focuses on the issue of court-ordered busing in Boston by providing participant eye views of the various actors in the conflict situation. This interview technique provides a powerful set of examples of political conflict. Guidelines for the creation of a documentary are provided. (Author/DE)

**ED 116 991** SO 008 815

*Naylor, David T.*

**Perceptions and Variance in Nationalistic Education.**

Pub Date Nov 75

Note—44p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Atlanta, Georgia, November 27-29, 1975); Based on Ed.D. Dissertation, Rutgers University, 1974, Dissertation Abstracts No. 75-17,361

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Academic Freedom, Administrator Attitudes, \*Change Agents, Citizenship, Democratic Values, \*Educational Change, Educational Policy, Elementary Secondary Education, Parent Attitudes, Political Attitudes, Political Issues, \*Political Socialization, School Role, \*Social Studies, Speeches, Student Attitudes, Teacher Attitudes

A survey designed to ascertain how various school-related groups perceive the school responding to nontraditional situations of nationalistic education is described. Administrators, board of education members, parents, teachers, and students indicated what they thought would and should occur in the school in response to 18 nontraditional situations. For example, one question inquires about what action the school would and should take when a teacher refuses to participate in the morning flag salute. The results indicate that students and teachers perceive that the school should be significantly more open and tolerant than parents, administrators, and board of education members. Public school teachers under age 30, nontenured, and with less than four years experience perceive the schools to be significantly less open than teachers over 30 years old with tenure. Since younger educators seldom hold significantly power positions in a school system, their impact on curriculum will be less than that of older educators. Such obstacles may help to explain the difficulties of implementation of new social studies programs which require open and critical inquiry. (Author/DE)

**ED 116 992** SO 008 817

*Lohmann, Mary*

**A New Look at History.**

Old Lyme Bicentennial Commission, Conn.

Spons Agency—American Revolution Bicentennial Administration, Washington, D.C.

Pub Date 75

Note—65p.

Available from—Old Lyme Bicentennial Commission, Old Lyme, Connecticut 06371 (\$4.75 paperback)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Architecture, \*Colonial History (United States), \*Community Study, Elementary Secondary Education, Food, Furniture, Furniture Design, Local History, Music, Photographs, \*Primary Sources, Roofing, \*Social Studies, \*United States History

**Identifiers**—\*Bicentennial, Connecticut

This publication contains background reading material, photographs, sketches, and exercises to help elementary students study and compare objects and aspects of past and present life in the United States. The rationale for the approach underlying the publication is that by listening to folk songs and ballads or by talking with a senior citizen about past events, a child can come to understand that history is all around him. Students are involved in many activities. They study the characteristics of roof styles prevalent during colonial times and then go out into their community to photograph or make sketches of roofing on both old and new homes, study floor plans of colonial homes and contrast these with the layout of their own home to discuss differences in living styles, plan a Sunday meal for seven during the winter of 1798, and choose four streets in their town to write about and discuss why the street was so named and any pertinent historic anecdotes. Other areas and topics explored through the exercises include architectural decoration—colonial to Victorian, chairs, portraits and old snapshots, coins, stamps, quilts, flags, oral history, general stories, trains, and cars. Although intended for use by elementary students, the ideas in this resource can be adapted for secondary students. (Author/RM)

**ED 116 993** SO 008 819

*Hanvey, Robert G.*

**An Attainable Global Perspective.**

Denver Univ., Colo. Center for Teaching International Relations.; New York Friends Group, Inc., New York. Center for War/Peace Studies.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date Nov 75

Note—31p.

Available from—Center for War/Peace Studies, 218 East 18th Street, New York, New York 10003 (\$1.00)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Conceptual Schemes, Cross Cultural Studies, \*Cultural Awareness, Decision Making, Elementary Secondary Education, Futures (of Society), \*Global Approach, School Role, Social Studies, \*Teaching Techniques, Values, World Affairs, \*World Problems

A more complete understanding of global perspective is provided in this essay through an examination of the modes of thought, sensitivities, intellectual skills, and explanatory capacities which contribute to the formation of a global perspective. With an emphasis on both a formal and informal educational level, the essay is divided into five sections which examine the requirements for an attainable global perspective. Section 1, Perspective Consciousness, underscores the need to recognize the concept that everyone's perspective is shaped by subtle influences and that others may have different perspectives. Section 2, State of the Planet Awareness, examines the problems and solutions for increasing the ability of individuals to intelligently interpret information about world conditions. Section 3, Cross Cultural Awareness, describes the different degrees of cross-cultural awareness and the necessity to reach a stage beyond empathy where one has the capacity to imagine oneself in a role within the context of a foreign culture. Section 4, Knowledge of Global Dynamics, analyzes the world as an interdependent system where the issue of growth may be the predominant contemporary problem. Section 5, Awareness of Human Choices, emphasizes that increased global perspective will require difficult value decisions about the solutions to our world problems. (Author/DE)

**ED 116 994** SO 008 822

*Bullivant, Brian Milton*

**Competing Values and Traditions in an Orthodox Jewish Day School: A Study of Enculturation Dissonance.**

Pub Date Feb 75

Note—596p.; Ph.D. Thesis, Monash University (Clayton, Victoria, Australia)

**EDRS Price MF-\$1.08 HC-\$29.83 Plus Postage**

**Descriptors**—Cultural Factors, \*Culture Conflict, \*Doctoral Theses, Educational Research, Educational Sociology, Jews, Religious Cultural Groups, \*Religious Factors, \*Role Conflict, Secondary Education, Self Concept, Student Alienation, Student Attitudes, \*Student School Relationship, Values

**Identifiers**—\*Australia

This study examines how the values and value orientations derived from two differing, historical traditions influence the formal education of adolescent boys attending an Orthodox Jewish day school in Melbourne, Australia. The two traditions include the Chassidic variant of the great tradition of Orthodox Judaism and the Australian adaptation of the English secular academic tradition. A fundamental dualism dominates the school in the form of two almost separate enculturation matrices between which the students move daily. The contrasts between the value orientations produce an identifiable dissonance in the boys' cognitions about their life worlds. This affects their interpersonal behavior in teaching-learning interaction settings making them prone to hyperactivity, anxiety, tension, conflict, and even aggression. Sociological explanations suggest that the differing social constructions of learning in the two traditions interact to frustrate the boys' needs to learn. Countervailing influences and enculturation interference from the school's structural-organizational and epistemological dualism make the students' reality constructions problematic which in turn hamper their ability to learn. (Author/DE)

**ED 116 995** 95 SO 008 824

*Allery, Alan J.*

**Science: An Indian Perspective. Ten Modules for Learning. Indian Ethnic Heritage Studies Curriculum Development Project, 1974-75.**

South Dakota State Div. of Elementary and Secondary Education, Pierre.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—64p.; For related documents, see SO 008 825-826 and 829; Indian designs may reproduce poorly

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*American Indian Culture, \*American Indians, Class Activities, Classification, Elementary Education, Ethnic Studies, Guides, Interdisciplinary Approach, Measurement Techniques, Middle Schools, \*Process Education, Science Activities, \*Science Units, Skills, Social Studies, \*Social Studies Units

In this unit, ten modules provide an open approach to science, offering a wide variety of activities and experiences that include aspects of Indian studies incorporated into the regular science curricula. The materials are intended for use in middle grades as part of a social studies program. The objectives of the unit are to develop students' powers of observation, discrimination, and description of organisms in the classroom and outdoors. The following are titles of some of the modules with the skills each entails in parentheses: Some Scientific Indian Contributions and an Introduction to the Indian's Close Identification with Nature (classifying); Months, Seasons, Indian Signs, and their Meanings (measuring, estimation, observation); Kitchen Chemistry: Making Fried Bread (measurement); Tangrams and Indian Designs (shape); Indian Beginnings, Origins, Cycles (beginnings, origins, cycles); Things in Nature (observation, recording); and Indian Animals and Birds (population, interaction). Each module is an entity in itself and can be selected for teaching individually or in a series. (Author/ND)

**ED 116 996** 95 SO 008 825

*Allery, Alan J.*

**The Indians Speak for Themselves. Literature Booklet. Indian Ethnic Heritage Studies Curriculum Development Project, 1974-75.**

South Dakota State Div. of Elementary and Secondary Education, Pierre.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—96p.; For related documents, see SO 008 824-826 and 829; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*American Indian Culture, \*American Indians, Class Activities, Directed Reading Activity, \*Ethnic Studies, Guides, Interdisciplinary Approach, Intermediate Grades, Lesson Plans, \*Literature, Poetry, Self Concept, Social Studies

Student activities and a teacher's guide comprise each of the ten lessons of this ethnic studies unit. The unit's goals are to focus on life, ways, and history of the Dakota/Lakota Indian people; include the transition period as well as their past and present; provide activities which are intended to improve the self-concept of students; utilize learn-by-doing activities; provide a variety of activities which will allow students to learn in different ways and at different rates; and provide content and suggested activities for the ethnic-heritage teacher at the intermediate-grade levels. Examples of some lesson titles are Friendship, Courage, Old Age, and Loneliness Dwelt in Our Minds as in the Minds of All People; We are a nature-Loving People, Or Well-being Depends upon Our Closeness to Our Mother, the Earth; Let Us Tell You How It Was with Us; and Let It Be Known That We Have Just Cause. Activities include selected poetry or prose readings, discussion topics, and exercises. Materials are reproducible as student handouts. (ND)

ED 116 997 95 SO 008 826

Palm, Charles

Learning of the Indian People. Indian Ethnic Heritage Studies Curriculum Development Project, 1974-75.

South Dakota State Div. of Elementary and Secondary Education, Pierre.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—62p.; For related documents, see SO 008 824-825 and 829

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Adult Education, \*American Indians, Class Activities, \*Disadvantaged Schools, \*Ethnic Studies, Guides, Interdisciplinary Approach, Interviews, Lesson Plans, Parent School Relationship, \*Reservations (Indian), Rural Education, Social Studies, Writing Exercises

Seven lessons comprise this unit on the education of the Indian people, covering past and present reservation schools for children, adult education, and the involvement of parents in their children's education. Intended for intermediate grades, each lesson contains objectives, four activities, and evaluation. It is necessary to teach the lessons in sequence so that students can understand the time line of the past, transition period, and present. For example, lesson 3 is about learning in schools on the reservation. Its activities are to read the narrative about the family and school life of Elijah Blackthunder, interview parents or guardians about their school days, write a reaction paper to a visitor speaking in an Indian dialect, and answer a question about reservation schools in paragraph form. Some lessons may require more than one day to complete. An accompanying cassette tape is available from Audiovisual Center, Black Hills State College, Spearfish, South Dakota 57783 (\$1.50). (ND)

ED 116 998 95 SO 008 829

Bublitz, Mona

Indian Memories. Indian Ethnic Heritage Studies Curriculum Development Project, 1974-75.

South Dakota State Div. of Elementary and Secondary Education, Pierre.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—96p.; For related documents, see SO 008 824-826 and 827-829

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*American Indian Culture, \*American Indians, Class Activities, \*Ethnic Studies, Group Discussion, Guides, Interdisciplinary Approach, Intermediate Grades, Lesson Plans, Older Adults, Reservations (Indian), Social Studies

Eight lessons comprise this interdisciplinary unit for intermediate social studies classes on the memories of elderly Indians. It brings the reflections of older Indians to children for analyzing and understanding the past. Many values, perceptions, myths, beliefs, and ways of life are incorporated into the narratives of the lessons. Each lesson contains its behavioral objective, preparatory lesson plans, interpretation of the narrative, explanations of the activities, reproducible activity sheets, and evaluation. The activities are values clarification exercises, interaction processes, and class discussions. It is necessary to teach the lessons in the order provided for continuous flow and understanding of the narratives. Totally, the unit is expected to take ten classes of 40-minute periods. The accompanying cassette tape is available from Audiovisual Center, Black Hills State College, Spearfish, South Dakota 57783 (\$1.50). (ND)

ED 116 999 SO 008 830

Ellberger, Sulamith Rafn, Niels E.

Educational Research in Denmark, 1971-1972.

Ministry of Education (Denmark).

Pub Date Sep 73

Note—71p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Comparative Education, \*Educational Research, Elementary Secondary Education, Higher Education, \*National Surveys, \*Program Descriptions, \*Research Projects

Identifiers—\*Denmark, Third European Survey of Educational Research

Fifty-one educational research projects completed or in progress during 1971 through 1972 in Denmark are described. As part of the Third European Survey of Educational Research, the project descriptions cover all areas of research at every educational level. Described are research studies on a variety of topics such as teaching methods, teaching resources, learning, problem solving, school organization, youth, testing, language, arithmetic, careers, and creativity. Each project description in this survey lists name of sponsoring institution, name of project leader, project title, bibliographic references, background and goals of the research, scope, method, main findings, time schedule, source of finance, and number of researchers. (DE)

ED 117 000 SO 008 831

I. D. G. Bulletin 1974.

Information and Documentation Centre for the Geography of the Netherlands, Utrecht.

Pub Date 74

Note—37p.; For a related document, see SO 008 809; Photographs may reproduce poorly

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Area Studies, Elementary Secondary Education, Foreign Countries, Geographic Regions, \*Geography Instruction, \*Human Geography, Instructional Materials, \*Physical Geography, Resource Materials, \*Social Studies Units

Identifiers—\*Netherlands

Supplementing the related document SO 008 809, this bulletin gives recent statistics on and describes current developments in the physical and human geography of the Netherlands. Well illustrated with maps, diagrams, and photographs, this source book examines population growth and distribution, the agricultural and industrial economy, commerce and transport, physical planning, public transportation and traffic, and current water control projects. Services and activities provided by the Information and Documentation Center for the Geography of the Netherlands are also described. (DE)

ED 117 001 SO 008 832

Belden, George B.

A Strategy to Develop a Concept of Peace as Conflict Resolution.

Pub Date Nov 75

Note—12p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Atlanta, Georgia, November 26-29, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Concept Teaching, \*Conflict Resolution, Course Descriptions, Educational Research, Elementary Education, Human Relations, Instructional Innovation, \*Peace, Social Behavior, Social Studies, \*Teaching Techniques, Values

Identifiers—\*Man A Course of Study

A teaching strategy designed to help elementary students conceptualize about peace as a

process of conflict resolution is described. The Baboon Troop and Netsilik Eskimo materials of "Man: A Course of Study" provide the course content in which the students learn that cooperation is the most important ingredient in group survival. Classroom procedures focus on viewing films, reading booklets about conflict, conflict resolution, and other factors involved in social interaction. Students discuss the materials with peers and with the teacher who acts as a "consultant." The strategy works to the degree that 200 ten-year-olds conceptualized peace as social activity, a more abstract level than formerly thought possible. The major importance of using this peace strategy is that the use of high interest materials about foreign peoples beginning at age ten helps students conceptualize about peace at more abstract levels. (Author/DE)

ED 117 002 SO 008 833

Developmentology.

Management Inst. for National Development, New York, N.Y.

Pub Date 71

Note—54p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Curriculum Development, Curriculum Planning, Educational Innovation, Elementary Secondary Education, Futures (of Society), \*Global Approach, Higher Education, Intellectual Disciplines, Interdisciplinary Approach, Program Descriptions, \*Program Development, \*Social Studies, \*World Affairs

The series of four papers document the growth in conceptual thinking of a new discipline designed to teach global awareness. The first paper, The Case for Developmentology, argues for the establishment of a fully recognized and accredited discipline in the study of global development, with relevant, general courses offered at the elementary, secondary, and college levels. This new discipline, termed developmentology, will surmount the restrictions and impediments imposed on human understanding by the nation-state concept of world order. The second paper, Developmentology—Phase II, further defines the conceptual basis of developmentology emphasizing the interdisciplinary nature of its study. The third paper, Developmentology: The Study of Global Systems and Human Development, examines the expressed suggestions and criticisms of scholars and educators who have reviewed the concept and the practical problems of developing the new discipline. The fourth paper, Developmentology: Paths Toward Implementation, focuses on the rationale and content for a developmentology discipline and discusses possible interdisciplinary curriculum components and planning strategies. (Author/DE)

ED 117 003 SO 008 834

The Revolution and the Bicentennial: A Conference (Yale University, May 2, 1975).

Connecticut Council for the Social Studies; Connecticut State Dept. of Education, Hartford.; Yale Univ., New Haven, Conn.

Pub Date May 75

Note—59p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—American Culture, Art, \*Colonial History (United States), Constitutional History, Essays, Historiography, \*History Instruction, Local History, Primary Sources, \*Resource Materials, \*Revolutionary War (United States), Secondary Education, Social Studies, Teaching Techniques, \*United States History, Womens Studies

Identifiers—American Issues Forum, \*Bicentennial, Connecticut

Nine essays, written by distinguished historians and scholars at Yale University, discuss both content and teaching techniques about the American Revolution and the Bicentennial. The essay titles include (1) What Not to Teach about the American Revolution, (2) The British Side of the Revolution, (3) Women and Revolution in the 18th Century, (4) Newspapers and the American Revolution, (5) Schools and the Constitution, (6) The Revolution in American Art, (7) Connecticut and the Revolution, (8) Bicentennial School Projects and the American Issues Forum, and (9) Epilogue: Thinking Large and Small in the American Revolution. Each essay contains a list of references or suggested readings. (DE)

ED 117 004

SO 008 836

Grass, Richard E.

**The Social Studies in Their Golden Years: An In-house Medical Assay.**

Pub Date 25 Nov 75

Note—7p.; Abridged version of a speech presented at the Annual Meeting of the National Council for the Social Studies (Atlanta, Georgia, November 26-29, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Educational Assessment, Educational Improvement, \*Educational Needs, Educational Objectives, Educational Policy, \*Educational Problems, Educational Strategies, Elementary Secondary Education, Program Improvement, \*Relevance (Education), \*Social Studies, Speeches

Fifteen reasons for the current negative status of the social studies as a curriculum in schools of the United States are provided. The 15 reasons include (1) lack of a well-planned, issue-centered, skill-oriented social studies curriculum program, (2) overdependence upon history and neglect of other social sciences, (3) lack of a minimum set of essential national social studies goals, (4) decline of the social studies from the organizational center of the elementary school program, (5) lack of conviction by administrators of the function of social studies, (6) discouragement by the failure of certain programs, (7) authoritarian image of the social studies teachers to the student, (8) weak role of the social studies department chairpersons and supervisors, (9) failure to gather and use parental and Public support, (10) lack of valid social studies assessment and evaluation procedures, (11) lack of humane classroom environments to motivate and interest students, (12) lack of sound research in the field of social studies education, (13) overemphasis of the content in social studies at the expense of skill development, (14) isolation of the school and classroom from the real world of the community, and (15) lack of firm conviction about the ethical values which social studies teach. (Author/DE)

ED 117 005

SO 008 837

Rhoad, David L., Ed.

**War on Hunger: A Report from the Agency for International Development, December 1975.**

Agency for International Development (Dept. of State), Washington, D.C.

Pub Date Dec 75

Note—20p.

Available from—Publications Division, Office of Public Affairs, AID, Room 4953, State Department Building, Washington, D.C. 20523 (free, request to be placed on mailing list)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Agricultural Education, \*Developing Nations, Economic Development, \*Economic Disadvantage, Educational Development, \*Hunger, International Programs, \*Periodicals, Population Education, \*Poverty Programs, World Problems

Produced by the Agency for International Development, this magazine presents articles and speeches on international development. Published monthly, the articles focus on developing nations and problems and areas of development. Typical issues offer articles on food and nutrition, education, disaster and humanitarian relief, U.S. government policy, voluntary and private agencies, health and sanitation, population and family planning, research, science, technology, and environment. This sample issue discusses educational development in disadvantaged nations. Articles include: education in developing countries, population programs, new hope in the battle against malnutrition, and agricultural development. The periodical is available without cost to persons who request to be placed on the mailing list. (JR)

ED 117 006

SO 008 838

Ad Hoc Group to Advise on Innovative Programmes and Projects in Associated Schools (Unesco House, Paris, 21-25 July 1975). Report.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 17 Oct 75

Note—31p.; For a related document, see ED 073 998

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Comparative Education, Curriculum Development, Educational Development, \*Educational Innovation, Elementary Secondary

Education, \*Global Approach, International Organizations, \*International Programs, \*Program Development, \*School Community Relationship

Identifiers—\*Associated Schools Project

Suggested innovations in the Unesco Associated School Program are described in this report. Fourteen member states participated in the conference in order to improve international understanding and school-community relationships by suggesting innovations in the organizational structure, curriculum content, and teaching methods of the schools. Two separate reports of the English-speaking countries and the French-speaking countries are included. Both reports provide a philosophical foundation, strategies for change, and possible projects. A final joint recommendation report of the two groups stresses the necessity for further faculty training, UNESCO establishment of information clearinghouses and curriculum development centers within the framework of existing institutions, key structural changes in selected Associated Schools which will act as models for further curriculum development, and more emphasis on innovative teaching units in the circular, International Understanding at School. Two brief working papers submitted to the conference entitled *The School as Social Agent in the Community: Determinants of Effective Programs and Education and Community* are also included. (Author/DE)

ED 117 007

SO 008 841

McNamee, Sharie

**Moral Behavior, Moral Development, and Motivation.**

Pub Date 75

Note—15p.; Paper presented at the Annual Meeting of the American Psychological Association (Chicago, Illinois, September 1975); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Affective Behavior, \*Behavioral Science Research, \*Behavior Patterns, Empathy, Higher Education, \*Moral Development, \*Moral Issues, \*Moral Values, Motivation, Social Behavior, Social Science Research

An experiment designed to study the relationship between moral behavior and level of moral development is described. Subjects in the experiment were faced with the choice of either remaining uninvolved observers or intervening to help another student. Their choice was affected by the presence of an authority figure which discouraged any intervention. The results indicated that people at almost all levels of moral development do not help someone in need, although they think that person should be helped. The most common reason was the presence of the authority figure. Only at level 6 of the Kohlberg moral development scale did every subject go against the authority figure and help the student. However, the analysis of behavior at stages 1-5 reveals that an increasing percentage at each level defied authority in order to help the student. Thus the results confirm Kohlberg's theory that moral judgment predicts moral behavior in a situation by determining the interpretation of the situation and consequently the response to it. (Author/DE)

ED 117 008

SO 008 842

Boute, Joseph

**Demographic Trends in the Republic of Zaïre.**

Caltech Population Program Occasional Papers, Series 1, Number 5.

California Inst. of Tech., Pasadena.

Pub Date 73

Note—21p.; For related documents, see SO 008 843-846

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*African Culture, Birth Rate, \*Demography, Developing Nations, Family Planning, Foreign Countries, Marriage, Overpopulation, Population Distribution, Population Education, \*Population Growth, \*Population Trends, Rural Population, Social Attitudes, Social Change, \*Social Sciences, Urbanization, Urban Population, World Problems

Identifiers—\*Zaire

This paper, one in a series of occasional publications, discusses population growth and trends in the African Republic of Zaïre. The series is intended to increase understanding of the interrela-

tionships between population growth and socioeconomic and cultural patterns throughout the world, and to communicate this understanding to scholars and policy makers. This publication includes a discussion of the following: (1) General Characteristics of Black Africa, (2) African Attitudes toward Population, (3) Demographic Trends in the Zaïre, and (4) Urban Trends and Internal Migration. (Author/RM)

ED 117 009

SO 008 843

Swezy, Alan

**Labor Shortage and Population Policy.** Caltech Population Program Occasional Papers, Series 1, Number 6.

California Inst. of Tech., Pasadena.

Pub Date 73

Note—19p.; For related documents, see SO 008 842-846

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Developing Nations, Economic Development, Economic Factors, Labor Demands, \*Labor Economics, Labor Force, Labor Market, \*Labor Supply, \*Population Growth, \*Population Trends, \*Social Sciences

Identifiers—France, Japan, \*Singapore, Switzerland

This paper discusses recent histories of labor shortages in Singapore, Japan, and several western European countries. Emphasis is upon the economic effects of severe shortages of labor. Fearing that these shortages would seriously handicap further economic progress, many people in these countries have advocated large-scale immigration or increased population growth or both. It is the author's conclusion that the existence of a labor shortage is not a valid ground for encouraging either population growth or immigration. The series of which this publication is a part is intended to increase understanding of the interrelationships between population growth and socioeconomic and cultural patterns throughout the world, and to communicate this understanding to scholars and policy makers. (Author/RM)

ED 117 010

SO 008 844

Groth, Edward, III

**Food Production, Population Growth, and Environmental Quality.** Caltech Population Program Occasional Papers, Series 1, Number 7.

California Inst. of Tech., Pasadena.

Pub Date 73

Note—27p.; For related documents, see SO 008 842-846

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Conservation (Environment), \*Ecological Factors, Energy, \*Environmental Influences, Fertilizers, \*Food, Land Use, Natural Resources, Pesticides, \*Population Growth, Population Trends, \*Social Sciences, Soil Conservation, Water Resources, World Problems

This paper, one in a series of occasional publications, discusses trends in food production and population growth, emphasizing how environmental quality will be affected. The series is intended to increase understanding of the interrelationships between population growth and socioeconomic and cultural patterns throughout the world, and to communicate this understanding to scholars and policy makers. This publication includes a discussion of the following: (1) Land Resources and Productive Capacity; (2) Water Resources and Water Quality; (3) Energy and Food Production; (4) Fertilizers and Soil Nutrients; (5) Pest Management; (6) Organic Residues from Agriculture and Food Processing; (7) Threats to Ecological Stability; (8) Trade-Offs: Environmental Quality, Food Production, and Costs; and (9) The Role of Population Growth. (Author/RM)

ED 117 011

SO 008 845

El-Hamamsy, Laila

**The Days of Egypt: Survival in a Modernizing Society.** Caltech Population Program Occasional Papers, Series 1, Number 8.

California Inst. of Tech., Pasadena.

Pub Date 73

Note—35p.; For related documents, see SO 008 842-846

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Community Health Services, Contraception, Ethnology, \*Family Planning, Foreign Countries, Health Services, Home Health Aides, Home Visits, \*Paramedical Occupations, \*Population Growth, Pregnancy, \*Public Health, Public Health Legislation, \*Social Sciences

**Identifiers—\*Egypt**

This paper, one in a series of occasional publications, discusses the role of the midwife, or "daya," in contemporary Egypt. The series is intended to increase understanding of the interrelationships between population growth and socioeconomic and cultural patterns throughout the world, and to communicate this understanding to scholars and policy makers. The following questions are discussed: (1) How is the traditional midwife faring in Egypt, a country where modern medicine has been practiced for many decades and where maternal and child health and family planning services are within reach of most inhabitants? (2) How have her role and her practices evolved and adjusted in the face of competition from modern medical practice? (3) What forms of interaction exist between her and the public health personnel? (4) How does she view family planning activities and is there any way in which she can be induced to help rather than to obstruct family planning efforts? (Author/RM)

**ED 117 012** SO 008 846

*Brown, Harrison*

**Population Growth and Affluence: The Fissioning of Human Society. Caltech Population Program Occasional Papers, Series 1, Number 9.**

California Inst. of Tech., Pasadena.

Pub Date 73

Note—23p.; For related documents, see SO 008 842-845

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—Comparative Analysis, \*Developed Nations, \*Developing Nations, Energy, Graphs, Income, \*Population Growth, \*Social Sciences**

This paper compares population growth and affluence in developed nations in which per capita income and consumption have been relatively high, and in developing nations in which per capita income and consumption have been relatively low. The paper is one in a series of occasional publications intended to increase understanding of the interrelationships between population growth and socioeconomic and cultural patterns throughout the world, and to communicate this understanding to scholars and policy makers. In this publication, the author uses the consumption of energy and steel between 1950 and 1970 as primary indicators because of the obvious implications of the growth of such parameters upon the environment and the world resource base. Graphs and tables are provided. (Author/RM)

**ED 117 013** SO 008 847

*Griswold, William J.*

**The Image of the Middle East in Secondary School Textbooks.**

Middle East Studies Association of North America, New York, N.Y.

Pub Date 75

Note—108p.

Available from—Middle East Studies Association, Hagop Kevorkian Center for Near Eastern Studies, 50 Washington Square South, New York University, New York, New York 10003 (\$2.50)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—\*Annotated Bibliographies, \*Area Studies, Course Descriptions, Curriculum Guides, Geography, Instructional Materials, Islamic Culture, Middle Eastern History, \*Middle Eastern Studies, Secondary Education, \*Social Studies, Social Studies Units, Textbook Bias, \*Textbook Evaluation, World History**

Forty-two secondary-level Canadian and American world history, social studies, and geography textbooks on the Middle East are examined for errors in content, oversimplification of complicated issues, and stereotyping. Areas under examination for distortion include Middle East geography and culture, economics, and maldistribution of wealth, cultural bias and ethnic stereotypes, religious bias and stereotypes, United States relations in the Middle East, and the Arab-Israeli wars. An annotated bibliography contains critical references for 62 texts as well as a list of superior textbooks by American publishers. Two course syllabuses are also included. The first syllabus provides a guide to essential features of Muslim history and culture from the seventh to the twentieth centuries. It contains evaluation questions, student objectives, and references to suggested readings. The second syllabus provides student objectives, references to suggested readings, selected readings, teaching strategies,

and student activities about the four major Arab-Israeli wars from 1947 to 1973. (Author/DE)

**ED 117 014** SO 008 849

**Oral History: What? Why? How? Guidelines for Oral History.**

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Services.

Pub Date 75

Note—42p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—American Culture, Community Study, \*Course Descriptions, Field Interviews, \*History Instruction, \*Local History, \*Oral History, Primary Sources, Questioning Techniques, Questionnaires, Secondary Education, \*Social History, \*Teaching Techniques, United States History**

**Identifiers—Pennsylvania**

With the growing interest in oral history, this booklet provides guidelines for the development of oral history projects at the secondary level. There are various options for establishing oral history in the school program including an elective semester course, an independent study project, a minicourse, a cocurricular history club project, or an interdisciplinary course involving a number of curriculum areas. Descriptions of nine oral history curriculum-program options developed in Pennsylvania secondary schools are provided. Also included in the guidelines are a list of subject areas for student investigations, tips on interviewing community residents, a copy of an interview release form, tips for the use of interview materials, and two specialized questionnaires developed by the Pennsylvania Historical and Museum Commission. These questionnaires provide subject content and questions for the study of local ethnicity, community life, and labor-management relations. A list of local and oral resources and school publications across the country which are based on the Foxfire model are also included. (Author/DE)

**ED 117 015** SO 008 850

*Harms, Louise Hayes, Ray*

**General Social Studies: Citizen '76/American Issues: 042524 and 042525.**

Dade County Public Schools, Miami, Fla.

Pub Date 75

Note—73p.; An authorized Course of Instruction for the Quinmester Program

Available from—Textbook Services, 7001 Southwest Fourth Street, Miami, Florida 33144 (\$4.75)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—Citizen Role, \*Citizenship Responsibility, \*Colonial History (United States), \*Community Programs, Credit Courses, Curriculum Guides, Educational Radio, Educational Resources, Educational Television, Learning Activities, Secondary Education, Social Studies, \*Social Studies Units, \*United States History**

**Identifiers—American Issues Forum, Bicentennial, \*Quinmester Program**

This curriculum guide presents the outline of a senior high school quinmester course which offers credit for participation in specific activities related to the Bicentennial commemoration. Based on the Citizen '76/American Issues Forum, the unit activities relate to special radio and television programs. The objectives of the program are to foster student interest in governmental and community concerns and to provide data to students so they may better perform as informed citizens. To meet the individual needs of students, teachers, and school programs, the course requirements are designed in a flexible manner. Series of both required and optional activities and corresponding reading lists make up the unit. Learning activities consist of participation in independent research, discussion groups, forums, and workshops related to issues underscored during the Bicentennial. (Author/JR)

**ED 117 016** SO 008 851

*Conrad, Dan Hedin, Diane*

**Action Learning in Minnesota.**

Minnesota Association of Secondary School Principals, St. Paul.; Minnesota Univ., Minneapolis. Center for Youth Development and Research.

Spons Agency—Bremer (Otto) Foundation, St. Paul, Minn.; Sordna Foundation, Inc., New York, N.Y.

Pub Date [75]

Note—37p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—\*Activity Learning, \*Community Involvement, Community Services, Course Descriptions, Cross Age Teaching, Learning Activities, Program Descriptions, \*School Community Programs, Secondary Education, \*Social Studies, State Surveys, Student Volunteers**

**Identifiers—\*Minnesota**

This publication describes over 100 activity-oriented programs in which students learn through a combination of direct experience and associated instruction or reflection. Students are involved in cross-age tutoring, community services, on-the-job work experiences, foreign or domestic travel with an organized group, political campaigns, field trips, art show productions, movie making, and still photography. Information was gathered in the spring of 1975 when the Student Community Involvement Project of the University of Minnesota and the Minnesota Association of Secondary School Principals sent out a questionnaire to all secondary schools in the state to determine how many of them had adopted action learning. Names to contract for further information on the projects are provided for each school. Additional resources and references are also included. (Author/RM)

**ED 117 017** SO 008 852

*Allen, Rodney F. Austin, J. Susan*

**Learning About Religion: What to Do...and What It Looks Like When You Do It. Religion in Elementary Social Studies Teacher Self-Instructional Kit 3 (and) Evaluation Report.**

Florida State Univ., Tallahassee. Religion - Social Studies Curriculum Project.

Pub Date 74

Note—74p.; For related documents, see ED 114 319-321 and ED 114 325

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—Curriculum Development, Curriculum Evaluation, Elementary Education, Instructional Materials, Interdisciplinary Approach, Learning Activities, Religion, \*Religious Education, \*Social Studies, \*Social Studies Units, \*Teacher Education, Teaching Guides, Teaching Techniques**

**Identifiers—\*Religion in Elementary Social Studies Project, RESS**

The third teacher self-instruction kit of the Religion in Elementary Social Studies (RESS) project supplements the first two kits described in ED 114 319 and ED 114 325. This third kit provides specific classroom techniques and procedures for how to teach about religion. It offers an overview of the project's objectives for students, presents a brief comment on the learning theory on which the lessons are based, and proceeds with a series of lessons drawn from the student materials. Each lesson contains references from the teacher's guides, including scripts for audiotapes, reductions of activity sheets, and classroom instructions. The exemplary lessons are organized around six major objectives which include student-experience development, cognitive-skill development, attainment of concepts and main ideas, the finding of personal meaning, self-concept and empathy development, and group participation skills. The sample lessons provide the teacher with opportunity to test the materials and teaching strategies in the classroom. Also included is an evaluation report which outlines the major conclusions of religion scholars, teacher educators, and teachers who have used the materials. (Author/DE)

**ED 117 018** SO 008 853

*Kessler, Harold And Others*

**Labor Unions: Progress and Promise.**

Philadelphia School District, Pa. Office of Curriculum and Instruction.

Pub Date 72

Note—97p.

Available from—Division of Social Studies Philadelphia School District, 21st Parkway Room 330, Philadelphia, Pennsylvania 19102 (\$1.39)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—Collective Bargaining, Curriculum Guides, Grievance Procedures, \*Industrial Relations, Instructional Materials, Labor Conditions, Laborers, Labor Problems, \*Labor Unions, Secondary Education, Social Sciences Social Studies, \*Social Studies Units, Teaching Techniques, Union Members**

Designed for the secondary level, this curriculum guide on labor unions provides an historical

background, inquiry-oriented classroom lessons, and resources. The guide contains 17 lessons which examine the structure and daily activities of unions and their members. The first six lessons explore the structure and function of local and national unions as well as how unions can bring about nonviolent change. Other lessons are included on the topics of collective bargaining, contracts, process of negotiation, the shop steward, the grievance, grievance procedure, working on an assembly line, a case study of a worker's grievance, and the relationship of the union to the community. The lessons include objectives, instructional strategies, suggested activities, and, in many cases, actual student readings. The units may be integrated into American history, political science, sociology, and economics courses or may stand alone as a six- to eight-week minicourse. Also included is a list of relevant books, films, and community resources in Pennsylvania. (Author/DE)

**ED 117 019** **SO 008 859**  
**Social Studies Technical Report: Summary**  
 Volume. Report No. 03-SS-21.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—Carnegie Corp. of New York, N.Y.; Fund for the Advancement of Education, New York, N.Y.; National Center for Education Statistics (DHEW), Washington, D.C.

Report No.—03-SS-21

Pub Date Nov 75

Note—120p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.00)

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—\*Academic Achievement, Adult Education, \*Educational Assessment, Educational Objectives, Elementary Secondary Education, \*Evaluation, Intellectual Development, Measurement Goals, \*National Surveys, Racial Differences, Sex Differences, Social Differences, \*Social Studies, Student Evaluation, Test Results

**Identifiers**—\*National Assessment of Educational Progress

This report provides the technical results of the 1971-72 national assessment of social studies. The results are summarized across assessment exercises for the sample. Exhibits include comparison of age for the learning area, of each of the National Assessment's reporting groups with the national level of performance, of the various groups within an age, and of performance on subsets of social studies exercises. The reporting population and subpopulations are categorized according to age, region of the country, sex, race, level of parental education, and type of community. For most of the exhibits, the exercises are divided into the three broad themes of skills, knowledges, and attitudes. Chapters present summary comparison data for exercises related to (1) the skills of obtaining and interpreting information; (2) the knowledge areas of economics, geography, history, and political science; and (3) attitudes about First Amendment rights. Summary comparison data are provided for the overlap exercises of the three basic themes—skills, knowledge, and attitudes. The last chapter includes a copy of the five major social studies objectives and summaries of group results for each objective. Appendix A presents a cross-reference list for all exercises from theme to objective. (Author/DE)

**ED 117 020** **SO 008 860**

**Philosophical Inquiry: (An Investigation of Basic Philosophical Presuppositions) Teacher's Manual.**

Institute for Services to Education, Inc., Washington, D.C.

Pub Date 71

Note—127p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors**—\*African American Studies, African Culture, Black Power, Course Descriptions, Curriculum Guides, Higher Education, \*Inquiry Training, \*Philosophy, \*Political Science, Relevance (Education), Religion, Social Studies, \*Teaching Techniques

This guide provides teaching techniques for an undergraduate philosophy course. Students examine specific philosophic issues related to the black person's experience. They are required to

apply critical and analytical procedures leading to philosophical investigations of topics of both philosophical and nonphilosophical origins. The teaching techniques used in the course range from informal classroom discussion to formal philosophical reading. In general, the emphasis is on student inquiry into philosophical problems before the class is presented with philosophers' reflections on the subject. The course, divided into four units, including epistemology, the African world view, religion, and social and political philosophy, is designed to help students become acquainted with and examine the (1) bases and structure of knowledge; (2) mythology, religion, philosophy, and social system of black Africa; (3) nature of religion and the relationship of black theology to black power; and (4) traditional problems of the relation between man and state as well as the philosophical basis for black liberation. (Author/DE)

**ED 117 021** **SO 008 861**

**Of Mice and Men: Interdisciplinary Unit. Revised.**  
 Beck Middle School, Cherry Hill, N.J.

Pub Date 75

Note—72p.

Available from—Richard D. Levy, Beck Middle School, Cropwell Road, Cherry Hill, New Jersey 08003 (\$3.00, mimeo)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—\*Animal Behavior, Behavioral Sciences, Curriculum Development, Individualized Instruction, Instructional Materials, \*Interdisciplinary Approach, Junior High Schools, Language Arts, \*Learning Processes, Mathematics, Middle Schools, \*Resource Units, Sciences, Social Studies, Supplementary Textbooks, Teacher Developed Materials, Teaching Guides

"Of Mice and Men" is developed as an interdisciplinary unit to be team taught by math, science, language arts, and social studies teachers and team guidance counselors. Developed as an individualized program for middle school students, a variety of supplementary materials is provided to exemplify the types of activities suggested for students. Students explore the nature of learning and the nature of intelligence through observation, care, and testing of mice. Building mazes and running tests are major activities of the unit along with intensive observation and recording of learning patterns of mice. Each unit contains an introduction, learning objectives, and activity directions. (Author/JR)

**ED 117 022** **SO 008 863**

**Rodgers, Joseph W.**

**The National Observer in the Social Science Class. A Teacher's Guide.**

Pub Date 75

Note—47p.

Available from—Educational Services Bureau, Dow Jones and Company, Inc., P.O. Box 300, Princeton, New Jersey 08540 (free)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Economics, History, \*Interdisciplinary Approach, Learning Activities, Newspapers, \*Periodicals, Political Science, Psychology, Resource Guides, Secondary Education, Skill Development, \*Social Problems, \*Social Sciences, Social Studies Units, Sociology, Teaching Guides, \*Teaching Techniques

**Identifiers**—\*The National Observer  
 Ten lesson plans present ways of using the periodical, "The National Observer," in social science classrooms. By providing stimulating reading, raising questions, and provoking discussion, the periodical articles are designed to expand the student's perspective on social issues. Revolving around five disciplines—political science, economics, history, sociology, and psychology—the activities are interdisciplinary in nature and focus on building student skills. Each lesson includes a copy of a "National Observer" article, an introduction, learning objectives, vocabulary, and related student activities. For example, one article shows how savings bonds do not keep up with inflation and suggests questions and activities, such as developing an investment portfolio, to better understand savings and investments. (JR)

**ED 117 023** **SO 008 864**

**O'Neill, James B.**

**The Market System: Does It Work?**

Pub Date 75

Note—71p.; For a related document, see SO 008 865

Available from—Educational Services Bureau, Dow Jones and Company, Inc., P.O. Box 300, Princeton, New Jersey 08540 (\$1.95 each, minimum order 10 copies)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Concept Teaching, Curriculum Guides, \*Economic Education, Economic Factors, \*Economics, Energy, Instructional Materials, Learning Activities, \*Money Management, Newspapers, Secondary Education, Social Sciences

**Identifiers**—\*Market System

Included in this student booklet are a variety of learning activities for secondary students which will aid their understanding of the United States economic system. Basic concepts are introduced which show how a market mechanism resolves the conflict between finite resources and infinite desires, how supply and demand interact, and how competition among commodities and available reserves, as well as among perspective purchasers, influence pricing. Students are exposed to these concepts on a personal level, helping them to answer the following kinds of questions: (1) What kind of car should I buy considering the energy crisis? (2) Should I go to college or to work after high school graduation? (3) What summer jobs are available? Following an introduction which defines and introduces the market system, activity chapters focus on consumerism, money problems, scarcity of natural resources, distribution of goods, supply and demand, getting enough gasoline, the case for rationing, motorcycles and public safety, and future fear. Although there is some variation, most lessons begin with a newspaper article on one of the former-mentioned economic topics. Then, lists of difficult terminology and a number of questions follow to help students comprehend what they read in the article. The teacher's guide is SO 008 865. (Author/JR)

**ED 117 024** **SO 008 865**

**O'Neill, James B.**

**The Market System: Does It Work? Teacher's Edition.**

Pub Date 75

Note—91p.; For a related document, see SO 008 864

Available from—Educational Services Bureau, Dow Jones and Company, Inc., P.O. Box 300, Princeton, New Jersey 08540 (\$2.95)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Concept Teaching, \*Economic Education, Economic Factors, \*Economics, Energy, Instructional Materials, Learning Activities, \*Money Management, Newspapers, Secondary Education, Social Sciences, \*Teaching Guides

**Identifiers**—\*Market System

This document is the teacher's guide for SO 008 864. Developed for secondary students, the materials aid students in the understanding of the United States economic system. Along with the narrative found in the student materials, the guide presents objectives, concepts, procedures, and evaluation for completing the unit. The materials are arranged so that the earliest lessons deal with the most basic concepts and later lessons introduce variations and complexities of the major concepts. Chapter titles correspond to the student version of the materials. (Author/JR)

**ED 117 025** **SO 008 867**

**Fotia, Elizabeth R. Rasmussen, Karen**

**The Italian-Americans of the South Bend-Mishawaka Area.**

Indiana Univ., South Bend. Ethnic Heritage Studies Program.

Pub Date Jun 75

Note—39p.; For related documents, see SO 008 868 and 869

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Cultural Awareness, Cultural Background, \*Cultural Pluralism, Ethnic Groups, \*Ethnic Studies, Higher Education, \*Italian Americans, Minority Groups, Research Projects, Secondary Education

**Identifiers**—\*Indiana (South Bend)

Developed as part of an ethnic heritage studies program, this historical narrative of Italian Americans can enhance cultural awareness. This document presents the story of Italians beginning with cultural roots in Italy and their subsequent



emigration to the United States, including to South Bend, Indiana. Four major areas are explored. An account of why Italians left Italy relates agrarian poverty, political instability, and economic depression as major reasons. Next, emigration patterns of the early 20th century are examined with special emphasis on the Italians of South Bend. Following is an account of Italian life in Northern Indiana and surrounding social conditions. Finally, a few Italians who have contributed to American culture, music, art, and politics are discussed. (JR)

ED 117 026 SO 008 868

Fotia, Elizabeth R. Calvin, Richmond  
*The Mexican-Americans of the South Bend-Mishawaka Area.*

Indiana Univ., South Bend. Ethnic Heritage Studies Program.

Pub Date Jun 75

Note—14p.; For related documents, see SO 008 867 and 869

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Cultural Awareness, Cultural Background, \*Cultural Pluralism, Ethnic Groups, \*Ethnic Studies, Higher Education, \*Mexican American History, \*Mexican Americans, Minority Groups, Research Projects, Secondary Education

Identifiers—\*Indiana (South Bend)

Developed as part of an ethnic heritage studies program, this historical narrative of Mexican Americans in South Bend, Indiana, is intended to increase cultural awareness of minority groups. The document opens with historical background information beginning in 1877 during the presidency of Porfirio Diaz of Mexico. The narrative follows migration and population factors surrounding Mexican Americans. Because of the recruiting effort of an organization dedicated to improving living conditions, many Mexicans Americans migrated to South Bend which provided job opportunities in its industrial areas. The adjustments of the group in trying to change their life and still retain their ethnic heritage are discussed. Family, economic, dietary, and political problems are examined. (JR)

ED 117 027 SO 008 869

Breza, Kathleen And Others

*The Polish-American Community in South Bend.*

Indiana Univ., South Bend. Ethnic Heritage Studies Program.

Pub Date Jun 75

Note—27p.; For related documents, see SO 008 867 and 868

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Cultural Awareness, Cultural Background, \*Cultural Pluralism, Ethnic Groups, \*Ethnic Studies, Higher Education, Minority Groups, \*Polish Americans, Research Projects, Secondary Education

Identifiers—\*Indiana (South Bend)

Developed as part of an ethnic heritage studies program, this document provides an historical narrative of Polish Americans in South Bend, Indiana. The document presents background information, beginning with the dating of Polish national existence in 966 when King Mieszko converted to Christianity. Emigrating to America for economic reasons, many Poles began arriving in Indiana around 1850 through 1860. Their subsequent life and cultural development in South Bend is presented. The Polish community retained strong roots and identity to their Polish heritage into the 1960s when a decline in identity ensued. Recent emphasis is on cultural pluralism. (JR)

ED 117 028 SO 008 871

Pratt, Robert B.

*Perspectives: A Social Studies Handbook for Secondary Teachers, 7-12.*

Iowa State Dept. of Public Instruction, Des Moines.

Pub Date 74

Note—466p.; For a related document, see SO 008 655

Available from—Curriculum Division, Iowa Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319 (\$1.39, paper)

EDRS Price MF-\$0.76 HC-\$23.48 Plus Postage

Descriptors—\*Curriculum Development, Curriculum Evaluation, Educational Change, Educational Objectives, \*Inquiry Training, Inservice Programs, Learning Activities, Process Educa-

tion, Questioning Techniques, Secondary Education, Simulation, \*Social Studies, Teacher Education, \*Teaching Models, Values

Identifiers—Iowa

Part of a continuing process of curriculum reform in social studies in Iowa, this document presents teachers with the necessary background and information to aid in the reform, innovation, and evaluation of their own social studies programs. The materials are geared toward the appreciation and eventual implementation of new social studies techniques. The document examines five areas of the process which can be implemented individually or through inservice programs. Part one is designed to whet the teacher's appetite for the new social studies and to provide him with the methodological background necessary for the revision of his own curriculum. The chapters question what should be taught in social studies and deal with the following methodological themes: questioning, valuing, objectives, inquiry, simulation, and evaluation. Part two provides the analytical tools necessary to begin the revision process. Part three takes teachers through a 10-step revision process by combining curriculum experience and analysis into a workable curriculum revision program. Part four provides an up-to-date resource guide of the newest social studies project and inquiry materials that can supplement the curriculum change. (Author/JR)

ED 117 029 SO 008 883

Sells, Lucy W., Comp.

*Current Research on Sex Roles.*

Sociologists for Women in Society.

Pub Date Sep 72

Note—79p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—\*Annotated Bibliographies, Bibliographies, Family (Sociological Unit), Instructional Media, Minority Groups, Organizations (Groups), Political Attitudes, Religion, \*Research Reviews (Publications), \*Sex Role, Sexuality, Social Psychology, Social Sciences, Sociocultural Patterns, Womens Education, \*Womens Studies, Working Women

Focusing on women, this annotated bibliography reviews recent research-oriented literature that investigates sex roles. The main concern is the role and place of women in present-day United States society. The literature areas which the bibliography covers are bibliographies and sources, action organizations, media, women's movement, affirmative action, minorities, family, sex roles, sexuality, social psychology, deviance and social control, education, economy, politics, religion, culture, and history. (ND)

ED 117 030 95 SO 008 884

Saad, Geli, Comp.

*Selected Bibliography and Abstracts of Educational Materials in Pakistan, Vol. 8, No. 3, 1974. Period Covered, July-September 1974.*

National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT 74-53392/3

Pub Date 74

Note—54p.; Not available in hard copy due to marginal legibility of original document; For related document, see ED 113 262

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Annotated Bibliographies, Childrens Literature, \*Comparative Education, Educational Administration, \*Educational Development, \*Educational History, Educational Planning, Elementary Secondary Education, Health Education, Higher Education, Libraries, Sociology, Textbooks, Womens Education

Identifiers—\*Pakistan

This annotated bibliography lists 102 selected educational materials in Pakistan covering the period July through September 1974. The materials are drawn from a variety of Pakistani journals, newspapers, and government publications. The entries are organized into 26 categories: Administration, Organization, and Financing of Education; Childhood Education; Curriculum; Education Goals; Education Planning; Educational Reforms; Elementary and Secondary Education; Examinations; Extracurricular Activities; Health Education; Higher Education; Islamic Education; Teaching of Languages; Libraries; Literacy; Literature for Children; Medical Education;

Professional Education; Science Education; Sociology; Teachers; Teaching Methods and Media; Textbooks; Women's Education; General; and a special section on the History of Education. An author index concludes the document. (ND)

ED 117 031 SO 008 895

Canfield, Jack Wells, Harold C.

*100 Ways to Enhance Self-Concept in the Classroom: A Handbook for Teachers and Parents.*

Pub Date Jan 76

Note—250p.

Available from—Prentice-Hall, Incorporated, Englewood Cliffs, New Jersey 07632 (\$11.95 cloth, \$5.95 paper)

Document Not Available from EDRS

Descriptors—Affective Behavior, Educational Resources, Elementary Secondary Education, Higher Education, \*Humanistic Education, Individual Development, Learning Activities, Parent Education, \*Personal Values, Psychoeducational Processes, \*Self Concept, Self Esteem, Self Evaluation, \*Student Development, Teacher Education, \*Teaching Techniques

This handbook for teachers and parents presents 100 practical and easily applicable ways to enhance the self-concept of children in the classroom or at home. The techniques are drawn from many of the newer approaches to self-development such as gestalt therapy, psychosynthesis, guided fantasy, sensory awareness, transactional analysis, expressive art, and movement. Activities are designed to help teachers develop a classroom climate of trust and rapport, encourage pupil interaction, develop emotional awareness, stimulate creative writing, raise achievement motivation, foster self-acceptance, and promote better human relations. The first chapter presents suggestions for getting started and building an environment of positive support. Through an activity such as keeping a personal journal, students can learn more about themselves, their feelings, and their goals and aspirations. The second chapter has students evaluate their strengths and weaknesses. Subsequent chapters include: Who Am I, Accepting My Body, Where Am I Going, The Language of Self, and Relationships with Others. Within each chapter are suggested student activities such as drawing self-portraits, writing short autobiographies, writing imaginary newspaper articles about their accomplishments, and developing resumes of their accomplishments. In addition, an annotated bibliography of available resources and notes for both parents and teachers on how to use the book are included. (Author/JR)

## SP

ED 117 032 SP 009 568

*Needs Assessment for Inservice Education.*

National Education Association, Washington, D.C. Div. of Instruction and Professional Development.

Pub Date [75]

Note—21p.; For related document, see SP 009 569

Available from—National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (No price quoted)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Design Needs, \*Evaluation Needs, \*Inservice Teacher Education, \*Needs Assessment, \*Questionnaires, \*School Surveys, \*Teacher Workshops

This document discusses how to conduct a needs assessment for inservice teacher education. It states that the form or method of conducting a needs assessment must be decided upon after first considering teacher preferences, cost, and the capabilities of the local organization implementing the survey. Three methods of conducting needs assessment are described (oral, written, and a combination of both), and the advantages and disadvantages are presented. It is stated that after consideration has been given to the form or method, the type of needs assessment survey must be decided upon. The four types listed are (1) open-ended subjective responses, (2) the checklist variety, (3) scales, and (4) the discrepancy model. Sample instruments and an outline of a needs assessment workshop are then presented. (PB)

ED 117 033 SP 009 710

Schillo, Genevieve Fassenmyer, Mary Sarah  
Many Peoples—Shared Dreams: A Curriculum  
Guide for Multi-Ethnic Studies.  
National Catholic Educational Association,  
Washington, D.C.

Pub Date 73

Note—51p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Cultural Awareness, \*Curriculum  
Guides, \*Elementary Secondary Education,  
Ethical Values, \*Ethnic Studies, \*Moral  
Development, Multicultural Textbooks, \*Self  
Concept, Social Maturity, Social Problems,  
Teacher Attitudes

Identifiers—\*Multicultural Education

This is a curriculum guide for multiethnic studies. The introduction explains the importance of such studies as a part of values clarification even for young children. After the introduction there is a resource model which is divided into four sections. The first three sections (levels A-C) correspond with developmental stages in the learner. Level A fosters awareness; Level B fosters understanding and response; and Level C fosters recognition and commitment. The fourth section, Level D, deals with using the arts to explore ethnicity. Each level is laid out by goals, conceptual ideas, and suggested activities in which children learn about themselves and their own families and communities and then compare their similarities and differences with other groups and communities. Discussions on faculty development and planning and curriculum evaluation are included in this guide as well as a questionnaire for teachers to explore their own ethnic attitudes and experiences and the make-up and needs of their classroom. A list of ethnic organizations and a bibliography are also included. (CD)

ED 117 034 95 SP 009 717

Mesa, Pete

Community Involvement and Inservice Teacher  
Education: The Urban/Rural Approach. SCIP  
No. 4.

ERIC Clearinghouse on Teacher Education,  
Washington, D.C.

Spons Agency—National Inst. of Education (D-  
HEW), Washington, D.C.

Pub Date Jan 76

Note—17p.

Available from—SCIPS, ERIC Clearinghouse on  
Teacher Education, Suite 616, One Dupont  
Circle, N.W., Washington, D.C. 20036 (1-9 co-  
pies, \$0.50 ea.; 10-99 copies, \$0.45 ea.; 100-  
999 copies, \$0.40 ea.; 1000 or more copies,  
\$0.35 ea.)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Community Involvement,  
\*Developmental Programs, \*Inservice Teacher  
Education, Leadership Training, \*Rural Education,  
School Community Cooperation, Teacher  
Improvement, \*Urban Education

This paper describes the history and status of the Urban/Rural School Development Program which has both community involvement and inservice teacher education as components. The paper first discusses certain important features of the Urban/Rural program. One unique feature of this program is its built-in parity mechanism that requires shared decision-making between school professionals and the community, and which sets it apart from similar programs in teacher education. Another salient feature of the Urban/Rural program is that it is aimed at inservice education. The importance of Leadership Training Institutes (LTI) in relation to this program is also stressed, since the LTI, through workshops, conferences, and newsletters, has served as a unifying element for the Urban/Rural sites. The paper then discusses the attempts of Urban/Rural programs, by including teachers in their planning, to solve certain problems found in traditional inservice education programs. A working definition of inservice education is then proposed, and strategies and mechanisms for providing inservice education are discussed. Other Urban/Rural experiences for the design of a national strategy for inservice education are considered, and the success of various projects is also discussed. The paper concludes with a list of 11 conclusions or important experiences to offer national and local educational policy makers. (BD)

ED 117 035 95 SP 009 727

Leinhardt, Gaea

A Strategy for Program Evaluation.

Pittsburgh Univ., Pa. Learning Research and  
Development Center.

Spons Agency—National Inst. of Education (D-  
HEW), Washington, D.C.

Report No.—LRDC-1975-16

Pub Date 76

Note—21p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Educational Development, Educational  
Research, \*Evaluation Criteria, \*Evaluation  
Methods, \*Program Evaluation

This paper proposes a strategy for in-house evaluations in the context of an educational research and development facility. The obstacles in conducting an evaluation of colleagues' programs are discussed; these fall into two categories. First, there is a set of problems that relate to conflicts inherent in judging the work of a colleague without the protection of anonymity or organizational authority, and second, there are problems posed by the unique characteristics of the program under consideration, which can appear more complex than they are due to the myopia induced by such close association. The proposed strategy, as presented, places the evaluator in the role of coordinator, facilitator, and synthesizer of several separate research efforts in which colleagues in a variety of disciplines combine energies and interests to assess the program being examined. The paper states that the recruitment of researchers to participate in the strategy was accomplished by persuasion and by assuring a payoff to the researchers involved in the form of contributions to their own area of research. The tactics used for organization and management are discussed in some detail. The preliminary results suggested that the evaluation effort was facilitated and its value increased by multidisciplinary contributions to the research. (Author/RC)

ED 117 036 95 SP 009 729

Davies, Hopkin M. And Others

Analysis and Recommendations for the Health  
Education, Physical Education, and Recreation  
Education Activities of the ERIC Clearinghouse  
on Teacher Education: A Planning Document.

ERIC Clearinghouse on Teacher Education,  
Washington, D.C.

Spons Agency—National Inst. of Education (D-  
HEW), Washington, D.C.

Pub Date Dec 75

Note—69p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Clearinghouses, \*Data Bases,  
\*Health Education, Information Processing,  
\*Physical Education, \*Recreation, Resource  
Centers, Subject Index Terms

Identifiers—ERIC Clearinghouse on Teacher Education

This report, prepared by the staff of the ERIC Clearinghouse on Teacher Education, analyzes the health education, physical education, and recreation education (HPR) work of the Clearinghouse, and recommends ways of improving the usefulness and comprehensiveness of that aspect of the ERIC system. The document (1) describes the ERIC system over-all; (2) provides a brief history of the American Alliance for Health, Physical Education and Recreation and ERIC's collaboration in the field of HPR; (3) explains what the Clearinghouse has done in the field of HPR in terms of its three major functions—data base building, user services, and information analysis; and (4) presents recommendations. The major recommendation is to establish a separate ERIC Clearinghouse on HPR. In the interim, it is recommended that the Clearinghouse on Teacher Education limit its resources for HPR to 20 percent; that the Thesaurus of ERIC Descriptors be improved to add more HPR descriptor terms; that there be an emphasis on acquiring documents not adequately covered in the data base; and that the Clearinghouse be more widely publicized to people in the health, physical education, and recreation community. Appendixes list the 16 ERIC Clearinghouses, members of the Administrative Committee and Advisory and Policy Council for the Clearinghouse on Teacher Education, and input forms for new HPR descriptor terms. An order form for computer searches is also included. (CD)

ED 117 037 SP 009 730

Andrews, Wayne D. Nestor, Charles

Annual Report on Project Open 1974-75.

Mason County Schools, Point Pleasant, W. Va.;  
West Virginia Univ., Morgantown. Dept. of  
Technology Education.

Pub Date 75

Note—52p.; For related documents, see SP 009  
731 and 732

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Career Education, Career  
Planning, \*Curriculum Development, \*Junior  
High Schools, Occupational Guidance,  
\*Technical Education, \*Technology, Vocational  
Development

Identifiers—\*Project Open, West Virginia (Mason County)

This is a progress report of Project Open in Mason County, West Virginia. The first part of the report details the progress made in the first year of an attempt to design and implement a new course entitled Career Education in Technology at Point Pleasant Junior High School. This part of the report lists the eight purposes of the project and contains an outline of the content of the course, including additions that were made to the original outline. Program additions to the original guidelines are also briefly discussed. An outline of the major activities of the course precedes a list of the problems encountered during the course. Observations, evaluations plans for the future, conclusions and recommendation, and an appendix containing evaluative correspondence and a metric memorandum conclude this part of the report. The second part of the report details the second year of a similar project at Wahama Junior High School. It begins with a brief introduction explaining the purpose of the project. The first section of this part describes the activities of the second year of the project beginning with the summer of 1974 and including curriculum and program revision, objectives a topic outline of the program, and selected materials. The second section deals with the implementation of the program. The third and final section contains a summary of the project including results, conclusions, and recommendations. (RC)

ED 117 038 SP 009 731

Ritz, John M.

1974-1975 Progress Report for Project Open at  
Cox Landing Junior High School, Cabell County,  
West Virginia.

Cabell County Schools, Huntington, W. Va.;  
West Virginia Univ., Morgantown. Dept. of  
Technology Education.

Pub Date Jul 75

Note—111p.; For related documents, see SP 009  
730 and 732

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—\*Curriculum Development, \*Fine  
Arts, Junior High Schools, \*Practical Arts,  
\*Technology, \*Unified Studies Programs

Identifiers—\*Project Open, West Virginia (Cabell County)

This is the 1974-75 progress report of Project Open at Cox Landing Junior High School in Cabell County, West Virginia. The first chapter contains a description of the Project Open concept and is followed, in chapter two, by a statement of purpose which declares that the project was established to create a uniform program in the fine and practical arts that would entail a relevant scope and sequence to assist in preparing students living in a technological society. Major achievements of the 1974-75 project year and internal and external evaluations are the subjects of the next two chapters. Future plans, and conclusions and recommendations for the project are discussed in the final two chapters. Appended are the Project Open contract, a list of identified unified arts programs, a list of sample teacher development unified arts units, the inservice schedule and workshop agenda, a draft of the Cabell County unified arts curriculum guide, the school schedule, a sample elementary technology unit plan, and a sample of a daily log. (RC)

ED 117 039 SP 009 732

Wright, John R.

1974-75 Progress Report for Project Open at  
Hundred High School, Wetzel County, West  
Virginia.

West Virginia Univ., Morgantown. Dept. of  
Technology Education.; Wetzel County  
Schools, New Martinsville, W. Va.

Pub Date Jun 75

Note—146p.; For related documents, see SP 009  
730 and 731

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

**Descriptors**—Community Involvement, Course Objectives, \*Curriculum Development, Curriculum Evaluation, \*Industrial Arts, Industrial Education, Industrial Technology, Inservice Teacher Education, Secondary Education, \*Technology

**Identifiers**—\*Project Open, West Virginia (Wetzel County)

This document describes "Project Open," a curriculum development services agreement between the Wetzel County Board of Education and the West Virginia University Board of Regents, to be implemented in two county high schools. This agreement is designed to provide the school system with a planned educational curriculum and personnel development program in the technologies. The purpose of "Project Open" is to provide opportunities for young people to understand the highly complex technological world in which they live, and thus focuses on the industrial arts. The document is divided into two parts, each of which relates to one of the high schools involved. Both of these parts are divided into six sections. Section one discusses the nature of the project in relation to the community, the school system, the teachers, and the students. The purpose of the project is set forth in section two; this section includes long- and short-range objectives, student and community needs, and a list of course descriptions. The third section describes inservice training, course design and implementation, physical facility modification, and industrial arts club activities. Section four is comprised of internal and external evaluation reports by the principal, teachers, consultants, the state curriculum development specialist, the field coordinator, and the field liaison. Future progress is discussed in section five, and section six (the appendix) includes the contract agreement and course content charts. (BD)

**ED 117 040** SP 009 733  
**Institutions Responsible for Teacher Training. Issues and New Trends in Some European Countries and in North America.**

Organisation for Economic Cooperation and Development, Paris (France).

Report No.—OECD-19.358

Pub Date 75

Note—189p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Certification, Community Influence, \*Educational History, \*Foreign Countries, \*Higher Education, \*Professional Education, Schools of Education, State Boards of Education, State Standards, Teacher Certification, \*Teacher Education, Teacher Qualifications, Teachers Colleges

**Identifiers**—Canada, Denmark, England, Germany, Sweden, United States, Wales

This document is composed of two studies. The first examines the education of teachers in Germany, Sweden, England and Wales, and Denmark. It looks at the history of teacher education in those countries, focusing on (1) the fact that primary school teachers have tended to be women trained in inferior normal or teacher training schools, and (b) that secondary teachers have tended to be "educated" at universities in rigorous disciplines. The author states that teaching needs to become increasingly professionalized, that the role of the teacher has become extremely complex, and that the separation of teacher training from serious academic preparation has been harmful to the profession. The relations between teacher training institutions, schools of education, and universities in the above-mentioned countries are also analyzed and critiques are offered. The second study is of U.S. and Canadian institutions concerned with teacher preparation. As in the first study, related historical and cultural issues are examined. Issues studied in this connection include accreditation and certification, state and province relationship to education, and community demands. This study also contains numerous tables and statistics. The first study is followed by references, the second by a bibliography. (CD)

**ED 117 041** SP 009 734  
**Klimes, Rudolf E.**

**An Axiological Structure for a Theistic Philosophy of Education.**

Pub Date 73

Note—11p.

Journal Cit.—Saniku Gakuin Junior College; n2 1973

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Education, \*Educational Philosophy, \*Ethics, \*Humanism, Humanistic Education, \*Philosophy, Religion, \*Values

**Identifiers**—\*Theism

The purpose of philosophy is to aid the individual in developing a unified view of the universe, the world, and the society in which he lives. In both the establishing of life-goals and the development of a philosophy of education, a clear understanding of values and facts is necessary. But in educational practice, many decisions are based on one-sided political, social, and economical considerations rather than on philosophical ones. To gain balance and completeness, man first needs God, then the knowledge and practice provided by the humanities and by natural and social sciences. Education, according to the theistic philosophy of education, is the completing and balancing of man with divine help. Humanistic values of their broader form dominate the various schools of modern educational thought. But there can be no reconciliation between humanism and theism. The questions are often asked: Life for what? education for what? A structure for a theist philosophy of education and educational value system offers answers to these questions. The axiological structure for the theistic philosophy of education must be further developed into specific values, aims and educational practices. Thus the axiological approach to the theistic philosophy of education is a reasonable alternative to humanist thought. (CD)

**ED 117 042** SP 009 735

**Costa, Crist And Others**

**A Comparative Study of Career Opportunities Program (COP) Graduates as First-Year Teachers.**

City Univ. of New York, N.Y. Queens Coll. New Careers Training Lab.

Pub Date Nov 75

Note—150p.

Available from—New Human Services Institute, 184 Fifth Avenue, New York, New York 10010 (\$4.00)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Beginning Teachers, \*Effective Teaching, Teacher Attitudes, Teacher Education, \*Teacher Evaluation, \*Teacher Programs, \*Teaching Quality, Teaching Techniques

**Identifiers**—\*Career Opportunities Program

This study assessed the performance of first-year teachers trained through the U. S. Office of Education Career Opportunities Program (COP) and a matched group of first-year teachers in the same school building and grade, but not trained through COP. The study was conducted during the 1974-75 school year at 15 sites across the country, which were drawn as a stratified sample of the 132 COP projects nationwide. A variety of instruments were used to obtain a comprehensive picture of the participants in terms of personal characteristics, attitudes, classroom behavior, and impact upon pupils. The results showed that the COP trained teacher was more likely to have a more positive attitude toward teaching, be more socially oriented, have more vigor, be more original in thought, and receive a higher rating from the principal based on his/her work in the classroom. He/she was more supportive of student initiated talk and less likely to ask questions soliciting rote responses. The children whom the COP-trained teacher taught had a more positive self-concept, their parents viewed their attitudes toward school more positively, and the children performed better on standardized achievement tests. Although many of the differences between the COP trained and non-COP trained teachers are small, the pattern of differences is clear and consistent. (A summary of the study is included.) (Author)

**ED 117 043** 95 SP 009 736

**Nelson, Richard Gardner And Others**

**Learning Climate in IGE/MUS-E Schools. Technical Report No. 213. Revised Edition.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Report No.—TR-213

Pub Date Oct 75

Contract—NE-C-00-3-0065

Note—73p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Educational Environment, \*Elementary Education, \*Elementary School Students, \*Individualized Instruction, Learning, \*Student Attitudes, Traditional Schools

**Identifiers**—\*Individually Guided Education, Multiunit Elementary Schools

This study investigated the relationship of the learning climate of pupils to Individually Guided Education (IGE) with its Multiunit Elementary Schools (MUS-E) organizational structure. IGE/MUS-E was developed by the Wisconsin Research and Development Center for Cognitive Learning and is a comprehensive educational system incorporating several innovative educational development. The study examined five attitudinal variables concerned with learning. These were pupil attitude toward (1) himself as a learner, (2) other pupils, (3) teachers, (4) instruction, and (5) school. There was also an analysis of pupil attitude toward the school plant, the school administration, and the community. Data on attendance and tardiness were also collected. A sample of 566 pupils in 13 Wisconsin IGE/MUS-E elementary schools was compared with a control group of 410 pupils in 12 traditionally oriented Wisconsin elementary schools with regard to their attitudes toward their learning environment. The School Morale Scale and the Semantic Differential of Self-Concept as a Learner were employed to collect data on pupil attitude. Based on the findings, it was concluded that the pupils in the IGE/MUS-E organizational structure generally have the same learning climate as pupils in traditionally organized schools. (Appended are (1) a letter to school districts, (2) the instruments and forms used to gather data, (3) item statistics, (4) means and standard deviations for all schools.) (RC)

**ED 117 044** 95 SP 009 737

**Allen, Vernon L. Feldman, Robert S.**

**Decoding of Children's Nonverbal Responses. Technical Report No. 365.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Report No.—TR-365

Pub Date Oct 75

Contract—NE-C-00-3-0065

Note—19p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Adults, Behavior, \*Behavioral Science Research, \*Children, Cognitive Processes, \*Listening Comprehension, \*Nonverbal Communication, Videotape Recordings

The experiment was designed to see whether children differ from adults in the ability to understand nonverbal responses of other children. Ten third-grade children were secretly filmed while watching a very easy and a very hard math lesson. Third graders, sixth graders, and adults (college students) were asked to judge, based on a film of each child's face, whether the subject understood a lot, a little, or none of the lesson. The children were more successful at this than the adults, although the degree of accuracy in an absolute sense was not particularly high for either adults or children. Participants also found it easier to tell whether males were watching difficult or easy lessons. The results should not be taken to indicate that children encode all nonverbal responses better than adults, but rather that their familiarity with the social situations of their peers helps them infer the meaning of different facial expressions of other children. The results of this experiment have clear implications for classroom teaching and tutoring by children. (CD)

**ED 117 045** 95 SP 009 738

**Feldman, Robert S. And Others**

**Two Field Studies on Cross-Age Tutoring in the School. Technical Report No. 361.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Report No.—TR-361

Pub Date Nov 75

Contract—NE-C-00-3-0065

Note—28p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Behavioral Science Research, Cross Age Teaching, Elementary Education, \*Elementary School Students, Mathematics, \*Peer Relationship, \*Peer Teaching, Reading, Role Perception, Role Theory, \*Self Concept, Self Concept Tests, Student Attitudes, \*Tutoring

Two studies explored the effects of peer teaching on the attitudes and behavior of tutors and tutees. In the first study, fourth graders tutored third graders in reading once a day for two weeks. Another group befriended a third grader over the same period of time, supervising play activities. A control group participated in neither special situation. After the experiment, the children were evaluated through personal interviews and tests to determine how, if at all, their feelings about themselves, their teachers, and their academic progress had changed. Although all the subjects liked being in the experiment, and the tutees' reading improved, few significant differences were seen in experiment and control subjects. In the second study, fifth graders taught first graders symmetry concepts in math twice a week for six weeks. Again, others befriended the first graders and others were not placed in a pair. Tutees in this situation learned a good deal and developed more positive perceptions of their intellectual performance. First graders who had a friend enjoyed the relationship, but their self-perceptions did not change as a consequence. It was speculated that this was because being in a friend relationship was not enough of a new, concrete role to foster the changes that role theory would suggest. Tutors enjoyed the experience and learned the material they had to teach, but the experiment did not seem to affect their self-concepts very much. (CD)

**ED 117 046 95 SP 009 739**

*Hazard, William R.*

**Student Teaching and the Law. SCIP No. 5.**

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 76

Note—20p.

Available from—SCIPS, ERIC Clearinghouse on Teacher Education, One Dupont Circle, N.W., Suite 616, Washington, D.C. 20036 (1-9 copies, \$0.55 ea.; 10-99 copies, \$0.50 ea.; 100-999 copies, \$0.45 ea.; 1000 or more copies, \$0.40 ea.)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Collective Negotiation, Cooperating Teachers, Discipline, Due Process, \*Educational Legislation, \*Legal Responsibility, Preservice Education, School Responsibility, State Legislation, \*Student Teachers, Student Teaching, \*Teacher Responsibility

This document explains some aspects of the law which affect teachers in general and student teachers in particular. Five issues are examined. The first issue concerns state laws which affect student teachers, with Illinois and Indiana laws used as examples. Some of these laws have to do with liability insurance, credentialing, clinical training, and arrangements for student teaching. The second issue is tort liability of schools and teachers. It is suggested that supervising teachers may be held responsible for harm which befalls a student teacher through their negligence, and student teachers can be held responsible for the safety of children. The third issue is collective bargaining: teacher-board negotiations concerning student teaching. The author states that he expects the profession to demand more control over aspects of student teaching. The fourth issue concerns school discipline; two important cases are described: *Goss v. Lopez*, and *Wood v. Strickland*. The fifth issue is the emerging concept of a "right to learn"; the Peter Doe and Ianniello cases are discussed. In the former case, still pending, a high school graduate has sued the San Francisco school system for failing to teach him to read. If a right to learn becomes an accepted legal construct, the author speculates that specific kinds of responsibilities of schools and teachers will have to be clarified. (CD)

**ED 117 047 SP 009 740**

*Bear, Mary*

**The Development of a Competency-Based Teacher Education Program in Gribbin School, New York to Insure the Certification of Prospective Teachers from C. W. Post College, Greenvale, New York.**

Pub Date 15 May 75

Note—256p.; Practicum submitted in partial fulfillment of the requirements for the degree Doctor of Education

**EDRS Price MF-\$0.76 HC-\$13.32 Plus Postage**

**Descriptors**—Higher Education, \*Performance Based Teacher Education, \*Program Development, State Colleges, \*Student Teachers, \*Teacher Certification, \*Teacher Education, Teacher Education Curriculum

**Identifiers**—C W Post College, Gribbin School

This report describes a practicum that was designed to meet the needs of student teachers at C. W. Post College in regard to meeting the Competency Based Teacher Education (CBTE) requirement for New York state teacher certification. The report states that, in order to develop the program, C. W. Post College and Gribbin School in Glen Cove, New York worked together for one and one-half years. The report is organized into chapters which describe the background and setting, and review related literature and research reports. There is also a chapter on program development which discusses the policy board, governance, goals, and objectives of the program and program content. Another chapter discusses the problems and progress of the program. The summary and conclusions of the report and the documentation of the acceptance of the program by the New York State Department of Education are the final chapters. Endnotes and a bibliography conclude this report. Thirteen appendixes are attached which cover the following topics: the policy board, inservice days, plans for certification, competency ratings, staff interviews, questionnaires, evaluation, correspondence, CBTE office organization, and plans for implementation for future management and modification of the program. (RC)

**ED 117 048 SP 009 742**

*Breedlove, Donnie L.*

**Improvement, Supervision, and Dissemination of a Model Cross-Age Tutoring Program.**

Pub Date 10 Oct 75

Note—90p.; Practicum submitted in partial fulfillment of the requirements for the degree Doctor of Education (Nova University)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

**Descriptors**—Academic Achievement, \*Cross Age Teaching, \*Elementary Education, Elementary School Students, Grade 2, Grade 5, Grade 6, Peer Relationship, \*Peer Teaching, \*Reading, Remedial Instruction, Sight Vocabulary, Student Projects, \*Tutoring

This practicum was developed (1) to improve, supervise, and disseminate a model cross-age tutoring program, and (2) to determine if a tutorial program would increase the sight vocabulary of 100 second grade students in the Dallas Independent School District. A secondary purpose was to determine if such a program would improve the reading grades, peer relations, and general academic performance of the 100 fifth and sixth grade tutors. Evaluation was accomplished by pretests and posttests administered to the second, fifth, and sixth grade students to measure peer relations, academic performance, and achievement in sight vocabulary in four experimental schools and four control schools. Other evaluation instruments were used to obtain reactions of parents, teachers, and principals to the program. As a result of the program, dramatic increases were observed in acquisition of sight vocabulary skills of the tutored students. Less dramatic improvements were observed in academic achievement, peer relations, and reading grades of both tutors and tutees. The principals, teachers, and parents displayed positive reactions to the program. (Author)

**ED 117 049 SP 009 745**

*Esckridge, Veronica L.*

**Placebo Effect upon Complex Reaction Time When Hypnotic Suggestibility is Controlled.**

Pub Date [75]

Note—11p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—College Students, Females, Higher Education, \*Motor Reactions, \*Physiology, \*Reaction Time

**Identifiers**—Hypnotic Susceptibility, \*Placebo Effect

This study was designed to investigate the effect of a placebo (sugar pill) accompanied by suggestions that the pill would either (1) improve performance as a stimulant or (2) cause a deterioration in performance as a depressant when the

performance in question was the subjects' complex reaction time to a light stimulus. The Harvard Group Scale of Hypnotic Susceptibility (HGHS) was administered to 160 females enrolled in courses offered at the Department of Health and Physical Education for Women at Sam Houston State University during the fall semester of 1974 or the spring semester of 1975. Approximately equal members of physical education majors and other majors were tested. Thirty subjects scoring high hypnotic susceptibility and 30 subjects scoring low hypnotic susceptibility on the HGHS were located. Ten subjects of high hypnotic susceptibility were randomly assigned to each of the two experimental variables and the control group. The same assignment procedure was followed for the subjects of low hypnotic susceptibility. Individual pretests and posttests on complex reaction time were administered to each group. Analysis of the data indicated that no significant differences existed between any of the groups in question. (Author)

**ED 117 050 SP 009 746**

**AIAW Handbook-Directory 1975-1976.**

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Girls and Women in Sport.

Pub Date 75

Note—181p.

Available from—AAHPER Publications Sales, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$6.00)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Athletic Programs, \*Directories, \*Females, \*Organizations (Groups), \*Womens Athletics, Womens Education

**Identifiers**—\*Association Intercollegiate Athletics Women

This is the handbook/directory of the Association for Intercollegiate Athletics for Women (AIAW). It begins with an introduction which discusses the history, structure, and membership of the AIAW. Next are lists of executive board members, headquarters staff, and members of committees. The constitution, bylaws, and code of ethics of the AIAW are presented in the following sections. Rules and questions concerning recruitment of student athletes are included as well as AIAW regulations for the awarding of financial aide. The following sections concern AIAW eligibility rules, rule infractions, and AIAW policies. The final sections present a position paper on intercollegiate athletics for women, and a position statement concerning women on men's teams. The appendix includes a schedule of national championships, information on local organizations and regions, sports council members, tournament sites, forms, special publications, and a directory of AIAW member institutions, and a sport listing. (RC)

**ED 117 051 SP 009 747**

*Davis, Patricia, Ed.*

**Aquatics. September 1975-September 1977. With Official Rules.**

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Girls and Women in Sport.

Pub Date 75

Note—184p.

Available from—AAHPER Publications-Sales, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (No price quoted)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Athletic Coaches, \*Athletic Programs, \*Athletics, Physical Education Facilities, Rating Scales, \*Swimming, Swimming Pools, \*Womens Athletics

**Identifiers**—\*Diving

The National Association for Girls and Women in Sport (NAGWS) put out this manual on aquatics, the first part of which contains a brief description of the goals, beliefs, and functions of the NAGWS; a list of standards in sports for girls and women; and a list of the members of the NAGWS Aquatics Committee. The second part contains articles on a variety of swimming-related themes, including lap-counters, training, water safety, competition judging, pool maintenance, instructor education, and teaching swimming to the mentally retarded. This part also includes book and film bibliographies. Part two contains stan-

dards for ratings in swimming and diving competitions and techniques for officiating swimming and diving events. Part three contains official rules for synchronized swimming, swimming, and diving for girls and women, as well as lists of swimming and diving records. (CD)

**ED 117 052** SP 009 748

**Selected Problems in Sports Safety.**  
American Alliance for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 75

Note—93p.

Available from—AAHPER Publications-Sales, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (No price quoted)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Accident Prevention, Athletic Equipment, \*Athletics, Facility Requirements, Injuries, \*Legal Responsibility, Medical Treatment, Physical Education Facilities, \*Recreational Activities, \*Safety, Supervisors

This publication, covering a broad spectrum of sports safety problems, is designed as a source of information for those who plan, organize, administer, or evaluate various physical education and recreational activities, athletics, or sports. In the first section, the prevention of sports injury is stressed with attention to different age groups and sexes. Some of the topics discussed are unsafe acts, qualified supervisors, effectiveness of injury control factors, safe equipment, maintenance of surfaces and facilities, enforcement of rules, and the acceptance of degrees of risk. The second section deals with preconditioning, equipment, training, supervision, and specific safety criteria in skiing, trampolining, skin and scuba diving, and boating. The topic of the third section is athletic training and emergency care. This section includes discussions of athletic facility safety, medical practices in sports, and emergency care practices for spectators at athletic and sports events. The fourth section discusses the legal liability of physical educators with regard to curriculum and negligence, the school's and coach's legal responsibilities in athletics, the legal rights and responsibilities of team physicians, the legal aspects of adult physical fitness programs, and exemptions from civil liability for physical educators while giving emergency care. (CD)

**ED 117 053** SP 009 749

**Howsam, Robert B. And Others**  
**Educating a Profession.**

American Association of Colleges for Teacher Education, Washington, D.C.

Pub Date 76

Note—180p.

Available from—American Association of Colleges for Teacher Education, Suite 610, One Dupont Circle, N.W., Washington, D.C. 20036 (No price quoted)

**EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage**

**Descriptors—**Certification, Governance, Professional Education, \*Professional Occupations, \*Professional Recognition, \*Professional Training, \*Standards, Status, \*Teacher Education, \*Teaching

This report by the Bicentennial Commission on Education for the Profession of Teaching of the American Association of Colleges for Teacher Education discusses aspects and problems of teaching as a profession and makes recommendations to upgrade the quality of teachers and of teacher education. The first chapter describes characteristics of professions and semi-professions. Chapter two assesses the extent to which teaching falls short of being a full status profession. It examines social factors which bear on teaching, conditions in the schools, and the nature of teaching. Chapter three examines the various elements involved in the governance of teacher education and explores collaborative relationships among participating partners. The fourth chapter considers the questions involved in preservice, inservice, and continuing teacher preparation. This chapter also highlights the concept of adequate "life space" within which teacher educators can conduct effective initial preparation and subsequent life-long efforts at professional proficiency. Chapter five considers the issues of individual and institutional quality control and explores their implications for certification, program approval, recruitment and selection, and supply and demand. This chapter also addresses the problems of adequate resources and

necessary funding. The final section summarizes and clarifies some concepts and themes which have special meaning for the Commission. (Author/CD)

**ED 117 054** SP 009 750

**Montie, Irene C.**

**Application of Change Theory for Alleviation of Prejudicial Barriers to Career Advancement for Women: A Study in Two Federal Agencies.**

Pub Date Jan 76

Note—154p.; Ph.D. Dissertation, Walden University

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors—**\*Change Strategies, \*Equal Opportunities (Jobs), \*Females, Feminism, \*Organizational Change, \*Sex Discrimination, Working Women

This dissertation presents the application of change theory to the results of empirical research on concepts underlying the change process. It is stated that the change process is based upon the assumption that women can implement change to alleviate institutionalized discrimination in the organizations in which they work. The objective of the research is stated as being to develop and implement strategies for the alleviation of sex discrimination in promotion and training opportunities in two federal civilian agencies. Chapter one of this dissertation presents background information on the problem of prejudice, and an introduction to the study. Chapter two contains a review of the literature. Methodology and procedures are discussed in chapters three and four. Chapter three deals with the policy research and provides a description of those parts of the internal and external environment which impacted on the study. Chapter four examines the environment after the application of change strategies and describes the evaluation research. The empirical findings from the policy research appear in chapter five. A summary of the results and conclusions are presented in chapter six. (RC)

**ED 117 055** SP 009 751

**Thomas, Jerry R., Ed. Weiss, Raymond A., Ed.**

**Completed Research in Health, Physical Education, and Recreation Including International Sources. Volume 17, 1975 Edition Covering Research Completed in 1974.**

American Alliance for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 75

Note—174p.

Available from—AAHPER Publications Sales, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock No. 248-25770, 1-9 copies, \$8.95 ea., 10 or more copies, 10 percent discount)

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Abstracts, Bibliographies, Doctoral Theses, Educational Research, \*Health Education, Masters Theses, \*Physical Education, \*Recreation, \*Research Reviews (Publications)

This compilation lists research completed in health, physical education, and allied areas during 1974. It is arranged in three parts. Part one is an index which cross references the listings in parts two and three. References are arranged under subject headings, which are in alphabetical order. Instructions for using the index are also given in this section. Part two is a bibliography which consists of a listing of articles published in the 180 periodicals reviewed by the Committee for Completed Research. The periodicals reviewed are also listed. Part three contains the abstracts of master's and doctoral theses from institutions offering graduate programs in health, physical education, recreation, and allied areas. Reporting institutions are also listed. Most references are accompanied by abstracts of the research and all are numbered in alphabetical order according to institution. Names of institutional representatives sending in these abstracts are indicated after the name of the institution; major professors are listed after each reference. (Author/BD)

**ED 117 056** SP 009 752

**Professional Sequence.**

Illinois State Univ., Normal. Coll. of Education.

Pub Date 9 Dec 75

Note—8p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**Higher Education, \*Individualized Instruction, \*Performance Based Teacher Edu-

cation, Preservice Education, Programed Instruction, \*Programed Materials, Secondary School Teachers, \*Teacher Education  
**Identifiers—**\*Distinguished Achievement Awards Entry

Professional Sequence at Illinois State University (ISU) is a self-paced, competency-based eight semester-hour program with an enrollment of approximately 1,400 students per semester. It is designed to provide preservice secondary school teachers with an integrated set of teaching skills as well as a systematic set of analytic skills. The competencies involve instructional methods, general educational knowledge, and reading methods. Professional Sequence instruction is organized in a series of self-instructional packages which have been constructed by the ISU faculty. Students are given credit for each package when they have demonstrated the required level of competence by either performance, written work, or tests. Daily computer printouts list results of evaluations submitted during the previous 24 hours. Each student's cumulative progress is reported weekly by computer printout. Following a series of orientation sessions, the student works individually with faculty members of his/her choice in the Sequence advisement room. Approximately 70 percent of the program is required. The remaining 30 percent is earned by completing optional packages, independent study, or by taking mini-courses. Thus, students are able to work at a pace suited to their needs. The teaching skills component of the program is climaxed by a series of five microteaching experiences, all clinically analyzed. In addition, students may choose to participate in a public school experience or a clinical experience in the laboratory school prior to student teaching. (Author)

**ED 117 057** SP 009 753

**HIP—An Alternative Program for the Preparation of Elementary Teachers.**

Missouri Univ., Columbia. Coll. of Education.

Pub Date Dec 75

Note—8p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**Elementary School Teachers, \*Field Experience Programs, \*Higher Education, \*Performance Based Teacher Education, Preservice Education, Program Descriptions, \*Teacher Education

**Identifiers—**\*Distinguished Achievement Awards Entry, HIP, Humanizing Individualizing Personalizing

The University of Missouri College of Education and the Columbia Public Schools implemented an alternative program for the preparation of elementary teachers. The program, Humanizing, Individualizing and Personalizing Education (HIP), is offered over a three-year period, and correlates a field experience with university classroom activities. Each of the freshman and sophomore students is a member of a learning community in a participating Individually Guided Education (IGE) elementary school, and the IGE Learning Community at the University. When students are not on their field assignments they participate in didactic activities which are designed in two to three week increments, scheduled at least one week in advance. The University Learning Community is made up of the students and an interdisciplinary team of 20 educators. The professional training embraces the laboratory, clinical, and small group seminar approach to professional preparation. The didactic content is to varying degrees competency-based and is to a large extent organized around behavioral objectives, instructional alternatives, and alternative assessment procedures. Students select an advisor from the Learning Community to coordinate the planning of the professional education learning program for each student according to his/her needs, interests, and activities. (Information concerning objectives, personnel, budget, and contributions is included.) (Author/RC)

**ED 117 058** SP 009 754

**Ferguson, Donald G.**

**Comprehensive Explanation of the Cooperative Program in Teacher Education.**

New Mexico State Univ., Las Cruces.

Pub Date Dec 75

Note—8p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**



**Descriptors**—\*College School Cooperation, \*Cooperative Education, \*Cooperative Programs, \*Cooperative Teaching, Higher Education, \*Preservice Education, \*Teacher Education, Work Study Programs

**Identifiers**—\*Distinguished Achievement Awards Entry

The Cooperative Program in Teacher Education at New Mexico State University, now in its tenth year, is a work-study degree plan which students complete in the normal four years by attending summer sessions as well as regular semesters. Graduates enter the teaching profession with exposure to several levels of public school education. From first entry, co-op students alternate semesters between a "work phase" in classrooms (for which they receive both college credit and pay), and a "school phase" requiring enrollment in fulltime university coursework. Financial support derives from the Federal Higher Education Act plus some monies from the State of New Mexico. Wages paid during the work phases are based on a graduated scale and established financial need. As freshmen and sophomores, co-op students are placed in paraprofessional roles in elementary and junior high schools. In the junior year, they hold assistant teacher classification and are assigned according to their preparations. Senior co-ops become co-teachers with broad responsibilities for teaching. A recent comprehensive comparison with a regular teacher preparation program revealed the co-op approach superior in almost all dimensions which seem representative of the quality being sought in America's classrooms. (Information on personnel, budget, evaluation, and contributions is included in this report.) (Author/RC)

**ED 117 059** SP 009 755  
**Agenda for Action; A Metaprogram for the Redesign of Teacher Education.**

Bowling Green State Univ., Ohio. Coll. of Education.

Pub Date Dec 75

Note—8p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Curriculum Design, \*Curriculum Development, \*Curriculum Evaluation, \*Higher Education, \*Teacher Education

**Identifiers**—\*Distinguished Achievement Awards Entry

The Agenda for Action is a model for institutionalizing a continuous and rational system of curriculum improvement. It defines the process and procedures whereby all teacher education and school service personnel programs in the College of Education at Bowling Green State University are to be reviewed and subsequently redesigned to assure that they are consistent with (1) state accreditation and certification standards, (2) National Council for the Accreditation of Teacher Education accreditation standards, (3) present and emergent College/University missions and goals, and (4) research findings relative to professional performance. In addition to involving four College Councils and an Administrative Staff, the Agenda has precipitated the participation of 125 professional teacher education and arts and science faculty, undergraduate and graduate students, elementary and secondary teachers, specialists, and administrators in the deliberations of six Program Area Coordinating Units and several Task Force groups. The function of the Program Area Coordinating Units is to redesign all programs within their respective areas to meet the four objectives of the Agenda. Each of the College Councils and the Administrative Staff have specified developmental and/or monitoring tasks. The immediate goal of the Agenda is the preparation of a comprehensive plan showing the process, procedures, and timeline by which specified curricular and organizational redesign will be implemented. (RC)

**ED 117 060** SP 009 756  
**[Comprehensive Educational Center.]**

State Univ. of New York, Plattsburgh. Coll. at Plattsburgh.

Pub Date 10 Dec 75

Note—12p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Educational Programs, \*Higher Education, Inservice Teacher Education, Preservice Education, \*Resource Centers, \*Teacher Centers, \*Teacher Education

**Identifiers**—Comprehensive Educational Center, \*Distinguished Achievement Awards Entry

The Comprehensive Educational Center (CEC) at Plattsburgh State University College provides pre- and in-service teachers, administrators, human resource personnel, and others with a variety of services. The CEC provides free and expert consultant and instructional services in the areas of art education, curriculum evaluation and development, production and use of instructional materials, educational research design, preparation of proposals for external funding, reading, mathematics, science education, and the analysis of teacher behavior. In addition, a Library Media and Curriculum Materials Center offers specialized books and materials to faculty of area schools. A laboratory school is provided by the Educational Research and Demonstration Center (part of the CEC). This center emphasizes research on the development of representational drawing, logical thinking, language, and personal identity. The CEC not only deals with individual needs and interests, but with those general problems affecting the quality of education in northeastern New York. (Information concerning personnel, budgeting, CEC's contributions to the improvement of education, and evaluation methods and results are included in this report.) (RC)

**ED 117 061** SP 009 757

**A Partnership of Professionals in Preservice Teacher Education.**

Greenville Coll., Ill. Dept. of Education.

Pub Date Dec 75

Note—8p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Administrative Personnel, \*Affiliated Schools, \*College School Cooperation, Higher Education, \*Preservice Education, Public Schools, \*Public School Teachers, School Administration, \*Teacher Education, Teacher Education Curriculum

**Identifiers**—\*Distinguished Achievement Awards Entry

Greenville College, Greenville, Illinois has developed a multifaceted program designed to utilize the expertise of professionals in the public schools to help educate and train preservice teachers so that they are ready for the realities of the elementary and secondary classroom. Teachers and administrators in the public schools and education professors at the college work together in program development and evaluation. Participation in this partnership is not entirely one sided; while public school professionals have the opportunity to participate in the college program, college professors also have the opportunity to participate in public school programs, teaching in the public schools on a full time basis at certain times. Participants in the program do so on a volunteer basis. (JMF)

**ED 117 062** SP 009 758

**Stieglitz, Ezra L.**

**A Description of the Rhode Island College Right to Read Teacher Education Project.**

Rhode Island Coll., Providence.

Pub Date 75

Note—10p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Elementary School Teachers, Higher Education, Inservice Programs, \*Language Arts, Performance Based Education, \*Performance Based Teacher Education, \*Preservice Education, \*Reading, Reading Development, \*Reading Instruction, Teacher Education

**Identifiers**—\*Distinguished Achievement Awards Entry, Right to Read

In July 1974, the Department of Elementary Education of Rhode Island College was awarded a two year Right to Read grant to develop a preservice preparation program for the teaching of reading. The main objective of this project has been to develop a program based on using the discipline of reading as a means of integrating the following major contemporary thrusts in teacher education: (1) competency-based teacher education; (2) field-based preservice teacher education; (3) on-site inservice staff development; and (4) college faculty development. This was accomplished by developing competency-based courses with field-based components for the areas of reading and language arts, and involving both college and public school faculties in the development of student teaching centers structured according to a competency-based design. Evaluation of the program was by means of an objective-item questionnaire administered to students

in the reading and language arts components and an open-ended questionnaire administered to both faculty and student teacher participants in the program. (Author/JMF)

**ED 117 063** SP 009 759

**Teaching Skills Program.**

Kentucky Univ., Lexington. Coll. of Education.

Pub Date 75

Note—8p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Curriculum Development, Curriculum Evaluation, Higher Education, \*Microteaching, \*Preservice Education, Program Evaluation, \*Secondary School Teachers, Student Evaluation, Teacher Education, \*Teacher Education Curriculum, \*Teaching Skills, Video Tape Recordings

**Identifiers**—\*Distinguished Achievement Awards Entry

The Teaching Skills Program for students in secondary education is a part of a sequence of varied experiences in the Department of Curriculum and Instruction, College of Education, University of Kentucky. Through microteaching, every student participates in the following five teaching experiences: (1) instructional objectives and presentation, (2) questioning, (3) interaction, (4) refocusing, and (5) summary teach. The sequence of teaching episodes allows the student to move gradually from a teacher-centered activity to a student-centered activity. In this program students apply concepts derived from various learning theories, utilize materials that are specifically related to their discipline, and develop learning strategies that were encountered in the special methods courses. Following the microteaching sessions, the "teacher" receives feedback from his/her students and instructor with emphasis placed on constructive criticism to reinforce those skills that were demonstrated effectively and suggestions for improving others. In addition, videotaping allows the student to do a self-evaluation. (JMF)

**ED 117 064** SP 009 760

**The Field-Oriented Competency-Based Teacher Education Program at McNeese State University.**

McNeese State Coll., Lake Charles, La.

Pub Date 75

Note—9p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Community Cooperation, \*Educational Methods, Elementary School Teachers, Field Experience Programs, Methods Courses, \*Performance Based Teacher Education, Preservice Education, \*Primary Education, Public Schools, Student Teaching, \*Teacher Education, \*Teacher Education Curriculum

**Identifiers**—\*Distinguished Achievement Awards Entry

The McNeese State University's pilot program in field-oriented competency-based teacher education in early childhood education is designed for prospective teachers to develop and demonstrate competencies believed to be necessary for effective teaching in the early childhood area (K-3), as well as to develop evaluative criteria relevant to the stated competencies. The program is organized into two blocks. Block A consists of 16 semester hours of educational methods including corrective reading, science, social studies, and student teaching. Community involvement is necessary to allow each student two hours per day in the public schools in addition to his two hours per day in university seminars. Constant evaluation is of prime importance in the project, and revisions are made based on the evaluations of the programmatic system. (Author/JMF)

**ED 117 065** SP 009 761

**Smith, Gary R.**

**Summary of Major Trends Influencing Supply and Demand for Teachers in Michigan.**

Pub Date Jan 76

Note—40p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Demography, Employment Projections, Employment Trends, \*Public School Teachers, \*Teacher Characteristics, Teacher Education, Teachers, \*Teacher Supply and Demand

**Identifiers**—\*Michigan

Identifying major trends related to the supply and demand for teachers in Michigan provides the purpose for this study. The data was gathered

primarily from the Professional Personnel Register compiled annually by the Teacher Education and Professional Service Division of the Michigan Department of Education. The data provides empirical evidence of the attrition of teaching personnel who have graduated from various institutions. It also provides a basis for estimating the extent to which teachers who leave the public schools return to teaching at a later date. Factors examined which influence the supply and demand of teachers include (1) birth rate and enrollment, (2) newly certified teachers and the increasing number of teachers, and (3) attrition rate. The study also highlights the descriptive characteristics of Michigan teachers and analyzes employment trends by curriculum. (Tables and figures are provided.) (JMF)

**ED 117 066** SP 009 762  
Smith, Gary R.  
Study of the Michigan Professional Register 1967-1974.

Spons Agency—Central Michigan Univ., Mount Pleasant.; Eastern Michigan Univ., Ypsilanti.; Michigan State Univ., East Lansing.; Northern Michigan Univ., Marquette.

Pub Date Dec 74

Note—43p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Administrator Characteristics, \*Elementary Secondary Education, \*Professional Personnel, \*Public Schools, Tables (Data), Teacher Characteristics

Identifiers—\*Michigan

This report uses the 1973-74 Michigan Professional Personnel Register to update earlier studies of professional personnel in Michigan's public elementary and secondary schools. The report includes descriptions of all professional personnel employed in Michigan public schools from 1967-68 through 1973-74 school years. The topics included in this report are (1) annual attrition or loss of professional personnel, (2) return of professional personnel after leaving schools for one year or more, (3) loss of teachers with varying years of teaching experience, (4) comparison of the number of teachers and administrators prepared by each institution, (5) comparison of teacher characteristics (number of new teachers, degrees, mean salaries, race, and teaching experience), (6) comparison of administrator characteristics (number of administrators, degrees, mean salary, race, and years of experience), and (7) comparison of a number of institution graduates in the tricity area of Wayne, Oakland, and Macomb counties. The results of the study for each of the seven topics are discussed prior to the presentation of the 29 tables which give the actual statistics. (RC)

**ED 117 067** SP 009 763  
Smith, Gary R.

Comparison of Employment Patterns by Curriculum for Public School Teachers in All Michigan Districts and in the Intermediate School Districts of Macomb, Oakland, and Wayne.

Pub Date 15 Sep 75

Note—25p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Elementary Secondary Education, \*Employment Experience, \*Employment Patterns, \*Employment Trends, \*Public School Teachers, \*Teacher Employment, Teachers

Identifiers—\*Michigan

The information reported in this paper is based on data from the Professional Personnel Register for the school years 1967-68 through 1974-75. The paper presents a comparison of the employment patterns by curriculum for all teachers employed in the public schools of Michigan during these periods. It illustrates patterns of employment of all teachers in the state as well as employment of new teachers in Michigan and in the particular intermediate school districts of Macomb, Oakland, and Wayne. The 13 curriculum areas identified are language arts, social science, special education, mathematics, science, health and physical education, industrial arts, music, home economics, arts and crafts, elementary education, foreign languages, and business education. The report shows (1) the total number of professionals employed annually in each curriculum and the percent change from the previous year, (2) the total number of new professionals who did not have prior teaching experience employed annually in each field, and (3) trends in employment of all teachers by curriculum. (JMF)

**ED 117 068** SP 009 765  
Cruikshank, Donald R. Myers, Betty

A Brief Review of Studies of Problems of Teachers Conducted by Donald R. Cruikshank with Others with Particular Attention to Instrument Development.

Pub Date [75]

Note—141p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

Descriptors—Educational Problems, \*Elementary School Teachers, Elementary Secondary Education, Problems, Rural Schools, Secondary School Teachers, Surveys, \*Teacher Education, \*Teacher Improvement, Teacher Response, Teachers, Urban Schools

There is a common assertion that if you can find out what teachers' problems are, you have gained enormously valuable insight into their world and are in a position to help them at some level to consider and thus accept, reduce, or eliminate those problems. This assertion has provided the basis for studies over the past 10 years. This report outlines several of these studies and the instruments used in each. The instruments include (1) the Perceived Problems Inventory (PPI) designed for beginning elementary and junior high school teachers; (2) the My Biggest Problem Today Inventory (MBPTI), a revision of the PPI used for inner-city elementary school teachers; (3) the Teacher Problem Inventory (TPI) for inner-city elementary school teachers; (4) a revision of the TPI for rural disadvantaged elementary teachers; and (5) the Teacher Problems Check List (TPCL) for secondary teachers with a revision for elementary teachers. Samples of each of these instruments are included. (JMF)

**ED 117 069** SP 009 766  
A Program for Educational Development, DeSoto Parish, Louisiana.

Northwestern State Univ., Natchitoches, La.

Pub Date 75

Note—36p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—\*Curriculum Development, \*Curriculum Evaluation, Curriculum Guides, Curriculum Planning, Educational Programs, Evaluation Methods, Inservice Programs, \*Inservice Teacher Education, Program Evaluation, \*Rural Education, Rural Population, \*Teacher Education

Identifiers—\*Distinguished Achievement Awards Entry, Louisiana (DeSoto Parish)

DeSoto Parish, Louisiana is a basically rural area in nature and in 1970 was recognized as below the norm in its educational program. This document outlines the plan for the restructuring of the curricular program with an attendant inservice program in an effort to correct instructional deficiencies and to create in parents, teachers, and students a feeling of pride, unity, and accomplishment. The inservice program was proposed in the following four phases: (1) development of curriculum guides in English, science, social science, mathematics, and reading for grades 1-12; (2) instruction in the utilization of the guides and in innovative teaching strategies; (3) an evaluation of the total instructional program; and (4) the deployment of coordinating teachers in each school. The program was planned to be completed in a five year span, 1970-75, and required the complete cooperation of the public school teachers and the faculty and students of the College of Education at Northwestern State University, Natchitoches, Louisiana. Data evaluated was based on observations designed to measure curriculum organization, teaching techniques, classroom social organization, classroom psychological climate, order maintaining techniques, and provisions for individual differences. (Author/JMF)

**ED 117 070** SP 009 767  
A Concentration in Speech Pathology and Audiology Serving the Needs of Teachers of Various Disciplines.

Elizabeth City State Univ., N.C.

Pub Date 75

Note—21p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Audiology, Exceptional Child Education, Language Ability, Language Arts, \*Language Development, \*Language Instruction, Language Skills, Language Usage, Phonetics, \*Speech Pathology, \*Teacher Education

Identifiers—\*Distinguished Achievement Awards Entry

Elizabeth City State University has established a program concentrating in speech pathology and audiology which is nontraditional in approach. It serves as a support in giving valuable substance and current expertise to those programs already offered in the area of language proficiency. Growing out of the established educational concept that skills can best be taught by those teachers with the specific, detailed knowledge from the discipline that have proven effective in developing expertise in particular areas, the program in speech pathology and audiology was instituted to give teachers the expertise in developing language proficiency. The courses in Phonetics, Introduction to Speech Pathology, Anatomy and the Vocal Mechanism, Pathology II, and Clinical Procedure and Practice, are especially useful in teaching reading skills, designing objectives for remediating basic speech and language problems, and establishing behavioral objectives for language arts. The program is especially useful in designing objectives, procedures and materials to serve the exceptional child, both retarded and gifted, in language growth. All courses are structured to provide expertise in servicing the exceptional child. Opportunities are available for interdepartmental use of materials, equipment, and student-faculty exchange of services. (Author/JMF)

**ED 117 071** SP 009 768  
A Multifaceted Program for the Improvement of Teacher Education in Puerto Rico and the Caribbean.

Inter American Univ. of Puerto Rico, Hato Rey.

Pub Date 75

Note—28p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Conferences, Foreign Countries, \*Inservice Programs, \*Inservice Teacher Education, Organizations (Groups), \*Preservice Education, Program Evaluation, \*Public School Teachers, Schools of Education, \*Teacher Education, Workshops

Identifiers—\*Distinguished Achievement Awards Entry, Puerto Rico

The Inter American University presents a program for the improvement of teacher education in Puerto Rico by implementing the following innovations: (1) an academic retreat to serve as a forum for planning the coordination of activities; (2) the development of an Educational Resources Center to serve as the center for marshalling efforts toward the goal of improving teacher education programs and providing programs for improvement in preservice and inservice training; (3) organization of the Caribbean Teacher Education Association to serve as the body through which ideas are shared and disseminated to other educators; (4) an experimental observation room designed for clinical classroom experiments; and (5) expansion and growth of the annual education conference to reach a wider audience of educators who will work together in action workshops designed so they will have ideas to implement immediately in the home classroom. The purpose of these innovations is to coordinate teacher education activities in Puerto Rico and the Caribbean to facilitate, through the communication and sharing of ideas, a continuity of action in the improvement of teacher education. (JMF)

**ED 117 072** SP 009 769  
Elementary TEAM Program.

Temple Univ., Philadelphia, Pa. Coll. of Education.

Pub Date 75

Note—10p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Elementary School Teachers, Field Experience Programs, \*Instructional Programs, Practicums, Preservice Education, Program Evaluation, Schedule Modules, Student Teacher Relationship, \*Teacher Characteristics, \*Teacher Education, \*Teacher Education Curriculum, Teaching Styles

Identifiers—\*Distinguished Achievement Awards Entry

The Teacher Education Access Mode (TEAM) Program, available to juniors entering the Temple University College of Education and majoring in elementary education, exposes students to learning alternatives in meeting the basic goals of teacher education. TEAM is an approach to people, teaching, and learning based on a belief that to teach children one must develop a personal style of teaching. TEAM adjusts to individual needs with students making decisions involving

both content and methods of exploration. Modular scheduling occurs weekly, and a regular part of the schedule includes a year-long, supervised classroom practicum in urban and suburban schools in which TEAM students observe and teach children. Students return to student teach in these same schools during their senior year. Students identify the goals toward which they work in developing their personal teaching styles. Evaluation and grading emerge from the goal clarification process through conferences between student and advisor. Research results for TEAM indicate that the program develops positive attitudes in students; they see themselves as better prepared and the TEAM faculty members as utilizing teaching competencies better than other elementary education programs. (Author/LBJ)

ED 117 073 SP 009 770

McMullen, Patrick T. Bauman, Daniel J.  
Music Theory Knowledge and Skills for Beginning Music Teachers: A Descriptive Survey Report. Number 1.

State Univ. of New York, Fredonia. Coll. at Fredonia. Teacher Education Research Center. Pub Date 75

Note—52p.  
EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage  
Descriptors—\*Applied Music, Aural Learning, Choral Music, Listening Comprehension, Music, Musical Composition, Music Education, Music Reading, \*Music Teachers, \*Music Theory, Public School Teachers, Questionnaires, Singing, Surveys, \*Teacher Education, \*Teaching Skills, Vocal Music

Opinions of New York state public school music teachers were sought to (1) obtain an initial profile of the knowledge and skills needed and actually used by beginning music teachers in the areas of aural skills, written skills, combined aural and written skills, and theoretical knowledge of musical types; and (2) determine if this profile of knowledge and skill areas will vary when examined by area of specialization and level of teaching duties. Data were collected by questionnaires from randomly selected sample of the public school music teachers in the state. Of 400 inquiries, 208 response sheets were returned. An analysis of the data reveals that (1) the written skills associated with score reading, score preparation, and transportation are most needed and used; (2) the aural skills most needed are those of sightseeing and detecting errors of all types; and (3) there is a slight weighting toward the pop-commercial type of music in terms of need, but on the use side, folk, pop, and ethnic music are used most often. When examined by areas of both specialization and level of teaching duties, the differences are more a matter of degree than direction. (Author/LBH)

ED 117 074 SP 009 771

Bowman, David L. Weisse, Edward B.  
Exploring Commitment to Teaching through Personalized Delivery Systems in an Introductory Education Course.

Wisconsin Univ., Oshkosh.

Pub Date 9 Dec 75

Note—9p.; For related document, see SP 009 772

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage  
Descriptors—Career Choice, \*Education Courses, Human Relations, Instructional Materials, Preservice Education, \*Student Attitudes, \*Teacher Education, \*Teacher Education Curriculum, \*Teaching Models, Video Tape Recordings

Identifiers—\*Distinguished Achievement Awards Entry

Two instructional models offer alternatives to the traditional lecture-discussion of undergraduate teacher aspirants. A self-paced model is composed of videotaped lectures, a learning package, and the use of both student proctors and instructor contact. Each student must develop his/her own time to be allotted structure for the course. An affective model puts students in contact with a faculty member in an informal setting. Human relations and sensitivity are developed, and students examine themselves as future teachers. The self-paced model is highly mediated and cognitive; the affective model, oriented toward personal interaction. Material for the cognitive dimension of the course was videotaped in 1973. Over 200 students who attended live lectures were compared with 200 attending TV lectures. Test results showed the mean score favoring the

TV lecture series, but attitudes toward the course dropped with TV lectures. Attitudes improved and additional gain was made on test results when the course was offered in a small viewing room and student proctors added for tutoring. The affective dimension was later assimilated into the mainstream professional sequence. Results and experimentation supported its value in aiding academic success and positive self-concepts. (Author/JBH)

ED 117 075 SP 009 772

Weisse, Edward B. Comp. Bowman, David L., Comp.

The Personal Development Seminar Handbook. Some Background, Objectives and Helpful Suggestions for Instructors and Students.

Wisconsin Univ., Oshkosh.

Pub Date Aug 75

Note—47p.; For related documents, see SP 009 771

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage  
Descriptors—College Students, Course Descriptions, Curriculum Enrichment, Higher Education, Human Relations, Instructional Materials, \*Manuals, \*Personal Growth, Self Actualization, \*Student Seminars, \*Teacher Education, \*Teacher Education Curriculum, Teacher Response

Identifiers—\*Professional Development Seminar  
This is a manual for the Professional Development Seminar (PDS), a required course for all freshmen and transfer students in the College of Education at the University of Wisconsin, Oshkosh. The manual states the PDS provides a way for beginning students in education to come into academic and social contact with a faculty member in the College of Education. The manual has been designed as a suggestive resource for seminar leaders. It begins with a list of the eight major purposes of the course, and then presents suggestions for class assignments such as (1) topics for reflections by students, (2) activities that will help students get to know one another, (3) ground rules for discussions, and (4) lesson plans on various topics. Also included in the manual are items relating to the past successes of the course, for example (1) a student feedback form, (2) effective strategies used by PDS staff members, (3) a list of field trips and activities, and (4) types of social activities conducted. A list of additional resources is also contained in the manual. (RC)

ED 117 076 SP 009 773

McNaughton, Robert H. And Others

Curriculum and Methods (EDS 300).

Cleveland State Univ., Ohio. Coll. of Education.

Pub Date 75

Note—8p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Curriculum, Curriculum Design, \*Human Relations, \*Methods Courses, Preservice Education, \*Secondary School Teachers, Student Teacher Relationship, Teacher Certification, \*Teacher Education, Teaching Skills

Identifiers—\*Distinguished Achievement Awards Entry

This course is a team taught, 12 quarter-hour block course, which combines a general teaching, competency segment and a specialized subject area methods segment. It is required of all students seeking secondary certification and is supported out of the regular secondary department budget. The teaching competency segment has the following three interrelated phases: (1) design, development, and evaluation of mediated instructional units; (2) clinical focus on the improvement of interactive teaching skills, observation of classroom verbal and nonverbal behavior, and classroom management; and (3) human relations, including theoretical analysis of affective education and practical experience in values clarification. Specific changes that have evolved during the three year period include behavior modeling, movement from university classroom to secondary school field instruction, movement toward an inservice treatment for instructors, and production of particularized learning materials. The focus on human relations and affective teaching is concluded to have created a consideration of alternative teaching and learning models and concern for the individual learner. (Author/JBH)

ED 117 077

Finley, John R.

Progressive Field Experience Program of Edgely College, Cincinnati, Ohio.

Edgely Coll., Cincinnati, Ohio.

Pub Date 75

Note—10p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage  
Descriptors—Career Choice, Elementary School Teachers, \*Field Experience Programs, \*Instructional Programs, \*Preservice Education, Public Schools, \*Student Teachers, Teacher Aides, \*Teacher Education, Teacher Education Curriculum, Teaching Quality, Tutoring  
Identifiers—\*Distinguished Achievement Awards Entry

This five-phase program is designed to maximize success of preservice teachers. Phase 1 consists of a two semester component which combines the study of education with directed observations in schools. Phase 2 is a one semester component in which the student tutors a child on a one-to-one basis in a participating public school. In Phase 3, the student serves as a teacher aide for one semester in an elementary school classroom. Phase 4 is a one semester component that combines professional methods courses in an integrated manner with practice of specific teaching skills in an elementary school classroom. Phase 5 is completed in the same elementary school classroom as Phase 4 under the guidance of a cooperating teacher and a college supervisor. It is a one semester, full-time commitment in which the student takes over the teaching assignment of the teacher. The program serves three functions. It (1) enables a student to make an early intelligent decision regarding teaching as a profession; (2) enables the college faculty to select and retain only those students showing aptitude and commitment; and (3) enables the student to acquire the knowledge, techniques, and experiences in a carefully guided, sequential manner. (Author/LBH)

ED 117 078 SP 009 775

LeGrand, Raymond A. And Others

Teacher Renewal for Informal Education: A Cooperative In-Service Training Model.

John Carroll Univ., Cleveland, Ohio.

Pub Date Dec 75

Note—8p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage  
Descriptors—Educational Objectives, \*Inservice Teacher Education, Models, \*Open Education, Open Plan Schools, Program Planning, Self Directed Groups, Simulated Environment, \*Teacher Attitudes, \*Teacher Education  
Identifiers—\*Distinguished Achievement Awards Entry

The purpose of this project was to re-educate veteran teachers to understand and conceptualize child-centered, informal education as preparation for a new, open-architecture setting. The first phase of the project consisted of a needs assessment; the second, of three training days for teachers. Training covered interpersonal relations skills, classroom environment analysis and diagnosis, visiting and evaluating open schools, formulating generalizations about informal education, and exposure to resources available on informal education. The third phase consisted of a planning day with three or four teachers to prepare for the simulation. In phase 4, each cluster of teachers moved with their classes into an all-purpose room designed to simulate the space and equipment in the new school. Following the simulation, each cluster met for phase 5 in which the teachers and consultants debriefed the experience and set goals for what they wanted to accomplish in the new school. Phase 6 consisted of 18 days of followup in the new building. Evaluation results indicated that teacher attitudes about the new school have changed from ones of doubt, anxiety, and low expectation to more positive ones. (Author)

ED 117 079 SP 009 776

TEPY - Teacher Education Professional Year.

Wright State Univ., Dayton, Ohio. Coll. of Education.

Pub Date 75

Note—7p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage  
Descriptors—Educational Objectives, \*Elementary School Teachers, Field Instruction, \*Instructional Design, Program Planning, Student

Teaching, \*Teacher Certification, \*Teacher Education, \*Teaching Skills, Team Teaching  
Identifiers—\*Distinguished Achievement Awards Entry

TEPY is a unified approach to the preparation of elementary school teachers which integrates the professional education areas of language arts and reading, mathematics, science, social studies, child development, evaluation, and teaching skills into an instructional format that is team-taught, clinically-oriented, and field-based. The program includes all the professional education courses needed for elementary certification in Ohio and can be completed in one year. Modules of instruction are interdisciplinary as well as discipline-oriented, and are designed for either large or small groups or individual learning experiences. Instructional sessions are held on campus three days a week with the other two days spent in full-day classroom participation. Work in the field in the College of Education Teacher Education Laboratory Centers, supervised by a full-time faculty coordinator, offers students variety in social settings, classroom organization, learning materials, and levels of ability and interest. Emphasis in the program is on performance criteria which can promote a more realistic assessment of the TEPY student's preparation in classroom effectiveness. (Author/LBH)

ED 117 080 SP 009 777  
Elementary Pre-Student Teaching Center: A Case Study.

Wisconsin Univ., Stevens Point. School of Education.  
Pub Date 10 Dec 75  
Note—11p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage  
Descriptors—\*Elementary School Teachers, \*Field Experience Programs, Internship Programs, \*Practicums, \*Preservice Education, Public Schools, Student Teaching, Teacher Certification, \*Teacher Education, Teacher Evaluation, Teaching Quality, Teaching Skills  
Identifiers—\*Distinguished Achievement Awards Entry

The center provides an opportunity for elementary education majors to take some of their professional education courses in public school settings. After a three-week orientation period, students spend three consecutive days each week throughout the semester within the public school. Major objectives of the center are (1) to integrate theory with the act of teaching; (2) to achieve a cooperative approach to teacher education among the students, teachers, and the university; and (3) to obtain more meaningful evidence of professional growth and performance of education students. About 30 education students are enrolled in the center each semester. Other personnel include principals and staff of three public elementary schools and five university professors from the School of Education. Coordination is stressed, with courses including reading, language arts, science, social studies methods, tests and measurements, and educational psychology. Students also enroll in a "special work" course which enables them to explore aspects of classroom work unique to their particular unit or grade level assignments. Evaluation efforts include direct observation and supervision and the use of videotape cameras and recorders for feedback assessment. (Author/LBH)

ED 117 081 SP 009 778  
Madison College PREP; Preservice Reading Education Program 1974-1976.

Madison Coll., Harrisonburg, Va.  
Pub Date 75  
Note—8p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage  
Descriptors—Diagnostic Teaching, Elementary School Teachers, \*Field Experience Programs, Instructional Programs, Performance Based Teacher Education, \*Preservice Education, \*Reading Instruction, \*Student Teachers, Systems Approach, \*Teacher Education, Teaching Methods, Teaching Models  
Identifiers—\*Distinguished Achievement Awards Entry, Learning Modules

The Preservice Reading Education Program (PREP) is a competency-based teacher education program for elementary and early childhood education students. It focuses on the following five major activities: (1) the coordination of an organized program in reading education around

identified teacher competencies; (2) the individualization of instruction for preservice teachers through a system of modular instruction; (3) the provision of supervised field activities for students which have direct relationships to college classroom activities; (4) the creation of a systematic means for relating college resources to a large number of identified pupil instructional needs in surrounding public schools; and (5) the establishment of a continuous program of inservice education and consultation among both college and public school personnel. Instructional models have been developed for PREP to train students in teaching developmental reading, and diagnostic teaching approaches are included in another series of modules used in the program. Modules include knowledge and performance competency objectives and opportunities for student evaluations of the system. Audiovisual and print materials are used for teaching and diagnostic techniques and procedures. (Author/LBH)

ED 117 082 SP 009 779  
Leading a Successful International Sports Tour. Handbook for Leaders, Coaches and Managers of American Sports Groups and Teams Participating in International Athletic Exchanges. Department of State, Washington, D.C.  
Note—144p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 044-000-01591-9, \$2.40)

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage  
Descriptors—Athletic Coaches, \*Athletic Programs, \*Athletics, \*Foreign Countries, Foreign Relations, Guides, \*Travel  
Identifiers—\*United States

This is a handbook for leaders, coaches, and managers of American sports groups and teams participating in international athletic exchanges. Chapter one presents information on financing international sports tours. Chapter two covers the basic preparations necessary prior to going abroad. It includes information on tickets, passports, visas, immunizations, health measures, money, insurance, customs, mail, clothing and equipment, gifts, and packing and freight. It also discusses whether an advance man and interpreters are needed. Chapter three suggests some guidelines on the mental preparations for a tour and includes some ideas on what an American should know about his/her own country in contacts with foreign nationals. Personal conduct on and off the field of competition is discussed in chapter four, and ways to generate good publicity are suggested in chapter five. Chapter six offers suggestions for coping with the minutiae of group travel overseas. Chapter seven contains a number of approaches and procedures that experienced coaches and leaders have found to be helpful in order to lead a successful tour. Chapter eight suggests some ways to prepare for the return trip home and adds some thoughts on followup actions after the return home. The interest of U.S. Government Agencies in tours abroad by American sports groups and how U.S. Foreign Service posts can be of assistance are explained in chapter nine. Appended are 25 forms and documents. (RC)

ED 117 083 SP 009 781  
Burt, John J. Meeks, Linda Brower  
Education for Sexuality; Concepts and Programs for Teaching. Second Edition.

Pub Date Jan 75  
Note—537p.  
Available from—W. B. Saunders Company, West Washington Square, Philadelphia, Pennsylvania 19105 (\$11.50)

Document Not Available from EDRS

Descriptors—Abortions, Contraception, Elementary Secondary Education, Ethics, Family Life Education, Females, \*Health Education, Males, \*Physical Characteristics, Population Growth, Pregnancy, \*Sex (Characteristics), Sex Differences, \*Sex Education, \*Sexuality, Venereal Diseases

This book on human sexuality is a textbook which was conceived, written, and designed by teachers for teachers. It is divided into four sections, the first three of which are designed to acquaint the teacher or future teacher with basic information and concepts related to sexuality. Section 1 serves as an introduction to sex education and discusses sex education as education for love. Section 2 deals with the biological aspects

of human sexuality and includes chapters which discuss the male, the female, human sexual response, pregnancy, childbirth, lactation, contraception, abortion, and venereal diseases. In section 3, the philosophical, psychological, and social aspects of human sexuality are explored through chapters dealing with the intelligent choice of a sexual life style, masturbation, homosexuality, and population stabilization. In section 4, the scope and sequence of the sex education curriculum for elementary, junior, and senior high school are presented. The curriculum includes detailed teaching units for the various grade levels, together with the most recent list of supplementary materials. An appendix is attached which includes an atlas of teaching illustrations (especially designed for easy reproduction on transparencies for use with the overhead projector), a glossary of terms, and additional readings. (BD)

ED 117 084 SP 009 782  
George, Paul S.  
Better Discipline: Theory and Practice. Classroom Applications of Behavioral Psychology. Florida Educational Research and Development Council, Gainesville.  
Pub Date 75  
Note—78p.

Available from—Florida Educational Research and Development Council, College of Education, University of Florida, Gainesville, Florida 32611 (\$2.00 ea.; 10 percent discount for 5 or more copies)

Journal Cit—Research Bulletin; v9 n4 Summer 1975

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage  
Descriptors—Behavioral Sciences, \*Behavior Change, Behavior Problems, Behavior Theories, \*Contingency Management, Discipline, \*Performance Contracts, \*Positive Reinforcement, \*Reinforcement, Reinforcers

The subject of this bulletin is achieving better discipline through the use of contingency management. Part 1 discusses the basic beliefs of behaviorists and the basic principles of behaviorism. It states that all human beings do what they do in pursuit of some variety or combination of tangible reinforcers, social reinforcers, and intangible reinforcers. Part 2 is concerned with ways to help teachers apply positive reinforcement in systemic ways. It begins with guidelines for using contingency management and then presents 23 contingency management techniques for the classroom. Part 3 contains questions and answers to help teachers understand and apply both the principles of behavioral psychology and the process of contingency management. The bulletin also includes lists of potential reinforcers and additional readings. (RC)

ED 117 085 SP 009 783  
Dalziel, Susan

The Role of the Student in a Person-Centered Program.

State Univ. of New York, Cortland. Coll. at Cortland. Center for Educational Change and Early Childhood Teacher Education.

Spons Agency—New York State Education Dept., Albany. Bureau of In-Service Education.  
Pub Date Nov 75  
Note—23p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage  
Descriptors—\*College Programs, \*College Students, Higher Education, \*Learning, Open Education, Role Perception, \*Student Role, \*Teacher Role  
Identifiers—Project Change

This paper explores the role of the student and states that it is not sufficient to conceive of the student's role as only a response to conditions set by the instructor's role. Part 1 of this paper discusses the relationship between the instructor's role and the student's role in a college program. It states that the role of the student is to learn from that which is offered, and that in a person-centered program the learning which is valued (1) is lasting rather than short-range, (2) involves process more than content, and (3) contains more personal elaborations than pieces of information. In part 2, the role of the child in the open classroom is explored, while part 3 shows the parallels between roles in an open classroom and roles in a person-centered college program. Part 4 contains practical suggestions for college instructors who wish to pay greater attention to

the role of the student. Finally, part 5 contains practical suggestions for the student to construct his/her own role as a learner. (RC)

**ED 117 086** SP 009 786

*Baer, G. Thomas*

**The Cooperating Teacher—Some Hints for a Successful Experience.**

Note—8p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*Cooperating Teachers, Relationship, \*Student Teacher Relationship, \*Student Teachers, \*Student Teaching, Teacher Education, \*Teaching Experience

The role of the cooperating teacher is one of the most crucial factors in determining the success or failure of the student teaching experience. There are seven major factors to be considered in the development of an effective cooperating teacher-student professional relationship. First, the student teacher must be given a sincere sense of belonging. Setting the tone of the cooperating teacher-student teacher relationship is also extremely important and should be accomplished during the first few days of the student teaching experience. The third factor involves allowing for individual abilities to control the rate at which the student will progress into full time teaching. It is also necessary for the cooperating teacher and the student teacher to schedule a portion of each day for a conference and planning period. The fifth factor concerns allowing the student teacher to have experience in writing lesson plans for the activities he/she teaches. Next, informal observations and feedback aimed at the improvement of the individual or program must be provided by the cooperating teacher on regular basis. Finally, each cooperating teacher should be expected to formally observe the student teacher a minimum number of time while he/she is teaching the entire class. By establishing strong lines of communication at the start of the cooperating teacher-student teacher relationship, the opportunity for a positive student teaching experience is greatly increased. (RC)

**ED 117 087** SP 009 787

*Watz, Karyl A. Eskridge, Veronica L.*

**Kinesthetic Ability as Related to a Ball Catching Task with Dominant and Non-Dominant Hands.**  
Pub Date 75

Note—11p.; Paper presented at the Texas Convention of the Alliance of Health, Physical Education and Recreation (1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**Females, High School Students, \*Kinesthetic Methods, \*Kinesthetic Perception, Motor Development, \*Physiology, \*Skill Analysis

This study was designed to investigate a specific skill pattern as it relates to kinesthetics and hand dominance. The specific skill pattern investigated was the ability of subjects, using either their dominant or nondominant hand, to catch a ball when they were unable to see their arm or hand. An "L" shaped curtain containing a hole for the ball to pass through was used for this study. The side of the curtain contained an arm sleeve which allowed the subject to see the ball in its parabolic flight pattern but did not allow the subject to see either her arm or hand. One hundred sixty high school girls were randomly chosen and assigned to one of the following four experimental treatment variables: (1) dominant hand kinesthetic catching ability, (2) dominant hand visual catching ability, (3) nondominant hand kinesthetic catching ability, and (4) nondominant hand visual catching ability. It was found that there was a significant difference between vision and kinesthesia in the ball catching task. A significant difference was also found between dominant and nondominant hands in the catching task. No significant difference was revealed between dominant and nondominant hand catching ability in the visual catching task. (Author)

**ED 117 088** 95 SP 009 788

**Classroom and Instructional Management: A Teacher Training Program in Behavior Analysis. Participant's Book.**

Central Midwestern Regional Educational Lab., St. Ann, Mo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—251p.

Available from—Walker Educational Book Corporation, 720 Fifth Avenue, New York, New York 10019 (No price quoted)

**Document Not Available from EDRS**

**Descriptors—**\*Behavioral Science Research, \*Behavior Change, \*Class Management, Contingency Management, Elementary Secondary Education, Problems, Social Reinforcement, \*Teacher Education, Teaching

This is the participant's book for a teacher training program in behavior analysis, called Classroom and Instructional Management, and developed by the Central Midwestern Regional Educational Laboratory. Unit 1 introduces the field of behavior analysis. It contains examples of behaviors and provides solutions for changing the behavior. Unit 2 discusses several strategies that are available to strengthen desirable and weaken undesirable behaviors in children. Ways in which planning can facilitate any reinforcement program by focusing on the behaviors to be changed is emphasized in unit 3. Unit 4 shows how to use social reinforcers effectively, while unit 5 discusses how to design and implement a system of tokens to dispense material reinforcers, and unit 6 shows how to use contingency contracts. Unit 7 describes response weakening procedures and how and when to use them effectively. The final unit suggests several skills which can make implementing and managing a reinforcement program easier to accomplish. Exercises and checkups for the participant to complete are contained in each unit. (RC)

**ED 117 089** 95 SP 009 789

*Clark, Christopher M. And Others*

**Three Experiments on Learning to Teach. Research and Development Memorandum No. 140.**

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.  
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Dec 75

Contract—NE-C-00-3-0061

Note—32p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**Academic Achievement, Affective Behavior, Effective Teaching, \*Learning, \*Students, \*Teachers, \*Teaching Experience, Teaching Procedures, \*Teaching Skills, Teaching Styles

This paper reports on three studies of the changes in teacher effects on student learning and attitudes as a function of teacher practice. Two studies were performed in a tutorial context, the first with 4 tutors and 16 students, the second with 17 tutors and 68 students. The third study used small group instruction with 12 teachers and 288 students. In each study, the same teachers taught a short curriculum unit three or four times, teaching different students in each trial. The results of the studies showed marked individual differences among teachers in the extent to which their students learned more or less. Few teachers showed marked increases in student learning with practice. It was also shown that, on the average, student achievement decreased with teacher practice. Student attitudes toward the learning situation and toward themselves as learners changed in a curvilinear fashion. (Several graphs are included to illustrate the data.) (Author/RC)

**ED 117 090** 95 SP 009 790

*Hunt, David E.*

**Teachers' Adaptation to Students: Implicit and Explicit Matching. Research and Development Memorandum No. 139.**

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 75

Contract—NE-C-00-3-0061

Note—50p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**\*Adjustment (to Environment), \*Student Behavior, \*Student Teacher Relationship, \*Teacher Behavior, Teacher Influence, Teacher Response, \*Teaching Styles

This paper examines the process by which teachers adapt their teaching behavior to their students, including (1) how adaptation is manifested spontaneously through implicit matching of students and teaching styles, (2) how implicit matching can be analyzed, (3) how

models for matching teachers' approaches to different students can be described, and (4) how the models can be incorporated into daily teaching behavior. It summarizes work done to date on the effects of "student pull" (i.e., student influence on teacher behavior) and on the means of training teachers both to be sensitive to the differences among students and to use information about those differences as the basis for modulating their behavior. The process of matching is analyzed in a six-step sequence using a Behavior-Person-Environment system. Examples of implicit matching are given, and one model for explicitly matching teaching behavior to students' conceptual levels is described. It is stated that the long-term aim of applying explicit matching ideas is to facilitate teachers' implicit matching in their spontaneous adaptation to the needs of their students. (Author)

**ED 117 091** SP 009 792

**[Special Education/Early Childhood Program.]**

George Washington Univ., Washington, D.C.  
School of Education.

Pub Date 75

Note—10p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*Exceptional Child Education, Exceptional Child Services, \*Field Experience Programs, \*Handicapped Children, Higher Education, Masters Degrees, \*Special Education, \*Special Education Teachers

**Identifiers—**\*Distinguished Achievement Awards Entry

The Special Education Early Childhood Program of The George Washington University is a one year, full time, noncategorical, 36-hour masters program. The program strives to synthesize multidisciplinary theory and integrate this knowledge into conceptual patterns that guide educators. It seeks to tie theory to practice in the service of the handicapped child. A field based training program has been designed and consists of a primary staff of five who guide the students through this learning experience. Fifty percent of instructional time is spent in the field. Clinical professors accompany students into the classroom of two demonstration centers. One center serves severely and multiply handicapped children ages zero to three; the other serves minimally handicapped children ages three to eight. Students spend seven weeks at each site designing and implementing appropriate learning instructional strategies under professorial guidance. The final internship experience sees students practicing in a range of special education sites from infant stimulation to teacher training. The broad based generic nature of the program offers students a springboard to a variety of teaching and leadership roles. Course work is designed to build insights and clinical proficiency in the following areas: (1) multidisciplinary theory, (2) child development, (3) handicapping conditions, (4) identification assessment, (5) clinical teaching, (6) counseling techniques, and (7) alternative models of service. (Author/BD)

**ED 117 092** SP 009 793

**Project POINT: An Innovative Program in Elementary Teacher Education.**

San Diego State Univ., Calif. School of Education.

Pub Date 15 Dec 75

Note—8p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*College School Cooperation, Elementary School Teachers, \*Field Experience Programs, Higher Education, \*Preservice Education, Student Teaching, \*Teacher Education, \*Teaching Skills

**Identifiers—**\*Distinguished Achievement Awards Entry

Preparation, Orientation, and Induction of New Teachers (POINT) is a program of elementary teacher education at San Diego State University. It was planned cooperatively by 55 educators who concluded that a quality teacher education program should be built around significant teaching skills, rather than around mere completion of courses. Project POINT is field based: education courses are taught in public schools and are directly related to student teaching. Administrators and teachers work closely with university professors to coordinate objectives and experiences. Candidates engage in four semesters of intensive field experience and student teaching, with participation in three different



schools, at three different grade levels, and in three different programs. Five university professors work as a team to teach the education classes and supervise the participants in student teaching. Instructional skills are taught in such areas as assessment and diagnosis, planning, physical and psychological learning environments, communication and interaction, management, facilitation, and teaching strategies for various topics and classroom plans. Graduates' success rate in obtaining teaching positions has been almost double the success rate for other elementary education graduates at San Diego State University. (Information concerning program objectives, personnel, budget, contributions to teacher education, evaluation methods, and results is included in this report.) (Author/RC)

ED 117 093 SP 009 794

Gillis, Don  
Teaching as a Performing Art.  
South Carolina Univ., Columbia. School of Education.  
Pub Date Dec 75

Note—7p.  
EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage  
Descriptors—\*Higher Education, Phonotape Recordings, \*Teacher Education, Television, \*Theater Arts, Video Tape Recordings

Identifiers—\*Distinguished Achievement Awards Entry

Teaching as a Performing Art is a teacher education program developed for the College of Education at the University of South Carolina. It is a methodology designed to elicit better teacher performance in order to produce more effective student performance. Designed for closed-circuit television or resource center access, the course consists of 52 half-hours of videotape, 26 half-hours of audio tapes, a student guidebook, and a textbook. The videotapes are divided equally into (1) theory and performance demonstration units, and (2) interviews and discussions with guest faculty from the arts and education. The theory-demonstration sessions consist of the principle philosophies and concepts with 80 performance illustrations. Performance demonstrations were created in ecology, language arts, geometry, history, chemistry, math, biology, media arts, music, and art to further illustrate modes and styles of performance, adaptivity, ensemble techniques, theatrical skills, the pedagogy of the arts, nonverbal communication, and the training-educative-and-celebrative teaching experience. The entire series was written and produced by students and staff at the University of South Carolina. (RC)

ED 117 094 SP 009 795

Wehrer, Robert A.  
A Systematized Field Experience Program: Preservice in Secondary Education.  
Gannon Coll., Erie, Pa.  
Pub Date 15 Dec 75

Note—7p.  
EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage  
Descriptors—\*Field Experience Programs, Higher Education, \*Performance Based Teacher Education, Preservice Education, Secondary School Teachers, \*Student Teaching, Teacher Education, Teaching Skills

Identifiers—\*Distinguished Achievement Awards Entry

This program prepares secondary level teachers by providing a systematized program of field experiences which serves the purpose of both screening and of sensitizing students to the realities of a career in secondary education. Students in this program are required to test their interest in teaching by working with secondary students in local schools and other community agencies before beginning their student teaching. This program requires that each student preparing for a career in secondary education demonstrate a minimum level of competency by actually working outside the college in community learning sites. Working with teenagers at these sites enables the student to indicate that he/she has not only the ability to get along with teenagers, but also the capacity to adapt subject matter to the particular level of the learner. The systematized program allows students to follow several paths through several kinds of experiences. At each step, the student is encouraged either to go on to the next phase, to repeat the current field experience, or to consider another career. At no point is he/she locked into a career in education. (Author/BD)

ED 117 095 SP 009 796  
The Union University "Early Bird" Internship Program in Teacher Education.  
Union Univ., Jackson, Tenn.  
Pub Date 75

Note—8p.  
EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage  
Descriptors—Career Choice, College Students, \*Education Majors, \*Field Experience Programs, Higher Education, Internship Programs, \*Preservice Education, \*Teacher Education, \*Undergraduate Students

Identifiers—\*Distinguished Achievement Awards Entry

The Early Bird Internship Program in Teacher Education at Union University was developed to give the sophomore student a general field orientation to the whole school program prior to the senior student teaching program. In partial fulfillment of the requirements for a beginning course for all prospective teachers taken near the end of the sophomore year, the student spends a 20-hour internship in a local elementary or secondary school. During the internship, the student becomes exposed to a broad range of experiences which acquaint him/her with the many complex operations of elementary and secondary schools. The student works in the principal's and counselor's offices, assists the classroom teachers with their tasks, works with student government and parent-teacher groups, and becomes involved in other school activities. During the internship, the student keeps an hourly log on all his/her activities and experiences. At the end of the 20-hour period, the principal of the school to which the student is assigned and the Union University instructor make a joint evaluation of the student's internship and his log. (Information concerning program objectives, personnel, budget, contribution to teacher education, and evaluation methods and results is included in this report.) (Author/CR)

ED 117 096 SP 009 797

The West Dallas Teacher Education Program.  
North Texas State Univ., Denton.  
Pub Date Nov 75

Note—9p.  
EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage  
Descriptors—\*Field Experience Programs, Higher Education, Inner City, Performance Based Teacher Education, \*Preservice Education, \*Student Teaching, \*Urban Education

Identifiers—\*Distinguished Achievement Awards Entry

The West Dallas Teacher Education Program is a competency-based program to better prepare teachers for service in inner-city schools. The program utilizes a field-based, professional semester format to directly relate didactic instruction and clinical practice. The project is staffed by three North Texas State University faculty members. Approximately 40 teacher education candidates volunteer each semester for this alternative to the traditional teacher preparation program. The project is housed in three secondary schools in Dallas' inner city. During the first eight weeks of the semester, participant students teach half a day and attend instructional seminars at the headquarters school the other half a day. The final eight weeks of the semester are spent entirely in student teaching, thus giving these preservice teachers 50 percent more student teaching than received by their counterparts in the traditional program on campus. University professors are on site throughout the semester to provide structure to the clinical experiences. (Author/BD)

ED 117 097 88 SP 009 798  
Project ESCAPE; A Performance-Based Teacher Education Program.

Indiana State Univ., Terre Haute.; Vigo County School Corp., Terre Haute, Ind.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Indiana State Dept. of Public Instruction, Indianapolis.

Pub Date 75  
Note—10p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage  
Descriptors—Higher Education, Inservice Teacher Education, Instructional Materials Centers, \*Performance Based Teacher Education, \*Preservice Education, \*Resource Centers, \*Teacher Developed Materials

Identifiers—\*Distinguished Achievement Awards Entry, Elementary Secondary Education Act Title III, Esca Title III, Learning Modules

Project ESCAPE is sponsored by the Vigo County School Corporation of Terre Haute, Indiana, with the cooperation of Indiana State University. The unique characteristic of this project is that it is a competency-based teacher education program that has been created, tested, and implemented by practicing professional teachers. It is based on the assumption that if professional teachers assume some responsibility for the formal preparation of members of their profession, their own teaching skills will improve. Consequently, the target groups for the project include both preservice teacher candidates and inservice teachers. Fifty competency-based learning modules were written by teachers from the public/private elementary and secondary schools of Vigo County. These were then tested and placed in a tailor-made "resource center," a portable laboratory which contains (1) all the necessary references for the student to satisfactorily complete the modules; and (2) items such as color audiovisual tapes, audio tapes, and other general references. These resource centers are placed in all the schools of the county and in several locations at the university. Most of the modules are field-oriented and are designed to be completed in the public/private school classroom of the county. Practicum and prepracticum teacher education candidates from Indiana State University were placed with the participating teachers for a significant portion of their professional education course sequence. (Author/BD)

ED 117 098 SP 009 799

King, Richard A. Mycio, Geri S.  
The City Teaching Center Program of the Office of Teacher Education State University of New York at Buffalo.

State Univ. of New York, Buffalo.  
Pub Date Dec 75

Note—10p.  
EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage  
Descriptors—\*College School Cooperation, \*Field Experience Programs, Higher Education, \*Performance Based Teacher Education, \*Preservice Education, Self Evaluation, Student Teaching, Teacher Education, Urban Education

Identifiers—\*Distinguished Achievement Awards Entry, New York (Buffalo)

The Office of Teacher Education at the State University of New York at Buffalo and the Buffalo Public Schools have cooperatively developed the City Teaching Center, a preservice teacher education program which integrates theoretical learnings with field-based experiences in urban settings. Personnel of the center include both university staff (two directors and three graduate assistants) and public school staff (building administrators and cooperating teachers). Students accepted into the City Teaching Center observe and participate in classrooms in each cooperating middle and high school. In addition to the five designated center schools, students observe in many schools in various geographic and sociological settings to provide examples of contrasting philosophies of education and approaches to learning. A three component program has evolved composed of carefully designed offerings. In the first component, students examine sociological bases of education, observe teachers in various educational settings, and acquire ethnographic skills. Students in the second component of the center program obtain a macroview of teaching through involvement in a course which provides methods and techniques of teaching and requires extensive classroom participation in an urban setting. Through the use of the technique of microteaching during the final component of the center program, each student determines his/her own strengths and weaknesses and establishes both long and short range goals for individual professional development. (Author/BD)

ED 117 099 SP 009 800

An Undergraduate Teacher Preparation Program in Reading.

University of Northern Iowa, Cedar Falls. Dept. of Curriculum and Instruction.

Pub Date 75  
Note—10p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

**Descriptors**—\*Field Experience Programs, Higher Education, Performance Based Teacher Education, \*Preservice Education, \*Reading Instruction, \*Remedial Reading, Student Teaching  
**Identifiers**—\*Distinguished Achievement Awards Entry

This program, leading to specialization in reading on the undergraduate level, has been developed by the Division of Reading in the Department of Curriculum and Instruction at the University of Northern Iowa. The B.A. program in Elementary Education: Remedial Reading is characterized by early and continuous involvement with children in classrooms and clinical settings, an emphasis on the development of total language competency in the child, close supervision of students' work with children, and attention to the progress of individual students in relation to program objectives. The course work in this program is planned so that the student moves from a knowledge of the reading process and school reading programs to management and decision-making skills, first on a one-to-one basis, then in a small group, and finally in the classroom setting. The Reading Division includes five full-time faculty members representing expertise, publication, and service in the field of reading. In addition, two professional reading clinicians and graduate assistants serve in the Reading Center. (Author/BD)

**ED 117 100** SP 009 801  
University Affiliated Facilities Program of South Carolina.

Winthrop Coll., Rock Hill, S.C.

Pub Date Dec 75

Note—10p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Clinical Diagnosis, Clinical Experience, Inservice Teacher Education, \*Interdisciplinary Approach, \*Interinstitutional Cooperation, Internship Programs, \*Physically Handicapped, Professional Services, \*Professional Training, Special Education, Special Services, \*Teacher Education

**Identifiers**—\*Distinguished Achievement Awards Entry, South Carolina

The University Associated Facilities (UAF) Program of South Carolina is comprised of 24 colleges and universities under a grant awarded to Winthrop College and the University of South Carolina. Objectives of the program are to (1) provide interdisciplinary training to students from a broad range of disciplines in the evaluation and management of developmentally handicapped individuals, (2) provide inservice training to personnel in specialized and generic programs supporting normalization and mainstreaming efforts, (3) demonstrate exemplary service models, (4) foster research and evaluation, and (5) provide technical assistance. The participating institutions cooperate to share faculty, resources, and workshops. They provide direct services to parents and schools and help plan South Carolina's program for the developmentally disabled. Services are provided to the handicapped as a vehicle for training and include diagnosis, evaluation, recommendations, counseling, speech therapy, recreation, and advocacy. (CD)

**ED 117 101** 95 SP 009 802  
[Rural Teacher Training Program.]  
Brigham Young Univ., Provo, Utah.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—7p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Field Experience Programs, Higher Education, \*Performance Based Teacher Education, \*Rural Education, \*Rural Schools, \*Teacher Education

**Identifiers**—\*Distinguished Achievement Awards Entry

Brigham Young University is engaged in a program to recruit and train teachers to function successfully in rural school settings. An education consortium composed of educators representative of county school districts, the university, the regional service center, and the Utah State Educational Agency was formed to initiate and operate a teacher training program for rural schools. A field based competencies centered approach to training was adopted with training manuals developed to aid the trainees participating in the program. Two rural training centers are in operation. Student teachers may complete the majority

of their professional coursework on-site as they spend 8-16 weeks in the selected rural area. Each training location has a program center where trainees may achieve rural performance based objectives, attend seminars, and gather for social occasions. Cooperating teachers are trained by the university. A center director is responsible for housing trainees, scheduling of seminars, and supervision and evaluation of training objectives completed by students. University supervisors visit trainees on a scheduled basis. The majority of students who have completed the program are now teaching in rural settings. (Information concerning program objectives, personnel, budget, contribution to teacher education, and evaluation methods and results is included.) (Author/RC)

**ED 117 102** SP 009 803

[Interdisciplinary Teacher Education Program.]

Wayne State Univ., Detroit, Mich.

Pub Date 75

Note—21p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Field Experience Programs, Higher Education, \*Interdisciplinary Approach, \*Performance Based Teacher Education, Preservice Education, \*Teacher Education

**Identifiers**—\*Distinguished Achievement Awards Entry

The Interdisciplinary Teacher Education (ITE) Program at Wayne State University prepares teachers for initial certification in elementary and secondary education. It also provides the initial professional training for students in special education, physical education, music, and foreign language education. This program along with art education and vocational and applied arts education comprises the preservice component of the Division of Teacher Education of the College of Education. The operational philosophy underlying the ITE program is predicated on the following four domains: (1) philosophy of education, (2) facilitation of instruction, (3) improvement of instructional climate, and (4) fostering humane-ness. The ITE structure consists of three interdisciplinary teams. Each team develops and supervises programs involving schools in at least one of the regions of the Detroit Public Schools and in at least one suburb. The program is field-based and student assessment is based on publicly stated competency criteria. Instructors in each discipline articulate appropriate knowledge with the practicum experiences in an early and continuous contact between public schools, college undergraduate teacher trainees, and college instructors. (Information concerning program objectives, personnel, budget, contributions to teacher education, and evaluation methods and results is included.) (Author/RC)

**ED 117 103** SP 009 804

Elementary Teacher Education at Utah State University, SODIA.

Utah State Univ., Logan.

Pub Date Dec 75

Note—8p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—College School Cooperation, \*Field Experience Programs, Higher Education, \*Performance Based Teacher Education, \*Preservice Education, Self Evaluation, \*Student Teaching, Teacher Aides, Teacher Education

**Identifiers**—\*Distinguished Achievement Awards Entry, SODIA

The Utah State University Elementary Teacher Education Program, SODIA, is multicultural, performance-based, field-centered, and utilizes portal schools as partners in the teacher education program. It is an interdisciplinary and interdepartmental program utilizing staff from the Departments of Psychology, Special Education, and Family and Child Development, who work in conjunction with the Department of Elementary Education. These university faculty members work in an integrated program with teachers and principals of 12 portal schools and the Utah State University Edith Bowen Elementary Teacher Education Laboratory School. The acronym SODIA represents the first letter of each of the key words, "self," "others," "disciplines," "implementation," and "associate," which describe the major focus of each of the five levels of the program. Each level involves experiences on-site in the public schools. The following three major dimensions of competencies have been identified for professional teachers: (1) personal relations, (2) teaching skills, and (3) subject knowledge.

These dimensions form the base for instruction at each level, and evaluation of SODIA is based on each student's performance toward reaching a level of competence in these dimensions. The portfolio method is used in which the student assumes primary responsibility for presenting evidence of his/her competency. (Author/BD)

**ED 117 104** SP 009 805

Esthetic Education in Teacher Education (LEEP).

Texas Tech Univ., Lubbock.

Pub Date 75

Note—10p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Aesthetic Education, Art Appreciation, \*Art Education, Art Expression, Creative Ability, Cultural Awareness, Ethnic Relations, \*Field Experience Programs, Higher Education, \*Interdisciplinary Approach, \*Museums, Preservice Education, Self Concept, \*Teacher Education

**Identifiers**—\*Distinguished Achievement Awards Entry

The Lubbock Esthetic Education Program (LEEP) is being offered as a field-based experience which combines theory and practice. As an interdisciplinary arts-education program conducted by teams composed of arts and education faculty and graduate and undergraduate students of Texas Tech University, LEEP is concerned with developing esthetic awareness and knowledge of how the arts are interrelated, while dealing with the improvement of teacher effectiveness. Through interdisciplinary activities, LEEP involves public school children from Lubbock's tri-ethnic community, undergraduate and graduate students, university faculty, and public school personnel in a working and learning situation which focuses on the education of feelings. LEEP is one of the public programs offered by the museum of Texas Tech University. Future teachers are involved in learning how to use the museum as a teaching and learning resource while the museum is able to enlarge its scope as an interface between the community and the university. Museum Science graduate students participate as team members and aid in relating aspects of the museum to the esthetic experience. Undergraduate students are provided with pre-student teaching involvement with children of cultural and/or ethnic backgrounds different from their own. The focus of all activities is on providing children with opportunities to gain confidence in their creative abilities, to gain improved self-concepts, and to open new avenues of cultural and esthetic awareness. (Author/BD)

**ED 117 105** SP 009 806

DiNello, Mario C.

Undergraduate Preparation of Teachers with Specialization in Reading.

Texas Woman's Univ., Denton.

Pub Date Dec 75

Note—16p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Education Majors, Higher Education, \*Reading, Reading Consultants, \*Teacher Education, \*Teacher Education Curriculum, Undergraduate Students

**Identifiers**—\*Distinguished Achievement Awards Entry

The College of Education at Texas Woman's University developed an undergraduate teacher preparation program with a specialization in reading for both elementary and secondary education majors. Graduate programs leading to both master's and doctor's degrees in reading are also available. A reading laboratory has been designed to accommodate training activities. The facilities include two teaching classrooms equipped with television recording and playback equipment available for teaching demonstrations with students and for micro- and peer teaching activities, a seminar room, 10 clinical diagnostic-teaching rooms, a secondary reading laboratory, a specialized-reception area, and storage facilities. Students are enrolled in either the elementary reading program, the middle or junior high school reading program, or the high school reading program. The students take courses and participate in extensive clinical experiences in reading. (Information concerning program objectives, personnel, budget, contribution to teacher education, evaluation, and course listings are included.) (RC)

**ED 117 106** SP 009 807  
*Eggeman, Ken W.*  
**Student Paraprofessional Housing Program for Student Living.**  
 Concordia Teachers Coll., Seward, Nebr.  
 Pub Date 10 Dec 75  
 Note—9p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—College Environment, \*College Housing, Counseling Goals, Dormitories, Higher Education, \*Human Relations, \*Non-professional Personnel, \*Peer Counseling, Student Experience  
**Identifiers**—\*Distinguished Achievement Awards Entry

Concordia Teachers College recognizes the need for creating a humane and developmental environment for student living. In an attempt to achieve this objective, a student paraprofessional housing program has been designed and implemented. Initially, this involved the removal of all professionally trained personnel in the student living units. Secondly, a sophisticated selection and training model was developed and designed to utilize students to replace the professional personnel in the student living units. As a result of this program, 45 to 50 students are trained each year in the skills of interpersonal communication, problem solving, goal development, and people management. While the paraprofessional utilizes these skills in the student living units, all students have an opportunity to observe the applicability of these skills in people-to-people types of environments. The evaluation process has indicated a strong degree of success with almost all students viewing the trained paraprofessional as a highly skilled person. In addition, graduate study surveys indicate that the paraprofessional program has added a valuable dimension to the overall teacher education program. (Author)

**ED 117 107** SP 009 808  
*Matthews, John I.*  
**Delaware Occupational Teacher Education Consortium.**  
 Delaware Univ., Newark. School of Education.  
 Pub Date Dec 75  
 Note—12p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—Higher Education, \*Industrial Arts Teachers, \*Interinstitutional Cooperation, \*Preservice Education, Teacher Education, \*Trade and Industrial Education, \*Vocational Education Teachers  
**Identifiers**—Delaware, \*Distinguished Achievement Awards Entry

The Delaware Occupational Teacher Education Consortium is comprised of three colleges: the University of Delaware, Delaware State College, and Delaware Technical and Community College. These schools established a joint program in 1972 for preparing and certifying industrial arts, trade, and industry teachers in B.S. and M.S. degree programs. The fields the students may specialize in are (1) energy and power mechanics, (2) electricity, (3) electronics, (4) construction, (5) graphic communications, and (6) materials and manufacturing processes. (A list of personnel and the budget for the program are included. The appendix lists members of the administering council and shows a model curriculum page.) (CD)

**ED 117 108** SP 009 810  
*Clinton, Thomas A. Tubb, Gary W.*  
**In-Service Training: Legislated Merit.**  
 Pub Date Feb 76

Note—20p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (St. Louis, Missouri, February 1976)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**  
**Descriptors**—\*Educational Legislation, Educational Needs, \*Inservice Programs, \*Inservice Teacher Education, Merit Pay, \*State Legislation, \*Teacher Workshops  
**Identifiers**—\*Louisiana

In August 1975, the Louisiana legislature passed a bill, Act 812, which required each school board "to provide for and conduct an annual two day in-service teacher educational program for teachers during the minimum session of attendance required. . . ." The two day in-service activity was to be conducted within the required 180 days of attendance. Each school board was required to meet guidelines developed by the State Department of Education and to check the attendance of teachers. Each teacher who attended the activity for the required two days

received a merit raise of \$500.00. The action resulted in the use of (1) consultants, (2) State Department of Education personnel, and (3) higher education personnel by public schools. The guidelines developed by the State Department of Education for the planning and conduct of the in-service programs stressed assessment. Assessment instruments were utilized three-fold in compliance with Act 812. (Appended are the text of Act 812, guidelines for the implementation of House Bill No. 1100, needs assessment for parish in-service programs, assessment for the Desoto Parish in-service program, and the schedule for the Desoto Parish in-service program.) (RC)

**ED 117 109** SP 009 812  
*Brown, Glen J.*

**Re-Education in Human Communications: The Laboratory Method of Learning in Groups.**  
 Indiana State Univ., Terre Haute. Curriculum Research and Development Center.  
 Pub Date Jan 76

Note—66p.  
**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
**Descriptors**—\*Group Dynamics, Higher Education, Interaction Process Analysis, \*Learning Laboratories, \*Project Training Methods, Self Directed Groups, Sensitivity Training, Teacher Education, T Groups, \*Training Laboratories  
**Identifiers**—\*National Training Laboratory

This booklet describes the learning experiences that take place in and as a result of a learning laboratory. Part one presents a brief history of the group dynamics movement, focusing especially upon the history of the National Training Laboratory of the National Education Association. Some significant characteristics of laboratory learning are presented, along with important ground rules of training group activity. Also, a brief review of some relevant learning theories is included. Part two describes the group dynamics laboratory at Indiana State University, its background and development, the staff, the students, and the training sessions. Part three is a report of the findings of a 1973 follow-up study of former laboratory participants that was designed to ascertain if the stated purposes of the course were being accomplished and whether the learning designs had any lasting effects. Finally, the present state of the laboratory approach to learning is summarized in part four. A bibliography is also included. (Author/RC)

**ED 117 110** SP 009 813  
*Roth, Robert A.*

**The Nature of and Alternatives for Teacher Competency Statements and Implications for Assessment Techniques.**

Michigan State Dept. of Education, Lansing. Teacher Preparation and Professional Development Services.  
 Pub Date Sep 75

Note—51p.  
**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
**Descriptors**—Educational Accountability, \*Evaluation Criteria, \*Evaluation Methods, Performance, \*Performance Based Teacher Education, \*Performance Criteria, \*Teacher Education, Teacher Evaluation

Competency based teacher education has been defined in various ways, but there is general agreement on at least two basic elements. The first essential characteristic is the specification of teacher competencies which form the basis of the entire program. The second is the design of assessment techniques directly related to the specific competencies. Competencies have been written in a variety of ways and have been related to various domains or competency areas. In each of the competency domains the form of the competency must be examined to determine appropriate assessment techniques. There are a number of assessment factors which need to be considered in the evaluation of competencies. The nature of the standards, or criterion selection, is essential. Other concerns are comprehensiveness and fidelity of the assessment system, validity and reliability of data, and general utility of the process. Assessment of knowledge competencies can be accomplished through paper and pencil testing. Assessment of teaching behaviors or performances, however, requires observation of the individual demonstrating the skill. This may be accomplished by rating scales or structured observation systems. Utilizing sampling and student achievement have also been used,

although it has been concluded that student learning measures cannot be fairly used to evaluate individual teachers at present. (An extensive list of references is included.) (RC)

**ED 117 111** SP 009 817  
*Gardner, John Fentress*

**The Experience of Knowledge. Essays on American Education.**

Pub Date 75  
 Note—222p.  
 Available from—Waldorf Press, Adelphi University, Garden City, New York (No price quoted)

**Document Not Available from EDRS**  
**Descriptors**—\*Alternative Schools, \*Educational Theories, Human Dignity, \*Humanism, Humanistic Education, Individual Power, \*Philosophy, Progressive Education, \*Scientific Attitudes, Self Esteem, State Schools, Thought Processes  
**Identifiers**—\*United States

Part one of this book of essays concerns the need to bring thinking to life and the need for a spiritual concept of man. It argues that both traditional and progressive educators fail children in by not giving them a full sense of their humanity. It denies a conception of the universe divorced from idealism and founded only in scientific inquiry. Part two describes the teaching methods at the Waldorf School in Garden City, New York. Part three treats problems of special interest to parents and citizens. "Authority, Discipline, and Freedom" attempts to clarify the way in which full-fledged freedom emerges for the maturing human being from his/her childish imitation of example, and his/her youthful trust in an obedience to authority. "Genius as the Goal of Education" shows that every child is close to genius, and that the primary goal of education should be to preserve and further enlist this genius. "The Next Step" addresses itself to the idea of cultural pluralism in a political democracy, its thesis being that if Western civilization is to begin resolving rather than compounding its difficulties, the present state school systems must make way for arrangements that will give much more freedom and responsibility to individual schools, providing parents at the same time with a correspondingly greater freedom of choice among schools. The epilogue considers the implications of the foregoing arguments for America's leadership among nations. (Author/CD)

**ED 117 112** SP 009 819  
*Weinstock, Henry R.*

**Essays in Relating Theory to Practice in Education. Third Edition.**

MSS Information Corp., New York, N.Y.  
 Pub Date Sep 75  
 Note—228p.

Available from—MSS Information Corporation, 655 Madison Avenue, New York, New York 10021 (\$6.25)

**Document Not Available from EDRS**  
**Descriptors**—Education, Educational Philosophy, \*Educational Practice, Educational Theories, Higher Education, \*Liberal Arts, \*Philosophy, \*Sciences, Secondary Education, \*Teaching

**Identifiers**—\*Professionalism

This book is designed to aid the professional educator in developing a high degree of analytical competence in order to grasp the special relationships linking educational theory to practice. The first section of this book contains eight articles that present an overall view of philosophy and education. The subsequent three sections deal more with those specific areas which are of interest to the educator concerned with finding solutions to today's pressing educational problems. In the second section are eight articles that deal specifically with science and education. It begins with Dewey's views on a science of education and then presents other aspects dealing with science and education. The third section focuses on liberal arts and education. It contains seven articles, most of which deal with higher education, though secondary education and American culture are also discussed. The fourth section contains eight articles concerning professionalism and education. Some of the topics discussed are teaching, public education, sex education, "new" history and social studies, and evaluation of instruction. (RC)

**ED 117 113** SP 009 820  
*Cooper, Lloyd G., Ed. Maltby, Gregory P., Ed.*

**New Directions for Education.**  
 MSS Information Corp., New York, N.Y.

Pub Date Sep 75

Note—249p.

Available from—MSS Information Corporation,  
655 Madison Avenue, New York, New York  
10021 (\$6.25)

Document Not Available from EDRS

Descriptors—Adult Education, Alternative Schools, Continuous Learning, \*Educational Alternatives, Educational Finance, Educational Legislation, \*Governance, \*Political Issues, \*School Role, Teacher Influence, Teacher Participation

This book is a collection of articles loosely arranged under the topics of alternatives to schools, educational governance and politics, and other issues in education. The introduction states that the collection is intended to inspire thinking about non-school settings in which teachers can be employed and people can pursue continuing education, and to make a case for studying political issues such as school finance, court decisions, and other issues in which teachers have the chance to involve themselves. Examples of articles include (1) critique of the concept that everyone should go to college right after high school; (2) varieties of teacher training programs at the University of Massachusetts; (3) the uses of home study courses; (4) efficient ways of educating health care workers; (5) an article by James Coleman emphasizing that much of the socialization of young adults occurs outside of schools, and therefore schools must not be the sole institutions for transmitting skills; (6) an article on decentralization of school administration and community control; (7) an article on the financing of schools, taxation, and equal protection for disadvantaged children; (8) the issue of an adequate education as a constitutional right; (9) the legal imperative to provide education for handicapped children; (10) experiences of women teachers; (11) an article by Ivan Illich on why the concept of equal opportunity through schooling is unworkable in Latin America; and (12) a critique of Jensen's linking of race and IQ. (CD)

ED 117 114

SP 009 821

Lickona, Thomas, Ed.

Moral Development and Behavior: Theory, Research, and Social Issues.

Pub Date 76

Note—430p.

Available from—Holt, Rinehart and Winston,  
New York, New York (No price quoted)

Document Not Available from EDRS

Descriptors—Behavioral Sciences, Developmental Psychology, Ethics, \*Justice, Moral Issues, \*Moral Values, Personality Studies, \*Philosophy, \*Psychological Studies, Sanctions, Self Control, \*Socialization, Social Problems, Social Psychology, Social Reinforcement, Violence

This book contains selections from psychologists, social scientists, and educators on the origins and nature of moral reasoning and behavior. Part one is an introduction and is intended to help the reader organize the wealth of theory and research in the field around eight basic questions confronting a science of morality. Part two sets forth eight distinctively different theoretical views of how moral development occurs. Part three deals with research and critically examines findings in selected areas of moral functioning, pinpoints methodological problems, and suggests new methods for the study of morality. Part four looks at the moral dimensions of important social issues and attempts to derive intervention strategies from the accumulated theory and research about moral behavior. (Author/PB)

ED 117 115

SP 009 822

The Prairie View A and M University Experimental Elementary Education Program.

Prairie View A and M Univ., Tex. School of Education.

Pub Date Nov 75

Note—9p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Elementary School Teachers, \*Field Experience Programs, Higher Education, \*Internship Programs, \*Performance Based Teacher Education, Teacher Education, Trainees

Identifiers—\*Distinguished Achievement Awards Entry

Attempting to develop an instructional program for preservice teacher trainees emphasizing students, learning, and performance skills, Prairie

View A & M University established an inter-agency task force representing the School of Education, local school districts, and the Texas Education Agency. Based on the findings and suggestions of the task force, the Experimental Education Program was designed and developed by the School of Education for prototype testing with 20 preservice interns during the academic years of 1974-75 and 1975-76. The program is an inter-agency cooperative model stressing field-based instructional programs designed by clinical professors and utilized by preservice teacher trainees as they serve internships in local schools. The programs, based on competency attainment in accordance with performance criteria, have had a significant impact on the teacher education program at Prairie View A & M University. (Included in this report is information on program objectives, personnel, budgeting, contributions to teacher education, and program evaluation.) (Author/RC)

ED 117 116

SP 009 823

Castek, John And Others

The LACE (La Crosse Computers in Education) Project.

Wisconsin Univ., La Crosse.

Pub Date 10 Dec 75

Note—8p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Computer Assisted Instruction, \*Computer Oriented Programs, \*Computer Science Education, \*Educational Technology, Education Majors, Higher Education, Instructional Media, Programming, \*Secondary Education, \*Teacher Education, Time Sharing  
Identifiers—\*Distinguished Achievement Awards Entry

The University of Wisconsin-La Crosse Computer Center's LACE Project is designed to familiarize teachers and students with the use of computers. The project offers a wide range of instructional computing services through timesharing computer terminals located across the state of Wisconsin. The success of the program is measured in part by its growth from 10 terminals in 1972 to 47 today. Users enjoy all the benefits of the central site computer at their terminal, including the ability to write their own programs or to use prewritten programs in nearly every subject area. The university's secondary education department has been instrumental in insuring the success of the programs and thus improving the quality of teacher education. The department has taught experienced and prospective teachers the effective use of computers in the classroom. Some of this has been done by specially designed courses, and, in addition, a notable effort has been made to expose all education students to the computer's potential in methods classes. As a result of these efforts, the LACE Project has been productive in improving the quality of teacher education at the university, as well as the quality of instruction in Wisconsin schools. (Author/CD)

## TM

ED 117 117

TM 003 922

Whitlock, Gerald H.

Establishing Passing Scores for Professional Licensing Examinations.

Pub Date [Jul 74]

Note—6p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Certification, \*Cutting Scores, Occupational Tests, \*Predictive Validity, Professional Education, Scoring Formulas, \*State Licensing Boards, \*Test Validity  
Identifiers—Criterion Related Validity

Until data is obtained concerning the regression of job-performance on test-performance, the setting of passing scores on professional licensing and certification examinations will contain some degree of arbitrariness. Data from performance domains suggests that some tests have differential validity and an adverse impact on minority groups, disproportionately excluding them from professional practice on the absence of any data indicating criterion related validity of the licensing examinations. The measurement of content validity for these examinations demonstrates wide differences among professions and across states within the same professions. Some typical

methods for setting passing scores are shown. The author introduces his own methodology for establishing passing scores and outlines its mechanics. Some of the unresolved questions of the method are discussed briefly. (SE)

ED 117 118

TM 004 574

Olson, George H.

Applications of the Multivariate General Linear Hypothesis in Educational Research and Evaluation.

Pub Date 31 Mar 75

Note—37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Analysis of Covariance, \*Analysis of Variance, Data Analysis, \*Educational Research, \*Hypothesis Testing, \*Mathematical Applications, Mathematical Models, Matrices, \*Statistical Analysis

Identifiers—\*Multivariate General Linear Hypothesis

The multivariate general linear hypothesis (MGLH) has received relatively little utilization in educational research and evaluation. This is surprising in view of the fact that recent publications have made the MGLH tractable by practitioners. This paper seeks to stimulate interest in the MGLH by reviewing recent applications, emphasizing the advantages of the MGLH as a general data analytic tool, and making suggestions for conducting research within an MGLH framework. (Author)

ED 117 119

95

TM 004 649

Davis, Otto A.

Towards an Accountability Model of the Educational Process. Final Report.

Carnegie-Mellon Univ., Pittsburgh, Pa. School of Urban and Public Affairs.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—2-0664

Pub Date 25 Feb 74

Grant—OEG-0-72-1414

Note—40p.; For related documents, see ED 097 404, ED 076 666, TM 004 650 and 651

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Data Analysis, Data Collection, Demography, \*Educational Accountability, Elementary Secondary Education, \*Mathematical Models, \*Performance Criteria, Predictor Variables, School Personnel, Socioeconomic Influences, Student Characteristics  
Identifiers—Coleman Report, Equality of Educational Opportunity Survey, \*Simultaneous Equations Model

The basic objective of this research program was to develop and to test an accountability model of the educational process. In cooperation with the Pittsburgh School District, a major effort was devoted toward the development of a data base, the construction of appropriate models and the conduct of analyses of the data. Some analysis was accomplished and one paper, "Operational Accountability" (ED 076 666) was written based on these preliminary results. It was decided to use data from the Equality of Educational Opportunity Survey (the Coleman Report) so that models might be developed and tested while developing local sources of data. Three papers have been written based upon the Coleman data: "A Simultaneous Equations Model of the Educational Process" (TM 004 650), "Education from an Anthropological Perspective: An Empirical Investigation of Structural Differences among Blacks and Whites" (TM 004 651), and "A Simultaneous Equations Model of the Education Process: The Coleman Data Revisited with an Emphasis upon Achievement" (ED 097 404). All of these papers share a common basic idea. The educational process has several outputs which include achievement, efficacy, motivation, and expectations. The notion is that all these must be considered endogenous variables so that the educational process can only be modeled through the methodology of simultaneous equations. (RC)

ED 117 120

95

TM 004 650

Boardman, Anthony E. And Others

A Simultaneous Equations Model of the Educational Process.

Spons Agency—Ford Foundation, New York, N.Y.; Office of Education (DHEW), Washington, D.C.

Pub Date 19 Sep 73

Note—37p.; For related documents, see ED 097 404, ED 076 666, and TM 004 651

Available from—Not Available Separately; See TM 004 649

Document Not Available from EDRS

Descriptors—Academic Achievement, Data Analysis, Demography, \*Educational Accountability, Elementary Secondary Education, Expectation, Family Background, Grade 12, Locus of Control, \*Mathematical Models, Motivation, Peer Groups, \*Performance Criteria, Predictor Variables, Racial Differences, Self Concept, Socioeconomic Influences, Student Characteristics, Teacher Characteristics

Identifiers—Coleman Report, Equality of Educational Opportunity Survey, \*Simultaneous Equations Model

This paper develops and estimates a model of the educational process. Most researchers have relied on a single equation, educational production function, which is an unrealistic formulation. A pupil's achievement, motivation, expectations, self-concept, and his perceived parents' and teachers' expectations are determined jointly, not independently. For this reason, this research models the educational process by a set of simultaneous equations. Utilizing a sample of over 16,000 twelfth grade pupils from the Equality of Educational Opportunity Survey combined with information on their teachers and principals, two stage least squares are used to estimate the parameters of a linear model. The sign and significance of the regression coefficients provide important guidelines for the manipulation of policy variables such as the teacher-pupil ratio, school facilities, and racial composition. (RC)

ED 117 121 TM 004 651

Boardman, Anthony E. And Others  
Education from an Anthropological Perspective: An Empirical Investigation of Structural Differences among Blacks and Whites.

Pub Date 22 Oct 73

Note—47p.; For related documents, see ED 097 404, ED 076 666, and TM 004 650

Available from—Not Available Separately; See TM 004 649

Document Not Available from EDRS

Descriptors—Academic Achievement, Demography, \*Educational Accountability, \*Educational Anthropology, Elementary Secondary Education, Expectation, Family Background, Grade 12, \*Mathematical Models, Motivation, Peer Groups, Predictor Variables, Racial Differences, Socioeconomic Influences, Statistical Analysis, Teacher Characteristics

Identifiers—Coleman Report, Equality of Educational Opportunity Survey, \*Simultaneous Equations Model, Structural Differences

This paper introduces anthropologists to simultaneous equation models and to a powerful technique for estimating such models. Characteristically a simultaneous equations model consists of more than one equation and allows for interaction and joint determinancies between some of the variables. Basically these models apply to situations in which one variable depends on another variable, which, in turn, depends on the first variable. These formulations model feedbacks. Section II of this report concerns the methodology and results of the Equality of Educational Opportunity Report (EEOR), which is used to demonstrate the use of simultaneous equations models in the social sciences. Section III argues that the single equation models are inappropriate formulations of the educational process. It is argued that simultaneous equations should model the process. If the construction and estimation of a simultaneous equations model succeeds, then the results of estimating the model by a single equation may be biased and inconsistent. Consistency is an important property of an estimator. It means that as the sample size increases, the coefficient estimates tend to be the true parameter values. Using EEOR data, the estimates for the simultaneous equations model for blacks and whites are presented in Section IV. Finally, it is shown that these results differ from those obtained previously. (Author/RC)

ED 117 122 TM 004 676

Gillmore, G. M.

A Brief Description of the Student Rating Forms of the University of Washington Instructional Assessment System. Project 276.

Washington Univ., Seattle. Educational Assessment Center.

Report No—EAC-P-276

Pub Date Nov 74

Note—19p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*College Students, College Teachers, \*Course Evaluation, Data Collection, \*Evaluation Methods, Evaluation Needs, Higher Education, Participant Satisfaction, \*Rating Scales, \*Teacher Evaluation, Teacher Rating

Identifiers—Instructional Assessment System, \*Student Evaluation of Teacher Performance, University of Washington

A new system for assessing student ratings of instruction has been implemented at the University of Washington. Two major changes are in evidence. First, there is an explicit recognition that student ratings can and do serve multiple functions, and the same evaluative questions are not necessarily appropriate for each. Secondly, there is an explicit recognition that adequate diagnostic information cannot be efficiently provided instructors with use of a common set of evaluative questions for all classes. Student Rating Forms A through E are appended. (Author/BJG)

ED 117 123 TM 004 749

Churchman, David Erlich, Oded

Validation of a Drug-Abuse Scale and Comparisons of Knowledge and Attitudes about Drug Abuse among College Students.

Pub Date Apr 75

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—College Students, Comparative Analysis, \*Drug Abuse, Higher Education, Item Analysis, \*Knowledge Level, \*Multiple Choice Tests, \*Rating Scales, \*Student Attitudes, Test Construction, Test Validity

Identifiers—\*Drug Abuse Scales

Multiple-choice items were used to measure knowledge of drug abuse among four distinct groups of college students in the Los Angeles area. No difference in knowledge was found about five aspects of drug abuse measured by subscales of the instrument. These findings suggest that knowledge about drugs is remarkably uniform, although the students tested came from areas that, according to most authorities, could have been expected to have highly discrepant amounts and types of drug use. Forty Likert-scale items were used to measure attitudes toward certain aspects of drug abuse among the same four groups of college students. The data suggest that students tend toward the conservative side in their attitudes toward a drug addict and the way the addict should be handled by society; the students are however, not willing completely to deprive an addict of his personal rights and not have a voice in the way he should be treated. The Drug-Abuse Scales are appended. (Author/BJG)

ED 117 124 TM 004 960

Cliff, Norman

A Basic Test Theory Generalizable to Tailored Testing. Technical Report No. 1.

University of Southern California, Los Angeles. Dept. of Psychology.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No—TR-1

Pub Date 22 Oct 75

Note—50p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Computer Oriented Programs, \*Individual Differences, Item Analysis, \*Item Sampling, Matrices, Response Style (Tests), \*Testing, \*Test Reliability

Identifiers—Ordering Theory, \*Tailored Testing, Test Theory

Measures of consistency and completeness of order relations derived from test-type data are proposed. The measures are generalized to apply to incomplete data such as tailored testing. The measures are based on consideration of the items-plus-persons by items-plus-persons matrix as an adjacency matrix in which a 1 means that the row element dominated the column element regardless of whether it is item or person which dominates. From this the number of item-item and person-person dominance relations can be derived. Indices of consistency are developed which compare the number of dominance relations in a matrix to the number that would occur

if it were perfectly consistent and to the number in a random matrix. The indices of consistency are shown to relate to test variance, the Kuder-Richardson formulas, and Loevinger's homogeneity indices. Indices of completeness are also proposed. (Author)

ED 117 125 TM 004 977

Peaker, Gilbert F.

An Empirical Study of Education in Twenty-One Countries: A Technical Report. International Studies in Evaluation VIII.

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden).

Spons Agency—Tri-Centennial Fund, Stockholm (Sweden).

Pub Date 75

Note—230p.; For related documents, see ED 102 169-194 and ED 034 290 and 300

Available from—John Wiley and Sons, Inc., Eastern Distribution Center, 1 Wiley Drive, Somerset, New Jersey 08873 (\$10.00)

Document Not Available from EDRS

Descriptors—\*Academic Achievement, Civics, \*Comparative Education, \*Cross Cultural Studies, Data Processing, Elementary Secondary Education, English (Second Language), French, Literature, \*Mathematical Models, Predictor Variables, Reading Comprehension, Sampling, Sciences, \*Statistical Analysis, Student Testing

Identifiers—International Evaluation Educational Achievement

This is one of nine volumes describing the results of extensive research carried out by the International Association for the Evaluation of Educational Achievement (IEA) over a seven-year period. The overall aim of this extensive empirical study is to relate student competence to instructional, economic, and social factors which account for differences between students, schools, and national systems of education. In this volume, the rationale behind the model used in the analysis of data collected in the IEA Six Subject Survey is provided. A model of causation is advanced to relate the various input measures to achievement in the six subject areas of Science, Reading Comprehension, Literature, English and French as Foreign Languages and Civic Education. The compounding of variables and their organization into blocks are discussed. The order in which these blocks are introduced to the analysis reflects the belief that earlier events in the life of the individual student have influenced later events in the student's life and schooling. Details of the sampling techniques used in the survey as well as the limits of confidence which can be placed on the statistics are described. The development of the attitudinal scales used is outlined in an Appendix. (Author/BJG)

ED 117 126 TM 004 978

Kupersmith, Gerrie

High Impact Anti-Crime Program: A Framework for Assessing Project-Level Evaluation Plans.

Mitre Corp., McLean, Va.

Spons Agency—National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Pub Date Jun 75

Note—18p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 027-000-00327-3, \$0.45)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Crime, Data Analysis, Data Collection, \*Evaluation Criteria, \*Evaluation Needs, Law Enforcement, Models, Program Design, Program Development, Program Effectiveness, \*Program Evaluation, \*Program Planning

The pamphlet describes an evaluation model for crime reduction projects developed by National Institute of Law Enforcement and Criminal Justice sponsored research. It is meant to assist justice agency and project managers in determining completeness of evaluation planning by providing a framework against which to measure their evaluation components. While the model and review criteria presented were developed within the context of the Legal Enforcement Assistance Administration's (LEAA's) High Impact Anti-Crime Program, they were based upon an awareness of the difficulties involved in evaluating social programs generally and may be applicable to evaluation efforts outside of the



criminal justice sector. The paper is divided into four sections. The first (introductory) section describes current preoccupations with evaluation. The second section provides the reader with an understanding of the special context within which the model and criteria were developed via a brief discussion of the Impact Program's evaluation effort. The third section presents the evaluation planning model along with a discussion of key steps in the evaluation planning process. The fourth section elaborates general guidelines regarding the use and applicability of the model and review criteria, and develops a set of questions which need to be addressed during the review of a project-level evaluation plan or component. (Author/BJG)

ED 117 127

TM 004 979

Toll, Sherran

Prekindergarten Head Start Year End Report 1974-1975.

Philadelphia School District, Pa. Office of Research and Evaluation.

Report No.—R-7600

Pub Date Jul 75

Note—140p.

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

Descriptors—Child Development, \*Child Development Centers, Classroom Design, Classroom Observation Techniques, Community Involvement, \*Disadvantaged Youth, Early Childhood Education, Educational Objectives, Inservice Teacher Education, \*Instructional Programs, Models, Open Education, Parent Participation, Parochial Schools, Preschool Children, \*Preschool Education, Program Development, \*Program Evaluation, Public Schools, Student Evaluation

Identifiers—Denver Developmental Screening Test, Pennsylvania (Philadelphia), \*Philadelphia Prekindergarten Head Start Program, Project Head Start

The Philadelphia Prekindergarten Head Start Program is a child development program for three- and four-year old children from low-income families funded through the Philadelphia Anti-Poverty Action Commission. The approach stresses an interacting and multidisciplinary attempt to improve the child's physical and emotional health, his family relationships, and his abilities to function better as a person. The program has been designed to implement five different early childhood education models: Behavioral Analysis, Bank Street, Montessori, Responsive Learning, and Curriculum for Social and Emotional Development. Programming according to model specifications remained the theoretical basis for daily operation. Research and evaluation activities during 1974-75 have centered around the program's goals for children. They have included classroom observations, the development of forms to assess the extent of model implementation, summarizing and analyzing the results of the Denver Developmental Screening Test, and the inclusion of the children in the Early Childhood Longitudinal File. There was found to be a wide range of practices in terms (1) extent of model implementation, (2) classroom differences within a model, (3) grouping practices, (4) frequency of parent volunteers, and (5) provisioning. Observation data yielding the above information are summarized according to model and across the total program. (RC)

ED 117 128

TM 004 980

Thomson, J. D. Sles, C. W.

The Predictive Validity of the CSSE Tests.

Australian Council for Educational Research, Hawthorn.

Spons Agency—Australian Dept. of Education, Canberra.

Report No.—CSSE-RR-5

Pub Date Jun 75

Note—42p.

Available from—Lawrence Verry Inc., Mystic, Connecticut 96355 (\$1.50)

Document Not Available from EDRS

Descriptors—Ability Identification, \*Achievement Tests, Aptitude Tests, \*Predictive Ability (Testing), \*Predictive Validity, \*Scholarships, Standardized Tests, Student Evaluation, \*Test Validity

Identifiers—Australia, \*Commonwealth Secondary Scholarship Examination

Of all the areas related to the validity of the Commonwealth Secondary Scholarship Examination (CSSE) tests, that of predictive validity

seems to have been studied most intensively. Since the inception of the CSSE scholarship scheme, a series of studies which have either examined the predictive validity of certain aspects of the scholarships, or which have borne directly on that topic, have been reported. Investigations have been carried out on the predictive validity of the awards, of the CSSE total score, and of the individual CSSE test papers. These studies will be reviewed in this report. This investigation will be concerned with the ability of the CSSE tests to predict performance on some measures not previously used, as well as performance on some of the previously used measures of academic aptitude or academic success. In the process, some of the earlier work will be replicated. In addition, consideration will be given to the incremental effectiveness of the CSSE tests, or the degree to which they can improve the prediction of performance provided by other measures. The investigation will then be extended into an examination of the characteristics of those students who perform well on the CSSE tests, but perform poorly on a subsequent occasion (in the matriculation examinations), and vice versa. (Author/DEP)

ED 117 129

TM 004 981

Sherwin, Susan S.

Performance-Based Teacher Education: Results of a Recent Survey.

Spons Agency—American Association of Colleges for Teacher Education, Washington, D.C.; Educational Testing Service, Princeton, N.J.

Pub Date [73]

Note—47p.

Available from—Teacher Programs and Services, Educational Testing Service, Princeton, N.J. 08540 (\$1.50)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Data Analysis, Higher Education, \*Performance Based Teacher Education, \*Program Content, Questionnaires, \*School Surveys

The American Association of Colleges for Teacher Education (AACTE) has been very active in the performance-based movement. In the fall of 1972, the AACTE conducted a preliminary survey of 1,250 institutions asking which institutions were operating, investigating and/or planning PBTE programs. Of the 783 respondents (a 63 percent return), 131 (17 percent) said they were operating PBTE programs, 228 (29 percent) said they were not, and a large number, 424 (54 percent), said they were in some stage of investigation. The staff of Teacher Programs and Services at Educational Testing Service, in conjunction with the staff of AACTE drafted a questionnaire, aimed at examining as closely as possible the status of PBTE programs. The questionnaire was reviewed by leading educators in the movement and most suggestions were incorporated. The limitations of a paper and pencil survey are evident; the data provide a quantitative view and raise many more questions than can be answered here. If feasible, sample follow-up visits will be made in order to gain a more qualitative understanding of some of the programs. Nonetheless, the results of the survey provide the most recent and detailed information available on PBTE programs. (Author/DEP)

ED 117 130

TM 004 982

Trichter, D. L. Pedrini, D. T.

CORCOR: Discussion and Listing of a Computer Program to Correct the Correlation Coefficient for Restriction of Range.

Pub Date Sep 75

Note—9p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Computer Programs, \*Correlation, \*Sampling, Statistical Analysis

Identifiers—\*CORCOR

When a correlation is taken in a sample in which the range of the variables being correlated is limited, it is often desired to apply the correlation to groups with different ranges for the variables. In such situations, a correction for restriction of range (more precisely, restriction of standard deviation) may be necessary. Considered in this paper are four cases in which correction on the correlation coefficient is possible and a computer program to perform the correlations. The program, which includes an interactive correction algorithm for explicit restriction on both variables, is listed in the article. (Author)

ED 117 131

TM 004 983

Fruchter, Dorothy A.

Evaluation of Training and Curriculum Materials Used in a Pilot Test of a Comprehensive Dental Health Program (TATTLETOOTH).

Educational Development Corp., Austin, Tex.

Spons Agency—Texas State Dept. of Health Resources, Austin.

Pub Date 30 Jun 75

Note—40p.; Appendix E (pages 39 and 40) will reproduce poorly

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Community Involvement, \*Curriculum Development, \*Curriculum Evaluation, Dental Evaluation, \*Dental Health, Elementary Secondary Education, Evaluation, Health Education, Humanistic Education, Inservice Teacher Education, Instructional Materials, Lesson Plans, Pilot Projects, \*Program Evaluation, Questionnaires, \*Training

Identifiers—\*Tattletooth

Tattletooth was designed to help alleviate the physical, psychological and social problems associated with dental disease by teaching proper dental hygiene techniques and by stressing the importance of good dental health to the social and psychological well-being of the whole person. The program provided for the entire community with the provision of supportive information packages specially prepared for specific community groups. Children received support in their efforts to form good dental habits from teachers, parents, dentists, and hygienists, and local suppliers of toothbrushes, dental floss, and disclosing wafers. In the pilot test, curriculum was designed by teams of teachers, dentists, curriculum designers, and evaluators. Four sets of 19 lessons each were prepared, covering grades K-2, 3-6, Jr. High School, and Sr. High School. These were pilot tested in 111 classrooms in Texas in the Spring of 1975, and this report covered the evaluation strategy, instruments, and results. This report concluded that the materials were quite successful, particularly in the early grades. It was found that the humanistic approach was generally well received and that the entire model for presenting this subject might be equally useful for many other courses. (Author/BJG)

ED 117 132

TM 004 984

Technical Report on Development of USES Specific Aptitude Test Battery for Utility Hand (paper goods) 539.883.

Manpower Administration (DOL), Washington, D.C.

Report No.—TR-S-466

Pub Date 75

Note—14p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Aptitude Tests, Cutting Scores, Job Analysis, Occupational Information, Occupational Tests, Paper (Material), \*Personnel Selection, \*Rating Scales, \*Semiskilled Occupations, Statistical Analysis, Supervisors, Task Performance, \*Test Construction, Test Validity

Identifiers—Utility Hands (Paper Goods)

Research resulting in the development of the Specific Aptitude Test Battery for use in selecting inexperienced or untrained individuals for training as Utility Hands (paper goods) was described. Aptitudes measured were form perception, clerical perception, and manual dexterity. Job analysis was performed by observation of the workers' performance on the job and in consultation with the workers' supervisors. A descriptive rating was used which consisted of seven items: (1) quantity of work, (2) quality of work, (3) accuracy of work, (4) job knowledge, (5) facility for work, (6) job versatility, and (7) all-around job ability. Statistical analysis of ratings were used to determine which aptitudes should be considered for inclusion in the battery. The objective was to develop a battery of 2, 3, or 4 aptitudes with cutting scores at five point intervals at the point where about the same percent will meet the cutting scores as the percent placed in the high criterion group and which will maximize the relationship between the battery and the criterion. Appended was a list of organizations cooperating in the study, a descriptive rating scale, and a description of job duties. (BJG)

ED 117 133

TM 004 985

Herman, Magdalen, Comp.

Male-Female Achievement in Eight Learning Areas: A Compilation of Selected Assessment Results.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date [75]

Note—61p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Academic Achievement, Age, Citizenship, \*Comparative Analysis, Data Analysis, Data Collection, \*Educational Assessment, Elementary Secondary Education, Literature, Mathematics, Music, \*National Surveys, Reading, Sciences, \*Sex Differences, Sex Discrimination, Social Studies, Student Attitudes, Tables (Data), Writing

Identifiers—\*National Assessment of Educational Progress

Results of the National Assessment of Educational Progress are examined in the context of male and female differences. Considered are the first four years, beginning in 1969 and ending in 1973. Data were gathered in the learning areas of science, citizenship and writing the first year; reading and literature the second year; social studies and music the third year; mathematics and science, for the second time, the fourth year, or 1972-73. In other words, change data were first reported in science and appeared in print in March 1975. Focusing only on sex differences, the results throughout the four age levels present questions and cause speculation about the educative process, the methods, time allotment and emphasis. Some may conclude that learning opportunities are not equal for both boys and girls in the majority of schools. Some may conclude that interest is lower among boys than girls, or the reverse, in a particular learning area. The experience of the reader will facilitate in interpretation of the findings presented here. (Author/BJG)

ED 117 134 TM 004 986

Marco, Gary L.

Use of the Logistic Model as an Alternative to Linear Interpolation for Computing Percentile Ranks.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RM-75-6

Pub Date Oct 75

Note—17p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Comparative Analysis, Intervals, \*Mathematical Models, \*Percentage, \*Scores, \*Scoring Formulas, Statistical Bias, Test Results

Identifiers—\*Logistic Interpolation, Percentile Ranks

A method of interpolation has been derived that should be superior to linear interpolation in computing the percentile ranks of test scores for unimodal score distributions. The superiority of the logistic interpolation over the linear interpolation is most noticeable for distributions consisting of only a small number of score intervals (say fewer than 10), particularly distributions that are relatively unskewed. Logistic interpolation thus should be useful in practical situations in which percentile ranks of number right scores must be estimated from very coarse groupings. The logistic method may also be applied to distributions of formula scores. However, the method should probably not be used for unsmoothed distributions of formula scores unless it is desired to smooth out the peaks and valleys that result from rounding scores to integer values. The usefulness of logistic interpolation in computing percentile ranks for test score distributions is illustrated using three score distributions for item analysis samples from 1974 Law School Admissions Tests (LSAT). (Author/BJG)

ED 117 135 TM 004 987

Rosen, Pamela, Ed.

Test Collection Bulletin, Vol. 9, Nos. 1, 2, 3, and 4.

Educational Testing Service, Princeton, N.J. Test Collection.

Pub Date 75

Note—86p.

Available from—Test Collection Bulletin, Educational Testing Service, Princeton, New Jersey 08540 (\$2.00 per year, \$2.50 foreign)

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Achievement Tests, \*Annotated Bibliographies, Aptitude Tests, Attitude Tests, \*Bulletins, Interest Tests, Personality Tests, \*Preschool Tests, Reference Materials, \*Tests

Identifiers—Head Start Test Collection

These quarterly bulletins provide brief annotations for tests of the following types recently acquired by the Educational Testing Service (ETS) Test Collection: achievement; aptitude; personality, interests, attitudes, and opinions; and miscellaneous, sensory-motor, and unidentified. To provide information about instruments for those engaged in research or project direction involving young children, appropriate entries are indicated. Other information includes announcements received, test reviews, new references (annotated), new publishers, and addresses of publishers and organizations whose materials and services are mentioned in these Bulletins. A complete index to these four issues of Volume 9 is included. (BJG)

ED 117 136 TM 004 989

Hopkins, William M. Andre, Thomas

Correlates of Clustering and Retention in Free Recall.

Pub Date [75]

Note—19p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Cluster Grouping, \*Cognitive Processes, College Students, Correlation, \*Individual Differences, Learning Processes, Memory, \*Recall (Psychological), \*Retention, Verbal Learning

The method of organization in free recall in the form of either clustering or subjective organization is explored in this study. This is just one of the possible forms of retrieval that may be employed. Other possibilities include serial recall, alphabetization, and imagery. To the extent that subjects employ such other strategies, correlations between organization indices and recall will be attenuated. This study explores this issue in two ways: first, about half the subjects (college students) were instructed to use a clustering strategy on a categorizable list. It was predicted that the correlation between clustering and recall would be higher for instructed than for non-instructed subjects. Secondly, subjects were asked to indicate the types of strategies they employed on a post learning questionnaire. It was predicted that subjects in the instructed group would report fewer strategies. The relationship of other individual difference variables to organization and recall has had little examination. Organization has been found to vary with internality-externality, intellectual ability, with chronological age, and with impulsivity/reflectivity in children. This study examined a number of such variables. (DEP)

ED 117 137 TM 004 990

Johnson, Larry

Preferences for Educational Alternatives Expressed by Parents of Students in Minneapolis West Area Schools.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Report No.—C-74-6

Pub Date Jan 75

Note—67p.; For a related document, see TM 004 923

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Decision Making, \*Educational Alternatives, Educational Programs, Elementary Secondary Education, \*Parent Attitudes, Parent Participation, \*Parent School Relationship, Questionnaires, Student Needs, \*Surveys

Identifiers—\*Minneapolis Public Schools, Minnesota (Minneapolis)

Parents of students who attended public schools in the West Area of the Minneapolis school district were surveyed in the Fall of 1974 to (1) determine parent feelings about educational alternatives, (2) give parents input into the decision-making process, and (3) provide parents with information about educational choices and alternatives. The study was conducted by a committee of West Area staff and parents, and the Minneapolis Public Schools' Research and Evaluation Department. Questionnaires were returned by the parents of 2,068 randomly selected students. Eighty-one percent of the mailed questionnaires were returned. More than seventy-five percent of the parents said that having alternative educational programs provided was important to them. Thirty-eight percent of the parents of elementary students were willing to have their child transported to any school in the West Area to get the program of their choice, 43 percent were willing to have their child transported to a school adjacent to their child's present school, while 19 percent said they would

choose the nearest available school regardless of the program offered. Parent responses for each school are included in the report. (Author/DEP)

ED 117 138 TM 004 991

Johnson, Larry

A Survey of Parents of Students at Jordan Junior High School.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Report No.—C-73-51

Pub Date Aug 74

Note—27p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Achievement Rating, Caucasian Students, \*Educational Programs, Integration Effects, Interviews, \*Junior High Schools, Junior High School Students, Negro Students, \*Parent Attitudes, Parent School Relationship, Questionnaires, \*School Integration, \*Surveys

Identifiers—Jordan Junior High School, \*Minneapolis Public Schools, Minnesota (Minneapolis)

As part of the Minneapolis Public Schools' desegregation/integration plan, boundary changes for Jordan Junior High's elementary feeder schools were implemented for the 1973-74 school year. Incoming seventh graders, who previously would have attended another junior high, changed the percentage of minority group students in seventh grade from 12 percent in 1972-73 to 42 percent in 1973-74. In the spring of 1974, a sample of 15 percent of the parents of seventh and eighth grade students were interviewed in their homes to determine their feelings about the educational program at Jordan. Overall, the parents were satisfied with Jordan's educational program. The results were similar for seventh and eighth grade parents and for parents of Black and White students. About 90 percent of the parents were satisfied with how much their child was learning in reading, mathematics, and other subjects; about 80 percent expressed satisfaction with the kinds of courses provided, the activities other than courses that were provided, the way the subject matter was taught, and the way their child had been treated by the Jordan staff. Almost all parents said they were satisfied with how well their child was getting along with other students at Jordan. (Author/DEP)

ED 117 139 TM 004 992

Clark, Sara H.

Basic Skill Centers of Minneapolis 1973-74.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Education for the Disadvantaged; Minnesota State Dept. of Education, St. Paul.

Report No.—C-73-65

Pub Date Nov 74

Note—29p.; For related documents, see ED 083 315 and TM 004 848

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Achievement Gains, Compensatory Education Programs, \*Disadvantaged Youth, Elementary Education, Individualized Instruction, Inner City, Junior High Schools, Multimedia Instruction, \*Program Effectiveness, \*Reading Improvement, Reading Skills, Reading Tests, \*Remedial Reading Programs, Statistical Analysis, \*Student Testing

Identifiers—\*Basic Skill Centers, Elementary Secondary Education Act Title I, ESEA Title I, Gates MacGinitie Reading Test, Minneapolis Public Schools, Minnesota (Minneapolis)

Two Basic Skill Centers were set up on 1968 to help inner city students improve their reading skills. The Centers were supported mainly by the Minneapolis Public Schools although ESEA Title I funds provided teacher aides. This report covers the sixth year's operation of the project. Substantial changes in the Centers' operations are described. The goals of the project since late 1970 have been the achievement of functional literacy by disabled readers and nonreaders from grades 4 through 9 in Target Area schools and the development of an instructional program to make it possible. The newly developed Basic Skill Centers Reading Program provided all curricular materials. A multimedia approach was used which included teaching machines as well as individual instruction in related classrooms. Individualized instruction was provided for 595 Title I students from grades 4-9 from 22 public

schools. The students, who came from Title I Target Area schools, made grade equivalent gains well above what would have been expected for average children working at the reading levels of the Gates-MacGinitie Comprehension tests which were the measuring instruments. From 81 percent to 90 percent of the students made grade equivalent gains greater than expected for the pre-post-test span of six to seven months. (Author/DEP)

ED 117 140 TM 004 993

Clark, Sara H.

Mobile Learning Centers of Minneapolis 1973-74. Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C. Div. of Education for the Disadvantaged.

Report No.—C-73-66

Pub Date Dec 74

Note—22p.; For related documents, see TM 004 850 and ED 083 261

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Achievement Gains, Compensatory Education Programs, \*Disadvantaged Youth, High School Students, \*Mobile Educational Services, Programed Instruction, Program Evaluation, Reading Improvement, \*Remedial Reading Programs, \*Secondary Education, \*Teaching Machines

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, Minneapolis Public Schools, Minnesota (Minneapolis)

Self-teaching machines housed in trailer-classrooms were used for the fourth year to help 351 students in two Minneapolis Title I secondary schools improve their reading skills. A gain of 1.4 grade equivalent months by 25 percent of the students (using Gates-MacGinitie Comprehension tests) for each month on roll was the specific objective of the project. Furthermore, 50 percent of the students were to show a gain of at least one grade equivalent month for each month on roll. The project featured the use of three-button response machines with both commercially and locally developed materials. Machines were housed in two large trailers which were located at Bryant and North secondary schools. Although students operated the machines and tested their own progress at the end of each lesson, assistance was available from the certified reading teacher and paraprofessional who staffed each trailer. In 1973-74 gain scores were obtained from only 39 percent of the students because of pupil transfers, truancy, and faulty testing procedures. On the basis of the small number (136) of students tested, the project met its objectives in that 71 percent gained at the rate of 1.4 grade equivalent months for each month on roll and 76 percent gained one grade equivalent month for each month on roll. It was recommended that the Mobile Learning Centers' program be continued. (Author)

ED 117 141 TM 004 994

Higgins, Paul S.

The Conflict Resolution Desegregation Aides Component of the Minneapolis Schools' 1973-74 Emergency School Aid Act Project: An Evaluation.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Report No.—C-73-64

Pub Date Dec 74

Note—36p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Conflict Resolution, Discipline Problems, Inservice Programs, Junior High Schools, Paraprofessional School Personnel, Program Effectiveness, \*Program Evaluation, \*Race Relations, \*School Aides, \*School Integration, Senior High Schools, Student Attitudes

Identifiers—Emergency School Aid Act Project, Minneapolis Public Schools, Minnesota (Minneapolis)

The Conflict Resolution Component of the Minneapolis Schools' 1973-74 Emergency School Aid Act Project provided 20 paraprofessional Desegregation Aides for nine desegregating public schools (8 junior highs, 1 high school). The Component also funded a Coordinator of Desegregation Aides and a program of pre- and in-service training to help Aides reduce various types of conflict in schools, to improve interracial relations, and to act as liaisons between schools

and the neighborhoods from which students were bussed. The objectives of the component were (1) prevention of major racial conflicts leading to school closing; (2) prevention of any increase in student-student conflict, as measured by suspension rates attributable to such conflicts in 1972-73 vs. 1973-74; (3) prevention of any increase in student-teacher conflict, as measured by suspensions attributable to such conflicts; and (4) among White students, an increase in liking toward minority students, as measured by 1973 vs. 1974 administrations of the Student Opinion Questionnaire (SOQ). Objective 1 was met. Attainment of objectives 2, 3, and 4 could not be measured directly, because the relevant data were not available. This report, prepared by an independent evaluator, includes a brief description of the Aides and a discussion of the Aides' enacted role. Approximately two-thirds of the Aides represented racial minorities. Aides' most time-consuming activities were monitoring the halls and cafeteria, and talking with students and school staff about interpersonal conflict. (Author/RC)

ED 117 142 TM 004 995

Higgins, Paul S.

The Mathematics Component of the Minneapolis Schools' 1973-74 Emergency School Aid Act Project: An Evaluation.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Report No.—C-73-68

Pub Date Dec 74

Note—48p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Achievement Gains, \*Basic Skills, Junior High Schools, Junior High School Students, Low Achievers, \*Mathematics, Minority Groups, Parochial Schools, \*Program Evaluation, Public Schools, \*Remedial Mathematics, School Integration, \*Student Improvement, Teacher Aides

Identifiers—Emergency School Aid Act Project, Mathematics Basic Skills Development Project, Minneapolis Public Schools, Minnesota (Minneapolis)

The Emergency School Aid Act (ESAA) Math Component was designed to improve mastery of math basic skills among the lowest achieving math students in 8 desegregating public junior high schools, junior-high-level grades in 6 non-public schools, and the ninth grade in one public high school. The Math Component consisted of 25 teacher aides, a part-time Math Coordinator, a curriculum of workbooks and tests of the Mathematics Basic Skills Development Project (MBSDP). The Math Component not only met, but surpassed its two objectives for mastery gain among remedial students. Objective I required 50 percent of ESAA students to maintain or improve their relative standing (percentile) among same-grade peers from fall to spring on the Minneapolis Arithmetic Computation Test (MACT). About two-thirds of the students met this objective, and therefore had a spring percentile rank which was the same as, or higher than, their fall rank. The interpretation of these MACT gains is, however, clouded by a possible regression artifact. Objective II required 50 percent of the students to earn "Mastery-Gain Points" on MBSDP units at the rate of 40 per year. Again, two-thirds of the students met this objective. Recommendations for program improvement included: (a) a more efficient system for MBSDP materials distribution; (b) a formal commitment by participating schools to use ESAA aides, to use MBSDP materials, and to organize participating teachers and staff; (c) a full-time coordinator; and (d) careful planning to avoid unintended overrepresentation of racial minorities in the ESAA Math Component. (Author/DEP)

ED 117 143 TM 004 996

Williams, Samuel L.

The Development and Implementation of a Planned Program of Classroom Observation at the Elementary School Level. Maxi II Practicum Report.

Pub Date 25 Apr 75

Note—113p.; Ed.D. Dissertation, Nova University

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Administrator Role, \*Classroom Observation Techniques, Educational Objectives, Elementary Education, \*Evaluation, \*Models, Principals, \*Program Development, Program Evaluation, Questionnaires, School

Responsibility, Teacher Administrator Relationship, Teacher Evaluation, \*Teacher Rating, Teaching Methods

Identifiers—Principals Responsibility Rank Order Form, Scrivens Product Evaluation Profile, Status Questionnaire

This report describes the development, implementation, and evaluation of a model for classroom observation designed to improve instructional supervisory skills and enhance teaching and learning. The project was carried out in 10 (Broward County, Florida) elementary schools with the principals and six teachers from each school involved. The aims of the project were to provide a model for observation and get principals to use it. The model was used by 10 principals and 40 teachers for four months. A Status Questionnaire and Principals' Responsibility Rank Order Form, each developed by the author, produced no significant differences in attitudes, understanding, philosophies or reactions to classroom stimuli during observation. Scrivens' Product Evaluation Profile provided the assessment upon which conclusions were drawn about the model and overall project. Those people who reviewed and used the model support its implementation in other schools. (Author)

ED 117 144 TM 004 998

Robison, James O.

MAP Markers: Research and Evaluation of the Mutual Agreement Program. Resource Document No. 5.

American Correctional Association, College Park, Md. Parole-Corrections Project.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-89-24-72-02-5

Pub Date Oct 74

Note—352p.

EDRS Price MF-\$0.76 HC-\$18.40 Plus Postage

Descriptors—\*Contracts, \*Correctional Rehabilitation, Corrective Institutions, Employment Patterns, Models, Predictor Variables, \*Prisoners, Program Development, Program Effectiveness, \*Program Evaluation, Recidivism, Statistical Analysis, \*Vocational Adjustment

Identifiers—Arizona, California, MAP, \*Mutual Agreement Programming, Wisconsin

This report is an evaluation, using randomized experimental/control design, of a program involving negotiated contractual agreements (MAP) between prisoners and parole boards for specific parole dates contingent on performance in work, training and treatment activities. Contracts were generally for less than six months. Both feasibility and effectiveness of the model were analyzed. Reasonably high levels of acceptance were found among both prisoners and correctional officials in Wisconsin and Arizona; but in California, where the model involved direct release to a community correctional center, administrative obstacles hindered full implementation. Contract cancellations were almost always the result of disciplinary infractions rather than failure to satisfy work or training requirements; prisoner-initiated withdrawals were rare. At release, prisoners judged that MAP had provided them greatest service through more certainty of release, facilitating planning outside prison, and the opportunity for earlier release, but that MAP had made less substantial differences in improving staff interest, access to prison programs, or operation of those programs. (Author/RC)

ED 117 145 TM 004 999

Mathis, William J.

Large-Scale Objective Referenced Testing: Some

Practical Problems and Concerns.

Pub Date Apr 75

Note—7p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Washington, D.C., March 31-April 2, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Criterion Referenced Tests, Educational Assessment, \*School Districts, \*State Programs, Test Construction, \*Testing Problems, \*Testing Programs, Test Validity

This paper was presented with other papers in a forum dealing with statewide testing programs. The primary purpose of the paper is to address practical considerations and methods of resolution for large districts or states who are planning on conducting large scale testing or assessment programs with criterion or performance

referenced measures. The first section lists the parameters and limits within which these programs generally operate. These limits are translated into practical problems and decision points. Methods of resolving the problems are then addressed with emphases being given to professional and community involvement. The paper closes with comments on test validity and how it is affected by these problems and concerns. (Author)

ED 117 146 TM 005 000

Newman, Slater E. Nicholson, Lawrence R.  
Speed of Oral and Written Responding.  
Spons Agency—National Science Foundation,  
Washington, D.C.  
Pub Date [75]  
Note—10p.

Available from—Slater E. Newman, Dept. of Psychology, North Carolina State University, Raleigh, North Carolina 27607

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—College Students, Comparative Analysis, \*Handwriting, Memory, \*Oral Communication, \*Response Mode, \*Task Performance, \*Time, Verbal Learning

Subjects were given three trials to speak and to write as fast as they could both the alphabet and a set of two-digit numbers. The speed or oral responding was approximately 6 syllables per second for letters and 7 syllables per second for digits. The speed for writing was approximately 2 items per second for both digits and letters. Correlations between tasks within the same mode were all significant; correlations between modes on the same task were usually not. Implications for research in verbal learning and memory are discussed. (Author)

ED 117 147 88 TM 005 001

Novak, Carl D.  
An Unobtrusive Experimental Evaluation of a Systems Approach for Teaching Reading.  
Pub Date Mar 75

Note—5p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Achievement Gains, \*Comparative Analysis, Grade 2, \*Primary Education, Program Development, Program Effectiveness, \*Program Evaluation, \*Reading Achievement, \*Reading Programs, Reading Skills, Standardized Tests, Systems Approach, Test Results  
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Lincoln Public Schools, Metropolitan Achievement Test (Primary II), Nebraska (Lincoln), \*Project INSTRUCT

This study was part of the evaluation of Project INSTRUCT, a Title III ESEA reading project. Project schools rated high on implementation were paired with similar control schools. Samples of 165 second-grade students were randomly selected from project and control schools. Covariance procedures were used to compare word knowledge, reading, and spelling scores on the Metropolitan Achievement Test (MAT). Previous achievement and ability scores were used as covariates. Project students scored higher on Word Knowledge and Reading. Differences in Spelling, which was not part of the project, were not significant. The results are consistent with previous evaluation findings. (Author/DEP)

ED 117 148 TM 005 002

Jacobson, Thomas J.  
A Study of the Differential Aptitude Testing Program in the Grossmont Union High School District.

Grossmont Union High School District, Calif.  
Spons Agency—San Diego County Dept. of Education, Calif. Regional Occupational Program.  
Pub Date 28 Oct 75

Note—30p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Aptitude Tests, Career Education, \*Career Planning, \*Decision Making, Grade 10, Instructional Staff, Occupational Guidance, Orientation Materials, Parent Attitudes, \*Program Effectiveness, Questionnaires, Senior High Schools, Student Attitudes, \*Student Interests, Testing Programs, Test Interpretation, Test Results

Identifiers—California (Grossmont), \*Differential Aptitude Testing Program, Grossmont Union High School District

The Differential Aptitude Testing (DAT) Program was developed jointly by the Pupil Personnel Services Department of the Grossmont Union High School District and the San Diego County Regional Occupational Program. The purpose was to provide 10th grade students with individual aptitude information and techniques of career exploration for the purpose of making wise career decisions. The DAT program consisted of three stages: pretest orientation, testing, and interpretation. Specially designed materials were developed to assist counselors in each stage of the program. The DAT Interpretation booklet, specially developed by counselors in the Grossmont District, was the key to the program and tied the DAT scores, occupations, and sources of occupational information together to help students reach career decisions. To determine the effectiveness of the program, a questionnaire was developed for the students, parents, and school members involved. Similar questions were included on each questionnaire in the same numbering sequence so that the responses of each group could be compared. The overall results of the questionnaire revealed that parents, students, and staff were positive about the program. The student information booklet is included. (Author/DEP)

ED 117 149 TM 005 003

Lunneborg, Patricia W.  
Longitudinal Criteria of College Achievement Predicted from Aptitude, Achievement, and Interest Measures.

Washington Univ., Seattle. Educational Assessment Center.

Report No—76-8; EAC-P-76-294

Pub Date Oct 75

Note—17p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Academic Achievement, Academic Aptitude, Achievement Tests, College Freshmen, College Graduates, \*College Majors, Comparative Analysis, Correlation, Degree Requirements, \*Grade Point Average, Grades (Scholastic), \*Higher Education, Longitudinal Studies, Predictive Ability (Testing), \*Predictor Variables, Student Interests

Identifiers—\*University of Washington, Washington (Seattle), Washington Pre College Test Battery

Long term criteria of college performance, i.e., graduation in four years, cumulative GPA, credits earned, and graduating major, were studied in relation to a comprehensive pre-college battery administered in the high school (HS) junior year. Despite restricting the sample to 1,633 university students who had progressed to junior standing in three years, HS GPA correlated as highly with cumulative college GPA as it does with freshman GPA in broad, national samples (.51). HS GPA was also the best predictor of graduation and credits earned, the other predictors augmenting only slightly in multiple correlation. Despite the social significance of graduation as a criterion of academic performance, it was only predicted poorly. Graduating major fields were more related to interests than to aptitudes or HS GPA, but the extreme asymmetry of these criteria precluded good prediction in a practical sense. (Author)

ED 117 150 TM 005 004

Martin, Charles G. Games, Paul A.  
Selection of Subsample Sizes for the Bartlett and Kendall Test of Homogeneity of Variance.

Pub Date [Apr 75]

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Analysis of Variance, \*Hypothesis Testing, \*Sampling  
Identifiers—Distributions (Statistical),

\*Homogeneity of Variance, Power (Statistics)  
Power and stability of Type I error rates are investigated for the Bartlett and Kendall test of homogeneity of variance with varying subsample sizes under conditions of normality and nonnormality. The test is shown to be robust to violations of the assumption of normality when sampling is from a leptokurtic population. Suggestions for selecting subsample sizes which will produce maximum power are given for small, intermediate and large sample situations. A formula for estimating power in the equal n case is shown

to give results approximating empirical results. The problem of heterogeneous within cell variances and unequal n's is discussed. (Author)

ED 117 151 TM 005 005

Feigenbaum, Laurel And Others  
The Effects of Two Different Management Styles on Internal Evaluation or Boss and Evaluator: Conflict or Cooperation?

Note—13p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Educational Researchers, \*Employer Employee Relationship, \*Evaluation, \*Leadership Styles, \*Management, \*Professional Personnel, Program Evaluation

This paper discusses observations found upon examining district management styles (autocratic vs. democratic) in evaluation offices and evaluation management levels (federal, state, and local) in relationship to the creativity and effectiveness of internal evaluators and usefulness of feedback information to the school site. (Author)

ED 117 152 TM 005 006

Huberty, Carl J. Curry, Allen R.  
Linear Versus Quadratic Multivariate Classification.

Pub Date [Apr 75]

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Analysis of Covariance, Bayesian Statistics, \*Classification, \*Comparative Analysis, \*Discriminant Analysis, Matrices, Predictor Variables, Probability, \*Sampling, Statistical Analysis, Tests of Significance  
Identifiers—Linear Classification, Quadratic Classification

A linear classification rule (used with equal covariance matrices) was contrasted with a quadratic rule (used with unequal covariance matrices) for accuracy of internal and external classification. The comparisons were made for seven situations which resulted from combining three data conditions (equal and unequal covariance matrices, minimal and nonminimal group centroid separation, and two and three criterion groups) for different sets of data. For the internal analysis the quadratic rule was superior in all seven situations. For the external analysis the linear rule was superior in nearly all of the situations. (Author)

ED 117 153 TM 005 007

Houston, Samuel R.  
Making Definitions Explicit and Capturing Evaluation Policies.

Pub Date Apr 75

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Cluster Grouping, \*Decision Making, Definitions, \*Measurement Techniques, \*Policy, Prediction, Program Evaluation, Rating Scales, Reliability, Research Proposals  
Identifiers—\*Judgment Analysis

Judgment Analysis (JAN) is described as a technique for identifying the rating policies that exist within a group of judges. Studies are presented in which JAN has been used in evaluating teacher effectiveness by capturing both student and faculty policies of teacher effectiveness at the University of Northern Colorado. In addition, research examples of the technique are presented in the area of making definitions explicit. Specifically, JAN was utilized as a methodology for defining what is pornographic for a group of lawyers, policemen and doctoral psychology students. (Author)

ED 117 154 TM 005 008

Goldberger, Arthur S.  
Statistical Inference in the Great IQ Debate.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Economic Opportunity, Washington, D.C.

Report No—R-301-75

Pub Date Sep 75

Note—25p.; Paper presented at the Third World Congress of the Econometric Society (Toronto, Canada, August 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

**Descriptors**—\*Comparative Analysis, Correlation, Environmental Influences, \*Genetics, \*Heredit, \*Intelligence, Intelligence Quotient, \*Models, Nature Nurture Controversy, Validity  
The estimation of genetic models reported by J. L. Jinks and L. J. Eaves in a recent review are critically examined. A number of errors in procedure and interpretation are found. It is concluded that the evidence, provided by kinship correlations, for the proposition that intelligence is highly heritable, is not persuasive. (Author/BJG)

ED 117 155

TM 005 009

Fetters, William B.

Changes in Attitudes One and One-Half Years after Graduation.

National Center for Education Statistics (D-HEW), Washington, D.C.

Report No.—NCES-76-227

Pub Date 75

Note—14p.; For a related document, see ED 097 368

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.35)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

**Descriptors**—Academic Ability, \*Changing Attitudes, \*Followup Studies, Goal Orientation, High School Curriculum, \*High School Graduates, Locus of Control, \*Longitudinal Studies, \*National Surveys, Racial Differences, Self Concept, Seniors, Sex Differences, Socioeconomic Status, Values  
**Identifiers**—\*National Longitudinal Study High School Class 1972

A sample of high school seniors was surveyed in spring 1972 to provide baseline data for the NCES National Longitudinal Study of the High School Class of 1972. The First-Followup Survey of this sample took place in fall 1973. This report describes how these young adults changed during this period of about 1-1/2 years with regard to their view of themselves, sense of control of their achievement, and their orientation toward work, community, and family goals. Statistics are presented for the population as a whole and for persons classified into subgroups based on sex, race-ethnicity, socioeconomic status (SES), academic ability, high school program, and high school location (region). A brief background description of this study and relevant definitions and footnotes are given. The data are shown in both tabular form and graphical form. This bulletin presents estimates of the net amount of change that occurred in the aforementioned psychological variables during the 18-month period between surveys. Gross changes, which take into account the fact that net changes result from increases for some individuals and decreases for others, will be described in a later report that will analyze the data in greater depth from a longitudinal point of view. (Author/RC)

ED 117 156

95

TM 005 010

Chissom, Brad S. Morris, John E.

Development of an Automated System for Evaluation of Student Teacher Effectiveness. Final Report.

Georgia Southern Coll., Statesboro.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Bureau No.—2-D-078

Pub Date Oct 73

Grant—OEG-4-72-0024

Note—45p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

**Descriptors**—College Supervisors, Comparative Analysis, Data Analysis, Data Collection, \*Effective Teaching, \*Electronic Data Processing, \*Evaluation, Feedback, \*Participant Satisfaction, Racial Differences, Sex Differences, Student Evaluation, \*Student Teachers, Teacher Education, Test Construction

The primary purpose of this project was to develop a system for the evaluation of student teachers employing automated data processing as an integral part of the system. This system employed data gathered from four sources: (1) Public School Pupils, Grades 7-12; (2) Student Teachers; (3) Supervising Teachers; (4) College Supervisors. The emphasis was placed on the first source, the data obtained from the pupils of the student teachers. This source constituted a large volume of evaluation information that had to be processed through the use of automated

procedures. Results of the project compared the several sources of data, and indicated the relative effectiveness of each. The feedback provided from the evaluation information was used to identify strengths and weaknesses of individual student teachers, and cumulatively to evaluate the total student teacher program. Finally, by subdividing the data into categories relating to pupil characteristics, information was obtained about the effectiveness of student teachers in working with black, white, male and female students. As a result of this project, an automated system for gathering and analyzing a large amount of data is available to evaluate the effectiveness of student teaching. (Author)

ED 117 157

88

TM 005 011

Morse Crisis Intervention Center—Project Advance: Title III Project. Final Report.

Commonwealth Learning, Inc., Alexandria, Va.; District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.

Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C. Div. of Supplementary Centers and Services.

Pub Date Jun 75

Note—93p.; For a related document, see ED 103 732

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

**Descriptors**—Achievement Tests, \*Adolescents, Behavioral Objectives, \*Behavior Problems, Classroom Observation Techniques, \*Crisis Therapy, Data Analysis, Enrichment Programs, Individualized Instruction, \*Intervention, Junior High Schools, Open Education, Parent Participation, Program Effectiveness, \*Program Evaluation, Self Concept Tests, Special Education, Student Attitudes, Surveys, Teacher Attitudes

**Identifiers**—District of Columbia, Elementary Secondary Education Act Title III, ESEA Title III, \*Morse Crisis Intervention Center

The Morse Crisis Intervention Center is a program of survival for the youth of the D.C. Public Schools who have been removed from the public junior high school because of disruptive behavior. The Center's on-going activities were supplemented by Project Advance in the following specific areas during the 1974-75 school year: (1) Psychotherapeutic services were provided to alleviate or minimize disturbing behavior; (2) Individualized instruction was provided the students using a modified open classroom technique; and (3) Enrichment activities were provided the students. The Project Director and staff developed 23 standards, which emphasized affective, behavioral, and educational objectives. These standards formed the basis for the program evaluation. Measures of program success included a staff survey, focusing on the attainment of the 23 standards, progress on the Wide Range Achievement Test (WRAT), data from a classroom observation checklist, project director and counselor reports, and a student survey. Observational data, a student survey, A Self-Rating Scale for Students, and an Observational Rating Scale are appended. (Author/BJG)

ED 117 158

TM 005 012

Problems in the Evaluation of Pre-School Education.

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Pub Date 75

Note—218p.

EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage

**Descriptors**—\*Comparative Education, Curriculum Evaluation, Educational Innovation, Evaluation Methods, Evaluation Needs, Formative Evaluation, \*National Surveys, \*Preschool Education, \*Preschool Evaluation, Program Evaluation, Research Problems

**Identifiers**—Belgium, France, Germany, Netherlands, Scandinavia, Switzerland, United Kingdom

Examined were the purposes and problems, as well as the present status and trends, of pre-school educational evaluation in seven European countries: Belgium, France, Germany (Federal Republic), Netherlands, Scandinavia, Switzerland, and the United Kingdom. These analysis required that national surveys be written which would first give brief background information on existing provisions of pre-school education, underlying educational philosophies, and important sociological and historical factors. A description and discussion of different evaluation purposes

and procedures, with special attention to new methods, were judged desirable. Major attention would be devoted to a review of evaluation studies, both those evaluating general pre-school curricula and those assessing more specific programs, and taking into consideration process evaluation as well as short- and long-term effects. An attempt to judge strengths and weaknesses of current studies and to identify the main problems of evaluation research would be made. Possible guidelines for future evaluations were to be included. The national surveys generally followed this outline and were followed by a chapter in which the main trends reflected in the survey were summarized. Appended were special studies concerning the use of tests in evaluating pre-school educational programs, historical, social and cultural influences of pre-school evaluation, language programs, the evaluation of learning difficulties, the role of an evaluator, and an action research evaluation. (Author/BJG)

ED 117 159

TM 005 013

Technical Report on Development of USES Specific Aptitude Test Battery for Nurse, Licensed Practical (medical ser.) 079.378.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—TR-S-270R75

Pub Date 75

Note—19p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

**Descriptors**—\*Aptitude Tests, Cutting Scores, Employment Qualifications, Evaluation Criteria, Job Analysis, Job Skills, Job Training, Minority Groups, Personnel Evaluation, \*Personnel Selection, \*Practical Nurses, Rating Scales, Statistical Analysis, \*Test Construction, Test Validity

**Identifiers**—\*USES Specific Aptitude Test Battery for Nurse

Research which resulted in the development of the Specific Aptitude Test Battery for use in selecting inexperienced or untrained individuals for training as Licensed Practical Nurses is described. Occupational norms were established in terms of minimum qualifying scores for each significant aptitude measure, which when combined, predict job performance. Statistical data, names of hospitals participating in the study, and supervisor's rating scales are included. (DEP)

ED 117 160

TM 005 014

Technical Report on Development of USES Specific Aptitude Test Battery for Maintenance Repairer, Factory or Mill (any ind.) 899.281.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—TR-S-363R75

Pub Date 75

Note—14p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

**Descriptors**—\*Aptitude Tests, Cutting Scores, Employment Qualifications, Evaluation Criteria, Job Analysis, Job Skills, Job Training, \*Machine Repairmen, Personnel Evaluation, \*Personnel Selection, Rating Scales, Statistical Analysis, \*Test Construction, Test Validity

Research which resulted in the development of the United States Employment Service Specific Aptitude Test Battery for use in selecting inexperienced or untrained individuals for training as Maintenance Repairer is described. Occupational norms were established in terms of minimum qualifying scores for each significant aptitude measure, which when combined, predict job performance. Statistical data, names of organizations participating in the study, job descriptions and supervisor's rating scales are included. (DEP)

ED 117 161

TM 005 015

Boyd, Ja Mille And Others

A Study of Testing Practices in the Royal Oak (Michigan) Public Schools.

Royal Oak City School District, Mich.

Pub Date May 75

Note—51p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

**Descriptors**—Elementary Secondary Education, Information Dissemination, Interviews, Parent Attitudes, \*Program Evaluation, Program Planning, \*School Districts, Standardized Tests, Student Attitudes, \*Student Testing, Teacher Attitudes, \*Testing Problems, \*Testing Programs, Test Interpretation, Test Results, Test Validity



Identifiers—Michigan (Royal Oak), \*Royal Oak Public Schools

The testing program of the Royal Oak (Michigan) School District was examined and evaluated under agreement of the Royal Oak Teachers Association and the Administration of the Royal Oak School District. A committee was formed of people knowledgeable of the program and/or specialists in evaluation and testing. This study represents two days of on-site investigation, the major basis of which was interviews. The committee met for a planning session, examined materials related to the testing program including test manuals and tests themselves, interviewed a broad range of teachers, counselors, school administrators, parents and other community residents, and deliberated on findings and conclusions. Specific findings under these general headings are discussed: planning the testing program; purposes of the testing program; content of the tests; application of the tests; computing, summarizing, and filing results; reporting results; and use of results. Recommendations with the intent of improving the testing program are given. (Author/DEP)

ED 117 162 TM 005 016  
The Test of Standard Written English: A Preliminary Report.

Educational Testing Service, Princeton, N.J.  
Spons Agency—College Entrance Examination Board, New York, N.Y.

Pub Date 75

Note—21p.

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Achievement Tests, \*College Freshmen, \*Composition (Literary), English, Higher Education, \*Knowledge Level, Multiple Choice Tests, Scoring, Structural Grammar, Student Evaluation, Student Placement, \*Traditional Grammar

Identifiers—\*Test of Standard Written English

Intended to help institutions place their entering students in regular freshman English composition courses, the Test of Standard Written English (TSWF) is most useful to colleges that also offer alternate courses designed to improve students' understanding of the material explored by the test. The Test of Standard Written English assesses students' levels of achievement in standard written English. By "standard written English" is meant the conventionalized, edited language of most college textbooks and the language in which students will probably be asked to write most papers in college. The test does not attempt to assess the ability of students to write "creatively" or to communicate informally as they would with friends. The Test of Standard Written English does not ask students to do any writing. Rather, it presents a total of 50 multiple-choice questions of 2 basic types. Research comparing the scores of students on essays and multiple-choice questions shows that performance on questions of each type correlates highly with the ability to write standard written English. Sample questions as well as some preliminary findings are included in the document. (Author/DEP)

ED 117 163 TM 005 018

Faunce, R. W. And Others

An Approach to Setting Educational Goal Priorities in the Minneapolis Public Schools.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Report No.—C-73-28

Pub Date Jul 74

Note—83p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Community Involvement, \*Development, \*Educational Objectives, Elementary Secondary Education, Parent Attitudes, Rating Scales, Reliability, \*School Districts, School Personnel, Student Attitudes, \*Surveys, Teacher Attitudes

Identifiers—\*Minneapolis Public Schools, Minnesota (Minneapolis)

In 1970, at the request of the School Board, the Minneapolis Public Schools began a review of the school district's goals. Several approaches to establishing and revising goals were used. By January 1974, 1,506 people in Minneapolis had participated in the goals ranking procedure. This group included 630 community representatives, 569 school personnel, and 307 senior high school students. Agreement among the three groups—parents, school personnel, and students—was relatively high on the importance of the various

goals. All three groups gave high rankings to the goals of reading and writing, pride in work, learning to respect and get along with people with whom we work and live, and developing good character and self-respect. The three groups gave relatively low priorities to goals related to understanding skills of family living, understanding democratic ideas and ideals, understanding the ideas of health and safety, and gaining information needed to make job selections. A critique of this approach to goal ranking is given. Recommendations are made. (Author/DEP)

ED 117 164 TM 005 019

Fanslow, Alyce M. Wolins, Leroy

Assessment of Observational Items for Use in Competency-Based Teacher Education Programs.

Pub Date 75

Note—15p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Washington, D.C., March 31-April 2, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Classroom Observation Techniques, College Supervisors, Cooperating Teachers, \*Evaluation, Higher Education, Home Economics Teachers, Item Analysis, \*Performance Based Teacher Education, \*Student Teachers, Teacher Education, Test Reliability

A 50-item observational instrument was used by cooperating teachers and college supervisors to evaluate the competencies of 77 home economics student teachers from two universities at two time intervals during the student teaching experience. Two analyses of variance (AOV) for each of the 50 items were used to identify items which judges could rate reliably. Intra-class correlation coefficients were utilized to ascertain if different ratings between student teachers were due to differences in their performance. The AOV analyses suggested that judges could reliably rate 18 items. Of these, five appeared to discriminate between student teacher's performance whereas eight did not. (Author)

ED 117 165 TM 005 020

Doerrann-George, Judith

The Effect on Non-Normal Distributions on the Integrated Moving Average Model of Time-Series Analysis.

Pub Date 75

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Hypothesis Testing, \*Mathematical Models, Statistics, \*Time

Identifiers—Distributions (Statistical), \*Integrated Moving Average Model, Power (Statistics)

The Integrated Moving Average (IMA) model of time series, and the analysis of intervention effects based on it, assume random shocks which are normally distributed. To determine the robustness of the analysis to violations of this assumption, empirical sampling methods were employed. Samples were generated from three populations; normal, moderately non-normal, and severely non-normal. The samples were combined with values of other quantities in the model, the resulting "observations" subjected to time-series analysis, and the effect on empirical significance levels noted. The analysis of interventions based on the IMA model was robust to violations of the normality assumption. (Author)

ED 117 166 TM 005 021

Higgins, Paul S.

The Reading Component of the Minneapolis Schools' 1973-74 Emergency School Act Project: An Evaluation.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Report No.—C-73-63

Pub Date Dec 74

Note—39p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Achievement Gains, Compensatory Education Programs, Educational Objectives, Inservice Programs, Junior High Schools, \*Junior High School Students, Parochial Schools, \*Program Evaluation, Public Schools, Reading Achievement, \*Reading Comprehension, \*Reading Improvement, Reading Instruction, Reading Materials, \*Remedial Reading Pro-

grams, School Integration, Student Characteristics, Teaching Machines

Identifiers—Minneapolis Public Schools, Minnesota (Minneapolis)

The Reading Component of the Minneapolis Schools' 1973-74 Emergency School Aid Act (ESAA) Project was designed to improve reading comprehension among the poorest-reading students in eight desegregating public junior highs and the poorest-reading junior-high-age students in six nonpublic schools. The Reading Component not only met, but surpassed, its objectives for comprehension gain among disabled readers. Objective I stated, in part, that students with pretest comprehension grade-scores of 0-3.9 would show a median of 1.5 months comprehension gain for every month in the ESAA program; in fact, these students achieved a median gain rate of 2.4. Objective II stated, in part, that students entering the Component with pretest scores of 4.0-6.0 would have a median rate of 2.5 months gain per program month; the actual median rate for Objective II students was 3.1. Also, within each separate school, the ESAA students usually surpassed Objective I and II. In every public school approximately 60 percent of the Objective I students exceeded the expected median gain-rate of 1.5. Factors possibly accounting for differences among schools in gain rates were discussed. (Author/DEP)

ED 117 167 TM 005 022

Hyatt, Marjorie L.

Student and Teacher Activity Checklists for Use in Classrooms of the Hearing Impaired.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date Jun 75

Note—31p.; Paper presented at the Meeting of American Instructors of the Deaf (Greensboro, N.C., June 1975); Marginal legibility in some of tables presented in appendices

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Check Lists, \*Classroom Observation Techniques, Communication (Thought Transfer), Deaf Education, \*Hard of Hearing, Interaction Process Analysis, Statistical Analysis, \*Student Behavior, Student Teacher Relationship, \*Teacher Behavior

Identifiers—District of Columbia, \*Model Secondary School for the Deaf

Utilization of two checklists for recording observed student and teacher classroom behaviors is the main topic of this report. The format, sections, procedures, and methods of analysis of the checklists are discussed. These checklists were used with 40 students and 4 teachers in an on-going, two year research project at the Model Secondary School for the Deaf. The report includes some of the findings obtained from the use of the instruments. (Author)

ED 117 168 TM 005 023

Foreman, Dale I.

SCORE: A Flexible System for School Curriculum Objective-Referenced Evaluation.

Pub Date Apr 75

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Computer Programs, \*Criterion Referenced Tests, \*Educational Objectives, Elementary Secondary Education, \*Item Banks, Language Arts, Mathematics, Reading, Sciences, Social Studies, Student Evaluation, Test Construction

Identifiers—\*School Curriculum Objective Referenced Evaluation, SCORE

The School Curriculum Objective-Referenced Evaluation (SCORE) system is an item bank that can be effectively and inexpensively used to develop criterion referenced tests which reflect an institution's educational objectives. SCORE also allows for test construction, formatting, and reporting. Flexible in design, SCORE educational objectives are organized in a three-level hierarchy of goals, intermediate objectives, and performance objectives. SCORE attempts to test each educational objective in the most appropriate way and may require special equipment. Student performance reports are shared with the student, parent, school, and school district. (B/G)

ED 117 169

TM 005 024

Frey, Sherman

A Validity and Reliability Study of a Report of Self Concept Scale: Adolescent Form.

Note—16p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Adolescents, \*Developmental Tasks, \*Secondary Education, \*Self Concept Tests, \*Test Reliability, \*Test Validity  
 Identifiers—\*Report of Self Concept Scale (Adolescent Form)

In this self-concept scale for adolescents based on Havighurst's developmental task, the person is asked to read a paragraph which explains the task and to report the way he sees and feels about his ability to achieve the task in relation to what he can do, what others do, and what it takes to be successful at the task. Response is on a scale of from one, the poorest estimate of his ability to perform the task, to five, the highest estimate, on each of the relationships in question. After a readability test (Dale-Chall) was applied to each of the task areas, the scale was administered to 255 adolescents in grades seven through twelve in various suburban Chicago school districts. To derive validity data, the Pearson Product Moment Correlation was used to compare student to teacher responses by relationships within each task. The mean of the teacher responses was used as the criterion against which student responses were tested to derive reliability. The Kuder-Richardson 21 formula was used resulting in a coefficient of .88. Moderate correlations of the kind derived in this study place the instrument well within the acceptable range insofar as validity is concerned. Reliability is also sufficiently high to give adequate assurance of consistency in subsequent administrations. (RC)

ED 117 170

TM 005 025

Fortune, Jimmie C. And Others

Use of Classroom Distributions of Student Achievement Test Scores to Evaluate the Instructional Effectiveness of Teachers.

Pub Date Apr 75

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Achievement Gains, \*Achievement Tests, \*Cluster Analysis, \*Effective Teaching, \*Elementary School Students, \*Evaluation Criteria, \*Scores, \*Student Teacher Relationship, \*Teacher Evaluation

Identifiers—\*Comprehensive Tests of Basic Skills  
 The instructional effectiveness of elementary classroom teachers is investigated through the use of distributions of student achievement scores. The data used for this investigation were reading, language, and arithmetic subtest scores on the Comprehensive Tests of Basic Skills for fifth and sixth grade public school children. Students were classified by their grade equivalent scores on each of the subtests. For each teacher in each of the grades, the scores were computed for each of their students. Upon grouping of students, each teacher received nine data points; mean gain scores for slow, average and fast students in reading, language and arithmetic. It was then determined which cluster of teachers was most effective with certain students and then to follow these teachers the second year of the study and reinvestigate their effectiveness. Results indicate that it may be possible to determine that certain teachers are more successful in working with certain types of students in various subject areas and at differing abilities. (DEP)

ED 117 171

TM 005 027

Alvir, Howard P.

Nine Performance Procedure Competencies with Which to Analyze, Organize, and Develop Hands-On Performance Evaluation.

Pub Date 16 Jul 74

Note—13p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Criterion Referenced Tests, \*Elementary Secondary Education, \*Guides, \*Performance Tests, \*Psychomotor Skills, \*Test Construction

This document contains a number of processes and criteria levels with which the progressive test writer should be familiar in order to measure more than cognitive success. These processes allow test writers to examine existing paper and pencil examinations in order to sound out impli-

cations for performance testing. Hands-on performance testing is referred to as criterion-referenced testing (CRT) in the psychomotor or performance domain. This is one step beyond paper and pencil tests (PPT) which function mainly in the cognitive or knowledge domain and hardly ever at all in the performance domain of practical application. It should be sufficient for the typical test writer to work through these processes and criteria levels with two or three examples in order to derive maximum benefit. This experience will sharpen the purposes, yardsticks, and repertoires of experienced test writers enough to enable automatic application of these processes and criteria level without the necessity of constantly referring back to this procedures manual. This document is intended to help develop better hands-on performance evaluation instruments. (Author/DEP)

ED 117 172

TM 005 028

Abrams, Marshall D. Cotton, Ira W.

The Service Concept Applied to Computer Networks. Technical Note 880.

National Bureau of Standards (DOC), Washington, D.C. Inst. for Computer Sciences and Technology.

Report No—NBS-TN-880

Pub Date Aug 75

Note—42p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Catalog No. C13.46:880, \$0.85)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Computers, \*Delivery Systems, \*Display Systems, \*Efficiency, \*Information Networks, \*Information Systems, \*Input Output Devices, \*Man Machine Systems, \*Measurement, \*Models, \*On Line Systems, \*Performance Criteria, \*Time Sharing

Identifiers—\*Network Measurement System

The Network Measurement System (NMS) represents the implementation of a new approach to the performance measurement and evaluation of computer network systems and services. By focusing on the service delivered to network customers at their terminals, rather than on the internal mechanics of network operation, measurements can be obtained which are directly relevant to user needs and management concerns. Furthermore, the type of measurement necessary to implement this approach can be made directly, without perturbing the network system under test. This technical note introduces the service concept and other background information necessary to understand the need for and use of the NMS. The fundamental distinction between service and internal efficiency is clarified, both in general and in the environment of computer networks. A number of different measures of service are then discussed, followed by the presentation of several models of interactive use of networks. Then, the practical aspects of gathering data and applying this information to service measurement are reviewed, leading to a presentation of the NMS as it is implemented. The note ends with a discussion of applications for the NMS. (Author)

ED 117 173

TM 005 029

State Summary of Results: 1974-75 Michigan Educational Assessment Program.

Michigan State Dept. of Education, Lansing. Research, Evaluation, and Assessment Services. Pub Date Mar 75

Note—16p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Achievement Tests, \*Criterion Referenced Tests, \*Educational Assessment, \*Educational Objectives, \*Elementary Education, \*Grade 4, \*Grade 7, \*Mathematics, \*Reading, \*School Districts, \*Scores, \*State Programs, \*Student Evaluation, \*Testing Programs, \*Test Results

Identifiers—\*Michigan Educational Assessment Program

The State Summary of Results presents a compilation of the scores of Michigan's fourth and seventh grade students who participated in the educational assessment along with discussion of the possible meaning and significance of the results. It also attempts to respond to the controversy which has surrounded the assessment program since its inception in 1970 by delineating its purpose which is the provision of information for decision-making at the state, local, and individual student levels. Because these data are derived from students taking objective referenced

tests, they reflect student attainment of a specific set of learner performance objectives which were developed by Michigan educators in an attempt to articulate the skills which students should achieve in school. The tests used to measure attainment of the objectives were developed through a cooperative effort between the Michigan Department of Education and local district educators. (Author/DEP)

ED 117 174

TM 005 030

Sciara, Frank J. Patton, Don C.

Utilizing a Pupil Typology to Evaluate Change in Remedial Reading and Remedial Math Programs in Title I Schools.

Pub Date Dec 75

Note—47p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Academic Achievement, \*Achievement Gains, \*Classification, \*Comparative Analysis, \*Compensatory Education Programs, \*Evaluation Methods, \*Program Effectiveness, \*Program Evaluation, \*Remedial Programs, \*Student Characteristics

The authors advocate the use of a pupil typology in which the variables of sex, race, family status, and I.Q. range are combined to form a pupil classification system. This systematic arrangement of data when combined with change in pupil performance, allows the creation of local norms. A scheme for comparing the change in pupil performance among the various schools involved in remedial reading and remedial math programs is demonstrated; also the comparison of the performance among the various schools involved in the programs is shown. The comparison of the performance changes in similar types of students is illustrated with a ranking procedure according to results obtained. Although this system of analyzing the output of various remedial programs is more revealing than gross comparisons, sole reliance upon this procedure for purposes of program accountability is not advocated. Measurement of student performance as analyzed by the proposed method, over a period of at least three years, should produce useful information upon which decisions for change can be made. (Author/RC)

ED 117 175

95

TM 005 031

Quilling, Mary Rintoul

A Data Analysis Approach to Evaluating Achievement Outcomes of Instruction. Technical Report No. 338. Report from the Project on Conditions of School Learning and Instructional Strategies. Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spong Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—TR-338

Pub Date Jun 75

Contract—NE-C-00-3-0065

Note—153p.

EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage

Descriptors—\*Academic Achievement, \*Comparative Analysis, \*Curriculum Evaluation, \*Data Analysis, \*Elementary Secondary Education, \*Mathematical Models, \*Predictor Variables, \*Research Methodology, \*Statistical Analysis

The purpose of the present study is to demonstrate the utility of data analysis methodology in evaluative research relating pupil and curriculum variables to pupil achievement. Regression models which account for achievement will result from the application of the methodology to two evaluative problems—one of curriculum comparison and another exploring the relationships between achievement and instructional processes in different schools implementing the same curriculum. Evaluative studies focusing on such questions should yield more information about pupil achievement than evaluations following other models when the following practices are reflected in the design and execution of the study: (1) several dimensions of the curriculum, including material and instructional process aspects, are represented in the set of independent variables; (2) curricular and pupil variables are chosen whenever possible from those conceptualized by educational researchers and known to have a likely relationship to achievement; (3) direct measurements on all variables are incorporated in the data set rather than categorical representations of variables, as in a factorial design; (4) the shape as well as the location of the distributions of pupil achievement before and after instruction is represented in the analyses;

(5) the techniques of the data analyst guide the model development process. These recommendations result from a review of substantive and methodological literature. (Author/BJG)

ED 117 176 TM 005 032

*Richey, Rita C. Cook, Fred S.*  
A Comprehensive Assessment and Evaluation Model for CBTE Programs.

Pub Date Mar 75

Note—47p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975); Appendices may reproduce poorly  
EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Criterion Referenced Tests, Data Bases, Data Collection, Educational Assessment, Educational Objectives, Formative Evaluation, Higher Education, \*Models, \*Performance Based Teacher Education, \*Program Evaluation, \*Student Evaluation, Summative Evaluation, \*Teacher Interns, Test Construction, Test Reliability, Test Validity

Presented is an operational, comprehensive plan for measuring a Competency Based Teacher Education (CBTE) program. This assessment and evaluation system is a part of the competency-based program of Vocational and Applied Arts Education (VAE). Its seven major goals are: (1) to provide objective public measures for each performance objective in the program; (2) to provide for field assessment of intern teachers and pre-interns using classroom teachers as the primary evaluators; (3) to identify student skill deficiencies prior to instruction; (4) to provide means by which students can be exempt from unneeded instruction; (5) to provide means by which student reactions can be systematically gathered for use in revising instruction and instructional materials; (6) to provide means by which data can be collected to give direction for program revision and improvement; and (7) to determine the effects of the program upon the graduates' teaching and upon their pupils. The assessment and evaluation system is perceived as the most crucial aspect of CBTE. Procedures for determining test reliability, test item validity instruments, a pre-intern field experience check list, data collection instruments and reports available from the Assessment Data Bank are appended. (Author/BJG)

ED 117 177 TM 005 033

*Rice, Marion*  
The Application of Attribution Theory to Educational Evaluation.

Pub Date 75

Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Administrative Personnel, \*Bias, Discriminatory Attitudes (Social), \*Individual Characteristics, \*Job Applicants, \*Teacher Selection

Identifiers—\*Attribution Theory

The importance of out-of-role behavior in teacher evaluation was investigated. Sixty administrators were presented one of two variations of a teacher's application form from which they assessed the personality traits of the teacher and indicated their interest in interviewing the teacher. A multivariate analysis of variance (MANOVA) revealed that altering responses for out-of-role behavior (positive vs. negative) resulted in significantly lower trait-ratings and likelihood of an interview for the teacher with negative out-of-role behavior than for the teacher with positive out-of-role behavior. This finding is consistent with the theoretical expectations. The importance of this finding for administrative accountability is discussed. (Author)

ED 117 178 TM 005 034

*Sie, Maureen A. Wills, Clarence*  
Educational Program Evaluation/Validation and Public Policy.

Pub Date 75

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Academic Achievement, Achievement Tests, \*Compensatory Education Pro-

grams, Delivery Systems, \*Educational Assessment, Elementary Education, \*Low Achievers, Mathematics, Program Evaluation, Reading, State Programs, \*Urban Schools, Validity

Identifiers—Michigan

The Michigan Department of Education implemented a large-scale social action program through its Compensatory Education School Aid Act of SY 1971-72. Schools received \$200 per pupil and were held accountable for pupil achievement. This paper describes the educational delivery systems in three urban schools, the evaluation of pupil achievement, and the state validation process. The results showed that the downward trend in achievement among inner-city students was reversed, and that promising educational practices were documented and replicated. The success of the programs has resulted in the continuation and recent large increase in funding for Michigan schools. (Author)

ED 117 179 TM 005 035

*Roznafsky, Jane Hendel, Darwin D.*  
"Cultural Paranoia" and Evaluation.

Pub Date 75

Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Course Evaluation, Experimental Curriculum, Higher Education, \*Paranoid Behavior, Questionnaires, \*Student Attitudes, Student Reaction, \*Teaching Assistants, \*Womens Studies

Identifiers—\*Cultural Paranoia, University of Minnesota

The present report describes the results of an evaluation study of the first course in the new Women's Studies program at the University of Minnesota and the resistance of the teaching assistants for the course to the evaluation. A hypothesis to explain this resistance is that an outside evaluator may face inherent difficulties in evaluating new social-political curricula such as women's studies because of the understandable suspiciousness of students, to which Grier and Cobbs' (1968) term "cultural paranoia" has been applied. Suggestions are offered to future evaluators of the social-political curricula that may lessen this "paranoia." (Author)

ED 117 180 TM 005 036

*Tubb, Gary W. Stenning, Walter F.*  
Covert Confounding in Student Evaluation of Instructional Ability.

Pub Date 75

Note—22p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Washington, D.C., March 31-April 2, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Expectation, Higher Education, Individual Differences, \*Questionnaires, Statistical Analysis, Student Attitudes, Test Reliability

Identifiers—\*Student Evaluation of Teacher Performance

The primary purpose of this research is to determine if there exists covert confounding in student perceptionnaires which significantly affect instructors ratings. Eight calculus classes were randomly selected. Each student completed a Texas A & M University (TAMU) student perceptionnaire the first day of class, envisioning having completed the course with it meeting the highest ideals of expectation. Using the same form, each student evaluated his instructor at the end of the semester. Significant differences (.01 level), between class means existed in the students' ideal perception, as well as in the students' evaluative perceptionnaire. The results indicate that research using student perceptionnaires as an independent variable should provide for preconceived expectations of students. The perceptionnaire is included in the appendix. (Author/DEP)

ED 117 181 TM 005 037

*Alvir, Howard P.*  
The Contributions of the Bureau of Occupational Education Research towards Establishing an Education Evaluation System.

Pub Date Oct 71

Note—21p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Educational Assessment, Educational Objectives, Evaluation Needs, \*Guidelines, Information Dissemination, \*Program Evaluation, \*State Departments of Education, Vocational Education

Identifiers—\*Bureau of Occupational Education Research

This report specifies the contributions of the Bureau of Occupational Education Research (BOER) towards establishing an education evaluation system in the New York State Education Department. Section I shows what BOER has done since 1968 in developing an education evaluation system. Thirteen documented examples are given to demonstrate samples of the understandings, insights, personnel, skills, media, data, objective measures, applications, systems, and other resources developed by BOER that can be integrated into almost any type of education evaluation system that is likely to emerge. Section II goes beyond the obvious requirements of more time, money, and manpower to make any such system workable by suggesting the need to coordinate existing departmental functions through a number of organizational "linking pins" and the need to "tool up" existing resources to produce a departmentwide effort to bridge the evaluation gap in a humanistic fashion. Specific examples and directives are given to spell out exactly what is meant by "linking pins" and "tooling up." The report concludes that evaluation is best achieved when the goals of a particular function or unit are expressed so clearly and succinctly that even a stranger walking in off the street can get a clear idea of what is going on and how well it is being done. (Author/DEP)

ED 117 182 TM 005 038

*Hsia, Jayjia*  
Planning and Developing 1974-75 Building Evaluation Prototypes Under ESEA Title I for the Minneapolis Board of Education Principals' Committee.

Educational Testing Service, Evanston, Ill.

Spons Agency—Minneapolis Public Schools, Minn.

Report No—ETS-PR-75-22

Pub Date Nov 75

Note—36p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Administrator Attitudes, \*Compensatory Education Programs, Elementary Education, \*Elementary Schools, Evaluation Needs, Models, Parochial Schools, \*Principals, \*Program Evaluation, Public Schools

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, \*Minneapolis Public Schools, Minnesota (Minneapolis)

An evaluation committee of Minneapolis Board of Education Title I principals initiated the Minneapolis Elementary Secondary Education Act (ESEA) Title I Principals' Building Level Evaluation Project. The purpose of the project was: (1) to help the committee assess the evaluation needs of Minneapolis Title I principals; and (2) to study the feasibility of using alternative evaluation models for conducting building level evaluation. The five phases of the work plan were: (1) area meetings with Title I principals in Minneapolis North, East and West Areas, and from parochial schools, to determine interest in building level evaluation; (2) in-depth interviews with ESEA Title I principals who expressed interest in building level evaluation; (3) literature search for evaluation models relating to building level evaluation; (4) preparation of an evaluation "menu" consisting of a simple, nontechnical pamphlet designed to stimulate discussion on building level evaluation; and (5) preparation of a final report of the project. Through a series of meetings, questionnaires, and interviews, it was possible to ascertain the interests of Title I principals in building level evaluation. Their main areas of concern, in order of frequency, were: (1) overall program effects on pupils; (2) attitudes of staff, pupils, and parents toward the program; and (3) best allocation of Title I funds. (Author/BJG)

ED 117 183 TM 005 039

*Hutcheson, Larry D. Schabacker, William H.*  
Benchmarks-Utilization Guide for Georgia Statewide Test Scores.

Georgia State Dept. of Education, Atlanta. Div. of Program and Staff Development.

Pub Date Oct 75

Note—113p.; For a related document, see ED 109 166

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

**Descriptors**—\*Academic Achievement, \*Educational Assessment, Educational Objectives, Elementary Secondary Education, Grade 4, Grade 8, Grade 11, \*Guides, Information Dissemination, Inservice Programs, Scores, \*State Programs, Student Evaluation, \*Testing Programs, Test Interpretation

**Identifiers**—\*Georgia Statewide Testing Program, Iowa Tests of Basic Skills, Tests of Academic Progress

**BENCHMARKS** is intended as an aid to the proper use of Georgia Statewide Testing Program scores. It provides information about the program and the tests; reading and understanding the various reports; understanding what the scores mean; and applying test results for the improvement of learning opportunities for Georgia children and youth. It is organized into nine sections; each providing answers to these questions: (1) What are the objectives of the Georgia Statewide Testing Program?; (2) Who is tested? What tests are used? What do the tests test?; (3) What scores are reported? What do the scores mean? What are some uses of the scores? What are some limitations of the scores?; (4) What reports are provided for use at various levels? What do the reports look like? How may the reports be read and understood?; (5) How may the test results be assessed and interpreted?; (6) What may be done to improve students' learning?; (7) How may scores be released to the general public?; (8) How may a local inservice program be conducted?; and (9) How may students be prepared for testing? Test scores seen often to be misused or not used at all. Perhaps, this is due either to misunderstanding of testing terminology or to a lack of knowledge of what the scores mean. In this guide special attention has been paid to communicating in a simple, straight-forward manner by using words common to most educators and by making liberal use of samples, examples and illustrations. (Author/BJG)

ED 117 184 08 TM 005 041

Stakelon, Anne E., Comp. Magisos, Joel H., Comp.

**Evaluation of Work Experience, Cooperative Education, and Youth Manpower Programs: An Annotated Bibliography. Bibliography Series No. 28.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No—Bib-Ser-28

Pub Date Oct 75

Note—67p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

**Descriptors**—\*Annotated Bibliographies, \*Cooperative Education, Efficiency, Evaluation, Evaluation Criteria, Evaluation Methods, Evaluation Needs, Field Experience Programs, Higher Education, Industrial Training, Inplant Programs, Internship Programs, Off the Job Training, On the Job Training, \*Program Evaluation, Secondary Education, Student Employment, \*Work Experience, Work Experience Programs, Work Study Programs

**Identifiers**—Job Corps, Neighborhood Youth Corps

The reports and journal articles cited in this annotated bibliography were found through computer-assisted searches of Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM), Resources in Education (RIE), Current Index to Journals in Education (CIJE), and the National Technical Information Service (NTIS) data base. Items included were those found to be indexed with one or more major terms from the concepts: work experience, cooperative education, or youth manpower programs and evaluation. Specific search terms are listed. A total of 190 ERIC and AIM/ARM citations were found and 79 items have been included in this publication. Forty-nine NTIS documents were found and 27 have been included as relevant to the subject matter under consideration. Citations have been organized in four sections—ERIC Report Literature, AIM/ARM Report Literature, NTIS Report Literature, and Journal Articles. (RC)

ED 117 185 95 TM 005 042

Young, Malcolm B. Schuh, Russell G.

**Evaluation and Educational Decision Making: A Functional Guide to Evaluating Career Education.**

Development Associates, Inc., Washington, D.C. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 75

Contract—OEC-0-73-6663

Note—133p.

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

**Descriptors**—\*Administrator Guides, \*Career Education, Data Analysis, Data Collection, \*Decision Making, Educational Objectives, Evaluation Criteria, \*Evaluation Methods, Information Dissemination, Interprofessional Relationship, Management, Measurement Techniques, Program Design, \*Program Evaluation, Program Improvement, Program Planning, Sampling, Test Reviews

This guide is intended to assist in the evaluation of career education programs. It has been developed around the concept that the evaluation should be viewed as a management tool for the improvement of program performance. The guide recognizes the key roles of the evaluators and program managers in the evaluation process. It is addressed principally to the program managers and their staffs to provide the background on evaluation techniques, issues, and problems needed for decision-making and program direction and for implementation of changes indicated by the evaluation studies. At the same time, it highlights techniques and procedures that evaluators will find useful in planning and implementing evaluation studies. The objective of the guide is to contribute to the improvement of career education efforts in local school districts. It strives to convey the importance and utility of program evaluation to the management of career education programs and to offer practical assistance in conducting such evaluations. This guide, in draft version, was published and disseminated for trial use. Hundreds of personnel provided feedback resulting in this final version. USOE undertook a review of instruments which attempted to measure career education student outcomes. For two summers a review panel reviewed instruments, and the results of these reviews are included in the appendix. (RC)

ED 117 186 TM 005 043

**Evaluation of the Instructional Program, Strongsville, Ohio.**

Pub Date Sep 75

Note—202p.

Available from—Order Dept., Educational Research Council of American, Rockefeller Building, Cleveland, Ohio 44113 (\$10.00)

EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage

**Descriptors**—Curriculum, \*Curriculum Evaluation, \*Elementary Secondary Education, \*Instructional Programs, \*Program Evaluation, Program Improvement, \*School Districts, Suburban Schools

**Identifiers**—Ohio (Strongsville), \*Strongsville City Schools

An intensive study of the K-12 instructional program of the Strongsville, Ohio, City School District was conducted during the 1974-1975 school year by the Educational Research Council of America. Survey teams gathered data and developed recommendations and suggestions for strengthening each subject area within the instruction program. The mental health program and pupil personnel services were also examined, and recommendations and suggestions for improvement were offered. Results of the analyses showed that Strongsville's instructional program provided its children with an adequate school career. The Strongsville school system, challenged with the problems of a growing suburban school district, needs to concern itself with accommodation to change and planning of revision so that its instructional program can keep pace with its growth as well as educational innovation. Among the elementary schools, the science and social science programs were considered good. The junior high schools' programs in languages, occupational education, science and social science programs were also good, and the services rendered by the library were excellent. At the high school, the mathematics program was rated as excellent, and the language arts and social science programs had the potential for excellence with some revision. The physical education and health programs, however, were limited at all levels. The rest of the subject area programs ranged from fair to good. Two hundred and twenty-eight specific recommendations and suggestions were made for improving Strongsville's curriculum. (RC)

ED 117 187 95 TM 005 047

Eash, Maurice J. Talmage, Harriet

**Evaluation of Learning Environments. TM Report 43.**

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—ERIC-TM-43

Pub Date Dec 75

Contract—NIE-C-400-75-0015

Note—13p.

Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, N.J. 08540 (free while supplies last)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

**Descriptors**—Academic Achievement, \*Affective Tests, \*Classroom Environment, Curriculum Evaluation, Elementary Secondary Education, \*Instructional Programs, \*Program Effectiveness, School Integration, \*Student Attitudes

This paper discusses some approaches to the evaluation of social environments of learning that extend traditional evaluation beyond what intelligence and standardized achievement tests capture as the outcomes of schooling. Students can provide an important judgement or perspective on the suitability of the social environment as shaped by curriculum, instruction, and learning. This type of assessment holds promise for suggesting curriculum and instructional changes. A number of learning environment scales showing predictive validity from previous studies are utilized in four evaluation studies involving assessment of learning environments. The first two demonstrate instructional effects on the learning environment or classrooms, the third documents the assessment of a major curriculum change through measurement of changes in the learning environment, and the fourth illustrates the sensitivity and usefulness of learning environment data to changes brought about by racial integration. All studies were done in public schools to answer specific problems. The four studies are discussed. (Author/RC)

ED 117 188 95 TM 005 048

Morgan, James M.

**Conducting Local Needs Assessment: A Guide. TM Report 44.**

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—ERIC-TM-44

Pub Date Oct 75

Contract—NIE-C-400-75-0015

Note—7p.

Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, N.J. 08540 (free while supplies last)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

**Descriptors**—Community Involvement, Data Analysis, Data Collection, \*Educational Objectives, \*Guides, \*Needs Assessment, \*Program Development, Program Planning, \*School Districts, Surveys

The steps involved in conducting a valid needs assessment are described and some problems to be avoided are discussed. Needs assessment begins with a set of educational goals. It is important that community opinion be obtained regarding the goals to ensure that they represent the interests of all involved in the educational process. Once the goals are established data can be gathered related to goal attainment in order to uncover discrepancies between desired conditions and the actual state of affairs. Two kinds of data should be used: "hard" data which includes measures such as test results, absentee rates, etc. and "soft" data which shows perceptions of people about the goals. The survey instrument should be designed to measure how important the goal is and the extent to which it is being achieved. Reconciling the differences between the respondent groups as to where the greatest needs lie is usually followed by establishing priorities, the first step in a total program-development cycle. Performance objectives are then developed for each identified need, providing a basis for planning new programs. After programs are implemented and evaluated, a reassessment of the original needs can take place to see how much progress is being made and whether new priorities are needed. This is the cycle of program

development and evaluation that the original needs assessment sets into motion. (RC)

ED 117 189 95 TM 005 049

*Eash, Maurice J. And Others*

**Evaluation of Instructional Materials. TM Report 45.**

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—ERIC-TM-45

Pub Date Oct 75

Contract—NIE-C-400-75-0015

Note—12p.

Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, N.J. 08540 (free while supplies last)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**Content Analysis, Curriculum Design, \*Evaluation, \*Evaluation Methods, Information Dissemination, Instructional Design, \*Instructional Materials, Open Education, Rating Scales

**Identifiers—**Individually Guided Education

This paper examines the evaluation of instructional materials from three viewpoints. First, an analytic system is described which has been found useful by practitioners and researchers for examining the instructional design of materials. This system can contribute to selection among competing materials and to improved use of materials in the teaching-learning process. It is suggested that instructional materials be examined for the quality and completeness of their instructional design and their compatibility (fit) with the curriculum design of the school. Second, a broader system is described which holds promise of analyzing, developing, and maintaining a reference file on the thousands of instructional products now on the market. Schools would be able to retrieve from the reference file information on the particular instructional design constructs of materials. Third, the significance of materials evaluation in meeting the goals of two different curriculum designs is discussed. A selected analysis of the literature and the major emphases in materials evaluation is presented. (Author)

ED 117 190 95 TM 005 050

*Severy, Lawrence J.*

**Application of the Experimental Method to Program Evaluation: Problems and Prospects. TM Report 47.**

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—ERIC-TM-47

Pub Date Nov 75

Contract—NIE-C-400-75-0015

Note—38p.

Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, N.J. 08540 (free while supplies last)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors—**Formative Evaluation, Information Dissemination, Program Development, \*Program Effectiveness, \*Program Evaluation, \*Research Design, \*Research Methodology, Research Problems, \*Scientific Methodology

The purpose of this paper is to: (1) discuss the reasons for applying the experimental method to program evaluation; (2) review the basic elements of the experimental method; (3) illustrate refinements and variants of the experimental method with examples from program evaluation in the social sciences; (4) describe ways in which funding directives can be adapted to the experimental method; and (5) discuss potential problems connected with the experimental approach. Thus, the intent is to present a comprehensive, but nontechnical, discussion of the issues surrounding program evaluation and the experimental method to help administrators, educators, graduate students, novice researchers, and program and project directors conceive of ways to effectively apply program evaluation to their own programs and other endeavors. (Author/RC)

ED 117 191 95 TM 005 051

*Millman, Jason*

**Selecting Educational Researchers and Evaluators. TM Report 48.**

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—ERIC-TM-48

Pub Date Dec 75

Contract—NIE-C-400-75-0015

Note—15p.

Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, N.J. 08540 (free while supplies last)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*Criteria, \*Educational Researchers, \*Evaluation Methods, \*Job Skills, \*Personnel Selection

Aimed at those individuals who are in a position to hire or promote educational researchers or evaluators, this paper provides some practical suggestions for assessing these personnel. Selection of a research or evaluation (R and E) firm is not treated separately from the task of hiring an individual; the quality of work done by a firm depends largely on the people who do the job. Much consideration should be given to specifying job descriptions and requirements. The value of R and E competencies depends upon the specific tasks expected to be performed. A synthesis of the efforts of a task force of the American Educational Research Association to identify educational R and E competencies grouped under 25 general tasks is included in the document. In an effort to identify a universe of evaluation competencies, Stufflebeam and Bunda produced approximately 250 items grouped under eight major categories. The categories and examples of corresponding self assessment items are also included. Several strategies for assessing whether an individual possesses the competencies needed for a specific job are considered. These include discussions of certification, formal training, testing, R and E output, bibliographic and academic characteristics, and membership in special professional associations and directories having more stringent entry requirements than presently exist. (RC)

ED 117 192 95 TM 005 052

*Brown, Bob Burton Webb, Jeaninne N.*

**The Use of Classroom Observation Techniques in the Evaluation of Educational Programs. TM Report 49.**

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—ERIC-TM-49

Pub Date Dec 75

Contract—NIE-C-400-75-0015

Note—17p.

Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, N.J. 08540 (free while supplies last)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**\*Classroom Observation Techniques, Classroom Research, Elementary Secondary Education, Evaluation Methods, \*Program Evaluation, \*Student Behavior, \*Teacher Behavior

Systematic observations of classroom behavior of both teachers and pupils are effective measures of process in education. Until a few years ago, the classroom process—what actually does and does not happen as a result of instituting a new program—went unmeasured for want of tools and techniques to do that job. In this article, examples of observational systems are provided as well as suggestions for tailor-making your own observation items for the evaluation of highly unique programs. (Author/RC)

ED 117 193 95 TM 005 053

*Warren, Jonathan R.*

**The Continuing Controversy over Grades. TM Report 51.**

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—ERIC-TM-51

Pub Date Nov 75

Contract—NIE-C-400-75-0015

Note—13p.

Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, N.J. 08540 (free while supplies last)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors—**Elementary Secondary Education, Evaluation Criteria, \*Grades (Scholastic), Higher Education, Reliability, \*Student Evaluation, \*Validity

**Identifiers—**Contract Grading, Criterion Referenced Grading, Grade Inflation

Although grades have been criticized for lack of reliability, end-of course grades and grade-point averages are reliable enough for most uses. The charge of unreliability applies only to grades on themes, tests, or other individual pieces of student work. On the other side of the controversy, grades have been said to be essential to the learning process because they provide for the evaluation of student performance. But performance is evaluated and its results reported to students independently of any grading system. The justification for grades must lie elsewhere. The critical issue in grading is the validity and usefulness of grades for the variety of purposes they are called on to serve—conveying information on student achievement, providing incentives for students to study, serving as selection criteria, providing material for administrative records, helping in the evaluation and monitoring of the instructional process, and assisting students in educational and occupational planning. Until better information is available on the effectiveness of grades with respect to these various functions, the continued trading of unsupported assertions about them will be fruitless. New approaches to grading, such as contract and criterion-referenced grading, do not change the basic issues. (Author/RC)

ED 117 194 95 TM 005 054

*Coley, Richard J.*

**Student Evaluation of Teacher Effectiveness. TM Report 52.**

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—ERIC-TM-52

Pub Date Sep 75

Contract—NIE-C-400-75-0015

Note—65p.

Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, N.J. 08540 (free while supplies last)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**\*Annotated Bibliographies, \*Effective Teaching, Elementary Secondary Education, Higher Education

**Identifiers—**\*Student Evaluation of Teacher Performance

This 163-item annotated bibliography was compiled to provide access to research and discussions of student evaluation of teacher effectiveness. It was not limited to any educational level nor confined to any specific curriculum area. Two data bases were searched by computer employing three groups of subject terms—evaluation terms, teacher and effective teaching terms, and student terms. A complete list of terms used is included in the appendix. The two data bases were ERIC, yielding documents announced in Resources in Education (RIE) and Current Index to Journals in Education (CIJE), and Psychological Abstracts, an index providing summaries of literature in psychology and related disciplines. ERIC was searched in February 1975 and the data base was complete through December 1974, collecting information for RIE since 1966 and CIJE since 1969. Psychological Abstracts was searched in March 1975 and the data base dates from 1967. A subject index consisting of ERIC descriptors and identifiers reflecting major emphasis is provided. (RC)

ED 117 195 95 TM 005 055

*Porter, Deborah Elena*

**Criterion Referenced Testing: A Bibliography. TM Report 53.**

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—ERIC-TM-53

Pub Date Dec 75

Contract—NIE-C-400-75-0015

Note—45p.

Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, N.J. 08540 (free while supplies last)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**



Descriptors—\*Bibliographies, \*Criterion Referenced Tests, Elementary Secondary Education, Higher Education

Within the last decade, a wealth of literature has appeared debating the merits, use, construction, and interpretation of criterion referenced tests. This is a bibliography of articles on a wide range of topics on criterion referenced testing subjects. Also included are articles on mastery and domain referenced testing. The articles cited were retrieved through searches of five data bases—ERIC, Psychological Abstracts, National Technical Information Service (NTIS), Exceptional Children, and Dissertation Abstracts. A subject index is included. (Author)

ED 117 196 95 TM 005 056

Gislason, Barbara Joan

School Readiness Testing: A Bibliography. TM Report 54.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—ERIC-TM-54

Pub Date Dec 75

Contract—NIE-C-400-75-0015

Note—24p.

Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, N.J. 08540 (free while supplies last)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Bibliographies, Early Childhood Education, Grade 1, Kindergarten, \*Learning Readiness, \*School Readiness Tests, \*Student Testing

The determination of when a child is ready to enter kindergarten or first grade varies from school district to school district. Currently, many school systems are reevaluating their criteria for school entry. In some school systems, chronological age appears to be the sole criterion; in others, social and learning readiness are also primary considerations. Frequently, educators turn to various testing procedures in order to make an objective determination of readiness. The 113 entries contained in this bibliography, chosen after careful review of items retrieved from a computer search of five large data bases (ERIC, National Technical Information Service (NTIS), Psychological Abstracts, Exceptional Children, and Dissertation Abstracts), should facilitate this process. (Author/RC)

ED 117 197 95 TM 005 057

Joselyn, E. Gary

An Introduction to Standardized Testing for Teachers and Administrators.

Educational Records Bureau, Framingham, Mass.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—ERIC-TM-55

Pub Date Sep 75

Contract—NIE-C-400-75-0015

Note—12p.

Available from—Educational Records Bureau, Framingham, Mass. (\$2.00)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Administrative Personnel, Aptitude Tests, Elementary Secondary Education, \*Guides, Norms, Scores, \*Standardized Tests, Student Evaluation, \*Teachers, Test Interpretation, Test Validity

Most problems with tests have to do with their use, misuse, or lack of use. Test scores can be of value to teachers who know how and how not to use them. The purpose of this booklet is to provide a brief overview of standardized testing and to explain some of the commonly used terminology. Topics discussed include: teacher-made and standardized tests, uses of standardized test results, types of standardized tests, test validity, scores and norms, derived scores (percentile ranks, grade equivalent, stanines), working with student profiles, and aptitude test scores. The bibliography is confined to a few readable sources which emphasize the understanding and use of tests in more detail. (RC)

ED 117 198 95 TM 005 058

Klitgaard, Robert E.

Looking for the Best: Identifying Exceptional Performers in Education and Elsewhere. TM Report 50.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—ERIC-TM-50

Pub Date Dec 75

Contract—NIE-C-400-75-0015

Note—19p.; For related documents, see ED 085 402 and 409

Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, N.J. 08540 (free while supplies last)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Data Analysis, \*Demonstration Programs, \*Educational Quality, \*Identification, Mathematical Models, Multiple Regression Analysis, Program Effectiveness, \*Program Evaluation, \*Statistical Analysis

Identifiers—\*Statistical Outliers

To the data analyst, outliers can present both a problem and an opportunity. Stray or outlying observations can severely distort estimates of a distribution's central tendency (like the mean) and estimates of one variable's relationship to another (like the regression coefficient). These problems are frequent and serious, and as a result, increasing numbers of statisticians are developing new estimating procedures that are robust in the face of outliers. But outliers may also present an opportunity. An unusual observation may indicate the existence of a process not operating in the rest of the distribution. In education, for example, an outlier may turn out to be an unusually effective school, perhaps one worthy of emulation throughout the educational system. Finding the best by locating outliers may be particularly important in the evaluation of public policies. Can one find exceptionally good police forces and study the causes for their success? What about outstanding rural development projects, exceptional hospitals, and unusually effective manpower training programs? Indeed, one may suggest a worthwhile general rule for policy evaluations: For exceptions to the general rules, include a search for unusual performers. (Author)

ED 117 199 95 TM 005 059

Sherman, Thomas M.

Formative Student Evaluation of Instruction. TM Report 46.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—ERIC-TM-46

Pub Date Oct 75

Contract—NIE-C-400-75-0015

Note—15p.

Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, N.J. 08540 (free while supplies last)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Effective Teaching, Elementary Secondary Education, Feedback, \*Formative Evaluation

Identifiers—\*Student Evaluation of Teacher Performance

Current practices and controversial issues pertaining to student evaluation of instruction are briefly reviewed and followed by a discussion of the application of formative evaluation to this endeavor. Two reasons are generally given for conducting teacher evaluations by students: identification of good teachers and instructional improvement. Summative evaluation appears to provide the identification but does not appear to improve instruction. The use of summative evaluation alone ignores the dynamic and process characteristics of teaching and makes teaching seem to be a static product which is unchanging and unidimensional. A formative approach appears best suited to provide information on improving instruction and should meet these three criteria: (1) it should be specific to a lesson, objective, or teaching behavior; (2) it should be conducted frequently; and (3) it should yield information which may foster the improvement of instruction during the teaching process. Such evaluation must be an integral part of the teaching process. In this way a closed feedback loop is created wherein information may be continually recycled. Formative evaluation should be embedded in a series of comprehensive and systematic procedures designed to evaluate instructional quality. Using formative evaluation by students effectively and in concert with other forms and sources of information should help teachers answer many questions about their teaching effectiveness and ultimately result in teaching improvement. (RC)

tion. Using formative evaluation by students effectively and in concert with other forms and sources of information should help teachers answer many questions about their teaching effectiveness and ultimately result in teaching improvement. (RC)

ED 117 200 TM 005 061

Hall, James W. And Others

Further Development and Refinement of DIAL; State of Illinois Contract L171. Final Report.

Illinois State Office of the Superintendent of Public Instruction, Springfield. Dept. for Exceptional Children.

Note—102p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Data Collection, Diagnostic Tests, Intervention, \*Predictive Validity, Preschool Education, \*Preschool Tests, School Readiness Tests, Scoring, \*Screening Tests, Test Construction, Testing, \*Test Reliability

Identifiers—\*Developmental Indicators Assessment Learning, DIAL

In 1970, the Illinois Legislature passed bills requiring that elementary school districts institute procedures to identify and treat preschool children who, without such intervention, would not progress satisfactorily in a normal school environment. Efforts in this regard resulted in the screening instrument called Developmental Indicators for the Assessment of Learning (DIAL). Despite initial administrations of the battery and several research efforts, information regarding the reliability and predictive validity of the DIAL was insufficient to promote its general use for preschool screening. This project was funded in an effort to supply the missing data and to address additional questions. The major activities and findings of the project are described in the second section of the report. These concern the content validity of the DIAL as judged by consulting experts in child behavior and development, the predictive validity of the DIAL, the reliability of DIAL administration and scoring procedures, and various recommended modifications of the DIAL. The final section of the report summarizes conclusions and outlines recommendations concerning subsequent steps in the development and use of the DIAL. (RC)

ED 117 201 TM 005 062

Baca, J. D.

Cultural Awareness Inventory.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date Jun 74

Note—17p.; For a related document, see ED 065

218; Paper presented at the Annual Meeting of the Rocky Mountain Educational Research Association (Las Cruces, New Mexico, Nov. 16-17, 1972)

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Anglo Americans, Comparative Analysis, \*Cultural Awareness, Ethnic Stereotypes, Factor Analysis, \*High School Students, Item Analysis, \*Mexican Americans, Questionnaires, Secondary Education, \*Secondary

School Teachers, \*Teacher Attitudes

Identifiers—Cultural Awareness Inventory

Mexican American and Anglo secondary school teacher perceptions of Mexican American students were investigated and compared. The instrument used to retrieve the data was administered to 112 teachers in the three Dona Ana (N.M.) county school districts. Six constructs resulted from the factor analysis of the instrument, namely, achievement, time orientation, acculturation, family identification, economic, and religiosity. Reliability of factors was established through Cronbach's Co-efficient Alpha, and item reliability was obtained through item analysis. Forty of the original 50 items were used to compare the groups on each of the six dimensions. Using ethnicity, age, and teaching experience as variables, t tests were computed to test for significant differences. Differences with respect to ethnicity were found in four of the constructs: achievement, time orientation, acculturation, and religiosity. Age and teaching experience were not variables influencing the differences in attitude between the two teacher groups. Educational importance, implications and recommendations based on the findings of the study conclude the paper. (Author)

## UD

**ED 117 202** UD 015 584  
**Plaintiffs' First Set of Interrogatories...**Rosa Maria Rios, et al., Against Henry P. Read, et al., Defendants.

District Court, New York, N.Y. Eastern District of New York.

Pub Date 11 Jun 75

Note—89p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Bilingual Teachers, Educational Finance, Educational Needs, \*Educational Opportunities, English (Second Language), \*Federal Court Litigation, Language Handicaps, Minority Groups, Personnel Policy, \*Public Schools, \*Spanish Speaking, Special Programs, Standardized Tests, Student Placement

Identifiers—New York (Medford), New York (Patchogue), \*Patchogue Medford Public Schools

The plaintiffs in the case Rosa Maria Rios, et al., against Henry P. Read, et al., in the United States District Court for the Eastern District of New York, involving the Patchogue-Medford School District public schools, were presented with 200 questions, organized into twelve sections dealing respectively with general enrollment data, standardized testing, special courses and/or programs, students with English language deficiencies, class placement, truancy, dropouts, graduate data, instructional and other staff fluent in Spanish, personnel licensing, funding sources, and plaintiff data. This document lists the 200 questions (or interrogatories) to be responded to within 30 days after service of notice. (Author/JM)

**ED 117 203** 95 UD 015 588  
*Condon, E.C.*

**Introduction to Culture and General Problems of Cultural Interference in Communication. Reference Pamphlets on Intercultural Communications, No.1. Human Relations in Cultural Context, Series C: Teacher Training Materials.** Rutgers, The State Univ., New Brunswick, N.J. Graduate School of Education.

Spons Agency—New Jersey State Dept. of Education, Trenton. Office of Adult Basic Education.; Office of Education (DHEW), Washington, D.C.

Pub Date 74

Grant—OEG-0-72-1442

Note—29p.; this document is available only in microfiche due to reproduction restriction by the publisher

Available from—Rutgers University - G.S.E., IRES Institute, 10 Seminary Place, New Brunswick, New Jersey 08903 (\$2.00, paper)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Anglo Americans, \*Communication Problems, Cultural Awareness, Cultural Background, Cultural Differences, Cultural Factors, Cultural Images, \*Cultural Traits, \*Culture Conflict, Culture Contact, Ethnic Groups, \*Ethnocentrism, French, \*Role Perception, Spanish Speaking

From an individual's viewpoint, it is argued, culture establishes a meaningful context of social institutions, ecological practices, and personal rules of conduct which provide each group member with a blueprint for social existence. But, behavior is also conditioned by unconscious internalized patterns, which tend to be accepted by everyone as normal facets of "human nature", thereby originating the false premise on which so much crosscultural miscommunication is based—the belief that behavioral deviance must be contrary to nature. Men who live and work in the same community tend to develop certain common features. In the area of intercultural relations the importance of assessing accurately this elusive, but powerful, activator of human behavior cannot be overemphasized. Misunderstandings between members of different societies are apt to occur as a result of the speakers' compulsion to communicate with each other through different viewpoints based on variant mental models of reality. If a Frenchman may be seen as cognitive-oriented, for example, and if an American may be characterized as psychomotor-oriented, then a Spanish speaking individual must be depicted as affective-oriented. One may easily predict that any confrontation between members

of these three cultures is apt to generate a host of misunderstandings. (Author/JM)

**ED 117 204** 95 UD 015 589  
*Condon, E. C., Ed. Freundlich, Joyce*

**Selected Patterns of Interference in Verbal and Non-Verbal Communication Between Black and White Middle Class Cultures. Reference Pamphlets on Intercultural Communication, No.2. Human Relations in Cultural Context, Series C: Teacher Training Materials.**

Rutgers, The State Univ., New Brunswick, N.J. Graduate School of Education.

Spons Agency—New Jersey State Dept. of Education, Trenton. Office of Adult Basic Education.; Office of Education (DHEW), Washington, D.C.

Pub Date 73

Grant—OEG-0-72-1442

Note—27p.; this document is available only in microfiche due to the reproduction restriction of the publisher

Available from—Rutgers University-G.S.E., IRES Institute, 10 Seminary place, Place, New Brunswick, New Jersey 08903 (\$2.00, paper)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Communication Problems, Cultural Awareness, Dialects, \*Language Patterns, Language Role, Language Styles, Language Usage, Language Variation, Linguistic Patterns, \*Negro Dialects, \*Negro Students, Nonverbal Communication, Social Dialects, Social Factors, Social Influences, Sociolinguistics, \*Teacher Responsibility, Urban Language, Verbal Communication

Verbal and nonverbal patterns of communication found in the black community are discussed in this paper. They have been selected on the basis of their potential as interference factors in intergroup communication. A section on black language describes and explains the following categories: rapping, running it down, jiving, shucking, copping a plea, sounding, playing the dozens, signifying, and marking. Besides these specific verbal styles, there are other verbal communication patterns prevalent in black culture such as inversion and loudtalking which are included. Major kinesic patterns (body language) found in black culture are described, along with their significance in an instructional situation. These include eye movements (eye-aversion, eye-rolling, and other uses of eye-movement), hand movement, and walking (the limp stance, pimp strut or pimp walk, black walk, and rapping). In order to achieve an effective level of communication with blacks, the white middle-class teacher is recommended to stop believing that, and acting as if, all black students are inferior or culturally deprived; and to stop believing that, and acting as if, black students must be made over into the superior image of the white middle class. (Author/AM)

**ED 117 205** 95 UD 015 590  
*Condon, E.C.*

**Cultural Conflicts in Values, Assumptions, Opinions. Reference Pamphlets on Intercultural Communication, No.3. Human Relations in Cultural Context, Series C: Teacher Training Materials.**

Rutgers, The State Univ., New Brunswick, N.J. Graduate School of Education.

Spons Agency—New Jersey State Dept. of Education, Trenton. Office of Adult Basic Education.; Office of Education (DHEW), Washington, D.C.

Pub Date 73

Grant—OEG-0-72-1442

Note—13p.; this document is available only in microfiche due to reproduction restriction by the publisher

Available from—Rutgers University-G.S.E., IRES Institute, 10 Seminary Place, New Brunswick, New Jersey 08903 (\$1.25, paper)

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Acculturation, Adult Educators, American Culture, Anglo Americans, Bias, \*Changing Attitudes, Cultural Factors, \*Culture Conflict, \*Ethnic Groups, Human Relations, Instructional Materials, Spanish Culture, \*Teacher Attitudes, Teacher Education, \*Values

Values tend to become distorted at the intercultural level. What is considered "good" in one society may be criticized as "bad" or "incom-

prehensible" in another. For example, American culture tends to value time to the point of obsession, whereas Hispanic cultures subordinate temporal considerations to interpersonal relationships. The resulting clash which will occur between representatives of divergent cultures may then be predicted accurately. It should convince teachers, it is argued, of the necessity to adopt a flexible frame of reference and an attitude of suspended judgment in dealing with any crosscultural circumstances. What is needed, is the ability to look at the world through someone else's eyes and to perceive it in the manner determined by the viewer's own cultural filter. Such a skill is simply a matter of acquiring the needed competences in cross cultural understanding. Without this empathy for other cultures, the effectiveness of an adult educator will be considerably reduced, as a result of restrictive communication at the cognitive, as well as the affective and psychomotor levels. The task of the adult educator is not so much that of "changing" the learners' values as that of helping him (1) acquire an additional and different set of values, and (2) learn to behave differentially according to context. (Author/JM)

**ED 117 206** UD 015 591

**Magnet Schools: A Directory of Programs, Profiles and Addresses for Use by HISD Principals and Staff.**

Houston Independent School District, Tex.

Pub Date Jul 75

Note—37p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—City Wide Programs, \*Directories, Educational Programs, Guides, Instructional Programs, Intercultural Programs, Principals, \*Program Content, Program Coordination, \*Program Descriptions, Program Guides, School Personnel, Science Programs, Special Programs, \*Transfer Programs

Identifiers—\*Texas (Houston)

Thirty-three programs categorized according to their program structure are described. Sixteen programs listed under school within a school category include a bilingual-multicultural program, contemporary learning center, ecology and outdoor education, fine arts academy, career institute, music academy, literature and art, aerodynamics, engineering, and various vanguard programs. Eight programs listed under the add-on category include a foreign language academy, ecology and outdoor education, music academy, fine arts academy, math and science, and a science careers academy. A year-round school, and three fundamental programs stressing mastery of basic skills are listed in the separate and unique school category. Four centers focusing on people and places, children's literature, international trade, career orientation, and outdoor education learning are included in the cluster center category. (AM)

**ED 117 207** UD 015 592

**Delores Ross, a Minor, by Her Next Friend, Mary Alice Benjamin et al., Plaintiffs United States of America, Plaintiff-Intervenor Vs. Houston Independent School District, et al., Defendants. Civil Action No. 10444.**

District Court, Houston, Tex. Southern District of Texas.

Pub Date Jul 75

Note—55p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Caucasian Students, Elementary School Students, \*Federal Court Litigation, Free Choice Transfer Programs, Integration Effects, \*Integration Litigation, Integration Methods, \*Integration Plans, Integration Readiness, \*School Integration, School Zoning, Student Distribution, Student Enrollment, Student Placement

Identifiers—Magnet School Plan, \*Texas (Houston)

On June 1, 1970 The United States District Court for the Southern District of Texas, Houston Division, entered its Memorandum and Order requiring the Houston Independent School District to operate its schools beginning with the 1970-71 school year under an equi-distant zoning plan. The pairings and rezoning as finally ordered were fully implemented by the District at the beginning of the 1971-72 school year. There was, it is asserted, a failure of pairing to maintain an acceptable level of integration over its five-year history, and community dissatisfaction with the

pairings. A community Task Force was appointed to develop an alternative to the pairings. The Task Force presented its report to the Board of Education on February 24, 1975 in which it recommended the use of magnet school programs to replace the pairings and to supplement the integration efforts of the District. The Defendant Board of Education on March 10, 1975, unanimously voted to implement the magnet school concept and appointed an Administrative Task Team for Quality Integrated Education. The Board adopted the Administrative Task Team Report on May 12, 1975, and instructed the school attorneys to proceed with the filing of this motion to amend this Court's Amended Decree of September 18, 1970. The Court ordered that, effective at the beginning of the 1975-76 school year, the Defendants shall implement the Magnet School Plan. (Author/JM)

**ED 117 208** UD 015 593

*Wilson, Franklin D.*  
**The Cost of Housing in Black Neighborhoods.**  
Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—IRP-DP-241-74

Pub Date Dec 74

Note—59p.; Discussion Papers

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—Caucasians, Comparative Analysis, \*Economic Factors, \*Economic Research, Economic Status, \*Housing Discrimination, Housing Opportunities, \*Housing Patterns, \*Negro Housing, Neighborhood, Racial Integration, Residential Patterns, Social Discrimination, Social Factors

This document reports the findings of a national study of black-white differentials in housing consumption. The main issue is said to be whether blacks pay higher prices and/or consume different residential packages than whites as a result of racial discrimination and segregation. Results indicate that blacks purchase different residential packages and pay different prices for the attributes contained in their respective packages. These differences are considered to result from whites' higher income levels, different housing preferences, and willingness to pay a premium for housing in white neighborhoods. Results of comparisons of blacks living in all black neighborhoods with blacks living in mixed neighborhood indicate that the former purchase smaller quantities of residential services, but pay higher prices. These differences are seen to result from variations in the elasticity of the supply of housing for black occupancy and from variations in the residential packages consumed. Since this analysis focuses on the outcome of the residential market transaction process, how the results obtained can be translated into policy programs is said to be unclear. (Author/AM)

**ED 117 209** UD 015 594

*Horn, R. A., Comp.*  
**Program Profiles: Federally Funded Programs Administered by the Ohio Department of Education. Fiscal Years 1975-1976.**

Ohio State Dept. of Education, Columbus.

Pub Date 75

Note—39p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—Adult Education, Comprehensive Programs, Driver Education, Educational Programs, Elementary Secondary Education, \*Federal Legislation, \*Federal Programs, Instructional Programs, \*Program Descriptions, Program Guides, Special Education, \*State Federal Aid, State Programs, Vocational Education

**Identifiers**—\*Ohio

This handbook contains an overview of programs along with a five-year fiscal summary of federal support for federally funded educational programs administered by the Ohio Department of Education. Programs include adult basic education, the Comprehensive Employment and Training Act, Elementary and Secondary Education Act, federal surplus property, federally affected areas, major disaster area assistance, National Defense Education Act, school food services, special education, veterans' educational assistance, and vocational education. Each program is described in terms of authority, purposes, participating Ohio agencies, application procedures, state-level responsibilities, local-level

responsibilities, matching requirements, federal support for fiscal 1975, grant award for fiscal 1976, notes, legislative changes, contact names, and local implications. (AM)

**ED 117 210** UD 015 595

*Orr, Paul Glenn*

**The American Sponsored Overseas School: A Research Matrix.**

Massachusetts State Coll. System, Buzzards Bay. Center for International Education.

Spons Agency—Department of State, Washington, D.C.

Pub Date 74

Note—162p.

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors**—\*Educational Research, \*International Education, \*Research Utilization, School Administration, \*School Environment, School Location, School Organization, School Personnel, Special Schools, Student Attitudes  
**Identifiers**—\*American Sponsored Overseas Schools, ASOS, Overseas Schools

This publication provides a source of information and research to the people interested in and responsible for American Sponsored Overseas Schools (ASOS). The first section includes an overview of six major categories of research, namely: school setting, school institutionalization; school organization and administration, school program, personnel, and pupils. Each category is treated by three approaches: (a) one or more vignettes to provide fictionalized but illustrative examples of the human element in the ASOS; (b) sets of the author's premises and examples which illustrate the ambience in which the schools exist, and (c) a narrative providing a conspectus of the included research about the ASOS as related to the major category. The second section discusses the research matrix, said to provide a ready reference to many of the common problems and potentials in the ASOS. Included here are the coding system, regional code, simplified coding system, matrix outline, school setting, institutionalization, organization and administration, school program, personnel and pupils. This model classifying pertinent research is considered to provide the serious researcher not only with a means of classifying existing research but also for identifying the voids in the research base. (Author/AM)

**ED 117 211** UD 015 596

*Aquila, Frank*

**Laws, Ruling Set Bases for Bilingual Programming.**

Kent State Univ., Ohio. Center for Educational Development and Strategic Services.

Pub Date Jun 75

Note—3p.; Article appeared in KEDS Annual Report, v2 n4 Jun 1975

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Asian Americans, Biculturalism, \*Bilingual Education, Bilingualism, Bilingual Schools, Bilingual Students, Civil Rights Legislation, \*Court Litigation, Discriminatory Legislation, \*Educational Legislation, \*Educational Policy, \*Minority Group Children, Puerto Ricans

**Identifiers**—Aspira et al v Board of Education City of New York, Civil Rights Act 1964 Title VI, Four Point Memorandum, Lau v Nichols, Serna v Portales

This document provides a detailed discussion of two laws and three court cases affecting the education of non-English speaking children. Title VI of the Civil Rights Act of 1964 addresses equal education opportunities for all Americans. The Four Point Memorandum issued by the Department of Health, Education and Welfare specifically deals with discrimination and denial of services on the basis of national origin. The Lau vs. Nichols legal case was filed in San Francisco to protect the rights of Chinese speaking students who were not receiving adequate education because of their ability to speak English. This landmark case in the movement for equal educational opportunity for non-English speaking people considered to have spurred bilingual education programming. The Serna vs. Portales case continued the push for bilingual education by directing its efforts to Spanish-speaking persons in New Mexico. A court evaluation of the merits of bilingual/bicultural education concluded that (1) bilingual education was the best way of meeting the needs of the Spanish-speaking children, and (2) ordered an expansion of these services.

The Aspira et al vs. the Board of Education case was brought to court in the interests of youngsters born in Puerto Rico or recent adult immigrants who are also parents. The Aspira decision led to a consent decree signed by both parties to provide bilingual programming for New York City children needing help in language. (Author/AM)

**ED 117 212** 88 UD 015 597

**Improvement Through Innovation. Innovative and Exemplary Projects in the Public Schools of Missouri. Title III ESEA.**

Missouri State Dept. of Education, Jefferson City. Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C.

Pub Date Oct 75

Note—61p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—Career Education, Compensatory Education Programs, Counseling Programs, \*Demonstration Programs, \*Educational Improvement, Educational Innovation, Enrichment Programs, \*Federal Programs, Guidance Programs, Instructional Programs, Preschool Programs, \*Program Descriptions, Program Guides, Vocational Education  
**Identifiers**—Elementary Secondary Education Act Title III, ESEA Title III, \*Missouri

Brief descriptions for 45 ESEA Title III projects operating during the 1974-1975 fiscal year are given. Eighteen of these projects have completed their first year of operating with Title III funds. Among these are improving secondary reading, advisement, education by objectives, career education, tapes and techniques for underachievers, early childhood, parent and child enrichment, individualized mathematics, and improved communications. Systematically designed career education, home centered early childhood, learning disability laboratory, individualized instruction for the handicapped, skill training special education students, and complementary instructional motivational programs are among the 15 programs that have completed their second year. Twelve projects have closed out Title III funding and are now totally the responsibility of the local district. These comprise upgrading reading in content areas, drug abuse prevention education, area school vocational guidance, prevention, diagnosis of reading problems, right to read, and early-expanded education for auditorially impaired. Capsule summaries of 14 new projects that began operations in July 1975 are also given. (AM)

**ED 117 213** UD 015 598

*Jordan, Vernon E., Jr.*

**The Historically Black Public College in an Integrated Society.**

Pub Date 24 Oct 75

Note—19p.; Address at the National Urban League inaugural ceremonies (Nashville, Tennessee, October 24, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Black Community, \*College Integration, \*Higher Education, Integration Effects, \*Negro Colleges, Negro Culture, \*Negro Education, Negro Institutions, \*Negro Students, Racial Integration, Social Environment

The nature of institutions of higher education and their interaction with the larger society is discussed. The societal environment in which the university operates is said to be characterized by national withdrawal from the goals of equal opportunity and from humane principles that make up the basis for a viable educational system. In light of recent economic and fiscal problems, restricted access to college education for blacks and minorities is said to be occurring. Two important facts about the black college experience are said to be the vital role played by traditionally black institutions and the equally important role played by public institutions. Although the dismantling of dual educational systems is seen as necessary, ways to preserve valuable attributes of those institutions that have historically served the minority community within the framework of integration need to be developed. The concept of integration is said not to be at issue here, but the manner in which integration is conducted. Integration that becomes synonymous with the destruction of historic black institutions and black community strengths is not accepted. (Author/AM)

ED 117 214

UD 015 599

Jordan, Vernon E., Jr.

**[Education and Economics—a Black Minority Point of View.]**

Pub Date 1 Jul 75

Note—24p.; Address at the Annual Meeting of the Education Commission of the States (Kansas City, Missouri, July 1, 1975)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Compensatory Education Programs, Economically Disadvantaged, \*Economic Factors, Educational Demand, \*Educational Economics, \*Educational Finance, Equal Education, \*Equalization Aid, Financial Policy, Learning Processes, Low Income Groups, \*Minority Group Children, Minority Groups

This paper comments on a few of the intricate relationships between the dollar, the degree, the society, and the school. Education and economics are said to interact in three ways: on an elementary level of funding an educational system, the influence of economic factors on individuals who are consumers of education, and education viewed as an economic subsystem of the society. These three issues are then considered from a black minority point of view. The necessity for federal financial intervention at the elementary, secondary, and higher education level that is both more extensive and more sharply targeted than has been the case is suggested. The need to get more federal dollars into the hands of the people who need them is sharply stressed. Lastly, it is stated that any consideration of economic barriers to educational opportunity must concern itself with basic societal changes that include a full employment policy, a replacement of the welfare system with an economic security plan, the improvement of schools that serve minorities, and special programs of compensatory education. (Author/AM)

ED 117 215

95

UD 015 605

Valdes, Alice L. Helms, David C., Jr.

**A Design to Study the Effectiveness of Well-Implemented Individualized Instruction in Compensatory Reading and Mathematics Programs. Final Report.**

Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 31 Oct 75

Contract—NIE-C-400-75-0022

Note—390p.

**EDRS Price MF-\$0.76 HC-\$19.67 Plus Postage**

Descriptors—\*Compensatory Education Programs, Data Collection, \*Elementary Education, Evaluation Criteria, Federal Programs, \*Individualized Instruction, Mathematics Instruction, Measurement Techniques, National Surveys, \*Program Evaluation, Reading Instruction, \*Research Design, Sampling, Statistical Analysis, Teaching Methods

The research design discussed here focuses on four major questions: (1) what the relative effectiveness of well-implemented "individualized" instruction vs. well-implemented "standardized" instruction for recipients of compensatory education in terms of reading achievement, mathematics achievement and classroom climate is; (2) how specificity of treatment of the instructional tasks, taken one at a time and in sequential combinations, relates to cognitive and affective outcomes; (3) how specificity of the treatment of instructional tasks taken along with other variables of concern relates to student achievement; and, (4) what the conditions that contribute to differences in degree of implementation are. Instrumentation for assessing program implementation at both the selection and observation stages of the study has been produced. The sampling and selection design was structured to sample systematically along all basic dimensions including the instructional setting dimension. The use of both the California Achievement Test and selected items from the National Assessment of Educational Progress are recommended as criterion achievement measures. The analytic procedure recommendation for the first study question is a two by two factorial design employing univariate and multivariate analysis of covariance (controlling for IQ and socioeconomic status) on reading, mathematics, and student perceived classroom climate. (Author/JM)

ED 117 216

UD 015 606

Word, Carl O.

**Cross Cultural Methods for Survey Research in Black Urban Areas.**

Cablecommunications Resource Center/West, Palo Alto, Calif.

Spons Agency—Booker T. Washington Foundation, Detroit, Mich.; National Science Foundation, Washington, D.C.

Pub Date 75

Note—16p.

Available from—Carl O. Word, Cablecommunications Resource Center/West, 800 Welch Road, Palo Alto, California 94304 (Price not quoted)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Attitude Tests, \*Black Community, Cognitive Processes, Communication Problems, \*Community Surveys, \*Cross Cultural Studies, Cultural Factors, Field Interviews, Measurement Techniques, Negro Attitudes, \*Research Methodology, Research Problems, Test Construction, \*Urban Population

Identifiers—\*California (Oakland)

This paper summarizes the development of a new approach to survey research in black urban communities, in part by adapting standard techniques. Attention is directed at a group of salient assumptions underlying social science investigations, namely: (1) the universality of majority culture models of attitude structure; (2) sociolinguistic and linguistic styles in black communities; (3) the utility of majority culture cognitive frameworks to understanding black attitudes toward sensitive topics; and, (3) the adequacy of traditional survey research procedures to garner valid samples in urban black communities. Research pursued during summer 1975 involved eliciting a domain of thoughts about television in open-ended interviews with a cross-section of black respondents, refining that to a number of categories, and construction of an attitude scale reflecting those categories. Experienced black interviewers approached black residents of San Jose, East Palo Alto, San Francisco, and Oakland, California, in a variety of settings to ensure a mix of relevant and "irrelevant" factors. The interviewers attempted to structure the intercept as a conversation, so that the black respondents would feel free to utilize a similar communication style. The emphasis was on generating as much information about the cognitive categories people utilize to think about television as possible. (Author/JM)

ED 117 217

95

UD 015 607

**A Design to Study the Effectiveness of Individualized Instruction in the Teaching of Reading and Mathematics.**

Education Turnkey Systems, Inc., Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 31 Oct 75

Contract—NIE-C-400-75-0073

Note—236p.; For "Appendices" to this document, see UD 015 608

**EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage**

Descriptors—\*Compensatory Education Programs, Data Collection, Evaluation Criteria, Federal Programs, \*Individualized Instruction, Mathematics Instruction, Measurement Techniques, National Surveys, \*Program Evaluation, Reading Instruction, \*Research Design, Sampling, Statistical Analysis, Teaching Methods

This report was submitted by Education Turnkey Systems, Inc. and its subcontractor, Kirschner Associates, Inc. and key University of Maryland and other consultants in response to the needs of the National Institute of Education as specified in the Request for Proposal "to develop a Design to Study Individualized Instruction, as part of a general study of compensatory education activities". The ultimate purpose of this two-phase effort is to provide both Congress and NIE with policy-relevant information on the effectiveness and effects of well-implemented individualized math and reading programs as they compare with similar standardized programs. In light of the findings which arose during the design phase, it is stated, two additional major study objects are proposed: (1) to determine the relative cost-effectiveness of the process dimensions of individualized instruction and (2) to determine the degrees to which potentially well-implemented

programs are implemented during the period of observation and in turn, the relationship between degrees of implementation and program outcomes within and among programs. The proposed sampling design requires data from approximately 800 classrooms with equal or proportional representation in each of four categories, defined, for example, by whether or not specific performance objectives are assigned to each student. (Author/JM)

ED 117 218

UD 015 608

**A Design to Study the Effectiveness of Individualized Instruction in the Teaching of Reading and Mathematics. Appendices.**

Education Turnkey Systems, Inc., Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 31 Oct 75

Contract—NIE-C-400-75-0073

Note—236p.; For the main document, see UD 015 607

**EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage**

Descriptors—\*Compensatory Education Programs, Data Collection, \*Elementary Education, Federal Programs, Field Interviews, \*Individualized Instruction, Mathematics Instruction, National Surveys, Parent Participation, \*Program Evaluation, Reading Instruction, \*Research Design, Research Reviews (Publications), Site Selection, Statistical Analysis

This document includes 14 appendices to a report submitted by Education Turnkey Systems, Inc., and its subcontractor, Kirschner Associates, Inc. and key University of Maryland and other consultants in response to the needs of the National Institute of Education as specified in the Request for Proposal "to develop a Design to Study Individualized Instruction, as part of a general study of compensatory education activities". The ultimate purpose of this two-phase effort, it is stated, is to provide both Congress and NIE with policy-relevant information on the effectiveness and effects of well-implemented individualized math and reading programs as they compare with similar standardized programs. The first appendix discusses ongoing research efforts relevant to compensatory education generally and to the study proposed here specifically. The other 13 appendices are: General Approach Memorandum for Parental Involvement Study, Proposed Design for Parental Involvement Study, Compensatory Education Variable Checklist, Sampling Questionnaires Sample Size Determination, Selection Process for Potential Candidate Sites, List of Potential Candidate Sites, Site Identification Checklists for District Survey I Sites and Non District Survey I Sites, Program Implementation Instrument Design, Draft Implementation Assessment Instrument, Suggested Interview Instrument, and Data Collector's Manual. (Author/JM)

ED 117 219

UD 015 609

**Wherever There Are Black Students...There Ought To Be Black Teachers.**

National Association of Independent Schools, Boston, Mass.

Note—4p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Educational Equality, Educationally Disadvantaged, Equal Education, \*Experimental Schools, \*Minority Group Children, \*Minority Group Teachers, Special Schools, \*Teacher Employment, Teacher Placement, \*Teacher Recruitment, Teacher Salaries, Teacher Supply and Demand

Identifiers—\*Minority Teacher Recruitment Program, MTRP

This pamphlet provides a brief profile of independent schools, intended for minority teachers who are seeking a new and different teaching experience. It is said to provide answers to questions such as what an independent school is, what independent schools have to offer, who the students are, why there are few minority teachers, how best to serve the minority community, whether independent schools are located in white areas, and what the salaries and other benefits are. Teachers interested in independent education, or who desire additional information are urged to contact the Minority Teacher Recruitment Program, an informal clearinghouse stated to be designed to inform minority teachers of vacancies in independent schools and to announce the availability of minority teachers to member schools. (Author/AM)

ED 117 220 UD 015 610

Church, John G.  
Report on Compensatory Education, 1974-75.  
Draft.

California State Dept. of Education, Sacramento.  
Div. of Compensatory Education.

Pub Date 75

Note—45p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Academic Achievement, \*Compensatory Education Programs, Educational Innovation, Educationally Disadvantaged, \*Educational Opportunities, Educational Programs, Equal Education, Federal Programs, Migrant Child Education, \*Minority Group Children, \*Program Descriptions, Program Effectiveness, \*Program Evaluation, Special Programs  
Identifiers—\*California, Elementary Secondary Education Act Title I, ESEA Title I

Coordination, planning, legislation, parent involvement, handling complaints, applying affirmative action and employment practices, preparation of program guides, contribution to consolidated regulations, preparation of materials for the State Board of Education, and other factors involved in the administration of the compensatory education activities are described in this report. Among the programs and services profiled are management service, professional development in education, reading and mathematics, special incentive projects, follow through, compensatory education in state institutions, community services unit, migrant education, guided school visits, school housing aid, ESEA Title I, and educationally disadvantaged youth program. Programs are described in terms of purpose, participants, objectives, eligibility, authorization, funding level and achievements. Evaluation and pupil achievement of compensatory education are seen to reveal definite evidence of the effectiveness of these projects in all six components of language development, mathematics, auxiliary services, parent participation, community involvement, staff development, and intergroup relations. (Author/AM)

ED 117 221 UD 015 611

A Report of Phase I: Comprehensive High School in Harlem.

New York City Board of Education, Brooklyn, N.Y.

Pub Date 8 Mar 72

Note—247p.

EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage

Descriptors—High School Curriculum, \*High School Design, \*High School Organization, High School Role, High School Students, \*Negro Education, Negro Institutions, Negro Students, Negro Youth, School Community Cooperation, School Community Relationship, School Construction, School Location, Urban Areas, \*Urban Education, Urban Environment, Urban Schools

Identifiers—\*New York (Harlem)

This document presents the case for a new Harlem High School viewed in the larger context of a potential Independent Harlem School System, created as a response to the Harlem Community's sincere desire for quality education and local control of schools. Twenty-one chapters, each further subdivided into several categories, comprise the document as follows: a case for a Harlem High School, preliminary educational programming, objectives of the Harlem High School, an overview of the Harlem High School scheduling, curriculum planning, student program, electives, some sample student programs, all-school events, self development in the curriculum, arts in the curriculum, physical education in the curriculum, occupational education, evaluation of student and school progress, personnel, Harlem High school as a community education and service center, preliminary space requirements, a concept of community participation, chronological report concerning the development of the Harlem High School, and further studies needed in educational programming. Several tables, figures, charts, maps, and illustrations are provided. (AM)

ED 117 222 UD 015 613

Evaluating Compensatory Education Program Test Results Using Each Compensatory Teachers' Pupils as Subgroups for Analysis.

Connecticut State Dept. of Education, Hartford.

Bureau of Evaluation and Educational Services.

Pub Date Jan 75

Note—17p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Academic Achievement, \*Compensatory Education Programs, \*Educational Assessment, Educational Testing, Grouping Procedures, Group Structure, \*Measurement, Measurement Instruments, \*Program Evaluation, Reading Achievement, \*Student Grouping, Tables (Data), Testing Problems, Test Results

The practice of analyzing all available project children in as large a group as possible is considered not to be justifiable when distinct subgroups of pupils are represented. Instead, the approach suggested here determines the test score gain a pupil achieves from the beginning to the end of the year, with all of the pupil gain scores of a single compensatory teacher being compared to those presented in the Metropolitan Achievement Test (MAT) Gains Tables. These tables present typical gains that should be made on a particular subtest of the MAT, according to the grade level of the pupil and according to whether the pupil's pre-test achievement level is high, average or low. These tables differ from the norm tables provided in the test publisher's manual in that both the pre and post-test were administered to the same pupils to obtain the gain scores. The tables have two major limitations: (1) they are only useful for pupils' test results who are in grade levels 2-8; and, (2) the interval between testing is short. Implementation considerations and implementation procedures are included in the discussion. MAT Gains Tables are presented in this publication. (Author/AM)

ED 117 223 UD 015 616

Roby, Wallace R. And Others

Attitude and Achievement as Measures of Effectiveness. Connecticut Compensatory Education Programs.

Spons Agency—Connecticut State Dept. of Education, Hartford. Bureau of Evaluation and Educational Services.

Pub Date Oct 74

Note—90p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Academic Achievement, Attitude Tests, \*Compensatory Education Programs, Economically Disadvantaged, Educationally Disadvantaged, Evaluation Methods, Federal Programs, Mathematical Enrichment, \*Minority Group Children, Program Evaluation, \*Reading Achievement, \*School Attitudes  
Identifiers—\*Connecticut, Connecticut Act, Elementary Secondary Education Act Title I, ESEA Title I

This report investigates the question of whether a combination of attitude and achievement results of pupils can be used in an objective way to identify the more effective reading and math compensatory programs in a state. This question is held to have particular relevance in Connecticut since two-thirds of the state's compensatory programming is aimed at improving reading and math skills. Chapters focus on background and purpose, attitude responses of pupils, reading and math gains of pupils, combining attitude and achievement of pupils, additional findings, discussion of results, and value of the evaluation design used in the study. Findings indicate a low and non significant association between pupil attitude and achievement test results. Evidence of this study is considered to indicate that school districts spend more of their compensatory dollars to help those eligible children who are furthest behind in achievement. Other findings showed that reading gains equaled expectations, that poor children achieve less, and that concentration was least in large schools. More emphasis is said to be needed in selecting those most in need of help. Results are reported in the form of tables listing the outcomes of statistical analyses, together with brief descriptions. (Author/AM)

ED 117 224 UD 015 617

Johnson, Howard

The Educational System as a Reinforcer of Institutionalized Racism.

Pub Date 75

Note—27p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Educational Benefits, Educational Discrimination, Educational Equality, Educational Needs, Educational Objectives, Educational Philosophy, Educational Planning, \*Educational Policy, Educational Practice, Educa-

tional Trends, \*Equal Education, Racial Attitudes, Racial Discrimination, \*Racism, \*Reinforcers, \*Socialization, Social Reinforcement

The educational complex is seen to act as a subsystem of the overall societal system whose main function is said to lie in the socialization of individuals for membership in the larger society. The socialization process, including mastery of norms, beliefs, attitudes, and behavioral patterns of the society, are seen to be permeated with institutionalized racism. As a vehicle of the socialization process, the educational system is considered to incorporate racist norms, standards, behavioral patterns, morals, and sense of social position in such a manner that the socializee is unaware of his absorption of a curriculum that is fundamentally racist. While American institutions contribute to institutionalized racism, the focus on the educational system has particular relevance since minority groups, ethnic minorities, and poverty groups attach high significance to education, particularly as the road to upward mobility. The major conclusion formulated from the evidence presented is that a pervasive and effective institutional racism permeates the entire education system. (Author/AM)

ED 117 225 UD 015 618

Peters, Marie Ferguson

Socialization of Black Children: A Critical Review of the Literature on Parent-Child Relationship and Socialization Patterns Within the Black Family.

Pub Date 75

Note—84p.

EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage

Descriptors—Child Care, Child Development, Child Welfare, Environmental Influences, Family Background, Family Characteristics, Family Environment, Family Involvement, Family Life, Minority Group Children, Models, \*Negro Institutions, Negro Role, \*Negro Youth, \*Parent Child Relationship, \*Social Development, Social Factors, \*Socialization

This review examines some of the basic sociological, psychological, and philosophical issues of childhood socialization, and briefly discusses some of the significant influences which impinge upon all children as they grow and develop within their society, sub-culture, and family. The stated purpose of the review is to provide a perspective for examining the basic assumptions which underly current research on parent-child relationships within the black family. Research in the 70's concerning the socialization of black children that also addresses various aspects of the influences in the black child's development is also examined. Research in general is said to be characterized by poor methodology, to ignore black families, and to concentrate on the black poor, father-absent families, the mother-child dyad, and to have an ethnocentric approach. The literature is seen to be discussed in terms of popular but misleading assumptions that seem to be explicitly involved when hypothesis are made concerning socialization patterns within black families. What are stated to be more promising approaches are also pointed out and two recent research projects are described in detail. In conclusion, the paper suggests a black child family-society interaction model said to be useful in the conceptualization of the socialization process, policy making, and program planning. (Author/AM)

ED 117 226 UD 015 619

Garrity, J.

Memorandum of Decision and Remedial Orders.

Tallulah Morgan et al, Plaintiffs Vs. John J. Kerrigan et al., Defendants, Civil Action No. 72-911-G.

District Court, Boston, Mass. District of Massachusetts.

Pub Date 5 Jun 75

Note—223p.

EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage

Descriptors—Bilingual Education, Court Litigation, Integration Litigation, \*Integration Plans, Parent Conferences, Parent Participation, Parent School Relationship, Parent Teacher Conferences, Public Schools, \*Racial Discrimination, Racial Integration, School Community Cooperation, \*School Districts, \*School Integration, School Responsibility, Vocational Education

Identifiers—\*Massachusetts (Boston), Morgan v Kerrigan



Findings of fact and conclusions of law that constitute many but by no means all of the factual and legal underpinnings of the court's student desegregation plan and related remedial orders are described. Numerous findings descriptive of the Boston public school system, its facilities, student body, curriculum, administration and the like, are considered to appear in the plan itself. The memorandum of decisions contained here deals mainly with the reasons for particular features of the desegregation plan that have been of major concern to the parties. Major headings include an introduction, prior proceedings, findings and conclusions, plans submitted by the parties, general principles governing remedy, school districts, guidelines for assigning students, examination of schools, school closings and capacities, magnet schools and programs, citizens participation, monitoring, reporting and conclusion. The plan and the demands of its implementation on the people of Boston are seen to be as diverse and complex as the needs of the city's schools. The student desegregation plan is also included in this document. Its major categories are: the community school districts, the citywide school districts, vocational education, guidelines for assigning students, transportation, cost considerations, citizen participation, monitoring, reporting timetable for implementation, further remedial orders, and retention of jurisdiction. (Author/AM)

**ED 117 227** **UD 015 620**  
**Early Push, Curriculum Guide: Buffalo Public Schools, Buffalo, New York.**  
 Buffalo Public Schools, N.Y.  
 Pub Date 73  
 Note—63p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**  
 Descriptors—Case Studies, Child Development, Childhood Needs, Communication Skills, \*Curriculum Guides, \*Early Childhood, Emotional Development, Environmental Influences, Human Development, Individual Development, Intellectual Development, \*Maturation, Physical Development, \*Program Descriptions, Skill Development, Social Development  
 Identifiers—\*Early Push Program, New York (Buffalo)

This curriculum guide addresses the physical, intellectual, and emotional growth of children. Four categories, those of physical growth, social growth, emotional growth, and development of communication skills, are said to have been selected in an effort to promote total development. Each category is described in terms of desirable concepts, along with accompanying or matching behavioral objectives. Each child may not be ready to perform the stated behavioral objective, even by the end of the school year. Some objectives are more appropriate later in the school year. However, these are included as goals around which the learning program is developed. The behavioral objectives for a given concept are sequenced in order of difficulty. A brief introduction to each component is provided. Since room arrangement is said to be closely allied with the instructional program, a basic list of equipment, a sample floor plan, and suggestions for room arrangement are also included. Parent participation activities which are said to be essential to the success of this program are described. To provide an example of a typical daily program for four year olds, a case study is presented. (Author/AM)

**ED 117 228** **UD 015 621**  
**Macke, Anne Morgan, William R.**  
**Mother's Employment and Daughter's Work Orientation: A Test of Alternative Socialization Processes for Blacks and Whites.**  
 Indiana Univ., Bloomington. Inst. of Social Research.

Spons Agency—Public Health Service (DHEW), Washington, D.C.  
 Pub Date 75  
 Note—37p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
 Descriptors—Adolescents, Employment, \*Employment Level, Employment Patterns, Females, Identification (Psychological), Imitation, Negro Youth, \*Parent Child Relationship, Racial Differences, Role Conflict, Role Models, \*Socialization, Work Attitudes, \*Working Parents, \*Working Women, Young Adults  
 This study successively tests simple modeling, normative influence, and conditional positive

modeling hypotheses about the working mother's effect on her daughter's work orientation. Four hypotheses are postulated and tested separately by race to examine possible racial differences. The most complex hypothesis is that if modeling is conditioned by other characteristics of the mother than those considered, that modeling will be heightened by the following two characteristics: increasing the work orientation of girls with working mothers, and decreasing the work orientation of girls with nonworking mothers. It is also hypothesized that white girls' work orientation is more likely than black girls' to be a function of commitment to the exclusive homemaker role. Data from a 1973 urban population of black and white high school girls and a sample of their mothers revealed no evidence of either simple positive modeling or normative influence, but simple negative modeling occurred for black girls whose mothers worked in blue collar jobs. Conditional positive modeling is evident for all girls. Findings are contrasted with those from studies of male achievement socialization, which are said to stress the importance of direct normative influence. (Author/AM)

**ED 117 229** **95** **UD 015 622**

**Coulson, John E. And Others**  
**The First Year of Emergency School Aid Act (ESAA) Implementation. Preliminary Analysis.**  
 System Development Corp., Santa Monica, Calif.  
 Spons Agency—Office of Education (DHEW), Washington, D.C.  
 Report No—SDC-TM-5236-008-00  
 Pub Date 15 Sep 75

Contract—OEC-0-73-0831; OEC-0-73-6336  
 Note—225p.

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**  
 Descriptors—Bias, Discriminatory Attitudes (Social), Economically Disadvantaged, Educationally Disadvantaged, Elementary Grades, Family Characteristics, \*Minority Group Children, Minority Groups, \*Program Evaluation, \*Racial Segregation, Resource Allocations, Secondary Grades, \*Social Discrimination, Socially Disadvantaged, Student Characteristics  
 Identifiers—\*Emergency School Aid Act

This report summarizes the national implementation and impact of the Emergency School Aid Act (ESAA) Basic and Pilot Programs during the 1973-74 school year—the first year of their operation in school districts across the nation. Sections deal with evaluation sample selection; district, community, and school characteristics; student and family characteristics; resource allocations; funds and services; basic program desegregation; student gains in achievement test scores; exploratory analyses; and summary of results. Two important facts are stressed: (1) that this report deals only with the first year of implementation, and (2) that because of difficulties in obtaining outcome data that might more directly reflect desegregation activities in the first year of the study, the present report is based on a single set of criterion measures - achievement test scores in reading and mathematics. Findings indicate that: (1) the assumption on which the legislation was based is, indeed, associated with educational disadvantages; and (2) that students in minority-isolated schools and many students in desegregated schools have needs associated with their educational and economic disadvantage that are directly related to the objectives of the program. (Author/AM)

**ED 117 230** **UD 015 623**

**A Selected Annotated Bibliography of Material Relating to Racism, Blacks, Chicanos, Native Americans and Multi-Ethnicity. Vol. 2.**  
 Michigan Education Association, East Lansing.  
 Div. of Minority Affairs.

Pub Date 73  
 Note—105p.; For volumes 1, 3, and 4, see ED 069 445, UD 015 624 and UD 015 718 respectively

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**  
 Descriptors—American Indian Culture, \*American Indians, \*Annotated Bibliographies, Cultural Background, Cultural Factors, Ethnic Groups, Ethnic Origins, Ethnic Status, Films, Filmstrips, Instructional Materials, \*Mexican Americans, \*Negroes, Negro History, Race Relations, Racial Discrimination, Racial Factors, \*Racism, Tape Recordings  
 Identifiers—Third World

The second in the series, this selected annotated bibliography deals with new and recently

discovered materials that address racism, Blacks, Chicanos, native Americans, and multi-ethnicity. This bibliography is considered to be not all inclusive but to reflect only on that material which is considered to be most representative of the realities that relate to the involvement and contributions of Third World groups in the development of the United States, and the climate of the times during which such involvement and contributions occurred. Listing of materials usable at the elementary level are increased over those in Volume I. Contents deal with racism, including printed materials, film, filmstrips, records and tapes; Black materials, including printed matter, films and filmstrips; Latino materials, including printed matter, films and filmstrips; native American materials, including printed matter, films and filmstrips; and multi-ethnic printed material. A list of Third World publishers is included. (Author/AM)

**ED 117 231** **UD 015 624**

**A Selected Annotated Bibliography of Material Relating to Racism, Blacks, Chicanos, Native Americans and Multi-Ethnicity. Vol. 3.**  
 Michigan Education Association, East Lansing.  
 Div. of Minority Affairs.

Pub Date 74  
 Note—77p.; for Volumes 1, 2, and 4, see ED 069 445, UD 015 623 and UD 015 718 respectively

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
 Descriptors—American Indian Culture, \*American Indians, \*Annotated Bibliographies, Cultural Background, Cultural Factors, Ethnic Groups, Ethnic Origins, Ethnic Status, Films, Filmstrips, Instructional Materials, \*Mexican Americans, \*Negroes, Negro History, Race Relations, Racial Discrimination, Racial Factors, \*Racism  
 Identifiers—Third World

The third in the series, this selected annotated bibliography is composed of the most recently discovered materials pertaining to Blacks, Latinos, Native Americans, multi-ethnicity, and racism. It is said to reflect only that material considered most representative and most relevant in terms of the involvement and contributions that Third World people have made in the development of the United States and the climate of the times during which such involvement and contributions occurred. Contents deal with Black material, including printed matter, films and filmstrips, Latino material, with printed matters, periodicals, films, filmstrips, and records, native American material, with printed matter, periodicals, and films; multi-ethnic material, with printed matter and films, and racism material, with printed matter, films and tapes. (Author/AM)

**ED 117 232** **UD 015 625**

**Tolles, Robert E.**  
**A Decent Place to Live.**  
 Ford Foundation, New York, N.Y.  
 Pub Date Sep 71  
 Note—28p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**  
 Descriptors—\*Facility Improvement, Financial Support, Foundation Programs, Housing Deficiencies, Housing Discrimination, \*Housing Industry, \*Housing Needs, \*Housing Opportunities, Housing Patterns, Low Rent Housing, Middle Income Housing, \*Private Financial Support, Public Policy, Racial Integration, Slum Environment, Social Integration, Urban Renewal Agencies, Urban Slums

This report describes some of the major efforts undertaken by the Ford Foundation to provide decent housing. Their approach to the problem is said to have evolved through three interlocking stages: increasing the supply of housing through support for technical advisory services to nonprofit groups engaged in building low and moderate-rental housing for the poor, minorities, and the elderly in both urban and rural areas; the support of open housing through assistance to groups that spearhead the fight against residential segregation; and inner-city renewal. Topics addressed are: housing development, the role of nonprofit organizations, the housing packagers, rural housing, state housing corporations, new options in public housing, open housing, the public policy arena, equal housing, integrating apartments, open housing in Connecticut, the Denver experience, rebuilding the slums, the New Detroit Committee, and new directions in housing. An appendix includes grants in housing from 1958-1970. Among new programs in the housing field

are those considered to be designed to improve the existing inventory of housing through better management and maintenance and by extending individual and cooperative home ownership. The Foundation is also reported to be working on housing within the framework of community development. (Author/AM)

ED 117 233 UD 015 627

*Simerville, Susan And Others*  
Elementary Unit in Italian Ethnic Studies. TM-1.  
Michigan Ethnic Heritage Studies Center,  
Detroit.

Report No.—TM-1  
Pub Date 75

Note—28p.; Not available in hard copy due to marginal legibility or original document

EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.

Descriptors—Affective Objectives, Art, Cultural Background, Cultural Factors, \*Curriculum Enrichment, Dance, Elementary Grades, Elementary School Curriculum, \*Elementary School Students, Ethnic Groups, Ethnic Origins, \*Ethnic Studies, Handicrafts, \*Italian Americans, Literature, Music, Religion, Social History, Student Centered Curriculum  
Identifiers—\*Michigan (Detroit)

This study is considered to have been designed as an experimental plan for upper elementary grades with the hope that it would be tried, revised, expanded, and improved upon. Two factors are stressed: communication with children in the affective domain, and drawing upon resources and people from the children's immediate environment. The length of the ethnic studies unit is eight weeks, one topic per week. Class periods are 30-40 minutes daily, with the fifth day used for review and summary. The model unit is Italian culture. The contents of the unit include introduction, language, geography, music, art, literature, dance, fashion, clothes, crafts, religion, holidays, foods, Italians past and present, and the culmination - Festa Italiana. Each weekly unit is described in terms of a series of objectives and activities for those objectives. The unit is expected to be field-tested in East Detroit and other Southeast Michigan schools in 1975. It is stressed that the material in this document is in a working stage form. (Author/AM)

ED 117 234 UD 015 628

*Thompson, Bryan Agocs, Carol*  
Studying the Local Community: A Community Survey and Ethnic Mapping Procedure.  
Michigan Ethnic Heritage Studies Center,  
Detroit.

Pub Date Jun 75  
Note—36p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage  
Descriptors—\*City Demography, Community Characteristics, \*Community Surveys, \*Ethnic Distribution, Geographic Distribution, Maps, Measurement Techniques, Racial Distribution, Research Methodology, Research Proposals, Residential Patterns, Social Distribution, Statistical Data, \*Urban Population  
Identifiers—\*Michigan (Detroit)

The purpose of this paper is to outline a rationale and procedure for surveying and mapping the ethnic composition and community characteristics for local units both in the City of Detroit and neighboring suburbs. Both educational and practical benefits are claimed for this project. Data will be collected for a small section of the city. Generally such data are not available in published reports since data collection units usually are not at such a fine scale. The nature of the data it is proposed here to collect differs from that available in the census and most other published reports. The ethnic map of local areas will be of value, it is argued, since it will not only portray the ethnic make-up of the area but also will show the degree to which spatial clustering has been maintained. The monograph is divided into five sections. The first is an outline of the rationale for conducting a community survey. The second, a theory section, focuses on ethnicity, neighborhood, and community. The third section outlines methodological considerations for mapping and surveying a community. Suggestions for ethnic research projects in the Detroit area are then discussed. Finally, a sources section follows, with references and information related to Detroit ethnic bibliography sampling, questionnaire design and interviewing technique, and data and agency sources. (Author/JM)

ED 117 235 UD 015 629

*Simpkins, Beverly*  
Ethnic Studies: Ethnic Bicentennial Classroom Activities.

Michigan Ethnic Heritage Studies Center,  
Detroit.

Pub Date 75

Note—38p.

Available from—South East Michigan Regional Ethnic Heritage Studies Center, 71 East Ferry, Detroit, Michigan 48202 (\$1.00)

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage  
Descriptors—\*Classroom Materials, Classroom Techniques, \*Cultural Activities, Cultural Factors, Curriculum Development, \*Curriculum Enrichment, \*Ethnic Groups, Ethnic Origins, Ethnic Relations, \*Ethnic Studies, Group Activities, Immigrants, Music Activities, School Activities, Student Adjustment, Student Subcultures

Identifiers—\*Bicentennial, Michigan

This booklet is intended to provide teachers with suggestions and ideas for various activities they can undertake with students to acquaint them with the ethnic heritage of their country, their city, and themselves. Suggestions and ideas are modifiable or adjustable to fit each individual classroom situation and teaching style. The booklet is not intended as a curriculum or teachers' guide for a unit or class in ethnic studies. Suggestions and ideas presented have the aim of helping an elementary school child appreciate his heritage and tradition. Part I addresses the necessary background in the study of ethnicity and explores "who am I; where did I come from, and reasons for immigration." Part II addresses "what is my heritage," focusing on the ethnic festival, including a series of activities such as ethnic parades, potluck suppers, and celebrating a holiday a month. It is concluded that ethnic studies represent one way of helping children develop a positive image. The inclusion of ethnic studies into the school curriculum is urged. (Author/AM)

ED 117 236 UD 015 630

Manual for Developing a School-Within-a-School Alternative Program.

Portland Public Schools, Oreg.  
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 74  
Note—180p.; For related document, see UD 015 631

EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage  
Descriptors—\*Alternative Schools, Counseling, Curriculum Guides, \*Disadvantaged Youth, Educational Alternatives, Educational Innovation, Educational Programs, Experimental Schools, Federal Programs, Guidance, \*Guidelines, \*High School Students, Management, Potential Dropouts, Program Coordination, Program Descriptions, Program Design, Program Effectiveness, \*Program Guides, Student Alienation

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Oregon (Portland), Project FOCUS

This guide is based on the experiences and procedures generated in the FOCUS Project at a Portland, Oregon high school. The document includes an overview which addresses the basic FOCUS philosophy, overall goals and objectives, staffing, and student audience. The instruction section contains the curriculum model, cross peer instruction, utilizing community resources, and performance objectives. Counseling and Guidance functions, analyzing student attitudes, anecdotal records, and attendance procedures are included under counseling and guidance. The support component addresses the physical resources, utilizing school resources, financial resources, and student teaching programs, while the management component addresses evaluation design, dissemination, and staff development. Among the special procedures listed are field trips, emergency health procedures, periodic parent contact, media-aware and materials, and "unclassroom" policy. Ready-made answers to the ten most frequently asked questions regarding FOCUS are provided. General considerations pertinent to transportability of the FOCUS model seen to be helpful to others planning or developing similar programs are discussed under the headings of do's and don'ts. Appendices include special forms used in FOCUS, and an outsider review of the program. (Author/AM)

ED 117 237 UD 015 631

Application for Validation: The FOCUS Project.  
Portland Public Schools, Oreg.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 74

Note—208p.; For related document, see UD 015 630

EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage  
Descriptors—\*Alternative Schools, Disadvantaged Youth, \*Educational Alternatives, \*Educational Innovation, Educational Programs, Federal Programs, \*High School Students, Potential Dropouts, Program Costs, \*Program Descriptions, Program Effectiveness, Program Evaluation, Student Alienation  
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Oregon (Portland), Project FOCUS

The goal of the FOCUS project is the development and implementation of an alternative school program for high school students which will provide relevant opportunities for student growth, both personal and academic, and thereby reduce the number of dropouts, academic failures, and pupil indifference and disenchantment. Part I of the document deals with project information and project descriptions, including the context, effectiveness, costs, dissemination, and others. Part II addresses project effectiveness and success, citing each objective and providing for each a description of needs assessment and findings, activities for objective attainment, evaluation design, procedure, sampling technique, instruments, present evidence of objective attainment, and conclusions. Part III includes cost information. Part IV addresses exportability. Appendices include evaluation plans, evaluation reports, rating scales, and pre/posttest scores for individual students. The FOCUS Project is considered to have been accepted as a viable, educationally credible program capable of providing learning experiences congruent with the needs of students across all high school grades. (Author/AM)

ED 117 238 UD 015 632

*Williams, Chuck*  
Recommendations for Cultural Pluralism in the School Curriculum in Desegregated Schools.  
Michigan Education Association, East Lansing.

Pub Date 75  
Note—12p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage  
Descriptors—Cultural Awareness, Cultural Differences, Cultural Factors, \*Cultural Pluralism, Curriculum, \*Curriculum Development, \*Curriculum Planning, \*Ethnic Groups, Ethnic Studies, Guidelines, Minority Groups, \*School Segregation, Sociocultural Patterns  
Identifiers—Third World

Addressing the issue of desegregation and its implications for cultural pluralism in the school curriculum, this report states that it is in the desegregated setting that the institution through its officials, staff, and curriculum can interact with all children in a manner which demonstrates respect for student and his heritage, recognizes the needs of students, facilitates the acquisition of survival skills, and encourages individual and group problem solving to improve conditions of life for all persons. A brief discussion focusing on the rationale for cultural pluralism in the school curriculum provides comments by persons who have researched school curricula and found them inadequate relative to their treatment of Third World people. A listing of what some state groups are doing about cultural pluralism is provided. A series of recommendations for developing a curriculum that speaks to the realities of cultural pluralism are listed. In addition to modifying the instructional material, other facets of the school environment that must be present if cultural pluralism is to be realized are noted. Some of the possible strategies that the educational units or institutions might employ in institutionalizing the recommendations are delineated. (Author/AM)

ED 117 239 UD 015 634

*Williams, Charles T.*  
Criteria Check List for Assessing Local Board of Education Candidates From a Third World Perspective.

Michigan Education Association, East Lansing.  
Pub Date 75

Note—11p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

**Descriptors**—Accountability, Asian Americans, \*Board Candidates, Boards of Education, Community, Cultural Factors, Curriculum, Educational Finance, \*Ethnic Groups, \*Evaluation Criteria, Inservice Education, Leadership, Minority Groups, Negroes, Parents, Performance Criteria, \*Performance Specifications, Racial Integration, Spanish Speaking, Students, Teachers

**Identifiers**—Latinos, \*Third World

This criteria check list is divided into ten sections: accountability, community, curriculum desegregation, inservice, leadership, parents, school finance, students and teachers. Each section contains behavioral criteria which speak to the levels of commitment or action that a local Board candidate from a Third World perspective should exemplify in a given area. The ratings for candidates by this criteria are outstanding, favorable, average, and unacceptable. Directions on computing the score are provided. (Author/AM)

**ED 117 240** **UD 015 636**  
Special Educational Needs Program: Final Evaluation Report. FY 1975.

Wisconsin State Dept. of Public Instruction, Madison. Div. for Management and Planning Services.

Pub Date 1 Jul 75

Note—75p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors**—Academic Achievement, \*Compensatory Education Programs, \*Disadvantaged Youth, Economically Disadvantaged, Educationally Disadvantaged, \*Educational Programs, Minority Group Children, Program Costs, Program Descriptions, Program Development, Program Effectiveness, \*Program Evaluation, Socially Disadvantaged, \*Special Programs, State Programs

**Identifiers**—\*Special Educational Needs Program, Wisconsin

This program is stated to have been designed as a new state-administered categorical aid program, with the purpose of making available additional state educational resources to students who have or are likely to have low levels of achievement, especially in relation to social and economic factors. Chapters include an introduction which describes the history of the program and accountability development; evaluation procedures with limitations of the evaluation results; enrollment and financial statistics; program characteristics; program evaluation with an analysis of program operation and program effects; evaluation of program objectives; results of program objectives; and evaluation of pupil achievement. Results obtained from evaluation results submitted by each project indicate that this program is considered generally effective with the greatest impact on students, with parent and teacher groups also benefiting from the program. More than one quarter of the student population is evaluated as meeting or having exceeded 100 percent or all of the objectives which were established for them. (Author/AM)

**ED 117 241** **UD 015 639**

Title I, Elementary and Secondary Education Act in Rhode Island. Ninth Annual Evaluation/Fiscal Year 1973-74.

Rhode Island State Dept. of Education, Providence.

Pub Date 74

Note—122p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—\*Compensatory Education Programs, Culturally Disadvantaged, Economically Disadvantaged, Educational Programs, Equal Education, Federal Programs, Minority Group Children, Poverty Programs, \*Program Costs, \*Program Descriptions, \*Program Evaluation, Program Improvement, Reading Programs, Summer Programs

**Identifiers**—\*Elementary Secondary Education Act Title I, ESEA Title I, Rhode Island

This bulletin provides information on financial and participation statistics, including the number of programs, Title I programs, State compensatory education programs, and joint State and Title I funded programs. Children served are given in terms of grade, ethnic/language group characteristics, and public and non-public participation. Program characteristics are described in terms of parent advisory committees, time of operation, personnel, program activities, and training programs. Summer programs are described in rela-

tion to financial and participation statistics, participation by grade, ethnic/language group composition, program characteristics, time of operation program activities, professional staff, and training programs. Comparisons between the current year and previous years is not possible in some instances due to a modification of data-gathering procedures which now aims to gather more detailed data. It is recommended that the modification process continue and that particular attention be paid to a number of issues, among them being the use of standardized tests for math programs, the conversion of raw scores on reading and math to standard scores, and an examination of the modified data for the purpose of identification of variables which appear to be related to program effectiveness. (Author/AM)

**ED 117 242** **UD 015 640**

Gambino, Richard

A Guide to Ethnic Studies Programs in American Colleges, Universities and Schools. A Working Paper.

Rockefeller Foundation, New York, N.Y.

Pub Date May 75

Note—49p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Bibliographies, \*College Programs, \*Course Descriptions, Cultural Centers, \*Educational Needs, Educational Philosophy, Educational Resources, Ethnic Groups, \*Ethnic Studies, Humanism, Instructional Materials, Interdisciplinary Approach, Program Development, Program Proposals, Resource Centers

This report is in four sections. The first describes the needs for ethnic studies, their role, how they can best be effected, and the philosophy behind them. The interdisciplinary nature of ethnic studies is noted: that they must draw on many disciplines within the social sciences and humanities. And as with all interdisciplinary programs, it must be established that the combined multi-academic program is as scholarly and strict as its individual parts; strong scholarly work in ethnic studies is needed. Multicultural ethnic institutes should be created which would function as resource centers within schools, subject to the rigorous criteria of other academic disciplines. The "outreach" responsibilities of ethnic studies center -- to work with local ethnic communities and to provide adult education -- are emphasized. Discussing the philosophy behind ethnic studies, European history and the origin of humanities are drawn on in the second section. The third section of this working paper includes some sample courses in the various studies, submitted by professors who have taught such classes. In addition, the fourth section gives a listing of ethnic studies resource centers. There is also an extensive bibliography, categorized by ethnic groups, appended to the report. (Author/JM)

**ED 117 243** **UD 015 641**

Carew, Jean V.

Predicting IQ from the Young Child's Everyday Experience.

Spons Agency—Carnegie Corp. of New York, N.Y.; National Institutes of Health (DHEW), Bethesda, Md.; Office of Economic Opportunity, Washington, D.C.

Pub Date Oct 75

Note—38p.; Paper presented at the Symposium "Soziale Bedingungen für die Entwicklung der Lernfähigkeit" (Bad Homburg, West Germany, October 1-4, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Early Experience, Human Development, \*Intellectual Development, Intellectual Experience, \*Intelligence Quotient, Learning Activities, \*Learning Experience, Learning Processes, Longitudinal Studies, Maturation, Mental Development, Predictive Measurement, \*Predictive Validity, Preschool Children, Sensory Experience, Social Experience, Thought Processes

The present study states as its purpose the delineation of everyday transactions with the environment of a group of children observed longitudinally in their own homes and neighborhoods from age one to three. This research is considered to have been designed to answer: (1) what types of experiences are intellectually valuable to the young child; (2) whether and when it is important that he construct such experiences for himself as opposed to receiving them from his environment; and, (3) whether and when it is im-

portant that he encounter such experiences in context in which he relates to the human in contrast to the non-human environment. Topics addressed are: sources and situations associated with intellectual experiences, the interactor as a source of the child's intellectual experiences, television as a source of the child's intellectual experiences, intellectual competence (tested and spontaneous), the interactor as participant in the child's intellectual experiences, and the process of interaction. It is concluded from the supporting data that the class of intellectually valuable experiences that are observed in this study are more deeply implicated in the child's development of intelligence insofar as this is measured by IQ than other types of everyday experiences, and that it is the incidence and sources of the former type of experience that must be examined in detail if one is to understand how everyday experience becomes the basis for his development of intellectual competence. (Author/AM)

**ED 117 244** **88** **UD 015 643**

Area High School Prep Centers: End of Project Report.

Chicago Board of Education, Ill.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Illinois State Office of Education, Springfield.

Pub Date Jul 74

Note—117p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

**Descriptors**—Adolescents, \*Federal Programs, Feeder Programs, Junior High Schools, \*Junior High School Students, Nonprofessional Personnel, Parent Participation, \*Program Descriptions, Program Evaluation, \*School Orientation, \*School Personnel, Senior High Schools, Youth

**Identifiers**—Elementary Secondary Education Act Title III, ESEA Title III, \*High School Prep Centers, Illinois (Chicago)

The primary purpose of this project is stated to be to meet the expressed need for a more complete and continuous program of high school orientation for eighth grade students about to matriculate into high school. In order to achieve the objectives, a wide range of personnel, including elementary and high school teachers, school counselors, administrators, parents, and community representatives, along with the students were involved in this program. The narrative report is separated into sections which deal with such topics as feeder schools, objectives of the project, program activities, evaluation format; evaluation check list tables, findings, follow-up study, summary of findings, conclusions, sample evaluation sheets; change in the local educational agency and cooperating agencies; project continuation; and dissemination activities. The analysis of findings is organized on the basis of the six objectives of this program and the third year follow-up study of the students involved in this project. The tables for all three years of the project are included in the analysis. In the discussion of each objective, the original (first year) objective is stated, followed by the objective utilized during the remaining two years. (Author/AM)

**ED 117 245** **UD 015 644**

The Ethnic Heritage Experience: A Study Guide for Workshop Participants.

Michigan Ethnic Heritage Studies Center, Detroit.

Pub Date 75

Note—17p.

Available from—Michigan Ethnic Heritage Studies Center, 71 East Ferry, Detroit, Michigan 48202 (\$1.00, paper)

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—\*Community Characteristics, Community Resources, Cultural Awareness, Curriculum Development, Ethnic Groups, \*Ethnic Studies, Family Characteristics, Political Power, Social Factors, \*Study Guides, \*Teacher Education Curriculum, \*Workshops

**Identifiers**—\*Michigan

The Ethnic Heritage Experience, a training program for educators and other persons who are interested in the development of new curriculum, interpersonal relationships, and increased cultural awareness that may be gained through Ethnic Studies, was developed by the Michigan Ethnic Heritage Studies Center under a Title IX, Ethnic Studies grant, and field tested for one year throughout Southeast Michigan. Participants for

the pilot training program were drawn from public and private schools as well as from district administrative offices and universities and colleges. The training program is considered to be designed to increase self-awareness of the multicultural community, and awareness of local and nonlocal resources related to ethnicity. It also provides an introductory historical and social perspective from an academic standpoint through a series of readings and discussions on ethnic studies, and introduces activities relevant to the development of this discipline in the classroom. The basic scope of the training program is five workshop sessions. Although said to be designed to be carried out in five sessions, the activities and materials can be presented in either fewer compressed presentations, or additional sessions, according to the needs and convenience of those involved. (Author/JM)

**ED 117 246** UD 015 645

Greene, John F. Zirkel, Perry A.  
The Validation of a Scale Designed to Measure Cultural Attitudes.

Pub Date 75

Note—12p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—Anglo Americans, \*Attitude Tests, Cultural Awareness, Cultural Background, Cultural Factors, Cultural Images, \*Elementary School Students, Item Analysis, Measurement Techniques, \*Negro Culture, \*Puerto Rican Culture, \*Student Attitudes, Test Construction, Test Reliability

Identifiers—Cultural Attitude Scales

This document comprises two papers. The stated purpose of the first paper was to describe the development of the "Cultural Attitude Scales" (CAS), a pictorial measure designed to assess attitudes toward the black, Puerto Rican, and Anglo-American cultures. The development of the CAS encompassed: (1) the derivation of an item pool from interviews and discussions with parents, pupils, and teachers of each of the target cultural groups; (2) systematic selections and selections by a group of adolescent student judges representing each of the target cultures; and (3) item analysis based on the responses of 336 students in the elementary grades representing these three cultures. The end product was a scale of 15 pictorial items for each of the three cultures with Likert-type response options in the form of faces. The stated purpose of the second paper was to report a study designed to determine the reliability and validity of the CAS using a sample of 330 Anglo-American, black American, and Puerto Rican pupils in grades 1-6. Evidence of construct validity was revealed in the pattern of the mean scores for each cultural group in the same sample of pupils. Evidence of criterion validity were revealed in terms of its statistically significant relationship to the results of a teacher rating scale ( $r=.32$  to  $.46$ ). (Author/JM)

**ED 117 247** UD 015 646

Moore, Sarah H. And Others  
State of Georgia Fiscal Year 1974 State Evaluation Report for Youth Development Center Projects Supported by Title I ESEA Funds.

Georgia State Dept. of Education, Atlanta.

Pub Date 75

Note—33p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Basic Skills, \*Delinquents, \*Developmental Programs, Disadvantaged Youth, Educational Development, Educational Programs, Employment Programs, Federal Programs, \*Minority Group Children, Program Costs, \*Program Descriptions, Program Effectiveness, \*Program Evaluation, Rehabilitation Programs, Skill Development, Youth Problems, Youth Programs

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, Georgia

This report provides descriptions and statistics on Georgia's ten Youth Development Centers designed for the care of delinquent children. Title I courses include business education, cultural enrichment, small appliance, furniture repair, and basic skills, with an emphasis on the latter. Results of the enrichment courses fall in the cognitive, affective, and psychomotor domains. Gains such as increased knowledge of jobs available and training necessary for each, improved peer relationships, and development of marketable skills are reported. Program content is said to be determined through a needs assessment which takes

place at each center. Performance objectives are written for the programs once needs and priorities are established. This area is stated to be of greatest potential for the centers. Although some centers state objectives in limited, observable, and behavioral terms, other centers state their objectives in non-behavioral terms establishing no definite criteria for measuring the impact of these programs. Another area of potential for the entire system is said to be that of instructional activities and methods. The incorporation of a more comprehensive system of describing instructional activities and methods is seen as a way to remedy the situation. Additional areas of possible common interest for all the centers are said to be systems used for scheduling and patterns of organization. (Author/AM)

**ED 117 248** UD 015 647

Title I Outstanding Programs, FY 74-75 in Georgia's Schools.

Georgia State Dept. of Education, Atlanta. Div. of Compensatory Education.

Pub Date 75

Note—27p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Basic Skills, Compensatory Education Programs, \*Early Childhood Education, Elementary Education, Elementary School Students, \*Federal Programs, Kindergarten, Mathematics Instruction, \*Program Descriptions, \*Program Guides, Reading Programs, Remedial Instruction, Writing Skills

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, \*Georgia

Most school systems in Georgia received some sort of assistance during fiscal years 1974 and 1975 from Title I of the Elementary and Secondary Education Act. Since its passage in 1965, Title I has been the major federal funding source for education, providing a broad range of services. The aim of Title I is to serve culturally and economically deprived students. Georgia's FY 75 allocation for Title I provided more than \$55 million to the State. Over 150,000 students benefited from the funds, with almost all school systems receiving some sort of assistance. With so many systems involved, it is stated that it is considered not practical to feature each program in this document. The 23 projects described in this report of FY 74-75 represent the range of instruction offered through Title I, and show how some projects labeled outstanding serve their students. Projects from FY 75 are shown first, followed by FY 74. All address the problem of how to give students the help they need to "catch up" in the basics—through reading, writing, math or kindergarten. (Author/JM)

**ED 117 249** UD 015 648

Moore, Sarah H. White, Linda Ann

Title I in Georgia: Annual Evaluation Report 1973-74.

Georgia State Dept. of Education, Atlanta.

Pub Date 75

Note—109p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—Basic Skills, Communication Skills, \*Compensatory Education Programs, Cost Effectiveness, \*Demonstration Programs, Economically Disadvantaged, Educationally Disadvantaged, Educational Programs, Expenditure Per Student, Federal Programs, \*Minority Group Children, Preschool Programs, Program Costs, Program Descriptions, \*Program Effectiveness, \*Program Evaluation, Reading Programs, Socially Disadvantaged

Identifiers—\*Elementary Secondary Education Act Title I, ESEA Title I, Georgia

This evaluation report identifies recent trends of Title I and examines their cost. The question said to be addressed is whether Title I financed activities in Georgia have any positive effect on the learning outcomes of participating children. Chapters deal with basic statistics for FY 74, pupil participation, expenditures, impact on achievement, analysis of objectives, other facets, exemplary programs, summary, and recommendations. The summary section is discussed in terms of participation, expenditures, and evaluation. Recommendations include the following: that Title I in Georgia be continued, that the concentration on the improvement of basic skills for students be increased, that local educational agencies strive for more formal, more formative evaluation efforts, and that compensatory aid to education be continued on the basis of three-year

funding segments rather than the present one-year segment. More system-oriented approaches that define areas of student needs are seen to be the trend. (Author/AM)

**ED 117 250** UD 015 649

Danziger, Sheldon

Education and the Earnings of Poverty-Area Residents.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons. Agency—Manpower Administration (DOL), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.

Report No—IRP-DP-298-75

Pub Date Sep 75

Note—30p.

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Comparative Analysis, Economically Disadvantaged, Economic Disadvantage, \*Educational Background, Educational Benefits, Educational Demand, \*Educational Economics, Educational Opportunities, Educational Supply, Income, Investment, Low Income, \*Low Income Groups, \*Occupational Surveys, \*Poverty Research, Racial Differences, Social Opportunities, Socioeconomic Status, Training

This paper employs data from the Census Employment Survey (CES) to analyze the effect of education on the earnings of poverty-area residents. Section I compares the definitions of the poverty area used by this survey with that of the Survey of Economic Opportunity (SEO). Section II examines their implications for truncation bias. In Section III, the CES data are described and the effect of education on the earnings of poverty-area residents is estimated. It is shown that for the sample under consideration, education has a significant impact on the economic welfare of both whites and blacks despite the presence of truncation bias. It is concluded that to say that education and training are profitable investments is not to say that they are the optimal investment. The large impact of industry on employment in the regression analysis is considered to suggest that policies that alter labor demands may yield higher return to poverty-area residents than policies that emphasize education and training. (Author/AM)

**ED 117 251** UD 015 651

Chan, Kenyon S. And Others

An Inquiry Into Asian American Preschool Children and Families in Los Angeles. Asian American Education Project: Preliminary Report.

California Univ., Los Angeles. Graduate School of Education

Pub Date Jul 75

Note—132p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

Descriptors—\*Asian Americans, Chinese Americans, \*Cognitive Processes, Ethnic Groups, Family Structure, Filipino Americans, Hawaiians, Japanese Americans, Korean Americans, Language Development, \*Learning Characteristics, Maturation, Mental Development, Minority Group Children, Parent Child Relationship, \*Preschool Children, Psychomotor Skills, Social Development, \*Socialization

Identifiers—Asian American Education Project, \*California (Los Angeles)

This report presents the preliminary findings of an in-depth study of small samples of Japanese, Chinese, Korean, Filipino, and Hawaiian children and their families living in the Los Angeles metropolitan area. Children's learning characteristics and style as well as their socialization for schooling prior to their entry into formal public schools are investigated. Section 1 reviews the literature, while Section 2 reviews the methods used. Section 3 is divided into seven parts. Each part presents a preliminary analysis of the data collected. Child testing, observations of test-taking behavior, mother-child observations, and home interviews are described. Section 4 offers recommendations for future inquiry. Recommendations are divided into two general areas. Firstly, project reports are outlined, and then directions for future inquiry are suggested. Among the former are patterns of learning characteristics in each ethnic group, patterns of family socialization, mother-child interaction, and language behavior of child. Among the latter are a replication of the present study, studies of learning characteristics, studies of Asian American families, and the relationships between verbal and

nonverbal assessments of competence.  
(Author/AM)

ED 117 252 UD 015 653

*Coleman, James S. And Others*  
**Trends in School Segregation, 1968-73.**  
Urban Inst., Washington, D.C.  
Report No.—URI-722-03-01  
Pub Date Aug 75  
Note—150p.

Available from—Publications Office, The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037 (\$3.50)

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**  
Descriptors—Civil Rights, \*Comparative Analysis, Data Analysis, Educational Policy, Elementary Grades, Metropolitan Areas, \*National Surveys, Racial Segregation, School Districts, \*School Integration, \*School Segregation, Secondary Grades, Social Discrimination, Statistical Data, \*Trend Analysis

This paper reports work in progress concerning student desegregation among elementary and secondary schools in districts regardless of the source of segregation, and between school districts for the period of 1968-73. The data sources, the statistical reports collected by DHEW, are stated to allow for a detailed statistical analysis of the status and trends in school segregation by race throughout the U.S. First, the state of racial integration among schools within a district in 1968 is examined, followed by an examination of the changes that occurred over the period 1968-1973. The differential changes that occurred over that period of time in different kinds of school settings—in different regions of the country, in school districts of different sizes, and in particular large cities—is seen to be of special interest. Data indicate that, by 1968, desegregation of schools was a far from accomplished task in cities and towns of all sizes in the South, but that in the largest cities, it was equally high in many places where dual school systems had never existed: yet the trend for the next four years tends toward desegregation. It is concluded (1) that the emerging problem with regard to school desegregation is the problem of segregation between central city and suburbs, and (2) that current means by which schools are being desegregated are intensifying, rather than reducing the problem. (Author/AM)

ED 117 253 UD 015 654

*Franklin, Anderson J. Moffett, Maxine*  
**A Review of Research and Developmental Efforts in Higher Educational Opportunity Programs.**  
New York State Education Dept., Albany. Office of Higher Educational Opportunity Programs.  
Pub Date Jun 75

Note—45p.; Revised version of a paper presented at the IUME Work Conference (ETS, Princeton, New Jersey, June 1974)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

Descriptors—Admission Criteria, Ancillary Services, Bibliographies, Counseling, Curriculum, Educational Assessment, Educational Innovation, \*Educational Programs, Educational Research, Evaluation Needs, \*Higher Education, Instructional Materials, Organizational Development, \*Program Content, Program Development, \*Program Evaluation, Research Problems, Testing, Tutoring

Identifiers—HEOP, \*Higher Educational Opportunity Programs

A summary report of the available literature on research in the principal components of Higher Educational Opportunity Programs, (HEOP) i.e. curriculum, instructional techniques, admissions policies, and others. This paper focuses on the discussions of HEOP's organizational format, materials, innovative educational techniques, and philosophies or theories of learning which have significant impact on student performance. A secondary focus is the identification of studies that have been done on the parts of the HEOP programs, individual counseling, tutoring, testing, and other supportive services aimed at academic development of the students. This report also identifies evaluative studies of Higher Educational Opportunity Programs which explore the degree of success and effectiveness of the program. Bibliographies are provided for sections on curriculum and instruction, tutoring, counseling, testing, and instructional program policies. The dilemma for these programs is held to be in how to produce substantial evidence of their contribution when their funding does not provide for this sort of research. (Author/AM)

ED 117 254 UD 015 655

*Townsel, Charles W.*  
**The Urban School Administrator -- A Black Perspective.**

Note—18p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

Descriptors—\*Administrative Personnel, \*Administrative Problems, Chief Administrators, Communication Problems, Discipline Problems, \*Negroes, Negro Leadership, \*Negro Role, Negro Stereotypes, Racial Discrimination, \*School Administration, School Personnel, School Supervision, Social Problems, Urban Schools

Blacks are said to be often called upon to serve in difficult administrative positions located in school districts with financial difficulties where personnel and/or students are in revolt, where discipline is non-existent, where academic achievement levels are low, and where the community is divided. Major problems that arise when examining the urban school administrator from a black perspective are: the brief tenure of superintendents and other administrators, the urban school administration's reluctance to change, the lack of black people serving on school boards, and the lack of faith in education. Among the challenges and needs of urban school administrators listed are: (1) quality of education to enable all students to meet and deal with society; (2) a redirection of the school's focus from tax burdens to useful tools for the populace; (3) a provision of quality education for all students; (4) to instill in students interest in education; (5) to issue self-challenges; (6) to eliminate segregation; and, (7) to recognize that the present educational efforts are dysfunctional. Issues such as the future of the predominantly black urban center, black education in the North, urban school problems as compared with rural or community systems, federal financing, and revamping of the school curricula are discussed. (Author/AM)

ED 117 255 95 UD 015 656

*Singh, S. P.*

**Dynamics of Deprivation and Educational Implications -- Some Hypotheses and Impressions. An Interdisciplinary Sensorium Report.**

University of South Florida, Tampa. Coll. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 74

Grant—OEG-0-70-1816(7251)

Note—160p.

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

Descriptors—Child Development, \*Conference Reports, Cultural Disadvantage, \*Disadvantaged Environment, \*Disadvantaged Youth, \*Educational Problems, Environmental Research, Heterogeneous Grouping, Homogeneous Grouping, Labeling (of Persons), Language, \*Learning Disabilities, Learning Experience, Learning Modalities, Linguistics, Research Problems, School Role, Sensory Deprivation

The present report on the sensorium includes the general format, hypotheses, procedures, and contributions of the participants. For the purpose of the study, different sets of variables, hypotheses and procedures were chosen. The variables included the collective and overall perceptions of individuals representing various academic disciplines. It is hypothesized that professionals representing various disciplines related to the problems of deprivation as perceived here would substantiate a number of points -- that the syndrome of deprivation and disadvantage is universal and affects all in general and greater in specific groups of individuals within a given time and space, and that stylistic features displayed by individuals under deprived conditions are universal. Issues discussed in sensorium are: labeling, types of learning; disadvantaged children; teaching styles and methodologies; effect of the schools on children; language/linguistics; community; school relevancy; segregation/integration; children's growth and development; dominance theory in sociology change within the schools; the ideal school; homogeneous/heterogeneous school groupings; observation of the child; evaluation of the child; evaluation of school programs; teacher preparation and behavior; and survival and institution. (Author/AM)

ED 117 256 UD 015 657

*SVP [School Volunteer Program] Leader's Handbook.*

Dade County Public Schools, Miami, Fla.

Pub Date 73

Note—117p.

**EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage**

Descriptors—Guides, \*Instructional Materials, \*Leaders Guides, Leadership Responsibility, Leadership Training, \*Manuals, Paraprofessional School Personnel, School Aides, School Personnel, School Responsibility, Supervisory Training, Teacher Aides, \*Volunteers, \*Volunteer Training

Identifiers—Florida (Miami), \*School Volunteer Program, SVP

Developed to aid school-level administrators of the School Volunteer Program (SVP), this handbook is organized into five sections as follows: (1) what the responsibilities of SVP leaders are, including SVP resource person and volunteer chairman job description; (2) with whom SVP leaders work, including communication network, division of responsibilities, components of program, and school programs which need special help; (3) how SVP leaders work, including sections on volunteers, school staff, area specialists, and SVP coordinator; (4) the forms SVP leaders use, including school records and area/county/federal records; and (5) the facts SVP leaders need to know about, including the history and growth, the accomplishments, the evaluation results, and the National School Volunteer Program, Inc. (Author/AM)

ED 117 257 95 UD 015 658

*Blackman, Julie*

**Voucher Schools: Who Participates? ERIC-CUE Urban Disadvantaged Series, Number 46, August 1975.**

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 75

Contract—NIE-C-400-75-0008

Note—71p.

Available from—Institute for Urban and Minority Education, Box 40, Teachers College - Columbia University, New York, New York 10027 (\$2.50, paper)

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

Descriptors—\*Educational Alternatives, Educational Change, \*Educational Equality, \*Educational Experiments, Educational Improvement, \*Educational Innovation, Educationally Disadvantaged, Educational Opportunities, Education Vouchers, \*Parent Participation, School Community Cooperation, School Improvement, School Involvement, School Organization, School Role, School Systems, Socioeconomic Status

Identifiers—\*California (Alum Rock)

A brief review of a school system in Alum Rock, California that uses the voucher, this paper focuses on an educational strategy intended to maximize the school's responsiveness to the expressed needs of the parents. The ideas and values underlying the development of the voucher school, the problems of operationalization, as these are said to influence the measures used in the research cited, are discussed. The paper also deals with (1) some of the Alum Rock data on rates of parental participation, where the indices of participation include both school and non-school context and rely on both attitudinal and reported behavioral measures of participation; and (2) some correlates of parental participation such as education, ethnicity, income, and occupation in the voucher schools, drawing inferences about the implications of these varying rates of participation on the educational processes shaped by the voucher school system. The pattern of findings is said to be interpretable in terms of social class differences, parental participation being of key importance in the voucher school plan. The intentions of the planners of the voucher school system are considered not to have been fulfilled in the Alum Rock school system by the time of its first evaluation. (Author/AM)

ED 117 258 UD 015 659

*Routh, Frederick B. And Others*

**Milliken vs. Bradley: The Implications for Metropolitan Desegregation. Conference Before the United States Commission on Civil Rights. Commission on Civil Rights, Washington, D.C.**



Pub Date 9 Nov 74

Note—151p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 005-000-00124-2; \$2.25, paper)

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors**—Civil Rights, \*Civil Rights Legislation, \*Conference Reports, Constitutional Law, Economic Factors, Educational Legislation, Educational Opportunities, Educational Problems, Equal Education, \*Integration Litigation, Metropolitan Areas, Minority Groups, Political Influences, Political Science, Public Policy, \*Racial Integration, Racial Segregation, \*School Integration, Social Discrimination

**Identifiers**—\*Milliken v Bradley

Six papers from a variety of related disciplines discuss basic issues involved in Milliken vs Bradley, the papers reflecting the following areas: legal implications, political science perspectives, educational implications, housing implications, economic implications, and implications for desegregation centers. Scholars and authorities comment on each of the papers. The report is divided into six major sections, one for each of the subjects covered. Each section contains the pertinent paper, followed by the portion of the transcript dealing with the subject matter, including the author's summary, the remarks of the reactors, and an interchange among them and the Civil Rights Commissioners. Papers included are: Milliken vs Bradley: the meaning of the constitution in school desegregation cases; the political implications of Milliken vs Bradley; a sociological view of the post-Milliken era; Milliken vs Bradley and residential segregations; minority education; some economic questions; and, Milliken vs Bradley; implications for desegregation centers and metropolitan desegregation. (Author/AM)

**ED 117 259** **UD 015 660**  
**Education, Inequality and Life Chances. Volume 1 and Volume 2.**

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 75

Note—1,057p.; Some pages may reproduce poorly due to small print

Available from—OECD Publications Center, 1750 Pennsylvania Avenue, Suite 1207, Washington, D.C. 20006 (Two volumes, \$23.75)

**EDRS Price MF-\$1.87 HC-\$53.96 Plus Postage**

**Descriptors**—Comparative Analysis, \*Educational Benefits, Educational Disadvantage, Educational Economics, Educational Environment, \*Educational Equality, Educational Finance, \*Educational Opportunities, Educational Policy, Equal Education, Income, Racial Differences, Sex Differences, \*Social Mobility, \*Social Opportunities, Social Stratification

These two volumes bring together writings on technical and scientific problems such as distributional justice, the impact of government policy on equality between generations, and the viability of economic policies. Volume 1 encompasses four areas. Area 1 is composed of background papers including the major policy issues of education, inequality and life chances, inequalities in the distribution of education between countries, sexes, generations and individuals, and inequality in the distribution of personal income. Area 2 covers the distribution of educational opportunity. Area 3 addresses educational policy options and includes papers on strategies for educational equality and distributional impact of methods of educational finance. Papers on social mobility and equality are addressed in the last section. Volume 2 includes two major topics; the impact of education on earnings, and the role of education in the overall framework of equalizing policy instruments. Among the papers from the former topic are income equality and economic development, a case study. Income distribution policy in the United States is one of the issues raised in the latter topics. Conclusions on the issues raised in the seminar are provided. (Author/AM)

**ED 117 260** **UD 015 661**

**Student Records: Protection of the Rights and Privacy of Parents and Students.**  
Nebraska State Dept. of Education, Lincoln. Div. of Instructional Services.

Pub Date 74

Note—12p.

**EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage**

**Descriptors**—Academic Records, Civil Rights Legislation, Confidentiality, Confidential Records, Constitutional Law, Educational Legislation, \*Equal Protection, \*Federal Legislation, \*Guidelines, School Law, \*State Legislation, Student Behavior, Student Records, \*Student Rights, Student School Relationship

**Identifiers**—\*Education Amendment Act 1974, Nebraska

The information presented here describes the Federal and State Laws that school officials must adhere to with respect to student records. The sections of the Education Amendment Act of 1974 that deals with the maintenance and release of student records, protection of the rights and privacy of parents and students, protection of pupil rights, and limitation on withholding of Federal funds are listed. The Nebraska State Statutes also delineate specific responsibilities that school district employees accept when student records exist. These deal with such aspects as: listings under everything in the folder, parents may challenge records, personally identifiable records, data-gathering, over 18 children, parents must be told of rights, experimental programs and limitations. Suggested guidelines accompany each category of law. Included under guidelines complying with Nebraska State Law are sections on categorizing student records, academic records, behavioral/disciplinary reports, maintaining student records, academic or administrative records, behavioral/disciplinary records, security of student records, and destruction of records. (Author/AM)

**ED 117 261** **UD 015 662**

*Brown, James M.*

**Office of Probation - Richmond College: Reading Center Assessment. Evaluation Report.**

City Univ. of New York, Staten Island, N.Y. Richmond Coll.

Pub Date Jul 74

Note—41p.; Parts of this document may not be clearly legible on reproduction due to the print quality of the original document

**EDRS Price MF-\$0.76 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Correctional Education, \*Delinquent Rehabilitation, Delinquents, Disadvantaged Youth, Junior High School Students, Minority Group Children, Probationary Period, Program Effectiveness, \*Program Evaluation, Rehabilitation Programs, Retarded Readers, Self Concept, Self Esteem, \*Underachievers, Urban Youth, Youth Problems, \*Youth Programs

**Identifiers**—New York (Staten Island), \*Richmond College Reading Center

This program serves a population of disaffected, underachieving inner-city youth of junior high and high school age who are known to the Family and/or Criminal courts and are at least two years retarded in reading. In most cases, the first efforts of the center are said to be directed to the provision of remedial reading services, and toward helping the learner rebuild a positive self image and self confidence and motivation for learning. The evaluation consists of a two-fold process that of assessing the impact and the degree of success of the center as based on the proposed criteria and that of assessing the administrative processes operating within the program. Along with major topics such as description, student population, and program, the evaluation section provides the three major objectives along with their procedure, findings, and interpretation. Among the recommendations made are that formal attitudinal measures be employed to assess the amount and degree of growth for future planning and record keeping purposes; that an initial in-depth case conference for the new learner be attended by all staff assigned to the enrollee; that periodic case conferences be held to ascertain what has or has not been accomplished and to plan and set future goals for the youth, particularly those that are most in need of extensive assistance; and that black and Spanish-speaking tutors be hired. (Author/AM)

**ED 117 262** **UD 015 664**

*Kosinski, Sharon*

**Methodological Issues in the Early Identification of a High Risk Population in an Urban Public School System.**

Pub Date Nov 75

Note—43p.; Paper presented at the Rocky Mountain Educational Research Association Annual Conference (6th, Las Cruces, New Mexico, November 13-14, 1975)

**EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage**

**Descriptors**—\*Evaluation Methods, Exceptional Students, Family Environment, Family Influence, Group Tests, Health Conditions, \*Human Development, Identification, \*Identification Tests, \*Kindergarten Children, Language Development, \*Learning Difficulties, Screening Tests

**Identifiers**—Project HELP, Project Highlighting Early Learning Problems

This paper describes Project HELP (Highlighting Early Learning Problems) stated to have been designed to determine or to develop a battery of screening instruments to identify those K-1 students who manifest learning problems indicative of exceptionality. The purposes, objectives, and a summary of the types of evaluation questions the study sought to investigate are provided. The methodology section contains a description of the sample involved and the screening instruments used. The instruments used in the identification of potential learning problems at level one include a teacher checklist of development, parent checklist of development, teacher observation survey, and language and health screening form. A summary of the procedure involved with each instrument is discussed. The results of the study indicate an overall high risk percentage of approximately 22 percent which is considered to approximate theoretical high risk percentages of potential learning problems specified by professionals in the field of special education. Several recommendations are made, among them being a projected information retrieval system, a proposed diagnostic/assessment center, and in-service training program. (Author/AM)

**ED 117 263** **95** **UD 015 666**

*Temme, Lloyd V.*

**The History and Methodology of the Adolescent Society Follow-Up Study.**

Bureau of Social Science Research, Inc., Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—BSSR-R-437-02

Pub Date Sep 75

Note—142p.; This document is not available either in microfiche or hard copy due to the print size of the original document

Available from—Bureau of Social Science Research, Inc., 1900 M Street, N.W., Washington, D.C. 20036 (Price not quoted)

**Document Not Available from EDRS**

**Descriptors**—\*Adolescents, Computers, Computer Science, Data Analysis, \*Data Collection, \*Followup Studies, Longitudinal Studies, Methods Research, \*Research Methodology, \*Research Problems, Social Structure, Social Systems, Youth

**Identifiers**—\*Coleman Report

The purpose of this report is to document and describe the origin, procedures, and progress to date of the longitudinal study of students from James Coleman's "The Adolescent Society" study. The organization of this report follows chronologically the sequence of events that were initiated by Coleman. A historical account of Coleman's early work is included to provide the core of intellectual context in which the followup is conceived. Details about the technical problems encountered and research strategies employed in the design of the longitudinal study along with the techniques of the data collection methodology and detailed analysis of the results are presented. New applications of computers are discussed in relation to the execution of the research itself and in the design of research. Summary overview of the data base itself is presented with samples of the types of problems that are intended for investigation, as well as other "interesting" possibilities for secondary analysis. Appendices are included which contain copies of all survey instruments used in the initial study and the followup, and other items used in the data collection procedure during the followup activity. (Author/AM)

**ED 117 264** **UD 015 667**

*Richardson, Ann Dunning, Bruce B.*

**Youth in the WIN Program: Report on a Survey of Client Backgrounds, Program Experience, and Subsequent Labor Force Participation.**

Bureau of Social Science Research, Inc., Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C.  
Report No.—BSSR-R-0085-3

Pub Date Nov 75

Note—219p.; This document is not available either in microfiche or hard copy due to the print size of the original document

Available from—Bureau of Social Science Research, Inc., 1990 M Street, N.W., Washington, D.C. 20036 (Price not quoted)

#### Document Not Available from EDRS

Descriptors—Adolescents, \*Dropout Rate, Employee Attitudes, Employment Patterns, Employment Potential, Employment Practices, Employment Trends, Evaluation Methods, Individual Characteristics, \*Job Placement, Manpower Utilization, \*Program Evaluation, Youth, \*Youth Employment, Youth Opportunities, \*Youth Programs

Identifiers—WIN, \*Work Incentive Program

This study was undertaken in response to expressions of concern about the apparent high dropout and low placement rates for young under-22 Work Incentive Program (WIN) participants. The analysis is based on interviews with 518 young people in 13 cities across the United States who were in the program at some time between July 1971 and the spring of 1973. The objectives of the analysis were to examine patterns of program exposure and to assess their effect on the post-WIN labor force behavior of the respondents. Chapters deal with background of the study, study approach, and significance; the respondents; WIN program participation and leaving the program; the post WIN experience; and a summary with conclusions. Findings presented in the report are said to be interpretable in the context of limited possibilities underlying the goals and structure of the program. As such, WIN is considered not to have strong effects on the lives of those who appear most to need help to become prepared for full, self-sustaining participation in the primary labor market. Findings are seen to show a consistent tendency to provide the higher-potential program exposures to the clients who already have the greatest initial preparation for the labor market. (Author/AM)

ED 117 265 88 UD 015 668

**Reducing Dropouts through Achievement Motivation. End of Project Report, Title III, E.S.E.A.** Harlem Consolidated School District 122, Rockford, Ill.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Illinois State Office of Education, Springfield.

Pub Date Jun 74

Note—31p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Discussion (Teaching Technique), Discussion Experience, Discussion Groups, Dropout Attitudes, \*Dropout Prevention, \*Dropout Programs, Dropout Research, \*Intermediate Grades, Morale, \*Motivation, Motivation Techniques, Self Esteem, Staff Utilization, Student Motivation

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Illinois (Rockford)

This is the final report of a three year program for preventing dropout attitudes from developing in the middle schools in grades 6,7, and 8. The project plans focused on three major goals: staff training for leading the project activities the development of materials for assisting teachers in the project activities, and the provision of teacher-led circle discussions for the students. Tabular sections on student and teacher data include objectives, together with the evaluation technique used to assess each objective and the results obtained. A subsequent section discusses the effects of the project on the clientele. Factors which facilitate the accomplishment of the objective are cited. Two major projects are said to have been met: staff training and the provision of circle discussion activities for all middle school students. Statistical data are seen to indicate significant gains and/or trends in the areas of personal inventory, self-perception, desirable self-traits, personal adjustment, and school related self-esteem. Classroom atmosphere is also said to have improved through this program. (Author/AM)

ED 117 266

Beller, Andrea H.

**The Economics of Enforcement of Title VII of the Civil Rights Act of 1964. Discussion Papers No. 313-75.**

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—American Association of Univ. Women, Washington, D.C.; Ford Foundation, New York, N.Y.; Manpower Administration (DOL), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.

Report No.—IRP-DP-313-75

Pub Date Oct 75

Note—64p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Civil Rights, \*Discriminatory Legislation, Economic Factors, Employment Opportunities, Employment Problems, \*Equal Opportunities (Jobs), Labor Economics, Labor Market, Minority Groups, \*Negro Employment, Policy Formation, Racial Discrimination, Social Discrimination

Identifiers—\*Civil Rights Act 1964 Title VII

The purpose of this paper is to estimate the effects of enforcement of Title VII to determine whether and to what extent it has helped to achieve the elimination of employment discrimination. The model developed in this paper is considered to depart from those of previous Title VII studies in two ways. First, it incorporates the effects of the law's enforcement on nonrespondent covered firms in addition to the effects on respondent firms. Second, it analyzes separately the effects of enforcement of the law's employment and wage provisions. Primary data sources are a matched sample of covered firms, 1966-70, and the U.S. Censuses. Evidence is said to suggest that, in the aggregate, from its inception through fiscal year 1970, enforcement of Title VII at best left the economic position of black males unchanged and at worst caused it to deteriorate. While enforcement of the employment provision increased relative employment in covered firms and relative employment and wages in the economy, enforcement of the wage provision had precisely the opposite effects. The latter effects appear to have dominated the former, although the net negative impact is, in general, statistically insignificant. Two possible directions for enforcement given are: (1) concentrating limited resources on enforcement of the employment provision, and, (2) accompanying enforcement of the wage provision by strict and extensive controls on minority employment. (Author/AM)

ED 117 267

**Recommendations to Implement State Board of Education Policy Regarding Racial/Ethnic Concentrations in Schools.**

California State Equal Educational Opportunities Commission, Sacramento.

Pub Date 10 Jul 75

Note—15p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—Civil Rights, Civil Rights Legislation, Educational Discrimination, Educational Equality, \*Educational Opportunities, Educational Policy, \*Equal Education, Integration Effects, \*Integration Litigation, Integration Methods, Minority Group Children, Racial Integration, Racial Segregation, \*School Integration, School Segregation

Identifiers—\*California, Santa Barbara School District v Superior Court

This report contains information on the constitutional decision to prevent and eliminate racial and ethnic segregation in the State of California. The implications of the California Supreme Court decision on the constitutional duty of schools to eliminate segregated education are presented, along with the State Board of Education declaration of policy regarding de facto segregation. Six characteristics resulting from the efforts of the Equal Educational Opportunities Commission to assist the State Board to implement the policy are listed. Among them are that academic achievement of all ethnic groups will meet or exceed accepted national norms, that self concept and attitudes toward school and learning will be equally positive among all ethnic groups, that status roles and participation of pupils, school staff, and parents in the life of the school will be comparable among all racial and ethnic groups, and that school staffs will be representa-

UD 015 669

tive of all racial and ethnic groups. Listed among the conclusions are that integration schools and integrated education programs are essential elements of quality education, that integration cannot be achieved without desegregation, that the process of achieving integrated education is not quick, easy or painless, and that further delay in the development of affirmative steps will lead to additional problems. (Author/AM)

ED 117 268

**Programs, Services and Assistance for Indo-Chinese Migrants and Refugees.**

Pub Date Aug 75

Note—101p.

EDRS Price MF-\$0.76 HC-\$5.70 Plus Postage

Descriptors—Asian Americans, Bilingual Education, Educational Needs, Educational Programs, English (Second Language), Ethnic Groups, Federal Programs, Financial Services, \*Immigrants, \*Indochinese, \*Information Services, Language Programs, Migrant Children, Migrants, \*Minority Groups, Program Descriptions, Program Guides, Refugees, \*Special Programs, Special Services

Identifiers—Cambodia, Indochina, \*Vietnam

Among the services, programs, and assistance, and contact persons included in this document are several types of assistance provided by HEW for the education of Vietnamese and Cambodian refugees, the national Indochinese Clearinghouse, the college assistance hotline, fellowship offerings, the refugee orientation handbook, and Red Cross aid. A general information series section addresses such issues as fundamental principles and curricula of education in Vietnam, elementary curriculum guides for grades one through five, testing English language proficiency, and hints for tutors. A section on the elementary education series includes the topic of keeping lines of communication with Indochinese children open. Suggested here are the use of services of a Vietnamese speaking teacher or teacher aide and peer group instruction in the child's language. An educational administrator series section covers the English language needs of Indochinese students, and the assimilation of Vietnamese and Cambodian students into U.S. Schools. A brief guide to bilingual education programs is also provided. (Author/AM)

ED 117 269

**Vietnam in Children's Books.**

United Nations Children's Fund, New York, N.Y. United States Committee.

Pub Date Jun 75

Note—7p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Bibliographies, Booklists, \*Children's Books, Cultural Environment, \*Cultural Factors, Fiction, Films, Filmstrips, Folklore Books, Modern History, Nonfiction, Novels, Revolution, Slides, \*Social Characteristics, Social History, World Problems

Identifiers—\*Vietnam

Twenty-five nonfiction and 18 fiction and folklore listings are included in this bulletin on Vietnam in children's books. Slides, filmstrips, and film listings are also included. Each listing is accompanied by a brief annotation. Subjects include customs and culture, the country and the people, Ho Chi Min, the Vietnamese revolution, Vietnamese cookery, a history of Vietnam from ancient past to uncertain future, stories from Vietnam, folk tales, fairy tales, legends, and folk poetry. The filmstrip included concerns living in South Vietnam. The film's main focus is stated to be the progress after the bombing halt in 1973. An introduction to American involvement from World War II through 1965 is presented in the slide materials, which include historical photos, Vietnamese artwork, and images of a land and people at war. (Author/AM)

ED 117 270

Salas, Jean, Comp.

**Flander's System of Interaction: What Is It? Methods for the Teacher to Study His Teaching Behavior in Terms of the Behavioral Objectives He Has Established for Himself.**

New Mexico State Dept. of Education, Santa Fe.

Pub Date Aug 73

Note—18p.

EDRS Price MF-\$0.76 HC-\$1.58 Plus Postage

Descriptors—\*Behavioral Objectives, Behavior Change, Behavior Patterns, \*Change Strategies, \*Classroom Observation Techniques, Effective

UD 015 673

UD 015 672

UD 015 673

Teaching, Human Relations, \*Interaction Process Analysis, Intergroup Relations, Social Relations, Student Teacher Relationship, Systems Approach, \*Teacher Behavior, Teacher Improvement, Teacher Influence

This document presents in graphic form a system of interaction analysis, in which methods are presented for the teacher to study his teaching behavior in terms of the behavioral objectives he has established for himself. A summary of categories of interaction analysis is provided, which are labeled as indirect and direct influence. The former includes a teacher's acceptance of feelings, teacher's praise or encouragement, acceptance or use of students' ideas, and teacher's use of questions. The latter involves lectures, teacher's use of directions, criticism or justification of teacher authority, student-talk (response and initiation), and silence or confusion. Charts for plotting classroom interaction with examples used to illustrate student talk following teacher talk and teacher talk consisting of lectures are provided. Among areas identified to differentiate types of teacher response are: indirect teacher talk, direct teacher talk, student talk, silence or confusion, acceptance of feelings, offering praise, using student ideas, giving criticism, lengthy student responses, and teacher responding to termination of student talk with direct influence. That there is no single standard of what is best in assessing interaction is stressed. (Author/AM)

ED 117 271

UD 015 674

Hartman, David W., Ed.

**Immigrants and Migrants: The Detroit Ethnic Experience. Ethnic Studies Reader.**

Pub Date 74

Note—425p.

Available from—New University Thought Publishing Co., P.O. Box 7431, Detroit, Michigan 48202 (\$6.00, paper)

Journal Cit—Journal of University Studies; v10 n2-4 p1-425 Fall 1974

Document Not Available from EDRS

**Descriptors**—Case Studies, Census Figures, Community Role, Cultural Background, Cultural Differences, \*Cultural Factors, \*Cultural Pluralism, Economic Factors, Ethnic Grouping, \*Ethnic Groups, Ethnic Origins, \*Immigrants, Metropolitan Areas, \*Migrants, Political Influences, Racial Characteristics, Sociocultural Patterns

Identifiers—\*Michigan (Detroit)

Among the purposes stated to be served by this book of readings are: the description of several ethnic communities in the Detroit metropolitan area; a questioning of what is meant by ethnics, ethnic groups, and ethnicity; and a look at what ethnicity means when ethnics interact in the institutional world. The document is divided into five sections which are separate entities and do not depend on each other. Part I outlines what ethnicity and ethnic groups are all about. Part II illustrates three different perspectives or ways at looking at ethnic groups. Part III focuses on six different areas within the ethnic world—that of the person, community, culture, institutions, politics, and economics. Part IV centers around the analysis of five different Detroit ethnic communities. Part V provides data sources for the reader who is interested in quantitative information or who wishes to explore more fully a specific ethnic group. The book is considered not to be a comprehensive statement about ethnic communities in Detroit. Difficulties encountered in generation of the book were seen to include the acquisition of short pieces concerning recent Detroit ethnic communities, the length and datedness of some documents, the scarcity of research on ethnic communities in Detroit, and the failure of some manuscripts to describe the people. (Author/AM)

ED 117 272

UD 015 676

Bilingual Bicultural is Two Way Education.

Massachusetts State Dept. of Education, Boston. Bureau of Transitional Bilingual Education.

Pub Date Jun 74

Note—47p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

**Descriptors**—Biculturalism, Bilingual Education, Bilingualism, \*Bilingual Students, Bilingual Teachers, \*Court Litigation, Educational Certificates, Educational Legislation, \*Educational Policy, \*Equal Education, Minority Group Children, Non English Speaking, Parent Con-

ferences, Parent Participation, Parent School Relationship, Program Descriptions, Public Schools, Second Language Learning, Teacher Qualifications

Identifiers—Massachusetts, \*Transitional Bilingual Education Act

This manual is said to be intended to bring together under one cover the fundamental documents relating to the landmark legislation, the Transitional Bilingual Education Act. A general synopsis of Chapter 71A of the Act includes what a program in transitional bilingual education consists of, who has the right to it, and what the obligations of the local school committees and the department of education are. The five sections of that chapter, declaration of policy, amendment of chapter, authorization for reimbursement, establishment of bureau of transitional bilingual education—its powers and duties, and repeal of Chapter 852, are outlined and briefly discussed. Criteria set down to determine bilingual teacher competencies in language skills and culture include requirements of foreign service institute native or bilingual proficiency rating, requirements of foreign service institute minimum professional proficiency in English, and requirements of culture competency in English and other languages. Approval procedures are also outlined. Several guidelines for parental involvement in transitional bilingual education programs are provided that address the "when", "how", "why", "who", and "what" of the programs. Appendixes include parent participation regulations. (Author/AM)

ED 117 273

95

UD 015 677

Bynum, Effie M. And Others

**Desegregation of the Minneapolis Public Schools, Minneapolis, Minnesota: A Case Study.**

Columbia Univ., New York, N.Y. Teachers College.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Feb 74

Grant—NE-G-00-3-0156

Note—133p.; Some pages may reproduce poorly

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

**Descriptors**—Administrator Attitudes, \*Case Studies, Community Attitudes, \*Field Interviews, Integration Effects, \*Integration Studies, Observation, Parent Attitudes, Racial Integration, Research Methodology, \*School Integration, School Visitation, Student Attitudes, Teacher Attitudes

Identifiers—\*Minnesota (Minneapolis)

A team of researchers from Teachers College, Columbia University visited selected schools in the Minneapolis Public Schools system for the stated purpose of studying and documenting key processes within the school district and community which effectuated a desegregated system. The study team consisted of five members who conducted structured and unstructured interviews with a sampling of Central administrative staff, school faculty and staff, students, parents and community leaders, and observed both formally in eleven school settings. Observations in class rooms, study halls, lunch rooms, hallways, etc. were complemented by group as well as individual interviews, it is stated. The instruments used for data collection were structured to more readily ensure consistency and adequacy of reporting. In summarizing key factors that have made for successful desegregation in the school district, it is stated that such components as communications skills among teachers and support staff, more flexible academic program, promotion of the team-teaching method, and an increasing willingness of teachers to be open with each other and to deal with conflict were mentioned most often by respondents. It is noted that this report makes extensive use of individual quotes as a means of providing a clear picture of the wide range of views held among school and community people. (Author/JM)

ED 117 274

95

UD 015 678

Cotton, Oscar And Others

**Desegregation in Durham, North Carolina: A Case Study.**

Columbia Univ., New York, N.Y. Teachers College.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 74

Grant—NE-G-00-3-0156

Note—129p.

EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage

**Descriptors**—Administrator Attitudes, \*Case Studies, Community Attitudes, \*Field Interviews, Integration Effects, \*Integration Studies, Observation, Parent Attitudes, Racial Integration, Research Methodology, \*School Integration, School Visitation, Student Attitudes, Teacher Attitudes

Identifiers—\*North Carolina (Durham)

In May 1974, a research team of four persons, representing Teachers College, Columbia University, went to Durham, North Carolina to study and document the processes the Durham City Schools engaged in during its transition from a segregated to a desegregated district. Durham was one of five school districts included in the comparative study of desegregated settings, funded by the National Institute of Education, which had as its goal the documentation of key processes that are associated with the implementation of successful desegregation plans. The team spent four days in the Durham city community meeting with central administrative office personnel, principals, teachers, students and parents attempting to gather, through formal and informal interviews, their knowledge of, involvement in, and perceptions of the city's desegregation process and plan. In addition to interviews, the team made formal and informal observations in eight of the districts' 26 schools. A total of 12 instruments were used to insure consistency in the collection of data across the districts' schools. This study, it is stated, does not attempt to evaluate the long range effects of desegregation on the populace. It is noted that in order to establish the chronology of desegregation related events, the school files at the local newspaper were searched and copied, in part. (Author/JM)

ED 117 275

95

UD 015 679

Bynum, Effie And Others

**Desegregation in Birmingham, Alabama: A Case Study.**

Columbia Univ., New York, N.Y. Teachers College.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 74

Grant—NE-G-00-3-0156

Note—188p.

EDRS Price MF-\$0.76 HC-\$9.51 Plus Postage

**Descriptors**—Administrator Attitudes, \*Case Studies, Community Attitudes, \*Field Interviews, Integration Effects, \*Integration Studies, Observation, Parent Attitudes, Racial Integration, Research Methodology, \*School Integration, School Visitation, Student Attitudes, Teacher Attitudes

Identifiers—\*Alabama (Birmingham)

In May 1974, a five member study team from Teachers College, Columbia University spent four and one-half days in Birmingham, Alabama, for the purpose of (1) collecting information that describes the desegregation process as it evolved, (2) interviewing principals, administrators, teachers, students and community leaders relative to their impressions of the desegregation move and its impact, and (3) observing random classrooms, hallways, cafeterias, and playgrounds of 12 selected schools. Birmingham City School District was selected to participate in this study because it was identified from a collection of resource data as a district that developed and implemented a conflict-free (the current plan) and effective plan. The major purpose of the overall project was to identify districts that have been effective and successful in their attempts at desegregation and to describe the processes that led to their effectiveness and/or success. The Birmingham sample included schools (1) with an almost equal distribution of black and white students, (2) those having both a 60 percent black and white population, (3) those having almost an 80 percent black and white enrollment, and, (4) those that had all black students and several having an almost all white student body. A total of 12 schools were sampled from the more than 90 that serve the young people of Birmingham. (Author/JM)

ED 117 276

95

UD 015 680

Jablonsky, Adelaide And Others

**Status Report on School Desegregation in Bloomfield, Connecticut; November 1973.**

Columbia Univ., New York, N.Y. Teachers College.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Nov 73

Contract—OEC-0-70-4694(211)

Note—98p.

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**  
**Descriptors—**Administrator Attitudes, \*Case Studies, Community Attitudes, \*Field Interviews, Integration Effects, \*Integration Studies, Observation, Parent Attitudes, Racial Integration, Research Methodology, \*School Integration, School Visitation, Student Attitudes, Teacher Attitudes

**Identifiers—**\*Connecticut (Bloomfield)

On June 16, 1971, after a number of public hearings, the Board of Education of Bloomfield, Connecticut approved a plan for redistricting the Bloomfield elementary Schools, to take effect at the start of the 1971-72 school year. Several guidelines were recommended: (1) all voluntary busing will cease, (2) reassignments shall be made on the basis of residence, grade level space, and facilities for each pupil, (3) adherence as closely as possible to the current Board of Education policy on Reasonable Walking Distance to school shall be maintained, (4) classes shall be integrated so that not more than seven percent difference of racial minority pupils between schools, and, (5) in reestablishing school boundary lines, consideration be given to reduction of fragmented districts. As a continuation of a series of studies on school desegregation in the United States a team of four members from Teachers College, Columbia University, spent two days, November 15 and 16, 1973 in Bloomfield, Connecticut meeting with town and school officials, citizens, parents, teachers and schools and observing in four schools. The purpose of the visit was to study the system and to gather information about the schools and people involved in the desegregation process. This report presents the content of those interviews and observations with no attempt to judge the effectiveness of the desegregation-integration process. (Author/JM)

**ED 117 277 95 UD 015 681**

*Lachat, Mary Ann*

**The Dimensions of Integration in Greenburgh Central No. Seven, Greenburgh, New York.**

Columbia Univ., New York, N.Y. Teachers College.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Nov 73

Contract—OEC-0-70-4694(211)

Note—71p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**Administrator Attitudes, \*Case Studies, Community Attitudes, \*Field Interviews, Integration Effects, \*Integration Studies, Observation, Parent Attitudes, Racial Integration, Research Methodology, \*School Integration, School Visitation, Student Attitudes, Teacher Attitudes

**Identifiers—**\*New York (Greenburgh)

During the 1972-73 academic year, a research team working out of Teachers College, Columbia University, conducted case studies in districts where comprehensive and effective desegregation processes had been implemented. Greenburgh Central No. Seven, Greenburgh, New York, was selected as a site which had provided evidence of practices and policies associated with effective school desegregation. A research team visited Greenburgh over a four week period during March and April 1973. The purpose of the study was to document effective school desegregation practices and procedures under a variety of conditions. Variables examined include: student contact, assignment and grouping at all levels, regrouping within classrooms, staff interaction, student representation in school activities, student groupings in such settings as lunchrooms and lounge areas; parent representation in the schools, current concerns of staff, students and parents, and, the roles of the district staff and black and white community prior to and during district merger activities. Individual and group interviews were held with district administrators, teachers, parents, community members, and students. Observations took place in classrooms, lunchrooms, hallways and playgrounds. (Author/JM)

**ED 117 278 95 UD 015 682**

*Lachat, Mary Ann*

**Desegregation in Goldsboro, North Carolina: A Case Study.**

Columbia Univ., New York, N.Y. Teachers College.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 73

Note—71p.

**EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage**

**Descriptors—**Administrator Attitudes, \*Case Studies, Community Attitudes, \*Field Interviews, Integration Effects, \*Integration Studies, Observation, Parent Attitudes, Racial Integration, Research Methodology, \*School Integration, School Visitation, Student Attitudes, Teacher Attitudes

**Identifiers—**\*North Carolina (Greensboro)

During the 1972-73 academic year, a research team working out of Teachers College, Columbia University conducted case studies in districts where comprehensive and effective desegregation processes had been implemented. The Goldsboro City School System, Goldsboro, North Carolina, was selected as a site which had provided evidence of practices and policies associated with effective school desegregation. A research team visited the Goldsboro City system during January and again in February 1973. The purpose of the study was to document effective school desegregation practices and procedures under a variety of conditions. Variables examined include: student contact, assignment and grouping at all levels; regrouping within classrooms, staff interaction, the effects of desegregation on school names and other aspects of student identity, student representation in school, activities, student groupings in such settings as lunchrooms, playgrounds, and lounge areas, parent representation in the schools, current concerns of staff, students, and parents; and, the roles of the district staff and black and white community prior to and during desegregation. Individual and group interviews were held with district administrators, teachers, parents, community members, and students. Observations took place in classrooms, lunchrooms, hallways, and playgrounds. (Author/JM)

**ED 117 279 95 UD 015 683**

*Cotton, D. D. And Others*

**Desegregation in Ewing Township, New Jersey: A Case Study.**

Columbia Univ., New York, N.Y. Teachers College.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 74

Contract—OEC-0-70-4694(211)

Note—150p.

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**

**Descriptors—**Administrator Attitudes, \*Case Studies, Community Attitudes, \*Field Interviews, Integration Effects, \*Integration Studies, Observation, Parent Attitudes, Racial Integration, \*School Integration, School Visitation, Student Attitudes, Teacher Attitudes

**Identifiers—**\*New Jersey (Ewing Township)

In January 1974, a research team from Teachers College, Columbia University spent four days in Ewing Township, New Jersey studying and documenting the efforts made by the school district and community in bringing about a desegregated system. Ewing School District was one of four districts to be included in the Comparative Desegregation Project designed to document key processes that are associated with bringing about effective school desegregation. Variables examined include: student contact, assignment and grouping at all levels; staff interaction; student representation in school activities; student interaction; parent representation in the schools; current concerns of staff; students and parents; and, the role of the district staff and community prior to and during desegregation. The research team consisted of six members. During the four-day visit, the team visited six of the ten schools in the district, met with some staff from the central administration, and conferred with some parents and community persons in the evenings. The study consisted of formal and informal observations, i.e. in classrooms, hallways, cafeterias, etc., and structured and unstructured interviews with central administrative staff, students, parents and community leaders. A total of twelve instruments were used to insure adequacy and consistency in the collection of data. (Author/JM)

**ED 117 280 UD 015 684**

*Gurin, Patricia Epps, Edgar*

**Black Consciousness, Identity, and Achievement: A Study of Students in Historically Black Colleges.**

Pub Date 75

Note—545p.

Available from—John Wiley & Sons, 605 Third Avenue, New York, New York 10016 (\$13.95, cloth)

**Document Not Available from EDRS**

**Descriptors—**Academic Achievement, Aspiration, Black Power, College Environment, College Students, Group Behavior, Group Relations, Higher Education, \*Negro Achievement, Negro Attitudes, \*Negro Colleges, Negro Culture, \*Negro Education, Negro Role, \*Negro Students, Performance, Post Secondary Education, \*Self Concept, Success Factors

This book is the result of a series of studies conducted in several historically black colleges from 1964 to 1970. With a focus that changed from a study of activists to a study of students in an institutional context, the book is considered to aim at revealing and clarifying the concerns and dilemmas of black students during an uneasy period when many questions are being raised about the relevance of education. A first purpose of the book is to examine the relationship between relevant identity goals and the traditional academic goals of higher education. A second purpose is to present data gathered from questionnaires and interviews with several thousand black students that either counter common expectations or fill the void of information about black students. Separated into three parts, major topics addressed include individual achievement, collective achievement, and how the two are polarized, independent, or integrated. Data presented are said to document the extraordinary commitment of black students and their families to education. (Author/AM)

**ED 117 281**

**UD 015 685**

*Pack, Rose Hope*

**Goals of Art Education for Disadvantaged Youth, Based on Perceptions of High School Teachers of Art and College Professors in Art Education.**

Pub Date 75

Note—303p.; Ph.D. Dissertation, New York University

Available from—University Microfilms, Ann Arbor, Michigan 48106 (Order No. 75-21,157; Xerography \$11.00, Microfilm, \$4.00)

**Document Not Available from EDRS**

**Descriptors—**Aesthetic Education, \*Affective Objectives, Art Activities, \*Art Education, Art Teachers, \*Cognitive Objectives, \*Disadvantaged Youth, Doctoral Theses, Educational Needs, \*Educational Objectives, Grade 9, Organization, Organizational Theories, Role Perception, Secondary Education

This investigation identifies the goals in art education that high school teachers and college professors consider important in formulating a hierarchy of goals in terms of students' behavior, as guidelines for developing a ninth year general art course for disadvantaged youth in urban areas. Art goals to meet the special educational needs of the disadvantaged are derived from the recent literature in the field, and submitted to a panel of college professors in art education and to a panel of high school teachers of art for evaluation. Priorities assigned by the professors to the goals are then compared statistically to priorities assigned by the teachers to the goals. First level goals consists of affective factors such as self concept and perception, and cognitive factors such as conceptualization and art creativity. Middle level goals are interdisciplinary help and art appreciation. All lowest level goals are cognitive but for two exceptions: art techniques in breadth and depth, which are psychomotor. A conclusion drawn from the study is that goals derived from the art education literature are consistent with the general educational goals of schools, and important for inclusion in an art program for the disadvantaged. (Author/AM)

**ED 117 282**

**UD 015 686**

*Morisseau, James J.*

**The Mini-School Experiment. Restructuring Your School: A Handbook.**

New York Urban Coalition, N.Y.

Pub Date Nov 75

Note—170p.

Available from—New York Urban Coalition, 55 Fifth Avenue, New York 10014 (\$3.95)

**EDRS Price MF-\$0.76 HC-\$8.24 Plus Postage**

**Descriptors—**Alternative Schools, \*Change Strategies, Disadvantaged Youth, Educational Alternatives, Educational Change, \*Educational Experiments, Educational Innovation, Educational Methods, Experimental Schools,

Guidelines, \*High School Design, \*High School Organization, High Schools, High School Students, Manuals, Public Schools, Resource Guides, Secondary Education, Urban Schools  
 Identifiers—Mini Schools, New York (Manhattan), \*Project Haaren

This book documents the Haaren Project, believed to be the only one involving the conversion of an entire existing high school to a mini-school format. It outlines the shortcomings of the existing system that gave rise to the alternative-school movement, traces the history of the early alternative schools citing their successes, shortcomings and failures, and discusses the reasoning behind the project. The future of this mini-school project, along with the future of alternative education and school renewal in general and the potential impact of the alternative-school movement on established school systems particularly in the inner city is addressed last. The concluding chapter is presented as a guide for educators and community groups interested in launching their own alternative-school programs based on the mini-school approach and the processes involved. It offers a step-by-step "road map" covering such areas as planning organization, management, financing, administration, staffing, day-to-day operation, involvement of the business community, and facilities planning and acquisition. (Author/AM)

ED 117 283

UD 015 687

Chin, Laura

**A Dream Unfulfilled: Korean and Filipino Health Professionals in California.**

California State Advisory Committee to the United States Commission on Civil Rights.

Pub Date May 75

Note—54p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Asian Americans, Certification, Community Health, Community Problems, \*Community Services, Dentists, Ethnic Groups, \*Filipino Americans, Health Needs, \*Korean Americans, Manpower Development, Manpower Needs, \*Manpower Utilization, Minority Groups, Nurses, Pharmacists, Physicians, Professional Occupations  
 Identifiers—\*California

This report details concerns of specific Asian and Pacific American Communities and examines the degree to which government agencies at federal state, and local levels have made efforts to resolve these problems, or, in some cases, contribute to them. The study deals with educational opportunities afforded Chinese American youth; housing and redevelopment problems faced by Japanese Americans; allegations of inadequate social services allocated to Pacific Americans; the various problems faced by the elderly within the Filipino communities; and the difficulties encountered by Korean and Philippine-educated professionals in obtaining state licensure. State licensure policies are examined in four health fields as they affect the large number of Koreans and Philippines born and educated professionals residing in California. The difficulties encountered by these subgroups in resuming their professions are said to present significant socioeconomic problems within the Asian and Pacific communities that they lack adequate health care and medical services and are deprived of the services of trained medical personnel with whom they could communicate effectively. Among the recommendations made are that the state licensure boards review their standards to see that qualified professionals are not screened out, and that they endorse and actively support training programs for foreign-educated in the medically-related professions. (Author/AM)

ED 117 284

UD 015 696

Malina, Robert M. And Others

**Body Dimensions and Proportions, White and Negro Children, 6-11 Years; United States. National Health Survey Series 11, No. 143**

Health Resources Administration (DHEW/PHS), Bethesda, Md.

Report No.—DHEW-HRA-75-1625

Pub Date Dec 74

Note—72p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 Order Publication No. DHEW (HRA)75-1625; \$1.30

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—Age Groups, Body Height, Body Weight, Caucasians, Child Development, Children, Comparative Analysis, \*Growth Patterns, Maturation, Negro Youth, \*Physical Characteristics, Physical Development, Racial Characteristics, \*Racial Differences, \*Sex Differences, Statistical Data, \*Statistical Surveys

The fifth in a series of reports presenting analyses and discussions of data on height, weight, and 28 other body measurements taken from a probability sample of noninstitutionalized children in the United States aged 6-11 years, this document compares the growth patterns of white and Negro children for 20 body measurements. Emphasis is placed on comparisons of age and sex specific means and medians for Negro and white children. These national estimates are based on cross-sectional data, which are said to limit the analyses to attained size rather than velocities of growth. All dimensions are said to increase almost linearly with age from 6 through 11 years in Negro and white children, both males and females. Conclusions derived from these data are considered to agree generally with most other anthropometric comparisons of American white and Negro children with these statistics providing figures held to be current, comprehensive, and reliable national estimates. Twenty-six detailed tables of statistical material are provided. (Author/AM)

ED 117 285

UD 015 705

**Consent Decree in Aspira et al., Plaintiffs vs Board of Education of the City of New York, et al., Defendants.**

New York City Board of Education, Brooklyn, N.Y.

Pub Date 30 Aug 74

Note—32p.; Parts of this document may not be clearly legible due to the print quality of the original document

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—\*Bilingual Education, Bilingual Students, \*Court Litigation, Culturally Disadvantaged, Educationally Disadvantaged, \*Educational Needs, Educational Policy, English (Second Language), Equal Education, Minority Group Children, Non English Speaking, Social Discrimination, Social Integration, Socially Disadvantaged, \*Spanish Speaking, Tenl

Identifiers—\*Aspira v Board of Education, New York (Manhattan)

This document contains a press release and consent decree dealing with establishing city wide basic elements in the education of children whose functional language is Spanish. The major elements of this agreement extend on a city-wide level the best practices that are currently being attempted and implemented for target children in the New York City schools. Certain provisions of the agreement specify the class of children entitled to the full program: that is, those whose language deficiency prevents them from participating in the learning process and who can more effectively participate in Spanish. An improved method of identifying and classifying children who are Spanish speaking or Spanish surnamed is also being developed. The elements of the program that are to be provided in full by September 1975 are: (a) intensive instruction in English; (b) instruction in subject areas in Spanish; and, (c) the reinforcement of the pupils' use of Spanish and reading comprehension in Spanish where a need is indicated. Additionally, and not at the expense of these three elements, these students are to spend maximum time with other children as to avoid isolation and segregation from their peers. The basic program will be operable in a number of schools which will set up pilot programs by February, 1975. (Author/AM)

ED 117 286

UD 015 706

**A Bibliography of Asian and Asian American Books for Elementary School Youngsters.**

Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date Jan 75

Note—58p.

EDRS Price MF-\$0.76 HC-\$3.32 Plus Postage

Descriptors—\*Annotated Bibliographies, \*Asian Americans, Audiovisual Aids, Chinese Americans, Cultural Background, \*Cultural Context, Cultural Factors, Educational Resources, \*Elementary Education, Ethnic Groups, Fiction, Folk Culture, Japanese Americans, Junior High Schools, Minority Groups, Resource Materials

This annotated bibliography, initiated and produced solely by Asian Americans, contains books on both the Asian American experience and on the ethnic and cultural setting of the old country. Ratings with the following criteria are assigned to each book: (1) sensitivity in dealing with differences; (2) accuracy of fact or situation; (3) readability of the book; and, (4) interest level and attractiveness of the book. The rating schedule consists of poor - given to books with little ethnic sensitivity and/or low interest to the reader; average - books which neither detract nor improve the reader's perspective of Asian Americans; and excellent - highly recommended reading material which can help bring about understanding of the Asian experience. Recommended grade levels are based on interest rather than reading levels. Six major topics include fiction: folk and fairy tales; resource books such as history, song, game, and culture; books/media/curriculum supplement outlets; audiovisual; and publishers of books offered in the bibliography. The bibliography is limited to elementary and junior high level resources. It is said to alleviate the problem related to the lack and shortage of appropriate Asian American curricular materials. (Author/AM)

ED 117 287

UD 015 711

White, Judith C. Franklin, Harry I.

**Freshman Seminar at Malcolm-King: Harlem College Extension: A Tool for Providing Academic and Emotional Support.**

Malcolm-King: Harlem Coll. Extension, New York, N.Y.

Pub Date Nov 74

Note—26p.

EDRS Price MF-\$0.76 HC-\$1.95 Plus Postage

Descriptors—Academic Ability, College Curriculum, \*College Freshmen, College Students, \*Core Courses, Course Descriptions, Course Objectives, Course Organization, Curriculum Development, \*Disadvantaged Youth, Educational Innovation, \*Educational Needs, Emotional Development, Higher Education, Negro Youth, Puerto Ricans, Research Skills, Research Tools, Student Evaluation, \*Student Seminars

Identifiers—Harlem College Extension, \*New York (Harlem)

This article documents the conception and development of a tool for providing academic and counseling support to meet the needs of minority adult students in an urban community college environment. Specifically, the tool is a course having as its base the proper assessment of student needs and the revision of the syllabus to fit those needs. Aspects of course development, the objectives and methodology of the seminar aspect of the course, and the objectives and methodology of the study skills aspect of the course are addressed. They study skills aspect of the course is evaluated at the end of the term, with the seminar aspect being evaluated as early as the second session. The end of term evaluation is somewhat more formalized, with students responding in writing to a questionnaire. The significant aspect of this tool is considered to be that it was developed at the request of and with the critical evaluation of the student body. After two years, the course's effectiveness is said to be reflected in the positive feedback from students and faculty. The course has now become a part of the core of required courses for all freshmen. (Author/AM)

ED 117 288

UD 015 712

Brooks, Barbara J., Ed.

**Civil Rights Directory 1975. Clearinghouse Publication No. 15. (Revised).**

Commission on Civil Rights, Washington, D.C.

Pub Date Jan 75

Note—250p.

EDRS Price MF-\$0.76 HC-\$12.05 Plus Postage

Descriptors—Administrative Agencies, City Government, \*Civil Rights, \*Directories, \*Federal Government, Feminism, Government Role, Information Dissemination, \*Local Government, Private Agencies, Public Officials, Social Agencies, State Agencies, \*State Government, Voluntary Agencies

This "Civil Rights Directory" is distributed as a service of the U.S. Commission on Civil Rights under its Clearinghouse functions. The information was supplied by the agencies and organizations listed. Section 1 is a listing of key Federal officials responsible for monitoring, administering



ing, coordinating, and enforcing various aspects of equal opportunity laws and policies. Officials are listed under the following major areas: Title VI (Civil Rights Act of 1964), Federal Employment (Title VII of the Civil Rights Act of 1964 and Executive Order 11478), Contract Compliance (Executive Order 11246, amended by Executive Order 11375), Equal Opportunity in Employment (Title VII, Civil Rights Act of 1964, as amended by Equal Employment Opportunity Act of 1972), Direct Federal Assistance, Equal Opportunity in Housing (Executive Order 11063), and, Revenue Sharing. Section 2 lists "National Private Civil Rights Organizations". Other sections list "Research Organizations with Civil Rights Information", "National Organizations with Civil Rights Programs", "National Women's Organizations". Section 6 lists "State Commissions on the Status of Women", "Local Commissions on the Status of Women", "State Agencies with Civil Rights Responsibilities", "Official Agencies with Civil Rights Responsibilities for Puerto Rico and the Virgin Islands" and "Local Agencies with Civil Rights Responsibilities". (Author/JM)

**ED 117 289** **UD 015 717**  
 "What Students Perceive". A Report of the U.S. Commission on Civil Rights. Clearinghouse Publication No. 24.

Commission on Civil Rights, Washington, D.C.  
 Pub Date 70  
 Note—136p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.75, paper)

**EDRS Price MF-\$0.76 HC-\$6.97 Plus Postage**  
 Descriptors—Curriculum Development, \*Field Interviews, \*High School Students, Metropolitan Areas, National Surveys, \*Racial Attitudes, Racial Differences, \*Role Perception, \*School Attitudes, Social Differences, \*Student Attitudes, Student Problems, Student School Relationship

Extensive interviews of students were conducted by Commission staff from mid-1968 through early 1969 with the purpose of examining the attitudes and perceptions of students concerning the education they were receiving. Among the issues addressed by the students were the following: how the schools can respond constructively to the needs and aspirations of today's youth in these turbulent times; how students can participate constructively in the decisions that affect their education; what innovations in educational technique or curriculum are necessary to

improve the quality of education; what must be done to meet the educational needs of minority group children; and, what steps must schools take to promote successful adjustment to desegregation by students and teachers alike. In all, 277 students from 17 cities and towns were interviewed at length. Efforts were made in each of the communities to interview substantial numbers of both minority and majority group students. Most of the student interviewed were high school juniors and seniors. In most cases, the race of the student interviewer were matched. Questioning was directed toward bringing out the student's views on specific topics. These topics appear as chapter headings in the report: Education Overview; Administration; Teachers; Curriculum; and Perception of Others. (Author/JM)

**ED 117 290** **UD 015 718**  
 A Selected Annotated Bibliography of Material Relating to Racism, Blacks, Chicanos, Native Americans and Multi-Ethnicity. Vol. 4.

Michigan Education Association, East Lansing.  
 Div. of Minority Affairs.  
 Pub Date 75

Note—87p.; For volumes 1, 2 and 3, see ED 069 445 and UD 015 623 and UD 015 624 respectively

Available from—Division of Minority Affairs, Michigan Education Association, P.O. Box 673, East Lansing, Michigan 48823 (Price not quoted)

**EDRS Price MF-\$0.76 HC-\$4.43 Plus Postage**

Descriptors—American History, American Indian Culture, \*American Indians, \*Annotated Bibliographies, Curriculum Development, Elementary Education, Films, Instructional Materials, \*Latin American Culture, \*Negro Culture, Negro History, Phonograph Records, \*Racism, Secondary Education, United States History  
 Identifiers—Third World

Volume Four of this selected annotated bibliography is composed of the most recently discovered materials, pertaining to blacks, Latinos, Native Americans, multi-ethnicity and racism. Like the three previous annotated bibliographies, it is considered to reflect only that material which is held to be most representative and most relevant in terms of the involvement and contributions that Third World people have made in the development of the United States and the climate of the times during which such

involvement and contributions occurred. The contents of the bibliography are organized into nine sections, focusing respectively on the following topics: racism materials, black printed material; black audio-visual materials; Latino printed material, Latino periodicals, Latino films, native American printed material, native American films, and native American records. Information provided on each item covered in the first eight sections includes where to obtain the item, the suggested usage of the item, and a brief description of the item. The last section lists three films which issue catalogues of native American music: Everest Records, Indian Records, and Canyon Records. (Author/JM)

**ED 117 291** **UD 015 720**  
 Clagett, Eleanor  
 Twenty Years After Brown: Equal Opportunity in Housing.

Commission on Civil Rights, Washington, D.C.  
 Pub Date Dec 75

Note—203p.; Fourth report in a series: For the second report in the series, see ED 102 285

**EDRS Price MF-\$0.76 HC-\$10.78 Plus Postage**  
 Descriptors—\*Civil Rights, Federal Court Litigation, Federal Government, \*Government Role, \*Housing Discrimination, Housing Industry, Housing Needs, Housing Opportunities, Housing Patterns, Migrant Housing, \*Minority Groups, Public Housing, Racial Discrimination, \*Sex Discrimination, State Government

On the twentieth anniversary of "Brown v. Board of Education" the U.S. Commission on Civil Rights undertook to commemorate the Supreme Court's decision with an examination of civil rights progress between 1954 and 1974. The Commission is publishing a series of concise reports summarizing the status of civil rights in education, employment, public accommodations and housing. The first report in the series provided a brief historical background; the second covered equality of educational opportunity, and the third dealt with equality of economic opportunity. This fourth report looks at national housing policies and the extent to which they have been effective in providing equality of opportunity in housing for all America's citizens. It is stated that, at this juncture in our Nation's history, the Commission finds that the forces promoting discrimination in housing hold powerful, if less than universal, sway. These forces will be curbed only by new dedication of national resources and fair housing enforcement efforts to the creation of many more rental and home ownership opportunities for minorities and women of all incomes, in good housing located in a full variety of viable urban neighborhoods, and in rural areas and on native American reservations as well. (Author/JM)

ED 117 292-118 719

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Volume 11 Number 6 June 1976

# Resources in Education

ED 117 292-118 719

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## Introduction

**Resources in Education** is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

# **DOCUMENT SECTION**

## SAMPLE ENTRY

**ERIC Accession Number**—identification number sequentially assigned to documents as they are processed.

**Author(s).** **ED 654 321** **56** **CE 123 456**

**Title.** *Smith, John D. Johnson, Jane*  
**Central Univ., Chicago, Ill.**

**Organization where document originated.** **Spons. Agency—National Inst. of Education (DHEW), Washington, D. C.**

**Date published.** **Report No—CU-2081-S**  
**Pub Date May 73**

**Contract or Grant Number**—only NIE or USOE contracts or grants are recorded.

**Alternate source for obtaining documents.** **Contract—NIE-C-73-0001**

**EDRS Price**—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS", other sources are cited above.

**Legislative Authority Code** for identifying the legislation which supported the research activity (when applicable).\*

**Clearinghouse accession number.**

**Sponsoring Agency**—agency responsible for initiating, funding, and managing the research project.

**Report Number**—assigned by originator.

**Descriptive Note** (pagination first).

**Descriptors**—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

**Identifiers**—additional identifying terms not found in the **Thesaurus of ERIC Descriptors**.

**Informative Abstract.**

**Abstractor's initials.**

**Available from—Campus Bookstore, 123 College Ave., Chicago, Ill. 60690 (\$3.25)**

**EDRS PRICE MF-\$0.75 HC-\$6.60 plus postage**

**Descriptors—\*Career Opportunities, Career Planning, Careers, \*Demand Occupations, \*Employment Opportunities, Females, Labor Force, Labor Market, \*Manpower Needs, Occupational Aspiration, Occupational Guidance, Occupations, Vocational Counseling, \*Working Women**

**Identifiers—Consortium of States, \*National Occupational Competency Testing Institute, Illinois**

Women's opportunities for employment will be directly related to their level of skill and experience but also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1970 and 1980, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craftsmen and foremen (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance which are available to them. (SB)

\*The key to these codes is as follows:

Code	Description	Code	Description
08	Adult and Vocational Education, Public Law 88-210	52	Library Research and Development, Public Law 89-320, Title II, Part B
16	Captioned Films for the Deaf, Public Law 85-905	56	New Educational Media, Public Law 85-864, Title VII, Part A
24	Cooperative Research, Public Law 89-10, Title IV	64	New Education Media, Public Law 85-864, Title VII, Part B
32	Disadvantaged Students Program, Public Law 89-10, Title I	72	Research in Foreign Countries, Public Law 83-480
40	Handicapped Children and Youth, Public Law 88-164	80	State Educational Agencies Experimental Activities, Public Law 89-10, Title V, Section 505
48	Language Development, Public Law 85-864, Title VI	88	Supplementary Centers and Services, Public Law 88-10, Title III
		95	Other Office of Education Programs

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

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CE—Career Education .....	5–50	PS—Early Childhood Education .....	133–143
CG—Counseling and Personnel Services .....	50–57	RC—Rural Education and Small Schools .....	143–156
CS—Reading and Communication Skills .....	57–76	SE—Science, Mathematics, and Environmental Education .....	156–169
EA—Educational Management .....	76–86	SO—Social Studies/Social Science Education .....	169–178
EC—Handicapped and Gifted Children .....	86–95	SP—Teacher Education .....	178–185
FL—Languages and Linguistics .....	96–104	TM—Tests, Measurement, and Evaluation .....	185–196
HE—Higher Education .....	104–112	UD—Urban Education .....	196–207
IR—Information Resources .....	112–125		
JC—Junior Colleges .....	125–133		

## CE

ED 117 292 88 CE 004 402

**Career Development Resources: A Bibliography of Audio-Visual and Printed Materials K-12.**

Minnesota State Dept. of Education, St. Paul. Pupil Personnel Services Section.

Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C.

Pub Date 75

Note—139p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—\*Annotated Bibliographies, \*Audiovisual Aids, Career Awareness, \*Career Education, Elementary Education, \*Indexes (Locators), Instructional Materials, Junior High Schools, Kindergarten, Post Secondary Education, \*Resource Guides, Secondary Education, Vocational Development

The annotated bibliography identifies, organizes, and describes audiovisual and printed career development resource materials for grades K-12. The guide is arranged alphabetically by abbreviations for manufacturers. For each manufacturer listed the following information is given: (1) an abbreviation for the manufacturer, (2) reference number for index purposes, (3) catalog number, (4) distributor, (5) title of the resource material, (6) cost, (7) copyright or production date, (8) description of the media, (9) description of the resource material, and (10) grade level. Cross reference indexes are included for manufacturers' abbreviations, titles, type of media, and grade level. The abbreviations index is an alphabetical listing of manufacturers according to abbreviations used in this bibliography. The title index is an alphabetical listing of the titles, followed by the manufacturers' abbreviations. The media index can be used to locate materials according to type of media (books, booklets, workbooks, papers, audiovisual aids, guidance materials, kits, games, spirit masters, and subscriptions). The grade level index can be used to locate materials according to a particular grade level (primary, intermediate, junior high, senior high, college, and adult). For each of these sections there is a listing of resource materials alphabetically arranged according to manufacturers' abbreviation and including reference number and title. (Author/BP)

ED 117 293 95 CE 004 405

**Career Education Program: FY 1974: Final Evaluation Report: Volume 1.**

Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C. Career Education Program.

Pub Date 30 Sep 74

Note—143p.; For other reports, see CE 004 356 and CE 004 406-407

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—\*Annual Reports, \*Career Education, Career Exploration, Cooperative Programs, Educational Assessment, Educational Programs, Evaluation Criteria, Formative Evaluation, Program Content, \*Program Evaluation, School Industry Relationship, \*Secondary Education, Secondary School Students, Student Characteristics, Summative Evaluation, Tables (Data), Testing, Tests, \*Work Experience Programs

Identifiers—EBCE, \*Experience Based Career Education, Pennsylvania (Philadelphia)

The final evaluation report provides an assessment and discussion of the FY 1974 activities of the Research for Better Schools' Career Education Program, one of four employer-based career education programs currently funded by the National Institute for Education. The introduction (section 1) provides an overview of the evaluation activities and the conduct of the project. Student population (section 2) describes the experimental and comparison groups utilized in the project. Formative evaluation (section 3) describes the program elements and how they functioned during FY 1974. Summative evaluation (section 4) focuses on the testing of hypotheses posed for the project. Summary and recommendations (section 5) contains an overview of the major findings and the implications and recommendations of these findings for further program development and expansion. It was concluded that students, parents, employers, and public school representatives reacted positively to the program, both personally and as an educational contribution. (Author)

ED 117 294 95 CE 004 406

**Career Education Program: FY 1974: Final Evaluation Report: Volume 2. Appendix.**

Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C. Career Education Program.

Pub Date 30 Sep 74

Note—144p.; For other reports, see CE 004 356 and CE 004 405-407

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Attitude Tests, \*Career Education, Educational Research, \*Evaluation Methods, Measurement Instruments, Measurement

Techniques, \*Program Evaluation, \*Questionnaires, Student Characteristics, Student Opinion, Surveys, Tables (Data), Testing, \*Work Experience Programs

Identifiers—EBCE, \*Experience Based Career Education, Pennsylvania (Philadelphia)

The appendixes to the final evaluation report of Research for Better Schools' employer-based career education program contain: a listing of FY 1974 evaluation reports, an explanation of evaluation instruments and test procedures, the evaluation instruments (student demographic data questionnaire, student opinion survey, parent opinion survey, experience resource site demographic data questionnaire, cluster test of knowledge, assessment of student attitudes scale, career exploration student questionnaire, and employer questionnaire), and the procedural audit report. (JR)

ED 117 295 95 CE 004 407

**Summative Evaluation Report 3: Interim Evaluation Report.**

Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C. Career Education Program.

Pub Date 15 Mar 74

Note—161p.; For other reports, see CE 004 356 and CE 004 405-406

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—\*Career Education, Career Exploration, Cooperative Programs, Educational Assessment, Educational Programs, Evaluation Criteria, \*Evaluation Methods, Formative Evaluation, Program Content, \*Program Evaluation, School Industry Relationship, Secondary Education, Secondary School Students, Student Characteristics, Summative Evaluation, Test Results, Tests, \*Work Experience Programs

Identifiers—EBCE, \*Experience Based Career Education, Pennsylvania (Philadelphia)

The report provides an interim assessment and discussion of the activities of the Research for Better Schools' Employer-Based Career Education Program during FY 1974. The introduction (section 1) outlines the report's format and summarizes the evaluation staff's activities. The summative evaluation overview (section 2) and the formative evaluation overview (section 3) present the rationale for both types of evaluation and generally describe the processes used for each. Section 4 and 5, on student populations and instruments and procedures, describe the students in the activities of the career education program, the groups of students used for comparisons, and



the tests and means of administration used to make the comparison between the groups. Section 6 deals with pretest results for which the analysis is completed. Section 7 deals specifically with the common instruments being cooperatively developed by the four employer-based career education programs and the National Institute of Education. Section 8 presents summative evaluation results which deal with testing hypotheses relating to the career education program in general. Section 9 presents formative evaluation results which are specific to the Research for Better Schools' implementation of a career education program. Section 10 summarizes the report and makes recommendations. (Author)

**ED 117 296** 95 CE 004 408  
**Experienced-Based Career Education; Interim Evaluation Report, FY 1974.**

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Career Education Program.

Pub Date 15 Mar 74

Contract—NIE-C-74-0009

Note—256p.; For related documents, see CE 004 409-411

**EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage**

**Descriptors**—Career Education, Demonstration Programs, Educational Programs, Formative Evaluation, Pilot Projects, \*Program Attitudes, Program Descriptions, Program Development, \*Program Evaluation, Questionnaires, Recruitment, Secondary Education, Secondary School Students, Selection, Student Characteristics, Tables (Data), Testing, Tests, \*Work Experience Programs

**Identifiers**—California (Oakland), EBCE, \*Experience Based Career Education, Far West School

The interim report for FY 1974 is the first program evaluation, conducted midway through the first year of operation, of the secondary level Experience-Based Career Education Program at Far West School (FWS). A brief introduction surveys the FWS program and discusses the organization of the report. Section 2, descriptions of data collection instruments and procedures, discusses instrument development and administration and data processing. Section 3, student recruitment and selection, summarizes and analyzes past recruitment policies and discusses recruitment plans. Section 4, student samples, discusses the composition of the FWS student group and the comparison and control groups and their respective demographic characteristics and standardized test results. Section 5, mid-year data, analyzes the results of the student opinion questionnaire, the parent opinion questionnaire, the resource opinion questionnaire, the student attitude scale, and interviews. Section 6, program development data, discusses instrumentation, student learning programs, resource development and use, student diagnosis, and student orientation. Section 7, student use and staff perception of the program discusses the differential use of resources and the staff program questionnaire. Section 8 summarizes the report's major findings, generally concluding that the program was positively received by students and parents. Survey instruments and results are appended. (JR)

**ED 117 297** 95 CE 004 409  
**Employer-Based Career Education; Evaluation Report, FY 1973.**

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Career Education Program.

Pub Date 28 Sep 73

Contract—NIE-C-74-0009

Note—148p.; For related documents, see CE 004 408-411

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage**

**Descriptors**—Academic Achievement, \*Career Education, Community Resources, Demonstration Programs, Educational Programs, Educational Resources, Individualized Programs, Pilot Projects, \*Program Administration, Program Budgeting, \*Program Evaluation, \*Program Planning, School Community Relationship, Secondary Education, Student Records, \*Work Experience Programs

**Identifiers**—California (Oakland), EBCE, \*Experience Based Career Education, Far West School

The report for FY 1973 describes the planning and implementation of the secondary level Employer Based Career Education Program at Far West School (FWS). The report's introduction briefly describes the program's nature and objectives. Section 2, student recruitment and enrollment, describes the student population and the recruitment and selection procedures. Section 3, learning resources, discusses the procedures for recruiting, analyzing, and developing community resources, resource persons, and large employer organizations. Section 4, student program planning and monitoring, discusses the procedures developed for planning, implementing, and monitoring individual student programs. Section 5, learning outcomes, describes student progress as assessed through interviews, questionnaires, rating scales, standardized tests and inventories, and student records. Section 6, project management, discusses the project's decision-making process, external liaison, financial planning, and cost control. Section 7, summary and conclusions, outlines recommendations for FY 1974 based on the FY 1973 evaluation findings. Eight appendixes include excerpts from the 1972 Operational Plan, a sample resource person guide, and various forms and instruments used in evaluating the students and the program. (Author/JR)

**ED 117 298** 95 CE 004 410  
*Spotts, Robert And Others*

**Experience-Based Career Education; Final Evaluation Report, FY 1974. Volume 1.**

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Career Education Program.

Pub Date 74

Contract—NIE-C-74-0009

Note—221p.; For related documents, see CE 004 408-411

**EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage**

**Descriptors**—Academic Achievement, \*Career Education, Demography, Demonstration Programs, Educational Programs, Pilot Projects, Program Attitudes, \*Program Evaluation, Recruitment, Secondary Education, Selection, Student Characteristics, Student Opinion, \*Summative Evaluation, Tables (Data), Testing, \*Work Experience Programs

**Identifiers**—California (Oakland), EBCE, \*Experience Based Career Education, Far West School

The final evaluation report summarizes the FY 1974 operation of the Experience-Based Career Education Program at Far West School (FWS). The report's introduction provides a brief overview of the secondary level program and the evaluation design. Chapter 2 focuses on the procedures for the recruitment and selection of program students, discusses comparison and control student groups, and compares the demographic characteristics of these groups. Chapter 3 deals with program outcome data, discussing students, parents, and resource perceptions, attitudes and opinions about FWS and assessing student achievements. Chapter 4, outcome backup research, considers anthropological observations, an analysis of program components, test-taking attitudes, and staff-program issues. Chapter 5, model development and implementation, examines the formative evaluation of student-related procedures, and the assessment of the FWS instructional system. Chapter 6 provides a summary and conclusions, presenting generally favorable student and parent reactions to the program, and reporting success in achieving most FWS program goals in self-development, career development, and basic skill and interpersonal skill development. The program was also viewed as successful in keeping students in school and achieving community support. (JR)

**ED 117 299** 95 CE 004 411  
**Experience-Based Career Education; Final Evaluation Report, FY 1974. Volume 2 (Appendix).**

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Career Education Program.

Pub Date 74

Contract—NIE-C-74-0009

Note—193p.; For related documents, see CE 004 408-410

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage**

**Descriptors**—Annual Reports, \*Attitude Tests, \*Career Education, Cost Effectiveness, Data Analysis, Data Collection, Program Attitudes, \*Program Evaluation, \*Questionnaires, Secondary Education, Student Attitudes, Student Characteristics, Tests, \*Work Experience Programs

**Identifiers**—California (Oakland), EBCE, \*Experience Based Career Education, Far West School

The appendixes to the final evaluation report for FY 1974 of the Experience-Based Career Education Program at Far West School (FWS) contain the following: an audit of the final evaluation report for FY 1974, a cost-comparison study of Experience-Based Career Education replication, information about data collection, and associated survey instruments. Survey instruments and collected data relate to: attitudes toward learning, attitudes toward tests, job-related attitudes, job-related terms, parent interview, parent questionnaire, resource person telephone interviews, resource questionnaire, student background summary, student change scale, student interview, student plans and perceptions summary, student questionnaire, student evaluation of school procedures entitled "The Way It Is/The Way It Ought To Be," and published tests. A Stanford University student report entitled "Anthropological Perspectives of FWS and Students" concludes the document. (JR)

**ED 117 300** 95 CE 004 412  
*Herron, Marshall And Others*

**Employer-Based Career Education; FY 73 Evaluation Report.**

Community Experiences for Career Education, Inc., Tigard, Oreg.; Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Career Education Program.

Pub Date Sep 73

Contract—NIE-C-74-0010

Note—115p.

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage**

**Descriptors**—Activity Learning, \*Career Education, Employer Attitudes, \*Evaluation Criteria, Participant Satisfaction, Program Attitudes, Program Effectiveness, \*Program Evaluation, School Industry Relationship, Secondary Education, Work Attitudes, Work Experience, \*Work Experience Programs

**Identifiers**—EBCE, \*Experience Based Career Education, Oregon (Tigard)

The Employer-Based Career Education Program in Tigard, Oregon was designed to have students participate in a variety of individualized learning activities. Most of the 29 students completed eight employer site explorations, spent 108 days in learning experiences on three employer sites, completed seven projects and five single objectives, were tutored in two skills, and participated in many hours of independent study, seminars, counseling, and enrichment activities. In tests of student growth, the students remained about the same in basic skills and self-concepts, but reached competence level in a number of survival skills, and improved their writing skills. Seniors reached a high level of career maturity. As judged by employers, students improved in their work performance, adherence to work schedules, acceptance of responsibility, interest in and enthusiasm for work, judgment, ability to work with others, and ability to learn through work experience. All those involved were enthusiastic about the program. The evaluation lists the project's goals and an evaluation of the progress made toward each goal. Evaluation questions and statistical data are presented and discussed. The presentation of program results include data on: employer learning sites; student learning experiences; student growth; employer, parent, and student appraisal; and outside evaluation. (Author/PR)

**ED 117 301** 95 CE 004 447  
**Final Evaluation Report of the NWREL Experience-Based Career Education Program.**

Community Experiences for Career Education, Inc., Tigard, Oreg.; Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Career Education Program.

Pub Date Sep 74

Contract—NIE-C-74-0010

Note—231p.

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Activity Learning, \*Career Education, Case Studies, Employer Attitudes, Evaluation Methods, Individualized Programs, Opinions, Participant Satisfaction, \*Program Attitudes, \*Program Evaluation, \*Questionnaires, Secondary Education, Work Experience, \*Work Experience Programs  
**Identifiers**—EBCE, \*Experience Based Career Education, Oregon (Tigard)

The experience-based career education program was intended to have students participate in a variety of individualized activities designed to provide meaningful learning experiences in basic skills, life skills, and career development. Approximately 50 high school juniors and seniors participated in the project on a full-day basis, dividing their time equally between a learning center and various employer and community sites. Students showed a statistically significant gain in reading, mathematics, and study skills, but no significant gain in language mechanics. Against a psychosocial maturity scale, students showed a positive gain in the areas of self-reliance, work, communication, and trust. The test for measuring career maturity was found to be faulty. The report is an extensive summative evaluation of student achievements in terms of the project's goals, and a formative evaluation of the program based on a survey of participating instructional staff, students, parents, and employers. Half of the report is devoted to appendixes which discuss the evaluation instruments, and reproduce relevant correspondence, forms, questionnaires, statistical tabulations, and two student case studies. (PR)

**ED 117 302** CE 004 521  
*Mortier, Thomas E., Comp.*

**An Annotated Bibliography of Career Discovery and Career Development Articles for the High School: 1971-1973.**

Washington State Board for Vocational Education, Olympia.

Pub Date 73

Note—71p.; Not available in hard copy due to poor reproducibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Annotated Bibliographies, \*Career Awareness, \*Career Education, Career Planning, Curriculum Guides, Disadvantaged Groups, Educational Programs, Educational Research, Females, Minority Groups, Occupational Guidance, Program Descriptions, \*Secondary Education, \*Vocational Development

The annotated bibliography consists of 138 career discovery and development publications (26 books, 31 journals, and 81 unpublished materials) under the headings of: general information and background; philosophy, rationale, and professional development; curriculum; career guidance; minorities, women, and the disadvantaged; programs, projects, and models of career development; and research and evaluation. The usual bibliographic data is included together with annotations 50-100 words in length. Each item is rated: with three stars for top articles, two stars for good articles, or one star for average articles. (BP)

**ED 117 303** CE 004 550

**Collective Bargaining for Public Management (State and Local): Instructors Manual.**

Civil Service Commission, Washington, D.C. Labor Relations Training Center.

Pub Date 75

Note—212p.; For the Case Materials and the Reference Materials, see CE 006 012-013

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 006-000-00844-5, \$8.75 per 3-part set—sold in sets only)

**EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage**

**Descriptors**—City Officials, \*Collective Bargaining, County Officials, \*Course Content, Curriculum Guides, \*Industrial Relations, Labor Unions, \*Management Education, Public Officials, Simulation, State Officials, \*Teaching Guides, Unit Plan

The instructor's manual for a four to five day course designed to assist public sector managers in attaining a stable and productive labor relations environment is intended for use with two other books, the Reference Materials and the Case Materials. The course, created principally for use in a formal classroom setting, can be

adapted to suit the needs of the participants. The subject matter is structured in seven units, basically keyed to the stages of the collective bargaining process. The unit topics are: collective bargaining process overview; why and how workers join unions; petition, election, and recognition stages; the negotiations process; negotiations (a simulation); contract administration; and an in-basket exercise (used as a tool for summarizing the entire course). Suggested total teaching time, teaching methods, and training aids are specified for each unit. The units are presented in a two-column format. One column provides instructor guidance such as notes, references, objectives, and further suggestions for techniques and teaching aids. A 33-item list of selected sources for instructors concludes the manual. (Author/MS)

**ED 117 304** 95 CE 004 585

**Research and Development Project in Career Education, (Farmington, Maine), Final Report.**

School Administrative District 9, Farmington, Maine.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—U261040L

Pub Date 30 Jun 74

Grant—OEG-0-73-2969

Note—231p.

**EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage**

**Descriptors**—Career Awareness, \*Career Education, \*Educational Programs, Educational Resources, Elementary Secondary Education, Graphs, Learning Activities, Occupational Clusters, \*Program Content, \*Program Descriptions, Program Evaluation, Self Evaluation

The report describes a career education project for grades K-12, developed for a rural school district in Maine, consisting of six elements: all subject matter tie-in, hands on experiences, resource persons, field trips, role playing, and career awareness. The chapter summarizing the project's results graphically demonstrates the various relationships between the career clusters and the numbers of field trips, resource persons, and students. The summary of the elementary school component of the project presents the result of a student evaluation, discusses the various aspects of the project at the elementary level, and lists career education projects completed at the elementary level. The summary of the junior high school component discusses objectives, procedures, and activities, and graphically presents the results of a student evaluation of the Inside/Out Programs, and of the eighth graders' responses to the Self-Image Inventory. The summary of the senior high school component discusses goals of the project at the senior high school level. The report's observations and recommendations cover such things as: the overall project, administrators, teachers, workshops, the project director, the advisory committee, school-industry relationship, guidance, finances, and public relations. A 10-page third party evaluation is also included. (JR)

**ED 117 305** CE 004 658

**Concord (New Hampshire) Career Education Project: Final Evaluation Report.**

Unco, Inc., Rye, N.H.

Spons Agency—New Hampshire Supervisory Union 8, Concord.

Pub Date Jun 74

Note—59p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

**Descriptors**—\*Career Education, \*Educational Objectives, Elementary Secondary Education, Program Attitudes, \*Program Evaluation, Questionnaires, School Districts, \*Summative Evaluation

**Identifiers**—New Hampshire (Concord)

A summative evaluation of the first year of the Concord career education project is presented in the report. Major first-year goals of the project were the introduction of career education concepts and activities in the classroom, development of career education curriculum programs, and development of student testing and a process for exploration of and preparation for the world of work. A career education evaluation questionnaire distributed to approximately 400 staff members of the Concord school district had a 20% return. The questionnaire results are presented in full and indicate community approval of the program. Comments and recommendations on each

of eight specific program goals and objectives are detailed in the report. Recommended priorities for fiscal year 1974-75 include critical review of the objectives to make maximum use of existing staff and resources, what resources should be available, and development of a testing center and a curriculum guide. (MF)

**ED 117 306** CE 004 706

*Ryan, Charles W.*

**Career Guidance: Status and Promise.**

Maine Univ., Orono. Coll. of Education.

Pub Date Jan 75

Note—77p.; Report of Career Guidance Conference (Orono, Maine, May 1974)

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**

**Descriptors**—\*Career Education, Career Exploration, Conference Reports, \*Counselor Role, \*Guidance Counseling, Guidance Objectives, \*Guidance Programs, Integrated Curriculum, Occupational Guidance, Self Actualization, Student Needs, Testing, \*Vocational Counseling, Vocational Development, Womens Education

**Identifiers**—\*Career Guidance

The conference papers focus on an effort to identify strategies for improving the professional delivery of guidance and counseling services to students. The first paper, Career Education: A Broadening Educational Perspective, presents a definition of career as a purposeful life pattern of work-related activities and assorted life styles. Career education should therefore be involved with a broadened educational perspective which includes student development and the community. The second paper, Career Development as Self-Development: Beyond Career Education, discusses the guidance approach to career education which would unify academic, vocational, and guidance efforts around individuals and their needs. Several characteristics of the self-development approach to career education and a conceptual career development curriculum model are presented and related to a discussion on how they relate to the self-development needs of women. The third paper, The Role of Assessment in Career Guidance: A Reappraisal, discusses common misconceptions about the use of tests in counseling and the importance of test information in career guidance and career exploration. The vital need for counselors to acquire skills for a comprehensive career guidance program for all educational levels is emphasized in the fourth paper, A Summary—Future Directions. (Author/EC)

**ED 117 307** CE 005 041

*Drummond, Robert J. Vitro, Frank T.*

**The Effects of Selected Instructional Strategies on Learning Efficiency in Vocational Technical Education Programs: Final Report: Phase 2.**

Maine Univ., Orono. Coll. of Education.

Spons Agency—Maine State Dept. of Educational and Cultural Services, Augusta. Bureau of Vocational Education.

Pub Date 30 Jun 75

Note—65p.; For related documents, see ED 114 454 and CE 005 042

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

**Descriptors**—\*Comparative Analysis, Educational Research, \*Educational Strategies, Elementary Education, \*Industrial Arts, Learning Experience, Performance Factors, \*Psychomotor Skills, \*Task Performance, Vocational Education

The study investigated the effects of practice on the mastery of two industrial arts skills (hammering and sawing). The major question asked was whether a film followed by practice leads to better mastery than a film presented without practice. The relationships among cognitive, affective, and psychomotor aspects of the task were explored. The subjects were 148 fourth to eighth grade boys and girls with no previous industrial arts experience. Students were randomly assigned to experimental and control groups and provided different types of instructional treatment. The students were given attitude and knowledge tests on the films they were shown and rated by experts on their skill performance; they were administered a battery of achievement, intelligence, and attitude tests as well as the Rod-and-Frame test, to identify their cognitive styles. Results are described by instructional treatment, by sex, and by level of intelligence. Correlations among knowledge, attitude, and skill performance are presented, as well as the factor analysis of the

major variables in the study, and regression analysis. A summary of the results and their instructional applications are presented, with implications and recommendations. The groups that had practice had higher mean scores than the groups that just saw the film. (Author/AJ)

**ED 117 308** CE 005 042  
Vitro, Frank T. Drummond, Robert J.  
**Principles of Learning and Instruction: Classroom Application for Teachers.**

Maine Univ., Orono. Coll. of Education.  
Spons Agency—Maine State Dept. of Educational and Cultural Services, Augusta. Vocational Education Research Coordinating Unit.

Report No.—R&D-C-75-1

Pub Date [75]

Note—116p.; For related documents, see ED 114 454 and CE 005 041

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage**

Descriptors—Class Activities, Educational Methods, \*Educational Principles, Educational Strategies, \*Effective Teaching, Learning Activities, \*Learning Theories, \*Teacher Education, Teaching Methods, \*Teaching Techniques  
The manual is intended for use as a practical guide to selecting teaching strategies. Based on compiled research findings, published methodological suggestions, and ideas related to the teaching-learning process, the manual consolidates a review of the results of major research into simplified principles and instructional strategies to be utilized in various educational settings. Where appropriate, specific illustrations are offered as practical examples of how these principles can be applied in classroom situations. The book is organized by types of learning, conditions which affect learning, and teaching functions and instructional strategies. Each of the book's five units opens with a statement of objectives, followed by several learning activities or exercises, apparently intended for teacher educators to employ with classes of education students. These suggested learning activities are followed by information presented in outline form and divided into chapters. (Author/AJ)

**ED 117 309** 95 CE 005 087  
Korotkin, Arthur L.

**Career Initiation in Association with Alienation from Secondary Schools. B. Measures for the Evaluation of a Model.**

American Institutes for Research in the Behavioral Sciences, Washington, D.C.; Northern Illinois Univ., De Kalb. ERIC Clearinghouse in Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Sep 75

Note—64p.; For the literature review which accompanies this discussion, see CE 005 059

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

Descriptors—Basic Skills, Career Choice, Career Education, \*Disadvantaged Youth, \*Dropout Prevention, Dropout Programs, Educational Objectives, Evaluation Criteria, Evaluation Methods, Evaluation Needs, \*Literature Reviews, Models, Occupational Guidance, Program Effectiveness, \*Program Evaluation, Self Actualization, Self Esteem, \*State of the Art Reviews, Work Experience Programs

Identifiers—Career Intern Program, CIP, OIC, Opportunities Industrialization Center

The project's goal was to enhance the outside evaluation of the Opportunities Industrialization Center's Career Intern Program (CIP) with supplementary, criterion-referenced assessment measures identified through a literature review and an analysis of CIP's goals. The review (presented separately) referred to over 100 programs of dropout prevention and vocational development for the disadvantaged; in reports having an evaluation component, assessment measures have been identified. Described in the document, these are not limited to criterion-referenced techniques, which were infrequently found. Measures tended to be obvious and already included in the CIP package. Unique measures are discussed in the document within the framework of a generalized evaluation model, constructed to place the data from literature in perspective and to determine the requirements for additional assessment measures. In general, the document concludes, the measures found in the literature were related to specific, short-term program expectations, based on immediate program outcomes, and not empirically tied to ultimate, long-range goals; the data

presented incomplete and fragmented pictures of programs' progress and success. A new approach is suggested, which asks not whether the program objectives have been met, but whether they were the correct objectives: "What have we really done for this individual?" (Author/AJ)

**ED 117 310** 95 CE 005 138  
Crawford, Robert L. Jessor, David L.

**The Status and Progress of Career Education.**

Council of Chief State School Officers, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 75

Contract—OEC-0-74-3537

Note—85p.; Tables will reproduce poorly

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**

Descriptors—\*Career Education, Curriculum Development, Educational Finance, Educational Trends, Evaluation Methods, Leadership, \*National Surveys, \*State Agencies, \*State Departments of Education, State Legislation, \*State of the Art Reviews, State Programs, State Standards, Trend Analysis

The second national project in career education to be sponsored by the Council of Chief State School Officers was intended to provide for continued collaboration with State directors/coordinators, to add significantly to the body of career education knowledge in the various States and State education agencies (SEA), and to strengthen State leadership. It attempted to ascertain the status of career education in the States, the use of newly developed curricular materials, trends of growth, and State evaluation methods. Information was obtained exclusively from SEA personnel responsible for career education, as the SEA is considered to be the critical agency within the educational system's organizational hierarchy. From the available data (presented and discussed in the report), it is concluded that the general status of career education is good. The data suggest that there have been gains for career education in the various States in these areas: (1) SEA career education positions, (2) numbers of pupils involved in career education, (3) inservice teacher programs, (4) State legislation, (5) appropriation of State funds, (6) use of Federal monies, (7) State plans, (8) State advisory councils, (9) evaluation techniques and instruments, and (10) establishment of career education as an SEA priority. (Author/AJ)

**ED 117 311** 95 CE 005 139  
**Preparation and Counseling for the World of Work.**

Fort Benton Public Schools, Mont.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—232p.; For supplement, see CE 005 140

**EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage**

Descriptors—Art Activities, Career Awareness, \*Career Education, Career Exploration, Counselor Role, Course Evaluation, Curriculum Guides, \*Elementary Education, Homemaking Skills, Horticulture, Industrial Arts, \*Learning Activities, Lesson Plans, Manuscript Writing (Handlettering), Money Management, Photography, \*Teaching Guides

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

The teaching outline presents career education activities for grades K-6 structured into 10 subject areas (minicourses) with the rationale listed for each. The subject areas are: arts and crafts, culinary arts, hand sewing and clothing art, horticulture, lettering and layout, outdoor living education, personal banking, photography, practical home repairs, and woodworking. A philosophy of career education, definitions of terminology used in the outline, general rationale for the minicourses, and 12 basic goals for career education are included. The role of the counselor, considered the dominant factor in the program, is described. Each subject area section has a list of activity titles with brief descriptions, grade level designations, and student cost. For each activity a behavioral objective, an equipment list, a detailed outline of the procedure, and a list of instructional materials or sources of information are provided. The guide also contains evaluative instruments for instructors, students, curriculum writers, and parents to use in assessing the program. (MS)

**ED 117 312** CE 005 168

**The Florida Position and Career Education.**

Florida State Dept. of Education, Tallahassee.

Note—5p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Career Education, Career Planning, \*Directories, Program Descriptions, Research and Development Centers, Research Projects, \*State Programs, \*Vocational Development

Identifiers—\*Florida

The document was published to inform the public of Florida activities in career education. Eight components are briefly described, the funding or coordinating organization or institution is identified, and contact for obtaining additional information about each one is given. Described are: Project Pro-CESS, the Professional Career Educator's Self-Instructional System; UPDATE, Florida's career education magazine; Project LOOM, Learner-Oriented Occupational Materials; Project FAIS, The Fusion of Applied and Intellectual Skills; EGCE, The Elementary Guidance and Career Education Project; Florida VIEW, Vital Information for Education and Work; CEC, The Career Education Center; and the Guidelines for Placement Services and Follow-Up Studies. (MS)

**ED 117 313** CE 005 169

**Guidelines for Placement Services and Follow-Up Studies Provided by School Districts.**

Florida State Dept. of Education, Tallahassee.

Pub Date Dec 73

Note—10p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Educational Legislation, \*Followup Studies, \*Guidelines, \*Job Placement, Post Secondary Education, Pupil Personnel Services, School Services, Secondary Education, \*State Legislation, State Programs, \*Student Placement, Vocational Education, Vocational Followup

Identifiers—\*Florida

The document provides the guidelines issued by the Florida State Commissioner of Education for school districts to use in implementing mandatory job placement services and followup studies. This comprehensive program includes all students, begins when students enter secondary or postsecondary educational programs, and continues until students are placed in gainful employment or formal programs to continue their education. The placement services guidelines contain objectives, definitions (placement services, school graduate, school leaver, secondary school, and areas of placement), statement of assignment of responsibility for services and the population to be served, procedure for implementing services, statement of duration of placement services, procedures for data collection and analyses, and report requirements. The followup studies guidelines include objectives and a definition of followup studies. Assignment of responsibility, the population to be followed up, schedule and information needed for conducting studies, and report requirements are covered. (Author/MS)

**ED 117 314** CE 005 187

**Project GROW (Gaining the Realities of Work—through Career Education Activities). In-Service Participant Booklet.**

Florida State Univ., Tallahassee. Career Education Center.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.

Pub Date 75

Note—50p.

Available from—Florida Department of Education, Division of Vocational Education, Bureau of Research, Dissemination and Evaluation, Knott Building, Room 254, Tallahassee, Florida 32304 (\$4.00)

**Document Not Available from EDRS**

Descriptors—\*Activity Learning, \*Career Education, Curriculum Development, Elementary Secondary Education, \*Inservice Teacher Education, Instructional Aids, \*Instructional Materials, Integrated Curriculum, Interdisciplinary Approach, Learning Activities, \*Lesson Plans, Models, Resource Materials, Teaching Guides

The booklet is for participants in a Project GROW (Gaining the Realities of Work) career education inservice training session and is part of

a package which includes slide/tape presentations, handouts, a game, and graded classroom activity packs. Three sequential modules comprise the training session; the third module is to be postponed until after participants have used the activity packs in their classrooms. The booklet, organized according to the modules, provides a resource of examples for activity-based career education and offers the basic information needed to implement activities developed by the GROW staff or to develop new activities using the GROW format. Elements of the format are: (1) title, activity elements, relevant career clusters, suggested subject areas, concepts or skills; and (2) purpose statement, performance objectives, materials, procedure, and other suggestions. The training sessions, which represent seven to eight hours of training qualifying for basic or up-dating categories of inservice training, are designed for teachers who have had a general orientation to career education and who have actually carried out career education instruction in their classrooms. (Author/AJ)

**ED 117 315** CE 005 441

**Vocational Evaluation and Curriculum Modification.**

Iowa State Dept. of Public Instruction, Des Moines.

Pub Date Aug 72

Note—187p.; Papers presented at the Vocational Evaluation and Curriculum Modification Special Study Institute (Des Moines, Iowa, February 1-3, 1972)

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage**

Descriptors—Conference Reports, Educable Mentally Handicapped, \*Employment Potential, Individual Needs, Interest Tests, Job Analysis, \*Job Placement, Job Training, \*Mentally Handicapped, Q Sort, Special Education, Test Construction, Trainable Mentally Handicapped, Vocational Education, Vocational Interests, \*Vocational Rehabilitation

Identifiers—Reading Free Vocational Interest Inventory, Vocational Evaluation, \*Work Samples

The 13 papers compiled in the document serve to meet the needs of personnel serving the mentally retarded and can also be adapted for use by educators not directly serving the handicapped. They discuss relevant information and procedures that can be used to help the mentally retarded become well oriented to the working world and to themselves. The document includes the full text of the following papers: Adult Needs of the Educable Mentally Retarded; Evaluating the Vocational Potential of the Educable Mentally Retarded; Job Analysis—the Key to Effective Job-and-People Matching; Matching Students with Jobs; Vocational Evaluation through the Use of Work Samples; Reason for Work Sampling at Kennedy High School; Evaluation of Work Sampling; Job Samples; The Reading-Free Vocational Interest Inventory; Measurement of Job Preference in the Educable Mentally Retarded; The Evaluation and Modification of Work Behavior of Educable Mentally Retarded Clients; The Employee Q-Sort; Student Q-Sort; and Combining Information and Procedures Related to Rendering Students Employable. References are listed for some of the articles. The agenda for the special study institute, list of participants, and future related activities are appended. (Author/EC)

**ED 117 316** CE 005 459

McMinn, Alex Russell, Graham J.

**Training of Medical Laboratory Technicians: A Handbook for Tutors.**

World Health Organization, Geneva (Switzerland).

Pub Date 75

Note—87p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**

Descriptors—Audiovisual Aids, Curriculum, Evaluation Methods, Health Occupations Education, Instructional Media, Job Training, Medical Laboratory Assistants, \*Medical Technologists, \*Teacher Education, \*Teaching Methods, Teaching Techniques, Testing, \*Training Techniques

Designed to serve as a guide to medical laboratory personnel seeking to improve their skills in teaching and instruction in the absence of a suitable course, the manual presents an extensive discussion on instructional techniques. Chapters include: Theory and Practice of Instruction, examining general considerations, individual and

group instruction of technicians, and lesson plans; Objectives and Curriculum, discussing training aims and course content; Analysis and Presentation of Material, examining syllabuses and schemes of work, teacher preparation and presentation of instructions, demonstrations, and notes; Choice of Media, discussing a variety of aids; Examinations and Assessment, presenting external, internal, written, practical, and oral examinations and their design; The Student Medical Laboratory Technician, discussing the student's knowledge, skills, attitudes, selection, and induction; The Medical Laboratory Tutor, examining the tutor's character, role, duties, and training needs. All chapters contain reference lists. Appendixes supply specific and detailed information regarding: (1) the functions and responsibilities of various categories of technical laboratory personnel; (2) planning the training of medical laboratory technicians; (3) detailed planning of a training program for medical laboratory technicians; (4) a proposed program for training; (5) an example of a programed learning scheme; and (6) safety in the medical laboratory. (LH)

**ED 117 317** CE 005 509

Matheny, W. G.

**Training Research Program and Plans: Advanced Simulation in Undergraduate Pilot Training.**

Life Sciences, Inc., Hurst, Tex.

Spons Agency—Air Force Human Resources

Lab., Williams AFB, Ariz. Flying Training Div.

Report No—AFHRL-TR-75-26(II)

Pub Date Jun 75

Note—103p.; This is the second of two volumes, for the first see CE 005 975; Figure 3, page 83, will not reproduce in microfiche

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage**

Descriptors—Educational Programs, \*Flight Training, Operations Research, Planning, Post Secondary Education, Program Effectiveness, \*Research Methodology, \*Research Projects, Simulation, Simulators, Teaching Methods, \*Training Techniques

The study reports the work done by a panel of experts in training research toward defining priority research investigations to be undertaken through the Human Resources Laboratory, Flying Training Division (HRL/FT). A list of recommended investigations judged to be important for increasing the effectiveness of beginning pilot training was formulated based on their suggestions and in conjunction with the capabilities of the HRL/FT facility. Methodological considerations in the planning of long range training research are the difficulties inherent in carrying out classical transfer of training experiments and the configuration of the training simulator. The major elements of an overall plan for a research program in undergraduate pilot training are discussed. These include the six technological base phases and the research phase. The discussion on suggested research is divided into two areas: training methodology and simulator requirements. A list of 23 references is included. Materials used in the different processes of the study are included in a 35-page appendix. (Author/EC)

**ED 117 318** 95 CE 005 596

Rawson, Wilbur S.

**Research and Development Project in Career Education [in Kansas].**

Kansas State Dept. of Education, Topeka. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—V261010L

Pub Date 1 Aug 73

Grant—OEG-72-1102

Note—30p.; The third party evaluation was not included in the document as received by the Clearinghouse

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—\*Career Education, \*Demonstration Projects, Educational Objectives, Elementary Education, \*Inservice Teacher Education, Models, \*Program Descriptions, Rural Education, Rural Schools, School Districts

The K-8 career education project (Jan. 1, 1972-Aug. 1, 1973) was intended to establish a demonstration testing and development model of career education in a consortium of 18 rural school districts participating in the Unified Schools Association for Vocational Education (USA-VE) organization, encompassing nine counties in northwest Kansas. The project

focused on two major phases of inservice teacher education: (1) the formalized inservice training of administrators, counselors, and teachers; and (2) the informalized continuing inservice education of teachers using visiting career awareness assistants and mobile media centers. The report briefly covers: the need for the project, the project's goals and objectives expressed as teacher outcomes, the procedures followed in setting up administrator workshops and inservice teacher education and workshops, selection and utilization of media and instructional materials, developing a handbook for teachers, advisory council operation, information dissemination, and the project's results and conclusions. Concluding the document are four appendixes: USA-VE Unified School Districts' population characteristics, a Career Significance Study questionnaire for teachers, a parental survey form, and an employer survey form. (BP)

**ED 117 319** CE 005 673

Christoffel, Pamela H.

**Vocational Education: Alternatives for New Federal Legislation.**

College Entrance Examination Board, Washington, D.C.

Pub Date Sep 75

Note—63p.

Available from—College Board Publication Orders, Box 2815, Princeton, New Jersey 08540 (\$1.75)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

Descriptors—Career Education, Educational Administration, \*Educational Legislation, \*Federal Legislation, Federal Programs, \*Government Role, Program Evaluation, Relevance (Education), State Programs, Tables (Data), \*Vocational Education

Identifiers—Vocational Education Act 1963  
An analysis of vocational education legislation and major issues is presented in the document, which opens with a survey of recent trends and an explanation of the 10 parts of the existing Vocational Education Act. A brief review of evaluations of Office of Education (OE) program administration points out controversial findings. Current issues include the percentage allotment of funds, program consolidation, OE program administration, career education, the role of guidance and counseling, the composition of State boards, funding authorization level, and facility construction. Congressional hearings are examined in terms of: organization; interested parties, including those sponsoring or testifying about legislation; various bills, with detailed descriptions and comments on six bills; and recommendations, with brief descriptions of the public position taken by six groups who have made recommendations for legislation. Next steps for legislation are outlined. Discussion of the Vocational Education Act as amended through 1974 and its program statistics, involving authorization and appropriations, expenditures, enrollment, and proposals are appended. (LH)

**ED 117 320** CE 005 674

**Social Actions Career Ladder AFSC's 73430A, 73430B, 73430C, 73470A, 73470B, 73470C, and 73490. Occupational Survey Report.**

Air Force Occupational Measurement Center, Lackland AFB, Tex.

Report No—AD-A009-179; AFPT-90-734-190

Pub Date 30 Apr 75

Note—54p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (Order No. AD-A009-179; MF \$2.25; HC \$4.25)

**Document Not Available from EDRS**

Descriptors—\*Career Ladders, Drug Abuse, Equal Opportunities (Jobs), Job Satisfaction, \*Military Personnel, \*Occupational Surveys, Racial Discrimination, \*Task Analysis, \*Task Performance

The report describes an occupational survey of the Social Actions career ladder, AFS 734X-O/A/B/C, conducted by the Occupational Survey Branch, USAF Occupational Measurement Center, from September 1974 through March 1975. The report describes the development of the survey instrument, its administration to job incumbents, and resulting summaries of tasks performed by airmen grouped by skill level, shred, experience level, and similarity of tasks performed. The social actions career ladder was found to be divided into three major clusters based on task performance. Each cluster is

clearly identified with one of the three designated shreds in AFM 39-1 Specialty Description, and each is clearly distinct from the other clusters. The clusters were: equal opportunities, drug/alcohol, and race relations. Results are compared to current training and career field structure documents and recommendations for further study are presented. Much of the volume of this report is concerned with the comparison of task performance and course documentation. (NTIS)

**ED 117 321** CE 005 676

Hawes, H. W. R.

**Lifelong Education, Schools and Curricula in Developing Countries. Report of an International Seminar.**

German Foundation for International Development, Bonn (West Germany); United Nations Educational, Scientific, and Cultural Organization, Hamburg (West Germany). Inst. for Education.

Pub Date Dec 74

Note—150p.

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage**

Descriptors—Change Strategies, \*Conference Reports, \*Continuous Learning, \*Curriculum Development, \*Developing Nations, \*Educational Development, Educational Planning, Educational Problems, Educational Strategies, Foreign Countries, Relevance (Education)

A group of 40 education professionals, mainly from Asia and Africa, attended a seminar in Hamburg in December 1974 to consider curriculum development emphasizing lifelong education and adapted to local needs. The majority of participants were professionals involved in national curriculum development programs and with UNESCO curriculum projects. The document presents background material regarding the seminar and a discussion of the three major topics on which the seminar was based, examining problems the participants faced from country to country. Lifelong Education—Meaning and Implications, examines the ideas of lifelong education and its implications for educational practices in Asian and African societies. Basic Education and Its Curriculum discusses the features, functions, and content included in a basic stage of education in terms of the lifelong learning process. Directions of Change presents four categories of strategies to be adopted in the perspective of the countries and institutions represented at the seminar: (1) diffusion, (2) research, (3) development projects, and (4) limited changes. Twenty concept characteristics for lifelong education, identified by R. H. Dave; an extract from another UNESCO document entitled The Basic Cycle of Study; brief descriptions of international developments in lifelong education; and a seminar participant list are appended. (LH)

**ED 117 322** CE 005 678

**Activity Guide for Career Education. Primary.**

Festus School District R-6, Mo.

Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational Education.

Note—84p.; Not available in hard copy due to marginal reproducibility; For related documents, see CE 005 679-681

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Career Awareness, \*Career Education, \*Curriculum Guides, \*Educational Objectives, Elementary Education, Integrated Curriculum, \*Learning Activities, Occupational Clusters, Primary Education

The suggestions for learning activities in career education at the primary level (K-3) are presented with the aim of establishing career awareness related to six occupational clusters: public service, health occupations, agribusiness occupations, consumer homemaking and related occupations, personal services, and transportation. The activities are presented under the headings of four domains of career consciousness: self-knowledge and interpersonal skills, knowledge of work and leisure worlds, career planning knowledge and skills, and basic studies and occupational preparation. Activities, resources, and evaluation are presented separately for grades K-3, according to the domains and objectives, and showing relationships with academic subject areas in Grades 1-3. Suggested points for developing the students' interviewing skills are appended. (EC)

**ED 117 323** CE 005 679

**Activity Guide for Career Education. Intermediate.**

Festus School District R-6, Mo.

Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational Education.

Note—90p.; Not available in hard copy due to marginal reproducibility; For related documents, see CE 005 678-681

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Career Awareness, \*Career Education, \*Curriculum Guides, \*Educational Objectives, Elementary Education, Integrated Curriculum, Intermediate Grades, \*Learning Activities, Occupational Clusters

The suggestions for learning activities in career education at the intermediate level (Grades 4-5) are presented with the aim of establishing career awareness related to four occupational clusters: marketing and distribution, construction, communication and media, and hospitality-recreation. The activities are presented under the headings of four domains of career consciousness: self-knowledge and interpersonal skills, knowledge of work and leisure worlds, career planning knowledge and skills, and basic studies and occupational preparation. Activities, resources, and evaluations are presented according to the domain and objectives, showing relationships with academic subject areas for the fourth and fifth grades. A sample job interview, sample job application, a group of poems, suggested reading materials, and word find puzzles are appended as well as a list of related occupations, from the Dictionary of Occupational Titles, within the occupational clusters. (EC)

**ED 117 324** CE 005 680

**Activity Guide for Career Education. Middle.**

Festus School District R-6, Mo.

Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational Education.

Note—106p.; p.7 was deleted because of reproducibility; For related documents, see CE 005 678-681

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage**

Descriptors—\*Career Awareness, \*Career Education, \*Curriculum Guides, \*Educational Objectives, Elementary Education, Grade 6, Grade 7, Integrated Curriculum, \*Learning Activities, Occupational Clusters

The suggestions for learning activities in career education at the middle level (Grades 6-7) are presented with the aim of establishing career awareness related to five occupational clusters: environmental control, manufacturing, business office, fine arts and humanities, and marine science. The activities are presented under the headings of four domains of career consciousness: self-knowledge and interpersonal skills, knowledge of work and leisure worlds, career planning knowledge and skills, and basic studies and occupational preparation. Activities, resources, and evaluations are presented according to the domain and objectives, showing relationships with academic subject areas for the sixth and seventh grades. A list of occupations within the occupational clusters, a sample interview for Grade 7, local middle school library resources, and resource addresses are appended. (EC)

**ED 117 325** CE 005 681

**Activity Guide for Career Education. Senior High.**

Festus School District R-6, Mo.

Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational Education.

Note—111p.; For related documents, see CE 005 678-680

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage**

Descriptors—\*Career Education, \*Career Exploration, \*Curriculum Guides, \*Educational Objectives, Integrated Curriculum, \*Learning Activities, Occupational Clusters, Secondary Education

The suggestions for learning activities in career education are presented with the aim of establishing career exploration opportunities with special emphasis on individual review and exploration. Objectives and activities, resources, and evaluations focus on four domains of career consciousness (self and interpersonal skills,

knowledge of work and leisure world, career planning and knowledge skills, and basic studies and occupational preparation) relating to the following academic areas: communication arts (fourteen subject areas), fine arts (nine subject areas), mathematics (five subject areas), physical education (two subject areas), practical arts (four subject areas and their related studies), science (eight subject areas), and social studies (fourteen subject areas). Appended materials include career education resources, autobiographical questionnaires, value clarification exercise, value clarification method, an active exercise on valuing, the value game, puzzle exercise, nonverbal techniques in self expression, and a fantasy trip. (EC)

**ED 117 326** CE 005 742

**Enhancement of Human Effectiveness in System Design, Training, and Operation: Annual Progress Report 1 July 1973-30 June 1974.**

Illinois Univ., Urbana. Savoy Aviation Research Lab.

Spons Agency—Air Force Office of Scientific Research, Washington, D.C.; Air Force Systems Command, Washington, D.C.

Report No—AD-A009-149; ARL-74-19-AFOSR-74-13

Pub Date Jun 74

Note—20p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (Order No. AD-A004-149; MF \$2.25, HC \$3.25)

**Document Not Available from EDRS**

Descriptors—Aircraft Pilots, Display Systems, \*Efficiency, \*Flight Training, \*Human Engineering, Man Machine Systems, Operations Research, Performance, Research and Development Centers, \*Research Projects, Simulators, \*Systems Development

The report is concerned with research performance and results at the Savoy Aviation Research Lab. Research accomplishments are described according to eight tasks which are of two general types, those dealing with human resources research and those dealing with manned systems research. Specifically, four tasks deal primarily with pilot selection and training, performance assessment, and the prediction of future operational effectiveness; three tasks deal with human perceptual and decision processes and with principles of aviation display, control, and computer-assisted manned system design; and one task bridges both major research categories. Several of the tasks are aimed at advancing human factors research methodology and theory. The report lists: scientific reports published (12), articles published in scientific journals (13), theses and dissertations (3), and reports to scientific societies (13). A brief aviation research laboratory program review concludes the report. (NTIS)

**ED 117 327** CE 005 743

Baldi de Mandilovitch, Martha S. Quinn, Robert P.

**Education and Job Satisfaction: A Questionable Payoff.**

Pub Date Aug 75

Note—19p.; Not available in hard copy, due to marginal reproducibility; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, California, August 1975)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Educational Background, Employment Level, \*Job Satisfaction, \*National Surveys, Need Gratification, Occupational Aspiration, Statistical Analysis, Work Attitudes, Work Environment

The relationship between education and job satisfaction has not been sufficiently well documented to qualify as unquestionable. Published research on the subject either fails to adequately assess the influence of education on job satisfaction or is too occupationally and/or geographically limited to form the basis for generalization. To examine on a larger scale the association between education and job satisfaction, four national household surveys of the American work force conducted by the University of Michigan's Survey Research Center in 1969, 1971, and twice in 1973 were analyzed. One hypothesis was that in small occupationally homogeneous samples those with higher educational levels would be less satisfied than others. Regarding education and



overall job satisfaction, no support was provided for assuming that job satisfaction increases with each advance in educational level attained. On the other hand, overall quality of employment was associated with educational level, but large increments in quality of employment occurred only at those points where educational credentials are conferred. Future work on the relationship should involve several types of secondary analyses: treating education operationally in terms of quality and type rather than simply level; identifying the contribution of education to the relative importance that workers assign to different aspects of their jobs; and accounting for modifications in individual aspirations throughout life. (JR)

**ED 117 328** CE 005 745  
**Career Development: A Community Approach in the Prince George's County Public School.**

Prince George's County Board of Education, Upper Marlboro, Md.

Pub Date 30 Sep 73

Note—28p.; The photographs will not reproduce well

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors**—\*Career Education, \*Community Resources, Community Role, \*Curriculum Development, Educational Programs, Elementary Secondary Education, \*Guidelines, Program Development, Program Planning, \*School Community Relationship, School Industry Relationship, Staff Role, Vocational Development  
**Identifiers**—Maryland (Prince Georges County)

Prepared to assist school staff in the development of community resources in the career education process, the document provides suggestions and guidelines for the recruitment of community resource personnel to help orient students to the world of work. The program implemented by Prince George's County Public Schools, Maryland, serves as the basis for this report. Career development in terms of community resources, objectives, and goals are discussed. Community resource persons should be used when they motivate, enhance, or add to any classroom unit of study. A list of approaches is given, including contacting civic organizations, surveying the school community, and contacting county agencies. Preparations for developing a working relationship between the community and school includes: inservice training for school personnel, regarding career education; well planned and scheduled visits by resource persons; well prepared field trips; and thorough teacher followups. Suggestions to aid in the planning of a career day or night program, involving numerous consultants and resources, are given. Forms and letters used to implement the community resource program are appended. (LH)

**ED 117 329** CE 005 746  
**Brecher, Charles**

**Career Progression Systems in the Internal Labor Market for a Multi-plant Manufacturing Corporation.**

Information Science, Inc., Manhasset, N.Y. Humanic Designs Div.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-34-70-04-4; PB-240-772  
Pub Date Nov 74

Note—43p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (Order No. PB-240-772; MF \$2.25, HC \$3.75)

**Document Not Available from EDRS**

**Descriptors**—\*Career Ladders, Collective Bargaining, Employment Level, Employment Problems, Industrial Relations, Industrial Training, Job Analysis, Job Satisfaction, Labor Unions, Manpower Development, Manpower Utilization, \*Manufacturing Industry, \*Occupational Mobility, \*Promotion (Occupational), \*Unskilled Workers

**Identifiers**—Career Progression Systems, CPS

The report presents the design and installation of a Career Progression Systems for a Multi-Plant Manufacturing Corporation. The project explored the obstacles to increased occupational mobility for workers at a Multi-Plant manufacturing firm. Analysis of job histories of workers at two plants found advancement opportunities to be limited and inequitable because narrow departmental units were used as the basis for defining eligibility for promotions. Through the use of job task

requirements analysis, a Career Progression System (CPS) was designed to redefine the eligibility pools for promotional decisions in accord with common skill requirements. Efforts to implement the CPS were only partially successful due to collective bargaining agreement constraints coupled with the economic turnaround. (NTIS)

**ED 117 330** CE 005 747  
**Rounds, James B., Jr. Dawis, Rene V.**

**A Comparison of Need-Reinforcer Correspondence Indices as Predictors of Job Satisfaction. Work Adjustment Project Report No. 48.**

Minnesota Univ., Minneapolis.

Spons Agency—Minnesota State Dept. of Education, St. Paul. Div. of Vocational Rehabilitation.

Pub Date Aug 75

Note—28p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors**—Job Placement, \*Job Satisfaction, \*Need Gratification, Occupational Guidance, \*Prediction, Predictive Measurement, Predictive Validity, Predictor Variables, \*Social Science Research, \*Statistical Studies, Statistics, Tables (Data)

**Identifiers**—\*Work Adjustment Project

The report is concerned with the feasibility of matching people and jobs as proposed by the Theory of Work Adjustment; according to the third proposition of this theory, satisfaction is a function of the correspondence between the reinforcer system of the work environment and the individual's needs, with certain qualification. In the study, the construct of correspondence is explicated in terms of statistical measures and applied to the prediction of job satisfaction. Measures of needs and general job satisfaction were administered to 635 employees in six different occupations for which occupational reinforcer patterns had been previously obtained. Nineteen indexes of need-reinforcer correspondence were compared in terms of the efficiency with which they could predict general job satisfaction across the six occupational groups. Using the criterion of consistency of outcomes across occupational groups, the results show product moment correlation and d squared prime to be the best statistical indexes to measure correspondence. Implications for the operational and theoretical development of the concept of correspondence are discussed. (Author/AJ)

**ED 117 331** CE 005 898  
**Bernardeau, Christine And Others**

**U.S. Armed Forces Minority Officer Procurement. Technical Report No. 75-23.**

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Department of Defense, Washington, D.C. Manpower Requirements and Analysis.

Report No.—HumRRO-TR-75-23

Pub Date Oct 75

Note—87p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**

**Descriptors**—\*Armed Forces, Demography, Employment Patterns, Manpower Utilization, Military Personnel, \*Minority Groups, Models, \*Officer Personnel, \*Recruitment, Simulation, Socioeconomic Influences, Tables (Data)

Findings regarding minority officer procurement in the Armed Forces are analyzed in terms of concepts and standards regarding minority officer representation and of methods for achieving minority representation goals. Chapter 1, Concepts and Standards of Representation, discusses sociopolitical and socioeconomic criteria subdivided through the use of basic demographic variables. Chapter 2, Minority Officer Representation: Status and Objectives, presents a statistical analysis of the current composition of the officer corps in terms of end strengths, loss patterns, and accession patterns with a summary of objectives set by each Service. Chapter 3, Simulation Models, describes Army sources of procurement, compares them with other Services, and discusses simulated methods for achieving Army minority officer goals. The analysis is supplemented by 4 charts, 7 graphs, and 46 tables. Major findings indicate: a lack of coordinated Department of Defense policy regarding minority officer accession; no significant educational gap between minority and white officers; minority officers are in predominantly lower ranks, with lower loss rates; minority officer accession percentages are increasing for the Navy, Air Force, and the

Marine Corps, with Army accession variable; and the Army simulation model of officer sources of procurement indicates that the Army can reach any procurement level it defines. (LH)

**ED 117 332** CE 005 900  
**Boskin, Michael J. Nold, Frederick C.**

**Welfare Dependency and Low Income Labor Markets [and] A Markov Model of Turnover in Aid-to-Families with Dependent Children.**

Stanford Univ., Calif. Dept. of Economics; Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development; National Science Foundation, Washington, D.C.

Pub Date Jul 75

Note—60p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

**Descriptors**—\*Labor Market, \*Low Income Groups, Minimum Wage, Models, \*Statistical Analysis, Tables (Data), Unemployment, \*Welfare, \*Welfare Recipients

Two models of the duration of stay on welfare are developed and estimated using panel data from the California Aid to Families with Dependent Children AFDC panel survey. The first model characterizes the distribution of length of stay on welfare as drawn from the lognormal distribution with a truncation at the duration of the experiment (sixty months). The second model analyzes the movements on and off welfare, and duration of stay on welfare as a Markov process. Methodological findings indicate that statistical procedures fail to account for the special characteristics of the limited duration of observation and can be quite misleading. Substantive findings indicate that the welfare population as a whole involves an enormous turnover and modest length of stay. Those earning below the minimum wage are less likely to leave welfare and are more likely to return, stay off welfare for shorter periods and stay on for longer periods, and are more likely to be on welfare in a steady state than those earning above the minimum wage. Persons with high expected unemployment or low non-wage incomes respond similarly to those with below minimum wage earnings. Seven tables supplement the discussions. (Author/LH)

**ED 117 333** CE 005 901  
**Weiner, Hyman J. And Others**

**Mental Health Care in the World of Work; New Horizons for Mental Health Professionals, Rehabilitation Counselors, Trade Unionists, Management Representatives, and All Those Concerned with Services to Working Men and Women.**

Sidney Hillman Health Center, New York, N.Y.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.; Rehabilitation Services Administration (DHEW), Washington, D.C.

Report No.—PB-243-208; SRS-RD-01453-002

Pub Date 73

Note—182p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (Order No. PB-243-208; MF \$2.25, HC \$7.00)

**Document Not Available from EDRS**

**Descriptors**—\*Blue Collar Occupations, Clinical Diagnosis, Community Resources, \*Delivery Systems, \*Demonstration Projects, Employment Qualifications, Interagency Cooperation, Interagency Coordination, Labor Unions, Mental Health, Mental Health Clinics, \*Mental Health Programs, Mental Illness, Persistence, Personnel Management, Program Descriptions, Psychotherapy, Semiskilled Workers, \*Social Science Research, Work Environment

The book presents important and innovative aspects of using the work setting as a vehicle for finding workers in psychological/social trouble (an estimated quarter of any work force at any time) and helping them stay on the job. It describes a four-year demonstration project in which a pioneering team of researchers combined the resources of trade union, management, and ancillary organizations (an outpatient medical clinic, an insurance company, and community mental health programs) to enable a large portion of 293 garment workers with emotional problems or mental illness to continue their employment, by restructuring both treatment goals and the work environment. Four specific questions shaped the demonstration: (1) how to locate people at work who suffer from emotional problems;

(2) how to engage and sustain the worker's involvement in treatment; (3) what is the nature of treatment and how does providing it within the work setting influence it and (4) what should be the labor division among patient, clinician, work representatives, and community agencies. Closing chapters present research data and conclusions: mental health professionals stationed in the work setting as a network hub can increase workers' survival rate, but substantial changes in clinical technology and service delivery systems are required. (AJ)

**ED 117 334** CE 005 903  
Korn, Thomas A.

**A Keyed Information Index to the Dictionary of Occupational Titles, Third Edition, 1965, Volume 1 and 2, and Supplement 1, 1966 and Supplement 2, 1968.**

Wisconsin Univ. - Stout, Menomonie. Dept. of Rehabilitation and Manpower Services. Research and Training Center.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No.—PB-243-271; SRS-16-56821-009

Pub Date Jul 74

Note—33p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (Order No. PB-243-271; MF \$2.25, HC \$3.75)

**Document Not Available from EDRS**

Descriptors—\*Computer Programs, \*Directories, \*Indexes (Locaters), Information Needs, Information Retrieval, Information Systems, \*Occupational Information

Identifiers—\*Dictionary of Occupational Titles, DOT

The computer-sorted word index to the Dictionary of Occupational Titles (DOT), 3rd edition, 1965 (two volumes, two supplements) was developed in 1974 by the Research and Training Center, University of Wisconsin-Stout, Menomonie, Wisconsin to facilitate use of DOT. The publication contains a 17page index section which refers the user from a conceptual term to a location in the Dictionary of Occupational Titles. It also contains: (1) an introduction (which explains the structure and content of the DOT), (2) a section on how to use the index, and (3) a set of exercises intended for use in improving the skill of the index user. (NTIS)

**ED 117 335** CE 005 910  
Roe, Daphne A.

**Physical Rehabilitation and Employment of AFDC Recipients. Final Report: Feasibility Study.**

State Univ. of New York, Ithaca. Nutritional Sciences Div. at Cornell Univ.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-51-36-75-01

Pub Date 1 Oct 75

Note—180p.; Pages 69-77 and 81 in the Appendix will not reproduce well in microfiche due to marginal legibility of original document

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage**

Descriptors—Emotional Problems, \*Feasibility Studies, \*Job Training, Labor Force Nonparticipants, Medical Treatment, Physically Handicapped, Rehabilitation Counseling, \*Rehabilitation Programs, \*Special Health Problems, Tables (Data), Vocational Rehabilitation, \*Welfare Recipients

The first 19 pages of the document describe a study carried out to examine the feasibility of using health intervention as a means of increasing entry of welfare clients into job training. Objective screening procedures were used to define physical and mental health problems and handicaps in a New York State sample population. Common health disabilities identified in the experimental group included emotional handicaps such as sick-role behavior, aversive handicaps including obesity, dental decay, and locomotor handicaps with limited mobility. Health intervention included treatment of sick-role behavior and other emotional problems by group counseling, weight reduction, exercise classes, and treatment of specific medical and dental problems. Job motivation classes were also provided. Improvement in health status and solution of problems was correlated with compliance in relation to treatment. Clients with initial medical handicaps, successful in the health rehabilitation program, entered CETA job training and gained employment, doing as well as controls without chronic

health problems over the same period. Appended materials include: all forms used, a short job motivation course outline, 70 case resumes, code words and definitions, and tables summarizing all measures (educational, social, personal, and medical) and correlations between all measures. (Author/BP)

**ED 117 336** CE 005 912

**Upward Mobility Career Counseling; A Self-Instructional Text for First-Line Managers.**

Internal Revenue Service (Dept. of Treasury), Washington, D.C.

Pub Date [75]

Note—111p.

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage**

Descriptors—\*Career Ladders, Career Planning, Counseling, \*Government Employees, \*Guides, Job Skills, \*Personnel Management, Promotion (Occupational), \*Vocational Counseling, Vocational Interests

Identifiers—\*Internal Revenue Service

The handbook is a guide for Internal Revenue Service (IRS) personnel managers charged with providing career counseling for employees involved in the voluntary Upward Mobility program. Any IRS employee in a career ladder where the journeyman level is grade 7 or lower is eligible to compete for an Upward Mobility Target Position. Every employee in grades 1-7 is given a skills and interest survey; two completed example surveys are included to acquaint personnel managers with their use in counseling interviews. The next step involves the identification and matching of projected vacancies with employee interests, or the recommendation of alternate career goals. A problem-solving exercise (helping an employee decide between taxpayer service representative and revenue agent) offers counseling techniques. At this point, the employee is ready to develop an individual development plan of objectives and activities for the coming year. The plan needs to be responsive to competition, the possibility of failing to achieve a stated objective, and to revision. For self-instructional purposes, a number of possible employee situations are presented with overall ways of handling them. Sample projection vacancy charts are included as well as sample occupational information for 11 IRS positions. (EA)

**ED 117 337** CE 005 913

**An Act to Amend the Youth Conservation Corps Act of 1972 to Expand and Make Permanent the Youth Conservation Corps, and for Other Purposes.**

Congress of the U.S., Washington, D.C.

Report No.—PL-93-408

Pub Date 3 Sep 74

Note—4p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Conservation (Environment), Employment Opportunities, \*Federal Legislation, \*Federal Programs, Natural Resources, \*Youth Employment, Youth Opportunities, \*Youth Programs

Identifiers—\*Youth Conservation Corps Act 1970 Amendment

The document is a copy of Public Law 93-408 enacted by the 93rd Congress, September 3, 1974 to amend the Youth Conservation Corps Act of 1970 in order to expand and make permanent the Youth Conservation Corps. The amended provisions deal with policy and purposes of the Corps, and qualifications, equal opportunity, employment, and term of employment of the participants. The duties and functions of the Secretary of the Interior and the Secretary of Agriculture in carrying out the act are outlined. They involve regulations, availability of Corps facilities not in use to educational institutions, cost responsibility, use of unoccupied Federal facilities and surplus equipment, and contract authority. Provisions concerning the grant program for State projects include application requirements and approval and grant limitation, payments and appropriation percentage. Also covered by the amendment are secretarial reports and authorization of appropriations. (MS)

**ED 117 338** CE 005 914

**A Guide for Planning, Organizing, and Utilizing Advisory Councils.**

Illinois State Office of Education, Springfield. Div. of Vocational and Technical Education.

Pub Date [75]

Note—40p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—\*Advisory Committees, Community Colleges, Elementary Schools, \*Organization, \*Planning, \*School Community Cooperation, School Community Relationship, Secondary Schools

Designed for administrators and teachers at the community college/secondary/elementary levels, the guide is a reference source for establishing and developing citizen advisory councils. A section on Advisory Councils—Planning discusses the need for citizen advisory councils, definition and purpose, advisory council types, and operational structures. The following section on Advisory Councils—Organizing outlines necessary steps pertaining to: written guidelines, charter, selection committee, selection of members and committee members, ad hoc committees, member qualifications, nomination of members, number of members, member term, attendance, officers, school representative, meetings, agenda preparation, and the first meeting. Sample agendas for first and second meetings and a sample charter also are included. A third section, Advisory Councils—Utilizing, presents topics related to operating techniques: successful operational techniques, common characteristics of an effective council, written recommendations, school action-council recommendations, absenteeism, member recognition, a checklist of what an advisory council can do, effectiveness and criticisms, and precautions for success. (EA)

**ED 117 339** CE 005 925

**Waupun School's Career Education.**

Waupun Public Schools, Wis.

Pub Date [75]

Note—333p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Bibliographies, Career Awareness, \*Career Education, Curriculum Development, \*Curriculum Guides, Educable Mentally Handicapped, Elementary Secondary Education, Learning Activities, Resource Guides, Teaching Guides, Units of Study (Subject Fields)

Identifiers—Waupun School District, Wisconsin

Curriculum for a career education program developed in the Waupun School District, Waupun, Wisconsin, is presented for grades 4-12, in a variety of formats. Curriculum arranged under career education concepts and containing information regarding objectives, learning activities, resources, and evaluation includes: combined curriculum, grades 4-6; combined studies, grade 8; language arts, grade 7; social studies, grade 7; high school career education for the secondary educable mentally retarded; and high school social studies. An eighth grade combined unit on social science, language arts, and mathematics and a separate mathematics unit list materials to be used and a daily activities schedule. Four separate activities for grade 8 mathematics are included. Two extensive bibliographies list material available for primary grades, regarding career occupations, and secondary grades, regarding career education. High school courses include: business education, with a list of office procedures; a career education activity manual, with a list of instructional materials; units of creative writing, career investigations, and job search; a suggested guide for career education concept implementation into high school communications classes, with a list of audiovisual materials available; and an addendum glossary, miscellaneous materials, and activities. The document has no table of contents. (LH)

**ED 117 340** 95 CE 005 934

**Career Education: A Position Statement of the Council of Chief State School Officers.**

Council of Chief State School Officers, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 16 Nov 75

Grant—OEG-00-75-02289

Note—9p.; Paper prepared by the Committee on Career Education and a Special Task Force of the project "Strengthening State Leadership in Career Education"

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Career Education, \*Concept Formation, \*Educational Philosophy, \*Vocational Development

Identifiers—Council of Chief State School Officers

The Council of Chief State School Officers defines career education as "essentially an instructional strategy, aimed at improving educational outcomes by relating teaching and learning activities to the concept of career development. Career education extends the academic world to the world of work. In scope, career education encompasses educational experiences beginning with early childhood and continuing throughout the individual's productive life. A complete program of career education includes an awareness of self and the world of work, broad orientation to occupations (professional and nonprofessional), in depth exploration of selected (occupational) clusters, career preparation, an understanding of the economic systems of which jobs are a part, and placement for all students." In addition, the council believes that career education is for all learners, is in all levels of education, includes all work (paid and unpaid), includes the total community, and is lifetime education. It represents a concept that actively involves students, parents, educators, and the community. It is not a separate program, but rather a concept that is integrated into and throughout the existing educational structure. Career education offers the emphasis and the means to deliver educational experiences which prepare individuals for a changing and increasingly complex society. (Author/EA)

**ED 117 341** 95 CE 005 950  
**Volunteers in Education: A Handbook for Coordinators of Volunteer Programs.**

Recruitment Leadership and Training Inst., Philadelphia, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 75

Note—134p.; This document is available in Spanish as No. CE 006 684

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage**

Descriptors—Coordinators, Elementary Schools, \*Guides, Organization, Organizational Development, Organizations (Groups), Paraprofessional School Personnel, Program Coordination, Program Costs, \*Program Development, Program Guides, Program Planning, \*School Aides, Secondary Schools, Student Volunteers, \*Voluntary Agencies, \*Volunteers, Volunteer Training

The coordinator's handbook provides a basic outline for establishing or improving volunteer programs; it is primarily directed toward assisting fledgling programs. The handbook defines a school volunteer program as an organization of persons who work in schools under the professional personnel's direction, strengthening the school program or offering special skills to enrich students' educational experience, or, outside the school, providing homework assistance or other special educational aid as needed. Responsibility for program organization rests with the person willing to establish working arrangements with the central school administration and participating school staffs to get the initial project underway. Chapter topics include: (1) funding sources and proposal preparation, (2) organizing and developing a volunteer program, (3) administering a volunteer program, (4) recruiting volunteers, (5) interviewing, selecting, and assigning volunteers, (6) volunteer orientation and training, (7) orientation and training of professional personnel, (8) using students as volunteers, (9) career education implications for volunteers, (10) maintaining volunteer morale, and (11) evaluating volunteer programs. Selected references are offered for the reader's further information. The handbook incorporates materials from eight organizations or volunteer programs, and is a revised and updated version of Washington Technical Institute's popular "ABC's: A Handbook for Educational Volunteers." (Author/AJ)

**ED 117 342** CE 005 954

Wool, S. Theodore

**Self Awareness—Career Awareness: The Room to Grow Model. A Unified Career Education Program. K-6 and Grade 7 and 8 Exploration.**

Philadelphia School District, Pa. Vocational Guidance Service.

Pub Date [72]

Note—29p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—\*Career Awareness, \*Career Education, Class Activities, \*Curriculum Guides,

Educational Programs, \*Elementary Education, Learning Activities, Models, School Activities, \*Self Actualization, Self Concept

After an introductory section explaining and diagramming the career education philosophy, the self-awareness and career awareness guide for the elementary level describes the model's rationale and outlines its objectives. The guide briefly outlines the following topic areas: (1) the self- and career awareness aspects of a career education program for children aged 6-12; (2) K-2 self-awareness concepts and areas for career awareness exploration; (3) grade 3 concepts for the themes of self-discovery and the production, processing, distribution, and use of food, clothing, and shelter; (4) grade 4 activities for exploring the self, the home, the community, the school, and the basic skills necessary to participate in the world of work; (5) grade 5 and 6 phases of career awareness, the role of community helpers in career awareness, ancillary activities, and teacher-guided projects; (6) hands-on activities related to technology, career material centers, industry demonstration centers, publications of the Room to Grow Model, and a brief outline of career exploration suggestions for grades 7 and 8. A reference list concludes the document. (JR)

**ED 117 343** CE 005 964

**Career Education: An Initial Look. A Needs Assessment Report.**

Texas Education Agency, Austin. Div. of Program Planning and Needs Assessment.

Pub Date 73

Note—66p.; For related documents, see CE 005 965-967

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

Descriptors—\*Career Education, Educational Objectives, \*High School Students, Material Development, \*Measurement Instruments, Measurement Techniques, Secondary Education, \*State Surveys, Student Ability, Student Characteristics, Surveys, Tables (Data), \*Vocational Maturity

Identifiers—Assessment of Career Development, Career Maturity Inventory, \*Texas

The report focuses on the development of measurement instruments and criteria for forming statements about student attributes which should result from career education. Two measurement instruments (the Assessment of Career Development and Career Maturity Inventory) were tested on approximately 15,000 9th and 11th graders in Texas. Questionnaires based on the results of the survey were sent to educators to gather their opinions regarding the usefulness of the instruments. The results showed that no preference between the two instruments existed. Results from the student survey indicated some degree of career maturity and ethnic differences among students. Criteria for career education student accomplishment were developed based on the question: What does an individual "look like" when he or she is 17 years old and has become adequately developed in terms of career education? A total of 279 learner outcomes were identified and rated in a Statewide survey of students, parents, educators, and persons from business and industry. These were reduced to 177 learner outcomes which were compared with areas covered previously by the two instruments. The results showed that only 11 percent of the outcomes were measured either partially or indirectly. Surveys, questionnaires, and other related materials used in the study are appended. (Author/EC)

**ED 117 344** CE 005 965

**Measurement, Diagnostic and Prescriptive Components of a Career Education Learning System.**

Texas Education Agency, Austin. Div. of Program Planning and Needs Assessment.

Pub Date 19 May 75

Note—69p.; For related documents, see CE 005 964-967

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

Descriptors—\*Career Education, \*Educational Assessment, Educational Objectives, Educational Planning, Elementary Secondary Education, Measurement Instruments, \*Program Descriptions

Identifiers—\*Texas

The document contains a descriptive outline of the various components of the Texas career education learning system. This includes: (1) a brief discussion on policy guidance; (2) an overview of

career education from 1970-1975; (3) an outline of goals for public school education; (4) a 25-page document called "Basic Learner Outcomes for Career Education"; (5) an outline of the relationship of career education basic learner outcome categories and goals for public school education; (6) a discussion of a measurement and diagnostic system for career education; (7) a brief discussion of measurement instruments; (8) a sample test booklet which focuses on economic factors influencing career opportunity; (9) an outline of major processes involved in the development of a learning system for career education; (10) a matrix of learner outcomes; (11) sample matrices of specific learner outcomes; (12) a brief description of a catalog of learner activities; (13) a learning module format and instructions; and (14) four sample learning modules for Grades 3, 8, and 11. (EC)

**ED 117 345** CE 005 966

**Career Education Measurement System. Reporting System Evaluation.**

Texas Education Agency, Austin. Div. of Program Planning and Needs Assessment.

Pub Date Sep 75

Note—12p.; For related documents, see CE 005 964-967

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Career Education, Educational Assessment, \*Evaluation, \*Evaluation Methods, \*Measurement Instruments, Questionnaires, State Surveys, \*Test Results

Identifiers—Texas

In order to evaluate and obtain information about the usefulness of the Career Education Measurement System, a questionnaire was developed to survey school personnel perception and interpretation of the reporting system in Texas. The responses to the questionnaire were examined for 22 test instruments used in a pilot test to determine if the items were adequate measures of learner outcomes. An evaluation questionnaire was sent to 524 test administrators on 136 campuses which field tested the career education instruments. Approximately 29% returned useable evaluation forms. The respondents were asked to rank five types of reporting formats: outcome mastery, level of outcome mastery, areas of proficiency, item response, and school curriculum objective-referenced evaluation (SCORE). The SCORE format was most often preferred while the outcome mastery format was least often preferred. The respondents were asked for the following information: the usefulness of the interpretative guide ("Reading the Report") sent with the test results, the usefulness of the information contained in the test results, suggestions on who should receive copies of the test results, when the test results should be received, testing time available, and who should be test administrators. The evaluation form for the career education reporting system is appended. (Author/EC)

**ED 117 346** CE 005 967

**Development Report on the Texas Career Education Measurement Series.**

Westinghouse Learning Corp., Iowa City, Iowa.

Spons Agency—Partners in Career Education, Arlington, Tex.; Texas Education Agency, Austin.

Pub Date 31 Aug 75

Note—108p.; For related documents, see CE 005 964-966

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage**

Descriptors—Career Education, Criterion Referenced Tests, Educational Objectives, \*High School Students, \*Item Analysis, \*Measurement Instruments, Measurement Techniques, Secondary Education, State Surveys, Statistical Analysis, Student Characteristics, Test Results, \*Test Validity, \*Vocational Maturity

Identifiers—Partners in Career Education Project, \*Texas

A criterion-referenced measurement and diagnostic system for career education was developed using 79 of the 177 basic learner outcomes identified in Texas. Approximately 500 test items, referenced to the outcomes, were developed and submitted for student and professional review and statistical analyses following item tryouts and field testing of the instruments. A sample of schools was selected for each instrument at each of two levels, with 10 instruments at the lower level (grades 7 and 10) and 12 instruments at the upper level (Grades 8 and 11). In all, 506 classes

were distributed among 130 campuses in 84 school districts. Various statistical procedures were used in item and instrument validation for item tryouts and field testing. Forty-four of the learner outcomes were tried out with students who had received instruction specifically designed to develop the behavior described by these outcomes. Data were obtained on 51 objectives measured by 215 items for the 44 learner outcomes. The test results were reported to give the student and school personnel diagnostic information about student performance on the outcomes by using the school curriculum-reference evaluation format. Over two-thirds of the document contains appended materials related to the processes involved in the study. (Author/EC)

**ED 117 347** CE 005 968  
Wirtz, Willard

**The Boundless Resource: A Prospectus for an Education/Work Policy.**

National Manpower Inst., Washington, D.C.

Pub Date 75

Note—205p.

Available from—E. P. Dutton and Co., inc., 201 Park Avenue South, New York, N.Y. 10003 (\$7.95 plus \$0.50 postage and handling, 2-49 copies, 10 percent discount, 50 or more copies, 40 percent discount, available to organizations and associations on order of 50 or more under special arrangements with the distributor)

**Document Not Available from EDRS**

**Descriptors—**\*Academic Education, Adult Education, Career Education, Economic Factors, \*Educational Strategies, Human Resources, Job Training, Legislation, Minority Groups, Older Adults, \*Policy Formation, Political Influences, Unemployment, Vocational Counseling, \*Vocational Development, Vocational Education, \*Work Experience, Work Experience Programs, Working Women, Youth

Representing a group effort by the author and the National Manpower Institute, the prospectus focuses on ways to improve the integration of the traditionally separate world of work and education—ways to break up the "time traps" of education for youth, and work for adults. It especially speaks for the 16-19 year old population, working women, workers needing training or retraining, minority group members, and people over 60. Part 1, Youth, discusses the 20 percent youth unemployment rate, the mismatch of competency development and available jobs, and the necessity of "infusing" liberal arts and vocational education. Part 2, The Career Years, explores work in light of improving the quality of life, not merely expanding the Gross National Product, and perceives the imminence of the revolution against the injustices toward older people. Part 3, The Prospect, grapples with the economic and political questions involved in instituting education-work policy. Some features of the proposed change strategy include: establishment of Community Education-Work Councils and a Work Institute, an Occupational Outlook and Career Information reporting system of national/local information, increased career counseling, youth community work/service programs, unemployment insurance law revision, and elimination of age structures on public education. (EA)

**ED 117 348** CE 005 969  
Osipow, Samuel H., Ed.

**Emerging Woman: Career Analysis and Outlooks.**

Pub Date 75

Note—175p.

Available from—Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216 (\$9.95)

**Document Not Available from EDRS**

**Descriptors—**Bibliographies, \*Career Choice, Demography, \*Females, Individual Characteristics, Literature Reviews, Marital Status, Parental Background, \*Sex Discrimination, \*Social Factors, State of the Art Reviews, Stereotypes, \*Vocational Development, Vocational Interests, Working Women

The volume, consisting of seven papers, provides some data-based inferences about how women choose and implement their careers, principal factors that influence the choice, and barriers that interfere with women's vocational potentialities. Chapter 1, Demographic and Social Factors in Women's Work Lives, and Chapter 2, Measuring the Vocational Interest of Women, are brief overviews of related research and problems. Chapter 3, Parental Influences on Women's

Career Development, examines the influence of the mother's employment history as well as paternal identification and influence. Chapter 4, Individual Factors Related to Career Orientation in Women, explores ability and achievement, personality, self-concept and self-esteem, and relationship of values to career orientation. Chapter 5, Marriage and the Employment of Women, examines six variables: marital status, marital satisfaction, male attitudes, family size, influence of husband's income, and wife's educational level. Chapter 6, Sex Role Stereotypes and Career Versus Homemaking Orientations of Women, reflects how the socialization process of childrearing and educational practices tends to restrict women's behavioral choices. Chapter 7, Barriers to the Career Development of Women, discusses potential individual and social roadblocks resulting in underachievement, overcompensation, and exclusion. The concluding chapter by the editor summarizes changing attitudes, existing problems, and future implications. (EA)

**ED 117 349** CE 005 970

Strong, Merle E. Schaefer, Carl J.

**Introduction to Trade, Industrial, and Technical Education.**

Pub Date 75

Note—285p.

Available from—Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216 (\$12.95)

**Document Not Available from EDRS**

**Descriptors—**Educational Administration, Educational History, \*Educational Objectives, Job Placement, Labor Market, Occupational Guidance, Professional Associations, Program Administration, Program Descriptions, \*Program Development, Program Evaluation, Program Planning, Resource Guides, School Community Relationship, Staff Improvement, State of the Art Reviews, \*Technical Education, \*Trade and Industrial Education, Youth Clubs

Intended for teachers and administrators in trade, industrial, and technical education, the book is organized so that each chapter may stand on its own. A broad spectrum of areas is covered in the 13 chapters: (1) historical background; (2) trade and industrial education and the labor market; (3) definition and objective of trade, industrial, and technical education; (4) determining program needs; (5) trade, industrial, and technical education programs; (6) the administration of trade, industrial, and technical education; (7) labor, management, and community relations; (8) guidance and counseling; placement and followup; (9) staff recruitment and development; (10) professional organizations; (11) VICA: trade, industrial, and technical education's youth club; (12) program evaluation and accreditation; and (13) major issues in trade, industrial, and technical education. Each chapter concludes with a questions and activities section and a list of suggested source materials. Appended materials contain additional examples and information, and include: discussions held over a three year period by a joint committee appointed by the Industrial Arts and Trade and Industrial Education Divisions of the American Vocational Association; a list of Industrial Service Occupations Educational Programs; and program questionnaires. (LH)

**ED 117 350** CE 005 971  
Meyer, Warren G. And Others

**Coordination in Cooperative Vocational Education.**

Pub Date 75

Note—331p.

Available from—Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216 (\$12.95)

**Document Not Available from EDRS**

**Descriptors—**\*Cooperative Education, \*Cooperative Programs, Coordinators, Educational Coordination, Educational Programs, Job Placement, Program Evaluation, Program Planning, Recruitment, Secondary Education, Teacher Role, Teaching Methods, Trainees, Vocational Adjustment, \*Vocational Development, \*Vocational Education, Vocational Followup, \*Work Experience Programs

Purposes, goals, procedures, and practices of past and present cooperative vocational education programs are discussed. A broad spectrum of areas is covered in the 11 chapters, which are also designed to stand on their own: (1) Purposes of Cooperative Vocational Education; (2) Roles

of a Teacher-Coordinator; (3) Tasks of a Teacher-Coordinator; (4) Facilitating Career Development; (5) Teaching Work Adjustment Competencies; (6) Recruiting and Guiding Student-Trainees; (7) Placing Student-Trainees; (8) Developing the Occupational Experience Laboratory; (9) Organizing and Articulating Instruction; (10) Following Up Student-Trainees at Work; and, (11) Evaluating the Program. References, additional references, and suggested activities conclude each chapter. Appended materials contain additional information and include: Vocational Education Amendments of 1968, presenting a comparative analysis of cooperative education and work study programs; Teaching Career Analysis figure; Performance Requirements for Teacher-Coordinators, listing 82 clusters; and application form to employ a student-learner. (LH)

**ED 117 351** CE 005 972

Gibboney, Richard A. And Others

**The Career Intern Program: Preliminary Results of an Experiment in Career Education. Volume I.**

Opportunities Industrialization Centers of America, Inc., Philadelphia, Pa.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 75

Contract—NE-C-00-3-0122

Note—147p.

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage**

**Descriptors—**\*Alternative Schools, \*Career Education, Career Exploration, Career Planning, City Problems, Counselor Role, Dropout Attitudes, Dropout Characteristics, \*Dropout Programs, Dropouts, Dropout Teaching, Guidance Counseling, \*Individualized Programs, Potential Dropouts, Program Descriptions, Program Effectiveness, School Holding Power, Secondary Schools, Urban Education, \*Work Experience Programs

**Identifiers—**\*Career Intern Program, CIP, Opportunities Industrialization Centers of America, Urban Career Education Center

The report describes the first year of development and present operation of the Career Intern Program (CIP), a component of the Urban Career Education Center's alternative school for high school dropouts and potential dropouts. The purpose of the program, operated by the Opportunities Industrialization Centers of America under a contract from the National Institute of Education, is to provide opportunities for students with school problems to achieve their career aspirations. The program begins with 10 weeks of intensive orientation, counseling, and career investigation. Its second phase, lasting from 11 weeks to four semesters, features individualized instruction in basic academic subjects integrated with education; career exploration and hands-on experience highlight this phase. Disadvantages of the program's informality have included manipulation of staff by some students, conflicting staff standards for academic credit, and the great effort required to retrain the staff. Advantages have included a personalized school atmosphere liked by the interns, students' feelings of acceptance, and program flexibility. The document recounts the program's development, describes its students and the short-term effect on them, identifies those for whom the program works best, presents followup data, and discusses the program's implications. (Author/AJ)

**ED 117 352** CE 005 973

Turner, Charles E., Jr.

**New Haven Institute of Allied Health Careers.**

**Final Report.**

Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Pub Date 31 Aug 75

Note—76p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**

**Descriptors—**Career Exploration, \*Clinical Experience, \*Disadvantaged Youth, Employment Opportunities, \*Health Occupations Education, Minority Groups, Occupational Guidance, \*Program Descriptions, Program Evaluation, Secondary Education, \*Work Experience Programs

**Identifiers—**Connecticut (New Haven), Institute of Allied Health Careers

The New Haven Institute of Allied Health Careers has been involved in a project to (1) assist educationally disadvantaged students in preparing themselves for health careers opportu-

ilities through guidance services and (2) address the lack of access to and mobility within the health professions systems through educational change. Made up of a consortium of independent institutions, the institute worked as an extra-school agency supplementing school career education curricula through: institute staff experiences for grades 10-12. Program components are described and include: academic assistance, guidance services, career and educational exposure, and interinstitutional educational planning. Component methodology, evaluation and description of programs developed, analysis and demographic information regarding the 200 selected student affiliates, guidance personnel perceptions, effectiveness of career exposure, anticipated job opportunities in Allied Health and the employability of high school graduates, and program related forms and questionnaires are presented. The institute has attempted to nurture an adequate enough minority student constituency to encourage more responsive admission policies in area allied health professions programs, and 100 of its past graduates are attending college. (LH)

**ED 117 353** CE 005 974  
Lackey, L. L. Jacobs, T. O.

**A Study of the Success and Work Expectancies of Public Service Career Employees. Final Report.** Human Resources Research Organization, Alexandria, Va.

Spons Agency—Civil Service Commission, Washington, D.C. Personnel Measurement Research and Development Center.

Pub Date Oct 72  
Note—159p.

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage**

Descriptors—\*Disadvantaged Groups, Entry Workers, Federal Programs, \*Government Employees, Middle Class Values, Personnel Data, \*Questionnaires, Research Methodology, Tables (Data), Underemployed, \*Values, \*Work Attitudes

Identifiers—Public Service Careers Program

The study attempted to measure world-of-work values and perceptions at entry and after a period of employment of enrollees in Plan D of the Public Service Careers (PSC) Program, a Federal program designed to bring disadvantaged individuals into Federal employment. A PSC Enrollee Questionnaire, developed from a logical taxonomy of world-of-work values based on an extensive review of related literature, was administered twice, along with supervisor evaluations, for initial testing and at six months after employment. The first session involved 328 enrollees in the entry-level component, 106 individuals in the upgrade component, and 95 Federal employees holding equivalent positions to those of PSC entry-level workers. The second session involved 211 PSC entry-level enrollees and 137 of their supervisors. Project background, methodology, data analysis, summary of findings and recommendations are presented, with 27 tables. Appended material, encompassing half the document, presents the data collecting instruments and responses. Conclusions state that PSC enrollee perceptions of world-of-work values were congruent with the "middle-class value system", these values were maintained through job experience, and the PSC employee is generally underemployed in the entry job and might continue to be after one promotion. (LH)

**ED 117 354** CE 005 975  
Matheny, W. G. And Others

**AFHRL/FT [Air Force Human Resources Laboratory/Flight Training] Capabilities in Undergraduate Pilot Training Simulation Research: Executive Summary.**

Life Sciences, Inc., Hurst, Tex.  
Spons Agency—Air Force Human Resources Lab., Williams AFB, Ariz. Flying Training Div. Report No—AFHRL-TR-75-26(1)

Pub Date Aug 75

Note—33p.; This is the first of two volumes, for the second see CE 005 509; Figure A1 will not reproduce well due to blurred type

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—Educational Programs, \*Flight Training, Operations Research, Planning, Post Secondary Education, \*Research Methodology, \*Research Projects, \*Simulation, Simulators, \*Training Techniques

The document presents a summary description of the Air Force Human Resource Laboratory's Flying Training Division (AFHRL/FT) research

capabilities for undergraduate pilot training. One of the research devices investigated is the Advanced Simulator for Undergraduate Pilot Training (ASUPT). The equipment includes the ASUPT, the instrumented T-37 aircraft, the T-4G and T-40 trainers, and the formation flight trainer. Methodological considerations and the development of a research program are discussed. Instructional procedures and practices are described for three phases which will be used in establishing a technological base: equipment familiarization and operator performance measures for the T-40 study, ASUPT, and instrumented aircraft. One area of suggested research is visual display which will include investigation of visual cues, the use of a visual model as a research tool, and four studies on the content of visual display. Another area for suggested study is motion cue research which will attempt to determine the necessary axes of cockpit motion for training simulation. A third area of suggested research focuses on training methods in the areas of cognitive pretraining, feedback, sequencing of training tasks, contextual training, and individualized training. A list of reference is included. A list of AFHRL/FT research programs for 1975 is appended. (EC)

**ED 117 355** CE 005 976  
Fredriksson, Lennart Gestrelus, Kurt

**Lifelong Learning in Swedish Curricula. Didakmetri No. 48.**

School of Education, Malmo (Sweden). Dept. of Educational and Psychological Research.

Spons Agency—National Swedish Board of Education, Stockholm.

Pub Date Aug 75

Note—130p.

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage**

Descriptors—Adult Education, \*Articulation (Program), \*Continuous Learning, \*Curriculum Evaluation, Curriculum Research, \*Educational Attitudes, Educational Research, Elementary Secondary Education, Foreign Countries, Research Methodology

Identifiers—\*Sweden

An examination of the lifelong learning aspect of the central and nationwide curricula in Sweden has been made by the UNESCO Institute for Education. The concept of lifelong learning is defined and criteria for developing positive attitudes and opportunities for its development are discussed. The analysis of the curricula in the basic and upper secondary schools involved five main criteria, with a number of subgroups within each: (1) horizontal integration; (2) vertical integration; (3) individual maturity—self realization; (4) autodidactic—development of readiness for new learning and relearning; and (5) directing studies toward creativity, flexibility, and equality. Discussion of the curriculum analysis takes up more than half the document. No empirical research was undertaken for this report, but already completed studies concerning school curriculum analysis in Sweden were investigated and are discussed with reference to the five criteria used in the analysis. Conclusions state that school curriculum and everyday school activities do not necessarily correlate, with the desired development of attitudes towards lifelong learning being neglected. Adult education is briefly discussed in terms of developing lifelong learning concepts among adults and educators alike. (LH)

**ED 117 356** 95 CE 005 977  
EPDA [Education Professions Development Act] Leadership Development Program. Final Report.

Southern Illinois Univ., Carbondale. Dept. of Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 1 Sep 75

Grant—OEG-0-74-8629(503)

Note—37p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—\*Demonstration Projects, Doctoral Programs, \*Graduate Study, Individualized Programs, Interdisciplinary Approach, \*Internship Programs, \*Leadership Training, Masters Degrees, Performance Based Education, Program Descriptions, Vocational Directors, \*Vocational Education

Identifiers—Education Professions Development Act, EPDA

Seven graduate students were awarded Office of Education Professional Development Act (EP-

DA) fellowships to participate in the occupational education leadership program developed by Southern Illinois University during the 1974-75 academic year. All were enrolled as full-time students, three at the master's degree level and four at the doctoral degree level. During the year, each Fellow engaged in at least four distinctive types of leadership development activities. Each earned at least six semester hours of credit in individually arranged internships; completed administrative processes, theory, and planning courses; participated in an exclusive series of leadership development seminars; and engaged in related enrichment activities such as serving on an Illinois Division of Vocational and Technical Education public school evaluation team. The EPDA Leadership Development program has been evaluated and, in general, its objectives have been achieved. The interdisciplinary, performance-based, individualized program has been awarded continued status and funding for the 1975-76 year. The report gives an eight-page description of the leadership development program, a six-page description of the university's occupational education program, and a four-page description of the program evaluation. Approximately one-third of the documents is comprised of a list of personnel and the Fellows' vitae. (Author/AJ)

**ED 117 357** CE 005 978  
Ideas for Activities Designed to Combine Career Development with Subject Matter Instruction.

Michigan State Dept. of Education, Lansing.

Note—232p.

**EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage**

Descriptors—Career Awareness, Career Choice,

\*Career Education, Career Exploration, Career Planning, Decision Making, \*Elementary Secondary Education, Integrated Activities, Integrated Curriculum, Intellectual Disciplines, \*Interdisciplinary Approach, Job Placement, \*Learning Activities

The organization of the ideas for career education activities is based on four components of career development; these form the four sections of the book: (1) self-awareness and assessment, (2) career awareness and exploration, (3) career decision making, and (4) career planning and placement. The book is further divided into elementary and secondary education sections, and an easy access guide for each section provides a grid listing 10 subject matter areas and the four career development components. All activity ideas relevant to a given career development component and appropriate to a given subject area appear by number in the grid matrices. Each activity idea in the book has six elements: (1) title; (2) subject matter content area/s; (3) purpose, two statements, one pertaining to the subject matter area and one to a career development performance goal; (4) primary activity, which contains the grade group designation and the major steps for carrying out the activity, presented to stimulate the teacher's thinking in his/her development of detailed instructional plans; (5) specification of materials; and (6) variations, which expand or contract on the primary activity so that teachers may develop applications for any grade groups. (Author/AJ)

**ED 117 358** CE 005 981  
Davis, Marcella Z., Ed. And Others  
Nurses in Practice: A Perspective on Work Environments.

Pub Date Jan 75

Note—287p.

Available from—C. V. Mosby Company, 3301 Washington Blvd., St. Louis, Missouri 63103 (\$6.95)

**Document Not Available from EDRS**

Descriptors—Anthologies, Case Studies, \*Community Health Services, Cultural Factors, Environmental Influences, Field Studies, \*Hospitals, Medical Education, \*Nurses, Nursing, Organization, Organizational Climate, Public Health, Social Factors, \*Task Performance, Work Attitudes, \*Work Environment

A major portion of the collection of 20 readings authored by practicing professionals consists of field observations presented both as raw data (field notes) and as analyzed and organized data. About the work of nurses in a variety of settings, a recurrent theme is that work behavior is greatly influenced by organizational and structural elements in each place of work, as



well as by social and cultural features in the society at large. Part 1, Inside the Hospital, includes the following sections: the head nurse, two perennial problems (death, pain), some special wards (managerial agent versus therapist role, mental illness and the tuberculosis patient, intensive care, the premature nursery, and the pediatric ward), the emergency room (health care system, a student's perceptions, and value transmission to student), and the guest role of nurse educators in health agency settings. Part 2, Outside the Hospital, covers: the development of a community clinic by two nurses, the nurse as leader in the Lamaze experience, surveillance in long-term illness, aspects of public health work, dying at home, the work of the visiting nurse, and social isolation and strategies for managing life in chronic illness. Each chapter concludes with discussion questions. (Author/MS)

**ED 117 359** CE 005 982

Picou, J. Steven, Ed. Campbell, Robert E., Ed. *Career Behavior of Special Groups. Theory, Research and Practice. The Merrill Series in Career Programs.*

Pub Date 75

Note—464p.

Available from—Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216 (\$13.95)

**Document Not Available from EDRS**

Descriptors—Activism, American Indians, Asian Americans, Aurally Handicapped, \*Behavior Patterns, Black Community, Career Opportunities, \*Career Planning, \*Disadvantaged Groups, Females, Filipino Americans, Manpower Utilization, Mentally Handicapped, Mexican Americans, \*Minority Groups, Occupational Guidance, Physically Handicapped, Program Descriptions, Racial Integration, \*Socioeconomic Influences

Various existing theoretical, empirical, and policy issues regarding facets of the career behavior of special groups are explored through a series of essays presenting a variety of viewpoints. Special groups are defined as "collectivities of people set apart from the white male majority in terms of race, ethnic group, sex, physical disabilities, residence origins, and commitment to alternatives roles and values." Career behavior covers various processes, stages, and milestones in the career life cycle. Essays are divided into the following sections: (1) Theoretical Issues and Alternatives, presenting data, information, alternative theoretical approaches, and directions for further study regarding status attainment of special groups and career development; (2) Special Groups and Career Behavior, describing and analyzing the career behavior of Asian-Americans, activist youth, rural blacks, physically and mentally handicapped, native American Indians, women, Mexican-Americans, and rural Filipino youth; and (3) Manpower, Methodology and Policy, presenting policy strategies being utilized to aid special groups in their career-related problems. It is suggested that the document be utilized as a supplementary text in occupational sociology, minority-relations, vocational psychology, and education and guidance courses. (LH)

**ED 117 360** CE 005 983

Schulz, Harriette *Survey of Adult Education Programs for the Disadvantaged.*

Institute for Community Studies, Kansas City, Mo.

Pub Date Sep 75

Note—132p.

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage**

Descriptors—\*Abstracts, \*Adult Basic Education, Adult Dropouts, Adult Education, \*Adult Education Programs, \*Annotated Bibliographies, \*Disadvantaged Groups, Illiterate Adults, Literacy Education, Program Descriptions, Reports, Research Projects

The publication contains abstracts and annotated bibliographical references of research projects and programs in adult basic education. The projects and programs cited represent the results of a survey to search out studies that delineate project population, methods, materials, and results. The survey was designed to limit the time period covered (1965-75) and the educational area covered (academic rather than vocational). The abstracts are arranged alphabetically by author in a 60-page section. A discussion section contains observations drawn from the survey

supporting the conclusion that basic questions concerning adult education (what kind of teachers, teaching what kind of students, with what kind of content, at what level of complexity, and in what teaching style) have not yet been definitively answered. Those studies which seemed to be peripheral to the main survey and those which did not include sufficient achievement data are listed alphabetically by author in an annotated bibliography (Appendix A, 47 pages). Other appended materials include: approximate figures on grade level gains per unit of time, a suggested checklist for future research, and a list of sources contacted in gathering the documents (includes computer searches and references). (Author/MS)

**ED 117 361** CE 005 984

*A Total Community Approach to Career Education—Resources for Career Development: An Annotated Bibliography (Revised).*

Indiana Univ., South Bend. Indiana Career Resource Center.

Spons Agency—Indiana State Dept. of Public Instruction, Indianapolis. Div. of Vocational Education.

Pub Date 75

Note—153p.; For earlier editions (1971, 1973, and 1974) see ED 075 637, ED 079 621, and ED 105 173

Available from—Indiana Career Resource Center, 1201-09 S. Greenlawn Avenue, South Bend, Indiana 46615 (\$4.00)

**Document Not Available from EDRS**

Descriptors—\*Annotated Bibliographies, Audiovisual Aids, Career Awareness, \*Career Education, Career Exploration, Career Planning, Educational Games, Educational Resources, Elementary Secondary Education, Instructional Materials, \*Instructional Media, Post Secondary Education, \*Resource Guides, Simulation, \*Vocational Development

Intended to provide those involved in career education with a catalog of career development-related resources, the bibliography presents over 645 entries (most with annotations) for use in career development programs for all levels. The resources described are on display at the Indiana Career Resource Center (South Bend) and are available for loan to schools in Indiana. Included are an introductory guide for use of the bibliography and charts which assist users in finding resource descriptions by utilizing grade/age, career goal, and curriculum categories. The largest portion of the bibliography, printed materials, is grouped into four sections: professional materials (for the educator), youth through adult (student materials in the categories of early childhood and primary, intermediate, middle school, high school, postsecondary, adult, and women), reference materials (for the educator and student), and periodicals and journals (primarily for the educator). Other parts list: sound filmstrips (mainly for elementary through postsecondary level), games and simulations (middle and high school level), audio tapes and records, kits (for student use), tests, films, film loops, transparencies, slide programs, and video tapes (for educators). Also listed are some publishers and sources of the materials. (Author/MS)

**ED 117 362** CE 005 985

Rahe, Harves

*Index to Doctoral Dissertations in Business Education 1900-1975.*

Delta Pi Epsilon, St. Peter, Minn.

Pub Date 75

Note—109p.

Available from—Delta Pi Epsilon National Office, Gustavus Adolphus College, St. Peter, Minnesota 56082 (\$10.00, 4 or more copies \$8.00)

**Document Not Available from EDRS**

Descriptors—\*Bibliographies, \*Business Education, Doctoral Theses, \*Indexes (Locators)

The cross-referenced index to doctoral dissertations in business education is based on listings and summaries of doctoral studies as they appeared in the major publications in the field of business education for the last 75 years. The index is divided into four parts: (1) a researcher/author index (76 pages) supplying typical bibliographic data and citing the major business education publications they appeared in, (2) a subject index (14 pages), (3) a college and university index (6 pages), and (4) a chronological index (5 pages) with the names of doctoral students who completed dissertations during the

year listed. The document concludes with a key to the professional business education publications referred to in part 1 of the index. (BP)

**ED 117 363** CE 005 986

Dudgeon, Paul J.

*Arriving at Individualization and Personalization: A Set of Elements.*

Pub Date Nov 75

Note—27p.; For related bibliography, see CE 005 987

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—Educational Counseling, Educational Facilities, Educational Philosophy, Educational Planning, \*Educational Programs, \*Individualized Instruction, \*Individualized Programs, \*Program Content, Program Design, Program Development, Students, Teacher Role, Teachers, \*Teaching Methods

Individualized and personalized (I and P) programs place learners at the center of all the activity. The eight main elements of such programs are: philosophical and taxonomic considerations; instructors as resource persons and learning managers; peer tutoring, personal and academic counseling, and cognitive style maps of students; instruction employing such techniques as pre- and posttesting, computerized data banking, individual diagnosis, and designed instructional mediation; financial prioritization; inservice training for administrators and educators, and individualized student orientation; open architecture of physical facilities; computerized management information and evaluation systems; and accountability and planning models. The development of the elements of the I and P program is a dynamic process. Since the computer, a full range of mediation, and paraprofessionals can adequately dispense information, instructors are able to become designers and managers of learning, prescribers of instructional material, and interpreters of evaluation data. Instructors are able to select a proper mix of a large variety of elements and tools for each individual student. Educational technology thus does not replace instructors; it merely frees them to humanize the educational process. (Half the document consists of explanatory notes of terminology used in the text.) (JR)

**ED 117 364** CE 005 987

Dudgeon, Paul J.

*A Bibliography on the Implementation and Management of Individualized and Personalized Education Programs.*

Pub Date Sep 75

Note—15p.; For related document, see CE 005 986

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Bibliographies, \*Educational Programs, Individualized Instruction, \*Individualized Programs, \*Program Administration, Program Design, \*Program Development, Program Planning, Student Evaluation

The bibliography contains entries for approximately 150 books, articles (one in French), symposia, monographs, ERIC documents, reports, handbooks, manuals, dissertations, and unpublished papers dealing with the implementation and management of individualized and personalized educational programs. Most of the works listed were published since 1971; none before 1956. Under separate headings the document also lists two other relevant bibliographies and nine appropriate journals, monographs, and miscellaneous entries. (JR)

**ED 117 365** CE 005 988

*Adult Basic Education in Nebraska: Administrator Comparison Study.*

Nebraska Univ., Lincoln. Dept. of Adult and Continuing Education.

Spons Agency—Nebraska State Dept. of Education, Lincoln. Div. of Adult Education.

Pub Date 1 Oct 75

Note—94p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**

Descriptors—\*Administrative Personnel, Administrative Problems, Administrator Background, \*Administrator Characteristics, Administrator Education, Administrator Evaluation, \*Adult Basic Education, Adult Education Programs, Adult Educators, \*Comparative Analysis, Educational Needs, Program Administration, Questionnaires, \*State Surveys, Tables (Data)

Identifiers—\*Nebraska, Part Time Administrators

Nebraska Adult Basic Education (ABE) program administrators have been studied in terms of their general characteristics and part- or full-time positions in an attempt to gather data to assist in future program development, administrator recruitment, and administrator training programs. A questionnaire was sent to all known administrators in the State, with a 93.44% return. Four major sections sought information regarding: (1) demographic/biographic data; (2) the nature of each respondent's program, including problem evaluation; (3) administrator task analysis; and (4) perceptions of competencies and need for additional education. Data analysis is presented in 19 tables and major findings are enumerated. Most administrators were found to be male, part-time, between 30 and 50 years old, having some graduate training, and no specific training for adult education work. A variety of competency training and educational needs were uncovered, with part-time people indicating more need in this area. Results are stated in a variety of formats, and recommendations include that the State Department should continue to seek additional funding for hiring full-time administrators. The questionnaire, location of courses and programs, high school equivalency diploma statistics, and 1970 Census information regarding Nebraska's educationally disadvantaged adults are appended. (LH)

**ED 117 366** CE 005 989

**Adult Education Teacher Workshop.** (University of Nebraska, June 16-27, 1975).

Nebraska Univ., Lincoln. Dept. of Adult and Continuing Education.

Spons Agency—Nebraska State Dept. of Education, Lincoln. Div. of Adult Education.

Pub Date 1 Oct 75

Note—46p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors**—\*Adult Education, Conference Reports, Educational Programs, Inservice Teacher Education, Participant Satisfaction, \*Program Content, Self Evaluation, Small Group Instruction, \*Teacher Workshops, Teaching Methods, Values

The document describes a workshop designed to provide participants with information, competencies, and skills pertaining to working with adult learners. Eleven persons from central and western Nebraska participated. The workshop's program included participants' self-appraisal of their competencies and their involvement in talk sessions and small group work sessions. Workshop requirements included developing a plan and evaluation scheme for an adult education program and a workshop project (such as planning, implementing, and evaluating a program, course, or conference; evaluating an existing program; or keeping a log of readings in periodic literature related to a specific aspect of adult education). Three resource persons conducted special sessions on basic educational media, values clarification, and methods and materials. Participants evaluated the workshop individually on special forms and in small groups in open-ended sessions. The report includes a brief description of the program and participants, a five-page glossary of terms, a one-page bibliography, the conference schedule, a six-page outline of the workshop's rationale and requirements, and the participant evaluation of the conference. Appendices (12 pages) provide a participant list, a self-evaluation form, learning activity guidelines, project suggestions, and a basic educational media workshop worksheet. (JR)

**ED 117 367** 95 CE 005 990

**Manzo, Anthony V. And Others**

**Personality Characteristics and Learning Style Preferences of Adult Basic Education Students.** Research Monograph.

Missouri Univ., Kansas City. Center for Resource Development in Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Grant—OEG-73-5213

Note—43p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors**—\*Adult Basic Education, Adult Learning, \*Adult Students, Individual Characteristics, \*Learning Characteristics, Learning Processes, Participant Characteristics, Personality Assessment, Personality Studies, \*Personality Tests, \*Student Characteristics, Test Results

**Identifiers**—Learning Preference Inventory, Luscher Color Test, Manzo Bestiary Inventory

The study described in the report identifies personality characteristics and learning styles of adult basic education (ABE) students on the basis of three instruments: the Luscher Color Test, the Manzo Bestiary Inventory, and the Learning Preference Inventory. The volunteer sample consisted of 83 ABE students. Subsample comparison groups consisted of sixth graders, stock brokers, and GED students. Data on the total of 158 subjects were analyzed by computer to display individual and group profiles. Results of the Luscher Color Test indicated a sense of fragileness, a slight degree of social-emotional dependency, and a need for healthy release from tensions on the part of the ABE students. The Manzo Bestiary Inventory findings corresponded to the Luscher findings but also indicated a need for ABE students to appear highly aggressive and cautions about intimacy with others. The Learning Preference Inventory indicated their preference to learn by direct teaching approaches such as lecture, tutoring, and group interaction rather than by less direct approaches. The study concluded that ABE students are like other segments of society, especially those with newly heightened aspirations. Unlike other undereducated adults not enrolled in ABE classes, however, ABE students are probably more aggressive, intense, and conflict-prone. (Author/JR)

**ED 117 368** CE 006 000

**Wilson, Susan E.**

**The Status of Women in the Adult Education Association of the United States of America.**

Pub Date Jun 73

Note—30p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors**—\*Adult Education, Educational Background, Equal Opportunities (Jobs), \*Females, Income, \*National Surveys, Participation, \*Sex Discrimination, \*Status

**Identifiers**—\*Adult Education Association, AEA

The study's purpose was to gain information regarding the status of women in the field of adult education. Questionnaires were mailed to a randomly selected sample of 1,312 members of the Adult Education Association (AEA) to determine general member characteristics and male/female differences in income, educational levels and aspirations, participation levels, and awareness of sex discrimination. Based on a 70.8% response return, the survey indicated an approximately 60% male membership with a median age of 43.3 years for men and 50.2 years for women. A female earnings gap of approximately \$1,500 existed for 11-12 month employment and approximately \$3,000 for 9-10 month employment. Advanced degrees were held by 75.4% of male members and 70.9% of female members; male members were significantly more active at the national level. An awareness of some type of sex discrimination was indicated by 47.7% of the women and 28.1% of the men. Females responses to being a victim of sex discrimination were indicated concerning hiring, promotions, and salaries. Recommendations included more research in specific areas of adult education, a review of graduate school policies, legal action by the discriminated, and female recruitment for high administrative posts. The survey instrument is appended. (EA)

**ED 117 369** CE 006 001

**A New School of Health Professions. Volume 1. Final Report.**

University of the Pacific, Stockton, Calif. School of Medical Sciences.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md.

Pub Date Jan 75

Note—261p.; For Volume 2, see CE 006 002

**EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage**

**Descriptors**—Coordinators, Curriculum Development, Dentists, Educational Innovation, Educational Programs, \*Health Occupations Education, \*Interdisciplinary Approach, \*Medical Education, Pharmacists, Physicians, Professional Education, Program Administration, Program Content, \*Program Descriptions, \*Program Development, Program Planning, Social Workers

**Identifiers**—Nurse Practitioners, School of Health Professions, SHP

The report describes and evaluates the concept and implementation of an interdisciplinary School of Health Professions (SHP) as well as its key

educational features and financial requirements. SHP focuses on primary health care, interprofessional education and care-delivery, and self-paced curricula. Six types of health professions comprise the initial student body: primary-care physicians, primary-care dentists, nurse practitioners, clinical pharmacists, graduate social workers, and health care coordinators. The University of the Pacific's program prepares students to deliver the specific kinds of primary-care services required in professional practice. The following aspects of the SHP are discussed: (1) roles and responsibilities, selection, and orientation of faculty; (2) criteria and procedures for student selection; (3) SHP organization and governance; (4) systematic procedures for evaluating students, curriculum, faculty, administrators, and the organizational structure; (5) a communications system for the flow of information among the people involved in SHP; (6) steps for developing a full curriculum; (7) the support and participation of health professionals during the feasibility study; (8) requirements for accreditation and licensure in California; (9) the stages in the implementation of SHP; (10) financial projections; and (11) remaining tasks. A list of sites visited and a bibliography are included. (Author/EC)

**ED 117 370** CE 006 002

**A New School of Health Professions. Volume 2. Appendices to the Final Report.**

University of the Pacific, Stockton, Calif. School of Medical Sciences.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md.

Pub Date Jan 75

Note—226p.; For Volume 1, see CE 006 001

**EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage**

**Descriptors**—Administrative Organization, \*Curriculum Development, Educational Programs, \*Guidelines, \*Health Occupations Education, Medical Education, Professional Education, Program Content, \*Program Descriptions, \*Program Development, Program Planning

**Identifiers**—School of Health Professions, SHP

The document contains 22 appendixes which were cross-referenced in the final report of a study on the University of the Pacific's interdisciplinary program called School of Health Professions (SHP). Items include the following: (1-A) obesity study guide; (1-B) diabetes mellitus study guide; (1-C) hypertension study guide; (2) identification and prioritization of health care problems; (3) the clinical units; (4) SHP external organizational options; (5) sample affiliation arrangement with clinical facilities for educational experiences for SHP students; (6) flow of information within the communication systems; (7) examples of problem, task, and learning resources catalogs; (8) problems in using catalog approach for tasks; (9) task matrices; (10) task utilization problems; (11) examples of task descriptions and extended task names; (12) the curriculum development process; (13) report of the task force for the consideration of SHP at the Pacific Medical Center/University of the Pacific (PMC/UOP); (14) final portion of feasibility study for SHP at PMC/UOP; (15) resources and services of the Pacific Medical Center; (16-A) details of determining SHP faculty requirements at full operational level; (16-B) determination of educational space and capital requirements for SHP at full operation level; and (16-C) explanation of income projections for SHP. (EC)

**ED 117 371** CE 006 003

**Hlemstra, Roger**

**The Older Adult and Learning.**

Nebraska Univ., Lincoln. Dept. of Adult and Continuing Education.

Spons Agency—Nebraska State Dept. of Education, Lincoln. Div. of Adult Education.

Pub Date 1 Sep 75

Note—113p.

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage**

**Descriptors**—\*Adult Education, Adult Education Programs, \*Data Analysis, \*Educational Interest, \*Educational Needs, Field Interviews, Individual Needs, \*Older Adults, Tables (Data)

According to recent census figures, 10% of today's population are over 65 years old. It has often been stated that individual learning needs and capabilities decline with age. To challenge this idea, a study was conducted to gather information about older adults, their learning interests, activities, and obstacles. Four hypotheses were tested through a series of interviews with 256

adults (55 and over) in Nebraska. The interview schedule was tested for reliability and validity. Data were analyzed utilizing tables with frequencies, percentages, and mean scores as well as a crossbreak analysis and t-test of significance for testing some hypotheses. Data from the study revealed a need for more suitable continuing education programs based on the following findings: (1) obstacles to learning selected most often were "don't like to go out at night," "not enough time," "cost," "home responsibilities," and "job responsibilities;" and (2) courses selected as an indication of learning interests included "Stretching Your Retirement Dollar," "Tax Benefits for Older Americans," "Outdoor Flora," "Medical Care in the Retirement Years," and "Laws Affecting the Aged." The study's design, findings, recommendations, and implications of the study are presented. Data collection materials, miscellaneous tables, and comparison data on learning projects are appended. (Author/EC)

**ED 117 372 95 CE 006 004**  
**Career Orientation Curriculum Supplement for Grades 7-8.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—406p.; For Curriculum Supplement for grades 9-10, see CE 006 005

**EDRS Price MF-\$0.83 HC-\$22.09 Plus Postage**

**Descriptors**—Activity Units, \*Career Awareness, Career Education, Career Planning, Curriculum Guides, Grade 7, Grade 8, \*Instructional Materials, Integrated Curriculum, \*Junior High Schools, \*Learning Activities, Unit Plan, \*Units of Study (Subject Fields), Vocational Development

The supplement to the Career Orientation Curriculum Guide: 7-8 provides actual units of instruction which have been utilized in career orientation programs throughout the State of Ohio. In general, the units contain teacher and student objectives, student activities, teaching procedures, information on career opportunities in specific fields, and resource lists. These items, for some of the units, are presented in chart form. Some of the units contain instructional material for use with the activities. The units are organized around the following subject areas: art, guidance, health, home economics, industrial arts, integrated units (concerned with the seven basic developmental areas of self, the individual and the environment, economics, world of work, education and training, employability and work adjustment skills, and vocational decision making), language arts, math, music, science, social studies, and typing. (Author/MS)

**ED 117 373 95 CE 006 005**  
**Career Exploration Curriculum Supplement for Grades 9-10.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—186p.; For Curriculum Supplement for Grades 7-8, see CE 006 004

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage**

**Descriptors**—Art, Career Education, \*Career Exploration, Career Planning, \*Curriculum Guides, Electricity, Home Economics, Horticulture, \*Integrated Curriculum, Journalism, Languages, \*Learning Activities, Mathematics, Occupational Information, Photography, \*Secondary Education, Simulation, Social Studies, Unit Plan, Units of Study (Subject Fields)

The supplement to the Career Exploration Curriculum Guide: 9-10 presents concrete approaches that school districts in Ohio are utilizing to implement and integrate career exploration throughout the curriculum. The lessons and units in the supplement contain objectives, learning activities, suggested teaching procedures, and resource lists. Specific information on skills required for certain jobs is provided. Some of the content is presented in chart form. The supplement is organized into seven major sections: integrated career exploration simulations (45 pages) consisting of outlined guidelines for mathematics, science (electricity), and social studies (urban government, economics); career exploration lessons (54 pages) in home economics, journalism, foreign languages, and art; and career

exploration units (60 pages) offering learning packets for jobs in photography, advertising, and horticulture. A nine-page decision-making unit entitled "Know Thyself" and a brief hands-on implementation guide conclude the document. (Author/MS)

**ED 117 374 CE 006 006**

*Mumford, Donald, Ed.*

**Career Education: Suggested School-Industry Programs.**

Warren City Schools, Ohio.

Pub Date [75]

Note—30p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors**—\*Career Education, \*Cooperative Planning, Elementary Education, \*Elementary Secondary Education, Guidelines, Industrial Education, Industry, Manufacturing Industry, Models, Program Coordination, \*Program Development, Program Guides, School Community Cooperation, \*School Industry Relationship, Secondary Education

**Identifiers**—\*General Motors Corporation, Ohio

The document, produced to aid Ohio communities in linking their schools' kindergarten through secondary career education (CE) programs with the needs and interests of local General Motors (GM) plants, defines some central concepts of career education and discusses successful, cooperative interaction between industry and career education. The focus throughout the brochure is on various aspects of GM operations. The following concept areas are to guide the development of school-industry cooperation: (1) education and training as related to one's career choice, (2) economics as related to career choice and the responsibility of the worker to industrial economics, (3) employability and work-adjustment skills, and (4) the sequence of development of decision-making skills. Three outlines for linkage are offered: (1) implementation of CE-GM Corporation linkage; (2) format for development of local career education: GM plant-city programs; and (3) suggested list of student performance objectives to aid in evaluating CE-GM linkage activities. Activities are suggested for plant involvement in career education programs, and a sample career education program at a Packard electric division is outlined. A map illustrates the relationship of Ohio career education program sites to General Motors Corporation plant sites. (Author/AJ)

**ED 117 375 CE 006 007**  
**Career Development: A Course of Study Recommended for Ninth Grade.**

Idaho State Dept. of Education, Boise.; Lewis-Clark State Coll., Lewiston, Idaho.

Pub Date 72

Note—219p.; The career awareness circle graph in the appendix will not reproduce clearly in microfiche

**EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage**

**Descriptors**—Career Awareness, \*Career Education, Career Exploration, \*Career Planning, Course Content, \*Curriculum Guides, Educational Objectives, Grade 9, Learning Activities, Lesson Plans, Occupational Information, \*Resource Guides, Secondary Education, Self Evaluation, Teacher Developed Materials, Unit Plan, \*Vocational Development

The Career Development guide for teacher use in Grade 9 was developed and evaluated with the help of classroom teachers in Idaho in response to the need for additional emphasis on career awareness and exploration and for opportunities for career planning. It is intended as a basic core and focuses on both the personal and world of work aspects of career development. The document opens with an 8-page teacher's guide explaining the course outline, with suggestions for presenting and supplementing the basic core and a suggested sequence of lessons for integrating the three components. The body of the document contains lesson plans in the three component areas: self understanding (52 lessons focusing on economic, social, and psychological reasons for work, a study of general personality traits with reference to job selection and success on the job, and lifestyles); occupational information (46 lessons focusing on types of occupation, employment qualifications, and career exploration); and implementing career plans (24 lessons focusing on occupational choice, planning for employment or further education, and obtaining and keeping a job). Each lesson guide includes aims and objec-

tives, procedures and activities, and resources and references. Supplementary material and detailed lists of resource materials and supplies are appended. (BP)

**ED 117 376 95 CE 006 008**

*Turner, B. Carol Mueller, Richard C.*

**[MICE Project]: Macomb Intermediate Career Education Dissemination Support System.**

Macomb County Intermediate School District, Mount Clemens, Mich.; Michigan State Dept. of Education, Lansing. Vocational Education and Career Development Service

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—31C5-21184; 3654

Pub Date Jul 75

Note—129p.

Available from—Macomb Intermediate School District, 44001 Garfield Road, Mt. Clemens, Michigan 48043 (\$5.00)

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage**

**Descriptors**—\*Career Education, Educational Objectives, \*Inservice Education, Post Testing, Pretests, Program Coordination, \*Program Development, Program Evaluation, \*Regional Planning, Regional Programs, \*School Districts

**Identifiers**—Michigan, Project MICE

The Macomb Intermediate Career Education (MICE) regional project was designed to provide a network of coordination, technical assistance, and leadership to assist local education agencies in developing career education programs. Twenty school districts participated in the project which utilized inservice training, task forces, and local work session teams. Project goals were: to identify services necessary for regional coordination of career education in constituent districts; to select and pilot test strategies to facilitate development, adoption, and implementation of career education objectives; and to plan a strategy for local education agencies to adopt and develop career guidance plans. Evaluation of inservice training by pre- and posttest and self-assessment indicated that the majority of the participants increased their basic career education knowledge. There was evidence also of functioning committees to form a basis for future career education efforts. Approximately 100 pages are appendices consisting of: pre- and posttest survey, agenda for inservice training programs, survey to rate materials disseminated, opinionnaire to evaluate inservice training sessions, directory of district team members, and extensive task force reports (communication and reporting, computer usage, assessment and evaluation, goals and objectives, infusion, and career guidance). A copy of the Career Development Inventory, Form 1, also is included. (EA)

**ED 117 377 CE 006 009**

*Friedman, Barry L. Hausman, Leonard J.*

**Work and Welfare Patterns in Low Income Families.**

Brandeis Univ., Waltham, Mass. Florence Heller Graduate School for Advanced Studies in Social Welfare.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date Jun 75

Note—249p.

**EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage**

**Descriptors**—Demography, Employment, \*Employment Patterns, Employment Problems, Income, Labor Force Nonparticipants, Labor Market, Legislation, Low Income, \*Low Income Groups, Manpower Development, \*Policy Formation, Predictor Variables, Public Policy, Social Mobility, \*Social Science Research, Unemployment, Welfare, \*Welfare Recipients, Welfare Services

The study's objective were: (1) to describe the patterns of work and welfare experience in low-income families and to explain their causes, and (2) to apply the findings to the policy problem of deciding which groups of welfare recipients should be required to work and provided with what mix of manpower services. The effectiveness of work registration requirements was analyzed. The intention was to isolate the extent to which the welfare system itself causes job instability. The data sources were the Graduate Work Incentive (Negative Income Tax) Experiment and the Panel Study on Income Dynamics. The many findings are reported in terms of (1) work patterns, (2) the effects of welfare on work, and (3) welfare dependency. It was learned that those

who can and cannot work are not easily distinguished on the basis of characteristics that could be specified. Labor market problems are not clearly linked with demographic characteristics. Overwhelmingly, males in the low-income population move from welfare to work on their own, and so, apparently, do most female heads of low-income families, over time. However, there is much movement from work to welfare, and little movement out of the low-income ranges. (Author/AJ)

**ED 117 378** CE 006 010

*Sung, Betty Lee*

**Chinese American Manpower and Employment.** City Univ. of New York, N.Y. City Coll.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-21-36-73-13-1

Pub Date 75

Note—373p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (no price given)

**EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage**

Descriptors—Biculturalism, \*Census Figures, Chinese, \*Chinese Americans, \*Cultural Factors, Demography, \*Employment Patterns, Ethnic Groups, Ethnic Studies, \*Immigrants, Income, Manpower Development, Manpower Utilization, Occupational Surveys, Racial Discrimination, Socioeconomic Influences, \*Socioeconomic Status, Tables (Data), Work Attitudes

A study of the economic characteristics and occupational status of the Chinese in the United States, based primarily on a special tabulation of the 1970 census, has resulted in a demographic profile of this bicultural and physically distinct ethnic group. Potential improvement and expansion of the occupational sphere of the Chinese is discussed in terms of cultural aspects. Extensive tabulation accompanies the text, including 89 tables, 7 charts, and 9 maps. Each of the 14 chapters contains a list of findings relating to employment aspects of the Chinese; titles include: (1) Patterns of Chinese Immigration; (2) Foreign-born and Alien; (3) Geographical Dispersion; (4) Educational Level; (5) Labor Force and Occupational Pattern; (6) Working Women; (7) Chinese in Government Work; (8) Unions a Major Hurdle; (9) Income; (10) Unemployment and Underemployment; (11) The Chinese Work Ethic; (12) Self-employment and Small Business; (13) Cultural Baggage; and (14) Racism Modified. A listing of 34 summary findings, cultural anchors and differences, and 24 recommendations are provided, with four tables appended. It is stated that the study may be useful to social scientists, government agencies, administrators, and social service organizations. (LH)

**ED 117 379** CE 006 011

*Marshall, Ray And Others*

**Training and Entry Into Union Construction. R and D Monograph 39.**

Manpower Administration (DOL), Washington, D.C.

Report No.—R&D-Mono-39

Pub Date 75

Note—216p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 029-000-00239-8, \$2.80)

**EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage**

Descriptors—\*Apprenticeships, \*Building Trades, Comparative Analysis, Construction Industry, Craftsmen, \*Employment Qualifications, Employment Statistics, Entry Workers, Individual Characteristics, Industrial Training, Interviews, \*Labor Unions, Minority Groups, Occupational Information, Occupational Surveys, \*On the Job Training, Surveys, Tables (Data)

The study focuses on the issue of entry into building trades unions, detailing union procedures and standards, journeyman's background, and comparing training routes. Various basic construction trades were investigated: bricklayers, carpenters, electrical workers, ironworkers, plumbers and steamfitters, and sheet metal workers. Data were collected through interviews and surveys. About 49% of the journeymen interviewed (from a total of 1,234) had served apprenticeships and were younger, better educated, more likely to have friends and relatives in the trade,

and learned the trade faster than those trained informally. Craftsmen obtain work in the jurisdiction of most building trades local unions in four ways: graduation from an apprenticeship program, admission to the union as a journeyman or by being upgraded into the union's construction branch, transfer from other locals, and working under temporary permits. A large majority of informally trained journeymen learned their trade either by working as laborers or helpers or by working on the job in open shops. The study provides strong evidence that apprenticeship training gives construction craftsmen considerable advantage over the informally trained. Sixty-six tables illustrate minority representation union entry requirements (by trade) and other comparative data. A bibliography, list of persons interviewed, and survey instruments are appended. (Author/EC)

**ED 117 380** CE 006 012

**Collective Bargaining for Public Managers (State and Local): Case Materials.**

Civil Service Commission, Washington, D.C. Labor Relations Training Center.

Pub Date 75

Note—134p.; For the Instructors Manual and the Reference Materials, see CE 004 550 and CE 006 013

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 006-000-00844-5, \$8.75 per 3-part set—sold in sets only)

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage**

Descriptors—City Officials, \*Collective Bargaining, \*Industrial Relations, \*Instructional Materials, Labor Unions, \*Management Education, Public Officials, State Officials, \*Study Guides, Supplementary Textbooks, Unit Plan

The book contains exercises for the participants in a collective bargaining course designed to assist public sector managers in attaining a stable and productive labor relations environment. Each exercise has been keyed to an appropriate point in the instructor's manual. A number has been assigned to each exercise; the exercise is designated as "CM" to denote "Case Material", a roman numeral which corresponds to the unit in which it is used, and an arabic numeral which places it in sequence with the rest of the materials in the unit. Types of materials include quizzes, completion charts, discussion question, and background information on labor situations to be used with the course negotiations simulation and other exercises. The units are: The Collective Bargaining Process: An Overview (1 item); Why and How Workers Join Unions (5 items); Petition, Election, and Recognition Stages (5 items); The Negotiation Process (11 items); Negotiations (Simulation) (3 items); Contract Administration (17 items); and an In-Basket Exercise. It is recommended that each course participant have a copy of the book. (Author/MS)

**ED 117 381** CE 006 013

**Collective Bargaining for Public Managers (State and Local): Reference Materials.**

Civil Service Commission, Washington, D.C. Labor Relations Training Center.

Pub Date 75

Note—176p.; For the Instructors Manual and the Case Materials, see CE 004 550 and CE 006 012

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 006-000-00844-5, \$8.75 per 3-part set—sold in sets only)

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage**

Descriptors—City Officials, \*Collective Bargaining, \*Industrial Relations, Labor Unions, \*Management Education, Public Officials, \*Reference Materials, \*Resource Materials, State Officials, Supplementary Reading Materials, Unit Plan

The book contains pertinent articles on various subjects related to collective bargaining. It was developed and the materials specially written for use by instructors in a collective bargaining course designed to assist public sector managers in attaining a stable and productive labor relations environment. Each article has been keyed to the relevant point in the instructor's manual. Each article has also been assigned a number; the article is designated as "RN" to denote "Reference Number," a roman numeral which corresponds to the unit in which it is used, and an arabic numeral which places it in sequence

with the rest of the materials in the unit. The units are: The Collective Bargaining Process: An Overview (8 articles); Why and How Workers Join Unions (4 articles); Petition, Election, and Recognition Stages (2 articles); The Negotiations Process (6 articles); and Contract Administration (4 articles). (Author/MS)

**ED 117 382** CE 006 016

*Bell, T. H.*

**Is Commitment Enough?**

Pub Date 31 Oct 75

Note—11p.; Speech prepared for the Annual Meeting of the Adult Education Association of the USA (Salt Lake City, Utah, October 31, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Adult Education, Citizenship Responsibility, \*Community Education, Consumer Economics, \*Educational Needs, Educational Objectives, Educational Programs, Educational Responsibility, \*Remedial Programs

Since two-thirds of all adult learners plan their own education programs without professional help, outreach to these learners in their own community settings is the next important movement in education. Outreach also applies to those many adults who need help simply in coping with everyday life in this complex society. A recent study found that Americans have more trouble with everyday problems in consumer economics than in any other knowledge area, that one-fourth of Americans do not understand their rights and obligations under our system of government, that one-fifth of adults have trouble with occupational knowledge, and that people had more trouble with arithmetic than with any other learning skill tested. The responsibility for rectifying the situation in the case of adults rests with the adult education community. A set of 65 learning objectives covering occupational knowledge, consumer economics, health, community resources, and government and law, which the aforementioned study identified, is the core around which remedial instructional programs can be built. The task in adult education is to find people who would not otherwise seek help on their own and involve them in instructional programs committed to innovation and change built around real world situations. (JR)

**ED 117 383** CE 006 017

**The Equal Employment Opportunity Program for Federal Nonconstruction Contractors Can Be Improved. A Report Prepared for the Use of the Subcommittee on Fiscal Policy of the Joint Economic Committee, Congress of the United States, Ninety-Fourth Congress, First Session.**

General Accounting Office, Washington, D.C.

Pub Date 5 May 75

Note—103p.

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage**

Descriptors—Administrative Problems, \*Civil Rights Legislation, \*Equal Opportunities (Jobs), Federal Legislation, \*Federal Programs, \*Industry, Program Administration, Program Effectiveness, Program Evaluation, \*Program Improvement, Racial Discrimination, Sex Discrimination

Identifiers—Compliance Agencies, Federal Agencies, \*Nonconstruction Industry

The report reviews the effectiveness of management of the Federal contract compliance program in the nonconstruction industry. The following areas were evaluated: (1) Department of Labor guidance to and control over the 13 other Federal agencies assigned compliance review responsibility for nonconstruction contractors, (2) compliance agencies' efforts in implementing the Department guidelines for conducting compliance reviews and complaint investigations, (3) application of enforcement measures available to the compliance agencies, and (4) coordination of compliance review and complaint investigation activities between the Department and the Equal Employment Opportunity Commission (EEOC). Several areas that need improvement in the Department's administration of the program and weaknesses found in the compliance agencies' implementation of the nonconstruction program are discussed. The problems of coordination between the Department, the compliance agencies, and EEOC were due to lack of information exchange and duplication of some compliance activities at contractor facilities. An analysis of comments from the Department, Department of Defense, and General Services Administration are

presented. Recommendations to the Secretary of Labor are included. Appended materials include correspondence, reviews, and comments related to the report. (Author/EC)

**ED 117 384** CE 006 018

**Nurse Training Act of 1975. Report Together with Additional Views and Minority Views [to Accompany H.R. 4115], Ninety-Fourth Congress, First Session, House of Representatives.**

Congress of the U.S., Washington, D.C. House.

Report No.—R-94-143

Pub Date 10 Apr 75

Note—71p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

**Descriptors**—Educational Finance, \*Educational Legislation, \*Educational Programs, \*Federal Aid, Federal Legislation, Financial Support, Grants, Health Occupations Education, \*Nursing, \*Program Proposals

**Identifiers**—\*Nurse Training Act 1975

The report on the Nurse Training Act of 1975 focuses on the legislation to provide funds for nursing education through an amendment of title VIII of the Public Health Service Act. It proposes to continue, without change, for fiscal year 1975 the nurse training authorities of title VIII of the Act and to continue the authorities for fiscal years 1976-78 with modifications designed to meet the current needs in nursing. Support to schools include grants and interest subsidy payment for construction of nursing education facilities, institutional support in the form of capitation grants, financial distress grants, nursing student loans and scholarships, special project grants, professional nurse traineeships, contracts for improvement in nurse training, advanced nurse training programs, and nurse practitioner programs. A copy of a communication from President Ford which disapproves with the amendment due to economic needs of other priorities is included. A 46-page section focuses on a detailed analysis of the Act. Additional and minority views related to the passage of the bill are included. (Author/EC)

**ED 117 385** CE 006 019

*Paulston, Roland G.*

**Folk Schools in Social Change: A Partisan Guide to the International Literature.**

Pub Date 74

Note—194p.

Available from—University Center for International Studies, Publications, University of Pittsburgh, Pittsburgh, Pennsylvania 15260 (\$3.50-U.S., \$4.00-Canada and Oversea, 20% discount for orders of 10 or more)

**Document Not Available from EDRS**

**Descriptors**—Adult Education, \*Annotated Bibliographies, Change Agents, \*Educational Alternatives, Educational Assessment, Educational Innovation, Educational Methods, Educational Objectives, \*Folk Schools, \*Foreign Countries, \*Relevance (Education), Social Change, Social History

A partially annotated bibliography of literature dealing with folk schools throughout the world has been arranged under the following heading: (1) philosophical and historical material; (2) folk schools in social movements; (3) area and developmental studies; (4) methods and materials; and (5) related materials on popular education, social movements, and social change. Folk schools are defined as a type of residential adult education carrying out both additive and social change-oriented programs. Emphasis in this guide is placed particularly on those seeking new social, economic, or cultural relations, and also on those trying to adjust students to existing reality or to defend an ethnic minority or subculture. The compiler states that this collection on the folk school experience in different national settings offers a research tool to facilitate examination of the contribution of folk schools to induced change. Where appropriate, code letters have been included to indicate geographical areas mentioned in the work. Within each section the entries are listed alphabetically by author. Author and geographical area indexes are provided. (LH)

**ED 117 386** CE 006 020

**Developmentally Disabled Assistance and Bill of Rights Act, 1975. Hearing Before the Subcommittee on the Handicapped of the Committee on Labor and Public Welfare, United States Senate. Ninety-fourth Congress, First Session on S. 462.** Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Pub Date 18 Mar 75

Note—613p.; Some exhibits will not reproduce well due to small, broken type

**EDRS Price MF-\$1.16 HC-\$32.81 Plus Postage**

**Descriptors**—\*Federal Legislation, \*Physically Handicapped, \*Public Health Legislation, Welfare

**Identifiers**—\*Senate Hearings

The full hearing to amend the Developmental Disabilities Services and Facilities Construction Act to Revise and Extend the programs authorized by that Act and related Bill is presented. The full texts of S. 462, S. 1194, and J.R. 4005, three pieces of legislation proposing to revise and extend the Developmental Disabilities Act, are given and take up 515 pages of the document. S. Report 94-160 discusses background information, purposes, needs, and hearings regarding S. 462 and serves to accompany that legislation. It describes in detail Title I—Assistance for Persons with Developmental Disabilities and Title II—Bill of Rights for Mentally Retarded and Other Persons with Developmental Disabilities and provides a section by section analysis. Assistant Secretary for Legislation, DHEW, Stephen Kurzman's statements before the subcommittee regarding the various bills and disabilities programs are presented, as well as his responses to questions posed by members of the subcommittee. The full texts of prepared statements by various national organizations and related communications regarding S. 462 are included. (LH)

**ED 117 387** CE 006 021

*Imel, M. Susan*

**Adult and Continuing Education. A Bibliographic Guide to the University of Michigan Libraries.**

Pub Date 75

Note—157p.

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage**

**Descriptors**—\*Adult Education, \*Bibliographies, \*Library Collections, Library Guides, Resource Guides

**Identifiers**—\*University of Michigan Libraries

The bibliographic guide attempts to compile the principal resources (i.e., all books and periodicals) in adult and continuing education and related areas held by the University of Michigan Library system. It is divided into the following subject categories: general works; institutional forms; methodology, teaching, learning, and curriculum; administration and program planning; gerontology; remedial; community development; media; international and comparative; trends and movements; periodicals and serials; and other sources. Items are listed alphabetically by author, within categories. Entry is accomplished by a Library of Congress call number. If the item is held by a divisional library, it is processed by an abbreviation indicating the library in which it is located, with library abbreviations identified. A listing of other sources available is included and encompasses governmental agencies, international organizations, professional associations and societies, specialized agencies and organizations, and academic resources and centers. (LH)

**ED 117 388** 95 CE 006 027

*Ailer, Audrey J. And Others*

**Career Development Exemplary Project. The First Draft of a Curriculum Guide for Grade Nine.**

District of Columbia Public Schools, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—201p.; For related document, see CE 006 028

**EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage**

**Descriptors**—Career Awareness, Career Education, \*Career Exploration, Career Opportunities, Career Planning, Communication Skills, \*Curriculum Guides, \*Grade 9, \*Learning Activities, Role Playing, Secondary Education, Unit Plan, \*Vocational Development

The guide represents an effort to implement the first phase of an exploration of careers curriculum designed to provide in-depth exploration of jobs previously surveyed by students in the seventh and eighth grade career awareness phase of the program. The following three units are included for each of 11 subject areas: an awareness unit, 4 to 9 weeks in length, through which the student takes another look at himself and at the subject he is studying in terms of its relevancy to the 10 identified clusters of career opportunities; a communications unit, 9 to 14 weeks in length,

during which the student has an opportunity to focus on what each subject contributes to his acquisition of communication skills necessary for success in each cluster of career opportunities; and an exploration unit (one semester in length) which provides each student an opportunity to assume a number of the job roles for which a particular subject prepares him. Each of the three types of units contains objectives, activities, materials and resource lists, and suggested evaluation measures. The subject areas covered in the units are art, business, electronics, English, graphic communications, home economics, mathematics, music, science, social studies, and woodworking. (Author/MS)

**ED 117 389** 95 CE 006 028

**Career Development Exemplary Project. Tour Guide (First Draft).**

District of Columbia Public Schools, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—100p.; For related document, see CE 006 027

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**

**Descriptors**—Career Awareness, Career Education, Career Exploration, \*Elementary Secondary Education, \*Field Trips, \*Instructional Trips

**Identifiers**—\*District of Columbia

The tour guide was developed to assist classroom teachers in planning hands-on activities to complement and extend the work of the classroom. Each page lists information about a different institution or industry in the Washington, D.C. area that can be toured. Information includes the name and address of the place to be visited, name of a person to contact for information, recommended grade level, subject areas for classroom correlation, what is available to be seen, visiting hours, age restrictions, tour prices, facilities available, and suggested preparation of students before the tour. (Author/MS)

**ED 117 390** 95 CE 006 029

**Career Education Microfiche Collection Catalog.**

California State Dept. of Education, Sacramento.

Career Education Task Force.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 75

Note—58p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

**Descriptors**—Adult Education, \*Career Education, \*Catalogs, Community Colleges, Curriculum Guides, Curriculum Research, Elementary Secondary Education, \*Instructional Materials, \*Microfiche, Occupational Guidance

**Identifiers**—\*California

The catalog contains titles of curriculum, instruction, guidance, and management materials for career education available in microfiche format. The compilers state that the materials vary in quality and format. Some are professional documents, while others are early unpublished drafts. The catalog has three major sections. A subject index, covering 58 subject areas, is organized by age span (elementary, secondary, community college, and adult). An institutional index identifies where the materials were developed (25 institutions in California). A one-page section lists position papers and management documents. The listing of materials gives a code for use (teacher, student, counselor, administrator, or a combination of uses). An asterisk is used to signify that the unit can be utilized in an interdisciplinary approach. The number of pages in each item is indicated. Information on using the catalog and on ordering documents is also included. The CE numbers cited are document control numbers used by the Educational Resources Information Center, not ERIC Career Education Clearinghouse numbers. (Author/MS)

**ED 117 391** 95 CE 006 031

**A Comprehensive Vocational Education Program for Career Development in Leon County. Final Report. Volume 1. Program Performance Report.**

Leon County Schools, Tallahassee, Fla.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.

Bureau No.—V361007L



Pub Date Jun 75

Grant—OEG-0-73-3004

Note—209p.; Portions of Appendix C and newspaper clippings in Appendix H will not reproduce well; For other volumes, see CE 006 032-034

**EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage**

Descriptors—\*Career Education, \*Educational Objectives, \*Educational Programs, \*Elementary Secondary Education, Program Content, \*Program Descriptions, Program Development

The document presents an account of project activities that evolved around the development and implementation of career education in Leon County School District, Florida. The purpose of the project was to begin effecting needed educational changes at the K-14 level by developing a comprehensive career education program designed to increase student self-awareness and to develop work attitudes and decision-making skills. Activities in the following areas are reported: (1) program objectives and accomplishments of each resultant program; (2) major activities for: total staff, curriculum, guidance, evaluation, and placement and followup component activities; (3) problems; (4) publicity activities; (5) dissemination activities; (6) data collection and evaluation plans; (7) staff employment and utilization; and (8) staff development activities and inservice programs for project school personnel. The bulk of the document consists of 160 pages of appended materials which include: program models, objectives, and implementation strategies, and samples of objectives and materials from the Fusion of Applied and Intellectual Skills (FAIS) project; counselor's record and guidance activities summary forms; placement and followup model, forms, and data; listing of inservice workshops; correspondence; 32-page listing of resource materials provided to pilot schools with cost data; reporting forms and examples of feedback; and publicity activities. (Author/EC)

**ED 117 392 95 CE 006 032**

**A Comprehensive Vocational Education Program for Career Development in Leon County. Final Report. Volume 2. Career Guides for Foreign Sciences.**

Leon County Schools, Tallahassee, Fla.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.

Bureau No—V361007L

Pub Date Jun 75

Grant—OEG-0-73-3004

Note—284p.; For other volumes, see CE 006 031-034

**EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage**

Descriptors—\*Career Education, Career Exploration, \*Elementary Secondary Education, \*Guides, \*Integrated Curriculum, Occupational Clusters, \*Science Curriculum, Study Guides, Teaching Guides, Unit Plan

Five guides for the implementation of career education elements in the middle school (Grades 6-8) science curriculum are presented. Part 1 opens with a suggested implementation plan and includes unit guides containing suggested learning activities for each grade level, focusing on selected occupational clusters and occupations to provide for in-depth exploration. Part 2 focuses on a career education syllabus for use by middle schools science teachers. Unit guides, with suggested activities and resources, are presented for orientation and exploration in several occupational clusters which can be related to the existing curriculum at each grade level. Part 3 is a career guide for science and Parts 4 and 5 for biology, all at the secondary level. Each career guide is correlated with the text used and contains two parts: (1) teacher's handbook—implementation strategies, objectives, utilization of supplementary activities and resources, student evaluation form, career clusters, and related appendices; and (2) student's career guide—directions, objectives, activities, career choices, career clusters selected for exploration, careers correlated with text, evaluation of student outcomes, locally available resource materials, and appended material including information about job application. (Author/EC)

**ED 117 393 95 CE 006 033**

**A Comprehensive Vocational Education Program for Career Development in Leon County. Final**

**Report. Volume 3. Career Guide for Foreign Languages. German 1-4.**

Leon County Schools, Tallahassee, Fla.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.

Bureau No—V361007L

Pub Date Jun 75

Grant—OEG-0-73-3004

Note—250p.; Appendix B in the teacher's guide and several pages in the student career units will not reproduce well; For other volumes, see CE 006 031-034

**EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage**

Descriptors—\*Career Education, \*German, Health Occupations, \*Integrated Curriculum, \*Language Instruction, Language Programs, Language Skills, Marketing, Mass Media, Occupational Clusters, Occupational Information, Office Occupations, Recreation, Secondary Education, Study Guides, \*Teaching Guides, Unit Plan

A module is presented for delivering basic language skills in German at the secondary level in combination with elements of career education, including career awareness/exploration, self-awareness, decision making, employability skills, and job preparation. The module includes a teacher's guide and five student career units (business and office, communications and media, health and related occupations, hospitality and recreation, and marketing and distribution). The teacher's guide includes the following information: strategies for implementing the student units and incorporating related resources, specific objectives/activities of the student units, and descriptions of contents of each unit. Vocabulary quizzes, texts for listening comprehension tests, career exploration form, and a resource list are appended. The student units are based on different clusters and consist of two sections: (1) the learning activity package (list of selected occupations, basic vocabulary list, multiple choice basic vocabulary test, skit, supplementary vocabulary, and supplementary activities) written in part in English and German and designed to provide the student with basic skills in the language relative to the occupational unit being studied, and (2) the career research package (information on selected occupations and career exploration form) which provides occupational information and activities to assist the student in exploring a career. (Author/EC)

**ED 117 394 95 CE 006 034**

**A Comprehensive Vocational Education Program for Career Development in Leon County. Final Report. Volume 4. Career Guide for Foreign Languages. Spanish 1-4.**

Leon County Schools, Tallahassee, Fla.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.

Bureau No—V361007L

Pub Date Jun 75

Grant—OEG-0-73-3004

Note—246p.; Several pages in the student career units will not reproduce well; For other volumes, see CE 006 031-033

**EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage**

Descriptors—\*Career Education, Health Occupations, \*Integrated Curriculum, \*Language Instruction, Language Programs, Language Skills, Marketing, Mass Media, Occupational Clusters, Occupational Information, Office Occupations, Recreation, Secondary Education, \*Spanish, Study Guides, \*Teaching Guides, Unit Plan

A module is presented for delivering basic language skills in Spanish at the secondary level in combination with elements of career education, including career awareness/exploration, self-awareness, decision making, employability skills, and job preparation. The module includes a teacher's guide and five student career units (business and office, communications and media, health and related occupations, hospitality and recreation, and marketing and distribution). The teacher's guide includes the following information: strategies for implementing the student units and incorporating related resources, specific objectives/activities of the student units, and descriptions of contents of each unit. Vocabulary

quizzes, texts for listening comprehension tests, career exploration form, and resources are appended. The student units are based on different clusters and consist of two sections: (1) the learning activity package (list of selected occupations, basic vocabulary list, multiple choice basic vocabulary test, skit, supplementary vocabulary, and supplementary activities) written in part in English and Spanish and designed to provide the student with basic skills in the language relative to the occupational unit being studied, and (2) the career research package (information on selected occupations and career exploration form) which provides occupational information and activities to assist the student in exploring a career. (Author/EC)

**ED 117 395 CE 006 036**

*Gorman, Anna M., Ed. Vetter, Louise, Ed.*

**Career Development of Women.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Pub Date 75

Note—55p.; Papers presented as part of the commemoration of the tenth anniversary of the founding of the Center for Vocational Education

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

Descriptors—Career Education, Discriminatory Legislation, Equal Opportunities (Jobs), Federal Legislation, Females, Nondiscriminatory Education, Occupational Aspiration, \*Sex Discrimination, \*Sex Role, \*Sex Stereotypes, \*Social Attitudes, \*Vocational Development, Womens Studies

The five major papers whose full texts are included address themselves to various topics that can influence the lives of women in their career choices and advancement. Federal Legislation: Impact on Women's Careers, Mary Allen Jolley, discusses sex discrimination, legal gains made over the past 10 years, sex role stereotyping, and vocational education. Management Factors Affecting Women's Career Development: The Myth of Shared Roles, Francille M. Firebaugh, presents statistics regarding women's career patterns and home responsibilities. Stereotyping of Career Development Opportunities: High School Students, Louis Vetter, discusses reasons why professional educators, counselors, and researchers should be seriously concerned with continuing sex role work stereotyping at the high school level. Stereotyping of Career Development Opportunities: Professional Women, Mary Bach Kievit, discusses where women are as professionals, reasons for their present conditions, and what the trends are. Second Sex Syndrome: Culturally Ascribed Roles, Carol A. Fought, presents societal reflections of women in terms of intelligence, inferiority, passivity, dependency, physical beauty, emotionality, and destiny, and examines career education. References accompany each paper. A bibliography of items related to women's career development is included, together with a list of relevant center publications. (LH)

**ED 117 396 95 CE 006 037**

*Ryan, T. A.*

**Career Education in Corrections: A National Program of Training and Model Design.**

Hawaii Univ., Honolulu.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Jul 75

Grant—OEG-0-73-5219

Note—86p.; For related document, see CE 006 038

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**

Descriptors—\*Adult Education, \*Career Education, \*Correctional Education, Corrective Institutions, Delivery Systems, Educational Planning, \*Educational Programs, \*Models, Program Development

The program was designed to provide training in adult career education to selected individuals employed in corrections and corrections-related agencies and to develop a generalized planning model with implementing delivery systems of adult career education for correctional settings. The report describes basic training provided in four regional 10-day seminars which equipped participants with basic skills and knowledge for planning, implementing, and evaluating delivery systems of adult career education in correctional settings. Advanced training provided in a national

five-day seminar and 10-day internship for participants selected from those successfully completing the basic training program is detailed. The advanced training enabled participants to effectively implement leadership roles in the planning, implementation, and evaluation of the correctional programs. The design of the planning model is discussed, including such aspects as testing by simulations and internal and external evaluations. The method of designing adult career education delivery systems, utilizing the planning model, is described. As a result of the program, 64 individuals received basic training, 17 received advanced training, a generalized planning model was developed, and 21 delivery system models for correctional agencies in 16 States and Canada were designed. (Author/MS)

ED 117 397 95 CE 006 038

Ryan, T. A. And Others

Model of Adult Career Education in Corrections. Hawaii Univ., Honolulu.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Apr 75

Grant—OEG-0-72-4602; OEG-0-73-4219

Note—313p.; For related document, see CE 006 037

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage

Descriptors—\*Adult Education, \*Career Education, \*Correctional Education, Corrective Institutions, Delivery Systems, Educational Needs, Educational Objectives, Educational Planning, Flow Charts, Information Processing, \*Instructional Systems, Management Systems, \*Models, Program Development, Program Evaluation, Systems Approach

The model was designed to provide a guide for systematic planning, implementation, and evaluation of adult career education in correctional settings, utilizing a systems approach. It consists of seven chapters and a flowchart presenting seven major functions which must be carried out: (1) establishing a conceptual framework, (2) setting up an information processing system and analyzing data to describe the actual correctional setting, (3) assessing needs for adult career education in such a setting, (4) establishing management subgoals and objectives to implement major goals, (5) formulating a management plan to optimize delivery of education, (6) implementing the programs, and (7) evaluating the delivery system and the programs. The flowchart is a graphic representation of the functions. A numerical coding system relates the flowchart to the narrative specifications for the model's functions. Directions for using the model are provided. Appended material (59 pages) includes: a glossary of terms; a bibliography; a list of career education-related periodicals; information on the development of the model; names of resource personnel, conference and seminar participants, national advisory committee members, and design committee members; and a subject index. (Author/MS)

ED 117 398 CE 006 040

Apprenticeship Handbook for Educators.

California State Dept. of Education, Sacramento. Bureau of Industrial Education.

Pub Date 74

Note—145p.

Available from—California State Dept. of Education, 721 Capitol Mall, P.O. Box 271, Sacramento, California 95802 (\$3.50)

Document Not Available from EDRS

Descriptors—Administrator Guides, Agency Role, \*Apprenticeships, \*Educational Administration, Educational Objectives, Federal Legislation, \*Labor Legislation, \*Program Administration, School Community Relationship, School Industry Relationship, State Legislation, Teacher Qualifications, Teaching Methods, \*Trade and Industrial Education

Identifiers—\*California

Intended primarily for educators participating in already established local apprenticeship programs, the handbook provides information on the laws and agencies of apprenticeship, its traditions and practices, and administrative alternatives implemented in various programs. Modern apprenticeship programs are defined as combining on-the-job training and related instruction in the classroom to help apprentices achieve competence in the technical and related aspects of their occupations. Ten chapters trace the essen-

tial components of apprenticeship program: (1) Why Apprenticeship?, (2) Legislation for Apprenticeship, (3) Administrative Organizations, (4) Apprenticeship Committees, (5) The Local Apprenticeship Program, (6) Operation of Apprenticeship Classes, (7) Selection of Apprentices, (8) Selection of Teachers and Coordinators, (9) Industry's Role in Apprenticeship, and (10) Public Relations for the School Program. Approximately half of the document is taken up by appendixes, which present: The Fitzgerald Act of 1937; the Apprenticeship Law in California; organization charts from the California State Departments of Education and Industrial Relations, California Community College, and the U.S. Department of Labor; California Apprenticeship Council standards, rules, and regulations from the California Administrative Code; sample forms for apprenticeship advisory committee meetings and apprentice ratings; California Plan for Equal Opportunity in Apprenticeship; and Digest of California Attorney General Opinions. (LH)

ED 117 399 CE 006 041

Immigration 1975-2001. Report of the National Conference on Immigration Policy, May 22-24, 1975.

Canadian Association for Adult Education, Toronto (Ontario).

Pub Date 75

Note—90p.; In English and French

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Conference Reports, Foreign Countries, \*Immigrants, \*Labor Market, Manpower Utilization, \*Policy Formation, \*Population Trends, Refugees, Rural Population, Social Discrimination, \*Socioeconomic Influences, Urban Immigration

Identifiers—\*Canada

Canadians experienced in the field of immigration and representing the academic community, government, and community-based organizations discussed major policy issues regarding the Canadian Federal Green Paper on Immigration Policy and the possibility of a national council on immigration and migration at the conference. A variety of topics were considered and condensations of each discussion and who was involved are presented in the 41-page report for the following areas: immigration and population growth, immigration and provincial responsibilities, immigrants and cities, immigration and Francophone Canada, refugee policy, the case for a National Immigration and Migration Council, Canada's selection policy, immigration and the labor force, the illegal immigrant, the brain drain, Canada as a multicultural society, and immigration policy forum. The text is in both French and English, with tables supplementing the discussions. A proposal to create a National Immigration and Migration Council is appended, along with the conference program and a list of participants. It is stated that more can be done to facilitate the economic and social integration of immigrants into Canadian society, with institutions cooperating in their integration and the alleviation of discrimination. (LH)

ED 117 400 CE 006 042

Gilligan, Thomas J. Sherman, V. Clayton

Health Aide Education and Utilization: A Task Identification Study. Final Report. Volume 1.

Homemakers Home and Health Care Services, Inc., Kalamazoo, Mich.

Spons Agency—Metropolitan Washington Regional Medical Program, Washington, D.C.

Pub Date Mar 74

Note—342p.; Some tables will not reproduce well

EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage

Descriptors—Core Curriculum, Curriculum Development, Data Analysis, Health Occupations, Health Occupations Education, Health Personnel, Health Services, \*Home Health Aides, \*Manpower Utilization, \*Nurses, \*Nurses Aides, Paramedical Occupations, Questionnaires, Surveys, \*Task Analysis, Task Performance, Vocational Education

A study of the Licensed Practical Nurse (LPN), Nurse Aide (NA), and Homemaker-Home Health Aide (H-HHA) occupations was conducted during 1972-73 in Metropolitan Washington, D.C. Questionnaires were administered to 600 LPNs, NAs, and H-HHAs in 30 health facilities who rated the frequency and importance of 346 tasks. Usable questionnaires numbered 492. A representative sample of em-

ployers also rated the tasks for each job title. The data revealed considerable task overlap between job titles and between patient care settings, and much agreement between job titles concerning the frequency and importance of task performance. On this basis, the study constructed an outline for an experience based core curriculum containing four modular units of instruction and organized to provide exit points for various job titles leading up to the LPN level. The study also developed a model for community-wide involvement in aide education and utilization to maximize the career mobility and effective use of aides. Appendixes comprising 125 pages provide: a brief glossary; an inventory of hospitals, nursing homes, and providers of home health care in the Metropolitan Washington area; the employer and employee task inventory questionnaires; data cross-tabulations by patient-care setting, shift, education, and years of experience; and a bibliography. (JR)

ED 117 401 95 CE 006 043

Worthington, Robert M.

A Review and Synthesis of Research Concerning Career Education in Doctoral Dissertations of Fellows Supported by the Education Professions Development Act Section 552, 1972-1975.

Career Development Associates, Inc., Princeton, N.J.

Spons Agency—National Advisory Council for Career Education, Washington, D.C.

Pub Date Oct 75

Note—202p.

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage

Descriptors—Abstracts, Attitudes, \*Career Education, Content Analysis, \*Data Analysis, \*Doctoral Theses, Educational Administration, \*Educational Research, Elementary Secondary Education, Post Secondary Education, Research Methodology, Tables (Data), Teaching Methods, Trade and Industrial Education, Vocational Counseling, Vocational Development, Vocational Education

Identifiers—Education Professions Development Act

The research, based on 49 doctoral dissertations concerned with or related to career education, presents tabulated and narrative summaries on their areas of emphasis, research methodology, implementation, domains, and significance. Recommendations for further research are listed in the 31-page presentation. The 160-page appendix contains abstracts of the dissertations studied. Each abstract provides a cover sheet listing author, title, sponsoring institution, date of approval, chairman of dissertation committee, and availability data; and provide a check list specifying major and minor emphases in the following areas: relation to the Federal definition of career education (seven categories), focus on a specific stage of career development (five categories), method of research (six categories), type of study related to implementation (three categories), domain (four categories), and researcher's and reviewer's judgments on significance of research (six categories). Each abstract also discusses in detail the research problem, the methods and procedures, and the major findings. The appendix also lists eight career education dissertations by EPDA Fellows unavailable for inclusion in the study and a list of 84 dissertations by EPDA Fellows which did not pertain to career education. Finally the document lists EPDA project directors by State. (JR)

ED 117 402 CE 006 045

Amos, Joe

Distributive Education 1: Course of Study.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date 73

Note—405p.

Available from—Oklahoma State Dept. of Vocational and Technical Education, 1515 West Sixth Street, Stillwater, Oklahoma 74074 (\$12.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Classroom Materials, \*Course Content, \*Curriculum Guides, \*Distributive Education, \*Individualized Programs, \*Instructional Materials, Reference Materials, Visual Aids, Worksheets

The document is a distributive education (DE) course of study whose major goal is to help stu-

dents gain the knowledge and skills that will facilitate their work and advancement in management. The nine topics comprising the course are: orientation, importance of distribution, careers, personal development, human relations, job skills, employment, financial management, and business math. The 25 units of instruction are designed to account for approximately 15 weeks of individualized instruction time; the other six weeks are left to the discretion of the DE teacher-coordinator. Each instructional unit includes behavioral objectives, suggested activities for DE teacher-coordinator and students, information sheets, assignment sheets, transparency masters, tests, and answer keys. Units are planned for more than one lesson or class period. The suggested activities are outlined in steps to follow to achieve specific objectives. The teacher activities are largely related to the provision of instructional materials and resources. Information sheets provide a guide for presenting background knowledge. (Author/AJ)

ED 117 403 95 CE 006 046  
Robinson, Mary L.

**Career Education. A Counselor's Guide; An Individualized Instructional Unit Designed for Use in In-Service or Preservice Education of Counselors.**

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Grant—OEG-0-72-4682(361)

Note—74p.

Available from—Oklahoma State Dept. of Vocational and Technical Education, 1515 West Sixth Street, Stillwater, Oklahoma 74074 (\$2.50)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Career Education, Counselor Functions, \*Counselor Role, \*Counselor Training, Individualized Instruction, Inservice Education, \*Instructional Materials, Models

The individualized instructional unit is intended for use in inservice or preservice education of counselors and was designed to provide a clear, concise overview of career education and to help counselors understand precisely what their support duties are. The unit is divided into five sections, each based on performance objectives. At the completion of the unit, the participant should be able to demonstrate an understanding of: (1) the basic concepts of career education, (2) the rationale for career education, (3) four models for implementation of career education, (4) the structure of the school-based model, and (5) specific activities which the counselor can perform at each educational level to support career education. A suggested supplementary reading list is given at the end of the unit. Other appended materials are a sample survey form, a sample parent letter, and a sample student interview. The unit has been field-tested in three inservice workshops and in several college classes, and was reviewed by recognized career education and guidance and counseling leaders; the material has been revised in accordance with their suggestions. (Author/AJ)

ED 117 404 CE 006 048  
Canup, Claude R., Jr.

**Articulation with Secondary Schools.**

Pub Date 7 Dec 75

Note—16p.; Paper presented at the Annual Meeting of the American Vocational Association (69th, Anaheim, California, December 7, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Administrator Role, Admission (School), \*Articulation (Program), Educational Accountability, Educational Responsibility, Guidelines, \*Interinstitutional Cooperation, Leadership Responsibility, Noninstructional Responsibility, \*Post Secondary Education, Program Planning, \*Secondary Education, Teacher Role, Unemployment, Vocational Development, Vocational Directors, \*Vocational Education, Vocational Education Teachers

Hampered by budget restrictions and looked to for innovations to influence national economics, postsecondary educational leaders should not overlook an obvious responsibility: articulation of

programs with the secondary systems to counteract youthful unemployment, a problem whose magnitude statistics reveal. A continuum of education without unnecessary duplication of instruction or delay in students' attainment of career objectives must be developed, for educational separatism has reached a point of diminishing returns. The establishment of an articulated agreement between educational levels is a three-phase process: (1) a formal letter of agreement between the systems involved, based on meetings between administrators; (2) program letters of agreement, based on meetings between faculties; and (3) evaluation, review, and revision, based on input from all involved parties. Seven items should be considered for inclusion in the first letter of agreement. The next phase, more laborious, can be achieved by taking outlined steps; there are three minimum requirements for the second letter of agreement. There are broad guidelines for the evaluation phase. The greatest problem is attitudinal: educators should remember that allowing or refusing persons enrollment in postsecondary studies significantly influences their chances of success throughout their lives, and contributes to the nation's economic and social situation. (Author/AJ)

ED 117 405 CE 006 049  
**Centre for Continuing Education Annual Report 1974-1975. A Report to the President, the Senate and the Board of Governors.**

British Columbia Univ., Vancouver. Center for Continuing Education.

Pub Date 31 Aug 75

Note—30p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—\*Adult Education, \*College Programs, Community Service Programs, \*Continuing Education Centers, Course Descriptions, Credit Courses, Enrollment, Foreign Countries, Noncredit Courses, Outreach Programs, Professional Continuing Education, \*Professional Personnel, \*Program Descriptions, Program Development, School Community Relationship, Universities, University Extension

Identifiers—British Columbia, Canada, \*University Of British Columbia

The activities of the Centre for Continuing Education, University of British Columbia, and its professional staff are reviewed for the 1974-75 year. A statistical report shows an overall enrollment increase of 13.74%, with part-time, evening, and correspondence credit courses showing expanded student participation and course offerings. A broad review of general education programs includes descriptions of: creative arts, daytime program and Women's Resources Centre, humanities and sciences, language institute, public affairs, social sciences, urban and regional studies, and weekend programs. Continuing professional education and special projects are described and include the following courses: adult education training, aging, agriculture, community regional planning and architecture, criminology, education-extension, engineering, forestry, continuing legal education, and social work correspondence program and human relations. The center's professional and administrative staff and its publications, as well as individual activities and publications of the professional staff are listed. The Women's Resources Centre, now firmly established, is one of the most important outreaches of the university into the community, and the center also makes available noncredit general programs free of charge to senior citizens, with 456 having participated during the past year. (LH)

ED 117 406 CE 006 050  
Reeder, Dean

**Vocational Agriculture 4. A Curriculum Guide. 12th Grade. Revised.**

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date 74

Note—691p.; Some pages will not reproduce well Available from—Oklahoma State Dept. of Vocational and Technical Education, 1515 West Sixth Street, Stillwater, Oklahoma 74074 (\$12.00)

**EDRS Price MF-\$1.33 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Agricultural Education, Agricultural Machinery, Career Opportunities, Course

Content, Course Objectives, \*Curriculum Guides, Farm Management, Grade 12, Instructional Materials, Leadership, \*Learning Activities, Plant Science, Secondary Education, Soil Science, State Curriculum Guides, Tests, Transparencies, \*Unit Plan, \*Vocational Agriculture

The curriculum guide for Vocational Agriculture 4 (Grade 12) contains 27 color-coded units of instruction organized into four sections: farm business management, leadership and careers, plant and soil science, and agricultural mechanics. The instructional units are designed to account for 60% of an instructor's time, the remaining 40% is left to the individual instructor to use with reference to the needs of the local community. For each unit the guide provides: objectives, both terminal covering the unit's subject matter, and specific covering student performance expectations (on white paper); suggested activities fashioned around the specific objectives (on white paper); information sheets containing essential facts necessary for teaching the unit (on green paper); assignment sheets focusing on written skills (on brown paper) with answer sheets (on pink paper); job sheets providing necessary instructions for completing a production job (on blue paper); transparency masters of appropriate charts, pictures, or illustrations (on white paper); and tests for measuring students' accomplishment of specific objectives (on yellow paper) with answer sheets (on pink paper). (JR)

ED 117 407 CE 006 051  
**Felt Needs for Training by Adult Basic Education Administrators and Teachers in Texas.**

Texas A and M Univ., College Station.; Texas Education Agency, Austin. Div. of Adult and Continuing Education.

Pub Date Sep 72

Note—76p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**

Descriptors—Administrative Personnel, Administrator Attitudes, \*Adult Basic Education, Adult Education Programs, \*Adult Educators, Educational Attitudes, \*Educational Needs, Inservice Education, \*Inservice Teacher Education, Program Attitudes, Program Coordination, Questionnaires, \*State Surveys, Tables (Data), Teacher Responsibility, Teacher Role

Identifiers—Texas

The reported study attempted to determine for program planners the felt training needs of adult basic education (ABE) directors and teachers in Texas. The questionnaire (appended) was prepared at Texas A and M University and revised after review and field-testing. Of 1,900 questionnaires mailed, approximately half were completed and returned; the questions were cross-tabulated and the data analyzed by computer. The report is largely comprised of tables, representing five major data areas: (1) biographical data of local ABE program staff, (2) local program information, (3) student-related information, (4) inservice training needs, and (5) higher education-related services. Among implications drawn from the data are these: Most ABE staffers, although educated beyond the bachelor's degree, have not received any adult education training; they are dedicated, but uncertain about their roles, concerned about testing procedures, and wish to spend more time teaching. Many directors are not in the program by choice. Participation in inservice training is widely discrepant; a significant number of those who have participated were dissatisfied. Both teachers and directors have definite feelings about their specific training needs, which should be met quickly. There are also indications of a need for adult education training at the undergraduate level. (AJ)

ED 117 408 95 CE 006 052  
**A Regional Approach for Improvement of Adult Basic Education Staff Development in Health, Education, and Welfare Region 5. Final Project Report. 1972-1975.**

School Management Inst., Inc., Westerville, Ohio. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Grant—OEG-0-72-1438

Note—157p.; Appended tables may not reproduce well due to small broken type

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage**

Descriptors—\*Adult Basic Education, Educational Objectives, \*Educational Programs, Pro-

gram Administration, Program Content, \*Regional Planning, Regional Programs, Reports, \*Staff Improvement, Staff Utilization, State Departments of Education, \*State Programs, Statewide Planning

Identifiers—\*DHEW Region V

The document presents a report of the approach, activities, and achievements of the Adult Basic Education Staff Development Project undertaken by Health, Education, and Welfare Region 5. The region is composed of six States: Minnesota, Wisconsin, Michigan, Illinois, Indiana, and Ohio. The purpose of the joint venture is to strengthen and develop the individual State's capabilities for continuous staff development. This permanent delivery system would encompass the State department of education, institutions of higher learning, and local education agencies. The States will develop long-range goals which would involve research, dissemination of resources and assistance, and practical applications and innovations. The administrative structure of the project staff is discussed. The implementation of project objectives was achieved in three phases. Final reports for each participating State, making up the body of the report (78 pages), are presented and contain information on State activities and planning in the staff development project. Appended are: a third party year end evaluation report of Phase 3, names of staff development committee, guidelines for a coordinated reporting system, letter of agreement, Phase 3 activity checklist, a brief vitae form, and a needs assessment instrument. (Author/EC)

ED 117 409 CE 006 053

**National Apprenticeship and Training Standards for Dental Technicians. Revised.**

National Association of Dental Labs., Inc., Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Bureau of Apprenticeship and Training.  
Pub Date 75

Note—39p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—\*Apprenticeships, Curriculum Guides, Dental Associations, \*Dental Technicians, \*Educational Policy, Health Occupations Education, Job Training, \*National Norms, National Programs, Performance Specifications, \*Standards, Time Blocks, Wages

The guidebook presents a systematic and uniform method for training dental technicians throughout the industry, incorporating basic standards recommended by the Bureau of Apprenticeship and Training. The first section defines terminology and establishes rules and regulations regarding apprentices and apprenticeship programs in 16 areas, including qualifications, program requirements, work experience, and certification. The National Association of Dental Laboratories Apprenticeship and Training Policy is presented. The second section examines nine areas of adapting national standards to local use through program supervision by the National Association of Dental Laboratories. Topics include committee formation, employers and supervisors of apprenticeship and training, apprenticeship ratio, consultants, registration agency, term of apprenticeship, rates of pay, supervision, and modification. The third section outlines job skills and hours necessary for their learning in the following areas: dentures, with 16 units of instruction taking 6,000 hours; crown and bridge, with 13 units of instruction taking 6,000 hours; ceramics, with 10 units of instruction taking 4,000 or 4,665 hours; casting, with eight units of instruction taking 4,000 hours. Copies of apprenticeship agreements between apprentice and employer and apprentice and joint apprenticeship committees are presented, and a listing of regional bureau offices and State and territorial apprenticeship agencies are provided. (LH)

ED 117 410 CE 006 054

Reed, Lawrence E. And Others

**Development of a Prototype Human Resources Data Handbook for Systems Engineering: An Application to Fire Control Systems. Final Report for Period October 1971-June 1975.**

Air Force Human Resources Lab., Wright-Patterson AFB, Ohio. Advanced Systems Div.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No—AFHRL-TR-75-64

Pub Date Dec 75

Note—225p.

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage

Descriptors—\*Aviation Technology, Charts, Data Analysis, Data Processing, Diagrams, Electrical Systems, Electronics, Feasibility Studies, Guidelines, \*Human Resources, \*Manuals, \*Material Development, Military Science, Systems Analysis, \*Systems Development, Tables (Data)

Identifiers—Air Force, Avionics, \*Fire Control Systems

The methods and problems encountered in the development of a prototype human resources data handbook are discussed. The goal of the research was to determine whether it was feasible to consolidate, in a single comprehensive handbook, human resources data applicable to system design and development. Selected for this purpose were data on the functions performed by the 32XXX avionics career field on the fire control system of nine Air Force fighter systems. The report discusses the methods used and the problems encountered during the development of the prototype handbook. The prototype handbook, presented in Appendix A, was designed for ease of use and was organized into three major data sections. Section 1 was reserved for data comparisons on system design, training, manpower, occupational tasks, maintenance procedures, etc. Included in Section 2 were data on past, current, and projected numbers of personnel, various skill levels, etc. Section 3 was reserved for technical information that could be generalized to a wide variety of problems. Included in the last section were data on the effects of task difficulty, error rates in performing maintenance activities, performance time, and experience level. An alphabetical index of contents concludes the handbook. (Author)

ED 117 411 CE 006 055

Charnes, A. And Others

**A Multi-Objective Model for Planning Equal Employment Opportunities. Research Report No. 23. Revised Edition.**

Office of Civilian Manpower Management (Navy), Washington, D.C.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No—OCMM-RR-23

Pub Date Oct 75

Note—33p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Administrative Organization, Employment Opportunities, \*Equal Opportunities (Jobs), Linear Programming, \*Manpower Development, \*Models, Objectives, \*Organizational Development, \*Planning, Probability, Program Planning

Identifiers—Markoff Processes

The document suggests some new modeling approaches for equal employment opportunity (EEO) planning. Previous manpower planning models of the Office of Civilian Manpower Management have utilized multi-period Markoff processes embedded in goal programming (multiple objective) models. These are here extended to EEO plans directed to changing the mix of employees over time. At each point in the planning interval, the organization is taken as given (for example, in terms of the probabilities for promotion, transfer, etc.) when formulating manpower programs. Over time, however, these organization processes are submitted to planned changes which alter the probabilities of occurrence for these events. The Merit Promotion System is preserved and other controls are also imposed explicitly for the exercise of managerial discretion. The focus here is on an ordinary (absolute value) formulation of objectives and a numerical illustration is supplied with differing weights for each of the indicated classes of objectives. Other types of objectives are briefly discussed, along with different approaches to problems of validation and, subsequently, implementation in a U. S. Navy context. (Author/EC)

ED 117 412 CE 006 056

Bell, T. H.

**The Importance of Vocational Education in the Total Education Picture.**

Pub Date 13 Nov 75

Note—11p.; Speech Prepared for the National Convention of the Future Farmers of America (48th, Kansas City, Missouri, November 13, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—\*Academic Education, Career Education, Community Coordination, \*Educational Planning, \*Futures (of Society), Individual Needs, \*Program Coordination, Technological Advancement, \*Vocational Education

Liberal arts education and occupational education can and must complement each other. Different and separately administered general and vocational offerings will only delay the development of the total education enterprise necessary in a rapidly changing society. It is important to contemplate the skills and knowledge that schools/colleges/universities should be striving to impart. More viable relationships are needed between education and all of the work that people do; students should not have to choose between liberal arts education and occupational education. Post-industrial America now engages more people in sales, services, and government than in the production of goods. A knowledge-based society warrants more educational program-fusing. Career education activities are needed to help all students understand the free enterprise system and the arts and to develop consumer/economic literacy. More open-ended and flexible programs geared to individual needs must be designed for the next century. The broad range of an individual's talents should be developed; over-concentration on one specific area of education should be avoided. Likewise, high quality educational programs utilizing all of the educating mechanisms (Federal/State/ local governments, private employers, trade associations, labor unions, and the home) are needed. (EA)

ED 117 413 CE 006 057

Alley, William E. Gould, R. Bruce

**Feasibility of Estimating Personnel Turnover from Survey Data--A Longitudinal Study. Final Report for Period December 1973-December 1974.**

Air Force Human Resources Lab., Lackland AFB, Tex. Personnel Research Div.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No—AFHRL-TR-75-54

Pub Date Oct 75

Note—30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—\*Career Choice, Job Tenure, \*Longitudinal Studies, Mathematical Models, \*Military Personnel, Multiple Regression Analysis, Occupational Surveys, \*Prediction, Predictor Variables, Vocational Interests, \*Work Attitudes

Identifiers—Air Force, \*Recruitment

The report investigates the validity of career intent and job attitude statements for predicting reenlistments among 54,803 airmen in 101 enlisted specialties. Statements were made while completing Air Force occupational surveys during the period 1966-71. Frequency and percentage distributions characterizing item responses and career decisions of the sample are given. Relationships between career intent/job attitude responses and actual reenlistment decisions were studies using multiple linear regression techniques. Job attitudes were found to be substantially related to career decisions but did not provide unique contributions to predictions of career decisions when used in conjunction with career intent statements. A model-seeking exercise identified a second-degree polynomial model with career intent and time-in-service interaction vectors as the most appropriate prediction model. Separate prediction equations were obtained for a number of selected subsamples. Practical examples of forecasting reenlistment rates are illustrated. The regression model selected for the demonstration used weights derived from the total sample to predict the percentage of actual reenlistments for 30 specialties. Ten principal findings of the study are identified. Appended is a chart of Air Force specialties used in the sample. (Author/MS)

ED 117 414 CE 006 058

Quinn, Robert P. Shepard, Linda J.

**The 1972-73 Quality of Employment Survey. Descriptive Statistics, with Comparison Data from the 1969-70 Survey of Working Conditions.**

Michigan Univ., Ann Arbor. Inst. for Social Research.

Spons Agency—Employment Standards Administration (DOL), Washington, D.C.; National

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ment of Education pertaining to the concept of career education. Career education is conceptualized as the bridge to relevancy between education and work; it moves the school out of the ivory tower into interaction with the total community. The position paper is further designed to provide the reader with an overview of career education in the State. The need for career education is identified and a philosophy established to accommodate that need. A great diversity exists in California schools; therefore, the proposed model for career education contained in the publication, with associated goals, components, and infusion processes, provides general guidelines for district- and school-level activities. Some other aspects of career education considered in the paper are: career education for adults, career education resources, process and product evaluation, staff development and management, and concern for racial and ethnic minorities. (Author/AJ)

**ED 117 421** 95 **CE 006 066**  
**Resource Guide to Career Education in Colorado.**  
 Colorado State Facilitator Project, Longmont.  
 Spons Agency—Office of Education (DHEW),  
 Washington, D.C.  
 Pub Date Mar 75  
 Note—74p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**  
 Descriptors—\*Career Education, Educational  
 Programs, Elementary Education, Post Secondary  
 Education, \*Program Descriptions,  
 \*Resource Guides, \*School Districts, Secondary  
 Education, \*State Surveys  
 Identifiers—\*Colorado, Elementary Secondary  
 Education Act Title III, ESEA Title III

The resource guide to Colorado career education programs offers information on more than 50 school programs, obtained from a number of sources including a statewide assessment instrument administered by the 1974 Colorado State facilitator project and the Colorado Department of Education. It is not intended to be comprehensive. Information concerning the efforts of higher education was obtained through written inquiries to all Colorado postsecondary institutions and was compiled by the Office of the State Coordinator for Career Education. The elementary and secondary school career education programs are described in one-page formats which include: (1) school district, program title, grade level, population, and cost per pupil; (2) objectives, narrative description, and evaluation methods; and (3) availability of materials, special requirements, and information source. Postsecondary institutions were requested to indicate what resources they could provide for school districts or school personnel in career education. Their responses are listed, giving the on- and off-campus courses related to career education, the names of resource people, and any materials or other resources available through that institution. State career education resources are listed separately. A page of information on the 306 ESEA Title III Colorado State Facilitator Project is appended. (Author/AJ)

**ED 117 422** 95 **CE 006 068**  
 Falk, Nancy, Ed.

**A Study of the Utilization of Paraprofessionals Trained Under the Career Opportunities Program.**

Minnesota State Dept. of Education, St. Paul.  
 Professions Development Section.  
 Spons Agency—Office of Education (DHEW),  
 Washington, D.C.  
 Pub Date Feb 75  
 Note—40p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**  
 Descriptors—Elementary Education, Elementary  
 School Teachers, Interviews, Low Income  
 Groups, \*Paraprofessional School Personnel,  
 \*Personnel Evaluation, Principals, \*Program  
 Effectiveness, \*Resource Staff Role, Resource  
 Teachers, Role Perception, School Social Workers,  
 \*Staff Utilization, Tables (Data), Teacher  
 Aides

Identifiers—\*Career Opportunities Program, COP  
 The Career Opportunities Program (COP) is directed to the educational needs of low income families. The study of COP-trained aides describes the impact of the most effective teams of teachers and aides and social workers and aides on: the learning-teaching process; the delivery of school social work services; the pupils; communication between the school and parents; and the roles of teachers, school social workers,

and principals. Opinions regarding training of COP aides and their working relationships to other school staff were also gathered. The study was confined to the elementary level and to participants who made the best use of aides (12 teachers, 4 social workers, 4 principals). The findings, based on interviews, are summarized for each of the above areas of investigation. Participants' responses are reported in 45 tables corresponding to each question asked in the interviews. Two predominant responses were observations of: (1) the positive impact of COP aides on the individualization on instruction and (2) the importance of COP aides as a resource to the professional staff. Implications related to the success of paraprofessionals, their effectiveness, and their training are discussed. A copy of the pre-interview letter and the teacher interview instrument are appended. (Author/MS)

**ED 117 423** **CE 006 069**  
**Canadian Association for Adult Education. Annual Report. 1974-75.**  
 Canadian Association for Adult Education,  
 Toronto (Ontario).  
 Pub Date 75  
 Note—16p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**  
 Descriptors—\*Adult Education, \*Annual Reports, Foreign Countries, \*National Organizations, \*Professional Associations, Program Attitudes, Program Budgeting, Program Content  
 Identifiers—CAAE, Canada, \*Canadian Association for Adult Education

The Canadian Association for Adult Education (CAAE) celebrated its fortieth anniversary during the 1974-75 year, which the document reviews. Program accomplishments and objectives are discussed, as well as staff changes, currently sponsored work shops, seminars and programs, learning resources kit, new publications, CAAE budget and auditors report, and president's message. The association works in close cooperation with their Francophone counterpart, l'Institut Canadien d'Education des Adultes (ICEA). (LH)

**ED 117 424** **CE 006 070**  
 Gallagher, Robert E.

**A Study to Determine an Acceptable Teaching Load in Vocational Agriculture. Final Report for the Period May 10, 1974-June 30, 1975.**

Washington State Univ., Pullman.  
 Spons Agency—Washington Research Coordinating Unit for Vocational Education, Olympia.  
 Report No—74-4520(4534)466-08-Part C  
 Pub Date Jun 75  
 Note—73p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**  
 Descriptors—Agricultural Education, \*Data Analysis, Educational Needs, Educational Problems, Educational Programs, Effective Teaching, Program Effectiveness, Questionnaires, \*School Surveys, Secondary Education, Tables (Data), \*Teaching Load, \*Vocational Agriculture, \*Vocational Agriculture Teachers  
 Identifiers—Washington

The document studies the problem of student overload in vocational agriculture programs in the State of Washington, examining its impact on teaching effectiveness and shop safety. The present teaching load is compared with an evaluation of an acceptable teaching and student load. Two questionnaires collected data: (1) regarding the present teaching load (136 of 197 sent to vocational agriculture instructors were returned), and (2) evaluating an acceptable teaching load (335 of 469 sent to school superintendents, principals, and vocational agriculture instructors were returned). An analysis of the data concluded that: (1) not enough is known about the cooperative education program in vocational agriculture, (2) inadequate time for supervision is allowed for the majority of instructors, (3) majority of the programs need more instructors, (4) supervised farming projects and the Future Farmers of America are adversely affected by student overload, (5) 13 to 30 students should be able to be supervised in a cooperative education program, (6) an agriculture classroom should consist of 16-20 students, with shop classes between 14 and 16 students, and (7) 75-80 students is an acceptable teaching load. A series of 37 tables support the analysis. Questionnaires and form letters used in the study are appended. (Author/EC)

**ED 117 425** **CE 006 072**  
**Oklahoma State Plan for the Administration of Vocational Education Under the Vocational Education Amendments of 1968. Parts 1 and 2. '74-'75.**

Oklahoma State Dept. of Vocational and Technical Education, Stillwater.  
 Pub Date [74]  
 Note—308p.; For a summary of the plan, see CE 006 073

**EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage**  
 Descriptors—\*Administrative Organization, \*Administrative Policy, \*Educational Administration, \*Educational Planning, Educational Programs, Federal State Relationship, Program Planning, State Departments of Education, \*State Programs, Statewide Planning, Tables (Data), \*Vocational Education  
 Identifiers—\*Oklahoma

Part 1 focuses on the following administrative provisions: (1) general aspects of administration, (2) fiscal control and fund accounting procedures, (3) State vocational education programs, (4) vocational education programs for the disadvantaged, (5) vocational education research and personnel training, (6) exemplary programs and projects, (7) residential vocational education schools, (8) consumer and homemaking education, (9) cooperative vocational education programs, and (10) work-study programs for vocational education students. Part 2 provides tabulated data on annual and long-range program plan provisions in the following areas: (1) analysis of manpower needs and job opportunities in Oklahoma, (2) analysis of availability of vocational education, (3) analysis of Oklahoma's population relating to vocational education needs, (4) annual and long-range planning and budgeting, (5) projection of State's enrollments, (6) fiscal year 1975 enrollments, (7) estimates of total funds needed for vocational technical education and annual allocation plan, (8) construction projects for the coming year, (9) actual and projected demand for vocational education personnel development, and (10) financial plan for personnel development based on funds available or anticipated. State educational agency agreements, regulations, directories, and forms are appended. (EC)

**ED 117 426** **CE 006 073**  
**Oklahoma State Mini-Plan for the Administration of Vocational Education Under the Vocational Education Amendments of 1968. '74-'75.**

Oklahoma State Dept. of Vocational and Technical Education, Stillwater.  
 Pub Date [74]  
 Note—8p.; For the complete State plan, see CE 006 072

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**  
 Descriptors—\*Educational Objectives, \*Educational Planning, \*Educational Programs, Manpower Needs, Program Planning, State Departments of Education, State Programs, \*Statewide Planning, Tables (Data), \*Vocational Education  
 Identifiers—\*Oklahoma

A summary presentation of the Oklahoma State plan for vocational education is offered in the document. The following areas related to administrative provisions and the annual and long-range program plans are briefly described with supporting data: (1) definitions for people, programs, and vocational technical education facilities; (2) goals and objectives for fiscal year 1975; (3) manpower needs and job opportunities; (4) population to be served; (5) construction of area vocational-technical schools; (6) determination of personnel preparation and development of priorities; and (7) emphasis points for vocational and technical education in fiscal year 1975. (EC)

**ED 117 427** **CE 006 074**  
 Niemi, John A.

**Programs for Culturally Different Adults: The Potential of Outreach Centers.**

Pub Date 20 Jan 76  
 Note—11p.  
**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**  
 Descriptors—\*Adult Basic Education, \*Adult Education, \*Community Colleges, Community Coordination, Community Resources, Cultural Awareness, Cultural Factors, Cultural Images, \*Culturally Disadvantaged, Cultural Traits, In-service Education, Needs Assessment, \*Outreach Programs, Participant Involvement, Preservice Education, Teacher Education

**Identifiers—\*Outreach Centers**

It is the undeniable responsibility of the community college to provide educational opportunities for all citizens in a community, including culturally different adults. In designing relevant outreach center programs for culturally different adults, it is of utmost importance to determine the needs of the groups, to directly involve participants in the process, to explore their perceptions of reality, and to examine biases held by the dominant society. The logical starting point for program planning involves determining the group characteristics, which will vary from one group to another. The social-psychological characteristics of culturally different groups usually include low self-esteem, a high degree of dependency on others, and difficulties in communicating with the dominant society. The Martin Luther King Adult Education Center of Kankakee Community College, Kankakee, Illinois is a model outreach center that provides physical/socioeconomic/social-psychological support through its "success-oriented" program. Effectiveness of an outreach center will depend ultimately on the quality and dedication of the teaching/counseling/administrative staff, and on preservice and inservice training, which are vital teacher training components. Moreover, outreach centers need to coordinate their efforts with community libraries and learning centers in order to serve the needs of culturally different adults. (EA)

**ED 117 428 95 CE 006 075**

*Atkinson, Marilyn And Others*

**Career Education: Learning with a Purpose. Secondary Guide-Vol. 1. Art, English, Industrial Arts, Physical Education, Science, Field Trips and Guest Speakers.**

State Fair Community Coll., Sedalia, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—181p.; For Volumes 1-6, see CE 006 075-080; For Junior High School Guides, see CE 006 362-365

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage**

**Descriptors—Art, \*Career Education, Curriculum Development, Curriculum Guides, Educational Objectives, English, Industrial Arts, \*Integrated Curriculum, Learning Activities, Physical Education, Resource Materials, Sciences, \*Secondary Education, Teacher Developed Materials, Teaching Procedures, \*Units of Study (Subject Fields)**

The guide offers a compilation of teacher developed career education materials which may be integrated with secondary level curriculum and, in some cases, complete unit or course outlines are included. Suggested activities and ideas are presented for the following five subject areas and their related units: art, English (activity suggestions for semester courses and for college preparatory English), industrial arts—home maintenance and repair, physical education, and science (general science, biological science, and chemistry). Objectives, teaching procedures, and resources and materials are presented for each unit. A 12-page list of suggested local field trip sites and guest speakers is included. (EC)

**ED 117 429 95 CE 006 076**

*Atkinson, Marilyn And Others*

**Career Education: Learning with a Purpose. Secondary Guide-Vol. 2. Business, Metrics, Special Education, Field Trip Sites and Guest Speakers.**

State Fair Community Coll., Sedalia, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—158p.; For Volumes 1-6, see CE 006 075-080; For Junior High School Guides, see CE 006 362-365

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage**

**Descriptors—\*Business Education, \*Career Education, Curriculum Development, Curriculum Guides, Educational Objectives, Guidelines, Integrated Curriculum, Learning Activities, \*Metric System, Resource Materials, \*Secondary Education, \*Special Education, Teacher Developed Materials, Teaching Procedures, Units of Study (Subject Fields)**

The guide offers a compilation of teacher-developed career education materials which may be integrated with secondary level curriculum and, in some cases, complete units or course outlines are included. Suggested activities and ideas are presented for three subject areas: business, metrics, and special education. The business education section provides activity suggestions re-

lated to steps in applying for employment and a discussion of employee and customer relations, and includes role playing situations as well as teaching procedures and resource lists. The metrics section provides activity suggestions integrating metrics into art, economics, English, math, home economics, science, and social studies; student worksheets; charts; and a metrication resource list. The special education section offers a course of study for a vocational multi-occupations class including a discussion of objectives, scope, and content; a list of discussion topics and related and integrated learning activities; textbooks and references; and instructional aids. A 13-page list of suggested local field trip sites and guest speakers is included. (EC)

**ED 117 430 95 CE 006 077**

*Atkinson, Marilyn And Others*

**Career Education: Learning with a Purpose. Secondary Guide-Vol. 3. French, German, Spanish, Field Trip Sites and Guest Speakers.**

State Fair Community Coll., Sedalia, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—264p.; For Volumes 1-6, see CE 006 075-080; For Junior High School Guides, see CE 006 362-365

**EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage**

**Descriptors—\*Career Education, Cultural Context, \*Cultural Enrichment, Curriculum Development, Curriculum Guides, Educational Objectives, \*French, \*German, Instructional Materials, Integrated Curriculum, Learning Activities, Resource Guides, Resource Materials, Secondary Education, Second Language Learning, \*Spanish, Teacher Developed Materials, Teaching Procedures, Units of Study (Subject Fields)**

The guide offers a compilation of teacher-developed career education materials which may be integrated with secondary level curriculum in the study of French, German, and Spanish. The materials are based on a travel course of the country in order to include most aspects of its culture, economy, and other areas. A list of career opportunities in foreign language and objectives of foreign language study are presented, and to emphasize cultural aspects, formats are suggested for a programed culture assimilator, culture capsule, and mini-drama. The French section (35 pages) includes: (1) a course entitled "A Visit to France," (2) the French monetary system, (3) forms of address, (4) vacationing in France, (5) recipes, and (6) cultural aspects of France with situational dramas. The German section (14 pages) includes: (1) a course on German sports, recreation, and leisure with sample lesson plans; (2) language study based on German sources; and (3) situational dramas. The Spanish section (154 pages) includes: (1) a list of cultural topics, (2) lesson plans, (3) recipes, (4) vocabulary words, (5) descriptions of religion, festivals, and education, (6) situational dramas, and (7) unit plans. A 29-page bibliography/resource guide is also included. (EC)

**ED 117 431 95 CE 006 078**

*Atkinson, Marilyn And Others*

**Career Education: Learning with a Purpose. Secondary Guide-Vol. 4. Home Economics, Family/Community Relations, Home Management, Foods and Nutrition, Clothing and Textiles, Field Trip Sites and Guest Speakers.**

State Fair Community Coll., Sedalia, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—125p.; For Volumes 1-6, see CE 006 075-080; For Junior High School Guides, see CE 006 362-365

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage**

**Descriptors—\*Career Education, Child Development, Clothing Instruction, Curriculum Development, \*Curriculum Guides, Educational Objectives, \*Family Life Education, Home Economics, \*Home Economics Education, Home Management, Learning Activities, Nutrition Instruction, Resource Materials, \*Secondary Education, Self Actualization, Teaching Procedures, Unit Plan**

The guide offers a compilation of teacher-developed career education materials which may be integrated with secondary level curriculum in home economics. Suggested activities and ideas are presented as unit plans in the following areas of home economics: family relations/family living, home management, child development, foods and

nutrition, clothing and nutrition, creative home arts, and community service projects. Unit objectives, teaching procedures, resources and materials, evaluation, and comments on use are presented for each unit. Also included are activity suggestions for home economics units in a semester course called "Personal Culture". Designed mainly for girls, it deals with manners, grooming, personality, and job-related aspects of personal development. A 13-page list of suggested local field trip sites and guest speakers is given. (EC)

**ED 117 432 95 CE 006 079**

*Atkinson, Marilyn And Others*

**Career Education: Learning with a Purpose. Secondary Guide-Vol. 5. Mathematics and Career Clusters, Mathematics Related Activity Suggestions, Field Trip Sites and Guest Speakers.**

State Fair Community Coll., Sedalia, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—168p.; For Volumes 1-6, see CE 006 075-080; For Junior High School Guides, see CE 006 362-365

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage**

**Descriptors—\*Career Education, Curriculum Development, \*Curriculum Guides, Educational Objectives, Integrated Curriculum, \*Mathematics, \*Occupational Clusters, Resource Materials, \*Secondary Education, Teaching Procedures, Unit Plan**

The guide offers a compilation of teacher-developed career education materials which may be integrated with secondary level curriculum in mathematics. Suggested activities and ideas present the following units based on career clusters as they relate to mathematics: construction, communications and media, hospitality and recreation, public service, marine science, health, manufacturing, transportation, and agri-business and natural resources. Activity suggestions for other math-related units are also given including several "silent lectures" emphasizing logical problem solving and units on consumer economics, metrics, computer science, statistics, and other mathematical applications. Objectives, teaching procedure, and related resources and materials are presented for each unit. A 12-page list of suggested local field trip sites and guest speakers is included. (EC)

**ED 117 433 95 CE 006 080**

*Atkinson, Marilyn And Others*

**Career Education: Learning with a Purpose. Secondary Guide-Vol. 6. Social Studies, History and Government, Contemporary Issues, Consumer Economics, Sociology and Psychology, Career Information, Field Trip Sites and Guest Speakers.**

State Fair Community Coll., Sedalia, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Note—231p.; For Volumes 1-6, see CE 006 075-080; For Junior High School Guides, see CE 006 362-365

**EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage**

**Descriptors—\*Career Education, \*Consumer Economics, Current Events, Curriculum Development, \*Curriculum Guides, History Instruction, Learning Activities, Resource Materials, \*Secondary Education, \*Social Studies Units, Teaching Procedures, Unit Plan**

The guide offers a compilation of teacher-developed career education materials which may be integrated with secondary level curriculum in social studies. Suggested activities and ideas are presented for the following subject areas and related units in social studies: history and government (26 pages), contemporary issues (49 pages), consumer economics (65 pages), sociology and psychology (23 pages), and career planning and decision making (39 pages). Objectives, teaching procedures, and resources and materials are presented for each unit. Sample instructional materials are included in the career planning unit. A 13-page list of suggested local field trip sites and guest speakers is included. (EC)

**ED 117 434 CE 006 081**

**Report of the Governor's Task Force on Aerospace-Aviation Education.**

Federal Aviation Administration (DOT), Washington, D.C. Office of General Aviation; Governor's Aerospace-Aviation Task Force, Sacramento, Calif.

Pub Date [73]

Note—74p.; For related document, see CE 006 082

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

Descriptors—\*Aerospace Education, Career Opportunities, Course Descriptions, \*Educational Needs, Educational Problems, \*Educational Programs, Elementary Secondary Education, Industry, Post Secondary Education, Program Descriptions, \*Program Effectiveness

Identifiers—\*California

The purpose of the Aerospace-Aviation Education Task Force was to study the problems and present recommendations for space and aviation education in California. Educational trends and the increasing rate of dropout occurrence reveal a need to introduce changes in the education and training of students. Many career opportunities exist in the field of aerospace and aviation. Committees were formed to concentrate on the various existing educational levels. The following levels were studied and several aspects of their programs are discussed with recommendations for their development: (1) elementary and junior high schools (description of exemplary programs); (2) high schools and community colleges (requirements for a standard designated subjects teaching credential in aviation flight instruction and/or aviation ground instruction, courses in aviation education, and commentary on the education code); (3) colleges, universities, and private schools (description of aerospace or aeronautical programs in various institutions); and (4) industry and the professions (findings from a survey of aerospace industry employers on their opinions regarding the needs of aerospace education, a discussion on recent technological developments, and an overview of aviation education in the Soviet Union). Materials related to the activities conducted by the task force are appended. (EC)

**ED 117 435** 95 CE 006 082**Careers in the Aerospace Industry.**

Aerospace Industries Association of America, Inc., Washington, D.C.; Federal Aviation Administration (DOT), Washington, D.C. Office of General Aviation.

Pub Date Jun 75

Note—6p.; For related document, see CE 006 081

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Administrative Personnel, \*Aerospace Industry, Aviation Technology, Clerical Occupations, \*Employment Opportunities, \*Occupational Information, Production Technicians, Professional Occupations, Technical Occupations

The document briefly presents career information in the field of aerospace industry. Employment exists in three areas: (1) professional and technical occupations in research and development (engineers, scientists, and technicians); (2) administrative, clerical, and related occupations (engineers, scientists, technicians, clerks, secretaries, stenographers, typists, tabulating machine and computer operators, and other office personnel); and (3) production occupations (sheet metal work, machining and tool fabrication, other metal-processing, assembly and installation, inspecting and testing, flight checkout, materials handling and maintenance, and custodial). Aerospace employment is expected to rise by the mid-1980's. Job opportunities are most favorable for highly-trained scientists, engineers, and technicians. Less skilled and unskilled workers are needed to fill entry level production positions. (Employment statistics for the industry up to December 1975 are provided.) (Author/EC)

**ED 117 436** 95 CE 006 084*Braaten, Larry Miller, Annette*

**Semiannual Report on State Research Coordinating Unit Activities for the Period January 1, 1975-June 30, 1975.**

Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Research and Demonstration.

Pub Date Nov 75

Note—128p.; For previous reports see: ED 110 683; ED 107 838; ED 099 519; ED 099 681; ED 080 720; ED 076 781; ED 068 718; ED 067 463; ED 052 381; and ED 053 293

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage**

Descriptors—Career Education, \*Educational Research, Reports, \*Research Coordinating Units, \*Research Projects, Research Proposals, \*State Programs, \*Vocational Education

Identifiers—Vocational Education Amendments 1968

The report summarizes information received from State Research Coordinating Units (RCU's) regarding research activities conducted under Section 131 (b) of Part C of the Vocational Education Amendments of 1968. Eleventh in a series, the report covers the second six months of Fiscal Year 1975 and is designed to inform States of research and development conducted by other States, thus facilitating exchange of information and reducing duplication of effort. A list of previous reports is included with an indication of their availability from the Educational Resources Information Center (ERIC). Sources of project abstracts are Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM) and Research in Education. The report is arranged alphabetically by State with information from American territories in a concluding section. Items listed for each reporting State or territory include: name of the Director of Vocational Education, name of the Research Coordinating Unit director, projects completed, new projects funded, research related activities, and projects and activities planned. A title or brief description of the project or activity and the name of the individuals or institution involved are given. (Author/MS)

**ED 117 437** 95 CE 006 085**Careers in Communications Media. Instructor Guideline.**

Oregon State Dept. of Education, Salem. Career and Vocational Education Section.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—224p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-1496-3, \$5.60)

**EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage**

Descriptors—Career Awareness, Career Education, \*Career Exploration, Career Planning, \*Communications, Curriculum Design, \*Curriculum Guides, \*Curriculum Planning, Educational Resources, Guidelines, Learning Activities, Mass Media, \*Occupational Clusters, Occupational Information, Publishing Industry, Secondary Education

Identifiers—\*Communications and Media Occupations

The guideline, an in-depth focus on one of the 15 U.S. Office of Education (USOE) career education clusters, provides instructors with information to support effective career decision making and occupational preparation. The first section provides a perspective of career education as applied to occupations in the guidelines (includes explanations of the USOE Model System, a career education/cluster system, and the World of Work function approach). The second section contains: procedures used to define the Dictionary of Occupational Titles (DOT) cluster job titles; listings of job titles representing occupational areas, primary occupations, and occupational families within the cluster; and job analyses describing major job function and duties of the Communications Media Occupations (CMO) from the DOT. A third section provides: purposes, learner characteristics, objectives, and activities for the career orientation (grades 7-9), career exploration (grades 9-10), and occupational preparation phases (grades 11-14, graphic communications); an articulation model for the preparation phase; an annotated bibliography of selected curriculum materials; four instructional strategies; learning activities evaluation model; and a list of primary occupations by school subjects. A final section selectively reviews the elements needed in constructing a successful career education system in the CMO cluster. (Author/MS)

**ED 117 438** 95 CE 006 087*Byler, Bennie L.*

**Analysis of Factors Related to the Educational Plans of Iowa Vocational Agriculture Students.**

Iowa Agricultural and Home Economics Experiment Station, Ames.; Iowa State Univ. of Science and Technology, Ames. Dept. of Agricultural Education.

Pub Date 75

Note—263p.

**EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage**

Descriptors—\*Analysis of Variance, \*Aspiration, Career Planning, Data Analysis, \*High School Students, Measurement Instruments, Occupational Aspiration, Secondary Education, \*Social Influences, Student Characteristics, Tables (Data), \*Vocational Agriculture

The primary purpose of the study is to determine the educational plans of junior and senior vocational agriculture students and assess factors which may be related to their educational plans on graduation from high school. Information was collected from a sample of 623 students from 30 public high schools which provided vocational agriculture programs in 1974-75. Instruments for collecting data consisted of: (1) personal, family, and community data related to educational and occupational plans of Iowa vocational agriculture students (40 variables); and (2) agribusiness achievement test (four variables). The following educational plans on graduation were identified and studied: (1) those who planned to attend a postsecondary area vocational school (27%), (2) those who planned to attend a four-year college or university (17%), and (3) those who planned to enter the world of work (55.9%). The findings of the study reveal that there are differences in selected factors related to educational decision making among vocational agriculture students grouped according to their stated educational plans upon graduation from high school. A series of 87 tables support the analysis and discussion based on the collected data. Materials related to the conduction of the study are appended. (Author/EC)

**ED 117 439** CE 006 089*Wiley, Llewellyn N.*

**Potential Uses of the Functional Account Code in Describing Job Requirements. Final Report for Period March 1974-June 1975.**

Air Force Human Resources Lab., Lackland AFB, Tex. Occupational and Manpower Research Div.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No—AFHRL-TR-75-53

Pub Date Oct 75

Note—18p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Job Analysis, \*Manpower Utilization, Measurement Techniques, \*Military Personnel, Occupational Clusters, Tables (Data), \*Work Experience

Identifiers—Air Force, \*Functional Account Code

A major problem in the utilization of personnel appears in the identification of skills and knowledges acquired in job assignments held in the past. Lack of regular job inventorying of Air Force personnel by individuals rather than samples makes it infeasible to use job inventories to recapture a given airman's record. The possibility of using the Functional Account Code (FAC) in occupational analysis was formulated and a preliminary assessment to verify its potential is presented in the study. The study was made possible with the use of a file of records on all studies clustering job inventories from 1965-1971 with the FAC for each airman included. It was first shown that, when individuals are sequenced by FAC, the job clustering corresponds well with the FAC. Seventy-five Air Force Systems Commands are shown in graphic form. A more intensive analysis was then made of the Administration Specialist ladder, which contains the largest number of FAC's of any specialty. It was found that FAC titles agreed well with the titles assigned to job clusters by the analyst who interpreted the homogeneous grouping of the job inventories. Longitudinal analyses are planned as a continuation of the study. (Author/EC)

**ED 117 440** CE 006 090*Porreca, Anthony G. Stallard, John J.*

**Common Affective Domain Competencies of Students Among Vocational Areas: A Mini-Grant Research Project. Final Report.**

Tennessee State Board for Vocational Education, Nashville.; Tennessee Univ., Knoxville. Occupational Research and Development Coordinating Unit.

Pub Date Jun 75

Note—70p.; Appendix A may not reproduce well due to broken type

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

Descriptors—\*Affective Objectives, Business Education, Distributive Education, Home

Economics Education, Industrial Education, \*Performance Based Education, \*Surveys, Validity, Vocational Agriculture, \*Vocational Education

#### Identifiers—Affective Competencies

The study attempts to verify the affective competencies which vocational-technical areas in common require of students, and to validate those required in agriculture, business and office, distributive, home economics, and industrial education. The affective competencies were identified so that they might be a major part of the learning sequence, not merely incidental, and provide a basis on which to establish common experiences among vocational education programs. The competencies, elicited by review of vocational education publications, were verified by randomly selected employers, employees, and teachers. Their degree of commonality was validated by 48 State vocational directors, through the Delphi technique. The study concludes that: (1) State directors appear to agree that the five vocational areas do require common affective competencies; (2) teachers, employers, and employees appear to agree with directors on what constitutes affective competencies; (3) they appear also to agree on which are important for career success; (4) affective competencies appear to provide a commonality for the five areas; and (5) the common affective competencies appear to be as important as cognitive and psychomotor competencies. Tables comprise the largest part of the report. A research instrument, a condensed version of Bloom's taxonomy of educational objectives, and sample study correspondence are appended. (Author/AJ)

#### ED 117 441 CE 006 091 The Role of Prison Industries Now and in the Future: A Planning Study.

Georgetown Univ. Law Center, Washington, D.C. Inst. of Criminal Law and Procedure.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-21-11-73-03-1  
Pub Date 18 Aug 75

Note—66p.

#### EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Comparative Analysis, \*Correctional Rehabilitation, \*Corrective Institutions, Federal Legislation, Industrial Training, \*Industry, Labor Conditions, Policy Formation, Program Costs, Program Descriptions, \*Program Development, \*Program Effectiveness, Program Evaluation, Program Improvement, Program Planning

#### Identifiers—\*Prison Industries

The Institute of Criminal Law and Procedure analyzes the merits, limitations, and problems of various approaches to prison industry and recommends measures and programs to improve industries. Federal and State legislation affecting prison industries were examined, several prison industries were visited, and the literature of prison industries was reviewed. The study's findings are these: Prison industries exist in the context of correctional systems whose future dimensions are unknown and whose purposes are unclear. Therefore, before effective prison industry planning can take place, agreement must be reached as to underlying correctional philosophy and as to the expected numbers and distribution of offenders in the correctional system. Prison industries today do not achieve their traditional goals and should be modified (possibly eliminated). Intelligent modification will be possible only with better information on the true costs of prison industries as determined through standardized accounting procedures. Prison industries should provide a real work experience, including full work days, job compensation, minimum wage, and merit increases in pay. New and closer relationships with private industry can benefit prison industry. Finally, laws restricting prison production and marketing should be repealed. (Author)

#### ED 117 442 CE 006 092 100 Successful Vocational Special Needs Programs.

National Association of Vocational Education Special Needs Personnel.

Report No.—PL-90-576

Pub Date 1 Aug 75

Note—134p.

#### EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—\*Educationally Disadvantaged, Educational Programs, \*Handicapped Students, \*Program Descriptions, Secondary Education, \*Special Education, Teenagers, \*Vocational Education, Young Adults

The survey was conducted for the following purposes: (1) to provide a sampling of successful vocational special needs programs throughout the country that were developed as the direct result of the motivation and support provided by PL-90-576 and (2) to make available to educators and other interested parties examples of vocational programs that meet the needs of disadvantaged students in school and the educationally disadvantaged not in school, and examples of successful vocational programs serving the handicapped. The handicaps identified include the crippled, deaf, emotionally disturbed, educable mentally retarded, hard of hearing, learning disabled, multiple handicapped, mentally retarded, other health impaired, speech impaired, trainable mentally retarded, and visually handicapped. Information for each program is presented in the following areas: administrative personnel, location of the school, program title, school characteristics (urban or rural, number of students, for disadvantaged or handicapped, grade level, type of handicap), cost, nature of disadvantage, and brief descriptions of program activities and outcomes. (Author/EC)

#### ED 117 443 CE 006 093 Development of Occupational Therapy Proficiency Examinations. Therapist Level, Assistant Level. Final Report.

Professional Examination Service, New York, N.Y.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Associated Health Professions.

Pub Date 31 Jan 75

Note—111p.

#### EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Audiovisual Aids, \*Criterion Referenced Tests, \*Equivalency Tests, \*Occupational Therapists, Occupational Therapy, \*Occupational Therapy Assistants, Pretesting, Task Analysis, \*Test Construction, Testing Problems

Criterion-referenced proficiency examinations have been prepared for entry level occupational therapists and entry level occupational therapy assistants. Item development was based on a task inventory solicited from occupational therapists throughout the country, with six occupational therapists reviewing test development. A small scale pilot test was administered to a total of 233 individuals and a pretest was later administered to 782 individuals including those employed in related fields and a comparison group of college freshman at 23 test sites around the country. Testing methodology and data results are presented, and three parallel forms of each examination resulted. Audiovisuals, simulators, and related materials were explored for the tests, with line drawings being chosen for use, and recommendations made for further research in this area. Problems encountered during the test development are discussed. Recommendations state that further external validation and associated test development should proceed before satisfactory performance standards can be established. Appended material takes up two-thirds of the document and includes: test blueprints, therapists tasks, assistant tasks, item writers packet, reviewers instructions, item writers, item reviewers, pretest site coordinators, final forms-difficulty levels, and American Occupational Therapy Association policies and procedures. (LH)

#### ED 117 444 CE 006 094 Kulich, Jindra

Adult Education in Continental Europe. An Annotated Bibliography of English-Language Materials. 1970-1974.

British Columbia Univ., Vancouver. Center for Continuing Education.; International Council for Adult Education, Toronto (Ontario); Ontario Inst. for Studies in Education, Toronto. Dept. of Adult Education.

Pub Date 75

Note—167p.

Available from—Centre for Continuing Education, University of British Columbia, Vancouver, Canada V6T 1W5 (\$5.00), or: International Council for Adult Education, 252 Bloor

Street West, Toronto, Canada M5S 1V6 (\$5.00)

#### EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—Adult Basic Education, \*Adult Education, \*Annotated Bibliographies, Comparative Education, Educational History, Educational Legislation, Educational Radio, Educational Research, Educational Television, Financial Support, Folk Schools, \*Foreign Countries, Libraries, Organizations (Groups), Periodicals, Post Secondary Education, School Systems, Secondary Education, Training, Vocational Education

#### Identifiers—Europe, European Countries

A listing of English-language sources available on adult education in Europe presents 556 items covering a period of five years and supplements the bibliography Adult Education in Continental Europe: An Annotated Bibliography of English-language Materials 1945-1969. The bibliography is organized by country, with a section on Europe and a section on Scandinavia. Countries include: Albania, Austria, Belgium, Bulgaria, Czechoslovakia, Denmark, Finland, France, Germany, Greece, Hungary, Iceland, Italy, Luxembourg, Netherlands, Norway, Poland, Portugal, Romania, Spain, Sweden, Switzerland, USSR, and Yugoslavia. Materials were selected using the broadest possible concept of adult education as a basis. They are divided into 20 main categories, then further subdivided, so that both broad categories (e.g., history of adult education) and specific areas (e.g., night schools) are included. The listing for each country is sub-divided into categories of the various institutions, methods and technicians, and subject matter, with each source listed in full as the main entry in the major applicable sub-category and cross-referenced by number under any other applicable sub-category. Subject and author indexes, a list of periodicals searched, and a list of the 20 categories used throughout the bibliography are included. (Author/LH)

#### ED 117 445 95 CE 006 095 Law Enforcement Technology (Police Science Technology). A Suggested Two-Year Post High School Curriculum.

University Research Corp., Washington, D.C.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Vocational and Technical Education.

Pub Date 75

Contract—OEC-0-70-4505

Note—150p.; Photographs will not reproduce well

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01402)

#### EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Course Content, \*Curriculum Guides, Educational Facilities, \*Law Enforcement, Lesson Plans, \*Police, Post Secondary Education, Professional Education, Resource Guides, \*Training

The suggested curriculum guide for law enforcement (police science) programs was designed to assist those responsible for implementing a course of study that is becoming a job requirement prior to employment in police service. Law enforcement education programs are discussed in terms of background, police roles, employment opportunities, and educational requirements. Program implementation is examined in terms of present commitments, advisory committees, program planning, staff, students, instructional material, and student evaluation. A four semester outline is presented, including an indication of class, laboratory, and outside study hours and brief descriptions of each course. Course outlines for units of instruction to cover the suggested curriculum are then presented under the following broad categories: technical specialty (10 courses); auxiliary and supporting technical (7 courses); general (10 courses). Suggested texts and references are listed after each course, and class hours necessary for each unit of instruction are indicated. Physical facility needs are examined closely and include diagrams, descriptions, necessary equipment, and their estimated costs. A bibliography of suggested materials is provided. Information regarding student and program assistance, and listings of film sources and postsecondary institutions with this type of program are appended. (LH)

**ED 117 446** CE 006 098*Bedgood, Richard, Ed.***Surveying for Community Education. Seminar Papers, June 28 and July 26, 1975.**

Auckland Univ. (New Zealand). Centre for Continuing Education; New Zealand Association for Community Education, Auckland.

Pub Date 75

Note—91p.; Not available in hard copy due to poor reproducibility; Papers presented to the second seminar of the New Zealand Association for Community Education

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Adult Education, \*Community Education, \*Community Surveys, \*Educational Needs, Foreign Countries, \*Needs Assessment, Questionnaires, Role Perception, School Role, \*School Surveys, Seminars, Tables (Data) Identifiers—New Zealand

The nine seminar papers present discussion and methodology related to surveying for community education. The introductory paper, *Initiating Community Education—Who Does It and How*, examines local, governmental, nongovernmental, and individual roles in supporting community education. *Methodological Considerations in Community Surveys* discusses community survey design and data analysis. Another paper provides a listing of selected references related to the structure, formation, and analysis of sociological surveys. *Surveying for University Community Education* is a comparison of two continuing education surveys conducted at Auckland University in 1945 and 1951. *The Assessment of Community Education Needs: the Masterton Study* examines the effects of social background factors on the development of adolescents as a base for possible community programs. *Surveying the High School Community and The Primary School* describe a questionnaire survey related to increased use of secondary school facilities for out-of-school classes. Other papers, which clarify school role within the total framework of community education are *The Intermediate School Model in Community Education* and *Surveying a Community's Needs for Early Childhood Education Services*. (EA)

**ED 117 447** CE 006 099**The Women's Leadership Project: A One-Year Training Project in Adult Education Administration. Final Report.**

Boston Univ., Mass. School of Education.

Spons Agency—Massachusetts State Dept. of Education, Boston. Bureau of Adult Services.

Pub Date Aug 75

Note—86p.; Appendix B will not reproduce well due to faded type

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**

Descriptors—\*Administrator Education, Adult Basic Education, \*Adult Education, \*Adult Educators, Bibliographies, Community Involvement, Equal Opportunities (Jobs), \*Females, Individualized Programs, Internship Programs, \*Leadership Training, Models, Program Descriptions, Resource Centers, Women Teachers

The Women's Leadership Project represents an initial effort to combat discrimination against women in adult education, with special emphasis on adult basic education. Overall goals involved leadership development, impact, and support to: (1) recruit and prepare 10 qualified women adult educators for leadership positions in adult education, (2) develop a resource center of materials relevant to the leadership status of women in education and disseminate information broadly, and (3) develop an internal/external support system for project participants. The highly individualized program was conceived as strongly field based with emphasis on the relation between theory and practice. Project staff included one full-time and three part-time faculty representing educational management, curriculum, and adult education. Program features included: a special preseminar and seminar, supervised management internship in adult education at the local or State level, university course work, and special community impact activities. Specific listings of internships, courses, conferences/meetings/workshops attended, special impact projects, and resource center offerings are included as well as self-rating forms and progress charts. Appendixes contain: a schematic representation of the project, recommended readings, proseminar schedule, educa-

tional leadership appraisal, a workshop description, job referral and placement resources, and resource center readings. (EA)

**ED 117 448** CE 006 101**Homemaker Health Aide Service: Training Manual.**

Administration on Aging (DHEW), Washington, D.C.; Homemaker Service of the National Capital Area, Inc., Washington, D.C.

Report No.—DHEW-OHD-74-20103

Pub Date Jun 74

Note—125p.

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage**

Descriptors—\*Course Content, Curriculum Development, Guides, \*Home Health Aides, Homemaking Education, Homemaking Skills, Instructional Materials, \*Job Training, \*Occupational Home Economics, Occupational Information, Social Services, \*Visiting Homemakers

Training women for homemaker service is an important function of every agency that provides such services. The Homemaker Service of the National Capital Area, Inc. designed a training manual to be used with either a single new employee or with a group as large as 15. Informal discussions, lectures, practice, and demonstration are methods of teaching used. Supplementary aids that have proved helpful include films, case histories, and problem setting questions. The manual provides knowledge that will be needed by the homemaker in 10 sections: an introduction to homemaker services; goals; role of the homemaker and types of services; working with troubled people; the homemaker and families with children; the homemaker and the sick and disabled; the homemaker and mental health; the homemaker—nutrition and home management; agency policy and procedures; and agency forms and related materials. (Author/BP)

**ED 117 449** CE 006 102*Kelly, Thomas, Ed.***A European Bibliography of Adult Education. A Select List of Works in English, French and German Published Up to and Including the Year 1973.**

National Inst. of Adult Education, London (England).

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 75

Note—67p.

Available from—National Institute of Adult Education, 35 Queen Anne Street, London, W1M 0BL, England (\$6.00)

**Document Not Available from EDRS**

Descriptors—\*Adult Education, \*Annotated Bibliographies, \*Foreign Countries, Indexes (Locators)

Identifiers—\*Europe

The volume is described as a first attempt to provide a brief bibliography of some of the most important work of European scholars in three major languages—English, French, and German. The 482 citations are divided into two general categories: general background and the teaching situation. The first group cites separately items of general interest and items from 20 European countries in the following areas: bibliographies and abstracts, periodicals, and historical and descriptive surveys. Items in the second section are not arranged separately by country. They focus on: general theories of adult education, including also leisure and education permanente; the adult student: attitudes, motives, and characteristics; psychology of adult learning, including also group psychology and group dynamics; teaching methods, both general and multimedia techniques, programmed learning, and broadcasting and audiovisual techniques; evaluation; and training of adult educators. Typical bibliographic data is provided together with an English annotation which briefly describes each entry. An author index is appended. (BP)

**ED 117 450** CE 006 103*Bown, Lalgae***"A Rusty Person is Worse than Rusty Iron"—Adult Education and the Development of Africa.**

Syracuse Univ., N.Y. Publications Program in Continuing Education.

Pub Date 23 May 75

Note—29p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—\*Adult Education, Adult Literacy, \*African Culture, Community Development, \*Developing Nations, Educational Attitudes, \*Educational Development, \*Educational Needs, Womens Education Identifiers—\*Africa

In order for adult education to be successfully applied in other countries, it is important that an understanding of the people's traditional background and educational attitudes is acquired. A continuing educator must also be a continuing learner. In Africa, education is considered a continuing or recurrent process throughout life serving to fulfill social needs, to foster community awareness, and transmit basic values. Adult education offers a chance for a country to develop and strengthen its population, not only in terms of economic advancement, but in terms of acquiring literacy and skills in the areas of politics, health, agriculture, and economics. Educational problems exist for African women since men are usually provided more educational opportunities in the school system which is patterned after the western model. In planning adult education programs, the important role women already have in the areas of agriculture and trade should be taken into consideration. Adult education, for men and for women, promotes national and cultural cohesion by raising the consciousness of the people to a sense of development and change. (EC)

**ED 117 451** CE 006 104**National Productivity and Quality of Working Life Act of 1975.**

Congress of the U.S., Washington, D.C.

Report No.—PL-94-136

Pub Date 28 Nov 75

Note—12p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Federal Legislation, Federal Programs, Human Resources, \*Productivity, \*Work Environment

The Act was formulated to: (1) establish a National Center for Productivity and Quality of Working Life; (2) provide for a review of the activities of all Federal agencies including implementation of all Federal laws, regulations, and policies which impede the productive performance and efficiency of the American economy; (3) encourage joint labor, industry, and government efforts to improve national productivity and the character of working conditions; (4) establish a Federal policy with respect to continued productivity growth and improved utilization of human resources; and (5) for other purposes. The Act consists of the following areas: Title I—Findings, Purpose, Policy, and Definitions; Title II—National Center for Productivity and Quality of Working Life Established; Title III—Federal Agency Coordination and Liaison with Center; Title IV—Administrative Provisions; Title V—Evaluation by the Comptroller General; Title VI—Repeal and Transfer; and Title VII—Authorization of Appropriations. (EC)

**ED 117 452** CE 006 105*Johannesson, Ingvar***Aim and Goals for Bilingual-Bicultural Education:****Short-Term and Long-Term Aspects.**

Lund Univ. (Sweden). Dept. of Education.

Pub Date 75

Note—14p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Bilingual Education, \*Bilingualism, \*Educational Objectives, \*Elementary Education, Equal Education, \*Foreign Countries Identifiers—\*Sweden

Due to increasing numbers of immigrants since 1960, especially Finnish children, Sweden began to establish instructional objectives and policies for immigrant children. Stated aims clearly stress that the primary aim in the teaching of immigrant children in Swedish schools is to promote bilingualism. While the short-term aim is to produce functional bilingualism (equal ability to speak and read both languages), the long-term aim is to equalize the learning opportunities for these children in the regular school system. V. P. John and V. M. Herner (1971) propose four models of bilingual education: informal, supplementary, transition, and two-way. The Swedish model is a transition model which uses the native language as a bridge to the national language. The mother tongue (Finnish) is developed to a relatively high degree during pre-school years and the first two years in the compulsory school; Swedish is given



subordinate importance until grade 3 when training in the national language is necessary. The objective is to reach functional bilingualism by the end of grade 3. Development in the native language after age 10 is highly dependent upon the individual child and parental support. (EA)

**ED 117 453**

CE 006 106

*Passmore, David Lynn***Policy Implications of "Inequality" for Career Education. Monograph No. 2.**

Bowling Green State Univ., Ohio. Career and Technology Education Graduate Faculty.

Pub Date 76

Note—23p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Book Reviews, \*Career Education, Educational Assessment, \*Educational Equality, Educational Needs, Educational Philosophy, Educational Policy, \*Equal Education, Social Class, Social Differences, \*State of the Art Reviews

The conclusions presented in a book entitled *Inequality*, written by Jencks, et al., call for a critical analysis of the popular beliefs regarding schools and schooling as a means to achieve the social, economic, and cultural goals of the American Dream. This meritocratic system offers equal opportunities but may yield unequal results. In the Jencks study, educational opportunities, educational attainment, occupational status, income, and job satisfaction were all found to be unequally distributed among individuals. These inequalities are real, even though their causes may be questioned, and they have implications for career education, which is, like faith in schooling, presented as a facilitator of the meritocratic ideal. Because it can exert no influence over the working world, it is likely that career education will act as a conservative force to maintain the very societal inequalities it was designed to overcome. The achievement of equality will require more radical social and economic changes than mere school reforms offered by career education. (Author/EC)

**ED 117 454**

CE 006 107

*Gardner, David C. Warren, Sue Allen*

**Career Education Potential for Students at the Massachusetts Hospital School in Canton. An Evaluation of Current Program and Proposal for the Development and Implementation of a Career Education Program.**

Blue Hills Regional Technical School, Canton, Mass.; Gardner and Warren Research, Inc., Wakefield, Mass.; Massachusetts Hospital School, Canton.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date 15 Aug 75

Note—176p.; Appendix A has been deleted, because it contained copyrighted material

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage**

Descriptors—\*Career Education, \*Employment Potential, National Surveys, Needs Assessment, Occupational Clusters, \*Physically Handicapped, Questionnaires, \*Residential Schools, Resource Guides, State Federal Aid, State Surveys, \*Vocational Development

Focusing on the career education potential of physically handicapped individuals at Massachusetts Hospital School (MHS), the project included a current population assessment, a survey of employment prospects, and career education resources for physically handicapped students. Based on a series of data collection procedures, 18 career education recommendations are offered for MHS. A questionnaire (23 percent return) to 434 State firms to determine the kinds of businesses and types of jobs employing the physically handicapped indicated many employers appeared unaware of the potential of physically handicapped employees. Findings of a national survey to 51 Directors of State Easter Seal Societies (24 percent return) and 50 State Commissioners of Education (42 percent return) to determine successful occupations of physically handicapped persons (coded by handicapping condition and listed under occupational clusters) showed that a wide variety of careers are open to physically handicapped persons in Massachusetts and the United States. The program/population study covered: physical facility, equipment, records, handicapping conditions, academic aptitude/curriculum, personality traits (High School Personality Questionnaire), and school programs.

Findings of a questionnaire to graduates of 1968-1973 classes (53 percent return) also are included. Resources include potential funding sources, annotated bibliography of classroom materials, list of publishers, and professional references. (EA)

**ED 117 455**

CE 006 108

**Inservice Education: A Method for Organizing and Implementing Inservice Programs Based on Participants' Interest and Needs.**

Oregon State Dept. of Education, Salem. Career and Vocational Education Section.

Pub Date 14 Nov 74

Note—22p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Career Education, \*Educational Needs, Guidelines, Inservice Education, Inservice Programs, \*Inservice Teacher Education, Needs Assessment, \*Participant Involvement, \*Program Planning, \*Questionnaires, Teacher Attitudes, Teacher Improvement

A four-step method that can be utilized to make inservice education programs more responsive to the interests and needs of teachers and other educational personnel is presented. The first step involves assessing teachers' attitudes and changes in attitudes toward inservice as measured by responses to 34 statements in an inventory. A copy of the instrument is included and its purpose, design, and use are described. It is suggested that the second step, surveying for general inservice needs, be accomplished by collecting data from the appropriate individuals and notifying them of the needs determined by consensus. Copies of surveys directed to teachers, vocational teachers, and administrators are included as examples. The third step is a survey that identifies participant strengths and weaknesses, objectives to emphasize, and instructional procedures to utilize. Two examples of such an instrument are given along with a list of definitions for learning procedures. The fourth step involves designing and conducting the planned inservice program to meet participant needs identified through the data gathered in the previous steps. Attached is a list of 15 guidelines for effective inservice in career education based on the results of a nation wide study. (Author/MS)

**ED 117 456**

CE 006 109

*Campbell, Carol Gurby*

**Getting It Together [8]. A Teacher's Guide: An Integrated Approach to Junior High Career Education.**

Eugene Public Schools, Oreg.

Spons Agency—Oregon State Dept. of Education, Salem.

Pub Date 74

Note—141p.

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage**

Descriptors—\*Career Education, Career Exploration, Career Planning, Consumer Economics, \*Curriculum Guides, Grade 8, \*Instructional Materials, Junior High Schools, \*Learning Activities, \*Program Descriptions, Self Evaluation, Simulation, Small Group Instruction, Vocational Education

Most of the document is a teacher's guide for an eighth grade course in career education, in use at Cal Young Junior High School, Eugene, Oregon, emphasizing small group work. The five main parts of the course are: (1) career corner, a multimedia career information center for student job studies, (2) life career, a life planning simulation game, (3) self-awareness learning package for self-evaluation of interests, attitudes, abilities, and personality, (4) study of a local business, and (5) consumer economics, emphasizing buying an automobile and grocery shopping. The guide contains general objectives for the course. Specific objectives, background information, student activities, worksheets, and other learning materials are included for each unit. Activities can be adapted for use with the entire class. The guide is one product of a project to provide a comprehensive, formal career education program to seventh and eighth grade students through a learning center program utilizing an integrated approach. The final report of the project which involved 483 students and 20 staff members is included. The educational setting, procedures, outcomes, and recommendations of the two-year effort are summarized. An evaluation of the project's objectives indicates that the majority were met fully or partially. (MS)

**ED 117 457**

CE 006 110

*Schuberg, Marilyn Canon, Betty Jean*

**Communication Skills Program for Vocational Students.**

Oregon State Dept. of Education, Salem.; West Linn School District 3J, Oreg.

Pub Date May 72

Note—346p.; A few pages may reproduce badly

**EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage**

Descriptors—Auto Mechanics (Occupation),

\*Communication Skills, \*Course Content, Course Evaluation, Curriculum Development, Curriculum Planning, Draftsmen, Electronics, English Instruction, \*Instructional Materials, \*Integrated Curriculum, Job Application, Metal Working Occupations, Secondary Education, \*Trade and Industrial Education, Vocational Education

The project was designed to help high school students with industrial occupational goals achieve practical communication skills necessary for efficient employment entry. Industrial arts and language arts teachers together developed major essential categories for vocational English (reading skills, correspondence skills, reference skills, technical terminology, and job hunting skills) and subdivided these into specific communication skills. Multiple job sheets were developed for each skill utilizing content from the occupational fields (auto mechanics, drafting, electronics, and metals). A total of 277 job sheets, each about a 50 minute assignment, were developed and reviewed by an advisory committee for each industrial area. After completing 45 sheets a student received a grade and credit for the class. Student response was positive and evaluations by the instructors indicate their satisfaction with the program and the need for its continuation. The course materials (most of the document) are: student progress record sheets, performance evaluation sheet, separate job sheets for the four industrial areas covering skills in the essential categories (presenting objectives, materials, and procedures for students to use independently), and a bibliography for each area. Also included are notes from the advisory committee meetings, and favorable program evaluations from parents and outside educators. (Author/MS)

**ED 117 458**

CE 006 111

**Provision of Education Benefits for Post-Vietnam**

**Era Veterans. Hearings before the Subcommittee on Education and Training of the Committee on Veterans' Affairs, House of Representatives, Ninety-fourth Congress First Session.**

Congress of the U.S., Washington, D.C. House Committee on Veterans' Affairs.

Pub Date 29 Jul 75

Note—55p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

Descriptors—Adult Education, \*Educational Benefits, \*Educational Legislation, \*Federal Aid, Federal Legislation, Tuition Grants, \*Veterans, \*Veterans Education

Identifiers—Senate Hearings, \*Vietnam War Veterans

The subcommittee on education and training held hearings regarding educational benefits for post-Vietnam era veterans. Four main bills were presented as amendments to title 38 of the United States Code and formed the focus of discussion: (1) HR 2000, to entitle veterans to 45 months of educational assistance for all educational programs, undergraduate and graduate; (2) HR 6806, to terminate the Vietnam era period of war and have it extend from August 5, 1964 to June 30, 1975; (3) HR 7726, to set a termination date for veterans' educational benefits, defining an eligible veteran as one who served on active duty for more than 180 days from February 1, 1955 to June 30, 1975; (4) HR 8406, to set a termination date of August 31, 1975 for computing veterans' educational entitlement and to extend the maximum educational benefits to 45 months. The testimonies of the following individuals are included and are supportive of the various bills they address: Rufus H. Wilson, Veterans Administration; Donald H. Schwab, Veterans of Foreign Wars; Mylio S. Kraja, American Legion; Charles C. Garafino, National Association of Concerned Veterans. Supportive statements from congressman and various national groups are also included. (LH)

**ED 117 459** CE 006 112*Waller, John D. And Others***Monitoring for Criminal Justice Planning Agencies.**

National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Report No.—73-TA-99-107

Pub Date Mar 75

Note—117p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 027-000-00300-1, \$1.80)

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage**

Descriptors—Administrative Agencies, \*Administrative Personnel, Criminal Law, \*Evaluation Criteria, Evaluation Methods, Federal Aid, Federal Programs, Government (Administrative Body), Guidelines, Justice, \*Law Enforcement, Management by Objectives, \*Management Systems, Organizational Communication, Organizational Development, Performance Criteria, Program Evaluation, \*State Agencies

Identifiers—Criminal Justice, Law Enforcement Assistance Administration, LEAA, \*Monitoring Systems, SPA, State Planning Agencies

The handbook is designed to help State Planning Agencies (SPA, grantees of Federal funds) to develop or improve performance monitoring systems in order to monitor the implementation, operation, and results of the criminal justice projects they support. Such monitoring is required by the Law Enforcement Assistance Administration (LEAA) guidelines. The suggested procedures were obtained by telephone survey, review of materials, and visits to 55 SPAs and represent those practices which appeared most useful in meeting the LEAA guidelines. A chapter discussing monitoring requirements defines the nature and scope of the required monitoring, and describes its relationship to management and other types of evaluation. In another chapter the major problems confronting monitoring system managers are identified. The remaining four chapters detail how the manager can use the monitoring system to accomplish these four identified tasks: establishing agreement on information required by the user, establishing agreement with the subgrantee (unit of local or State government receiving Federal funds from the SPA for a criminal justice project) on what will be monitored, establishing the information flow, and assuring the utilization of monitoring information. Appended material (79 pages) includes detailed examples (identified by State) of procedures and materials used in monitoring criminal justice programs. (Author/MS)

**ED 117 460** 95 CE 006 114**Special Experimental Adult Basic Education Demonstration Project 1972-1975. Final Report.**

Pima County Schools, Tucson, Ariz.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—V324062

Pub Date 1 Oct 75

Grant—OEG-973-0092

Note—85p.; The photographs will not reproduce in microfiche

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**

Descriptors—\*Adult Basic Education, \*Adult Education Programs, \*Educationally Disadvantaged, English (Second Language), Home Instruction, Instructional Programs, \*Low Income Groups, Participant Characteristics, \*Program Descriptions

The three-year Special Experimental Adult Basic Education (ABE) Project was established in Tucson, Arizona, in order to identify and recruit residents known to have minimal academic skills or a minimal ability to communicate in the English language. ABE services, developed to meet individual needs, were offered in the home by project teachers when participants were unable to attend classes. The services came in the form of innovative and individualized survival type lessons designed to enable participants to understand and deal with the existing socioeconomic system in their locality. The first year of the project focused on recruiting low income participants with no high school education through general outreach techniques and on the development of relevant and practical learning materials. In the second and third years the emphasis shifted to

enrolling parents of school aged children into ABE classes and encouraging them to become involved with the programs or institutions affecting their children through specific goals such as: visit the classroom, become volunteer teaching aides, serve as tutors, or attend parent meetings. The importance of the role of the project teacher is discussed and participant data are given. Summaries of accomplishments for 1973-1975, correspondence, and samples of materials and curriculum are appended. (Author/EC)

**ED 117 461** CE 006 115**Bibliography of Publications and Presentations During FY 1975.**

Human Resources Research Organization, Alexandria, Va.

Pub Date Oct 75

Note—37p.; For the 1972-74 bibliography, see ED 105 155

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—Abstracts, \*Annotated Bibliographies, \*Human Resources, \*Publications, \*Research Projects, Research Reviews (Publications)

Identifiers—\*Human Resources Research Organization, HumRRO

The bibliography lists research reports, publications by staff members in professional journals, and presentations at professional and military meetings by the Human Resources Research Organization (HumRRO) during fiscal year 1975. It provides a complete record of HumRRO publications in conjunction with the cumulative Bibliography of Publications as of June 30, 1971, which lists research reports issued since HumRRO's establishment in 1951, and the Bibliography of Publications and Presentations During FY 1972-74 (available as ED 105 155). Abstracts are provided for most items. Items are identified by the following where applicable to indicate availability sources: government contract numbers, AD numbers (Defense Department Documentation Center, DDC), PB numbers (DDC Publication Board code), and ED numbers (Educational Resources Information Center, ERIC). Most of the items are available through National Technical Information Service (NTIS). Three sections list: (1) Work Units and Research Projects (65 items) alphabetically by research program code names, (2) Basic Research (one item), and (3) General Research (eight items) which include those not directly related to a specific research project or related to several efforts. Appended are a list of fiscal year 1975 Technical Reports and Professional Papers by number, an author index, a sponsor index, and a subject index. (Author/MS)

**ED 117 462** 88 CE 006 116*Frerichs, Allen H. And Others***Urban Leadership Program.**

Chicago Public Schools, Ill.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [75]

Note—12p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Career Awareness, Career Education, Community Involvement, \*Disadvantaged Youth, \*Grade 6, \*Leadership Training, Program Evaluation, Reading Improvement, School Attitudes, Self Esteem, \*Urban Youth

Identifiers—\*Einstein School, Illinois (Chicago)

The Urban Leadership Program, a Federally funded program consisting of three 10-week sessions for sixth graders in the Einstein Public School, Chicago, Illinois, provided a career awareness program of action learning to bridge the gap between students' economically impoverished neighborhoods and the mainstream urban community. The community centered career program consisted of a two-week internship in a government agency or business, study of the internship career prior to internship, group visits to agencies, and emphasis on individualized reading skills. The staff included a teacher coordinator, a teacher aide, and four community aides with input from parents and resource personnel from various city agencies and businesses. The Iowa Test of Basic Skills Reading Tests, administered as a pre- and post-test in each 10-week session, indicated statistically significant improvement in reading scores. Results of the Coopersmith Self-Esteem Inventory were nonsignificant, although a slight improvement in self-

esteem levels was reported. A school attitude inventory, constructed for the program, indicated improved school attitudes; strong parental approval of the program was noted in interviews and questionnaires. (EA)

**ED 117 463** CE 006 118*Lowe, John***The Education of Adults: A World Perspective.**

Ontario Inst. for Studies in Education, Toronto.; United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 75

Note—221p.

**EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage**

Descriptors—\*Adult Education, Adult Education Programs, \*Conferences, Continuous Learning, Developed Nations, Developing Nations, Educational Administration, Educational Methods, Educational Policy, \*Educational Trends, Financial Support, \*Foreign Countries, \*International Organizations, Needs Assessment

Identifiers—\*UNESCO

A summary of the third International Conference on Adult Education (Tokyo) by UNESCO, the book examines adult education trends of the last decade, functions of adult education as related to lifelong education, and formulation of adult education policies in the context of national education plans. During the 12-year period between conferences, organized adult education has made notable advances throughout the world. However, weaknesses remain in governmental reluctance to treat adult education as an integral part of educational systems, the low level of financial support, and the lack of participation in adult education programs by those most needing education. Chapter 1 reflects "Changing Ideas and Functions" while Chapters 2 and 3, "Attitudes, Needs, Motivation, and Learning Ability" and "Unmet Needs and Target Groups", examine the nature of the demand for adult education. Chapter 4 presents "Changing Structures" on the international scene, and Chapter 5 examines "Programs and Content". The following five chapters deal with "Methods and Materials"; "The Administrative, Organizing, and Teaching Force"; "Administrative Policies"; "The Problem of Financing"; and "Research and Development". Two concluding chapters, "The International Dimension" and "Towards a Learning Society", discuss the developed nations/developing nations relationship and future implications. (EA)

**ED 117 464** CE 006 119*Mason, Kathy***Insurance Curriculum Guide for High School Consumer Education and Various Other Courses.**

Pennsylvania State Dept. of Education, Harrisburg.; Pennsylvania State Insurance Dept., Harrisburg.

Pub Date Apr 75

Note—28p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—Behavioral Objectives, \*Consumer Education, Course Content, \*Curriculum Guides, Insurance Companies, \*Insurance Programs, \*Integrated Curriculum, Learning Activities, Secondary Education, State Standards

Identifiers—\*Pennsylvania

The Insurance Department and the Department of Education of the Commonwealth of Pennsylvania collaborated on the insurance guide intending to present basic information about the insurance industry and its regulations in Pennsylvania. Presented in a format appropriate to existing curriculum needs and students' skills at the secondary level, the insurance curriculum is composed of six sections: an introduction to insurance, automobile insurance, medical care insurance, disability income insurance, life insurance, and property insurance. It can be taught in a 9 to 12 week course. The six sections can be integrated into social studies, consumer education, mathematics, vocational education, home economics, industrial arts classes, and occupational planning sessions. Each of the units consists of vocabulary list, the generalizations and concepts to be taught, and an outline of performance objectives and learning activities. The document concludes with a six-page bibliography of printed materials and films about the insurance industry. (Author/BP)

ED 117 465 CE 006 120

Roemer, Ruth. Roemer, Milton J.

**Health Manpower in the Changing Australian Health Services Scene.**

California Univ., Los Angeles. School of Public Health.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Medicine.

Report No.—DHEW-HRA-76-58

Pub Date 75

Note—98p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**

Descriptors—\*Delivery Systems, Foreign Countries, \*Health Insurance, Health Occupations, Health Occupations Education, Health Personnel, Health Programs, \*Health Services, Innovation, \*Manpower Development, Manpower Needs, \*National Programs, National Surveys, Policy, Policy Formation, Trend Analysis

Identifiers—\*Australia

The study on Australian health manpower focuses on lessons of value to the United States, on the eve of an expanded national health system. Researchers asked: What can be learned about the soundest approach from a similar country that has had an extensive health insurance program for many years, and is about to enact a more comprehensive one? The study is presented in six chapters. First is a relatively brief overview of the Australian health care system; second, a summary of the health manpower resources, with some data on facilities, and their distribution by type and geography; and third, an examination of recent innovations in functions of health manpower, new types of personnel, and new ways in which established types of health workers are functioning. Chapter 4 reviews the educational system for health manpower, emphasizing recent changes, and Chapter 5 analyzes the several methods of regulating health personnel, through governmental and voluntary channels. Chapter 6 recapitulates the highlights and trends in all aspects of health manpower policy and practice deemed especially salient for the United States. The information was gathered through a literature review supplemented by three visits to Australia. A list of 165 persons and agencies interviewed is appended. (Author/AJ)

ED 117 466 CE 006 121

Check, Jimmy G. Christiansen, James E.

**Perceptions Regarding the Role of the Vocational Counselor in Texas. A Report of Research.**

Texas A and M Univ., College Station. Dept. of Agricultural Education.

Pub Date Aug 75

Note—43p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—Counselor Characteristics, \*Counselor Role, Counselors, Individual Characteristics, \*Opinions, Principals, \*Questionnaires, \*Role Perception, Secondary Education, Vocational Directors

The central purpose of the study was to identify the role of the vocational counselor in the public schools of Texas as perceived by vocational directors, vocational counselors, secondary school principals, and secondary school counselors. Of the 121 school districts in the sample, 99 complete school district data sets, consisting of returned opinionnaires from the person in each of the four respondent categories, were obtained. Among the four groups significantly different responses were recorded regarding: 44 of the 70 role statements pertaining to the role of vocational counselors, perceptual profiles across 70 role statement variables, and all 10 issue statements concerning the role of vocational counselors. Within categories, the following significant differences were found with respect to the role of the vocational counselor: respecting 13 of the 70 role statements between vocational counselors without vocational education teaching experience but with world-of-work experience and those with both kinds of experience; and respecting 6 of the 70 role statements among secondary school counselors without vocational education teaching experience but with world-of-work experience, those with neither kind of experience, and those with both kinds of experience. Appended are 107 references. The role statements, issue statements, and their statistical means are listed. (Author/JR)

ED 117 467 CE 006 122

**The Role of the Public Employment Service 1975-1985. Final Report.**

Interstate Conference of Employment Security Agencies, Inc., Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No.—DLMA-21-11-74-36

Pub Date 30 Nov 75

Note—174p.; Joint Conference of the U.S. Department of Labor, Manpower Administration, and the Interstate Conference of Employment Security Agencies, Inc. (Chicago, Illinois, April 22-24, 1975)

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage**

Descriptors—\*Conference Reports, Employment Programs, \*Employment Services, Federal State Relationship, Financial Needs, Foreign Countries, Futures (of Society), \*Government Role, Local Government

The conference report focuses on three problem areas: the role and objectives of the employment service in meeting society's needs; Federal, State, and local responsibilities and relationships in public employment service; and financing the public employment service. The report contains workshop reports on each of the three problem areas presented by Charles E. Odell, Mary A. Hallaren, and Curtis Aller. The body of the report (121 pages) consists of addresses and papers presented by: Jacob Clayman, J. S. Craig, Edward L. Cushman, and Eli Ginzberg discussing the first problem area; William L. Heartwell, Thomas C. Maloney, Philip J. Rutledge, and Nathaniel L. Semple discussing the second problem area; and Geraldine M. Beideman, Leonard Lesser, and Henry Rothell discussing the third problem area. In addition, William H. Kolberg keynoted with a speech on Mandates and Issues Confronting the Public Employment Service, and Beatrice G. Reubens discussed the employment service in foreign countries. Edited concluding statements of William B. Lewis, Murray Comarow, F. J. Walsh, and William H. Kolberg are also included in the report. Appendixes covering 30 pages include the conference agenda, points considered in preparation of formal papers, a summary of organizations participating, a list of participants, and "Jobs"—a description of a film presentation. (JR)

ED 117 468 CE 006 123

Fink, C. Dennis. Ryan, Robert F.

**The Development and Evaluation of a Correspondence Training Program for Tumor Registrars.**

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Louisiana Regional Medical Program, Baton Rouge.

Report No.—HumRRO-TR-74-19

Pub Date Aug 74

Note—31p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—\*Correspondence Study, Criterion Referenced Tests, \*Educational Programs, \*Health Occupations Education, Health Personnel, Individualized Instruction, Paraprofessional Personnel, Program Descriptions, \*Program Development, Programed Instruction, \*Program Evaluation, Student Evaluation

Identifiers—\*Tumor Registrars

A program designed to teach the medical vocabulary required of tumor registrars was developed and administered to 33 persons, 31 of whom were employed at 25 Louisiana hospitals. The training program was administered as a correspondence course covering such topics as the purposes of a tumor registry and how the registry is established; how to code information contained on a tumor registry; and how to abstract the chart of a cancer patient. Criterion test score results showed that on 8 of 10 criterion tests, at least 75 percent of the students scored 65 or higher. The methods described in the report can be used in developing and field-testing draft training program materials in many different subject areas. (Author)

ED 117 469 CE 006 124

Melching, William H. Larson, Susan M.

**Improving the Classroom Performance of Army Instructors.**

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.

Report No.—HumRRO-TR-75-6

Pub Date May 75

Note—64p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

Descriptors—Class Management, Classroom Environment, \*Classroom Techniques, Contingency Management, Educational Innovation, Educational Objectives, Educational Research, \*Effective Teaching, Military Personnel, \*Military Training, Models, Student Behavior, Systems Analysis, Task Performance, \*Teacher Education, Teacher Evaluation, \*Teacher Improvement, Teaching Methods, Training Techniques

Identifiers—\*Army Instructors

Using "A Model of the Functions of Master Instructor" (HumRRO-TR-73-23) as a guide, procedures and materials for training Army instructors to improve their classroom effectiveness were developed. In constructing the model, various materials on instructor characteristics and responsibilities in four main areas (training programs, classroom behaviors, professional growth, and innovative practices) were gathered from civilian and military sources. Special attention was given to materials devoted to classroom management techniques. Each of the 40 tasks described in the model was carefully reviewed considering three aspects: performance situation, kinds of information needed, and sources of information. The report elaborates on the activities and experiences an instructor would undertake to acquire or update the skills described in the model. The main emphasis is on description of recommended activities to be undertaken in connection with the performance of each instructor task cited in the model. The document concludes with a 12-item bibliography and five appendixes: a model of the functions of a master instructor, a sample system analysis, a sample of matrix terminal and enabling objectives, a sample observation form, and videotaping objectives. (Author/BP)

ED 117 470 CE 006 125

McFann, Howard H.

**What does Military Psychology Have to Offer Civilian Education?**

Pub Date Sep 74

Note—4p.; Paper presented at the American Psychological Association Convention (New Orleans, LA, September 1974)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Educational Programs, \*Educational Psychology, \*Educational Research, \*Military Training, Program Development, \*Research Utilization, Systems Approach, Transfer of Training

Identifiers—\*Military Psychology

Military psychology has made three major contributions to civilian education. The first is the systems approach which contains two complementary components: the conceptual and the empirical. The purpose of the conceptual approach is to understand nature to determine on what principle the system works; the purpose of the empirical approach is to control nature. The conceptual approach is problem-oriented; the empirical approach is product-oriented. Although the distinctions between these two systems approaches must be carefully delineated, they work best when tied together. This second major contribution of military psychology is integrated research, development, engineering, and utilization activities. Used in close relationship with clients, these activities ensure that continued empirical results develop in clients' faith in the continued need for conceptual research. Finally, the third major contribution of military psychology concerns content and tested programs. Since about 85% of military jobs have commonality with civilian occupations, military programs can be adapted or adopted to meet civilian education and training needs. (Author/JR)

ED 117 471 CE 006 126

Chope, Robert C. McMahon, Brian T.

**A Classification System for Rehabilitation Program Evaluation Technology and Literature. Wisconsin Studies in Vocational Rehabilitation, Series 3, Monograph 21.**

Wisconsin Univ., Madison. Regional Rehabilitation Research Inst.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date 75

Note—43p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—\*Classification, Information Dissemination, Information Processing, Information Retrieval, \*Program Evaluation, Rehabilitation Programs, \*Taxonomy, \*Thesauri, \*Vocational Rehabilitation

The monograph presents a classification system of vocational rehabilitation program evaluation technology and literature intended to be useful for the efficient retrieval of program evaluation information and to provide greater communication among rehabilitation personnel. The classification system's purpose is to control the nuances of expression relevant to indexing and retrieving information, technology, and literature of interest to rehabilitation personnel and others concerned with program evaluation. The classification system includes: (1) a hierarchic outline consisting of 323 terms, which provides a systematic set of constructs for describing all the elements (environment, goals, resources, methodology, results, and utilization) that relate to the input, process, and output of program evaluation in the rehabilitation service system; and (2) an alphabetic thesaurus which includes all of the terms contained in the hierarchic outline as well as terms that refer a user to an accepted system term. Both the hierarchic outline and alphabetic thesaurus were developed in a manner that complements the existing Rehabilitation Service Administration's Research Information System Thesaurus. (Author/EC)

**ED 117 472** CE 006 127

*Goldston, M. H., Jr. Hefley, Robert J.*  
**Acceleration and Expansion of the Diagnostic Services Project in Houston, Texas. A Final Report.**  
Texas Rehabilitation Commission, Austin.  
Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Office of Research, Demonstrations, and Training.  
Report No.—SRS-D-12-P-55404/6  
Pub Date Jul 75  
Note—79p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**

Descriptors—Alcoholism, \*Clinical Diagnosis, \*Comparative Analysis, Control Groups, Counseling Services, Experimental Groups, \*Experimental Programs, Feasibility Studies, Medical Services, Mentally Handicapped, Physically Handicapped, \*Program Improvement, Psychological Services, Rehabilitation Centers, Rehabilitation Counseling, Social Services, State Agencies, Tables (Data), \*Vocational Rehabilitation  
Identifiers—Project Expedite

The project was designed to demonstrate the feasibility and effectiveness of providing faster, more relevant, and more comprehensive diagnostic services to vocational rehabilitation clients with a wide range of disabilities. The improved services were provided by an Experimental Unit (E) and compared with those of a Control Unit (C). The random assignment of physically disabled, alcoholic, mentally ill, and mentally retarded clients to E and C groups and procedures used for each group are presented. The following components used with E referrals are described: audiovisual orientation, vocational rehabilitation-oriented social evaluation interview, psychological testing, short-term work evaluation, faster general medical examination, medical transcription, and transportation. Thirteen variables on which it was hypothesized that the E Group would be found superior to the C Group are listed. Results, based on 749 E and 722 C cases, are reported in 20 tables (Appendix A) and analyzed in narrative form. Findings revealed successes in some areas but indicate that, in general, all E-C differences were small. A discussion section presents comparisons between the groups and seven recommendations for further endeavors. Also appended are forms used in the Experimental unit and counselor questionnaire responses. (Author/MS)

**ED 117 473** CE 006 128

**Community Planning for Human Resource Development: The San Francisco Job Training Interchange. Final Report.**  
Mayor's Office of Manpower, San Francisco, Calif.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.  
Report No.—DLMA-21-06-74-18-1  
Pub Date 75

Note—67p.; Appendix A may not reproduce well in microfiche due to smallness of type

Available from—National Technical Information Service, Springfield, Virginia 22151 (no price given)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

Descriptors—Community Leaders, \*Community Planning, Cooperative Planning, \*Discussion Groups, \*Educational Planning, Educational Programs, Group Discussion, Group Structure, \*Interagency Coordination, \*Manpower Development, Planning Commissions, Planning Meetings, Program Coordination, Program Design, Program Development, Program Planning, Rehabilitation Programs, School Community Relationship, Vocational Education  
Identifiers—\*San Francisco Job Training Interchange

The report describes a 1974-75 project to coordinate planning efforts for public training programs in vocational education, rehabilitation, and manpower training and development in San Francisco. Project participants included representatives from the local public school district, the community college district, the office of the State Department of Rehabilitation, the Mayor's Office of Manpower, and several citizens. These participants worked to build a new and wholly local model for coordinated planning without significant links to other governmental relationships. The report discusses the implications for national policy and local program development in the way intra-field communication needs are presently perceived and handled. It outlines the processes through which the local group progressed toward a new procedure and discusses the nature of the group process in working with diverse local training agencies. Finally it outlines the features of the "Job Training Interchange," the instrument for continuing communication among local training programs, which was the product of the work group's effort. Appendixes include information on public training and related assistance programs in San Francisco (one page) and the Job Training Interchange's statement of purposes and methods (seven pages). A three-page bibliography and a two-page summary of related Federal, State, and local legislation is also included. (JR)

**ED 117 474** 95 CE 006 129

*Holland, John L. Gottfredson, Gary D.*  
**Using a Typology of Persons and Environments to Explain Careers: Some Extensions and Clarifications. Report No. 204.**

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Oct 75

Note—53p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

Descriptors—Career Change, Career Choice, Career Opportunities, Career Planning, \*Careers, Environmental Criteria, \*Environmental Influences, Females, Minority Groups, Personal Adjustment, \*Personality Theories, Self Congruence, \*Typology, Vocational Adjustment, Vocational Aptitude, Vocational Counseling, Vocational Development, Vocational Interests

Identifiers—\*Holland (John L)

The paper uses John L. Holland's theory of careers to explain certain common career phenomena and concepts. An understanding of careers requires useful answers for four fundamental questions relating to vocational choice, vocational stability and instability, and vocational congruence. The theory of careers attempts to answer these fundamental questions by using a few carefully defined concepts (such as theoretical personality types and environmental models) to explain vocational behavior. A modern differentialist view can better reinterpret some common vocational developmental concepts, such as those associated with vocational maturity, personal integration, identity, crystallization of interests, and vocational adjustment than a developmental view. The typology of persons and environments is more useful than any of the life stage strategies in formulating a theory of careers applicable to the entire life span. It also is suitable for assessing career changes and crises, as well as for explaining the career experiences of women and minority groups. In summary, the typology can be used to organize occupational materials and experiences, to explain and interpret vocational data and behavior, and to plan remedial activities. It can serve as the basis for an entire vocational assistance orientation including self-use materials and, where needed, personal and group counseling. (Author/JR)

**ED 117 475**

**The Role of the Sheltered Workshops in the Rehabilitation of the Severely Handicapped. Volume I—Executive Summary.**

Greenleigh Associates, Inc., New York, N.Y.

Pub Date Jul 75

Note—45p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—Differentiated Staffs, Educational Finance, Educational Innovation, Foreign Countries, \*Institutional Role, Program Effectiveness, Program Evaluation, \*Rehabilitation Programs, \*Severely Handicapped, \*Sheltered Workshops, State of the Art Reviews, \*Vocational Rehabilitation, Wages

The executive summary of a three-volume study of the role of sheltered workshops in the rehabilitation of the severely handicapped includes a brief description of the research that was undertaken in the project and a summary of the study's findings. Site visits to 400 sheltered workshops throughout the country formed the basis for the study. The study's eight sections discuss the following subjects: (1) the project's origins and research approach; (2) the state of the art and the workshop universe; (3) the clientele of the workshops and the manner in which they became clients; (4) programs and services offered by sheltered workshops; (5) workshop staffs; (6) workshop finances and wage payments; (7) workshops' impact on their clients; and (8) interesting concepts utilized in foreign and innovative domestic projects related to workshops. The summary concludes with specific recommendations based on the strengths and weaknesses determined from the overall assessment. (Author/JR)

**ED 117 476**

*Rosenfeld, Carl And Others*

**Jobseeking Methods Used by American Workers.**

Bureau of Labor Statistics (DOL), Washington, D.C.; Bureau of the Census (DOC), Suitland, Md.; Manpower Administration (DOL), Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No.—DL/BLS-BULL-1886

Pub Date 75

Note—75p.; Tables A-1 through J-2 may not reproduce well in microfiche due to the small type; Not available in hard copy due to marginal reproducibility of original document

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-001-01829-1, \$1.35)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Demography, Employment Services, \*Individual Characteristics, \*Job Applicants, Job Application, Job Placement, Labor Force, Manpower Utilization, \*National Surveys, Occupational Surveys, Questionnaires, \*Tables (Data), Unemployment  
Identifiers—\*Job Search

A nationwide sample survey was conducted in January 1973 to investigate the job search methods workers used and their effectiveness. Prepared by the Bureau of Labor Statistics and the Manpower Administration in cooperation with the Bureau of the Census, the survey covered nearly 16 million employed wage and salary workers 16 years of age and above, who were not in school, and had started their current job in 1972. Two broad categories of search methods are recognized: informal methods, including direct application to employers and asking friends; and formal methods, including State and private employment agencies, school placement offices, union hiring halls, and newspaper advertisements. Seven tables supplement the test, which discusses job seeker characteristics; methods used and their effectiveness; work history and job search; job search timing, duration, and intensity; job refusal; earnings; and suggestions for further study. Half the document is taken up by extensive reference tables. The appendix discusses survey reliability and concepts and presents the questionnaire used. Major findings include: two out of three jobseekers applied directly to employers, with half of them obtaining jobs; greater proportions of blacks than whites asked friends for jobs; and four methods were generally used before a job was found. (LH)

ED 117 477

CE 006 133

Lowe, Ross E. Tresch, Patricia

Consumer Education: How to Conduct Community Consumer Education Nights.

Illinois State Office of Education, Springfield.

Note—50p.; Not available in hard copy due to marginal reproducibility

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Committees, Community Involvement, \*Community Service Programs, \*Consumer Education, Guidelines, Higher Education, Parent School Relationship, \*Program Planning, Public Relations, School Community Cooperation, \*School Community Programs, Secondary Education, Student Participation

The guide outlines activities through which students, teachers, and administrators can initiate and implement a program providing an opportunity for parents and others in the community to visit the school and receive instruction from area experts on consumer education topics. The suggestions are based on experience at Western Illinois University but modifications have been made so that the plan can also be used in high schools. Twelve steps for planning and conducting community consumer education nights are detailed for the consumer education teacher. Information for the principal or other school administrator stresses the public service value of the programs. Other instructions are for class committees (courtesy, promotion, and audio visual), the coordinator (student-chosen assistant to the teacher and treasurer), and the speakers' assistants (who function as a program committee). Samples of forms, letters, and promotional materials used in planning and conducting the program are included. (Author/MS)

ED 117 478

CE 006 134

Becker, Dorothy, Ed.

Proceedings of the Adult Student Personnel Association Conference. (12th, New York City, April 10-12, 1975). "Mid-Life Career Changes".

Adult Student Personnel Association, Inc.

Pub Date Apr 75

Note—87p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Adult Counseling, \*Adult Development, Adult Education Programs, \*Adult Programs, Adult Students, \*Career Change, Computer Programs, \*Conference Reports, Human Engineering, Manpower Utilization, Models, \*Occupational Mobility, Professional Associations, Program Descriptions, Speeches, Unemployed, Working Women

Identifiers—Adult Student Personnel Association

Texts of speeches given at the Adult Student Personnel Association conference regarding career change in mid-life are presented. They include: Socio-Political Implications of Career Changes (Vinia R. Quinones), discussing educational needs, relocation, psychological, political, and social implications regarding women and career changes; Continuous Career Decisions (Mary T. Howard), examining work patterns, quasi-institutionalized societal responses to changing employment needs and a new work-life plan; Mid-Life Career Changes—An Institutional Model (Alan Entine), providing background material, describing counseling and academic programs at State University of New York, Stony Brook, and answering questions presented by conference participants; Mid-Life Career Changes—A Community Model (Mardell Grothe, Barbara Wilson, and John Turner), describing a career education project for home-based adults in Providence, Rhode Island and answering questions presented by conference participants; Demonstration-Computer Based Educational Opportunity Center (Jackson Jupp), describing a computerized file which provides specific information about the utilization of student services for adult students at the City University of New York. A listing of Association officials, the conference schedule, an award presentation, the annual business meeting report, the annual president's message, and historical data regarding Association personnel and conferences are included. (LH)

ED 117 479

95

CE 006 135

Chitkav, Karen And Others

Individualized Instruction and Tracking in Career Education. A Research Report.

Aries Corp., Minneapolis, Minn.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Career Education Program.

Pub Date 21 Jun 74

Contract—OEC-0-72-5240

Note—185p.; Page 64 may not reproduce well in microfiche due to marginal legibility

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—\*Career Education, Definitions, \*Educational Assessment, Educational Theories, Federal Aid, \*Flexible Progression, \*Individualized Instruction, Individualized Programs, Program Descriptions, Program Effectiveness, \*Program Evaluation

Identifiers—\*National Institute of Education, Tracking (Career Paths)

The project sought to determine whether certain National Institute of Education (NIE)-funded career education programs provided for personalization of instruction and whether they avoided tracking students into narrowly constrained areas. The first chapter discusses individualized instruction in historical and current perspective and presents sample definitions. The components of individualized instruction are described in the second chapter. Chapter three deals with special issues in individualized instruction including the role of counseling, problems in program evaluations, and common criticisms. A definition of individualized instruction as a basis for program review and assessment is presented in chapter four along with a discussion of tracking. Chapter five relates key elements of the definition to activities and programs observed in NIE-funded programs in Philadelphia, Charleston, West Virginia, and Glasgow, Montana. Presented for each program are: a brief description, detailed assessment results, and a discussion relating six questions about tracking to these programs. Where tracking appeared, it was attributed to external influences. A final chapter summarizes the project and discusses numerous conclusions for each program. A three-page reference list and appended program options, student interview responses, and participant selection criteria for some of the programs are included. (Author/MS)

ED 117 480

CE 006 136

Sandoval, Bernardo Ray, Dorothy

Aides to Career Education: Counselor Aide Handbook.

Los Angeles City Schools, Calif. Div. of Career and Continuing Education; Los Angeles Unified School District, Calif.

Pub Date [75]

Note—96p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—\*Career Education, Community Colleges, \*Counseling, \*Disadvantaged Youth, Educational Legislation, Guidelines, Guides, Individual Tests, Job Applicants, Occupational Information, \*Paraprofessional School Personnel, Personnel Policy, Referral, Self Evaluation, \*Vocational Education

Identifiers—Counselor Aides

The handbook, designed for use by career advisors and counselor aides working with disadvantaged students in regular Los Angeles Unified School District vocational programs, provides information for the classification of counselor aide (job definition, typical duties, and qualifications), guidelines for effective utilization of aides, and information on program accountability and evaluation. Copies of a task analysis chart, program data sheets, and counselor aide log are included as well as definitions of academically/socially/economically/culturally disadvantaged persons. The document predominantly consists of 10 appendixes: counselor aide employment information, an annotated list of referral agencies, district personnel rules and regulations, legislation and regulations related to pupils' rights to privacy, concurrent enrollment opportunities in two-year colleges, guidelines for the administration of individual tests, selecting a career and getting a job, Los Angeles City College two-year counselor aide program, annotated bibliography, and self-evaluation for paraprofessionals. (EA)

ED 117 481

CE 006 137

Cleveland, Roma, Comp.

Springfield School District Youth Placement Service.

Springfield Public Schools, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—36 1174

Grant—OEG-0-73-5288

Note—35p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Biographical Inventories, Check Lists, \*Employment Interviews, Guides, Interests, Job Applicants, \*Job Application, Job Placement, \*Occupational Guidance, Post Secondary Education, Questionnaires, Secondary Education, \*Self Evaluation, Young Adults, Youth, \*Youth Employment

The job placement guide, designed to help individuals (high school or college students or graduates) find suitable employment, is presented in five sections. Each section contains items such as checklists, suggestions, and inventories which a student can use independently to improve his chances of finding a satisfactory job. The first section deals with self-evaluation and includes a personality inventory and a personal vocational questionnaire. The second section presents a job conditions checklist, suggestions for finding job information and job openings, and a brief description of placement services for guidance in job evaluation. Section three helps the individual prepare for a successful job interview. The details of writing a resume are presented in section four. The final section offers some suggestions for job success. Appended are personal data and resume forms, a sample resume, and an employer prospect list form. (MS)

ED 117 482

CE 006 151

Boskin, Michael J.

Occupational Choice: A Conditional Logit Model with Special Reference to Wage Subsidies and Occupational Choice. Final Report.

Stanford Univ., Calif. Dept. of Economics.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No—DLMA-91-06-12-28

Pub Date Nov 73

Note—46p.; Revised, November 1973

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—\*Economic Research, Federal Aid, Females, \*Human Capital, Labor Supply, Males, Mathematical Models, \*Occupational Choice, Race, Statistical Analysis, Training, \*Unemployment, \*Wages

A model of occupational choice based on the theory of human capital is developed and estimated by conditional logit analysis. The empirical results estimated the probability of individuals with certain characteristics (such as race, sex, age, and education) entering each of 11 occupational groups. The results indicate that individuals tend to choose those occupations with the highest discounted percent value of potential future earnings, the lowest present value of expected earnings foregone due to unemployment, and the lowest raining cost relative to net worth. The relative weights given to these three variables in choosing occupations varied markedly by race and sex. White males tended to weight expected earnings much more heavily relative to earnings foregone due to unemployment than black males or females of either race. Results were then employed in an analysis of the effects of a national wage subsidy scheme on the selection probabilities for each occupation. The results suggested a higher probability of entering low wage occupations due to the greater relative importance of the subsidy in these occupations. (Author/EA)

ED 117 483

CE 006 152

T &amp; D Publications. Vol. 13, No. 6.

International Labour Office, Geneva (Switzerland).

Pub Date Nov 75

Note—57p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—\*Abstracts, \*Education, \*Employment Patterns, \*Foreign Countries, Publications, Rural Education, \*Training, Vocational Education

The sixth dispatch of T & D abstracts contains 42 abstracts of international scope which focus on education, training, and work patterns, and on training in rural areas. Brief abstracts are presented under the following headings: conferences and exhibitions, new policies, new institutions, management, research, training standards, agriculture, construction industry, transport, training systems development, methods and media, bibliographies, and for the bookshelf. In addition, 19 substantive international abstracts are presented with information on the author, title, bibliographical references, translation of title, subject analysis, and detailed contents analysis. A



list of periodicals that were abstracted is included. (EC)

**ED 117 484** CE 006 154

*Sennett, Richard Cobb, Jonathan*

**The Hidden Injuries of Class.**

Pub Date 72

Note—87p.

Available from—Vintage Books, Box 10074, Church Street Station, New York, New York 10049 (V-940; \$2.45)

**Document Not Available from EDRS**

Descriptors—Blue Collar Occupations, Ethnic Studies, Human Dignity, Interviews, Occupational Surveys, \*Self Concept, \*Semiskilled Workers, \*Social Class, \*Social Discrimination, Social Structure, Unskilled Workers, Urban Areas, \*Work Attitudes

The book examines the effect of class barriers on blue collar workers by mirroring occupational/ethnic backgrounds of the white manual-laboring population in the Boston area through urban anthropological observations as well as 150 in-depth interviews conducted in 1969-70. It mainly reflects the experience of middle-aged, third generation American males. The authors explore the moral hierarchy of national and cultural differences, the effects of the intrusion of urban renewal, and the dilemma of working people trying to find out what position they occupy in America. The interviews generally reflected a crisis in self-respect of the working man, a hidden anxiety of feeling inadequately in control with feelings of self-defeat. A central position of the book is that everyone in society is subject to a scheme of values whereby they must unremittingly validate self by wearing "badges of ability" in order to win others' respect and their own. The authors examine worker sacrifices, hopes, and defenses in light of the tangled, complex relationship of denied freedom and dignity, and perceive the psychological motivation of a class society as being the healing of self-doubt, which, in turn, keeps the class order going. (EA)

**ED 117 485** CE 006 155

**The Lake County Career Opportunities Study II: A Cooperative Study Presented to the Lake County Association of School Administrators and Lakeland Community College. Prepared as a Community Service Project.**

Lake County Association of School Administrators, Painesville, Ohio.; Lakeland Community Coll., Mentor, Ohio.

Pub Date 3 Jan 75

Note—256p.

Available from—Community Services Department, Lakeland Community College, Mentor, Ohio 44060 (\$2.00)

**EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage**

Descriptors—Academic Aspiration, Career Choice, \*Career Education, \*Career Opportunities, \*Data Analysis, Educational Trends, Employment Trends, Futures (of Society), \*High School Students, Occupational Aspiration, Questionnaires, \*Surveys, Tables (Data), Trend Analysis, Vocational Counseling

Identifiers—Employer Surveys, Ohio (Lake County), \*Student Surveys

The study on Lake County career opportunities was conducted (1) to forecast major population and demographic changes and their effects on schools and programs, (2) to determine the present and future occupational needs of employers, (3) to determine current program and enrollments in career training, (4) to determine student aspirations, (5) to determine career planning services provided for the students, and (6) to make recommendations for improvement of occupational education. To meet these objectives, four subcommittees from the Citizens Advisory Committee were established to collect pertinent data. The findings for each objective are discussed with supporting tables and include: (1) 1974 population estimates range from 202,600-220,900 with a declining birth rate; (2) most companies do not forecast rapidly expanding labor needs, and higher job categories were in more demand; (3) college preparatory was the program with the highest enrollment; (4) nearly half of all seniors had college plans; career cluster selection varied with the sex of the respondent; (5) research on both local and national levels suggests student concern for career planning and information; (6) six recommendations resulted. Questionnaires used for the study and a bibliography are appended. (Author/EC)

**ED 117 486** CE 006 156

*Copeland, D. R. And Others*

**Commercial Contract Training, Marine Corps Area VOTEC Support Center (AVSC) Guidelines. Final Report.**

Naval Training Equipment Center, Orlando, Fla. Training Analysis and Evaluation Group.

Report No—TAEG-R-22-2

Pub Date Jun 75

Note—68p.; For related documents, see CE 005 728-729

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

Descriptors—Educational Programs, \*Instructional Programs, Job Skills, Job Training, \*Military Training, Program Administration, Skill Development, \*Technical Education, \*Vocational Education, \*Vocational Training Centers

Identifiers—Area VOTEC Support Centers, AVSC, Marine Corps

The report provides a description of the Phase II findings of a two-phase study to determine if certain Marine Corps skill training requirements could be satisfied through contract with qualified commercial sources. It demonstrates the utility of the commercial contract training concept and contains information useful to Area VOTEC (Vocational/Technical) Support Center personnel and others involved with the implementation and functional management of a VOTEC program. Guidelines for the implementation of the program are presented in the following areas: (1) VOTEC basic concepts; (2) VOTEC coordination structure; (3) typical functional process to obtain VOTEC training; (4) contracting notes (armed services procurement regulations, general contract requirements, typical contract, and contract format/contents); (5) VOTEC training survey forms (general information, instructional approach, facilities, special facilities for training, and institutions with dormitory facilities); and (6) a list of VOTEC sources of Marine Corps related instruction and pertinent data. Training specifications for a Navy/Marine Corps VOTEC skill training program are appended. These include information on its scope, applicable documents, training, training support, and a glossary of terms. (Author/EC)

**ED 117 487** CE 006 157

**Typewriting: A Course of Study.**

Montgomery County Board of Education, Rockville, Md.

Pub Date 75

Note—101p.

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage**

Descriptors—Business Education, Business Skills, \*Course Content, \*Curriculum Guides, Educational Objectives, \*Resource Guides, Secondary Education, \*Typewriting, \*Unit Plan

The document includes guidelines for the planning and organization of an instructional program for a course of study in typewriting and a complete course outline. The course is divided into the following units: (1) basic typewriting, (2) personal applications, (3) business and personal applications, (4) special applications, (5) office applications, (6) clerical letter typewriting, (7) clerical form typewriting, (8) production typewriting, (9) integrated project typewriting, (10) statistical typewriting, (11) technical typewriting, (12) legal typewriting, and (13) medical typewriting. For each unit instructional objectives, with several related suggested performance objectives, sample assessment measures and sample criterion are presented, followed by a content outline, and a resource list (teacher reference materials, textbooks, supplementary books, periodicals, films, records, tapes, and transparencies). Appended materials include a student typewriting technique evaluation sheet, rules for marking and counting errors with examples, methods for scoring timed writings, evaluation standards, a typewriter mystery game, and suggestions for identifying and analyzing errors. An annotated bibliography incorporating all the unit resource lists is also included. (EC)

**ED 117 488** CE 006 159

*Small, Charles And Others*

**[Arizona] Field Test Report. Vol. 1. All Units. 1974-75.**

Mesa Public Schools, Ariz. Dept. of Research and Evaluation.

Spons Agency—Arizona State Dept. of Education, Phoenix.

Pub Date Jun 75

Note—75p.; For related documents, see CE 006 159-170; For 1974 field test report, see ED 097 482; Not available in hard copy due to marginal quality of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Career Education, Data Collection, Performance, \*Program Attitudes, \*Program Effectiveness, \*Program Evaluation, Questionnaires, Student Attitudes, Tables (Data), Teacher Attitudes, Unit Plan

Identifiers—Arizona, \*Field Testing

A field test was designed and conducted to examine the effectiveness of Arizona-designed career education units, particularly to examine the units' success in terms of their ability to affect positively students' cognitive, affective, and psychomotor behavior according to expressed performance and behavioral objectives. Eleven career education units in nine projects were field tested. Data were gathered through UNIVAL and a teacher monitoring system, with approximately 4,900 students and 152 teachers included in the study. Of the students, 50 percent were female, 69 percent were Anglo, and 31 percent from minority groups. Of the teachers, 31 were male and 121 were female. Teacher attitude toward career education was very positive and moderately positive toward the particular units. Student response to the units was positive, and learner performance (overall percent of correct scores) was a high 83 percent. Measures of unit effectiveness were calculated, based on teacher attitude, learner attitude, and learner performance. Student demographic data were subjected to an ethnic profile. It was concluded that all 11 units in the field test were sufficiently satisfactory to be included in the 1975-1976 statewide implementation program. Additional data and the UNIVAL questionnaire are appended. (BP)

**ED 117 489** CE 006 160

*Peterson, Don And Others*

**[Arizona] Field Test Report. Vol. 2. Grocery Store Occupations. 1974-75.**

Mesa Public Schools, Ariz. Dept. of Research and Evaluation.

Spons Agency—Arizona State Dept. of Education, Phoenix.

Pub Date Jun 75

Note—48p.; For related documents, see CE 006 159-170; For the unit evaluated, see CE 004 714; Not available in hard copy due to marginal quality of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Career Awareness, \*Career Education, \*Curriculum Evaluation, Elementary Education, Evaluation Methods, \*Food Service Occupations, \*Food Stores, Grade 1, Primary Education, \*Program Attitudes, Questionnaires, Tables (Data), Unit Plan

Identifiers—Arizona, \*Field Testing

The field test report on the "Grocery Store Occupations" instructional unit for grade 1 is one of a series of reports on the Arizona developed Career Education Curriculum Units. Presented is specific information as to the success of the units in terms of the learner's cognitive, affective, and psychomotor behavior according to expressed performance and behavioral objectives. Cognitive and student and teacher attitudinal data were collected from six sites and projects in Arizona. Following the introduction, a brief description of the unit is given. The body of the document presents and discusses various tables showing field test results in the following areas: (1) information describing the field test, including demographic characteristics of both participating teachers and learners, (2) attitudinal data from both teachers and learners concerning the unit, (3) learner performance data on the lessons' specific items, and (4) teacher recruitment, refinement data, analysis, and comments. Four brief conclusions and recommendations are included. The document concludes with two appendixes: statistics and tabular data on student and teacher attitudes and a sample of the field test instrument package--UNIVAL (forms and questionnaires on student and teacher attitudes and student performance). (Author/BP)

**ED 117 490** CE 006 161

*Peterson, Don And Others*

**[Arizona] Field Test Report. Vol. 3. Parents Are Community Workers Too! 1974-75.**

Mesa Public Schools, Ariz. Dept. of Research and Evaluation.

Spons Agency—Arizona State Dept. of Education, Phoenix.  
Pub Date Jun 75

Note—46p.; For related documents, see CE 006 159-170; For the unit evaluated, see CE 004 716; Not available in hard copy due to marginal quality of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Career Awareness, \*Career Education, \*Community Resources, \*Curriculum Evaluation, Evaluation Methods, Grade 1, Primary Education, \*Program Attitudes, Questionnaires, Tables (Data), Unit Plan  
Identifiers—Arizona, \*Field Testing

The field test report on the "Parents Are Community Workers Too!" instructional unit for grade 1 is one of a series of reports on the Arizona developed Career Education Curriculum Units. Presented is specific information as to the success of the units in terms of the learner's cognitive, affective, and psychomotor behavior according to expressed performance and behavioral objectives. Cognitive and student and teacher attitudinal data were collected from six sites and projects in Arizona. Following the introduction, a brief description of the unit is given. The body of the document presents and discusses various tables showing field test results in the following areas: (1) information describing the field test, including demographic characteristics of both participating teachers and learners, (2) attitudinal data from both teachers and learners concerning the unit, (3) learner performance data on the lessons' specific items, and (4) teacher recruitment, refinement data, analysis, and comments. Four brief conclusions and recommendations are included. The document concludes with two appendixes: statistics and tabular data on student and teacher attitudes and a sample of the field test instrument package--UNIVAL (forms and questionnaires on student and teacher attitudes and student performance). (Author/BP)

**ED 117 491** CE 006 162

*Peterson, Don And Others*  
[Arizona] Field Test Report. Vol. 4. We Need One Another. 1974-75.

Mesa Public Schools, Ariz. Dept. of Research and Evaluation.

Spons Agency—Arizona State Dept. of Education, Phoenix.

Pub Date Jun 75

Note—48p.; For related documents, see CE 006 159-170; For the unit evaluated, see CE 004 717

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Career Awareness, \*Career Education, \*Curriculum Evaluation, \*Economic Education, Evaluation Methods, Grade 3, Primary Education, \*Program Attitudes, Questionnaires, \*Self Concept, Tables (Data), Unit Plan  
Identifiers—Arizona, \*Field Testing

The field test report on the "We Need One Another" instructional unit for grade 3 is one of a series of reports on the Arizona developed Career Education Curriculum Units. Presented is specific information as to the success of the units in terms of the learner's cognitive, affective, and psychomotor behavior according to expressed performance and behavioral objectives. Cognitive and student and teacher attitudinal data were collected from six sites and projects in Arizona. Following the introduction, a brief description of the unit is given. The body of the document presents and discusses various tables showing field test results in the following areas: (1) information describing the field test, including demographic characteristics of both participating teachers and learners, (2) attitudinal data from both teachers and learners concerning the unit, (3) learner performance data on the lessons' specific items, and (4) teacher recruitment, refinement data, analysis, and comments. Four brief conclusions and recommendations are included. The document concludes with two appendixes: statistics and tabular data on student and teacher attitudes and a sample of the field test instrument package--UNIVAL (forms and questionnaires on student and teacher attitudes and student performance). (Author/BP)

**ED 117 492** CE 006 163

*Peterson, Don And Others*  
[Arizona] Field Test Report. Vol. 5. Yearnings and Earnings. 1974-75.

Mesa Public Schools, Ariz. Dept. of Research and Evaluation.

Spons Agency—Arizona State Dept. of Education, Phoenix.

Pub Date Jun 75

Note—44p.; For related documents, see CE 006 159-170; For the unit evaluated, see CE 004 718

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Career Awareness, \*Career Education, Community Planning, \*Community Services, \*Curriculum Evaluation, Elementary Education, Evaluation Methods, Grade 4, \*Money Management, \*Program Attitudes, Questionnaires, Tables (Data), Unit Plan  
Identifiers—Arizona, \*Field Testing

The field test report on the "Yearnings and Earnings" instructional unit for grade 4 is one of a series of reports on the Arizona developed Career Education Curriculum Units. Presented is specific information as to the success of the units in terms of the learner's cognitive, affective, and psychomotor behavior according to expressed performance and behavioral objectives. Cognitive and student and teacher attitudinal data were collected from five sites and projects in Arizona. Following the introduction, a brief description of the unit is given. The body of the document presents and discusses various tables showing field test results in the following areas: (1) information describing the field test, including demographic characteristics of both participating teachers and learners, (2) attitudinal data from both teachers and learners concerning the unit, (3) learner performance data on the lessons' specific items, and (4) teacher recruitment, refinement data, analysis, and comments. Four brief conclusions and recommendations are included. The document concludes with two appendixes: statistics and tabular data on student and teacher attitudes and a sample of the field test instrument package--UNIVAL (forms and questionnaires on student and teacher attitudes and student performance). (Author/BP)

**ED 117 493** CE 006 164

*Peterson, Don And Others*  
[Arizona] Field Test Report. Vol. 6. Worker's World. 1974-75.

Mesa Public Schools, Ariz. Dept. of Research and Evaluation.

Spons Agency—Arizona State Dept. of Education, Phoenix.

Pub Date Jun 75

Note—47p.; For related documents, see CE 006 159-170; For unit evaluated, see CE 004 719

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Career Awareness, \*Career Education, \*Curriculum Evaluation, Elementary Education, Evaluation Methods, Grade 5, \*Program Attitudes, Questionnaires, Tables (Data), Unit Plan, \*Work Environment  
Identifiers—Arizona, \*Field Testing

The field test report on the "Worker's World" instructional unit for grade 5 is one of a series of reports on the Arizona developed Career Education Curriculum Units. Presented is specific information as to the success of the units in terms of the learner's cognitive, affective, and psychomotor behavior according to expressed performance and behavioral objectives. Cognitive and student and teacher attitudinal data were collected from six sites and projects in Arizona. Following the introduction, a brief description of the unit is given. The body of the document presents and discusses various tables showing field test results in the following areas: (1) information describing the field test, including demographic characteristics of both participating teachers and learners, (2) attitudinal data from both teachers and learners concerning the unit, (3) learner performance data on the lessons' specific items, and (4) teacher recruitment, refinement data, analysis, and comments. Four brief conclusions and recommendations are included. The document concludes with two appendixes: statistics and tabular data on student and teacher attitudes and a sample of the field test instrument package--UNIVAL (forms and questionnaires on student and teacher attitudes and student performance). (Author/BP)

**ED 117 494** CE 006 165

*Peterson, Don And Others*  
[Arizona] Field Test Report. Vol. 7. Sailing with Sales. 1974-75.

Mesa Public Schools, Ariz. Dept. of Research and Evaluation.

Spons Agency—Arizona State Dept. of Education, Phoenix.

Pub Date Jun 75

Note—47p.; For related documents, see CE 006 159-170; For unit evaluated, see CE 004 720

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Career Awareness, \*Career Education, \*Curriculum Evaluation, \*Economic Education, Elementary Education, Evaluation Methods, Grade 5, Money Management, \*Program Attitudes, Questionnaires, Tables (Data), Unit Plan  
Identifiers—Arizona, \*Field Testing

The field test report on the "Sailing with Sales" instructional unit for grade 5 is one of a series of reports on the Arizona developed Career Education Curriculum Units. Presented is specific information as to the success of the units in terms of the learner's cognitive, affective, and psychomotor behavior according to expressed performance and behavioral objectives. Cognitive and student and teacher attitudinal data were collected from four sites and projects in Arizona. Following the introduction, a brief description of the unit is given. The body of the document presents and discusses various tables showing field test results in the following areas: (1) information describing the field test, including demographic characteristics of both participating teachers and learners, (2) attitudinal data from both teachers and learners concerning the unit, (3) learner performance data on the lessons' specific items, and (4) teacher recruitment, refinement data, analysis, and comments. Four brief conclusions and recommendations are included. The document concludes with two appendixes: statistics and tabular data on student and teacher attitudes and a sample of the field test instrument package--UNIVAL (forms and questionnaires on student and teacher attitudes and student performance). (Author/BP)

**ED 117 495** CE 006 166

*Small, Charles And Others*  
[Arizona] Field Test Report. Vol. 8. Cattle Ranching. 1974-75.

Mesa Public Schools, Ariz. Dept. of Research and Evaluation.

Spons Agency—Arizona State Dept. of Education, Phoenix.

Pub Date Jun 75

Note—47p.; For related documents, see CE 006 159-170; For unit evaluated, see CE 004 715

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Agricultural Education, Career Awareness, \*Career Education, \*Curriculum Evaluation, Grade 6, \*Program Attitudes, Questionnaires, Tables (Data), Unit Plan  
Identifiers—Arizona, \*Field Testing

The field test report on the "Cattle Ranching" instructional unit for grade 6 is one of a series of reports on the Arizona developed Career Education Curriculum Units. Presented is specific information as to the success of the units in terms of the learner's cognitive, affective, and psychomotor behavior according to expressed performance and behavioral objectives. Cognitive and student and teacher attitudinal data were collected from four sites and projects in Arizona. Following the introduction, a brief description of the unit is given. The body of the document presents and discusses various tables showing field test results in the following areas: (1) information describing the field test, including demographic characteristics of both participating teachers and learners, (2) attitudinal data from both teachers and learners concerning the unit, (3) learner performance data on the lessons' specific items, and (4) teacher recruitment, refinement data, analysis, and comments. Four brief conclusions and recommendations are included. The document concludes with two appendixes: statistics and tabular data on student and teacher attitudes and a sample of the field test instrument package--UNIVAL (forms and questionnaires on student and teacher attitudes and student performance). (Author/BP)

**ED 117 496** CE 006 167

*Small, Charles And Others*  
[Arizona] Field Test Report. Vol. 9. What Does a Secretary Do? 1974-75.

Mesa Public Schools, Ariz. Dept. of Research and Evaluation.

Spons Agency—Arizona State Dept. of Education, Phoenix.

Pub Date Jun 75

Note—46p.; For related documents, see CE 006 159-170; For unit evaluated, see CE 004 721

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Career Awareness, \*Career Education, \*Curriculum Evaluation, Elementary Education, Evaluation Methods, Grade 6, \*Office Occupations Education, \*Program Attitudes, Questionnaires, \*Secretaries, Tables (Data), Unit Plan

**Identifiers**—Arizona, \*Field Testing

The field test report on the "What Does a Secretary Do?" instructional unit for grade 6 is one of a series of reports on the Arizona developed Career Education Curriculum Units. Presented is specific information as to the success of the units in terms of the learner's cognitive, affective, and psychomotor behavior according to expressed performance and behavioral objectives. Cognitive and student and teacher attitudinal data were collected from four sites and projects in Arizona. Following the introduction, a brief description of the unit is given. The body of the document presents and discusses various tables showing field test results in the following areas: (1) information describing the field test, including demographic characteristics of both participating teachers and learners, (2) attitudinal data from both teachers and learners concerning the unit, (3) learner performance data on the lessons' specific items, and (4) teacher recruitment, refinement data, analysis, and comments. Four brief conclusions and recommendations are included. The document concludes with two appendixes: statistics and tabular data on student and teacher attitudes and a sample of the field test instrument package--UNIVAL (forms and questionnaires on student and teacher attitudes and student performance). (Author/BP)

**ED 117 497** CE 006 168

*Small, Charles And Others*

[Arizona] Field Test Report. Vol. 10. Learn to Earn. 1974-75.

Mesa Public Schools, Ariz. Dept. of Research and Evaluation.

Spons Agency—Arizona State Dept. of Education, Phoenix.

Pub Date Jun 75

Note—46p.; For related documents, see CE 006 159-170; For unit evaluated, see CE 004 724

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Career Awareness, \*Career Education, \*Curriculum Evaluation, Elementary Education, \*Employment Qualifications, Evaluation Methods, Grade 6, Job Application, \*Program Attitudes, Questionnaires, Tables (Data), Unit Plan

**Identifiers**—Arizona, \*Field Testing

The field test report on the "Learn to Earn" instructional unit for grade 6 is one of a series of reports on the Arizona developed Career Education Curriculum Units. Presented is specific information as to the success of the units in terms of the learner's cognitive, affective, and psychomotor behavior according to expressed performance and behavior objectives. Cognitive and student and teacher attitudinal data were collected from five sites and projects in Arizona. Following the introduction, a brief description of the unit is given. The body of the document presents and discusses various tables showing field test results in the following areas: (1) information describing the field test, including demographic characteristics of both participating teachers and learners, (2) attitudinal data from both teachers and learners concerning the unit, (3) learner performance data on the lessons' specific items, and (4) teacher recruitment, refinement data, analysis, and comments. Four brief conclusions and recommendations are included. The document concludes with two appendixes: statistics and tabular data on student and teacher attitudes and a sample of the field test instrument package--UNIVAL (forms and questionnaires on student and teacher attitudes and student performance). (Author/BP)

**ED 117 498** CE 006 169

*Small, Charles And Others*

[Arizona] Field Test Report. Vol. 11. General Job Requirements. 1974-75.

Mesa Public Schools, Ariz. Dept. of Research and Evaluation.

Spons Agency—Arizona State Dept. of Education, Phoenix.

Pub Date Jun 75

Note—46p.; For related documents, see CE 006 159-170; For unit evaluated, see CE 004 722

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Career Education, \*Curriculum Evaluation, Elementary Education, \*Employment Qualifications, Evaluation Methods, Grade 6, Occupational Clusters, \*Program Attitudes, Questionnaires, Tables (Data), Unit Plan

**Identifiers**—Arizona, \*Field Testing

The field test report on the "General Job Requirements" instructional unit for grade 6 is one of a series of reports on the Arizona developed Career Education Curriculum Units. Presented is specific information as to the success of the units in terms of the learner's cognitive, affective, and psychomotor behavior according to expressed performance and behavioral objectives. Cognitive and student and teacher attitudinal data were collected from six sites and projects in Arizona. Following the introduction, a brief description of the unit is given. The body of the document presents and discusses various tables showing field test results in the following areas: (1) information describing the field test, including demographic characteristics of both participating teachers and learners, (2) attitudinal data from both teachers and learners concerning the unit, (3) learner performance data on the lessons' specific items, and (4) teacher recruitment, refinement data, analysis, and comments. Four brief conclusions and recommendations are included. The document concludes with two appendixes: statistics and tabular data on student and teacher attitudes and a sample of the field test instrument package--UNIVAL (forms and questionnaires on student and teacher attitudes and student performance). (Author/BP)

**ED 117 499** CE 006 170

*Small, Charles And Others*

[Arizona] Field Test Report. Vol. 12. Construction Industry Related Math. 1974-75.

Mesa Public Schools, Ariz. Dept. of Research and Evaluation.

Spons Agency—Arizona State Dept. of Education, Phoenix.

Pub Date Jun 75

Note—48p.; For related documents, see CE 006 159-170; For unit evaluated, see CE 004 725

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Career Awareness, \*Career Education, \*Construction Industry, \*Curriculum Evaluation, Evaluation Methods, Grade 7, Job Skills, Junior High Schools, \*Mathematics Instruction, \*Program Attitudes, Questionnaires, Tables (Data), Unit Plan

**Identifiers**—Arizona, \*Field Testing

The field test report on the "Construction Industry Related Math" instructional unit for grade 7 is one of a series of reports on the Arizona developed Career Education Curriculum Units. Presented is specific information as to the success of the units in terms of the learner's cognitive, affective, and psychomotor behavior according to expressed performance and behavioral objectives. Cognitive and student and teacher attitudinal data were collected from six sites and projects in Arizona. Following the introduction, a brief description of the unit is given. The body of the document presents and discusses various tables showing field test results in the following areas: (1) information describing the field test, including demographic characteristics of both participating teachers and learners, (2) attitudinal data from both teachers and learners concerning the unit, (3) learner performance data on the lessons' specific items, and (4) teacher recruitment, refinement data, analysis, and comments. Four brief conclusions and recommendations are included. The document concludes with two appendixes: statistics and tabular data on student and teacher attitudes and a sample of the field test instrument package--UNIVAL (forms and questionnaires on student and teacher attitudes and student performance). (Author/BP)

**ED 117 500** CE 006 177

*Ingvallson, Brian*

Natural Resources Management: Course of Study. Fridley Independent School District 14, Minn.

Pub Date 1 Aug 73

Note—48p.

Available from—Minnesota Vocational Materials Center, Area Vocational-Technical Institute, Staples, Minnesota 56479

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors**—Conservation (Environment), \*Curriculum Guides, Educational Objectives, \*Environmental Education, Grade 11, Grade 12, Learning Activities, \*Natural Resources, Resource Guides, Secondary Education, \*Skill Development, Unit Plan, \*Wildlife Management

**Identifiers**—Minnesota (Fridley)

The document presents a course outline for the study of natural resources management by junior and senior year high school students. Basic information and practical experiences are offered to the student in the classroom and through several field trips in order to acquire more knowledge in various areas of natural resources and their management. Unit plans for the following areas are presented: (1) white tailed deer and its management in Minnesota; (2) soils--conservation and utilization; (3) Minnesota lakes and rivers and its fishes; (4) Minnesota waterfowl; (5) mammals of Minnesota; (6) our total ecosystem; (7) parks and recreation; (8) maps, mapping, compass use, and land management; (9) aerial stereophotography and its use in natural resources management; (10) upland game bird management; (11) forestry management; (12) forest tree and wood identification; (13) taxidermy of a bird or mammal; (14) air and water pollution; and (15) introduction to Vocational Horticulture Club. Each unit includes the following information: unit objectives; unit outline; student activities (initiatory, developmental, and culminating); and source materials for the instructor and the student. (EC)

**ED 117 501** 95 CE 006 178

**AIM [Apperception Interception Method]: An Exemplary Program from International Experience. Final Report.**

World Education, Inc., New York, N.Y.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Adult Education.

Pub Date 30 Dec 75

Grant—OEG-0-73-5210

Note—112p.; Not available in hard copy due to marginal reproducibility

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Adult Basic Education, \*Demonstration Projects, Disadvantaged Groups, Discussion (Teaching Technique), Effective Teaching, Humanistic Education, \*Instructional Materials, Learning Motivation, Material Development, \*Models, Problem Solving, Relevance (Education), Self Concept, Skill Development, Teacher Developed Materials, \*Teaching Methods, Teaching Models, Teaching Techniques, Visual Aids

**Identifiers**—AIM, \*Apperception Interception Method

Having used the apperception-interception method (AIM) of adult basic education (ABE) successfully abroad, World Education, with Office of Education funding and working at several American sites, developed a model of innovative ABE methods and materials for the United States, based on addressing learners' motivational problems. By using provocative photographs, problems critical to learners are identified in interviews and subsequently reflected in short, idiomatic, open-ended discussion units used to organize or supplement curriculum; social interaction is crucial. Learners, motivated to solve critical problems, desire basic skills education. Skill development modules provide systematic assistance to teachers, focusing on specific skills and providing skills development outlines, learning activities, and sample applications to particular AIM problem-stories. From the model, ABE teachers can tailor-make culturally relevant and situation-specific materials and develop their effectiveness with disadvantaged, undereducated adults. Background information, the methods-and-materials model evolution, results (a complete list of 101 photo-discussion units, with synopses) and implications comprise the report; appendixes include skills modules and evaluation information. The model is being transferred to selected State ABE staff development projects; a teacher's manual and instructional materials will be published; and a foundation has funded two New York City AIM projects. (AJ)

**ED 117 502** CE 006 179

*Wilhelms, Fred T.*

Teaching Consumer Education: A Common-Sense Approach.

New Jersey State Dept. of Education, Trenton.  
Center for Consumer Education Services.

Pub Date May 74

Note—58p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

**Descriptors**—Consumer Economics, \*Consumer Education, \*Course Organization, Educational Objectives, \*Educational Philosophy, Elementary Education, Family Life Education, Guidelines, Humanistic Education, Interdisciplinary Approach, Money Management, Personal Values, \*Program Design, \*Program Development, Relevance (Education), Secondary Education, Social Values, Values

Effective buymanship and effective financial management are the cornerstone of an elementary and secondary school consumer education program. The curriculum must meet some basic and essential criteria in order to prepare the student for learning about budgeting, a concept which encompasses buymanship and financial management. Through knowledge, insights, and attitudes, students can be helped toward a rich image of the personal and family life they want to work toward, the values they mean to live by, and the commitments they will not forsake; toward a working familiarity with their economic system; and toward a working acquaintanceship with the processes of government and a social philosophy. The tone of a course is important in determining how the students see their own lives; each teacher must decide what type of attitude towards consumerism he wishes to encourage. Preliminary steps to program organization are described: (1) lay out the total job; (2) take an inventory of consumer education already being done in each department; (3) find simple adaptations to enrich the total program. In a well-rounded school-wide program, the special consumer education course starts where other programs have left off, and drives deeper. (Author/AJ)

**ED 117 503**

CE 006 180

*Bahr, Gladys*

**A to Z Teaching Activities for Consumer Education.**

Pub Date 75

Note—38p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors**—Consumer Economics, \*Consumer Education, Consumer Science, \*Enrichment Activities, \*Instructional Improvement, \*Learning Activities, Money Management, \*Secondary Education, Teaching Methods

One word was selected for each letter of the alphabet and used to develop a learning activity for teaching consumer education at the high school level. In addition to the word on which the activity is based, other words for each letter are listed which may suggest activities. Ten of the sheets are designed to be duplicated for student use. The others contain specific suggestions directed to teachers for classroom activities or improvement and enrichment of instruction. The activities and suggestions include a wide range of subject areas and skills such as language arts, mathematics, and social studies. Most of the activities are described in one-page presentations; the section on the letter "R", however, is an 11-page presentation on resource units illustrating different kinds of units through three sample topics: energy, auto repair, and inflation. (Author/MS)

**ED 117 504**

CE 006 181

**Consumer-Business Days; Community-Wide Program. Project Guide No. 101.**

New York State Dept. of Commerce, Albany.  
Woman's Program.

Note—37p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors**—\*Business, Community Cooperation, \*Community Organizations, \*Community Service Programs, \*Consumer Education, Program Descriptions, Program Development, \*Program Guides, Program Planning, School Community Cooperation, School Industry Relationship, Youth Clubs

The project guide describes the organization and implementation of consumer-business days, a community-wide business effort in a concentrated period of time (one week to one month) in which: (1) manufacturers; retailers; and financial, trade, and service organizations provide information, literature, tours, clinics, and programs for local consumers; and (2) men's, women's, and

youths' organizations, schools, colleges, libraries, civic and government agencies devote their meetings and exhibits for the period to one of these business-supplied programs. The responsibilities of the following groups and individuals involved in organizing the program are briefly discussed: general chairman, central committee, publicity, program coordinator, clubs/community groups, schools and youth, libraries, business and industry, and business and industry sub-committees. An outline of five steps involved in implementing the program and an organizational chart are also presented. The bulk of the document contains sample forms and suggestions for the program including: letters and questionnaires enlisting participation of business leaders, clubs, and youth groups; letter enclosure explaining the project; program suggestions for clubs, schools, and organizations; program suggestions for business and industry; program confirmation form; sample calendar of events (includes approximately 200 activities); and sample radio and television spot announcements. (Author/MS)

**ED 117 505**

CE 006 182

**Business and Office of Education Resource Supplement to the Consumer Education Curriculum Guide for Ohio.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date 71

Note—64p.; For the Consumer Education Curriculum Guide for Ohio K-12, see ED 066 354

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

**Descriptors**—\*Business Education, Career Planning, Community Resources, Concept Teaching, \*Consumer Economics, \*Consumer Education, \*Curriculum Guides, Learning Activities, Money Management, \*Office Occupations Education, Resource Materials, Secondary Education, Teacher Developed Materials

The guide suggests learning activities for consumer economics that can be used in office occupation education programs. The guide is organized in six sections, each dealing with one of the following basic concepts: (1) the economic system, (2) income procurement, (3) consumer behavior determinants, (4) consumer alternatives, (5) roles, rights, and responsibilities, and (6) community resources. The subject areas of accounting, basic business, clerical, and clerk stenographer are included. Occupations within the subject areas are identified by Dictionary of Occupational Titles numbers. Each section begins with a graphic representation of the basic concept covered. Several objectives are included for each section. For each objective within a section, a table is presented which lists concepts, subject areas, suggested learning activities, and suggested resources. A five-page bibliography includes teacher references, books, pamphlets, instructional materials, practice sets, filmstrips, films, and bulletin board materials. Names of the members of Ohio's State Advisory Committee on Consumer Education and of the committee of business educators who developed the guide are listed. (S)

**ED 117 506**

CE 006 183

*Briggs, Lloyd D., Ed. Green, Gary L., Ed.*

**Career Education: A Challenge of Our Time. National Career Education Workshop Proceedings.**

Oklahoma State Univ., Stillwater.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Pub Date 75

Note—104p.

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage**

**Descriptors**—Articulation (Program), Business, Career Awareness, \*Career Education, Educational Administration, Educational Methods, Elementary Education, Guidance, Home Economics, \*National Programs, Preservice Education, Role Perception, Secondary Education, State Federal Support, \*Teacher Education, \*Teacher Educators, Vocational Education, \*Workshops

The purpose of the workshop was to create a greater awareness among teacher educators of the career education concept and to examine methods for integrating career education into preservice teacher education curricula. The 567 participants represented 69 teacher education institutions from 50 States. The agenda consisted of a general overview of recent thinking and development in career education, followed by small informal groups concentrating on methods

application. Presentations related to "Prevalent Career Education Concepts" included "Career Education and Teacher Education"; "What Business Asks of the Schools"; "Career Education"; "Communication, Teacher Behavior, and Humanism"; "Career Education--Articulation in the University"; "Career Education: The Challenge of Our Times"; "What We Believe: Career Education and the Role of the College in Its Development and Implementation"; and "Federal, State, and Local Responsibilities in Career Education". Other presentations provided descriptions of local school career education programs in Weatherford, Texas; Des Moines, Iowa; Montgomery County, Maryland; Eastern Arizona; and Broward County, Florida. Small group sessions, with nationally recognized career education leaders serving as facilitators, focused on College of Education deans, vocational education, educational administration, elementary education, guidance and counseling, industrial arts, home economics, and secondary education. A list of participants is grouped according to institution. (EA)

**ED 117 507**

CE 006 184

*Snyder, Natalie M. Strong, Susan T.*

**Security Is....A Step in the Right Direction.**

Pub Date Aug 70

Note—38p.; For related document, see CE 006 185

Available from—Curriculum Coordinating Unit, Drawer DX, State College, Mississippi 39762 (free)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors**—\*Consumer Education, Home Economics Education, \*Independent Study, \*Individualized Instruction, \*Instructional Materials, Learning Activities, \*Money Management, Post Testing, Pretests, Secondary Education

The individualized learning package for eleventh and twelfth grade consumer education deals with the use of the management process in the achievement of personal and family financial goals. The teacher's section of the package contains a statement of purpose and instructional objectives. Equipment and materials (specific books, magazines, and audiovisual aids) needed for the unit are listed. The method of evaluation suggested requires the use of a pretest, self-tests, and a post-test. Answer keys and copies of these tests are included. The student section contains an introduction, the pretest, a progress record, and four lessons to be completed independently. The lessons cover: clarification of goals, analysis of financial resources, a review of alternatives--decision making, and integration for formulation of a financial plan. An introduction, a behavioral objective, instructions (which list materials needed, specify the number of activities to be done, and indicate the level of competency required on the self-test before proceeding), learning activities, and a self-test are presented for each lesson. Most of the activities involve reading, examining case studies, and tape recording or writing responses to a situation. A list of activities for further study completes the student section. (MS)

**ED 117 508**

CE 006 185

*Miller, Sandra K.*

**Advertising Appeal.**

Pub Date Mar 70

Note—31p.; For related document, see CE 006 184

Available from—Curriculum Coordinating Unit, Drawer DX, State College, Mississippi 39762 (free)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors**—Consumer Economics, \*Consumer Education, Home Economics Education, Independent Study, \*Individualized Instruction, \*Instructional Materials, Learning Activities, Mass Media, Post Testing, Pretests, \*Publicize, \*Purchasing, Secondary Education, Television Commercials

The individualized learning package for secondary consumer education deals with consumer buying as influenced by advertising. The teacher's section of the package contains a statement of purpose and instructional objectives. Equipment and materials (specific textbooks, audiovisual aids, and sources for sample post-test advertisements) needed for the unit are listed. The suggested method of evaluation requires the use of a pretest, self-tests, and a post-test. Answer keys and copies of these tests are included. The stu-

dent section contains learning objectives, the pre-test, and three lessons to be completed independently. The lessons cover the functions of advertising for sellers and consumers, kinds of advertising, and wise use of advertising. Behavioral objectives, instructions (which list materials needed, specify the number of activities to be done, and indicate the level of competency required on the self-test before proceeding), learning activities, and a self-test are presented for each lesson. The activities involve reading (textbook or material in the package), viewing films, and finding and analyzing various advertisements. A list of activities for further study completes the student section. (MS)

**ED 117 509** CE 006 187  
**Indiana Resource Guide for Consumer Education and Home Management: Working Papers.**  
Indiana Research Coordinating Unit, Indianapolis.  
Pub Date Mar 70  
Note—145p.

Available from—Vocational Instructional Materials Laboratory, Department of Vocational/Technical Education, Indiana State University, Terre Haute, Indiana 47809

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage**  
Descriptors—Concept Teaching, \*Consumer Economics, \*Consumer Education, \*Curriculum Guides, Home Economics Education, \*Home Management, Learning Activities, Money Management, Resource Guides, \*Secondary Education, Unit Plan

The guide presents units of instruction for secondary consumer education and home management education which were developed at a workshop. The subject areas covered by the units, their teaching time, and suggested grade level areas are as follows: (1) organizing resources (one to two weeks, grade 7), (2) making personal and consumer decisions (two parts, each three to four weeks, grade 8), (3) managing human resources within the family (three to four weeks, grade 9), (4) managing family finances for development of purchasing power, financial security, and knowledge of family economic activity (four to five weeks, grade 10), and (5) educating the consumer for managing the family's resources (one semester, high school, non-majors or non-minors in home economics). Each unit divides the subject area into concepts which are further divided into sub-concepts. For each sub-concept, objectives are presented followed by a list of generalizations with corresponding learning experiences. The learning experiences include a wide variety of individual and group activities. Some activities are based on the materials listed in the comprehensive multimedia bibliographies which follow all but the last unit. (MS)

**ED 117 510** CE 006 188  
**Kemp, Louie E., Comp.**

**Talking Shop to Wise Consumers.**

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.; Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Pub Date 71

Note—123p.

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage**

Descriptors—Audiovisual Aids, \*Consumer Education, Curriculum Guides, \*Instructional Materials, Learning Activities, Resource Materials, \*Resource Units, \*Secondary Education, \*Teaching Guides

The document is a guide to a consumer education resource unit which aims to create a teacher-student and student-community learning partnership which will actively involve all participants. Concepts, behavioral objectives, learning experiences, and generalizations are provided in a format that can be quickly viewed and easily interpreted, but the teacher is encouraged to be uninhibited and as innovative as possible. The thirteen organizing concepts are: private enterprise, values, self-actualization, priorities, market place, informed consumers, resources, resource management, resource organization, legal aspects, money management, a home in the future, and the changing family. Two-thirds of the document (75 pages) is an appendix to the unit guide, comprised of instructional materials which range from crosswords and other games to scripts for teacher-made recordings. Among the many methods and media called for in the resource unit are: lecture, class and panel discussions, observa-

tion, guest speakers, sociodrama, field trips, interviews, oral reports, brainstorming, programmed material, open-ended sentences, debates, skits, supervised study, and a variety of audio-visual media. (Author/AJ)

**ED 117 511** CE 006 190  
**Midjaas, Carl L.**  
**Innovative Planning Techniques for Vocational-Technical Facilities.**

Note—14p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Architectural Programming, \*Construction Costs, Construction Needs, \*Cost Effectiveness, \*Decision Making, Educational Facilities, Estimated Costs, \*Facility Planning, Facility Requirements, Vocational Education Identifiers—\*Value Analysis

A suggested approach, termed value analysis, to studying the cost effectiveness of alternative plans for vocational-technical facilities presents a series of cost diagrams and decision matrices, with explication. The diagrammed steps are: (1) Value-Analysis Cost Schedule, representing a hypothetical facility being planned and showing estimated costs for the desired accommodation; (2) Cost/Achievement Relationship of Various Alternatives, presenting a method of ranking cost data for facility and program operation costs and relating reliable job placements to costs of various alternative programs; (3) Decision Matrix for Three Alternatives, illustrating decision making between several options within a program area; (4) Established Relationship Between Cost and Appraisal Score (Normalization Procedure), converting costs into normalized appraisal scores to determine relative values of the various options; (5) Decision Matrix for Four Vocational/Technical Programs Competing for Space in New Construction, illustrating the use of the decision-matrix approach for making decisions between program areas; and (6) High to Low Relative Value Options with Costs, identifying where deletions must be made. It is suggested that value analysis planning techniques are tools for better decision making. In particular value analysis provides documentation to substantiate major planning decisions. (LH)

**ED 117 512** CE 006 191  
**Bro, Ronald D., Foelske, Roger**  
**The Iowa Plan for Curriculum Improvement in Industrial Arts, K-12.**

Pub Date Dec 75

Note—18p.; Paper presented at the National Convention of the American Vocational Association, 1975

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Career Education, Curriculum Design, \*Curriculum Development, \*Curriculum Planning, \*Elementary Secondary Education, \*Industrial Arts, State Curriculum Guides Identifiers—\*Iowa

An overview of Iowa's plan for curriculum improvement in industrial arts, K-12, describes the development, content, and implementation strategies of a new State curriculum guide. Guide development involved two committees made up of teachers, supervisors, educators, and consultants from around the State who reviewed literature, recently developed guides, and professional associational publications. A draft copy of the guide was evaluated by over 50 industrial arts teachers and personnel in Iowa and surrounding States. The final draft is described as providing a framework, rather than specific content and methodology, enabling teachers to innovate their own approaches. Based upon the pyramid concept, the guide emphasizes the goals of career and industrial-technological awareness. A staff development (inservice) systems has been developed but not yet implemented beyond the awareness phase. It contains the following phases: awareness, orientation and dissemination, development and preparation, and trial and adoption. A list of selected references is included. (LH)

**ED 117 513** 95 CE 006 192  
**Gysbers, Norman C.**

**Cooperative State Implementation Workshops for Curriculum-Involved Career Development Guidance, Counseling and Placement Project.**

Final Report.

Missouri Univ., Columbia. Coll. of Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No—157008

Pub Date Jun 75

Grant—OEG-0-71-4463(357)

Note—46p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**  
Descriptors—\*Career Education, \*Counseling Programs, \*Federal Programs, Models, \*Placement, Program Development, State Curriculum Guides, State Programs, \*Statewide Planning

The major goal of the 3 1/2 year Federal project was to assist each State, the District of Columbia, and Puerto Rico to develop preliminary State-tailored, home-school-community models/guides for developing and implementing improved and extended career guidance, counseling, and placement programs in local school districts. A national training conference for key State leaders was held in St. Louis, Missouri in January, 1972 to provide State teams with the knowledge and skills to develop a State guide. Each team received a "Program Content and Operations Manual" and a kit of exemplary materials and resources. The States received further consultative and technical assistance from the project staff, the national steering committee members, and national/State leaders in the field, as well as limited financial assistance. "Elements of an Illustrative Guide for Career Guidance, Counseling, and Placement" was prepared by the project staff in 1974. The project was successful in meeting its goals as 44 States developed new guides and/or models or modified and extended previous efforts. Two-thirds of the document consists of appendixes of selected project newsletters, a list of exemplary materials distributed to the States, and selected letters concerning the project impact. (EA)

**ED 117 514** CE 006 193

**Heintz, Amy D., Comp.**

**Consumer Education.**

Nevada State Dept. of Education, Carson City. Div. of Vocational-Technical and Adult Education.

Pub Date 71

Note—202p.

**EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage**

Descriptors—Bibliographies, \*Consumer Education, \*Curriculum Guides, \*Learning Activities, Lesson Plans, Post Secondary Education, \*Resource Guides, Secondary Education, Teacher Developed Materials, Unit Plan

The curriculum guide is intended as a source to help teachers plan consumer education classes in Nevada, from junior high school through the adult level. Developed for a semester's (18 weeks) separate course of study, using individual or group instruction, the guide may be expanded to meet the needs of a full year. Each unit can be taught as an individual course or integrated within other courses. Some sample lesson plans developed by teachers involved in the pilot testing are included. Unit outlines present overall objectives, concepts, learning activities, and resources, and include: consumer in our society; consumer decision making, with sample lesson plan; money and democracy in home management; consumer credit and borrowing money, with sample lesson plan; food shopping at home and in the market; family clothing management, with sample lesson plan; family transportation, with sample lesson plan; health care and services; buying protection, with sample lesson plan; savings and investments; consumer protection, with sample lesson plan; a home for your family; furnishing and equipment for the home; and leisure time and recreation. The extensive resource list includes: books; government and organizational publications, including visuals; periodicals; mailing lists; organizations providing current consumer information; and local, State, and Federal agencies. (LH)

**ED 117 515** CE 006 195

**Walther, Regis II.**

**The Measurement of Work-Relevant Attitudes.**

Final Report.

George Washington Univ., Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No—DLMA-41-0-003-09

Pub Date Jun 75

Note—29p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—Achievement Tests, \*Attitude Tests, Educational Diagnosis, Educational Programs,



Longitudinal Studies, Program Evaluation, Student Adjustment, Student Attitudes, Student Evaluation, Tables (Data), \*Test Validity, Vocational Adjustment, Vocational Maturity, \*Work Attitudes, \*Youth, Youth Employment, Youth Programs

Identifiers—Neighborhood Youth Corps, New Education Program, NYC, \*Work Relevant Attitudes Inventory, WRAI

The final report on the development of a Work-Relevant Attitudes Inventory (WRAI) describes the use of the WRAI in diagnosing the needs of individuals and evaluating the effectiveness of manpower programs. The WRAI was used in two longitudinal studies: four Neighborhood Youth Corps (NYC) programs with 502 subjects, and a demonstration education project, the New Educational Program, with 526 subjects. The WRAI was able to differentiate between subjects making a "good" and a "poor" adjustment to work. Furthermore, positive changes in WRAI scores were associated with a "good" adjustment. The WRAI also correlated with counselor ratings and with achievement test scores in reading and mathematics. It was concluded that the WRAI had demonstrated its usefulness as a measure of program effectiveness and as a help in diagnosing the needs of new program participants. Five appendices include the WRAI and various statistical measures relating to the results of its administration. (Author/JR)

ED 117 516 CE 006 196

Young, Anne McDougall

Students, Graduates and Dropouts in the Labor Market, October 1974. Special Labor Force Report.

Bureau of Labor Statistics (DOL.), Washington, D.C. Div. of Labor Force Studies.

Report No.—DOL—SLFR-180

Pub Date Aug 75

Note—28p.

Journal Cit—Monthly Labor Review, v98 n8 p33-6 Aug 75

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—College Freshmen, \*College Graduates, \*College Students, Demography, \*Dropouts, \*High School Graduates, Labor Force, Manpower Utilization, Negro Students, Part Time Students, Student Characteristics, Student Employment, Tables (Data), \*Unemployment

Unemployment increased substantially among all youth in the labor force except college graduates in the year ending in October, 1974. Data were collected as part of the Current Population Survey and relate to persons 16 to 24 years of age in the civilian noninstitutional population. Estimates on the number of graduates are based on a sample, and two tables are included in the discussion. High school dropouts were the most severely affected by increased job market competition, with their unemployment rate rising over four percentage points. Negro high school graduate and dropout unemployment rates were twice that of whites. Changes in the college student body reflected a higher percentage of 20 to 24 year old part time students who were combining work and school, with an increased enrollment among women. College freshman and college graduate unemployment rates remained approximately the same as in the previous year. Appended material takes up the bulk of the document and presents definitions and explanations of the basic labor force concepts, sample design, estimating methods and data reliability of the survey, and 17 supplementary tables. (LH)

ED 117 517 CE 006 197

Breen, John And Others

Professional Development Planning Study. Fiscal Year 1974 and 1975, Final Report.

Massachusetts State Dept. of Education. Boston. Office of Professional Development.

Pub Date Nov 75

Note—152p.; Not available in hard copy due to marginal reproducibility; Figures 2-2, 2-4, 3-2, and 3-3 will not reproduce in microfiche due to blurry type

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrative Organization, Computer Oriented Programs, \*Interagency Coordination, Legal Problems, \*Management Information Systems, Management Systems, Organizational Effectiveness, \*Personnel Management, Recordkeeping, State Agencies,

\*Systems Development, Teacher Qualifications,

\*Vocational Education

Identifiers—\*Massachusetts

A two-year project to systematize the occupational teacher approval record-keeping and planning procedures for the Massachusetts Office of Professional Development (OPD) for the Division of Occupational Education is described. A project overview discusses the problems of the system and objectives arrived at to solve them, including the improvement of record keeping, monitoring systems, and Local Education Agency (LEA) information; determination of State manpower supply and demand; and improvement of teacher-training programs. Eleven project tasks were formulated to achieve these objectives and are described in terms of methods, results, figures and charts, and related materials: (1) survey all LEA personnel; (2) improve the record keeping system; (3) improve data needed for OPD planning; (4) provide uniform credentials; (5) monitor the teacher approval factor; (6) develop listing of available instructors; (7) rewrite OPD policies for approval fields; (8) interface approval system with data bank; (9) increase number of minority instructors; (10) establish legal policies; (11) survey demand for vocational instructors. Appended material provides supplementary information regarding project tasks, schedules, teacher qualifications, and expenditures. (LH)

ED 117 518 CE 006 198

Escobar, Joanna Sculley Daugherty, John

An Administrator's Checklist. Book 1. Handbook for the ESL/ABE Administrator.

Bilingual Education Service Center, Arlington Heights, Ill.; Northwest Educational Cooperative, Palatine, Ill.

Spons Agency—Illinois State Office of Education, Springfield. Adult and Continuing Education Section.

Pub Date Jun 75

Note—18p.; For related documents, see CE 006 199-200

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—\*Administrator Guides, \*Adult Basic Education, \*Check Lists, Educational Administration, Educational Philosophy, Educational Planning, Educational Programs, \*English (Second Language), \*Program Administration, Program Design, Program Development, Program Effectiveness, Program Evaluation

The manual provides a checklist for administrators responsible for developing, implementing, and evaluating an Adult English as a Second Language Program. The checklist consists of four sections: philosophy, administration and organization, program development and operation, and program impact. For each section there is a series of specific questions designed to examine the basic program component. For each question there is a series of points to be considered, each of which is formulated around determining the extent to which the program fulfills the basic component demands. (Author/JR)

ED 117 519 CE 006 199

Escobar, Joanna Sculley Daugherty, John

A Manual for Developing and Implementing the ESL/ABE Program. Book 2. Handbook for the ESL/ABE Administrator.

Bilingual Education Service Center, Arlington Heights, Ill.; Northwest Educational Cooperative, Palatine, Ill.

Spons Agency—Illinois State Office of Education, Springfield. Adult and Continuing Education Section.

Pub Date Jun 75

Note—55p.; For related documents, see CE 006 198 and CE 006 200

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—\*Administrator Guides, \*Adult Basic Education, Educational Administration, Educational Finance, Educational Planning, Educational Programs, \*English (Second Language), Manpower Development, \*Program Administration, Program Design, \*Program Development, Program Effectiveness, Program Evaluation, Program Planning, Records (Forms), Staff Improvement, Staff Utilization

The handbook provides for the administrator of Adult English as a Second Language Programs detailed information in the following areas of program design: program requirements and funding, program development, program implementation, staff development, and program evaluation. The

discussion of each of these areas is subdivided topically and, where appropriate, provides supplementary records and forms useful in aiding program administration. (JR)

ED 117 520 CE 006 200

Escobar, Joanna Sculley Daugherty, John

A Planning Guide for Developing the ESL/ABE Instructional Program. Book 3. Handbook for the ESL/ABE Administrator.

Bilingual Education Service Center, Arlington Heights, Ill.; Northwest Educational Cooperative, Palatine, Ill.

Spons Agency—Illinois State Office of Education, Springfield. Adult and Continuing Education Section.

Pub Date Jun 75

Note—46p.; For related documents, see CE 006 198-199

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—\*Administrator Guides, \*Adult Basic Education, Communication Skills, Course Objectives, Course Organization, Curriculum Development, Educational Objectives, Educational Programs, \*English (Second Language), General Education, \*Program Content, Program Development, \*Program Planning, Textbooks

The planning guide for developing Adult English as a Second Language Programs focuses on implementing six goals relating to: utilizing community resources, utilizing communication skills, participating in community networks, utilizing occupational advancement opportunities, functioning in multi-cultural life styles, and functioning at individual rate, capability, and interest levels. The guide's seven sections cover the following areas: general knowledge areas content, general knowledge areas sample objectives, instructional objectives in communication skills, a sample 12-week program design, a scope and sequence for curriculum development, an annotated list of Adult English as a Second Language examinations, and a partial selection of commercial textbooks. (JR)

ED 117 521 95 CE 006 201

Jenks, Houston C., Ed.

A Staff Development Manual for Career Education. Vol. 1: Elementary Level.

Saint Charles Parish Schools, Luling, La.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—181p.; For Volumes 2 and 3, see CE 006 202-203

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—\*Career Awareness, \*Career Education, \*Curriculum Guides, Dramatic Play, Educational Objectives, Educational Resources, \*Elementary Education, Evaluation Criteria, Instructional Materials, Integrated Curriculum, Learning Activities, Occupational Clusters, Puzzles, Unit Plan

The first section of the manual for developing career education in existing Louisiana elementary school programs is an introduction to the concept and rationale of career education and to the roles of educators and parents in infusing career education into the curriculum. Section 2 discusses the availability and use of career education materials, and section 3 provides guidelines and suggested topics for guest speakers and field trips. Section 4, composing the bulk of the document, consists of unit plans covering: school helpers (K-1), whose hat is this? (grades 2-3), self-awareness (grades 4-6), communication (grade 5), work tasks and habits (grades 1-6), foods and nutrition (grade 6), the process of photosynthesis (grade 6), let's build a house (grades 3-6), people and their work (grades 1-2), and dental health workers and the law (grades 3-4). Each unit plan lists subject areas, goals, concepts, objectives, activities, resources, and evaluation criteria. The unit on dental health workers also includes the script for a one-act-play, "The Toothache Mystery: The Trial of the Dental Health Six." Two appendixes include an outline of the 15 job clusters and 21 job cluster hidden word puzzles. (JR)

ED 117 522 95 CE 006 202

Jenks, Houston C., Ed.

A Staff Development Manual for Career Education. Vol. 2.

Saint Charles Parish Schools, Luling, La.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

## 42 Document Resumes

Note—79p.; Page 46 is missing; For Volume 1 and 3, see CE 006 201 and CE 006 203

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**

**Descriptors—**\*Career Awareness, \*Career Education, Civics, \*Curriculum Guides, Educational Objectives, Educational Resources, Evaluation Criteria, Instructional Materials, \*Junior High Schools, Learning Activities, Occupational Clusters, Puzzles, Units of Study (Subject Fields)

The first section of the manual for developing career education in existing Louisiana junior high school programs is an introduction to the concept and rationale of career education and to the roles of career education personnel; it also provides a two-page summary of evaluation statistics for St. Charles Parish. Section 2 discusses the availability, use, and evaluation of career education materials. Section 3 provides sample units for implementing career education which provides concepts and objectives for such subject areas as language arts, science, Louisiana studies, remedial reading, art, mathematics, social studies, industrial arts, and home economics. Appendixes comprise half the document. Appendix 1 represents a career education unit for civics which is divided into lessons, each of which lists objectives, activities, and evaluation criteria and suggestions. Appendix 2 is a similarly organized unit on the 15 job clusters. Appendix 3 provides 21 career education hidden word puzzles. (JR)

**ED 117 523 95 CE 006 203**

*Jenks, Houston C., Ed.*

**A Staff Development Manual for Career Education. Vol. 3: Senior High Level.**

Saint Charles Parish Schools, Luling, La.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—121p.; For Volumes 1 and 2, see CE 006 201-202

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage**

**Descriptors—**\*Career Awareness, \*Career Education, \*Curriculum Guides, Educational Objectives, Educational Resources, Evaluation Criteria, Instructional Materials, Learning Activities, \*Senior High Schools, Units of Study (Subject Fields)

The first section of the manual for developing career education in existing Louisiana senior high school programs is an introduction to the concept and rationale of career education and to the roles of career education personnel. Section 2 is a unit on human values and relations which provides an introduction and rationale for the following activities: human snake, interview (introduction of partner), card interview (introduction of self), falling (exercise in trust), machines, relaxing, blindfold, aggression-assertion, introduction of partner (exercise in perception), listening triads, bomb shelter exercise, peer perception, posters, obituary, group poetry, and show-and-tell. For each topic the unit provides a discussion of concepts, performance objectives, materials, instructions for the activity, and observations. Section 3 lists career education materials available and provides sample units, organized the same as those in section 2, covering the topics of why people work and economic, social, and psychological aspects of work. Section 4 contains subject area units providing concepts and objectives for a variety of subjects. Appendixes provide concepts, objectives, and activities for one-year units on child care and job exploration; a similarly organized unit on teaching poetry; and lists of career information resources. (JR)

**ED 117 524 CE 006 204**

*Lewis, Ruth M.*

**Striving for Synergy in Adult Education as Equal Partners. A Position Paper for the Committee on Social Justice in Celebration of International Women's Year to Promote Dialogue, Discussion, and Planning for Elevation of the Status of Women Through Adult Education.**

Pub Date Nov 75

Note—22p.; Paper presented to the Committee on Social Justice of the National Association for Public Continuing and Adult Education (November 6-8, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors—**\*Adult Education, Discriminatory Attitudes (Social), Employment, Equal Opportunities (Jobs), \*Females, Housewives, International Organizations, \*International Programs, Mothers, Nondiscriminatory Education, Sex Discrimination, Sex Role, Sex Stereotypes, So-

cial Attitudes, \*Womens Education, Working Women

**Identifiers—United Nations**

In the realm of continuing education, synergy, when used to mean a working together on all phases of human rights, implies the promotion of an adult education vehicle to eliminate the cultural lag in the status of women. Recent United Nations actions (such as the establishment of International Women's Year and the World Plan of Action's pressing for the full reconsideration of women's role in politics, education and training, employment and related economic matters, health and nutrition, family organization and family roles, population, and housing) are encouraging. Some general recommendations designed to implement the World Plan of Action's goals for the 1975-80 period include: special efforts to involve women in public affairs and to make the public at large aware of women's role in politics; target dates for the elimination of illiteracy; special training programs in economic and social development for rural women; free compulsory elementary education for girls and boys; inexpensive child care coinciding with school or training hours; special part-time programs for continuing education; elimination of bias from programs, curricula, and textbooks; and co-educational vocational programs open on the basis of aptitude and abilities rather than sex stereotypes. (JR)

**ED 117 525 CE 006 205**

**Guide for Consumer and Homemaking Education Programs in Virginia Secondary Schools.**

Virginia State Dept. of Education, Richmond.

Home Economics Education Service.

Note—211p.

**EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage**

**Descriptors—**Concept Teaching, Consumer Economics, \*Consumer Education, Cultural Factors, \*Curriculum Guides, Family (Sociological Unit), \*Family Life Education, Family Management, Grade 6, Home Economics Education, \*Homemaking Education, Home Management, Individual Development, Learning Activities, Money Management, Purchasing, \*Secondary Education, Student Evaluation, Unit Plan

The guide contains sequential units of consumer and homemaking education instruction for grades 6-12. The units for each grade level build upon and expand concepts developed during the preceding level. Introductory material describes program goals, home economics offerings in Virginia secondary schools, and the development and use of the guide. A chart shows the organization (by units) of the program for grades 6-12. Each of the following family living areas of the guide contains an overview and six instructional units: Consumption of Goods and Services in the Family, Cultural Development in the Family, Individual Development in the Family, and Management in the Family. For each unit a grade level, teaching time (ranging from 3 to 12 weeks), means of evaluation, an objective, several specific concepts and their relation to home economics subject areas are given. Each specific concept is then presented with specific objectives, generalizations, statements of content, and a wide variety of suggested experiences for learning and evaluation. (Author/MS)

**ED 117 526 CE 006 206**

**Distributive Education Resource Supplement to the Consumer Education Curriculum Guide for Ohio.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date 71

Note—58p.; For the Consumer Education Curriculum Guide for Ohio K-12, see ED 066 354

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

**Descriptors—**Community Resources, Concept Teaching, \*Consumer Economics, \*Consumer Education, \*Curriculum Guides, \*Distributive Education, Learning Activities, Resource Guides, \*Secondary Education, Teacher Developed Materials

**Identifiers—Ohio**  
The activities contained in the guide are designed to supplement the distributive education curriculum with information that will prepare the student to become a more informed, skillful employee and help the marketing career oriented student better visualize his customer's buying problems. Four overall objectives are stated. The

guide is organized in five sections, each dealing with one of the following basic concepts: (1) multiple roles of the individual, (2) income procurement, (3) consumer behavior determinants, (4) consumer alternatives, and (5) community resources. Each section begins with a graphic representation of the basic concept covered. Several objectives are included for each section. For each objective within a section, a table is presented which lists concepts, suggested learning and evaluation experiences, suggested resources, and a generalization about the objective. The guide also includes an eight-page list of sources of free and inexpensive materials (books, pamphlets, kits, periodicals, filmstrips, and films) for consumer education. Names of the members of Ohio's State Advisory Committee on Consumer Economic Education and of the committee of educators, developers of the guide, are listed. (Author/MS)

**ED 117 527 CE 006 207**  
**Home Economics Supplement to the Consumer Education Curriculum Guide for Ohio, Grades K-12.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Home Economics.

Pub Date Jul 71

Note—60p.; For related documents, see CE 006 208-209; For the Consumer Education Curriculum Guide for Ohio K-12, see ED 066 354

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

**Descriptors—**Career Planning, Community Resources, Concept Teaching, \*Consumer Economics, \*Consumer Education, \*Curriculum Guides, Family Life, \*Home Economics Education, Learning Activities, Money Management, \*Secondary Education, Teacher Developed Materials

Written by 90 vocational home economics teachers during the consumer education workshops held at three Ohio institutions: Ashland College, Bowling Green University, and Miami University, the material included in the supplement is to be used in combination with the Consumer Education Guide for Ohio, Grades K-12. The learning experiences are pertinent to the area of high school home economics. The guide is organized in six sections, each dealing with one of the following basic concepts: (1) economic system, (2) income procurement, (3) consumer behavior determinants, (4) consumer alternatives, (5) roles, rights, and responsibilities, and (6) community resources. Several objectives are included for each section. For each objective within a section, a table is presented which lists concepts, grade level, suggested learning and evaluation experiences, and suggested resources. Names of participants at consumer education workshops (90 vocational home economics teachers) who developed the guide are also included. (Author/MS)

**ED 117 528 CE 006 208**  
**Home Economics Job Training Resource Supplement to the Consumer Education Curriculum Guide for Ohio.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date 71

Note—50p.; For related documents, see CE 006 207 and CE 006 209; For the Consumer Education Curriculum Guide for Ohio K-12, see ED 066 354

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors—**Career Planning, Community Resources, Concept Teaching, \*Consumer Economics, \*Consumer Education, \*Curriculum Guides, \*Job Training, Learning Activities, \*Occupational Home Economics, Resource Guides, Secondary Education, Teacher Developed Materials

The learning experiences in consumer education were developed to be used by job-training teachers as an integral part of the vocational home economics job-training curriculum. The activities were designed to provide basic understanding of the nature and function of the American economic system; the roles of producers, consumers, and citizens; and the use and availability of community resources at the local, State, and national level. The guide is organized in six sections, each dealing with one of the following basic concepts: (1) the economic system, (2) income procurement, (3) consumer behavior determinants, (4) consumer alternatives, (5) roles, rights, and responsibilities, and (6) commu-

nity resources. Each section begins with a graphic representation of the basic concept covered. Several objectives are included for each section. For each objective within a section, a table is presented which lists concepts, suggested learning and evaluation experiences, suggested resources, and generalizations about the objective. A four-page selected bibliography of books, pamphlets, periodicals, filmstrips, and films is also included. Names of the members of Ohio's State Advisory Committee on Consumer Economic Education and of the job training teachers who developed the guide are listed. (Author/MS)

**ED 117 529** CE 006 209  
**Home Economics for Families with Limited Income Resource Supplement to the Consumer Education Curriculum Guide for Ohio.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date 71

Note—45p.; For related documents, see CE 006 207-208; For the Consumer Education Curriculum Guide for Ohio K-12, see ED 066 354

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors**—Adult Education, Community Resources, Concept Teaching, \*Consumer Economics, \*Consumer Education, \*Curriculum Guides, Disadvantaged Groups, \*Family Life Education, Home Economics Education, Learning Activities, \*Low Income Groups, Occupational Guidance, Resource Guides, Teacher Developed Materials

Designed as a supplement to the section on the socio-economically disadvantaged in the Consumer Education Curriculum Guide for Ohio, K-12, the guide contains consumer education learning activities for use with persons of limited income. It is organized in six sections, each dealing with one of the following basic concepts: (1) the economic system, (2) income procurement, (3) consumer behavior determinants, (4) consumer alternatives, (5) roles, rights, and responsibilities, and (6) community resources. Each section begins with a graphic representation of the basic concept covered. Several objectives are included in each section. For each objective within a section, a table is presented which lists concepts, suggested learning and evaluation experiences, suggested resources, and generalizations about the objective. Included is a four-page bibliography of books, pamphlets, periodicals, films, filmstrips, and slides. Names of the members of Ohio's State Advisory Committee on Consumer Economic Education and of the committee of family life and inner city teachers, developers of the guide, are also included. (MS)

**ED 117 530** CE 006 210  
**Industrial Arts Resource Supplement to the Consumer Education Curriculum Guide for Ohio.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date 71

Note—109p.; For the Consumer Education Curriculum Guide for Ohio K-12, see ED 066 354

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage**

**Descriptors**—Community Resources, Concept Teaching, \*Consumer Economics, \*Consumer Education, \*Curriculum Guides, \*Industrial Arts, Industrial Education, Learning Activities, Occupational Guidance, Resource Guides, \*Secondary Education, Teacher Developed Materials

The consumer education guide for industrial arts teachers was developed by a group of experienced teachers using the Consumer Education Curriculum Guide for Ohio, Grades K-12 as a reference. The guide is organized in six sections, each dealing with one of the following basic concepts: (1) the economic system, (2) income procurement, (3) consumer behavior determinants, (4) consumer alternatives, (5) roles, rights, and responsibilities, and (6) community resources. Each section begins with a graphic representation of the basic concept covered, an overall objective for the section, and a statement of the rationale for teaching that section. Several objectives are included for each section. For each objective within a section, a table is presented which lists concepts and a clarification of the individual concepts as they can be applied to industrial arts. Following the table, generalizations related to the objective and suggested learning activities are listed. The guide contains a six-page teaching resource list of books, periodicals, pamphlets and booklets, audio-visual aids, film

companies and sources, and agencies and organizations. Names of the members of Ohio's State Advisory Committee on Consumer Economic Education and of the Industrial Arts Consumer Education Committee, developers of the guide, are also included. (Author/MS)

**ED 117 531** CE 006 211  
**Manpower Training Resource Supplement to the Consumer Education Curriculum Guide for Ohio.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date 71

Note—73p.; For the Consumer Education Curriculum Guide for Ohio K-12, see ED 066 354

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

**Descriptors**—Community Resources, Concept Teaching, \*Consumer Economics, \*Consumer Education, \*Curriculum Guides, Federal Programs, Learning Activities, \*Manpower Development, Occupational Guidance, Resource Guides, Teacher Developed Materials, \*Trainees, Vocational Education, Vocational Training Centers

**Identifiers**—Manpower Development and Training Act, \*Manpower Programs, MDTA

The guide contains consumer education learning activities and references for use with Manpower Development and Training Act trainees. It is organized in six sections, each dealing with one of the following basic concepts: (1) the economic system, (2) income procurement, (3) consumer alternatives, (4) consumer behavior determinants, (5) roles, rights, and responsibilities, and (6) community resources. Each section begins with the statement of an overall objective and a graphic representation of the basic concept covered. Several other objectives are included for each section. For each objective within a section, a table is presented which lists concepts, suggested learning and evaluation experiences, and suggested resources. A 10-page bibliography lists instructional materials catalogs, charts, periodicals, pamphlets (on clothing and appliances, credit, foods, economics and investments, insurance, and money management), trainee manuals and workbooks, trainee program materials, teacher manuals and guides, and teacher references (texts, special kits, and source lists). Also included is a glossary of 61 consumer education terms. Names of the members of Ohio's State Advisory Committee on Consumer Economic Education and of the committee of teachers and teacher educators, developers of the guide, are listed. (MS)

**ED 117 532** CE 006 224  
**Edmondson, Dorothy Jean Swanson, Bettye B. Suggested Learnings: Consumer and Homemaking Education.**

Western Illinois Univ., Macomb.

Spons Agency—Illinois State Board of Vocational Education and Rehabilitation, Springfield. Div. of Vocational and Technical Education.

Pub Date Apr 72

Note—286p.

**EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage**

**Descriptors**—\*Consumer Education, Curriculum Development, \*Curriculum Guides, Educational Programs, \*Home Economics Education, \*Homemaking Education, \*Learning Activities, Learning Experience, Program Design, Program Planning, Reference Materials, Secondary Education, Student Needs

The guide presents suggested learning concepts, experiences, and references for home economics educators in the planning and organization of secondary level consumer and homemaking programs. The suggestions are based on questionnaires and interviews with teachers and administrators involved in this program. The guide's main focus is on the process of designing a program that would meet the student's needs and consists of 17 subject areas which are presented alphabetically: advertising; appliances; clothing purchasing; consumer purchasing; credit; estate planning; food buying; furniture and accessories; housing; insurance; management of the dual role; money management; recreation; responsibilities, obligations, and protection of the consumer; savings and investment; taxes; and transportation. Each subject area begins with information on its general purpose, objective, student references, teacher references, and additional sources of information. This is followed by the guide itself which consists of six columns

presenting the following information: concept, classroom experiences, resource person, related experiences, and teacher-student references. Form letters sent to participants, a time table for evaluating the units, forms used for the evaluation, a list of references, and sources of inexpensive information are appended. (EC)

**ED 117 533** CE 006 225  
**Gray, Ava A. Whorley, Beulah Consumer Education: A Guide for Teachers of Home Economics.**

Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.; Arkansas Univ., Fayetteville. Dept. of Vocational Education.

Pub Date Aug 71

Note—234p.

**EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage**

**Descriptors**—Concept Teaching, \*Consumer Economics, \*Consumer Education, \*Curriculum Guides, Decision Making Skills, Home Management, \*Instructional Materials, \*Learning Activities, Money Management, Secondary Education

The guide offers suggested curriculum materials in consumer education for secondary schools or as background information for teaching adults. It focuses on an understanding of decision making, the economic system, and management. The units of instruction are based on 13 concepts: (1) the process of decision making in relation to consumer behavior; (2) relationship of values and goals to economic competence; (3) influences of the economic system on individual and family consumption; (4) analysis of the business system as related to consumerism; (5) relationship of national income, money, and banks to consumer practices; (6) effect of prices and stabilization procedures on the economy; (7) relationship of taxation to the monetary system; (8) banks and consumer credit services; (9) effects of advertising and protective aids on consumer practices; (10) managing and investing finances; (11) individual and family protection through insurance; (12) financing individual and family housing; and (13) financing individual and family transportation. Each concept provides information about its general purposes, objectives and learning experiences, and references. Sample instructional materials are presented in a separate (112 pages) and consist of information sheets, charts, illustrative materials, learning activities, games, forms, additional references, and other concept-related teaching aids. (EC)

**ED 117 534** CE 006 230  
**Career Guidance Handbook.**

Alabama State Dept. of Education, Montgomery. Div. of Vocational Education and Community Colleges.

Pub Date [73]

Note—26p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors**—Annotated Bibliographies, Career Awareness, \*Career Education, Career Exploration, Elementary Secondary Education, Guidance Functions, Guidance Objectives, \*Guidance Programs, Guidance Services, \*Occupational Guidance, Post Secondary Education, \*Program Development, Program Evaluation, Program Planning, State Programs

**Identifiers**—Alabama

The first section of the career guidance handbook provides a brief introduction to the need for career guidance, explains the eight elements and outcomes of career education in the Alabama Career Education Curriculum Model (self-awareness—self-identity, educational awareness—educational identity, career awareness—career identity, economic awareness—economic understanding, decision making—career decisions, beginning competency—employment skills, employability skills—career placement, and attitudes and appreciations—self/social fulfillment), and discusses the four major constituents of the career guidance process: developing self-awareness, acquiring decision-making skills, developing environmental understanding and awareness, and relating to the world of work. Section two discusses the components of the career guidance program (curriculum base, pupil data system, information system, work observation and experience, group and individual counseling, educational and occupational placement, and research and evaluation), identifies the responsibilities of guidance specialists, teachers, principals, parents,

students, employers, and other community members in career guidance, and outlines procedures for evaluating career guidance programs. A three-page annotated bibliography is included. (JR)

**ED 117 535** CE 006 231  
**Career Education in Alabama: The Art of the State.**

Alabama State Dept. of Education, Montgomery. Div. of Vocational Education and Community Colleges.

Pub Date [74]

Note—18p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Career Awareness, \*Career Education, Career Exploration, Curriculum Development, Elementary Secondary Education, Inservice Programs, Inservice Teacher Education, Leadership Training, Post Secondary Education, \*Program Guides, Relevance (Education), \*State Programs

Identifiers—Alabama, \*Alabama Appalachian Career Education Project

After a brief introduction, the guide to career education in Alabama identifies several career education concepts which concern the relevance of education to the world of work and diagrams the components of the three elements of career education (awareness, exploration, and preparation). The next section diagrams the career education curriculum model and explains the three elements of career awareness, career exploration, and career preparation in paragraph-length summaries. The following section briefly describes career education efforts in Appalachian Alabama, and the next section covers various aspects of leadership development for curriculum change (development of inservice education programs and participation in conferences, consortia, councils, and projects to develop career education programs). The last section briefly discusses the promise of career education for Alabama's future. (JR)

**ED 117 536** 95 CE 006 233

*Stovall, Ruth And Others*

**Career Services and Industrial Arts. Materials Catalogue.**

Alabama State Dept. of Education, Montgomery. Div. of Vocational Education and Community Colleges.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Missouri Univ., Columbia. Career Guidance Counseling Placement Project.

Pub Date Jul 75

Grant—OEG-71-4663

Note—78p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**

Descriptors—Annotated Bibliographies, \*Audiovisual Aids, Career Awareness, \*Career Education, \*Catalogs, Early Childhood Education, Elementary Secondary Education, Industrial Arts, \*Instructional Materials, Occupational Guidance, Post Secondary Education, Teacher Developed Materials, Unit Plan, Vocational Education

Identifiers—\*Alabama

The catalog annotates all materials which are available for loan from the Career Services and Industrial Arts Instructional Materials Laboratory in the Vocational Education and Community Colleges Division of the Alabama State Department of Education. Section 1 annotates listings for over 200 books, on career education and career guidance. Section 2 lists 69 titles of books contained in two series of works designed to describe all the major career options open to young people. Section 3 lists for grades 1-12 several hundred units of study in careers for the various subject fields developed by teachers in Alabama and Cobb County, Georgia. Section 4 cites nearly 100 books which cover the various industrial arts subjects. Section 5 lists three special need books and one series of 45 academic skills titles. Section 6 cites approximately 70 position papers and monographs which deal with various aspects of career education. Section 7 lists 11 career education journals. Section 8 describes 15 career films and one series of 44 films on specific occupations. Section 9 lists approximately 40 career filmstrips. Section 10 describes 32 multi-media kits, and section 11 describes five slide kits. (JR)

**ED 117 537** CE 006 239  
**[Colorado] State Plan for Career Education.**

Colorado Commission on Higher Education, Denver.; Colorado State Board for Community Colleges and Occupational Education, Denver.; Colorado State Dept. of Education, Denver.

Pub Date May 73

Note—28p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—Career Awareness, \*Career Education, Career Exploration, Educational Planning, Elementary Secondary Education, Post Secondary Education, \*Program Content, Program Development, \*Program Planning, State Agencies, \*State Programs, \*Statewide Planning, Vocational Education

Identifiers—\*Colorado Task Force for Career Education

The Colorado State Plan, a general framework within which local educational agencies may develop and implement a career education program, is presented. The first section of the document, outlining the State plan, contains an introduction, a policy statement, an overview of the plan, followed by discussion of the roles and organization of State agencies for career education, and of the career education concept, kindergarten through post-secondary levels. Described are the responsibilities of the Coordinating Councils (State and local), State Coordinator, and Intra-agency Coordinators (Colorado Department of Education, State Board for Community Colleges and Occupational Education, and Colorado Commission on Higher Education). An organizational chart shows the relationships between these agencies. Student needs and the experiences to be offered during the career awareness, exploration, preparation, and specialization phases of the career education continuum are discussed. The second section contains the specific goals and State agency staffing data for career education in Colorado. The names of the statewide Task Force members and the document are appended. (Author/MS)

**ED 117 538** CE 006 240

**Career Awareness Units, Magnolia Public Schools, Grades 1-7.**

Magnolia School District 14, Ark.

Note—269p.

Available from—Pansy Puckett, Career Education Coordinator, Magnolia Public Schools, Magnolia, Arkansas 71753 (\$15.00 incl. postage)

**EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage**

Descriptors—Behavioral Objectives, \*Career Awareness, Career Exploration, \*Curriculum Guides, \*Elementary Education, Learning Activities, Resource Guides, \*Unit Plan, Work Attitudes

The guide contains career awareness units for grades one through seven. A chart for each grade level lists the unit titles with textbook references, resource speakers, and study trips. Some of the speakers and study trips suggested throughout the guide are specific to the local area. For each unit, concepts to be developed are coordinated in chart form with activities (field trips, games, displays, discussions, and others) and resources (speakers, filmstrips, and books). A unit on developing attitudes about work is presented at each grade level. Other units cover the following occupational areas: grade one, school workers, the home, the grocer, diary and egg farmers, and community workers; grade two, policemen, carpenter-painter, the baker, and medical careers; grade three, radio announcer, fireman, service station worker, and veterinarian; grade four, pilot, forester, United States Postal Service, and law enforcement; grade five, crafts, farming and animal care, managerial work, business relations, and industry work; grade six, communications, machine work, engineering, and investigating and legal work; and grade seven, merchandising and clerical work, medicine and health, scientific research, library related fields, and social science. (MS)

**ED 117 539** CE 006 241

*Muench, Betty, Comp. And Others*

**Career Education—Concepts and Bulletin Board Ideas.**

Arkansas State Dept. of Education, Little Rock. Career Education Section.

Pub Date [75]

Note—71p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

Descriptors—\*Bulletin Boards, \*Career Education, \*Illustrations, \*Teacher Developed Materials

The document consists of illustrations, which can be used for designing bulletin boards, grouped according to career education concepts. These concepts are: (1) an early understanding of self is important throughout life; (2) persons need to be recognized as having dignity and worth; (3) occupations exist for a purpose; (4) there is a wide variety of occupations which may be classified in several ways; (5) work means different things to different people; (6) education and work are interrelated; (7) individuals differ in interests, abilities, attitudes, and values; (8) occupational supply and demand has an impact on career planning; (9) job specialization creates interdependency; (10) environment and individual potential interact to influence career development; (11) occupations and lifestyles are interrelated; (12) individuals can learn to perform adequately in a variety of occupations; (13) career development requires a continued and sequential series of choices; (14) various groups and institutions influence the nature and structure of work; (15) individuals are responsible for their career planning; (16) job characteristics and individuals must be flexible in a changing society; (17) seasonal; and (18) miscellaneous. (EC)

**ED 117 540** 95 CE 006 242

**The Career Education Instructional System: Interim Report.**

Newark School District, Del.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—V0001VW

Pub Date Dec 74

Grant—OEG-0-74-0955

Note—98p.; Several pages may reproduce poorly due to marginal quality of original

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**

Descriptors—\*Career Education, \*Career Exploration, \*Curriculum Development, Curriculum Guides, Educational Objectives, Educational Programs, \*Elementary Secondary Education, Program Administration, \*Program Descriptions, School Community Relationship

Identifiers—\*Delaware (Newark)

A career education program in the Newark, Delaware, School District is in the process of developing and implementing a K-12 instructional system utilizing a three phase approach: Awareness Phase (K-5), emphasizing career awareness and positive work attitudes; Exploration Phase (6-8), exploring career clusters; Exploration Specialization Phase (9-12), emphasizing in-depth career cluster exploration and specialized skill development. Program goals, objectives, procedures, evaluation, descriptions, results, and accomplishments are presented. Curriculum development has been individualized by school and teacher, with pilot testing. Community orientation has been wide spread and successful. Appendices take up the bulk of the document and include: (A) supplementary program material and the February, 1974 report "Goals and Recommendations for Implementation of Career Education in the Newark School District, K-12, 36 pages, which describes the three educational phases in terms of their rationale, goals, implementation, program development, and organizational approach and includes a curriculum guide for the Awareness and Exploration phases; (B) lists of project participants and units written and piloted by district teachers and the curriculum development format; (C) the script of a sound slide presentation; (D) a list of advisory council members. (LH)

**ED 117 541** CE 006 243

*Spitz, Hazel Taylor And Others*

**Teaching Aids for Consumer and Homemaking Programs.**

Illinois Univ., Urbana. Div. of Home Economics Education.

Spons Agency—Illinois State Board of Vocational Education and Rehabilitation, Springfield. Div. of Vocational and Technical Education.

Pub Date 72

Note—153p.; Some illustrations will not reproduce well in microfiche

Available from—Special Programs Unit, Division of Vocational and Technical Education, Board of Vocational Education and Rehabilitation, 1035 Outer Park Drive, Springfield, Illinois 62706 (No price given)

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage**

Descriptors—\*Annotated Bibliographies, \*Consumer Education, Educational Games, Home Economics Education, \*Homemaking Educa

tion, \*Instructional Materials, Learning Activities, Low Ability Students, Reading Level, \*Reading Materials, Resource Guides, Resource Materials, Secondary Education, Simulation, Teacher Developed Materials

The volume contains instructional materials for high school consumer education classes. The materials were produced at a workshop and were designed to introduce excitement and enjoyment in the learning process and to serve the slow reader. The first section contains an introduction to simulations and games in consumer education and descriptions of teaching techniques developed in the workshop. The second section begins with a statement of consumer education and the literacy Problem and continues with a 191-item annotated bibliography (with subject index) of low reading level materials. The annotations include grade level, cost, length, source, and comments about contents. The remainder of the volume provides examples of low reading level materials with suggestions for classroom use, produced by teachers in the workshop. The selections include stories, skits, essays, letters, poetry, and textbook style prose. The authors tried to make the writing concrete and personal, adult in interest but simple in sentence structure and vocabulary at a third to fifth grade reading level. Participants at the workshop are listed and their names also accompany their contributions throughout the volume. (Author/MS)

**ED 117 542** CE 006 244

Muhich, Dolores

**Measuring Empirical Properties of Psychomotor Skills in Different Psychological Environments.**

Pub Date 30 Sep 74

Note—17p.

Journal Cit—Perceptual and Motor Skills; v39 p1315-30 1974

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—College Students, \*Decision Making, Educational Research, \*Environmental Influences, Evaluation Methods, Office Occupations Education, Post Secondary Education, \*Psychomotor Skills, \*Skill Analysis, Skill Development, Task Performance, \*Typewriting

The role of decision making and keystroking in the psychomotor activity of office typing tasks was assessed for second-semester, fourth-semester, and terminal college students under three different work conditions: (1) pre-arranged, (2) unarranged without erasing errors, and (3) unarranged with erasing errors. All differences for main effects for speed and errors were significant (probability less than .01). When office tasks were done under wholly realistic conditions, planning and decision making were one-half, keystroking was three-eighths, and erasing comprised one-eighth of the task. Mean completion time for one letter, one table, and one rough draft for 60 students was: prearranged without erasing, 8.94 minutes; unarranged without erasing, 20.89 minutes; and unarranged with erasing, 23.93 minutes. At low levels of skill, time consumed for keystroking was nearly as salient in contributing toward completion of product as time consumed for decision making. As psychomotor skill increased, the perceptual skill of decision making played an increasingly dominant role. The amount of time needed for decision making took on increasing salience in producing office communications as difficulty of the task and amount of training were increased. (Author)

**ED 117 543** CE 006 245

**Career Preparation for Hotel-Motel Management and Services, Grade 11, Phase I.**

Montgomery County Board of Education, Rockville, Md.; Montgomery County Public Schools, Rockville, Md.

Report No—Bull-264

Pub Date 73

Note—92p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**

Descriptors—Career Education, \*Career Exploration, \*Curriculum Guides, \*Hotels, Learning Activities, \*Management Education, Secondary Education, Teacher Developed Materials, \*Work Experience Programs

Suggestions arising from a curriculum development workshop led to a curriculum in hotel-motel management and services for high school students which aims to provide them with an opportunity to explore careers in the lodging and hospitality industries. Students will spend half the time in

school study of three required subjects and the other half in supervised on-the-job training. Program goals in the areas of basic skills, career exploration, and understanding the world of work are briefly described. The curriculum outline offers student outcomes, suggested activities and procedures, and evaluations for the following topics: (1) history of the accommodations industry; (2) nature and types of accommodations; and (3) organization of operations—front office, food service, housekeeping, accounting, personnel, sales, maintenance and engineering, and law. Resources for each topic are given. An organization chart of a 200-room motor hotel, a description of jobs available in the hotel-motel industry, and examples of lodging industry jobs and duties are appended. (EC)

**ED 117 544** CE 006 249

Weinrach, Stephen G., Ed.

**How Career Choices Are Made.**

Pub Date Sep 75

Note—394p.

Available from—MSS Information Corporation, 655 Madison Avenue, New York, New York 10021 (paperbound \$10.00, clothbound \$16.00)

**Document Not Available from EDRS**

Descriptors—\*Anthologies, \*Career Choice, Career Education, Career Planning, College Bound Students, Counselor Role, Disadvantaged Groups, Educational Theories, Employment Services, Females, \*Occupational Guidance, Occupational Information, Testing, Tests, \*Vocational Counseling, Vocational Development

Identifiers—Holland Occupational Classification

The anthology on how career choices are made contains four sections. The first, "The Counselor, Counseling, and Society—How Do They All Fit Together?" contains six selections which discuss work situations and selected aspects of vocational guidance and counseling. Section 2, "Theory: Concepts and Applications," is divided into two parts: one on structural theories which contains five selections on the Holland Occupational Classification and other aspects of vocational counseling, and the other on process theory which contains 12 selections on vocational development, occupational choice, and vocational guidance and counseling. Section 3, "Client Groups Requiring Differential Treatment," contains five selections on the special requirements for counseling women, the disadvantaged, and college bound youth. Section 4, "Occupational Information," contains five selections dealing with client information, the employment service, and counseling occupations. Nine appendixes include supplementary educational materials relating to choosing careers. (JR)

**ED 117 545** CE 006 252

**A Guide and Policy Manual of Vocational Instruction and Supportive Services for Disadvantaged and Handicapped Persons.**

North Dakota State Board for Vocational Education, Bismarck.

Report No—VT-102-424

Pub Date Jan 75

Note—24p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Board of Education Policy, \*Disadvantaged Groups, \*Educational Finance, \*Educational Policy, Guidelines, \*Handicapped Students, Program Administration, State Boards of Education, State Programs, State Standards, \*Vocational Education

Identifiers—\*North Dakota

The manual is designed to provide a guide for vocational education programs and supportive services for North Dakota's disadvantaged and handicapped population at all levels. It is intended to provide the technical assistance as well as the procedures that will be valuable in organizing and administering occupational training programs for the disadvantaged and handicapped. Topics include specific requirements for receiving special services, services that may be funded (with examples), identification of handicapped or disadvantaged persons, application procedures for a disadvantaged or handicapped program, and the reimbursement rate for special needs programs in North Dakota. (Author/LJ)

**ED 117 546**

CE 006 253

Bobbitt, J. Frank Booth, Jim

**Job Readiness Workshop. A Resource Manual for Instructing Adult Job Seekers in the Job Search Process. Special Paper No. 20.**

Michigan State Univ., East Lansing. Center for Rural Manpower and Public Affairs.

Report No—VT-102-425

Pub Date May 74

Note—36p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—Employment Interviews, Instructional Materials, \*Job Application, Job Satisfaction, Job Skills, Leaders Guides, Manuals, \*Resource Units, Self Evaluation, \*Unemployed, \*Unemployed, \*Workshops

Identifiers—\*Job Search

The job readiness workshop was designed to offer participants improved methods of finding employment. The manual is intended to be used with small groups of unemployed or underemployed individuals in a workshop setting. The workshop's materials are designed as a resource unit, not as a teaching plan. The attempt has been to present desirable objectives, possible leading statements and approaches for the leader, key questions, suggested participant activities, and concerns and problems that participants often have during the job seeking process. The program is made up of eight units best suited for a single all-day meeting. Each unit contains suggested activities developed to increase individual involvement in the learning process. The format is designed to help determine problems, questions, and concerns of participants and then allow for group discussion that will lead to solution of these problems. Units deal with participants' self-evaluation of occupational abilities and liabilities, developing job expectations, completing resumes, discovering jobs in the local area, completing applications, and developing interviewing techniques. Materials for use with each unit are appended. (Author/LJ)

**ED 117 547**

CE 006 254

Barwell, Cyril

**Farmer Training in East-Central and Southern Africa. Training for Agriculture, Special Supplement.**

Danish International Development Agency, Copenhagen.; United Nations Food and Agriculture Organization, Rome (Italy).

Report No—VT-102-426

Pub Date 75

Note—123p.; Photographs will not reproduce in microfiche; Some pages may reproduce poorly

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage**

Descriptors—\*Adult Farmer Education, \*Agricultural Education, Bibliographies, \*Developing Nations, Economically Disadvantaged, International Programs, Manuals, Program Planning, \*Residential Programs, Rural Development, \*Rural Extension

Identifiers—\*Africa

The manual on residential farmer training provides guidance to the extension staff of all agencies concerned with rural development, with special reference to the principals and teaching staffs of training centers, and the informational and training needs of the smaller farmer. The manual was prepared as a result of recommendations made by participants at national seminars and workshops held in the following nine countries in east-central and southern Africa: Ethiopia, Uganda, Kenya, Tanzania, Zambia, Malawi, Swaziland, Lesotho, and Botswana. It deals mostly with residential farmer training, although some reference is made to day centers and nonresidential training. Some of the topics dealt with include physical facilities, staffing, recruitment, program planning, courses of instruction, and evaluation. Information about residential farmer training operating in the nine above-mentioned African countries is appended. A comprehensive bibliography is also included. (Author/NJ)

**ED 117 548** 95 CE 006 255

**Career Education Resource Bibliography.**

Delaware State Board for Vocational Education, Milford.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—VT-102-427

Pub Date Apr 73

Grant—OEG-0-71-0678(361)

Note—81p.; Revised Edition of ED 073 317

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**



Descriptors—\*Bibliographies, \*Career Education, Curriculum Development, \*Developmental Programs, \*Educational Resources, \*Elementary Secondary Education, Information Sources, Instructional Materials, Resource Guides

The document has been compiled to assist in locating materials pertinent to the development of career education materials, levels K-12. Resource listings are presented for professional books as well as curriculum materials, films, tapes, microfiche, and other audiovisual materials. Entries fall into two categories: (1) professional materials (20 pages), listed under the headings of educational theory, curriculum, research studies, testing, vocational education, and vocational guidance; and (2) curriculum materials (55 pages), subdivided into the areas of general materials classified by career clusters, special needs, charts, general audiovisual materials, film catalogs, microfiche, evaluation instruments used, and a publishers index. The documents were reviewed by the project staff and used by teachers involved in career education programs as part of Delaware's Occupational Vocational Educational Model. (Author/LJ)

**ED 117 549** CE 006 256  
**Careers in Construction, Building Maintenance and Allied Occupations. Junior High School. Course Outline.**

Dade County Public Schools, Miami, Fla. Office of Vocational and Adult Education.

Report No—VT-102-428

Note—210p.; An authorized course of instruction for the Quinmester Program; Several pages may reproduce poorly

**EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage**  
 Descriptors—\*Building Trades, \*Career Exploration, Course Content, \*Curriculum Guides, Developmental Programs, Electrical Occupations, Equipment Maintenance, \*Hand Tools, \*Junior High Schools, \*Maintenance, Masonry, Painting, Plumbing, Post Testing, Pretests, Safety Education, Simulated Environment, Trade and Industrial Education

Identifiers—Florida, Quinmester Program

The guide was prepared to assist student exploration in the fields of construction and building maintenance and as preparation for further specialized training. The course was prepared for quinmester use and includes a series of manipulative job assignments within a laboratory equipped to simulate the actual job atmosphere found in the construction and building maintenance industries. The table of contents provides a suggested hourly breakdown for the orientation unit and the introductory units for carpentry, plumbing maintenance, electrical maintenance, the trowel trades, painting and decorating, and occupational safety. Instructional materials such as handouts, building plans and diagrams, pre- and post-testing materials, resource lists, and bibliographies are provided for some of the units. (LJ)

**ED 117 550** CE 006 258

*Hudson, William A., Comp.*

**Vocational Education: Student Needs. FSU Graduate Program.**

Florida State Univ., Tallahassee.

Report No—VT-102-430

Pub Date 75

Note—195p.; Not available in hard copy due to marginal reproducibility

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Graduate Students, Secondary Education, \*Student Needs, \*Teacher Developed Materials, \*Teaching Methods, \*Vocational Education

Identifiers—Florida

The document is a compilation of reports made by graduate students in a class concerned with how they as teachers met the needs of their students in courses or programs. The reports examine 10 areas and discuss how student needs are met by (1) cooperative business education, (2) diversified cooperative training, (3) distributive education, (4) home economics, (5) industrial education, (6) job entry preparation, (7) an occupational placement specialist, (8) prevocational industrial arts, (9) technical vocational education, and (10) vocational office education. (LJ)

**ED 117 551** CE 006 260

*Johnson, Pauline*

**Laboratory Procedures for Medical Assistants.**

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Report No—VT-102-433

Pub Date Dec 75

Note—59p.

Available from—Vocational-Technical Curriculum Laboratory, Rutgers, The State University, Building 4103, Kilmer Campus, New Brunswick, New Jersey 08903 (Order No. HL-285, \$2.50)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

Descriptors—\*Health Occupations Education, \*Laboratory Procedures, \*Manuals, \*Medical Laboratory Assistants, \*Study Guides  
 Identifiers—Hematology, Urinalysis

The purpose of the manual is to provide the medical assisting student a text which presents the common laboratory procedures in use today in physician's offices. The procedures for performing a complete urinalysis are outlined, along with those for carrying out various hematological tests. Information is also presented to help the student learn to identify forms of bacteria, to become acquainted with the various test media for growing cultures, and to learn to prepare smears and stains. A review test follows each of the three units of study. These procedures are based on the requirements for the certifying examination given by the American Association of Medical Assistants. The procedures are not intended to encompass the advanced skills needed in medical technology. (Author/NJ)

**ED 117 552** CE 006 261

*Clayton, Alfred Almony, John*

**Menu Cycles.**

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Report No—VT-102-434

Pub Date Jun 75

Note—214p.; Photographs will not reproduce in microfiche

Available from—Vocational-Technical Curriculum Laboratory, Rutgers, The State University, Building 4103, Kilmer Campus, New Brunswick, New Jersey 08903 (Order No. F-59, \$3.00)

**EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage**

Descriptors—\*Cooking Instruction, Curriculum Guides, \*Food Service Occupations, \*Foods Instruction, \*Nutrition Instruction, \*Occupational Home Economics, Secondary Education, Tests  
 Identifiers—\*Menu Cycles, Recipes

The curriculum guide for commercial foods instruction is designed to aid the teacher in communicating the importance of menu cycles in commercial food production. It also provides information about the necessary steps in getting food from the raw form to the finished product, and then to the consumer. In addition to providing information on how to design and use menu cycles, the text also discusses the selection, handling, storage, and preparation of fruits and vegetables, meats, poultry, eggs, seafood, and rice and pasta. Units are included on cost control and the role of a balanced diet in the menu cycle. A 60-page section provides recipes for large quantities and a 15-page section of unit tests concludes the document. (NJ)

**ED 117 553** 95 CE 006 262

*Bright, Don And Others*

**A Program for Accounting and Related Occupations. Bulletin 5. Business and Office Education.**  
 Bowling Green State Univ., Ohio.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Report No—VT-102-440

Pub Date [75]

Note—329p.

**EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage**

Descriptors—\*Accounting, Business Education, Business English, \*Curriculum Guides, Data Processing, Grade 11, Grade 12, Instructional Materials, Integrated Curriculum, Mathematics, \*Office Occupations, Records (Forms), \*Secondary Education, \*Simulation, Teacher Developed Materials, Typewriting

The curriculum guide presents a two-year, in-school program for juniors and seniors designed to prepare students for positions in the accounting field. Instruction in this program includes all subjects related to the accounting field: accounting, office machines, office processing data, typewriting, economics, business law, and busi-

ness organization. Basic skills in English and math are reviewed and reinforced. The program is planned for the block-of-time approach incorporating both integration and simulation. The junior year guide is divided into seven integration plans that incorporate the five subject areas of accounting, office procedures, English, typewriting, and data processing. Each plan provides supplementary materials and activities. The senior year curriculum guide is a plan for simulation activities designed to emulate office practices as nearly as possible. It includes a teacher's manual and the following materials to be reproduced for the students: a company policy and procedures manual, job descriptions, a mailing list, and typical business forms. (Author/NJ)

**ED 117 554** 95 CE 006 263

*Horn, Fern M., Ed.*

**Home Economics Curriculum for Grades 7-8-9.**

Appleton Public Schools, Wis.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—VT-102-441

Bureau No—5-4192/H102

Pub Date 75

Note—780p.

Available from—Appleton Public Schools, Vocational Education Office, 120 E. Harris Street, Appleton, Wisconsin 54911 (\$6.00)

**EDRS Price MF-\$1.50 HC-\$42.19 Plus Postage**

Descriptors—Articulation (Program), Child Development, Clothing Instruction, \*Curriculum Guides, Family Life Education, Foods Instruction, \*Home Economics Education, Housing, \*Instructional Materials, \*Junior High Schools, Learning Activities, Nutrition Instruction, Personal Growth, Tests  
 Identifiers—Wisconsin (Appleton)

The curriculum guide is the result of a project to develop, field test, analyze, and revise the junior high level home economics course offerings for Appleton public schools. The theme for grades seven and eight is exploring your world and includes five topics: (1) family, stressing personality development and communicating with and understanding others; (2) foods, presenting nutrition instruction in the four basic food groups, meal planning, use of recipes, manners, and table setting; (3) world of children, discussing the responsibilities of the care of children; (4) clothing, emphasizing personal grooming and clothing care with special attention given to basic sewing skills; and (5) housing, encouraging the student's sense of responsibility for their own rooms. These five topics are repeated for grade nine under the heading of "Focus on Teen-Life." Each topic follows the format of course introduction, conceptual structure, including performance objectives; unit, consisting of content, learning experiences, and evaluative exercises; appendix; and bibliography. Testing instruments are contained in each appendix and are presented as quizzes, games, and crossword puzzles. (LJ)

**ED 117 555** CE 006 264

*Lock, Burt M.*

**Career Exploration Activities.**

Buffalo Public Schools, N.Y.

Report No—VT-102-442

Pub Date Jun 75

Note—41p.; For the final report of the project see CE 006 486

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—Career Education, \*Career Exploration, \*Grade 10, \*Industrial Arts, Instructional Materials, \*Learning Activities, \*Lesson Plans, Secondary Education, Self Concept, Shop Curriculum, Vocational Development

Identifiers—New York (Buffalo), Southside Junior High School

The lesson plans represent activities carried out in the industrial arts laboratory of Southside Junior High School as part of the Buffalo public school's career education project. Designed for the level of grade 10, these activities provide industrial arts instruction as a means to allow the student to gain awareness of his abilities, aptitudes, and interests through exploratory experiences related to industry and man's technological development. The content include all elements of industry, occupations, materials energy and power, processes, personnel, communications, services, and research and development. The central theme is the individual and his learning about himself through concepts and exploratory experiences. Each of the 37 lessons list

objectives, suggested time, needed materials and equipment, references, evaluation methods, and a summarizing statement. (Author/NJ)

ED 117 556 CE 006 268

Wersan, Norman

**Mathematics for Commercial Foods.**

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education. Report No.—VT-102-446

Pub Date Dec 75

Note—258p.

Available from—Vocational Technical Curriculum Laboratory, Rutgers, The State University, Building 4103, Kilmer Campus, New Brunswick, New Jersey 08903 (\$2.50)

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage

Descriptors—\*Food Service Occupations, Grade 10, \*Instructional Materials, Learning Activities, Mathematics Curriculum, \*Mathematics Instruction, \*Practical Mathematics, Secondary Education, Study Guides, \*Workbooks, Worksheets

A review of basic mathematics operations is presented with problems and examples applied to activities in the food service industry. The text is divided into eight units: measurement, fractions, arithmetic operations, money and decimals, percentage, ratio and proportion, wages and taxes, and business records. Each unit contains a series of lessons which follow the format of stated objectives, background information, demonstration or procedure, and assignments. Recipes, guest checks, tax forms, and inventory sheets accompany many of the lessons and serve as worksheets for doing the assignments. A conversion chart showing the number of ounces necessary to make tablespoons, cups, pints, and quarts for many foods is included. (KJ)

ED 117 557 CE 006 269

Mulligan, Robert E. And Others

**Health Cluster for Special Need Youngsters in the Middle School. Publication No. 12.**

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education. Report No.—VT-102-447

Pub Date Jul 75

Note—90p.; For related documents, see CE 006 272 and CE 006 281

Available from—Vocational Technical Curriculum Laboratory, Rutgers, The State University, Building 4103, Kilmer Campus, New Brunswick, New Jersey 08903 (\$2.50)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Behavioral Objectives, \*Career Exploration, Child Care Occupations, \*Curriculum Guides, Dental Assistants, \*Health Occupations, Intermediate Grades, Junior High Schools, Learning Activities, \*Middle Schools, Occupational Therapists, Paramedical Occupations, Rehabilitation Counseling, \*Special Education, Teaching Guides

The teacher's manual presents learning activities for occupations in the health cluster intended for special needs students at the middle school level. The eight occupations addressed in the manual are orderly, mental retardation aide, dental assistant, sanitary assistant, occupational therapist, kitchen worker, rehabilitation counselor, and child care attendant. Each unit contains suggested behavioral objectives, practical requirements for someone filling the specific position, activities, equipment and supplies, and community resources. Also available is a teacher evaluation form and a list of multimedia references. (LJ)

ED 117 558 CE 006 271

Pieslak, Raymond F.

**About Buying on Credit.**

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education. Report No.—VT-102-449

Pub Date Oct 75

Note—35p.; For related documents, see CE 006 266-267

Available from—Vocational Technical Curriculum Laboratory, Rutgers, The State University, Building 4103, Kilmer Campus, New Brunswick, New Jersey 08903 (\$2.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Consumer Education, Course Content, \*Credit (Finance), \*Deaf Education, High School Students, \*Money Management, \*Secondary Education, Special Education, \*Study Guides

The student manual for high school level special needs students was prepared to provide deaf students with basic information about how to buy on credit. It gives the student the sense of establishing credit capacity by developing a spending plan based on individual needs, values and goals, and income. Two units cover the areas of: (1) buying things on credit and (2) loans. They were carefully written for easy reading and comprehension and provide information, vocabulary, and assignment questions for the specific topics covered. (Author/LJ)

ED 117 559 CE 006 273

Sheather, Harry

**Chemical and Environmental Technology.**

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education. Report No.—VT-102-451

Pub Date Mar 75

Note—138p.

Available from—Vocational Technical Curriculum Laboratory, Rutgers, The State University, Building 4103, Kilmer Campus, New Brunswick, New Jersey 08903 (No price given)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Associate Degrees, \*Chemical Technicians, \*Chemistry Instruction, Course Descriptions, \*Curriculum Guides, \*Environmental Technicians, Laboratory Equipment, Laboratory Experiments, Lesson Plans, \*Post Secondary Education

The two-year curriculum in chemical technology presented in the document is designed to prepare high school graduates for technical positions in the chemical industry. Course outlines are given for general chemistry, chemical calculations, quantitative analysis, environmental chemistry, organic chemistry 1 and 2, instrumental analysis, and physical chemistry. Each course combines lectures and laboratory experiments and includes methodology, suggested textbooks, student evaluation, a sample lesson plan, and syllabus. Also provided are general references for the program, periodicals, government publications, audiovisual aids, teacher preparation, and suggested field trips and guest lectures. The graduate of this program in chemical technology receives an associate in applied science degree. (Author/MF)

ED 117 560 95 CE 006 274

**Food Service Trades. Instructional System Development Model for Vermont Area Vocational Centers.**

Spons Agency—Office of Education (DHEW), Washington, D.C.; Vermont State Dept. of Education, Montpelier. Div. of Vocational-Technical Education.

Report No.—VT-102-453

Bureau No.—V0087VZ

Pub Date [75]

Note—149p.; For related documents, see CE 006 275-277

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—\*Curriculum Guides, \*Food Service Occupations, Foods Instruction, Instructional Systems, Learning Activities, \*Occupational Home Economics, \*Secondary Education, Study Guides, Teaching Guides, Unit Plan, Vocational Development

Identifiers—Vermont

The model curriculum guide in food service occupations consists of 26 units of study presented in outline form and intended for use at the secondary level. The outline presents a concept statement, behavioral objective, learning activities, teacher resource needs, suggested evaluation techniques, lesson objectives, a lesson/unit plan, and reference materials. The guide covers basic information necessary to anyone working in food service. Among the topics covered are: equipment facility terminology, operation of equipment and facility, personal hygiene, sanitation, basic cooking, salad making, food serving, menu planning, recordkeeping, purchasing and receiving, and mixology. Glossaries of teaching and evaluation methods are appended to the guide, along with brief definitions of norm and criterion tests. Sample lesson plans for use by the instructor are also appended. Lists of books and

magazine and film resources complete the document. (NJ)

ED 117 561 95 CE 006 275

**Auto Body. Instructional System Development Model for Vermont Area Vocational Centers.**

Spons Agency—Office of Education (DHEW), Washington, D.C.; Vermont State Dept. of Education, Montpelier. Div. of Vocational-Technical Education.

Report No.—VT-102-455

Bureau No.—V0087VZ

Pub Date [75]

Note—75p.; For related documents, see CE 006 274-277

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—\*Auto Body Repairmen, \*Curriculum Guides, \*Instructional Systems, Learning Activities, \*Secondary Education, Study Guides, Teaching Guides, Teaching Techniques, \*Trade and Industrial Education, Unit Plan

Identifiers—Vermont

The model curriculum guide was developed to teach auto body repair in secondary schools in Vermont. From a needs assessment of the occupational opportunities in automotive services in the state, a group of selected occupations were analyzed for skill content and translated into the curriculum content. The guide consists of 14 units, each with a student/instructor curriculum outline providing: a concept statement, behavioral objective, learning activities, suggested resources, suggested evaluation techniques, unit objective, lesson/unit plan, and reference list. Among the topics covered in the units are: sheet metal repair, welding, body filling, panel replacement, refinishing, body-frame correlation, estimating, upholstery and trim, glass service, body-electrical, front suspension system, cooling system, and brake system. Appended to the guide are a bibliography, list of possible resources, discussion of norm and criterion tests with samples, and explanation of the instructional forms. Sample welding unit materials and glossaries of the teaching and evaluation methods referred to in the lessons are also appended. (NJ)

ED 117 562 95 CE 006 276

**Health Occupations. Instructional System Development Model for Vermont Area Vocational Centers.**

Spons Agency—Office of Education (DHEW), Washington, D.C.; Vermont State Dept. of Education, Montpelier. Div. of Vocational-Technical Education.

Report No.—VT-102-454

Bureau No.—V0087VZ

Note—175p.; For related documents, see CE 006 274-277

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—\*Curriculum Guides, \*Health Occupations, \*Health Occupations Education, \*Instructional Systems, Learning Activities, \*Secondary Education, Study Guides, Teaching Guides, Teaching Methods, Unit Plan

Identifiers—Vermont

The curriculum guide presents a suggested outline for teaching health occupations in secondary schools in Vermont. It consists of a student/teacher curriculum outline for each of the 20 units. It includes a concept statement, the behavioral objective, suggested learning activities, suggested teacher resource needs, and suggested evaluation techniques. Outlined specifically for teacher use are: the objective derived from the terminal behavioral objective, the lesson or unit plan consisting of methods and sequence of instruction, and a bibliography of material resources for preparing the unit lesson. Among the topics covered in the units are: asepsis; body mechanics; bed making; job safety; basic first aid; medical and interpersonal communications; vital signs; personal care; measuring intake/output; specimens; admission, transfer, and discharge of patient; physical examination assistance; pre- and postoperative care; care of the dying and post mortem care; anatomy and physiology; microbiology; nutrition; and special skills. Appended are evaluation information and instruments, glossaries, references, and addresses for ordering audiovisual aids. (Author/LJ)

ED 117 563 95 CE 006 277

**Auto Mechanics. Instructional System Development Model for Vermont Area Vocational Centers.**

Spons Agency—Office of Education (DHEW), Washington, D.C.; Vermont State Dept. of Education, Montpelier. Div. of Vocational-Technical Education.  
Report No—VT-102-456  
Bureau No—V0087VZ

Note—213p.; For related documents, see CE 006 274-276; Not available in hard copy due to marginal legibility of original

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Auto Mechanics (Occupation), \*Curriculum Guides, Instructional Materials, \*Instructional Systems, Learning Activities, \*Secondary Education, Shop Curriculum, Study Guides, Teaching Guides, Teaching Techniques, \*Trade and Industrial Education, Unit Plan

Identifiers—Vermont

The model curriculum guide was developed to teach automotive mechanics in secondary schools in Vermont. It is composed of a series of units related to tasks identified as skills, concepts, and values, which are stated in behavioral terms, supported by suggested learning activities, reinforced by teacher resource needs and suggested evaluation criteria or methods. A teacher planning document is provided for each unit, including objectives, lesson or unit plan, and suggested bibliography of material resources. Unit topics include: safety orientation, preventive maintenance, tires and wheels, exhaust systems, suspension systems, body-electrical, charging system, starting system, engine tune-up, State inspection, brake system, steering system, fuel system, cooling system, engine overhaul, clutch system, transmissions, drive lines, differential, automotive accessories, business management, and human relations. Related sheets and shop job sheets accompany the units. A bibliography and lists of audiovisual and other reference materials are appended as is information about criterion testing and teaching and evaluation methods. (JN)

ED 117 564 CE 006 281  
*Di Taranto, Thomas*

Auto Body. An Adaptive and Developmental Program for Special Needs Students. Teachers' Guide.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.  
Report No—VT-102-460  
Pub Date Oct 75

Note—44p.; For related documents, see CE 006 265, CE 006 269, and CE 006 272

Available from—Vocational Technical Curriculum Laboratory, Rutgers, The State University, Building 4103, Kilmer Campus, New Brunswick, New Jersey 08903 (\$2.00)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—\*Auto Body Repairmen, Classroom Techniques, \*Curriculum Guides, Employment Qualifications, \*Learning Activities, School Shops, \*Secondary Education, Shop Curriculum, \*Special Education, Teaching Guides, Vocational Development, Vocational Education

The guide for a high school level auto body program provides learning activities for the special needs student. The program was developed taking into consideration the abilities of the students so that learning activities are within the grasp of the student, successful achievement is possible, and students are developed to a level where they can meet the working standards of the trade and become employable. Eighteen units are presented each including performance objectives, basic content, and suggested activities for shop practice and the classroom. Also presented are a student progress chart and student vocational inventory. (LJ)

ED 117 565 CE 006 282  
Career Education Resource Guide for Chemistry.  
Louisiana State Dept. of Education, Baton Rouge.

Report No—VT-102-461

Pub Date 74

Note—78p.; For related documents, see CE 006 283-291

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—\*Career Education, \*Career Opportunities, Career Planning, \*Chemistry, Instructional Materials, \*Learning Activities, Occupational Information, \*Resource Guides, Science Curriculum, Secondary Education

Identifiers—Louisiana

The activities comprising the career education resource guide explore careers in chemistry or chemistry-related fields with limited treatment given to other science-related occupations. Units providing a general framework of chemical principles and related activities alternate with the career units. The career concepts most applicable to each unit are given with the unit. The Acquisition of Career-Entry Skills, Stage 5 of the Louisiana State Plan for Career Education, is emphasized. Information and experience built into the curriculum and into the career education activities are intended to help the student acquire these career-entry skills. A list of these skills is given for each unit. Making up one-third of the document, the appendix lists chemistry textbooks adopted for use in Louisiana schools; a reference code; instructional materials; lists of careers in, or related to, science and technology; an occupational study outline; and a list of information sources. (Author/NJ)

ED 117 566 CE 006 283  
Career Education Resource Guide for Physics.  
(Tentative.)

Louisiana State Dept. of Education, Baton Rouge.

Report No—Bull-1352; VT-102-462

Pub Date 74

Note—26p.; For related documents, see CE 006 282-291

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—\*Career Education, \*Career Opportunities, Career Planning, Curriculum, Hobbies, \*Learning Activities, Occupational Information, \*Physics, \*Resource Guides, Science Curriculum, Secondary Education

Identifiers—Louisiana

The career education resource guide integrates learning activities in basic physics with an exploration of careers in physics or related fields. The guide is keyed to the physics textbooks and laboratory manuals adopted by the Louisiana State Department of Education in 1973. The field of physics is divided into six subject areas: (1) the description of motion, (2) mechanics, (3) thermodynamics, (4) waves, (5) electricity and magnetism, and (6) modern physics. For each subject area, a subject guide, suggested objectives, and career exploration activities are given. The subject guide attempts to keep the curriculum material in perspective. The suggested objectives are referenced, where possible, to experiments in the laboratory manuals on the State adopted list. The career exploration activities center on careers and hobbies that are related to that particular area of physics. An introductory career activity unit precedes that six subject areas and a culminating career activity unit follows. The appendixes include a classified list of physics-related hobbies and careers. (Author/NJ)

ED 117 567 CE 006 284  
Career Education Resource Guide for Biology.  
Working Draft.

Louisiana State Dept. of Education, Baton Rouge.

Report No—VT-102-463

Pub Date 74

Note—41p.; For related documents, see CE 006 282-291

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—\*Biology, \*Career Education, Career Exploration, Career Opportunities, \*Learning Activities, \*Occupational Information, \*Resource Guides, Science Curriculum, Secondary Education

Identifiers—Louisiana

The resource guide integrates learning activities in biological science with an exploration of careers in biology or related fields. The materials are divided into seven units: tools of the scientist, basis for life, diversity (protists, plants, animals), structure and function, continuity (reproduction, development, and genetics), evolution, and ecological concepts. Each unit is discussed by subdividing the information or ideas into categories of: (1) content outline, (2) suggested curriculum activities, and (3) career information (occupational clusters, career activities and careers related to biology). Career activities may or may not relate to the specific subject matter with which it appears. The content outline suggests a possible sequence for covering materials while the activity column suggest exercises that could effectively be used with each unit or sub unit. A list of State adopted biology textbooks (categorized by learning level) and a career

bibliography for grades 10-12 conclude the document. (Author/NJ)

ED 117 568 CE 006 285  
Career Education Guide for Earth Science 7-9.  
(Tentative.)

Louisiana State Dept. of Education, Baton Rouge.

Report No—Bull-1351; VT-102-464

Pub Date 74

Note—42p.; For related documents, see CE 006 282-291

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—\*Career Education, Career Opportunities, \*Earth Science, \*Junior High Schools, \*Learning Activities, Occupational Clusters, Occupational Information, \*Resource Guides, Science Curriculum

Identifiers—Louisiana

The resource guide consists of learning activities in earth science for students at the level of junior high school. The subject matter is divided into three major topics—astronomy, the earth, and earth's weather—which are subdivided into major divisions. The major divisions are provided with suggested learning activities. Career-related activities, referenced to the occupational categories to which they apply, are also included. Also included is a listing of careers related to earth science areas. A check list is provided in the career evaluation guide from which any job can be appraised in terms of the more important considerations in evaluating a potential area. Appended is a listing of books, periodicals, films and other aids which have been categorized as curriculum or career-related references. Also within the appendix is a listing of all the materials on the Louisiana State adopted list of textual materials. (Author/NJ)

ED 117 569 CE 006 286  
Career Oriented Curriculum Guide for Vocational  
Agriculture/Agribusiness.

Louisiana State Dept. of Education, Baton Rouge.

Report No—Bull-1304; VT-102-465

Pub Date 75

Note—160p.; For related documents, see Ce 006 282-291

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—\*Agribusiness, Agricultural Machinery, Behavioral Objectives, \*Curriculum Guides, Forestry, Learning Activities, Livestock, Ornamental Horticulture, \*Secondary Education, Soil Conservation, \*Vocational Agriculture, Vocational Development

Identifiers—Louisiana

The curriculum guide consists of three courses of study in vocational agriculture at three different levels: (1) farmer training, (2) off-farm agriculture, and (3) pre-college preparation for professional careers in agriculture. The basic programs of study in agriculture 1 and 2 emphasize agricultural sciences, leadership, and exploratory work in farming and off-farm agricultural careers. The units of study are composed of goals, performance objectives, suggested activities and instructional materials, and references. The course of study for agriculture 3 and agribusiness 4 offers more specialized and advanced training. The major topics are: farm machinery sales and service, farm supplies and equipment, livestock and poultry, crops, forestry, and soil conservation, ornamental horticulture, wildlife and recreation, farm services, and agricultural service. These major topics are further subdivided into units consisting of goals, performance objectives, suggested activities and instructional materials, and references. (NJ)

ED 117 570 CE 006 287  
*Nuschler, Alexandra And Others*  
General Mathematics; Part 1. Mathematics Curriculum Guide (Career Oriented).

Louisiana State Dept. of Education, Baton Rouge.

Report No—Bull-1270; VT-102-466

Pub Date May 74

Note—63p.; For related documents, see CE 006 282-291; The table of contents is incomplete

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Arithmetic, Behavioral Objectives, \*Career Education, Continuous Progress Plan, \*Curriculum Guides, Geometry, Learning Activities, \*Mathematics, Mathematics Curriculum, Measurement, \*Secondary Education, Statistics

Identifiers—Louisiana

The curriculum guide for secondary level, career-oriented General Mathematics Part 1, correlates performance objectives in basic mathematics with career-oriented concepts and activities. The material is designed to lead the student in a systematic development that provides for continuous progress. The guide is in outline format, providing a curriculum outline, performance objectives, and related (career-oriented) concepts, objectives, and learning activities. The guide encompasses the main topic areas of developmental arithmetic, introduction to algebra, geometry, measurement, introduction to statistics, and enrichment topics. (NJ)

ED 117 571 CE 006 288

Nuschler, Alexandra And Others

General mathematics: Part 2. Mathematics Curriculum Guide (Career Oriented).

Louisiana State Dept. of Education, Baton Rouge.

Report No.—Bull-1281; VT-102-467

Pub Date May 74

Note—91p.; For related documents, see CE 006 282-291

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Algebra, Arithmetic, Behavioral Objectives, \*Career Education, \*Continuous Progress Plan, \*Curriculum Guides, Geometry, Learning Activities, \*Mathematics, Mathematics Curriculum, Practical Mathematics, Relevance (Education), \*Secondary Education Identifiers—Louisiana

The curriculum guide for secondary level, career-oriented General Mathematics Part 2, correlates performance objectives in basic mathematics with career-oriented concepts and activities. The material is designed to lead the student in a systematic development that provides for continuous progress. The guide is in outline format, providing a curriculum outline, performance objectives, and related (career-oriented) concepts, objectives, and learning activities. The guide encompasses the topic headings of refresher arithmetic and algebra; informal geometry; mathematics related to shop, construction, nursing, homemaking, sports, and travel; and mathematics for electricians. (NJ)

ED 117 572 CE 006 289

Ohmer, Merlin M. And Others

Algebra II. Mathematics Curriculum Guide (Career Oriented).

Louisiana State Dept. of Education, Baton Rouge.

Report No.—Bull-1283; VT-102-468

Pub Date May 74

Note—59p.; For related documents, see CE 006 282-291

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—\*Algebra, Behavioral Objectives, \*Career Education, \*Curriculum Guides, Learning Activities, Mathematical Applications, Mathematics Curriculum, \*Secondary Education Identifiers—Louisiana

The curriculum guide for Algebra 2 correlates algebraic concepts with career-oriented concepts and activities. The curriculum outline format gives the concepts to be taught, matched with related career-oriented performance objectives, concepts, and suggested instructional activities in facing page layouts. The suggested curriculum outline is compatible with all books on the approved textbook lists for Louisiana. The outline is divided into the following major headings: review of sets and the real number system; equations and inequalities; complex number system; relations, functions, and conic sections; exponential and logarithmic functions; sequence, series, and the binomial theorem; permutations, combinations, and probability; and introductory trigonometry. (NJ)

ED 117 573 CE 006 290

Nuschler, Alexandra And Others

Geometry. Mathematics Curriculum Guide (Career Oriented).

Louisiana State Dept. of Education, Baton Rouge.

Report No.—Bull-1280; VT-102-469

Pub Date May 74

Note—55p.; For related documents, see CE 006 282-291

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Behavioral Objectives, \*Career Education, \*Curriculum Guides, \*Geometry, Learning Activities, Mathematical Applications,

Mathematics Curriculum, \*Secondary Education Identifiers—Louisiana

The curriculum guide correlates concepts in geometry with career-oriented concepts and activities. The curriculum outline format gives the concepts to be taught, matched with related career-oriented performance objectives, concepts, and suggested instructional activities in facing page layouts. The suggested curriculum outline is compatible with all books on the approved textbook list for Louisiana. The outline is divided into the major sections of elements of geometry, introduction to proof, lines and planes, congruence, polygons and polygonal regions, circles, similarity, trigonometry, plane coordinate geometry, and solid figures. (NJ)

ED 117 574 CE 006 291

Nuschler, Alexandra And Others

Business Mathematics. Mathematics Curriculum Guide (Career Oriented).

Louisiana State Dept. of Education, Baton Rouge.

Report No.—Bull-1279; VT-102-470

Pub Date May 74

Note—42p.; For related documents, see CE 006 282-290

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Behavioral Objectives, \*Business Subjects, \*Career Education, \*Curriculum Guides, Learning Activities, Mathematics Curriculum, \*Practical Mathematics, \*Secondary Education Identifiers—Louisiana

The curriculum guide correlates concepts in business mathematics with career-oriented concepts and activities. The curriculum outline format gives the concepts to be taught, matched with related career-oriented performance objectives, concepts, and suggested instructional activities in facing page layouts. The outline is divided into the major sections of fundamental arithmetic, consumer mathematics, retailing, mathematics of finance and investment, taxes and insurance, and business graphs and records. (NJ)

ED 117 575 CE 006 330

Consumer Education Curriculum Guide for Home Economics Teachers in Louisiana. Bulletin No. 1171.

Louisiana State Univ., Baton Rouge. Dept. of Vocational Home Economics Education.; Southeastern Louisiana Univ., Hammond.; Southern Univ. and Agricultural and Mechanical Coll., Baton Rouge, La.

Spons Agency—Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.

Report No.—Bull-1171

Pub Date 70

Note—443p.

EDRS Price MF-\$0.83 HC-\$23.43 Plus Postage

Descriptors—Bibliographies, \*Consumer Education, \*Curriculum Guides, Family Life Education, \*Home Economics Education, Learning Activities, Money Management, \*Resource Guides, \*Secondary Education, Unit Plan Identifiers—Louisiana

Developed for home economics teachers in Louisiana, the curriculum guide presents materials for developing a program in consumer education for grades 8-12. Material is arranged under three levels: (1) Beginning Level, with units covering grades 8 and 9; (2) Intermediate Level, with units covering grades 10 and 11; (3) Advanced Level, with units covering grade 12 and Home and Family Living courses. Each unit includes a conceptual diagram of the major ideas to be emphasized, an overview, general objectives, subject matter content or generalizations, learning opportunities and resources, evaluation procedures, a bibliography, and an appendix, which contains a variety of material, including examples of evaluation devices, suggested learning activities and related materials, and a glossary of terms. It is stated that the guide has been planned for students from a variety of socioeconomic backgrounds and cultures, with differing interests, needs, and abilities. (LH)

ED 117 576 CE 006 347

Demonstration Training Program for Improving the Capacity of Primary Care Units to Function Within an HMO Setting. Final Report. Detroit Medical Foundation, Mich.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Associated Health Professions.

Pub Date Nov 75

Note—249p.

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage

Descriptors—Delivery Systems, Demonstration Programs, Educational Needs, Educational Programs, \*Health Occupations Education, \*Health Personnel, \*Health Services, Physicians, Program Content, \*Program Descriptions, Program Development, Program Evaluation, Program Planning, \*Staff Improvement Identifiers—\*Health Maintenance Organization, HMO, PCU, Primary Care Unit

The Demonstration Training Program (DTP) undertaken by the Detroit Medical Foundation (DMF) was designed for Primary Care Unit staffs (PCUs) or Physician Corporations (PCs), area health center providers under contract to the Michigan Health Maintenance Organization Plans, Inc. (MHMOP). The major goals of the program were to design an appropriate curriculum for the staff of PCU centers (physicians and other health professionals), develop training methodology for implementing it, produce a training manual outlining the procedures for program implementation in other HMOs, and increase PCU staff cohesiveness and levels of knowledge about HMO systems. The report is divided into four major parts. Part 1 describes: MHMOP (with 28,000 enrollees and 19 health centers) the DMF, and the planning, implementation, and evaluation phases of the DTP. Part 2 is the Individual Practice Association model HMO Training Program Manual which was developed during the training process. Part 3 is a process and impact evaluation of the entire project prepared by a sub-contractor to DMF which indicates that the basic project objectives were accomplished. Part 4 contains appended material including major supportive materials used to design and implement the DTP and a list of trainee participants. (Author/MS)

ED 117 577 CE 006 361

Faris, Ron

The Passionate Educators: Voluntary Associations and the Struggle for Control of Adult Educational Broadcasting in Canada 1919-52.

Pub Date Jun 75

Note—202p.

Available from—Books Canada Inc., 35 East Tupper Street, Buffalo, New York 14203 (\$13.50)

Document Not Available from EDRS

Descriptors—Adult Education, \*Adult Education Programs, Change Agents, \*Educational History, Educational Objectives, \*Educational Radio, Foreign Countries, \*National Organizations, Political Attitudes, Program Descriptions, Social Attitudes, \*Social History, Socioeconomic Influences, Voluntary Agencies Identifiers—CAAE, Canada, \*Canadian Association for Adult Education

The Canadian Association for Adult Education (CAAE) is examined during the three historic phases of prewar depression, wartime, and postwar recovery. Social movement groups of a rural and populist nature and traditional voluntary associations encompassing an urban and elitist point of view joined to form the CAAE in 1935, and their conflicting attitudes regarding the role of the Association are traced. External conflicts are discussed, including the changing socioeconomic environment of the 1940's; the working relationship between the CAAE, the Canadian Broadcasting Company, and the Canadian Federation of Agriculture regarding broadcasting; and political criticism from the news media. The "National Farm Radio Forum" and "Citizens' Forum" reached sparsely populated rural Canada, and both programs are described and discussed. Noted figures in the development of the CAAE, CBC, and the Canadian educational and political scene of the day and their roles are examined, including E. A. (Ned) Corbett, James Muir, W. H. Brittain, and J. R. Kidd. Nine chapters present the material, with the 1943 CAAE Manifesto appended and chapter notes and an index provided. (LH)

ED 117 578 95 CE 006 586

Abstracts of Instructional and Research Materials in Vocational and Technical Education. Annual Index: 1975. Volume 8, Numbers 1 Through 6. Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 75

Note—413p.

Available from—AIM/ARM, The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Annual, calendar-year subscription, \$34.00; Six issues plus index)

**EDRS Price MF-\$0.83 HC-\$22.09 Plus Postage**  
Descriptors—Abstracts, \*Educational Research, \*Indexes (Locators), \*Instructional Materials, \*Technical Education, \*Vocational Education

The publication is presented with the purpose of providing educators easy access to current materials relevant to vocational-technical instruction and research. The document cumulates the indexes that appeared in the six bi-monthly issues of Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM), Volume 8, numbers 1 through 6. This cumulation is intended to be a companion volume to the individual issues of AIM/ARM, which contain the complete resumes of documents. Two indexes are provided in this volume: subject and author. Both indexes show the title of the document, the VT number, and page of AIM/ARM on which the abstract appears. The alphabetical subject index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The terms conform to those presented in the Thesaurus of ERIC Descriptors. The author index is arranged in alphabetical order by the person's last name and/or the institution's full name. (Author/BP)

**ED 117 579 95 CE 006 684**

**Voluntarios Educativos: Un Manual para Coordinadores de Programas de Voluntarios.**

Recruitment Leadership and Training Inst., Philadelphia, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 75

Note—156p.; The document is also available in English as CE 005 950

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage**

Descriptors—Coordinators, Elementary Schools, \*Guides, Organization, Organizational Development, Organizations (Groups), Paraprofessional School Personnel, Program Coordination, Program Costs, \*Program Development, Program Guides, Program Planning, \*School Aides, Secondary Schools, Student Volunteers, \*Voluntary Agencies, \*Volunteers, Volunteer Training

The coordinator's handbook provides a basic outline for establishing or improving volunteer programs; it is primarily directed toward assisting fledgling programs. The handbook defines a school volunteer program as an organization of persons who work in schools under the professional personnel's direction, strengthening the school program or offering special skills to enrich students' educational experience, or, outside the school, providing homework assistance or other special educational aid as needed. Responsibility for program organization rests with the person willing to establish working arrangements with the central school administration and participating school staffs to get the initial project underway. Chapter topics include: (1) funding sources and proposal preparation, (2) organizing and developing a volunteer program, (3) administering a volunteer program, (4) recruiting volunteers, (5) interviewing, selecting, and assigning volunteers, (6) volunteer orientation and training, (7) orientation and training of professional personnel, (8) using students as volunteers, (9) career education implications for volunteers, (10) maintaining volunteer morale, and (11) evaluating volunteer programs. Selected references are offered for the reader's further information. The handbook incorporates materials from eight organizations or volunteer programs, and is a revised and updated version of Washington Technical Institute's popular "ABC's: A Handbook for Educational Volunteers." (Author/AJ)

## CG

**ED 117 580**

*Havens, Robert I.*

**A School Counselor Education Program for Persons Without Teaching Experience. A Project Report.**

Wisconsin Univ., Madison. Dept. of Counseling and Guidance.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 72

Grant—OEG-0-9-590570-2036(721); OEG-0-70-2033(721)

Note—87p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**

Descriptors—Counselor Characteristics, Counselor Evaluation, \*Counselor Performance, \*Counselor Qualifications, \*Counselor Training, Helping Relationship, \*Internship Programs, Program Descriptions, \*Teaching Experience

The purposes of this school counselor preparation program were twofold: (1) to recruit, train, and certify as school counselors in Wisconsin individuals with strong behavioral science undergraduate training and experience in related helping professions; and (2) to ascertain if school counselors without teaching experience could be as effective as school counselors with teaching experience. This report includes a description of the two-year counselor education program, as well as program evaluation methods and procedures. Data generated indicate that there are no performance differences between interns from this program and control counselors, as perceived by student clients, teachers, administrators, and other pupil personnel specialists. While the data are tentative because the largest group of persons trained through the internship (15) has yet to perform independently as school counselors, the results of the project and study tend to shed more light on the ability of persons without teaching experience to perform as school counselors. (Author/SL)

**ED 117 581**

*Edie, Cecil A.*

**The Use of Three Variations of Anxiety Management Training in the Treatment of Generalized Anxiety.**

Pub Date [71]

Note—21p.

Available from—Cecil A. Edie, Ph.D., 5857 Union Street, Arvada, Colorado 80004

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Anxiety, \*Behavior Change, \*Behavior Problems, Behavior Theories, \*Desensitization, Neurosis, Rating Scales, Research Projects, Therapy, \*Training Identifiers—AMT, \*Anxiety Management Training, Anxiety Symptom Check List, Manifest Anxiety Scale

Anxiety management training (AMT), developed by Suinn and Richardson, is a short-term treatment procedure for alleviating a variety of manifestations of anxiety. It is based on the theory that anxiety or fear responses themselves can become discriminative stimuli and that clients can be conditioned to respond to those stimuli with antagonistic responses of relaxation and feelings of competence which remove the anxiety through reciprocal inhibition. This study investigated the efficacy of three variations of AMT—physiological cues only, physiological cues plus scenes, and scenes only. Subjects were college students who were seeking help for "free-floating" anxiety problems. Questionnaire data were obtained on the Manifest Anxiety Scale (MAS) and the Anxiety Symptom Check List (ASCL). Post-treatment interview data were also obtained. Data were analyzed by separate analysis of variance designs. In addition to comparing AMT groups to each other, data from a waiting list control group and a no-problem, no-treatment control group were obtained and compared to the treatment group data. The results indicated that all three variations of AMT were effective in alleviating "free-floating" anxiety. (Author)

**ED 117 582**

*Vontress, Clemmont E.*

**Racial and Ethnic Barriers in Counseling.**

Pub Date 27 Aug 73

CG 007 837

Note—37p.; Paper presented at the Annual Meeting of the American Psychological Association (81st, Montreal, Quebec, August 1973)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—\*Counseling, \*Cultural Differences, \*Disadvantaged Groups, Ethnic Groups, \*Minority Groups, Psychological Characteristics, \*Racial Factors, Social Environment, State of the Art Reviews, Testing

There are numerous problems involved in counseling minority group members. Rapport is difficult to establish because of the racial and/or cultural attitudes client and counselor have toward one another; consequently the client often finds his own goals in opposition to those of counseling. The existing cultural gap also leads to different patterns of transference and counter transference; the client expects punishment and rejection from the counselor, while the latter might either be excessively sympathetic and indulgent with minority clients or convey "the great white father syndrome" to his clients. Language is another important factor which hinders effective communications between counselors and clients coming from different cultural backgrounds. Finally, the psychological characteristics of self-hatred, machismo, unwillingness to self-disclose, and modesty are other barriers to successful counseling. Many specific tests are not recommended for use with minority groups that have been culturally isolated and do not speak English fluently. Counselors should thoroughly understand all aspects of minority group cultures and should be careful in recommendations that aim to help their clients. (SE)

**ED 117 583**

*Zussman, John U.*

**Demographic Factors Influencing Parental Discipline Techniques.**

Spons Agency—Harvard Univ., Cambridge, Mass.

Pub Date [Aug 75]

Note—12p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 2, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Children, \*Demography, \*Discipline, Family (Sociological Unit), Interviews, Parent Child Relationship, \*Power Structure, Research Projects, \*Sex Differences, Socioeconomic Status

Forty-four 5th graders and their mothers were interviewed about parental discipline practices toward the child. Responses were coded as indicating parental use of power assertion, love-withdrawal, or teaching (induction). Mother-child agreement and the interrelationships among the discipline types are discussed. Sex of child, measures of SES, and family size were significant predictors of parental discipline. Boys received more power assertion and love-withdrawal, and less teaching than did girls. Indicators of social status (parent education, parent occupation) related negatively to use of power assertion. Larger family size was associated with increased use of power assertion and decreased use of teaching among boys, but among girls the relationships were reversed. Processes by which these demographic variables influence parents are proposed. (Author)

**ED 117 584**

**Scholarships, Loans, and Rewards Offered by the 50 States, District of Columbia, and Puerto Rico. Student Aid Bulletin, Vol. 27, No. 1, 1975-76.**

Pub Date 75

Note—58p.

Available from—Chronicle Guidance Publications, Inc., Moravia, New York 13118 (Order No. 502.BS, HC \$2.00)

**Document Not Available from EDRS**

Descriptors—\*Directories, \*Financial Support, Guides, Higher Education, Resource Guides, Scholarship Loans, \*Scholarships, \*State Programs, Student Financial Aid, \*Student Loan Programs

The purpose of this bulletin is to list current sources of financial aid available from the states to students seeking assistance in furthering their education beyond the high school level. The scholarships are arranged according to the states in which they are available. It's suggested that interested students read carefully each item, and that they do not apply for a scholarship or loan unless they meet qualifications for that program.

CG 008 437



Unless otherwise noted, all copy in this edition has been examined and approved by the sponsoring agency since January 1, 1975. (Author)

**ED 117 585** CG 010 284  
**Scholarships, Loans, and Awards Offered by Independent and AFL-CIO Affiliated Labor Unions.**  
*Student Aid Bulletin*, Vol. 27, No. 2, 1975-76.  
 Pub Date 75

Note—6p.  
 Available from—Chronicle Guidance Publications, Inc., Moravia, New York 13188 (Order No. 502 BL, HC \$2.00)

**Document Not Available from EDRS**

Descriptors—\*Directories, \*Financial Support, Guides, Higher Education, \*Labor Unions, Resource Guides, Scholarship Loans, \*Scholarships, Student Financial Aid, \*Student Loan Programs

Labor unions and their affiliated locals pledge vast amounts of money annually to aid union members and children of members to acquire education beyond high school. Awards range from \$100 stipends to scholarships worth \$8,000 for the four college years. The listing of union-sponsored scholarships is in two major divisions: the programs of (1) national and international unions awarded on a national basis; and (2) state listings of council, district, and local union awards. The programs of national and international unions are generally for sons and daughters of union members, but on a national basis. The state listings are generally open to sons and daughters of members of union locals; some are open to any high school student in the county or state; and others are unrestricted, but specify, for example, that one will enter study to become a nurse, teacher, or journalist. Unless otherwise noted, all copy in this edition has been approved by the sponsoring organizations since January 1, 1975. (Author)

**ED 117 586** CG 010 285  
**Student Aid Annual 1975/1976.**  
 Pub Date 75

Note—240p.  
 Available from—Chronicle Guidance Publications, Inc., Moravia, New York 13118 (Order No. 502A, HC \$7.50)

**Document Not Available from EDRS**

Descriptors—Awards, Directories, \*Financial Support, Graduate Study, Higher Education, \*Organizations (Groups), Resource Guides, \*Scholarship Loans, Student Financial Aid, \*Student Loan Programs, Undergraduate Study

The Student Aid Annual contains information on financial aid programs offered nationally or regionally, primarily by noncollegiate organizations, public and private. The scope of these financial assistance programs extends from the incoming freshman through baccalaureate, graduate, and postdoctoral students. Program range from essay awards, loans, scholarships, grants, and work-study programs to postdoctoral fellowships. This diversity enables students to find programs suitable to their particular eligibility qualifications and educational goals. The guide is divided into three parts: Undergraduate Scholarship; and a Subject Index for all scholarships and sources. The guide is alphabetically arranged. (Author/NG)

**ED 117 587** CG 010 287  
*Landau, Samuel B.*

**The Influence of Performance on Bargaining and Distribution of Rewards.**

Pub Date 75  
 Note—18p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 2, 1975); Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Behavior Patterns, Children, \*Interaction, \*Performance Factors, \*Rewards, \*Self Evaluation, Social Exchange Theory, Speeches

Performance variables were manipulated to elicit differential outcomes of success and failure for dyad members in an attempt to investigate resultant bargaining and distribution of rewards. Seventy, 10-12-year old children (36 female, 34 males) were placed into dyads controlling for age, sex, I.Q., and friendship choices. Self-allocation were made (1) prior to an interaction, (2) after interactions involving an information

exchange, and (3) as a result of a mutual decision process. The results indicated that successful performers gave themselves greater rewards than unsuccessful performers gave themselves; however, these responses reflected equality decisions. Prior to an interaction, unsuccessful performers gave themselves greater rewards than after an information exchange interaction condition. After this interaction, unsuccessful performers followed equity behavior, giving themselves smaller rewards. The mutual decision led to equal rewards for all regardless of performance. Content category analyses of the bargaining sessions revealed differences for performance factors, specifically that successful performers primarily discussed equality statements while unsuccessful performers emphasized equity and agreement with other statements. (Author)

**ED 117 588** CG 010 288  
*Wiener, Seymour And Others*

**The Effects of Physical Attractiveness on Attributions of Causality for Success and Failure.**

Pub Date May 75  
 Note—17p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (46th, Chicago, Illinois, May 2-4, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Bias, College Students, Peer Acceptance, \*Performance, \*Photographs, \*Physical Characteristics, Rating Scales, Research Projects, \*Sex Differences, \*Stereotypes, Task Performance

Identifiers—\*Attribution Theory

Based on research indicating the existence of a generalized positive stereotype of physically attractive individuals, the present study was designed to investigate the effects of an individual's attractiveness on attributions about his achievement-related behavior. In the context of an accuracy-of-person perception task, 162 male and female subjects were shown a photograph of either a male or female physically attractive or unattractive stimulus person. Subjects were told that the stimulus person had either succeeded or failed on an examination, and were asked to attribute the stimulus person's success or failure to four attributional categories (i.e., task difficulty, luck, ability, and effort). The results indicated that physical attractiveness affected causal attributions, especially for those who were unattractive. Unattractive individuals were seen as having very high ability and expending much effort when successful, but very low ability and effort expended when they failed. This finding was especially pronounced for female, as compared to male subjects. A number of such sex-related findings are discussed as well as the implication of these findings for other attribution-type studies. (Author)

**ED 117 589** CG 010 289  
*Koch, Christopher G. And Others*

**Social Facilitation: Effects of Audience and Manipulated Feedback on Performance.**

Pub Date [75]  
 Note—12p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 2, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Anxiety, College Students, \*Feedback, Males, \*Motivation, \*Performance Factors, \*Psychological Patterns, Research Projects, Social Influences, \*Social Relations, Task Performance

Quality of performance feedback provided an individual may have pronounced impact on his motivation level and be at least partly responsible for social facilitation results. Male students (N=118) performed a dart-throwing task in the presence or absence of a three-person evaluative audience. After each of seven trials they received consistently positive, average, or negative performance feedback. Results showed a social facilitation effect of audience presence and initially facilitated performance under average feedback, but no interactions. Post-performance mood questionnaires suggest that separate mechanisms could mediate performance under each of the three feedback conditions. (Author)

**ED 117 590** CG 010 291  
**Education and Treatment in Human Sexuality: The Training of Health Professionals. Report of a WHO Meeting. World Health Organization Technical Report Series 572.**

World Health Organization, Geneva (Switzerland).

Pub Date 75

Note—33p.

Available from—Q Corporation, 49 Sheridan Avenue, Albany, New York 12210 (HC 6 Swiss Francs, \$2.40)

**Document Not Available from EDRS**

Descriptors—Conference Reports, Counselor Training, \*Educational Needs, Health Education, \*Health Personnel, \*Professional Training, \*Sex Education, \*Sexuality

This report emphasizes that the purpose of sexual health care should be the enhancement of life and personal relationships, and that awareness of and education about the sexual aspects of health need to be promoted among all community workers. There is a great need for (1) basic information about the biological and psychological aspects of sexuality dysfunction and disease; (2) positive attitudes towards sexuality; (3) personnel with understanding of and an objective outlook on sexuality and sexual problems; and (4) training programs and referral services relevant to sexual health needs. The report urges the establishment of regional or national resource centers in sexology to coordinate and improve efforts in training and research, and to provide reference services. Teaching aids should be based on and relevant to the culture of the particular country or region concerned. Research and epidemiological surveys on local knowledge, attitudes, and practices regarding sexuality should be encouraged. This report stresses that programs should become more interdisciplinary and should give more attention to normal sexual development and behavior rather than, as formerly, gross pathological conditions and the forensic aspects. (Author/SE)

**ED 117 591** CG 010 292  
*Linder, Steven*

**The Humanistic Interviewer.**

Humanistic Educational Research Publications, Commack, N.Y.

Pub Date 75

Note—92p.; Not available in hard copy due to reproducibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Affective Behavior, \*Communication Skills, Expository Writing, Guides, \*Humanism, \*Information Seeking, \*Interviews, \*Questioning Techniques, Questionnaires, Surveys

This report describes the nature and function of humanistic interviewing in the exchange of information. This interviewing process recognized the human side of the transfer of information involving insight, growth, and further understanding. The report examines the purposes and types of interviews, questionnaire construction, the interviewing session, and the interview plan. Guidesheets for content and style development within questionnaires and sample questionnaires are provided. (SJL)

**ED 117 592** CG 010 293  
*Kaplan, Alexandra G. Niss, Martha L.*

**Educated American Mothers Abroad: Resolving Parent/Work Role Conflicts.**

Pub Date 75

Note—12p.; Paper presented at the Annual Meeting of the Psychological Association (82nd, New Orleans, Louisiana, August 1974); Not available in hard copy due to reproducibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Academic Achievement, \*Emotional Adjustment, Family Attitudes, Individual Power, Interviews, \*Mothers, Psychological Characteristics, \*Role Conflict, \*Working Women

Identifiers—\*Living Abroad

Twenty-five well-educated American mothers living abroad were interviewed to assess the relationship of their various home/career patterns to their overall emotional adjustment. The primary areas investigated as to their impact on adjustment levels included whether or not the women were working, whether or not they were satisfied with their working or nonworking status, and the nature and extent of support they received from husbands, domestic help, and governmental agencies. Findings from open-ended, semistructured interviews suggested that satisfaction with one's

home/career patterns was a necessary prerequisite to healthy emotional adjustment. All the women rated poorly adjusted ( $N=10$ ) were not working, and were highly dissatisfied with this state of affairs (International Casualties). Those rated well-adjusted were either working and happy to be doing so (Happily Working Mothers,  $N=9$ ) or not working, but by conscious choice (Satisfied Mothers,  $N=6$ ). The extent to which the husband actively participated in family life, the amount of household help, and the presence of supplementary income were not as critical to women's satisfaction as was the freedom to actively structure their lives in a fashion consistent with their sense of self. (Author)

**ED 117 593** CG 010 294

Greenberg, Robert M.

**Educational Plans and Career Choices of High School College Preparatory Seniors in Indiana. Indiana College-Level Manpower Study, Report No. 2.**

Indiana State Commission for Higher Education, Indianapolis.

Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.

Pub Date Oct 75

Note—66p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

Descriptors—\*Aspiration, \*Career Choice, \*College Bound Students, \*College Preparation, Educational Planning, Educational Research, Secondary Education, Secondary School Students, \*Seniors, Surveys

Identifiers—Indiana

This report is part of the Indiana College-Level Manpower Study and provides statistical information concerning future college enrollments and manpower supply. The survey data of this report deal with the educational and occupational plans of Indiana high school seniors who had pursued college preparatory programs at the secondary education level. The report deals primarily with the 17,464 seniors who classified themselves as college preparatory. For purposes of comparison, the responses of non-college preparatory seniors are included. The data of this report are meant to be informational; of potential value to administrators, educational planners, parents, teachers, counselors and students. The survey questionnaire used in this study is included in the report. (SJL)

**ED 117 594** CG 010 295  
**Schools Commission: Report for the Triennium 1976-1978. A Look at Recent Documents of Educational Significance, Document 15.**

Queensland Dept. of Education, Brisbane (Australia).

Pub Date Aug 75

Note—8p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Annual Reports, Attitudes, \*Committees, \*Educational Equality, \*Educational Improvement, Elementary Secondary Education, Foreign Countries, \*School Community Relationship, \*Social Differences

Identifiers—\*Australia (Queensland)

This commission report consists of the recommendations made for Australian schools regarding equality, open attitudes, and the school community. The School's Commission places an emphasis on more equal outcomes from schooling. Particular stress is laid on social group disparities and attempts to mitigate them, and on social changes and their effects on desired educational outcomes. It is asserted that the adaptation of educational arrangements to the needs of children in relation to desired outcomes from schooling is more effectively achieved with active community involvement. The commission recommends that the school or learning community be allowed maximum freedom to address itself to its own problems and act on its own best judgement in allaying them. The commission also encourages more open attitudes to educational questions, organization, and structures. The report challenges the traditional balance of allocation of resources between primary, junior secondary and senior secondary levels. The report includes descriptions of the commission's multiprogram approach to its supplementary funding of state school systems. (SJL)

**ED 117 595** CG 010 296  
**Achievement Place: A Model for Delinquency Treatment. National Institute of Mental Health Research Report 1.**

National Inst. of Mental Health (DHEW), Bethesda, Md. Center for Studies of Crime and Delinquency.

Report No.—DHEW-ADM-74-83

Pub Date 74

Note—7p.; Reprint of 1973 Edition

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-024-00370-1, HC \$0.25)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Adolescents, \*Behavior Change, \*Community Programs, \*Delinquency, \*Delinquent Rehabilitation, Delinquents, Models, Program Descriptions, Rehabilitation Programs, \*Residential Programs

Identifiers—Kansas (Lawrence)

This short report provides a brief description of a research project presenting an alternative approach to delinquency treatment. Achievement Place is a family-sized residential treatment home for preadolescent and delinquent youngsters. Six to eight boys, aged 12-16, live in a renovated house located in their own community. A specially trained couple, serving as teaching-parents, help to provide a family milieu in which they teach the boys new social, self-help, and academic behaviors through the use of a token reinforcement system. The report outlines the project goals, reinforcement system, training of teaching-parents, community controls, and community savings operating within the Achievement Place program. (SJL)

**ED 117 596** CG 010 298

McGinley, Hugh

**Demand Characteristics in Classical Verbal Conditioning and Attitude Conditioning Studies.**

Pub Date 75

Note—48p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 2, 1975)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—\*Attitudes, \*Classical Conditioning, \*Contingency Management, Experimental Psychology, \*Learning Processes, Paired Associate Learning, Patterned Responses, Research Projects, \*Verbal Learning

This paper is a draft for the American Psychological Association Symposium on the conditioning of verbal behavior and attitudes. The author presents the results of several studies he conducted in the classical conditioning of meaning and attitude. These studies attempt to control the measurement effects created by extraneous variables operating on the generalized Staats procedure. Especially at issue is the elimination of the effects of contingency awareness and of demand characteristics in "conditioning of meaning" studies. A problem remaining is determining if contingency awareness is a necessary condition not only for the special case of classical conditioning of meaning but for classical conditioning in general. The author presents a tentative conclusion that the results from Staats' "conditioning of meaning" procedure are not due entirely to demand characteristic effects. (SJL)

**ED 117 597** CG 010 299

Brennan, Tim And Others

**The Incidence and Nature of Runaway Behavior. Final Report.**

Behavioral Research and Evaluation Corp., Boulder, Colo.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Pub Date 30 May 75

Note—613p.

**EDRS Price MF-\$1.16 HC-\$32.81 Plus Postage**

Descriptors—\*Behavior Patterns, Family Relationship, \*Incidence, Psychological Patterns, Questionnaires, Research Projects, \*Socially Deviant Behavior, \*Sociocultural Patterns, \*Youth Problems

Identifiers—\*Runaways

This extensive report presents the recommendations and findings of a study designed to indicate procedures and instruments for a national study of the incidence of runaway. Reported data are from an urban-suburban area and a rural area in Colorado. The report makes specific recommendations concerning the feasibility of using a national probability sample for the purpose of estimating the incidence of running away. Several smaller studies conducted in several carefully

selected localities are recommended for collecting detailed information about runaway episodes, runaways and their families. The report also presents incidence estimates, an analysis of user satisfaction with sources of assistance, descriptions of types of runaways and runaway behavior, and global comparisons between runaways and nonrunaways. The social-psychological theories relating to runaway behavior are examined, and the methodology and results of the pilot study are described in detail. (SJL)

**ED 117 598** CG 010 300

Abelson, Herbert I. Atkinson, Ronald B.

**Public Experience with Psychoactive Substances: A Nationwide Study Among Adults and Youth. Part 1. Main Findings.**

Response Analysis Corp., Princeton, N.J.

Spons Agency—George Washington Univ., Washington, D.C. Social Research Group.; National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.

Pub Date Aug 75

Note—212p.; Some pages may reproduce poorly

**EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage**

Descriptors—\*Attitudes, Behavior, \*Drug Abuse, Marihuana, Narcotics, \*National Surveys, Research Projects, \*Sociocultural Patterns, \*Statistical Data, Stimulants

This is a study of beliefs, attitudes, and behavior with regard to a wide range of legal and illegal drugs. Included are data about coffee, tea, tobacco, and illicit drugs such as marihuana and heroin. The report covers the current situation and highlights trends from two prior studies on drug abuse conducted for the National Commission on Marihuana and Drug Abuse. The present survey adds considerable new information reflecting current interests and issues. The report includes summary information of recipient experience with the drugs; user patterns and characteristics; medical usage of psychotherapeutic drugs; findings on other substances such as tea, coffee, cigarettes, and alcohol; and beliefs and attitudes related to drugs. There are also extensive appendices. Findings of the survey include the fact that the public has more experience with marihuana than with any other psychoactive drugs studied, with the next highest being over-the-counter psychotherapeutic drugs. There are strong age relationships connected with the use of marihuana, social use of illicit drugs is the most common pattern, nearly half the adult population report some experience with prescribed psychotherapeutic drugs, and, finally, virtually no change has been reported in adult cigarette consumption over the past several years whereas a marked increase for young people has been noted. (NG)

**ED 117 599** CG 010 303

Burzynski, Peter R.

**The Others-Concept and Adult Behavior in Small Groups.**

Pub Date [72]

Note—9p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Adults, \*Developmental Psychology, Group Dynamics, Individual Characteristics, \*Interpersonal Competence, Maturation, \*Personality Assessment, Research Projects, \*Social Development, Task Performance

Identifiers—\*Others Concept

In other studies to be reported in this symposium, the others-concept is seen to be a psychological construct of emerging importance for understanding children's behavior. It would appear, however, to have relevance for all age groups. Thus this researcher sought to investigate whether or not the relationships which had been previously found between children's others-concepts and their group behavior could be demonstrated in an adult population. An adult form of the PHT (the PHT-A) was developed and given to university students. High and low scoring subjects were asked to work in small groups on a task appropriate for college students. The group sessions were tape recorded, and these recordings were coded blindly and analyzed statistically, along the lines of the Barnett and Zuker studies with children. Significant behavioral differences were found between subjects who had high others-concept and subjects who had low others-concepts. The study therefore demonstrated that the others-concept is a theoretical construct which is applicable to adults as well as to children. In so doing, the value of the others-concept

as a construct for working with children was enhanced. (Author)

**ED 117 600** CG 010 304

Finley, Murray H. Krey, Robert D.

**A Model for Implementing Career Education Within an Existing Curriculum.**

Pub Date [75]

Note—15p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Career Education, Childhood Attitudes, Curriculum Design, \*Curriculum Development, Elementary Secondary Education, \*Models, Pilot Projects, Program Evaluation, \*Skill Development, \*Work Attitudes

A model was developed for implementing career education into an existing curriculum and is composed of four essential elements based on a perceived need: needs assessment, participation facilitation, curriculum design and implementation process. Each element of the model is totally dependent on the completion of the components comprising each preceding element. The model was applied in the Cooperative Educational Service Agency No. 1 which is composed of 14 school systems in six counties in northwestern Wisconsin. The model, as applied to two pilot school systems, was intended to serve as a guide for other school systems. Through application the model was found to be viable in implementing career education into an existing curriculum. Development of attitudes and communications skills is essential to the participation of parents, teachers, and students in creating the curricular design. Needs must be identified and satisfied in the implementation process. Evaluation and followup should provide necessary feedback to insure an acceptable level of implementation. It is recommended that others test the model for usefulness and possible improvement. Further application should support its practicality for urban as well as for rural settings. (Author)

**ED 117 601** CG 010 305

Carrio, Kenneth L.

**Use of Self-Control Procedures in the Counselor Education Program at Michigan State University.**

Pub Date 24 Mar 75

Note—10p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (31st, New York, New York, March 23-26, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Audiovisual Aids, \*Autoinstructional Aids, Behavioral Objectives, Behavior Change, Counselor Functions, \*Counselor Training, \*Curriculum, \*Higher Education, Program Descriptions, \*Self Control, Student Centered Curriculum

Identifiers—\*Self Management

This paper describes a curriculum that attempts to provide counselor trainees with the necessary abilities to improve their counseling after they leave the learning environment and enter the world of work. These efforts come through training in self-control techniques during a counselor education masters program. A first course exposes trainees to behavior modification techniques and sets a self-modification task. This course is followed by one in which the self-management techniques are applied to the Modification of problem behaviors related to the trainees' ability to interview. Videotape and role-playing techniques are employed. Trainees are then encouraged to use the self-management techniques in practicum. There is also a brief description of the inclusion of self-modification training in the Ph.D. program. The techniques appear to be of significant help. (NG)

**ED 117 602** CG 010 306

**Promising Guidance Practices in Texas, 1974-75.**

Texas Education Agency, Austin. Div. of Guidance Services.

Pub Date [75]

Note—25p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Career Education, \*Counseling Services, \*Elementary Secondary Education, Evaluation, \*Guidance Programs, Junior High Schools, \*Methods, \*Program Descriptions, Program Evaluation

In 1974, the Texas Education Agency Division of Guidance Services established as one of its objectives the identification of a cross section of promising guidance practices. The idea for such a project came from the fact that agency guidance consultants often discovered exemplary practices by accident. Sometimes these were small, innovative projects carried out by a zealous individual or a few staff members in one school, and sometimes they were systemwide programs. The Division of Guidance Services decided there should be a systematic attempt to find such practices and give them additional recognition. This publication is the result of that attempt. Its purpose is to highlight 30 selected examples of innovative approaches to guidance and to serve as an example to other educators who look for ways to increase their guidance services to students. Projects selected are categorized into six groups: Elementary Schools, Middle Schools, High Schools, All Levels, Schools Without Counselors, and Schools with Guidance Associates. The last section lists 69 additional schools with effective guidance practices. (NG)

**ED 117 603** CG 010 307

**Ford Foundation Assistance to Puerto Ricans.**

Ford Foundation, New York, N.Y.

Pub Date [75]

Note—25p.

Available from—Office of Reports, Ford Foundation, 320 East 43rd Street, New York, New York 10017

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Disadvantaged Groups, Economic Disadvantage, Educational Disadvantage, Ethnic Groups, \*Foundation Programs, \*Improvement, Legal Aid Projects, \*Program Descriptions, Puerto Rican Culture, \*Puerto Ricans

This publication is one of a series of reports on activities supported by the Ford Foundation. It deals with the foundation's assistance to Puerto Ricans living on the island and on mainland United States. The report opens with descriptions of the social and economic disadvantage of Puerto Ricans, then specifies efforts made to expand educational opportunities (both on the island and mainland), preserve Puerto Rican history and culture, attack poverty, and protect the legal rights of mainland Puerto Ricans. The report also includes details of several programs aimed more generally at helping minority groups including Puerto Ricans. The report details the particular funds spent, and achievements in all the above areas. (NG)

**ED 117 604** CG 010 309

McConkie, Mark L., Ed. Morton, Joann B., Ed. **Selected Readings from SCMTC (Southeast Correctional Management Training Council) Seminars.**

Georgia Univ., Athens. Southeastern Correctional Management Training Council.

Pub Date Apr 75

Note—94p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**

Descriptors—\*Administrator Guides, \*Correctional Rehabilitation, \*Corrective Institutions, Disadvantaged Groups, Guides, Institutionalized (Persons), Law Enforcement, \*Prisoners, \*Social Factors, Volunteers

This selection of readings is designed to assist correctional managers with their particular concerns such as planning, organizing, understanding the client, and utilizing volunteers. The first article deals generally with the functions and problems of the innovator and planner, without dealing specifically with the correctional setting. The second addresses such issues as the philosophies underlying correctional systems, types of reform needed, relations of the facility to the community and state-local institutions. The third attempts to analyze organizations in general and correctional facilities in particular. It also addresses the problems of quality of personnel, goals, and means. The next attempts, by describing the situation of the poor and disadvantaged, to give correctional personnel sensitivity to the viewpoint of those usually placed in corrective custody. The last article warns that inmates should be protected from inequities in the system, and examines some of the societal elements which often lead the poor and underprivileged toward criminal behavior. (NG)

**ED 117 605** CG 010 310

Lacher, Maury Lacher, Miriam R.

**Sex Differences in Self-Evaluation of Academic Achievement and Ability.**

Pub Date May 75

Note—8p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (46th, Chicago, Illinois, May 2-4, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Ability Identification, Academic Achievement, \*Achievement, \*Expectation, \*Performance, Personality Assessment, Research Projects, \*Self Evaluation, \*Sex Differences

Extending the work of Crandall (1969), this study tested the hypotheses of sex differences in interpretation of past academic performance and expectations of future achievement. Subjects were 225 freshman women and 194 freshman men (93 percent of the freshmen class) at a highly selective midwestern liberal arts college: they did not differ in past academic performance (high school rank), later college performance (grade point average), or ability (SAT-Verbal). The students indicated whether their high school grades accurately represented, underrepresented, or overrepresented their abilities. Results confirmed predictions and supported Crandall's (1969) findings that women students underestimate future performance on intellectual and academic tasks while men tend to overestimate it. Women tended to report grades as overrepresenting their ability, men as underrepresenting their ability. Men were also more likely than women to expect at least a "B" average in college and honors at graduation. For both sexes, students who saw their high school grades as underrepresenting their abilities had significantly lower college grades than those who saw grades as overrepresenting abilities. (Author)

**ED 117 606** CG 010 311

Dowdle, Michael D. Baker, Elaine

**Perceiving the Good Samaritan: Effects of the Behavior of Others on Attributions of Altruism.**

Pub Date 3 May 75

Note—32p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (46th, Chicago, Illinois, May 2-4, 1975)

Available from—Michael D. Dowdle, Department of Psychology, Michigan State University, East Lansing, Michigan 48824

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—\*Altruism, \*Behavior Patterns, Laboratory Experiments, \*Psychological Patterns, Psychological Studies, \*Reactive Behavior, Research Projects, Social Attitudes, \*Social Influences

Subjects judged the behavior of a target person who had helped or not helped a person in distress while the target person was either alone or with confederates who also had helped or not helped. In addition, subjects were told that either (1) 80 percent of all persons tested had helped, (2) 20 percent had helped, or (3) nothing about the percentage that helped. The data revealed that subjects' judgments were a function of the social desirability of the observed behavior when the target person had participated in the altruism situation alone. However, when the target person had participated with confederates present, subjects' judgments were a function of the similarity/dissimilarity between the target person's behavior and the confederates' behavior rather than the social desirability of the behavior per se. Providing subjects with information about base rates of altruistic behavior had only minimal effects on their judgments. (Author)

**ED 117 607** CG 010 312

**Colleges Classified: A Guide for Counselors, Parents, and Students, 1975-1977.**

Pub Date 75

Note—60p.

Available from—Chronicle Guidance Publications, Inc., Moravia, New York 13118 (HC \$2.00, Order Number 502 CL.)

**Document Not Available from EDRS**

Descriptors—\*Classification, \*Colleges, Community Colleges, \*Guides, Higher Education, Junior Colleges, \*Student Enrollment, \*Tuition, Universities

This guide provides information for students, parents, and counselors concerning institutions of higher education. Two- and four-year colleges and universities are classified according to the

type of student body, enrollment patterns, and tuition and fees assessments for 1975. This revised edition comprises separate sections for colleges and universities in the United States, American Samoa, Guam, Puerto Rico, Trust Territories of the Pacific, and the Virgin Islands. Institutions omitted from this guide are: (1) upper-division institutions; (2) graduate and professional schools; (3) military and service academies; and (4) schools limited to preparation for ordination to religious service. (SJL)

**ED 117 608** CG 010 313

**[Information and Research Utilization Center in Physical Education and Recreation for the Handicapped] Listing of Materials.**

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. Information and Research Utilization Center.

Pub Date [75]

Note—7p.; Not available in hard copy due to size of print

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Bibliographies, Educational Resources, Handicapped, \*Mentally Handicapped, \*Physical Education, \*Physically Handicapped, \*Recreation, Reference Materials

This bibliography is a source of information for physical education and recreation for the handicapped. The document is a listing of all materials that have been developed and distributed through the Information and Research Utilization Center from 1972 through 1975, and relevant materials sent to resource contacts and/or ERIC. Program reports, instructional guides, bibliographic resources, and various articles and books about numerous aspects of physical education and recreation for impaired, disabled, and handicapped person are cited. The addresses of distributors and the prices for some of the materials are included in the citations. (SJL)

**ED 117 609** CG 010 314

*Terborg, James R. And Others*

**A Longitudinal Field Investigation of the Impact of Group Composition on Group Performance and Cohesion.**

Spons Agency—Office of Naval Research, Washington, D.C. Organizational Effectiveness Research Program.

Pub Date [75]

Note—23p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (46th, Chicago, Illinois, May 2-4, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Ability Grouping, \*Attitudes, Field Studies, \*Group Behavior, \*Group Unity, Higher Education, Longitudinal Studies, \*Performance Factors, Psychological Studies, Task Performance

Identifiers—\*Cohesion

In a longitudinal field experiment, 42 groups were assembled on the factors of individual ability and attitude similarity resulting in a 2 x 2 crossed ANOVA design. These groups then worked on six projects which spanned a three-month time period. For each project, measures of group performance and group cohesion were taken. Analyses showed that high ability groups exhibited the best performance whereas attitudinally similar groups expressed the greatest cohesiveness. In addition, correlational data suggest that the effect of attitude similarity on cohesion is not immediate, but develops over time, and that across the six projects, performance can be both positively and negatively related to cohesion. (Author)

**ED 117 610** CG 010 315

*Barnett, David W.*

**Influence of the Others-Concept on Children's Group Behavior.**

Pub Date [75]

Note—10p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 2, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Behavior Patterns, \*Children, Educational Research, \*Group Behavior, Individual Characteristics, \*Interpersonal Relationship, \*Psychological Patterns, Social Relations, Speeches, Teamwork

Identifiers—\*Others Concept

This paper summarizes and integrates the findings from three separate studies, all of which had as their major objective the investigation of differences in small group behavior between children who have relatively high others-concepts and children who have relatively low others-concepts, as measured by the Paired Hands Test. Group sessions of four children each were taped while the children worked on tasks such as assembling a jigsaw puzzle or building something with Tinkertoys. The recordings were then coded blindly and analyzed statistically. All three studies showed a tendency for children who have high others-concepts to be more cooperative and friendly in small groups than children with low others-concepts. Some of the factors which were explored in these studies were sex of children, teachers' judgements of their socioeconomic status and intelligence, and variations in the group task. The data from all three studies demonstrate that the others-concept is predictive of group trends and therefore a significant theoretical construct for helping school psychologists to understand children's behavior. (Author/CJ)

**ED 117 611** CG 010 316

*Coyne, James C.*

**Social Interaction Involving Depressed Persons.**

Pub Date [74]

Note—9p.; Occasional light print

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Behavior Patterns, \*Emotional Problems, \*Interpersonal Problems, \*Psychological Patterns, Psychological Studies, Research Projects, \*Response Mode, Social Relations

Identifiers—\*Depression

This paper discusses a study undertaken to examine the reaction of others to the behavior of depressed persons. The general hypotheses of the study are that (1) normal subjects respond differentially to the behavior of depressed patients; (2) this differential response is due to the fact that the target individuals are depressed, and not that they are patients; and (3) this pattern can be related to the symptomology of depression. More specifically, it was hypothesized that depressed persons induce depression and hostility in others, and consequently are rejected socially. The experiment involved a single telephone conversation between paired women. One woman of each pair was a college student, the other was either a depressed outpatient of a mental health center, a nondepressed outpatient, or a control group member. These conversations were then rated on various dimensions and a measure of postconversation mood was completed by each participant. The results are supportive of the hypotheses, and are discussed in terms of their implications. (SJL)

**ED 117 612** CG 010 317

*Centko, Thomas J. And Others*

**Suggested Guidelines for Establishing Vocationally Oriented Programs for Special Education.**

Northern Michigan Univ., Marquette.

Spons Agency—Michigan State Dept. of Education, Lansing. Div. of Vocational Education.

Pub Date [71]

Note—43p.; Occasional light print

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—\*Cooperative Planning, Elementary Secondary Education, \*Guidelines, Handicapped Students, \*Program Development, Program Proposals, \*Special Education, \*Vocational Education

This monograph is an outgrowth of an in-service workshop for vocational educators, special educators and administrators. The workshop staff developed it with the intent of providing guidelines for educators in the design of vocational education programs for special education students. Specific suggestions concerning program development, identification of work and jobs, cooperation among agencies and personnel, evaluative functions, proposal preparation, and obtaining funds are given. (SJL)

**ED 117 613** CG 010 318

*Glennen, Robert E.*

**Ethical and Legal Responsibilities of Counselors.**

Pub Date [Nov 74]

Note—7p.; Paper presented at the Annual Meeting of the Nevada Personnel and Guidance Association (19th, Stateline, Nevada, November 13-15, 1974) Some lines may not reproduce clearly because of quality of original document

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Confidentiality, Counselor Performance, \*Counselors, \*Ethics, \*Guidelines, \*Legal Responsibility, Literature Reviews, Standards

In the aftermath of the Watergate scandal, each profession is reviewing its ethical practices. This paper assists in this renewal by citing the code of ethical standards of APGA; reviewing the laws of the State of Nevada regarding privileged communications; and covering the legal aspects which relate to counseling situations. (Author)

**ED 117 614** CG 010 319

*Banaghan, William F.*

**Vocational Guidance Personnel.**

Area 5 Vocational Planning Committee, Pleasant Hill, Calif.

Pub Date 74

Note—10p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Classification, Educational Guidance, Employment Qualifications, \*Guidance Personnel, Guidance Services, \*Occupational Guidance, Performance Criteria, \*Specialists, \*Vocational Education

This paper addresses the need for having a specialist in vocational guidance who knows what needs to be done to implement and improve vocational guidance services. The person who fills the role of vocational guidance specialist must be aware of the potential roles that each group within the educational system can play in fostering needed guidance services, and must serve as a catalyst for bringing these resources together into a viable program. To do this, the author posits that the specialist must have an in-depth and practical understanding of the educational system, the world of work, the individual and the process of vocational development, and procedures for bringing people together in a common effort. For purposes of providing insight into the breadth and level of this person's understanding, the author provides a comprehensive description of relevant competencies. (SJL)

**ED 117 615** CG 010 320

*Riggs, Ronald C.*

**A Guide to Training Parents as Behavior Modifiers.**

Note—16p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Behavior Change, \*Change Agents, \*Change Strategies, Conditioning, \*Guidelines, Parent Child Relationship, \*Parent Education, Reinforcement

A guide to training parents as behavior modifiers is presented. Providing the parents with a summary of behavior modification principles is suggested. Having the parents select behaviors and gather base rates prior to the interview is discussed. Specific interview topics and questions are presented. The statement of a precise behavioral objective is stressed, as is the rehearsal of the change strategy. Assessment is reviewed with reference to the behavioral change, the parents, and the change agent. Common mistakes leading to the failure of the change strategy are listed. Finally, termination and generalization of parent behaviors are discussed. (Author)

**ED 117 616** CG 010 321

*Carrico, Kenneth L. Riggs, Ronald C.*

**Positive Attentional Cues as Cognitive Factors in Desensitization.**

Pub Date 1 May 75

Note—15p.; Paper presented at the Annual Meeting of the Midwest Association of Behavioral Analysis (1st, Chicago, Illinois, May 1, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Attention Control, \*Behavior Change, Cognitive Processes, \*Conditioning, \*Desensitization, \*Fear, Psychological Studies

The purpose of this study was to investigate the function of positive attentional cues as cognitive factors in the modification of fear responses in a desensitization-like treatment procedure. Positive attentional cues are defined as positively-valenced descriptors of the feared stimulus. Two groups of two subjects each were assessed as to the intensity of their fear responses (snake phobia) along behavioral and cognitive dimensions. After two relaxation sessions, the standard treatment and experimental groups received the same desensitization treatment with one exception: the hierarchy of the experimental group was supplemented with a positive attentional cue. The results indicated that while both groups improved on the behavioral measures, the experimental

group's improvement was somewhat greater. Follow-up data indicated that the experimental group lost some of their initial gains while the control group continued to improve. The implications of these findings are discussed. (Author)

**ED 117 617** CG 010 322  
Durley, Gerald L. And Others  
1972 Counselor Summarization and Evaluation Report.

Institute for Services to Education, Inc., Washington, D.C.

Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date 72

Note—78p.; For related document, see ED 084 936

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**

Descriptors—Conference Reports, \*Cooperative Planning, \*Counseling, \*Counselor Role, Higher Education, \*Interdisciplinary Approach, \*Program Evaluation, Skill Development, Workshops

The 1972 Summer Conference for Counselors of the Institute for Services to Education, Thirteen College Curriculum Program was held at Newton College of the Sacred Heart, Newton, Massachusetts during the period of June 25 through July 14, 1972. The general theme throughout the entire conference was three-fold in nature: (1) to introduce and develop the concept of the interdisciplinary approach across academic and administrative lines at the college and university level; (2) to present a vast array of counseling techniques which would enhance counselor skills in working with students; and (3) to instill within each counselor the vital role that he or she must play if the total curriculum program is to be successful. These three elements were placed under the umbrella of over-all morale building for the status of the counselors in the college consortia program. (Author)

**ED 117 618** CG 010 323

Durley, Gerald L., Ed. Rogers, Judith, Ed.

Hand Book for College Counselors in the Institute for Services to Education Curriculum Development Program.

Institute for Services to Education, Inc., Washington, D.C.

Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date Sep 72

Note—67p.; For related document, see ED 084 936

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

Descriptors—College Programs, Consortia, \*Counseling Programs, \*Counselor Role, \*Demonstration Programs, \*Guidelines, Higher Education, Objectives, \*Program Descriptions, Student Needs

This handbook orients counselors to the counseling needs engendered by the curriculum program of the Thirteen College Consortium. In addition to providing an overview of the philosophy and objectives of the counseling program, the book describes the general and special services to be provided by counselors. Also described are the techniques and processes of counseling for the Consortia Program, evaluation instruments and evaluation procedures, and a detailed model for a counseling program. Within the program framework, the counselor acts as a central unifying force by helping to meet both immediate and long-term student needs, by acting as an advocate of student views, by serving as a source of support and understanding for individual students, and by monitoring programs and student progress for the purposes of continued improvement. (SJL)

**ED 117 619** CG 010 324

Gfeller-Varga, Dorinda A. Long, Barbara H.

Correlates of Self-Concept of Elderly Women Residing in Institutions.

Pub Date [73]

Note—20p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Behavioral Science Research, Correlation, \*Females, \*Institutionalized (Persons), Interviews, Measurement Instruments, Morale, \*Older Adults, Questionnaires, Religion, \*Self Concept, Self Esteem

Identifiers—Philadelphia Geriatric Morale Scale, Rosenberg Self Esteem Scale  
Ninety-five females (aged 61-100, mean=80.88) were interviewed in a study to

determine correlates of self-regard, as measured by the Philadelphia Geriatric Morale Scale (PGMS) and the Rosenberg Self-Esteem Scale (RSE). The PGMS correlated with the RSE, implying that the two reflect a single construct. Both scales correlated with self-reported activity. Religious variables correlated better with the RSE, while self-estimates of health correlated better with the PGMS. The PGMS is preferable as a measure of self-concept for this population because of its ease of administration. (Author)

**ED 117 620** CG 010 325

Schaefer, Earl S. Finkelstein, Neal W.

Child Behavior toward Parent: An Inventory and Factor Analysis.

Pub Date 31 Aug 75

Note—22p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30 to September 2, 1975); Some pages of the Inventory are marginally legible

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Affection, \*Behavior Patterns, \*Children, Factor Analysis, Interaction, \*Parent Child Relationship, \*Perception, \*Rating Scales, Reliability

Research on child influence upon parent behavior motivated the development of a Parent Report of Child Behavior Toward the Parent Inventory. Internal consistency reliabilities of 31 five-item scales ranged from .69 to .95 with a median of .88. Varimax rotation of three principal component factors yielded dimensions of Control, Acceptance versus Rejection, and Independence versus Dependence. Rotation of five factors differentiated the Acceptance scales into three factors labeled Affection, Considerateness and Helpfulness. Similar factors in children's perceptions of parent behavior are identified that will facilitate research on reciprocity in parent and child perceptions of parent-child interaction. (Author)

**ED 117 621** CG 010 326

Corazzini, John G.

Training in Nontraditional Research. Student Development Staff Papers, Vol. VI, No. 1, 1975-76.

Colorado State Univ., Ft. Collins. Univ. Counseling Center.

Pub Date Aug 75

Note—18p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30 to September 2, 1975); Occasional light print

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—College Students, \*Educational Programs, Evaluation, \*Graduate Study, \*Human Services, Literature Reviews, \*Program Evaluation, Program Improvement, Research Criteria, \*Research Problems, Speeches

Identifiers—\*Nontraditional Research

There is a growing need for program evaluation in the human services field. Along with this is a need to assess environments in order to plan effective programs. Graduate programs are doing little to prepare students for this task. Instead of training students how to do evaluation, graduate programs stubbornly adhere to the experimental research-scientist model. Research generates further research with little effect upon clinical practice. An alternate training paradigm based on the scientist-practitioner model is necessary. If evaluators are to be successful, they need a knowledge in program evaluation, environmental assessment, political processes, organizational theory, and research design. Evaluators also need interpersonal skills. Will graduate training meet the challenge of the 70's and train students in program evaluation and environmental assessment? (Author)

**ED 117 622** 95 CG 010 328

Schultz, Raymond A.

Selected Individual Difference Variables and Their Relationships to Student Perceptions of Socio-Psychological Climates. Technical Report No. 353.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCL-TR-353

Pub Date Aug 75

Contract—NE-C-00-3-0065

Note—132p.

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage**

Descriptors—Developmental Psychology, Environmental Influences, \*High School Students, \*Individual Differences, \*Locus of Control, Measurement Instruments, \*Personality Assessment, \*Psychoeducational Processes, Research Projects, Secondary Education  
Identifiers—Learning Environment Inventory, \*Sociopsychological Climate

The relationship of Locus of Control and Sensation Seeking to 267 high school students' perceptions of their Actual and Ideal socio-psychological climates as measured by the Learning Environment Inventory (LEI) was investigated. A principal components analysis of the LEI responses yielded three substantive dimensions: pleasantness index, relationship index, personal development index. Separate analysis of variance of the scores on the three components yielded significant Instruction and Locus of Control effects on the pleasantness index. No other significant effects were found. Results were discussed in terms of the structure of the perceived environment and the relevance of individual difference measures for socio-psychological climates. (Author)

**ED 117 623** 95 CG 010 329

Feldman, Robert S.

Nonverbal Disclosure of Deception and Interpersonal Affect. Technical Report No. 343.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCL-TR-343

Pub Date Apr 75

Contract—NE-C-00-3-0065

Note—32p.; Occasional light print

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—\*Affective Behavior, Behavior Rating Scales, Body Language, \*Communication (Thought Transfer), \*Interaction Process Analysis, \*Nonverbal Communication, Personality Assessment, Research Projects, \*Verbal Communication

Identifiers—\*Deception

The present study explored the effect of verbal dissembling on nonverbal behavior. Subjects were 146 females who were led to be either truthful or deceptive verbally to a confederate. The underlying affective state of the subjects and the publicness of the interaction between subject and confederate were also varied experimentally. The nonverbal behavior of the subjects was analyzed using objective scoring by trained coders and by showing samples of subjects' behavior to naive judges who rated how pleased the subjects appeared. Results showed that nonverbal behavior tended to reflect whether a subject was dissembling or being truthful. In addition, when they were truthful, subjects revealed their underlying affective states. However, when lying, there was no difference in nonverbal behavior according to the affect felt for the confederate. The nonverbal behavior of the subjects also tended to differ according to whether they were interacting publicly or privately; in public, subjects appeared more pleased with the confederate than in private. (Author)

**ED 117 624** CG 010 330

Rettig, Edward B.

ABC's (Antecedents-Behaviors-Consequences) for Parents: An Educational Workshop in Behavior Modification. Session Materials and Behavior Management Workbook.

Associates for Behavior Change, Van Nuys, Calif.

Pub Date 73

Note—185p.; Sessions materials 147 pages,

Workbook 38 pages

Available from—Associates for Behavior Change, P.O. Box 7069, Van Nuys, California 91408

Document Not Available from EDRS

Descriptors—\*Behavior Change, Manuals, \*Parent Child Relationship, \*Parent Education, Parent Workshops, \*Program Guides, Reinforcement, Workbooks

This guide for parents, which seeks to apply behavior modification techniques for changing their own as well as their children's behaviors, has two separate parts—a workshop and a workbook. The manual attempts to teach methods of effective parenting and behavior change through programmed instruction in "antecedents-behaviors-consequences." There are 9 sessions and 29 steps necessary to effect change, and the progression should be step-by-step. Sessions include: (1) analyzing behavior; (2) observing and



tracking behavior; (3) developing an intervention; (4) strengthening and maintaining behaviors; (5) weakening and eliminating behaviors; (6) teaching and shaping new behaviors; (7) returning to baseline conditions; (8) returning to the intervention; (9) developing future programs. The sessions, which open with some theoretical and historical background, specify the behavioral objectives and activities to obtain them. The workbook contains the necessary forms, graph paper and evaluation sheets needed to complete the steps outlined in the session materials. The authors include evaluation sheets that users are to fill out and return which will provide feedback to the program creators on its effectiveness and value. (NG)

ED 117 625

CG 010 331

*Brownstone, Jane E. Dye, Carol J.*

**Communication Workshop for Parents of Adolescents (Leader's Guide and Parent's Review).**

Pub Date 73

Note—90p.; Leader's Guide 73 pages, Parent's Review 17 pages

Available from—Research Press, 2612 North Mattis, Champaign, Illinois 61820

**Document Not Available from EDRS**

**Descriptors—**\*Adolescents, \*Communication Skills, \*Counseling Instructional Programs, Guides, \*Interpersonal Competence, Manuals, Parent Child Relationship, \*Parent Counseling, Parent Workshops

This handbook describes the tasks, materials, rationale, and procedures for conducting a five-session Communication Workshop for Parents of Adolescents. It is designed for a variety of professionals, including psychologists, social workers, ministers, school counselors and others whose work with families has alerted them to the acute need for more effective communication between parents and their children. It includes a separate Parent's Review. This program was initially developed for parents whose adolescents were psychiatric patients. These parents were primarily from middle class social status, with adolescent children ranging in age from 13 to 16. Behavior problems (e.g. drugs, running away) were the predominant complaint, but some of the adolescents were also showing signs of serious depression, anxiety, and, in a few cases, psychosis. However, the content and format of the Communication Workshop have proven to be relevant not only in clinical settings, but for non-patient populations in the community-at-large as well. In establishing the Communication Workshop, applicable goals for the workshop were: (1) to give parents specific information on how to communicate more effectively, (2) to help parents begin analyzing their families' communication patterns, (3) to help parents identify their own style of communicating with their children, and (4) to start parents in practicing alternative methods where it seems warranted. (Author/NG)

ED 117 626

CG 010 332

*Alvord, Jack R.*

**Home Taken Economy: An Incentive Program for Children and Their Parents.**

Pub Date 73

Note—20p.; with contract sheet; fifth printing Available from—Research Press, 2612 North Mattis Avenue, Champaign, Illinois 61820 (ISBN 0-87822-106-9)

**Document Not Available from EDRS**

**Descriptors—**Behavioral Objectives, \*Behavior Change, Guides, Manuals, Parent Child Relationship, Parent Participation, \*Parent Responsibility, \*Program Guides, \*Reinforcement

This behavior modification program, for use by parents with their children, shows parents how to use tokens to provide contingent reinforcement for increasing desirable behaviors. Withdrawal of tokens is used as punishment to extinguish behaviors deemed undesirable. The program includes an introduction for the professional, but is intended primarily for use by parents themselves rather than by professionals. It provides detailed instructions for all aspects of parent management. A separate contract sheet is included on which parents are to specify desirable and undesirable behaviors, and day-by-day records of the child's progress. (NG)

ED 117 627

CG 010 333

*Citrin, Richard S. Dixon, David N.*

**Reality Orientation: A Milieu Therapy Used in an Institution for the Aged.**

Pub Date Oct 75

Note—17p.; Paper presented at the Annual Meeting of the Gerontological Society (28th, Louisville, Kentucky, October 26-30, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors—**\*Behavior Change, Geriatrics, \*Institutionalized (Persons), \*Milieu Therapy, Nursing Homes, \*Older Adults, Personal Care Homes, Research Projects, Speeches, \*Sub-professionals, Therapy

**Identifiers—**\*Reality Orientation

This study reports an experimentally designed evaluation of Reality Orientation. Twelve elderly residents were chosen for the experimental group and 13 residents were chosen for the no-treatment control group. Both classroom Reality Orientation and 24-hour Reality Orientation were introduced on the experimental floor. A pretest-posttest control group design was used with two instruments serving as the dependent measures: a 25 item structured interview measuring the amount of basic information the resident had concerning orientation to environment and a 30-item rating form completed by staff familiar with the resident's daily functioning. T-test comparisons of means for dependent samples indicated a significant increase in orientation to environment on the structured interview and a non-significant increase in orientation on the rating form for the experimental group from pre-to posttest. The control group showed a non-significant decrease in orientation on both instruments. Comparison of means indicated a significant posttest difference on the structured interview and a non-significant difference on the rating form between the experimental and control group. Reality Orientation led to greater orientation and noticeable behavior change in residents and gave the largely subprofessional staff of this nursing home a productive method for interacting with residents. (Author)

ED 117 628

CG 010 334

*Grollman, Earl A.*

**Explaining Death to Children.**

Pub Date [75]

Note—5p.; Paper presented at the Annual Meeting of the National Council of Family Relations (Salt Lake City, August 19-23, 1975); Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Children, \*Death, \*Guidelines, Needs, Parent Attitudes, Parent Child Relationship, \*Parent Responsibility

**Identifiers—**\*Grief

This essay deals with the necessity of explaining death to children, and offers guidelines as to how parents can do this. It points out that ignoring the child's need to confront the issue of death can only be harmful, depriving him of the opportunity to share his grief. The author suggests that parents be honest with their children about death, be receptive to the child's feelings and bewilderment, and encourage the child to verbalize his fantasies and fears. (NG)

ED 117 629

CG 010 335

*Dahl, Barbara B. And Others*

**Second Generational Effects of War-Induced Separations: Comparing the Adjustment of Children in Reunited and Non-Reunited Families.**

Naval Health Research Center, San Diego, Calif.

Spons Agency—Department of the Army, Washington, D.C.; Department of the Navy, Washington, D.C.

Pub Date [75]

Note—17p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Salt Lake City, Utah, August 19-23, 1975); Some pages may reproduce poorly; Prepared at the Center for Prisoner of War Studies

Available from—Director, Center for Prisoner of War Studies, Naval Health Research Center, San Diego California 92152

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors—**\*Adjustment Problems, Armed Forces, \*Children, \*Fatherless Family, Longitudinal Studies, \*Military Personnel, One Parent Family, Personal Adjustment, Research Projects, Social Adjustment, \*War

**Identifiers—**\*Separation (War Induced)

The present study, based on data gathered after the first year of a longitudinal investigation, was designed to compare the second generational ef-

fects of long-term father absence on children whose fathers are classified as "missing in action" and children whose fathers were held prisoners during the Vietnam War but returned to their families. The study included 99 children of returned prisoners of war and 105 children of men who remain "missing in action." The investigators were concerned with examining whether the children whose fathers have not returned would have greater difficulty adjusting than the children whose fathers returned. All subjects were administered the California Test of Personality approximately 12 to 24 months after the return of American prisoners of war from Vietnam to determine their levels of personal and social adjustment. Scores are compared using a t-test for significant differences. Findings indicated that the groups differed in two areas of adjustment: one area of personal adjustment, manifestation of nervous symptoms, and one area of social adjustment, community relations; in both cases the children whose fathers did not return were indicating poorer adjustment. (Author)

ED 117 630

CG 010 336

*Anderson, Margaret A.*

**Counseling the No-Longer Married Woman.**

Pub Date Apr 75

Note—6p.; Paper presented at the Annual Meeting of the National Association for Women Deans, Administrators, and Counselors (59th, Philadelphia, Pennsylvania, April 2-5, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors—**Adult Students, College Attendance, Counseling Services, \*Counselor Functions, \*Divorce, \*Females, Higher Education, \*Marital Instability, \*Single Students, Special Services, Speeches

Throughout continuing higher education there has been a surge of concern for the returning student (housewife), but the returning student (divorcee) is usually left without needed supportive services to nurture her return to the mainstream. The newly-single female is a crisis-strengthened and weakened mutation, unable to return to her former self and needing help in shaping her new identity. Many see college education as the process through which to gain renewal. To counsel creatively it is necessary to recognize that the divorcee is in a unique position to barter past limitations for new goals. (Author)

ED 117 631

CG 010 337

*Warehime, Robert G.*

**Facilitating Personal Growth in Marriage Via Psychodramatic Methods.**

Pub Date Sep 75

Note—14p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 2, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors—**\*Conflict Resolution, Guidelines, Interpersonal Competence, \*Interpersonal Relationship, \*Marriage Counseling, \*Methods, \*Personal Growth, Psychotherapy, Speeches

This paper describes a psychotherapeutic approach using psychodramatic procedures for training in handling of marital conflict. In this approach, persons are taught how to confront directly and deal actively with marital conflict situations. The author makes some theoretical assertions and then describes the psychodramatic procedures employed and the methods of conflict resolution taught through these procedures. The approach attempts to relate individual dynamics to the interpersonal context of the marital relationship. The therapist's function is to facilitate the marital partners' recognition of their needs, feelings, and expectations, and to help them express these fully to their partners. The general aims of the approach are to help each partner find ways to have his needs met without interfering with the satisfactions of the other, and find ways to help satisfy each other's needs. The author also presents guidelines for assessing the effectiveness of the protagonists in relating to each other. (Author/SJL)

ED 117 632

CG 010 338

*Schiemann, William A.*

**Satisfaction-Rewards-Performance: Review of the Literature, and a Causal Analysis.**

Pub Date May 75

Note—30p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (46th, Chicago, Illinois, May 2-4, 1975)

Available from—William A. Schiemann, Dept. of Psychology, University of Illinois, Champaign, Illinois 61820

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors**—\*Interpersonal Competence, \*Job Satisfaction, Literature Reviews, Morale, Motivation, Performance Factors, \*Psychological Studies, \*Rewards, Speeches, \*Task Performance

A longitudinal study was carried out to explore the causal relationship among satisfaction, performance, and several reward types. The major findings support "interpersonal rewards" as a further link of satisfaction and performance; the results failed to support either the human relations model (satisfaction causing performance) or the reverse relationship. (Author)

**ED 117 633** CG 010 339

Alpert, Judith Richardson, Mary S.

**Conflict, Outcome, and Perception of Women's Roles.**

Pub Date [75]

Note—19p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 2, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—\*Females, \*Graduate Students, Projective Tests, \*Psychological Patterns, Psychological Studies, \*Role Conflict, \*Role Perception

**Identifiers**—\*Thematic Apperception Test

The study was designed to investigate perception of conflict and outcome across women's roles. A variation of the Thematic Apperception Test was used. Female graduate students (N=93) wrote stories to three pictorial cues. Each cue depicted women in a role: girl-friend/wife role, worker role, mother role. The 279 protocols (93 ss X 3 cues = 279) were coded blindly for existence of conflict and evaluation of outcome. Interrater reliability was 96 percent. Cochran's Q analyses indicate that more stories with conflict were told to the girl-friend/wife role and more stories with negative outcomes were told to the mother role cue. The results suggest that educated adult women perceive the worker role as the least problematic. Further, chi-square analyses indicate that the perceptions are independent of respondent's age, marital, or maternal status. (Author)

**ED 117 634** CG 010 340

Fransdon, Phillip E.

**Continuing Education of the Professions: Issues, Ethics, and Conflicts.**

Pub Date 8 Jul 75

Note—14p.; Paper presented at a Meeting of the National Association of State Universities and Land Grant Colleges (Kansas City, Missouri, July 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—\*Accountability, \*Certification, \*Ethics, Higher Education, \*Professional Continuing Education, \*Professional Education, Speeches, State of the Art Reviews

This paper addresses the issues concerning the moral and ethical picture of responsibility and control of relicensure in the professions. The author examines the historical framework of professionalism, outlines the philosophical, legal, and ethical issues, and stresses the need for accountability and continuing education. While the professional associations should set the standards for continuing education, it is recommended that the universities be responsible for planning and developing continuing education programs. The author advocates a structural arrangement within the institution whereby responsibility is shared by the professional school and the continuing education/extension division. Finally, the paper discusses the advantages of this dual-responsibility approach in continuing education of the professions. (SJL)

**ED 117 635** CG 010 341

Kirschner, Neil

**A Behaviorally-Oriented Approach to Facilitate Marital Satisfaction.**

Pub Date 75

Note—7p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 2, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—\*Behavioral Counseling, \*Behavior Change, Interaction, \*Marriage Counseling, \*Methods, \*Positive Reinforcement, Psychotherapy, Role Playing, Speeches

A behaviorally oriented approach to facilitate marital satisfactions is presented in this paper. The underlying rationale of the approach is presented and discussed. Furthermore, the author describes the use of the following intervention techniques: change facilitating propaganda, specification of the behaviors desired to be facilitated, reciprocity contracting, charting, behavior rehearsal, and modeling. (Author)

**ED 117 636** CG 010 342

Stern, Lewis R.

**Applications of Video in Counseling and Counselor Training: An Annotated Reference Source.**

Pub Date 75

Note—26p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors**—\*Annotated Bibliographies, \*Counseling, \*Counselor Training, Educational Resources, \*Instructional Media, Reference Materials, \*Video Tape Recordings

This manual describes and explains how the video medium, an immediate feedback recording device of sound and sight, may be and has been employed in psychotherapy and therapist-training to its greatest potential. It contains an introduction to the field, a guide to the form and use of the reference list, a brief glossary of Video Counseling terminology, and an annotated reference list of over 300 articles and texts dated from 1947 through the beginning of 1975. Reference citations are accompanied by a marginal guide to volume and abstract numbers of the Psychological Abstracts or ERIC Index. (Author)

**ED 117 637** CG 010 343

Bernstein, Douglas A. Borkovec, Thomas D.

**Progressive Relaxation Training: A Manual for the Helping Professions.**

Pub Date 73

Note—66p.; with phonodisc; third printing; foreword by Leonard P. Ullmann

Available from—Research Press, 2612 North Mattis Avenue, Champaign, Illinois 61820 (ISBN 0-87822-104-2)

**Document Not Available from EDRS**

**Descriptors**—Anxiety, \*Conditioned Response, Emotional Response, Guidelines, \*Methods, \*Progressive Relaxation, Psychological Patterns, \*Psychotherapy, \*Training Techniques

This manual sets forth in detail the therapist behaviors necessary for effective application of this relaxation training technique. The materials presented are designed to provide therapists in many disciplines with the skills they need to train their clients in relaxation. A background to relaxation training is presented, and the basic procedures of progressive relaxation are discussed. Also provided is an outline of those situations in which relaxation training has been beneficial and those situations in which it has proved less useful. The authors emphasize that progressive relaxation training should be part of a joint effort by therapist and client which takes place within the context of a positive therapeutic relationship. (Author/SJL)

**ED 117 638** CG 010 344

Ellis, Albert

**RET [Rational Emotive Therapy] Abolishes Most of the Human Ego.**

Pub Date 30 Aug 75

Note—18p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 2, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—Individual Characteristics, \*Individual Psychology, \*Performance, \*Rational Therapy, \*Self Concept, \*Self Evaluation, Speeches

Rational-emotive therapy (RET) holds that much of what we call the human "ego" has little or no legitimacy and, when conceived of and given a global rating (e.g., the individual gets rated as "worthwhile" or "worthless"), interferes with survival and happiness. Certain aspects of "ego" do have a verifiable existence and lead to beneficial results: people do seem to exist, or have aliveness, for a number of years, and they also have self-consciousness, or awareness of their existence. In this sense, they have uniqueness, ongoingness, and "ego." But what they

usually call their "self" or "totality" or "personality" has a vague, almost indefinable quality, and they cannot legitimately give it a single meaningful rating—cannot label it as "good" or "bad." They may well have good or bad traits—characteristics that help or hinder them in their goals of survival and happiness—but they really have no "self" that "is" good or bad. To increase their health and happiness, RET theory and practice recommends that they'd better resist the tendency to rate their "self" or "essence" and had better rate only their deeds, traits, acts, characteristics, and performances. (Author)

## CS

**ED 117 639** CS 002 285

Cohen, Harvey S. Feldman, Jack M.

**On the Domain Specificity of Cognitive Complexity: An Alternative Approach.**

Pub Date 75

Note—8p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 3, 1975); Figures 1 through 4 were removed due to poor reproducibility; Marginal reproducibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Cognitive Ability, \*Cognitive Processes, \*Discrimination Learning, Reading Research, Sensory Integration

**Identifiers**—Differentiation, Integration (Cognitive)

This study attempts to assess differences in the three aspects of cognitive complexity—differentiation, discrimination, and integration—as functions of information about and interest in the relevant domain. The two groups of subjects consisted of 20 members of a local sports car club and an equal number from a local garden club. Each group had high interest and information in one domain and, at most, average interest and information in the other domain. Each subject filled out a form on 20 flowers and a form on 20 cars. Multidimensional scalings revealed pronounced differences in integration, possible differences in discrimination, and virtually no differences in differentiation when the between-domain and within-domain judgments were compared. (TS)

**ED 117 640** CS 002 351

Alberts, Cecil

**Game Power for Phonics.**

Pub Date 72

Note—40p.

Available from—Spin-A-Test Company, Dept. ER, Post Office Box 823, Pleasanton, California 94566 (\$7.95 paper)

**Document Not Available from EDRS**

**Descriptors**—\*Classroom Games, Educational Games, Elementary Education, Games, Instructional Materials, \*Phonics, \*Reading Instruction, Reading Skills, \*Remedial Reading

The games presented in this manual are based on the Spin-A-Test game making technique, are applicable to the complex area of phonics, and are intended to provide teachers of reading with an almost unlimited source of circular games which meet prescriptive objectives. Contents of the manual consist of (1) a description of the scope of the game making technique when applied to reading (including an index of phonetic and structural games and an index of comprehensive games), (2) details of the features of the Spin-A-Test models, (3) directions for creating the game format, (4) a learner verification form, (5) a typical remedial sequence, (6) instructions to players for six basic games, (7) an index of structural and phonetic games (with an extensive, alphabetical list of words and word fragments), and (8) a comprehensive game index. (JM)

**ED 117 641** CS 002 352

Braun, Carl, Ed. Riffel, J. A., Ed.

**Prevent Reading Disabilities.**

Manitoba Educational Research Council, Ft. Gary.

Pub Date 75

Note—42p.; Some pages may reproduce poorly due to small type

Journal Cit—Manitoba Journal of Education; v9 n2 Entire Issue 1975

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—Booklists, Childhood Interests, Dictionaries, Educational Games, Elementary Education, Individualized Reading, \*Language Arts, \*Reading Difficulty, \*Reading Instruction, Resource Materials, Word Lists

Articles in this issue are concerned with reading instruction aimed at preventing reading disability. Topics discussed in the six articles are: classroom practices which aggravate reading problems, a model for individualized reading instruction which allows for several levels of individualization, a data based instructional system for improving learning and preventing reading failure, integration of the language arts as the only basis for successful programing, the importance of capitalizing on children's interests and experience, child authorship, using the camera to aid language arts skill development, and resource materials. Also included are lists of primary dictionaries, books for children to read by themselves from kindergarten to third grade, graded word lists (annotated), and sources of games and game books. (JM)

ED 117 642 CS 002 353

Reynolds, Allan G. Flagg, Paul W.  
Recognition Memory for Elements of Sentences.

Pub Date 75

Note—54p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—\*Abstraction Levels, Language Research, Language Skills, \*Memory, Models, Orthographic Symbols, \*Phonology, Psychological Studies, Recall (Psychological), \*Semantics, \*Sentence Structure, Syntax

Identifiers—Dartmouth College

Nouns are generally recalled and recognized better in memory tasks, although several theoretical positions and a variety of empirical tasks indicate the importance of verbs to sentences. To try to resolve this paradox, several experiments were designed to explore the efficiency of various sentence elements as cues in recognition memory. Subjects for the experiments were students enrolled in an introductory psychology course at Dartmouth College. In one experiment concreteness of the stimuli did not interact with the type of distractor; however, verb phrase changes were harder to recognize than noun phrase changes when synonym distractors were used. This result was replicated in two other experiments, a forced-choice recognition paradigm and an experiment involving whole sentences where the derivational similarity of verbs and nouns was controlled. Two additional experiments indicated that the effect could not be attributed to characteristics of the English language or to superior memory for form information in nouns. The total results are interpreted as suggesting that subjects process different parts of a sentence to different semantic levels, with verbs receiving more semantic representation and nouns more orthographic or phonological representation. (Author/MKM)

ED 117 643 CS 002 354

Ingham, Anna Gertrude

The Blended Sound-Sight Method of Learning.  
Second Edition Revised.

Pub Date 69

Note—265p.; Published by Modern Press, Saskatoon, Saskatchewan

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage

Descriptors—Basic Reading, \*Beginning Reading, \*Decoding (Reading), Elementary Education, Grade 1, Individualized Reading, \*Phonics, \*Sight Method, Spelling, Study Skills, Teaching Guides, \*Teaching Methods

The beginning reading method explained in this book combines a phonics approach with a sight word/basal reader approach, a method which the author used during her many years in the classroom. The author has found that children can become independent readers in two to four months and may read from 10 to 200 books independently in the first year. Spelling and writing are also stressed in this method. Chapter topics are: the purpose and advantage of the blended sound-sight method, the advanced phonics course taught in grade 1, basic steps and procedures in the blended sound-sight method, the activity set-up, the pre-primer stage, teaching advanced phonics, the individualized library, the teaching of spelling, tying phonics into other subjects, written communication, grouping, what parents should know about reading, individualization, interaction learning climates, and basic procedures when using an individualized approach. Also in-

cluded are practical helps for teachers such as examples of seatwork, references, and charts. (MKM)

ED 117 644 CS 002 355

Pastore, Nancy A.

The Effects of a Superordinate Context on the Learning and Retention of Facts for Second and Fourth Grade Children.

Pub Date 75

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., April 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—\*Abstraction Levels, Elementary Education, \*Learning Processes, Memory, Psychological Studies, Reading Research, \*Recall (Psychological), \*Relevance (Information Retrieval), \*Semantics

The purpose of this study was to provide a more complete understanding of the storage and retrieval processes of developmentally different youngsters. Forty-four second and fourth grade subjects were given a lesson consisting of 25 facts to learn and remember. Half of the group learned the facts in a context containing superordinate statements (topic sentences), the other half with coordinate (related) statements. Half of the subjects went through free recall sessions before the retention test while half did not. Significantly greater recall and recognition was found for second grade subjects going through coordinate learning and free recall retention treatments, and fourth grade subjects going through superordinate learning and straight retention treatments. Free recall sessions were taped and analyzed. Implications for cognitive-developmental research and instructional modes are discussed. (Author/MKM)

ED 117 645 CS 002 356

Dougherty, Mildred S., Ed.

Research in Reading and the Language Arts.  
Volume 1.

William Paterson Coll., Wayne, N.J.

Pub Date 74

Note—100p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Elementary Education, Individualized Reading, Informal Reading Inventory, \*Language Arts, Phonetics, Reading Comprehension, \*Reading Instruction, Reading Interests, Reading Programs, \*Reading Research, Standardized Tests, Tutors, Vocabulary Development

The studies reported in this document reflect the interests and concerns of reading and language arts teachers. Topics of the 10 studies were: a comparison of basal and individualized reading approaches to vocabulary acquisition of fourth graders, a comparison of a formal reading program and an informal general readiness program in kindergarten, an evaluation of first grade reading progress by a standardized test and an informal inventory, a comparison of second level pupils' vocabulary achievement scores using a multitext basal reading approach and a Sullivan programed reading system, a comparison of intelligence and the retention of phonetic sounds in kindergarten children, a comparison of grade score increases in vocabulary and comprehension for a cluster first grade and a self-contained first grade, a comparison of the Distar reading system with a basal reading program in second grade as measured by the Stanford Achievement Test, a comparison of the progress made by fifth grade tutors and fourth grade tutees during a tutorial reading program, a comparison of reading interests of sixth graders from a satellite city and a residential suburb, and a comparison between a child's reading ability and reading group replacement. (JM)

ED 117 646 CS 002 357

Criteria for Excellence in Reading: An Evaluation Scale.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Services.

Pub Date 75

Note—34p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Adult Basic Education, Community Involvement, Elementary Secondary Education, \*Evaluation Criteria, Paraprofessional School Personnel, Parent Participation, \*Program

Evaluation, \*Rating Scales, \*Reading Instruction, Reading Materials, \*Reading Programs, Teachers

Identifiers—Pennsylvania, \*Right to Read

These criteria for determining excellence in reading programs were designed to focus attention on the substance rather than the form of reading instruction in Pennsylvania. School district evaluators are directed to apply an evaluation scale of zero, indicating an item is not applicable, to five, indicating a high score, to the criteria. Criteria topics and subtopics concern the learner, the staff, the community, instruction, materials, the environment, time, evaluation, and the budget. Examples of criteria for the learner are: "Instruction should be learner-centered and each learner guided through a planned arrangement of skills to read at his/her diagnosed expectancy level;" and "The learner should be encouraged to use his/her interests and experiences as an integral part of reading." (MKM)

ED 117 647 CS 002 358

Attitudes Toward Reading Scale.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Services.

Pub Date 75

Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—\*Attitudes, \*Attitude Tests, Elementary Education, \*Interest Scales, \*Reading Habits, \*Reading Interests

Identifiers—\*Attitudes Toward Reading Scale, Right to Read

This reading attitude scale was designed to negate the tendency for students to indicate overly positive attitudes, a tendency which the authors feel is reflected in responses to other attitude scales. There are two forms of the scale: one for grades 1-3 and one for grades 4-6. The primary scale is read to the children and has a three choice format on a hand-scored answer sheet. The intermediate scale is read by the children themselves and has a five choice format on a machine-scorable answer sheet. The first six items ask for descriptive information. The remaining items are worded either positively or negatively, where positive attitudes are indicated by agreement with positively worded items and disagreement with negatively worded items. Scoring instructions are given. Reliability estimates for both forms are given as .85 to .90. (MKM)

ED 117 648 CS 002 359

Wright, E. N. Reich, C. M.

Language: A Study of Fundamental Skills. No. 108.

Toronto Board of Education (Ontario). Research Dept.

Pub Date Sep 72

Note—64p.; Several examples in the appendix may reproduce poorly

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—\*Composition Skills (Literary), Elementary Secondary Education, \*Language Skills, \*Parental Background, Rating Scales, Reading Achievement, \*Reading Habits, Reading Interests, Reading Research, \*Reading Tests

Identifiers—Canada, Ontario (Toronto)

During the school year 1971-72, a study of language skills was conducted in the city of Toronto, Ontario. Scores on the Gates-MacGinitie Reading Test were analyzed for many students in grades four, six, eight, and nine. Students scored at grade level with reference to the United States norms of this test. The vocabulary and reading subsections of the Canadian Tests of Basic Skills were also administered to groups of students in grades four, six, and eight in order to compare the two tests. The relative performance of students on this test was similar to performance on the Gates-MacGinitie; however, the scores were several months lower. A questionnaire was administered to a sample of sixth graders concerning their reading activities and their parents' reading activities. In general, the sixth graders reported that they and their parents engaged in many reading activities. The favorite themes of the children were mystery, adventure, and horror. Analysis of compositions collected from a sample of eighth graders showed that most of the students can write a coherent narrative of acceptable prose. Parents' occupation was found to be related to all three measures of language ability, with higher occupational status being associated with higher scores. (MKM)

ED 117 649

CS 002 360

Mathews, Mitford M.

Teaching to Read: Historically Considered.

Pub Date 76

Note—214p.

Available from—The University of Chicago Press, 5801 Ellis Avenue, Chicago, Illinois 60637 (\$3.95 paper)

Document Not Available from EDRS

Descriptors—Alphabets, \*Beginning Reading, Decoding (Reading), Elementary Education, \*History, Phonics, \*Reading Instruction, \*Reading Research, Sight Method, Word Recognition

The history of teaching people to read is explored from the introduction of the Greek alphabet about 3,000 years ago to the present renewed interest in sound symbol relationships. Greek schoolboys were required to learn first the alphabet in order, next commonly used syllables, and then words. English was first written in the Latin alphabet using phonetic spelling until the art of printing reached England about 1475 causing more fixed spellings and thus more reading difficulty. Other topics explored are reading problems and solutions in Germany, early reading experiments in the United States, the word method endorsed by Horace Mann, reading from Horace Mann to Francis Parker, the words-to-reading method popular in Chicago, the word method and the new education of Dewey, public excitement over reading in the United States since the 1880's, the linguistic approach to reading, beginning reading with temporary alphabets, and reading experiments and their results. (MKM)

ED 117 650

CS 002 361

Schiller, Hillel A.

From Shape to Letters.

Pub Date Dec 71

Note—11p.; Reprinted from Main Currents in Modern Thought, v28 n2, Nov.-Dec., 1971

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—\*Kinesthetic Development, Elementary Education, \*Instructional Aids, \*Kinesthetic Methods, \*Letters (Alphabet), \*Perceptual Development, Primary Education, \*Reading Readiness, Visual Discrimination

In order to make letter shape recognition an integral part of perception training, the use of the line in its two basic shapes is proposed. Letter shapes may seem exceedingly complex linear shapes to young minds. Thus instead of instruction in configuration, instruction involving transformational activities to manipulate and create the differentiating features of each letter should be given. This perceptual teaching approach may provide sub-skill foundations for learning to read that are important to developing cognitive processes. Learning sequences involving the use of blocks to shape letters provide multisensory, intrinsic, and constructive activities in addition to visual recognition. (MKM)

ED 117 651

CS 002 363

Hatt, Frank

The Reading Process: A Framework for Analysis and Description.

Pub Date Feb 76

Note—117p.

Available from—The Shoe String Press, Inc., 995 Sherman Avenue, Hamden, Connecticut 06514 (\$8.00 cloth)

Document Not Available from EDRS

Descriptors—\*Affective Behavior, Cognitive Processes, \*Librarians, Library Education, Literacy, \*Readability, \*Reading Comprehension, \*Reading Processes

This study of the reading process was written by a librarian for other librarians in order to explore what happens as the end result of the librarian's job, the meeting of a person and a book. A model of the reading act is constructed which makes the reader the subject rather than the receiver, as in the communications model of "transmitter through message to receiver." The six stages of this reading model are indicated in the chapter headings. Who is the reader? What does the reader want? What is the text? How do the reader and the text come together? What is the nature of the reading? and What ensues from the reading? Librarians are encouraged to use increased knowledge of the reading process as it relates to the reader to improve their services. (MKM)

ED 117 652

CS 002 365

SSRG (Study Skills for Reading).

Arizona State Library Association, Phoenix.

Pub Date 75

Note—87p.; Compiled by the School Libraries Division

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Achievement Tests, Behavioral Objectives, \*Curriculum Guides, Elementary Secondary Education, English Instruction, Library Reference Services, Library Research, \*Library Skills, Multimedia Instruction, \*Reading Instruction, Reference Books, \*Reference Materials, \*Study Skills

Skills necessary for students in grades K-12 to have and use in the library are the topic of this curriculum guide. Behavioral objectives are presented in the following categories: orientation in the use of the library media center, care of materials, materials selection, circulation procedures, library media terminology, nonbook materials and equipment, parts of a book, library media center arrangement, card catalog, reference materials, periodicals, information file, bibliographies, abridged readers' guide to periodical literature, and advanced reference materials. Performance criteria are listed for each behavioral objective. Grade levels are suggested for introduction and mastery of each objective. Skills tests for grades 3-8 are included and are recommended for use as pretests and posttests. (MKM)

ED 117 653

CS 002 366

D'Annunzio, Anthony

A Learning Print Approach Toward Perceptual Training and Reading in Kindergarten.

Pub Date 75

Note—15p.; Unpublished paper prepared at Drexel University; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Auditory Discrimination, \*Beginning Reading, \*Diagnostic Teaching, Learning Disabilities, Paraprofessional School Personnel, \*Perceptual Development, Perceptual Motor Learning, Primary Education, Reading Research, Sensory Integration, \*Visual Perception

The purpose of this research study was to compare two kinds of perceptual training for kindergarteners. A control group was grouped for instruction in visual or auditory perception. The children whose weaker modality was auditory received an "Open Court" program which stressed the acquisition of phonetic skills. The Frostig-Horne program was given to those with visual perception difficulties. No attempt was made to determine the specific nature or level of their perceptual inadequacies, all children beginning their particular programs simultaneously. The children were taught by both teachers and aids. A carefully equated experimental group in terms of IQ, auditory perception, and reading was instructed by means of individual programs which emphasized instruction in both the weak and strong modality at students' specific level of ability. Those with no deficiencies participated in experience writing. The experimental group was taught by teachers and volunteers. Instructional time for both groups averaged thirty minutes a day, three times each week, over an eight month period. An analysis revealed that the experimental group made significantly greater improvement than the control group in the evaluation of visual perception, auditory perception, and in letter-word recognition. (MKM)

ED 117 654

CS 002 367

Pastine, Maureen, Comp.

Articles on Non-Sexist, Non-Racist Children's Literature.

Pub Date 75

Note—27p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Bibliographies, Book Reviews, \*Childrens Literature, Elementary Education, Nondiscriminatory Education, Publishing Industry, \*Racism, \*Sex Discrimination

This bibliography on nonsexist, nonracist children's literature contains lists of more than 150 articles, 15 documents abstracted and indexed in ERIC, 19 alternative publishers of children's books, 15 indexes and abstracts, 33 sources of book reviews for children's books, and almost 150 books and pamphlets. (JM)

ED 117 655

CS 002 368

Takahashi, Barbara L.

Comprehension of Written Syntactic Structures by Good Readers and Slow Readers.

Pub Date Jun 75

Note—84p.; M.Ed. Thesis, Rutgers University, The State University of New Jersey; Two reading tests were removed due to copyright restrictions

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Intermediate Grades, Junior High Schools, Reading, \*Reading Comprehension, Reading Difficulty, \*Reading Processes, \*Reading Research, \*Reading Tests, Sentences, \*Syntax

The purpose of this study was to compare the performance of ninth-grade slow readers with ninth-grade good readers and with sixth grade readers on a test of syntactic comprehension. The significant difference between the ninth-grade good readers' and the ninth-grade slow readers' performance on A Test of Sentence Meaning (ATSM), developed by Albert D. Marcus, clearly shows that comprehension of syntactic structure is an element in total reading comprehension. The low correlation between the total reading scores and the ATSM score would seem to indicate that it is not an important factor in reading at this level. The correlation of .70 between reading and the ATSM indicates that comprehension of syntactic structures is an important reading factor for sixth grade readers even on a survey reading test. It is suggested that the great difference in the correlations between the sixth-grade readers and the ninth-grade readers indicates that although these two groups measure on The Nelson Reading Test to be very similar with the same range and almost the same means, they must differ in at least one important respect. (LL)

ED 117 656

CS 002 369

Davis, William J.

Experimental Program for the Improvement of Teacher Competency in Reading; A Comparison between Remedial Reading Classroom Instruction and Specialized Remedial Reading Instruction Outside of the Regular Classroom.

Paderborn Learning Abilities Research Center, Waterloo, Ill.

Pub Date 75

Note—86p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—\*Effective Teaching, Elementary Education, \*Individual Instruction, Individualized Reading, Inservice Programs, \*Reading Consultants, Reading Diagnosis, Reading Instruction, Reading Research, Regular Class Placement, \*Remedial Reading, Teacher Evaluation

This three year study compared three organizational plans for teaching remedial reading by spending one year each at different grade levels: primary, intermediate, and seven-eighth, in that order. In the first plan a reading consultant tutored children individually in a reading clinic. In the second plan a master reading teacher provided aid in diagnosis, prescription, and individualization of instruction to classroom teachers who taught the remedial readers in their own classrooms. Intensive inservice education was conducted during the three years for the participating teachers; a reading materials center was established; and the reading clinic resources were made available to all teachers. A control group was selected the second year and did not receive program treatment. The results indicated that teacher competency increased in terms of five of six behavioral objectives. In the first year no statistical difference could be demonstrated in favor of children receiving special reading treatment at the clinic when compared to like children receiving regular classroom instruction. During the last two years of the experiment, students in the regular classrooms, whose teachers were involved in inservice sessions and who had the help of master teachers, demonstrated greater gains than the other two groups. \*MKM)

ED 117 657

CS 002 370

Koltai, Leslie

Reawakening the Imagination.

Pub Date 75

Note—8p.; Paper presented at the Los Angeles Community College District English Conference, Oct. 28, 1975

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

**Descriptors**—Community Colleges, Composition (Literary), \*English Instruction, Higher Education, \*Imagination, Language Arts, \*Language Skills, \*Reading, Relevance (Education), Student Motivation, \*Writing

The inability of college students to read accurately or to write coherently is a problem. The solution lies in the classroom and with the instructors who must approach the challenge of reading and writing instruction with encouragement and excitement, remembering that the true objective is the development of students' imagination. Students must be motivated to learn and must understand the practical necessity of mastering the subjects of reading and writing. The educational process must be made effective in relation to each individual student. (JM)

**ED 117 658**

CS 002 371

*Smith, Marshall S., Ed.*

**Conference on Studies in Reading. Summaries of Panel Reports, Panels 1 through 10 (Washington, D.C., August, 1974).**

National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 75

Note—143p.; For the individual panel reports see related documents ED 106 830-831, ED 108 175-176, ED 112 390-393, and CS 002 364

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage**

**Descriptors**—\*Conference Reports, Language Usage, Models, Motivation, Reading Ability, \*Reading Comprehension, Reading Development, \*Reading Research, \*Reading Skills, Research Needs, Research Problems, Semantics, Word Recognition

**Identifiers**—\*National Conference on Studies in Reading

These short summaries of the reports from the National Institute of Education's Conference on Studies in Reading are intended to reflect accurately the general areas of research recommended by each of the 10 panels taking part in the conference. Each panel focused on a particular problem in reading, identifying general approaches, suggesting programs of research, and within these programs—generating specific research projects. Subjects of the panels are: semantics, concepts, and culture; the structure and use of language; attention and motivation; modeling the reading process; assessment of reading comprehension; applications of existing reading comprehension research; reading comprehension and the high school graduate; learning and motivation in early reading; reading strategies for different cultural and linguistic groups; and essential skills and skill hierarchies in reading instruction. Complete reports for each of the ten panels are available in separate documents. (JM)

**ED 117 659**

CS 002 372

*Thomas D.*

**You, Your Child and Reading. A Reading Program for the Parent.**

Pub Date 74

Note—57p.

Available from—Thomas D. Treacy, 15 S. Britton Road, Springfield, Pennsylvania 19064 (\$2.50 paper)

**Document Not Available from EDRS**

**Descriptors**—Elementary Education, \*Parent Participation, \*Phonics, Reading Comprehension, \*Reading Instruction, Reading Readiness, Reading Skills, Teaching Guides, Word Lists, \*Word Recognition

The premise of this book is that parents should help their child learn to read at home in order to individualize reading skill instruction better than may be possible at school alone. A reading readiness checklist is offered as a guide to determining if one's child is linguistically, behaviorally, and perceptually ready to begin to learn to read. A guide to how to teach the sound-symbol relationships of phonics composes the major portion of the book. Reading comprehension is discussed and a reading skill checklist is suggested as a check on reading progress. (MKM)

**ED 117 660**

CS 002 373

*Lukens, Rebecca J.*

**A Critical Handbook of Children's Literature.**

Pub Date 76

Note—210p.

Available from—Scott, Foresman and Company, College Division, Advertising Department, 1900 East Lake Avenue, Glenview, Illinois 60025 (\$4.50 paper)

**Document Not Available from EDRS**

**Descriptors**—\*Children's Books, \*Critical Reading, Elementary Education, Fiction, \*Literary Analysis, \*Literature, \*Literature Appreciation, Nonfiction, Poetry, Teacher Education

This book is designed to introduce students and teachers to the vocabulary of literary analysis so that they may discuss and write about children's literature and make their own evaluations and judgments about books for children. Children's literature should be considered different from adult literature in degree, not kind. Points of similarity and difference are discussed throughout the text. Chapter topics concern a definition of children's literature; revelation of character, unity of character and action, types of characters, and change in character; types of plots, narrative order, conflict, and patterns of action; types and functions of setting; types of themes; point of view; style; and tone. Examples from well known children's literature illustrate points made in the discussion of these topics. Study questions accompanying each chapter ask the student to read specific children's books and to evaluate them using the terms and ideas of the chapter. Also discussed are rhymes and poetry and bias, style, and types of organization in a variety of nonfiction. (MKM)

**ED 117 661**

CS 002 374

*Blair, Timothy R.*

**The Successful Teacher of Reading: An Optimistic Explainer of Variance.**

Pub Date 75

Note—9p.; Paper presented at the Annual Meeting of the College Reading Association (Bethesda, Maryland, October 30, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—\*Developmental Reading, \*Effective Teaching, Elementary Education, \*Individualized Reading, Rating Scales, \*Reading Achievement, Reading Materials, \*Teacher Behavior, Teacher Characteristics, Teacher Qualifications

**Identifiers**—\*Teacher Effort Scale in Reading

Since both good and poor reading achievement have been produced with any one of several developmental reading approaches, teacher characteristics are thought to be an important, however seldom tested, variable in reading achievement. A study conducted by the author which employed the author constructed Teacher Effort Scale in Reading indicated that high teacher effort correlated positively with the reading achievement of classes. The teachers judged to be high effort versus low effort teachers in reading expended a high degree of effort while attempting to individualize instruction in their classes. Four subscales of the rating scale noted efforts to: (1) secure and utilize a variety of materials; (2) provide differentiated instruction; (3) keep records of student progress; and (4) arrange conferences dealing with an individual student's progress. The success of the high effort teacher in the study cited lends increased support for the training of teachers to William Powell's "automatic" level where the teacher blends knowledge and action together and to Arthur Gates' observance in 1937 that success in reading depends on the effectiveness of the teacher, the availability and effective use of materials, and the adherence to individual differences. (MKM)

**ED 117 662**

CS 002 375

*Eberwein, Lowell And Others*

**An Annotated Bibliography on Volunteer Tutoring Programs.**

Pub Date Feb 76

Note—13p.; Paper presented at the Annual Meeting of the Southeast Regional Reading Conference, International Reading Association (4th, Jacksonville, Florida, February 20, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—Annotated Bibliographies, Community Involvement, Elementary Education, Literature Reviews, \*Paraprofessional Personnel, Parent Participation, \*Reading Instruction, Reading Research, Student Participation, \*Tutorial Programs, Tutoring, Tutors, \*Volunteers, \*Volunteer Training

The first section of this annotated bibliography is a selected review of research on the effects of volunteer tutoring programs. Reviews of 34 studies note the number, level, and type of students; type of tutors; area of U.S.; length, frequency, and duration of tutoring sessions; and achievement and other results of the tutoring programs. Reference is made to a review of the research

and literature concerning student involvement in tutoring programs. The second section reviews eight articles and books on training programs for tutors. This bibliography was developed for schools that are interested in developing tutoring programs. It also contains pertinent information for community organizations involved in organizing and administering volunteer tutoring programs. (MKM)

**ED 117 663**

CS 002 376

**All About Reading.**

North Dakota Univ., Grand Forks. Center for Teaching and Learning.

Pub Date Oct 74

Note—12p.

Journal Cit—Insights Into Open Education; v7 n2 Entire Issue Oct 1974

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—Beginning Reading, Elementary Education, Reading Diagnosis, \*Reading Instruction, Reading Programs, Reading Skills, \*Reading Tests, \*Silent Reading

Focusing on reading, this issue of "Insights" contains three sections. The first, by Clara A. Pedersen, lists 20 questions which teachers and administrators should ask themselves before administering reading tests. The second, "What's Wrong with Reading Tests" by Deborah Meier, defines reading, describes learning to read, and analyzes the problems with reading tests. In the third, "Sustained Silent Reading," Robert A. McCracken outlines a sustained silent reading program which should be an integral part of the total reading program, providing both the drill of reading silently and the model of an adult (the teacher) who reads and shares what is read. (JM)

**ED 117 664**

CS 002 377

*Bunde, Gary R.*

**An Effectiveness Evaluation Between Manual and Automated Readability Counting Techniques. CNETS Report 5-75.**

Naval Education and Training Command, Pensacola, Fla.

Report No—CNETS-R-5-75

Pub Date Aug 75

Note—33p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors**—\*Career Ladders, Educational Programs, \*Instructional Aids, \*Instructional Materials, Manuals, \*Measurement Instruments, \*Readability, Reading Research

**Identifiers**—Navy

A statistical comparison was made between two automated devices which were used to count data points (words, sentences, and syllables) needed in the Flesch Reading Ease Score to determine the reading grade level of written material. Determination of grade level of all Rate Training Manuals and Non-Resident Career Courses had been requested by the Chief of Naval Education and Training Support. The devices compared were the Automated Flesch Count (AFC) developed by Kincaid and McDaniel and The Navy Automated Counter (NAC), a pencil-like stylus with a pressure-sensitive switch, developed by the Navy. Comparisons were made between the speed and reliability of the automated devices, and between the speed and reliability of each device and the manual method of counting data points. Similar reliabilities were found for both of the devices and for the manual method. Counts made using the devices were done almost twice as fast as manual counts. The NAC was 20% faster than the AFC, but this difference may be attributable to a practice advantage. The use of an automated device such as the NAC or AFC is recommended as being the most cost-effective technique available for any readability study which involves detailed counting. (MKM)

**ED 117 665**

CS 002 378

*Hays, Warren S.*

**Criteria for the Instructional Level of Reading.**

Pub Date 75

Note—30p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors**—Critical Reading, Elementary Education, \*Informal Reading Inventory, Oral Reading, \*Readability, \*Reading Comprehension, \*Reading Diagnosis, Reading Instruction, Reading Research, Reading Tests, \*Word Recognition

This study was designed to discover the answers to two general questions concerning the instructional level of reading: (1) What is the per-



centage of word recognition that is necessary for second and fifth graders to maintain in order to achieve a certain percentage of comprehension? (2) Are those word recognition percentages the same for both groups? Twenty-five second and 25 fifth graders were randomly selected from three middle-class schools. An Informal Reading Inventory was developed and administered to each subject. The data was analyzed and median word recognition scores were computed across levels of readability for various bands of comprehension. Subjects were asked to read two comparable passages at each level, one orally at sight and the other silently by sight. The results indicated that most second and fifth graders needed to achieve a word recognition score of at least 98 or 99 percent on the oral passage in order to have an accompanying comprehension score of at least 75 percent on the silent passage. Most second graders who achieved less than 92 percent recognition had accompanying comprehension scores of less than 50 percent. Most fifth graders who achieved less than 96 percent had accompanying comprehension scores of less than 50 percent. (Author/MKM)

ED 117 666 CS 002 379

*Epanchin, Betty Cooper*

**The Relationship between Self-Concept and Reading Achievement During the Elementary School Years.**

Pub Date 75

Note—179p.; Ed.D. Dissertation, Duke University Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-29,498, MFilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, Elementary Education, Item Analysis, \*Predictive Validity, \*Reading Achievement, Reading Research, Reading Skills, \*Reading Tests, \*Self Concept, \*Test Validity

Identifiers—Self Observation Scales

This study, using the Self-Observation Scales (SOS) primary and intermediate levels, was conducted to determine whether the self-concept items that were most predictive of reading achievement varied among sex-race-grade subsamples and to examine specific item content in order to focus upon the nature of the relationship between reading achievement and self-concept. It was hypothesized that the set of items most predictive of reading achievement for a particular sex-race-grade subsample is constant across all sex-race-grade subsamples on the Primary Level of the SOS, and the set of items most predictive of reading achievement for a particular sex-race-grade subsample is constant across all sex-race-grade subsamples on the Intermediate Level of the SOS. Subjects for this study were 5,990 children whose reading achievement data were recorded by their teachers during the process of validating and establishing norms for the SOS. Both hypotheses were rejected. (Author/RB)

ED 117 667 CS 002 380

*Franklin, Josephine Elizabeth Seaton*

**Teacher Competence and Effective Reading Instruction (In the Middle Elementary Grades).**

Pub Date 75

Note—189p.; Ph.D. Dissertation, Northwestern University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-29,632, MFilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, Elementary Education, \*Elementary School Teachers, Intermediate Grades, Interpersonal Competence, \*Reading Instruction, \*Teacher Attitudes, \*Teacher Evaluation, Teacher Responsibility

In order to determine the competencies possessed by teachers who have conducted successful reading programs, a qualitative study was conducted in Area C, Chicago Public Schools. It presents the views of twelve principals who assisted in identifying fifteen teachers designated superior in the teaching of reading in the middle grades (grades four through eight). The data provided by the principals and teachers included in the sample were obtained through the use of "Principal's Guide For Determining the Competencies of the Superior Teacher of Reading: Teacher's Questionnaire," "A Professional Profile," and "An Observer's Grid." A series of fifteen questions provided a basis for the interpretation of the data. It was concluded that the

competencies possessed by the urban teachers who have been designated superior in the teaching of reading in the middle grades, had a great deal to do with the personal attributes and positive attitudes toward learning of the individual teachers. The competent teacher of reading must also make studied explorations into the areas of beginning reading instruction, word recognition techniques, comprehension and interpretation skills, oral reading practices, reading in the content areas, and the availability and use of reading materials. (Author/TS)

ED 117 668 CS 002 381

*Glazzard, Margaret Leoni*

**An Evaluation of Teacher Rating, Reading Readiness, and Kindergarten Achievement as Predictors of First-Grade Vocabulary and Comprehension Achievement.**

Pub Date 75

Note—138p.; Ed. D. Dissertation, University of Kansas

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-30,034, MFilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—\*Beginning Reading, Educational Diagnosis, Learning Disabilities, \*Predictive Ability (Testing), Predictor Variables, Primary Education, \*Rating Scales, \*Reading Achievement, Reading Comprehension, \*Reading Readiness, Reading Research, Vocabulary

Identifiers—Teacher Judgment

To aid in the early identification of potential learning disabled children a multiple regression equation using analysis of covariance was used to determine which composite predictor variables obtained in kindergarten correlate maximally with first-grade achievement. Eighty-seven kindergarten students in Lawrence, Kansas, who had been instructed in a formal reading program were tested in May 1973. The predictor variables were: a reading readiness test, a reading achievement test, and a teacher rating scale. The criterion was a vocabulary and comprehension score at the completion of first grade, 1974. The results indicated that the teacher rating scale would be a more efficient predictive measure than either the reading readiness test or reading achievement test for both first-grade vocabulary and comprehension achievement. All three of the independent predictor variables were statistically significant ( $p$  less than .01) for the criteria. Analysis of covariance was used to isolate the predictive efficiency of each set of predictors. The teacher rating was significant ( $p$  less than .02) in predicting first-grade comprehension achievement. Both the teacher scale and reading readiness test were significant ( $p$  less than .01) in predicting first-grade vocabulary achievement. (Author/MKM)

ED 117 669 CS 002 382

*Heathington, Betty Sue*

**The Development of Scales to Measure Attitudes toward Reading.**

Pub Date 75

Note—123p.; Ed.D. Dissertation, The University of Tennessee

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-1947, MFilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—\*Attitude Tests, Doctoral Theses, Elementary Education, \*Interest Scales, \*Rating Scales, \*Reading Habits, \*Reading Interests, Reading Research

The purpose of this study was to develop an instrument or instruments to measure the attitudes toward reading of children in grades one through six. The Likert-type scale was chosen as the most appropriate type of instrument to meet established criteria. Two rural schools and two urban schools with normally distributed populations according to ability and socioeconomic levels were used in the study. Pilot work, consisting of individual interviews with children in grades one through six, was conducted to explore the area of reading attitudes and to obtain statements suitable for the attitude scale. Such interviews revealed that two scales were needed, one for grades one through three and one for grades four through six. The two attitude scales were administered to sample populations in the four schools. The final scales contain 20 items for the beginning level and 24 items for the second level. Answer formats were also designed for each scale. The scales were checked for reliability by

the test-retest method and for validity by item analysis and by teacher rating of students with positive and negative attitudes. Diagnostic clusters of questions were developed for diagnosis. The scales were judged to meet the established criteria. (Author/MKM)

ED 117 670 CS 002 383

*Hendon, Carl Adriol*

**A Comparison of Reading and Vocabulary Achievement of Elementary Students Taught with Two Reading Teaching Methods.**

Pub Date 75

Note—140p.; Ed.D. Dissertation, University of Kansas

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-30,040; MFilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—\*Basic Reading, \*Computer Assisted Instruction, Doctoral Theses, Elementary Education, \*Individualized Reading, \*Reading Achievement, \*Reading Instruction, Reading Research, Vocabulary

The purpose of this study was to compare student reading and vocabulary achievement of classes using a standard basal-reading series with the achievement of a class using the same standard basal-reading series and a computer-managed, teacher-support system in reading. The reading and vocabulary achievement growth of a sample of 40 classes of elementary students taught by a basal reading series method during the 1972-73 school year provided the control group data for this study. The next year the same teachers' classes were taught by using the same standard basal-reading series in conjunction with a computer-managed, teacher-support system. The achievement growth of these classes provided the experimental data for the study. There was a difference at the .05 level of significance between classes' reading scores indicating that greater growth was obtained by students in classes using only the basal-reading series. (Author/MKM)

ED 117 671 CS 002 384

*Joy, Charles Paul, Sr.*

**Programmed Instruction in Reading Correlated with Student Characteristics and Program Variables.**

Pub Date 75

Note—286p.; Ph.D. Dissertation, Northwestern University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-29,669; MFilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, \*Predictor Variables, Primary Education, \*Programmed Instruction, \*Program Effectiveness, \*Reading Instruction, \*Reading Programs, Reading Research, Teaching Methods, Technological Advancement

The purpose of this study was to determine the effectiveness of an automated programmed instructional unit under varying conditions. Students' sex and socioeconomic status as an influence on achievement when interacting with the intervention was investigated along with other facts. The selected literature included a review of representative samples of the current general literature in the areas of programmed instruction and educational technology as it relates to reading instruction. The sample for the study consisted of 800 first and second grade students who were divided into three treatment groups determined by the degree of treatment received. Among the conclusions reached were that the instructional mode investigated could be a useful adjunct to schools' reading programs and to teachers' efforts to raise the reading achievement levels of students; it appeared that for the intervention program to be used most effectively it should be used in the classroom rather than being centrally located; this type of programmed instruction with immediate feedback and reinforcement seemed to be equally effective on students who came from high, middle, and low socioeconomic levels; and there was an indication that students attending traditionally organized classrooms achieve at a higher level than those in ungraded situations. (Author/RB)

ED 117 672 CS 002 385

*Kistulentz, Andrew C.*

**An Analysis of Two Approaches Used in Teaching Reading and Study Skills Improvement in a Two-Year Community College.**

Pub Date 75

Note—132p.; D.Ed. Dissertation, The Pennsylvania State University

Available from—University Microfilms, P.O. Box 176, Ann Arbor, Michigan 48106 (Order No. 76-1360, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—\*Academic Achievement, \*Content Reading, Developmental Reading, Doctoral Theses, Junior Colleges, \*Reading Achievement, \*Reading Instruction, Reading Programs, Reading Research, \*Study Skills

This study investigated students' learning performances in reading and academic achievement after an experimental group took a reading improvement course in which vocabulary and comprehension improvement exercises were derived from their content area textbooks and a comparison group took a general reading improvement course with materials traditionally used in similar reading courses at many colleges. The subjects were eighty students enrolled in a college preparatory program which provided preparation for college studies for students who had poor high school achievement or who had been away from school for a long time and needed a refresher program. The comparative effectiveness of the two approaches was determined by analyzing the semester's mean cumulative grade-point averages and the mean achievement scores in the three content area courses using a two-tailed t test. Both groups made significant gains in reading scores from pretest to posttest on the Nelson-Denny Reading Test. There were no significant differences between groups in grade-point averages, reading improvement scores, or achievement in the writing or mathematics courses. There were significant differences in favor of the experimental group in achievement in the science course. (Author/MKM)

ED 117 673 CS 002 386

McLaughlin, John Thomas

Books as Reinforcers of Reading Performance: An Investigation of Their Relative Effectiveness.

Pub Date 75

Note—86p.; Ed.D. Dissertation, University of Maryland

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-29,116, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Doctoral Theses, Elementary Education, \*Positive Reinforcement, \*Reading Achievement, Reading Instruction, Reinforcement, \*Reinforcers, \*Remedial Reading Programs, \*Tutorial Programs

This study investigated the relative effectiveness of books on reading achievement scores when earned by under-achieving readers in a student tutoring program. Fifty-three fifth grade students who were in below grade level classroom reading groups and who scored from six months to three years below grade level on at least one of two reading achievement tests, were assigned to three treatment groups and one control group. The Wide Range Achievement Test and the Slosson Oral Reading Test were administered before and after the treatment phase. Data, in the form of the number of lines read correctly and number of errors made during each of the tutoring sessions, were collected. One group received knowledge of results only. A second group received knowledge of results and gift certificates redeemable at a local toy store. The results showed that the subjects reinforced with certificates for books showed significantly greater gains in reading achievement scores than did subjects who obtained other reinforcers. (Author/TS)

ED 117 674 CS 002 387

Mooney, Florence Eliese

A Content Analysis of Initial Elementary Reading Methods Courses.

Pub Date 75

Note—227p.; Ed.D. Dissertation, Rutgers University The State University of New Jersey

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-1121, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—\*Beginning Reading, \*Curriculum, Developmental Reading, Doctoral Theses, Elementary School Curriculum, Higher Education, Questionnaires, Reading Research, Teacher Attitudes, \*Teacher Education, \*Teacher Educators, \*Teaching Methods, Textbooks

Identifiers—\*Teacher Judgment

The purpose of this study was to obtain background information regarding the curriculum content of elementary reading methods courses for the development of a classification system of that content. This information was compiled from three separate sources: textbooks designated for use in an elementary reading methods course, opinions and suggestions of instructors of elementary reading methods courses, and opinions and suggestions of elementary teachers. Using operationally defined categories derived from a study of course outlines, 21 texts were examined to determine if given categories were included. A questionnaire using the same operationally defined categories was then developed and sent to 500 instructors of elementary reading methods courses and to 500 reading teachers throughout the United States. The questionnaire included a section to provide information regarding the background and experience of each subject. The response from the instructors showed that one-third required only one course in reading methods. The results of the survey indicated that there is significant agreement between elementary reading textbooks, instructors of elementary reading methods courses, and elementary teachers as to the curriculum content which should be included in an initial elementary reading methods course. (Author/MKM)

ED 117 675 CS 002 388

Roberts, Timothy Gerald

Effects of the "Auditory Discrimination in Depth Program" on Auditory Conceptualization and Reading Achievement.

Pub Date 75

Note—80p.; Ed.D. Dissertation, University of Northern Colorado

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-221, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—\*Auditory Discrimination, Doctoral Theses, Elementary Education, Exceptional Child Education, \*Reading Achievement, \*Reading Instruction, Reading Research

Identifiers—\*Auditory Discrimination in Depth Program

Statistically significant differences were not found between the treatment and non-treatment groups in a study designed to investigate the effectiveness of the Auditory Discrimination in Depth (A.D.D.) Program. The treatment group involved thirty-nine normally achieving and educationally handicapped students who were given the A.D.D. Program concurrently with their reading instruction. The non-treatment group consisted of twenty-nine normally achieving and educationally handicapped students who were not taught with the A.D.D. Program. Auditory discrimination as measured by the Lindamood Auditory Conceptualization Test was tested prior to the program, immediately after the program, and eight weeks after the program. The Metropolitan Achievement Test was administered on the same schedule to measure gains in reading achievement. Based on the analysis of the data, the investigator was unable to detect the effects of the A.D.D. Program on auditory conceptualization abilities and reading achievement. (Author/MKM)

ED 117 676 CS 002 389

Rorie, Iva LaVerne

Analysis and Validation of the Inventory of Teacher Knowledge of Reading.

Pub Date 75

Note—121p.; Ph.D. Dissertation, University of Missouri-Columbia

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-1041, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—\*Achievement Tests, Doctoral Theses, Higher Education, \*Inservice Teacher Education, Reading Research, \*Test Reliability, \*Test Validity

Identifiers—\*Inventory of Teacher Knowledge of Reading

The purpose of this study was to administer the revised "Inventory of Teacher Knowledge of Reading" by Artley and Hardin to a representative population of teachers, and to secure information concerning the factorial validity and reliability of the instrument. The subjects included 552 inservice elementary education teachers, elementary education teachers taking graduate education courses, and graduating college seniors

who were close to completion of requirements for certification as elementary school teachers. Utilizing the Kuder-Richardson formula 20, the internal-consistency reliability of the "Inventory" was found to be .920. Thirty-five factors with eigenvalues greater than one were extracted, utilizing the principal-axes method of principal-components analysis. These factors accounted for 61.051 percent of the total variance of the "Inventory." It was concluded that the "Inventory of Teacher Knowledge of Reading" has sufficient reliability to justify its use as a measure of teachers' knowledge of reading. (Author/TS)

ED 117 677 CS 002 390

Yearby, Mary Elizabeth

The Effect of Instruction in Test-Taking Skills on the Standardized Reading Test Scores of White and Black Third-Grade Children of High and Low Socioeconomic Status.

Pub Date 75

Note—280p.; Ph.D. Dissertation, Indiana University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-23,438, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Caucasian Students, Doctoral Theses, Grade 3, Negro Students, \*Predictor Variables, Primary Education, \*Reading Achievement, Reading Research, \*Reading Tests, \*Socioeconomic Status, \*Standardized Tests

Identifiers—\*Test Taking Instruction, Test Taking Skills

The problem under investigation was to determine the differential effects of three types of treatment on students' test-taking skills. The study also investigated whether test-taking instruction would result in significant mean test score gains on a standardized reading test for white and black, high and low socioeconomic status (SES) third-grade children. The sample consisted of 275 white and black, high and low SES third-graders from six elementary public schools in a midwestern urban school system. Generally, the results indicated that the test-taking skills of some students can be significantly increased through systematic instruction. The extent of increase appeared to depend on such variables as SES, race, and sex. The data indicated that the apparent gains in test-taking skills did not transfer in terms of expected equivalent levels of performance on the Gates reading test. (Author/RB)

ED 117 678 CS 002 391

Trans-ACTIONS: Activities for Involving Students with Books.

Los Angeles City Schools, Calif. Div. of Instructional Planning and Services.; Los Angeles County Superintendent of Schools, Calif.

Pub Date 74

Note—24p.

Available from—Julia M. Gottesman, Div. of Curriculum &amp; Instructional Services, Office of the Los Angeles County Superintendent of Schools, 9300 E. Imperial Highway, Downey, California 90242 (\$1.50 paper)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Booklists, \*Critical Reading, \*Instructional Materials, \*Literature Appreciation, \*Reading Instruction, Secondary Education, Teaching Guides, \*Teaching Techniques

Suggestions are given for over 50 activities which secondary students at many levels can use with fiction or non-fiction to provide opportunities to read, relate, reflect, and record their thoughts about a book. The primary goal is to help students gain insight into the literary elements that prompt their responses. Stated objectives for each activity are based on the literary elements of action, plot, or content; characterization; setting; theme; and tone, audience, or style. These materials are designed to enable students to engage more easily in the process of talking about books with other students and reshape and make visible their responses to books. Suggestions for grouping are given. Examples of objectives and activities include the following: "analyze the personality of the protagonist by preparing a case study that includes all the known evidence (appearance, age, occupation, principal actions, and their implications) for presentation to a panel of psychiatrists and social workers, or by using all the known evidence to compose a horoscope analysis of the

protagonist"; and "demonstrate a process described in a work of nonfiction by creating a photo essay in which the steps of the process are illustrated by the student's own photographs and written captions." (MKM)

**ED 117 679** CS 002 392

Koenke, Karl

**Ascertaining Knowledge of Reading with the Alley-Hardin Inventory.**

Pub Date 75

Note—18p.; Paper presented at the Annual Meeting of the National Reading Conference (St. Petersburg, Florida, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Higher Education, \*Reading Instruction, Reading Research, \*Reading Tests, \*Teacher Education, \*Teacher Qualifications, Teachers

Identifiers—\*Inventory of Teacher Knowledge of Reading

The Inventory of Teacher Knowledge of Reading was administered to a sample of 60 freshmen, 60 juniors, and 60 seniors in elementary education at the University of Illinois. In addition, it was administered to 60 experienced teachers who had not attended the University of Illinois as undergraduates. An analysis of variance of the test scores was significant ( $F=74.7$ ) and a Newman Keuls showed that the scores of the freshmen, juniors, and seniors were significantly different. Seniors' and experienced teachers' scores did not differ. Items were assigned to the knowledge categories identified by the test authors. Fifty percent of the items were assigned to three knowledge categories by three reading specialists. These categories were reading readiness, word perception, and comprehension-critical reading. KR20 coefficients were too low to suggest use of knowledge categories as subscales. Items with the best characteristics were identified for use as a possible short-form. (Author/MKM)

**ED 117 680** CS 002 393

Sugimoto, Roy, Ed.

**College Learning Skills Today and Tomorrowland; Proceedings of the Annual Conference of the Western College Reading Association (8th, Anaheim, Calif., March 20-22, 1975).**

Western Coll. Reading Association.

Pub Date 75

Note—205p.

**EDRS Price MF-\$0.83 HC-\$1.37 Plus Postage**

Descriptors—Cloze Procedure, Futures (of Society), \*Higher Education, Learning Laboratories, \*Learning Processes, Reading Instruction, Reading Programs, \*Reading Skills, Standardized Tests, Tutorial Programs

Articles in this publication were presented at the 1975 eighth annual Conference of the Western College Reading Association, the theme of which was "College Learning Skills Today and Tomorrowland." The keynote address presented by Gene Kerstiens was titled "The New Learners: Focus for the Future." Titles of some of the other 36 articles are: "College Learning Skills: Yesterday's and Tomorrow's Skills Today," "Dynamics of a Successful Tutorial Program," "Cloze Procedure and the Affective Domain," "Standardized Reading Testing in College: Some Cautions," "Re-Entry Women: Some Programmatic Considerations," "Monolingual and Bilingual Perception of Vocabulary Usage," "A Survey of Learning Program Centers in U.S. Institutions of Higher Education," "Miscue Analysis: Some Diagnostic and Instructional Implications," "Interfacing Tutoring and Reading Programs: Training Tutors To Do My Job," "Tools for Training Instructors of Adult Reading: Fantasy or Reality," "Self-Paced Instruction—Is It Really Individualized?" "The Effect of the Cloze Procedure in Teaching Comprehension to Culturally Different College Students," and "Alternative Learning and Reading." (JM)

**ED 117 681** CS 002 394

**A Banquet of Books. An Assortment of Engrossing Books for All Ages and Reading Levels.**

Manitoba Dept. of Education, Winnipeg.

Pub Date Sep 75

Note—216p.

**EDRS Price MF-\$0.83 HC-\$1.37 Plus Postage**

Descriptors—\*Annotated Bibliographies, Elementary Secondary Education, Fiction, High Interest Low Vocabulary Books, Large Type Materials, \*Low Motivation, Nonfiction, \*Reading Interests, \*Reading Materials

Identifiers—\*Reluctant Readers

The books listed in this annotated bibliography have been selected to assist teachers, librarians, and other interested persons in choosing books for reluctant readers. The books present a wide range of high interest material which is not always at a low reading level. Books are listed in three categories: picture books, intended mostly for use with primary grade children; fiction—adventure and mystery, animal stories, fantasy and science fiction, sports stories, miscellaneous fiction, and story collections; and nonfiction—biography, haunted houses, monsters and UFO's, hobbies and crafts, the world of entertainment, Indians of North America, science, sports, wild animals and pets, wings and wheels, and the world at war. Annotations for each entry include bibliographic data, a brief description, print size, vocabulary range, and reading and interest levels. (JM)

**ED 117 682** CS 002 396

Dempsey, Jane

**Diagnostic and Prescriptive Strategies Designed to Bring Back the Joy.**

Pub Date 75

Note—20p.; Paper presented at the Annual Meeting of the California Reading Association Conference (Fresno, California, November 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Elementary Secondary Education, Miscue Analysis, \*Psycholinguistics, Reading Achievement, Reading Comprehension, \*Reading Diagnosis, \*Reading Instruction, \*Reading Interests, Reading Processes, Reading Skills

The diagnostic and prescriptive strategies presented in this paper are based on the assumption that reading is language, reading is understanding, reading is not an exact process, reading is responding, and reading is enjoyable. The principles of diagnosis based on these assumptions are that diagnosis will be based on the goals of the reading program, will be a on-going process, will be combined with instruction into diagnostic teaching, will be concentrated on those aspects of reading that can be measured, will include a student's self-appraisal, will evidence a concern for the student's "felt" needs, will include students' interests and attitudes, and will have a developmental emphasis. The diagnostic information needed includes basic skills as well as attitudes toward reading and reading interests. Sources for obtaining this information include a variety of group methods, such as administering standardized intelligence and achievement tests, and individual procedures, such as administering a miscue analysis inventory and holding individual conferences. Prescriptive strategies for bringing the joy of reading to students include making a wide variety of books available for student selection and scheduling a reading time in addition to skill instruction time. (MKM)

**ED 117 683** CS 002 397

Schain, Robert L., Ed. And Others

**Developing Reading Skills through Subject Areas; A Handbook for Secondary School Educators.**

Pub Date 76

Note—72p.

Available from—George W. Wingate High School Press, 600 Kingston Ave., Brooklyn, New York 11203 (\$5.00 paper)

**Document Not Available from EDRS**

Descriptors—\*Content Reading, \*Reading Comprehension, Reading Instruction, \*Reading Skills, Secondary Education, \*Study Skills, Teaching Guides, \*Vocabulary

This handbook includes materials developed by faculty members of George W. Wingate High School in a program to improve reading skills in subject area classes. These materials include lesson plans and various kinds of worksheets. Although the lessons involve many content areas, they are divided into these reading skill subject areas: vocabulary building, finding details, finding the main idea, making inferences, following directions, and other study skills. The premise of this handbook is that as a subject teacher plans and develops a lesson, certain reading skills are involved quite naturally, thereby providing excellent opportunities to build and strengthen those reading skills. The teaching guide was developed as a total school effort to raise student reading levels to the eighth grade level required by New York City for graduations from high school (MKM)

**ED 117 684** CS 002 398

Bowermaster, Janet Marie

**The Effects of Choice on Children's Reading Comprehension and Attitudes.**

Pub Date 76

Note—56p.; M.S. Ed. Thesis, University of Illinois at Urbana-Champaign

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

Descriptors—Cloze Procedure, \*Elective Reading, Elementary Education, Individualized Reading, Individual Needs, \*Individual Power, Masters Theses, \*Reading Comprehension, \*Reading Interests, Sex Differences, \*Student Attitudes

This study was designed to test the effects of choice on the reading comprehension of 92 fifth and sixth grade students. Conducted in an elementary classroom, the test involved having each student read five cloze passages and answer an interest questionnaire about the passages. The experimental variable in this study was choice of topics on a reading task. Children were assigned to either a cued choice, blind choice, or no-choice condition. In the cued choice condition, children chose their reading topics from among alternatives which were clearly labeled. The blind choice condition offered them a choice, but from among alternatives that were in blank folders so that they had no information about the alternatives. The no-choice condition assigned the selections to be read on a random basis. The analysis of central interest in this study was a sex by condition analysis of variance. The performance means were fairly low overall and were similar in magnitude for both sexes. However, the boys in the cued choice condition performed substantially better than the boys in the blind choice and no-choice conditions. The girls had no apparent pattern which could be related to the manipulation of the choice variable. (MKM)

**ED 117 685** CS 002 399

Rosen, Ellen Unell

**Readability Analysis of SRA Power Builders; An Examination of the Readability Levels of the Power Builder Component of the SRA Reading Laboratory IIIB as Measured by the Dale-Chall Readability Formula.**

Pub Date May 75

Note—67p.; M.A. Thesis, California State University, Northridge

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

Descriptors—\*Developmental Reading, Masters Theses, \*Readability, \*Reading Materials, Secondary Education

Identifiers—\*SRA Power Builders

This study evaluates the readability levels of frequently used literacy materials, the power builder component of the SRA Reading Laboratory IIIB. A review of the readability literature reveals numerous studies performed on content area textbooks but relatively few studies performed on literacy materials. Three questions are asked: (1) What is the Dale-Chall readability level of each power builder? (2) What is the average Dale-Chall readability level of each color level? and (3) Do the Dale-Chall readability levels for each color level correspond to the readability levels asserted by the publisher? A computer analysis of the power builders indicates that: (1) readability scores for individual power builders range from grade 4.0 to grade 14.0; (2) the average readability score for each level ranges from grade 5.8 to grade 12.2; and (3) the average Dale-Chall readability score for all levels is .2 to 1.4 years higher than the publisher-determined grade level. It was discovered that the readability scores in any one level cover a wide range. The smallest range occurs in purple—3.4 years, while the largest range occurs in aqua—6.5 years. Recommendations are made for application of the research findings and the revision of the Dale-Chall formula. (Author/MKM)

**ED 117 686** CS 002 400

Palmatier, Robert A., Ed.

**[The Areas of Legislation and Certification as They Affect the Demand for Graduate Studies in Reading Education.]**

Pub Date 76

Note—53p.

Journal Cit.—Epistle; v3 n1 Entire Issue Jan 1976

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

Descriptors—Doctoral Programs, \*Educational Legislation, Employment Opportunities, Higher Education, \*Reading Instruction, Reading Pro-

grams, \*State Standards, \*Teacher Educator Education, \*Teacher Educators, Teacher Qualifications, Teachers

The "Epistle" is the Publication Forum of Professors of Reading Teacher Educators, which is a special-interest group of the International Reading Association. The topics considered in this issue are the areas of legislation and certification as they affect the demand for graduate studies in reading education. Charles and Nathaniel Peters relate their experiences with legislative action in Michigan to the need for similar assertiveness by reading professionals at the national level. Anne Adams describes the successful effort of the North Carolina Association of College Professors of Reading to upgrade the status of reading instruction at pre-service, graduate, and public school levels. Kemble Oliver summarizes information on new certification action affecting reading programs supplied by correspondents in eighteen states. Regular features are "Movers," which endeavors to record the job choices of new graduates and the relocation of others; "Job Report," which lists positions available to doctoral-degree holders; and "For The Time Capsule," which contains notes of interest to reading professors. (MKM)

**ED 117 687** CS 002 401  
**Guidelines for Creating Positive Sexual and Racial Images in Educational Materials.**  
Macmillan Co., New York, N.Y.  
Pub Date 75  
Note—103p.

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage**  
Descriptors—Discriminatory Attitudes (Social), Elementary Secondary Education, \*Guidelines, \*Instructional Materials, \*Nondiscriminatory Education, Racial Discrimination, \*Racism, Reading Materials, Sex Discrimination, \*Sex Stereotypes, Social Discrimination, Textbook Publications

The guidelines in this booklet have been prepared to help authors, artists, and editors cope with problems inherent in presenting educational materials that give children an unbiased view of the full range of human potential. Contents are divided into three main sections. The guidelines for treatment of the sexes focus on general content, language usage, and avoiding sex stereotypes in art. The guidelines for treatment of races and minorities deal with general content, content for specific groups (Black Americans, American Indians, Hispanic Americans, Asian Americans, and Jewish Americans), and avoiding racial and minority stereotypes in art for the same groups. The subject area guidelines concentrate on avoiding sexism and racism in 11 key classroom areas of study: reading; general social studies; elementary social studies; high school social studies; literature; grammar, composition, and spelling; foreign language; family life (home economics); mathematics; science; and music. Each of the sections in the booklet's guidelines gives detailed examples of negative and positive treatment. (JM)

**ED 117 688** CS 002 402  
**Oversight Hearing on Reading Programs and Hearing on H. R. 8304 and H. R. 9048; Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, 94th Congress, First Session on H. R. 8304 and H. R. 9048, November 13, 1975.**

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.  
Pub Date 75

Note—90p.; Not available in hard copy due to marginal legitimacy of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Adult Basic Education, Childrens Books, Community Involvement, \*Educational Legislation, Elementary Secondary Education, Functional Illiteracy, \*Literacy, National Competency Tests, \*National Programs, National Surveys, \*Reading Achievement, \*Reading Programs, Reading Tests

Identifiers—H R 8304, H R 9048, National Assessment of Educational Progress, Reading is Fundamental, Right to Read

Two bills concerning national reading programs were the subjects of a hearing held in Washington, D. C. on November 13, 1975, by the Subcommittee on Elementary, Secondary, and Vocational

Education of the Committee on Education and Labor of the House of Representatives. H. R. 9048 is a bill to provide federal assistance for the distribution of inexpensive books to school children; H. R. 8304 is a bill to amend the national reading improvement program to provide more flexibility in the types of projects which can be funded. Representatives present for the hearing were Carl Perkins, Shirley Chisholm, Leo Zeferetti, George Miller, Albert Quie, and John Buchanan. Topics for presentation and discussion were the level of national reading achievement and literacy, factors involved in reading achievement, the National Assessment of Educational Progress, the Right to Read Program, and reading academies for adults sponsored by Right to Read. Statements about the above topics were presented by Terrel Bell, U.S. Commissioner of Education, Department of Health, Education, and Welfare; Andrew Porter, Acting Associate Director for Basic Skills, National Institute of Education; and several of the officials of the above named national programs. (MKM)

**ED 117 689** CS 002 403  
**Harris, Cleveland J.**  
**Social Reinforcement to Increase the Utilization of Library Books by Sixth Grade Pupils.**

Pub Date 75  
Note—10p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Jackson, Mississippi, November 12-14, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**  
Descriptors—\*Books, Elementary Education, Grade 6, \*Individual Reading, \*Libraries, Motivation Techniques, Positive Reinforcement, \*Reading Habits, \*Social Reinforcement

All sixth grade pupils in the largest elementary school in New Orleans were involved in a study to assess the effects of social reinforcement on the use of library books. The number of library books used by both experimental and control groups was ascertained and compared. Standard arithmetic procedures were used to establish baseline, experimental, and postexperimental phases for the study. The treatment for the experimental classes consisted of social reinforcement in the form of praise by the librarian when the pupils returned their borrowed library books to the librarian personally instead of placing the books in the usual place. The members of the classes not having used library books were ignored. It was concluded that social reinforcement can (a) increase the utilization of library books by sixth grade pupils and (b) it can increase proper care and prompt returning of library books by sixth grade pupils. (Author/JM)

**ED 117 690** CS 002 404  
**Duckworth, Leonard F.**  
**Implementing the Texas Right-To-Read Program Procedures in the East Central Independent School District Phases II, III, and IV.**

Pub Date 75  
Note—169p.; Max II Practicum for D.Ed., Nova University

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage**  
Descriptors—Elementary Education, \*Models, \*Practicums, Program Budgeting, \*Program Content, \*Program Descriptions, Program Evaluation, \*Reading Programs

Identifiers—\*Right to Read

The purpose of this practicum was to improve the reading program at a San Antonio elementary school in grades one through three and to provide a model for expansion to grades four and five and to other elementary schools in the area. The Texas Right to Read format was used as a guide to implementing the program. This document introduces the program, discusses the background of the program, states the problem, and discusses the practicum design and execution. Also included is an evaluation, a calendar of practicum activities, a summary and conclusion, a follow-up report, and an analysis of data in the appendix. The six appendixes include such topics as Right to Read Program Planning Procedure, Right to Read Definition of Terms, Sequence of Skills and Performance Objectives, Performance Objective for each Component of the Reading Project, Tutorial Home Work Centers Program, Individual Reading Records, Standardized Tests Enclosures, Budget Report, and School Information. (TS)

**ED 117 691** CS 002 405

**Westbrook, Colston R.**

**Suprasegmental Aspects of Reading Interference.**

Pub Date 75

Note—14p.; Paper presented at the Southwest Area Linguistic and Language Workshop (SWALLOW IV) (San Diego, April 10-12, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**  
Descriptors—Dialect Studies, Language Research, \*Linguistics, \*Negro Dialects, Psycholinguistics, \*Reading Difficulty, \*Research Needs, Sociolinguistics, \*Suprasegmentals  
Identifiers—\*Black English

Information is presented in this paper regarding suprasegmental features of Black English that may cause reading interference for some Black children. Much of the research concerning reading problems of many Afro-American students stresses the segmental differences of the phonology, the morphology, the syntax, and lexical selection between two dialects of American English referred to as Black English and Standard English. Not enough attention has been given to suprasegmental features of Black English such as intonation (pitch, stress, and juncture), prosody, and loud-speaking. Black English is a speech that has common African core elements fused with English. The process of the fusion begins with American languages through a pidginization stage, through a creolization stage (the language called Gullah), to a decreolization stage, to the output-Black English. One can assume that some African language features have been retained and research studies are cited showing that suprasegmental features, especially pitch, are important to the understanding of Black English. Pitch has semantical as well as phonemic significance; certain intonational patterns in Black English may be misunderstood by white teachers who are checking comprehension through oral reading. (MKM)

**ED 117 692** CS 002 407

**Logan, Juanita**

**Reading Strategy Project, 1974-75 Evaluation.**

Cleveland Public Schools, Ohio. Div. of Research and Development.

Pub Date Jan 76

Note—67p.; Not available in hard copy due to marginal legitimacy of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Achievement Tests, Attitude Tests, Criterion Referenced Tests, \*Diagnostic Tests, Intermediate Grades, \*Program Evaluation, \*Reading Diagnosis, Reading Habits, \*Reading Programs, Reading Research, Reading Tests, \*Remedial Reading

Identifiers—\*Reading Strategy Project

This is a report on the evaluation of the Reading Strategy Project operated in 46 public and eight non-public schools during the 1974-75 regular school year. This project served 7,698 pupils. The design of the instructional format of the Reading Strategy Project was one which utilized a criterion-referenced diagnostic reading test, locally constructed, to identify degrees of accuracy within sub-skill areas of comprehension, vocabulary, auditory discrimination, syllabication, beginning and ending sounds, blending, and sound discrimination. Special teachers provided help to the classroom teachers. Evaluation was directed toward determination from test data and the subjective opinions of parents, teachers, principals, and project staff the extent to which the project had met its product objectives. Some of the findings drawn from the evaluation procedures were: (1) Based on a sample of 85 students, it was determined that 82 percent of fourth grade and 80 percent of fifth grade participants attained the objective criteria based upon 80 percent mastery of the Diagnostic Reading Probe posttest; (2) Fifty-three percent of the sample maintained and/or increased their stanine status from third to fourth grade; and (3) Increased positive attitudes toward reading were observed by teachers. (MKM)

**ED 117 693** CS 002 409

**Reichardt, Konrad W. Wilson, John A. R.**

**Psychophysiological Correlates of Reading Dysfunction in Junior College Students with a Long History of Reading Problems.**

Pub Date 75

Note—25p.; Paper presented at the Annual Meeting of the International Reading Association (New York, May 12-13, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—\*Affective Behavior, Biology, Dyslexia, \*Emotional Response, Feedback, Junior Colleges, \*Neurological Organization, Psychological Studies, \*Psychophysiology, Reading Difficulty, Reading Processes, \*Remedial Reading

This study was undertaken to measure emotional expression as mediated by the automatic nervous system during reading and during other tasks related to school work. Subjects for this research were eight normal readers, reading above the 46th percentile on the Davis Reading Test Form 1-A, used as a control group and sixteen abnormal readers drawn from a junior college remedial reading center, who tested at the 1st to 25th percentile. The abnormal group was split into two sub-groups termed hypotensive or hypertensive according to their behavior during reading. Physiological data were collected during the reading process using a polygraph machine and a psychogalvanoscope. The data introduced evidence to the effect that two opposing, coping behaviors are evidently associated with long term reading dysfunction. The first is a hypotensive reaction indicating a drop below the normal activation or arousal necessary for optimal processing of information, registration and storage to occur. The other reaction is one of hypertensiveness where all arousal mediating sympathetic nervous system factors are activated into an alarm reaction, making it equally difficult to attend to external stimuli and information processing as during reading. The control group exhibited a moderate range of emotions. (MKM)

**ED 117 694** CS 002 414

*Coffee, Claude Earl*

**Bibliotherapy: Its Effect on Self-Concept and Self-Actualization.**

Pub Date 75

Note—117p.; Ed.D. Dissertation, East Texas State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-4623, Mfilm \$7.50, Xerography \$15.00)

**Document Not Available from EDRS**

**Descriptors**—\*Behavior Development, \*Bibliotherapy, Doctoral Theses, Emotional Adjustment, \*Interpersonal Relationship, \*Reading Research, Secondary Education, \*Self Concept

This research was designed to investigate the therapeutic value of bibliotherapy in effecting changes in the growth process (self-concept and self-actualization) of the individual in group counseling. Forty-two secondary school students enrolled in a high school in Texas participated in the study on a volunteer basis. The subjects were assigned to one of three groups; group one met with the investigator each week and, in addition, subjects were assigned various materials to be read; group two was assigned reading materials and met on an individual basis periodically with the investigator to determine progress on assigned reading materials; and group three was a control group. All participants completed the Personal Orientation Inventory Scales and the Berger Acceptance of Self and Others Scale before and after the bibliotherapeutic treatment. It was found that bibliotherapy as defined in this study did not increase subjects self-concept and self-actualization scores; however, it was concluded that the value of bibliotherapy may lie in its ability to bridge the gap in developing deeper involvement in interpersonal relationships and more accepting activities toward others. (TS)

**ED 117 695** 95 CS 002 438

*Klaus, David J.*

**Patterns of Peer Tutoring. Final Report.**

American Institutes for Research in the Behavioral Sciences, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—AIR-47000-2-75-FR

Bureau No—4-0945

Pub Date Feb 75

Grant—NIE-G-74-0061

Note—138p.

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage**

**Descriptors**—Cross Age Teaching, Elementary Secondary Education, Grouping (Instructional Purposes), Individualized Programs, Language

Arts, Mathematics Instruction, \*Peer Teaching, \*Reading Instruction, \*Reading Programs, Reading Research, Teaching Guides, \*Tutorial Programs, Tutoring, \*Tutors

Peer tutoring and other innovative uses of students in teaching roles have received considerable attention because of the academic and social gains which can be observed among participating children. Teachers who want to try peer tutoring often encounter difficulty in devising workable programs for their own classrooms, however, because most currently available information fails to integrate what has been learned from individual projects throughout the country. This interpretive study combines an examination of relevant literature and field observations of several ongoing peer tutoring programs in a guide for school personnel. The guide contains descriptions of both structured and flexible approaches to tutoring in reading (8 programs), all subjects (3 programs), spelling/English (1 program), and math (1 program). It also provides suggestions for teachers on how to design and implement a program of peer tutoring which is responsive to the particular needs of their individual classrooms. The bibliography lists 206 published articles, ERIC documents, and doctoral dissertations on peer tutoring. (Author/MKM)

**ED 117 696** CS 202 164

**English for Mixed Ability Classes in the Common**

**Course: Some Suggestions for the Designing of Programmes and for the Structuring of a Session's Work.**

Aberdeen Coll. of Education (Scotland).

Pub Date Apr 74

Note—109p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Composition Skills (Literary), Content Reading, Creative Dramatics, Discussion (Teaching Technique), \*English Instruction, \*English Programs, \*Heterogeneous Grouping, Literature, Projects, Remedial Instruction, Secondary Education, Superior Students

**Identifiers**—\*Mixed Ability Classes

The program outlined in this document focuses on the problems and challenges of teaching English to mixed ability classes. The document is divided into three parts. The first part lists the aims and principles guiding the program, while the second (and main) part details the various sections of the program, such as projects, close reading, literature, languages, personal writing, private reading, creative drama, remedial work, class discussions, and exceptional ability work. The third part consists of five appendices which illustrate the organization and application of selected points in the program. (JM)

**ED 117 697** 95 CS 202 172

**An Evaluation of the English Language Skills Acceleration Project, FY 1974.**

Trust Territory of the Pacific Islands

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—158p.; Not available in hard copy due to marginal legibility of original document; Three reading tests were removed due to copyright restrictions

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Accelerated Programs, Grade 9, \*Language Arts, \*Language Skills, Projects, Reading Comprehension, Reading Diagnosis, Reading Programs, Reading Readiness, \*Reading Tests, Structural Analysis, Vocabulary, Word Study Skills

**Identifiers**—Elementary Secondary Education Act Title I, \*English Language Skills Acceleration Project, ESEA Title I

An evaluation of the English Language Skills Acceleration Project, a program used in ninth-grade reading instruction in two high schools in the Marshall Islands, is provided in this report. Included are a description of the program and its activities, a discussion and comparison of test results, an evaluation of the behavioral objectives with comments on possible revisions, and a list of recommendations for inclusion in the following year's program. The major portion of the document consists of the following material in seven appendices: material covered by Marshall Islands High School (MIHS) target group in SRA kits I-C, II-A; histograms of Hawaii Reading Tests

results for target and control groups; histograms of Stanford Diagnostic Reading Test for MIHS target group; histogram of Stanford Diagnostic Reading Test for MIHS control group; histograms of Stanford Diagnostic Reading Test for Assumption High School target group; a histogram of Roswell-Chall Word Analysis Test for MIHS target group; and a comparative summary of test results for each group. (JM)

**ED 117 698**

CS 202 334

**Spotlight on Drama in the Classroom, K-6.**

Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date 75

Note—91p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**

**Descriptors**—\*Class Activities, Creative Dramatics, Dialogue, \*Drama, \*Dramatic Play, Dramatics, Elementary Education, Instructional Materials, \*Learning Activities, Primary Education, Speech Instruction

This booklet was developed from the premise that the activity of drama is central to a child's language experience. Its purpose is to help the classroom teacher initiate drama activities, understand the relationship of the activities to one another, use drama activities as an integral part of the classroom curriculum, and determine whether the drama program is accomplishing its intentions. The booklet begins with a foreword, notes for teachers and administrators, and an introduction. The first section, "Acting," contains an overview as well as the concepts, goals, and activities for the exploration of movement, speech, and improvisation. The second section, "Playmaking," contains an overview and concepts, goals, and activities for the exploration of plot, character, theme, and dialogue. The final section offers instructional guidelines and goals for the audience, another essential component of the art of drama. (TS)

**ED 117 699**

CS 202 441

*Breneman, Beth*

**Reaction: The Cloze and the Composition Process.**

Pub Date 75

Note—6p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (65th, San Diego, California, November 26-29, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—\*Cloze Procedure, \*Composition (Literary), \*Diagnostic Tests, Language Arts, \*Language Handicaps, Language Instruction, \*Language Research, Language Skills, Teaching Methods, Test Construction

This paper describes the value of the cloze procedure for teaching language and composition, classroom diagnosis of language difficulties, and research into the process of composition. Any aspect of language structure, including word order, form class words, connectives, inflectional endings, and function words, could be taught through use of the cloze. Cloze tests could be constructed as diagnostic instruments by first observing the student and then examining his or her writing. Finally, the cloze procedure is a technique which may lend itself to an investigation of the composition process. (LL)

**ED 117 700**

CS 202 443

*Waterman, Margaret*

**DARE: A Showcase of Linguistic Change.**

Pub Date 75

Note—28p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (65th, San Diego, California, November 26-29, 1975)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors**—\*American English, Idioms, Language Research, \*Language Variation, \*Linguistic Patterns, \*Linguistics, National Surveys, \*Regional Dialects, Social Dialects

**Identifiers**—\*Dictionary of American Regional English

Answers to three of the questions used in gathering material for the Dictionary of American Regional English (DARE) are analyzed in this paper. The data was collected state by state, and the number studied in each state was based on the 1960 population figures and known patterns of settlements and migrations. In the first question, the informants were asked to supply a word for the blank in "When people bring baked dishes, salads and so forth to a meeting place and share them together, that's a ..... meal." Of the



131 different answers, the five most frequent were: potluck 459, covered dish 425, picnic 60, tureen 25, and carry-in 23. The second question was the open question, "What names do you have around here for men's haircuts?" 362 different answers to this question were collected, among the most common being: crew 667; flat-top 360; butch 266; Beatle 166; and pompadour 81. In the third question, the informant was asked to fill in the blank in "He doesn't amount to ...." The most frequent answers were: hill of beans 547; row of pins 168; much 81; anything 64; damn 42; and tinker's damn 38. (LL)

**ED 117 701** CS 202 444

*McCombs, Maxwell And Others*

**Why People Subscribe and Cancel: A "Stop-Start" Survey of Three Daily Newspapers. An ANPA News Research Center Study, News Research Bulletin, No. 3.**

American Newspaper Publishers Association, Washington, D.C.

Pub Date Apr 74

Note—30p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors—**\*Content Analysis, Media Research, \*Newspapers, News Reporting, \*Reading Habits, \*Reading Interests, \*Social Attitudes, Surveys

**Identifiers—**Newspaper Circulation, \*Newspaper Subscriptions

This study examines the reasons for cancellations of the newspaper, who makes the decision to stop the newspaper in each household, why the subscriber initiated service and who makes this decision, and why people read a newspaper. The sites selected for this study were Evansville, Indiana ("Evansville Press"), Raleigh, North Carolina ("The News and Observer"), and Los Angeles, California ("Los Angeles Times"). The study of new subscribers and those cancelling their subscriptions demonstrates that readers take a newspaper for both news coverage (content) and for psychological satisfaction (relaxation and enjoyment), but that they stop taking the newspaper mainly because of unsatisfactory delivery service, the cost of the newspaper, and lack of time to read the newspaper. While the decision to subscribe to a newspaper is usually a joint one, the decision to stop seems to be rather evenly divided among husbands, wives, and joint agreements. Husbands and wives seem to take the newspaper for about the same reasons, but to stop it for slightly different reasons. While reasons for taking the newspaper fall into two groups (content and psychological satisfaction), the reasons for stopping the newspaper are more diverse. (Tables are included). (RB)

**ED 117 702** CS 202 445

**Two Studies of Mass Media Use by Contemporary Young Adults. News Research Bulletin No. 5.**

American Newspaper Publishers Association, Washington, D.C.

Pub Date Aug 74

Note—21p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors—**Behavior Patterns, Higher Education, Journalism, Mass Media, Media Research, \*Newspapers, Periodicals, \*Political Issues, Radio, \*Reading Habits, \*Television Viewing, Voting, \*Young Adults

This issue of the "News Research Bulletin" contains reports on two studies of media use by contemporary young adults. The first study analyzes the media behavior of 447 randomly selected respondents in Virginia Beach, Virginia in the summer of 1973. Some of the highlights of the study were that about 90 percent of the young people report doing at least some reading in a daily newspaper several days a week or more often; most television viewing time is given to entertainment and non-news information; a majority believe television is the most accurate of the four major mass media; and a majority say that newspapers provide the most complete coverage of events. The second study concerns 292 randomly selected young voters (ages 18-20) and their use of the mass media during the 1972 presidential election campaign. Some of the findings in this study were that 42 percent of the students said newspapers are the best way for "keeping up with what is going on in the world today" while 27 percent selected television; and the data support, although they do not prove, the hypothesis that the mass media tend to set the agenda for people concerning the most important issues. (RB)

**ED 117 703**

*Skornia, Harry J.*

**Television and the News: A Critical Appraisal.**

Pub Date 74

Note—217p.

Available from—Pacific Books, Publishers, P.O. Box 558, Palo Alto, California 94302 (\$3.95 paper)

**Document Not Available from EDRS**

**Descriptors—**\*Analytical Criticism, \*Censorship, Freedom of Speech, Higher Education, \*Journalism, Mass Media, News Media, \*News Reporting, Radio, \*Television

**Identifiers—**\*Broadcast Journalism

This book contains a documented critical analysis of the state of broadcast journalism in the United States. It also examines the conditions that prevent news broadcasting as a practice from being a profession, and suggests steps needed to achieve professionalism in providing the kind of news service the nation needs but is not getting. Some of the journalistic practices which are viewed critically include news reporting from the teletype, plagiarism from other media, selection of the visual over the significant, overemphasis on firstness and fastness, preference for the obvious, conflict or violence, and sponsor and industry censorship or taboos. The book suggests that there is considerable evidence—much of it emanating from within the industry itself—that news broadcasting is neither adequate to national needs, nor free from various pressures—governmental, sponsor, management, sales—that seriously restrict the flow of information. Suggestions for improving broadcast journalism are included. (RB)

**ED 117 704**

*Pietila, Veikko*

**Gratifications and Content Choices in Mass Media Use.**

Tampere Univ. (Finland). Research Inst.

Report No.—N:O-22/1974

Pub Date 74

Note—86p.; Some pages may reproduce poorly

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**

**Descriptors—**Adult Education, \*Audiences, Higher Education, \*Mass Media, \*Media Research, \*Need Gratification, Newspapers

**Identifiers—**Finland

The three primary aims of this report were to investigate whether or not the single gratifications associated with the use of different mass media form some gratification dimensions more basic in their nature; to explore in what way these dimensions are related to the actual mass media content choices of the audience; and to investigate the way education is related to the kinds of gratifications obtained from media and to the kinds of content consumed from them. The data for these inquiries were collected from various groups of people in Finland. The first chapter discusses the background of the report. The second chapter discusses the structure of gratifications, examining such topics as dimensions of gratifications associated with mass media use and summarizing the conclusions. The third chapter discusses dimensions of gratifications and content choices, examining such topics as relationships between gratification dimensions and content choices with respect to newspapers and summarizes the conclusions. The fourth chapter discusses education and the dimensions of gratifications and content choices. The fifth chapter contains a summary and final conclusions. (TS)

**ED 117 705**

*Pietila, Veikko*

**People's Conceptions of Mass Media: A Study about the People's Conceptions as to the Significance of the Mass Media and Their Functions before and after the Introduction of Television.**

Tampere Univ. (Finland). Research Inst.

Report No.—N:O-16/1971

Pub Date 71

Note—27p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors—**Attitudes, Audiences, Broadcast Television, \*Changing Attitudes, Higher Education, \*Mass Media, \*Media Research, National Surveys, News Media, \*Public Opinion, \*Television Research

**Identifiers—**\*Lapland

This report deals with several questions concerning the Finnish people's conceptions of the mass media, especially in a situation when the in-

CS 202 453

roduction of a new medium, television, is changing the field of mass communication. The subjects for the survey were television owners and non-owners in Lapland. The questions dealt with in this descriptive survey are the following: what is the significance attached by people to television and what are the functions which they consider television to fulfil for them; how does the introduction of television affect conceptions as to the significance and functions of the other mass media; what advance ideas do people have as to the importance and functions of television, and how do these advance ideas correspond to their actual experience; and what are the factors underlying the conception of television as significant in general and as a means of fulfilling certain functions, such as the transmission of news, general information, art and entertainment. (TS)

**ED 117 706**

*Lent, John A.*

**Malaysian Chinese and Their Mass Media: History and Survey.**

Pub Date Aug 74

Note—18p.; Reprinted from "Asian Profile," Vol. 2, No. 4, August 1974

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Broadcast Industry, \*Chinese, Chinese Culture, \*History, \*Mass Media, News Media, \*Newspapers, News Reporting, Periodicals, Publications, Radio, Television

**Identifiers—**\*Malaysia

The traditions of the Chinese press in Malaysia go back 160 years to Malaysia's first Chinese-language newspaper, considered by scholars as the first modern periodical anywhere. Since then, this press has aided Christian missionary efforts in China and Southeast Asia, helped develop permanent Chinese communities in the Malay peninsula, called for both reformist and revolutionary movements in China, fought against the Japanese during World War II, and supported the formation of a Malaysian state—all the while trying to retain valuable aspects of Chinese culture. Currently, the Malaysian Chinese community is served by 26 newspapers (23 are dailies), a few local magazines, a Chinese section of Radio Malaysia, and a daily Chinese newscast and limited drama on television. Readership of Chinese papers is the highest of any ethnic press in the country. In the future, most of the Chinese papers, falling under the ownership of Alliance government parties, will have to report according to government standards and, while Chinese broadcasts could be diminished because of language restrictions, it would be a long time before Chinese would be discarded as a broadcast language. (JM)

**ED 117 707**

*Lent, John A.*

**International News in United States Media: Myths, Stereotypes and Realities.**

Pub Date 75

Note—17p.; Paper presented at "New Trends in Teaching Asia Workshop" (Temple University, Ambler Campus, October 24, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors—**\*Foreign Relations, International Organizations, Journalism, \*Mass Media, \*News Media, Newspapers, \*News Reporting, Radio, Television

**Identifiers—**\*International News

Research conducted during the past 20 years reveals that, except for the "New York Times," "Christian Science Monitor," and "Wall Street Journal," United States daily newspapers are not known for outstanding international news coverage; that European, English, Canadian, Latin American, and Asian newspapers use disproportionately larger amounts of international news than their American counterparts; and that the United States is covered much more thoroughly in the press abroad than foreign nations are reported in the United States press. In trying to account for these facts, it may be seen that in the United States international news coverage and usage are: often determined by considerations of international diplomacy, national government and military policies, and historical-cultural heritage; often crisis oriented; often affected by censorship policies and image building activities of other countries; affected by a dwindling corps of adequately trained correspondents abroad and by globally blind editors cemented to their swivel chairs stateside; and guided by an

American public not generally noted for being cosmopolitan or well informed on world affairs. (JM)

**ED 117 708** CS 202 459  
Report of School and College Conference on English. Annual Mid-Winter Meeting.  
School and Coll. Conference on English.  
Pub Date 67  
Note—48p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**  
Descriptors—\*American English, Authors, Campuses, Composition (Literary), Computers, \*Conference Reports, Creoles, \*Dialect Studies, \*English Instruction, Higher Education, Nonstandard Dialects, Secondary Education  
Identifiers—\*School and College Conference on English

This document contains the papers presented at the 1966-67 annual midwinter meeting of the School and College Conference on English. The titles and authors are: "A Report on the Urban Language Study Project" by J. L. Dillard; "Creolized American English, Some Problems and Solutions" by Melvin J. Fox; "Recent Changes in American English" by Albert H. Marckwardt; "Authors on Campus" by Jerre Mangione; and "Computer Evaluation of Student Prose" by Arthur Daigon. Also included are the treasurer's report for 1966-67 and a proposed system of rotation for college representatives to the executive committee of the conference from 1966 to 1972. (JM)

**ED 117 709** CS 202 460  
Tennyson, Robert D. Tennyson, Carol L.  
Rule Acquisition Design Strategy Variables: Degree of Instance Divergence, Sequence, and Instance Analysis.  
Pub Date 75

Note—30p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 3, 1975)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**  
Descriptors—\*Educational Research, \*Learning, \*Learning Characteristics, \*Learning Processes, Learning Theories, Secondary Education, \*Teaching Methods

Three design strategies directly related to the development of instructional materials for rule learning were investigated. In the first of two experiments using both male and female tenth grade students, the degree of divergence between instances showed that contrasting irrelevant features resulted in better performance than matching irrelevant features. The data analysis from experiment 2 showed that when two contextually similar rules were learned simultaneously, student performance was superior to that of students who learned the rules successively. When the students were provided with an analysis of how a given instance represented the application of a grammatical rule, performance was better than without this analysis. The results were discussed in relationship to a prescriptive theory of instruction. (Author/LL)

**ED 117 710** CS 202 461  
Buckley, Edmund H.  
A Programmed Approach to the Remediation of Communication Skills at Santa Rosa Junior College.  
Pub Date Jan 75

Note—44p.; Ed.D. Practicum, Nova University  
**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**  
Descriptors—\*Communication Skills, Composition Skills (Literary), Descriptive Writing, Doctoral Theses, \*English Instruction, Expository Writing, \*Individualized Programs, Junior Colleges, \*Programed Instruction, \*Remedial Instruction, Sentence Structure, Transformation Generative Grammar

This practicum describes the development of an individualized approach to the remedial English program, including production of materials, implementation of an experimental section, and evaluation of the project. Two courses were combined: English for students needing intensive help and English for students with somewhat better skills. All students began working with transformational based materials to develop effective sentence structure and moved on to workbooks which presented principles for writing narrative-descriptive, expository, and argumentative essays. All students were urged to progress as quickly as possible, with 100 students expected to complete

the program in one semester and 105 expected to take two semesters. Little group instruction took place. Pretest and posttest scores, grades, and student questionnaires indicated significant improvement in writing skills and a generally favorable attitude toward the program, with dissatisfaction in the grammar component. Recommendations include changes in the method of teaching grammar, development of additional or alternate language skills units, and more group activities to complement the individual work. (Author/JM)

**ED 117 711** CS 202 462  
McPherson, Elisabeth  
All God's Children Don't Got Shoes. . .  
Pub Date 75

Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (26th, St. Louis, Missouri, March 13-15, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**  
Descriptors—Community Colleges, Composition (Literary), \*Composition Skills (Literary), \*English Instruction, Higher Education, Junior Colleges, Student Interests, Student Rights

Of the various accomplishments of the Conference on College Composition and Communication during the 1970's, three decisions have been outstanding: organizing and assisting two-year college English teachers, supporting the racism and bias committee, and adopting the resolution on the students' right to their own language. These decisions, with their roots in the 1950's and 1960's, are aiding composition instruction to develop into a college course with its own integrity in which students learn to control their own ideas and to write by catching, examining, and keeping their experiences. There are many good approaches for helping students to realize that what they have to say counts and that writing is not to be done according to a formula. (JM)

**ED 117 712** CS 202 463  
McElreath, Mark P.  
A Comparative Analysis: The Structure and Function of Task-Oriented Communication within Complex Organizations.  
Pub Date 75

Note—25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Ottawa, Ontario, August 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**  
Descriptors—\*Communication (Thought Transfer), Data Analysis, Data Processing, \*Feedback, \*Information Processing, Intercommunication, \*Organizational Communication, Organizations (Groups)

The research presented in this paper demonstrates that Katz and Kahn's (1966) distinction between people-processing and object-processing organizations is a useful classification scheme that can help explain differences in organizational communication systems. To assess the usefulness of Katz and Kahn's scheme, data derived from a sample of more than 4,000 organizations in Wisconsin were analyzed to determine whether the structure and function of communication systems used by people-processing and object-processing organizations vary systematically. The analysis focused on variances in measures of the structure and function of the water-use (task-oriented) communication systems used by these different types of organizations. The research findings support the proposition that an organization's through-put will significantly influence the structure and function of the organization's task-oriented communication system. Object-processing organizations in this study scored significantly higher on the data acquisition index than people-processing organizations. Also, the evidence indicates that object-processing organizations place much more emphasis on data transportation than do people-processing organizations, probably due to the immediate demands of the marketplace. (LL)

**ED 117 713** CS 202 464  
Popovich, Mark, Comp. And Others  
Indiana Newspaper History: An Annotated Bibliography.  
Sigma Delta Chi, Muncie, Ind.  
Pub Date Jan 74

Note—57p.  
**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**  
Descriptors—\*Annotated Bibliographies, Books, Directories, \*History, Journalism, Local History, News Media, \*Newspapers, Periodicals

Identifiers—\*Indiana

The purposes of this bibliography are to bring together materials that relate to the history of newspapers in Indiana and to assess, in a general way, the value of the material. The bibliography contains 415 entries, with descriptive annotations, arranged in seven sections: books; special materials; general newspaper histories and lists of publications; periodicals; Indiana histories and related monographs; county histories; and directories, almanacs, and gazetteers. An index of authors and subjects concludes the bibliography. Material was gathered from Indiana and other periodicals, Indiana history books, and Indiana county and local histories (masters theses or doctoral dissertations about Indiana journalism are not included). (JM)

**ED 117 714** CS 202 465  
Crowell, Alfred A.  
Creative News Editing. Second Edition.  
Pub Date 75

Note—219p.  
Available from—William C. Brown Company Publishers, 2460 Kerper Boulevard, Dubuque, Iowa 52001 (\$9.95 cloth)

Document Not Available from EDRS

Descriptors—\*Editing, Graphic Arts, Higher Education, Journalism, Layout (Publications), \*Newspapers, Photography, Printing, \*Production Techniques, \*Staff Utilization, \*Technological Advancement

Designed to teach college students how to edit, this book provides an overview of skills required to produce the newspaper, emphasizing the editing of copy, the writing of headlines, and layout and production techniques. The author discusses several theories about how to edit newspapers; the importance of staff organization on metropolitan dailies, medium-sized dailies, and small-town papers; the role of the editor-in-chief; different views of what constitutes standard English; picture cropping; the introduction of cathode ray tubes and optical character readers; the function of headlines; and the preparation of copy obtained from the news wires. Special attention is given to technological advancements that are being implemented by the newspapers, and the production of newsmagazines is covered. A glossary of newspaper terminology and a bibliography are appended. (RB)

**ED 117 715** CS 202 466  
Middleton, Doris Marie  
A Study of Advanced Placement English in the Memphis City School System, Memphis, Tennessee.  
Pub Date 75

Note—117p.; Ph.D. Dissertation, The University of Mississippi

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-461, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—\*Advanced Placement, \*Advanced Placement Programs, Advanced Students, Doctoral Theses, Educational Research, \*English Instruction, Program Descriptions, \*Program Effectiveness, \*Program Evaluation, Secondary Education

Identifiers—Tennessee (Memphis)

The purpose of this study was to determine whether students enrolled in Advanced Placement (AP) English in the senior year in the Memphis (Tennessee) City School System entered college immediately on graduation in greater proportions than students who were enrolled in other senior English courses. It was concluded that the number of students enrolled in AP courses remained relatively constant over a period of years, AP English students in the Memphis Schools resembled other students cited in the literature on such courses; and the probability that a student enrolled in an AP English course compared to a student enrolled in a regular senior class would request a transcript to be sent to a college was significant at a very high level of confidence. Recommendations based on the results of the study are included. (Author/RB)

**ED 117 716** CS 202 467  
Holmes, Leigh Howard  
Literary-Vocational Relationships in the American Educational Context, From 1820: Implications for Instruction.  
Pub Date 75

Note—297p.; Ph.D. Dissertation, University of Kansas

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-30,042, Mfilm \$7.50, Xerography \$15.00)

**Document Not Available from EDRS**

Descriptors—Curriculum Development, Doctoral Theses, \*Educational History, Educational Philosophy, \*Educational Theories, \*General Education, Higher Education, Junior Colleges, \*Literature Appreciation, Secondary Education, \*Vocational Education

In order to locate means to enhance student vocational preparation through the study of literature, literary-vocational relationships are identified or inferred in selected aspects of the American educational context. The first two chapters introduce the study and survey background influences, while the third and fourth chapters examine the historical background through the 19th and 20th centuries, including the ideas of Thoreau, Greeley, Emerson, Channing, and Dewey. The fifth chapter reviews suggested combinations within the context of specialized education (junior colleges and workers' educational movements), and the sixth chapter states the findings of the study, concluding that correlation of liberal, including literary, education with vocational education has a value justification and a practical basis. Fourteen literary-vocational relationships are described, including ideas for lessons and course development based on the use of such materials as vocational booklists and the ballads and songs generated historically within various occupations. (Author/JM)

ED 117 717 CS 202 468

Laque, Carol Feiser Sherwood, Phyllis A.  
A Teaching Monograph: Co-Designed Laboratory Approach to Writing.

Pub Date 75

Note—195p.; Ed.D. Dissertation, University of Cincinnati

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-806, Mfilm \$7.50, Xerography \$15.00)

**Document Not Available from EDRS**

Descriptors—\*Composition (Literary), Course Content, Course Descriptions, Doctoral Theses, English Instruction, Junior Colleges, \*Laboratory Techniques, Language Skills, \*Rhetoric, Teacher Education, \*Teaching Methods, \*Writing Skills, Written Language  
Identifiers—\*Writing Laboratories

The purpose of the monograph described in this thesis is to give teachers methods and a theoretical base for experimenting with the teaching of writing in a laboratory classroom situation at the junior college level. The course, which can be taken by two or more people independently, or with an instructor, provides the opportunity for participants to experiment with theories and methods they have learned. The course also includes ways for participants to generate and criticize standards for evaluating the writing process. The benefits of the writing laboratory include flexibility in terms of helping individual students meet specific goals in writing, separation of the act of writing from the evaluation of the finished product, and experimentation that allows for never-ending possibilities for growth. (Author/RB)

ED 117 718 CS 202 469

Landry, Claire Roy

The Effects of a Program in Black English on the Attitude of Elementary Teachers toward Non-standard Speakers.

Pub Date 75

Note—152p.; Ed.D. Dissertation, University of New Orleans

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-29,852, Mfilm \$7.50, Xerography \$15.00)

**Document Not Available from EDRS**

Descriptors—Doctoral Theses, Elementary Education, Elementary School Teachers, \*Language Instruction, \*Language Programs, Language Research, Language Usage, \*Negro Dialects, \*Nonstandard Dialects, \*Teacher Attitudes, Teacher Education

Identifiers—\*Black English

The purpose of this study was to investigate the effects that an instructional program in Black English would have on the acquisition of knowledge of Black English phonology and grammar by teacher participants, and the attitudes of teacher participants toward the speakers of Black English. The sample consisted of two groups from the

same basic population. Analysis of covariance for the posttests of knowledge of Black English phonology and grammar indicated a significant difference beyond the .001 level. It was concluded that knowledge of Black English phonology and grammar can be acquired by teachers if the rules and patterns governing Black English are taught in a planned program; experimental subjects had a more positive attitude toward speakers of Black dialect than did the control group; there is a significant positive relationship between knowledge of Black English phonology and attitude toward speakers of Black English; and there is a significant positive relationship between knowledge of Black English grammar and attitude toward speakers of Black English. (Author/RB)

ED 117 719 CS 202 470

Rackish, Frank A.

The Canon of English School Fiction: A Survey of Novels Currently Recommended to Students in the Secondary Schools of Pennsylvania, 1975.

Pub Date 75

Note—439p.; D.Ed. Dissertation, The Pennsylvania State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-1375, Mfilm \$7.50, Xerography \$15.00)

**Document Not Available from EDRS**

Descriptors—Doctoral Theses, \*English Instruction, Fiction, Literary Analysis, Literary Criticism, \*Literature Appreciation, \*Novels, Reading Interests, Secondary Education, \*State Surveys, Teacher Attitudes  
Identifiers—\*Pennsylvania

The two primary objectives of this dissertation were to describe the 48 novels taught in English classes in a specific secondary school in Pennsylvania and, through a survey, to determine whether these novels were unique or representative of novels taught in other Pennsylvania schools. The description of each novel includes a critical summary, the edition, the setting, major and minor characters, point of view, a short criticism appropriate to high school English classes, discussion questions, teacher suggestions, and lists of audio, visual, and audiovisual aids and selected critical articles. Survey results from 106 teachers in 43 high schools and from the English teachers and students in the school teaching the novels show that at least 32 of the 48 novels are considered valuable and represent a solid, representative group. The group is conspicuous by the almost total absence of English novels. The survey results also include teachers' judgments concerning the reading and interest levels of the 48 novels; their value for high school students; the weaknesses, strengths, and scope of the list; and suggestions of novels which should be added or excluded. (Author/JM)

ED 117 720 CS 202 471

Siegel, Judith Susan

Curricular Deliberation about "Hamlet": An Exercise in the Practical.

Pub Date 75

Note—50p.; Ph.D. Dissertation, The University of Chicago

Available from—The University of Chicago Photoduplication Dept., 5801 S. Ellis Ave., Chicago, Illinois 60637 (Write for price)

**Document Not Available from EDRS**

Descriptors—\*Curriculum Development, \*Curriculum Planning, Doctoral Theses, \*English Curriculum, English Instruction, Literary Analysis, \*Literary Criticism, \*Literature Appreciation, Secondary Education, Teaching Methods  
Identifiers—\*Hamlet

This study attempts to clarify and exploit Joseph Schwab's recent and current work on "practical" and "eclectic" curriculums in a simulated deliberation about a concrete curricular question, How might "Hamlet" be taught to one group of high school juniors? By exemplifying curricular deliberation, it aims to clarify Schwab's doctrine and to make it accessible to a wider audience. Schwab argues that four commonplace-subject matter, student, teacher, milieu—ought to be examined and exploited in curriculum construction. Finally, the dissertation moves to produce four defensible "Hamlet" curriculums. (Author/RB)

ED 117 721 CS 202 472

Tovera, David Garcia

A History of English Teaching in the Philippines: From Unilingualism to Bilingualism.

Pub Date 75

Note—192p.; Ph.D. Dissertation, Northwestern University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-29,771, Mfilm \$7.50, Xerography \$15.00)

**Document Not Available from EDRS**

Descriptors—\*Bilingualism, Doctoral Theses, Educational Policy, Elementary Secondary Education, English (Second Language), \*English Instruction, \*History, \*Language Instruction, Language Research, Language Usage, Tagalog

Identifiers—\*Philippines, Pilipino

This study examines those factors that have contributed to the introduction and development of the teaching of English in the Philippine educational system. By virtue of its educational policy, the American colonial administration started using it as a medium of instruction. Optimism ran high among Filipino leaders, especially the nationalists, that someday English would be the common language. But doubts about achieving the goal were raised in the first extensive educational survey in 1925. A shift in language policy began to appear in 1934 and by 1946 Tagalog was viewed as the basis for a common language. The school system was headed for bilingualism with the adoption of a language policy in the late 1950's. Under attack in the Constitutional Convention in 1971 and by pro-English elements, Filipino survived as an official language. The new Society under President Ferdinand Marcos has emphasized the need for bilingualism. This study shows that the teaching of English in the Philippines has been intertwined with the political, economic, educational, and cultural life of the country. (Author/RB)

ED 117 722 CS 202 473

Wiser, Nell Funderburk

Teaching Strategies for Enabling Elementary Pupils to Develop Inductively the Literary Concepts of Plot, Theme, Characterization, and Setting.

Pub Date 75

Note—204p.; Ed.D. Dissertation, Memphis State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-26,039, Mfilm \$7.50, Xerography \$15.00)

**Document Not Available from EDRS**

Descriptors—Behavioral Objectives, Characterization (Literature), Child Development, \*Children's Literature, Doctoral Theses, \*Educational Strategies, Elementary Education, \*Inductive Methods, \*Literary Analysis, \*Literary Conventions, Motifs

The purpose of this study was to develop teaching strategies that are designed to enable elementary pupils to form literary concepts through inductive processes. This research has four phases in its design. In the planning phase, a theoretical base for designing the strategies is developed from a synthesis of four areas of research and theory: concept formation and levels of questioning; child development and its implications for the development of teaching strategies; advantages and limitations of behaviorally stated objectives; and the literary concepts of plot, theme, characterization, and setting. The three other phases are the construction of teaching strategies consistent with the planning rationale, applications of each strategy to literary models on the two levels of maturity and scholastic aptitude, and evaluation of a sample of the strategies and applications by a jury of experts in the field of children's literature. It was concluded that strategies constructed according to this design may be used to enable pupils to develop literary concepts, a strategy developed according to this design may be applied to books of any developmental or scholastic level, and behaviorally stated objectives may be formulated for competencies prerequisite for forming a literary concept. (Author/JM)

ED 117 723 CS 202 474

Hesse, Michael B.

A Correlational Study of Wisconsin State Senators: Their Role in the Communication Process.

Pub Date 75

Note—26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Ottawa, Canada, August 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—\*Communication (Thought Transfer), Government (Administrative Body),

Higher Education, Mass Media, \*News Reporting, \*Political Issues, Press Opinion, \*Public Opinion, State Surveys

Identifiers—\*State Senators, Wisconsin

The main objective of this constituency study was to determine the level of awareness and corresponding opinions of constituents with regard to three issues. Thirty-three Wisconsin state senators served as subjects along with 1,650 Wisconsin citizens who were interviewed via telephone regarding their views. The political public relations environment in a rural setting is one of high surveillance. Rural senators become quite accurate in their assessment of the voting public, and opinion agreement seems to become a precondition to reelection. Urban senators, on the other hand, do not display the same sensitivity to constituents. They come into office about as discrepant from the views of their constituents as are new rural senators, and they seem to stay that way. The results of this study are presented in both narrative and table format. (RB)

**ED 117 724** CS 202 476

*Schippers, Lillian Vogt*

**Using the Aftton Scale of Acceptable Written Expression to Decrease Disparity in Teachers Assigning a Level to Pupils' Written Expression.**

Pub Date 74

Note—218p.; Ph.D. Dissertation, Saint Louis University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-26,315, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—\*Composition (Literary), Doctoral Theses, Educational Research, Elementary Education, \*Evaluation Methods, Language Skills, \*Measurement Instruments, \*Test Validity, \*Writing Skills, Written Language

Identifiers—\*Aftton Scale

The problem of this study was to find criteria, and a model, for judging written expression at the elementary level which can produce concordance of teacher judgments and be a possible basis for prescriptive teaching. Such a model was developed by the Aftton School District. This study attempts to determine its utility. Twenty-four essays were randomly chosen from levels 4, 5, and 6 and rated by 20 teachers. It was hypothesized that there would be little concordance in the ratings by teachers using no criteria, more concordance using the "Aftton Scale," and still more concordance when the "Scale" and the orientation manual of the "Scale" were used. All three hypotheses were rejected. It was concluded that the "Aftton Scale" is useful if reduction of disparity is not the main objective. The "Aftton Scale" would also be useful in teacher training, instructing students in what must be taught at each level, and what would be acceptable from the good pupil. (Author/RB)

**ED 117 725** CS 202 477

*Harris, John S. Blake, Reed H.*

**Technical Writing for Social Scientists.**

Pub Date 76

Note—118p.

Available from—Nelson-Hall Inc., Publishers, 325 W. Jackson Blvd., Chicago, Illinois 60606 (\$5.95 cloth, \$2.50 paper)

Document Not Available from EDRS

Descriptors—Grammar, Higher Education, Postsecondary Education, Punctuation, \*Social Sciences, \*Technical Reports, \*Technical Writing, \*Writing Skills

The purpose of this book is to teach technical writing to social scientists. The authors argue that too few social scientists take enough care with words that are outside the technical vocabulary of the social sciences. Chapters discuss such topics as: the need for better social science writing, planning what is to be written, writing sentences and paragraphs, punctuation, defining the problem, independent and dependent variables, hypotheses, research proposals, gathering information, information sources, organizing data, constructing an outline, and the style, format, and language of the social science paper. (TS)

**ED 117 726** CS 202 478

*Gunn, James*

**The Discovery of the Future: The Ways Science Fiction Developed. Miscellaneous Publication 13.**

Texas A and M Univ., College Station. Library.

Pub Date 75

Note—19p.; A Texas A & M University Library Lecture presented October 18, 1974

Available from—Texas A&M University, University Library, College Station, Texas 77843 (\$2.00; Make check payable to the Friends of the Texas A&M University Library)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—\*Fantasy, \*Futures (of Society), Literary Criticism, \*Literary Genres, Literary Perspective, Literature, \*Science Fiction

This booklet discusses the development of science fiction, tracing its origins to the time of the industrial revolution. Many of the people of this time realized that life was changing and would continue to change, that there were new forces at work in the world, and that humankind should exercise some forethought about the direction in which change was going. Mary Shelley's "Frankenstein" is often thought of as the first science fiction novel. Other writers discussed include Edgar Allan Poe, Nathaniel Hawthorne, Fitz-James O'Brien, Jules Verne, and H.G. Wells. In 1926, Hugo Gernsback founded the first science fiction magazine, called "Amazing Stories." The state of science fiction today is also discussed, as well as science fiction and the movies, the possibilities of science fiction, the readers of science fiction, and the different perspectives of science fiction. (TS)

**ED 117 727** CS 202 479

*Crammer, Marjorie, Comp.*

**Bibliography of American Folklore; Index to Materials in Books on Select American Folk Characters.**

Prince George's County Memorial Library System, Hyattsville, Md.

Pub Date 75

Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—\*Annotated Bibliographies, \*Characterization (Literature), \*Childrens Books, Childrens Literature, Elementary Education, \*Folklore Books, \*Reference Materials

This index contains references to a select group of American folk characters appearing in books. Books about approximately 200 persons, real or imaginary, are listed in the bibliography. The index is arranged alphabetically by the character's last name and is cross-referenced from nicknames to real names. The call number for each book is given to the left of the entry. Full bibliographic information on all books included appears at the end of the main index, arranged in alphabetical order by the author's last name. Some of the characters included in this index are Ethan Allen, Judge Roy Bean, Billy the Kid, Daniel Boone, Lizzie Borden, Calamity Jane, Diamond Jim, Mike Fink, John Henry, Sam Hart, Little Audrey, Annie Oakley, Pecos Bill, Stackalee, and Rip Van Winkle. (TS)

**ED 117 728** CS 202 480

*Widdowson, H. G.*

**Stylistics and the Teaching of Literature.**

Pub Date 75

Note—126p.

Available from—Longman Group Limited, 5 Bentinck St., London, W1M 5RN, England (\$5.75 paper)

Document Not Available from EDRS

Descriptors—Communication (Thought Transfer), Higher Education, Language, \*Linguistics, \*Literary Analysis, \*Literary Criticism, Literature, \*Teaching Methods

Identifiers—\*Stylistic Analysis

The primary purpose of this book is to present a discussion of a stylistic analysis approach to the study of literature and a demonstration of its possible relevance to the teaching of literature. Stylistics is defined as the study of literary discourse from a linguistics orientation and is distinguished from literary criticism and linguistics in that it links the two and has no autonomous domain of its own. The topics discussed include: literature as text, literature as discourse, the nature of literary communication, literature as subject and discipline, exercises in literary understanding, and stylistic analysis and literary appreciation. It is concluded that stylistic analysis is valuable because it can help readers relate a piece of literary writing to their own experience of language and consequently extend that experience. (TS)

**ED 117 729**

CS 202 481

*Lyle, Jack, Ed.*

**Communication/Journalism Education in Asia: Background and Status in Seven Asian Areas; Background Papers Compiled for Communication/Journalism Teachers Seminar, June 13-26, 1971. An East-West Communication Institute Report.**

Hawaii Univ., Honolulu. East-West Center.

Pub Date Jun 71

Note—85p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Asian Studies, \*Communication (Thought Transfer), Higher Education, \*Journalism, Seminars

Identifiers—Hong Kong, India, Indonesia, Journalism Education, Philippines, South Korea, Taiwan, Thailand

The papers contained in this document were prepared as background material for the Communication/Journalism Teachers Seminar in June 1971, and provide information on the history, development, present status, and problems of communication/journalism education in Hong Kong and six Asian countries. These countries are the Republic of China, India, Indonesia, the Republic of Korea, the Philippines, and Thailand. Also included are a summary of the seminar by Jack Lyle and a list of the seminar participants. (JM)

**ED 117 730** CS 202 482

*Surlin, Stuart H.*

**The Social Effects of Advertising as Perceived by Advertising Executives, Businessmen, and the General Public.**

Spons Agency—Georgia Univ., Athens. Office of General Research.

Pub Date 74

Note—77p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—\*Authoritarianism, \*Business, Higher Education, Mass Media, Media Research, Personality, \*Publicize, \*Social Attitudes, Social Behavior, \*Social Factors

This study attempts to compare the perceptions and self-reported behavior of high, middle, and low authoritarian advertising executives, business executives, and members of the general public concerning the social effects of advertising. For the advertising sample, a total of 393 men and women were selected according to their executive positions in advertising agencies in Atlanta. The questionnaires used for this study and the methods of statistical analysis are described. The findings of the study are examined in terms of the three groups of subjects in four ways: perception of advertising social effects, perceived advertiser behavior, advertising executive self-reported behavior, and biodata differences by area of specialty subgroups. The analysis of the data is described and among the conclusions were that business executives are most critical of advertising's social effects as well as advertiser behavior; and advertising executives, business executives, and the general public express a great deal of awareness concerning the potential negative social effects that advertising can precipitate. The appendix includes 15 mean score comparisons as well as copies of the questionnaires. (TS)

**ED 117 731** CS 202 483

*Aldrich, Pearl G.*

**The Impact of Mass Media.**

Pub Date 75

Note—179p.

Available from—Hayden Book Company, Inc., 50 Essex St., Rochelle Park, New Jersey 07662 (\$4.75 paper, \$7.99 cloth)

Document Not Available from EDRS

Descriptors—Educational Resources, Higher Education, \*Mass Media, Newspapers, News Reporting, Periodicals, \*Political Influences, Propaganda, Publicize, Radio, \*Social Influences, \*Socioeconomic Influences, Television, Textbooks

In order to bring the student's contemporary environment into the classroom for study and to avoid topicality, this book provides general principles by which to evaluate current media offerings, outlines the patterns from which media materials are cut for public consumption, and focuses the student's attention on the mass media themselves. Each of the chapters (except the first

and fourth) contains suggestions for teachers to use in advance preparation. Chapter topics are: growing up with the media, influences of mass media, the impact of advertising, the format of contemporary media, pattern setting in print media, pattern setting in electronic media, and publicity and propaganda in the media. Also included are a brief section on producing a multimedia report, lists of trade magazines and professional journals and of teaching resources, an article about accuracy in the media reprinted from the "Congressional Record," and a selected bibliography. (JM)

ED 117 732 CS 202 484

Larrick, Nancy

Hey, Mom, Who Put the Television in the Closet?

Pub Date 75

Note—18p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (65th, San Diego, California, November 26-29, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Behavior Problems, \*Children, Elementary Education, \*Environmental Influences, Programming (Broadcast), \*Publicize, \*Television, \*Television Commercials, Viewing Time  
Results of the staggering number of hours which children spend watching television (an average of 54 hours a week for a preschooler, who will have accumulated a total of 5000 hours by first grade) may be seen in the influence children—swayed by commercials—have over their mothers' grocery choices and in the dramatic increase of both wild behavior and extreme passivity of school children. During the Saturday morning hours of tawdry animated cartoons, children are bombarded with frequent interruptions for commercials advertising artificially flavored and colored snacks, candy, cereals, soft drinks, and flashy toys. (Only three countries in the world allow any advertising with children's programs and only the United States allows more advertising with children's programs than with adult programs.) Furthermore, children—even very young ones—spend the bulk of their viewing time watching adult programs, most of which feature violence, crime, mystery, and brutality. There are a number of effective steps which schools, teachers, and parents may and must take to reduce children's viewing time and to promote critical and selective viewing among children. (JM)

ED 117 733 CS 202 485

Stone, Gerald C.

Case for an Emphasis in Business Communications: Findings from Profile/75.

Pub Date 17 Aug 75

Note—21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Ottawa, Canada, August 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—\*Business Communication, \*Employment Opportunities, Higher Education, Industrial Relations, Job Market, Job Training, \*Journalism, \*Occupational Surveys  
Business communications, a career field tangential to that of journalism, was shown in a major research survey during 1975 to be an attractive, alternative profession for journalism majors. A questionnaire mailed to the membership of the International Association of Business Communicators contained 261 items, including demographics; questions on salaries, promotions, staff size, job satisfaction, and the types of media the communicators help produce; a section on concern about the national economic situation: items on media use; and a section on career preparedness. Resulting data show that journalism schools provide the necessary training for their graduates to excel in business communications, that the field of business communications offers attractive salaries over a wide range of industry types, and that its practitioners are generally well satisfied and secure in their jobs. Nine tables of findings are included. (JM)

ED 117 734 CS 202 486

Click, J. W.

A Codification of Principles of Advising Secondary School Student Publications.

Pub Date Aug 75

Note—18p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Ottawa, Canada, August 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—\*Faculty Advisors, \*Guidelines, Journalism, Publications, School Publications, Secondary Education, \*Student Publications

In order to provide secondary school publications advisors with a succinct, single source of guidelines for effective advising, a statement of principles was prepared and submitted to an expert jury. This jury agreed with the statement but offered suggestions for revision and reorganization. Items in the statement are organized in one group of journalistic skills and one group of educational principles necessary for effective advising. Another component of written material, concerning characteristics of effective publications, was also prepared for advisors and approved by the same jury. Future action should include dissemination of such statements to secondary school administrators. (Appended to this paper are the statements of principles of advising secondary school student publications and lists of the values of such publications and of the characteristics of effective secondary school student publication.) (JM)

ED 117 735 CS 202 487

Pietila, Veikko

Immediate Versus Delayed Reward in Newspaper Reading.

Pub Date 69

Note—11p.

Journal Cit—Acta Sociologica; v12 n4 1969 (Reprint)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Behavioral Science Research, Higher Education, Journalism, Media Research, News Media, \*Newspapers, \*News Reporting, \*Positive Reinforcement, \*Reading Habits  
Identifiers—Himmelstrand (Ulf)

The objective of the present study was to explore whether the concepts of immediate and delayed reward have any relevance to the content of the newspaper. In his theory of instrumental and expressive activities, Himmelstrand suggests that instrumental activities tend to have a cumulative structure while expressive activities will have a differential structure. The results presented here support Himmelstrand's hypothesis, but further studies into the motivational basis of the use of mass media are needed before we can be sure about the instrumental nature of the reading of delayed reward news. (RB)

ED 117 736 CS 202 489

Rotzoll, Kim B.

Four Institutional Views of Advertising—Perspectives for Understanding. Advertising Working Paper Number 1.

Illinois Univ., Urbana. Coll. of Communications.

Pub Date Mar 75

Note—34p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Business Education, Communications, Distributive Education, Educational Objectives, Higher Education, \*Institutional Role, \*Marketing, Merchandise Information, \*Publicize

Identifiers—Carey (James), Norris (Vincent), Potter (David), Sandage (C H)

In this paper, the first in a series of working papers on various significant aspects of advertising, the author examines in depth the writings of four essayists who have looked at advertising from the institutional viewpoint. James Carey sees advertising's basic institutional function as market information and the secondary function as social control; Vincent Norris views the institution's function as being an instrument of attempted market control for producers. David Potter sees the institution as an instrument of social control in an abundant society; and to C. H. Sandage, the institution's purpose is to inform and persuade people in order to help achieve abundance. (JM)

ED 117 737 CS 202 490

Gordon, George N.

Communications and Media: Constructing a Cross-Discipline.

Pub Date 75

Note—201p.

Available from—Hastings House, Publishers, 10 East 40th Street, New York, New York 10016 (\$12.50 cloth, \$6.95 paper)

Document Not Available from EDRS

Descriptors—Broadcast Industry, \*Communications, Cross Sectional Studies, Culture, Films, \*Media Research, Media Technology, News

Media, \*Research, Research Criteria, Social Influences

The contents of this book focus on various aspects of studies in communications, examining relevant criteria for their disciplined study, evaluating present research and criticism, and suggesting future directions of inquiry in the field of communications. Part one concerns the technology, viewpoints, and categories of communications; part two discusses the cultural, critical, and analytical approaches to the press, cinema, and broadcasting; part three focuses on the societal controls on communications—industries, legalities, and audiences; and part four suggests some ways in which a cross-discipline of communications studies may best be constructed. Lists of recommended readings and notes are included for each chapter, and an index is provided. (JM)

ED 117 738 CS 202 491

Gardner, David M.

Deception in Advertising: A Receiver Oriented Approach to Understanding.

Pub Date 75

Note—21p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 3, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—\*Communication (Thought Transfer), \*Definitions, Government Role, Higher Education, Literature Reviews, \*Measurement Instruments, \*Models, Persuasive Discourse, Propaganda, \*Publicize, Research Methodology  
Identifiers—\*Deception

The purpose of this paper is to examine deception in advertising from a behavioral perspective, and to attempt to formulate a definition that can guide both research and governmental regulation. Whether or not an advertisement is said to be "deceptive" depends on the definition of deception being used. The position advocated here is that the focus of any definition must be the receiver of the message. Based on the analysis of veridical preception, a definition of deception in advertising is offered. An approach to measuring deception is also offered. The techniques are all seen as screening techniques, although by their regular use, advertisers should improve the ability of their advertisements to reach their stated objectives as well as reduce the amount of deception. (RB)

ED 117 739 CS 202 492

Donelson, Ken, Ed.

Back-to-the-Basics in English Teaching.

Arizona English Teachers Association, Tempe.

Pub Date Feb 76

Note—157p.; Occasional light print

Journal Cit—Arizona English Bulletin; v18 n2 p1-152 February 1976 (Entire Issue)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

Descriptors—\*Basic Skills, Composition (Literary), \*English Instruction, Higher Education, Humanities, \*Language Arts, Reading, Secondary Education

In this issue, the writers focus on the "basics" in English teaching, some offering suggestions on ways of altering present conditions, some commenting generally (in assessments, defenses, or attacks) on the basics, and some presenting specific discussions of basics in teaching the various language arts components. A few of the articles and authors are: "SCISAB" Spelled Backwards Is "Basic!" by Allan Dittmer, "The Emerging of New 'Basic Fundamentals' of English Media" by Nancy Cromer, "He Who Can Does—He Who Cannot Tests" by Joseph Mersano, "Relevance Is Out, Classics Are In" by Florence Miller, "The Indifferent Bell: A Short Diatribe Against Teaching the Basics" by G. Lynn Nelson, "Writing, Prisons, and the English Teacher" by Richard Koch, "The Little Car That Could" by Stephen Dunning, "Basic Backwardness" by Charles Weingartner, and "Humanities—Basic to Total Education" by Martha P. Brinklow. (JM)

ED 117 740 CS 202 493

Roeming, Robert F., Ed.

Generating Literary Appreciation (Among High School and College Students). Report 1.

Wisconsin Univ., Milwaukee. Coll. of Letters and Sciences.

Pub Date 14 Jul 70

Note—29p.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.



Descriptors—Creativity, Educational Interest, Higher Education, \*Literature Appreciation, \*Motivation, \*Reading Interests, Relevance (Education), Secondary Education, Seminars, Summer Institutes

The seminar summarized in this report was held at the University of Wisconsin (Milwaukee) in July 1970 as part of the summer program of the Center for Twentieth Century Studies. Moderator for the seminar, for which the general topic was the appreciation of literature as one of the arts, was Robert F. Roeming, director of the Center. Each of the four participants presented a different approach to the discussion: Herbert Kubly discussed ways in which the aspects of creativity can contribute to literature appreciation; Haskell M. Block stressed the importance of actively relating literature to the student's experience; Julius Weinberg dealt with the relevance of the study of literature; and Leslie F. Cross commented on maintaining a clientele for contemporary authors. A question and answer session, with remarks from the audience, conclude the report. (JM)

**ED 117 741** CS 202 494

*Roeming, Robert F., Ed.*  
**Developing Awareness through Poetry.**  
Wisconsin Univ., Milwaukee. Coll. of Letters and Sciences.

Pub Date Jun 72

Note—45p.

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Creative Writing, English Instruction, Ethnic Studies, Higher Education, \*Language, Literature, \*Poetry, \*Poets, Secondary Education

This booklet contains the proceedings of a seminar in which poets demonstrated through readings and analysis of their works how poetry, combining appeals to both reason and emotion, can develop and refine individual awareness of the world and nature around us. The primary participants in the program were Bruce Cutler, Dolores Kendrick, and May Miller Sullivan. These poets attempted to demonstrate through their readings ethnic distinctions and qualities which can be introduced into the classroom through poetry. The second section of the booklet contains questions and comments from the audience as well as the poets' responses. And in the third section, several poems by Dolores Kendrick are printed. (TS)

**ED 117 742** CS 202 495

**Teacher's Guide for Communication Skills, Secondary Schools.**

Saint Louis Public Schools, Mo.

Pub Date 74

Note—341p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Communication Skills, Composition (Literary), Curriculum Guides, \*English Instruction, Journalism, \*Language Arts, Literature Appreciation, Reading, School Publications, Secondary Education, Speech

This guide is a reference for the teacher to use in each of the language arts areas (reading, writing, speaking, listening, and logical thinking) where instruction in communication skills is desired. Part one of the guide covers school publications, journalism, speech, media survey, and dramatics; part two contains sections on competency requirements, communications labs, reading, and writing; and part three includes eight elective literature courses and a statement on English seminars or mini courses. For each section, the goals, content, activities, and materials are outlined. A table is included which indicates the appropriate courses for three levels of communications skills students: those needing practical skills, those who want a general background, and college bound student who want advanced work. (JM)

**ED 117 743** CS 202 496

**Teacher's Guide for Communication Skills, Grades 11 and 12, Secondary Schools.**

Saint Louis Public Schools, Mo.

Pub Date 75

Note—454p.

**EDRS Price MF-\$0.83 HC-\$24.77 Plus Postage**

Descriptors—\*Communication Skills, Composition (Literary), Curriculum Guides, \*English Instruction, Films, \*Language Arts, Literature

Appreciation, Reading, Science Fiction, Secondary Education

This guide focuses on communication skills within 17 courses: American literature 1 and 2, English literature 1 and 2, world literature 1 and 2, advanced composition, advanced literature, advanced literature and composition 1 and 2, film study, science fiction, modern writers, comic spirit, Afro-American literature, career English, and college prep English. Each course outline contains a description, general goals, content, activities, and materials. Also included is an outline for the overall goals of communication skills curriculum in the subject areas of listening, reading, writing, speaking, language, critical thinking, literary interpretation and appreciation, and media. (JM)

**ED 117 744** CS 202 498

*Strouse, James C.*

**The Mass Media, Public Opinion, and Public Policy Analysis: Linkage Explorations.**

Pub Date 75

Note—273p.

Available from—Charles E. Merrill Publishing Company, Columbus, Ohio 43216 (\$7.95 paper)

**Document Not Available from EDRS**

Descriptors—Cable Television, Government Role, Information Dissemination, \*Mass Media, Negroes, News Media, Political Influences, Political Issues, \*Politics, Presidents, Press Opinion, \*Public Opinion, \*Public Policy, Public Relations, Voting

The purpose of this book is to explore the effects of public opinion on governmental policy making, with a special focus on the role of the mass media in this process. Specific areas covered include political campaigning, the President and the press, blacks and the media, and cable television. Topics of discussion in the ten chapters are: linkage models, public opinion, and media effect; professional public relations and political power; causal factors and media influence in voters' choice; presidential manipulation and reporters' bias—the eternal conflict; the Watergate scandal—the opinion-policy process exposed; blacks and the mass media; the media and society—theories of media effects; the mass media and political change—an empirical test; the wired nation—social and political implications; and some concluding thoughts and new research avenues. An index concludes the book. (JM)

**ED 117 745** CS 202 499

*Monroe, Alan D.*

**Public Opinion in America.**

Pub Date Mar 75

Note—292p.

Available from—Harper & Row Publishers, 10 East 53rd Street, New York, New York 10022 (\$6.95 paper)

**Document Not Available from EDRS**

Descriptors—American Culture, Elections, \*Political Attitudes, Political Influences, \*Political Issues, Press Opinion, Propaganda, Public Officials, \*Public Opinion, Public Policy, Social Attitudes, Voting

The purposes of this book are to summarize and analyze the nature of public opinion in contemporary America and to examine the implications of that nature for the possibility of a functioning democracy. Material in the four sections covers the following topics: "The Study of Public Opinion: Political Theory and Methodology"—opinions and democratic theory, and the measurement of public opinion; "Opinion Formation: Micro-Politics"—the psychology of opinions, political socialization, the sociology of public opinion, political culture, opinion manipulation, and individual opinion formation; "Public Opinion in Contemporary America: Macro-Politics"—belief systems of the American public, recent presidential elections and their implications, public opinion and Vietnam, ideology and the social issue, and the dynamics of public opinion; and "Public Opinion and Public Policy: Linkage Politics"—elections, political parties, and public officials. An index concludes the book. (JM)

**ED 117 746** CS 202 500

*Parker, Marion, Ed. Denton, Stella, Ed.*

**1776: A Guide to Bicentennial Books, 1763-1790.**

Newburgh Free Library, N.Y.

Pub Date 75

Note—89p.

Available from—Children's Department, Newburgh Free Library, 124 Grand Street, Newburgh, New York 12550 (\$1.00)

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**

Descriptors—American Culture, \*Annotated Bibliographies, \*Childrens Books, Childrens Literature, \*Colonial History (United States), Elementary Secondary Education, Fiction, Nonfiction, \*Revolutionary War (United States), United States History

Identifiers—\*Bicentennial

This annotated bibliography lists over 300 fiction and nonfiction books pertaining to the Revolutionary period and contained in the children's department of the Newburgh Free Library, New York. Items are listed in three indexes: author, title, and subject. Those in the author index include annotations and indicate grade level. (JM)

**ED 117 747** CS 202 502

*Wright, Maureen, Comp.*

**Women's Studies: A Student's Guide to Reference Sources.**

McGill Univ., Montreal (Quebec). McLennan Library.

Pub Date 75

Note—14p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Annotated Bibliographies, \*Females, Feminism, Higher Education, Information Sources, Reference Books, \*Reference Materials, Womens Education, Womens Studies

Identifiers—\*McGill University Library

This annotated bibliography lists 73 reference items on the subject of women which are in the Reference Department of McLennan Library at McGill University. Entries are listed according to several categories: directories; encyclopedias; biographical sources; and bibliographies—bibliography, current, general, and specific (Canadian women, education and careers, the feminism movement, film, literature, and psychology and sociology). (JM)

**ED 117 748** CS 202 503

*Job, Amy G.*

**America's Revolutionary Period, 1760-1785; A Bibliography of the Holdings of The Sarah Byrd Askew Library and the AV Center of The William Paterson College of New Jersey.**

William Paterson Coll., Wayne, N.J.

Pub Date 75

Note—126p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Annotated Bibliographies, \*Colonial History (United States), Fiction, Music, Nonfiction, \*Revolutionary War (United States), \*United States History

Identifiers—\*Bicentennial

This annotated bibliography lists more than 850 book and nonbook materials concerning the Revolutionary War period. Entries are listed under the following categories: Revolution—general works, special geographic areas, and special miscellaneous topics; American and British forces; bibliographies and sources; biography; campaigns and battles; causes; the Declaration of Independence; fiction; finance; foreign relations, including French and German participation; literature, including poems, drama, etc.; loyalists; naval operations; personal narratives; politics and government; and songs and music. (JM)

**ED 117 749** CS 202 504

*Rosen, Ellen Coleman, Sue*

**Reading Students "Can" Write.**

Pub Date 75

Note—31p.; Paper presented at the Annual Meeting of the International Reading Association (New York, New York, May 1975)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—Composition (Literary), \*Composition Skills (Literary), Descriptive Writing, \*English Instruction, Essays, \*Expository Writing, Learning Laboratories, Paragraph Composition, \*Remedial Instruction, Secondary Education

Reading students whose reading skills are being improved need to learn expository writing in order to be able to organize and express thoughts on paper. This document presents a systematic approach for teaching writing as part of the total communication process and consists of five units. "The Expository Paragraph," designed for use in

a skills laboratory, includes an outline, supplementary material, and exercises. "The Interior Development of the Paragraph" may be used in the English classroom or the skills laboratory and does not rely on any audiovisual aids. "The Expository Essay," for use in the junior year of English, is self-paced, based on personal experience rather than on literature, and uses no audiovisual materials. "Structure of Expository Composition" diagrams the relationship and similarities between the paragraph and the essay, and "Composition Materials" lists materials appropriate to particular skills which are available in the skills lab of the author. (JM)

**ED 117 750** CS 202 505

*Voelker, Francis H. Voelker, Ludmila A.*  
**Mass Media Forces in Our Society. Second Edition.**

Pub Date 75

Note—422p.

Available from—Harcourt Brace Jovanovich, Incorporated, 757 Third Avenue, New York, New York 10017 (\$5.95 paper)

**Document Not Available from EDRS**

**Descriptors**—Anthologies, Censorship, Communication (Thought Transfer), \*Communication Problems, Films, Freedom of Speech, Higher Education, Instructional Materials, \*Mass Media, \*Newspapers, Publicize, Radio, Secondary Education, Sex Stereotypes, \*Television

The primary purpose of this book is to help the public become more aware and critical in their selection and appraisal of the media. Part 1 consists of a single essay by Theodore Peterson that gives a historical perspective on the development of the mass media in the United States. Part 2 deals with the print and electronic media: magazines, photo essays, newspapers, books, television, radio, popular music, and film. Part 3 examines the media from the point of view of their major roles as informers, entertainers, and persuaders. Part 4 treats the broader implications of the media and their impact on our society as well as the possibilities for the future. Most of the articles and illustrations reprinted in this edition were published in the 1970s. They present a variety of viewpoints on the mass media by such writers as Michael Arlen, Jack Anderson, Nicholas Johnson, Stanley Kauffmann, Richard Reeves, and Alvin Toffler. Among the new topics considered in this edition are media freedom and accessibility, sexism in the media, and sportscasting. Each section ends with questions designed to stimulate discussion or to serve as topics for composition. (TS)

**ED 117 751** CS 202 506

*Parker, William Riley, Comp. Gray, Donald J., Ed.*

**The Department of English at Indiana University, Bloomington, 1868-1970.**

Indiana Univ., Bloomington. Dept. of English.

Spons Agency—Indiana Univ. Foundation, Bloomington.

Pub Date 72

Note—271p.

**EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage**

**Descriptors**—Doctoral Theses, \*English Departments, English Instruction, Higher Education, \*History, Universities

**Identifiers**—\*Indiana University

The collection of articles in this book, covering some of the significant events and topics in the history of the Indiana University English Department, brings together some of the material assembled by William Riley Parker, especially the reminiscences of faculty members and former students. An introductory chapter by Parker is titled "Where Do English Departments Come From?" Other material consists of chapters by several authors concerning the following periods in the department's history: 1860-1893, 1893-1920, 1920-1945, and 1945-1970. Additional material includes the Annals of the Department 1968-1972, compiled by Parker; a list of doctoral dissertations, 1914-1972; and a list of the directors of doctoral dissertations. (JM)

**ED 117 752** CS 202 507

*Beuch, Richard*  
**On Literature and Values.**

Pub Date 75

Note—19p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (65th, San Diego, November 27-29, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—Abstract Reasoning, Cognitive Development, Higher Education, Literary Criticism, \*Literary Influences, \*Literature Appreciation, Logical Thinking, \*Moral Values, \*Personal Values, Student Reaction, Thought Processes, Values

In reviewing the ancient, well-worn debate on the relationship between literature and values, it may be seen that the current pedagogical theory of developing response to literature is parallel to the argument for helping students articulate their own values. Two approaches to clarifying values are the values clarification approach (Louis Rath, Merrill Harmon, and Sidney Simon) and the moral development approach (Lawrence Kohlberg). The goal of values clarification activities, in which students choose among options on rating scales, values continuums, value statements, etc., is to help students become aware of their own values. Kohlberg's approach, based on a theory of logical and cognitive development, defines six stages of moral reasoning as bases for student development from one stage to a higher one. Both of these approaches suggest a number of ways for helping students gain an awareness of their own values and of the processes of moral reasoning in responding to literature. (JM)

**ED 117 753** CS 202 508

*Thorpe, James*

**The Use of Manuscripts in Literary Research.**

Modern Language Association of America, New York, N.Y.

Pub Date May 74

Note—40p.

Available from—Modern Language Association of America, 62 Fifth Avenue, New York, New York 10011 (\$1.25)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Copyrights, Higher Education, \*Library Research, Literary Criticism, \*Literature, Reprography, \*Research Problems, \*Research Skills

**Identifiers**—\*Manuscript Research

This pamphlet, written from the point of view of the scholar rather than the librarian, was compiled to help scholars who are inexperienced in the use of manuscripts to overcome the difficulties they face in consulting and using manuscripts for their research. Topics discussed include: locating manuscripts, research from a distance, visiting a library, private collections, access to manuscripts (admittance, regulations, aids, photocopies, and permission to publish), and literary property rights (basic facts, copyright, common law protection, ownership of literary rights, unpublished letters, transfer of literary rights, infringement of literary rights, literary rights in other countries, and international copyright). (JM)

**ED 117 754** CS 202 519

*Fraad, Harriet*

**Sex-Role Stereotyping and Male-Female Character Distribution in Popular, Prestigious, and Sex-Role Defining Children's Literature from 1959 to 1972.**

Pub Date 75

Note—156p.; Ed.D. Dissertation, Columbia University Teachers College

Available from—University Microfilm, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-3251, Mfilm \$7.50, Xerography \$15.00)

**Document Not Available from EDRS**

**Descriptors**—\*Characterization (Literature), \*Childrens Books, Doctoral Theses, Educational Research, Elementary Education, Females, Literary Analysis, Males, Role Perception, \*Sex Role, \*Sex Stereotypes

**Identifiers**—\*Picture Books

This dissertation explored the extent and kind of sex-role stereotyping in popular, prestigious, and sex-role defining children's picture books printed between 1959 and 1972. The sample consisted of two categories of popular children's picture books, best-selling golden books and "New York Times" children's best-sellers, one category of Caldecott award winners, sex-role picture books, and women's liberation children's books. The basic instrument used in this dissertation was a checklist of 33 research-based male and female sex-role standards. The ratios of male and female characters to male and female stereotypes were compared. It was found that there was a male majority of total characters in all standard and sex-role definition books throughout the period under study; from 1959 to 1972 female stereo-

types were disproportionately in excess of female characters in sex-role definition books and in all standard books with the exception of Caldecott award winners; in the pre-women's liberation period male and female frequent stereotypes were equally distributed in both standard and sex-role definition books, but in the post-women's liberation period these frequent stereotypes became overwhelmingly female in all but women's liberation books. (Author/RB)

**ED 117 755** CS 202 522

*McCurdy, SaraBeth Huntley*

**A Study of Relationships between Goals for the Teaching of Literature and Teachers' Attitudes towards the Major Categories of Written Student Responses to Literature.**

Pub Date 75

Note—179p.; Ph.D. Dissertation, The Florida State University

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-2667, Mfilm \$7.50, Xerography \$15.00)

**Document Not Available from EDRS**

**Descriptors**—Bias, Doctoral Theses, Educational Objectives, English Instruction, \*Literary Analysis, \*Literature, \*Literature Appreciation, Secondary Education, \*Teacher Attitudes, \*Teacher Response

**Identifiers**—\*Literature Interpretation

This study investigated certain characteristics of the attitudes of classroom teachers of English toward written student response to literature. Specifically, the study attempted to determine the preference or lack of preference for categories of student response to literature, using four categories: engagement-involvement, perception, interpretation, and evaluation. The preferences were assessed for secondary English teachers in general, for teachers in groups (age, teaching experience, educational background, stated goals for literature instruction), and for individual teachers. A survey questionnaire was developed to provide the basis for identifying the preferences of teachers toward the four categories. From the findings of this investigation, it appears that there are statistically significant patterns of response preferences evidenced by English teachers, both individually and collectively. Teachers in general consistently ranked interpretation as the most preferred response, and evaluation as the least preferred response. (TS)

**ED 117 756** CS 202 523

*Penna, Robert Frank*

**The Relative Effectiveness of the Classroom Discussion Approach and the Tutorial Approach to Literature for the Development of Adolescent Ego Identity.**

Pub Date 75

Note—297p.; Ph.D. Dissertation, Fordham University

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-4190, Mfilm \$7.50, Xerography \$15.00)

**Document Not Available from EDRS**

**Descriptors**—\*Bibliotherapy, \*Discussion (Teaching Technique), Doctoral Theses, English Instruction, Group Reading, \*Individual Instruction, Literature, \*Reading Achievement, Reading Instruction, Secondary Education, \*Self Concept

The major purpose of this study was to ascertain the relative effectiveness of the classroom discussion approach and the tutorial approach in using literature for the development of ego identity among adolescents of high, average, and low reading achievement levels. The sample consisted of 184 ninth and tenth grade students enrolled in a northern New Jersey secondary school. The instrument selected as the pretreatment and post-treatment measure was the High School Form of the Index of Adjustment and Values, which yielded a self-identity score. The investigator divided the classes into high, average, and low reading achievement levels. One class from each reading achievement level was randomly selected for assignment to the classroom discussion approach or the control group. Ten students at each reading achievement level were randomly assigned to the tutorial approach. Teachers were instructed in the methods of approach. Some of the findings were: (1) for the components of self-identity and self-acceptance, the discussion group scored significantly higher than the other groups, while the tutorial group was higher than the control group; (2) for the components of self-identity

and self-acceptance, the high reading achievement level group scored significantly higher than the others. (Author/MKM)

ED 117 757 CS 202 524

Pinnell, Gay Su

**Language Functions Exploration of First Grade Students as Observed in Informal Classroom Environments.**

Pub Date 75

Note—309p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-3526, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—\*Child Language, \*Classroom Environment, Classroom Games, Classroom Research, Doctoral Theses, Grade 1, \*Language Research, \*Language Usage, Learning Activities, Primary Education, Teacher Behavior, \*Teacher Role

The variety of language produced in school was examined with regard to the functions for which children use language and to elements of the context, emphasizing activities in which children engage and the expectations held by teachers and children. Language data was gathered from twelve children who wore a concealed, wireless recorder and were observed as they carried on activities in natural settings. Children and teachers were later interviewed. Tapes were transcribed and analyzed using a category system developed from Halliday's seven categories for functions of language: instrumental, regulatory, interactional, personal, imaginative, and heuristic. Levels were defined within the informative and heuristic categories. Language was examined in six different work situations and in peer and teacher/child interactions. Analysis of the data suggested that the informal classroom offers potential for the development of a comprehensive range of language functions and that a key to reaching this potential is the teacher's role. (Author/TS)

ED 117 758 CS 500 662

Rogers, Don

**"General Systems Theory," "Modern Organizational Theory," and Organizational Communication.**

Pub Date Oct 73

Note—16p.; Paper prepared for a course in Speech Communication, SUNY at Buffalo, October 1973

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Organizational Climate, \*Organizational Communication, Organizational Effectiveness, \*Organizational Theories, \*Systems Approach, \*Systems Concepts

In "modern organizational theory" communication is the focal point for the application of systems analysis to the functioning of an organization. "Systems" have been defined as interacting elements. If the elements interacting are entirely internal, the system is closed; while if the interaction is among internal and external elements, the system is open. Since scholars investigate the behaviors—and their consequences—of the communicative processes within an organization, the use of the open systems approach for this investigation permits more accurate examination of the information diffusion which coordinates, controls, and evaluates the activities of persons within an organization. (JM)

ED 117 759 CS 501 206

Booth, James L. Nyquist, Jody L.

**Communication in Educational Environments: A Basic Course.**

Pub Date 75

Note—44p.; Paper presented at the Annual Meeting of the Speech Communication Association (61st, Houston, Texas, December 27-30, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—\*Communication (Thought Transfer), Communication Skills, Course Content, \*Course Descriptions, Higher Education, Interaction, Preservice Education, \*Social Relations, \*Speech Education, \*Teaching Guides

Identifiers—\*Speech Communication

This teaching guide is designed to prepare prospective teachers to assume the communication tasks demanded by today's interactive educational environments. This guide is designed to be both theoretical and pragmatic, attempting to

provide prospective teachers with the underlying rationale for the use of certain communication strategies and the practical, experiential use of those strategies. The course method and content are directed toward the special communication needs of the prospective teacher of any discipline. Students have an opportunity to develop an understanding of communication concepts applicable to the classroom as well as communication skills useful to them as persons working in other aspects of the educational environment. Course content is developed through readings, lectures, discussions, structured experiences, and student presentations. (RB)

ED 117 760 CS 501 207

Roloff, Michael E.

**An Empirical Investigation of a Belief Comparison Change Model.**

Pub Date 75

Note—56p.; Paper presented at the Annual Meeting of the Speech Communication Association (61st, Houston, Texas, December 27-30, 1975)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Attitudes, Behavioral Science Research, \*Beliefs, \*Communication (Thought Transfer), Higher Education, \*Models, \*Persuasive Discourse, Research Methodology, \*Social Attitudes

An important area for communication researchers has been the relationship between persuasive messages and their impact on attitudes, beliefs, and behavior. A model is presented to clarify the relationship between persuasive messages and attitudes. In an effort to establish the validity of the model, six hypotheses are set forth concerning the relationship in question. Three of the six hypotheses derived from the model are confirmed, providing some support for the research utility of the model. It is concluded that the model has some utility and accuracy, but more research is needed. The nature of the direction the research should take is outlined. (The results of this study are presented in table, graph, and narrative format.) (RB)

ED 117 761 CS 501 210

Roloff, Michael E.

**A Model of the Selective Exposure Phenomenon.**

Pub Date 75

Note—35p.; Paper presented at the Annual Meeting of the Speech Communication Association (61st, Houston, Texas, December 27-30, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Behavioral Science Research, \*Communication (Thought Transfer), \*Conceptual Schemes, Higher Education, \*Information Seeking, Information Sources, Literature Reviews, \*Models, \*Predictor Variables, Theories

Identifiers—\*Selective Exposure Phenomenon

This paper reviews the literature concerning a conceptual model that specifies the antecedent variables that produce selective exposure and the mediating variables that justify why a person selectively exposes himself or herself to information. Two advantages accrue from the model described in the literature. First, the model enhances the development of a theory for predicting accurately the existence of selective exposure. Second, the model increases the ability to control the selective exposure phenomenon. The author concludes by saying that this model is still in the preliminary stage of development and may undergo further alterations. (RB)

ED 117 762 CS 501 212

Graber, Doris A.

**Verbal Behavior and Politics.**

Pub Date 76

Note—361p.

Available from—University of Illinois Press, 54 East Gregory, Champaign, Illinois 61820 (\$12.95 cloth)

Document Not Available from EDRS

Descriptors—\*Behavior, \*Communication (Thought Transfer), Oral Communication, Persuasive Discourse, Political Attitudes, Political Influences, Political Socialization, \*Politics, \*Research, \*Verbal Communication

This book illustrates how and why knowledge of verbal behavior is important to an understanding of politics by analyzing and describing verbal behavior studies pertaining to politics. Chapters in the first part of the book discuss the various characteristics of verbal behavior: the importance of verbal behavior in politics, construction of

political messages, functions and effects of verbal behavior, inferences drawn from verbal behavior, and analysis and measurement of verbal behavior. Chapters in part 2 analyze behavior in selected political settings, each chosen because of its intrinsic political importance and because it illustrates a different facet of verbal behavior (e.g., political elites, public assemblies, and small bargaining groups). A bibliographical essay provides a brief guide to the sources likely to prove the most helpful to a reader delving more deeply into various aspects of verbal behavior in political contexts. Author and subject indexes are included. (JM)

ED 117 763 CS 501 213

Gibson, James W. Hanna, Michael S.

**Audience Analysis: A Programmed Approach to Receiver Behavior.**

Pub Date 76

Note—217p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$5.95 paper)

Document Not Available from EDRS

Descriptors—\*Audiences, Body Language, \*Communication (Thought Transfer), \*Group Behavior, Group Dynamics, Higher Education, Individualized Instruction, \*Interaction Process Analysis, \*Programmed Instruction

This branching programmed instructional workbook focuses on how people behave when they hear messages. Included are materials on audience/receiver behavior and a self-instructional supplement to materials that are a part of other communication studies. Drawings and diagrams illustrate the discussions of self-analysis, selection of audiences and audience situations, time analysis, and all major audience analysis considerations that help to determine how people behave when they receive messages. If wrong answers are given, the book directs the learner to alternative selections for instruction designed to eliminate the reason for the errors. The book includes objectives at the beginning of each chapter. (RB)

ED 117 764 CS 501 214

Wood, Barbara S.

**Children and Communication: Verbal and Non-verbal Language Development.**

Pub Date 76

Note—316p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$9.95 cloth)

Document Not Available from EDRS

Descriptors—\*Child Language, \*Communication (Thought Transfer), Elementary Education, Instructional Materials, \*Language Development, \*Language Usage, Nonverbal Communication, Oral Communication, \*Teaching Models

This book takes a broad look at children learning to communicate with words, sentences, body language, and touch. It shows how children learn to communicate effectively in everyday situations by selecting the most appropriate communication strategies—the verbal and nonverbal language which they feel are best suited to the situation. Part 1 examines the forces that affect the development of children as communicators. Part 2 probes children's progress with words, sentences, and meanings. Part 3 explores the nonverbal language children use. Part 4 offers a model of communication instruction that includes activities, materials, and ideas for the classroom. (RB)

ED 117 765 CS 501 215

Johnson, Ron. Bone, Jan

**Understanding the Film.**

Pub Date 76

Note—248p.

Available from—National Textbook Co., 8259 Niles Center Rd., Skokie, Illinois 60076 (\$6.65 paper)

Document Not Available from EDRS

Descriptors—Aesthetic Education, Documentaries, \*Film Production, \*Film Production Specialists, \*Films, \*Film Study, Mass Media, \*Visual Literacy

Designed to entourage moviegoers to become film viewers, this book divides the various aspects of film into the following chapters: "The Most Popular Art Form," "The World of Film," "Viewing the Film: The First Level of Understanding," "The Language of Film," "From Script to Film: A case Study," "Evaluating Film: Does It Work?" "Evaluating Film: Talking about Your Reactions," "Evaluating Film: You Be The Judge," and "The Moviemakers: Great Directors

and Their Films." The appendix lists and annotates selected American films, foreign films, and short films. (LL)

**ED 117 766** CS 501 216

*Geddes, LaDonna McMurray*  
315: Another Dimension of "Equality."  
Pub Date 75

Note—15p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (November 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Broadcast Television, \*Freedom of Speech, Higher Education, \*Mass Media, \*Political Influences, \*Political Issues, Politics, Speech

Identifiers—Communications Act 1934, \*Equal Time, First Amendment

This paper discusses the equal time law: Section 315 of the Communications Act of 1934. Section 315 is the major legislation governing the use of the broadcasting media in the area of politics. The underlying philosophy of the law is that people have a right to a full and complete disclosure of conflicting views of news of interest. The essence of the law is that if a broadcaster allows one candidate for public office the use of broadcast facilities, an equal opportunity to all other candidates for the same office must be afforded. Many of the problems with this law are discussed including the fact that stations are not required to provide any air time at all for candidates running for public office, sometimes there are a large number of candidates running for a particular office, and the incumbent usually has an advantage over the challenger due to news coverage of both political and nonpolitical activities while the incumbent is in office. A case study of the Humphrey-McGovern debates during the California Presidential Primary in 1972 is presented and discussed. The results and conclusions of the study and recommendations based on the conclusions are presented. (TS)

**ED 117 767** CS 501 217

*Parks, Arlie Muller*  
Developing Educational Games for Use in Speech Communication, Language Arts, and Theatre Courses.

Pub Date 75

Note—16p.; Paper presented at the Annual Meeting of the Speech Communication Association (61st, Houston, Texas, December 27-30, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Behavioral Objectives, \*Communication (Thought Transfer), \*Educational Games, Educational Strategies, Game Theory, Higher Education, \*Language Arts, \*Teaching Techniques, Theater Arts

The game design procedure outlined in this article assures the designer of an educational game which will help students to learn the material stated in the game's objectives and will provide the teacher with a means of testing the student's ability to meet those objectives. Steps involved in the design are: determining the behavioral objective or objectives of the game, developing a pretest and posttest, making a rough outline of the game content, selecting game format ideas, writing instructions for playing the game, testing the game in an informal situation, and constructing the final form of the game. A great variety of game types may be designed using this technique, and games may be designed for behavioral objectives which have many broad purposes relating to teaching communication, theatre, and the language arts. (JM)

**ED 117 768** CS 501 219

*Lockwood, Diane Lee Boatman, Sara*  
Marketability: Who Needs Us? and What Can We Do for Them?

Pub Date 75

Note—31p.; Paper presented at the Annual Meeting of the Central States Speech Association (Kansas City, April 1975)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—Career Awareness, \*Career Opportunities, Career Planning, \*Communication (Thought Transfer), Educational Research, \*Employment Opportunities, \*Employment Qualifications, Employment Services, Field Studies, Higher Education, \*Occupational Choice, Surveys

Identifiers—\*Speech Communication

The purposes of this exploratory field study were to discover the utility of career-oriented

skills and competencies in speech communication as perceived by representatives from employment agencies, to discover current perceptions of the field by representatives from employment agencies, and to discover the bases for these perceptions. The target sample for the study consisted of employment agencies located in Lincoln and Omaha, Nebraska. An interview schedule was constructed with 16 employment counselors. In summary, all of the masked career-oriented speech communication skills and competencies were perceived by respondents as important in terms of marketability. In addition, specialized technical skills, personal qualities, and previous work experience were mentioned as determinants of marketability. (The results are presented in both narrative and table format.) (RB)

**ED 117 769** CS 501 220

*Nyquist, Jody*  
Instructional Discussion.  
Pub Date 75

Note—12p.; Section from instructor's manual of Stewart and D'Angelo's "Together: Communicating Interpersonally"

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Cognitive Processes, \*Communication (Thought Transfer), \*Discussion (Teaching Technique), Group Discussion, Higher Education, Interaction, \*Questioning Techniques, Secondary Education

Instructional discussion is a classroom teaching method by which students move through material to a predetermined, new understanding by building on each other's contributions and by utilizing the more experienced learner's (the teacher's) past experiences with the material. This article describes both the characteristics and the planning of instructional discussion, outlines seven levels of questions which can generate productive interaction (memory, translation, interpretation, application, analysis, synthesis, and evaluation), and provides a pattern which may be followed by teachers first attempting to use this strategy. (JM)

**ED 117 770** CS 501 221

Status Report on Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, April 1-September 30, 1975.

Haskins Labs., New Haven, Conn.

Report No—SR-42/43(1975)

Pub Date Nov 75

Note—304p.

**EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage**

Descriptors—\*Articulation (Speech), \*Auditory Perception, Educational Research, Higher Education, Perception, Perceptual Development, Reports, Research, Research Reviews (Publications), \*Speech, Visual Perception, Vowels

This status report on speech research includes 16 essays and extended reports. Included are "Perspectives in Vision: Conception of Perception?" "The Perception of Speech," "The Dynamic Use of Prosody in Speech Perception," "Speech and the Problem of Perceptual Constancy," "Coperception," "Dichotic 'Masking' of Voice Onset Time," "The Number Two and the Natural Categories of Speech and Music," "Processing Two Dimensions of Nonspeech Stimuli," "Predicting Initial Cluster Frequencies by Phonemic Difference," "Hemispheric Specialization for Speech Perception in Four-Year Old Children from Low and Middle Socioeconomic Classes," "Automatic Segmentation of Speech into Syllabic Units," "Pushing the Voice Onset Time Boundary," "Some Maskinglike Phenomena in Speech Perception," "The Perception of Vowel Duration in Vowel-Consonant and Consonant-Vowel-Consonant Syllables," "Accounting for the Poor Recognition of Isolated Vowels," and "Some Acoustic Measures of Anticipatory and Carryover Coarticulation." (TS)

**ED 117 771** CS 501 222

*Tandberg, Gerilyn*  
Research Guide in Speech.

Pub Date 74

Note—205p.

Available from—General Learning Press, 250 James Street, Morristown, New Jersey 07960 (\$3.95 paper)

Document Not Available from EDRS

Descriptors—Communication (Thought Transfer), Educational Research, Educational

Resources, Higher Education, Persuasive Discourse, \*Public Speaking, \*Reference Materials, \*Resource Guides, \*Rhetoric, \*Speeches

Identifiers—\*Speech Communication

This research guide provides an overview of the basic concepts as well as a comprehensive list of references that can help both the beginning and advanced speaker. Emphasis in this document is placed on researching, writing, and delivering a speech. In addition to information on finding and developing a topic, the book contains a chart of the major ideas and techniques, and sections on discussion, debate, radio and television speaking, oral interpretation of literature, group reading, and reader's theater. Footnote and bibliography forms are given as well as a listing of annotated reference works in both general and specific fields where acceptable speeches may be found. Also included are an annotated bibliography of reference works, journals, and new textbooks in the area of speech communication, tips for successful interviewing and for correspondence with government officials, and a list of addresses of national and international interest groups. (RB)

**ED 117 772** CS 501 223

*Greenhowe, Jean*  
Costumes for Nursery Tale Characters.  
Pub Date Feb 76

Note—87p.

Available from—Plays, Inc., Publishers, 8 Arlington Street, Boston, Massachusetts 02116 (\$8.95 cloth)

Document Not Available from EDRS

Descriptors—\*Characterization (Literature), Childrens Books, \*Childrens Literature, \*Clothing Design, Fiction, \*Patternmaking

Identifiers—\*Nursery Tales

In this book, the author illustrates and describes ways to make a variety of costumes and accessories with a minimum of sewing for children from about five to twelve years old. The instructions for most of the costumes shown in this book are based on a simple one piece tunic pattern which has only two seams and which may be made to fit all sizes and styles by altering necklines and sleeves and by varying lengths. Although the theme of the book is nursery tale dress, the patterns and ideas should enable readers to create other costumes. Full instructions are given for Robin Hood, Friar Tuck, Little Miss Muffet, Cinderella, the Fairy Godmother, Hot Cross Buns, Little Red Riding Hood, the Wolf, the Queen and Knave of Hearts, the Frog Prince and the Princess, Wee Willie Winkle, Goldilocks and Baby Bear, Little Bo-Peep, Aladdin, Mary Mary Quite Contrary, and Puss in Boots. Suggestions are also given for dressing other nursery tale characters by varying and interchanging parts of the costumes in the book. (JM)

**ED 117 773** CS 501 224

*Hilker, Gordon*  
The Audience and You; Practical Dramatics for the Park Interpreter.

National Park Service (Dept. of Interior), Washington, D.C.

Pub Date 74

Note—59p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

Descriptors—\*Audiences, \*Communication (Thought Transfer), \*Demonstrations (Educational), Dramatic Play, \*Interpretive Reading, Music, Nonverbal Communication, \*Role Playing, \*Teaching Methods, Verbal Communication

Identifiers—\*National Park Service

Although the material in this booklet is specifically designed for National Park Service employees, the subjects covered apply to all oral interpretive programs. The first chapter considers researching and writing the script and music and dance in the script; chapter 2 discusses settings, including speaking positions, decor, and properties; equipment, and sound are the focus of chapter 3. The intent of the speech and the response of the audience are considered in the fourth chapter; and the fifth chapter concentrates on presentation, including appearance and action. The four appendixes are devoted to discussions of ways to add dramatic values to an existing interpretive program, a new interpretive project, voice study material, and selection of personnel. (LL)

ED 117 774

CS 501 225

Rich, Andrea L.

Interracial Communication.

Pub Date 74

Note—207p.

Available from—Harper & Row Publishers, 10 East 53rd St., New York, New York 10022 (\$5.95 paper)

Document Not Available from EDRS

Descriptors—Class Activities, \*Communication (Thought Transfer), \*Communication Problems, Course Descriptions, \*Cultural Interrelationships, \*Intercommunication, Nonverbal Communication, Racial Characteristics, \*Racial Differences, Verbal Communication

Identifiers—\*Interracial Communication

Designed to introduce communicators to the factors influencing them interracial and interethnic interaction, this study attempts to explain the dynamics of interracial communication by offering descriptions of various interracial interaction situations and possible reasons for the existence of problems in interracial communication. The first chapter offers an introduction to interracial communication and a model of intercultural and interracial communication; the second discusses perception, prejudice, and interracial communication; the third considers stereotypes and interracial communication; the fourth introduces role theory and discusses role phases and reversal in interracial communication; the fifth considers beliefs, attitudes, values, and interracial communication; the sixth discusses language and interracial communication; and the seventh is devoted to interracial implications of nonverbal communication. The final chapter presents a plan for teaching a course on interracial communication. Classroom activities and suggestions for exercises which deal with various aspects of interracial communication are offered at the end of each chapter. (LL)

ED 117 775

CS 501 231

Clark, David W.

A Viewer Survey of the Expanded WBGU-TV Audience, Bowling Green, Ohio.

Corporation for Public Broadcasting, Washington, D.C.

Report No—CPB/OCR-309

Pub Date Aug 74

Note—59p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—\*Audiences, Behavior Patterns, \*Community Surveys, Higher Education, Programming (Broadcast), Public Opinion, \*Public Television, Television Research, \*Television Viewing, Viewing Time

Identifiers—Ohio (Bowling Green), \*WBGU

Contained in this report are the results of a telephone survey conducted among 961 households in the television market for Bowling Green, Ohio. The purpose of the survey was to determine the characteristics of the viewing audience for WBGU. WBGU—owned by Bowling Green State University—became the public television station for a 19-county area in northwest Ohio in March 1973. The survey indicates that WBGU-TV attracted one out of ten households throughout the expanded viewing area after its power was expanded. In those areas reached by WBGU-TV before its power was increased, more than 15 percent of the households were weekly viewers. The audience expanded despite lack of familiarity with the station in previously unreached areas, UHF channel location, and reception problems related to incorrect antenna orientation. (The results of this survey are presented in both narrative and table format.) (RB)

ED 117 776

CS 501 232

Sapolsky, Karen

A General Analysis of the Audience of WGBH, Boston, Massachusetts.

Corporation for Public Broadcasting, Washington, D.C.

Report No—CPB/OCR-305

Pub Date Sep 74

Note—71p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—\*Audiences, Behavior Patterns, \*Broadcast Television, \*Commercial Television, \*Community Surveys, Higher Education, Programming (Broadcast), Public Opinion, Television Research, \*Television Viewing, Viewing Time

Identifiers—Massachusetts (Boston), \*WGBH

Contained in this report are the results of a telephone survey conducted among households in the metropolitan television market for Boston, Massachusetts. The purpose of the survey was to determine the nature of the Boston television market and the role of WGBH. A random sample of 4157 respondents was obtained. Among the conclusions were that as family size increased, viewing of children's programs increased; as the educational level of adults in the household rose, viewing of adult programs on WGBH increased; television sets were on for two hours or more per day in more than 90 percent of the homes and for six hours or more daily in more than 40 percent; and adult viewing was greatest in households where there were no children. (The results of the study are presented in both narrative and table format.) (RB)

ED 117 777

CS 501 233

Katzman, Natan Lasselle, Sally

Community Survey, San Jose, California, Conducted for KTEH-TV, February 4th - 7th, 1974.

Corporation for Public Broadcasting, Washington, D.C.

Report No—CPB/OCR-406

Pub Date 74

Note—45p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Audiences, \*Behavior Patterns, \*Community Surveys, \*Educational Television, Higher Education, Programming (Broadcast), Public Opinion, \*Public Television, Television Research, \*Television Viewing, Viewing Time

Identifiers—California (San Diego), \*KTEH

This study examines the characteristics of the KTEH viewing community. KTEH is an educational television station serving the San Diego area. Eleven paid interviewers dialed 1582 telephone numbers selected randomly from the telephone books for metropolitan San Diego to obtain the data. It was concluded that the relatively low public awareness of KTEH's existence is a factor against which future growth can be measured. The low ratings of high-school sports and local meetings may not rule out the utility of such programs in an area where other stations are providing a great variety of program content. The strong indication that people want more educational material, plus coverage of state government in action, suggest the potentially important role for the station. (The results of this survey are presented in both narrative and table format.) (RB)

ED 117 778

CS 501 234

Katzman, Natan

Community Survey, Sacramento, California, Conducted for KVIE-TV, February 1974.

Corporation for Public Broadcasting, Washington, D.C.

Report No—CPB/OCR-74-6220.01

Pub Date Aug 74

Note—61p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—\*Audiences, Behavior Patterns, \*Broadcast Television, \*Commercial Television, \*Community Surveys, Higher Education, Programming (Broadcast), Public Opinion, Television Research, \*Television Viewing, Viewing Time

Identifiers—California (Sacramento), \*KVIE

Contained in this report are the results of a telephone survey conducted in February 1974 among households in the metropolitan television market for Sacramento-Stockton, California. During evening hours, paid interviewers dialed 1775 telephone numbers selected randomly from telephone books. The purpose of the survey was to determine the nature of the Sacramento television market and the role of station KVIE. It was concluded that KVIE could increase its membership by increasing its use of air-time for membership appeals. An appropriate and realistic goal (assuming no increase in audience size) might be 20,000 total members in the next few years. The station has a high awareness level and a good image within the area surveyed, except perhaps in Stockton. KVIE has a solid base for growth and support, and also has large untapped potential. (The results of the study are presented in both narrative and table format.) (RB)

ED 117 779

CS 501 235

Comparative Strategies of the Black and "Chicano" Movements in Achieving Economic and Social Justice.

Pub Date 76

Note—31p.; Paper presented at the Annual Meeting of the World Population Society Western Region (Long Beach, California, January 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Changing Attitudes, \*Civil Rights, Economic Status, Equal Opportunities (Jobs), Higher Education, \*Justice, \*Mexican Americans, \*Minority Groups, \*Negroes, Social Development, Social Values, Sociocultural Patterns

Identifiers—Black Movement, Chicano Movement

Frequently references to spokesmen and issues of the Chicano movement for social and economic equality refer to prior experiences of the black American mass social movement. Through examining both mass social movements, it becomes obvious that exact comparisons are misleading. Numerous similarities in economic, social, and political suppression and exploitation have been experienced by both movements; but significant differences between the two movements make such comparisons inaccurate and misleading. First, linguistic and cultural differences are pronounced; second, different attitudes exist toward family structure and responsibilities; third, differences in attitudes of society in general have resulted largely from the historical distinction between a "conquered" people and a "captured" or "kidnapped" people. Effects of these differences justify unique remedies rather than merely adapting those techniques used to resolve black American needs as solutions to resolve Chicano economic and social needs. (Author)

ED 117 780

CS 501 238

Becker, Carol Rose Sciuto

Language Strategies in Media Content Directed to Urban Black Primary Children: A Content Analysis of Selected Books, Films and Television.

Pub Date 74

Note—283p.; Ph.D. Dissertation, Case Western Reserve University

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-5051, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—Childrens Books, \*Content Analysis, Doctoral Theses, Elementary Education, Fiction, Films, \*Language, Language Research, \*Mass Media, Media Research, \*Negro Dialects, \*Negro Stereotypes, Primary Education, Television

The purpose of this study was to ascertain the awareness and application of Black English features by writers and producers of materials for young children which represent black characters in a fictive setting. The study was limited to materials which were available to inner city children in Cleveland, Ohio, through libraries. Fifty-three fiction books, eleven films and/or sound filmstrips, and selected episodes from four television programs were examined for the presence of specified contextual elements which would affect the language strategy and structure used by the characters. Each of the media was also examined for the application of certain phonological, grammatical and lexical features of Black English. Some of the conclusions reached were that through contextual elements, books reveal a similarity in setting, family composition, number of children, sex of the main character and socio-economic level; while films present a generalized portrait of the urban setting, they do not give more than minimum contextual details; and television programs showing black characters tend to portray stereotypes. (Author/TS)

ED 117 781

CS 501 242

Paulin, Kenneth Clarence

A Study of the Relationship between Values and Listening Comprehension.

Pub Date 75

Note—95p.; Ph.D. Dissertation, Purdue University

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-575, Mfilm \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—College Students, Doctoral Theses, Higher Education, \*Language Research, \*Listening Comprehension, \*Values

This study was designed to examine the relationship between values and listening comprehension. Subjects were 146 freshman and sophomore



basic speech students at Eastern Michigan University during the 1971 summer session. The listening sub-test of the Sequential Tests of Educational Progress (STEP) and the Allport, Vernon, and Lindzey Study of Values were administered to all of the subjects. No significant differences in listening comprehension of groups of subjects with different values were discovered. The results also indicated that the scores on the sub-tests of the Study of Values are not a good predictor of listening comprehension behavior as measured with the STEP Test. Finally, the fifteen subjects with the highest and lowest score in the economic and religious value categories were tested to determine if those who had listened to a message which was congruent with their salient value category would have a significantly higher mean score on a listening comprehension test over this message than the three other groups. No such significantly higher score was found. (Author/MKM)

## EA

ED 117 782 95 EA 006 860

Piele, Philip Wright, Darrell

**Enrollment Forecasting. Educational Facilities Digest 1.**

Council of Educational Facility Planners, Columbus, Ohio.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date [76]

Contract—OEC-0-8-080353-3514

Note—9p.

Available from—Council of Educational Facility Planners, International, 29 W. Woodruff Ave., Columbus, Ohio 43210 (\$1.50)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Annotated Bibliographies, Elementary Secondary Education, Enrollment Influences, \*Enrollment Projections, Enrollment Trends, Higher Education, \*Literature Reviews, \*Models, \*School Demography, School Planning

Enrollment forecasting is a subject for scholars of varied interests and concerns. The literature reflects several perspectives, including those of school administrators, facilities planners, mathematicians, statisticians, demographers, and computer programmers. This pamphlet contains an analysis and annotated bibliographies of 29 publications on enrollment forecasting that are available in the ERIC system. (Author/MLF)

ED 117 783 95 EA 007 571

Piele, Philip Wright, Darrell

**Evaluating the Existing School Plant. Educational Facilities Digest 2.**

Council of Educational Facility Planners, Columbus, Ohio.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date [76]

Contract—OEC-0-8-080353-3514

Note—5p.

Available from—Council of Educational Facility Planners, International, 29 W. Woodruff Ave., Columbus, Ohio 43210 (\$1.50)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Annotated Bibliographies, Elementary Secondary Education, \*Evaluation Methods, Facility Case Studies, \*Facility Guidelines, Higher Education, \*Literature Reviews, \*School Buildings

In general, the guides for evaluating existing school buildings list the various elements of the building and its properties. The elements commonly listed include site, which embraces the adequacy of size, location, and natural environment; internal environment, which is commonly divided into space, visual qualities, thermal qualities, and sonic qualities; and instructional adequacy, which is listed in terms of equipment, space utilization, and design. This pamphlet contains an analysis and annotated bibliographies of ten publications on school building evaluation that are available in the ERIC system. A supplementary bibliography lists eight additional citations. (Author/MLF)

ED 117 784 95 EA 007 778

**Busing for Desegregation. The Best of ERIC, Number 15.**

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Feb 76

Contract—OEC-0-8-0-080353-3514

Note—5p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Annotated Bibliographies, \*Bus Transportation, \*Integration Litigation, \*Literature Reviews, \*School Integration

Annotations of 13 publications on the topic of "Busing" were selected to give the practicing educator easy access to the most significant and useful information available from ERIC. (MLF)

ED 117 785 EA 007 784

Knowles, Matthew C.

**A Procedure for Developing an Articulated Educational Program for a Middle School or Junior High School.**

Pub Date 75

Note—100p.; Submitted in partial fulfillment of the requirements for Doctor of Education, Nova University

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**

Descriptors—\*Articulation (Program), \*Change Strategies, Educational Improvement, Elementary Secondary Education, Experimental Programs, \*Middle Schools, \*Program Descriptions, \*Program Development, Tables (Data)

Identifiers—Pennsylvania (Philadelphia)

The purpose of this practicum was to develop and implement an articulated educational program for an urban middle school. In his discussion, the author identifies a number of programs that contribute to poor articulation and suggests activities that can overcome these problems. Heart of the practicum was an effort to improve articulation between one middle school and the four elementary schools and four secondary schools attended by most of its entering and graduating students. All the schools were located in Administrative District 1 of the Philadelphia School District. Data measuring the effects of the articulation project were generated through the use of surveys, student questionnaires, and official school records. The data presented suggest that a program similar to the one described in this report can effectively reduce articulation problems in an urban middle school. (JG)

ED 117 786 EA 007 823

Michel, George J.

**The Concept of Control Related to Decisions Under Appointed and Elected School Boards.**

Pub Date [75]

Note—15p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Board of Education Policy, \*Boards of Education, Community Control, \*Decision Making, Educational Policy, Elementary Secondary Education, Governance, Policy Formation, \*Political Influences, Politics, School Community Relationship

This study examined a school district before and after its school board changed from appointed status to elected status to determine if there were significant differences in the board's handling of constituent demands. School board minutes were examined and demands were analyzed for a six-month period under the appointed school board, then compared to demands for six months under the elected school board. Results of the analysis showed significant differences in the control functions of the appointed and elected school boards in 6 of 15 demand areas. Of these, the elected school board was more responsive in the three areas of new teaching methods, student behavior, and community services. There were distinct differences in the control functions performed by the appointed and elected boards. However, only demands for new teaching methods were both quantitatively and qualitatively different under the elected board. There was strong evidence that the school board does exert political control in processing its decisions. This seems to disagree with some earlier studies, but the earlier studies concentrated only on money demands. By broadening the spec-

trum of demands analyzed, the present study found significant differences in political control functions that earlier studies had missed. (Author/JG)

ED 117 787 EA 007 824

**Issue Papers in School Finance. A Report to the State Board of Education by The School Finance Task Force.**

Minnesota State School Finance Task Force, St. Paul.

Spons Agency—Minnesota State Dept. of Education, St. Paul. Div. of Planning and Development.

Pub Date Sep 74

Note—177p.

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage**

Descriptors—\*Educational Finance, Elementary Secondary Education, Equalization Aid, Finance Reform, Fiscal Capacity, \*Foundation Programs, Management Systems, School District Spending, \*School Taxes, \*State Aid, \*Statistical Data, Tables (Data)

Identifiers—Educational Overburden, \*Minnesota

This report consists mainly of four separate issue papers, each prepared by an individual committee of the Minnesota School Task Force. Topics of the papers include educational management systems, Minnesota's state foundation aid program, school tax levy limitations, and educational overburden. In addition to the issue papers, the report also contains some additional comments and dissenting remarks prepared by individual members of the task force. Each issue paper contains a study summary, the committee's recommendations for action, and a discussion of the problem areas. The foundation aid and levy limitation papers each have an appendix of relevant statistical data. Each of the issue papers is organized so that the casual reader can get the gist of the paper by reading the first few pages of it. (Author/JG)

ED 117 788 95 EA 007 825

Haughton, Donna D. Enos, Donald F.

**Project and PERT Design Manual for PREM. Preparing Regular Educators for Mainstreaming Project.**

Texas Univ., Austin. Coll. of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 75

Grant—OEG-007501218

Note—65p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

Descriptors—Critical Path Method, \*Exceptional Child Education, Flow Charts, Higher Education, Management Systems, Performance Based Teacher Education, \*Program Descriptions, \*Program Development, Program Planning, \*Regular Class Placement, \*Teacher Education

Identifiers—PERT, PREM, \*Preparing Regular Educators for Mainstreaming, Program Evaluation and Review Technique

This publication describes the Program Evaluation and Review Technique (PERT) network for the Preparing Regular Educators for Mainstreaming (PREM) project. PREM is a competency-guided program being developed at the University of Texas at Austin to prepare educators to meet the needs of exceptional children in the regular classroom. PERT is an administrative device for the improvement of the planning, controlling, and decision-making activities experienced in project development. This publication presents the PERT network developed for use in the three-year PREM project. Estimated expenditures of time for various activities and planned completion dates for different events are outlined. In an attempt to channel resources for the most effective utilization of time and energy, the critical path for the completion of the activities is provided. Also included are flow charts illustrating both intracluster and intercluster functioning. (Author/JG)

ED 117 789 EA 007 828

Miller, Frank R.

**The Selection and Appointment of School Heads. A Manual of Suggestions to Boards of Trustees and Candidates. Second Edition.**

National Association of Independent Schools, Boston, Mass.

Pub Date Nov 75

Note—50p.; Related document is ED 083 752

Available from—National Association of Independent Schools, 4 Liberty Square, Boston, Massachusetts 02109 (\$2.50)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Administrative Personnel, Administrator Evaluation, Administrator Qualifications, \*Administrator Selection, \*Board of Education Role, \*Chief Administrators, Elementary Secondary Education, Guidelines, Job Applicants, \*Private Schools, \*Trustees

This publication is intended primarily to guide private school trustees in the task of finding, selecting, and hiring a new headmaster or superintendent for their school. However, part of the content is aimed at prospective candidates for such jobs, so the booklet has some value for them, as well. The booklet is organized in two major sections. Section 1 is addressed to the board of trustees and offers specific suggestions on how to recruit and evaluate applicants for the headmaster position. Section 2 is addressed to candidates for the job of headmaster and discusses various points they should consider in deciding whether to pursue or accept such a job. The appendix presents actual examples of various documents, letters, and descriptions that illustrate key steps in the hiring of a private school headmaster. (JG)

ED 117 790

EA 007 829

Payne, Arnold, Comp.

**Build Your Own Inventory System. Annual Cost: \$100.00 (Approximate). Fixed Assets, Materials and Supplies. The Practical Elements for a Computerized, Continuing Inventory System in Schools and Use in Determining a Measure for Instructional Cost.**

Education Service Center Region 13, Austin, Tex.; Gonzales Independent School District, Tex.

Pub Date [75]

Note—54p.; Not available in hard copy due to reproducibility of original document

Available from—Dr. Arnold Payne, Gonzales Independent School District, Gonzales, Texas 78629 (\$1.00)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Computer Oriented Programs, Elementary Secondary Education, Facility Inventory, Flow Charts, \*Management Systems, Program Descriptions, \*Property Accounting, \*Recordkeeping, \*Records (Forms), Systems Development

This publication presents performance flow charts and other accompanying forms that are elements of an economical computerized continuing inventory system. The system described here is intended to serve school systems as an adequate fixed asset system and to provide a computerized inventory model that offers support for costs of future educational program designs and contributes to budget preparation by school systems. The inventory design consists of two subsystems, one for fixed assets and one for materials and supplies. The sample forms presented are applicable to both of these subsystems and include inventory reports, burglary/vandalism/loss reports, maintenance of inventory records, new acquisition/file update records, equipment checkout forms, forms for permanent transfer or disposal of fixed assets or supplies, and forms for making miscellaneous record changes. In addition, group and item classifications are explained along with a plan for numbering inventory items, and an explanation of how to develop a catalog of item labels with identifying numbers is provided. A sample computer printout is also included. (Author/JG)

ED 117 791

EA 007 845

**Elementary and Secondary Schools Under the Fair Labor Standards Act.**

Employment Standards Administration (DOL), Washington, D.C. Wage and Hour Div. Report No—WH-Pub-1332-Rev

Pub Date Jan 74

Note—12p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Educational Finance, \*Elementary Secondary Education, Employer Employee Relationship, \*Federal Legislation, Guidelines, \*Industrial Relations, \*Labor Legislation, Labor Standards, \*School Law

Identifiers—\*Fair Labor Standards Act

This pamphlet provides general information and guidelines concerning the application of the federal Fair Labor Standards Act to employees of elementary and secondary schools, as of January 1974. Separate short sections of the pamphlet ex-

amine various provisions of the act, emphasizing their impact on employer-employee relations in the schools. Specific topics discussed include coverage of the act, basic monetary requirements, equal pay provisions, overtime regulations, provisions on hours worked, exemptions from the act, child labor provisions, and enforcement of the act. (JG)

ED 117 792

EA 007 847

**Child Nutrition Programs. Hearings Before the Subcommittee on Agricultural Research and General Legislation of the Committee on Agriculture and Forestry. United States Senate, Ninety-Fourth Congress. First Session on S.850, S.891, S.894, S.882, and S.1309, April 22 and 24, 1975.**

Congress of the U.S., Washington, D.C. Senate Committee on Agriculture and Forestry.

Pub Date Apr 75

Note—312p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Breakfast Programs, Child Welfare, Educational Finance, Educational Legislation, \*Elementary Secondary Education, Federal Aid, Federal Government, \*Federal Legislation, \*Federal Programs, \*Lunch Programs, \*Nutrition

Identifiers—Child Nutrition Act 1966, \*National School Lunch Act

This publication is a comprehensive record of testimony and exhibits presented to a subcommittee of the Committee on Agriculture and Forestry of the U.S. Senate during hearings on five proposed bills that would have extended and/or revised the various child nutrition programs financed by the federal government. The hearings were conducted on April 22 and April 24, 1975, and were concerned with the following legislation: S. 850, a bill to amend the National School Lunch Act and Child Nutrition Act in order to extend and revise the special food service program for children, the special supplemental food program, and the school breakfast program; S. 882, a bill to extend and revise the special supplemental food program; S. 891, a bill to amend the National School Lunch Act and the Child Nutrition Act of 1966 to authorize additional appropriations; S. 894, a bill to establish a universal food service program for children; and S. 1309, a bill to amend the National School Lunch Act to assure that the school food service program is maintained. Testimony and exhibits are presented chronologically and indexed alphabetically by witnesses' names. (JG)

ED 117 793

EA 007 849

Glazer, Nathan

**On Alternatives to Busing.**

Pub Date Dec 75

Note—11p.; Speech given at the National Conference on Alternatives to Busing (1st, Louisville, Kentucky, December 5-6, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Bus Transportation, Civil Rights, Elementary Secondary Education, Integration Methods, \*Racial Integration, \*School Integration, \*Social Change, \*Sociocultural Patterns, Voluntary Integration

According to the author, people who favor compulsory assignment of children to schools on the basis of race base their position on the assumptions that Americans will make no progress toward an integrated society except under compulsion, and that the proof of an integrated society is the even distribution of minorities throughout society. In this paper, the author offers arguments and statistics to refute these two assumptions. He presents demographic evidence of a recent trend toward greater racial equality and asserts that this trend makes radical solutions like compulsory busing unnecessary. And the fact that members of many racial and ethnic groups tend to cluster together voluntarily, he argues, shows the folly of striving for the equal distribution of minority groups throughout our society. (JG)

ED 117 794

EA 007 850

Barbe, Richard H.

**Systems Theory and Education's Goals.**

Pub Date Jan 75

Note—6p.; Paper presented to Society for General Systems Research (New York City, January 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Conceptual Schemes, \*Educational Administration, \*Educational Objectives, Educational Theories, Management Systems, \*Program Planning, \*Systems Approach, \*Systems Concepts

Identifiers—\*General Systems Theory

Education is criticized both for failure to accomplish its objectives and for the inappropriateness of those objectives. Perhaps there is a need for an educational system that is not directed toward specific, predetermined goals. It seems that educators have adapted the engineering and management applications of general systems theory. Instead of extending systems theory to education, educators have adapted and adopted other field's applications. Almost all these borrowed applications are linear program models capable of attaining one specific product. The a priori establishment of relatively fixed objectives is characteristic of most "systems" instruction, but useful goal statements are hard to come by in education. A possible alternative is to adapt general systems theory itself, rather than its applications. Both summative and formative feedback may be used to refine and redefine goals, rather than to simply accept or reject the entire engineered system, as is often done now. Instead of trying to agree on where education should be pointing learners, educators can agree on mechanisms for making all decisions within the operating system. (Author/JG)

ED 117 795

EA 007 851

Coleman, James S.

**Compulsory Racial Balance in the Schools.**

Pub Date 5 Dec 75

Note—16p.; Speech given at the National Conference on Alternatives to Busing (1st, Louisville, Kentucky, December 5-6, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Bus Transportation, Civil Rights, Elementary Secondary Education, Integration Methods, \*Racial Integration, Racially Balanced Schools, \*Residential Patterns, \*School Integration, Social Change, \*Voluntary Integration

In this paper, the author analyzes what has happened since 1954 in the area of school integration and suggests what he feels are appropriate policies for the future. He identifies two major changes that have affected school integration since 1954—a change in residential patterns that has increased segregation in recent years, and a change in the idea of what constitutes desegregation. The courts have changed the "rules of the game," he argues, by confusing the essentially different goals of eradicating legally sanctioned segregation and overcoming the educational handicaps of blacks that have resulted from official and unofficial discrimination. The author asserts that, because of white flight to the suburbs, efforts to achieve compulsory racial balance in the schools will succeed only where there is sufficient community support for the idea. A more realistic alternative, he suggests, is to attack the effects of residential discrimination by adopting a voluntary "integrating transfer" plan that permits children to attend any school in their metropolitan area, so long as they transfer to a school with a smaller proportion of persons from their race. (JG)

ED 117 796

EA 007 852

Kaiser, Dale E. O'Neil, Harold R.

**The Impact of Federal Funding on Small School Districts. Research Bulletin No. 20.**

Association of School Business Officials, Chicago, Ill. Research Corp.

Pub Date 75

Note—64p.

Available from—Association of School Business Officials, Research Corporation, 2424 West Lawrence Avenue, Chicago, Illinois 60625 (\$4.00, nonmembers)

**Document Not Available from EDRS**

Descriptors—Administrator Attitudes, Educational Finance, Elementary Secondary Education, \*Federal Aid, \*Federal Programs, Literature Reviews, \*National Surveys, Questionnaires, \*School Districts, \*Tables (Data)

This booklet examines the impact of federal funding on small school districts in the United States and is intended to provide information that will be useful to local school districts as well as to the state and federal agencies responsible for allocating federal funds. Much of the data for the study was gathered through a survey question-

naire that was distributed to all public school districts with enrollments of 5,000 or less that also hold membership in the Association of School Business Officials. Chapter 1 briefly discusses the background, purpose, and design of the study; chapter 2 describes in detail the research design and methodology; chapter 3 reviews and examines relevant literature on the development and role of federal aid to education; chapter 4 presents and interprets findings of the study; and chapter 5 presents the authors' conclusions and recommendations based on review of the literature and analysis of responses to the survey questionnaire. (Author/JG)

**ED 117 797** EA 007 853

*Herman, Jerry J. Hirsekorn, Robert*  
**Administrator's Guide to School Construction, Remodeling and Maintenance.**

Pub Date 75

Note—207p.

Available from—Parker Publishing Company, Inc., West Nyack, New York 10994 (\$14.95)

**Document Not Available from EDRS**

Descriptors—\*Administrator Guides, Administrator Role, \*Construction Costs, Construction Programs, \*Educational Facilities, Educational Finance, Elementary Secondary Education, \*Facility Planning, School Buildings, \*School Construction, School Improvement, School Maintenance

This book discusses each of the specific phases of a school building program from recognition of the need to build through the occupancy and maintenance of the building. The presentations offer practical examples in the areas of preplanning, development of educational and architectural specifications, selling and financing school buildings, constructing and equipping facilities, and school maintenance. Throughout the book, realistic, simplified approaches to problem-solving are presented, and the advantages and disadvantages of alternative solutions are discussed. Individual chapters focus in turn on developing educational specifications, financing and selling the need for educational facilities, remodeling and renovating old buildings, designating major responsibilities and architectural specifications, evaluating methods and materials for constructing new facilities, dealing with the various trades and specialties involved in a school construction or remodeling project, and maintaining educational facilities. (Author/JG)

**ED 117 798** EA 007 854

*Stieber, Gertrude N. Bushey, Julia A.*  
**Scheduled Salaries for Professional Personnel in Public Schools, 1975-76. Part 1 of National Survey of Salaries and Wages in Public Schools. ERS Report.**

Educational Research Service, Washington, D.C.

Pub Date 76

Note—75p.; Related documents are EA 007 855-856

Available from—Educational Research Service, Inc., 1815 North Fort Myer Drive, Arlington, Virginia 22209 (\$10.00 for Part 1, \$25.00 for three-volume set)

**Document Not Available from EDRS**

Descriptors—Administrative Personnel, Educational Finance, Elementary Secondary Education, \*National Surveys, \*Professional Personnel, Public School Systems, \*Salaries, School District Spending, \*School Surveys, \*Tables (Data), \*Teacher Salaries

This publication is part 1 of a three-part report of the 1975-76 Educational Research Service National Survey of Salaries and Wages in Public Schools. This volume reports 1975-76 school data on salaries scheduled by public school systems for 22 selected professional positions. Included are salary data for central office administrators such as superintendents, associate superintendents, and subject-matter supervisors, as well as similar data for professional staff assigned to individual schools, including classroom teachers, principals, and librarians. The survey collected data on salaries scheduled and salaries paid for 22 selected professional positions and 10 selected support positions in public school systems throughout the United States. The sample for the survey was randomly selected from all public school systems enrolling 300 or more pupils. The 742 responding school systems reported data covering approximately one-third of all public school employees. Salary data in each volume are presented and

analyzed according to four categories of school system enrollment, four levels of per-pupil expenditure, eight geographic regions, and for each individual school system arranged alphabetically by state. (Author/JG)

**ED 117 799** EA 007 855

*Stieber, Gertrude N. Bushey, Julia A.*  
**Salaries Paid Professional Personnel in Public Schools, 1975-76. Part 2 of National Survey of Salaries and Wages in Public Schools. ERS Report.**

Educational Research Service, Washington, D.C.

Pub Date 76

Note—113p.; Related documents are EA 007 854-856

Available from—Educational Research Service, Inc., 1815 North Fort Myer Drive, Arlington, Virginia 22209 (\$10.00 for Part 2, \$25.00 for three-volume set)

**Document Not Available from EDRS**

Descriptors—Administrative Personnel, Educational Finance, Elementary Secondary Education, \*National Surveys, \*Professional Personnel, Public School Systems, \*Salaries, School District Spending, \*School Surveys, Tables (Data), \*Teacher Salaries

This publication is part 2 of a three-part report of the 1975-76 Educational Research Service National Survey of Salaries and Wages in Public Schools. This volume reports 1975-76 school year data on salaries actually paid by public school systems for 21 selected professional positions. Included are salary data for central office administrators such as superintendents, associate superintendents, and subject-matter supervisors, as well as similar data for professional staff assigned to individual schools, including classroom teachers, principals, and librarians. The survey collected data on salaries scheduled and salaries paid for 22 selected professional positions and 10 selected support positions in public school systems throughout the United States. The sample for the survey was randomly selected from all public school systems enrolling 300 or more pupils. The 742 responding school systems reported data covering approximately one-third of all public school employees. Salary data in each volume are presented and analyzed according to four categories of school system enrollment, four levels of per-pupil expenditure, eight geographic regions, and for each individual school system arranged alphabetically by state. (Author/JG)

**ED 117 800** EA 007 856

*Stieber, Gertrude N. Bushey, Julia A.*  
**Wages and Salaries Paid Support Personnel in Public Schools, 1975-76. Part 3 of National Survey of Salaries and Wages in Public Schools. ERS Report.**

Educational Research Service, Washington, D.C.

Pub Date 76

Note—73p.; Related documents are EA 007 854-855

Available from—Educational Research Service, Inc., 1815 North Fort Myer Drive, Arlington, Virginia 22209 (\$10.00 for Part 3, \$25.00 for three-volume set)

**Document Not Available from EDRS**

Descriptors—Educational Finance, Elementary Secondary Education, \*National Surveys, \*Nonprofessional Personnel, Paraprofessional School Personnel, Public School Systems, Salaries, \*School District Spending, \*School Surveys, Tables (Data), \*Wages

This publication is part 3 of a three-part report of the 1975-76 Educational Research Service National Survey of Salaries and Wages in Public Schools. This volume reports 1975-76 school year data on salaries or annual earnings for five selected clerical positions, as well as hourly wage rates of instructional teacher aides, noninstructional teacher aides, building custodians, cafeteria workers, and bus drivers. The survey collected data on salaries scheduled and salaries paid for 22 selected professional positions and 10 selected support positions in public school systems throughout the United States. The sample for the survey was randomly selected from all public school systems enrolling 300 or more pupils. The 742 responding school systems reported data covering approximately one-third of all public school employees. Salary data in each volume are presented and analyzed according to four categories of school system enrollment, four levels of per-pupil expenditure, eight geographic regions, and for each individual school system arranged alphabetically by state. (Author/JG)

**ED 117 801**

*Splaine, John*

**Compulsory Schooling: The Legal Issue.**

Pub Date [75]

Note—9p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Attendance, Delinquents, Elementary Secondary Education, \*School Attendance Legislation, School Law, Schools, \*Truancy

An examination of the school laws in the 50 states reveals that 47 have penalties that can result in forced incarceration for young people who do not attend school. In a five-year period, 341 young persons were committed to Maryland juvenile institutions for the crime of truancy. During the same time, 2,699 young people were committed to institutions because they were considered to be "Children in Need of Supervision" (CINS), which includes truants, runaways, and children deemed to be ungovernable. It is reasonable to assume that some of the people who were committed for being runaways and ungovernable have had problems with truancy. Thirty-four percent of all Maryland delinquents committed were in the CINS category. If students were not compelled to attend school, the monetary savings from truant officers and their staffs, vandalism, and incarceration of young people would be more than enough to achieve the American dream of free public education for all of our people. Further, there would be more money for compensatory and specialized educational programs that are often prohibitively expensive with the present law. (Author/RT)

**ED 117 802** EA 007 858

**Pilot Study of Differentiated Staffing. Report to the California Legislature as Required by Chapter 966, Statutes of 1970.**

California State Dept. of Education, Sacramento.

Pub Date 75

Note—8p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Academic Achievement, Community Involvement, \*Differentiated Staffs, Elementary Education, Individualized Instruction, Junior High Schools, \*Pilot Projects, Staff Utilization

Identifiers—\*California

Chapter 966, Statutes of 1970, authorized the Superintendent of Public Instruction to exempt no more than five school districts from existing statutory provisions establishing minimum class-size standards and reporting requirements. The purpose of the exemption was to enable selected districts to establish pilot programs using differentiated staffing patterns without loss of state funds. The five districts selected to begin the program in the 1971-72 school year were Cupertino Elementary, Fresno Unified, Newport-Mesa Unified, Ocean View Elementary, and San Jose Unified. San Jose requested to be dropped from the program in 1973 and was replaced by Monrovia Unified. Each district has submitted a report listing its objectives, describing its program and activities, and summarizing its results. Summary descriptions are presented in Appendix A of this report. Four basic objectives have been common to all five districts—to reduce the pupil-adult ratio by increasing the number of adults in the classroom, to individualize instruction to meet the unique educational needs of each child, to increase community involvement in the schools, and to increase the reading and mathematics achievement of students in participating schools. All five districts reported successful programs. (Author/IRT)

**ED 117 803**

*Hewes, Jeremy Joan*

**Build Your Own Playground! A Sourcebook of Play Sculptures, Designs, and Concepts from the Work of Jay Beckwith.**

Pub Date 74

Note—223p.; Photographs may reproduce poorly  
Available from—Houghton Mifflin Company, 2 Park Street, Boston, Massachusetts 02107 (\$15.00 cloth, \$7.95 paper)

**Document Not Available from EDRS**

Descriptors—Building Materials, Child Development, \*Community Involvement, \*Construction (Process), Construction Needs, Environmental Education, \*Facility Guidelines, Financial Support, Found Spaces, Play, \*Playground Activities, \*Playgrounds, Safety, Site Development  
A discussion of the reasons for communities to work together in planning and building a

playground opens this resource guide. Following are practical considerations involving dealing with bureaucracies, acquiring playground space, raising funds, locating materials, and beginning construction. In the nuts-and-bolts sections of the book the options are identified: the type of frames and their uses, ways to organize whole structures, how to use tools safely, and how to help people work efficiently. Ways are shown to provide for the three principal types of play: active, climbing, and quiet play. Sample forms for materials, contract considerations, basic needs, and material-ordering are included. The final chapter offers some specific examples to enhance children's environments in ways other than playgrounds, along with suggestions for providing play experiences for children with special needs. Drawings and photographs of existing playgrounds accompany the text. A bibliography is also included. (Author/MLF)

**ED 117 804** EA 007 860

**Small Schools Task Force. Final Report.**

Eugene Public Schools, Ore.

Pub Date 16 Feb 76

Note—83p.

Available from—Office of Media Services, School District 4J, 200 North Monroe, Eugene, Oregon 97402 (\$0.75)

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**

**Descriptors**—\*Community Schools, Costs, Education, Educational Alternatives, Educational Finance, Educational Planning, Elementary Secondary Education, Enrollment Projections, \*Enrollment Trends, Population Trends, Programs, Safety, School Buildings, \*School Closing, \*School Community Relationship, School Design, School Size, Shared Facilities, \*Small Schools, Staff Utilization, Student Transportation

**Identifiers**—\*Oregon (Eugene)

In the spring of 1975 the Eugene (Oregon) school board appointed a task force to make a comprehensive study related to all aspects of possible closure of small schools. Consideration was given to population and enrollment trends; economics; building condition; school size; school design; neighborhood and community implications; program capacity; staffing; alternatives in personnel, support programs, and facilities; and criteria for evaluation of low enrollment schools. Among the group's recommendations were that no elementary school be closed at the time; that the school board set a standard for the amount of non-classroom-space necessary for effective operation of an elementary school; that alternative use of extra space in any of the 31 elementary schools be actively sought; that whenever enrollment at any school drops below 75 percent of program capacity, a committee determine the best use of all parts of that school; that alternative use for buildings be found before any schools are closed; that small neighborhood schools accessible on foot be maintained even at some additional costs, and that when new schools are constructed, buildings be designed for an enrollment of 200 to 350 students. (Author/IRT)

**ED 117 805** EA 007 861

**School Furniture Development: An Evaluation. Educational Studies and Documents No. 16.**

Scriven (F.B.) and Associates, London (England); United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 75

Note—56p.; Photos will reproduce poorly

Available from—Unesco Publications Center, P.O. Box 433, New York, New York 10016 (\$2.65)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Classroom Furniture, Design Needs, \*Developing Nations, \*Equipment Evaluation, Equipment Standards, \*Furniture Design, Human Engineering, International Organizations, \*Performance Criteria

Unesco is playing an increasingly important role in helping developing countries adapt school furniture in line with educational methods and goals. This publication includes an independent evaluation of Unesco's school furniture projects in Sri Lanka and Tunisia. For purposes of comparison, evaluation of a furniture project carried out by the Department of Education and Science in the United Kingdom is also included. (Author/MLF)

**ED 117 806** EA 007 862

**Fitzpatrick, G. S. Zani, T. L.**

**Teachers' Comments on Open Area and Conventional School Design. Australian Open Area Schools Project Technical Report No. 2.** Western Australia Education Dept., Perth.

Spons Agency—Australian Advisory Committee on Research and Development in Education, Canberra.

Pub Date 74

Note—29p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors**—\*Design Needs, Elementary Education, Interviews, Open Education, \*Open Plan Schools, \*School Architecture, \*School Design, \*Teacher Attitudes

**Identifiers**—Australia

The comments contained in this paper are excerpts from intensive interviews with 27 teachers in open area primary schools, asking their recommendations for architectural changes in future open area schools and in traditional type schools to accommodate open education techniques. They were also asked, "Would you like to see this school more open or less open?" The respondents are not represented as a typical group of teachers, but were chosen for their extreme attitudes for and against teaching in open area schools. All respondents were teaching in western Australian open area schools of a post-1968 design. The appendix contains floor plans and text describing school design developments in the region to 1972. (Author/MLF)

**ED 117 807** 95 EA 007 863

**Weatherman, Richard F., Ed. Hollingsworth,**

**Sue Ann, Ed.**

**Administration of Special Education for Rural and Sparsely Populated Areas.**

Minnesota Univ., Minneapolis. Dept. of Continuing Education and Extension.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Grant—OEG-0-73-7096

Note—162p.

Available from—Department of Educational Administration, 300 Health Services Building, University of Minnesota, St. Paul, Minnesota 55108 (\$5.00)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Conference Reports, Elementary Secondary Education, Handicapped Students, Population Distribution, \*Problem Solving, \*Program Descriptions, \*Rural Education, Rural Schools, \*Special Education, \*Special Programs

This book is a compilation of papers prepared for a 1975 conference on the delivery of special education services. Because conference participants were from states where problems of distance and low population density complicate the delivery of special education programs, a multifaceted approach was used to address these two critical problems. The 11 individual articles that compose the book focus on the future trends and current difficulties educators must face in developing programs for handicapped children. The articles include "Economic Outlook for Human Service Delivery in Rural America," "A Statewide Plan for Special Education," "Problems and Issues in a Rural Cooperative," "The Southwest Regional Educational Service Agency for Mainstreaming Handicapped Children," "Implementing Early Education Programs for Handicapped Children," "A Look at Regional Centers Serving Handicapped Children," "ESEA Title III and Its Implications for Service Handicapped Students," "A Model for Training Leadership Persons in Rural and Sparsely Populated Areas," "Trends in School Finance and Budgeting," "Personnel Management in Rural/Sparsely Populated Areas," and "Evaluating Need for Special Education Service in Sparsely Populated Areas." (JG)

**ED 117 808** EA 007 864

**Strike! A Planning Manual for Ohio School Boards.**

Ohio School Boards Association, Columbus.

Pub Date 75

Note—46p.

Available from—Ohio School Boards Association, 700 Brookside Blvd., Westerville, Ohio 43081 (\$7.00, nonmembers)

Document Not Available from EDRS

**Descriptors**—\*Administrator Role, \*Board of Education Role, Boards of Education, Educational Planning, Elementary Secondary Education, \*Guidelines, Industrial Relations, \*Labor Problems, State Legislation, Teacher Employment, \*Teacher Strikes

**Identifiers**—\*Ohio

This manual is intended to aid school board members in developing an organizational structure within the school district management team that will facilitate efficient and effective response to teacher strikes. In addition to discussing the development of an appropriate organizational structure, the manual also provides tactical advice, presents checklists of important planning questions, and lists sources of additional assistance for school board members faced with the possibility of a teacher strike. Rather than presenting a complete strike plan, it attempts to guide board members and administrators in formulating their own strike plan appropriate to the particular needs of their district. Although the manual was prepared specifically for school boards in the state of Ohio, most of its content will be equally useful to board members in other states as well. (JC)

**ED 117 809** 95 EA 007 865

**Flanagan, John C. Russ-Eft, Darlene**

**An Empirical Study to Aid in Formulating Educational Goals [and] Appendices.**

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—AIR-42000-6-75-FR

Pub Date 30 Jun 75

Grant—NEG-00-3-0148

Note—192p.

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage**

**Descriptors**—\*Educational Experience, \*Educational Objectives, Educational Quality, Educational Research, Elementary Secondary Education, Guidance, Guidance Counseling, Guidance Services, \*Individual Development, \*Individual Needs, Self Actualization

The objective of this survey study was to find some tentative answers to the question of how well educational programs are meeting the needs of students. The study design included several unique features intended to increase both the validity and the practical applicability of the results. The first feature was to establish an empirical framework for evaluation of the effectiveness of an individual's educational experience. The framework included the formulation of a set of categories that include all aspects of activities and experiences that define the quality of life in America. The second was to utilize the participants in the Project TALENT national survey to provide a longitudinal perspective on the individuals studied. The third was to select a nationally representative sample of persons who were 15 years old in 1960. The fourth was the adoption of these 30-year-olds' quality of life and their performance in present roles as the criteria against which to evaluate the effectiveness of their educational experiences. The last was using the individual as the unit of analysis. The five defined problem areas were vocational guidance, quality of teaching, individualization of instruction, the curriculum, and personal support and counseling. Extensive appendices are included. (Author/IRT)

**ED 117 810** EA 007 866

**Annual Report of the [U.S.] Commissioner of Education—Fiscal Year 1974.**

Office of Education (DHEW), Washington, D.C.

Report No.—DHEW-OE-76-00003

Pub Date 75

Note—252p.; Related documents are ED 085 585 and ED 091 841

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$3.70)

**EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage**

**Descriptors**—Advisory Committees, Annual Reports, Educationally Disadvantaged, \*Educational Quality, Elementary Secondary Education, Enrollment Trends, \*Equal Education, \*Federal Aid, \*Federal Legislation, \*Federal Programs, Handicapped Students, Higher Education, School Integration, School Statistics

**Identifiers**—Office of Education

This report sets forth the Office of Education's activities for 1974. The first two chapters contain the mandated assessment of the condition of edu-

cation in the nation and a brief statement of basic program objectives. The next three chapters describe programs administered by the Office of Education under the headings of equal opportunity for education, educational quality, and other programs. The remaining sections describe the Office of Education's management and nonprogram activities, as well as the advisory councils and committees, and present selected education statistics. Allocations to the states are listed under broad categories. The appendixes itemize the allocations to states and list the functions, meeting dates, and membership of advisory councils and committees. Tables and figures supplement the text. (MLF)

**ED 117 811** EA 007 867

*Kingston, Albert J. Gentry, Harold W.*

**Discipline Problems: Then and Now.**

Pub Date [74]

Note—14p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—Administrator Attitudes, Corporal Punishment, Discipline, Discipline Policy, \*Discipline Problems, \*School Surveys, \*Secondary Education, State Surveys, \*Student Behavior, \*Tables (Data)

**Identifiers**—\*Georgia

This paper compares data collected in a 1974 survey of discipline problems in Georgia secondary schools with data from a similar survey conducted by the same investigators in 1961. The 1961 survey examined 20 types of student misbehavior that had been identified in earlier studies; the 1974 survey included those 20 plus 13 additional items. The revised survey questionnaire was sent to the principals of 341 Georgia secondary schools during the spring of 1974, and a total of 266 (78 percent) responded. This compared to an 81 percent response rate in 1961. Although there were some definite differences between data from the two surveys, the most common types of student misbehavior in 1961 were also the most common in 1974. Included in the paper are a number of data tables that summarize responses to both surveys and facilitate comparisons between them. (JG)

**ED 117 812** EA 007 868

*Bishop, John E. Cutting, Guy D.*

**A Taxonomy of Administrative Absenteeism.**

Pub Date [76]

Note—7p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—Administrative Personnel, \*Behavior Theories, \*Conceptual Schemes, Educational Administration, \*Leadership, Leadership Qualities, \*Leadership Styles

Hiring an administrator with those tangible elements listed in a job description does not ensure that the chosen individual will be an effective administrator. Too often the key element of "administrative presence" is missing. An "administratively present" leader is able to conceptualize within his system, interact with the human elements of the system, and actualize his concepts in such a way that the human elements understand and support the actualization. The important opposite of administrative presence is "administrative absenteeism." Three types of administrative absenteeism are commonly observed in educational systems. Physical absenteeism entails the physical absence of the leader from his assigned leadership role. Psychological absenteeism often involves a leader who adheres rigidly to an absolute set of beliefs, and is further manifested by a gap between what the leader believes and what his staff believes. Philosophical absenteeism manifests itself in deep-seated philosophical differences between the leader's belief system and the belief system of some or all of the other individuals composing the educational team. (Author/JG)

**ED 117 813** EA 007 869

*Goodrich, Burton E., Jr.*

**But How Do You Know Their Opinions Count: The Influence of Knowledge About Community Opinions on School Board Opinions.**

Pub Date Jan 76

Note—4p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—\*Board of Education Policy, \*Boards of Education, \*Changing Attitudes, Community Attitudes, \*Community Surveys, \*Educational Attitudes, Elementary Secondary Education, Questionnaires, School Community Relationship, Tables (Data)

**Identifiers**—\*Massachusetts

In June 1975, a rural Massachusetts school board developed a comprehensive six-page questionnaire and mailed it to all community residents 17 years of age and older. The questionnaire solicited demographic data, as well as respondents' opinions on a wide range of school-related topics. Besides being administered to the community, the questionnaire was twice administered to the school board—once before the community survey and once after the board was aware of the community's responses. Comparison of individual board member's responses on the first and second administration showed that their opinions did change considerably; of these changes, 56 percent were made so as to align with major community opinions. Comparison of the opinions of the total school board showed that the board moved from 78 percent agreement with community opinion in the first administration to 85 percent agreement in the second administration. (Author/JG)

**ED 117 814** EA 007 870

*Bailey, William J.*

**Developing Performance Evaluation Systems.**

Pub Date 73

Note—11p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (28th, Minneapolis, Minnesota, March 17-21, 1973)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—Academic Records, Achievement Rating, College Admission, College High School Cooperation, Formative Evaluation, \*Grading, \*Records (Forms), Secondary Education, \*Student Evaluation, Summative Evaluation, \*Systems Development

**Identifiers**—Delaware (Wilmington)

This paper starts from the assumption that the typical grading systems used by most American secondary schools need overhauling and discusses the implementation of an alternative student evaluation system that is individualized, noncompetitive, and nonpunitive. Most of the paper describes a performance-based, criterion-referenced student evaluation system developed at Concord High School in Wilmington, Delaware. The Concord system employs formative evaluation, which results in interim progress reports of a student's work in each subject area, and summative evaluation, which summarizes a student's work for an entire course and evaluates his level of achievement. Both the formative and summative evaluations evaluate students on an individual, noncompetitive basis, without using traditional grades, grade point averages, or class rankings. Samples of both the formative and summative evaluation report forms developed at Concord are included. The author emphasizes the importance of contacting college admissions officers before implementing an alternative student evaluation system; he reports that 90 percent of the colleges surveyed indicated their acceptance of the new Concord system. (JG)

**ED 117 815** EA 007 871

*Hoyle, John R.*

**Learning Environments: Space and Perceptions.**

Pub Date 75

Note—16p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—Academic Achievement, Elementary Secondary Education, Human Relations Programs, \*Instructional Innovation, Open Education, \*Open Plan Schools, Perception, \*School Environment, School Size, \*Teacher Administrator Relationship, \*Teacher Attitudes, Team Teaching

A teacher self-report instrument, the Learning Climate Inventory (LCI), was used to gather teacher perceptions about their administrators, peers, and teaching job. An observational checklist was used on the same large sample. Data were gathered from 700 classrooms and 867 teachers in 30 schools in Tulsa and Oklahoma City, Oklahoma, and Fort Worth, Texas. The researcher's goal was to find the relationship between the spatial characteristics of public school classrooms and alternative modes of teaching and the staff's perceptions of the learning climate. The findings reveal that alternative teaching modes do increase in more open-spaced classrooms. Also, teachers tend to view open-space, high-achieving, smaller schools with ongoing human relations programs for staff as more open. (Author/MLF)

**ED 117 816**

*Hoyle, John R.*

**Evaluating an Alternative High School Program: A Beginning.**

Pub Date 74

Note—22p.; Questionnaires may reproduce poorly due to marginal legibility of original document

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—\*Educational Alternatives, Educational Research, Models, Performance Criteria, \*Program Effectiveness, \*Program Evaluation, Research Methodology, \*Research Problems, Secondary Education, \*Work Experience Programs

The methodological difficulty of evaluating alternative programs in specific, measurable terms is described. Based on an alternative program at Talawanda High School in Oxford, Ohio, the writer attempted to develop a model for evaluating an alternative program. The following evaluation procedures were selected: (1) attendance and grades prior to and during the two semesters of the project year; (2) two sets of pretest and posttest questionnaires administered to 25 students in the primary population and parents; (3) four sets of open-ended questionnaires filled out by students, parents, community agencies, and teacher advisors at the end of the project year; (4) nine-week anecdotal reports by the students; and (5) spot-check interviews with students, parents, community agencies, and teacher advisors throughout the project. (Author/MLF)

**ED 117 817** EA 007 873

*Gmelch, Walter H. And Others*

**RX for Professional Growth: Inservice Education.**

OSSC Bulletin Vol. 19, No. 5.

Oregon School Study Council, Eugene.

Pub Date Jan 76

Note—32p.

Available from—Oregon School Study Council, 124 College of Education, University of Oregon, Eugene, Oregon 97403 (\$1.50, quantity discounts)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors**—Administrative Personnel, \*Administrator Education, Clinical Experience, Elementary Secondary Education, \*Guidelines, \*Inservice Education, \*Inservice Programs, Professional Training, Program Descriptions, \*Program Development, Program Planning

**Identifiers**—\*Oregon

This booklet examines the topic of inservice training for educational administrators and is intended to aid school district personnel interested in developing and implementing such programs. Besides discussing the inservice training opportunities currently available for Oregon school administrators, the authors also provide general guidelines for planning, implementing, and evaluating inservice efforts. Although the booklet was prepared specifically for administrators in the state of Oregon, most of its content will be useful to educators from other states as well. (JG)

**ED 117 818** EA 007 874

*Auster, Ethel Lawton, Stephen B.*

**Automated Retrieval of ERIC Materials: Implications for Canadian Educators.**

Pub Date Jun 74

Note—16p.; Paper presented at the Annual Meeting of the Canadian Society for the Study of Education (Toronto, Ontario, June 6-8, 1974)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—Bilingualism, \*Data Bases, Educational Research, \*Information Processing, \*Information Retrieval, \*Information Systems

**Identifiers**—\*Canada

The disadvantages for Canadians using the ERIC system are (1) fledgling Canadian computer information systems are deprived of their financial support; (2) Canadian research included in ERIC can not necessarily be retrieved by country of origin; (3) of the 200 journals indexed in Canadian Education Index (CEI), only 26 are to found among the 600 in ERIC's Current Index for Journals in Education (CIJE); and (4) policies regarding the inclusion, exclusion, and manner of indexing documents are beyond Canadian control. Solutions to some of these problems include (1) more systematic and exclusive utilization of the ERIC system, (2) creation of a Canadian "clearinghouse" indexing all Canadian documents for ERIC, and (3) creation of a bilingual Canadian data collection and index-



ing system. Considering the complexity of the situation involved in creating an all-Canadian system, interim dependence is deemed necessary for one to three years on the ERIC data base searched via an existing U.S. online retrieval system. (MLF)

**ED 117 819** EA 007 875

Lawton, Stephen B. Lawton, William H.

**An Autocatalytic Model for the Diffusion of Educational Innovations.**

Pub Date Jan 76

Note—54p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

Descriptors—\*Adoption (Ideas), \*Diffusion, Educational Change, \*Educational Innovation, Graphs, Information Dissemination, Literature Reviews, \*Models, \*Prediction, Tables (Data) Identifiers—\*Autocatalytic Diffusion Model

This paper reviews a number of past studies in the field of diffusion research, describing the major features of each diffusion model and discussing its value for predicting the spread of educational innovations. Following this review, the author presents a new autocatalytic diffusion model based on the mathematical models of epidemiologists and chemists. This autocatalytic model is adapted to the study of educational innovations, and then the model is applied to historical data and used to predict the life cycle of six different educational innovations. The predicted life cycles matched the actual historical data very well in five of the six cases. The author also uses the model to project the future adoption life cycle of the semester system in Ontario secondary schools, an innovation that is still in the process of adoption. (JG)

**ED 117 820** EA 007 876

Bhola, H. S.

**Institutional Approaches to Innovation and Change: A Review of the Esman Model of Institution Building.**

Midwest Universities Consortium for International Activities, Inc., East Lansing, Mich.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date Jan 76

Note—37p.; Paper prepared as part of a research project, entitled, "Configurations of Change: Institution Building as Focus"

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—Change Strategies, Conceptual Schemes, \*Innovation, \*Institutional Role, \*Models, \*Organizational Change, Organizational Effectiveness, \*Organizational Theories Identifiers—\*Esman Model, Institution Building

The definitional and conceptual structure of the Esman model of institution building is described in great detail, emphasizing its philosophic and process assumptions and its latent dynamics. The author systematically critiques the Esman model in terms of its (1) specificity to the universe of institution building, (2) generalizability across societies and cultures, (3) ability to discriminate between varied institution building situations and tasks, (4) utility for strategizing and engineering, (5) ability to focus not only on the client system but also on the nature and structure of the system of advice, (6) ability to include dual focus on internal organizational design and external institutional interfaces, (7) mobility in shifting analysis between molecular and molar configurations, and (8) utility for explanation and operationalization. The author concludes that although the Esman model has made a valuable contribution to the study of institution building in the past, the time is ripe for a new conceptual leap in the field. (Author/JG)

**ED 117 821** EA 007 877

**Evaluation of the Relationship Between School Size and School Costs.**

Irvine Unified School District, Calif.

Pub Date Mar 75

Note—20p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Average Daily Enrollment, \*Cost Effectiveness, Educational Administration, \*Educational Finance, Elementary Secondary Education, Expenditure Per Student, School District Spending, \*School Size, \*Student Costs, \*Tables (Data)

Identifiers—California (Irvine)

This publication analyzes the relationship between school size and per-pupil school costs,

based on estimated 1974-75 financial data for the Irvine Unified School District in California. Table 1 presents current operating and maintenance costs for 1974-75 at existing elementary, middle, and high schools in the district. Tables 2, 3, and 4 project cost data for three different sizes of elementary, middle, and high schools respectively, based on cost factors identical to those used in the actual 1974-75 district budget. Table 5 projects detailed operating and maintenance costs for three hypothetical schools that use an alternative staffing model designed to reduce administrative costs. Cost data are presented for a 450-student elementary school, 600-student middle school, and 1,000-student high school. (JG)

**ED 117 822** EA 007 879

Frohreich, Lloyd E.

**Cost Differentials and the Treatment of Equipment Assets: An Analysis of Alternatives.**

Florida Univ., Gainesville. Inst. for Educational Finance.

Pub Date [75]

Note—27p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—\*Capital Outlay (for Fixed Assets), Cost Effectiveness, Educational Finance, Equal Education, Equipment, \*Full State Funding, \*Purchasing, \*School Accounting, State Aid, \*State School District Relationship, Vocational Education

This paper is a discussion of alternative state approaches to aiding and costing capital outlay programs, particularly equipment purchases for vocational programs. Equipment costs for vocational programs tend to be a larger proportion of the total costs than in other programs. The paper includes a discussion of such topics as the magnitude of capital outlay expenditures, current state practices, theoretical and practical aspects of alternative state funding approaches, and, in particular, a discussion of the effects of including equipment depreciation costs in program cost differentials. (Author/MLF)

**ED 117 823** EA 007 880

Zuelke, Dennis C. Frohreich, Lloyd E.

**Collective Negotiations and Teachers' Salaries: Some Evidence from Wisconsin.**

Pub Date [75]

Note—13p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Collective Bargaining, Collective Negotiation, Correlation, Elementary Secondary Education, Multiple Regression Analysis, \*Socioeconomic Influences, \*State Surveys, \*Statistical Surveys, Tables (Data), \*Teacher Salaries

Identifiers—\*Wisconsin

This study investigated the relationship between collective negotiations and teacher salaries in Wisconsin public school districts. Data were collected from a random sample of 324 Wisconsin school districts with professional staffs ranging from 30 to 500 members. A six-indicator index was developed to measure the comprehensiveness of collective negotiations in each district. This negotiations index and 11 other determinant variables were studied in relation to 10 different measures of teacher salaries. Stepwise multiple regression analysis found negative correlations between the collective negotiations index and all levels of scheduled and actual teacher salaries. The authors concluded that collective negotiations do not have a significant positive effect on teacher salaries in Wisconsin and that a negative effect is likely. In addition, they found that socioeconomic conditions in a school district, especially level of personal income and percentage of urban population, have the strongest positive impact on teacher salaries. (Author/JG)

**ED 117 824** EA 007 881

Watt, Robert S.

**Reform, Revise or Rebuild: The 3R's Relating School Budget to District and School Objectives.**

Pub Date Dec 75

Note—4p.;

Paper presented at the California School Boards Association/Association of California School Administrators Conference (December 12-14, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Budgeting, Educational Administration, Educational Needs, \*Educational Objectives, \*Educational Planning, Educational Programs, Elementary Secondary Education, Management by Objectives, \*Needs Assessment

In order to relate the school budget to district and school goals and objectives, a process must be established that will provide an orderly approach for the school and community to follow. First, a thorough needs assessment should be made of the school and community. From this assessment should follow a set of goals and needs that provide the broad guidelines for all school activities. To maintain individual school autonomy, each school should perform the goals and needs assessment. The needs assessment process should be tailored specifically for the needs and resources of the individual school and district. In order to carry out objectives and move towards established goals or needs, a set of programs will be necessary to link the school's activities to its goals, needs, and objectives. Finally, budget relates expenditures to the various programs. Cost accounting methods should be employed as necessary. Activities should be continually monitored to determine whether objectives are being met at the best cost-effective ratio. Goals, needs, objectives, programs, and budgets must be continually reviewed, because school needs will change. (Author/JG)

**ED 117 825** EA 007 882

Gingold, William

**Cost Accounting and Accountability: One Approach.**

Pub Date Jan 76

Note—23p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Accountability, Accounting, Cost Effectiveness, Elementary Secondary Education, \*Management Systems, \*Models, \*Program Descriptions, Records (Forms), \*School Accounting, Systems Approach, \*Systems Development

Identifiers—\*Daily Event Record

This paper outlines an approach designed to provide an accurate and efficient cost accounting system for use in schools and other social service organizations. In his discussion, the author presents a detailed step-by-step description of how to establish, plan, and operate the system. The basic element of the system is the Daily Event Record (DER), on which each staff member records how much time he devoted to different activities during the day. Appendix A contains a list of code numbers used on the DER to record different activities; Appendix B defines each of the activities represented by the code numbers; and Appendices C, D, E, and F present samples of the DER and other forms designed to consolidate and summarize data from a number of individual DERs. (JG)

**ED 117 826** EA 007 883

Lawton, Stephen B.

**Political Values in Educational Finance: The Cases of Canada and the United States.**

Pub Date Feb 76

Note—23p.; Paper presented at Comparative Politics of Educational Innovation: The Role of Values and Policy Paradigms, International Studies Association Panel (Toronto, Canada, February, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Cultural Factors, Democratic Values, \*Educational Equality, \*Educational Finance, Educational Policy, Elementary Secondary Education, \*Futures (of Society), Government Role, \*Political Attitudes, Political Influences, Social Change, \*State School District Relationship

Identifiers—Canada, United States

Both English Canada and the United States are essentially liberal fragments of European society. But in Canada, liberalism must vie with touches of Toryism and socialism; as a result, the common good receives more formal attention than in the U.S. The extent of variation in local financial resources for education is potentially under the control of both state and provincial governments. However, in recent years, Canadian provinces have acted more decisively in educational finance than have American states. In Canada, equality means equality of condition; in the U.S., equality means equality of opportunity. The energy crisis and other global crises are forcing the U.S. and other liberal fragment societies to face the future they escaped when they split off from Europe. Reentry into the full political spectrum is likely to pose greater problems for the U.S. than for Canada, with its relatively wider political spectrum. The major hope in the U.S. lies in the continued redefinition of equality from equality of

opportunity to equality of condition. If this redefinition occurs, educational finance will probably be one of the first beneficiaries. (Author/JG)

**ED 117 827** EA 007 884  
Martin, Jane R.

**Choice, Chance, and Curriculum.** Boyd H. Bode Memorial Lectures, No. 3.

Ohio State Univ., Columbus. Coll. of Education.

Pub Date 75

Note—24p.

Available from—Ohio State University Press, 2070 Neil Avenue, Columbus, Ohio 43210 (\$2.50)

**Document Not Available from EDRS**

Descriptors—Curriculum, \*Decision Making, Decision Making Skills, \*Educational Alternatives, Elementary Secondary Education, \*Open Education, Student Centered Curriculum, Student Needs, \*Student Role, \*Student School Relationship

Identifiers—\*Educational Choice

This paper examines the argument that increased freedom of choice for students will rid education of undesirable coercion, compulsion, and conformity. Throughout her discussion, the author emphasizes that merely allowing a child to choose does not guarantee his capacity to choose. The capacity to choose presupposes not only the existence of alternatives but the recognition of alternatives, the author argues, and a rational choice must be based on knowledge or belief about the consequences of the available options. Where these conditions are not met, decisions must be made arbitrarily; chance prevails rather than choice. Although permitting students to decide educational questions by chance may eliminate compulsion and coercion from education, conformity is likely to flourish. To eliminate conformity, educational decisions must truly be made by choice. And in order to accomplish this, the author asserts, institution of the right to choose must be accompanied by the capacity to choose. (JG)

**ED 117 828** EA 007 885  
Bhola, H. S.

**Power: The Anchor of Stability, the Lever of Change.** (Notes Towards a General Theory of Being and Society).

Pub Date Jul 75

Note—30p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—\*Cultural Factors, Education, Individual Development, \*Individual Needs, Organizational Theories, \*Organizations (Groups), Political Power, \*Power Structure, \*Social Influences

This paper presents some initial work on a general theory of being and society, using power as the dynamic principle. Power is used to explain individual, group, and institutional behavior as well as the statics and dynamics of societies. The paper is addressed especially to educators because education is shown to be education in power. Distribution of educational goods in a society is a process of ascribing power to particular individuals, groups, communities, and classes. Significant educational change is a process of substituting old power arrangements with new ones, and educational policy-making is a development of statements by the elite in a society expressing intentions to direct and harness the power of education for particular outcomes. It is suggested that all individuals should develop their powers to the maximum, should learn to experience power without necessarily having to exercise it on others, and should exercise power with all moral compunctions. (Author/IRT)

**ED 117 829** EA 007 886  
**Arts and the Handicapped.** An Issue of Access. A Report.

Educational Facilities Labs., Inc., New York, N.Y.

Spons Agency—National Endowment for the Arts, Washington, D.C.

Pub Date 75

Note—80p.

Available from—Educational Facilities Laboratories, Inc., 850 Third Avenue, New York, New York 10022 (\$4.00)

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**

Descriptors—\*Architectural Barriers, \*Arts Centers, Civil Rights, Cultural Centers, \*Facility Case Studies, \*Facility Guidelines, \*Handicapped, Information Networks, Legislation,

Museums, Program Descriptions, Resource Centers

A handicapped person's choice of accessible arts activities is very limited. This report focuses on the people and places now developing facility, planning, and program solutions that enable the handicapped to participate in the arts to their fullest potential. The 131 stories about outstanding facilities and programs, current legislation, and technical and design consultants serve as a foundation on which other schools, art institutions, and community centers can build a humane, totally accessible environment for the arts. The appendixes contain resource material including partial lists of nature centers, trails, and fragrance gardens, and of agencies that are interested in removing architectural barriers to the handicapped and that have produced literature on the subject, and a selected bibliography on barrier-free design. (Author/MLF)

**ED 117 830** EA 007 887  
**Reusing Railroad Stations, Book 2. A Report.**

Educational Facilities Labs., Inc., New York, N.Y.

Spons Agency—National Endowment for the Arts, Washington, D.C.

Pub Date 75

Note—61p.; A related document is ED 093 047

Available from—Educational Facilities Laboratories, Inc., 850 Third Avenue, New York, New York 10022 (\$4.00)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

Descriptors—\*Architectural Character, \*Building Conversion, Building Improvement, Cost Effectiveness, Cultural Centers, Federal Aid, Financial Support, Land Use, Preservation, Public Facilities, \*Rail Transportation, Resources, \*Shared Facilities

Identifiers—\*Railroad Stations

This second book furthers the advocacy position of its predecessor in putting old railroad stations to new uses for combined public and commercial purposes, including arts and educational centers, transportation hubs, and focal points for downtown renewal. Sixteen stations are described that have been converted by either nonprofit organizations, commercial developers, or in part by the federal government to be used for transportation centers. A large section of the book explains some of the intricacies of financing that should be understood by a nonprofit group before successfully developing a railroad station. The subjects include how to evaluate a project's economic feasibility, how to reduce the cost of both acquiring a property and operating it after conversion, how to determine the real cost of financing the project, and how to determine the marketability of the proposed conversion. Listed are 30 government agencies that can give financial help to commercial and nonprofit groups working to reuse stations. (Author/MLF)

**ED 117 831** EA 007 888  
Thomas, Donald

**Five Ways to Save Money with Declining Enrollments.**

Pub Date [75]

Note—4p.; A related document is EA 007 889

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Administrator Guides, \*Cost Effectiveness, Decentralization, Elementary Secondary Education, \*Enrollment Projections, Enrollment Trends, Financial Policy, \*School Administration, Shared Facilities, Teacher Retirement

Identifiers—\*Declining Enrollments

Strategies are offered to assist school districts with declining enrollments in dealing with surplus space and restricted funds. Teachers can be hired on the basis of midyear projections; also some teachers can be employed on a one-semester basis. Considerable savings can be obtained by renting out surplus classrooms and office space to other governmental agencies and to private firms. Districts are advised to utilize each school as fully as possible and dispose of all empty buildings. Early retirement programs assist older teachers to have economic security, save the schools money, and release jobs for younger teachers. Savings can be effected by decentralizing budget accounts. The accounts establish limits for services and products, making the local school unit accountable. (Author/MLF)

**ED 117 832** EA 007 889  
**Declining School Enrollments.**

Salt Lake City School District, Utah.

Pub Date [75]

Note—16p.; A related document is EA 007 888

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Administrator Guides, \*Change Strategies, Conflict Resolution, Consolidated Schools, Educational Planning, Educational Policy, Elementary Secondary Education, \*Enrollment Trends, \*School Closing, School Community Relationship, Student Enrollment, \*Superintendent Role

Identifiers—\*Declining Enrollments

This paper examines the phenomenon of declining school enrollments from the viewpoint of the school district superintendent and discusses what steps the superintendent should take to cope with the problem. The author devotes much of his attention to the process of closing schools; he outlines specific strategies the board of education and superintendent can employ to help control community conflict, maintain the credibility of the board and district administration, and develop a community consensus. In addition, the author also points out the varied administrative ramifications of a school closure and offers a detailed outline of potential problems the superintendent must confront in order to successfully implement a school consolidation plan. (JG)

**ED 117 833** EA 007 890

DeMont, Bill[ie] DeMont, Roger

**Accountability: An Action Model for the Public Schools.**

Pub Date 75

Note—150p.

Available from—ETC Publications, 18512 Pierce Terrace, Homewood, Illinois 60430 (\$8.75)

**Document Not Available from EDRS**

Descriptors—\*Change Strategies, \*Educational Accountability, \*Educational Change, \*Educational Development, Elementary Secondary Education, Models, Organizational Change, \*Organizational Theories, Performance Based Education, Program Development, Program Effectiveness, Responsibility

The model proposed in this book specifies that there are four types of interrelated practices that determine the extent to which accountability is realized. These are (1) the identification of primary accountability agents and their respective program responsibilities, (2) the execution of internal program reviews by those program officers, (3) the completion of external program reviews by independent auditors including professionals and lay persons, and (4) the use of reviews to develop programs by introducing refinements and innovations. Each component of the model is described in detail and implications are drawn for both professional roles and organizational practices. The last chapter deals with procedures for implementing accountability systems in the local school setting. A bibliography is included and the appendix contains accountability checklists designed to provide information about the four components of the model. (Author/MLF)

**ED 117 834** EA 007 891  
Thompson, A. Gray Ziemer, Russell H.

**Impact of Collective Bargaining on Curriculum-Instruction.** National School Boards Association Research Report.

National School Boards Association, Evanston, Ill.

Report No.—1975-2

Pub Date 75

Note—23p.

Available from—National School Boards Association, 800 State National Bank Plaza, P.O. Box 1496, Evanston, Illinois 60204 (\$3.50, quantity discounts)

**Document Not Available from EDRS**

Descriptors—\*Board of Education Policy, Boards of Education, \*Collective Bargaining, Collective Negotiation, \*Contracts, Curriculum, Elementary Secondary Education, Industrial Relations, Instruction, \*Occupational Surveys, Teacher Administrator Relationship, \*Teacher Attitudes

This report presents the findings of a study that examined how contracts between school districts and teacher organizations affect curriculum and instruction and how school board members and teacher leaders view the negotiation of curriculum and instruction matters. To gather data for the study, the authors first examined teacher contracts in 28 major school districts to see whether and to what extent they effect curriculum and instruction and then surveyed board members and teacher leaders in those districts about their views

concerning the negotiation of curriculum and instruction matters. Findings of the study show that although most of the contracts studied include provisions related to curriculum and instruction, many board members insist that they do not negotiate such matters. Board members also appear unclear as to whether curriculum and instruction matters are the responsibility of the board or the administration. Teacher leaders, however, unanimously feel that curriculum and instruction matters are important topics for contract negotiations. (JG)

**ED 117 835** EA 007 893  
National School Lunch Act and Child Nutrition Act of 1966. Amendments of 1975. Report on H.R. 4222, 94th Congress, First Session. Calendar No. 251.

Congress of the U.S., Washington, D.C. Senate Committee on Agriculture and Forestry.

Report No.—94-259  
Pub Date Jun 75

Note—89p.; Related documents are EA 007 894-895

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**  
Descriptors—\*Breakfast Programs, Elementary Secondary Education, Federal Aid, \*Federal Legislation, \*Federal Programs, Food Service, \*Lunch Programs, Nutrition  
Identifiers—Child Nutrition Act 1966, \*National School Lunch Act

This publication reports the considerations and actions of a subcommittee, to which was referred H.R. 4222 to amend the National School Lunch Act and the Child Nutrition Act of 1966 in order to extend and revise the special food service program for children and the school breakfast program, and for other purposes related to strengthening the school lunch and child nutrition programs. A short explanation summarizes the amendment followed by the text of H.R. 4222 with the committee amendment substitute inserted. The report then presents the background and need for legislation for the child nutrition programs. Committee considerations are summarized followed by a section-by-section analysis of the amendment. Prepared statements from persons representing government departments are included. The text of the National School Lunch Act and the Child Nutrition Act of 1966 with changes made by the amendments of 1975 concludes the report. (MLF)

**ED 117 836** EA 007 894  
National School Lunch Act and Child Nutrition Act of 1966. Amendments of 1975. Report Together with Additional, Minority, Supplemental and Individual Views to Accompany H.R. 4222. 94th Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Report No.—94-68  
Pub Date 17 Mar 75

Note—53p.; Related documents are EA 007 893 and EA 007 895

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**  
Descriptors—\*Breakfast Programs, Elementary Secondary Education, Federal Aid, \*Federal Legislation, \*Federal Programs, Food Service, \*Lunch Programs, Nutrition  
Identifiers—Child Nutrition Act 1966, \*National School Lunch Act

This publication reports the considerations and actions of the Committee on Education and Labor, to which was referred H.R. 4222 to amend the National School Lunch and Child Nutrition Acts in order to extend and revise the special food service program for children and the school breakfast program, and for other purposes related to strengthening the school lunch and child nutrition programs. A short explanation summarizes the amendment followed by a history of the programs. The major provisions of the bill are outlined. Committee considerations are summarized followed by a section-by-section analysis of the amendment. The text of the National School Lunch Act and the Child Nutrition Act of 1966 with changes made by the amendments of 1975 follows. Additional views and minority views conclude the report. (MLF)

**ED 117 837** EA 007 895  
Public Law 89-642. 89th Congress, S. 3467. An Act to Strengthen and Expand Food Service Programs for Children.  
Congress of the U.S., Washington, D.C.  
Report No.—PL-89-642  
Pub Date 11 Oct 66

Note—6p.; Related documents are EA 007 893-894

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**  
Descriptors—\*Breakfast Programs, Elementary Secondary Education, Federal Aid, \*Federal Legislation, \*Federal Programs, Food Service, \*Lunch Programs, Nutrition  
Identifiers—\*Child Nutrition Act 1966

This five-page pamphlet consists of the text of the Child Nutrition Act of 1966 as enacted on October 11, 1966. (MLF)

**ED 117 838** EA 007 896

Cote, Ron Roy

Project AAMP: Administrator Abilities Matched to Problems.

Pub Date Aug 74

Note—14p.; Paper presented at the National Conference of Professors of Educational Administration (Marquette, Michigan, August 14-20, 1974)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**  
Descriptors—\*Computer Science, Educational Administration, Elementary Secondary Education, Information Processing, \*Management Information Systems, \*Management Systems, Models, \*Problem Solving, School Systems, \*Team Administration

The AAMP (administrative abilities matched to problems) system is simply one or more school administrator(s) designated by the school system's computer information system as having those abilities, preferences, and characteristics required to solve a particular system problem. An AAMP is formed on the basis of information provided concerning the characteristics of the problem in relation to the stored model of the school system and the stored information about each administrator. Once an AAMP is formed, the objective is to design a solution to the problem and to relate the solution to the existing school system. During the process of designing a solution, AAMP has available an information model of the school system as well as problem-related information from a variety of sources stored in or retrievable by the computer system. (Author)

**ED 117 839** EA 007 897

Cote, Ron Roy

Staff Development Considerations. An Outline Prepared for the Toledo Public Schools.

Pub Date Mar 74

Note—8p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**  
Descriptors—Elementary Secondary Education, Models, \*Program Planning, \*Staff Improvement

This document presents a detailed outline of the elements that need to be considered in creating a staff development program. It deals with such topics as, Who needs it? What is it? and, the possible pitfalls of a staff development program. Also included are a diagram of a model of staff development and a brief outline of a program planning sequence. (IRT)

**ED 117 840** EA 007 900

Lall, Bernard M. Nicholas, Anthony

Effects of Humanism on Education and Educational Administration. Educational Research Report.

Andrews Univ., Berrien Springs, Mich. Dept. of Education.

Pub Date Jan 76

Note—57p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**  
Descriptors—Curriculum Development, \*Educational Administration, \*Educational History, \*Educational Philosophy, Educational Theories, \*Humanism, \*Humanistic Education, Humanization, Human Relations

This report summarizes the historical development of humanism from Petrarch and Boccaccio in the Renaissance to the present. The freedom of thought, self-expression, and creative activity that characterized the humanistic schools are considered to be the fundamental bases of education today. A brief description is given of brutalization and inhumaneness in education, typified at its worst by the English public schools of the 17th and 18th centuries. The concluding section of the work discusses the humanizing aspects of education as a greater personal concern for the student as an individual in his own right. To humanize educational administration, according to the authors, is to create a permissive atmosphere within which an individual can feel free to make his own unique contribution. (MLF)

**ED 117 841** 95 EA 007 902

Hierarchy, Power, and Women in Educational Policy Making. A Position Paper Prepared by the National Conference on Women in Educational Policy Making. IEL Report 6.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—IEL-R-6

Pub Date Oct 75

Note—28p.; Related documents are EA 007 903-904

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**  
Descriptors—Administrative Personnel, Affirmative Action, Change Strategies, \*Educational Policy, Elementary Secondary Education, \*Females, Feminism, Leadership Styles, Leadership Training, Organization, \*Policy Formation, \*Power Structure, Principals, \*Sex Discrimination, Sex Stereotypes, Teacher Administrator Relationship

Education is the crucial institution involved in sex-role socialization. The percentage of women in school administrative positions has declined. Schools have adopted modern corporation and military management models. Women unhappy about the status quo must learn about power, both theoretically and practically, in order to change their position in the world of education and find the tools for institutional change within the schools. Women can (1) collect the qualifications necessary to be a legitimate contender for a place in the school power hierarchy; (2) summarize the research negating that administration is a male job; and (3) if necessary file legal complaints. Women in administration can provide a much-needed service by becoming participant observers and compiling handbooks and case studies of real experiences with power structures and leadership styles. (Author/MLF)

**ED 117 842** 95 EA 007 903

Handbook on How to End Sexism in Your Schools. A Position Paper Prepared by the National Conference on Women in Educational Policy Making. IEL Report 5.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—IEL-R-5

Pub Date Oct 75

Note—55p.; Related documents are EA 007 902-904

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**  
Descriptors—Administrative Personnel, Affirmative Action, Case Studies, \*Change Strategies, Educational Policy, Elementary Secondary Education, \*Equal Education, Equal Opportunities (Jobs), Federal Legislation, \*Females, Feminism, Leadership Training, \*Sex Discrimination, \*Sex Stereotypes, Teacher Education, Textbook Content

This booklet presents strategies for making changes in educational policy to eliminate sex discrimination against girls and women. The first step is to organize, or form a coalition of organizations that provides credibility and resources. Second, to establish the case, a number of practices are listed that evidence discrimination in the areas of curriculum materials, course offerings, guidance and counseling, athletics, teacher and staff behavior, pregnant students, and school staff. Third, procedures for filing complaints of legal noncompliance are outlined. The fourth strategy is a model of five important recommendations to be included in a letter to the chief state school officer. The final strategy involves focusing on local school superintendents and pressing for an affirmative action plan. The second part of the booklet is a brief description of affirmative action programs in Kalamazoo, Michigan, and, at the state level, in Pennsylvania. (MLF)

**ED 117 843** 95 EA 007 904

Women in Educational Leadership: An Open Letter to State Legislators. A Position Paper Prepared by the National Conference on Women in Educational Policy Making. IEL Report 4.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—IEL-R-4

Pub Date Oct 75

Note—27p.; Related documents are EA 007 902-903

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—Administrative Personnel, Affirmative Action, Change Strategies, \*Educational Policy, Elementary Secondary Education, Equal Education, \*Equal Opportunities (Jobs), Federal Legislation, \*Females, Feminism, Higher Education, Leadership Training, \*Policy Formation, Sex Discrimination, Sex Stereotypes, \*State Legislation, Textbook Content

This open letter suggests significant changes in the educational structure that state legislators can effect so that women will not be excluded from decision-making posts. Statistics are cited that indicate that a decreasing percentage of women hold positions in educational administration. In higher education, women hold an increasing percentage of instructorships but a decreasing percentage of full professorships. Policy changes are outlined in the areas of certification, school personnel, funding, curriculum, inservice training, appointment of women to policy-making boards, and state registries of educational personnel. (Author/MLF)

**ED 117 844**

EA 007 907

*Lindholm, Richard W., Ed.*

**Property Taxation and the Finance of Education.**

TRED 7.

Pub Date 74

Note—323p.; Proceedings of a symposium sponsored by the Committee on Taxation, Resources and Economic Development (TRED) at the University of Wisconsin (Madison, 1972)

Available from—Sales Manager, University of Wisconsin Press, P.O. Box 1379, Madison, Wisconsin 53701 (\$10.00)

**Document Not Available from EDRS**

Descriptors—Court Litigation, \*Educational Finance, Elementary Secondary Education, \*Finance Reform, \*Property Taxes, State Aid, State Programs

More than twenty experts present their views on the strengths and weaknesses of the property tax system, while comparing it with other possible revenue sources. Together, they develop a comprehensive theory and philosophy of the use of the property tax and land value taxation to finance public education. The contributors give thorough consideration to the impact of recent court decisions in California, Texas, and New Jersey on the use of the property tax to finance education, and they present three special studies of the specific problems of the Boston, Baltimore, and Chicago systems. The entire problem of the relation of the property tax and the land value tax to taxpayer ability to pay is analyzed in depth. The contributors give full consideration to alternative sources of educational support, and they examine the strengths and weaknesses of a uniform statewide property or land value tax. Their work makes clear their belief that the structure and administration of the property tax can be improved in virtually all areas of the country, but that we are not yet prepared to abandon the property tax as a major educational support source. (Author/IRT)

**ED 117 845**

EA 007 909

*Ackerly, Robert L. Gluckman, Ivan B.*

**The Reasonable Exercise of Authority, II.**

National Association of Secondary School Principals, Reston, Va.

Pub Date 76

Note—40p.; A related document is ED 040 490

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 (\$3.00; orders of \$10.00 or less must be accompanied by payment)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Civil Liberties, Civil Rights, Cocurricular Activities, Corporal Punishment, \*Court Litigation, \*Discipline, \*Due Process, Principals, Secondary Education, Self Expression, Student Behavior, Student Publications, Student Records, \*Student Rights

This document was prepared in order to provide principals and other administrators with information and guidance on their duties and powers as determined by constitutional and statutory interpretation in the hopes that such information will help them stay out of the courts. More specifically, the document considers the basic and general legal principles of due process and suggests acceptable approaches to the neces-

sary and reasonable exercise of authority by school officials. After a lengthy discussion of due process, a number of related topics are discussed individually. The topics are freedom of expression, student publications, personal appearance, religion and patriotism, civil rights, codes of behavior, student property, weapons and drugs, extracurricular activities, discipline, corporal punishment, student participation in school governance, the right to petition, and student records. (Author/IRT)

**ED 117 846**

EA 007 910

*Adams, Charles F.*

**Alienation and the Negotiation Process.**

Pub Date [70]

Note—14p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Collective Bargaining, Decision Making, Elementary Secondary Education, \*Job Satisfaction, \*Organization, Organizational Theories, \*Teacher Alienation, Teacher Attitudes, \*Teacher Participation

The author makes three assumptions in discussing the effect of collective negotiations on teachers' sense of alienation: first, alienation is a multidimensional concept that, in this context, is taken to derive from within the organizational setting of the school system; second, school systems are organized as bureaucracies containing more or less the general characteristics of Weber's "ideal type" bureaucracy; and third, negotiations in school systems deal with both the centralization of authority and the rule structure of the organization. The conceptual scheme based on these assumptions is that teacher alienation from work, the sense of powerlessness and meaninglessness, is related to the extent to which the bureaucratic structure of the school provides the means for teachers to become involved in the decisions affecting the rules and regulations governing their work. The negotiation process is seen as a means whereby teachers may have increased input into the decision-making authority of the organization and, consequently, provide a rule structure that has more meaning to them. Three hypotheses are derived as a guide to further research. What is critical is the degree to which the negotiation process is truly a joint decision-making one and the nature of the rule structure that develops from the negotiations. (Author/IRT)

**ED 117 847**

EA 007 914

*Payne, Joseph C.*

**Characteristics of the Cultural-Educational Cluster Concept of the Future in the United States.**

Pub Date Sep 75

Note—8p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Community Development, \*Community Education, \*Community Services, \*Educational Planning, Elementary Secondary Education, School Community Relationship, \*Shared Facilities

Throughout the history of the development of the concept of community, human delivery systems have, with the consent of the community members, been combined for efficiency. Current societal pressures would seem to indicate that successful planning and implementation of the cultural-educational cluster concept will probably begin in a nonpolitical, nonprivate sector area. In most cases, the central institution will be the public educational system. The services to be clustered will need to be identified by a community planning group emerging from the community, service, and governmental sectors. For example, public health service, public welfare service, private secondary schools, drug abuse programs funded by private foundations, the urban education section of a local university, and the public school system can all combine to plan successfully the cultural-educational cluster project. Appropriately motivated, a community can conserve its resources, become fiscally responsible, and render a much higher proportion of good service to its citizens through the careful, coherent planning and implementation of the self-sustaining, self-sufficient cultural-educational services cluster. (Author/IRT)

**ED 117 848**

EA 007 919

*Garrison, X. L. Hardin, Elizabeth H.*

**The Time of Your Life.**

Pub Date [75]

Note—6p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Elementary Secondary Education, \*Leadership, \*Leadership Qualities, \*Principals, \*Time

The authors discuss the ways in which a principal uses his time and provide suggestions for using it more efficiently. (IRT)

**ED 117 849**

EA 007 921

*Moore, Vivian R. Berry, Franklin L.*

**Educational Facilities for Aniak, Emmonak and Mountain Village Area High Schools. A Report.**

Alaska Univ., Fairbanks. Center for Northern Educational Research.

Pub Date Nov 72

Note—60p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—American Indian Culture, American Indians, Boarding Schools, Educational Facilities, Educational Planning, Eskimo Aleut Languages, \*Eskimos, \*Facility Guidelines, \*Facility Requirements, Program Improvement, \*Regional Schools, Rural Education, \*School Planning, Secondary Education

Identifiers—\*Alaska

Local high school programs represent a major change in Alaska's rural secondary school policy. This report examines the type of local high school program desired by the residents of three rural villages as a basis for designing village high school facilities. Each village is described by location, climate, population, housing, health facilities, average income and source, commercial employers, village governance system, and elementary school enrollment. Surrounding villages are identified and a prediction made of the number of students from these villages that would attend a local high school. Community interests and expectations are discussed and nine examples are listed of native culture courses requested in the villages that are not included in state curriculum guides. The facility recommendations include opportunities for basic subjects, music, homemaking, practical arts, physical education, and prevocational opportunities. In addition, schools should be constructed so that other career opportunities may be provided, and so that programs of the types requested by parents in the three villages can be offered. (MLF)

**ED 117 850**

EA 007 922

*Nelken, Ira*

**An Inquiry Into Integration of the Public Schools.**

California State Univ., Chico. Northern California Program Development Center.

Pub Date May 71

Note—43p.

Available from—Program Development Center of Northern California, California State University, Chico, California 95929 (available for cost of reproducing and mailing)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—\*Academic Achievement, Cultural Differences, \*Cultural Pluralism, Elementary Secondary Education, Individual Development, \*Integration Effects, Racial Integration, \*School Integration, \*Urban Education, Urban Environment

This paper is an inquiry into integration through a study of the literature. Criterion elements in the "American rationale" for integration are determined and an examination of whether integration has, can, or will satisfy the criterion elements is undertaken. The discussion centers about the concept of culture and the purpose of education—how beneficial or detrimental the integration movement can be. The inquiry focuses on northern urban America's difficulties, problems, and interests in segregation, desegregation, and integration. (Author)

**ED 117 851**

EA 007 923

*Nelken, Ira Kline, Sam*

**Destruction or Loss of School Property: Analysis and Suggestions for Improvement of School Security.**

California State Univ., Chico. Northern California Program Development Center.

Pub Date Jun 71

Note—27p.

Available from—Program Development Center of Northern California, California State University, Chico, California 95929 (available for cost of reproducing and mailing)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors**—\*Cost Effectiveness, Electronic Equipment, Elementary Secondary Education, Information Systems, \*Police School Relationship, \*Prevention, Safety, \*School Vandalism, \*Security, Urban Schools

**Identifiers**—California (Los Angeles), Los Angeles Unified School District

In recent years the costs of school vandalism and the incidence of vandalism in the public schools have been rising. The study concerns itself with the application of production functions, Monte Carlo techniques, and Shannon's model of information theory to determine the most efficient use of preventive vandalism techniques in a large school system. The results of the study indicate the gain in efficiency of communication to administrative decision-makers as a result of the information processing and retrieval system employed by the researchers. (Author)

**ED 117 852** EA 007 927

*Kohler, Lewis T.*

**The Student Absentee.**

Pub Date 23 Feb 76

Note—16p.; Paper presented at the Annual Convention of the American Association of School Administrators (108th, Atlantic City, New Jersey, February 20-23, 1976); Best Copy Available

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—\*Administrator Guides, \*Attendance, \*Attendance Patterns, Elementary Secondary Education, Environmental Influences, Individual Characteristics, Management, \*Recordkeeping, \*Student Records, Students, Supervision

There are no simple answers to the absenteeism problem, but the technical guides included in this document may provide a better understanding of the problem. These guides may be useful in determining the causes and indicating the ways in which a reduction in absenteeism may be achieved. Topics covered include a definition of absenteeism; a method of computing unexcused absence rates; a listing of the inschool, environmental, and personal reasons for absenteeism; and a set of procedures to combat unexcused absenteeism. These procedures include a lengthy list of steps management can take to improve attendance. (Author/IRT)

**ED 117 853** EA 007 928

*Hamilton, Frank A.*

**Problems and Answers for School Busing.**

Pub Date 22 Feb 76

Note—9p.; Paper presented at the Annual Convention of the American Association of School Administrators (108th, Atlantic City, New Jersey, February 20-23, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—\*Computer Programs, \*Computer Science, Electronic Data Processing, Elementary Secondary Education, \*Scheduling, \*Student Transportation

**Identifiers**—New York (New Paltz)

The New Paltz, New York, school district has used the IBM Vehicle Scheduling Program (VSP) for scheduling its bus runs. In the process the district has reduced its transportation costs by 33.9 percent over a two-year period. (IRT)

**ED 117 854** EA 007 930

*Weingast, David*

**Censorship—Or For Whom the (School) Bell Tolls.**

Pub Date 23 Feb 76

Note—7p.; Paper presented at the Annual Convention of the American Association of School Administrators (108th, Atlantic City, New Jersey, February 20-23, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—\*Censorship, Elementary Secondary Education, School Community Relationship, Superintendents, \*Textbook Evaluation, \*Textbook Selection

The speaker discusses the establishment of a district policy on the selection of books and the procedures that should be followed if a controversy develops. (IRT)

**ED 117 855** EA 007 933

*Havighurst, Robert J.*

**The Politics of Big City Education.**

Pub Date 23 Feb 76

Note—12p.; Paper presented at the Annual Convention of the American Association of School Administrators (108th, Atlantic City, New Jersey, February 20-23, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—Community Control, Cultural Pluralism, Decentralization, Educational Change, \*Educational History, Elementary Secondary Education, \*Futures (of Society), \*Political Influences, \*Socioeconomic Influences, \*Urban Education

"Politics" is used in a broad sense to refer to the social, economic, political, and civil forces that impinge on the publicly financed school system. These forces are generated both from outside and inside the educational system. It is the author's view that the big cities and the school systems of most of these cities are in just enough trouble to force people to do something about them without delay and that citizens and educators will succeed in clearing up much of the trouble in the next 25 years. After a survey of the past, which shows that city schooling has improved, the author briefly discusses the present before moving to consider the future. He presents five elements to a successful resolution of the problems of big city education: (1) stabilization of school enrollment, (2) achieving a democratic pluralism in school policy and practice, (3) a metropolitan area civil-educational system, (4) an active role for teachers organizations in policy-making, and (5) broad-based planning and changes in the bureaucracy. (Author/IRT)

**ED 117 856** EA 007 934

*Chisholm, Shirley*

**Educational Challenges.**

Pub Date 20 Feb 76

Note—10p.; Paper presented at the Annual Convention of the American Association of School Administrators (108th, Atlantic City, New Jersey, February 20-23, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—Costs, \*Educational Finance, Elementary Secondary Education, \*Socioeconomic Influences, \*Urban Education

There are three very important factors that contribute substantially to urban fiscal problems in providing educational services. First, at the same time that the tax base for the cities' services is being eroded, the cities' residents are in need of and demanding greater expenditures for health services, welfare, sanitation, transportation, public housing, and all the other services required by an urban population. As a result, a smaller proportion of the city budget is available for public education than is available for educating the children in wealthier communities. Second, city education budget items are more costly than such items are elsewhere. Third, the socioeconomic characteristics of the urban school population require greater expenditure than other school populations. The combination of these factors results in less education per dollar in the city than in suburban or rural areas. (Author/IRT)

**ED 117 857** EA 007 935

*Goodlad, John I.*

**Toward the Creation of Satisfying Work Places.**

Pub Date 20 Feb 76

Note—19p.; Paper presented at the Annual Convention of the American Association of School Administrators (108th, Atlantic City, New Jersey, February 20-23, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—Collective Bargaining, \*Educational Change, Educational Improvement, Educational Objectives, Job Satisfaction, Leadership Training, \*Organizational Development, Problem Solving, \*School Environment, \*Teacher Administrator Relationship, Teacher Improvement, Work Attitudes, \*Work Environment

**Identifiers**—IDEA, Institute Development Educational Activities

The self-interests of the primary participants in the school and the common welfare as represented in the improvement of the American educational system are most likely to become one in the process of improving the school as a work place. This strategy was explored in the form of a collaborative enterprise. Eighteen schools in southern California and the research division of the Institute for Development of Educational Activities, Inc., (IDEA), engaged in the internal process of self-renewal in each school through sustained dialogue, decision-making, action, and evaluation on the part of the entire faculty under the leadership of the principal. This involved a network of schools within which ideas, resources, and practices were developed and exchanged; a continuous self-directed seminar in which the principals discussed their problems and developed

necessary leadership understandings, and skills; and a variety of pedagogical interchanges for teachers. (Author/MLF)

**ED 117 858** EA 007 937

*Boice, John R.*

**Conserving Energy in School Buildings.**

Pub Date 21 Feb 76

Note—8p.; Paper presented at the Annual Convention of the American Association of School Administrators (108th, Atlantic City, New Jersey, February 20-23, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—\*Computer Science, \*Cost Effectiveness, Elementary Education, \*Energy Conservation, \*School Improvement, School Maintenance

**Identifiers**—PSECS, \*Public Schools Energy Conservation Service

Educational Facilities Laboratories is developing a computer-based technical service--The Public Schools Energy Conservation Service (PSECS). As presently envisioned, PSECS would be capable of providing each participating district with information in five areas: (1) guidelines and instruction for establishing an energy usage data base; (2) a comparison of the energy usage at each of the district's plants with guidelines established by computer simulations and a nationwide data base of similar schools; (3) a "self-help" plant operations audit; (4) a cost-benefit analysis of modifications requiring capital investments tailored to each school plant; and (5) guidelines for monitoring the results of district decisions in each area of modifications. (Author/MLF)

**ED 117 859** EA 007 940

*Clemens, Thomas D.*

**The Dissemination and Utilization of Research and Development in Education--Two Strategies.**

Pub Date 21 Feb 76

Note—6p.; Paper presented at the Annual Convention of the American Association of School Administrators (108th, Atlantic City, New Jersey, February 20-23, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—\*Development, \*Diffusion, \*Educational Research, Elementary Secondary Education, Federal Aid, \*Federal Programs, \*Information Dissemination, Information Networks

**Identifiers**—\*National Institute of Education, NIE  
One major unit of the National Institute of Education (NIE), the Dissemination and Resources Group, is specifically charged with the responsibility of facilitating dissemination and use of the entire corps of knowledge about education: the outcomes of research and development supported not only by NIE but by other organizations and agencies as well, and information about promising and effective programs and practices in the real world of the school building and the classroom. The Dissemination and Resources Group is obligated to provide educators information about the full range of alternative solutions to their problems, rather than advocating one solution above others, and is committed to working through existing educational agencies and institutions whenever possible. The strategy of the group has three elements: first, maintaining and improving access to the complete knowledge base about education (primarily through operation of the Educational Resources Information Center--ERIC); second, building capacity for dissemination and utilization of knowledge throughout the education community (primarily through support of state departments of education); and third, supporting research, development, and evaluation needed to facilitate achievement of the other two missions. (Author/IRT)

**ED 117 860** EA 007 941

*Saario, Terry N.*

**Instituting Change to Promote Sex Equality.**

Pub Date 21 Feb 76

Note—14p.; Paper presented at the Annual Convention of the American Association of School Administrators (108th, Atlantic City, New Jersey, February 20-23, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—Administrative Personnel, \*Affirmative Action, Athletic Programs, \*Change Strategies, Elementary Secondary Education, Equal Education, \*Federal Legislation, \*Sex Discrimination, Sex Stereotypes, Vocational Education



The recent history and an interpretation of legislation promoting sex equality in education—principally Title IX of the Education Amendments of 1972—are presented. Examples of men and women, as a group, treated differently are cited in the areas of administrative positions, vocational education programs, physical education, and high school sports programs. A series of steps administrators can take to promote sex equality in public schools is followed by the Title IX provisions specifying five tasks that are to be completed by educational agencies receiving federal funds. (MLF)

ED 117 861

EA 007 944

Powell, Marjorie

**Teacher Competencies: California Beginning Teacher Evaluation Study.**

Pub Date 20 Feb 76

Note—19p.; Paper presented at the Annual Convention of the American Association of School Administrators (108th, Atlantic City, New Jersey, February 20-23, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Educational Objectives, \*Educational Research, \*Effective Teaching, Elementary Education, Learning, \*Mathematics Instruction, Performance Based Teacher Education, \*Reading Instruction, Students, \*Teacher Behavior, Teacher Certification, Teacher Qualifications

Although there are many qualifications, it appears from several major research undertakings that teacher behaviors are in fact related to student learning, but that specific behaviors may be less important than patterns of teacher behaviors and, further, that such patterns of behaviors are differentially effective for different students, grade levels, and subject matter areas. Teachers, to be effective when the criteria of effectiveness are related to student learning of basic skills, will organize instruction differently for different subject matter areas and for different grade levels. The important concern for student learning of basic skills at the elementary level is direct teacher instruction, which may involve different types of instructional organization. The important factor seems to be teacher instruction of the student and student attention to, and time spent on, instructional tasks. The organizational pattern and selection of materials that facilitate student attention to task and teacher involvement in instruction will be the most effective teaching procedures. Some research problems, such as measurement, are the concern of and need to be solved by researchers; others, such as the criteria of effective teaching, are the concern of and need to be addressed by all educators and concerned citizens. (Author/IRT)

## EC

ED 117 862

EC 080 916

Young, Margaret G.

**Developmental Program for Training of the Preschool Child. (Includes Skills Achievement Profile.)**

South Carolina State Dept. of Mental Retardation, Ladson. Coastal Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date 74

Grant—OEG-0-71-4560(616)

Note—296p.

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage

Descriptors—Cognitive Development, \*Curriculum Guides, Early Childhood Education, \*Evaluation Criteria, Exceptional Child Education, \*Individual Activities, Interpersonal Competence, \*Learning Disabilities, Motor Development, Perceptual Motor Coordination, \*Preschool Education, Problem Solving, Self Care Skills, Sensory Training

Identifiers—Music Therapy

Presented is a developmental curriculum for training potentially learning disabled preschool children. Part I includes introductory information such as a rationale for the program and suggestions for the parent-teacher. Provided are guidelines for eight curriculum areas: attention; sensory stimulation, reception, and response; adaptive behaviors (problem solving); gross motor skills; fine motor skills; perceptual-motor skills; conceptual skills; and social skills develop-

ment (including manners and self-help skills). Guidelines usually include the major focus, lesson objectives, developmental steps, developmental learning experiences, necessary equipment, and suggestions for additional activities. Activity resources and catalogues of appropriate materials are listed. Described in Part 2 are 102 activities (many of which were adapted from a music therapy curriculum) grouped by appropriate curriculum areas. Accompanying the curriculum is a Skills Achievement Profile designed as a sequential, behavior-oriented evaluation of the child's existing skills, and as a guide for development of an intervention program. (LS)

ED 117 863

EC 080 935

Buffmire, Judy Ann

**Stratistician and Other Special Education Delivery Models: Changes Over Time in Teacher Ratings, Self-Image, Perceived Classroom Climate and Academic Achievement Among Handicapped and Nonhandicapped Children.**

Southwest Regional Resource Center, Salt Lake City, Utah.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No—542930

Pub Date Jul 75

Grant—OEG-0-70-4178(608)

Note—72p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Academic Achievement, Classroom Environment, \*Consultants, \*Delivery Systems, Elementary Education, Exceptional Child Research, \*Handicapped Children, \*Program Effectiveness, Rating Scales, \*Resource Teachers, Self Concept

Identifiers—\*Stratistician Generalist

Examined with 343 handicapped and 202 non-handicapped elementary grade children was the relationship between exposure to a stratistician-generalist program and scores on measures of teacher ratings, self-concept, student perception of classroom climate, academic achievement, as well as grade level, sex, and classification. The 17 stratistician-generalists were trained by the Rocky Mountain Regional Resource Center to serve as resources to regular classroom teachers, resource room teachers, special class teachers, and local school and district administrators. Of the 16 dependent variables used in the study, the following accounted for the most effective and consistent measures on which differences were observed: need of supervision, anxiety-depression, loneliness-rejection, misbehavior (self-rated), cognitive emphasis, variety-individualization, reading, and math. The design factors which accounted for the most variance were grade level and classification as handicapped or not handicapped with proportionally less variance accounted for by the design factors of sex and program status. (DB)

ED 117 864

EC 080 936

McDonnell, John J. And Others

**Summary of Impact of Title VI-B Funds on the Education of Oregon's Handicapped Children, June 1968-June 1973.**

Oregon State Dept. of Education, Salem.; Oregon State System of Higher Education, Monmouth. Teaching Research Div.

Pub Date 73

Note—52p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—\*Delivery Systems, Elementary Secondary Education, Exceptional Child Research, \*Federal Aid, Financial Support, \*Handicapped Children, \*Program Evaluation, State Programs, \*State Surveys

Identifiers—Elementary Secondary Education Act Title VI, ESEA Title VI, \*Oregon

Summarized are results of a survey to determine the impact of 133 projects funded through Elementary and Secondary Education Act Title VI-B funds on handicapped children in Oregon by examining the number of children being served, the number of staff, and the number of dollars being expended. Significant findings are listed such as that deaf, blind, and trainable mentally retarded populations would not have been served if Title VI-B had not been available between 1968 and 1970, and that 87 percent of projects funded for an academic year were still in operation compared to only 44 percent of projects funded for the summer only. Among the 11 recommendations are that Title VI-B monies be awarded as seed money only and that the new special education service priorities be established

every 3 years. General information includes report purpose, a summary of Title VI provisions, definitions of handicapping conditions, a description of eligible agencies, program purpose, program guidelines, evaluation model, and methodology. Seventeen tables are provided giving statistics such as the number and percentage of children served by handicapping condition. Five special projects are individually described including "A Study of the Extreme Learning Problem Program in Oregon." Appended are the questionnaire used in the survey and the cover letter. (DB)

ED 117 865

EC 080 960

Quackenboss, Rita, Ed. And Others

**Learning to Live Safely: Persisting Life Situation No. 6. A Resource Guide for the Wisconsin EMR Curriculum.**

Wisconsin Univ., Oshkosh.

Pub Date [73]

Note—202p.; For related information, see ED 043 160

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage

Descriptors—Behavioral Objectives, Class Activities, Curriculum Guides, \*Educable Mentally Handicapped, Elementary Secondary Education, Exceptional Child Education, Mentally Handicapped, \*Resource Guides, \*Safety Education, Teaching Methods

Identifiers—Wisconsin

Presented in the resource guide for the Wisconsin curriculum for educable mentally retarded students are safety education teaching units. Learning to Live Safely is the sixth in a series of persisting life situations. The guide lists behavioral objectives, activities, and annotated resource materials (with distributors' addresses) for primary, intermediate, and secondary units on such topics as fire safety, safety habits, playground safety, and proper street behavior. (CL)

ED 117 866

95

EC 081 036

Martin, Clessen J.

**Project F. A. S. T. Facilitating Academic Study Techniques for Handicapped Children. Volume 1. Final Report.**

Texas A and M Research Foundation, College Station.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—232479

Pub Date Feb 75

Grant—OEG-0-72-1211

Note—292p.; For volume 2, see EC 081 037

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage

Descriptors—\*Associative Learning, \*Aurally Handicapped, Elementary Secondary Education, Exceptional Child Research, Memory, \*Mentally Handicapped, Post Secondary Education, \*Reading, Reading Comprehension, Reading Materials, Sight Vocabulary, \*Visually Handicapped, Word Recognition

Identifiers—Project FAST

Volume 1 of the final report of Project FAST consists of reports on 13 experiments concerning: (1) the application of associative learning strategies to the development of a basic sight vocabulary among mentally retarded children and adults, and (2) the development of text reduction techniques designed to facilitate comprehension and recall of written materials among visually handicapped and hearing impaired subjects. Six experiments with educable and trainable mentally retarded children cover topics such as the application of associative strategies to word recognition, the effect of reinforcement on word knowledge, the effect of pictorial stimuli on word recognition, and the effects of animation on word memory. Seven studies investigate such topics as the effect of a subjective deletion scheme on reading performance of Braille and regular print readers, the application of a subjective deletion scheme to film captioning for the deaf, and a comparison of two deletion schemes on three types of prose among blind and deaf students. Major conclusions reported are that learning and retention in word recognition tasks can be facilitated by the use of associative learning strategies; and that telegraphic prose is a viable alternative to traditional educational materials for the blind, but results were not as favorable with the deaf. (LS)

ED 117 867 95 EC 081 037

Martin, Clessen J.

**Project F. A. S. T.: Facilitating Academic Study Techniques for Handicapped Children. Volume 2. Final Report.**

Texas A and M Research Foundation, College Station.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Bureau No.—232479

Pub Date Feb 75

Grant—OEG-0-72-1211

Note—322p.; For volume 1, see EC 081 036

**EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage**

Descriptors—\*Aurally Handicapped, Elementary Secondary Education, Exceptional Child Research, \*Memory, Post Secondary Education, \*Reading Comprehension, \*Reading Materials, \*Visually Handicapped

Identifiers—Project FAST

Volume 2, the appendix to the final report of Project FAST, consists of prose selections used to study the effects of text reduction techniques on the comprehension and recall of written materials among visually handicapped and hearing impaired subjects. Each selection is presented in various versions such as 10 percent subjective deleted, 20 percent verb deleted, and 80 percent noun and pronoun deleted; and multiple choice tests are included. Also provided are the answer booklet for one experiment and instruction for another. (LS)

ED 117 868 95 EC 081 041

Leinhardt, Gaea

**A Strategy for Program Evaluation. Report No. 1975-16.**

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Report No.—LRDC-1975-16

Pub Date 75

Note—22p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Administration, \*Evaluation Methods, \*General Education, Interdisciplinary Approach, Organization, \*Program Evaluation, \*Research and Development Centers, Researchers, Success Factors

Presented is a paper on a strategy for in-house evaluations in the context of an educational research and development facility. The obstacles in conducting an evaluation of colleagues' programs are discussed, and a strategy is proposed which places the evaluator in the role of a coordinator, facilitator, and synthesizer of several separate research efforts in which colleagues in a variety of disciplines combine energies and interests to assess the program being examined. It is noted that recruitment and leadership are accomplished by persuasion and by assuring payoff to the researchers involved in the form of contributions to their own area of research. Tactics for organization and management are discussed in some detail. Preliminary results from ongoing research projects are seen to suggest that the evaluation effort was facilitated and its value increased by multidisciplinary contributions to the research. (Author/SB)

ED 117 869 EC 081 046

**Mental Retardation: The Known and the Unknown. Information as of February 1, 1975.**

President's Committee on Mental Retardation, Washington, D.C.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Report No.—DHEW-OHD-76-21008

Pub Date 76

Note—118p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 [Order No. (OHD) 76-21008, \$2.45]

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage**

Descriptors—\*Civil Liberties, Definitions, Demography, Educational Trends, Equal Education, Etiology, Exceptional Child Services, Financial Policy, Health Services, Incidence, Legislation, \*Mentally Handicapped, \*Organizations (Groups), \*Prevention, Research Reviews (Publications), \*Trend Analysis

Identifiers—Presidents Committee on Mental Retardation

The report of the President's Committee on Mental Retardation deals with three goal areas: minimum occurrence of disability, adequate and

humane service systems, and assurance of full citizenship for the retarded. Considered in an initial section are the background, definition, prevalence, and incidence of mental retardation. Reviewed is research relating to prevention and described are the associations between mental retardation and such conditions as Tay-Sachs disease, rubella, lead poisoning, and prematurity. Among the service systems discussed are health services, vocational training, and programs of daily activity. An analysis of full citizenship covers such aspects as right to education, right to treatment, and right to payment for work, and addresses the effect of legislation, competency questions, and attitudes on the rights of the retarded. A final section reviews the economic impact of vocational rehabilitation and education and analyzes federal spending trends. (CL)

ED 117 870 EC 081 047

Collister, Larry

**A Comparison of the Long Range Benefits of Graduation from Special Vs. Mainstream School for Mildly Mentally Handicapped Students.**

Seattle Public Schools, Wash. Dept. of Planning, Research, and Evaluation.

Report No.—75-16

Pub Date Jun 75

Note—15p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Adults, \*Educable Mentally Handicapped, Employment, Exceptional Child Research, Followup Studies, Mentally Handicapped, \*Program Effectiveness, \*Regular Class Placement, Senior High Schools, \*Social Adjustment, Special Classes, \*Special Schools, Trainable Mentally Handicapped

Twenty-seven mildly and moderately mentally handicapped special education graduates from a special school and 23 mildly and moderately mentally handicapped special education graduates from a mainstream school were interviewed to determine long range benefits of each program. Interviews 1 and 2 years after graduation were designed to measure differences in employment skill levels, unemployment rates, job satisfaction, arrests and convictions, welfare assistance, financial independence, income level, and other variables. Data suggested that there was little difference in long range characteristics for either group, although the small sample size precluded drawing firm conclusions on either side of the question. (Author/CL)

ED 117 871 EC 081 048

Wolf, Judith M. McAlonie, Mary Lynne

**A Multimodality Language Program for Retarded Preschoolers.**

Pub Date [75]

Note—15p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Child Care Centers, Exceptional Child Research, Expressive Language, \*Language Development, \*Language Handicapped, \*Learning Modalities, Mentally Handicapped, Preschool Education, Receptive Language, \*Visual Learning

Identifiers—Minnesota Early Language Development Sequence

A language training approach employing a multimodality receptive language program was used with eight retarded preschool children to increase receptive language development and to stimulate verbal (expressive) language behavior. Day activity center teachers worked with the Ss three times weekly for 7 months using the Minnesota Early Language Development Sequence (MELDS) curriculum in a program combining two visual language systems: rebuses (picture words) and the vocabulary of American Sign Language. Results showed substantial gains in receptive language for all Ss and notable expressive language gains for half of the Ss. (SB)

ED 117 872 EC 081 049

McAlonie, Mary Lynne Wolf, Judith M.

**A Prelanguage Program for Five Severely Retarded Children.**

Pub Date [73]

Note—23p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Concept Formation, Custodial Mentally Handicapped, Emotionally Disturbed, Exceptional Child Research, Imitation, \*Language Development, Mentally Handicapped, \*Multiply Handicapped, \*Perceptual Motor Coordination, \*Sensory Training

Five severely retarded emotionally disturbed children (2-7 years old) were exposed to a pre-language sensorimotor program for 20 weeks. The program emphasized the use of exploratory behavior and gesture imitation. Results suggested that object permanence could be encouraged using these activities but that the approach used in training imitative behavior may have been inappropriate. (Author)

ED 117 873 EC 081 050

Hunsaker, Don And Others

**Eastern Washington Special Education Consortium Training and Certification Program for Special Education Teachers at the Elementary Level.**

Eastern Washington Special Education Consortium, Cheney.

Pub Date 75

Note—154p.; Not available in hard copy due to reproducibility of original

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Administration, Elementary Education, Exceptional Child Education, Guidelines, \*Handicapped Children, \*Performance Based Teacher Education, \*Program Descriptions, Program Planning, \*Special Education Teachers, Teacher Certification, Teacher Role, Universities

Identifiers—Washington

Presented is a competency based teacher education (CBTE) program for training and certification of elementary level special education teachers which represents the program development phase of the Eastern Washington Special Education Consortium. It is explained that a student must be interviewed by a three-man review committee to reach each level of certification: preparatory level—the level a trainee reaches before being allowed to student teach; initial level (normally reached on the completion of B.A. degree requirements)—allows trainee to teach the handicapped; and continuing level (equivalent to the fifth year or a graduate program)—qualifies the trainee to act as an advisor within the training program. Following an introduction in Chapter 1 on the program's historical development, advantages of a special education CBTE program, a brief program description, and consortium by-laws, are six chapters covering program management; preparation program; and the implementation process in table form for elementary special education teachers at the preparatory, initial, and continuing levels. Included in the appendixes are program planning sheets for each of the three levels of certification, the estimated budget for first year operations, and a copy of "Guidelines and Standards for the Development and Approval of Programs of Preparation Leading to the Certification of School Professional Personnel". (SB)

ED 117 874 EC 081 109

Winnick, Joseph P., Ed. French, Ronald W., Ed.

**Piaget for Regular and Special Physical Educators and Recreators.**

State Univ. of New York, Brockport. Coll. at Brockport.

Pub Date 75

Note—86p.; Papers selected from the National Symposium on Piaget for Regular and Special Physical Educators and Recreators (Brockport, New York, October 7-9, 1974)

Available from—The Bookstore, State University College, Brockport, New York 14420

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**

Descriptors—\*Adapted Physical Education, Child Development, Conference Reports, Exceptional Child Education, General Education, \*Handicapped Children, \*Motor Development, Physical Education, Play, \*Recreation, Teaching Methods, Theories

Identifiers—\*Piaget (Jean)

Included are the following papers: "Piaget: Overview and Perspective" (H. Humm); "Piaget's Theory of Memory Development: Implications for Motor Skill Learning" (L. Zaichkowsky); "Piaget Theory and Its Implication to Teaching Styles, Techniques and Strategies" (R. Mueller); "Piaget and Play" (S. Suttie); "Piaget-Based Early Developmental Experiences in Physical Recreation and Physical Education" (J. Winnick); "Application of Piagetian Concepts to Physical Recreation and Physical Education" (R. French et al.); "Piaget, Self-Concept and Physical Education" (J. Hayes); "On the Applicability of Piagetian Theory to Motor and Affective Dysfunction"

(G. Patrick); and "Piaget and Special Physical Education" (R. Bergel). (CL)

ED 117 875

EC 081 110

Lavin, Richard J.

**Establishing Effective Training Linkages in Special Education at the Local Agency Level.**

Chelmsford Public Schools, Mass.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Educational Systems Development.

Pub Date 75

Note—56p.; Best copy available

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Administrative Personnel, \*Delivery Systems, Exceptional Child Education, \*Handicapped Children, \*Inservice Teacher Education, Material Development, Needs Assessment, \*Program Descriptions, Program Planning, Simulation, \*Special Education, Teachers

Described is a collaborative linkage and support system for delivery of training programs in special education aimed primarily at increasing capabilities of regular classroom teachers and public school administrators providing instructional alternatives for children with special needs. The program's four major objectives are outlined as identification of training needs of local schools through an assessment process; making an inventory of successful training practices in special needs for application to inservice education; development of gaming and simulation training materials in selected high need areas where programs are nonexistent; and implementation of training sessions through a college-community collaborative model. The bulk of the document is a program narrative which covers the topics of problem description, results and benefits of the proposal, approach of the study, geographic location of the collaborative project, and backgrounds of project personnel. The benefits of the proposed activities are noted as high impact on target population, the development of improved inservice dissemination models, commitment for continued support from local school systems, specific product outcomes, and cost-effectiveness. Appended are a letter of support, and overview of the principal's training program, and an outline of a school planning game. (Author/SB)

ED 117 876

EC 081 111

Jack, Harold K. Johnson, Leon E.

**Physical Activities for Mentally and Emotionally Handicapped Children.**

Temple Univ., Philadelphia, Pa.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date 71

Note—65p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Athletic Equipment, Dance, \*Emotionally Disturbed, Exceptional Child Education, Exercise (Physiology), Games, \*Mentally Handicapped, Motor Development, \*Physical Activities, Physical Fitness, \*Recreation, \*Teaching Guides

Presented is a manual intended to serve as a guide for teaching physical and recreational activities to mentally and emotionally handicapped children. Activities offered emphasize the development of motor skills, physical conditioning, and body movement. Included are over 200 activities in the areas of games and relays, developmental stunts and exercises, and developmental rhythms. Appended are teaching suggestions and instructions for building home-made equipment. (Author/SB)

ED 117 877

EC 081 112

Connors, C. Keith And Others

**Food Additives and Hyperkinesis: A Controlled Double-Blind Experiment. (Includes NIE Staff Critique).**

Pittsburgh Univ., Pa. Dept. of Psychiatry.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Office of Research.

Pub Date 75

Contract—NIE-C-74-0093

Note—59p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—\*Behavior Change, Diets, Elementary Education, Etiology, Exceptional Child Research, \*Hyperactivity, \*Nutrition, Parents, Research Design, Teachers

Identifiers—Feingold (Ben), Food Additives, Salicylates

Fifteen hyperkinetic children (6-12 years old) were involved in a pilot study to test B. Feingold's hypothesis that hyperkinesis may be caused by artificial flavors and colors in food. Prior to treatment, parents and teachers completed bi-weekly questionnaires regarding each Ss' behavior both on medication (pretreatment period) and when medication was discontinued (baseline period). Ss were randomly assigned to either the experimental (K-P) diet which eliminates artificial flavors, colors, and natural salicylates or a control diet for 4 weeks. The following month, each S was placed on the alternative diet. Following each diet condition, parents were interviewed, school reports were examined, and a judgment was made using the Clinical Global Impressions scale without knowledge of diet condition. Results showed that both parents and teachers reported fewer hyperkinetic symptoms on the K-P diet as compared to pretreatment baseline; that teachers noted a highly significant reduction of symptoms on the K-P as compared to the control diet but the parents did not; and that control diet ratings did not differ from the baseline period for either parents or teachers. Although findings suggested that the K-P diet may reduce hyperkinetic symptoms, results should be viewed cautiously until further research is completed. Concluded in a critique of the pilot study by the National Institute of Education was that the behavioral outcome measures were "soft" and pharmacology uncertain; that the experimental design was subject to certain problems; and that the sample size did not allow for much further analysis. (SB)

ED 117 878

95

EC 081 113

Pfau, Glenn S.

**Project LIFE, 1963-1975. Final Report.**

National Foundation for the Improvement of Education, Washington, D.C.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Nov 75

Contract—OEC-0-73-0608

Note—182p.; For related information, see ED 073 609, 085 984, and 098 764

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—\*Aurally Handicapped, Elementary Secondary Education, Exceptional Child Research, \*Filmstrips, Information Dissemination, Instructional Materials, \*Instructional Media, \*Language Programs, \*Programed Instruction

Identifiers—Final Reports, Project LIFE

Presented is the final report on Project LIFE (Language Improvement to Facilitate Education), a 12-year (1963-75) project which developed filmstrips and supplementary materials for teaching language to deaf children. General overview and historical review sections include information on project goals and objectives, administration agencies and associated individuals, and funding. Discussed is the rationale underlying the three instructional content areas: perceptual training, perceptual thinking, and language reading. The next three sections focus on a historical tracing of hardware development, marketing/dissemination, and evaluation of Project LIFE materials. Summarized in a final chapter on 1975 systems development accomplishments are the contents of a picture dictionary, 12 biography filmstrips, and 104 programed filmstrips on topics such as plants, health, and the universe. Appendixes include lists of Project LIFE field test centers, consultants, publications, research and evaluation studies, research and evaluation forms, and marketing and consultant critique information. (LS)

ED 117 879

95

EC 081 114

**Avenues to Change, Book 1: Citizen Advocacy for Mentally Retarded Children: An Introduction.**

National Association for Retarded Citizens, Arlington, Tex.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; National Inst. of Mental Health (DHEW), Rockville, Md.; Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date Feb 74

Grant—OFG-0-72-5311

Note—32p.; For the other documents in this series, see EC 081 115-117 and EC 081 331-332

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—\*Child Advocacy, Civil Liberties, Community Resources, Conceptual Schemes, Delivery Systems, Exceptional Child Services,

Institutionalized (Persons), \*Mentally Handicapped, \*Models, \*Organizations (Groups), Personal Adjustment

Identifiers—Deinstitutionalization, National Association for Retarded Citizens

Provided in the first of four booklets on citizen advocacy for the mentally retarded is a general introduction to the concept. Advocacy is defined and traditional approaches including institutional practices are reviewed. The individual advocate-protégé relationship is seen to be the central feature of the citizen advocacy model serving mentally retarded people in institutions, in transition from the institutions, and in the community. Potential advocate roles include companion, guardian, and adviser. The support structure at the local and state levels is analyzed. The booklet concludes with a brief review of legislative and social factors responsible for current interest in advocacy. (CL)

ED 117 880

95

EC 081 115

**Avenues to Change, Book 2: Implementation of Citizen Advocacy through State and Local ARCs.**

National Association for Retarded Citizens, Arlington, Tex.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; National Inst. of Mental Health (DHEW), Rockville, Md.; Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date Feb 74

Grant—OEG-0-72-5311

Note—57p.; For the other documents in this series, see EC 081 114-117 and EC 081 331-332

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Administration, \*Child Advocacy, Exceptional Child Services, \*Guidelines, \*Mentally Handicapped, Organizations (Groups), \*Program Development, \*Program Planning, Records (Forms)

Identifiers—\*National Association for Retarded Citizens

The second of four booklets on citizen advocacy for the mentally retarded provides specific guidelines for implementing advocacy programs in state and local Associations for Retarded Citizens. Functions of the state office and the state advisory committee are reviewed, along with funding sources for state programs. Procedures involved in setting up a local office include establishing a study committee to investigate the feasibility of an advocacy program, deciding questions of insurance and incorporation, and hiring staff. Described are such local office functions as recruitment, screening, program monitoring, and service evaluation. Among nine program forms provided are a sample news release form and advocate's monthly summary. (CI.)

ED 117 881

95

EC 081 116

**Avenues to Change, Book 3: Effective Advocacy.**

National Association for Retarded Citizens, Arlington, Tex.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; National Inst. of Mental Health (DHEW), Rockville, Md.; Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date Feb 74

Grant—OFG-0-72-5311

Note—46p.; For the other documents in this series, see EC 081 114-117 and EC 081 331-332

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—\*Child Advocacy, \*Civil Liberties, Exceptional Child Services, Guidelines, Interpersonal Relationship, \*Mentally Handicapped, Psychological Needs

Identifiers—Deinstitutionalization, National Association for Retarded Citizens

Designed for the citizen advocate, the third in a series of four booklets provides basic information on mental retardation and the advocate's role. Reviewed is the history of social attitudes regarding the retarded, and described are the needs of institutionalized and community-living retarded persons. Discussed are emotional, legal, and financial considerations of being an advocate, and suggested are guidelines for protecting the protégé's rights. Phases in the typical advocate-protégé relationship are analyzed. Appended is the declaration of general and special rights of the mentally retarded developed by the International League of Societies for the Mentally Handicapped. (CL)

**ED 117 882** 95 **EC 081 117**  
**Avenues to Change, Book 4. YOUTH as a Citizen Advocate.**

National Association for Retarded Citizens, Arlington, Tex.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; National Inst. of Mental Health (DHEW), Rockville, Md.; Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date Feb 74

Grant—OEG-0-72-5311

Note—36p.; For other documents in this series, see EC 081 114-116 and EC 081 331-332

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—Adolescents, \*Child Advocacy, Exceptional Child Services, Guidelines, Interpersonal Relationship, \*Mentally Handicapped, Organizations (Groups)

Identifiers—National Association for Retarded Citizens, Personal Experiences, Youth Advocacy

Youth advocacy is the topic of the fourth in a series of four booklets. Set fourth in an introductory section is basic information about retardation and the role of an advocate. Selections from a diary of one adolescent advocate and the transcript of a taped interview with another are provided to illustrate the practical issues, frustrations, and rewards involved in the program. (CL)

**ED 117 883** **EC 081 118**

Newton, Josephine K.

**Finger Spellers and the "Magic Circle".**

Pub Date [75]

Note—17p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Aurally Handicapped, \*Deaf, Elementary Education, Exceptional Child Education, \*Human Development, \*Interpersonal Relationship, Language Development, Program Descriptions, \*Program Effectiveness, \*Self Concept, Social Development

Identifiers—Magic Circle

Nine deaf students (8-9 years old) participated in the Magic Circle program, a human development program designed to improve self-concept, relationships with others, and academics. Students met as a group with the school social worker for 15-30 minute sessions. The program focused on three main experiences: awareness, mastery of self-confidence and responsible competence, and social interaction. Reports from the social worker, students, teacher, and observer indicated results such as improved language development, increased attentiveness in the classroom, and improved relationships with others. (LS)

**ED 117 884** **EC 081 119**

Hollis, Patricia A. Newton, Josephine K.

**Project OUTREACH Evaluation.**

Pub Date [73]

Note—37p.; Not available in hard copy due to poor reproducibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Consultants, Curriculum, Exceptional Child Education, \*Handicapped Children, \*Identification, Inservice Teacher Education, \*Institutes (Training Programs), \*Preschool Education, Program Descriptions, Program Evaluation, \*Teaching Methods, Workshops

Identifiers—\*Project Head Start, Project OUTREACH

Described is a 4-week summer workshop, Project OUTREACH, designed to train Head Start personnel in the knowledge and skills necessary to identify handicapped or potentially handicapped children and to develop specific teaching strategies for the preschool handicapped child. It is explained that a unique aspect of the workshop was the coordination of 19 consultants. Reported are results of objective (one fourth of participants made significant gains in knowledge and skills) and subjective evaluations (80 percent of participants regarded the workshop as very informative or informative). Briefly described are the following topic areas: overview of early childhood and exceptional child education; assessment of child's existing skills; curriculum development; instructional methodology; development of psychomotor skills; language, speech and hearing development; selection, utilization, and production of materials; communication and working with families of handicapped children; and record

keeping. Appended are the objective evaluation instrument, evaluation forms, and a narrative summary of daily evaluations. (DB)

**ED 117 885** 95 **EC 081 120**

Boston, Bruce O., Ed.

**A Resource Manual of Information on Educating the Gifted and Talented.**

Council for Exceptional Children, Reston, Va. Information Services and Publications.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—86p.; For related information, see EC 081 121

Available from—Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$3.95)

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**

Descriptors—Directories, \*Educational Trends, Elementary Secondary Education, Exceptional Child Education, Exceptional Child Research, \*Gifted, \*Information Dissemination, Organizations (Groups), Program Planning, Publications, \*Resource Guides, Talent Identification

Provided are directories of federal, state and national resources, seven papers on the state of the art, and information on such other resources as films and state level parent organizations. The state of the art is examined in the following papers: "The Federal Role in the Education of the Gifted and Talented" (staff of the Office of Gifted and Talented, U.S. Office of Education); "Education of the Gifted and Talented: A Brief Report on the State of the Art" (D. Jackson); "A Backward and Forward Glance at the Gifted" (A. Tannenbaum); "Program Planning for the Gifted" (J. Runyon); "Teachers for the Gifted" (M. Freehill); "Analyses and Identification of Giftedness in Mexican American Children: A Pilot Study" (E. Bernal); and "The National/State Leadership Training Institute on the Gifted and Talented: A Sketch of Future, Present, and Past" (I. Sato et al.). Among other resources described are approximately 70 films on such aspects as teacher awareness and creativity. (CL)

**ED 117 886** 95 **EC 081 121**

Boston, Bruce O., Ed.

**Gifted and Talented: Developing Elementary and Secondary School Programs.**

Council for Exceptional Children, Reston, Va. Information Services and Publications.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—49p.

Available from—Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$3.00)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—Administration, Bibliographies, Elementary Secondary Education, Exceptional Child Education, \*Gifted, Grouping (Instructional Purposes), \*Program Development, Research Reviews (Publications), \*Talent Identification, Values

Examined in five papers are issues involved in developing elementary and secondary school programs for the gifted and talented. Emphasized by E. Drews is the need for educating the gifted and talented toward more humanizing values, and reviewed are examples of experimental curricula and learning environments. A national administrator's perspectives on such problems as grouping procedures and community abdication of responsibility to the gifted and talented are presented by B. McLaughlin. Cited by A. Baldwin are teaching strategies for gifted disadvantaged students. Considered in B. Boston's paper are methods of identifying gifted and talented pupils and organizing programs. The roles of change agents and facilitators are among the topics covered in an interview with J. Gallagher. Listed are 21 current publications on the gifted and talented, and provided is a bibliography of approximately 150 references on such topics as creativity, guidance and counseling, and teacher training. (CL)

**ED 117 887** **EC 081 122**

Haring, Norris G.

**Special Education for the Severely Handicapped: The State of the Art in 1975.**

Council for Exceptional Children, Reston, Va.

Pub Date [75]

Note—22p.; A Resource Series on the Severely and Multiply Handicapped: Very Special Children

Available from—Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (Publication No. 125, \$1.95)

**Document Not Available from EDRS**

Descriptors—Educational Needs, Exceptional Child Education, \*Operant Conditioning, \*Severely Handicapped, \*Task Analysis, \*Teacher Qualifications, \*Teaching Methods

This state of the art paper focuses on the skills and competencies needed by teachers working with severely handicapped children. Analyzed are the applications of behavior principles, systematic program building (task analysis), and instructional procedures to the acquisition of such basic skills as self-feeding and walking. Noted is the importance of practicum experience in developing such additional teaching competencies as continuous evaluation, preparation of instructional materials, arranging reinforcement contingencies, and providing for parent involvement. (CL)

**ED 117 888** 95 **EC 081 123**

Somerton, M. Ellen Turner, Keith D.

**Pennsylvania Training Model: Individual Assessment Guide.**

Council for Exceptional Children, Reston, Va. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 75

Note—78p.; A Resource Series on the Severely and Multiply Handicapped: Very Special Children

Available from—Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (Publication No. 124, \$3.25)

**Document Not Available from EDRS**

Descriptors—\*Curriculum Development, \*Diagnostic Teaching, Educational Diagnosis, Exceptional Child Education, Screening Tests, \*Severely Handicapped, \*Student Evaluation, \*Task Analysis, Teaching Methods

Identifiers—Informal Assessment

Described is the Pennsylvania Training Model Individual Assessment Guide, designed to assist teachers in the development of specific programs for the severely and profoundly mentally retarded and multihandicapped. A section is provided for each of the system's four major components: the curriculum assessment guide for gross screening in the areas of sensory and motor development, activities of daily living, communication, perceptual-cognitive skills, and social and emotional development; competency checklists of more specific behaviors within each subject area; an individual prescriptive planning sheet in which antecedents, behavior, consequences, and criteria are task analyzed; and continuous data on which data on child progress is recorded. Also provided in the document is a flow chart of the system, an annotated bibliography of approximately 50 references, and a brief summary of the first year of the Pennsylvania Training Model. (CL)

**ED 117 889** **EC 081 124**

Roulhac, Vicki Scriven Bullock, Lyndal M.

**Competency Based and Noncompetency Based Personnel Preparation Programs in Special Education.**

Pub Date 75

Note—53p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

Descriptors—Elementary Secondary Education, Exceptional Child Education, \*Handicapped Children, Higher Education, \*National Surveys, \*Performance Based Teacher Education, Program Descriptions, Questionnaires, \*Special Education Teachers, \*Teacher Education

Examined in a national survey of 258 special education teacher training programs in colleges and universities were program components of federally funded competency based (DBTE) programs and federally funded noncompetency based (NCBTE) programs. Department chairpersons answered mailed questionnaires specific for either a CBTE or NCBTE program. Findings included the following: More than 60 percent of chairpersons indicated that they administered categorical CBTE or NCBTE programs. The majority of students in both the CBTE and the NCBTE programs were in the bachelor's level programs. More students were enrolled in the area of mental retardation than any other category. The majority of CBTE programs were begun as a result of either federal funds or legislative man-

dates. The essential program components as listed by department chairpersons were similar for both CBTE and NCBE programs. Most CBTE programs had developed printed nonpublished instructional packages, whereas, most NCBE programs had not developed such materials. The most frequently mentioned strongest program components for the CBTE programs were learning packets, individual study, and practicum; while practicum was listed as the strongest program component for NCBE programs. Further research is recommended in such areas as delineation of the essential components relevant to CBTE. (DB)

**ED 117 890** EC 081 208  
Lott, Leroy A., Jr. And Others  
**Strategies and Techniques for Mainstreaming: A Resource Room Handbook.**

Monroe County Intermediate School District, Mich.

Pub Date Oct 75

Note—249p.

Available from—Leroy Lott, Supervisor for Special Education Programs, Monroe County Intermediate School District, 1101 S. Raisinville Road, Monroe, Michigan 48161 (\$12.50)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**Behavioral Objectives, Contracts, \*Educable Mentally Handicapped, Educational Diagnosis, Elementary Secondary Education, \*Emotionally Disturbed, Exceptional Child Education, Facilities, Guidelines, Individualized Instruction, Inservice Education, \*Learning Disabilities, Personnel, \*Regular Class Placement, \*Resource Centers, Resource Teachers  
Presented for regular classroom teachers, resource room teachers, and teacher consultants is a handbook of strategies and techniques for mainstreaming educable mentally impaired, emotionally impaired, and learning disabled students into regular classrooms. Twelve chapters cover the following topics: resource room models, personnel, staff relations, the physical layout and equipment, diagnosis (including informal tests of specific subjects and perceptual skills), teacher interview techniques, elementary and secondary consultations, educational contracts (including behavioral contracts and alternative grading systems), individualizing instruction (prescriptive teaching, selecting appropriate materials and modifying curriculum), inservice, alternatives to resource room placement, and program evaluation. (LS)

**ED 117 891** EC 081 209  
Calabrese, Joan M., Comp. And Others  
**Addendum to Prescriptive Teaching Workshop Resource Manual.**

New Providence Board of Education, N.J.  
Pub Date Jul 73

Note—30p.; For the workshop resource manual, see ED 072 598

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors—**\*Diagnostic Teaching, \*Educational Diagnosis, Elementary Education, Exceptional Child Education, \*Individualized Instruction, \*Learning Disabilities, \*Regular Class Placement, Teachers, Workshops

Summarized are presentations given at a 1-year Prescriptive Teaching Workshop, a Title III educational program designed to maintain the learning disabled elementary school child in the regular classroom. Outlines, diagrams, and bibliographies are provided for presentation topics such as the special service circuit, educational assessment, behavior modification, and individualized instruction through computer technology. Described in the second half of the document are procedures and sample forms for developing and writing an educational prescription. (LS)

**ED 117 892** EC 081 210  
Norton, Daniel P. Sommers, Paul A.  
**The Development of a Cost-Efficiency Model to Assist in Special Education Program Decision-Making and Financing.**

Wausau District Public Schools, Wis.

Pub Date Jun 75

Note—90p.; Appended materials may reproduce poorly

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**

**Descriptors—**Conceptual Schemes, \*Cost Effectiveness, Exceptional Child Research, \*Handicapped Children, \*Models, Program Budgeting, Program Development, Program Evaluation, School Districts, \*Special Education, \*Task Analysis

**Identifiers—**Wisconsin (Wausau)

Summarized are activities of the Wausau District Public Schools (Wisconsin) toward developing a model for cost efficiency analysis in special education. The model links input-output analysis and task analysis features. Introductory information includes varying impressions of cost efficiency concerns and the current status of project development. Discussed are the following elements of a cost efficiency study model: input-application-output, feedback, outcome analysis, cost allocation, pupil accounting systems, technical support systems, and related technical issues. Application of these elements in a cost efficiency system design for a local education agency is described. Reported are outcomes of pilot tests of the model and its components including simulation of resource allocation and design of a student accounting registration procedure. Among project findings cited are problems encountered such as lack of efficient pupil accounting systems and areas in which progress was made—such as development of task analysis classifications for special education. Appendixes include: documentation, inputs and outputs for simulated resource allocations; a staff questionnaire; and a student registration form. (LS)

**ED 117 893** EC 081 211  
Harris, Alice

**Problems of Quality Control in the Use of Behavior Change Techniques in Public School Settings.**

Pub Date 75

Note—13p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors—**\*Behavior Change, \*Behavior Problems, Emotionally Disturbed, Exceptional Child Education, Guidelines, \*Higher Education, Intervention, \*Operant Conditioning, Practicums, \*Program Descriptions, Program Evaluation, Public Schools, Teacher Education

A program was designed to train college students in the use of behavior modification procedures with problem children in the classroom. Through application of social learning theory principles and operant conditioning, program trainees learned to reduce the inappropriate behavior of problem children in class, to prevent small difficulties from becoming future problems, and to maintain optimal levels of academic and social behavior. The training program consisted of four phases: pre-intervention training in observation and data collection, pre-intervention training in classroom contingency management, intervention strategy training and implementation training. Problems encountered during the pre-intervention phase (such as students "freezing" when being videotaped during role-playing practices) were usually resolved while the program was being conducted on the college campus. The majority of problems took place in the public school setting and generally stemmed from a reciprocal view of incompetency existing between classroom teachers and college students. To deal with problems, a set of guidelines was developed which related to the baseline data collection phase, the intervention/teaching phase, and the relationship between participating students and the school setting. (Appended is a list of errors commonly made by poorly trained teachers attempting to carry out behavior modification programs.) (SB)

**ED 117 894** EC 081 212  
Hooper, Frank H. Sipple, Thomas S.

**An Investigation of Matrix Task Classificatory and Seriation Abilities. Technical Report No. 348.**  
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.; Wisconsin Univ., Madison.

Report No.—WRDCL-TR-348

Pub Date Sep 75

Contract—NE-C-00-3-0065

Note—48p.; Report from the Project on Children's Learning and Development

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors—**Age Differences, \*Classification, \*Cognitive Development, Concept Formation, \*Early Childhood Education, \*General Education, Matrices, Research Projects, \*Serial Ordering

**Identifiers—**Piaget (Jean)

Matrix tasks to assess multiple classifications and multiple seriation skills were administered to 160 children (40 Ss each from preschool, kindergarten, first and second grade levels). Each child received six matrix subtasks (reproduction and transportation of cross classification I, double seriation, and cross classification II) in one of six orders of presentation. Preliminary analyses indicated a general absence of significant presentation order effects and an absence of sex differences. Grade level comparisons were significant for all subtasks except cross classification I transposition. Significantly superior performances on the reproduction when compared to the counterpart transposition subtask were shown for the cross classification I (first grade, second grade, and combined grades), double seriation (kindergarten, first grade, second grade, and combined grades), and cross classification II (first grade and combined grades) cases. The between matrix difficulties were that in both reproduction and transposition subtasks, cross classification II was more difficult than double seriation and cross classification I. Results suggested that development in classificatory abilities may lag behind relational abilities contrary to the structural prediction of orthodox Piagetian theory. (Author/SB)

**ED 117 895** EC 081 213  
Storm, Pat Purdy And Others

**Infant Stimulation Curriculum: Development and Evaluation Report.**

Ohio State Univ., Columbus. Herschel W. Nisonger Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No.—51R0739

Pub Date Feb 75

Note—100p.; For related information, see EC 081 214

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**

**Descriptors—**\*Behavioral Objectives, \*Curriculum Development, \*Curriculum Evaluation, Exceptional Child Education, \*Handicapped Children, Infancy, \*Stimulation

**Identifiers—**\*Developmental Disabilities, \*Infant Stimulation Curriculum

Presented are a description and evaluation report of the Infant Stimulation Curriculum developed by the Developmentally Delayed Infant Education Outreach Project. The curriculum, for infants developmentally between birth and 36 months of age, is described in terms of characteristics (such as basis in the normal developmental pattern), rationale, philosophy, and format. Listed are objectives in the curriculum development process (such as a simple readability level), and provided is a flow chart of the development process. Reported are results of an evaluation of each of the seven objectives including such findings as a readability level of sixth grade, and an expert opinion that all behaviors as stated are in fact observable behaviors. Also reported are results of field testing the curriculum with 68 children at five sites for the following three goals: determine if the behaviors as expressed are observable, determine if the behaviors are sequenced approximately, and determine if the activities listed for each behavior are appropriate for the child's level of ability. Appended are the curriculum readability work sheet, a questionnaire soliciting curriculum critiquing feedback, a toys and materials list, the curriculum assessment tool instructions, results of the first field testing, the revised assessment tool, and results of follow-up field testing. (DB)

**ED 117 896** EC 081 214  
Infant Stimulation Curriculum. Revised Edition.  
Ohio State Univ., Columbus. Herschel W. Nisonger Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Jun 75

Grant—OEG-0-73-5583

Note—210p.; For related information, see EC 081 213

Available from—Nisonger Center, 1580 Cannon Drive, Columbus, Ohio 43210 (Write for price)

**EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage**

**Descriptors—**\*Behavioral Objectives, Cognitive Development, \*Curriculum, Exceptional Child Education, Expressive Language, \*Handicapped Children, \*Individual Activities, Infancy, Motor Development, Perceptual Motor Coordination, Receptive Language, Social Development, \*Stimulation, Teaching Methods



# Identifiers—Developmental Disabilities, \*Infant Stimulation Curriculum

Presented is the Infant Stimulation Curriculum (developed by the Developmentally Delayed Infant Outreach Project) for parents and teachers to use with children who are developmentally between birth and 36 months of age. Published in a card format at a sixth grade readability level, the curriculum includes introductory cards providing information on the purpose of the curriculum, ways to adapt the curriculum to handicapped children, and how to use the curriculum to identify a child's behavioral level and stimulate development through eight stages for each of the following areas: coordination, locomotion, cognition, receptive language, expressive language, and socialization. Provided is a chart on which to record the child's progress. Each area is covered by 44 to 72 cards, each of which specifies an observable behavior and suggests two or more activities to stimulate the target behavior. Examples of behaviors are ability to put a small can into a larger can (stage 5 of cognition), ability to pull a 1/2" x 3" peg out of a pegboard (stage 4 of coordination) and ability to dry own hands after washing (stage 8 of socialization). (DB)

**ED 117 897** **EC 081 248**  
**A Design for Living: The PARC Plan. Report of the PARC Ad Hoc Planning Committee for Resolution II, October 19, 1974.**

Pennsylvania Association for Retarded Citizens, Harrisburg.

Pub Date Oct 74

Note—107p.

Available from—Pennsylvania Association for Retarded Citizens, 1500 North Second Street, Harrisburg, Pennsylvania 17102

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Clothing, Evaluation, Exceptional Child Education, Exceptional Child Services, Facilities, Health Services, \*Hospitals, \*Institutional Environment, \*Mentally Handicapped, Needs Assessment, Nutrition, Program Development, \*Residential Programs, \*School Services, Staff Improvement, State Agencies

**Identifiers**—\*Pennsylvania

Presented is the PARC (Pennsylvania Association for Retarded Citizens) Plan which resulted from a 3-month survey of Pennsylvania's institutional system and which was designed to improve living conditions and programs of state schools and hospitals serving the mentally retarded. Detailed are specific recommendations for the achievement of annual goals (from 1975 to 1980) in the following areas (goal examples are in parentheses): population (assess the needs of each resident in state schools and hospitals and develop individualized programs); staffing and staff training (develop an inservice training program); food services (achieve excellence in diet, food preparation, and food handling); linen and clothing service (provide clean, neat, fashionable, appropriate, individualized clothing as well as individual storage space); program (develop a uniform accountability procedure with a mechanism for correction of defects); housing (complete renovations to meet Life Safety Code and Medical Assistance requirements); health care (provide corrective and preventive measures for each individual); and monitoring (develop a uniform procedure for making and writing reviews of state schools). Included in each section is an implementation schedule for each program area and statements on the goals, actions required, funding sources, and PARC actions and responses for each year. A section on additional recommendations contains discussions of such topics as the development of family care training homes. (SB)

**ED 117 898** **EC 081 250**  
**Miller-Jacobs, Sandra**  
**Mainstreaming Special Needs Children Into Open Settings.**

Pub Date 75

Note—45p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors**—\*Educational Philosophy, Educational Programs, Elementary Secondary Education, Exceptional Child Education, \*Handicapped Children, Normalization (Handicapped), \*Open Education, \*Regular Class Placement, \*Special Education

Compared are principles of open education and special education, and described are six programs

in which handicapped children are being successfully mainstreamed into open education situations. Briefly described is the philosophy of open education, listed are 29 assumptions about children's learning or knowledge, and examined is the philosophy of special education. The following open and special education themes are considered: instruction, provisioning, diagnosis, evaluation, humaneness, seeking, self-perception, and assumptions. Other aspects discussed include the teacher-student relationship and physical space. Briefly described are six programs providing open education services to such children as the severely retarded, emotionally disturbed, disadvantaged, and learning disabled. Results of one program evaluation are given in terms of the children, the teachers, and the techniques. (DB)

**ED 117 899** **EC 081 251**  
**Stodden, Robert A. Ianacone, Robert N.**

**The Use of Semantic Differential to Assess the Perceptions and Attitudes of Preservice and Advanced Degree Candidates Toward Various Exceptionalities.**

Pub Date Nov 75

Note—14p.; Paper presented at the California Educational Research Association (54th, San Diego, California, November 12-13, 1975); A few lines may reproduce poorly

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—\*Attitudes, Exceptional Child Research, \*Handicapped Children, \*Higher Education, \*Perception, Post Secondary Education, Semantic Differential, Student Attitudes  
 The perceptions of three groups (n=30) of bachelor level special education majors and doctoral candidates in education toward the mentally retarded and various other exceptionalities were measured after exposure to three types of treatment. Of the three groups, the control group received no treatment, experimental group I received negative treatment consisting of a 10-minute slide-tape presentation of various syndromes associated with profound retardation, and experimental group II received positive treatment consisting of a 10-minute presentation of selections recorded by a musically superior group of educable mentally retarded students. Among the findings from pre- and posttests on semantic differential scales were that the attitudes and perceptions of the advanced degree Ss were significantly more positive than those of preservice special education Ss, and that the label gifted was viewed most positive of all labels while severely retarded was viewed most negative. (CL)

**ED 117 900** **EC 081 252**  
**Mazzullo, Mariann C.**

**Procedures Used in Child Find Activities.**

Pub Date Feb 76

Note—16p.; Paper presented at a workshop for SEIMC Child-Find Consultants, State Education Department Conference (Albany, New York, February 13, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—Agencies, Community Programs, Exceptional Child Education, \*Guidelines, \*Handicapped Children, Health Facilities, \*Identification, \*Information Dissemination, Parents, Preschool Education, Program Administration, \*Publicize, Referral

**Identifiers**—Child Find

Presented is an outline of procedures to use in child find activities for locating handicapped children. Basic suggestions are given for five types of activities such as announcement in local newspapers and letters to teachers. Listed are numerous social service agencies, medical community agencies, therapeutic nurseries, day care centers, play schools, and community parent resources to which one preschool presented a program in order to publicize the problem and get referrals. Also included are an outline for a lecture to parent and professional groups, and sample letters for teachers and parents to announce a new preschool learning center. (LS)

**ED 117 901** **95** **EC 081 253**  
**Kay, Patricia M., Ed.**

**Assessment in CBTE: The Search for Evidence. Report No. Case 04-75.**

City Univ. of New York, N.Y. Graduate School and Univ. Center; New York State Education Dept., Albany. Div. for Handicapped Children.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 74

Grant—OEG-0-73-6140

Note—100p.; Proceedings of a conference (Glenmont, New York, October 1974)

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**

**Descriptors**—Administrator Role, Conference Reports, \*Evaluation Methods, Exceptional Child Education, \*Handicapped Children, Models, \*Performance Based Teacher Education, \*Program Evaluation, Research Reviews (Publications), \*Special Education, State Standards, Student Participation, Teacher Role, Worksheets

Provided are some of the proceedings of a conference on assessment of competency based teacher education (CBTE) programs in special education. Presentations by conference participants cover the following topics: research findings regarding evaluation and validation in performance based teacher education (Robert S. Soar); the New York state education department's assessment plans required in teacher education program proposals (Vincent Gazzella); the application of systematic observation methods (such as computer assisted teacher training) in research and training in special education (Melvyn I. Semmel); and models for research and development in performance based teacher education (Frederick McDonald). Summaries are provided of potential contributions and concerns regarding assessment processes of public school teachers (James G. Ward), public school administrators (Gilbert Duken and Michael Solimundo), and teacher education students (Karen Cochran, Nathan Glasper, Karen Kowalchuck, and Margaret Maxwell). Also included are worksheets (Patricia M. Kay) which are noted to be based on a model for building an internally valid assessment system. In a conference evaluation (Alice Kornblith and Cecile Segal), it is concluded that although the conference was well organized, more technical expertise and individual consultation were needed. (SB)

**ED 117 902** **EC 081 254**  
**Verbal Reinforcement During Therapy with Stutterers.**

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.

Report No.—PB-235-235; RD2274-S

Pub Date Feb 72

Note—101p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (Order No. PB-235-235; MF \$2.25, HC \$5.25)

**Document Not Available from EDRS**

**Descriptors**—Exceptional Child Research, Negative Reinforcement, \*Operant Conditioning, Positive Reinforcement, Speech Handicapped, \*Speech Therapy, \*Stuttering, Timeout, \*Verbal Operant Conditioning, Verbal Stimuli

Presented is a series of studies in which the efficacy of applying operant conditioning methodologies to the problem of stuttering was examined. One requirement was that the designed therapeutic programs utilize only verbal contingent stimuli (reinforcers and punishers) in the traditional therapeutic setting (client and therapist seated together in a room). Studies deal with topics such as thematic content modification, client awareness of contingencies, the effect of timeout, and the identification of stuttering. Among major findings reported are that verbal contingent stimuli are effective in manipulating both the thematic content of Ss' speech and the manner of their speech in speech therapy interviews; that positive-type verbal reinforcers were the most effective contingent stimuli for modifying the form of the stuttering episode; and that timeout is an effective punishing type contingent stimulus in group therapy sessions for stutterers. (LS)

**ED 117 903** **95** **EC 081 292**  
**Johnson, Richard K. Tully, Norman L.**

**Graduate Training Program for the Preparation of Guidance Counselors with the Deaf. Final Performance Report.**

Gallaudet Coll., Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Grant—OEG-0-71-4142

Note—16p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—Aurally Handicapped, \*Counselors, Curriculum, \*Deaf, Exceptional Child Education, Graduate Study, Guidance Personnel, \*Inservice Education, Instructional Materials, Job

Placement, \*Program Descriptions, Program Evaluation, School Services Identifiers—Final Reports

Outlined in a final performance report are the accomplishments, slippages, and spinoff developments of a prototype training program to prepare guidance counselors to work with deaf persons. The initial year of the program is reported to have been devoted primarily to curriculum planning, development of evaluation procedures, recruitment and selection of students, and development of instructional materials. Major activities listed for the program's implementation period include instruction and advisement of students, supervision of practicum, and program evaluation. Development of informational services, employment opportunities, and inservice training are among the areas described as spinoff developments. Appended are lists of the advisory committee, counselor-training program participants and their current positions, schools and organizations which have been provided with onsite consultation, and a suggested program of study. (SB)

ED 117 904 95 EC 081 293

Birch, Jack W.

Hearing Impaired Pupils in the Mainstream. Minnesota Univ., Minneapolis. Leadership Training Inst./Special Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 75

Grant—OEG-0-9-0336005-2452

Note—106p.

Available from—Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00, Publication No. 127)

Document Not Available from EDRS

Descriptors—\*Administration, \*Aurally Handicapped, Definitions, Early Childhood Education, Educational Facilities, Educational Needs, Elementary Secondary Education, Exceptional Child Education, \*Guidelines, \*Program Descriptions, Public Schools, \*Regular Class Placement, Residential Schools

Provided primarily for regular class teachers and administrators is information on mainstreaming hearing impaired students. Reasons behind the movement toward regular class placement of hearing impaired pupils are noted and two basic views as to how it should be done are identified. Defined are relevant terms such as mainstreaming, hearing aid, and hearing impaired. A chapter on the influence of hearing impairment on education includes discussion of the nature of the hearing defect, and differences in educational needs of deaf and hard of hearing pupils. In a section on characteristics of successful mainstreaming, instructional settings and pupil characteristics are listed and five principles basic to mainstreaming (such as teach toward hearing world participation) are explained. Guidelines presented for making mainstreaming function include a model for preservice and inservice preparation, suggestions for regular class teachers and administrators, and information on professional roles and facilities. The second half of the book consists of descriptions of various complete and partial approaches to mainstreaming in 10 public school systems and four residential schools. The programs were chosen to represent a range of sizes and geographical locations. (LS)

ED 117 905 EC 081 294

Finkel, Ira

Developing Imagination and Creativity in Children.

Pub Date Apr 75

Note—285p.; Photographs may reproduce poorly; Paper submitted in partial fulfillment of requirements for Ed.D. Degree, Nova University

EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage

Descriptors—\*Creative Development, \*Creative Expression, Creative Thinking, Creativity, Elementary Education, \*General Education, \*Imagination, \*Inservice Teacher Education, Program Development, Program Effectiveness, Research Projects, Self Expression, Teachers, Teaching Methods, Workshops

Described are the development, implementation, and evaluation of six 3-hour inservice training sessions designed to help five participating teachers improve imagination and creativity in fourth, fifth, and sixth grade students. Content

areas for each session are outlined; activities including brainstorming and role playing are reviewed; and techniques for stimulating creative expression in writing, drama, play, art, and listening are detailed. Pre- and posttest scores on the Torrance Tests of Creative Thinking are presented along with observations drawn from classroom visits and teachers' anecdotal records. It is reported that the teachers exhibited an increased awareness of the need for encouraging creative behavior and the students demonstrated increased involvement in the creative aspects of learning. Included in the seven appendixes are the Torrance Tests of Creative Thinking, and a sample teacher log with photographs of children's creative activities. (CL)

ED 117 906 EC 081 295

Thompson, Charles P.

The Development and Implementation of Elementary School Gifted Program Guidelines.

Pub Date May 75

Note—345p.; Paper submitted in partial fulfillment of requirements for Ed.D. Degree, Nova University

EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage

Descriptors—Administration, Behavior Rating Scales, \*Curriculum Development, Educational Objectives, Elementary Education, Exceptional Child Education, \*Gifted, Guidelines, Identification, \*Program Descriptions, \*Program Evaluation, School Districts, \*Student Characteristics

Identifiers—\*California (Sacramento)

Described is the development, implementation, and evaluation of guidelines for a program serving gifted children in two Sacramento, California elementary schools. Considered are the following major topics: rationale for mentally gifted minor programs, mentally gifted minor characteristics, identification of mentally gifted minors, program development, writing the local school program, program personnel responsibilities, and a management time frame for program development and implementation. The major portion of the document consists of appendixes including minutes of the gifted program advisory committee, a list of learner objectives, the written plan for one school program, a student evaluation of the program, a questionnaire for teachers, letters, and the final draft of the Sacramento City Mentally Gifted Program which includes the Teacher Indicator of Potential (TIP) rating scale. (DB)

ED 117 907 88 EC 081 330

La Brie, Vicki

Learning Disabilities Activity Guide for the Elementary Classroom.

Maine State Dept. of Educational and Cultural Services, Augusta.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C.

Note—55p.

Available from—Mercer House Press, Box 681, Kennebunkport, Maine (\$3.50, \$2.00 per copy when 25 or more are ordered)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—\*Auditory Perception, Class Activities, Elementary Education, Exceptional Child Education, Individual Activities, \*Language Development, \*Learning Disabilities, \*Motor Development, Perceptual Motor Coordination, Regular Class Placement, Teaching Guides, \*Visual Perception

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

Intended for the regular elementary classroom teacher serving learning disabled children, the activity guide provides suggestions in the areas of motor development, visual perception, auditory perception, and language development. Motor activities are grouped into the following categories: body image, balance, fine motor coordination, directionality, gross motor coordination, and activities of the Purdue Perceptual Motor Survey. Visual perception is considered in terms of visual reception, visual sequencing and directionality, visual memory, position in space, constancy of shape, figure-ground discrimination, and visual association. Aspects of auditory perception for which activities are provided include auditory awareness, figure ground perception, auditory reception, auditory discrimination, and auditory sequential memory. The final section, on language development, includes suggestions for improving verbal expression, the normal development of speech, written expression, and manual

expression. A short selected bibliography follows each chapter. (DB)

ED 117 908 EC 081 331  
Avenues to Change: A Coordinator's Guide for Training Citizen Advocates.

National Association for Retarded Citizens, Arlington, Tex.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; National Inst. of Mental Health (DHEW), Rockville, Md.; Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date Sep 75

Grant—OEG-0-72-5311

Note—119p.; For related information, see EC 081 332 and EC 081 114-117

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—\*Child Advocacy, Community Resources, Exceptional Child Services, \*Guidelines, Inservice Education, \*Institutes (Training Programs), \*Mentally Handicapped, Organizations (Groups), \*Program Development

Identifiers—Citizen Advocacy, National Association for Retarded Citizens

Intended for coordinators of citizen advocacy programs for mentally retarded persons, the guidelines developed by the Association for Retarded Citizens provide an overview of training sequence and procedures, suggestions for two training sessions, and topics for followup activities. Listed are training objectives (including defining the role of citizen advocates), and analyzed are the steps involved in screening, training, matching the advocate to the mentally retarded protegee, and providing followup inservice training. Descriptions of two sample training sessions include information on such topics as a basic orientation to mental retardation, the normalization principle, community resources, and resource materials for the citizen advocate. Objectives, references, approaches, and materials are suggested for followup training on such aspects as current trends in legislation and poverty and retardation. (CL)

ED 117 909 EC 081 332

Avenues to Change: Trainers Manual.

National Association for Retarded Citizens, Arlington, Tex.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; National Inst. of Mental Health (DHEW), Rockville, Md.; Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date 75

Grant—OEG-0-72-5311

Note—98p.; For related information, see EC 081 331 and EC 081 114-117

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—\*Child Advocacy, Exceptional Child Services, \*Guidelines, \*Institutes (Training Programs), Instructional Materials, \*Mentally Handicapped, Organizations (Groups), \*Program Development, Workshops

Identifiers—National Association for Retarded Citizens

Guidelines are presented by the National Association for Retarded Citizens to help state and local associations develop citizen advocacy programs. The manual's first section contains an overview of preparing for and conducting workshop training sessions, including a discussion of needed materials and equipment. The bulk of the document is composed of specific instructions and scripts for eight workshop activities, including an orientation to citizen advocacy, and a discussion on applying citizen advocacy to the needs of the mentally retarded. Each activity is preceded by information regarding purpose and training sequences. Sample handouts and scripts for a lecture of audiovisual presentation are also provided. Covered in three appendixes are needed materials, physical arrangements, and a sample letter of invitation. (CL)

ED 117 910 40 EC 081 363

Child Find: Proceedings from a Conference.

Coordinating Office for Regional Resource Centers, Lexington, Ky.; National Association of State Directors of Special Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 75

Note—78p.; Proceedings from the Child Find Conference (Washington, D.C., March 26-27, 1975)

Available from—National Association of State Directors of Special Education 1201 16th Street N.W., Washington, D.C. 20036 (\$1.00)

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**

**Descriptors**—Clinical Diagnosis, \*Conference Reports, Early Childhood Education, Exceptional Child Education, \*Handicapped Children, \*Identification, Screening Tests, Special Education, \*State Programs, Student Evaluation Identifiers—Child Find Programs

Presented are seven papers delivered at the March, 1975 National Child Find conference sponsored by the Coordinating Office for Regional Resource Centers and the National Association of State Directors of Special Education. The presentations describe identification, diagnostic and evaluation programs for handicapped children in the following states: New Jersey (Project Child: A Special Education Early Childhood Identification Project); North Carolina (Count the Children); Maryland (Early Identification Sub-System of the Maryland Special Services Information System); Idaho (Idaho Child Find); Pennsylvania (COMPILE: Commonwealth Plan for Identification, Location and Evaluation of Mentally Retarded Children); Colorado (Early and Periodic Screening, Diagnosis and Treatment Program); and California (Whittier Area Comprehensive Plan for Special Education). Among five appendices is a matrix of 26 child find systems with an accompanying address list of contact persons for each system. (CL)

**ED 117 911** 64 EC 081 364

*Lange, Robert R. And Others*

**Needs for Instructional Media and Materials Services for Handicapped Learners: A Summary of Extant Information.**

National Center on Educational Media and Materials for the Handicapped, Columbus, Ohio.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Media Services and Captioned Films Branch.

Pub Date Sep 74

Contract—OEC-0-72-4478

Note—38p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors**—Content Analysis, Elementary Secondary Education, Exceptional Child Education, \*Handicapped Children, Information Dissemination, \*Instructional Materials, \*Instructional Media, \*Needs Assessment, \*Research Reviews (Publications), Teacher Education

A large number of studies were reviewed to assess special education media and materials in terms of content and format, teacher training, information, and distribution needs. Among findings related to content and format were that there was a need for instructional games and other manipulative materials across a variety of handicapping conditions, and that there was generally a high need for materials in language arts. Teachers' training needs were in such areas as child assessment and preparation of learning prescriptions for individual students. Person-to-person contact was found to be the most valued technique for teachers to obtain information about existing materials, and teachers preferred to receive information only about materials immediately available for use in their classrooms. Large numbers of teachers were not prone to use materials not immediately available, and there was some evidence that teachers more often use instructional materials which have been demonstrated in their own classroom or school rather than materials they have not seen demonstrated. (SB)

**ED 117 912** EC 081 365

*Markell, Clark*

**Exceptional Students in Regular Classes: Interviews with 43 North Dakota Elementary Teachers.**

Minot State Coll., N. Dak.

Pub Date Jan 76

Note—55p.; Not available in hard copy due to marginal legibility of original documents; From the Division of Education and Psychology

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Curriculum Evaluation, Elementary Education, Exceptional Child Research, \*Handicapped Children, Interviews, \*Regular Class Placement, \*Teacher Attitudes, \*Teacher Education, \*Teachers

Identifiers—Upper Midwest Small Schools Project

Presented are results of interviews conducted with 43 elementary teachers from nine schools having participated in the Upper Midwest Small Schools Project (UMSSP), a program of teacher workshops and diagnostic clinics on exceptionality in the regular classroom. A summary of teachers' responses regarding UMSSP and special students is presented along with statements supporting, neutral to, or not supporting the concept of integration. Discussed are three major recommendations concerning more course work relating to exceptional children, more direct contact and experience with the various systems for delivering educational services to exceptional children, and more contact with exceptional children. Appendixes include a copy of the interview questionnaire, letters sent to administrators of UMSSP schools, teacher statements regarding mainstreaming, teacher responses about problems with mildly retarded students in the regular class, and teachers' recommendations for teacher education. (SB)

**ED 117 913** EC 081 366

*Friedman, Paul R. Beck, Ronna Lee*

**Mental Retardation and the Law: A Report on Status of Current Court Cases, December 1975.**

President's Committee on Mental Retardation, Washington, D.C.

Pub Date Dec 75

Note—27p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors**—\*Civil Liberties, Classification, \*Court Cases, Due Process, Employment, Equal Education, Exceptional Child Education, Legal Responsibility, \*Mentally Handicapped

Reported are seven new court cases and updated information on 39 previously reported cases regarding the legal rights of the retarded. Analyzed are cases on the following topics (with sample cases in parentheses): classification (Steward, et al. v. Philips, et al.); commitment (Pate v. Parham and White v. Director of Michigan Department of Mental Health); education (California Association for Retarded Children v. State Board of Education); employment (Roebuck, et al. v. Florida Department of Health and Rehabilitation Services, et al.); guardianship (Schultz v. Borradaile); sterilization (National Welfare Rights Organization, et al. v. Weinberger, et al.); treatment (Burnham v. Department of Health of the State of Georgia); voting (Carrole, et al. v. Cobb, et al.); and zoning (City of Temple Terrace v. Hillsborough Association for Retarded Citizens, Inc.). The final section lists 61 closed cases in the following areas: architectural barriers, classification, commitment, custody, education, employment, guardianship, protection from harm, sterilization, treatment, and zoning. (CL)

**ED 117 914** 40 EC 081 367

*Parker, Scott L. And Others*

**Improving Occupational Programs for the Handicapped.**

Management Analysis Center, Inc., Washington, D.C.

Spons Agency—Bureau of Education for the

Handicapped (DHEW/OE), Washington, D.C.

Pub Date [75]

Contract—OEC-0-72-5226

Note—231p.

**EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage**

**Descriptors**—Elementary Secondary Education, Exceptional Child Education, Guidelines, \*Handicapped Children, Interagency Cooperation, Job Placement, Needs Assessment, \*Program Descriptions, Program Design, \*Program Development, Program Evaluation, Regular Class Placement, Skill Development, Social Services, Vocational Adjustment, \*Vocational Education

Presented is a manual on improving occupational programs for the handicapped based on a study of 30 existing vocational education programs falling into one of three categories—modified programs for handicapped students in the regular classroom, special programs for the handicapped in segregated classrooms, or special programs for severely handicapped students in special classes or residential schools. Chapters on the following topics are included: laying the groundwork, designing a program, setting up a program, focusing on the student, meeting student needs, preparing for specific skill training, selecting type of vocational training, providing related or academic instruction, obtaining support-

tive and social services, assisting in transition to the work world, conducting job placement and follow-up, and achieving interagency, interdistrict and community coordination and cooperation. The bulk of the document consists of appendixes providing a checklist for program evaluation, abstracts of 30 programs studied in depth, detailed studies of three different kinds of programs, and the methodology used to develop the manual. (SB)

**ED 117 915** 40 EC 081 368

**Project SHARE: Sharing High-Yield Accountability with Resource Educators.**

Regional Interdistrict Council for Special Education, Crookston, Minn.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—44p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors**—Administration, Behavior Change, \*Computers, \*Delivery Systems, Early Childhood Education, Educational Accountability, Elementary Secondary Education, Evaluation Methods, Exceptional Child Education, \*Handicapped Children, \*Program Effectiveness, Program Evaluation, Special Education, Tutoring

Identifiers—\*Project SHARE

Presented is an overview of the operation of the special education systems used in Project SHARE (Sharing High Yield Accountability with Resource Educators). It is explained that the project grew out of a need to provide service for handicapped children in a sparsely populated area and that the only constants are daily measuring and diagnosing, charting on a standard behavioral chart, and the feedback system. Project components discussed include a resource flow chart, critical variables in administration and the child study system, the instruction and services system (focusing on skills of a tutor), diagnosis, samples of informal reading and math materials, and use of a standard behavior chart. The second half of the document consists of a computer evaluation of the special education program effectiveness (including cost effectiveness) in one school district. (LS)

**ED 117 916** 88 EC 081 369

*Schulps, Allan, Ed.*

**The Establishment of a Center for Multiple-Handicapped Children.**

New York City Board of Education, Brooklyn, N.Y. Office of Special Education and Pupil Personnel Services.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C.

Pub Date [75]

Note—191p.; Occasional marginal legibility

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage**

**Descriptors**—Curriculum, Educational Programs, Elementary Secondary Education, Exceptional Child Education, \*Multiple Handicapped, Music, Occupational Therapy, Physical Therapy, \*Program Descriptions, \*Program Development, Program Evaluation, Program Planning, Puppetry, Social Work, Speech Therapy, \*Staff Role, \*Teaching Methods

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

Described is the establishment in New York City of a center for multiply handicapped children. In addition to a project summary, provided are twenty-five selections written by various staff members which focus on such topics as the role of the special education coordinator; selection, intake screening, and evaluation; the medical program; the role of the paraprofessional; experiences of a student teacher; taxonomic instruction; review of reading materials; adaptation of a social learning curriculum; speech and language programs; a class tribute to Dr. Martin Luther King; music activities; puppetry; the roles of social workers, guidance counselors, physical therapists and occupational therapists. (CI.)

**ED 117 917** EC 081 409

*Boxwill, Frank E.*

**Learning Disability: A Multidisciplinary Team Approach.**

Bleuler Psychotherapy Center, Inc., Jamaica, N.Y.

Pub Date Dec 74

Note—14p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Exceptional Child Education, \*Interdisciplinary Approach, \*Learning Disabilities, Psychotherapy, Role Perception, Student Characteristics

Discussed is the multidisciplinary team centered approach to educating the learning disabled child. Topics explored include various aspects of learning disability as a symptom complex (especially hyperactivity), the roles of multidisciplinary team members (such as the psychologist and the parents), and four approaches to psychotherapy (including family and group therapy). (LS)

ED 117 918 EC 081 410  
Boxwill, Frank E.

**The Troubled Youngster in the Classroom.** (Second Printing, Chapter 1).

Bleuler Psychotherapy Center, Inc., Jamaica, N.Y.

Pub Date Nov 73

Note—13p.; For Chapter 2, see EC 081 411; Occasional light print

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—\*Behavior Change, Behavior Problems, Class Management, \*Emotionally Disturbed, Exceptional Child Education, Social Adjustment, \*Teacher Role

The author discusses "troubled" or "emotionally charged" children in terms of causes of maladaptive behavior and techniques which teachers can use to positively modify student behaviors. Characteristics of the troubled youngsters, such as social immaturity, are pointed out. Outlined are six methods for promoting social adaptation and academic achievement including fostering warmth in the classroom and providing opportunities for tension reduction. (LS)

ED 117 919 EC 081 411  
Boxwill, Frank E.

**Understanding the Troubled Youngster in the Classroom.** (Chapter Two: Using Knowledge about Ego Development to Make Learning a Gratifying Experience.)

Bleuler Psychotherapy Center, Inc., Jamaica, N.Y.

Pub Date Mar 72

Note—6p.; For Chapter 1, see EC 081 410

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Behavior Problems, \*Emotionally Disturbed, Exceptional Child Education, \*Self Concept, \*Student Characteristics, \*Teacher Role

The author discusses the ego development of the troubled youngster in the classroom and how teachers can use this knowledge to help him reduce his self defeating and negative attitudes to learning and relating. (LS)

ED 117 920 EC 081 415

Spungin, Susan Jay

**Assessment for the Educational Readiness of the Child with Visual Impairments: Three Workshops.** Newton, Massachusetts, October 7-8, 1974; Chicago, Illinois, November 11-12, 1974; Atlanta, Georgia, December 9-10, 1974. American Foundation for the Blind, New York, N.Y.

Pub Date [Dec 74]

Note—85p.; The 11 tables in the appendices that provide Norms for Tests Used in Counseling Blind Persons are marginally legible

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Bibliographies, \*Blind, \*Case Studies, Diagnostic Tests, Elementary Secondary Education, Exceptional Child Education, Readiness (Mental), \*School Psychologists, \*Student Evaluation, \*Visually Handicapped, Workshops

Identifiers—American Foundation for the Blind

Described are the American Foundation for the Blind 2-day workshops for school psychologists which emphasized various techniques, adaptations, and specific information necessary for effective assessment and understanding of school-aged blind and visually handicapped children. The program and a list of participants for each of three workshops are provided. Workshop segments are noted to include presentations on the incidence and causes of blindness, potential problems, and techniques for assessment. A bibliography is given containing information on 55 publications on assessment and evaluation of the school-aged visually handicapped child. Appended are eight psychological reports (making up the major portion of the document) which include such information as the client's name; ad-

dress; age; visual acuity; diagnosis; reason for referral; general appearance, attitude, and behavior; achievement on tests; summary and recommendations; and test scores. Also appended are tables of norms for tests used in counseling blind individuals, a list of test publishers and distributors, and a sentence completion test form for use with the visually handicapped. (SB)

ED 117 921 EC 081 416  
Moor, Pauline M.

**Toilet Habits: Suggestions for Training a Child Who Is Blind.**

American Foundation for the Blind, New York, N.Y.

Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—\*Blind, Early Childhood, Exceptional Child Education, \*Guidelines, \*Hygiene, \*Self Care Skills, Visually Handicapped

Identifiers—\*Parent Materials

Intended for parents, the pamphlet provides suggestions for toilet training a blind child. Among the 12 tips presented are to establish a regular and convenient toileting schedule, provide a comfortable toilet arrangement, and give the child something to play with. Common problems in toilet training blind children are reported as fear of sitting on the toilet seat, refusal of boys to urinate as they grow older, extreme constipation, and night training. It is stressed that parents should use simple training procedures, and if they are not successful at first, should wait and try again at a later date. (SB)

ED 117 922 EC 081 445

Olechnowicz, Hanna, Ed.

**Studies in the Socialization of the Severely and Profoundly Retarded.**

Psychoneurological Inst., Warsaw (Poland). Day Center.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date 73

Note—214p.

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage

Descriptors—\*Child Care Centers, Custodial Mentally Handicapped, \*Educational Methods, Exceptional Child Education, Foreign Countries, \*Interpersonal Competence, Language Development, \*Mentally Handicapped, Motor Development, \*Program Descriptions, Student Characteristics, Therapy, Trainable Mentally Handicapped

Identifiers—Poland

Intended for teachers of severely and profoundly retarded children, the book presents principles of management and education used at a special day care center in Warsaw, Poland. It is stressed that the educational goal is to give the retarded child a chance to develop personally and to play a positive social role in the home and family structure with emphasis on socialization skills. Individual chapters focus on the following topics: guidelines for educational work in the day center, pupil characteristics, an individual therapeutic approach, teaching purposeful motor behavior (including socialization through rhythmic), education for socially oriented behavior, and developing verbal communication. Case studies, photographs, and actual dialogue are used to illustrate main points. (DB)

ED 117 923 88 EC 081 446  
Project FAST.

Essexville-Hampton Public Schools, Mich.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C.

Pub Date [75]

Note—37p.; For related information, see EC 081 448 and 449

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Conceptual Schemes, \*Delivery Systems, Educational Objectives, Elementary Education, Exceptional Child Education, \*In-service Teacher Education, Learning, \*Learning Disabilities, \*Models, Program Descriptions, \*Regular Class Placement, Teachers

Identifiers—Elementary Secondary Education Act Title III, ESFA Title III, \*Project FAST

Described are components of Project FAST (Functional Analysis Systems Training) a nationally validated project to provide more effective educational and support services to learning disabled children and their regular elementary classroom teachers. The program is seen to be based on a series of modules of delivery systems

ranging from mainstream teachers working with building principals and parents (module 1) to consultants, specialists from the community, and community agencies (module 3). Stressed is the importance of training teachers in the following developmental objectives: observation of how the child goes about learning, analysis of what each task demands, analysis of the developmental level, prescription of the specific educational program, organization of the classroom, helping children in directing their own behavior appropriately, being receptive to support help, teamwork with peers and teamwork with parents. Explained is a model of a functional learning system which involves various information processing modes, activation through proprioception, symbolic coding of information, a scanning mechanism, and sensory feedback mechanisms. Also included are a flow chart of project implementation, and forms to use at the individual school or school district level. (DB)

ED 117 924 88 EC 081 447  
Bourcier, Marilyn And Others

**You Are Not Alone: A Parent Discussion of Hyperactive Children and the Group Process.**

Essexville-Hampton Public Schools, Mich.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Michigan State Dept. of Education, Lansing.

Pub Date [74]

Note—30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Behavior Change, \*Child Rearing, Etiology, Exceptional Child Education, \*Group Discussion, \*Hyperactivity, Learning Disabilities, \*Parent Child Relationship, \*Parent Education, Psychological Characteristics, Video Tape Recordings

Identifiers—Parent Materials

Intended for parents of hyperactive children, the two booklets provide general information on the management of hyperactivity and a summary of a video taped parent discussion group. Sections are on the following topics: what is hyperactivity? what causes hyperactivity? traits of hyperactive children, concerns and feelings of parents, behavior management, selected comments from the video tape group discussion, and how to form a discussion group of your own. Summarized in the second booklet are eight segments of the 30-minute video tape in which individual parents share their concerns. (DB)

ED 117 925 88 EC 081 448

**Project FAST: [Functional Analysis Systems Training]: Adopter/Facilitator Information.**

Essexville-Hampton Public Schools, Mich.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C.

Pub Date 75

Note—21p.; For related information, see EC 081 446 and 449

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—\*Delivery Systems, Exceptional Child Education, \*Learning Disabilities, \*Program Descriptions, Program Design, Program Effectiveness, \*Regular Class Placement

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, \*Project FAST

Presented is adopter/facilitator information of Project FAST (Functional Analysis Systems Training) to provide educational and support services to learning disabled children and their regular elementary teachers. Briefly described are the three schools in the Essexville-Hampton (Michigan) school district; objectives of the program; program inputs, processes, and outcomes and program schedule. Reported are program outcomes such as statistically significant increases in reading and mathematics achievement levels, a decrease in discipline problems, and expansion of the program to 201 classrooms in the Bay City Michigan, area. Also presented are criteria to be used in the selection of adopters including required target population characteristics, staffing requirements, instructional material requirements, financial resources, and training required of adopters. Part 2 focuses on facilitator information including a listing of available awareness materials (such as a film on Project FAST), product and process objectives, criteria to be used in the rejection of adopters (such as lack of administrative support), demonstration/visitation capability, training capability, and training schedule. (DB)

ED 117 926 88 EC 081 449

**Project FAST: Final Report.**

Essexville-Hampton Public Schools, Mich.

Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C.

Pub Date 75

Note—52p.; For related information, see EC 081 446 and 448

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

**Descriptors**—\*Administration, Decision Making, Elementary Education, Exceptional Child Education, Information Dissemination, \*Learning Disabilities, \*Program Descriptions, \*Program Evaluation, \*Regular Class Placement

**Identifiers**—Elementary Secondary Education Act Title III, ESEA Title III, \*Project FAST

The final report (1974-75) of Project FAST (Functional Analysis Systems Training) contains objectives and evaluation data of the Essexville-Hampton (Michigan) program which is designed to provide efficient educational and support services to learning disordered children and their regular elementary teachers. The first part contains an introduction to the methods and purposes of the project. Described are the three modules for delivering educational services, nine basic teaching skills, a model of a learning system, and a flow chart of a delivery system which incorporates a change process. Listed are accomplishments such as reduction of the time lag between identification of pupils with learning problems and specific treatment, cost effectiveness, and demonstrated exportability. Evaluation data is provided for four performance objectives for each of two project goals—(1) the development and implementation of a demonstration and dissemination model, and (2) monitoring of project activities to show their impact on children. Information for each objective is presented in terms of source of information, analysis of data, date to be completed, and results. Evidence of effectiveness for 1973-74 is summarized and includes expansion of individual educational programs from 20 in 1971-72 to 149 in 1973-74. Appended is a description of a decision-making process for adopter districts to use to determine the goals and objectives for their district. (DB)

ED 117 927 EC 081 451

Dolly, John P. Pittman, Bettie R.

**Behaviorally Oriented Programs for Learning Disabled Children.**

Note—16p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—Behavior, \*Behavior Change, \*Educational Accountability, \*Educational Methods, Educational Trends, Elementary Secondary Education, Exceptional Child Research, Individualized Instruction, \*Learning Disabilities, Operant Conditioning, Research Reviews (Publications)

Considered in the paper are the contributions of behaviorally and accountability based instruction and therapy approaches to the education of learning disabled students. Pointed out in a section on individualized instruction are advantages (such as shared knowledge of learning goals and ease of evaluation) as well as disadvantages (including neglect of the students' affective behavior and undue stress on overt behavior). An honest and open relationship in behavior modification programs between the modifier and those involved in the behavior change process is encouraged. Shortcomings of the traditional "medical model" approach are reviewed, and the implications of such recent trends as B. Bloom's "Mastery Learning" model and the attention research of D. Zeaman and B. House are discussed. (CL)

ED 117 928 EC 081 452

Khatena, Joe

**Educating the Gifted Child: Challenge and Response in the U.S.A.**

Pub Date Sep 75

Note—22p.; Paper presented at the World Conference on Gifted and Talented (London, England, September 9, 1975) and West Virginia Unit Association of Teacher Educators Annual Conference (Charleston, West Virginia, November 14, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—\*Creative Ability, Creative Thinking, \*Educational Methods, Educational Needs, Educational Programs, \*Educational Trends, Elementary Secondary Education, Exceptional Child Education, \*Gifted, Special Education, Student Evaluation, \*Talent Identification, Trend Analysis

Considered in the paper are past and current developments in the education of gifted and talented students in the United States. Discussed are the following aspects: identification (including specific evaluations of giftedness, and distinctions between creativity and I.Q.); programming methods and approaches (such as creative problem solving techniques and creative thinking operations); problems of the highly gifted (including confrontations with peers brought on by nonconformity and independence); support for special educational opportunities (such as the establishment of the Office of Education for the Gifted and Talented and the National Leadership Training Institutes); and implications and future directions (including an increase in teacher training programs for the gifted and talented, and the development of technical assistance centers). (CL)

ED 117 929 EC 081 453

Lavin, Richard J. And Others

**Toward an Improved Regional Delivery System for Special Education Support Services in Massachusetts: Resource Linking System. Concept Paper.**

Pub Date Aug 75

Note—29p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors**—Conceptual Schemes, \*Delivery Systems, Exceptional Child Education, \*Handicapped Children, Information Dissemination, Information Utilization, Inservice Teacher Education, \*Models, Needs Assessment, \*Regional Programs, \*Special Education, Technical Assistance

Proposed is a regional (Northeast) model to stimulate and draw together local and state services in a Resource Linking System for special education. It is explained that the model would provide the following five functions: appraisal of teachers' training needs, management and development of materials, field-based inservice training for teachers and administrators, technical assistance, and information dissemination. Detailed are the four main objectives of the model: (1) to analyze needs assessment data of local educators gathered from regional surveys; (2) to link available national, state, and regional resource systems to local services; (3) to train "peer enablers" (master teachers) to consult with local teachers or administrators; and (4) to provide a resource and knowledge utilization system for replication in other areas. (CL)

ED 117 930 EC 081 472

**Report of the Comprehensive Service Needs Study. [Final Report.]**

Urban Inst., Washington, D.C.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C. Office of Human Development.

Pub Date 23 Jun 75

Note—871p.; For the executive summary, see EC 081 473; Occasional marginal legibility due to light print

**EDRS Price MF-\$1.67 HC-\$46.21 Plus Postage**

**Descriptors**—Architectural Barriers, Definitions, Demography, Employment, Exceptional Child Research, Exceptional Child Services, \*Federal Legislation, Financial Policy, Incidence, \*Needs Assessment, Rehabilitation Programs, \*Severely Handicapped, Sheltered Workshops, Transportation, \*Vocational Rehabilitation

Presented is the report of the comprehensive service needs study for the severely handicapped as authorized by section 130 of the Rehabilitation Act of 1973. Chapters focus on the following aspects of the study: definitions; the vocational rehabilitation (VR) system; estimates of the severely disabled population not in institutions; the most severely handicapped in institutions; VR and the severely disabled; analysis of individuals rejected by VR; analysis of individuals most severely handicapped who received services at comprehensive medical rehabilitation centers; analysis of dependency; architectural barriers; geographic mobility of the handicapped; transportation; employment and labor force participation; social interaction; communication barriers; the mentally ill; the mentally retarded; the blind and visually impaired; the deaf; spinal cord injury, autism, and Hansen's disease; survey of providers of rehabilitation; rehabilitation facilities and workshops; technology; a benefit/cost analysis of service to severely handicapped accepted for service by VR; other programs assisting the handicapped; disincentives in income transfers; pro-

grammatic options for providing services; financial options; summary of major findings; research and demonstrations; and policy interpretations. (CL)

ED 117 931 EC 081 473

**Comprehensive Needs Study of Individuals with the most Severe Handicaps. Executive Summary.**

Urban Inst., Washington, D.C.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C. Office of Human Development.

Pub Date 10 Jun 75

Note—43p.; For the entire study report, see EC 081 472

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors**—Architectural Barriers, Definitions, Demography, Employment, Exceptional Child Research, Exceptional Child Services, \*Federal Legislation, Financial Policy, Incidence, \*Needs Assessment, Rehabilitation Programs, \*Severely Handicapped, Sheltered Workshops, Transportation, \*Vocational Rehabilitation

The summary of the comprehensive needs study of individuals with the most severe handicaps presents major findings regarding definitions, incidence, needs, and current services for the severely handicapped. It is explained that information was gathered through data file analysis, client surveys, a review of the literature, and constituency impact assessments. Among findings reviewed are that the total U.S. population with most severe handicaps is 10,067,000; that age plays a crucial role in the impact of a disabling condition; that minimal efforts have been made by local governments to eliminate barriers in public housing and facilities; that transportation needs were second only to vocational placement in perceived need; that low employment rates are related to such factors as capital disincentives and employer discrimination; and that development of a weighted case closure system, reduction of caseload size and an intensive training program were felt to facilitate serving the severely handicapped. Among program and finance options suggested are consumer-run self-help organizations and a special revenue sharing plan. A final section analyzes key policy interpretations and the implications for such services as transportation, employment, health coverage, income maintenance, and consumer involvement. (CL)

ED 117 932 EC 081 484

Stetten, Kenneth J.

**Telebook Center for the Blind: Phase 1. Final Report.**

Mitre Corp., McLean, Va.

Spons Agency—Library of Congress, Washington, D.C.

Report No—MTR-7121

Pub Date Jan 76

Note—121p.; Figures 1 and 2 are marginally legible

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage**

**Descriptors**—\*Blind, Delivery Systems, Demonstration Projects, Exceptional Child Education, Handicapped, \*Library Services, Media Technology, \*Talking Books, \*Telephone Communication Systems, Visually Handicapped

**Identifiers**—Final Reports

Reported is the experimental implementation of a new approach, called Telebook, for delivering Talking Book materials via telephone to blind readers. It is explained that the system involves immediate, low cost, electronic delivery of recorded materials in response to individual telephone requests. Evaluation of the system, implemented in the Washington, D.C. metropolitan area, is reported to have been positive, resulting in the judgment that wider implementation is technically, operationally, and economically feasible. Appended are details on technical design and performance, the Telebook operators' instructions, the reader's catalog, a reader's monthly mailing example, an analysis of operators' records, and results of the readers' survey. (Author/DB)



ED 117 933

FL 003 996

*Kurukawa, Shozo*

**Japanese Terms of Address: Some Usages of the First and Second Person Pronouns. Papers in Japanese Linguistics, Vol. 1, No. 2.**

University of Southern California, Los Angeles.  
Dept. of Linguistics.

Pub Date Dec 72

Note—12p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—Dialect Studies, Females, \*Japanese, Language Role, Language Styles, Language Usage, Males, \*Pronouns, Semantics, Sex Differences, \*Sex Role, Social Behavior, Social Discrimination, Social Relations, \*Social Structure, Sociolinguistics, \*Standard Spoken Usage

**Identifiers**—\*Address (Speech), Japanese Linguistics Workshop

This paper examines the following points: (1) how Japanese personal pronouns are used according to the speakers' social constraints, and (2) differences between males and females of the same occupational group in their use of personal pronouns. The dialect analyzed is the speech of Japanese faculty members at the University of Hawaii. A speaker of Japanese must evaluate his addresses in terms of a vertical axis of power and a horizontal axis of solidarity and their respective positions before selecting the proper first and second person pronouns. Pronouns may change during a conversation as relationships are discerned. Analysis of the professors' speech revealed that men frequently use a very informal and intimate first person pronoun with friends or family; women use more polite and less intimate pronouns with their parents than men do. Both men and women used kinship terms ("mommy," "daddy") instead of personal pronouns with their children. In use of second person pronouns, all males used different pronouns depending on their addressee, while 60 percent of women varied their use and 40 percent did not. Kinship terms are often used with siblings and parents, and women use a more formal pronoun ending with family and friends. (CHK)

ED 117 934

FL 004 622

*Masciantonio, Rudolph*

**Criterion Referenced Tests to Accompany "Artes Latinae," Level 1, Book 1. Tentative Edition.**

Philadelphia School District, Pa. Office of Curriculum and Instruction.

Pub Date 73

Note—41p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors**—Achievement Tests, Classical Languages, \*Criterion Referenced Tests, \*Language Instruction, \*Language Tests, \*Latin, Objective Tests, Secondary Education, Second Language Learning

These tests are designed to measure the achievement of each pupil at the approximate midpoint of each unit in "Artes Latinae," Level 1, Book 1. They were produced in response to the need expressed by many teachers to provide a means of more frequent evaluation of pupil progress. Tests for 13 units are provided. They supplement the unit tests produced to accompany *Artes Latinae* by the Encyclopedia Britannica Education Corporation, and may also be used as classroom exercises. Test questions, which call for written responses, consist mostly of fill-in-the-blanks, questions to be answered in Latin, descriptions to be made, nouns to be declined, syntactic and morphological changes, and English words with Latin roots to be identified. Nearly all questions and exercises are accompanied by drawings to aid in responding. (SCC)

ED 117 935

FL 004 686

*Backus, Robert L.*

**Ordinal Expressions in Japanese. Papers in Japanese Linguistics, Vol. 2, No. 1.**

University of Southern California, Los Angeles.  
Dept. of Linguistics.

Pub Date 73

Note—18p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—Descriptive Linguistics, \*Japanese, Language Usage, Linguistic Theory, \*Morphology (Languages), Nominals, Number Concepts, \*Numbers, \*Number Systems, Semantics, \*Syntax

**Identifiers**—Cardinal Numbers, Japanese Linguistics Workshop, \*Ordinal Numbers

The varied forms and semantic factors of Japanese ordinal expressions are related to one another in a coherent system. In Japanese, the cardinal number form is a numeral compound in construction with a referent. The numeral compound consists of a number and a numeral adjunct. Numeral adjuncts are derived from bound forms, or numeral suffixes, and free forms, or count nouns. Underlying the behavior of Japanese ordinals is a basic division of two types of sequences: quantitative (open-ended and composed of independent members) and constitutive (closed, with interlocking and interdependent members). The form associated with quantitative sentences consists of a "me" ordinal modifying by means of the particle "no" a class noun or a noun denoting a container. Numeral adjuncts in quantitative sentences specify four kinds of units: container, partitive, collective, and generic. In constitutive sentences the ordinal affixes "-me," "-dai," and "-banme" are used, where "dai" has a more formal connotation than "me" and "banme." A number of special constitutive sequences such as standard measures, time units, appellatives, and quasi-appellatives are grouped and explained separately. (CHK)

ED 117 936

FL 004 689

*Shinoda, Aiko*

**Classifications of Japanese Speech Levels and Styles. Papers in Japanese Linguistics, Vol. 2, No. 1.**

University of Southern California, Los Angeles.  
Dept. of Linguistics.

Pub Date 73

Note—17p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—Descriptive Linguistics, \*Japanese, \*Language Classification, \*Language Styles, \*Language Variation, Oral Communication, Speech Skills, \*Standard Spoken Usage

**Identifiers**—Japanese Linguistics Workshop

This paper investigates the treatment of Japanese speech levels and styles (known as "keigo") in previous studies and discusses the problems involved. An attempt is made to reconstruct the classification of speech levels and styles in modern colloquial Japanese. Speech styles change according to age, social status, sex, and the relationship of the speakers. "Keigo" may be classified into three types: the exalted, the humble, and the polite. The writings of several linguists on "keigo" are summarized, and they reveal a controversy over treatment of polite or elegant words. The following reconstruction of speech classifications is suggested: Speech consists of two components: level and style. Level has subdivisions of honorific and neutral, while the honorific level is further classified into exalted, humble, and polite. The exalted is used to show a speaker's respect for the action or state of a person in higher status. The humble shows humility with respect to the action or state of the speaker or listener. The polite shows a speaker's decision to speak politely or carefully through his expression on the topic. Each level is further modified by informal or formal style, conveying directly the speaker's evaluation of the listener. (CHK)

ED 117 937

95

FL 004 794

*Goldstein, Melvyn C.*

**Modern Literary Tibetan. Occasional Papers of the Wolfenden Society on Tibeto-Burman Linguistics, Vol. 5.**

Illinois Univ., Urbana. Center for Asian Studies.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-9-7766

Pub Date 73

Contract—OEC-0-70-2711

Note—352p.

Available from—Prof. F. K. Lehman, Dept. of Anthropology, University of Illinois, Urbana, Illinois 61801 (\$5.00 plus \$0.32 postage per copy, checks payable to Wolfenden Society)

**Document Not Available from EDRS**

**Descriptors**—Autoinstructional Aids, Grammar, \*Instructional Materials, \*Language Instruction, Language Styles, Language Usage, Morphology (Languages), Reading Instruction, Reading Materials, Second Language Learning, Standard Spoken Usage, Syntax, \*Textbooks, \*Tibetan, \*Uncommonly Taught Languages, Vocabulary, Written Language

**Identifiers**—\*Modern Literary Tibetan, NDEA Title VI

This textbook is designed to teach modern literary Tibetan and to serve as a grammar and handbook of standard Tibetan. The development of modern written Tibetan has been so influenced by printed materials from many surrounding countries that it is vastly different from classical Tibetan. Borrowings of vocabulary, style, and grammar have created a new written form of the language. This volume is designed to be used as a year's course in learning modern literary Tibetan, and may be used as a self-taught course. In Part 1, the basic features of the grammar are introduced, and the ability to apply these to reading passages is developed. Part 1 will give the student a command of the basic morphological and syntactic features of the modern written language and a basic vocabulary of 1-2,000 items. Part 2 consists of a series of reading selections from Tibetan, Chinese, Sikkimese, and Bhutanese materials, with translation, vocabulary, and explanatory notes. Aspects of Tibetan grammar and style are explained through these writings, which are taken from recent publications on politics, science, arts, news, and history. Interlinear translation is used throughout, along with a fluent English translation. (CHK)

ED 117 938

FL 005 556

*Sinha, Chris Walkerdine, V.*

**Spatial and Temporal Relations in the Linguistic and Cognitive Development of Young Children.**

Bristol Univ. (England). Inst. of Education.

Pub Date Feb 74

Note—64p.; Not available in hard copy due to marginal legibility of original document; Some pages may not be legible on microfiche  
Available from—Dr. Chris Singa, School of Education Research Unit, University of Bristol, Lyndale House, 19 Berkeley Square, Bristol BS8 1HF, England

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Child Development, Child Language, Cognitive Development, Cognitive Processes, Function Words, Kinesthetic Perception, \*Language Development, Language Research, Linguistic Theory, Perceptual Development, Preschool Children, \*Psycholinguistics, \*Semantics, Sociocultural Patterns, \*Space Orientation, \*Time Perspective

**Identifiers**—\*Piaget (Jean)

This paper reports the findings of an investigation into the development of the use and understanding of locative and temporal prepositions in 94 children aged from 18 months to 8 years. The research was carried out as part of the Project "Language Development in Pre-School Children," directed by Gordon Wells, at the University of Bristol, School of Education. The research represents an attempt to integrate the theoretical and methodological orientations of linguistic semantics and Piagetian theory in the study of the acquisition of a limited domain of word-meanings. Detailed analyses are presented of particular strategies utilized by children at various ages and stages of development in the comprehension and production of spatial and temporal relational terms. It is suggested that such strategies result from specific interactions between the developing systems of language, cognition and perception, the overall forms of which are determined by the socio-cultural context of the use of the relational terms. In conclusion, partial critiques are presented of one-sided applications of semantic features theories and Piagetian theory in previous explanations of the acquisition of spatial and temporal relational terms. (Author)

ED 117 939

FL 005 904

**Manual of Tape Scripts: Hebrew, Level 2.**

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Pub Date 74

Note—41p.; For related document, see ED 043 006

Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201 (\$1.50, checks payable to Auditor, Board of Education)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Audiovisual Methods, Audiovisual Aids, Curriculum Guides, \*Hebrew, Instruc-

tional Materials, Language Guides, \*Language Instruction, Manuals, \*Pattern Drills (Language), \*Phonotape Recordings, Scripts, Secondary Education, \*Second Language Learning

The tape scripts in this Hebrew instruction manual are intended to accompany audio tapes prepared for use at level 2 in New York City secondary schools, to present and drill grammatical structures. The scripts provide the teacher with a variety of grammar drills; enable the teacher to use the drills with or without tapes; permit review of specific parts of a tape; provide reading practice for previously mastered audiolingual material; present a list of practice vocabulary; and provide material to facilitate independent study programs. A table of contents helps to categorize the script in relation to the tapes and pinpoints the language structure to be taught. Each script is organized with syllabus number and topic followed by a list of vocabulary to be introduced. Procedures for script and tape use are suggested. Ten tape scripts follow, focusing on Hebrew verbs. (CHK)

**ED 117 940** FL 005 905

**Manual of Tape Scripts: French, Level 3.**  
New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.  
Pub Date 74

Note—52p.; For related documents, see ED 026 922 and ED 034 468

Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201 (\$1.50, checks payable to Auditor, Board of Education)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**Audiolingual Methods, Audiovisual Aids, Curriculum Guides, \*French, Instructional Materials, Language Guides, \*Language Instruction, Manuals, \*Pattern Drills (Language), \*Phonotape Recordings, Scripts, Secondary Education, \*Second Language Learning

The tape scripts in this French instruction manual are intended to accompany audio tapes prepared for use at level 3 in New York City secondary schools, to present and drill grammatical structures. The scripts provide the teacher with a variety of grammar drills; enable the teacher to use the drills with or without tapes; permit review of certain parts of a tape; provide reading practice; present a list of practice vocabulary; and provide material to facilitate independent study programs. A table of contents helps to categorize the script in relation to the tapes and pinpoints the language structure to be taught. Each script is organized with syllabus number and topic followed by a list of vocabulary to be introduced. Procedures for script and tape use are suggested. Eighteen tape scripts follow. (CHK)

**ED 117 941** FL 005 965

**Computer-Based Instruction: A Pedagogical Paradox.**

Pub Date 12 Oct 73

Note—7p.; Paper presented at the Annual Meeting of the Washington (State) Association of Foreign Language Teachers (Seattle, Washington, October 12, 1973)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors—**Autoinstructional Aids, College Language Programs, \*Computer Assisted Instruction, Cost Effectiveness, Educational Technology, Individualized Instruction, \*Instructional Media, \*Language Instruction, Man Machine Systems, \*Programed Instruction, Second Language Learning, Teaching Machines, \*Teaching Methods, Time Sharing  
**Identifiers—**PIRATS, Whitworth College (Washington)

The modern, miniaturized computer as in information processor has radically altered the logic of three commonplaces regarding computer-based learning: (1) that the machine exerts a dehumanizing effect on the educational process, (2) that computers are too expensive to prove cost-effective in education, and (3) that the computer's facility in reiterating lessons violates the principle of individualization. The specific computer-assisted instruction (CAI) system at Whitworth College suggests point-for-point counter-arguments: (1) that careful CAI lesson design can actually enhance the humanization of

course material, (2) that time-shared minicomputer systems have dramatically reduced user costs, and (3) that a computer-driven lesson sequence can prove to be unique (and thus individualized) each time it is run. The computer therefore can be humane, feasible, and can serve as a semi-intelligent extension of the instructor. The paper includes comments by student users plus a brief discussion of how instructors determine the appropriateness of curricular material for CAI. (Author)

**ED 117 942** FL 005 985

**Bonney, W. L.**

**Pronouns and Variables.**

Pub Date [74]

Note—44p.; Not available in hard copy due to marginal legibility of the original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**Deep Structure, Form Classes (Languages), Generative Grammar, \*Linguistic Theory, Logic, Nominals, \*Pronouns, \*Semantics, Sentence Structure, Surface Structure, \*Syntax, \*Transformation Generative Grammar, Transformations (Language), Transformation Theory (Language)

**Identifiers—**\*Anaphora, Reflexivization

This paper is concerned with the treatment of anaphoric phenomena in a semantically based transformation grammar. It is argued that account of anaphora in terms of coreference are no better than accounts in terms of identical NPs; instead, it is proposed that a unified account of anaphora, which covers both quantified and unquantified NPs, may be given in terms of identity of bound variables within a system that employs the device of abstraction operators. (Author)

**ED 117 943** FL 006 198

**Hojo, Michio**

**Terminal Raising Intonations and Questions in Japanese: An Inquiry Based on Acoustic Phonetic Data.**

Pub Date 74

Note—26p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors—**Acoustic Phonetics, \*Intonation, \*Japanese, Morphology (Languages), Negative Forms (Language), Phonemics, Phonetics, \*Phonology, \*Semantics, Sentence Structure, Spectrograms, \*Suprasegmentals, Surface Structure, Syntax

**Identifiers—**\*Questions

This article describes phonological and semantic characteristics associated with the surface structure of some Japanese sentence intonations. The aim of the long-term study is to show the place of intonation in the total system of Japanese grammar. This particular part of the study is limited to the group of intonations which are characterized by the "the terminal pitch rising." The prosodic features which are possible correlates of certain grammatical functions were isolated and quantified, using a spectrograph. The samples were provided by four speakers of standard Japanese, with every informant making five recordings of each sample item. A total of eight different intonations were identified in the terminal rising group. Direct questions in Japanese, of which there are two types, both terminating with a rising intonation, were used to demonstrate the role of this type of intonation. The conclusion is that the question in Japanese is a response-eliciting function, specified by a terminal rising intonation. The unique logical order between question and answer is attributed to the basic function of intonation. Intonation is primarily tied in with the concurrent statement, and the response which is signaled by the rising intonation refers strictly to the affirmation or negation of that statement. (Author/TL)

**ED 117 944** FL 006 311

**Greenberg, Joseph H.**

**Numeral Classifiers and Substantial Number: Problems in the Genesis of a Linguistic Type. Working Papers on Language Universals, No. 9.**

Stanford Univ., Calif. Committee on Linguistics.  
Pub Date 72

Note—39p.; Revised version of a paper presented at the International Congress of Linguistics (11th, Bologna, Italy, 1972)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors—**Classical Languages, Comparative Analysis, \*Contrastive Linguistics, Diachronic Linguistics, Grammar, Language Patterns, Lan-

guage Research, Language Typology, \*Language Universals, Linguistic Theory, Nominals, Number Concepts, \*Numbers, \*Number Systems, Synchronic Linguistics, \*Syntax  
**Identifiers—**Count Nouns, Mass Nouns

This study is based on a sample of about 100 languages with numeral classifiers. An attempt is made at reconstructing the dynamics of the process by which such systems arise, develop, and decay. Among the hypotheses advanced are the following: (1) numeral classifiers involve the overt expression of one kind of quantification, namely, counting by units; (2) the numeral classifier construction is modeled after the measure construction with mass nouns and hence arises in languages with previous mass-count noun distinction; and (3) the classifier in a numeral classifier language has the same function as a singulative does in a language with a collective-singulative distinction. (Author)

**ED 117 945** FL 006 349

**Robbins, Janet L.**

**Norms of Descriptive Adjective Responses to Common Nouns.**

Pub Date [73]

Note—71p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Adjectives, \*Association (Psychological), Association Tests, Cognitive Processes, Form Classes (Languages), Language Patterns, Language Research, Language Usage, Linguistic Performance, \*Nominals, \*Psycholinguistics, \*Semantics, Verbal Stimuli, Vocabulary, Vocabulary Skills  
**Identifiers—**\*Word Association

This paper gives the results of a controlled experiment on word association. The purpose was to establish norms of commonality of primary descriptive adjective responses to common nouns. The stimuli consisted of 203 common nouns selected from 10 everyday topics of conversation, approximately 20 from each topic. There were 350 subjects, 50% male, 50% female, selected from various regions in the United States and stratified into three age groups: 15-22, 51-65, and 66 and older. The norms of commonality were established by counting every identical repetition of noun-adjective pairs. Two tables give: (1) the index of common nouns used as stimuli in the experiment; and (2) the norms of descriptive adjective responses to common nouns, including the number of repetitions for each adjective. The identical response pairs with the largest numbers, such as 170 for winter-cold and 107 for circle-round, are considered of significant interest. (TL)

**ED 117 946** FL 006 883

**Jones, R. B.**

**Southeast Asian Languages - High Priority Materials Development Needs. Working Paper.**

Pub Date Oct 74

Note—26p.; Paper presented at the Conference on Material Development Needs in the Uncommonly Taught Languages: Priorities for the 70's (Columbia, Maryland, Sept. 29-Oct. 2, 1974); Occasional marginal legibility

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors—**Burmese, Cambodian, Dictionaries, Indonesian, \*Instructional Materials, Javanese, \*Language Instruction, Eao, Malay, \*Material Development, Research Needs, \*Resource Materials, Tagalog, Thai, \*Uncommonly Taught Languages, Vietnamese

**Identifiers—**\*Neglected Languages Materials Conference 1974, Southeast Asian Languages

The material development needs for the Southeast Asian languages are analyzed as follows: (1) both student and reference grammars must be produced; (2) student and reference English-foreign language dictionaries are needed; (3) research is needed in sociolinguistics, semantic analyses, linguistic surveys; (4) elementary, intermediate and advanced teaching materials are lacking in primary and secondary languages; and (5) teaching facilities and centers for the study of these languages are lacking. A report from the conference held in 1959 at the American Council of Learned Societies is also furnished here, with its determination of needs and recommendations for research. Requirements included basic language courses, graded readers, reference grammars, orthographic systems, student dictionaries, instructional tapes, area handbooks and other resources. General recommendations for pro-

grams to develop neglected languages were outlined, and specific needs for Burmese languages, Thai, Lao, Cambodian, Vietnamese, Indonesian languages and Tagalog were detailed. (CHK)

**ED 117 947** FL 006 890

*McCoy, John*

**Materials for the Study of Chinese.**

Pub Date 74

Note—12p.; Paper presented at the Conference on Material Development Needs in the Uncommonly Taught Languages: Priorities for the 70's (Columbia, Maryland, Sept. 29-Oct. 2, 1974)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—\*Chinese, Chinese Culture, College Language Programs, Dictionaries, Higher Education, Instructional Materials, \*Language Instruction, Language Programs, \*Material Development, Phonotape Recordings, \*Reading Materials, Textbook Content, Textbook Evaluation, Textbook Preparation, Textbooks, \*Uncommonly Taught Languages, Vocabulary Identifiers—\*Neglected Languages Materials Conference 1974

This article surveys the teaching materials available in the United States for teaching Chinese at the college level. Suggestions are made for the improvement of existing materials and for the development of new ones. The main problems associated with the production and usefulness of language materials are that: (1) languages change through time and therefore materials are quickly out of date; (2) teachers and students vary in goals, temperament, and techniques; and (3) language pedagogy theories are constantly evolving. In addition, intensive courses create a qualitative difference in the need for materials. Academic intensive courses, unlike those offered in the government, must be targeted equally toward speaking and reading. The majority of the students in academic courses are preparing for higher-level research, for which they require reading proficiency in the language. In view of this, although all currently available Chinese materials could stand improvement and updating, reworking priorities should be for materials in the reading phase: (1) introductory general readers, and (2) intermediate short-form character texts especially on culture in Mainland China and updated newspaper readers. The available dictionaries seem to be adequate, but a periodic newsletter would be useful for continually updating the rapidly fluctuating political vocabulary. Recommendations are also made concerning spoken Chinese texts and taped materials. (TL)

**ED 117 948** FL 007 030

*Masciantonio, Rudolph*

**Muses of the Greco-Roman Cultures. A Curriculum Resource on Music in Classical Antiquity. Tentative Edition.**

Philadelphia School District, Pa. Office of Curriculum and Instruction.

Pub Date 74

Note—40p.; Occasional light print

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors**—Classical Languages, Classical Literature, \*Cultural Education, \*Curriculum Guides, Dance, \*Greek, High School Curriculum, Interdisciplinary Approach, Language Instruction, \*Latin, Legends, \*Music, Mythology, Poetry, Resource Materials, Secondary Education

This publication is designed to help teachers introduce pupils to the role of music, dance, and poetry in the civilization and culture of the Ancient Greeks and Romans. It may be used as an interdisciplinary course for secondary school pupils or to expand curricular offerings in Latin and Greek. Focusing on the pervasive influence of music within these cultures, examples of ancient music, descriptions of dances performed and excerpts of classical literature are all included. Unit 1 gives background information to the teacher regarding the study of music as part of Greek and Roman education and the attitudes toward music in those cultures. Names for musical instruments and drawings of them, Latin songs, music and lyrics, the place of music in mythology, and the dance in the ancient world are all discussed in the remaining four Units. A bibliography for teachers, musical versions of Horace's "Odes," and a form for evaluating the guide are also included. (SCC)

**ED 117 949**

*Masciantonio, Rudolph*

**Teacher's Guide to the Nature Method Latin Course. Tentative Edition.**

Philadelphia School District, Pa. Office of Curriculum and Instruction.

Pub Date 74

Note—127p.; For related document, see ED 044971; Occasional Marginal legibility

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage**

**Descriptors**—Audiolingual Skills, Classical Languages, Course Content, Curriculum Guides, High School Curriculum, \*Language Instruction, Language Skills, \*Latin, \*Lesson Plans, \*Pattern Drills (Language), Secondary Education, Second Language Learning, Substitution Drills, \*Teaching Guides, Teaching Methods, Vocabulary

The guide is designed to assist teachers at the secondary level in using "Lingua Latina Secundum Naturae Rationem Explicata," the Nature Method Institute's Latin series. Particular emphasis is placed on the early chapters of the course. Abundant materials in the form of pattern practices and mimicry drills are given as supplementary material for the book's first four chapters. There is also a unit on Latin songs and one on holiday materials (recipes and song translations). Each chapter also has cultural content. A form for evaluating the guide is included. It is suggested that the initial presentations be aural-oral with the students' books closed, followed by pattern practices, then an explanation of the grammar in Latin accompanied by simple Latin questions, written pattern practices, and finally one section assigned as homework or written classwork and another on English derivatives of Latin lexical items to be done orally and then in written form. It is suggested that a workbook be set up to keep a record of these derivatives. (SCC)

**ED 117 950** FL 007 083

*Masciantonio, Rudolph*

**Teacher's Guide to Accompany the Cambridge Latin Course. Tentative Edition.**

Philadelphia School District, Pa. Office of Curriculum and Instruction.

Pub Date 76

Note—49p.; Occasional light print

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors**—Audiovisual Aids, Bibliographies, Classical Languages, Classroom Games, Course Content, \*Curriculum Guides, High School Curriculum, \*Language Instruction, Language Skills, \*Latin, Learning Activities, Resource Materials, Secondary Education, Second Language Learning, \*Teaching Guides, Teaching Methods, Vocabulary

This guide is designed to assist teachers using the "Cambridge Latin Course," a multimedia instructional system developed in the United Kingdom which can be adapted to the needs of pupils of varying backgrounds, ages, and abilities. The Guide focuses on Unit I, the first level of the Cambridge materials. The materials are especially suited to beginning learners of Latin in grades 7 and 8, but they may also be used with beginners in grades 9-12. The general approach to each stage in Unit I is as follows: (1) aural-oral presentation, using model sentences with visual cues and tape recording; (2) reading and writing, which involve reading aloud and little use of translation; (3) presentation of English derivatives and cognates, involving word games; (4) additional reading and writing, again with the use of visual cues and audio tape; (5) presentation of material on culture with the use of a variety of audiovisual aids, quizzes and written games; and (6) evaluation of pupil progress at the end of each stage. The major portion of the guide consists of curriculum and teaching suggestions for each stage in Unit I, specifically Latin questions, activities, derivatives and cognates, and word games. Two appendices conclude the guide: a bibliography for teacher reference and a summary of recent research on the value of Latin in upgrading the basic skills of pupils. A form for evaluating the guide is also included. (SCC)

**ED 117 951** FL 007 174

*Giauque, Gerald S.*

**French Phonics for Americans.**

Pub Date Jan 76

Note—47p.

FL 007 031

Available from—Dr. Gerald S. Giauque, Department of Modern Languages, Georgia Institute of Technology, Atlanta, Georgia 30332 (HC \$1.75, Tapes \$4.00)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors**—\*French, Instructional Materials, \*Interference (Language Learning), Language Instruction, Language Skills, Phonetics, \*Phonics, Pronunciation, \*Second Language Learning, Speech Skills, Teaching Methods, \*Textbooks

This is the first phonetics book to be developed for use in first-year French courses. The intent of the book is to help the student acquire confidence in his ability to look at 85 percent of the words in the French dictionary and be able to pronounce those words correctly, as a result of his sounding out the words. When an American student looks at a foreign word, he may associate it with letters or groups of letters in the American phonic system. After an individual has learned to read (i.e. to associate sounds with symbols), he has difficulty understanding that a letter has a different sound in another language. This becomes evident when a language teacher pronounces a foreign word, and the student displays lack of comprehension until the word is presented to him in visual form. A concentrated comparative study of the sound-symbol correlatives in both the mother tongue and the target language makes the student aware of the similarities and differences of the sound systems of the two languages. The approach described is a systematic effort to associate the distinctively French sound with the printed letters. (Author/CLK)

**ED 117 952** FL 007 179

*Mackay, Ronald*

**Languages for Special Purposes.**

Autonomous Metropolitan Univ., Mexico City (Mexico).

Pub Date 75

Note—11p.

Available from—Universidad Autonoma Metropolitana, Blvd. Manuel Avila Camacho 90, Naucalpan, Mexico. Apdo. Postal 325, Mexico 1, D.F. (free of charge)

Journal Cit—Educat; n3 p24-33 Apr 1975

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—Adult Learning, Adult Students, Course Content, Curriculum Design, Curriculum Development, Definitions, \*Language Instruction, \*Language Programs, \*Languages for Special Purposes, Language Usage, Material Development, \*Modern Language Curriculum, Organization, Professional Education, \*Program Planning, Second Language Learning

The aim of this article is to explain what the term "languages for special purposes" means and what it does not mean, to outline the rationale for such a branch of language teaching and to indicate some of the problems it poses for syllabus planners and course designers. Four principal types of problems and considerations are identified and discussed: sociological, linguistic, psychological, and pedagogic. Spanish and English versions of the article are printed side by side. (Author/TL)

**ED 117 953** FL 007 180

*Payne, Richard M.*

**"Universal" Textbooks and English for Special Purposes.**

Autonomous Metropolitan Univ., Mexico City (Mexico).

Pub Date 75

Note—7p.

Available from—Universidad Autonoma Metropolitana, Blvd. Manuel Avila Camacho 90, Naucalpan, Mexico. Apdo. Postal 325, Mexico 1, D.F. (free of charge)

Journal Cit—Educat; n6 p30-35 Jul 1975

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—English (Second Language), \*English for Special Purposes, Instructional Materials, Language Instruction, Language Teachers, \*Material Development, \*Teacher Developed Materials, Textbook Content, Textbook Evaluation, \*Textbook Selection

This article points out the difficulties teachers have in selecting suitable materials for teaching English for special purposes. Universal textbooks, designed to suit all possible situations, are not specific enough. The article proposes ways in which a broader spectrum of materials might be obtained: (1) by producing textbooks with optional components, or (2) by producing a number

of specialized textbooks. In the meantime, however, universal textbooks prevail, especially in developing countries, and the teacher is therefore burdened with the extra task of adapting these textbooks to specific situations. Suggestions are made for an approach to adaptation, and an example of an adapted lesson is given. Spanish and English versions of the article are printed side by side. (TL)

**ED 117 954** FL 007 276

*Prokop, Manfred*

**A Method for True Sequential Processing of Verbal Interaction Analysis Data.**

Pub Date 74

Note—11p.

Journal Cit—Classroom Interaction Newsletter; n10 p45-49 1974

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Behavior Patterns, \*Classroom Observation Techniques, Computational Linguistics, Computer Programs, \*Interaction Process Analysis, \*Language Instruction, Research Methodology, \*Second Language Learning, Student Teacher Relationship, \*Verbal Communication

Identifiers—Matrix Analysis, \*Sequential Processing

This paper describes a method to extract, by computer, maximum amounts of sequential information on pattern frequencies underlying verbal interactions in the foreign language classroom. For this purpose, an observation instrument was developed which was expected to allow the study of the structure of the interaction process; it was hypothesized that such interaction would move with a certain cyclical regularity and that sequential patterns of verbal behavior would be obtained which, in descending order of occurrence, would characterize dominant interactions. A computer program was written which, following certain conditions, segments the total interaction process into strings, lifts out embedded patterns, and orders them into groups of recurrent patterns. Examples are presented to show that sequential processing provides much more meaningful information on a classroom interaction than could hitherto be obtained from matrix analysis. The implications of research in this area for foreign language teaching are briefly discussed. (Author)

**ED 117 955** FL 007 287

*Klann, Gisela*

**Aspekte und Probleme der linguistischen Analyse schichtenspezifischen Sprachgebrauchs. Studien und Berichte 31 (Aspects and Problems of the Linguistic Analysis of Language Usage Within Specific Social Levels. Studies and Reports No. 31).**

Max-Planck-Institut fuer Bildungsforschung, Berlin (West Germany).

Pub Date 75

Note—306p.; In German

Available from—Ernst Klett Verlag, Rotebuehlstr. 77, 7000 Stuttgart 1, West Germany (DM23)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Child Language, \*Generative Grammar, German, Grammar, Language Patterns, Language Role, \*Language Usage, Language Variation, Linguistic Theory, Semantics, \*Social Dialects, Social Environment, Social Factors, Social Influences, Socioeconomic Status, \*Sociolinguistics, \*Syntax, Transformational Generative Grammar

Identifiers—\*Bernstein (Basil)

This is a study of linguistic variability among social levels in West Germany and of the problems associated with doing such an analysis. The data, ordered according to sex and social levels, were collected from young children retelling narratives heard on tapes. The report represents a comprehensive study of the children's syntactic performance and language usage. The discussion is within the transformational-generative framework and the classification of the syntactic patterns is based essentially on Chomsky. There are five chapters: (1) introduction to the investigation; (2) discussion of the adequacy of generative grammar and the assumptions taken by such a model in describing and interpreting linguistic phenomena; (3) description of the methodology used for collecting the data and for its analysis; (4) presentation of the results of the study, which are subsequently tabulated in the appendix; and (5) discussion of language usage forms resulting from socially induced behavior

strategies specific to social levels—Bernstein's concept of verbal planning. (TL)

**ED 117 956** FL 007 317

**A Review of Problems for Research into Bilingualism and Allied Topics. Pamphlet No. 1.**

Wales Univ., Aberystwyth. Univ. Coll. of Wales.

Pub Date 53

Note—17p.; For related document, see FL 007 318

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Bilingual Education, Bilingualism, Bilingual Schools, Bilingual Students, Educational Objectives, Language Attitudes, Language Research, Language Tests, Material Development, Research Coordinating Units, \*Research Design, Research Methodology, \*Research Needs, \*Research Tools, Standardized Tests, Student Placement, Test Construction, \*Welsh

Identifiers—\*Wales

The Faculty of Education of the University College of Wales is responsible for the initiation and coordination of research on the bilingual situation of Wales. This pamphlet outlines a program of work for this research. It is intended to show the individual researcher the overall aims and problems of the program and to suggest specific research topics. The introduction is divided into the following sections: (1) reasons for the research program; (2) the scope of research work; (3) need for realistic, rather than academic, to be researched; (4) special educational problems in a "mixed language" area; (5) standardized tests of intelligence and attainment and quantitative measures of Welsh linguistic background; (6) order of priority; and (7) research by groups of teachers. The main areas of investigation for the program have been divided into three: (1) the development of tools, for a reliable investigation, e.g., standardized language and intelligence tests; (2) the undertaking of studies using the tools to assess relationships between Welsh linguistic background and educational attainment, assess efficiency of alternate methods of language teaching, and survey general attitudes toward the bilingual situation; and (3) the initiation of projects connected with material development, student placement, national education objectives, reading surveys, and school conditions. (TL)

**ED 117 957** FL 007 318

*Rees, M. E. Gwendolyn*

**A Welsh Linguistic Background Scale. Pamphlet No. 2.**

Wales Univ., Aberystwyth. Univ. Coll. of Wales.

Pub Date 54

Note—19p.; For related document, see FL 007 317

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Bilingualism, \*Bilingual Students, \*Family Background, Job Placement, Language Proficiency, \*Language Tests, Measurement Instruments, Standardized Tests, \*Student Placement, Student Testing, Testing Programs, Test Reliability, Test Validity, \*Welsh

Identifiers—\*Wales, Welsh Linguistic Background Scale

This pamphlet outlines an attempt to provide an instrument by which the linguistic background of Welsh children can be measured. In a group of Welsh-speaking children there are different degrees of Welshness, and it is essential, for educational purposes, that the degrees of Welsh linguistic background be estimated. The two versions of the Welsh Linguistic Background Scale, one in English and one in Welsh, are included, and instructions for their administration are given both in English and Welsh. Instructions for scoring follow. The validity and reliability of the scale have been tested and confirmed. The results from such tests would aid in student placement, later in job placement, and in the standardization of intelligence and attainment tests. Apart from its use as a necessary tool for research, the scale is recommended as a practical guide for teachers and others who are concerned with school organization. (Author/TL)

**ED 117 958** FL 007 319

*Pinsent, A.*

**The Construction and Use of Standardised Tests of Intelligence and Attainment. Pamphlet No. 3.**

Wales Univ., Aberystwyth. Univ. Coll. of Wales.

Pub Date [60]

Note—53p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

Descriptors—Achievement Tests, Aptitude Tests, \*Bilingual Education, Educational Policy, English, Intelligence Quotient, Intelligence Tests, Measurement Instruments, \*Secondary Education, \*Standardized Tests, \*Test Construction, Test Results, Tests, \*Welsh

Identifiers—\*Wales

The British Education Act of 1944 stipulated that instruction and training be offered according to the ages, abilities, and aptitudes of pupils. One specific problem concerned the entry to secondary schools of pupils from a variety of primary schools. The resulting problem of determining the different aptitudes and abilities has been partially solved by the use of standardized tests. This pamphlet is designed to provide a brief introduction to the methods of constructing and using standardized tests, and to discuss special difficulties encountered in the construction and use of standardized tests in Wales, a mixed language area. Specifically discussed are the various kinds of standardized tests, what is meant by standardization, what such tests determine, the choice of tests, comparison of the results of various tests, and the concepts of mental age, attainment ages and quotients. (CLK)

**ED 117 959** FL 007 320

*Morgan, E. R.*

**Bilingualism and Non-Verbal Intelligence: A Study of Test Results. Pamphlet No. 4.**

Wales Univ., Aberystwyth. Univ. Coll. of Wales.

Pub Date 57

Note—18p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Bilingual Education, Bilingualism, \*Bilingual Students, Cognitive Development, Cognitive Tests, Cultural Background, Educational Policy, \*Intelligence Tests, Mental Development, Nonverbal Ability, \*Nonverbal Tests, Socioeconomic Background, \*Test Bias, Test Results, \*Welsh

Identifiers—Daniels Figure Reasoning Test, NFER Test 2, Ravens Progressive Matrices, \*Wales, Welsh Linguistic Background Scale

This report discusses the relationship between bilingualism and mental development of bilingual children. After a review of the relevant literature, a specific study is described. The linguistic background of 648 children from 29 schools, age 10 through 12 inclusive, was measured with the Welsh Linguistic Background Scale. General intelligence was assessed with three nonverbal tests: Raven's Progressive Matrices, Daniel's Figure Reasoning Test and the Non-Verbal Test No. 2 of the National Foundation for Educational Research. Objectives were to: (1) determine which of the nonverbal tests was the most independent of linguistic background and hence most suitable for intelligence testing in mixed language areas, and (2) describe the relationship between linguistic background and test scores. Conclusions are that: (1) none of the tests used is completely suitable for evaluating Welsh-speaking children if the results are to be compared with those of English-speaking children; (2) Welsh-dominant bilingual children scored consistently lower than English-dominant children; (3) a correlation exists between test performance and degree of bilingualism; (4) the location of a community accentuates the influence of bilingualism; (5) occupational levels and socioeconomic status must be considered when interpreting test scores; and (6) Raven's Progressive Matrices is the most independent test. (CLK)

**ED 117 960** FL 007 321

*Brace, J. L.*

**A Welsh Word Recognition Test. Pamphlet No. 5.**

Wales Univ., Aberystwyth. Univ. Coll. of Wales.

Pub Date 57

Note—20p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Bilingual Education, Bilingualism, \*Bilingual Students, Educational Policy, Language Skills, \*Language Tests, Reading Ability, Reading Skills, Standardized Tests, \*Test Construction, Testing, Test Reliability, \*Welsh, \*Word Recognition

Identifiers—\*Wales

This pamphlet discusses the need for reliable standardized tests for the selection and classification of Welsh-dominant students in Wales and for the evaluation of their language skills. Because of the correlation in performance, the standardized word-recognition test described here applies to predominantly Welsh-background individuals and not to populations with intermediate degrees of

bilingual background. Specifically discussed are: (1) the foundations of reading ability, (2) standardizing the test, (3) the population sample to be tested, (4) the uses of the test, (5) test reliability, (6) test administration procedures and (7) the calculation of reading age. A sample test and sample scoring sheet are provided. (CLK)

ED 117 961 FL 007 322  
Jones, O. G.

Teaching Welsh as a Second Language: A Bibliography. Pamphlet No. 11.

Wales Univ., Aberystwyth. Univ. Coll. of Wales.

Pub Date 62

Note—51p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—\*Annotated Bibliographies, Classroom Materials, Curriculum Guides, Dictionaries, Grammar, \*Instructional Materials, \*Language Instruction, Reading Materials, Reference Materials, Resource Materials, \*Second Language Learning, Teaching Guides, Teaching Methods, Textbooks, \*Welsh, Word Lists

Identifiers—\*Wales

This bibliography lists 136 items which may be useful to anyone teaching or taking Welsh as a second language. Each entry includes the usual bibliographic information, some include annotations, and some are accompanied by quotations from reviews. About half the titles are in English, and the other half in Welsh. The annotations and quotations are also partly in English and partly in Welsh. The items listed include: (1) instructional materials for all levels, including self-instructional material: teaching guides, curriculum guides, course outlines, workbooks, spelling books, translations, and some literature to be used in the classroom; (2) dictionaries, vocabulary lists, and grammars; and (3) works about the grammar of Welsh, the history of Welsh, second language teaching methodology, and the place of Welsh in the school system of Wales. (TL)

ED 117 962 FL 007 323

Williams, Ina Tudno

Adults Learning Welsh (A Study in Motivation). Pamphlet No. 13.

Wales Univ., Aberystwyth. Univ. Coll. of Wales.

Pub Date 65

Note—29p.; In Welsh

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Adult Learning, \*Adult Students, Bilingualism, \*Course Content, Language Instruction, Language Role, Language Usage, \*Learning Motivation, News Media, \*Second Language Learning, Social Factors, Student Motivation, Television Viewing, Verbal Communication, Vocabulary, \*Welsh

Identifiers—\*Wales

This pamphlet is a report of a study of motivation among adults learning Welsh in Wales. It is claimed that the situations in which a language is likely to be used and the linguistic aim of the learners should be taken into consideration when the nature of the vocabulary to be included in a second language course is determined. Recent research work in vocabulary selection for second-language learning in France, Canada, and Ireland is reviewed. The study aimed at discovering, by means of a questionnaire issued to 113 classes of adults learning Welsh, the purpose for which the language was being learned and the situations in which the newly acquired command of the language is most likely to be used. It was found that the most frequently mentioned reasons were concerned with a desire to be able to follow news and other programs on television in Welsh and to be able to participate in social intercourse through the medium of the language. It is recommended that the planners of courses in Welsh as a second language for adults pay special attention to the vocabulary needed for understanding television news bulletins and for understanding and participating in everyday conversations among Welsh-speaking friends. (Author/TL)

ED 117 963 FL 007 336

Ryan, Ellen Bouchard Collins, Carol

The Role of Question-Answer Interactions in Language Development.

Pub Date 75

Note—8p.; Paper presented at the Conference of the Midwest Modern Language Association (Chicago, Illinois, November 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—\*Child Language, Cognitive Ability, Cognitive Development, Cognitive Processes, Cultural Context, \*Language Development, Language Learning Levels, Language Usage, Linguistic Competence, Linguistic Performance, Psycholinguistics, \*Question Answer Interviews, \*Social Environment, \*Syntax

Identifiers—\*Questions

Question-answer interactions were chosen as an effective means of investigating the effect of the linguistic environment on language development. Research was reviewed indicating that the improvement in question and answer performance of a maturing child is based on the advancement of both his linguistic and cognitive abilities and that the adult systematically accommodates his speech with a child to those abilities. A categorization scheme was devised for the ranking of question types according to their cognitive and syntactic complexity and for the rating of answers according to their appropriateness and syntactic level. It is proposed that detailed analyses of a variety of adult-child question-answer interactions should provide important information concerning the theoretical role of adult accommodation to the child's level as well as principles leading to new language training techniques. (Author)

ED 117 964 FL 007 350

Bilingual Education: Quality Education for All Children. Annual Report, National Advisory Council on Bilingual Education

National Advisory Council on Bilingual Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date 1 Nov 75

Contract—400-76-0016

Note—87p.; Occasional light print; one table is of marginal reproducibility because of small print size

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Biculturalism, \*Bilingual Education, Bilingual Schools, \*Bilingual Students, Educational Legislation, \*Educational Policy, \*Federal Legislation, \*Language Programs, Language Tests

This is the first annual report of the National Advisory Council on Bilingual Education summarizing the condition of bilingual education in the U.S. and the administration and operation of Title VII. The Council recommends, in summary: (1) that communication among groups in bilingual-multicultural education be continuous; (2) that states be assisted in developing bilingual programs; (3) that testing for bilingual students be developed; (4) that cross-cultural orientation to a target group be recognised in bilingual programs; (5) that funding be increased; and (6) that bilingual-multicultural education be promoted as quality education for all students. The recommendations are amplified in the report with specifics of implementation and administration. A legislative statement of purpose and definition summarizes the passage of the Elementary and Secondary Education Act of 1965 and subsequent amendments. The history and development of the National Advisory Council from 1974 onward is detailed, followed by the 1974 recommendations of the Council. Extensive statistics on the number of non-English-speaking children and their educational failure support the need for bilingual-multicultural programs. Federal and state programs in bilingual education are detailed, and the activities and future plans of the National Advisory Council noted. (CHK)

ED 117 965 FL 007 385

Burt, Marina K., Ed. Dulay, Heidi C., Ed.

On TESOL '75: New Directions in Second Language Learning, Teaching and Bilingual Education. Selected Papers from the Annual TESOL Convention (9th, Los Angeles, CA, March 4-9, 1975)

Teachers of English to Speakers of Other Languages.

Pub Date 75

Note—298p.; For related documents, see ED 103 882, ED 103 912, ED 105 508, ED 105 750, ED 107 144, and ED 107 156. The papers represented by these numbers have been removed from this volume and are not included in the pagination

Available from—TESOL, 455 Nevils Building, Georgetown University, Washington, D.C. 20057 (\$6.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Bilingual Education, Classroom Communication, Classroom Games, Creative Writing, Dialects, \*English (Second Language), Grammar, Language Development, \*Language Instruction, Language Planning, Language Skills, Language Tests, Newspapers, Nonverbal Communication, Numbers, Reading Instruction, Reading Skills, \*Second Language Learning, Sociolinguistics, Spanish Speaking, Syntax, \*Teaching Methods, Television Commercials, Writing Skills

This volume consists of 35 papers divided into the following 12 sections: (1) organizational policy: a dialogue between TESOL and bilingual education—two papers on compatibility and cooperation; (2) second language acquisition—six papers dealing with language learning and teaching, effect of background on learning, order of acquisition, overgeneralization, error analysis and some future trends; (3) research on teaching behavior and curriculum—two papers dealing with delayed oral practice and teachers' treatment of error; (4) two papers on bilingual education: issues in program planning; (5) regional dialects in bilingual education and ESOL—three papers dealing with the speech of Spanish-speaking Americans, language contact and dialect; (6) two papers on nonverbal communication in the classroom; (7) human relations, affect, and communicative competence—four papers on developing communicative competence through humanism and group work; (8) general ESOL teaching techniques—four papers about communicative starters, games, mini-lessons and television commercials; (9) teaching specific aspects of English—two papers on numbers and passive voice at beginning levels; (10) teaching writing skills—three papers on composition courses, sentence combining and collective storywriting; (11) teaching reading skills—three papers on advanced reading, teaching of literature and reading the news; and (12) new developments in testing—two papers on intercultural acceptance and the cloze procedure. The cross-referenced ED numbers, above, refer to papers from this collection already in the ERIC system. (TL)

ED 117 966 FL 007 393

Holden, Lynn

An Experiment with Bilingualism.

Alberta Teachers Association, Edmonton. Modern Language Council.

Pub Date 74

Note—8p.; Reprint from Ottawa Bulletin des Anciens-Alumni News; v24 n4 Dec 1974

Journal Cit—Alberta Modern Language Journal; v14 n1 p17-23 Fall 1975

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Biculturalism, \*Bilingual Education, Bilingualism, \*Educational Policy, Elementary Secondary Education, English, \*French, Kindergarten, Language Instruction, Language Programs, Language Skills, \*Program Descriptions, Program Effectiveness, \*Second Language Learning, Social Attitudes

Identifiers—Canada (Montreal), Immersion Programs, \*Saint Lambert Experiment

This article discusses the history of the St. Lambert bilingual education experiment in Montreal, Canada, and bilingual education in general. The experimental project was begun because parents did not feel that the traditional language classes were successful in teaching their children French. The belief that native language skills would suffer, and simple resistance to French, delayed the implementation of an immersion program at the kindergarten level. It had marked success: academic achievement, mother tongue competency, and other areas of intellectual development were not hampered. By grade 7, children who had begun in the program not only performed better than peers who had been through English-only programs in vocabulary tests, reading, spelling, and language skills, but also performed at or above the level of their French-Canadian peers in most tests of French language skills. Attitudes towards French-Canadians also improved, as well as general thinking skills, as a result of the bilingual program. Reasons for the program are outlined, including criteria for program-participant selection. The St. Lambert project is compared to other bilingual projects, and the present Canadian language situation is discussed. (CLK)



ED 117 967

FL 007 397

Rado, Marta, Ed.

**Bilingual Education. Papers Presented at the Language Teaching Conference (3rd, La Trobe University, May 3-4, 1974).**

La Trobe Univ., Bundoora (Australia). Centre for the Study of Teaching and Human Interaction. Pub Date 74

Note—184p.

Available from—Centre for the Study of Teaching and Human Interaction, School of Education, La Trobe University, Bundoora, Victoria, 3083, Australia (HC \$3.00)

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage**

**Descriptors**—\*Bilingual Education, \*Bilingualism, Community Involvement, Conference Reports, \*Educational Policy, \*Immigrants, Instructional Materials, Language Programs, Language Variation, Multilingualism, Program Design, Program Evaluation, \*Sociolinguistics

**Identifiers**—\*Australia

The conference was held to alert teachers and other interested persons to the complexities of linguistic diversity in Australia, with attention focused on the immigrant child. This report includes the individual conference papers, presented by Marta Rado, Bert Townsend, Michael Clyne, Alan Matheson, and Rede Lar, and the comments of symposium and forum participants. The implications of bilingualism and biculturalism are analyzed from the standpoint of language development, language contact, social integration, social mobility, and communication interference. Principals and teachers elaborate on the practical problems encountered in schools with a high degree of immigrant intake. The Multilingual Project, a form of bilingual education developed at La Trobe University, is discussed by school staff who had direct experience with the materials, and its theoretical foundations are described. English-speaking teachers can participate in this program with the help of bilingual pupils, parents, or other assistants. Materials are student-centered, with emphasis on conceptual development. Learners may study in the language of their preference. Project materials are produced in parallel forms of English and immigrant languages, and the units are suitable for independent or small group study. (Author/CLK)

ED 117 968

FL 007 407

Trammell, Robert L.

**On the Psychological Reality of Underlying Phonological Representations.**

Pub Date 6 Nov 75

Note—15p.; Paper presented at the SAMLA Conference (Atlanta, Georgia, November 6, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—Cognitive Processes, English, \*Generative Phonology, Language Research, \*Linguistic Competence, Linguistic Performance, Linguistic Theory, \*Native Speakers, Phonetics, Phonology, \*Pronunciation, \*Psycholinguistics, \*Stress (Phonology), Suprasegmentals, Syllables, Vowels

In "The Sound Pattern of English," Chomsky and Halle maintain that the phonetic representation of most words can be generated from underlying forms and a small set of rules. Since these underlying forms are frequently close to the traditional spelling, we may hypothesize that literate native speakers share comparable internalized rules which enable them to agree on the pronunciation of new words. Twenty subjects were asked to pronounce 30 little-known English words. Because Chomsky and Halle's rules are based in part on learned Latinate vocabulary, the words were evenly divided between those entering English from Latin Greek, and Germanic sources to test for differences in performance relative to word origin. While the subjects averaged 81 percent agreement on stress assignment, the number of segmentally distinct responses ranged from one to ten per test word with an overall average of five. On the other hand, a majority of the subjects agreed in their pronunciation of 21 of the 30 words. The subjects demonstrated even more agreement in their interpretation of vowel graphemes under the same conditions of stress and syllable type. Chomsky and Halle's system reflects a fair degree of psychological reality, but it exceeds our competence on many points. (Author/CLK)

ED 117 969

FL 007 408

DeFrancis, John

**Sociolinguistic Aspects of Chinese Language-Teaching Materials.**

Pub Date 28 Nov 75

Note—16p.; Paper presented at the Chinese Language Teachers Association Meeting (Washington, D.C., November 28, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—\*Chinese, Contrastive Linguistics, Cultural Awareness, Instructional Materials, \*Language Instruction, Language Patterns, Language Usage, \*Language Variation, \*Material Development, Political Influences, Second Language Learning, \*Sociolinguistics, Textbooks

**Identifiers**—\*China

Because of the language changes that have taken place in the People's Republic of China since 1949, Chinese can be seen as a language divided between the pre-1949 varieties and the post-1949 ones. What is taught in the United States does not reflect the current Chinese situation, partly because most of the native language teachers in the United States left China in 1949. The changes that have taken place in the language of the People's Republic, which include phonological, lexical, and syntactical elements, as well as situational ones, must be taken into account in language instruction. A student of Chinese should acquire linguistic and sociolinguistic competence and an awareness of both the pre-1949 and the post-1949 varieties of Chinese. Therefore, Chinese language teaching materials need to deal with the sociolinguistic variants. This can be done by providing existing texts with supplementary materials that make use of a contrastive approach to present the variant usages. (Author/CLK)

ED 117 970

FL 007 409

Leino, Anna-Liisa

**A Comparison of the Importance of Objectives in Foreign Language Instruction as Rated by In-Service Teachers, Student Teachers and Pupils. Research Bulletin, No. 44.**

Helsinki Univ. (Finland). Inst. of Education.

Report No.—R-Bull-44

Pub Date Jun 75

Note—44p.; For related document, see ED 096 827

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors**—Audiolingual Methods, \*Educational Objectives, \*English (Second Language), \*Language Instruction, \*Language Teachers, \*Second Language Learning, Student Attitudes, Student Teachers, Teacher Attitudes

**Identifiers**—\*Finland

This paper reports how Finnish student teachers and pupils rate the importance of objectives in English language instruction, and compares them with ratings of inservice teachers from a previous study. Forty-two teachers from post-graduate teacher-training schools and 131 students, aged approximately 17, from two schools, were involved. Student teachers reported that the most important cognitive skills were the ability to distinguish and repeat sentences, word and sounds, comprehension of a text, and ability to converse in English. The least important were translation ability and factual knowledge of English literature and customs. In the affective domain, the important goals were positive attitudes toward studying and speaking English, while the least important were use of English in spare time and developing empathy and a sense of responsibility. Students' responses were generally in agreement, with listening and reading comprehension and speaking ability the most important. Factor Analysis compared these results with those of inservice teachers, who considered traditional objectives slightly less important than student teachers, and audiolingual skills more important. Questionnaires and rating scales are appended. (CHK)

ED 117 971

FL 007 411

Lide, Francis

**A Checklist for Omission of Frequent Vocabulary in Elementary German Textbooks: A Textbook Selection Aid.**

Pub Date Jan 76

Note—6p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—\*German, Glossaries, Language Instruction, Second Language Learning, Text-

book Evaluation, \*Textbook Selection, \*Vocabulary, \*Word Frequency, \*Word Lists

This is an alphabetized list of 400 frequent German words for rapid checking against the end glossaries of elementary German textbooks. The emphasis is on words that would not automatically be included in any such textbook as part of the structural and morphological inventory of German. Words on the list were selected from the list in order of frequency (oral) in Pfeffer's "Basic (Spoken) German Word List." (Author)

ED 117 972

FL 007 412

de Lama, Sonia

**Alternatives to the Traditional Intermediate Spanish Courses in Community Colleges.**

Pub Date 28 Dec 75

Note—8p.; Paper presented at the Annual Meeting of the American Association of Teachers of Spanish and Portuguese (Chicago, Illinois, December 28, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—\*College Language Programs, \*Community Colleges, Curriculum Development, Higher Education, \*Language Instruction, Modern Language Curriculum, \*Program Design, Second Language Learning, Second Languages, \*Spanish, Teaching Methods

The alternatives to the traditional intermediate or second-year courses in community colleges are three student-centered plans designed for colleges with low or high enrollment of second-year Spanish students. Plan A is a two-year program of Spanish instruction. It consists of Spanish 101 and 102 and eight four-week minicourses, including two different grammar minicourses during the first four weeks of instruction. Plan B is a two-, two-and-a-half-, or three-year program. It includes Spanish 101, Spanish 102, and also eight four-week minicourses. These courses may be taken during two, three, or four semesters. Students may choose from 12 different minicourses. Plan C is an accelerated one-, one-and-a-half-, or two-year program. It enables students to complete Spanish 103 and Spanish 104 in one or more semesters. They could take both courses simultaneously. Students receive credit on completion of eight four-week minicourses. Charts for each plan and a list of suggested minicourses are included. These alternatives may be offered in other languages. (Author)

ED 117 973

FL 007 415

Tedeschi, Philip J.

**On Processing Conditional Sentences.**

Pub Date 75

Note—19p.; Paper presented at the Conference on New Ways of Analyzing Variation in English (NWAVE), (4th, Washington, D.C., October 24-25, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—\*Ambiguity, \*Cognitive Processes, Discourse Analysis, Expressive Language, Function Words, \*Generative Grammar, Intonation, Language Role, Language Styles, Language Usage, Linguistic Theory, Mass Media, Psycholinguistics, Publicize, Punctuation, \*Semantics, \*Sentence Structure, Syntax

**Identifiers**—Conditional Sentences, \*Language Processing

Thirty informants were presented with sets of clauses punctuated as in the pattern "S1. If S2. S3" and asked which clause, S1 or S3, the "if" clause modified. Independently, several linguists judged the sentences "S1, if S2" and "S2, if S3" acceptable. Missing intonational clues or improper punctuation, which frequently occurs in advertising, could force a processing grammar to disambiguate the qualification in the above. Semantic data alone prove insufficient for this disambiguation process; anaphoric and temporal relationships will serve to disambiguate in such cases, but are not always present. If Strawson's "Indirectness Condition" is elaborated by examining the types of non-truth-functional relationships leading from the antecedent to the consequent, a hierarchy which predicts the informants' selections is established. This pragmatic hierarchy, causal/pseudo-causal/inductive/inductive and deductive/inductive, would aid the processing of potentially ambiguous clauses. It is claimed that the same hierarchy could be applied to disambiguate sentences of the forms "S1. If S2. S3." Further, it is claimed that this hierarchy applies within a generative grammar to limit the acceptability of conjoining arbitrary sentences with "if." (Author/TL)

ED 117 974

FL 007 416

Rodman, Robert  
Right Dislocation.  
Pub Date 75

Note—6p.; Paper presented at the Southeastern Conference on Linguistics, (14th, Atlanta, Georgia, November 6-8, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Discourse Analysis, English, Language Patterns, Language Styles, \*Language Usage, Linguistic Performance, Nominals, \*Oral Communication, Oral Expression, \*Pronouns, \*Sentence Structure, \*Standard Spoken Usage, Syntax, Verbal Communication Identifiers—\*Dislocation (Grammar)

Right dislocations are expressions of the following forms: (1) "They told the Grand Jury a number of lies, the Nixon men." (2) "We find we have to limit our social schedule, my husband and I." (3) "Mary always wears a frown, the ugly witch." They are found also almost exclusively in the spoken language. This paper examines contextual situations in which the use of right dislocations is appropriate. Some of the basic functions of right dislocations are to: (1) make fully explicit a pronominal reference that the speaker thinks the audience may be unsure of; (2) remove a "heavy" noun phrase from a position in the sentence where it is felt to be awkward; (3) retain the prominence of postposed articles or direct objects in "complex" or phonologically "heavy" structures; and (4) add prominence or emphasis to a noun phrase. (Author/TL)

ED 117 975

FL 007 418

Farris, Amal

Diglossia in Arabic Speech Communities: The Classical Language Compared with the Syrian Vernacular.

Pub Date 75

Note—54p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—\*Arabic, Comparative Analysis, \*Contrastive Linguistics, Diachronic Linguistics, Dialect Studies, \*Diglossia, Grammar, Language Planning, Language Role, \*Language Standardization, Language Typology, Language Usage, Literacy, Morphology (Languages), Mutual Intelligibility, Phonology, Semantics, \*Sociolinguistics, Syntax

Identifiers—Classical Arabic, \*Intercommon Spoken Arabic, Syrian Arabic

The purpose of this paper is to present a general overview of the linguistic setting of Arabic. Three main areas are covered. The first of these, diglossia, is defined in general terms and then examined more closely in relation to its historical development in Arabic-speaking countries (i.e., as resulting from geographic, socioeconomic, and religious splittings in this area of the world). The second major portion of this paper is devoted to a synchronic comparison of the phonology, morphology, syntax, and lexicon of Classical Arabic and Syrian Arabic. The comparison shows that: (1) the phonology of the two varieties of Arabic is "moderately different;" (2) the vernacular has a simpler grammatical structure than the Classical, and is becoming increasingly synthetic; and (3) lexically, the vernacular borrows much from Classical Arabic. The final portion of the paper discusses the need for and development of a standardized language that would dissolve the diglossic split in Arabic. The most practical and likely choice for a unified language is here offered as that dialect known as the "language of the educated." This Intercommon Spoken Arabic, already evolving, perhaps will lead to sociolinguistic changes what will distribute literacy more widely in the Arab world. (Author/TL)

ED 117 976

FL 007 424

Hammond, Robert M.

Phonemic Restructuring of Voiced Obstruents in Miami-Cuban Spanish.

Pub Date [75]

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—\*Consonants, \*Cubans, Deep Structure, Distinctive Features, Generative Phonology, Language Research, Language Variation, \*Phonetics, \*Phonological Units, Phonology, \*Spanish, Spanish Americans, Surface Structure

Identifiers—\*Miami Cuban Spanish

Standard manuals of Spanish pronunciation recognize that both [+continuant] and [-con-

tinuant] surface variants occur for the voiced obstruents/bdʒ/. Within generative phonology, it has been assumed that the systematic phonemic representation for these voiced obstruents should be [-continuant] /bdʒ/, with a rule of spirantization converting these segments to [+continuant] surface forms in specified environments, rather than the converse, i.e., systematic [+continuant] and a phonological rule of despirantization. The [+continuant] versus [-continuant] status of the systematic phonemic representations of the voiced obstruents of Miami-Cuban Spanish (MCS) are discussed in terms of the following arguments: (1) symmetry of the systematic phonemic inventory of obstruents, (2) markedness as it relates to the feature [continuant] in obstruents, (3) language change-rule loss and rule spread, (4) directionality of phonological change involving voiced obstruents currently occurring in MCS, (5) frequency of occurrence of the [+or -continuant] surface variants of voiced obstruents, (6) rule economy and relative abstractness of underlying forms, and (7) naturalness of phonological rules of spirantization and despirantization. It is concluded that, although evidence may not presently be strong enough to conclusively motivate phonemic restructuring of voiced obstruents in MCS, if current phonological changes continue in this dialect in the direction of [+continuant] surface forms, such a restructuring of underlying forms will become obligatory. (Author/CLK)

ED 117 977

FL 007 425

van Oosten, Jeanne

When, Once, and As Soon As. San Jose State Occasional Papers in Linguistics, Vol. 1.

San Jose State Univ., Calif.

Pub Date 75

Note—12p.

Available from—Linguistics Program, San Jose State University, San Jose, California 95192 (volume, \$4.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—\*Adverbs, \*Descriptive Linguistics, English, Form Classes (Languages), Language Patterns, Language Research, Language Usage, Linguistic Theory, \*Semantics, \*Sentence Structure, Syntax, \*Verbs

Identifiers—\*Temporal Conjunctions

In a sentence containing a conjunction "when," "once," or "as soon as," the events in the main and the subordinate clauses are understood as occurring closely together in time. This paper endeavors to uncover the subtle differences which nevertheless exist among them. Clauses headed by "when" can refer to a span of time, whereas "once" and "as soon as"-clauses must refer to a point in time. There is a clear correlation between the distribution of "once" and "as soon as" with respect to the verb in their clause, and the classification of verbs proposed by Vendler (1967). Further, the presuppositional nature of "when" is different from that of "once" and "as soon as." In sentences containing a clause headed by the latter two conjunctions, the events in both the main and the subordinate clauses are presupposed as starting at the point designated by the subordinate clause. The difference between "once" and "as soon as" is evidenced by the impossibility for "once" to connect two events which are causally unrelated. Sentences illustrating this point seem to lead to the conclusion that a "once"-clause gives the last in a series of events causally leading up to the event in the main clause. (Author/CLK)

ED 117 978

FL 007 429

Jacobson, Rodolfo

Incorporating Sociolinguistic Norms into an EFL Program.

Pub Date 75

Note—30p.; Paper presented at the MEXTESOL National Convention (2nd, Cocoyoc, Mexico, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Bilingualism, Bilingual Students, \*English (Second Language), \*Language Instruction, Language Role, Language Usage, \*Language Variation, Native Speakers, Non English Speaking, Second Language Learning, \*Sociolinguistics, Spanish, \*Teaching Methods

It is not sufficient for students in foreign language classes to simply internalize the sound system and grammatical structure of the target language or to memorize the vocabulary. Speaking is not merely a linguistic event, but rather in-

volves an extensive system of norms for the social interaction. The relationship between speaking and social interaction has been extensively studied by sociolinguistics. It is the purpose of this paper to: (1) briefly describe and define some of the sociolinguistic norms that have been identified, (2) show how these norms correlate with behavioral patterns observed in speaking, and (3) illustrate how drills can be devised and used in foreign language teaching to teach the interactional norms involved in speaking. The basic sociolinguistic notions of role relationship, social situation, social interaction, language choice, and speaking are discussed. Items that lend themselves to the construction of foreign language drills are personal and transactional role relationships; congruent and incongruent social situations; metaphorical and situational switching; language choice, in terms of stable and unstable bilingualism; tones and manner of communication; channels and modes; interlocutors; and speech situations, speech events, and speech acts. Sample drills are provided. (CLK)

ED 117 979

FL 007 447

Stokoe, William C.

Signing Acts and Evolving Linguistics.

Pub Date 30 Aug 75

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—\*Animal Behavior, \*Communication (Thought Transfer), Evolution, \*Language, Language Patterns, \*Linguistics, Manual Communication, Nonverbal Communication, Primatology, \*Sign Language, Verbal Communication

Identifiers—\*Chimpanzees

Linguistics retains from its antecedents, philology and the study of sacred writings, some of their apologetic and theological bias. Thus it has not been able to face squarely the question how linguistic function may have evolved from animal communication. Chimpanzees' use of signs from American Sign Language forces re-examination of language origins and the evolution of progressively more highly encoded communicative systems. Linguistics has contributed to ignorance about sign languages when it has accepted an evolutionary view of human vocal and auditory organs but has called on a creation myth to account for speech and language. Not all linguists are so dualistic. Hewes, Kendon, Kavanagh, Liberman, Sarles, Wescott, and others have attempted to look at language as brain function with both limbic and vocal involvement, in recent meetings of the American Anthropological Association, the IXth International Congress of Anthropological and Ethnographical Sciences, conferences of the National Institute of Child Health and Human Development, and the New York Academy of Sciences. A promising lead which may be empirically testable is that the gestural signal and not the all-at-once vocal signal (as in bird song) used by bipedal primates first divided into partials with nominal and verbal referents. (Author)

ED 117 980

FL 007 448

Stansfield, Charles W.

Testing Standard Spanish as a Second Dialect.

Pub Date 2 Jul 75

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—\*Language Instruction, \*Language Tests, Language Variation, Morphology (Languages), Native Speakers, \*Nonstandard Dialects, Reading Tests, Regional Dialects, \*Spanish, Spelling, \*Standard Spoken Usage, Suprasegmentals, Syntax, Teaching Methods, Test Construction, Vocabulary

Identifiers—\*Bidialectalism

This discussion begins with a brief description of three approaches to teaching standard Spanish as a second dialect (S.S.S.D.), called the "eradication" approach, the "second dialect" approach, and the "both dialects" approach, which is favored here. Because the teacher of standard Spanish as a second dialect is concerned with developing in the student the ability to switch from the local form to standard Spanish, and not from local to English, S.S.S.D. tests should be bidialectal in nature. Therefore, they will be substantially different from ordinary tests of Spanish as a foreign language. The paper offers examples of numerous discrete item formats for S.S.S.D. testing of various linguistic problems. Subsections are included for stress, vocabulary,

spelling, reading, dictation, morphology, and syntax. The rationale for each item is described, and some hints are given for the writing of nonoffensive directions. (Author/KM)

**ED 117 981** FL 007 449

Bhatia, Tej K.

New Directions and Issues in Computer-Assisted Instruction.

Pub Date 3 Apr 75

Note—29p.; Paper presented at International Conference on Computers and the Humanities, (2nd, Los Angeles, California, April 3-6, 1975)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—\*Computer Assisted Instruction, Educational Technology, Humanities, Language Aids, \*Language Instruction, Man Machine Systems, Programed Instruction, Scientists, \*Second Language Learning, Teacher Attitudes, \*Teaching Methods, \*Technological Advancement

Identifiers—\*Plato IV

This paper examines several theoretical and empirical issues, together with new directions in thinking, which have emerged as the result of significant research done on the PLATO IV computer and with the advancement of the language pedagogical theory. CAI previously encountered three basic problems: (1) the cost of hardware, (2) the lack of adequate software, and (3) the algorithmic ability of the machine. The first two difficulties have been overcome by PLATO IV. The attitude conveyed by the Goedel Theorem in the field of mathematics and the algorithmic ability of the machine are no longer the center of controversy in the humanities. The focus is on how to exploit the capabilities of the computer and how to establish a meaningful interaction between man and the machine. Thus, attitudes toward machines have changed significantly. Theoretical problems are investigated along two parameters: computer-based and non-computer-based pedagogy. The former incorporates such questions as the various roles of the computer and which roles a humanist should assign to it. The "concept of sequencing" is discussed. The discussion of empirical issues includes questions such as whether or not the machine dominates man. (Author/CLK)

**ED 117 982** FL 007 450

Jonz, Jon G.

Can't Language Testing Interface with Language Acquisition?

Pub Date Mar 75

Note—8p.; Paper presented at the Meeting of the Teachers of English to Speakers of Other Languages (Los Angeles, California, March 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Classroom Techniques, Interference (Language Learning), \*Language Instruction, Language Teachers, \*Language Tests, \*Learning Processes, Psycholinguistics, \*Second Language Learning, \*Teaching Methods, Testing Behaviorist/structuralist language teachers and theoreticians are beginning to pay attention to contributions from contemporary linguists, psychologists, and educators. This paper draws attention to an obvious, but not often considered, point of interest to all who are engaged in formal language instruction and in related fields. Classroom procedures which run counter to natural acquisition strategies compete for the attention and energies of the language acquirer and may indeed hamper language acquisition. The same holds for language testing procedures. (Author)

**ED 117 983** FL 007 451

Taylor, Irmgard C.

Beware of Cultural Cliches! Some Interesting Findings in the Essays of 1974 and 1975 AATG Travel-Study Trip Applicants.

Pub Date 75

Note—11p.; Paper presented at the Annual Meeting of the American Association of Teachers of German (AATG), (Washington, D.C., November 27-30, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Content Analysis, \*Cultural Awareness, Cultural Context, Cultural Education, \*Cultural Images, Essays, Ethnic Stereotypes, Folk Culture, \*Foreign Culture, \*German, High School Students, \*Language Instruction, Teaching Methods

Identifiers—\*Germany

The new emphasis on combining language and culture teaching finds all teachers busy updating

and improving their materials. However, feedback on how successful they are in their attempts is limited. Revealing insights into the image of Germany held by high school students can be gained from the 1974 and 1975 essays, written by applicants for the travel-study trips, on the following Landeskunde topics: (1) You would like to spend two months somewhere in West Germany. Which place would you pick, for what reasons, and what would you like to do there? (2) Do you think that there are essential differences between German and American youth? What is your answer based on? While one-sided, uniform responses occurred to the first topic, indicating the existence of strong cultural-geographical cliches, the reactions to the second topic were more varied, indicating a realistic grasp of contemporary life. Reasons are presented for the popularity of the cliches and recommendations offered for dealing with them without abandoning altogether the "good old Germany" image of folklore and regional attractions. (Author/TL)

**ED 117 984** FL 007 453

Purbhoo, Mary Shapson, Stan

Transition from Italian.

Toronto Board of Education (Ontario). Research Dept.

Pub Date Oct 75

Note—105p.; For related document, see ED 098 796

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage**

Descriptors—\*Bilingual Education, Bilingual Students, \*English (Second Language), \*Italian, \*Kindergarten, Language Instruction, Language Programs, Primary Education, \*Program Evaluation, Second Language Learning

This report provides a comprehensive view of the two-year kindergarten program for children from Toronto's Italian community which ran from September 1973 to June 1975. The transition program and its participants are described, and the program is examined in relation to the implicit goals with the aid of comparisons with students in regular kindergarten classes. The transition program children learned English at a rate equal to that of similar children in regular programs, despite being exposed to Italian for most of the first year, and they participated more in class discussions, a sign that their adjustment to school was made easier. Parents of the transition children attended more official school functions and talked regularly with the teacher on an informal basis. These results suggest that the program generally has been successful in meeting its goals in the short term and that the transition model is viable for children in kindergarten. Other benefits or drawbacks may not emerge until later in the children's school career. The context in which a program of this nature is implemented is extremely important. Various considerations and procedures that might be required in other contexts or with alternative program models are discussed in the summary of the report. (Author/CLK)

**ED 117 985** FL 007 462

Andersson, Theodore

Bilingual Education and Early Childhood.

Pub Date 30 May 74

Note—28p.; Lecture delivered at Southern Illinois University (Carbondale, Illinois, May 30, 1974); Occasional light print

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—\*Biculturalism, Bilingual Students, \*Child Development, Community Involvement, \*Early Childhood, Early Reading, Educational Objectives, Educational Policy, Language Development, Language Skills, \*Program Planning, Sociocultural Patterns

Educators are presently engaged in testing the hypothesis that under favorable conditions bilingual schooling will improve the education of both bilinguals and monolingual English-speaking children and at the same time contribute to a healthier society. These prerequisite favorable conditions are: a socio-economic-cultural survey of the community contemplating a bilingual program; participation by various sectors of the community in the planning and conduct of the program; clear-cut statements of philosophy, rationale, goals, and objectives; and adequate program design, including staff, curriculum, methods, materials, evaluation, provision for correction of program defects; provision for research; and description and publicizing of the program for the benefit of other interested communities. Each of

these elements is elaborated in Part I. In Part II some of the findings of specialists in early childhood are considered together with their implications for bilingual education. Of special relevance are the development of the child's intellect, senses, memory, and imagination. His early language development and potential for bilingualism or multilingualism and early reading and writing suggest the conclusion that bilingual education between ages two and five opens vistas for innovative developments. (Author)

**ED 117 986** FL 007 467

Beard, Robert Davis, Patricia G.

The Effects of Morphological Systemization on Memory Retention.

Pub Date 75

Note—20p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (ACTFL), (9th, Washington, D.C., November 27-30, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Language Instruction, Language Tests, Morphemes, \*Morphology (Languages), \*Recall (Psychological), Retention, \*Russian, Second Language Learning, Semantics, Structural Analysis, Suffixes, \*Vocabulary Development, \*Word Recognition

Identifiers—\*Root Theory

There have been several recent works dealing with the Russian "root system." Most of these works operate on the claim that vocabulary-building in advanced Russian classes may be accelerated by a mastery of the systems of derivational morphology. Townsend's "Russian Word Formation," Gribble's "Russian Root List," and Beard's "Dynamic Glossing" (SEEJ 19,49-57) are all predicated on the assumption that knowing the roots, affixes, and rules of combination of Russian derived words will facilitate vocabulary-building. This paper reports on two experiments designed to test the validity of "root theory." In the first test, experimental subjects were given a list of Russian words sectioned into individual morphemes, while the control subjects received a list of the same words unsectioned in lower case type. It was found that the experimental subjects remembered more words on the recall tests. In the second experiment, all subjects were given the same list of new, unfamiliar words but which comprised morphemes occurring in the previous recall experiment. It was found that although the difference was not of statistical significance, the experimental group outperformed the control group in identifying the correct meaning of the new words in a fashion paralleling its performance on the recall test. (Author)

**ED 117 987** FL 007 468

Rochet, Bernard

Aspects of Bordeaux French Phonology.

Pub Date [75]

Note—19p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Dialect Studies, \*French, Language Standardization, Language Variation, \*Non-standard Dialects, Phonetics, \*Phonology, \*Regional Dialects, Social Dialects, Sociolinguistics, Suprasegmentals, \*Vowels

Identifiers—\*Bordeaux French, Standard French

Among the characteristics which set Bordeaux French apart from Standard French are the rules governing the behavior of its mid-vowels. These rules are much simpler and more extensive (in that they also apply to unstressed vowels) than in Standard French. Their application is, however, systematically conditioned by the presence or absence of word boundaries, a fact not recognized for Standard French where it has been obscured by a number of conditioning factors not operating in Bordeaux French. Another conditioning factor is the presence in the syllable following that of any mid-vowel of "e caduc," whose effect is the same whether it is elided or not. For this feature, Bordeaux French and Standard French show remarkable unity in spite of marked superficial differences. A sociolinguistic investigation reveals that the mid-vowel adjustment rules of Bordeaux French constitute an area where "standardization" is least successful, except for a few members among the high social classes. This can probably be attributed to the degree of abstraction of the process involved (standardization is more successfully achieved when a straightforward, across-the-board phonetic replacement is involved) and to the complexity of the target system (Standard French). (Author/TL)

ED 117 988 FL 007 469

Ruhl, Charles  
On Generalizing Meaning.  
Pub Date 75

Note—8p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (ACTFL), (9th, Washington, D.C., November 27-30, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage  
Descriptors—Associative Learning, Concept Formation, \*Concept Teaching, Context Clues, Definitions, \*Generalization, \*Language Instruction, Language Usage, \*Linguistic Competence, \*Semantics, Teaching Methods, Verbs, Vocabulary, Vocabulary Skills, Word Study Skills

The meaning of a word often cannot be formulated by conscious rules, because it is unconscious. Evidence on the verb "break" demonstrates this. The consequence for teaching is that teachers cannot supply meanings in words, but should present a wide range of uses of a word, so that students can intuit the unconscious generalization. (Author)

ED 117 989 FL 007 470

Murphy, Joseph A.  
How to Do Library Research on a Foreign Culture.  
Pub Date 75

Note—22p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (ACTFL), (9th, Washington, D.C., November 27-30, 1975)

Available from—Joseph A. Murphy, West Virginia University, Morgantown, West Virginia 26506 (postage only)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Bibliographies, Cultural Education, Directories, \*Foreign Culture, Information Seeking, Information Sources, \*Language Instruction, Language Teachers, Library Materials, \*Library Research, \*Reference Materials, Research Skills, \*Research Tools, Resource Materials, Second Language Learning

This paper considers the "why" and "how" of library research as it relates to instruction in a foreign language class. The search for cultural information is viewed as a human and a technical problem. The paper includes steps for guiding student research, discussion of different inquiry contexts, and techniques for literature search. The most important section (VI) is an annotated list of general and cultural reference sources. In effect, this is an intensive examination of reference-room holdings from the point of view of a culturally oriented foreign language teacher or student. Bibliographies, indexes, encyclopedias, handbooks, yearbooks, and directories are studied for their cultural yield. Both historical and anthropological types of cultural information emerge. Most reference sources are accompanied by notes of particular interest to a foreign culture researcher. Key words and cross-reference headings are highlighted. Press and periodical directories, as well as the use of government documents, are vital topics. Appendix A reports an interview with a reference librarian; Appendix B offers pedagogical suggestions for exploiting travel books; Appendix C is a starter list of cultural sources by language area. (Author)

ED 117 990 FL 007 471

Yorke, Richard  
Practical EFL Techniques for Teaching Arabic-Speaking Students.  
Pub Date 22 Jul 74

Note—38p.; Paper delivered at the Defense Language Institute, English Language Branch, Lackland Air Force Base (July 22, 1974); Bibliography is marginally legible

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—\*Arabic, \*Contrastive Linguistics, Dialects, \*English (Second Language), Interference (Language Learning), \*Language Instruction, Language Variation, Official Languages, Paragraph Composition, Phonology, Pronunciation, Rhetoric, \*Second Language Learning, Syntax, Teaching Methods, Vocabulary, Writing Skills

Identifiers—Classical Arabic, Modern Standard Arabic

This paper first explains the diversity of the Arab World, the unifying force of Classical Arabic, and that Modern Standard Arabic, less com-

plicated in structure and less ornate in rhetoric, is sufficiently different from colloquial dialects to require considerable instruction in schools. For contrastive analysis to be useful as a basis for EFL methods and materials, one must therefore answer the question "What is the native language of the Arabic-speaking student?" Examples of Arabic interference (often differing from one dialect to another) are given in phonology, syntax, and rhetoric. Techniques for teaching segmental sounds are suggested, as well as drills to practice linking. For the teaching of vocabulary, it is argued that since students are accustomed to analytical procedures of learning language forms, they may enjoy and profit from exercises that manipulate base morphemes and some common derivational affixes. For the teaching of grammar, the redundant use of the object pronoun is presented (The food which we ate it was good) with sample, sequential exercises. For the teaching of rhetoric, reference is made to the influence of Arabic rhetoric and the unusual emphasis on coordination rather than on subordination. Sample exercises demonstrate guided practice of paragraph organization in English. (Author/TL)

ED 117 991 FL 007 485

Stansfield, Charles  
Teachers' Attitudes toward Publishers' Tests.  
Pub Date 22 Apr 76

Note—11p.; Paper presented at the Annual Meeting of the Pacific Northwest Conference on Foreign Languages (27th, Seattle, Washington, April 22, 1976); Occasional light print

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—High Schools, \*Language Instruction, Language Skills, Language Teachers, \*Language Tests, Secondary Education, Second Language Learning, \*Surveys, \*Teacher Attitudes, Test Construction, Test Validity, \*Textbooks

This paper reports on the results of seven questions asked to secondary level department chairmen regarding the unit tests which accompany textbook materials. Nearly 1,500 responses were received from teachers of French, German, and Spanish. The results indicate that most teachers do not use publishers tests when they are available. The questionnaire also investigates attitudes toward objective tests, and the optimum length of unit tests and the final examination, and analyzes differences in attitude among teachers of the three languages. (Author)

ED 117 992 FL 007 487

Vogel, Irene  
One System or Two—An Analysis of a Two-Year-Old Romanian-English Bilingual's Phonology. Papers and Reports on Child Language Development, No. 9.

Stanford Univ., Calif. Committee on Linguistics.  
Pub Date Apr 75

Note—35p.; Not available in hard copy due to the marginal legibility of the original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Bilingualism, \*Child Language, Cognitive Processes, English, \*Language Development, Language Research, \*Phonology, Preschool Children, \*Psycholinguistics, Romanian, Speech, Verbal Development

Many researchers have assumed that adult bilinguals have separate systems for their two languages. Such an assumption raises interesting questions about how the two languages are acquired in the case of a child learning two languages simultaneously. This study attempts to determine whether the two languages are acquired separately right from the beginning or whether at first they form a single system and only become separated at a later point. A phonological analysis is presented of a Romanian-English bilingual child's spontaneous speech at age two, and the processes operating in the two languages are compared. Specifically, sound inventories, segmental substitution patterns, final consonant deletion, deletion of unstressed initial syllables, cluster reduction, glottal stop insertion and the insertion of weak vocalic segments were examined in both languages. Since the same phenomena were found to occur in both English and Romanian, it is concluded that there is only one system through which both languages are being processed at age two. (Author)

HE

ED 117 993 HE 006 759

Ludlow, Mark  
The Baccalaureate Programs of the General College: A Survey of Faculty and Graduate Attitudes About Advising, Internship, and Evaluation. Chapter 4. Findings and Discussion. Minnesota Univ., Minneapolis. General Coll.  
Pub Date [74]

Note—21p.  
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Bachelors Degrees, \*Higher Education, Internship Programs, Program Evaluation, Questionnaires, \*Student Attitudes, Student Teacher Relationship, Tables (Data), \*Teacher Attitudes, \*University Extension  
Identifiers—\*University of Minnesota

The student and faculty experiences in, and their attitudes toward, four-year programs in the General Colleges Extended Programs at the University of Minnesota were surveyed. Questionnaires distributed to the population, consisting of General College faculty members, four-year students in residence, and former students who had finished one or the other of the four-year degrees, polled the faculty and graduate attitudes about advising, internship, and evaluation. General findings indicate: (1) some units within the college work with more extended-program students than others; (2) respondents seemed to feel that internships are designed to develop a student's proficiency in his area of concentration; (3) most respondents would like more guidelines in working with students preparing for internships; (4) advisors were helpful during the internship; (5) the majority of graduates worked on jobs related to their areas of concentration as their internship experience; and (6) outstanding characteristics of the program noted were flexibility and the ability to develop individualized programs. (Author/KE)

ED 117 994 HE 006 882

Hall, David E. Blackburn, Robert T.  
Determinants of Faculty Publication Productivity at Four-Year Colleges.  
Pub Date [75]

Note—15p.; Table 1 may not reproduce clearly because of quality of original document; Paper prepared for the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—College Faculty, \*Faculty, \*Higher Education, Productivity, \*Publications, Research, \*Surveys

This study identified determinants of publication productivity of Ph.D. faculty in arts and science departments at undergraduate colleges. Separate analyses were also conducted of faculty publishing at public, nondenominational, Protestant, and Catholic institutions. The sample consisted of 1,216 faculty selected from the respondents in the American Council on Education-Carnegie Commission on Higher Education 1969 national survey. Contingency coefficients on 48 variables were reduced to the 10 strongest predictors for regression analysis. Habit of professional writing is the single best predictor of total productivity, even when years in higher education, rank, and other correlates are held constant. The study also interprets productivity correlates so as to assist undergraduate colleges in their concerns for faculty development. The data suggest that both dimensions of professional growth—teaching and research/publishing—be available and encouraged by four-year colleges. (Author)

ED 117 995 HE 006 909

van Bladeren, D. And Others  
Design and Implementation of a Task/Resource Information System. Reported by the Planning Department of the Agricultural University of Wageningen.  
Pub Date [73]

Note—42p.; Paper prepared for the IMHE

Professional Seminar on "Programme Budgets for University Management and Planning" (October 1-5, 1973); Document not available in hard copy due to quality of original

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—\*Higher Education, Information Systems, Information Theory, \*Management Development, \*Management Information Systems, Management Systems, Operations

Research, Personnel, \*Planning, \*Policy Formation

Identifiers—\*University of Wageningen

The University of Wageningen takes care of only one faculty with 80 departments and about 4000 students. The university has been growing rapidly in recent years with an increase of 25 percent in first year students each year. Because of this growth and because of various social developments, the University Board recognizes the need for a good data system to support and to take part in the process of management; this means the system has to correspond with the intrinsic characteristics of the management system. The article describes briefly the process of management. The various aspects of the process, e.g., teaching and research task, personnel, etc. are strongly related; a qualitative description of some of these relationships is provided. The data system is derived from the properties of the management process and is designed on behalf of operational management with some thought given to strategic management. (JMF)

**ED 117 996** HE 006 939  
**Planning and Policy Recommendations for Washington Postsecondary Education 1976-1982, Draft.**

Washington State Council for Postsecondary Education, Olympia.

Pub Date Aug 75

Note—309p.

**EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage**

Descriptors—Admission (School), College High School Cooperation, Coordination, \*Educational Coordination, \*Educational Objectives, Financial Policy, \*Higher Education, Institutional Role, Manpower Needs, Planning, \*Policy Formation, \*Statewide Planning, Values  
 Identifiers—\*Washington

The Council on Higher Education is a permanent coordinating agency designed to engage in comprehensive planning for Washington postsecondary education. This report concerns the strategic phase of the council's planning effort, i.e., the identification of fundamental assumptions. Its focus is educational goals, institutional roles and missions, and general governing policies. The emphasis is on identification of basic premises, value judgments, philosophies, and purposes of the system. The draft report contains the council's goals for postsecondary education along with approximately 200 recommendations pertaining to such matters as high school college articulation, nontraditional studies, state higher educational admissions and transfer policies, general policies for finance, regional planning, manpower analysis, and a range of related matters. The report is directed to the six-year period between 1976 and 1982. (Author/JMF)

**ED 117 997** HE 006 942  
**Lionberger, Herbert F. And Others**

**University as a Theory to Practice Information System: A Study of the Communicative Behavior of the Social Science Faculty in a U.S. and Two Taiwan Public Universities.**

Pub Date May 75

Note—30p.; Paper prepared for the Annual Meeting of the Rural Sociological Society (San Francisco, California, August 1975)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—\*College Faculty, Communications, \*Higher Education, Information Sources, \*Information Systems, Information Theory, \*Land Grant Universities, Operations Research, \*Social Sciences

Identifiers—\*Taiwan, University of Missouri Columbia

The central issue in the analysis of the data in this study is the ability of the social science faculty to contribute to the operations of the university as an information system. This means a contribution at all levels from basic science research to working with the public. The study attempts to determine: (1) the extent to which the efforts of the social scientists in one United States and two Taiwan public universities operate at all activity levels from theory to practice; and (2) the perceptual and organizational constraints that hinder them from functioning effectively at each. The universities studied were the Columbia Campus of the University of Missouri, the National Taiwan University, and Chungshing University. Interviews were conducted with regularly appointed social science faculty members on all three campuses concerning their own university

status, the organizational constraints under which they work, and their own perception of how much they think a public university should be involved in a variety of teaching, research, and service activities. They were also asked questions designed to elicit information about communicative output—books, journal articles, research reports, and the chief audience to which each was primarily directed. (Author/JMF)

**ED 117 998** HE 006 943  
**Kelly, Kathy**

**United States National Student Association. Report of the Officers.**

United States National Student Association, Washington, D. C.

Pub Date 75

Note—104p.; Prepared for the National Student Congress (28th, Washington, D.C., August 17-24, 1975)

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage**

Descriptors—\*College Students, \*Higher Education, \*Organizational Communication, Organizational Effectiveness, Organizations (Groups), Political Socialization, \*Student Leadership, \*Student Organizations, Student Participation, Students

Identifiers—\*National Student Association, NSA

Each year the officers of the United States National Student Association are required to report on their activities. The report is for the year 1974-75 and discusses activities in the administration of the national office including a brief overview of the finances and operation of the national office. On-going administrative programs including the Office of Educational Affairs, the NSA lobby, the Office of Political Affairs, and the internship program are highlighted. Information dissemination is through the Student Government Information Service, area conferences, the NSA Magazine, and other publications. Major sponsored programs reported on include the National Third World Student Coalition, the National Gay Student Center, National Student Committee for Farmworkers, National Women's Center, Food Action Center, and National Campus Alliance for Amnesty. The service division is involved in the Insurance Trust and the National Student Travel Bureau. The report concludes with a look to the future of the association with some specific recommendations for maintaining the organization's viability. (JMF)

**ED 117 999** HE 006 944  
**Baldwin, James Kinsel, John B.**

**Attrition at New College: A Preliminary and Exploratory Study. Report No. 16.**

Hofstra Univ., Hempstead, N.Y. New Coll. Educational Research Office.

Report No—NCERO-16

Pub Date Jun 75

Note—14p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*College Students, Continuation Students, Dropout Attitudes, \*Dropout Characteristics, Dropout Prevention, \*Dropout Research, Dropouts, \*Higher Education, \*Student Attitudes, Student Behavior, Student Research

This study represents an attempt to identify variables which might differentiate continuing students from withdrawn students at New College of Hofstra University and, consequently, variables that might be worthwhile monitoring in the future. A total of 55 students who had withdrawn over a period of three semesters (September 1973 to January 1975) were studied. Where possible, a comparative analysis of similar data for comparable continuing students was performed. The data is presented in four parts: (1) an analysis of major area of study, semester hours of work attempted and completed, and SAT and High School decile data for withdrawn students; (2) a comparison of continuing and withdrawn students who entered New College in 1972 and 1973; (3) establishment of a multiple regression equation; and (4) an analysis of exit questionnaire data. The report recognizes the speculative nature of the conclusions because of the small size of the sample, but suggests a number of variables for continuing investigation. (JMF)

**ED 118 000** HE 006 946  
**Baldwin, James Kinsel, John B.**

**Summary of Student Course Evaluation for the Year 1974-75. Report No. 18.**

Hofstra Univ., Hempstead, N.Y. New Coll. Educational Research Office.

Report No—NCERO-18

Pub Date Jun 75

Note—16p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Course Evaluation, Curriculum Evaluation, \*Evaluation Methods, Evaluation Needs, \*Faculty Evaluation, \*Higher Education, Measurement Techniques, Performance Criteria, Program Evaluation, \*Student Evaluation

Student course evaluations are used at New College, Hofstra University as one of the tools to evaluate the effectiveness of New College courses and instructors. This report summarizes all aspects of the evaluations that were completed during 1974-75. The report: (1) summarizes the procedures used in administering the evaluations; (2) describes the evaluation instrument, including its reliability and validity; (3) indicates the results for each session of this year by major area and total college; (4) analyzes the results of the evaluations in terms of regular New College faculty versus adjunct or visiting faculty; and (5) indicates some conclusions to be drawn from this year's evaluations. (JMF)

**ED 118 001** HE 006 948

**Goldberg, David Anderson, Albert**

**Projections of Population and College Enrollment in Michigan, 1970-2000.**

Michigan State Commission on Higher Education, Lansing; Michigan Univ., Ann Arbor. Center for Population Studies.

Pub Date Jul 74

Note—54p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

Descriptors—Birth Rate, Colleges, Demography, \*Educational Demand, Enrollment Influences, \*Enrollment Projections, Enrollment Rate, \*Enrollment Trends, Financial Support, \*Higher Education, Population Growth, \*Population Trends, Relocation, Rural Population, Universities, Urban Population

Identifiers—\*Michigan

The current flux of conditions associated with the slow growth of enrollment admittedly makes projecting enrollment to the year 2000 highly speculative. The only way this process can be handled is by generating several conceptually meaningful series of enrollment projections. The three sets of enrollment projections in this report are based on assumptions about mortality, fertility, and migration. Although very different, each is conceptually useful. There is an attempt to analyze how enrollment rates have changed and to indicate the rationale for the projections. Demographic constraints to higher education are translated into economic constraints, and these are fitted into the projections. Finally, there are brief policy recommendations for types of support programs to aid the three out of four projected potential students who would normally and should be attending college over the next ten years, but will not without such programs. (JMF)

**ED 118 002** HE 006 988

**Bishop, John**

**Income, Ability, and the Demand for Higher Education. Discussion Paper No. 293-75.**

Wisconsin Univ., Madison, Inst. for Research on Poverty.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—IRP-DP-293-75

Pub Date Aug 75

Grant—NIE-G-74-0100

Note—42p.

Available from—Institute for Research on Poverty, University of Wisconsin, Madison, Wisconsin 53706 (free)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—Admission Criteria, Attendance Patterns, College Environment, Costs, Curriculum, \*Economic Climate, Educational Benefits, \*Higher Education, \*Mathematical Models, \*Public Policy, \*Socioeconomic Influences, Tuition

This paper develops and estimates a model of college attendance that focuses on the influences of public policy and of economic environment. The Policy instruments examined are tuition, admissions requirements, college locations, breadth of curriculum, draft deferments, and class integration of neighborhoods. The aspects of the economic environment examined are the opportunity cost of the students' study time and the size of the anticipated earnings payoff to college graduates. The first five sections of the paper



develop a theory of college attendance and then apply it to the choice and definition of variables and the selection of functional form for the estimating equation. Section 1 examines the college entrance decision when unlimited borrowing is possible. Section 2 handles a more realistic situation. Section 3 applies this theory to the selection of the college. Section 4 examines how planning for college influences model specification and the selection of variables. Section 5 derives the functional form for estimation and describes how the estimated parameters will be used to test the hypotheses discussed in sections 1 and 2. Section 6 describes the data and section 7 presents the results. Section 8 analyzes the effectiveness of public subsidies of undergraduate education by calculating the subsidy cost of an extra student from each of the 20 ability-by-income strata and discusses the policy implication of the results. (Author/KE)

**ED 118 003 HE 006 990**  
**Fundamental Considerations for Determining Cost Information in Higher Education.**

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Oct 75

Note—23p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, D.C. 20036 (\$1.25)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Cost Effectiveness, \*Data Collection, Decision Making, \*Higher Education, \*Information Needs, Management Systems, \*Methods

Costing has been recognized by business, financial, and other administrators in higher education as a valuable management tool. A growing interest in the determination of costs and their use revealed a lack of uniformity in cost definitions and cost determination methods and approaches in a language that was readily applicable to higher education. There was also misunderstanding about cost analysis and costing standards for higher education. Discussed are fundamental considerations for determining cost information, an examination of different cost methods and the conditions under which each is appropriate, and a statement of costing standards applicable to higher education. Evaluation of the quality and efficiency of academic programs involves much more than the use of cost information. Definitions of the quality and efficiency of academic programs have not been developed and accepted on a national basis. Cost data should be related to the characteristics, the state mission, and the goals and objectives of an institution. Numerous judgments, in addition to objective, quantifiable data, are required in determining costs. (Author/KE)

**ED 118 004 HE 006 995**

Nagai, Michio

*An Owl Before Dusk.*

Carnegie Commission on Higher Education, Berkeley, Calif.

Pub Date 75

Note—49p.

Available from—McGraw-Hill Book Company, Hightstown, New Jersey 08520 (\$1.95)

**Document Not Available from EDRS**

Descriptors—Educational Alternatives, Educational Responsibility, \*Futures (of Society), \*General Education, \*Higher Education, \*Industrialization, Relevance (Education), Social Change, \*Social Responsibility, Technological Advancement

Identifiers—\*Japan

We must learn to anticipate and to alter our futures, and higher education holds the key to that achievement. The role of universities is defined as twofold: (1) to bring about a well-balanced industrial society in which there is sufficient diversity of ideas; and (2) to redesign the industrial society to cope with problems brought about by changes at the national, international, and global levels. These roles are analyzed largely in the context of the Japanese experience, but have implications for the United States and other countries. Proposals for achieving these ends are: (1) that organized skepticism should be the first principle of all education; (2) that the education of tomorrow must be engaged in the exploration of the "inner frontier" of men; (3) that the content of education should be truly international; (4) that

liberal education must be reemphasized; (5) that diversity of education should be encouraged; and (6) that solutions to the general problems all people confront together must be considered more and more seriously. (Author/KE)

**ED 118 005 HE 007 000**

**An Analysis of the Aggregate Financial Needs of Kentucky's Post-Secondary Students. Research Report.**

College Entrance Examination Board, Atlanta, Ga. Southern Regional Office.; Kentucky Higher Education Assistance Authority, Frankfort.

Pub Date Nov 73

Note—55p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

Descriptors—\*Data Analysis, Data Bases, \*Educational Finance, Federal Aid, \*Financial Needs, \*Higher Education, Models, Post Secondary Education, Private Colleges, Proprietary Schools, Resource Allocations, State Aid, State Universities, \*Student Needs, Vocational Schools

Identifiers—\*Kentucky

The primary emphasis of this document is the accurate estimation of the financial need of undergraduates in Kentucky postsecondary institutions during the 1971-72 academic year. The need for an aggregate analysis of the type found in this document is twofold: (1) it presents an estimate of the total financial need that exists in an educational system; and (2) it allows the Commonwealth of Kentucky to determine areas of greatest need. To calculate the financial aid needs for a currently enrolled student in Kentucky, it is necessary to determine four factors: (1) expected student contribution or self-help, (2) expected parental contribution, (3) income distribution data for the families of the relevant group of students, and (4) expected out-of-pocket costs or total budgeted expenses for students at the institutions they plan to attend. Presented is an analysis of the financial need for undergraduates attending seven groups in Kentucky institutions—major public universities, regional public universities, four-year nonpublic colleges, two-year nonpublic colleges, community colleges, vocational-technical schools, and proprietary schools. Models are developed under three differing sets of conditions: (1) actual 1973-74 estimates; (2) 1973-74 estimations, including the potential effects of the Basic Educational Opportunity Grant Program; and (3) 1973-74 estimations based on the aspirations of educational attainment as expressed by Kentucky secondary school students. (Author/KE)

**ED 118 006 HE 007 001**

**Trends in Enrollment and Degrees Granted. 1948-1974. Report No. 7-75.**

State Univ. of New York, Albany. Central Staff Office of Institutional Research.

Pub Date Sep 75

Note—137p.

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage**

Descriptors—Associate Degrees, Bachelors Degrees, \*Credit Courses, \*Degrees (Titles), Doctoral Degrees, \*Enrollment, \*Enrollment Trends, \*Higher Education, Institutional Research, Masters Degrees, Statistical Data, Trend Analysis

Identifiers—\*State University of New York

This report covers the headcount enrollment and degrees granted from the State University of New York. The enrollment figures are taken from the fall semester enrollment survey. Degrees granted include all degrees granted over a 12-month period, July 1-June 30. The figures present a profile of enrollment and degrees granted for the State University from its inception in 1948 through 1974. Covered are enrollments in credit courses and degrees granted on the associate, bachelors, masters, doctoral, and first professional degree level. (Author/KE)

**ED 118 007 HE 007 002**

Baker, Curtis O. Wells, Agnes Q.

**Students Enrolled for Advanced Degrees, Fall 1972.**

National Center for Educational Statistics (D-HEW/OE), Washington, D.C.

Report No—NCES-76-132

Pub Date 75

Note—403p.; Not available in hard copy due to small type

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01464-5, \$6.75)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—College Majors, Colleges, \*Enrollment Rate, Females, Geographic Regions, \*Graduate Study, \*Higher Education, Males, Part Time Students, Students, \*Surveys, Tables (Data), \*Units of Study (Subject Fields), Universities

The seventh annual Higher Education General Information Survey (HEGIS) acquired these data in 1972-73 for students enrolled for advanced degrees in fall 1972. Included in this report are summary enrollment tables by level of study, attendance status, sex of student, discipline specialty, state or other area, and institutional control and level. The report also presents a listing of enrollments within each discipline specialty at each surveyed institution. The 1972 survey instrument, with definitions and instruction to respondents, is reproduced in appendix B. The totals shown in the data cells on the facsimile form are those obtained for the aggregate United States. (Author/KE)

**ED 118 008 HE 007 003**

Senger, John Elster, Richard

**A Comparison of Predictions of Graduate Student Performance: Is It All Worth the Bother.**

Naval Postgraduate School, Monterey, Calif.

Report No—AD-A013-487

Pub Date Jun 75

Note—29p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (Order No. AD-A013-487; MF-\$2.25, HC-\$3.75)

**Document Not Available from EDRS**

Descriptors—\*Academic Achievement, \*Academic Aptitude, \*Admission Criteria, \*Graduate Students, \*Higher Education, Success Factors, Tables (Data)

The process by which students are selected to perform successfully in graduate schools has generated a literature that is reviewed here to determine what predictors and what criteria are used for graduate student selection and to evaluate the relative success of the predictors used. The bulk of the research involves correlation analysis. The article is organized into the following five segments: (1) the criterion problem; (2) kinds of predictors; (3) aptitude variables as predictors; (4) environmental variables as predictors; and (5) personality variables as predictors. The results of many prediction studies are integrated using tabular presentations. Implications of the findings for making graduate student selection decisions are discussed. (Author/KE)

**ED 118 009 HE 007 005**

**Hearing on House Concurrent Resolution 330 (Title IX Regulation). Hearing Before the Subcommittee on Equal Opportunities of the Committee on Education and Labor, House of Representatives, Ninety-Fourth Congress, First Session on H. Con. Res. 330.**

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 75

Note—75p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

Descriptors—Church Related Colleges, Educational Legislation, \*Equal Education, Evaluation Methods, \*Federal Aid, \*Federal Legislation, Grievance Procedures, \*Higher Education Identifiers—\*Education Amendments 1972 Title IX, Public Law 92 318

This document contains testimony on House Concurrent Resolution 330, disapproving certain provisions of the regulation implementing Title IX of the Education Amendments of 1972. The concurrent resolution cites three provisions of the Title IX regulation as inconsistent with the statute: Section 83.3 (c) and (d), requiring recipient institutions to conduct self-evaluation and maintain records; section 86.8, requiring institutions to adopt a grievance procedure; and section 86.12 (b), requiring religious institutions to submit a statement identifying the provisions of the regulation that conflict with a specific religious tenet in order to claim an exemption. (Author/KE)

**ED 118 010** HE 007 009  
Annual Report and Recommendations. Maryland Council for Higher Education. 11th Annual Report.

Maryland Council for Higher Education, Annapolis.

Pub Date 75

Note—109p.; 11th Annual Report

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—\*Annual Reports, Budgeting, \*Higher Education, Law Instruction, Negro Colleges, Post Secondary Education, \*State Aid, \*Statewide Planning, \*Statistical Data, Teaching Load, Trend Analysis

Identifiers—\*Maryland

The council believes that the state of Maryland must increase the level of its overall financial commitment to higher education. During the past year the council conducted studies on higher education in the Baltimore Metropolitan Region, the enhancement of the predominantly black institutions of higher education, reforming the budgets for higher education, faculty activity and workload, legal education, and veterinary medical education. This document reports on those studies. Also reviewed are council recommendations, 10-year higher education growth data, statistics, and council publications. (Author/KE)

**ED 118 011** HE 007 017  
[Maryland Higher Education Loan Corporation] Annual Report to the Governor and the General Assembly of Maryland.

Maryland Higher Education Loan Corp., Baltimore.

Pub Date Jun 70

Note—27p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—\*Annual Reports, \*Higher Education, Post Secondary Education, \*State Aid, \*State Federal Aid, Statistical Data, \*Student Financial Aid, \*Student Loan Programs

Identifiers—Maryland

The Maryland Higher Education Loan Corporation was created by an Act of the 1963 Maryland General Assembly. After several changes in the corporation and some study of various state and private student loan plans and developing regulations and procedures, the corporation became operational in July 1965. Agreements were made with United Student Aid Funds, Incorporated to endorse all notes approved by the Maryland Higher Education Loan Corporation and guarantee repayment of 100 percent of the principal and accrued interest to the participating lenders in case of death, disability, or default by the student borrower, and with the U.S. Commissioner of Education to make borrowers eligible for Federal Interest Subsidy on their loans. This annual report of the corporation contains: (1) a program summary; (2) loans approved, by month; (3) budget summary; (4) condition of research account; (5) guarantee capability statement; (6) loans approved, by county or students' residence; (7) loans approved, by lender; (8) loans outstanding, by Maryland lenders; (9) distribution of borrowers, Maryland schools; and (10) profile of student borrowers. (Author/KE)

**ED 118 012** HE 007 035  
Sex Discrimination Regulations. Hearings Before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, Ninety-Fourth Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 75

Note—672p.

EDRS Price MF-\$1.16 HC-\$35.49 Plus Postage

Descriptors—Church Related Colleges, \*Educational Legislation, Equal Education, Evaluation Methods, \*Federal Aid, \*Federal Legislation, Grievance Procedures, \*Higher Education, \*Sex Discrimination

Identifiers—\*Education Amendments 1972 Title IX, Public Law 92 318

This document contains hearings on the regulations issued by the Department of Health, Education, and Welfare for the implementation of Title IX of Public Law 92-318. The main focus of Title IX is the ban on sex discrimination in any educational program or activity assisted by the federal government. The regulations will be reviewed solely to see if they are consistent with the law and with the intent of the Congress in enacting

the law and to decide if the regulation writers have read and understood it the way the law-makers intended it to be read and understood. Discussed is section 431(d) of the General Education Provisions Act, which sets forth the authority for the conduct of these hearings, and which says that the bureaucracy shall be held accountable and that its regulations will be scrutinized very carefully to see if they are consistent with the law. (Author/KE)

**ED 118 013** HE 007 036  
Contemporary Perspectives on Higher Education: Proceedings of University Day (Ball State University, February 7, 1975).

Ball State Univ., Muncie, Ind.

Pub Date 7 Feb 75

Note—39p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—\*College Planning, Educational Objectives, \*Educational Planning, \*Higher Education, Post Secondary Education, \*State Universities, \*Statewide Planning

Identifiers—\*Ball State University

This collection of papers commemorates the 10-year anniversary of Ball State University's designation as a state university of Indiana. The papers discuss: higher education in national perspective, the dimensions and relationship of a statewide system of postsecondary education, and the individual characteristics and aspirations of an institution undergoing stable change. (Author/KE)

**ED 118 014** HE 007 038  
The Student Financial Aid Act of 1975. Hearings Before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, Ninety-Fourth Congress, First Session on H.R. 3471 and Related Legislation.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 75

Note—1,110p.

EDRS Price MF-\$2.00 HC-\$59.61 Plus Postage

Descriptors—Cooperative Education, \*Federal Aid, \*Federal Legislation, \*Higher Education, \*Private Financial Support, \*State Aid, Student Loan Programs, Work Study Programs

Identifiers—\*Student Financial Aid Act 1975

The Student Financial Aid Act of 1975 amends Title IV of the Higher Education Act of 1965, as amended, and for other purposes. Parts of the bill cover: (1) grants to students in attendance at institutions of higher education; (2) federal, state, and private programs of low-interest insured loans to students in institutions of higher education; (3) work-study programs; (4) cooperative education program; (5) direct loans to students in institutions of higher education; and (6) general provisions relating to student assistance programs. (Author/KE)

**ED 118 015** HE 007 045  
Reporting on Investments of Endowment Funds. National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Mar 75

Note—32p.

Available from—National Association of College and University Business Officers One Dupont Circle, Washington, D.C. 20036 (free)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Calculation, Data Analysis, Data Collection, Financial Policy, \*Guidelines, \*Higher Education, Investment, \*Money Management, \*Private Financial Support, \*Recordkeeping, Tables (Data), Trusts (Financial)

Identifiers—\*Endowment Funds

Much has been said and written about the need for measuring accurately and improving the investment performance of college and university endowment funds, but little has been written about how colleges and universities should report on the status and performance of the investments of endowment funds. When guidelines for reporting are adopted, a number of questions should be included. When should the reports be distributed? Should information be recorded on a book or market value basis? How should performance data be computed? With what indexes should the performance data be compared? In addition to annual financial statements, there are needs for special investment reports for public distribution as well as internal management reports. External

reports should be prepared annually, but internal reports should be prepared quarterly or more frequently. (Author/KE)

**ED 118 016** HE 007 046  
Bailey, Stephen K.  
External Forces Affecting Higher Education. NACUBO Professional File. Vol. 7, No. 5. National Association of Coll. and Univ. Business Officers, Washington, D.C.  
Pub Date Aug 75  
Note—5p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, D.C. 20036 (free)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Administrative Problems, \*Economic Factors, \*Educational Accountability, Educational Finance, \*Federal Legislation, \*Higher Education, \*Public Opinion

Out of the many external forces that influence college campuses, there are four that have had (or are likely to have) a major impact on the fortunes of higher education. The ways in which college and university officials and friends react to these forces can make an enormous difference to the future of higher education. The forces are: (1) Federal Government mandates to conform to new social norms, i.e., affirmative action, elimination of age discrimination, occupational safety and health, minimum wage and fair labor standards, unemployment insurance, social security, health maintenance organizations, Employment Retirement Income Security Act provisions, wage and salary controls, environmental protection, privacy laws, etc.; (2) accountability; (3) the political economy, that is, inflation, unemployment, energy costs, and erratic investment dividends, and (4) impact of public disenchantment with colleges and universities. (Author/KE)

**ED 118 017** HE 007 047  
Cole, John D. R.

On the Management of People. NACUBO Professional File. Vol. 7, No. 6.

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Sep 75

Note—6p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, D.C. 20036 (free)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Administrative Organization, \*Complexity Level, \*Educational Accountability, \*Higher Education, \*Personnel Management, \*Productivity

Many people tend to think of the economic problems of higher education as fiscal concern—as a business office problem in financial management. But the full scope of improvements needed in resources management to make higher education more cost-effective is much broader than mere financial control. A central part of resources management must deal with the human resources that organizations utilize. Although it is accepted as a truism that people are the most valuable resources in organizations—and particularly is this true of educational institutions—people are typically the most wasted resource. The people in our institutions are neglected and underutilized. Inadequate attention is paid to their motivation and development; more attention is focused on the physical plant and financial resources. Three concepts should be considered when studying the question of how well institutions of higher education organize and utilize their human resources to carry out their educational functions. These concepts, which are relevant to any deliberations on improving the management of higher education, are productivity, complexity, and accountability. (Author/KE)

**ED 118 018** HE 007 048  
Scurlock, Reagan

Government Contracts and Grants for Research. A Guide for Colleges and Universities.

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 75

Note—374p.

Available from—National Association of College and University Business Officers, One Dupont

Circle, Suite 510, Washington, D.C. 20036 (\$10.00)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Contracts, Foundation Programs, Glossaries, \*Government Role, \*Grants, Guides, \*Higher Education, \*Scientific Research

The Federal Government and institutions of higher learning have become interdependent elements of the research structure. Colleges and universities cannot adequately support a high level of research activity with their own limited funds, and the government must rely on the obvious wealth of expertise on campus for the conduct of research required for national goals. Congress requires detailed accountability for Federal funds and, over time, a complex system has been developed by the government to provide it. This guide has been compiled to provide individuals dealing with funding agencies the background required to understand the nature of the relationship created and the consequences for the institutions. Sections cover: (1) characteristics and procedures of the research contracts with the Federal Government; (2) analysis of approximately 100 contract clauses developed for use in research contracts with the Federal Government; (3) background material on the development of the cost principles; (4) the policies and procedures of 43 private foundations and Volunteer Health Agencies; (5) three specimen agreements; (6) a large number of specimen contract clauses covering a broad range of topics; and (7) a glossary and alphabetical index. (Author/KE)

**ED 118 019** HE 007 049  
**Prospects of Engineering and Technology Graduates, 1974-1975.**

Engineers Joint Council, New York, N.Y. Engineering Manpower Commission.  
Pub Date Jan 75  
Note—38p.

Available from—Engineering Manpower Commission of Engineers Joint Council, 345 East 47th Street, New York, New York 10017 (\$10.00)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**  
**Descriptors**—Associate Degrees, Bachelors Degrees, Doctoral Degrees, \*Employment Opportunities, \*Engineering Technicians, \*Engineers, Enrollment Trends, \*Higher Education, Job Placement, Masters Degrees, \*Professional Occupations, Statistics, Tables (Data), Trend Analysis

Newly graduating engineers and technicians of the class of 1974 enjoyed the best job prospects since 1970, according to data compiled by the Engineering Manpower Commission from a survey of the nation's engineering and technical schools. The pattern of persons seeking employment and those seeking further study seem to have been changing gradually in the last three or four years. At both the bachelor's and master's level in engineering, and the two-year associate level in technology, fewer graduates were continuing their education. As usual, the Ph.D. in engineering and the bachelor in technology degree represent terminal points for practically all graduates, with only a few percent pursuing further full-time study. Among master's and doctor's degree graduates the percentage with other plans remained at fairly high levels comparable to 1973. The strong demand was reflected in higher salaries offered to new graduates. Women graduates averaged slightly higher salary offers than men. No specialties appear to have had significant placement problems in 1974, although architectural engineering, computer science, and engineering sciences were somewhat weaker than other areas. (Author/KE)

**ED 118 020** HE 007 051  
**Myers, John Holt**

**Preparing for IRS Audits of Colleges and Universities. Internal Revenue Service. NACUBO Special Report 75-5.**

National Association of Coll. and Univ. Business Officers, Washington, D.C.  
Pub Date 27 Jun 75  
Note—9p.

Available from—National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, D.C. 20036 (free)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**  
**Descriptors**—\*Administrator Guides, Colleges, \*Evaluation Methods, \*Examiners, \*Higher

Education, Interviews, \*Money Management, Universities

**Identifiers**—\*Internal Revenue Service, IRS

More college and universities are being subject to audit by the Internal Revenue Service (IRS). When an institution is selected for audit, it will be notified, probably in writing, and contacted by a representative of the IRS, who will make arrangements for a preliminary visit to discuss the procedures to be followed. Prior to the first meeting with the examiner, counsel should be advised and the business office alerted. A single individual should be chosen to act as liaison officer with the IRS. There are three kinds of audits to which the institutions may be subjected: (1) a general audit, (2) payroll audit, or (3) a team audit. In anticipation of an audit, an institution should make a special examination in two areas: (1) unrelated trade or business, and (2) withholding. (Author/KE)

**ED 118 021** HE 007 052  
**Maryland Higher Education Loan Corporation Annual Report to the Governor and the General Assembly of Maryland.**

Maryland Higher Education Loan Corp., Baltimore.

Pub Date 30 Jun 73

Note—26p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors**—\*Annual Reports, Budgeting, Geographic Distribution, \*Higher Education, Participant Characteristics, Post Secondary Education, \*State Aid, \*State Programs, Statistics, \*Student Loan Programs, Tables (Data)

**Identifiers**—\*Maryland

This annual report of the Maryland Higher Education Loan Corporation covers activities for the fiscal year ending June 30, 1973. Tables provide: (1) statistical summary; (2) loans approved, by month; (3) budget summary; (4) condition of reserve account; (5) loans approved, by county of students' residence; (6) loans approved, by lender; (7) loans outstanding, by Maryland lenders; (8) distribution of borrowers, by school location; (9) profile of student borrowers; (10) profile of students converting to payout; and (11) profile of students in default. (KE)

**ED 118 022** HE 007 053  
**Harvey, James**

**The Higher Education Community and Federal Legislation.**

George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Pub Date Dec 75

Note—5p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$0.40)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—\*Federal Aid, \*Federal Legislation, Federal Programs, \*Higher Education, \*National Organizations, Policy Formation, \*Professional Associations

It may be a mistake to speak of the "higher education community" as a synonym for the Washington-based higher education organizations associated with advocating public policy for American higher education. These organizations represent different views and constituencies including students, states, and institutions such as liberal arts colleges, community colleges, state four-year colleges, and public and private universities. So different are the interests the associations attempt to represent that they are frequently unable to agree among themselves on any but the broadest propositions. On specific questions the associations will frequently part company. Hence, they are likely to differ on the question of whether or not students at state institutions should be expected to bear a greater share of the costs of their education, or the specific percentage of costs federal grants should be allowed to cover. (Author/KE)

**ED 118 023** HE 007 054  
**Trivett, David A.**

**Competency Programs in Higher Education. ERIC/Higher Education Research Report No. 7.**

George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Pub Date 75

Note—76p.

Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$3.00)

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**

**Descriptors**—\*Educational Benefits, \*Educational Objectives, \*Higher Education, Historical Reviews, Models, \*Performance Based Education, Post Secondary Education, \*Program Development, Program Evaluation, Student Role, Teacher Role

This monograph looks into the origins of competency programs in higher education and explores various ideas about educational outcomes as a basis for defining what competency is and is not. These educational outcome ideas relate to behavioral objectives, mastery learning, and testing for specific competencies rather than for an intelligence test type of learning. Eight competency programs at institutions of higher education are surveyed with emphasis on how they began and the unique set of competencies they developed. Since these outcomes are not only informational in nature but often include value outcomes as well, the institutional goals must be clearly defined before competency outcomes for students can be specified. (Author)

**ED 118 024** HE 007 055

**Shulman, Carol Herrnstadt**

**Premises and Programs for a Learning Society.**

ERIC/Higher Education Research Report No. 8.

George Washington Univ., Washington, D.C.

ERIC Clearinghouse on Higher Education.

Pub Date 75

Note—56p.

Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$3.00)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

**Descriptors**—Adult Education, Change Strategies, \*Continuous Learning, Educational Alternatives, Educational Needs, Educational Objectives, Equal Education, Federal Aid, \*Higher Education, Models, \*Public Policy, \*Social Change, State Aid, \*Universal Education

Lifelong learning in the United States and recurrent education in Europe are new models of education that permit those beyond post compulsory education to have access to higher education throughout their lifetimes. The rationale behind these models is based on the idea of a "learning society" that accommodates changing social and personal goals and promotes social equity. There appears to be a sharply increasing interest in further education on the part of adult Americans and a clear movement by American colleges and universities toward expanding the lifelong learning concept. Our decentralized educational structure is likely to temper some of the widespread changes advocated by proponents of lifelong and recurrent learning, but such programs will receive increased funding from federal and state sources. (Author)

**ED 118 025** HE 007 056

**Technology Transfer University Opportunities and Responsibilities. A Report on the Proceedings of a National Conference on the Management of University Technology Resources.**

Case Western Reserve Univ., Cleveland, Ohio.

Spons Agency—Battelle Memorial Inst., Columbus, Ohio.; Little (Arthur D.), Inc., Cambridge, Mass.; Research Corp., New York, N.Y.

Pub Date Oct 74

Note—233p.; Proceedings of a National Conference on the Management of University Technology Resources (Case Western Reserve University, Cleveland, Ohio, October 1974)

**EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage**

**Descriptors**—\*Administration, Administrative Principles, \*Higher Education, \*Management, \*Parents, \*Technology

The problem of transferring university "technology" to industry must be addressed in highly specific terms if satisfactory and conclusive results are to be expected. It is the general purpose of this conference report to identify major obstacles and to explore successful means for reducing or eliminating them. The conference was planned with the following objectives in mind: (1) to promote an increased interest among university administrators in the technology potential of their respective institutions; (2) to develop a more acute awareness of the need for more effective management of university technology resources; (3) to assemble university representatives with considerable experiences and expertise in the management of faculty discoveries and inventions to encourage them to communicate with one another, and to a broad university audience details relating to their policies,

procedures, methodology, etc.; and (4) through an effective program format to maximize effective communication among all institutional representatives relating to pertinent problems now impeding the flow of "technology" into the market place. (Author/KE)

**ED 118 026** HE 007 058  
The University of California Academic Plan. Phase 2. Campus Academic Plans. Volume 1. The University-wide Perspectives. Volume 2. The Chancellors' Statements.

California Univ., Berkeley.

Pub Date Mar 75

Note—176p.

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage**  
Descriptors—\*Administrator Attitudes, Budgeting, \*Educational Planning, Educational Policy, Graduate Study, Guidelines, \*Higher Education, Models, Policy Formation, Program Evaluation, \*Statewide Planning, Undergraduate Study, \*Universities  
Identifiers—\*University of California

In March 1974, the Regents approved for planning purposes a new University Academic Plan for 1974-78. That plan contained significant changes from the prior University Academic Plan of 1969, primarily because of the substantial downward shifts in state and national population growth rates. Hundreds of individuals—faculty members, students, chancellors, deans, and other administrative staff—from the nine campuses of the University of California have contributed to the development of the Campus Academic Plans. At the university-wide level, many other staff members have helped to design guidelines, to provide information, and to review and analyze the plans. The results of their efforts covered in this document are: (1) planning objectives, campus plans, and benefits, the link between academic and budgetary planning, and periodic revision; (2) broad goals and directions, specific program proposals, board actions on charges; (3) planning steps, consultation during planning, staff reorganization, program reviews, and continuing activities; (4) some current academic policy issues and problem areas; and (5) summaries of campus academic plans. Part 2 of this document contains statements made by the chancellors of the various divisions of the University of California. (Author/KE)

**ED 118 027** HE 007 059  
Employment of Academic Scientists and Engineers Increases from January 1974 to January 1975. Science Resources Studies Highlights. NSF 75-331.

National Science Foundation, Washington, D.C.  
Div. of Science Resources Studies.

Report No—NSF-75-331

Pub Date 3 Nov 75

Note—5p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**  
Descriptors—\*College Faculty, Comparative Analysis, Doctoral Degrees, \*Employment Patterns, \*Engineers, \*Higher Education, \*Scientists, Surveys, Tables (Data), Teaching Assistants, Women Professors

The number of scientists and engineers employed at universities and colleges has shown an increase in each of six consecutive surveys conducted between 1965 and 1975. Since 1965 the number of those employed full-time has expanded from 142,700 to 239,000 or 68 percent, while the number of part-time scientists and engineers grew from 36,200 to 58,000, or 60 percent. The rate of growth, however, has slowed considerably in recent years. For example, the number of full-time scientists and engineers rose at an average annual rate of 7.7 percent during the 1965-71 period, fell to 1.5 percent between 1971 and 1974, and increased slightly, by 3 percent from 1974 to 1975. The only significant reduction in a major full-time employment category over the last 10 years occurred in engineering—down 3 percent from 1973 to 1974, and another 1 percent from 1974 to 1975. Changes were also noted in fields of employment, types of institutions, employment of Ph.D.'s, employment of women, and employment of graduate students. (Author)

**ED 118 028** HE 007 060  
Program Information and Application Procedures. FY 1976. [Fund for the Improvement of Postsecondary Education.]  
Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date [75]

Note—41p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—\*Educational Improvement, Educational Opportunities, \*Federal Programs, Grants, \*Higher Education, Post Secondary Education, \*Program Descriptions, \*Program Design, Program Development  
Identifiers—FIPSE, \*Fund for Improvement of Postsecondary Education

The Educational Amendments Act of 1972 authorizes the Secretary of Health, Education, and Welfare to improve postsecondary educational opportunities by providing assistance to educational institutions and agencies for a broad range of reforms and innovations. To implement this authority, the Secretary has established the Fund for the Improvement of Postsecondary Education, a separate organizational unit with the Department of HEW, under the general supervision of the Assistant Secretary for Education. The fund is administered by a director and a small professional staff. The director is responsive to a 15-member, board appointed by the Secretary and authorized to recommend policy priorities for the fund and to review grants and contracts of a specific kind and amount. The fund is a governmental, grant-making organization with four distinguishing characteristics. It is comprehensive, responsive, action-oriented, and risk-taking. The fund administers a comprehensive program competition to which applicants are invited to submit proposals related to any or all of the purposes for which the fund can make awards. (Author/KE)

**ED 118 029** HE 007 063  
Annual Report and Recommendations. Maryland Council for Higher Education. 10th Annual Report.

Maryland Council for Higher Education, Annapolis.

Pub Date 74

Note—85p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**

Descriptors—\*Annual Reports, \*Educational Finance, \*Educational Planning, \*Higher Education, Policy Formation, Post Secondary Education, Program Planning, Proprietary Schools, \*State Agencies, Statewide Planning, Statistics  
Identifiers—\*Maryland

This tenth annual report of the Maryland Council for Higher Education reports the progress and results of studies undertaken or completed in 1974. During 1974 the council undertook and completed a major study dealing with the financial needs of Maryland private institutions. Complete recommendations are given in chapter 1. The council has expanded its activities to coordinate the Academic Common Market for Maryland higher education institutions as part of the Southern Regional Education Board agreement to monitor and coordinate the Maryland Plan for Completing the Desegregation of its Public Postsecondary Education Institutions, and to assume the responsibilities of the State Postsecondary Education Commission established pursuant to the Education Amendments Act of 1972. The council completed an inventory and common classification of degree programs offered by all the higher education institutions in Maryland offering postsecondary programs. Council committees have been involved in a number of important activities such as allied health manpower planning, faculty workload, faculty collective bargaining, and implementation of higher education management systems. The council believes that the formulation of a Master Plan for the Community College segment is a significant step. A full report and recommendations related to the plan are given in chapter 3. Chapter 2 covers relevant statistics. (Author/KE)

**ED 118 030** HE 007 064  
Basic Rights and Responsibilities for College and University Presidents.

American Association of State Colleges and Universities, Washington, D.C.

Pub Date 6 May 70

Note—3p.

Available from—American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, D.C. 20036 (Free)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Administrative Principles, \*Administrator Responsibility, \*Administrator Role, Board Administrator Relationship, \*Governing Boards, \*Higher Education

Certain basic principles must be accepted if colleges and universities are to function in an orderly, purposeful way and to lay down those conditions necessary to insure the presence of effective leadership on the campus. Some basic principles are: (1) a college or university exists to serve the general society that created it and that supports it; (2) its constituencies should be provided with an opportunity to be informed and heard; (3) in the eyes of the law a college or university is its governing board, commonly known as the board of trustees; and (4) the major functions of a public college or university are teaching/learning, scholarship/research, and appropriate public service, as determined ultimately by the board of trustees. The role of the president is: (1) to serve as chief executive officer; (2) to act with authority; (3) to recommend policies for consideration by the board and the implementation of these policies; and (4) to understand and work with the board. (KE)

**ED 118 031** HE 007 065  
Maryland Higher Education Loan Corporation Annual Report to the Governor and the General Assembly of Maryland.

Maryland Higher Education Loan Corp., Baltimore.

Pub Date 30 Jun 74

Note—27p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—\*Annual Reports, Budgeting, \*Educational Finance, Geographic Distribution, \*Higher Education, Participant Characteristics, \*State Aid, State Programs, Statistics, \*Student Loan Programs, Tables (Data)

Identifiers—\*Maryland

This annual report of the Maryland Higher Education Loan Corporation for fiscal year ending June 30, 1974 covers: (1) loans approved, by month; (2) budget summary; (3) condition of reserve account; (4) loans approved, by county of students' residence; (5) loans approved, by lender; (6) loans outstanding, by Maryland lenders; (7) distribution of borrowers, by school location; (8) profile of student borrowers; and (9) profile of students in default. Some findings are: (1) number of applications for 1973—5,735, for 1974—6,495; (2) amount approved, for 1973—\$5,398,780, for 1974—\$7,030,852; and (3) average loan, for 1973—\$1,032, for 1974—\$1,195. (KE)

**ED 118 032** HE 007 066  
Krop, Lois P.

A Strategy for Obtaining a Performance-Oriented Training Program for Social Work Field Instructors.

Pub Date 11 Jun 75

Note—38p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—\*Change Strategies, Educational Change, Field Experience Programs, \*Higher Education, Instructional Staff, Methods Courses, Models, \*Performance Based Education, Policy Formation, Questionnaires, \*Social Work, Surveys, \*Teacher Education

This document investigates the successful effort to develop and implement a strategy for obtaining a performance-oriented training program for Barry College School of Social Work Field instructors. The mission of the project was to create a system of influence to concert activity so that the educational policy of the school could be shaped to facilitate training of field instructors. A survey was constructed and sent to all active field instructors to determine whether they felt a performance-oriented training program would be helpful to them in teaching students. Results of the questionnaire showed that the large majority of clinical faculty strongly desired such a training program. The results of the survey were presented to the Association of Agency-Paid Field Instructors. That association passed a motion formally requesting the school to design and carry out performance-oriented training for clinical faculty. This request was then taken to the Field Instruction Committee who passed a similar motion. The proposal was then presented to the Dean of the School of Social Work who appropriated money for the program. (Author/KE)

**ED 118 033** HE 007 067  
Flanagan, Dan

The Impact of American Higher Education on Undergraduate Student Valuing.

Pub Date Aug 75

Note—38p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**  
**Descriptors—**Behavior Development, Concept Formation, \*Higher Education, Literature Reviews, Peer Relationship, Personal Values, \*Research Methodology, Student Attitudes, \*Student College Relationship, Student Teacher Relationship, \*Undergraduate Students, \*Values

American higher education is a socializing institution and therefore allegedly influences the values of its participants. Colleges and universities are complex organizations that claim to transfer knowledge and skills to students. In order to communicate knowledge and skills, colleges and universities have developed highly organized disciplines. In the process of categorization and transmitting knowledge and skills, implicit and explicit values are also communicated to students. Along with these formal influences on student values, there are a variety of informal influences on students. The informal influences include personal contact with faculty and student peers. Research into the impact of American higher education on undergraduate student valuing has proven to be as complex as the internal organization of colleges and universities, which provide a variety of potential influences on the formation of student values. Researchers have obtained data that are conflicting and often unreliable. Research methods have been questionable. (Author)

**ED 118 034** HE 007 068

*Greeley, Warren And Others*  
**Final Report (1975). Unified Studies Program. Unified Studies Report No. I:10.**

Boston State Coll., Mass.  
 Pub Date [75]  
 Note—21p.; For related documents, see HE 007 069-077; Best available copy

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**  
**Descriptors—**Expenditures, Faculty, Financial Support, \*Higher Education, Instructional Staff, Performance Contracts, \*Program Descriptions, \*Program Planning, Students, \*Unified Studies Programs

**Identifiers—**\*Boston State College

This summary covers the experiences of the staff of the Unified Studies Program at Boston State College from September 1973 through August 1975. Included is: (1) the planning phase, (2) team building, (3) staff, (4) administrative support, (5) potential students, (6) compromises, (7) funding, (8) use of the learning contracts, (9) contract hours, and (10) the reappraisal process. Some significant results of the program's activities during 1973-75 at Boston State College were: (1) the confrontation of faculty with the open classroom and unified educational theories, (2) a "second chance" alternative for some students, (3) an introduction to the nature of team teaching and "transdisciplinary" methodology, (4) an association with national concerns for educational change, and (5) insights into ways to simplify the change process at Boston State. (Author/KE)

**ED 118 035** HE 007 069

*Greeley, Warren And Others*  
**Report on the Visit to the Evergreen State College, Olympia, Washington. May, 1974. Unified Studies Report No. I:1.**

Boston State Coll., Mass.  
 Pub Date [74]  
 Note—23p.; For related documents, see HE 007 068-077; Best available copy

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**  
**Descriptors—**Articulation (Program), Educational Innovation, Evaluation Methods, \*Higher Education, \*Interdisciplinary Approach, \*Liberal Arts, Models, \*Program Descriptions, Program Design, Program Development, Teaching Methods, \*Unified Studies Programs

**Identifiers—**\*Boston State College, Evergreen State College

The Evergreen State College seems to be working well as a nontraditional college committed to educational change and innovation. It provides a model for interdisciplinary education, developing basic cognitive skills and drawing all disciplines in probing specific problems. The necessary ingredients for a stimulating learning environment based on this model seems to be feasibility, openness, and a genuine feeling of community among all learners. Evergreen begins with no grades, no ranks, no departments, nothing to create a division and competitive learning environment. Beyond this, the school works actively toward

building a sense of trust, community, and cooperative exploration. Small Coordination Studies Programs allow personal contact and a sense of group identity. Team building activities further develop this group commitment and even the facilities themselves are arranged to provide contact and interchange. (Author/KE)

**ED 118 036** HE 007 070

**Unified Education at Boston State College, 1972-1974 (1974). Unified Studies Report No. I:2.**

Boston State Coll., Mass.  
 Pub Date 74

Note—12p.; For related documents, see HE 070 068-077; Best available copy

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**  
**Descriptors—**Articulation (Program), Educational Change, \*Higher Education, \*Interdisciplinary Approach, \*Liberal Arts, Models, Performance Contracts, \*Program Descriptions, Program Design, Program Planning, \*Unified Studies Programs

**Identifiers—**\*Boston State College

The Unified Studies Program began at Boston State College in September of 1974. Its model is based on team-teaching, learning contracts, small interdisciplinary seminars, and other open-classroom and unified educational learning/teaching techniques. Boston State College had been compelled to shift its academic assumptions because of financial stringency followed by a rapid expansion during the 1960's. The planning and implementation of the first segment of the test year for the Unified Studies Programs was an example of real cooperation between the faculty and administration of Boston State College. The most significant result of the program appears to be the challenge that accompanies a new venture which requires faculty, students, and administrators to rethink their goals and priorities for general liberal arts education. (Author/KE)

**ED 118 037** HE 007 071

*Humphreys, Les*  
**Concepts of Unified Education (1974). Unified Studies Report No. I:3.**

Boston State Coll., Mass.  
 Pub Date 74

Note—5p.; For related documents, see HE 007 068-077; Best available copy

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**  
**Descriptors—**Cognitive Objectives, Educational Methods, Educational Objectives, \*Educational Philosophy, \*Higher Education, Humanistic Education, \*Interdisciplinary Approach, \*Liberal Arts, Program Design, \*Unified Studies Programs

**Identifiers—**\*Boston State College

The philosophy of Unified Education is holistic, undisciplinary, and generalistic. The problems raised by these attributes are the attendant difficulties in collection/analysis/projection on a time/content grid; the flux of methodological ground rules; and the tentativeness of generalists to project while they are in a stage of collection and analysis. The solutions to these problems are: a humanistic ethic, a metaphorical method, and a positivistic stance. (Author)

**ED 118 038** HE 007 072

*McDonough, Patricia*  
**Report of Student Survey (1974). Unified Studies Report No. I:4.**

Boston State Coll., Mass.  
 Pub Date 74

Note—6p.; For related documents, see HE 007 068-077; Best available copy

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**  
**Descriptors—**\*Higher Education, \*Performance Contracts, Program Planning, \*School Holding Power, \*Student Enrollment, Surveys, Tables (Data), \*Unified Studies Programs

**Identifiers—**\*Boston State College

The survey of potential student interest in the Unified Studies Program began February 3, 1974 and continued through March 11. The program was aimed at undergraduate students who were not formally at Boston State College on a full-time basis. Survey returns covered: (1) potential students; (2) source of participating students; and (3) students enrolled in the program. Data shows that the program lost a great number of potential students because of the delay while waiting for approval. (Author/KE)

**ED 118 039** HE 007 073

*McDonough, Patricia*  
**Evaluation and Evaluation Instrument (1974-1975. Unified Studies Report No. I:5.**

Boston State Coll., Mass.  
 Pub Date [75]

Note—45p.; For related documents, see HE 007 068-077; Best available copy

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**  
**Descriptors—**Case Studies, Comparative Analysis, \*Evaluation Methods, \*Higher Education, Performance Contracts, Program Descriptions, \*Program Design, Questionnaires, Seminars, Student Characteristics, Student Enrollment, \*Student Evaluation, Student Opinion, Team Teaching, \*Unified Studies Programs

**Identifiers—**Boston State College

The Unified Studies Program (USP) is an innovative program of integrated studies in liberal arts. The program at Boston State College (BSC) is team taught by five faculty members. Because it was an experimental program, the first evaluation was designed to evaluate each component of the program. The questionnaire was divided into sections on background of students, team-teaching, contracts, case study, workshops, Unified Studies Seminars, Content Oriented Seminars, guest speakers, and media series. Based on responses of the students and the results of the first semester's evaluation, a number of changes were made in the spring semester. During the spring semester, the students in the USP were compared to those students in the regular school. An equal number of BSC students were chosen according to the following characteristics: sex, day/evening, number of credits, age, and residence. Results suggested that USP provided the type of instruction that facilitates reading, writing, and research skills and necessitates use of library resources. The students supported the staff and the instructions they received. All the goals set forth in the beginning of the year were attained. (Author/KE)

**ED 118 040** HE 007 074

**Unified Studies Program Packet (1975). Unified Studies Report NO. I:6.**

Boston State Coll., Mass.  
 Pub Date [75]

Note—63p.; For related documents, see HE 007 068-077; Best available copy

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**  
**Descriptors—**Biographical Inventories, Curriculum Design, \*Curriculum Guides, \*Higher Education, \*Models, Performance Contracts, Program Content, \*Program Descriptions, School Calendars, \*Unified Studies Programs

**Identifiers—**\*Boston State College

After a two-week introductory period, participants in the Unified Studies Program at Boston State College will engage in a study of eight important institutions chosen by students at a planning session in November. Each institution will be dealt with for one full week. After the spring vacation, small groups (4 or 5 people) will engage in independent projects for four weeks. The independent projects will permit students to make in-depth studies of one of the institutions examined during the eight weeks. The semester will end with participants sharing their findings in group presentations during the last week of classes. Course Equivalency Workshops for students who need to fulfill departmental requirements for particular courses as well as minicourses will be offered during the semester. The participants will begin the semester developing general scholarly skills, then learn modes of inquiry associated with particular academic disciplines during the study of the eight institutions, and finally will apply the skills and processes mastered in producing a significant project of their own. (Author/KE)

**ED 118 041** HE 007 075

**Learning Contract (1975). Unified Studies Report No. I:7.**

Boston State Coll., Mass.  
 Pub Date [75]

Note—18p.; For related documents, see HE 007 068-077; Best available copy

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**  
**Descriptors—**Data Sheets, \*Higher Education, \*Models, \*Performance Contracts, \*Performance Specifications, Student Teacher Relationship, \*Unified Studies Programs

**Identifiers—**\*Boston State College



This is the rough draft of a learning contract between faculty and students in the spring 1975 Unified Studies Program at Boston State College. Examples are given of the staff contract with the students and of the student contract with the staff. Students contract to do diagnostic and evaluative work, attend workshops and Unified Studies seminars, and do either a group or an individual research project. (KE)

**ED 118 042** HE 007 076

*Humphreys, Les*

**Philosophy of Unified Education (1975). Unified Studies Report No. 1:8.**

Boston State Coll., Mass.

Pub Date [75]

Note—7p.; For related documents, see HE 007 068-077

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—Alternative Schools, \*Definitions, \*Educational Methods, \*Educational

Philosophy, General Education, \*Higher Education, Models, Open Education, Performance Based Education, \*Unified Studies Programs

**Identifiers**—\*Boston State College

There are at least five models for the way that learning environments are structured: (1) autocratic, (2) traditional liberal, (3) open classroom, (4) unified education, and (5) free school. The Unified Studies Program tries to blend the models in the middle. At the same time, unified education has some unique qualities that the program also tries to use: (1) a holistic perspective, (2) a multidisciplinary methodology, and (3) a quest for rigorous generalizations. Instead of learning fragmented bits of information, they begin to put things together. The aim is to produce breadth without superficiality, and to integrate life experiences with academic problem solving. (Author/KE)

**ED 118 043** HE 007 077

*Humphreys, Les*

**Techniques of Unified Education (1974). Unified Studies Report No. 1:9.**

Boston State Coll., Mass.

Pub Date 74

Note—11p.; For related documents, see HE 007 068-076; Best available copy

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—\*Educational Theories, \*General Education, \*Higher Education, Interdisciplinary Approach, Performance Contracts, \*Teaching Methods, Team Teaching, \*Unified Studies Programs

**Identifiers**—\*Boston State College

Teachers have used unified educational techniques for years. What is new is the attempt to articulate a system of such techniques that can be used at all levels of learning. Some suggested techniques are: (1) whole-learning charts, (2) linkage exercises, (3) whole-problem-solving exercise, (4) universals exercise, (5) archetype exercise, (6) model exercise, (7) analogy and metaphor exercise, (8) evolution exercise, (9) deviance exercise, (10) integration exercise. This is an attempt to rationalize a system for teaching certain ways of thinking, reasoning, problem solving, and decision making that are an important part of the "hidden" curriculum. (Author/KE)

**ED 118 044** HE 007 079

*Johnson, Glenn R. And Others*

**Enhancing College Teaching.**

Pub Date [75]

Note—7p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—\*College Teachers, \*Effective Teaching, Graduate Students, \*Higher Education, Methods Courses, \*Program Descriptions, \*Teacher Education, Teacher Improvement

**Identifiers**—\*Texas A and M University

To equip new faculty members with all the necessary tools to begin their careers as highly effective and productive college teachers, formal training in pedagogy was made available for all graduate teaching assistants at Texas A&M University. Twenty-five graduate level instructors in college and public school settings or who expressed interest in college teaching were enrolled in the program. The class met once a week for a semester. The students were divided into four subject-affinity groups. Up to 15 hours of skill training were devoted to Flanders Interaction Analysis, which examines teaching behavior. In addition, students were presented with a series of microlessons in videotape-equipped miniclass-

rooms. The training program was augmented by lectures that incorporated differing questioning strategies. Program results were encouraging. (Author/KE)

**ED 118 045** HE 007 097

**Enrollments in Oklahoma Higher Education. Fall Semester 1975.**

Oklahoma State Regents for Higher Education, Oklahoma City.

Pub Date [75]

Note—45p.; For related document see HE 007 098

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors**—College Freshmen, \*Comparative Analysis, Credits, Enrollment, \*Enrollment Rate, Enrollment Trends, Females, Geographic Regions, \*Higher Education, Males, \*Post Secondary Education, \*Tables (Data)

**Identifiers**—\*Oklahoma

These tables represent an analysis of enrollment in Oklahoma higher Education for fall semester 1975 in comparison with previous fall semesters, including enrollments in state and private Oklahoma colleges and universities. Enrollments are categorized by geographic origin, graduate and undergraduate status, county, state, and outlying area, full-time-equivalent enrollments, head-count enrollments, student-credit-hours, class, sex, division of students, head-count of first-time entering freshmen, and short-course enrollments. Findings show a total increase in public colleges over the last five years of 32.7 percent. (Author/KE)

**ED 118 046** HE 007 103

*Snyder, Norman C.*

**School-College Articulation Practices in New York State.**

New York State Education Dept., Albany.

Spons Agency—National Academy of Education, Syracuse, N.Y.

Pub Date Feb 75

Note—158p.

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage**

**Descriptors**—\*Administrator Attitudes, \*College Admission, \*College Bound Students, \*College School Cooperation, \*Higher Education, Post Secondary Education, Questionnaires, Surveys, Tables (Data)

**Identifiers**—\*New York

There is much evidence that supports the assertion that the problems involved in school-college articulation are both significant and serious enough to warrant immediate attention and action. Data was collected from various sources by using a questionnaire designed: (1) to gather programs within the state; and (2) to serve the educative function of encouraging respondents to actively focus on the many varieties and types of school-college articulation and thus to stimulate developments on individual campuses. After an examination and survey of the typography, background, and literature of school-college articulation, specific conclusions are drawn. In general, both the schools and the colleges in the state appear to be open to greater articulation between the two sectors. Even though they do not regard articulation as a major educational concern at present, most respondents who were interviewed were much interested in learning more about innovative practices and programs at other schools. The idea of a task force or a series of regional or statewide conferences on articulation met with much favor. (Author/KE)

**ED 118 047** HE 007 111

**Model Student Assistance Programs for Kentucky. Data Profiles.**

Kentucky Higher Education Assistance Authority, Frankfort.

Pub Date 31 Dec 73

Note—145p.

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage**

**Descriptors**—College Attendance, Comparative Analysis, \*Enrollment, Enrollment Projections, Financial Services, \*Higher Education, \*Post Secondary Education, School Holding Power, Secondary Schools, \*State Aid, \*State Programs, Statewide Planning, Student Financial Aid, Tables (Data)

**Identifiers**—\*Kentucky

These data profiles include data and information related to secondary school holding power and postsecondary attendance rates, postsecondary student origins, enrollments and enrollment projections, statewide postsecondary appropri-

tions and financial data, and Kentucky institutional financial aid data. A final section, entitled "Kentucky Rankings Among The States" displays in summary format a number of analyses that include values, percentage ratios, and rank order positions for Kentucky in relation to its neighboring states and the other 49 states. Kentucky's efforts to provide higher education opportunities for its increasing college-age and adult population have remained fairly constant relative to the efforts of the other 49 states. (Author/KE)

**ED 118 048** HE 007 118

*Wade, George H.*

**Fall Enrollment in Higher Education 1973.**

National Center for Educational Statistics (DHEW/OE), Washington, D.C. Higher Education Surveys Branch.

Report No.—NCES-75-121

Pub Date 75

Note—1,062p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01461-1; \$10.60)

**EDRS Price MF-\$2.00 HC-\$56.93 Plus Postage**

**Descriptors**—Community Colleges, \*Enrollment, \*Enrollment Trends, Females, Graduate Students, \*Higher Education, Junior Colleges, Males, Part Time Students, Post Secondary Education, Private Colleges, Professional Education, State Universities, Students, \*Surveys, \*Tables (Data), Undergraduate Students

This 1973 Higher Education General Information Survey (HEGIS) for 1973 covers aggregate changes in total enrollment for fall 1971, 1972, and 1973 by sex of students, attendance status of student, type of program, level of enrollment, institutional control and geographic location at 4-year and 2-year, public and private institutions. Final data indicate at least a temporary reversal of the 4-year trend toward declining rates of enrollment in U.S. colleges and universities. (Author/KE)

**ED 118 049** HE 007 124

*Brown, Charles I., Ed.*

**Long Range Planning, Attrition/Retention and Graduate Follow-up Studies. Selected Proceedings.**

North Carolina Association for Institutional Research.

Pub Date 74

Note—42p.; Selected proceedings from the Annual Meeting of the North Carolina Association for Institutional Research (2nd, Winston-Salem, North Carolina, May 1975)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors**—Cost Effectiveness, Dropout Rate, \*Educational Planning, \*Graduate Surveys, \*Higher Education, \*Institutional Research, Management Information Systems, Post Secondary Education, Program Evaluation, \*School Holding Power

This collection of speeches views long-range planning and program evaluation as the real output of the institutional research practitioner. Long-range planning is discussed from different approaches, methods, technologies, and philosophies. Topics covered are: (1) long- and short-range planning policies and procedures; (2) institutional research; (3) attrition studies; (4) retention/attrition studies; (5) the unofficial withdrawal; (6) a study of the 1973 graduation class with special emphasis on graduation, retention, and attrition of students; (7) followup studies; (8) NCHEMS costing and data management systems as an information exchange procedure; (9) implementing NCHEMS information exchange procedures; and (10) a technique for identifying disparities in faculty salaries. (Author/KE)

**ED 118 050** HE 007 613

*Feingold, S. Norman*

**Scholarships, Fellowships, and Loans. Volume 5.**

Pub Date 72

Note—280p.

Available from—Bellman Publishing Company, Box 164, Arlington, Massachusetts 02174 (\$17.00)

**Document Not Available from EDRS**

**Descriptors**—Bachelors Degrees, Doctoral Degrees, Federal Programs, \*Fellowships, Females, \*Higher Education, Males, Masters Degrees, Organizations (Groups), \*Qualifications, Resource Guides, \*Scholarships, \*Student Financial Aid, \*Student Loan Programs

The vocational goals index in this document allows global qualifications to be determined for each award. The level of study supported by the fund and the sex qualifications can be determined. If the fund is limited to residents of specific states, to citizens of the United States, and/or if the recipient must study in a specific location, that too can be determined in one glance in the vocational goals index. If the applicant or his family must be a member of an ethnic group, of a labor union, etc., to be eligible for that particular financial aid, that is also noted in the vocational goals index. Examples of certain kinds of local student aid funds are given, but it is essential that the person needing student aid try to find similar agencies and donors in his own community. The section on student aid provides a road map for the latest information on Federal financial student aid. (Author/KE)

ED 118 051 HE 007 619

Leslie, David W.

**Conflict and Collective Bargaining.** ERIC/Higher Education Research Report No. 9, 1975.

George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 75

Note—79p.

Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$3.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—\*Collective Bargaining, \*Conflict Resolution, Contracts, \*Employer Employee Relationship, \*Grievance Procedures, \*Higher Education

This study compares the manner in which employment relations problems are resolved at institutions with collective bargaining contracts and those without such contracts. It also describes how collectively bargained agreements in general have resulted in the development of more formal conflict-resolution mechanisms in all sectors of higher education. An analysis and descriptive summary of grievance procedures at contract and noncontract institutions is provided. It is concluded that the reliance on formal authority is greater and grievance procedures more frequent in collective bargaining situations than in nonbargaining situations; however the trend is for the broader rules of public labor relations to move through all sectors of the higher education community. The need is underscored for continuing study of different approaches to managing employment relations conflicts. Both contracting and noncontracting institutions are urged to keep thorough records of all bargaining efforts so that longitudinal studies can be performed to provide a basis for a completely systematic analysis that is not possible at the present time. (Author)

ED 118 052 HE 007 620

Fife, Jonathan D.

**Applying the Goals of Student Financial Aid.** ERIC/Higher Education Research Report No. 10, 1975.

George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 75

Note—76p.

Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$3.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—\*College Choice, Educational Opportunities, \*Equal Education, \*Financial Needs, \*Financial Support, \*Higher Education, \*Student Financial Aid

In the mid 1970's the goals of student financial aid revolve around the idea of removing financial barriers to access and reasonable choice. Students should be able to choose an institution based on rational decision making rather than monetary considerations. To this end the Federal Government, the states, and other sources of student financial aid have developed a whole array of programs designed to move us toward the goal of equal educational opportunity. Yet the formulas differ for distributing the funds under these programs, and all too often the funds appropriated fall far short of the program purposes. For a more equitable system to be developed: (1) a student and his family must be assured early in the student's formal education that financial aid

will be available: (2) announcement of the amount of aid should be made before the student to select an institution so that this decision is not dictated by purely financial considerations; (3) to achieve equal educational opportunity, the determination of student need must be based on one method of need analysis used by all who grant student aid; and (4) sufficient funds should be provided to meet the financial need thus determined. (Author)

ED 118 053 HE 007 621

Shulman, Carol Herrnsdorf

**Student Consumerism: Caveat Emptor Reexamined.**

George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Feb 76

Note—5p.

Available from—American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$0.40)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—\*Consumer Economics, \*Consumer Protection, \*Federal Programs, \*Government Role, \*Higher Education, Post Secondary Education, Proprietary Schools, State Programs

Participation of postsecondary institutions in student consumerism occurs largely because of the broader problem of external pressures on all postsecondary institutions requiring institutional responses. A major source of pressure comes from government regulations for federal student-based aid programs, especially loan programs. These regulations not only determine how the loan programs are administered but also shape internal administrative procedures affecting student-institutional relationships. Pressure also comes from students who seek to influence campus politics and programs and from student-initiated law suits that charge institutions with failing to meet their educational commitments. New institutional and organizational initiatives that attempt to provide more complete information for students may heighten consumer awareness throughout postsecondary education, creating a more favorable climate in which students can make sound decisions about their education. This activity is implemented by federal efforts on behalf of consumers that result from the government's concern in the awarding of guaranteed loans and in fulfilling their legislative mandates. (Author/KE)

## IR

ED 118 054 IR 002 659

Molden, Vaughnville

**Telecommunications and Black Americans: A Survey of Ownership, Participation and Control.**

Washington Univ., St. Louis, Mo. Center for Development Technology.

Spons Agency—National Aeronautics and Space Administration, Washington, D.C.

Report No—CDTCG-R(T)-75/2

Pub Date Aug 75

Note—372p.; Master's Thesis, Washington University

Available from—Center for Development Technology, Washington University, Box 1106, Saint Louis, Missouri 63130

Document Not Available from EDRS

Descriptors—African American Studies, Black Community, Citizen Participation, \*Communications, Communication Satellites, Community Control, Films, Instructional Media, \*Mass Media, \*Media Technology, Multimedia Instruction, \*Negro Education, \*Negroes, Public Television, Radio, State of the Art Reviews, Surveys, Telecommunication, Television

A broad, panoramic study was conducted on the activities and the extent of participation of Black people in various telecommunications fields in the United States. The ways in which media technology can be and has been used as a means for educating Black people were examined. Briefly, the ideological perspective of Black education was discussed and defined, but the major emphasis of the extensive survey was on mass media applications and Black people. Commercial television, films and filmmakers, commercial radio, public broadcasting, computer-assisted in-

struction, educational use of multi-media and communication satellites were dealt with in detail. Successes and failures in these areas were identified, a format for improvement and recommendations for establishment of innovative programs were developed. Bibliography and appendix are also provided. (HB)

ED 118 055 IR 002 807

**Oral History in All 50 States; Two Major Openings, Input/Output, 1975.**

Pub Date Nov 75

Note—20p.

Available from—Oral History Research Office, Box 20 Butler Library, Columbia University, New York, New York 10027

Document Not Available from EDRS

Descriptors—Courses, Higher Education, \*History, \*Oral History, \*Primary Sources

Identifiers—\*Columbia University

Statistics show the vigorous growth of oral history programs in the United States since 1965. Recent events at the Oral History Research Office, Columbia University, include the opening of two new memoirs (Francis Perkins and Henry A. Wallace); a successful oral history course; and projects in progress in business, English literature, international affairs, journalism, law, music, and political science. A list of Pulitzer Prize winning books since 1972 and other recent publications which cited or quoted Columbia's oral history collection is provided, along with a short checklist of oral history publications. (LS)

ED 118 056 IR 002 873

Hudson, Heather E. And Others

**College Curriculum-Sharing Via CTS.**

American Inst. of Aeronautics and Astronautics, New York, N.Y.

Pub Date Jul 75

Note—7p.; Paper presented at the American Institute of Aeronautics and Astronautics Conference on Communication Satellites for Health/Education Applications (Denver, Colorado, July 21-23, 1975)

Available from—American Institute of Aeronautics and Astronautics, 1290 Avenue of the Americas, New York, New York 10019

Document Not Available from EDRS

Descriptors—\*College Curriculum, \*Communication Satellites, Educational Technology, \*Educational Television, Experimental Programs, Higher Education, Interagency Cooperation, \*Interinstitutional Cooperation, Performance Specifications, Shared Services, Student Attitudes, Video Equipment

Identifiers—Ames Research Center, Communication Technology Satellite, Stanford University: Carleton University, Video Compression

Domestic communication satellites and video compression techniques will increase communication channel capacity and reduce cost of video transmission. The National Aeronautics and Space Administration Ames Research Center, Stanford University, and Carleton University are participants in an experiment to develop, demonstrate, and evaluate the college course sharing techniques via satellite using video compression. The universities will exchange televised seminar and lecture courses via the Communication Technology Satellite. The experiment features real-time video compression with channel coding and quadra-phase modulation for reducing transmission bandwidth and power requirements. Evaluation plans and preliminary results of Carleton surveys of student attitudes to televised teaching are presented. Policy implications for the United States and Canada are outlined. (Author/EMH)

ED 118 057 IR 002 892

Stoffle, Carla J., Comp. And Others

**Library Instruction Programs, 1975; a Wisconsin Directory.**

Wisconsin Library Association, Madison.

Spons Agency—Wisconsin Association of Academic Librarians.

Pub Date 75

Note—201p.

Available from—Mrs. Elizabeth Bohmrich, Wisconsin Library Association, c/o Madison Public Library, 201 Mifflin Street, Madison, Wisconsin 53703 (\$3.00, WLA members; \$4.00, others)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

**Descriptors**—\*Directories, Elementary Secondary Education, Higher Education, \*Libraries, \*Library Instruction, Library Surveys, Public Libraries, Questionnaires, School Libraries, University Libraries

Information is provided about instructional methods and materials utilized by 80 academic, 337 public, and 1333 school libraries in Wisconsin. For both academic and school libraries, a listing of libraries is followed by an index. The listing is arranged alphabetically by the name of the institution, and each institution is numbered for indexing purposes. Each entry contains the address of the institution, the person responsible for the instructional program, demographic information, and specific characteristics of the program. Indexing is done by grade levels, subjects covered, and instructional methods. A brief chapter on public libraries gives a summary of the state of library instruction in the Wisconsin public libraries. (NR)

**ED 118 058**

**IR 002 895**

*O'Neil, Carole Pytlík, Mark*  
**Computers in Education.**

Manitoba Dept. of Education, Winnipeg. Computer Services Branch.

Pub Date [73]

Note—71p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

**Descriptors**—\*Computer Assisted Instruction, Computer Oriented Programs, Computer Programs, \*Computers, Computer Science, Computer Storage Devices, Data Processing, Educational Administration, Information Processing, Information Retrieval, Information Storage, \*Manuals, Programming Languages, Time Sharing

**Identifiers**—Canada, Computer Hardware, Computer Software

The Canadian Department of Education developed this manual to provide teachers and administrators with information about the potential use of computers. Part I describes at length the five components of the computer input, output, storage, control, and arithmetic/logic functions) and gives a discussion of computer languages, programming, batch processing, time sharing, and minicomputers. Part II covers a variety of administrative uses for computers. Part III lists the educational uses of computers, including computer-assisted instruction (CAI). A list of references, a 67-item bibliography, and a glossary of computer terms are included. (DS)

**ED 118 059**

**IR 002 902**

*Dwyer, Thomas A.*

**Soloworks: Computer-Based Laboratories for High School Mathematics.**

Pittsburgh Univ., Pa. Project Solo.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Jan 75

Note—9p.

Journal Cit—School Science and Mathematics; Jan 75

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—\*Computer Based Laboratories, Experimental Programs, \*Mathematics Instruction, Program Descriptions, Secondary Education, \*Secondary School Mathematics

**Identifiers**—Project Solo, \*Soloworks, Student Controlled Computing

The Soloworks project is based on the belief that student-controlled computing is a promising innovation in secondary mathematics instruction. The Soloworks project is following up three years of experience in the Pittsburgh public school system with a new program incorporating both student-controlled computing and modern math curricula. The work is organized around five labs: a computer lab, focusing on those aspects of mathematics that are well described by algorithms; a dynamics lab, focusing on mathematics that describe processes that take place in time, a logical design lab that uses both digital and analog circuit modules; a synthesis lab which is concerned with mathematics that make use of superimposition and synthetic music, and a modeling/simulation lab that uses mathematics as a tool for creating, studying, and manipulating new models of reality. (JY)

**ED 118 060**

**IR 002 906**

**Educational Media Personnel: A Handbook for Classification.**

California Association for Educational Media and Technology, Concord.

Pub Date 75

Note—106p.

Available from—California Association for Educational Media and Technology, 2371 Stanwell Drive, Concord, California 94520

**Document Not Available from EDRS**

**Descriptors**—\*Audiovisual Centers, Classification, Instructional Materials Centers, Instructional Media, Job Analysis, Library Technicians, Media Technology, Models, \*Paraprofessional School Personnel, Personnel Selection, Subprofessionals, \*Technical Education, \*Technical Occupations

A model classification for media paraprofessionals was constructed in order to establish salaries, personnel qualifications, useful training programs, administrative procedures, and standardized terminology. An analysis was made of such job elements as type of work, its difficulty and responsibility, supervisory responsibility, administrative responsibility, personal contacts, and working conditions. The classification plan was developed based on several levels of competence in each of four classes: media center clerical, film library clerical and technical, media preparation and reproduction, and media technical and maintenance. This resulted in 29 separate positions for which job descriptions were developed—including the title, basic job concept, duties and responsibilities, required knowledge or skills, experience, education, and desirable personal characteristics. Affirmative action, training programs, opportunities for promotion, and plans for developing media training curricula were considered, and brief recommendations for executing the plan were formulated. (LS)

**ED 118 061**

**IR 002 954**

*Colman, Ron, Ed. Lorton, Paul, Jr., Ed.*

**The Papers of the ACM SIGCSE-SIGCUE Technical Symposium, Computer Science and Education (Anaheim, California, February 12 and 13, 1976).**

Association for Computing Machinery, New York, N.Y. Special Interest Group in Computer Science Education; Association for Computing Machinery, New York, N.Y. Special Interest Group in Computer Uses in Education.

Pub Date Feb 76

Note—399p.

Available from—ACM Order Department, P. O. Box 12105, Church Street Station, New York, N.Y. 10249 (\$15.00/members; \$20.00/non-members)

Journal Cit—SIGCSE Bulletin; v8 n1 Feb 76; SIGCUE Topics; V2 Feb 76

**Document Not Available from EDRS**

**Descriptors**—College Curriculum, \*Computer Assisted Instruction, Computer Programs, \*Computer Science, \*Computer Science Education, \*Conference Reports, Course Descriptions, High School Curriculum, Programming, Programming Languages, Secondary School Mathematics, Symposia

Over 65 papers presented at a joint symposium sponsored by the Association for Computing Machinery's Special Interest Groups on Computer Uses in Education and on Computer Science Education are gathered here. The papers cover a wide range of topics, including structured programming, computer literacy, computer science education, computerized test generation, secondary school mathematics instruction, computer-assisted instruction, advanced computer science courses, and computers in society. (JY)

**ED 118 062**

**IR 002 962**

*Simpson, Donald B., Comp.*

**The State Library Agencies; a Survey Project Report, 1975, Second Edition.**

Association of State Library Agencies, Chicago, Ill.

Pub Date 75

Note—293p.

Available from—Association of State Library Agencies, American Library Association, 50 East Huron Street, Chicago, Illinois 60611 (\$10.00)

**Document Not Available from EDRS**

**Descriptors**—Administrative Organization, Budgets, Directories, Financial Support, Library Cooperation, Library Expenditures, Library Extension, Library Networks, \*Library Planning, \*Library Programs, Library Role, Library Services, Library Surveys, Personnel, \*State Agencies, \*State Libraries, State Programs

The Association of State Library Agencies presents a compilation of data from the 50 state libraries. Information for each state includes name of agency, place in state government organization, powers and duties, purpose and scope of responsibility, organizational structure, personnel, names of key staff, major functional categories, major emphases in library development, notable activities underway, special projects and services, sources of funds, and 1975 and 1976 budget information. For most states, organization charts and tables are provided. Narrative descriptions are given of projects, programs, and services that run the gamut from traditional service to outreach programs, cooperative projects, networks, and local history collections. (LS)

**ED 118 063**

**52**

**IR 002 963**

**Annual Program, Library Services and Construction Act, 1975-1976; With FY 75 Supplement.**

South Carolina State Library, Columbia.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Pub Date 76

Note—158p.

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage**

**Descriptors**—Annual Reports, Career Education, Federal Aid, Film Libraries, Handicapped, Institution Libraries, Interlibrary Loans, Library Collections, \*Library Cooperation, Library Networks, Library Planning, \*Library Programs, Library Reference Services, \*Library Services, Periodicals, Professional Training, Public Libraries, Resource Centers, \*State Libraries, State Programs, Statewide Planning

**Identifiers**—Library Services and Construction Act, LSCA, SOLINET, \*South Carolina, Southeastern Library Network

The annual program for administration of Library Services and Construction Act (LSCA) funds in South Carolina is presented in four parts: the annual program for 1976, a supplement to the 1975 program, a supplement to the 1976 program, and amendments to the basic state plan. Library service programs outlined for 1976 include general administration of LSCA funds, library public relations, operation of the state library, strengthening the state library agency, field services, service to the disadvantaged, periodical services, institutional libraries, service to the blind and physically handicapped, and service to persons of limited English-speaking ability. Career education workshops, public library development, book collection improvement, a film program, and improvement of metropolitan libraries as resource and reference centers appear in the 1975 program supplement. Descriptions of interlibrary cooperation projects cover a communications network for interlibrary loans, intercommunication among libraries, area reference resource centers, an interlibrary loan network, training for interlibrary cooperation, and participation in the Southeastern Library Network (SOLINET). Letters, documents, and lists of personnel and participating agencies are included. (LS)

**ED 118 064**

**IR 002 965**

*Morton, Elizabeth Homer*

**Developing Public Libraries in Canada, 1535-1983. Occasional Paper No. 9.**

Dalhousie Univ., Halifax (Nova Scotia). Library.

Pub Date 75

Note—20p.; Alberta Letts Memorial Lecture, November 1, 1974

Available from—Dalhousie School of Library Science, Halifax, Nova Scotia B3H 4H3, Canada (\$2.50)

**Document Not Available from EDRS**

**Descriptors**—History, Librarians, \*Libraries, Library Associations, Library Cooperation, \*National Libraries, \*Public Libraries, Regional Libraries, School Libraries

**Identifiers**—\*Canada, Letts (Alberta)

The history of books, reading, and public libraries in Canada can be traced from the first public reading in 1535. Although a university library organized by Jesuits in 1635 was followed by book collections in fur trading posts, government agencies, subscription libraries, and libraries for the professions, the first public libraries did not open until 1883. These were in Guelph and Toronto. Traveling libraries grew in Western Canada, and the provinces enacted library legislation. Early in this century new public libraries opened and began to flourish (some with the help of the Car-

negie Corporation), but the depression and World War II slowed development. Since cooperation and a national library were seen as necessary in the 1940's, the Canadian Library Council and the Canadian Library Association (CLA) were formed to promote them. The 1950's saw increased library cooperation, the rise of regional libraries, legislation for a national library, and the formation of libraries in previously unserved areas. In the 1960's and 1970's metropolitan libraries grew, the number of library schools increased, standards were written, and the new national library building opened. Future library development may include better funding and services, improved communications, increased use of nonprint media, resource sharing, workshops and other training programs, and better facilities. (LS)

**ED 118 065** IR 002 966

*Spigai, Frances G., Ed. And Others*

**Information Roundup: A Continuing Education Session on Microforms and Data Processing in the Library and Information Center: Costs/Benefits/History/Trends. Proceedings of the ASIS Mid-Year Meeting (4th, Portland, Oregon, May 15-17, 1975).**

American Society for Information Science, Washington, D.C.

Pub Date Oct 75

Note—179p.

Available from—Publications Division, American Society for Information Science, 1155 16th Street, N.W., Washington, D.C. 20036 (\$11.20, ASIS members; \$14.00, others; payment must accompany order)

**Document Not Available from EDRS**

**Descriptors—Automation, Cataloging, Computer Oriented Programs, Computers, \*Conference Reports, \*Cost Effectiveness, Costs, Data Processing, Indexing, Information Centers, Information Retrieval, \*Information Science, Libraries, \*Library Automation, Library Equipment, Library Expenditures, Library Networks, Library Programs, Library Reference Services, Library Research, Library Technical Processes, \*Microforms, On Line Systems**

Sixteen papers are presented which focus on microforms and data processing in library and information centers. Articles include discussions of cost analysis, decision making and program planning, library automation, information retrieval, indexing, cataloging, and computer services for libraries. (CH)

**ED 118 066** IR 002 967

*Husbands, Charles W., Ed. Tighe, Ruth L., Ed.*

**Information Revolution: Proceedings of the ASIS Annual Meeting. (38th, Boston, Massachusetts, October 26-30, 1975). Volume 12.**

American Society for Information Science, Washington, D.C.

Pub Date Dec 75

Note—170p.; Microfiche abstracts of selected keynote, general, special, and SIG presentations are enclosed in back inside cover pocket

Available from—Publications Division, American Society for Information Science, 1155 16th Street, N.W., Washington, D.C. 20036 (\$14.00, ASIS members; \$17.50, others; payment must accompany order)

**Document Not Available from EDRS**

**Descriptors—Automation, Communications, Computer Oriented Programs, Computers, \*Conference Reports, Data Processing, Dial Access Information Systems, Information Centers, Information Dissemination, Information Networks, Information Processing, Information Retrieval, \*Information Science, \*Information Systems, Information Utilization, Input Output Devices, \*Libraries, Library Automation, Library Networks, Library Reference Services, Library Technical Processes, Man Machine Systems, On Line Systems, \*Technological Advancement**

**Identifiers—Computer Users, Simplified Information Retrieval System, SIR**

This volume of Proceedings of the American Society for Information Science is limited to the text of papers accepted and scheduled for presentation at the 1975 meeting. The papers reflect the need to address and define issues in national information policy, and they examine the current state of federal-level planning and funding of information systems. Contributed papers are categorized in the following manner: (1) information transfer mechanisms and phenomena; 2)

library networks; 3) communication and classification theory; 4) user psychology; 5) library management; 6) education and careers in information science; 7) retrieval vocabularies: indexing, switching mechanisms, and text manipulation; 8) planning national and international systems, extending the application of technology, and using micromedia; 9) the future of information services and systems; 10) clustering and discrimination techniques and secondary sources; 11) using on-line retrieval services; and 12) applications in biology and chemistry. In all, 80 papers are included. (CH)

**ED 118 067** 52 IR 002 968

*Oettinger, Anthony G.*

**Elements of Information Resources Policy: Library and Other Information Services. Revised Edition.**

Harvard Univ., Cambridge, Mass. Program on Information Technologies and Public Policy.

Spons Agency—National Commission on Libraries and Information Science, Washington, D.C.

Pub Date 12 Jan 76

Contract—OEC-0-74-9075

Note—228p.

**EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage**

**Descriptors—Cost Effectiveness, Costs, Decentralized Library Systems, Information Centers, Information Dissemination, \*Information Networks, Information Processing, Information Science, Information Services, \*Information Systems, \*Libraries, Library Expenditures, Library Facilities, Library Networks, Library Programs, Library Reference Services, Library Research, Library Role, Library Services, \*Public Policy, Tables (Data), \*Use Studies**  
**Identifiers—\*National Commission Libraries Information Science**

A study on information technology and public policy examined relationships among information providers and their clients in order to determine the economic, institutional, and technological factors that are key in deciding how people get the information they need. The research project was conducted to help the National Commission on Libraries and Information Science in three ways: to highlight costs and benefits of various allocations of information functions, to indicate the size and direction of forces, and to help libraries and information technicians evaluate their roles so that practical public policy alternatives and their consequences for the public can be better understood. Researchers found that the public reach of information services varies widely even within types of services. The scope of information resources is wide and well-supported by various governments. In the past 20 years, the size, activity, and cost of library and other information services have grown above the growth rates of basic indexes. Information services and libraries suffer from poor accounting practices, confused policies, rivalries, and limited scope of research and development. (CH)

**ED 118 068** IR 002 969

*Kumata, Ruth K. And Others*

**Aiming for Quality: The Five-Year Plan of the Chicago Library System. 1976-1980.**

Chicago Public Library, Ill.

Pub Date 75

Note—151p.

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage**

**Descriptors—Community Characteristics, Information Needs, Library Networks, \*Library Planning, Library Programs, \*Library Services, Library Standards, Objectives, \*Public Libraries**

**Identifiers—\*Chicago Library System, Illinois (Chicago)**

The efforts of the Chicago Public Library during the years 1976-80 will focus on: (1) evaluating, improving, and adjusting existing programs and developing new programs; (2) cooperating with other agencies and organizations in the community; (3) improving the functioning of the library as a research and reference center for the state; and (4) improving the fiscal position of the library system. The objectives of the five-year plan include developing a program of library services aimed at meeting the needs of every Chicagoan; providing adequate library materials, both print and nonprint; developing an adequate staff; improving communications within the library system; providing functional, safe, and attractive facilities; increasing public awareness of

library services; modernizing the library's internal fiscal procedures; and increasing the library system's financial resources. A bibliography of over 100 items is included. (Author/PF)

**ED 118 069** IR 002 970  
**UNICAT/TELECAT: A Report of the Cooperative Use of a Computer-Based Cataloguing Support System.**

Council of Ontario Universities, Toronto. Office of Library Coordination.

Pub Date Oct 75

Note—220p.

Available from—Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4, Canada

**Document Not Available from EDRS**

**Descriptors—\*Cataloging, Computers, Demonstration Projects, Libraries, \*Library Automation, \*Library Cooperation, Library Expenditures, Library Networks, Library Planning, Library Research, Library Services, Library Technical Processes, On Line Systems, \*Union Catalogs, \*University Libraries**

**Identifiers—Ontario, TELECAT, UNICAT**

The Monograph Demonstration Project, an experiment in cooperative library development, was conducted by the Council of Ontario Universities from July, 1973 through April, 1975. Objectives of the project were to establish that an automated, on-line cataloging support system is practical within the Ontario University library community, to provide superior cataloging support services at reduced cost, to eliminate duplication of cataloging, and to create a union catalog providing increased capability for rationalization of collections and cooperative university program development. As a result of the project, an automated cataloging support system now serves 16 libraries. The demonstration period proved to be a developmental period rather than a time of uninterrupted services and, as yet, cost reductions are not proven. Some duplication of cataloging activity was eliminated, and the development of a union file began. The researchers conclude with recommendations for the future for Ontario Universities. The original proposal, considerations for terminal selection, and flowcharts of processing procedures using the union cataloging support system are appended. (CH)

**ED 118 070** IR 002 971

*Bourne, Charles P.*

**Planning Data for the Conversion of UCUCS-2 Catalog Card Records Into Machine Readable form (UCUCS-2 Conversion Planning). Report No. ILR-75-006.**

California Univ., Berkeley. Inst. of Library Research.

Report No—ILR-75-006

Pub Date Jan 76

Note—41p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors—\*Cataloging, Catalogs, Data Bases, Libraries, Library Automation, Library Planning, \*Library Research, Library Technical Processes, \*Union Catalogs, \*University Libraries**

**Identifiers—Machine Readable Cataloging, University of California**

The Institute of Library Research converted to machine-readable form over one million catalog cards representing about 750,000 Roman-language titles catalogued by the University of California (UC) libraries from 1963 to 1967. From this data base they printed the UC Union Catalog Supplement (UCUCS-1). From 1968 to 1972, an additional set of card records was collected and preprocessed. This study determined the extent to which the new UCUCS-2 records are available in already existing University of California data bases and in a few "outside" data bases. A one-half percent stratified sample was drawn from each UC campus and findings revealed that 82% of the UCUCS-2 sample could be associated with some kind of unique identification number, but only 63% of the total actually had this number on the catalog record; the others had to be searched in other files. (Author/CH)

**ED 118 071** IR 002 972

*Whildin, Sara Lou, Comp.*

**A Directory of Library Instruction Programs in Pennsylvania Academic Libraries.**

Pennsylvania Library Association, Pittsburgh.

Pub Date 75

Note—37p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—\*College Libraries, \*Directories, Higher Education, Instructional Media, \*Library Instruction, Library Skills, Questionnaires, \*University Libraries  
Identifiers—\*Pennsylvania

A survey questionnaire was sent to 200 academic libraries in Pennsylvania to identify those that were involved in library instruction and to ascertain the content of such programs. This directory is the product of the survey and presents the information collected. The 67 responding libraries are listed in alphabetical order. The questionnaire used and a selective index of questionnaire topics are appended. (Author/DS)

ED 118 072 IR 002 973

Kim, Ung Chon

Policies of Publishers: A Handbook for Order Librarians.

Pub Date 76

Note—132p.

Available from—Scarecrow Press, Inc., 52 Liberty Street, P. O. Box 656, Metuchen, New Jersey 08840 (\$7.50)

Document Not Available from EDRS

Descriptors—Catalogs, Librarians, \*Library Acquisition, Library Materials, \*Library Material Selection, \*Publications, \*Publishing Industry, Purchasing

Identifiers—Order Librarians

Many factors need to be considered when a librarian decides on vendors for his orders. By using information from existing trade journals and from questionnaires completed by publishers, a handbook was developed to assist librarians; it discusses some 450 publishers in terms of their: (1) address, (2) promptness of delivery, (3) price discounts which a library can expect, (4) charges other than actual purchase price, (5) convenience of returning materials, (6) accurate and prompt reports of titles currently unavailable, and (7) availability of standing order or approval plans. (EMH)

ED 118 073 IR 002 974

Numerical Results from Three Surveys on Book Marketing and Selection. A Publisher/Library Forum.

American Library Association, Chicago, Ill. Resources and Technical Services Div.

Pub Date 1 Jul 75

Note—46p.

Available from—RTSD Office, American Library Association, 50 East Huron Street, Chicago, Illinois 60611 (\$1.00)

Document Not Available from EDRS

Descriptors—College Libraries, Junior College Libraries, \*Library Material Selection, Library Surveys, Public Libraries, \*Publishing Industry, \*Questionnaires, Research Libraries, Special Libraries, \*Statistical Data, University Libraries  
Identifiers—ALA 75

Publishers, book wholesalers, and librarians were surveyed in early 1974 to provide background data for a program at the American Library Association Annual Conference 1975. Publishers were queried about their relations with libraries, promotional activities (including relations with review media, direct mailings, and advertising), and sales to libraries. Wholesalers were queried about their services to libraries, and the results were tabulated for small, medium, and large wholesalers. Libraries were queried about their budgets, selection practices, and ordering practices. Results were tabulated for Association of Research Libraries members, college and university libraries, community college libraries, public libraries, and special libraries. The questionnaires with tabulated results and the lists of recipients form the bulk of this document. (PF)

ED 118 074 IR 002 975

North Dakota Public Library Trustees Manual.

North Dakota State Library Commission, Bismarck.

Pub Date 76

Note—35p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Administrative Agencies, Governing Boards, \*Library Administration, Library Services, Manuals, \*Public Libraries, \*Trustees

Identifiers—\*North Dakota

Designed for board members, this manual includes basic information applicable to any public library trustee. General information is provided and trustee responsibilities and duties are out-

lined. Appendixes include the North Dakota Public Library Law, a monthly report form, the library bill of rights, and a 16-item bibliography of books, periodicals, and audiovisual materials. (DS)

ED 118 075 52 IR 002 976

North Dakota State Plan for Library Development: Fiscal 1976-1980.

North Dakota State Library Commission, Bismarck.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Pub Date Jul 75

Note—99p.

Journal Cit—North Dakota Library Notes; v7 n2

Feb 1976

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Annual Reports, Disadvantaged Groups, Federal Aid, Handicapped, Library Cooperation, \*Library Planning, \*Library Services, \*Library Standards, State Libraries, \*State Programs

Identifiers—Library Services and Construction Act, LSCA, \*North Dakota

A five-year plan for library improvement developed in North Dakota under the Library Services and Construction Act (LSCA) is presented. The plan includes long-range programs that meet the state's assessed needs for improved library service to special groups in specific geographical areas, improved public library services, and construction and interlibrary cooperation. Ten projects underway for the fiscal year 1976 are described, and North Dakota's standards for community library service from school media centers are included. (DS)

ED 118 076 IR 002 977

Potts, Rinehart Skeen

Graduate Education in Librarianship at Glassboro State College, 1967-74: A Description of the Graduates and Their Evaluations of the Program.

Glassboro State Coll., N.J. Dept. of Library Education.

Pub Date 75

Note—526p.; Portions of the text may not be readable due to the irreproducibility of the original document

Available from—Savitz Learning Resource Center, Glassboro State College, Glassboro, New Jersey 08028 (on loan)

EDRS Price MF-\$1.00 Plus Postage. HC Not Available from EDRS.

Descriptors—Curriculum Evaluation, \*Graduate Surveys, Higher Education, Librarians, \*Library Education, \*Library Schools, Library Surveys, School Libraries

Identifiers—\*Glassboro State College, New Jersey

A followup study of 77 graduates of the Glassboro State College master's program in librarianship is presented. This report includes extensive direct quotes from the persons interviewed concerning their evaluation of the Glassboro program and the jobs they now hold. Appendixes include general comments by the graduates, results of previous surveys, a short literature review, and the official description of Glassboro's graduate library education program. (DS/PF)

ED 118 077 52 IR 002 978

Ball, Howard G.

Perceptions of School Media Specialists Toward a Professional Curriculum of Instruction.

Alabama A and M Univ., Normal. School of Library Media.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Pub Date 75

Note—35p.; For related documents see ED 086 225 and 103 028

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Course Evaluation, \*Educational Background, Instructional Materials Centers, \*Library Education, Library Surveys, Media Selection, \*Media Specialists, Research Projects, School Libraries

Identifiers—Higher Education Act Title II B, Media Specialist Education

A survey of 495 school media specialists in five Southeastern states attempted to discern which courses in their professional education best prepared them to manage school media programs. Results listed the most highly regarded

courses for both the elementary and the secondary specialists. In addition, the subjects rated the importance of various media specialist functions, and "selecting and evaluating resources" received the highest rating. The opinions of the specialists reflected a pragmatic orientation and were influenced by the credentialing criteria of their respective states. This document discusses the research methodology that was employed, outlines the results, and makes recommendations for future media specialist education. (EMH)

ED 118 078 IR 002 979

Council of Europe Information Bulletin 4/1975.

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Pub Date Dec 75

Note—123p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—\*Change Agents, \*Change Strategies, \*Community Change, Cultural Exchange, \*Cultural Opportunities, \*Democratic Values, Essays, Futures (of Society), Intercultural Programs, International Education, International Organizations, Program Descriptions, Social Change, Social Opportunities

Identifiers—\*Council for Cultural Cooperation, Council of Europe

The Council for Cultural Cooperation is intended to promote interaction among European nations and to initiate cooperation in remodeling educational systems. At a 1974 Brussels conference, participants discussed the moral obligation of European governments to promote sociocultural community development directed toward a greater measure of compassion, equality of opportunity, and true democracy. Hoping to replace complacency and frustration with participation and self-realization, participants encouraged teachers and other social agents to inject their communities with a sense of animation and community consciousness. This policy requires radical reforms in education, political institutions, and cultural patterns, and these changes are unlikely to occur without the assistance and provocation of a group of agents trained in the art of social reform. This document is a collection of 10 essays which describe the need for change, cite examples of successful reforms, and make proposals for the future. (EMH)

ED 118 079 IR 002 980

School Libraries. Educational Building Digest.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand).

Pub Date [75]

Note—10p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—\*Building Design, Building Plans, \*Developing Nations, Librarians, Library Equipment, \*Library Facilities, \*Library Planning, \*School Libraries

Identifiers—Asia, \*Regional Center for Book Development, UNESCO

An effective school library requires a good supply of books and periodicals, adequate furniture, sufficient space, and a trained person to manage the facility efficiently. In Asia, where educational facilities are often in short supply, UNESCO has established a Regional Center for Book Development and has made recommendations for future development in the use of libraries. Each village school should have some sort of minimal library facility to encourage students to do exploratory reading and to learn basic research skills. Simple designs can be used to modify existing school plants to provide shelving, a catalog, seating, and a work area for the librarian. Sample plans are provided. (EMH)

ED 118 080 IR 002 981

Standards for College Libraries; Adopted by the Association of College and Research Libraries, a Division of the American Library Association, July 3, 1975.

Association of Coll. and Research Libraries, Chicago, Ill.

Pub Date 75

Note—15p.

Available from—Association of College and Research Libraries, 50 East Huron Street, Chicago, Illinois 60611 (free)

Document Not Available from EDRS

Descriptors—\*College Libraries, \*Librarians, Library Administration, Library Collections, Library Expenditures, Library Role, Library



Services, \*Library Standards, Library Technical Processes, Research Libraries, University Libraries

Identifiers—American Library Association, \*Association of College and Research Libraries

A list of standards was adopted by the Association of College and Research Libraries. It was intended to apply to college libraries serving academic programs at the bachelors and masters degree levels. Standards are presented for the major library functions, as follows: (1) objectives; (2) collections; (3) organization of materials; (4) staff; (5) delivery of service; (6) facilities; (7) administration; and (8) budget. An explanation is appended to each standard which provides suggestions and comments on its implementation. (EMH)

ED 118 081

IR 002 982

Sharpe, W. E. And Others

A Multidisciplinary Approach to Solving Community Water Problems. Information Report 76.

Pennsylvania State Univ., University Park. Inst. for Research on Land and Water Resources.

Spons Agency—Department of the Interior, Washington, D.C. Office of Water Research and Technology.

Report No.—PSU-IRLWR-IR-76

Pub Date Dec 75

Note—81p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Community Problems, Extension Agents, Information Centers, \*Information Dissemination, \*Information Needs, Information Seeking, Information Sources, Information Utilization, Interagency Cooperation, Interdisciplinary Approach, Organization, Research Projects, Surveys, Technological Advancement, \*Water Pollution Control, \*Water Resources

Identifiers—Pennsylvania, Pennsylvania Cooperative Extension Service, \*Water Resources Scientific Information Center

In response to the need of many individuals and communities throughout Pennsylvania for an effective network to disseminate information about water resources, a study was conducted to explore possible relationships between the Water Resources Center and the Pennsylvania Cooperative Extension Service. The report focused on a case history review of the information transfer specialist who facilitated exchanges between the two agencies. To assist the specialist, a water resources needs survey was distributed to relevant community members to determine the seriousness of local water problems. He acquired additional information through the use of trade journals, newspaper clippings, and a computer-based water resources information center. The research project has served to reinforce the feeling that the joint Water Center-Extension programs have the potential to greatly enhance the successful transfer of water resources information. (EMH)

ED 118 082

IR 002 983

Sullivan, Marjorie Goodell, John S.

Media Use in the Study of Minorities.

Emporia Kansas State Coll.

Pub Date 75

Note—65p.

Journal Cit—Emporia State Research Studies; v24 n2 Fall 1975

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Comparative Analysis, \*Educational Research, Effective Teaching, \*Ethnic Studies, Instructional Materials, \*Media Research, Minority Groups, \*Multimedia Instruction, Research Methodology, Research Projects, Textbook Bias, Textbooks

Identifiers—Kansas (Lawrence)

Some educators, especially those engaged in minority studies, are historically disenchanted with textbooks. They have sought alternative sources of information in multimedia. To test the effectiveness of a multimedia approach to change students' attitudes and increase factual knowledge, the Lawrence, Kansas, schools designed an experiment to compare learning in two sample groups, one using a textbook approach for a six-week unit on ethnic studies and the other using a multimedia approach. Pre- and posttest results showed no significant differences in cognitive and effective learning between the two samples. This monograph consists of four parts: (1) a history of minority dissatisfaction with textbooks and instructional media; (2) a description of the methodology used in the Lawrence experiment; (3) results of the experi-

ment; and (4) an appendix of the measurement tools used in the study. (EMH)

ED 118 083

IR 002 984

Harden, Heather

You Can't Kill a Wasp with a Postage Stamp, or How to Teach 'Em to Pass Element Nine.

Pub Date 18 Nov 75

Note—8p.; Paper presented at the Annual Meeting of the National Association of Educational Broadcasters (Washington, D.C., November 18, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Annotated Bibliographies, \*Broadcast Industry, \*Certification, Course Descriptions, \*Federal Government, \*Radio, \*Radio Technology

Identifiers—Element 9, Federal Communications Commission, Third Class Operators Licenses

For student radio broadcasters to acquire a third class operators permit, they must pass Element 9 of the Federal Communications Commission exam. A course was designed to help these amateurs acquire such technical competencies as meter reading, metric conversions, and familiarity with directional antennas. This course description includes a list of required readings, a description of laboratory workshops, and a brief annotated bibliography of materials relating to Element 9. (EMH)

ED 118 084

95

IR 002 985

Darby, Keith

Programming as an Instrument for Community Involvement: Designing Topical Television Programs for Rural Adult Audiences. Satellite Technology Demonstration Technical Report No. 0503.

Federation of Rocky Mountain States, Inc., Denver, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—STD-TR-0503

Pub Date 75

Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—\*Adult Education, Audiences, \*Communication Satellites, \*Community Education, Community Involvement, Delivery Systems, Demonstration Projects, Educational Television, Program Evaluation, \*Programming (Broadcast), Public Television, Regional Programs, \*Rural Education, Surveys, Telecommunication

Identifiers—\*Satellite Technology Demonstration

The overall objective of the Satellite Technology Demonstration (STD) was to test the feasibility of delivering television programming via satellite to isolated, rural locations. Community members at various STD sites were surveyed to determine how they felt about a variety of topics which were planned for an adult evening series. Topics in education, consumer affairs, health, and environment proved to be of interest, and a series of 12 programs, 40 minutes each with a 19 minute local question-and-answer segment, was designed and broadcast to STD receivers located in local junior high schools. Audience reactions were positive, but it was concluded that more interest could be generated if programs were of more specific local interest. (EMH)

ED 118 085

IR 002 986

Bicentennial Film Preview Session. N.C.L.A. Conference, Fall 1975.

North Carolina Library Association, Winston-Salem.

Pub Date Oct 75

Note—11p.

Available from—Director, Public Library of Johnston Co. and Smithfield, 305 Market Street, Smithfield, North Carolina 27577 (\$1.25)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*American History, Annotated Bibliographies, \*Catalogs, \*Film Libraries, \*Films, Instructional Films

Identifiers—\*Bicentennial, North Carolina

A special committee of North Carolina library staff compiled an annotated listing of 50 16mm films concerning the heritage theme and the Revolutionary War period. The films are listed alphabetically by title, and the entries include information about length, rental and purchase price, age appeal, and a brief summary of the contents. Most of the films are available through the North Carolina State Library. (EMH)

ED 118 086

IR 002 987

Ahlgren, Alice E.

Factors Affecting the Adoption of On-Line Search Services by the Public Library.

Applied Communication Research, Stanford, Calif.

Spons Agency—National Science Foundation, Washington, D.C. Office of Science Information Services.

Pub Date May 75

Note—12p.; Paper presented at the Mid-Year Meeting of the American Society for Information Science (Portland, Oregon, May 15-17, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Computers, \*Cost Effectiveness, Data Bases, \*Experimental Programs, \*Information Retrieval, \*Library Reference Services, \*On Line Systems, Public Libraries

Identifiers—California (San Francisco), Lockheed DIALOG, Project DIALIB

Costs and cost-related factors connected with providing on-line search services through the public library are examined. The examination was based on preliminary results from an on-going evaluation of an experimental program (DIALIB). In the DIALIB experiment Lockheed's DIALOG search service was available to the public through four public libraries in the San Francisco Bay Area. Preliminary data were gathered on fixed costs connected with system operation, on individual search costs, and on costs associated with the additional time demands made on the library reference staff. In addition, several factors were identified which impinge on the provision of financial support for such on-line search services. (Author/JY)

ED 118 087

IR 002 988

Cooper, Michael D. DeWath, Nancy A.

The Cost of On-Line Bibliographic Searching. Technical Report 003-75-01.

Applied Communication Research, Stanford, Calif.

Spons Agency—National Science Foundation, Washington, D.C. Office of Science Information Services.

Report No.—ACR-003-75-01

Pub Date Dec 75

Note—47p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Computers, \*Cost Effectiveness, Data Bases, Experimental Programs, Information Retrieval, \*Library Reference Services, \*On Line Systems, \*Public Libraries

Identifiers—Bibliographic Searching, California (San Francisco), Computerized Literature Retrieval, Lockheed DIALOG, \*Project DIALIB

A cost analysis was made of on-line bibliographic searching in four public libraries in the San Francisco Bay Area using the Lockheed DIALOG system. The study involved monitoring the time that 35 individuals in the libraries spent processing some 411 search requests. The study identified a set of seven tasks that are performed for each request and determined the average time and cost for each of the tasks. The average total search cost was \$28.41, exclusive of telephone line charges. This figure does include the data base connect charges of \$17.29. The average time required to process a request was 7.8 calendar days. A wide variation in the cost and time figures was found among the four libraries and among individual searchers. (Author/JY)

ED 118 088

IR 002 989

Mick, Colin K.

The Impact of On-Line Search Services on Library Operations and Users.

Applied Communication Research, Stanford, Calif.

Pub Date 4 Mar 75

Note—8p.; Paper presented at the Annual Meeting of the National Federation of Abstracting and Indexing Services (17th, Arlington, Virginia, March 4, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—\*Experimental Programs, \*Information Retrieval, Library Administration, \*Library Reference Services, Library Role, \*On Line Systems, Public Libraries, Use Studies

Identifiers—California (San Francisco), Computer Search Services, Lockheed DIALOG, \*Project DIALIB

An experimental program placed computer terminals in four San Francisco Bay Area public

libraries to be used to provide on-line computer search services to library patrons. The first few months of operation of the experiment showed that there was a significant impact on the participating libraries, on the library patrons, and on the community and society at large. Among the observations made of the program were that: providing computer search services is going to cost the library more than just the cost of the computer time used, that librarians must learn new skills to be effective searchers, that search services require a high degree of interlibrary cooperation and communication, that many of the clients for these services will be people who would not ordinarily use public libraries, and the community will develop an increasing awareness of the power of information. (JY)

**ED 118 089** IR 002 990

Comstock, George Fisher, Marilyn  
**Television and Human Behavior: A Guide to the Pertinent Scientific Literature.**

Rand Corp., Santa Monica, Calif.  
Spons Agency—Edna McConnell Clark Foundation, New York, N.Y.

Report No.—R-1746-CF

Pub Date Jun 75

Note—344p.; For related documents see IR 002 918 and 919

Available from—The Rand Corporation, Publications Department, 1700 Main Street, Santa Monica, California 90406 (\$10.00)

**Document Not Available from EDRS**

Descriptors—\*Annotated Bibliographies, \*Behavioral Science Research, Behavior Patterns, Human Development, \*Literature Reviews, Media Research, Research Methodology, Research Problems, \*State of the Art Reviews, Surveys, Television, \*Television Research, Trend Analysis

A broad search of the scientifically relevant literature on television and human behavior began in the fall of 1973 and extended over a year; the search concentrated on the literature since 1960, although it attempted to include all significant earlier works. In addition, special emphasis was placed on obtaining very recent, hard to locate, and infrequently referenced items, including various Congressional hearings, the reports of various national commissions and special committees, and noteworthy journalism synthesizing or commenting on the scientific literature. The more than 2,000 items located are first presented in a "master bibliography," and each is described by key words in terms of topics and in the case of empirical work, methodology. The master bibliography is followed by 11 specialized bibliographies. The first 10 of these specialized bibliographies deal with substantive topics. The eleventh collates current items, defined as citations bearing 1974 or 1975 dates or labeled "in press." The 10 substantive specialized bibliographies represent the topics in terms of which the literature is analyzed for the larger evaluation, for which the bibliography was compiled. They are defined and discussed in the introduction, where other procedural details and various symbols and terms are also explained. (Author/HB)

**ED 118 090** IR 002 991

Dudek, Lee J.

**Pragmatic Proposals for Professional Pedagogy in Education for Broadcasting.**

Pub Date 16 Nov 75

Note—12p.; Paper presented at the Annual Meeting of the National Association of Educational Broadcasters (Washington, D.C., November 16, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Broadcast Industry, Curriculum Development, Educational Background, Higher Education, Job Skills, News Reporting, \*Professional Education, Radio, \*Technical Education, Telecommunication, Television

Identifiers—Broadcasters, NAEB 75

Education designed to prepare future broadcasters should begin to concentrate on liberal arts and professionalism and should de-emphasize skills and technical competencies. Two weaknesses of a technical-centered education are: (1) that technical competencies rapidly become obsolete, and (2) that the broadcaster trained as a technician usually lacks the background and sensitivity to turn the industry away from commercialism and towards meeting the needs of the society. Broadcasters should be educated to make intelligent decisions and to use the media to

promote a free and harmonious society. This goal is best achieved through a general, liberal arts education, and through exposure to senior broadcasters who have a broad and humane perspective on the world. (EMH)

**ED 118 091** 95 IR 002 992

Seibert, Ivan N.

**A Handbook of Standard Terminology and a Guide for Recording and Reporting Information about Educational Technology.**

Association for Educational Communications and Technology, Washington, D.C.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—NCES-76-321

Pub Date 75

Contract—OEC-0-73-7057

Note—278p.; State Educational Records and Reports Series: Handbook X

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$3.40)

**EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage**

Descriptors—Audiovisual Aids, \*Classification, \*Educational Technology, Guides, Instructional Media, Standards, \*Vocabulary

Developed to help people in gathering, compiling, and interpreting data relating to the application of technology to instruction, this handbook provides assistance in the form of standardized terms and definitions and a structure showing the interrelationships of those terms. The handbook is organized to lead logically from an overall definition of educational technology to a classification scheme of terms, then, to the definitions for these terms. The classification scheme is outlined with subdivisions indicated by indentation and a numerical code. In a separate section, the terms are listed again in the order of the classification with complete definitions. Selected units of measure for the classified terms are provided in another section. A glossary listing related terms and their definitions, a brief bibliography, and an alphabetical index to all terms defined in the handbook are included. (Author/PF)

**ED 118 092** IR 002 993

**Computer-Assisted School Facility Planning with ONPASS.**

Urban Decision Systems, Inc., Los Angeles, Calif.

Report No.—D75-1048

Pub Date 10 Oct 75

Note—39p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—Computer Oriented Programs, \*Facility Planning, \*On Line Systems Identifiers—ONPASS

The analytical capabilities of ONPASS, an on-line computer-aided school facility planning system, are described by its developers. This report describes how, using the Canoga Park-Winnetka-Woodland Hills Planning Area as a test case, the Department of City Planning of the city of Los Angeles employed ONPASS to demonstrate how an on-line system can help school planners make optimum use of their facilities. A simulated student data base was estimated for two time periods from the 1970 Census data. Sample data from the Los Angeles study are included in this description of ONPASS. (EMH/PF)

**ED 118 093** IR 002 994

Ely, Donald P.

**The Current Status of Audiovisual Definitions and Terminology: An International Perspective.**

Pub Date 9 Jan 76

Note—16p.; Paper presented at the International Symposium on Audio-Visual Materials (Strasbourg, France, January 9, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Audiovisual Aids, \*Definitions, Educational Technology, \*Glossaries, \*Instructional Media, International Programs, Speeches, Thesauri, \*Vocabulary

Identifiers—International Council of Educational Media

Because no published glossary of audiovisual terms has yet gained international currency, there is a need to: (1) explore international acceptance of a list of audiovisual terms and definitions; (2) review current efforts to do so; (3) propose criteria for acceptable terms and definitions; and (4) recommend procedures for acceptance of terminology. Consistency of definition is necessary to maintain meaningful discourse between producers, librarians, practitioners, and administrators.

The goal of providing accuracy and clarity is especially important in a field characterized by prolific growth and diversity of formats. For example, the videocassette is presently available in some 20 forms, and the use of the term no longer suggests specific information about size or system compatibility. Efforts to develop uniform taxonomies are under way in Canada, the Federal Republic of Germany, and the United States; and the International Council of Educational Media is also developing terminology; but work remains in the development of a list which is exhaustive, mutually exclusive, unambiguous, and amendable to translation. (EMH)

**ED 118 094** IR 002 995

Ely, Donald P.

**The Most Important Number is One. The Potential of Individualized Instruction in Higher Education.**

Syracuse Univ., N.Y. Center for the Study of Information and Education.

Pub Date 70

Note—27p.; The J. Richard Street Lecture for the Centennial Year of Syracuse University

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—Diagnostic Teaching, Educational Objectives, \*Higher Education, \*Individualized Instruction, Instructional Design, Speeches, Systems Concepts, \*Teaching Methods

In recent years, higher education has been subject to the criticism that the pervasive lecture method is impersonal and ineffective. The individualization of instruction using instructional technology can help to answer that criticism by facilitating the optimal combination of professor-determined objectives and processes with student-determined needs and goals. New technologies and methodologies can be used to adapt the instructional process more precisely to the needs of students. Because there is a natural tension between student-determined objectives and those of the professor, it is important that any new system provide flexibility and choice so that institutional harmony can be preserved. (EMH)

**ED 118 095** IR 002 996

Anderson, LeMoyné W., Ed.

**Networks and the University Library: Proceedings of an Institute Presented by the University Libraries Section, Association of College & Research Libraries (Las Vegas, Nevada, June 21-23, 1973).**

Association of Coll. and Research Libraries, Chicago, Ill. Univ. Libraries Section.

Pub Date 74

Note—96p.

Available from—Association of College and Research Libraries, 50 East Huron Street, Chicago, Illinois 60611 (\$3.00/for payment accompanies order; \$5.00/for invoice requested)

**Document Not Available from EDRS**

Descriptors—Cataloging, Conference Reports, Data Bases, \*Information Networks, Information Systems, Interinstitutional Cooperation, Library Automation, Library Cooperation, \*Library Networks, Library Reference Services, Library Services, Library Technical Processes, National Programs, Research Libraries, State Programs, \*University Libraries

Identifiers—BALLOTS, Bibliographic Automation Large Library Operations, Middle Atlantic Research Library Information, Minnesota Interlibrary Teletype Exchange, Ohio College Library Center, Total Interlibrary Exchange

Papers from an institute on the university's role in information networks are presented. Two introductory papers define networks in general and consider reasons for their existence in academic libraries. Five papers describe operational networks: Ohio College Library Center (OCLC), Stanford's BALLOTS system, the Minnesota Interlibrary Teletype Exchange (MINTEX), the Total Interlibrary Exchange (TIE) in Southern California, and the Middle Atlantic Research Library Information (MARLIN) system. Factors contributing to the success and failure of networks are considered, as are constraints in the areas of jurisdiction, organization, finances, procedures, and personnel. The final three papers cover the potential for state networks, prospects for nationwide networks, and possibilities and needs for future networks. (LS)

**ED 118 096** IR 002 997

Biersner, Robert J.

**Training Effectiveness of Films Developed Using Systems Approach to Training Principles.**

Naval Education and Training Command, Pensacola, Fla.

Report No.—CNETS-4-75

Pub Date Aug 75

Note—44p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Curriculum Research, \*Instructional Films, \*Military Training, Statistical Analysis, Systems Approach, Technical Education

Two films, "Oxygen Breathing Apparatus Type A-3" and "Damage Control Petty Officer," were developed using an educational systems approach and based on 15 behavioral objectives. The effectiveness of each film was tested using three samples: one which was pretested, viewed the film, and was posttested; another which was pretested and posttested but did not view the film; and another which was tested without viewing the film. Results showed that viewing the film significantly improved posttest scores, especially for viewers of high intelligence, but the films failed to achieve the 80 percent proficiency which had been desired. Though modifications will be necessary to make the films meet minimal achievement standards, both films showed themselves to be significant aids in the instructional process. The report discusses in detail the statistical significance of the test results. (EMH)

ED 118 097

IR 002 998

The Library of Congress as the National Bibliographic Center.

Association of Research Libraries, Washington, D.C.

Pub Date Feb 76

Note—63p.

Available from—Association of Research Libraries, 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036 (\$4.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—\*Cataloging, Conference Reports, Data Bases, Information Processing, Information Systems, International Programs, \*Library Automation, Library Planning, Library Technical Processes, \*National Libraries, \*National Programs, Serials, Standards, Union Catalogs  
Identifiers—\*Library of Congress, Machine Readable Cataloging, MARC

In a program sponsored by the Association of Research Libraries (ARL), the Library of Congress (LC) Processing Department reports on progress in development of the National Bibliographic Service. The first paper deals with past, present, and future cooperation between LC and the ARL. The second paper provides an overview of the automation activities of LC's processing department and serves as an introduction to the three subsequent papers. In the first of these the LC core bibliographic system is described, with heavy emphasis on MARC systems operations. The next paper covers the national bibliographic system including: CONSER, a serials data base; and automated register of additional locations; international cooperation; and participation in the projects of various library organizations. Finally, various problems encountered in transition to an automated system are described. The informal discussion held at the end of the program is also transcribed. (LS)

ED 118 098

IR 002 999

A Report on Libraries.

Kiamichi Economic Development District of Oklahoma, Wilburton.

Spons Agency—Oklahoma State Dept. of Libraries, Oklahoma City.

Pub Date 75

Note—88p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Community Characteristics, County Libraries, Evaluation, Library Cooperation, \*Library Networks, \*Library Planning, Library Standards, Library Surveys, Policy, \*Public Libraries, Regional Libraries, \*Rural Areas, Statistical Data

Identifiers—Chocktaw Nation Multi County Library System, CNMCLS, KEDDO, Kiamichi Economic Development District of Oklahoma, Oklahoma (Pushmataha County)

A study was made of library services in the Kiamichi Economic Development District of Oklahoma (KEDDO). Since six of the seven counties in the district belonged to the Chocktaw Nation Multi-County Library System (CNMCLS), particular attention was given to the seventh county, Pushmataha. The population, socioeconomic factors, transportation system, and industrial development in KEDDO were con-

sidered. Analysis of both the CNMCLS and the Pushmataha County Antlers Library showed that while the libraries of CNMCLS did not entirely meet Oklahoma state standards, CNMCLS was providing better services than Pushmataha County. Two possibilities for reorganization were proposed: (1) a joint city and county library could be formed, or (2) Pushmataha County could join CNMCLS and enjoy the benefits of CNMCLS's mail-a-book services; bookmobiles; centralized bookkeeping, book processing, and ordering; specialized equipment; larger book discounts; broader tax base; reference center; personnel training programs; and special programs for patrons. A specific recommendation was made that the Antlers Public Library Board of Trustees review existing policies and procedures and develop a written library policy. Appendixes include state and national library standards, CNMCLS salary and personnel classification schedules, a CNMCLS activities report, and a sample survey form. (LS)

ED 118 099

IR 003 000

A Library Report for the COEDD District.

Central Oklahoma Economic Development District, Shawnee.

Spons Agency—Oklahoma State Dept. of Libraries, Oklahoma City.

Pub Date [75]

Note—41p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—\*Community Characteristics, County Libraries, Evaluation, Library Cooperation, \*Library Networks, Library Planning, Library Standards, \*Public Libraries, Regional Libraries, \*Rural Areas, Statistical Data

Identifiers—\*Central Oklahoma Economic Development District, COEDD, Oklahoma

An overview is provided of the Central Oklahoma Economic Development District (COEDD) library system, which serves seven counties. A general analysis of COEDD's background and purpose is followed by demographic and economic data for the area. An inventory of present library facilities and activities is presented along with a comparison with state standards, consideration of problem areas, and suggested solutions. Finally, there are analyses of library services in the individual counties of the district. The conclusion indicates that most problems are related to inadequate funding. (LS)

ED 118 100

IR 003 001

Zweifel, LeRoy G.

Survey of Machine-Readable Bibliographic and Numerical Data Bases and Related Services in Wisconsin.

Council of Wisconsin Librarians, Madison.

Pub Date May 75

Note—72p.; Prepared by the Committee on Shared Resources

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Catalogs, Computer Oriented Programs, \*Data Bases, Indexes (Locators), Information Retrieval, Information Services, Information Sources, \*Libraries, Library Services, Library Surveys, On Line Systems

Identifiers—\*Wisconsin

The results of a survey of machine-readable data bases in Wisconsin are reported. Fifty-eight data bases accessed by Wisconsin libraries are listed alphabetically. Included in the descriptions are the name of the data base, its subject coverage, its availability, the year it began, the frequency of update, the current size of the file, the name of the printed equivalent, the thesaurus used, sources of information contained in the data base, the ways in which the data base can be searched, the persons to contact for additional information, and names of institutions through which the data base is available. Two other lists are provided: an alphabetical list of institutions accessing data bases in Wisconsin, and a general subject index to the data bases. The survey instrument is appended. (Author/LS)

ED 118 101

IR 003 002

Curtis, Kent K.

National Science Foundation Programs.

National Science Foundation, Washington, D.C.

Pub Date 21 May 75

Note—8p.; Paper presented at the National Computer Conference (Anaheim, California, May 21, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—\*Computers, \*Financial Support, Government Role, Institutional Role, National Programs, Research Projects, \*Scientific Research

Identifiers—AFIPS 75, \*National Science Foundation

Established by Congressional Act in 1950, the National Science Foundation (NSF) is charged with a variety of responsibilities in the areas of education, research, applications of research, data gathering, and information dissemination. The foundation is governed by an appointed director and a national board and is primarily funded by the federal government. Spending approximately 10 percent of the nation's funds for research and development, the NSF sponsors research which promises substantial benefits for society in the future. Proposals are submitted to an open competition, and winners are selected by a panel of experts. Since computers permeate most fields of science, the NSF also provides computer technology and time-sharing for subsidized researchers. Also, it is presently sponsoring an overview study of the state of computer art in the United States. Other studies on computers and privacy and on the role of computers in educational innovation will be forthcoming. (EMH)

ED 118 102

IR 003 003

Pitts, Gerald N. Bateman, Barry L.

Software and Hardware Utilization in Computer Medicine Education.

Pub Date 20 May 75

Note—7p.; Paper presented at the National Computer Conference (Anaheim, California, May 20, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Biomedical Equipment, \*Computers, Facility Inventory, \*Health Facilities, Health Occupations Education, Medical Education, \*Programming Languages, Surveys  
Identifiers—AFIPS 75, FORTRAN

Computers are currently being used to perform medical tasks such as: (1) taking medical histories; (2) patient care and health-unit care management; (3) clinical and laboratory work; (4) physiological signal monitoring; and (5) multiphasic screening. In a survey of over 200 institutions, over 339 computer language applications were found, many of which were developed in-house. The survey showed that commonly used languages such as FORTRAN, COBOL, and PL/I are used more often than the special purpose languages such as MUMPS, FOPS, and PILOT. Findings indicated that FORTRAN is the most adaptable for a wide spectrum of computer memory sizes. The results also showed that almost half the computers used in medical work were of the large main memory type (64K to 3M), and that computer vending was dominated by International Business Machines and Digital Equipment Corporation. This information was intended to provide basic guidelines on the hardware and software likely to be available for developing medicine education curriculums. (EMH)

ED 118 103

IR 003 004

Martin, Susan K., Ed. Butler, Brett, Ed.

Library Automation; The State of the Art II.

Papers Presented at the Preconference Institute on Library Automation (Las Vegas, Nevada, June 22-23, 1973).

American Library Association, Chicago, Ill.

Pub Date 75

Note—191p.; Institute sponsored by the Information Science and Automation Division

Available from—American Library Association, 50 East Huron Street, Chicago, Illinois 60611 (\$7.50)

Document Not Available from EDRS

Descriptors—\*Bibliographies, Cataloging, \*Conference Reports, Indexing, Information Centers, \*Library Automation, Library Circulation, Library Networks, Library Reference Services, Library Research, Library Technical Processes, School Libraries, Serials, State of the Art Reviews, University Libraries

Eight papers are included in this report of the Preconference Institute on Library Automation, June 1973. Papers addressing automation in user services, cataloging systems, acquisitions systems, and personnel are presented. Other papers focus on a review of the trends in library automation and computer technology, innovative strategies in systems and automation, and the outlook for the

future. An extensive bibliography on library automation covering the last half of 1971, all of 1972, and the first half of 1973 is provided. The bibliography is organized by subtopic and primarily covers activity in North America. (CH)

**ED 118 104** IR 003 005  
Anglo-American Cataloging Rules. Chapter Six, Separately Published Monographs. American Library Association, Chicago, Ill. Pub Date 74

Note—122p.; Incorporating Chapter 9, "Photographic and Other Reproductions"; North American Text

Available from—American Library Association, 50 East Huron Street, Chicago, Illinois 60611 (\$2.50)

Document Not Available from EDRS

Descriptors—Bibliographic Citations, Books, \*Cataloging Identifiers—\*Monographs

Chapter Six of the Anglo-American Cataloging Rules has been revised to accord with the International Standard Bibliographic Description for separately published monographs. Three of the appendices also contain additions and revision concerning: (1) the glossary, (2) abbreviations, and (3) punctuation and diacritics. A concordance of rule numbers is included. (NR)

**ED 118 105** IR 003 006  
Anglo-American Cataloging Rules. Chapter Twelve, Revised. Audiovisual Media and Special Instructional Materials. American Library Association, Chicago, Ill. Pub Date 75

Note—56p.; North American Text

Available from—American Library Association, 50 East Huron Street, Chicago, Illinois 60611 (\$1.50)

Document Not Available from EDRS

Descriptors—\*Audiovisual Aids, \*Cataloging, Charts, Films, Filmstrips, Games, \*Instructional Media, Models, Programed Materials, Realia, Transparencies, Video Tape Recordings

Chapter 12 of the Anglo-American Cataloging Rules has been revised to provide rules for works in the principal audiovisual media (motion pictures, filmstrips, videorecordings, slides, and transparencies) as well as instructional aids (charts, dioramas, flash cards, games, kits, microscope slides, models, and realia). The rules for main and added entries as well as those applying to the descriptive portion of the catalog entry are described. A table summarizing provisions for physical description, cataloging examples, and a glossary of audiovisual terms are included. (NR)

**ED 118 106** IR 003 008  
Kusner, Peggy Ann, Comp. Miller, Marie, Comp.

Audio-Visual Techniques and Library Instruction. Michigan Univ., Ann Arbor. Library Extension Service.

Pub Date 75

Note—33p.; Prepared for Media and Messages Conference (Ann Arbor, Michigan, November 12-14, 1975)

Available from—University of Michigan, Library Extension Service, 2360 Bonisteel Blvd., Ann Arbor, Michigan 48105

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—\*Audiovisual Aids, Behavioral Objectives, \*Bibliographies, Films, Graphic Arts, Instructional Media, \*Library Instruction, \*Media Selection, Photography, Slides, Tape Recordings, Transparencies

Identifiers—Project LOEX

Most of the entries in this bibliography cite printed sources of information about the use of audiovisual materials. Specific material about the use of audiovisual media for library instruction is also listed, as are six sample media presentations available from Project LOEX, Eastern Michigan University. Material cited ranges in date from 1960 through August 1975. (NR/PF)

**ED 118 107** IR 003 009  
Butler-Paisley, Matilda, Ed. And Others  
Image of Women in Advertisements: A Preliminary Study of Avenues for Change. Stanford Univ., Calif. Inst. for Communication Research.

Spons Agency—Ford Foundation, New York, N.Y. Pub Date Sep 75

Note—40p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—\*Change Strategies, Commercial Television, Communications, Content Analysis, \*Females, Mass Media, \*Publicize, Sex Discrimination, Sex Role, \*Sex Stereotypes, Social Change, \*Television Commercials, Television Viewing, \*Womens Studies

The Center for Research on Women (CROW) at Stanford University along with the Communication Department, the Psychology Department, and the School of Education conducted a study on the image of women in advertising and suggested ways to improve women's image in the advertising media. With the objective of sponsoring some alternatives to expedite change, the project focused on how advertising agencies and advertisers interact and how they create images. The results of interviews and a literature search indicated that advertising agencies continued to respond to the profit motive rather than social needs. However, there seemed to be several ways of bringing about image change. These included: (1) having large organizations, such as National Organization of Women (NOW), approach major advertisers and advertising agencies with suggestions for change; (2) having stockholders demand a more accurate presentation of women; (3) having large organizations boycott products with particularly offensive advertisements; (4) encouraging acceptance of recommendations made by the National Advertising Relations Board (NARB); and (5) urging the Federal Trade Commission (FTC) to be sensitive to presentations of women in commercials. The study concluded that alternatives needed to be backed up by research data showing the image of women portrayed by the advertiser or agency. (HB)

**ED 118 108** IR 003 010

Grignetti, Mario C. And Others

NLS-SCHOLAR: Modifications and Field Testing. Bolt, Beranek and Newman, Inc., Cambridge, Mass.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; Air Force Systems Command, L.G. Hanscom Field, Mass. Electronic Systems Div.

Report No.—ESD-TR-75-358

Pub Date Nov 75

Note—81p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**

Descriptors—\*Computer Assisted Instruction, Computer Programs, \*Individualized Programs, Instructional Technology, On Line Systems, Semantics, Tutoring

Identifiers—Natural Language Processing, \*NLS SCHOLAR

NLS-SCHOLAR is a prototype system that uses artificial intelligence techniques to teach computer-naïve people how to use a powerful and complex editor. This new kind of computer assisted instruction system integrates systematic teaching with actual practice, keeping the user under tutorial supervision while allowing him to try out what he learns on the editor. NLS-SCHOLAR can be used as an on-line help system, outside the tutorial environment, in the course of a user's actual work. Testing on this system revealed that the teaching component of NLS-SCHOLAR is very effective, but the system's performance as an on-line help facility needs improvement. Techniques used in NLS-SCHOLAR are general and can be applied to the teaching of a wide variety of computer related activities. (Author/CH)

**ED 118 109** IR 003 011

Caveri, C. Edward, Comp.

Designing Diversity '75; Conference Proceedings. National Conference on Open Learning and Nontraditional Study (2nd, Washington, D.C., June 17-19, 1975).

University of Mid-America, Lincoln, Nebr.

Spons Agency—Federal Interagency Committee on Education, Washington, D.C.; Joint Council on Educational Telecommunication, Washington, D.C.

Pub Date 75

Note—411p.; Not available in hard copy due to marginal reproducibility of original

Available from—University of Mid-America, P.O. Box 82006, Lincoln, Nebraska 68501 (\$7.50; Cassette tape recordings of most sessions available for \$5.75 per session)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Alternative Schools, Communication Satellites, Computers, Conference Reports, Continuous Learning, Cost Effectiveness, \*Cur-

riculum, Delivery Systems, Educational Change, Educational Finance, \*Educational Innovation, \*Educational Research, \*Educational Technology, Elementary Secondary Education, Evaluation, Government Role, Libraries, Minority Groups, \*Open Education, Post Secondary Education, Telecommunication, Television

In 1975, a national conference was held to discuss the current status of open learning and nontraditional studies, and to discuss plans for the future. This report contains some 75 essays classified into the following categories: (1) general issues, (2) management and financing patterns, (3) academic and curricular patterns, (4) communications technology and delivery patterns, and (5) research and evaluation patterns. A list of conference participants is also provided. (EMH)

**ED 118 110** IR 003 012

Crandall, Nelson D.

CAI: Its Role in the Education of Ethnic Minorities.

Pub Date Jan 76

Note—7p.; Paper presented at the Association for the Development of Computer Based Instructional Systems Winter Conference (Santa Barbara, California, January 26-29, California, January

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—American Indians, \*Computer Assisted Instruction, Elementary Secondary Education, \*Ethnic Groups, Feedback, Locus of Control, Mexican Americans, Minority Groups, Negroes, \*Reinforcement, \*Self Concept, \*Socioeconomic Background, Teaching Techniques

According to the Coleman Report of 1966, the poor child considers his success a matter of fate or luck—something completely out of his control. If a child with this outlook is going to succeed, the child must receive immediate gratification for his educational achievements, and he must be shown that success is the result of a cause-and-effect mechanism which he can personally control. Computer assisted instruction is a nearly perfect instrument for this purpose because: (1) it gives the student total control; (2) it operates in a cause-and-effect mode; (3) it is direct; (4) it provides immediate feedback; and (5) it gives specific, explicit directions. Results of several experiments have shown that computer assisted instruction can dramatically improve results on standardized tests. (EMH)

**ED 118 111** IR 003 013

Federico, Pat-Anthony

Computer Simulation: A Technique for Studying Psychosocial and Sociotechnical Systems.

Navy Personnel Research and Development Center, San Diego, Calif.

Report No.—NPRDC-TN-76-3

Pub Date Jan 76

Note—63p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

Descriptors—\*Behavioral Science Research, \*Computers, Literature Reviews, Management Games, Organizational Theories, Psychology, \*Simulation, Sociology, Sociometric Techniques

Identifiers—Organizational Research, \*Personnel Research, Psychosocial Systems, Sociotechnical Systems

Navy personnel research conducted a comprehensive review of the literature on computer simulation studies to determine whether simulation methodology could be used to improve scientific understanding of psychosocial and sociotechnical systems. The literature search indicated that computer simulation could provide tools for the study of organizational behavior, and it was concluded that the advantages resulting from using simulation techniques outweigh the difficulties encountered in their implementation. (CH)

**ED 118 112** 95 IR 003 015

An Alerting Service Bibliography on Libraries and Media. Fifth Edition.

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Feb 76

Contract—NIE-C-74-0027

Note—11p.

Available from—ERIC Clearinghouse on Information Resources, Alerting Services Bib, SCRDT, Standard University, Stanford, California 94305 (Self-Addressed Stamped 9x12 inch Manila envelope MUST accompany request)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—\*Annotated Bibliographies, Audiovisual Aids, \*Childrens Books, \*Films, Information Science, \*Information Sources, Instructional Media, Libraries, \*Library Science

This annotated bibliography cites 66 recently issued items in the areas of audiovisual media, children's literature, film, information sources, instructional materials, library science, and education. Each citation includes ordering information as well as a bibliographic reference. (DS)

**ED 118 113**

**IR 003 017**

*Tannenbaum, Robert S.*

**APEX: A Computerized Simulation Game as the Basis for an Undergraduate Interdisciplinary Course.**

Pub Date 27 Jan 76

Note—9p.; Paper presented at the Association for the Development of Computer-Based Instructional Systems Winter Conference (Santa Barbara, California, January 27, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—Computer Oriented Programs, Decision Making, Games, \*Health Occupations Education, Higher Education, Management Games, \*Role Playing, \*Simulation

**Identifiers**—APEX

APEX is a computerized gaming simulation; it is also the name of an interdisciplinary course in environmental problems in urban areas introduced at the School of Health Science, Hunter College of the City University of New York. In the course, students assume the roles of decision makers in both the private and public sectors. They receive data and make decisions necessary to "run" the community. Their decisions are used as input to a computerized simulation of the community. Results generated by the computer are used as the bases for subsequent problems and decisions. APEX stimulates student interaction and encompasses broad decision-making areas in an integrated manner. Student responses to the course has been positive, and there are plans to add more roles to the APEX simulation. (CH)

**ED 118 114**

**IR 003 018**

*Cohen, David*

**Multi-Ethnic Media; Selected Bibliographies in Print.**

American Library Association, Chicago, Ill. Office for Library Service to the Disadvantaged.

Pub Date 75

Note—37p.

Available from—American Library Association, Publications Department, 50 East Huron Street, Chicago, Illinois 60611 (\$2.00)

**Document Not Available from EDRS**

**Descriptors**—Adolescent Literature, \*Annotated Bibliographies, Audiovisual Aids, Authors, Childrens Literature, Cultural Differences, \*Cultural Interrelationships, Cultural Pluralism, Disadvantaged Groups, Elementary Secondary Education, \*Ethnic Groups, History, Instructional Media, Library Materials, Library Services, \*Minority Group Children, Minority Groups, Minority Role, Racism, Resource Materials, Self Concept, Sex Stereotypes, Textbooks

A guide to multi-ethnic materials is presented in three parts. The first is an annotated bibliography of bibliographic essays which cover such subjects as minorities in children's books, racism, minority literature and cultures, minority self-concept, sexism, minority authors, library services, intercultural understanding, and textbooks. The second section is an annotated list of bibliographies. These cite books and articles on minority authors and literature, minority culture and history, teaching materials, and library materials. Information sources are listed and described in the third section which cites books, periodicals, organizations, information services, and indexes. Most of the items in all three sections are concerned with children's and young adult books and audiovisual materials, and are primarily aimed at the educator and librarian. American blacks, Spanish-speaking, Asians, Indians, and Jews are heavily emphasized with occasional mention of other minorities. (LS)

**ED 118 115**

**IR 003 019**

**Look, Listen, Explain; Developing Community Library Services for Young Adults.**

American Library Association, Chicago, Ill. Young Adult Services Div.

Pub Date 75

Note—29p.

Available from—American Library Association, Publications Department, 50 East Huron Street, Chicago, Illinois 60611 (\$2.00)

**Document Not Available from EDRS**

**Descriptors**—Library Planning, \*Library Programs, Library Services, Manuals, \*Outreach Programs, Program Evaluation, Program Planning, \*Public Libraries, \*Young Adults

Plans are provided for developing a young adult program both in the library and in the community. Community investigation methods are described—where to look for information, organizations to contact, places where youth congregate and may be reached, ways to cooperate with schools, and how to survey the target group. Suggestions are made for developing a program based on the needs of the young adult community. These include establishing a good basic in-library program, training of library staff, involving young adults in the planning and encouraging participation of outside organizations. Funding, public relations, followup, and techniques for continuous evaluation of the program are also covered. Forms used in developing, publicizing, evaluating, and reporting the programs are appended. (LS)

**ED 118 116**

**IR 003 020**

**Guidelines for Audiovisual Materials and Services for Large Public Libraries.**

Public Library Association, Chicago, Ill.

Pub Date 75

Note—43p.; Prepared by the Audiovisual Committee

Available from—American Library Association, Publications Department, 50 East Huron Street, Chicago, Illinois 60611 (\$2.95)

**Document Not Available from EDRS**

**Descriptors**—Audio Equipment, \*Audiovisual Aids, \*Audiovisual Centers, Budgets, Federal Aid, Financial Support, Library Circulation, Library Equipment, Library Facilities, Library Programs, Library Services, \*Library Standards, Media Selection, Personnel, Projection Equipment, \*Public Libraries, Regional Programs, State Aid, State Programs, Statistical Data

Revised guidelines are provided for audiovisual materials and services in public libraries serving a population of 150,000 or more. A glossary of terms is followed by definitions of responsibility at the federal, state, regional, and local levels. Allocation of 10 to 15 percent of the materials budget for audiovisual resources is recommended. Other recommendations cover circulation policies, public access, materials selection and handling, and copying. Minimum standards are stated for purchasing specific kinds of materials and staffing the collections. Personnel needs are outlined for state and regional audiovisual collections. Twelve recommendations are made concerning minimum space and equipment, with specific equipment itemized. Finally, standards for maintaining statistical data are given. A form for listing holdings data is appended. (LS)

**ED 118 117**

**IR 003 021**

**Recommendations for Audiovisual Materials and Services for Small and Medium-sized Public Libraries.**

Public Library Association, Chicago, Ill.

Pub Date 75

Note—35p.; Prepared by the Audiovisual Committee

Available from—American Library Association, Publications Department, 50 East Huron Street, Chicago, Illinois 60611 (\$2.95)

**Document Not Available from EDRS**

**Descriptors**—Audio Equipment, \*Audiovisual Aids, \*Audiovisual Centers, Budgets, Federal Aid, Financial Support, Library Circulation, Library Equipment, Library Facilities, Library Programs, Library Services, \*Library Standards, Media Selection, Personnel, Projection Equipment, \*Public Libraries, State Aid, Statistical Data

Guidelines are provided for audiovisual materials and services in public libraries serving a population of 150,000 or less. A glossary of terms is

followed by definitions of responsibility at the federal, state, regional, and local levels. A minimum allocation of 15% of the materials budget for audiovisual resources is recommended. Necessary supporting services are listed, and minimum standards, based on population, are stated for specific kinds of materials. Local personnel needed to run an audiovisual program are described, and nine recommendations are made for minimum space and equipment, with specific equipment itemized. Finally, standards for maintaining statistical data are given. A form for listing holdings data is appended. (LS)

**ED 118 118**

**IR 003 022**

*Vaillancourt, Pauline M.*

**Institute for Health Care Libraries: Training of Personnel (February 26, 1975 to May 14, 1975).**

State Univ. of New York, Albany. School of Library Science.

Pub Date 75

Note—93p.; Portions of the Appendixes have been removed due to marginal quality of original document; Best copy available

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**

**Descriptors**—Evaluation, Health Facilities, Information Networks, Information Retrieval, Information Services, \*Institutes (Training Programs), Institution Libraries, Library Cooperation, \*Library Education, Library Schools, Library Science, \*Medical Libraries, Post Secondary Education, Professional Continuing Education, Regional Programs

**Identifiers**—Regional Medical Program

An institute was set up to train 20 current employees to provide information retrieval and document delivery in libraries of health facilities in the northeastern United States and to promote familiarity with existing networks and regional systems. Participants included secretaries, medical record managers, volunteers, and others, with education ranging from high school graduation to a master of library science degree. Over a period of two weeks participants were exposed to information about health care facilities and libraries, the National Library of Medicine, specialized reference materials, book and periodical selection, library technical processes, government publications, binding, reference services, interlibrary loans, information networks, copyright, the Medical Library Association, medical data bases, and funding and budgets. In addition, participants made two site visits to medical libraries and saw slide presentations from two others. Evaluations found the institute very successful, and provisions for follow-up were made. Appendixes include a pretest and a posttest. (LS)

**ED 118 119**

**IR 003 024**

**Cover to Cover; a Literature Course, Grades 5 and 6.**

National Council for Chicano Sociolinguistic Research.

Pub Date 75

Note—100p.

Available from—ITV Co-op, c/o WETA-TV, Box 2626, Washington, D.C. 20013

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Adolescent Literature, \*Annotated Bibliographies, \*Course Descriptions, Educational Television, \*Elective Reading, Grade 5, Grade 6, \*Independent Reading, Literature Reviews

**Identifiers**—\*Cover to Cover

As an introduction to "Cover to Cover," a 32-program educational television series designed to encourage fifth and sixth graders to read for pleasure, this text provides a variety of background materials for each book featured in the series. Each unit focuses on one book and includes a sampling of reviews and a synopsis of the plot, and additional information is provided which might enable the teacher to accurately match the book with the interest and abilities of students. Each selection is accompanied by a list of other books similar in interest and difficulty. The second part of the test is an annotated bibliography of all the featured and suggested books from the "Cover to Cover" series. (EMH)

**ED 118 120**

**IR 003 025**

*Christopher, Lochie B. Harrelson, Orvis A.*

**Guide to Self, Incorporated.**

Agency for Instructional Television, Bloomington, Ind.

Pub Date 75



Note—39p.

Available from—Agency for Instructional Television, Box A, Bloomington, Indiana 47401 (\$1.00)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Adolescence, Adolescents, Communication Skills, Course Descriptions, Family Relationship, Humanistic Education, \*Interpersonal Competence, Middle Schools, \*Self Actualization, Sex Role, Sexuality, Teaching Guides, \*Television Curriculum, \*Values

**Identifiers**—Life Coping Skills, \*Self Incorporated  
This guide is a description of a course designed to help 11-to-13-year-olds cope with the problems that arise as a result of the physical, emotional, and social changes they are experiencing. The package, called "Self-Incorporated," consists of 15 15-minute television programs, this teacher's guide, and related materials which concentrate on life-coping concepts and skills. Each unit is composed of a true-to-life scenario, a list of exploratory questions, and suggestions for follow-up activities. (EMH)

**ED 118 121** IR 003 026  
**1976 Television; a Catalog of Instructional Television Courses and Related Material.**

Agency for Instructional Television, Bloomington, Ind.

Pub Date 76

Note—98p.

Available from—Agency for Instructional Television, Box A, Bloomington, Indiana 47401

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**

**Descriptors**—\*Catalogs, \*Course Descriptions, Curriculum, \*Educational Television, \*Video Tape Recordings

**Identifiers**—Agency for Instructional Television  
This catalog begins with a brief history of the Agency for Instructional Television, and it includes descriptions of some of the agency's projects and a list of its staff members. The bulk of the text, however, is devoted to the listing of over 100 educational videotapes and tape series. Each tape or series is listed according to subject and grade level, and each entry has a course description which includes information about title, length, teacher's guide, producer, content synopsis, and an outline of the units of instruction. Many of the entries are self-contained programs for instruction. (EMH)

**ED 118 122** IR 003 027

**Borton, Terry And Others**  
**Some Final Reflections on Dual Audio Television.**  
Philadelphia School District, Pa. Office of Curriculum and Instruction.

Pub Date 75

Note—5p.; For related documents see Ed 094 753 and IR 003 028-030

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—Audiovisual Instruction, \*Commercial Television, \*Educational Radio, Educational Research, Elementary Education, \*Experimental Programs, Instructional Innovation, Programing (Broadcast), Television, \*Television Research, Television Viewing, Vocabulary, Vocabulary Development

**Identifiers**—\*Dual Audio Television, Philadelphia City Schools

The Philadelphia City Schools engaged in a four-year program to develop and test dual audio television, a way to help children learn more from the massive amount of time they spend watching commercial television. The format consisted of an instructional radio broadcast that accompanied popular television shows and attempted to clarify and amplify the vocabulary and word concepts that were introduced. The power of the dual audio was that it piggy-backed on an already existing delivery system, but difficulties derived from attempting to inject educational content into formats that were in many ways inimical to good teaching practice. Research revealed that certain methods of presentation were more effective than others, but the overall results were disappointing. (EMH)

**ED 118 123** IR 003 028

**Borton, Terry And Others**  
**Dual Audio Television: an Experiment in Saturday Morning Broadcast and a Summary Report.**  
Philadelphia School District, Pa. Office of Curriculum and Instruction.

Pub Date 75

Note—21p.; For related documents see Ed 094 753 and IR 003 027-030

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—Audiovisual Instruction, \*Commercial Television, \*Educational Radio, \*Educational Research, Elementary Education, \*Experimental Programs, Instructional Innovation, Instructional Technology, Programing (Broadcast), Research Methodology, Statistical Analysis, Statistical Data, Television, \*Television Research, Television Viewing, Vocabulary, Vocabulary Development

**Identifiers**—\*Dual Audio Television, Flintstones, Gilligans Island, Philadelphia City Schools, Scooby Doo

The Philadelphia City Schools engaged in a four-year program to develop and test dual audio television, a way to help children learn more from the massive amounts of time they spend watching commercial television. The format consisted of an instructional radio broadcast which accompanied popular television shows and attempted to clarify and amplify the vocabulary concepts that were presented. Supplementary audio broadcasts were developed for "Gilligan's Island," "The Flintstones," and "Scooby Doo," and studies were conducted to measure their levels of utilization and their effects on vocabulary development. Results showed that the audience size was insufficient to justify national networking, and the instruction was effective for only a portion of the intended audience. (EMH)

**ED 118 124** IR 003 029

**Borton, Terry And Others**  
**Dual Audio Television Instruction; A Manual for Writers and Announcers (Draft).**  
Philadelphia School District, Pa. Office of Curriculum and Instruction.

Note—56p.; For related documents see Ed 094 753 and IR 003 027-030

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

**Descriptors**—Audiovisual Instruction, \*Commercial Television, \*Educational Radio, Elementary Education, Instructional Technology, \*Manuals, Programing (Broadcast), \*Scripts, Teaching Procedures, Television, Vocabulary Development, \*Writing, Writing Skills

**Identifiers**—\*Dual Audio Television, Philadelphia City Schools

The Philadelphia City Schools engaged in a four-year program to develop and test dual audio television, a way to help children learn more from the massive amounts of time they spend watching commercial television. The format consisted of an instructional radio broadcast which accompanied popular television shows and attempted to clarify and amplify the vocabulary concepts that were presented. To assist the writers and announcers of the dual broadcasts, a manual was developed which emphasized relevant learning theory and demonstrated practical techniques to bridge the middle ground between what is immediately obvious in the television broadcast and some more generally useful educational information. The manual lists basic pedagogical principles and illustrates how these principles should be exercised within the constraints of commercial productions. (EMH)

**ED 118 125** IR 003 030

**Powers, Donald E.**  
**Dual Audio Television: An Evaluation of a Six-Month Public Broadcast.**

Educational Testing Service, Princeton, N.J.; Philadelphia School District, Pa. Office of Curriculum and Instruction.

Report No.—ETS-PR-75-21

Pub Date Oct 75

Note—68p.; For related documents see Ed 094 753 and IR 003 027-029

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

**Descriptors**—Audiovisual Instruction, \*Commercial Television, \*Educational Radio, Educational Research, Elementary Education, \*Experimental Programs, Instructional Innovation, Instructional Technology, Programing (Broadcast), Research Methodology, Statistical Analysis, Statistical Data, Television, \*Television Research, Television Viewing, \*Vocabulary, Vocabulary Development

**Identifiers**—\*Dual Audio Television, Flintstones, Philadelphia City Schools

The Philadelphia City Schools engaged in a four-year program to develop and test dual audio television, a way to help children learn more from the massive amount of time they spend watching commercial television. The format consisted of an instructional radio broadcast that accompanied popular television shows and attempted to clarify and amplify the vocabulary

and word concepts that were introduced. Using such a format for the "Flintstones" program, a study attempted to find the degree to which students could be encouraged to listen to the radio supplement, and the degree to which the special broadcast increased vocabulary learning. Results showed that differences in encouragement made only very slight differences in the rate of listening and that listening did not account for a significant portion of the variation in students' vocabulary improvement. (EMH)

**ED 118 126** IR 003 031

**Todd, Alan D.**

**The Influence of Contextual Stimuli on Test Performance of College Students.**

Pub Date Mar 76

Note—9p.; Paper presented at the Association for Educational Communications and Technology Annual Conference (Anaheim, California, March 29-April 2, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—\*College Students, \*Educational Environment, \*Educational Research, Educational Testing, Higher Education, Performance Factors, Research Projects, \*Testing Problems

**Identifiers**—AECT 76

To assess the effect of contextual stimuli on learning, a study was conducted to see if providing instruction to students in one setting and testing them in yet another setting had an effect on their recall. Twenty-eight college students were randomly divided into two groups, and both were exposed to a multimedia instructional presentation. Then, one group was tested in the laboratory where they were instructed, and the other group was transferred to another location and then tested. An analysis of the test results showed that the displaced group scored significantly lower. (EMH)

**ED 118 127** IR 003 032

**Ausburn, Lynn J. And Others**

**A Comparison of Remedial and Non-Remedial Readers on Selected Perceptual Style Variables.**

Pub Date Mar 76

Note—16p.; Paper presented at the Association for Educational Communications and Technology Annual Conference (Anaheim, California, March 29-April 2, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—Character Recognition, Educational Research, High School Students, \*Perception, Perceptually Handicapped, Reading, Reading Ability, \*Reading Difficulty, \*Reading Research, Remedial Reading, Research Methodology, \*Research Projects, Secondary Education, Statistical Analysis

**Identifiers**—AECT 76

An individuals ability to read is heavily influenced by the style in which he perceives letters and words. A study investigated the effect of the following two elements of perception: (1) field independence—the degree to which the subject is able to distinguish symbols and characters despite the complexity of the background; and (2) reflexivity—the degree to which the subject considers alternative interpretations. Using the Hidden Figures Test and the Matching Familiar Figures test, researchers examined 40 subjects between the ages of 15 and 17 who had been identified as either average or remedial readers. Test results showed that the average readers scored significantly higher, indicating that they were more field independent and reflective than the remedial group. A detailed discussion of the research methodology and tabular results are included. (EMH)

**ED 118 128** 95 IR 003 033

**The Best of ERIC on Library Services to Native Americans.**

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools; Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 76

Contract—NIE-C-74-0027

Note—30p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors**—Abstracts, \*American Indians, \*Annotated Bibliographies, Bibliographies, \*Library Services, Reference Materials

**Identifiers**—\*Educational Resources Information Center, ERIC

This bibliography includes the best of the materials in the national Educational Resources Information Center (ERIC) system dealing with the library services available to Native Americans. The materials are presented in a computer printout format and include citations from two ERIC publications, "Resources in Education" and "Current Index to Journals in Education." Each entry includes the title, author, origin, publisher, and availability; and many entries are accompanied by a brief summary of the contents of the document. (EMH)

ED 118 129 IR 003 034

*Tillin, Alma M. Quinly, William J.*  
**Standards for Cataloging Nonprint Materials.**  
Fourth Edition. An Interpretation and Practical Application.

Association for Educational Communications and Technology, Washington, D.C.

Pub Date 76

Note—245p.

Available from—Publications Department, Association for Educational Communications and Technology, 1201 16th Street, N.W., Washington, D.C. 20036 (\$4.95)

Document Not Available from EDRS

Descriptors—\*Audiovisual Aids, \*Cataloging, Catalogs, \*Classification, Films, Filmstrips, Games, Instructional Media, Manuals, Photograph Records, Realia, Slides, \*Standards, Transparencies, Video Tape Recordings

Standards established by the Association for Educational Communications and Technology (AECT) set forth basic cataloging rules that apply to all types of nonprint materials. Included are all elements needed to identify, describe, and retrieve an article. Cataloging rules are applied to 18 specific media formats including audiorecording, films, filmstrips, slides, realia, and videorecording. Sample cards illustrate the cataloging of each type of material. Included in the 7 appendixes are a chart showing which items should be included in the collection for 18 forms of media, a glossary, a list of abbreviations, an 18-item bibliography, and suggested designators and coding for print materials. (DS)

ED 118 130 IR 003 035

*Stonebraker, Michael And Others*

**The Design and Implementation of INGRES.**

California Univ., Berkeley. Electronics Research Lab.

Spons Agency—Army Research Office, Durham, N.C.

Report No.—UCB-ERL-M-577

Pub Date 27 Jan 76

Note—74p.; Not available in hard copy due to marginal quality of original document; Best copy available

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Computer Graphics, \*Computer Programs, Computers, Data Bases, Electronic Data Processing, \*Man Machine Systems, Programming, Programming Languages

Identifiers—\*Data Base Management Systems, INGRES

The currently operational version of the INGRES data base management system gives a relational view of data, supports two high level, non-procedural data sublanguages, and runs as a collection of user processes on top of a UNIX operating system. The authors stress the design decisions and tradeoffs in relation to (1) structuring the system into processes, (2) embedding one command language in a general purpose programming language, (3) the algorithms implemented to process in interactions, (4) the access methods implemented, (5) the concurrency and recovery control provided, (6) support for views, protection and integrity constraints, and (7) the data structures used for system catalogs and role of the data base administrator. (Author/CH)

ED 118 131 IR 003 036

*Wong, Eugene Youssefi, Karel*

**Decomposition: A Strategy for Query Processing.**  
California Univ., Berkeley. Electronics Research Lab.

Spons Agency—Army Research Office, Durham, N.C.; Joint Services Electronics Program, Fort Monmouth, N.J.

Report No.—UCB-ERL-M-574

Pub Date 15 Jan 76

Note—37p.; Not available in hard copy due to marginal quality of original document; Best copy available

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Algorithms, \*Computer Programs, Computers, Computer Science, Data Processing, Information Science, \*Programming Languages

Identifiers—INGRES, Nonprocedural Rational Languages, \*Query Processing

Multivariable queries can be processed in the data base management system INGRES. The general procedure is to decompose the query into a sequence of one-variable queries using two processes. One process is reduction which requires breaking off components of the query which are joined to it by a single variable. The other process, tuple-substitution, involves substituting for one of the variables a tuple at a time. The query processing algorithm has been developed for QUEL, the data language for INGRES. Algorithms for reduction and for choosing the variable to be substituted are given. The decision about which variable to substitute depends on estimation of costs, and some procedures for making cost estimates are outlined. (Author/CH)

ED 118 132 IR 003 037

*Webster, Duane E.*

**The Staff Development Implications of Management Self-Study.**

Association of Research Libraries, Washington, D. C. Office of Univ. Library Management Studies.

Pub Date 23 Jan 76

Note—7p.; Paper presented at the Continuing Library Education Network and Exchange Assembly (First, Chicago, Illinois, January 23-24, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—\*Librarians, Libraries, \*Library Administration, Library Research, \*Management Education, Personnel Management, Professional Continuing Education, \*Professional Personnel, Research Libraries, Staff Improvement  
Identifiers—CLENE 76, Management Review and Analysis Program, MRAP, \*Organizational Self Study

The Management Review and Analysis Program (MRAP) provides resources and guidelines for a research library to use in conducting an internal assessment of management practices. The MRAP self-study project has two components: a procedural methodology for conducting the analysis, and a conceptual framework provided to assist in evaluation. The study normally occurs over one year and a second year is generally devoted to the implementation of study results. Participating libraries have access to the program manual, data collection instruments, group development exercises, and other resources including consultation and personal assistance. Experience applying MRAP to library problems provides information on organizational learning and information on common barriers which may limit growth and development of library staff. (CH)

ED 118 133 IR 003 038

*Knowles, Malcolm S.*

**The Future Role of Libraries in Adult Education.**

Pub Date 23 Jan 76

Note—7p.; Paper presented at the Continuing Library Education Network and Exchange Assembly (First, Chicago, Illinois, January 23-24, 1976)

Journal Cit—Southeastern Librarian; Winter 75 p. 43-7

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Adult Education, Adult Learning, \*Continuous Learning, External Degree Programs, Information Centers, \*Librarians, Libraries, \*Library Role

Identifiers—CLENE 76

Non-traditional study has brought equivalency programs for adults, in-service education programs, institutes and special courses, continuing education centers, and external degrees. The key features of the non-traditional approach to education are redefinition of the roles of student and teacher, the use of learning contracts, and the multiplicity of resources for adult education. Lifelong learning will require resource centers with specially trained professional resource librarians. (CH)

ED 118 134 IR 003 039

*Line, Maurice B. And Others*

**The Research Procedures of Social Scientists.**  
Research Report No. 5.

Bath Univ. of Technology (England). Univ. Library.

Pub Date Nov 71

Note—27p.; Investigation into Information Requirements of the Social Sciences

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Data Collection, \*Information Needs, Information Services, \*Methods Research, Models, Research, \*Research Methodology, \*Social Science Research, Social Sciences

Identifiers—Great Britain, INFROSS Survey

The objective of this investigation was to collect data on the needs of information users which could serve as a basis for the design of information systems in the social sciences. Research habits of social scientists were explored to identify research procedures and problems of research including circumstantial and environmental variables. A profile of how social scientists conduct their research concludes this report. (CH)

ED 118 135 IR 003 040

**Stories to Talk About; A Television Series.**

KTEH-TV, San Jose, Calif.

Pub Date 75

Note—41p.

Available from—Kteh/Channel 54, Skyport Drive, San Jose, California 95110 (\$0.50)

Document Not Available from EDRS

Descriptors—Creative Expression, \*Curriculum Guides, \*Educational Television, Elementary Education, \*Films, Teachers, \*Teaching Guides

A teacher's curriculum guide presents a summary of the content of 15 film programs telecast by KTEH, an instructional television station. Objectives, pre-telecast suggestions, and followup activities are presented. These color films are suitable for grades 1-4 and are booked from Learning Corporation of America. (DS)

ED 118 136 IR 003 041

*Roberts, S. A. Bradshaw, R. G.*

**CLOSSS: A Machine Readable Data Base of Social Science Serials, Progress Report, 1971-1972, Working Paper No. 8.**

Bath Univ. of Technology (England). Univ. Library.

Pub Date Mar 73

Note—118p.; Design of Information Systems in the Social Sciences; For a related document see ED 060 876; Some pages may not reproduce clearly due to size of print

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Bibliographies, Cataloging, Computer Oriented Programs, \*Data Bases, \*Information Systems, Libraries, Library Automation, \*Library Research, Library Technical Processes, \*Serials, \*Social Sciences

Identifiers—\*Bibliometric Studies, Checklist of Social Science Serials, CLOSSS, Design Information Systems Social Sciences, Great Britain, Machine Readable Files

Design of Information Systems in the Social Sciences (DISISS) is a research project conducted to describe the main characteristics of the literature of the social sciences using bibliometric techniques. A comprehensive machine readable file of social science serials was developed which is called CLOSSS (Check List of Social Science Serials). Data collection, data format procedures, editing and coding serials data, file creation, and analysis of the data base are all necessary operations for construction of a machine-readable file of bibliographical data. Data collection sheets, classification and coding procedures and labels are appended along with a diagram of main components of a CLOSSS record. (CH)

ED 118 137 IR 003 042

*White, Carl M.*

**A Historical Introduction to Library Education: Problems and Progress to 1951.**

Pub Date 76

Note—301p.

Available from—Scarecrow Press, Inc., P. O. Box 656, Metuchen, New Jersey 08840 (\$11.00)

Document Not Available from EDRS

Descriptors—Apprenticeships, History, Librarians, Libraries, \*Library Education, Library Role, \*Library Schools, \*Library Science, Professional Education, Technical Education

The growth of libraries and of technical education in the middle of the 19th century led to the organization of Melvil Dewey's School of Library Economy in 1887. The School offered a technical course to replace the apprenticeships then in favor. Its curriculum persisted as the model for library education through 1920. A break with the early form of library training came with the "Car-

negie impulse," the stimulus that catalyzed a national movement within the library profession to fall within the general reconstruction of higher education which was in full swing by World War II, and with the reorganization led by the Board of Education for Librarianship which focused attention on problems of educational administration. The latest development involved a transition to the acceptance of library education as a university responsibility. (Author/PF)

**ED 118 138** IR 003 043

Waserman, Manfred, Comp.

**Bibliography on Oral History. Revised Edition.**

Oral History Association, New York, N. Y.

Pub Date 75

Note—53p.

Available from—Oral History Association, P.O. Box 13734, North Texas State University, Denton, Texas 76203 (\$3.00)

**Document Not Available from EDRS**

Descriptors—\*Annotated Bibliographies, Library Collections, \*Local History, \*Oral History, Social History

Over 300 annotated citations to essays, articles, and speeches on oral history published from 1953 through 1974 are listed. Eight oral history collection catalogs and 37 books that incorporate oral history materials are included. A subject guide to the citations is also included. (DS)

**ED 118 139** IR 003 044

Mikhailov, A. I., Ed.

**International Forum on Information and Documentation. Volume 1, Number 1.**

International Federation for Documentation, The Hague (Netherlands).

Pub Date 75

Note—51p.

Available from—Federation Internationale de Documentation (FID), Secretariat General, 7, Hofweg, La Haye, Pays-Bas (50 Dutch guilders)

**Document Not Available from EDRS**

Descriptors—\*Documentation, \*Information Processing, \*Information Science, International Organizations, Microforms, Scholarly Journals

Intended as an international medium for the exchange of ideas and experience in scientific and technical information, this journal publishes scholarly papers from various countries. The first issue contains: (1) articles on communication in science, (2) a book review, (3) a column intended to clarify concepts and terminology in the field of documentation, (4) another column giving current information, and (5) a list of 57 new monographic titles on information science. (DS)

**ED 118 140** IR 003 045

**Using Satellite Technology to Increase Professional Communications Among Teachers: a Report of Experiments Conducted by the National Education Association.**

National Education Association, Washington, D.C. Div. of Instruction and Professional Development.

Pub Date Aug 75

Note—76p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**

Descriptors—\*Communication Satellites, Educational Innovation, \*Educational Television, Formative Evaluation, \*Inservice Teacher Education, Instructional Materials, Instructional Media, Outreach Programs, Programing (Broadcast), \*Rural Education, \*Teacher Associations

Identifiers—Alaska, Fiji, Hawaii, National Aeronautics and Space Administration, \*National Education Association, New Zealand, Pan Pacific Satellite Pilot Series, PEACESAT Network

The National Education Association (NEA) in conjunction with the National Aeronautics and Space Administration, the National Library of Medicine, The Alaska Broadcasting Commission, and the Pacific PEACESAT Network, conducted four satellite experiments designed to improve professional communication among teachers. These programs were the Satellite Seminar, the NEA-Alaska Hour, NEASAT, and the Pan-Pacific Satellite Pilot Series. The report concluded that: (1) teacher-to-teacher exchange is the program's most important aspect; (2) when the course is offered for credit there is less teacher participation; (3) sufficient time must be allowed to mail materials in advance of the programs; (4) a site coordinator is essential at every location, and (5)

prior local coordination should be established with all potential users of a satellite radio station to select an optimum site. The advantages of using satellites as delivery systems for NEA programs were summarized. The appendix contains sample press releases, evaluation forms, and discussion questions. (NR)

**ED 118 141** 95 IR 003 046

Bramble, William J. And Others

**Summative Evaluation of Diagnostic and Prescriptive Reading Instruction K-6 Course, Spring, 1975. (Evaluation: DPRI 2).**

Appalachian Education Satellite Project, Lexington, Ky.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—AESP-TR-12

Pub Date Sep 75

Note—135p.

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage**

Descriptors—Communication Satellites, Curriculum Development, \*Educational Television, \*Elementary School Teachers, Formative Evaluation, Information Needs, Information Systems, \*Inservice Teacher Education, Instructional Media, Programing (Broadcast), Questionnaires, \*Reading Diagnosis, Reading Materials, \*Rural Education, Teacher Education Curriculum

Identifiers—Appalachia, \*Appalachian Educational Satellite Project

An inservice educational television course, which offered individualized experience in diagnosing specific reading problems and in locating remedial materials, was beamed by communication satellite to 286 elementary school teachers in the Appalachian region. Course evaluation concluded that: (1) participants demonstrated a significant gain in the cognitive area; (2) participants preferred programs which balanced theory and practice; (3) participants scored a nonsignificant change in attitude; (4) site coordinators needed more training as facilitators; (5) a more efficient system of question relay and question screening should be utilized; (6) teacher-to-teacher exchange and field work were highly rated; (7) information retrieval systems would be utilized more frequently if the site coordinator possessed more training, the video program was improved, and the recommended materials were more accessible; (8) equipment performance was excellent; (9) participants considered the course experience valuable. Appendixes contain 25 tables and 4 illustrations, questionnaires, and evaluation forms. This was one of four Appalachian Education Satellite Projects. (NR)

**ED 118 142** IR 003 048

**Questions and Answers Regarding the Ad Hoc Committee's Position [on Copyright Law Revision].**

Pub Date Jul 73

Note—11p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Computers, \*Copyrights, Educational Technology, \*Laws, Legal Responsibility, \*Legislation, Libraries, \*Reprography, Teachers, Television

Identifiers—Ad Hoc Committee on Copyright Law Revision

The Ad Hoc Committee on Copyright Law Revision describes its position in a question and answer format. General questions about the committee and its objectives are followed by a description of the differing needs of copyright holders and educators. Since the committee's primary concern is that educators have adequate access to and use of copyrighted materials, the questions are centered around the fair use doctrine, a limited education exemption, copyright duration, waiver of statutory damages on innocent educational infringers, reproduction by libraries, use of broadcast materials, and use of educational technology, including computers. In each of these areas the existing and proposed laws are described and the committee's recommendations stated. The committee's position on a clearinghouse or statutory licensing system is given, and the requested limited educational exemption is described in detail. A proposed statute titled "Limitation on exclusive rights: Reproduction for teaching, scholarship, and research" is appended. (LS)

**ED 118 143** IR 003 049

**Cable Television; What's in It for Teachers? A Handbook for State and Local Education Associations.**

National Education Association, Washington, D.C. Div. of Instruction and Professional Development.

Pub Date [75]

Note—17p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Cable Television, Community Antennas, \*Educational Television, \*Guidelines, Instructional Media, \*Teacher Role

Identifiers—Federal Communications Commission, \*National Education Association

This handbook lists the reasons why educators at the local level should become involved in the development of education television programs for cable television. Developed by the National Education Association (NEA), it encourages use of the cable channels set aside for education by the Federal Communications Commission (FCC) before the channels are re-allocated for other uses. A brief discussion of what cable television is and how it can benefit education is followed by reasons why schools should use it and how cable TV can serve teachers, students, parents, and the community. Suggestions for workshops for teachers, how to get started in television programming, and how to get programs on the cable are presented. Ideas for funding sources are also given. (HB)

**ED 118 144** IR 003 050

Miller, Lewis

**Alternative Futures and the Role of the Media.**

Workshop 2 (Toronto, Ontario, May 26-28, 1975).

Ontario Educational Communications Authority, Toronto.

Pub Date Jul 75

Note—44p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—Conference Reports, \*Futures (of Society), \*Mass Media, \*Political Socialization, Social Change, \*Television, Trend Analysis, Workshops, World Affairs

Identifiers—Media Roles

Educators, educational planners, and social critics convened in Toronto (Ontario, Canada) May 26-28, 1975, to discuss the role of the media, especially television, in planning for the future. The emphasis of the workshop was on political and social futures, specifically materials and situations which would enable people to gain more control over their lives. The five major themes of the plenary sessions and discussions were: images of the future; social, environmental, and physical trends; counter-trends; the colonizers and the colonized of the future; and anticipatory democracy for informed decision making. The task of the futures project was thus defined as providing materials and information about the future, and helping establish political structures to deal with it. Study groups met and reported on three specific areas: (1) the project's purpose, (2) the means of achieving this purpose, and (3) the contents appropriate to the five major themes of the workshop. Lists of participants in the conference and in specific groups are included, as are some participants' comments on a draft of the report. (Author/LS)

**ED 118 145** IR 003 053

Krull, Robert Watt, James H., Jr.

**Television Program Complexity and Ratings.**

Pub Date May 75

Note—29p.; Paper presented at the American Association for Public Opinion Research Conference (Itasca, Illinois, May 1975)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—Age Differences, \*Audiences, Behavioral Science Research, \*Complexity Level, \*Programing (Broadcast), \*Rating Scales, Television, \*Television Research, Television Viewing

This paper applied findings from studies using the kind of viewing measures used by social scientists, to the relationship between programing and viewership when viewership is measured by means used by producers. Total aggregate viewership and the relationship of viewers' ages to viewership was concentrated on. Effects of competing programs on aggregate viewership (the issue of counter-programing) was not dealt with. The relationship of program form complexity to

viewership as measured by ratings was also examined. The expected preference for middle program complexity values in general on the part of viewers failed to appear. Age was found to be strongly related to the amount of viewing, and the degree of program complexity seemed to be moderately related to the age of viewers. Changes in program complexity appeared to cancel one another out. Programs high in complexity were attractive to young adults; however, these individuals did not watch much television. The net effect appeared to be a rather flat response of total audience size to changes in program complexity. Noncommercial programs appeared to be less complex in form than commercial programs and their ratings suffered as a result. Also, program complexity was likely to be related to production cost. (HB)

**ED 118 146** IR 003 054  
ISBD(M), International Standard Bibliographic Description for Monographic Publications. First Standard Edition.

International Federation of Library Associations, London (England). Committee on Cataloguing. Pub Date 74  
Note—45p.

Available from—IFLA Committee on Cataloguing, c/o The British Library, Reference Division, Great Russell Street, London WC1R 3DG, United Kingdom (\$5.00)

Document Not Available from EDRS

Descriptors—Books, \*Cataloging, \*Documentation, Information Processing, \*International Programs, \*Standards  
Identifiers—Descriptive Cataloging, \*International Standard Bibliographic Description, ISBD(M)

The International Standard Bibliographic Description for Monograph Publications [ISBD(M)] provides a format for the international communication on bibliographic information, so that records may be interchanged between sources, interpreted across language barriers, and converted to machine readable form. The ISBD(M) standards are limited to the descriptive cataloging of current monographs. Terms are defined and the order of descriptive elements outlined. Special punctuation and other rules are also provided. The major part of the work consists of specifications for the eight elements: (1) title and statement of authorship; (2) edition; (3) imprint; (4) collation; (5) series; (6) notes; (7) International Standard Book Number (ISBN), binding, and price; and (8) multivolume publications. For each of the first seven elements the appropriate contents and punctuation pattern are given, followed by a detailed outline of rules with examples. Special rules are provided for multivolume publications. Ten English language examples are provided. (LS)

**ED 118 147** IR 003 055  
ISBD(S), International Standard Bibliographic Description for Serials; Recommended by the Joint Working Group on the International Standard Bibliographic Description for Serials set up by the IFLA Committee on Cataloguing and the IFLA Committee on Serial Publications.

International Federation of Library Associations, London (England). Committee on Cataloguing. Pub Date 74  
Note—44p.

Available from—IFLA Committee on Cataloguing, c/o The British Library, Reference Division, Great Russell Street, London WC1R 3DG, United Kingdom (\$5.00)

Document Not Available from EDRS

Descriptors—\*Documentation, Information Processing, \*International Programs, \*Serials, \*Standards  
Identifiers—Descriptive Cataloging, \*International Standard Bibliographic Description, ISBD(S)

The International Standard Bibliographic Description for Serials—ISBD(S)—provides a format for the international communication of bibliographic information so that records may be interchanged between sources, interpreted across language barriers, and converted to machine readable form. The ISBD(S) standards are limited to the descriptive cataloging of current serial publications. Terms are defined and the order of descriptive elements outlined. Special punctuation and other rules are also provided. The major part of this work consists of specifications for the six elements: (1) title and statement of author-

ship, (2) imprint, (3) collation, (4) series, (5) notes, and (6) International Standard Serial Number (ISSN) and price. For each of the elements the appropriate contents and punctuation pattern are given followed by a detailed outline of rules with examples. Additional examples are provided from France, Canada, Switzerland, Britain, and the Netherlands. (LS)

**ED 118 148** IR 003 056  
Application of Standards in Systems Interconnection.

International Organization for Standardization, Geneva (Switzerland).

Pub Date Aug 74

Note—23p.; Paper presented at the International Symposium on Information Systems: Connection and Compatibility (Varna, Bulgaria, September 30-October 3, 1974)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Communication Problems, Computers, Data Collection, Information Dissemination, \*Information Networks, Information Processing, Information Systems, International Programs, \*Standards

Identifiers—International Standards for Information Transfer

Many international standards have been developed to aid information transfer and feedback, but they must be updated and promoted. International Organization for Standards (ISO) technical committees dealing with terminology, documentation, and information processing have several programs designed to meet this need. Catalogs, indexes, and specialized centers provide some sources of information and guidance in the application of standards, and way are suggested for furthering the application of standards in systems interconnection. (Author/CH)

**ED 118 149** 95 IR 003 057  
Cowlan, Bert Foote, Dennis

A Case Study of the ATS-6 Health, Education and Telecommunications Projects.

Agency for International Development (Dept. of State), Washington, D.C. Bureau for Technical Assistance; Agency for International Development (Dept. of State), Washington, D.C. Office of Education and Human Resources.

Pub Date Aug 75

Note—119p.; A.I.D. Studies in Educational Technology

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Accountability, Adult Education, Case Studies, College Curriculum, \*Communication Satellites, Demonstration Projects, \*Educational Planning, \*Educational Television, Elementary Education, Experimental Programs, Formative Evaluation, Inservice Teacher Education, Instructional Materials, Junior High Schools, Outreach Programs, Primary Education, Program Administration, Program Evaluation, Programing (Broadcast), \*Rural Education

Identifiers—Alaska, Alaska Indian Health Service Project, Appalachia, Appalachian Educational Satellite Project, ATS 6, Federation of Rocky Mountain States, \*Health Education Telecommunications Demonstration, Veterans Administration Hospital Project

Six experiments in health and education were conducted in rural areas of the continental United States and Alaska during 1974-75, using the National Aeronautics and Space Administration's Applied Technology Satellite-Six. The experimental activities included courses designed for elementary, junior high, high school, and college; continuing professional education; medical consultations and health care support; administrative interaction; and adult enrichment. The study concluded that: (1) systems planning and program content should be based on user needs; (2) effective field personnel require staff support, proper training, and multisource feedback; (3) project objectives, personnel requirements, and interdisciplinary cooperation should be initial considerations; (4) supplementary activities and materials play a significant role; (5) educational effectiveness, target audience, and subject matter are primary program elements; (6) time and money may be larger considerations than anticipated; and (7) interaction between the studio and remote sites needs to be carefully structured and adopted to the specific situation. (NR)

**ED 118 150** IR 003 058  
Thiagarajan, Sivasailam Stolovitch, Harold D.  
Games with the Pocket Calculator.

Dymax, Menlo Park, Calif.

Pub Date 76

Note—47p.

Available from—Dymax, P. O. Box 310, Menlo Park, California 94025 (\$2.00 plus \$0.50 postage)

Document Not Available from EDRS

Descriptors—\*Educational Games, Electromechanical Aids, Instructional Media, Mathematical Enrichment, Mathematics Materials, \*Numbers, Resource Guides  
Identifiers—\*Pocket Calculators

Twenty-four games to be played with a handheld calculator are described. Information includes the number of players, the approximate time required, the skills involved, the chance factor, and the game sequence. (NR)

**ED 118 151** IR 003 060  
Improving the Dissemination of Scientific and Technical Information: A Practitioner's Guide to Innovation. (Final Report).

Capital Systems Group, Inc., Rockville, Md. Spons Agency—National Science Foundation, Washington, D.C. Office of Science Information Services.

Report No—PB-243-469

Pub Date 15 Apr 75

Note—202p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (Order No. PB-243-469; HC \$4.25; MF \$2.25)

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage

Descriptors—Computers, \*Diffusion, \*Information Dissemination, Information Processing, \*Innovation, Man Machine Systems, Marketing, Mass Media, Media Technology, Microform Readers, Microforms, Periodicals, Publications, \*Publishing Industry, Reprography, Scholarly Journals, State of the Art Reviews, Technological Advancement

Identifiers—Editorial Processing, Publication Design, Scientific Information, Technical Information

The aim of this guide is to alert persons with an operational interest in scientific communication to new ideas, techniques, and equipment in the field of communication media and publications. The focus is on the dissemination of scientific information via the technical journal or its equivalent. Secondary dissemination of information such as bibliographies, data bases, and services are treated incidentally. The guide is organized into five sections: innovations in conventional journal and monography publishing, print-on-paper alternatives, non-print-on-paper and mixed media innovations, trends and prospects, and innovations needed. Each section is subdivided into individual entries describing particular processes or innovations. This guide has been designed as an "idea book" to help small scientific societies, journals, and publishers as well as to increase general awareness of innovations and stimulate development of new ideas. (CH)

**ED 118 152** IR 003 063

Diodato, Virgil

Tactile Media for the Visually Handicapped.

Pub Date 76

Note—18p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—\*Blind, Instructional Aids, \*Sensory Aids, State of the Art Reviews, \*Tactile Adaptation, Technology, \*Visually Handicapped

New technological developments allow even the most severely visually handicapped person to read print, sense images, and operate calculators and meters. One of these new developments is the Optacon, which converts printed images to vibrations sensed by finger touch, and may be used to read print, handwriting, and calculator displays. Another device, the Visio-Substitution System, converts visual images to vibrations over a 10-inch area of the user's back, enabling him to sense a complete image. The Binary-coded Output Display is designed to allow reading of measuring units such as meters and counters. The technology of tactile illustration is improving, both with commercially available tactile maps and illustrations and with materials (such as aluminum foil, paper and screen, and cellophane) adaptable to individual needs. Other educational aids useful to the visually handicapped include the abacus, the geoboard (with fixed pegs over which rubber bands are stretched to teach number theory and geometry), origami, models, mockups, and realia. Teachers and librarians thus

have a variety of devices available to help improve their services to the visually handicapped. (LS)

**ED 118 153** IR 003 065

*Isber, Caroline Cantor, Muriel*  
**Report of the Task Force on Women in Public Broadcasting.**

Corporation for Public Broadcasting, Washington, D.C.

Pub Date 75

Note—136p.

Available from—Corporation for Public Broadcasting, 1111 16th Street N.W., Washington, D.C. 20036 (free)

**Document Not Available from EDRS**

**Descriptors**—Broadcast Industry, Communications, \*Employment Patterns, \*Females, Feminism, Programing (Broadcast), \*Public Television, \*Sex Discrimination, \*Television Research, Womens Studies

**Identifiers**—\*Corporation For Public Broadcasting, National Task Force On Women

The National Task Force on Women, established by the Corporation for Public Broadcasting (CPB), had three objectives: (1) to examine the extent to which women were employed at all levels in public broadcasting and were integrated into its policy-making and operations; (2) to examine the visibility and image of women in all programming and the coverage of issues pertinent to women; and (3) to make recommendations to the CPB Board of Directors. These objectives were carried out by public television program monitoring, collection of employment statistics, surveying public television stations, and interviewing on the attitudes concerning employment and on the air appearances of women. The findings from the studies indicated that women, though involved in public broadcasting, have failed to achieve the occupational success of men in the industry. Particularly accountable for the discrepancy between men and women seemed to be the pattern of job segregation. Women, regardless of education and length of service in the industry, were disproportionately employed in the low status secretarial and clerical positions and men in engineering, mid-level, and high-level managerial jobs. Also, men were seen and heard on the air with greater frequency than women. Recommendations for implementation of policy to bring women into the mainstream are included. (HB)

**ED 118 154** IR 003 074

*Hornbeck, Frederick W., Brock, Lynn*

**The Graphics Terminal Display System; a Powerful General-Purpose CAI Package.**

San Diego State Univ., Calif.

Spons Agency—Navy Personnel Research and Development Center, San Diego, Calif.

Report No.—NPRDC-TR-76-25

Pub Date Dec 75

Note—65p.; Technical Report, June 1974-April 1975

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

**Descriptors**—Computer Assisted Instruction, \*Computer Graphics, \*Computer Programs, Computers, Instructional Technology

**Identifiers**—GRAIL, Graphic Display Systems, Navy

The Graphic Terminal Display System (GTDS) was created to support research and development in computer-assisted instruction (CAI). The system uses an IBM 360/50 computer and interfaces with a large-screen graphics display terminal, a random-access slide projector, and a speech synthesizer. An authoring language, GRAIL, was developed for CAI, and it is transportable to other computers. Comparisons are made between this system and others as PLATO, PLANIT, and TICCIT. (Author/CH)

**ED 118 155** IR 003 075

*Cooper, Fred R. And Others*

**The Effect of Delay in the Presentation of Visual Information on Pilot Performance. Final Report, April 1974-July 1975.**

Naval Training Equipment Center, Orlando, Fla.

Report No.—NAVTRAEQUIPCEN-IH-250

Pub Date 15 Dec 75

Note—79p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**

**Descriptors**—Feedback, \*Flight Training, Inter-mode Differences, Research, Simulation, Visual Perception, \*Visual Stimuli

**Identifiers**—Delay Effects, Navy

Naval researchers studied the effects of delay in the presentation of visual information on pilot performance. Simulated carrier landing tasks were performed by subjects using a visual display generated by a computer. In one part of the experiment pilots were asked to "fly" carrier approaches with and without a 0.1 second delay in the visual scene presented to them. In the second part of the experiment, pilots were asked to "fly" carrier approaches several times during which six pilot control inputs were recorded. Statistical analysis of the data generated by the experiment indicated that the differences between mean performance with delay and with no delay were not significant. Variances of lateral control deflection and force were significantly different for the delayed presentation and the nondelayed presentation, but the analysis of the other four control inputs did not reveal statistically significant differences. (CH)

**ED 118 156** IR 003 077

*Andrews, Grover J.*

**Nontraditional Self-Studies in Accreditation.**

Southern Association of Colleges and Schools, Atlanta, Ga. Commission on Colleges.

Pub Date 23 Jan 76

Note—6p.; Paper Presented at the Continuing Library Education Network and Exchange Assembly (1st, Chicago, Illinois, January 23-24, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—\*Accreditation (Institutions), Evaluation Methods, Institutional Research, Libraries, Library Standards, \*University Libraries

**Identifiers**—Self Study

A self-study of the Southern Association of Colleges and Schools over a two-year period brought about a realization of the need for the development of nontraditional self-study for reaffirmation of accreditation. Such self-studies were conducted at Vanderbilt University, University of Houston, University of Miami, and the University of Louisville in 1975 and 1976. A new accreditation standard was adopted by the association that will help establish the library as the focal point of self-studies in the future. (DS)

**ED 118 157** IR 003 078

*Ausburn, Floyd B. Ausburn, Lynna J.*

**Learning Task Requirements, Cognitive Styles, and Media Attributes: An Interactive Research Model.**

Pub Date Mar 76

Note—11p.; Paper presented at the Annual meeting of the Association for Educational Communications and Technology (Anaheim, California, March 29-April 2, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—Cognitive Processes, Educational Research, \*Haptic Perception, \*Individual Differences, \*Instructional Technology, \*Learning Characteristics, Learning Processes, Learning Theories, Media Research, Stimulus Behavior, \*Visual Perception, Visual Stimuli

**Identifiers**—AECT 76, Cognitive Style

In order to investigate learning theories, media researchers need to explore three variables: (1) the psychological requirements of a given learning task, (2) individual differences in cognitive style, and (3) specific media characteristics. It is necessary to identify the psychological processes which underlie any specific learning task in order to study it systematically. There are also differential psychological dimensions that represent consistencies in an individual's manner of acquiring and possessing information, for example Viktor Lowenfeld's haptic and visual types. Since specific attributes are possessed by a given form of media, this three dimensional approach gives strong clues to the reasons why certain instructional methods work well with some learners while having either little or no effect on other learners. Eighteen references are cited. (Author/DS)

**ED 118 158** IR 003 079

*Michael, Mary Ellen*

**Planning and Evaluating Library System Services in Illinois Using the CIPP Model.**

Illinois Univ., Urbana. Library Research Center.

Pub Date Jan 76

Note—6p.; Paper presented at the Continuing Library Education Network and Exchange Assembly (1st, Chicago, Illinois, January 23-24, 1976); For a related document see ED 095 916

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—Evaluation, \*Library Networks, \*Library Planning, Library Services, Public Libraries, State Programs

**Identifiers**—CIPP, \*Context Input Process Product, Illinois

Under a grant from the Illinois State Library, a manual was prepared in 1973 as a reference guide for 18 library systems to use in their five-year planning and evaluation programs. The manual explained the Context, Input, Process, Product (CIPP) model. The 18 libraries used this model in various ways and reached different stages in the implementation of a five-year plan. Several of the systems reported that their planning committees found the analysis of their system environment very revealing. A block diagram of the CIPP model is included. (Author/DS)

**ED 118 159** IR 003 081

*Thomson, Sarah Katharine*

**Learning Resource Centers in Community Colleges; a Study of Budgets and Services.**

American Library Association, Chicago, Ill.

Spons Agency—Council on Library Resources, Inc., Washington, D.C.

Pub Date 75

Note—146p.

Available from—American Library Association, 50 East Huron Street, Chicago, Illinois 60611 (\$6.50)

**Document Not Available from EDRS**

**Descriptors**—Audiovisual Aids, \*Budgeting, \*Instructional Materials Centers, Instructional Media, \*Junior College Libraries, Library Administration, Library Expenditures, \*Library Services, Library Surveys, Media Selection, Staff Role, Statistical Data

**Identifiers**—Media Hardware, Media Software

A study of the interrelationship between expenditures and service programs in 27 community college library learning resource centers in California, Florida, Illinois, New Jersey, Missouri, Ohio, Texas, Virginia, and Maryland was conducted. Three data gathering tables on staffing, media production, library instruction, and media advisement were sent to library directors; and key personnel were interviewed. The information gathered at these interviews covered: features of the learning resource program; budgets, purchasing and grants; student utilization of media hardware and software; and production of audiovisual materials. Statistical data from the interviews is reported in 22 tables. (DS)

JC

**ED 118 160** JC 760 054

*Gonzalez, Jess*

**Chicano Studies and Self-Concept: Implications for the Community Colleges.**

Pub Date 75

Note—107p.; Ed.D. Dissertation, Nova University

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage**

**Descriptors**—Bibliographies, Cultural Awareness, Cultural Enrichment, \*Ethnic Studies, \*Junior Colleges, Junior College Students, \*Mexican Americans, Minority Groups, \*Self Concept, Self Esteem

**Identifiers**—\*Chicano Studies, Tennessee Self Concept Scale

This study was designed to assess the effectiveness of community college Chicano Studies courses in raising the self-concept of Chicano students. It was conducted during an 18-week semester at an established community college in an urban area of California. Minority students constituted 45 percent of the college's total enrollment. The study sample consisted of 65 Chicano students (42 males and 23 females) who completed one of four Chicano Studies courses (Chicano Literature, the Chicano and Education, the Psychology of the Mexican-American, and the Mexican-American in the United States). The dependent variable of self-concept was measured by the administration of the Tennessee Self-Concept Scale on the first and last days of class. Results indicated that participation in a Chicano Studies course significantly increased the self-concepts of Chicano students. No significant differences were found on the relationships between income, grade point average, sex differences, and the self-concept measures. An extensive bibliography is appended. (DC)



ED 118 161

JC 760 081

*Paige, James F.***The Estimated Fiscal Impact of Extending Resident Tuition and Fee Status to All G. I. Bill veterans.**

Washington State Council for Postsecondary Education, Olympia.

Pub Date Jan 76

Note—26p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—Educational Finance, Junior Colleges, \*Nonresident Students, \*Post Secondary Education, \*Residence Requirements, Resident Students, \*Student Costs, Tuition, \*Veterans, Veterans Education

Identifiers—G I Bill of Rights, \*Washington

In January 1975, the Washington State Senate entertained a bill which would extend the definition of "resident student" for tuition and fee purposes to all veterans receiving benefits under the GL I. Bill of Rights. This report reviews the G.I. Bill and the financial assistance it provides, and makes an extensive analysis of the fiscal impact of the passage of this new bill. It concludes that the bill should not be passed because the substantial fiscal impact involved cannot be justified; there is no overriding educational need for such an action, and residency status can now be achieved after a one-year period. Significant findings include the following: (1) of the 25,000 veterans enrolled in Washington colleges and universities in fall 1975, only 819 are non-residents; (2) in the U. S. as a whole, 3.3 million veterans will participate in some form of educational training program in fiscal year 1976--by 1980, this number will decline to slightly over two million; (3) the number of veterans eligible for G. I. Bill benefits is expected to decline from nine million in 1976 to four million in 1980; (4) the estimated five-year fiscal impact of extending residency status to all G. I. Bill veterans in Washington would be \$3,193,764; and (5) the extension of residency status to all G.I. Bill veterans would have little if any impact on student financial aid programs. (DC)

ED 118 162

JC 760 084

*Seegmiller, Jesse F.***Impressions of C. E. U. as Expressed by Local High School Graduates, 1975.**

College of Eastern Utah, Price.

Pub Date Dec 75

Note—39p.; Some pages in appendix may reproduce poorly

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—Academic Aspiration, College Bound Students, \*College Choice, \*Community Attitudes, \*High School Graduates, \*Junior Colleges, Socioeconomic Background, \*Student Attitudes, Student Characteristics

Identifiers—College of Eastern Utah

In August 1975, the College of Eastern Utah (CEU) sent a questionnaire to all 380 1975 graduates of the three local high schools. Of the 148 respondents, 55 percent planned to enter CEU, 10 percent planned to enter a four-year college, 8 percent planned to enter another two-year college, 17 percent planned to work full-time, and 10 percent had other plans. The most prominent factors motivating those who planned to enter CEU were that they could live at home and that they were offered financial aid; Other factors included the promptings of parents and relatives, the quality of the social activities, the availability of personal attention, the lower expense, and the quality of education at CEU. The most important reasons given for choosing other schools were special educational programs, the other schools' academic reputations, the recommendations of students at those schools, and the availability of financial aid. Students from both high-income and low-income families were generally unsure of the quality of education at CEU. A demographic profile of the sample is provided, as are detailed data on the respondents' opinions of CEU. (DC)

ED 118 163

JC 760 085

**Annual Enrollment Report: Student Enrollment and Full-Time Equivalents, 1974-1975. Volume 10.**

North Carolina State Dept. of Community Colleges, Raleigh.

Pub Date [75]

Note—233p.; Due to the oversize format of the original document, each page has been filmed as two pages

**EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage**

Descriptors—\*College Majors, Enrollment Trends, Extension Education, Females, General Education, \*Junior Colleges, Males, \*Racial Composition, \*Student Enrollment, Technical Education, \*Technical Institutes, Transfer Students, Vocational Education

Identifiers—\*North Carolina

This report contains enrollment data for the 40 technical institutes and 17 community colleges in the North Carolina Community College System for the 1974-75 school year, with comparative data for the 1973-74 and 1972-73 school years. The data are presented in extensive tables and graphs which comprise the bulk of the document. Unduplicated headcount enrollment and average annual full-time equivalent enrollment, by institution, are broken down by program area: college transfer, general, technical, and vocational programs; academic, recreational, and occupational extension programs; learning laboratory, adult basic education, Manpower Development Training Act, and new and expanding industry programs. The data are further divided within institution by quarter. Aggregate annual unduplicated headcount enrollment data is presented by curriculum specialization within each major program area. Student enrollment by sex and race is presented by institution, and in aggregate percentages by type of program. Several tables detail the geographic origin of students by institution, and by home county and curriculum area, as compared to the 1974 county high school graduate population and general county population. A brief introduction provides definitions of terms. (BB)

ED 118 164

JC 760 088

*Cox, Jeannene***System Characteristic Opinion Study (SCOS-DELPHI). Project FOLLOW-UP.**

Tarrant County Junior Coll. District, Ft. Worth, Tex.

Spons Agency—Texas Education Agency, Austin. Div. of Occupational Research and Development.

Pub Date Jun 75

Note—110p.; Some pages may reproduce poorly

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage**

Descriptors—Administrator Attitudes, Definitions, \*Followup Studies, \*Junior Colleges, \*Management Information Systems, \*Research Criteria, Research Design, State Surveys, Teacher Attitudes

Identifiers—\*Delphi Technique, Project FOLLOW-UP, Texas

Using the Delphi technique, the staff of Project FOLLOW-UP surveyed community college educators in Texas to determine desirable characteristics and uniformity of terminology and definitions for a proposed statewide student follow-up management information system for Texas community colleges. Of 234 individuals invited to become Delphi panel members, 193 (82 percent) accepted and participated 100 percent in the three survey rounds. The panelists represented 47 of the 48 public community colleges in Texas, various state agencies, the Project FOLLOW-UP Committee, and the Advisory Council for Technical-Vocational Education in Texas. The open-ended round I questionnaire produced 61 statements which were presented as round II on a Delphi format requiring the panelists to respond to each statement on a 1-7 (agree-disagree) rating scale. The third round (formatted in the same manner) consisted of 64 statements, and statistical data of round II responses. Panelists reconsidered their round II responses in the light of group opinion and gave narrative explanations for responses remaining outside the interquartile range. Data are organized according to 15 areas of professional employment identified among the panelists. Copies of the three survey instruments and tabulated responses are appended. (NHM)

ED 118 165

JC 760 089

*Powell, Robert***Grading Style and Student Evaluation of Faculty.**

William Rainey Harper Coll., Palatine, Ill.

Pub Date Apr 75

Note—57p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

Descriptors—Annotated Bibliographies, Correlation, Evaluation Criteria, \*Grades (Scholastic), Junior Colleges, \*Literature Reviews, \*Post Secondary Education, Student Attitudes, \*Student Teacher Relationship, \*Teacher Evaluation

Identifiers—William Rainey Harper College

This paper discusses the association between student grades and student ratings of faculty. The first section reviews a 1974 study of Harper College English teacher ratings, which showed a correlation of .73 between the grades the teachers gave students and the ratings students gave the teachers. The second section reports the findings of a 1975 replication study which showed grade-rater correlations of up to .79. The third section provides a review of the literature in the form of an annotated bibliography, indicating that the Harper findings are typical of the findings of prior research at other colleges. Twenty-eight studies involving more than 70,000 student ratings of faculty in more than 50 colleges and universities have been conducted and published since 1954. In every study, at least some association has been found between grades and ratings, and in a number of the studies, the association has been found to be quite powerful, with correlations ranging up to .90. The fourth section of this document discusses the implications of the findings, concluding that the widely-held belief that grades and ratings are unrelated is a myth, relying for its support on studies conducted more than 20 years ago--studies that are weak in design and execution, and sometimes less than candid in reporting the data. (Author/NHM)

ED 118 166

JC 760 090

*Caruso, Robert G. And Others***Bibliography on Campus Judiciaries, Student Conduct and Discipline.**

American Coll. Personnel Association, Washington, D.C.

Pub Date Jun 75

Note—36p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—Activism, \*Bibliographies, \*College Students, \*Discipline, Due Process, Higher Education, Junior Colleges, \*Student Behavior, Student College Relationship, \*Student Rights

This bibliography was prepared for Commission XV: Campus Judiciaries, Student Conduct and Discipline, of the American College Personnel Association. The 474 entries are arranged in five categories by form of publication: (1) books and monographs, 97 entries; (2) law reviews and journals, 73 entries; (3) papers and addresses, 19 entries; (4) periodicals, 204 entries; (5) theses and dissertations, 71 entries. The great bulk of the entries are from 1968-72 publications. (NHM)

ED 118 167

JC 760 091

*Dumont, Richard G.***Predicting Academic Success in a Post-Secondary Vocational Studies Program Utilizing the A. S. V. A. B. Part One.**

State Univ. of New York, Alfred. Agricultural and Technical Coll.

Pub Date Nov 75

Note—16p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Academic Achievement, \*Aptitude Tests, \*Auto Mechanics, College Freshmen, \*Junior Colleges, Junior College Students, National Norms, \*Predictive Validity, Standardized Tests

Identifiers—\*Armed Services Vocational Aptitude Battery, ASVAB

This study assesses the utility of the Armed Services Vocational Aptitude Battery (A.S.V.A.B.) in predicting the academic success of students enrolled in the Automotive Service Specialist curriculum at the State University of New York Agricultural and Technical College (Alfred, New York). This document, part I of a two-part study, describes the relative performances of selected subgroups of the Automotive Service Specialist students on the A.S.V.A.B. A total of 211 of the 217 students in the program took part in this study. Of those participating, 116 were entering freshmen, 78 were continuing seniors, and the remainder were students enrolled in a novel time-shortened degree program involving the New York State Board of Cooperative Education Services (B.O.C.E.S.). Compared with both regional and national normative groups, the population being tested showed average scores which were: somewhat lower on the coding speed test; approximately equal on arithmetic reasoning; somewhat higher on word knowledge and space perception; and notably higher on tool knowledge, mechanical comprehension, shop information, automotive information, and electronics information. Substantial similarity in Test and Aptitude Area composite scores was found for the continuing seniors and B.O.C.E.S. gradu-

ates. Entering freshmen scored lower in both areas. Tables of data are appended. (Author/NHM)

ED 118 168 JC 760 094

Preus, Paul K. Williams, Douglas F.  
Statewide Community College Faculty Development: A Personalized Approach.

Pub Date Nov 75

Note—89p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Budgets, College Faculty, Inservice Programs, \*Inservice Teacher Education, \*Junior Colleges, Program Evaluation, \*Statewide Planning, \*Teacher Improvement  
Identifiers—\*Alabama

The Program for Development of Community College Faculty was designed to provide statewide coordination and resources for individualized faculty development programs at 18 of Alabama's two-year colleges. It featured a year-long (1971-72) on-campus program of faculty development planned and implemented by certain faculty members from each community college who were designated as "catalytic agents" and who participated in an intensive training session during summer 1971. The program also included a time-sequenced series of evaluations which continued three years after other program activities had ended. This report describes the program in detail, outlines its budget, and presents summaries of the evaluation results. It was found that program participants became slightly more open-minded and formed more positive attitudes toward basic community college concepts during their year of inservice training, and that it was the "catalytic agents" who benefited most from the program. It is recommended that any replication of this project include: (1) more lead time in selecting "catalytic agents" and in staff planning, (2) either more funding or a more limited scope, (3) the recruitment of at least two "catalytic agents" for each participating college, and (4) the requirement that each "catalytic agent" form program strategies before leaving the summer session. Appended are a list of participating colleges and the evaluation instruments. (DC)

ED 118 169 JC 760 095

Knoell, Dorothy McIntyre, Charles  
Planning Colleges for the Community.

Spons Agency—EXXON Education Foundation, New York, N.Y.

Pub Date 74

Note—103p.

Available from—Jossey-Bass Inc., Publishers, 615 Montgomery Street, San Francisco, California 94111 (\$8.95)

Document Not Available from EDRS

Descriptors—Budgeting, Campus Planning, \*College Planning, Delivery Systems, \*Educational Alternatives, Educational Needs, \*Educational Planning, Educational Strategies, Facility Planning, \*Junior Colleges, \*Master Plans, Models, Open Enrollment, Statewide Planning

This book should be of special interest to community college planners and administrators. It tells them what options are viable in the planning process, and what results to expect from their choices. It provides the philosophical framework for integrating academic, fiscal, and facility planning into campus master planning, and it examines the larger role that federal and state planners will play in coordinating these local plans into overall master plans. The authors argue for a change in emphasis from the community college campus to community college education, with increased access and true equality of opportunity. They urge that more attention be paid to the needs of older and disadvantaged students, to career education for diverse adult roles, and to special community characteristics and social needs. They provide promising developmental alternatives and evaluate innovative delivery systems, such as satellite centers, store front operations, mobile units, individual study packages, and multimedia instruction. Finally, they describe an actual planning model for developing information, proposing policy, and assessing programs. A bibliography is appended. (Author/DC)

ED 118 170 JC 760 096

Shaw, Frances Fergusson  
Analysis of California Community College District Policies of Faculty Teaching Load.

Pub Date Aug 75

Note—61p.; M.A. Thesis, California State University, Los Angeles

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—\*College Faculty, General Education, \*Junior Colleges, Literature Reviews, \*State Surveys, \*Teaching Load, Vocational Education Teachers, Working Hours  
Identifiers—California

California community colleges assign teaching loads according to district policy. In order to identify prevalent standards for assigning teaching loads, a survey by mail of 102 California community colleges was conducted. Responses were received from 73 institutions (72 percent). Although a survey of the literature reveals that a 15-clock hour load is considered optimal, and the California Community Colleges Chancellor's Office supports this standard, many deviations from this norm were found. In such disciplines as English, foreign language, and other academic areas, faculty had clearly defined patterns of assignment, from 15 to 20 hours. The most inconsistencies were found in occupational education instructors' assignments, with hours ranging from 14 to 35 per week. On the basis of the review of the literature and an analysis of the survey results, a number of conclusions are drawn, and two recommendations are made: (1) State agencies and academic departments should establish and maintain realistic proposals of expected teaching loads; (2) Continuous assessment should be done regarding correlation of faculty teaching loads in each discipline. Survey results are tabulated in the body of the paper, and the survey instrument and list of respondents are appended. (Author/NHM)

ED 118 171 JC 760 097

Carter, Edith H.

Follow-Up Study of New River Community College Transfers Who Graduated in the 1972-73 School Year [and] Follow-Up of 1974 Graduates in Occupational-Technical Programs.

New River Community Coll., Dublin, Va.

Pub Date 8 Apr 75

Note—31p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—\*Followup Studies, Grade Point Average, \*Graduate Surveys, \*Junior Colleges, \*Participant Satisfaction, Student Attitudes, Transfer Students, Vocational Education, Vocational Followup

Identifiers—New River Community College

This document includes reports of two follow-up studies of New River Community College graduates. The 1973 graduates in transfer programs, associate of arts, and associate of science degree programs are examined in terms of: (1) types of degrees and curriculums they completed; (2) their transfer status; (3) their evaluation of the New River Community College transfer program. The 1974 graduates in occupational-technical programs are studied in terms of: (1) their success in finding employment or transferring to other institutions; (2) their opinion of the programs and training at New River. Of the 48 1973 graduates in transfer programs, over 85 percent actually transferred, a large majority of whom (90 percent) transferred to local senior colleges. Transfer grade point averages, as compared with community college averages, showed a drop similar to those found in national studies. In the 1974 graduating class, graduates in occupational-technical programs numbered 238. Ninety-five percent of the graduates were found to be either working or attending other colleges. Within the employ group, 87 percent were employed in a field related to their area of study. Results of questionnaires mailed to graduates showed favorable responses to both the transfer and vocational programs at New River. Data are tabulated, and the survey instruments are appended. (Author/NHM)

ED 118 172 JC 760 098

Canadian Community Colleges; Program Groupings and Projected Outputs to 1980/81.

Association of Canadian Community Colleges.; B. C. Research, Vancouver (British Columbia).

Spons Agency—Department of Manpower and Immigration, Ottawa (Ontario). Div. of Strategic Planning and Research.

Note—133p.; Parallel text in English and French

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—\*College Majors, \*Enrollment Projections, Enrollment Trends, Intellectual Disciplines, \*Junior Colleges, Junior College

Students, \*Labor Supply, Manpower Development, Manpower Needs, \*Skilled Occupations  
Identifiers—\*Canada

The Canadian Department of Manpower and Immigration is presently involved in occupational forecasting, i.e., projecting the supply and demand of individuals in various occupational categories. This report is intended to provide data on the output of skilled manpower from the community colleges in Canada, to be used in occupational supply forecasting. It presents data on past and future first-year enrollments and program graduates by province and by program for the years 1972-73 through 1980-81. A list of 58 program groupings was developed for the study. Data was received from 143 public and private community colleges. In addition to presenting the data and describing the study in general, this report provides a detailed description of the procedures used in collecting the data and making the projections. (DC)

ED 118 173 95 JC 760 099

Alicea, Victor G. Schaefer, Dennis P.  
A Proposal for the Development of Ramon E. Betances Community College. Final Report.

Puerto Rican Research and Resources Center, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—R-021029

Pub Date 30 Nov 73

Grant—OEG-0-72-4715

Note—111p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—\*College Planning, \*Delivery Systems, \*Educational Alternatives, External Degree Programs, Interinstitutional Cooperation, Off Campus Facilities, \*Post Secondary Education, Puerto Rican Culture, \*Puerto Ricans, Shared Facilities, Work Study Programs  
Identifiers—\*Universidad Boricua

In 1972, the Puerto Rican Research and Resources Center began to develop a college which would respond to the inadequacies of the present educational system in meeting the needs of Puerto Ricans. Although a community college was originally envisioned, the end result was a plan for a university (universidad Boricua) which will have learning centers in New York, Boston, Philadelphia, and Puerto Rico, and which will offer bachelor of arts, associate of arts, certificate, and high school equivalency degrees. Each learning center will be housed in a storefront-type facility in a Puerto Rican neighborhood. The proposed university will use existing resources by entering into cooperative agreements with other colleges and universities for the use of laboratories, libraries, and gymnasiums. It will also solicit the support of local businesses in developing and implementing work/study programs. Universidad Boricua will concentrate on five major fields of study: communications technology, teaching, medical/health technology, urban renewal, and law. This report describes the planning process and the resulting plan and outlines the implementation process. A profile of Universidad Boricua and an overview of the Puerto Rican migrant are appended. (DC)

ED 118 174 JC 760 100

Koltai, Leslie

The Part-time Faculty and the Community College.

Los Angeles Community Coll. District, Calif.

Pub Date 28 Jan 76

Note—7p.; Speech given at the Conference on Part-time Teachers (Inglewood, California, January 28, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—\*College Faculty, Educational Trends, Fringe Benefits, \*Instructional Staff, \*Junior Colleges, \*Part Time Teachers, Teacher Salaries, Working Hours  
Identifiers—California

In California community colleges there are 14,273 people who are employed full-time as instructors. Another 20,027 are employed as part-time faculty members. In the past three years there has been an estimated annual increase of 10 percent in the number of part-time faculty employed. Benefits of utilizing part-time instructors include: (1) The opportunity for students to study under outstanding instructors whose primary employment may be elsewhere. (2) The opportunity for instructors to use part-time employ-

ment as a means of beginning a career in post-secondary teaching. (3) The opportunity for colleges to respond quickly and efficiently to community needs within the boundaries of financial resources available to them. Problems associated with part-time employment generally fall into two areas: (1) Recent court decisions have resulted in enormous confusion regarding the law pertaining to part-time teachers. (2) What benefits should be received by part-time instructors as compared to benefits received by full-time instructors? This keynote address delineates the issue involved in the part-time faculty controversy, and discusses the implications of various proposed solutions to the problems. (Author/NHM)

**ED 118 175** JC 760 101  
*Money, Gerald B. Nelson, Blaine W.*  
**First Annual Assessment of the El Paso Community College Affirmative Action Plan.**  
 Pub Date 16 May 75

Note—125p.; Ed.D. Practicum, Nova University. Some pages in appendix may be illegible because of quality of original document  
**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage**  
 Descriptors—\*Affirmative Action, Comparative Analysis, \*Educational Assessment, Equal Opportunities (Jobs), Evaluation Methods, \*Federal Legislation, Junior Colleges, \*Program Evaluation

Identifiers—El Paso Community College  
 This practicum compares federal requirements for affirmative action plans (Executive Order 11246, and Revised Order Number 4) to the existing affirmative action plan of El Paso Community College (Texas). Since the federal guidelines mandata action as well as a written plan, the assessment of El Paso's program is in two phases: (1) the college's written plan is evaluated by comparing its contents with the stated requirements of the law; (2) the institution's activity is evaluated by interviewing members of the administration having direct responsibility for implementing and enforcing the law. The bulk of this report is made up of tables which indicate institutional compliance or non-compliance with specific federal requirements. The results of this practicum indicate that El Paso Community College needs to take many basic actions in order to reach full compliance with federal affirmative action guidelines. This document should be of assistance to other institutions undertaking evaluations of their affirmative action systems. Appended are: tab "A" and tab "C" of Executive Order 11246, the El Paso Community College Affirmative Action Plan, and a copy of the Equal Employment Opportunity Act of 1972. (NHM)

**ED 118 176** JC 760 102  
*Pierog, John J.*  
**A Comparison Study of the Actual and Expected Parental Contribution, as a Student Financial Resource, for High and Low Income Students.**  
 Pub Date 8 Feb 76

Note—39p.; Ed.D. Practicum, Nova University  
**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**  
 Descriptors—Bibliographies, \*College Students, Family Income, \*Financial Needs, Financial Policy, Financial Support, Literature Reviews, \*Parent Responsibility, Parent Student Relationship, \*Post Secondary Education, \*Scholarships, Student Loan Programs

Identifiers—Need Analysis, York College  
 The assumptions underlying the student financial need analysis performed by York College of Pennsylvania, and by the majority of post-secondary institutions nationwide, are that parents have a moral obligation to assist their children in obtaining an education and that they should do so to the degree they are able. This study was designed to determine the extent to which students actually receive the financial assistance presupposed in establishing their financial needs. A survey instrument was sent to a 20 percent random sample of the full-time undergraduate students at York College of Pennsylvania, a private four-year institution. Responses from independent students were not considered. Responses from dependent students were dived according to parental income into "high-income" and "low-income" categories, which were matched by sex and residency. The amount of expected parental support was calculated according to normal procedures and was compared to the actual parental assistance reported. Of the 48 "high-income" (over \$14,999) students sampled, only 14 received at least 80 percent of the expected

parental contribution, whereas 42 of the 48 "low-income" students sampled recieved at least 80 percent of the expected parental assistance. A literature review is included. A bibliography and the survey instrument are appended. (DC)

**ED 118 177** JC 760 103  
*Frederick, Edward C.*  
**Year-Round Education at the University of Minnesota Technical College, Waseca.**  
 Minnesota Univ. Technical Coll., Waseca.  
 Pub Date May 75

Note—4p.; Paper presented at the National Seminar on Year-Round Education (7th, Denver, Colorado, May 11-14, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**  
 Descriptors—\*Agricultural Colleges, College Planning, Extended School Year, Junior Colleges, \*Quarter System, School Calendars, \*School Schedules, \*Year Round Schools

Identifiers—\*University of Minnesota Technical College Waseca  
 The University of Minnesota Technical College-Waseca prepares students for midmanagement, semiprofessional positions in the broad fields related to agriculture. The college operates on a year-round quarterly basis, with the summer quarter being no different from the fall, winter, and spring quarters. Students can start any quarter and graduate any quarter; they can attend school continuously or intermittently, full-time or part-time. Planning for the college tied the year-round concept into all phases of the operations before the doors actually opened. Programs were developed with a minimum of prerequisites, and most courses are self-contained units. Nine-month faculty are rotated throughout the year. Registration, financial aids, veterans assistance, and other procedures have been developed to fit a year-round program. Advantages of the year-round system include the opportunity for students to fulfill employment experience requirements during the time of year that is most advantageous from a learning point point of view, and better use of expensive facilities and equipment. Although problems such as faculty fatigue, lack of time for professional updating, difficulty in maintaining the physical plant, and misunderstanding resulting from the break with tradition have occurred, the program has been well accepted by the students and the agricultural industry. (Author/NHM)

**ED 118 178** JC 760 104  
*St. Pierre, Richard*  
**A System for the Implementation of Contract Learning at Bristol Community College.**  
 Pub Date 7 Mar 75

Note—113p.; Ed.D. Practicum, Nova University. Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Administrative Organization, Administrative Policy, Educational Alternatives, Educational Objectives, Junior Colleges, Literature Reviews, \*Performance Contracts, \*Program Development

Identifiers—Bristol Community College  
 The contract learning program at Bristol Community College (Fall River Mass.) was developed to offer students of diverse backgrounds an optional method of pursuing their educational goals. This document reviews the history of the program, and proposes an alternate administrative procedure appropriate to learning contracts. The document includes a review of various alternate administrative procedures as discussed in the literature, and recommends the following approval process: (1) a faculty sponsor is selected; (2) the contract proposal is developed, with the help of the faculty sponsor; (3) the contract proposal is submitted to the department most directly involved with the subject for approval; (4) the faculty chairman submits the contract proposal to the division chairman for approval; (5) the contract proposal is submitted to the Dean of Academic Affairs for approval. Academic credit is awarded only if the above procedure is followed before the student begins his work. (NHM)

**ED 118 179** JC 760 105  
*Malkames, James P. And Others*  
**Hotel and Restaurant Management; A Bibliography of Books and Audio-Visual Materials.**  
 Luzerne County Community Coll., Nanticoke, Pa.  
 Pub Date 75

Note—138p.

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage**  
 Descriptors—Audiovisual Aids, \*Bibliographies, Books, \*Food Service Industry, Food Service Occupations, \*Hotels, Junior Colleges, Library Collections

This bibliography represents a collection of 1,300 book volumes and audiovisual materials collected by the Luzerne County Community College Library in support of the college's Hotel and Restaurant Management curriculum. It covers such diverse topics as advertising, business practices, decoration, nutrition, hotel law, insurance landscaping, health standards and air conditioning, as well as food service and related technologies. Although more than half of the references are available through regular trade publishers, many of the references come from a wide range of small, independent, and relatively obscure publishers. Materials are cross referenced by curriculum topic: fundamentals food, hotel and restaurant accounting, food sanitation, introduction to hospitality industry, nutrition and menu planning, food purchasing, quantity food preparation, hotel-motel operations, property management and housekeeping, layout of food service equipment, beverage operations, merchandizing for the hospitality industry, meat analysis, food vending, food and labor cost control, and related topics. Many of the references are included under several topic headings. The college's Hotel and Restaurant Management curriculum is briefly described. (NHM)

**ED 118 180** JC 760 106  
*Kessman, Maurice*

**Survey of Former Loop College Students; How 1,081 Former Students View Loop College. Student Follow-Up Research Project. Report 73-472.**

Chicago City Colleges, Ill. Loop Coll.  
 Report No.—OPRE-73-472

Pub Date 16 Oct 75

Note—91p.; Some appendixes may reproduce badly

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**  
 Descriptors—College Graduates, \*Dropout Characteristics, Educational Objectives, \*Followup Studies, Junior Colleges, \*Junior College Students, Participant Satisfaction, \*Student Attitudes, \*Withdrawal

Identifiers—Loop College

Of the 10,402 students enrolled at Loop College (Chicago) in fall 1972, 4,529 did not return in spring 1973. In October 1973, a questionnaire was sent to all of the nonreturning students. Non-returning students were divided into two categories: (1) 274, or 3 percent of the total enrollment, did not return because they graduated; (2) 4,255, or 41 percent of the total enrollment, did not graduate and did not return. By July 1974, 139 (51 percent) of the graduates, and 942 (22 percent) of the nongraduate had responded, a 24 percent response rate overall. This study presents detailed analyses of student responses in 27 tables, 9 diagrams, 6 appendices, and 6 supplements. Some of the conclusions derived from the data include: (1) Almost two-thirds of the students thought they had achieved their stated purpose at Loop. (2) About two-thirds of those in attendance at other schools said that they were adequately prepared at Loop. (3) Approximately 24 percent of the employed students said they received preparation at Loop for their present jobs, and 26 percent of the unemployed were looking for a job for which they received preparation at Loop. (4) Nearly 76 percent were satisfied with the quality of education at Loop. (5) Most withdrawals were for stated reasons over which the College had little or no control. (Author/NHM)

**ED 118 181** JC 760 107  
*Joshi, Vasant*

**Wright College Student Profile (A Study of Student Enrollment and Characteristics).**

Chicago City Colleges, Ill. Wilbur Wright Coll.  
 Pub Date 75

Note—74p.; Pages 63 and 64 (census tract maps) have been deleted due to marginal legibility

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

Descriptors—\*Academic Ability, Academic Aspiration, Academic Standards, College Freshmen, College Majors, Enrollment Trends, \*Junior Colleges, \*Junior College Students, Standardized Tests, \*Student Characteristics, \*Student Enrollment

Identifiers—ACT, American College Testing Program, \*Wilbur Wright College

This institutional self-study is based on data available for Wilbur Wright College from 1968 to 1974, and includes data pertaining to three areas: enrollment, the American College Testing (ACT) profile, and student characteristics. Enrollment data shows distributions under categories including: day and evening enrollments, withdrawal and retention, program area, class, adult education, grade distribution, age, and sex. Comparisons with enrollments of past years are provided, as well as with enrollments of other institutions. The ACT profile shows a declining academic standard of entering freshmen over the years, and a lower score for Wright as compared to the scores of all Illinois community colleges. However, the mean high school GPA of Wright students has increased over the years. Data are also provided on students' educational aspirations and proposed educational majors. Student characteristics selected for analysis from computer printouts of the student characteristics reports for Wright include: student load distributions, earned college credits, rank in high school graduating class, future plans, mobility patterns of transfers, programs of transfers, ethnic distribution, ages, student distribution within a 4-mile radius of the college. Data are organized into 36 tables and 29 figures. (NHM)

**ED 118 182** JC 760 108

*Phair, Tom S.*

**Full-Time Faculty and Staff Hired by One-Hundred Public California Community Colleges for the Academic Year 1975-1976.**

California Educational Placement Association.

Pub Date 12 Feb 76

Note—6p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—College Faculty, Counselors, \*Employment Patterns, \*Instructional Staff, \*Junior Colleges, Librarians, School Personnel, \*Teacher Employment

**Identifiers**—\*California

As a part of the annual Supply and Demand Survey conducted by the Research Committee of the California Educational Placement Association (C.E.P.A.), 104 public community colleges in California were asked to report on their hiring of full-time faculty and staff during the 1975-76 academic year. Survey responses came from 101 institutions. A total of 1,481 full-time faculty and staff were reported hired, of whom 188 (12.7 percent) were returning from leaves of absence or sabbatical, 289 (19.5 percent) were former substitutes, 954 (64.4 percent) were new to the district, and 50 (3.4 percent) were new positions gained through special funding. Data were collected as to specific field vacancies filled. A short narrative section compares the C.E.P.A. data with that of previous years of California Community and Junior College Association reports on staffing patterns. Trends noted include an upward trend in the expansion of student services, as reflected in an increase from 69 to 154 full-time counselors hired, and a heavy influx of new instructors in health services, vocational, and business subject fields. Within the academic subject fields, social science, and English showed the greatest increase over the previous year. The survey instrument is appended, and data are organized into two tables. (Author/NHM)

**ED 118 183** JC 760 109

*Weiss, Janis H.*

**Students in the North Hennepin Community College Law Enforcement Program [And] Law Enforcement: A Job Market Survey. Research Report Nos. 1 and 2.**

North Hennepin Community Coll., Minneapolis, Minn.

Report No—R-1; R-2

Note—25p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—Educational Interest, \*Employer Attitudes, Employment Opportunities, Employment Qualifications, Junior Colleges, Junior College Students, \*Law Enforcement, Motivation, \*Occupational Aspiration, \*Occupational Surveys, \*Student Characteristics

**Identifiers**—Minnesota, North Hennepin Community College

This document includes two studies related to the law enforcement program at North Hennepin Community College (Minneapolis, Minnesota). The first study reports the results of a survey sent to all students who listed law enforcement as

their major field. Two hundred and four students (74 percent) completed the questionnaire which examined the students' characteristics and plans. The average age of the group was 24. Forty percent were employed in law enforcement or a closely related field, and the remainder expected to end up working for a public law enforcement agency. Overall, an interest in the occupational area outweighed all other factors for both men and women, inservice and preservice students, in motivating enrollment in the program. The second study reports the results of a survey sent to 147 police chiefs in Minnesota in order to determine the number of job openings in law enforcement in 1975, desired characteristics of new officers, and emerging occupations into which a person with law enforcement interests might be directed. Most of the characteristics looked for when hiring a new officer fell into one of seven descriptive categories: job interest and ability, morality, emotional stability, understanding of people, intelligence, and personal appearance. Data are organized into tables and appended to each report. (ENHM)

**ED 118 184** JC 760 110

*Veneri, Rick*

**A Report to the Faculty; Student Assessment Academic Transfer.**

Seattle Community Coll., Washington.

Pub Date Jan 76

Note—14p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—\*Academic Ability, \*Academic Achievement, \*Achievement Tests, Cloze Procedure, Educational Assessment, Junior Colleges, \*Junior College Students, Mathematics, Motivation, National Norms, Reading Ability, Standardized Tests, \*Transfer Students, Writing Skills

**Identifiers**—Seattle Central Community College

This student assessment project establishes an index of the level of educational preparation of on-campus day transfer students at Seattle Central Community College. Reading, writing, and arithmetic were chosen as indices of the level of academic preparation, and a self-report inventory was selected to measure academic motivation. Although participation in the study was voluntary, the 485 students tested in 30 different classes represented 56.9 percent of the enrolled students in those classes. By using cloze procedure, it was determined that 40 percent of the students were experiencing difficulty reading their required textbooks. Sixty-seven percent of their writing samples were judged to be unacceptable for college transfer, and competency in arithmetic as demonstrated by a subset of the Comparative Guidance Placement Program, placed these students no better than the 45th percentile on a national norm. On the other hand, these same students appeared to be as motivated (on the basis of an Academic Motivation Scale) as other average community college students across the nation. Subsequent reports will follow this sample of 485 students through the academic year in order to identify possible relationships between the variables and performance. (Author/NHM)

**ED 118 185** JC 760 111

**Contact-Credit Hour Ratio: Can Narrowing the Gap Lead to Legitimate Cost-Savings?**

Macomb County Community Coll., Warren, Mich.

Pub Date 22 Jan 76

Note—5p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—Comparative Analysis, \*Credits, Educational Finance, \*Finance Reform, \*Financial Support, \*Junior Colleges, Liberal Arts, State Aid, \*Teaching Load

**Identifiers**—Contact Credit Hour Ratio, Macomb County Community College, \*Student Contact Hours

All liberal arts courses at Macomb County Community College where teacher contact with students exceeded the hours for which students obtained academic credit were examined, and comparisons were made with five neighboring universities and eight neighboring community colleges. Macomb's practice of paying for additional teaching time out of general revenues was found to be the most usual practice among the schools in the sample. However, for every course at Macomb in which the contact-credit hour ratio exceeded 1:1, at least one post-secondary institution in the sample, usually a university, had a

contact-credit hour ratio considerably lower than Macomb's. If Macomb adopted a lower contact-credit hour ratio, considerable savings would result, because instructors would be generating more credit hours per full teaching load. Calculating according to the lowest ratios of the colleges in the sample, \$357,504 would have been the savings in liberal arts for 1974-75. (NHM)

**ED 118 186** JC 760 112

*Callahan, Mary Patricia Marson, Arthur*

**Course Content and Program Evaluation Model. Final Report.**

Moraine Park Technical Inst., Fond du Lac, Wis. Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date Jul 74

Note—426p.; Project No. 10-004-151-224

**EDRS Price MF-\$0.83 HC-\$23.43 Plus Postage**

**Descriptors**—\*Course Evaluation, Curriculum Problems, \*Educational Assessment, \*Educational Needs, Employer Attitudes, Evaluation Methods, Institutional Research, Junior Colleges, Manpower Needs, \*Program Evaluation, Research Methodology, Student Attitudes, \*Technical Institutes

**Identifiers**—Moraine Park Technical Institute, \*Nominal Group Process

In order to evaluate the content of the courses and programs of the Moraine Park Technical Institute (MPTI) and to identify weaknesses and strengths in meeting the needs of the employee and employer, an in-depth evaluation of the school's five departments (trade and industry, business education, health occupations, agriculture, and general education) was conducted in 1973-74. A total of 1,021 responses were retrieved from 43 MPTI instructors, 36 advisory committee members, 6 area employers, 117 MPTI students, 51 MPTI graduates, and 10 management staff members participating in a Nominal Group Problem Identification session. These responses were supplemented by the results of a questionnaire completed by 104 advisory committee members and 84 area employers. Major problem area discovered include: the need for revisions in course objectives and materials; suggested changes in district policies, rules, and regulations; a need for additional or updated facilities; a desire for additional courses and programs; suggested changes in the scheduling of classes and classrooms for students and instructors; a need for better instructional methods; and a need for better communications, better counseling and testing of students. Twenty-four recommendations are made, and data are organized into 38 tables. (NHM)

**ED 118 187** JC 760 113

*Sewell, Susan*

**Descriptive Cost-Benefit Studies of Selected Wisconsin VTAE Programs. Final Report.**

Southwest Wisconsin Vocational-Technical Inst., Fennimore.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date Jun 74

Note—61p.; Project No. 19-029-151-224. Some pages may film poorly

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

**Descriptors**—\*Cost Effectiveness, \*Educational Benefits, Educational Economics, Graduate Surveys, Investment, \*Job Satisfaction, Junior Colleges, \*Salaries, Student Attitudes, Student Costs, \*Technical Education, Technical Institutes, Vocational Education

A cost-benefit study of vocational-technical education was conducted at Southwest Wisconsin Vocational-Technical Institute in 1974. Thirty surveys were mailed to students who had graduated in May 1973 from the account clerk program or the business administration-accounting program at Southwest Tech. Thirty-one surveys were mailed to those who had applied to attend Southwest Tech during the 1973-74 school year, but did not attend. Response rates were 63 percent for the graduate survey and 41.9 percent for the nonattendee survey. The private economic benefit variable studied was income after graduation. The private economic cost variables were books and supplies, room and board, fees, transportation, and foregone earnings. The private noneconomic cost and benefit variables were satisfaction with the community, convenience, and attitudes toward education, present job, and

making a decision as to a lifetime occupation. Costs are calculated and shown in tables; the average payback periods were found to be 6.97 years and 5.6 years. Since graduates have higher employment, higher earnings, and are more satisfied with their jobs and community, vocational-technical education would seem to be a worthwhile investment. The survey instruments are appended, and data are tabulated throughout the report. (Author/NHM)

ED 118 188 JC 760 114

Lucas, John A.

Follow-Up Study of 1975 Voc/Tech Alumni. Research Report Series, Vol. 7, No. 6.

William Rainey Harper Coll., Palatine, Ill.

Pub Date 1 Dec 75

Note—36p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Comparative Analysis, \*Followup Studies, \*Graduate Surveys, Job Skills, \*Junior Colleges, \*Student Attitudes, Technical Education, Unemployment, \*Vocational Education, Vocational Followup

Identifiers—William Rainey Harper College

A followup study was conducted of all 493 William Rainey Harper College students who achieved alumni status (48 hours or more or a degree) during the 1974-75 academic year in a career field. Between 279 returns to a mailed survey instrument, and 134 telephone interviews, a total of 413 responses were gathered, an 83.8 percent response rate. About 85 percent of the respondents had received degrees at Harper. There was a sharp decline in alumni transferring on to other colleges, a sharp increase in alumni remaining at Harper for a third year. Unemployment among the alumni rose from 1974, and the salaries of those leaving Harper was not higher than in 1974. The percentage of alumni remaining in the same field was in the 50 to 55 percent range. Compared to the last four alumni classes, the 1975 class worked fewer hours while at Harper and spent less time on extracurricular and informal campus activities. Although the general comments made about Harper's image, services, and policies were more favorable than in previous years, the alumni rated Harper's training as only half-way between helping considerably and helping somewhat in preparing them for employment. In the managerial skills area, Harper was rated as only helping somewhat. Data are arranged into tables, and the survey instrument is appended. (Author/NHM)

ED 118 189 JC 760 115

Lucas, John A.

Evaluation of Weekend and Early Morning Classes. Research Report Series, Vol. 7, No. 7.

William Rainey Harper Coll., Palatine, Ill.

Pub Date 3 Dec 75

Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Courses, Grades (Scholastic), Junior Colleges, \*Scheduling, \*Student Attitudes, \*Weekend Programs, Withdrawal

Identifiers—\*Early Morning Classes, William Rainey Harper College

In order to measure the effect of early morning and weekend scheduling at William Rainey Harper College, six different survey forms were developed and sent to the following groups of students: students taking six selected courses at 7 a.m., students taking the courses during regular times of the week, and students taking the courses on the weekend. Students finishing the courses were sent different forms than students withdrawing. In all, 797 students were polled, and 626 responded, a 78.5 percent response rate. Weekend students tended to have higher withdrawal rates than weekday or night students. However, they rated the courses as more beneficial than the weekday or night students, and they earned higher grades. Many would have preferred taking the courses at other times, and most felt that additional campus services should be provided on the weekend. Students taking 7 a.m. classes were more apt to withdraw than students in any other group. However, they withdrew because of personal problems, not because of the inconvenience of the time. Early morning students rated their ability to concentrate, the quality of other students, and the level of instructional support lower than the students in other groups, and tended to earn lower grades. The detailed results are shown in tables, and the survey instruments are appended. (NHM)

ED 118 190

Lucas, John A.

Evaluation of Faculty Orientation--1975. Research Report Series, Vol. 7, No. 4.

William Rainey Harper Coll., Palatine, Ill.

Pub Date 10 Nov 75

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—\*College Faculty, Comparative Analysis, Instructional Staff, \*Junior Colleges, Program Evaluation, Teacher Attitudes, \*Teacher Orientation

Identifiers—William Rainey Harper College

In order to evaluate the four-day faculty orientation offered by William Rainey Harper College, a survey was sent to all 202 full-time faculty in the fall of 1975. Ninety-one completed evaluations were returned. About 50 percent of the faculty felt that the orientation was very beneficial and should be continued as is. In 1974, 71 percent felt this way. In both years about 19 percent felt it should be discontinued. The big difference between 1974 and 1975 was that more faculty in 1975 felt the orientation should be modified to shorten the formal orientation, allowing more time for individual preparation and committee work. About 42 percent of the faculty were prevented from attending all or part of the orientation because of other commitments. In 1974 about 20 percent had suggested meeting off campus. Although this suggestion was followed, only 34 percent of the respondents felt that it was worth the money. Thirty percent felt money would be better spent attracting top educational leaders as speakers. New faculty felt the mentors assigned to them and the new faculty meeting were very helpful. An outline of the orientation program is included, data are organized into tables, and the survey instrument is appended. (Author/NHM)

ED 118 191 JC 760 117

Dudding, Griffith

The Role of the Two-Year College and the Aging.

Lehigh County Community Coll., Schnecksville, Pa.

Note—6p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Community Involvement, \*Community Service Programs, \*Educational Needs, \*Junior Colleges, \*Older Adults, Program Descriptions, School Community Relationship, \*Senior Citizens

Identifiers—Lehigh County Community College

Lehigh County Community College has made inroads in providing education to meet the needs of the elderly in four areas: (1) development of campus policy regarding the elderly; (2) establishment of community-based courses and activities for the elderly; (3) establishment of training programs for personnel in agencies that work with the elderly, and for private business owners who employ the elderly; (4) identification of the campus as a center for advocacy for the elderly. Specific achievements in each of these four areas are delineated in this document. For example, Lehigh has established a no-tuition policy for senior citizens; has introduced a Social Gerontology course into the curriculum; has employed senior citizens on campus; has established a community-based film series, a "Nutrition Bingo Program," and courses in such subjects as decoupage, ceramics, and creative home decorations; has offered conferences entitled "Changing Perceptions of Mental Health and the Elderly," "Modified Therapeutic Communities Conference," "Lutheran Chaplaincy Training Conference," and "Preretirement Planning"; subscribes to and supports groups such as the Gray Panthers and the Pennsylvania Association for Older Persons; and has created a Speaker's Bureau for the Elderly. (NHM)

ED 118 192 JC 760 118

Navajo County Community College District; Its History, Its Future, 1961-1985.

Northland Pioneer Coll., Holbrook, Ariz.

Pub Date Feb 76

Note—121p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—American Indians, \*Decentralized School Design, \*Delivery Systems, Facility Planning, Financial Support, Found Spaces, Junior Colleges, \*Mobile Educational Services, Relocatable Facilities, \*Rural Schools, \*School

JC 760 116

Community Relationship, Student Characteristics, Teacher Characteristics  
Identifiers—Arizona (Navajo County), \*Northland Pioneer College

This document presents an overview of the history and characteristics of Northland Pioneer College (NPC), established in 1974 to serve Navajo County, a rural, sparsely populated area in northeastern Arizona (70 percent Indian Reservation land). The information presented in this document is intended to be of assistance in future planning for NPC. The college is organized according to a "minicenter" concept with four centers, each of which has a population service area of 3,500 to 7,500. Much of the equipment and supplies of the college have been mobilized to provide for easy delivery from center to center, and faculty who are willing to travel among the centers have been hired. This document covers the history of the college from its conception, through the opening of its doors in 1974, to projections for the future. NPC's goals are discussed, and student, faculty, and administrator characteristics are described. A special area of concentration is the school's relationship to the community it serves. Facilities and financial resources are discussed, and a recommendation is made that a bond election be undertaken to provide the funds for some permanent facilities. Data related to Navajo County population, employment, business, and NPC enrollment, student and faculty characteristics, and finances are presented in tabular form. (NHM)

ED 118 193 JC 760 119

San Diego Mesa College Affirmative Action Policy.

San Diego Mesa Coll., Calif.

Pub Date 31 Mar 75

Note—30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—\*Affirmative Action, College Faculty, \*Junior Colleges, Personnel Policy, \*Racial Balance, School Personnel, \*Sex Discrimination

This document describes the steps that San Diego Mesa College plans to take in order to bring about a balance in the racial and sex distribution of its faculty and staff that approximates the racial and sex composition of the population of the City of San Diego. The philosophy and goals of the Mesa College Affirmative Action Policy are set forth, and the apparatus necessary to monitor and enforce its implementation is detailed. Expected activities of the Affirmative Action Committee and the Affirmative Action Coordinators are outlined, and policies in the areas of budget and appeals are delineated. The present faculty and staff racial and sex composition is described for each department in the college (administration, arts and sciences, counseling, occupational education, and classified staff), and goals are set for one- and five-year periods. Finally, a calculation is made of how close the college will be in five years to its ultimate goal of an entirely balanced staff is the current goals are reached. (NHM)

ED 118 194 JC 760 120

1975 Graduates Placement Report: New Hampshire Technical Institute and New Hampshire Vocational-Technical Colleges.

New Hampshire State Dept. of Education, Concord. Div. of Post-Secondary Education.

Pub Date [75]

Note—32p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Community Benefits, Educational Assessment, Educational Benefits, \*Followup Studies, \*Graduate Surveys, Junior Colleges, Occupational Surveys, Salaries, \*Technical Institutes, \*Vocational Education

Identifiers—\*New Hampshire

A total of 712 students graduated from the seven institutions in the New Hampshire Post-Secondary Vocational-Technical Education System in 1975. In spite of the high unemployment rate in the State, 70 percent, or 495 of the eligible graduates were employed full-time by September 30, 1975; 3 percent were employed part-time, 12 percent were continuing their education full-time, and only 9 percent were still seeking employment. Of all graduates employed full-time, 91 percent have remained in New Hampshire, 88 percent commute to work from their home towns, and 92 percent are employed in their major or related field of study. Average entry job salaries by job categories remained sta-



ble, showing no significant change from 1974. This is consistent with the general economic outlook. It is estimated that all graduates employed full-time will have a total gross earning power in excess of \$3,750,000 during their first year of employment. Data are tabulated for each of the seven institutions, according to program of study, and a list of representative companies employing 1975 graduates is provided. (Author/NHM)

**ED 118 195** JC 760 121

*Sewell, Donald H. And Others*

**Report on a Statewide Survey About Part-Time Faculty in California Community Colleges.**

California Community and Junior Coll. Association, Sacramento.

Pub Date Jan 76

Note—40p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors**—\*College Faculty, Faculty Evaluation, Fringe Benefits, Instructional Staff, \*Junior Colleges, Overtime, \*Part Time Teachers, Salary Differentials, \*State Surveys, Teacher Employment, \*Teacher Salaries, Teaching Load

**Identifiers**—\*California

In order to gain information on the employment of part-time faculty, a survey instrument was designed and mailed to all of the two-year colleges in California. A total of 86 percent of the questionnaires were returned, and results were extrapolated to provide a statewide picture. Part-time faculty were found to constitute a sizable and growing proportion of community college certificated staff. There are 14,273 individuals employed full-time in California community colleges, and 20,027 employed part-time. Of the part-time employees, 7,505 are drawn from the pool of full-time faculty. In terms of full-time equivalents, 62 percent of community college instruction in the state is handled by full-time faculty. The use of part-time faculty is distributed fairly uniformly throughout all instructional categories. Over 90 percent of part-time instructors work either full- or part-time in another capacity. The average hourly pay of part-time instructors statewide ranges from \$11.25 to \$14.56. The average load is estimated to be 30 percent or 4.5 hours. Also discussed are hiring procedures, additional duties, faculty development, fringe benefits, and faculty evaluation. The survey instrument is appended, along with actual, rather than extrapolated, survey results. (NHM)

**ED 118 196** JC 760 122

*Jaski, Ernest B.*

**The Impact of the Junior College Environment on Student Values and Retention.**

Pub Date Mar 70

Note—29p.; Abstract of Ed.D. Dissertation, University of Chicago

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors**—Academic Aptitude, \*College Environment, Dropouts, Intellectual Development, Junior Colleges, \*Junior College Students, Personality Assessment, \*Personal Values, Psychological Needs, \*School Holding Power, \*Student Characteristics, Transfer Students

In order to assess the effect of college experiences on student values and retention, a study was conducted of 848 beginning students at three private and four public two-year institutions in the Chicago area. At the beginning of the academic year, two tests were given: (1) the Activities Index to assess the personality characteristics of the students, and (2) the Allport-Vernon-Lindzey Value Inventory to determine the values of the students. At the end of the academic year, two tests again were administered: (1) the College Characteristics Index to assess the college environment as perceived by the students, and (2) the Allport-Vernon-Lindzey Value Inventory as a posttest to ascertain any change in values over the year. Rather than assuming that personality characteristics or college climate alone was the more important correlate of value change, it was postulated that the dynamic interaction of the two was the determining factor. In fact, however, no significant change in values was found to have occurred at any of the seven schools. On an aggregate basis, dropouts were found to be significantly lower on intellectual orientation than either stayers or transfers. Scholastic aptitude was found to have no significant effect on withdrawal at six of the seven schools. Data are presented according to institution, and are organized into tables. (NHM)

**ED 118 197** JC 760 123

**Fall 1975 Entering Students Continuing in the Same Community College in Spring 1976; Hawaii, Honolulu, Maui, and Windward Community Colleges. Student Flow Project, Report No. 5.**

Hawaii Univ., Honolulu. Community Coll. System.

Pub Date Mar 76

Note—30p.; For related documents, see JC 760 069, 070, and 071. Not available in hard copy due to marginal legibility of original document. Some tables may not film clearly

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*College Choice, Community Colleges, Educational Experience, \*Educational Objectives, \*Followup Studies, \*Junior Colleges, Junior College Students, Longitudinal Studies, Participant Satisfaction, \*Student Attitudes, Student Interests, Student Opinion

**Identifiers**—\*Hawaii

As a part of a longitudinal study of student progress through the Hawaii community colleges, four campuses—Hawaii, Honolulu, Maui, and Windward—participated in a study of fall 1975 entering students continuing in the same college in spring 1976. The fall 1975 entering group numbered 3,924. Of the 2,790 who returned in the spring, 2,104 (75.4 percent) returned a survey administered at registration. Most students at Hawaii, Maui, and Windward listed "close and convenient" as the chief reason for college selection, but availability of a desired program also attracted students to Honolulu Community College. About 90 percent of the students said that they planned to continue their educations in fall 1976—most of them by returning to their present campus. The students considered only eight of the 16 student goals listed on the survey form as being important to them, and rated these eight according to the degree to which their expectations had been fulfilled. Students evaluated their community college experience by reacting to 11 items; on all four campuses, instructors' backgrounds and helpfulness received the best average ratings. Observations are made on the characteristics of the various campuses with regard to both their programs and student populations. Data are tabulated throughout, and the survey instrument is appended. (NHM)

**ED 118 198** JC 760 125

**Community College Finances, 1975-76. [New Jersey]**

New Jersey State Dept. of Higher Education, Trenton.

Note—55p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

**Descriptors**—Budgets, Community Colleges, Costs, \*Educational Finance, Enrollment Projections, \*Enrollment Trends, Expenditure Per Student, Facility Planning, Financial Support, \*Junior Colleges, Resource Allocations, \*State Aid, \*Statewide Planning

**Identifiers**—\*New Jersey

This financial report of the New Jersey community colleges is organized around a series of five topics: (1) costs and enrollments; (2) allocation of resources; (3) sources of revenue; (4) enrollment profile and output measures; (5) facilities and capital data. Each of the five sections contains quantitative data from budget projections submitted by the colleges for fiscal year 1975-76 and prior years. State aid to the community colleges actually supports a full-time equivalent (FTE) student count 3 percent below the enrollment projections of the colleges. In 1974-75, in addition, there was a major discrepancy between the high actual enrollments at the colleges (60,257 FTE) and the original projections of the colleges (57,656). Latest estimates of enrollment for 1975-76 are for 66,400 FTE. However, because of state imposed FTE limitations, and elimination of the conventional state reimbursement mechanism for overenrollments, the colleges will only receive state funding for 53,129 FTE. There will be, however, a marked increase in other sources of funds, including federal, county, industry, and private. The increased enrollment appears to be part of a general pattern of overall growth in college attendance as an alternative to employment because of a scarcity of jobs. Detailed financial data are tabulated and appended. (Author/NHM)

**ED 118 199** JC 760 126  
**State Plan for Community Colleges in the State of Nevada.**

Nevada Univ., Reno. Community Coll. Div.

Pub Date 7 Jan 71

Note—119p.

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage**

**Descriptors**—\*College Planning, Community Colleges, Educational Needs, Educational Policy, Enrollment Projections, Facility Planning, \*Junior Colleges, Manpower Needs, \*Master Plans, \*Policy Formation, Post Secondary Education, \*Statewide Planning, Student Interests, Vocational Education

**Identifiers**—\*Nevada

This document is a 1971 master plan for the development of Nevada community colleges. The mission of the community college is seen as five-fold: occupational, university parallel, developmental, community service, and counseling and guidance. Based on projected manpower needs, the establishment of two new community colleges in Clark County and Western Nevada is recommended. These two new colleges will join Elko Community College as the foundation of the Nevada community college system. Enrollment projections for each of these three institutions are made for the 10-year period ending in 1980. Projections are based on an assessment of high school graduate interest in specific programs, and the expected effects of Nevada's public school adult education programs, of existing post-secondary occupational programs at the state universities, and of population growth. In addition, policy recommendations are made concerning admission standards, college size, grading, articulation, budget, facility improvement, and expansion. Specific recommendations include: the establishment of an open door policy; a grading policy designed to pass students, rather than to fail them; a goal of 60 percent of total student enrollment in occupational programs; a maximum size of 5,000 full-time equated students for any community college in the state. (NHM)

**ED 118 200** JC 760 127

*Stine, Vance*

**Some Characteristics of Students Who Withdrew from L.A.C.C. Spring 1975, Spring 1974, and Spring 1973. Research Study No. 76-2.**

Los Angeles City Coll., Calif.

Pub Date Feb 76

Note—17p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—Academic Aspiration, Community Colleges, Dropout Attitudes, \*Dropout Characteristics, \*Dropout Research, \*Dropouts, Ethnic Distribution, Females, Followup Studies, \*Junior Colleges, Junior College Students, Males, Participant Satisfaction, Persistence, Student Employment, \*Withdrawal

**Identifiers**—Los Angeles City College

This study examines the responses of the 1,474 students who withdraw from Los Angeles City College during the spring semesters of 1973, 1974, and 1975, and who completed the exit questionnaire. In spring 1975, 65 percent of the withdrawees were of non-Caucasian background, and 46 percent were male. About 40 percent of the males, and 20 percent of the females were in their first semester; and about 15 percent of the males, and 25 percent of the females were in their fourth semester or later. About 48 percent of the withdrawees had not been employed during the spring 1975 semester. Only about 26 percent were employed full-time. About 40 percent of the spring 1975 withdrawees indicated that they planned to transfer to a four-year college; 25 percent said they did not intend to transfer; and 33 percent were not sure. These proportions have been about the same for the last four years. Corresponding figures for the entire student body were 69 percent, 11 percent, and 19 percent respectively. About 97 percent of the withdrawees felt that they were adequately served by the college, and about half expected to return. The most often stated reason for withdrawal was going to work full-time, followed by personal problems. Data are organized into tables, and the withdrawal questionnaire is appended. (Author/NHM)

**ED 118 201** JC 760 128

*Lucas, John A.*

**Follow-Up Study of 1970 and 1972 Alumni.**

Research Report Series, Vol. 7, No. 9.

William Rainey Harper Coll., Palatine, Ill.

Pub Date 20 Dec 75

Note—43p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—\*Educational Assessment, Educational Benefits, \*Followup Studies, \*Graduate Surveys, \*Junior Colleges, Occupational Surveys, Program Effectiveness, Relevance (Education), \*Student Attitudes, Terminal Students, Transfer Students

Identifiers—William Rainey Harper College

In order to evaluate long-term benefits to students, William Rainey Harper College conducted five- and three-year followup studies of all 1970 and 1972 alumni. The population was defined as students who had accumulated 48 or more credit hours or had received a degree. In all, 385 1970 alumni, and 1,154 1972 alumni were surveyed by mail or telephone; 237 responses (61.6 percent) were received from 1970 alumni, and 815 (70.6 percent) from 1972 alumni. About 70 percent of this population had received a degree or certificate before leaving Harper. Career program alumni tended to remain in their fields, but transfer program alumni drifted away from the fields they had chosen at Harper. In general, the longer the alumni had been away from Harper, the more apt they were to be working at a higher skill and salary level, and to be working further away from Harper. Sixty-two percent of the 1970, and 37 percent of the 1972 transfer alumni had earned bachelor's degrees by 1975. Overall, about 80 percent of the transfer alumni had taken at least some other courses at another college since leaving Harper. In addition, Harper's programs, facilities, and faculty were rated as to their degree of relevance to the respondents' present lives and jobs, and compared to those at other schools. Responses are tabulated, and the survey instrument is appended. (Author/NHM)

**ED 118 202** JC 760 129  
**Commitment Five: A Long-Range Plan for Fraser Valley College.**

Fraser Valley Coll., Chilliwack (British Columbia).

Pub Date Mar 75

Note—71p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

Descriptors—Cluster Grouping, College Planning, Community Colleges, Educational Finance, Educational Needs, Educational Trends, \*Enrollment Projections, \*Facility Planning, Grouping (Instructional Purposes), \*Junior Colleges, \*Master Plans, \*Program Planning, School Community Relationship

Identifiers—British Columbia (Chilliwack), \*Fraser Valley College

In order to develop a long-range plan for Fraser Valley College, this report reviews the national, provincial, and local setting for community colleges; presents a projection of future enrollments and programs; reviews service facility requirements; and determines the future campus requirements and their costs. Projected enrollments for the total College District are: 4,965 in 1975; 14,873 in 1980; 20,016 in 1985; and 32,517 in 1995. However, there are many factors which may significantly revise these projections. Thus, enrollment figures must be constantly reevaluated and their effect on long-range planning taken into account. In order that the College may fully meet the educational needs of the community, a projected balance of transfer, career, and community educational programs should be presented. Career programs should be grouped in clusters to facilitate the use of common courses and to allow students to build one career on another. Campus core facility requirements are projected for 1978, 1982, 1986, and 1990. These are based on projected enrollment, and instructional program requirements, and include projections of square footage required and corresponding costs. Data are organized into tables throughout the document, and enrollment and population projections are presented in graphs. (Author/NHM)

**ED 118 203** JC 760 132  
*Hawkes, Dennis A. Kapraun, E. Daniel, Jr.*  
**Long-Range Career Education Plan for Frederick Community College. Parts I, II, III.**  
 Frederick Community Coll., Md.

Pub Date 71

Note—95p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Careers, Community Colleges, Educational Assessment, \*Educational Objectives, Employer Attitudes, Followup Studies, \*Graduate Surveys, Junior Colleges, \*Program Evaluation, \*Program Planning, Teacher Qualifications, \*Vocational Education, Vocational Education Teachers

Identifiers—Delphi Technique, \*Frederick Community College

In order to design a long-range plan for developing and evaluating career education programs and services at Frederick Community College (Maryland), the following steps were taken: (1) 210 representatives of education, business, industry, and community organizations were selected to participate in a Delphi survey to define the goals of career education. Although only 104 individuals responded to the three rounds of Delphi questioning, the survey resulted in the identification of 10 clear-cut goals which are presented in this report. (2) In order to evaluate the college's current career education programs, a follow-up survey of career graduates was conducted, along with an employer evaluation of the career graduates. In addition, an examination of career faculty qualifications was made. (3) A plan of action was designed which gives both intermediate (3 to 5 years) and long-term (10 years) objectives for accomplishing the stated goals of career education at the college. This plan of action is designed to provide the general framework which is necessary for systematic planning, organizing, and evaluating career education activities, and is not intended to provide final procedures for carrying out these activities. The various survey instruments utilized in this project are appended, as is a bibliography of selected references. (Author/NHM)

**ED 118 204** JC 760 133  
**Task Force on Board Relationships. Final Report.**  
 Washington State Board for Community Coll. Education, Olympia.

Pub Date 7 Jan 76

Note—49p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—Administrative Policy, Administrative Problems, \*Administrator Responsibility, \*College Administration, Community Colleges, Educational Responsibility, Governance, \*Junior Colleges, \*State Boards of Education, State Legislation, State School District Relationship, \*Trustees

Identifiers—\*Washington

The governance and management of the community college system in the state of Washington is based upon a division of responsibilities between the 22 district boards of trustees and the State Board. In 1967, a formal division of responsibilities between the district boards and the State Board was enacted by the state legislature. Later reports of district and State Board activities divided these responsibilities into 10 problem areas: (1) operating budget actions; (2) capital budget and project actions; (3) personnel actions, including professional negotiations; (4) real property acquisitions; (5) program and curriculum-related actions; (6) planning; (7) fees and charges; (8) legislative program; (9) State agency status; (10) multi-district cooperation. This report reassesses district and State Board responsibilities in each of these 10 areas, and makes a number of recommendations. A matrix graph is appended which explains the statutory responsibilities of each of the boards, enumerates recommendations, explains the implications of the recommendations for board responsibilities, and delineates the steps necessary for implementation. (NHM)

**ED 118 205** JC 760 134  
*Vaughan, George B. And Others*  
**Consumerism Comes to the Community College.**  
 Topical Paper No. 55.

California Univ., Los Angeles. ERIC

Clearinghouse for Junior Coll. Information.

Report No—TP-55

Pub Date Mar 76

Note—38p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—Community Colleges, Community Relations, Educational Trends, Information Needs, \*Junior Colleges, Legal Responsibility, Occupational Information, \*Publicize, \*Public Relations, \*Recruitment, School Community Relationship, \*School Publications

Identifiers—\*Consumerism

As interest on the part of federal and state agencies increases, and legislation is enacted to prevent consumer abuse in higher education, institutions must recognize that students, as well as taxpayers, are consumers of higher education, and that the educational marketplace must concern itself with fair practices, much as business and industry have done in the past several years. The first section of this paper is a philosophical overview of the effect of consumerism in the community college. Some reasons for the development of consumer problems in community colleges are outlined, and a rationale for committing institutional resources to deal with them is given. The second and third sections deal with constructive suggestions of student affairs specialists at two community colleges (one rural and one urban institution) for facing the problems that consumerism presents to post-secondary education. Focuses include: the need for quick action; the need to gather accurate, relevant, and useful data concerning job descriptions and future job opportunities; the need to present both positive and negative information about the college facilities and atmosphere; and the need to explore various means of dispersing such information to interested members of the community. (Author/NHM)

**ED 118 206** JC 760 135

*Babski, Carl***Does Students' Expectation of Teachers Affect Students' Evaluation of Teachers?**

Note—40p.; Practicum for Ed.D., Nova University

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—Bibliographies, \*Evaluation Criteria, Junior Colleges, Learning Experience, Literature Reviews, \*Student Attitudes, Student Characteristics, Student Evaluation, \*Student Teacher Relationship, \*Teacher Evaluation, \*Teacher Role, Teaching Methods

This report gives an extensive review of the literature dealing with student evaluation of faculty, and investigates the effect of a previously unexplored variable, students' expectations of the teaching-learning situation. Eight student perceptions of the teaching-learning situation were identified: dogmatic, erotic, moral, therapeutic, intellectual, existential, humanistic, and pragmatic. These descriptions of student perceptions were worded into statements for the students to rank on a five-point Likert scale, according to their perceptions of what teaching and learning roles mean. This survey instrument was administered to classes in all four divisions at Miami-Dade Community College, along with questions designed to evaluate the course instructors, and questions intended to elicit information about the students answering the survey. Findings showed that there was no significant difference in the evaluation results among students with different perceptions of teaching and learning roles. The survey instrument is appended, as is a bibliography of literature on the subject of student evaluation of faculty. (NHM)

**ED 118 207** JC 760 136  
**Student Rights and Responsibilities.**  
 Kentucky Univ., Lexington. Community Coll. System.

Pub Date Aug 75

Note—31p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—Community Colleges, Discipline, \*Discipline Policy, Due Process, Freedom of Speech, \*Junior Colleges, School Law, School Policy, \*Student Behavior, Student Organizations, \*Student Rights, Student Role, \*Student School Relationship

Identifiers—\*Kentucky

This document summarizes the rights and responsibilities of students in the University of Kentucky community college system. Part I deals with rules and procedures governing non-academic relationships between students and the University. The discussion is organized into five articles which have been adopted by the University Board of Trustees and may be amended only by that body: (1) the community college judicial system; (2) the rights of students, including admission, financial aid, facility use, privacy, the keeping of records, free expression, and free press; (3) the community college's supervisory role over student organizations; (4) financial delinquency; (5) interference, coercion, and disruption. Part II deals with rules governing

academic relationship, as adopted by the Community College Senate. In this part, the academic rights of students, and possible academic offenses (plagiarism, cheating) are discussed, along with procedures to be followed in the case of an academic offense or a breach of academic rights. Finally, this document discusses honor codes, and the composition of the Community College Appeals Board. (NHM)

## PS

**ED 118 208** PS 007 512  
*Brainerd, Charles J.*  
**The Concept of Structure in Cognitive-Developmental Theory.**  
 Pub Date Aug 74

Note—18p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, August 30-September 3, 1974)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**  
 Descriptors—\*Cognitive Development, Cognitive Processes, \*Developmental Psychology, \*Human Development, \*Logic, \*Models, Structural Analysis, Structural Grammar, Structural Linguistics

Identifiers—Piaget (Jean), \*Structure (Psychological)

This theoretical paper discusses (1) the meaning of the concept of structure, how the concept of structure is used by psychologists, and how the concept can be defined, and (2) the role of the concept "structure" in cognitive development with specific reference to Piaget's vision of intellectual development. The meanings of the term structure in structural psychology, in gestalt psychology and in the structuralist movement are described, and it is emphasized that the concept of structure is a purely logical notion. Adjectives (like grammatical) serve only to modify rather than define the generic concept. Treating structure in this way implies that structural isomorphism has useful implications for work in new areas. Such analytical uses of structure are contrasted with Piaget's conception of cognitive structure which, it is alleged, has been used as grounds for his stages. The possible fallacy of assuming a relation between cognitive structures and cognitive stages in Piagetian theory is explained. Predictions concerning timing and sequence of stages based on this assumption are contrasted with Piaget's findings. (GO)

**ED 118 209** PS 008 034  
*Salapatek, Philip And Others*  
**Infant Accommodation and Acuity Threshold as a Function of Viewing Distance.**  
 Minnesota Univ., Minneapolis. Inst. of Child Development.

Spans Agency—Minnesota Univ., Minneapolis. Graduate School Research Fund.; National Science Foundation, Washington, D.C.

Report No.—NSF-P2B1389

Pub Date Apr 75

Note—12p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**  
 Descriptors—\*Distance, \*Eye Fixations, \*Infancy, \*Physiology, \*Visual Acuity, Visual Stimuli  
 Identifiers—Accommodation (Visual)

This study investigated whether the acuity threshold for distant targets is elevated for infants ranging in age from 24 to 63 days. Using square wave gratings and a modified staircase procedure, acuity thresholds for each of 331 infants were determined for one or more of the distances 30 cm, 60 cm, 90 cm and 150 cm. Acuity threshold was defined as the finest grating toward which the infant directed a significant proportion of first fixations. Results indicate that these thresholds were centered around a modal grating-stripe width of 30 minutes of visual angle, regardless of the infant's age. The predominant threshold of 20 - 30 minutes of an arc was found for the 150 cm distance, and no general improvement in acuity threshold was found over the age range tested. These results are in agreement with other infant acuity studies, showing that 1- to 2-month-old infants are sensitive to gratings of 2 cycles per degree or coarser. This value was relatively constant across large distances, suggesting that the 1-

to 2-month-old infant's lens does not accommodate as a function of target distance. This finding is compatible with the evidence to date that the low visual acuity of the infant does not vary with the distance of the pattern being viewed. (It is suggested that the young infant is sensitive only to low spatial frequencies, so that there is not effective stimulus for accommodation.) (GO)

**ED 118 210** PS 008 041  
*Siegler, Robert S.*  
**An Information Processing Approach to Children's Causal Reasoning.**

Pub Date Apr 75

Note—13p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Abstract Reasoning, \*Childhood, \*Cognitive Development, Developmental Tasks, \*Information Processing, \*Logical Thinking, Task Analysis, \*Test Interpretation, Validity

Identifiers—\*Causal Reasoning

This paper questions evidence for the thesis that causal reasoning of older children is more logical than that of younger ones, and describes two experiments which attempted to determine (1) whether there are true developmental differences in causal reasoning, and (2) what explanations for developmental differences can be supported. In the first experiment a problem that was completely unfamiliar to the subjects was used, so that subjects could not base their responses on previous statements of parents or teachers. Results indicated a clear developmental difference. In order to generate plausible interpretations of this finding, an information processing model was constructed to describe the steps involved in performing the experimental task. Various developmental differences were tested using an interactional strategy. Siegler and Liebert's regularity-without-contiguity task was analyzed and different versions presented to children of different ages. Competing explanations of the developmental difference were tested. Findings indicated that the difference lay only in the subjects' ability to overcome the influence of the blinking lights of the computer used in the experiment. The use of such an interactional design is recommended as a procedure for directly comparing the strength of factors which are hypothesized as central by different theories. (GO)

**ED 118 211** PS 008 082  
*Snyder, Samuel S. Feldman, David H.*  
**An Experimental Test of the Effects of Internal and External Disequilibrium on Spatial Reasoning Development.**

Spans Agency—Spencer Foundation, Chicago, Ill.

Pub Date Apr 75

Note—47p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—\*Cognitive Development, \*Cognitive Measurement, Elementary School Students, \*Models, \*Predictive Validity, \*Task Performance, Transfer of Training

Identifiers—\*Equilibration, Piaget (Jean)

This study investigated several levels of internal and external disequilibrium and their interaction. Subjects were 63 fifth graders assigned to three groups according to their degree of internal disequilibrium. Internal disequilibrium was measured by the amount "level mixture" (a tendency to respond to various events at several different reasoning levels) demonstrated on a map drawing pretest. Within each internal disequilibrium group subjects were assigned to low, middle or high external disequilibrium conditions, in which they received training on maps drawn at their own modal level, and one level above, or at two levels above. Post testing was conducted using the map drawing task, two spatial reasoning tasks and a delayed posttest. Findings suggest that: (1) external disequilibrium determines primarily the direction of discrepancy between existing and presented cognitive modes and is therefore an important factor influencing the direction of change; (2) internal disequilibrium relates to instability and may therefore primarily affect the amount of change; and (3) under conditions conducive to progressive change, bias distinguishes between subjects likely to advance in modal level

and those likely to undergo further elaboration and consolidation of the current level. (Author/GO)

**ED 118 212** PS 008 131  
*Oerter, Rolf And Others*  
**Developmental Changes in Problem Solving as a Function of Level of Socialization.**  
 Pub Date Apr 75

Note—26p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—\*Childhood, \*Problem Solving, Social Development, \*Socialization, Time Perspective, \*Young Adults

Identifiers—\*Information Processing (Psychological)

In this study, which examines the relationship between level of information processing and level of general socialization, a total of 90 children aged 11 and 14 years and a group of 17 adults were presented with an organizational problem: how to order simultaneously presented tasks. Subjects were individually shown a map with locations and distances marked on face-down content and time-distance cards and asked to organize the performance of several tasks which had specific time constraints. Problem solving behavior was recorded by monitoring selection of cards, chosen sequences of moves on the map, and verbal comments. Data was analyzed first by testing 3 hypotheses derived from Schroder's construct of conceptual complexity. Each hypothesis was supported showing that with increasing age there are increases in level of proving time components of the task, in branching procedures and in the number of correct solutions. Second, the social background of the task was taken into account and hypotheses derived from this theoretical position discussed in terms of the data which confirms theoretical assumptions about the influence of level of general socialization on actual problem solving behavior. The problem was then transformed into a domino-type game and presented individually to a total of 45 subjects in age groups 11 years, 14 years, and adult. Results showed that adults need more time for solving the domino-type task but that younger groups need less time and produce more correct solutions than on the organization problems. (GO)

**ED 118 213** PS 008 133  
*Ilsen, Alice M. And Others*  
**The Facilitation of Class-Inclusion by Use of Multiple Comparisons and Two-Class Perceptual Displays.**

Spans Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Report No.—NIMH-MH-19223

Pub Date 12 Apr 75

Note—29p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Denver, Colorado, April 12, 1975)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—\*Classification, \*Cognitive Development, \*Cognitive Processes, \*Concept Formation, \*Elementary Education, Elementary School Students, Logical Thinking, Set Theory, Transfer of Training

Identifiers—\*Class Inclusion

This paper reports two experiments which examined processes involved in children's ability to solve class inclusion problems of the form, "Are there more A' (subclass) or more A (class)?" In the first experiment a total of 216 children in age groups 5, 7 and 9 years were placed in three conditions which were designed to distinguish performance on single and double class inclusion problems (involving implicit and explicit partitioning) and to examine subsequent transfer of experience with the double class display procedure when the child returned to the traditional one-class setting. Findings support the position that certain perceptual contexts are more likely to induce the child to perceive the class rather than merely the subclasses. Overall transfer results also showed improvement but gave no significant effects for explicit compared with implicit partitioning of the double class display. Experiment 2 placed into two conditions a total of 120 children in age groups 5, 7 and 9 years, each condition comprising three consecutive tests designed to test the effect of intervening double class problems on Test 2 performance and

on Test 3 transfer effects. Anticipated improvements were demonstrated. Comparison of data from each experiment suggests that class inclusion is not what is at issue in part-whole comparisons. A general process description of what occurs in class inclusion problems is offered. (GO)

**ED 118 214** PS 008 136

*Kopp, C. B. And Others*

**Early Cognitive Development of Pre-term and Full-term Infants: Component Structure of Sensorimotor and Developmental Examinations.** California Univ., Los Angeles. Dept. of Pediatrics.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Report No.—PHS-NO1-HD-3-2776

Pub Date Apr 75

Note—22p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**  
Descriptors—\*Cognitive Development, \*Comparative Analysis, \*Infants, \*Motor Development, Perceptual Motor Learning, \*Test Interpretation

Identifiers—\*Sensorimotor Evaluations

This paper reports a study which examined the relationships of various facets of sensorimotor performance to abilities measured by a developmental examination of a sample of full-term and pre-term infants nine months after expected term date. This study addressed three questions: (1) Are there differences in the sensorimotor development of term and pre-term infants? (2) Can the internal structure of the sensorimotor scales be determined by a single factor or by multiple factors? (3) Do sensorimotor scales provide an added dimension to the measurement of infant cognition above that provided by developmental assessment? Data analysis showed no pre-term and full-term differences in sensorimotor performance and provide support for the view that sensorimotor measures can be used as a method to explore the organization of infant thought and can supply information above that given by developmental evaluations if more than one indicator is used. The question of the relationship between mental and motor abilities is discussed in terms of inconclusive data obtained on gross motor abilities. (GO)

**ED 118 215** PS 008 167

*Aaronson, May Moberg, Patricia E.*

**Home-Type Activities at the Day Care Center. (Tipos De Actividades Del Hogar En El Centro De Cuidado Diario.)**

Billings School District 2, Mont.; Institute for the Development of Human Resources, New York, N.Y.

Pub Date [71]

Note—17p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Curriculum Development, Curriculum Guides, \*Day Care Programs, \*Early Childhood Education, Family School Relationship, \*Learning Activities, Mexican Americans, \*Migrant Child Care Centers, Spanish, Spanish Speaking, \*Staff Improvement

Identifiers—Montana Preschool Program for Migrant Children

This paper argues that home activities comprise a valuable unplanned curriculum and that many of these activities can be transferred to the day care center. It is suggested that these activities foster a closer relationship between child and caregiver and bridge the gap between familiar home environment and novel day care setting. Home activities and situations which could be used in the day care center are listed with the emphasis on a need for parent-like involvement from the caregiver. Spanish and English versions of a staff development and training program for using home activities are included. (GO)

**ED 118 216** PS 008 188

*Holmberg, M. C. And Others*

**How Teacher Talk Creates Child Chatter.**

North Carolina Univ., Chapel Hill. Frank Porter Graham Center.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Report No.—NICHD-2-PO1-HD-03110-06

Pub Date 75

Note—16p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Behavior Change, \*Infancy, \*Interaction Process Analysis, \*Nonverbal Communication, \*Verbal Communication

Identifiers—Frank Porter Graham Child Development Center

This document reports the case of 2-year-old girl who demonstrated verbal ability at home but who communicated through nonverbal means in the preschool classroom setting. Baseline data was collected by classroom observation for approximately 32 minutes per day during a 6-day period using an interaction process analysis format. Verbal and nonverbal categories were recorded at 10-second intervals and indicated the direction of communication between subject, peers, and teachers. Analysis of baseline data showed gestural communication to predominate over verbal communication in a ratio of 4 to 1. As a result, a 10-day period of teacher intervention was instigated to increase the child's verbalizations by an increase in teacher talk and by the utilization of wh-form questions (who, what, when, where, and why). Praise was used to provide positive reinforcement. The 10-day period yielded little improvement in verbal responses, but continuation of the treatment produced a steady increase in verbal behavior. It was noted that without teacher help the child could maintain verbal gains, and peer reinforcement is mentioned as a possible factor in the maintained improvement in the rate of verbalization. (GO)

**ED 118 217** 95 PS 008 197

*Rodman, Joan I.*

**Southeast Kansas Demonstration Child Development Center. Final Report.**

Multi-County 4-C Committee, Inc., Ft. Scott, Kans.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—2-G-046

Pub Date 27 Feb 73

Contract—OEC-7-72-0014(509)

Note—53p.; Appendix C of the original document is copyrighted and therefore not available. It has not been included in the pagination

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

Descriptors—Child Development, \*Child Development Centers, Cognitive Development, \*Comparative Analysis, Curriculum Evaluation, Motor Development, Physical Development, \*Preschool Education, Preschool Tests, Program Evaluation, \*Reading Readiness Tests, \*Screening Tests

Identifiers—Denver Developmental Screening Test, Kansas (Fort Scott), \*Southeast Kansas Demonstration Child Devpmnt Cnt, Walker Readiness Test

The development of 10 preschool children who attended the Southeast Kansas Demonstration Child Development Center was compared with the development of 10 preschool children who did not attend a child care center to ascertain the value of the center's program. Both groups were tested with the Denver Developmental Screening Test at the beginning and end of a 10-month period and with the Walker Readiness Test, Forms A and B, at the end of the period. Subjects in the experimental group came from low-income and middle-income families, while subjects in the control group came from families in all income brackets. At the end of the study the average reading readiness score of children in the experimental group was not significantly higher than that of the control children. The experimental group showed an increase in overall growth and development during the 10 months, but it was not significantly greater than the increase among control children. (BRT)

**ED 118 218** PS 008 201

*Robinson, Nance M. And Others*

**Staff Studies and Planning Cross-National Research. Final Report.**

Washington Univ., Seattle.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No.—OCD-CB-191

Pub Date [75]

Note—50p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—Child Care Centers, Comparative Analysis, \*Cross Cultural Studies, Curriculum Design, \*Day Care Services, Developed Nations, \*Early Childhood Education, \*Educational History, Educational Research, Infants,

\*Objectives, Preschool Children, Teacher Characteristics, Teaching Methods

This paper summarizes findings of an international study which compares the early childhood education and day care systems in 10 industrialized nations: France, Great Britain, Hungary, Yugoslavia, Israel, Poland, Denmark, Sweden, USSR, and the United States. Provisions for children from infancy to school entrance are considered. Historical perspectives on early education and care are reviewed and examples are given of three markedly different systems which provide day care and education to young children today. The bulk of the report consists of comparisons among national systems along such dimensions as goals; composition of classes; training, selection, and supervision of staff; features of the physical plant; design of curriculum; and methods of teaching. The main contrasts observed between the United States and other countries studied include the absence of active research and program evaluation in most other countries and a lack of self-criticism on educational issues in countries other than the United States, Great Britain, and Sweden. Preschool personnel in other countries are said to have a sense of conviction and purposiveness that may influence feeling of security in children and effectiveness in teachers. The report calls into question the assumptions of United States educators that early education requires (1) low student-teacher ratios and (2) more stringent teacher education requirements than exist in other countries. It is noted that the early childhood goals of character development emphasized abroad appear to be lacking in United States systems. (GO)

**ED 118 219** PS 008 218

*Lyons-Ruth, Karlen*

**Integration of Auditory and Visual Spatial Information During Early Infancy.**

Pub Date 13 Apr 75

Note—15p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Denver, Colorado, April 13, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Auditory Perception, \*Behavior Patterns, Cognitive Development, \*Infant Behavior, Models, Perceptual Development, Research Methodology, \*Sensory Integration, Stimulus Behavior, \*Visual Perception

An experiment was performed to show that infants perceive auditory and visual stimuli within a common space and that they perceive the sound as an attribute of the visual object. Subjects were 22 infants aged 3 to 5 months. Each infant was presented with a toy that moved in a small arc from side to side of a small window at the rate of one arc per second. The back-and-forth movements occurred in synchrony with a chime. The sound was wired either to come from the front window where the toy was located or from 90 degrees to the side behind a cloth. Two dependent measures were recorded: (1) limb and body movement, and (2) visual orientation to the left or right. Infants showed increases in agitated limb and body movement when presented with the chime spatially dislocated from its temporally synchronous visual source (the toy). Agitation was not shown when the chime and the toy were presented together in space. Infants who demonstrated adequate processing of the auditory information through accurate orientation behavior were most likely to show increased agitation. (Author/BRT)

**ED 118 220** PS 008 231

*Peterson, Jenny Boyer*

**A Developmental Investigation of Verbal and Non-verbal Methodologies in Incidental Learning.**

Pub Date Apr 75

Note—30p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—\*Comparative Analysis, \*Elementary School Students, \*Incidental Learning, Intentional Learning, Memory, \*Paired Associate Learning, \*Research Methodology, Verbal Stimuli

This paper reports three experiments concerning methodological issues in studies on incidental learning performance which use verbal and non-verbal procedures and which appear to be ham-

pered by differences in stimulus materials, learning opportunities, and dependent measures. The first study, using 128 children from grades 3, 5, 7, and 9, attempted to determine if differences in developmental trends using paired associate and memory tasks can be attributed to methodological differences between the tasks. The second study, using 120 children from the same grades, attempted to see whether invariance in incidental performance across age with paired associate tasks is peculiar to a criterion level of intentional performance. The third study, using a sample of 80 children, examined whether observed developmental trends in incidental learning may be affected by the degree of difficulty of the task as defined by memory load. General findings are examined to determine if the decline in incidental performance around 11 or 12 years is related (1) to the nature of the intentional task, (2) to minimal learning conditions, (3) to relatively unrelated intentional and incidental independent measures, and (4) to a moderately difficult or demanding intentional task. It is suggested that the decline can be eliminated by criterion levels of learning and by use of a very easy intentional memory task. A viable theoretical explanation for the decline is that at this age children focus on intentional material at the expense of incidental information. (GO)

**ED 118 221** PS 008 232

*Lickona, Thomas*

**What Optimizes Moral Development and Behavior? Where the Theories Converge.**

Pub Date Apr 75

Note—13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—Affective Behavior, \*Cognitive Development, \*Comparative Analysis, \*Elementary Secondary Education, Integrity, \*Moral Development, \*Personality Theories, Social Environment, Student Responsibility

This paper attempts to find some similarities among different theories of moral development, presenting a literature review of research and a comparative analysis of results on three questions. The questions considered are: (1) What is the role of cognitive competence in moral development and what optimizes the cognitive aspects of moral growth? (2) What is the role of affect in moral development, and what optimizes the affective aspects of moral growth? (3) What supports the development of consistency between mature moral reasoning and moral behavior? It is suggested that the development of mature moral reasoning is facilitated by the imposition of real responsibilities in real social contexts, and by an environment which provides strong situational supports. (GO)

**ED 118 222** PS 008 258

*Martorano, Suzanne*

**Formal Operations Thinking: Now You See It, Now You Don't.**

Pub Date Apr 75

Note—15p.; Pages 14 and 15 have been filmed from best available copy; paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—Adolescence, Age Differences, \*Cognitive Development, Cognitive Measurement, \*Elementary Secondary Education, Individual Differences, Intelligence Differences, Intermediate Grades, \*Learning Theories, \*Measurement Techniques, Models, Sex Differences, \*Task Performance

**Identifiers**—\*Formal Operations (Psychological)

This paper discusses research exploring the performance factors involved in studies which test for formal operations. It is suggested that several previous studies dealing with formal operations confound performance and competence in determining the extent of subjects' formal operations schemata. Factors which might account for performance differences are: (1) tasks chosen by the investigators to measure formal operations thought, (2) the degree to which the investigators use a direct method of task presentation and questioning, (3) the number of dimensions along which tasks vary, (4) the content area of the task, (5) sex differences, and (6) intelligence differences. Results of a series of ex-

periments with elementary, junior high, and high school students which tested the extent to which these factors affect formal operations performance are presented. (BRT)

**ED 118 223** PS 008 269

**New York City Infant Day Care Study. Input Section: Final Progress Report, February 1, 1972-October 31, 1974.**

Medical and Health Research Association of New York City, Inc., N.Y.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No—OCD-CB-118

Pub Date 75

Note—404p.

**EDRS Price MF-\$0.83 HC-\$22.09 Plus Postage**

**Descriptors**—\*Child Development, Cognitive Development, Data Analysis, Data Collection, \*Day Care Services, \*Early Childhood Education, Family (Sociological Unit), \*Family Day Care, Infants, Intelligence Tests, Interviews, \*Longitudinal Studies, Observation, Physical Development, Research Design, Research Methodology, Social Development

**Identifiers**—\*New York City Infant Day Care Study

This report concerns the field procedures and data analysis being used in the New York City Infant Day Care Study, a large-scale longitudinal study examining publicly-funded, community-controlled group and family day care programs in New York and comparing the effects of these programs and of home rearing on children and their families. Children's development and the patterns of care provided to them in group and family day care, as well as at home, are being evaluated and compared in three major areas: (1) child's health, nutrition, and physical development; (2) child's cognitive, linguistic, social, emotion, and personality development; and (3) family development. Procedures for assessing program input and developmental outcomes in these areas are described and design of the data analysis is discussed. The appendices, comprising most of the report, include (1) identification of committee members, (2) forms and manuals for the field procedures (three fourths of the report), and (3) material relevant to the data analysis procedures and analytical framework. (Authors/ED)

**ED 118 224** PS 008 271

**Center for Early Development and Education Progress Report, 1971-72.**

Center for Early Development and Education, Little Rock, Ark.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date 15 Mar 72

Note—303p.; Reprints present in appendices of original document are copyrighted and therefore not available. They are not included in the pagination. Parts of some pages will reproduce poorly

**EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage**

**Descriptors**—\*Day Care Services, \*Early Childhood Education, \*Elementary Education, \*Experimental Programs, Home Programs, Inservice Education, \*Intervention, Low Income Groups, Open Education, Parent Participation, Preservice Education, Program Descriptions, Research Projects

**Identifiers**—Arkansas (Little Rock), \*Project Kramer

This report describes the evolving activities of an educational intervention program which is composed of (1) a comprehensive early childhood program for children from infancy through age 6; (2) a subsequent elementary program offering continuity of developmental support; (3) day care services, including after-school activities for school-age children; (4) a broad research program in child development and education; (5) a comprehensive array of supportive family services; and (6) preservice and inservice staff and student training programs. New developments and areas identified as needing change are discussed in relation to each aspect of the program. Discussion of the project's research activities includes an overall view of the research program and more detailed reports on Project AWARE (a human relations program for the primary grades) and Project LEAP (an experimental language training curriculum for 2- and 3-year-old day care children). The preservice and inservice training programs for staff and students are described. In addition, a consideration of future

educational and research plans is included. Appendices, comprising two thirds of the report, include (1) essays describing the program and its underlying principles; (2) tables showing the program's testing schedule; (3) materials used for home intervention (approximately one-fourth of the study); and (4) papers concerning the powerful position of day care today, the effects of day care on children, and aspects of research programs involving the disadvantaged. (ED)

**ED 118 225** PS 008 272

*Jones, Lewis W.*

**Informal Adoption in Black Families in Lowndes and Wilcox Counties, Alabama.**

Tuskegee Inst., Ala. Center for Rural Development.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No—OCD-CB-373

Pub Date 15 Jun 75

Note—52p.; Some pages may reproduce poorly

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

**Descriptors**—\*Adoption, Child Welfare, Community Surveys, \*Family Attitudes, Family Characteristics, Grandparents, Interviews, Legal Responsibility, \*Low Income Groups, \*Negroes, Parents, \*Rural Family

**Identifiers**—Alabama, \*Informal Adoption

This research deals with the legal, social and cultural contexts in which informal adoption of black children by adults takes place in rural south Alabama. A total of 306 parent surrogates were identified, interviewed and compared on the basis of 10 socioeconomic characteristics. Information was also collected on the number of children informally adopted in each house, reasons for the adoption, available alternatives to adoption, length of adoption period designated and circumstances of the parent and the parent surrogate when the child was taken in, characteristics of the child, and the relationship of child and parent surrogates with the natural parents. Data were collected on the incidence of parental request for retrieval of the child, on parental assistance in the care of the child, on the adoption children's physical and psychological condition, and on the parent surrogates' knowledge of the level adoption system. Analysis of the data indicated that there was a high degree of satisfaction and acceptance of the informal adoption arrangement, that the children were accepted into the surrogate homes as natural children, and that legal adoption was rarely considered or sought by these rural people. It is noted that the stringent requirements for legal adoption would deny many of the parent surrogates in this study the opportunity to become adoptive parents. Improvements in income, educational and health services are suggested as solutions which would not impair the traditional social concern among such people that assures children parental love and care. (GO)

**ED 118 226** PS 008 274

*Sparling, Joseph J. Gallagher, James J.*

**Research Directions for the 70's in Child Development.**

North Carolina Univ., Chapel Hill. Frank Porter Graham Center.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; Office of Child Development (DHEW), Washington, D.C.

Report No—OCD-CB-47

Pub Date [74]

Note—46p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors**—\*Child Development, Communication (Thought Transfer), Elementary Education, \*Human Development, Infancy, Manpower Needs, Preschool Education, Research Coordinating Units, \*Research Needs, \*Research Problems, \*Research Utilization

**Identifiers**—\*Research Trends

This booklet is based on a series of 1971 conferences attended by 22 prominent individuals in the field of child development research. Conference participants met in three working panels (on infancy, the preschool child, and the school age child) to assess the current status of the child development research field and to project research needs for the coming decade. Representing the collective opinions of the panelists, the booklet describes trends in research, gaps in research activity, and barriers to research efforts. The priorities in child development research are discussed, and the consensus on research needs is



reported under the following headings: (1) the need for more and better communication in research and development, (2) the need for collaborative research, and (3) the need for certain types of manpower. In addition, the synthesis of research results within and across disciplines is highlighted as a prerequisite for understanding the development of the child. (GO)

**ED 118 227** PS 008 285

*Appel, Nancy Brion, LaRue*  
**Home-Based Educational Curricula for Mothers and Infants.**

Yale Univ., New Haven, Conn.  
Spons Agency—Office of Child Development (D-HEW), Washington, D.C.  
Report No—OCD-CB-98  
Pub Date [74]

Note—526p.; Not available in hard copy due to sections of marginal legibility of original document; Journal reprints and flyers of the original document are copyrighted and therefore not available. They have not been included in the pagination

**EDRS Price MF-\$1.00 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Child Rearing, \*Home Programs, Home Visits, \*Infants, Instructional Materials, Interaction, \*Intervention, Language Development, Observation, Parent Child Relationship, \*Parent Education, Play, \*Preschool Education, Pretend Play, Social Development

**Identifiers**—\*Curriculum Research in Infant Education

This package contains five home-based intervention curricula for families with children between 12 and 30 months of age. Three independent curricula (each emphasizing children's language, play or social development) enlist the mother's aid as observer, teacher and researcher, and promote a three-way interaction among mother, child, and home-visitor. The Mother Only curriculum combines the three independent curricula into a single program in which the primary interaction is between the mother and home-visitor, to the exclusion of the child (who should benefit from the education the mother receives). Likewise, the Baby Only curriculum is in combination form, but with the mother excluded from the intervention program. Each curriculum contains materials for a program of 32 visits by a trained home visitor over an 18-month period. The goals, home-visitor role, patterns of visits, and problems encountered in testing the language, play, and social development curricula are briefly discussed. (ED)

**ED 118 228** PS 008 286  
**Early Childhood Education in Action: The Second Year.**

California State Dept. of Education, Sacramento.  
Office of Information/Dissemination.  
Pub Date 75

Note—34p.; For the first annual evaluation report (1973-74), see ED 110 168

Available from—State Department of Education, 721 Capitol Mall, Sacramento, California 95814 (Paper, no price quoted)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors**—Diagnostic Teaching, \*Early Childhood Education, Elementary School Students, \*Individualized Instruction, Kindergarten, Parent Counseling, Parent Education, \*Parent Participation, \*Program Descriptions, Program Evaluation, Program Planning, Staff Role, \*State Programs

**Identifiers**—California Plan for Early Childhood Education

This report describes the second year activities and progress of California's plan for Early Childhood Education (ECE), which in 1974-1975 included more than 1,300 schools and 22 percent of the state's children in kindergarten through third grade. Topics covered are (1) An overview of ECE; (2) Why ECE works, including parent participation, parent education, individualized instruction, staff role, concise planning, and accountability; (3) First year results in math and reading; and (4) Proposals for strengthening, continuing, and expanding ECE. The appendix gives sources of additional information about ECE. (GO)

**ED 118 229** PS 008 288

**Idaho Kindergarten Curriculum Guide.**

Idaho State Dept. of Education, Boise.

Pub Date Jul 75

Note—143p.

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage**

**Descriptors**—Childrens Books, \*Early Childhood Education, Educational Equipment, Fine Arts, \*Instructional Materials, \*Intellectual Disciplines, \*Kindergarten, Language Arts, Mathematics Curriculum, Objectives, Parent School Relationship, Parent Teacher Cooperation, Science Curriculum, Social Studies, \*State Curriculum Guides

**Identifiers**—\*Idaho

This curriculum guide for kindergarten programs in Idaho presents guidelines for administering the curriculum; describes characteristics of kindergarten children and qualifications of teachers and teaching aides; suggests ways to foster good home-school relationships; and discusses the provision and use of facilities and basic equipment in the kindergarten. A section on developing your kindergarten curriculum illustrates appropriate daily schedules and describes in detail fine arts, language arts, mathematics, science and social science in the kindergarten classroom. The appendices include selected bibliographies of books for kindergarten students and teachers; specifications for building blocks, equipment and materials; an activity-centered room plan; and sample forms. (GO)

**ED 118 230** PS 008 292

*Asmusen, Patricia D.*

**Simplified Recipes for Day Care Centers.**

Pub Date 73

Note—218p.

Available from—Cahners Books, 89 Franklin Street, Boston, Massachusetts 02110 (Paper, \$12.95)

**Document Not Available from EDRS**

**Descriptors**—\*Cooking Instruction, \*Day Care Services, \*Dietetics, \*Early Childhood Education, Eating Habits, \*Food, Nutrition

**Identifiers**—\*Recipes

The spiral-bound collection of 156 simplified recipes is designed to help those who prepare food for groups of children at day care centers. The recipes provide for 25 child-size servings to meet the nutritional needs and appetites of children from 2 to 6 years of age. The first section gives general information on ladle and scoop sizes, weights and measures, canned foods and can size conversions, and amounts of various foods needed to serve 25 young children. The remaining sections give recipes for soups, main dishes, vegetables, fruits, desserts, bread and cereals, and salad dressings. Each recipe is presented in table format with a list of ingredients, a list of quantities needed, blank sections for converting ingredient quantities from the 25-portion size to the amount required for the size of the day care center, and a list of steps for food preparation. (GO)

**ED 118 231** PS 008 299

*Gonzalez, Gustavo*

**The Identification of Competencies for Child Development Associates Working with Chicano Children. Final Report.**

Child Development Associate Consortium, Inc., Washington, D.C.

Spons Agency—Office of Child Development (D-HEW), Washington, D.C.

Pub Date Dec 74

Note—149p.

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage**

**Descriptors**—Cognitive Development, Cultural Activities, \*Cultural Awareness, Curriculum Research, \*Day Care Programs, \*Early Childhood Education, Educational Strategies, Measurement Techniques, \*Mexican Americans, Minority Group Children, \*Performance Based Teacher Education, School Community Programs, Spanish Speaking, Teaching Methods

**Identifiers**—\*Child Development Associates: Chicanos, Culture Based Curricula

The purpose of this investigation is to identify necessary cultural, language, and cognitive skills and teaching methods for Child Development Associates (CDAs) working with Chicano children. Recent studies in the area of early childhood education focusing exclusively on the Chicano child are surveyed and abstracted. Charts of CDA skills and suggestions for corresponding classroom learning activities which make use of these skills are provided in the report. Appendices include (1) the description of a cognitive styles approach to determining competencies for teachers and Child Development Associates working with Chicano children, (2) a discussion of culture-based curricula for Chicano children, (3) a brief

report on the CDAC Assessment Instrument, (4) the revised (December 1975) Integrated Competency Assessment Scale and Q-Sort Self Assessment Scale, by Max S. Castillo and Ana M. Castillo. (BRT)

**ED 118 232** PS 008 301

*Tate, Deanna R. Wright*

**Modification of Impulsivity in Young Children.**

Pub Date Aug 75

Note—138p.; Ph.D. Dissertation, Texas Woman's University

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage**

**Descriptors**—Behavior Change, Cognitive Processes, \*Conceptual Tempo, Contingency Management, \*Preschool Education, \*Reaction Time, \*Reinforcement, Response Mode, \*Tutorial Programs

This study examined the relationship of tutorial enrichment of cognitive processes and reinforcement of lengthened response latency to measurements of impulsivity in 3- and 4-year-old children in a typical preschool setting. In a pretest-posttest control group design, 48 impulsive subjects (24 male and 24 female) were randomly assigned to tutorial and nontutorial groups, producing eight cells with six observations per cell. Subjects were administered the Kansas Reflection Impulsivity Scale for Preschoolers (KRISP), Form A, and the Slosson Intelligence Test. Tutorial subjects then received tutoring with standard curriculum materials in two sessions per week for a 6-week period. During tutorials, subjects were provided with at least two opportunities for reinforcement per minute for lengthened response latency and systematic search strategies. At the same time nontutorial subjects continued their usual preschool routine. After 6 weeks, all subjects were administered the KRISP, Form B. The findings indicated that impulsivity was modifiable through the tutorial process, although the process was more effective for the 3-year-olds than for the 4-year-olds. The belief in orthogonality of efficiency and impulsivity was corroborated, as were the stability and independence of the impulsivity trait. (JMB)

**ED 118 233** PS 008 302

*Kessen, William And Others*

**Variations in Home-Based Infant Education: Language, Play and Social Development. Final Report.**

Yale Univ., New Haven, Conn.

Spons Agency—Office of Child Development (D-HEW), Washington, D.C.

Report No—OCD-CB-98

Pub Date Aug 75

Note—351p.

**EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage**

**Descriptors**—Cognitive Development, Comparative Analysis, Curriculum Development, \*Home Programs, \*Infants, \*Intervention, Language Development, Longitudinal Studies, Measurement Techniques, Observation, Parent Child Relationship, \*Parent Education, Play, \*Preschool Education, Social Development

**Identifiers**—\*Curriculum Research in Infant Education

This report describes a comparative study of methods of home-based infant and parent education. The study involved 108 children, aged 1 to 2 1/2 years, in six groups of 18 each. In three groups a home visitor worked with the children and their mothers using a curriculum which focused on either play, language, or social development. In a fourth group, the home visitor used elements of all three curricula with the mother only. In the fifth group, similar curriculum elements were used by the home visitor with the baby only. A sixth group (control) consisted of babies who were tested but not visited. Children were tested at 12, 18, 24, and 30 months of age for curriculum effects in language development, mother-child interaction, and cognitive development as evidenced in play. An in-depth comparison of subject performance in the six groups is provided. Extensive appendices, comprising most of the report, include sample recruitment procedures, demographic characteristics, and correlational analyses of demographic variables. In addition, extensive descriptions of the curricula, laboratory procedures, measurement techniques, and coding manuals are included. (BRT)

**ED 118 234** PS 008 304

**Family Life, Literature and Films: An Annotated Bibliography.**

Minnesota Council on Family Relations, Minneapolis.

Pub Date 72

Note—375p.; For 1974 Supplement, see PS 008 305

Available from—Minnesota Council on Family Relations, 1219 University Avenue, S.E., Minneapolis, Minnesota 55414 (Paper, \$6.50, plus \$0.50 postage, or set of 1972 edition and 1974 supplement, \$12.00, plus \$0.75 postage)

EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage

Descriptors—Adolescence, Adult Education, \*Annotated Bibliographies, Child Development, Family (Sociological Unit), \*Family Life, \*Family Life Education, Family Management, Family Planning, \*Films, Handicapped Children, Marriage, Older Adults, Parenthood Education, \*Resource Materials, Self Actualization, Sex Education, Sexuality, Social Problems

Identifiers—\*Minnesota Council on Family Relations

This revised selected bibliography offers descriptive annotations of literature, films, records, tapes, and other teaching aids related to marriage, parenthood, family relationships, and kindred topics. The material is divided into the following general areas: (1) theoretical, historical, and cross cultural perspectives on the family; (2) sexuality, sex roles, and sex education; (3) human reproduction and family planning; (4) adolescence and youth, including materials for teenagers and adults; (5) premarrriage considerations; (6) marital interaction and family process; (7) family crisis and disorganization; (8) child development and parenthood, including information on parenting, adoption, day care, child abuse, and handicapped children; (9) middle and later years of adulthood; (10) self-growth and human potential; (11) social issues and the family (e.g., drug abuse, alcoholism, delinquency and crime, violence and aggression, leisure); and (12) philosophy and methodology of family life education. Lists of pertinent periodicals, publishers and sources for print materials, and producers and distributors of audiovisual resources are also provided. (ED)

ED 118 235 PS 008 305

Family Life, Literature and Films: An Annotated Bibliography. 1974 Supplement.

Minnesota Council on Family Relations, Minneapolis.

Pub Date 74

Note—244p.; For 1972 edition, see PS 008 304

Available from—Minnesota Council on Family Relations, 1219 University Avenue, S.E., Minneapolis, Minnesota 55414 (Paper, \$6.50, plus \$0.50 postage, or set of 1972 edition and 1974 supplement, \$12.00, plus \$0.75 postage)

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage

Descriptors—Adolescence, Adult Education, \*Annotated Bibliographies, Child Development, Family (Sociological Unit), \*Family Life, \*Family Life Education, Family Management, Family Planning, \*Films, Handicapped Children, Marriage, Parenthood Education, \*Resource Materials, Self Actualization, Sex Education, Sexuality, Social Problems

Identifiers—\*Minnesota Council on Family Relations

As a supplement to the 1972 edition of the Family Life Bibliography, this selected bibliography contains descriptive annotations of literature, films, records, tapes, and other teaching aids related to marriage, parenthood, family and individual relationships, and kindred topics. The materials are divided into the following general areas: (1) theoretical, historical, and cross cultural perspectives on the family; (2) male and female roles both within and outside the family; (3) sexuality and sex education; (4) human reproduction and family planning; (5) adolescence and youth, including materials for teenagers and adults; (6) premarrriage considerations; (7) marital interaction and family process; (8) family crises and disorganization; (9) child development and parenthood, including information on parenting, adoption, day care, child abuse, and handicapped children; (10) middle and later years of adulthood; (11) self-growth and personal potential; (12) social issues and the family (e.g., drug abuse, alcoholism, delinquency, leisure, violence, and aggression); and (13) the philosophy and methodology of family life education. Lists of pertinent periodicals, publishers, and sources for print materials, and producers and distributors of audiovisual resources are also provided. (ED)

ED 118 236

California Child Day Care Licensing Task Force: Report and Recommendations.

California State Health and Welfare Agency, Sacramento. Office of Educational Liaison.

Pub Date 31 May 75

Note—132p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Administration, Child Abuse, Consultants, \*Day Care Programs, \*Family Day Care, Government Role, Interagency Coordination, Personnel Management, \*Policy Formation, \*State Licensing Boards, \*State Standards, Teacher Certification, Zoning

Identifiers—California, \*Day Care Licensing

This report contains information relevant to policies for child day care regulation in California. An introductory section of the report briefly provides background information on the development and goals of the California Day Care Licensing Task Force, summarizes policy recommendations, and defines the terms used in the report. Separate committee policy reports are presented on the following topics: (1) philosophy underlying the licensing effort and feasibility of alternatives to licensing; (2) administrative organization and integration of regulatory programs; (3) standards; (4) supervision, consultation, and personnel administration; and (5) enforcement. A discussion of task force policy recommendations is offered. The appendices, comprising more than one-half of the report, include: (1) a short history of day care licensing in California; (2) the full text of several issue papers prepared by task force consultants which deal with day care and child development program licensing, standards, and administration; and (3) a selected bibliography of additional reference materials. (ED)

ED 118 237

Dill, John R. And Others

A Study of the Comparative School Achievement of Day Care Graduates. Final Report for Research Project.

Day Care Council of New York, Inc., N. Y. Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No—OCD-CB-253

Pub Date Jul 73

Note—120p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—\*Academic Achievement, Achievement Tests, Comparative Analysis, \*Culturally Disadvantaged, \*Day Care Programs, Demography, \*Early Childhood Education, Economic Disadvantage, Family Characteristics, \*Intervention, Negro Students, Physical Health, Program Content, Sex Differences, Social Behavior, Student Records

Identifiers—\*New York (New York), Project Head Start

This study investigated the impact of differential programming on urban, low income black children's early school achievement. The 728 children in the study, all residents of the Bedford-Stuyvesant and Brownsville areas of Brooklyn, N. Y., were "graduates" of 17 preschool programs during 1967, 1968, and 1969. The programs included 6 licensed, developmental day care centers; 4 unlicensed, custodial day care programs; 4 Head Start Centers; and 3 Board of Education Early Childhood Centers and prekindergarten programs. Specific information about each of the programs was obtained from a retrospective interview schedule and included program objectives, facilities, staff, curriculum, parental involvement, and ancillary data. Data collected from elementary school records included demographic information (particularly birthplace and family characteristics), school attendance, personal/social behavior, physical/health status, and school achievement as measured by the Metropolitan Achievement Test and the Reading and Mathematics Test for New York State Elementary Schools. The results strongly suggest that children from licensed day care programs are performing better than their peers during the early school years. Specific results and data limitations are discussed in detail. (ED)

ED 118 238

Sandusky, Annie Lee And Others

Families for Black Children: The Search for Adoptive Parents. II. Programs and Projects.

Children's Bureau (DHEW), Washington, D.C.

Report No—DHEW-OCD-72-35

Pub Date 72

PS 008 306

Note—72p.; For Part I of this report, "An Experience Survey," see ED 054 857; Light print areas throughout document

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (DHEW Publication No. (OCD) 72-35)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—\*Adoption, Black Community, Community Agencies (Public), Financial Support, Interagency Cooperation, Interagency Coordination, Interviews, \*National Surveys, \*Negro Youth, Private Agencies, \*Program Descriptions, \*Program Development, Welfare Agencies

Identifiers—\*Adoption Programs, Biracial Children

This report is a collection of abstracts describing the salient features of 20 adoption programs for children and infants of black and biracial background and attempts to delineate those program features which appear to be associated with effectiveness. Information on each program was collected by means of an unstructured interview with individuals at various staff and administrative levels. An account of each program is given under the following headings: Duration; auspices; purpose; staff involved; methods; community involvement; publicity; intra-agency modifications or innovations; inter-agency efforts; problems and obstacles encountered; steps taken to solve problems, if any; factors reported as most helpful; and cost to adoptive parent. Certain themes were recurrent in the summaries: (1) the primary goal of all programs was to find adoptive homes for black and mixed background children, (2) the auspices of the programs varied considerably, (3) nearly all respondents gave top priority to involvement of the black community in the development of programs, policies and procedures, (4) state, county and municipal departments of Public Welfare play an important role in the workings of adoption agencies, (5) respondents stressed the importance of inter-agency cooperation and coordination for effectiveness, (6) limited funds and staff account for restricted efforts to increase the number of adoptive placements, and (7) most programs attempt to inform the public about the magnitude and urgency of the need usually through use of mass media. (GO)

ED 118 239

Head Start Services to Handicapped Children.

Third Annual Report of the U.S. Department of Health, Education, and Welfare to the Congress of the United States on Services Provided to Handicapped Children in Project Head Start.

Office of Child Development (DHEW), Washington, D.C.

Pub Date Jun 75

Note—31p.; For First and Second Annual Reports, see ED 111 522 and 523

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—\*Early Childhood Education, \*Handicap Detection, \*Handicapped Children, Language Handicapped, Mentally Handicapped, Multiply Handicapped, Normalization (Handicapped), Parent Counseling, Physically Handicapped, Preschool Curriculum, \*Preschool Programs, Program Development, \*Regular Class Placement, Special Services, State Surveys

Identifiers—\*Project Head Start

This report documents the status of handicapped children in Head Start programs during Fiscal Year 1975, including the number of children served, their handicapping conditions, and the services provided. It is reported that children professionally diagnosed as handicapped accounted for at least 10.4 percent of children enrolled in full-year Head Start programs. Nearly 57 percent of these children required a "fair amount" or "practically constant" special assistance. One of the most important services Head Start programs have offered handicapped children is the chance to be in a developmental environment with non-handicapped children. Counseling for families of handicapped children, modifying physical facilities, and providing special equipment are among the services Head Start provides for its handicapped children. Diagnostic criteria for identifying handicapped children for inclusion in the Head Start program are provided. All Head Start programs enrolling handicapped children require staff members to have additional training. Fourteen experimental programs for

handicapped children are attempting to develop new methods of serving handicapped Head Start children. Results of a state-by-state survey of Head Start services provided to handicapped children are presented in tabular form. (BRT)

**ED 118 240** PS 008 312

*Boger, Robert P. Andrews, Mary P.*  
**Early Social Development: Parent and Child Programs.**

Michigan State Univ., East Lansing. Inst. for Family and Child Study.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No—OCE-CB-485

Pub Date 30 Jun 75

Note—298p.; Pages 253 through 257 have been filmed from best available copy; some lines may not reproduce clearly because of type size or print quality

**EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage**

**Descriptors**—Classroom Observation Techniques, \*Day Care Programs, \*Early Childhood Education, \*Experimental Programs, Interaction Process Analysis, Parent Child Relationship, \*Parent Participation, Parent Teacher Cooperation, Peer Relationship, Preschool Children, Self Concept, Social Behavior, \*Social Development, Sociometric Techniques

This study investigated the effects of short term supplemental parent and classroom programs on the self-concept, sociometric status, social involvement, and heterogeneity of friendship and associations of day care children 3.3 to 5 year of age. The treatment conditions compared: (1) a regular day care program (control); (2) a day care program with supplemental classroom activities designed to enhance specific social interaction skills; (3) a day care program with a supplemental parent program focusing on increasing positive parent-child and parent-teacher interaction; and (4) a day care program with both supplemental classroom and parent programs. Data were collected before and after the 12-week intervention period, from approximately 200 black and Anglo children in eight large day care centers, using the following instruments: Brown IDS Self-Concept Referents Test; Play Situation-Picture Board Sociometric; Classroom Socio-Observations; and the Observation and Socialization Behavior instrument (revised), a videotaped observational rating procedure. Significant differences across treatment conditions were evidenced on a number of variables. The appendices include supplemental information on the instruments used, sample lessons from classroom and parent programs, and descriptions of the centers involved. (ED)

**ED 118 241** PS 008 313

*Herzog, Elizabeth And Others*

**Preschool and Postscript: An Evaluation of an Inner-City Program.**

George Washington Univ., Washington, D.C. Social Research Group.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.

Pub Date [72]

Note—282p.

**EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage**

**Descriptors**—\*Academic Achievement, Achievement Gains, \*Disadvantaged Youth, \*Early Childhood Education, Intelligence Quotient, Intelligence Tests, \*Intervention, Kindergarten, Longitudinal Studies, Low Income Groups, \*Preschool Programs, Program Descriptions, Program Effectiveness, Program Evaluation, Sex Differences, Socioeconomic Status

**Identifiers**—\*District of Columbia

This report describes the history, program, sample population, assessment methods, participant reactions, and final evaluation of a 7-year study which investigated the long-term effects of a 2-year traditional nursery school intervention program. A total of 30 disadvantaged children with below-normal initial IQs began the full-day program at age 3 and continued the program for 2 years. The children then entered a special kindergarten class for one year, were kept together for 2 subsequent years in a special school situation, and entered regular third grade classes. Followup information was obtained during the third, fourth, and fifth grades. The assessment criteria used were restricted to objective measures of intelligence and school achievement, such as language use and understanding, perceptual discrimination, concept formation, sensorimotor

coordination, memory, and number skills. Final results indicate that the improvements evidenced by children in the treatment group after the preschool program gave them little or no advantage by the end of the fourth grade over their peers who did not receive treatment. Sex, initial IQ, and sociometric status showed systematic relations to patterns of later IQ scores and school achievement measures. Methods of assessment used and final results are discussed in detail. (ED)

**ED 118 242** PS 008 314

*McGowan, Brenda G.*

**Case Advocacy: A Study of the Interventive Process in Child Advocacy.**

Columbia Univ., New York, N.Y. School of Social Work.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No—OCD-CB-386

Pub Date 73

Note—240p.; For other section of this two-part final report on the project, "Child Advocacy Methods and Techniques: An Evaluative Study," see PS 008 315; Light print areas throughout document

**EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage**

**Descriptors**—Agency Role, Case Studies, Change Strategies, \*Child Advocacy, Critical Incidents Method, \*Elementary Education, \*Intervention, Literature Reviews, Measurement Techniques, \*Preschool Education, Social Agencies, Social Work, \*Social Workers, Theories

**Identifiers**—\*Child Advocacy Research Project, Childrens Rights

An exploratory study of child advocacy cases as conducted and reported by social agency workers is presented in this report. Most of the data were collected with the use of a critical incident technique, by which case workers from eight agencies reported selected child advocacy cases in which they had participated over a 4-month period. Information obtained from 163 of the case worker reports was coded and analyzed in terms of the advocate, client, problem, target system, objective, available resources, receptivity of target system, intervention level and method used, and outcome involved in each case. The resources used by the case worker and the receptivity of the target system involved are suggested to be especially influential in case outcomes, as portrayed by the data. The implications of the data for case advocacy practice and theory are discussed. A review of advocacy and social intervention literature is included. (BRT)

**ED 118 243** PS 008 315

*Kamerman, Sheila B.*

**Community Based Child Advocacy Projects: A Study in Evaluation.**

Columbia Univ., New York, N.Y. School of Social Work.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No—OCD-CB-386

Pub Date 4 Sep 73

Note—327p.; For other section of this two-part final report on the project, "Child Advocacy Methods and Techniques: An Evaluative Study," see PS 008 314; Occasional light print

**EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage**

**Descriptors**—\*Child Advocacy, \*Community Programs, Evaluation Criteria, Evaluation Methods, Field Interviews, Financial Support, Organizational Effectiveness, \*Program Development, \*Program Effectiveness, \*Program Evaluation

**Identifiers**—\*Child Advocacy Research Project: Childrens Rights

This report describes a study of 23 community-based child advocacy projects, located in 14 states and 20 cities, and outlines a strategy for evaluating such projects. Data on each project's history, development, and current activities were obtained. Data were analyzed to (1) determine how such projects are started and become operational, (2) identify stages in project development, and (3) establish a strategy for evaluating each identified stage of development. From the analyses, an evaluation instrument for community-based child advocacy projects was developed and piloted on six of the 23 projects studied. Semi-structured interviews were conducted with staff at these six projects to determine the relative success of each child-advocacy project in

terms of its planning and implementation. Variables such as funding agency, leadership, program structure, and advocacy objectives, processes, and targets were found to be important in program effectiveness. A review of evaluation research is included. (BRT)

**ED 118 244** PS 008 316

*Holmes, Monica B. And Others*

**The Advocacy Components of Six Head Start Parent-Child Centers: A Final Report.**

Center for Community Research, New York, N.Y.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No—OCD-C-2997A-H-O

Pub Date Nov 74

Note—103p.

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage**

**Descriptors**—\*Child Advocacy, Community Resources, \*Demonstration Programs, \*Family Programs, Paraprofessional Personnel, \*Preschool Children, Program Costs, Program Descriptions, Program Evaluation, \*Social Services, Staff Role, Staff Utilization

**Identifiers**—\*Project Head Start

This report evaluates a three-year-demonstration program in child advocacy, created as part of existing Head Start Parent-Child Centers to meet the needs of children under 5 and their families. Local services were integrated and new services created in a variety of areas (health, housing, education and welfare) using a primarily paraprofessional untrained staff. Evaluation data were collected from on-site interviews with Advocacy Component (AC) coordinators and staff members, community agency administrators, and randomly selected families served by the ACs as well as from monthly statistical reports on contacts, referrals, staff changes, etc. The report is divided into eight sections (1) the history and development of the AC program; (2) initial objectives and their changes; (3) activities on behalf of individual families and the relationships between ACs and the families served (including AC population characteristics); (4) family education efforts (e.g., workshops, meetings); (5) agency coordination efforts; (6) staffing patterns, staff functions, training and turnover; (7) the functional cost data analysis; and (8) conclusions. Generally, the ACs are thought to have accomplished considerable work in their communities and on behalf of individual families, but their achievements were found to fall short of the nine national goals originally set for the program. (ED)

**ED 118 245** PS 008 323

**Behavior Modification in the Classroom: An Abstract Bibliography. Catalog No. 139.**

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 75

Note—40p.

Available from—Publications Office, I.C.B.D., College of Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 139, \$1.80)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors**—\*Annotated Bibliographies, \*Behavior Change, Behavior Problems, \*Class Management, Contingency Management, Discipline, \*Elementary Education, Locus of Control, Motivation, \*Preschool Education, Reinforcement, Self Concept, Teacher Behavior

This selective bibliography contains references to 76 ERIC documents and journal articles on the subject of behavior modification in the preschool and elementary school classroom. A total of 36 entries were taken from "Research in Education" (RIE), 1969 through 1974, and 36 entries were taken from "Current Index to Journals in Education" (CIJE), 1973-1975. Included are samples of programs in which behavior modification has been used, descriptions of how to use behavior modification techniques, research on the effectiveness of behavior modification techniques, and discussion of critical issues related to behavior modification. (GO)

**ED 118 246** PS 008 324

**American Indian Education: An Abstract Bibliography.**

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Nov 75

Note—37p.

Available from—Publications Office, I.C.B.D., College of Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 141, \$1.75)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Adult Education, \*American Indian Culture, \*American Indians, \*Annotated Bibliographies, Bilingual Education, Early Childhood Education, Educational Methods, Educational Research, \*Elementary Secondary Education, Federal Programs, Parent Participation, \*Program Descriptions, Student Needs, Teacher Education

This bibliography is composed of selected documents on American Indians in the ERIC microfiche collection and in journal literature dating from 1973 to 1975. Included among the entries are surveys of the special needs of American Indians, descriptions of federally-sponsored projects on American Indian education, evaluations of American Indian schools, studies of American Indian cultural traits that might affect the educational process, research on instructional approaches and techniques used with American Indian children, documents on special techniques for the education of teachers who work with American Indian children, and curriculum materials for and about American Indians. The 73 entries include 45 document abstracts taken from "Resources in Education" (RIE) and 28 journal article annotations from the "Current Index to Journals in Education" (CJIE). (Author/ED)

ED 118 247 24 PS 008 327

Glockner, Mary And Others  
Memoirs for Teachers and Caregivers of Young Children.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Dec 75

Note—22p.

Available from—Publications Office, I.C.B.D., College of Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 142, \$1.25)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Body Image, \*Games, Group Activities, Imagery, Motor Development, \*Parent Participation, Parent Teacher Cooperation, \*Physical Activities, \*Preschool Education, Role Playing, \*Teaching Techniques

Identifiers—\*Movement Activities, Transition Activities

This booklet presents three brief papers which focus on movement activities, transition activities, and incorporating parental assistance in preschool classrooms. "Let's Get Moving" suggests many circle, imagery, and mime exercises, for individuals, pairs, or groups of children. "Tips on Handling Transition Times" offers techniques teachers can use to help children adjust to different activities, and suggests some short activities to involve uneasy or impatient children. "Parents: A Plus in the Preschool" lists a variety of useful duties for parents to perform in the classroom. (BRT)

ED 118 248 PS 008 329

LaVoie, Joseph C. Adams, Gerald R.

A Comparative Test of Locus on Control Measures and IQ as Predictors of Children's Task Performance.

Pub Date Apr 75

Note—32p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Academic Achievement, \*Comparative Analysis, \*Elementary Education, Elementary School Students, \*Intelligence Quotient, \*Locus of Control, Multiple Regression Analysis, \*Predictive Ability (Testing), Sex Differences

Identifiers—Nonacademic Achievement

In this study, locus of control and IQ were compared to assess the power of each as a predictor of performance on academic and non-academic tasks. Four locus of control scales: the Intellectual Achievement Responsibility Scale, the Academic Achievement Accountability Questionnaire, the Rotter I-E scale, the Origin-Pawn mea-

sure and the Iowa Tests of Basic Skills were group administered to a sample of 74 fifth grade children over a 2-week period. Following this test procedure, the subjects were asked to perform a motor task (pasting stars in circles), a counting task (for which the subjects had an option of selecting the level of task difficulty), a block stacking task, and a practice test on math problems followed by a math problems task for which subjects could select difficulty level. The performance measures were administered over a period of 1 week. Multiple regression analyses showed that prediction of performance was contingent on sex of the child and task. The best predictor for academic related tasks was IQ; whole locus of control predicted performance on some, but not all non-academic tasks. The data were compared to previous research, and the utility of locus of control as a predictor of task performance was discussed. (Author/GO)

ED 118 249 PS 008 335

Pick, Anne D., Ed.

Minnesota Symposia on Child Psychology, Volume 9.

Pub Date 75

Note—211p.; Papers from Annual Symposium, University of Minnesota (9th, Minneapolis, Minnesota, October 1974)

Available from—University of Minnesota Press, Minneapolis, Minnesota 55455 (\$12.50)

Document Not Available from EDRS

Descriptors—Behavior Patterns, \*Child Development, \*Developmental Psychology, \*Elementary Secondary Education, Infant Mortality, Knowledge Level, Language Development, \*Preschool Education, Problem Solving, Prosocial Behavior, Sentence Structure, Sleep, Social Development, \*Symposia, Television Viewing, Visual Perception

Identifiers—\*Minnesota Symposium on Child Psychology, Sudden Infant Death Syndrome

This book is a collection of six papers presented at a 1974 University of Minnesota symposium on child development. The six chapters deal with language acquisition, visual perception, effects of television viewing, the Sudden Infant Death Syndrome (SIDS), problem-solving strategies, and Piagetian concepts related to social development. The first chapter explores factors which pertain to the length of children's early sentences. In the second chapter, the development of visual form perception is described ontogenetically and phylogenetically. The third chapter examines the effect of viewing television programs with prosocial themes and content on nursery school children's behavior. A fourth chapter discusses a research program which combines basic study of the physiology of infants' sleep with clinical observations and treatment of infants thought to be susceptible to SIDS. An investigation of the developmental aspects of problem-solving and reasoning abilities is presented in the fifth chapter. The sixth chapter relates Piagetian concepts of knowledge to the development of social cognition. (BRT)

ED 118 250 PS 008 336

Colloquy of Asian Americans: A Report.

Child Development Associate Consortium, Inc., Washington, D.C.

Spons Agency—Office of Child Development (D-HEW), Washington, D.C.

Pub Date 20 Feb 75

Note—59p.; Paper presented at the CDA Consortium Colloquy of Asian Americans (San Francisco, California, February 20-22, 1975)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—\*Asian Americans, Bilingualism, Consortia, Cultural Factors, Day Care Services, \*Early Childhood Education, \*Ethnic Studies, \*Performance Based Teacher Education, Racial Discrimination, Residential Patterns, Self Concept

Identifiers—\*Child Development Associates, Pacific Island People

This Child Development Associate (CDA) Consortium report describes the issues, recommendations, and papers discussed at the 1975 Asian American Colloquy. There were three major purposes for this colloquy: to provide selected Asian Americans with information on the philosophy and goals of CDA, to provide an opportunity for CDA and its constituents to learn about an ignored minority group, and to obtain reactions from Asian Americans to the CDA concept. It was stressed by the panel of seven partici-

pants that they were not representative of several major groups of Asian American and Pacific Island people and that their recommendations must be viewed as tentative for that reason. Topics of the seven papers submitted by the panelists are: (1) the effects of residential patterns of Asian Americans on the availability and utilization of child care centers; (2) problems of bilingual and monolinguality; (3) early childhood education in the Asian community; (4) Asian Americans and Pacific Island Peoples; (5) early history of Asian Americans, 1850 to 1965; (6) role models for Asian American children; and (7) the portrayal of Asian Americans in the mass media. Appendices include graphs showing trends in the educational and occupational status and changes in income of five nonwhite racial groups in the state of Washington. (GO)

ED 118 251 PS 008 337

Day Care and the CDA; 1974: A Position Paper. Child Development Associate Consortium, Inc., Washington, D.C.

Spons Agency—Office of Child Development (D-HEW), Washington, D.C.

Pub Date Jan 75

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Consortia, \*Day Care Programs, \*Early Childhood Education, \*Performance Based Teacher Education, Performance Criteria, Teacher Certification, Teacher Evaluation, \*Teacher Qualifications, \*Training Identifiers—\*Child Development Associates

This position paper summarizes the views of the 12-member Day Care Task Force to the Child Development Associate (CDA) Consortium, following a series of colloquies held by the task force on topics related to staff training and assessment in the day care field. Topics covered are: (1) definition of day care for children, (2) specific competencies required of day care staff beyond the basic CDA certification, (3) assessment procedures, (4) credentialing procedures, (5) eligibility requirements, and (6) special problems. Day care is defined as a multidisciplinary, nonexclusive extension of the family, operating in an extended time frame at the request of families who use it. The CDA performance criteria are judged adequate to meet primary needs in day care but lacking in the areas of human relations, individual differences, principles of learning, self-knowledge, objective observation, listening skills, and feeling tone. The task force consensus on the CDA assessment procedures for day care workers is that the additional competencies should be recognized, that procedures should be flexible enough to take account of artificial differences between full and part day staff, and that observations should be extended from 3 hours to a full day session. It is urged that the credentialing system remain independent of existing licensing or credentialing processes and remain regionalized for flexibility. (GO)

ED 118 252 PS 008 339

Report on the Black Colloquy.

Child Development Associate Consortium, Inc., Washington, D.C.

Spons Agency—Office of Child Development (D-HEW), Washington, D.C.

Report No.—Pub-2.0674-1

Pub Date 8 Feb 73

Note—64p.; Papers presented at the CDA Consortium Colloquy (Washington, D.C., February 8-10, 1973); Occasional light print

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—\*African American Studies, Black Community, Child Language, Consortia, Cultural Awareness, Cultural Factors, Day Care Services, \*Early Childhood Education, \*Educational Programs, \*Negro Attitudes, Negro Youth, Performance Based Education, Preschool Education, Racial Discrimination, Supplementary Education, \*Teacher Education Identifiers—\*Child Development Associates

This colloquium report contains papers submitted to the Child Development Associate (CDA) Consortium by a panel of 12 black educators who represented different disciplines and differing black perspectives. Panelists discussed the education of preschool teachers with specific reference to competency areas, training programs for preschool staff, assessment and credentialing procedures. The report gives a brief outline of proceedings of the black colloquy participant

reactions and recommendations, and then presents the following papers: (1) Developing Communicative Competencies; a Black Perspective, (2) Assessment: Pitfalls and Problems without a Black Perspective, (3) Social and Psychological Implications of the CDA on the Black Community, (4) Implications of CDA on Supplementary Training, (5) A Profile of the CDA Candidate in the Black Community, (6) Competency-Based Training and Teacher Education in the Black College, (7) Evaluative Criteria for Assessment in Early Childhood Education, (8) The Role of the Community Child Development Center and the CDA, (9) Translating Black Experience Theory into Practice as it Relates to Training, (10) Is Competency Synonymous with Proficiency? (11) Cooperation, Competition and the Education of Black Children, (12) Competencies, Credentialing and the CDA Program or Maids, Miss Ann and Authentic Mothers: "My Momma Done Told Me."

**ED 118 253** PS 008 341

Allen, Marcia Ellen McGuire

The Only Child.

Pub Date Apr 75

Note—51p.; Master's Thesis, Southern Illinois University. Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.** HC Not Available from EDRS.

**Descriptors**—Academic Achievement, \*Behavior Patterns, \*Child Development, Elementary Secondary Education, Emotional Development, \*Family Relationship, Literature Reviews, \*Parent Child Relationship, \*Siblings, Social Development

**Identifiers**—\*Only Child

This review of the literature on the "only child" indicates that the single child is likely to be oriented more toward adults than towards peers, to be subjected more to an adult culture, to be an achiever who strikes out on his own, and to have a heightened sense of responsibility compared with children who have siblings. Statistics show only children often grow up to be outstanding, but there is a long-standing prejudice against the only child; parents often feel that they have to have a second child to "save" their first. Advantages for parents who have one child are discussed in terms of (1) less financial strain, (2) more freedom, (3) ability to devote time and energy to the child, (4) contribution to zero population growth, (5) avoidance of sibling rivalry, and (6) ability of mothers to realize their own ambitions while enjoying the experience of motherhood. It is concluded that "Oneness" by itself is not a determining factor in how an only child behaves, affecting the child only in the sense that being the eldest, middle or youngest child would affect behavior. (GO)

**ED 118 254** PS 008 343

Tucker, Mary K. Zell, Laverne C.

Day Care Arrangements of Low Income Single Parents.

Cleveland State Univ., Ohio. Inst. of Urban Studies.

Pub Date 75

Note—26p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors**—Child Care, \*Community Surveys, \*Day Care Services, \*Early Childhood Education, Interviews, \*Low Income Groups, \*One Parent Family, Parent Attitudes, Questionnaires, Welfare Recipients

This study was designed to indicate the level of expressed demand for day care among low income women heading one-parent families in Cleveland and to determine the extent to which this demand is being satisfactorily fulfilled. A total of 123 low income single mothers with children under 14 years of age were contacted by telephone and interviewed using a 12-item questionnaire. Analysis of data indicated that 85 percent of the sample used day care services and a majority of the remaining 15 percent said that they would find employment if day care was available at little or no cost. Of those using day care, only 18 percent made use of day care centers and more than 33 percent used relatives as sitters. Satisfaction with day care arrangements varied with type used: the use of day care centers generated the highest rate of satisfaction and the use of an unrelated sitter in the child's home was rated most frequently as unsatisfactory. Alleged dissatisfaction with day care centers was based on

absence of perceived benefits to the child, costs of care, day care setting and restrictions on eligibility. Satisfaction with day care centers appeared unrelated to income and day care costs. Four recommendations to meet current demand and interest in day care centers were made based on (1) the findings of the present study which indicated high need, satisfaction and preference for day care centers, and (2) a survey of the status of day care services in Cleveland. (GO)

**ED 118 255** PS 008 345

Vroegh, Karen

Young Children's Sex Role and Knowledge of Sex Stereotypes. IJR Research Working Papers, 1975 Series.

Institute for Juvenile Research, Chicago, Ill.

Pub Date Sep 75

Note—10p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 3, 1975); Occasional light print

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—Comparative Analysis, Criterion Referenced Tests, \*Preschool Children, \*Preschool Education, \*Sex Differences, \*Sex Role, \*Sex Stereotypes, Student Behavior, Student Characteristics

This study examined the proposition that Caucasian children between 3 and 5 1/2 years who behave in most sex appropriate ways have a greater knowledge of sex stereotypes than children who do not exhibit such behavior. The children in the study were 35 Most Masculine boys, 31 Least Masculine boys, 38 Most Feminine girls and 39 Least Feminine girls. Forty preschool teachers selected the subjects from 22 classes in 8 private nursery schools in a large metropolitan area by the method of pair comparisons; subjects were then rank ordered. Knowledge of sex stereotypes was measured using (1) a set of 8 pictorial cards depicting stick figures differing on one stereotype feature, and (2) a set of 16 questions concerning sex stereotypes. Individual children were shown the pictorial cards in fixed order and asked to point to the girl or boy. They were then asked 16 questions. Results did not support the hypothesis that knowledge of sex stereotypes and cognitive maturity affect sex role behavior. Girls were found to have more knowledge of sex stereotypes in general as well as of their own sex stereotypes when compared to boys. It is proposed that more attention be paid to the establishment of criterion groups in studies attempting to explore the process of sex role development which is still little understood. (GO)

**ED 118 256** PS 008 351

Kierscht, Marcia S. Vietze, Peter M.

Test Stimuli: Representational Level with Middle Class and Head Start Children.

Pub Date Aug 75

Note—12p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30 - September 3, 1975); Occasional light print

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—\*Abstraction Levels, Pictorial Stimuli, Preschool Children, \*Preschool Education, Screening Tests, \*Test Bias, \*Visual Measures

**Identifiers**—\*Peabody Picture Vocabulary Test, PPVT

This paper reports two studies which compared scores obtained on the Slosson Intelligence Test (SIT) and Peabody Picture Vocabulary Test (PPVT) and investigated the hypothesis that the representational level of the stimulus items in the PPVT is inappropriate for preschool children regardless of socioeconomic background. In the first study, the PPVT and SIT were administered individually to a total of 18 Head Start (HS) children of median age 5 years 2 months. In the second study 18 HS and 18 middle income (MI) 4- and 5-year-old children were asked to label stimuli shown in three representational forms: objects, colored pictures and black and white line drawings. Both MI and HS children labeled the objects more successfully than the pictures, but this discrepancy was greater for the HS children. It was confirmed that the HS children obtained lower scores on the PPVT than on the SIT, and it is suggested that this may be due to the highly representational stimuli of the PPVT. A training effect was found in both the HS and MI groups; performance was enhanced by the presentation of objects before pictures. The possibility of cultural

bias in preschool screening tests is discussed and it is suggested that such bias may be reduced by: (1) using concrete objects in preschool stimulus labeling tasks, (2) ordering stimulus presentation from concrete to highly representational forms, and (3) considering the appropriateness of the SIT compared with the PPVT. (Author/GO)

**ED 118 257** 95 PS 008 352

Brophy, Jere E. Everison, Carolyn M.

Teacher Education, Teacher Effectiveness, and Developmental Psychology. Report No. 75-15.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 75

Contract—NIE-C-74-0089; OEC-6-10-108

Note—32p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30 - September 3, 1975)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors**—\*Child Development, Cognitive Development, Curriculum Planning, Educational Philosophy, \*Effective Teaching, \*Elementary Education, Social Class, \*Teacher Characteristics, \*Teacher Education, Teaching Methods, Teaching Styles

**Identifiers**—\*Texas Teacher Effectiveness Study

This paper presents some of the major findings of the Texas Teacher Effectiveness Study, an investigation of the teacher characteristics that correlate with ability to produce student learning gain. In addition to general information about the study and its findings, specific attention is drawn to contrasts between optimal behavior in low SES and high SES schools, and contrasts between findings expected on the basis of previous theory and research and findings which failed to confirm expectations or even contradicted them. Analysis of these two sets of contrasts suggests an interpretation based upon considerations drawn from developmental psychology (particularly the distinction between Piaget's preoperational stage versus his concrete operational stage) and from an analysis of differences between the teaching-learning situation in grades 1-3 versus the teaching-learning situation in later grades. The data and these interpretations suggest several implications for how the act of teaching should be conceptualized and how future teachers should be educated. Some of these implications conflict with popular theories and beliefs concerning the nature of effective teaching, the structure of teacher education programs, and the implications of research on cognitive development for curriculum and methods in the early elementary grades. (Author)

**ED 118 258** 95 PS 008 353

Webster, Murray, Jr.

Expectation Effects on Performance Evaluations.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 75

Grant—OEG-3-71-0122

Note—24p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30 - September 3, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—Ability Identification, \*Bias, \*Elementary Education, \*Expectation, Grade 3, Situational Tests, \*Student Ability, \*Student Evaluation, Task Performance

**Identifiers**—\*Expectation States Theory

This study examined the effects of varying degrees of situational definition on expectation states of third graders. The experiment was conducted in the spring and replicated in the fall. A total of 389 children in 12 third grade classrooms participated. The experimental conditions reflected three degrees of situational definition. In the assignment condition, subjects were told that another child had high or low ability at a certain task and that this ability was relevant to the task at hand; then expectations for the task at hand were assigned to the other child. In the relevance condition, subjects were told that the other child had high or low ability at another task and that this ability was relevant to the task at hand, but no assignment of expectations to the other child was made. In the activation condition, subjects were told only the other's ability at another task. Each child was then asked to rate 10 sentences in which some words had been sup-



plied by the other (fictitious) student. The results indicated that in both experiments, subjects in the activation and assignment conditions reflected about equal expectation effects in their ratings, while those in the relevance condition showed a smaller expectation effect. It was provisionally concluded that the data support the equality assertion of the expectation states theory. (JMB)

**ED 118 259** 88 PS 008 356

Johnson, Vicki M. O'Fallon, O. K.

**Clinch-Powell Educational Cooperative Early Childhood Education Program. Evaluation Report.**

Tennessee Univ., Knoxville. Bureau of Educational Research and Service.

Pub Date Jul 75

Note—99p.; For related document, see ED 100 533

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**

Descriptors—Cognitive Development, \*Early Childhood Education, Educational Television, \*Home Programs, Home Visits, Intervention, Mobile Classrooms, Parent Attitudes, \*Parent Education, Parent Participation, Preschool Children, Program Descriptions, \*Program Evaluation, \*Rural Education, School Readiness Tests, Social Development

Identifiers—Appalachia, \*Clinch Powell Educational Cooperative, Elementary Secondary Education Act Title III, ESEA Title III

This report presents program evaluation results for three years of operation of the Clinch-Powell Educational Cooperative Early Childhood Education Program, a home-based, parent oriented program which serves four rural Appalachian counties and includes the use of home visits, mobile classrooms, and a TV program accompanied by a Parent Guide. Descriptions of the program's objectives, components, staff training, target population and comparison group are given. Results of the annual evaluations of the project have indicated that the program has had a measurable effect on children's cognitive and social abilities. Children who participated in the program have scored significantly higher on the Metropolitan Readiness Test and the Peabody Picture Vocabulary Test than children who had not been in a preschool program. Children who had been in the program for two years scored significantly higher on both tests than children who had been in the program only one year. Parents, home visitors and teachers rated children's social behavior and, for nearly all items, posttest scores were significantly more positive than pretest scores. Parents' evaluations of the program for three years have been consistently very positive. (Author/ED)

**ED 118 260** PS 008 357

Hymes, James L., Jr.

**Early Childhood Education: An Introduction to the Profession. Second Edition.**

National Association for the Education of Young Children, Washington, D.C.

Pub Date 75

Note—71p.; For resume to first edition (1968), see ED 036 328

Available from—National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, D.C. 20009 (Paper, \$1.50)

**Document Not Available from EDRS**

Descriptors—\*Child Care Centers, Day Care Services, \*Early Childhood Education, Educational Needs, Grade 1, Historical Reviews, Infancy, \*Kindergarten, Kindergarten Children, \*Nursery Schools, Parent School Relationship, Preschool Children, Program Evaluation, Social Change, \*State of the Art Reviews

Identifiers—\*Project Head Start

This introduction to the Early Childhood Education (ECE) profession briefly explains the term 'Early Childhood Education.' gives a short historical portrait of kindergartens, nursery schools and child care centers, and describes major issues in ECE under the following headings: Social Forces Shaping Early Childhood, The Status of Kindergartens, The Status of Nursery Schools, Problems at the Nursery School Level, The Status of Head Start, Head Start's Problems, The Sparks From a Program (Head Start), The Status of Child Care Centers, New Steps in Child Care, Summing Up, and The satisfactions (of the profession). The view is expressed that ECE is a booming field, that there is growing awareness of the importance of infancy and toddlerhood, a growing determination to link

programs for children under 6 and over 6, and increased efforts to end the separation between home and school. The main problems and recommendations stressed are (1) the lack of quality programs, (2) the large size of kindergarten classes, (3) the difficulty of handling two half-day kindergarten shifts each day, (4) the break between kindergarten and first grade, (5) the undesirable use of first grade methods in kindergarten and preschool programs, (6) the need for better parent and citizen understanding, (7) the need for more creative and efficient evaluation of ECE programs and services, (8) the need for more men teachers, (9) the poor quality of television programming, and (10) the problem of caring for children under 3 whose parents cannot provide full time care. (GO)

**ED 118 261** PS 008 358

Kelly, Marguerite Parsons, Elia

**The Mother's Almanac.**

Pub Date 75

Note—288p.

Available from—Doubleday & Company, Inc., 501 Franklin Avenue, Garden City, New York 11530 (Paper, \$4.95)

**Document Not Available from EDRS**

Descriptors—\*Child Development, \*Child Rearing, Creative Activities, Cultural Opportunities, Divorce, Learning Activities, \*Mothers, \*Parent Education, \*Preschool Education, Recreational Activities, Safety, Sex Education, Social Development, Socialization

This book is a compilation of practical suggestions for mothers on caring for children from birth through age 6. Everyday problems are discussed in an easy-to-read anecdotal style. The first section of the book deals with family life, including discussions of birth, breast feeding, basic child care (e.g., how to diaper a squirming baby), babysitters, nutrition, child safety, games, discipline, manners, toilet-training, travel, the arrival of a second baby, divorce, optimum physical and cultural environments for children. Family outings, pets, assigned chores, books, theater, and music are all emphasized as important to an enriching environment. In the final section, arts and crafts activities are adapted for children. Science, cooking, gardening, drama, and woodworking experiments are among those presented in this section. An annotated bibliography covering subjects presented in the book is provided. (BRT)

**ED 118 262** PS 008 360

Wrightsmann, Lawrence S. And Others

**Conceptualization and Measurement of Attitudes Toward Children's Rights.**

Pub Date 1 Aug 75

Note—89p.; Portions of this paper were presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30, 1975)

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**

Descriptors—\*Attitude Tests, \*Child Advocacy, Child Care, \*Child Welfare, Economic Opportunities, Educational Needs, \*Elementary Secondary Education, Health Needs, Item Analysis, Legal Problems, \*Preschool Education, Safety, Typology

Identifiers—\*Childrens Rights, Childrens Rights Attitude Scale

This paper discusses the issue of children's rights and describes a study in which a 300-item attitude scale was constructed and administered to several groups of adult subjects. Major content areas, dealing with the rights of children aged 10-14 included: health, safety/care, education and information, economics, and legal, judicial, and political issues. Items conceptualized children's rights as oriented towards nurturance (i.e., the provision, by society, of supposedly beneficial objects, environments, experiences, etc., for the child) or oriented towards self-determination (i.e., stress on allowing the child to exercise control over his or her environment.) Two types of analyses were performed on the responses of the 381 subjects: (1) analysis by item subjects' attitudes regarding nurturance, self-determination, and specific issues of children's rights are sometimes independent of each other. Appendices (approximately one-third of the document) present (1) several statements of children's rights as developed by advocacy groups and others, and (2) the complete 300-item version of the Children's Rights Attitude Scale. (BRT)

**ED 118 263** PS 008 366

Oden, Sherri L. Asher, Steven R.

**Coaching Children in Social Skills for Friendship-making.**

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Report No—NICHD-HD-07303

Pub Date Apr 75

Note—26p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975); Occasional light print

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—\*Childhood Friendship, \*Elementary Education, Group Status, \*Interpersonal Competence, Peer Acceptance, \*Peer Relationship, \*Play, Sociometric Techniques, Training Techniques

In this study, each of 33 middle class children from grades 3 and 4 was administered one of three experimental conditions designed to test in what ways coaching in social play skills improves the sociometric status of the children with their peers. The subjects were selected because of their low ratings on sociometric questionnaires. Condition 1 consisted of instruction, play with a highly rated same-sex peer and review of the play experience with the coach; Condition 2 consisted of similar peer pairing and play without coaching; and Condition 3 consisted of being paired with a highly rated peer but playing games separately to control for possible prestige effects. During play sessions observations were made of frequency of the positive social behaviors being coached, and following coaching the sociometric questionnaires were again administered as a post-test. Results indicate that children who were coached received higher play ratings than children in the other two conditions, but that coaching for play situations did not result in generalization to the work situation. Gain in peer acceptance for play was not accompanied by gain in number of friends. It is suggested that work ratings and friendships depend on social skills not included in the present coaching. The important aspects of coaching for gains on sociometric measures in the play situation are discussed. (GO)

**ED 118 264** PS 008 367

Ramey, Craig T. Mills, Pamela J.

**Mother - Infant Interaction Patterns as a Function of Rearing Conditions.**

Pub Date Apr 75

Note—21p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975); Four tables are marginally legible

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Attachment Behavior, Comparative Analysis, \*Day Care Programs, Disadvantaged Environment, Home Visits, Infant Behavior, \*Infants, Interaction Process Analysis, \*Mothers, \*Parent Child Relationship, Social Behavior

Identifiers—\*Mother Infant Dyad

This study examined the effect of a day care program on mother-child interaction patterns and attachment behaviors, and compared these patterns of behavior with those obtained from a matched sample of more advantaged home-reared infants. Subjects were 60 infants, ranging in age from 3 1/2 to 9 1/2 months, and their mothers. There were three groups of mother-infant dyads: (1) the high-risk experimental group (HRE), comprising 15 high-risk infants who had attended a day care facility for 8 hours per day since they were approximately 2 months of age, and their mothers; (2) the high-risk control group (HRC), comprising 15 high-risk infants and their mothers living together at home; and (3) 30 dyads selected at random from birth records for the local community. Data were collected by home observation and by interaction process analysis of 25-minute videotapes of mother-child interaction in a home-like laboratory setting. Results indicated that infants in the HRE group vocalized more and were generally more responsive than infants in the HRC group; these findings reflected basic differences in the infants rather than in the mothers, who differed only on measures of maternal concern for optimal child development. The HRE infants and their mothers were found to have a similar social relationship to that between infants and mothers in the general population group, suggesting that intervention has a positive

effect on mother-child interaction in disadvantaged families. (GO)

**ED 118 265** PS 008 371

*Brout, Betty Lea Krabbenhoft, Ken*

**The Red Hook Family Day Care Training Program.**

Pub Date 75

Note—19p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—Day Care Services, \*Early Childhood Education, \*Educational Programs, \*Education Service Centers, \*Family Day Care, Home Visits, One Parent Family, \*Parent Education, Poverty Programs

**Identifiers**—ACD, \*Agency for Child Development

This paper describes the Family Day Care Program, a publicly funded service with 1,800 providers serving 8,000 children in the five boroughs of New York City. The children, ranging in age from 2 months to 12 years, are cared for from 8 a.m. to 6 p.m. In each of the private licensed homes are a maximum of 6 children including those of the provider. Approximately 70 percent of the children enrolled are from single parent homes and most come from poverty level homes. The major sections of the paper cover the training and support services offered by the Red Hook training center for day care providers and parents, with anecdotal reports on the success of each program. Each provider receives (1) a comprehensive 4-week training course given at the center, and (2) follow-up supportive counseling, information and educational materials from Red Hook educational aides on biweekly visits. Workshops are given at the center for mothers of children receiving care. A bilingual/bicultural program has been designed to cater to the predominantly Spanish-speaking population, and course credits towards the Bachelor of Professional Studies are available to highly motivated providers. A licensed early childhood education teacher is hired for every 40 to 50 family day care homes. (GO)

**ED 118 266** PS 008 372

*Williams, John E.*

**Children's Responses to Color as a Determinant of Race Attitudes.**

Pub Date Aug 75

Note—15p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 3, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—\*Dimensional Preference, \*Early Childhood Education, \*Early Experience, Negative Attitudes, Negro Stereotypes, \*Racial Discrimination, \*Stimulus Generalization, Theories

**Identifiers**—\*Social Learning

This theoretical paper is concerned with the evaluation and preference responses of preschool children to light- and dark-skinned human figures. The paper examines the hypothesis that in children the frequently observed bias favoring light-skinned persons over dark-skinned persons is not a racial bias but is related to early learning experiences such as the aversive experience of hours of darkness which becomes associated with negative affect. The major sections of the paper include: (1) a review of the well-known molar phenomena regarding racial attitudes and preferences and the customary explanations of these based on social learning experiences involving cultural norms, (2) a summary of some recent research findings which challenge the adequacy of an exclusive dependence upon social-cultural learning theories, (3) the proposal of a revised theoretical interpretation which takes into account the early learning experiences of the child and his subsequent contact with social norms, and (4) a brief consideration of some practical implications which stem from the revised theory (e.g., that pro-light/anti-dark bias in younger preschool children is not bona fide racial bias and is modifiable under appropriate learning conditions, and that generalization of bias to racial contexts could be prevented by abandoning the color coding practice of designating Afro Americans "black" and Euro Americans "white"). (GO)

**ED 118 267** PS 008 375

*Strayer, Janet And Others*

**The Representation of Social Dominance in Children's Drawings.**

Pub Date Sep 75

Note—21p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 3, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—\*Art Expression, \*Elementary Education, \*Graphic Arts, Group Structure, Interpersonal Relationship, \*Peer Relationship, Reliability, \*Social Behavior, Social Status, Test Interpretation

**Identifiers**—Childrens Drawings, \*Social Dominance

This study investigated whether dominance relations observed during free-play are apparent in children's drawings of themselves with another classmate. A total of 16 hours of observational data were collected from 37 children, 9 to 11 years of age, during 40-minute free-play periods in their school setting. Dominance assessments were based upon repeated daily recordings of agonistic interactions. Following 5 weeks of observation, all of the children were asked to draw a picture of themselves and a friend. The drawings of 18 children (who each drew someone within their social group) were analyzed initially by two judges for detail of each figure. Each drawing was also scored for closest distance between figures, farthest distance between figures, figure orientation, relative height of figures, and relative percent of page occupied by each figure. Subsequently, eight different judges independently rated the set of 18 drawings on maturity of style, friendliness, amount of interaction, hostility, and social dominance. Results provide evidence that: (1) adult judges do perceive social dominance differences of children's drawings of themselves and a classmate; (2) inter-judge assessments are reliable; and (3) judgments are correct with respect to observed dominance differences. (ED)

**ED 118 268** PS 008 377

*Finkelstein, Neal W. Ramey, Craig T.*

**Learning to Control Environmental Stimulation in Infancy.**

Pub Date Apr 75

Note—25p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—Attention, Attention Control, \*Contingency Management, \*Infant Behavior, \*Infants, \*Learning Processes, Operant Conditioning, \*Stimulus Behavior, Transfer of Training, Video Tape Recordings

This study investigated the effects of prior experience with contingent or noncontingent stimulation of infants' ability to learn different responses to control perceptual stimulation. In the pretest phase, baseline rates of level movement, panel press and vocal responding were determined for each of the twelve, 6-month-old infants in the study. During treatment sessions, subjects assigned to the contingent stimulation group controlled presentation of auditory-visual stimulation by manipulating a level. An equal number of subjects assigned to the noncontingent stimulation group received the same stimulation noncontingently. In the posttest phase, all subjects were observed in separate tests of (1) learning to panel press, and (2) learning to vocalize to control perceptual stimulus presentation. Results indicate that the long-term effect of prior contingent stimulation is to enhance responding to control environmental stimulation. In contrast, prior experience with noncontingent stimulation interferes with learning to control environmental stimulation. Analyses of attentional behaviors were used to suggest the processes by which previous experience with contingent and noncontingent stimulation influenced subsequent learning to control stimulation. (Author/ED)

**ED 118 269** PS 008 378

*Hurt, Maure, Jr., Ed. Hertz, Thomas W., Ed.*

**Proceedings of the Conference on Comparability in Research (2nd, George Washington University, Washington, D.C., May 5 and 6, 1975).**

George Washington Univ., Washington, D.C. Social Research Group.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date May 75

Note—72p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

**Descriptors**—Comparative Analysis, Conference Reports, \*Elementary Secondary Education, Generalization, \*Government Role, Graduate Study, Information Dissemination, Measurement Instruments, \*Research Coordinating Units, Research Design, Research Methodology, \*Research Needs, \*Research Utilization, Synthesis

**Identifiers**—\*Research Comparability

This report presents the proceedings of a conference for researchers and trainers of researchers, convened to discuss the issues involved in improving knowledge by finding better ways to permit cross-research analyses or longitudinal research analyses. Included are: (1) a description of the history, goals, and activities of the Interagency Panel on Early Childhood Research and Development and the Interagency Panel for Research and Development on Adolescence; (2) an address defining the need for comparability and generalizability in research and the problems involved; (3) summaries of the discussions of four separate conference workgroups; (4) post-conference reactions of some of the participants; (5) a brief description of the panels' conference followup activities; and (6) a short paper which summarizes the major recurring recommendations of workgroups from this conference and a preceding one. The paper suggests the organization of Research Progress Monitoring Groups, a tripartite structure of interrelated groups designed to translate policy questions into research questions and to attain answers to these questions as quickly as possible. (ED)

**ED 118 270** PS 008 393

**Changing the Others-Concept in Elementary School Children.**

Pub Date Aug 75

Note—9p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, Aug. 30-Sept. 3, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—\*Elementary Education, \*Measurement Instruments, \*Program Evaluation, Race Relations, Racial Differences, Testing Problems, Test Results, \*Tests, \*Test Validity

**Identifiers**—\*Others Concept

This paper briefly describes three studies in which the Paired Hands Test was used to assess the other-concept as a means of evaluating project or program objectives. The first study involved the use of the Paired Hands Test to evaluate an Afro-American Curriculum Project in which teachers received training in the development of a curriculum intervention project in their classrooms. In the second study, the instrument was used in the evaluation of an Outdoor Education Project where biracial teams worked together to solve a variety of science and mathematical problems set in an outdoor environment. In the third study, descriptive data was collected which reflect the characteristics of distributions of scores obtained by pupils at the fifth and sixth grade levels in one school in which the pupils were predominantly white, and in another school in which the pupils were predominantly black. Implications from the results of these studies are briefly discussed. (JMB)

**ED 118 271** PS 008 425

*Harris, Lauren Jay*

**Functional Specialization of the Cerebral Hemispheres in Infants and Children: New Experimental and Clinical Evidence.**

Pub Date 13 Apr 75

Note—23p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 13, 1975); For an additional paper presented at the symposium, see PS 008 426

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—Aphasia, Cerebral Dominance, Cognitive Ability, \*Cognitive Processes, Haptic Perception, Lateral Dominance, \*Nature Nurture Controversy, \*Neurological Organization, \*Physiology, \*Theories

**Identifiers**—\*Cerebral Specialization

This paper presents background information and brief abstracts of research papers from a symposium on the functional specialization of cerebral hemispheres in infants and children. According to one view of the development of cerebral specialization, the two hemispheres are initially unspecialized, assuming their respective

functions only with time and experience. The opposing view is that hemispheric specialization is a product of genetic endowment present, in some form, from the beginning of life. The five research papers summarized included some concrete evidence related to these views: (1) a study of hemispheric specialization for both speech and nonspeech sounds in infants; (2) a study of the relationship between the size of cerebral injury and the pattern of cognitive skills in adult patients who sustained brain injury during infancy; (3) an examination of hemispheric specialization for language in preschool and primary-grade children; (4) a study of hand specialization for shape discrimination in 3- to 13-year olds using the dichotic listening procedure for the haptic system; and (5) a discussion of the interaction of experiential and genetic factors in the patterning of cognitive abilities in normal individuals. (Author/JMB)

**ED 118 272 PS 008 427**

*Stone, Arline M.*  
**American Status of Early Childhood Education, School Year 1974-75.**

Pub Date 1 May 75

Note—201p.; Practicum report, submitted in partial fulfillment of requirements for Doctor of Education degree, Nova University

**EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage**

**Descriptors**—Childhood Needs, \*Early Childhood Education, Educational Attitudes, Educational Legislation, Educational Planning, Educational Research, Educational Trends, \*Federal Programs, \*Government Role, Handicapped Children, Kindergarten, \*National Surveys, Program Descriptions, \*State Programs, State Surveys

This survey of the status of early childhood education in the United States is based primarily on information obtained from the state departments of education in 49 states. The report includes: (1) consideration of current attitudes toward early childhood education; (2) a history of federal involvement in early childhood education; (3) information on important recent state legislation and activities of state child development offices; (4) descriptions of successful early childhood education programs in 13 states; (5) a review of the current status of kindergarten in 30 states; and (6) discussion of current issues and identification of current trends in early childhood education. (ED)

**ED 118 273 PS 008 473**

*McIntyre, Anne And Others*  
**Early Childhood Separation Anxiety and Patterns of Social Behavior.**

Pub Date Aug 75

Note—10p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, August 30-September 3, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—\*Attachment Behavior, Developmental Psychology, \*Emotional Response, \*Interpersonal Relationship, Parent Child Relationship, \*Peer Relationship, \*Preschool Education, Psychologists, Social Psychology

**Identifiers**—\*Separation Anxiety

This study was designed to determine whether separation anxiety proneness in normal preschoolers is associated with distinctive ways of relating to other people. A total of 14 preschool children (6 girls and 8 boys) were rated for separation anxiety proneness by their parents prior to preschool entrance. The preschool teaching staff then rated them for entrance distress each day of the first two weeks of preschool attendance. A clinical psychologist made almost daily observations in the nursery school throughout the school year; in addition, periodic observations, parental interviews, and developmental assessments were made by a child study group composed of another clinical psychologist, a developmental psychologist, and several graduate students. At the end of the year, the clinical psychologist who served as regular observer prepared summaries on each child based on the group's consensus from individual findings. The material from these case summaries was analyzed using a clinical judgmental process. The findings indicated that children who are prone to high separation anxiety have more limited repertoires for peer interaction than other children do, and that their relationships with both peers and adults are dependent ones. It was concluded that

separation anxiety in early childhood has important implications for psychosocial development. (JMB)

**ED 118 274 PS 008 501**

*Riscalla, Louise Mead*

**The Professional's Role and Perspectives on Child Abuse.**

Pub Date 75

Note—13p.; Filmed from best available copy; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, Aug. 30-Sept. 3, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—\*Behavior Problems, \*Child Abuse, \*Child Advocacy, Court Role, Discipline Policy, \*Elementary Secondary Education, Foster Homes, Legislation, Parent Child Relationship, Parent Role, Regular Class Placement, \*Student Rights, Suspension, Teacher Role  
**Identifiers**—\*Childrens Rights

This paper explores some of the ways in which professionals inadvertently or deliberately abuse children and perpetuate child abuse: (1) harassment and rejection of children by school personnel, leading to truancy or dropping out; (2) treatment of psychological disturbances which do not warrant outside help; (3) the pressures from teachers, parents, or psychologists obsessed by marks or by IQ scores and achievement tests; (4) continued use of various forms of discipline; (5) the deleterious consequences of labelling children in special education; (6) the harmful consequences of extreme forms of children's rights legislation; and (7) court punishment of abused children by removing them from their homes without considering the child's feelings or the adequacy of the foster homes in which they are placed. It is argued that children have the moral and legal right to be considered persons. (ED)

**ED 118 275 95 PS 008 505**

**Report of the National Conference on Parent/Early Childhood Education (Denver, Colorado, May 4-7, 1975).**

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 75

Contract—OEC-381-75-0001

Note—130p.

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage**

**Descriptors**—Conference Reports, \*Early Childhood Education, Educational Administration, \*Educational Needs, Educational Objectives, Educational Research, \*Family Programs, Federal Programs, \*Parent Counseling, \*Parent Education, Parenthood Education, Preschool Learning, State Federal Support

**Identifiers**—\*National Conf Parent Early Childhood Education, Parenting

This booklet reports on the 1975 National Conference on Parent/Early Childhood Education (P/ECE) which addressed the question of parents' influence on the cognitive and social-emotional development of their children during the preschool years, focusing particularly on ways that the importance of learning in the home can be stressed to parents and effectively translated into practice. The report is presented under three main headings: (1) The State Of The Art (What Is) which deals with organization of administrative agencies and features of existing programs in P/ECE; (2) Reassessing Our Educational Priorities (Need), which covers research findings on needs for P/ECE, organization and administration needed, and teaching/learning content and processes needed; and (3) Recommendations of the Commissioner (What Should Be), which specifies recommendations for action in five areas. Appendices include summaries of six addresses on the topic: Reassessing Our Educational Priorities, The State's Responsibility, Whose Ball Park?, The Politics of Children, The California Picture, and Charge for the Future. Other appendices are a list of conference officials, the workshop schedule and conference schedule (including program participants), and the Women's Caucus Report. (GO)

## RC

**ED 118 276 RC 006 184**

**Rural Development: Part 1, S. 1612. A Bill to Establish a Revenue-Sharing Program for Rural**

**Development. Hearing Before the Subcommittee on Rural Development of the Committee on Agriculture and Forestry, 92d Congress, 1st Session, April 23, 1971.**

Congress of the U.S., Washington, D.C. Senate Committee on Agriculture and Forestry.

Pub Date 23 Apr 71

Note—321p.; Related hearings are RC 006 185-190

**EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage**

**Descriptors**—Census Figures, \*Community Development, Definitions, Demography, Documentation, \*Employment, \*Federal Legislation, Legislators, Letters (Correspondence), Needs Assessment, Public Opinion, \*Revenue Sharing, \*Rural Development, State Officials

**Identifiers**—\*Rural Community Development Revenue Sharing Act

Transcript of the 1971 Senate hearings on a bill to establish a revenue sharing program for rural development are presented in this publication. These hearings include: (1) Statements by James B. Allen, Henry Bellmon, Dr. George Hay Brown, John B. Connally, Robert Dole, Clifford M. Hardin, Hubert Humphrey, Jack Miller, and George Romney; (2) Miscellaneous Documents (S. 1612-92d Congress; request from Department of Agriculture; section-by-section analysis of S. 1612; fact sheet-Rural Community Development Revenue Sharing Act of 1971; rural community development revenue sharing—hold harmless baseline; excerpt from President Nixon's State of the Union Address—1971; President Nixon's remarks to farm media representatives—lowa, 1971; President Nixon's remarks on signing message to Congress concerning proposed rural revenue sharing; President Nixon's message to Congress regarding special revenue sharing for rural development; rural development legislation introduced in the 91st and 92d Congresses; State laws designed for industrial development in small towns and rural areas); (3) Letters to and Responses from 27 State Governors; (4) Impact of Revenue Sharing on Employment (questions and answers of executive departments); (5) Data on Birth and Fertility Rates; (6) U.S. Census Data (per capita income, rural-urban migration, voters disenfranchised by State registration laws, county migration patterns—1960-70, age of farm operators, effect of interstate highways and colleges on migration). (JC)

**ED 118 277 RC 006 185**

**Rural Development: Part 2, (1) Balanced National Growth Policy; (2) National Rural Development Program; (3) S. 1612, The Rural Community Development Revenue Sharing Act of 1971; (4) Reorganization of U.S. Department of Agriculture and Related Agencies. Hearings Before the Subcommittee on Rural Development of the Committee on Agriculture and Forestry, 92d Congress, 1st Session, April 29; June 16 and 17, 1971.**

Congress of the U.S., Washington, D.C. Senate Committee on Agriculture and Forestry.

Pub Date 71

Note—377p.; Some charts may not reproduce well; Related hearings are RC 006 184-190

**EDRS Price MF-\$0.83 HC-\$20.75 Plus Postage**

**Descriptors**—\*Agency Role, Community Development, \*Federal Legislation, \*National Programs, Organization, Policy Formation, Population Distribution, Public Opinion, \*Revenue Sharing, \*Rural Development

**Identifiers**—\*Department of Agriculture, Rural Community Development Revenue Sharing Act

Included in these Senate hearings on rural development are statements from representatives of the following: (1) National League of Cities and the U.S. Conference of Mayors; (2) National Association of Community Development; (3) American Institute of Planners; (4) National Farmers Union; (5) Business International; (6) National Service to Regional Councils; (7) Farmers Union Grain Terminal Association; (8) National Milk Producers Federation; (9) Midcontinent Farmers Association; (10) National Planning Association; (11) Natural Resources Department; (12) West Virginia Institute of Technology; (13) National Rural Electric Cooperative Association; (14) National Council of Farmer Cooperatives; (15) Neighborhood Services Center; (16) National Rural Coalition; (17) National Grange; (18) National Association of Counties; (19) Women's Committee, American Farm Bureau Federation; (20) National Farmers Organization;

(21) National Association of Conservation Districts. Among the miscellaneous documents presented are: (1) Evaluation of Resource Conservation and Development Projects; (2) Benefits of Watershed Projects; (3) Members of Coalition of General Farm and Commodity Organization; (4) Analyses of the President's department reorganization and revenue sharing proposals; (5) Information submitted by the Forest Service and the Departments of Labor, Agriculture, Transportation, and Health, Education, and Welfare. (JC)

#### ED 118 278 RC 006 186

**Rural Development: Part 3, (1) Balanced National Growth Policy; (2) National Rural Development Program; (3) S. 1612, The Rural Community Development Revenue Sharing Act of 1971; (4) Reorganization of U.S. Department of Agriculture and Related Agencies. Hearings Before the Subcommittee on Rural Development of the Committee on Agriculture and Forestry, 92d Congress, 1st Session, May 3, 1971, Sioux City, Iowa; May 4, 1971 Vermillion, ....**

Congress of the U.S., Washington, D.C. Senate Committee on Agriculture and Forestry.

Pub Date 71

Note—620p.; Related hearings are RC 006 184-190

**EDRS Price MF-\$1.16 HC-\$32.81 Plus Postage**  
 Descriptors—\*Agency Role, \*Community Development, \*Federal Legislation, \*National Programs, Organization, Policy Formation, Population Distribution, Public Opinion, \*Revenue Sharing, \*Rural Development

Identifiers—Alabama, \*Department of Agriculture, Georgia, Iowa, Rural Community Development Revenue Sharing Act, South Dakota

Transcripts of the 1971 Senate hearings on rural development (held in Sioux City, Iowa; Montgomery, Alabama; Vermillion, South Dakota; and Tifton, Georgia) are presented in this document. Derived from many sources representing the varied interests of each host State, representative testimony includes that of: city and state officials; university students; college deans and professors; extension workers; legislators; bank executives; community action committees; etc. Among the many specific representatives presented are: the National Urban League of South Dakota; Iowa State Employment Service; Siouxland Interstate Metropolitan Planning Council; Central Savannah River Area Planning and Development Commission; Tri-County Appalachian Regional Health Planning Commission; Northeast Iowa Power Cooperative; the Southern Rural Project; South Dakota Farmers Union; North Central Alabama Regional Planning and Development Commission; the United Sioux Tribes of South Dakota; Alabama League of Municipalities; Tennessee Valley Authority; North Alabama Traffic Club; University of Alabama Medical Center; rural Community Assistance Consortium. (JC)

#### ED 118 279 RC 006 187

**Rural Development: Part 4, S. 2223—The Consolidated Farm and Rural Development Act and Amendment No. 153 (To S. 1483), to Establish the Rural Community Development Bank. Hearings Before the Subcommittee on Rural Development of the Committee on Agriculture and Forestry, United States Senate, 92d Congress, 1st Session, July 23; September 21-24, 1971.**

Congress of the U.S., Washington, D.C. Senate Committee on Agriculture and Forestry.

Pub Date 71

Note—678p.; Some tables may not reproduce well; Related hearings are RC 006 184-190

**EDRS Price MF-\$1.33 HC-\$36.83 Plus Postage**  
 Descriptors—\*Agriculture, \*Community Development, \*Credit (Finance), Documentation, \*Federal Legislation, Policy Formation, Public Opinion, \*Rural Development

Identifiers—Amendment to S. 1483, \*Consolidated Farm Rural Development Act

Transcripts of Senate hearings on S. 2223 (the Consolidated Farm and Rural Development Act) and on Amendment No. 153 (to S. 1483) to establish the rural community development bank are presented in this document. In addition to some 25 miscellaneous documents, statements of representatives from municipal, state, and national organizations are presented in conjunction with the testimony of State and Federal legislators. Among the miscellaneous documents

presented are: (1) S. 2223 of the 92d Congress; (2) Section-by-Section Analysis of S. 2223; (3) Amendment No. 153 (to S. 1483); (4) Comparison of S. 2223 and Amendment by Senator Pearson; (5) Increase in Costs of Water and Sewer Facilities; (6) Press Release on Environmental Protection Agency Regulations on Solid Waste Management Needs; (7) Independent Bankers Association Statement on Insured Agriculture Loans; (8) Resolutions Adopted at Regional Meetings of the National Rural Electric Cooperative Association; (9) Paper on Rural Development by W. C. Motes; (10) Information on Non-metropolitan District Planning; (11) concerted Services in Training and Education in Small Towns and Rural Areas; (12) Small Business Administration Loans; (13) Report from the Department of Agriculture on S. 2223; (14) Amendments Proposed by the National Governor's Conference and Comparison with S. 2223. (JC)

#### ED 118 280 RC 006 188

**Rural Development: Part 5, (1) Balanced National Growth Policy; (2) National Rural Development Program; (3) S. 1612, The Rural Community Development Revenue Sharing Act of 1971; (4) Reorganization of U.S. Department of Agriculture and Related Agencies. Hearings Before the Subcommittee on Rural Development of the Committee on Agriculture and Forestry, United States Senate, 92d Congress, 1st Session, September 9, 1971, Stillwater, Okla....**

Congress of the U.S., Washington, D.C. Senate Committee on Agriculture and Forestry.

Pub Date 71

Note—409p.; Some tables may not reproduce well; Related hearings are RC 006 184-190

**EDRS Price MF-\$0.83 HC-\$22.09 Plus Postage**

Descriptors—\*Agency Role, \*Community Development, \*Federal Legislation, National Programs, Organization, Policy Formation, Population Distribution, Public Opinion, \*Revenue Sharing, \*Rural Development

Identifiers—\*Department of Agriculture, Nebraska, Oklahoma, Rural Community Development Revenue Sharing Act

Transcripts of the 1971 Senate hearings on rural development held in Stillwater, Oklahoma and Lincoln, Nebraska are presented in this document. Derived from many sources representing the varied interests of each host state, representative testimony includes that of: university professors and administrators; State and Federal legislators; chamber of commerce representatives; bank executives; community action committee members; extension economists; public school officials; representatives from private industry; etc. Among the many specific organizations represented in these hearings are: Nebraska State Grange; Lincoln Legal Services; Nebraska Farmers Union; Nebraska Bankers Association; Nebraska Petroleum Council; Niobrara River Basin Development Association; Nebraska Livestock Feeders Association; Oklahoma Young Farmers Association; University of Oklahoma Medical Services; Omaha Economic Development Council; Farmers Home Administration; Nebraska National Farmers Organization; LeeFac Manufacturing Company; Statewide Advisory Committee of the Nebraska Department of Economic Development. (JC)

#### ED 118 281 RC 006 189

**Rural Development: Part 6, S. 1612-A Bill to Establish a Revenue-Sharing Program for Rural Development. Hearing Before the Subcommittee on Rural Development of the Committee on Agriculture and Forestry, 92d Congress, 1st Session, September 20, 1971.**

Congress of the U.S., Washington, D.C. Senate Committee on Agriculture and Forestry.

Pub Date 20 Sep 71

Note—126p.; Related hearings are RC 006 184-190

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage**

Descriptors—\*Community Development, Conservation (Environment), Extension Agents, \*Federal Legislation, Legislators, \*National Programs, Natural Resources, Policy Formation, Population Distribution, Public Opinion, \*Revenue Sharing, \*Rural Development

Identifiers—\*Rural Community Development Revenue Sharing Act

Transcripts of the 1971 Senate hearings on S. 1612, a bill to establish a revenue sharing program for rural development, are presented in this document. Testimony presented in these hearings

includes that of Federal and State legislators from North Dakota, Minnesota, West Virginia, and Georgia and representatives from the following: Arkansas Game and Fish Commission; National Association of State Universities and Land-Grant Colleges; Cooperative Extension Services (West Virginia University, Colorado State University, Texas A & M, Purdue, and the University of Nevada); Arrowhead Regional Development Commission; Wildlife Society; National Association of Development Organizations; National Wildlife Federation; National Association of Conservation Districts; American Farm Bureau Federation; Virginia State Dairymen's Association; Michigan Department of Natural Resources; American Forestry Association; Wildlife Management Institute; Chamber of Commerce of the United States; National Association of County Agricultural Agents; Forest Farmers Organization; National Association of Farmer Elected Committeemen; Fertilizer Institute; Appalachian Regional Commission; American Oil Company. Among other documents presented are 12 letters from the North Dakota constituency. (JC)

#### ED 118 282 RC 006 190

**Rural Development: Part 7, (1) Balanced National Growth Policy; (2) National Rural Development Program; (3) S. 1612, The Rural Community Development Revenue Sharing Act of 1971; (4) Reorganization of U.S. Department of Agriculture and Related Agencies. Hearing Before the Subcommittee on Rural Development of the Committee on Agriculture and Forestry, 92d Congress, 1st Session, December 14, 1971, Bowling Green, Ohio.**

Congress of the U.S., Washington, D.C. Senate Committee on Agriculture and Forestry.

Pub Date 14 Dec 71

Note—135p.; Some tables may not reproduce well; Related hearings are RC 006 184-189

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage**

Descriptors—\*Agency Role, \*Community Development, \*Federal Legislation, National Programs, Organization, Policy Formation, Population Distribution, Public Opinion, \*Revenue Sharing, \*Rural Development

Identifiers—\*Department of Agriculture, Ohio, Rural Community Development Revenue Sharing Act

Transcripts of the 1971 Senate hearings on rural development held in Bowling Green, Ohio are presented in this document. These hearings include statements of private citizens, State and Federal legislators (Ohio, Oregon, and Minnesota), and representatives from: (1) Southern Ohio and Kentucky United Farm Workers Organizing Committee; (2) La Raza Unida de Ohio; (3) Buckeye Power (Columbus, Ohio); (4) Colorado State University; (5) Ohio Cooperative Extension Service; (6) Wood County Department of Welfare (Bowling Green); (7) Ohio Valley Health Service Foundation; (8) Lake State Forestry Cooperative (Duluth, Minnesota); (9) Soil Conservation Service, U.S. Department of Agriculture; (10) University of Missouri; (11) South Central Power Company; (12) College of Agriculture and Home Economics, Ohio State University; (13) Labor and Industrial Relations, Michigan State University; (14) Bowling Green State University; (15) Ohio Farmers Union; (16) Division of Administration on Aging, Ohio Department of Mental Hygiene and Correction; (17) Community, Human, and Industrial Development; (18) Toledo Edison Company; (19) Ohio State Grange; (20) Community Action Commission (Freemont), Ohio State Grange; (20) Community Action Commission (Freemont, Ohio); (2) Ohio Farm Bureau Federation; (22) Ohio Department of Development; and (22) Ohio Bankers Association. (JC)

#### ED 118 283 RC 006 625

*Robbins, Frances*

**Rural Development: Report on Congressional Activities in 15 Major Categories in the 92d Congress, 1st Session. Committee Print, 92d Congress, 2d Session, February 3, 1972.**

Library of Congress, Washington, D.C. Congressional Research Service.

Spons Agency—Congress of the U.S., Washington, D.C. Senate Committee on Agriculture and Forestry.

Pub Date 3 Feb 72

Note—33p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—Community Development, \*Economic Development, \*Federal Legislation, Fire Protection, Government Publications, Housing, Incentive Grants, Industry, Medical Services, Policy Formation, Research and Development Centers, Revenue Sharing, \*Review (Reexamination), \*Rural Development, \*Social Services, Telephone Communication Systems, Waste Disposal  
Identifiers—Appalachia

This report reviews the legislative progress through December 31, 1971 of the rural development bills introduced in the U.S. Senate and House during the first session of the 92d Congress. For purposes of organization, this report presents 15 major rural development categories and limits this review to those bills and bill categories directed at economic, social, and cultural rural development. Each bill presented is identified in terms of its number, its author, its major provisions, and one of the following categories: (1) Revenue Sharing Bills; (2) Reorganization Bills; (3) Development Bank Bills; (4) Bills to Amend the Consolidated Farmers Home Administration Act; (5) Rural Industrial Incentive Bills; (6) National Policy; (7) Housing Bills; (8) Water and Waste Disposal Systems; (9) Rural Development and Population Dispersion Act of 1971; (10) Small Community Development; (11) National Rural Development Center; (12) Rural Telephone Bank; (13) Medical Care Bills; (14) Fire Prevention Bills; (15) Appalachia. A complete list of the proposed rural development legislation introduced during the 92d Congress is presented in the appendices. (JC)

**ED 118 284** RC 006 626  
**Rural Development Act of 1972: Report Together with Additional and Individual Views (To Accompany S. 3462). 92d Congress, 2d Session, April 7, 1972.**

Congress of the U.S., Washington, D.C. Senate Committee on Agriculture and Forestry.  
Pub Date 7 Apr 72

Note—141p.; A related document is RC 006 627  
**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage**

Descriptors—Community Development, \*Credit (Finance), Definitions, Environmental Criteria, Evaluation, \*Federal Legislation, \*Government Publications, Investment, Needs Assessment, Program Proposals, Reports, \*Revenue Sharing, \*Rural Development  
Identifiers—\*Rural Development Act 1972

Submitted to the U.S. Senate by the Committee on Agriculture and Forestry, this report on the Rural Development Act of 1972 contains the following: (1) Brief Explanation of the Bill (Titles I-VII); (2) Statements on the Need for Rural Development and Rural Development Credit and Investment; (3) Titles I-VII (presented via a short explanation, a general statement, and a section by section explanation); (4) Message from the President of the U.S. Proposing a System of Special Revenue Sharing for Rural Community Development (Rural America in Transition: The Urban Stake in Rural Development; Programs; How Revenue Sharing Works; Building on Success; Streamlining the Rural Assistance Effort; The Statewide Development Plan; The Logic of Rural Development Revenue Sharing; The Urban-Rural Partnership); (5) Message from the President of the U.S. Transmitting Proposals for a Program of Rural Development (The Problems of Rural America; Changing Our Approach; Proposals Already Submitted to Congress; New Proposals—Expanded Credit for Rural America and Improving the Rural Environment); (6) Recommendations (submitted via letter) from the U.S. Department of Agriculture, the Deputy Comptroller General of the U.S., and the Environmental Protection Agency; (7) Transcripts of Proposed Changes in Existing Law Made by the Bill; (8) Individual Views on the Bill (Milton R. Young, Jack Miller, Bob Dole, Carl T. Curtis, George D. Aiken, and Allen J. Ellender). (JC)

**ED 118 285** RC 006 627  
**Rural Development Act of 1972: Staff Explanation of H. R. 12931, The Rural Development Act of 1972, As Passed by the Senate April 20, 1972. Committee Print, 92d Congress, 2d Session, April 21, 1972.**

Congress of the U.S., Washington, D.C. Senate Committee on Agriculture and Forestry.  
Pub Date 21 Apr 72

Note—9p.; A related document is RC 006 626  
**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Definitions, Extension Education, Farmers, \*Federal Legislation, \*Fire Protection, Government Publications, Research, \*Resource Allocations, \*Revenue Sharing, \*Rural Development, Water Resources  
Identifiers—\*Rural Development Act 1972

Designed to assist in the development of rural areas in the United States, the Rural Development Act of 1972 is divided into seven titles which are named and explicated in this "Staff Explanation". Titles of the Act are presented as follows: (1) Title I—Amendments to the Consolidated Farmers Home Administration Act of 1961 (28 amendments relative to loan authorization, extension of water and sewer grant authorities, extension of the definition of rural, etc.); (2) Title II—Rural Revenue Sharing (five items relative to appropriation formulas, apportionment, State eligibility, etc.); (3) Title III—Amendments to the Watershed Protection and Flood Prevention Act (seven amendments relative to definition of "works improvement", authorization of funds for land acquisition, water storage costs, etc.); (4) Title IV—Amendments to the Bankhead-Jones Farm Tenant Act (authorization of water storage costs and land inventory and monitoring program requirements); (5) Title V—Rural Community Fire Protection (appropriations of \$5 million for fiscal years 1973-75); (6) Title VI—Rural Development and Small Farm Research and Education (appropriation and apportionment of funds for rural development extension programs, research and training, and small farm extension and development programs); (7) Title VII—Miscellaneous (restrictions and cost sharing authorizations). (JC)

**ED 118 286** RC 006 738  
**Migrant Family Housing Centers. Annual Operational Summary, January-December 1972.**

California State Dept. of Employment Development, Sacramento. Migrant Services Section.  
Pub Date Feb 73

Note—15p.; A few pages may reproduce poorly due to light print  
**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Academic Achievement, Age, Ethnic Groups, \*Family (Sociological Unit), \*Family Characteristics, Females, Income, Males, \*Migrant Housing, \*Migrant Workers, \*Tables (Data)  
Identifiers—\*California

Covering January through December 1972, this report presents tabular data on the migrant families occupying California's 25 migrant family housing centers. Tabular data, given by center, pertain to: (1) migrant housing center occupancy; (2) family size by center and by annual income; (3) age of family members; (4) age of male and female family members; (5) annual income; (6) school years completed by persons 18 years and over; (7) ethnic background; (8) number of families by length of stay, total days, and average stay; and (9) family home base. Data indicate that (1) between January and December 1972, 2,873 families occupied the migrant housing centers; (2) the mean number of children per family was 2.3 while the mean number of adults per family was 2.9; (3) the modal family size was 4; (4) the majority of the family members were between 22 and 44 years of age; (5) the majority had completed between 1 and 7 years of school; (6) the majority were of Mexican background; and (7) the majority length of stay was between 121 and 180 days. (NQ)

**ED 118 287** RC 007 912  
**Migrant Family Housing Centers. Annual Operational Summary, January-December 1973.**

California State Dept. of Employment Development, Sacramento. Migrant Services Section.  
Pub Date Feb 74

Note—15p.  
**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Academic Achievement, Age, Ethnic Groups, \*Family (Sociological Unit), \*Family Characteristics, Females, Income, Males, \*Migrant Housing, \*Migrant Workers, \*Tables (Data)  
Identifiers—\*California

Covering January through December 1973, this report presents tabular data on the migrant families occupying California's 26 migrant family housing centers. Tabular data, given by center, pertain to: (1) migrant housing center occupancy; (2) family size by center and by annual income; (3) age of family members; (4) age of male and

female family members; (5) annual income; (6) years of school completed by persons 18 years and over; (7) ethnic background; (8) number of families by length of stay, total days, and average stay; and (9) family home base. Data indicate that (1) between January and December 1973, 2,874 families occupied the migrant housing centers; (2) the mean number of children per family was 2.4, while the mean number of adults per family was 2.8; (3) the modal family size was 4; (4) the majority of the family members were between 22 and 44 years of age; (5) the majority had completed between 1 and 7 years of school; (6) the majority were of Mexican background; and (7) the majority stayed between 121 and 180 days. (NQ)

**ED 118 288** RC 008 827

**Lehnhoff, Nora And Others**  
**Early Childhood Education: Promising Practices in Rural Areas.**

National Federation for the Improvement of Rural Education.; Northwest Regional Educational Lab., Portland, Ore.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Feb 76

Note—94p.

Available from—Office of Marketing and Dissemination, Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, Oregon 97024 (\$3.50)

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**

Descriptors—Bilingual Education, \*Early Childhood Education, \*Educational Innovation, Group Instruction, Home Programs, Instructional Materials, Migrant Children, Parent Participation, Parent School Relationship, \*Preschool Education, Program Descriptions, \*Rural Areas, \*Teaching Methods, Toys  
Identifiers—Elementary Secondary Education Act Title I, Elementary Secondary Education Act Title III, ESEA Title I, ESEA Title III

Intended to suggest types of early childhood education programs which may be implemented in rural areas at reasonable cost and which capitalize upon the rural environment's unique characteristics, this booklet describes 12 programs (many of which use Elementary and Secondary Education Title I or III funds) currently operating in rural areas. The practices are divided into 3 general categories, according to primary emphasis: (1) parent involvement in home learning, (2) group teaching practices, and (3) special programs. Relying on active parent involvement in the home, the first category consists of such program areas as early identification of learning disabilities, teaching severely handicapped children, and preparing young children for the classroom setting. Designed to provide young children in rural or migrant areas with group social experiences outside the home, the group teaching practices involve such diverse elements as bilingual educational training, creative toys and games, and a learning center on wheels. The last category includes a program, not yet in operation, which has proved successful in testing stages, and one which lacks a distinctly rural emphasis. However, both offer potentially adaptable models. Each description includes: program title, location, needs, developmental history, implementation considerations, vital statistics, evaluation, and contacts for further information. (NQ)

**ED 118 289** 95 RC 008 926

**Guerra, Roberto S.**

**Work Experience and Career Education Programs for Migrant Children.**

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 76

Contract—400-75-0025

Note—90p.

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Blvd., Austin, Texas 78702 (Stock No. EC-032, \$4.00)

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**

Descriptors—\*Career Education, Career Exploration, Definitions, \*Educational Needs, Life Style, \*Migrant Children, Migrant Youth, \*Program Development, Vocational Counseling, Vocational Development, \*Work Experience Programs



Of the more than two million seasonal farmworkers in the United States, nearly half are between the ages of 14 and 20 years. Although much has been done recently to meet some of the special needs of these migrant youth, they are still confronted with inadequate educational and training opportunities and limited career aspirations. In the forefront of what has been done is career education, a widely discussed but little understood concept among educators and public alike. By adapting the concepts of career education to the special and unique circumstances of the migrant farmworker, career education can have a positive impact on the educational process of the migrant child. This paper focuses on the philosophical and process assumptions of career education and applies them to the special situation of migrant children. Career education is discussed as a: (1) means of strengthening the relationship between the school and work, (2) means of easing the transition between school and work when the time comes, and (3) vehicle which will give migrant youth the opportunity to choose among alternative social and occupational lifestyles. (NQ)

ED 118 290 RC 008 949

Macias, Reynaldo. *And Others*  
**Educacion Alternativa: On the Development of Chicano Bilingual Schools.**  
Southwest Network, Hayward, Calif.  
Pub Date 75  
Note—81p.

Available from—Nebraska Curriculum Development Center, Andrews Hall, University of Nebraska, Lincoln, Nebraska 68508 (\$1.00)

Document Not Available from EDRS

Descriptors—\*Alternative Schools, Annotated Bibliographies, \*Bilingual Schools, Curriculum Development, \*Educational Alternatives, \*Educational Development, Elementary Secondary Education, Financial Needs, Language Planning, Literature Reviews, \*Mexican Americans, Program Evaluation, School Organization, School Role

Identifiers—\*Chicanos

Intended to contribute to the furthering of the development of alternative schools, this book discusses various problems and issues which arise in setting up culture-based, bilingual programs. These include: (1) possible types of alternative efforts at schooling, (2) questions which need to be considered before setting up a curriculum, (3) curriculum development, (4) Chicano language/speech and language planning in the school, (5) school organization, (6) training in the school, (7) financial costs and fund raising, and (8) program evaluation and documentation. The sociopolitical context of Chicanos and schools in the United States is discussed. Also included are: (1) a listing of followup readings, given at the end of each chapter; (2) a 47-item annotated and selected bibliography of materials pertaining to bilingualism and bilingual education, Chicano speech, and Chicano education in general; and (3) a partial directory of Chicano alternative schools and of Chicano Studies Programs. (NQ)

ED 118 291 RC 008 956

McAtee, W. Zani, T. L.  
**The Education of Isolated Children in Western Australia.**  
Western Australia Education Dept., Perth.  
Pub Date 75  
Note—80p.

Available from—Education Department of Western Australia, Parliament Place, West Perth, W. A. 6005

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Administration, \*Correspondence Schools, Curriculum, \*Demography, Elementary Secondary Education, \*Financial Support, Historical Reviews, Instructional Staff, Parent Attitudes, Regional Planning, \*Rural Youth, Tables (Data), \*Telecommunication

Identifiers—\*Australia (Western Australia), Chidley Centre, Western Australia Correspondence School

Prepared to meet the need for published factual data, this report on correspondence schools in Western Australia is designed to aid the education department in the upgrading and planning of correspondence education for the rurally isolated. Following the pattern of a 1974 questionnaire which sought information from parents (67 percent response) of isolated correspondence stu-

dents, this report presents both tabular and narrative data relative to: (1) Isolated Children: Demography (population distribution, occupational distribution, school year, degree of isolation, residential stability, accommodation); (2) Financial Assistance to Isolated Families (direct financial assistance, indirect financial assistance, taxation and direct financial assistance, parents' view of financial assistance); (3) Learning in Isolation (subjects, learning methods and media, supervision in the home, camp schools); (4) The Western Australian Correspondence School (brief history, administration and staffing, accommodation, school library, course development); (5) Schools of the Air in Western Australia (background, administration and staffing, equipment, accommodation, mode of operation); (6) Projected Plans for the Education of Isolated Children (Chidley Centre—special education facility for isolated children, the Isolated Schools Matriculation Project); (7) Parental Views (responses to the 1974 questionnaire). (JC)

ED 118 292 95 RC 008 958

Migrant Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 6.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 76

Contract—400-75-0025

Note—131p.; Not available in hard copy due to marginal legibility of original document. For related documents, see ED 101 909

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Blvd., Austin, Texas 78702 (Stock No. EC-034; \$6.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Abstracts, Agricultural Laborers, \*Annotated Bibliographies, Educational Programs, Federal Legislation, Human Services, Mexican Americans, \*Migrant Education, \*Migrants, Outreach Programs, \*Publications, Subject Index Terms

A supplement to six previous bibliographies, this bibliography provides access to some of the latest resource material, research findings, and/or developments in migrant education. Part 1 contains 82 citations and abstracts which appeared in "Resources in Education" (RIE) from January 1975 through December 1975. Part 2 includes 21 citations of journal articles which appeared in "Current Index to Journals in Education" (CIJE) from January 1975 through December 1975. The citations cover such topics as agricultural laborers, educational programs, Federal programs and legislation, human services, Mexican Americans, migrant child education, migrant workers, outreach programs, rural education, and summer programs. A combined RIE and CIJE subject index is provided to assist the user in locating citations pertaining to a given subject area within the realm of migrant education. Ordering information and a directory of ERIC Microfiche Collections are appended. (NQ)

ED 118 293 95 RC 008 961

Bilingual Education in P. L. 93-380.  
Office of Education (DHEW), Dallas, Tex. Regional Office 6.

Report No.—PL-93-380

Pub Date 13 Mar 75

Note—37p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—American Indians, \*Bilingual Education, \*Content Analysis, \*Educational Legislation, Educationally Disadvantaged, Educational Policy, Elementary Secondary Education, Higher Education, \*Management, \*Program Coordination

Identifiers—Education Amendments 1974

Based on an analysis of the Education Amendments of 1974 (P.L. 93-380), this paper provides an overview of the more than 20 different types of bilingual educational activity found in the law and raises some of the issues of management, policy, and coordination. Issues tend to cluster around interface areas in which there is inherent institutional, programmatic, or organizational stress. An analysis of the problem of developing a nationally coordinated bilingual education program suggests 5 potential areas of major stress: (1) the "continuity" issue characterized by stress

between new and existing programs and products; (2) the "communication" issue resulting from expanded internal, as well as, external linkages; (3) the "cooperation" issue arising from new interface areas at the local, state, and national level; (4) the "coordination" issue involving interaction between Federal and non-Federal activity, among funded bilingual centers and clearinghouses, and with related state and local efforts; and (5) the "compliance" issue involving adherence to laws, rules, and regulations. Some unresolved questions regarding further implementation of the law are presented. The appendices include a listing of: (1) legislation amended by P.L. 93-380, (2) new acts or legislation embodied in P. L. 93-380, and (3) implications in bilingual education and for American Indian Education. (Author/NQ)

ED 118 294 RC 008 962

Davis, Richard N. *And Others*  
**Low-Income Rural People in East Central Arkansas Face Roadblocks to Jobs. Arkansas Agricultural Experiment Station, Agricultural Economic Report No. 290.**

Arkansas Agricultural Experiment Station, Fayetteville.

Spons Agency—Economic Research Service (DOA), Washington, D.C.

Report No.—ARK-AER-290

Pub Date Jul 75

Note—39p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Attitudes, Caucasians, Comparative Analysis, Demography, \*Employment Opportunities, Employment Patterns, \*Followup Studies, Health, Job Satisfaction, \*Job Training, \*Low Income, Migration, Negroes, Perception, Racial Differences, \*Rural Population, Sex Differences, Transportation

Identifiers—\*Arkansas (East Central), Economic Opportunity Act Title III B

From 1967 to 1971, a total of 742 low income, rural people in east central Arkansas were trained with funds provided by the Economic Opportunity Act (Title III-B). A total of 133 of these people were interviewed and divided into the following subgroups for purposes of comparison: (1) 74 respondents (46 blacks and 28 whites) who had been and remained employed following the III-B training; (2) 29 respondents (20 blacks and 9 whites) employed following III-B training but unemployed at the time of the study; and (3) 30 respondents (28 blacks and 2 whites) who had never been employed following the III-B training. The interviews were designed to solicit information relative to: (1) demographic characteristics; (2) employment history; (3) job attitudes; (4) perceptions; (5) transportation; (6) support for employment; (7) internal-external control; (8) health factors; (9) migration; and (10) Herzberg's job satisfier and dissatisfier factors. Among the first two groups, the main roadblocks to jobs during 1971 were "could not find suitable work" and "laid off from work." Reasons cited for leaving their first job after III-B training also centered on being laid off (32 percent) but included transportation problems (15 percent). Among the third group (predominantly black, unmarried, separated, or divorced females with children) major reasons cited for unemployment were inability to find suitable work (70 percent) and ill health (13 percent). (JC)

ED 118 295 RC 008 968

Dunkelberger, John E. *And Others*  
**A Needed Research Orientation for Rural Sociologists in the South.**

Pub Date Sep 75

Note—14p.; A report of the Southern Rural Sociology Research Committee, Subcommittee on Research Priorities presented at the Annual Meeting of the Rural Sociology Section, Southern Association of Agricultural Scientists (Mobile, Alabama, February 1-4, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Costs, Methods, \*Research Criteria, Research Tools, \*Rural Areas, \*Social Change, Social Organizations, \*Sociology, \*Southern States, Theories

Rural sociology research in the South needs to confront the question of research priorities in order to more effectively meet the needs of its various clients and publics. Review of current priorities in rural sociology reveals emphasis on research activities ordered as follows: (1) Rural Development; (2) Population Distribution; (3) Social Inequality and Disadvantaged Groups; (4)

Environment and Natural Resources; (5) Agricultural Industry; and (6) Nonmetropolitan Communities. Since rural sociology is an applied field, research originates in the social problems confronted by policy makers and practitioners. Therefore, establishing criteria and procedures for setting priorities is more important than listing specific priorities. An adequate basis for determining research priorities must be grounded in the practice of rural sociology to provide continuity and focus, but not to the exclusion of future-oriented theory and methodology. The theoretical orientation of social change as applied to social organization has been largely overlooked. In order to employ the organizational orientation there must be a change in methodological emphasis to include the use of a more diverse assortment of research tools. Since the cost for such an orientation would be high, a capacity for initiating and continuing communication with potential clients must be built into the research activities. (JC)

ED 118 296

RC 008 969

Akins, Andrew And Others

**Federal and State Services and the Maine Indian. A Report of the Maine Advisory Committee to the United States Commission on Civil Rights.**

Maine State Advisory Committee to the U.S. Commission on Civil Rights, Augusta.

Pub Date Dec 74

Note—119p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

**Descriptors**—Advisory Committees, \*American Indians, \*Civil Rights, Economic Development, Education, Evaluation, Federal State Relationship, Foster Children, Health, Law Enforcement, \*Nonreservation American Indians, \*Social Services, \*State Federal Aid, Welfare  
**Identifiers**—Maine, \*Maine Advisory Committee Civil Rights Commission, Maliseets, Micmacs, Passamaquoddy, Penobscots

Pursuant to its responsibilities to advise the Commission on Civil Rights, the Maine Advisory Committee's hearings, investigations, and recommendations relative to Federal and State services for American Indians in Maine are detailed in this report. Dealing first with policy and law as manifest in: (1) Self-Determination; (2) Federal Indian Services; (3) State Policy and State Services; (4) Conflict in the State of Maine, This report also presents the committee's recommendations for the following: (1) Economic and Community Development; (2) Housing; (3) Health; (4) Education; (5) Welfare; (6) Foster Care; and (7) Law Enforcement and Public Safety. Major conclusions cited in this report are: (1) Maine Indians are being denied services provided other Native Americans by Federal agencies which is not only discriminatory but is also placing a disproportionate tax burden on Maine taxpayers. (2) Half the Indians in Maine are not receiving State Indian services because they live off-reservation. (3) The State should develop an integrated service program to serve all Maine Indians (Maliseets, Passamaquoddy, Penobscots, and Micmacs) regardless of their residency. (4) Current socioeconomic statistics reveal longstanding discriminatory practices (45 percent substandard housing, 65 percent unemployment, severe health problems, nonexistent bicultural education, and 4 out of 136 Indian foster children in Indian foster homes). (JC)

ED 118 297

RC 008 971

Murray, Betty

**A National Study of Minority Group Barriers to Allied Health Professions Education in the Southwest. Final Report.**

Southwest Program Development Corp., San Antonio, Tex.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Report No—NO1-AH-34087

Pub Date Aug 75

Note—189p.

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

**Descriptors**—Administrator Attitudes, American Indians, \*Career Education, Demography, \*Educational Assessment, \*Health Occupations, \*Minority Groups, Negroes, \*Post Secondary Education, Spanish Americans, Student Attitudes  
**Identifiers**—\*United States (Southwest)

A 2-year study of minority group barriers to allied health careers in the Southwest was conducted to identify those barriers experienced by minority groups in entering and completing a postsecondary educational program in allied health. Data were obtained through: (1) 7 one-day conferences convening students, dropouts, nonstudents, staff, faculty, and administrators held in Arizona, California, Colorado, New Mexico, Oklahoma, and Texas; and (2) an examination of demographic and health manpower data. Conference participants ranked, by priority, the barriers according to their importance to each minority group (Spanish Americans, American Indians, and Black Americans). Findings were presented by categories of barriers and the stages in the process of acquiring professional status (application, matriculation, and completion). This final report presents: (1) an overview of the study, (2) brief descriptions of each phase of the study, (3) a summary of each conference, (4) a summary of the barriers and priority rankings for each geographic area, (5) a synopsis of the barriers and recommendations, (6) a statement of conclusions based on the study's findings as compared with the findings of other investigations regarding minority allied health professionals and students in the Southwest. (NQ)

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ED 118 298

RC 008 972

Vega, Jaime I., Ed. And Others

**Migrant Programs in Wisconsin and Ohio.**

National Migrant Information Clearinghouse, Austin, Tex. Juarez-Lincoln Center.

Spons Agency—Department of Labor, Washington, D.C.

Pub Date May 74

Note—214p.; For related documents, see ED 076 295, ED 081 519-520, ED 089 923; ED 100 549-551

Available from—National Farmworkers Information Clearinghouse, 715 East 1st St., Austin, Texas (\$2.50 plus postage and tax)

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage

**Descriptors**—Agricultural Laborers, \*Directories, Educational Programs, Elementary Secondary Education, \*Health Services, \*Human Services, Information Sources, Labor Camps, Legislation, Migrant Education, \*Migrant Workers, Migration Patterns, \*Program Descriptions, Seasonal Laborers, Wages  
**Identifiers**—Ohio, Wisconsin

Compiled for use by agencies working with migrant and seasonal farmworkers, this directory lists programs and services available to these farmworkers during their stay in Ohio and Wisconsin. Data were obtained from Federal, State, and local agencies in each State. Special emphasis was placed on information and data current as of summer 1973. Information given for each county in the State pertains to: (1) programs, (2) agencies which may assist migrants, (3) crops and work periods, (4) migrant population and wages, and (5) labor camps. Programs listed provide educational, health, legal, and job placement services to migrant workers. Some of the listings of organizations, programs, or agencies may contain some obsolete information due to their instability; being subject to change as new needs, priorities, and objectives appear, or as operating funds expire. A synopsis of Ohio and Federal laws relevant to migrant and seasonal farmworkers is included. An annotated bibliography of National Migrant Information Clearinghouse publications is appended. (NQ)

ED 118 299

RC 008 973

Whittington, Marna C. Benson, Stephen D.

**Identification of Barriers and Proposed Solutions to the Attainment of Equal Representation in Post-Secondary Allied Health Programs for Minorities. Final Report.**

Associates for Research in Behavior, Inc., Philadelphia, Pa. Science Center; New England Hospital Assembly, Inc., Durham, Mass.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Report No—NO1-AH-34065

Pub Date Sep 75

Note—217p.

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage

**Descriptors**—Administrator Attitudes, American Indians, Annotated Bibliographies, \*Career Education, \*Educational Assessment, Educational Problems, \*Health Occupations, Literature Reviews, \*Minority Groups, Negroes, \*Post Secondary Education, Spanish Americans, Student Attitudes  
**Identifiers**—\*United States (Northeast)

The study identified the barriers which prevent application, matriculation, and/or completion of allied health postsecondary education programs by blacks, Spanish-surnamed Americans, and Native Americans and recommended means of reducing or eliminating the barriers. Only those barriers which could be resolved or reduced through programs of public information, outreach, and training were identified. The study was limited to the Northeastern states of Maine, Rhode Island, Vermont, New Hampshire, Massachusetts, Connecticut, and New York. Focus group sessions were conducted with 6 groups of students presently enrolled in programs of allied health, 6 groups of faculty, staff, and administrators of postsecondary allied health programs, and 1 group of minority professionals working in allied health. The discussions were analyzed in 2 ways: (1) objective analysis of barriers as stated in discussion and (2) content analysis of underlying thoughts and feelings. Findings indicated that: (1) most minority students did not include the allied health fields in their career selection process because they had no knowledge or inadequate knowledge of the career opportunities available; and (2) those who did enter postsecondary programs found the academic work difficult, sensed a feeling of social isolation, and seemed unable to find or get the supportive services needed to successfully deal with their environment. (Author/NQ)

ED 118 300

RC 008 974

Wilber, George L. Hagan, Robert J.

**Metropolitan and Regional Inequalities Among Minorities in the Labor Market. Volume 3. Minorities in the Labor Market.**

Kentucky Univ., Lexington. Social Welfare Research Inst.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No—DLMA-21-21-74-08-3

Pub Date 75

Note—150p.; For related documents, see Vol 1, ED 113 118 and Vol 2, ED 115 723

Available from—National Technical Information Service, Springfield, Virginia 22161

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

**Descriptors**—Academic Achievement, American Indians, Asian Americans, Comparative Analysis, \*Employment Statistics, \*Equal Opportunities (Jobs), \*Ethnic Groups, \*Labor Market, Negroes, Occupational Mobility, Qualifications, Socioeconomic Status, \*Spanish Culture, Unemployment, Urban Areas, Wages

Inequalities among minorities in the labor market were examined. Minorities were classified according to persons of Spanish descent (Mexicans, Puerto Ricans, and Cubans), Blacks, American Indians, Japanese, Chinese, and Filipinos. All persons 20 to 64 years of age, not enrolled in school and not living in group quarters, who were residents in 1970 were included. Detailed information was provided via the tabulations for regions and metropolitan areas. Emphasis was placed on labor force participation, employment, occupational achievement, mobility, weeks worked, and earnings. Brief profiles of each minority summarized their achievements. Data were obtained from the United States census' Public Use Sample files for 1970. Comparisons indicated that: (1) levels of employment, occupational achievement, and earnings differed by location, but that the overall rankings of minorities were not modified within areas; (2) participation and achievement levels tended to be highest in areas where a minority was most numerous, except for Cubans in Miami; and (3) achievements of minorities in the labor market were more dependent on their minority characteristics and such determinants as their educational attainment than on their regional or metropolitan location. (NQ)

ED 118 301

RC 008 975

Akitola, Jacob And Others

**Rural Land Use in the Monongahela River Basin. [Agricultural Experiment Station] Bulletin 641.**

West Virginia Univ., Morgantown. Agricultural Experiment Station.

Spons Agency—Department of Agriculture, Washington, D.C.

Report No—Bull-641

Pub Date Aug 75

Note—42p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

**Descriptors**—\*Agricultural Production, \*Change Agents, Comparative Analysis, Exports, \*Factors (of Society), Income, Landlords, \*Land

Use, Livestock, Natural Resources, \*Rural Areas, Rural Farm Residents, Surveys, Tables (Data), Water Resources  
 Identifiers—\*Monongahela River Basin, West Virginia (North Central)

In order to determine rural land use in the Monongahela River Basin, 11,528 landowners, controlling 40 percent of 10 contiguous counties in north-central West Virginia and constituting 19 percent of the rural population, were surveyed. Data derived from 892 questionnaire responses were analyzed in terms of past, present, and future land use; land valuation; market trends; tenure; and prospects for potential conflicts among competing rural land uses. Specifically, data encompassed: (1) population statistics, 1950, 1960, 1970; (2) export industries; (3) rural land use in 1972 (acreage distribution, land values, mineral resources, idle farmland, farm income, agricultural crops, crop acreages, livestock income); (4) changes in land use, 1962-72; (5) anticipated land use changes, 1982; (6) land use problems (farm operation, water sources, and disturbed lands). Results indicated rural landowners: (1) owned less than 100 acres; (2) large tracts were few, averaging 177.9 acres; (3) beef cattle sales comprised the major source of farm income, but most owners earned greater incomes off the farm; (4) large owners of timber and mineral rights were notably absent from the survey population; (5) 50 percent of those surveyed had coal reserves, 80 percent had coal rights, and 13 percent indicated willingness to sell; (6) farmland will decrease and farms will increase in size; (7) livestock production will be the major determinant of the surveyed land. (JC)

ED 118 302 95 RC 008 976

**Rural Education Program—Basic Program Plans, April 1972.** (Northwest Regional Educational Laboratory Rural Futures Development Strategies).

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.  
 Pub Date 1 Apr 72

Note—302p.; A few pages contain light print  
 EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage

Descriptors—Activities, Change Agents, \*Community Development, Decision Making, \*Educational Development, Futures (of Society), Learning, Material Development, \*Models, \*Program Guides, \*Rural Development, Rural Education, Training

Identifiers—\*United States (Northwest)

Designed for progressive implementation (1966-1977) in the Northwest Region, this program guide emphasizes rural educational change via training systems and materials which suggest and support new structural patterns and participatory decision making for rural schools and communities. Divided into three major sections (Summary Information, Program Description, and Institutional Descriptions), the bulk of this guide describes the program as follows: (1) The Rural Education Problem (rural setting, present conditions, potential for rural education improvement, and critical rural education needs); (2) General Strategy (models for field-centered training, field-based product development, and an operational setting for product development); (3) Specific Strategies (the generic learning and change process model; strategies for school-centered, community-centered, learner-centered, and support agencies-centered rural futures development; and the strategy relationships); (4) Addendum (an optional family-centered strategy); (5) Dissemination Plan; (6) Evaluation Plan; (8) Bibliography. Major program components are identified as community, school, learning environment, and support agency components and include both activities and products. (JC)

ED 118 303 32 RC 008 977

Scott, Norval C., Jr.

**Zip Test: Examiner's Manual.**

Butte County Superintendent of Schools, Oroville, Calif.; California State Dept. of Education, Sacramento. Div. of Compensatory Education.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Note—29p.; For related document, see ED 081 846; one page of tabular material is of marginal legibility

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Achievement Tests, \*Diagnostic Tests, Elementary School Mathematics, \*Elementary School Students, \*Grouping (Instructional Purposes), \*Language Fluency, Language Tests, Manuals, \*Migrant Child Education, Reading Diagnosis, Reading Level, Test Reliability, Test Validity  
 Identifiers—\*Zip Test

Purpose of the Zip Test is to locate the instructional level at which a child can effectively use a mathematics book and a reader and to indicate his ability to conceptualize verbally in English. Designed to determine quickly and with reasonable accuracy the grade placement of a migrant child in reading and math and to assess his English language facility, the test facilitates the migrant child's rapid placement into a productive learning situation upon his arrival at school and eliminates vital periods of "sterile exposure" to learning situations in which he cannot respond. The test is divided into 3 sections: Language Facility, Reading, and Math. This examiner's manual presents the directions for administering each section of the Zip Test. Most of the directions are in English and Spanish. Zip Tips are given to indicate timesaving shortcuts and helpful hints. The manual also includes directions for: (1) administering math worksheets, (2) scoring the test, and (3) transferring scores from a tab sheet to a locator form. The assessment of the reliability and validity of the Math and Reading sections is discussed. (NQ)

ED 118 304 RC 008 979

Balliet, Lee Spangler

**Anglo Poverty in the Rural South.**

Pub Date May 74

Note—360p.; Ph.D. Dissertation, University of Texas at Austin

Available from—Inter-Library Loan, West Virginia University, Morgantown, West Virginia 26506

Document Not Available from EDRS

Descriptors—Agriculture, \*Anglo Americans, Doctoral Theses, \*Economically Disadvantaged, Historical Reviews, Industrialization, Minority Groups, Political Socialization, Racial Differences, Religion, \*Rural Population, Slavery, Social Characteristics, \*Social Influences, Social Structure, \*Southern States  
 Identifiers—\*Social Institutions

Seeking to trace both the nature and the extent of ceremonial (regressive) resistance to the progressive forces of technology and industrialization, the origins and consequences of economic, political, and social institutions in the Southern United States were investigated. Data were derived from the following sources: (1) Southern regional studies from various academic disciplines; (2) U.S. census figures on the socioeconomic characteristics of the poor by race and residence for the U.S., South, and non-South; (3) over 100 interviews with a cross section of Southerners regarding the present status of the rural poor. The following predominantly Southern institutions were analyzed in terms of their effect on common Southerners of all racial backgrounds: (1) slavery and plantation agriculture; (2) one-party system, poll tax, and county seat government; and (3) racial superiority, womanhood, agrarian romanticism, fundamentalist religion, and individualism. Emphasizing the case of the Anglo, the current state of technological industrialization was examined in view of efforts to overcome traditional barriers to economic and human resource development. It was concluded that the prevaience of Southern rural poverty among both Anglos and minorities was causally related to institutional rigidity and conflict arising from the region's specialized agricultural and industrial development. (JC)

ED 118 305 RC 008 980

Odell, Malcolm Jamieson, Jr.

**What Happened to the "Public" in Public Television? A Study of Public Television and Popular Participation in Cattaraugus County, New York.**

Pub Date Aug 74

Note—354p.; Ph.D. Dissertation, Cornell University

Available from—Inter-Library Loan, West Virginia University, Morgantown, West Virginia 26506

Document Not Available from EDRS

Descriptors—Citizen Participation, \*Community Involvement, Doctoral Theses, \*Educational Television, Financial Support, \*Low Income Groups, Organizations (Groups), \*Public Television, Rural Areas, \*Rural Population

Identifiers—\*New York (Cattaraugus County)

Focusing on introducing a participatory public television system which would actively serve the specific needs and interests of the community by directly involving the citizens in the station's decision-making process, the experiment examined the relationship of Cattaraugus County, a rural depressed county, to the new public television station introduced specifically to serve the area. Begun when the Board of Cooperative Educational Services (BOCES) and Cattaraugus Community Action (CCA) responded to a notice that funds were available through a national "Mobilization of Resources Program", the experiment sought to "eliminate the deficiency of knowledge among the low-income and the community-at-large by mobilizing the local resources to make use of a local Educational Television network". This paper outlines the development of the participatory television experiment in Cattaraugus County, examining in particular the efforts to generate local participation during the project's initial phase. The project's origins and assumptions, objectives, and strategies used to involve the communities are discussed. The efforts to generate local involvement are described, with in-depth analysis of the activities in the small towns of Cuba and Springville. An overview and analysis of the findings and their potential application to other such efforts at developing feedback mechanisms for public television are presented. (Author/NQ)

ED 118 306 95 RC 008 981

**Outdoor Education, a Selected Bibliography (with ERIC Abstracts).** ERIC/CRESS Supplement No. 5.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Mar 76

Contract—400-75-0025

Note—199p.; For related document, see ED 101 907

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Blvd., Austin, Texas 78702 (Stock No. EC-035, \$7.00)

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—\*Abstracts, \*Conservation Education, Curriculum Guides, Emotionally Disturbed, \*Environmental Education, Learning Activities, Natural Resources, \*Outdoor Education, Program Descriptions, Resource Guides, Science Education, Subject Index Terms, Teaching Guides

Identifiers—CJIE, Current Index Journals in Education, Research in Education, RIE

A supplement to 5 previous bibliographies, this bibliography provides access to some of the latest resource material, research findings, and/or developments in outdoor education. Part I contains 143 citations and abstracts which appeared in "Resources in Education" (RIE) from the January 1975 issue through the December 1975 issue. Part II includes 61 citations of journal articles which appeared in "Current Index to Journals in Education" (CJIE) from the January 1975 issue through the December 1975 issue. In addition to outdoor education, the citations cover such topics as conservation education, educational programs, emotionally disturbed, environmental education, natural resources, nature centers, learning activities, science education, and urban environment. Types of materials cited include curriculum guides, research reports, resource guides, instructional materials, program descriptions, and teaching guides. A combined RIE and CJIE subject index is provided to assist the user in locating citations pertaining to a given subject area within the realm of outdoor education. Ordering information is included. (NQ)

ED 118 307 RC 008 982

Skliar, Norman, Ed.

**The Best of "The Communicator", 1970-1975.**

New York State Outdoor Education Association,

Syracuse.

Pub Date 75

Note—87p.; A booklet of selected articles duplicated from "The Communicator", 1970-75

Available from—New York State Outdoor Education Association, Box 26, Syracuse, New York 13215 (\$2.00)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Art, \*Conservation Education, \*Curriculum Enrichment, \*Educational Philosophy, \*Learning Activities, Learning Laboratories, Natural Resources, Nature Centers, \*Outdoor Education, Periodicals, Resident Camp Programs, Social Studies, Teacher Education, Teaching Techniques, Trails

The New York State Outdoor Education Association is dedicated to: (1) the professional improvement of persons interested and involved in outdoor education, and (2) the development of attitudes, values, and behavior necessary for the wise use of natural resources. Its major goal is the enrichment of educational curriculums through the use of the outdoors as a living and learning laboratory. "The Communicator", the Association's official journal, consists of articles contributed by outstanding authorities in outdoor education. Due to numerous requests for back issues of "The Communicator", this booklet provides 30 articles which appeared in various issues between 1970 and 1975. Addressing the Association's goals, the articles deal with outdoor education philosophy and methodology, ecological classrooms, resident camping experiences, teaching tips, and classroom projects. Among the topics are: outdoor education in the educative process, basic considerations for outdoor education, environmental programs, nature trails, professional preparation in outdoor education, teaching social studies and art outdoors, orienteering, survival, the outdoors as a learning center, ecology, and the environmental crisis. (NQ)

ED 118 308 RC 008 983

Bentz, Willard K. And Others

Experiences in Rural Mental Health. I: Surveys. North Carolina Univ., Chapel Hill. School of Medicine.

Pub Date 73

Note—39p.; Volume I in a series of 9; For related documents, see RC 008 984-991

Available from—William G. Hollister, M.D., Division of Community Psychiatry of the Department of Psychiatry, University of North Carolina, Chapel Hill, North Carolina 27514 (\$1.50 each; \$9.00 for set of 9 booklets; additional booklets \$1.50)

Document Not Available from EDRS

Descriptors—Advisory Committees, Agency Role, Community Leaders, Feasibility Studies, Followup Studies, Information Sources, Measurement Instruments, \*Mental Health Programs, \*Needs Assessment, \*Program Guides, Public Opinion, Questionnaires, \*Rural Population, Social Attitudes, \*Surveys, Teacher Attitudes  
Identifiers—Health Opinion Survey, HOS, \*North Carolina, North Carolina (Franklin County), North Carolina (Vance County), Stars Case Abstract Vignettes

Based on a North Carolina feasibility study (1967-73 in Vance and Franklin Counties) which focused on development of a pattern for providing comprehensive mental health services to rural people, this booklet is the first in a series of nine and deals with methods of gathering preliminary information. Basically, this booklet presents information gathering techniques and applications; reports on findings of the After Survey (completed at project termination); and discusses the following sources of information for detecting community needs: (1) Citizen's Advisory Councils: County Level; (2) Neighborhood Citizens' Advisory Councils; (3) Administrative Contacts: County Level; (4) Administrative Contacts: Agencies; (5) Need Inputs from Special Interest Groups; (6) Visits to Local Decision Makers; and (7) Need Inputs from State and Regional Planning Groups. Specifically, this booklet discusses: (1) the Health Opinion Survey, HOS (a 20-item screening instrument used to assess the prevalence of psychiatric or emotional disorder); (2) HOS findings in a rural population (of significance when related to age, marital status, education, occupation, and income); (3) assessment of mental health attitudes among teachers, community leaders, and the general public (program services, mental illness etiology, hospitals, treatment, psychiatrists, etc.); (4) use of Virginia Star's Case Abstract Vignettes to measure attitudes. (JC)

ED 118 309 RC 008 984

Hollister, William G. And Others

Experiences in Rural Mental Health II: Organizing a Low Budget Program.

North Carolina Univ., Chapel Hill. School of Medicine.

Pub Date 73

Note—48p.; Volume II in a series of 9; For related documents, see RC 008 983, 985-991

Available from—William G. Hollister, M.D., Division of Community Psychiatry of the Department of Psychiatry, University of North Carolina, Chapel Hill, North Carolina 27514 (\$1.50 each; \$9.00 for set of 9 booklets; additional booklets \$1.50)

Document Not Available from EDRS

Descriptors—Agency Role, \*Budgets, Citizen Participation, Community Consultants, Community Leaders, Community Role, Feasibility Studies, \*Low Income Counties, \*Mental Health Programs, Organization, Paraprofessional Personnel, \*Program Guides, Public Opinion, \*Rural Population

Identifiers—\*North Carolina, North Carolina (Franklin County), North Carolina (Vance County)

Based on a North Carolina feasibility study (1967-73) which focused on development of a pattern for providing comprehensive mental health services to rural people, this second program guide deals with organization of a low-income program budget. Presenting the basic assumptions utilized in the development of a low-budget program in Franklin and Vance counties, this booklet describes the use of: (1) Local Control; (2) Part-time Outside Specialists; (3) Local Financial Resources; (4) Indigenous Staff; (5) A Limited Clinical Program; (6) Existing Helping Resources; (7) Equal Clinical and Non-clinical Programs; (8) Citizen Participation to Help Adapt Programs. Supplemental program activities which are also discussed include: (1) developing personal acquaintanceship with key community officials; (2) contacting and staying in touch with the community informal network of influential citizens; (3) establishing agency relationships; (4) avoiding controversial alignments and acting upon reported program failures; (5) using stigma-breaking activities; (6) targeting in on high-risk/low-use groups. A thorough discussion of the use of non-professionals is presented in the final sections on the Lay Coordinator (central figure in the Family Counseling and Education Center) and the Service Guide (a paraprofessional designated to travel the county helping people to get help). (JC)

ED 118 310 RC 008 985

Hollister, William G. And Others

Experiences in Rural Mental Health. III: Developing Citizen Participation.

North Carolina Univ., Chapel Hill. School of Medicine.

Pub Date 73

Note—34p.; Volume III in a series of 9; For related documents, see RC 008 983, 984, 986-991

Available from—William G. Hollister, M.D., Division of Community Psychiatry of the Department of Psychiatry, University of North Carolina, Chapel Hill, North Carolina (\$1.50 each; \$9.00 for set of 9 booklets; additional booklets \$1.50)

Document Not Available from EDRS

Descriptors—Advisory Committees, \*Citizen Participation, Clubs, \*Communication (Thought Transfer), Community Agencies (Public), Community Leaders, County Officials, Feasibility Studies, \*Mental Health Programs, Organizations (Groups), \*Program Guides, \*Rural Population, State Agencies, Volunteers

Identifiers—\*North Carolina, North Carolina (Franklin County), North Carolina (Vance County)

Based on a feasibility study (1967-73) which focused on development of a pattern for providing comprehensive mental health services to rural people, this guide deals with promotion of citizen participation. Describing both program successes and failures, this booklet presents the major communication bridges employed by the mental health programs developed in Vance and Franklin counties. Major components in the citizen participation program are identified as utilization of: (1) neighborhood advisory councils to provide citizen participation in program planning (needs assessment, local solutions, etc.); (2) county-wide advisory councils to promote citizen program monitoring; (3) contacts with the County Commissioners to provide citizen control

of program via placing project monies and project employees under commissioner control; (4) formalized visits and informal contacts with allied human service agencies and professionals to promote key professional citizen involvement; (5) joint project participation with special interest groups to promote program development roles; (6) planned visits to the formal network of community decision makers to promote key citizen involvement; (7) responsive contacts to patients or to citizen groups to promote familiarity; (8) volunteers as participating citizens to serve a variety of functions relative to their interests. (JC)

ED 118 311 RC 008 986

Hollister, William G. And Others

Experiences in Rural Mental Health. IV: Strengthening Existing Resources -- Helping the Helpers.

North Carolina Univ., Chapel Hill. School of Medicine.

Pub Date 73

Note—43p.; Volume IV in a series of 9; For related documents, see RC 008 983-985, 987-991

Available from—William G. Hollister, M.D., Division of Community Psychiatry of the Department of Psychiatry, University of North Carolina, Chapel Hill, North Carolina 27514 (\$1.50 each; \$9.00 for set of 9 booklets; additional booklets \$1.50)

Document Not Available from EDRS

Descriptors—Community Coordination, Consultation Programs, Education, Feasibility Studies, Helping Relationship, \*Interagency Cooperation, \*Mental Health Programs, Methods, Paraprofessional Personnel, Physicians, \*Preventive Medicine, \*Program Guides, \*Rural Population, Skill Development, Social Services, Workshops

Identifiers—\*North Carolina, North Carolina (Franklin County), North Carolina (Vance County)

Based on a North Carolina feasibility study (1967-73) which focused on development of a pattern for providing comprehensive mental health services to total people, this guide deals with strengthening and coordinating the existing services. Divided into three sections, this booklet details the successes and failures of program efforts in Vance and Franklin counties. The three-phase effort is identified as follows: (1) Developing the Helping Relationship: Workshop Methods Used to Build Core Helping Skills in Allied Agency Staffs (problems, goals, priorities; forces influencing behavior; self-image; helper's intent; sending and receiving communication; role expectations; helper's counter feelings; verbal recognition; building skills via sociodrama; defining issues; formulating choices; linking choices to motivation; verbalizing problems; face saving; and facing self); (2) Consultation, education, and Prevention Programming: The Concept of Effective Parsimony (conserving time, energy, and personnel via use of time trials, crisis support and brief counseling, agency coordination, inexpensive contact personnel, and a Lay Coordinator); (3) Strengthening the Mental Health Roles of the Existing Groups (General Practitioners; Public Health; Social Services; Agricultural Extension; Local Hospital Nurses; Local Nursing Homes; and A Prison Unit Staff on Alcoholism Control). (JC)

ED 118 312 RC 008 987

Hollister, William G. And Others

Experiences in Rural Mental Health. V: Creating Alternatives to Clinical Care.

North Carolina Univ., Chapel Hill. School of Medicine.

Pub Date 73

Note—64p.; Volume V in a series of 9; For related documents, see RC 008 983-986, 988-991

Available from—William G. Hollister, M.D., Division of Community Psychiatry of the Department of Psychiatry, University of North Carolina, Chapel Hill, North Carolina 27514 (\$1.50 each; \$9.00 for set of 9 booklets; additional booklets \$1.50)

Document Not Available from EDRS

Descriptors—Alcoholism, Clergymen, Community Information Services, \*Cost Effectiveness, Discussion Groups, Enrichment Programs, Feasibility Studies, Health Education, \*Human Resources, Interagency Coordination, \*Mental

Health Programs, Mental Retardation, Paraprofessional Personnel, \*Program Guides, \*Rural Population

Identifiers—\*North Carolina, North Carolina (Franklin County), North Carolina (Vance County)

Based on a North Carolina feasibility study (1967-73) which focused on development of a pattern for providing comprehensive mental health services to rural people, this guide deals with the process of creating alternatives to clinical care in Vance and Franklin counties. Specifically, this booklet details the chronological development of the following: (1) A Ministerial Counseling Network (workshops and seminars dealing with child behavior, grief, sex education, infidelity and marriage counseling, family communication problems, etc.); (2) Personal Enrichment Classes (a classroom situation utilizing trained volunteers and professionals to promote interactional skills and positive self-concept via craft activities and group and private discussions); (3) Developing Rural Mental Retardation Services (identifying needs; developing State and local mandate; evoking citizen and agency participation; establishing the need for a coordinator; etc.); (4) An Information Exchange and Its Variants: A Personal Problem Discussion Group (training aides and gaining participation for youth and family problem groups); (5) Al-Anon Groups (a resource for families of alcoholics); (6) Citizen Participation in Organizing an Alcoholism Care Network (agency coordination, public education, trained volunteers, etc.); (7) Vance county Alcoholism Program: A Home Detoxification Alcoholics Anonymous Program. (JC)

ED 118 313 RC 008 988

Hollister, William G. And Others

Experiences in Rural Mental Health. VI; Programming School Mental Health.

North Carolina Univ., Chapel Hill. School of Medicine.

Pub Date 73

Note—72p.; Volume VI in a series of 9; For related documents, see RC 008 983-987, 989-991

Available from—William G. Hollister, M.D., Division of Community Psychiatry of the Department of Psychiatry, University of North Carolina, Chapel Hill, North Carolina 27514 (\$1.50 each; \$9.00 for set of 9 booklets; additional booklets \$1.50)

Document Not Available from EDRS

Descriptors—\*Behavior Change, Classroom Guidance Programs, Discussion Groups, Elementary Secondary Education, Feasibility Studies, Human Relations, \*Mental Health Programs, \*Program Guides, \*Rural Population, School Community Cooperation, School Personnel, \*School Role, Speech Therapy, Tutorial Programs, Workshops

Identifiers—\*North Carolina, North Carolina (Franklin County), North Carolina (Vance County)

Based on a North Carolina feasibility study (1967-73) which focused on development of a pattern for providing comprehensive mental health services to rural people, this guide deals with programming school mental health in Vance and Franklin counties. Detailing both successes and failures, this booklet presents the following program activities: (1) Some Learnings about School Mental Health Strategy (importance of a combined clinical and non-clinical approach, up-to-date administrative briefings, acceptance of school mores and mission, etc.); (2) Key Factors in Teaching Behavior Guidance in the Classroom (school-centered approach, inter-system personnel contacts, continuity facilitators, etc.); (3) Older Tutor Youngers (high school students as tutors for elementary students in a rural and an urban pilot program); (4) Youth Talks It Over (discussion groups); (5) Analysis and Learnings from a Consultation to Teachers Program; (6) Workshops to Teach Behavior Modification for Head Start Teachers, Elementary School Training Consultants, and Elementary School Teacher Enrichment; (7) Initiating a Speech Therapy Program; (8) Group Consultations with Non-Teaching Personnel; (9) A Workshop on Relationship Building for School Administrators (an unsuccessful attempt to deal with emotional problems related to desegregation); (10) Evolution of a Mental Health School System Relationship (from contact to contractual relationship). (JC)

ED 118 314

Hollister, William G. And Others

Experiences in Rural Mental Health. VII: Promoting Self-Help with Educational Programs.

North Carolina Univ., Chapel Hill. School of Medicine.

Pub Date 73

Note—48p.; Volume VII in a series of 9; For related documents, see RC 008 983-988, 990, 991

Available from—William G. Hollister, M.D., Division of Community Psychiatry of the Department of Psychiatry, University of North Carolina, Chapel Hill, North Carolina (\$1.50 each; \$9.00 for set of 9 booklets; additional booklets \$1.50)

Document Not Available from EDRS

Descriptors—Affective Objectives, Alcoholism, Clergymen, Cognitive Objectives, Drug Abuse, \*Educational Programs, Family Life Education, Feasibility Studies, Information Utilization, \*Mental Health Programs, Personality Development, \*Program Guides, \*Rural Population, \*Self Help Programs, Sensitivity Training

Identifiers—\*North Carolina, North Carolina (Franklin County), North Carolina (Vance County)

Based on a North Carolina feasibility study (1967-73) which focused on development of a pattern for providing comprehensive mental health services to rural people, this guide deals with promoting self-help via educational programs in Vance and Franklin counties. Emphasizing both cognitive and affective experiences, this booklet details the following program activities: (1) Mental Health Information Programs (empathy-building mental health information and "resource use" education; developing a rural mental health association, a controversial approach; escalating the impact of films); (2) Personal Growth and Personality Development Education (family life education, a bridge to churches; parent education in children's emotional health via the Parent Teacher Association; strengthening the ministerial family by helping ministers and their wives and ministers' wives alone; institute on family life and marriage counseling); (3) Education Programs for Dealing with Normal Problems of Living (drug abuse education, a behavior education approach; education for family planning and sexual behavior; weight watchers; alcoholism education task force; parents without partners); (4) Training Leaders and Helpers (learning experiences to increase competence in other agencies and create a cadre of informed, sensitized volunteers). (JC)

ED 118 315 RC 008 990

Hollister, William G. And Others

Experiences in Rural Mental Health. VIII: Programming and Administrative Problems.

North Carolina Univ., Chapel Hill. School of Medicine.

Pub Date 73

Note—63p.; Volume VIII in a series of 9; For related documents, see RC 008 983-989, 991

Available from—William G. Hollister, M.D., Division of Community Psychiatry of the Department of Psychiatry, University of North Carolina, Chapel Hill, North Carolina 27514 (\$1.50 each; \$9.00 for set of 9 booklets; additional booklets \$1.50)

Document Not Available from EDRS

Descriptors—\*Administrative Organization, Budgets, Community Cooperation, Interagency Cooperation, Leadership, Mental Health Clinics, \*Mental Health Programs, Minority Groups, Policy Formation, \*Problems, \*Program Guides, \*Rural Population, Staff Role, State Programs, Status

Identifiers—\*North Carolina, North Carolina (Franklin County), North Carolina (Vance County)

Based on a North Carolina Feasibility study (1967-73) which focused on development of a pattern for providing comprehensive mental health services to rural people, this guide deals with programming and administrative problems in Vance and Franklin counties. Describing those problems believed to be most likely to occur in rural areas, this booklet details the following: (1) Problems Arising from the Community Organization Approach (evocative vs. benevolent policy; pressures to accept statewide program goals; citizen expectations of expert management; local professionals' desire to unload their responsibilities); (2) Problems in Serving a Rural Population

RC 008 989

(reaching the rural poor; influence of stigma and social visibility; transportation; improving services to minority groups via human relations councils); (3) Problems of Operating a Limited Clinical Program; (4) Internal Administrative Problems (using a staff of commuting professionals and outside resource people; learning re administrative time; communication; leadership; divisive social and professional pressures affecting staff cohesion; staff status differences; budgeting and finance); (5) External Relationship Problems (local medical practitioners; physician clearance and referral of admissions; using a local hospital for local inpatient care, a case history of failure; binds between State and local rural programs; using university students). (JC)

ED 118 316 RC 008 991

Miller, Francis T. And Others

Experiences in Rural Mental Health. IX: Measuring and Monitoring Stress in Communities.

North Carolina Univ., Chapel Hill. School of Medicine.

Pub Date 74

Note—23p.; Volume IX in a series of 9; For related documents, see RC 008 983-990

Available from—William G. Hollister, M.D., Division of Community Psychiatry of the Department of Psychiatry, University of North Carolina, Chapel Hill, North Carolina 27514 (\$1.50 each; \$9.00 for set of 9 booklets; additional booklets \$1.50)

Document Not Available from EDRS

Descriptors—Community Attitudes, Feasibility Studies, Individual Needs, Information Seeking, Information Utilization, \*Measurement Instruments, \*Mental Health Programs, Models, \*Program Guides, \*Rural Population, Socioeconomic Influences, \*Stress Variables, Surveys

Identifiers—\*North Carolina, North Carolina (Franklin County), North Carolina (Vance County)

Based on a North Carolina feasibility study (1967-73) which focused on development of a pattern for providing comprehensive mental health services to rural people, this guide deals with measuring and monitoring stress in the community. Emphasizing the "proactive" efforts developed in a stress model for Vance and Franklin counties, this booklet details the following: (1) Frame of Reference (the events, life conditions or variations, which impinge upon the individual and the individual's response at personal, family, and community levels); (2) Monitoring Public Events (use of newspaper headlines to develop a survey instrument to measure stress and use of a panel of local people to report and evaluate local stressful events); (3) Approaches to Developing Community Stress Indices (survey of helping resources; single variables; multiple variables); (4) Monitoring Private Events: Individual Perceptions and Responses to Stress (selection of the Schedule of Recent Experiences instrument; instrument standardization on a rural population; testing of instrument relevance to emotional disorder with State mental hospital patients, psychiatric outpatients, and medical outpatients); (5) School Area Analysis: A Sociodemographic Statistical Tool; (6) Applications (instruments and procedures; uses of the information system, barriers to utilization, learnings). (JC)

ED 118 317 RC 008 992

Student Handbook--Haskell Indian Junior College, Lawrence, Kansas.

Haskell Indian Junior Coll., Lawrence, Kans.

Pub Date [73]

Note—82p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—\*American Indians, Degree Requirements, Financial Support, \*Guides, History, Housing, \*Junior Colleges, Photographs, School Recreational Programs, \*School Services, \*Student College Relationship, Student Government, Student Responsibility, Student Rights

Identifiers—\*Haskell Indian Junior College, Kansas (Lawrence)

Designed for prospective and in-coming American Indian students, this handbook on Haskell Indian Junior College presents information relative to the following: (1) School Calendar; (2) Office Directory; (3) History and Traditions (school hymn and song, historical development, and statement of school philosophy); (4) Academic Life (degree programs, vocational pro-



grams, what it means to be a college student, academic honors, credit and grading system, academic procedures, and the Haskell Library); (5) Living at Haskell (campus housing, dormitory directory, suggested annual budgets for students, off campus housing, child care center, and student dining facilities); (6) Student Life at Haskell (student activities, student senate, campus activity board, school newspaper and yearbook, HJIC bookstore, student bank, Haskell Indian Club, and religious affairs); (7) Haskell's Helping Services (counseling, testing, legal aid, campus security program, financial aid program, health services, and dental program); (8) Student Rights (stipulations, definitions, and procedural due process); (9) Student Responsibilities (student responsibility guidelines, student conduct code, automobiles, and campus car ownership); (10) Appendices (information about the community and the University of Kansas and the 1973 Haskell football, basketball, and track schedules). (JC)

#### ED 118 318 RC 008 993

**The Navajo Culture Center: Purpose and Plans. A Shrine and Living Symbol for the Navajo Nation to Be Located at Navajo Community College, Tsaile, Arizona.**

Navajo Community Coll., Tsaile, Ariz.

Pub Date Jul 72

Note—52p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Accreditation (Institutions), Adult Education, \*American Indians, \*College Curriculum, \*Community Colleges, Construction Costs, Cultural Awareness, Educational Objectives, Educational Philosophy, Enrollment, Libraries, Photographs, \*Program Descriptions, \*School Construction, School Services

Identifiers—Arizona (Tsaile), \*Navajo Community College, Navajo Culture Center

Presenting its past, present, and future expectations, the Navajo Junior College and the forthcoming Navajo Culture Center are described in detail in this publication. College information relative to the following is presented: (1) History and Origin; (2) Philosophy; (3) Objectives; (4) Purpose of the Navajo College (to serve the Navajo Reservation); (5) Navajo Community College Bill (Public Law 92-189); (6) Enrollment Information (on-campus, off-campus, total); (7) Employee Personnel Data (total employment, clerical, other classified, professional, instructors, by race); (8) Curriculum and Instruction (Navajo Studies Program, Associate of Arts Degree Program, and Vocational-Technical Program); (9) Navajo Adult Basic Education; (10) Community Agriculture Education; (11) Career Opportunities Program; (12) Pre-College Education; (13) Student Personnel Services; (14) Community Services; (15) Accreditation; (16) Current Construction Information; (17) Preferential Hiring of Navajos in Construction (financing charts). Also presented is the following information relative to the Navajo Culture Center at the Navajo Community College: (1) Identification of Need and Significance; (2) Functions of the Center (a place for Navajo Studies' courses and resources to further Navajo self-image); (3) Drawings of Campus Master Plan with the center; (4) Preliminary Cost Estimate. (JC)

#### ED 118 319 RC 008 994

**Migrant Family Housing Centers. Annual Operational Summary, January-December 1974.**

California State Dept. of Employment Development, Sacramento. Migrant Services Section.

Pub Date Feb 75

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Academic Achievement, Age, Ethnic Groups, \*Family (Sociological Unit), \*Family Characteristics, Females, Income, Males, \*Migrant Housing, \*Migrant Workers, \*Tables (Data)

Identifiers—\*California

Covering January through December 1974, this report presents tabular data on the migrant families occupying California's 26 migrant family housing centers. Given by center, the tabular data pertain to: (1) migrant housing center occupancy; (2) family size by center and by annual income; (3) age of family members; (4) age of male and female family members; (5) annual income; (6) years of school completed by persons 18 years and over; (7) ethnic background; (8) number of families by length of stay, total days, and average

stay; (9) family home base; and (10) operation and peak occupancy dates. Data indicate that (1) between January and December 1974, 2,799 families occupied the migrant housing centers; (2) the average number of children per family was 2.4; (3) the average family size was 5.3; (4) 26.8 percent were between 6 and 15 years of age and 26.7 percent were between 22 and 44 years of age; (5) 71.4 percent had completed between 1 and 7 years of school; (6) 75.9 percent were of Mexican background; and (7) the average length of stay was 144 days. (NQ)

#### ED 118 320 RC 008 995

**Migrant Family Housing Centers. Annual Operational Summary, January-December 1975.**

California State Dept. of Employment Development, Sacramento. Migrant Services Section.

Pub Date Feb 76

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Academic Achievement, Age, Ethnic Groups, \*Family (Sociological Unit), \*Family Characteristics, Females, Income, Males, \*Migrant Housing, \*Migrant Workers, \*Tables (Data)

Identifiers—\*California

Covering January through December 1975, this report presents tabular data on the migrant families occupying California's 26 migrant family housing centers. Given by center, the tabular data pertain to: (1) migrant housing center occupancy; (2) family size by center and by annual income; (3) age of family members; (4) age of male and female family members; (5) annual income; (6) school years completed by persons 18 years and over; (7) ethnic background; (8) number of families by length of stay, total days, and average stay; (9) family home base; and (10) operation and peak occupancy dates. Data indicate that (1) between January and December 1975, 2,577 families occupied the migrant housing centers; (2) the mean number of children per family was 2.6 while the mean number of adults per family was 3.0; (3) average family size was 5.2; (4) 26.4 percent were between 6 and 15 years of age and 26.6 percent were between 22 and 44 years of age; (5) 67.7 percent had completed between 1 and 7 years of school; (6) 78.3 percent were of Mexican background; and (7) the average length of stay was 122 days. (NQ)

#### ED 118 321 RC 008 996

**Farmworkers in Rural America, 1971-72: Part 1, Farmworkers in Rural Poverty. Hearings Before the Subcommittee on Migratory Labor of the Committee on Labor and Public Welfare, United States Senate, 92nd Congress, 1st and 2d Sessions, July 22; September 21, and 22, 1971.**

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Pub Date 72

Note—291p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Agriculture, Agricultural Laborers, \*Economic Disadvantage, Farmers, \*Government Role, \*Migrant Workers, \*Rural Farm Residents, Seasonal Laborers, Socioeconomic Influences

On July 22, 1971, the subcommittee initiated the hearings, noting that "the problems of the most severely disadvantaged people in rural America—migrant and seasonal farmworkers—cannot be described, much less solved, unless examined in the light of the larger difficulty in agricultural America—rural poverty." Questions set forth at this hearing included: (1) To what extent did rural poverty exist—and why did it persist? (2) What had the mechanization of farming done to, or for, the social and economic fabric of rural America? (3) Had small farmers and farmworkers, in the wake of rapid changes in American agriculture, been effectively shut off from the benefits and safeguards which workers in other industries enjoyed? (4) Had the advent of "agribusiness" (the rise of corporations and conglomerates as agricultural powers) helped to alleviate or aggravate rural poverty? (5) Was "agrigovernment" (characterized by massive support programs for agribusiness) meeting its responsibility to all the people and institutions in rural America? and (6) What were the common interests of small farmers and farmworkers in the face of political and economic forces which con-

trolled their lives, sometimes making them victims of poverty, but which lay beyond their control? On September 21 and 22, the economic alternatives remaining in rural America were explored. (NQ)

#### ED 118 322 RC 008 997

**Farmworkers in Rural America, 1971-1972: Part 2, Who Owns the Land? Hearings Before the Subcommittee on Migratory Labor of the Committee on Labor and Public Welfare, United States Senate, 92nd Congress, 1st and 2d Sessions, November 5, 1971.**

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Pub Date 72

Note—372p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Agribusiness, \*Agricultural Laborers, Agricultural Trends, Economic Disadvantage, \*Economic Factors, History, \*Land Use, Migrant Workers, \*Rural Areas, Rural Development, Rural Farm Residents

On November 5, 1971, the subcommittee heard testimony on the: (1) history of land ownership in rural America, (2) extent of corporate and conglomerate involvement in rural America and the resulting economic consequences, and (3) impact of the large vertically and horizontally integrated corporations and conglomerates on the well-being of rural America. Witnesses included the U.S. Senator from Wisconsin, a history professor from the University of Kansas, the director of the National Farmers Organization's Washington staff, the assistant director of the National Farmers Union's Legislative Service, and a professor from the Department of Agricultural and Applied Economics at the University of Minnesota. Additional information included such articles and reports as: (1) "Sixteen Major Questions To Be Considered by the Subcommittee on Monopoly of the Senate Select Committee on Small Business"; (2) "Final Summary Report, The Pennsylvania Panel on Rural Poverty"; (3) "Impact of Corporate Farming on Small Business" (the Senate Select Committee on Small Business report); (4) "Questions and Answers on Environmental Pollution Related to Livestock Production"; (5) an excerpt from the Session Laws of the State of Minnesota; (6) "The Corporate Invasion of American Agriculture" (by the National Farmers Union's public relations director); and (7) "U.S. Policy Handcuffs Small Farmers." (NQ)

#### ED 118 323 RC 008 998

**Farmworkers in Rural America, 1971-1972: Part 3A, Land Ownership, Use, and Distribution. Hearings Before the Subcommittee on Migratory Labor of the Committee on Labor and Public Welfare, United States Senate, 92d Congress, 1st and 2d Sessions, January 11, 1972, San Francisco, Calif.**

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Pub Date 11 Jan 72

Note—517p.; Pages 706-724 will not copy well. Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$1.00 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Agriculture, Agricultural Laborers, Agricultural Trends, \*Economic Factors, Landlords, \*Land Use, Migrant Workers, Migration, \*Power Structure, \*Rural Areas, Rural Farm Residents, Socioeconomic Influences, Urban Immigration

Identifiers—\*California

On January 11, 1972, the subcommittee heard further testimony on land ownership, use, and distribution in rural America. Witnesses gave testimony on: (1) Land ownership in California and the Nation; (2) the difficulties encountered in finding out who owns the land; (3) the implications of the continuing trend toward ever-higher concentration of land and economic and political Power in agriculture; (4) current developments in California agriculture from an historical perspective and their impact on farmworkers, farmers, and others affected by it; (5) the extent to which government policies and programs were meeting and serving the needs of all people in rural America; (6) the ecological and environmental implications of present and projected land ownership and use patterns; (7) rural-

urban migration; and (8) the Federal tax laws pertaining to agriculture and migratory labor. Among the witnesses were attorneys, journalists, and representatives from the Agribusiness Accountability Project, the Bank of America in San Francisco, the Rand Corporation, and the California AFL-CIO. (NQ)

**ED 118 324** RC 008 999  
Farmworkers in Rural America, 1971-1972: Part 3B, Land Ownership, Use, and Distribution. Hearings Before the Subcommittee on Migratory Labor of the Committee on Labor and Public Welfare, United States Senate, 92d Congress, 1st and 2d Sessions, January 12, 1972, Fresno, Calif.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.  
Pub Date 12 Jan 72

Note—433p.; Not available in hard copy due to marginal legibility of original document. Some pages may not reproduce well

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Agribusiness, \*Change Strategies, Court Litigation, \*Economic Factors, Farmers, Legal Problems, Legislation, Life Style, \*Migrant Workers, Public Opinion, Rural Development, \*Rural Farm Residents  
Identifiers—\*California, Quality of Life

On January 12, 1972, the Subcommittee resumed its hearings on the impact of agribusiness and agrigovernment on the welfare of the family farmer, the farm worker, and the rural community. Witnesses testified on such topics as: (1) problems of rural poverty; (2) some of the court litigation taking place in Fresno County; (3) the syndication of farmlands by conglomerates; (4) the quality of rural life, with particular emphasis on public policy and current developments related to the size and control of farm operations; (5) happenings in the area affected by the new water supply from the San Luis project; (6) the effect of marketing orders; (7) the California Land Conservation Act of 1965 (Williamson Act); (8) the economic development for campesinos; (9) the potential for a cooperative movement in rural California; and (10) strategies for change as seen by concerned persons in the public and private sector. Among the witnesses were: farmers, attorneys, real estate brokers, economists, journalists, community workers, and representatives from the National Farmers Organization, the California State Grange, and the Greater California Education Project. Additional information included: "California Migrant Services, 7-year Summary"; "Almond Growers Get Tax (Break?) Under New Depreciation Rules"; and "Land Buyers Need Protection" (an editorial from the Land Owners Journal, June 1971). (NQ)

**ED 118 325** RC 009 000  
Farmworkers in Rural America, 1971-1972: Part 3C, Land Ownership, Use, and Distribution. Hearings Before the Subcommittee on Migratory Labor of the Committee on Labor and Public Welfare, United States Senate, 92d Congress, 1st and 2d Sessions, January 13, 1972 San Francisco, Calif.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.  
Pub Date 13 Jan 72

Note—518p.; Not available in hard copy due to marginal legibility of original document. Pages 2,060-2,073 may not reproduce well

EDRS Price MF-\$1.00 Plus Postage. HC Not Available from EDRS.

Descriptors—Agency Role, \*Agribusiness, Agricultural Laborers, Change Strategies, \*Consumer Economics, Cooperatives, \*Economic Factors, Farmers, Government Role, \*Land Use, Legislation, \*Migrant Workers, Rural Development, \*Rural Farm Residents, Socioeconomic Influences  
Identifiers—\*California

On January 13, 1972, the subcommittee resumed its hearings on land ownership, agribusiness, and agrigovernment in California. Witnesses testified on: (1) the impact of land use, ownership, and distribution on farmworkers, farmers, and consumers; (2) the national policy of land ownership and distribution; (3) California's water project and reclamation program; (4) the role of unions and legislation in relation to migrant workers; (5) farm credit and financing; (6) the role of Sunkist Growers as a grower-owned coopera-

tive in the chain of events occurring in the marketing of all varieties of citrus from California and Arizona; (7) the history, operations, and problems of the California Cannery and Growers; (8) the role of Central Coast Counties Development Corporation in establishing the Cooperativa Campesina, a strawberry cooperative; (9) general problem areas affecting the rural poor, particularly the migrant laborer and his family; (10) the policies and efforts (administrative and bureaucratic) of Federal agencies responsible for providing rural programs; (11) economic development needs in rural areas; (12) the reform of national policies; and (13) problems of rural America and possible strategies for change. Among the witnesses were representatives from the United Farm Workers Organizing Committee, California Farmer-Consumer Information Committee, and U.S. Bureau of Reclamation. (NQ)

**ED 118 326** RC 009 001  
Farmworkers in Rural America, 1971-1972: Part 4A, The Role of Land-Grant Colleges. Hearings Before the Subcommittee on Migratory Labor of the Committee on Labor and Public Welfare, United States Senate, 92d Congress, 1st and 2d Sessions, June 19, 1972.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.  
Pub Date 19 Jun 72

Note—397p.; Not available in hard copy due to marginal legibility of original document. Pages 2,270-2,281 and 2,321 may not reproduce well

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Agribusiness, \*Agricultural Colleges, Consumer Economics, Economic Factors, \*Land Grant Universities, Migrant Workers, \*Negro Colleges, Resource Allocations, Rural Economics, \*Rural Extension, Rural Farm Residents, \*School Role

On June 19, 1972, the subcommittee heard testimony on land-grant colleges and their role in rural America. The hearing's purpose was to determine whether this system of education, research, and extension is working for or against the cause—livable communities in rural America. Among the candid questions asked about the land-grant college system were: (1) Who benefits from the land-grant college efforts? (2) Have the land-grant colleges conspired, wittingly or unwittingly in the displacement and impoverishment of farmworkers? (3) Have these colleges lived up to their historic mission in rural America—to serve all the people of the Nation? and (4) Since 1% of all land-grant college money goes to the 17 colleges which are predominately black, what steps must be taken to eliminate racial discrimination where it exists in the system? Witnesses gave testimony on: the land-grant college complex and what it has done for family farmers, farmworkers, cooperatives, and the majority of other rural Americans; agricultural research pertaining to rural development and the needs of rural people in Pennsylvania; the land-grant college and the consumer; the creation and difficulties of black land-grant colleges; the legal environment in which the allocations of funds have been made to black land-grant colleges; and the land-grant college and organic gardening and farming. (NQ)

**ED 118 327** RC 009 002  
Farmworkers in Rural America, 1971-1972: Part 4B, The Role of Land-Grant Colleges. Hearings Before the Subcommittee on Migratory Labor of the Committee on Labor and Public Welfare, United States Senate, 92d Congress, 1st and 2d Sessions, June 20, 1972.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.  
Pub Date 20 Jun 72

Note—532p.; Not available in hard copy due to marginal legibility of original document. Some pages may not reproduce well

EDRS Price MF-\$1.00 Plus Postage. HC Not Available from EDRS.

Descriptors—Agribusiness, Agricultural Colleges, \*Experiment Stations, Federal Programs, Government Role, \*Land Grant Universities, Legislation, Migrant Workers, \*Negro Colleges, Rural Economics, \*Rural Extension, \*School Role, Technology  
Identifiers—Florida

On June 20, 1972, the subcommittee resumed its hearings on the role of land-grant colleges in

rural America. Witnesses testified on: (1) programs of the U.S. Department of Agriculture and the land-grant colleges; (2) the agricultural experiment stations in Florida; (3) the land-grant college and agricultural technology; (4) the future role of black land-grant colleges; (5) the current beneficiaries of the research and other efforts of land-grant colleges; (6) mechanisms needed to make the land-grant college system accountable to the public interest; and (7) the status of land-grant college research and extension. Among the witnesses were: the U.S. Secretary of Agriculture, a U.S. Senator from Florida, the vice president for agricultural affairs and a professor of wildlife ecology at the University of Florida, and representatives from the National Association of State Universities and Land-Grant Colleges. The hearing also included statements from the presidents of the National Farmers Union, the American Farm Bureau Federation, and the National Farmers Organization. (NQ)

**ED 118 328** RC 009 003  
Farmworkers in Rural America, 1971-1972: Part 5A, Appendix. Hearings Before the Subcommittee on Migratory Labor of the Committee on Labor and Public Welfare, United States Senate, 92d Congress, 1st and 2d Sessions.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.  
Pub Date 72

Note—506p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$1.00 Plus Postage. HC Not Available from EDRS.

Descriptors—Accountability, \*Agribusiness, \*Community Influence, Economics, Life Style, Policy, Power Structure, \*Research Needs, \*Rural Economics, \*Rural Farm Residents, Socioeconomic Influences

Identifiers—Quality of Life: California  
During the hearings of the Subcommittee on Migratory Labor, various statements prepared for the Subcommittee on Monopoly of the Senate Select Committee on Small Business hearing on the role of giant corporations in the American and world economies were included. This appendix includes some of those statements. The statements given cover: (1) corporate secrecy and agribusiness; (2) research into the effects of corporate farming on the quality of rural community life; (3) the problem of the relationship between large-scale and corporate firms in agriculture and the rural community including the persons employed in agriculture; (4) needed research into the effects of large-scale farm and business firms on rural America; and (5) corporate accountability and the family farm. The appendix also includes the following articles and publications: (1) "A Profile of California Agribusiness," (2) "Arvin and Dinuba Revisited: A New Look at Community Structure and the effects of Scale of Farm Operations," (3) "Corporations Having Agricultural Operations," (4) "Economies of Size in Farming," (5) "Our 31,000 Largest Farms," and (6) "Who Will Control U.S. Agriculture? Policies Affecting the Organizational Structure of U.S. Agriculture." (NQ)

**ED 118 329** RC 009 004  
Farmworkers in Rural America, 1971-1972: Part 5B, Appendix. Hearings Before the Subcommittee on Migratory Labor of the Committee on Labor and Public Welfare, United States Senate, 92d Congress, 1st and 2d Sessions.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.  
Pub Date 72

Note—491p.; Not available from EDRS due to large amount of copyrighted materials contained in original document

Available from—ERIC/CRESS, Box 3AP, Las Cruces, New Mexico 88003 (on loan)

Document Not Available from EDRS

Descriptors—\*Agribusiness, Bibliographies, Consumer Economics, Federal Programs, Land Settlement, Land Use, \*Migrant Workers, Productivity, \*Rural Economics, \*Rural Farm Residents, \*Socioeconomic Influences, Tax Allocation  
Identifiers—California

This appendix consists of articles and publications included in the subcommittee's hearings on farmworkers in rural America. Among these are: (1) excerpts from "The People Left Behind"; (2) "A Bountiful Tax Harvest" (reprint from the "Texas Law Review", December 1969); (3) "A

Farm Losses Under the Tax Reform Act of 1969: Keepin' 'em Happy Down on the Farm"; (4) "Dammng the West" (the Nader task force report on the Bureau of Reclamation); (5) "Power and Land in California" (the Nader task force report on land use in California); (6) "The Research Subsidy" (includes selected material from "Dirt on California, Agribusiness, the University"); (7) "Efficiency and Agriculture"; (8) "Origins and Growth of Migratory Seasonal Labor in Agriculture"; (9) "What Shall We Do With Them?" (address before the Commonwealth Club of California, April 1938); (10) "The Migrants and California's Future: The Trek to California and the Trek in California" (address before the Commonwealth Club of California, 1935); (11) "Social Problems of Agriculture in Wartime" (paper presented at the Western Farm Economics Association's meeting, June 1943); (12) "The Pattern of Early Land Settlement and Use through 1870" (from the LaFollette Committee report); (13) "Trade Perspectives for Industry, Agriculture, and Labor"; and (14) "Internal Migration in the United States: A Bibliography, 1955 to 1971." (NQ)

ED 118 330 95 RC 009 005

Rodriguez del Pino, Salvador, Ed. *And Others*  
Proceedings of the National Exploratory Conference on Chicano Sociolinguistics (Las Cruces, New Mexico, November 6-8, 1974).

National Council for Chicano Sociolinguistic Research; New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
Pub Date Feb 76

Note—284p.; Occasional light print

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Blvd., Austin, Texas 78702 (Stock No. EC-033, \$8.00)

EDRS Price MF-\$0.85 HC-\$15.39 Plus Postage

Descriptors—Attitudes, \*Bilingual Education, Community Influence, Conference Reports, Guidelines, Language Instruction, \*Language Research, \*Linguistic Theory, Material Development, \*Mexican Americans, \*Sociolinguistics, Spanish

Identifiers—Chicanos

Purpose of the conference was to develop a set of priorities for sociolinguistic research on the Chicano community over the next 3 to 5 years. The conference was designed to develop guidelines for such research. Workshops dealt with specific areas of sociolinguistic theory, applied sociolinguistics, and sociolinguistic research policy guidelines. Topics covered were: (1) language varieties and attitudes toward language, (2) sociolinguistics and bilingual education, (3) Spanish language instruction for Chicanos, (4) language creativity in the Chicano community, (5) language policies and the Chicano community, (6) publication and dissemination of Chicano language materials, and (7) guidelines for sociolinguistic research. After the workshops, a plenary session was held to present workshop summaries and resolutions to the group as a whole. Prepared from transcriptions of recorded sessions and from notes taken at the workshop sessions, this report includes a summary of the workshop discussion and recommendations, a brief analysis of the workshop proceedings, a presentation of the final plenary session, and a list of participants. The proceedings appear in both English and Spanish in order to reproduce the actual linguistic setting of the workshops. Where the workshop was conducted primarily in Spanish, a short summary in English is provided. (NQ)

ED 118 331 RC 009 006

Austin, Keith, Comp. *And Others*

Land-Use Symposium Proceedings: Privately Owned Rural Lands and Land-Use Planning (7th, Albuquerque, New Mexico, October 15-16, 1975).

New Mexico State Univ., Las Cruces. Cooperative Extension Service.

Spons Agency—Department of Agriculture, Washington, D.C.

Pub Date Jan 76

Note—101p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—\*Decision Making, Economic Factors, Energy, Environmental Influences, \*Federal Government, Food, Futures (of

Society), Global Approach, \*Land Use, Local Government, \*Planning, \*Rural Areas, Social Influences, Speeches, State Government, Symposia

Identifiers—\*New Mexico, Private Lands

This report includes 14 speeches by State and Local representatives relative to the control of land use and land use planning. The speeches are: (1) "The Status of Privately Owned Rural Land in New Mexico" (a statement regarding the confusing status of current statistics); (2) "Keynote Address" (emphasis on local control); (3) "What Are the Pros and Cons of Planning for Privately Owned Lands" (two speeches, one emphasizing the role of the planning implementors and the other emphasizing the negative aspects of Federal control); (4) "Land Use Planning Needed to Meet Long Range Food and Fiber Needs" (a global approach emphasizing American responsibility); (5) "State Laws Affecting Land Use Planning" (a review); (6) "An Assessment of Some Advantages and Disadvantages of Current Techniques in Land Use Planning and Control" (zoning and subdivision control; growth management and development timing; etc.); (8) "Economic Implications of Land Use Planning for Privately Owned Rural Lands"; (9) "Response: Social and Environment Implications"; (10) "For the Best Interest of New Mexico, Who Should be Involved in the Decision Making about the Changing Uses of Privately Owned Rural Lands" (three different speakers); (11) "How Should New Mexico Plan for the Privately Owned Lands" (a panel presentation). (JC)

ED 118 332 RC 009 007

Johnson, Elyot W.

Perception of Change in Rural Communities. A Research Project in Rural Education, 1973-1976.

California State Univ., Chico. School of Education.; Phi Delta Kappa, Bloomington, Ind.

Pub Date 76

Note—61p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Adults, \*Attitudes, Comparative Analysis, Demography, \*Educational Change, Futures (of Society), High School Students, Industrialization, Perception, \*Rural Population, \*Rural Urban Differences, \*Social Change, Social Values, Technological Advancement

Identifiers—\*California (North), Quality of Life

Perceptions of social change in American society and education were examined via an attitude survey (22 demographic questions and 73 opinion statements) administered to the entire population of 5 Northern California rural high schools (n=1,288); all English classes in 2 Sacramento schools (n=1,384); and rural adults (n=258). Structured interviews were given to a cross section of students and adults (categories defined by the interviewers and selection made by school administrators). Among the items examined were: (1) Impact of Change (pace, quality, and psychological impact; traditional values; science and technology; family life); (2) City/Country Contrasts (freedom from serious social problems; the cautious approach; youth opportunities); (3) Change in American Education (pace; leadership; controversial issues; facilities; curriculum; teaching methods; lifelong learning). Results indicated: (1) the pace of change is perceived as damaging to traditional American values, particularly among rural adults; (2) there is widespread fear that city migrants and recreational or corporate developments will destroy rural life; (3) there is uncertainty and disagreement about the proper role of the schools in the future; (4) pride, resentment, uncertainty, anger, fear, and hope all seem to characterize rural attitudes about a changing society. (JC)

ED 118 333 RC 009 008

Migrant Children's Nutrition, 1972: Migrant Children's Food Program Failures. Joint Hearing before the Subcommittee on Migratory Labor of the Committee on Labor and Public Welfare and the Select Committee on Nutrition and Human Needs, United States Senate, 92d Congress, 2d Session, May 1, 1972.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Pub Date 1 May 72

Note—300p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Early Childhood, \*Family Programs, Federal Legislation, \*Federal Programs, Food Service, Health Programs, Infants, Lunch Programs, \*Migrant Children, \*Migrant Workers, \*Nutrition, Program Administration

The Subcommittee met to examine the attitudes and the administration's response to the hunger and the malnutrition of farmworker children. Some questions asked were: (1) What programs had been developed to meet the food and nutritional needs of farmworker families? (2) Were they properly administered? If not, why not? (3) Were there sufficient funds available? and (4) Was the Nation's commitment to the food and nutritional needs of children being met and if not, why not? On May 1, 1972, the Subcommittee heard testimony from a former food program specialist with the Department of Agriculture, Child Nutrition Division on the operations of child nutrition programs intended to benefit migrant farmworker children. Supplemental information presented during the hearing consisted of internal memorandums, letters, requests from States and reports. Among the topics covered were: (1) programs authorized to provide food assistance for migrant children; (2) food stamp program regulations and supplemental material; (3) family assistance and the migrant—an analysis of the 1970 Family Assistance Act to determine its effectiveness in serving the migrant population and to recommend legislative changes and regulation language; and (4) migrants and their problems with the Federal Food Assistance programs. (NQ)

ED 118 334 RC 009 009

Health Services for Domestic Agricultural Workers, 1972: S. 3762 -- To Extend the Program for Health Services for Domestic Agricultural Migrant Workers. Joint Hearing before the Subcommittee on Health and the Subcommittee on Migratory Labor of the Committee on Labor and Public Welfare, United States Senate, 92d Congress, 2d Session, August 1, 1972.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Pub Date 1 Aug 72

Note—242p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Agricultural Laborers, Delivery Systems, \*Federal Legislation, Federal Programs, Health Needs, Medical Services, \*Migrant Health Services, \*Migrant Workers, \*Program Budgeting, \*Resource Allocations, Rural Population

On August 1, 1972, the Subcommittee heard testimony on bill S. 3762 which would extend the program for health services for domestic agricultural migrant workers. The bill would extend the migrant health program for 5 years, with \$100 million authorized for fiscal year 1973 and a \$25 million increase for each of the following years. S. 3762 represented a first attempt to bring the funding level for migrant health care services into some appropriate relationship to the documented level of need. Among the witnesses were the Assistant Secretary for Health and Scientific Affairs and representatives from the Community Health Service, the Hidalgo-Starr Catholic Charities (San Juan, Texas), the Texas Rural Legal Aid, the Orange Cove (California) Clinica de Salubridad, the Clinica de Salubridad de Campecinos, the Yakima Valley Clinic (Grandview, Washington), and the Migrant Legal Action Program, Inc. (Washington, D.C.). Additional information included: (1) suggested amendments to the Medicare-Medicaid Programs to extend migrant workers coverage, (2) summary of nutritional problems in the Lower Rio Grande Valley, and (3) bilingual staff by project and region. (NQ)

ED 118 335 RC 009 010

Menominee Restoration Act: H.R. 7421--To Repeal the Act Terminating Federal Supervision Over the Property and Members of the Menominee Tribe of Wisconsin as a Federally Recognized, Sovereign Indian Tribe; and to Restore to the Menominee Tribe of Wisconsin Those Federal Services Furnished to American Indians Because of Their Status as American Indians; and for Other Purposes. Hearings Before..., 93d Congress, 1st Session....

Congress of the U.S., Washington, D.C. House Committee on Interior and Insular Affairs.

Pub Date 73

Note—403p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*American Indians, Demography, Economically Disadvantaged, \*Federal Aid, \*Federal Legislation, Legal Responsibility, \*Social Services, \*Status, Transportation, Tribes, Unemployment

Identifiers—HR 7421, \*Menominee Restoration Act, Menominees, Wisconsin

Presenting reports, statements, letters, and additional information, these hearings of the Menominee Restoration Act (HR 7421) deal with restoration of Federal services to the Menominee tribe via repeal of the 83d Congress' (1953) termination policy. Testimony includes statements from representatives of the: Federal Government, National Congress of American Indians; Menominee Tribe; Menominee County Highway Department, Drugs and Alcoholism Program, Housing Authority, and Council of Chiefs; Wisconsin Schools; and the like. Some of the additional information presented includes: (1) an employment analysis for December 1967-June 1973; (2) Lake Moshawquit Property Owners Association agreements; (3) Native American Rights Fund's Memorandum re Restoration Act; (4) Menominee County Community Action Program's Impact Study (table); (5) Menominee Enterprises' financial analysis-ratios for March 1973 and summary of forestry and mill operations for 1961-72; (6) profile chart for averages on the Iowa Tests for basic skills; (7) Report 272 of the 87th Congress on lessening the impact of Federal services termination; (8) Bureau of Indian Affairs' report on termination (1965); (9) tables on: population and economic characteristics of tribes; county population and Wisconsin per capita taxable income (1969); and travel distances from community to service center; (10) Wisconsin Assembly bills, amendments, and fiscal notes. (JC)

ED 118 336 95 RC 009 012

Metcalf, John A.

Adventure Programming.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 76

Contract—NIE-C-400-75-0025

Note—56p.

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Blvd., Austin, Texas 78702 (Stock No. EC-036; \$3.00)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—\*Educational Objectives, Equipment, Evaluation Needs, Facility Requirements, Financial Support, Food, \*Higher Education, Historical Reviews, Information Sources, \*Outdoor Education, Planning, \*Program Descriptions, \*Program Development

Identifiers—\*Adventure Education

Summarizing the historical development of Adventure Education concepts and programs, this publication describes past and present programs and presents suggestions relative to future programming. Specifically, the following are discussed: (1) Informal Education Programs (Outward Bound; the National Outdoor Leadership School; and other informal programs); (2) Formal Education Programs (college leadership in adventure programs—Dartmouth, Brigham Young, and a list of higher education institutions currently offering adventure education programs); (3) Program Development (the ways and means of program justification and initiation); (4) Funding (quality planning, government grants, and community and business donations); (5) Equipment and Facilities (used, surplus, student owned, and hand made equipment and equipment cost effectiveness, maintenance, and safety); (6) Food (student involved decision making and the weight and cost factors); (7) Program Planning (site selection; group size; program length; ecological considerations: safety; staffing and certification; human relations; technical skills; student and leader responsibilities); (8) Program Evaluation Needs (scientific vs value judgment evaluations; exemplary program evaluations; behavioral objectives); (9) Recommendations (standards; monitoring; testing and research; and information coordination). (JC)

ED 118 337

Buschman, Mel Thullen, Manfred

Evaluation of the Training Component of the Servicio Nacional de Desarrollo de la Comunidad. Michigan State Univ., East Lansing. Inst. for Community Development.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date Jun 75

Note—67p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Agency Role, \*Community Development, Educational Assessment, \*Financial Support, Program Evaluation, Rural Development, \*Rural Population, Self Help Programs, Socioeconomic Influences, \*Vocational Education

Identifiers—\*Bolivia

Since 1970, the Servicio Nacional de Desarrollo de la Comunidad (SNDC) has been in existence as an autonomous decentralized government agency. Its main effort has been to integrate Bolivia's 3.4 million rural inhabitants, the "campesinos," into the mainstream of national socioeconomic programs through self-help development projects at the community level. Schools, clinics, roads, bridges, potable water systems, sheep dips, livestock shelters, silos, and irrigation projects have been the main areas of concern. Local level workers trained in home economics have helped form Mothers' Clubs, provided training in homemaking arts, artisan crafts, hygiene and sanitation, child care, and other activities. SNDC has provided veterinary and agricultural production promotion, and education services for small farmers. In 1975, an evaluation was conducted to help the SNDC build upon its considerable past success and expand its roles to meet new and changing demands for the development of rural campesino communities. This report presents: (1) a relatively objective description of conditions existing during May and June 1975 within the SNDC training component; (2) an assessment of what was observed in relation to SNDC's past efforts and future projected roles; and (3) recommendations for strengthening and changing the training component in light of the new roles, responsibilities, and demands. (Author/NQ)

ED 118 338 56 RC 009 014

Bi-lingual Bi-Cultural Program, Title VII, ESEA. Final Evaluation [San Luis Valley Schools, 1974-75].

San Luis Valley Board of Cooperative Services, Alamosa, Colo.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date 75

Note—57p.; For related document, see ED 113 115; Occasional light print

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Academic Achievement, Biculturalism, \*Bilingual Education, Community Involvement, Inservice Teacher Education, Language Development, Material Development, \*Mexican Americans, \*Non English Speaking, \*Primary Education, \*Program Evaluation

Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII, \*San Luis Valley Colorado Schools, Spanish Surnamed

Primary objectives of the program were: (1) to meet the educational needs of those children who experience learning difficulties because of the inability to understand or speak the language of instruction, and (2) to maintain a sense of pride in the student's language and culture. During 1974-75, the program's 4th year of operation, there were 1,483 students enrolled in grades K-3. Of these 64 percent were Spanish surnamed, 35.8 percent were Anglo surnamed, and 20 percent were Japanese Americans. Student needs were met through the use of more individualized instruction, and more precise evaluation procedures for assessing student progress. Factors which influenced and enhanced the student's learning styles were achieved through an extensive presentation of oral language development in both English and Spanish, music appreciation (both listening and oral exposition), ethnic dances, and art. The project staff consisted of a director, a materials specialist, 63 certified personnel, 49

paraprofessionals, 9 community representatives, a curriculum specialist, and an internal evaluator. Focusing mainly on the up-to-date process evaluation findings in each of the program's operational components, this report presents data obtained from in-service meetings, pupil progress reports, Test of Basic Experiences, workshop evaluation scale, supply inventory, material development and management. Findings indicated that most activities for the year were conducted effectively. (NQ)

ED 118 339 88 RC 009 015

Bott, Kristine Ann Bannasch, Donald Max

Discovery: Guidelines for Establishing an Outdoor Education Program in Special Education, ESEA Title III Project.

Macomb County Intermediate School District, Mount Clemens, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.

Pub Date 75

Note—500p.; Overview of materials contained in manual presented via a sound filmstrip which can be operated manually, or if pulsed equipment is available, automatically

Available from—Macomb Intermediate School District Special Education, 44001 Garfield Road, Mt. Clemens, Michigan 48043 (\$35.00 per set—not sold separately)

Document Not Available from EDRS

Descriptors—Academic Education, Curriculum Guides, \*Discovery Learning, Environmental Education, Exceptional Students, Filmstrips, \*Handicapped Students, Learning Activities, \*Outdoor Education, \*Resident Camp Programs, \*Special Education

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, \*Project Discovery Through Outdoor Education

Funded through the 1965 Elementary and Secondary Education Act (ESEA) Title III, the Project began serving youngsters handicapped either physically, mentally, or emotionally, who qualified for special education services in the fall of 1971. Among its objectives were to: (1) improve these youngsters' achievement in regular school subjects, their self-concepts, interpersonal relationships, and leisure skill; (2) train special education teachers to use the outdoors to provide learning opportunities to these youngsters; and (3) test an outdoor education model for improving the learning and lives of these children. The manual and filmstrips were created to disseminate ideas which were collected and found successful during 3 years of operation. Divided into sections by tabs for easy reference, the manual suggests methods and procedures in the sequence necessary to set up and carry out an outdoor laboratory experience. Among the topics covered are: teacher in-service, preplanning, the outdoor laboratory site, schedules, insurance, transportation, first aid, camp rules, kitchen duties, equipment, math, science, social studies, language arts, music, physical education, arts and crafts, fire, hikes and scavenger hunts, rainy day activities, winter activities, evaluation, disability considerations, permission slips and health forms, counselors, and resource people. (NQ)

ED 118 340 88 RC 009 016

Coombs, Philip H. Ahmed, Manzoor

Attacking Rural Poverty: How Nonformal Education Can Help. A Research Report for the World Bank Prepared by the International Council for Educational Development.

International Council for Educational Development, Essex, Conn.

Spons Agency—International Bank for Reconstruction and Development, Washington, D.C.

Pub Date 74

Note—291p.

Available from—Johns Hopkins University Press, Baltimore, Maryland 21218 (ISBN 0-8018-1601-7, \$3.95)

Document Not Available from EDRS

Descriptors—Agricultural Education, Costs, Delivery Systems, \*Developing Nations, \*Economic Development, Educational Technology, Extension Education, \*Nonformal Education, Off Farm Agricultural Occupations, Planning, Policy Formation, \*Program Evaluation, \*Rural Development, Tables (Data), Training

Designed to assist rural planners and policy makers of developing countries in the use of non-

formal education programs, this book analyzes the findings of a two-year international research study. Emphasizing a functional view of education and equating education with learning, the focus is on: (1) preplanning diagnosis, (2) educational delivery systems, (3) costs and required resources, (4) innovative solutions, and (5) evaluations of nonformal programs. Data are derived from: (1) extensive discussions with agency experts; (2) a wide assortment of documents; (3) analytical working papers; and (4) a diversified sample of 25 ongoing nonformal education projects in Africa, Asia and Latin America. Divided into three sections (evidence, analyses, and conclusions), this book includes the following chapters: (1) Background of the Study; (2) An Overview of Rural Education; (3) Extension Programs in Agriculture; (4) Training Programs in Agriculture; (5) Training for Nonfarm Occupations; (6) Self-Help Approach to Rural Development; (7) The Integrated Approach to Agricultural Development; (8) A Critique of Agricultural Education and Research Systems; (9) A Critique of Training Programs for Nonfarm Rural Skills; (10) Improving the Technologies of Nonformal Education; (11) The Economics of Nonformal Education; (12) Planning, Organization, Management, and Staffing; (13) A Final Recapitulation and Commentary. (JC)

**ED 118 341** 95 RC 009 018  
Index to Bibliographies and Resource Materials--  
Project MEDIA, Summer 1975.

National Indian Education Association, Minneapolis, Minn.

Spons Agency--Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note--225p.; For related document, see ED 097 901

**EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage**  
Descriptors--\*American Indians, \*Bibliographies, Books, Catalogs, Citation Indexes, Films, Indexes (Locaters), \*Instructional Media, Organizations (Groups), Periodicals, Phonograph Records, Radio, \*Resource Materials, Tape Recordings

Identifiers--Project Media

Information presented in this index includes citations on descriptions of print and nonprint media by, for, or about Native Americans and represents some of the resource materials to be included in the functioning computer-housed data base now being constructed by Project MEDIA. As the precursor of a print catalogue to be published as more data is gathered, this index includes the following: (1) Bibliographies (84 citations representative of 14,000 available book-forms, film-forms, audio-forms, micro-forms, and realia); (2) Resource Materials (30 citations of commercially produced resources of information); (3) Commercial Film Catalogues (21 citations); (4) Periodicals (13 citations on sources of information on new books, records, serials, etc.); (5) Native American Periodic Publications (92 citations designating format, circulation, content, and staff and representing currently functioning publications); (6) Native American Radio Programming (60 citations presented by state and designating programming content and availability); (7) Native American Tape Services (7 citations of organizations); (8) Radio Stations Interested in Beginning Native American Programming (12 citations); (9) Films, Filmstrips, Filmloops (217 citations with title index and descriptive index); (10) Records, Cassettes, and Reel and Reel Tapes (268 citations). (JC)

**ED 118 342** RC 009 019

Vitale, Joseph A.

**Outdoor Education Guide-Handbook, Waukesha Public Schools.**

Waukesha Public Schools, Wis.

Pub Date Sep 75

Note--80p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**

Descriptors--\*Activities, Camping, Concept Formation, \*Curriculum Guides, \*Elementary Education, \*Field Trips, Language Arts, Lesson Plans, Mathematics, \*Outdoor Education, Physical Education, Science Activities, Sensory Training, Social Studies

Identifiers--\*Wisconsin (Camp Phantom Lake)

Designed by the Waukesha Public Schools (Wisconsin) specifically for an elementary level three-day camping trip at Camp Phantom Lake, this outdoor education guide presents some ac-

tivities which suggest adaptation. Activity directions, plans, worksheets, evaluation sheets, and illustrations are presented in sequential order for the following disciplines which, by design, frequently overlap: (1) Mathematics (activities involving measurement of height, distance, hills, triangles); (2) Social Studies (activities involving map and compass skills via use of a compass trail); (3) Science (scientific observation using a "micro trail" approach, observation tools, and sensory skills); (4) Language Arts (an activity Progressing from meditation to creative writing and including discussions, sketching, water color painting, pantomiming, and poetry); (5) Physical Education (frisbee toss, run and summersault relay, endurance race, football throw, leap frog, kickball, and tug of war). Indicative of the variety of activities presented are: (1) a candlelight ceremony designed to offer students opportunity to express a "gut" feeling to the group; (2) a section on water pollution testing (chemical analysis, filmstrip, and questions); (3) a guide to making a "friendship stick" (emphasis on symbolic significance). Also included are a 46-item awareness test and the necessary school forms for such an outing. (JC)

**ED 118 343** RC 009 022

Starbird, S. Glenn, Jr.

**A Brief History of Indian Legislative Representatives in the Maine Legislature.**

Pub Date 75

Note--3p.; 1975 revision of a 1967 publication: Not available in hard copy due to reproducibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors--\*American Indians, \*Historical Reviews, \*Legislators, \*State Government, \*State Legislation, Tribes

Identifiers--\*Maine, Passamaquoddy: Penobscots

Of all the states in the U.S., Maine is the only one that has American Indian tribal representation in its legislature. The earliest records of Maine Indian representation are 1823 (Penobscot) and 1842 (Passamaquoddy), but Massachusetts' records indicate that Indian representation had probably been going on since or before the Revolution. Due to intratribal confusion and party conflict, the Main Legislature began in 1866 to describe the procedure for electing the Penobscot legislative representative as well as the tribe's governor and lieutenant governor. In 1952, the two Passamaquoddy reservations set forth provisions for annual election of their tribal representative in the Treaty of Peace of 1852. At the time of its inception in 1907, the Legislative Record indicates that Indian representatives were both seated and afforded opportunity to speak. However, after a concerted effort in 1939 to upgrade the status of Indian representatives, there was reaction, and in 1941 Indian representatives were ousted entirely. Until 1975, Indian representatives were excluded from the floor of the House, their status being little better than that of State paid lobbyists, though in 1965 their salaries were raised and in 1967 an expense account was added. In 1975 the House restored seating and speaking privileges to Indian representatives after a 34-year lapse. (JC)

**ED 118 344** RC 009 029

Lemus, Frank C., Comp.

**National Roster of Spanish Surnamed Elected Officials.**

Pub Date Oct 74

Note--97p.

Available from--Aztlán Publications, 405 Hilgard Avenue, Los Angeles, California 90024 (\$10.00 hardcover; \$6.95 paperback)

Journal Cit--Axtlan-Chicano Journal of the Social Sciences and the Arts; v5 n1 and 2 1973 (Reprint)

Document Not Available from EDRS

Descriptors--\*City Officials, \*County Officials, Directories, Government (Administrative Body), Government Employees, Legislators, Mexican Americans, Political Affiliation, \*Public Officials, \*Spanish Speaking, \*State Officials

Identifiers--\*Spanish Surnamed

Compiled to increase communication and interaction among the Spanish surnamed people of the United States, this directory lists 1,887 officials who held a publicly elected position at the Federal, State, or local level during 1973. Names and addresses of officials are listed alphabetically

by State, county, and city. Political affiliation and year in which the official leaves office are given by each name. Spanish surname was used to include Chicanos, Mexican Americans, Puerto Ricans, Latin Americans, Spanish Americans, and Cuban Americans. Names were obtained through personal letters sent to persons identified as Spanish surname in the State, county, and elected officials roster from each state. A follow-up letter, questionnaire, and a preliminary draft of the roster were sent to each person identified. Letters were also sent to organizations and non-elected officials for cross-referencing and expansion of the list. (NQ)

**ED 118 345** 95 RC 009 035

York, Kenneth And Others

**Research and Evaluation Design for the Choctaw Bilingual Education Program, 1975-76.**

Mississippi Band of Choctaw Indians, Philadelphia.

Spons Agency--Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date [76]

Grant--OEG-0-75-7164

Note--29p.; Not available in hard copy due to marginal reproducibility

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors--\*American Indians, \*Bilingual Education, Educational Objectives, Educational Philosophy, \*Evaluation Methods, Manuals, Models, \*Program Descriptions, \*Research Design, Research Tools

Identifiers--\*Choctaw Bilingual Education Program, Choctaws, Mississippi

Emphasizing the role of evaluation in program development, this publication describes the Mississippi Choctaw Bilingual Education Program (BECOM), its philosophy, goals, objectives, and proposed evaluation plan. Major components of this K-3 program are identified as: (1) Instruction; (2) Curriculum and Materials Development; (3) Management; (4) Staff Development; and (5) Parent-Community Involvement. Areas of research and evaluation are identified as: (1) English as a Second Language; (2) Survey of Existing Educational Conditions; and (3) Overall Program Evaluation. Identifying self-concept, academic achievement, language dominance, and oral English proficiency as variables to be measured, the research/evaluation design is described as one that will: (1) determine the setting in which bilingual education occurs; (2) describe the program participants; (3) determine the progress of each program component; (4) determine the effectiveness of each component in causing bilingual education to occur; (5) determine the accomplishments of the participants and the entire program. Also presented is a timeline chart which describes: (1) the research question; (2) the data source or population; (3) instrument or method; (4) interval and number of measures; (5) time of measure; (6) person responsible; and (7) method of analysis. (JC)

**ED 118 346** RC 009 036

Haney, Wava G.

**The Occupational Attainment of Migrant and Nonmigrant Farm-Reared Youth: A Colombian Case.**

Pub Date 21 Aug 75

Note--33p.; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, California, August 21-24, 1975); Not available in hard copy due to light print

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors--\*Academic Achievement, Adults, Agriculture, Developing Nations, Landlords, \*Migrants, \*Occupational Mobility, \*Rural Farm Residents, Rural Youth, Social Class, \*Socioeconomic Status

Identifiers--\*Colombia, Private Ownership

The educational and residential (migrant and nonmigrant) characteristics of two generations from a minifundia community in rural Colombia were examined to determine the relationship between occupational attainment level and parental social class (determined by land ownership). Occupation and residence histories were obtained from a 10% sample of rural households which produced data for 204 second generation household heads, their spouses, and their siblings 16 years and older (n=1,677) and their third generation children 12 years and older (N=593).



Additionally, agricultural and marketing data were analyzed. The guiding hypothesis maintained that the number of high educational and occupational levels of both generations would be meager and that representatives from the larger landowning families would attain the higher levels. Results indicated: (1) the rural-born were likely to remain concentrated in traditional positions in the agricultural or service sectors where much underemployment prevails; (2) the few rural people from higher social class positions would maintain that position from one generation to another via transfer of land or migration to urban places and entry into technical or professional positions; (3) despite industrialization, the pyramidal social hierarchy, characteristic of preindustrial society, would continue. (JC)

## SE

ED 118 347 SE 013 550

Shugrue, Sylvia K., Comp. Lamberton, Berenice, Comp.

**Environmental Education in the Elementary School. A Selection of Articles Reprinted from Science and Children.**

National Science Teachers Association, Washington, D.C.

Pub Date 72

Note—50p.

Available from—National Science Teachers Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock Number 471-14626, \$2.75; discounts on quantity orders)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Conservation Education, \*Earth Science, \*Ecology, \*Elementary Grades, \*Environmental Education, Field Trips, Instructional Materials, \*Learning Activities, Natural Resources, Outdoor Education, School Community Programs

Included in this document are a selection of articles reprinted from SCIENCE AND CHILDREN. They focus on environmental education in the elementary school, and present a number of environmental perspectives. Those concerning general or background information are: an examination of environmental education: children's attitudes about the environment; teaching resources in the national parks; and a school/community effort to preserve an urban environmental study area. Ecology is treated through investigations at the individual level, populations of one species, communities, and ecosystems. Adapting traditional activities to an ecological approach, emphasizing concepts of interaction and change, is suggested. Earth science experiences to increase awareness of the child's own and natural environment center on site experiences. They focus on analyzing small parts of a larger environment—investigating change, age, movement, erosion, deposition, etc. The field trip is presented utilizing a conceptual approach to develop environmental relationships. Suggested activities for children for observing their town as a man-dominated biotic community are examining construction, tree identification, soil samples, zoo trips, food chains, and succession. A calendar for teaching conservation activities is constructed. One article is devoted to the associations between nature and creativity. References are included following some articles. (BP)

ED 118 348 SE 017 691

Sprung, Douglas Cecil

**The Relative Importance of Selected Factors on the Decision of High School Students to Enroll or Not Enroll in Chemistry and Physics.**

Pub Date 73

Note—312p.; Ph.D. Dissertation, The University of Michigan

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-3729, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—\*Chemistry, Doctoral Theses, Educational Research, \*Enrollment Influences, \*Physics, \*Predictor Variables, Science Education, Secondary Education, \*Secondary School Science, Student Characteristics

Identifiers—Research Reports

Predictor variables were sought relating to the decision of secondary school students to enroll or not enroll in chemistry and physics courses. Questionnaires were developed and administered to 404 students enrolled in chemistry and 358 not enrolled, and to 472 students enrolled in physics and 475 not taking physics. Rural, suburban and urban schools participated. The factors having the greatest influence on the decision to take chemistry were importance of chemistry to college plans (62 percent), importance to career goals (52 percent), planned college science or science-related major (47 percent), and college requirement needs (42 percent). Factors influencing students not to enroll were greater interest in other subjects (54 percent), fear of failure (36 percent), and belief in non importance of chemistry to career goals (34 percent). College plans, college science or science-related majors, enjoyment of science courses, and importance of physics to career goals were the factors related to taking physics in high school. Lack of interest, fear related to difficulty of physics and fear of failure were cited as reasons for not taking physics. The importance of factors considered was not significantly influenced by the sex of the student, the type of community, or the chemistry or physics curriculum. (Author/EB)

ED 118 349 SE 017 692

Vickner, Edward Henry, Jr.

**Development and Field Testing of a Model to Simulate a Demonstration of Le Chatelier's Principle Using the Wheatstone Bridge Circuit.**

Pub Date 73

Note—147p.; Ed.D. Dissertation, Temple University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-1833, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—\*Chemistry, Demonstrations (Educational), Doctoral Theses, Educational Research, \*Instructional Aids, Instructional Materials, Junior Colleges, \*Models, Physics, Science Education, \*Science Materials, \*Secondary Education

Identifiers—\*Le Chateliers Principle, Research Reports

An electronic simulation model was designed, constructed, and then field tested to determine student opinion of its effectiveness as an instructional aid. The model was designated as the Equilibrium System Simulator (ESS). The model was built on the principle of electrical symmetry applied to the Wheatstone bridge and was constructed from readily available components at a total cost of approximately \$95. The ESS and associated educational materials were evaluated by means of field testing in three high schools and junior college chemistry classes. Evaluation was accomplished by utilizing questionnaires to obtain students' opinions as to the effectiveness of the ESS as an instructional aid. Feedback was used to revise the instrument and the classroom presentations of the topic. The ESS, a teacher's manual, a lecture demonstration manual, and a previously prepared programmed unit were used during each of three presentations. It was concluded that the device could serve satisfactorily as an instructional model for teaching Le Chatelier's Principle. It was also reported that it was possible to construct an inexpensive and compact model which simulates the effects of externally imposed stresses on chemical systems at equilibrium. (Author/EB)

ED 118 350 SE 017 693

Young, Herman Andre

**An Educational and Professional Profile of Black American Doctorates in the Natural Sciences.**

Pub Date 73

Note—130p.; Ed.D. Dissertation, Indiana University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-2613, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—\*Black Community, Doctoral Theses, Educational Counseling, Educational Research, Higher Education, \*Minority Groups, Motivation, \*Negroes, \*Science Careers, Science Education, \*Scientists

Identifiers—Research Reports

The problem of this study was to describe, according to selected variables, certain personal, educational, and professional characteristics of Black scientists who have earned the doctoral degree in the natural sciences with intent to encourage more Blacks to enter the fields of science. A self-reporting questionnaire was mailed to 500 Black scientists throughout the United States, who, for the most part, were employed in institutions of higher education. Data were collected relating to current employment, demography, personal background, perceived factors of influence toward science, sources of financial support for doctoral studies, post-doctoral work opportunities, and the Black scientists in relation to the Black community. Data results were expressed in frequency tabulations and percentages. The typical Black scientist was found to be a male 49 years of age, born and raised in the South, and working at a predominantly Black college or university. He came from a family of low socio-economic status and showed high achievement in science and mathematics. He strongly preferred teaching and research in a university and most often returned to work in the area of his birth. Poor schooling in science and lack of knowledge about science careers were greatest deterrents to other Blacks to pursue science careers. (Author/EB)

ED 118 351 SE 017 694

Ziarko, Jon Charles

**Assessing Science Education at the Eighth Grade Level in Selected Public Secondary Schools in North Mississippi.**

Pub Date 73

Note—154p.; Ed.D. Dissertation, The University of Mississippi

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-1328, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—\*Achievement, \*Curriculum Evaluation, Doctoral Theses, Educational Research, Grade 8, Junior High Schools, \*Program Evaluation, Science Education, Secondary Education, \*Secondary School Science

Identifiers—Mississippi, Research Reports

This study was directed at developing a model for assessing eighth grade science education in selected schools and using the model to identify procedures that might be used to maximize science achievement of the students. Thirty-four public secondary schools participated in the study. Data were obtained from annual publications, computer printouts, teacher questionnaires, and student response sheets. Two stepwise multiple regression programs were used in processing the data. Variables that were significant at the 0.10 level using the computer t-statistic were selected for the first restricted model, and those at the 0.2 level were selected for the second restricted model. The dependent variable used was the mean score on a science achievement test taken from the National Assessment of Educational Progress in Science, age 13. The independent variables were 10 science classroom variables, 12 teacher variables, and 6 school variables. The results of the study indicated that school officials should hire teachers with advanced degrees, increase the number of science periods taught as part of the total teaching assignment, and reduce the total annual per pupil expenditure. Using the second model, it was suggested that school officials increase the number of textbooks used, use textbooks with earlier copyright dates, and increase the library expenditures per pupil. (Author/EB)

ED 118 352 SE 017 895

Palmer, Glenn Allen

**A Determination of the Relative Consistency and Concordance of Student Science Interest Responses by Utilizing Paired and Triad Stimulus Comparison Inventories.**

Pub Date 73

Note—117p.; Ph.D. Dissertation, The University of Wisconsin

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-27,121, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS

Descriptors—\*Classification, Doctoral Theses, Educational Research, \*Learning, Motivation, Science Education, Secondary Education, \*Secondary School Science, \*Student Interests

**Identifiers—Research Reports**

The purpose of this study was to determine if eighth-grade students in junior high and middle school science classes could order selected science categories on the basis of the attribute interest into rank orders which were consistent and reliable. A sample of eighth-grade science classes from Wisconsin was selected. A set of investigator-developed instruments consisting of four inventories (two paired comparisons inventories and two triad comparisons) was administered to each class. The responses of each class to the set of inventories were analyzed to determine: (1) class averages of a consistency measure within paired comparisons inventories response sets, (2) class averages of a concordance measure across rankings from the paired and triad comparisons inventory formats, and (3) class averages of a concordance measure across rankings from two different triad comparisons inventories. The two concordance measures were considered measures of reliability. Significance levels of these average measures were computed. From the investigation, the author concluded that qualified support should be given to the utilization of the attribute interest in establishing consistent rankings of certain science categories. (Author/CP)

ED 118 353 SE 019 238

Scott, Alvin Thomas

**A Study of the Effects of Planned Classroom Teacher Verbal Behavior and Resulting Classroom Pupil Verbal Behavior on the Achievement of Classroom Pupils.**

Pub Date 73

Note—244p.; Ed.D. Dissertation, The University of Tennessee

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-11,288, MF \$7.50, Xerography \$15.00)

**Document Not Available from EDRS**

**Descriptors—**\*Academic Achievement, Behavior Patterns, \*Biology, Doctoral Theses, Educational Research, \*Instruction, Science Education, Secondary Education, \*Secondary School Science, \*Verbal Communication

**Identifiers—Research Reports**

The purpose of this investigation was to determine the effects of planned classroom teacher verbal behavior and resulting classroom pupil verbal behavior on the achievement of classroom pupils in 40 selected biology classes. The verbal behavior of 20 teachers and 867 pupils was observed by the use of audio tapes and categorized with the Verbal Reaction Behavior Log (VRBL). Ten teachers and 449 pupils comprised the experimental group. The experimental teachers received instruction from the investigator in the use of the VRBL, and the experimental group was taught specific subject matter with this approach. The control group was taught the same subject matter without utilization of the VRBL approach. Both groups were administered the same final examination. The results of utilizing a t-test to determine significant differences in final examination scores revealed a significant difference in favor of the experimental group. (Author/CP)

ED 118 354 SE 019 239

Zoller, Uri

**Science and Technology Curriculum for Non-Science Students in the Secondary School (Technology for Social Action Curriculum - TSAC).**

Pub Date 73

Note—209p.; Ed.D. Dissertation, Harvard University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-11,312, MF \$7.50, Xerography \$15.00)

**Document Not Available from EDRS**

**Descriptors—**\*Curriculum, \*Curriculum Design, Doctoral Theses, Educational Research, \*Science Education, Secondary Education, \*Secondary School Science, \*Technology

**Identifiers—Research Reports, Technology for Social Action Curriculum, TSAC**

Reported is a study focused on the construction and development of a model for guiding science curricula developers in designing the needed second generation programs for non-science secondary students in the seventies. The Technology (and Science) for Social Action Curriculum (TSAC) is presented as illustrative of the problems involved in curriculum development

and implementation and in preparing teachers to use the materials. (Author/CP)

ED 118 355 SE 019 243

Exline, Joseph D.

**A Study of National Trends in Earth Science Education and the Status of Earth Science Education in Virginia.**

Pub Date 73

Note—192p.; Ed.D. Dissertation, University of Maryland

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-9790, MF \$7.50, Xerography \$15.00)

**Document Not Available from EDRS**

**Descriptors—**Certification, Doctoral Theses, \*Earth Science, Educational Research, Science Education, Secondary Education, \*Secondary School Science, \*Surveys, \*Teacher Education, \*Trend Analysis

**Identifiers—Research Reports, \*Virginia**

This study investigated two broad questions: (1) What are the trends evident in status studies of earth science education across the nation and in Virginia between 1964 and 1972 and how do the trends in the nation and in Virginia compare; and (2) With recommendations for pre-service education, in-service education, and certification requirements for earth science teachers in mind, what is the status of earth science education in Virginia during the 1972-73 school year? The investigation of trends in earth science education involved all the secondary students and teachers of earth science in the nation for the period 1964-72, as determined by literature reviews and from the files of national and state agencies. The status study of Virginia earth science teachers involved all those who spend 50 percent or more time teaching earth science. Among findings were: (1) there was an approximately three-fold increase in the number of states requiring certification specifically for earth science between 1964 and 1972, (2) earth science is mainly a ninth-average level course in Virginia, and (3) about 43 percent of the Virginia earth science teachers indicated they planned to leave teaching in the next 5 years. (Author/CP)

ED 118 356 SE 019 253

Crilly, Alice Roth

**A Descriptive Analysis of the Chemical Bond Approach, the Chemical Education Material Study, and a Representative Traditional Chemistry Course.**

Pub Date 74

Note—583p.; Ed.D. Dissertation, University of California, Los Angeles

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-12,459, MF \$7.50, Xerography \$15.00)

**Document Not Available from EDRS**

**Descriptors—**Behavioral Objectives, \*Chemistry, \*Curriculum, Curriculum Development, Doctoral Theses, Educational Research, \*Instruction, \*Science Course Improvement Project, Science Education, Secondary Education, \*Secondary School Science

**Identifiers—Research Reports**

This study compared three one-year courses in high school chemistry. One of these, entitled Modern Chemistry, represents the "traditional" precollegiate chemistry course. The others are the Chemical Bond Approach (CBA) and the Chemical Education Material Study (CHEM Study). These are the two major revisions in high school chemistry which emerged from the curriculum reform movement of the 1950's. The investigator analyzed how these three courses attempt to educate students in the chemical discipline. Within the context of the Tyler rationale were examined: (1) course objectives, (2) learning opportunities, (3) course organization, and (4) course evaluation. The course objectives are classified within the framework of Bloom's taxonomy. Among the findings are answers to the following questions: How did the curriculum project-courses originate? Is there a difference in the kind of knowledge acquired, depending upon which course is studied? (Author/LS)

ED 118 357 SE 019 256

Wilson, Douglas J.

**A Study of Achievement, Understanding of Science, and Teacher Role Perception in Various Groups of the Nebraska Physical Science Project.**

Pub Date 73

Note—247p.; Ed.D. Dissertation, The University of Nebraska - Lincoln

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-13,033, MF \$7.50, Xerography \$15.00)

**Document Not Available from EDRS**

**Descriptors—**\*Achievement, Chemistry, Doctoral Theses, Educational Research, \*Instruction, \*Integrated Curriculum, \*Physical Sciences, Physics, Role Perception, Science Education, Secondary Education, \*Secondary School Science, Teacher Characteristics

**Identifiers—**\*Nebraska Physical Science Project, Research Reports

The purpose of this study was to compare the effects of various teaching practices and classroom organizational patterns upon achievement and understanding of science of students studying materials of the Nebraska Physical Science Project (NPSP), an integrated chemistry-physics course, and to investigate these practices and patterns and the role perceptions of their teachers. The study sample consisted of 198 students and their 12 teachers. Students were given a battery of tests to ascertain aptitudes, teacher directiveness, and classroom organizational characteristics. The results of these tests and questionnaires were compiled and analyzed using the t-test and analysis of variance. Classes were grouped into lecture-demonstration or performance-sequenced categories for the purpose of comparing student achievement. Classes were regrouped into directive or non-directive categories to make comparisons of student achievement and to gain understanding of teacher role perception. Statistical analyses indicated no significant difference in achievement between groups. Recommendations based on this study included encouragement for NPSP teachers to feel free to use a variety of teaching styles and classroom strategies. (Author/CP)

ED 118 358 SE 019 262

Pinkall, Joseph E.

**A Study of the Effects of a Teacher In-Service Education Program on Fifth and Sixth Grade Teachers and the Students Whom They Teach in Their Knowledge of Scientific Processes, Scientific Content and Attitude Toward Science and Scientists.**

Pub Date 73

Note—81p.; Ed.D. Dissertation, The University of Nebraska - Lincoln

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-13,012, MF \$7.50, Xerography \$15.00)

**Document Not Available from EDRS**

**Descriptors—**\*Achievement, \*Attitudes, Educational Research, Elementary Education, \*Elementary School Science, \*Inservice Teacher Education, Process Education, Science Education, \*Teacher Education

**Identifiers—**\*Elementary Science Study, ESS, Research Reports

The purpose of this study was to determine the effects of a teacher in-service education Program of workshops in Elementary Science Study (ESS) and Process Science on (1) the fifth- and sixth-grade teachers who participated in the workshops, and (2) students of teachers who participated in these workshops. A Posttest-Only Control group design was used to test six research hypotheses. Randomization was used to insure the lack of initial bias between experimental and control groups for both teachers and students. In experimental and control groups (each comprised of twenty-five teachers), comparisons were made on knowledge of scientific processes, knowledge of scientific content, and attitude toward science and scientists using three instruments. A total of 150 students in the control group and 150 students in the experimental group were tested on the same three criteria, also by using three instruments. The analysis of the teacher data revealed no significant difference between the experimental and control groups on any of the instruments. Analysis of the student data revealed that the experimental group scored significantly higher (at the .05 level) than did the control group on all three instruments. (Author/CP)

ED 118 359

SE 019 681

*Hadar, Nitsa Boneh***Children's Conditional Reasoning: An Investigation of Fifth Graders' Ability to Learn to Distinguish Between Valid and Fallacious Inferences.**

Pub Date 75

Note—420p.; Ph.D. Dissertation, University of California, Berkeley

EDRS Price MF-\$0.83 HC-\$22.09 Plus Postage

Descriptors—Curriculum, Doctoral Theses, \*Educational Research, \*Elementary Education, \*Elementary School Science, \*Learning Processes, Logic, \*Logical Thinking, Science Education, Thought Processes

Identifiers—\*Conditional Reasoning, Research Reports

This study was conducted to determine if fifth-grade students can significantly improve their use of logical analysis through a suitable instructional unit taught under ordinary classroom conditions. Concrete teaching materials were developed to familiarize students with the distinction between the valid inference patterns—Modus Ponendo Ponens and Modus Tollendo Tollens (MP, MT), and the fallacious ones—Affirming the Consequent and Denying the Antecedent (AC, DA). No formal rules were taught. The experimental unit was implemented 4 to 5 times a week for 23-25 sessions, by 4 fifth-grade teachers in their ordinary classes. The teachers participated in a 12-hour pretraining workshop. A pretest/posttest, treatment/no treatment design was applied to assess resulting improvement in students' conditional reasoning ability. The sample consisted of 210 fifth-grade students in a suburban area, 104 in 4 experimental classes and 106 in 4 control classes. Experimental and control group pretest performance levels did not differ, but there was a significant difference in the posttest means. There was no significant change in the control group's pretest and posttest performance levels on any logical form, or for the experimental group's on MP and MT. However, on AC and DA the two groups' gain scores were significantly different. (MLH)

ED 118 360

SE 019 784

*Zubler, John R. Hoover, Norman K.***Guidelines for Planning, Developing, Utilizing and Maintaining Outdoor Environmental Education Laboratories.**

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.; Pennsylvania State Univ., University Park. Coll. of Agriculture.

Pub Date 75

Note—46p.; Teacher Education Research Series, v16 n2 1975

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Educational Facilities, \*Environmental Education, \*Facilities, \*Facility Guidelines, Guidelines, Nature Centers, \*Outdoor Education, \*Program Development, Resource Centers

This publication is designed to provide assistance in the acquisition of facilities and program development in environmental education. The descriptive material is grouped under three headings: planning the program, developing the facility, and utilizing and maintaining the outdoor laboratory. Appendices include sources of environmental education materials, educational laboratories, and conservation organizations. (BP)

ED 118 361

SE 019 838

*McKee, Amy, Comp.***Social Sciences in Forestry, a Current Selected Bibliography, No. 38, October 1975.**

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Forestry and Wildlife Resources.

Pub Date Oct 75

Note—43p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Agriculture, \*Bibliographies, Conservation (Environment), \*Forestry, Management, Manufacturing, \*Natural Resources, \*Social Sciences, \*Trees

Identifiers—Forest Management, Forest Production, Timber Management

Compiled is a selected bibliography of social sciences in forestry, including economic, historic, sociological, and business aspects. Five major inclusive categories are the following: social science applied to forestry at large, applied to forestry's productive agents, applied to forest production,

applied to manufacturing, and applied to marketing, trade, and demand for forest output. Arranged alphabetically by author, each entry contains the source of information, place and date of publication, volume number, and number of pages. A brief description of each resource is given. Compilation sources include many periodical professional journals, FORESTRY ABSTRACTS, DISSERTATION ABSTRACTS, the USDA BIBLIOGRAPHY OF AGRICULTURE, FAO DOCUMENTATION, and publication lists from the United States Forest Service experiment stations. (BP)

ED 118 362

SE 019 840

*Wishart, A. Paul, Comp. Childress, Ronald, Comp.***A Directory of Public Elementary and Secondary School Environmental Education Programs and Projects in the United States.**

Tennessee Univ., Knoxville. Bureau of Educational Research and Service.

Pub Date Sep 75

Note—51p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—\*Directories, Educational Programs, \*Elementary Schools, \*Environmental Education, Field Experience Programs, \*Outdoor Education, Projects, \*Secondary Schools

A survey of public elementary and secondary school environmental programs and project curricula was conducted by the University of Tennessee at Knoxville. From the information received, this directory was compiled, the purpose being to facilitate the establishment of a national communication and information delivery system among operational programs and projects. The sources are presented in two sections. One contains those programs and projects responding to the survey instrument in the research study. The second section treats programs and projects which did not respond to the survey. Arranged alphabetically by state, each entry provides the director/co-director, program or project, and the address. Appended materials are also presented in two sections. The first contains an alphabetical listing of state education agency coordinators for environmental education, who identified their public school programs and projects applicable to the study population. Only one state agency representative did not respond to the survey. The second appendix is a listing of organizations, agencies, and persons known to be working in the field of environmental education, from which applicable study programs/projects were requested. More than two thirds of those contacted provided responses. (BP)

ED 118 363

SE 019 887

**Understanding the National Energy Dilemma.**

Georgetown Univ., Washington, D.C. Center for Strategic and International Studies.

Pub Date 73

Note—56p.; Contains 16 color-coded fold-outs Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

Document Not Available from EDRS

Descriptors—\*Conservation (Environment), \*Depleted Resources, Energy, \*Energy Conservation, Environmental Education, \*Natural Resources, \*Policy Formation, World Problems

This graphic representation of our energy dilemma provides government officials, industry, and general public with an understanding of the broad problems and complexity of our energy crisis. An energy display system projects effects of energy policies on our domestic energy situation. This display contains sheets indicating total energy flow patterns. Cross plots provide specific information on each item. Data are based on 1950, 1960, and 1970 figures with projections for 1980 and 1990. To understand the energy display system, accompanying fold-outs with specific text descriptions are provided. Percentages of residual and commercial, industrial, non-energy, transportation, electrical energy generation, coal/gas, oil/gas, and coal/oil uses are presented. Hydroelectric, geothermal, nuclear, gas (imports), gas (domestic), coal, oil (imports), shale, and oil (domestic) energy sources are displayed in percentages in flow patterns. Energy units are one million barrels per day of oil equivalent. Fold-outs consist of total energy flow patterns (1950, 1960, 1970, 1980, 1990); cross plots of "efficiency," "end uses," "form of use," "supply/demand charts"—1960-1985, 1990-2050;

charts of "guidance" required and demand projections. Appended material contains energy references and conversion tables. (BP)

ED 118 364

SE 019 893

*Bamberger, Jeanne***Developing a Musical Ear: A New Experiment. Artificial Intelligence Memo Number 264.**

Massachusetts Inst. of Tech., Cambridge. Artificial Intelligence Lab.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.

Report No—LOGO-6

Pub Date Jul 72

Note—20p.; For related documents, see ED 077 236, 240-243, SE 019 894, and 896-900

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Acoustics, \*Cognitive Processes, \*Educational Research, \*Learning, \*Musical Composition, Musical Instruments, Music Education, \*Perception, Science Education

This report deals with research presently being done dealing with the acquisition of musical skills. In an attempt to create a self-paced, independent music study approach, investigators have formulated two main hypotheses: (1) that perception and cognition are inextricably intertwined—not discrete quantities; and (2) that learning behavior in music generally follows similar developmental patterns as in other learning. Instruction is performed through computerized musical sounds by which the student may select a range of up to five octaves and play four parts simultaneously. The analysis and operation of this computerized instructional system is further explained. (Author/CP)

ED 118 365

SE 019 894

*Abelson, Hal And Others***LOGO Manual. Draft.**

Massachusetts Inst. of Tech., Cambridge. Artificial Intelligence Lab.

Report No—LOGO-7

Pub Date Jun 74

Note—85p.; For related documents, see ED 077 236, 240-243, SE 019 893, and 896-900

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Artificial Intelligence, \*Computer Programs, Computers, \*Computer Science Education, Instruction, \*Manuals, \*Mathematics Education, \*Programming Languages

This manual describes the LOGO system implemented for the PDP 11/45 at the MIT Artificial Intelligence Laboratory. The "system" includes a LOGO evaluator, a dedicated time-sharing system, and various special devices related to output such as robot turtles, tone generators, and cathode ray tube displays. (Author/SD)

ED 118 366

SE 019 896

*Pertman, Radia***TORTIS (Toddler's Own Recursive Turtle Interpreter System).**

Massachusetts Inst. of Tech., Cambridge. Artificial Intelligence Lab.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; National Science Foundation, Washington, D.C.

Report No—LOGO-9

Pub Date Mar 74

Note—11p.; For related documents, see ED 077 236, 240-243, SE 019 893-894, and 897-900

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—\*Activity Learning, Artificial Intelligence, Cognitive Development, Computer Based Laboratories, Computers, \*Early Childhood Education, Interviews, Learning, \*Mathematics Education, \*Problem Solving, \*Research

Identifiers—\*Massachusetts Institute of Technology, MIT, Research Reports

TORTIS (Toddler's Own Recursive Turtle Interpreter System) is a device which can be used to study or nurture the cognitive development of preschool children. The device consists of a "turtle" which the child can control by use of buttons on a control panel. The "turtle" can be made to move in prescribed directions, to take a given number of paces, to draw, to toot, to turn its light on and off, and to remember or forget. In this paper, protocols for several children who interacted with the turtle are informally summarized and discussed. (SD)

ED 118 367

SE 019 897

Goldstein, Ira P.

Summary of MYCROFT: A System for Understanding Simple Picture Programs. Artificial Intelligence Memo Number 305.

Massachusetts Inst. of Tech., Cambridge. Artificial Intelligence Lab.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; National Science Foundation, Washington, D.C.

Report No—LOGO-10

Pub Date May 74

Note—63p.; For related documents, see ED 077 236, 240-243, SE 019 893-894, and 896-900

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—\*Computer Assisted Instruction, \*Computer Graphics, \*Educational Research, \*Elementary Secondary Education, Instructional Materials, \*Photocomposition, Pictorial Stimuli, Science Education

Identifiers—Research Reports

This report describes the operation of a computer monitor called MYCROFT, a system which can debug elementary programs for drawing pictures. The basic skills which are fundamental to debugging skill (description, plan, linearity, insertions, global knowledge, and imperative semantics) are examined. These programs are written for LOGO turtles. (Author/CP)

ED 118 368

SE 019 898

Goldstein, Ira And Others

LLOGO: An Implementation of LOGO in LISP. Artificial Intelligence Memo Number 307.

Massachusetts Inst. of Tech., Cambridge. Artificial Intelligence Lab.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; National Science Foundation, Washington, D.C.

Report No—LOGO-11

Pub Date 27 Jun 74

Note—77p.; For related documents, see ED 077 236, 240-243, SE 019 893-894, and 896-900

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Artificial Intelligence, \*Computer Programs, \*Computers, \*Computer Science Education, Instruction, \*Manuals, Mathematics Education, Problem Solving, \*Programming Languages

LISP LOGO is a computer language invented for the beginning student of man-machine interaction. The language has the advantages of simplicity and naturalness as well as that of emphasizing the difference between programs and data. The language is based on the LOGO language and uses mnemonic syllables as commands. It can be used in conjunction with character-oriented display terminals, graphic display systems, and music generation. This document provides a discussion of the merits of LISP LOGO, as well as a user's manual for the language. (SD)

ED 118 369

SE 019 899

Bamberger, Jeanne

What's In a Tune.

Massachusetts Inst. of Tech., Cambridge. Artificial Intelligence Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—LOGO-13

Pub Date Jul 74

Note—78p.; For related documents, see ED 077 236, 240-243, SE 019 893-894, and 896-900

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—College Students, \*Creativity Research, \*Educational Research, Higher Education, \*Learning Theories, \*Musical Composition, Music Education, Perception

Identifiers—Research Reports

The work described in this paper dealt with two tasks: (1) to determine an individual's particular representation of a melody—how he represents it to himself, what relations he finds, and (2) to observe how an individual's representation of a melody might change in the course of working with given melodic materials in an experimental situation. Students were provided a musical gadgetry in which a typewriter was coupled with a computer and a "music box." The box could produce a five octave range of pitches and could play up to four parts simultaneously. Subjects were to build a tune which made sense to them. From this, strategies which they invoked and decisions they made were studied. Narrative accounts of two students' efforts appear in the report. (Author/CP)

ED 118 370

SE 019 900

Abelson, Hal Adams, Jim

A Glossary of LOGO Primitives. Artificial Intelligence Memo Number 315.

Massachusetts Inst. of Tech., Cambridge. Artificial Intelligence Lab.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; National Science Foundation, Washington, D.C.

Report No—LOGO-14

Pub Date Dec 74

Note—25p.; For a more comprehensive description of LOGO, see SE 019 894. Related documents are ED 077 236, 240-243, SE 019 893-894, and 896-899

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Artificial Intelligence, \*Computer Programs, Computers, \*Computer Science Education, Glossaries, \*Manuals, \*Mathematics Education, \*Programming Languages

This manual provides a brief description of the primitives in the computer language PDP 11 LOGO. It is intended to provide a quick reference for users who are familiar with the basics of the LOGO language. (Author/SD)

ED 118 371

SE 020 001

Doughty, Frances, Ed.

Appraisal, Children's Science Books, Vol. 8, No. 3.

Children's Science Book Review Committee, Cambridge, Mass.

Pub Date 75

Note—48p.

Available from—Appraisal, Box 25, Center Sandwich, New Hampshire 03227 (Subscription, \$4.00/year; \$1.50 ea.)

Document Not Available from EDRS

Descriptors—Booklists, \*Book Reviews, \*Children's Books, Elementary Education, \*Elementary School Science, Instructional Materials, Library Material Selection, Science Education, \*Science Materials

Sixty-nine children's science books are rated and reviewed by children's librarians and science specialists. Price and age level are given for each book. A cumulative author-title index for Volume 8 is included. (MLH)

ED 118 372

SE 020 008

Ormerod, M. B. Duckworth, D.

Pupils' Attitudes to Science. A Review of Research.

Pub Date Nov 75

Note—150p.

Available from—Humanities Press, Inc., Hillary House-Fernhill House, Atlantic Highlands, New Jersey 07716 (\$9.50)

Document Not Available from EDRS

Descriptors—Attitudes, Attitude Tests, \*Educational Research, Elementary School Science, Elementary Secondary Education, \*Literature Reviews, \*Science Education, \*Science Teachers, Secondary School Science, \*Student Attitudes

Identifiers—\*Research Reports

This review of research into pupils' attitudes toward science cites significant British and American studies. Research studies appear under one of nine headings: (1) Attitude measurement in science education, (2) Differences between biology and the physical sciences, (3) The difficulty of the physical sciences and its causes, (4) The early age of arousal of science interest, (5) The efficacy of various pupil-centered learning strategies, (6) Girls and science education and the effects of co-education and single-sex schooling on the attitudes of both sexes toward science, (7) The critical role of the science teacher, (8) The feelings of pupils and students about the social implications of science and the activities of scientists, and (9) The effects of home and other environmental factors on attitudes to science. Approximately 500 educational studies are cited by the authors. (CP)

ED 118 373

SE 020 146

Elliott, David M.

An Industrial View of Undergraduate Programs.

Pub Date Jun 75

Note—14p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—\*Curriculum, Educational Change, Engineering, \*Engineering Education, \*Higher Education, \*Industry, Nuclear Physics, Utilities

Identifiers—\*Nuclear Engineering

Several areas that are lacking in undergraduate nuclear engineering programs are discussed. Although most programs provide adequate theoretical knowledge in nuclear science, the nuclear engineer must have a working knowledge with the complete nuclear power plant, and be acquainted with the functions and responsibilities of the various segments of the nuclear industry and of the federal and state agencies under whose regulation the entire industry must operate. Suggestions are given for means of incorporating these practical aspects into nuclear engineering programs. (MLH)

ED 118 374

SE 020 147

Whitesides, J. L. Yuan, S. W.

JIAFS - A Pattern for Graduate Engineering Education of the Future?

Pub Date Jun 75

Note—23p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Educational Innovation, \*Educational Programs, Engineering, \*Engineering Education, \*Graduate Study, Higher Education, Program Descriptions, Research, \*Research and Development Centers, \*Universities

A graduate program in engineering at the Joint Institute for Acoustics and Flight Sciences (JIAFS) is described. JIAFS is a cooperative undertaking between the NASA-Langley Research Center and the School of Engineering and Applied Science at The George Washington University. This program adopts a more practical approach than traditional graduate engineering education, providing a combination of applied research and academic studies. (MLH)

ED 118 375

SE 020 154

Hooper, Jon K. Smith, Dwight R.

Exploring Wildlife, Unit 1, Colorado Division of Wildlife.

Colorado State Univ., Ft. Collins. Cooperative Extension Service.

Pub Date [75]

Note—28p.; For related documents, see SE 020 155-157

Available from—Ms. Barbara Goff, 4-H Office, Aylesworth Hall NW, Colorado State University, Fort Collins, Colorado 80523 (\$0.67, plus shipping and handling costs)

Document Not Available from EDRS

Descriptors—\*Biology, \*Ecology, Environmental Education, \*Instructional Materials, Learning Activities, Natural Resources, \*Science Education, \*Secondary Grades, Secondary School Science, Wildlife Management, Zoology

Identifiers—\*Colorado

This booklet on wildlife is part of a series to encourage youth to pursue environmental projects. The booklet discusses various aspects of wildlife management such as life zones, pollution, predator control, game stocking, habitat improvement, hunting, legislation, and careers. Key words are defined, and suggested activities are listed. (MR)

ED 118 376

SE 020 155

Hetzel, George K. Smith, Dwight R.

Fishing, Unit 1, Colorado Division of Wildlife.

Colorado State Univ., Ft. Collins. Cooperative Extension Service.

Pub Date [75]

Note—26p.; for related documents, see SE 020 154-157

Available from—Ms. Barbara Goff, 4-H Office, Aylesworth Hall NW, Colorado State University, Fort Collins, Colorado 80523 (\$0.69, plus shipping and handling costs)

Document Not Available from EDRS

Descriptors—\*Instructional Materials, Learning Activities, \*Natural Resources, Outdoor Education, \*Recreation, Student Projects, Wildlife Management

Identifiers—Colorado, \*Fishing

This booklet on fishing is part of a series developed to encourage youth to pursue outdoor projects. Fish anatomy, equipment, casting techniques, knot and leader tying, hooks, fishing areas, cleaning and cooking fish, types of bait, lures, and regulations are discussed and illustrated. Suggested activities and field trips are listed. (MR)

**ED 118 377** SE 020 156

*Hooper, Jon K. Smith, Dwight R.*  
**Small Game and Waterfowl, Units 2 and 3,**  
 Colorado Division of Wildlife.

Colorado State Univ., Ft. Collins. Cooperative  
 Extension Service.

Pub Date [75]

Note—50p.; for related documents, see SE 020  
 154-157

Available from—Ms. Barabara Goff, 4-H Office,  
 Aylesworth Hall NW, Colorado State University,  
 Fort Collins, Colorado 80523 (\$1.17, plus  
 shipping and handling costs)

Document Not Available from EDRS

Descriptors—Conservation Education, Environ-  
 mental Education, \*Instructional Materials,  
 Learning Activities, \*Natural Resources,  
 Science Education, \*Secondary Grades, Stu-  
 dent Projects, Wildlife Management, \*Zoology  
 Identifiers—\*Colorado

This booklet on small game and waterfowl is  
 part of a series developed to encourage youth to  
 pursue environmental projects. The manual is  
 comprised of two units. The first unit discusses  
 small game management and laws and regulations  
 protecting them. Descriptions are given of  
 behaviors and habitats of small game and small  
 non-game animals of Colorado. The second unit  
 presents waterfowl management and details  
 behaviors and habitats of many Colorado water-  
 fowl species. Included in both units are suggested  
 activities for investigating wildlife. (MR)

**ED 118 378** SE 020 157

*Hooper, Jon K. Smith, Dwight R.*  
**Songbirds and Birds of Prey, Unit 6, Colorado**  
 Division of Wildlife.

Colorado State Univ., Ft. Collins. Cooperative  
 Extension Service.

Pub Date [75]

Note—26p.; for related documents, see SE 020  
 154-156

Available from—Ms. Barbara Goff, 4-H Office,  
 Aylesworth Hall NW, Colorado State University,  
 Fort Collins, Colorado 80523 (\$0.65, plus  
 shipping and handling costs)

Document Not Available from EDRS

Descriptors—Conservation Education, Environ-  
 mental Education, \*Instructional Materials,  
 \*Natural Resources, \*Science Education, Stu-  
 dent Projects, Wildlife Management, \*Zoology  
 Identifiers—Colorado, \*Ornithology

This booklet on songbirds and birds of prey is  
 part of a series developed to encourage youth to  
 pursue environmental projects. The manual ex-  
 plains bird anatomy and physiology, bird  
 watching, types of feeders and shelter, and bird  
 identification. Descriptions of feeding, hunting,  
 and nesting habits are given for many species of  
 birds. Also, activities are suggested to explore the  
 lives of birds. (MR)

**ED 118 379** 95 SE 020 163

*Howell, Jerry F., Jr. Osborne, Jeanne S.*  
**A Selected and Annotated Environmental Educa-**  
**tion Bibliography for Elementary, Secondary**  
**and Post-Secondary Schools.**

Morehead State Univ., Ky.

Spons Agency—Office of Education (DHEW),  
 Washington, D.C. Office of Environmental  
 Education.

Pub Date Nov 75

Note—344p.; Color-coded materials

Available from—Dr. Jerry F. Howell, Jr., UPO  
 780, Morehead State University, Morehead,  
 Kentucky 40351 (\$3.25 postpaid; make checks  
 or money orders payable to Morehead State  
 University)

Document Not Available from EDRS

Descriptors—\*Annotated Bibliographies,  
 \*Bibliographies, Conservation (Environment),  
 Conservation Education, Ecology, \*Elementary  
 Education, \*Environmental Education, Or-  
 ganizations (Groups), Post Secondary Educa-  
 tion, Publications, Resource Materials, \*Sec-  
 ondary Education

This is an environmental education bibliog-  
 raphy for elementary, secondary, and post-sec-  
 ondary schools. Eighteen environmental categories  
 are included. They consist of attitudes, bibliog-  
 raphies, careers, conservation, ecology, energy, en-  
 vironmental education, law and citizen action, or-  
 ganic farming, other resources, periodicals, pesti-  
 cides, pollution, population, series, solid waste,  
 technology, and wildlife. Each category is ar-  
 ranged in broad grade level designations (K-6, 7-  
 9, and 10-14). Grade level designations are

denoted by different colors, remaining constant  
 throughout the environmental categories. Entries,  
 arranged alphabetically, contain the author's  
 name, title, publisher, and the place, date, and  
 cost of publication. Some bibliographic citations  
 are followed by an annotation of the item con-  
 tent, a description of its possible uses, and per-  
 tinent comments. One of the final sections is an  
 alphabetized and annotated listing of citizen  
 groups, government agencies, professional and  
 other organizations providing information or  
 other services to individuals or groups. The last  
 section contains those publishing concerns cited  
 in the text. Compiled alphabetically, each entry  
 provides the address of the organization, agency,  
 and publisher. Individual listings are found under  
 the author's first and last names. (BP)

**ED 118 380** SE 020 164

*Scheele, Paul W. Havers, John A.*  
**What the Construction Industry Can Contribute**  
**to Engineering Education.**

Pub Date Jun 75

Note—17p.; Paper presented at the Annual Meet-  
 ing of the American Society for Engineering  
 Education (Colorado State University, Ft. Col-  
 lins, Colorado, June 16-19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage  
 Descriptors—\*Construction (Process), \*Con-  
 struction Industry, Curriculum, Educational  
 Programs, Engineering, \*Engineering Educa-  
 tion, \*Higher Education, \*School Industry  
 Relationship

It is proposed that the construction industry  
 collaborate with educational practitioners and ad-  
 ministrators to establish the objectives of con-  
 struction engineering programs. Other recommen-  
 dations are that the construction industry assume  
 direct teaching responsibility for designated areas  
 of instruction; provide program support, such as  
 work opportunities and internships; and periodi-  
 cally review the operation of construction en-  
 gineering programs, providing evaluations and  
 suggestions to the program administrators where  
 appropriate. (MLH)

**ED 118 381** SE 020 178

*Sloan, M. E.*  
**Microprocessors in U.S. Electrical Engineering De-**  
**partments, 1974-1975.**

Pub Date Jun 75

Note—20p.; Paper presented at the Annual Meet-  
 ing of the American Society for Engineering  
 Education (Colorado State University, Ft. Col-  
 lins, Colorado, June 16-19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage  
 Descriptors—Computers, \*Computer Science,  
 \*Course Descriptions, Curriculum, Engineer-  
 ing, \*Engineering Education, \*Higher Educa-  
 tion, Surveys

Identifiers—\*Microprocessors

Drawn from a survey of engineering depart-  
 ments known to be teaching microprocessor  
 courses, this paper shows that the adoption of  
 microprocessors by Electrical Engineering De-  
 partments has been rapid compared with their  
 adoption of minicomputers. The types of courses  
 that are being taught can be categorized as: sur-  
 veys of microprocessors, intensive study of one  
 microcomputer, inclusion of microprocessors in a  
 general course, project courses, and specific ap-  
 plications courses. (MLH)

**ED 118 382** SE 020 179

*Plonsey, Robert*  
**Biophysical Basis of Electrocardiography.**

Pub Date Jun 75

Note—17p.; Paper presented at the Annual Meet-  
 ing of the American Society for Engineering  
 Education (Colorado State University, Ft. Col-  
 lins, Colorado, June 16-19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage  
 Descriptors—Biomedical Equipment, \*Biophysics,  
 Cardiovascular System, \*Engineering, En-  
 gineering Education, \*Higher Education, \*In-  
 struction, Instructional Materials, \*Medicine  
 Identifiers—\*Electrocardiography

The generation of the electrocardiogram from  
 a bioengineering standpoint is described, and this  
 information is used to discuss its application to  
 clinical instruction on electrocardiography.  
 (MLH)

**ED 118 383** SE 020 180

*Sproule, Betty A. Mathis, Harold F.*  
**Recruiting and Keeping Women Engineering Stu-**  
**dents.**

Pub Date Jun 75

Note—20p.; Paper presented at the Annual Meet-  
 ing of the American Society for Engineering  
 Education (Colorado State University, Ft. Col-  
 lins, Colorado, June 16-19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage  
 Descriptors—\*Engineering Education, \*Enroll-  
 ment Influences, \*Females, \*Higher Education,  
 \*Recruitment, Surveys, Womens Education

This paper presents a survey of the techniques  
 used by 29 engineering colleges that have been  
 successful in recruiting and retaining women en-  
 gineering students. Eight techniques are described  
 for increasing the enrollment of women, including  
 publicizing techniques, counseling efforts, hiring  
 women faculty, and recruiting at the high school  
 level. (MLH)

**ED 118 384** SE 020 181

*Schultz, Ronald G.*  
**Needs and Trends of Off-Campus Graduate Pro-**  
**grams in Ohio.**

Pub Date Jun 75

Note—11p.; Paper presented at the Annual Meet-  
 ing of the American Society for Engineering  
 Education (Colorado State University, Ft. Col-  
 lins, Colorado, June 16-19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage  
 Descriptors—Educational Programs, Engineering,  
 \*Engineering Education, \*Graduate Study,  
 Higher Education, Off the Job Training,  
 \*Professional Continuing Education, Program  
 Descriptions

Identifiers—\*Off Campus Programs

A description is given of the history and cur-  
 rent status of graduate level engineering courses  
 and degrees at Ohio locations not readily accessi-  
 ble to existing private or public institutions.  
 Recent demands for additional off-campus pro-  
 grams are due in part to the need of established  
 engineers to study new areas at the advanced  
 level. Ohio locations that offer branch campus or  
 industrial site engineering programs are  
 identified, and descriptions are given of various  
 teaching methods used in these programs. (MLH)

**ED 118 385** SE 020 182

*Mack, Donald R.*  
**The General Electric Advanced Course in En-**  
**gineering.**

Pub Date Jun 75

Note—8p.; Paper presented at the Annual Meet-  
 ing of the American Society for Engineering  
 Education (Colorado State University, Ft. Col-  
 lins, Colorado, June 16-19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage  
 Descriptors—\*Cooperative Programs, \*Course  
 Descriptions, Educational Programs, Engineer-  
 ing, \*Engineering Education, Higher Educa-  
 tion, \*Inservice Education, \*Professional Con-  
 tinuing Education

A three-year, in-house engineering course of-  
 fered to selected General Electric Company en-  
 gineers is discussed. It is designed to develop the  
 ability to identify and solve real engineering  
 problems. The course may be taken concurrently  
 with college courses in a cooperative program  
 that can result in a graduate degree in engineer-  
 ing. (MLH)

**ED 118 386** SE 020 183

*White, Charles V.*  
**Corrosion Engineering.**

Pub Date Jun 75

Note—15p.; Paper presented at the Annual Meet-  
 ing of the American Society for Engineering  
 Education (Colorado State University, Ft. Col-  
 lins, Colorado, June 16-19, 1975); Occasional  
 marginal legibility in Appendix B

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage  
 Descriptors—Adult Education, \*Cooperative  
 Education, \*Course Descriptions, Curriculum,  
 Engineering Education, \*Engineers, Inservice  
 Education, \*Professional Continuing Education  
 Identifiers—\*Corrosion, General Motors Institute

A description is provided for a Corrosion and  
 Corrosion Control course offered in the Continu-  
 ing Engineering Education Program at the  
 General Motors Institute (GMI). GMI is a small  
 cooperative engineering school of approximately  
 2,000 students who alternate between six-week  
 periods of academic study and six weeks of re-  
 lated work experience in their sponsoring plant.  
 The corrosion course provides the students with  
 an intermixing of chemistry, metallurgy, and  
 polymer science as it applies to degradation of  
 materials. The format of the course and sample  
 topics are described. (MLH)



ED 118 387

SE 020 184

*White, Charles V.***Project Oriented Materials Lab.**

Pub Date Jun 75

Note—13p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Cooperative Education, Engineering, \*Engineering Education, \*Higher Education, \*Laboratories, Laboratory Techniques, \*Student Projects

Identifiers—\*Engineering Materials, General Motors Institute

The laboratory phase of a materials course at the General Motors Institute is described. In the first six weeks of the laboratory, each student works individually to learn laboratory techniques; in the last six weeks the students work in teams of two on a project. The students are responsible for writing a project proposal and a project evaluation. (MLH)

ED 118 388

SE 020 185

*Kumar, K. S. P.***A Program in Social Sciences for Engineering Students.**

Pub Date Jun 75

Note—13p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Curriculum, Degree Requirements, Educational Programs, \*Engineering Education, \*General Education, Higher Education, \*Liberal Arts, Program Descriptions, \*Social Sciences

A set of programs in liberal education designed to enhance the social dimensions of engineering education is described. This program requires a minimum of 36 quarter credits in the broad categories of English Composition (8-10 credits), Man and Society (12-15 credits), Artistic Expression (8-10 credits), and the balance from any of the above categories or from biological sciences and ecology. (MLH)

ED 118 389

SE 020 186

*Gilbert, Jay***Contract Learning.**

Pub Date Jun 75

Note—34p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—\*Contracts, Educational Innovation, Engineering Education, \*Higher Education, \*Instruction, Performance Contracts, \*Teaching Methods

Identifiers—Empire State College

Academic work carried out through learning contracts at Empire State College is described. Learning contracts are defined and examples are given. Faculty roles, educational advantages, and implementation methods are discussed. (MLH)

ED 118 390

SE 020 199

*Mackson, C. J.***What Foreign Graduates Think About Their U. S. Graduate Degree Programs and Experience.**

Pub Date Jun 75

Note—14p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Agricultural Education, \*Agricultural Engineering, Engineering Education, \*Foreign Students, \*Graduate Study, \*Graduate Surveys, Higher Education, Questionnaires

The results of a questionnaire returned by 77 foreign graduates of U.S. advanced-degree agricultural programs are discussed. Areas covered included how the graduates felt about their U.S. education, what they are currently doing, and what type of assistance they need in their current jobs. (MLH)

ED 118 391

SE 020 200

*Peckham, William T. Pritchett, Harold D.***What the Construction Industry Expects from Engineering Education.**

Pub Date Jun 75

Note—12p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Construction (Process), \*Construction Industry, Curriculum, Engineering, \*Engineering Education, \*Higher Education, \*Management Development

This paper develops a model for the Construction Industry and defines the various phases within the construction process. It is suggested that engineering education make students aware of the construction process and its divisions, and provide management training. (MLH)

ED 118 392

SE 020 201

*Hilliard, Garland K.***Self-Paced Graphics with Track Options.**

Pub Date Jun 75

Note—18p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Autoinstructional Methods, \*Course Descriptions, Engineering Education, \*Engineering Graphics, \*Higher Education, Instruction, Teaching Methods

An engineering graphics course offered at North Carolina State University for freshman engineering students is described. The course is divided into 14 units and the students are allowed to proceed at their own pace. The first 11 units comprise the required core; the remaining 3 units may be chosen from other areas such as computer graphics, visual thinking, vector geometry, and graphical mathematics. (MLH)

ED 118 393

SE 020 202

*Work, Clyde E. Sloan, Martha E.***A Study of the Awareness and Attitudes of Junior High Girls toward Engineering and Experiments with Methods of Increasing Their Awareness and Interest in Engineering.**

Pub Date Jun 75

Note—21p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Attitudes, \*Educational Research, \*Engineering, Engineering Education, \*Females, Instruction, Secondary Education, \*Secondary School Students, Student Interests

Identifiers—Research Reports

This study involved approximately 1,000 girls and 300 boys from the seventh, eighth, and ninth grades of five Michigan junior high schools. The girls were randomly divided into five groups. Group A received live presentations by women engineers; Group B participated in four engineering projects; Group C received only printed materials; Group D received no special instruction, but their parents received printed materials, as did the parents of students in Groups A, B, and C; and Group E was the control group. A test instrument designed to measure awareness and attitudes toward engineering was administered before and after the study to all girl participants, controls, parents and faculty. The analysis portion of the study had not been completed at the time of this report. (MLH)

ED 118 394

SE 020 208

*Feldman, Charles L.***Computers in Cardiology.**

Pub Date Jun 75

Note—21p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975); figure 2 (Typical EKG) in the original document is copyrighted and not available; Photographic materials may reproduce marginally

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Cardiovascular System, Computer Programs, \*Computers, Electrical Stimuli, \*Heart Rate, Human Body, \*Medical Treatment, \*Medicine

The utilization of computers in the interpretation of electrocardiograms (EKG's) and vectorcardiograms is the subject of this report. A basic introduction into the operations of the electrocardiograms and vectorcardiograms is provided via an illustrated text. A historical development of the EKG starts with the 1950's with the first at-

tempts to use computers in their interpretation. Programs intended for this purpose are described, with attributes and weaknesses of each mentioned. The current status of computer interpretation is evaluated as being generally more reliable than human interpretive methods. Another important use of the computer in patient monitoring is also described. Again, in the area of electrocardiography, the computer can detect ventricular fibrillation, an interruption of the heart's electrical stability. The computer has proven to be very effective in the detection of preliminary symptoms of ventricular fibrillation, thus lessening the demand on medical personnel to constantly monitor patients. (CP)

ED 118 395

SE 020 209

*Newell, William T. And Others***Management of Interdisciplinary Research in Universities Faces Problems.**

Pub Date Jun 75

Note—27p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975); Small type used in Table 1 material

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—Administration, \*Educational Research, Higher Education, \*Interdisciplinary Approach, \*Literature Reviews, \*Management, Personnel, Research Coordinating Units, Research Projects, \*Universities

In this paper certain problems and issues which can be identified from the existing literature concerning the management of interdisciplinary research in the university environment are discussed. In a review of literature concerning multidisciplinary research, recurrent problems and issues were grouped into the following categories: (1) environmental issues, (2) managerial issues, (3) behavioral issues, and (4) other miscellaneous issues. Specially, environmental topics relate to the university as the environment of research, including its administration and organizational structure. Managerial issues deal with those aspects of management which involve selection of personnel, supervision and control, and project evaluation. Behavioral considerations include problems concerning individuality, education, and status, and the miscellaneous category is devoted to issues dealing with the research process itself. A cross-reference with these issues and 25 studies concerning research management is provided. (Author/CP)

ED 118 396

SE 020 210

*Larson, Allen L.***Bridging the Gap from Gates to Microprocessors in Ten Hours.**

Pub Date Jun 75

Note—11p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—College Science, \*Computer Assisted Instruction, Curriculum Development, \*Engineering Education, Higher Education, Instruction, \*Programmed Instruction, Science Education, \*Teaching Methods, \*Technology

Identifiers—\*Educomp

The advent of microprocessor technology requires that the teaching of computer basics become a part of undergraduate digital electronics courses. This paper describes a laboratory-oriented approach to basic instruction requiring less than 10 hours student study time. The technique utilizes a programmed text and a small 4-bit computer, "Edcomp," designed for the purpose of teaching computer fundamentals. The approach taken, the design of "Educomp," and the topics covered in the programmed text are presented. (Author/CP)

ED 118 397

SE 020 211

*Coleman, Don M.***A Case Study in Multidisciplinary Engineering Education: Urban Systems Engineering.**

Pub Date Jun 75

Note—27p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975); Marginal legibility in appendices

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—\*City Problems, \*Engineering Education, Graduate Study, Higher Education, \*In-

terdisciplinary Approach, Internship Programs, \*Masters Degrees, \*Program Descriptions, Universities, Urban Areas, Utilities

A discussion of a multidisciplinary graduate degree program is presented. The Urban Systems Engineering Program is analyzed in terms of curriculum, the role of internship, faculty, and of evaluations which have been made. Appendices include entrance and degree requirements, a listing of student electives, and an annotated required course listing. (CP)

**ED 118 398** SE 020 212

Goss, L. D. Croft, F. M.

**Evaluation of Innovative Basic Graphics Instruction.**

Pub Date Jun 75

Note—30p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—\*Achievement, \*Educational Research, Educational Television, \*Engineering Education, Evaluation, \*Graphic Arts, Higher Education, Individualized Instruction, Instruction, Lecture, \*Teaching Methods

Identifiers—Research Reports

This paper describes the results of a three-way evaluation of traditional, televised, and individually-paced instruction in beginning graphics courses. The purpose of the study was to determine mean gain scores for students in each of the three groups. In order to disguise the experiment, no attempt was made to randomly assign subjects to groups, nor were subjects told they were participating in an experiment. Two forms of a standardized test were used in a pretest-posttest format. The mean, standard deviation, scatter diagram, and regression line were calculated for each instructional group and appear in attached appendices. Histograms are used to show pretest and posttest scores for subjects in each of the groups and scatter diagrams are constructed in which lines of regression are drawn. With the use of the standard errors of measurement for each of the instructional groups, it was found that significant achievement resulted for 73 percent of the traditional group, 78 percent of the televised group, and 59 percent of those subjected to individual instruction. Some possible explanations for these phenomena are provided. (Author/CP)

**ED 118 399** SE 020 213

Saudter, Donald V.

**Selected Industrial Problem.**

Pub Date Jun 75

Note—9p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—College Science, \*Engineering Education, Higher Education, \*Independent Study, Individual Study, \*Industry, Instruction, \*Program Descriptions, Science Education, \*Student Projects

An independent study course in which students investigate industrially-related topics is described. The outline of the course, from selection of the research topic, progress reports, to evaluation of the students' work is provided. Merits of this experience have been evident for students in later attempts to locate employment. An appendix lists some research project titles which have been used in the program. (CP)

**ED 118 400** SE 020 214

Clum, James A. Loper, Carl R., Jr.

**Recycling Technology: Can It Be Taught?**

Pub Date Jun 75

Note—20p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*College Science, Curriculum Development, Engineering Education, \*Engineering Technology, Higher Education, Instruction, \*Metals, Natural Resources, \*Program Descriptions, \*Recycling

This paper describes the content of a seminar-type engineering course dealing with materials reutilization (recycling). The course, consisting of lecture and discussion by various faculty and outside experts as well as student presentations of research papers on recycling topics, is intended

to investigate current areas in which recycling of materials appears feasible. Subjects chosen to be investigated are examined as to the chemistry and physics involved in the recycling process, through a materials science and process engineering viewpoint, and concerning the economics of the situation. It is indicated that this slight modification of the curriculum in metallurgy to recognize future concerns in the area of materials reutilization will allay the need for entirely new programs to deal with the problem. (CP)

**ED 118 401** SE 020 215

Lindberg, Roy A.

**The Teaching of Manufacturing Engineering in India and Singapore.**

Pub Date Jun 75

Note—21p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975); Photographs will reproduce marginally

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—College Science, Curriculum, \*Developing Nations, \*Engineering Education, Higher Education, \*Industry, Post Secondary Education, \*Program Descriptions, Science Education, Vocational Education

Identifiers—India, Singapore

Engineering education in the countries of India and Singapore is described. The post-secondary engineering program in India is offered at 132 institutions. Admission procedures are explained, as is the curriculum for students interested in production engineering. Descriptions and photographs of some final year projects are provided. In addition, an explanation of graduate engineering programs and the author's observations concerning student behavior are included. The explanation of engineering education in Singapore begins from a historical sketch of the development of the nation from 1961. During the period of 1962 to 1971, industrial employment has increased from 10,500 to 155,000 persons. Post-secondary education and vocational education are described, as well as the university system. At the university level, the manufacturing engineering curriculum is detailed. Also, as for India, the graduate engineering programs and observations of student behavior are provided. (CP)

**ED 118 402** SE 020 216

Paz, Mario

**Mathematical Formalities and Engineering Studies.**

Pub Date Jun 75

Note—14p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Case Studies, College Science, \*Course Content, Curriculum, \*Engineering Education, Higher Education, \*Instruction, Instructional Materials, \*Mathematics, Teaching Methods

The practice of utilizing mathematics instruction, in which only practical engineering applications and not the pure mathematical proofs are stressed, is questioned. Three cases are presented in which students made erroneous conclusions concerning an engineering topic. In each situation, the student violated a mathematical principle which was not evident to him because his instruction had dwelled only on the practical applications of the formulae. (CP)

**ED 118 403** SE 020 217

Nixon, John H.

**Feasibility Studies for International Airport Development in the Far East.**

Pub Date 16 Jun 75

Note—26p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—\*Airports, \*Case Studies, College Science, \*Engineering Education, Feasibility Studies, Higher Education, \*Instructional Materials, International Programs

Identifiers—Hong Kong, Indonesia

In this report, two feasibility studies for international airports in the Far East, at Jakarta, Indonesia, and at Hong Kong, are described. For each situation, questions concerning the utilization and development of available facilities, fu-

ture needs, and sources of finance were among questions investigated. This paper describes steps involved in the determination of this information, as well as the actual recommendations made in the studies. (CP)

**ED 118 404** SE 020 218

Webster, John G.

**A Course in Medicine and Clinical Engineering for Engineers.**

Pub Date Jun 75

Note—18p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Course Descriptions, \*Curriculum, \*Engineering, Engineering Education, \*Higher Education, \*Medicine

Identifiers—\*Biomedical Engineering

A biomedical engineering course at the University of Wisconsin is described. The course is a comprehensive survey designed to develop the student's ability to participate in the solution of medical problems, particularly in areas involving technology. Course objectives and lecture outlines are provided. (MLH)

**ED 118 405** SE 020 219

Webster, John G.

**Problems in Recording the Electrocardiogram.**

Pub Date Jun 75

Note—11p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Biomedical Equipment, Cardiovascular System, \*Engineering, Engineering Education, Higher Education, \*Instruction, Instructional Materials, \*Medicine

Identifiers—\*Electrocardiography

The unwanted signals that arise in electrocardiography are discussed. A technical background of electrocardiography is given, along with teaching techniques that educate students of medical instrumentation to solve the problems caused by these signals. (MJH)

**ED 118 406** SE 020 220

Shaw, Milton C.

**Manufacturing Engineering Instruction in Great Britain, Sweden and Germany.**

Pub Date Jun 75

Note—17p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Curriculum, \*Educational Programs, \*Engineering, \*Engineering Education, \*Foreign Countries, \*Higher Education, Instruction, Manufacturing Industry, Program Descriptions

Identifiers—Germany, Great Britain, Sweden

The educational philosophy and programs for the education of manufacturing and production engineers in these three countries are discussed. Included are curriculum standards, course content, differences in prestige of the engineering profession, and the types of educational institutions offering engineering instruction. (MLH)

**ED 118 407** SE 020 221

Laffin, Charles W., Jr.

**Evaluating the Performance of Non-Teaching Professionals.**

Pub Date Jun 75

Note—17p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Administrator Evaluation, Counselor Evaluation, Educational Administration, \*Evaluation, \*Higher Education, \*Performance Criteria, \*Professional Personnel, Universities

The criteria for evaluating the performance of non-teaching professionals employed by the State University of New York are described. Included in this category are counselors, registrars, and other administrative personnel. The advantages of using this evaluation scheme are discussed, and a sample employee performance program is provided. (MLH)

ED 118 408

SE 020 222

Verink, Ellis D., Jr.

Materials Selection.

Pub Date Jun 75

Note—15p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Ft. Collins, Colorado, June 16-19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—\*Course Descriptions, Curriculum, Engineering, \*Engineering Education, \*Higher Education, Instructional Materials, \*Technology

Identifiers—\*Materials Selection, University of Florida

A course in materials selection at the University of Florida is described. The course is designed to teach the student how to select materials for the construction of different types of engineering hardware and how to translate the operational requirements of engineering equipment into purchasing specifications. An outline of the course and sample problems are provided. (MLH)

ED 118 409

SE 020 223

Chiang, S. H. Klinzing, G. E.

How Would That Work Back Home?

Pub Date Jun 75

Note—13p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Ft. Collins, Colorado, June 16-29, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—College Programs, \*Developing Nations, \*Engineering Education, Foreign Countries, \*Foreign Students, Higher Education, Instruction, \*Technological Advancement

Identifiers—\*Chemical Engineering

The problem of educating foreign engineering students who will return to their home countries is discussed. Often these students are from economically underdeveloped countries, and they therefore may not be able to apply the sophisticated technology of their educational programs to the problems of their own countries. One suggestion is that these students participate in cooperative programs with industries, in order to become acquainted with a wide variety of technological problems and solutions. (MLH)

ED 118 410

SE 020 224

Chapman, Peter F.

Continuing Education - A Management Point of View.

Pub Date Jun 75

Note—23p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Ft. Collins, Colorado, June 16-19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—\*Adult Education, \*Engineering Education, Engineers, \*Industry, \*Inservice Education, Instruction, \*Professional Continuing Education, Professional Personnel

Identifiers—Shell Oil Company

The approach to continuing education at the Shell Oil Company is discussed. The advantages and disadvantages of different methods of instruction and different formats for continuing education are described. The impact of continuing education is assessed in relation to the following: hiring policies, career development, staff upgrading, promotional policies, and retirement policies. (MLH)

ED 118 411

SE 020 225

Brooks, George H.

Accreditation of Industrial Engineering Programs.

Pub Date Jun 75

Note—6p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Ft. Collins, Colorado, June 16-19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Academic Standards, \*Accreditation (Institutions), \*College Programs, Curriculum, Engineering, \*Engineering Education, \*Higher Education, Program Planning

Identifiers—\*Industrial Engineering

The guidelines used in the accreditation of industrial engineering programs are discussed. Changes that have taken place in engineering curriculum are described, along with the philosophy of educators in formulating industrial engineering program requirements in the areas of faculty, facilities, curriculum, administration, and scholastic work. (MLH)

ED 118 412

SE 020 226

Edmonson, Glenn V.

Biomedical Engineering: A Challenge to Educators and the Professions.

Pub Date Jun 75

Note—16p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Ft. Collins, Colorado, June 16-19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Biological Sciences, College Science, \*Engineering Education, \*Graduate Study, Higher Education, Interdisciplinary Approach, \*Medicine, \*Program Descriptions, Science Education

Identifiers—\*Bioengineering, University of Michigan

The establishment and development of a graduate program in bioengineering at the University of Michigan is discussed. Included are the student entrance requirements, types of future employment for program graduates, and the philosophy underlying the choice of coursework and instructional methods for the program. (MLH)

ED 118 413

SE 020 227

Davis, Robert F. Austin, William W.

Career Guidance in Materials Engineering: The Summer Workshop Concept.

Pub Date Jun 75

Note—9p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Ft. Collins, Colorado, June 16-19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Career Education, \*College High School Cooperation, College Programs, Engineering, \*Engineering Education, \*High School Students, Laboratory Experiments, Science Education, \*Secondary Education, Secondary School Science, \*Summer Workshops

Identifiers—\*North Carolina State University

A laboratory summer workshop in materials engineering for high school seniors is discussed. Held at North Carolina State University, the workshop is designed to enlighten university-bound, science-oriented high school students to materials science and engineering, and to construct communication links with high school faculty. The workshop consisted of two-hour experiments which maximized student physical involvement. Seven experiments are described. (MLH)

ED 118 414

SE 020 228

Brainard, Alan J.

Teaching Win-Win Better Prepares Students for Subsequent Experiences in Life.

Pub Date Jun 75

Note—9p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Ft. Collins, Colorado, June 16-19, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Autoinstructional Methods, Educational Objectives, \*Educational Philosophy, \*Engineering Education, \*Higher Education, \*Instruction, Motivation, Science Education, Student Development

Identifiers—\*Personalized System of Instruction, PSI

The psychology of competition and winning, especially in relation to learning and motivation, is discussed. The Personalized System of Instruction (PSI) approach to coursework is proposed as a means of using the winning philosophy in education. Also suggested is the inclusion into coursework design of a form of rhetoric developed by Carl Rogers that emphasizes cooperation, harmony, understanding, and empathy. (MLH)

ED 118 415

SE 020 229

Perna, A. J. And Others

Process Dynamics and Control, a Theory-Experiential Approach.

Pub Date Jun 75

Note—20p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975); Occasional broken type

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Computers, Course Content, \*Course Descriptions, Engineering, \*Engineering Education, \*Higher Education, Instruction, \*Laboratory Experiments

Identifiers—\*Chemical Engineering

A required senior-level chemical engineering course at Colorado State University is described. The first nine weeks are devoted to the theory portion of the course, which includes the following topics: LaPlace transformations and time constants, block diagrams, inverse transformations, linearization, frequency response analysis, graphical stability criteria, dead time and distributed parameters, and analog computations. The next seven weeks are devoted to computer-oriented experiments designed to complement the theoretical material. Each experiment is outlined in detail. (MLH)

ED 118 416

SE 020 230

Juarez, John R.

Subordinate and Superordinate Science Process Skills: An Experiment in Science Instruction Using the English and Spanish Language with Fifth Grade Children in Bilingual Schools.

Pub Date 75

Note—183p.; Ph.D. Dissertation, University of Washington. Pages 124, 130, 133, and 145 in the appendices are copyrighted and therefore not available

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—Bilingual Education, Bilingual Schools, Doctoral Theses, \*Educational Research, Elementary Education, \*Elementary School Science, Instruction, Languages, \*Science Education, \*Transfer of Training

Identifiers—Research Reports

The purposes of this study were to determine if single language instruction was more efficacious than bilingual instruction in a science context and to investigate the transfer of learning science content and process skills from one language to another. Fifth-grade children from four schools in New Mexico who had had bilingual education for at least four years were randomly assigned to one of four treatment groups, and were instructed in subordinate and superordinate units of science. Three dependent measures were administered. Two measures sampled student performance in science activities; one was administered after initial science instruction, the other at the completion of the study. Measures were also administered for student language preference and attitude toward science instruction. The major finding of the study was that there were no significant differences between treatment groups receiving instruction bilingually and those having single language instruction. The students receiving total instruction in English did no better on the dependent measures than those students receiving total instruction in Spanish, and students receiving instruction in both Spanish and English performed just as well as those instructed in a single language. The students showed a statistical preference for a bilingual environment as opposed to a monolingual environment. (Author/MLH)

ED 118 417

95

SE 020 235

Gonchar, Arthur J.

A Study in the Nature and Development of the Natural Number Concept: Initial and Supplementary Analyses. Report from the Project on Children's Learning and Development. Technical Report No. 340.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCL-TR-340

Pub Date Jul 75

Contract—NE-C-00-3-0065

Note—137p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—\*Cognitive Development, Elementary Education, \*Elementary School Mathematics, \*Learning, Learning Theories, Logical Thinking, Longitudinal Studies, Mathematical Concepts, Mathematics Education, \*Number Concepts, \*Research

Identifiers—\*Piaget (Jean), Research Reports

A two-phase study was designed to investigate the relationship between cognitive skills hypothesized (by Piaget) to underlie number competence, and performance on tasks requiring logical reasoning with number-related concepts. During the first phase, a battery of tasks was administered to 60 kindergarten and 60 third-grade students. These tasks were designed to assess acquisition of concepts identified as formally related to various aspects of number concepts. Tasks within a concept area were weighted ac-

cording to their relative importance and degree of difficulty. Data were analyzed using contingency tables. In the second phase of the study, data were reanalyzed using a set of behavioral indices developed by Brainerd in earlier work. The results of the study support Piagetian theories of cognitive development. (SD)

**ED 118 418** SE 020 239  
Teaching Science in the Elementary School. Bulletin No. 276.

Montgomery County Board of Education, Rockville, Md.  
Report No.—Bull-276  
Pub Date 75

Note—185p.; Occasional light print

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—Curriculum Development, \*Curriculum Guides, Elementary Education, \*Elementary School Science, Instruction, \*Instructional Materials, \*Program Guides, \*Science Activities, Science Education, Teaching Guides

This publication provides guidelines for the operation of an elementary school (K-6) science program curriculum. The report describes the science program which was developed and is in operation in the Montgomery County Public School District (Rockville, Maryland). An emphasis of the program is to maintain continuity between all levels of the school science curriculum. To provide this, an overview of the entire science program is presented, along with sections listing instructional activities, science materials, textbooks, and equipment for each of the three two-year "frameworks" which make up the total program. Appendices list annotated library titles under appropriate content areas as well as library resource books, textbooks, pamphlets, and teacher's guides which are most helpful to instructors in the program. (CP)

**ED 118 419** SE 020 240  
Science and Technology for International Development: A Selected List of Information Sources in the United States and Bibliography of Selected Materials. Second Edition.

Cornell Univ., Ithaca, N.Y. Program on Policies for Science and Technology in Developing Nations.

Pub Date Feb 75

Note—122p.

Available from—Cornell University, Program on Policies for Science and Technology in Developing Nations, 180 Uris Hall, Ithaca, New York 14853 (\$4.00)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Archives, \*Bibliographies, \*Developing Nations, Information Sources, \*Library Collections, Literature Reviews, Reference Materials, Science Education, \*Sciences, \*Technology

This report updates a previous publication with the same title, issued in March 1972. The purpose of these reports has been to identify and document the services of information sources in the United States which might be of use to those working on policies for science and technology in developing nations. Many of the sources noted in the original edition have been updated and, in addition, several new sources of collections and services have been added. Of the two major sections of this work, the first identifies a number of U.S.-based libraries and organizations with major holdings in fields related to science and technology in developing nations along with a record of some of the smaller, more specialized collections of interest. The second section of this report is comprised of a bibliography of selected references related to the use of science and technology for development. Three main topics: (1) the transfer of technology, (2) industrialization, and (3) small-scale industries are emphasized, these being different from those addressed in the first edition. (Author/CP)

**ED 118 420** SE 020 248  
Friesen, R. J., Ed. And Others  
Chem 13 News, Number 72, November 1975.

Waterloo Univ. (Ontario). Dept. of Chemistry.  
Pub Date Nov 75  
Note—16p.

Available from—Chem 13 News, University of Waterloo, Department of Chemistry, Waterloo, Ontario, Canada N2L 3G1 (Free; a contribution of \$1.00 to help defray postal costs is welcome, but optional)

Document Not Available from EDRS

Descriptors—Book Reviews, \*Chemistry, Instructional Materials, \*Laboratory Experiments, Newsletters, \*Science Activities, Science Education, \*Science Materials, Secondary Education, \*Secondary School Science

This newsletter contains student experiments and demonstrations suitable for secondary chemistry instruction as well as laboratory safety tips, book reviews and several activities involving the chemistry of winemaking and crime detection. Articles include those on carbon disulfide bonding, the electrolysis of sodium chloride, a simple and accurate method for the preparation of buffers, and a chemistry activity for the making of "candy canes." Numerous other shorter articles provide enrichment information for chemistry instructors. (CPI)

**ED 118 421** SE 020 249  
Graduate Science Enrollment in Fall 1975 is Up Again for Second Straight Year. Science Resources Studies Highlights, December 31, 1975.

National Science Foundation, Washington, D.C.  
Div. of Science Resources Studies.

Report No—NSF-75-335

Pub Date 31 Dec 75

Note—4p.; Contains print too small for adequate reproduction

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

Document Not Available from EDRS

Descriptors—Biological Sciences, College Science, \*Engineering, \*Enrollment Trends, \*Graduate Study, Higher Education, Psychology, \*Sciences

Identifiers—\*National Science Foundation, NSF

This report is based upon the National Science Foundation (NSF) 1975 Quick Response Survey which consisted of a stratified random sample of 1,297 departments in 294 institutions (including 67 medical schools) granting a Ph.D. in science or engineering. Variables investigated were: (1) area of science, (2) full-time enrollment number, (3) part-time enrollment number, (4) type of control (public or private), and (5) level of study (first-year and beyond). Among findings of the survey were: (1) combined full-time enrollment increased four percent between fall 1974 and fall 1975, after increasing nearly five percent the year before, (2) the life sciences showed another growth in enrollment, a phenomenon which has occurred since 1971, and (3) no increase or decrease was observed for enrollment in the physical and mathematical sciences, and psychology enrollment dropped - the only science to do so. Part-time enrollment increased only slightly over the level of 1974. Two-year colleges under both private and public control substantially increased enrollment. (Author/CP)

**ED 118 422** SE 020 250  
Science Education Newsletter No. 28.  
British Council, London (England). Science Dept.  
Pub Date Oct 75  
Note—34p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—\*International Programs, Mathematics Education, Newsletters, \*Projects, Publications, \*Science Activities, \*Science Education, Secondary Education, Secondary School Science

Identifiers—\*Great Britain, UNESCO

This issue, number 28 in the series, is divided into the sections of: (1) British science activities, (2) Overseas science activities, and (3) International science activities. Presented in a newsletter format, numerous topics of interest to secondary school science and mathematics educators pertaining to British education are presented. Reports on the Nuffield Information Project; instructional suggestions for the teaching of chemistry, physics, and mathematics; and other projects currently under development are included. The overseas section is devoted to news items from the countries of Kenya, the Caribbean, the Asian nations, and Nigeria. International activities include reports on several UNESCO projects, international conferences, and international organizations. (CP)

**ED 118 423** SE 020 262  
New Trends in Chemistry Teaching, Volume IV.  
United Nations Educational, Scientific, and Cultural Organization, Paris (France).  
Pub Date 75

Note—159p.; Based on working papers prepared for discussion at the International Congress on the Improvement of Chemical Education (Wroclaw, Poland, September 17-22, 1973)

Available from—Unipub, Inc., P.O. Box 433, New York, New York 10016 (ISBN 92-3-101241-X, \$6.75)

Document Not Available from EDRS

Descriptors—\*Chemistry, College Science, Evaluation, Higher Education, \*Instruction, Program Descriptions, \*Resource Materials, \*Science Education, Secondary Education, Secondary School Science, \*Teacher Education

Differing somewhat in format from the previous three volumes of this series, this work contains analyses of trends and problems in various aspects of chemistry instruction as presented by authors from around the world, but is printed entirely in English. Materials for this publication resulted from a UNESCO organized International Congress on the Improvement of Chemical Education held in Wroclaw, Poland, September 17-22, 1973. The works of 13 authors appear in this publication; eight papers under the heading of "Factors affecting the design of chemistry courses and programmes," and the remainder being classified as "Trends in other aspects of chemical education." In its entirety, this work is intended (1) to identify and analyze present problems and recent trends in chemical education at all levels, within and outside the formal educational system, and (2) to outline a proposed four-year cooperative plan of action among educational organizations for the further improvement of chemical education. (CP)

**ED 118 424** SE 020 270

Richmond, Doug  
Metrics for Mechanics and Other Practical People.  
Pub Date 75

Note—172p.

Available from—Dos Reals Publishing, 2490 Channing Way, Berkeley, California 94704 (\$4.00, paperback)

Document Not Available from EDRS

Descriptors—Auto Mechanics (Occupation), Craftsmen, Guides, Industrial Arts, Industrial Education, \*Manuals, Measurement, \*Metric System, \*Post Secondary Education, \*Practical Mathematics, \*Vocational Education

This handbook on the metric system is printed in a large type for ease of reading. It includes several tables of often-used facts. A brief background of the metric system is presented, followed by chapters on metric uses with electricity, length, pressure, temperature, threaded fastenings, tools, torque, volume, and weight. Each chapter provides a brief background of the metric concept followed by straightforward explanations of how to convert between metric and U.S. measures (using multiplication only). The handbook is directed toward mechanics and other craftsmen who seek a quick solution without any mathematical explanation. (JBW)

**ED 118 425** SE 020 271

Maney, Catherine M.  
An Effort to Produce a Recommended List of Elementary Metric Materials.

Pub Date 1 Sep 75

Note—131p.; Maxi II Practicum Report submitted in partial fulfillment of the requirement for the degree of Doctor of Education, Nova University; Occasional marginal legibility

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Audiovisual Aids, Cost Effectiveness, Elementary Education, \*Elementary School Mathematics, Evaluation, \*Instructional Materials, Mathematics Education, Mathematics Materials, Measurement, \*Metric System, Program Descriptions, Research, \*Resource Materials, \*Textbook Evaluation

The purpose of this study was to produce a list of materials for metric instruction in the elementary school. The Charles H. Taylor School in Boston was used as a laboratory for the collection, study, and evaluation of published metric materials. Problems inherent in the introduction of the metric system in four dissimilar elementary schools were studied. The main concerns focused on staff training and conversions, pupil incentives, and community/parental support and involvement. A primary administrative concern is that of finding money to purchase texts and materials for metrication. This paper describes the preliminary steps involving suppliers, staff, community, and school personnel, as well as procedures involving faculty and students for

evaluating materials and programs. The paper includes a recommended list of the metric materials and aids judged to be most worthwhile for use in the elementary school. It was also recommended that a faculty review and use the materials before ordering them; that materials be learner-tested; that resource rooms to established and materials be shared to reduce costs; and that descriptive cost-analysis lists be distributed to assist in the purchase of cost-effective metric materials. (JBW)

**ED 118 426** SE 020 275  
**Consumer Education in Agriculture. The Vocational Agriculture Supplement to the Consumer Education Curriculum Guide for Ohio.**  
 Ohio State Dept. of Education, Columbus. Div. of Vocational Education.  
 Pub Date 71

Note—96p.; For related documents, see ED 066 354 and SE 020 276-278

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**  
 Descriptors—\*Consumer Economics, \*Consumer Education, Curriculum Development, Instruction, \*Instructional Materials, Program Development, Secondary Education, \*Teaching Guides, \*Vocational Agriculture

The major purpose of this teaching guide is to create an awareness of the many opportunities for supplementing a vocational agriculture curriculum with needed instruction in consumer education. Following the same format as other resource supplements in this series, this publication considers (1) the economic system; (2) income procurement; (3) consumer behavior determinants; (4) consumer alternatives; (5) roles, rights, and responsibilities; and (6) community resources for consumer education. For each area, objectives, suggested learning and evaluation experiences, and resources are provided. Appendices include bibliographies of resource materials and model teaching plans for suggested units. (CP)

**ED 118 427** SE 020 276  
**Occupational Work Adjustment Resource Supplement to the Consumer Education Curriculum Guide for Ohio.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.  
 Pub Date 71

Note—51p.; For related documents, see ED 066 354 and SE 020 275-278

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**  
 Descriptors—\*Consumer Economics, \*Consumer Education, Cooperative Programs, Curriculum Development, Instruction, \*Instructional Materials, Program Development, Secondary Education, \*Teaching Guides, \*Work Study Programs

Activities described in this publication are intended to provide suitable examples of consumer education problems to be used in occupational work adjustment programs. The overall themes of the program deal with income procurement and with spending. Student activities deal with factors involved in the attainment of a job, the methods by which wages are paid, and consumer alternatives to spending—budgeting, banking, and credit. A bibliography lists numerous sources for teacher and student reference. (CP)

**ED 118 428** SE 020 277  
**Social Studies Resource Supplement to the Consumer Education Curriculum Guide for Ohio.**  
 Ohio State Dept. of Education, Columbus. Div. of Vocational Education.  
 Pub Date 71

Note—103p.; For related documents, see ED 066 354 and SE 020 275-278

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage**  
 Descriptors—\*Consumer Economics, \*Consumer Education, Curriculum Development, Instruction, \*Instructional Materials, Program Development, Secondary Education, \*Social Studies, \*Teaching Guides

The active involvement of students in a study of the customs, traditions, and institutionalized ways society has organized to preserve economic stability is the goal of this consumer education teaching guide. Designed for the use of social studies teachers, units are devoted to the studies of: (1) the economic system; (2) income procurement; (3) consumer behavior determinants; (4) consumer alternatives; (5) roles, rights, and responsibilities; and (6) community resources. For each unit, specific teaching topics, objectives,

student activities, and resource materials are suggested. (CP)

**ED 118 429** SE 020 278  
**Trade and Industrial Resource Supplement to the Consumer Education Curriculum Guide for Ohio.**

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.  
 Pub Date 71

Note—75p.; For related documents, see ED 066 354 and SE 020 275-277

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**  
 Descriptors—\*Consumer Economics, \*Consumer Education, Curriculum Development, Instruction, \*Instructional Materials, Program Development, Secondary Education, \*Teaching Guides, \*Trade and Industrial Education

This supplemental guide was developed for the purpose of assisting secondary school teachers in the teaching of trade and industrial resource-related consumer education topics. Six main units of instruction are presented: (1) the economic system; (2) income procurement; (3) consumer behavior determinants; (4) consumer alternatives; (5) roles, rights, and responsibilities; and (6) community resources. For each unit, specific teaching topics, along with objectives, student activities, and suggested resources, are provided. Selected bibliographies of books, pamphlets, periodicals, and audiovisual materials are also presented. (CP)

**ED 118 430** SE 020 279  
**Kowalski, Stephen W.**

**Consumer Education in the Science Curriculum.**  
 New Jersey State Dept. of Education, Trenton. Center for Consumer Education Services.  
 Report No.—Monograph-4  
 Pub Date 72

Note—30p.  
**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—\*Consumer Education, Course Descriptions, \*Curriculum Development, Instructional Materials, \*Laboratory Experiments, \*Science Activities, Science Education, Secondary Education, Secondary School Science, \*Teaching Guides

In this monograph, the implementation of consumer education topics into the science curriculum of secondary schools is advocated. Not only is the need for such activities explained, but several suggested instructional topics are provided. One area of recommended study is that of product comparison. A model outline of operation is provided, along with an example involving comparisons of shampoos. (CP)

**ED 118 431** SE 020 280  
**Metric Education. Interpretive Report No. 1.**

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
 Pub Date Dec 75

Contract—NIE-C-400-75-0027  
 Note—15p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Curriculum, Elementary School Mathematics, \*Elementary Secondary Education, Guidelines, \*Mathematics Education, Measurement, \*Metric System, \*Planning, Post Secondary Education, \*Research Reviews (Publications), Secondary School Mathematics  
 Identifiers—AIR, American Institutes for Research, \*National Institute of Education, NIE

This report reviews the findings of two projects funded by the National Institute of Education (NIE) and conducted by the American Institutes for Research (AIR). The project reports, "Going Metric" and "Metric Inservice Teacher Training," document the impact of metric conversion on the educational systems of Great Britain, New Zealand, Australia, South Africa, and Canada in order to provide educators and other planners with guides for preparing a national conversion program. Three vital needs were identified for a successful conversion policy in the U.S.: (1) a broad-scale involvement of all major elements in early planning, (2) a committed government policy and firm schedules, and (3) continued communication and coordination as conversion progresses. Recommendations include: (1) the creation of a national evaluative body that would establish clear uniform standards for metric educational materials; and (2) a coordinated teacher

training strategy, with direct communication links with teachers and provisions for feedback on metric curriculum materials. (JW)

**ED 118 432** SE 020 281  
**Pond, Robert B., Sr.**

**Intriguing Freshmen with Materials Science.**  
 Note—14p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Ft. Collins, Colorado, June 16-19, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**  
 Descriptors—\*College Science, Course Content, \*Course Descriptions, Curriculum, Demonstrations (Educational), \*Engineering Education, Higher Education, \*Instruction, \*Physical Sciences, Science Education, Social Problems

Described is a course designed for engineering science and natural science freshmen and open to upperclass nonscience majors entitled "Science of Modern Materials" and which has been successfully presented for several years. This paper presents the philosophy behind the course, the teaching methods employed, and the content of the course. The course has a large scope, starting with water and the decomposition of igneous earths, including wood and wood products, cements, stones, vitrified products, metals and alloys glasses, plastics, semiconductors, and ending with ecological problems originated by materials generated pollution. The relation of structure and property is the theme followed through all but the ecology part of the course. This course attempts to intrigue the nonscience major by showing him how he lives with and depends on materials and how he or his representative will be responsible for laws regulating these materials in the future. In the final exam, the student must decide between several materials from which to erect a pole on his property on the basis of the ecological damage of maintaining the pole. The syllabus of the course indicates the demonstrations and teaching aids that were used. (LS)

**ED 118 433** SE 020 282  
**Roberts, A. Sidney, Jr.**

**Cooperative NASA-Old Dominion University Graduate Study and Research Program in Aeronautics.**

Pub Date Jun 75  
 Note—11p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Ft. Collins, Colorado, June 16-19, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**  
 Descriptors—Aerospace Education, \*Cooperative Programs, Curriculum Development, \*Engineering Education, Graduate Study, Higher Education, \*Instruction, \*Program Descriptions, \*Research, Science Education, Scientific Research

Identifiers—Old Dominion University  
 This paper describes a program at Old Dominion University (ODU) which engages qualified graduate students in a professional research/design experience while simultaneously providing the academic environment for full-time study. During the two years, students are provided a stipend and tuition expenses under a study grant from the National Aeronautics and Space Administration Langley Research Center (NASA/LRC), Hampton, Virginia. Masters students and a few Ph.D. students are selected for the program. During the second year, students engage in actual engineering research and design at NASA/LRC. Sections of the paper describe (1) the ODU interdisciplinary approach to graduate aeronautics education, combining strengths from major engineering disciplines; (2) methods of student selection, study program planning, placement in NASA/LRC branches, student advisement, and research supervision; (3) degree production and current status of program; and (4) reception of the program by NASA management and engineers, the engineering faculty, and the students in the program. Evidence presented indicates that mutual benefits from the program accrue for the students, the engineering school, and the cooperating agency. (LS)

**ED 118 434** SE 020 283  
**Peikert, F. W.**

**Engineering Education Projects for Improving Agriculture in Developing Countries.**

Pub Date Jun 75  
 Note—17p.; Paper presented at the Annual Meeting of the American Society for Engineering



Education (Ft. Collins, Colorado, June 16-19, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**  
**Descriptors**—Agricultural Colleges, \*Agricultural Engineering, \*Agricultural Research Projects, \*College Science, Curriculum Development, \*Developing Nations, \*Engineering Education, Food, Higher Education, Science Education

Agricultural engineers have been working for a number of years with colleges and universities in many developing countries to improve their agriculture. Much of the activity in university development assistance has been taken over the last 20 years. The greatest portion of the support has come from USAID. Among the common problems facing the programs were: (1) the method of financing on a year-to-year basis; and (2) teaching, research, and extension were rarely under one administrative unit. The first official agreement covering a United States sponsored university contract was signed in 1952. During the next 20 years, six American universities became involved. By 1972, India had established nine new agricultural universities patterned after our land-grant institutions. The program was phased out during 1972 and 1973 at the request of the Indian government. The overall objective of the United States university contract program was to help India develop state agricultural universities with colleges of agriculture, veterinary medicine, agricultural engineering, home science, and basic sciences and humanities. Insight is given as to how a College of Agricultural Engineering was established. (LS)

**ED 118 435** SE 020 284  
*Gunderson, Norman O.*

**The Development of a Continuing Education Program for Mid-Career Professionals.**

Pub Date Jun 75

Note—30p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Ft. Collins, Colorado, June 16-19, 1975)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**  
**Descriptors**—Computers, \*Cybernetics, \*Educational Television, \*Engineering Education, \*Graduate Study, Higher Education, \*Interdisciplinary Approach, Problem Solving, Science Education

**Identifiers**—San Jose State University

The Master's Degree Program in Cybernetic Systems was proposed a decade ago as an interdisciplinary problem-solving oriented educational effort. Implemented seven years ago, it has developed into a successful continuing education vehicle for mid-career professionals. Those proposing the program recognized that without guidelines to follow, it must be developed using feedback gained from students, faculty, and professionals. As presently offered, the program is flexible and open-ended in terms of electives and theses topics. Graduates have developed emphases in a wide range of subject matter and have applied their newly learned tools to improve their current situations or to redirect their careers. Out of the 100 graduates, about 30 have engineering backgrounds. Some of the coursework is delivered over instructional television (ITV) via the Association for Continuing Education (ACE) and the Stanford ITV Network. It is anticipated that ACE will assume a regional leadership role in the certification and recertification of professionals. It is believed that the concepts of the cybernetic systems program will be extended to levels of education both below and above that of the current master's level. (LS)

**ED 118 436** SE 020 285  
*Johnson, John W.*

**The Development of a Computerized Model for Teaching Engineering Statistics.**

Pub Date Jun 75

Note—18p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Ft. Collins, Colorado, June 16-19, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**  
**Descriptors**—Autoinstructional Aids, \*Computer Assisted Instruction, \*Engineering Education, \*Higher Education, Instruction, \*Mechanics (Physics), \*Problem Solving, Science Education

Engineering mechanics is recognized as one of the core subject matter areas of most engineering and technology educational programs. The study of mechanics and particularly the applications of

problem solving to rigid bodies at rest (statics) has proven to be troublesome to students. Systematic problem solving includes analysis, synthesis, and calculations. There is evidence to indicate that students gain broader insights into analysis and synthesis when freed from detailed computational method. The computerized model relieves the students of the mechanics of calculation and checks the students' analysis and synthesis of a broad range of statics problems on an individualized basis. The function and structure of the model is discussed. Two populations of students were used in testing the model. One group consisted of eight sophomore engineering students, who had completed a computer programming course. The second group consisted of 27 freshman technology students who had not completed a computer programming course. The overall attitudes of both groups were positive toward the model on the pretest. Engineering students became more positive on the posttest. Technology students became significantly negative on the posttest. It was suggested that technology students probably would have gained more from the model if they also had had to turn in problems. (LS)

**ED 118 437** SE 020 286  
*Liu, Henry*

**Teaching Fluid Mechanics to the Beginning Graduate Student—An Objective-Oriented Approach.**

Pub Date Jun 75

Note—21p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Ft. Collins, Colorado, June 16-19, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**  
**Descriptors**—\*Behavioral Objectives, College Science, Curriculum Development, \*Engineering Education, \*Graduate Study, Higher Education, \*Instruction, \*Mechanics (Physics), Program Descriptions, Science Education

**Identifiers**—University of Missouri-Columbia  
 A premature embarkment in specialized areas of fluid mechanics by the beginning graduate student, without having first thoroughly learned the basics, leads to learning difficulties and destroys zeal for learning. To avoid these problems, many schools in the U.S. offer beginning graduate courses in fluid mechanics (BGC FM). Because the success or failure of BGC FM has a profound effect on the students' subsequent learning, these courses must be planned according to specified objectives. The following include the goals of BGC FM: (1) review basic concepts; (2) introduce new concepts; (3) survey entire field; (4) learn state-of-the-art; and (5) study necessary math. At the University of Missouri-Columbia, these goals are accomplished in a series of two courses: Fundamentals of Fluid Mechanics (I) and Hydrodynamics (II). Course I is devoted to the first two goals and Course II to the last three. The specific objectives of Course I and Course II are given. The objective-oriented instruction described involves (1) the writing of a list of goals and objectives of the course, (2) distribution of the list to students, (3) conventional teaching, and (4) reevaluation of the list at least once a year. (LS)

**ED 118 438** SE 020 287  
*Henderson, Jerald M.*

**Student Prepared Case Studies—The Missing Leg.**

Pub Date Jun 75

Note—33p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Ft. Collins, Colorado, June 16-19, 1975)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**  
**Descriptors**—\*Case Studies, Curriculum Development, \*Engineering, \*Engineering Education, \*Graduate Study, Higher Education, \*Instruction, Science Education

In the Engineering Case Program conducted by the Projects Board of the American Society of Engineering Education (ASEE), the ideal educational program is supported by: (1) content, science, and lore; lectures and programs; (2) observations of practice; case histories, plant tours; and (3) doing jobs; projects. This tripod model of engineering education requires that all three legs be present for the educational system to stand. This paper presents one way that the observation leg, the weakest element in most engineering education programs, can be strengthened. The use of engineering case studies, particularly at the graduate level, has been described as an

academic/professional link which is an alternate way of defining the observation leg of the tripod. Case studies offer a way for students to learn about and empathize with the real world. At both the Berkeley and Davis Campuses of the University of California, students can choose to write a case study as a portion of their Master of Engineering program. After meeting several times with their faculty advisor and the project engineer, they write the case study. An appendix includes portions of two student prepared case studies and a list of student-written cases. (LS)

**ED 118 439** SE 020 292  
*Matlock, W. Gerald Johnson, Jack D.*

**The Northeast Ghana Savannah Project—A Case Study in Project Design.**

Pub Date Jun 75

Note—25p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Ft. Collins, Colorado, June 16-19, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**  
**Descriptors**—\*Conference Reports, Interagency Coordination, Interagency Planning, \*Land Use, Natural Resources, \*Program Design, \*Program Development, \*Systems Analysis

**Identifiers**—\*Ghana

This report examines a project design for land degradation problems in the northern and upper regions of Ghana. The project was jointly sponsored by the Ghana Council for Scientific and Industrial Research and the Agency for International Development. The council is responsible for coordinating the activities of 10 independent research institutes. Furthermore, the council advises the government on the use and conservation of Ghana's natural resources and how to employ scientific research in these matters. Using a multidisciplinary, multi-institutional design, the council brought the scientific community together to study poor land use practices in the savannah regions. The Ghana project design combined or organized problem-solving methodology and a multidisciplinary team approach to produce a unique resource research program. (MR)

**ED 118 440** SE 020 294  
*Kletskey, E. J.*

**Simulation of Neural Firing Dynamics: A Student Project.**

Pub Date Jun 75

Note—10p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975); Occasional small type in figure material

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**  
**Descriptors**—Algorithms, \*Biophysics, Computers, Engineering, \*Engineering Education, Graduate Study, Higher Education, Neurology, \*Simulation, \*Student Projects, \*Systems Analysis

This paper describes a student project in digital simulation techniques that is part of a graduate systems analysis course entitled Biosimulation. The students chose different simulation techniques to solve a problem related to the neuron model. (MLH)

**ED 118 441** SE 020 295  
*Moll, Richard A.*

**Products Liability - Engineering and the Law.**

Pub Date Jun 75

Note—14p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**  
**Descriptors**—Engineering, \*Engineering Education, Higher Education, \*Instructional Materials, \*Legal Responsibility, Legislation, Manufacturing, \*Manufacturing Industry, Professional Continuing Education

**Identifiers**—\*Products Liability Laws

The fundamentals of products liability law are provided to aid the engineer and engineering student in the design and manufacture of products that are not only safe but also in harmony with the demands of the law. (MLH)

**ED 118 442** SE 020 296  
*McClain, Gerald R.*

**Oklahoma's Mobile Computer Graphics Laboratory.**

Pub Date Jun 75

Note—14p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**  
**Descriptors—**\*Computer Graphics, \*Engineering Education, Engineering Graphics, \*Higher Education, Mobile Educational Services, \*Mobile Laboratories

This Computer Graphics Laboratory houses an IBM 1130 computer, U.C.C. plotter, printer, card reader, two key punch machines, and seminar-type classroom furniture. A "General Drafting Graphics System" (GDGS) is used, based on repetitive use of basic coordinate and plot generating commands. The system is used by 12 institutions of higher education in Oklahoma. (Author/MLH)

**ED 118 443** SE 020 297

*Sarchet, Bernard R.*

**Management for the Engineer.**

Pub Date Jun 75

Note—18p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**  
**Descriptors—**\*Educational Programs, \*Engineering Education, Engineers, \*Higher Education, Instruction, Management, \*Management Education, Program Descriptions

The need for management skills in engineering professions is discussed. An engineering program designed to prepare students for technical management is described and compared to a typical program granting a Master's of Business Administration. Institutions with programs are listed. (MLH)

**ED 118 444** SE 020 298

*Rossini, Frederick A.*

**Adoption and Adaption Strategies in World Development.**

Pub Date Jun 75

Note—20p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**  
**Descriptors—**Development, Engineering, \*Information Dissemination, \*Innovation, Research, \*Technological Advancement, \*Technology, \*World Affairs, World Problems

This paper explores the role that knowledge of the innovation process plays in advancing world development. Other factors, such as political and economic influences, are also considered. (MLH)

**ED 118 445** SE 020 299

*Morris, Robert G.*

**International Technology Transfer.**

Pub Date Jun 75

Note—26p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**  
**Descriptors—**Engineering, Exports, \*Foreign Countries, \*Foreign Relations, \*Government Role, \*Information Dissemination, Politics, Technological Advancement, \*Technology

The flow of technology out of the United States is discussed. Methods of technology flow, such as licensing and investing, are identified, and the advantages and disadvantages of technology transfer are discussed, especially in relation to the government's role. (MLH)

**ED 118 446** SE 020 300

*Jendrucko, Richard J.*

**An Undergraduate Two-Course Sequence in Biomedical Engineering Design: A Simulation of an Industrial Environment with Group and Individual Project Participation.**

Pub Date Jun 75

Note—14p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**  
**Descriptors—**Biomedical Equipment, \*Course Descriptions, \*Design, \*Engineering, Engineering Education, Higher Education, \*Medical Education, Medicine, \*Student Projects  
**Identifiers—**\*Biomedical Engineering

The first half of a Biomedical Engineering course at Texas A&M University is devoted to group projects that require design planning and a search of the literature. The second half requires each student to individually prepare a research proposal and conduct a research project. (MLH)

**ED 118 447** SE 020 302

*Hirschhorn, J. S. And Others*

**Classroom Demonstrations in Materials Science/Engineering.**

Pub Date Jun 75

Note—11p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Ft. Collins, Colorado, June 16-19, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**  
**Descriptors—**College Science, \*Demonstrations (Educational), Engineering, \*Engineering Education, \*Higher Education, \*Instruction, Science Education

**Identifiers—**Materials Science, University of Wisconsin

Examples are given of demonstrations used at the University of Wisconsin in a materials science course for nontechnical students. Topics include crystal models, thermal properties, light, and corrosion. (MLH)

**ED 118 448** SE 020 303

*Craft, William J.*

**Pictorial Solutions in Advanced Mechanics.**

Pub Date Jun 75

Note—13p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Ft. Collins, Colorado, June 16-19, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**  
**Descriptors—**\*Algorithms, College Science, \*Computers, Engineering, \*Engineering Education, \*Graphs, Higher Education, Instructional Materials, \*Mechanics (Physics), Physics, Science Education

A visual problem-solving technique applicable to several different classes of mechanics time-dependent problems is discussed. The computer is used to solve the equations of motion of various mechanical systems by one of several standard methods, and the solutions are displayed in time increments. A specific example is provided to illustrate this technique. (MLH)

**ED 118 449** SE 020 304

*Mathes, J. C. And Others*

**Technical Communication: The Engineering Educator's Responsibility.**

Pub Date Jun 75

Note—19p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Ft. Collins, Colorado, June 16-19, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**  
**Descriptors—**\*Communication Skills, \*Engineering Education, \*Higher Education, \*Instruction, Teaching Methods, \*Technical Writing, Writing Skills

Three possibilities are discussed for providing communications skills to engineering students. In preference to having the English department teach technical writing to engineers, with either total or partial control of methodology, the authors recommend that engineering educators undertake the task themselves. (MLH)

**ED 118 450** SE 020 305

*Kruse, Ronald And Others*

**Interdisciplinary Research Teams as Status Systems.**

Pub Date Jun 75

Note—18p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Ft. Collins, Colorado, June 16-19, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**  
**Descriptors—**Engineering, \*Group Structure, \*Interdisciplinary Approach, Organizational Effectiveness, \*Organizational Theories, \*Research, Research Committees, \*Responsibility, Status

The organizational aspects of interdisciplinary research teams are discussed in terms of the way the following responsibilities are distributed over team members: assigning jobs, allocating resources, controlling communication, and evaluating the output of others. Suggestions are made for overcoming problems that arise from the inconsistent or indefinite assignment of responsibility in interdisciplinary teams. (MLH)

**ED 118 451** SE 020 307

*Kanter, Manuel A.*

**Nuclear Materials Safeguards - Manpower Needs.**

Pub Date 18 Jun 75

Note—12p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975); Marginal Legibility

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (on loan)

**Document Not Available from EDRS**

**Descriptors—**College Science, \*Curriculum Development, Energy, \*Engineering Education, Higher Education, Instruction, \*Manpower Needs, Nuclear Physics, Radiation, Safety, Science Education

**Identifiers—**\*Nuclear Energy

Nuclear safeguard systems, their operation and implications for future manpower needs, and the need for these topics to be integrated into the engineering education curriculum, are focused on in this paper. The elements of a safeguard system and factors influencing the selection of a particular system are presented. Projections concerning the use of nuclear Power in the 1980's are cited as evidence of the need for engineering courses specializing in this area. The author states that while all engineering students should receive a "general orientation" to the topic, the low number of engineers electing nuclear materials safeguards as a profession will limit the feasibility of semester courses in materials and safeguards to a few institutions which are strong in the teaching of the nuclear fuel cycle and fuel management. (CP)

**ED 118 452** SE 020 308

*Barquest, James M. Schmalzel, John L.*

**Dynamic Testing and Evaluation of Pressure Transducer-Catheter Systems: A Student Project.**

Pub Date Jun 75

Note—30p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**  
**Descriptors—**\*Biology, College Science, Course Descriptions, Curriculum Development, \*Engineering Education, Higher Education, Instructional Materials, \*Instrumentation, \*Laboratory Experiments, Science Activities, Science Education, \*Veterinary Medicine

Described are four demonstration/participation laboratories in which students analytically and experimentally evaluated various catheter-transducer blood pressure measurement systems. The activities were included in a graduate level course entitled "Theory and Techniques of Bioinstrumentation," taught by the Department of Electrical Engineering and the College of Veterinary Medicine at Kansas State University. (Author/CP)

**ED 118 453** SE 020 309

*Nash, A. H.*

**Improving Accuracy of Assessment Procedures.**

Pub Date Jun 75

Note—28p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975); Occasional marginal legibility in Figure 3-7

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**  
**Descriptors—**Achievement, College Science, \*Computer Programs, Engineering Education, \*Evaluation, \*Grades (Scholastic), Higher Education, Science Education, \*Student Evaluation, \*Vocational Schools

**Identifiers—**\*Western Australian Institute of Technology

A review of the grading practices of various departments in the Western Australian Institute of Technology is the topic of this paper. The study was initiated in 1969, when an examination of scores given by various departments revealed a large year-to-year fluctuation. It was noted that some departments consistently graded higher than others. A historical account of the study, with graphs showing the grading inequities, is provided. The inception of a "standard grading distribution" and problems which resulted from its implementation are also described. Due to the number of arbitration situations in which students questioned their grades, a computer program was

developed which made examination and student academic information available to arbitrators. The author states that his addition of an easily accessible information network has greatly increased the efficiency of the grading system. (CP)

**ED 118 454** SE 020 310  
Findley, M. E.

Appropriate Programs for Foreign Students in U.S. Chemical Engineering Curricula.

Pub Date Apr 75

Note—17p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**  
Descriptors—\*Chemistry, College Science, Course Content, \*Curriculum Development, \*Developing Nations, \*Engineering Education, \*Foreign Students, Higher Education, Program Descriptions, Science Education

Chemical engineers in developing countries may need abilities in a number of diverse areas including management, planning, chemistry, equipment, processes, politics, and improvisation. Chemical engineering programs for foreign students can be arranged by informed advisers with student input for inclusion of some of these areas in addition to reasonable technical knowledge for work in developing countries. (Author/CP)

**ED 118 455** SE 020 311  
Hale, Francis J.

The Status and Future of Aerospace Engineering Education in Turkey.

Pub Date Jun 75

Note—10p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**  
Descriptors—\*Aerospace Education, \*Aerospace Industry, Aerospace Technology, Aviation Technology, \*College Science, Curriculum Development, \*Developing Nations, Engineering Education, Higher Education, \*Program Development, Science Education  
Identifiers—\*Turkey

There is no aerospace industry in Turkey, and the level of operational activity is low even though the potential for the exploitation of aviation is high. The government of Turkey hopes to establish an aircraft factory in conjunction with a foreign contractor and is aware of the need for aerospace engineering education. This paper describes the efforts and plans of the Middle East Technical University to develop a phased and evolutionary curriculum that will satisfy the needs and priorities of the country. (Author)

**ED 118 456** SE 020 312  
Nachtigal, Chester L. And Others

A Design Philosophy for Instrumentation Equipment in a Dynamic Systems and Measurements Laboratory.

Pub Date Jun 75

Note—27p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**  
Descriptors—College Science, \*Course Descriptions, Curriculum Development, \*Electronics, Engineering Education, Instruction, \*Instrumentation, \*Laboratory Equipment, \*Measurement, Science Education, Undergraduate Study  
A program designed to increase student interest and provide motivation in a third-year systems and measurements laboratory in mechanical engineering is provided. The philosophy of the course, instructional techniques, equipment design (including schematics and photographs), suggested activities, and student reactions to the course are presented. An elimination of much "black box" electronic equipment in favor of transparent, simple, yet functional, laboratory equipment is advocated. (CP)

**ED 118 457** SE 020 313  
Williams, J. D.

Continuing Education -- A Management Point of View.

Pub Date Jun 75

Note—10p.; Paper presented at the Annual Meeting of the American Society for Engineering

Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**  
Descriptors—\*Adult Education, Apprenticeships, \*Engineering Education, Independent Study, \*Industrial Education, Industry, Management Education, \*Obsolescence, Program Descriptions, Science Education, \*Technical Education

The needs for continuing engineering education to avoid technical obsolescence and the programs offered by one company to fill this need are discussed. Ten educational alternative programs of the Sandia Laboratories, Albuquerque (New Mexico) are described. (CP)

**ED 118 458** SE 020 314  
Kersten, Robert D. Hartman, J. Paul

Engineering Manpower: Supply and Demand Issues.

Pub Date Jun 75

Note—17p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975); Occasional marginal legibility

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**  
Descriptors—Academic Achievement, College Science, Curriculum Development, \*Degrees (Titles), \*Employment, \*Engineering Education, Higher Education, \*Industrial Training, Labor Supply, \*Manpower Needs

This paper provides a review of pertinent statistical information related to supply and demand, a consideration of "forcing" factors in supply/demand analyses, a discussion of training versus task requirements as related to job performance, a presentation of a tentative "engineering occupations" model, and an emphasis on definition of the various elements of the engineering manpower spectrum. (Author/CP)

**ED 118 459** SE 020 315  
Chapman, Gary T.

A Resident Engineer.

Pub Date Jun 75

Note—30p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975); Occasional light print

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**  
Descriptors—Aerospace Education, \*College Science, Curriculum Development, \*Engineering Education, Higher Education, \*Industrial Personnel, Industrial Relations, \*Industrial Training, Instruction

This paper examines the work of resident engineers in a university setting. The need for engineers with industrial experience is established, and the benefits of using resident engineers in training programs are cited. Attributes and problems associated with the practice are studied from the viewpoints of industry, government, universities, and the engineer himself. (CP)

**ED 118 460** SE 020 316  
Hull, David G. Fowler, Wallace T.

Program Fighter - An Evaluation.

Pub Date 75

Note—17p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**  
Descriptors—\*Aerospace Education, College Science, \*Computer Assisted Instruction, \*Computer Programs, Course Descriptions, \*Engineering Education, Higher Education, Instruction, \*Instructional Materials, Teaching Methods

Described is a computer program for the sizing of subsonic and supersonic fighters which has been adapted for use in an aerospace engineering design course. Following a description of the program, an evaluation of its use in the university is presented. It is concluded that computer programs for the conceptual design of aerospace vehicles can play a very important part in design education. First, they give the students an overview of the conceptual design process, and second, they illustrate the capabilities of computers in design. The latter is becoming more important as time goes on because industry is moving in this direction. (Author/CP)

**ED 118 461** SE 020 361  
Bellamy, Lynn  
Evolution in an Integrated Program.

Pub Date Jun 75

Note—13p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975); Occasional light print

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**  
Descriptors—College Science, Conference Reports, \*Educational Programs, Engineering, \*Engineering Education, \*Higher Education, Management Education, \*Program Descriptions, Science Education  
Identifiers—\*Saudi Arabia

A description is given of a bifunctional, integrated Chemical Engineering program at The College of Petroleum and Minerals in Saudi Arabia. The program and the institution have evolved from a highly technical and specialized orientation to one that can be characterized as a broader based, management orientation. A synthesis is given of the reasons for the evolution and the potential impact of the evolution on training foreign students in the United States. (MLH)

**ED 118 462** SE 020 362  
Venkata, Subrahmanyam S.

Professional Engineering Education in India.

Pub Date 16 Jun 75

Note—21p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975); Occasional marginal legibility

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**  
Descriptors—\*Curriculum, Educational Programs, \*Engineering Education, Engineers, \*Higher Education, \*Instruction, Professional Education, Program Descriptions  
Identifiers—\*India

All aspects of professional engineering in India are discussed, including the structure of basic, technical and professional education, the pattern of engineering curriculum, the role of professional societies, the role of industries, and recommendations and conclusions. Comparisons are made between these aspects and those now existing in the United States. (MLH)

**ED 118 463** SE 020 363  
Allen, Clayton H.

Interest and Motivation Lead Good Teaching.

Pub Date Jun 75

Note—24p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (Colorado State University, Ft. Collins, Colorado, June 16-19, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**  
Descriptors—\*Acoustics, \*College Science, \*Course Content, \*Effective Teaching, Engineering Education, Higher Education, Instruction, Motivation, Physics, Science Education, Teaching Methods

Effective ways to teach the science of acoustics to non-engineering students are presented and discussed. Topics include the physics of sound, sound wave phenomena, and noise control. (MLH)

**ED 118 464** SE 020 413  
West, Doris K.

Basic Research in One Phase of Competency Development in the Preservice Training of Elementary Science Teachers.

Pub Date [75]

Note—22p.; Occasional light print

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**  
Descriptors—\*Educational Research, Elementary School Science, \*Elementary School Teachers, Higher Education, Instruction, \*Performance Based Teacher Education, \*Preservice Education, Science Education, \*Science Teachers  
Identifiers—Research Reports

Presented is a description of a research project related to the use of two modes of instruction, the abstract mode and the applied mode, and gains made from them. A secondary purpose of the investigation was to compare student gains according to area of interest. The writer selected one of the processes of science, the process of measuring, which she considered basic to the new approach in the teaching of elementary science. Preservice elementary school science teachers participated in the study. Data were secured from four elementary science education methods classes. The curriculum, Science - A Process Approach, was used for the instructional materials in the study. The testing portion of the study

represents all of the competencies included in the Process of Measuring of the entire program. Tests were constructed and administered. Difference scores were obtained between pretest and posttest administration. It was determined that students enrolled in the methods classes gained more competence from an applied mode of instruction than from an abstract mode. The classification level of students caused no significant difference in learning outcomes as related to the process of measuring. Science oriented students make more significant competency gains by both methods than language art or social studies students. (EB)

## SO

**ED 118 465** 95 SO 008 489

*Superka, Douglas P. And Others*

**Values Education Sourcebook: Conceptual Approaches, Materials Analyses, and an Annotated Bibliography.**

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Note—262p.; For related document, see ED 103 284

Available from—Publications, Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 (order SSEC Publication No. 176, \$10.95, prepayment or purchase order)

**EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage**  
**Descriptors**—\*Annotated Bibliographies, Bibliographies, Classification, Curriculum Development, \*Curriculum Evaluation, Elementary Secondary Education, Instructional Materials, Learning Activities, \*Moral Development, Resource Guides, Social Sciences, \*Social Studies, Teacher Education, Teaching Techniques, Typology, \*Values

This is a resource guide for teachers, curriculum coordinators, curriculum developers, teacher trainers, and other educators interested in values education. The volume is the revised and expanded edition of ED 103 284. An introduction outlines and explains the guidelines used to formulate and organize the analyses of values educational materials. Chapter one presents an overview of the typology of values education approaches developed in the earlier publication and three procedures designed to help users apply the analytical system. Chapters two through six contain the analyses of curriculum resources. Each chapter focuses on one of the five values education approaches: inculcation, moral development, analysis, clarification, and action learning. Each is divided into three sections: a detailed explanation of the approach, analyses of student materials reflecting the approach, and analyses of teacher materials reflecting the approach. Chapter seven describes and explains two other approaches to values education—evocation and union—for which there are few curriculum materials presently available. These two approaches are explained in terms of their rationale, purpose, and methods. In addition, sample learning activities and educational programs related to these two approaches are discussed. An annotated bibliography of over 400 materials and resources concludes the document. (Author/JR)

**ED 118 466** SO 008 648

*Pyle, Gerald F., Ed.*

**Ohio Geographers: Recent Research Themes. Volume Number 1: 1973.**

Akron Univ., Ohio. Dept. of Geography.

Pub Date 73

Note—97p.; For related documents, see SO 008 649 and 650

Available from—Department of Geography, University of Akron, Akron, Ohio 44325 (\$2.00)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Climatic Factors, Essays, Geographic Concepts, Geographic Regions, \*Geography, Geography Instruction, Higher Education, \*Human Geography, Land Use, Parks, \*Physical Geography, Road Construction, \*So-

cial Science Research, Space Orientation, Thematic Approach, Urbanization  
**Identifiers**—Ohio

Eight professional geography research papers presented at the Geography Section of the 1973 annual meeting of the Ohio Academy of Science are provided. The specific topics of concern range from methodological essays to the quantitative analysis of historical geographic information. The titles of the papers are (1) An Attempt at Reform in Regional Geography; (2) A Climatic Model of the Everglades Drought; (3) A Case Study of Lake Effect Snow Squall Precipitation in Northern Ohio: November 22, 1971; (4) Insolation Climate and Urban Topography; (5) The Structure of Geography: A Revised Version; (6) Policy Implications of the Distribution of Hamilton County, Ohio Park Users; (7) New Towns: Greenbelt, Maryland Thirty-five Years Later; and (8) A Network Analysis of the Roman Roads of Britain. (DE)

**ED 118 467** SO 008 649

*Roder, Wolf, Ed. Shelton, Marilyn L., Ed.*

**Ohio Geographers: Recent Research Themes. Volume Number 2: 1974.**

Cincinnati Univ., Ohio. Dept. of Geography.

Pub Date 74

Note—98p.; For related documents see SO 008 648 and 650

Available from—Department of Geography, University of Akron, Akron, Ohio 44325 (\$2.00)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Area Studies, Cross Cultural Studies, Ecology, Geographic Concepts, \*Geography, Higher Education, \*Human Geography, Land Use, Map Skills, \*Physical Geography, Research, \*Social Science Research, Soil Science  
**Identifiers**—Ohio

Ten professional geography research papers presented at the Geography Section of the 1974 annual meeting of the Ohio Academy of Science are provided. Six of the papers may be considered to fall under the broad classification of human geography, two others are about physical geography, while the remaining two seek to improve the craft of modern cartography. The titles of the ten papers are (1) A Factorial Ecology of Cincinnati's Black Residential Areas; (2) Structural Bases of Sex Ratios in India; (3) Cannonical Analysis of Crime and Their Socioeconomic Indicators; (4) A Spatial Perception Study of Cincinnati: A View from Newport; (5) Black Caribs in Two Societies: Differential Acculturation Rates; (6) The Ejido System in Mexico: An Example of Agrarian Reform; (7) Some Interrelationships of Parent Materials, Soils, and Land Use in Lancaster County, Pennsylvania; (8) The Use of Factor Analysis in the Production of Soil Resource Maps for Regional Planning Studies; (9) Preliminary Investigations of the Dispersal of Air Contaminants over the Northeast District of Ohio; and (10) An Urban Atlas, or Only Computer-Mapping: Which Way Should Geographers Go? (Author/DE)

**ED 118 468** SO 008 650

*Harnapp, Vern, Ed.*

**Ohio Geographers: Recent Research Themes. Volume Number 3: 1975.**

Akron Univ., Ohio. Dept. of Geography.

Pub Date 75

Note—89p.; For related documents, see SO 008 648 and 649

Available from—Department of Geography, University of Akron, Akron, Ohio 44325 (\$2.00)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Cultural Interrelationships, Ecology, Energy Conservation, Environmental Research, Geographic Concepts, \*Geography, Higher Education, \*Human Geography, Land Use, \*Physical Geography, Racial Distribution, \*Social Science Research, Soil Science, Urbanization  
**Identifiers**—Ohio

Eight professional geography research papers presented at the Geography Section of the Ohio Academy of Science annual 1975 meeting are provided. The papers examine various aspects of the environment, energy distribution, cultural and geographic change, and ethnic distribution. The titles of the eight papers are (1) Racial and

Ethnic Redistribution in Denver, Colorado: 1960 and 1970; (2) A Synthesis of Conflicting Value Premises: Industrialization and Restoration in the Venetian Lagoon; (3) Options for Environmental Farming in Northwest Ohio; (4) Soils as a Link in an Environment Monitoring Chain; (5) An Examination of Electric Demand by Geographic Units; (6) Selected Aspects of "Fair" Competition within Ohio; (7) Settlement Convergence and Residual Cultural Effects in South Central Ohio; and (8) An Initial Survey on Urban Encroachment and Farming in Wayne County, Ohio. (DE)

**ED 118 469** SO 008 701

*Bunch, Ralph*

**Political Orientations: Comparing Japanese in Portland and Japan.**

Pub Date 75

Note—12p.; Paper presented at the Conference of the Asian Studies on the Pacific Coast East-West Center (Honolulu, Hawaii, 1975)

Available from—Ralph Bunch, Political Science Department, Portland State University, Portland, Oregon 97207 (\$1.00)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—\*Asian Americans, Comparative Analysis, Democratic Values, Environmental Influences, Family Influence, Generation Gap, \*Japanese Americans, \*Political Attitudes, \*Political Influences, Political Science, \*Political Socialization, Social Science Research  
**Identifiers**—\*Japan, Oregon (Portland)

The purpose of this study is to compare data on sample groups of Japanese, Japanese Americans, and Americans from three separate sources to determine political orientations and the socialization influencing the Japanese Americans' attitudes. The study ascertains whether the social-geographical environment or the family and other primary groups influence the orientations of Japanese Americans. Inquiry was limited to attitudes about majority rule and minority rights. Questions asked were: (1) what are the relative proportions of support for democratic precepts among Japanese, Japanese Americans, and other Americans; and (2) are the age/generation differences within these three groups similar in direction and extent. Although there are strong similarities in orientations, it was found that elder Japanese Americans are more like their cohorts in Japan than like Americans, but that younger Japanese Americans are more "American" than a cross section of non-Japanese Americans. Thus, it seems that cultural predispositions to political behavior are transferred through the family and other primary groups or socialization agents. Also, orientation discrepancies are due probably to generational differences rather than environment. (Author/ND)

**ED 118 470** 95 SO 008 827

*Palm, Charles*

**Government of the Indian People. Indian Ethnic Heritage Studies Curriculum Development Project, 1974-75.**

South Dakota State Div. of Elementary and Secondary Education, Pierre.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date 75

Note—54p.; For related documents, see ED 116 995-998 and SO 008 828; Some pages may not reproduce clearly

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

**Descriptors**—\*American Indians, Class Activities, Creative Writing, \*Ethnic Studies, \*Governance, Guides, Interdisciplinary Approach, Intermediate Grades, Junior High Schools, Lesson Plans, Role Playing, Social Studies, Social Values, \*United States History  
**Identifiers**—Elementary Secondary Education Act Title IX, ESEA Title IX, \*Ethnic Heritage Studies Program

Intended for students at the intermediate and junior high grades, this interdisciplinary unit contains seven lessons on the history of the government of Indians. Each lesson includes its objectives, activities, and evaluation. The activities consist of values clarification exercises, role playing, and creative writing. It is necessary that the lessons be taught in order so that students can understand the time line of the past, transition period, and present. Topics covered in the unit are The Great Confederacies, Treaty Period 1789-1871, Reservation Period 1871-1887, Allot-

ment Period 1887-1934, Reorganization Period 1934-1953, Termination Period 1953-1970, and Self-Determination Period 1970-present. Materials for some of the activities are reproducible as student handouts. An accompanying cassette tape is available from Audiovisual Center, Black Hills State College, Spearfish, South Dakota 57783 (\$1.50). (ND)

ED 118 471 95 SO 008 828  
*Palm, Charles*

**Social Life of the Indian People. Indian Ethnic Heritage Studies Curriculum Development Project, 1974-75.**

South Dakota State Div. of Elementary and Secondary Education, Pierre.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date 75

Note—95p.; For related documents, see ED 116 995-998 and SO 008 827; Several pages may not reproduce clearly

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—\*American Indian Culture, \*American Indians, Class Activities, Creative Writing, \*Ethnic Studies, Guides, Interdisciplinary Approach, Intermediate Grades, Junior High Schools, Lesson Plans, \*Social Life, Social Studies, Social Values

Identifiers—Elementary Secondary Education Act Title IX, ESEA Title IX, \*Ethnic Heritage Studies Program

This unit on the social life of the Indian people covers aspects of their values, leadership, music, dancing, art, games, and fun. Intended for students at the intermediate and junior high grades, the interdisciplinary unit contains eight lessons which can be taught in any order or separately. Each lesson lists its objectives, activities, and an evaluation. The activities include values clarification exercises, creative writing, and arts and crafts projects. Many are planned so that students can relate to the past. Titles of the lessons are The Indian Way of Gaining Importance among the People, The Indian Way of Leadership, Expression of Life in Dancing, Expression of Life in Song, Expression of Life in Art, and Expression of Life in the Out-of-doors. Materials for some of the activities are reproducible as student handouts. The accompanying cassette tape is available from Audiovisual Center, Black Hills State College, Spearfish, South Dakota 57783 (\$1.50). (ND)

ED 118 472 SO 008 839

*Lindmark, Joyce A.*

**Identifying and Controlling the Effects of Biases in Criminal Trials by Jury.**

Pub Date Dec 75

Note—12p.; Paper prepared for annual meeting of Speech Communication Association (Houston, Texas, December 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—\*Bias, \*Court Litigation, Court Role, Courts, \*Criminal Law, \*Discriminatory Attitudes (Social), Due Process, \*Equal Protection, Justice, Laws, Lawyers, Legal Problems, Speeches

Three changes in trial procedure are proposed to minimize the effects of individual juror bias and those biases that are artificially induced by lawyers. Since certain personality types are likely to maintain whatever prejudices they bring to court, no one should be exempted from jury duty unless he is mentally retarded or physically incapacitated in a way that makes jury service impossible. This would not eliminate juror bias but would broaden the venire in order to more accurately reflect the biases of the total community. Second, since most jurors have a verdict in mind before they leave the jury box, unanimous verdicts should be eliminated. This would decrease the effect of individual biases of either the majority or minority in jury deliberations. Third, lawyer-derived biases may be eliminated by doing away with both cause and peremptory challenges. Too often lawyers use jury selection as means to seat jurors who have biases favorable to their side of the case. Also, in many cases, prospective jurors learn to give the "right" answer, glossing over their actual feelings. (Author/DE)

ED 118 473 SO 008 848

**The Use of Social Studies Concepts in Curriculum Development. Revised.**

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Services.

Pub Date 75

Note—30p.; For original version of this document, see ED 081 706

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Affective Objectives, Anthropology, Cognitive Objectives, \*Concept Formation, \*Curriculum Development, Economics, Elementary Secondary Education, Generalization, Geography, History, \*Intellectual Disciplines, Interdisciplinary Approach, Models, Political Science, Psychology, \*Social Sciences, \*Social Studies, Sociology

This publication, a revised edition of ED 081 706, contains a conceptual framework for social studies curriculum development. The social science disciplines—anthropology, economics, geography, history, political science, psychology, and sociology—are considered resources for providing the key concepts, insights, and methods of inquiry enabling students to gain a better understanding of present and past societies and cultures. The framework, which comprises the major portion of the document, provides the following information on each discipline: (1) the major cognitive concepts, (2) a list of generalizations or ideas around which the concepts can be organized, and (3) an example to illustrate the development of a single concept into performance objectives and suggested teaching strategies. A model, showing how to develop an interdisciplinary unit on Poverty in America, cites concepts, skills, performance objectives, and suggested teaching strategies for accomplishing the objectives. The document also contains a brief list of affective concepts and a list of social studies processes. Although much of the material in this document duplicates that of ED 081 706, a few new concepts for most disciplines have been added. The section on psychology has been completely rewritten, and the section on the development of an interdisciplinary unit has been heavily revised. (RM)

ED 118 474 SO 008 854

*Nelson, Jack L.*

**On the Study of Nationalistic Education.**

Pub Date 75

Note—18p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Atlanta, Georgia, November 26-29, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Citizenship, \*Democratic Values, Educational Research, Elementary Secondary Education, \*Nationalism, Political Attitudes, Political Issues, \*Political Socialization, \*Research Needs, \*Social Studies, Speeches, Values

This paper proposes that research and scholarship regarding nationalistic education be encouraged in order to increase our understanding of this form of values education. Nationalistic education, defined as those educational activities designed to develop a belief in national values, usually incorporates three dimensions: (1) development of positive feelings toward those rituals, ceremonies, symbols, and persons which express or incorporate national values; (2) development of competency in operating as a national citizen; and (3) development of negative feelings toward countries, ideologies, symbols, and persons which are considered contranational. Since all three aspects are value laden, their uncritical indoctrination for national ideals must not be left unexamined. Some of the studies conducted in this field and suggestions of several kinds of research that can contribute to this study are described. These include historical research, current documents study, text and materials analysis, censorship investigation, sociopsychological instrument development and use, interviews, and longitudinal attitude studies. (Author/DE)

ED 118 475 SO 008 862

*Meyers, B. David*

**"Regional Crisis": A Simplified Teaching Simulation.**

Pub Date Nov 74

Note—21p.; Paper presented at the annual meeting of the Southern Political Science Association (New Orleans, Louisiana, November 9-11, 1974)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Conflict Resolution, Decision Making, \*Foreign Policy, Foreign Relations, Higher Education, \*Middle Eastern Studies, \*Political Science, Secondary Education, \*Simulation, Teaching Techniques, \*World Problems

A simulation designed for an introductory college-level international politics and comparative foreign policy course is described. Regional Crisis requires student decision-maker diplomats, grouped in teams, to respond to a Middle Eastern crisis that has substantial potential for escalation. In response to an initial crisis scenario, student teams representing various Middle Eastern countries suggest policy decisions based on the expected costs, risks, and gains that may be expected from the implementation of such policies. Students representing members of the United Nations and an international newspaper encourage the student diplomats to publicly defend their country's policies with moral and legal statements and reasoning. All policy decisions take the form of treaties with other nations. A team is considered successful or effective by the degree that it achieves all or most of its goals. The game teaches the utility of the cost-risk analysis model for both the planning and evaluation of policy decisions. Teacher guidelines, student guidelines, and sample student materials are also included. (Author/DE)

ED 118 476 SO 008 866

*Daly, Richard F.*

**Differences in Social Distance Attitudes between Groups of Middle and Lower Social Class Preservice Teachers toward Minority and National Groups.**

Pub Date [75]

Note—12p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—\*Discriminatory Attitudes (Social), Educational Research, \*Educational Sociology, Minority Groups, \*Social Class, Social Differences, Social Discrimination, \*Social Influences, Social Relations, Student Attitudes, \*Teacher Attitudes, Teacher Education

Social-distance attitudes of preservice teachers from middle and lower social classes toward minority and national groups are examined. Social distance, the aloofness and unapproachability of persons of different social strata, is both a symbol of class standing and a means of maintaining the existing distinctions in rank. The Bogardus Social Distance Scale was administered to 251 Mankato State preservice teachers who responded to the degree of intimacy they would allow to members of outgroups. Social-distance attitudes of preservice teachers from upper-middle and lower-middle, upper-middle and lower, and lower-middle and lower social classes were measured. The effect of educational home background (high-school diploma or partial college) on the difference in social distance attitudes was also considered. The results indicate that teachers from the upper-middle social class tend to have a significantly greater social distance attitude toward minority and national groups than teachers from either lower-middle or lower social classes. The social-distance attitudes of the preservice teachers toward minority groups appear to be related functionally to the social status positions of the teachers' families as defined by educational attainment. (Author/DE)

ED 118 477 SO 008 873

*McLaughlin, Milbrey Wallin*

**Macro and Micro Implementation.**

Report No—P-5431

Pub Date May 75

Note—17p.

Available from—The Rand Corporation, Santa Monica, California 90406 (\$1.50)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—\*Change Agents, \*Change Strategies, \*Educational Change, Educational Development, \*Educational Innovation, Educational Needs, \*Educational Planning, Educational Sociology, Educational Strategies, Elementary Secondary Education, Local Issues

Drawing from an analysis of educational innovation attempted in 200 school districts throughout the United States, this essay describes critical aspects of the implementation process. Four micro-level premises are critical to larger macro-level change policies. First, external inputs into the implementation process must be congruent with local needs, capacities, and preferences. Second, effective implementation of significant change is characterized by the process of mutual adaptation. This may include the modification of goals, technologies, behavioral change in students and teachers, and evaluation plans. Third, effective implementation depends



on the receptivity of the institutional setting to change. Indifferent and unreceptive environments are most frequent and fail to provide necessary support for change. Fourth, local school systems vary not only in their receptivity to change but also in their capacity to innovate; therefore, they can be expected to experience different implementation problems for the same class of innovations. Suggested implications for macro-level planning and implementation are briefly described. (Author/DE)

**ED 118 478** SO 008 874

*Eshleman, J. Ross*

**University Students Experiences and Perceptions of High School Sociology.**

Pub Date 28 Aug 75

Note—15p.; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, California, August 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Curriculum Development, Educational Improvement, Educational Problems, Educational Research, \*High School Curriculum, Secondary Education, \*Social Studies, \*Sociology, Speeches

The status of sociology at the secondary level is reviewed in this paper. Currently, instruction in the social sciences plays a minor role, as most social studies programs consist more of history than any other discipline. To determine the nature of their high school training in sociology and to determine whether their current university course was a duplication of what was received in high school, introductory sociology students from three Michigan universities responded to a questionnaire. The results indicate that two-thirds of the students had no sociology or related course in high school. For those few students who had a sociology course, it was usually a one-semester elective in which the content differed greatly from their introductory college sociology course. Sociological Resources for the Social Studies, a major secondary-level sociology curriculum project sponsored by the American Sociological Association, was identified by less than one percent of the respondents. University instruction in teaching sociology at the high-school level is recommended to help solve this problem. (Author/DE)

**ED 118 479** 95 SO 008 876

**African Heritage Curriculum Materials. Teacher's Manual.**

Museum of African Art, Washington, D.C.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date 75

Note—112p.

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage**

Descriptors—\*African Culture, \*African History, \*Area Studies, Art, Bibliographies, Craftsmen, Elementary Secondary Education, Ethnic Grouping, Glossaries, Interdisciplinary Approach, Natural Resources, Philosophy, Recreation, Religion, Resource Materials, \*Social Studies, Teaching Guides, Transportation Identifiers—Elisofon (Eliot), \*Ethnic Heritage Studies Program

This guide for secondary teachers focuses on sub-Saharan (Black) African history and culture. Although the guide is intended to be used in conjunction with the audiovisual materials on African heritage produced by the Museum of African Art, it can also be used as a source of background reading for teachers and as a guide to additional teacher/student resources. The audiovisual component of the program, drawn from the Museum's Elisofon Photo Archives on Africa, is intended to serve as a supplement to existing curricula on Africa and as a basis and motivation for related activities and projects for individual student research. This Teacher's Manual provides short background readings on the 15 major subject areas treated in the materials: physical environment, natural resources, history, government, ethnic diversity, religion and philosophy, the arts, architecture, dress, education, work, economics and trade, communication, transportation, and recreation. Also included in the manual are descriptions of and scripts from the audiovisual program component, objectives and suggested classroom activities to help teachers develop units of study around the audiovisu-als, and bibliographies of books and journal articles. Although intended to be used in junior and senior

high schools, these materials can be adapted to other education levels. (RM)

**ED 118 480** SO 008 877

*Tait, John L. And Others*

**Identifying the Community Power Actors.**

Iowa Agricultural and Home Economics Experiment Station, Ames.

Pub Date Sep 75

Note—25p.; For a related document, see ED 111 560; Paper prepared for the Intensive Training for Nonmetropolitan Development meeting (East Lansing, Michigan, September 22-October 3, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Change Agents, Change Strategies, Community Change, Community Development, \*Community Influence, \*Community Involvement, \*Community Leaders, Decision Making, Organizations (Groups), Participation, \*Power Structure, Social Change, Social Characteristics, Social Status, Sociology

This paper focuses on defining and comparing four approaches for identifying the community's power actors. It outlines how professional change agents might use each of the four approaches to identify community power actors who are relevant for community development. The four approaches include the positional, the reputational, the decision-making, and the social participation. The positional approach assumes that the power to affect community decisions rests in the important positions of formal organizations in the community. The reputational approach identifies power actors behind-the-scenes who have a reputation for influencing decision making. The decision-making approach emphasizes the actual participation in decisions as the criterion for identifying community power actors. The social participation theory holds that power to affect community decisions is acquired through participation and office holding in the community's voluntary associations. Since each of the approaches contains limitations and tends to identify a different type of power actor, a combination of the four approaches is recommended for professional change agents. Specific techniques for applying each of the approaches are described. (Author/DE)

**ED 118 481** SO 008 878

**Social Studies Technical Report: Exercise Volume.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Report No—SSR-03-SS-20

Pub Date Dec 75

Note—886p.; For a related document, see SO 008 859

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$8.95)

**EDRS Price MF-\$1.67 HC-\$47.55 Plus Postage**

Descriptors—Adult Education, Attitudes, Data Analysis, Economics, \*Educational Assessment, Elementary Secondary Education, \*Evaluation, Evaluation Criteria, Evaluation Methods, Geography, History, Knowledge Level, \*National Surveys, Political Science, Skills, \*Social Sciences, \*Social Studies, Values

Identifiers—\*National Assessment of Educational Progress

This volume contains social studies assessment data and exercises from the National Assessment of Educational Progress (NAEP). NAEP is an information-gathering project that surveys the educational attainments of 9-year-olds, 13-year-olds, 17-year-olds, and adults (ages 26-35) in 10 learning areas, one of which is social studies. Different learning areas are assessed every year, and all areas are periodically reassessed in order to measure educational change. This volume contains all the social studies assessment data which have been collected, scored, and analyzed to date and copies of approximately one-half of the social studies exercises that have been used in past assessments. Not included in this document are those social studies exercise tests which the National Assessment will administer again in the future to determine whether the performance level of Americans has improved or declined. However, the objectives that were measured by these unreleased exercises and their percentage results are presented. For exercises that have been released, this volume provides an exact copy of the exer-

cise, complete documentation about administration and scoring procedures, and the percentage results for the national sample and each of the subpopulation reporting groups. Researchers who need detailed information about the exercises and state and local educators who want to use NAEP exercises in their own assessment program will find this documentation useful. (Author/RM)

**ED 118 482** SO 008 879

**Child Development and the Housing Environment. Volume 1: Statistical Design and Analysis.**

Urban Systems Research and Engineering, Inc., Cambridge, Mass.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Aug 72

Note—214p.; For related documents, see SO 008 880-881

**EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage**

Descriptors—\*Child Development, Elementary Secondary Education, \*Family Characteristics, Family Environment, Interaction Process Analysis, Measurement Instruments, Parent Child Relationship, \*Public Housing, \*Research Design, Research Tools, Social Environment, Social Science Research, \*Statistical Analysis, Statistical Studies

The first part of a three-volume study, this report presents and justifies a research design for investigation of the relationship between the housing environment and the range of child development and family measures. The recommended design is nonexperimental in nature and focuses on comparisons of residents in selected housing programs (publicly supported residential housing complexes). In chapter 1 the results of a computer simulation of the entire investigation are used to calculate optimal decision rules for the conduct of the study. Basic problems of inference that are associated with investigation of the interaction of human subjects with their environment are reviewed in the context of independent variables in chapter 2. Chapters 3 and 4 deal with nonexperimental and experimental approaches respectively, with major emphasis given to the description and documentation of the recommended nonexperimental approach. The final chapter presents recommended instruments for the measurement of the cognitive, socioemotional, and physical development in subject children, plus supplementary measures of family well-being. Three appendices provide descriptions of the instruments and documentation of the simulation study. (Author/ND)

**ED 118 483** SO 008 880

**Child Development and the Housing Environment. Volume 2: Housing Program Survey.**

Urban Systems Research and Engineering, Inc., Cambridge, Mass.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Aug 72

Note—159p.; For related documents, see SO 008 879-881; Some pages may not be clear because of type size of original

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage**

Descriptors—Facilities, \*Federal Programs, Goal Orientation, Low Rent Housing, \*Public Housing, Public Housing Residents, Research Design, \*Research Methodology, Social Science Research, Socioeconomic Background, \*Statistical Surveys, Tables (Data)

The second report of a three-part study, this volume presents the results of an extensive survey of certain federally subsidized housing programs. The survey was designed to identify individual housing projects that meet the requirements of the design described in volume 1 (SO 008 879). The requirements relate to the socioeconomic characteristics of residents of both the project and its neighborhood, the number of potential subjects satisfying the socioeconomic requirements, and regional, educational, and physical variables. The major portion of the document presents data in summary form and in the form of individual project descriptions. Procedures and methods used to select the programs and to survey the described projects are provided. In the appendices, principal findings of the survey are given as they relate to feasibility of the research design and to contribution of the Rent Supplement program to the realization of goals. (Author/ND)

**ED 118 484** SO 008 881  
**Child Development and the Housing Environment.**  
 Volume 3: Literature Review.  
 Urban Systems Research and Engineering, Inc.,  
 Cambridge, Mass.  
 Spons Agency—Office of Economic Opportunity,  
 Washington, D.C.  
 Pub Date Aug 72  
 Note—75p.; For related documents, see SO 008  
 879-880

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**  
 Descriptors—Anthropology, Disadvantaged En-  
 vironment, \*Environmental Influences, \*Litera-  
 ture Reviews, \*Low Rent Housing, Public  
 Housing, Research Reviews (Publications),  
 Slum Environment, Social Environment, Social  
 Science Research, \*Socioeconomic Influences,  
 Sociology, Urban Renewal

As the final part of a three-volume study, this review focuses on housing as an instrument of environmental change with particular emphasis on socioeconomic rather than physical dimensions. Three literature orientations relating to the effectiveness of intervention in the lives of the poor are used for review. They are (1) literature that is planning-oriented and concerned with the impact of urban renewal and redevelopment on central city communities, (2) literature that analyzes the low-income public housing programs in the United States by concentrating on the social goals, and (3) sociological and anthropological research literature concerning Oscar Lewis' "culture of poverty" concept. The impact of the housing environment is analyzed along several dimensions: child and family health, intellectual and achievement state in both child and parent, family interaction patterns, neighborhood and organizational participation, and juvenile delinquency. Each dimension is treated in a separate chapter. In addition, chapter 1 places specific aspects of environmental change in a broader cultural context of poverty, and the conclusion summarizes the findings of the chapters both individually and together. (Author/ND)

**ED 118 485** SO 008 882  
**Kauffman, Draper L., Jr.**  
**Futurism; And Future Studies. Developments in Classroom Instruction.**  
 National Education Association, Washington,  
 D.C.  
 Pub Date 76  
 Note—56p.

Available from—National Education Association,  
 1201 16th Street, NW, Washington, D.C.  
 20036 (stock no. 1803-6-00, \$2.00)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Curriculum Development, Decision Making, Economics, \*Educational Alternatives, Elementary Secondary Education, \*Futures (of Society), Planning, Politics, \*Problem Solving, \*Relevance (Education), Social Studies, Technological Advancement, World Affairs

In this report from the National Education Association's "Developments in Classroom Instruction" series, the need to mandate immediate training of our young people in alternative problem solving for the future is examined. The emergence of multiple threats to human survival, rapid rate of social change, and complexity that has overtaken our society on a global scale are causing this need. It is emphasized that traditional educational practice tends to be concerned with the problems and conditions of the past, rather than with the decisions of tomorrow. Thus, in order for positive decisions to be made, the traditional pattern of education must expand in the direction of a reformed cognitive curriculum. The reformed curriculum should include the examination of key issues such as global problems, economy, politics and government, and science and technology. This future-studies movement involves a broad spectrum of teachers from all grade levels and subject areas, and it incorporates a wide range of new curriculum materials and ideas. This means that teachers can design their own curriculum units to suit their concerns and the interests and experience of their students. (Author/ND)

**ED 118 486** SO 008 885  
**Beer, Diana Darnall**  
**Suggested Materials and Themes for a Study of Population in Secondary Social Studies.**  
 Pub Date Aug 73

Note—194p.; Master's Thesis, The University of Texas at Austin

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage**  
 Descriptors—Annotated Bibliographies, Demography, Educational Resources, Environmental Education, Instructional Materials, Learning Activities, \*Masters Theses, \*Population Education, \*Population Trends, Secondary Education, \*Social Studies, Teaching Techniques, \*World Geography

The main objective of this thesis is to suggest materials for use in secondary social studies classrooms for improvement of instruction on population and world geography. The thesis provides background information on population, a listing of sources where additional information can be found, and major generalizations, discussion questions, and related activities which can be used in the classroom. Annotated bibliographies of available materials are organized within broad subject categories, including basic teacher references, organizational sources of additional population information, suggested themes for a study of population, and solutions to the population problem. Each category begins with an author commentary and follows with the bibliographic information. Entries are alphabetized by author and include title, publisher, and date. Extensive annotations are presented, giving the reader an idea of the breadth and scope of the individual materials. (Author/JR)

**ED 118 487** SO 008 886  
**Rothman, Jack And Others**  
**Promoting Innovation and Change in Organizations and Committees: A Planning Manual.**  
 Pub Date 76  
 Note—309p.

Available from—John Wiley and Sons, Inc., 605  
 Third Avenue, New York, New York 10016  
 (\$7.95)

**Document Not Available from EDRS**

Descriptors—Books, \*Community Change, Community Development, Community Planning, Community Programs, Guidelines, Higher Education, \*Human Services, \*Innovation, \*Organizational Change, Psychology, \*Social Action, Social Change, Social Sciences, Social Services, Social Work, Sociology

To effectively promote change in organizations and communities, specific strategies or action guidelines and some tactical steps for effectively carrying out these strategies are offered for people who work in human service agencies. The book is useful to both practitioners in the field and upper-division graduate students. The action guidelines, derived from basic social science research findings, are general principles that may be used by a variety of people concerned with organizational and community change. Four principles of intervention, or action guidelines, are considered: promoting an innovative service or program, changing the goals of an organization, increasing participation in organizations and groups, and increasing effectiveness in role performance. Each chapter presents and analyzes one of the four action guidelines. The general format of the four guideline chapters is similar, containing an introduction to the practice problem, action principles derived from research on the problem, illustrations of implementation, quantitative findings from practitioner logs, practitioners' views of problems and prospects, and getting started—thoughts for initiating action and a log for listing first steps. A final chapter draws conclusions and suggests further steps. (Author/JR)

**ED 118 488** SO 008 888  
**Eaneman, Paulette S.**  
**Juvenile Justice. Second Edition.**  
 Project Benchmark, Berkeley, Calif.  
 Spons Agency—California Council on Criminal Justice, Sacramento.  
 Pub Date 74  
 Note—53p.; For related documents, see SO 008  
 889-894

Available from—Project Benchmark, 2150 Shattuck Avenue, Room 817, Berkeley, California 94704 (\$1.50, \$40.00 set of 30)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Court Litigation, Courts, Delinquency, Instructional Materials, Justice, \*Juvenile Courts, \*Law Instruction, Resource Materials, Role Playing, Secondary Education, Social Studies, \*Social Studies Units, Teaching Techniques, \*Youth Problems

Identifiers—California, \*Project Benchmark

These classroom materials are part of the Project Benchmark series designed to teach secondary students about our legal concepts and systems. This unit focuses on the California juvenile justice system. The materials describe the historical and legal development of the system, juvenile court procedures, correction facilities, and various creative alternatives to the corrections system. The second section defines such legal concepts as due process, jurisdiction, hearsay evidence, beyond a reasonable doubt, preponderance of evidence, and moral turpitude. Suggestions for two sample lessons using the materials are included. The first lesson focuses on the alternative ways to improve the juvenile justice system. The second lesson provides directions, sample materials, and simulation role description for a mock juvenile hearing. (DE)

**ED 118 489** SO 008 889  
**Evidence before the Court.**  
 Project Benchmark, Berkeley, Calif.  
 Spons Agency—California Council on Criminal Justice, Sacramento.  
 Pub Date 73  
 Note—25p.; For related documents, see SO 008  
 888-894

Available from—Project Benchmark, 2150 Shattuck Avenue, Room 817, Berkeley, California 94704 (\$1.00, single copies only)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Court Litigation, Courts, \*Due Process, Instructional Materials, \*Law Instruction, \*Laws, Resource Materials, Role Playing, Secondary Education, Social Studies, \*Social Studies Units, Teaching Techniques

Identifiers—\*Project Benchmark

These classroom materials are part of the Project Benchmark series designed to teach secondary students about our legal concepts and systems. This unit focuses on kinds of evidence and methods of proof. The materials trace the historical development of the concept of evidence in English common law and explains the various kinds of evidence. The second section provides brief definitions of such legal concepts as accusatory pleading, beyond a reasonable doubt, burden of proof, circumstantial evidence, cross-examination, direct evidence, expert witness, hearsay, judicial notice, perjury, and preponderance of evidence. Suggestions for a sample lesson using the materials are included. This lesson requires students to play the roles of accusers, defenders, and gatekeepers who must decide on the importance and validity of evidence in a sample case. (DE)

**ED 118 490** SO 008 890  
**Eaneman, Paulette S. And Others**  
**Juvenile Rights. Second Edition.**  
 Project Benchmark, Berkeley, Calif.  
 Spons Agency—California Council on Criminal Justice, Sacramento.  
 Pub Date 74  
 Note—42p.; For related documents, see SO 008  
 888-894

Available from—Project Benchmark, 2150 Shattuck Avenue, Room 817, Berkeley, California 94704 (\$1.50, \$40.00 set of 30)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Civil Rights, Class Activities, Criminal Law, Equal Protection, Instructional Materials, \*Juvenile Courts, \*Law Instruction, \*Laws, Resource Materials, Role Playing, Secondary Education, Social Studies, \*Social Studies Units, \*Student Rights, Teaching Techniques

Identifiers—\*Project Benchmark

These classroom materials are part of the Project Benchmark series designed to teach secondary students about our legal concepts and systems. This unit focuses on juvenile rights and responsibilities under the law. The materials outline juvenile rights and responsibilities in the areas of parental control, education, free expression, search and seizure, marriage, work, legal contracts, torts and liability, automobile law, criminal law, and drug and alcohol law. The second section briefly outlines the jurisdiction and procedures of juvenile court. Suggestions are included for a sample lesson requiring students to play roles of a juvenile bill-of-rights convention in which eight freedoms are determined. (DE)

**ED 118 491** SO 008 891

*Eaneman, Paulette S.*

**Small Claims Court.**

Project Benchmark, Berkeley, Calif.

Spons Agency—California Council on Criminal Justice, Sacramento.

Pub Date 74

Note—34p.; For related documents, see SO 008 888-894

Available from—Project Benchmark, 2150 Shattuck Avenue, Room 817, Berkeley, California 94704 (\$1.50, \$40.00 set of 30)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Court Litigation, \*Court Role, \*Courts, Instructional Materials, \*Law Instruction, Laws, Resource Materials, Role Playing, Secondary Education, Social Studies, \*Social Studies Units, Teaching Techniques  
**Identifiers**—\*Project Benchmark

These classroom materials are part of the Project Benchmark series designed to teach secondary students about our legal concepts and systems. This unit focuses on the procedures and cases of the small claims court. The materials outline the kinds of cases, procedures of the plaintiff and defendant, trial procedures, rights of appeal, writ of execution, and alternatives to the present small claim court system. Suggestions for a sample lesson using the materials are also included. This lesson requires students to hold a mock small claims court session in the classroom with students playing the roles of the judge, court clerk, plaintiffs, defendants, and witnesses. (DE)

**ED 118 492** SO 008 892

*Eaneman, Paulette S. And Others*

**Fair Procedures.**

Project Benchmark, Berkeley, Calif.

Spons Agency—California Council on Criminal Justice, Sacramento.

Pub Date 73

Note—44p.; For related documents, see SO 008 888-894

Available from—Project Benchmark, 2150 Shattuck Avenue, Room 817, Berkeley, California 94704 (\$1.00, single copies only)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Civil Rights, \*Court Litigation, Courts, \*Due Process, \*Equal Protection, Instructional Materials, \*Law Instruction, Laws, Resource Materials, Role Playing, Secondary Education, Social Studies, \*Social Studies Units, Teaching Techniques  
**Identifiers**—\*Project Benchmark

These materials are part of the Project Benchmark series designed to teach secondary students about our legal concepts and systems. This unit focuses on individual rights and fair procedures under the law. The materials outline the Bill of Rights, due process guarantees, the right to a fair hearing, fair and unfair trials, search and seizure laws, exceptions to the lawful arrest procedure, the necessity for a search warrant, and equal protection guarantees. A case fact sheet, role sheets, case procedures, complaint information, and jury instruction sheet for a mock trial which illustrates these legal concepts are provided. (DE)

**ED 118 493** SO 008 893

*Eaneman, Paulette S. Zupanec, Nancy*

**Appellate Courts.**

Project Benchmark, Berkeley, Calif.

Spons Agency—California Council on Criminal Justice, Sacramento.

Pub Date 75

Note—49p.; For related documents, see SO 008 888-894

Available from—Project Benchmark, 2150 Shattuck Avenue, Room 817, Berkeley, California 94704 (\$1.50, \$40.00 set of 30)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Court Litigation, \*Court Role, Courts, Instructional Materials, \*Law Instruction, Laws, Resource Materials, Role Playing, Secondary Education, Social Studies, \*Social Studies Units, \*Supreme Courts, Teaching Techniques  
**Identifiers**—California, \*Project Benchmark

These materials are part of the Project Benchmark series designed to teach secondary students about our legal concepts and systems. This unit focuses on the structure and procedures of the California Supreme Court and the Courts

of Appeal. The materials outline the historical development of the appellate courts, jurisdiction, and the appeal process. Such concepts as certiorari, mandamus, habeas corpus, and restraint are explained. The appellate process section defines who and what may be appealed and the basis by which a decision is made. A glossary provides brief definitions of many legal terms and concepts. Suggestions for a sample lesson using these materials are also included. This lesson requires students to hold a moot court or mock appellate hearing in the classroom. Instructions for playing roles of attorneys and justices are provided. (DE)

**ED 118 494** SO 008 894

*Eaneman, Paulette S. And Others*

**Civil Courts.**

Project Benchmark, Berkeley, Calif.

Spons Agency—California Council on Criminal Justice, Sacramento.

Pub Date 75

Note—49p.; For related documents, see SO 008 888-893

Available from—Project Benchmark, 2150 Shattuck Avenue, Room 817, Berkeley, California 94704 (\$1.50, \$40.00 set of 30)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Court Litigation, \*Court Role, \*Courts, Instructional Materials, \*Law Instruction, Laws, Resource Materials, Role Playing, Secondary Education, Social Studies, \*Social Studies Units, Teaching Techniques  
**Identifiers**—\*Project Benchmark

These materials are part of the Project Benchmark series designed to teach secondary students about our legal concepts and systems. This unit focuses on the structure and procedures of the civil court systems. The materials outline common law heritage, kinds of cases, jurisdiction, civil pretrial procedure, trial procedure, and a sample automobile accident case. Suggestions for a sample lesson using these materials are also included. This lesson requires students to conduct a mock trial of a civil court case. A case fact sheet, role playing instructions, case procedures sheet, and jury instructions sheet for the mock trial are also included. (DE)

**ED 118 495** SO 008 896

*Kurfman, Dana*

**Teacher-made Test Items in American History: Emphasis Junior High School. Bulletin Number 40.**

National Council for the Social Studies, Washington, D.C.

Pub Date May 68

Note—109p.; For a related document, see SO 008 897

Available from—National Council for the Social Studies, 1200 17th Street, N.W., Suite 405, Washington, D.C. 20036 (\$2.00)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Civil War (United States), History Instruction, \*Multiple Choice Tests, Reconstruction Era, Revolutionary War (United States), Secondary Education, \*Student Evaluation, Student Testing, Teacher Developed Materials, Test Construction, \*Tests, \*United States History

Designed originally for use in junior-high-school classes, this bulletin provides an extensive file of 420 multiple-choice test questions in American history. The test items are intended to measure substantive understandings as well as such abilities as interpretation, analysis, synthesis, evaluation, and application. The initial questions were solicited from approximately 60 classroom teachers and are divided into four levels of difficulty. Arranged chronologically, the questions cover the following subject areas: European background and exploration; colonization and colonial life; the French and Indian War and the American Revolution; the Articles of Confederation and the Constitution; Federalist and Republican administrations to 1812, the Monroe Doctrine, and the Jackson Era; westward movement and sectionalism; the Civil War and Reconstruction; foreign affairs since 1865; and domestic affairs since 1865. (DE)

**ED 118 496** SO 008 897

*Anderson, Howard R. Lindquist, E. F.*

**Selected Test Items in American History. Bulletin Number 6, Fifth Edition.**

National Council for the Social Studies, Washington, D.C.

Pub Date May 64

Note—131p.; For a related document, see SO 008 896

Available from—National Council for the Social Studies, 1200 17th Street, N.W., Suite 404, Washington, D.C. 20036 (\$1.50)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Civil War (United States), \*History Instruction, \*Multiple Choice Tests, Reconstruction Era, Revolutionary War (United States), Secondary Education, \*Student Evaluation, Student Testing, Test Construction, \*Tests, \*United States History

Designed for high school students, this bulletin provides an extensive file of 1,062 multiple-choice questions in American history. Taken largely from the Iowa Every-Pupil Program and the Cooperative Test Service standardized examinations, the questions are chronologically divided into 16 topic areas. They include exploration and discovery; colonial settlement and life; the Revolution and Constitution; the early national period; westward movement; social economic, and cultural development (1824-1860); sectionalism; Civil War and Reconstruction; passing of the frontier; the political scene (1876-1900); rise of Big Business; the Progressive Era; World War I and postwar adjustments; the Great Depression; World War II and after; and chronology. Also included are sections on how to phrase test questions, how to assemble a test unit, and the various advantages of a multiple-choice test. (DE)

**ED 118 497** SO 008 898

*Bailey, William F.*

**Life World 2000: A Guide for Teachers.**

Agency for Instructional Television, Bloomington, Ind.; KETC-TV, St. Louis, Mo.

Spons Agency—Sunnen Foundation, St. Louis, Mo.

Pub Date 74

Note—73p.

Available from—Agency for Instructional Television, Box A, Bloomington, Indiana 47401 (prepayment required, \$2.00, 10-499 copies \$1.55, 500 or more copies \$1.40)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Decision Making, Demography, Educational Television, Environmental Education, Futures (of Society), Global Approach, Learning Activities, \*Population Distribution, \*Population Education, Population Trends, Secondary Education, Social Studies, Teaching Guides, Teaching Techniques, \*Television Curriculum, Values, World Problems

This teaching guide on population education is designed to accompany a television series by the same title. The series of twelve 15-minute color programs provides the basis for a high school course in population education. Produced under a foundation grant, the series is available from National Instructional Television, a division of the Agency for Instructional Television. The series considers a wide range of population-related issues in the United States, helping students to understand how their actions have an impact on population and how population has an impact on them as individuals. Students develop effective criteria for decision making, examine their own values about population matters, and become aware of the consequences of their actions on themselves, their family, their society, and the world. Each unit in the instructor's guide corresponds to a specific program and includes the purpose, program content, suggested activities, teacher facts and figures, and student materials to be duplicated. Charts, graphs, and a bibliography conclude the document. (Author/JR)

**ED 118 498** SO 008 899

*Taylor, Harold*

**A University for the World: The United Nations Plan. Fastback 51.**

Phi Delta Kappa, Bloomington, Ind.

Pub Date 75

Note—51p.

Available from—Phi Delta Kappa, Inc., 8th and Union, Box 789, Bloomington, Indiana 47401 (\$0.50)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

**Descriptors**—Books, Developed Nations, Developing Nations, Futures (of Society),

\*Global Approach, Higher Education, Human Services, \*International Education, International Programs, Secondary Education, Social Change, Social Factors, Social Influences, Social Problems, Student Volunteers, \*World Affairs, \*World Problems, \*Youth  
 Identifiers—\*United Nations University

This booklet discusses how the United Nations University, established in 1973, can bring youth together on a world scale and create an international system through which youth can join in the work of building a world community. The first chapter, *A University for the World: The United Nations Plan*, describes student protests in Thailand in 1973. Other chapter titles include: Youth as a Social Force, World Unity and the International Student Movement, The Organization of Internationalism, The World Youth Assembly, The United Nations University, A University without Students, Some Possibilities for Action, The Contribution of the World Community, Youth Volunteers in the Human Services, and The Creation of a Planetary Ethnic. (Author/RM)

ED 118 499

SO 008 901

Wright, David Paul

**Interactions between Instructional Methods and Individual Aptitudes in the Teaching of Critical Thinking in Social Studies.**

Pub Date 1 Sep 75

Note—138p.; PhD Dissertation, University of California at Berkeley

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (microfilm \$10.00, xerography \$20.00)

**Document Not Available from EDRS**

Descriptors—Academic Aptitude, Aptitude Tests, \*Critical Thinking, \*Deductive Methods, Doctoral Theses, Educational Research, Elementary Education, \*Individual Differences, \*Inductive Methods, Learning Processes, Social Studies, Student Ability, Student Attitudes, \*Teaching Methods

This doctoral thesis examines whether inductive and deductive teaching methods are appropriate for different learners. Statistical interactions between the two instructional methods and various aptitude variables were examined among 275 sixth-grade pupils. Subjects were randomly assigned to rule-example (deductive) treatments or example-rule (inductive) treatments, which consisted of eight 40-minute periods of programmed instruction in selected skills and concepts of critical thinking. Student aptitudes were tested with five aptitude tests including Raven's Progressive Matrices test. The results indicate that the deductive and inductive teaching methods were appropriate for different learners, and that Progressive Matrices scores indicate which students should receive each kind of instruction. While both teaching strategies produced similar achievement scores, the deductive method produced better student attitudes. In this manner, the study provides empirical grounds for teaching different learners differently in order to maximize their attitudes and attainment and to personalize and humanize their instruction. The thesis presents the social and historical background of aptitude-treatment interaction research; explains the rationale, experimental design; and statistical analysis of the study reports and interprets the empirical results; and recommends several approaches to subsequent research. (Author/DF)

ED 118 500

SO 008 904

Bridges, Juanita

**Me and Myself: Pattern of Healthful Living, Level K. A Values Curriculum, Second Revision.**

Harris County Dept. of Education, Houston, Tex. Spons Agency—Texas Commission on Alcoholism, Austin.

Pub Date Aug 74

Note—126p.; For related documents, see SO 008 905-912; Pages 31-32, 39-40, and 55-60 of the original document are copyrighted and therefore not available. They are not included in the pagination

Available from—Harris County Department of Education, 6208 Irvington Boulevard, Houston, Texas 77022 (\$3.00)

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage**

Descriptors—Affective Objectives, Class Activities, Elementary Education, \*Humanistic Education, Kindergarten, Mental Health, \*Moral Development, Puppetry, Questioning

Techniques, Resource Materials, Responsibility, Role Playing, \*Self Concept, Teaching Methods, \*Units of Study (Subject Fields), \*Values

Identifiers—\*Pattern of Healthful Living Project

This curriculum guide for kindergarten teachers contains values-based classroom lessons which are intended to assist students in the development of a positive self-concept, rational thinking processes, and a personal and societal value system. Teaching techniques include role playing, story telling, classroom discussion, puppet shows, skits, and use of audiovisuals. Lessons are provided on two major topics: Self-Awareness of the Physical Body and Self-Awareness of Feelings. Lesson outlines contain purpose, concepts, affective objectives, class activities, specific teaching procedures, guiding questions, evaluation techniques, and lists of materials needed. For many lessons classroom stories are included. Bibliographies of additional teacher resource materials and values-related children's books are provided. Appendices include procedures for group discussion and role playing, patterns for puppets, and a curriculum-materials resource list. The curriculum developers recommend that teachers receive training in affective teaching skills and attitudes before using the guide and that the materials not be used daily, but rather spaced to cover a semester at a time. (Author/RM)

ED 118 501

SO 008 905

Evans, Margaret

**Me and My Feelings: Pattern of Healthful Living, Level 1. A Values Curriculum, Second Revision.**

Harris County Dept. of Education, Houston, Tex. Spons Agency—Texas Commission on Alcoholism, Austin.

Pub Date Aug 74

Note—103p.; For related documents, see SO 008 904-912

Available from—Harris County Department of Education, 6208 Irvington Boulevard, Houston, Texas 77022 (\$3.00)

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage**

Descriptors—Affective Objectives, Class Activities, Elementary Education, Ethical Instruction, Grade 1, \*Humanistic Education, Mental Health, \*Moral Development, Puppetry, Questioning Techniques, Resource Materials, Role Playing, \*Self Actualization, \*Self Concept, Teaching Methods, Units of Study (Subject Fields), \*Values

Identifiers—\*Pattern of Healthful Living Project

This curriculum guide for first-grade teachers contains values-based classroom lessons which are designed to assist students in the development of a positive self-concept, rational thinking processes, and a personal and societal value system. Teaching techniques include puppet shows, story telling, class discussion, use of filmstrips, and role playing. Lessons provided include the following: Who Am I, Looks and Feelings, Asking Permission, Misunderstanding, Borrowing, Truthfulness, Responsibility, Honesty, Cleanliness, and Respect for Power. Each unit outline provides purpose, concepts, affective objectives, class activities, teaching procedures, guiding questions, evaluation techniques, and lists of materials needed. In many cases the classroom stories are included. The appendices contain procedures for role playing and group discussion, basic puppet instructions and patterns, and a resource list of curricula. The curriculum developers recommend that teachers receive training in affective teaching skills and attitudes before using the guide and that the materials not be used daily, but rather spaced to cover a semester at a time. (Author/RM)

ED 118 502

SO 008 906

Evans, Margaret

**Me and My World: Pattern of Healthful Living, Level 2. A Values Curriculum, Second Revision.**

Harris County Dept. of Education, Houston, Tex. Spons Agency—Texas Commission on Alcoholism, Austin.

Pub Date Aug 74

Note—83p.; For related documents, see SO 008 904-912

Available from—Harris County Department of Education, 6208 Irvington Boulevard, Houston, Texas 77022 (\$3.00)

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**

Descriptors—Affective Objectives, Class Activities, Elementary Education, Ethical Instruction,

Grade 2, Group Discussion, \*Humanistic Education, Mental Health, \*Moral Development, Questioning Techniques, Resource Materials, Role Playing, \*Self Actualization, Self Concept, Teaching Methods, \*Units of Study (Subject Fields), \*Values

Identifiers—\*Pattern of Healthful Living Project

This curriculum guide for second-grade teachers contains values-based classroom lessons which are intended to assist students in the development of a positive self-concept and a personal and societal value system. Teaching techniques include story readings, classroom discussion, use of study prints and filmstrips, making posters, and role playing. The units treat the following topics: My Name, Being Myself, People are Different, My Emotions, Teasing, Property Ownership, Fear, Being Fair, Cheating, My Strengths and Weaknesses, Disagreements, Generosity, Respect for Property, Anger, Truthfulness, and Respect for Authority. Each unit outline contains purpose, affective objectives, concepts, classroom activities, guiding questions, teaching procedures, evaluation techniques, and lists of materials needed. Appendices include transparencies needed for the units and a resource list of curricula. The curriculum developers recommend that teachers receive training in affective teaching skills and attitudes before using the guide and that the materials not be used daily, but rather spaced to cover a semester at a time. (Author/RM)

ED 118 503

SO 008 907

Macaluso, Lila

**Learning to Live with Others: Pattern of Healthful Living, Level 3. A Values Curriculum, Second Revision.**

Harris County Dept. of Education, Houston, Tex. Spons Agency—Texas Commission on Alcoholism, Austin.

Pub Date Aug 74

Note—106p.; For related documents, see SO 008 904-912

Available from—Harris County Department of Education, 6208 Irvington Boulevard, Houston, Texas 77022 (\$3.00)

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage**

Descriptors—Affective Objectives, Class Activities, Elementary Education, Grade 3, Group Discussion, Group Dynamics, \*Humanistic Education, Moral Development, \*Peer Acceptance, \*Peer Groups, Problem Solving, Questioning Techniques, Resource Materials, Self Actualization, Teaching Methods, \*Units of Study (Subject Fields), \*Values

Identifiers—\*Pattern of Healthful Living Project

This curriculum guide for third-grade teachers contains values-based classroom lessons which are intended to assist students in the development of a positive self-concept and inter- and intrapersonal skills necessary for individual and group effectiveness. Teaching techniques include group dynamics, classroom discussion, use of filmstrips and study prints, pantomimes, role playing, and the solving of dilemmas. Topics treated in the lessons include the following: Getting to Know You, Guess Who's in a Group, What Groups Do I Belong to at School, How Does It Feel to Be Left out, We Are All Alike and Different, Cheating, and Your Folks Won't Mind. Each lesson outline contains purpose, concepts, affective objectives, classroom activities, teaching procedures, guiding questions, evaluation techniques, and lists of materials needed. Appendices include procedures for group discussion and role playing, a bibliography of values reference materials, and a resource list of curricula. The curriculum developers recommend that teachers receive training in affective teaching skills and attitudes before using the guide and that the materials not be used daily, but rather spaced to cover a semester at a time. (Author/RM)

ED 118 504

SO 008 908

Taylor, Wendelin

**Touching Lives: Pattern of Healthful Living, Level 4. A Values Curriculum, Second Revision.**

Harris County Dept. of Education, Houston, Tex. Spons Agency—Texas Commission on Alcoholism, Austin.

Pub Date Aug 74

Note—188p.; For related documents, see SO 008 904-912

Available from—Harris County Department of Education, 6208 Irvington Boulevard, Houston, Texas 77022 (\$3.00)

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage**

**Descriptors**—Affective Objectives, Class Activities, Decision Making, Elementary Education, Family Role, Grade 4, \*Humanistic Education, \*Moral Development, Peer Relationship, Questioning Techniques, Resource Materials, Role Playing, \*Self Actualization, Self Concept, Teaching Methods, \*Units of Study (Subject Fields), \*Values

**Identifiers**—\*Pattern of Healthful Living Project  
This curriculum guide for fourth-grade teachers contains values-based classroom lessons which are intended to assist students in the development of (1) a positive self-concept, (2) rational thinking processes, (3) inter- and intrapersonal skills necessary for individual and group effectiveness, and (4) a personal and societal value system. Teaching techniques include readings, classroom discussion, use of filmstrips, games, and interviews. Topics and concepts treated in the lessons include responsibility, honesty, decision making, family responsibility, friendship, using money wisely, using time wisely, physical and moral courage, and power. Each lesson outline contains purpose, concepts, affective objectives, classroom activities, teaching procedures, guiding questions, evaluation techniques, and lists of materials needed. For many lessons the classroom readings are included. Appendices include procedures for group discussion and role playing and a resource list of curricula. The curriculum developers recommend that teachers receive training in affective teaching skills and attitudes before using the guide and that the materials not be used daily, but rather spaced to cover a semester at a time. (Author/RM)

ED 118 505

SO 008 909

Sheridan, Jack

**A Process for Group Action: Pattern of Healthful Living, Level 5. A Values Curriculum, Second Revision.**

Harris County Dept. of Education, Houston, Tex. Spons Agency—Texas Commission on Alcoholism, Austin.

Pub Date Aug 74

Note—109p.; For related documents, see SO 008 904-912

Available from—Harris County Department of Education, 6208 Irvington Boulevard, Houston, Texas 77022 (\$3.00)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

**Descriptors**—Affective Objectives, Class Activities, Elementary Education, Grade 5, Group Behavior, \*Group Dynamics, Group Guidance, \*Humanistic Education, Mental Health, \*Moral Development, Policy Formation, Questioning Techniques, Resource Materials, Role Playing, \*Self Actualization, Teaching Methods, Units of Study (Subject Fields), \*Values

**Identifiers**—\*Pattern of Healthful Living Project

This curriculum guide for fifth-grade teachers contains values-based classroom lessons on the topic of group action. The lessons are intended to assist students in the development of a positive self-concept and inter- and intrapersonal skills necessary for individual and group effectiveness. Teaching techniques include use of transparencies and filmstrips and classroom discussion with an emphasis on group processes and interaction. Units presented include the following: A Discussion without the Teacher Nearby, The Development of Policy Statement, and Redevelopment and Continued Independence. Each unit outline contains purpose, concepts, affective objectives, classroom activities, teaching procedures, guiding questions, evaluation techniques, and lists of materials needed. For some lessons all necessary classroom materials are included. Appendices include procedures for group discussion and role playing and a resource list of curricula. The curriculum developers recommend that teachers receive training in affective teaching skills and attitudes before using the guide and that the materials not be used daily, but rather spaced to cover a semester at a time. (Author/RM)

ED 118 506

SO 008 910

Lamb, Carolyn

**Getting It All Together: Pattern of Healthful Living, Level 6. A Values Curriculum, Second Revision.**

Harris County Dept. of Education, Houston, Tex. Spons Agency—Texas Commission on Alcoholism, Austin.

Pub Date Jun 75

Note—133p.; For related documents, see SO 008 904-912

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

**Descriptors**—Affective Objectives, Class Activities, Decision Making, Elementary Education, Ethics, Family Role, Grade 6, \*Humanistic Education, Integrity, Mental Health, \*Moral Development, Questioning Techniques, Resource Materials, \*Self Actualization, Self Concept, Teaching Methods, \*Units of Study (Subject Fields), \*Values

**Identifiers**—\*Pattern of Healthful Living Project

This curriculum guide for sixth-grade teachers contains values-based classroom lessons which are intended to assist students in the development of (1) a positive self-concept, (2) rational thinking processes, (3) inter- and intrapersonal skills necessary for individual and group effectiveness, and (4) a personal and societal value system. Teaching techniques include classroom discussion, creation and analyses of collages, problem solving, use of filmstrips, role playing, and worksheets. Themes treated in the lessons include: personal values, roles, dependability, decision making, responsibility, honesty, loyalty, prejudice, friendship, resentment, relocation, conflict, and well-being. Each lesson outline contains purpose, concepts, affective objectives, classroom activities, specific teaching procedures, guiding questions, evaluation techniques, and lists of materials needed. For some lessons all necessary classroom materials are included. A bibliography of curricula for use in the lessons is provided. The curriculum developers recommend that teachers receive training in affective teaching skills and attitudes before using the guide and that the materials not be used daily, but rather spaced to cover a semester at a time. (Author/RM)

ED 118 507

SO 008 911

Reese, Mary Jane

**Reaching out: Pattern of Healthful Living, Level 7. A Values Curriculum, Second Revision.**

Harris County Dept. of Education, Houston, Tex. Spons Agency—Texas Commission on Alcoholism, Austin.

Pub Date Jun 75

Note—135p.; For related documents, see SO 008 904-912; Some pages in the appendix may reproduce poorly

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

**Descriptors**—Affective Objectives, Class Activities, Decision Making, Drug Education, Grade 7, \*Humanistic Education, Mental Health, \*Moral Development, Personal Growth, Questioning Techniques, Resource Materials, Secondary Education, \*Self Actualization, Self Concept, Teaching Methods, \*Units of Study (Subject Fields), \*Values

**Identifiers**—\*Pattern of Healthful Living Project

This curriculum guide for seventh-grade teachers contains values-based classroom lessons which are intended to assist students in the development of (1) a positive self-concept, (2) rational thinking processes, (3) inter- and intrapersonal skills necessary for individual and group effectiveness, and (4) a personal and societal value system. Teaching techniques include classroom readings, group discussions, use of filmstrips, problem solving, and decision making. Lessons provided include the following: Self Inventory, Advertising and You, Frame of Reference, Influences, Understanding, Responsibility, Alcohol Decisions, Rules, Going Along, Decisions, Wanting a Bicycle, Opinions, Not What It Seems, Handling Emotions, Conflicts, and Your Interpretation. Each lesson outline contains purpose, concepts, affective objectives, classroom activities, specific teaching procedures, guiding questions, evaluation techniques, and lists of materials needed. The curriculum developers recommend that teachers receive training in affective teaching skills and attitudes before using the guide and that the materials not be used daily, but rather spaced to cover a semester at a time. (Author/RM)

ED 118 508

SO 008 912

Fortney, Nancy D.

**Level 8. A Values Curriculum, Second Revision.**

Harris County Dept. of Education, Houston, Tex. Spons Agency—Texas Commission on Alcoholism, Austin.

Pub Date Jun 75

Note—145p.; For related documents, see SO 008 904-911

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

**Descriptors**—Affective Objectives, Alcohol Education, Class Activities, Community Influence,

Decision Making, Family Influence, Grade 8, \*Humanistic Education, Mental Health, \*Moral Development, Questioning Techniques, Resource Materials, School Role, Secondary Education, \*Self Concept, \*Units of Study (Subject Fields), \*Values

**Identifiers**—\*Pattern of Healthful Living Project

This curriculum guide for eighth-grade teachers contains values-based classroom lessons which are intended to assist students in the development of (1) a positive self-concept, (2) rational thinking processes, (3) inter- and intrapersonal skills necessary for individual and group effectiveness, and (4) a personal and societal value system. Teaching techniques include role playing, use of transparencies and filmstrips, sentence completion, solving dilemmas, and classroom discussion. Lessons provided include the following: Values: What They Are and Are Not; Values and Choices; Action and Values; Value Influences; Community Values; Teenaging Today; Exploring School as a Value Influence; Family Influence; and Decision Making. Each lesson outline contains purpose, concepts, affective objectives, classroom activities, specific teaching procedures, guiding questions, evaluation techniques, and lists of materials needed. Appendices contain Interaction Briefs for Role Playing and A Guide to Alcoholics Anonymous. The curriculum developers recommend that teachers receive training in affective teaching skills and attitudes before using the guide and that the materials not be used daily, but rather spaced to cover a semester at a time. (Author/RM)

ED 118 509

SO 008 914

Dye, Joan G. Allen Rodney F.

**Religion in Elementary Social Studies: Level Three. Teacher's Guide [And Student Materials And] Evaluation Report.**

Florida State Univ., Tallahassee. Religion - Social Studies Curriculum Project.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.; W. Clement and Jessie V. Stone Foundation, Chicago, Ill.

Pub Date 75

Note—163p.; For related documents, see SO 008 852 and SO 008 698 and 699

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

**Descriptors**—Centers of Interest, Curriculum Development, Curriculum Evaluation, Elementary Education, Ethnic Groups, \*Ethnic Studies, Grade 3, Instructional Materials, Learning Activities, \*Religion, \*Religious Cultural Groups, \*Religious Education, Resource Materials, \*Social Studies, Social Studies Units, Teaching Guides, Teaching Methods

**Identifiers**—\*Religion in Elementary Social Studies Project, RESS

These third-grade materials, from the Religion in Elementary Social Studies (RESS) project, explore the relationship of religion to ethnic traditions in our multiethnic and multireligious society. Included here are the teacher's guide, the printed student materials, and an evaluation report from RESS level 3. The materials stress active learning. Interest centers are used to introduce seven modules on ethnicity. Students are involved in a discovery approach to learning through the use of printed, visual, and auditory materials. The modules on ethnicity presented in the teacher's guide include the following: (1) A Metropolitan Area: The San Francisco-Oakland Bay Area; (2) Ethnicity in a Metropolitan Area; (3) A Spanish-Speaking American Tradition in an Inner-City Neighborhood; (4) A Chinese-American Tradition in an Inner-City Ethnic Neighborhood; (5) A Black-American Tradition in an Inner-City Ethnic Neighborhood; (6) A White, Protestant-American Tradition in a Suburban Neighborhood; and (7) A Jewish-American Tradition in a Suburban Neighborhood. For each module the guide provides the major concepts and organizing ideas, skills and behavioral objectives, lists of the classroom and student materials needed, specific teaching methods, evaluation techniques, and lists of additional print and non-print resources. (Author/RM)

ED 118 510

95

SO 008 915

Ehman, Lee H. Gillespie, Judith A.

**The School as a Political System. Final Report.**

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BN-3-3067

Pub Date-15 Sep 75

Grant—NE-G-00-3-0163



Note—131p.; For a related document, see ED 093 785

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage**

**Descriptors**—Educational Research, Political Science, \*Political Socialization, Politics, \*Power Structure, School Environment, \*School Organization, Socialization, Social Structure, \*Student Attitudes, Student Role, \*Student School Relationship, Systems Concepts

The relationship between student attitudes and the school as a political system is analyzed in this research report. Four types of school systems are hypothesized: elite, bureaucratic, coalitional, and participant. After testing this conceptualization, student attitudes of trust, integration, confidence, and interest toward both school and society are explored. Questionnaire results from 2,546 students in 13 Midwest secondary schools provide the research data. The results indicate that most schools tended to be bureaucratic, although there was variation within this pattern. The student attitudes formed a consistent and predictable structure with general societal attitudes closely related to attitudes toward school. Depending on the particular systemic characteristic, coalitional and participant school systems were most closely related to positive student attitudes, while elite school system patterns were most closely related to negative student attitudes. Student attitudes toward the bureaucratic school pattern fell between these two positions. Student government groups were seen by students as more important in the school decision-making process than originally hypothesized. (Author/DE)

**ED 118 511** **SO 008 916**

*Nader, Ralph*

**Neglect of Consumer Education Is Shortcoming Both Students and the Nation. Quick Reference: Consumer Education.**

Report No.—0939-8-00

Pub Date 75

Note—14p.

Available from—National Education Association, 1201 Sixteenth Street, NW, Washington, D.C. 20036 (stock no. 0939-8-00, \$50)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Consumer Economics, \*Consumer Education, Consumer Protection, \*Curriculum Development, \*Economic Education, Educational Objectives, Elementary Secondary Education, Interdisciplinary Approach, \*Relevance (Education), Social Sciences, Student Responsibility, Teacher Education

In this monograph, Ralph Nader briefly explores the importance of including consumer education in the general curriculum, discusses problems for incorporating consumer education into the curriculum, and outlines educational objectives for a consumer education course. Although most schools have treated consumer education as a frill rather than as a true academic discipline, it is very relevant to students' lives. Consumer education embodies a large variety of distinctly different skills and critical thinking that are essential to effective functioning in our society. However, a variety of problems exist for incorporating consumer education into the curricula. Teachers lack good motivational materials and a sufficient background in consumer education. In preparing a course dealing with consumerism, a variety of educational objectives should be considered. For example, students need to distinguish between needs and wants, learn how to manage their own finances, become aware of alternatives, and know how to get information before they purchase goods and services. In addition, consumer education should afford students opportunities to encounter the consumer situations of their daily lives in an innovative way. (Author/JR)

**ED 118 512** **SO 008 919**

*Jelinek, James John, Ed.*

**The Teaching of Values: The Third Yearbook of the Arizona Association for Supervision and Curriculum Development.**

Arizona Association for Supervision and Curriculum Development.

Pub Date 75

Note—34p.; For a related document, see SO 008 920

Available from—Dr. James John Jelinek, Editor of Yearbooks, Arizona Association for Supervision and Curriculum Development, College of Education, Arizona State University, Tempe, Arizona 85281 (\$15.00 paper)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Curriculum Development, Educational Needs, Educational Philosophy, Elementary Secondary Education, Higher Education, Learning Activities, \*Moral Development, Moral Values, \*Social Sciences, Teacher Education, Teaching Techniques, \*Values, Yearbooks

Twenty-seven articles by different authors on the teaching of values comprise this yearbook. Theories, teaching strategies, and learning activities are suggested throughout the articles, intended for professionals and college students in all social science disciplines in which values can play an integral part in the curriculum. Sample chapter titles include the Nature of Human Values, The Teaching of Values, Enhancing Values with a Biologic Model of Human Behavior, The Impact of Teachers on Student Value Development, Value-Talk in Teacher Education, Basic Values Inherent in School Programs, Teaching Values in Higher Education, and An Educational Climate for the Process of Valuing. (JR)

**ED 118 513** **SO 008 920**

*Jelinek, James John*

**Principles and Values in School and Society: The Fourth Yearbook of the Arizona Association for Supervision and Curriculum Development.**

Arizona Association for Supervision and Curriculum Development.

Pub Date 76

Note—192p.; For a related document, see SO 008 919

Available from—Dr. James John Jelinek, Editor of Yearbooks, Arizona Association for Supervision and Curriculum Development, College of Education, Arizona State University, Tempe, Arizona 85281 (\$15.00 paper)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Curriculum Development, Educational Needs, Educational Philosophy, Elementary Secondary Education, Foundations of Education, Higher Education, Humanistic Education, \*Moral Development, Moral Values, Problem Solving, \*Social Sciences, \*Values, Yearbooks

This yearbook records some basic ideas on values education which the author previously presented to lay and professional audiences. The first part of the document focuses on the formulation of problems and principles. A principle is defined as a solution to a problem. Seventy principles are identified and listed. For example, one principle is an attitude—if conflict among forms of behavior rages within the individual, then attitudes emerge. The second part examines values and the nature of human values, and lists 797 values in school and society. The last part of the document places the 70 principles and 797 values into the contexts of materials on the formation of problems and solutions, the identifying and learning of human values, learning, objectives, creativity, criteria for the evaluation of schools, criteria of philosophy and objectives of schools and the school and community for use in the accreditation of schools, outcomes of training as contrasted with teaching, and processes of humanization/dehumanization in the schools. (Author/JR)

**ED 118 514** **SO 008 921**

*Konopka, Gisela*

**Adolescent Girls: A Two-Year Study.**

Minnesota Univ., Minneapolis. Center for Youth Development and Research.

Pub Date 75

Note—9p.

Available from—Center for Youth Development and Research, University of Minnesota, 325 Haacker Hall, St. Paul, Minnesota 55108 (\$0.25)

Journal Cit—Center Quarterly Focus; Fall 1975

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—\*Adolescents, \*Attitudes, Behavior Development, Careers, Changing Attitudes, Delinquent Behavior, \*Females, Majority Attitudes, \*Newsletters, Peer Acceptance, Personality Development, Research Projects, Secondary Education, Sexuality, Student Attitudes, \*Student Opinion, Youth

The focus of this newsletter is on the findings of a two-year nationwide study of adolescent girls. The study undertook to identify the wide variety of needs, aspirations, and concerns of

young women 12- to 18-years old. Nine hundred and twenty women were interviewed in both rural and urban settings, representing a wide range of racial, religious, and ethnic group and socioeconomic backgrounds. One-third of the women were adjudicated delinquent, one-third were active in youth organizations, and one-third fell into neither category. The study analyzed the girls' beliefs and feelings on life goals, marriage, children, sex, careers, relationship to adults, permissiveness, peers, drugs and alcohol, youth organizations, school, and social and political involvements. In addition, Dr. Gisela Konopka, the author of this study, is interviewed. She outlines ways of meeting needs of young girls; for example, one way to meet their needs is to enhance their self-esteem through participation in decision making. Selected poetry and quotations from the interviewed girls are interspersed throughout the newsletter. (Author/JR)

**ED 118 515** **SO 008 924**

**The Educational Needs of Minority Groups.**

Pub Date 74

Note—108p.

Available from—Cliffs Notes, Inc., Box 80728, Lincoln, Nebraska 68501 (\$2.25, 20 percent discount for 10 or more)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—American Indian Culture, \*American Indians, Culturally Disadvantaged, Cultural Pluralism, Culture, Educational Equality, \*Educational Needs, \*Educational Problems, Elementary Secondary Education, Higher Education, \*Mexican Americans, Minority Groups, Negro Culture, \*Negroes, School Role, Teacher Education, Teaching Techniques

This publication contains three essays dealing with the educational problems and needs of Mexican Americans, black Americans, and American Indians. In his essay on Mexican Americans, Alfredo Castaneda discusses the undemocratic character of American public education, and stresses the need for democratic cultural pluralism. He devotes his essay largely to the immediate needs of his group, discussing the values orientation of Chicanos and the educational implications. In the second essay, Richard L. James explores the nature, meaning, and injustices of the period of bondage through which blacks passed in their fight for freedom, and he examines their struggle for equality. He points out that the diversity of blacks in their values, aspirations, and approach to life and their "blackness" make the solution to black educational problems very complex ones. In his essay on American Indians, Webster Robbins indicts the Euro-American system, saying that it destroyed the once proud and beautiful American-Indian culture in its attempt to "Christianize," to "civilize," and later to "democratize" the aboriginal tribes. He suggests that every attempt be made to recapture the major elements of the original aboriginal cultures. A summary to the essays concludes that multicultural educational programs must be developed and teachers must be trained to deal with the exigencies of a multicultural situation in schools. (Author/RM)

**ED 118 516** **SO 008 925**

*Ozgentas, Ibrahim, Ed.*

**Educational Research in Turkey, 1971-1972.**

Ministry of National Education, Ankara (Turkey).

Pub Date 74

Note—59p.; For a related document, see SO 008 926; Produced by the Planning, Research and Coordination Office

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

**Descriptors**—Art, Communication Skills, \*Comparative Education, Curriculum Development, \*Developing Nations, \*Educational Research, Elementary Secondary Education, Higher Education, Research, Social Sciences, Teacher Education

**Identifiers**—\*Turkey

Summaries of 34 educational research projects, completed or in progress in Turkey during 1971-72, are contained in this survey. Information is outlined in 12 major categories: title, organization, researcher(s), progress status, bibliographic references, background and aim(s), size and composition of sample, methods, main findings, number of workers, time schedule, and source of finance. Various research topics include access to higher education, achievement, art, attitudes,

communication skills, curriculum development, elementary and secondary education, higher education, teacher training, and social sciences. (JR)

**ED 118 517** SO 008 926

*Ozgentas, Ibrahim, Ed.*  
**Educational Research in Turkey, 1973-1974.**  
Ministry of National Education, Ankara (Turkey).

Pub Date 75

Note—96p.; For a related document, see SO 008 925; Produced by the Planning, Research and Coordination Office

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**

Descriptors—\*Comparative Education, Curriculum Development, \*Developing Nations, \*Educational Research, Elementary Secondary Education, Higher Education, Research, Social Sciences, Teacher Education  
Identifiers—\*Turkey

Summaries of 62 educational research projects, completed or in progress in Turkey during 1973-74, are contained in this survey. Information is outlined in 12 major categories. Included in the categories are title, organization, researcher(s), progress status, bibliographic references, background and aims, size and composition of sample, methods, main findings, number of workers, time schedule, and source of finance. The research focuses on various topics such as administration, curriculum, educational practice, higher education, elementary and secondary education, students, and teacher education. The document concludes with a list of researchers and an alphabetical list of descriptors. (JR)

**ED 118 518** 95 SO 008 931

*Bar-Tal, Daniel Frieze, Irene Hanson*  
**Achievement Motivation and Gender as Determinants of Attributions for Success and Failure.**  
Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—1975/26

Pub Date 75

Note—32p.; For a related document, see SO 008 835

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—\*Achievement, Educational Research, \*Failure Factors, Individual Differences, Low Achievement Factors, \*Performance Factors, Psychological Studies, Psychology, \*Sex Differences, \*Success Factors  
Research designed to analyze the effect of achievement motivation and gender as determinants of attributions for success and failure is described. One-hundred and twenty male and female subjects, divided according to levels of achievement motivation, were asked to do an anagram task at which they were made to succeed or fail. Ratings of ability, effort, task difficulty, and luck, as possible causes for success or failure, indicated that those with high achievement motivation of both sexes made relatively higher ratings for ability and lower ratings for task difficulty. Females tended to employ higher ratings for luck, and females with high achievement motivation made more use of effort as a causal factor than men. High achievement motivation males had a very high estimate of their own abilities. The male and female low achievement-motivated groups tended to be similar, although the women tended to make more use of task difficulty in explaining failure and had somewhat higher rating of their abilities. The low achievement-motivated males saw ability as the primary determinant of outcome. (Author/DE)

**ED 118 519** SO 008 933

**A Human Contribution to the Structure of Peace: International Educational and Cultural Exchange.**

Bureau of Educational and Cultural Affairs (Dept. of State), Washington, D.C.

Report No.—106-8757

Pub Date Mar 74

Note—46p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 4400-01512, \$0.95)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—Cross Cultural Studies, Cultural Education, \*Cultural Exchange, \*Exchange Programs, \*Foreign Countries, Foreign Culture, Foreign Students, Intercultural Programs, Inter-

national Programs, \*Statistical Data, Student Exchange Programs, \*Study Abroad, Tables (Data), Teacher Exchange Programs, Tourism, Travel

This publication discusses and provides statistics on United States travel abroad and foreign travel to the United States. Contents include a discussion of the following: (1) trends in travel and exchange programs; (2) scope and relevance of U.S. exchanges; (3) cultural exchanges, programs, and travel between the West and Russia, Poland, Hungary, Romania, Czechoslovakia, Bulgaria, the People's Republic of China, and the Middle East; (4) programs involving foreign visitors who came to the United States to study the democratic process; (5) exchange programs aimed at fighting drug abuse; (6) environmental and urban projects; and (7) other nations' support for exchanges. Names, addresses, and descriptions of groups that provide exchange opportunities are provided. The tables in the appendices, which comprise half of the publication, contain statistics on exchange programs from 1949 to 1972. Included are numbers of both U.S. and foreign persons exchanged, origin or destination by area, kinds of exchange grants, and what the travelers taught or studied. (Author/RM)

**ED 118 520** SO 008 934

**Teen Consumer. Teaching Guide.**

Florida Univ., Gainesville. Florida Cooperative Extension Service.

Note—36p.; For related documents, see SO 008 935 through 939

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—\*Consumer Education, \*Economic Education, \*Home Economics, Learning Activities, Money Management, Publicize, Secondary Education, Teaching Guides, Teaching Techniques, \*Teenagers, Youth Clubs

This teacher's guide for consumer education, one in a series of consumer resources, provides learning activities for secondary students and 4-H Club members. The document emphasizes the importance of teenagers as consumers. Based on this philosophy, the materials are developed to give teens the training and guidance to develop the skills needed to become competent consumers. The document is divided into two sections. The first section, the teacher's guide, includes a statement of purpose, objectives, ideas, suggested resources, and a suggested discussion outline for individual learning activities. The student materials in the second section provide background information and specific learning activities which revolve around topics such as advertising, shopping, credit, consumer responsibility, and the metric system. (Author/JR)

**ED 118 521** SO 008 935

**Banking. Teaching Guide.**

Florida Univ., Gainesville. Florida Cooperative Extension Service.

Note—18p.; For related documents, see SO 008 934 through 939

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Banking, Business Education, \*Consumer Education, \*Economic Education, Financial Services, \*Home Economics, Learning Activities, Money Management, Secondary Education, Teaching Guides, Teaching Techniques, \*Teenagers, Youth Clubs

One in a series of consumer education materials for teenagers, this document focuses on banking and banking services. The series is based on the philosophy that teens need the training and guidance to develop the skills needed to become competent consumers. Developed for 4-H Club members, the material is designed to acquaint students with the functions of a bank, and to teach them how to use a checking account and how to write checks. Two sections comprise the guide: the teacher's guide, which contains statement of purpose of individual activities, objectives, ideas, suggested resources, activities for learning experiences, and evaluation; and the student section, which offers background information and specific learning activities. (Author/JR)

**ED 118 522** SO 008 936

**Shopping. Teaching Guide.**

Florida Univ., Gainesville. Florida Cooperative Extension Service.

Note—20p.; For related documents, see SO 008 934 through 939

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Consumer Education, Consumer Protection, \*Economic Education, Home Economics, Learning Activities, Money Management, Publicize, \*Purchasing, Secondary Education, Teaching Guides, \*Teenagers, Youth Clubs

One in a series of consumer education materials for 4-H Club members and secondary students, this document focuses on shopping and purchasing. The series is based on the philosophy that teens need the training and guidance to develop the skills needed to become competent consumers. The shopping project is designed to acquaint students with some of the functions of the market place, to encourage them to seek additional information, to teach about some of the tools used in selling (advertising) and how to make reasonable choices, and to alert youth to the dangers and results of deceptive sales methods. The document is divided into two sections. The first part is the teacher's guide which contains statement of purpose, objectives, ideas, suggested resources, activities for learning experiences, and evaluation. The second section is the student materials which contains background information and specific learning activities. (Author/JR)

**ED 118 523** SO 008 937

**Supermarket Project. Teaching Guide.**

Florida Univ., Gainesville. Florida Cooperative Extension Service.

Note—18p.; For related documents, see SO 008 934 through 939

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Consumer Education, Consumer Protection, \*Economic Education, \*Food, Home Economics, Learning Activities, Money Management, Nutrition Instruction, \*Purchasing, Secondary Education, Teaching Guides, \*Teenagers, Youth Clubs

The focus of this document, one in a series of consumer education materials for 4-H Club members and secondary students, is supermarkets, food, and purchasing. The materials in the series are based on the philosophy that teenagers need the training and guidance to develop the skills needed to become competent consumers. The supermarket project focuses upon four major objectives: help students gain an understanding of ways to save money on the food bill; enable students to learn how to use the facts on labels to help them buy the best product; acquaint students with some of the new supermarket tools—unit pricing, open dating, and nutritional labeling; and acquaint students with how the tools can best help the food shopper. The document is divided into two sections. The first section is the teacher's guide which contains a statement of purpose, objectives, ideas, suggested resources, learning activities, and evaluation. The second section is the student material which contains background reading and learning activities. (Author/JR)

**ED 118 524** SO 008 938

**Money Management. Teaching Guide.**

Florida Univ., Gainesville. Florida Cooperative Extension Service.

Note—18p.; For related documents, see SO 008 934 through 939

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Budgeting, \*Consumer Education, \*Economic Education, Income, Learning Activities, \*Money Management, Relevance (Education), Secondary Education, Teaching Guides, Teaching Techniques, \*Teenagers, Youth Clubs

This document, one in a series of consumer education materials for 4-H Club members and secondary students, focuses on money management. The materials are based on the premise that an understanding of the management of money is vital if one is to be prepared to meet the challenges of the economically oriented society. Specific objectives are for students to gain an understanding of the principles of the management of money; see the influence of individual values, goals, and resources on money management; realize the value of education in terms of expected lifetime income; and understand why saving is an important part of money management. The materials are divided into two sections. The first part is the teacher's guide which contains statement of purpose, objectives, ideas, suggested resources, learning activities, and evaluation. The student materials

comprise the second part which contains background reading and specific learning activities. (Author/JR)

**ED 118 525** SO 008 939  
**Understanding Credit. Teaching Guide.**  
 Florida Univ., Gainesville. Florida Cooperative Extension Service.  
 Pub Date May 74  
 Note—32p.; For related documents, see SO 008 934 through 939

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**  
 Descriptors—\*Consumer Education, \*Credit (Finance), Economic Education, Learning Activities, \*Money Management, \*Purchasing, Secondary Education, Teaching Guides, Teaching Techniques, \*Teenagers, Youth Clubs

This document, one in a series of consumer education materials prepared for 4-H Club members and secondary students, focuses on credit and money management. Because credit has both positive and negative aspects, teenagers must be informed how to use credit wisely and how to avoid getting into financial difficulty. Specific objectives are for students to realize that credit costs money, acquire an understanding of the cost terminology necessary to shop for credit, and recognize the advantages as well as the disadvantages of using credit. The document is divided into two sections. The first part is the teacher's guide which contains statement of purpose, objectives, ideas, suggested resources, learning activities, and evaluation. The second section is the student material which presents background reading and learning activities. (Author/JR)

**ED 118 526** SO 008 954  
*Gutierrez, Robert*  
**Unit on Political Decision Making and Action Strategy over a Local Environmental Problem.**  
 Spons Agency—Florida State Dept. of Education, Tallahassee. Office of Environment Education.  
 Pub Date 75  
 Note—47p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**  
 Descriptors—Class Activities, Conflict Resolution, \*Decision Making, \*Environmental Education, Instructional Materials, Political Influences, \*Political Issues, Political Power, \*Political Science, Public Policy, Resource Materials, Secondary Education, Social Studies, \*Social Studies Units, Teaching Techniques, Values

This unit provides six lessons in which students develop a strategy for political action on a local environmental issue. The unit emphasizes the process of solving political problems within the political system and may be adapted to any geographical or social problem. The first lesson introduces a general environmental issue and requires students to make a value decision between the rights of people and nature. In lesson two, the students examine a local environmental problem in political terms through a simulation and a field trip. Lesson three is a simulation which introduces students to the concepts of conflict, conflict solution, and decision making. Lesson four is a slide discussion of the various kinds of political power. Lesson five provides readings and questions for a discussion on how organized, political-pressure groups work. Lesson six requires the students to formulate their own political strategy for a solution to the environmental issue. Except for audiovisual materials, this unit contains all the necessary student readings, teaching instructions, discussion questions, and evaluation questions for the unit. (DE)

## SP

**ED 118 527** SP 009 569  
**A Conference Design for Teacher Centered Inservice Education.**  
 National Education Association, Washington, D.C. Div. of Instruction and Professional Development.  
 Pub Date [75]  
 Note—20p.; For related document, see SP 009 568; Not available in hard copy due to marginal legibility of original document  
 Available from—National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036 (No price quoted)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Design Needs, \*Evaluation Needs, \*Inservice Teacher Education, \*Local Unions, \*School Surveys, Teacher Associations, \*Teacher Workshops

The document discusses teacher-centered inservice teacher education. It describes how local associations of teachers can get together to insure that inservice education will reflect their needs, answer their questions, and help with their specific problems. An outline is presented for a model conference to plan such a program. (CD)

**ED 118 528** SP 009 612  
*Massey, Sara Crosby, Jeanie*  
**Feeling Around in the Dark: A Guide to Psychological Curricula. Draft. Paper No. 114.**  
 New England Program in Teacher Education, Durham, N.H.  
 Pub Date Mar 75  
 Note—114p.

Available from—New England Program in Teacher Education, Pettee Brook Offices, Durham, New Hampshire 03824 (\$12.50)

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage**  
 Descriptors—Bibliographies, \*Children, \*Curriculum, \*Curriculum Guides, Educational Objectives, \*Humanistic Education, \*Psychological Needs, Self Concept, Self Esteem, Teaching Methods

Identifiers—\*Self Knowledge  
 The document discusses the significance of psychological curricula, presents outlines of several specific curricula which can be purchased, and raises and answers questions about why it is important for children to participate in classes in which they can examine their feelings and their images of themselves and others. It is stated that the modern trends is away from an education which only provides cognitive knowledge and toward education which develops the child's self-knowledge and capacity to think creatively and analytically and encourages the child to feel self-esteem. A bibliography provides information on where to write for specific curriculum packages, what materials are included, what specific kinds of activities are used, and advantages and disadvantages of different, widely-used programs. The document's title, "Feeling Around in the Dark," is meant to imply that the affective areas of education are still only vaguely understood, but that it is important to make an effort at finding out how a humanistic education can best relate to the psychological needs of learners. (CD)

**ED 118 529** 95 SP 009 625  
*Aquino, John, Comp.*

**Performance-Based Teacher Education: A Source Book. PBTE Series No. 21.**

American Association of Colleges for Teacher Education, Washington, D.C.; ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
 Pub Date Jan 76  
 Note—131p.

Available from—Order Department, American Association of Colleges for Teacher Education, Suite No. 610, One Dupont Circle, N.W., Washington, D.C. 20036 (\$4.00)

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage**  
 Descriptors—Abstracts, Accountability, \*Catalogs, Certification, Educational Programs, Governance, Individualized Instruction, \*Literature Reviews, \*Performance Based Teacher Education, Program Evaluation, Staff Improvement, State Departments of Education

This document is a compilation of articles, extracts of books or articles, and abstracts of material on performance based teacher education (PBTE). It is divided into four sections. The first section contains background material and provides definitions, rationales, and historical contexts for PBTE. The second section has material on program design, evaluation and assessment, personalization and individualization, and field-based support systems for PBTE. The third section is divided into the following headings: general implications, staff development, governance, accountability, state agencies, and accreditation issues in PBTE. The fourth section presents a critique of PBTE from the standpoint of the American Federation of Teachers and another from a general standpoint. The document also includes names of the jury members who

chose the documents for inclusion in the source book, the list of the original documents from which these were selected, and information about AACTE and ERIC. (CD)

**ED 118 530** SP 009 744  
*Fitzpatrick, G. S. Angus, M. J.*

**Through Teachers' Eyes: Teaching in an Open Space Primary School. Technical Report No. 1.**  
 Australian Advisory Committee on Research and Development in Education, Canberra; Western Australia Education Dept., Perth.

Pub Date Jun 75  
 Note—64p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**  
 Descriptors—Discipline, Educational Innovation, \*Foreign Countries, Inservice Teacher Education, \*Interviews, Open Education, \*Open Plan Schools, Physical Environment, School Design, Student Teacher Relationship, Teaching Methods, \*Teaching Styles, \*Team Teaching Identifiers—\*Australia

Interviews were conducted with 27 teachers working in open space schools in Australia. The selection of interviewees was arranged to find those with both critical feelings of the deprivation of their traditional roles and the independence of the self-contained classroom and with enthusiasm for what others view as a major component of educational progress. Those who felt uncomfortable with the new schools (some to the point of requesting transfer to traditional schools) cited among their problems a lack of discipline, an "anything goes" attitude by the children, excessive noise, the difficulty of enforcing their own standards when not supported by other teachers, and dislike of practical aspects of the physical environment. Those who liked the schools cited (1) the opportunity to cooperate as a staff, (2) the enhancement of possibilities of learning successful teaching strategies from other teachers, (3) a feeling of increased independence and freedom to experiment, and (4) the validity of having teachers focus on their special abilities rather than try to cover all things for all children. It was inferred on the basis of this interview that the open space school is not necessarily geared to every teacher's personality and abilities, but that it is a positive innovation for many. (CD)

**ED 118 531** SP 009 784  
*Roberts, Launey F., Jr. Giles, Jacqueline*

**S. T. E. P.: Suburban Teacher Education Program. Final Report.**  
 Texas Southern Univ., Houston.

Pub Date 75  
 Note—40p.; For related document, see SP 009 839

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**  
 Descriptors—\*Cultural Differences, Ethnic Groups, \*Field Experience Programs, Observation, \*Preservice Education, Rural Urban Differences, Sociocultural Patterns, Student Teachers, \*Student Teaching, \*Suburban Schools, Suburban Youth

The Suburban Teacher Education Program (STEP), was a full-semester alternative student teaching experience at Texas Southern University, the purpose of which was for students to gain additional understanding and insight in bridging the sociocultural gap that exists between life in suburbia and the central city. This goal was achieved by providing a selected number of black student teachers the opportunity to become involved in this special alternative student teaching activity. The several interdisciplinary seminars which comprised the first phase of the program were intended to provide students with a repertoire of technical, personal, and coping skills for successfully addressing teaching problems in predominantly white communities. The second phase of the program consisted of full-time teaching in the same classrooms in which observations took place during the first phase. STEP program activities were based on thoroughly tested procedures drawn from the nationally recognized Cooperative Urban Teacher Education program, which prepares teachers for inner city schools. (The report contains a bibliography and an appendix showing the score and sequence calendar for the program.) (BD)

**ED 118 532** SP 009 809  
*Bredemeier, Nancy And Others*  
**A Conceptualization of the Clinical Professorship.**  
 Pub Date Feb 75

Note—20p.; Paper presented at the Annual Meeting of the Association of Teacher Educators 55th, New Orleans, Louisiana, February 1975) Some lines may not reproduce clearly due to quality of original

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Clinical Professors, \*College School Cooperation, \*College Supervisors, \*Cooperating Teachers, \*Preservice Education, School Involvement, Student Teachers

This paper describes the use of clinical professors at Kent State University and 19 affiliated teacher education centers who oversee student teachers' involvement in participating schools. The professors have the following nine major responsibilities: (1) preparing the students before arrival in the schools, (2) orienting the students to the schools and communities in which they will serve, (3) planning varied field experiences, (4) assessing student progress, (5) serving on a teacher education center steering committee, (6) conducting inservice activities with teachers in the schools, (7) conducting a seminar in the teacher education center, (8) conducting research, and (9) solving problems. People at Kent State feel that this kind of program has meant more work for the clinical professor and has demanded certain adjustments from the schools, but they are pleased with the results. (CD)

**ED 118 533** SP 009 811

*Cyphert, Frederick*

**Forces Affecting Program Development in Higher Education: Is Anyone Driving? Occasional Paper No. 11.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Pub Date May 75

Note—10p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Budgets, Collective Bargaining, \*Educational Finance, \*Educational Planning, Enrollment Rate, \*Enrollment Trends, \*Higher Education, Political Attitudes, \*Teacher Education, University Administration

Higher education now faces problems which inhibit it from planning major new programs for the future. The two most serious problems are crises in funding aggravated by dwindling enrollments and lack of continuity in leadership. Teacher education programs are often spared from being cut—some have been expanded—because they are cheap to run, but interests of budget and cost efficiency preclude innovations. In terms of leadership, individual private interest, exemplified by faculty collective bargaining, often ignores larger issues. College administrator turnover is rapid, partly because the jobs are so demanding and frustrating. This too diminishes long-term cooperative planning. A swing to conservatism in American politics has influenced education. People seem ready for a return to the 3 Rs; other aspects of traditional universities will survive as well, while the rest will rely mostly on field experiences and emphasize real skills as opposed to titles and credentials. Those seriously interested in progressive education should work together to prevent a chaotic, unplanned, and undesirable educational future. (CD)

**ED 118 534** SP 009 814

*Arnstein, George*

**What Does Teacher Certification Stand For?**

Pub Date 29 Jan 76

Note—9p.; Paper presented before the National Association of State Directors of Teacher Education and Certification (St. Louis, Missouri, February 3, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Accreditation (Institutions), College Faculty, Grading, Higher Education, Professional Personnel, Role Conflict, Standards, \*State Standards, Student Teachers, \*Teacher Certification, Teacher Education, \*Teacher Employment, Teacher Evaluation, \*Teacher Supply and Demand

The main argument is that standards for certifying teachers are too lax. It is argued that this might have been acceptable when there was a shortage of teachers, but, now that there is an oversupply of teachers, it is time to certify only the best qualified. The author criticizes certification practices which ignore theoretical standards and instead accredit almost any teacher education program. The role of school of education faculty is described as having an inherent con-

flict, in that faculty wish to help their students and are unwilling to grade them realistically and possibly limit their opportunities to get jobs. It is suggested that teaching cannot be a full status profession as long as a teaching certificate does not guarantee a high level of professional performance. (CD)

**ED 118 535** SP 009 815

*Goddu, Roland*

**A Plan for Developing a Need Responsive Five Year Program Plan and a Handbook for Systematic Program Development and Monitoring.**

Pub Date 15 Jan 76

Note—12p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Educational Administration, \*Educational Development, \*Educational Planning, Educational Strategies, \*Management Systems, Manpower Utilization, Problem Solving, Program Budgeting, Program Evaluation, \*Resource Allocations

This document outlines the steps necessary for the development and implementation of a five-year plan for an educational system. It first presents a framework for a five year program plan which includes a yearly statement of the goals of the organization, review or evaluation of the program, a yearly statement of priorities, determination of effort in each component of an organization, and reporting. The document also looks at the process for developing a five year program plan and analysis, skills development, report preparation, and work scope. (CD)

**ED 118 536** SP 009 816

*Foss, Keir*

**The Status of Professional Studies in Teacher Education: Conflicts Between Intentions and Structures in a College of Education.**

Sussex Univ. (England). Centre for Educational Technology.

Pub Date 75

Note—55p.

Available from—Keir Foss, Centre for Educational Technology, University of Sussex, Falmer, Brighton, England (No price quoted)

Journal Cit—University of Sussex Education Area Occasional Paper; n4 1975

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Course Evaluation, \*Curriculum Evaluation, Higher Education, Professors, Students, \*Teacher Education

Identifiers—\*Professional Studies

This is the report of a study that examined the impact of the institutional structure on the development of the professional studies course at one college, the influence it had on the staff and student commitment and perception of relevance, and the way the structure affected the nature of the program at work. The research data for the study was collected through interviews, questionnaires, participant observation, and college documents. Chapter 1 concerns the formal organization and curriculum of professional studies. It discusses two phases, 1965-72 and 1972-75, in the development of the course. In chapter 2, the focus is on the perception of status and value of professional studies. It contains staff comments on the influence of the structural and organizational features of the college course pattern, and student comments on the competence and commitment of the staff. Chapter 3 contains staff and student comments on the conflicts and anxieties associated with teaching and learning in the professional studies area. (Appended are 14 items including research methods, questionnaires, course patterns, academic structure at the college, unit structure of courses, academic staff structure, staff teaching experience, matriculation patterns, lines of communication, and membership of the Academic Board.) (RC)

**ED 118 537** SP 009 818

*Carney, Magdalene M., Ed. And Others*

**Teaching: Issues, Perspectives, and Definitions.**

Selected Readings.

MSS Information Corp., New York, N.Y.

Pub Date Dec 75

Note—197p.

Available from—MSS Information Corporation, 655 Madison Avenue, New York City, New York 10021 (\$5.00)

**Document Not Available from EDRS**

Descriptors—Educational Practice, \*Educational Theories, \*Instruction, \*Learning, Models,

Psychoeducational Processes, Teacher Education, \*Teaching

Identifiers—ANISA Model

This volume of readings is a basic survey of issues and perspectives concerning the nature of teaching. Part one is composed of four articles containing perspectives on the need for educational theory. Two of the authors contend that educational theories emerge from education, while the other two authors are more positive in their conception of the nature and function of theory in educational practice. Part two contains nine articles on Perspectives on teaching, learning, and instruction. Some of the topics discussed are psychological conceptions of teaching, defining good teaching, the use of concepts in teaching and learning, the role of content in learning, theories of instruction, and a conceptual model of instruction. The final article presents the American National Institutes for Social Advancement (ANISA) perspectives on the nature of teaching. A list of references is included in this book. Appended is a summary statement on the ANISA model. (RC)

**ED 118 538** SP 009 826

*Howsam, Robert B.*

**Now You Shall Be Real to Everyone.**

American Association of Colleges for Teacher Education, Washington, D.C.

Pub Date 76

Note—31p.; The seventeenth Annual Charles W.

Hunt Lecture presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, Illinois, February 1976)

Available from—The American Association of Colleges for Teacher Education, Suite 610, One Dupont Circle, N.W., Washington, D.C. 20036 (Book No. 910052-95-6, No price quoted)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—Governance, Higher Education, Internship Programs, Professional Associations, \*Professional Education, Professional Occupations, Professional Personnel, \*Professional Recognition, Standards, Teacher Associations, \*Teacher Education

Identifiers—\*American Association Colleges Teacher Education

This speech, by a member of the American Association of Colleges for Teacher Education's Commission on Education for the Profession of Teaching (CEPT) and one of the authors of the CEPT report, is a discussion of CEPT. He begins by discussing whether or not the teaching profession and teacher education are "real" professions. He takes the view that they are not and that the task ahead for teacher educators is to know what constitutes a "real" profession and to pursue it with wisdom and vigor. Next, he talks about problems in schools, and states that no effort to improve schools in America is likely to succeed until progress is made in improving the professional education of teachers. He urges that the governance of the teaching profession must be given to teacher educators and not to the states. He believes that one way to achieve a professional status in teacher education is to increase the teacher education curriculum to include a fifth year internship. He highlights portions of the CEPT report and states that the commission is neither uncritical of nor does it defend universities and their performance in teacher education. He concludes that the teaching profession will be a "real" profession when society recognizes teachers as highly competent professionals, when the universities and colleges accord them status, when the profession supports and cherishes them, and when their own self-respect and self-esteem tells them that they are real at last. (RC)

**ED 118 539** SP 009 827

*ISA Bulletin No. 78 September 1975.*

International Schools Association, Geneva (Switzerland).

Pub Date Sep 75

Note—61p.; Some articles in French and some in English

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

Descriptors—\*Book Reviews, Developing Nations, \*Educational Programs, Family Planning, Females, Feminism, Folk Culture, \*Foreign Culture, Illiteracy, \*International Organizations, \*International Programs, Latin American Culture

Identifiers—United Nations

The document is comprised of short articles on a variety of topics chosen for their relevance to educators in internationally-oriented schools. Some of the subjects covered are international women's year, population assistance to developing countries, Iranian Folktales, illiteracy in Latin America, and Ford Foundation involvement in Turkey. There are also book reviews, news briefs on educational projects in different countries, and reports on United Nations educational work. Some of the articles are in both French and English, some just in French. (CD)

**ED 118 540** SP 009 828

*Campbell, A. D., Comp.*

**ISA Bulletin Special Workshop Report Edition No. 76. "Will Your Teaching Survive the Seventies?"**

International Schools Association, Geneva (Switzerland).

Pub Date Feb 75

Note—86p.; A report on the International Schools Association Teachers In-Service Training Workshop (1st, International School of Geneva, Switzerland, July 8-19, 1974)

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**

Descriptors—\*Comparative Education, Educational Needs, Humanistic Education, \*Inservice Teacher Education, \*Interdisciplinary Approach, \*Teacher Workshops

This is a report of the first teachers' inservice training workshop sponsored by the International Schools Association. It begins with some introductory statements concerning the workshop and its theme—"Will your teaching survive the seventies?" It also indicated in these introductory remarks that the workshop was intended as a conference concerned with new educational thinking in Britain and the United States, and also as an interdisciplinary experience for the participants. The next part of the report presents summaries of the talks by the principal speakers. The summaries have been subjectively reported by the compiler and are not pure transcriptions. The speakers' topics included (1) the need for humanness in all educational development; (2) community living; (3) the need for a greater "exactness" in approaches to learning; (4) the philosophical nature of the educational process; (5) the importance of a properly organized school situation; (6) the organization planning, self-questioning, and honesty required in teaching mathematics; (7) and "survival techniques" for teaching in the seventies. The summaries of these talks are followed by a brief summary of other talks and discussion groups. Annexes to the report comprise the next part, and include bibliographies, additional reports, and other sources of information. (RC)

**ED 118 541** SP 009 829

**Annual Report for 1975 by the National Advisory Council on Education Professions Development.**

National Advisory Council on Education Professions Development, Washington, D.C.

Pub Date 30 Jan 76

Note—25p.; For related documents, see ED 102 161, ED 102 167; and ED 109 083

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Adult Education, Certification, Consumer Economics, \*Educational Development, Educational Quality, Educational Research, Federal Legislation, \*Federal Programs, \*Inservice Education, \*School Personnel, Teacher Recruitment, \*Teacher Supply and Demand, Teaching Quality

Identifiers—Education Professions Development Act

The National Advisory Council on Education Professions Development was established by law to review federal programs for the training and development of education personnel and report its findings and recommendations to the President and to Congress. In 1975, the council held four meetings. The first resulted in 15 recommendations concerning inservice teacher education, adult education, research, and other issues. Also, a draft report, "Gatekeepers in Education: A Report on Institutional Licensing," was discussed and adopted for publication at this meeting. The report was written to combat consumer abuse and improve standards for institutional licensing. The second meeting adopted a report on directions for the Teacher Corps. The third meeting discussed the council's testimony before the Senate Subcommittee on Education and the Congress' reluctance to continue the Education Professions Development Act in a time of teacher

surplus. The council's position was that, while recruitment of new teachers is no longer a problem, the priority has become quality of teachers and improvement of inservice education. The last meeting of 1975 left it unclear whether the council would be continued, but the staff was to develop an issues paper presenting the council's view of the federal role in education professions development. (The text of the law establishing the council and its responsibilities is included in this report, as are numerous details on selection of officers, reports approved, educational institutions visited, and other business). (CD)

**ED 118 542** SP 009 830

**Education in the 70's and Beyond.**

Pittsburgh Univ., Pa. School of Education.

Pub Date 11 Apr 75

Note—196p.; Papers presented at the Annual Colloquium of the Council of Graduate Students in Education (1st, University of Pittsburgh, April 11, 1975)

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage**

Descriptors—\*Basic Skills, \*Educational Alternatives, Educational Change, \*Educational Philosophy, Educational Research, \*Educational Trends, \*Humanistic Education, Literacy, Reading Instruction

Identifiers—Multicultural Education

These papers focus on (1) alternatives to and within education, (2) critical issues for the 70's and beyond, and (3) affective/humanistic education. While some papers are on very specific subjects (i.e., teaching emotionally disturbed deaf children, reading readiness tests, peer influence on students, alcohol education, visual learning in literacy, and other subjects), some major themes overlap in several papers. Foremost is a concern that education not lose the momentum of some of the reforms made in the 1960's through an overemphasis on basic skills to the exclusion of concern with the affective and humanistic side of education. Another important theme is the crucial need for educational alternatives, including nonformal education in developing countries and better educational programs for the training of minority inner-city personnel. Several papers concern the problems of teaching reading and the fact that literacy is still not universal although it is fundamental to any other kind of learning. One paper criticizes the granting of academic credit in college for basic literacy courses. Various questions in educational research are also examined, including the problems of relating the understanding and knowledge of the researcher and the practitioner. (CD)

**ED 118 543** 95 SP 009 831

*Bloom, Sophie*

**Peer and Cross-Age Tutoring in the Schools: An Individualized Supplement to Group Instruction.**

National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—66p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

Descriptors—Academic Achievement, Annotated Bibliographies, \*Cross Age Teaching, Group Instruction, \*Individual Instruction, Instructional Materials, \*Peer Relationship, \*Peer Teaching, Student Teacher Relationship, \*Tutorial Programs, \*Tutoring, Tutors

Group classes with 30-40 children per teacher favor the children who catch on fast. These children participate more in class and give more feedback to the teacher, so the teacher gears instruction to them and goes too fast for students who are having difficulty. Peer and cross-age tutoring, can supplement class learning and help the below-average student catch up. Tutors provide tutees with a greater chance for personal participation in instruction and offer reinforcement of correct responses. The tutors are likely to improve their own knowledge of the subject and their attitude toward school as well. Individualized instruction kits and materials are now available on the market and are useful for tutoring programs. Support of teachers for the tutoring program is crucial, as some teachers feel threatened by any program which removes partial responsibility for teaching from them and unconsciously subvert tutoring program. Peer tutoring has an advantage over cross-age or adult tutoring in that it does not require interclassroom cooperation. (A discussion of how to decide if tutoring is warranted in a classroom and how to or-

ganize and supervise a tutoring program is included in this book. An annotated bibliography provides reports of effects of tutoring on tutor and tutee.) (CD)

**ED 118 544** SP 009 832

*Howard, Suzanne*

**Liberating Our Children, Ourselves. A Handbook of Women's Studies Course Materials for Teacher Educators.**

American Association of Univ. Women, Washington, D.C.

Pub Date 75

Note—56p.

Available from—American Association of University Women, 2401 Virginia Avenue, N.W., Washington, D. C. 20037 (\$1.50)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Curriculum Guides, Educational Resources, \*Feminism, Instructional Innovation, Political Socialization, School Role, \*Sex Discrimination, Sex Role, Sex Stereotypes, \*Teacher Education, \*Womens Studies

This document presents a rationale for the use of women's studies courses in teacher education programs and offers suggestions concerning possible topics to cover, books to read, and projects to do. It stresses that women's courses are ideally team taught and nonhierarchical, placing a strong emphasis on student involvement in the direction of the course. Units are suggested for a model course, "Sex Role and Education." Suggested topics include hiring and other employment practices, children's books, the socialization process, and changing discriminatory attitudes. Specific objectives are outlined in terms of what any college course should provide and what a women's course in particular should offer. Among the suggested learning projects are journals, individual experiments, and case studies of particular women. A number of ideas for research topics are suggested, along with possible ways of researching the topics. Suggested books are grouped under headings such as the History of the American Woman, Woman's Place, Women as a Minority Group, Sex Roles, and Counseling. A list of organizations dealing with women's rights issues is also included. (CD)

**ED 118 545** 95 SP 009 833

*Kaplan, George*

**The Unlikely Alliance: COP and Academic.**

City Univ. of New York, N.Y. Queens Coll. New Careers Training Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—19p.

Journal Cit—COP Bulletin; v2 n8 1974-75

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Admission Criteria, College Students, \*Community Involvement, Degree Requirements, \*Educational Change, Higher Education, \*Minority Groups, Minority Group Teachers, Open Enrollment, Student College Relationship, Teacher Aides, \*Teacher Education

Identifiers—\*Career Opportunities Program, COP

It was recognized during the early 1970's that colleges had a responsibility to the communities in which they existed and that more and more people who were not white, middle class, or 18 were demanding a college education. The career Opportunities Program (COP) was involved in getting colleges and universities to make several kinds of changes in their teacher education programs. One of the changes many institutions made was to establish open admissions or an admission policy in which students lacking normal prerequisites could be accepted on a probationary basis. On-site instruction was another innovation, with professors teaching courses in community schools. Many minority students and older students received bachelors degrees. Most COP students did unexpectedly well both academically and as teachers. Through this program, some teacher aides received degrees, while others received paraprofessional degrees and a concomitant rise in status. Conservative institutions, through association with COP, tended to become a little more progressive, while institutions which were already experimenting with socially relevant programs did so even more. (Descriptions are provided in this bulletin of changes at several of the institutions which were involved with COP.) (CD)



ED 118 546

SP 009 834

Paden, Jon S.

**A National Evaluation of the I/D/E/A Change Program for IGE.**

Charles F. Kettering Foundation, Dayton, Ohio.

Pub Date Sep 75

Note—42p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—Administrator Attitudes, \*Educational Programs, \*Individualized Curriculum, \*Individualized Programs, Inservice Teacher Education, \*National Surveys, Parent Attitudes, \*Program Evaluation, Questionnaires, School Surveys, Student Attitudes, Teacher Attitudes

Identifiers—\*Individually Guided Education

A survey was conducted to determine attitudes of administrators, teachers, students, and parents of students in schools using the Institute for Development of Educational Activities, Inc. (I/D/E/A) Change Program for Individually Guided Education (IGE). The study took over two years, and reached a sample of the 1,200 schools in 36 states. Generally, the attitudes of all groups were positive toward IGE. Results also indicated that school staffs which had used IGE for over three years liked it better than staffs using it for shorter periods of time. Also, the more IGE outcomes were implemented in a school, the more the staff was favorable. Attitudes of administrators, teachers, parents, and students in urban and non-urban schools were equally positive, as were attitudes from schools with both predominantly white and non-white populations. Parents tended to feel that their children had progressed more in school using IGE. Teachers felt the program was equally useful for slow and fast learners as well as for culturally advantaged and disadvantaged students. A few administrators and teachers complained that the program carried with it the necessity to increase work loads too drastically. (Tables and sample questionnaires are included.) (CD)

ED 118 547

SP 009 835

**The Scottish Council for Research in Education.****Forty-Seventh Annual Report 1974-75.**

Scottish Council for Research in Education.

Pub Date Nov 75

Note—67p.

Available from—The Scottish Council for Research in Education, 16 Moray Place, Edinburgh EH3 6DR (Free)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

Descriptors—Compensatory Education, \*Educational Research, \*Foreign Countries, Interaction Process Analysis, \*Program Descriptions

Identifiers—\*Scotland

Much of this annual report of the Scottish Council for Research in Education consists of lists and reports, including names of officials, budget, titles of dissertations of Scottish university students, and titles of published articles relating to the Council. Two of these articles are included in the report. One describes methods of observing teaching strategies of teachers in the classroom (interaction analysis). The other is an article on compensatory education, which examines the development of intelligence, the issue of equal access to higher education for working class people, and the general question of whether education for working class people, and the general question of whether education is a useful or necessary dimension in helping people achieve economic or personal advantages. Reports are also presented on projects undertaken by the council. (CD)

ED 118 548

88

SP 009 836

Spencer, Mary L. Henderson, Joan C.

**Santa Fe School Precision Teaching Program, Evaluation Report 1974-75.**

Telegraph Development Co., Berkeley, Calif.

Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C.

Pub Date 31 Jul 75

Note—96p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**

Descriptors—Academic Achievement, Effective Teaching, Elementary Education, \*Inservice Teacher Education, Learning, Performance, Remedial Arithmetic, \*Remedial Instruction, \*Remedial Programs, Remedial Reading, \*Student Motivation, \*Teaching Programs

Identifiers—California (Oakland), Elementary Secondary Education Act Title III, ESEA Title III

The Santa Fe Precision Teaching for Effective Learning, (PTEL) an ESEA Title III program, was selected as a remedial instructional approach to the performance and motivational problems of Santa Fe students. It proposed the following six major program objectives: (1) planning and implementation of start-up activities; (2) staff training in the charting of student correct and error frequencies in reading and math; (3) staff training in setting individual behavioral objectives and mastery criteria for students, and in concepts of the individualized management system; (4) training in reinforcement principles; (5) sequential ordering of behavioral objectives in the math and reading curricula; and (6) the attainment of Oakland Unified School District achievement score norms in math and reading by 60, 80, and 100 percent of PTEL students in program years one, two, and three, respectively. The evaluation demonstrated that five out of six objectives were accomplished by the program. Curriculum planning and development of materials were initiated by the staff at the beginning of the program and continued throughout the year. The staff generally felt that the inservice training provided was effective and adequately prepared them to implement PTEL methods in the classroom. Santa Fe PTEL failed to meet the predicted objective of 60 percent of its students achieving OUSD reading averages by approximately 10 percent and math averages by approximately 14 percent. The staff's reaction to the program's operation, administration, and organization was generally positive. (Author/BD)

ED 118 549

SP 009 837

Behling, Fred L. And Others

**Fundamentals of Athletic Training. Second Edition.**

American Medical Association, Chicago, Ill.; Athletic Inst., Chicago, Ill.; National Athletic Trainers Association, Lafayette, Ind.

Pub Date 75

Note—131p.

Available from—Order Department OP-366, American Medical Association, 535 North Dearborn Street, Chicago, Illinois 60610 (No price quoted)

**Document Not Available from EDRS**

Descriptors—Athletic Coaches, Athletic Equipment, Athletic Programs, \*Athletics, \*Health, \*Physical Education, Physical Education Facilities, Physical Fitness, \*Professional Personnel

Identifiers—\*Athletic Trainers

This book provides an authoritative reference on the fundamentals of athletic training for people with varied backgrounds but a common interest in the health and education of the high school athlete. The book is designed especially for the novice athletic trainer. Section 1 of the book concerns the organization and administration of athletic programs. Included in this section are discussions of athletic trainer relationships, planning for health supervision, and facilities. Section 2, focuses on the principles of athletic fitness. It contains information on physical fitness, nutrition, personal health safeguards, mental readiness for competition, and adaptation to environment. The third section provides suggested procedures and practices. The topics presented are physical therapy; protective athletic equipment; protective taping; physical conditioning; first aid, including recognition, care, and referral; and evaluation and records. The final section of this book pertains to athletic training as a career, and consists of information on upgrading standards, professional preparation, and two appendixes containing National Training Association program requirements and procedures for certification. (RC)

ED 118 550

SP 009 838

Lahnston, Anton And Others

**An Urban Multi-Linguistic Competency Based Preservice Field Based Teacher Preparation Program.**

Boston Univ., Mass. School of Education.

Pub Date 15 Dec 75

Note—9p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Cultural Differences, Cultural Pluralism, \*Field Experience Programs, Internship Programs, \*Multilingualism, \*Preservice Education

With the conceptual model designed around the urban public and private school setting and its specific teaching strategies, this field-based

teacher preparation program covers appropriate methodology in reading/language arts, social studies, and science. Students are afforded the opportunity of integrating content, theory, and practice into a totally field-based multilingualistic culturally diverse teaching/learning setting. Each semester program, comprised of approximately 40 junior interns, 30 cooperating teachers, 700 elementary pupils, and 4 university staff, is totally field-based in five urban schools. Content methods and instruction take place in one of the public school classrooms for a portion of each day; for the remainder of the day the interns work in their assigned classrooms. Program competencies are designed to emphasize the specification, learning, and demonstration of those behaviors which are essential to effective teaching. Program research emphasizing the effects of the training site on selected teacher training variables has been consistently evaluated within a multi-dimensional scheme. The research results have provided evidence in support of the field-based teacher preparation program, evidencing that field-based preservice teachers have more positive feelings toward their teaching experience than university-based preservice teachers. In the cognitive domain, as evidenced by pupil growth, field-based interns have demonstrated an ability to positively affect pupil learning. (Author)

ED 118 551

SP 009 839

**Suburban Teacher Education Program (STEP).**

Texas Southern Univ., Houston. School of Education.

Pub Date Dec 75

Note—13p.; For related document, see SP 009 784; Not available in hard copy due to quality of original

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Field Experience Programs, Higher Education, Negro Teachers, \*Preservice Education, \*Student Teaching, Suburban Environment, \*Suburban Schools, \*Teacher Education

Identifiers—\*Distinguished Achievement Awards Entry

The Suburban Teacher Education Program (STEP) was established at Texas Southern University in spring 1975. STEP is a 16 week experience which seeks to effectively prepare black preservice teachers for suburban "cross-over" schools. It consists of two eight week segments, the first of which is devoted to the involvement of participants in interdisciplinary seminars in mental health, sociology of suburbia, and education, and employs inquiry teaching techniques and methods. The remaining eight weeks consists of actual in-class student teaching where the theories studies, field trips made, and the newer insights and understanding gained from the reality-oriented and field-based activity of the first eight weeks are implemented. Students may receive a maximum of 12 semester hours credit for these experiences. Results of the first year's activity indicate that the program has made a significant impact on the student teachers, on the university, and the school community in which it is located. The program brings together a diverse supportive population and assists those students who seek to teach in suburbia in bridging the gulf that exists between the two cultures involved. (Author/CD)

ED 118 552

SP 009 840

Lickona, Thomas, Ed. And Others

**Educational Alternatives: A Sourcebook. Education for the Development of the Person. Volume 2, Numbers 1 and 2, Spring-Fall 1975.**

State Univ. of New York, Cortland. Coll. at Cortland. Div. of Education.

Pub Date 75

Note—166p.; Proceedings of the 1973 and 1974 Conferences on Open Education

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage**

Descriptors—\*Affective Objectives, \*Educational Philosophy, Educational Quality, Elementary Education, Emotional Development, \*Humanistic Education, Learning Theories, \*Moral Development, \*Open Education, Performance Based Education, Self Concept, Student Role, Teacher Role

The document is a collection of articles, all of which concern educational reform in general and humanistic/affective education in particular. The first article establishes a theme for the book in warning that undue stress on competencies and

skills may mean losing sight of equally valid and important humanistic aims of education. A common concern of many of the articles is developing positive self-concept in children; encouraging moral development; helping the child to understand and express humor, aggression, anger, and other personal feelings; and devising curricula that can spark a child's imagination. Two articles focus on the habit of teachers to shy away from teaching science, both out of unfamiliarity with the subject and a lack of ingenuity in thinking of ways to make it accessible to young children. Experiments and projects are suggested which are both lively and educational. Another article examines children's difficulty with math and tries to focus on what kinds of operational thinking, as identified by Piaget, are required to master different mathematical problems. An article by Albert Shanker argues for strengthening the role of teacher associations in issues of educational policy. Other articles concern the role of the teacher in the open classroom, student role in a person-centered program, and competency based teacher education. (CD)

ED 118 553

SP 009 841

*Kitchens, James D.*

**Competency-Based Improvement of Instruction Program in Teacher Education at Southwestern Oklahoma State University.**

Southwestern Oklahoma State Univ., Weatherford.

Pub Date 75

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—\*Conventional Instruction, \*Educational Change, Guidelines, Higher Education, \*Performance Based Teacher Education, \*Preservice Education, Program Evaluation, \*Program Improvement, Teacher Education

The Division of Teacher Education and Psychology at Southwestern Oklahoma State University has developed a unique approach to the task of improving teacher education. The uniqueness of the approach lies in (1) the attempt to revise an on-going program without additional funding, personnel, and released time; (2) the use of the basic tenets of competency or performance based teacher education (C/PBTE) as guidelines while retaining those more traditional practices which are considered successful instead of replacing the existing program; (3) the development of a set of competencies out of existing practice and revising these to conform to a desired teacher model rather than beginning with a particular teacher model; (4) the establishment of a system of assessment and evaluation based on an explicit set of competencies encompassing all of the student's learning experiences; and (5) the use of the expertise of local personnel to perform consultative services. (A table comparing traditional education to competency based education and an outline of the program are included) (Author/CD)

ED 118 554

SP 009 842

**Elementary Education at Utah State University, Logan, Utah. Sodia Program Description, Philosophy and Student Handbook of Competencies.**

Utah State Univ., Logan. Dept. of Elementary Education.

Pub Date 75

Note—129p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—\*Communication Skills, Cooperating Teachers, Educational Philosophy, \*Guidelines, Higher Education, \*Performance Based Teacher Education, \*Performance Criteria, Personal Growth, Program Descriptions, Rating Scales, \*Self Evaluation, Student Teachers, \*Student Teaching, Teacher Role, Teaching Methods

Identifiers—SODIA

The document describes Utah State University's program in elementary education, called SODIA, an acronym for self, others, discipline, implementation, and associate. The first part of the document identifies specific competencies student teachers need in developing their own self-awareness, in learning communication skills, and in teaching the specific subjects of language arts, reading, math, science, and social studies. It suggests specific instructional activities the student is expected to perform in the classroom as a student teacher. The second part of the document is a handbook of student teaching, defining

the role of both student teacher and his/her supervisors. The student is expected to fill out forms which are included as a record of his/her development in different competencies. The third part of the document contains letters from school systems supporting the SODIA program. The last part of the document is a student program planning guidebook meant for use by education majors at Utah State. (CD)

ED 118 555

SP 009 843

**Guidelines for Approved In-Service Credit.**

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Services.

Pub Date 75

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Course Descriptions, \*Credit Courses, \*Curriculum Development, \*Inservice Teacher Education, \*State Departments of Education, State Legislation, \*Teacher Certification

The document explains how the state of Pennsylvania handles inservice teacher education. It describes the use of local councils composed of school personnel, students, and community people, who suggest courses to be offered for inservice credit. The standards for these courses are listed. Sample forms are appended which show how a teacher applies for academic credit for courses and how someone wishing to teach an inservice course presents his/her curriculum outline. The relevant laws in the Code of Education are also included. (CD)

ED 118 556

SP 009 845

*Hill, Patricia J.*

**A Guide for Vision Screening in California Public Schools. 1974 Edition.**

California State Dept. of Education, Sacramento.

Pub Date 74

Note—31p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—\*Records (Forms), \*School Health Services, \*State Legislation, \*Vision Tests, \*Visually Handicapped

Identifiers—California

This document details the California State Code's provisions concerning eye examinations for children in public schools. It explains how the examinations should be conducted and recorded, how teachers can observe children for vision problems, how to report vision problems to parents and recommend secure medical assistance, and what obligations the schools have to children with impaired vision. Appendixes include the sections on vision screening from the Education Code, forms for examination and reporting, and a glossary. (CD)

ED 118 557

SP 009 846

**A Negotiations Strategy for Inservice Education.**

National Education Association, Washington, D.C.

Pub Date 74

Note—25p.

Available from—National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036 (No price quoted)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Boards of Education, Collective Negotiation, Contracts, \*Educational Finance, \*Evaluation Needs, Grievance Procedures, \*Inservice Teacher Education, \*Negotiation Agreements, Program Design, Public School Teachers, School Districts, \*Teacher Associations

This paper is designed to be used as a practical resource manual for the development of proposals for negotiations on inservice teacher education. It is divided into two sections. The first section focuses on the analytical techniques which should be used by an association in formulating the content and design of its inservice education proposal. It addresses the following three major considerations: (1) the relationship which should be developed between the negotiated inservice program and other negotiations priorities, (2) the negotiating unit, and (3) the legitimate organizational objectives of the association. The second section examines three general options which an association can adopt in negotiating its inservice program. Each option is accompanied by illustrative contract language. (Author/PB)

ED 118 558

SP 009 847

*Pyfer, Howard R. And Others*

**Cardiac Arrest During Medically-Supervised Exercise Training: A Report of Fifteen Successful Defibrillations.**

Pub Date May 75

Note—3p.; Paper presented at the American College of Sports Medicine Meeting (New Orleans, Louisiana, May 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—\*Cardiovascular System, \*Exercise (Physiology), Heart Rate, Intervention, \*Males, Medical Assistants, Medical Treatment, \*Older Adults, Physical Fitness, \*Risk

The Cardio-Pulmonary Research Institute conducted an exercise program for men with a history of coronary heart disease. Over 7 years, there were 15 cases of cardiac arrest during exercise (one for every 6,000 man-hours of exercise). Trained medical personnel were present in all cases, and all were resuscitated by electrical defibrillation with no permanent damage. Coronary heart disease patients are at risk of cardiac arrest during exercise, and there seems to be no way of predicting by age, type of exercise, or seeming tolerance to exercise whether or not cardiac arrest will occur. Nor are months of regular exercise a safeguard against an attack. However, exercise, even vigorous exercise, is safe if there are medical personnel present, and the physiological and psychological benefits of exercise in the rehabilitation process for coronary heart disease patients are important. (CD)

ED 118 559

SP 009 852

**Homework. What Research Says to the Teacher.**

National Education Association, Washington, D.C.

Pub Date 75

Note—34p.

Available from—NEA Publications, Order Department, The Academic Building, Saw Mill Road, West Haven Connecticut 06516 (Stock No. 1036-1-00, no price quoted)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, Assignments, Cheating, \*Creative Thinking, Elementary Secondary Education, Guidance, \*Home Study, \*Home Work, \*Independent Study, \*Learning Theories, Student Motivation, Study Skills

This booklet is an evaluation of the use of homework as it contributes to learning. The main contention of the booklet is that as often as possible homework should be in the form of independent study projects and should be interesting and enjoyable rather than boring or overly difficult. It is suggested that homework assignments which are too long or too disagreeable create a great deal of anxiety in students, particularly those most anxious to succeed. The document refers to experiments in which homework loads were reduced in school systems with no noticeable decline in accomplishment, while children and their families both seemed pleased with the change. Unpleasant homework assignments are also criticized as leading to cheating, since many students do not see the need for doing the work themselves. It is stated that it is not in fact known whether or not homework detracts from the student's interest or vitality in the classroom. Creative assignments which genuinely challenge students and are geared to their ability levels are seen as useful when assigned in moderation. A bibliography by the ERIC Clearinghouse on Teacher Education of other literature on the subject of homework is included. (CD)

ED 118 560

SP 009 856

*VanSickle, Ronald L.*

**Measurement Issues and Competency-Based Teacher Certification.**

Pub Date 75

Note—10p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—\*Performance Based Teacher Education, Teacher Behavior, \*Teacher Certificates, \*Teacher Certification, Teacher Education, \*Teacher Qualifications, \*Teachers

For a competency-based system of teacher certification to be feasible and fair, a valid and reliable set of measurement procedures must exist. There are four questions which must be answered

before competency-based teacher certification can be validly implemented. The first question is, Should teacher or pupil behavior be used as evidence of teacher competence? Teacher behavior rather than pupil behavior is a more appropriate basis on which to judge teacher competence. The second question is, On what basis should specific behavioral indicators of competence be selected for observation? It is intellectually unjustifiable at this time to establish a particular set of behavior indicators of teacher competence as certification criteria. Question 3 is, Under what conditions should teacher behavior be observed in order to assess competence? Teacher behavior must be assessed in several contexts and over time if the assessments are to be generalizable. The final question asks, what kinds of measures of teacher behavior should be used to assess competence? Observation systems need to be identified and developed which are characterized by strong reliability and validity and by enough scope to reflect the range and complexity of teacher-student interaction. The movement in the direction of competency-based teacher certification should proceed only to the extent that our knowledge and technology will adequately support it. (RC)

**ED 118 561** SP 009 857

Neuenschwander, John A.

**Oral History as a Teaching Approach.**

National Education Association, Washington, D.C.

Pub Date 76

Note—42p.

Available from—NEA Publications, Order Department, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516 (Stock No. 1801-X-00; no price quoted)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Class Activities, Community Characteristics, Community Study, Cultural Background, Culture, \*History Instruction, Instructional Innovation, \*Interviews, \*Local History, \*Older Adults, Oral Communication, \*Oral History, Secondary Education, Social History, Social Studies, \*Tape Recordings

The book presents information on the use of oral history as a classroom device. The first chapter discusses the evolution of oral history from a practice intended to preserve information on noted Americans to a way of preserving recollections of older Americans about the past. The second chapter explains why interviewing members of their own communities can make children more interested in the subjects they study. The "Foxfire Book," a popular anthology on Appalachia, originating from a social studies class, is used as an example of stimulating, innovative project. The third chapter offers suggestions on preparing the student as an interviewer, such as how to be a good listener, ask good questions, and put the interviewee at ease. Methods of using tapes are compared in chapter 4. It is recommended that segments of the tape be indexed rather than transcribing all the tapes, which is time-consuming and costly. Chapter 5 discusses the development of an oral history project and provides examples, including a sample release form, which gives a project the subject's permission to use the interview, and a sample interview. The author states that the establishment of an oral history association, the increasing use of oral history in schools and colleges, and the enthusiasm usually associated with its use indicate that oral history is likely to be a major adjunct to classroom instruction in the 1970's. (CD)

**ED 118 562** SP 009 858

Tilley, Herbert T.

**Preparing Educational Proposals. A Guide for Teachers.**

National Education Association, Washington, D.C.

Pub Date 76

Note—33p.

Available from—NEA Publications; Order Department; The Academic Building; Saw Mill Road; West Haven; Connecticut 06516 (Stock No. 1375-1-00; no price quoted)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Financial Support, Program Budgeting, Program Costs, Program Descriptions, Program Design, \*Program Development, \*Program Planning, \*Program Proposals, Research Projects, \*Research Proposals

This booklet is intended to be a package that individual teachers and local associations can use in writing successful proposals. It begins with 10 steps that can serve as a guide for formulating a proposal. These steps can be used as agenda topics for working through the proposal process. The next section of this booklet details how to write the proposal. It contains the various parts of the proposal listed in outline with explanations and examples. The third section presents criteria for rating the proposal. The fourth section, concerning evaluation and reporting states that evaluation and reporting of a proposal that is already being implemented is essential when looking for future funding. A chart showing the major activities that comprise the funding cycle makes up the fifth section. The final section of this booklet contains various sources of financial support for funding proposals. (RC)

**ED 118 563** SP 009 859

Presbie, Robert J. Brown, Paul L.

**Behavior Modification. What Research Says to the Teacher.**

National Education Association, Washington, D.C.

Pub Date 76

Note—39p.

Available from—NEA Publications, Order Department, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516 (Stock no. 1035-3-00; no price quoted)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Behavior Change, Behavior Patterns, \*Change Strategies, \*Changing Attitudes, Elementary Secondary Education, Punishment, \*Reinforcement, Reinforcers, Social Reinforcement, Student Behavior

This report reviews some of the most relevant findings from the extensive research which has been done on behavior modification. It summarizes the more important, practical, concrete, and classroom-tested procedures which research shows to be effective in improving students' academic and social behaviors. The first section of the report begins by stating that a more descriptive name for the behavioral approach is behavior improvement. Next is an explanation of how consequences may be used to improve classroom behaviors. Reinforcement and punishment are discussed, as are ways to change and improve academic and social behaviors. The next section talks about the methodology of using behavior modification procedures. It contains information on pinpointing behaviors and counting and charting behaviors. Behavior modification change procedures are the topic of the third section. Discussed in this section are change procedures, modeling as a change procedure, social reinforcement procedures, activity reinforcement procedures, token reinforcement procedures, and punishment procedures. The final section suggests ways in which the reader might learn more about behavior modification. The report also contains a list of 100 selected references. (RC)

**ED 118 564** 95 SP 009 860

Shaw, Alvie L.

**In-Service Development through the Use of Video-Tapes and Learning Packages. Final Report.**

Eastern Washington State Coll., Cheney.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program. Bureau No—BR-2-J-038

Pub Date Jan 76

Contract—OEC-X-72-0025(057)

Note—298p.; Video tapes available from Alvie L. Shaw, Eastern Washington State College, Showalter Hall, Cheney, Washington 99004; Not available in hard copy due to light print areas throughout document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Behavioral Objectives, Evaluation, Independent Study, \*Inservice Teacher Education, Large Group Instruction, Small Group Instruction, \*Teacher Education, Video Tape Recordings

The first section of this final report is an introduction that is on video tape and available only through the author. The second section, which is written, concerns large group instruction. It contains information on the lecture and on an instructional management strategy for individualized learning. Small group instruction is explored in section three. Some of the topics

discussed are what is small group discussion and why it is desirable, how small groups should be organized, and how small discussion groups can function more effectively. Section four pertains to independent study. The topics discussed in this section include what independent study is all about, teacher planning for independent study, and materials for independent study. The focus in section five is on the development and writing of instructional objectives. Section six deals with the utilization of teaching strategies. Included in this section is information on the UNIPAC format, how children learn to think, key concepts of individualization, machine scheduling, and determining individual needs. Section seven discusses the development of learning packages and includes sample formats. Section eight concerns creativity related to thinking skills. Finally, section nine deals with evaluation instruments. Included in this section is information on diagnosing and assessing the teaching act and performance assessment rating. (RC)

**ED 118 565** SP 009 861

Benedict, Marjorie A., Comp.

**Competency-Based Teacher Education: A Bibliography of Bibliographies.**

State Univ. of New York, Albany. Teacher Education Developmental Service.

Pub Date Aug 75

Note—6p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Annotated Bibliographies, Bibliographic Citations, \*Bibliographies, Booklists, \*Performance Based Teacher Education

This bibliography contains listings of bibliographies, annotated bibliographies, catalogs of holdings, and multimedia materials on competency-based teacher education. The information provided includes the author, title, publisher, date of publication, and the number of pages. Publication dates are all post - 1970. ERIC ED numbers are provided for those documents in the ERIC system. (RC)

**ED 118 566** 95 SP 009 862

Cozine, Dean

**Teacher Perceptions of the Acceptability of Teacher Training Products. Research and Development Memorandum No. 141.**

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Dec 75

Contract—NE-C-00-3-0061

Note—33p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—Complexity Level, \*Evaluation, Inservice Teacher Education, \*Instructional Materials, Microteaching, Skill Development, \*Teacher Attitudes, Training Objectives

The study was designed to find out what kinds of teacher training products were considered most useful by teachers. Twenty-one teachers were asked to evaluate 125 teacher training products divided into various sets by objectives and complexity of training mode and skills required. There was fairly strong agreement on what products were good, with preference going to those that involved microteaching or other clinical practice, varied activities, and complex skills and training. These products tended to be more expensive and to have produced at research and development centers. The methodology used to determine teacher attitudes toward teacher training products is considered an acceptable model for future research, and the authors hope research will be done to determine acceptability of the products after use by teachers. (Statistical tables are included, as are sample questionnaires answered by teachers.) (CD)

**ED 118 567** SP 009 863

Zeigler, Earle F.

**In Sports, as in All of Life, Man Should Be Compromisable to Man.**

Pub Date 14 Nov 75

Note—12p.; Paper presented at the Presidential Address at the Annual Meeting of the Philosophic Society for the Study of Sport (Kent, Ohio, November 14, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Athletics, Communication (Thought Transfer), \*Humanism, Interpersonal Relationship, \*Philosophy

Forces that would wrest personal autonomy from us are presently at work, both directly and indirectly, in the sports profession and in society at large. We are typically confused on the subject of man's nature; we have arbitrarily and unwisely relegated it to the interdisciplinary area of metaphysics where the topic rests in some disarray because of the plethora of theories that currently prevails. These confusing and overlapping concepts of man's nature confound many of our presentations and discussions. We have a definite responsibility to our students to help them form their own, highly personal positions as to man's basic nature. The need for more effective communication within the area of sport and physical activity philosophy is self-evident. Because of the varied methodological approaches we employ, we are seemingly not communicating too well with each other, and our voices are not having a significant influence on those involved with sport in the culture. Members of the Philosophic Society for the Study of Sport have a contribution of vital importance to make in regard to sport's cultural role. (Author/CD)

**ED 118 568** SP 009 864

*Twardokens, George R.*  
**Rotations of Lower Limbs in Skiing.**  
Pub Date May 75

Note—9p.; Paper presented at the National Academy of Ski Instructors (Wyoming, May 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**  
Descriptors—\*Human Body, \*Motion, \*Motor Reactions, \*Physical Activities, \*Recreation Identifiers—\*Skiing

This is a short paper about turns in skiing. It contrasts early and contemporary techniques and discusses biomechanical studies of rotation of limbs. It is stated that individual people's builds partially determine how they will accomplish turns. Diagrams are included. (CD)

**ED 118 569** SP 009 865

*Baer, G. Thomas And Others*  
**Teacher Education Centers.**  
Illinois State Univ., Normal.

Note—32p.; Occasional light print

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**  
Descriptors—\*Clinical Experience, \*College School Cooperation, Education Courses, \*Elementary Education, \*Field Experience Programs, School Districts, School Personnel, Teacher Centers, \*Teacher Education, Teaching Experience, Teaching Styles

Most students majoring in elementary education at Illinois State University are enrolled in the CORE Program. These prospective teachers are required to complete three on-campus unified "cores" or semesters of work which focus upon the arts, communication skills, and natural and social sciences. The fourth core or semester is devoted to clinical teaching experiences and selected course work at one of four teacher education centers operated by the Department of Curriculum and Instruction in cooperation with public school districts. The centers provide a program of extensive clinical experiences for about 400 teacher candidates yearly. Each center is staffed by an in-resident director and two clinical consultants who are employed by the university to service approximately 50 students per semester. In some centers, consultant staff members are district personnel assigned to this position. Through partnership agreements, cooperating districts provide office space, classroom facilities, and school personnel. The paramount goal of the fourth core component is the provision of a multitude of opportunities for the teacher candidate to work toward the attainment of teaching skill competency and to search for their own unique teaching style through direct involvement in a realistic teaching-learning situation. (The programs at each of the four teacher education centers are described in this report.) (Author/CD)

**ED 118 570** SP 009 866

*Alvir, Howard P.*  
**Fundamentals of Modules (An Outline Guide to Accompany Group Discussion Sessions).**  
Pub Date 17 Jun 75

Note—28p.; Not available in hard copy due to light print of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Behavioral Objectives, Curriculum Development, Performance Criteria, \*Teacher Education, Workshops

Identifiers—\*Learning Modules

This document is an outline guide to accompany group discussion sessions on the fundamentals and operationalization of modules. The document begins with an introduction that explains the various outline pages. The following are presented and discussed in the guide: (1) the five elementary characteristics of a module, (2) definitions of modules, (3) a component description of a quasi-legal definition of a module, (4) a list of 13 things to look for in a module, (5) modules needed, (6) a comparison of the module to the thesis of dissertation, (7) an example of how the same modules vary from campus to campus, (8) the need for certain principles of modular development, (9) avoidable module dangers, (10) the various results of modular instruction, (11) ways to put everything together in one workshop, and (12) a flowchart that discusses what can happen when teachers get together to set up a no-fail module system. (RC)

**ED 118 571** SP 009 867

*Murray, C. Kenneth, Ed.*  
**West Virginia Review of Educational Research.**  
Number 2, Fall 1975.

West Virginia Association of Teacher Educators, Huntington.  
Pub Date 75

Note—51p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**  
Descriptors—\*Abstracts, Behavior Change, Curriculum Development, \*Educational Research, \*Elementary Secondary Education, Field Experience Programs, Locus of Control, Mathematics Instruction, Moral Development, Social Studies, \*Teacher Behavior, \*Teacher Education, Writing

This document contains abstracts of experimental and descriptive educational research in West Virginia. The stated purposes of the document are to disseminate relevant educational research to West Virginia teacher educators, to encourage ongoing research in all areas and at all levels in education, and to develop professional utilization of research findings. Among the subjects covered in the research abstracted in this document are (1) field experience programs, (2) school staff relationships, (3) verbal behavior of student teachers, (4) training for cooperating teachers, (5) writing instruction, (6) mathematics instruction and the preparation of secondary school mathematics teachers, (7) predicting teacher behavior, (8) locus of control, (9) training of undergraduate teacher aides, (10) behavior modification, (11) video-taped models, (12) peer interaction and moral development, (13) search and seizure in public schools, and (14) community college curriculum development. (CD)

**ED 118 572** SP 009 869

*Choi, Susan, Comp.*

**A Comparison of the Recommendations of the RISE, NASSP, and Kettering Reports on Secondary Education.**

Santa Clara County Superintendent of Schools, San Jose, Calif.

Pub Date 76

Note—23p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**  
Descriptors—Career Education, Cocurricular Activities, \*Comparative Analysis, Counseling, Credits, Curriculum, Financial Support, Individualized Instruction, Media Research, School Community Cooperation, \*Secondary Education, Student Participation, Student Records

This document is a comparison of three reports on secondary education prepared by the following: (1) the California State Department of Education's Commission for Reform of Intermediate and Secondary Education (RISE), 1975; (2) the National Association of Secondary School Principals (NASSP), Task Force on Secondary Schools in a Changing Society, 1975; and (3) the National Commission on the Reform of Secondary Education (established by the Charles F. Kettering Foundation), 1973. The document presents the similarities and some of the differences of the three reports in the following areas: (1) curriculum, (2) community, (3) work, (4) media, (5) individualization, (6) compulsory education, (7) credit, (8) student participation, (9) counseling, (10) student records, (11) student activities, and

(11) funding. Separate sections containing the recommendations of each of the three reports are also contained in this document. (RC)

**ED 118 573** SP 009 870

*Barbour, Nita Hale*

**Teacher Verbal Behavior and Its Relationship to Growth in Child Language.**

Pub Date 5 Feb 76

Note—12p.; Paper presented at the Association of Teacher Educators National Conference (St. Louis, Missouri, February 5, 1976); Occasional light print

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**  
Descriptors—\*Language Development, \*Language Usage, Preschool Children, \*Preschool Education, Preschool Teachers, Teacher Behavior, \*Verbal Communication

This study investigated the relationships between teacher facilitative or directive verbal behavior in nursery school classrooms and seven aspects of child language change. Twenty-eight nursery teachers and 95 children from these classrooms were selected for this study. The teacher verbal behavior was measured by the Withall Social Climate Index, which produces a facilitative score and a directive score for each teacher. Child language change was determined by a pretesting and posttesting with the Peabody Picture Vocabulary Test and with an analysis of 50 consecutive statements. Within the limitations of this study and from the findings, it can be concluded that teachers consistently used a pattern of facilitative or directive verbal behavior in their classrooms. It can also be concluded that language for the four-year old children in this study, as measured by the instruments used, continued to change in the six month period. Finally, it can be concluded that, for children in this sample, change in use of complexity sentences was greater in those classrooms where teachers used more directive verbal behavior. In the other aspects of language change studied, the verbal behavior as measured by the Climate Index. (Author/RC)

**ED 118 574** SP 009 875

**Proceedings [of the] Sixty Fourth Annual Meeting [of the] College Physical Education Association.**  
American Alliance for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date Dec 60

Note—243p.; Proceedings of the Annual Meeting of the College Physical Education Association (64th, Washington, D.C., December 27-30, 1960)

Available from—American Alliance for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$2.00)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Athletics, College Role, \*Facility Planning, Facility Utilization Research, \*Intercollegiate Programs, \*Intramural Athletic Programs, \*Physical Education, Physical Fitness, Professional Training, Swimming, \*Teacher Education

This document contains the proceedings of the December 1960 Annual Meeting of the National College Physical Education Association for Men (NCPAM). In addition to the special addresses given at the meeting, the proceedings contain speeches on the following topics: (1) intercollegiate athletics, (2) teacher education, (3) basic instruction, (4) intramural athletics, (5) research, and (6) facilities. The teacher education section includes papers on the following topics: state role in health and physical education teacher preparation; the role of private and public universities in physical education professional preparation; and intern programs for teachers. Also included are the president's report, financial reports, minutes from the previous meeting, and reports from the standing committees, continuing committees, joint committees, and the president's committees. The constitution of the NCPAM and membership information complete this document. (CD)

**ED 118 575** SP 009 876

**Proceedings [of the] Sixty Seventh Annual Meeting [of the] National College Physical Education Association for Men.**

American Alliance for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date Jan 64

Note—210p.; Proceedings of the Annual Meeting of the National College Physical Education Association for Men (67th, Dallas, Texas, January 8-11, 1964)

Available from—American Alliance for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$3.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Athletic Programs, Athletics, Exercise (Physiology), History, \*Intercollegiate Programs, Intramural Athletic Programs, Muscular Strength, Physical Activities, \*Physical Education, Physical Fitness, Professional Training, \*Research, \*Teacher Education

This document contains the proceedings of the January 1964 Annual Meeting of the National College Physical Education Association for Men (NEPEAM). In addition to the President's address and a speech on physical education as an academic discipline, the Proceedings contain speeches on the following topics: (1) intramural athletics, (2) research, (3) intercollegiate athletics, (4) history of sport, (5) teacher education, and (6) basic instruction. Among the research topics discussed are the effects of inhalation of smog upon cardiorespiratory responses, factors associated with major knee injuries in varsity football, and the relationship between written test scores and performance skills ratings in sports. Also included are the President's report, financial reports, minutes from the previous Meeting, and reports from the Standing Committees. A membership list and an author index of articles from the proceedings of the Association from 1940 to 1963 complete the document. (CD)

ED 118 576 SP 009 877

Proceedings [of the] Sixty Eighth Annual Meeting [of the] National College Physical Education Association for Men.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C.  
Pub Date Jan 65

Note—177p.; Proceedings of the Annual Meeting of the National College Physical Education Association for Men (68th, Minneapolis, Minnesota, January 7-9, 1965)

Available from—American Alliance for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$3.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Athletics, Cardiovascular System, Facility Planning, High Schools, History, Intercollegiate Programs, \*Intramural Athletic Programs, Physical Activities, \*Physical Education, Physical Fitness, Psychology, \*Teacher Education

This document contains the proceedings of the January 1965 Annual meeting of the National College Physical Education Association for Men (NCEAM). In addition to the special addresses given at the meeting, the proceedings contain speeches on the following topics: (1) research, (2) intercollegiate athletics, (3) history of sport, (4) teacher education, (5) basic instruction, and (6) intramurals. The research areas discussed include the relationship between physical activity and coronary heart disease and the effects of specific social-incentive conditions on performance on physical fitness tests. Also included are the president's report, financial reports, minutes from the previous meeting, and reports from the Standing Committees, Continuing Committees, Joint Committees, and the President's Committees. The Constitution of the NCEAM and lists of honorary members and active members complete the document. (CD)

TM

ED 118 577 TM 004 969

Jansen, Duncan N.

Adaptive Testing as a Significant Process in AIM. Memphis State Univ., Tenn. Bureau of Educational Research and Services.

Pub Date 1 May 75

Note—29p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—\*Computer Oriented Programs, \*Individualized Programs, Instructional Systems,

\*Measurement Techniques, Models, Response Style (Tests), Scoring, \*Student Ability, \*Student Testing, Test Construction, Test Interpretation, Test Reliability, Test Selection, Test Validity

Identifiers—\*Adaptive Testing, Computer Assisted Testing, Flexilevel Tests, Tailored Testing

To what degree testing can become adaptive is considered in three ways: from a formal methodological perspective; from a human process, stability, perspective; and from a subsystem or component view within an adaptive instructional system (AIS). With the advent of large computer-based training systems, the opportunity to broadly implement adaptive testing models and contrast them in terms of their adaptive nature has come to its moment of truth. It, therefore, seems appropriate to describe various computer paradigms which are representative of one or more models. This completes the first third of this paper. Testing has long been considered adaptive if the situation is made easier or more relaxing for the student. As this paper illuminates, it is perhaps more important to increase the challenging aspects of the test adaptation, even to stressing characteristics in order to improve both reliability and validity. Adaptive testing can be considered within the context of a total AIS framework. To what degree does it provide for time savings and for enhanced systems improvement? It is in this last area that so little experience and data are available. What little data and conjecture that can be accumulated at this time is presented to complete the overview of adaptive testing. (Author/RC)

ED 118 578 TM 005 026

Thomas, Patricia J.

Racial Difference in the Prediction of Class "A" School Grades. Final Report.

Navy Personnel Research and Development Center, San Diego, Calif.

Report No—NPRDC-TR-75-39

Pub Date Jun 75

Note—55p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (AD-A012 319, MF \$2.25, HC \$4.25)

Document Not Available from EDRS

Descriptors—Academic Ability, \*Aptitude Tests, Caucasians, Cutting Scores, Grade Point Average, \*Military Personnel, Negroes, \*Personnel Selection, Post Secondary Education, Predictive Validity, \*Racial Differences, Test Results, \*Test Validity

Identifiers—Basic Test Battery, \*Navy

The Navy's selection tests are not as valid for minority personnel as they are for the majority group, the utility of alternative test composites was investigated. The samples were drawn from all students attending a Class "A" school, the first school a recruit goes to in order to learn a technical skill, during 1971-1972. Comparisons were made between mean selection test groups. Regression lines were plotted for white and black students to investigate the usefulness of lower cutting scores for minorities. Predictive validities of the current selection composites and all other combinations of Basic Test Battery (BTB) tests were determined. Differential validity of the operational BTB selectors was reaffirmed and alternative selectors were identified. The mean test scores of blacks were significantly lower than those of whites but their final school grades were not significantly lower. Analysis of the regression lines demonstrated that lower aptitude blacks generally would earn higher grades than lower aptitude whites. It was concluded that an improvement in minority assignment to technical training can be accomplished by implementing new selection composites, valid for both whites and blacks. Lowering the cutting score for blacks on the current combinations of BTB tests was counterindicated due to the chance-level validities of the operational composites in these courses. (NTIS/BJG)

ED 118 579 TM 005 040

Pasquariella, Bernard G. Wishik, Samuel M.

Evaluating Training Effectiveness and Trainee Achievement: Methodology for Measurement of Changes in Levels of Cognitive Competence. Manuals for Evaluation of Family Planning and Population Programs, Number 8.

Columbia Univ., New York, N.Y. International Inst. for the Study of Human Reproduction.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.; Ford Foundation, New York, N.Y.

Report No—Man-8

Pub Date 75

Note—221p.; Some of the Figures in the text and some pages in the appendices may reproduce poorly due to small print

Available from—International Institute for the Study of Human Reproduction, 78 Haven Avenue, New York, New York 10032 (\$3.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, Achievement Gains, Achievement Tests, \*Cognitive Measurement, Comparative Analysis, Computer Programs, Data Analysis, \*Educational Programs, Evaluation Methods, Family Planning, \*Guidelines, Manuals, Program Effectiveness, \*Program Evaluation, Statistical Analysis, Test Construction, \*Trainees, Training, Training Objectives

This Manual has been designed to provide step-by-step guidelines for conducting an evaluation of a structured training sequence. The assessment design to be presented involves essentially: the testing of a group of trainees before and after a sequence of instruction by administration of the same set of objective-form items under structured testing conditions; and the application of a series of statistical procedures to the resultant scores and individual item responses to determine the magnitude, direction and level of Test to Retest changes in cognitive (subject matter) competence. As will be stressed repeatedly throughout the Manual, the quantitative analysis of the testing data can provide both a measure of trainee achievement and an assessment of training effectiveness, by estimating how much of the increase in levels of subject competence displayed by the trainees at the end of the course can be attributed to the training experience. (Author)

ED 118 580 TM 005 060

Gillmore, Gerald M.

Statistical Analyses of the Data from the First Year of Use of the Student Ratings Forms of the University of Washington Instructional Assessment System.

Washington Univ., Seattle. Educational Assessment Center.

Report No—76-9; EAC-P-503

Pub Date Nov 75

Note—27p.; A few pages of the text and Table 6 contain light print

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—\*College Students, \*Course Evaluation, Data Analysis, \*Data Collection, Evaluation Methods, Higher Education, Participant Satisfaction, Rating Scales, \*Statistical Analysis, \*Student Attitudes, Student Evaluation of Teacher Performance

Identifiers—Instructional Assessment System, \*University of Washington

This report presents statistical analyses of data derived from the first year's use of the Instructional Assessment System. Included are: means, standard deviations, and several reliability estimates for each item within each form; inter-item correlations; and correlations of items with non-evaluative variables. Among the major results discussed are the high item reliabilities for all but small classes, the high inter-item correlations and their implications for use of ratings results for diagnosis of instructional problems, and the causal implications of item correlations with non-evaluative variables, e.g., whether students wanted to take the course and grade expected. (Author)

ED 118 581 TM 005 063

Bower, George L. And Others

A Concurrent Validity Study Relating the Armed Services Vocational Aptitude Battery to Success in High School Vocational-Technical Courses. AFVTG Technical Research Report Number 74-5.

Armed Forces Vocational Testing Group, Randolph AFB, Tex. Research Div.

Report No—AFVTG-TRR-74-5

Pub Date May 75

Note—51p.; For related documents, see ED 109 258 and TM 004 897

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—\*Academic Achievement, \*Aptitude Tests, Armed Forces, Grade Point Average,



\*High School Students, Occupational Guidance, Occupational Tests, Predictive Ability (Testing), \*Predictive Validity, Secondary Education, Test Interpretation, Test Validity, Vocational Aptitude, \*Vocational Education Identifiers—\*Armed Services Vocational Aptitude Battery

This Technical Research Report is primarily designed for reference by educational testing and measurement specialists as a supplemental guide to interpretation of Armed Services Vocational Aptitude Battery (ASVAB) results in local and state career guidance and counseling programs. This study examined the validity of specific ASVAB composites from a sample of 6,130 students in 25 high schools offering vocational-technical curricula. School samples were obtained through voluntary participation. A general conclusion indicates that, for the most part, form 2 of the ASVAB does do well in predicting success in a number of vocational-technical categories. For those categories where form 2 of the ASVAB does not appear to predict well, further exploration is needed to delineate the ability factors necessary for academic success in those categories. (Author/DEP)

**ED 118 582** TM 005 064

*Dyer, Frederick N. And Others*

**Procedures for Questionnaire Development and Use in Navy Training Feedback. Final Report. TAEG Report No. 20.**

Naval Training Equipment Center, Orlando, Fla. Training Analysis and Evaluation Group.

Report No.—TAEG-R-20

Pub Date Oct 75

Note—62p.; Figures 2 and 4 may reproduce poorly due to small print

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

Descriptors—Curriculum Evaluation, Data Analysis, \*Feedback, \*Guidelines, Job Analysis, Manuals, \*Military Training, \*Questionnaires, Rating Scales, Test Construction Identifiers—\*Navy

This Procedure Manual provides detailed instructions to school personnel on how to construct and administer a successful feedback questionnaire, and how to use the resultant data to identify and correct training problems. Specific information is provided about the number of questionnaires to mail, the particular persons to receive them, the time following graduation for mailing, and ways to obtain a satisfactory rate of return. In addition, specific rating scale forms, instructions, and other questionnaire pages are provided which will facilitate the development of a feedback questionnaire for a particular school. (Author)

**ED 118 583** 08 TM 005 065

*Jaeschke, Donald P. Swinney, Jane*

**A Needs Assessment to Determine Common and Unique Teaching Competencies as Perceived by Work Experience and Diversified Cooperative Training Teacher Coordinators in the State of Florida. Final Report.**

Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date Jun 75

Note—367p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Cooperative Education, Data Analysis, \*Instructor Coordinators, \*Needs Assessment, Questionnaires, \*Teaching Skills Identifiers—Florida

The purpose of this study was to analyze Work Experience and Diversified Cooperative Training in-service teacher-coordinator perceptions to determine: (1) acceptance/rejection of 13 postulates, (2) acceptance/rejection of concepts/elements complementing the postulates, (3) the rank ordering of accepted concepts/elements, (4) acceptance/rejection of 32 knowledge competencies, (5) acceptance/rejection of 32 practitioner competencies, and (6) distribution of responsibilities. Two questionnaires were developed and administered to 440 randomly selected in-service Work Experience and Diversified Cooperative Training teacher-coordinators. The first questionnaire attended to the first three purposes listed above, yielding data needed for a theoretically

based coordinator definition. The second questionnaire attended to purposes four through six, thus providing a needs assessment. The most important finding of this study is the extent of agreement found between Work Experience and Diversified Cooperative Training teacher-coordinators as to the principles undergirding their job performance and the teaching competencies necessary to conduct both programs. The chief differences in the perceptions of the group is in the degree of acceptance of concepts/elements and responsibilities. Specific findings, implications, and recommendations are discussed. (Author/RC)

**ED 118 584** TM 005 067

*Lunneborg, Clifford E. Lunneborg, Patricia W.*

**College Major Similarity Profiles Based on Selected Washington Pre-College Measures and Vocational Interest Inventory Scores.**

Washington Univ., Seattle. Educational Assessment Center.

Report No.—76-10; EAC-P-294

Pub Date Nov 75

Note—23p.; For a related document, see TM 005 003; Light type in some of the figures

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Academic Achievement, Achievement Tests, Aptitude Tests, College Graduates, \*College Majors, College Students, \*Discriminant Analysis, Followup Studies, Higher Education, High School Students, \*Prediction, Predictor Variables, \*Test Results, Vocational Interests

Identifiers—University of Washington

Discriminant function analyses utilizing Washington Pre-College (WPC) aptitude/achievement variables and Vocational Interest Inventory scores were performed to predict graduating major for June 1975 University of Washington graduates in 11 majors. Using both types of pre-college measures classified more graduates correctly than utilizing the cognitive or interest measures alone. Suggestions for improved feedback in the WPC program were made so as to provide future high school juniors with (1) three profile scores (based on the first three discriminant functions), (2) a graphic presentation called Plot of Aptitude and Interest Profiles for Typical College Graduates, and (3) a rank ordering of 11 college majors in terms of their closeness to the student's three profile scores. (Author/DEP)

**ED 118 585** 64 TM 005 068

**Milwaukee Bilingual/Bicultural Education Program 1974-1975.**

Milwaukee Public Schools, Wis. Dept. of Educational Research and Program Assessment.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group. Multicultural/Bilingual Div.

Pub Date [75]

Note—35p.; Not available in hard copy due to light print of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Academic Achievement, \*Biculturalism, \*Bilingual Education, Bilingual Students, Bilingual Teachers, Comparative Analysis, Cultural Awareness, Curriculum Development, Educational Objectives, \*Elementary Secondary Education, Federal Programs, Inservice Teacher Education, \*Program Evaluation, Spanish Americans, \*Spanish Speaking, Student Attitudes, Student Testing

Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII, \*Milwaukee Bilingual Education Program, Wisconsin (Milwaukee)

This report covers the 1974-1975 extension of the Elementary and Secondary Education Act (ESEA) Title VII Milwaukee Bilingual Education Program which began as a five-year project in September 1969. The program was initiated to develop a bilingual curriculum for schools with Spanish-American populations. Federal legislation, which supports the Milwaukee program, was designed to meet the special needs of children who have limited English proficiency and who come from environments where the dominant language is other than English. In order for Spanish-background children to become more broadly-educated adults, they must be afforded educational opportunities at least equal to those available to other children. Bilingual education was and is considered to be a basic and essential framework to provide these opportunities. The

total bilingual program had three main components. They were an elementary program, a secondary school program, and inservice training for staff. This report describes each of these programs along with the specific objectives and the findings on which the evaluation was based. (Author/DEP)

**ED 118 586** TM 005 069

**Protecting Individual Privacy in Evaluation Research.**

National Academy of Sciences - National Research Council, Washington, D.C. Committee on Federal Agency Evaluation Research.

Pub Date 75

Note—134p.

Available from—Printing and Publishing Office, National Academy at Sciences, 2101 Constitution Ave., N.W., Washington, D.C. 20418 (\$7.00)

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage**

Descriptors—Accountability, Civil Liberties, \*Confidentiality, Data Collection, Federal Legislation, \*Federal Programs, \*Program Evaluation, \*Research, Research Utilization

The Committee on Federal Agency Evaluation Research believes that evaluation of government programs is very much in the public interest and should not endanger the privacy of individuals who give information about themselves. It will not be easy to work out procedures and legal arrangements that balance the conflicting objectives of fostering accountability in government and protecting individual privacy. Special efforts must be made in two areas: (1) protecting evaluation research data from accidental release or malicious misuse by unauthorized persons; (2) protecting people who give information about themselves in the course of evaluation research or social experimentation from having that information used in a court or legislative inquiry. The Committee believes that these efforts should receive high-priority attention in federal agencies, the Congress, and the research community. It is the Committee's hope that this Report and its appendices will contribute to informed debate on these issues. The appendices contain two papers: "Confidentiality-Preserving Modes of Access to Files and to Interfile Exchange for Useful Statistical Analysis" and "A Researcher's Shield Statute: Guarding Against the Compulsory Disclosure of Research Act." (Author/RC)

**ED 118 587** TM 005 070

**Follow Through: Lessons Learned from Its Evaluation and Need to Improve Its Administration. Report to the Congress by the Comptroller General of the United States.**

Comptroller General of the U.S., Washington, D.C.

Report No.—MWD-75-34

Pub Date 7 Oct 75

Note—65p.

Available from—U.S. General Accounting Office, Distribution Section, P.O. Box 1020, Washington, D.C. 20013 (MWD-75-34, \$1.00, do not send cash)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

Descriptors—Disadvantaged Youth, \*Early Childhood Education, \*Experimental Programs, Federal Programs, \*Low Income Groups, Program Administration, Program Effectiveness, \*Program Evaluation, \*Program Improvement

Identifiers—\*Project Follow Through

This report points out that although Follow Through, an experimental program designed to find more effective approaches to teaching young children from low-income families, achieved differences in outcome between Follow Through and non-Follow Through children, problems in its initial design and implementation will limit reaching statistically reliable conclusions as to which approaches are successful. The report recalls the events which led to a reorganization of the national evaluation of Follow Through, and suggests ways to prevent similar happenings. (Author)

**ED 118 588** TM 005 071

**Measuring Student Achievement in Home Economics.**

New York State Education Dept., Albany. Bureau of Elementary and Secondary Educational Testing.; New York State Education Dept., Albany. Bureau of Home Economics Education.

Pub Date 75

Note—56p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

**Descriptors**—\*Academic Achievement, Elementary Secondary Education, Guidelines, Home Economics, \*Home Economics Education, \*Measurement, Student Evaluation, Student Testing, \*Test Construction

Many home economics teachers have experienced difficulty in developing good classroom tests and have expressed a need for help. This publication was prepared to provide guidance in the construction and use of a variety of measurement devices. Section 1 discusses the role of measurement in the instructional process including why measure, what to measure, and how to measure. Section 2 deals with preparing instruments used to assign grades. Advice is given on preparing a test blueprint, choosing an item type (essay, completion, true-false, multiple-choice, and matching), and measuring cognitive and psychomotor learning outcomes. Section 3 discusses preparing instruments used to evaluate and plan instruction related to cognitive, psychomotor, and affective learning outcomes. (RC)

**ED 118 589** TM 005 072

*Rott, Robert K.*

**Evaluation of Medical Nurse Practitioner Program: Participant Instrument No. 1.**

State Univ. of New York, Buffalo. School of Nursing.

Pub Date Apr 73

Note—7p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—Health Occupations Education, Higher Education, \*Nurses, \*Participant Satisfaction, \*Program Evaluation, \*Rating Scales

This instrument was designed to provide a goal-free evaluation of a pilot training program for Medical Nurse Practitioners. With minor modification, the instrument can be applied to programs at several educational levels: secondary, college, adult, and continuing. The instrument uses 5-point Likert-type scales (with positive and negative polarities at the extremes), progresses from general to specific considerations of the program, and contains some open-ended questions, so that respondents can comment ad hoc. Overall, the questionnaire provides information to determine the appropriateness of the training program for the students enrolled. (RC)

**ED 118 590** TM 005 074

*Donlon, Thomas F.*

**Establishing Appropriate Time Limits for Tests.**

Pub Date [Nov 73]

Note—22p.; Paper presented at the Annual Meeting of the Northeast Educational Research Association (Ellenville, New York, November 1973)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

**Descriptors**—\*Statistical Analysis, \*Test Construction, \*Timed Tests

The implications of various time limits for tests of a fixed length or number of items seem obvious. If the time permitted is much too short, scores may bunch up at the low end of the potential score range, with a loss of potential variance and a general diminishing of the utility of the variance which is observed. If the time permitted is an intermediate value, the scores tend to become some mixture of power and speed. This paper proposes a simple technique for estimating the mean and standard deviation of the distribution of finishing times for a population of test takers. Given such values, a number of decisions concerning test specifications can be made. (Author/DEP)

**ED 118 591** TM 005 075

*Goh, David S. J. And Others*

**Intelligence and Personality Revisited: An Experimental Approach.**

Pub Date [Sep 74]

Note—38p.; Paper presented at the Annual Meeting of the American Psychological Association (New Orleans, La., August 30-September 3, 1974)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors**—Cognitive Processes, College Students, Environmental Influences, Higher Education, \*Individual Differences, \*Intelligence, Literature Reviews, \*Models, Neurosis, Persistence, Personality Theories, \*Problem Solving, \*Stress Variables

**Identifiers**—Extraversion, Introversion

The history of attempts by psychologists to determine the contribution of personality to intel-

ligence has not been one of unqualified success. Part of the problem may be in the balance of granularity of analyses on the intelligence side and the personality side. A comprehensive analysis of the contributions of extraversion and neuroticism to problem solving latency, accuracy, and persistence in stressed and unstressed conditions was undertaken. Two directional predictions were made based on previous research: (1) Solution-time will be shorter in extraverts than ambiverts or introverts, and shorter in ambiverts than introverts, in both stressed and unstressed conditions. (2) Neuroticism will be related to solution-time such that in the stressed condition, mid-neuroticism subjects will be faster than either high- or low-neuroticism subjects who will not be different from each other, and in the unstressed condition high-neuroticism subjects will be faster than mid-neuroticism and low-neuroticism subjects, and mid-neuroticism subjects will be faster than low-neuroticism subjects. Subjects were university students in undergraduate and graduate educational psychology classes. The personality dimensions of extraversion-introversion and neuroticism were measured by Form A of the Eysenck Personality Inventory (EPI). The dependent variables of problem-solving latency, accuracy, and persistence were measured by the Nuffer-no Tests. Results are discussed in relationship to previous studies. (Author/BJG)

**ED 118 592** TM 005 076

*Baxter, Brent*

**Replacing Jobs with Task Clusters as the Work Unit for Test Validation. Final Report.**

American Institutes for Research in the Behavioral Sciences, Pittsburgh, Pa.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No—AIR-44501-9-75-FR; DLMA-20-42-74-14-1; PB-247-558

Pub Date Sep 75

Note—159p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (Order No. PB-247-558, \$6.75)

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage**

**Descriptors**—Aptitude Tests, \*Cluster Analysis, Cultural Differences, Ethnic Groups, Intelligence Tests, \*Job Analysis, Performance Criteria, \*Personnel Selection, \*Predictive Ability (Testing), Racial Differences, Sex Differences, Statistical Analysis, Task Analysis, \*Test Validity

**Identifiers**—\*Basic Occupational Literacy Test

As an alternative to the job as the unit of test validation, the project developed a system of tasks to describe work performed in clerical, administrative, and technical positions. Measures of performance in 13 of these task clusters were used as criteria to evaluate the validity of the United States Employment Service (U.S.E.S.) Basic Occupational Literacy Test (BOLT). Detailed analysis of summary statistics and scatterplots revealed a high degree of validity and fairness across sexes, whites, blacks, American Indians, and Spanish heritage persons. (Author/BJG)

**ED 118 593** 95 TM 005 077

*Becker, Ralph L.*

**AAMD-Becker Reading-Free Vocational Interest Inventory Manual [and Male and Female Inventories].**

American Association on Mental Deficiency, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—111p.

Available from—American Association on Mental Deficiency, 5201 Connecticut Ave., N.W., Washington, D.C. 20015 (Manual, \$6.00; Tests \$1.00 each, \$8.00 for 10)

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage**

**Descriptors**—\*Educable Mentally Handicapped, Females, \*High School Students, Males, Manuals, Norms, \*Occupational Tests, Scoring, Secondary Education, Semiskilled Occupations, Testing, Test Reliability, Test Validity, Unskilled Occupations, \*Visual Measures, Vocational Interests

**Identifiers**—\*AAMD Becker Reading Free Vocational Interest Inventory

The AAMD-Becker Reading-Free Vocational Interest Inventory is a non-reading vocational

preference test for use with mentally retarded persons, particularly the educable mentally retarded at the high school level. Illustrations having occupational significance are presented in forced-choice format for selections. The instrument helps to identify areas in which individuals have vocational interests, thus aiding counselors in the vocational planning, training, or job placement of individuals. Scores are provided in eleven male and eight female interest areas. Male interest areas are automotive, building trades, clerical, animal care, food service, and patient care. Female interest areas are laundry service, light industrial, clerical, personal service, food service, and Patient care. Scores in each male and female interest area are derived from pictorial items presented in 55 male triads and 40 female triads in separate inventory booklets. The inventory is available as a consumable booklet for hand scoring and includes an Individual Profile Sheet to interpret results. It can be administered within a 45-minute class period. The manual provides information on administering, scoring and interpreting the test, as well as the development of norms, intercorrelations of the scales, reliability, and validity. (RC)

**ED 118 594** TM 005 078

*Connelly, Edward M. And Others*

**Candidate T-37 Pilot Performance Measures for Five Contact Maneuvers. Final Report.**

Quest Research Corp., McLean, Va.

Spons Agency—Air Force Human Resources Lab., Wright-Patterson AFB, Ohio. Advanced Systems Div.

Report No—AFHRL-TR-88

Pub Date Dec 74

Note—88p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**

**Descriptors**—Aircraft Pilots, Computer Programs, \*Flight Training, \*Performance Tests, Statistical Analysis, \*Task Analysis, \*Test Construction, Test Validity

**Identifiers**—Air Force

The objective of this program was to develop candidate pilot performance measures for five undergraduate pilot training (UPT) contact training maneuvers flown in the T-37B aircraft. The work included development and application of a method of analyzing operator performance tasks for purposes of identifying candidate measures. This resulted in sectoring of each T-37B maneuver into functional segments, wherein the dominant measurement variables are consistent, and task segments, wherein the relationships among the dominant measurement variables are consistent. Several types of measures were then defined which, collectively, satisfy measurement needs over all task segments. Specific candidate measurement formulae were developed for each segment in accordance with the analysis results. Computer programs (FORTRAN IV) were developed and implemented to: (1) smooth, printout, and plot data recorded on-board a T-37B aircraft; (2) automatically detect task segment boundaries; (3) compute criterion functions from skilled performer's data; (4) compute measures specified at run-time by the user; and (5) perform and print results of several empirical validation tests of the candidate measures for subsequent researcher analysis. (Author)

**ED 118 595** TM 005 079

*Buchanan, Garth N. Vogt, Leona M.*

**Health Start Analysis Plan and Data Collection Instruments for Second Program Year. Working Paper: 964-2.**

Urban Inst., Washington, D.C.

Report No—WP-964-2

Pub Date 16 Aug 72

Note—253p.; For related documents, see ED 092 235 and 236; A few pages in the appendices are of marginal legibility

**EDRS Price MF-\$0.83 HC-\$14.06 Plus Postage**

**Descriptors**—Comparative Analysis, \*Data Collection, Delivery Systems, \*Disadvantaged Youth, \*Federal Programs, \*Health Programs, Health Services, Interviews, Models, Program Development, Program Effectiveness, \*Program Evaluation, Questionnaires

**Identifiers**—Project Head Start, \*Project Health Start

The purpose of this paper is to specify the design for evaluating the second year Health Start Program. This design is used as the basis for the determination of the data to be collected and the comparisons that will be made using these data to

provide information to answer the policy questions asked by the Office of Child Development (OCD). For OCD, the basic purpose of the evaluation is to identify successful procedures, strategies, and methods of operation that could be transferred and applied to Head Start or other types of local health service delivery programs. In addition, rapid feedback was to be provided about: (a) whether local projects are complying with program guidelines and grant conditions; (b) the managerial efficiency of projects; and (c) the need for technical assistance either in management or substantive areas. This form of feedback is called project management in this paper, distinguishing it from the evaluation of the program which is the main purpose of this effort. For this analysis, two kinds of comparisons are made: (1) comparisons between particular procedures and strategies within the Health Start program; and (2) comparisons between Health Start and the health component of a sample of Head Start programs. Appendices contain the data collection instruments. (RC)

**ED 118 596** TM 005 080  
**Better Evaluation Needed for Federal Civilian Employee Training. Report to the Congress by the Comptroller General of the United States.**  
 Comptroller General of the U.S., Washington, D.C.

Report No.—FPCD-75-120  
 Pub Date 12 Aug 75

Note—46p.; A few pages in the text contain light type and the survey in Appendix I (4 pages) will reproduce poorly due to small print  
 Available from—U.S. General Accounting Office, Distribution Section, P.O. Box 1020, Washington, D.C. 20013 (order No. FPCD-75-120, \$1.00, do not send cash)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**  
 Descriptors—Cost Effectiveness, \*Educational Programs, \*Evaluation, Evaluation Methods, Evaluation Needs, \*Federal Programs, \*Government Employees, \*Job Training, Questionnaires, Surveys, Training  
 About 960,000 U.S. civilian employees have received about 45 million hours of training, costing the Federal Government about \$216 million. To find out how the Civil Service Commission and the Federal Executive department measured the effectiveness of this training, fulfilled the evaluation requirements of the Government Employees Training Act of 1958, and progressed in implementing the recommendations of a 1967 congressional subcommittee report which concluded that Federal training was not evaluated as required, the Government Accounting Office sent questionnaires to about 900 Federal Executive department training and employee development officers and consulted with Commission officials and training evaluation authorities. The questionnaire results showed that the evaluation requirements of the Government Employees Training Act, the Executive order supplementing the law, and the subcommittee recommendations are not being met adequately. Specific findings and recommendations are given. The survey instruments are also included. (RC)

**ED 118 597** TM 005 081  
**Technical Report on Development of USES Specific Aptitude Test Battery for Nurse Aid (Medical Ser.) 355.878.**  
 Manpower Administration (DOL), Washington, D.C. U.S. Employment Service.

Report No.—USES-TR-S-282R75  
 Pub Date 75  
 Note—29p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**  
 Descriptors—\*Aptitude Tests, Cutting Scores, Employment Qualifications, Evaluation Criteria, Job Analysis, Job Skills, Minority Groups, Occupational Information, Personnel Evaluation, \*Personnel Selection, Rating Scales, \*Test Construction, Test Validity  
 Identifiers—\*USES Specific Aptitude Test Battery

Research which resulted in the development of the United States Employment Service Specific Aptitude Test Battery for use in selecting inexperienced and untrained individuals for training as nurse aids is described. Occupational norms were established in terms of each significant aptitude measure which when combined, predict job performance. Statistical data, hospitals contributing samples for the validation study, descriptive rating scales, and a description of the job duties

of the nurse aid (medical ser.) are included. (BJG)

**ED 118 598** TM 005 082  
**Technical Report on Development of USES Specific Aptitude Test Battery for Proof-Machine Operator (Banking) 217.388.**  
 Manpower Administration (DOL), Washington, D.C. U.S. Employment Service.  
 Report No.—USES-TR-S-217R75  
 Pub Date 75  
 Note—17p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**  
 Descriptors—\*Aptitude Tests, \*Banking, Cutting Scores, Employment Qualifications, Evaluation Criteria, Job Analysis, Job Skills, Minority Groups, Occupational Information, Personnel Evaluation, \*Personnel Selection, Rating Scales, \*Test Construction, Test Validity  
 Identifiers—Proof Machine Operator, \*USES Specific Aptitude Test Battery

Research which resulted in the development of the United States Employment Service Specific Aptitude Test Battery for use in selecting inexperienced or untrained individuals for training as proof-machine operators is described. Occupational norms were established in terms of each significant aptitude measure which when combined, predict job performance. Statistical data, names of organizations cooperating in the study, a descriptive rating scale, and a description of the job duties of the proof-machine-operator (banking) are included. (BJG)

**ED 118 599** TM 005 083  
**Waag, Wayne L. And Others**  
**ASUPT Automated Objective Performance Measurement System.**

Air Force Human Resources Lab., Williams AFB, Ariz. Flying Training Div.  
 Report No.—AFHRL-TR-75-3  
 Pub Date Mar 75  
 Note—17p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**  
 Descriptors—Aircraft Pilots, Criterion Referenced Tests, \*Flight Training, \*Measurement Techniques, \*Performance Tests, Simulators, \*Test Construction, Test Validity  
 Identifiers—\*Air Force

To realize its full research potential, a need exists for the development of an automated objective pilot performance evaluation system for use in the Advanced Simulation in Undergraduate Pilot Training (ASUPT) facility. The present report documents the approach taken for the development of performance measures and also presents data collected from two preliminary evaluation studies. The results indicated that the objectively derived measures: (1) correlate highly with instructor ratings, and (2) discriminate between pilots of different experience levels. These findings are encouraging and demonstrate the potential of the present approach for generating the needed automated objective pilot performance measurement system. (Author)

**ED 118 600** TM 005 084  
**Kolman, Anita Sue**  
**Definition of the Situation and Observer Bias.**  
 Pub Date [Apr 75]  
 Note—40p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**  
 Descriptors—\*Aggression, \*Bias, Expectation, \*Observation, Play, Preschool Children, \*Social Class, Undergraduate Students

An experiment is reported in which an attempt was made to bias college students' observations of a videotape of children at play. The study is framed in terms of W.I. Thomas' ideas concerning the definition of the situation. Observer bias is an instance when a definition of a situation is based primarily on subjective situational factors. Reliance on subjective situational factors is dependent on the degree of ambiguity of the situation's objective factors. Students were given false information concerning the Socioeconomic Status (SES) of the children in the videotape (manipulation of subjective situational factors). Also, the degree of ambiguity of the videotape (manipulation of ambiguity of objective situational factors) was varied. The students were asked to record all aggressive behavior exhibited by the children. The information about the children's SES did affect the students' observations. The degree of ambiguity of the videotape failed to produce the hypothesized effects. (Author/BJG)

**ED 118 601** TM 005 085  
**Thorndike, Robert M. Waldram, Carol A.**  
**Content Validity and the Uses of Student Ratings.**  
 Note—13p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**  
 Descriptors—Evaluation Needs, Higher Education, \*Rating Scales, \*Student Evaluation of Teacher Performance, \*Student Opinion, \*Teacher Evaluation, \*Test Validity

The validity of a rating instrument depends not only upon the content of the instrument and the purposes the instrument is to serve, but also upon its relationships to criteria external to the instrument. Formative and summative evaluation require two distinct types of instruments which yield different types of information. The problem that remains in the development of formative rating devices is a definition and enumeration of the domain of teaching behaviors. A solution to this problem possibly would be different for various subject areas and teaching styles. Careful sampling of this domain may require a set of rating devices which are hierarchically arranged. Current rating instruments represent a step toward the development of broad-band devices, which could be used at the highest level of the hierarchy to identify problem areas, and may also be useful for summative evaluation purposes. Evaluation instruments yield information that is reliable and logically expected to be related to quality of teaching performance. What is lacking is evidence relating ratings to important educational outcomes. (Author/RC)

**ED 118 602** TM 005 086  
**Vale, C. David Weiss, David J.**  
**A Study of Computer-Administered Stradapive Ability Testing. Research Report 75-4.**

Minnesota Univ., Minneapolis. Dept. of Psychology.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—RR-75-4  
 Pub Date Oct 75  
 Note—55p.

Available from—Psychometric Methods Program, Dept. of Psychology, Univ. of Minnesota, Minneapolis, Minnesota 55455 (RR-75-4, free while supplies last)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**  
 Descriptors—\*Ability, Ability Grouping, Branching, College Students, Comparative Analysis, \*Computer Oriented Programs, Group Tests, Individual Differences, Item Analysis, Psychometrics, Response Style (Tests), Scoring Formulas, \*Testing, Vocabulary  
 Identifiers—\*Stradapive Testing

A conventional vocabulary test and two forms of a stradapive vocabulary test were administered by a time-shared computer system to undergraduate college students. The two stradapive tests differed in that one counted question mark responses (i.e., omitted items) as incorrect and the other ignored items responded to with question marks. Stradapive test scores were more consistent with the hypothesized nature of the population distribution of verbal ability. When corrected for differing levels of item discrimination and memory effects, the test-retest stabilities of the two testing strategies were about equal. Scores on one form of the stradapive test were found to be very stable for testees who had highly consistent response records on initial testing. Stability of "subject characteristic curve" data was high, suggesting the usefulness of these data for describing test-tee interactions. Of the 10 stradapive ability scores studied, which grouped into four clusters, average difficulty scores had the highest stabilities. Analysis of difficulties of items associated with correct, incorrect, and question mark responses suggested that items with question mark responses should not be ignored, but should be treated as incorrect responses in branching decisions. Suggestions for future research on the stradapive testing mode are made. (Author)

**ED 118 603** TM 005 089  
**Johnsan, Thomas J. And Others**  
**Causal Modeling in Educational and Social Program Evaluation.**

Pub Date [Apr 75]  
 Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-Apr 3, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Evaluation Methods, \*Models, Preschool Programs, \*Program Evaluation, Research Methodology  
 Identifiers—\*Causal Modeling

Educational and social programs often develop from a weak or imprecise conceptualization relating the program's system of input variables to its claimed outcomes. Evaluation personnel can contribute both to the final development of a program and to the fair evaluation of such programs by learning to formally characterize programs and to construct causal models of them. The evaluation effort represents an attempt to determine the correctness of the program's existing conceptualization, and if properly carried out, permits the developer/sponsor to strengthen, add, or delete components which are found to be non-functional. In this paper, the authors discuss the concept of causal model building and illustrate their ideas with an example of how causal model construction procedures were used to assist in the evaluation of a complex early childhood program. (Author)

**ED 118 604**

TM 005 090

Waters, Brian K.

**Empirical Investigation of the Stradapive Testing Model for the Measurement of Human Ability.**

Air Force Human Resources Lab., Williams AFB, Ariz. Flying Training Div.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No—AFHRL-TR-75-27

Pub Date Oct 75

Note—72p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

Descriptors—\*Ability, Branching, Comparative Analysis, \*Computer Oriented Programs, Group Tests, Individual Differences, Item Analysis, Models, Response Style (Tests), Scoring, \*Testing, Test Reliability, \*Test Validity, Verbal Ability

Identifiers—\*Stradapive Testing

This study empirically investigated the validity and utility of the stratified adaptive computerized testing model (stradapive) developed by Weiss (1973). The model presents a tailored testing strategy based on Binet IQ measurement theory and Lord's (1972) modern test theory. Nationally normed School and College Ability Test Verbal analogy items (SCAT-V) were used to construct an item pool. Item difficulty and discrimination indices were rescaled to normal ogive parameters on 249 items. Freshmen volunteers at Florida State University were randomly assigned to stradapive or conventional test groups. Both groups were tested via cathode-ray-tube (CRT) terminals coupled to a Control Data Corporation 6500 computer. The conventional subjects took a SCAT-V test, while the stradapive group took individually tailored tests drawn from the same item pool. Results showed significantly higher reliability for the stradapive group, and equivalent validity indices between stradapive and conventional groups. Three stradapive testing strategies averaged 19.2, 26.5, and 31.5 items per subject as compared with 48.4 items per conventional subject. A 50% reduction from conventional test length produced an equal precision of measurement for stradapive subjects. Item latency comparisons showed the stradapive group required significantly longer per item than conventional group members. It is recommended that time rather than number of items be used in future adaptive research as a dependent variable. (Author/DEP)

**ED 118 605**

TM 005 092

**Composite Profile of a Los Angeles City 1973 High School Graduate. Report No. 349.**

Los Angeles City Schools, Calif. Research and Evaluation Branch.

Report No—R-349

Pub Date May 75

Note—35p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—Academic Achievement, Age Differences, \*Comparative Analysis, Courses, Ethnic Groups, Grade Point Average, \*Graduate Surveys, \*High School Graduates, Intelligence Quotient, Mathematics, Post Secondary Education, Racial Differences, Reading, Sex Differences, \*Student Records, Test Results  
 Identifiers—California (Los Angeles), \*Los Angeles Unified School District

The third and final phase of the examination of the 1973 graduates of the Los Angeles Unified

School District are presented. Secondary school records were examined in relationship to the graduates' sex, the socioeconomic background of the school of graduation, and the post-high school experience of the graduates. Nearly all the data in this study were derived from the secondary school cumulative records of the graduates. The study was limited to graduates who responded to a followup questionnaire sent to them in May 1974. Findings indicated that the typical graduate of Los Angeles senior high schools: (1) was 17 years and 11 months of age; (2) had senior high school grade-point average of 2.71 (B-); (3) had an intelligence quotient of 98.1; (4) had a reading score on a standardized test that placed the graduate at the 45th percentile on national norms; (5) had a mathematics score on a standardized test that placed the graduate at the 44th percentile on national norms; (6) had a 47% chance of completing an academic course of study; (7) had a 78% chance of entering the Los Angeles Unified School District during his elementary school years (grades 1-6); (8) had an 89% chance of spending his entire senior high school career in one school; and (9) had a 63% chance of being enrolled in a four-year or a community college one year after graduation. Tables provide comparative data. (BJG)

**ED 118 606**

TM 005 093

Pritchard, Robert D. And Others

**Development and Evaluation of an Objective Technique to Assess Effort in Training. Final Report.**

Institute for Organizational Behavior Research, Lafayette, Ind.

Spons Agency—Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.

Report No—AFHRL-TR-75-39

Pub Date Oct 75

Note—51p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

Descriptors—\*Ability, Comparative Analysis, \*Incentive Systems, \*Measurement, \*Military Training, \*Motivation, Objective Tests, Performance Tests, Predictive Ability (Testing), Technical Education, Test Validity

Identifiers—Air Force, \*Effort Measurement

This research explored the validation of a quantifiable, objective, and reliable method of measuring the amount of effort to be directly rewarded in incentive systems. A battery of relevant ability tests was given to a sample of Air Force trainees and to civilian subjects using a simulation of the course taught the Air Force trainees. Results showed that the simulation subjects were comparable to the Air Force subjects and that the ability test battery predicted performance equally well for both samples. The hard criterion of effort displayed wide variability, excellent reliability, and good construct validity. (Author)

**ED 118 607**

TM 005 094

Livingston, Samuel A.

**A Utility-Based Approach to the Evaluation of Pass/Fail Testing Decision Procedures. COPA-75-01.**

Educational Testing Service, Princeton, N.J.

Report No—ETS-COPA-75-01

Pub Date Jul 75

Note—12p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Cutting Scores, \*Decision Making, Mathematical Models, Measurement Techniques, Statistical Analysis, \*Testing, Test Validity

Identifiers—Pass Fail Testing, Utility Ratio

A measure of the usefulness of a pass/fail testing decision procedure is the ratio of the utility of the given procedure to the utility of a procedure based on knowledge of scores on a criterion measure. It is computed from scores for a representative sample of persons tested. Utility functions may be specified by the test user or set by convention to be linear with unit slope. The utility ratio can be used for comparing tests or for selecting test items. (Author)

**ED 118 608**

TM 005 095

Handrick, Fannie A.

**Delaware Educational Assessment Program 1974-75. Report of the Spring 1975 Testing Program.**

Delaware State Dept. of Public Instruction, Dover. Div. of Research, Planning, and Evaluation.

Pub Date Nov 75

Note—37p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—\*Academic Achievement, Achievement Tests, Aptitude Tests, Community Resources, Comparative Analysis, \*Educational Assessment, Educational Objectives, Elementary Education, English, Grade 1, Grade 4, Grade 8, Mathematics, Parochial Schools, Public Schools, Reading, Sciences, Social Studies, \*State Programs, \*Testing Programs, \*Test Results

Identifiers—\*Delaware Educational Assessment Program

A description of the 1974-75 Delaware Educational Assessment Program and a summary of the data gathered and analyzed as part of the program is provided. The report is divided into two major sections: the first part provides a description of the program including purposes, data collected, instrumentation, and reports prepared. The second part of the report summarizes the data that were gathered and analyzed. Statewide data on pupils are presented as are the results of some preliminary analyses of the relationships found between student achievement and selected school and community resources. (Author/BJG)

**ED 118 609**

TM 005 096

Marston, Paul T. Young, Robert K.

**Multiple Serial List Learning with Two Mnemonic Techniques.**

Pub Date [74]

Note—22p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Associative Learning, Codification, \*Comparative Analysis, Cues, Imagery, \*Learning Theories, \*Mnemonics, Recall (Psychological)

The classic mnemonic for learning serial lists, the method of loci, and its modern counterpart, the peg system, were compared by having subjects learn three 20-item serial lists. In addition to the type of mnemonic training, list imagery was either high (rated 6-7) or medium (rated 4-5), and instructions were either progressive elaboration (e.g., make a single image for each list position across the three lists), imagery, or verbal mediation. The verbal mediation instructions resulted in equal performance on both high and medium lists. The two imagery instructions resulted in higher recall than the verbal on high imagery lists and lower recall than the verbal on medium imagery lists. An absence of serial position effect was found for the two imagery instructed groups receiving high imagery lists. All other conditions showed a strong serial position effect. The comparison of the two mnemonic systems showed the peg method gave slightly higher recall on the high imagery lists, and the loci method gave slightly higher recall on medium lists. The results were discussed in terms of the subject's attempt to create an image for the medium imagery items interfering with finding an effective mediator. (Author)

**ED 118 610**

TM 005 097

Ingling, Nancy Wallis

**Poststimulus Cueing and Conceptual Categorization of Visual Information.**

Ohio State Univ., Columbus. Inst. for Research in Vision.

Pub Date [Nov 74]

Note—24p.; Paper presented at the Annual Meeting of the Psychonomic Society (Boston, Massachusetts, November 1974)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Association (Psychological), Aural Stimuli, \*Classification, \*Conceptual Schemes, Cues, Graduate Students, Higher Education, \*Learning Modalities, \*Visual Perception

Identifiers—\*Visual Information Storage

In a poststimulus cueing task subjects reported either the identity of items or their category membership. Results indicated that readout from Visual Information Storage (VIS) is not selective for conceptual categories. Rapid conceptual categorization of the type found in visual search experiments probably occurs at a processing stage subsequent to VIS readout. Another experiment demonstrated that subjects report category more accurately than identity when stimulus duration is 2 seconds, although there is no difference at .2 seconds. At the longer duration, superiority of category reports was correlated with subjective reports of processing strategy, suggesting that rapid categorization occurs when subjects encode and store information by category immediately after VIS readout. (Author/BJG)

**ED 118 611** TM 005 098

Ramsey-Klee, Diane M. Richman, Vivian  
Further Investigations of Content Analytic  
Techniques for Extracting the Differentiating  
Information Contained in the Narrative Sections  
of Performance Evaluations for Navy Enlisted  
Personnel. Technical Report No. 75-1.

R-K Research and System Design, Malibu, Calif.  
Spons Agency—Office of Naval Research,  
Washington, D.C. Personnel and Training  
Research Programs Office.

Report No—TR-75-1

Pub Date Oct 75

Note—172p.

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage**

Descriptors—Classification, Comparative Analysis,  
\*Content Analysis, Discriminant Analysis,  
\*Enlisted Men, Military Personnel, Per-  
formance Criteria, \*Performance Factors,  
\*Personnel Evaluation, \*Personnel Selection,  
Reliability, Validity  
Identifiers—\*Navy

The purpose of this research is to develop content analytic techniques capable of extracting the differentiating information in narrative performance evaluations for enlisted personnel in order to aid in the process of selecting personnel for advancement, duty assignment, training, or quality retention. Four tasks were performed. The first task was to cross-validate a short-cut indexing technique—the rational condensation method—on other occupational specialties and on other pay grades than those that had been studied earlier. In the second task, a reliability study was conducted in order to be certain that consistency among several indexers can be taught and achieved in their interpretation and application of the rational condensation short-cut method. A third task was undertaken in order to shed some light on whether it is reasonable to assume that although there may be slight differences between two indexers in how they apply a particular indexing procedure, a more important consideration is that they consistently use their own individualized interpretation of the indexing rules and conventions. In the fourth task, a careful comparison of the indexing, coding, keypunching, and subsequent computer processing time required to apply the rational condensation short-cut indexing procedure and the original lengthy indexing procedure to a small subsample of a data base was made. (Author/BJG)

**ED 118 612** TM 005 100

Symposium: The Care and Feeding of Test Constructors.

Pub Date [Oct 74]

Note—39p.; Symposium presented at the Annual Military Testing Conference (16th, Oklahoma City, Oklahoma, October 21-25, 1974)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—Military Personnel, \*Military Training, Program Effectiveness, \*Quality Control, Surveys, \*Symposia, \*Test Construction, \*Testing Problems, Training Techniques

Symposium papers presented are: (1) The Perspective of a Testing Psychologist Who Conducts Orientation Programs for New Test Constructors by Walter Birdsall; (2) The Perspective of a Military Supervisor of Test Constructors Who Are Temporarily Brought in from the Field to Write Tests by David Vaughn; (3) The Perspective of a Civilian Test Psychologist Working with Test Constructors by Carl R. Smith; (4) The Perspective of a Non-Commissioned Officer Who Is Actually Constructing Tests by J. R. Harris; and (5) The Care and Feeding of Test Constructors by George D. Oetting. Participants in the symposium were in the Army, Navy, and Coast Guard. Common concerns were methods to best train temporary examination writers, need for quality control, and identification of effective training materials and strategies. Survey of Test Constructors is attached. (BJG)

**ED 118 613** TM 005 101

Achievement in Dade County Public Schools 1974-75.

Dade County Public Schools, Miami, Fla. Dept. of Planning and Evaluation.

Pub Date [75]

Note—542p.

**EDRS Price MF-\$1.00 HC-\$28.79 Plus Postage**

Descriptors—Achievement Tests, Communication Skills, Comparative Analysis, \*Educational Assessment, Elementary Secondary Education, Grade 3, Grade 6, Grade 9, Mathematics, Na-

tional Norms, \*School Districts, Standardized Tests, \*State Programs, \*Testing Programs, Test Results

Identifiers—\*Dade County Public Schools, Florida (Dade County), Florida Statewide Assessment Program, Stanford Achievement Test

This report encompasses the results of two 1974-75 testing programs: (1) the Florida Statewide Assessment Program of communication skills and mathematics, administered to pupils in grades 3, 6, and 9, and (2) the countywide testing program involving the Stanford Achievement Test, a national standardized test administered to pupils in grades 1-12. These programs differ with respect to the types of instruments utilized, the use of their results, and their geographic scope. The body of the report is divided into several sections. In the first section, a summary and interpretation of the district wide results is presented in a question and answer format. Attempts have also been made to anticipate the major questions the typical reader might ask and to provide answers in as simple a form as possible. Following this section are the major sections on the district results for the State Assessment and Stanford, or district-wide, program. Tables denoting the by-grade and by-subject area results are presented here. (Author/DEP)

**ED 118 614** TM 005 102

Winick, Albert B.

A Format in Assessing the Mentally Retarded for Vocational Activation Utilizing the Clinician's Insights.

Pub Date Jul 74

Note—254p.; Ph.D. Dissertation, Walden University

**EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage**

Descriptors—Achievement Tests, Adults, Clinical Diagnosis, Cognitive Tests, Guidelines, Intelligence Tests, Interest Tests, Literature Reviews, \*Mentally Handicapped, Motor Development, Personality Tests, \*Predictive Ability (Testing), \*Psychological Tests, \*Vocational Adjustment, \*Vocational Rehabilitation  
Identifiers—Bender Visual Motor Gestalt Test, Draw A Person Test, Purdue Pegboard Test, Sentence Completion Test, Wechsler Adult Intelligence Scale, Wide Range Achievement Test, Work Interest Check List

Tests of intelligence and structured measures of emotional status, aptitudes, and achievement alone do not suffice in predicting the vocational adjustment of the mentally retarded. Since the main concern is the evaluation of the many aspects of behavior which make the individual a unique and changing person, a format was developed which included a particular battery of psychological tests which assessed intellectual capacity and functioning, personality characteristics, academic achievement, aptitudes, and preferences. Tests were selected for their usability and appropriateness with the mentally retarded. The importance of the format is that it included the author's interpretations and insights based on the examinee's responses and reactions to the testing program. The test findings were critiqued, and the clinical interpretations were presented. Some conclusions and recommendations were: the focus of the assessment should be on the identification of areas of strength rather than on weakness; social competence is one of the most important determinants for vocational functioning; it is more appropriate to make an assumption of positive adaptation on a meaningful criteria of employability and social integration until negative evidence appears, rather than to assume a poor prognosis until positive evidence appears; and finally that predictive measures should be more as estimates of preparation for the next step in training or placement than as determiners of the future. (RC)

**ED 118 615** TM 005 103

Lovelace, Eugene A.

Prediction During Learning of Later Retrievability.

Pub Date [Nov 74]

Note—6p.; Paper presented at the Annual Meeting of the Psychonomic Society (Boston, Massachusetts, November 1974)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Memory, Paired Associate Learning, \*Probability, \*Recall (Psychological), Retention, Undergraduate Students, \*Verbal Learning

Evidence was found for an ability to monitor during learning the degree of retrievability of the to-be-learned material from memory at time of a subsequent test. Students were given three successive study trials to learn either a list of 60 paired associates or a free-recall list of 60 "unrelated" words. During a fourth study trial, they rated on a 7-point scale how confident they were that they would recall the item on a later test trial. Performance on the subsequent test was a monotonic increasing function of rating for both tasks the slope being greater for paired associates. (Author)

**ED 118 616** TM 005 104

Gumenik, William E.

Imagery and Association in Incidental Learning.

Pub Date [Nov 74]

Note—11p.; Paper presented at the Annual Meeting of the Psychonomic Society (Boston, Massachusetts, November 1974)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Association (Psychological), College Students, \*Imagery, \*Incidental Learning, Paired Associate Learning, \*Recall (Psychological), Verbal Stimuli

Free recall of concrete and abstract words, following imaginal, associative, or anagram incidental learning tasks, was tested. Recall was significantly greater for concrete than abstract words, and recall for the imaginal task exceeded that of the associative task, which exceeded that of the anagram task. The interaction between kind of word and incidental task was not significant. (Author)

**ED 118 617** TM 005 105

Nicolich, Mark J.

Longitudinal Data Analysis with Pictures, Regression and Principal Components.

Pub Date [75]

Note—19p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*Data Analysis, Graphs, \*Longitudinal Studies, Multiple Regression Analysis, \*Statistical Analysis

Identifiers—Change Point Analysis, Principal Components Analysis

Several statistical techniques that can be used to ameliorate the difficulties inherent in the data analysis of longitudinal studies are presented. The first step in longitudinal data analysis is graphing. This permits visual inspection of the data, and with educated viewing can yield insights into the nature of the underlying mechanisms. The next level of sophistication is to apply regression analysis and change point analysis to the curves obtained from the graphical analysis. It is usually the case in longitudinal studies that the exact form of the curve is not known prior to the experimentation. The graphing of the data is useful in suggesting different mathematical models to apply to the curves. The results of the regression analysis will help determine the uniformity of the process across subjects. The next step is to use the form of the fitted equation to determine significant points on the curve. The shape of the curve will suggest change points in the subjects' behavior with respect to the dependent variable. In certain cases where problems arise, the use of principal components is called for. Practical advantages are that they explain the original curve best and will likely point to any existing major differences, and they occur mathematically and do not depend on the experimenter's ability to form a regression curve or pick important change points. When used in conjunction with each other, these techniques form a powerful package for analyzing longitudinal data. (RC)

**ED 118 618** 95 TM 005 106

Marshall, J. Laird Huertel, Edward H.

A Single-Administration Reliability Index for Criterion-Referenced Tests: The Mean Split Half Coefficient of Agreement.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.  
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date [Apr 75]

Contract—NE-C-00-3-0065

Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—\*Criterion Referenced Test, Statistical Analysis, \*Test Reliability



**Identifiers—Coefficient Beta**

For classical, norm-referenced test reliability, Cronbach's alpha has been shown to be equal to the mean of all possible split-half Pearson product-moment correlation coefficients, adjusted by the Spearman-Brown prophecy formula. For criterion-referenced test reliability, in an analogous vein, this paper provides the rationale behind, the analysis of, computational formulas for, and characteristics of a coefficient equal to the mean of all possible split-half coefficients of agreement. In addition, the relation of this coefficient to other test indices, including those of Harris and Livingston, is presented. (Author)

ED 118 619

TM 005 109

Amarel, Marianne And Others

**The Introduction of Innovative Instructional Systems: Implementation and Program Evaluation. Section 1. The Practitioner: Selection, Training, and Program Evaluation; Section 2. Degree of Implementation and Classroom Observation.**

Pub Date [Apr 75]

Note—51p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

**Descriptors—Check Lists, Classroom Observation Techniques, \*Computer Assisted Instruction, \*Educational Innovation, Elementary Education, \*Instructional Systems, \*Program Development, \*Program Evaluation, Research Methodology, Teacher Attitudes, Teacher Education, Teacher Role, Teacher Selection**

Identifiers—\*PLATO, University of Illinois

The University of Illinois' PLATO Elementary Program, which was observed and evaluated for two years, was the focus of Part 1. The major PLATO features were described and the PLATO elementary reading and mathematics demonstrations, representing attempts at sequential and concurrent hardware, software, curriculum, and implementation development of tutorial computer assisted instruction, emphasized. The PLATO staff was composed of volunteers because of the perceived importance of teacher commitment to the program. This method of selection caused several problems. The orientation of PLATO staff varied with implementer's views of proper teacher contribution to the program. Judgments on the effectiveness of teacher orientation and the relationship between that process and the eventual development of the innovation were inconclusive. In Part 2, the theoretical components of the degree of PLATO implementation and classroom observation were discussed. An effort was made to sketch the evolution of one of the observation instruments being employed to observe the effects of PLATO on the life of elementary classrooms, the conditions and hypotheses under which it has been developed and used, and one illustrative result concerning implementation. (BJG)

ED 118 620

TM 005 110

Boyd, Joseph L., Jr.

**The Effect of Format Change on Test Item Difficulty.**

Pub Date [Oct 74]

Note—4p.; Paper presented at the Annual Meeting of the Military Testing Association (16th, Oklahoma City, Oklahoma, October 21-25, 1974)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

**Descriptors—\*Multiple Choice Tests, \*Test Construction, Testing Problems**

Identifiers—Item Difficulty (Tests)

This study evolved from a practical field situation that dictated an item format change. The item type in question is a variety of the multiple true-false item, widely used in state and municipal civil service examinations. Items are produced, not by combining pairs of independent true-false items, but as a means of salvaging not quite adequate four-choice multiple items. The original items may have no right answer: two, three, or four right answers; or one or two ambiguous or nonplausible responses. Items of this type were developed for use in a national testing program for automotive mechanics. After review by a number of test specialists and mechanics, it was decided that many items were faulty. A format variation was developed which seemed to be more clear cut, informal, and easier to read and understand. The revised items were used in a test battery. In practical terms, the overall effect of

changing item format was to make the test items easier by an amount that would make mean percent correct scores higher by less than one percent. The real effect was to eliminate protests about the test questions. (RC)

ED 118 621

TM 005 111

Hyatt, C. J. DeBerg, O. H.

**Performance Evaluation: The Use of Scoring Systems in Adaptive Training.**

Pub Date [Oct 74]

Note—23p.; Paper presented at the Annual Meeting of the Military Testing Association (16th, Oklahoma City, Oklahoma, October 21-25, 1974)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

**Descriptors—\*Flight Training, Measurement, \*Military Training, \*Scoring, \*Task Performance, \*Tracking**

Research is described involving the development of a scoring system for performance evaluation. The example used is aircraft landing. Tables are included which give a suggested method for establishing a relevant scoring system in relation to this example. (DEP)

ED 118 622

TM 005 112

Kearns, Jack

**Empirical Bayes Point Estimates of True Score Using a Compound Binomial Error Model.**

Research Memorandum 74-11.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RM-74-11

Pub Date Jun 74

Note—24p.; Paper presented at the Spring Meeting of the Psychometric Society (Stanford University, March 28-29, 1974)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

**Descriptors—\*Error Patterns, Expectation, \*Mathematical Models, \*Mental Tests, \*Prediction, \*True Scores**

Identifiers—\*Test Theory

Empirical Bayes point estimates of true score may be obtained if the distribution of observed score for a fixed examinee is approximated in one of several ways by a well-known compound binomial model. The Bayes estimates of true score may be expressed in terms of the observed score distribution and the distribution of a hypothetical binomial test. The latter distribution is found by use of the compound binomial approximation formula and from relationships which exist between Bayes estimates and unconditional probabilities of observed score. Empirical Bayes point estimates are obtained by use of the sample observed score distribution. (Author)

ED 118 623

TM 005 113

Reese, Lee W.

**The Counselor's Handbook and Guide to Credit By-Examination and the 1975 Supplement.**

Pub Date May 74

Note—96p.

Available from—Lee W. Reese, HEAM, 95 Nassau Street, Princeton, New Jersey 08540 (\$25.00/\$20.00 prepaid)

Document Not Available from EDRS

**Descriptors—\*Admissions Counselors, Adult Students, College Choice, College Credits, \*Colleges, \*Equivalency Tests, \*Guides, \*Higher Education, High School Graduates**

Identifiers—\*College Level Examination Program

This handbook provides the practicing educational and career counselor with basic information about a college's policy regarding credit by examination, particularly the College Level Examination Program (CLEP). CLEP is a national program that is readily available to the general public. It is designed to measure knowledge acquired outside the formal educational setting. Growing numbers of college entrants are being awarded credit before attending their first class for results of the CLEP tests taken around the time of college entrance. A counselor working with a client who wishes to gain recognition for educational achievement, life experience, independent study, or other form of nonclassroom learnings will find a number of concurrent and continuing opportunities available at the colleges contained herein. Many of the colleges listed offer innovative and exceptional programs of study that are designed to meet the needs of today's student. The 1975 supplement is also included. (Author/DEP)

ED 118 624

TM 005 115

Tzeng, Ovid J. L.

**Reminiscence: Evidence for Reorganization in Free Recall.**

Pub Date [Nov 74]

Note—10p.; Paper presented at the Annual Meeting of the Psychonomic Society (Boston, Massachusetts, November 1974)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

**Descriptors—High School Students, \*Learning Processes, Learning Theories, \*Memory, \*Organization, \*Recall (Psychological), \*Word Lists**

Sixty subjects learned four different 16-word lists in four different conditions. Within each list, every word was repeated. The four conditions were defined by a 2 (whole vs. blocked presentation) by 2 (same order vs. random order repetition) factorial design. An unexpected final free recall followed the immediate free recall of the fourth list. It was found that significantly more reminiscence was observed in the whole-random condition, suggesting that initially imposed organization hindered the subsequent reorganization. (Author)

ED 118 625

TM 005 117

Pastrana, Ronald R.

**Relating the ASVAB (Armed Services Vocational Aptitude Battery) to Career Guidance and Occupational Education.**

Duchess County Board of Cooperative Educational Services, N.Y.

Pub Date [Mar 75]

Note—11p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (New York, New York, March 23-26, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

**Descriptors—\*Aptitude Tests, Career Planning, \*High School Students, \*Occupational Guidance, Secondary Education, Student Interests, \*Vocational Aptitude, \*Vocational Education**

Identifiers—\*Armed Services Vocational Aptitude Battery

The Armed Services Vocational Aptitude Battery (ASVAB), developed by the Department of Defense, is a test geared toward career planning. This instrument has proved useful to other populations as well as the military. This is especially true for high school students, who during their final years of school must decide on what educational or vocational line to pursue. This document relates some of the research done with the ASVAB in cooperation with a high school career guidance program. The results of a survey of students in the guidance program and a history of the relationship of the Board of Cooperative Educational Services (BOCES) and the ASVAB are discussed. (DEP)

ED 118 626

TM 005 118

A Faculty Self-Study of the Elementary School.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Planning and Evaluation.

Pub Date 74

Note—175p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

**Descriptors—Early Childhood Education, Educational Alternatives, Educational Facilities, Educational Objectives, Elementary Education, \*Elementary Schools, \*Elementary School Teachers, Exceptional Child Education, Faculty Evaluation, \*Guides, Library Services, Pupil Personnel Services, School Administration, School Community Relationship, \*Self Evaluation, State Programs**

Identifiers—Pennsylvania

This guide was designed to help elementary school faculties begin a cycle of evaluation, revision, implementation, and change which can coincide with other evaluation cycles, such as Educational Quality Assessment (EQA) testing or longrange planning, if desired. The processes described in the general procedures section are suggestions; situation. This document is generally cognitive in nature because knowledge with understanding is still a primary reason for basic education. Attempts to "open" or humanize education as well as to involve the community in the schools, however, must also be considered in any self-study. This guide reflects those attempts by including (1) a special section on the evaluation of experimental organizational, instructional, and special subject programs; (2) items in all sections

on affective education, individualizing instruction and using discovery, inquiry and exploration techniques with children; and (3) comprehensive sections which examine the entire school program from different viewpoints. The open-ended commendations and recommendations summaries allow all participants to place proper emphasis on what each considers the most important findings of the study. (Author/BJG)

ED 118 627

TM 005 119

Farnam, Jeffrey R. And Others

**A Survey of Parent Opinions About Educational Alternatives in Minneapolis North Area Elementary Schools. Report C-74-53**

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Report No—C-74-53

Pub Date Jun 75

Note—56p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Alternative Schools, \*Educational Alternatives, \*Elementary Education, \*Parent Attitudes, Questionnaires, \*School Surveys

Identifiers—\*Minneapolis Public Schools, Minnesota (Minneapolis)

The majority of the parents answering the survey preferred program characteristics that fell between the most traditional-structured and the most flexible-open types of educational programs. The majority of parents also preferred that: parents and students be involved in school decisions; the curriculum include required courses, specific courses in basic skills, courses to meet the specific needs of their child, and work on feelings and attitudes; several teachers be available to their child, and that teachers do most or all of the teaching; children have some responsibility for their own learning; their child progress through a subject at the same speed as others, but be given extra work or help if she or he progresses faster or slower than others; the work environment be quiet and orderly, with some student freedom to move about and talk; the learning environment include both active and passive learning opportunities, equal emphasis on competition and cooperation, some participation in group projects with other children, and some activities in the community; and their child work, play and study with students of the same age or grade, or within one or two years younger or older than their child. (Author/BJG)

ED 118 628

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TM 005 120

**Urban Environment Studies Curriculum Project; Special School District No. 1; Title III ESEA: Final Evaluation Report. Report C-74-22.**

Guardian Resource Development, Inc., St. Paul, Minn.

Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C.; Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Report No—C-74-22

Pub Date 30 Jun 75

Note—27p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—\*Curriculum Development, \*Curriculum Evaluation, Educational Objectives, Elementary Education, \*Environmental Education, Instructional Materials, Integrated Curriculum, Program Evaluation, \*Urban Environment, \*Values

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Minneapolis Public Schools, Minnesota (Minneapolis)

The intent of the Urban Environmental Studies Curriculum Project, funded by an ESEA Title III grant, was to develop and implement curriculum for an urban oriented environmental studies program within Special School District 1, Minneapolis Public Schools which would utilize the environment, involve students in investigations and experiences to build an understanding and appreciation of their city and natural environments, and develop a basis for objective clarification of values in areas crucial to the environment. This report lists project identification, project objectives, activities which were used to implement each objective, and evaluation procedures used to determine the extent to which each objective was accomplished. Evaluation results are also presented. Evaluation indicated that project staff has made the first step in reaching its goal by accomplishing the project's first year objectives. Therefore continued funding for the second year is recommended. (RC)

ED 118 629

Goodwin, Judith

**A Summary of Six Major Evaluation Reports on Follow Through in Philadelphia, 1973-1974.**

Philadelphia School District, Pa. Office of Research and Evaluation.

Report No—R-7604

Pub Date Jul 75

Note—25p.; For a related document, see ED 074 134, 084 276 and 104 550

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Academic Achievement, Achievement Gains, Ancillary Services, Attendance, Comparative Analysis, \*Compensatory Education Programs, Disadvantaged Youth, \*Early Childhood Education, Faculty Mobility, Models, Parent Participation, \*Program Evaluation, Student Mobility, Summative Evaluation

Identifiers—Pennsylvania (Philadelphia), \*Project Follow Through

This report is a non-technical summary of six major evaluation reports on the Follow Through Program in Philadelphia, 1973-74. Positive findings are presented in the areas of pupil achievement, teacher and pupil continuance and pupil absence, and supportive services and parent involvement. The Follow Through Program in Philadelphia is comprised of seven educational models: Bank Street, Behavior Analysis, Bilingual, Florida Parent Educator, Parent Implemented, Philadelphia Process and EDC (Educational Development Center). In terms of achievement based on cross sectional analysis, Total Follow Through (TFT) exceeds the Total Non-Follow Through (TNF) group in almost all test areas in kindergarten; in Total Reading, and Total Mathematics in first grade; and in Total Mathematics in third grade. The Behavior Analysis (Grades K-3) Model and Parent Implemented (Grades 1-3) Model (with only one exception on one criterion in the latter case) perform better than the TNF group at all grade levels. Comparisons between Spring 1973, and Spring, 1974 test data, although only tentative at best, indicate that overall, with the exception of kindergarten, the 1974 results show higher percentile ranks than do the 1973 results on comparable test areas. (Author/DEP)

ED 118 630

TM 005 122

Mueller, Mildred K.

**The Bryant-Anthony-Ramsey (B-A-R) Project: An Evaluation. Report C-73-2.**

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Spons Agency—Minneapolis Foundation, Minn.

Report No—C-73-2

Pub Date Sep 74

Note—100p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Community Involvement, \*Junior High Schools, \*Program Evaluation, Public Schools, Questionnaires, \*School Integration, Workshops

Identifiers—Minneapolis Public Schools, Minnesota (Minneapolis)

The Bryant-Anthony-Ramsey (B-A-R) Project is a desegregation/integration project aimed at assuring a smooth transition from a predominately segregated school environment to a desegregated or integrated environment. The Bryant, Anthony, and Ramsey Junior High Schools are participants in a desegregation effort that is one part of an overall desegregation plan of the Minneapolis Public Schools. These schools (B-A-R) are involved in a unique plan involving the redrawing of attendance areas and the restructuring of age group patterns. The project is a community involvement project with these objectives: developing community awareness, fostering support for the project, developing support for desegregation, teaching skills to persons interested in desegregation and/or community involvement, and reducing racism. The evaluation was conducted by means of questionnaires, visits, observations, and interviews. The groups involved included the B-A-R Advisory Committee, B-A-R student groups, school staffs, workshops participants, and people who attended B-A-R community meetings. It was recommended that the project continue its efforts in 1974-75. (RC)

ED 118 631

TM 005 123

Johnson, Lary

**School-Related Attitudes of Students Attending Secondary Alternative Schools. Report C-75-45.**

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

TM 005 121

Report No—C-75-45

Pub Date Oct 75

Note—15p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—\*Alternative Schools, Comparative Analysis, \*High School Students, Participant Satisfaction, \*School Attitudes, \*School Surveys, Secondary Education, \*Student Attitudes

Identifiers—\*Minneapolis Public Schools, Minnesota (Minneapolis)

In the spring of 1975, three alternative secondary schools in the Federation of Alternative Schools, with the help of the Minneapolis Public Schools' Research and Evaluation Department, surveyed their students. The 66-item questionnaire, which was developed to provide an overall assessment of student attitudes and information for program improvement, was completed by more than 75 percent of the students enrolled in the three schools. Results showed that more than 80 percent of the respondents indicated that their alternative school was relevant; 90 percent said their teachers understood them, liked them, were fair to them, and showed an interest in them; the majority were satisfied with how much they were learning and they learned more this year than previously; and the majority felt their school helped them in cognitive and affective learning areas. Seventeen of the items were included in a 1972 survey. 1975 students responded more favorably on all items, but several interpretation cautions were noted. If positive attitudes toward school can serve as a means to school effectiveness, alternative schools appear to have some potential for effecting the attainment of other student educational outcomes. (RC)

ED 118 632

TM 005 124

Antonen, Ralph G.

**Evaluation Data and Schemes for Summer Happening and Network Schools 1975.**

Millersville State Coll., Pa. Div. of Education.

Pub Date Sep 75

Note—79p.; For a related document, see ED 103 474

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Changing Attitudes, College School Cooperation, Comparative Analysis, Elementary Education, \*Evaluation Methods, Models, Open Education, Parent Attitudes, \*Program Effectiveness, Questionnaires, Rating Scales, School Districts, Student Attitudes, \*Summer Programs, \*Teacher Attitudes, Teacher Evaluation, \*Teacher Workshops

The report presents data for the 1975 Summer Happening program and Network Schools programs at Millersville State College. Teachers' opinions toward the effectiveness of both programs are summarized and compared. The basic results of the analysis show that programs conducted in the network schools tend to be more favorably received than programs conducted at the College Summer Happening. The report also includes an evaluation model and instruments. Teacher classroom observation techniques, techniques for measuring children's attitudes, and evaluation forms for administrators are presented in the appendices. School districts are encouraged to seek training in evaluation techniques since educational accountability is upon the world of education. (Author)

ED 118 633

TM 005 125

West, R. W.

**The Summative Evaluation of Curriculum Innovations. Education Area Occasional Paper 1.**

Sussex Univ. (England).

Pub Date 75

Note—56p.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Course Evaluation, \*Curriculum Development, \*Curriculum Evaluation, Data Collection, Decision Making, \*Educational Innovation, \*Evaluation Methods, Instructional Materials, Models, \*Summative Evaluation

After a general review of approaches to the evaluation of curriculum innovations the author presents a strategy for summative evaluation based on three related activities: (1) the intrinsic evaluation of the curriculum materials that incorporate the aims, objectives, and teaching and learning strategies of the program being evaluated; (2) a performance evaluation designed to assess the extent to which the intended outcomes of the program are achieved in action, and the level of interference from other, unintended, outcomes; and (3) a context evaluation designed to

assess the effect on the curriculum proposals of the varying conditions under which they are implemented. An outline of possible techniques and methods for each of the above activities is presented, and the paper concludes by considering the whole process in relation to the types of judgement the evaluator may be required to make. Throughout the paper a strong emphasis is placed on clarifying strategic and tactical decisions when planning curriculum evaluations, and adequate references are provided to key works of a theoretical and statistical nature. (Author)

**ED 118 634** TM 005 126  
**Equivalency Testing for Allied Health Manpower in Maryland.**

Maryland Hospital Education and Research Foundation, Lutherville.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education.

Pub Date [Oct 71]

Note—110p.; Proceedings of a seminar on Equivalency Testing for Allied Health Personnel (Cockeysville, Maryland, October 19-20, 1971)

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage**  
 Descriptors—Certification, Community Colleges, \*Equivalency Tests, \*Health Occupations, \*Health Personnel, Higher Education, Legal Problems, Manpower Needs, Military Personnel, Professional Associations, Secondary Education, \*Seminars, Testing Problems  
 Identifiers—Maryland

This two-day conference heard from leaders on national trends in health manpower, with particular emphasis on the granting of equivalency credit for relevant experience. Presentations were made under these areas: opening doors to health careers, national trends in allied health testing, innovative approaches to allied health equivalency testing in Maryland, and the allied health professional and health care delivery. Participants were then divided into task forces to address the more specific facets of equivalency testing; questions such as the role of licensing boards, professional associations, military experience, test design, and legal problems. The seminar was closed with the conclusions and recommendations of each task force. (RC)

**ED 118 635** TM 005 127  
**Summary Highlights: Maryland Accountability Program, School Year 1973-1974.**

Maryland State Dept. of Education, Baltimore.; Westat Research, Inc., Rockville, Md.

Pub Date 1 Jan 75

Note—184p.; For related documents, see ED 109 182, TM 005 128, 130 and 131

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage**  
 Descriptors—Achievement Tests, Cognitive Ability, Demography, \*Educational Accountability, \*Educational Assessment, Educational Objectives, Elementary Secondary Education, Mathematics, Public Schools, Reading, \*State Programs, Test Results, Writing  
 Identifiers—Cognitive Abilities Test, Iowa Tests of Basic Skills, \*Maryland Accountability Assessment Program

This initial step in establishing a program of educational accountability provides descriptive information to public officials and the general public about Maryland public schools. The Report presents the overall accountability effort of goal formulation and educational assessment on the State, local school system, and individual school levels. In this Summary, the reader will find descriptive information about: the nature of the educational accountability effort thus far; the instructional goals and objectives in reading, writing, and mathematics that have been agreed upon at the State level; demographic data for the State and local school systems; and assessment data on ability and achievement summarized at the State and local school system levels. Iowa Tests of Basic Skills were used to assess achievement, and Cognitive Ability Tests were used to assess ability. Results showed Maryland's average performance in most of the achievement skill areas was slightly below the national average; however, Maryland's average performance in the ability area showed a progressive increase through the grades. (Author)

**ED 118 636** TM 005 128  
**Maryland Handbook on the Accountability Assessment Program (revised December 1974).**

Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.

Spons Agency—Maryland State Dept. of Education, Baltimore.

Pub Date Dec 74

Note—57p.; This revision replaces ED 109 182; For related documents, see TM 005 127, 130, and 131

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**  
 Descriptors—\*Educational Accountability, \*Educational Assessment, Elementary Secondary Education, \*Guidelines, Program Administration, \*State Programs, \*Testing, Testing Problems

Identifiers—\*Maryland Accountability Assessment Program

This handbook is developed as a part of Maryland's accountability program and is intended to assure the required uniformity in test administration procedures, security of test materials, and other matters with the aim of establishing an accountability assessment system which is fair to students, staff, schools, and school systems. Special attention is given to such concerns as preparation for testing, conditions for test identification, potential pitfalls, and responsibilities of various staff members. This handbook replaces the 1974 edition. (Author/RC)

**ED 118 637** TM 005 130  
**Maryland Accountability Program Report, School Year 1973-1974.**

Maryland State Dept. of Education, Baltimore.; Westat Research, Inc., Rockville, Md.

Pub Date 1 Jan 75

Note—597p.; For related documents, see ED 109 182, TM 005 127, 128 and 131; Not available in hard copy due to marginal reproducibility of tables

**EDRS Price MF-\$1.16 Plus Postage. HC Not Available from EDRS.**

Descriptors—Academic Achievement, Achievement Tests, Cognitive Ability, Demography, \*Educational Accountability, \*Educational Assessment, Educational Objectives, Elementary Secondary Education, Mathematics, Public Schools, Reading, \*State Programs, Test Results, Writing

Identifiers—Cognitive Abilities Test, Iowa Tests of Basic Skills, \*Maryland Accountability Assessment Program

This initial report required by the Maryland Educational Accountability Act provides descriptive information to public officials and the general public about Maryland public schools. In the Report, the reader will find information about: the nature of the educational accountability effort thus far; the objectives of the Maryland State Department of Education; the instructional goals and objectives in reading, writing, and mathematics that have been agreed upon at the State level; the goals and objectives in the same areas established for each school system; demographic data for the State, local school systems, and schools; assessment data on ability and achievement summarized at the State and school system levels; and assessment data on ability and achievement for each Maryland public school with grades 3, 5, 7, and 9. Iowa Tests of Basic Skills were used to assess achievement, and Cognitive Ability Tests were used to assess ability. Results showed, in general, Maryland's average performance in most of the achievement skill areas was slightly below the national average. Maryland's average performance in the ability areas showed a progressive increase through the grades. (Author)

**ED 118 638** TM 005 131  
**Maryland Accountability Program Report—Year 2, School Year 1974-1975.**

Maryland State Dept. of Education, Baltimore.; Westat Research, Inc., Rockville, Md.

Pub Date 1 Jan 76

Note—552p.; For related documents, see ED 109 182, TM 005 127, 128 and 130; Not available in hard copy due to marginal reproducibility of the tables

**EDRS Price MF-\$1.00 Plus Postage. HC Not Available from EDRS.**

Descriptors—Achievement Tests, Cognitive Ability, Comparative Analysis, Demography, \*Educational Accountability, \*Educational Assessment, Educational Objectives, Elementary Secondary Education, Program Costs, Program Development, Public Schools, Pupil Personnel Services, Special Education, Standardized Tests, \*State Programs, Test Results

Identifiers—Cognitive Abilities Test, Iowa Tests of Basic Skills, \*Maryland Accountability Assessment Program

This report provides descriptive information for public officials and the general public about Maryland's public schools. It is the second report required by the Maryland Educational Accountability Act. This second report contains information about: the implementation of the Maryland Accountability Program on the State and local school system levels—present achievement and future plans; demographic data for the State, local school systems, and schools; assessment data on ability and achievement summarized at the State and school system levels; and assessment data on ability and achievement for each Maryland public school with Grades 3, 5, 7, and 9. Iowa Tests of Basic Skills were used to assess achievement, and Cognitive Ability Tests were used to assess ability. Results showed that Maryland's average performance on most of the achievement areas was slightly below the national average; however, Maryland's average performance in the ability area showed a progressive increase through the grades. (Author/RC)

**ED 118 639** TM 005 133  
*Aficio, C. And Others*

**Test de Evaluación de Conocimientos Médicos-CHPME (Test of Evaluation of Medical Knowledge-CHPME). Publication No. 42.**

Centro Interdisciplinario de Investigaciones en Psicología Matemática y Experimental, Buenos Aires (Argentina).

Pub Date 25 Feb 75

Note—16p.; In Spanish

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—\*College Entrance Examinations, Higher Education, \*Medical Education, \*Medical Students, \*Test Construction

The purpose of this research is to build a test for the evaluation of the knowledge needed by medical students before entering clinical courses in medical school. The criterion for this was provided by teachers in both the pre-clinical and clinical subjects. The Pilot instrument consisted of 335 items that covered 8 sections. Each one of these sections refers to specific Pre-clinical courses. The instrument was administered to two groups of students that received different theoretical and practical training. The homogeneity and reliability of the instrument were both highly satisfactory. Statistics referring to the performance of the groups of students are reported. Interpretation of the results is attempted. (Author)

**ED 118 640** TM 005 134  
*Lopez Alonso, A. O.*

**Efectos Especiales de Anclaje (Estudio sobre Regresiones de Juicios Condicionales). Parte 1: Distinción entre Efectos Aditivos y Efectos Multiplicativos en el Fenómeno de Anclaje (Special Effects of Anchoring (Study on Regression of Conditional Judgements) Part 1: Distinction Between Additive Effects and Multiplicative Effects in the Phenomenon of Anchoring). Publication No. 17.**

Centro Interdisciplinario de Investigaciones en Psicología Matemática y Experimental, Buenos Aires (Argentina).

Pub Date 21 Oct 74

Note—20p.; In Spanish; For Part 2, see TM 005 135

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Multiple Regression Analysis, \*Response Mode, \*Stimuli

Identifiers—Anchoring, \*Conditional Judgements

A linear relationship was found between judgements given by 160 subjects to 7 objects presented as single stimuli (alpha judgements) and judgements given to the same objects presented with a condition (gamma judgements). This relationship holds for alpha judgements and the gamma judgements that belong to a family of constant stimulus and varying conditions (CSF). The corresponding regression coefficient, operating as a multiplier, estimates the contrast effect, i.e. it measures the degree in which the stimulus is dependent of the conditions. The independence of certain stimuli allowed to isolate an additive effect (called K) in the subjects' gamma estimations. The elimination of effect K maximized the exactness of the prediction of the gamma judgements from the conditional distribution of the alpha judgements. (Author/RC)

ED 118 641

TM 005 135

Lopez Alonso, A. O.

**Efectos Especiales de Anclaje (Estudio sobre Regresiones de Juicios Condicionales). Parte 2: Invariancia del Juicio No-Condiciona Como Valor Estandar Para el Juicio Condicional (Special Effects of Anchoring (Study of Regression of Conditional Judgements) Part 2: Invariance of Unconditional Judgments as Standard Value for the Conditional Judgment).** Publication No. 31.

Centro Interdisciplinario de Investigaciones en Psicologia Matematica y Experimental, Buenos Aires (Argentina).

Pub Date 21 Oct 74

Note—26p.; In Spanish; For Part 1, see TM 005 134

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Multiple Regression Analysis, \*Response Mode, \*Stimuli

Identifiers—Anchoring, \*Conditional Judgements  
From the best-fit lines corresponding to sets of families of conditional judgements, the constant stimulus family and the constant condition family, both defined for a same scale object, the coordinate values of the point of intersection of both lines (indifference point) are obtained. These values are studied in relation to the mean values of the single object judgments and the conditional object judgements. Estimations are made of the variation of these coordinate values when a stimulus is dependent or independent of the conditions. (Author)

ED 118 642

TM 005 136

Rodriguez Feijoo, Nelida

**Actitud Hacia las Matematicas: Revision Bibliografica (Attitudes Toward Mathematics: Revised Bibliography).** Publication No. 39.

Centro Interdisciplinario de Investigaciones en Psicologia Matematica y Experimental, Buenos Aires (Argentina).

Pub Date 29 Nov 74

Note—22p.; In Spanish

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Academic Achievement, Elementary Secondary Education, \*Literature Reviews, \*Mathematics, Measurement Techniques, \*Predictive Measurement, Socioeconomic Status, \*Student Attitudes, Teacher Attitudes, Teaching Methods

Investigations about attitudes toward mathematics carried out in the past decade were revised. The instruments used to measure attitudes toward mathematics were analysed as well as the attitudes toward different aspects of mathematics, their relation with other school subjects and their stability through time. Opinions about the influence of variables such as: teacher's attitudes, sociological characteristics and personality factors are presented. The possibility of predicting achievement in mathematics through the measurement of attitude toward this subject is discussed. The result of applying new teaching methods in order to improve existing attitudes was considered. (Author)

ED 118 643

TM 005 137

Dysinger, Dale W.

**Title VIII Student Support Program: Minneapolis Public Schools. Final Evaluation Report.**

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Report No.—C-74-7

Pub Date Jul 75

Note—117p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Achievement Gains, American Indians, Attendance, \*Dropout Prevention, Educational Objectives, \*Junior High Schools, Low Achievers, Parent Participation, \*Program Effectiveness, \*Program Evaluation, \*Senior High Schools, Special Programs, Student Evaluation, Student Improvement, Urban Schools, Work Experience Programs

Identifiers—Elementary Secondary Education Act Title VIII, ESEA Title VIII, Minneapolis Public Schools, Minnesota (Minneapolis)

The Title VIII Student Support Program (SSP) of the Minneapolis Public Schools was initiated in the 1971-72 school year. This report describes activities of the project for the final (fourth) year and includes descriptions and some comparisons with the previous years. The purpose of the program is to design and implement various ways of reducing the student dropout rate for grades 7-12 at two junior high schools and two senior high

schools in inner city Minneapolis. During the course of the four year operation the program has been organized within three components: the Education Component, the Student and Family Support Component and the Work Experience Component. Since the dropout rate for American Indian students in Minneapolis schools is especially high, many of the students selected for the program are American Indians. Although improvements are evident in the three program components, the program has not shown a significant effect on the dropout pattern. Lack of attendance and tardiness still seemed to be a large factor with most students in the program regarding work programs and school attendance. (Author/DEP)

ED 118 644

TM 005 139

Rimoldi, Horacio J. A.

**Solucion de Problemas y Procesos Cognoscitivos (Problem Solving and Cognitive Processes).** Publication No. 41.

Centro Interdisciplinario de Investigaciones en Psicologia Matematica y Experimental, Buenos Aires (Argentina).

Pub Date 20 May 74

Note—34p.; In Spanish

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—\*Cognitive Processes, Language, Logical Thinking, \*Problem Solving

The study of problem solving is made through the analysis of the process that leads to the final answer. The type of information obtained through the study of the process is compared with the information obtained by studying the final answer. The experimental technique used permits to identify the sequence of questions (tactics) that subjects ask when solving a problem. Problems may be characterized in terms of their logical structure and their manner of presentation (language). Those problems having the same logical structure (isomorphic) may be solved using the ideal tactics. Ideal tactics is not redundant, reduces uncertainty to zero, has no inversions in the order in which questions are asked and has no irrelevancies. The observer tactics may be evaluated considering "distance" to the ideal tactics. Results obtained in several studies are reported. A theoretical formulation of cognitive processes is attempted. This formulation is based on experimental data and considers two basic components: (1) logical structure, and (2) language, as well as their interaction and the influence that other variables have on cognitive processes. (Author)

ED 118 645

TM 005 140

Rounds, James B., Jr. Dawis, Rene V.

**A Comparison of Multiple Rank Order and Paired Comparison Forms of the Minnesota Importance Questionnaire. Research Report No. 49.**

Minnesota Univ., Minneapolis. Dept. of Psychology.

Spons Agency—Minnesota State Dept. of Education, St. Paul. Div. of Vocational Rehabilitation.

Pub Date Sep 75

Note—30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—\*Comparative Analysis, Measurement Techniques, \*Occupational Tests, Psychometrics, \*Response Mode, Scores, Statistical Analysis, Student Reaction, Undergraduate Students

Identifiers—Minnesota Importance Questionnaire, Multiple Rank Order Method, Paired Comparisons Method, \*Scaling Methods, Vocational Needs

Two forms of the Minnesota Importance Questionnaire (MIQ), the multiple rank order form and the paired comparison form, were compared in terms of psychometric characteristics and user reactions. The MIQ forms were randomly administered to 290 subjects on two different occasions resulting in a complete crossing of order-by-form. The results of analysis of variance of absolute differences between first and second administration scores for the order-by-form groups, correlated t-tests between first and second administration within groups, and the analysis of scale score stability and profile stability within and between groups, demonstrate that the level of scores and shape of the score profiles for the ranked form are similar to those of the paired form. Subjects' reactions to the two MIQ forms were found to differ, with two-thirds of the

subjects preferring the ranked form. Further research exploring the comparability of the ranked form and paired form is proposed. (Author)

ED 118 646

TM 005 141

Stefani, Dorina

**Actitudes Hacia la Enfermedad Mental: Revision Bibliografica (Attitudes toward Mental Illness: Revised Bibliography).** Publication No. 40.

Centro Interdisciplinario de Investigaciones en Psicologia Matematica y Experimental, Buenos Aires (Argentina).

Pub Date 25 Feb 75

Note—41p.; In Spanish

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—\*Attitudes, \*Attitude Tests, Factor Structure, Literature Reviews, Measurement Techniques, \*Mental Illness

In this work, some of the most important instruments used to measure attitudes toward mental illness were analysed. A revision of different experimental investigations which studied attitudes toward mental illness among general public, mental health professionals and patients and their relatives was made. Some of the strategies applied to change attitudes toward mental illness were also considered. (Author)

ED 118 647

TM 005 142

Somers, Gerald G. Warlick, Jennifer L.

**An Evaluation of Manpower Programs for Young Men, 1964-1972 Based Upon the National Longitudinal Surveys. Final Report.**

Wisconsin Univ., Madison.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-21-55-73-15

Pub Date Sep 75

Note—106p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

Descriptors—Comparative Analysis, \*Employment Programs, \*Federal Programs, Followup Studies, Income, \*Longitudinal Studies, Males, Manpower Development, Participant Characteristics, Probability, \*Program Effectiveness, \*Program Evaluation

Identifiers—\*Manpower Programs, Parnes National Longitudinal Surveys

This report provides an analysis of young men in the Parnes National Longitudinal Surveys who were enrolled in manpower programs from 1963 to 1972. It provides information on the Probability that members of the 5,225 sample would enter a manpower program, given personal and economic characteristics. The report evaluates the relationship of manpower program participation to annual earnings from 1963 to 1972 (using Social Security Administration data); and draws comparisons for different types of programs and duration of participation among the enrollees. It also makes comparisons with those in the Parnes sample who did not enroll. (Author)

ED 118 648

TM 005 144

Goltermann, Glen Doelker, Richard E., Jr.

**The Effect of Traditional Versus Non-Traditional Grading Policy on Minority Social Work Students.**

Pub Date 75

Note—17p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—Academic Achievement, Affirmative Action, \*Comparative Analysis, \*Educational Policy, Grades (Scholastic), \*Grading, \*Higher Education, \*Minority Groups, Models, Pass Fail Grading, Social Work, Socioeconomic Status, Student Evaluation

Identifiers—Grade Inflation, Performance Based Grading

The purpose of this article is to deal with the following issues as they relate to educational grading policy: (1) to examine the use and misuse of grades in education; (2) to explore the use of performance based grading versus traditional grading and compare institutions using traditional grading versus those using performance based or non-traditional grading; and (3) to present an argument that normative and traditional grading policy may be adversely affecting the Office of Academic Affairs of the Florida State Board of Regents' affirmative action policy. (Author/DEP)

ED 118 649 95 TM 005 145

*Sanders, James R., Ed. Sachse, Thomas P., Ed.*  
**Problems and Potentials of Applied Performance Testing, Proceedings of the National Conference on the Future of Applied Performance Testing.**  
 Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 75

Note—143p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—Clearinghouses, \*Conference Reports, Elementary Secondary Education, Evaluation, Guidelines, Instructional Materials, Military Training, \*Performance Tests, Research Needs, \*State of the Art Reviews, Student Evaluation, Teacher Education, Testing Problems, Training

Identifiers—Clearinghouse on Applied Performance Testing, Elementary Secondary Education Act Title V, ESEA Title V

The purpose of this conference was to share the information gathered by the Clearinghouse for Applied Performance Testing (CAPT) such as information on performance testing that could be used in public schools, and secondly, to discuss problems that must be solved, issues that should be addressed, and additional research and development needed in the area of Applied Performance Testing (APT). The presentations by the Clearinghouse dealt with the state of the art of APT, an overview of Clearinghouse activities, instructional materials developed on APT, and guidelines for the evaluation of APT materials and procedures. The invited address by Saul Livisky was presented next. This was followed by small group discussion reports on problems, issues, and needed research development in APT. In the next section individual papers are presented discussing these problems, issues, etc. Appendices contain participants in this 1975 conference, handouts accompanying the invited address, and guidelines for the evaluation of APT materials and procedures. (RC)

ED 118 650 80 TM 005 146

**Elementary School Evaluation (Title V, Part C, Public Law 89-10).**

Rhineland Public Schools, Wis.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [75]

Note—35p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Academic Achievement, Educational Finance, Educational Objectives, \*Educational Opportunities, Elementary Education, \*Elementary Schools, Mathematics, \*Models, \*Program Evaluation, Reading, School Districts, Sciences, Self Concept, Student Testing  
 Identifiers—Elementary Secondary Education Act Title V, ESEA Title V, \*Rhineland Wisconsin School District, Wisconsin (Rhineland)

The purposes of the project were: (1) to determine if equality of educational opportunity exists for students in grades K-6 in the Rhineland, Wisconsin, school district; and (2) to develop a model for elementary school program evaluation. Learner achievement of instructional objectives was accepted as the basic indicator of equality of educational opportunity. The district goals of self concept and basic skills—the latter restricted to math, science, and reading—were selected as the areas in which learner achievement would be examined. Data describing teachers' preparation, teacher instructional preferences, and amount of time spent on the subject was collected, and a cost analysis per student by school for 1974-75 was done simultaneously. This hypothesis was tested: "There will be no significant differences with references to learners' perceptions of self concept and to learner achievement in mathematics, science, and reading (at specified grade levels) across Rhineland Elementary Schools." The data essentially supports the position that equality of educational opportunity does exist in grades K-6 in Rhineland schools. A model to assist in the evaluation of elementary school programs was developed and is appended. Additional values of the study included an increased awareness of objectives related to instructor goals and a reexamination of curricular and instructional objectives. In addition, the study developed an increased awareness of a need for continual cost analysis and an increased understanding of evaluation procedures. (RC)

ED 118 651 TM 005 148

**ISCED Handbook: United Kingdom (England and Wales).**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Statistics on Education.

Report No—CSR-E-12

Pub Date Dec 75

Note—62p.; For related document, see Ed 090 260-262 and 111 423; Appendix may not be legible because of type size

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Adult Education, \*Classification, \*Comparative Education, Definitions, \*Education, \*Educational Programs, Elementary Secondary Education, Guidelines, Special Education, Statistics, \*Taxonomy

Identifiers—England, \*International Standard Classification of Education, Wales

The International Standard Classification of Education (ISCED) has been designed as an instrument suitable for assembling, compiling, and presenting statistics of education both within individual countries and internationally. It is expected to facilitate international compilation and comparison of education statistics as such, and also their use in conjunction with manpower and other economic statistics. The classification, which is essentially a dictionary of educational programs is designed for assembling data on current educational phenomena such as enrollment, teaching staff and finances as well as for statistics of the stock of educated people as obtained, for example, by a census of population. In this sense it is a multi-purpose system within which comparable data can be assembled on various features of educational systems and processes. The aims of this handbook are two fold. The first is to ensure a common interpretation of ISCED between and within countries. The second is to assist countries, states, provinces, etc., to relate their system of education to ISCED. The latter purpose is very important since in many countries there exist problems in deciding the level of education of certain courses. (Author/DEP)

ED 118 652 TM 005 149

*Lehnert, George R.*

**An Approach to the Evaluation of EPA Training Course Effectiveness with Recommendations for Improvement of Future Courses and Assessment Techniques.**

Pub Date Jul 75

Note—176p.; Ph.D. Dissertation, Walden University; Several tables may reproduce poorly

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—Achievement Gains, Achievement Tests, \*Course Evaluation, Data Analysis, \*Educational Programs, Evaluation Methods, Manuals, \*Measurement Techniques, Observation, Participant Satisfaction, Professional Personnel, Program Effectiveness, Questionnaires, Test Construction, Training, \*Water Pollution Control

Identifiers—Environmental Protection Agency Training Course

The United States Environmental Protection Agency (EPA) provided a program of training courses in the prevention, reduction, and control of water pollution for personnel of federal, state, and local governmental agencies, private industries, and universities. A triangulation approach was pursued in the instrumentation concept. That is, three evaluation instruments were developed. These were: (1) a questionnaire to be sent to the students after they had returned to their homes following completion of the course; (2) a participant observer manual in which prestructured forms were designed for making observations relative to topic sequencing, teaching techniques, content, instructors' knowledge of the subject, instructors' transfer ability, visual aids, physical facilities, and morale; and (3) a subject matter test to be used for determining student growth in number of correct responses. Eleven course variables were analyzed in light of questionnaire and participant observer data. Findings were presented for each of the variables. Another analysis related to growth in learning in terms of change in score in the pretest and post-test and the extent the students consider the learning to be valuable in helping them to do a better job and enhance their advancement. Recommendations were made. (RC)

ED 118 653 TM 005 150

*Kidder, Steven Schuder, Ted*  
**Measurement and Productivity in School Reading Programs: Main Report and Technical Appendix.**

New York State Education Dept., Albany. Bureau of School and Cultural Research.

Pub Date Jun 75

Note—362p.; Not available in hard copy due to marginal reproducibility of original document  
 Available from—University of the State of New York, State Education Department, Division of Research, Albany, New York 12234

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Cloze Procedure, Cost Effectiveness, Criterion Referenced Tests, Elementary Secondary Education, \*Measurement, Norm Referenced Tests, \*Productivity, Reading Achievement, \*Reading Comprehension, \*Reading Programs, Reading Tests, Resources, School Districts, Standardized Tests, Surveys, Testing Problems, Test Validity

The first half of this report is concerned with the measurement of student achievement in reading comprehension. Following the introduction there is a brief critique of standardized, norm-referenced tests of student performance in reading. It is argued that school districts need tests that are sensitive to instructional treatments rather than more global measures of reading ability. In the section, New Measures of Student Achievement, comprehension is defined and then a multiple-choice cloze testing system is presented. In the next section of the paper the measurement of program resources is discussed. The measurement of resources utilization in units of time is offered as the most accurate, useful assessment of program resources. Finally, the work on the measurement of student achievement and program resources and methodology in productivity analyses is summarized, and a statewide survey of productivity in reading programs is proposed. The Technical Appendix provides a detailed summary of procedures, results, and survey instruments. It is written for the research specialist interested in the Main Report's conclusions. It is designed to clarify procedures and results and to present studies which will help reduce disagreement over some of the research approaches employed. (RC)

ED 118 654 TM 005 152

*Wharton, Keith*

**Legitimizing Education for Individual Life Styles: School of Survival. Final Evaluation Report 1974-75.**

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Report No—C-74-20

Pub Date Aug 75

Note—55p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Academic Achievement, Attendance, Educational Alternatives, \*Educational Programs, \*High School Students, Individual Differences, Life Style, \*Problem Children, \*Program Evaluation, Public Schools, Secondary Education, Student Attitudes

Identifiers—\*Minneapolis North Community High School, Minnesota (Minneapolis)

The purpose of the School of Survival (S.O.S.) is to provide an alternative educational program for 9th, 10th and 11th grade students from North Community High School whose life styles are not compatible with formal/traditional educational programs. There were six major goals for the project for 1974-75. These dealt with student participation in the educational activities of the project, students' attitudes toward school and teachers, reading, computation, work experiences, and improvement in the ability of the staff to prepare goals and objectives. A variety of activities including courses, field trips, and independent study projects were used to help the students reach the objectives. The staff were assisted by pre-service and in-service training sessions. The evaluation involved pre and posttesting in reading staff and employees, a review of the attendance records and credits earned by students, staff and employees, a review of the attendance records and credits earned by students, and a summary evaluation of each student by the project staff. The general conclusion is that the project as a whole continues to be successful. Objectives concerning attendance, credits earned, and



student attitudes were not successfully accomplished in 1974-75, however, and it was impossible to determine the success of the mathematics program. (Author/RC)

**ED 118 655** TM 005 153  
Fernandes, Lucia Monteiro Scheeffler, Ruth Nobre

**Super Career Development Inventory (Form I); Preliminary Research and Field Trial in Brazil.**  
Pub Date 74  
Note—36p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—Age Differences, Item Analysis, Norms, Secondary Education, Sex Differences, Test Reliability, \*Tests, Test Validity, \*Translation, \*Vocational Development, \*Vocational Maturity

Identifiers—Brazil, \*Super Career Development Inventory (Form I)

Super's Career Development Inventory (CDI) was adapted to Brazilian culture and applies in a sample of 1048 students of Guanabara State's high schools. Since its purpose is to observe a maturation process, the CDI was administered to the two last grades of grade school and the first two grades of high school, where the students have from seven to ten years of schooling. A test of difference of means was carried out. The differences were statistically significant between the last grade of grade school and the first grade of high school in all scales of CDI. In a breakdown by sex, the results were not very different from the total grade results. These differences must be interpreted with caution because the scores were obtained not only from different grades but also across different school systems. Only the grade school is compulsory in Brazil, so a natural selection can happen. These results did not allow the author to reach a firm conclusion about the use of CDI for Brazilian students. Some suggestions on the format of CDI's scale and on the experience provided by the schools was made. Norms provisionally established are included in the appendix. (Author)

**ED 118 656** TM 005 156  
Clark, Sara McCormick, Thomas  
**The Title I, ESEA Program in Minneapolis: 1974-75. An Evaluation.**

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C. Div. of Education for the Disadvantaged.

Report No—C-74-40

Pub Date Nov 75

Note—64p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

Descriptors—Behavioral Objectives, \*Compensatory Education Programs, \*Disadvantaged Youth, Elementary Secondary Education, Mathematics, \*Needs Assessment, Parochial Schools, \*Program Evaluation, Public Schools, Reading, \*Student Evaluation

Identifiers—\*Elementary Secondary Education Act Title I, ESEA Title I, Minneapolis Public Schools, Minnesota (Minneapolis)

This report was prepared as partial fulfillment of the evaluation requirements given in the state of Minnesota's Regulations and Guidelines for Title I ESEA. Objectives for the program were given in terms of gains measured by teacher judgement and achievement tests. Results in terms of test data, will be reported at a later time. Results, based solely on needs assessment data, showed that the program failed to meet those objectives which were based on teacher ratings. The percentage of Title I eligible students who had been rated poor or serious in reading and/or math in fall 1974 and were rated one level higher in spring 1975 were from 7 percent to 31 percent below the percentage stated in the objectives. Discussion of the teacher judgment discrepancies suggest that there was no empirical basis for the expected percentages of students given in the objectives who would be rated one level higher in the spring. Descriptions of projects that were active in 1974-75 are included along with a history of the development of the overall Title I program in Minneapolis. Recommendations will not be made until the achievement test data analysis has been completed. (RC)

## UD

**ED 118 657** UD 015 403

Dunn, Lynn P.  
**Black Americans: A Study Guide and Sourcebook.**  
Pub Date 75  
Note—119p.

Available from—R:E Research Associates, 4843 Mission Street, San Francisco, California 94112 (\$6.00, paper)

**Document Not Available from EDRS**

Descriptors—Black Community, Black Power, Conflict Resolution, Culture Conflict, Ethnic Groups, Ethnic Studies, \*Identification (Psychological), \*Minority Groups, Nationalism, \*Negroes, Resource Materials, \*Role Perception, Social Problems, \*Study Guides

One in a series of four, this volume deals with the themes of identity, conflict, and integration nationalism with a focus on black Americans. Each volume in the series is considered to serve by itself as a text or guide for the student or teacher of a particular minority and is organized in the same manner allowing for comparisons or contrasts among the four minorities treated in the series. Within each given thematic section, the study outline provided is basically historical and chronological in development, with the proposed aim being to provide a many dimensional cross disciplinary study experience with a heavy emphasis on humanistic concerns. The notes and sources column provides references to sources which bear on and notes which deal with and expand on the parallel study outline. The present volume documents white racism and some of the problems and struggles black Americans have faced in the U.S. It also treats the personal contributions of individuals and the benefits accrued by American culture resulting from this groups' influence. Intended to serve as a beginning reference text for students and teachers, this volume is not considered an exhaustive study nor does its bibliography purport to contain a complete list of the many publications relevant to black American studies. (Author/AM)

**ED 118 658** UD 015 405

Dunn, Lynn P.  
**Asian Americans: A Study Guide and Sourcebook.**  
Pub Date 75  
Note—120p.

Available from—R&E Research Associates, 4843 Mission Street, San Francisco, California 94112 (\$6.00, paper)

**Document Not Available from EDRS**

Descriptors—\*Asian Americans, Chinese Americans, Conflict Resolution, \*Culture Conflict, \*Ethnic Groups, \*Ethnic Studies, Filipino Americans, Japanese Americans, Korean Americans, Minority Groups, Nationalism, Resource Materials, Role Perception, Social Problems, \*Study Guides

One in a series of four, this volume deals with the themes of identity, conflict, and integration/nationalism with a focus on Chinese and Japanese immigrants and their descendants in mainland America. Hawaiian Americans are treated incidentally. Each volume in the series can serve in itself as a text or guide for the student or teacher of a particular minority and is organized in the same manner allowing for comparisons or contrasts among the four minorities treated in the series. Within each given thematic section, the study outline provided is basically historical and chronological in development, with the proposed aim being to provide a many dimensional, cross disciplinary study experience with a heavy emphasis on humanistic concerns. The notes and sources column provides references to sources which bear on and notes which deal with and expand on the parallel study outline. The present volume documents white racism and some of the problems and struggles Oriental Americans have faced in the U.S. It also treats the personal contributions of individuals and the benefits accrued by American culture resulting from this minority group's influence. Intended to serve as a beginning reference text for students and teachers, this volume is not considered an exhaustive study nor does it s bibliography purport to contain a complete list of the many publications relevant to Asian American studies. (Author/AM)

**ED 118 659** UD 015 571

Lincoln, Eugene A.  
**White Teachers, Black Schools, and the Inner City: Some Impressions and Concerns.**  
Pittsburgh Univ., Pa. School of Education.  
Spons Agency—Maurice Falk Medical Fund, Pittsburgh, Pa.  
Pub Date 75  
Note—98p.

Available from—University of Pittsburgh Book Center, 4000 Fifth Avenue, Pittsburgh, Pennsylvania 15260 (\$2.50, prepaid)

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**

Descriptors—Black Community, \*Caucasians, Communication Problems, \*Minority Group Teachers, Negro Education, Negro Institutions, \*Negro Students, \*Negro Teachers, Negro Youth, Public School Teachers, \*Race Relations, School Environment, School Personnel, School Segregation, Teacher Background, Teacher Characteristics, Urban Education

This document presents interview data acquired from white and black teachers and white and black parents. Among the questions dealt with are: why white teachers teach in black schools in the inner city; whether white teachers are willing to accept black leadership (i.e., the black principal); whether a majority white faculty should be assigned to a majority black school; whether racism is widespread among the majority white faculty; whether the white teacher is afraid to discipline the black student, even when the need to do so is obvious; and the extent to which white teachers can interpret the black subculture. Five papers are included, addressing issues such as the white teachers in the all-black school, some comments on the Lincoln project and problems encountered by white teachers in black schools and instruction, learning, and the problems encountered by white teachers in black schools. One paper by public school educators addresses the issue of white teachers in black schools. Firm conclusions concerning all white teachers in black schools in the inner city are held not to be possible from composite interviews. Impressions and concerns identified are: that white teachers and black students come from and live in different worlds; that there is a lack of communication between many white teachers and black teachers in black schools; and, that parents are more concerned with the quality of their children's education than the teacher's skin color. (Author/AM)

**ED 118 660** 95 UD 015 612

Cooley, William W. Leinhardt, Gaea  
**Design for the Individualized Instruction Study: A Study of the Effectiveness of Individualized Instruction in the Teaching of Reading and Mathematics in Compensatory Education Programs. Final Report.**

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Oct 75

Note—271p.

**EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage**

Descriptors—Academic Achievement, \*Compensatory Education Programs, \*Educational Assessment, Educational Research, Enrichment, Evaluation Criteria, \*Evaluation Methods, Federal Programs, Individual Instruction, \*Individualized Instruction, Individualized Reading, Mathematics Instruction, Minority Group Children, Program Evaluation, Reading Achievement, Reading Instruction, Reading Programs, \*Research Design, Research Methodology

This report presents a detailed rationale and a plan for a study of the effectiveness of materials and procedures for meeting the educational needs of individual children in compensatory education programs. An introductory section addresses an overview of the policy questions to which the results of the individualized instruction study will be relevant, an outline of the distinguishing features of the proposed approach, and a discussion of alternative designs that will serve to further clarify the design that is recommended. Other sections include foci on defining and assessing program and support variables, assessing outcomes, sampling and securing the cooperation of schools, collecting data, reducing and analyzing data, project organization, staffing, schedule and references. Appendices include in-class interview-

ing, analyzing curricula, behavioral analysis of curricula, videotaping, and test reviews. The outcome of primary interest in this study is stated to be achievement in reading and mathematics, other outcomes also having been considered for inclusion. The assessment section describes the outcome measure that is recommended for assessing student achievement and the rationale for its selection. In addition, measurement of program effects on noncognitive student outcomes and on the total classroom environment is discussed. (Author/AM)

ED 118 661

UD 015 615

Dollar, Bruce

**Learning and Growing through Tutoring. A Case Study of Youth Tutoring Youth.**

National Commission on Resources for Youth, Inc., New York, N.Y.

Pub Date 74

Note—130p.

Available from—National Commission for Resources on Youth, 36 West 44th Street, New York, New York 10036 (\$2.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

**Descriptors**—Adolescents, Case Studies, Children, \*Demonstration Programs, Educational Innovation, Individual Instruction, Individualized Programs, \*Peer Teaching, \*Program Descriptions, Program Design, \*Program Evaluation, Teaching Programs, Teaching Techniques, \*Tutorial Programs, Tutors  
**Identifiers**—New York (Cobbleston), \*Youth Tutoring Youth Program

A case study, in-depth description, and analysis of a youth tutoring youth program are presented in this document. The approach used in preparing the study—mainly utilizing participant observation, site visits, and structured interviews—are detailed in a separate chapter. This is followed by a chapter of background information in which the community and its schools are described, along with the process by which tutors and tutees were selected and how the program was initiated. A subsequent chapter introduces the ongoing program from the point of view of a visitor. The role of the supervising teacher, the relationship with tutors, and relationship with tutees and their teachers are also examined. The lengthiest section of the report deals with the tutors and tutees themselves, focusing on them as they relate to each other in actual situations, through the use of field notes and extensive interviews. Remaining sections describe what happened to the program when its supervisor left and was replaced by a new teacher. The program described here is said to represent a good choice for a case study because it is so average. (Author/AM)

ED 118 662

UD 015 633

Williams, Charles T.

**Criteria for Analyzing Ethnic Bias in Instructional Material.**

Michigan Education Association, East Lansing.

Pub Date 75

Note—24p.

Available from—Michigan Education Association, East Lansing, Michigan 48823 (\$0.75)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

**Descriptors**—\*Bias, Content Analysis, Cultural Awareness, Cultural Differences, Cultural Pluralism, \*Discriminatory Attitudes (Social), \*Ethnic Groups, \*Evaluation Criteria, Evaluation Methods, Films, Filmstrips, \*Instructional Materials, Measurement Techniques, Minority Groups, Social Discrimination, Textbook Evaluation

**Identifiers**—Third World

The evaluative criteria described in this document are as follows: (1) criterion for analyzing ethnic bias in textbook illustrations, films, and filmstrips; (2) criterion for content analysis of text books for ethnic bias relative to cultural pluralism; and, (3) criterion for content analysis of text books for ethnic bias relative to contributions. Criterion one concentrates on whether or not Third World people are present in illustrations, films, and filmstrips and whether Third World people are portrayed as person with dignity, in leadership roles, and possessing the more distinctive physical traits of their respective ethnic groups. Criterion two evaluates instructional material relative to how well it conveys that this society was and is culturally plural. The third criterion assesses the extent to which the instructional material reflects the contributions that

Third World people have made to this society. Directions for scoring the criteria are provided, along with a series of 17 definitions of terms used in the document. When employed effectively in evaluating instructional material, this instrument is said to generate data which will reflect the blatant presence of ethnic bias and dramatize the critical need for the school curriculum to reflect the dignity and value of all people in the society. (Author/AM)

ED 118 663

UD 015 635

Williams, Charles T.

**Educating Black Students Humanistically.**

Michigan Education Association, East Lansing.

Pub Date 75

Note—13p.

Available from—Michigan Education Association, East Lansing, Michigan 48823 (\$1.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

**Descriptors**—Affective Objectives, Black Power, Change Strategies, Cognitive Objectives, \*Educational Accountability, \*Educational Alternatives, Educational Change, Educational Responsibility, Ethnic Groups, Humanism, \*Humanistic Education, Humanization, Individual Development, Minority Groups, \*Negro Education, \*Negro Students, Negro Teachers

**Identifiers**—Third World

The first part of this presentation lists four basic assumptions pertaining to educating black students humanistically and discusses each in relation to its impact on the public schools' capability to educate blacks effectively and meaningfully. These assumptions are: that black students can be educated by the public schools, that schools are capable of relating humanistically to black students, that universities and colleges are capable of equipping teachers, counselors and related staff with the necessary cognitive and affective skills to educate black students humanistically, and that those holding the power of the various institutions of our society will allow anyone to humanize education for all students. This first part includes that schools as they are presently constituted can neither educate blacks effectively nor relate to them humanistically. The second part discusses some of the possible alternatives that have been used or might be used to maximize the humanistic quality of the schools' program for black students, i.e., an all black student boycott, black control of black schools, and black educators organized for change. It is emphasized that blacks and Third World people, especially, rise above rhetoric and apathy and move deliberately to establish all conditions in the educational institutions that are respective of and responsive to all learners and trainers. (Author/AM)

ED 118 664

UD 015 642

Gray, La Ruth Haskney

**Project REACH: Reaffirming Each Students' Right to Pursue Academic Challenge and Higher Educational Goals.**

Pub Date Jun 75

Note—265p.; Practicum submitted in partial fulfillment of requirements for Ed.D. Degree, Nova University

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage

**Descriptors**—Academic Achievement, \*Academic Aspiration, Adolescents, Disadvantaged Youth, Educational Interest, Educational Opportunities, \*Ethnic Groups, Family Characteristics, Higher Education, Italian Americans, Junior High Schools, \*Junior High School Students, \*Learning Motivation, Minority Groups, Motivation Techniques, Negro Youth, \*Parent Participation, Parent Student Relationship, Social Reinforcement, Student Motivation, Youth Opportunities, Youth Programs

**Identifiers**—\*New York (New Rochelle)

Two influences that are held to produce a lack of academic motivation in mixed minority group children are identified. (1) Minority students frequently come from families that, for a variety of reasons, do not encourage academic excellence; (2) the New Rochelle school program does not compensate for this lack by offering replacement encouragement to uplift the students' self-concept and offset the debilitating effects of a motivation-less out-of-school environment. This practicum is stated to have been designed to modify these influences. It addresses itself to the development and implementation of a three-year family involvement program that would enable

parents and students to make future choices based on more adequate information and decision-making skills and provide a framework in which parents would learn improved strategies for increased interaction between the child and parents related to educational choice, thereby promoting and broadening the aspirational level of black and Italian junior high school students toward future career choices. One of the significant outcomes of this project is stated to be that it was possible to enable students to achieve self-discovery while giving them a start towards self-direction. This practicum is now a full program at a junior high school. (Author/AM)

ED 118 665

UD 015 689

Erickson, Charles A., Ed. And Others

**Minorities and Women in Government: Practice Versus Promise.**

Rhode Island State Advisory Committee to the U.S. Commission on Civil Rights, Providence.

Pub Date Jan 75

Note—153p.; Several pages may reproduce poorly

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage

**Descriptors**—\*Affirmative Action, \*City Government, Civil Rights, Employment Opportunities, \*Employment Practices, Federal Government, Females, Government Employees, Government Role, Legal Responsibility, Local Government, Minority Groups, Public Policy, \*State Government

**Identifiers**—\*Rhode Island (Providence)

In 1973, the Rhode Island Advisory Committee to the U.S. Commission on Civil Rights initiated a comprehensive project to review equal employment opportunity (EEO) in State and selected local government bodies in Rhode Island. In its project, the Advisory Committee examined employment practices and affirmative action efforts to recruit, hire, and promote minorities and women in State government and in the cities of Providence, East Providence, and Newport. Approximately 40 State and local officials were interviewed by Advisory Committee members and Commission staff. Data from Federal reports and other publications were collected and analyzed. These investigations culminated in open, public meetings held November 14-16, 1973, in the State House in Providence. Sixty-two persons, including Federal, State, and local officials and representatives of unions, community, civic, minority, and women's groups testified. At the meetings, the entire employment systems of the four governments were examined. This report summarizes the Advisory Committee's general findings and recommendations. It includes a summary of the Federal and State mandate for equal employment opportunity, a section on each government under review, and a summary of some alternative reforms for civil service systems. (Author/JM)

ED 118 666

UD 015 690

Morse, Patricia A. And Others

**Route 128: Boston's Road to Segregation.**

Massachusetts State Advisory Committee to U.S. Commission on Civil Rights, Boston.; Massachusetts State Commission Against Discrimination, Boston.

Pub Date Jan 75

Note—121p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage

**Descriptors**—City Government, Civil Rights, Employment Practices, Federal State Relationship, Government Role, \*Housing Opportunities, Land Use, \*Minority Groups, Negroes, \*Residential Patterns, State Government, \*Suburbs, Transportation, Urban Population

**Identifiers**—\*Massachusetts (Boston)

This report reviews housing, land use, employment, and transportation practices in the Boston metropolitan area as they impinge upon the opportunities of minority group persons in the inner city. It focuses upon the newer suburbs, particularly those where housing and industrial parks have been developed since the construction of Route 128. The report details the extent of racial exclusion in Boston suburbs and examines the policies and practices of Federal, State and local government, and those of private employers, the housing industry, and private citizens. The first three chapters provide general background information on the suburbs, the black minority in the city of Boston, and suburban development in the Boston area. The remainder of the report consists primarily of data presented at hearings held in

the city of Boston and in two groups of suburbs in 1970. Testimony at the hearings in Boston, Needham, and Marlborough, June 1-4, 1970, was provided by public officials of the local communities, organizations, private citizens, representatives of the State government, and professionals in fields related to metropolitan growth. The final sections of the report describe some of the relationships between State and Federal agencies and suburban development, and offer recommendations for change. (Author/JM)

ED 118 667

UD 015 691

Lee, Don Chang

**Korean Family Organization in the United States: Role and Value Conflicts in a Foreign Culture.**  
Pub Date Nov 74

Note—14p.; Paper presented at the American Anthropological Association Annual Meeting (Mexico City, Mexico, November 19-24, 1974)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage

Descriptors—\*Acculturation, \*Anthropology, \*Culture Conflict, \*Family Characteristics, \*Family Problems, \*Family Relationship, \*Family Structure, \*Korean Americans, \*Parent Child Relationship, \*Role Conflict, \*Social Change, \*Stress Variables, \*Urban Population, \*Values  
Identifiers—Georgia (Atlanta)

The purpose of this study is to investigate how Korean families with traditional family backgrounds adjust to a foreign culture and maintain the family structure in a cultural system where roles, values, and living conditions are quite different from those in Korean setting. Two major relationships are analyzed: that between wife and husband, and that between parents and children. The data for this analysis were gathered through interviewing 40 Korean families living in the Atlanta area. A separate interview with wife and husband was carried out, and the families were chosen according to occupational categories. Findings indicate that shifting of the family structure from an independent type to a joint type system seems to create role conflicts between the Korean wife and Korean husband. In the joint type, wife and husband are involved together in socio-economic activities. Furthermore, living in two cultural worlds creates a state of anomie where wife and husband do not have clear-cut expectations of each other. Communication problems in English, inability to drive by wives, differences in socio-ecological systems, degrees of acculturation by both wife and husband, stress caused by living in a foreign culture, and limited social interaction seemed to be sources of conflict for Korean families in the U.S. (Author/JM)

ED 118 668

UD 015 693

Eisenberg, Jeanne G. And Others

**Single-Parent Families: Results of Profiling Techniques in a Sample of Welfare ADC Families. Final Report.**

Office of Child Development (DHEW), Washington, D.C.

Pub Date [75]

Note—63p.; Best copy available

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—\*Behavior Patterns, \*Children, \*Family Characteristics, \*Fatherless Family, \*Individual Characteristics, \*Longitudinal Studies, \*Measurement Techniques, \*One Parent Family, \*Profile Evaluation, \*Research Methodology, \*Statistical Analysis, \*Surveys, \*Urban Youth, \*Welfare Recipients

Identifiers—New York (New York)

A longitudinal study of children and their families in Manhattan, New York City, this study comprises two samples: (1) a cross-sectional sample of 1034 families, and (2) a welfare (Aid to Dependent Children) sample of 1,000 families. The results of several profiling techniques which were conducted on the Welfare Sample are discussed. While the family and child behavior profiles have already been constructed on the Cross-sectional sample, most of the single-parent families in that sample (22 percent in total) fell into one family type. However, since the welfare sample families were predominantly single-parent in composition (74 percent), family profiling in this sample offered an opportunity to investigate types of low income single-parent families. Five welfare family types were derived. In arriving at the family typology, a program (Hierarchical Cluster Analysis) was adopted, which finds the profile of Family X over the various dimensions in constructing the profile and the score profiles of each of the other families in the sample. So

that types of families could be characterized as completely as possible, social (demographic), parental personality and marital attributes, and child-rearing practices were included as dimensions. Additionally, seven Welfare child personality types were developed from a range of child behavior items. (Author/JM)

ED 118 669

UD 015 694

Fagan, Ora Simcha

**Violent and Antisocial Behavior: A Longitudinal Study of Urban Youth.**

Office of Child Development (DHEW), Washington, D.C.

Pub Date [75]

Note—59p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—\*Anti Social Behavior, \*Behavior Patterns, \*Children, \*Community Agencies (Public), \*Family Characteristics, \*Field Interviews, \*Longitudinal Studies, \*Mothers, \*Predictive Measurement, \*Records (Forms), \*Social Characteristics, \*Surveys, \*Urban Youth, \*Violence

Identifiers—\*New York (New York)

This study identifies the social, familial, and childhood characteristics which predict and explain the development of antisocial behavior. It also examines the extent to which violent antisocial behavior presents a distinct entity with its unique etiological processes. Several major studies which purportedly attempted to identify the causes and explain the development of antisocial behavior and/or its expression in criminal behavior were seen to be methodologically limited. This study is considered to overcome these difficulties in several ways. It is based on a random sample drawn from the community and representing a cross section of the population. Information was collected in a survey interview from all mothers. As indicated by a later search of records, with the exception of a small minority (two percent of the cases), this interview preceded the child's labeling as a 'delinquent'. This information includes both parental and child behavior. A follow-up interview provides a source of information on changes which took place and hence an opportunity to differentiate the outcome and correlates of antisocial behavior from its antecedents. Finally, antisocial and violent behavior were measured both on the basis of cumulative agency records and as reported by the mother at the time of the second interview. (Author/JM)

ED 118 670

UD 015 695

Gersten, Joanne C. And Others

**An Evaluation of the Etiologic Role of Stressful Life Events in Psychological Disorders.**

Office of Child Development (DHEW), Washington, D.C.

Pub Date [75]

Note—48p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—\*Children, \*Demography, \*Etiology, \*Family Characteristics, \*Field Interviews, \*Longitudinal Studies, \*Mental Health, \*Mental Illness, \*Physical Health, \*Predictive Measurement, \*Research Methodology, \*Stress Variables, \*Surveys, \*Urban Youth

Identifiers—New York (New York)

Despite the growing accumulation of studies attesting to the association between life events and illness, either physical or mental, a number of critical methodological and conceptual issues are considered not to permit any clear answer to the basic questions regarding the importance of the role these events play in the etiology of such disorders. In an effort to address these issues, this study focuses on the overall level and types of disturbed behaviors shown by children who differ with respect to the life events which intervened between the original and follow-up interviews with their mothers in the course of a longitudinal study. Given this and the array of sociodemographic and familial variables on which the children have also been assessed and which permit examination and control for various competing hypotheses, the etiologic role of life events for psychological disorders is deemed to be determinable. The life events studied are limited to those outside of the child's and adolescents' control and/or independent of his psychiatric condition to prevent contamination between the two sets of variables. The stressfulness of life events are examined both in terms of change and undesirability-desirability. Groups clearly dif-

ferentiated as to type and number of events are studied to ascertain the risks attached to exposure to different event types. (Author/JM)

ED 118 671

UD 015 697

**Shared Accountability: A Pilot Program for Improving Education in the District of Columbia Public Schools through Community and Professional Involvement.**

District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.

Pub Date Jun 75

Note—38p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—\*Community Involvement, \*Educational Accountability, \*Educational Assessment, \*Educational Development, \*Educational Improvement, \*Management by Objectives, \*Pilot Projects, \*Professional Personnel, \*Program Development, \*Program Effectiveness, \*Public Schools

Identifiers—District of Columbia

The goals of this project are to assist schools in developing community ranked educational goals, to assess needs (i.e., to determine how well community ranked educational goals are being met), and to determine who among a number of groups are responsible for carrying out the goals as viewed from the local schools level. The concept of shared accountability used is considered to imply a willingness of the parties involved to go on record as to their respective impact on responsibility for the learning process and student success. The search for materials and techniques to be used in developing the model program, along with site selection and arrangements for implementation are reviewed. Implementation of the program is examined in terms of three parts corresponding to the goals. Each part describes the process of implementing the results and possible uses of data. Valuable experience and information is held to have been gained from the process of implementation itself and also new insights into the uses of the process. It is shown that the process of implementation encourages participation within the school/community, and that it creates a momentum which can be channeled into followup activities such as a management plan to develop more efficient utilization of resources. Several tables and appendices accompany the report. (Author/AM)

ED 118 672

UD 015 698

Alvarez, Rodolfo, Ed.

**Latino Community Mental Health. Monograph No. 1.**

California Univ., Los Angeles. Spanish Speaking Mental Health Research and Development Program.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md. Center for Minority Group Mental Health Problems.

Pub Date Dec 74

Note—52p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—\*Community Health, \*Community Influence, \*Community Programs, \*Curriculum, \*Ethnic Groups, \*Job Training, \*Mental Health Clinics, \*Mental Health Programs, \*Mental Illness, \*Minority Groups, \*Nonprofessional Personnel, \*Paraprofessional Personnel, \*Professional Training, \*Psychiatric Services, \*Social Influences, \*Spanish Americans, \*Spanish Speaking, \*Staff Role, \*Staff Utilization

This document reports on the results of the Latino Task Force, chartered for the purpose of identifying the mental health problems of the Latino community, identifying potential causes and evaluating the relevance and effectiveness of existing mental health services, in order to formulate viable recommendations for community mental health research and training. Topics focused on are: the sources and nature of Latino problems, Latino social structure, the influence of cultural conflicts and oppression on mental health, Latino psychic structure, present-day mental health service delivery systems, professional personnel and indigenous resource personnel staffing procedures, inservice training, reorientation of mental health professions, alternative training methods, curriculum, research, and accreditation. The report concludes with a set of recommendations for training of personnel that would establish an effective mental health service program, staffed with empathetic professional, paraprofessional, and indigenous personnel trained to cope with Latino mental health

requirements in a nonstress producing environment. (Author/AM)

**ED 118 673** UD 015 699

*Alvarez, Rodolfo, Ed.*

**Delivery of Services for Latino Community Mental Health. Monograph No. 2.**

California Univ., Los Angeles. Spanish Speaking Mental Health Research and Development Program.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md. Center for Minority Group Mental Health Problems.

Pub Date Apr 75

Note—75p.; Paper presented at the Annual Meeting of the National Council of Community Mental Health Centers and National Institute for Community Mental Health (6th, Washington, D.C., February 23-26, 1975)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

Descriptors—\*Community Services, Cubans, \*Delivery Systems, Diagnostic Tests, Dominicans, Ethnic Groups, Health Needs, Health Services, Innovation, \*Mental Health, Mental Health Clinics, \*Mental Health Programs, Mexican Americans, Minority Groups, Personnel Selection, Psychiatric Services, Puerto Ricans, \*Spanish Speaking

Three empirical research-based chapters comprise this monograph. Each chapter attempts to analyze the problem addressed in such a manner that readers themselves may be induced to innovate solutions. The thrust of the monograph is to engage its audience in a collective positive spirit of innovation for the benefit of institutions that wish to better serve their clientele. The first chapter is an overview of existing health care delivery systems available to the Spanish speaking/surnamed population. Suggestions for innovations are at the level of organizational modifications for community mental health centers. The second chapter deals specifically with the instrumentation of personality assessment and the interpretation of its results. Suggestions for different ways of interpreting results when dealing with the target populations are made. Some directions for the development of more relevant tests are also suggested. The third chapter is concerned with the development of professional personnel and describes an empirical experiment on the ethnic characteristics of the therapists and the impact that such ethnic cues might have on their patients. Suggestions are made as to how best to proceed in the therapeutic relationship between patient and therapist. (Author/AM)

**ED 118 674** UD 015 700

*Lutz, Frank W.*

**Political Anthropology and the Urban School Board.**

Pub Date 74

Note—21p.; Paper presented at the Annual Meeting of the American Anthropological Association (Mexico City, Mexico, 1974)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Anthropology, \*Board of Education Policy, \*Board of Education Role, Boards of Education, Conflict Resolution, Decision Making, \*Decision Making Skills, Educational Anthropology, Educational Policy, Local Government, \*Policy Formation, Political Influences, Political Issues, Political Science, Problem Solving, Public Policy, School Policy, Social Science Research, \*Urban Schools

Identifiers—New York (New York)

Attention to the politics of education particularly as operated within urban school boards using the concept of elite-arena councils is drawn in this paper. A brief summary of the data and the political-anthropological concepts used to analyze the data, conclusions and recommendations based on those data, and their analysis are presented. The analysis is seen to recommend changing the political structure of education governance in New York City toward a more arena-type council. One structure for accomplishing this would be to submerge education totally in the city government. Since total submergence of education into urban city government is held to be politically and culturally impractical, a second method is suggested that accomplishes the same goal by developing a structure that places education parallel with, and in some elements fused with other urban government structure. Based on data collected by three separate boards from 1967 to 1970, it is concluded that the structure of the New York City educational

governance system is not only elite but incapable of producing policy in response to the multifaceted demands of the pluralistic culture of the city. A design for restructuring the governance system is proposed. This paper is said to demonstrate that political anthropological concepts can be fruitfully employed in understanding this important area of American politics. (Author/AM)

**ED 118 675** UD 015 701

**Nutrition and Health with an Evaluation on Nutritional Surveillance in the United States.**

Congress of the U.S., Washington, D. C. Senate Select Committee on Nutrition and Human Needs.

Pub Date Dec 75

Note—247p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$2.45)

**EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage**

Descriptors—Eating Habits, Foods Instruction, Government Role, \*Health Conditions, \*Health Education, Health Needs, Health Occupations Education, Health Programs, Health Services, \*National Programs, \*Nutrition, Nutrition Instruction, Policy Formation, Program Evaluation, \*Public Health, Public Policy, Special Health Problems

Focusing on America's self-knowledge about its nutritional health, this report deals with the availability of nutrition evaluation and counseling to individuals and the adequacy of the national nutrition monitoring system. Bureaucratic and political problems of applying nutritional health considerations to food policy are also examined. Nutrition education outside the medical setting, the status of nutrition research, and the nutritional quality and safety of food are topics left to further inquiry. Among the topics discussed in the introduction are the diseases of overabundance, undernutrition, nutrition knowledge, food production and nutrition policy, and control of nutrition policy. Chapter 1 shows that the medical profession has been extremely slow to take nutrition seriously. Chapter 2 discusses the failure to establish an effective nutrition monitoring system in the United States and the consequences of this failure. Chapter 3 describes the random efforts of HEW to coordinate nutritional health policy. Recommendations are made for areas covered in each chapter. (Author/AM)

**ED 118 676** UD 015 702

**Resegregation: A Second Generation School Desegregation Issue.**

National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group. Desegregation Studies Div.

Pub Date 75

Note—33p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—Discipline Policy, Educationally Disadvantaged, Equal Education, \*Grouping (Instructional Purposes), Integration Litigation, Integration Methods, \*Minority Group Children, Racial Integration, Racial Segregation, Research Needs, Research Problems, School Integration, \*School Segregation, Suspension, \*Test Interpretation, Test Results

Identifiers—National Institute of Education, NIE, \*Suburban Migration

The emphases of this paper are identification of system mechanisms and processes employed to achieve and enhance racial resegregation in education, placing an understanding of these mechanisms and processes within the context of the national desegregation efforts, presentation of the rationale for the National Institute of Education including resegregation as a program effort within the Desegregation Studies Unit, review of current research findings and analyses in the areas of resegregation, and presentation of NIE priorities in this area. Some of the processes which facilitate resegregation are considered to be white flight, the disproportionate use of suspensions and expulsions against minority students, tracking, grouping on a racial basis, the use of test scores, and the mechanism of pushing out minority students and educators from the school system. Key researchable questions in the areas of white flight, suspensions and expulsions, and testing, tracking, and ability grouping are noted. (Author/AM)

**ED 118 677** UD 015 703

*Greene Mark M. And Others*

**Special Emergency Education for the Disadvantaged. Final Evaluation Report.**

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—California State Dept. of Education, Sacramento. Office of Program Evaluation.

Pub Date 30 Jun 74

Note—102p.; Parts of this document may not be clearly legible on reproduction due to print quality of the original document; Best copy available

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage**

Descriptors—\*Compensatory Education Programs, Demonstration Programs, Educationally Disadvantaged, \*Elementary Education, Elementary School Students, Elementary School Teachers, Inservice Teacher Education, \*Mathematics Education, \*Program Evaluation, Self Concept, State Programs, Student Motivation

Identifiers—\*California

This evaluation of Project Special Elementary Education for the Disadvantaged (SEED) sought to assess the impact of SEED instruction upon students enrolled in disadvantaged schools (grades three to six) in four major study areas: mathematics achievement, interest in math and other school subjects, motivation, and self concept. In addition, the teacher inservice training provided by the SEED Specialists was evaluated. Each of the evaluation instruments used was administered on a pre and post basis to students participating in the SEED program and to students in a control group. The present study revealed that the impact of Project SEED on achievement in mathematics was generally favorable for students who were in the program for a two-year period; however, the relative gain for students who had been in the program for only one year was less favorable. Measures of interest and motivation yielded only a few significant findings and these were not consistently in favor of the experimental treatment for any grade level or treatment group. Similarly, the findings for the measure of self image did not yield evidence of a substantial and consistent treatment effect. The inservice training for teachers was found to be quite extensive. In general, it did not prepare teachers for implementing SEED by themselves. (Author/JM)

**ED 118 678** UD 015 704

**A Description and Evaluation of Chapter 3, State Compensatory Education Programs in Michigan, 1973-1974.**

Michigan State Dept. of Education, Lansing. Research, Evaluation, and Assessment Services. Pub Date Apr 75

Note—68p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

Descriptors—Academic Achievement, \*Compensatory Education Programs, Data Collection, Educational Resources, \*Elementary Education, \*Kindergarten, Low Achievers, Norm Referenced Tests, \*Program Evaluation, Resource Allocations, School District Spending, State Programs, Statistical Analysis

Identifiers—\*Michigan

Chapter 3 of the State School Aid Act was enacted to improve achievement in the basic cognitive skills of low-achieving pupils in Michigan. The program provided funds and considerable program discretion for local school districts with high concentration of low achieving children in the grades K-6. These districts received funds for a three-year program; 1973-74 was the third year, to improve achievement in reading and mathematics for these pupils. This report contains information regarding district expenditures and pupil achievement during 1973-74, discusses pupil achievement over a two-year period, and contains data on the expected growth for pupils evaluated with norm-referenced tests. The report addresses the question of success in terms of the level of accomplishment attained in Chapter 3 programs. An analysis of test results indicated that the actual achievement for Chapter 3 pupils exceeded the expected achievement gains if the pupils had been in regular school programs. This analysis also indicated that the 1973-74 achievement was higher than in 1972-73. It is recommended that local school districts further analyze the needs of the 8,016 students (7.1 percent of

the 112,500 stuoents) in Chapter 3 who showed no achievement during 1973-74, and modify the delivery system to provide better assistance for these pupils. (Author/JM)

**ED 118 679** UD 015 707

**Teacher Resource Packet for Vietnamese Students.** Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date Jul 75

Note—40p.; This document is available in microfiche only due to the print size of parts of the original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Asian Americans, Bilingual Education, \*Bilingual Students, Educational Resources, Elementary School Students, English (Second Language), \*Ethnic Groups, Guidelines, Immigrants, \*Indochinese, Minority Group Children, Minority Groups, \*Refugees, Resource Guides, Resource Materials, Secondary School Students, \*Student Characteristics, Student Needs, Student Problems, Student Teacher Relationship, Teacher Guidance, Teacher Responsibility

**Identifiers**—\*Vietnam

This packet provides information for classroom teachers who will be working with Vietnamese students. Among the subject matter discussed in the history and general information section are the Republic of Vietnam, family loyalty, professional man, politeness and restraint, village life, fruits and vegetables, meat dishes, festivals, and religion. Other sections include a summary of some cultural differences, a Vietnamese language guide, and Asian immigrant impressions. A section on bilingual education information discusses theory, definition, and the legal situation concerning bilingualism and English as a second language. Suggestions for interacting with non-English dominant students in all grade levels in either a regular classroom setting or a secondary school setting are provided. Relevant resources, such as materials that can be used for basic instruction in English (as a second language) classes, reading resources, and community resources are enclosed. (Author/AM)

**ED 118 680** UD 015 713

**Women and Poverty: Staff Report.**

Commission on Civil Rights, Washington, D.C.

Pub Date Jun 74

Note—86p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**

**Descriptors**—Census Figures, Child Care, \*Demography, \*Economic Disadvantage, Employment Patterns, Employment Programs, Family Characteristics, Federal Government, \*Females, \*Government Role, Income, \*National Surveys, Older Adults, Welfare, Working Women

This report begins with a demographic profile. Among the topics discussed are marital status and household composition, female heads of household, general income analysis, the earnings gap within occupations and industries, participation of women in the labor force and characteristics of women workers over the lifespan. The report then focuses on Public Assistance: Aid to Families with Dependent Children (AFDC). This section includes an overview of AFDC and Work Incentive Program (WIN). Also discussed are selected welfare problem areas and status of welfare reform legislation. The report continues with an examination of Women and Work: The Impact on Poor Women of Federal Manpower Programs. Federal Child Care Legislation: History, Status, and Prospects is the next focus of this report. The report ends with a discussion of Income Maintenance: The Elderly Poor. Topics examined here include social security, private pension plans, pension rights of spouses, and legislative reform of the private pension system. The report includes seven tables and three appendices. The first appendix includes 33 tables. Appendix 2 tabulates Aid to Families with Dependent Children: Recipients of Money Payments and Amounts of Payments, by State, December 1973. Appendix 3 is a Chronology of Selected Federal Labor Legislation. (JM)

**ED 118 681** UD 015 714

**Blacks in the Arkansas Delta.**

Arkansas State Advisory Committee to the U.S. Commission on Civil Rights, Little Rock.

Pub Date Mar 74

Note—59p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

**Descriptors**—\*Civil Rights, \*Economic Disadvantage, Federal Programs, Government Employees, Health Needs, Law Enforcement, Local Government, Negro Employment, \*Negroes, \*Politics, Program Administration, Social Problems, State Government, Welfare Problems

**Identifiers**—\*Arkansas (Delta Region)

In November 1971, the Arkansas State Advisory Committee to the United States Commission on Civil Rights conducted a two-day open meeting in West Memphis, Arkansas, to examine the problems of black people living in the Delta region of Arkansas. More than 40 people were invited to express their views concerning the problems of black people living in the Arkansas Delta. Issues related to the political participation of blacks in local and State government were discussed, and the administration of justice as it relates to black citizens in the Delta was examined. Also discussed was the manifold economic and social welfare problems of blacks living in the region. The present document is a report of the principal findings of the open meetings and subsequent investigations. The contents of the report include an introductory section, findings and recommendations, appended communications and Arkansas statutes, and three chapters, entitled respectively: The Economic and Social Welfare Conditions of Blacks in Eastern Arkansas, Political Participation of Blacks in the Arkansas Delta, and The Administration of Justice in the Arkansas Delta. (Author/JM)

**ED 118 682** UD 015 715

*Miller, Jeffrey M., Ed.*

**The Federal Civil Rights Enforcement Effort -- A Reassessment.**

Commission on Civil Rights, Washington, D.C.

Pub Date Jan 73

Note—130p.; Footnotes may not be legible due to small type

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage**

**Descriptors**—Administrative Agencies, Bias, \*Civil Rights, Economic Opportunities, Educational Opportunities, Employment Opportunities, \*Federal Government, \*Federal Programs, Housing Opportunities, \*Law Enforcement, Minority Groups, \*Program Evaluation

**Identifiers**—Civil Rights Act 1964

In October 1970, the commission published its first of three across-the-board evaluations of the Federal Government's effort to end discrimination against American minorities. In February 1972 the commission chairman and the director of the Office of Management and Budget (OMB) agreed that the commission would provide OMB with a summary of Federal civil rights activities, highlighting progress and citing deficiencies in enforcement programs. The commission's staff director in September 1972 provided the OMB director with a report covering the activities of more than 25 Federal agencies and departments with significant civil rights responsibilities. The commission herewith publishes the document sent to OMB. Minor editing has been performed, but no substantive changes have been made in the report as delivered to OMB. This report was prepared in the same manner as other commission studies of the Federal enforcement effort. Detailed questionnaires were mailed to the agencies in July, interviews were held with Washington-based civil rights and program officials in July and August, and documents and data supplied by the agencies were analyzed. The report covers the activities of the agencies from October 1971 to July 1972. Sex discrimination is not covered in this report, it is stated, as the commission's jurisdiction did not include sex discrimination at the time of the report. (Author/JM)

**ED 118 683** UD 015 716

*Schofield, Janet Ward*

**Racial Identity and Intergroup Attitudes of Black Children in Segregated and Desegregated Schools.**

Pub Date 5 Aug 75

Note—28p.

Available from—Janet Schofield, Psychology Department, University of Pittsburgh, Pittsburgh, Pennsylvania 15260 (Reprints gratis)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

**Descriptors**—Childhood Attitudes, \*Identification (Psychological), Individual Characteristics, Minority Group Children, Morale, Negro Attitudes, Primary Education, \*Primary Grades, \*Racial Attitudes, Racial Integration, Role Per-

ception, \*School Integration, Self Concept, \*Self Concept Tests, Self Esteem, Self Evaluation, Student Attitudes

This study investigates two hypotheses: (1) that black children experience more conflict over their racial identity than white children, and (2) that black children are less likely to identify with occupational role models than are white children are investigated in this study. Drawings of a person by 167 black and 156 white primary school children are analyzed for indicators of (1) acceptance of racial identity (drawing a person who is clearly one's own race); (2) conflict over racial identity (failing to color in the face of figure drawn); and (3) identification with an occupational role model (drawing a figure whose occupation is apparent). As predicted, the figures drawn by blacks looked more like blacks than those drawn by whites. This is said to be suggestive of a new acceptance of racial identity on the part of black children. Black children also showed greater conflict over their racial identity and less frequent identification with occupational role models than whites. Twenty-eight of the black children participated in a second phase of the study, which is considered to confirm the validity and reliability of the draw-a-person test as a measure of acceptance of racial identity, and which investigates intergroup attitudes. The effect of school desegregation on black children is explored in both phases of the research. It is concluded that desegregation may be more easily accomplished in the very early school years than in later years when race has assumed more importance. (Author/AM)

**ED 118 684** 95 UD 015 721

*Gamel, Nona N. And Others*

**State ESEA Title I Reports: Review and Analysis of Past Reports, and Development of a Model Reporting System and Format.**

RMC Research Corp., Los Altos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No—RMC-UR-294

Pub Date Oct 75

Contract—OEC-0-74-9182

Note—246p.

**EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage**

**Descriptors**—Compensatory Education, Data Collection, \*Educational Assessment, Educational Disadvantage, Educational Research, Evaluation Criteria, \*Evaluation Methods, Evaluation Needs, Federal Programs, \*Information Dissemination, Measurement Techniques, Models, \*National Programs, Performance Criteria, \*Research Methodology, Research Tools, Statistical Data

**Identifiers**—\*Elementary Secondary Education Act Title I, ESEA Title I

The main objective of this study was the development of an evaluation and reporting system that would provide information considered to be meaningful to those involved at the local, district, state, and federal levels. Subobjectives are to determine the amount and type of evaluation information needed at each level to assess the ability and willingness of education agencies to report the information desired by higher levels, and to devise evaluation techniques and procedures which could be implemented in Title I settings. The evaluation and reporting system was presented to appropriate personnel in nine State Departments of Education and to an advisory panel representing additional local and state agencies. Attitudes toward the system are reported as very favorable and are interpreted as indicators of success in achieving the study's objectives. A followup project has been initiated that will involve, among other things, further refinement of the system developed. Ways of extending its flexibility have been identified, and work is in progress to enhance both the utility and acceptability of the system. Presently, the prognosis is seen to appear excellent in that the system will be widely adopted in the next few years resulting in vastly improved Title I evaluation and reporting practices. Tables providing raw data and appendices containing the instruments and scales used are included. (Author/AM)

**ED 118 685** UD 015 722

**Alternatives for Reorganizing Large Urban School Districts. Volume I: Report of Findings.**

Little (Arthur D.), Inc., Cambridge, Mass.



Spons Agency—California State Legislature, Sacramento. Joint Committee on Reorganization of Large Urban Unified School Districts.  
Pub Date 2 Jun 70  
Note—127p.; For Volume 2 of this report, see UD 015 723

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage**  
Descriptors—Decentralization, Educational Accountability, Educational Administration, Educational Economics, Evaluation Methods, \*Governance, \*Public Policy, School Community Relationship, School District Autonomy, School Districts, School Integration, \*School Redistricting, \*State Government, Urban Schools

Identifiers—\*California (Los Angeles)

On behalf of the California Legislature's Joint Committee on Reorganization of Large Urban Unified School Districts, Arthur D. Little, Inc. has been working since November 1969 to produce information which the joint committee can use in proposing responsible, research based legislation in accordance with its charter. In the first volume of this report are three major sections: (1) introduction—a brief discussion of the purpose of the study and of the way it was carried out; (2) summary—an overall summary of the results of the study including major conclusions and recommendations; (3) presentation and discussion of research findings—the results of integrating all of the field work, research tasks, and discussions in a comprehensive documented report. It deals with criteria for district reorganization, the need for district reorganization, and the description and evaluation of various alternative forms of reorganization in large urban unified school districts. (Author/JM)

**ED 118 686** UD 015 723  
**Alternatives for Reorganizing Large Urban Unified School Districts. Volume 2: Appendixes.** Little (Arthur D.), Inc., Cambridge, Mass.

Spons Agency—California State Legislature, Sacramento. Joint Committee on Reorganization of Large Urban Unified School Districts.  
Pub Date 2 Jun 70  
Note—224p.; For Volume 1 of this report, see UD 015 722

**EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage**  
Descriptors—Decentralization, Educational Accountability, Educational Administration, Educational Economics, Evaluation Methods, \*Governance, \*Public Policy, School Community Relationship, School District Autonomy, School Districts, School Integration, \*School Redistricting, \*State Government, Urban Schools

Identifiers—\*California (Los Angeles)

This second volume of the report to California State Legislature's Joint Committee on Reorganization of Large Urban Unified School Districts includes the results of the several discreet research tasks carried out in the course of the study. It comprises the data base from which most of the conclusions and recommendations are derived. (For complete abstract, see UD 015 722). (Author/JM)

**ED 118 687** UD 015 725  
**Urban School Feeding Survey--Fiscal Year 1971.** Food and Nutrition Service (DOA), Washington, D.C.

Pub Date 14 Sep 72  
Note—40p.; Available only in microfiche due to the print size in the original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Breakfast Programs, Elementary School Students, Food Service, \*Lunch Programs, Minority Group Children, Municipalities, Nutrition, School Funds, \*School Services, \*School Surveys, Secondary School Students, \*Urban Areas, \*Urban Schools

Identifiers—National School Lunch Program, School Breakfast Program, Special Milk Program

The status of school food service in 150 cities with populations of 100,000 and over for fiscal year 1971 is covered in this report. It consists of six sections: general information on all schools in the national school lunch program, schools with other and no food service, schools in low income areas, schools in the school breakfast program, and schools in the special milk program. Numbers of school and of children are shown by elementary and secondary grades and by a combination of both. Schools with only the special milk

program have not been included in the category of schools having a food service. According to data collected, 2,146 schools in these large cities do not participate in the National School Lunch Program, 491 being located in low income areas. Of these, 386 are elementary and 105 are secondary. The report is considered to be of value to cities for comparing performance and exchanging ideas for building student participation in the program. (Author/AM)

**ED 118 688** UD 015 726  
**Urban School Feeding Survey--Fiscal Year 1972.** (Report Based on March 1972 Data).

Food and Nutrition Service (DOA), Washington, D.C.

Pub Date 73

Note—49p.; Available only in microfiche due to the print size in the original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Breakfast Programs, Elementary School Students, Food Service, \*Lunch Programs, Minority Group Children, Municipalities, Nutrition, School Funds, \*School Services, \*School Surveys, Urban Areas, \*Urban Schools  
Identifiers—National School Lunch Program, School Breakfast Program, Special Milk Program

This report covers the status of school food services in 152 cities with populations of 100,000 and over for fiscal year 1972. It consists of six sections: general information on all schools, schools in the national school lunch program, schools with other and no food service, schools in low income areas, schools in the school breakfast program, and schools in the special milk program. Numbers of schools and of children are shown by elementary and secondary grades and by a combination of both. Private schools are not included in this survey nor in comparison data for the previous year. In comparison with 1971, the total number of schools included in the survey shows a gain of 2.1 percent while the number of schools in low income areas over the same period shows 0.4 percent. The number of schools in the National School Lunch Program shows a 6.5 percent increase, and the total number of schools with lunch programs shows an increase of 5.5 percent. Another reported positive change is reflected in the 20 percent decrease in the number of schools with no food service. The total number of schools in the breakfast program increased by 22.8 percent with the special milk program experiencing the smallest percentage increase of any of the programs. Of the 5,139 schools identified as low income only 5.4 percent do not have food service. Availability of the National School Lunch program for elementary schools was 88.6 percent 92.6 percent for secondary schools, and 95.5 percent for children in low income areas. (Author/AM)

**ED 118 689** UD 015 727  
**Urban School Feeding Survey--Fiscal Year 1973.** (Report Based on March 1973 Data).

Food and Nutrition Service (DOA), Washington, D.C.

Pub Date 10 Jun 74

Note—50p.; Available only in microfiche due to print size of the original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Breakfast Programs, Elementary School Students, Food Service, \*Lunch Programs, Minority Group Children, Municipalities, Nutrition, Private Schools, School Funds, \*School Services, \*School Surveys, Secondary School Students, Urban Areas, \*Urban Schools  
Identifiers—National School Lunch Program, School Breakfast Program, Special Milk Program

This report covers the status of school food services in 152 cities with populations of 100,000 and over for fiscal year 1973. It consists of six sections: general information on all schools, schools in the national school lunch program, schools with other and no food service, schools in low income areas, schools in the school breakfast program, and schools in the special milk program. Numbers of schools and of children are shown by elementary and secondary grades and by a combination of both. A 44.5 percent gain in the number of schools included in this survey is accounted for by the inclusion of many private schools which were not reported during the previous years. Since the report does not specifically

separate public schools from private schools for the two years, comparisons between 1972 and 1973 are not made. Although the large increase in the number of schools not offering a food service program to their students may be attributed to the inclusion in the tabulation for 1973 of many private schools which do not have food service, the total number of children with access to a lunch program increased from 1972 to 1973. Over 77 percent elementary school children, 86.7 percent secondary, and 88.5 percent children in low income area schools have access to the National Schools Lunch Program. Higher participation rate in low income area schools is accounted for by the fact that most of the lunches are served free or at a reduced price. (Author/AM)

**ED 118 690** UD 015 728  
**Urban School Feeding Survey--Fiscal Year 1974.** (Report Based on March 1973 Data).

Food and Nutrition Service (DOA), Washington, D.C.

Pub Date 21 Mar 75

Note—51p.; Available only in microfiche due to print size of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Breakfast Programs, Elementary School Students, Food Service, \*Lunch Programs, Minority Group Children, Municipalities, Nutrition, School Funds, \*School Services, \*School Surveys, Secondary School Students, Urban Areas, \*Urban Schools

Identifiers—National School Lunch Program, School Breakfast Program, Special Milk Program

The status of school food services in 152 cities with populations of 100,000 and over for fiscal year 1974 is reported here. It consists of six sections: general information on all schools, schools in the national school lunch program, schools with other and no food service, schools in low income areas, schools in the school breakfast program, and schools in the special milk program. Numbers of schools and of children are shown by elementary and secondary grades and by a combination of both. The total number of children with access to a lunch program increased slightly from 1973 to 1974. Lunch programs are available to 86.5 percent of all the school children. The National School Lunch Program is offered by 87.5 percent of the schools in low income areas as compared with 64.8 percent of the schools in other areas. In addition to being more likely to have this program in their schools, the children in low income areas participate in the lunch program at a higher rate than the other children. Higher participation rate in low income areas is accounted for by the fact that most of the lunches are served free or at a reduced price. (Author/AM)

**ED 118 691** UD 015 729  
**Urban Public School Feeding Survey--Fiscal Year 1975.** (Report Based on March 1975 Data).

Food and Nutrition Service (DOA), Washington, D.C.

Pub Date 31 Jul 75

Note—30p.; Available in microfiche only due to print size of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Breakfast Programs, Elementary School Students, Food Service, \*Lunch Programs, Minority Group Children, Municipalities, Nutrition, School Funds, \*School Services, \*School Surveys, Secondary School Students, Urban Areas, \*Urban Schools

Identifiers—National School Lunch Program, School Breakfast Program, Special Milk Program

The status of school food services in 152 cities with populations of 100,000 and over for fiscal year 1975 is covered in this report. It consists of six sections: general information on all schools, schools in the national school lunch program, schools with other and no food services, schools in low income areas, schools in the school breakfast program, and schools in the special milk program. Numbers of schools and of children are shown by elementary and secondary grades and by a combination of both. The total number of children with access to a lunch program is 95.3 percent. A decrease of 5,921 schools from the 1974 figures is the result of private schools not being included in the present survey. Almost 92.6 percent of the elementary school children, and

96.5 percent of the secondary school children have access to the National School Lunch Program. The School Breakfast Program is available to 32.3 percent of the elementary school children and 21.4 percent of the secondary school children. Elementary school children participate at a much higher rate than secondary school children. The Special Milk Program is about equally accessible to children attending both elementary and secondary schools. (Author/AM)

ED 118 692

UD 015 730

Abrahamson, John T.

**Racial Attitudes and the Pedagogy of Human Relations in an Urban Setting.**

Pub Date Nov 75

Note—26p.; Paper presented at the National Conference on Urban Education (1st, Kansas City, Missouri, November 24-26, 1975)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—\*Changing Attitudes, Cultural Factors, Group Relations, Humanistic Education, \*Human Relations, Human Relations Programs, Interpersonal Relationship, \*Racial Attitudes, Racial Characteristics, Secondary Education, Self Concept, Social Attitudes, Suburban Schools, \*Urban Education, \*Urban Environment, Urban Schools, Urban Slums, Urban Youth

Identifiers—Kentucky (Louisville)

Evaluation research of the human relations component of a larger project that attempts to bridge the black-white cultural gap in the Louisville school system is the basis of this paper. The overall purpose of this major component is to enhance positive attitudes toward intercultural, racial, and ethnic relations and understandings through curriculum content and by humanistic teaching methods and not necessarily by direct teaching about attitudes and understandings themselves. The project includes the experimental treatment of an elective social science course in urban sociology at two high schools—a 100 percent black inner city school, and a 99 percent white upper middle class suburban school. Control groups for the quasi-experimental design are regular social science courses at the two schools. Instruments administered include a personality inventory, a self-concept scale, and a racial and ethnic attitude questionnaire. It is concluded that a general approach, while potentially effective in changing attitudes will do so in unpredictable ways, and that even positive changes in attitudes and understandings must be differentiated from liking or accepting perceived race characteristics. It is suggested that attitudes be looked at one at a time, examined situationally, and then followed-up on an item-by-item basis. (Author/AM)

ED 118 693

UD 015 733

**Winning Public Support of a Desegregated School System. Title III ESEA Progress Report, School District 151 (South Holland, Illinois).**

South Holland School District 151, Ill.

Pub Date Dec 75

Note—60p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Academic Aspiration, Advisory Committees, Child Advocacy, Cultural Differences, \*Educational Objectives, \*Federal Programs, Guidelines, Inservice Teacher Education, Integration Studies, Parental Aspiration, \*Program Evaluation, \*Public Support, Race Relations, Racial Integration, Reports, School Community Programs, \*School Integration, Self Concept

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Illinois (South Holland)

Thirteen objectives of the program and analyses of each in terms of procedure, evaluation, the status of procedure, and status of the evaluation are listed in this report. The objectives are: the establishment of a community relations program to promote two-way communication between school board, administration, teachers, students, and parents; the maintenance, expansion, and promotion of the operation of the citizens' advisory council; the extension of the adult-parent and student information program; the development of approaches, techniques, and programs designed to facilitate the realization of high parent and student educational aspirations; providing human relations opportunities and activities leading to improved racial understanding making parents active child advocates; opportunities for staff and administration inservice training;

staffs' utilization of special design teaching aids; staff and administration involvement in professional enrichment activities; provisions for a wide variety of opportunities and media designed to build positive self-concepts and promote better ethnic and racial understanding of diverse cultural backgrounds; compilation and use of student learning profiles; the initiation of a widespread program of dissemination within the district; dissemination within the local educational agency. (Author/AM)

ED 118 694

UD 015 734

Glick, Paul C., Ed.

**Population Profile of the United States: 1974. Current Population Reports, Series P-20, No. 279.**

Bureau of the Census (DOC), Suitland, Md. Population Div.

Pub Date Mar 75

Note—37p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Birth Rate, \*Census Figures, Employment Patterns, Employment Trends, Ethnic Groups, \*Income, Minority Groups, National Demography, \*National Norms, Negroes, \*Population Distribution, Population Growth, Population Trends, \*Social Characteristics, Social Differences, Social Factors, Spanish Speaking, Statistical Analysis, Statistical Data

Statistics on population growth, social characteristics, population distribution, employment and income, and ethnic groups are presented in this report. Among the highlights of the report are the following findings: the population grew by three-fourths of one percent during 1974, a slightly higher rate than 1973 but substantially lower than the 1970 rate; half of today's wives under 25 expect to have a two-child family, whereas one-fourth of the wives in the upper thirties expect to have two children and one-fourth expect to have three; women with no high school training have one or two more children than college graduates; an increasing proportion of households are found to be maintained by a young unmarried adult; school enrollment has increased substantially at all levels except elementary school; close to half of the employed Americans are working in clerical, craft, or operative jobs; the highest rates of unemployment in 1974 were those for workers in the entertainment and recreation services and construction industries; the ratio of black to white family income has been declining as the proportion of families with two or more earners especially those with the wife in the paid labor force has decreased for blacks but increased for whites and, that as compared with whites in 1974, blacks and persons of Spanish origin had less education, were less likely to have voted, had a higher rate of unemployment, and had a larger proportion of employed persons who were blue-collar workers. (Author/AM)

ED 118 695

UD 015 736

Walter, John P. And Others

**Deprived Urban Youth: An Economic and Cross-Cultural Analysis of the United States, Colombia and Peru.**

Pub Date 75

Note—147p.; Praeger Special Studies in U.S. Economic, Social, and Political Issues Series

Available from—Praeger Publishers, 111 Fourth Avenue, New York, New York 10003 (\$14.00, cloth)

Document Not Available from EDRS

Descriptors—American Indians, Comparative Analysis, \*Cross Cultural Studies, Cultural Differences, Disadvantaged Youth, Dropouts, \*Educational Economics, Enrollment Trends, Health Needs, Human Capital, Labor Economics, \*Labor Force Nonparticipants, Labor Supply, Mexican Americans, \*Minority Groups, Negroes, Socioeconomic Background, Socioeconomic Influences, Socioeconomic Status, \*Urban Youth, Youth Employment, Youth Opportunities, Youth Problems, Youth Programs

Identifiers—Nevada, Paiutes, Peru (Trujillo), Texas (Dallas)

This book analyzes in detail the various economic and socioeconomic factors that affect deprived urban youth in five cultures. Various possible hypotheses and variables that influence youth to enroll in school, participate in the labor force, or remain inactive are measured. Among the selected variables that are examined are: enrollment aspects; labor force participation; inactive

status; sources of entrepreneurship of deprived youth; nutritional determinants of deprived youth; determinants of deprived youth's utilization of medical facilities; and, cultural differences of deprived urban youth. An overview chapter examines in a non-statistical manner the conclusions reached, and weights their importance and implications for urban deprived youth. A final chapter on policies and programs studied past economic programs designed to aid the youth in his urban environment. Both the strong points and shortcomings of past programs are exposed in a discussion of alternative programs and policy recommendations to move the deprived urban youth into the mainstream. A discussion of the social cost implications of overlooking this vast reserve of future supply of human capital is also included. A major finding is that the social and psychological attitudes that mold a youth's view towards life play a larger role than economic factors in his decision to work or not. (Author/AM)

ED 118 696

UD 015 737

Jesser, David L.

**Education in the Big Cities: Problems and Prospects. Report No. 63.**

Education Commission of the States, Denver, Colo.

Spons Agency—Improving State Leadership in Education, Denver, Colo.

Report No.—ECS-R-63

Pub Date Jun 75

Note—53p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Change Agents, \*Change Strategies, Consortia, \*Cooperative Planning, Educationally Disadvantaged, \*Educational Problems, Interagency Cooperation, \*Metropolitan Areas, Minority Group Children, Municipalities, School Community Cooperation, School Integration, \*Urban Education, Urban Schools, Urban Teaching

Identifiers—Suburban Migration, Urban Migration

Some of the current thinking on planning and effecting improvements in education in the big cities is together under four major chapters in this publication. A section on major developments, problems, and needs addresses such issues as accelerated rate of change, crisis confrontations and brush fire techniques, and unanticipated consequences of change. Four issues (educational leadership in the mainstream of society, dilemmas in big city education, recent developments and insights, and next steps) are included under a section on problems and challenges of big city education. Sub-issues such as migration of the disadvantaged, quality of education amid the process of ethnic desegregation of schools, accountability, and effective governance are also treated here. A section on preparing to meet the challenges and needs focuses on cooperative arrangements between groups, organizations, and agencies, planning and change, bringing schools closer to the people, and recognizing and removing constraints. The final section addresses emerging roles and relationships and discusses state education agencies, consortia of local administrators, institutions of higher learning, and intra-governmental efforts. It is concluded that cooperation throughout the entire governance system will continue to develop and improve the quality of the education programs. (Author/AM)

ED 118 697

UD 015 738

**Erie Urban Network School Project. ESEA Title III.**

Erie City School District, Pa.

Pub Date 75

Note—59p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Disadvantaged Youth, Elementary Education, Elementary Grades, Elementary School Students, Federal Programs, \*Humanistic Education, \*Individualized Programs, Inservice Education, Inservice Teacher Education, \*Minority Group Children, Parent Participation, \*Program Descriptions, Program Evaluation, Self Concept, \*Slum Schools, Student Attitudes, Urban Schools

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Pennsylvania (Erie), Project Erie Urban Network School

Information about the Erie Urban Network School Project as it has been functioning for the past two years is provided in this report.

Designed (1) to meet the needs of the inner city child by aiding the professional staff through inservice, and (2) to understand the child, the community, the educational techniques best suited for him, this project employs a humanistic approach in an effort to foster a positive self image, and a positive attitude toward learning and responsible behavior. Various program objectives are cited such as those designed to acquaint teachers with current and relevant educational studies and techniques, to develop in teachers the ability to prescribe a learning approach that is individualized, and to assist teacher competency in encouraging creativity. Several sections cover such topics as inservice sessions, parental involvement, mini-courses, bucket brigade, scheduling, college programs, discipline programs, interstate conferences, and the testing program. A list of participating project schools is also included. After evaluation of the project at two of the schools, project expansion to other public inner-city schools is recommended. Effective communication among the teachers, parents, and students involved in this Project is considered to (1) foster an improved attitude and (2) display social improvement of the students in their interaction with their teachers and peers. (Author/AM)

ED 118 698

UD 015 739

Walther, Regis H. Magnusson, Margaret L.  
A Study of the Effectiveness of the Graham Associates' Demonstration Project on Education Programming in Manpower Training Projects. Final Report.

George Washington Univ., Washington, D.C. Manpower Research Projects.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date May 75

Note—64p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—\*Academic Achievement, \*Achievement Gains, Achievement Rating, Delinquents, \*Diagnostic Teaching, Educational Alternatives, Educational Diagnosis, Educationally Disadvantaged, Grade 9, High School Students, Low Achievers, Mathematics Instruction, Motivation, \*Programed Instruction, Program Effectiveness, Reading Achievement, Teaching Procedures, \*Underachievers  
Identifiers—California, Job Corps Programmed Learning System, Neighborhood Youth Corps, NEP, New Educational Programs, NYC

This research study reports on the effectiveness with which the New Educational Program (NEP), a modification and refinement of the Job Corps Programmed Learning System, can provide effective learning experiences for underachieving adolescents and adults in various settings, including two juvenile detention facilities, a ninth grade class of underachievers, an MDTA skills center, and two out-of-school Neighborhood Youth Corps Programs (NYC). Program achievement is measured by achievement tests, quality of participation, and other outcomes indicative of achievement. The results vary depending upon the site, but some significant measure of success is achieved in all sites. One the average, students gain 9 grades in reading and 7 grades in math during their first three months. The best results are reported from one of the NYC programs in which the gain is 1.9 grades in reading and 2.12 in math after nine months' participation. About 45 percent of the students in the NYC program either use NEP credits to gain a high school diploma, or have passed the GED while enrolled in this program. This project is found to be an effective educational component in a variety of programs concerned with academic underachievers. The curriculum changes made based on experience in the unmodified NEP version are found to increase the NEP's effectiveness. (Author/AM)

ED 118 699

UD 015 740

Progress Report on Implementation of Desegregation Plans.

Tennessee Higher Education Commission, Nashville.

Pub Date 12 May 75

Note—36p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—\*College Integration, Faculty Integration, \*Higher Education, Integration Methods, \*Integration Plans, Negro Students, Personnel Integration, Race Relations, \*Racial Composition, \*Racial Integration, Trend Analysis

Identifiers—\*Tennessee (Nashville), Tennessee State University, University of Tennessee

Describing the major developments since January 1974 within the larger 1969-1974 context, this document focuses particular attention to changes in enrollment and faculty composition between the Fall of 1973 and of 1974. Between 1973 and 1974, enrollment of black students increased from 10.7 percent to 11.9 percent of total enrollment in Tennessee's public colleges and universities. There is progress toward better racial distribution of students as indicated by the increase in white enrollment at the State University, and increases in black students' total student body at other institutions. Although the total number of black faculty increased from 345 to 360, their proportion remains the same because of the relatively larger increase in white faculty. There is progress toward desegregation of faculties, but it is apparent that progress toward desegregation of administrative staffs has been less than in the areas of student enrollment and faculty composition. Substantial progress is seen in the Nashville segment of public higher education, as indicated by the increase in white enrollment at Tennessee State University, continued substantial enrollment of blacks at University of Tennessee at Nashville, continued improvement in faculty mix, substantial improvement in the composition of the administrative staff, and the employment of a black administrator. Appended tables include racial composition of personnel, faculties, and student enrollment. (Author/AM)

ED 118 700

UD 015 741

Young, Hugh E., Jr.

Comparative Case Study of Two New Jersey Public Predominantly Black Two-Year Colleges.

Pub Date Jan 76

Note—210p.

Available from—University Microfilms, North Zeeb Road, Ann Arbor, Michigan 48823 (Microfilm, \$5.00; Xerography, \$11.00)

Document Not Available from EDRS

Descriptors—\*Community Colleges, Comparative Analysis, Delivery Systems, Doctoral Theses, Educationally Disadvantaged, \*Junior Colleges, Junior College Students, \*Negro Colleges, Negro Education, Negro Students, \*Organizational Change, Organizational Climate, Organizational Development, \*Resource Allocations, School Holding Power, Student Placement

Identifiers—Essex County College, New Jersey, Passaic County Community College

Organizational change within two public predominantly black populated, two-year community colleges in New Jersey is examined in this comparative case study, in light of their individual institutional allocation of public resources to meet the educational and social needs of educationally and economically disadvantaged black urban students. The colleges' allocation of resources are determined by identifying supportive services, personnel hiring practices, and curricular revisions which reflect the needs of the colleges' black student majority. Student retention rate and placement success are also studied. Each institution is viewed separately and comparisons are made. Findings and analyses based on a historical research method indicate that the two institutions have adapted differently in their adjustment from predominantly white institutions to predominantly black institutions, and that organizationally only one college is responsive to change in the areas outlined in the study. Two major conclusions are that internal and environmental dynamics definitely determine the extent to which institutions respond to change, and that institutions that fail to change organizationally to adjust to black student needs also tend to fail to provide necessary educational services to their communities at large. (Author/AM)

ED 118 701

95

UD 015 742

Mayeske, George W. Beaton, Albert E., Jr.

Special Studies of Our Nation's Students.

Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—196p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01380-1; \$3.95)

EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage

Descriptors—\*Academic Achievement, Achievement Gains, American Indians, Asian Americans, Caucasians, Cultural Factors, Ethnic

Groups, Methods, Metropolitan Areas, Mexican Americans, \*Motivation, \*National Norms, Negroes, Puerto Ricans, Regional Schools, Sex Differences, Social Attitudes, \*Social Influences, \*Student Attitudes, Suburban Schools, Success Factors, Urban Schools

The present study is the fourth and last in a series that specifically deals with the nations' schools, student achievement, and students' attitudes toward life. This volume employs new methods and categories of analysis to re-examine certain earlier findings such as the lack of any appreciable relationship between achievement level and having a family from which neither parent is absent and the greater independent role of family background factors in a students' achievement. The role of two previously neglected variables -- that of sex and school attendance in either a metropolitan or non-metropolitan area -- in achievement and motivation is also explored. Earlier reported findings are seen to be substantially confirmed, extended, and made more specific in this report. The study shows that influences on student achievement tend to resolve themselves into attitudinal and motivational factors and social class factors, with the latter assuming the most important. Neither ethnicity, sex, nor regional differences account greatly for the source of variance in student achievement. Ethnically related variations in achievement and motivation are not considered to arise from anything inherent in the ethnic groups themselves and the crucial factor suggested is each group's experiences as a group, including the school attended. The most important achievement of these studies is deemed to lie in the documentation and quantification of the entanglement of influences in a child's education. (Author/AM)

ED 118 702

UD 015 743

Taylor, Debra Ostrow, May B.

Pupperty in Compensatory Education.

Seminole County Board of Public Instruction, Sanford, Fla.

Pub Date 73

Note—54p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Art Activities, \*Compensatory Education Programs, Creative Art, Creative Development, \*Creative Expression, Economically Disadvantaged, Educationally Disadvantaged, Elementary Education, Language Programs, \*Minority Group Children, \*Pupperty, Self Concept, Self Expression, \*Theater Arts

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, Florida (Seminole County)

The purpose of this manual is to serve as an instrument for those interested in using pupperry with economically and/or deprived youngsters for the purpose of improving self expression, self-image, and communication. That his form of creative expression improves coordination, memorization skills, listening skills, and creativity are suggested. Various types of academic learning that can occur with the use of pupperry are listed, such as the encouragement of research where the child needs additional information about a character or story, the concretization of experiences, and expansion of concepts. Plays used in pupperry may be based on experience, literature, the child's imagination, and other areas of interest. They can be peer or teacher created, and found in books of plays or on pupperry. Music can also be incorporated into a pupperry program. Among the major skills attributed to working with puppets is increased opportunities for social amenities, with improvements in poise, self-esteem, and leadership. Other skills that are developed include improved sewing ability, and improved ability in stage construction, carpentry, painting, and measuring. A history of pupperry, factors providing motivation for the use of puppets, and the construction of various puppets, the stage, and the stand are described in the manual. (Author/AM)

ED 118 703

UD 015 744

Balasubramanian, K. And Others

Do Bilingual Education Programs Inhibit English Language Achievement? A Report on an Illinois Experiment.

Pub Date May 73

Note—30p.; Paper presented at the Seventh Annual Convention - Teachers of English to Speakers of Other Languages (San Juan, Puerto Rico, May 9-13, 1973)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—Achievement Gains, \*Achievement Rating, \*Bilingual Education, Bilingual Schools, Bilingual Students, Comparative Analysis, Early Childhood Education, English (Second Language), Minority Group Children, Primary Education, Program Effectiveness, \*Program Evaluation, \*Second Language Learning, \*Spanish Speaking

Identifiers—\*Chicago (Illinois)

The English language achievement of 213 Spanish speaking students in grades K-3, who receive English as a Second Language (ESL) instruction in the context of a bilingual program, is compared to that of 104 similar students who receive ESL instruction within the traditional school program, in order to probe whether enrollment in a bilingual program retards the learning of English as a second language. ESL achievement, as measured by listening and reading comprehension tests, is compared through ANOVA and partial correlation analysis with a quasi-experimental evaluation design. Analysis of data indicates that students learning English in a bilingual program learn just as much English as students learning it through ESL classes within a traditional curriculum. Because the amount of measured English achievement in kindergarten and first grade is found disappointing compared to the substantial achievement measured in second and third grades, two questions are raised - that of the effectiveness of language instruction in K-1 and that of the appropriateness of the techniques used to measure achievement on these levels. Although the study needs replication with other age groups and other languages, the implication derived from the study is that half-day bilingual programs do not inhibit English language achievement in primary-aged children. (Author/AM)

**ED 118 704**

UD 015 746

**Guidelines for Assisting Districts in Planning and Implementing Early Childhood and Basic Skills Development Programs, 1975.**

Florida State Dept. of Education, Tallahassee.

Pub Date 75

Note—34p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—\*Administrator Guides, \*Basic Skills, Coordination, Demonstration Programs, \*Early Childhood Education, Educational Specifications, Flow Charts, Guidelines, Preschool Education, Program Administration, Program Descriptions, Program Development, Program Guides, \*Program Planning, Regional Planning, Skill Development

Identifiers—Early Childhood Basic Skills Development Program, Florida (Tallahassee)

A summary of requirements and provisions of early childhood and basic skills programs and a framework for and the requisites of thorough and systematic planning which can be held accountable for what the student learns are provided in this document. A plan that clearly establishes criteria for what needs to be done and why, the actual planning model, involvement in planning, and a flow chart of major planning activities are discussed. A list of twelve key planning tasks for the programs are noted. This includes the re-examination of the overall framework of the existing provisions for planning in each school and in the district. Another section specifies portions of the law and offers suggestions for assisting districts and schools to implement the intent of the new legislation for developing and improving programs for children or for adults. Areas that are covered here are advisory groups, instructional programs, personnel, educational policy, individualized diagnostic instruction, staff development and inservice training, the use of parents in the classroom and in home visitation, and parent education. Extensive coordination and cooperation being considered to be required for the formation and implementation of the program, this document purportedly provides a form of practical assistance and direction in accomplishing Florida's educational goals. (Author/AM)

**ED 118 705**

UD 015 747

**Reading: Activities that Work.**

Virginia State Dept. of Education, Richmond. Div. of Elementary Education.

Pub Date 75

Note—97p.; For Mathematics Program in Series, see UD 015 748; For Supplemental Skill Development Program Handbook, see UD 015 749

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**

Descriptors—Diagnostic Teaching, Elementary Education, Grade 5, Grade 6, \*Individualized Instruction, \*Learning Activities, Parent Participation, Reading Ability, Reading Comprehension, \*Reading Development, Reading Materials, Reading Programs, Reading Skills, Remedial Reading, Skill Development, Study Skills, \*Underachievers, Vocabulary

Identifiers—\*Supplemental Skill Development Program, Virginia (Richmond)

This demonstration project provides intensive instruction in reading and mathematics to selected fifth graders in the 1974-75 year and for selected fifth and sixth graders in 1975-76, in order to raise the reading and mathematics performance of underachievers to a level commensurate with measured ability. Aimed at the intermediate teacher in Virginia who is participating in the reading element of the program, this document contains reading activities that are the product of a combination of ideas from many school divisions, many classrooms, and teachers who have identified and shared teaching and learning experiences which they consider to be most promising in teaching reading. After briefly addressing program strategies, diagnostic teaching, teaching tips, and learning activities, six major sections focus on word analysis, vocabulary, literal comprehension, interpretative comprehension, critical comprehension, and study skills. The objective that a given activity will accomplish is stated for each category included in the sections. Some school divisions have developed both pre-and post-tests to accompany the entire set of thirty reading objectives. Although specific items matching specific objectives are delineated in the appendices, individual pre-and post-tests are considered to be needed for each objective to be used to test each pupil's existing level of development. (Author/AM)

**ED 118 706**

UD 015 748

**Mathematics: Activities That Work.**

Virginia State Dept. of Education, Richmond. Div. of Elementary Education.

Pub Date 75

Note—67p.; For Reading Program in Series, see UD 015 747; For Supplemental Skill Development Program Handbook, see UD 015 749

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage**

Descriptors—\*Diagnostic Teaching, Elementary Education, Failure Factors, Grade 5, Grade 6, \*Individualized Instruction, \*Learning Activities, \*Mathematical Concepts, Mathematical Enrichment, Mathematics Education, Mathematics Instruction, Mathematics Materials, Parent Participation, \*Underachievers

Identifiers—Supplemental Skill Development Program, Virginia (Richmond)

This demonstration project provides intensive instruction in reading and mathematics to selected fifth graders in the 1974-75 year and for selected fifth and sixth graders in 1975-76 in order to raise the reading and mathematics performance of underachievers to a level commensurate with measured ability. The sharing of learning activities in mathematics, which teachers have found effective for underachievers, is the main purpose of this resource. The document supports the theory that a sound curriculum in mathematics for elementary schools is characterized by both mathematical content and an approach to teaching consistent with the best available knowledge of learning in children. Its main focus is on activities used in teaching children about operations on whole and fractional numbers. The learning activities included give instructional suggestions for each of the 35 minimal objectives specified for the program. The importance of the teacher's recognition of four types of errors is emphasized for eventual diagnosis and remediation of failure. Brief guidelines for both diagnosis and remediation are provided. Also offered are some suggested methods of motivating low-achieving pupils; namely, extrinsic and intrinsic motivators. The importance of record keeping in individualized instruction is also stressed and forms included here facilitate the individual monitoring of pupil progress. (Author/AM)

**ED 118 707**

UD 015 749

**Supplemental Skill Development Program Handbook.**

Virginia State Dept. of Education, Richmond. Div. of Elementary Education.

Pub Date 75

Note—42p.; For Reading and Mathematics Program Guides, see UD 015 747 and 015 748 respectively

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage**

Descriptors—\*Administrator Guides, Demonstration Programs, Elementary Education, Grade 5, Grade 6, Guidelines, Individualized Instruction, \*Mathematical Enrichment, Parent Participation, Program Administration, Program Descriptions, Program Guides, \*Reading Programs, School Districts, \*Skill Development, \*Underachievers

Identifiers—Supplemental Skill Development Program, Virginia (Richmond)

Produced for use by school administrators, supervisors, and teachers involved in the supplemental skill development program, this handbook provides assistance to school divisions who wish to implement it at the local level. The program is characterized by intensive individualized instruction in reading and mathematics to underachieving fifth and sixth graders. Minimal objectives, thirty for reading and thirty-five for mathematics, give direction to pupil learning. An integral part of the regular instructional program, this project also calls for parental involvement. A section describing the administration and supervision of the program at the state level addresses the role of the state department of education, action program strategies, criteria for selection of pupils in the program, and program objectives and funding. A similar section focusing on the implementation of the program at the school division level addresses the role of the local school division, the selection of pupils for program participation, the design and execution of the local program plan, the administration of a specified testing program, the expenditure of allocated funds, the instructional program, and record keeping. A section on the evaluation component notes that since the program has the dual purpose of accomplishing the objectives, and demonstrating the pilot effort aspect of the project, evaluation includes provisions for assessment of both program practices and pupil progress. Appendixes include objectives, sample class record sheets, and a plan form. (Author/AM)

**ED 118 708**

UD 015 750

*Clark, Woodrow W., Jr.*

**Learning: Intellectual Imperialism from Barrio to Nation.**

Pub Date Nov 74

Note—21p.; Paper presented at the American Anthropological Society Annual Meeting (Mexico City, Mexico, November 1974); Appendix A will reproduce poorly

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Community Characteristics, Economically Disadvantaged, \*English (Second Language), Ethnology, Field Studies, Ghettos, Imperialism, \*Political Issues, \*School Role, \*Second Language Learning, Social Influences, Teacher Education, Urban Culture, Urban Population

Identifiers—\*Colombia (Bogota)

The research for this paper was concentrated in a poor barrio in Bogota, Colombia. The Paper discussed learning in a poor urban community using the ethnographic example of a small community to illustrate the larger socio-political impact of the implication of the United States' policy and position for Colombia. The account is considered to be highly personalized and based upon a participant-observation approach, supplemented with survey data. A later section of the paper discussed language learning at a major Colombian educational institution. The contrast between language learning at the major institution and that in the poor community is the substance of the paper. Six approaches to the anthropological study of education are discussed and followed in combination in the paper: (1) education as an instrument for socialization or enculturation; (2) education as the culturally different aspects of a society in terms of its language, conceptual style, behavior, and learning processes; (3) education as a ritual of series of "rites de passage"; (4) education as the differential patterns marking the degree and depth of participation by people in the educational process; (5) education as out of school instruction provided by institutions of all kinds; and, (6) education viewed from a diversity of management perspectives. (Author/JM)

**ED 118 709**

UD 015 751

**Handbook for a Parent-School-Community Involvement Program.**

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—Texas Education Agency, Austin.  
Migrant and Preschool Programs.

Pub Date Jan 74

Note—128P.; Based on a handbook developed by Southwest Educational Development Laboratory under contract with Texas Education Agency

Available from—Texas Education Agency, Austin, Texas (\$2.00)

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage

Descriptors—\*Community Involvement, Community Leaders, Counselor Role, \*Migrant Child Education, \*Parent Participation, Principals, \*Program Development, \*Program Guides, School Nurses, School Social Workers, Teacher Role, Team Training

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, \*Texas

This handbook, the production of which was funded under the 1965 Elementary Secondary Education Act Title I, offers techniques and suggestions for developing a well organized parental involvement program with emphasis on the migrant Mexican American parent. The team approach, which includes the principal, teacher, parent, visiting, community aide, and others, is focused upon. Some activities discussed are parent teacher conferences, parental, workshops, advisory committees, home visits, and parent education activities. A parental involvement program is viewed as a partnership arrangement among parents, school, and community. The program's main goals and objectives are: (1) to develop rapport among migrant parents, school personnel, and community by increasing interpersonal contacts; (2) to increase interest and knowledge among migrant parents about the education of the children; (3) to involve all school personnel in the development of an effective parent-school-community involvement program; (4) to enhance the migrant parents' and school personnel's knowledge of local, State, and Federal Agencies, and other organizations that may improve the socio-economic status of the migrant; and, (5) to promote and involve migrant parents in all types of educational opportunities available. (Author/JM)

ED 118 710 UD 015 752  
An Appraisal of the Special Summer Food Service Program for Children. Food and Nutrition Service. Department of Agriculture. Report to Congress.

Comptroller General of the U.S., Washington, D.C.

Pub Date 14 Feb 75

Note—51p.; Best copy available

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage

Descriptors—Administrative Problems, Breakfast Programs, Children, Economically Disadvantaged, \*Federal Programs, \*Food Service, \*Health Programs, Lunch Programs, Nutrition, Program Administration, \*Program Evaluation, State Agencies, \*Summer Programs, Urban Areas

Identifiers—Special Summer Food Service Program for Children

The Special Summer Food Service Program for Children is one of several programs for the feeding of children administered by the Food and Nutrition Service (FNS). The program is designed to feed during summer vacation, children from areas having poor economic conditions or high concentrations of working mothers. It is authorized through fiscal year 1975. It provides Federal assistance through State educational agencies or Service regional offices for financing non profit food services operated by approved service institutions (called sponsors) at approved feeding sites. GAO's review of the program included visits to six large cities, one each in California, Illinois, Michigan, New Jersey, New York and Pennsylvania. Among the reports' findings and conclusions are the following: the program's effectiveness is difficult to assess because the Service and State agencies have not identified the total number of children who were eligible nor their location; the summer program apparently has achieved rather limited coverage, especially in areas other than the largest cities; and, problems which limited participation include vagueness in the law and regulations as to the extent of coverage desired, lack of strong support for an essentially voluntary program, and Federal and State funding limitations, resulting in a large proportion of allocated funds not spent. (Author/JM)

ED 118 711 UD 015 753  
Activity File of Learning Center and Classroom Multi-Cultural Activities.

Riverside Unified School District, Calif.

Note—68p.; Not available in hard copy due to marginal reproducibility of original

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Anglo Americans, Art Activities, Asian Americans, Creative Activities, Cultural Activities, Cultural Education, Cultural Exchange, Cultural Interrelationships, Educational Gaities, \*Elementary Education, Elementary Grades, Elementary Schools, \*Elementary School Students, Ethnic Groups, Group Activities, \*Instructional Materials, Instructional Media, Mexican Americans, Minority Groups, \*Multimedia Instruction, Music Activities, Negroes, Recreational Activities, \*Teacher Developed Materials

Identifiers—\*Elementary Secondary Education Act Title I, ESEA Title I

The cards in this file are representative samples of the types of activities developed by teachers involved in a Title I funded learning center of multi-cultural classroom activities for elementary school students. The five cultures that are studied are those of blacks, Asian Americans, native Americans, Mexican Americans, and Anglos. A multi-media approach is used in the classroom, and the activities described on these cards are part of a program which includes films, filmstrips, tapes, field trips, etc. Activities are divided into five areas: reading and language arts, cooking, arts and crafts, math, and music and dance. Listed under these five areas are thirty-eight activities, some of which include puzzles, types of poetry, how to make groundnut soup, early American recipes, food for the pioneers, African beads, Indian pottery, Japanese carp kits, Oriental block prints, counting triangles, the limbo dance, the Mexican national folk dance, the China pobana costume, and others. (Author/AM)

ED 118 712 UD 015 754  
Final Evaluation Report of the Title I, ESEA Pilot Cooperative Project (West Helena, Arkansas).

Educators Consulting Services, Inc., Conway, Ark.; Helena-West Helena School District, Ark.

Spons Agency—Arkansas State Dept. of Education, Little Rock. Div. of Federal Programs.

Pub Date Oct 75

Note—99p.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage

Descriptors—Administrator Role, Basic Skills, \*Criterion Referenced Tests, Educational Accountability, \*Elementary Education, Elementary School Supervisors, Elementary School Teachers, \*Individualized Instruction, Program Evaluation, \*Reading Programs, School Administration, Student Needs

Identifiers—\*Arkansas, Elementary Secondary Education Act Title I, ESEA Title I

The project discussed here was an outgrowth of a Title I, Elementary Secondary Education Act cooperative project involving nine Arkansas school districts. Initiated during 1971-72 school year, the cooperative's first two years focused on developing and field testing procedures for conducting district wide assessment of needs, program planning, and program evaluation. During the 1973-74 school year, these procedures were applied. That year's results served as a basis for further development and refinement during 1974-75. The purpose of this report is to describe the project activities implemented during 1974-75 and to present the evaluation results. The project utilized the Continuous Assessment Reading Design (CARD), a criterion-referenced assessment instructional program. The assessment component is designed to measure the specific skill needs of pupils, who have demonstrated an ability to perform at instructional levels kindergarten through six in the reading materials or basal series currently in use in their school district. The tests provide teachers with immediate and specific information about the pupils' reading skill strengths and weaknesses. Since each test item is keyed to a performance objective, the items missed by a pupil yield a profile of skill needs in the form of performance objectives. (Author/JM)

ED 118 713 UD 015 755  
Plan and Annual Report Requirements for Compliance With the Additional Apportionment Provisions of Chapter 241 of the Laws of 1974.

New York State Education Dept., Albany. Office of Research, Planning, and Evaluation.

Pub Date Jun 74

Note—40p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—\*Administrator Guides, \*Annual Reports, Elementary Education, Equalization Aid, Handicapped Students, Legal Responsibility, School Administration, \*School Districts, Secondary Education, Special Education, \*State Aid, State Departments of Education, Student Needs, Vocational Education

Identifiers—\*New York

Chapter 241 of the Laws of 1974 provides for aid to elementary and secondary education for 1974-75. This legislation contains departures from previous aid legislation. New criteria are introduced for calculating the "total aidable pupil units" which a district can claim. The new criteria are considered to reflect an effort to provide additional funds to school districts more equitably on the basis of specific pupil educational needs. Districts which receive aid for pupils with special education needs, with handicapping conditions, with severely handicapping conditions or in occupational education programs are required to prepare plans and submit annual reports to the State Education Department. The materials included in this document have been developed to assist district officials to understand and to carry out these new responsibilities, as follows: (1) general background information on Chapter 241; (2) specific planning, evaluation, and reporting instructions; (3) definitions which will enable district officials to identify pupils with special education needs and pupils with handicapping conditions, and definitions which will be applicable to occupational education; and, (4) the names and phone numbers of State Education Department officials to call for answers to questions about any facet of the special weighting provision. (Author/JM)

ED 118 714 88 UD 015 757  
FOCUS: A Successful High School Program for Dealing with Disaffected Youth.

Roseville Area School District 623, Minn.

Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C. Div. of Supplementary Centers and Services.

Pub Date May 75

Note—28p.; For training materials relating to the Focus Project, see UD 015758

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage

Descriptors—Academic Achievement, Educational Alternatives, Group Dynamics, \*Group Relations, Group Unity, High Schools, High School Students, Humanistic Education, Individualism, Individualized Programs, Program Descriptions, Secondary Education, Self Concept, Social Relations, \*Student Alienation, \*Student Centered Curriculum, Student Characteristics, Student Employment, Student Problems, Student Rehabilitation, \*Underachievers, Work Experience Programs, Work Study Programs

Identifiers—Minnesota (Roseville), \*Project Focus Dissemination

The Focus program deals with those students who perform well below their capacity socially and/or academically. It has as its main goal to decrease the incidence of alienation among these youth, the staff, and the community. Sub-goals include the reduction of alienation and improvement of self-concept, an increased access to desirable social roles, and the reduction of negative labeling. Since most Focus students are seen to be deficient in the basic academic skills and positive social development, the emphasis in each discipline is directed toward meeting the individual educational and social needs of each student. The philosophical basis of the Focus approach is broken down into seven briefly discussed interrelated components: caring, the setting of expectations, structure, individualization, responsibility, reinforcement, and evaluation. An area of emphasis in the program is the State funded work experience component in which work experiences are provided for each student, giving them an accurate view of the responsibilities and realities of employment. The Focus program is stated to be significantly different from other mini-school concepts dealing with the alienated student -- the family group atmosphere or small group interaction, noted to be the backbone of the program. (Author/AM)

ED 118 715 88 UD 015 758  
Training Materials (Focus Dissemination Project).



Roseville Area School District 623, Minn.  
Spons Agency—Bureau of School Systems (D-HEW/OE), Washington, D.C. Div. of Supplementary Centers and Services.

Pub Date 74

Note—259p.; For Project description, see UD 015 757

**EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage**

Descriptors—Class Management, \*Compensatory Education Programs, Curriculum Development, \*Delinquency Prevention, Instructional Materials, \*Manuals, Program Descriptions, \*School Improvement, Secondary Education, Secondary Schools, Staff Improvement, Suburban Schools, Youth Problems

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, \*Minnesota (Saint Paul)

The materials included in this document were prepared for the inservice training of Adoption Site personnel by the staff of Project Focus, a Developer/Demonstration site funded by the U.S. Office of Education under Elementary Secondary Education Act Title III. The document is designed to be used as a complete Training Manual. During the past three years, 1971-74, the Focus program as part of the Roseville Youth Development Project has directed its attention and efforts toward the identification and alteration of those features of a suburban school system that impede and obstruct positive youth development. The program has developed, implemented, evaluated, and disseminated strategies designed: (1) to provide socially acceptable and personally gratifying roles for all youth, particularly those most prone to the development of delinquency patterns and criminal careers; (2) to reduce student feelings of alienation, rejection, and powerlessness; (3) to provide appropriate success oriented learning alternatives; (4) to provide alternatives within the context of a public school system that improve the institutional services to adjudicated delinquents; and, (5) to recommend changes in school policies and procedures to reduce disaffection throughout the system. (Author/JM)

**ED 118 716** 95 **UD 015 763**

Patchen, Martin And Others

**The Relation of Inter-Racial Contact and Other Factors to Outcomes in the Public High Schools of Indianapolis.**

Purdue Univ., Lafayette, Ind. Inst. for the Study of Social Change.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (D-HEW), Washington, D.C.

Pub Date 75

Note—126p.

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage**

Descriptors—\*Academic Achievement, Academic Aspiration, Caucasian Students, \*Changing Attitudes, Comparative Analysis, High School Students, \*Individual Differences, Negro Students, Occupational Aspiration, \*Racial Attitudes, \*Racial Differences, School Districts, Secondary Education

Identifiers—\*Indiana (Indianapolis)

The first part of this report descriptively compares black and white students with respect to various outcomes such as effort, academic performance, aspiration, and racial opinion change, and examines whether students of given racial groups differ in behavior depending on the school which they attend. Interrelationships between the various outcomes are explored. Data indicate that blacks do not differ greatly from whites with respect to academic effort or absence from school, that blacks and whites are similar with respect to educational and occupational aspirations, and that they differ greatly in achievement

scores and grades. The second part of the report considers the associations between each of the outcomes in the school and each of several sets of factors which are seen to account for variations in each outcome. These sets of possible explanatory factors are interracial interaction, student characteristics, home background, school situation, and student goals, beliefs and interests. Analysis of the data deals with each racial group separately and emphasizes the differences among individual students. Since the data on which the report is based is four years old, the descriptive findings are not held to necessarily reflect the current situation. Yet the observed general patterns and the issues they raise are still relevant. (Author/AM)

**ED 118 717**

**UD 015 768**

Alberly, Beth, Ed. Dropkin, Ruth, Ed.

**The Open Education Advisor.**

City Univ. of New York, N.Y. City Coll.

Workshop Center for Open Education.

Pub Date Sep 75

Note—96p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage**

Descriptors—\*Advisory Committees, Child Development, Class Organization, Cooperative Planning, Educational Strategies, \*Organizational Development, Public Schools, \*Public School Teachers, \*Teacher Improvement, Teacher Programs, \*Teacher Role

Identifiers—New York (New York), Open Corridors Program

This bulletin describes the work of the City College Advisory Service to Open Corridors, a program committed to changing schools in ways that will better support children's own spontaneous patterns of learning. In Part I, advisors describe in their own words how they proceed to educate themselves for the advisory role they undertake and how they work with teachers and children, administration, parents, and community. The facts and figures of advisors' efforts in a single district are reported in Part II, culled from their memos and logs. This material analyzes certain areas of advisor functioning presented in such broad categories as child development, reading-language arts, open education implementation, and workshops with para-professionals. The major area of advisory work, the work with individual teachers in the classroom and in personal conference, is not included here. In Part III, the spread of program philosophy and expertise, through the Advisory Circle of former advisors who have gone on to new assignments, is described. These former advisors have found ways of incorporating their advisory experience into the new situation. The future role of the advisory, especially in the context of the program's present crisis, is the subject of the essay in Part IV. (Author/AM)

**ED 118 718**

**UD 015 769**

Chow, Willard T.

**Reviving the Inner City: The Lessons of Oakland's China Town.**

California Univ., Berkeley. Inst. of Governmental Studies.

Pub Date Aug 75

Note—9p.; Public Affairs Report: Bulletin of Governmental Studies, University of California Berkeley, v16 n4 August 1975

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage**

Descriptors—Asian Americans, \*Chinese Americans, City Demography, City Improvement, Community Cooperation, \*Community Involvement, \*Community Planning, Community Problems, Ethnic Distribution, Ethnic Groups, Ghettos, \*Inner City, Minority Groups,

\*Neighborhood Improvement, Social Responsibility, Urban Renewal

Identifiers—\*California (Oakland), Oakland Chinatown

Some historic aspects of Chinese settlement in the San Francisco Bay area are examined in this document and the impact of inner city development on ethnic neighborhoods, particularly in Oakland's Chinatown is discussed. Some developmental side effects are noted, as well as the benefits of ethnic concentration when the latter is the result of choice. Also presented is the challenge of providing neighborhoods with a stronger voice in land-use decisions and insuring that the community leaders who wield political influence actually defend the interests of residents they claim to serve. Finally, it is suggested that residents, public officials, and private investors take a new look at Chinatown. It is concluded that new legislation and innovative programs may not be needed and that the crucial element necessary to enhance the vitality of Chinatown is a clearer vision of its role in inner city revitalization. Since the decision of key actors such as lenders, landlords, realtors, appraisers, city planning staff, community leaders, and other combine to determine the market value, attractiveness, and livability of a neighborhood, the task of neighborhood preservation and rehabilitation involves the cooperation, persuasion, and sharing of a common vision of the future among these parties. (Author/AM)

**ED 118 719**

**UD 015 770**

Scott, Robert Allyn

**Opened Admissions: Its Past and Its Promise. An Examination of the Trend Toward Universal Opportunity for Post Secondary Schooling in United States, With Cases.**

Pub Date Jan 76

Note—450p.; Ph.D. Dissertation, Cornell University, Ithaca, New York, January 1976

Available from—University Microfilms, North Zeeb Road, Ann Arbor, Michigan 48823 (Microfilm, \$5.00; Zeroography, \$11.00)

**Document Not Available from EDRS**

Descriptors—Academic Standards, \*Admission Criteria, \*Case Studies, College Bound Students, College Preparation, College Students, Doctoral Theses, Economically Disadvantaged, Educationally Disadvantaged, \*Educational Trends, Financial Problems, Geographic Location, \*Higher Education, \*Open Enrollment, Post Secondary Education, Public Policy, Socially Disadvantaged, Student Motivation, Universal Education

Identifiers—Hawaii State University System, Roosevelt University

The admissions process to post secondary schooling is examined, and the complex of academic, financial, geographic, and motivational barriers to access that are currently being overcome are identified in this dissertation. The objectives are to analyze and discuss various topics and to use them to illuminate institutional policies and practices to increase their understanding, how they evolved and the forces at work in setting them, and how they affect their institutions. Two case studies, Roosevelt University in Chicago and the State of Hawaii University System, are utilized to illustrate and explain the process and the barriers, while discussing concepts such as merit, equality, excellence, liberty, and justice. Methodology employed includes a historical and sociological analysis, interviews, and case studies. The results of the study are: a display of open admissions and how it works; an illustrated definition of the process; an examination of earlier philosophies of access and the differences between Land-Grant attempts at expanding access and more recent efforts, and a further understanding of the various processes of access to schooling and its benefits. It is concluded that, to some extent, the opening of admissions represents a state of mind, a philosophy of access, and not a specific occurrence. (Author/AM)